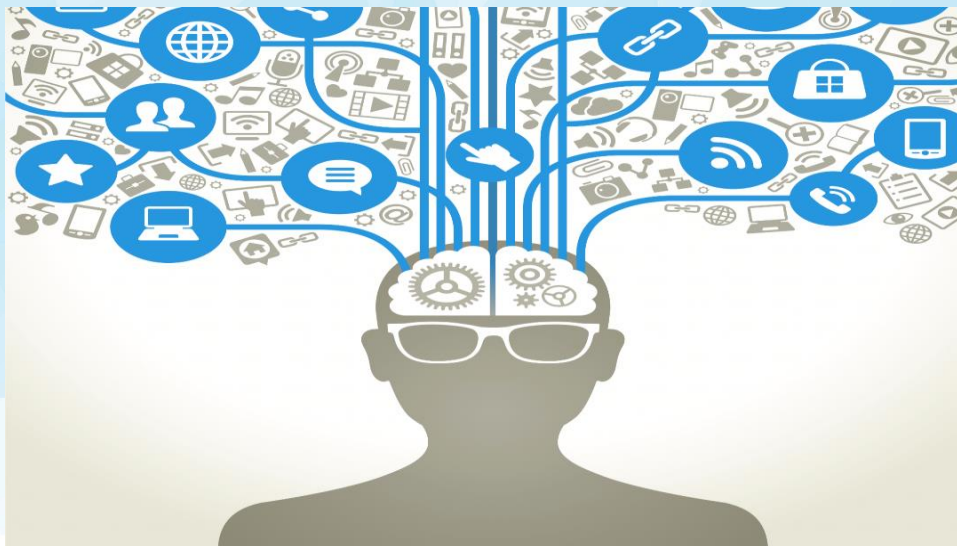


Name:

Form:



*'The pursuit of knowledge is never ending. The day you stop seeking knowledge is the day you stop growing'* - Brandon Travis Ciaccio

# Year 8 Knowledge Organiser

Autumn

Every school day you should study 2 subjects from your KO (knowledge organiser), making sure to cover all the subjects you study.

You are to use your KO exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top. You need to bring your KO and exercise book with you EVERY DAY to the academy.

You will also be tested in your lessons on knowledge from the KO.

You can use your KO and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the '**How to self-test with the Knowledge Organiser**' booklet available on the school website which you can access using the QR code to the right. An instructional video on how to use your Knowledge Organiser is also available on the school website.



## There are some more ideas and strategies listed below:

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Do further research on the topic
- Create fact files
- Create flowcharts

## Presentation

You should take pride in how you present your work, each page should be clearly dated at the top left hand side with Subject 1 written in the middle. Half way down the page a line should divide it in two with Subject 2 written above the dividing line. Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work. Remember the **PROUD** system should still be followed in your exercise book.



Do something for another person this half term every week. Don't wait for them to ask you to do it, pay attention to their needs and find something to brighten their day. Who knows, you may find that the kindness comes back around to make your day better...

Random acts of kindness

### Covey's 7 habits of highly effective teens

Habit #1  
**BE PROACTIVE**  
You're in charge of yourself

- I have a "can do" attitude and always try my best at everything I do.
- I follow directions and do the right things without being asked, even when nobody is looking.
- I choose my actions, attitudes, and moods and don't blame others for my wrongdoing.

### Our Values:

Dreaming big  
Rewarding effort  
Leading together  
Respecting each other and our world  
Learning that inspires

The Dirty Thirty

1. accommodation	16. minute
2. beautiful	17. necessary
3. because	18. neighbour
4. beginning	19. nervous
5. believe	20. opportunity
6. business	21. persuade
7. ceiling	22. queue
8. decided	23. queueing
9. definitely	24. quiet
10. disappear	25. quite
11. disappointed	26. receive
12. embarrass	27. separate
13. extremely	28. sincerely
14. friend	29. surprised
15. immediately	30. until

## British Values – 1. Democracy

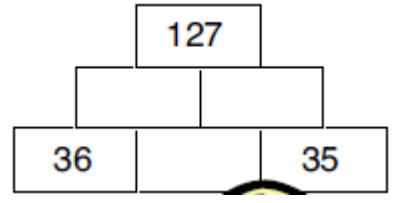
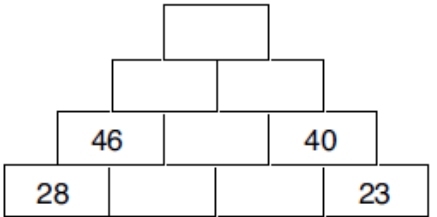
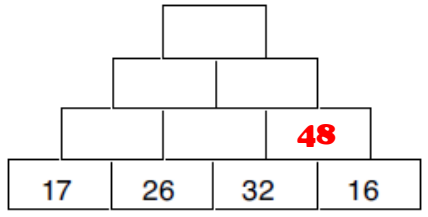


<b>Democracy</b>	a government which is elected by the people. Everyone who is eligible to vote has a chance to have a say in who runs the country.
<b>Anarchy</b>	a condition of lawlessness brought about by the absence of a government.
<b>Communism</b>	a government which owns things like businesses and farms. It provides its people's healthcare, education and welfare.
<b>Monarchy</b>	a country is governed by a king or queen. In some traditional monarchies, the monarch has absolute power. In a constitutional monarchy, like the UK, the democratically elected government limits the monarch's control.
<b>Dictatorship</b>	a country is ruled a single leader. The leader has not been elected and may use force to keep control. In a military dictatorship, the army is in control.

# Year 8 Numeracy

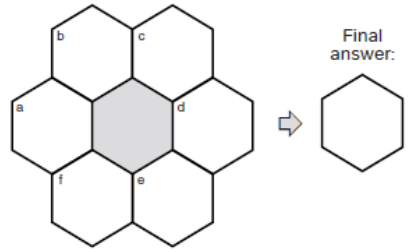
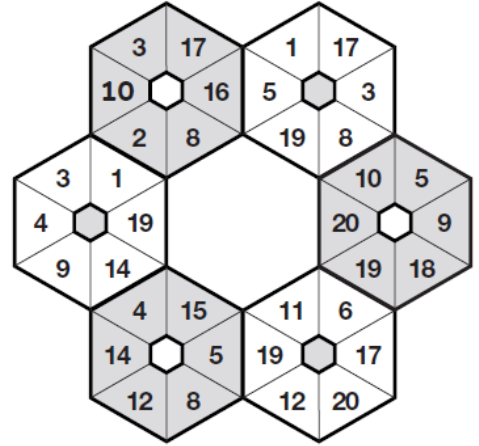
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Cross out any times tables you know off by heart.  
To learn the others, choose two or three and test yourself on remembering them.  
Get other people to test you on them too!

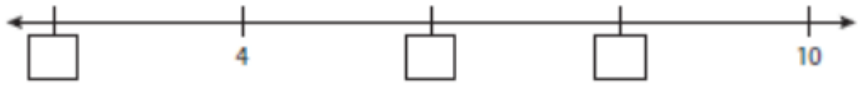
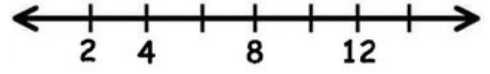
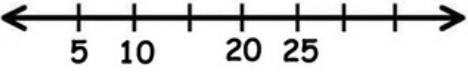
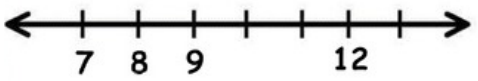


Fill in the blanks in the addition pyramids

Puzzled? In each 6-number hexagon, find the number that is the sum of 2 other numbers. Use all 6 sums to create 1 final puzzle and solve.



Fill in the blanks for each numberline



Shade in the words when you have completed the tasks for that Word of the Week!



**1. What is the definition of the word for this week? Can you write it in your own words? (This will help you remember and understand it)**

**2. Can you use that word in a sentence? Make sure it makes sense.**

**3. Can you list some synonyms for this word? (Meaning the same)**

**4. Can you list some antonyms for this word? (Meaning the opposite)**

**5. Draw out the word making it look like its meaning (examples below).**

<b>Social</b>	<b>Devastation</b>
<b>Capitalism</b>	<b>Infiltration</b>
<b>Industrial</b>	<b>Sustainability</b>
<b>Civilisation</b>	<b>Resources</b>
<b>Revolution</b>	<b>Migration</b>
<b>Environment</b>	<b>Conservative</b>
<b>Casualties</b>	<b>Adaption</b>
<b>International</b>	<b>Confidant</b>



**Step 1:**  
Practice writing the letter on its own for one line.

**Step 2:**  
On the next line join up your letter in groups of 5.

Remember the different levels of letters.



**Step 3:**

Write out the sentences below making sure your vowels are accurate.

- Dad sees a cop at the stop sign.
- The excited elephant bounced on its huge feet.
- I felt a sense of joy knowing I was back at school.
- The quick brown fox jumped over the sleepy dog.

2. Keeping the pen on the paper, curve back to the left and down to the base line forming an oval by going back up to just beyond the white dot.

3. Change direction and continue with a vertical stroke down to the base line.

4. Complete the letter by curving up from the base line, ready to make another join.

1. Start the approach stroke on the line going up and over to the white marker dot.

1. Start the approach stroke on the line flowing diagonally right, up towards the edge of the darkest shading.

2. Keeping the pen on the paper, curve back round to the left and down to the base line, forming part of an oval.

3. As you reach the base line, make a small curve up towards the right.

2. Keeping the pen on the paper, change direction by making a vertical stroke down to the base line with a small curve to the right.

3. Complete the letter by dotting the 'i'.

1. Start the approach stroke on the line going up to the edge of the darkest shading.

1. Start the approach stroke on the line going up and over to the white marker dot.

2. Keeping the pen on the paper, curve back to the left and down to the base line forming an oval by going back up to the white dot.

3. Complete the letter by going along the top of the darker shading with a short horizontal stroke to the right.







2. Keeping the pen on the paper, change direction by making a vertical stroke down to the base line with a curve to the right.

3. Repeat the procedure by continuing up from the base line to the edge of the darkest shading.

4. Complete the letter with a vertical down stroke to the base line with a small curve to the right.

1. Start the approach stroke on the line going up to the edge of the darkest shading.

### When should you use a capital letter?

- ✓ Is it the **start of** (first letter of first word) a **sentence**?  ✓ **capital**
- ✓ Is it a **proper noun** (name of a specific person, place, group, company etc.)?  ✓ **capital**
- ✓ Is it the **start (first letter) of dialogue**?  ✓ **capital**
- ✓ Is it the pronoun **I**?  ✓ **capital**
- ✓ Is it an **abbreviated** brand, company or organisation?  ✓ **capital**
- ❖ Is it **NOT** any of the above?  **NO capital**

the cat waited on the wall in  
 goole a man walked past and  
 his name was bob he stroked  
 the cat then left a dog saw the  
 cat and licked its lips he  
 chased the cat down the street  
 luckily the cat got away

1. Copy out the passage correcting all the capital letter mistakes. Circle the mistakes you have corrected.

2. Write a short diary entry about something you did over the summer. Make sure your capital letters are correct. Circle the capital letters you have used.

3. Using the capital letter rules opposite, create a page to revise the rules. Use colours! This will help you remember them.

4. Play the Wordspector game!



5. Play the Grammar Ninja game!



# Year 8 Numeracy

Number	Double it	Halve it	Times by 10	Times by 5	Times by 6
6	12	3	60	30	36
2					
3					
5					
8					
80					
16					
4					
12					

$$2 \times \text{Mt Fuji} = 30$$

$$2 \times \text{Cherry} = 20$$

$$2 \times \text{Blue Whale} = 8$$

$$\text{Mt Fuji} + \text{Cherry} + \text{Blue Whale} = ?$$



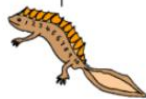
How many different sums could this picture represent?  
 We've found 5. Can you find more?

Try to work out the missing numbers.  
 See if you can spot any links between your answers...

Put a circle around each pair of numbers that add to make ten

6	2	1	8	9	4
4	3	8	7	6	0
7	5	6	3	2	10
5	1	9	4	8	7
8	2	7	3	9	2
0	10	5	1	8	4

See if you can find at least 10 pairs!

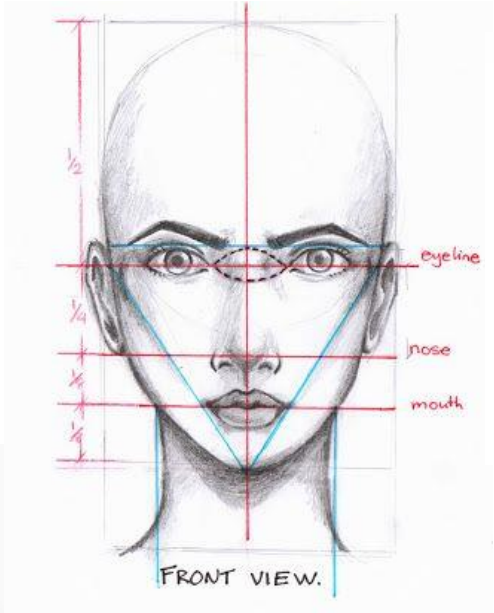


<b>Easy</b>	15	x 3	+ 1	÷ 2	- 8	x 2	- 9	x 5	- 5	÷ 2	?
<b>Moderate</b>	15	- 8	x 5	- 13	x 8	- 24	÷ 2	50% of this	÷ 2	Square it	?
<b>Advanced</b>	46	÷ 2	+ 11	- 4	60% of this	÷ 2	Square root of this	x 8	- 9	x 8	?

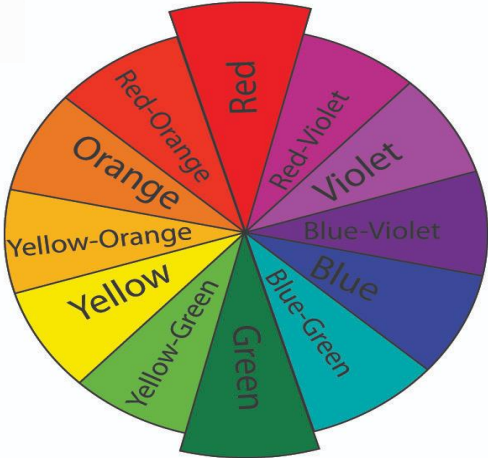
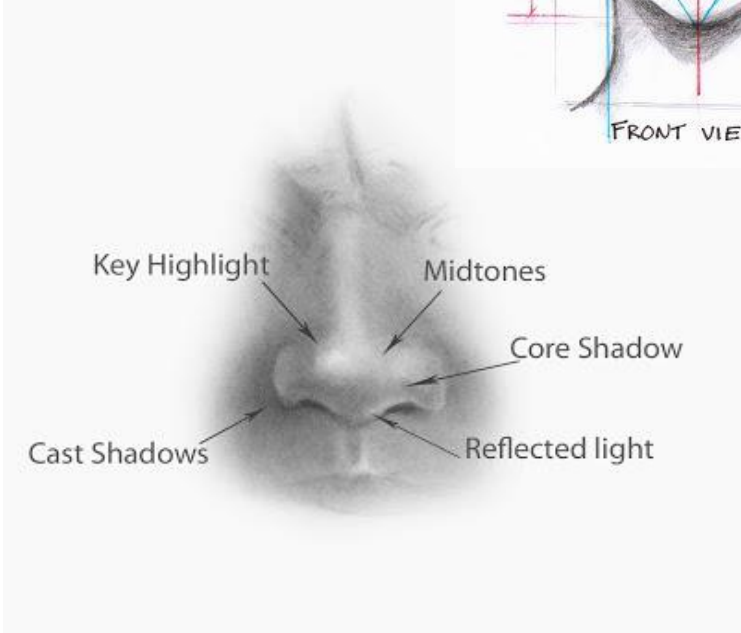
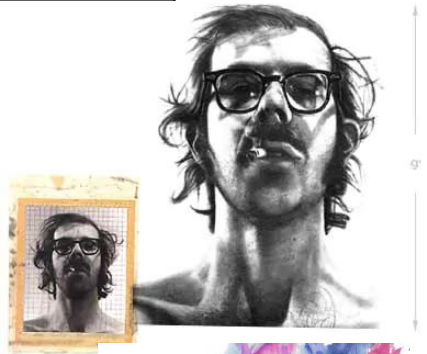
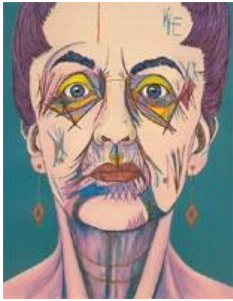


When would artists use continuous or exaggerated line within their portrait?

Find the definition of proportion



Artists to research
Kristin Eyfells
Chuck Close
Agnes Cecile



List the contrasting colours



Investigate: Do colours have emotions?

## Keywords

### Portraiture

A portrait is a painting, photograph, sculpture, or other artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person.

### Continuous line

The **line** in a **continuous line** drawing is unbroken from the beginning to the end. The drawing implement stays in uninterrupted contact with the surface of the paper during the entire length of the drawing.

### Contrasting Colours

**Colours** that are opposite each other on the **colour** wheel are considered to be complementary **colours** (example: red and green).

### Annotation

A note by way of explanation or comment added to a text or diagram.

### Grid Method

Many artists have used grids to assist them in creating larger or smaller-scale copies. A grid is drawn over the original study, and another grid is marked out at the desired scale on the surface where the image is to be reproduced.

### Hyper realism

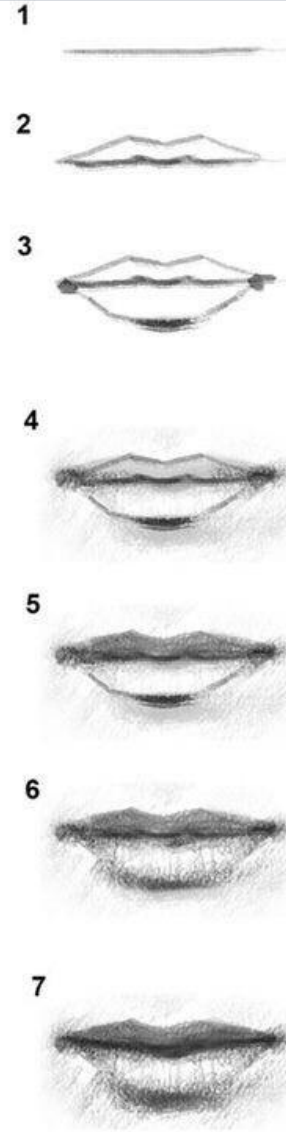
Work which feels more real than reality

### Exaggerated line

Represent (something) as being larger, better, or worse than it really is.

### Emotive colour theory

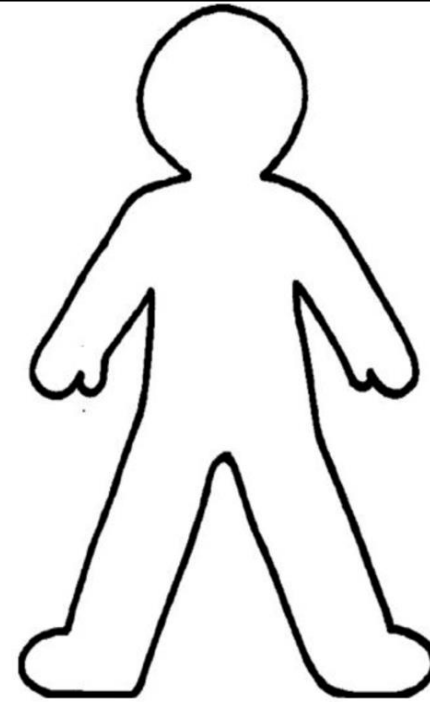
Color theory helps us to express our feelings in an art.



**Complete a 'Role on the wall'.**

**Instructions:** Select a character you have been exploring.  
Write facts about the character around the outside of the figure and write emotions on the inside.

**Extension:** Justify the facts or emotions by adding lines of dialogue or a description of the body language/facial expression used.



**Key words to practice spelling**

- Still image
- Rolling images
- Transition
- Facial expression
- Body language
- Role-play
- Narration
- Thought-track
- Characterisation
- Physical Theatre
- Slow motion
- Dynamics
- Proxemics
- Voice projection



**Activities that will help your understanding of the topic.**

1. Research gang culture in London in the year 2000.
2. Research a typical trial for justice. What happens in a trial? Who is involved?
3. Create a 140-character tweet in response to ' People who have caused harm to society can repay society by...'

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***"I will travel far and wide to choose my destiny to remould the world. I know it is my destiny to defend the world which I hope to achieve in my lifetime".***

When do we use capitals?

1. The start of a sentence: The cat purred in its basket.
2. PROPER NOUN – NAME/SUBJECT/TITLE: Jack, Mrs. Ahmed, Head Teacher, \*English (\*or any other language).
3. PROPER NOUN – GROUP/COMPANY/BRAND: Manchester United, Sport Soccer, Nike, Darton Academy.
4. PROPER NOUN – PLACE/SEASON/MONTH: Tuesday, April, Hull, South Yorkshire, Australia.
5. The pronoun I (to replace your name)
6. ABBREVIATION – ORGANISATION/BRAND: BBC, RAC, NSPCC, DKNY.
7. START OF DIALOGUE: “Sit down!”.

None of these? Then it doesn't need a capital letter (teachers, table, children, etc.)

It's /Its

Does *it is* fit? Use it's.

Otherwise/for ownership by an it...no apostrophe.



Your/You're

- Does 'You are' make sense?
- Use you're
- Is there a noun or noun phrase coming up that belongs to 'you'?
- Can you swap it for 'our'?
- Use your



The S and the apostrophe are to do with ownership (possession)

1. Is it a simple **collective noun** and nothing is owned in the sentence? **NO APOSTROPHE**
2. Is something in the sentence owned by the person/people or object? **ADD 'S**
3. Is something owned by the person/people or object **and** it **already ends with an S**? **ADD S'**
4. Is the pronoun *its, hers, his, yours, ours* used to show ownership? **NO APOSTROPHE**

### À la télé

*On TV*

je regarde ...	<i>I watch ...</i>	
les dessins animés	<i>cartoons</i>	
les documentaires	<i>documentaries</i>	
les émissions de sport	<i>sports programmes</i>	
les émissions de télé-réalité	<i>reality TV shows</i>	
les émissions musicales	<i>music shows</i>	
les infos	<i>the news</i>	
les jeux télévisés	<i>game shows</i>	
la météo	<i>the weather</i>	
les séries	<i>series</i>	
les séries policières	<i>police series</i>	
les séries américaines	<i>American series</i>	
Mon émission préférée, c'est ...	<i>My favourite programme is ...</i>	
j'adore	<i>I love</i>	
j'aime bien	<i>I like</i>	
je n'aime pas	<i>I don't like</i>	
je ne regarde jamais	<i>I never watch</i>	
je ne rate jamais	<i>I never miss</i>	

### Qu'est-ce que tu lis?

*What are you reading?*

je lis ...	<i>I'm reading ...</i>	
une BD	<i>a comic book</i>	
un livre sur les animaux	<i>a book on animals</i>	
un livre d'épouvante	<i>a horror story</i>	
un magazine sur les célébrités	<i>a magazine about celebrities</i>	
un manga	<i>a manga</i>	
un roman fantastique	<i>a fantasy novel</i>	
un roman policier	<i>a thriller</i>	
un roman d'amour	<i>a love story</i>	
C'est bien?	<i>Is it good?</i>	
À mon avis, c'est ...	<i>In my opinion it's ...</i>	
assez bien	<i>quite good</i>	
passionnant	<i>exciting</i>	
Qui est ton auteur préféré?	<i>Who is your favourite author?</i>	
Mon auteur préféré, c'est...	<i>My favourite author is ...</i>	

### Les films

*Films*

j'aime ...	<i>I like ...</i>
je suis fan de ...	<i>I'm a fan of ...</i>
je ne suis pas fan de ...	<i>I'm not a fan of ...</i>
j'ai une passion pour les ...	<i>I have a passion for ...</i>
j'ai horreur des ...	<i>I really dislike ...</i>
je déteste ...	<i>I hate ...</i>
les comédies	<i>comedies</i>
les films d'action	<i>action films</i>
les films d'amour	<i>romantic films</i>
les films d'arts martiaux	<i>martial-arts films</i>
les films d'aventure	<i>adventure films</i>
les films fantastiques	<i>fantasy films</i>
les films d'horreur	<i>horror films</i>
les films de science-fiction	<i>science-fiction films</i>
mon acteur préféré, c'est ...	<i>my favourite actor is ...</i>
mon film préféré, c'est ...	<i>my favourite film is ...</i>



## Quizlet

Use Quizlet to revise any of these vocab lists using games, self-testing, flashcards and many other effective methods!



### Les adjectifs

*Adjectives*

grand	<i>tall</i>
petit	<i>small</i>
intelligent	<i>intelligent</i>
beau	<i>handsome/beautiful</i>
amusant	<i>funny</i>
pauvre	<i>poor</i>
gentil	<i>nice</i>
riche	<i>rich</i>

### Les opinions

*Opinions*

à mon avis, c'est ...	<i>in my opinion, it's ...</i>	
je pense que c'est ...	<i>I think it's ...</i>	
je trouve ça ...	<i>I find it ...</i>	
amusant	<i>funny</i>	
assez bien	<i>quite good</i>	
barbant	<i>boring</i>	
chouette	<i>excellent</i>	
effrayant	<i>frightening</i>	
émouvant	<i>moving</i>	
ennuyeux	<i>boring</i>	
génial	<i>great</i>	
intéressant	<i>interesting</i>	
nul	<i>rubbish</i>	
passionnant	<i>exciting</i>	
pratique	<i>practical</i>	
stupide	<i>stupid</i>	
formidable	<i>great</i>	
Idiot	<i>Stupid</i>	
Est-ce que tu aimes ...?	<i>Do you like ...?</i>	
Oui, j'aime ça.	<i>Yes, I like that.</i>	
Non, je n'aime pas ça.	<i>No, I don't like that.</i>	
c'est ...	<i>it's ...</i>	
amusant	<i>funny</i>	
génial	<i>great</i>	
intéressant	<i>interesting</i>	
ennuyeux	<i>boring</i>	
nul	<i>rubbish</i>	
j'adore	<i>I love</i>	
j'aime bien	<i>I like</i>	
je n'aime pas	<i>I don't like</i>	
je déteste	<i>I hate</i>	
je ne regarde pas	<i>I don't watch</i>	
J'ai une passion pour ...	<i>I have a passion for ...</i>	
Je suis fan de ...	<i>I am a fan of ...</i>	
Je ne suis pas fan de ...	<i>I am not a fan of ...</i>	



## Sur Internet

On the internet

J'envoie des e-mails.	<i>I send emails.</i>
Je fais beaucoup de choses.	<i>I do lots of things.</i>
Je fais des recherches pour mes devoirs.	<i>I do research for my homework.</i>
Je fais des achats.	<i>I buy things.</i>
Je fais des quiz.	<i>I do quizzes.</i>
Je joue à des jeux en ligne.	<i>I play games online.</i>
Je mets à jour ma page perso.	<i>I update my homepage.</i>
Je vais sur mes sites préférés.	<i>I go onto my favourite sites.</i>
Je vais sur des blogs.	<i>I go onto blogs.</i>
Je vais sur des forums.	<i>I go onto forums.</i>
Je trouve ça ...	<i>I find it ...</i>
chouette	<i>great</i>
pratique	<i>practical</i>
stupide	<i>stupid</i>
barbant	<i>boring</i>



## Les mots essentiels

High-frequency words

assez	<i>quite</i>
aussi	<i>also</i>
car	<i>because</i>
comme	<i>as</i>
et	<i>and</i>
mais	<i>but</i>
très	<i>very</i>
un peu	<i>a bit</i>
parce que	<i>because</i>
par exemple	<i>for example</i>
surtout	<i>above all</i>



*on* means 'we'. The verb form is the same as for *il* and *elle*.

*on fait/on regarde/on va* we do/we watch/we go

## Le temps

The weather

Quand ...	<i>When ...</i>
il fait beau	<i>it's nice</i>
il fait froid	<i>it's cold</i>
il fait chaud	<i>it's hot</i>
il pleut	<i>it's raining</i>
on fait du VTT	<i>we do mountain biking</i>
on fait du skate	<i>we do skateboarding</i>
on fait du bowling	<i>we go bowling</i>
on regarde des DVD	<i>we watch DVDs</i>
on va ...	<i>we go ...</i>
au café	<i>to the café</i>
au cinéma	<i>to the cinema</i>
au parc	<i>to the park</i>
on joue ...	<i>we play ...</i>
au foot	<i>football</i>
au basket	<i>basketball</i>
on surfe sur Internet	<i>we surf the internet</i>
avec mes copains	<i>with my friends</i>



Learn whether words are masculine or feminine.

	<i>a/some</i>	<i>the</i>
masculine singular	<i>un</i>	<i>le</i>
feminine singular	<i>une</i>	<i>la</i>
plural	<i>des</i>	<i>les</i>

Before a vowel or silent h, *le* and *la* become *l'*.  
*l'église*      *l'hôtel*

## Hier soir

Last night

J'ai discuté.	<i>I discussed/chatted.</i>
J'ai écouté la radio.	<i>I listened to the radio.</i>
J'ai envoyé des SMS.	<i>I sent text messages.</i>
J'ai joué à des jeux en ligne.	<i>I played games online.</i>
J'ai posté des photos.	<i>I posted photos.</i>
J'ai regardé la télé/des clips vidéo.	<i>I watched TV/video clips.</i>
J'ai surfé sur Internet.	<i>I surfed the net.</i>
J'ai tchatté sur MSN.	<i>I chatted on MSN.</i>
J'ai téléchargé des chansons.	<i>I downloaded some songs.</i>

## Séquenceurs

Sequencers

après (le dîner)	<i>after (dinner)</i>
avant (de me coucher)	<i>before (I go to bed)</i>
d'abord	<i>first</i>
ensuite	<i>next</i>
puis	<i>then</i>
un peu plus tard	<i>a bit later</i>

Many verbs end in **-er** in a word list or dictionary.

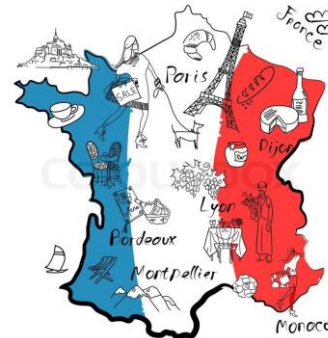
**regarder** to watch

You need to change the **-er** verb endings:

<b>je</b> regarde	I watch
<b>tu</b> regardes	you watch
<b>il/elle</b> regarde	he/she watches

Most adjectives have a different feminine form.

masculine	feminine
<i>petit</i>	<i>petite</i>
<i>gentil</i>	<i>gentille</i>
<i>beau</i>	<i>belle</i>
<i>amusant</i>	<i>amusante</i>



## Expressions importants

Expressions of time and frequency

d'habitude	<i>usually</i>
de temps en temps	<i>from time to time</i>
en ce moment	<i>at the moment</i>
quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
une ou deux fois par mois	<i>once or twice a month</i>

## À Paris In Paris

<b>J'ai gagné un concours.</b>	<i>I won a competition.</i>
<b>J'ai passé une semaine à Paris.</b>	<i>I spent a week in Paris.</i>
<b>J'ai visité la tour Eiffel.</b>	<i>I visited the Eiffel Tower.</i>
<b>J'ai mangé au restaurant.</b>	<i>I ate in a restaurant.</i>
<b>J'ai admiré la Pyramide du Louvre.</b>	<i>I admired the Louvre Pyramid.</i>
<b>J'ai regardé le feu d'artifice.</b>	<i>I watched the fireworks.</i>
<b>J'ai acheté des souvenirs.</b>	<i>I bought some souvenirs.</i>
<b>J'ai rencontré un beau garçon/une jolie fille.</b>	<i>I met a good-looking boy/a pretty girl.</i>
<b>J'ai envoyé des cartes postales.</b>	<i>I sent some postcards.</i>
<b>J'ai pris des photos.</b>	<i>I took some photos.</i>
<b>J'ai vu la Joconde.</b>	<i>I saw the Mona Lisa.</i>
<b>J'ai attendu le bus.</b>	<i>I waited for the bus.</i>
<b>J'ai très bien dormi.</b>	<i>I slept very well.</i>
<b>Je n'ai pas visité Notre-Dame.</b>	<i>I didn't visit Notre-Dame.</i>
<b>On a fait les magasins.</b>	<i>We went shopping.</i>
<b>On a bu un coca.</b>	<i>We drank a cola.</i>
<b>On a fait un tour de la ville en segway.</b>	<i>We did a tour of the town by segway.</i>
<b>On a fait une balade en bateau-mouche.</b>	<i>We went on a boat trip.</i>



In the last two centuries, France has given the art world the works of Pierre-Auguste Renoir, Claude Monet, Paul Cézanne, Edgar Degas, Paul Gauguin, Henri Matisse and Georges Braque. Auguste Rodin is one of the most famous French sculptors.

Some famous French works of art are Impression, soleil levant (Impression, Sunrise) by Monet, Rodin's La Porte de l'Enfer (The Gates of Hell) and the Monet Water-Lilies collection.

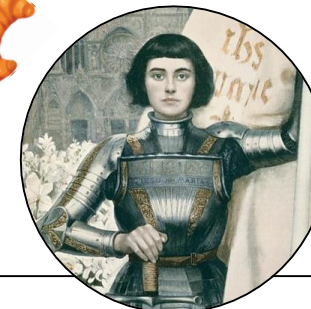
## Quand? When?

<b>aujourd'hui</b>	<i>today</i>
<b>hier</b>	<i>yesterday</i>
<b>avant-hier</b>	<i>the day before yesterday</i>
<b>(mardi) dernier</b>	<i>last (Tuesday)</i>
<b>C'était comment?</b>	<i>What was it like?</i>
<b>C'était ...</b>	<i>It was ...</i>
<b>J'ai trouvé ça ...</b>	<i>I found it ...</i>
<b>bien</b>	<i>good</i>
<b>bizarre</b>	<i>weird</i>
<b>cool</b>	<i>cool</i>
<b>cher</b>	<i>expensive</i>
<b>effrayant</b>	<i>scary</i>
<b>ennuyeux</b>	<i>boring</i>
<b>fabuleux</b>	<i>wonderful/fantastic</i>
<b>génial</b>	<i>great</i>
<b>horrible</b>	<i>horrible/terrible</i>
<b>intéressant</b>	<i>interesting</i>
<b>marrant</b>	<i>funny/a laugh</i>
<b>nul</b>	<i>rubbish</i>
<b>Ce n'était pas mal.</b>	<i>It wasn't bad.</i>



## Tu as voyagé comment? How did you travel?

<b>en avion</b>	<i>by plane</i>
<b>en bus</b>	<i>by bus</i>
<b>en car</b>	<i>by coach</i>
<b>en métro</b>	<i>by underground</i>
<b>en train</b>	<i>by train</i>
<b>en voiture</b>	<i>by car</i>
<b>à vélo</b>	<i>by bicycle</i>
<b>à pied</b>	<i>on foot</i>



## Joan of Arc – 1412-1432

One of the biggest legends of French history is Joan of Arc (Jeanne d'Arc). She was a young peasant girl who had a vision from God to become a great fighter with the French army. She led the army to defeat the English at Orléans during the Hundred Years War. She was captured by the English and burnt at the stake at just 19 years old. Later she was made a Catholic saint.

## Des informations touristiques Tourist information

<b>horaires d'ouverture</b>	<i>opening times</i>
<b>ouvert du (mardi) au (dimanche)</b>	<i>open from (Tuesday) to (Sunday)</i>
<b>de 10h00 à 17h00</b>	<i>from 10 a.m. to 5 p.m.</i>
<b>fermé (le lundi et les jours fériés)</b>	<i>closed (on Mondays and bank holidays)</i>
<b>tarifs d'entrée</b>	<i>admission prices</i>
<b>plein tarif</b>	<i>full price</i>
<b>tarif jeune</b>	<i>price for young people</i>
<b>gratuit (pour les enfants jusqu'à 13 ans)</b>	<i>free (for children up to 13 years old)</i>
<b>visites guidées</b>	<i>guided tours</i>
<b>(pas de) toilettes</b>	<i>(no) toilets</i>

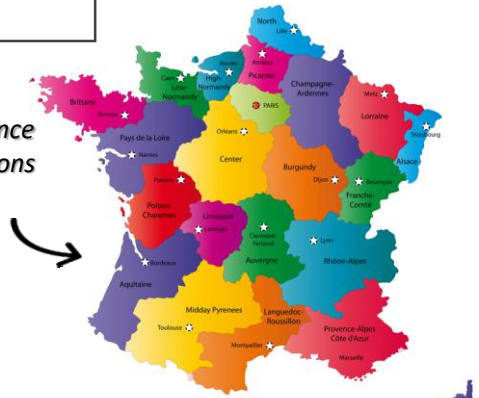
Un voyage A journey	
Je suis allé(e) (à Paris).	<i>I went (to Paris).</i>
Je suis parti(e)/arrivé(e) à (dix heures).	<i>I left/arrived at (ten o'clock).</i>
Le train est parti/arrivé à (huit heures).	<i>The train left/arrived at (eight o'clock).</i>
Je suis sorti(e).	<i>I went out.</i>
Je suis resté(e) (chez moi).	<i>I stayed (at home).</i>
Je suis rentré(e) (chez moi).	<i>I went/got home.</i>
Je suis monté(e).	<i>I went up.</i>
Qui a volé la Joconde?	<i>Who stole the Mona Lisa?</i>
Tu as visité le Louvre quand?	<i>When did you visit the Louvre?</i>
Tu es allé(e) avec qui?	<i>Who did you go with?</i>
Tu es allé(e) comment?	<i>How did you get there?</i>
Tu es arrivé(e)/parti(e) à quelle heure?	<i>At what time did you arrive/leave?</i>
Après, tu es allé(e) où?	<i>Afterwards, where did you go?</i>
Tu es resté(e) combien de temps?	<i>How long did you stay?</i>
Qu'est-ce que tu as fait?	<i>What did you do?</i>
Est-ce que tu as volé la Joconde?	<i>Did you steal the Mona Lisa?</i>

D'accord? Do you agree?	À mon avis ... In my opinion ...
c'est vrai	it's true
c'est faux	it's false
Je suis d'accord.	I agree.
Je ne suis pas d'accord.	I disagree.

J'aime ... I like ...	
J'adore ...	<i>I love ...</i>
Je n'aime pas ...	<i>I don't like ...</i>
Je déteste ...	<i>I hate ...</i>
aller au cinéma (avec mes amis)	<i>going to the cinema (with my friends)</i>
aller aux concerts (rock)	<i>going to (rock) concerts</i>
aller voir des matchs (au Parc des Princes)	<i>going to watch matches (at the Parc des Princes)</i>
faire du roller (au Trocadéro)	<i>roller-blading (at the Trocadéro)</i>
faire les magasins	<i>going shopping</i>
prendre des photos	<i>taking photos</i>
retrouver mes copains	<i>meeting up with my mates</i>

Les mots essentiels High-frequency words	
à quelle heure?	<i>at what time?</i>
quand?	<i>when?</i>
combien?	<i>how much/how many?</i>
combien de temps?	<i>how long?</i>
comment?	<i>how?</i>
où?	<i>where?</i>
qui?	<i>who?</i>
avec qui?	<i>who with?</i>
alors	<i>so, therefore</i>
donc	<i>so, therefore</i>
car	<i>because</i>
parce que	<i>because</i>
dernier/dernière	<i>last</i>
beaucoup (de)	<i>a lot (of)</i>
d'abord	<i>first of all</i>
ensuite	<i>next</i>
après	<i>afterwards</i>
finalement	<i>finally</i>

Map of France and its regions



Qu'est-ce qu'on peut faire? What can you do?	
On peut ...	<i>You can ...</i>
aller à un concert	<i>go to a concert</i>
aller au théâtre	<i>go to the theatre</i>
faire les magasins	<i>go shopping</i>
faire un tour en segway	<i>go on a tour by segway</i>
faire une balade en bateau-mouche	<i>go on a boat trip</i>
manger au restaurant	<i>eat in a restaurant</i>
visiter les monuments	<i>visit the monuments</i>
visiter les musées	<i>visit the museums</i>

Spelling strategy	
Use the 5 steps below to learn to spell any word	
<b>LOOK</b>	Look carefully at the word for 10 seconds
<b>SAY</b>	Say the word out loud to practise pronunciation
<b>COVER</b>	Cover up the word when you have learned it
<b>WRITE</b>	Write the word from memory
<b>CHECK</b>	Check your word against the original
Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.	

Use Quizlet to revise any of these vocab lists using games, self-testing, flashcards and many other effective methods!



## Present tense –ER verbs

**jouer** = to play:

I play	<b>Je joue</b>	We play	<b>Nous jouons</b>
You play	<b>Tu joues</b>	You play	<b>Vous jouez</b>
He/she/one plays	<b>Il/elle/on joue</b>	They play	<b>Ils/elles jouent</b>

## Present tense –RE verbs

**répondre** = to reply: (regular verbs)

I reply	<b>Je réponds</b>	We reply	<b>Nous répondons</b>
You reply	<b>Tu réponds</b>	You reply	<b>Vous répondez</b>
He/she/one replies	<b>Il/elle/on répond</b>	They reply	<b>Ils/elles répondent</b>

**dire** = to say: (irregular verbs)

I reply	<b>Je réponds</b>	We reply	<b>Nous répondons</b>
You reply	<b>Tu réponds</b>	You reply	<b>Vous répondez</b>
He/she/one replies	<b>Il/elle/on répond</b>	They reply	<b>Ils/elles répondent</b>

## Present tense –IR verbs

**finir** = to finish: (verbs that take –ss)

I finish	<b>Je finis</b>	We finish	<b>Nous finissons</b>
You finish	<b>Tu finis</b>	You finish	<b>Vous finissez</b>
He/she/one finishes	<b>Il/elle/on finit</b>	They finish	<b>Ils/elles jouent</b>

**partir** = to leave: (verbs that don't take –ss)

I leave	<b>Je pars</b>	We leave	<b>Nous partons</b>
You leave	<b>Tu pars</b>	You leave	<b>Vous partez</b>
He/she/one leaves	<b>Il/elle/on part</b>	They leave	<b>Ils/elles partent</b>

## Avoir

To have

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

## Être

To be

I am	<b>Je suis</b>	We are	<b>Nous sommes</b>
You are	<b>Tu es</b>	You are	<b>Vous êtes</b>
He/she/one is	<b>Il/elle/on est</b>	They are	<b>Ils/elles sont</b>

## Pronunciation Wizard



'e' at the end of words is not pronounced

'é' at the end of words is always pronounced (like **ay**)

to say 'è', open your mouth widely

'ç' is pronounced as 's'

's' and 'x' at the end of words are usually silent

'oi' combination is pronounced as 'wa'

'au' and 'eau' are pronounced as 'o'

'ou' is pronounced as 'oo'

'th' is simply pronounced as 't'

'h' at the beginning of words is not pronounced

at the end of words, 'er', 'ez' are pronounced as 'ay'

...and finally, take REALLY good care with these: 'r' and 'u'.

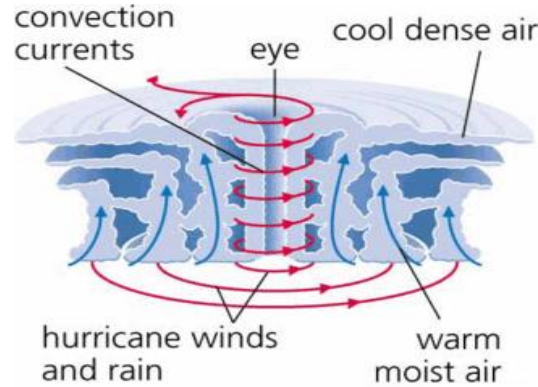
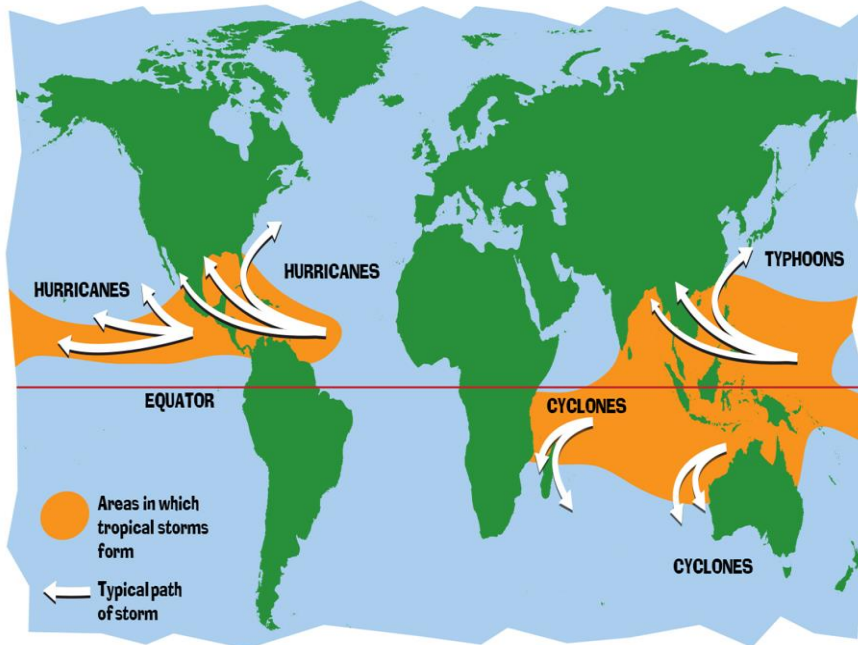


<p align="center"><b>Hurricane Katrina</b> 29th August 2005 - USA (HIC)</p>	<p align="center"><b>Typhoon Haiyan</b> 8th November 2013 - Philippines (LIC)</p>
<p>Category 3 but reached category 5 strength            1,833 total deaths (over ¾ of them in Louisiana)            Significant flooding in Mississippi and Louisiana            Levees breached in New Orleans (80% of it flooded)            70% occupied housing in New Orleans damaged            \$89million total damage in USA            Infrastructure &amp; transport destroyed            7 million gallons of oil leaked into sea after oil rigs were damaged            Coastal ecosystems &amp; wetlands very badly damaged            Hundreds of thousands without power for days            People left without homes or jobs.</p>	<p>Category 5            Over 7,000 dead (mostly in the Philippines)            1.9 million made homeless            Over 280,000 homes destroyed            Total damages equals \$5.8billion            6 million jobs lost            Primary industries (fishing, rice &amp; corn crops) badly damaged, affecting trade &amp; income            Disease outbreak due to poor sanitation            Thousands of trees uprooted            Major roads blocked by trees &amp; debris            Infrastructure badly damaged, hindering rescue            Storms caused an oil spill in the sea, affecting wildlife and mangrove trees there</p>

Natural Hazard: A natural event caused by humans which threatens life and property. Examples:



Where hurricanes/typhoons/cyclones are found:



That air becomes heated, rises and the cycle continues

As the air rises, the spin of the Earth makes the rising air spin around itself.

The rising air eventually condenses, creating rain and thunderstorms.

**Responses** are either short term or long term.

**Predicting:** Forecasting when a disaster will strike (e.g. satellite systems)

**Planning:** Allowing communities to take action to respond to disasters. (e.g. evacuation plans)

**Protecting:** Actions taken beforehand to protect people & property (e.g. hazard-proof buildings)

## Hurricanes

Saffir-Simpson scale

**1** Winds of 119 to 153 kph

**Dangerous:** Damage to poorly constructed homes, tree branches, power lines



**2** 154 - 177 kph

**Very dangerous:** Damage to roofs, windows, walls. Shallow-rooted trees blown down. Severe power outages



**3** 178 - 208 kph

**Devastating:** Damage to building structures. Many trees uprooted. Flooding near coast. Power and water shortages



**4** 209 - 251 kph

**Catastrophic:** Roofs and walls collapse. Most trees and power lines destroyed. Flooding. Areas up to 10 km from coast evacuated



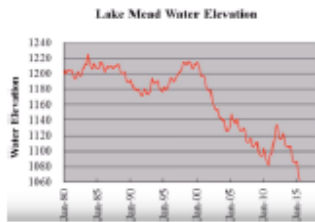
**5** 252 or higher

**Utterly catastrophic:** Buildings destroyed, roofs torn off. Floods. Areas up to 16 km from coast evacuated



## USA

**Las Vegas** is in the middle of the Nevada desert, USA, famous for its 'Strip' full of resort hotels and casinos. It relies on Lake Mead (25 miles away) for 90% of its water - and supply is diminishing fast.



Xeriscaping is one way to conserve water in Las Vegas. It is landscaping (gardening) which requires very little/no supplemental water (e.g. by using desert flora).



**The Skywalk** is a tourist attraction in the Grand Canyon, Arizona. It allows people to walk on an elevated platform and view the surroundings.



Good impacts	Bad impacts
Brings tourists who spend money The Hualapai native American tribe have high unemployment & poverty: income could benefit them	Cost \$30million to build, money which could have gone towards education or healthcare Makes the area behind the skywalk look ugly. Some natives think the skywalk disturbs sacred ground



The Burj Khalifa was completed in 2010 and is the tallest building in the world. This, and other buildings in Dubai, were built to attract tourists and wealthy investors and businesses. The goal for Dubai is to become a global city for tourism & business.



## Dubai

### Problems facing Dubai:

- Over-reliance on oil (which is a non-renewable resource)
- Rapid urbanisation (it's fast growing)
- Hot, desert climate
- Traffic Congestion
- Water shortage
- Rising sea levels
- Large amounts of waste and rubbish

### How can Dubai become more sustainable?

- Reusing rainwater, encouraging people to collect rain & installing smart meters to regulate water use
- Dubai is building a giant solar power plant, to produce electricity & reduce fossil fuel use
- Dubai has built a driverless metro system to encourage use of public transport
- More recycling bins placed throughout the city



Sustainability: meeting the needs of the people today without taking away what people will need in the future.

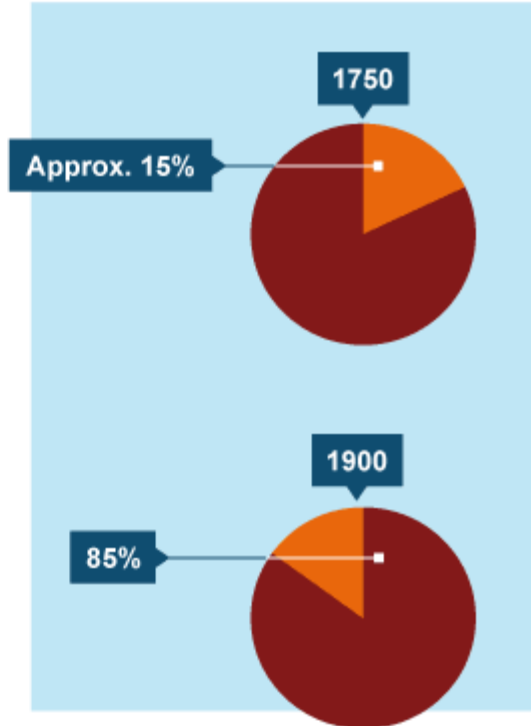
City population in 1900



Key



% of total population living in towns



**The Industrial Revolution in context**

The 1800s was a time of 'Industrial Revolution'.

The main changes were:

- by 1914, England had become a great trading nation with a worldwide empire, which covered a fifth of the globe
- a 260 per cent growth in population
- a change from agriculture to industry
- a move from domestic industry to factory work
- a move from water and wind power to steam engines
- a revolution in transport and communications, from canals and pack horses, to railways and the telegraph.

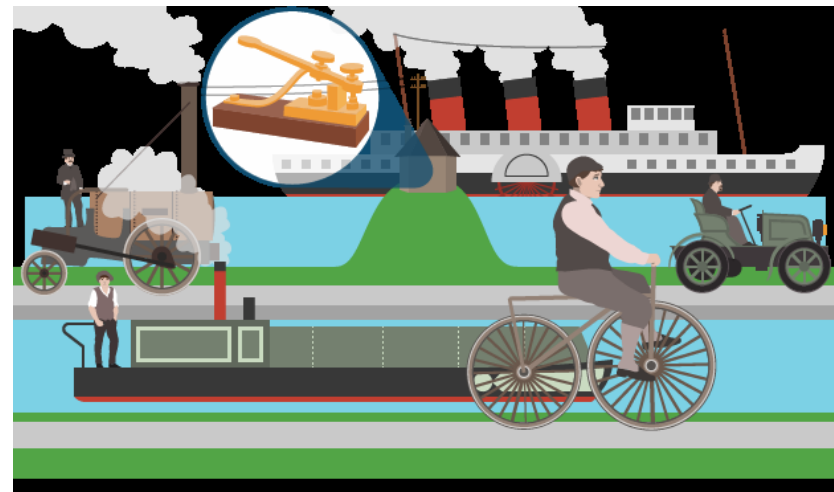
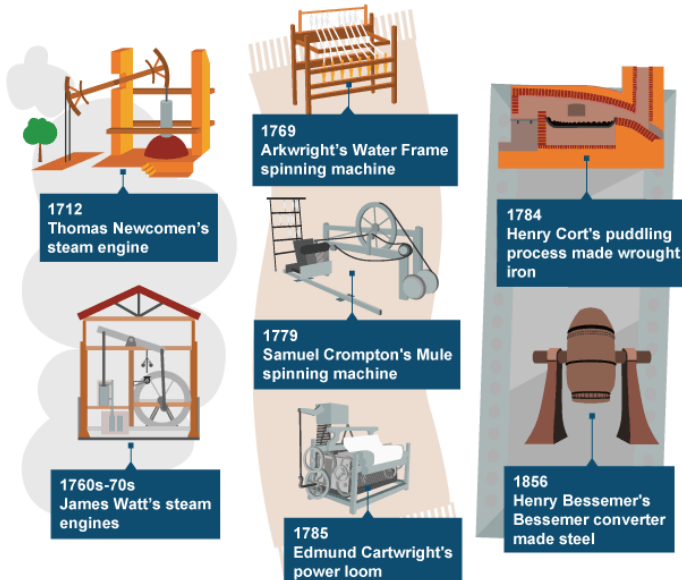
In 1750, only about 15 per cent of the population lived in towns. By 1900 it was 85 per cent. This meant that there were far more people around to work in new industries but also caused problems because many more people needed foods and homes. This meant that poverty was increasing.



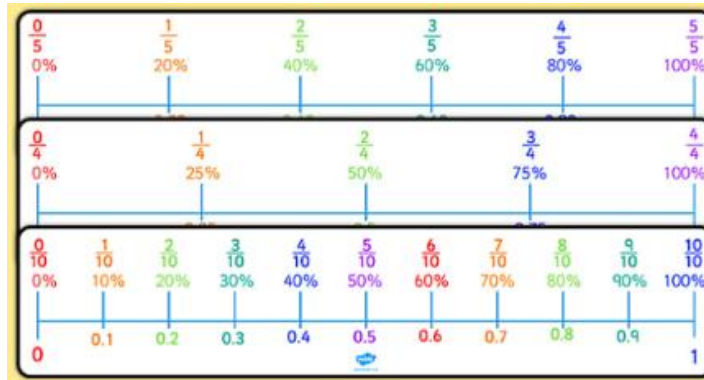
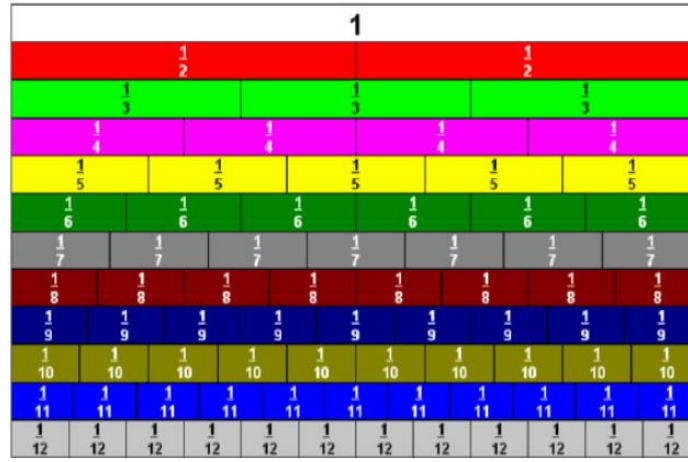
New inventions

Schools

Before the 1800s, education was not free and poor children got what education they could in Dame schools or Sunday Schools. In 1833, the government passed the Factory Act making two hours of education a day compulsory for children working in factories. The government also granted money to charities to help schools for the first time. In 1844, the Ragged Schools Union was set up to give schooling to very poor children. The Public Schools Act (1868) reformed Britain's public schools, such as Eton and Harrow. In 1870, Forster's Act set up state-funded board schools for primary education. In 1880, the Education Act made school attendance compulsory for children up to the age of 10. The 1902 Education Act established a system of secondary schools.



Key Words	What it means	Example
Fraction	How many parts of a whole: • the top number (the numerator) says how many parts we have. • the bottom number (the denominator) says how many equal parts the whole is divided into	
Decimal number	A number that uses a decimal point followed by digits. The digits after the decimal point show a value smaller than one.	45.6 (forty five point six)
Percentage	Parts per 100. The symbol is %	25% means 25 per 100. (25% of this box is green)  10% means 10 out of every 100. So if 10% of 500 people have ice cream, then 50 people have ice cream.
Numerator	The top number in a fraction. Show how many parts we have.	$\frac{3}{4}$ 3 ← Numerator 4 ← Denominator
Denominator	The bottom number in a fraction. Show how many equal parts the item is divided into.	$\frac{3}{4}$ 3 ← Numerator 4 ← Denominator
Ratio	Show how the amount of two or more things compare	Example: if there is 1 boy and 3 girls you could write the ratio as 1:3 (for every one boy there are 3 girls)
Equivalent	Having the same value.	120 seconds is equivalent to 2 minutes 1 half is equivalent to 2 quarters
Simplify / Simplest form	A fraction is in simplest form when the top and bottom cannot be any smaller, while still being whole numbers  Ratios can be simplified like fractions by dividing each part of the ratio by the same number	$\frac{A}{\frac{4}{8}} \Rightarrow \frac{B}{\frac{2}{4}} \Rightarrow \frac{C}{\frac{1}{2}}$ $+2 \quad -2 \quad +2 \quad -2$ $+2 \left( \frac{6:8}{3:4} \right) +2$
Increase	Make something bigger (in size or quantity).	These ducks have been arranged in order of <b>increasing</b> height 
Decrease	Make something smaller (in size or quantity).	These ducks have been arranged in order of <b>decreasing</b> height 
Factor	Factors are numbers we can multiply together to get another number.	2 and 3 are factors of 6, because $2 \times 3 = 6$ .
Multiple	The result of multiplying a number by an integer (not by a fraction).	Examples • 12 is a multiple of 3, because $3 \times 4 = 12$ • -6 is a multiple of 3, because $3 \times -2 = -6$ • But 7 is NOT a multiple of 3



## Percent

- What does it mean??
  - “out of 100”
  - Ex: 20 out of 100 or 20% or  $\frac{20}{100}$  or 0.20

How to...		Example
Find 10% of a number	Divide the number by 10	10% of 1000 = $1000 \div 10 = 100$
Find 50% of a number	Divide the number by 2	50% of 1000 = $1000 \div 2 = 500$
Find 25% of a number	Divide the number by 2 and then by 2 again	25% of 1000 = $1000 \div 2 \div 2 = 250$
Find 1% of a number	Divide the number by 100	1% of 1000 = $1000 \div 100 = 10$



**Listen to any of the following:**

Love Machine by The Miracles, Night Fever by The Bee Gees, We Are Family by Sister Sledge.

Write down a list of **instruments** you can hear. What features of **DISCO** can you hear? Try to write at least 3



Create a MIND MAP  
with the title **WHAT  
MAKES A GOOD  
SINGING  
PERFORMANCE?**



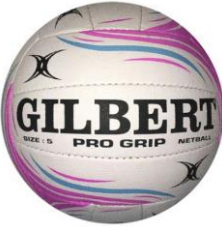


**Listen to any of the following:**

Since You've Been Gone by Rainbow,  
More Than A Feeling by Boston, Bat  
Out Of Hell by Meatloaf

Identify any **features** of **ROCK** music  
you can hear.





	<b>Skills Required for the Sport</b>	<b>Rules Required for the Sport</b>	
<b>Netball</b>	<p><b>Passing:</b> Chest, Overhead (shoulder), Bounce</p> <p><b>Footwork:</b> Landing, Pivoting</p> <p><b>Dodging:</b> Sprint, Feint</p> <p><b>Marking:</b> Man to Man, Marking the Ball</p>	<p><b>Rule 1:</b> Ball can only be held for 3 seconds</p> <p><b>Rule 2:</b> Landing foot cannot move</p> <p><b>Rule 3:</b> No contact can be made with any player</p> <p><b>Rule 4:</b> Marking players must be 1m away from the ball</p>	
<b>Rugby</b>	<p><b>Movement:</b> Use of agility and speed to avoid opponents</p> <p><b>Passing and Receiving:</b> Passing over long and short distances with accuracy. Receive with coordination and control from passes over different distances</p>	<p><b>Rule 1:</b> Knock - on</p> <p><b>Rule 2:</b> Passing behind or the side</p> <p><b>Rule 3:</b> Offside and onside</p> <p><b>Rule 4:</b> Try scoring and restarts</p>	
<b>Handball</b>	<ol style="list-style-type: none"> <li>1. <b>Passing</b> – shoulder, cross body, side wrist, bounce, underhand, feint (stationary and on the move).</li> <li>2. <b>Receiving</b> – making a target (signalling), one/two handed catch – stationary and on the move, intercepting.</li> <li>3. <b>Shooting</b> – shoulder, jump, 6 metre jump/break, fall, drive, low, side, penalty,</li> <li>4. <b>Moving with the ball</b> – dribbling/dodging.</li> <li>5 <b>Jockeying/marketing/blocking.</b></li> </ol>	<p><b>Rule 1:</b> Court markings and positions</p> <p><b>Rule 2:</b> Contact</p> <p><b>Rule 3:</b> Moving with the ball (3 steps and bounce)</p>	

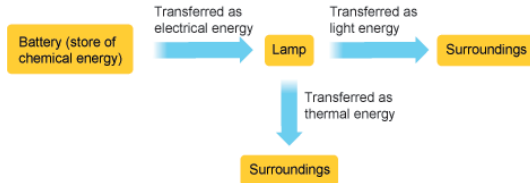
## Types of energy

### Energy Stores:

- Kinetic Energy
- Gravitational Potential Energy
- Elastic Energy
- Chemical Energy
- Thermal Energy
- Nuclear Energy

### Energy Pathways:

- Radiant (Light)
- Mechanical
- Heating
- Electrical



## Heat Transfer



Definition

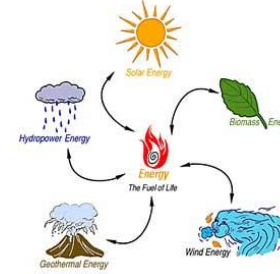
Examples

Illustration

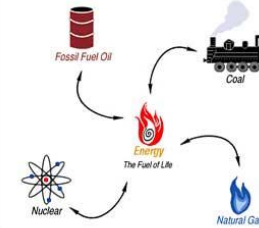
	Definition	Examples	Illustration
<b>Convection</b>	heat is circulated through fluids like air or water	Soup heating in a pot because the hot soup rises and the cool soup sinks	Hot Air Balloon. Air moving in a circuit.
<b>Conduction</b>	heat moving through an object (touching)	* spoon in hot chocolate * A frying pan on a burner	conduction where they touch.
<b>Radiation</b>	transfer of heat between two objects that are not touching	* sun * hand near an iron to see if it's hot	radiation. "I can feel the sun!"

## Energy Sources

### Renewable Energy



### Non-Renewable Energy



## Energy in Food

Each grilled burger (94g) contains

Energy 924kJ 220 kcal	Fat 13g	Saturated 5.9g	Sugars 0.8g	Salt 0.7g
11%	19%	30%	<1%	12%

of an adult's reference intake  
Typical values (as sold) per 100g: Energy 966kJ / 230kcal

Energy in food is usually measured in calories

## Energy Equations

$$\text{Kinetic Energy} = 0.5 \times \text{mass} \times \text{velocity}^2$$

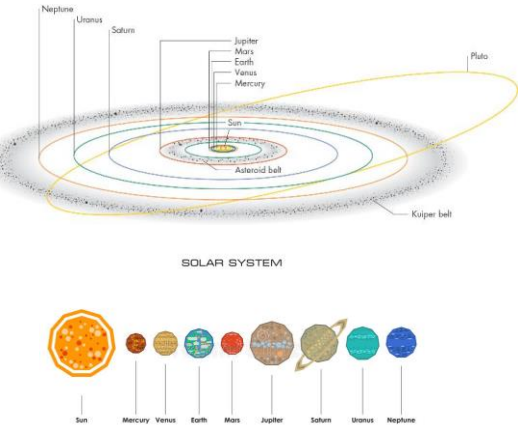
$$\text{Gravitational Potential Energy} = \text{mass} \times \text{gravitational field strength} \times \text{height}$$

$$\text{Work Done} = \text{Force} \times \text{Distance}$$

$$\text{Power} = \text{Energy} \div \text{time}$$

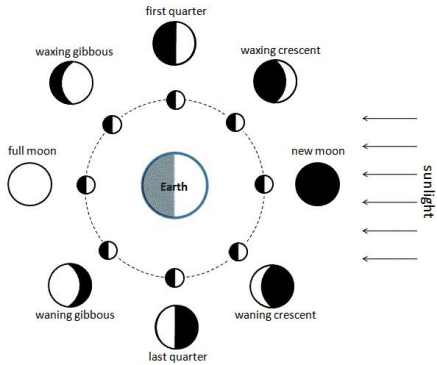
$$\text{Moments} = \text{Force} \times (\text{perpendicular}) \text{ Distance}$$

The Solar System



Mercury Venus Earth Mars Jupiter Saturn  
Uranus Neptune Pluto  
(Pluto is actually a dwarf planet)

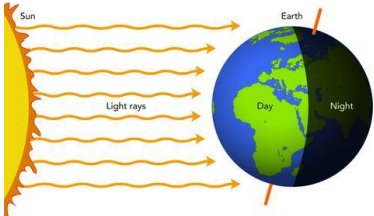
Phases of the Moon



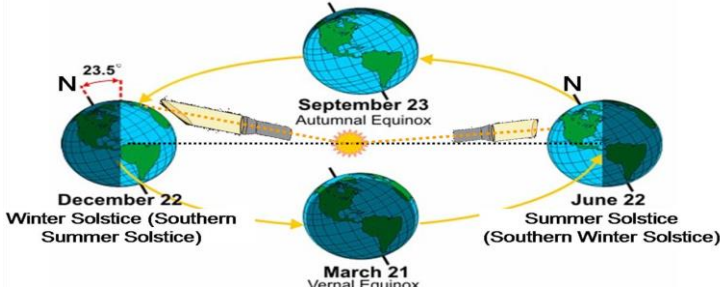
My Very Easy Method  
Just Speeds Up Naming  
Planets

Space

Day and Night

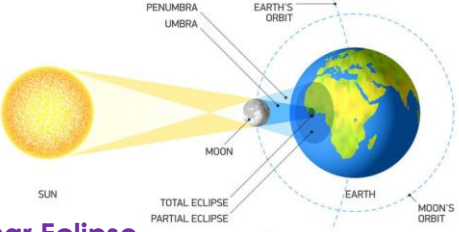


The Seasons

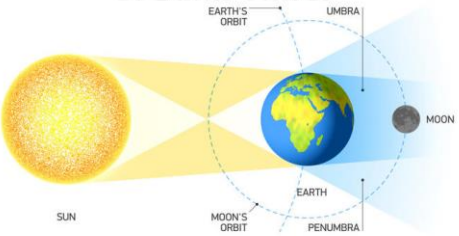


Eclipses

Solar Eclipse



Lunar Eclipse



**Keywords Nutrition:**

The 5 main Nutrients: Protein, Carbohydrates, Fat, Vitamins and Minerals

See the eatwell guide for examples of each of the nutrients.

**Macro Nutrients are proteins, carbohydrates and fats:**

**Protein** provides the amino acids for the body to grow especially in children and pregnancy. Protein is used to repair the body tissues after illness, injury or surgery

**Carbohydrates** are needed for energy, there are two types which are starches and sugars. Carbohydrate provides an important source of energy for the body.

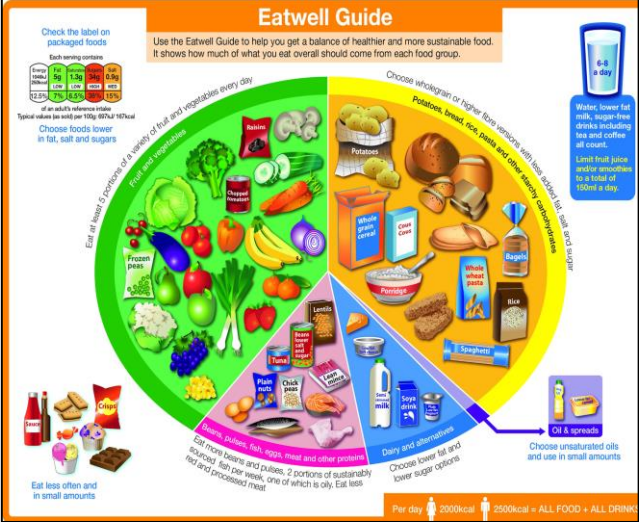
**Fat** provides the body with essential fatty acids and energy Fat carries important fat soluble vitamins (A, D, E and K) and is important for their absorption. Contains essential fatty acids such as omega 3 Eating food with fat in helps you feel full.

Micro Nutrients are vitamins and minerals.

**Vitamins** and **Minerals** are considered essential nutrients because they perform hundreds of roles in the body. They help shore up bones, heal wounds, and bolster your immune system. They also convert food into energy, and repair cellular damage.

**Fibre** passes through the body and it absorbs water and adds bulk to the waste making it soft. Fibre is also thought to slow down digestion which helps to control blood sugar levels.

**Water** is the major component of body fluid and has many functions in the body.



**Food Preparation Techniques.**

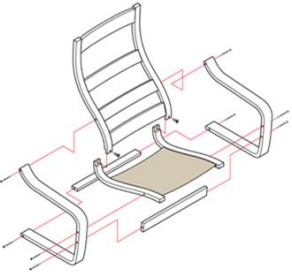
Rubbing in method – Shortcrust pastry for savoury tarts

Kneading and Proving – Bread based pizza

Knife Skills – Vegetable and meat fajita wraps

Sauce making – reduction method in Bolognese

Coating – chicken nuggets



**Exploded Diagram:**  
An exploded view drawing is a diagram, picture, schematic or technical drawing of an object, that shows the relationship or order of assembly of various parts.

Materials

Thread  
Fabric  
  
Felted fabric  
  
Conductive thread  
LED (Light emitting Diode)  
Cell

Material Sources

Fabric sources:  
Natural  
Cotton  
Wool  
Silk  
  
Synthetic fibres:  
Polyester  
Polyamide (nylon)  
Elastane (lycra)

Stitches and Processes	
Running stitch	
Blanket stitch	
French knot	
Applique	

Tools	
Fabric scissors	
Stitch ripper	
Needle	
Pin	

## Key terms and definitions

**CAD** (Computer aided design)  
**CAM** (Computer aided manufacture)

**6Rs of sustainability:**

- Recycle
- Reuse
- Rethink
- Repair
- Reduce
- Refuse

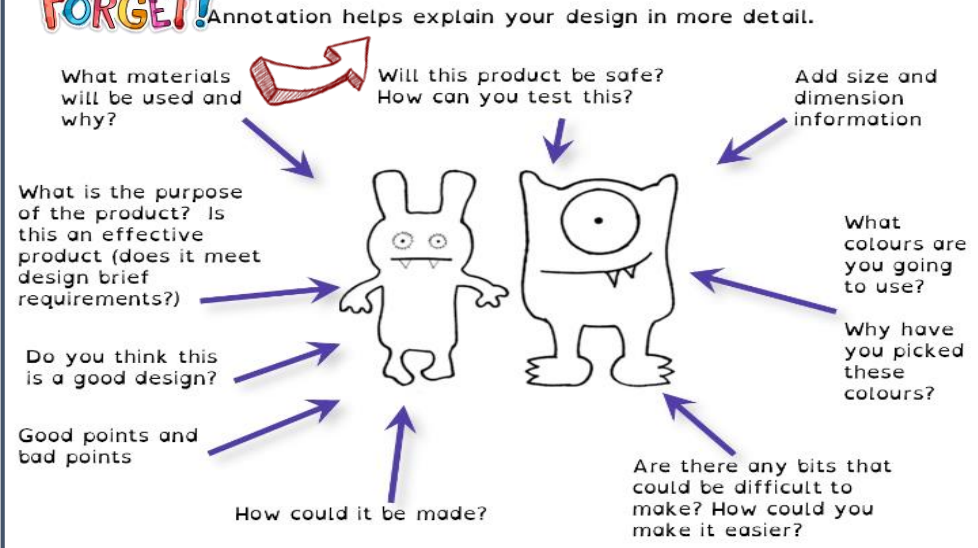
**Annotation:** a note by way of explanation or comment added to a text or diagram.

**Iterative design:** is a **design** methodology based on a cyclic process of prototyping, testing, analyzing, and refining a product or process.

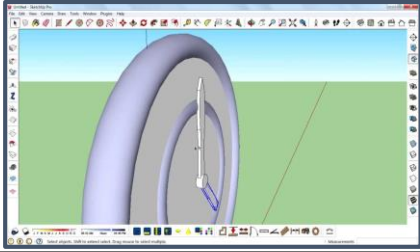
- Design brief - given at the start of projects
- Client/customer - The person you design for
- Innovation - the process of developing a new idea or product
- Aesthetic - how something looks
- Prototype - a first or preliminary version of an idea
- Pattern is the template from which the parts of a garment are traced
- Sewing
- Threading
- Wastage
- Measurement
- Accuracy
- Sketching
- Modelling
- Testing
- Evaluating



## Adding annotation



# Year 8 Technology Resistant Materials



**3D CAD Drawing (Using sketchup)** : is technology for design and technical documentation, which replaces manual drafting with an automated process. Used by architects, engineers and other professionals, 3D CAD provides an extra dimension to precisely visualise and share designs.

Plastic Sources  
Plastics can be made from the hydrocarbons that are readily available in natural gas, oil and coal.

Metal - Pewter  
Pewter: a grey alloy of tin with copper and antimony (formerly, tin and lead)

Thermoplastics	Thermosetting Plastics
Thermoplastic s soften when heated and harden and strengthen after cooling.	<b>Thermoset, or thermosetting, plastics</b> are synthetic materials that strengthen during being heated, but cannot be successfully remolded or reheated after their initial heat-forming.
Polyethylene Polypropylene polyvinyl chloride Polystyrene polybenzimidazole acrylic nylon Teflon	epoxy resin melamine formaldehyde polyester resin urea formaldehyde

<u>Tools</u>	
Coping saw	
Pillar drill	
Laser cutter	
Lathe Machine	

### Key terms and definitions

<p><b>CAD</b> (Computer aided design) <b>CAM</b> (Computer aided manufacture)</p>	<p>Design brief - given at the start of projects Client/customer - The person you design for Innovation - the process of developing a new idea or product Aesthetic - how something looks</p>		
<p>Annotation: a note by way of explanation or comment added to a text or diagram. Iterative design: is a <b>design</b> methodology based on a cyclic process of prototyping, testing, analyzing, and refining a product or process.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Safety Measuring Marking Cawing Cutting Sanding Smoothing Drilling Quality</p> </td> <td style="width: 50%;"> <p>Wastage Measurement Accuracy Sketching Modelling Testing Evaluating Isometric drawing</p> </td> </tr> </table>	<p>Safety Measuring Marking Cawing Cutting Sanding Smoothing Drilling Quality</p>	<p>Wastage Measurement Accuracy Sketching Modelling Testing Evaluating Isometric drawing</p>
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