

**'Success is the
sum of small
efforts repeated
day in and out.'**



Aspire | Achieve | Thrive

Name:

Tutor:

Cycle 4 2021-22

Science

French

KNOWLEDGE ORGANISER

History

Geography

Modern Britain

8

English

Hegarty
Maths

QUESTIONS STEMS



Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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History	9-11		
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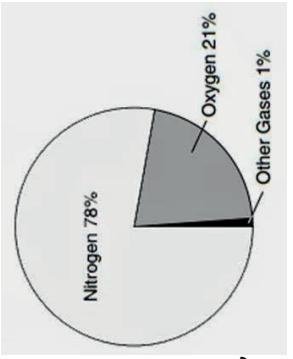
Book Pride

1	2
<ul style="list-style-type: none">No dates and titles are underlinedWork is very untidyExtended writing tasks are incompleteSPaG errors being repeated <p>Show more PRIDE in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none">Some dates and titles are underlinedWork is untidyExtended writing tasks are shortSPaG errors being repeated
3	4
<ul style="list-style-type: none">Most dates and titles are underlinedWork is usually neat and well presentedExtended writing tasks are goodSPaG is usually correct	<ul style="list-style-type: none">All dates and titles are underlinedWork is exceptionally neat and well presentedExtended writing tasks are outstandingSPaG is consistently correct <p>You are RESILIENT. You always show PRIDE in your work.</p>

Cycle 4 Biology Year 8 Week 1 and 2

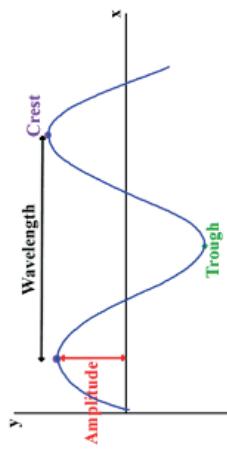
Keyword	Definition	Key Ideas
Chloroplast	A cell structure found in green plants that contains chlorophyll.	<p>What is photosynthesis?</p> <ul style="list-style-type: none"> Photosynthesis is a chemical process in which green plants make their own food using energy from the sun - this food is made in the form of glucose.
Concentration	The amount of chemical dissolved in a certain volume of solution.	<ul style="list-style-type: none"> Photosynthesis occurs in chloroplasts found within cells. It is the chloroplasts that contain the green pigment chlorophyll which absorbs light.
Diffusion	Diffusion is the movement of a substance from an area of high concentration to an area of lower concentration.	<ul style="list-style-type: none"> The plant uses this glucose to grow as well as make other useful substances, such as cellulose found in the cell walls and starch used as energy storage.
Endothermic	Chemical reaction which takes in heat energy.	<ul style="list-style-type: none"> The glucose can also be broken down in the plant by respiration.
Epidermis	Layers of cells that cover the top surface of a leaf; they let light penetrate through to enable photosynthesis to occur in the palisade layer.	<ul style="list-style-type: none"> <i>The word equation for photosynthesis is:</i> Carbon dioxide + water → Glucose + Oxygen <i>The symbol equation for photosynthesis is:</i> $CO_2 + H_2O \rightarrow C_6H_{12}O_6 + O_2$
Guard cells	Cells surrounding the stomata that open and close the pore to control the exchange of gases and water loss.	<p>Structure of a leaf</p> <p>A leaf usually has a large surface area, so that it can absorb a lot of light. Its top surface is protected from water loss, disease and weather damage by a waxy layer.</p>
Limiting factor	Factors such as light, temperature and carbon dioxide, which affect the rate of photosynthesis.	<p>The upper part of the leaf is where the light falls, and it contains a type of cell called a palisade cell. This is adapted to absorb a lot of light. It has lots of chloroplasts and is shaped like a tall box.</p>
Palisade Cells	Tightly packed together cells found on the upper side of a leaf that carry out photosynthesis.	
Phloem	Specialised transporting cells which form tubules in plants to carry sugars from leaves to other parts of the plant.	<p>Plants get the carbon dioxide they need from the air through their leaves. It moves by diffusion through small holes in the underside of the leaf called stomata. Guard cells control the size of the stomata so that the leaf does not lose too much water in hot, windy or dry conditions.</p>
Photosynthesis	Process carried out by green plants where sunlight, carbon dioxide and water are used to produce glucose and oxygen.	
Product	A substance formed in a chemical reaction.	
Reactant	A substance that reacts together with another substance to form products during a chemical reaction.	
Stomata	Small holes in the surface of leaves which allow gases in and out of leaves.	
Xylem	Cells specialised for transporting water through a plant.	

Cycle 4 Chemistry Year 8 Week 3 and 4

Keyword	Definition	Key Ideas			
Atmosphere	The makeup of all the gases that surround the Earth.	<p>The Earth's Atmosphere</p> <p>The Earth's atmosphere is the gases in the air that surround us, it is what allows life to exist on Earth.</p> <p>The atmosphere around us is made up of mainly nitrogen, oxygen, carbon dioxide and tiny amounts of noble gases.</p>  <table border="1"> <tr> <td>Nitrogen 78%</td> </tr> <tr> <td>Oxygen 21%</td> </tr> <tr> <td>Other Gases 1%</td> </tr> </table> <p>The greenhouse effect maintains the temperature on Earth. Greenhouse gases such as carbon dioxide and methane trap thermal energy from the Sun, this heats up the Earth's atmosphere.</p> <p>The greenhouse effect is a natural process, global warming occurs when there are too many greenhouse gases in the atmosphere.</p> <p>Human activity releases greenhouse gases.</p>	Nitrogen 78%	Oxygen 21%	Other Gases 1%
Nitrogen 78%					
Oxygen 21%					
Other Gases 1%					
Reduce	To buy and use less products.				
Reuse	To use a product again instead of disposing of it.				
Recycle	To use the resources from a discarded product to make a new product.				
Carbon dioxide	A greenhouse gas that is released during photosynthesis.				
Photosynthesis	A process performed by plants which takes in carbon dioxide and releases oxygen to the atmosphere.				
Respiration	A process performed by all living organisms that takes in oxygen and releases carbon dioxide into the atmosphere.				
Global warming	The process by which the average temperature of the Earth is increasing.				
Greenhouse gases	Any of a range of gases which contribute to the greenhouse effect.				
Greenhouse effect	A natural process where greenhouse gases trap energy from the sun and maintain the Earth's temperature				
Resources	A physical material found on Earth that we need and value.				
Finite	A non-renewable resource that will eventually be used up.				
Renewable	A resource that can be replenished as we use it.				
Human Activity					
		Human activity is increasing the level of carbon dioxide (and other greenhouse gases) in the atmosphere, this is leading to global warming. Human activities such as combustion of fuel, deforestation, farming and agriculture and waste disposal all increase the amount of greenhouse gases in the atmosphere.			
		Humans must try to minimise this by using less resources, recycling and focusing on renewable energy sources.			

Cycle 4 Physics Year 8 Knowledge Organiser Week 5 and 6

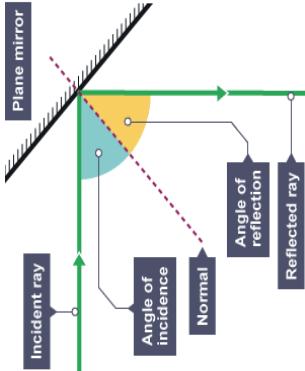
	Keyword	Definition	Key Ideas
	Particle	Tiny part of a substance. Everything is made of particles.	
P	Pitch	The frequency of a sound. Sounds with a high pitch have a high frequency.	
A	Amplitude	Maximum height of a wave from the middle of the wave to its peak or trough.	
W	Longitudinal Wave	Wave where vibrations move in the same direction the wave is travelling in.	
E	Transverse Wave	Wave where the vibrations are at a right angles (perpendicular) to the direction the wave is travelling.	
K			
5	Wavelength	The length of a single wave, measured from one wave peak to the next.	
	Oscilloscope	Device which show the amplitude and frequency of a wave. They can be used to detect a problem in an electrical circuit by observing the signal on a digital screen.	
	Absorption	Process whereby matter takes in energy.	
	Angle of Incidence	Angle between the normal and the incident ray.	
	Angle of Reflection	The angle between the reflected ray and the normal	
	Incident Ray	Light ray moving towards a surface or boundary.	
	Normal line	Imaginary line at 90° to a boundary	
E	Reflection	When light meets a surface and bounces back.	
E	Refraction	Process by which a wave changes speed and sometimes direction upon entering a denser or less dense medium	
K	Translucent	Material which lets some light through.	



Light is a transverse wave.

The speed of sound is usually faster through materials in which particles are closer together. Sound travels faster in solids than in liquids, and travels the slowest in gases. Your ear detects sound waves when vibrating air particles cause your eardrum to vibrate. The bigger the vibrations the louder the sound. An oscilloscope can be used to detect and show an image of sound waves.

Waves can be reflected, refracted and absorbed. We can see light being reflected from mirrors and shiny surfaces. We can hear a sound wave being reflected off a hard surface such as a wall. We call this reflected sound an echo. Waves travel in straight lines but they can be bent when travelling through different materials. This is called refraction. Waves can be absorbed (taken in). Sound waves are absorbed by soft materials like carpet and curtains.



The law of reflection

The law of reflection states that the angle of incidence equals the angle of reflection. So, if a wave hits a mirror at an angle of 36°, it will be reflected at the same angle (36°).

- Angle of incidence (i) = Angle of reflection (r)
 - The incident ray is the light going towards the mirror
 - The reflected ray is the light coming away from the mirror

En bonne forme (*In Good Health*)

Weeks 1 & 2

Sentence Starters:

Pour rester en bonne santé,
(In order) to stay in good health
 De plus,
furthermore,
 En outre
Furthermore,
 Également, *Equally (also),*

Mais malheureusement,
But unfortunately

Mais parfois,
But sometimes

Mais quelquefois,
But sometimes

Verbs in 3 tenses:

Imperfect (past)

J'essayais de
 Présent (present)
 J'essaie de
 Futur proche (near future)

I used to try
I try
I'm going to try

Frequency phrases:

je joue au foot
 je fais du vélo
 je fais de la natation
 je fais de l'équitation
 je fais des randonnées
 je fais de la musculation
 je vais à la gym
 je mange des fruits.
 je mange des légumes.
 je bois de l'eau.
 je vais à la gym
 je fais de l'exercice.
 je ne fume jamais.
 Je ne mange plus de fast-food.
 je dors huit heures par nuit
 je fume.

I play (have played) football
I do (have done) cycling
I do (have done) swimming
I do (have done) horse riding
I do (have done) hiking
I do (have done) weight lifting
I go (have gone) I eat fruit.
I eat vegetables.
I drink water.
I go to the gym.
I do exercise.
I never smoke.
I no longer eat fast food.
I sleep 8 hours a night.
I smoke.
I drink coke.

je bois du coca.
 je mange du fast food.
 je ne mange jamais de fruits.
 je ne mange plus de légumes.
 Je ne vais jamais à la gym.
 je ne fais plus d'exercice.
 bien dormir
 manger beaucoup de fruits et légumes

I eat fast food.
I never eat fruit.
I no longer eat vegetables.
I never go to the gym.
I no longer do any exercise.
to sleep well
to eat lots of fruit and vegetables
to drink 8 glasses of water per day
to go to school on foot
to avoid stress
manger de la nourriture saine
éviter les sucreries
éviter la nourriture grasse

Infinitive phrases:

pour rester en bonne santé.
in order to stay healthy.
 pour diminuer le stress.
in order to decrease stress.
 pour mener une vie plus saine.
in order to lead a healthier life.
 pour être heureux / heureuse.
in order to be happy.

Weeks 3 & 4

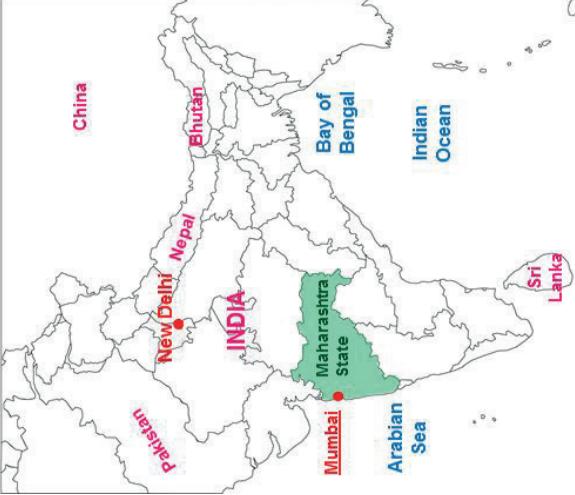
<u>Avoir - to have</u>	j'ai tu as il a / elle a on a nous avons vous avez ils ont / elles ont	i have you have (sing.) he has / she has we have we have you (guys) have they have (masc. / fem.)	mal à la tête mal à la gorge mal à la bouche mal à la jambe mal au dos mal au genou mal au ventre mal au nez mal au bras mal au pied mal au cœur mal à l'oreille mal à l'épaule mal aux yeux mal aux dents	a headache a sore throat a sore mouth a bad leg a backache a bad knee a stomach ache a sore nose a bad arm a sore foot nausea (I feel sick)	et aussi et en plus et en outre	and also and furthermore and besides
<u>Être - to be</u>	je suis tu es il est / elle est on est nous sommes vous êtes ils sont / elles sont	I am you are (sing.) he is / she is we are we are you (guys) are they are (masc. / fem.)			Je suis + malade fatigué(e) enrhumé(e)	I am ill I am tired I have a cold
<u>Imperfect:</u>	Avant, pour rester en bonne santé, (In order) to stay in good health					
	Quand j'étais plus jeune,					
	When I was younger,					
	Quand j'étais petit,					
	When I was small (little),					

Weeks 5 & 6

Je peux	I can / am able to	jouer faire manger	(to) play (to) do (to) eat	au foot. plus de sport. plus d'exercice. un effort pour manger mieux. plus sainement. plus de légumes et de fruits. moins de sucreries. moins de nourriture grasse.	football. more sport. more exercise. an effort to eat better. more healthy. more vegetables and fruits. less sugary food. less fatty food.
On peut	We can / are able to				
Je dois	I have to / must				
On doit	We must / have to				
Je veux	I want				
On veux	We want				
Il faut	You / We / One must				
Je voudrais	I would like				

Cycle 4 Geography Year 8 Knowledge Organiser: Urbanisation/India

Session	Keywords	Knowledge	Geographical concepts
1 Urbanisation	Rural - A countryside area, from isolated houses to a large village. Urban - A built up area from a town to a mega city. Urbanisation - The process by which an increasing percentage of a country's population comes to live in towns and cities. Megacity A population of 10 Million+	<p>Urbanisation</p> <ul style="list-style-type: none"> In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas. Urbanisation is happening all over the word but in Low Income Countries (LIC) and Newly Emerging Economies (NEEs) rates are much faster than High Income Countries (HICs). This is mostly because of the rapid economic growth they are experiencing. The rapid urban growth has resulted in the growth of megacities. More than two thirds of current megacities are located in either NEEs (India) and LICs (Ghana). The amount of megacities are predicted to increase from 28 to 41 by 2030. Mumbai in India is an example of a mega city. 	
2	Migration	Causes of rural-urban migration.	<p>Push factors - Reasons people leave rural areas include:</p> <ul style="list-style-type: none"> War and conflict, e.g. the war is Syria. Drought; prolonged periods of no rain. Lack of employment other than in farming. <p>Pull factors - Reason people want to move to urban areas include:</p> <ul style="list-style-type: none"> More jobs, e.g. work in factories. Better education & healthcare Following family who have established places to live. <ul style="list-style-type: none"> High percentage of the population are of child-bearing age which leads to high fertility rate, Lack of contraception, Higher life expectancy due to better living conditions.
3	Population distribution.	<p>Population Distribution - the pattern of where people live. World population distribution is uneven.</p> <p>Sparse population - areas where very few people live.</p> <p>Dense population - areas where many people live.</p>	<p>Sparingly populated places tend to be difficult places to live.</p> <ul style="list-style-type: none"> Hostile (difficult) environment e.g. Antarctica (very cold, no plants, and isolated). <p>Densely populated places are habitable environments (easy to live in)</p> <ul style="list-style-type: none"> e.g. Western Europe and the East Coast of the USA <ul style="list-style-type: none"> Flat land, favourable climate, many natural resources e.g. coal and fresh water. <p>Examples</p> <p>Sparingly populated areas</p> <ul style="list-style-type: none"> Antarctica: So cold there are no permanent residents <p>Densely populated areas</p> <ul style="list-style-type: none"> London: A city with approximately 12 million people living there. It is the capital city of England. Plymouth: Compared to Dartmoor, Plymouth is densely populated with 360,000 people living there. Mumbai: A city in India with a population of 21 million

Session	Keywords	Knowledge	Geographical concepts
4	Asia: One of the seven continents India: a subcontinent in Asia	Where is India located? Where is Mumbai located? India is a sub continent located in the continent of Asia.	Why and how has Mumbai grown? Mumbai has grown in size (area) and population (people) over the years. It started as a small port in the south and over time the city limits have pushed north and east. This is because of urbanisation . People from rural (countryside) areas move to urban areas (cities) like Mumbai to find better paid jobs and an improved quality of life. From the 2011 census it is estimated that 22.7 million people live in Mumbai. Over 60% live in slum areas like Dharavi. 6% of India's total wealth comes from Mumbai. 25% of India's industrial output. 10% of factory employment The harbour is 10 km wide. There is a navy dockyard. The whole city started off as a fishing village and was built on 7 swampy islands. Today it covers 604 km sq. Mumbai used to be called Bombay which means "beautiful bay". The name of the city changed to Mumbai in 1995.
5	Mumbai: mega city (more than 10 million people)	 Mumbai is an important city located in the Deccan region and , the capital city of the state of Maharashtra, Mumbai lies on the western coast of India by the bank of Arabian Sea. 	Opportunities in Dharavi, Mumbai <ul style="list-style-type: none">There is a strong sense of community spirit and pride.Many daily chores are done in social circles because people live close to one another.People employed in the informal job sector - 85% of people have a job in the slum and work LOCALLY, and with an annual turnover of £350 million.Tourists can have a guided visit to the slums for a fee.Dharavi has a high literacy rate of ~69% which is higher than in most other parts of the country.colours, adding interest and diversity. Challenges in Dharavi, Mumbai <ul style="list-style-type: none">overcrowded, noisy and smellyMany houses are made from cardboard, wood, corrugated iron, plastic sheeting or metal from oil drums.One toilet for 1,500 people. Pollution and disease are common from the open sewersLittle clean drinking water
6	Sustainable: Using resources today without compromising future generations.	What are some solutions to the problems of Dharavi? <ul style="list-style-type: none">Provide a clean, safe water supplyUpgrade the streets and storm drainsInstall modern toilet blocksWork with factory owners so children can go to schoolProvide concrete to build stronger, safer homes.Provide a safe, legal electricity supply.	Slum tourism <ul style="list-style-type: none">Charge tourists to visit the slumTourists receive a tour of the slum and the opportunity to buy from independent street sellers. Some argue that it is not ethical to pay to look at how poor people live.

Cycle 4 History Year 8 Knowledge Organiser: Turning Points

Session	Keywords	Knowledge	Consequences
Week 1 Political Turning points Atom Bomb	<p>Turning point - a point at which a significant or major change takes place</p> <p>Political turning points:- This a time when something happens which changes the way a country is run.</p> <p>Social turning points:- When something happens which changes peoples lives.</p> <p>Environmental Impact When an event causes a major impact on the place we live</p>	<p>Pearl Harbour, Hawaii 7.55am on Sunday 7th December 1941 183 japanese planes attacked the US Pacific fleet at anchor.A second wave of 170 Japanese planes attacked 90 minutes later. 18 US warships were destroyed including the flagship Arizona and 2,403 Americans died. On the 8th December USA declared war on Japan. Japan said they had awakened a 'sleeping lion'</p> <p>Bombing of Hiroshima The atom bomb was developed by Robert Oppenheimer as part of the Manhattan project to be used against Hitler. By the time it was ready and tested in the New Mexico Desert in July 1945 Hitler was dead.</p> <p>On 6th Agust 1945 the Enola Gay flown by Paul Tipperts dropped an atomic bomb on the Japanese city of Hiroshima Three days later a second one was dropped on Nagasaki</p>	<p>Pearl Harbour led to WW2 Hiroshima</p> <p>The dropping of the bomb on Japan ended WW2</p> <p>The horrific effects of the bomb - vapourisation, radiation acted as a deterrent and have prevented any future major wars. 120,000 people died</p> <p>The USA used the bomb to show the world their power - the second bomb was to show they had more than one weapon and could bild more if they needed it</p> <p>Started the Arms Race in which the USA and Soviet Union built more and more weapons</p>
Week 2 Technical turning points- Space Race / Kennedy' assassina- tion-	<p>Space Race - the competition to be the first into space and the first to the moon</p> <p>JFK - John Fitzgerald Kennedy was 35th American President</p> <p>Lee Harvey Oswald - claimed to have been the lone assassin</p> <p>Jack Ruby - shot Lee Harvey Oswald before he could stand trial</p> <p>Magic Bullet Theory -the claimed that the same bullet caused the 7 different wounds on JFK and Connally.</p>	<p><u>Did the USA get to the moon?</u></p> <p>American pride was dented when Yuri Gagarin was the first soviet astronaut in space. It seemed the Soviet Union had won the space race but President Kennedy responded by saying the USA would have a man on the moon before 1970.</p> <p>It seemed his pledge had come true when Neil Armstrong and then Buzz Aldrin walked on the moon on 20th July 1969</p> <p>Almost immediately some people began to say the whole mission was a fake. They said that in 1969 the Americans did not have the technology to land a man on the moon</p>	<p><u>Assassination of JFK</u></p> <p>John Fitzgerald Kennedy and his wife Jackie were on a state visit to Dallas Texas when he was assassinated.</p> <p>They were riding in an open top presidential motorcade driving through the Dealy Plaza when the shots were fired.</p> <p>He was shot in the head and neck at 12.30pm and pronounced dead at 1pm.</p> <p>The group carrying out the investigation were known as the Warren Commission. They looked at whether the Magic bullet theory could still stand and whether it was possible for one person to have assassinated JFK</p> <p>The main arguments against the lone assassin theory:</p> <ul style="list-style-type: none"> - Six shots were fired not three - Shots were fired from above and behind the main area - Many People said the shots came from the grassy knoll not the Book depository <p>The main arguments against the USA getting to the moon:-</p> <p>The Flag was fluttering. The footprints were too clear: No stars in the picture and there was a C on one of the rocks</p>

Cycle 4 History Year 8 - Turning Points

Session	Vietnam Chemicals	Environmental Turning Points	Chernobyl
Week 3 Environmental Turning points	<p>Napalm It is a gel that burns at 800 degrees C. when it falls on people it sticks to the skin, hair, clothes causing terrible pain and burns. It can also cause suffocation and death</p> <p>388,000 tons were dropped to cause psychological damage to the enemy. It was dropped by B52 bombers</p> <p>Agent orange Vietnam is a heavily wooded country where the US's enemies the Vietcong could hide. Agent Orange was a defoliant(forest remover). A herbicide spray, some 3.5 million litres were dropped on Vietnam from 1962 to 71. It had terrible side effects:-</p> <ul style="list-style-type: none"> - Skin irritations - Miscarriages and birth defects - Type 2 diabetes and cancer - Psychological effects <p>It also destroyed farmland and rice fields which caused food shortages and contaminated animal food sources</p>	<p>18th March 1967 The Super tanker the Torrey Canyon sailed from the oil refinery in Kuwait bound for Milford Haven in Wales. It was carrying 110,000 gallons of crude oil when it ran aground of the coast of Cornwall. It still is the worst oil spill in UK history which caused massive environmental damage</p> <ul style="list-style-type: none"> - 15,000 seabirds died - marine environment was destroyed - 50 miles of French coast and 120 miles of Cornish coast were affected for months <p>Much of the damage was done by the attempts to stop the spill</p>	<p>14th April 2010 the volcano Eyjafjallajokull in Iceland had a relatively small eruption but it caused massive disruption to air travel across western and Northern Europe where 20 countries shut their airspace.</p> <p>95,000 flights were cancelled and some 600,000 passengers in the UK were affected</p> <p>UK was at the end of the Easter holidays and thousands of passengers were trapped abroad. They had to seek alternative ways to get home which was not made easy because all of Europe was doing the same.</p>
Week 4 Chernobyl	In the early hours of 26th April 1986 one of the 4 reactors at the Chernobyl power station exploded. Chernobyl is a city about 1,500 miles from UK and 60 miles north of Kiev the capital of the Ukraine Initial casualties were rushed off to hospitals in Moscow but the exact number is uncertain. The main concern was because of the intense radioactive fallout, all the surrounding population would have to be evacuated - 14,000 people	On Sunday 27th April at 1.50pm, local radio announced the start of a mass evacuation. At 2pm, 1,100 buses began to pick up the 40,000 residents. Almost all belongings had to be left behind. Sunday lunches were left on the tables, pets and livestock abandoned. By 4.20pm the town was empty. In all, more than 110,000 men, women and children were evacuated from the surrounding area.	Immediately after the accident about 30 people died. It is impossible to say that a particular cancer was caused by this disaster but each year there are 4,000 cases of thyroid cancer found in children. 34 years after the disaster the area is still radioactive and is expected to be for at least 20,000 years

Cycle 4 History Year 8 Knowledge Organiser: Turning Points

Session	Keywords	Knowledge	Events
Week 5 Social Turning points	Affluence - money Ignorance - a lack of knowledge Idleness - being lazy Squalor - really bad living conditions Teddy Boys - a teenage group from the 1950s Mods- teenagers from 1960s who rode scooters and listened to pop music Rockers - teenage group from the 1960s who rode motorbikes , wore leather jackets and listened to rock music	Beveridge Report found there were 5 Giants Evils in UK These were WANT, DISEASE, SQUALOR, IGNORANCE and IDLENESS The Labour Party introduced the Welfare State and NHS to look after people from The Cradle to the Grave Before the 1950s the term teenager was not used. Children were mini versions of their parents (same clothes, TV programmes, music) 1950s the Teddy Boys developed - they wore long jackers and had pointed toed shoes. They were influenced by USA's musui and were seen as troublemakers by the older generation In the 1960s two rival teenage gangs emerged - The Mods and Rockers. They were again seen as troublemakers and the media reported any incidents between them	1942 - William Beveridge conducts a report = Beveridge Report 1944 Education Act - everyone to stay on to school until 15 1948 - Welfare State and NHS set up 1950s - Teddy Boys 1960S - Mods and Rockers
Week 6 9/11	Terrorism is the unlawful use of violence against the state or public to get publicity for your cause. Osama Bin Laden - Leader of Al Qaeda Al Qaeda a terrorist group who wanted to get American influence out of Islamic countries. War on Terror - the USA policy to rid the world of the threat of terrorism beginning with Afghanistan and Iraq. President Bush - US leader at the time of 9/11	Osama Bin Laden was born in Saudi Arabia.In 1990, Saudi Arabia was threatened with invasion by Iraq. As a result Bin Laden returned to Saudi Arabia.Bin Laden vowed to end American influence in the Middle East and to remove the governments of countries like Saudi Arabia and Egypt as he believed they were not true followers of Islam and were too easily influenced by non-Muslim states.	11th September 2001 -the terrorist group Al Qaeda led by Osma Bin Laden attacked key targets in the uSA in protest against the USA's actions in the Middle East. at 8.56am the first plane Flight 11 hit the North Tower of the World Trade centre in New York followed at 9.03am by Flight 175 hitting the South Tower. Both Towers collapsed killing 2,606 people. A third plane Flight 77 hit the Pentagon (Headquarters of the USA defence) killing 125 people.The final plane Flight 183 heading for the Whitehouse (home of the President) crashed in a field in Pennsylvania. All people on the planes died (265) as did the 19 terrorist hijackers. The US President Bush told the world on 12th September that the USA had declared a war on terror. In 1979 the Soviets had invaded Afghanistan and Muslims including Bin Laden had risen up against the invaders. Their victory against the soviets encouraged Bin Laden to form Al Qaeda to rid other Islamic countries of foreign influence. He set up special training camps in Afghanistan with the support of the new Islamic extremist government the Taliban. In 1998 the Usa had fired 70 missiles at 6 of these training camps killing 26 people.

Week	Key themes/Facts	Key terms / Spellings	Religious viewpoints
1 Understanding Worship	Worship - allows Christians to praise and thank God for his blessings. You can worship in a set way in church or you can do it informally in private where you have time to be by yourself. People as for forgiveness when they pray..	Worship - acts of religious praise Uturgical Worship - a church service that follows a set structure or ritual. Non liturgical worship - a service that does not follow a set structure or ritual. Private worship - when a believer praises or honours God on his or her own.	Different forms of worship are used by Christians and different faiths in modern Britain. Christians may worship alone or with others in a special building like a church. In people's homes or any appropriate place. Worship may involve prayer, meditation, Bible readings, singing hymns, preaching, sharing food, pilgrimage, celebrating festivals or using religious art, music and dance. Christians weekly worship takes place on a sunday, the day of Jesus resurrection
2 Prayer	People - may pray in a humble position, kneeling down, sometimes with hands pressed together. People can say anything to God when they pray, they feel close to God when they do this.	Prayer - communicating with God, either silently or through words of praise. Set prayers - prayers written down and said like the 'Lord's Prayer' Informal prayer - prayer that is made up by an individual.	Christians communicate with God by prayer in silence or aloud. Sometimes they say a set prayer before eating a meal to thank God for providing what they need to live. Some pray informally when they feel the need to in private. The Lord's Prayer is the most common form of prayer for Christians to recite.
3 Sacrament (Baptism)	Sacraments - these are holy rituals that outwardly express an inner, spiritual experience. Sacraments involve symbolic actions, words and physical elements such as water in baptism.	Sacraments - rites and rituals through which the believer receives a special gift of grace for Catholics, Anglicans and many protestants. Baptism - ritual when you become a member of the church	Catholic and Orthodox Christians accept seven sacraments which they believe to have been initiated by Jesus. Baptism is the initiation rite by which people become members of the Church. In baptism the person is formally acknowledged as a child of God and receives God's saving grace; the person's sins are forgiven and he or she enters a new life with Jesus Christ.
4 Celebrating Festivals	Festivals - have an important role in helping people remember major events in their religion and to plan public worship.	Christmas - the birthday of Jesus Christ 25th December Easter - the resurrection of Jesus Christ; risen from death.	Christmas commemorates the incarnation of Jesus, the belief that God became human in Jesus. Christians celebrate the birth on the 25th December. On Easter Sunday the church celebrates the rising of Jesus and new beginnings.

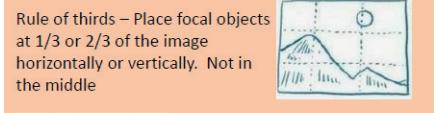
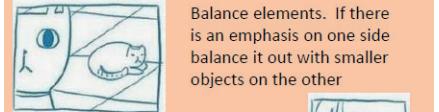
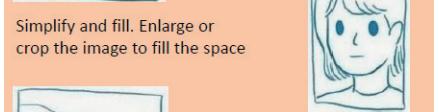
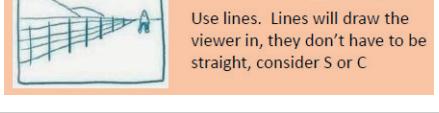
Week	Key themes/Facts	Key Terms/Spellings	Religious viewpoint
5 The Role of the Church in the Local Community Food banks And Pastors	The Church - is where Christians worship. The word church comes from the Greek word 'ekklesia', which is defined as an assembly or group of people. The church is also responsible for supporting others in the community with food banks, schooling and medical care. Street pastors aim to help people in the community.	Church - a building in which Christians worship; the holy people of God, also called the Body of Christ, among whom Christ is present and active. Agape - a word used in the Bible that describes selfless, sacrificial and unconditional love.	The mission of the church includes trying to make a positive contribution to the local community and being a good neighbour. The parable of the sheep and the goats (Matthew 25:31 - 46) shows that Christians should not ignore the needs of society because showing 'agape' love is part of the Christian way of life. Since 2003 street pastors has grown rapidly and they now operate in nearly 300 locations worldwide. Street pastors help with the community in providing food and guidance.
6 Church Growth	In 2010 there were nearly 1.1 billion Catholics, a big increase on the estimated 291 million in 1910. Worldwide, something like 80,000 people become christians each day and over 500 new churches are formed.	Convert - someone who has decided to become committed to a religion and change his or her religious faith.	Christian numbers are estimated at 1.5 to 2.5 billion worldwide. This figure includes people who may know little about the faith and do not attend church. The Church has grown rapidly from the time of Christ and is still doing so in South America, Africa and Asia. This is not the same in USA and Europe, despite Church growth programmes.
Pilgrimage	A pilgrimage - Pilgrims may visit the Holy Land, particularly Jerusalem, because it is where Jesus lived, died and was resurrected and where Christianity began. They may visit shrines connected with famous saints. Some prefer to go to remote places to pray and reflect on their lives.	Pilgrimage - a journey by a believer to a holy site for religious reasons; pilgrimage is itself an act of worship and devotion.	Many Christians support a pilgrimage (journey) made for a religious reason, alone or with other Christians to a sacred place. The believer makes a physical journey but it is also a spiritual journey towards God. Lourdes in south west France is a place of pilgrimage dedicated to Mary, the mother of Jesus. Thousands of people go to Lourdes as well as the Island of Iona, off the west coast of Scotland. This is another pilgrimage site for believers to go to do a period of reflection, silence and meditation.



Art, Craft and Design

WEEK 1 & 4:

Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording	Colour Theory																								
<i>Observational drawing</i>	Drawing from looking at images or objects.																								
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.																								
<i>Second hand observation</i>	Drawing from looking at images of objects.																								
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.																								
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.																								
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.																								
Developing your idea as a final piece. Rough - A basic sketch of a final idea A Visual/Maquette - A small image or model created in the selected materials Final Piece - An image or sculpture pulling all preparatory work together	<table border="1"> <tr> <td></td> <td>LINE</td> <td></td> <td>Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td> </tr> <tr> <td></td> <td>SHAPE</td> <td></td> <td>2D/flat, geometric (square, circle) organic (non straight edges)</td> </tr> <tr> <td></td> <td>FORM</td> <td></td> <td>3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td> </tr> <tr> <td></td> <td>COLOUR</td> <td></td> <td>Refers to the light, hue, value and intensity of the pigment.</td> </tr> <tr> <td></td> <td>TEXTURE</td> <td></td> <td>The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)</td> </tr> <tr> <td></td> <td>SPACE</td> <td></td> <td>The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td> </tr> </table> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle</p> </div> <div style="width: 45%;">  <p>Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Simplify and fill. Enlarge or crop the image to fill the space</p> </div> <div style="width: 45%;">  <p>Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C</p> </div> </div>		LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.		SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)		FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)		COLOUR		Refers to the light, hue, value and intensity of the pigment.		TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)		SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.
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WEEK 2 & 5:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

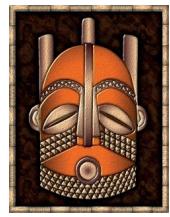
TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Generation - all of the people born and living at about the same time, regarded collectively Genetics/ Heredity - the passing on of physical or mental characteristics genetically from one generation to another Integrated - combining qualities Phenomena - a remarkable person or thing Anthropology - Investigating cultures Ancestors - a person, from whom one is descended. Community - a group of people living in the same place or having a particular characteristic in common Nature - The world around us, not made by man.	Painter - somebody who paints Ceramicist - somebody who uses clay Printmaker - somebody who produces art using printing ink and the printing techniques. Cubist/ Cubism - an art movement Constructed - made in 3D Sculpture - 3D Art Collage - art using mixed media layered together

WEEK 2 & 5:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers

Masks - Masks are used throughout Africa for special social and religious events. The masks represent the spirits of ancestors that passed away long ago. They are thought to control the good and evil in the community.



Masks are worn during dances. The mask is believed to channel a spirit through the dancer. This spirit responds to the music and influences the dancer's movements.

Some masks are made to look like animals. These masks show the strong bond between the African community and nature. Masks have always been used to show this bond.



Ndebele African Tribe - **Ndebele** house painting is a style of African art practised by the **Ndebele** people of Southern Africa. It is predominantly practised by the **Ndebele** women when painting homes.

The vibrant symbols and expressions portray communications of personal prayers, self-identification, values, emotions, and marriage. Developed from a way of expressing their anger after losing a war with a neighbouring tribe. The patterns have a deeper meaning, known only to the Ndebele people.

Pablo Picasso - Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore. Among his most famous works is the painting, *Guernica* (1937), a dramatic portrayal of the bombing of Guernica by German and Italian air forces during the Spanish Civil War.

Pablo Picasso spent some time in Africa during his travels and was inspired by the masks and other cultural items he discovered there. Pablo Picasso's African Period, which lasted from 1906 to 1909, was the period when Pablo Picasso painted in a style which was strongly influenced by African sculpture, particularly traditional African masks and art of ancient Egypt.

**WEEK 3 & 6:**

Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

Media	The substance that an artist uses to make art.
Materials	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
Techniques	The method used to complete the art work, can be generic such as painting or more focused such as blending.
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill.
Pencil	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
Pen/Biro	Drawings can be completed in pen and shaded using hatching or cross hatching.
Pastel/Chalk	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
Acrylic paint	A thick heavy paint that can be used smoothly or to create texture.
Watercolour	A solid or liquid paint that is to be used watered down and layered.
Pressprint	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
Monoprint	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
Collograph	A printing plate constructed of collaged materials, producing prints that are based on textures.
Card construction	Sculptures created by building up layers of card or fitting together.
Wire	Thick or thin wire manipulated to create 2D or 3D forms.
Clay	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Year 8 Computing: Data Representation

Week 1: History of data storage

Keywords	Knowledge																														
<p>Binary - the digits 1 and 0, that can be used to store information in a computer system</p> <p>Encode - convert (information or an instruction) into a particular form</p> <p>ASCII - American Standard Code for Information Interchange</p>	<p>Human beings have had to write down information for thousands of years. When you want to store any information in a computer system, you first need to encode it into a language that a computer understands. This language is called machine code and is a sequence of binary numbers - information stored as a sequence of 1s and 0s.</p> <p>For example, in most computers the letter 'A' can be represented as 01000001 and the letter 'B' can be represented as 01000010, using ASCII encoding. Computers also have a range of different encoding methods for storing numbers, sound, images and video. Below is an example of the ASCII binary codes for a selection of letters and numbers you might want to save onto a computer system.</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>9</td><td>0011 1001</td><td>x</td><td>0101 1000</td><td>v</td><td>0111 0110</td></tr> <tr><td>A</td><td>0100 0001</td><td>y</td><td>0101 1001</td><td>w</td><td>0111 0111</td></tr> <tr><td>B</td><td>0100 0010</td><td>z</td><td>0101 1010</td><td>x</td><td>0111 1000</td></tr> <tr><td>C</td><td>0100 0011</td><td>a</td><td>0110 0001</td><td>y</td><td>0111 1001</td></tr> <tr><td>D</td><td>0100 0100</td><td>b</td><td>0110 0010</td><td>z</td><td>0111 1010</td></tr> </table> <p>Example Question: What digits are used when storing binary numbers?</p>	9	0011 1001	x	0101 1000	v	0111 0110	A	0100 0001	y	0101 1001	w	0111 0111	B	0100 0010	z	0101 1010	x	0111 1000	C	0100 0011	a	0110 0001	y	0111 1001	D	0100 0100	b	0110 0010	z	0111 1010
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D	0100 0100	b	0110 0010	z	0111 1010																										

Week 2: Encoding, Transmitting and Decoding Information

Keywords	Knowledge																																																				
<p>Encode - convert (information or an instruction) into a particular form</p> <p>Transmit - transferring a message from one person (or computer) to another.</p> <p>Decode - convert (information or an instruction) back into its original format.</p>	<p>Your task this week is a bit different to other homework tasks - You should practice encoding messages using the ASCII table (on the right). Do this in your homework book for these ten messages:</p> <ul style="list-style-type: none"> 1. network 2. digital 3. computer 4. program 5. variable 6. sequence 7. selection 8. iteration 9. encode 10. decode <table style="margin-left: auto; margin-right: auto;"> <tr><td>a</td><td>1100001</td><td>n</td><td>1101110</td></tr> <tr><td>b</td><td>1100010</td><td>o</td><td>1101110</td></tr> <tr><td>c</td><td>1100011</td><td>p</td><td>1110000</td></tr> <tr><td>d</td><td>1100100</td><td>q</td><td>1110001</td></tr> <tr><td>e</td><td>1100101</td><td>r</td><td>1110010</td></tr> <tr><td>f</td><td>1100110</td><td>s</td><td>1110011</td></tr> <tr><td>g</td><td>1100111</td><td>t</td><td>1110100</td></tr> <tr><td>h</td><td>1101000</td><td>u</td><td>1110101</td></tr> <tr><td>i</td><td>1101001</td><td>v</td><td>1110110</td></tr> <tr><td>j</td><td>1101010</td><td>w</td><td>1110111</td></tr> <tr><td>k</td><td>1101011</td><td>x</td><td>1111000</td></tr> <tr><td>l</td><td>1101100</td><td>y</td><td>1111001</td></tr> <tr><td>m</td><td>1101101</td><td>z</td><td>1111010</td></tr> </table> <p>Worked Solution: Encoding the word cat using ASCII would give: 1100011 1100001 1110100</p>	a	1100001	n	1101110	b	1100010	o	1101110	c	1100011	p	1110000	d	1100100	q	1110001	e	1100101	r	1110010	f	1100110	s	1110011	g	1100111	t	1110100	h	1101000	u	1110101	i	1101001	v	1110110	j	1101010	w	1110111	k	1101011	x	1111000	l	1101100	y	1111001	m	1101101	z	1111010
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Week 3: Binary Digits

Keywords	Knowledge
<p>Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data</p>	<p>The length of a message is the number of symbols it contains:</p> <ul style="list-style-type: none"> • The message How are you? has a length of 12 (space and ? are both symbols). • The length of the number 45674 is 5. <p>The number of bits in a message can be calculated by using the following formula: Number of Bits = Bits per character x Number of character</p> <p>Example Question: The message "Hello", encoded using 8 bits per character is a total of 5 characters x 8 bits per character = 40 bits in size.</p> <p>Now complete at least 10 more questions in the same way as the example question</p>

Year 8 Computing: Data Representation

Week 4: Numbers in Binary (also self-quiz again on Week 1 Content)

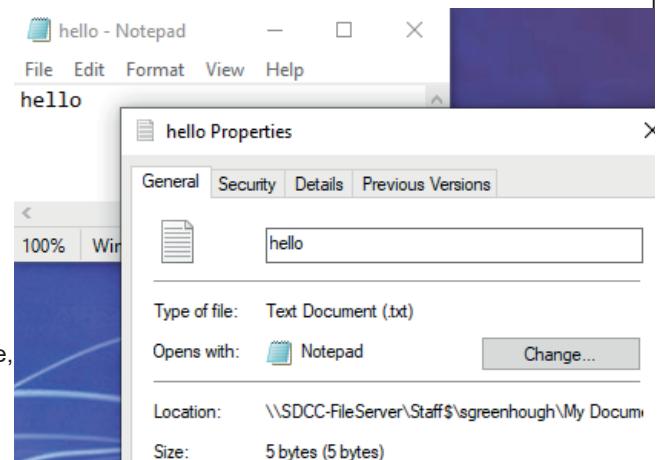
Keywords	Knowledge																						
<p>Decimal Digit - the 10 symbols used to represent numbers encoded in decimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Binary Digit - the 2 symbols used to represent numbers encoded in binary format: 0 and 1</p> <p>Hexadecimal Digit - the 16 symbols used to represent numbers encoded in hexadecimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F</p>	<p>Decimal Digits can be used to encode any number, each position has a multiplier which increases by a multiple of 10 with each new position:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 1) = 5107$</td> <td>x 1,000</td> <td>x 100</td> <td>x 10</td> <td>x 1</td> </tr> <tr> <td></td> <td>5</td> <td>1</td> <td>0</td> <td>7</td> </tr> </table> <p>Binary Digits can be used to encode any number, each position can only contain either a 1 or 0, so the multiplier increases by a multiple of 2 with each new position.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$</td> <td>x 16</td> <td>x 8</td> <td>x 4</td> <td>x 2</td> <td>x 1</td> </tr> <tr> <td></td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table> <p>Example Question: What is binary 10101, converted into decimal?</p>	$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 1) = 5107$	x 1,000	x 100	x 10	x 1		5	1	0	7	$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1		1	0	1	0	1
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Week 5: Units of Measurement (also self-quiz again on Week 2 Content)

Keywords	Knowledge																												
<p>Bit - short for Binary Digit. Either a 1 or 0.</p> <p>Byte - a group of 8 bits</p>	<table border="1" style="float: left; margin-right: 20px;"> <tr> <th>Unit</th> <th>Value</th> </tr> <tr> <td>Bit (b)</td> <td>1 bit</td> </tr> <tr> <td>Byte (B)</td> <td>8 bits</td> </tr> <tr> <td>Kilobyte (KB)</td> <td>1000 bytes</td> </tr> <tr> <td>Megabyte (MB)</td> <td>1000 kilobytes</td> </tr> <tr> <td>Gigabyte (GB)</td> <td>1000 megabytes</td> </tr> <tr> <td>Terabyte (TB)</td> <td>1000 gigabytes</td> </tr> <tr> <td>Petabyte (PB)</td> <td>1000 terabytes</td> </tr> </table> <table border="1" style="float: left; margin-right: 20px;"> <tr> <th>Type of information</th> <th>Approximate Size (in bits)</th> </tr> <tr> <td>A website address</td> <td>Less than 100 bytes</td> </tr> <tr> <td>A chapter in a book</td> <td>A few thousand bytes</td> </tr> <tr> <td>A photograph taken with a digital camera.</td> <td>A few million bytes</td> </tr> <tr> <td>A 3-4 minute sound clip</td> <td>A few million bytes</td> </tr> <tr> <td>A full-length movie</td> <td>A few billion bytes</td> </tr> </table> <p>Example Question: What is 5 megabytes converted into kilobytes?</p>	Unit	Value	Bit (b)	1 bit	Byte (B)	8 bits	Kilobyte (KB)	1000 bytes	Megabyte (MB)	1000 kilobytes	Gigabyte (GB)	1000 megabytes	Terabyte (TB)	1000 gigabytes	Petabyte (PB)	1000 terabytes	Type of information	Approximate Size (in bits)	A website address	Less than 100 bytes	A chapter in a book	A few thousand bytes	A photograph taken with a digital camera.	A few million bytes	A 3-4 minute sound clip	A few million bytes	A full-length movie	A few billion bytes
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Week 6: Text in Binary (also self-quiz again on Week 3 Content)

Keywords	Knowledge
<p>ASCII - American Standard Code for Information Interchange. This is a standard way of converting alphanumeric character (letters, numbers, symbols, etc) into binary.</p>	<p>ASCII stands for American Standard Code for Information. This is a character encoding standard for electronic communication. Extended ASCII uses 8 bits to represent alphanumeric characters. Using 8 bits allows us to have a total of 256 binary codes, this is not enough to include all the characters used in all of the languages across the world. Therefore other encoding standards, such as Unicode is used which can use 16 or even 32 bits.</p> <p>Each ASCII character is given a decimal value, which can be converted into Binary code. For example, using ASCII, the character "!" has a decimal value of 33, which is 00100001 in Binary code.</p> <p>On the right is a text file with the word "hello" stored. You can see the file size is a total of 5 bytes - one byte per character.</p> <p>Example Question: How many bits is used to represent ASCII characters?</p>



Week 7 and 8: Preparing for Assessment

Self-quiz the knowledge covered in Weeks 1 - 6

Physical Education

Week 1&2 - Rounders

Rounders games are played between two teams. Each team has a maximum of 15 players and a minimum of 6 players. No more than 9 players may be on the field at any one time.

- One team bats while the other team fields and bowls.
- The bowler bowls the ball to the batter who hits the ball forward 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.
- If the batter reaches the 2nd or 3rd post in one hit, the batting team scores $\frac{1}{2}$ a Rounder.
- If the batter reaches 4th post in one hit, the batting team scores a Rounder.
- If the batter hits the ball and reaches and touches 4th post before the next ball is bowled, the batting team scores 1 Rounder.
- If the batter hits a no ball and reaches and touches 4th post before the next ball is bowled, the batting team scores 1 Rounder (you cannot be caught out on a no ball).

- A $\frac{1}{2}$ Rounder is scored if the batter reaches 4th post without hitting the ball.
- A penalty $\frac{1}{2}$ Rounder is scored for an obstruction by a fielder.
- A penalty $\frac{1}{2}$ Rounder is scored for 2 consecutive no balls to the same batter.
- A $\frac{1}{2}$ Rounder is scored by the fielding team if waiting batters or batters who are out obstruct a fielder.
- A batter can score in the normal way on a backward hit but must remain at 1st post while the ball is in the backward area.
- Games are usually played over 2 innings with the aim of the game to score the most Rounders.

Week 3&4 - Cricket

Scoring
The aim for the batter in cricket is to try to score as many runs as possible throughout their innings.

- To score a run requires the batter to strike the ball and run to the opposite end of the pitch while their batting partner runs in the other direction. To record the scoring run, both batters need to touch the floor behind the popping crease with either their bat or body. In situations where the fielding team has not recovered the ball, the batters return back to score two or more runs. It is also possible to score runs without running the length of the pitch, if a batter can hit the ball past the boundary line (four runs) or over the line without bouncing (six runs).

Rules

- A cricket team consists of 11 players and they take it in turns to bat and bowl.
- The bowler must not throw the ball, but bowl the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket.
- A batter is declared out if the bowler knocks off the bails of the stumps with a delivery.
- A batter is declared out if a fielder or wicket keeper catches the ball directly off the bat and before it hits the ground.
- A batter is declared out if the umpire believes that the bowler's ball would have hit the stumps if the batter had not obstructed the ball with their pads. This is known as leg before wicket (or LBW).
- A batter is declared run-out when they are going for a run but do not make the batting crease before the fielding team knocks off the cricket stumps.
- A batter is declared out if the wicketkeeper stumps them.
- A batter is declared out if they knock over their stumps while playing a shot or avoiding a delivery.
- A batter is declared out if the umpire believes the batter has purposely obstructed a fielder who is about to take a catch or attempt a run-out.
- The end of an innings is called when 10 of the 11 batting team are given out. At this point, both teams swap over. In competitive games, teams can have one or two innings.

Week 5 - Tennis	Week 6 - Physical Components of Fitness
Rules <ul style="list-style-type: none"> A match must start with a coin toss to decide who serves first and which side they want to serve from. After each point, the server will alternate either side on the baseline. The server must hit their serve from behind their baseline. If the first serve is called out, then the server may take advantage of a second serve. If the second serve fails then a 'double fault' is called and the point is lost. If the serve hits the net but travels over and into the service area, then a 'let' is called and the server may take the serve again without penalty. To receive a serve, the player is allowed to stand where they wish but they must allow the ball to bounce once first. If a player touches the net, distracts their opponent or impedes them in any way, the umpire will award the point to the other player. Throughout a game, the ball is allowed to hit the lines to be awarded in. Anything outside of the lines and the ball is out. In competitive games, new tennis balls are introduced after the first seven games and then every nine games after that. 	<p>Muscular strength: <u>Definition:</u> the maximum force (in kg or N) that can be generated by a muscle or muscle group. <u>Practical example:</u> A weightlifter would need high levels of muscular strength to be able to perform a deadlift at 90% of their 1 rep max.</p> <p>Aerobic endurance: <u>Definition:</u> the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity. <u>Practical example:</u> A marathon runner would need high levels of aerobic endurance to maintain a consistent pace for the duration of the race.</p> <p>Muscular endurance: <u>Definition:</u> the ability of the muscular system to work efficiently where a muscle can continue contracting over a period of time against a light to moderate fixed resistance. <u>Practical example:</u> A rower would need high levels of muscular endurance to enable them to keep moving the oar for the duration of the race.</p> <p>Speed: <u>Definition:</u> distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed. <u>Practical example:</u> A 100m sprinter would need high levels of speed to cover the distance in the quickest time.</p> <p>Body composition: <u>Definition:</u> The relative ratio of fat mass to fat-free mass (vital organs, muscle and bone) in the body. <u>Practical example:</u> A long distance runner will have low body fat compared to a rugby prop who would have high fat and muscle mass.</p> <p>Flexibility: <u>Definition:</u> the ability to move a joint fluidly through its complete range of movement. <u>Practical example:</u> A diver would need high levels of flexibility to enable them to perform the pike position after dismount.</p> <p>Fitness Test: Sit and reach test.</p>

Notes

Notes

Aspire,
(Achieve)
Thrive

Develop your character

