

Name: _____



BROADOAK
ACADEMY

Knowledge
Organisers



Term 2
Year 8

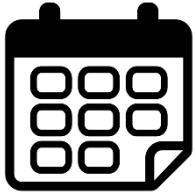
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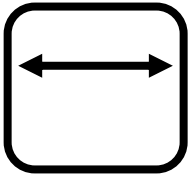
How to learn over time

Successful Learning Takes Place Over Time

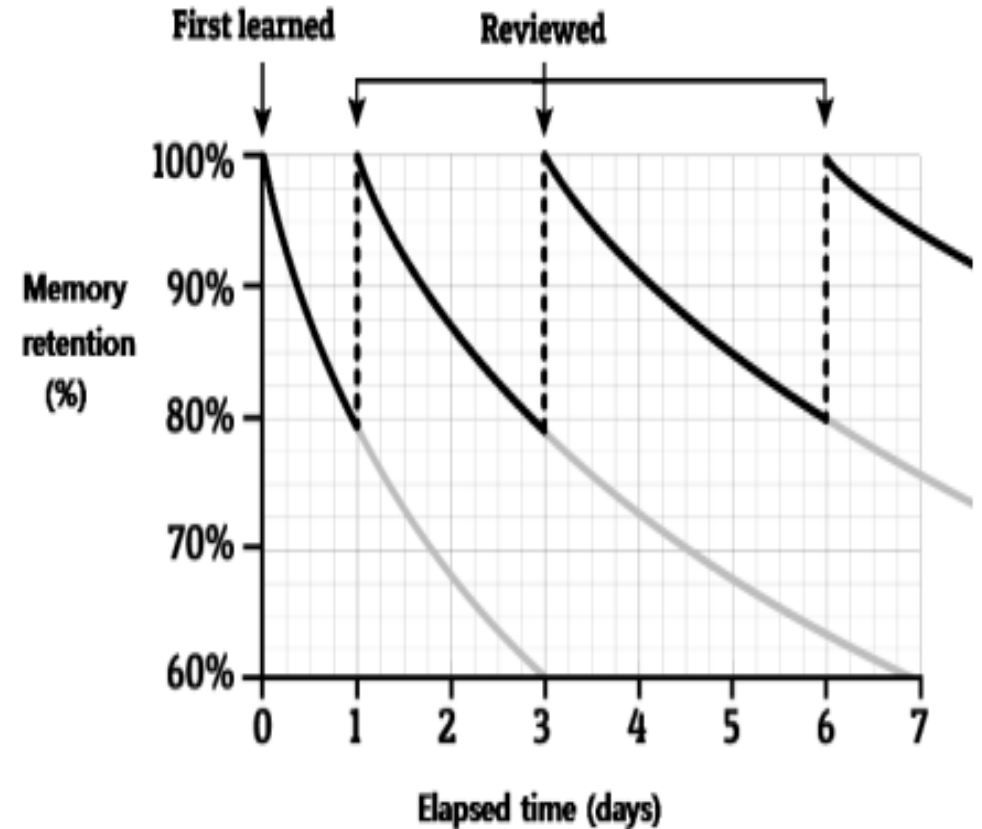


It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We all have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the process of improving. It's about the long-term rather than the short-term, which also means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

Space out your learning on a subject



Spacing out your learning over time is far more effective than last-minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. The last factor tells us that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap between reviews, which the diagram below illustrates nicely. The Leitner system and Cornell Notes mentioned earlier provides a wonderful way of achieving this, but the principle applies to all of the learning strategies mentioned in this booklet.



Revision Strategies

List It



This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and...

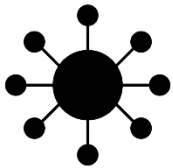
- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

Flashcards



Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising.

Mapping



Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Self-testing



Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Flashcards



Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

When making and using flashcards:

- | | |
|--|--|
| <p>Do:</p> <ul style="list-style-type: none"> ✓ ...make flashcards quickly. ✓ ...put a single piece of information of each flashcard. ✓ ...sort your flashcards according to your confidence with them (see below). ✓ ...test yourself on the flashcards from memory. | <p>Don't:</p> <ul style="list-style-type: none"> X ...spend more time making flashcards than actually using them. X ...put lots of information onto each flashcard. X ...revise the flashcards in the same order every time that you use them. X ...only read through flashcards. |
|--|--|

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

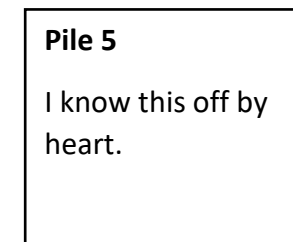
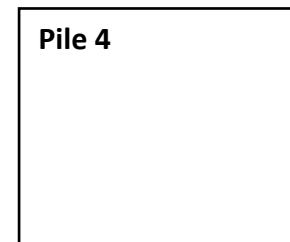
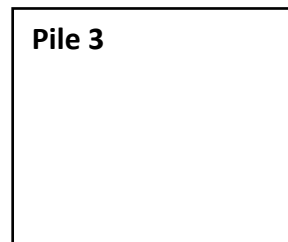
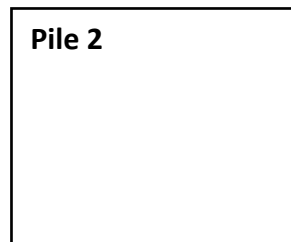
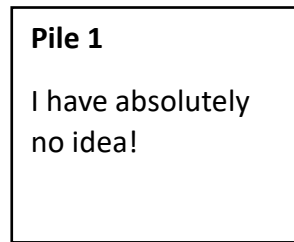
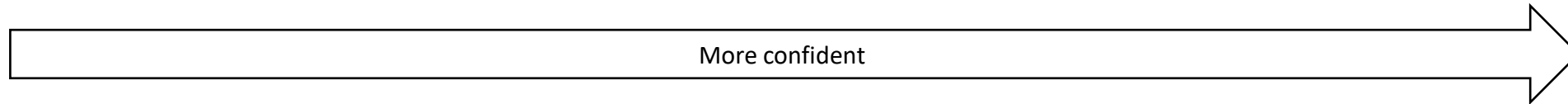
How to make flashcards:

- You can buy a set of flashcards or use a free website such as Quizlet.
- Find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
- Fold a piece of A4 paper into 10.
- Write the questions on the top half of the paper.
- Write the answers on the bottom half of the paper.
- Cut the paper along the dotted lines shown here.
- Fold the strips of paper so that the writing is on either side.

Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



Practise **every** day.

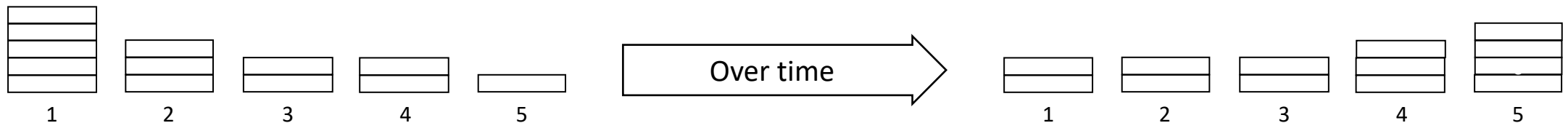
Practise every **other** day.

Practise every **three** days.

Practise every **four** days.

Practise every **five** days.

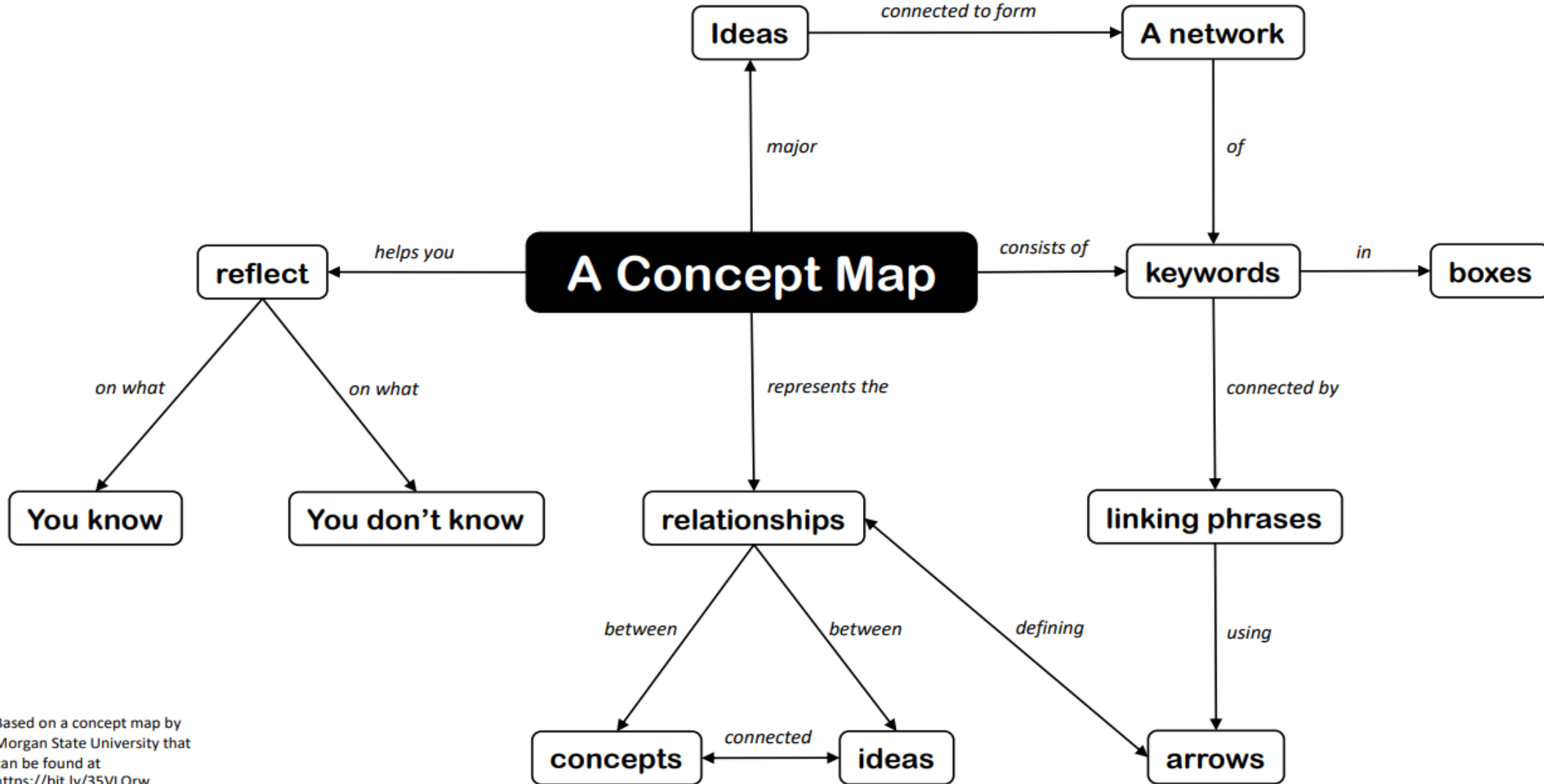
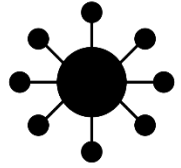
5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Mapping



Based on a concept map by Morgan State University that can be found at <https://bit.ly/35VLQrw>

Year 8 English



Key characters		Key themes	
Mr Jones	<i>Drunken owner of Animal Farm. Embodies the tyranny of man.</i>	Leadership and Corruption Control over the intellectually inferior Lies and deceit Foolishness and naivety Violence Pride and Ceremony Dreams, hopes and future plans	Context and Literary Tradition An allegorical tale with direct links to the history of the Soviet Union in the early 20 th century. The book charts the corruptions of Communist ideals of equality, where workers are promised equality and freedom and are eventually repressed and treated as bad, if not worse, as under the previous rule of the capitalist 'Tsar' . Old Major represents Karl Marx , putting forward the communist ideals which will free them from the tyranny of capitalism (represented by Jones). Snowball represents Trotsky , a passionate component of Animalism (Communism) who is expelled by Napoleon (Stalin) . Napoleon follows a similar rise to power as Stalin , using fear and propaganda to control the masses, including show trials and executions. By the end of the novel, the ideals of communism have been so far abused and forgotten, that Napoleon meets and forms agreements with former oppressors. Orwell was a British journalist and author, who wrote two of the most famous political novels of the 20th century 'Animal Farm' and 'Nineteen Eighty-Four'. When Orwell saw a kid whipping a horse, he had an idea: "It struck me that if only such animals became aware of their strength we should have no power over them, and that men exploit animals in much the same way as the rich exploit the working class". This inspired him to write the novel.
Old Major	<i>Wise, old pig. Inspires the rebellion with his rhetoric.</i>		
Boxer	<i>Devoted citizen and immensely strong. Innocent and naïve.</i>		
Napoleon	<i>Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.</i>		
Snowball	<i>Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.</i>		
Squealer	<i>Mouthpiece of Napoleon. Uses propaganda to control the animals.</i>		
Clover	<i>Maternal, caring and loyal. Senses hypocrisy but cannot articulate it.</i>		
Dogs and Sheep	<i>Instruments of fear and control, educated by Napoleon.</i>		

Measuring and drawing angles

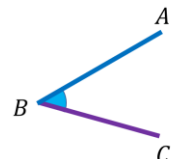
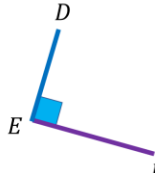
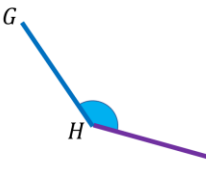
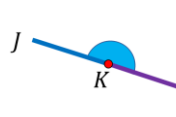
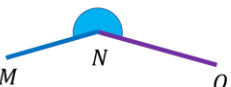
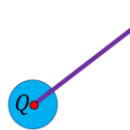
Key knowledge:

Angle is a measure of **turn**.

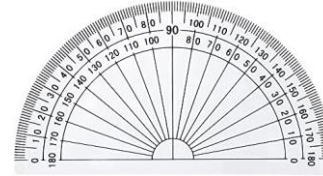
Angles are labelled using three letters.

$\hat{A}\hat{B}\hat{C}$

Types of angle:

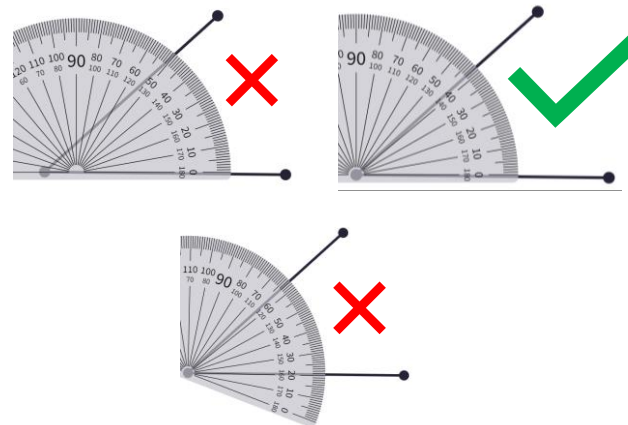
 Acute angle $< 90^\circ$	 Right angle 90° One quarter of a full-turn	 Obtuse angle $> 90^\circ$ $< 180^\circ$
 Straight-line angle $= 180^\circ$ Half a full-turn	 Reflex angle $> 180^\circ$	 Full-turn angle $P\hat{Q}\hat{P}$ $= 360^\circ$

Protractor: The tool used to measure angles.



When using a protractor:

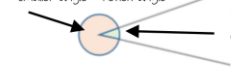
- The vertex of the angle must be in the centre of the protractor
- The zero line on the protractor must be on one of the lines the angle is between.



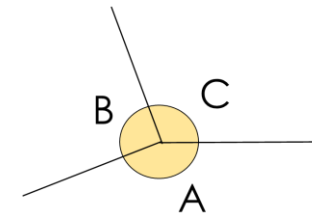
Angles over 180° 360° - smaller angle = reflex angle

Use your knowledge of straight lines 180° and angles around a point 360°

Measure the smaller angle first (less than 180°)

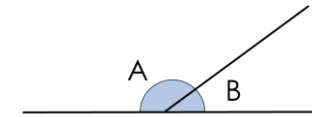


Angles at a point: Sum to 360°



$A + B + C = 360^\circ$

Angles on a straight line: Sum to 180°



$A + B = 180^\circ$

Interpreting and comparing data

Data: Information collected on a subject to be analysed.

Types of data:

Qualitative: Data on qualities, recorded as words.

Quantitative: Data recorded as numerical values.

Discrete: Quantitative data that can only take certain values.

Continuous: Quantitative data that can take any value.

Frequency: Number of times a quality or value is observed in a data set

Pictogram: Data presentation using an image to represent frequency.

No. of Visits	No. of students
0	9
1	6
2	4
3	1

Categories Heading

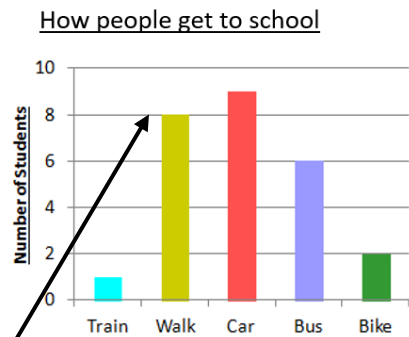
Categories	Frequency
Swim	○○○○
Gym	○○○○○
Spa	○○○○○
Cafe	○○○○

Symbols

○ represents 4 people

Key

Bar chart: Data presentation using heights of bars to represent frequency.



How many people walk to school?
8 people walk to school.

Line graph: Shows how a value changes over time. Points are joined with straight lines.

Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points.

Line graphs do not need to start from 0

More than one piece of data can be plotted on the same graph to compare data

It is possible to make estimates from the line
e.g temperature at 9.30am is 5°C

Pie Chart: Data presentation where frequencies are shown in proportion to the total frequency as fractions of a circle.

Calculating angles for a pie chart:

- Total angle = 360°



The information in the pie chart shows sales of 120 ice-creams sold from an ice-cream van one Saturday afternoon in the summer. Calculate the number of each type sold.

Ice cream	Frequency	Angle
Banana	22	66°
Vanilla	13	39°
Strawberry	57	171°
Chocolate	28	84°
Total	120	360°

There are 360° in a circle.
360 ÷ 120 = 3° per sale
Divide the angle by 3 to find the frequency!

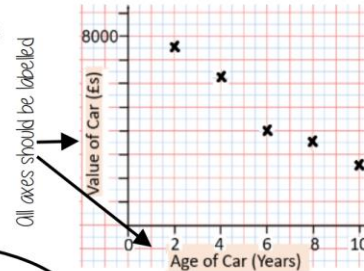
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Scatter graphs and averages

Draw and interpret a scatter graph

Age of Car (Years)	2	4	6	8	10
Value of Car (£s)	7500	6250	4000	3500	2500

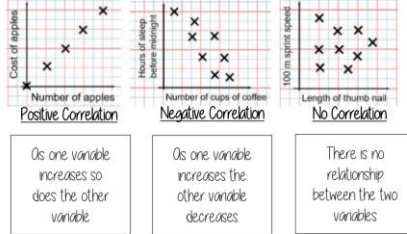
- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship



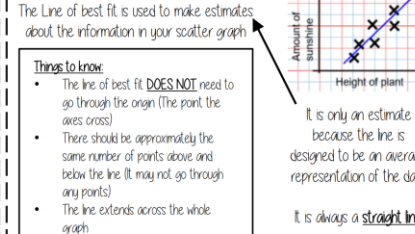
"This scatter graph show as the age of a car increases the value decreases"

The link between the data can be explained verbally

Linear Correlation



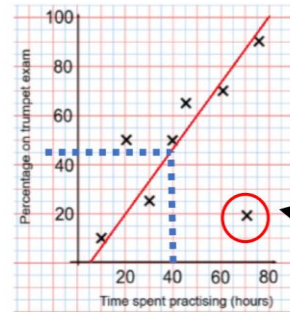
The line of best fit



Using a line of best fit

Interpolation is using the line of best fit to estimate values inside our data point

e.g 40 hours revising predicts a percentage of 45



Extrapolation is where we use our line of best fit to predict information outside of our data
 This is not always useful – in this example you cannot score more than 100%. So revising for longer can not be estimated

This point is an "outlier" It is an outlier because it doesn't fit this model and stands apart from the data

Mean, Median, Mode

The Mean
 A measure of average to find the central tendency... a typical value that represents the data

24, 8, 4, 11, 8

Find the sum of the data (add the values) 55
 Divide the overall total by how many pieces of data you have $55 \div 5$

Mean = 11

The Median
 The value in the center (in the middle) of the data

24, 8, 4, 11, 8

Put the data in order 4, 8, 8, 11, 24
 Find the value in the middle 4, 8, **8**, 11, 24

Median = 8

NOTE: if there is no single middle value find the mean of the two numbers left

The Mode (The modal value)
 This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8

This can still be easier if the data is ordered first
 4, 8, 8, 11, 24

Mode = 8

Choosing the appropriate average

The average should be a representative of the data set – so it should be compared to the set as a whole – to check if it is an appropriate average

Here are the weekly wages of a small firm

£240	£240	£240	£240	£240
£260	£260	£300	£350	£700

Which average best represents the weekly wage?

The Mean = £307
 The Median = £250
 The Mode = £240

Put the data back into context
 Mean/Median – too high (most of this company earn £240)
 Mode is the best average that represents this wage
 It is likely that the salaries above £240 are more senior staff members – their salary doesn't represent the average weekly wage of the majority of employees

Find and interpret the range

The range is a measure of spread
 A smaller range means there is less variation in the results – it is more consistent data
 A range of 0 means all the data is the same value

Difference between the biggest and smallest values



Shop 1 has the smallest range – this indicates it has a more consistent flow of customers each week

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency

Here are the number of runs scored last month by Lucy and James in cricket matches

Lucy: 45, 32, 37, 41, 48, 35
 James: 60, 90, 41, 23, 14, 23

Lucy
 Mean: 39.6 (1dp), Median: 38, Mode: no mode, Range: 16
 James
 Mean: 41.8 (1dp), Median: 32, Mode: 23, Range: 76

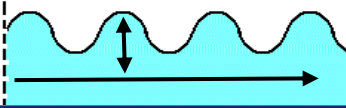
James has two extreme values that have a big impact on the range

"James is less consistent than Lucy because his scores have a greater range. Lucy performed better on average because her scores have a similar mean and a higher median"

1. Water waves

If you throw a pebble into a pond, ripples spread out from where it went in. These ripples are waves travelling through the water. The waves move with a transverse motion. The undulations (up and down movement) are at 90° to the direction of travel.

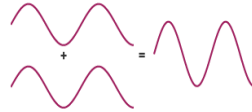
For example, if you stand still in the sea, the water rises and falls as the waves move past you.



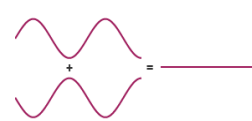
2. Superposition

When two waves meet, they affect each other, this is called **superposition**.

If waves meet 'in step' they will add together, increasing the **amplitude**.

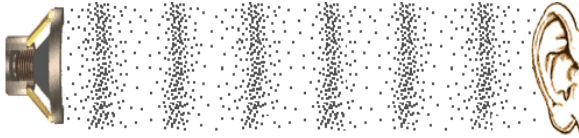


If waves meet 'out of step' they subtract, cancelling each other out.



3. Sound waves

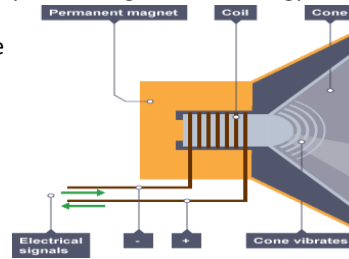
Sound waves are **longitudinal waves** - the vibrations are in the same direction as the direction of travel.



Sound travels fastest in a solid. Particles can pass energy on quickly because they are arranged in a regular pattern and are tightly packed

4. Loudspeakers

Sound waves are produced by all vibrating objects. Loudspeakers work by converting electrical energy into kinetic energy. This moves the cone which creates the sound waves.



6. Microphones

Mobile phones and telephones contain microphones. These devices contain a diaphragm, which does a similar job to an ear drum. The vibrations in air make the diaphragm vibrate, and these vibrations are changed to electrical impulses. In the lab, the electrical impulses can be sent to an oscilloscope, which represents them as a graph on a screen

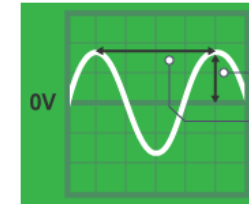


7. Oscilloscope traces

Amplitude is the height of the wave from its resting position – the greater the amplitude, the louder the sound

Wavelength is the distance between the crests (tops) of two waves

Frequency is the number of waves per second – the higher the frequency, the closer together the waves are and the higher the pitch

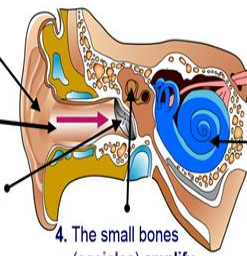


KS3 Science Waves 1: Sound



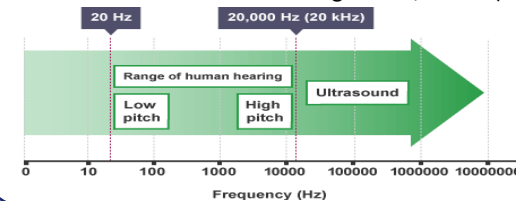
5. Detecting sounds

1. Sound waves are collected by the **outer ear** (or **pinna**).
2. The waves travel along the **ear canal**.
3. The waves reach the **eardrum** and make it vibrate.
4. The small bones (**ossicles**) amplify the vibrations.
5. The **cochlea** turns these into **electrical signals**.
6. The **auditory nerve** takes the signals to the **brain**.



8. Human Hearing range

The frequency of sound waves is measured in hertz, which has the symbol Hz. The bigger the number, the greater the frequency and the higher the pitch of the sound. Human beings can generally hear sounds as low as 20 Hz and as high as 20,000 Hz (20



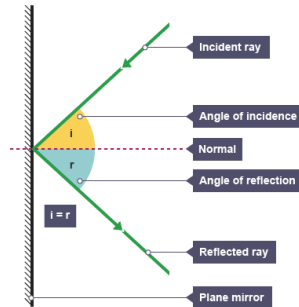
1. Sound and Light

Light travels at 300,000,000 m/s, much faster than sound, which travels at 343 m/s. This is why you see lightning before you hear it.

	Light waves	Sound waves
Type of wave	Transverse	Longitudinal
Can they travel through matter (solids, liquids and gases)?	Yes (if transparent or translucent)	Yes
Can they travel through a vacuum?	Yes	No
How are they detected?	Eyes, cameras	Ears, microphones
Can they be reflected?	Yes	Yes
Can they be refracted?	Yes	Yes

2. Reflection

When light reaches a mirror, it reflects off the surface of the mirror:
 the **incident ray** is the light going towards the mirror
 the **reflected ray** is the light coming away from the mirror



3. The law of reflection

The **law of reflection** states that the angle of incidence equals the angle of reflection, $i = r$. For example, if the angle of reflection is 30° then the angle of incidence is 30° .

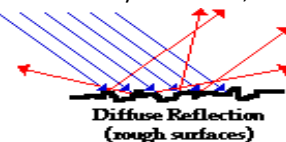
If a light ray travelling along the normal hits a mirror, it is reflected straight back the way it came. The reflection of light from a flat surface such as a mirror is called **specular reflection** – light meeting the surface in one direction is all reflected in one direction.

KS3 Science Waves 2: Light



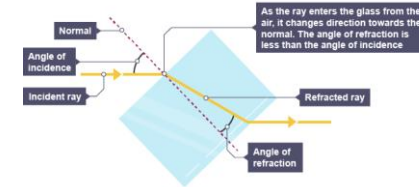
4. Scattering

If light meets a rough surface, each ray obeys the law of reflection. However, the different parts of the rough surface point in different directions, so the light is not all reflected in one direction. Instead, the light is reflected in all directions. This is called **diffuse scattering**. It explains why you can see a clear image of yourself in a shiny flat mirror, but not in a dull rough surface.



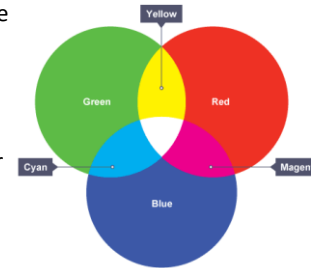
5. Refraction

Light waves change speed when they pass across the boundary between two substances with a different **density**, such as air and glass. This causes them to change direction, an effect called **refraction**.



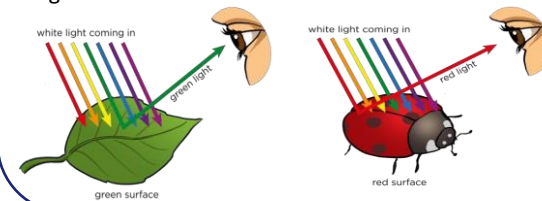
6. Coloured light

There are three primary colours in light: red, green and blue. Light in these colours can be added together to make the secondary colours magenta, cyan and yellow. All three primary colours add together make white light.



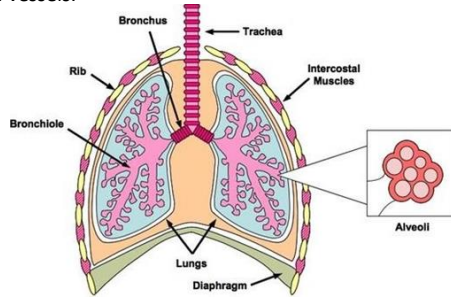
7. Seeing in colour

Any coloured object reflects the colour that it is and absorbs the rest
 Black objects absorb all colours
 White objects absorb no colours and reflect all the light



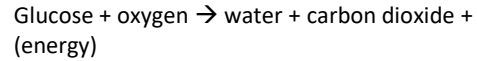
The Respiratory System

The respiratory system consists of the lungs, heart and blood vessels.



Aerobic Respiration

Respiration is the process of breaking down glucose to make energy. The energy is used to processes such as: growth, repair and movement. This process happens in the mitochondria of cells. Aerobic respiration needs oxygen in order to work. The equation for aerobic respiration is:



Respiration and Exercise

When our bodies undergo exercise several changes happen in our bodies. Our breathing rate increases and so does our heart rate.

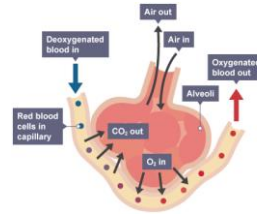
Breathing rate increases in order to draw more oxygen into our bodies which is needed for respiration. This also removes the carbon dioxide which is being produced quickly through respiration.

Our heart rate increases in order to pump oxygen around the body faster to the muscles. This oxygen is needed for the increase in respiration. The increased heart rate also waste carbon dioxide to be removed from the muscles and taken back the lungs to be exhaled.

Adaptations of the Alveoli

Alveoli are the small air sacs in the lungs are the site of gas exchange. There have several adaptations that make them suited to their function.

- **Large surface area** to allow for maximum gas exchange
- Walls **one cell thick** to minimise the diffusion distance.
- **Large blood supply** to ensure gases are transported quickly.
- **Moist walls** to allows gases to dissolve.



KS3 Science Respiration



Smoking and Respiration

Smoking cigarettes cause damage in the lungs. Over time the alveoli become damaged and change shape. This reduces the surface area of the alveoli and reduces the amount of gas exchange that can take place. This causes symptoms like fatigue and shortness of breath.



Healthy alveolus



Alveolus damaged by pulmonary disease

Ventilation

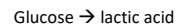
Ventilation is the scientific word for breathing. Breathing is a process that takes oxygen into the body and removes carbon dioxide. Breathing in is called **inhalation** and breathing out is called **exhalation**.

	Inhaling	Exhaling
Diaphragm	Contracts and moves downwards	Relaxes and moves upwards
Intercostal muscles	Contract, moving the ribs upwards and outwards	Relax, letting the ribs move downwards and inwards
Volume of ribcage	Increases	Decreases
Pressure inside the chest	Decreases below atmospheric pressure	Increases above atmospheric pressure
Movement of air	Moves into the lungs	Moves out of the lungs

Anaerobic Respiration

During intense exercise not enough oxygen can be supplied to our muscles. When this happens our bodies switch over to anaerobic respiration.

The equation for anaerobic respiration is:



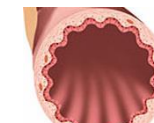
The lactic acid is later broken down into carbon dioxide and water after the period of intense exercise is over. This process is known as the oxygen debt.

Asthma and Respiration

Asthma is a condition that affects the bronchioles in the lungs. The bronchioles become inflamed and produce mucus making it harder for air to enter and leave the lungs. This causes shortness of breath and tightness in the chest. Inhalers are used as a treatment for asthma and they cause the bronchioles to widen allowing air flow to return to normal.



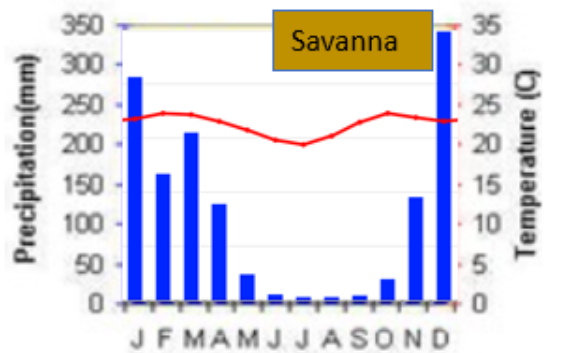
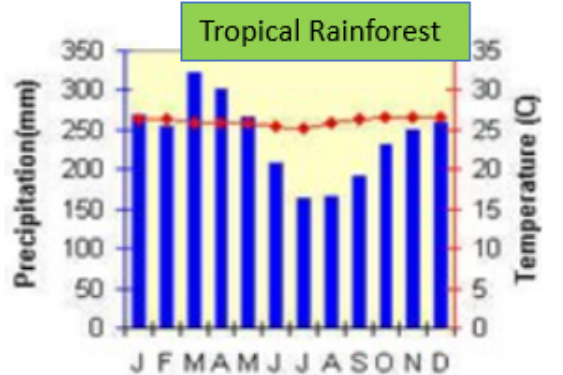
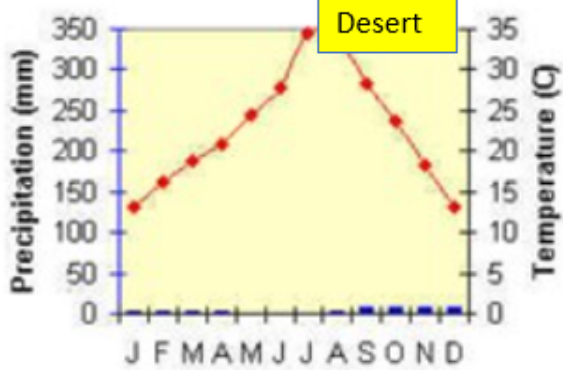
Inflamed bronchial tube of an asthmatic



Normal bronchial tube

Geography

Are Africa's landscapes more than just 'The Lion King'?

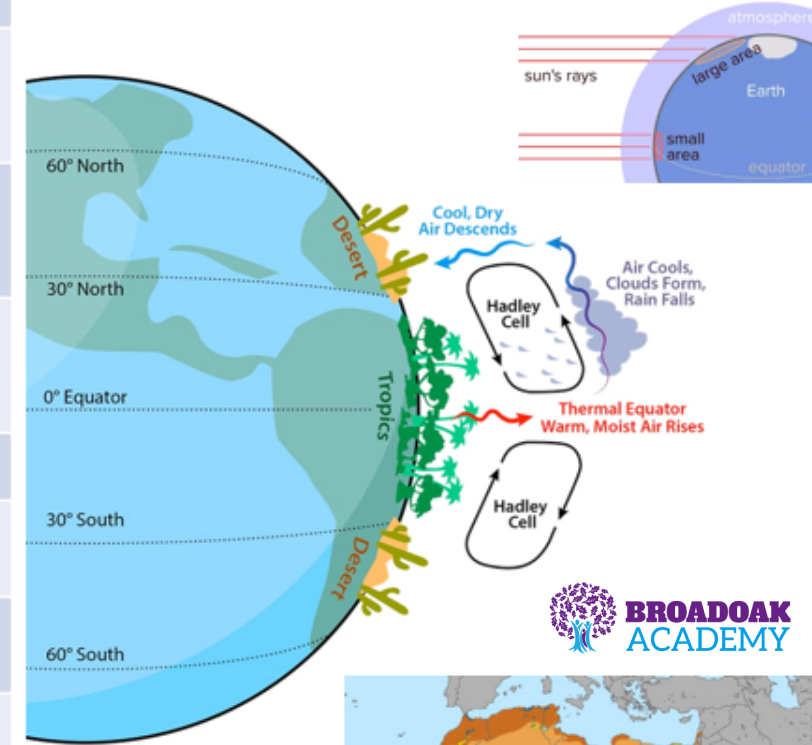


Blue bars show precipitation (rainfall).

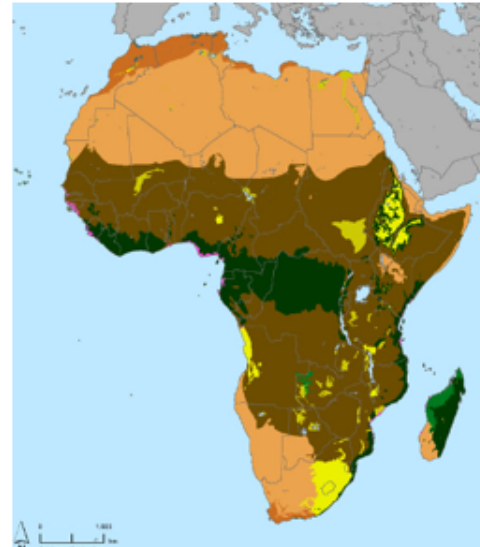
Temperature is shown buy a red line.

Key word	Definition
Biome	An area with similar physical characteristics, climate, plants and animals eg rainforest
Climate graph	Climate graphs show average rainfall and temperatures typically experienced in a particular location. (see diagrams)
Hadley Cell	A large-scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes, typically about 30° north or south.
Equator	A line drawn on the earth same distant from the poles, dividing the earth into northern and southern hemispheres and the parallel of latitude 0
Evaporation	The process of turning from liquid into vapour.
Condensation	The conversion of a vapour or gas to a liquid eg the cloud is caused by condensation in the air
Tourism	The visiting of place that is not your home for a leisure activities and infrastructure involved in this
Opportunities	A chance for some good.
Challenges	A problem that may be overcome
Social	Factors to do with people
Environmental	Factors to do with the natural world
Economic	Factors to do with money
Multiplier effect	Positive overall impact of economic change in a location
Ecotourism	tourism directed towards unique environments, often threatened, natural environments, intended to support conservation efforts and observe wildlife.

Sunlight hits the Earth most directly at the Equator. The curve of the Earth means that sunlight is spread over a wider area the further you move from the Equator. Sunlight hits a smaller surface area at the Equator so heats up quickly compared to the poles.



- Desert
- Savanna/Grassland
- Tropical Rainforest
- Savanna/Grassland
- Desert





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Wet season: Plants grow quickly, trees grow new leaves and grasses become very tall



Dry season: Grasses dry out, trees drop their leaves. Bush fires are common during this period.

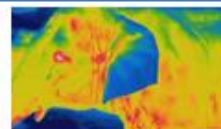
How have plants adapted?

- Tall so that animals can't eat them (except giraffes)
- Large underground roots to survive fires (nutrients)
- Large tap root to reach water deep underground
- Thorns to deter animals
- Let out a chemical into their leaves to make them taste bad



How have animals adapted?

- Large ears to reduce heat
- Thick skin to protect from the sun
- Tusks are used for defending themselves and for digging for water
- They use mud to cool themselves and to get rid of bugs.



In order to be sustainable you must look after:

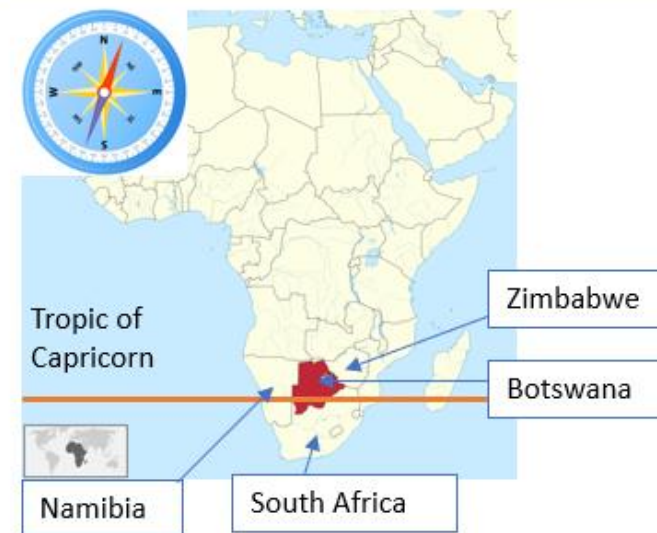
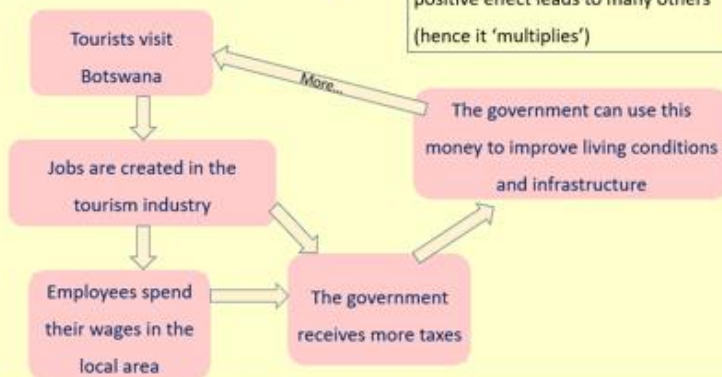
- People (social)
- Money (economic)
- The environment



	Opportunities (Pros)	Challenges (Cons)
Mass Tourism	<ul style="list-style-type: none"> - Large scale so lots of potential income. - Lots of jobs created to cater for all of the guests. - Can lead to infrastructure improvement within the country eg. roads/electricity 	<ul style="list-style-type: none"> - Environmentally unfriendly. Eg lots of water used/wasted. - Places a huge strain on the environmental attractions. - Overcrowding - Litter/pollution
Ecotourism	<ul style="list-style-type: none"> - Less damage environmentally. - More culturally sympathetic. - Although fewer in number, still creates jobs. - Aims to support local communities more. 	<ul style="list-style-type: none"> - Small scale so smaller profits. - Still suffers from the general problems of tourism eg leakage of profit out of Botswana.

Key term: Multiplier Effect

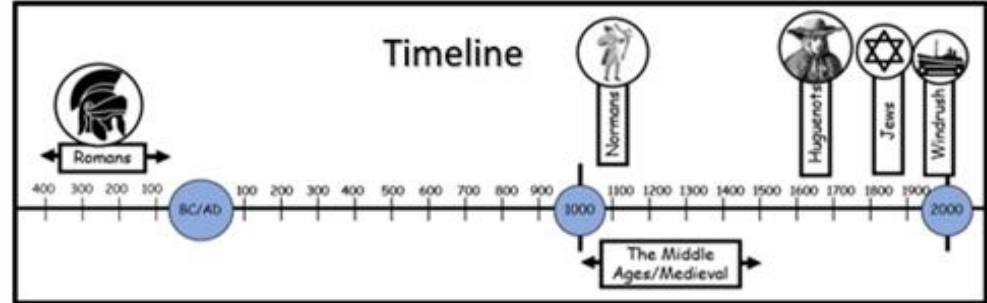
The **multiplier effect** is when one positive effect leads to many others (hence it 'multiplies')





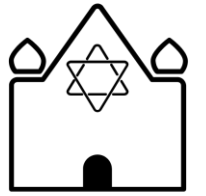
Migration

Migration:
 What factors have caused people to come to Britain?
 What have attitudes towards migrants been in Britain?



Key Words

Migration	The movement of a person or people from one country, locality, place of residence, etc., to settle in another; an instance of this.
Aliens	The official name given to people from other countries in the Middle Ages.
Commonwealth	an international association consisting of the UK together with some states that were previously part of the British Empire.
Conquer	overcome and take control of (a place or people) by military force
Emigration	leaving one's own country to settle permanently in another; moving abroad.
Huguenot	French Protestants.
Racism	prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
Refugee	a displaced person who has been forced to cross national boundaries and who cannot return home safely.
Windrush	people who emigrated from the Caribbean to Britain on the British ship the Empire Windrush in 1948.



Reasons for migration

Who?	Why?
First people 20,000BC.	Wandered across the land bridge which linked Britain to Europe.
Roman Empire, 43 – 410 AD	Conquer new land, extend the Empire to obtain more goods and power. They also wanted revenge for British support of Gaul.
Normans, 1066	William of Normandy invaded declaring he had a claim to the English throne.
French Huguenots, 1670 – 1710.	Persecuted in Catholic France. Many were skilled craftsmen who set up businesses in England.
Eastern European Jews, 1880s	Persecuted and fled to England. Many moved to the East End of London.
Windrush generation late 1940s – 1960s.	After WWII, Britain encouraged immigration from Commonwealth countries. To a large extent this was to help rebuild the country as there was a shortage of labour at the time.

Key reasons for migration

Employment	Work
Empire	When one country rules over other countries, e.g. British Empire
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.

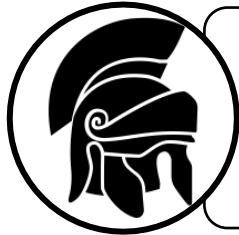




Migration

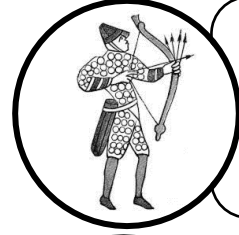
Impact: Migration has had on Great Britain

Attitudes migrants have faced



Romans

The Romans faced several rebellions. e.g. Boudicca, some areas were never really conquered. Many tribes worked with them as shown by the Hallaton Helmet.



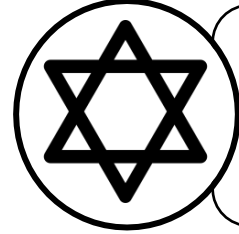
Normans

William created the Domesday Book and taxed people heavily, which they resented. Many Normans took over Anglo-Saxons jobs and people resented this.



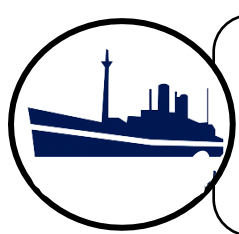
Huguenots

Charles II gave them the right to become English citizens. Many were skilled and successful, some were supported by English communities. Others faced prejudice and were mocked for their clothing.



Jews

Areas such as London and Manchester developed large Jewish communities. Although there was some support, many Jewish people experienced Anti-Semitism.



Windrush Generation

Although they had been invited to fill a skills shortage, many experienced racism on arrival. Some struggled to find accommodation and many skilled workers worked in low paid, unskilled jobs.



Social



Roads



Language



Buildings



religion



writing



Churches



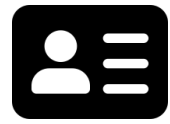
Castles,



Language



Food



Forenames and Surnames



Economy



Religion



Industry



Inventions



Names



Many people



Food,



many people



Clothing



Businesses



Trade Unions



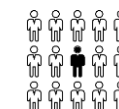
NHS



Economy



Carnival



Racism




Bristol
Bus Boycott



Reggae



Food

Picture	Key Concept	Meaning
	Morality	Ways to decide if an action is right or wrong, for example, some people look at the consequence of an action to decide.
	Natural evil	Suffering that is caused by nature, for example floods and earthquakes.
	Moral evil	Suffering caused by humans, for example bullying and murder.
	Free will	Being free to make our own moral choices, God does not control our actions.
	Absolutism	What is right stays the same in ALL situations, for example believing that killing someone is always wrong.
	Relativist	What is right changes depending on the situation, for example believing that killing someone to save many others is the right thing to do.

Life is a Test

Some religious people would say that the whole point of life is for God to test us so he can know whether to send us to Heaven or Hell.

Some people believe that everyone can choose to do right and wrong, they follow God or the Devil.

God is in control but he gives the devil permission to tempt people away from him during their lives. The suffering we experience is a test to see if we will continue to follow God when times are hard.

These people think God has picked out just the right amount of suffering for us to go through in our lives. If you suffer a lot, it means God knows you have a strong faith and knows you can handle a difficult test.

The test results come out when the world ends: many people believe there will be a judgement day, the good things you have done will be weighed against the evil things. If there is more good than evil then you will go to Heaven.

The Problem of Evil

(This is an important reason for why many people do not believe in God)

If God was all-knowing (**omniscient**), He would know that we were suffering.

If God was all-powerful (**omnipotent**), He would be able to stop our suffering.

If God was all-loving (**omnibenevolent**), He would want to stop our suffering.

We know evil and suffering exist so how can God exist?

Some religious people would say that all evil and suffering is caused by human Freewill.

They believe God created the world it was perfect, people were created, called Adam and Eve and they had **free will**: they were able to choose to make good or bad decisions. The people made bad decisions and disobeyed God which brought suffering and sin into the world so it was no longer perfect. This is called **the Fall and led to the concept of 'original sin'**.

This is the same with us today – we can choose to greet people with a high five or a slap. What we **choose** to do will create suffering or happiness in the world. It is up to us to choose to do the right thing.

God allows people to have **freewill**, and their actions to have consequences, this brings a lot of suffering into the world BUT...people who have **freewill** can make real moral choices. If God had created humans like puppets (without free will) they would never be able to **choose** to do the right thing, it would just be automatic. They would also not be able to **choose** to love God or love other people.

God lets people have **freewill**, even though he knows we will cause suffering. But he thinks it is worth it so we can have **freewill** and real **morality**.

The Freewill Defence

Some religious people would say that evil and suffering are actually good things because they help us learn and develop. This is the way we can make our souls.

They believe God created the world but it was **not perfect**, God has deliberately put some **challenges** and **suffering** in our world because through learning from suffering we can develop our own **morality**.

By making mistakes and learning from the consequences we grow and learn not to make that mistake again because it causes suffering and evil to us and others. For example, if you choose not to revise for a test you will be disappointed with your grade, this suffering will help you to revise next time.

These religious believers think that God also **allows** other people to suffer because it gives us an opportunity to help. If we see someone starving, we have an opportunity to learn how to be **compassionate** and share our food. If someone is being bullied we can learn how to have **courage** to stand up for them. If there was no suffering in the world we would never develop these good qualities.

These believers think that if there was no suffering in the world, we would never learn how to do the right thing and become good people.

The Soul-Making Defence

Religion

- Humanists look for answers in scientific evidence and what their own experiences tell them.
- They rely on science for the answers to questions such as creation, and base their moral and ethical decision-making on reason, empathy and compassion for others.
- The Christian faith teaches that after death, individuals will be taken into the presence of God and they will be judged for the deeds they have done or failed to do during their lifetime. Some Christians believe that this judgement will happen when they die.

1. The Present Tense

normalmente *normally*
 generalmente *usually*
 a veces *sometimes*

2. The (Near) Future Tense

la semana próxima *next week*
 el fin de semana próximo *next weekend*
 mañana *tomorrow*
 el año próximo *next year*

3. The Preterite (Past) Tense

la semana pasada *last week*
 el fin de semana pasado *last weekend*
 ayer *yesterday*
 el año pasado *last year*

Step 1: Take the infinitive of the verb (AR/ER/IR)

Step 2: Chop off the ending (AR/ER/IR)

Step 3: Add the correct ending:

Pronouns	AR verbs	ER verbs	IR verbs
Yo	o	o	o
Tú	as	es	es
El/Ella	a	e	e
Nosotros	amos	emos	imos
Vosotros	áis	éis	ís
Ellos/Ellas	an	en	en

Step 1: Take the present tense of the verb 'ir' (to go)

ir: to go

(yo) **Voy** *I go/am going*
 (tú) **Vas** *You go/are going (s.)*
 (el/ella) **Va** *He/she/one goes/is going*
 (nosotros) **Vamos** *We go/are going*
 (vosotros) **Vais** *You go/are going (p.)*
 (ellos/ellas) **Van** *They go/are going*

Regular Verbs:

Step 1: Take the infinitive of the verb (AR/ER/IR)

Step 2: Chop off the ending (AR/ER/IR)

Step 3: Add the correct ending:

Pronouns	AR verbs	ER/IR verbs
Yo (I)	é	í
Tú (You s.)	aste	iste
El/Ella (He/She)	ó	ió
Nosotros (We)	amos	imos
Vosotros (You pl.)	asteis	isteis
Ellos/Ellas (They)	aron	ieron

Super Five Irregular Verbs:

There are some verbs that don't follow this pattern. The 4 most important irregular verbs are on this sheet (TENER, IR, SER, and HACER).

Step 2: Add the preposition 'a'

Step 3: Add an infinitive (the thing you're going to do).

e.g. I'm going to play
Voy a jugar

6. Awesome Spanish Things to Say

¡No puedo esperar! *I can't wait for it!*
 Por lo que sé *As far as I know*
 Que yo sepa *As far as I know*
 el último / la última... *the last/latest...*
 Es mi (tipo de) cosa... *It's my (kind of) thing*
 No es mi (tipo de) cosa... *It's not my (kind of) thing*
 Mientras estaba viendo *while I am watching TV*
 Mientras estaba escuchando / escucho la música
while I am listening/I listen to music
 Mientras estaba haciendo / hago los deberes
while I am doing / I do homework

Ser – to be

(yo) **Soy** *I am*
 (tu) **Eres** *You are (s.)*
 (él/ella) **Es** *He/she/ is*
 (nosotros) **Somos** *We are*
 (vosotros) **Sois** *You are (p.)*
 (ellos/ellas) **Son** *They are*














Hacer – to do/make

(yo) **Hago** *I do/make*
 (tu) **Haces** *You do/make (s.)*
 (él/ella) **Hace** *He/she/ does/makes*
 (nosotros) **Hacemos** *We do/make*
 (vosotros) **Hacéis** *You do/make (p.)*
 (ellos/ellas) **Hacen** *They do/make*

Tener: to have

(yo) **Tengo** *I have*
 (tu) **Tienes** *You have (s.)*
 (él/ella) **Tiene** *He/she/one has*
 (nosotros) **Tenemos** *We have*
 (vosotros) **Tenéis** *You have (p.)*
 (ellos/ellas) **Tienen** *They have*

Food and Drink SPANISH

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES		
Prefiero I prefer	 el pan (bread)	porque es because it is	muy very	sabroso / rico (tasty)		
	 el pescado (fish)			delicioso (delicious)		
Me encanta(n) I love	 el queso (cheese)	porque son because they are	bastante quite	sano (healthy)		
	 la mantequilla (butter)			malsano (unhealthy)		
	 la leche (milk)			terrible (awful)		
 el café (coffee)	asqueroso (disgusting)					
 el té (tea)	picante (spicy)					
 la cola (Coke)	dulce (sweet)					
Me gusta(n) I like	 el azúcar (sugar)	un poco a bit	demasiado too	amargo (bitter)		
	 el jamón (ham)			salado (salty)		
No me gusta(n) I don't like	el chocolate caliente (hot chocolate)			grasiento (greasy)	bueno para la salud (good for your health)	
	 la manzana (apple)					malo para la salud (bad for your health)
Odio I hate	la carne (meat)			REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as		
	 la mermelada (jam)					
En mi opinión In my opinion	el helado (ice-cream)					¿Te gustaría...? Would you like...?
	las judías verdes (green beans)					
Pienso que I think that	las verduras (vegetables)					Un paquete de A packet of
	 las patatas fritas (chips)					Un litro de A litre of
	 las papas (crisps)	Un kilo de A kilo of				
	 las espinacas (spinach)	Un medio kilo de Half a kilo of				
	 el huevo (egg)	Una botella de A bottle of				
	 el agua (wáter)					

EN EL RESTAURANTE	IN THE RESTAURANT
¿Qué quieres comer?	What do you want to eat?
De primer plato	For the starter
De segundo plato	For the main
De postre	For dessert
Quisiera	I would like
Para mí	For me
Para beber	To drink
Para comer	To eat
Una ración de...	A portion of...
Camarero/a	Waiter/waitress
¿Tienes...?	Do you have...?
La cuenta, por favor	The bill, please
La propina	The tip



¿Cuánto cuesta?	How much?
diez	10
veinte	20
veintiuno	21
treinta	30
treinta y uno	31
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100
doscientos	200
quinientos	500
Euros	Euros
Libras	Pounds



¿Cuándo comes?	When do you eat?
El desayuno	Breakfast
La comida	Lunch
La merienda	Snack
La cena	Evening meal/tea
Desayunar	To eat breakfast
Comer	To eat lunch
Merendar	To snack
Cenar	To eat dinner



EN EL MERCADO / SUPERMERCADO	IN THE MARKET / SUPERMARKET
¿ Te gustaría...?	Would you like...?
Un paquete de	A packet of
Un litro de	A litre of
Un kilo de	A kilo of
Un medio kilo de	Half a kilo of
Una botella de	A bottle of



1. The Present Tense

Normalement *normally*
 D'habitude *usually*
 Quelquefois *sometimes*

Step 1: Take the infinitive of the verb (ER/IR/RE)

Step 2: Chop off the ending (ER/IR/RE)

Step 3: Add the correct ending:

Pronouns	ER verbs	IR verbs	RE verbs
Je	e	is	s
Tu	es	is	s
Il/Elle/On	e	it	-
Nous	ons	issons	ons
Vous	ez	issez	ez
Ils/Elles	ent	issent	ent

Super Five Irregular Verbs:

There are verbs that don't follow this pattern.
 The 4 most important irregular verbs are on this sheet (ÊTRE, AVOIR, ALLER, and FAIRE).

ÊTRE – to be

Je suis *I am*
 tu es *You are (s)*
 il/elle/on est *He/she/one is*
 nous sommes *we are*
 vous êtes *you are*
 ils/elles sont *they are (m)*

FAIRE – to do/make

Je fais *I do*
 tu fais *You do (s)*
 il/elle/on fait *He/she/one does*
 nous faisons *we do*
 vous faites *you do (pl)*
 ils/elles font *they do (m)*

Common Past Tense Verbs with ÊTRE

Je suis allé (e) *I went*
 Nous sommes allé(e)s *We went*
 Je suis resté (e) *I stayed*
 Nous sommes resté(e)s *We stayed*

Opinions

C'est – it's
 C'était – it was
 Ce sera – it will be

2. The (Near) Future Tense

La semaine prochaine *next week*
 Le weekend prochain *next weekend*
 Demain *tomorrow*
 L'année prochaine *next year*

Step 1: Take the present tense of the verb 'ALLER' (to go)

ALLER: to go

Je vais *I go/am going*
 Tu vas *You go/are going (s.)*
 Il/Elle/On va *He/she/one goes/is going*
 Nous allons *We go/are going*
 Vous allez *You go/are going (p.)*
 Ils/Elles vont *They go/are going*

Step 2: Add an infinitive (the thing you're going to do).

e.g. I'm going to play
Je vais jouer

3. The Preterite (Past) Tense

La semaine dernière *next week*
 Le weekend dernier *next weekend*
 L'année dernière *next year*

Perfect Tense verbs with 'AVOIR':

Step 1: Take the present tense of the verb avoir
For some verbs you need to use the verb être (MRS VANDERTRAMP)

AVOIR: to have

J'ai *I have*
 Tu as *You have*
 Il/elle/on a *He/she/one has*
 Nous avons *We have*
 Vous avez *You have*
 Ils/elles ont *They have*























Step 2: Add the past participle (see rules below)

Take the infinitive – chop off the ER + add é
 Take the infinitive – chop off the IR + add i
 Take the infinitive – chop off the RE + add u

Awesome French Things to Say

j'en ai hâte! *I can't wait for it!*
 Que je sache *As far as I know*
 les derniers/dernières... *the latest...*
 C'est mon truc *It's my (kind of) thing*
 Ce n'est pas mon truc *It's not my (kind of) thing*
 en regardant la télé *while watching TV*
 en écoutant de la musique *while listening to music*
 en faisant des devoirs *while doing homework*

Food and Drink FRENCH

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES	
Je préfère I prefer	 le pain (bread)	parce que c'est because it is	très very	agréable (pleasant)	
	 le poisson (fish)			délicieux/euse (delicious)	
J'adore I love	 le fromage (cheese)		assez quite	fantastique (fantastic)	
	 le beurre (butter)			savoureux/euse (tasty)	
	 le lait (milk)			un peu a bit	sain/e (healthy)
 le café (coffee)	horrible (horrible)				
J'aime I like	 le thé (tea)		trop too	terrible (awful)	
	 le cola (coke)			doux/douce (sweet)	
Je n'aime pas I don't like	 le sucre (sugar)		bon/ne pour la santé (good for your health)	aigre (sour)	
	 le jambon (ham)			dégoûtant/e (disgusting)	
Je déteste I hate	 le chocolat chaud (hot chocolate)			mauvais/e pour la santé (bad for your health)	épicé/e (spicy)
	 la pomme (apple)				salé (salty)
À mon avis In my opinion	 la viande (meat)			REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN	gras/se (fatty)
	 la confiture (jam)				bon/ne pour la santé (good for your health)
	 la glace (ice-cream)	mauvais/e pour la santé (bad for your health)			
Je pense que I think that	les haricots verts (green beans)				agréable (pleasant)
	 les légumes (vegetables)				délicieux/euse (delicious)
	 les frites (chips)				fantastique (fantastic)
	 les chips (crisps)				savoureux/euse (tasty)
	 les épinards (spinach)				sain/e (healthy)
	 l'oeuf (egg)				horrible (horrible)
	 l'eau (water)				terrible (awful)

AU RESTAURANT	IN THE RESTAURANT
Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?	What would you like to eat? Can I help you?
Comme entrée	For the starter
Comme plat principal	For the main
Comme dessert	For dessert
Comme boisson	For drinks
Je voudrais	I would like
Manger/boire	To eat/ to drink
Je prends...	I'll take (have)
Un serveur/ une serveuse	A waiter/ waitress
L'addition s'il vous plaît	The bill, please
Le pourboire	The tip
C'est tout	That's all
Merci	Thank you



C'est combien ?	How much?
dix	10
vingt	20
vingt et un	21
trente	30
trente et un	31
quarante	40
cinquante	50
soixante	60
soixante-et-un	61
soixante-dix	70
soixante-onze	71
quatre-vingt	80
quatre-vingt-deux	82
quatre-vingt-dix	90
quatre-vingt-douze	92
cent	100
deux cents	200



Quand est-ce que tu manges?	When do you eat?
Le petit déjeuner	Breakfast
Le déjeuner	Lunch
Le goûter	Snack
Le dîner	Evening meal/tea



DANS LE MARCHÉ/ SUPERMARCHÉ	IN THE MARKET / SUPERMARKET
Tu voudrais...?	Would you like...?
Un paquet de	A packet of
Un litre de	A litre of
Un kilo de	A kilo of
Un demi kilo de	Half a kilo of
Une bouteille de	A bottle of



Posture
How an actor stands or sits



Proxemics
The space and awareness of space between actors and sometimes objects. Where an actor is on stage

Interaction
The physical communication between characters and sometimes objects



How does an actor use **vocal** and **physical** skills to communicate their character?

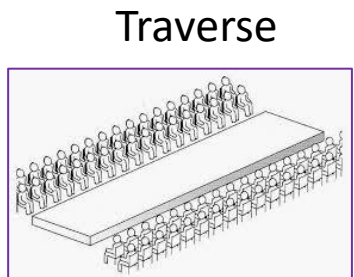
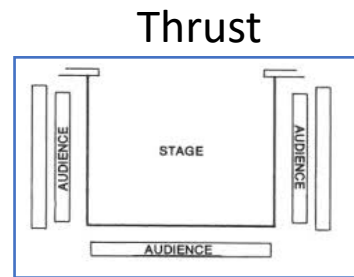
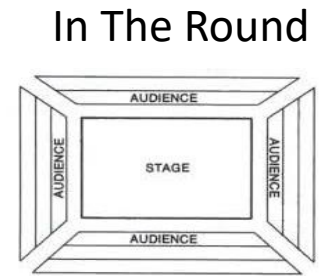
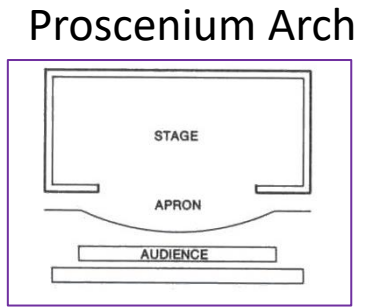
Gesture
Body movements, usually using hands, arms or shoulders

Movement
The way an actor moves and where they move to on stage

Facial Expression
Facial movements to show mood or emotion

Speech
Pitch (high/low), Volume and Projection, Pace, Diction, Emphasis, Accent

Drama Techniques Toolkit	Definition
Freeze Frame	When everyone on stage at one moment freezes or stands still
Narration	Where there is someone or a voice telling parts of the story not shared by the acting that the audience need to know
Mime	Performing/acting with no speaking
Role-Play	Performing/acting as if you are a specific character or in a specific situation
Split-Stage	Where there are two different things taking place on stage at the same time often to show different places or periods of time
Stage Configuration	The type, layout or design of a stage
Stage Positioning	Specific areas on a stage where actors or set are positioned
Step Out	When an actor steps away or looks up from a freeze frame to address/speak to the audience
Stock Characters	Stereo-typical characters found in a play



VOCAL SKILLS

PITCH
How HIGH or LOW a voice sounds

ACCENT
A way of talking associated with a geographical location or social class

PACE
The speed in which someone speaks or responds

TONE
The emotional sound of the voice e.g. Angry, Sad, Excited

DICTION
How clear an actor pronounces their words

PROJECTION
The direction and distance an actor sends their voice

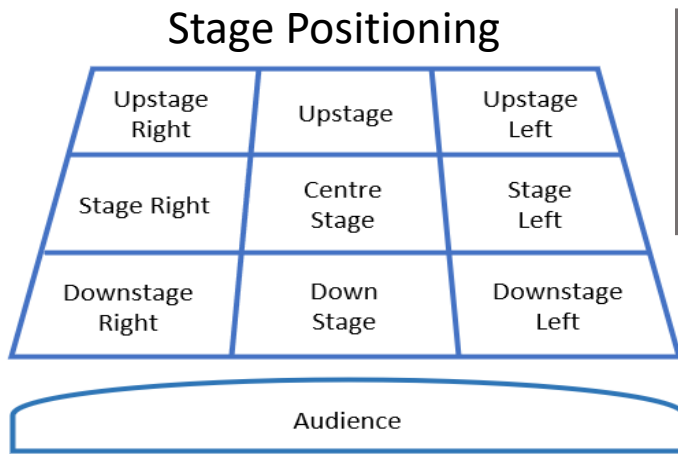
Volume
How LOUD or QUIET an actor speaks to express their emotion

EMPHASIS
Where an actor stresses a word to indicate its importance

PAUSE
Stopping for a moment for dramatic impact

Monologue: A speech spoken or presented by an individual character in a play often directed to another character or to the audience

Soliloquy: A single character expressing their own thoughts to themselves regardless of other actors and audience



Duologue: Performance of an interactive conversation between two characters

Year 8 Drama Vocal and Physical Skills

Blues Key Terms

12 Bar Blues – Blues chord sequence

Bass line – low repeating pattern

Walking Bass – A bassline that keeps moving often walking up and down in pitch

Chord – 2 or more notes played together

Improvisation - Making it up as you go along

Melody – the main tune of the music

Blues Scale – A set of notes used in Blues

Lyrics – the words of the song

Rhythm – The combination of long and short notes

Depressed – Sad feelings

Oppressed – dominated by other people

Slave Trade – the period of time where the buying and selling of slaves was typical.

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

**12-Bar Blues
Chord Sequence**

BLUES SCALE ON C



Y8 Music

How has Music narrated the struggle for equality?

Note Pyramid			
Name	Symbol	Rest Symbol	Value of each
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4

Notes on the lines are:



Notes in the spaces are:



Woodwind



All of these instruments are long tubes with holes in them which change the pitch.

Strings



All of these instruments make sound by plucking/bowing strings.

Percussion



All of these instruments are played by hitting them.

Brass



All of these instruments are made out of brass and change pitch by changing the length of the tubes.



Rhythm	The pattern of beats in a piece of music
Melody	The main tune
Chord	Three notes played together at the same time
Crotchet	Lasts 1 beat of a pulse
Minim	Lasts 2 beats of a pulse
Quaver	Lasts ½ beat of a pulse
Semibreve	Lasts 4 beats of the pulse
Pulse	A constant steady beat which keeps all the music together
Rest	Silence in music
Elements	The building blocks of music
Pitch	Whether the sound is high or low
Duration	The length of a sound
Tempo	The speed of the music
Timbre	The instruments used
Texture	How many layers of sound there are
Dynamics	The volume of the music
Structure	The order of the sections
Silence	No sound, the gaps in the music
Accompaniment	Sounds going on under the main tune
Introduction	Music heard at the start of a piece – before the main tune comes in

Sharp #	Played with the black note to the RIGHT (F# / G# / C#)
Fiat b	Played with the black note to the LEFT (Bb / Eb / Ab)
Duet	A tune shared between parts equally
Fluency	No hesitations in a performance
Keyboard	An electric piano
Ukulele	A guitar-like instrument with four strings
Lyrics	Words
Conductor	Leader of the music – links between the singing and the instrumentalists
Audience	The people who watch and listen to a performance
Ensemble	A group of performers
Compose	Making up your own music
Perform	Playing music in front of an audience
Improvisation	Making up music on the spot
Bass line	A repeating pattern played at a low pitch
Verse	The section of a song that tells the story and has different words each time
Chorus	The catchy section of a song that is repeated lots
Round	One person starts singing then the next person starts 4 or 8 beats later
Balance	How well the different parts are mixed together
Contrast	Big changes between sections
Multitrack	Layering different parts one at a time by recording them

Tempo

SLOOOOOW QUICK!!

Texture

{ Silence }

Pitch

low high

Dynamics

Timbre

Structure

Duration

Creatures & Characters

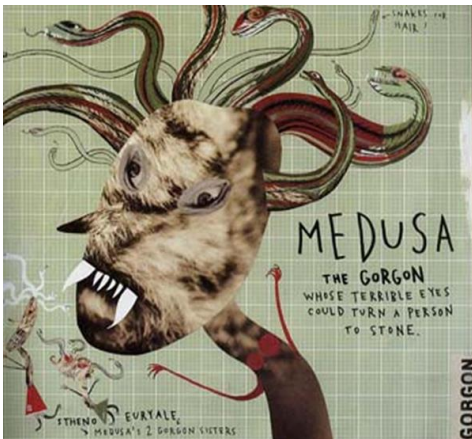
Content: In this project you will develop knowledge- of mythological creatures.

Understand-what inspired artists to create their work and how to write about the work

Develop skills- drawing, shading, painting, using materials to create 3 dimensional shapes and showing the influence of other artists in your own work and presentation

Outcome- An original creature inspired by one or some of the characters you have studied.

Sara Fanelli
Sara Fanelli is an Italian-British illustrator known for creating characters for children's books.



ARTISTS

Quentin Blake



John Kenn Mortensen



Paride Bertolin



Tim Burton



Keywords:

Mythological- something that is fictitious (made up) or imaginary. Often found in mythology and fables.

Typography - arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.

Surrealism-is an art style that focuses on imagination and dream like images.

Anthropomorphism- is giving human characteristics to animals or objects

Assessment:
(D) Demonstrate a deepening- knowledge, understanding and skills
(O+)On Track- Demonstrate some- knowledge, understanding and skills
(O-)On Track- Demonstrate some- knowledge, understanding and skills
(Y)Yet to be on Track- developing some- knowledge, understanding and skills
(A)Earlier Stage-minimal knowledge, understanding and skills

Analysis

All artist research pages should be annotated Artwork-

Artist name

- Describe the work-what does it look like? Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because
 I think the colour scheme used is effective because...
 I think the artist has been inspired by...because

Evaluation of Your Artwork-

What inspired you to create the piece?
 What techniques did you use and why?
 What does it mean to you?
 How is it relevant to your idea?

Sentence starters

The technique I have used is...
 The skill/technique I found most difficult was...because...
 I think my work is successful because...

Broadoak Above and Beyond Challenges

Curriculum Area	How to develop your curiosity
English	Read a book of your choosing and write a book review.
Maths	Write a colourful set of instructions/flow diagram for solving questions/equations you have been working on this term.
Science	Research a scientist of the past create a fact-file of their background and achievements and impacts.
Humanities	Create a film reporting on a historical event you have looked at, as if it happened today.
MFL	Make a booklet for the year below you about how to be a successful linguist.
The Arts	Research and make a fact-file on an artist, chef or inventor of your choosing.
Performing (Music and Drama)	Watch live or online a performance of your choosing and write a review for a magazine, rating and evaluating it.
PE	Take an autumnal walk, assessing how you felt before and after.

Due: First week after December break, by 13th January 2023

Where: Give to your subject class teacher first lesson back.



BROADOAK
ACADEMY