

Home Learning Booklet



Knowledge Goals Year 9
Half Term 4

How to self-test

Mind mapping

- Mind mapping is simply a diagram to visually represent or outline information.
- Use information gathered from your knowledge goals booklet to create mind maps, make sure to use colour and images, keep writing to the bare minimum.

How to mind map:



Information for parents on knowledge retrieval



Flash cards

Use your knowledge goals booklet to make flash cards. Write the questions on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic.

How to mind map:



How should students use the Knowledge Goals booklets?

Your Knowledge Goals booklet provide the essential knowledge that you need to learn in each subject this half term. You are **expected to spend 30 minutes per subject per week 'learning' the content**. You will be assessed during lessons using 'low stake' quizzing. **Your teacher may choose to set you additional homework.**

How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

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Suggested Homework Schedule (1 hour of independent study per night).

To help you get organized, we have planned out your weekly home learning to cover all subjects. You may choose to create your own version:

Week A

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Art	English Language	Physics
Tuesday	Biology	Technology	Maths
Wednesday	Chemistry	Spanish	Music
Thursday	Computer Science	Geography	RS
Friday	Design Technology	History	PE

Week B

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Drama	Personal Development	Teir 2 Vocab
Tuesday	Maths	English	Physics
Wednesday	Chemistry	English	Music
Thursday	Teir 2 Vocab	Maths	Biology
Friday			

Literacy Tier 2 Vocabulary

These words are all 'tier 2' words; in other words, they are seen as 'academic vocabulary' and if you know them, can understand them and use them, you will do better in your exams and be able to communicate more precisely and effectively in life.

#	Key word	Definition
1	Advocate	
2	Benefit	
3	Clarity	
4	Define	
5	Hierarchy	
6	Liberate	
7	Modify	
8	Notation	
9	Objective	
10	Qualify	

The Art timeline

Mask of Agamemnon
Heinrich Schliemann
1550-1500 B.B.



There are few remaining examples with early art often favoring drawing over color. Work has been found recently in tombs. Egyptian Frescoes, pottery, and metalwork.

1500 BC.
Ancient Art

The Night Watch
Rembrandt
1642



Emerged in Europe around 1600. reaction against the intricate and formulaic Mannerist style which dominated the Late Renaissance. Less complex, more realistic, & emotinal.

Baroque

Starry Night
Vincent Van Gogh
1889



In France that represented both an extension of Impressionism and a rejection of that styles inherent limitations.

20th century.
Post Impressionism

The Scream
Edvard Munch
1893



Art literature of the early 20th century. Artists attempt to depict not objective reality but rather the emotions and responses that objects and event arouse in him. Distortion, exaggeration, primitivism, and fantasy. Highly subjective and spontaneous self expression.

Expressionism

Cloud Shepard
Hans Arp
1953



1915-1922. Characterized by a spirit of anarchic revolt. Revelled in absurdity, and emphasised the role of the unpredictable an artistic expression.

Dada

Renaissance

Began in Italy, 14th century. Individual Expression, & Wordly Expirience. Move away from religion, dominated middle ages, and turn to individual man in society.



Mona Lisa
Leonardo Da Vinci
Circa 1503-1519

Impressionism

Emerged in France, 19th century. Marked a momentous break from tradition in European painting. The image of an object as if someone just caught a glimpse. Lots of color, scenary, very bright and vibrant.



Haystacks
Claude Monet
1890-1891

Modernism

Late 19th-20th centuries. Revolt against the conservative values of realism. Traditional forms of art.



Mont Ste Victoire
Paul Cezanne
1885-1889

Cubism

20th century. Avantgarde art movement, objects are broken up, analyzed, and re-assembled in an abstracted form. Revolutionized European painting and sculpture.



Weeping
Pablo Picasso
1937

Pop Art

Direct descendant of Dadaism in the way it mocks the established art world by appropriating images. Celebrate everyday objects such as; sop can, washing powders, & coke bottles.



Campbell's Soup
Andy Warhol
1962

Art
Movement's
Timeline
By; Jesinda
Vincent

The Primary Colors



Primary colors, according to traditional color theory, cannot be formed by mixing up other colors.

The Secondary Colors



Secondary colors are the combination of 2 primary colors.

The Tertiary Colors



Tertiary colors combination of 1 primary and 1 secondary color.

Colour Theory



COOL COLOURS

WARM COLOURS

- Primary** three main colors
- Secondary** mix of primary colors
- Tertiary** between secondary & primary
- Complimentary** opposites on the color wheel
- Analogous** colors next to each other
- Split Complimentary** one color, with two analogous complimentary colors
- Triadic** forms triangle on color wheel
- Tetradic** forms a rectangle on the color wheel
- Monochromatic** shades and tints of one color
- Shades** base color + black
- Tones** base color + gray
- Tints** base color + white
- Warm** reminds us of the sun
- Cool** reminds us of the sky and earth
- Neutral** usually not on color wheel

PRIMARY

Mixing different amounts of the primary colours can make all the colours of the colour wheel.



SECONDARY

Mixing two primary colours make a secondary colour



TERTIARY

Primary colours and secondary colours mixed together.



COMPLEMENTARY

Colours opposite from each other on the colour wheel.



ANALOGOUS

Colours that are neighbours on the wheel.



MONOCHROMATIC

A colour with its tints and shades. Tints are colours mixed with white. Shades are colours mixed with black.



Key words	Definition
Composition	The arrangement of elements within an art work
Value	Determines the lightness or darkness of a colour
Tone	(similar to value) describes how light or dark something is
Arrangement	A set up of components
Observational	An active acquisition of information from a primary source) eg drawing or painting from life)
Experiment	To investigate, try something out. (ideas, process or materials)
Refine	Make changes to improve
Shading	Application of tonal value to a drawing(usually using pencil)
Texture	The feel, appearance or consistency of a surface or substance
Blending	The action of mixing or combining things together eg blending one tone into another

Formal elements of Art

The Visual Elements of line, shape, tone, colour, pattern, texture and form are the building blocks of composition in art. When we analyse any drawing, painting, sculpture or design, we examine these different parts to see how they combine to create the overall effect of the artwork

Line

Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.

Shape

Shape can be shown in a number of ways. Sometimes we can recognise the shapes, at other times, they can look like something we haven't seen before. This could be called 'abstract'.

Tone

Tone is the lightness or darkness of a colour. Tone can be changed by using white or black to make a colour lighter or darker.

Colour

Colour is the visual element that has the strongest effect on our emotions. We use colour to create the mood or atmosphere. For example, artwork that uses mainly reds and oranges, might make you feel angry.

Pattern

Pattern is made by repeating parts of the work. There are two basic types of pattern in art: Natural Pattern and Man-Made Pattern. The patterns could be made by repeating something in a certain way or completely random.

Texture

Texture is the surface effect used in art - the roughness or smoothness of the materials used to make the art.

Space

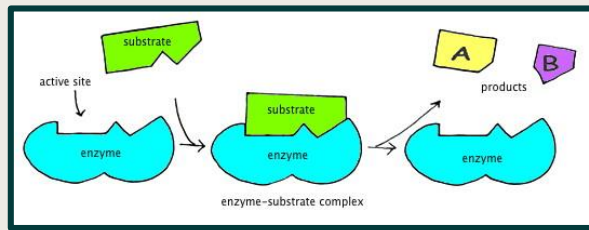
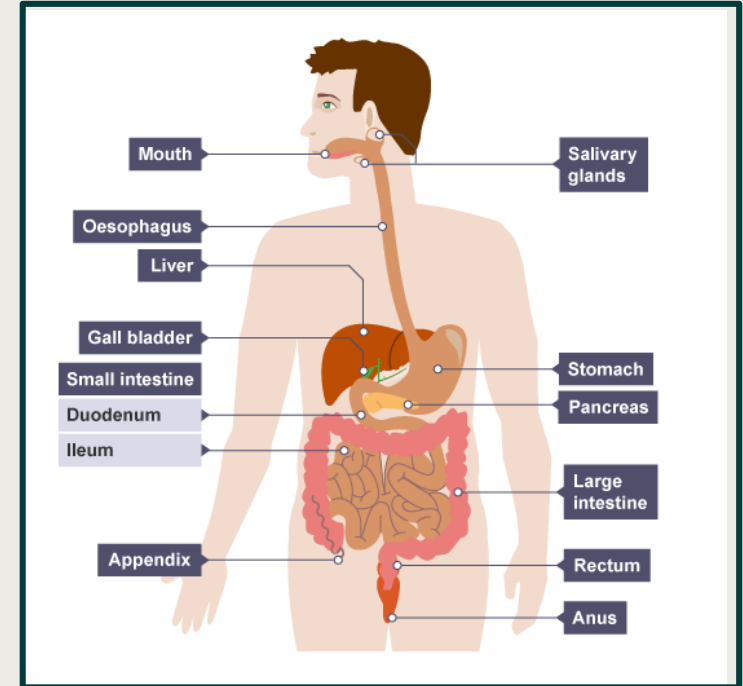
Space is an element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art .

Shape / Form	Tone	Pattern / Texture	Colour	Line
Closed	Bright	Repeated	Bright	Fluent
Open	Dull	Uniform	Bold	Free
Distorted	Light	Geometric	Primary	Controlled
Flat	Dark	Organic	Secondary	Expressionistic
Organic	Faded	Random	Cold	Strong
Deep	Smooth	Symmetrical	Warm	Angular
Positive	Harsh	Irregular	Radiant	Delicate
Negative	Contrasting	Bold	Dull	Flowing
Foreground	Intense	Bumpy	Vivid	Simple
Background	Sombre	Rough	Contrasting	Thick
Composition	Strong	Smooth	Complementary	Thin
Elongated	Powerful	Broken	Monochrome	Horizontal
Compressed	Dramatic	Fine	e	Vertical
Large		Bold	Harmonious	Broken
Small		Flat	Natural	Overlapping
2D / 3D		Grid	Saturated	Faint
Blurred			Luminous	
Movement			Opaque	
Perspective			Translucent	
			Transparent	

Knowledge Goals: Biology - Digestion

Enzyme	Found in the:				Breaks Down	Into
	Salivary Glands	Stomach	Pancreas	Small Intestine		
Amylase	✓		✓	✓	Starch	Sugar
Lipase		✓	✓	✓	Fats	Fatty Acids and Glycerol
Protease e.g. Pepsin		✓	✓	✓	Proteins	Amino Acids

Nutrient	Major function	Major sources
Carbohydrates	Source of energy, glucose is the main respiratory substrate	Starch: potatoes, rice and wheat products, bread, cereals and pasta. Sugars: fruit, smoothies, fizzy drinks, chocolate and sweets
Proteins	Growth and repair	Meat, eggs, cheese, beans, nuts and seeds
Lipids	Energy, make up part of cell membranes so essential for normal growth	Butter and margarine, meat and processed meat, plant oils, oily fish, nuts and seeds



Temperature affects enzyme action

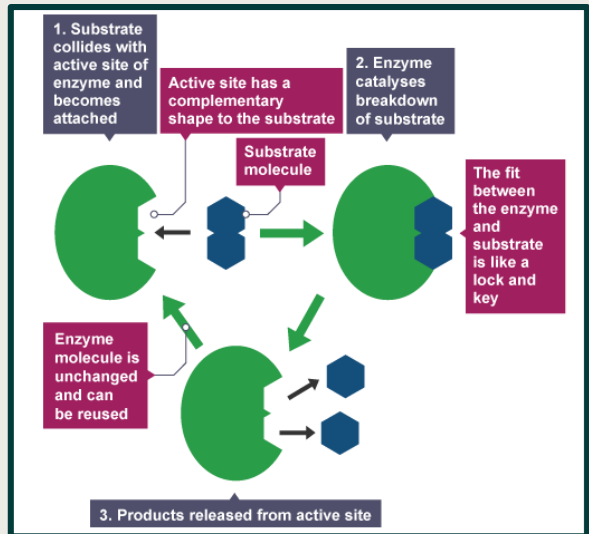
At low temperatures, the number of successful collisions between the enzyme and substrate is reduced because their energy decreases. The reaction is **slow**.

The human body is maintained at 37°C as this is the temperature at which the enzymes in our body work best. This is known as the **optimum temperature**.

Higher temperatures disrupt the shape of the active site, which will reduce its activity, or prevent it from working.. The enzyme will have been **denatured**.

The effect of pH

Enzymes are also sensitive to **pH**. Changing the pH of its surroundings will also change the shape of the **active site** of an enzyme.

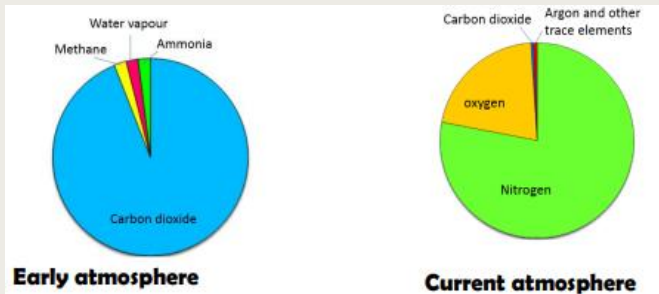


Region	Function
Mouth	Begins the digestion of carbohydrates
Stomach	Begins the digestion of protein; small molecules such as alcohol absorbed
Small intestine -Duodenum	Continues the digestion of carbohydrate and protein; begins the digestion of lipids
Small intestine -Ileum	Completes the digestion of carbohydrates and proteins into single sugars and amino acids; absorption of single sugars, amino acids and fatty acids and glycerol
Large intestine	Absorption of water; egestion of undigested food

Knowledge Goals: Chemistry - Atmosphere

The evolution of the atmosphere

The Earth's atmosphere is made up of a range of gases. The percentage of each of these gasses has changed over time.



Oxygen gradually increased as plants evolved to photosynthesize. Carbon dioxide decreased by:

- dissolving in oceans
- forming sedimentary rocks
- being absorbed by plants for photosynthesis
- being turned into fossil fuels

Global Climate Change

Climate change refers to the change in local and regional climate. Global warming is used to explain how the Earth's climate has warmed over the past 200 years.

An increase in average global temperature is a major cause of climate change. The potential effects of global climate change include:

- sea level rise, causing flooding and increased coastal erosion
- more frequent and severe storms
- water shortages for humans and wildlife
- droughts
- loss of habitats, causing changes to ecosystems

The Greenhouse Effect

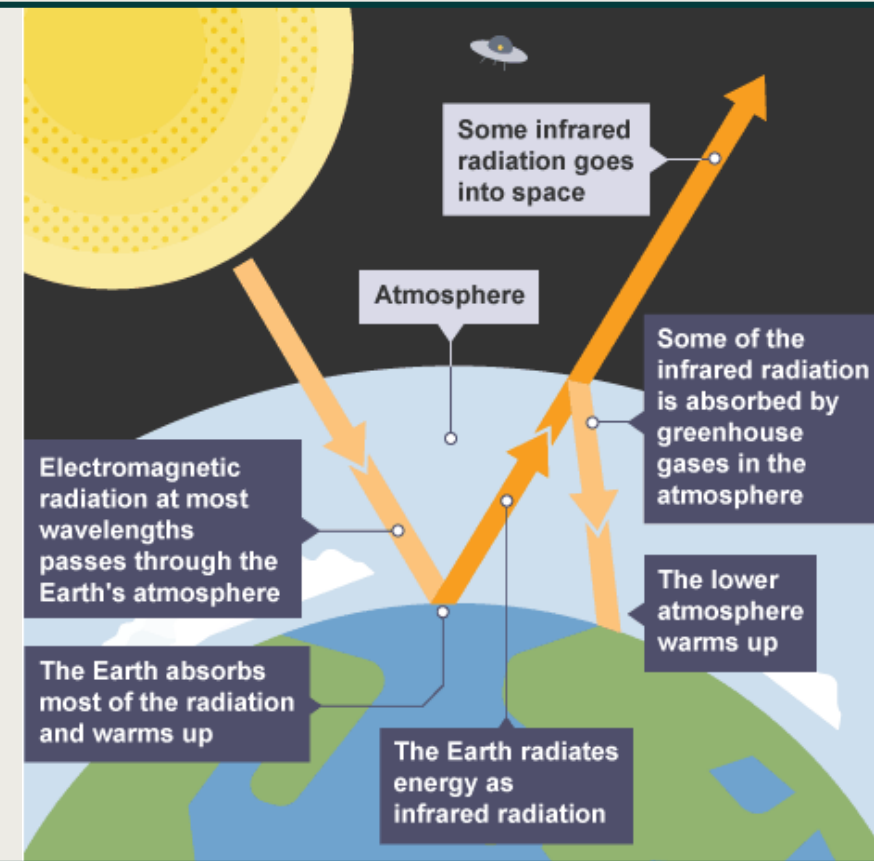
The greenhouse effect keeps the Earth warm. Greenhouse gases like **carbon dioxide (CO₂)**, **methane (CH₄)**, and **water vapour (H₂O)** act like an insulating layer in the Earth's atmosphere. These greenhouse gases:

- absorb heat radiated from the Earth
- then release energy in all directions, which keeps the Earth warm

Some human activities increase the amounts of greenhouse gases in the atmosphere. These include:

- combustion of fossil fuels
- deforestation
- methane release from farming
- more animal farming (digestion, waste decomposition)

If the amount of greenhouse gases in the atmosphere increases, more heat is trapped close to the Earth. This is a major cause of Climate Change.



Atmospheric Pollutants

Recent activity by humans has changed the composition of the atmosphere.

Carbon dioxide

Caused by complete combustion of fossil fuels. CO₂ is a greenhouse gas and contributes to global warming.

Carbon monoxide

Caused by incomplete combustion of fossil fuels. It is a poisonous gas.

Soot

Caused by incomplete combustion of fossil fuels. It causes respiratory problems and global dimming.

Sulfur dioxide

Formed from sulfur impurities in fossil fuels. Sulfur dioxide causes acid rain, destroying wildlife and habitats

Nitrogen oxides

Formed by nitrogen reacting with oxygen in the air. They cause respiratory problems and acid rain.

Knowledge Goals: Computer Science

Boolean Logic

AND gate

An **AND** gate usually has two inputs. **AND** tells us that both **Input A** **AND** **Input B** have to be **1 (or ON)** in order for the output to be **1**. Otherwise the output is **0**.

The Boolean expression can be written as $Q = A \text{ AND } B$.

The truth table would look like this:

Input A	Input B	Input Q
0	0	0
0	1	0
1	0	0
1	1	1

Logic gate diagrams would look like this:



OR gate

An **OR** gate has two inputs. **OR** tells us that **EITHER** **Input A** **OR** **Input B** has to be **1 (or ON)** in order for the output to be **1**. Otherwise the output is **0**.

The Boolean expression can be written as $Q = A \text{ OR } B$.

The truth table would look like this:

Input A	Input B	Input Q
0	0	0
0	1	1
1	0	1
1	1	1

Logic gate diagrams would look like this:

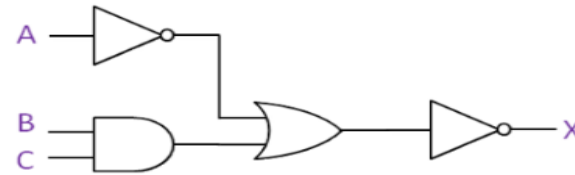


Creating truth tables

When creating truth tables for a logic gate or we need to ensure we have covered all possibilities of inputs. Firstly we need to work out how many rows a truth table will need. The rule for this is as follows:

2^n where $n =$ the number of inputs (normally represented by letters)

Example



Step 1: Identify n (the number of inputs). Here we have three A, B & C. Therefore n is 3

Step 2: Calculate $2^3 = 2 \times 2 \times 2 = 8$

Step 3: We can now draw a truth table with 8 rows.

NOT gate

A **NOT** gate has just one input. **NOT** tells us that Input A has to be **0 (or OFF)** in order for the output to be **1**. Otherwise the output is **0**. A **NOT** gate is sometimes called an inverter.

The Boolean expression is written as $Q = \text{NOT } A$.

The truth table would look like this:

Input A	Input Q
1	0
0	1

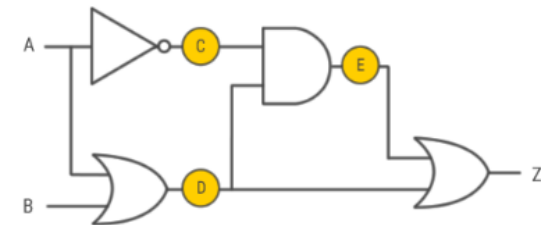
Logic gate diagrams would look like this:



How to create a truth table for a logic circuit diagram

Creating a truth table for a logic circuit is trickier than doing so for a single gate.

It is advisable to follow the method below which will eventually lead you to the final output for the circuit. It is not advisable to try and work it all out in your head!



Method:

1. On the circuit diagram, add temporary letters after each gate (C, D, E in the above example)
2. Create a blank truth table, allowing space for all the temporary letters (stages)
3. Write into the truth table all the possible unique input combinations (A and B combinations in this example)
4. In the truth table, calculate the output at each temporary letter, treating them as separate mini logic problems (e.g. D is the result of **A OR B**)
5. Eventually you will reach a stage where you are able to find the final output for the logic circuit (Z in this example)

Input A	Input B	C	D	E	Output Z
A	B	NOT A	A OR B	C AND D	E OR D
0	0	1	0	0	0
0	1	1	1	1	1
1	0	0	1	0	1
1	1	0	1	0	1

Knowledge Goals: Drama

What is Theatre in Education ?

Theatre in education (TIE) is the use of theatre for purposes beyond entertainment. It involves trained actors/educators performing theatre for students or communities, with the intention of changing knowledge, attitudes and behaviour

Theatre in education often has a very clear moral or social message for young people, who are its **target audience**.

Theatre in Education encourages children to investigate challenging situations for themselves, to search to find the answer, rather than be given it on a plate



THINK!

Remember that although you are aiming to educate the audience, you will fail if your work is boring and uninteresting. Theatre in education could also be entitled 'education in theatre'.

To educate, you must first engage and challenge your audience

History of Theatre In Education

When asked how to create a play for children, Stanislavski replied: 'The same as for adults, only better.'

After the Second World War, people became aware that drama or theatre techniques might be useful as a way of fostering effective learning in schools. This is known as Theatre in education or 'TIE' for short. Brian Way, who founded the Theatre Centre in 1953, was an early **practitioner**, and influenced the team, including Gordon Vallins, who established TIE at the Belgrade Theatre, Coventry in 1965. Their work was so influential that it spread nationwide.

The idea of a high impact performance for a specifically targeted school audience became hugely popular. Because the audiences are small, they can be encouraged to participate through work in role and through debate. Projects can be supported with resource materials and training or support for the students' teachers.

Key Elements of a Theatre in Education Piece

- There is a clear aim and educational objective running throughout.
- A small cast so actors must be versatile and often have to multi-role.
- The production must be portable, so the design is simple and representational.
- They explore issues from various viewpoints, so we can see the effect of an action upon a range of people.
- There is some level of audience involvement.
- They are rarely wholly naturalistic because direct address or narration is used to engage the audience.
- The costumes are simple and representational, especially if actors have to multi-role.
- They may include facts and figures to educate the audience.
- They may have a strong message or moral running throughout

How TIE is used

- **Theatre in education can be used to create different kinds of productions:**
- Targeting an area for a particular year group in a school's PSHE (Personal, Social and Health Education) curriculum.
- Plays designed for a young audience, that could be based on a traditional story, and allowing a range of follow-up activities if desired.
- Activities for very young children, linked by a story with the opportunities for involvement.
- Dramatised activities for an adult age group with specific needs, e.g., preparing for employment or learning parenting skills.
- A play designed for an elderly audience, e.g., in a care home, perhaps drawing on memories and engaging active participation in this way.

Planning a project

When planning a Theatre in education piece companies must take into account:

- The **age** and **size** of the **audience**. The performance needs to suit the audience.
- The **venue**, its **size** and **facilities** such as lighting and sound.
- **Teaching and Learning Objectives**. What they have been asked to do and how they can deliver what's required.





Key words

Verbatim theatre	When real words spoken by real people are used as dialogue or in the play.
Still image	A frozen picture/when the actors freeze
Marking the moment	When a key moment in the drama is highlighted – this could be through lighting/sound/still image

Audience Participation	When the audience play an active role in the drama
Multi rolling	Where an actor plays more than one role in a play
Narration	Telling the audience the story/what is happening on stage.
Direct Address	Where the actors speak directly to the audience

Knowledge Goals: English

Year 9 Non-Fiction Spring 2 English Language Knowledge Organiser: Letter, Speech, Review

Writing A Letter
You may be asked to write a formal or informal letter. You should include:

- addresses
- a date
- a formal salutation / mode of address as required e.g. Dear Sir/Madam or a named recipient
- effectively/fluently sequenced paragraphs
- an appropriate mode of signing off: Yours sincerely/faithfully.

Writing A Speech
For a successful speech, you need:

- a clear address to an audience
- effective/fluently linked sections to indicate sequence
- rhetorical indicators that an audience is being addressed throughout
- Emphatic points with facts / statistics / an expert voice
- a clear sign off e.g. 'Thank you for listening'

Writing A Review
You may be asked to write a review of a book, a film, a favourite piece of music and so on.

You must explain to the reader what are the advantages and disadvantages of the thing you are reviewing and provide your own opinions on it. Use some facts and statistics and even a quotation from a review by someone else. You must include a star rating.

- Flows from one idea or argument to the next
- Engaging opening to the writing.
- Powerful finish to the writing.
- A carefully chosen and crafted order of ideas including within paragraphs and sentences.
- Use of discourse markers/connectives to link complex ideas.

Structure

- Complex, detailed ideas with specific examples used to develop them and make them relevant for the reader.
- Wide-ranging ideas that cover multiple areas within an argument and avoids repetition.

Ideas

- Your argument is clear and makes sense.
- You sound confident in the way you write
- The writing is engaging and genuinely interesting for the reader.
- The writing has a distinctive voice that flows.

Communication

- Paragraphs are linked together and in an order that engages the reader and makes their argument easy to follow.
- Paragraphs allow the structure of the piece to come through to the reader easily.

Paragraphs

- Really impressive vocabulary choices chosen for effect
- The choice of vocabulary makes the writing interesting and engaging for the reader.

Vocabulary

- The tone (sound of writing) is confident and changes dependent on the point being made.
- The writing is appropriately formal or informal (register).
- The pace (speed) of the writing changes depending on the point being made.

Tone, style, register

ToTIPs New paragraph for:

- 1) **New Topic:** Whenever you start a new topic.
- 2) **New Person:** Whenever you talk about a new person.
- 3) **New Time:** Whenever you change the time in your writing (so back to the past or move forwards to the future).
- 4) **New Place:** Whenever you switch places.

Remember that you can use paragraphs for emphasis and effect as well. If you put a one sentence paragraph in the middle of your writing, how will that affect the reader? If you put a long paragraph at the start and shorter action-packed sentences afterwards, how will that make the reader feel? Why? Experiment with your paragraphing.

Varying Sentence Openers:
There are many ways of opening sentences besides just repeating 'I' or 'The'. The acronym 'I Spaced' will get all of these sentence openers into your head:

- ing sentence openers
Considering his future, he went to the Careers Advisor
- During the evening, it snowed heavily.
- Shouting, she ran away from the ghost.
- Simile sentence openers
As fast as a cheetah, he made his escape.
- Like a fish in the sea, she swam across the water.

Preposition sentence openers
At the end of the evening, they returned home.
Through the streets of Birmingham, there are thousands of shops.
Inside the cupboard, it was dark and scary.

Adverbial sentence openers
Quickly, he packed his bag for school.
Silently, she read the book in the Library.
Surprisingly, no one was in the classroom.

Connective sentence openers
Although you worked hard today, it wasn't quite enough for a merit.

However, I will say well done for your effort.
Despite his disappointment, the student kept smiling.
-ed sentence openers
Disguised in her costume, she was a hit at Halloween
Shocked by the score, the football team gave up.
Challenged to a staring contest, the student reluctantly agreed.

Knowledge Goals: English

Beginnings

How a writer begins and finishes a text is incredibly important. How does a writer engage you right from the start and what kind of thoughts or feelings do they want you to have at the end of the article, letter, speech or review? Know these different beginnings and endings so you can use these techniques in your own writing.

A puzzle! Hook your reader / listener in with something that isn't clear at the beginning, perhaps something unusual has happened?

Direct address. Talk directly to your reader / listener as a way of engaging them and getting rapport.

Visual hook. Use a powerful image or description to engage the reader at the start.

Amusing hook. Use a joke to establish a comedic tone at the beginning of your text. It's a great way to make a reader / listener feel at ease and lure them into a difficult or controversial topic.

Subtle hook. Hint at what is going to happen in the rest of the text.

Atmospheric hook. Use your descriptive language to build up a particular tone and atmosphere right at the very beginning. It be using a particular example to engage the reader with the topic of the text.

Adding connectives, to add to your initial ideas:

Moreover
Furthermore
In addition
Additionally
Similarly
As well as this



Contrasting connectives, to show a different perspective or idea:

However
On the other hand
Alternatively
Despite this
In contrast
Conversely / In spite of this

Spelling, Punctuation and Grammar



Unfortunately there isn't a quick fix for SPAG – it's something you work on over years and years. However, you need to spend time reflecting on SPAG and making sure that you have proof read your work having written it.

As for punctuation, you want to show off all the different types of punctuation you know about – not just commas and full stops but semicolons, dashes, hyphens, speech punctuation and so on. If you know how to use them... use them!

There are a few different types here; punctuation can be used – for effect. Don't fall into the trap of adding in 43 semicolons;.....

Use high level punctuation occasionally but to have an impact, not just for the sake of it.

Endings

Cyclical ending: where the ending returns back to the beginning of the text, often using to emphasise the original point.

Twist: a complete change in direction from where the text was going.

Summing up: The writer reflects back on all the topics covered in their text to provide the reader with a summary.

Short sentence: Making your final sentence very, very short can leave the readers with one final 'punch' or impactful idea to take away from the whole text.

A final question: Asking the readers a rhetorical question or question at the end of a text means the responsibility or onus is on the reader to make up their own minds.

Repeating examples: A writer could refer back to a specific example they made during their text. For instance, if they spoke about a particular person or place earlier on in the text to provide evidence for their argument, they made decide to repeat that example again for further emphasis: *Maybe if we change our ways, people like Bob would no longer have to suffer.*

Bias



Think carefully about bias when you are writing. If you are 'writing to argue' or 'writing to persuade' then you really need to choose one side or the other and show why your viewpoint is correct.

Don't fall into the trap of showing you favour neither one or the other. This is a good thing to do for 'writing to explain', however!

Negative adjectives: disgusting, sickening, repulsive, abominable, awful, distasteful, gruesome, horrific, loathsome, nasty, objectionable, obnoxious, odious, outrageous, repugnant, scandalous, shocking, vile, vulgar, foul, gross, nauseating, revolting, stinking, detestable, frightful, ghastly, hideous, horrid, lousy, monstrous, offensive, repellent

Positive adjectives: amazing, incredible, marvellous, stunning, surprising, unbelievable, wonderful, delightful, fantastic, peaceful, pleasant, thrilling, joyful, alluring, appealing, charming, dazzling, elegant, exquisite, gorgeous, graceful, grand, handsome, magnificent, pleasing, splendid, superb, breath-taking, outstanding, sublime, admirable, exceptional

Vocabulary

Essentially, any piece of non-fiction writing is more convincing and engaging when a wider range of words is used. When we talk to friends we're not really reflecting on our choice of words and we'll throw in adjectives and nouns like "good", "bad", "stuff", "things" and so on.

In writing, you want to show off any impressive words you know, but you don't want to fall into the trap of using words that you've tried to learn for the exam and you're not entirely sure what they mean. Instead, what you can do to really boost your vocabulary is learn synonyms. Instead of using basic adjectives like "good" and "bad", look at the synonyms above.

Knowledge Goals: Food Technology

A **Head Chef** is a highly skilled professional cook who oversees the operations of a restaurant or dining facility

FOOD MILES

WHAT ARE THEY AND HOW DO THEY AFFECT OUR WORLD?

AMERICAN FOOD TRAVELS AN **average** OF 1,500 TO 2,500 MILES MILES FROM FARM TO TABLE



GROWING FOOD CLOSER TO **home** ALLOWS US TO HAVE FRESHER FOODS, AND MORE VARIETIES OF FOODS

AVOIDING CROSS-CONTAMINATION

Chemical-to-Food

- Label chemicals clearly
- Have a designated closet for chemicals
- Keep chemicals far away from your food



Food-to-Food

- Keep ready-to-eat foods away from raw foods or food allergens
- Use designated utensils, cutting boards, etc. for raw foods and allergens
- After handling allergens or raw foods, immediately change glove and wash your hands



Pest-to-Food

- Store food at least 6 inches above the floor
- Keep foods covered
- Keep a clean, sanitized, and tidy kitchen



Time + distance FROM THE POINT & TIME WHERE FOOD IS **grown** TO WHERE IT IS **consumed**. THE SMALLER THE BETTER!

60-70% OF THE COST OF YOUR FOOD GOES TO **production inputs**



(FERTILIZER, OIL/GAS, WATER, ETC.), TRANSPORTATION, AND STORAGE THAT USE **limited** RESOURCES, PETROCHEMICALS, & GENERATE GREENHOUSE GASSES.

FOOD MILES ARE AMONG THE FASTEST-GROWING SOURCES OF GREENHOUSE GAS EMISSIONS

worldwide



FRUITS AND VEGETABLES ALLOWED TO **grow to full ripeness**

HAVE MORE NUTRITIONAL VALUE THAN CONVENTIONAL PRODUCE HARVESTED EARLY AND RIPENED WITH CHEMICAL GASSES IN TRANSPORT AND STORAGE



The role of the EHO (Environmental Health Officer)



Checking ventilation

The role of the EHO

- They can visit randomly so long as it is deemed "a reasonable time"
- They sometimes visit as a result of a complaint
- Can close a business immediately if the risk is high
- They can offer advice to business'
- They can seize and detain food
- They can prosecute business'
- They can inspect training records of staff
- Monitor hygiene and cleaning standards
- Take temperatures of fridges, inspect how waste is disposed of, hand washing facilities and food storage

Medical Reasons

Name of medical condition	Food/drinks to avoid	Reason to avoid
Diabetes	Starchy food/ high in sugar	High in saturated fat. Can lead to heart disease, while excess sugars can cause unwanted weight gain and blood sugar spikes
Nut allergy	Nuts, blended cooking oil, margarine with nuts oils and often seeds	the immune system overreacts to proteins in these foods
Lactose intolerance	Milk, cheese, yogurt, processed food	cannot metabolize lactose properly; they lack lactase, an enzyme required in the digestive system to break down lactose . Patients typically experience bloating, flatulence, and diarrhoea
Gluten intolerance (coeliac)	Wheat, wholemeal, bran, pasta, rye, beer	Celiac disease is caused by a reaction to a gluten protein found in wheat, barley, rye, and sometimes oats. Symptoms include chronic diarrhoea , weight loss and fatigue

Fats, oils and lipids:

Too much fat is bad for you, but so is not enough.

Source

Saturated Fats

(From Animal sources. They are also called unhealthy fats. They are generally solid at room temperature)

Sausages / Bacon / Lard / Dairy

Unsaturated Fats

(These are healthier. They are often liquid at room temperature.)
 Monounsaturated fats
 - olive oil / avocados
 Polyunsaturated fats
 - sunflower oil / seeds

Omega-3

These are Polyunsaturated and called "healthy" fats as your body needs them but can't make them. They are good for your heart.
 - Oily fish / Nuts / Seeds

Function

Energy
 Warmth
 Protection of organs
 Source of fat soluble vitamins
 Hormone production

Dietary Reference Values		
DRI	Men	Women
Total fat	95g	70g
Sat fat	30g	20g

Too much
 Obesity
 Heart disease
 Type 2 diabetes
 Stroke
 Cancer

Not enough
 Vitamin deficiency (fat soluble)
 Unprotected organs

Carbohydrates

There are 2 kinds, simple and complex - Sugar & Starches

Monosaccharides

Glucose, Fructose, Galactose

Disaccharides

Maltose, Sucrose, Lactose

Polysaccharides

Starch, Glycogen, Cellulose

Source

Simple - these are sugars (monosaccharides, disaccharides)
 Cakes, jam, soft drinks

Complex - these are starches (polysaccharides)
 Bread, potatoes, Flour, Pasta, Rice.

Function

Simple
 Quick burst of energy
Complex
 Longer lasting energy

Free sugars

These give you no nutritional benefit other than energy.

Not enough

Can make blood sugar level drop
 • hunger,
 • dizziness,
 • Tiredness
 • Lack of energy
 Our body will use protein for energy (leads to loss of muscle)

Too much

• Excess is turned into fat
 • Can cause obesity
 • Too much sugar leads to dental problems
 • Can lead to type 2 diabetes

Protein:

These are made up of **essential amino-acids** and **non-essential amino-acids**. (Our bodies can make non-essential amino acids, but we need to get essential amino acids from our food).

Source

- HBV - these have all the essential amino acids
 •Meat, fish, dairy, eggs (animal sources)
- Tofu
- LBV - these are missing at least one essential amino acid
 •Seeds, nuts, beans, pulses, cereals, Quorn (plant sources)

Function

Growth
 Repair
 maintenance



Not enough

Kwashiorkor
 Oedema
 Anaemia
 Slow growth in children

Too much

Excess protein can be converted to energy. If unused turns to fat.

Dietary Reference Values

Age	Amount
1-3	15g
4-6	20g
7-10	28g
11-14	42g
15-18	55g
19-50	55g
50+	53g

Complementary actions

Combining 2 or more LBV proteins helps get a balance of essential amino acids. e.g. beans on toast.

Knowledge Goals: French

La famille	Family members		
les parents	parents	la demi-sœur	half-sister, stepsister
le père	father	le beau-frère	brother-in-law
la mère	mother	la belle-sœur	sister-in-law
le beau-père	stepfather/father-in-law	les grands-parents	grandparents
la belle-mère	stepmother/mother-in-law	le grand-père	grandfather
le mari	husband	la grand-mère	grandmother
la femme	wife	les petits-enfants	grandchildren
les enfants	children	le petit-fils	grandson
le fils	son	la petite-fille	granddaughter
la fille	daughter	l'oncle (m)	uncle
le frère	brother	la tante	aunt
la sœur	sister	le cousin/la cousine	cousin
le demi-frère	half-brother, stepbrother		

Les adjectifs de personnalité	Personality adjectives		
Il/Elle est ...	He/She is ...	impatient(e)	impatient
agaçant(e)	annoying	impoli(e)	impolite
arrogant(e)	arrogant	indépendant(e)	independent
amusant(e)	amusing, funny	intelligent(e)	intelligent
bavard(e)	talkative, chatty	marrant(e)	funny
charmant(e)	charming	méchant(e)	nasty/mean
content(e)	happy	têtu(e)	stubborn, pig-headed
fort(e)	strong		

Ma description physique	My physical description		
J'ai les cheveux ...	I have ... hair	J'ai ...	I have ...
courts/longs	short/long	des lunettes	glasses
raides/bouclés/frisés	straight/curly	des boutons	spots
noirs/bruns/blonds	black/brown/blond	une moustache/une barbe	a moustache/a beard
roux/gris/blancs	red/grey/white	Je suis ...	I am ...
J'ai les yeux ...	I have ... eyes	petit(e)/grand(e)	short/tall
bleus/verts	blue/green	de taille moyenne	of average height
gris/marron	grey/brown	mince/gros(se)	thin/fat

En ville	In town		
la boîte de nuit	night club	la piscine	swimming pool
le bowling	bowling alley	la plage	beach
le café	cafe	le théâtre	theatre
le centre commercial	shopping centre	dans	in
le cinéma	cinema	derrière	behind
les magasins	shops	devant	in front of
la patinoire	ice rink	entre	between

Quand?	When?		
aujourd'hui	today	ce/demain soir	this/tomorrow evening
demain	tomorrow	lundi matin	on Monday morning
ce/demain matin	this/tomorrow morning	samedi soir	on Saturday night
cet/demain après-midi	this/tomorrow afternoon		

Les amis	Friends		
l'ami (m)/le copain	(male) friend	Avec mon petit ami, j'écoute de la musique.	I listen to music with my boyfriend.
l'amie (f)/la copine	(female) friend	Je passe chez ma petite copine.	I go to my girlfriend's house.
le petit ami/le petit copain	boyfriend	On rigole bien ensemble.	We have a good laugh together.
la petite amie/la petite copine	girlfriend	On regarde un film ou des clips vidéo.	We watch a film or music videos.
Je retrouve mes amis au parc.	I meet up with my friends in the park.	On joue au foot ou au basket ensemble.	We play football or basketball together.
Je traîne en ville avec mes copines.	I hang out in town with my (female) friends.	On discute de tout.	We talk about everything.
Je tchatte en ligne avec ma meilleure copine.	I chat online with my best (female) friend.	On mange ensemble au fast-food.	We eat together at a fast-food restaurant.

L'amitié	Friendship		
Je pense que ...	I think that ...	patient(e)	patient
Pour moi, ...	For me ...	sensible	sensitive
À mon avis, ...	In my opinion ...	sympa	nice
Un(e) bon(ne) ami(e) est ...	A good friend is ...	écoute mes problèmes/ mes secrets	A good friend ... listens to my problems/secrets
compréhensif/-ive	understanding	discute de tout avec moi	talks about everything with me
cool	cool	aide tout le monde	helps everyone
drôle	funny	accepte mes imperfections	accepts my faults
fidèle	loyal	respecte mes opinions	respects my opinions
généreux/-euse	generous	a les mêmes centres d'intérêt que moi	has the same interests as me
gentil(le)	kind	a le sens de l'humour	has a sense of humour
honnête	honest		
modeste	modest		
optimiste	optimistic		

Les rapports en famille	Family relationships		
Je m'entends bien avec ...	I get on well with ...	Il/Elle est/a l'air/semble ...	He/She is/looks/seems ...
Je me dispute avec ...	I argue with ...	dynamique	lively
Je me chamaille avec ...	I bicker with ...	égoïste	selfish
Je m'amuse avec ...	I have fun with ...	jaloux/-euse	jealous
Je m'occupe de ...	I look after ...	sévère	strict
le frère aîné/cadet	older/younger brother	timide	shy
la sœur aînée/cadette	older/younger sister	travailleur/-euse	hard-working

On va sortir	Going out		
Je vais ...	I am going ...	voir un spectacle	to see a show
aller à un match/au bowling	to go to a match/the bowling alley	faire du patin à glace/du skate	to go ice skating/skateboarding
		faire les magasins	to go shopping
aller au cinéma/à la piscine	to go to the cinema/the swimming pool	jouer à des jeux vidéo	to play video games
		Tu veux venir?	Do you want to come?

Les questions	Questions		
Quand?	When?	On se retrouve où?	Where shall we meet?
Avec qui?	With who(m)?	On se retrouve à quelle heure?	At what time shall we meet?
On y va comment?	How are we getting there?		

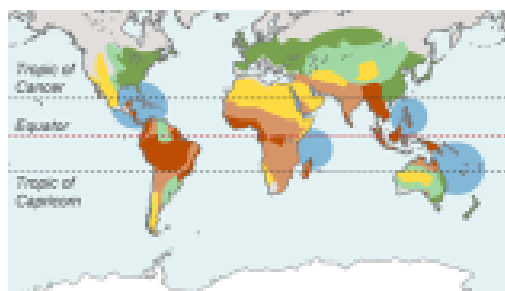
Une sortie	An outing		
J'ai contacté un copain/une copine.	I contacted a friend.	J'ai discuté avec mon copain/ma copine.	I talked to my friend.
J'ai quitté la maison.	I left the house.	J'ai mangé un sandwich.	I ate a sandwich.
J'ai raté le bus.	I missed the bus.	J'ai acheté des vêtements.	I bought some clothes.
Je suis allé(e) en ville.	I went into town.	C'était super.	It was great.
J'ai écouté de la musique.	I listened to music.	J'ai passé une très bonne journée.	I had a very good day.
J'ai retrouvé mon copain/ma copine.	I met up with my friend.		

La personne que j'admire	The person I admire		
Comment s'appelle la personne que tu admires?	What is the name of the person you admire?	Il/Elle est ...	He/She is ...
Mon héros s'appelle ...	My hero is called ...	travailleur/-euse/créatif/-ive, etc.	hard-working/creative, etc.
Mon héroïne s'appelle ...	My heroine is called ...	Pourquoi est-ce que tu admires cette personne?	Why do you admire this person?
Mon modèle s'appelle ...	My role model is called ...	J'admire (Stromae/Malala, etc.) car il/elle ...	I admire (Stromae/Malala, etc.) because he/she ...
C'est un pilote de Formule 1.	He is a Formula 1 driver.	a travaillé très dur	worked/has worked very hard
C'est un scientifique.	He is a scientist.	a joué dans beaucoup de films	acted/has acted in lots of films
C'est une actrice.	She is an actress.	a gagné beaucoup de courses	won/has won lots of races
C'est une créatrice de mode.	She is a fashion designer.	a donné de l'argent aux bonnes œuvres	gave/has given money to good causes
Fais-moi sa description physique.	Describe for me what he/she looks like.	a lutté contre ses problèmes	fought/has fought his/her problems
Il/Elle est petit(e)/gras(se), etc.	He/She is ... small/fat, etc.	J'aimerais être comme lui/elle.	I would like to be like him/her.
Il/Elle a les cheveux bruns, etc.	He/She has brown hair, etc.		
Quelle est sa personnalité?	What is his/her personality?		

Les mots essentiels	High-frequency words		
très	very	d'abord	first of all
assez	quite	puis	then
mais	but	ensuite	next
ou	or	après	afterwards
où	where	plus tard	later
hier	yesterday	le soir	in the evening



Knowledge Goals: What's an ecosystem worth?



Key	
	Polar
	Temperate deciduous forest
	Temperate grassland
	Desert
	Tropical rainforest
	Savanna grassland
	Coral reefs

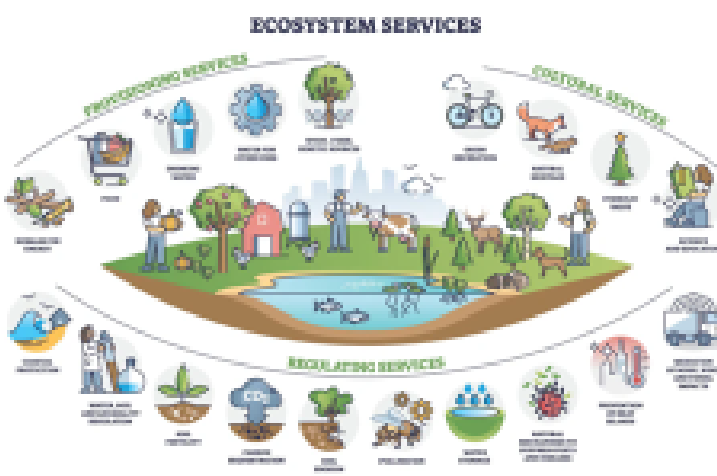
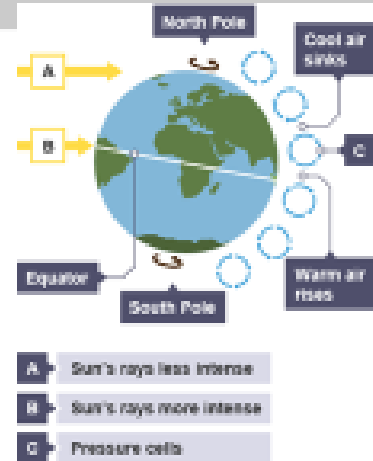
What are ecosystems?

An ecosystem (or ecological system) consists of all the organisms and the physical environment with which they interact. These biotic and abiotic components are linked together through nutrient cycles and energy flows. Energy enters the system through photosynthesis and is incorporated into plant tissue. By feeding on plants and on one another, animals play an important role in the movement of matter and energy through the system. They also influence the quantity of plant and microbial biomass present. By breaking down dead organic matter, decomposers release carbon back to the atmosphere and facilitate nutrient cycling by converting nutrients stored in dead biomass back to a form that can be readily used by plants and microbes.

Biome	Description
Temperate grassland	Grassland biomes consist of large open areas of grass. Trees can be present, but they are infrequent. Low rainfall, wildland fires, and grazing by animals are three factors that maintain grasslands. In grassland regions, the climate is ideal for the growth of grasses only. The low precipitation rates are enough to nourish grasses but not enough for a forest of trees. Temperate grasslands, are known for their rich soil that yields abundant growth of grasses. Temperate grasslands are found in places such as North America and Eastern Europe.
Tropical rainforest	A rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. Rainforests are Earth's oldest living ecosystems, with some surviving in their present form for at least 70 million years. They are incredibly diverse and complex, home to more than half of the world's plant and animal species—even though they cover just six percent of Earth's surface. This makes rainforests astoundingly dense with flora and fauna; a 10-square-kilometer (four-square-mile) patch can contain as many as 1,500 flowering plants, 750 species of trees, 400 species of birds and 150 species of butterflies.
Coral reefs	Coral reefs are some of the most diverse ecosystems in the world. Coral polyps, the animals primarily responsible for building reefs, can take many forms: large reef building colonies, graceful flowing fans, and even small, solitary organisms. Thousands of species of corals have been discovered; some live in warm, shallow, tropical seas and others in the cold, dark depths of the ocean.

Why are ecosystems where they are?

The distribution of large-scale ecosystems (biomes) is determined by climate. Latitude, air pressure and winds are important factors that determine the climate of a place. Ocean currents act much like a conveyor belt, transporting warm water and precipitation from the equator toward the poles and cold water from the poles back to the tropics.



What are Ecosystem Services?

Ecosystem services refers to the things that we get from ecosystems. Some of the things that we get are tangible such as food or chemicals for medicines or building materials. These are 'ecosystems goods'. Another service that ecosystems perform is one of improving our well-being by getting out into nature and using ecosystems for leisure. These are known as cultural services. The final service that ecosystems perform is by helping to return oxygen to the atmosphere and fixing carbon dioxide in living material. This is not the only regulating services that ecosystems perform.

5 THREATS TO BIODIVERSITY

- Land and sea use change**: Including water loss and degradation. Example: Agricultural land use which is responsible for 40% of global deforestation.
- Pollution**: Makes the environment unsuitable for survival directly and indirectly.
- Species overexploitation**: Example: Overfishing which may decrease global fish populations by 20%.
- Climate Change**: Forcing animals to shift range or outbidding the signals that trigger seasonal events, and more.
- Invasive species and disease**: Compete with native species for space, food and other resources, sometimes spread disease that native species have no immunity to.

Source: Living Planet Report 2020, World Wide Fund for Nature (WWF) | BANGOR POST GRADUATE

Find out more	Do more!

Knowledge Goals: History – Holocaust



Jan 30 1933
Hitler becomes
Chancellor



Sept 15 1935
Nuremberg Laws



July 15 1937
Buchenwald
Camp opens



Oct 28 1938
Polish Jews expelled
from Germany



Nov 9-10 1938
November Pogrom
(Kristallnacht)



Jan 20 1942
Wannsee
Conference



Oct 7 1944
Revolt at
Auschwitz



Nov 8 1944
Death marches
begin



April 30 1945
Hitler commits
suicide

1. What is the Holocaust?

The Holocaust was the systematic extermination of millions of people from minority groups in Europe by Nazi Germany during World War 2. The Nazis believed that Germans were racially superior, and anyone considered inferior were a threat. This included Jews, Roma & Sinti (travellers), people with mental or physical disabilities.

2. Increasing persecution.

1933: Jews banned from public places (parks, pools) and all government jobs.
1933 April: Boycott of Jewish businesses.
1935 Sept: Nuremberg Laws; Jews no longer German citizens.
1938 9-10 Nov: November Pogrom; violent attacks on Jewish business & synagogues. 20,000 Jews sent to camps.
1939: Jews can be evicted without reason.
1939 Nov: Jews not allowed to go to school.

3. Ghetto Life.

- As Nazis invaded other countries, they had lots more Jews to deal with.
- They decided Jews should be moved to certain areas of towns and cities called ghettos.
- Entire communities were forced to move to these areas.
- Meant to be temporary until they could be removed from Europe.
- Largest was in Warsaw, Poland, created in Oct 1940.
- It held 460,000 Jews in dreadful living conditions; starvation, disease, poverty.

4. Final Solution?

After the Wannsee Conference in Jan 1942 the decision was made to mass murder European Jews as a 'solution' to the 'Jewish problem'. This was led by the SS under Himmler. Jews from all over Nazi controlled territory began to be deported to extermination camps such as Auschwitz and Treblinka.

5. Death Marches

The Nazi's realised they were losing the war, and in Nov 1944 extermination camp prisoners began to be marched in towards Germany away from the advancing allied forces. Many people died on the way due to abuse, starvation, exposure or being shot by guards and were left on the side of the road / trail.

5. Liberation

As they advanced towards Germany the Allies found victims of the extermination camps. The Nazi's had tried to hide evidence in case they faced a trial. On 7th May 1945 Germany surrendered and the remaining prisoners left alive had a chance of survival. Many continued to die because they'd become too weak to recover.

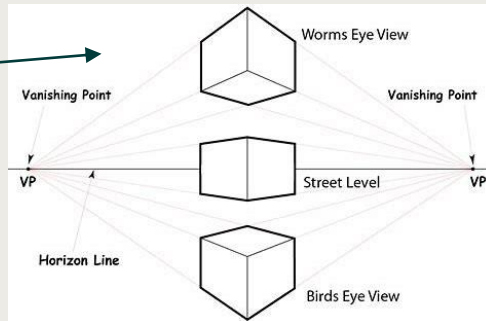
Knowledge Goals: Materials 1 - Passive Amplifier

Health and Safety

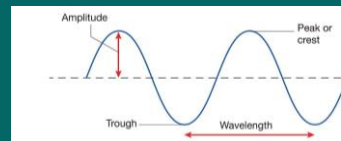
It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

Two-point perspective - This shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.

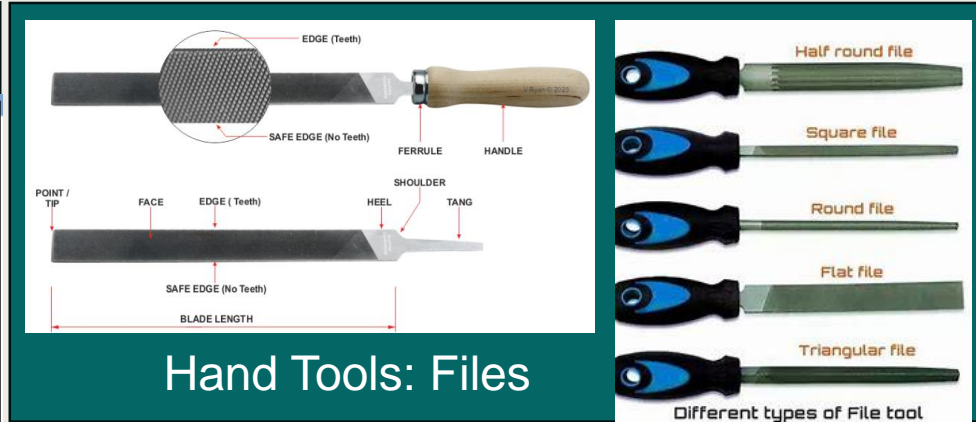


The loudness of a sound is a measure of the amplitude of the wave. The greater the amplitude, the louder the sound.



CAD – 2D Design Software

	Select Tool – Used when selecting drawing, moving drawing or lines and shapes.
	Circle Tool – Used to draw circles. Click and hold to extend the tool bar for more options.
	Line Tool – Used to draw lines. Click and hold to extend the tool bar for more options.
	Path Tool – Used to draw curves and curved lines. Click and hold to extend the tool bar for more options.
	Rectangle Tool – Used to draw rectangles and squares. Click and hold to extend the tool bar for more options.
	Double Path Tool – Used to draw curves and curved lines with a double line. Click and hold to extend the tool bar for more options.
	Text Tool – Used to add text to the design. Text style can be changes and altered to suit the design.
	Mirror Tool – Used to mirror and repeat a design. Found by holding down the Transform Tool
	Grid Lock – Used to show the grid spacing on the drawing.
	Delete Any – Deletes whole line in a drawing.
	Delete Part – Deletes part of lines to the nearest two intersections.



Hand Tools: Files

Hardwood

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

Examples: Beech (utensils), Oak (cabinet), Pine (window frame).

Characteristics: Wide tree trunk, Leaves commonly at the top of tree.

Manufactured boards are usually made from timber waste and adhesive. To make them more aesthetically pleasing they are often veneered. They are cheap to buy.

Examples: Oak veneer on chipboard, MDF, Plywood, Chipboard.

Softwood

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.

Examples: Pine, Spruce, Larch.

Characteristics: Tall trees with needles, Slim trunk.

Manufactured Board

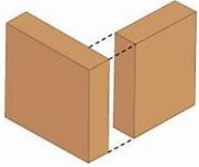
Knowledge Goals: Materials 1 - Sweet Dispenser

Wood Joints

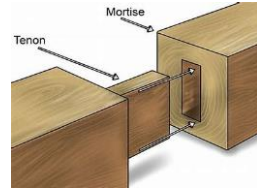
Dowel Joint



Butt Joint



Mortice and Tenon



Avoiding Design Fixation

SCAMPER



S

SUBSTITUTE

Replace a think or concept with something else

C

COMBINE

Unit? What? Who? Ideas? Materials?

A

ADAPT

Adjust to a new purpose. Re-shape? Tune-up?

M

MODIFY, MAGNIFY, MINIFY

Change the color, sound, motion form, size
Make it larger, stronger, thicker, higher, longer
Make it smaller, lighter, slower, less frequent, reduce

P

PUT TO ANOTHER USE

Change when, where, location, time or how to use it.

E

ELIMINATE

Omit, get rid of, cut out, simplify, weed out...

R

REARRANGE, REVERSE

Change the order, sequence, pattern, layout, plan, scheme, regroup, redistribute...

Health and Safety

It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

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- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

6R's - Sustainability

Recycle - Take an existing product that has become waste and re-process the material for use in a new product.

Reuse - Take an existing product that's become waste and use the material or parts for another purpose, without processing it.

Reduce - Minimise the amount of material and energy used during the whole of a products life cycle.

Refuse - Don't accept a product at all if you don't need it or if its environmentally or socially unsustainable.

Rethink - Our current lifestyles and the way we design and make.

Repair - When a product breaks down or doesn't function properly, fix it.

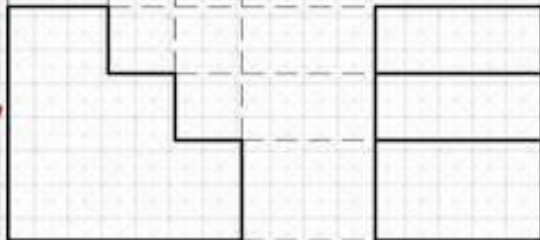
Orthographic Projection

Now look at this example using a set of steps, I have included the dimensions on the **ISOMETRIC DRAWING**.

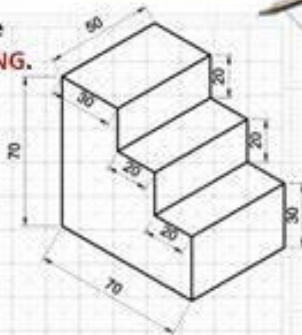
Plan View (Top)



Front View

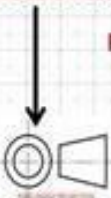


End View (Side)



Note how the three drawings are laid out, all in line with each other and each has been drawn to scale.

All of this means the drawing meets the required standard and should have the symbol for **3RD ANGLE ORTHOGRAPHIC PROJECTION**.





Knowledge Goals: Maths


Unit 8 – Angles


Topic	Video	Resource
Finding lines of symmetry in 2d shapes. Name/classify quadrilaterals	Watch this	Complete Q1-3 (check answers by clicking at bottom of page)
Angles in quadrilaterals - identify missing angles.	Watch this	Complete Q1-3 (check answers by clicking at bottom of page)
Missing angles in triangles. Recognise special triangles by looking at angle and side properties.	Watch this	Complete Q1-3 (check answers by clicking at bottom of page)
Finding missing angles on a straight line and at a point.	Watch this(straight line) Watch this(point)	Complete Q5 Complete Q3&4 (check answers by clicking at bottom of page)
Solve multi step angles problems	Watch this	Complete Apply Q1-5 Complete Apply Q4-6 (check answers by clicking at bottom of page)
Identify alternate, corresponding and co-interior angles on parallel lines.	Watch this	Complete Q1-4 (check answers by clicking at bottom of page)
Use alternate, corresponding and co-interior facts to identify missing angles	Watch this	Complete Apply Q1-5 (check answers by clicking at bottom of page)


Properties of Quadrilaterals


Square

 All sides equal size
 All angles 90°
 Opposite sides are parallel

Rectangle

 All angles 90°
 Opposite sides are parallel

Rhombus

 All sides equal size
 Opposite angles are equal


Parallelogram

 Opposite sides are parallel
 Opposite angles are equal
 Co-interior angles


Trapezium

 One pair of parallel lines

Kite

 No parallel lines
 Equal lengths on top sides
 Equal lengths on bottom sides
 One pair of equal angles


Lines of symmetry

Mirror line (line of reflection)

Rhombus

 Two lines of symmetry

Parallelogram

 No lines of symmetry

Shapes can have more than one line of symmetry...
 This regular polygon (a regular pentagon has 5 lines of symmetry)


 A circle has an infinite amount of lines of symmetry

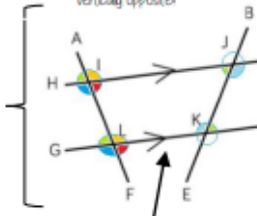
Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite!

Lines OF and BE are **transversals** (lines that bisect the parallel lines)

Corresponding angles often identified by their **"F shape"** in position

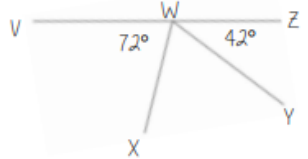
Alternate angles often identified by their **"Z shape"** in position



This notation identifies parallel lines

Sum of angles on a straight line

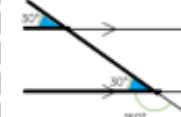
Adjacent angles that share a common point on a line add up to 180°

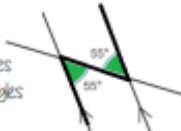


Find angle XWY

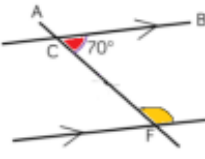
$72^\circ + 42^\circ = 114^\circ$
 $180^\circ - 114^\circ = 66^\circ$

Alternate/ Corresponding angles


 Because alternate angles are equal the highlighted angles are the same size


 Because corresponding angles are equal the highlighted angles are the same size

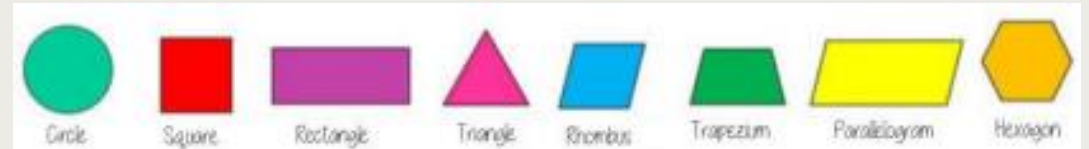
Co-interior angles


 Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

Knowledge Goals: Maths

Unit 9 – 2D shapes		
Topic	Video	Resource
Calculate the area of rectangles and compound shapes made from rectangles.	Watch this(R) Watch this (CS)	Complete Q1-3 Complete Q1
Calculate the area of triangles and parallelograms	Watch this (triangle) Watch this (parallelogram)	Complete Q1-3 (triangle) Complete Q1-3 parallelogram
Calculate the area of a trapezium.	Watch this	Complete Q1&2
Find missing lengths when an area of a shape is given.	Watch this	Complete Q3&4 Complete Q7-10
Solve real life problems by calculating area.	Watch this	Complete Apply Q1-3 Complete Apply Q1-5
Calculate the perimeter of different 2D shapes	Watch this	Complete Q1-3
Solve problems involving perimeter.	Watch this	Complete Apply Q1-5
Solve problems requiring costing of areas and perimeters.	Watch this	Complete Q9&12 Complete Apply Q6



Area Rectangle/ Square area = $\text{Base} \times \text{Height}$

Compound Shapes

Area of A: The height of shape A is 5 cm
 $2 \times 5 = 10\text{cm}^2$

Area of B: $4 \times 5 = 20\text{cm}^2$

Total area = Area A + Area B = $10 + 20 = 30\text{cm}^2$

Perimeter Length around the outside of the shape

In compound shapes make sure all the lengths have measurements

Perimeter = $9\text{cm} + 8\text{cm} + 1\text{cm} + 7\text{cm} + 8\text{cm} + 1\text{cm}$
 $= 34\text{cm}$

Perimeter often asks about boundaries or walls in questions

Area of triangles

Area can be calculated by counting squares
Often this is an estimation with triangles if it does not cut a square in half

Note the relationship between the square and the triangle

Area triangle = $\frac{1}{2}$ area of the square

Right-angled triangles

The height of a right-angled triangle

Perpendicular heights

The perpendicular height meets the base at 90°

Area = $\frac{1}{2} \times 10 \times 4 = 20\text{cm}^2$

Area triangle = $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$

Area of parallelograms

Parallelogram = $\text{Base} \times \text{Perpendicular height}$

Properties of parallelograms

- Two sets of parallel lines
- Four sides (quadrilateral)
- Interior angles = 360°
- Opposite angles are equal
- 2D shape

Area = $4 \times 8 = 32\text{cm}^2$

Knowledge Goals: Music - Britpop

Half Term 3: Tier 3 Vocabulary

#	Key word	Definition
1	Hook	A short, catchy passage or phrase of music.
2	Riff	A repeated chord progression
3	Middle 8	a section in a song that tends to happen towards the middle of the song, and tends to be eight bars in length.
4	Chorus	a section of a song that is repeated at least twice
5	Outro	The end of the song.
6	Intro	The beginning of the song where the mood is set.
7	Brit-Pop	British pop music of the mid 1990s that was typically influenced by the Beatles and other British groups of the 1960s
8	Grunge	distortion-filled, down-tuned and riff-based rock
9	Chord	2 or more notes played at the same time.
10	I-IV-V-Vi	The chords which are predominantly used to make Brit Pop Music.



Oasis, Blur, Manic Street Preachers, Reef, Blur, Travis, Elastica,

ALCOHOL CONSUMPTION AMONGST YOUNG PEOPLE

According to government research **43%** OF SCHOOL PUPILS AGED **11-14 YEARS OLD** said that they **HAD DRUNK ALCOHOL AT LEAST ONCE**

IN **2011** IN THE UK
193 MALES & **121 FEMALES**

BETWEEN **15 AND 34 YEARS** OF AGE **DIED** FROM **ALCOHOL RELATED CAUSES**

THE NUMBER OF **ALCOHOL-RELATED HOSPITAL ADMISSIONS** FOR **15 TO 24 YEAR-OLDS** INCREASED BY:

FROM **18,265** TO **28,747** **57%** FROM **2002-2010**
 FROM **15,233** TO **26,908** **76%**

ALMOST **HALF** OF YOUNG PEOPLE **EXCLUDED FROM SCHOOL** IN THE UK ARE **REGULAR DRINKERS**

11% OF **15-16 YEAR OLDS** **HAD SEX** UNDER THE INFLUENCE OF **ALCOHOL** AND **REGRETTED IT**

EVERY YEAR IN THE UK **MORE THAN 10,000 FINES** WERE ISSUED TO PEOPLE **AGED 16 TO 19** FOR BEING **DRUNK AND DISORDERLY**

ALMOST **ONE IN TEN BOYS** AND **AROUND ONE IN EIGHT GIRLS** AGED **15 TO 16** HAVE HAD **UNSAFE SEX** AFTER DRINKING ALCOHOL

SOURCES:
<http://dof.gov.uk/Content/2014184>
http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf
http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf
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http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf

Knowledge Goals: PDev

Facts and Figures of Schizophrenia

- 5 per 1000 adults aged 16 to 74¹
- 33% had been homeless
•13% had been roofless⁴
- Cost of mental illness to the UK economy: £70 to £100 billion per year²
- Account for 2% of the prison population, 4x that of the general population³
- Rate of employment for people with schizophrenia: 10 – 20%³
- Mortality rate 2.5 times greater than the general population⁶

¹Singleton et al. *Psychiatric Morbidity Among Adults Living in Private Households*. London, UK: Office of National Statistics; 2001.
²Davies, S.G. *Annual Report of the Chief Medical Officer 2013: Public Mental Health Priorities: Investing in the Evidence*. London: Department of Health https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf. Published September 2014. Accessed April 2015.
³Marwaha and Johnson. *Soc Psychiatry Psychiatr Epidemiol*. 2004;39(5):237-49.
⁴Reidington et al. *Soc Psychiatry Psychiatr Epidemiol*. 2005;40(9):707-17.
⁵Singleton et al. *Psychiatric Morbidity Among Prisoners: Summary Report*. London, UK: Office of National Statistics; 1998.
⁶Saha et al. *Arch Gen Psychiatry*. 2007;64(10):1123-31.

LIFEHACKS for looking after your mental health

Written by young people for young people

- Do activities you enjoy
- Learn more about mental health
- Spend time with your friends
- Talk to someone about how you feel
- Stick to a daily routine
- Do E.A.S.Y. things to make you feel good
- Try to be kind to yourself
- Ask for help
- Keep a journal or blog
- Look at the 'big picture'

Protect Those Fingers!

5 ways to protect your fingers from picking.

- FINGER COTS**: To cover areas you want to pick.
- PRESSURE RING**: Discreet fidget, applies firm pressure on your fingers.
- CUTICLE OIL**: This oil helps keep your fingers/skin around your fingers moist.
- MEDICAL TAPE**: To cover any sores/or areas you want to pick.
- FIDGET RING**: A discreet fidget for your fingers. Can be brought on eBay/Amazon.

SELF HARM: AN INFOGRAPHIC

- IN THE UK UP TO **150,000** VISITS TO ACCIDENT AND EMERGENCY DEPARTMENTS ARE RELATED TO **DELIBERATE SELF-HARM** EACH YEAR
- 25% OF PEOPLE** SUFFERING WITH AN EATING DISORDER ARE THOUGHT TO ALSO BE HARMING, AND A HIGHER OCCURRENCE IS SEEN IN THOSE WHO DANCE AND PURSE
- MOST COMMON AMONGST 12-24** AND IN GROUPS WITH **HIGH LEVELS OF POVERTY**
- FROM JUNE 2012 TO JUNE 2013 **HOSPITAL CASES OF 15-19 YEAR OLD... RECEIVING TREATMENT FOR INTENTIONAL SELF-HARM**
- 13,400** WOMEN & **4,000** MEN
- THE UK** HAS ONE OF THE HIGHEST LEVELS OF SELF-HARM IN EUROPE
- BIRDS AND MONKEYS** HAVE ALSO BEEN FOUND TO SELF-HARM
- 10%** OF YOUNG PEOPLE AT SOME POINT TRY TO HURT THEMSELVES
- CYBERBULLING** IS BEING CONNECTED TO A RISE IN SELF-HARM
- CHILDLINE** HAS REPORTED CHILDREN AS **YOUNG AS 10** CALLING TO TALK ABOUT SELF-HARM
- IMPACT ADMISSIONS OF YOUNG PEOPLE SELF-HARMING HAS GONE UP BY 68%** IN THE LAST 5 YEARS

WWW.HARLEYTHERAPY.CO.UK

YOUR GUIDE TO BEING BODY POSITIVE

All Bodies Are Good Bodies.
BODY SIZE AND HEALTH ARE TWO DIFFERENT THINGS.
 Fat people are often presumed to be unfit and unhealthy. But we need to realise that we can't decide whether someone is healthy or unhealthy just by looking at them. Body size is not an accurate indicator of health.

'BEFORE AND AFTER' PHOTOS REINFORCE FATPHOBIA.

Before and after pictures glorify weight loss and thinness. The minute you do that, you send a message out there that I was not happy with my before body and I had to change it and make it fit into the society's concept of beauty and health.

BEFORE AFTER

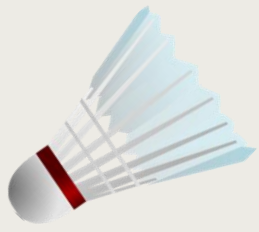
FAT SHAMING IS NOT CARING FOR SOMEONE'S HEALTH.
 Again, we need to stop equating fat with unhealthy. Fat shaming people purely based on their appearance is simply a sign of fatphobia. In fact, studies show that fat shaming increases health risks. Fat shaming is harmful to people's mental and physical health. Fitness is for people of all sizes.

THE WORD 'FAT' ISN'T AN INSULT, IT'S A DESCRIPTOR.
 'Fat' is simply a descriptor. Though, it has always been used as an insult. We need to take the stigma away from the word "fat". We also need to stop glorifying thinness/skinny as an aspiration.

FAT IS NOT AN INSULT.

SIGNS OF ANXIETY IN TEENS

- Restlessness
- Muscle tension
- Aches
- Sweating
- Mood changes
- Difficulty concentrating
- Excessive worry or fear
- Trembling
- Irritability
- Trouble sleeping
- Panic attacks
- Rapid heartbeat



Badminton

- ❑ **Serving** – I can perform the backhand and forehand serve with accuracy, landing the shuttle in the opponents' service box.
- ❑ **The Clears** – I know that the clear is a defensive stroke and can be used to slow the pace of the game and regain position on court
- ❑ **The Drop Shot** – I understand that the drop shot is an attacking shot and why.
- ❑ **The Smash** – I can hit the shuttle with power and land the shuttle mid court, showing good accuracy.
- ❑ **Net Play** – I can accurately hit the shuttle low over the net and land close to the net.
- ❑ **Game Play** – I know which side of the court to serve from depending on if the score is odd or even.



Hockey

- ❑ **Ball Control** – I can use reverse stick at the appropriate times to control the ball.
- ❑ **Passing** – I can demonstrate passes at increasing variety, speed and accuracy. On reception I rotate the stick forward to ensure the ball is trapped and available.
- ❑ **Dribbling** – I can move at speed with the ball avoiding challenges by changing speed or direction.
- ❑ **Tackling** – I can apply the block tackle effectively and safely in game situations on many occasions.
- ❑ **Game Situations** – I can organise effective attacking opportunities quickly in free hit situation.

Knowledge Goals: PE

Football



- ❑ **Ball Control** – I can control the ball with most body parts with some consistency
- ❑ **Passing** – I can occasionally pass the ball accurately using different parts of my foot whilst under *pressure*.
- ❑ **Defending** – I can decide whether to commit to a tackle or *jockey* my opponent.
- ❑ **Dribbling** – I can dribble the ball for some distance as long as it's on my stronger side.
- ❑ **Shooting** – I can accurately shoot from a moderate distance using different techniques.
- ❑ **Game Situations** – I move into space in games and communicate with teammates and can maintain *possession* while decision making.



Netball

- ❑ **Passing** – I can effectively pass a ball to a player in a game situation.
- ❑ **Footwork** – I can demonstrate good use of the footwork rule in a game situation. I can pivot on my landing foot consistently.
- ❑ **Attacking skills** – I am able to re-offer under pressure from a defender to create space to receive the ball.
- ❑ **Defending skills** – I am able to cleanly intercept a ball with two hands in a small game situation.
- ❑ **Game Situations** – I am able to demonstrate a basic set play in a game situation with little or no pressure.



Gymnastics

- ❑ **Floor** – I can perform a paired sequence, performing advanced movements showing consistently high levels of control and tension.
- ❑ **Jumps** – I can successfully incorporate a variety of jumps to change the level of a sequence.
- ❑ **Apparatus** – I can adapt the apparatus to perform a multi-move sequence using a range of vaults with correct technique.
- ❑ **Performance** – I can evaluate another group's sequence, making specific suggestions on how to improve the level of their performance.



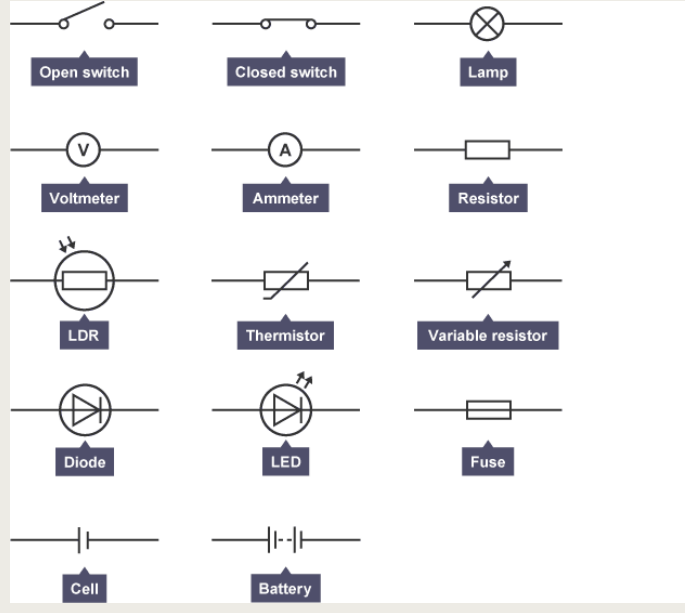
Rugby

- ❑ **Evasion/Support Play** – I can demonstrate principles of attack when to penetrate or out flank. I can support in different formations including 'magic diamond'.
- ❑ **Passing & Catching** – I can pass and catch a ball over a longer distance with some accuracy, making decisions on the weight and length of the pass. Developing skills for quick passing to maximise potential overlaps
- ❑ **Tackling/Defensive Strategies** – I can demonstrate the principles of defence, denial of space, pressure, open gate, tackle, cover and regain possession
- ❑ **Rucks & Mauls** – I can set up a micro maul or micro ruck if none of the 'continuity' options are possible.
- ❑ **Game Play** – I can plan and execute set piece plays from a 'scrum' or 'line out'



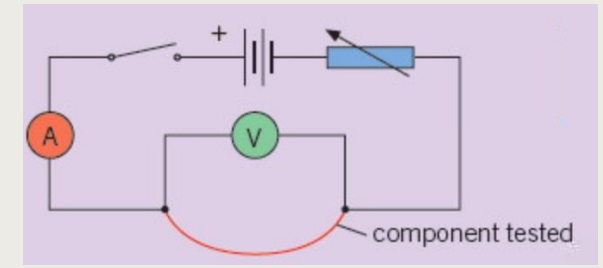
Knowledge Goals: Physics – Electrical circuits

Component symbols

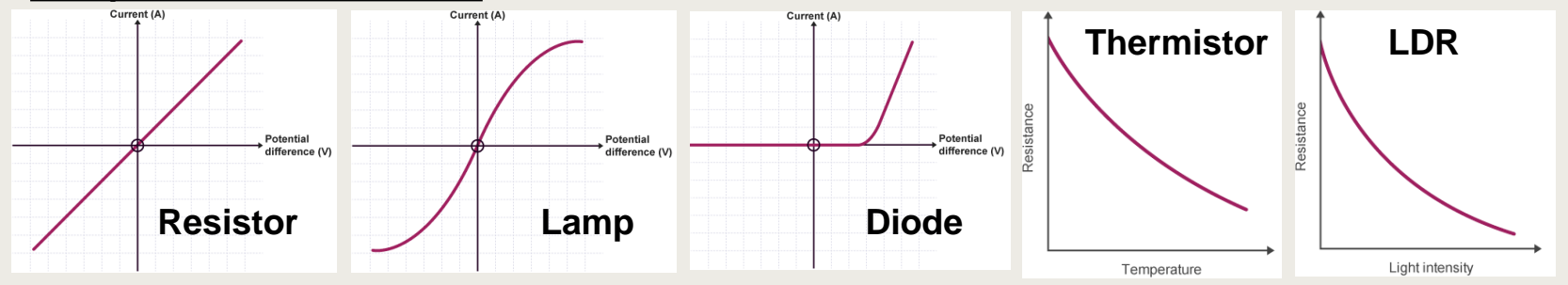


Investigating the characteristics of wires and components

This circuit can be used to vary and measure the current and potential difference across a component to be tested. The **ammeter** measures the current and is connected in series. The **voltmeter** measures the potential difference and is connected in parallel. The **variable resistor** can be used to either adjust the current in the circuit or keep it constant.



Component characteristics



Equations to learn

charge = current × time
 energy = charge × potential difference
 resistance = potential difference ÷ current

Resistance in ohms (Ω)
 Current in amperes (A)
 Energy in joules (J)
 Potential difference in volts (V)
 Charge in coulombs (C)
 Time in seconds (s)

Three rules for series circuits

- The same current passes through each component.
- The total resistance of two or more components in series is equal to the sum of the resistance of each component.
- The total potential difference of the cells in series is the sum of the potential difference of each cell.

Three rules for parallel circuits

- The total current through the whole circuit is the sum of the currents through the separate branches.
- The total resistance of two or more components in parallel is less than the resistance of the component with the least resistance.
- The potential difference across each branch is the same.

Knowledge Goals: Year 9 Judaism

Judaism is one of the world's major religions. It is the world's 10th largest religion, with about 14.6 million followers. It is around 4,000 years old.

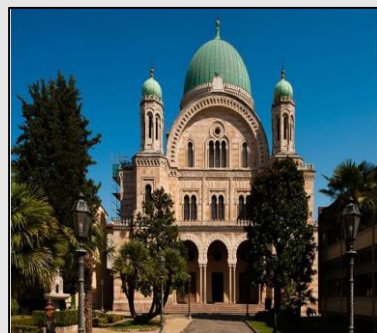
Jews are the people who follow Judaism. Like Christians and Muslims, Jews believe that there is only one God, who created the world and everything in it.

Abraham is seen as the father of the Jewish religion. Jews believe that Judaism began when he started worshipping one God instead of many.

Judaism began in the Middle East – but there are now Jewish people all across the world.

The main holy book of Judaism is the Torah, written in Hebrew. Synagogues are Jewish worship buildings.

Image of the Great Synagogue of Florence, in Italy, Europe.



Jewish Beliefs

The Four Stages of Life

- Jews believe in four important stages of life, and mark each with a religious ceremony.
- The four are: birth, becoming an adult, marriage and death.
- When Jewish boys (aged 13) and Jewish girls (aged 12) become Jewish adults, they have a bar mitzvah (for boys) or bat mitzvah (for girls) ceremony. At these ages, Jewish religion, law and social life judges that the boys and girls become responsible for their own actions. The ceremony is usually held on the first Shabbat (Jewish day of rest) after their birthday. In a bar mitzvah ceremony, a boy must read passages from the Torah.

The Story of Abraham

- Abraham is an important figure in Judaism, Christianity and Islam. His story is told in the Genesis section of the Bible.
- According to the story, Abraham made an agreement with God, in which he promised to be faithful and to teach his laws to the world. In return God gave Abraham and his descendants the land of Israel. Even though Abraham was 99, and his wife Sarah 90, God enabled them to have a son, Isaac, forming the first Jewish family.

Ceremonies and Festivals

- Jews enjoy many ceremonies and festivals as a part of their religion.
- Passover takes place in March or April, and is when Jewish people remember how God brought them out of Egypt (the Exodus). A special meal is created to remind the Jews of the good and bad times in the past. It includes hard boiled egg, parsley, boiled potato, lettuce, horseradish, chopped apples and walnuts.
- Hannukah takes place in December and is known as 'the Jewish festival of lights.' People light candles, exchange presents, and eat foods such as latkes (potato pancakes) and sufganiot (jam doughnuts).

Answers to Important Questions

Where and how do Jews worship?



- Synagogues are where Jewish people go to worship.
- In Orthodox synagogues, men and women sit separately. In progressive synagogues, men and women can sit together and worship.
- Synagogues have large rooms for prayers, and normally smaller rooms for studying.
- The front of a synagogue faces towards Jerusalem.
- There is always a raised platform called a Bimah.

What is the Torah?



- The Torah is the Jewish holy book.
- They are written in Hebrew on rolls of parchment. The scrolls are never touched when they are read from – readers use a pointer called a yad.

Where do most Jews live in the world?



- There are around 14.6 million Jews in the world.
- Two countries – the United States and Israel - have 81% of the world's total Jewish population.
- Some of the other countries with substantial Jewish populations include France, Canada, Russia, the United Kingdom, Argentina and Germany.
- There were 17 million Jews in 1939, but this was reduced to 11 million by 1945 due to the Holocaust.

How many different types of Jews are there?



- There are many different branches of Judaism.
- Some Jews still follow all of Judaism's original laws and customs – these are called Orthodox Jews.
- Jews who do not follow all of these traditions are called Progressive Jews. Progressive Jews are happy to be flexible with certain Jewish laws, in order to fit in with their modern, everyday lives.

Top 10 Facts

1. Jews believe in one God, that is a spirit and has no physical form.
2. A kippah is the clothing item that many Jewish men wear on their head.
3. Praying is very important in Judaism – there are prayers for every occasion.
4. Jesus was born into the Jewish religion, but began preaching his own ideas.
5. Many Jewish homes have a family box, and give to those in need.
6. Strict Jews are not allowed to travel or watch TV on the day of Shabbat!
7. Jewish New Year takes place in September/October time, and is called Rosh Hashanah.
8. Jews fast for 25 hours and pray during Yom Kippur.
9. Anne Frank was a famous Jewish girl, who was killed in the Holocaust.
10. The Anne Frank House and Secret Annex, in Amsterdam, Netherlands, remains one Europe's busiest tourist attractions

Knowledge Goals: Spanish

¿Te interesa(n)...? el arte dramático el dibujo el español el inglés la biología la educación física la física la geografía la historia la informática la lengua la química la religión	Are you interested in...? drama art / drawing Spanish English biology PE physics geography history ICT language chemistry RE	la tecnología los idiomas las empresariales las matemáticas las ciencias la asignatura ¿Qué opinas de...? me encanta(n) me chifla(n) me interesa(n) me gusta(n) no me gusta(n) odio prefiero	technology languages business studies maths science subject What do you think of...? I love I love I'm interested in I like I don't like I hate I prefer
---	--	---	---

¿Cómo son tus profes? Mi profe (de inglés) es... joven viejo/a severo/a tolerante impaciente paciente interesante	What are your teachers like? My English teacher is... young old strict easy-going impatient patient interesting	aburrida/a gracioso/a serio/a simpático/a antipático/a más divertido/a que menos creativo/a que tan interesante como	boring funny serious nice / friendly unfriendly more fun than less creative than as interesting as
--	--	---	---

¿Qué llevas en el insti? (No) llevo... (No) llevamos... Tengo que llevar... Tenemos que llevar... un jersey (de punto) un vestido una camiseta una chaqueta una chaqueta (a rayas) una chaqueta de punto una corbata una falda unos pantalones unos calcetines unos zapatos unos vaqueros unas medias amarillo blanco negro	What do you wear at school? I (don't) wear... We (don't) wear... I have to wear... We have to wear... a (knitted) sweater a dress a shirt a t-shirt a (striped) jacket a cardigan a tie a skirt trousers socks shoes jeans tights yellow white black	rojo morado / violeta naranja rosa azul verde gris marrón oscuro / claro a rayas / a cuadros bonito / feo cómodo / incómodo formal / informal elegante práctico El uniforme... mejora la disciplina limita la individualidad Las diferencias económicas no son tan obvias.	red purple orange pink blue green grey brown dark / light striped / checked pretty / ugly comfortable / uncomfortable formal / informal smart practical Uniform... improves discipline limits individuality The economic differences are not as obvious
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¿Cómo es tu insti? En mi insti hay... Mi insti tiene... un salón de actos un comedor un campo de fútbol un patio un gimnasio una piscina una biblioteca una pista de tenis unos laboratorios muchas aulas Mi instituto / colegio es... mixto femenino / masculino público / privado El edificio es... Los edificios son... nuevo(s) antiguo(s) moderno(s)	What is your school like? In my school there is... My school has... a hall a canteen a football pitch a playground a gym a pool a library a tennis court some laboratories lots of classrooms My school is... mixed all girls / all boys state / private The building is... The buildings are... new old modern	amplio(s) pequeño(s) feo(s) atractivo(s) lo bueno / malo es que... lo mejor / peor es que... ni...ni... nada tampoco En mi escuela primaria... (no) habia... exámenes deberes instalaciones (deportivas) actividades extraescolares la educación infantil la educación primaria la educación secundaria el bachillerato la formación profesional el instituto	spacious small ugly attractive the good / bad thing is that... the best / worst thing is that... (n)either...nor... nothing / anything not either In my primary school... there was/were (not any)... exams homework (sports) facilities extra-curricular activities pre-school education primary education secondary education A levels vocational training secondary school
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¿Cómo vas al insti? Voy al insti... a pie / andando en bici en autobús en coche en metro en taxi en tren Salgo de casa a las...	How do you get to school? I go to school... on foot / walking by bike by bus by car by underground by taxi by train I leave home at...	Las clases empiezan a las... y terminan a las... Tenemos... clases al día por la mañana por la tarde Cada clase dura... el recreo la hora de comer	Lessons start at... and finish at... We have... lessons per day in the morning in the afternoon Each lesson lasts... break lunch
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¿Cuáles son las normas de tu insti? Está prohibido... No se permite... No se debe... comer chicle usar el móvil en clase llevar uniforme ser agresivo o grosero correr en los pasillos llevar piercings ser puntual salir del instituto durante el día escolar	What are the rules in your school? It is forbidden... You are not allowed... You / One must not... to chew chewing gum to use your phone in lessons to wear a uniform to be aggressive or rude to run in the corridors to have visible piercings to be on time to leave the school during the school day	estoy de acuerdo no estoy de acuerdo En mi opinión, ... Pienso que / Creo que... es justo es injusto no es justo ¿Qué va! Las normas son... buenas / malas necesarias demasiado severas	I agree I disagree In my opinion, ... I think that... it's fair it's unfair it's not fair No way! The rules are... good / bad necessary too strict
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¿Hay problemas en tu insti? Un problema es... el estrés de los exámenes el acoso escolar la presión del grupo Estoy estresado/a. Tengo miedo de... suspender mis pruebas. aprobar mis exámenes	Are there problems in your school? One problem in my school is... exam stress bullying peer pressure I am stressed out. I am scared of... fail(ing) my assessments. pass my exams	Hay (algunos) alumnos que... intimidan abusan sienten pánico hacen novillos quieren ser parte de la pandilla son una mala influencia	There are (some) pupils who... intimidate abuse feel panic skip lessons want to be part of the gang are a bad influence
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¿Qué vas a hacer? Voy a... Vamos a... participar en un intercambio viajar con mi clase conocer visitar llegar estar asistir a clases	What are you going to do? I'm going to... We're going to... take part in an exchange travel with my class meet / get to know visit arrive be attend lessons	ir a pie llevar ropa de calle ir / comer juntos ir de excursión hacer turismo hacer una visita guiada ver los edificios Va a ser... fácil / guay	walk (my/your/our) own clothes go / eat together go on a trip see the sights do a guided tour see the buildings It's going to be... easy / cool
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Éxitos practico el judo toco la trompeta canto en el coro voy al club de (ajedrez) soy miembro del... club de teatro club de periodismo club de lectores club de fotografía desde hace...años el trimestre pasado... participé en... un maratón un torneo un concierto un campeonato un concurso	Successes / Achievements I do / have been doing judo I play / have been playing the trumpet I sing / have been singing in the choir I go / have been going to (chess) club I am / have been a member of the... drama club reporters club reading club photography club for... years last term... I took part in... a marathon a tournament a concert a championship a competition	hice / hicimos... una prueba una película gané / ganamos... un trofeo un premio toqué un solo ¡Fue un éxito! este trimestre el próximo trimestre voy a continuar con... voy a ir al club de... Los clubs extraescolares... son divertidos / geniales / interesantes Te ayudan a... aprender cosas interesantes hacer nuevos amigos	I did / we did... a test / exam a film I won / we won... a trophy a prize I played a solo It was a success! this term next term I'm going to continue with... I'm going to go to... club Extra-curricular clubs... are fun / great / interesting They help you to... learn interesting things make new friends
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