

# KNOWLEDGE ORGANISER



**Seahaven Academy**

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Part of United Learning

## YEAR 8:

## Terms 3 and 4 2023 - 2024

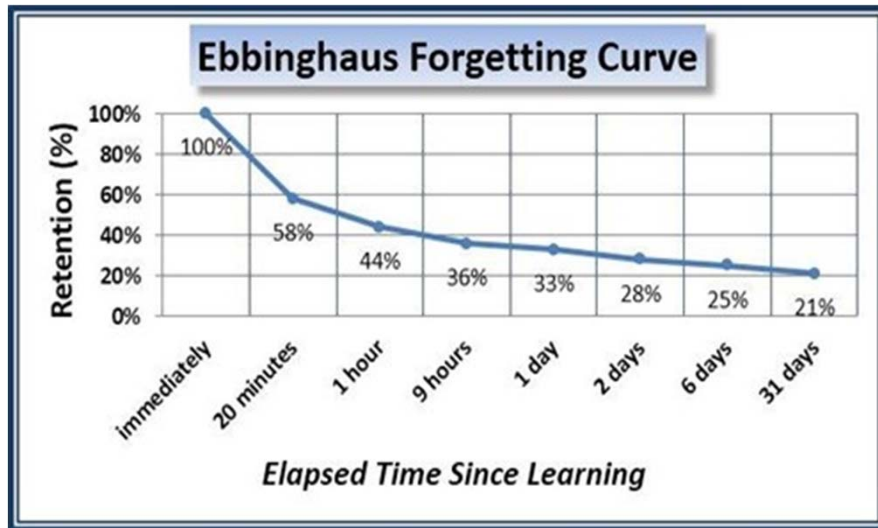
## Foundation Subjects



Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

# Knowledge Organisers and The Forgetting Curve



## Why are knowledge organisers important?

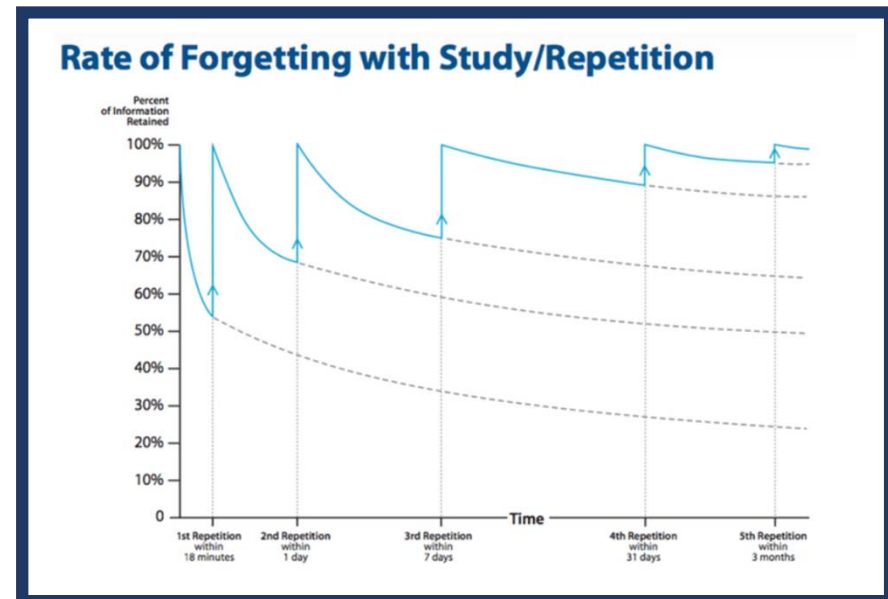
- Almost as soon as we have learnt something we begin to forget it
- In fact, it is surprising how quickly we begin to forget and within a few hours we usually only remember a fraction of what we have learnt, the graph (left) is an example of how this happens

## What can knowledge organisers be used for?

- The speed and amount of forgetting can be reduced by using knowledge organisers to practice recalling what you know
- By retrieving something back into our working memory we slow the rate of forgetting (see the second graph, below)

## How will we be using our knowledge organisers?

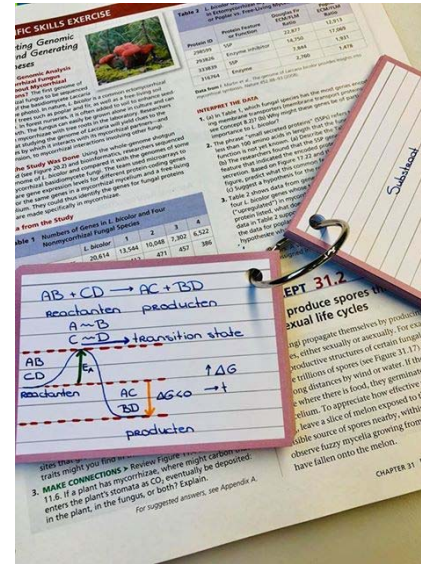
- You need to bring these to school each day in your bag, they may be used in lessons
- You will be set homework activities that use them
- You should use them to practice recall – there are tips on ways to do this in the next few pages
- You will use them to prepare for end of unit tests, including the 'Haven Hundred', set in drop-down tutor time during the penultimate week of each term



# How To Use Your Knowledge Organiser

## Make Flashcards

- A flashcard is a piece of card that has a cue or hint on the front side, and the answer on the back side.
- The cue can be a question, an image, or just one word that prompts or triggers a response
- Flashcards are one of the best ways to remember new information because they involve you in active learning, repetition, and reflection of your answers
- Use them to play memory test, pairing games, self quizzing or others quizzing you.
- They are very effective when used with the Leitner technique (see below)



## Leitner Technique

When you've written the flashcards, they're sorted into three different boxes: 1, 2 and 3.

**You start with all the cards in Box 1.**

You learn these every day

**You know a card from Box 1? Then it goes to Box 2.**

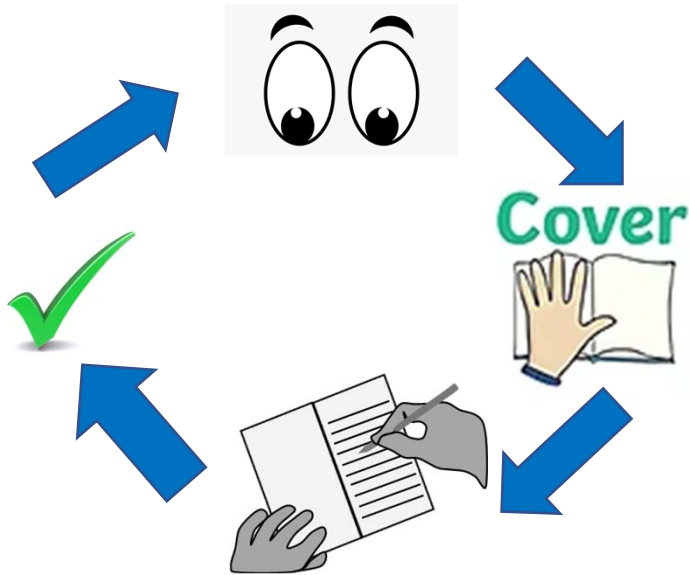
You learn these every three days

**You know a card from Box 2? Then it goes to Box 3**

You learn these 3 every five days

**If you get a card wrong, it goes back to Box 1**

# How To Use Your Knowledge Organiser



Read – Cover – Write – Check – Repeat

Read – a small section of your knowledge organiser

Cover – Cover the information so you are unable to read it

Write – out what you have remembered

Check – the knowledge organiser to see if you are right and add in any missing points in a different colour pen

Repeat this process the next day then a few days later

## Help From Others

Parents/Carers /Siblings/ Friends

Where possible involve others in your review and recall practice. They can:

- Use your Knowledge Organiser to ask you questions or set you a quiz
- Play memory games with your flashcards – pairs or snap (with diagrams and specialist terms, specialist terms and definitions)
- Check your notes with you after read – cover – write
- Watch the videos and read the attached articles with you



# Useful Links

## Flashcards and Leitner Method

Read

<https://study-stuff.com/how-to-study-flashcards-with-the-leitner-method/>  
<https://e-student.org/leitner-system/>

Watch

<https://www.youtube.com/watch?v=d9u3KxGCio8>  
<https://www.youtube.com/watch?v=C20EvKtdJwQ>

Different Methods of Revision – Created by Staff at Seahaven

<https://www.seahavenacademy.org.uk/parents/key-stage-information-evening/key-stage-4-information>

Homework Sites We Use That Assist with Recall

<https://senecalearning.com/en-GB/>  
<https://hegartymaths.com/>  
<https://www.languagenut.com/en-gb/>

KPI 8.1.1

## Coasts

### The basics of waves:

-Waves are formed as a result of **wind** blowing over the ocean. The longer the **fetch** (the distance the wind blows over the water), the bigger the wave will be.

-They can also be formed as a result of **earthquakes** or **volcanic eruptions**. These waves are usually very large and are called **tsunamis**.

-As waves approach land, the rising seabed disrupts their shape and they break on the land. Waves at the coast are either **destructive** or **constructive**.

### Constructive waves:

- These waves are **gentle** and they are **far apart**.
- They have a **strong swash** and a **gentle backwash**.
- As a result, these waves transport and deposit a large amount of material onto the beach, 'constructing' a new beach.



### Destructive waves:

- These waves are steep and they are close together.
- They have a weak swash and a strong backwash.
- As a result, these waves erode sand and pebbles from the beach, 'destroying' it.



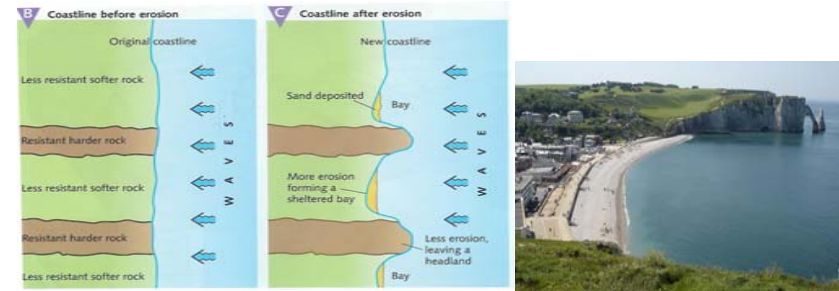
### Coastal erosion and weathering:

- Coasts are constantly changing due to waves, through erosion, transportation and deposition.
- How coasts change depends on the types of rocks that are in different areas. **Harder rock**, like limestone and sandstone, **erodes slowly**. **Softer rock**, like clay, **erodes more quickly**.

Name	Description
Abrasion	As waves smash rocks against cliff surfaces, they are worn away and become smoother. This is known as the "sandpaper effect".
Hydraulic power	Air becomes trapped in faults in cliffs. When waves break against the cliffs, the air is compressed and forces the fault to become bigger. This eventually causes a piece of the cliff to break away.
Solution	Acids in sea water dissolve certain types of rock, such as limestone or chalk, causing them to gradually erode over time.
Attrition	Material from the coastline collides with other material, breaking into smaller pieces.
Freeze-thaw weathering	Water collects in faults during the day. At night, this water freezes and expands. This makes faults bigger over time and is similar to hydraulic power.

KPI 8.1.1

### Landforms of erosion – Headlands and bays

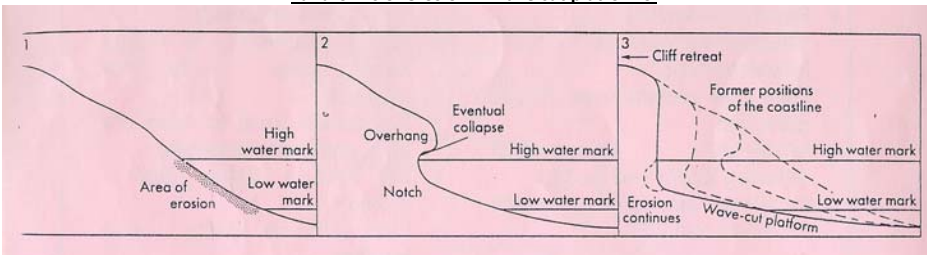


- Due to destructive waves the coastline is **eroded**, by **hydraulic action** and **abrasion**.
- **Soft rock** erodes **quicker** and **retreats**.
- The hard rock **remains** and forms headlands.
- Due to **attrition** the eroded rock is broken down to form **sand** and then **deposited** in the bay.

KPI 8.1.1

KPI 8.1.1

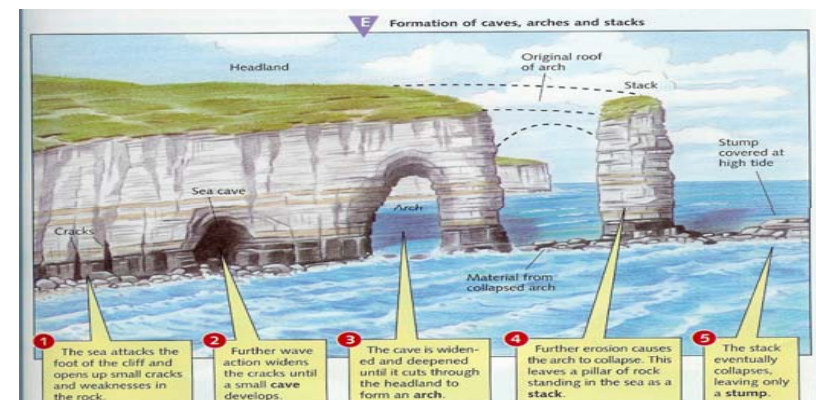
### Landforms of erosion – Wave cut platforms.



As you can see the cliff is retreating leaving behind a **sloping wave-cut platform**. The erosion happens between the **high water mark** (high tide) and the **low water mark** (low tide).

- The base of the cliff is eroded, **undercutting** the cliff and forming a **wave cut notch**
- The cliff is **unsupported**, so it **collapses**
- The process **repeats** and the cliff **retreats**.

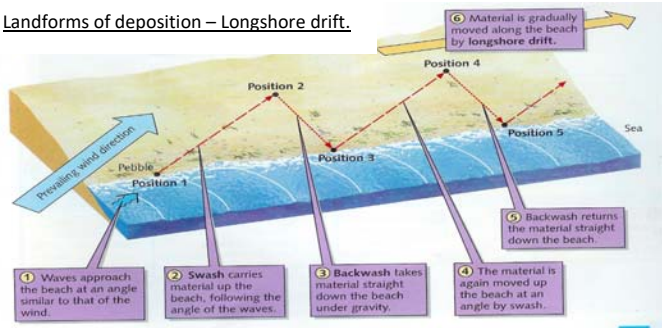
### Landforms of erosion – Caves, arches and stacks.



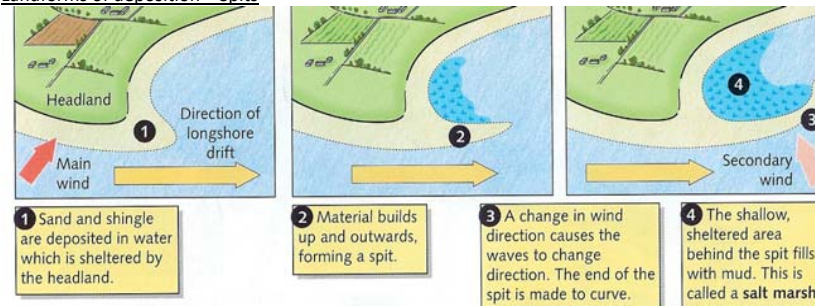
- 1 The sea attacks the foot of the cliff and opens up small cracks and weaknesses in the rock.
- 2 Further wave action widens the cracks until a small cave develops.
- 3 The cave is widened and deepened until it cuts through the headland to form an arch.
- 4 Further erosion causes the arch to collapse. This leaves a pillar of rock standing in the sea as a stack.
- 5 The stack eventually collapses, leaving only a stump.

KPI 8.1.2

Landforms of deposition – Longshore drift.



Landforms of deposition – Spits



Landforms of deposition – Bars and Tombolos

If there is **no river** running into the sea where the spit has formed, it could become a **BAR** and stretch all the way across. Behind the bar is a **Lagoon** which in time may become a **Salt Marsh**.



If the material reaches an offshore island it is a **TOMBOLO**.



Changes in sea level:

- Sea levels change on a daily basis due to tides.
- However, earth's sea levels are also generally rising due to **global warming**. The increase in the earth's average temperature is causing the polar ice caps to melt, causing sea levels to rise.
- This rise in sea levels can increase **erosion** and can cause area to permanently flood.
- This affects **coastal areas** but can also affect low lying countries, such as **the Maldives** and cities such as **New York, Shanghai and London**, which will be forced to spend billions on flood defences.

KPI 8.1.4

Case study of coastal management – Eastbourne and Birling Gap

Background

- Birling Gap and Eastbourne are in East Sussex, South East England.
- Birling Gap suffers some of the fastest erosion rates in Sussex.
- Loses around **1-2 metres of coastline per year**.
- The cottages and Café and visitor centre are now in danger of falling into the sea.
- Eastbourne is well protected by groynes and a sea wall as well as plenty of shingle on the beaches.

Cause

- **Soft rock**, made of **till** and chalk at Birling Gap is vulnerable to erosion.
- Very strong waves and no sea defences.

Response

- Millions of pounds spent to protect Eastbourne's homes and businesses.
- Birling Gap's cottages are gradually getting demolished safely as the cliff retreats. They are not protected. This is called **Managed Retreat**.

Effects

POSITIVE:

- Has stopped erosion at Eastbourne. The groynes trap shingle giving nice wide beaches.
- Tourism businesses at Eastbourne are doing well as they are safe from erosion from the sea. Old buildings are preserved.
- Birling Gap is kept natural as there are no manmade defences.

NEGATIVE:

- Longshore Drift moves Birling Gap's shingle, leaving it even more vulnerable.
- Home owners of Coastguard Cottages losing their homes. They blame the council and National Trust for not protecting against erosion.
- Farmland at Birling Gap is being lost. Farmers losing income.

Hard Engineering:

<p><b>Groynes</b></p>	<ul style="list-style-type: none"> <li>• Stops Longshore Drift = beach.</li> <li>• Wooden posts out to sea.</li> <li>• <b>No beach further down coast = more erosion.</b></li> </ul>
<p><b>Gabions</b></p>	<ul style="list-style-type: none"> <li>• Stones in mesh cages.</li> <li>• Waves energy is dispersed through them</li> <li>• <b>Look ugly and are a danger for animals e.g birds.</b></li> </ul>
<p><b>Sea Wall</b></p>	<ul style="list-style-type: none"> <li>• Concrete Wall – reflects waves energy.</li> <li>• <b>Can increase wave backwash meaning the beach is removed.</b></li> <li>• <b>Ugly, expensive, graffiti.</b></li> </ul>
<p><b>Off-Shore Break Water</b></p>	<ul style="list-style-type: none"> <li>• A build up of rocks out at sea.</li> <li>• Disperses waves energy out at sea.</li> <li>• Beach builds up behind them as there is little sea current.</li> <li>• <b>Ugly, expensive, dangerous – children.</b></li> </ul>
<p><b>Revetments</b></p>	<ul style="list-style-type: none"> <li>• Sloping concrete / wooden platform.</li> <li>• Allows wave energy to be dispersed as it travels up the revetment.</li> <li>• <b>Ugly, expensive.</b></li> </ul>

KPI 8.1.3

Soft Engineering:

- 1. Beach Nourishment** – which means placing sand in front of the eroding coast.
- 2. Managed Retreats** – Let the coast erode naturally and move the people and businesses away slowly.
- 3. Cliff Drainage** - Pipes which allow wet cliffs to drain the heavy rain water away.

Coasts KPIs

8.1.1 Explain the processes that lead to the formation of erosional landforms and the resulting features.

8.1.2 Explain the processes that lead to the formation of depositional landforms and the resulting features.

8.1.3 To be able to explain the causes and impacts of coastal erosion.

8.1.4 To assess the effectiveness of coastal management strategies along a specific stretch of coastline.

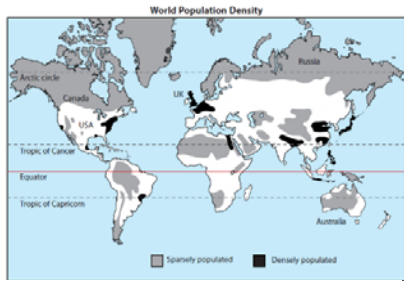


Coasts



KPI 8.2.1

Population distribution:



**Sparsely Populated** – A small population, few people, per km sq.  
**Densely populated** – A high population, lots of people, per km sq.  
**Population density** – The number of people per km sq.

The world population distribution map shows that the world's population is **not evenly distributed**. Some areas, such as **western Europe** are **densely populated**, whilst other areas such as **central Australia** are **sparsely populated**. **Population density** is influenced by both **human and physical factors**, as can be seen from the table below.

Densely populated areas (positive factors)	Sparsely populated areas (negative factors)
<ul style="list-style-type: none"> <li>Pleasant climate</li> <li>Flat or gently sloping land</li> <li>Good fertile soil</li> <li>Good food supply</li> <li>Good water supply</li> <li>Money available for investment</li> <li>Good communication links</li> <li>Natural resources for industry</li> <li>Industry and jobs</li> </ul>	<ul style="list-style-type: none"> <li>Too hot or cold</li> <li>Too wet or dry</li> <li>Steep slopes</li> <li>Poor soils</li> <li>Dense forest</li> <li>Poor water supply</li> <li>Few natural resources</li> <li>Poor transport links</li> <li>Little industry</li> <li>Lack of investment</li> </ul>

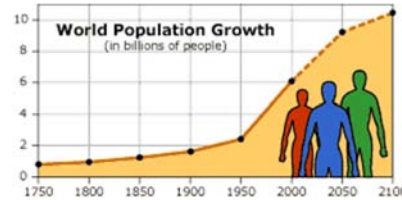
Can you develop / explain the above points?

Red = Physical Black = Human

Population

KPI 8.2.2

Population growth



- The **population explosion** is causing **overpopulation** in certain countries and worldwide.
- Overpopulation simply means **too many people** in a **country** for the resources available.
- If overpopulation occurs it can have serious consequences, such as; a **lack of food** so starvation, a **lack of clean water** so diseases like cholera from dirty water, **pressure on services** and schools, **pressure on housing** leading to more shanty

The graph shows that the world population is exploding. This **explosion** started in **1950** and is predicted to peak by **2100**. Most of this growth is happening in **developing countries**.

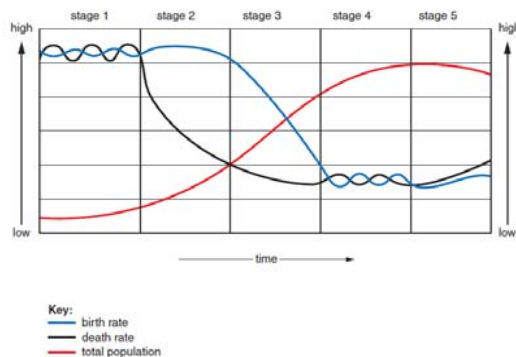
It is happening as **birth rates** are greater than **death rates** causing a **natural increase** in population.

**Birth rates** - number of births per 1000.

**Death rates** – number of deaths per 1000.

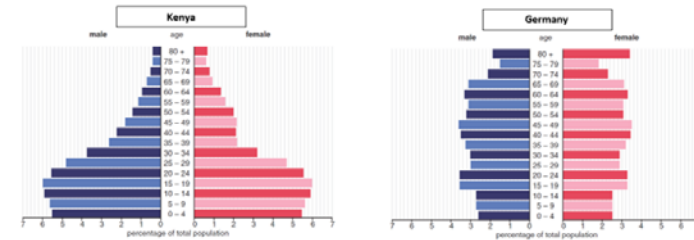
**Infant mortality** – the number of babies that die before their first birthday per 1000.

The demographic transition model:



- The **demographic transition model** shows what happens to a country's population over time.
- In **stage 1** the country is not developed so has a **high birth and death rate**, so a small population.
- As the country moves to **stage two** medicines and hygiene improve, the **death rate falls**, but the **birth rate remains high**, leading to a rapid **population growth**; many African countries are at stage 2 today.
- By **stage 3** the death rate continues to fall and the **birth rate starts to fall** as well. This is because contraception is introduced and females begin to attend school and work, this means the population is **growing**, but more slowly, for example in newly emerging countries like Brazil.
- By **stage 4** **birth and death rates are low**, so the population growth **stabilizes**, but the overall population is high, such as in developed countries like the **UK**.
- By **stage 5** the birth rate could fall below the death rate, leading to **population decline**, as has been seen in Japan.

Population structure – Population pyramids:



**Population structure** means the number / proportion of people in **each age range** and broken into **gender**. Population pyramids show the population structure of the country they represent.

There are 3 groups on a population pyramid:

- Economically Active** – 16-65 age group, working age and can provide taxes
- Young Dependents** – 0-15 age group, do not work and do not pay taxes
- Elderly dependents** – 65+, retired, so do not work and do not pay taxes.

Features of population pyramids:

As can be seen from the graphs the pyramids are very different. For example:

- Developing countries** (e.g. Kenya) – Have pyramids with a **wide base** this shows a **high birth**, however the **top is narrow** and this shows a **low life expectancy**. The general shape is of a pyramid.
- Developed countries** (e.g. Germany) – Have pyramids with a **narrow base** this shows a **low birth rate**, whereas the **top is much wider** than a developing country, showing a **long life expectancy**.

These pyramids also link to the **demographic transition model**. Countries in **Stage 2** will all have pyramids which look similar to **Kenya's**.

Countries in **stage 4** will have pyramids that look like **Germany's**. Remember, that Germany was once not developed so would have had a population pyramid that looked like Kenya's, many years ago.

**Life expectancy** – The **average age** you are expected to live to in a **particular country**.

Population pyramids - changing with time!



Developed countries have low birth rates	Developing countries have high birth rates
<ul style="list-style-type: none"> <li>Women have careers</li> <li>Sex Ed</li> <li>Contraception</li> <li>Later Marriage</li> <li>Young are travelling / Uni = no time for babies</li> <li>Babies are expensive</li> <li>Low infant mortality</li> </ul>	<ul style="list-style-type: none"> <li>Children needed for farming</li> <li>Children needed to look after elderly</li> <li>No sex ed</li> <li>No contraception</li> <li>Young marriage</li> <li>Boys preferred</li> <li>High infant mortality</li> <li>Large families have higher status</li> </ul>

### The UK's population problem.

In the UK the population is **ageing**. This means there are **more elderly dependents** than ever before. The main reasons for this are....

1. **Better health care** so illnesses are treated with some success.
2. **Better diet**, means heart attacks and diseases related to unhealthy eating are on the decline.
3. **Fitness**, the elderly are looking after themselves better than ever before, e.g. attending the gym etc.



**Take note – Low life expectancy!** In **developing countries**, the life expectancy is **not high!** **Unreliable water** and **food** sources lead to disease and starvation; **drought** is common causing crops to fail and famine, it can also lead to water shortages and people being forced to drink dirty water. **War or conflict** can be common in some countries, meaning people die young. **Poor hospital care** means illnesses go untreated.

### The consequences of an ageing population.

#### Negatives:

1. **2/3's of hospital beds** taken by those over the age of 65, this increases **waiting times** and puts pressure on the NHS.
2. Treating the elderly can be expensive, this means **less taxes** for other things such as education.
3. They receive a **state pension**, which uses **tax payer's money** to support, again leaving less for schools and hospitals.
4. **Carers needed**, which uses taxes, which could be spent on other things.
5. **Housing pressure**, as houses are not passed on to the next generation, meaning house **prices increase**.

#### Positives:

1. Many elderly people have more **disposable cash** as they have paid off their mortgages and children have left home. This means shops and restaurants can make more money as they have a larger population who are willing to spend. This can increase employment opportunities.
2. Industries such as **seaside resorts stay busy** for more of the year, keeping people in such areas employed meaning more local tax revenue.
3. The elderly often **look after grandchildren**, this means that parents do not have to pay **expensive childcare costs**, so parents have more disposable cash.

### Impacts of Migration on the Source Country (where migrants are from)

#### Positive impact:

1. **Money** can be **sent back home**, improving life for locals e.g. medicines, home improvements.
2. Less people means **less population pressure** on food and water, as well as services such as doctors.
3. **Trade links** set up, **creating jobs** in the local area e.g. supplying to the new Polish supermarkets meaning farmers in Poland make more money.

#### Negative impact:

1. **Families split up**, this can result in male role models not being about.
2. **No men left** to do jobs such as farming, building etc.
3. **Local businesses** forced to **close** as half the population / customer base has left.
4. **Less taxes** as the workforce is outside of the country, meaning the government cannot invest in infrastructure.

**Migration – is the movement of people, to live, from one place to another.**

**International migration – is when people move from one country (the source) to another country (the host)**

People migrate due to **push** and **pull** factors:

A **push factor** is something which is **not good** in your country and **forces you to leave**, for example: a **lack of medical care** meaning illnesses go untreated; **no clean running water** leading to diseases; **low wages** due to poor employment opportunities causing people to have little money for food and medicines; **poor schools** leading to poor education standards and little chance of getting a job.

A **pull factor** is something which **attracts people** to another country. It is basically the push factors reversed. For example, a pull factor would be that a country has **excellent medical services**, so people move there as they know illnesses and diseases can be treated, improving life expectancy.

### Migration – Eastern Europe to the UK

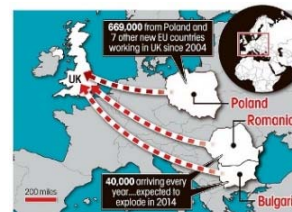
In 2004 Poland joined the EU. The EU allows freedom of movement so people can migrate without VISAs and government permission.

#### Benefits for the host country (where migrants end up)

1. **Workers are hardworking = more profit** for businesses who employ them.
2. **Workers pay tax** this improves schools and hospitals in the UK.
3. **New shops and restaurants**, leading to more jobs and taxes. Businesses have been opened by the migrants e.g. **Lincoln Road** in Peterborough has Polish supermarkets.
4. The migrants **work in jobs that English people do not want to do** e.g. cleaning, therefore without the migrants some businesses like hotels may face closure.

#### Problems for the host country (suggested negatives)

1. Possible **pressure on the NHS** with more patients, this could cause waiting times to increase (however this has been proven to be wrong).
2. Schools now have many languages this **may require** more support staff.
3. *Some locals say* that **jobs are harder to get**, this is because migrant's work for less. It has been *suggested* that this could cause **unemployment for locals** (again not proven).

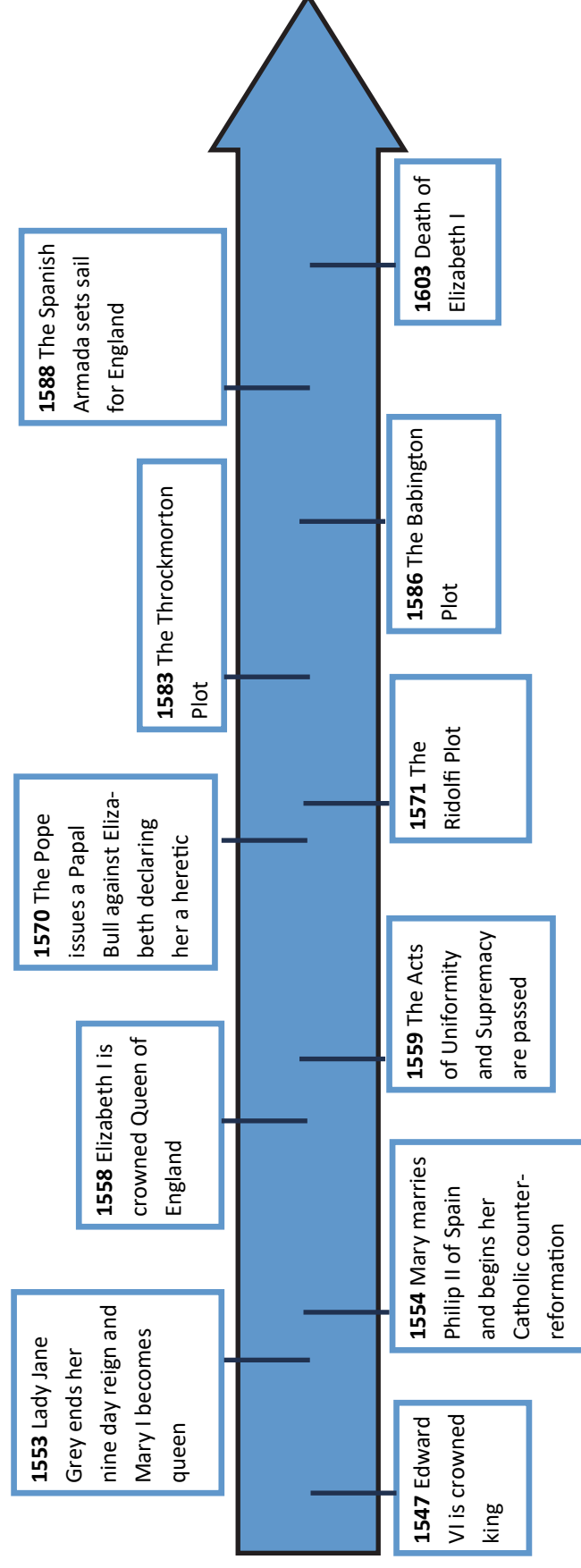


#### KPIs:

- 8.2.1 Describe and explain the factors that influence the distribution of population at a variety of scales.
- 8.2.2 To understand the factors affecting population growth and structures within countries.
- 8.2.3 Describe and explain the factors which people consider when migrating.
- 8.2.4 Assess the impacts of migration using a chosen host and source country.

## Unit 2: The religious rollercoaster

### Topic Summary



Key concept: change and continuity	
<b>Extent</b>	How much change occurred under each monarch?
<b>Rate</b>	How quickly or slowly did change occur and what effect does that have? E.g. rapid change may not be particularly long lasting compared with gradual change.
<b>Impact</b>	How many people were affected and for how long? Was this large scale but short-term change?
<b>How was change affected?</b>	What means were used to make this change happen? Was it a government passing legislation, a monarch using arrest, torture or execution or did change happen because of the people i.e. a revolt?

Key People	
<b>Edward VI</b> King of England from 1547-1553. He was a devout Protestant who passed a string of reforms to make the church Protestant.	<b>Philip II</b> King of Spain and briefly of England after marrying Mary I in 1554. He was devoutly Catholic and fought against the spread of Protestantism.
<b>Mary I</b> Queen of England from 1554—1558. She was raised a Catholic and attempted a counter-reformation by marrying a Catholic king and reversing Henry and Edward's changes.	<b>Mary Queen of Scots</b> Fled Scotland in 1568 accused of murdering her husband. She was Henry VIII's granddaughter and had a legitimate claim to the throne. Catholics sought to replace Elizabeth
<b>Elizabeth I</b> Queen of England 1558-1603. She sought a middle way with her religious settlement which led to discontent from both Puritans and Catholics. After a series of plots she became more intolerant towards Catholic and pursued an Anglican version of Protestantism.	

Keywords	
<b>Act of Supremacy</b> Made Elizabeth supreme governor of the Church of England	<b>Papal Bull</b> A formal announcement made by the Pope
<b>Act of Uniformity</b> Established the appearance of churches and the form of services held	<b>Priest Hole</b> Secret hiding places in the homes of Catholics sheltering Catholic priests
<b>Anglicanism</b> The religion of the Church of England	<b>Propaganda</b> A piece of biased art or information used to promote a particular point of view
<b>Armada Fleet of Spanish warships sent to invade England in 1588</b>	<b>Puritans</b> – A group of radical Protestants who wore simple clothing and tried to live without sin
<b>Book of Common Prayer</b> A book of prayers written for Church of England services in English	<b>Recusants</b> – Catholics who were unwilling to attend church services laid down by the religious settlement
<b>Counter-Reformation</b> The Catholic fight back against the spread of Protestantism	<b>Royal Injunctions</b> Set of instructions enforcing the Acts of Supremacy and Uniformity
<b>Martyr</b> A person who is killed for their beliefs	<b>Turning Point</b> A moment at which a decisive change in a situation occurs

### How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

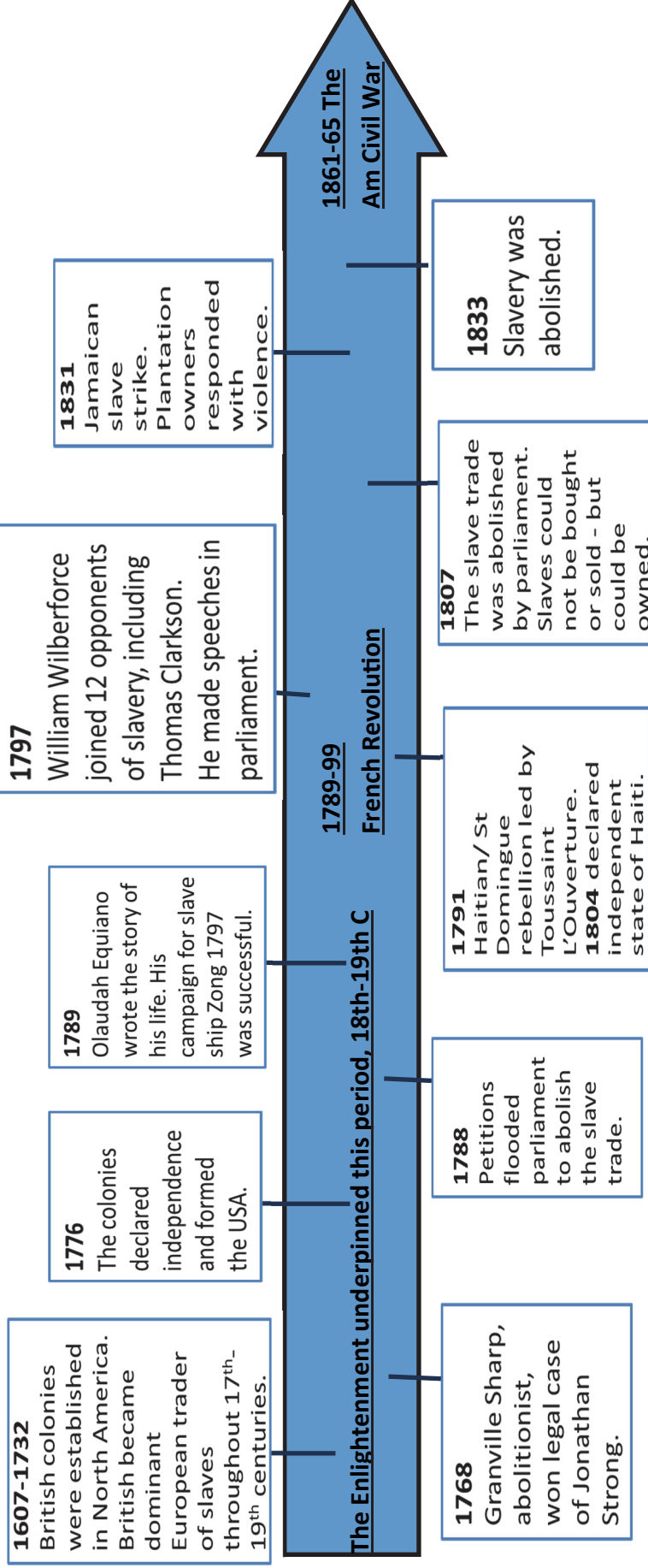
Can you identify how change was affected?

Can you measure the impact of change?

Knowledge Outcomes	
1	<p>What Catholic church service was abolished under Edward VI?</p> <p>The Mass.</p>
2	<p>What language were church services and bibles in during Edward's reign?</p> <p>English.</p>
3	<p>Who was Mary I's husband?</p> <p>King Phillip II of Spain.</p>
4	<p>Why were monastic lands a challenge to Mary's counter-reformation?</p> <p>The Pope wanted the monastic land back but it had been sold to private landowners during Henry VIII's reign.</p>
5	<p>What happened to those Protestants who refused to accept the changes made by Mary's religious policy?</p> <p>They were burned at the stake becoming Protestant martyrs.</p>
6	<p>Who was the head of the church during Mary's reign?</p> <p>Mary remained head of the church (papal supremacy was never reinstated).</p>
7	<p>Which three pieces of legislation made up Elizabeth I's religious settlement?</p> <p>The Act of Supremacy, the Act of Uniformity and the Royal Injunctions.</p>
8	<p>Why was Elizabeth's religious settlement known as the middle way?</p> <p>She was attempting to keep everyone in the country happy, including Catholics and Puritans.</p>
9	<p>Why was Elizabeth concerned about France and Spain's reaction to her religious settlement?</p> <p>Elizabeth was concerned that these Catholic countries might form an alliance against England .</p>
10	<p>What was the vestments controversy?</p> <p>Puritans felt that priests should not wear any special clothing that set them apart from ordinary people. Puritans began to ignore this part of Elizabeth's settlement.</p>
11	<p>Why did Elizabeth initially avoid persecuting Catholics who were disobedient?</p> <p>She thought this would create martyrs and increase support to their cause, leading to greater religious divide in the country .</p>
12	<p>Why did Mary Queen of Scots flee from Scotland?</p> <p>She was accused of murdering her Protestant husband.</p>
13	<p>Why did many people see Mary Queen of Scots as a serious contender to the English throne?</p> <p>She was Henry VIII's great granddaughter and had a legitimate claim to the throne she was also Catholic so many Catholics wanted to see her on the throne.</p>
14	<p>How did the Papal Bull in 1570 cast doubt over the loyalty of all Catholics in England?</p> <p>The Papal Bull was a turning point for Elizabeth's relationship with her Catholic subjects as the Pope had ordered them to disobey their queen. She could no longer take for granted the loyalty of English Catholics, making her increasingly suspicious and intolerant.</p>
15	<p>Which foreign monarch was involved in the Ridolfi, Throckmorton and Babington plots?</p> <p>King Phillip II of Spain</p>
16	<p>How did Elizabeth and her government respond to these plots against her?</p> <p>Elizabeth and her advisors eventually decided to crush Catholicism in England, cracking down on the law and increasing the number of arrests against them .</p>
17	<p>What triggered Phillip's desire to invade England?</p> <p>The execution of Mary Queen of Scots.</p>
18	<p>Who had the upper hand at the Battle of Gravelines and why?</p> <p>The English – their smaller ships sailed circles around the larger Spanish ones. They sunk 5 galleons and destroyed many more.</p>
19	<p>Why did the English send burning ships into the Spanish Armada when they were moored in Calais?</p> <p>To cause panic and confusion amongst the Spanish fleet.</p>
20	<p>How did the Armada strengthen Elizabeth's religious policy?</p> <p>Elizabeth used propaganda to show that the turn of the weather against the Armada was God's will – that he wanted the Protestants to defeat the Catholic fleet</p>

## Unit 4: Abolition of the Slave Trade

### Topic Summary Sheet



### Key concept: Interpretation

<b>Message</b>	What is the interpretation about?
<b>Impression</b>	Is the tone of the interpretation positive or negative? Why?
<b>Convincing</b>	Have they supported their views with evidence or have they left out key information?

### Key People

<b>John Newton</b> worked on slave ships as a young man. After a Christian conversion he renounced the slave trade and became a prominent abolitionist. He died shortly after the 1807 abolition act was passed in parliament.	<b>William Wilberforce</b> was an MP for Yorkshire between 1784-1812. In 1787 he was persuaded to lead the political movement by Granville Sharp and Thomas Clarkson. He proposed multiple bills and spoke passionately on the matter.
<b>Thomas Clarkson</b> was a key campaigner for abolition. He formed the <b>Society for the abolition of the Slave Trade</b> in 1787. After the Slave Act was passed in 1807 he continued campaigning in the Americas to abolish slavery there.	<b>Olaudah Equiano</b> was an ex-slave who had fought repeatedly for his freedom. He wrote an autobiography in 1789 called 'The interesting narrative of the life of Olaudah Equiano' it became a best seller in Britain. Recent research thinks this was part fiction and abolition propaganda written to support the legal campaign in parliament.
<b>Toussaint L'Ouverture</b> led the St Domingue, or Haitian, rebellion. He was an excellent military campaigner and his strategies defeated the French and British. He was killed before the victory.	<b>Adam Smith</b> was a leader of The Enlightenment movement, he was an economist and a philosopher from Scotland. He is known as the 'father of capitalism' and believed that free market economies were required for

### Keywords

<b>Abolition</b> The act of <u>officially</u> ending or stopping something, e.g. slavery.	<b>Petition</b> A formal written request typically with many signatures appealing to authority about a particular cause, e.g. slavery.
<b>The Abolitionists</b> The leading campaigners against slavery.	<b>Plantation</b> A large estate on which crops such as coffee, sugar, tobacco and cotton are grown.
<b>Boycott</b> To stop buying and/or using goods or a service as a form of protest.	<b>Propaganda</b> Information designed to promote a political cause or point of view.
<b>Campaign</b> To work in an organised way towards a common goal, usually a political or social one.	<b>Resistance</b> Refusing to accept something and challenging it within their means e.g. cultural resistance.
<b>Colony</b> A country or area under full or partial control of another country and settlers from that country.	<b>Slave Auctions</b> A place where slaves were traded to the highest bidder.
<b>Contemporary Source</b> Information used as <b>evidence</b> from the time, e.g. artefact, diary, speech, government document, memoir etc.	<b>Slave Rebellions</b> An armed uprising by slaves against the plantation owners and the colonising authorities, e.g. Haitian rebellion in 1791.
<b>Empire</b> A large group of countries ruled over by a single monarch or sovereign state, e.g. The British Empire, USSR, The Roman Empire.	<b>The Americas</b> A broad geographical term, which includes the North (USA after 1776) and South America and the Caribbean Islands, known as The West Indies.
<b>Free Market</b> An economic system in which prices are determined by unrestricted competition by private businesses responding to supply and demand.	<b>The Enlightenment</b> A European intellectual movement of the late 17th and early 18th centuries emphasising reason and individualism over tradition. Influenced by philosophers such as Adam Smith.
<b>Interpretation</b> Historians' construction of the past as a way of explaining an event or period, using contemporary sources.	<b>Trade Triangle</b> A three-point trade process, from the transportation of commodities to West Africa, enslaved Africans to The Americas and raw materials (sugar, tobacco, coffee and cotton) to Britain.
<b>Middle Passage</b> The sea journey undertaken by slave ships from West Africa across the Atlantic Ocean to The Americas.	<b>Transatlantic Slave Trade</b> The transportation by slave traders of enslaved African people, to the Americas, from the 16th to the 19th centuries.
<b>Overseer</b> The person who, on large plantations, directed the daily work of the slaves, usually white.	

### How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

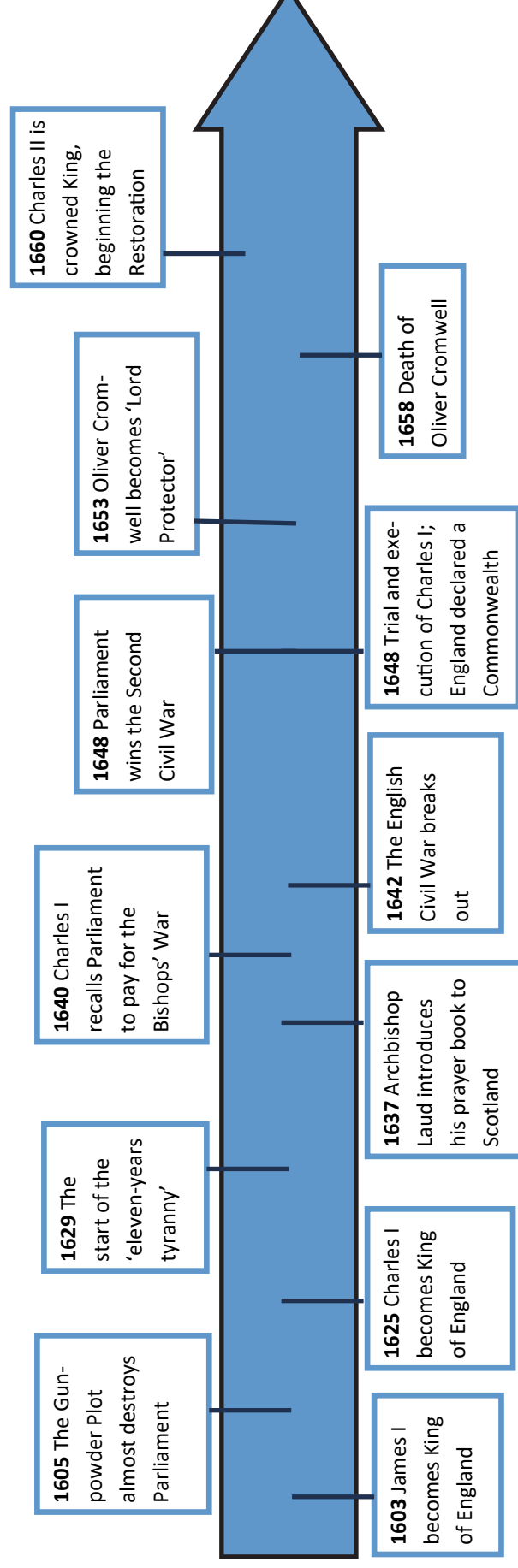
Do you know what to look for in an interpretation?

Can you identify the key elements of a narrative account?

Fluency Sheet				
1	Which kingdom spread across most of North and West Africa in the 13th –15th centuries?	Kingdom of Mali.		
2	In the Songhai Empire which city became known as the city of culture?	Timbuktu.		
3	What was the King of Benin called?	The Oba.		
4	Which ocean separates Europe and Africa and The Americas?	Atlantic Ocean.		
5	Which European countries became Empires in the 17th and 18th centuries?	Britain, France, Portugal, Spain, Belgium, The Netherlands, Denmark.		
6	When did the British Empire become the main trader in slaves, which saw their empire boom with economic success?	1750-1780.		
7	List two colonies of the British Empire.	India, Australia, Canada, 13 colonies of America (became the USA).		
8	When did America declare independence from Britain?	1776.		
9	What was transported on the first leg of the Trade Triangle and where from and to?	Commodities like weapons and fabric from Britain to Africa.		
10	Who rounded up Africans and imprisoned them to trade with Europeans?	African war tribes, such as the Ashante tribe evolved to round up Africans and march them to the coast.		
11	What was the name of the second leg of the trade triangle?	The Middle Passage.		
12	What was the ship called where slaves were thrown overboard in 1781 and then won insurance on grounds of 'damaged product'?	The Zong.		
13	Which abolitionist took sketches of slave ships?	Thomas Clarkson.		
14	Which abolitionist used to work on slave ships until a Christian conversion?	John Newton.		
15	What were secondary slave auctions called?	Scrambles.		
16	Which products were usually grown on West Indies plantations?	Tobacco, sugar and coffee.		
17	What was usually grown on the USA southern states plantations?	Cotton.		
18	What were the men who took control of the slaves' daily lives called?	The Overseer.		
19	What is an example of punishment for attempting to run away?	Mutilation; flogging; being kept in irons.		
20	When did The Slave Trade become illegal by British parliament?	1807.		
21	What could people still do after 1807 with slaves in the British Empire?	Own them (but not trade them).		
22	When was The Abolition Committee of 12 influential men set up?	1787.		
23	Who were the initial members?	Granville Sharp; Thomas Clarkson; William Wilberforce; Josiah Wedgwood.		
24	When did Wilberforce propose the abolition bill?	Every year between 1890 and 1806.		
25	Which Prime Minister supported him in parliament?	William Pitt.		
26	What did Thomas Clarkson do in his campaign?	Travelled the northern cities telling them about the horrific truth of slavery and proposing petitions for ordinary workers to sign.		
27	Who was the strong military leader of the Haitian rebellion?	Toussaint L'Ouverture.		
28	When was the French Revolution and why did this impact the Haitian rebellion.	1789-99. It meant the French withdrew troops from their colonies including St Domingue/ Haiti.		
29	Which black abolitionist wrote a best selling narrative account based on his own life in 18789?	Oludah Equiano.		
30	Why is Equiano's narrative considered abolitionist propaganda by some?	It later turned out he wrote about things that did not happen to him, this was known as abolition propaganda. It was based on true accounts he knew of and still had a big impact on the campaign.		
31	What did British people boycott after they heard about the provenance of it?	Sugar.		
32	Which potter produced 'Am I not a man and a brother' produce?	Wedgewood.		
33	What was the religious group who supported abolition?	The Quakers.		
34	Which economist criticised the process behind the slave trade and questioned its economic success within a free market global economy?	Adam Smith.		
35	How did slaves resist their treatment?	Cultural resistance; working slowly; rebellions.		
36	When was the American Civil War?	1861-1865.		
37	Who were the Confederates?	They were southern army who believed in maintaining slavery in America.		
38	Who was the President and northern leader during the American Civil War?	Abraham Lincoln.		
39	Who was Harriet Tubman?	A famous slave who ran away and helped others escape to the north for many years after.		
40	What were underground railroads?	A set of routes to help slaves run away from the south to the north, they were very dangerous journeys.		

## Unit 3: The English Civil War to Restoration

### Topic Summary



Key concept: Narrative Account	
<b>Chronological</b>	Events should be sequenced in your writing in chronological order.
<b>Past tense</b>	Narratives should be written in the past tense e.g. the king was crowned in 1660.
<b>Third person</b>	Narratives should be written in the third person . Do not use 'I'; 'we'; or 'you'
<b>Linking</b>	Connections should be made between events, linking them together in a clear sequence.
<b>Relevant detail</b>	Include relevant details for each event you are describing, including dates, names, etc.

Key People	
<b>Charles I</b> The second Stuart king of England, executed by Parliament in 1648 following the Civil War.	<b>Archbishop Laud</b> Famously introduced new prayer books along with other religious changes that brought back some Catholic practices.
<b>John Pym</b> Puritan member of Parliament, and a major opponent of Charles I before the Civil War.	<b>Oliver Cromwell</b> Parliamentary general, who became Lord Protector of the Commonwealth in 1653
<b>General Monck</b> A general who had worked with Charles I and Cromwell who dismissed Parliament and called for elections after almost 20 years.	<b>Charles II</b> The king of England following the Restoration.

Keywords	
<b>Absolutist</b> A ruler who has supreme authority and power	<b>Long Parliament</b> A parliament, which met, on and off, from 1640-1660
<b>Bishops' War</b> An uprising against Charles I's religious reforms which began in Scotland	<b>Newcastle Propositions</b> A series of Parliament's demands in 1646, rejected by Charles I
<b>Commonwealth</b> The period when England ceased to be a monarchy, and was at first ruled by Parliament	<b>Parliament</b> A collection of people representing all parts of England, who approve or reject laws
<b>Conspiracy</b> A secret plan to do something unlawful or harmful	<b>Regicide</b> The deliberate killing of a monarch, or the person responsible for doing so
<b>Declaration of Breda</b> A set of promises made by Charles II prior to his restoration to the monarchy	<b>Restoration</b> The return of the monarch to England with Charles II's coronation in May 1660
<b>Eleven-years tyranny</b> From 1629 until 1640 Charles I ruled without calling Parliament once	<b>Rump Parliament</b> The remaining members of Parliament after it was purged
<b>Godly Providence</b> A belief that events are governed by the direct intervention of God in the world	<b>Ship Money</b> a tax imposed on coastal towns to pay for their defence from naval attack during a war
<b>Grand Remonstrance</b> A summary of the criticisms that parliament had of the king	

### How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

Can you describe how a narrative account should be written?

Can you link events using relevant detail?

Knowledge Outcomes	
1	Which royal dynasty began with James I? The Stuarts
2	Why were Catholics angry with James I's religious policy? It was a continuation of Elizabeth's and was intolerant of Catholics
3	What did the gunpowder plotters hope to achieve? To blow up the houses of Parliament, killing the king and replacing him with his daughter
4	Why were people suspicious of Charles I's marriage? The monarch should be Protestant but he had married a French Catholic so many believed he was secretly Catholic
5	Why was the period for 1629 known as the 'eleven-years tyranny'? Charles dissolved parliament in 1629 and ruled alone, collecting taxed without parliament's permission
6	Which tax did Charles collect in 1634 and again in 1635? Ship Money
7	Which group did Charles promote within the church? The Arminians
8	What group of radical Protestants was becoming more powerful in parliament? Puritans
9	Why did Charles need to raise taxes in April 1640? He needed money to raise an army to put down the Scots in the Bishops' War
10	What happened in Ireland in 1641? The Catholics rose up in violent rebellion against the Protestants
11	What were the Nineteen Propositions? Another list of demands by parliament to reduce the power of the king passed in June 1642
12	Why did Charles reject the Newcastle Propositions? He failed to seize 5 MPs for arrest
13	What was Charles tried for in 1648? Treason and for being a tyrant and a public enemy responsible for all the death and destruction of the Civil War
14	How many MPs signed Charles death warrant? 59
15	What did parliament declare England to be after the execution of the monarch? A Commonwealth
16	Who became Lord Protector of the Commonwealth in 1653? Oliver Cromwell
17	How did Cromwell impose his Puritan beliefs across England? He appointed 11 Major-General to rule over different regions of Britain
18	Why did the Commonwealth fail? Oliver Cromwell died in 1658, his son took over as Lord Protector but was a weak ruler and the army asked him to step down
19	Who came down from Scotland in 1660 to dissolve Parliament and order elections? General Monck
20	Why was Parliament happy to agree to Charles II returning to England as king in 1660? The promises made in the Declaration of Breda, such as religious toleration and no vengeance against Parliamentarians, meant Parliament was happy to accept Charles



# Knowledge Organiser | Philosophy of Religion

<b>1</b>	<b>Omnipotent</b>	The belief that God is all-powerful.	<b>11</b>	<b>Analogy</b>	A comparison between things that have similar features, often used to help explain a principle or idea.
<b>2</b>	<b>Omniscient</b>	The belief that God is all-knowing.	<b>12</b>	<b>Fallacy</b>	A mistaken belief, especially one based on unsound arguments.
<b>3</b>	<b>Omnibenevolent</b>	The belief that God is all-loving	<b>13</b>	<b>Cosmological Argument</b>	The argument for the existence of God which argues that God is the cause of the universe.
<b>4</b>	<b>Omnipresent</b>	The belief that God is present everywhere at once.	<b>14</b>	<b>Thomas Aquinas</b>	Thinker argued for the cosmological argument.
<b>5</b>	<b>Transcendent</b>	The belief that God is outside of the universe.	<b>15</b>	<b>Causation</b>	The relationship between cause and effect.
<b>6</b>	<b>Theism</b>	The belief in God.	<b>16</b>	<b>Problem of Evil</b>	The argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.
<b>7</b>	<b>Atheism</b>	Disbelief or lack of belief in the existence of God or gods.	<b>17</b>	<b>Epicurus</b>	Thinker who came up with the problem of evil argument.
<b>8</b>	<b>Agnosticism</b>	The belief that nothing can be known about the nature or existence of God.	<b>18</b>	<b>Theodicy</b>	An argument which defends God against the problem of evil.
<b>9</b>	<b>Design Argument</b>	The argument for the existence of God based on evidence of design in the world.	<b>19</b>	<b>Religious Experience</b>	An experience which has a religious meaning for the person who experienced it.
<b>10</b>	<b>William Paley</b>	Thinker who argued for the design argument.	<b>20</b>	<b>Empirical Evidence</b>	Evidence for something based on observation or experience.

## Year 8 – Term 3 – Dynamo 2 Module 4 – Le Monde est Petit (Vocabulary & Grammar)

### Point de départ (pages 78–79)

<b>Où habites-tu?</b>	<b>Where do you live?</b>
J'habite dans un village.	<i>I live in a village.</i>
J'habite dans une ville.	<i>I live in a town.</i>
J'habite dans une grande ville.	<i>I live in a city.</i>
J'habite à la campagne.	<i>I live in the country.</i>
J'habite à la montagne.	<i>I live in the mountains.</i>
J'habite au bord de la mer.	<i>I live at the seaside.</i>
J'habite en France.	<i>I live in France.</i>
J'habite en Suisse.	<i>I live in Switzerland.</i>
J'habite au Maroc.	<i>I live in Morocco.</i>
Quel temps fait-il sur la photo?	<i>What's the weather like in the photo?</i>
Il fait beau.	<i>The weather's fine.</i>
Il fait mauvais.	<i>The weather's bad.</i>
Il fait chaud.	<i>It's hot.</i>
Il fait froid.	<i>It's cold.</i>
Il y a du soleil.	<i>It's sunny.</i>
Il y a du vent.	<i>It's windy.</i>
Il neige.	<i>It's snowing.</i>
Il pleut.	<i>It's raining.</i>
C'est comment?	<i>What is it like?</i>
C'est animé.	<i>It's lively.</i>
C'est calme. / C'est tranquille.	<i>It's peaceful / quiet.</i>
C'est ennuyeux.	<i>It's boring.</i>
C'est joli.	<i>It's pretty.</i>
C'est nul.	<i>It's awful.</i>

### Unité 1 (pages 80–81) Elle est comment, ta région ?

<b>Qu'est-ce qu'on peut faire dans ta région?</b>	<b>What can you do in your region?</b>
Dans ma ville ...	<i>In my town ...</i>
Dans ma région ...	<i>In my region ...</i>
On peut manger des crêpes.	<i>You can eat pancakes.</i>
On peut manger du fastfood.	<i>You can eat fast food.</i>
On peut visiter des grottes.	<i>You can visit some caves.</i>
On peut visiter le marché.	<i>You can visit the market.</i>
On peut visiter des monuments historiques.	<i>You can visit historic monuments.</i>
On peut faire du canoë-kayak.	<i>You can go canoeing.</i>
On peut faire des randonnées.	<i>You can go for walks.</i>
On peut faire du ski.	<i>You can go skiing.</i>
On peut faire les magasins.	<i>You can go shopping.</i>
On peut aller au cinéma.	<i>You can go to the cinema.</i>
On peut aller à la plage.	<i>You can go to the beach.</i>
Elle est comment, ta région?	<i>What is your region like?</i>
Il y a des ...	<i>There are (some) ...</i>
Il y a beaucoup de ...	<i>There are lots of ...</i>
Il n'y a pas de ...	<i>There are no ...</i>
bâtiments.	<i>buildings.</i>

champs.	<i>fields.</i>
lacs.	<i>lakes.</i>
touristes.	<i>tourists.</i>
forêts.	<i>forests.</i>
montagnes.	<i>mountains.</i>
plages.	<i>beaches.</i>
voitures.	<i>cars.</i>

### Unité 2 (pages 82–83) Qu'est-ce que tu dois faire à la maison ?

<b>Qu'est-ce que tu dois faire à la maison?</b>	<b>What must you do at home?</b>
Je dois laver la voiture.	<i>I must wash the car.</i>
Je dois rapporter l'eau.	<i>I must fetch the water.</i>
Je dois ranger ma chambre.	<i>I must tidy my bedroom.</i>
Je dois garder le bébé.	<i>I must look after the baby.</i>
Je dois nourrir le chien.	<i>I must feed the dog.</i>
Je dois faire la cuisine.	<i>I must do the cooking.</i>
Je dois faire la vaisselle.	<i>I must do the washing-up.</i>
Je ne fais rien.	<i>I do nothing./I don't do anything.</i>
Mon frère doit (laver la voiture).	<i>My brother must (wash the car).</i>
Ma soeur doit (ranger sa chambre).	<i>My sister must (tidy her room).</i>
Mon frère ne fait rien.	<i>My brother does nothing/doesn't do anything.</i>
Ma soeur ne fait rien.	<i>My sister does nothing/doesn't do anything.</i>
tous les jours	<i>every day</i>
souvent	<i>often</i>
quelquefois	<i>sometimes</i>
le weekend	<i>at weekends</i>
le lundi	<i>on Mondays</i>
Je pense que c'est juste.	<i>I think it's fair.</i>
Je pense que ce n'est pas juste.	<i>I think it's unfair.</i>

### Unité 3 (pages 84–85) Ma routine, ta routine

Je me lève.	<i>I get up.</i>
Je prends le petit déjeuner.	<i>I have breakfast.</i>
Je me douche.	<i>I have a shower.</i>
Je m'habille.	<i>I get dressed.</i>
Je me coiffe.	<i>I do my hair.</i>
Je me lave les dents.	<i>I brush my teeth.</i>
Je me couche.	<i>I go to bed.</i>
à sept heures.	<i>at seven o'clock</i>
à sept heures et quart	<i>at quarter past seven</i>
à sept heures moins le quart	<i>at quarter to seven</i>
à sept heures et demie	<i>at half past seven</i>
à sept heures (vingt)	<i>at (20) past seven</i>
à sept heures moins (dix)	<i>at (10) to seven</i>

### Unité 4 (pages 86–87) J'ai déménagé!

J'ai déménagé.	<i>I moved house.</i>
J'ai déménagé en ville.	<i>I moved to the town.</i>
J'ai déménagé à la campagne.	<i>I moved to the countryside.</i>
Voici mon nouveau collège.	<i>This is my new school.</i>
Voici ma nouvelle maison.	<i>This is my new house.</i>
C'est un vieux village.	<i>It is an old village.</i>
Il y a un beau jardin.	<i>There is a beautiful garden.</i>
Il y a une belle cuisine.	<i>There is a beautiful kitchen.</i>
Il y a une vieille église.	<i>There is an old church.</i>

### Unité 5 (pages 88–89) Bienvenue en Corse

Où habites-tu?	<i>Where do you live?</i>
J'habite en Corse.	<i>I live in Corsica.</i>
La Corse, c'est comment?	<i>What is Corsica like?</i>
C'est vraiment animé.	<i>It's really lively.</i>
Qu'est-ce qu'on peut faire en Corse?	<i>What can you do in Corsica?</i>
On peut faire des randonnées.	<i>You can go hiking.</i>
À quelle heure est-ce que tu te lèves?	<i>What time do you get up?</i>
Je me lève à neuf heures.	<i>I get up at 9 a.m.</i>
Qu'est-ce que tu dois faire à la maison?	<i>What must you do at home?</i>
Je dois faire la cuisine.	<i>I must do the cooking.</i>
Qu'est-ce que tu as fait le weekend dernier?	<i>What did you do last weekend?</i>
Je suis allé(e) à Ajaccio.	<i>I went to Ajaccio.</i>

### Les mots essentiels High-frequency words

#### Time expressions

le matin	<i>in the morning(s)</i>
le soir	<i>in the evening(s)</i>
le weekend	<i>at the weekend</i>
pendant la journée	<i>during the day</i>
en semaine	<i>during the week</i>
d'habitude	<i>usually</i>

#### Sequencing words

ensuite / puis	<i>then</i>
après	<i>after(wards)</i>

vraiment	<i>really</i>
très	<i>very</i>
trop	<i>too</i>

- in: *dans* (**dans** un village)
- in + feminine country: *en* (**en** France)
- in + masculine country: *au* (**au** Maroc)
- other expressions: **à la** campagne (in the country), **en** ville (in town)

The pronoun *on* often means 'we', but it can also mean 'you' when talking about people in general. E.g. **On** peut visiter des grottes. **You** can visit caves.

**pouvoir** (to be able to) is an irregular modal verb. It is usually followed by an **infinitive**.

<i>je peux</i>	I can
<i>tu peux</i>	you can
<i>il/elle/on peut</i>	he/she/we can
<i>nous pouvons</i>	we (people) can
<i>vous pouvez</i>	you can
<i>ils/elles peuvent</i>	they can
<i>On peut cultiver le coton.</i>	You can <b>grow</b> cotton.

**ne ... pas** around *pouvoir* makes it negative:

*Je ne peux pas aller à l'école.* I **can't go** to school.

**devoir** (to have to / must) is an irregular modal verb.

<i>je dois</i>	I must
<i>tu dois</i>	you (singular) must
<i>il/elle / on doit</i>	he/she / we must
<i>nous devons</i>	we must
<i>vous devez</i>	you (plural or polite) must
<i>ils/elles doivent</i>	they must
<i>Elle doit faire la cuisine.</i>	She <b>must do</b> the cooking.

Putting **ne ... pas** around *devoir* makes it negative.

*On ne doit pas polluer l'eau.* We **must not pollute** the water.

Some verbs are reflexive: there is a **reflexive pronoun** before the verb.

<i>se coucher</i>	<u>to go to bed</u>
<i>je me couche</i>	I go to bed
<i>tu te couches</i>	you (singular) go to bed
<i>il/elle se couche</i>	he/she goes to bed
<i>on se couche</i>	we go to bed
<i>nous nous couchons</i>	we go to bed

**me, te** and **se** change to **m', t' or s'** before a vowel or *h*.

*je m'habille* I get dressed

**Beau, nouveau** and **vieux** are common irregular adjectives. They come before the noun.

*un beau salon* a beautiful living room

	masculine	feminine	m. plural	f. plural
beautiful	<i>beau</i>	<i>belle</i>	<i>beaux</i>	<i>belles</i>
new	<i>nouveau</i>	<i>nouvelle</i>	<i>nouveaux</i>	<i>nouvelles</i>
old	<i>vieux</i>	<i>vieille</i>	<i>vieux</i>	<i>vieilles</i>

Before a vowel or *h*, use **bel / nouvel / vieil**:

*un bel appartement*

### Stratégie

#### Cognates, near-cognates and faux amis

Cognates are spelt the same in French as in English. But remember to learn the correct pronunciation, as it is usually different from English! How do you pronounce the following?

*le train des photos des souvenirs mes parents*

Near-cognates are nearly – but not exactly – the same as English words. Take extra care when learning to spell words like this!

*le lac le parc la musique ma famille*

Some words look like cognates, but they are **faux amis** (false friends). What do these words mean in English?

*le car le spectacle des baskets*

When there are two different time frames (e.g. present and past) in a text, pay special attention to the verbs:

**Present:** *j'habite, je me lève, on peut, je dois, ...*

**Past:** *j'ai mangé, je suis allé, ...*

The **present tense** is used for talking about what usually happens, or what is happening now:

**Je regarde la télé.** I watch TV. / I am watching TV.

The **perfect tense** is used to talk about what you did in the past:

**J'ai regardé la télé.** I watched TV.

Verbs with *je* in the perfect tense consist of *j'ai* or *je suis* + the past participle.

**j'ai visité / j'ai bu / j'ai fait / je suis allé(e)**

### Stratégie

#### Play your cards right

- Make yourself a set of little cards – write a French word or phrase on one side, and the English translation on the back.
- Use the cards on your own or with a friend to help learn new words, and how to spell them.

### Stratégie

#### Spelling and accents

Accents are not optional – spot accents in new words and make sure you remember them when writing.

- The **acute accent** goes uphill ´ (e.g. *préférée*).
- The **grave accent** goes downhill ` (e.g. *à, après-midi*).
- The **circumflex** is like a little hat, e.g. *fête, Pâques*.
- The **tréma** is two dots, e.g. *Noël, Aïd*.
- The **cedilla** occurs under the letter *c*, e.g. *ça, français*.

## Year 8 – Term 4 – Dynamo 2 Module 5 – Le Sport en Direct (Vocabulary & Grammar)

### **Point de départ (pages 102–103)**

Dans ma ville, on peut ...	<i>In my town, you can ...</i>
Dans mon village, on peut ...	<i>In my village, you can ...</i>
jouer au basket.	<i>play basketball.</i>
jouer au billard.	<i>play snooker.</i>
jouer au foot(ball).	<i>play football.</i>
jouer au handball.	<i>play handball.</i>
jouer au rugby.	<i>play rugby.</i>
jouer au tennis.	<i>play tennis.</i>
jouer au tennis de table.	<i>play table tennis.</i>
jouer au volleyball.	<i>play volleyball.</i>
faire du footing.	<i>go jogging.</i>
faire du judo.	<i>do judo.</i>
faire du ski.	<i>go skiing.</i>
faire du vélo.	<i>go cycling.</i>
faire de la gymnastique.	<i>do gymnastics.</i>
faire de la musculation.	<i>do weight training.</i>
faire de la natation.	<i>go swimming.</i>
faire de la voile.	<i>go sailing.</i>
faire de l'athlétisme.	<i>do athletics.</i>
faire de l'équitation.	<i>go horse riding.</i>
Tu es sportif/sportive?	<i>Are you sporty?</i>
Je suis (assez) sportif/sportive.	<i>I am (quite) sporty.</i>
Je ne suis pas (très) sportif/sportive.	<i>I am not (very) sporty.</i>
Tu fais quels sports?	<i>What sports do you do?</i>
Je joue au rugby.	<i>I play rugby.</i>
Je fais du judo.	<i>I do judo.</i>

### **Unité 1 (pages 104–105) C'est plus amusant!**

Quelle est ton opinion sur ... ?	<i>What is your opinion of ... ?</i>
Je trouve le tennis ...	<i>I find tennis ...</i>
Je trouve la voile ...	<i>I find sailing ...</i>
amusant(e).	<i>fun.</i>
compliqué(e).	<i>complicated.</i>
fatigant(e).	<i>tiring.</i>
intéressant(e).	<i>interesting.</i>
passionnant(e).	<i>exciting.</i>
relaxant(e).	<i>relaxing.</i>
facile.	<i>easy.</i>
difficile.	<i>difficult.</i>
ennuyeux/ennuyeuse.	<i>boring.</i>
Je trouve le ski plus difficile que le cyclisme.	<i>I find skiing more difficult than cycling.</i>
Je trouve la gymnastique plus facile que le footing.	<i>I find gymnastics easier than jogging.</i>

### **Unité 2 (pages 106–107) Pour aller au stade?**

Pour aller au bureau d'information?	<i>How do I get to the information office?</i>
Pour aller au lac?	<i>How do I get to the lake?</i>
Pour aller au restaurant?	<i>How do I get to the restaurant?</i>

Pour aller au stade?	<i>How do I get to the stadium?</i>
Pour aller au vélodrome?	<i>How do I get to the velodrome?</i>
Pour aller à la piscine?	<i>How do I get to the swimming pool?</i>
Pour aller à la gare?	<i>How do I get to the station?</i>
Pour aller à la piste d'athlétisme?	<i>How do I get to the athletics track?</i>
Pour aller à l'hôtel?	<i>How do I get to the hotel?</i>
Pour aller aux courts de tennis?	<i>How do I get to the tennis courts?</i>
Pour aller aux toilettes?	<i>How do I get to the toilet?</i>
Allez tout droit.	<i>Go straight on.</i>
Tournez à droite.	<i>Turn right.</i>
Tournez à gauche.	<i>Turn left.</i>
Prenez la première rue à gauche.	<i>Take the first road on the left.</i>
Prenez la deuxième rue à droite.	<i>Take the second road on the right.</i>
Prenez la troisième rue à gauche.	<i>Take the third road on the left.</i>

### **Unité 3 (pages 108–109) Qu'est-ce qu'il faut faire?**

Qu'est-ce qu'il faut faire?	<i>What must you do?</i>
Il faut manger des fruits et des légumes.	<i>You must eat fruit and vegetables.</i>
Il faut travailler dur.	<i>You must work hard.</i>
Il faut aller à la salle de fitness.	<i>You must go to the gym.</i>
Il faut être déterminé(e).	<i>You must be determined.</i>
Il faut boire beaucoup d'eau.	<i>You must drink lots of water.</i>
Il faut dormir huit heures par nuit.	<i>You must sleep eight hours a night.</i>
Il ne faut pas consommer de drogue.	<i>You must not take drugs.</i>
Il ne faut pas fumer.	<i>You must not smoke.</i>
Sur la photo, il y a ... un(e) athlète.	<i>In the photo there is ... an athlete.</i>
un joueur de basket.	<i>a basketball player.</i>
Il est sur une piste d'athlétisme.	<i>He is on an athletics track.</i>
Elle est sur un terrain de basket.	<i>She is on a basketball court.</i>
Il porte ... un short.	<i>He is wearing ... shorts.</i>
un maillot de course.	<i>a running top.</i>
un maillot de basket.	<i>a basketball top.</i>
Il y a des spectateurs.	<i>There are spectators.</i>

### **Unité 4 (pages 110–111) Vous allez bien?**

le bras	<i>arm</i>
le dos	<i>back</i>
le pied	<i>foot</i>
le ventre	<i>stomach</i>
la jambe	<i>leg</i>

la tête	<i>head</i>
l'oreille	<i>ear</i>
l'œil / les yeux	<i>eye / eyes</i>
Vous allez bien?	<i>Are you well?</i>
J'ai mal au bras.	<i>I have a sore arm.</i>
J'ai mal au dos.	<i>I have a sore back.</i>
J'ai mal au pied.	<i>I have a sore foot.</i>
J'ai mal au ventre.	<i>I have a sore stomach.</i>
J'ai mal à la jambe.	<i>I have a sore leg.</i>
J'ai mal à la tête.	<i>I have a sore head.</i>
J'ai mal à l'oreille.	<i>I have a sore ear.</i>
J'ai mal à l'œil.	<i>I have a sore eye.</i>
J'ai mal aux yeux.	<i>I have sore eyes.</i>
J'ai un rhume.	<i>I have a cold.</i>
J'ai de la fièvre.	<i>I have a temperature.</i>
Il faut rester au lit.	<i>You must stay in bed.</i>
Il faut utiliser une crème.	<i>You must use a cream.</i>
Il faut prendre des antidouleurs.	<i>You must take painkillers.</i>
Il faut boire beaucoup d'eau.	<i>You must drink lots of water.</i>

### **Unité 5 (pages 112–113) Allez les futurs champions!**

Tu fais quel sport?	<i>What sport do you do?</i>
Je joue au foot.	<i>I play football.</i>
Je joue un match.	<i>I play a match.</i>
Je travaille dur.	<i>I work hard.</i>
Je suis membre d'une équipe locale.	<i>I am a member of a local team.</i>
Je suis membre d'un club local.	<i>I am a member of a local club.</i>
Je marque beaucoup de buts.	<i>I score lots of goals.</i>
Je gagne un match.	<i>I win a match.</i>
Qu'est-ce que tu fais tous les jours?	<i>What do you do every day?</i>
Je vais à la salle de fitness.	<i>I go to the gym.</i>
Je fais de la musculation.	<i>I do weight training.</i>
Qu'est-ce que tu as fait récemment?	<i>What did you do recently?</i>
J'ai joué en compétition.	<i>I played in a competition.</i>
J'ai marqué beaucoup de points.	<i>I scored lots of points.</i>
J'ai gagné une médaille aux J.O.	<i>I won a medal at the Olympic Games.</i>
Qu'est-ce que tu vas faire à l'avenir?	<i>What are you going to do in the future?</i>
Je vais marquer beaucoup d'essais.	<i>I am going to score lots of tries.</i>
Je vais jouer pour la France.	<i>I am going to play for France.</i>
Je vais être membre de l'équipe nationale.	<i>I am going to be a member of the national team.</i>
Je vais gagner la Coupe du Monde.	<i>I am going to win the World Cup.</i>

- Use **jouer à** with sports you play.
- Use **faire de** with sports you do.
- With **masculine** nouns:  
**à + le** becomes **au**  
**de + le** becomes **du**  
**le basket** → On peut jouer **au** basket.  
**le judo** → On peut faire **du** judo.

<b>jouer</b> (to play) is a regular -er verb	<b>faire</b> (to do) is irregular
<i>je joue</i> <i>tu joues</i> <i>il/elle/on joue</i> <i>nous jouons</i> <i>vous jouez</i> <i>ils/elles jouent</i>	<i>je fais</i> <i>tu fais</i> <i>il/elle/on fait</i> <i>nous faisons</i> <i>vous faites</i> <i>ils/elles font</i>

*Je trouve ...* means 'I find ...'

You can use it to give opinions. It is followed by *le / la / les*.

*Je trouve le basket amusant.*  
I find basketball fun.

- Sometimes French words aren't translated literally. **Sur la photo** literally means 'on the photo', but in English we say 'in the photo'.
- *Il porte* means 'he **wears**' or 'he **is wearing**'. Which translation sounds right here?

To talk about what you are going to do in the future, use **je vais + infinitive**.

**Je vais rester au lit.** I am going to stay in bed.

In French all nouns (not just people) are either **masculine** or **feminine**.

Adjectives must agree with the noun they describe:

masculine singular	feminine singular
Je trouve <b>le</b> football ...	Je trouve <b>la</b> danse ...
compliqué amusant fatigant intéressant passionnant relaxant	compliquée amusante fatigante intéressante passionnante relaxante
difficile facile	difficile facile
ennuy <b>eux</b>	ennuy <b>euse</b>

Time expressions such as *tous les jours* and *le weekend prochain* help you recognise which tense you need or hear.

To identify the different tenses, look or listen for:

- **present tense: single verbs:** *joue, fais, vais, suis*
- **near future tense:** **je vais** + infinitive: **je vais gagner**
- **perfect (past) tense:** **j'ai** + past participle: **j'ai joué, je suis allé(e)** (I went).

Learn to recognise key questions in different tenses:

present: **Qu'est-ce que tu fais?**  
What do you do / are you doing?

perfect: **Qu'est-ce que tu as fait?**  
What did you do?

near future: **Qu'est-ce que tu vas faire?**  
What are you going to do?

To ask for directions, you can use:

**Pour aller à + the definite article + noun?**

<b>à + le</b> becomes <b>au</b>	Pour aller ...
<b>à + les</b> becomes <b>aux</b>	
<b>masc singular</b>	<b>le lac</b> → <b>au lac?</b>
<b>fem singular</b>	<b>la gare</b> → <b>à la gare?</b>
<b>before a vowel sound</b>	<b>l'hôtel</b> → <b>à l'hôtel?</b>
<b>plural</b>	<b>les toilettes</b> → <b>aux toilettes?</b>

You use the imperative to give instructions.

With someone you don't know well (especially adults), use the *vous* form.

Take the *vous* form of the verb and drop the word *vous*.

- Vous allez* (You go) → **Allez tout droit.** (Go straight on.)
- Vous tournez* (You turn) → **Tournez à gauche.** (Turn left.)
- Vous prenez* (You take) → **Prenez la première rue.** (Take the first road.)

**Il faut** means 'it is necessary to' / 'you must'.

It is followed by the **infinitive**.

**Il faut travailler dur.** You must **work** hard.

**Il ne faut pas** means 'you must not'.

**Il ne faut pas fumer.** You must not **smoke**.

# Year 8 Art

# Project: Day of the Dead

**Day of the Dead** or “**Dia de los Muertos**” is a Mexican festival that celebrates and remembers loved ones that have died and the love their family had for them. In the celebrations they decorate their homes with sugar skulls, flowers, marigolds, candles, hearts, bright colours, because it is a happy event.

**Formal Elements:** A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a **motif**.

**Texture** – is how something feels or looks like it feels.

**Form** - describes a piece of work that is 3D.



## Artists that we look at:

- Frida Kahlo
- Heather Galler
- Sara Blake
- Damien Hirst



**2D Relief** - A wall-mounted sculpture in which the three-dimensional elements are raised from a flat base.

**Mixed media** – Producing a piece of artwork with varied techniques that compliment each other. For example, oil pastel, watercolours, collage, ink and pen.

**Collage** - an artistic composition made of various materials (such as paper, cloth, or wood) glued on a surface cut pictures from magazines to make

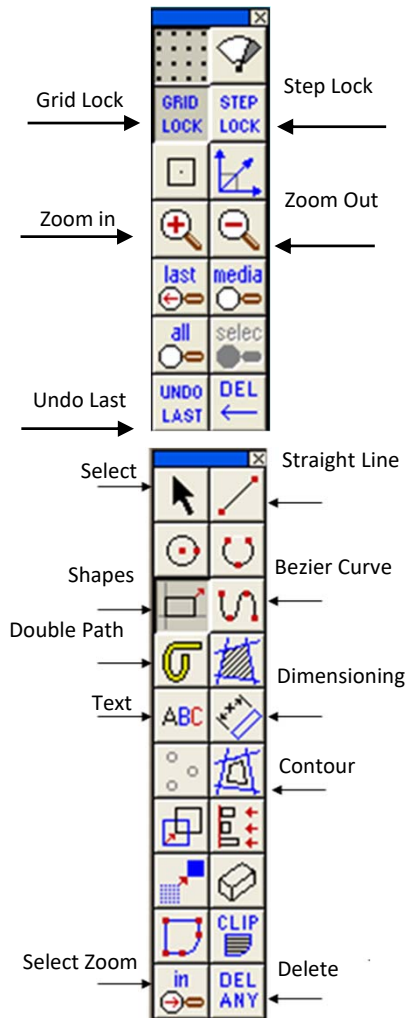
**Sgraffito** - is defined as 'decoration by cutting away parts of a surface layer to expose a different coloured ground.'



## 2D Design



is a piece of computer software that allows the user to develop 2-dimensional outlines that can be transferred to a CAM (Computer Aided Manufacture) machine and cut out on 2 axis.



## Design Context

**WHO?** WHO is it for? WHO is the client or user?

**WHAT?** WHAT is the problem to be solved or need to be met? WHAT do you know already?

**WHEN?** WHEN does it need to be completed?

**WHERE?** WHERE will it be used? WHERE can you find out more information?

**WHY?** WHY is it needed?

**HOW?** HOW are you going to design and make it?

## Flat Pack Design

Flat pack products are those manufactured in 'flat' or separate parts that can be more easily transported and are often able to be assembled with limited tools and expertise.

### TOP TIPS – Slot together design

stability

triangulation

distribution of weight

balance

symmetry

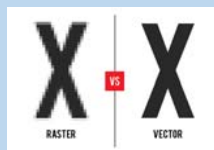
self-supporting

accurate slot sizing



## Vector graphic

A **vector graphic** is an image made up of points, lines, and curves that are based upon mathematical equations, rather than solid colored square pixels.



## CAD - Computer Aided Design

**CAD** is the use of design software for exploring, designing and editing designs on the computer to visualise concepts by rendering and simulating them to see how they perform in the real world.

## CAM - Computer Aided Manufacturing

**CAM** software is used to programme and control computer-aided machinery to automate the manufacturing process. Once the designs are finished in the **CAD** process, **CAM** software uses them to create instructions that drive operated machinery, in order to mass-produce a product.

### Advantages of CAD/CAM

- Ideas can be drawn and developed quickly
- Designs can be viewed from all angles and with a range of materials
- Some testing and consumer feedback can be done before costly production takes place
- It is easier to design and test a range of ideas

### Disadvantages of CAD/CAM

- Expensive to set up
- Needs a skilled workforce
- Difficult to keep up with constantly changing and improving technology
- Computers can be unreliable

## Keywords

**Compact** - Occupying little space

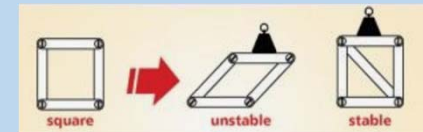
**Collapsible** - able to be folded into a more compact shape

**Stability** - a measure of how likely it is for an object to topple over when pushed or moved.

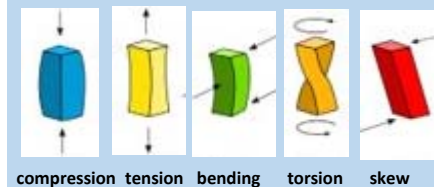
**Self-supporting** - means that the structure holds together by itself, without additional support

**Symmetry** - Something is symmetrical when it is the same on both sides around an axis

**Triangulation** - is the use of triangles to create strong, well supported structures. This is important in the creation of structures because the triangle shape is difficult to change or squash.



**Force** - strength or energy causing motion or change, see below.



## Wood Species

Wood species is a scientific term for types of trees based on their characteristics. Wood species can be divided into hardwoods and softwoods, depending on their leaves and seeds

## Softwoods (Gymnosperm)

Eg: Larch, Pine, Spruce



Softwoods come from coniferous trees. These often have pines or needles, and they stay evergreen all year round (they do not lose leaves in the autumn). They are faster growing than hardwoods, making them cheaper to buy, and are considered a sustainable material.

## Hardwoods (Angiosperm)

Eg: Ash, Beech, Mahogany, Oak, Balsa



Hardwoods come from deciduous trees, which have large flat leaves that fall in Autumn. Hardwoods take longer to grow, are not easily sourced and are expensive to buy.

## Tools and Equipment

**Modelling Foam** - Blue Craft Foam otherwise known as Styrofoam is a dense light weight foam material ideal for making prototypes.



**Scroll Saw** (Hegner)  
Used to quickly make curved cuts in materials like wood, and plastic.



**Coping Saw**  
Used to perform curved cuts in wood, and plastic materials



**Rasp**  
A coarse form of file; used to quickly remove material



**Bobbin sander**  
An oscillating (moving back + forth) spindle sanders that can sand curved wooden surfaces + internal areas that can be hard to get at.



**Files**  
Used to remove material and to smooth edges.



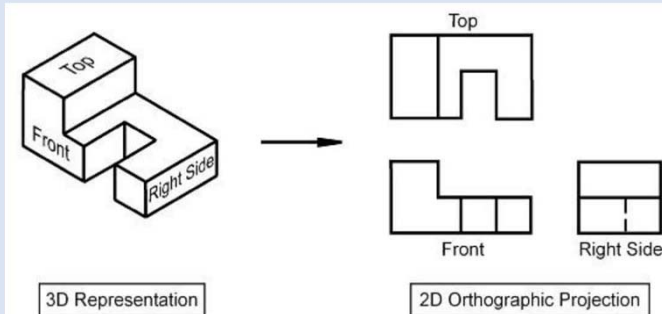
## Oils and Finishes

Generally applied with a brush, the most **common types** of surface **finishes** are lacquer, shellac, polyurethane and varnish, which can make the best **wood** sealants. You can also use oils like Danish and Tung, or natural oils like Olive and Sunflower.



## Orthographic Drawing

**Orthographic drawing** - A 2-D representation of an object in a view that shows only one side at a time.



## Abrasive Paper

A sheet of paper, card, or other material coated on one side in an abrasive surface. The sheets are used to **smooth** down rough surfaces or to **remove layers** of paint.



## Keywords

**Anthropometric** - study of the measurements and proportions of the human body

**Ergonomics** - The study of people and their relationship with the physical environment around them. Designing according to best human use.

**Wood Finishes** – A way of protecting wood as well as helping enhance its aesthetic qualities

**Prototype** - An initial creation of a product that shows the basics of what a product will look like and what the product will do.

**Modeling** – A way of constructing a physical version of your ideas to test in 3D.

**Design Brief** - a short written description that outlines what a project or product should do.

**Design Specification** - A detailed description of the design and materials used to make something.

**Analyse** – To examine something in detail, typically in order, to explain and interpret it

**Analysis** - detailed examination of the elements or structure of something.

**Development** - the process in which someone or something grows or changes and becomes more advanced

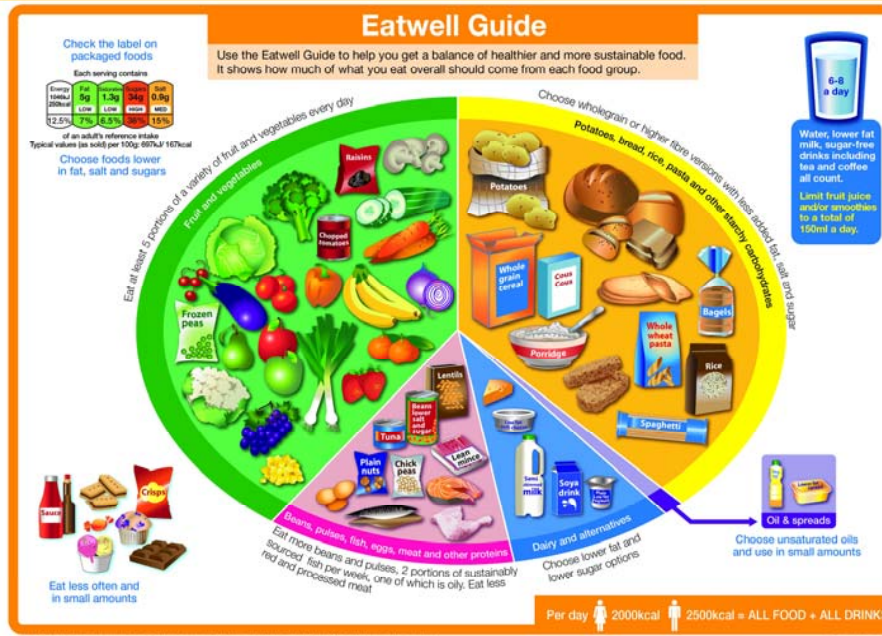


# YEAR 8 Food Preparation & Nutrition: Food, Nutrition & Health Topic: Nutritional needs and health

## Food & Nutrition KS3 Year 8

### KEYWORDS

Food Safety  
Food Hygiene  
Bacteria  
Temperature  
Danger zone



## Food Hygiene

1. What are the different sources of bacterial contamination?
2. Name three bacteria responsible for food poisoning?
3. List the 4 requirements needed for rapid bacterial growth.
4. What are the main symptoms of food poisoning?
5. What are the food safety principles when buying and storing food?
6. What temperature should a fridge be?
7. What temperature should a freezer be?
8. What is the danger zone temperature?

The importance of preparing, storing and cooking food safely to prevent spoilage and contamination that could cause food poisoning.

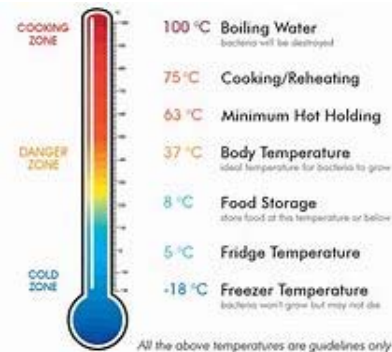
## Knife skills Bridge & Claw hold Hob and Oven Skills

### RECIPES

Savoury Cous Cous,  
Macaroni Cheese,  
Pizza,  
Oat cookies,  
Cheese/ fruit scones,  
Bread rolls,  
Pear Surprise,

### The Eatwell Guide

Comprises 5 main food groups. Is suitable for most people over 2 years of age. Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet. Shows proportions representative of food eaten over a day or more.



### Further Reading

<http://www.foodafactoflife.org.uk>  
<https://www.nutrition.org.uk>  
Edugas Revision Guide

# Form and Structure

## Exploring Musical Structures



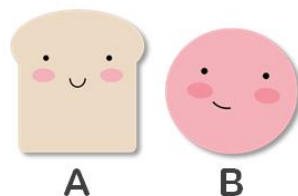
### A. Question and Answer Phrases

Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a ‘musical conversation’. The **MELODY** below shows the opening of “Twinkle Twinkle Little Star” - notice how the **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.



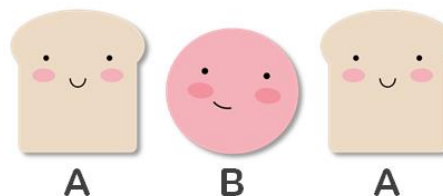
### B. Binary Form

**BINARY FORM (AB)** describes music in two sections. The first section can be labelled “A” and the second section “B” (either or both sections may be repeated). The “B” section **contrasts** musically in some way to the first “A” section.



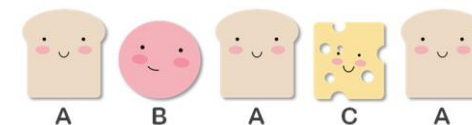
### C. Ternary Form

**TERNARY FORM (ABA)** describes music in three sections. The first section can be labelled “A” and the second section “B”. The “B” section **contrasts** in some way to the first “A” section which is then **repeated** after the “B” section again.



### D. Rondo Form

**RONDO FORM (ABACADA...)** describes music where a main **theme** or **melody** “A” keeps returning between different contrasting sections “B, C, D...” (called **episodes**)

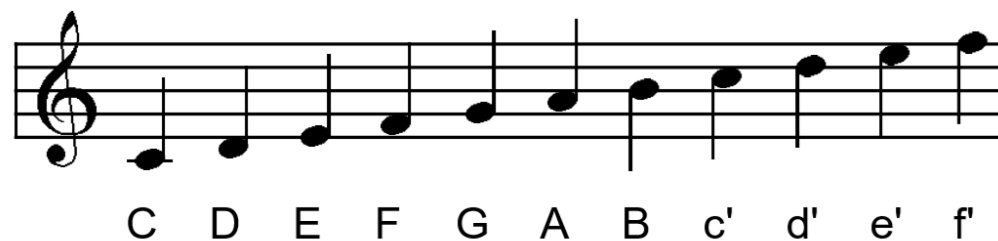


### E. Key Words

- FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
- PHRASE** – A short section of music, like a “musical sentence”.
- PITCH** – The **highness** or **lowness** of a sound or musical note.
- MELODY/THEME** – The main **tune** of a piece of music. The melody or theme often varies in **pitch** and “good melodies” have an organised and recognisable shape.
- HARMONY** – Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
- DRONE** – A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).
- OSTINATO** – A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.

### F. Music Theory

#### Treble Clef Pitch Notation



Treble Clef “Lines” Note Names

Treble Clef “Spaces” Note Names

Repeat Mark



### Stage Spaces

Theatre in the Round – Audience sat around the stage space and there is no backdrop.

Traverse – Audience are sat opposite each other, normally no backdrop is used.

Proscenium Arch/End On Stage – Stereotypical theatre space where there are clear exits and entrances. Audience can see everything onstage. Backdrop can be used.

Thrust – Similar to Proscenium Arch but there is an extra area of performance space that goes out towards the audience.

### Keywords

- Hot-Seating
- Proxemics
- Sustaining role
- Responding
- Directing
- Levels
- Subtext/Motivation
- Empathy
- Role on the Wall

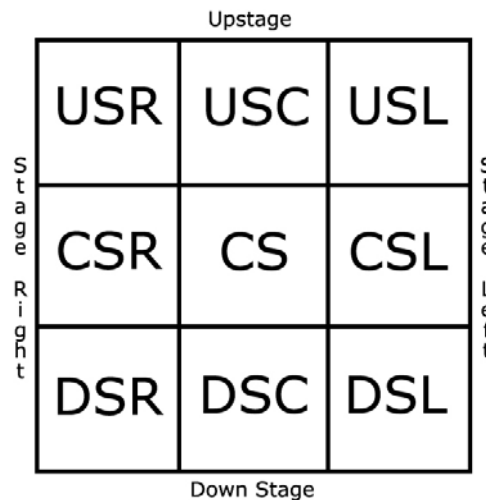


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### KNOW YOUR CHARACTER TRAITS

### How to learn lines?

- Post It Notes in a routine
- Chunking down the script
- Units of action
- Keywords
- Understand the motivations/subtext



### Staging Areas

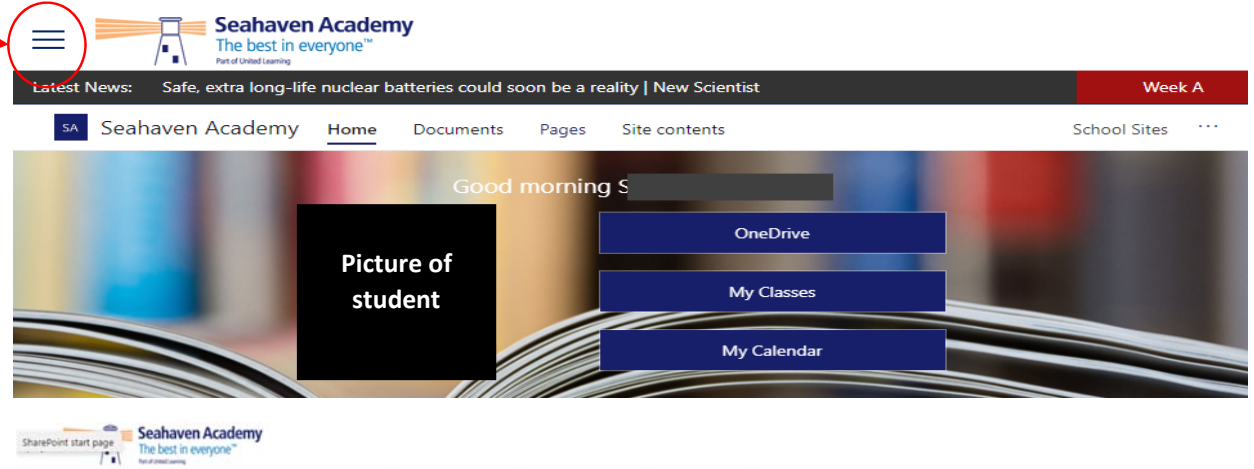
- US – Upstage
- CS – Centre Stage
- SL – Stage Left
- SR – Stage Right
- DS – Downstage

## Computer Science Knowledge Organiser Terms 3 and 4

Access your Mega Menu here

### The Mega Menu

- Accessed on your O365 homepage.
- Has links to all areas of the curriculum.
- Allows you to access and submit work online.
- Has links to take you straight to department resources.
- Let's you access class-specific information for lessons and homework.

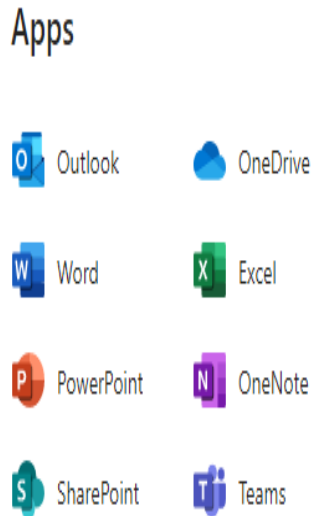


Communication	Collaboration	My Departments	Classes 2021-2022	My Links
Home Staff Arbor Behaviour Management CPOMS Exeant Go 4 Schools IT Service Desk My Calendar Photos	Assessment and Reporting Continuity of Learning Cover Middle Leaders Team Pastoral Team PSHE Team SLT Team	All Departments Computer Science History Mathematics Physical Education Subject	Class Dashboard Computer Science 7JMA--CP 2021 SEA Computer Science 7JTI--CP 2021 SEA Computer Science 7ZMC--CP 2021 SEA Computer Science 8X1-Cp 2021 SEA Computer Science 8X3-Cp 2021 SEA Computer Science 8Y2-Cp 2021 SEA Computer Science 9X1-Cp 2021 SEA Computer Science 9X3-Cp 2021 SEA History 7MMO--HI 2021 SEA	Edit My Links Arbor Aspire Late Oak Academy Ofsted Seneca

Use the Mega Menu to access your class group. From here you can access the class team where Assignments will be set.



The matrix. This allows access to the apps that Office 365 offers.



Each app has a different function that allows you to perform a range of different functions and each has different features.

The main apps you'll use are:

PowerPoint, Teams, Outlook and OneDrive.

Microsoft Teams

