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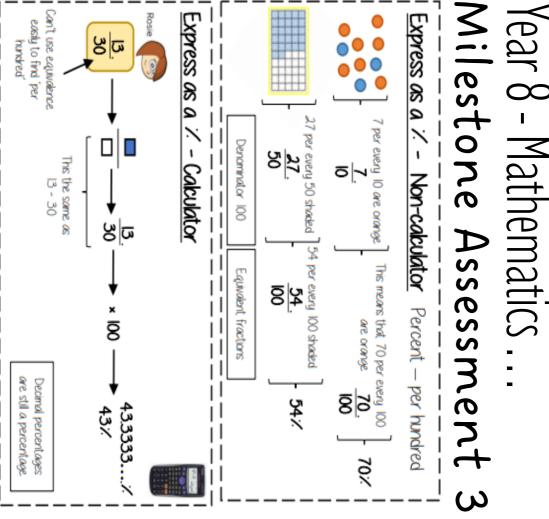


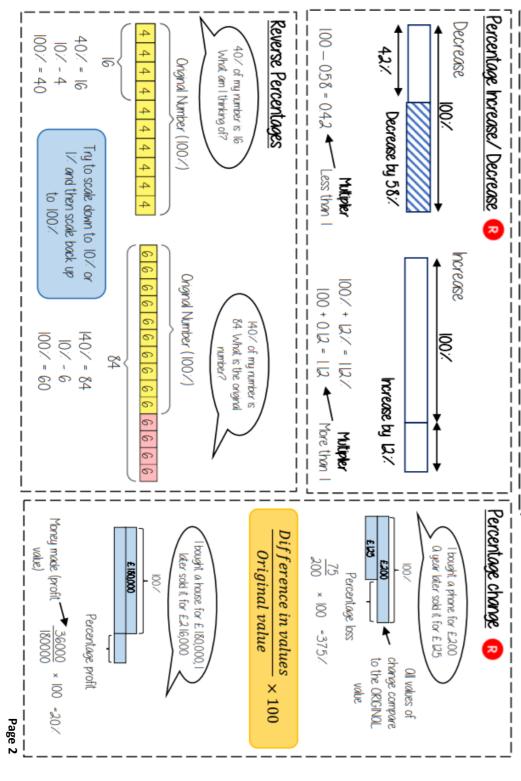


Knowledge Organiser: Animal Farm

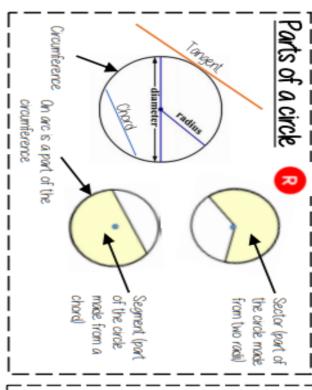
Writer's Intent	Characters				
Orwell wrote Animal Farm as a 'fairy story' with the intent of teaching of the dangers of dictatorial regimes. The cyclical nature of the novella illustrates the inevitability of exploitation of the masses if they are not educated. The microcosm of Animal Farm is meant to be representative of what Orwell saw in the tyrannical regimes that were rife in twentieth century Europe.	Old Major	the time to think about the ways that humans exploit and enslave animals. A pig. He cares more about his own power than he does about the ideals of the revolution. This leads him to build a totalitarian government based on terror and lies. Iives are miserable, laborious, and short 3. 'Man is the only creature that consumes 1. Napoleon was a large, rather fierce-look reputation for getting his own way 2. Napoleon took them away from their m himself responsible for their education.		mrades, what is the nature of this life of ours? Let us face it: our miserable, laborious, and short.' ne only creature that consumes without producing.' n was a large, rather fierce-looking Berkshire boar [] with a n for getting his own way not took them away from their mothers, saying that he would make esponsible for their education. If anked the procession and at the head of all marched Napoleon's	
Key Themes	Snowball	A pig. Snowball is an intelligent pig, but he is less shrewd in the of power than Napoleon. He values the ideals of the revolution unable to retain power.	but is	Snowball Snowball Snowball, charge of	was a more vivacious pig than Napoleon. also threw on to the fire the ribbons , who had studied an old book of Julius Caesar's campaignswas in the defensive operations
Totalitarianism A form of government where the state seeks to control every facet of life. Those in power in care only about maintaining control through any necessary	Squeeler	A pig. Squealer is a terrific speaker who prioritizes his personal comfort above all else. He represents the propaganda that proliferates tyrannical regimes. A horse. Boxer is honourable but not intelligent. He believes de the revolution and has the strength to overthrow the dictators but not the wit to realise that it is a dictatorship.	eeply in	 Squealer Here Sque he was no but he wa 	turn black into white. was sent to make the necessary explanations ealer looked very sly. ot of first-rate intelligence, as universally respected for his steadiness of character and
Revolution and Corruption The revolution in Animal Farm arises out of a hope for a better future. However, corruption occurs due to the pigs' greed. Class Warfare	Benjamin 2 Humans	A donkey. Alone among the other animals, Benjamin seems to understand what's going on, but he does nothing to stop it. In end, his inaction comes back to haunt him. The humans represent the original power structures in place b any revolution occurs. The humans care about profit at the exp of the welfare of their workers who they mistreat.	the efore		
The farm animals work so hard that		Writer's Methods			Key Context
they have no time to educate themselves and consider their exploitation at the hands of their oppressors.	Cyclical Structure	When conditions at the end of a story are in many ways similar to those at the start.	Worl	d War Two	Early twentieth century Europe was at war due to the rise of fascism (particularly in Nazi Germany). This led to Britain allying with the communist Soviet Union – another tyrannical leadership.
Language as Power Animal Farm shows how the minority in power uses misinformation to control the	Symbolism	An object which represents an abstract idea.		Social mocracy	Orwell derided any form of totalitarianism, whether Fascist or Communist. He wished for people to work for their own wealth but with a strong emphasis on helping those in poverty.
thoughts in the lower classes.	Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.	lm	perialism	A policy of extending a country's power and influence through colonisation.
The Soviet Union While Animal Farm condemns all forms of totalitarianism, it is most explicitly an	Setting	The place or surroundings where a scene takes place. It often highlights a key idea or tone for the scene.		Russian volution	The Revolution saw the expulsion of the Tsar (king) but the rise of
attack on the Soviet Union.	Character Arc	The transformation, or inner journey, of a character over the course of a narrative.		2 3	a new tyrannical leadership under the guise of equality.

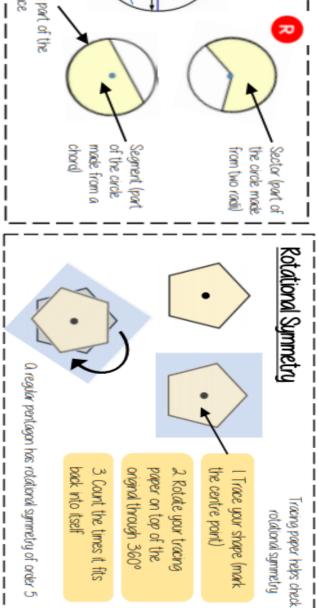
Year 8 - Mathematics ...

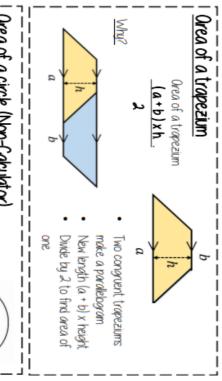


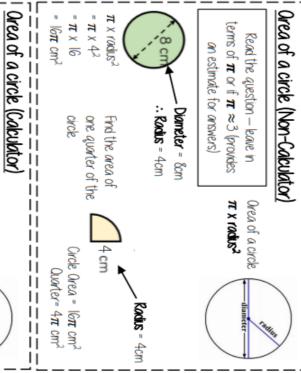


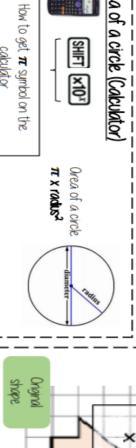








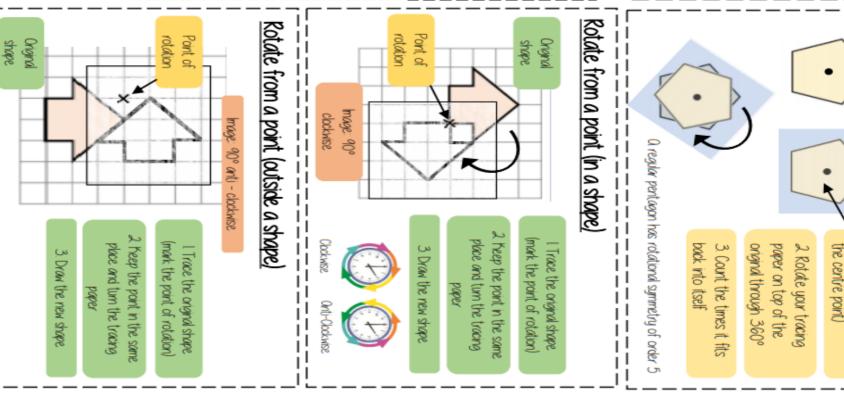




SHIFT X10"

It is important to round your answer suitably — to significant figures or decimal places. This will give you a decimal solution that will go on forever!

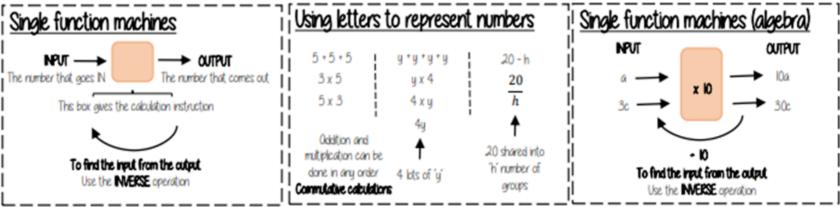
calculator

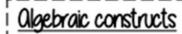


Year 8 - Mathematics . . .

Milestone

Assessment 4





Expression

O sentence with a minimum of two numbers and one maths operation

Equation

a statement that two things are equal

Term

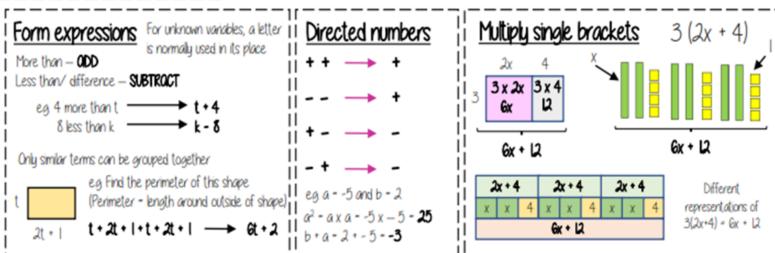
a single number or variable

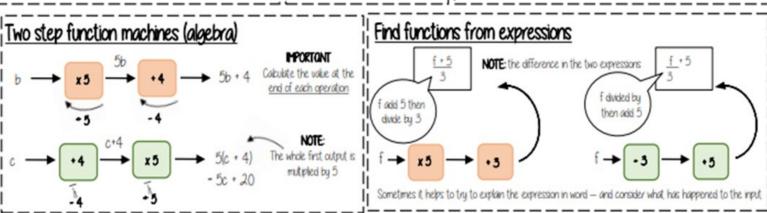
Identity

On equation where both sides have variables that cause the same answer includes ≡

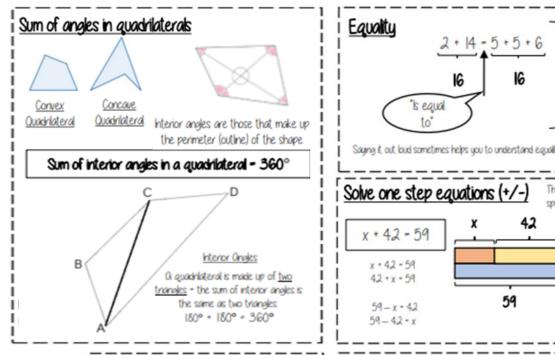
Formula

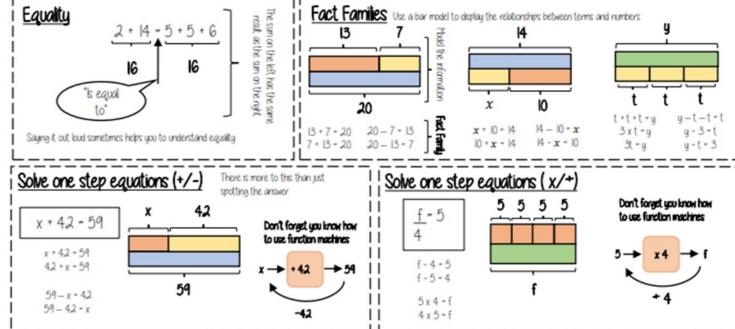
0 rule written with all mathematical symbols e.g. area of a rectangle 0 = b x h

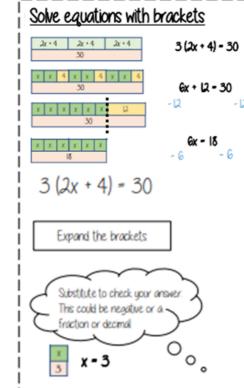


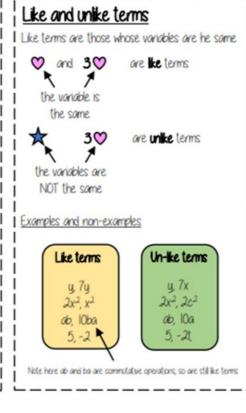


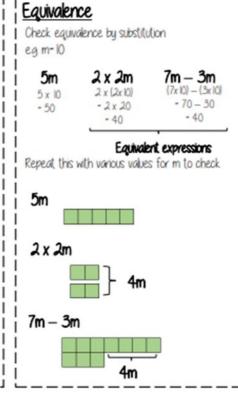
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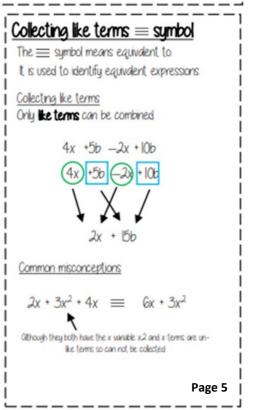














Science: Energy

1. Energy stores

Energy is in different energy stores and is measured in Joules (J).

Energy is needed to do 'work'.

07			
Chemical	Stored in food, fuel and batteries		FUEL
Electrostatic	Stored when particles have charge		**
Magnetic	Stored when magnetic poles come together		
Elastic potential	Stored when a material is stretched or squashed		\$ 37
Nuclear	Stored in the nucleus of an atom, and the Sun		
Thermal	Stored in objects that are warm		
Kinetic	Stored in objects that are moving		
Gravitational potential	Stored in objects that have height		D
		 By heating 	
	ansferred between	Mechanically	
stores in different ways		Electrically	
		By radiation	

2. Conservation of energy

Energy cannot be created or destroyed, only transferred from one store to another.

Total energy in = Total energy out

01	
Wasted energy is not useful so is lost to the surroundings. It dissipates Efficiency measures how much energy is used in a useful way	Chemical energy in 1001 Energy transfer Useful Kinetic energy out 801 Wasted Thermal energy out 201
The less energy that is wasted, the more	useful energy output efficiency =
efficient the machine	total energy input

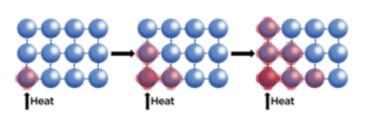
3. Heat and t	3. Heat and temperature		
Heat	A store of thermal energy, measured in Joules (J)		
Temperature	A measure of how much thermal energy a substance has		
Thermometer	Used to measure temperature		
Degrees Celsius °C	The units for measuring temperature		



Science: Energy

Heat transfer - conduction The transfer of thermal energy by vibration of particles A material that easily transfers thermal energy through vibrating particles A material that does not easily transfer thermal energy through vibrating particles

When one end of the substance is heated, energy is transferred to the particles. These particles collide into the next particle along, transferring that energy from one particle to another along the material.



Metals are very good conductors of heat because they contain free electrons that can move freely throughout the material. This means that the vibrations can pass quickly from one end of the material to another.

5. Heat transfer - convection

As particles near the heat source are heated, they spread out and become less dense, so they rise.

Cooler, more dense particles will take their place at the bottom.

This creates a constant flow of particles.

This is known as a convection current



6. Heat transfer - radiation

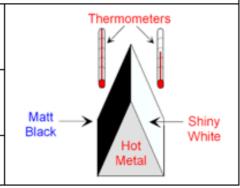
Radiation is method of transferring energy without the need for particles.

Thermal energy is transferred from the Sun to the Earth in this way as there are no particles in space. This is known as **infrared** <u>radiation</u> and it travels as an energy wave. The hotter an object, there more infrared radiation it will **emit**.

The surface of objects effects the amount of infrared radiation it can emit, absorb and reflect.

Matt black is the best surface for emitting and absorbing infrared radiation

Shiny white surfaces are the best at reflecting infrared radiation



7. Apparatus	
Tripod	Thermometer
A	
Temperature sensor	Stopwatch



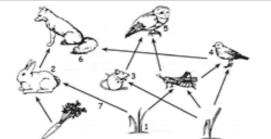
Science: Photosynthesis and the Environment

1. Key Words	
Habitat	Area where an organism lives and obtains its food
Pesticide	Chemical used to kill insects and weeds that prevent the growth of a crop
Carnivore	Animal that only eats other animals (meat)
Producer	A green plant or algae that makes its own food using sunlight
Consumer	An organism that eats other organisms
Herbivore	Animal that only eats plants
Bioaccumulation	Build up of toxins in a food chain

2. Food webs

A food web shows the relationship between many food chains

- Producer the grass carries out photosynthesis
- 2 Primary consumer the rabbit eats the grass
- 3 Herbivore the mouse eats the wheat which is a plant
- 4 Omnivore the sparrow eats both the grasshopper and the wheat
- 5 | Secondary consumer the owl is the second consumer in the chain
- 6 Tertiary consumer in the food chain with the wheat, grasshopper, sparrow and fox, the fox is the 3rd consumer



3. Pyramid of numbers				
	Numbers	Biomass	Energy	
Sparrowhawk				
Bluetit				
Caterpillar				
Oak Tree				
	This pyramid shows how many organisms are in each stage of the food chain	This pyramid shows how much living matter is at each stage of the food chain	This pyramid shows how much energy there is at each stage of the food chain	

4.	4. Photosynthesis				
Pho	otosynthesis	The process which occurs in the chloroplasts to produce glucose using sunlight			
	Word equation				
	Carbon dioxide + water → glucose + oxygen				
Α	Water is absorbed from the soil though the roots				
В	Water travels up the stem				
С	C Carbon dioxide diffuses into the leaf		В		
D	Energy from	n the sun is absorbed by s in the leaf	THE PARTY OF THE P		



Science: Photosynthesis and the Environment

5. Maximising plant growth

Farmers want to produce the maximum yield from their crops. This involves a delicate balance of cost against increase in yield.

a delicate balance of cost against increase in yield.				
Carbon	Light	Minerals	Temperature	
dioxide				
An increase in	Increasing the	Plants need	Increasing the	
CO ₂ can increase	light during the	nitrates,	temperature to	
the rate of	evening means	magnesium, and	30°C can	
photosynthesis	that plants can	other minerals	increase the rate	
which produces	photosynthesis	from the soil.	of	
more glucose for	longer and grow	These minerals	photosynthesis.	
plants to grow.	quicker.	can sometimes	However, when	
Some farmers	Increasing light is	get used up or	the temperature	
burn candles in	expensive so this	washed away.	is increased the	
their	needs to be	Farmers can use	plant loses more	
greenhouses to	considered	organic or	water and if it	
increase the	before using	artificial	gets too hot the	
levels of CO ₂	artificial lighting	fertilisers.	plant dies.	

6. Weathering		
Chemical weathering	Physical weathering	Biological Weathering
Caused by chemicals	Onion skin weathering:	Plant roots grow into the
such as sulphur	temperature changes cause	cracks in rocks and push the
dioxide that dissolve	rocks to expand and	cracks wider. Eventually the
in the water vapour in	contract, this causes small	cracks widen so much that
the air to form acid	bits to fall off	the bits of the rock erode.
rain. The acid rain	Freeze-thaw; water gets	are breath are rock erode.
reacts with minerals	into cracks, expands when it	
in the rock to break it	freezes, then thaws, leaving	
down.	a larger crack	

7. Rocks				
Sedimentary rock	Igneous rock	Metamorphic rock		
Formed from	Formed from molten	Formed from rock		
compacted grains from	rock that has cooled and	that experiences		
weathering and	solidified	high heat and		
errosion.		pressure		
Properties	Properties	Properties		
Soft and crumbly and	Hard and difficult to	Hard as pressure has		
easy to break apart	break	squashed particles		
Porous so water can	Non-porous as there is	together		
pass through	no space between the	Non-porous due to		
Layers that are often	crystals	interlocking grains		
distinctive	Crystals that are tightly	Layers that thin so it		
Fossils are often found	packed making the rock	can be split into flat		
in sedimentary rock	dense	sheets		

8. Apparatus	
Watch Glass	Forceps / Tweezers
Hand Lens	Pipette
FOLDING MACHIFIER 10 X	

Summer Term 1 : Edublocks Programming

 ∞

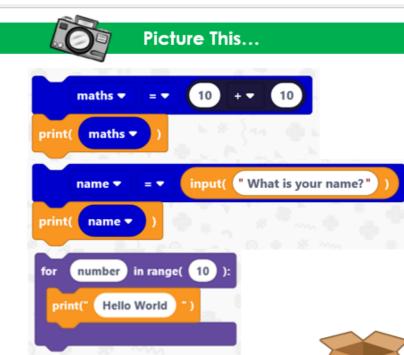
Sequence

Key Vocabulary... Name Purpose GUI -A visual interface that lets you Graphical interact with 'blocks' of programming code to make a User Interface program. Variable A value that can change while the program is running. Used to make a decision. If a condition is met the program will do something. For Allows you to run some code, a set number of times. Also called a counting loop. While Used to run code 'WHILE' a condition is met. Can also be used for running code forever. Function An in-built program that can be used multiple times to do something. A function that asks the user to Input enter some data. List A variable that can store multiple items. This can be numbers, letters or words. Print A function that outputs data when the program is run. A data type that stores text. For String example, 'hello'. Integer A data type that stores whole

numbers. For example, '24'.

The order in which a set of

instructions appear.



l. What is 10+ 10? 20

2. What is your name? John

"Hello World" is repeated 10 times

Always Remember...

Variables are like boxes. They store values

Use the print function to output data, use the input function to enter data

Use an 'if' statement to add a decision to your program.

Use a 'for loop' to run a program a specific number of times

Use a 'while loop' to run a program multiple times (without specifying an end).

Use a list to store multiple values in one variable.



Questions

- What is another name for a 'for loop'?
- How can you store a value in a program?
- Explain the difference between and input function and a print function
- 4. What statement is used to make a decision in a program?
- 5. What values can be stored in the list data type?

Deeper Learning...

We have used a number of inbuilt functions already.
However, you are also able to make your own functions in Python. This is a good idea if you have a piece of code that you need to run multiple times. It also tidies up your code as it removes repeated code.





Activity- What is pseudocode and why is it useful in programming? Write in pseudocode that will work out the area of a rectangle, triangle and a circle.

Summer Term 2: Revision Techniques

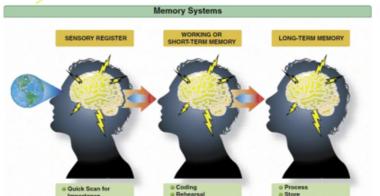
Key Vocabulary...

Name	Purpose
Target Audience	A particular group at which a product such as a film or advertisement is aimed.
Purpose	The reason for which something is done or created or for which something exists.
Artefact	An object made by a human being, typically one of cultural or historical interest.
Trustworthy	Able to be relied on as honest or truthful.
Usability	The degree to which something is able or fit to be used.
Recall	To remember bring a fact, event, or situation.
Mind map	A diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.
Cramming	Study intensively over a short period of time just before an examination.
Knowledge	Making use of information.
Long Term memory	The type of memory responsible for the storage of information for an extended period of time.
Revise	To revisit work done previously to enhance knowledge by remembering more over time.



Picture This...





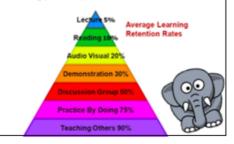
Always Remember...

Cramming is not a good revision technique because the information does not reach long term memory.

Sleep is an important part of learning. Those that do not sleep regularly, struggle to concentrate.

Energy drinks and sugary drinks dehydrate you and therefore focusing is difficult.

Eating a regular, balance diet helps the body repair and release energy slowly.



Questions

- 1. Define the term 'cramming'.
- Explain why cramming can be a disadvantage when revising.
- State the difference between long term and short-term memory.
- 4. Explain the difference between a node and a branch on a mind map.
- 5. Describe the purpose of dual coding.

Deeper Learning...

Babies sleep a lot because they are always learning about the world around them. When they are asleep, they relive their day and therefore they move a lot in their sleep.

This continues to occur the old you get. In addition, sleep gives your body a rest and your mind can use this time to repair or recover from illness or stress.

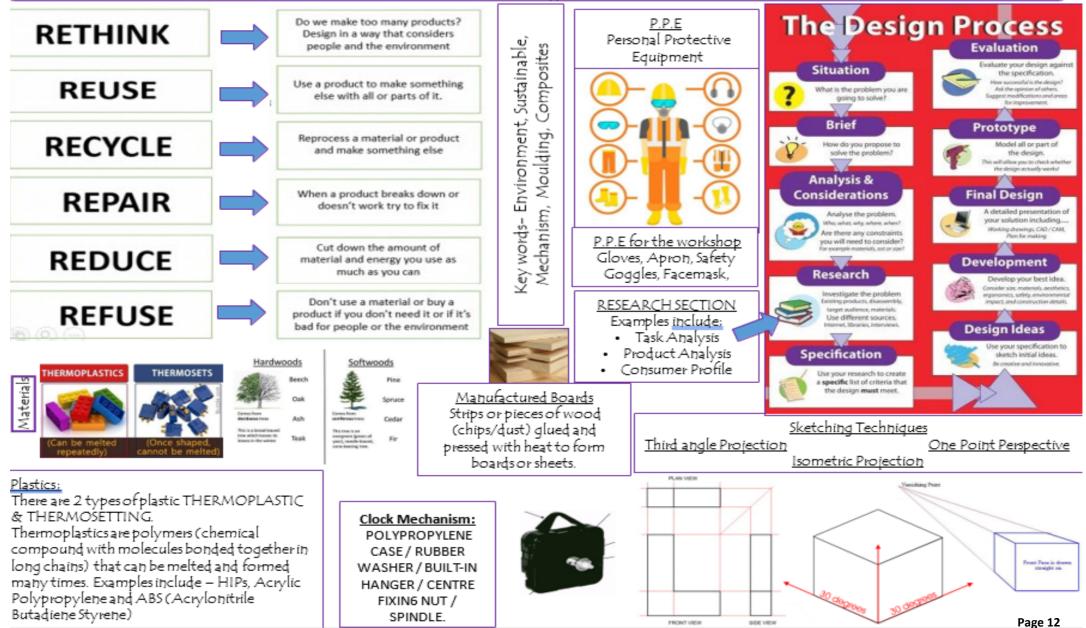
- Primary school pupils need 9-11 hours of sleep.
- Teenagers need around 8-10 hours of sleep.
- Adults need 7-9 hours of sleep.

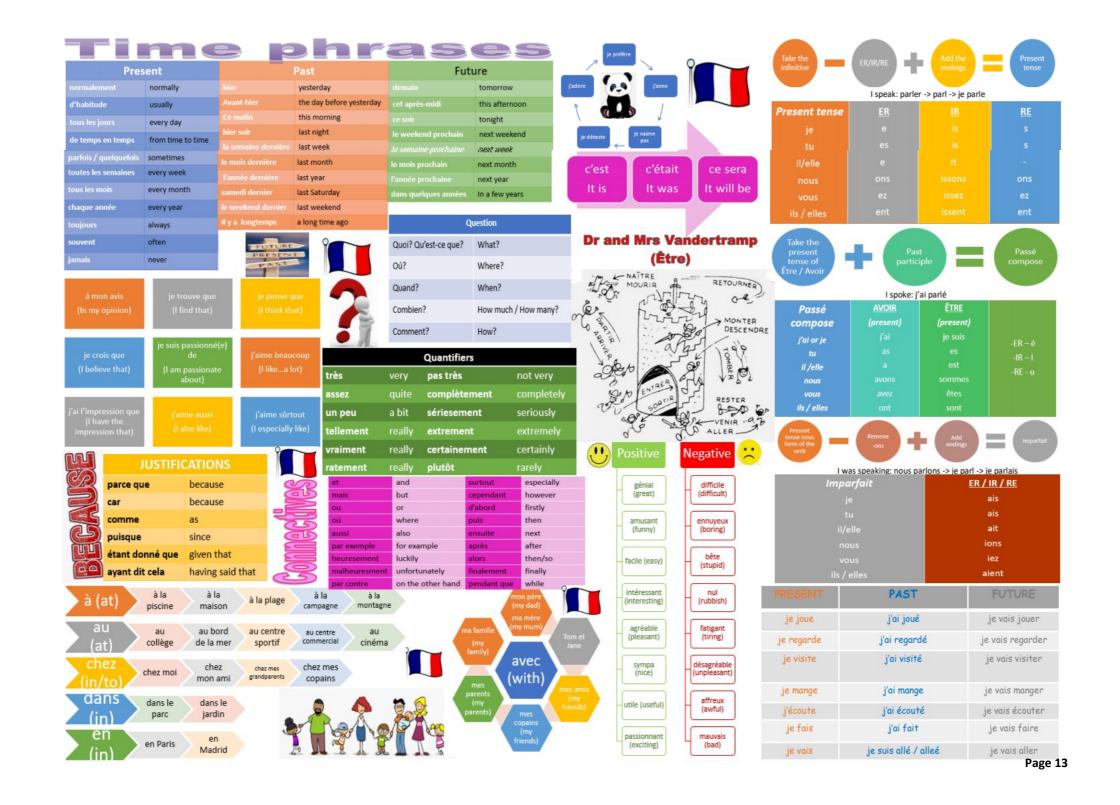


Activity - Research: How does exercise, fat and sugary drinks affect your ability to revise?

Design & Technology Department Schemes of Work Knowledge Organiser:

Design Brief: A clock manufacturer would like you design and make your own version of a clock from sustainable materials you can obtain yourself. It is important that you make sure that the final design meets all the requirements that you identify for such a product. For instance, if you decide to design the clock that is for a young child, it should meet all of the criteria for this type of user.





Key Vocabulary... Picture This... CALAVERA is spanish for "skull" and they are often made as edible or decorative skulls from either sugar (alfeñiques) or clay. SUGAR SKULLS are representative of a departed soul. The making OF THE DEAD. of sugar skulls is labourintensive and made in very small batches in the homes of sugar skull makers. These skulls are meant to show the joy and happy memories you remember when you think of a lost loved one. People will paint their faces DAY to look like a sugar skull to celebrate the holiday. SYMMETRY is symmetrical when it is the same on both sides. **ORGANISER:** Always remember... DAY OF White - represents spirit, hope and THE Red - represents blood and life DEAD Orange – represents the sun COLOURS Yellow – represents light as some families lay yellow marigolds to KNOWLEDGE guide them to afterlife Purple -represents mourning, grief and suffering Pink - represents joy, positivity and celebration Black - represents death itself and also is used to make the other colours much more vibrant.

Activity: - Try a variety of colourways when designing your sugar skull. Does this change the overall effect?

Deeper Learning...

What is Day Of The Dead?

The Day of the Dead is very

famous seasonal holiday

celebrated in Mexico and elsewhere associated with the

Catholic celebrations of All

Saints' Day and All Souls' Day.

The **Day of the Dead** is held over

a three-day period, starting on

31st October, November 1st and

The multi-day holiday involves

family and friends gathering to

and family members who have

died, by celebrating with music,

Dead (el Día de los Muertos) as you have studied this celebration

In art, we will be exploring the

folkart style of sugar skulls, the

symmetrical patterns and

meanings behind the art.

The Big Question...

What is the meaning of the

wear them?

sugar skull and why do they

You will have some previous knowledge about the Day of the

in your **Spanish lessons**.

pray for and to remember friends

2nd each year.

food and drink.



Deeper Learning...

Who is Antoni Gaudi?

Gaudí was a **Spanish architect**.

Born: 25 June 1852 Died: 10 June 1926

Antoni Gaudi's works are in his own distinctive style. Gaudi's individual style is characterized by freedom of **form**, voluptuous colour and texture, and organic

Gaudí worked almost entirely in or near Barcelona. His most famous and his greatest work today is the **Basilica de la** Sagrada Família – which was taken over by **Gaudi** and left unfinished following his death. The **Sagrada Familia** is still unfinished to this day.

He got some of his ideas from neo-Gothic art, Art Deco and Oriental techniques and became part of the modernist movement in the late 19th and early 20th centuries.

Another of Gaudi's most famous works is Park Güell which is full of architecture designed by Antoni Gaudi to replicate British residential parks.

Gaudi died aged 73, after being hit by a tram in Spain.

Activity: - How else could you achieve the same effect rather than collage?

Weighing and measuring

Ingredients are usually measured in grams (g) or kilograms (Kg)

There are 1000g in 1 Kg

Liquids are usually measured in **millilitres (ml) or litres (l).** They can be measured in pints (pt) and fluid ounces (fl.oz). There are 20 fl.oz in 1 pt.

To weigh accurately, always make sure that you set your scales to zero before you start.

Remember if you put your bowl on the scales, you could be weighing the bowl, NOT the food. So put your bowl onto the scales but then set the reading to 0 before you start.

Make sure that you are using g as the unit on the scales

What to use











Key vocabulary

	Weigh	Chop
	Plastic spoon	Simmer
	Grams (g)	Cool
	Measure	Golden brown
	Peel	Breadcrumbs
	Core	Rubbing in
	Fats	Bake
	sweeten	tablespoon
1		

Equipment

Deeper learning

The Rubbing-in Method

- 1. Weigh your flour and put into a mixing bowl.
- 2. Weigh your fat (butter or margarine).
- 3.Put the butter into the bowl with the flour.
- 4.Start with a table knife and chop the fat into small pieces.
- 5.Once the fat is well chopped, rub the mixture using your fingertips until it turns yellow and looks like breadcrumbs.
- 6.Keep the mixture cool to stop it sticking together and to keep a crumbly texture.







Saucepan

peeler 1



table knife



peeler 2



weighing scales

Page 16

Key Vocabulary...

	· · · · · · · · · · · · · · · · · · ·	
	Coast	The area where the land meets the sea
	Erosion	Erosion is the process that breaks things down.
	Transportation	The process of carrying or moving sediment downstream.
	Deposition	Dropping or settling of sediment
Coasts	Cliff Collapse	Flooding occurs when the river bursts its banks overflowing onto the area surrounding the channel.
ar 8 -	Coastal Defenses	Management strategies used to protect people and land from flooding
Geography: Year 8 -		acteristics of Waves
Geo	eliptical motion	Strong Strong Waves

Characteristics of Waves



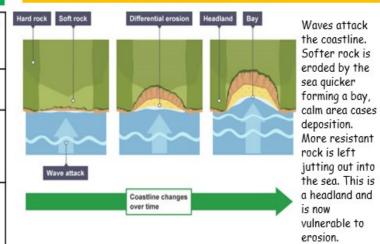


The Size of a wave is controlled by the fetch, strength of the wind and the time the wind has been blowing for.

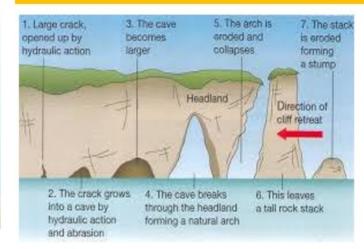
4 Processes of Erosion

Hydraulic action	This is when the force of water erodes softer rock.
Abrasion	This is when large pieces of bedload material wear away the river banks and bed.
Attrition	This is when the bed load itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller.
Solution	This is when finer sediment is dissolved and eroded by the minerals in the water.

Headlands and Bays



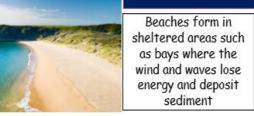
Formation of arches, caves, stacks and stumps



Suspension - fine material such as clay and sediment is carried by the sea. Solution - disolved minerals are carried by the sea. Traction - large boulders and pebbles are rolled along the Saltation - small stones, pebble and silt bounces along the sea bed.

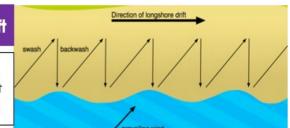
4 Processes of Transportation

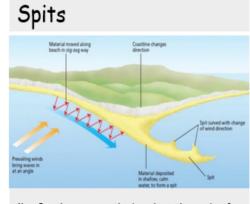
Beach



Long Shore Drift

The process which transports sediment along the coastline.





- 1) Swash moves up the beach at the angle of the prevailing wind.
- 2) Backwash moves down the beach at 90° to
- coastline, due to gravity.

 3) Zigzag movement (Longshore Drift) transports material along beach.
- 4) Deposition causes beach to extend, until reaching a river estuary.

 5) Change in prevailing wind direction forms a
- 6) Sheltered area behind spit encourages deposition, salt marsh forms.

New Brighton Fieldtrip



Investigation: How are the coastal management in New Brighton protecting the tourism industry?

We will complete a survey of the tourist attractions and identify the coastal management strategies.

Name	Sea Wall	Rock Armour	Gabions	Groyne	Beach Replenishm ent	Dune stabilisation
How does it work?	A concrete wall placed in front of the cliffs which can be curved or straight. Deflects wave energy back into the next wave.	A barrier of large rocks protecting the coast Absorbs wave energy in gaps between boulders	Strong wire baskets filled with hard stones Gaps between the stones absorb the wave energy	Low wooden walls built at right angles across the beach Trap sand moving along the beach by LSD and build up a beach to absorb waves energy	The beach is covered with material that has been dredged from the sea	Planting marram grasses and protecting sand dunes so they form a natural barrier
Advantages	Strong and lasts a long time Efficient	Relatively cheap Efficient	Relatively cheap Can trap sand, so they look more natural	Cheaper than sea walls Keeps a beach for	Keeps a nice beach for tourists	Cheap and sustainable
Disadvantage	Not attractive Harder to get to the beach	Expensive if rock is imported Not attractive Hard to get to the	Not as effective as a sea wall Shorter life span (rust)	Beaches further along the coast may lose their supply of sand as LSD is restricted	It is expensive as it has to keep being replaced	It is difficult to stop people walking and destroying the sand dunes
Picture		beach	Unattractive			

Hard engineering	Using man-made structures to protect the coastline. For example: sea wall, rock armour, gabions, groynes
Soft engineering	Allowing the natural processes of the coastline to protect itself from erosion. For example: Beach Nourishment, Dune stabilization,



RAGP Tasks:

- 1. What is the coastline?
- 2. Describe the 4 erosional processes
- 3. Compare the characteristics of constructive and destructive waves
- 4. Explain the formation of arches, stacks and stumps.
- 5. What are the impacts of cliff collapse?
- 6. In your opinion, which is the best sea defence and why?
- 7. How is climate change effecting coastal erosion and cliff collapse?

Cliff collapse damages people's homes and forces people to move. It makes the cliffs and beaches unsafe which

Extended Write: reduces the amount of statement.

tourists. It destroys

habitats on the

coastline.

'Hard engineering strategies are the best way reduce coastal erosion' Evaluate this

Key Vocabulary... a measure of economic, social and technological progress Development within a country (a country getting better). A biome is a large scale ecosystem controlled by the Biomes climate How the population is spread Population across a place/ where people distribution A nature reserve, is a Africa protected area of importance Desert for plants and animals, or features of geological or other special interest. . The Maasai tribe are an 8 Maasai tribe indigenous ethnic group in Geography: Year Africa of semi-nomadic people settled in Kenya and northern Tanzania. **Biomes** Tropic of Equator Rainforest Savanna

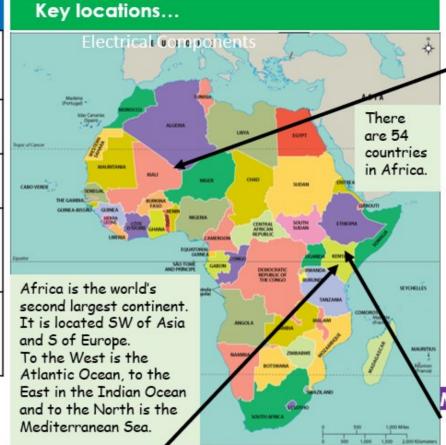
Tropic of

Capricorn

Steppe

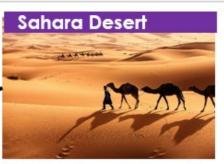
Desert

Mediterranean



Nairobi is the largest city and capital of Kenya. It has a population of 5.1 million. The city is rapidly growing due to rural to urban migration. This has led to a big difference between the rich and the poor in the city. The major industries include manufacturing, energy, tourism and financial services.

Nairobi



The Sahara Desert is the world's largest hot desert. The average annual temperature is 30°C, whilst the hottest temperature ever recorded was 58°C. The area receives little rainfall, in fact, half of the Sahara Desert receives less than 1 inch of rain every year.] The population of the Sahara is just two million. People who live in the Sahara are predominantly nomads, who move from place to place depending on the seasons. Whilst others live in permanent communities near water sources.

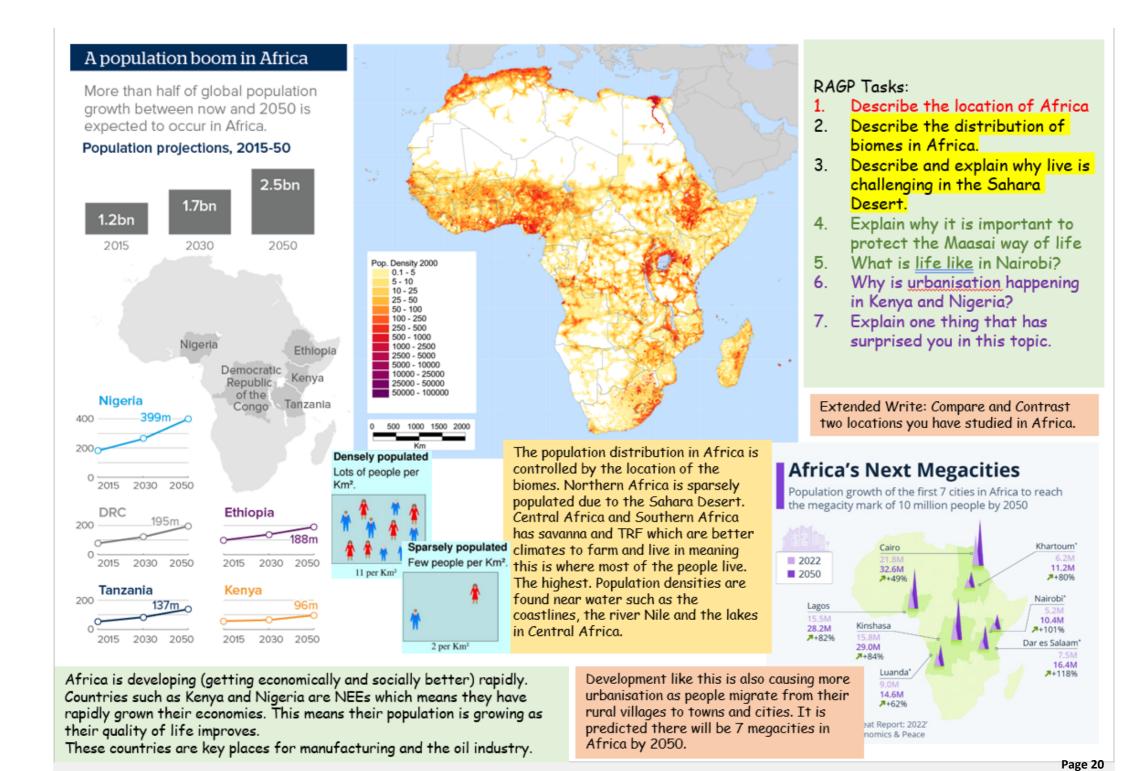
Maasai Tribe, rural Kenya

The Maasai tribe have distinct traditions, customs and dress and their residence near the many national game parks of East Africa, the Maasai are among the foremost African ethnic groups and are known internationally because of their links to the national parks and reserves.

The Maasia speak Maa, they also speak the official languages of Tanzania and Kenya. Swahili and English. The Maasai population is now estimated 900 000.

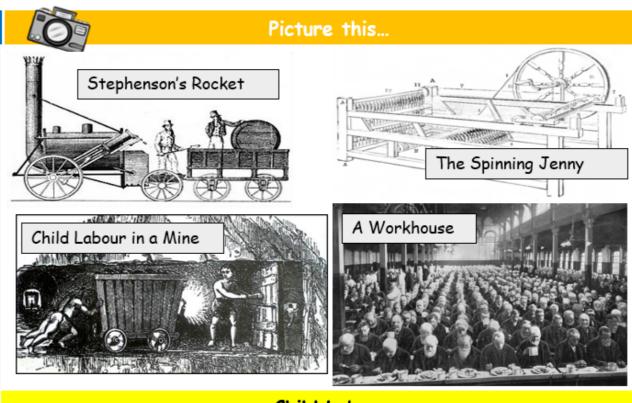
Traditional Maasai people's lifestyle concentrates on their cattle which make up the primary source of food. The wealth of the Maasai is based on how many cattle they have.

Page 19



Key	Vocabulary
Domestic System	System in place before the Industrial Revolution where people would produce cloth in their own homes.
Industrial Revolution	Period in British history in which society moved to a focus on machines, factories, and industry. Large factories and machines were built to do things people used to do by hand. Therefore many people moved to urban areas seeking work.
Tenements	A new kind of cheap housing that was constructed. Here, dozens of families resided under one roof.
Cholera	A disease which is caused by bacterial infection of the intestines, and can kill within hours. It spreads through drinking water, which is infected with the bacteria or with sewage.
Social Reformers	People who wanted to improve public health, social conditions and the lives of the poor.
Workhouse	A place where poor people who wanted help from the government could go to get accommodation and employment.
В	lack Gold

Coal was needed in vast quantities for the Industrial Revolution. Before 1700 coal came from mines that were near to the surface and was relatively easy to get to. The development of factories further increased demand for coal. As a result, coal mines got deeper and deeper and coal mining became more and more dangerous.



Child Labour

Children sometimes worked up to 19 hours a day, with a one-hour total break. This was the extreme, but it was not uncommon for children who worked in factories to work 12-14 hours with minimal breaks.

Not only were these children subject to long hours, but also, they were in horrible conditions. It was very common for children to be using or working near large, heavy, and dangerous equipment. Many accidents occurred, injuring or killing children on the job. Not until the Factory Act of 1833 did things improve. Children were paid only a fraction of what an adult would get, and sometimes factory owners would get away with paying them nothing.

Orphans suffered even more, factory owners justified this by saying that they gave the orphans food, shelter, and clothing, all of which were poor quality.

Activity - Create a timeline from 1700 to 1900 to show all the major developments of the industrial revolution in the UK. There should be at least one event for every 20 years.

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	Key individ	uals
George Stephenson		A pioneering railway engineer and inventor of the 'Rocket', the most famous early railway locomotive.
Isambard Kingdom Brunel	G	One of the 19th-century engineering giants. He built dockyards, Railways, steamships and numerous important bridges and tunnels.
James Hargreaves		James Hargreaves was a weaver and inventor who lived in Lancashire, England. He is credited with inventing the spinning jenny in 1764.
Sir Humphrey Davy		He invented the Davy lamp used by miners to help detect gas and improve safety.
Queen Victoria		Queen of the United Kingdom and ruler of the British Empire from 1837 to 1901.
Millicent Fawcett		Prominent campaigner for women's rights and leader of the Suffragists, a peaceful protest movement.
Emmeline Pankhurst		Prominent campaigner for women's rights and leader of the Suffragettes, a peaceful protest movement.
Francis Egerton, 3 rd Duke of Bridgewater		Known for funding the construction of the Bridgewater Canal, the first industrial canal in the UK.

Deeper Learning

In 1750, only about 15% of the population lived in towns. By 1900 it was 85%. This meant that there were far more people around to work in new industries but also caused problems because many more people needed foods and homes.

This meant that poverty was increasing and homes were built very quickly and cheaply by rich landlords that made a fortune from the rents for these houses.

Industrial towns and cities grew, and this led to problems with hygiene and disease. In many cases, the water that people drank was drawn from the same source in which wastewater from people's toilets was emptied. This led to the rapid spread of diseases like cholera.

The proper management of sewage in these cities only began in the late 19th century after Dr John Snow discovered the link between water and the cholera and it took the government a long time to react to this problem.

In government, there was a feeling that they should not interfere in people's lives, even to try to help them. This 'laissez faire' attitude was common at the time and it was believed that if a person was to improve their situation, it must be their own work which achieved this.

These attitudes amongst the upperclasses led to many protest movements as people campaigned for the right to vote and to change the government.

Tasks



<u>Red:</u>

State three diseases that spread easily in cities.

State three important protest groups during the Industrial Revolution

Amber:

Describe the conditions living in Industrial Cities.

Green:

Explain why so many people were hurt or killed working in mines and factories during the Industrial Revolution.

Purple:

The conditions in factories and mines was the biggest challenge for the working-class. Evaluate.

The conditions in factories was the biggest challenge because...

However, there were other challenges faced by the working-class such as...

Overall, I agree/disagree with the statement because...

<u>Philosophical Questions</u> - The word philosophy comes from the Greek word for 'wisdom'. It relates to the study of nature, knowledge, reality and existence.

Does God Exist?

Theist - Believes that God(s) exists.

<u>Agnostic</u> - Is not sure whether God(s) exists.

<u>Atheist</u> - Does not believe that God(s) exists.

<u>Humanist</u> - Does not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.

<u>Monotheism</u> - Belief in one God (Christianity and Islam share this belief.)





Theos = God (Greek)

Agnostos = Not known (Greek)

Is there Life After Death?

Different religions hold a wide variety of beliefs about what happens after we die. For many people, believing that death is not the end is a comforting thought. The afterlife brings the promise of reward for good people, and punishment for those who have committed evil deeds. Some believe it may also allow a reunion with loved ones who have passed away. Others believe there is no afterlife, and that when we die that is the end. Can we ever really know?

There are different Christian beliefs about what happens when a person who has died is resurrected:

Some believe that a persons soul is resurrected very soon after death occurs

Others believe that some time in the future, Jesus will return to judge the dead and they will be raised.

The Catholic Church believe that there is also <u>purgatory</u>. This is place between heaven and hell where you wait for God's judgement after you die.

How was the Universe Created? (Non-Religious views)

The Big Bang Theory -Scientists have gathered a lot of evidence and information about the Universe. They have used their observations to develop a theory called the Big Bang. The theory states that about 13.7 billion years ago all the matter in the Universe was concentrated into a single incredibly tiny point. This began to enlarge rapidly in a hot explosion, and it is still expanding today.

Evolution - In 1859, a British man named Charles Darwin published a book called 'On the Origin of Species'. He put forward the theory that all living creatures that exist today, including human beings, have evolved over a period of perhaps millions of years. This theory seems to go against the idea that God created the universe.

LRE – Y8 – Philosophical Questions

Religious Accounts of Creation

According to Christian belief, God created the universe. There are two stories of how God created it which are found at the beginning of the book of Genesis in the Bible. Some Christians regard Genesis 1 and Genesis 2 as two totally separate myths that have a similar meaning. Others see the two chapters as part of one continuous story.

<u>Red:</u> In your own words (or using images) state what the words <u>theist</u> and <u>agnostic</u> mean.

Amber: Describe what Christians believe happens after death.

Light and sky

Day 1-2

Dry land and plants

Day 3

Day 4

Land animals and human beings

Day 6

Day 5

Green: Explain how the universe was created.

Main differences between Genesis 1 and 2 (The first two books in the Old Testament of the Bible.

There are some contradictions between the two accounts in Genesis 1 and 2, such as the order of when animals and humans were created:

Genesis 1 - it states that animals, and finally humans, were created on day six

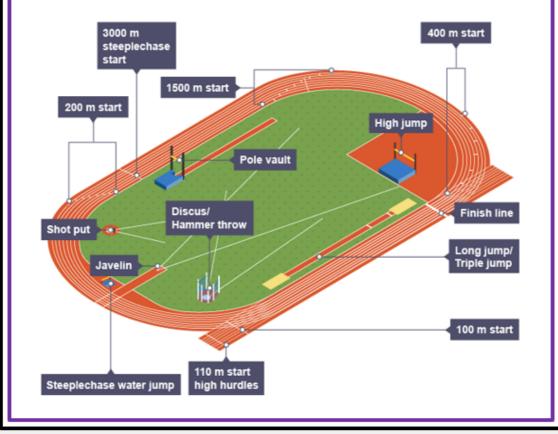
Genesis 2 - it implies that humans were created before animals Some people think that Genesis 2 is just a more in-depth look at day six, <u>Purple:</u> Planet Earth is so well designed it must have been created by God. Evaluate.

Subject Knowledge Organiser Athletics – Competition, Scoring & Officials

Competition

Athletics is a collection of sporting events that consist of the three major areas of running, jumping and throwing. The running events include sprints, middle and long-distance events and hurdling. Jumping events include the long jump, high jump, triple jump and pole vault, while the throwing events include the discus throw, hammer throw, javelin throw and shot put. There are also combined events, such as the decathlon for men, which consists of ten events, and the heptathlon for women, which consists of seven events.

Shown below is a typical competition area for athletics.



Scorin

Success in athletics is judged on times and distances rather than points or goals.

Track events – These races are started with an electronic pistol which is only sounded again on a false start. In races that are very close, officials use a digital line-scan camera across the finish line to give them a photo finish picture. The clock stops when an athlete has passed through the finish line.

Jumping events – These events are measured from the front edge of the take-off board to the first mark made in the sand by the athlete. The distance is always measured to the nearest centimetre and athletes will always be given a minimum of three jumps.

Throwing events – These events are measured from the front edge of the throwing line to the first mark made in the ground by the implement. The distance is always measured to the nearest centimetre and athletes will always be given a minimum of three attempts.

Officials

An athletics competition requires a wide range of officials. These include:

Starter - Starts all track events.

Starter's marshals – Line up competitors in correct order ready for starting.

Timekeepers – Provide official times for all track competitors.

Place judges - Ensure the correct order of positions are given.

Field event judges – Measure, record and let athletes know when it is safe to compete.

Relay judges – Make sure runners at change-overs are in the correct lane and within the change-over box.

Subject Knowledge Organiser Athletics – Track, Jump & Throw

Sprint

This track event is a short running race. There are generally three different sprint distances: 100m, 200m, and 400m.



Drive phase

The drive is where you are looking to cover as much ground as possible through each stride, pushing with the leg that is in contact with the ground and driving the free leg through. In this phase the head must follow the body.

Transition phase

This transition phase is when you smoothly and gradually come upright into your stride. This is when you start move at a slightly faster tempo and begin to reach top speed.

Fly phase

The fly phase is when you are fully upright and at top speed. The key to maintaining as much top end speed as possible is a relaxed upper body and a quick foot contact and tempo.

High jump

This jumping event requires athletes to jump over the bar using the Fosbury Flop technique.



Stage one

Start 8-10 strides away from the barrier. Run in a curve with controlled speed. Lean your torso into the curve, the opposite side to the barrier. Keep your shoulder as high as possible.

Stage two

You are ready to jump at approximately one metre past the first post and an arm's length away from the mat. At this point, plant the take-off foot down. At the same time, drive your lead leg and arms upwards and shoulders high.

Stage three

In the air, keep driving upwards and bring your lead knee across the body to get shoulders parallel with the bar. Bring the arms forwards and back into the body. As your hips cross the barrier, flick your feet upwards and high over the barrier. Maintain balance and land safely.

Shot put

This throwing event requires athletes to throw a heavy metal ball called a shot as far as possible.



Stage one

Hold the shot at the bottom and place the thumb and little finger each side of the shot. Place the shot under the chin and touching the neck. Keep the throwing arm elbow high and the arm parallel to the floor. Stand on the balls of your feet with your knees bent and non-throwing shoulder pointing towards the throwing area.

Stage two

Lean backwards and place your weight on the back foot. Transfer the weight from the back leg to the front leg. Explode upwards, bring the hips around and forwards to face throwing area. Extend the throwing arm up quickly and powerfully. Finish with chest and head up.

<u>Progress Vocabulary:</u> <u>Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate</u>

Key words: start, finish, race start, pacing, sprinting, dip finish, fosbury flop, arched approach, toe, knee, chin, 45 degrees, push, scissor kick.

Subject Knowledge Organiser Cricket – Rules, Officials, Scoring, Player Positions & Wicket Dimensions

Rules

- ☐ Cricket is a game played between two teams made up of eleven players each.
- lacktriangle One team bats and the other team bowls and fields.
- ☐ Each over consists of six good bowled balls.
- ☐ There are a number of ways a batter can be called out:
- The bowler bowls the ball and hits the wickets with the ball.
- The batter hits their own wickets with their bat.
- The batter hits the ball in the air and a fielder catches the ball before it hits the floor.
- The batter runs but the ball hits the wickets when the batter is not in the crease.
- ☐ The batting team try to get as many runs as they can and then the fielding team will bat and try to beat the score. For example, team one scores 78 runs, team two need to score 79 runs to win.
- ☐ When bowling the ball cannot bounce more than once or this is called a 'no ball' and the batting team will receive an extra ball.
- ☐ When bowling the ball must stay within the crease or it will be called a 'wide ball' and the batting team receive an extra run.
- ☐ Hitting the ball to the boundary along the floor score four runs.
- \square Hitting the ball over the boundary on the full, without a bounce, scores six runs.

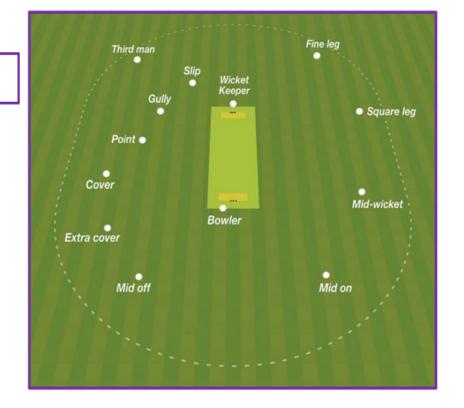
Officials

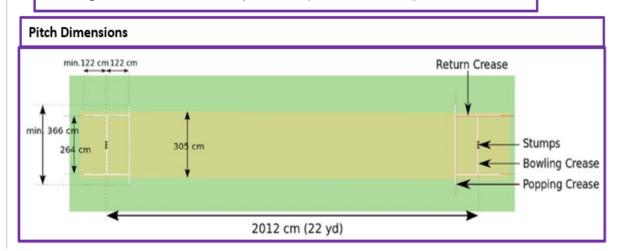
During a competitive game of cricket there are two umpires and two score keepers.

Scoring

In a game of hockey the team that scores the most goals wins the game. Each goal is worth one point. Goals can only be scored in the scoring circle. A shot from outside the scoring circle must be deflected in the scoring circle into the net to score.

Player Positions





Subject Knowledge Organiser Cricket – Bowling, Batting & Long Barrier

Bowling

An overarm bowl is the legal way to deliver a ball in a competitive game of cricket.

Stage one

Keep your arms close to your body, your head steady and your eyes fixed on the batter. Holding the ball in your dominant hand, index and middle finger either side of the seam on top of the ball, with the thumb holding the seam on the bottom of the ball.

Stage two

As you get close to the crease, start turning your body so your shoulder is facing towards the wicket and lean back slightly. At the release point, keep the ball close to your chin and your non-bowling arm up with your elbow pointing towards the target. Keep your head looking at the wicket from behind your front arm. As your back foot lands before the popping crease line, keep your body upright and raise your front foot pointing your knee towards the target. As your front foot lands, your toes should be pointing to the batter.

Stage three

On releasing the ball, begin rotating your shoulders and push your bowling arm forward and down from the coil position. The non-bowling arm should be pointing to the batter. Finally, your arms should rotate through with the ball and release it at the top of the delivery arc.

Batting

A chest pass is a very fast and flat pass which enables a team to move quickly up a court in a precise and accurate fashion.

Stage one

Stand with feet shoulder width apart and on the balls of your feet, with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread.

Stage two

The ball should be held in front of the chest with the elbows tucked in. Step in the direction of the pass, by extending their legs, back, and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down.

Stage three

The back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Long Barrier

The long barrier is the safest technique to control a cricket ball that is travelling along the ground.

Stage one

Move towards the ball at a controlled speed. Get in line with the ball and get your whole body behind the ball.

Stage two

As quickly as possible bend both knees and twist sideways so that the knee of your strong leg touches the ground and touches the back of the heel of the other leg. Extend arms downwards, spread hands wide with little fingers touching each other

Pick up the ball and draw into the body, then stand up ready to make the best decision.

Stage three

Decide where the ball should be thrown to, the wicket keeper or bowler.

Subject Knowledge Organiser HRF – Health, Fitness and Exercise, Consequences of a SL, Lifestyle choices & CoF

Health, Fitness and Exercise

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness or infirmity'. Fitness can be defined as 'the ability to meet the demands of the environment'. Exercise can be defined as 'a form of physical exercise done to improve health or fitness or both'. Adults - five sessions of thirty minutes activity per week. The activity should be physical enough to cause the adult to breathe more deeply and to begin to sweat. Children and young people - seven sessions of sixty minutes per week. At least two of these sessions should be of high intensity exercise such as running, jumping or cardiovascular based sports.

Consequences of a sedentary lifestyle

If a person does not take part in regular physical activity, exercise or sport then they are at risk of a <u>number of</u> illnesses and negative effects such as weight gain or obesity; heart disease; hypertension (high blood pressure); diabetes; depression; increased risk of osteoporosis and loss of muscle tone.

Lifestyle choices

Other lifestyle choices can affect a person's health in either a positive or negative way. For example, eating a balanced diet means a person is less likely to become ill or put on excess body fat; getting enough sleep is important for the body to rest and brain to function optimally; not smoking as this causes illnesses such as bronchitis and lung cancer and not taking recreational drugs such as alcohol as in the short term it can lead to disorientation and poor decision-making and in the long term can lead to disease.

		Comp	onent (of Fitness
		Definition		Example
5	Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allothem to propel themself through the air when performing on the asymmetrical bars	
 	Cardiovascula fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run	
) /	Flexibility	The range of motion (ROM) at a joint		nast training to increase hip mobility to e the quality of their split leap on the beam
l	Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the wat to propel the boat towards the line	
	Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack	
)	Agility	The ability to change the position of the body quickly and control the movement		A badminton player moving around the court from back to front and side to side at high speed and efficiency
l	Balance	The ability to maintain the centre of mass above the b support		A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
ì	Coordination	The ability to use two or more body parts together		A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
t /	Power	The ability to perform strength performances quickly		A javelin thrower applies great force to the spear while moving their arm rapidly forward
5	Reaction time	The time taken to respond to a stimulus		A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
1	Speed	The ability to put body part motion quickly	ts into	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

Subject Knowledge Organiser HRF – Training Methods, Advantages/Disadvantages of TM & Training Zones

Training Methods

Training can be aerobic or anaerobic. In aerobic exercise, which is steady and not too fast, the heart is able to supply enough oxygen to the muscles. Aerobic training improves cardiovascular fitness. Anaerobic exercise is performed in short, fast bursts where the heart cannot supply enough oxygen to the muscles. Anaerobic training improves the ability of the muscles to work without enough oxygen when lactic acid is produced.

Specific training methods can be used to improve each fitness factor. Circuit training involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance. Continuous training involves working for a sustained period of time without rest. It improves cardiovascular fitness. Cross training involves using another sport or activity to improve your fitness. It happens when an athlete trains in a different environment. For example a volleyball player uses the power training for that sport to help with fitness for long jump. Fartlek training or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness. Interval training involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance.

<u>Progress Vocabulary:</u> <u>Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate</u>

Continuous Training

Good for aerobic fitness, lose weight accessible, health benefits, good for beginners of all ages, little equipment Boring, not always sport specific, risk of injury does not improve anaerobic fitness

Fartlek Training

Good for team sports, less boredom, easy to use, can mimic the sport, god for team sports

Too easy to cheat, can be difficult

Circuit Training

Less boring, easily adapted for fitness/skill, easily adapted to sports, stations can target specific muscle groups

Take time to set up, requires equipment

Always remember: To work out your maximum heart rate you take your age from 220. So a 12 year old has a maximum heart rate of 208 beats per minute.

<u>Interval Training</u>

Advantages and Disadvantages of Training Methods

Can be both aerobic and anaerobic, less technical, can mimic a sport, good for sports that require a change of pace

Can be boring, easy to cheat hard aspects,

Free weights

Full range of sporting movement, large muscle groups can be worked Risk of injury, need a spotter, more suitable for advance performers, requires good knowledge

Resistance machines

Safer, good for beginners, good for injury rehabilitation
Expensive, no functional everyday movements, only focuses on one muscle group

Anacrobic Threshold 80-100% Peak Performance 80-90% Aerobic Fitness 70-80% Aerobic 60-80% Fat Burning 60-70% Active Recovery 60% Warm-up Cool-down 50%

Training Zones

Subject Knowledge Organiser Rounders – Rules, Officials, Scoring, Player Positions & Pitch Dimensions

Rules ☐ Teams can be a minimum of 6 players and a maximum of 15 players. 9 players are on the field for each team at any one time. ☐ One team bats whilst the other team fields and bowls. ☐ The bowler bowls the ball to the batter, who hits the ball anywhere on the Rounders pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for. A batter is out if the fielding team catch the ball hit by a batter before it touches the ground or by touching the post the batter is running to with the ball before the batter reaches it. ☐ The team with the most rounders wins. ☐ Batters must always keep contact with the post, either with their hand or bat. If you don't, the fielders can stump you out at the following post. ☐ If you are at a <u>post</u> you cannot keep on moving to the next post when the bowler has the ball in his square. However, if you are between posts then you can keep on moving until you reach the following post. ☐ Each batter will have one good ball bowled to them.

Officials

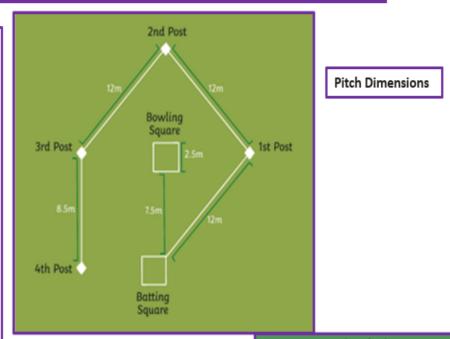
During a competitive game of rounders there are two umpires and up to two scorekeepers.

Scoring

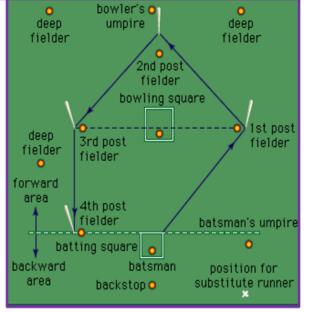
In a game of rounders points can be scored by reaching different bases.

☐ A batter must hold on to the bat whilst running round the track.

- Hit the ball and stop at base two will score you half a rounder.
- Hit the ball and stop at base three will score you half a rounder.
- Hit the ball and run around all the bases, including base four, you will score one rounder.



Player Positions



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Subject Knowledge Organiser Rounders – Bowling, Batting and Overarm throw

Bowling

The underarm bowling technique is an important skill needed to play rounders, it requires consistent accuracy.

Stage one

Stand in the middle of the bowling box with the ball in your strongest hand. Facing the batter with your less dominant foot and arm pointing at the batter.

Stage two

Bring your dominant arm back in an underarm motion, aiming to bowl the ball above the batters knee but below their head, release the ball with a straight arm at chest height.

Stage three

Follow through with your dominant hand when the ball has been released, your arm should finish across your body, weight transferred from your back foot to front foot.

Batting

Hitting the ball into space in a game of rounders increases the batters chance of scoring more points for their team.

Stage one

Stand in the middle of the batting box side on, with feet shoulder-width apart. Holding the bat in your dominant hand, head facing the bowler, eyes on the ball.

Stage two

When the ball is bowled use your less dominant hand to track the ball by pointing at the ball. Use your dominant hand to swing the bat across the body, aiming to make contact using the middle of the bat on the ball.

Stage three

Follow through the movement of the bat, shoulders will be facing the direction of which the ball is going, the bat will finish across the body at the opposite shoulder.

Overarm Throw

The overarm throw is a skill used when fielding over long distances to throw the ball to a person on a base when trying to stump a batter out. It is the fastest and most accurate throw to use.

Stage one

Stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot. Hold the ball in your dominant hand. The throwing arm is taken back behind the head at a 90° angle. Point the non-throwing arm at the target.

Stage two

Transfer the weight from your back foot to your front foot by rotating your hips and torso toward the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. Release the ball just in front of your head with both feet on the ground and the chest facing the target.

Stage three

Follow through with your throwing arm pointing toward the target. Momentum will pull your body weight towards the floor.

YEAR 8- TERM THREE- KNOWLEDGE ORGANISER

	Vocabulary
Term	Definition
Evacuee	A person taken away from a place of danger
Devise	To create something without a script
Intentions	This is your aim or plan
Stimulus	A resource used to start a creative process
Blocking	When you dismiss the ideas of others preventing the work from progressing.
Range of skill	Using a number of different techniques and skills appropriate to your ideas.
Constructive	Something that is useful and intended to improve.
Artistic Intention	What you, as an actor want to achieve with your work, what you want the audience to understand.

WW2 & Evacuation



- The Second World War began in 1939 and lasted until 1945.
- British evacuation began on Friday 1st September 1939.
- Some parents were reluctant to take part even though they knew it was safer.
- 3.5 million children, pregnant women and vulnerable people were evacuated to countryside locations.
 - 38 million gas masks were issued during WW2.
- Foods like sugar, coffee, meat, fish, cheese and milk were rationed from 1942, which meant you were only allowed a certain amount of them each week.

Check you progress...

I have contributed well throughout.

I have included a number of techniques in my work.

I have developed my skills so they are consistently effective.

I have been successful in realising my intentions for my work.

Always Remember

Stay positive! This is a vital part of being a successful



Don't block the process by being unwilling to listen or try out the ideas of others. Be a leader not a boss!



Never think your work is done! The more you rehearse the better the outcome



Keep reflecting on how you are working as a group and make sure everyone contributes



Think about all the work you have done on evacuation and what you learned from the film. How could you include this in your work?

DEVISING TECHNIQUES

Exposition Split Screens Still Images Sound scape Cross Cutting Essence Machines Choral Speaking Spoken Thoughts Proxemics Mask Work Flashbacks System of movements Narration Chair Duets Slow Motion Movement Physical Theatre Mime

Tips and Suggestions for Devising



- √ Write down as much information as you can on your devising topic to start. If you can't remember much do some research!
- ✓ Always decide on an overall plot for your work before breaking down the ideas into scenes. This can stop you from progressing too slow.
- ✓ Always have in the back of your mind the aim of your drama. WHO is it for? WHAT do you want them to understand from your work? HOW are you going to achieve your intentions?
- ✓ Decide early on the style of stage you will use as this will help with blocking your scenes.
- ✓ Contribute as much as you can to your group. If everyone does the <u>same</u> you will have lots of ideas to create from.
- √ Respond well to others, try out ideas even if you don't like them and see constructive criticism as
- ✓ Be reliable and focused, nobody wants to work with someone they have to drag along!
- ✓ Offer as much support as you can, be kind!

EXPERIMENT! EXPERIMENT! EXPERIMENT!

aws lection espect	Rules which are set by the government that every single person must follow. The event at which people vote to choose the government. Giving consideration to the feelings, wishes, needs or abilities of another person	Democracy The Rule of Law	The idea that the people should be able to collectively choose their leaders. The idea that all people should follow the law and be treated equally by the law.
	the government. Giving consideration to the feelings, wishes, needs or abilities of another	The Rule of Law	
espect	wishes, needs or abilities of another		
	person.	Individual Liberty	The idea that people should be free to choose their own path in life
acism	Prejudice or discrimination based on someone's skin colour or place of origin.	Mutual Respect and	The idea that no one should be mistreated based on their race,
iexism	Prejudice or discrimination based on someone's gender or biological sex.	Tolerance	gender, religion, disability or any other difference.
rejudice	Making judgements about someone based on their gender, race, sexual orientation or religion.	Freedom of Speech	The idea that people should be free to express themselves and thei views without fear of punishment.
Discrimination	Mistreatment of someone based on their gender, race, sexual orientation or religion.	The Right to Protest	Within certain rules, UK citizens are legally allowed to protest against treatment or rules that they deem unfair.
rotest	A public demonstration of disatisfaction with the rules.		,
iberty	Freedom, the right to make decisions about one's own life.	Human Rights	The basic rights which are considered to be common to all people rather than having to be earned.
r	ejudice scrimination otest	Prejudice or discrimination based on someone's gender or biological sex. Prejudice Making judgements about someone based on their gender, race, sexual orientation or religion. Mistreatment of someone based on their gender, race, sexual orientation or religion. A public demonstration of disatisfaction with the rules. Freedom, the right to make decisions	Prejudice or discrimination based on someone's gender or biological sex. Prejudice Making judgements about someone based on their gender, race, sexual orientation or religion. Mistreatment of someone based on their gender, race, sexual orientation or religion. The Right to Protest unfair Treatment A public demonstration of disatisfaction with the rules. Preedom, the right to make decisions The Right to Protest unfair Treatment Human Rights

The Big Idea

In many countries the rights and freedoms of the people are not guaranteed and protected by law. We are very lucky in Britain to be living in a country which protects us in this way and allows us to live our lives as we choose, as long as we don't have a negative affect on others. It has been a long journey through history to gain these rights and freedoms. Democracy, for example, has developed over more than 800 years, beginning with King John being forced by his barons to grant them some basic rights in a document which we now call Magna Carta, signed in the year 1215. Over this period, there have been many people how have fought for the rights of the British people, brave campaigners such as Annie Besant and William Wilberforce, who both worked hard to make sure that eventually all British people would be free and have a say in how the country is governed.

Without these rights and freedoms there would be nothing to stop us being put on trial or in prison for voicing an unpopular opinion, and nothing to stop a dictator such as Adolf Hitler or Josef Stalin taking over the government, and making laws which are cruel and ruin people's lives. These rights and freedoms essentially give us the chance to lead a happy life. They don't guarantee a happy life, they just give us the opportunity, as there are many more ingredients to leading a happy life and these will be different for each person. However they give us the opportunity to have an education, to learn all that we can about the world and try to find our place in it, and they give us the freedom to campaign for change in our society, where we see injustice such as racism or gender discrimination. These rights and freedoms give us the opportunity to chose our own path and attempt to follow it.

Activity - Research the five key British Values of democracy, the rule of law, individual liberty, mutual respect and freedom of speech. Create a fact-file explaining how these rights and values are protected in Britain.

