



**KNOWLEDGE  
ORGANISERS**

**YR8**

**HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TOLERANCE**



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# A Guide to Using your Knowledge Organisers

## What is a knowledge organiser?

In this booklet you will find knowledge organisers for every subject you study at Maddani. Your teachers have thought about **the most important key vocabulary, diagrams, information, and ideas that you need to know to understand each topic and have summarised them on one A4 sheet of paper** for you. The information has been organised into clear tables, diagrams or key points to make the knowledge organiser easy to use and to understand.

## How will Knowledge organisers help you?

People remember what they have learned by thinking about it often, and by linking key knowledge to other ideas within a topic. Your knowledge organisers include the key information and ideas for the topic you are studying, so that you can think about how these ideas are linked to what you are learning in each lesson. **This means that you are thinking about these key ideas many times as you study the topic.** This will make it easier to remember what you have learned and add new knowledge each lesson

Your knowledge organisers are also useful if you have been absent because the knowledge organiser will include the key ideas from the lesson you missed. This will make it much easier to understand and catch up with the activities you need to complete independently.

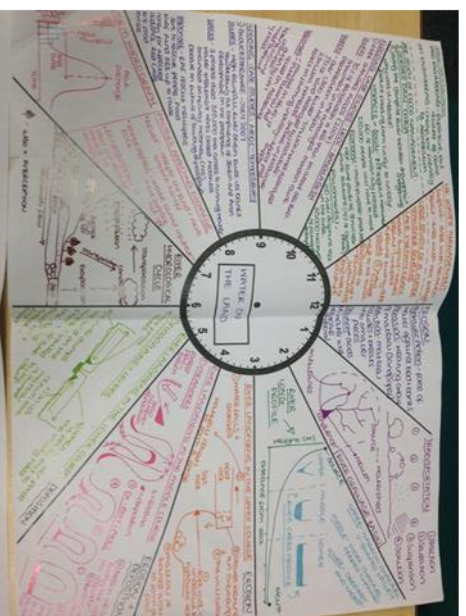
## How can you use your knowledge organisers?

**There are many activities that you can do using your knowledge organisers. Try some of the ones explained below:**

**Homework:** Your teachers may assign homework linked to your knowledge organisers to help you understand key terms and ideas from the topic. This will help you prepare for your next lesson and understand the new information more clearly

**Independent Research:** You could do your own research to learn more about the key ideas included in your booklet

**Creating more revision and learning tools:** You can use the information on your knowledge organiser to create mind-maps or revision clocks. You can do this by taking the key ideas from the knowledge organiser and creating your mind-map or Round the Clock sheet (like the one shown below with 12 sections for information – just like a clock) by starting with the main ideas from your knowledge organiser and adding all the specific detail you remember from your lessons to the different sections of your mind-map or Round the Clock Diagram.



## They are great for revision and testing your level of knowledge:

**Test yourself:** Because knowledge organisers include the key information and ideas for each topic, you can use them to help you revise for tests. You can self-quiz by covering sections of the knowledge organiser and testing yourself to see what you remember. Then uncover the information on your knowledge organiser and see if you were correct.

**See how well you know the topic:** Turn your knowledge organiser over and create a mind-map or write everything you know about the topic on a blank piece of paper. Then turn over the knowledge organiser and check to see if your information is correct or if there is anything that you missed. Revise it and make sure you will remember more the next time.

**Create your own quizzes:** Use the knowledge organiser to write your own set of questions based on the information included. Once you have a set of questions, turn the knowledge organiser over and see if you can remember the answers. Make sure you revise anything that you couldn't answer so that you will be able to next time. Try to answer the questions each week and see if you are able to remember more each time.

**Create your own flashcards.** For example, you could write the key terms from your knowledge organiser on one side of the card and the definition on the other. Then use the cards to quiz yourself.

**Many of the key ideas you need to know for exams are on the mind-map.** If it is included on the knowledge organiser your teacher thinks it is important for you to know it and you can expect it to be tested on an exam in some way.

**It is important to remember that knowledge organisers don't include all the information that you need to know – only the main ideas. You can use them to help you remember the detail from your lessons.**

## How can your parents/carers use knowledge organisers to help you learn?

Read through the organiser with someone in your family and explain the information included in the knowledge organiser to them. Make sure you use examples and provide as much detail as you can, and then answer any questions your family member might have. Teaching someone else what you know helps you to understand the key ideas more clearly and helps you remember them more easily next time.

Ask your family to test or quiz you on the information included in the knowledge organiser. You should try to do this regularly and keep track of what you remember to see if you improve each time.

Ask your family to read out sections of the knowledge organiser to you, but to miss out key words or pieces of information and see if you can fill in the key terms or knowledge.

Ask your family to test you regularly on the spellings of key words until they are perfect. Make a note of the ones that you spell incorrectly to make sure that you know them next time.



## Key Terms

- 1. Balanced diet** A diet that contains the correct amounts of all the necessary nutrients required for healthy growth and activity.
- 2. Carbohydrate** Food belonging to the food group consisting of sugars, starch and cellulose. Carbohydrates are vital for energy in humans and are stored as fat if eaten in excess. In plants, carbohydrates are important for photosynthesis.
- 3. Deficiency** In the diet, a deficiency happens if there is too little of a particular nutrient.
- 4. Diet** The type and amount of food consumed by people.
- 5. dietary fibre** The part of food that cannot be digested. It is also called roughage.
- 6. Lipid** Fat or oils, composed of fatty acids and glycerol.
- 7. Minerals** Naturally occurring, inorganic chemical substances. Minerals are necessary for both plant and animal health.
- 8. Protein** Organic compound made up of amino acid molecules. One of the three main food groups, proteins are needed by the body for cell growth and repair.
- 9. Vitamins** Organic substances which are essential in small amounts to regulate the metabolism and maintain the immune system.

## Biological Molecules

A **nutrient** is a substance which is needed for growth, repair and **metabolism**. The three main nutrients are:

### Carbohydrates

Carbohydrates are digested in the **mouth, stomach** and **small intestine**. Carbohydrase enzymes break down starch into sugars. The saliva in your mouth contains amylase, which is another starch digesting enzyme. If you chew a piece of bread for long enough, the starch it contains is digested to sugar, and it begins to taste sweet.

### Proteins

Proteins are digested in the **stomach** and **small intestine**. Protease enzymes break down proteins into amino acids. Digestion of proteins in the stomach is helped by **stomach acid**, which is strong hydrochloric acid. This also kills harmful **microorganisms** that may be in the food.

### Lipids (fats and oils)

Lipase enzymes break down fat into fatty acids and glycerol. Digestion of fat in the **small intestine** is helped by **bile**, made in the liver. Bile breaks the fat into small droplets that are easier for the lipase enzymes to work on. Bile is not an enzyme.

## What is Digestion?

The **digestive system** is made up of a group of organs that work together to break down food. This is where digestion takes place.

During **digestion** larger insoluble food molecules are broken down into smaller soluble ones with the help of enzymes.

These molecules are transported around our body to be used for energy, growth and repair.

The opposite of digestion is egestion.

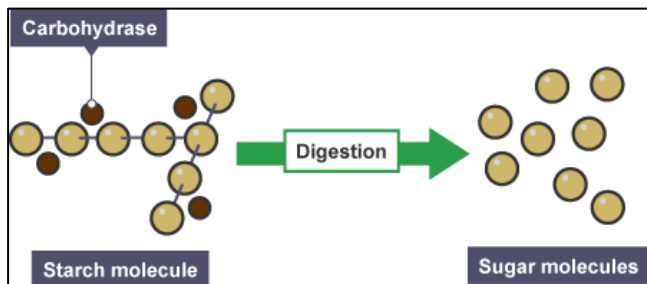
**Egestion** is the process of passing out food that has not been digested, as faeces.

## Enzymes

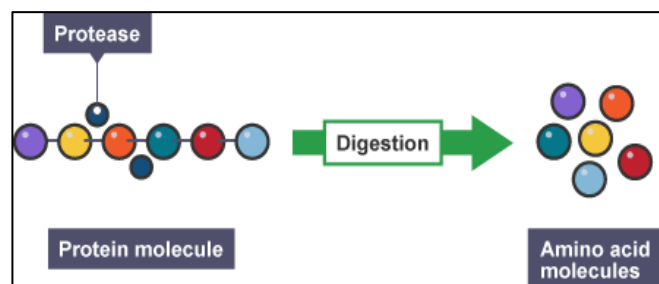
Enzymes are not living things. They are just special proteins which catalyses a chemical reaction by breaking large molecules into small molecules. Different types of enzymes can break down different nutrients

## Types of Enzymes

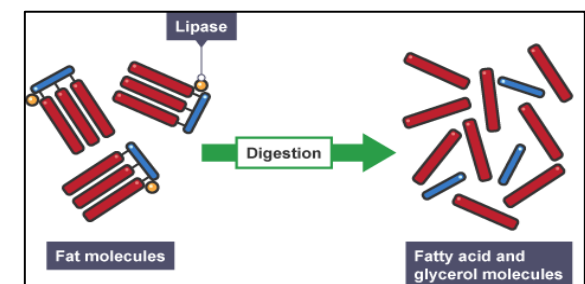
**Amylase** and other **carbohydrase** enzymes break down **starch** into **sugar**



**Protease** enzymes break down **proteins** into **amino acids**.



**Lipase** enzymes break down **lipids** (fats and oils) into **fatty acids** and **glycerol**.



## Key Terms

**balanced chemical equation** - A chemical equation written using the symbols and formulae of the reactants and products, so that the number of units of each element present is the same on both sides of the arrow.

**Bond** - The chemical link that holds molecules together.

**Catalyst** - A substance that changes the rate of a chemical reaction without being changed by the reaction itself.

**Combustion** - The process of burning by heat.

**complete combustion** - Burning in a plentiful supply of oxygen or air. Complete combustion of a hydrocarbon produces water vapour and carbon dioxide.

**Endothermic** - Reaction in which energy is taken in.

**Exothermic** - Reaction in which energy is given out to the surroundings. The surroundings then have more energy than they started with so the temperature increases.

**Fuel** - Material that is used to produce heat, like coal, oil or gas.

**Hydrocarbon** - A compound that contains hydrogen and carbon only.

**incomplete combustion** - Burning when there is a limited supply of air or oxygen.

**Limewater** - Calcium hydroxide solution. It turns milky in the presence of carbon dioxide.

**Neutralise** - To be made neutral by removing any acidic or alkaline nature.

**Oxidation** - The gain of oxygen, or loss of electrons, by a substance during a chemical reaction.

**Product** - A substance formed in a chemical reaction.

**Reactants** - Substances present at the start of a chemical reaction.

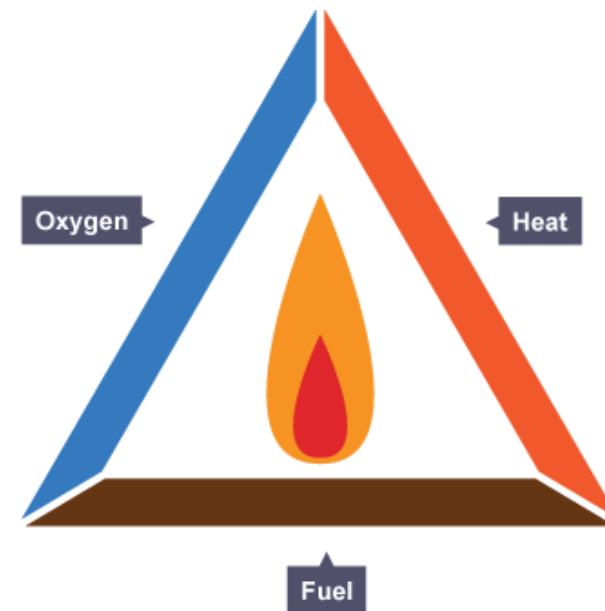
**thermal decomposition** - Type of reaction in which a compound breaks down to form two or more substances when it is heated.

## Combustion Reactions

Combustion is another name for burning. It is an example of an exothermic reaction, a reaction that releases energy to the surroundings. This is mostly thermal energy, but light energy and sound energy are also released. Note that some other reactions are endothermic reactions – they take in energy from their surroundings.

The fire triangle shows the three things needed for a fire to start and keep going.

A fire needs a fuel, oxygen (or air), and heat. If one of the sides of the fire triangle is removed, a fire will not start, and a fire that is already burning will go out. Fire-fighting relies on this principle. The fire will go out when the fuel runs out, but it is often unsafe to leave a fire that long. Different types of fires need to be tackled in different ways.

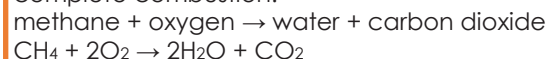


## Complete Combustion

Coal, oil and natural gas are fuels that are widely used. They contain hydrocarbons, which are compounds of hydrogen and carbon only. When the fuel burns, its hydrocarbons react with oxygen. If there is plenty of air, complete combustion happens:

- the hydrogen atoms combine with oxygen to make water vapour,  $H_2O$
- the carbon atoms combine with oxygen to make carbon dioxide,  $CO_2$
- the maximum amount of energy is released

Natural gas is mostly methane,  $CH_4$ . Here are the equations that model its complete combustion:



## Incomplete Combustion

If there is not enough air or oxygen for complete combustion, incomplete combustion happens instead. Water vapour and carbon dioxide are still produced, but two other products are also produced:

- carbon monoxide,  $CO$ , a colourless toxic gas
- particles of carbon, which appear as soot and smoke, and which cause breathing problems

## Powers and Roots

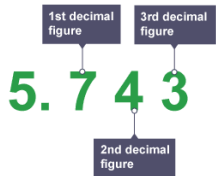
The notation  $3^2$  is known as **index form**. The small digit is called the index number or **power**. The index number tells you how many times the number should be multiplied.

When the index number is two, the number has been **squared**.  
When the index number is three, the number has been **cubed**.

## Significant Figures/ Rounding

### Counting decimal places

Decimal places are counted from the decimal point:



Example Round 9.6371 to 2 decimal places. This means we need to look at 2 digits after the decimal point.

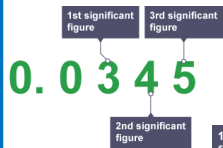
9.6371

Because the next digit 7, is more than 5 we round 3 up. So 9.6371 to 2 decimal places is 9.64

### Counting significant figures

Significant figures start at the first non-zero number, so ignore the zeros at the front, but not the ones in between. Look at the following examples: **Example 1.**

Round 0.0345 to 2 significant figures  
The second significant figure is 4, look at the next digit, its 5 which means we round up 4. Answer: 0.035



### Example 2.

Round 72800 to 1 significant figures  
The first significant figure is 7, look at the next digit, its 2 which means we round down. Answer: 7000

## Standard Form

A number is said to be written in standard form when it is written as  $A \times 10^n$ , where:

- $A$  is a number greater than or equal to  $1$ , but strictly less than  $10$ , and
- $n$  tells us how many places to move the decimal point.

You can convert from standard form to ordinary numbers, and back again. Have a look at this example:

$3 \times 10^4$  can be written as:

$$3 \times 10^4 = 3 \times 10 \times 10 \times 10 \times 10$$

$$= 3 \times 10,000$$

$$= 30,000$$

## Accuracy/ Estimation

When using approximations to estimate the solution to a calculation, round each number in the calculation to 1 significant figure.

$\approx$  means 'approximately equal to'

$$\frac{348 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$$

'Note that dividing by 0.5 is the same as multiplying by 2'

## Factors, Multiples, Index Law

### Indices Rules

$$\text{In general } 2^m \times 2^n = 2^{(m+n)} \quad 2^0 = 1$$

$$\text{In general } 2^m \div 2^n = 2^{(m-n)} \quad 2^1 = 2$$

The **factors** of a number are the numbers that divide into it exactly.

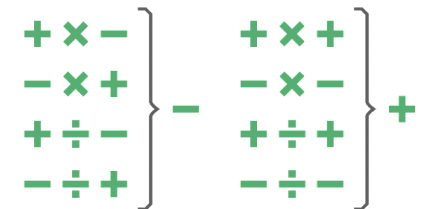
The **multiples** of a number are the numbers that belong to that number's times table.

## Negative Numbers

Numbers below zero are called **negative** numbers. Numbers above zero are called **whole** numbers. There are rules you can use if adding, subtracting, multiplying or dividing positive and negative numbers.

The rule for multiplying and dividing these numbers is very similar to the rule for adding and subtracting.

- When the signs are different the answer is negative.
- When the signs are the same the answer is positive.

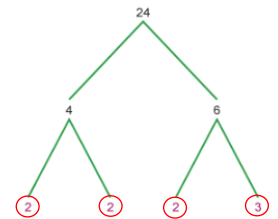


## Prime Factors

It is often useful to write a number as the product of its prime factors. This can be done by listing the factor pairs as successive branches in a factor tree. The branches continue to expand until all the factors are prime numbers. The final answer is the product of the prime numbers displayed at the end of these branches.

LCM (Lowest Common Multiple) - The smallest number that is in the times tables of each of the numbers given

HCF - (Highest Common Factor) - The biggest number that divides exactly into two or more numbers



$$24 = 2 \times 2 \times 2 \times 3$$

## E-Safety Key Terms

**Anti Virus** Software Application designed to protect PCs from malicious computer code (virus)

**Cookie** A small piece of data sent from a website and stored in a user's web browser while a user is browsing a website.

**Filtering** Software or hardware product designed to prevent access to inappropriate websites on the internet. It does this by denying or allowing access based on lists of pre-classified addresses, or by examining the web data for keywords or unwanted content.

**Firewall** A system that prevents unauthorised access to a computer over a network, such as the internet. Firewalls can be either hardware or software businesses tend to use the former; home users the latter.

**Password** A word or series of letters, numbers and punctuation that only you know, which you use to log on to computers, networks or online services.

**SMS** Short message (or messaging) service, a system that enables mobile phone users to send and receive text messages

**Social Network** A social network service focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are web based and provide a variety of ways for users to interact, such as e-mail and instant messaging services

## The Internet

Be careful when sharing personal information online. Only use websites you trust. Personal information includes:

- full name
- date of birth
- address

This information can be used to steal your identity or to find you in the real world. Identity theft is where someone pretends to be you. They might shop online spending your money, or take out loans in your name.

## Spam & Phishing

Spam emails offer all kinds of things like money, prizes and very low prices for products that are normally very expensive. They can contain malware too.

Phishing

Trying to trick someone into giving out information over email is called 'phishing'. You might receive an email claiming to be from your bank or from a social networking site. They usually include a link to a fake website that looks identical to the real one. When you log in it sends your username and password to someone who will use it to access your real accounts. They might steal your money or your identity.

## Malware and Security

Malware is a general term that describes lots of different programs that try to do something unwanted to your computer. Anti-virus software prevents malware from attacking your computer or mobile device.

## Types of Malware

A **virus** harms your computer in some way, usually by deleting or altering files and stopping programs from running.

A **trojan** starts by pretending to be a trusted file, but gives unauthorised access to your computer when you run it.

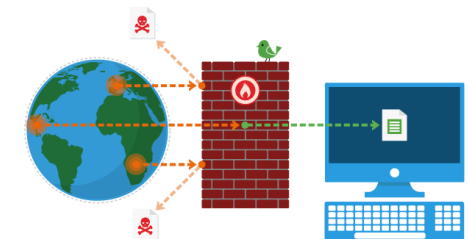
**Worms** are difficult to get rid of. They copy themselves over networks to external storage devices  
Spyware collects information from your computer and sends it to someone.

**Scareware** tricks you into thinking it's software that you need to buy.

## Firewall

A firewall monitors connections to and from your computer. If it spots something suspicious, it closes the connection or disconnects it. Most operating systems include a firewall and it should be turned on by default.

Hackers, people who try to gain access to your computer without your permission, will have a harder time if your firewall is enabled.



## False Information

The internet is a great source of information but some of it is incorrect, out of date or biased. Always check multiple sources, ie other websites or written material, to confirm what you've read is correct.

No one is in charge of the internet so anyone can post or publish anything to it. Some content may be unsuitable. Websites that you can trust include those from:

- the Government – if the address has 'gov.uk' in it, it's a UK Government website
- the National Health Service (NHS) – if the address has 'nhs.uk' in it, it's an NHS website
- the Police – the official website is www.police.uk

## Stay Safe

Email, instant messaging, social networking sites and video chat are great for keeping in touch with family and friends, but make sure you know who you're talking to. People may not be who they claim to be. They might try to get personal information from you or ask you to do something that makes you uncomfortable. Others may try to wind you up or be unnecessarily aggressive. This is called trolling and flaming. Ignore emails and friend requests from people you don't know. Always speak to an adult if you come across anything online that makes you feel uncomfortable and unsafe.

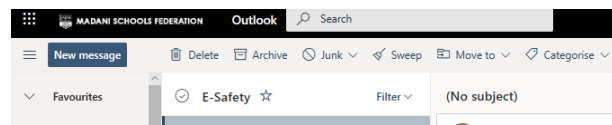


## New Message



To compose an email, press the button in the top left hand corner 'New Message'.

## Messages



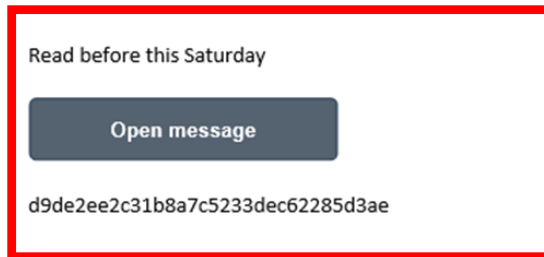
When selecting an email in your inbox, you can choose what happens to it via these buttons.

## Spam Emails

You may receive spam email which appears to be from a teacher, student or someone you know, prompting you to either click on a link or to open a message.

By clicking the link and entering your details you are giving access to your email account to hackers to send automated emails.

Delete the email & do not click on the link to view the message.



## Email Message

Once your Email is complete press 'Send'.

Insert the email address of the person who you would like to send the email to.

Over here you can add additional people who need to be included in the email but the email is not directed to them. The recipient will be able to see these names here.

Once your Email is complete press 'Send'.

Delete this draft email.

If you would like to add any documents from your computer/ One drive.

Delete this draft email.

Bcc is when you want to alert a person to the email but do not want the recipient to see who else has received this email.

Title your email here.

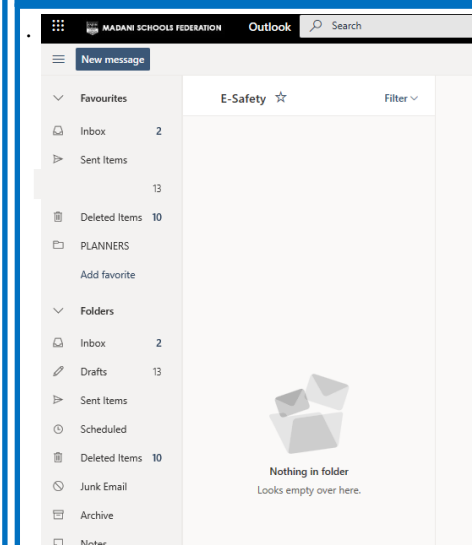
Write your message/ text/ information here.

Format your text, font size, layout etc, through this.

Add an image to the email.

If you would like to add any documents from your computer/ One drive.

## Your Inbox



This is your inbox, you will have all the emails you receive displayed here. To view an email, click on the email you would like to open and it will appear on the right hand side.

## Plot Summary

### Animal Farm - Plot summary

Animal Farm is a novel about a group of animals who take control of the farm they live on. The animals get annoyed with their master, Farmer Jones, so they kick him out. Once they are free of the tyrant Jones, life on the farm is good for a while and there is hope for a happier future of less work, better education and more food. However, trouble brews as the pigs, Napoleon and Snowball, fight for the hearts and minds of the other animals on the farm. Napoleon seizes power by force and ends up exploiting the animals just as Farmer Jones had done. The novel ends with the pigs behaving and even dressing like the humans the animals tried to get rid of in the first place.

### Social and historical context

Animal Farm was written by George Orwell and published in 1945. This novel is an allegory (an allegory is a simple story that represents a larger point about society or human nature, whose different characters may represent real-life figures.) - even though it is set on a farm and stars a cast of farm animals, it reflects the events of the Russian revolution of 1917. The animals are all clever representations of Russian politicians, voters and workers. Orwell used the novel to make his opinions on Russian leaders heard.

## Themes

- Character development
- Dystopia
- Power: leadership and corruption
- Power: control over the intellectually inferior
- Lies and deceit
- Rules and order
- Foolishness and folly
- Dreams , hopes and plans
- Cunning and cleverness
- Violence
- Pride
- Religion

## Characters

- The characters in Animal Farm can be split into three groups - the humans, the pigs and the other animals. The humans are the villains, thoughtless and neglectful. The pigs are scheming, clever and forceful and replace the humans as villains. The other farmyard animals are trusting, passive and hardworking - they are the heroic victims of the novel. Each group represents a different element of the Russian Revolution in 1917.

### Main characters

- Old Major
- Napoleon
- Snowball
- Boxer

### Secondary characters

- Mr Jones
- Squealer
- Benjamin

### Minor characters

Clover - the mother figure of the farm. A kind and caring horse that sees the faults in Napoleon's rule but like Boxer, lacks the words to express herself.

The dogs - there are good dogs: Bluebell, Jessie and Pitcher, then there are Napoleon's dogs that he uses to police the farm. They represent the secret organisations of the police.

The hens - they bravely protest about their eggs being taken.

Mollie - a horse that is happy to be ruled by humans.

Moses - Jones' pet raven, also a preacher.

The young pigs - they speak out against Napoleon and are executed as a result.

The sheep - they interrupt debate on the farm with chants of "four legs good, two legs bad". They play a crucial role in Napoleon's rise to power.

Mr Pilkington - an 'easy going' gentleman farmer who spends most of his time hunting.

Mr Frederick - a tough farmer who fights to get what he wants.

Mr Whimper - a lawyer that the pigs hire.

## Key Quotations

- "All men are enemies. All animals are comrades." -George Orwell, Animal Farm, Ch. 1
- "THE SEVEN COMMANDMENTS 1. Whatever goes upon two legs is an enemy. 2. Whatever goes upon four legs, or has wings, is a friend. 3. No animal shall wear clothes. 4. No animal shall sleep in a bed. 5. No animal shall drink alcohol. 6. No animal shall kill any other animal. 7. All animals are equal." -George Orwell, Animal Farm, Ch. 2
- "The animals were happy as they had never conceived it possible to be. Every mouthful of food was an acute positive pleasure, now that it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master." - George Orwell, Animal Farm, Ch. 3
- "...Clover also notices that the wall on which the Seven Commandments were written has been repainted: Now, the wall simply reads, "ALL ANIMALS ARE EQUAL / BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS." Eventually, all the pigs begin carrying whips and wearing Jones' clothes ..." George Orwell, Animal Farm, Ch. 10

## Learning Objectives

By the end of the term and I will be able to

- Describe a past holiday
- Say where you went
- Say what you did
- Talk about festivals

## Grammar Objectives

I will be able to understand and apply rules about

- Use of the past (perfect) tense with avoir
- Use of the past (perfect) tense with aller

## Grammar

**Grammaire** p. 169-169 WB p.40

**Talking about the past**

The perfect tense in French is usually formed with the present tense of *avoir* and the past participle of the verb, for example *visiter* – *visité*.  
*J'ai visité* – I have visited/I visited

J'ai		I have	
tu as	joué	you have (singular)	played
il/elle a	visité	he/she has	visited
on a	trouvé	we have	found
nous avons	acheté	we have	bought
vous avez	mangé	you have (plural)	eaten
ils/elles ont	fait ...	they have	done ...

The imperfect tense is used to describe what something was like: *c'était* – it was

## Activities in the Past

Qu'est-ce que tu as fait?	What did you do?
j'ai acheté	I bought
j'ai bu	I drank
j'ai fait	I did
j'ai joué	I played
j'ai mangé	I ate
j'ai trouvé	I found j'ai
visité	I visited
j'ai voyagé	I travelled
j'ai vu	I saw
je suis allé(e)	I went
je suis rentré(e)	I came back home
c'était	it was

## Perfect Tense

### Key grammar words

**Perfect tense:** Completed action in the past e.g. I ate/ I did etc.

**Verb:** action word

**Past participle:** Verb in the past tense e.g. to eat becomes ate, to do becomes did etc.

**Imperfect tense:** Continuous action in the past e.g. it was raining/ great etc.

## Sequencing Words

d'habitude	usually
hier	yesterday
(tout) d'abord	first of all
puis	then
ensuite	then
après	after
pour finir	finally

## Model Text

Salut je suis en vacances	Hello I am on holiday	Où es-tu en vacances ?
à New York	in New York	
aux États Unis	in America	
et c'est super !	and it's super!	C'est comment ?
Hier j'ai visité la Statue de la Liberté	Yesterday I visited the Statue of Liberty	Qu'est ce que tu as fait ?
et c'était incroyable.	and it was incredible .	
Tout d'abord, j'ai acheté des souvenirs	Firstly, I bought souvenirs	
et puis j'ai mangé un hamburger avec des frites.	and then I ate a hamburger with chips.	
Ensuite j'ai trouvé un ballon de foot à Central Park.	Next I found a football in Central Park.	
Puis, j'ai visité Times Square	then I visited Times Square	
et pour finir j'ai vu un Taxi jaune.	and to finish I saw a yellow taxi.	
C'était une journée géniale !	It was a great day!	C'était comment?

## Going on Holiday

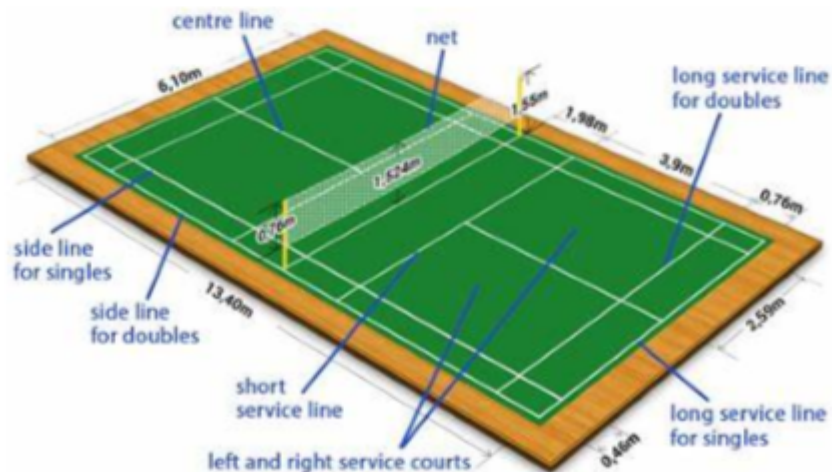
Où vas-tu en vacances?	Where do you go on holiday?
à la campagne	in/to the countryside
à la mer/au bord de la mer	by/to the seaside
à la montagne	in/to the mountains
chez mes grands-parents	at my grandparents' house
en ville	in town
une auberge de jeunesse	a youth hostel
un bateau de croisière	a cruise ship
un camping	a campsite
un gîte	holiday cottage
un hôtel	a hotel
une villa	a villa
se baigner/nager	to swim
choisir	to choose
dormir	to stay overnight
faire des randonnées	to go hiking
faire du vélo	to go cycling
finir	to end, finish

## Badminton Rules

### Rules

- Game starts with diagonal serve
- Serve must land across service line.
- Play to 21—Must win by 2 clear points
- Whoever wins the point serves next
- When score is odd the serve is from the left and when even serve from the right.
- Court is long and thin for singles and short and wide for doubles.
- You can't hit the net with your racket.
- Serve must be below waist height.

## Court Markings



## Skills & Tactics

Short Serve	Racket is held across the body (back hand) and below waist height. Shuttle held out above racket and hit low over net diagonally.
Overhead Clear	It is played to the opponent's back court and may be used defensively (high clear) or offensively as when played flatter (attacking clear).
Drop Shot	A shot played with finesse to land the shuttle swiftly and close to the net on the opponent's side (tap shot).
Smash Shot	It is the most attacking shot in badminton. It is an overhead shot which brings the shuttle down from a height at a steep angle.
Net Shot	Shot from the forecourt clearing the net and then falling rapidly.
Underarm Clear/ Long Shot	Shot played to back of opponent's court (high). Stand sideways on and use whip action with the racket to create power on shot. When used as serve the player will need to serve diagonally to their opponent's court
Tactics	Doubles Tactics—Positioning on court (side by side/ front and back) Hitting into space—Moving opponent around the court Shot selection—Selecting the correct situation. Deception—Selecting shot to deceive/ Trick opponent Targeting opponents weakness.

## Grammar Focus

(1) Present tense = an action taking place now. In Arabic, the present tense will begin with:

أجْبُ - تَأْكُلُ - يَتَنَاوَلُ - تَطْلُبُ      أ - ت - ي - ن

(2) Numbers = 3-10 are opposite in gender      أَرْبَعُ دَجَاجَاتٍ ثَلَاثَةٌ

(3) Cases = Accusative case (like the object of the sentence) has a fathah      أُمِّي نُحِبُّ السَّلْطَةَ

## Time Phrases

Always دَائِمًا

never أَبَدًا

sometimes أحيانًا

usually عَادَةً

rarely نَادِرًا

## What's Your Answer?

مَاذَا تَأْكُلُ/تَشْرَبُ فِي الْغَدَاءِ/فِي الْعِشَاءِ؟  
هَلْ تُفَضِّلُ الدَّجَاجَ أَوْ اللَّحْمَ؟  
لِمَاذَا؟

## Model Text

At breakfast I eat cereal with hot milk	فِي الْفُطُورِ أَنَا أَكُلُ السَّرِيالَ مَعَ الْحَلِيبِ السَّاحِنِ
At lunch I eat sandwich at school	فِي الْغَدَاءِ أَنَا أَكُلُ السَّانَدُوِيَشَ فِي الْمَدْرَسَةِ
At dinner lamb with rice or vegetables	فِي الْعِشَاءِ أَنَا أَكُلُ اللَّحْمَ مَعَ الْأُرْزِ أَوْ الْخُضْرَوَاتِ
My mother doesn't eat chicken	أُمِّي لَا تَأْكُلُ الدَّجَاجَ
My brother loves pizza	أَخِي يُحِبُّ الْبَيْزِرَا
My father has tea with three sugars	أَبِي يَتَنَاوَلُ الشَّايَ مَعَ ثَلَاثَةِ مَلَاعِقَ مِنَ السُّكَّرِ
At the restaurant, my mum always orders salad	فِي الْمَطْعَمِ، أُمِّي دَائِمًا تَطْلُبُ السَّلْطَةَ
Sometimes we order fish	أحيانًا نَطْلُبُ السَّمَكَ
We rarely eat junk because it is unhealthy	قَلِيلًا نَأْكُلُ الْوَجَبَاتِ السَّرِيعَةَ لِأَنَّهَا غَيْرُ صِحِّيَّةٍ

at breakfast I eat      فِي الْفُطُورِ أَنَا أَكُلُ

at lunch I eat      فِي الْغَدَاءِ أَنَا أَكُلُ

at dinner I eat      فِي الْعِشَاءِ أَنَا أَكُلُ

## Questions to Think about

At breakfast I eat cereal with hot milk	فِي الْفُطُورِ أَنَا أَكُلُ السَّرِيالَ مَعَ الْحَلِيبِ السَّاحِنِ
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## Food Descriptions

Tasty لَذِيذٌ  
Healthy صِحِّيٌّ  
Hot سَاخِنٌ  
Cold بَارِدٌ  
Bitter مُرٌّ  
Sour حَامِضٌ  
Sweet حُلْوٌ  
salty مَلِحٌ  
spicy حَارٌّ

## Questions to Think about

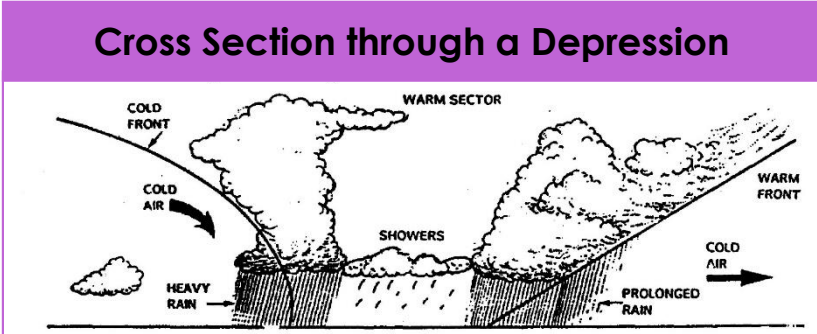
What time do you eat? With whom?  
Where? Why? How often?

### Key Words

Anticyclone	Microclimate
Aspect	Precipitation
Climate	Relief
Condensation	Temperature
Depression	Transpiration
Evaporation	Weather

### Why Does it Rain?

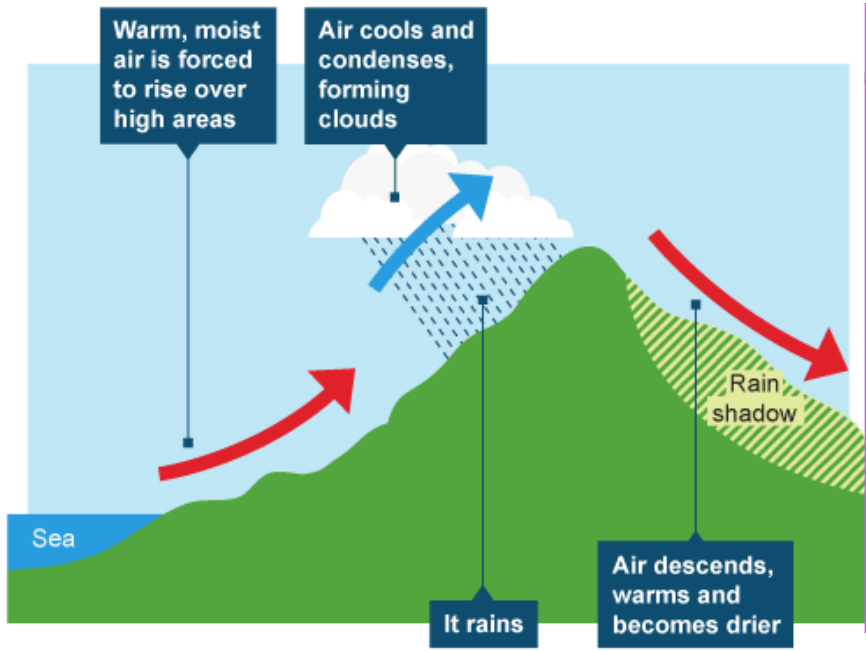
All rain is caused by air rising and the water vapour condensing but not all rain happens in the same way or for the same reasons. For example, air rises for different reasons. We give different names to the type of rain depending on why the air is rising.



### Weather Symbols


### How Is Convectional Rainfall Formed?

1. The sun has been warming the ground all morning.
2. The ground warms the air and the temperature rises
3. The air rises as currents of warm air. We call these convection currents
4. As the warm air rises, it cools and the water vapour (tiny droplets of water) in the air condenses to form clouds.
5. The water droplets join together with other water droplets and get heavy. They fall as rain.



### Low Atmospheric Pressure

**LOW ATMOSPHERIC PRESSURE**

outer edge of the atmosphere

The Earth's atmosphere presses down on the surface of the Earth.

Warm air rises. This reduces the weight of air pressing down on the Earth's surface.

The Earth's surface is warmed by the sun's rays.

### High Atmospheric Pressure

**HIGH ATMOSPHERIC PRESSURE**

Outer edge of the atmosphere

The Earth's atmosphere presses down on the surface of the Earth.

Cold, dense air falls. This increases the weight of the air pressing down on the Earth's surface.

The Earth's surface

## Protestants

Protestant ideas first became popular in Europe though Martin Luther and the 95 Theses before Henry VIII decided to make England a Protestant country. Luther's ideas became popular because

Many people heard and understood Luther's ideas

- Other preachers heard his ideas and repeated them in their own churches
- The printing press had recently been invented so for the first time books and pamphlets could be copied and shared quickly
- Luther used cartoons in his pamphlets so even though most people couldn't read, they understood the meaning of the pictures

People were interested in his ideas and wanted change

- Many thought the Pope and Italy were too powerful and liked that Luther wanted to challenge this
- Powerful princes were happy that Luther wanted the government to control taxes and not the church
- Luther used humour in his writing and made his ideas easy to understand

Henry VIII was strongly Catholic, but he liked Luther's Protestant ideas because

- He wanted to have a son and an heir, and his wife Catherine was getting older.
- He wanted a divorce so he could marry a younger wife who might have a son. The Catholic faith did not allow this but as a Protestant he could get a divorce
- If he started a new church he would be in charge of it and not the Pope
- The Catholic church was very wealthy. If Henry became head of the church in England he would control that wealth
- Some people in England believed in Protestant ideas and thought the Catholic church was corrupt

## Key Terms

Protestant	Excommunicate
Catholic	Dissolution
Protestant Reformation	Monastery
95 Theses	Mass
Indulgences	Puritan
Heretic	Bishop
Martyr	Corruption

## Differences in Beliefs

	Catholic view	Protestant view
Decoration of churches	People should glorify God by decorating churches with ornaments, statues and stained glass windows.	Churches should be simple and plain. Decoration distracts people from God's message so there should be no statues, stained glass windows or paintings.
Priest's role	Priests should be different than ordinary people and people need priests to find God and it is their role to explain the word of God to the people	Priests should be chosen by the community and should wear simple clothes. Church services should be in English and people don't need priests to explain the Bible to them.
The Bible	The Bible should be in Latin. This has been the language of the church for hundreds of years and it makes the service special.	The Bible should be in English so that everyone can read and understand it.

1517	Martin Luther's 95 Theses begins Protestantism
22 June 1527	Henry VIII wants a divorce from his wife Catherine but she refuses.
Autumn 1529	Some of Henry's advisors suggest that Henry be the Head of the Church in England.
11 February 1531	Henry makes England Protestant instead of Catholic and is declared Supreme Head of the Church in England.
8 June 1536	Henry VIII begins the closure of all monasteries.
1538	After Henry VIII broke with the Catholic Church, Pope Paul III excommunicates Henry
1545	Henry decides to go back on some of his changes to the religion. He is concerned that commoners should not be able to read the word of God as they could be disrespectful.
1547	Henry dies and Edward VI becomes king. Protestant reforms under Edward VI begin straight away. All images in churches are removed. Stained glass windows, shrines and statues are all to be dismantled. Church bells are taken down and vestments are prohibited.
1549	The Book of Common Prayer is published in English. (The Bible)
6 July 1553	Edward VI dies, naming his cousin, Lady Jane Grey, as his successor. He disinherited Mary as he did not want the country returning to Catholicism.
19 July 1553	Mary I becomes queen and puts plans in place to make England Catholic again. It takes Mary a while before England is accepted by the Catholic church.
February 1554	Protestant rebellion led by Sir Thomas Wyatt the Younger.
1555	Mary restores heresy laws and begins to punish Protestants more harshly
16 Oct. 1555	The Protestant churchmen Latimer and Ridley are burned at the stake.
17 Nov. 1558	Mary I dies childless leaving the throne to her sister Elizabeth.
13 Jan. 1559	Elizabeth is crowned Queen of England.
29 April 1559	The Elizabethan Religious Settlement is passed by Parliament.
1570	Elizabeth I is excommunicated from the Catholic Church.
24 March 1603	Queen Elizabeth I dies and the Tudor dynasty ends.

## Key Terms

Equality	treating everyone the same.
Racism	Treating someone differently because of their race/nationality/religion.
Prejudice	an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.
Discrimination	Acting on prejudice ideas, treating someone unfairly for a reason out of their control.
Stereotype	Assuming everybody with a certain characteristic are the same.
Diversity	Showing differences from person to person.
Identity	What makes you, you
British Values	Ideas, characteristics or mindset which makes you feel British.
Dignity	A feeling of worth.
Values	personal judgement of what is important in life.
Rights	What every human is entitled to.
Anti-Social Behaviour	actions that harm or lack consideration for the well being of others.
Human Rights	the basic rights and freedoms that belong to every person in the world from birth until death.

## What Skills will I Develop in Life Skills?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.



## Overview

This unit of work is about learning how people can be treated unfairly, and recognising how that is wrong. We will explore several key types of discrimination and what we as a community can do to overcome it. We will celebrate diversity and the good it can bring to our society. You will consider the impacts of prejudices and the strategies for overcoming discrimination by looking at Human Rights, British Law and diversity in modern day Britain.

## Key Concepts

British Values, Citizenship, Health and Well Being, Living in the Wider World, Human Rights.

## Essential attributes developed through Life Skills.

Self -Improvement  
 Resilience  
 Self-organisation  
 Clarifying own values  
 Developing and maintaining a healthy self concept  
 Empathy and compassion  
 Respect for others  
 Skills for employability  
 enterprise skills



## Key Words

- **Media/Medium** - The materials and tools used by an artist to create a piece of art.
- **Technique** - The skill in which an artist uses tools and materials to create a piece of art.
- **Abstract** - A piece of art which is not realistic. It uses shapes colours and textures.
- **Style** - The technique an artist uses to expressive their individual character of there work.
- **Composition** - The arrangement and layout of artwork/ objects.
- **Highlight** - The bright or reflective area within a drawing/ painting where direct light meets the surface of the object or person.
- **Shadow, shade, shading** - The tonal and darker areas within a drawing/painting where there is less light on the object or person.
- **Texture** - The feel, appearance or the tactile quality of the work of art
- **Mark making** - Mark making is used to create texture within a piece of art by drawing lines and patterns.
- **Collage** - A piece of art made by using a variety of materials such as paper/ newspaper/photographs which are cut out, rearranged and glued on a surface.

## Friedensreich Hundertwasser



Friedensreich Hundertwasser, was an Austrian-born New Zealand visual artist and architect who also worked in the field of environmental protection.

## Elements of Art

- SHAPE:** Shape encloses a two-dimensional area. Geometric or organic.
- FORM:** Form encloses a three-dimensional area. It's the three-dimensional analogue of shape.
- LINE:** The edge of a shape or form or the direction followed by anything in motion.
- COLOR:** Light reflected from a surface. Three distinct qualities: Hue, Value, Intensity.
- VALUE:** Shadows/shades from lightness to darkness.
- SPACE:** The area between and around objects. Positive, negative, or three-dimensional.
- TEXTURE:** The surface quality of an object that we sense through touch.

## Key Words

Hundertwasser "STAMP" designs, colour, expression, detail, abstract, ecology, the environment, SAVE THE WHALES, planting trees, Austria, housing developments in Austria, ARTIST/ DESIGNER/ ARCHITECT/ ECOLOGIST - Hundertwasser

## Friedensreich Hundertwasser: Architecture



## Key Words

Reusing and recycling	Using items that can be reused or recycled
Pollution and waste	Harmful to the environment and use the earths limited resources
Abstract	Shapes and patterns that are not realistic images
Composition	The shape and form of the design

## Textiles Key Words

Recycled cotton	Fabric which has been constructed from previously used materials
Fabric paints, crayons and markers	Specialist materials which can be heat sealed into the fabric to eliminate fading and prolong life of the item
Embellishment	Adding items and techniques to add detail

## Images



## DT

1. Study artists who have used circles in their work
2. Create patterns and designs
3. Experiment with specialist materials
4. Create your bag design
5. Add embellishment

## Bags For Life

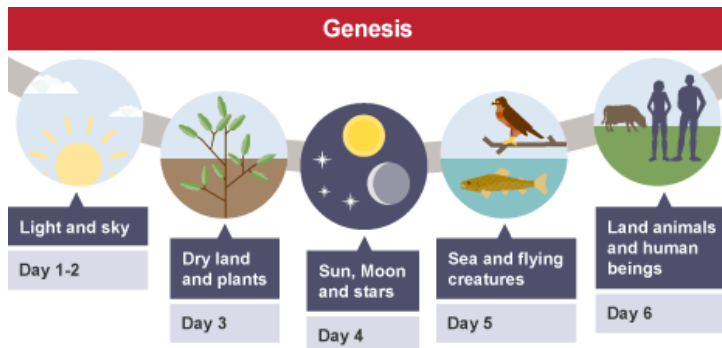
Bags for life  
 Reusing and recycling is a key issue with regards to cutting down on pollution and waste. You will be creating a bag for life, using circles as your inspiration. Circles are a reoccurring theme in art, particularly abstract art, and many artists and designers have created patterns, compositions and designs by purely using the shape of circles mixed with colour and texture.  
 You will use specialist fabric paints, crayons and markers to decorate a recycled cotton bag in your design. You will then go on to add texture, pattern and detail using embellishing techniques.

## Key Words

- 1. Assisi** Town in Italy, where a meeting of the world's major religions took place in 1986 and produced a declaration on the environment.
- 2. Atmosphere** The layers of gases that surround the Earth. The important gases in the atmosphere are nitrogen, oxygen and carbon dioxide.
- 3. Creation** The act of bringing something into existence. In religion, this refers to the creation of the world by God.
- 4. Cultivate** To work the land so that it produces crops.
- 5. Endangered species** Animals that are close to extinction because of their low numbers.
- 6. Environment** The immediate surroundings in which people live, or the natural world such as the land, air or water.
- 7. Exploitation** Unfair advantage taken of something or somebody just for your own benefit, not for the good of the other person or thing.
- 8. Dominion** The idea that God put human beings in charge of the world, to bring it under their control and be responsible for its maintenance.

## Creation & Christianity

God is the only creator.  
 God existed before he created the world.  
 The world was well planned and is sustained by God.  
 God blessed creation, which means that all creation is **holy**.  
 God created everything in Heaven and on Earth in six days.  
 On the seventh day, God rested.



## Environment & Christianity

Most Christians believe that God gave human beings a special responsibility within creation to cultivate it, guard it and use it wisely. This is called stewardship.

These passages from the Bible show the dominant message is that God is the one who provides for humans and humans should show they are thankful by taking care of what God has given them.

## Islam & Creation

Islam is very clear about the belief that **Allah** was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the **Qur'an**. From these it is possible to build a picture:

- Allah is eternal, and so not bound by the constraints of time.
- Allah decided to create the universe and because of his unlimited power and authority he commanded things to come into being.
- Allah then made all living creatures, the **angels**, the planets and the rain to allow vegetation to grow.
- Allah sent angels to Earth to collect seven handfuls of soil, all different colours, and that with soil Allah made the first man, Adam, breathing life and power into him.
- Eve (Hawa), the first woman, was created from the side of Adam and lived with him in **Paradise**.
- Adam and Eve disobeyed Allah, though they were forgiven, and were sent from Paradise to the Earth which Allah had created.
- The Earth had been created to allow Adam and Eve and their descendants (the human race) to live and thrive.
- Creation took Allah six days to complete.

## Environment & Islam

The **Qur'an** says that Allah (God) is the **creator** of the world. Human beings are on the world as trustees or viceregents - they are told to look after the world for Allah and for the future. Muslims believe that all people are khalifahs, or guardians, of the planet and have a duty and responsibility for its care.

A number of the Hadith refer to the Prophet Muhammad's concern about the environment and treatment of animals, and he encourages those around him to value the Earth and all of nature.

In the Qur'an, Muslims are instructed to look after the environment and not to damage it.

## Assisi 1986

In 1986 HRH Prince Philip, then International President of the WWF, invited five leaders of five of the major religions of the world - Buddhism, Christianity, Hinduism, Islam and Judaism - to meet to discuss how their faiths could help save the natural world.

The meeting took place in Assisi in Italy, because it was the birth place of St Francis, the Catholic saint of ecology. From this meeting arose key statements by the five faiths outlining their own distinctive traditions and approach to the care for nature.



**MADANI SCHOOLS FEDERATION**