UNA
LABORANTES

KINGS'

SCHOOL · WINCHESTER

Knowledge Organiser 2022-23

Year 8 | Autumn term

NAME: TUTOR:


INSPIRING FUTURES • ACADEMIC EXCELLENCE • EXCEPTIONAL CHARACTER •

KINGS'

SCHOOL · WINCHESTER

How to use your knowledge organiser

You are given a Knowledge Organiser at the beginning of the term. You are responsible for it and need to take care of it. Please do not lose it, or doodle on it. We will ask you to replace any lost/defaced Knowledge Organisers, as they are a tool that you and your teachers will use in lessons and for homework.

Your teachers have created Knowledge Organisers to support each unit of learning across Key Stage 3. These are then compiled into a booklet for you. Knowledge Organisers are a simple tool that provides the foundational knowledge required for each particular unit across each subject. These are called your **Knowledge Base**. They are not the whole curriculum – you will be taught much more than this, but they do outline the basic knowledge that every pupil should know.

Your teachers will tell you how often you will need to learn from your knowledge organiser when it is set as homework. Working with a knowledge organiser every day helps to establish routines in home learning, developing a confident use of vocabulary and independent study skills. You will be tested on the information that you have learned from the knowledge organisers in your lessons. There are many effective ways of learning from a Knowledge Organiser. One way that your teachers may use is called: Look, Cover, Write, Check. Please do not be tempted to just copy from the Knowledge Organiser - studies have shown that this is not effective.

Subjects have also added other information for you – this is indicated in a section called a **Knowledge Builder**. This may be extension tasks, or further study that may interest you.

Please see these videos for more information on what Knowledge Organisers are, and how to use them:

Full Video

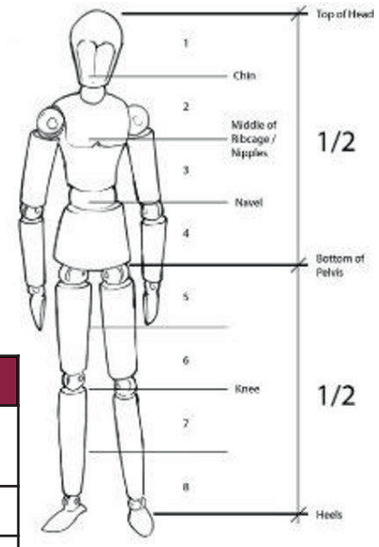
Look, Cover, Write, Check

CONTENTS

1. Proportion		
1.1	proportion	The relationship of parts of the body to one another.
1.2	ratio	The relationship between two things when it is expressed on numbers or amounts.
1.3	measurement	The action of measuring something to establish its size.
1.4	line drawing	A drawing using only narrow lines, without shading.
1.5	lay Figure	An artist's wooden joined figure.

2. Measurements of the figure		
2.1	How the figure is measured	Figure is measured in heads. Figure is 7 ½ to 8 heads heigh.
2.3	shoulder width	Shoulder to shoulder is between 2 ½ and 3 head widths.
2.4	arms	Shoulder to elbow is the same length as elbow to wrist.
2.5	legs	Hip to knee is the same length as knee to ankle.
2.6	pelvic bone/hips	This is halfway done the figure.
2.7	hands	Fingertips are halfway down the thigh. Hands are as big as face.
2.8	knees	Three quarters of the way down the figure.
2.9	elbows	In line with the bellybutton.

3. Tone		
3.1	highlights	The lightest area of an object or image.
3.2	shadows	A dark area where light is blocked.
3.4	blending	A gradual transition between a colour or tone.
3.5	gradation	A visual technique of gradually transitioning from one shade to another.
3.6	shading	Use of tone to create form and shadow.
3.7	contour shading	The direction of the shading follows the contour of the shape.

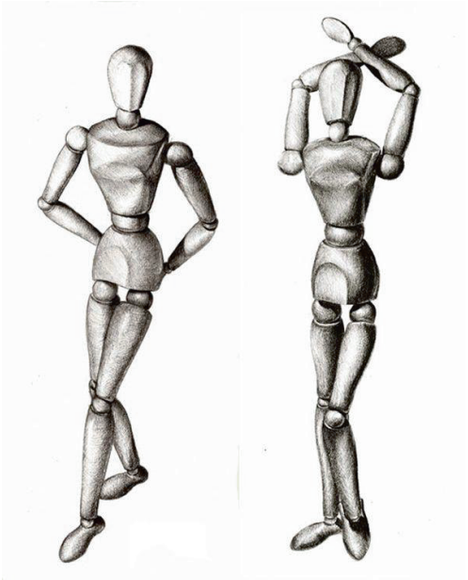


Classroom vocabulary	
smooth	An even texture achieved with drawing or painting.
accuracy	Being correct or exact.
detail	A distinctive feature of an object or image.
precision	The quality of being sharp or accurate.

4. Watercolour painting		
4.1	paint proportions	Ratio of paint to create the correct colour.
4.2	paint application	How the paint is applied.
4.3	paint consistency	How thick or thin the paint is.
4.4	colour strength	Amount of water added to change colour strength.
4.5	wet-on-wet	Wet paint into wet paint to blend.
4.6	blending	A gradual transition between a colour or tone.
4.7	gradation	A gradual transition between a colour or tone.
4.8	accuracy	Painting neatly within the lines. Work brush along the direction of the line.

Watch this tutorial on drawing the figure.

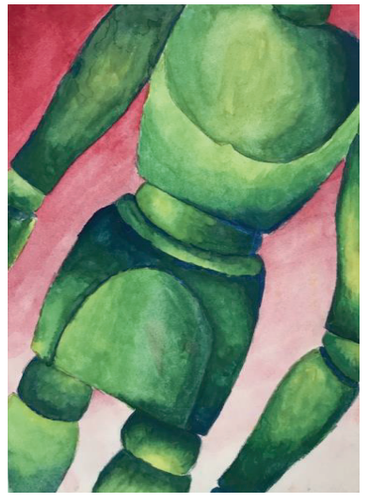
Tonal lay figure drawing



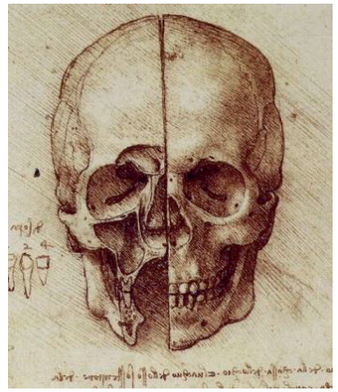
Watch the dos and don'ts of watercolour painting

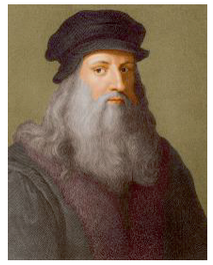
Watch four watercolour blending techniques

Blending tone and colour to create the form of the figure



Lenardo Da Vinci

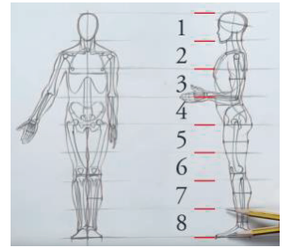




Watch to learn about Da Vinci's amazing talents

Skill extension tasks

Human Figure Proportions - Anatomy Master Class



Create special effects with watercolor techniques

1. HTML to create a website		
1.1	Hyper Text Mark-up Language (HTML)	HTML can be written in specialist software, or in a simple text editor like Notepad. The document must be saved with the file extension'.html' to be opened via a web browser.
1.2	HTML tags	Most tags come in opening and closing pairs. All code that goes in between the tags is governed by the rules of the tags.
1.3	"the rule of tags"	Tags work like a light switch: the first tag turns the action on, and the second turns it off.
1.4	HTML code	HTML code displays a message on a webpage: <html> <body> Hello world This is my first webpage </body> </html>
1.5	HTML is written in 2 ways	Using a plain text editor, e.g. Notepad, Notepad++ or TextPad. Or using a **W**hat **Y**ou **S**ee **I**s **W**hat **Y**ou **G**et (WYSIWYG) editor, e.g. Dreamweaver, iWeb, SeaMonkey. Wordpress
1.6	plain text editor	An editor like Notepad offers greater control over the code when compared to a WYSIWYG editor because each and every character that forms the HTML and the resulting web page is hand typed. The disadvantage is it's a slow process.
1.7	WYSIWYG editor	The web page is designed, and the content written and styled, using a series of tools. This makes building a web page much faster because only a limited knowledge of HTML is needed as it's automatically generated.
1.8	versions of HTML	Over the years there have been several versions of HTML. Each successive version has more tags, allowing the programmer to build more advanced webpages. The latest version, released in 2012, is HTML5.
1.9	Cascading Style Sheet (CSS)	CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text.

2. Key Vocabulary		
2.1	browser	An application used to view web pages, e.g. Internet Explorer or Google Chrome.
2.2	Hyper Text Markup Language (HTML)	Hyper Text Markup Language. The language used to write and display web page documents.
2.3	hyperlink	A link in a document or webpage that connects to another location.
2.4	internet	A global network connecting millions of computers.
2.5	web browser	An application that displays web pages.
2.6	web page	A page designed for, and viewed in, a web browser.
2.7	website	A web page or group of web pages hosted on one web server and viewed in a web browser, usually maintained by a person, group or organisation.

1. Email Scam		
1.1	phishing email	An email that tricks you into handing over sensitive personal information
1.2	trojan horse / malware	An email that offers something tempting and when opened, installs a virus onto your computer.
1.3	advance fee fraud	An email that is a long and desperate plea for help. The sender will claim they need cash from you.
1.4	virus-generated email	An email appearing to be sent from a friend, but a virus has infected their account and infects other accounts.

2. Computer Misuse Act		
2.1	browser change	Changes Browser functions such as your default search engines or browser history.
2.2	file infector	Infects a particular file. May overwrite or completely destroy the file
2.3	marco virus	Embedded in templates such as Word or Excel. The virus spreads if the file is opened on a different computer.
2.4	hacking	The gaining of unauthorized access to data in a system or computer.

3. Data Protection - GDPR		
3.1	identity theft	The fraudulent practice of using another person's name and personal information.
3.3	General Data Protection Regulations. (GDPR)	Data protection legislation.

4. Copyright & Plagiarism			
		Copyright	Plagiarism
4.1	definition	Protection against unauthorised use of written or recorded content such as books, software or music.	Copying someone else's work and passing it off as your own
	impact	Legal Issue	Moral / ethical Issue
	consequence	Imprisonment and fines can be issued. Work is removed	Work is removed – can result in zero marks.
4.2	IP Address	The computer's fingerprint.	

5. Health and safety		
5.1	different types of health and safety issues relating to prolonged use of technology.	Headaches Eye strain Back Problems
5.2	disposing of equipment	The impact of additional pollution and waste.
5.3	the perfect work station	How to sit correctly to prevent injury

1. 45cm between eyes & screen
2. Adjustable screen at or slightly below eye level
3. Chair supports back and shoulders
4. Elbow angle between 90-120°
5. Keyboard within easy reach
6. Wrist support for mouse hand
7. Chair is height adjustable
8. Feet should touch the floor – add foot rest if too high

Advance html coding skills – theory

A brief history of the internet

Deeper Thinking – Cyber Security Lessons

BBC News - Hacking

Careers in Web Development

W3schools – HTML training

University course in Ethical Hacking

Careers in Cyber Security

Key Questions		
1	Why do people hack?	Some common reasons for hacking include basic bragging rights, curiosity, revenge, boredom, challenge, theft for financial gain, sabotage, vandalism, corporate espionage, blackmail, and extortion.
2	Is all hacking considered bad?	It is important to understand, though, that not all hackers are bad. Indeed, many hackers are helping to protect us from the untrustworthy ones.
3	How can you protect yourse lf from hackers?	Strong passwords – be careful on public wifi, ensure your anti-virus software is up to date.

Stretch your vocabulary - HTML		
a.1	aesthetics	Appreciative of what is pleasurable to the senses.
a.2	syntax	The structure of statements in a computer language.
a.3	<meta>	Tag defines metadata about an HTML document.
a.4	Metadata	Data (information) about data.
a.5	audience	Refers to that part of the population that is intended to reach or influence the website.

Stretch your vocabulary – Cyber Security		
a.1	fraudulent	Obtained, done by, or involving deception, especially criminal deception.
a.2	scam	A dishonest scheme; a fraud.
a.3	ethical	Morally good or correct.
a.4	protection	a legal or other formal measure intended to preserve civil liberties and rights.
a.5	firewalls	Protect (a network or system) from unauthorized access with a firewall.
a.6	data harvesting tools	Data harvesting means getting the data and information from the online resource

1. PERFORM VERY SUCCESSFULLY			
Physical	1.1	gesture	A defined movement which clearly communicates meaning.
	1.2	gait	Is the way in which a character walks.
	1.3	posture	Is the position of a person's body when standing or sitting.
Vocal	1.4	pace	The speed at which lines are delivered. Speed of speech conveys how a character is feeling.
	1.5	pitch	How high or low an actor delivers their lines to convey meaning.
	1.6	tone	How hard or soft an actor's voice is when delivering lines to convey meaning.
Space	1.7	speed	The quality and pace of an actor's movement.
	1.8	proxemics	The way space/distance between characters on stage is used to represent the relationship between them.
	1.9	stage presence	Is the energy, or charisma and appeal, that an artist has whilst performing.

Watch these videos by the National Theatre, explaining Commedia dell'arte.

Pantalone

Il Dottore

Arlecchino

Brighella

2. UNIT KEY VOCABULARY			
1.10	T2	exaggeration	When an actor over emphasises a movement/s, line/s or action/s to emphasise or entertain for dramatic effect.
1.11	T2	performance pace	The speed in which a scene or selection of scenes are moved through.
1.12	T2	timing	The moment when an actor chooses to pause, clock the audience, or deliver their line/movement for optimum effect.
1.13	T3	clocking	When an actor makes direct eye contact/interacts with the audience to emphasise/include them in a comic moment.
1.14	T2	movement	The physical way actors demonstrate characterisation.
1.15	T2	expression	The physical and facial demonstration of a character's emotions.

3. DRAMA KEY VOCABULARY			
1.16	T3	lazzi	Set comic routines specific to certain commedia dell'arte characters.
1.17	T3	gromolot	An imitation of language, improvised gibberish used to emphasise comedy or communicate a character without the constraint of language or specific lines.
1.18	T3	magnifico	The wealthy, high status characters within commedia dell'arte.
1.19	T3	zanni	The low status, clown characters within commedia dell'arte.

4. UNIT CONTEXT								
1.20	Commedia dell'arte	• Originated in Italy • 16th Century • Troupes contained 6-12 performers	1.21	Zanni	• Arlecchino • Pulcinella • Brighella	1.22	Magnifico	• Pantalone • Il Dottore • Il Capitano

1. UNIT KEY VOCABULARY			
1.1	T2	timing	The moment when an actor chooses to pause, clock the audience, or deliver their line/movement for optimum effect.
1.2	T2	exaggeration	When an actor over emphasises a movement/s, line/s or action/s to emphasise or entertain for dramatic effect.
1.3	T2	expression	The physical and facial demonstration of a character's emotions.
1.4	T2	dynamics	The energy, effort, force or weight applied to movement.

2. DRAMA KEY VOCABULARY			
1.5	T2	inanimate object	An object that is not alive, it does not breath.
1.6	T3	pedestrian movement	Movement that imitates everyday gestures or actions.
1.7	T3	body propping	When an actor uses their body to create an inanimate object.
1.8	T3	7 states of tension	a gradient approach to enable an actor to transition into different emotions and help them connect with their character.

Books to read:

Further key vocabulary check	
abstract	The opposite of realistic.
stylised	An attempt to enhance a scene using unnatural methods.
representational	To represent reality or an aspect of real life.
motif	A repeated use of a movement pattern that has meaning.

A sequence of movements performed by two or more actors. The control of the movement shifts between the performers and can involve leans, lifts, weight bearing and change of direction.

The National Theatre present a masterclass in physical theatre by Frantic Assembly.

An introduction to Physical Theatre with links to the work of Frantic Assembly.

4. UNIT CONTEXT								
1.18	Jacques Le Coq	Developed the 7 states of tension approach.	1.19	Frantic Assembly	International physical theatre company. Create transitions via 'round, by, through'. Create their work through devising.	1.20	DV8	Physical theatre company that combine movement and drama, taking risks to explore social and political ideas.

Poems and Prose		
1.1	The Raven	Edgar Allen Poe: 19th cent. American writer known for poetry and short stories, particularly his tales of mystery.
1.2	Dracula	Bram Stoker: 19th cent. Irish author of fiction and theatre critic.
1.3	Miller's End	Charles Causley: British poet, school-teacher and writer. Work often noted for associations with folklore, legends and magic.
1.4	The Woman in Black	Susan Hill: English author of fiction and non-fiction works.
1.5	Wolves Made of Nightmares	Steffi Webster: English poet
1.6	The Tell-Tale Heart	Edgar Allen Poe
1.7	Haunted House Inventory	Julie Anna Douglas: English Poet
1.8	Rebecca	Daphne du Maurier: English novelist, biographer and playwright.

Techniques		
3.1	alliteration	Repetition of the same sounds/letters e.g 'busy as a bee'.
3.2	enjambment	the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.
3.3	caesura	a pause in a line that is formed by the rhythms of natural speech rather than meter.
3.4	metaphor	Describing/comparing something to something else e.g 'his words cut deeper than a knife'.
3.5	simile	Describing something as/like something else 'as quiet as a mouse'.
3.6	assonance	Rhyme/Repetition of stressed vowel sounds e.g 'patience always pays'.
3.7	pathetic fallacy	attribution of human emotion to things found in nature (often weather) e.g 'I wondered lonely as a cloud'.

Vocabulary		
2.1	nocturnal	Belongs to or is active at night
2.2	supernatural	Force beyond scientific understanding or the laws of nature.
2.3	bleak	lacking vegetation and exposed to the elements.
2.4	oppressive	Inflicting harsh treatment
2.5	inescapable	Unable to be avoided or denied.

Context		
4.1	Mary Shelley	Changed the typical gothic villain from an evil man into a physical embodiment of human folly failure
4.2	Victorian era (1837-1901)	Produced some of the most well-known examples of gothic horror
4.3	medieval revival	Stood against the Enlightenment's focus on reason
4.4	decay	Proof of a previously thriving world which is decaying in the present.
4.5	Goth	Originally, the Goths were one of the barbarian horseback riding groups that caused trouble for the Roman Empire.

Themes		
5.1	power	The ability or capacity to do something or act in a particular way.
5.2	confinement	The action of confining or state of being confined
5.3	isolation	The process or fact of isolating or being isolated.
5.4	fear	an unpleasant emotion caused by the threat of danger, pain, or harm.

Destination		
1.1	Iceland	Is a Nordic island country in the North Atlantic Ocean and the most sparsely populated country in Europe. Iceland's capital and largest city is Reykjavík, which is home to over 65% of the population.
1.2	Canada	Is a country in North America. It extends from the Atlantic Ocean to the Pacific Ocean and northward into the Arctic Ocean, covering over 9.98 million square,
1.3	Egypt	Officially the Arab Republic of Egypt, is a transcontinental country spanning the northeast corner of Africa.
1.4	Japan	Is an island country in East Asia. Japan is a part of the Ring of Fire and spans an archipelago of 6852 islands covering 377,975 square kilometres.
1.5	Kenya	A country in Africa that still maintains a proud tribal heritage. Often visited on Safari as it is home to the big five.

Rhetorical Techniques		
3.1	pun	A joke using the different possible meanings of a word or the fact that there are words which sound alike but have different meanings.
3.2	personification	Giving an inanimate object human traits.
3.3	extended metaphor	An extended metaphor is a version of metaphor that extends over the course of multiple lines, paragraphs, or stanzas of prose or poetry.

Vocabulary		
2.1	gaijin	Japanese slang for a foreigner specifically someone from Western culture.
2.2	fjord	A long, narrow, deep inlet of the sea between high cliffs, as in Norway, typically formed by submergence of a glaciated valley.
2.3	glacier	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.
2.4	coerce	Persuade (an unwilling person) to do something by using force or threats.
2.5	sensationalise	Presenting information in a way that is intended to provoke public interest and excitement, at the expense of accuracy.

Context		
4.1	Communism	A theory of social organization. All property is owned by the community and each person contributes and receives according to their ability and needs.
4.2	Korean war	Fought between North Korea and South Korea in the 50s. North Korea was supported by China and the Soviet Union. South Korea was supported by the UN and the United States.
4.3	Socialism	A political theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.
4.4	Vladimir Lenin	1870 -1924 was a Russian revolutionary, politician, and political theorist. He served as the first and founding head of government of Soviet Russia from and of the Soviet Union.

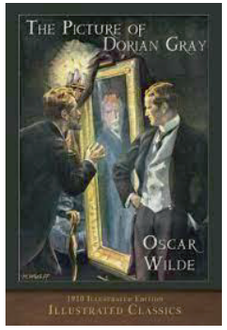
Iconic Landmarks You Could Write About		
5.1	Blue Lagoon	Is a geothermal spa found on the Reykjanes Peninsula in southwest Iceland.
5.2	Empire State Building	The Empire State Building is a 102-story Art Deco skyscraper in Midtown Manhattan.
5.3	La Sagrada Familia	A large unfinished minor basilica in the Eixample district of Barcelona, Catalonia, Spain.
5.4	St Michael's Mount	A tidal island in Mount's Bay, Cornwall. The island is linked to town by a causeway of granite setts, only passable between mid-tide and low water.

Knowledge Builder: English
Gothic Literature | Year 8 Autumn Term 1

Learn about the gothic genre

Learn about Edgar Allan Poe

Books to read:



Films to watch:

Stretch your vocabulary		
1	macabre	Disturbing because concerned with or causing a fear of death.
2	spectre	A ghost.
3	trepidation	A feeling of fear or anxiety about something that may happen
4	ominous	Worrying impression that something bad is going to happen
5	shrouded	Cover or envelop so as to conceal from view.
6	surreptitiously	In a way that attempts to avoid notice or attention; secretively.
7	melancholy	A feeling of pensive sadness, typically with no obvious cause.
8	aghast	Filled with horror or shock

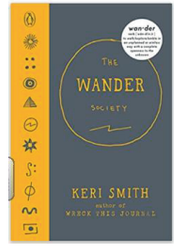
Knowledge Builder: English
Travel Writing | Year 8 Autumn Term 2

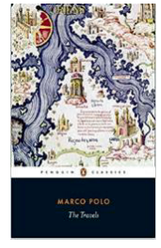
Michael Portillo in China he looking at the more exciting point of view at describing simple everyday journeys:

Michael Palin in North Korean:

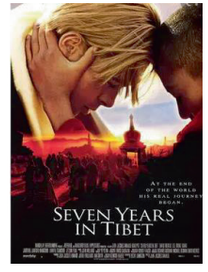
Stretch your vocabulary		
1	ziggurat	A rectangular stepped tower, sometimes surmounted by a temple.
2	meander	Proceed aimlessly or with little purpose.
3	quaint	Attractively unusual or old-fashioned.
4	palisade	A fence of wooden stakes or iron railings fixed in the ground, forming an enclosure or defence.
5	pretentious	Attempting to impress by affecting greater importance or merit than is actually possessed.
6	presumptuous	Failing to observe the limits of what is permitted or appropriate.
7	assuage	Make (an unpleasant feeling) less intense.

Books to read:





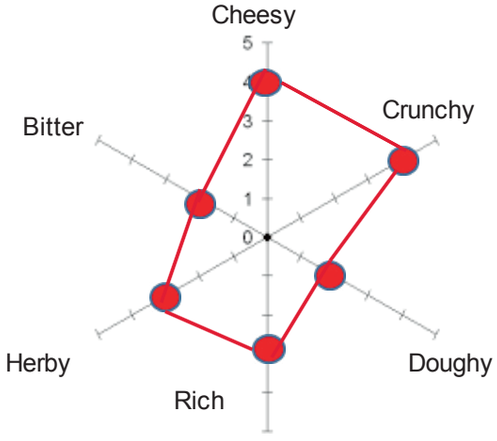
Films to watch:



1. Core Knowledge		
Food Assurance		
1.1	Red Tractor	The UK's largest food and farm standards scheme. It covers areas such as: animal welfare and safety, tractability and environmental protection.
1.2	Lion eggs 	The UK's most successful food safety mark, introduced to reduce cases of salmonella and food poisoning caused by eggs.

Eat well for less – 8 tips for healthy eating on a budget:
1. Use beans and lentils to make dishes go further
2. Use dried, canned, frozen and fresh when eating your 5 a day
3. Eat seasonal fruit and vegetables
4. Buy dried staple foods like pasta and rice which last a much longer
5. Try to buy meat on the bone with skin and remove yourself at home
6. Freeze leftovers rather than throwing food away
7. Plan meals for the week ahead to avoid waste or food going out of date
8. Write a shopping list

Profiling test (star profile) - a test used to obtain a detailed description of a food product.



What does this profiling test tell you about the Pizza that was made?

2. Science		
1.1	gelatinisation	the process of gelatinisation occurs when starch granules are heated in a liquid, causing them to swell and burst, which results in the liquid thickening
1.2	gluten formation	wheat and other related grains (including barley, and rye) contain a mixture of two proteins **glutenin** and **gliadin**. When flour made from grinding these grains is mixed with water the two proteins combine and form gluten
1.3	denature	The process of destroying the characteristic properties of a protein by heat, or acidity, for example when you fry an egg, the raw egg becomes denatured once it is heated
1.4	enrichment	the practice of adding micronutrients back to a food product that were lost during processing
1.5	mechanical raising agent	adding air to a mixture by: whisking creaming sugar and fat sieving
1.6	lamination	the process of folding and rolling butter into dough over and over again to create super-thin layers
1.7	shortening	defined as a fat, solid at room temperature, which can be used to give foods a crumbly and crisp texture such as pastry. Examples of fat used as "shorteners" include butter, margarine, vegetable oils and lard
1.8	coagulation	the change in the structure of protein (from a liquid form to solid or a thicker liquid) brought about by heat, mechanical action or acids.

3. Practical Skills		
1.1	bridge	form a bridge over the ingredient with your hand and put the knife underneath.
1.2	claw	curl fingers inwards and grip the food with your fingertips, keeping fingers away from the knife.
1.3	creaming	the technique of softening solid fat, like butter, into a smooth mass and then blending it with other ingredients.
1.4	aeration	the process of allowing air to be combined into ingredients to make them lighter and/or create more volume.
1.5	kneading	movement to stretch the gluten in dough.
1.6	rub in	coating flour grains in fat using fingertips to make breadcrumbs
1.7	reduction	to simmer a sauce until some of the water in it has evaporated, which intensifies the flavours, thickens the liquid, and causes it to take up less volume
1.8	roux	flour and fat cooked together and used to thicken sauces

Where do the foods in your store cupboard at home originate from?

4. Nutrition		
1.1	DRV	**dietary reference values**
1.2	kilocalorie	a kilocalorie is another word for what's commonly called a calorie, so 1,000 calories will be written as 1,000kcals.
1.3	BMR	**basal metabolic rate** measures the minimum amount of calories that your body needs to perform necessary functions.
1.4	Macronutrients	nutrients that we need in large amounts. Fats, carbohydrates and protein.
1.5	micronutrients	nutrients that we need in small amounts. Vitamins and minerals.

Nutrition Labels: The traffic light label is colour coded and shows that green is low in a particular nutrient, amber means medium and red is high in a nutrient.

Front-of-pack nutrition information

Nutrition information can also be repeated on the front-of-pack. This nutrition labelling is **voluntary**. If provided, it can display at-a-glance information on the amount of energy only (calories and kilojoules per portion and per 100g/ml), or the amount of energy plus fat, saturates, sugars and salt.

Traffic light labelling

Some manufacturers and most major UK supermarkets use traffic light labeling on pre-packed foods and drinks to show whether a product is **high** (red), **medium** (amber) or **low** (green) in fat, saturates, sugars and salt.

Colour coding can be a useful tool to help choose between products - try and go for more greens and ambers, and fewer reds!

Nutritional information on labels may also be expressed as a percentage of the **reference intake (RI)**. These are a guide to the maximum amount of **fat, saturates, sugar and salt** that adults should eat each day.

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

RIs are based on requirements for adult females.

Energy or nutrient	Reference Intake
Energy	8400kJ/2000kcal
Fat	70g
Saturates	20g
Carbohydrate	260g
Sugars	90g
Protein	50g
Salt	6g

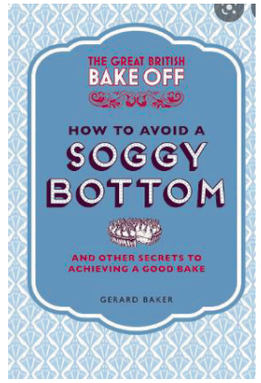
For more information about nutrition labels, watch the video using the QR code.

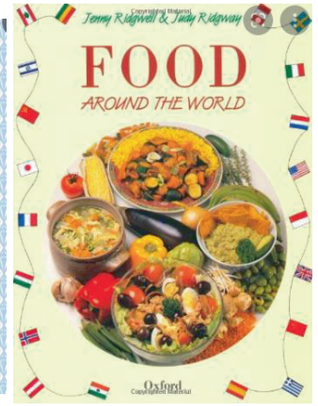
Understand more about food labelling

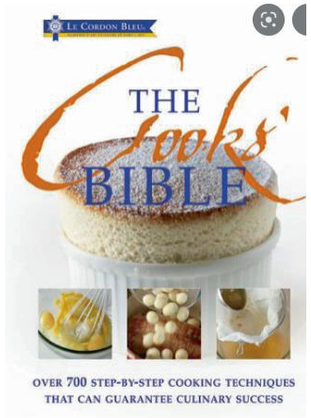
Have a go at creating your own nutrition label for one of the dishes you have cooked this term

BBC documentary about the history of curry

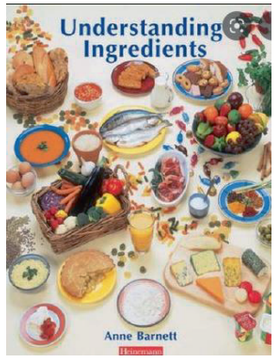
Books to read:







Stretch your vocabulary		
S1	food assurance	In the UK, food assurance schemes help to provide consumers and businesses with guarantees that food has been produced to particular standards.
S2	provenance	Food provenance is the term we use to describe the origins of our food, such as where it has been grown, raised or caught.
S3	fermentation	A process that involves the breakdown of carbohydrates by bacteria and yeast.
S4	conduction	A common example of conduction is the process of heating a pan on a stove. The heat from the burner transfers directly to the surface of the pan.
S5	convection	Convection occurs when particles with a lot of heat energy in a liquid or gas move and take the place of particles with less heat energy. For example the water boiling in a pan.
S6	radiation	The process where heat and light waves strike. and penetrate your food through electromagnetic energy, for example grilling food.



1. TV and films	
les dessins animés	cartoons
les documentaires	Documentaries
les émissions de sport	sports programmes
les émissions de télé réalité	reality TV shows
les émissions musicales	music shows
les infos	the news
les jeux télévisés	game shows
la météo	the weather
les séries	series
les séries policières	police series
les séries américaines	american series
les comédies	comedies
les films d'action	action films
les films d'amour	romantic films
les films d'arts martiaux	martial arts films
les films d'aventure	adventure films
les films fantastiques	fantasy films
les films d'horreur	horror films
les films de science-fiction	science fiction films

2. Opinions and actions	
J'adore	I love
J'aime bien	I like a lot
J'aime	I like
Je n'aime pas	I don't like
Je ne regarde jamais	I never watch
Je ne rate jamais	I never miss
Je suis fan de	I'm a fan of
Je ne suis pas fan de	I am not a fan of
J'ai une passion pour les..	I have a passion for
J'ai horreur des..	I really dislike
Je déteste	I hate
Mon acteur préféré c'est	My favourite actor is
Mon film préféré c'est	My favourite film is…
A mon avis c'est	In my opinion..
Je pense que c'est	I think it is..
Je trouve ça…	I find that..

3. Important adjectives	
amusant	funny
assez bien	quite good
barbant	boring
chouette	excellent
effrayant	frightening
émouvant	moving
ennuyeux	boring
génial	great
intéressant	interesting
nul	rubbish
passionnant	exciting
pratique	practical
stupide	stupid
formidable	great
idiot	stupid

4. The perfect tense of regular verbs			
J'ai discuté	I discussed	J'ai regardé la télé/clips vidéo.	I watched the TV/video clips
J'ai ecouté la radio	I listened to the radio	J'ai surfé sur internet	I surfed the net
J'ai envoyé des SMS	I sent texts	J'ai tchatté	I chatted
J'ai joué à des jeux en ligne	I played games online	J'ai téléchargé des chansons	I downloaded songs
J'ai posté des photos	I posted photos		

1. Saying what you did in Paris	
j'ai gagné un concours	I won a competition
j'ai passé une semaine	I spent a week
j'ai visité la Tour Eiffel	I visited the Eiffel Tower
j'ai mangé au restaurant	I ate in a restaurant
j'ai admiré Le Louvre	I admired the Louvre
j'ai regardé le feu d'artifice	I watched the fireworks
j'ai acheté des souvenirs	I bought souvenirs
j'ai rencontré	I met
j'ai envoyé	I sent
j'ai pris des photos	I took photos
j'ai vu	I saw
j'ai attendu le bus	I waited for a bus
j'ai bien dormi	I slept well
je n'ai pas visité	I didn't visit
On a fait les magasins	we went shopping
on a bu un coca	we drank a coke
on a fait un tour	we did a tour
on a fait une balade en bateau mouche	we went on a boat trip

2. What it was like	
c'était	it was
J'ai trouvé ca	I found that
ce n'était pas mal	It wasn't bad
marrant	funny
horrible	terrible
cher	expensive
marrant	funny
fabuleux	fabulous

3. How did you travel?	
en avion	by plane
en bus	By bus
en car	by coach
en métro	by underground
en train	by train
en voiture	by car
à velo	by bike
à pied	on foot

4. A journey	
je suis allé a Paris	I went to Paris
je suis parti /arrivé	I left/arrived
le train est arrivé	the train arrived
je suis sorti	I left
je suis resté	I arrived
je suis rentré	I came back
je suis monté	I went up

5. HF words	
A quelle heure?	at what time?
quand	when
combien	how much/many
comment?	how
où?	Where?
qui?	Who?
avec qui?	who with?
alors	so
donc	therefore
parce que	because
d'abord	firstly
ensuite	next

Click on the following link to practise the Perfect Tense in French

Languagesonline: The Perfect Tense for Beginners

Click on the following links to practise vocabulary

Quizlet: la télé

Quizlet: les films

Quizlet: les opinions

Click on the following link to practise the Perfect Tense in French

BBC Bitesize: the perfect tense – how to talk about the past in French

Click on the following link to practise vocabulary

Quizlet: une semaine à Paris

1. Weather & Climate: General Concepts		
1.1	weather	The day to day state of the atmosphere.
1.2	climate	The weather conditions prevailing in an area in general or over a long period.
1.3	air pressure	The force exerted onto a surface by the weight of the air.
1.4	evaporation	The conversion of liquid water into water vapour.
1.5	condensation	The conversion of water vapour into liquid droplets in clouds.
1.6	isobars	A line drawn on a weather map through points of equal atmospheric pressure.
1.8	greenhouse effect	The trapping of the sun's warmth in a planet's lower atmosphere.
1.9	synoptic chart	A map that summarises atmospheric conditions.
1.10	prevailing wind	The most frequent wind direction.
1.11	North Atlantic Drift	The warm ocean current flowing from the Caribbean to Europe.

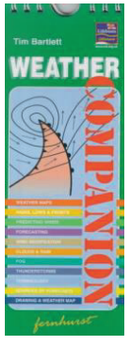
2. Precipitation		
2.1	precipitation	Water that falls from the sky (e.g. rain, hail, snow, etc)
2.2	relief rainfall	Rain caused by warm wet air rising over hills or mountains.
2.3	convectional rainfall	The type of rainfall that occurs when the land warms up, heating the air above it and therefore causing the air to expand and rise.
2.4	frontal rainfall	The type of rain that occurs when two air masses meet.
2.5	weather forecast	An analysis of the state of the weather in an area with an assessment of likely developments.
2.6	cold front	The boundary of an advancing mass of cold air.
2.7	warm front	The boundary of an advancing mass of warm air.
2.8	anticyclone	A weather system with high pressure at its centre.
2.9	depression	A weather system with low pressure at its centre.
2.10	hurricane, cyclone, typhoon	A large tropical storm system with high-powered circular winds.

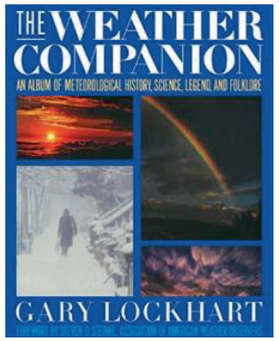
3. Effects (impacts)		
3.1	effect	What happens as a result of an event.
3.2	primary effect	The immediate effects of a hazard, caused directly by it.
3.3	secondary effect	The after effects that occur as an indirect effect of a hazard on a longer timescale.
3.4	social	Effects how people relate to each other.
3.5	economic	Effects how people make money.
3.6	environmental	Effects our physical surroundings.

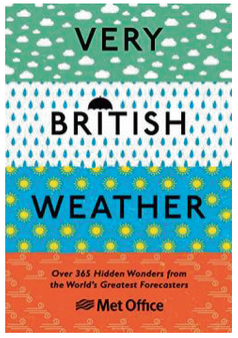
4. Responses		
4.1	response	What people do either before, during or after an event to reduce the negative effects
4.2	immediate responses	How people react during a disaster and straight afterwards
4.3	long term responses	Later reactions that happen in the weeks, months and years after the event..

5. Managing the risk of living with extreme weather		
5.1	preparing	How people organise themselves and their society in expectation of a hazard event.
5.2	protecting	How a people design building and infrastructure to be safer in the event of a hazard.
5.3	predicting	Using available evidence to try and say when and where a hazardous event will happen to reduce damage

Books to read:







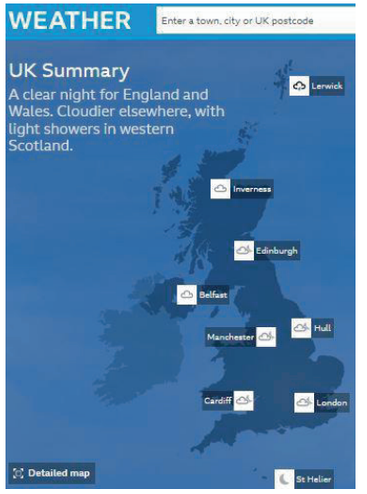
Experts say heatwaves happening earlier and more often as temperatures hit highs not normally recorded until July or August.

What does the Met office say about extreme weather events here in the UK?

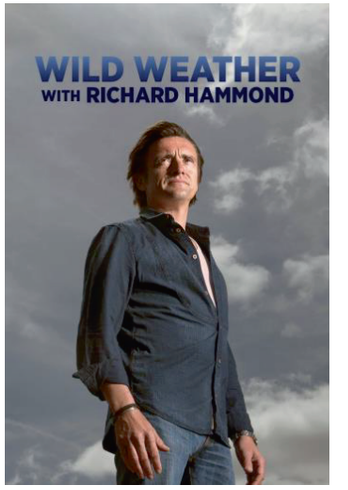
Hot air helicopters with Richard Hammond.

Want to know more about weather and see what GCSE students need to understand.

Get it live



Series to watch:



Stretch your vocabulary		
a.1	absolute humidity	The mass of water vapor present per unit volume of space. Also considered as the density of the water vapor. It is usually expressed in grams per cubic meter.
a.2	dew point	The temperature at which dew would form assuming all other conditions remained the same. The dew point is a function of the air temperature and humidity.
a.2	hygrometer	An instrument that measures the water vapor content of the atmosphere.
a.3	wind chill factor	The perceived decrease in air temperature felt by the body on exposed skin due to the flow of air.
a.4	jet stream	A narrow band of strong winds usually found at elevations from 20000 to 50000 feet.
a.5	El Niño	The cyclical warming of East Pacific Ocean sea water temperatures off the western coast of South America that can result in significant changes in weather patterns in the United States and elsewhere.

1.0 Lernen und Lehrer	Learning and teachers
eine gute Idee	a good idea
eine schlechte Idee	a bad idea
Fragen	questions
Hausaufgaben	homework
im Internet	online
forschen	to research
lernen	to learn/study
Vokabeln	vocabulary
der Lehrer	the teacher (male)
die Lehrerin	the teacher (female)
gute Noten	good marks
schlechte Noten	bad marks
hilfsbereit	helpful
nett	nice
streng	strict
sympatisch	kind
unfreundlich	unfriendly

1.1 Meine Schule	My school
In meiner Schule gibt es	In my school there is
eine Aula	a hall
einen Flur	a corridor
einen Informatikraum	a computer room
eine Kantine	a canteen
viele Klassenzimmer	many classrooms
zehn Labors	ten labs
ein Lehrerzimmer	a staffroom
einen Schulhof	a playground
eine Sporthalle	a sports hall
ein Schwimmbad	a swimming pool
eine Turnhalle	a gym
Schulregeln	school rules
ein Handy	mobile phone
benutzen	to use
Mobbing	bullying
Cybermobbing	cyberbullying
pünktlich	punctual
Schuluniform	school uniform

1.2 AG (Arbeitsgemeinscaft)	After school club
Was machst du nach der Schule?	What do you do after school?
Ich besuche die … -AG	I attend the … club
Ich gehe in die … - AG	I go to the … club
die Bastel-AG	the crafts club
die Film-AG	film club
die Sport-AG	sports club
die Fußball-AG	football club
die Hausaufgaben-AG	homework club
die Leichtathletik-AG	athletics club
die Schach-AG	chess club
die Theater-AG	theatre club
die Umwelt-AG	environment club
Ich gehe in den Chor	I go to choir
die Nachhilfe	extra tuition
abends/am Abend	in the evening
nachmittags/am Nachmittag	in the afternoon

Knowledge Builder: Logo!

Logo provides access to a wide range of listening and reading resources. You can watch the last seven days of news bulletins and read about anything that takes your interest.

2.0 Frühstück	2.0 Breakfast
das Brot	bread
die Butter	butter
Frühstücksflocken	breakfast cereal
der Joghurt	yoghurt
der Kaffee	coffee
die Käse	cheese
die Kekse	biscuits
die Marmelade	jam
die Milch	milk
das Müsli	muesli
das Obst	fruit
der Saft	juice
der Schinken	ham
der Tee	tea
das Wasser	water
die Wurst	sausage

Knowledge Builder:

Logo provides access to a wide range of listening and reading resources. You can watch the last seven days of news bulletins and read about anything that takes your interest.

2.1 die Mahlzeit	2.1 Mealtime
zum Frühstück	for breakfast
zum Mittagessen	for lunch
zum Abendessen	for dinner
Was isst du zum Frühstück?	What do you eat for breakfast?
Ich esse / trinke...	I eat / drink...

2.2 Verpackung	2.2 Packaging
die Dose Cola	can of cola
die Dose Marmelade	jar of jam
die Flasche Wasser	bottle of water
100 Gramm Butter	100 grams of butter
der Liter Milch	litre of milk
die Packung Kekse	packet of biscuits
die Scheibe Schinken	slice of ham
das Stück Käse	piece of cheese
die Tafel Schokolade	bar of chocolate
die Tüte Gummibärchen	bag of gummy bears

gesund	healthy
ungesund	unhealthy
Ich bin Vegetarier(in)	I am a vegetarian
nie	never
selten	rarely
wenig	little, not much

2.4 Anderes Essen	2.4 Other foods
das Fastfood	fast food
das Hähnchen	chicken
Kartoffeln (pl)	potatoes
Eier (pl)	eggs
das Fleisch	meat
Nudeln (pl)	pasta / noodles
der Reis	rice
der Salat	salad
die Pizza	pizza
Pommes (pl)	chips
die Bratwurst	cooked sausage
die Suppe	soup
der Fisch	fish
das Brötchen	bread roll

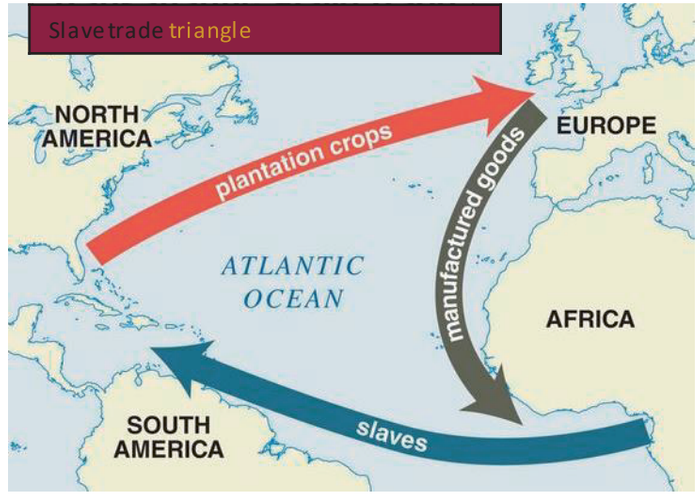
2.5 Essen bestellen	2.5 Ordering food
Was darf es sein?	What would you like?
Ich möchte	I would like
Ich hätte gern	I would like
Etwas zu trinken?	Something to drink?
Sonst noch etwas?	Anything else?
das Restaurant	restaurant
das Café	café
der Kellner / die Kellnerin	waiter (m/f)
lecker / ekelhaft	delicious / disgusting

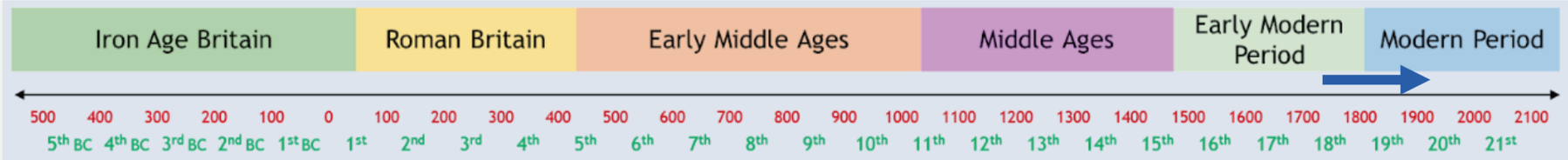
1. Keywords		
1.1	slave	A person who is owned by someone else and is forced to obey that person.
1.2	slave triangle	The three locations involved in the slave trade. They include Britain, Africa and the West Indies/Americas.
1.3	middle passage	The middle part of the slave triangle. It is the journey across The Atlantic.
1.4	trade	The buying and selling of goods and products.
1.5	colony	A country under the control of another country.
1.6	plantation	A large farm that grows coffee, sugar and/or tobacco.
1.7	auction	A sale where items go to the person who offers the most money.
1.8	repressed	When someone has no freedom.
1.9	overseer	A person who watches over workers to make sure they're working hard enough.
1.10	racism	Treating someone differently because of their race or ethnicity.
1.13	abolition	To ban something (to abolish).
1.14	movement	A group of people working together to make change in society.
1.15	petition	A written request, typically signed by many people.

2. Key people		
2.1	Olaudah Equiano	A former slave who bought his freedom and became a writer and anti-slavery campaigner.
2.2	Thomas Clarkson	A lead campaigner in the abolition movement who wrote an award-winning essay about slavery when at Cambridge University.
2.3	Granville Sharp	An anti-slavery campaigner who worked alongside Thomas Clarkson.
2.4	William Wilberforce	MP for Hull who campaigned against slavery.
2.5	MPs	Members of Parliament. They vote on changing/introducing new laws.

3. Key dates		
3.1	1807	Buying slaves directly from Africa was banned across the British Empire.
3.2	1833	The ownership of any slaves is banned across the British Empire.

Slave trade triangle





Key dates	
1750-1900	The Industrial Revolution.

1. Keywords		
1.1	Industrial Revolution	The time period where production of goods went from being done by hand to machines.
1.2	industrialisation	The process of replacing people with machines. It includes building machines and factories.
1.3	economy	How much money a country makes by buying and selling goods.
1.4	trade	Buying and selling of goods and products.
1.6	urbanisation	When people move from rural areas to urban areas.
1.7	urban	Cities.
1.8	rural	Countryside.
1.9	pauper	A poor person.
1.10	patent	A way to legally protect your design/invention so that no one can copy it.
1.13	locomotive	The first type of train.
1.14	spinning frame	A machine that turns raw cotton into cotton thread that you can sew with.
1.15	factory	A building where machines are kept.
1.16	mill	A building with the equipment/machine to turn grain into four. It used to be down by squashing the grain between two big wheels.

Spinning frames lined up in a factory in Derbyshire in the 1780s.

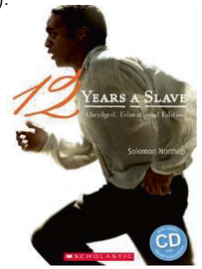
2. Key inventors		
2.1	Richard Arkwright	Invented the spinning frame.
2.2	James Watt	Designed one of the first steam engines.
2.3	Michael Faraday	Designed the first electric generator (a machine that produces electricity).
2.4	George Stephenson	MP for Hull who campaigned against slavery.
2.5	Henry Bessemer	Invented a machine that made steel in a cheaper and faster way.
2.6	Isambard Brunel	Built famous bridges, underwater tunnels and steam ships.

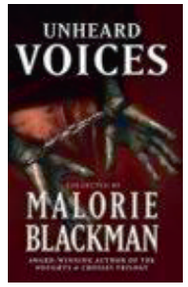
Knowledge Builder:
History 'Slave Trade' | Year 8 Autumn Term 1

Want to know more about the slave trade? BBC Bitesize has a three learner guides.

The National Archives has a great information file about the slave trade.

Books to read (available in the library):

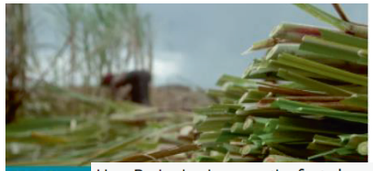




Films/documentaries to watch:

An Honest Look At Britain's History With The Slave Trade | Britain's Slave Trade | Timeline

How slavery shaped our cities (Liverpool, Glasgow & Bristol) | Black History Month | Newsround

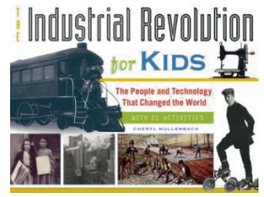


How Barbados became the first slave society | History - Britain's Forgotten Slave Owners

Stretch your vocabulary		
a.1	abolitionist	Someone who wants to abolish slavery.
a.2	transatlantic	The trade route from America to Britain that goes across the Atlantic.
a.3	dysentery	A disease that causes severe diarrhoea .
a.4	working conditions	What is was like to work in a particular job (pay, tasks, treatment).

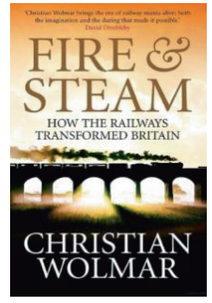
Knowledge Builder:
History 'The Industrial Revolution' | Year 8 Autumn Term 1

Books to read:



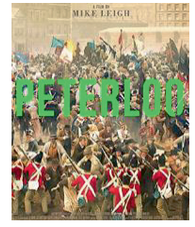
Want to know more about the Industrial Revolution? BBC Bitesize has a learner guide on how it all started.

School History has a detailed resources page with lots more information about individual inventors, their inventions and how people reacted to the changes.



Films/documentaries to watch:

Oliver Twist



Peterloo (12)

Great Expectations (12)

Stretch your vocabulary		
a.1	industrialist	Someone who actively supports the transfer to machinery.
a.2	agricultural	Farming.
a.3	mechanical	When something is operated by a machine.
a.4	modernisation	When something embraces a newer, more technologically advanced way or working.
a.5	Luddites	A group of people who were opposed to the mechanisation of Britain's industry.

Saluti		Basic greetings
1.1	ti piacerebbe…?	would you like to…?
1.2	ti va di…?	do you feel like…?
1.3	vuoi…?	do you want to…?
1.4	dove ci incontriamo?	where shall we meet?
1.5	a che ora ci incontriamo?	when should we meet?
1.6	ci incontriamo alle 9	let's meet at 9
1.7	ci incontriamo al cinema	let's meet at the cinema
1.8	davanti al ristorante	in front of the restaurant
1.9	dietro la piscina	behind the swimming pool
2.0	di fronte alla stazione	opposite the station
2.1	vicino alla pizzeria	near the pizza restaurant

Si e no!		Saying yes and no!
2.2	si, certo.	Yes, of course
2.3	volontieri	I'd love to
2.4	che buon'idea!	What a great idea!
2.5	mi dispiace, non posso	I am sorry, I can't
2.6	devo finire i compiti	I must finish my homework
2.7	ho da fare	I have lots to do
2.8	non mi va	I don't feel like it

Quando?		When?
2.9	alle tre	at 3
3.0	alle otto e mezza	at 8.30
3.1	alle nove e venti	At 9.20
3.2	alle tre e un quarto	at 3.15
3.3	domani	tomorrow
3.4	sabato mattina	on Saturday morning
3.5	domenica pomeriggio	Sunday afternoon
3.6	fra due giorni	in 2 days

Avere		To have
3.7	ho	I have
3.8	hai	you have
3.9	ha	he/she has
4.0	abbiamo	we have
4.1	avete	you lot have
4.2	hanno	they have

Passato con verbi ARE		Past tense with ARE verbs
4.3	ho mangiato	I have eaten
4.4	ho guardato	I have watched
4.5	ho comprato	I have bought
4.6	abbiamo studiato	We have studied
4.7	ha ballato	he danced
4.8	hanno visitato	They visited
4.9	hai incontrato	You met
5.0	non ho parlato	I didn't speak
5.1	avete lavorato	You worked
5.2	hai trovato?	Have you found?
5.3	ha guardato?	Did he/she find?
5.4	hai studiato?	Did you study?

Espressioni di tempo		Time expressions
5.5	due giorni fa	Two days ago
5.6	una settimana fa	a week ago
5.7	un mese fa	a month ago
5.8	l'anno scorso	last year
5.9	due anni fa	two years ago
6.0	qualche tempo fa	some time ago
6.1	poco tempo fa	not long ago

Vestiti e colori		Clothes & Colours
1.1	indosso/porto	I wear
1.2	indossa/porta	He/She wears
1.3	una camicia bianca	a white T-shirt
1.4	una cravatta nera	a black tie
1.5	una giacca rossa	a red blazer
1.6	una gonna arancione	an orange skirt
1.7	una maglietta gialla	a yellow T-shirt
1.8	un vestito giallo	a yellow dress
1.9	un cappotto rosso	a red coat
2.0	pantaloni neri	black trousers
2.1	pantaloncini gialli	white shorts
2.2	scarpe bianche	white shoes

Passato Prossimo ERE/IRE		Past Tense ERE/IRE
2.3	ho finito	I have finished
2.4	hai preferito	You have preferred
2.5	ha suggerito	He/She has suggested
2.6	abbiamo capito	We have understood
2.7	avete avuto	You lot have had
2.8	hanno venduto	They have sold

Piacere		To like
2.3	mi piace	I like (singular)
2.4	mi piacciono	I like (plural)
2.5	non mi piace	I don't like (singular)
2.6	non mi piacciono	I don't like (plural)
2.7	a Carlo piace a Maria piace	Carlo likes (singular) Maria likes (singular)
2.8	a Carlo piacciono a Maria piacciono	Carlo likes (plural) Maria likes (plural)
2.9	a mio fratello piace	My brother likes (singular)
3.0	a mio fratello piacciono	My brother likes (plural)
3.1	a mia sorella piace	My sister likes (singular)
3.2	a mio fratello piacciono	My sister likes (plural)

Le taglie		Sizes
3.3	di taglia piccola	small size
3.4	di taglia media	medium size
3.5	di taglia grande	large size

Comprare vestiti		Buying clothes
3.6	Salve!	Hello! (F)
3.7	Vorrei	I would like
3.8	avete ….?	Do you have …? (F)
3.9	Si, certo!	Yes, of course!
4.0	quanto costano?	How much do they cost?
4.1	quanto costa?	How much does it cost?
4.2	quanto le devo?	How much do I owe you?
4.3	sono tre euro	It's three euros
4.4	carta o contanti?	Card or cash?
4.5	carta, per favore.	Card, please.
4.6	contanti, per favore.	Cash, please.
4.7	costa troppo	It costs too much
4.8	costano troppo	they cost too much
4.9	lo/la prendo	I'll take it

Would you like to go through topic two in more detail?
If you go to Student Resources Italian look for yr 8 and then yr 8 podcasts and listen to Podcast 1 and 2.
This will give you extra vocabulary so that you can say more about yourself.

For extra help with the past tense or the passato prossimo please watch this very useful video
Watch it several times until you start to really get to grips with this tense.

Clothes extra!
Watch this video for more vocabulary on clothes and accessories.

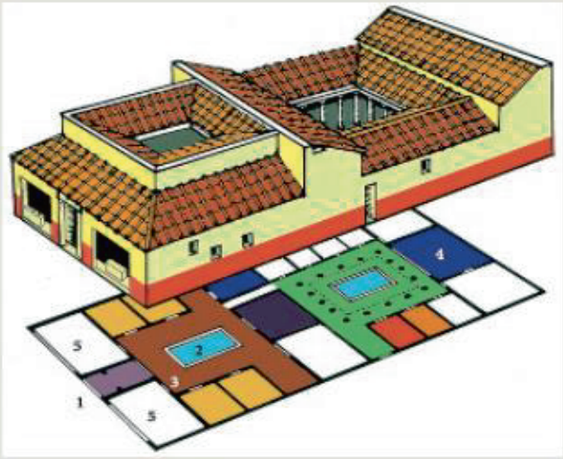
Using Quizlet is a great way to learn vocabulary.
Go onto Student Resources Italian yr 8 Quizlet extra Autumn 2 to find a quizlet set to challenge you even further in this unit
Remember to do quizlet little and often

To recap how to say the time in Italian watch this very clear video and look back at your notes from last year.

Key terms		
1.1	nominative	subject of the sentence
1.2	accusative	object of the sentence
1.3	present tense	action that is happening now
1.4	derivation	word that is formed from another word
1.5	declension	the group that a noun belongs to (which determines how their endings change)

Verb endings		
3.1	3rd person present tense singular	-t

Plan of a Pompeian house



faucēs *entrance hall*
ātrium *main room*
cubiculum *bedroom*
tablīnum *study*
peristȳlium *garden court*
triclīnium *dining-room*
culīna *kitchen*
latrīna *lavatory*

1 iānua *front door*
2 impluvium *pool for rain water*
3 larārium *shrine of the household gods*
4 *summer triclīnium*
5 *shops*

Noun endings		
2.1	nominative singular	a, us
2.2	accusative singular	am, um, em

Key vocabulary								
4.1	canis	dog	4.8	mater	mother	4.15	cena	dinner
4.2	coquus	cook	4.9	pater	father	4.16	cibus	food
4.3	est	is	4.10	sedet	sits, is sitting	4.17	dominus	master
4.4	filius	son	4.11	servus	slave	4.18	dormit	sleeps, is sleeping
4.5	hortus	garden	4.12	via	street	4.19	intrat	enters
4.6	mercator	merchant	4.13	amicus	friend	4.20	laetus	happy
4.7	laborat	works, is working	4.14	ancilla	slave girl	4.21	laudat	praises, is praising

Key terms		
1.1	declension	group that a noun belongs to (which determines how their endings change)

Questioning words		
3.1	cur?	Why?
3.2	quis?	Who?
3.3	quid?	What?

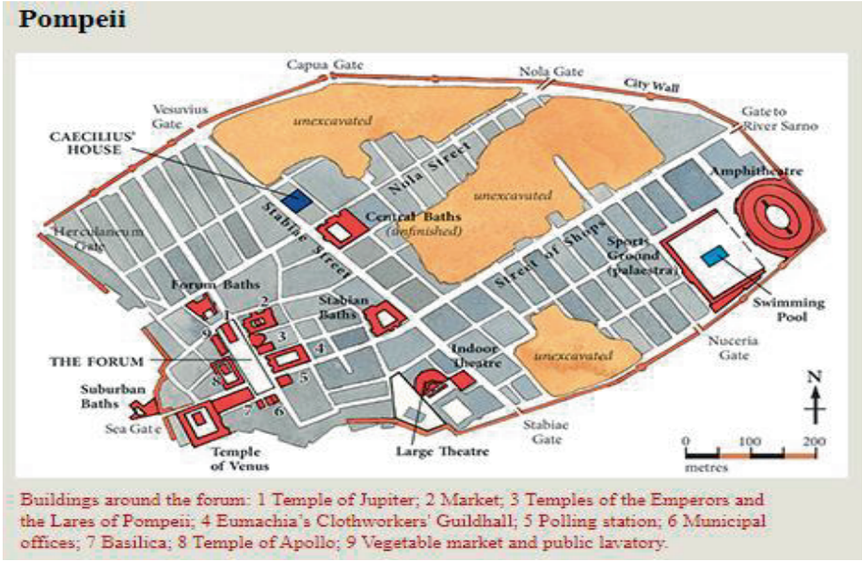
Pronouns		
4.1	ego	I
4.2	tu	you

The buildings of the forum: 1 Temple of Jupiter; 2 Market; 3 Temple of Lares; 4 Temple of the Emperors; 5 Eumachia's Clothworkers' Guildhall; 6 Polling station; 7 Municipal offices; 8 Basilica; 9 Temple of Apollo; 10 Weights and measures table.

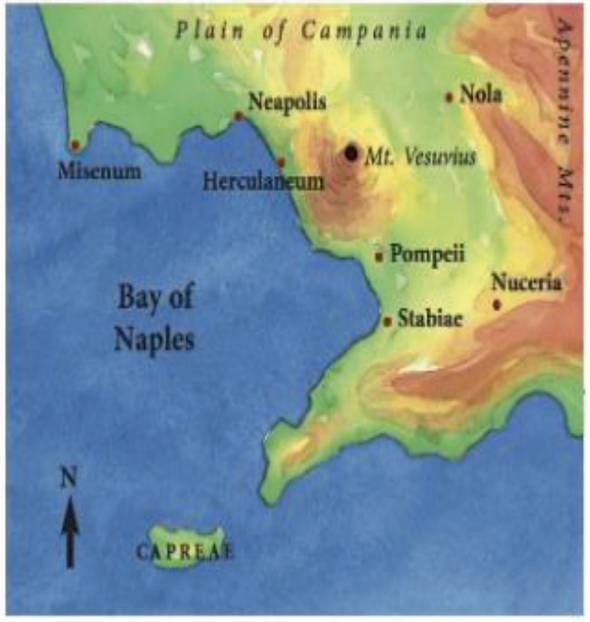
Noun declension endings (singular)			
		nominative	accusative
2.1	1st declension	a	am
2.2	2nd declension	us	um
2.3	3rd declension		em

Present tense verb endings (singular)		
6.1	1st person	-o
6.2	2nd person	-s
6.3	3rd person	-t

Key vocabulary											
5.1	ad	to	5.9	exspectat	waits for	5.17	surgit	gets up, stands up	5.25	pecunia	money
5.2	bibit	drinks	5.10	ianua	door	5.18	taberna	shop, inn	5.26	perterritus	terrified
5.3	circumspectat	looks around	5.11	iratus	angry	5.19	videt	sees	5.27	quaerit	looks for, searches for
5.4	clamat	shouts	5.12	magnus	big	5.20	vinum	wine	5.28	satis	enough
5.5	ecce!	look!	5.13	navis	ship	5.21	agit	does	5.29	sed	but
5.6	et	and	5.14	non	not	5.22	e	from, out of	5.30	vocat	calls
5.7	exit	goes out	5.15	portat	carries	5.23	habet	has	5.31	salve!	hello!
5.8	respondet	replies	5.16	ridet	laughs, smiles	5.24	inquit	says	5.32	leo	lion



Buildings around the forum: 1 Temple of Jupiter; 2 Market; 3 Temples of the Emperors and the Lares of Pompeii; 4 Eumachia's Clothworkers' Guildhall; 5 Polling station; 6 Municipal offices; 7 Basilica; 8 Temple of Apollo; 9 Vegetable market and public lavatory.



Central and southern Italy.

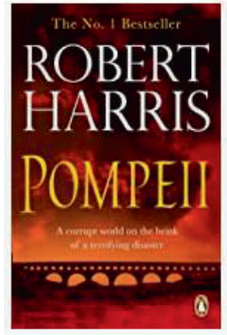
The Bay of Naples (Neapolis). The area covered by this map is about 60 km wide.

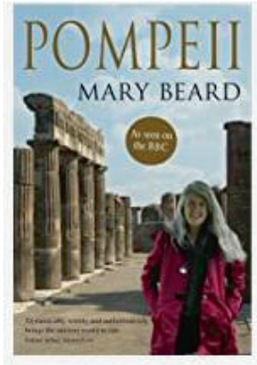
Have an understanding of the layout of Pompeii and the key buildings that it contained

Roman Daily Life and Dinner parties

Suggested reading

Stage 5 Vocabulary





https://www.clc.cambridgescp.com/web-book-1?p=9

By the end of this module you should be able to:

- ❑ Round numbers to the nearest whole number, 10 or 100
- ❑ Use a range of mental strategies for addition and subtraction
- ❑ Multiply and divide by 10, 100, 1000, 0.1 and 0.01
- ❑ Use a range of mental strategies for multiplication and division
- ❑ Solve problems using mental strategies by breaking the problems down into smaller steps

Important things to remember:

1) Know when to round up, if the next digit is 5 or above round up.
2) When estimating 0.34 rounds to 0.3 not 0
3) And 0.78 rounds to 0.8 not 1
4) Revise your prime numbers (can only be divided by 1 and itself)
5) In BIDMAS powers comes before division/multiplication

Language	Meaning	Example
round	To write a number as a close approximation	153 to the nearest 10 is 150 And to the nearest 100 becomes 200
estimate	Work out an approximate answer	2.31 x 86 becomes 2 x 90 = 180
factors	Factors of a number divide into it exactly	Factors of 12 are 1, 2, 3, 4, 6 and 12
Bus Stop Method for Division	Method for doing division	$5\overline{)23^{3}4}$ 4 6 r 4
long multiplication	Method for doing multiplication of large numbers	358 × 26 = 7160 + 2148 = 9308
BIMAS	The order in which you do calculations Brackets, Indices, Division, Multiplication, Add, Subtract	$3 + (4^2 - 3 \times 4)$ $= 3 + (16 - 12)$ $= 3 + 4$ $= 7$

Link to Kings' Maths Resources

Year 8 Mathematics Curriculum Overview and Revision Support

Practice questions for this topic

By the end of this module you should be able to:

- ❑ Identify and collect data
- ❑ Construct pie charts
- ❑ Construct bar charts and frequency diagrams
- ❑ Calculate statistics for sets of discrete and continuous data
- ❑ Construct scatter diagrams and understand correlation
- ❑ Draw and interpret stem and leaf diagrams

Important things to remember:

1) All graphs need labelling properly
2) There should be spaces between the bars on a bar graph. All bars should be the same width.
3) When numbering the frequency axis all the gaps between numbers should be the same
4) Pictograms and Stem/Leaf diagrams need a key.

Language	Meaning	Example
Primary Data	Data you collect yourself	Data from a survey
Secondary Data	Data you research	Data found in a book
Discrete Data	Data obtained by counting	How many pet or brothers you have or show size
Continuous Data	Data obtained by measuring	Height or weight
Frequency diagram	A graph to show data	A bar graph, pictogram or pie chart are frequency diagrams
Average	A measure of the typical value of the data	Mode = most common Median = middle one Mean = add up, then divide total by number of values
Range	A measure of how spread out is the data	Biggest take away smallest
Scatter Diagram	A graph to plot one set of data against another to look for patterns	A graph of height against weight, then look for correlation
Correlation	Is there a relationship between two sets of data	Positive means as one goes up the other geos up.

Link to Kings' Maths Resources

Year 8 Mathematics Curriculum Overview and Revision Support

Practice questions for this topic

By the end of this module you should be able to:

- ❑ Solve simple 2 step equations
- ❑ Solve multi step equations including with the unknown on both sides
- ❑ Solve equations with brackets
- ❑ Solve equations with fractions
- ❑ Solve real life problems by converting to algebraic equations
- ❑ Use trial and improvement to solve equations

Language	Meaning	Example
expression	An algebraic sentence	2x + 3y
term	Parts of an expression	2x and 3y are terms
equation	An expression with an equals sign	2x + 7 = 15
operation	The action in maths, the thing you do.	Add/subtract/Multiply/ divide are all operations
solve	To find out what the x stands for in an equation	If 2x + 7 = 15 Then x = 4
inverse	The opposite	The inverse of times by 2 is divide by 2 The inverse of add is subtract
expand	To multiply out the bracket	2(3x + 7) becomes 6x + 14
substitute	Replace the letter with a number in algebra	If a = 6 The 2a becomes 12
trial and improvement	Solving a complex equation by estimating then using that answer to take a better informed guess until you have solution that is an approximate answer.	

Link to Kings' Maths Resources

Year 8 Mathematics Curriculum Overview and Revision Support

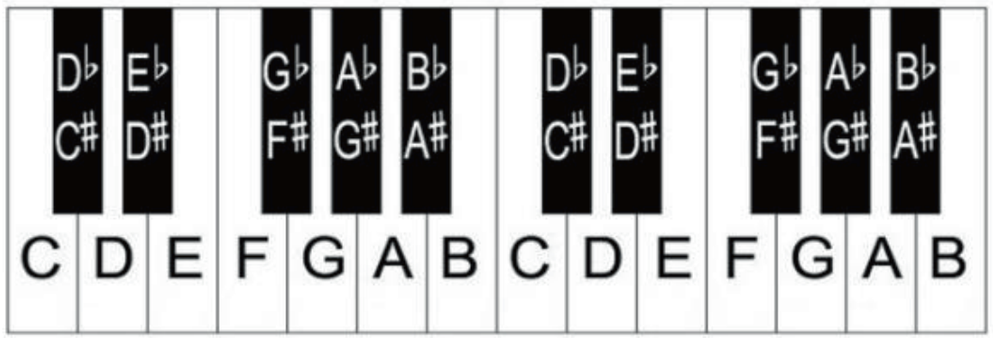
Practice questions for this topic

Year 8 focuses on ***musical devices.***

1. Elements of Music

1.1	**Pitch**	The position of a single sound in the complete range of sound. *High / low*
1.2	**Tempo**	The pace of the music. *Fast / Slow*
1.3	**Texture**	Describes how layers of sound within a piece of music interact. *Thick / thin*
1.4	**Timbre**	The quality of tone distinctive of a particular voice or instrument. *Example: bright, mellow*
1.5	**Dynamics**	The variation in loudness between notes or phrases. *Loud / Soft (piano, forte, crescendo, diminuendo)*
1.6	**Duration**	The length of a note or series of notes. *Long / Short*
1.7	**Silence**	No noise.
1.8	**Melody**	Melody is a succession of pitches in rhythm.
1.9	**Rhythm**	A rhythm is a pattern of sounds of different lengths.

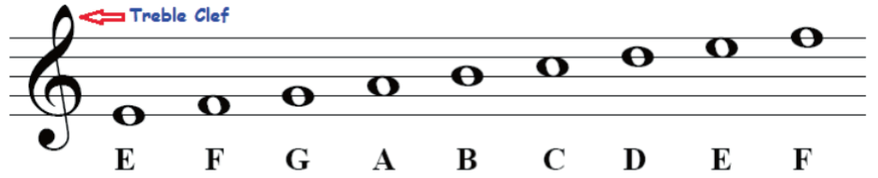
2. Notes on the keyboard



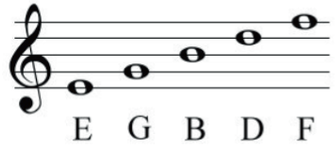
3. Note lengths

ITEM	NOTE	REST	VALUE (number of beats)
Whole note/rest			4
Half note/rest			2
Quarter note/rest			1
Eighth note/rest			1/2
Sixteenth note/rest			1/4

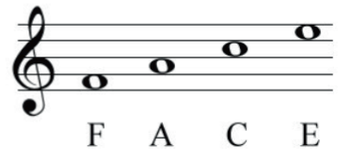
4. Notes on the Stave



Line Notes



Space Notes



Year 8 focuses on ***musical devices.***

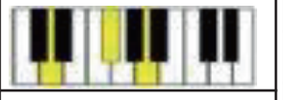
5. Gospel - key vocabulary

5.1	call & response	One person sings a line which the group then respond
5.2	ostinato	A repeated rhythmic pattern
5.3	harmony	When two or more singers sing different pitches simultaneously
5.4	unison	When two or more singers sing at the same pitch simultaneously
5.5	backbeat	Emphasis on the 2nd and 4th beats of the bar
5.6	syncopation	Emphasis of the off-beat
5.7	a capella	Unaccompanied singing
5.8	improvisation	Melodic lines made up on the spot

6. Gospel - key questions

6.1	What are the key messages in Gospel music?	The key messages of Gospel music, which started in US churches, are love, hope and unity.
6.2	Who was Thomas A Dorsey?	Thomas A. Dorsey saw great potential in Black American gospel music and began a publishing house dedicated to it. This helped it become more popular.

7. Gospel - 'Dig a Little Deeper' - chords

7.1	C major		F major	
7.2	G major		D major	
7.3	A minor		Example of a Dom 7	

8. Blues – 12-bar chord pattern

Chord pattern – triads of a major scale:

I	I	I	I
IV	IV	I	I
V	IV	I	I or V

Example using C major:

C	C	C	C
F	F	C	C
G	F	C	G

9. Blues - key vocabulary

9.1	**primary chords**	The 1st (I), 4th (IV) and 5th (V) chords in a key. In C major these would be **C major**, **F major** and **G major**
9.2	**12 bar blues structure**	The primary chords set out across 12 bars in the order **I, I, I, I, IV, IV, I, I, V, IV, I, I.**
9.3	**blues scale** ***(starting on C)***	A scale with flattened 3rds, 5ths & 7ths 
9.4	**A A B lyric structure**	Many Blues songs have 3 lines in their verses; the first two share the same lyrics and melody.
9.5	**improvisation**	Music that is created spontaneously or without preparation.
9.6	**walking bass line**	A bass part in 4/4 time in which a note is played on each beat of the bar and which typically moves up and down the scale in small steps.

10. Blues - Year 8 focus – musical devices to use in your practical work

10.1	**blue notes -** flattened 3rds, 5ths & 7ths
10.2	**Improvisation -** use syncopated rhythms and blue notes
10.3	**walking bass** - use steady crotchets
10.4	**12-bar chord structure -** uses primary chords (in C, these would be C, F & G)

GOSPEL

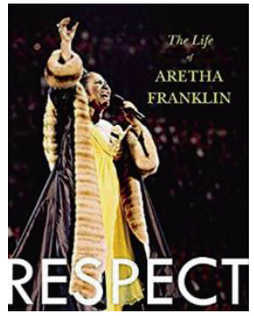
Read

Read more about Gospel from the BBC's GCSE Bitesize page

Watch

Watch this playlist of Gospel songs by "The Kingdom Choir" - identify musical devices as you listen to each song

Read



Read more about one of Gospel's influential artists – *Aretha Franklin.* Find this book in the school library

TASK: Draw a spider diagram showing which musical styles influenced Gospel, and styles that were influenced *by* Gospel. What are its close musical "relatives"? How are they similar and how do they differ? Create and upload to a new page under UNIT 1 on OneNote.

THE BLUES

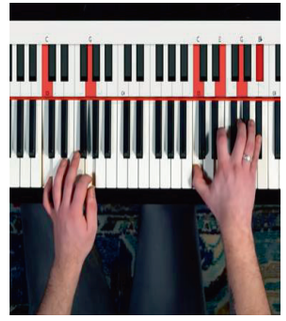
Watch

Howard Goodall's Introduction to the Blues – BBC Teach

Read

Read historical information on the development of the Blues and Blues Culture

Watch



Learn to play a more advanced 12-bar chord pattern with improvised melody

TASK: Can you compose an improvised melody using the Blues scale over a syncopated 12-bar chord pattern using more complex rhythms such as dotted rhythms, triplets and semiquavers? Create and upload to a new page under UNIT 2 on OneNote.

1. Identity and diversity		
1.1	gender	The biological sex a person identifies with.
1.2	race	Major groups that human beings can be divided into according to physical features such as the colour of their skin.
1.3	religion	Belief in a god or gods, with activities connected to the belief.
1.4	sexual orientation	Whether people are attracted to those of the same sex or opposite or both.
1.5	beliefs	A feeling of certainty that something exists, is true or is good, without necessarily any proof.
1.6	diversity	Having a range of people with different racial, ethnic, socioeconomic and cultural backgrounds with various lifestyles, experience and interests.
1.7	identity	Characteristics a person has that distinguish them from others.

2. Stereotyping and prejudice		
2.1	stereotype	Descriptions of groups of people who have something in common, such as their age, religion, sex or nationality. The description applied to everyone in the group and ignores individual differences between people.
2.2	tolerance	Allowing other people to do or say as they like even if you do not agree or approve of it.
2.3	prejudice	An opinion formed of someone before meeting them.
2.4	equality	Having the same status, rights and responsibilities as other members of society.
2.5	Equality Act 2010	An act of Parliament ensuring that all people in the UK are treated equally.

3. British values and British Identity		
3.1	democracy	System of government in which people choose their rulers by voting for them in elections.
3.2	rule of law	The situation where people in a society obey its laws enabling it to function properly.
3.3	respect	Unbiased consideration towards and regard for the rights, values, beliefs and property of all people.
3.4	personal freedom	Being aware of your own place in the world, taking responsibility for it, and deciding for yourself how best to act.
3.5	British values	The values inherent in Britain. A part of being British: democracy, rule of law, personal freedom, tolerance of belief and mutual respect.

4. Issues around immigration and race		
4.1	migrant	A person who moves from one place or country to another, usually in search of work.
4.2	refugee	People who have been forced to leave their homes or country because of their religious, political beliefs or war.
4.3	racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
4.4	radicalisation	Being led to believe that drastic changes need to be made to society, often involving violence and extremism.
4.5	extremism	Wanting to bring about political change through violent and extreme methods.

Knowledge Builder: Issues/Questions		
5.1	What makes up your identity?	All of your characteristics: where you are born, what language(s) you speak, where you live, family, friends, school, interests...
5.2	How can stereotypes be negative?	Stereotypes can be negative if they form part of prejudice and discrimination, treating a person differently and not with equality.
5.3	Do you have to be born in Britain to be British?	No.
5.4	What is the difference between a migrant and a refugee?	A migrant is someone who has moved from their home or country voluntarily in search of a new life or job. A refugee is someone who has been forced out of their home or country because of their religious or political beliefs, or war.

Child net cyber-bullying

1. Where does Judaism come from? How long ago?		
1.1	Abraham	One of the Patriarchs, founders of Judaism
1.2	Promised Land	The homeland promised to Abraham and his followers
1.3	covenant	The agreement between God and Abraham, and then Moses, to found and establish Judaism
1.4	Jews in history	The Jewish community in global history - empires, Exile and the Diaspora (spread of the community away from Israel)
1.5	Sephardim	The group of Jews taken in exile to Babylon, 586BCE
1.6	Ashkenazim	Jews who stayed behind after the first Exile and then left Israel when the Romans exiled all Jews in 130CE

2. What are the Jewish beliefs – monotheism and the covenant		
2.1	monotheism	The belief in one God – Yahwey/Adonai/Elohim
2.2	the Shema	The statement of belief in the One God found in Jewish religious texts – the Tanakh, Torah and Talmud
2.3	keeping the covenant	The main requirement for all Jews since Abraham and Moses, built into their religious laws and beliefs

3. What are the Jewish beliefs in the mitzvot		
3.1	Torah	Books of the law, part of the Tanakh (Jewish "Old Testament")
3.2	mitzvot	Laws, commandments (singular, mitzvah).
3.3	circumcision	Brit Milah, ceremony for circumcision, significance and meaning
3.4	Mohel	The circumciser
3.5	Sandek	Holds the baby boy as the circumcision happens
3.6	Elijah's chair	The chair in which the circumcision is carried out
3.7	differences within Judaism	Orthodox and Reform, strict or liberal beliefs

4. What are the two strands of Judaism? – Reform/Orthodox		
4.1	Reform	The more modern and liberal Jewish belief, following the "spirit of the law"
4.2	Orthodox	The more strict and conservative Jewish belief, following the "letter of the law"
4.3	Sabbath	Shabbat/Rest day, remembering God's day of rest after 6 days of creation
4.4	kashrut	The food laws, written out in the Torah
4.5	kosher	Fit for purpose, acceptable, allowed
4.6	parve/pareve	Neutral foods, can be eaten with anything
4.7	trief	Forbidden foods under the terms of the Kashrut
4.8	shechitah	Kosher slaughter, ensuring the meat is fit for consumption
4.9	meat and dairy	Cannot be mixed/combined in a meal
4.10	Torah references	Verses from the Torah to explain and confirm practice

5. What does the Jewish identity mean today?		
5.1	Identity	What is it that makes up Judaism to form "Jewishness"?
5.2	tradition	Customs or beliefs passed down from generation to generation
5.3	persecution	Being punished or discriminated against for what you believe
5.4	antisemitism	Hatred of Jews
5.5	prejudice	Pre-judging people, disliking someone for what they believe in, or what "race" they are, stereotyping them
5.6	scapegoat	Blaming someone or a group of people for something they did not do
5.7	Holocaust/"Shoah"	The murder in Europe of 10m people from 1933-45/"Catastrophe"
5.8	Nuremberg laws	Laws enacted by the Nazi state to persecute the Jews

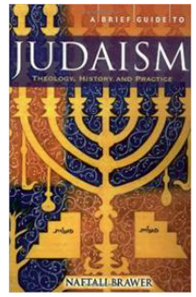
What is the Shema? Where does it come from and what is it for?

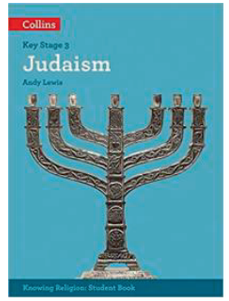
How did the Covenant first come about? See this animation of the origins from Genesis in the Tanakhz.'

BBC Bitesize: Judaism today from a young person's perspective

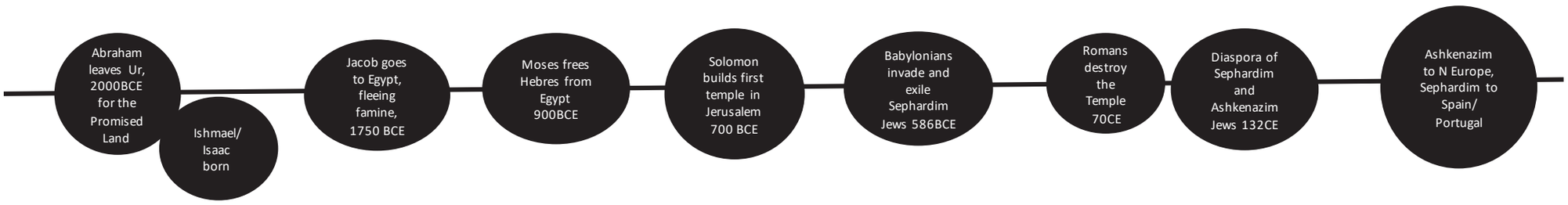
BBC Bitesize: the Sabbath from a young person's perspective

Books to read:



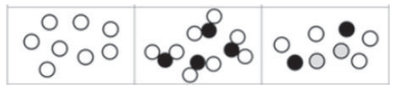
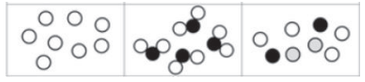


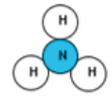
Stretch your vocabulary		
1.a	Masada	the final hold out of the Jews against the Romans before the diaspora
3.a	the Talmud	collection of teachings from rabbis giving more information and interpretation of the Tprah
4.a	Bat Mitzvah	A coming of age ceremony for girls at 12-13
4.b	Seder meal	a symbolic meal with specific foods eaten during Passover/Pesach
5.a	Shoah	The Jewish term for "Holocaust", meaning catastrophe or calamity
5.b	Zionism	A Jewish movement originally aimed to establish the Jewish state of Israel



1. Atoms and Elements		
1.1	What is an atom?	The smallest part of an element that can exist
1.2	What is an element?	A substance made of one type of atom
1.3	How can elements be represented internationally?	By using their chemical symbol
1.4	What is the rule for writing a chemical symbol?	The first letter is always a capital and the second letter is lower case
1.5	Which table organises all the known elements?	The Periodic Table
1.6	Write the chemical symbols for: - Sodium - Potassium - Magnesium - Calcium - Aluminium - Carbon - Nitrogen - Oxygen - Iron - Sulfur - Fluorine - Chlorine - Bromine - Copper - Gold - Silver	- Sodium (Na) - Potassium (K) - Magnesium (Mg) - Calcium (Ca) - Aluminium (Al) - Carbon (C) - Nitrogen (N) - Oxygen (O) - Iron (Fe) - Sulfur (S) - Fluorine (F) - Chlorine (Cl) - Bromine (Br) - Copper (Cu) - Gold (Au) - Silver (Ag)
1.8	What is a group in the periodic table?	The vertical columns
1.9	What is a period in the periodic table?	The horizontal rows

2. The Periodic Table		
2.1	What are the two main types of elements?	Metals and non-metals
2.2	What is a property?	A characteristic of a substance
2.3	Give seven typical properties of metals	Electrical conductors, thermal conductors, shiny, malleable, ductile, sonorous, solid at room temperature (high melting and boiling point)
2.4	Give five typical properties of non-metals	Electrical insulators, thermal insulators, dull, brittle, liquid or gasses at room temperature (low melting and boiling point)
2.5	What does electrical conductor mean?	Allows electrical charge to flow through it
2.6	What does electrical insulator mean?	Does not allow electrical charge to flow through it
2.7	What does thermal conductor mean?	Allows heat to flow through it
2.8	What does thermal insulator mean?	Does not allow heat to flow through it
2.9	What does malleable mean?	Easy to hammer into shape
2.10	What does brittle mean?	Shatters easily
2.11	What does ductile mean?	Easy to stretch and draw into a wire
2.12	If something has a high melting/boiling point, what state is it at room temperature?	Solid
2.13	If something has a low melting/boiling point, what state is it at room temperature?	Liquid or gas
2.14	Which side of the periodic table are metals found?	Left-hand side.
2.15	Which side of the periodic table are non-metals found?	Right-hand side.
2.18	What properties of metals makes them good cooking pans	Good thermal conductors, high melting points
2.19	What properties of metals makes them good for electrical wiring	Good electrical conductors, ductile

3. Compounds		
3.1	What is a compound?	A substance made from two or more elements chemically bonded together
3.2	What is a mixture?	Different substances that are not chemically bonded together and which can be easily separated
3.3	What is a molecule?	Two or more non-metal atoms chemically bonded together
3.4	What is eaiser to separate, a mixture or a compound?	A mixture
3.5	What forms between atoms in a compound to hold them together?	Bonds
3.6	Do the following diagrams represent elements, compounds or mixtures? 	Element Compound Mixture 

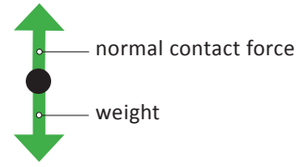
4. Chemical Formulae		
4.1	What does a chemical formula show?	How many of each type of atom there is in a compound
4.2	Which chemical formula is written correctly? Al2O3 Al^2O^3 Al_2O_3	Al_2O_3
4.3	What is the chemical formula for this compound? 	NH_3
4.4	What is the chemical formula for this compound? 	CO_2
4.5	What is the chemical formula for this molecule? 	N_2

5. Naming Compounds		
5.1	When naming a compound with a metal and a non-metal, which comes first in the name?	The metal
5.2	If a compound has a metal and a non-metal, what is the non-metal ending?	…ide
5.3	If a compound has a metal, oxygen and another non-metal, what is its ending?	…ate

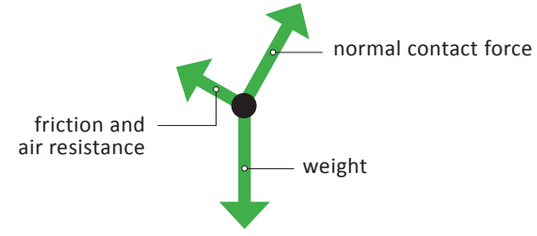
6. Making Compounds		
6.1	What are reactants?	The substances you start with in a reaction
6.2	What are products?	The substances you end up with in a reaction
6.3	Which is correct way of writing a word equation Reactants = Products OR Reactants → Products	Reactants → Products
6.4	Write a word equation for the iron metal reacting with the non-metal sulphur to make iron sulphide	Iron + Sulphur → Iron Sulphide
6.5	When different substances are mixed together, what happens to their properties?	They are retained (they do not change)
6.6	When different substances chemically bond together, what happens to their properties?	They change

1. Forces and their Effects		
1.1	What is a force?	A push or a pull
1.2	What is the unit of forces?	Newton (N)
1.3	Which scientific instrument is used to measure forces?	Newtonmeters
1.4	When a force acts on an object it can cause the object to change in what ways?	Speed, direction or shape
1.5	What is a contact force?	Forces acting when two objects are touching
1.6	What is a non-contact force?	Forces acting when objects aren't touching
1.7	Name five contact forces.	Friction, air resistance, upthrust, normal contact force, driving forces
1.8	Name two non-contact forces	Gravity, magnetism
1.9	What is the name of the force that resists motion due to two interlocking surfaces?	Friction
1.10	What is the name of the force that exists when objects collide with air particles?	Air resistance
1.11	What is the name of the force that exists which causes an object in a liquid or gas to be pushed up?	Upthrust
1.12	What is the name of the force that acts at right angles to the surface that an object is touching?	Normal contact force
1.13	What is the name of the force that causes an object to move in a set direction?	Driving force
1.14	What is the name of the attractive force that acts between two masses?	Gravity
1.15	What is weight?	A force that acts on an object due to gravity
1.16	What is the name of the force that acts between magnets?	Magnetic force
1.17	What does the arrow in a force diagram represent?	Size and direction of a force

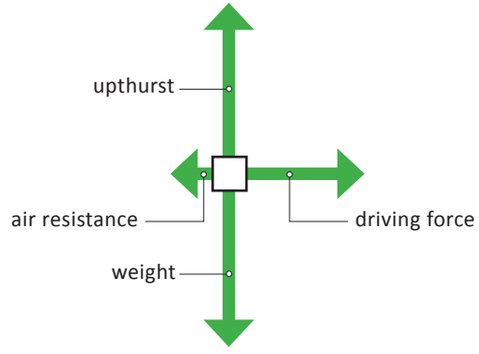
1. Forces and their Effects	
1.18	Draw a free body diagram to show the forces acting on a book on a table



1.19	Draw a free body diagram to show a skier skiing down a hill (from top left of the page to bottom left of the page)



1.20	Draw a free body diagram to show a boat accelerating (getting faster and faster)



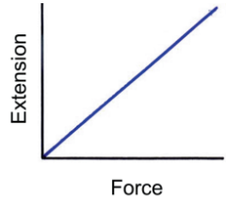
2. Work Done		
2.1	What is work done?	A measure of how much energy is transferred from one store to another
2.2	When is work done?	When a force moves an object over a distance against a resistive force (e.g. gravity or friction)
2.3	Why is lifting a box off the ground an example of work done?	A force is used to move the box a vertical distance against the force of gravity
2.4	Why is sliding a heavy book across the table an example of work done?	A force is used to move the book a horizontal distance against the force of friction
2.5	What is the unit for work done?	Joules (J)
2.6	If 1J of work is done, what does this mean?	A force of 1N causes a movement of 1m
2.7	What is the equation to calculate work done?	Work done = force x distance (W = F d)
2.8	How many metres are in 1km?	1000m
2.9	How many cm are in 1m?	100cm

4. Stretching and Squashing		
4.1	What is deformation?	When a force causes an object to change shape
4.2	Name two ways objects can be deformed	Objects can be stretched or squashed
4.3	What causes compression?	Squashing an object
4.4	What causes tension?	Stretching an object

3. Balanced and Unbalanced Forces		
3.1	What is meant by a balanced pair of forces?	When forces acting on an object are the same size but in opposite directions
3.2	What does stationary mean?	An object that is not moving
3.3	If an object is stationary, are the forces acting on the object balanced or unbalanced?	Balanced (they are in equilibrium)
3.4	If an object is travelling at constant speed, are the forces acting on the object balanced or unbalanced?	Balanced (they are in equilibrium)
3.5	If the forces on an object are unbalanced, what will happen to the object?	It will accelerate (get faster and faster) or decelerate (get slower and slower)
3.6	What is a resultant force?	The overall force acting on an object which has the same effect as all the forces combined.
3.7	If more than one force is acting on an object in the same direction, how do you find the resultant force?	By adding the forces together
3.8	If there are forces acting on an object in opposite directions, how do you find the resultant force?	By finding the difference between the size of the forces

5. Springs		
5.1	What is meant by the extension of an object?	A measure of how much an object stretches when a force is applied
5.2	How can you calculate the extension of an object?	Extension = stretched length - original length
5.3	What is meant by elastic deformation?	When an object is stretched but can return to it's original length/shape
5.4	Give an example of an object that can elastically deform	A spring
5.5	Name the two forces acting on a spring when masses are added to the end of the spring	Weight acting downwards Tension acting upwards

6. Extension of a Spring		
6.1	What effect does increasing the force applied to a spring have on the extension of the spring?	Increases the extension of the spring
6.2	If the force applied to a spring is doubled, what effect will this have on the extension of the spring?	The extension will also double
6.3	Draw a sketch graph to show the relationship between force and extension of a spring	



6.4	What is meant by the elastic limit of a spring?	When too much force is applied and the spring cannot return to its original length/shape

7. Friction		
7.1	What effect will the force of friction have on the motion of an object?	It will slow it down
7.2	What is the cause of friction?	When two surfaces interlock, the more the surfaces interlock, the more friction there is
7.3	Give one way friction can be useful	Stops you slipping when you walk
7.4	What effect does friction have on the temperature of the surfaces in contact?	It causes the surfaces to heat up and increase in temperature
7.5	At the end of a drive why do the tyres of the car feel warm?	Friction between the moving tyre and the road cause an energy transfer to the thermal store of the tyres
7.6	How can friction be reduced?	By using lubrication (e.g. oil)

8. Drag Forces		
8.1	Name two examples of drag forces	Air resistance and water resistance
8.2	What causes drag forces?	Particles in the air and water resisting motion
8.3	In what direction do drag forces act?	In the opposite direction to motion
8.4	Why do drag forces slow objects down?	The particles in the air or water come into contact with the object and exert a force in the opposite direction to its motion
8.5	How can drag forces be reduced?	Through streamlining
8.6	How can changing the shape of an object reduce drag?	By reducing the number of particles the object comes into contact with

1. Nutrients		
1.1	Why are nutrients important in the body?	For survival and to help the body stay healthy
1.2	What are the seven types of nutrients your body needs?	Carbohydrates, Lipids (fats & oils), proteins, vitamins, minerals, water, fibre
1.3	What is the use of carbohydrates (and sugars) in the body.?	To provide energy
1.4	What is the use of lipids (fats & oils) in the body?	To provide energy
1.5	What is the use of proteins in the body?	Used for growth and repair
1.6	What is the use of vitamins in the body?	For growth, development and function
1.7	What is the use of minerals in the body?	To keep bones strong and to help blood carry oxygen
1.8	What is the use of water in the body?	Needed in all cells and body fluids.
1.9	What is the use of fibre in the body?	To keep food moving through the gut
1.10	What types of food are good sources of vitamins, minerals and fibre?	Fruit and vegetables
1.11	What proportion of your diet should be carbohydrate?	Around 30%
1.12	What proportion of your diet should be fats?	Around 15%
1.13	What proportion of your diet should be protein?	Around 15%
1.14	What proportion of your diet should be fruits and vegetables?	Around 30%
1.15	What proportion of your diet should be sugars?	Around 5%

1. Nutrients		
1.16	What foods are a good source of carbohydrates in your diet?	Bread, pasta, cereal
1.17	What foods are a good source of fats in your diet?	Butter, cooking oil, cheese
1.18	What foods are a good source of protein in your diet?	Meat, eggs, beans and pulses
1.19	What foods are a good source of vitamins in your diet?	Fruits, vegetables, grains
1.20	What foods are a good source of minerals in your diet?	Meat, dairy, nuts, cereals
1.21	What foods are a good source of fibre in your diet?	Fruits, vegetables

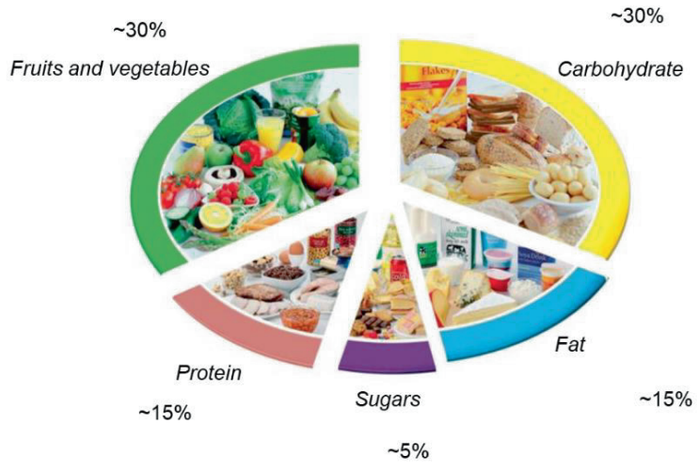


Figure 1: The Eatwell Plate

2. Energy Requirements		
2.1	What information can be found on nutrition labels?	The amount of energy the food contains and the proportion of nutrients in the food
2.2	What is the unit for energy given on nutrition labels?	Joules (J) or Kilojoules (kJ)
2.3	Different people have different energy requirements. What affects energy requirements?	Age, sex, body size, level of activity
2.4	How do energy requirements change with increasing exercise levels?	The more exercise you do, the more energy your body requires
2.5	Which type of fat is more unhealthy, saturated or unsaturated?	Unsaturated
2.6	What is the difference between saturated and unsaturated fats?	- Unsaturated fats are normally liquid at room temperature and derived from plants - Saturated fats are normally solid at room temperature and derived from animals

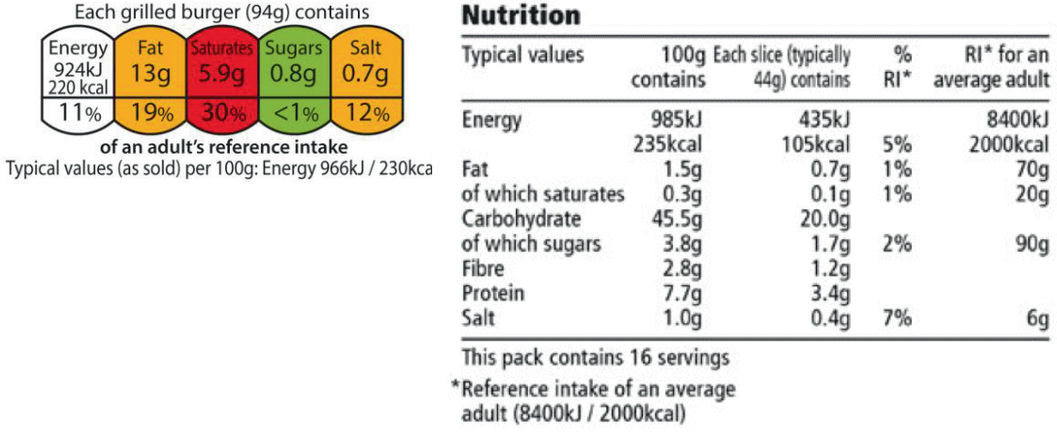
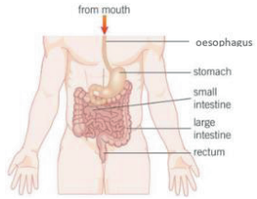


Figure 2: Examples of Nutrition Labels

3. Food Tests		
3.1	How can you prepare a sample of food for a food test?	Crush the food (using a pestle and mortar), add a few drops of water and mix well
3.2	What is the name of the chemical used when testing for starch in a food sample?	Iodine
3.3	What colour is iodine and what colour does it turn in the presence of starch?	Brown, turns black/dark blue if starch is present
3.4	What is the name of the chemical used when testing for lipids (fats) in a food sample?	Ethanol
3.5	What colour is ethanol and what happens to ethanol in the presence lipids (fats)?	Colourless, solution turns cloudy if lipids (fats) are present
3.6	What is the name of the chemical used when testing for sugar (glucose) in a food sample?	Benedict's solution
3.7	What colour is Benedict's solution and what colour does it turn in the presence of sugar (glucose)?	Blue, turns orange/red if sugar (glucose) is present
3.8	What is the name of the chemical used when testing protein in a food sample?	Biuret solution
3.9	What colour do the Biuret solutions turn if protein is present in the food sample?	Purple

4. Digestive System		
4.1	What is the function of the digestive system?	To break down food
4.2	What happens to food molecules during digestion?	Large food molecules are broken down into small molecules and are absorbed into the bloodstream
4.3	How are the products of digestion transported around the body?	In the blood
4.4	What are the names of the five organs of the digestive system between the mouth and the anus?	Oesophagus, stomach, small intestine, large intestine and rectum
4.5	Label a diagram of the organs of the digestive system	
4.6	What is the role of the mouth in the digestive system?	To chew food and mix the food with saliva
4.7	What is the role of the teeth in digestion?	To break the food into smaller chunks
4.8	What is the role of the oesophagus in digestion?	To transport food from the mouth to the stomach
4.9	What is the role of the stomach in digestion?	To churn the food and mix it with digestive juices
4.10	What is the role of acid in the stomach?	To kill any harmful bacteria in the food
4.11	What is the role of the small intestine?	To absorb small nutrient molecules
4.12	What is the role of the large intestine?	To absorb water
4.13	What is the role of the pancreas and liver in digestion?	To produce digestive juices which are added as the food passes from the stomach to the small intestine
4.14	Where are the faeces stored before leaving the body through the anus?	The rectum
4.15	How does food move through the digestive system?	Muscles in the wall of the gut squeeze food along the digestive system

5. Bacteria and Enzymes in Digestion		
5.1	Where are most bacteria found in the digestive system?	In the large intestine
5.2	Name one role of bacteria in the digestive system	To produce vitamins
5.3	What is found in digestive juices?	Enzymes
5.4	What is the role of digestive enzymes?	To break down large molecules of nutrients into smaller molecules
5.5	Name the three different groups of enzymes involved in digestion	- Carbohydrases - Proteases - Lipases
5.6	Which group of enzymes break down carbohydrates into sugar molecules?	Carbohydrases
5.7	Which enzyme breaks down proteins into amino acids?	Proteases
5.8	Which enzymes breaks down lipids into fatty acids and glycerol?	Lipases
5.9	Where is bile made?	In the liver
5.10	What is the role of bile in digestion?	To break down lipids into smaller droplets to make it easier for the lipase enzymes to work on the lipids

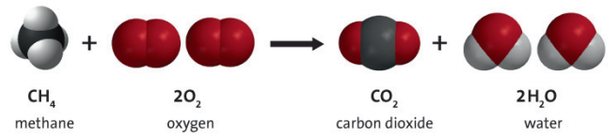
1. Chemical and Physical Changes		
1.1	In a chemical reaction, what happens to the atoms?	They are rearranged
1.2	How could you tell if a chemical reaction has taken place?	Temperature change, colour change, gas formed, solid formed
1.3	Give an example of a physical change	Melting, Boiling, Condensing, Freezing
1.4	What is the difference between a physical and a chemical change?	A chemical change results in the formation of new products. A physical change no new chemicals are formed

2. Law of Conservation of Mass		
2.1	What is the law of conservation of mass?	Atoms are neither created or destroyed during a reaction, they are simply rearranged
2.2	If mass appears to be lost in a reaction, what has happened?	A gas has been produced which escapes
2.3	If mass appears to be gained in a reaction, what has happened?	Atoms of a gas from the air have been added
2.4	If you react 7g of reactant A with 4 g of reactant B, what mass of product C will you have (A + B → C)?	7g + 4g = 11g

3. Thermal Decomposition		
3.1	When copper carbonate is heated, it forms copper oxide and carbon dioxide. What is the name of this type of reaction?	Thermal decomposition
3.2	Write the general word equation for a thermal decomposition reaction	Metal Carbonate → Metal Oxide + Carbon Dioxide
3.3	Write the word equation for the thermal decomposition of Calcium Carbonate	Calcium Carbonate → Calcium Oxide + Carbon Dioxide
3.4	Draw a particle diagram to represent the thermal decomposition of calcium carbonate which shows that no atoms have been created or destroyed during the chemical reaction. Use the symbol equation to help you.	

$CaCO_3 \rightarrow CaO + CO_2$

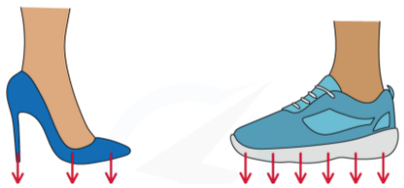
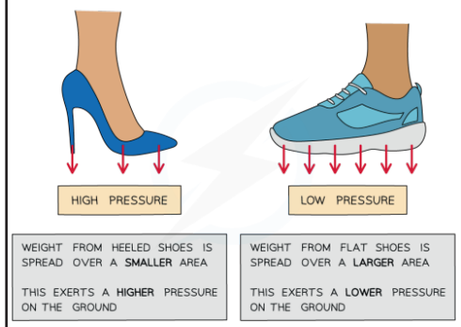
4. Combustion		
4.1	What gas must be present for burning to happen?	Oxygen
4.2	What is the scientific term for a chemical reaction where burning happens?	Combustion
4.3	Burning fuels is useful because it releases light and it causes which store of energy to increase?	Thermal store
4.4	What two things are produced when a fuel is burnt?	Carbon Dioxide and Water
4.5	Write the word equation for the combustion of methane	Methane + Oxygen → Carbon Dioxide + Water
4.6	Balance the symbol equation for the combustion of methane and draw a particle diagram so show that no atoms have been lost or created during the reaction $CH_4 + O_2 \rightarrow CO_2 + H_2O$	



5. Gas Tests		
5.1	What is the test for carbon dioxide?	Turns limewater cloudy
5.2	What is the test for oxygen?	Relights a glowing splint
5.3	What is the test for hydrogen?	Makes a squeaky pop with a lit splint

6. Temperature Changes		
5.1	What is the name given to chemical reactions which cause an increase in the temperature of the surroundings?	Exothermic reactions
5.2	What is the name given to chemical reactions which cause a decrease in the temperature of the surroundings?	Endothermic reactions
5.3	Why do reactions cause a change in the temperature of the surroundings?	When the atoms rearrange energy may be absorbed or released

1. Density		
1.1	What is density?	A measure of how much mass there is in a set volume
1.2	Which state of matter has the greatest density and why?	Solid because the particles are close together and therefore there are lots of particles in a set volume
1.3	Which state of matter has the lowest density and why?	Gas because the particles are spread out and therefore there are very few particles in a set volume
1.4	What is the equation to calculate density?	Density = mass ÷ volume
1.5	What is the unit for density?	g/cm^3

2. Pressure		
2.1	When you stand on a surface why do you exert a downwards force?	Due to your weight
2.2	What is pressure?	A measure of how much force is applied over a certain area
2.3	At what angle does pressure act?	90° to the surface
2.4	What is the equation for pressure?	Pressure = force ÷ area
2.5	What is the unit for pressure?	N/m^2
2.6	Which type of shoe will exert more pressure on the ground and why? 	

3. Gas Pressure		
3.1	What causes gas pressure?	When gas particles collide with each other and the walls of their container
3.2	Name two ways you can increase gas pressure	Decreasing the volume Increasing the temperature
3.3	How does decreasing the volume of a container cause an increase in gas pressure?	Decreasing the volume decreases the amount of space the particles are occupying. This results in more frequent collisions between the particles
3.4	How does increasing the temperature of a gas cause an increase in gas pressure?	Increasing the temperature will increase the energy of the particles and they will move quicker. This results in more frequent collisions between the particles
3.5	What is atmospheric pressure?	The force exerted on a surface by the air above it as gravity pulls it to Earth
3.6	How does atmospheric pressure change as you move above sea level?	Atmospheric pressure decreases as the height above sea level increases
3.7	How does the density of air particles change as you move above sea level?	The density of air particles decreases as you move above sea level
3.8	Why is atmospheric pressure greater at the surface of the earth?	The air particles are closer together (have a higher density) and therefore there are more particles exerting a force on the surface

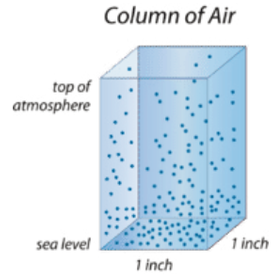
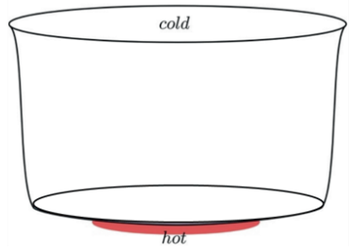
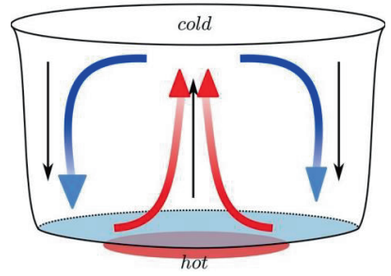
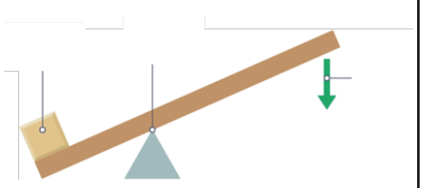
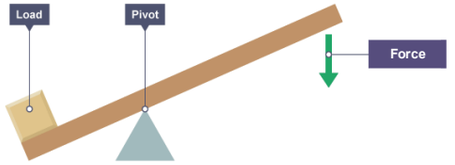


Figure 1: Distribution of particles above sea level

4. Liquid Pressure		
4.1	How does liquid pressure change with increasing depth?	Liquid pressure increases the deeper you go
4.2	Why does liquid pressure change with increasing depth?	Liquid pressure increases with increasing depth because the weight of liquid above increases
4.3	Why does the jet from the bottom of this bucket travel further sideways? 	The water at the bottom of the bucket is at the highest pressure and therefore is forced out of the hole more
4.4	What is upthrust?	The pressure that liquids (and gases) exert on the surface of an object
4.5	How and why does the force of upthrust change as an object sinks?	As an object sinks, the liquid pressure increases, which means the force of upthrust increases
4.6	Why do some objects float?	When the force of upthrust exerted by the liquid is equal and opposite to the object's weight
4.7	Why do some objects sink?	If the object's weight is greater than the force of upthrust exerted by the liquid

5. Convection		
5.1	What is a fluid?	A substance which can flow (liquids and gases)
5.2	What is convection?	A heating transfer of energy that occurs in fluids
5.3	When fluids are heated, why do they take up more space?	The particles gain more energy and move more, taking up more space
5.4	When fluids are heated, what happens to their density?	Their density decrease because the particles are now occupying more space
5.5	What will happen to fluids that have a lower density than the fluid they are surrounded by?	They rise to the top
5.6	What will happen to fluids that have a higher density than the fluid they are surrounded by?	They will fall to the bottom
5.7	What is a convection current?	The process of fluids rising and falling due to differences in density
5.8	Why does heating air in a hot air balloon cause it to rise?	Air is a fluid. When it is heated it's density decreases. This causes the air in the balloon to rise above the surrounding air.
5.9	Draw arrows to show the direction of fluid movement in this pan of water which is heated 	

6. Levers, Pivots and Pulleys		
6.1	What is a simple machine?	A device that makes it easier to lift things, move things or turn things by reducing the work done (energy transfer)
6.2	What is a pivot?	A point around which something can turn or rotate
6.3	What is does a lever consist of?	A force, a beam on a pivot and a load that you are trying to move
6.4	Label the diagram of a pivot 	
6.5	Why is a lever an example of a force multiplier?	They work by allowing you to apply a smaller force over a larger distance meaning at the other end of the lever a large force is applied over a small distance for the same amount of work
6.6	What is a pulley?	A pulley is a wheel with a grove around the outside that a rope can be threaded onto
6.7	What is the role of a single pulley?	To reverse the direction of the force that would be required to lift a load
6.8	What effect will adding more pulleys to a system have on the force required to lift a load?	Adding more pulleys will decreases the force required to lift a load

7. Moments		
7.1	What is a moment?	A turning effect around a pivot
7.2	What is the equation to calculate a moment?	Moment = force x distance
7.3	What is the unit for a moment?	Nm
7.4	Two children are sat on either side of a see-saw (a pivot) and are not moving. Why do they not move?	The moments (turning effects) on each side of the pivot are equal in size but opposite in direction meaning the system is in equilibrium
7.5	How can you balance objects on either side of a pivot?	By changing the force or distance from the pivot (of either object)
7.6	Which spanner would require the bigger force to turn the nut and why? A  B 	B – because the distance from the nut is less and therefore more force is required to produce the same moment that would be produced with spanner A

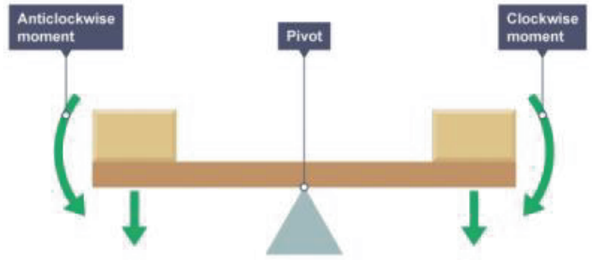


Figure 2: A see-saw in equilibrium

1. ¿1. Qué hiciste? (What did you do?)	
¿Qué hiciste en tus vacaciones de verano?	What did you do on your summer holiday?
Bailé	I danced
Compré una camiseta	I bought a T-shirt
Descansé en la playa	I relaxed on the beach
Mandé SMS	I sent texts
Monté en bicicleta	I rode my bike
Nadé en el mar	I swam in the sea
Saqué fotos	I took photos
Tomé el sol	I sunbathed
Visité monumentos	I visited monuments
No nadé en el mar	I didn't swim in the sea
El ultimo día de tus vacaciones, ¿qué hiciste?	What did you go on the last day of your holiday?
Bebí una limonada	I drank a lemonade
Comí paella	I ate paella
Conocí a un chico guapo	I met a good-looking boy
Conocí a una chica guapa	I met a good-looking girl
Escribí SMS	I wrote texts
Salí con mi hermano/a	I went out with my brother/sister
Vi un castillo interesante	I saw an interesting castle

2. De vacaciones (On holiday)	
¿Adónde fuiste de vacaciones?	Where did you go on holiday?
el año pasado	last year
el verano pasado	last summer
Fui a…	I went to…
Escocia	Scotland
España	Spain
Francia	France
Gales	Wales
Grecia	Greece
Inglaterra	England
Irlanda	Ireland
Italia	Italy
¿Con quién fuiste?	Who did you go with?
Fui con…	I went with…
mis amigos/as	my friends
mi clase	my class
mi familia	my family
mis padres	my parents
¿Cómo fuiste?	How did you get there?
Fui/Fuimos en…	I/We went by…
autocar	coach
avión	plane
barco	boat/ferry
coche	car
tren	train
No fui de vacaciones	I didn't go on holiday

3. Exclamaciones (Exclamations)	
¡Qué bien!	How great!
¡Qué bonito!	How nice!
¡Qué divertido!	What fun!/ How funny!
¡Qué guay!	How cool!
¡Qué rico!	How delicious/ How tasty!
¡Qué suerte!	What luck/ How lucky!
¡Qué rollo!	How annoying!
¡Qué horror!	How dreadful!
¡Qué lástima	What a shame!
¡Qué mal!	How bad!
¡Qué aburrido!	How boring!

4. ¿Cuándo? (When?)	
luego	then
más tarde	later
después	afterwards
el primer día	(on) the first day
el último día	(on) the last day
otro día	another day
por la mañana	in the morning
por la tarde	in the afternoon

5. ¿Cómo te fue? (How was it?)	
Fue divertido	It was fun/funny
Fue estupendo	It was brilliant
Fue fenomenal	It was fantastic
Fue flipante	It was awesome
Fue genial	It was great
Fue guay	It was cool
Fue regular	It was OK
Fue un desastre	It was a disaster
Fue horrible	It was horrible
Fue horroroso	It was terrible
Fue raro	It was weird
Me gustó	I liked (it)
Me encantó	I loved (it)
¿Por qué?	Why?
porque	because
Hizo buen tiempo	The weather was good
Comí algo malo y vomité	I ate something bad and vomited
Llovió	It rained
Perdí mi pasaporte/ mi móvil	I lost my passport/ my mobile

¿1. Qué haces con tu móvil? (What do you do with your mobile?)	
Chateo con mis amigos	I chat with my friends online
Comparto mis vídeos favoritos	I share my favourite videos
Descargo melodías o aplicaciones	I download ringtones or apps
Hablo por Skype	I talk on Skype
Juego	I play
Leo mis SMS	I read my texts
Mando SMS	I send texts
Saco fotos	I take photos
Veo vídeos o películas	I watch videos or films

2. ¿Qué tipo de música te gusta? (What type of music do you like?)	
el rap	rap
el R'n'B	R'n'B
el rock	rock
la música clásica	classical music
la música electrónica	electronic music
la música pop	pop music
¿Qué tipo de música escuchas?	What type of music do you listen to?
Escucho rap	I listen to rap
Escucho la música de...	I listen to ...'s music
Escucho de todo	I listen to everything

3. Opiniones (Opinions)	
Me gusta (mucho) ...	I like... (very much)
Me encanta...	I love...
No me gusta (nada)...	I don't like... (at all)
la letra	the lyrics
la melodía	the tune
el ritmo	the rhythm
porque es guay/triste/ horrible	because it is cool/sad/ terrible
¿Te gusta la música de...?	Do you like ...'s music?
Me gusta la música de...	I like ...'s music
mi canción favorita	my favourite song
mi cantante favorito/a	my favourite singer
mi grupo favorito	my favourite group
En mi opinión...	In my opinion...

4. Prefiero las comedias (I prefer comedies)	
un programa de deportes	a sports programme
una comedia	a comedy
un concurso	a game show
un documental	a documentary
un reality	a reality show
una serie policíaca	a police series
el telediario	the news
una telenovela	a soap opera
más... que...	more... than...
divertido/a	funny
informativo/a	informative
interesante	interesting
aburrido/a	boring
emocionante	exciting

5. ¿Con qué frecuencia? (How often?)	
todos los días	everyday
dos o tres veces a la semana	two or three times a week
a veces	sometimes
de vez en cuando	from time to time
nunca	never

6. ¿Qué hiciste ayer? (What did you do yesterday?)	
Bailé en mi cuarto	I danced in my room
Fui al cine	I went to the cinema
Hablé por Skype	I talked on Skype
Hice gimnasia	I did gymnastics
Hice kárate	I did karate
Jugué en línea con mis amigos/as	I played online with my friends
Jugué tres horas	I played for three hours
Monté en bici	I rode my bike
Vi una película	I watched a film
Salí con mis amigos/as	I went out with my friends
No hice los deberes	I didn't do my homework
ayer	yesterday
luego	later/then
por la mañana	in the morning
por la tarde	in the afternoon
un poco más tarde	a bit later

Knowledge Builder:
Spanish Mis vacaciones | Year 8 Term Autumn 1

Youtube is a great source of learning for Spanish.
Watch the video below about the Day of The Dead in Mexico and learn how to create a skull in a traditional way.

The Day of the Dead in Mexico

Use Quizlet to practice learned and new more challenging vocabulary.

Spanish speaking countries and their capitals.

Exciting activities to do on holidays.

Find the movie "El libro de la vida" (The book of Life) and watch it in Spanish with English subtitles.

Research a Spanish speaking singer and listen to a song from him while you read the lyrics.

Knowledge Builder:
Spanish Todo sobre mi vida | Year 8 Term Autumn 2

Watch the video below and translate the lyrics from Enrique Iglesia's "Bailando". Do you like the song? Write a review in Spanish.

Bailando by Enrique Iglesias

Christmas vocabulary.

Music instruments.

1. Polymers		
1.1	Polymer	The correct term for all plastics.
1.2	Thermo Plastic	Plastics that can be recycled by reheating and reforming.
1.3	Thermoset Plastic	Designed to withstand high temperatures but cannot be recycled.
1.4	Acrylic	A Thermo Plastic used in many everyday products such as paint, nails and outdoor barriers.
1.5	High Impact Polystyrene Sheet (HIPS)	A Thermo Plastic that is flexible and resistant. It can be food safe and is used for vacuum forming.
1.6	Polypropylene	A Thermo Plastic that is flexible, tough and light weight. It is used in many kitchen, medical and stationary products.
1.7	Epoxy Resin (ER) Araldite	A Thermoset Plastic supplied as two liquids; a resin and a hardener. It is used as glue to bond different materials together.
1.8	Urea Formaldehyde (UF)	A Thermoset plastic that is heat resistant and commonly used in electrical fittings.

2. CAD CAM		
2.1	Contour Tool	Draw a closed contour.
2.2	Radial Lock	Allows an object to be pivoted around a radius.
2.3	Tracing Tool	Draw an open bezier curve with the ends unrestricted.
2.4	Delete Tool	Delete part of an object between two intersections
2.5	Boundary Fill	Fill boundaries with colour.
2.6	ABC Tool	Draw linear text by variable.
2.7	3D Tool	Draw an isolated image of a selected object.
2.8	Measuring Tool	Draw parallel dimensioning.

4. Electrical Components		
4.1	Printed Circuit Board (PCB)	A ceramic board used to connect electrical components together.
4.2	Resistor	Reduces electrical current flow.
4.3	Capacitor	Stores electrical energy.
4.4	Integrated Circuit	Processes information.
4.5	Digital Signal	A Digital Signal that is either on or off (one or naught) e.g. a switch.
4.6	Analogue Signal	A continuous signal with an infinite range of values between minimum and maximum points.

Tools and machinery


printed circuit board


vacuum former


soldering iron


solder wire


steel rule


sand paper


tenon saw

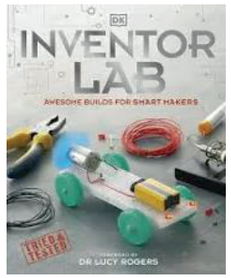

sanding block

Abandoned Engineering:
An exploration into some of the most interesting structures that have been designed and abandoned over time. **All 9 Seasons available on UKTV Play (account holders must be a min of 14 years of age).**

Careers in Construction:
Discover career opportunities.

BBC Bitesize AQA D&T:
This helpful revision programme links directly to the chapter in our D & T AQA books.

Books to read:



TV programs to watch:

Places to visit:

Thorpe Park

Portsmouth Historic Dockyard

Titanic Museum

Stretch your vocabulary		
1	Pigments	These are added to change the colour.
2	Plasticisers	These are added to increase flexibility.
3	Stabilisers	Can be added to increase heat and light resistance.
4	Line Bender	A strip heater used to create permanent fold in plastic sheet material.
5	3D Printing	Enables physical objects to be formed from reels of Thermo Plastics.
6	Vacuum Forming	Uses a vacuum to pull a heated piece of plastic sheet material around a mould.
7	Wasting	Removing material from a solid block to form a useful product.
8	Biodegradable	The term used to describe materials or substances that will naturally break down over time.

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