

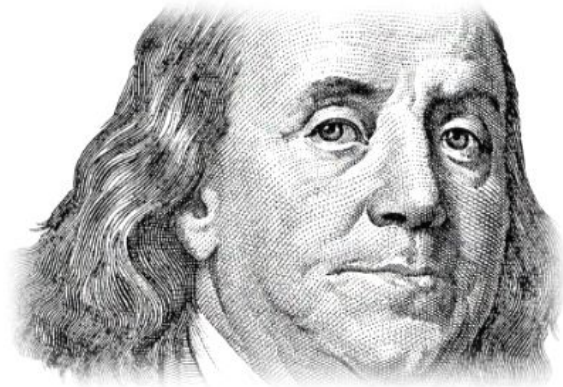


**Wilsthorpe School**

Derby Road, Long Eaton, Derbyshire, NG10 4WT



Two Counties Trust



"An investment  
in KNOWLEDGE  
always pays the  
best interest."

Benjamin Franklin



**Preparation for Learning-  
Knowledge Organisers  
Year 8 Summer Term**



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Every school day you should be studying at least 1 section of your Knowledge Organiser (KO).

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

If you do not have Languages on your timetable you should work on spellings or the punctuation/grammar facts provided by Mr Meir during Enhancement classes.

You are to use your 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 everyday to school.

Your parents should tick off your work every evening using the grid in your KO on page 4 and 5.

Parents should also sign off your reading using the Reading Log on page 6.

Your KO and exercise book will be checked regularly during tutor time and you will also be tested during lessons on the content of your organiser.

## Using your Knowledge Organiser

### Self-testing

You can use your KO and workbook in a number of different ways but you should not just copy.

Use the 'Preparation for Learning - How to self test with your Knowledge Organiser' booklet to help you. It can also be found on the school website.

Below are some possible tasks you could do in your workbooks. Regardless of the task you should always check and correct your work in a different coloured pen.

- Use a 'clock' to divide information into smaller sections.
- Give yourself a spelling test.
- Draw diagrams and annotate them with extra information.
- Create factfiles.
- Create flowcharts.

- Ask someone to write questions for you
- Write your own challenging questions
- Create mind maps
- Create flash cards
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline



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## Preparing to Learn timetable

Week 1.

Day	Subject 1	Subject 2	Signed off
Monday	Maths	Food and Textiles	
Tuesday	English	Product Design	
Wednesday	Science	PE	
Thursday	Geography	Music	
Friday	History		

Week 2.

Day	Subject 1	Subject 2	Signed off
Monday	Spanish	Maths	
Tuesday	French	English	
Wednesday	Computing	Science	
Thursday	Art	Geography	
Friday	Drama		

Week 3

Day	Subject 1	Subject 2	Signed off
Monday	History	Spanish	
Tuesday	Food and Textiles	French	
Wednesday	Product Design	Computing	
Thursday	PE	Art	
Friday	Music		

Week 4

Day	Subject 1	Subject 2	Signed off
Monday	Drama	History	
Tuesday	Maths	Food and Textiles	
Wednesday	English	Product Design	
Thursday	Science	PE	
Friday	Geography		

Week 5

Day	Subject 1	Subject 2	Signed off
Monday	Music	Drama	
Tuesday	Spanish	Maths	
Wednesday	French	English	
Thursday	Computing	Science	
Friday	Art		

Week 6

Day	Subject 1	Subject 2	Signed off
Monday	Geography	Music	
Tuesday	History	Spanish	
Wednesday	Food and Textiles	French	
Thursday	Product Design	Computing	
Friday	PE		

Example

Day	Subject 1	Subject 2	Signed off
Monday	✓ French	✓ English	<i>signature</i>
Tuesday	✓ Computing	✓ Science	<i>signature</i>
Wednesday	✓ Art	✓ Geography	<i>signature</i>
Thursday	✓ Drama	✓ History	<i>signature</i>
Friday	✓ Maths		<i>signature</i>



Week 7

Day	Subject 1	Subject 2	Signed off
Monday	Art	Geography	
Tuesday	Drama	History	
Wednesday	Maths	Food and Textiles	
Thursday	English	Product Design	
Friday	Science		

Week 8

Day	Subject 1	Subject 2	Signed off
Monday	PE	Art	
Tuesday	Music	Drama	
Wednesday	Spanish	Maths	
Thursday	French	English	
Friday	Computing		

Week 9

Day	Subject 1	Subject 2	Signed off
Monday	Science	PE	
Tuesday	Geography	Music	
Wednesday	History	Spanish	
Thursday	Food and Textiles	French	
Friday	Product Design		

Week 10

Day	Subject 1	Subject 2	Signed off
Monday	Computing	Science	
Tuesday	Art	Geography	
Wednesday	Drama	History	
Thursday	Maths	Food and Textiles	
Friday	English		

Week 11

Day	Subject 1	Subject 2	Signed off
Monday	Product Design	Computing	
Tuesday	PE	Art	
Wednesday	Music	Drama	
Thursday	Spanish	Maths	
Friday	French		

Week 12

Day	Subject 1	Subject 2	Signed off
Monday	English	Product Design	
Tuesday	Science	PE	
Wednesday	Geography	Music	
Thursday	History	Spanish	
Friday	Food and Textiles		

Week 13

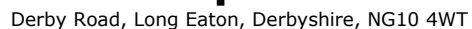
Day	Subject 1	Subject 2	Signed off
Monday	French	English	
Tuesday	Computing	Science	
Wednesday	Art	Geography	
Thursday	Drama	History	
Friday	Maths		

Week 14

Day	Subject 1	Subject 2	Signed off
Monday	Food and Textiles	French	
Tuesday	Product Design	Computing	
Wednesday	PE	Art	
Thursday	Music	Drama	
Friday	Spanish		

Week 15

Day	Subject 1	Subject 2	Signed off
Monday	Maths	Food and Textiles	
Tuesday	English	Product Design	
Wednesday	Science	PE	
Thursday	Geography	Music	
Friday	History		



Please record the amount of time spent reading and the pages read each night.

READERS  
*make great*  
LEADERS



# Reading Log

Please read for the equivalent  
of 15 minutes a night.

[illegible]

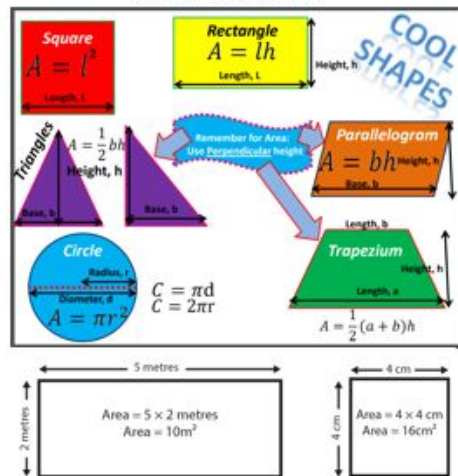




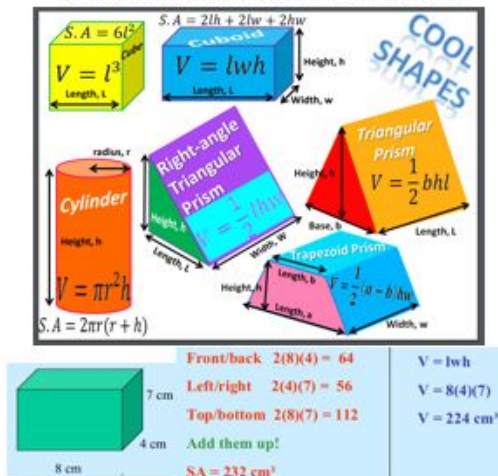
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## Area of 2D Shapes

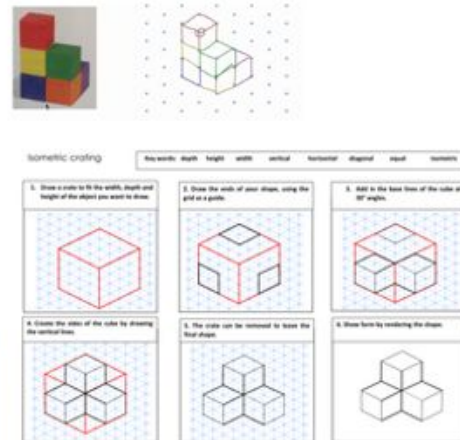


## Surface Area & Volume of 3D Shapes

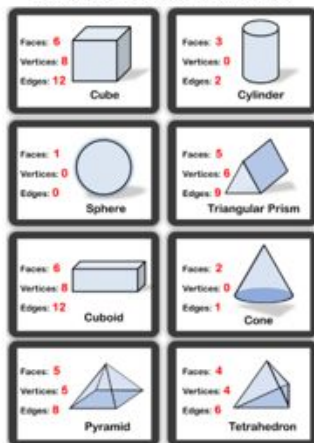


# Maths

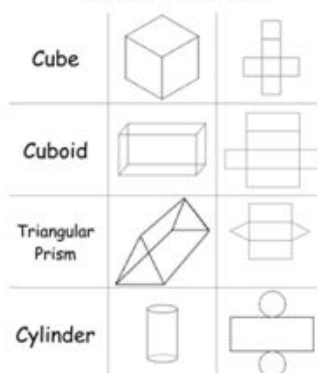
## Isometric Drawing



## Properties of 3D Shapes

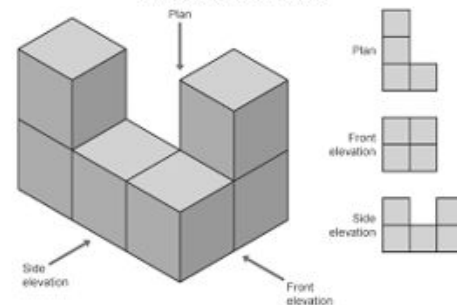


## Nets of 3D Shapes



To help when drawing nets try to imagine what it would be like when you fold it back together  
 This will help you make sure you have done it correctly

## Plans & Elevations



Plans & elevations are 2D drawings of 3D shapes  
 Plan view is also known as birds eye view and is the view from above  
 Front elevation is the view from the front of the shape and side elevation is the view from the side of the shape



# Wilsthorpe School

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Averages

## • Mean The 'normal' average

Add them up and divide by how many there are

## • Median The 'middle' average

Put them in order and choose the middle one

## • Mode The 'favourite' average

The most common or most popular value

The range is not an average but is the difference between the smallest and the largest value

If you are estimating the mean from a table of values remember midpoint x frequency first!

### Averages Examples

Find the mean, median, mode, and range for the following list of values:

13, 18, 13, 14, 13, 16, 14, 21, 13

MEAN

$$(13 + 18 + 13 + 14 + 13 + 16 + 14 + 21 + 13) \div 9 = 15$$

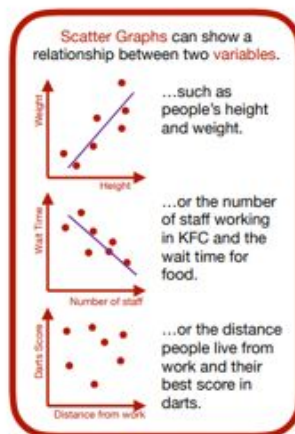
13, 13, 13, 13, 14, 14, 16, 18, 21

MEDIAN = 14

MODE = 13

RANGE = 21 - 13 = 8

### Scatter Graphs



A line of best fit goes as close as possible to most points

Positive Correlation

Negative Correlation

No Correlation

### Time Series



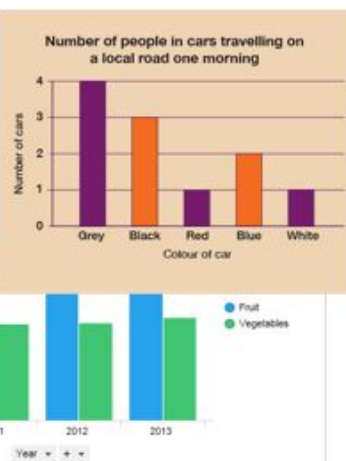
Time Series graphs are a way of displaying what is happening over time, and can be used to make predictions for future patterns

# Maths

### Bar Charts

A bar chart is used to compare data

Bar charts can be used to compare two or more items



### Pictograms



Pictograms are a way of simply displaying data using pictures

It is really important to make sure you include a key





### Science Fiction

Science fiction, often called "sci-fi," is a genre of fiction literature whose content is imaginative, but based in science. It relies heavily on scientific facts, theories, and principles as support for its settings, characters and plot

Research the conventions of the Science Fiction genre, including:

- Settings
- Characters
- Conflicts
- Themes
- Humans and Technology
- Links and differences with Fantasy and Dystopian Fiction



### Reading Skills

- Write extended 'PETER' paragraphs to analyse.
- Consider writer's message: What is the writer trying to say about the world?

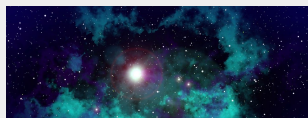
Make sure you can also understand and analyse structural features used by writers, including:

- Cyclical structure
- Zooming in and panning out
- Contrast
- Slow reveal
- Foreshadowing
- Narrative hook
- Flashback
- Cliffhanger

### Writing Challenge

Write a Science Fiction story.

- Plan your story.
- Ensure it includes all elements of the Sci-Fi genre and our wow words .
- Proofread your work.



### Writing Skills

- Elements of descriptive writing.
- Well-structured writing with paragraphs.
- A variety of sentence structures, openers and punctuation.
- Ambitious vocabulary for effect.
- Technical accuracy (SPAG) and proofreading.

Word	Definition	WORD POWER
Android	A robot with a human appearance.	
Atmosphere	The pervading tone or mood of a place, situation or creative work.	
Extra-terrestrial	Of or from outside the earth or its atmosphere.	
Hostile	Showing or feeling opposition or dislike an being unfriendly.	
Humanoid	Having an appearance or character resembling that of a human.	
Interstellar	Occurring or situated between the stars.	
Luminosity	Having the quality of giving off light, bright or shining.	
Mutation	The action or process of changing form or nature.	
Sentient	Able to perceive or feel things.	
Teleportation	The theoretical transfer of matter or energy from one point to another instantly.	



Your Grammar teacher will tell you which spelling list you should learn. For each spelling list find the definition for the word, be able to use it in a sentence and learn the spelling.

### APPROPRIATE WRITING STYLE

**Standard English vs.  
Non-Standard English**

**Formal Language vs.  
Informal Language**

**Active Voice vs.  
Passive Voice**

Which style and tone are appropriate to use in different situations?

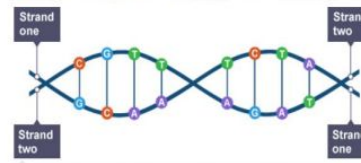
List 1a	List 1b	List 2a	List 2b	List 3a	List 3b
Transgress Transitory Translucent Treacherous Triumph Tyrant Undulate Unknowable Unswerving Utmost	Accommodate Achieve Across Aggressive Apostrophe Apparently Appearance Argument Assassination Athlete	Assertive Betrayal Gargantuan Piteous Tyrannical Transgression Vault Vicious Visage Vivid	Atmosphere Authority Basically Beginning Believe Bizarre Business Calendar Catalogue Cemetery	Academy Alphabet Arithmetic Cardiac Democracy Dinosaur Dynamite Eccentric Emphasis Haemorrhage	Colleague Completely Curious Desperately Difference Dilemma Disappear Disappearance Doubt Ecstasy
List 4a	List 4b	List 5a	List 5b	List 6a	List 6b
Glamorous Government Guard Harass Honourable Humourous Immediately Independent Interrupt Irresistible	Embarrass Exaggerate Existence Familiar Finally Foreign Foreseeable Forward Friend Genre	Avatar Chauffeur Gurkha Mandarin Mantra Bandanna Nirvana Bungalow Juggernaut Poppadom	Guarantee Knowledge Metaphor Misplace Niece Noticeable Occur Persistent Piece Plait	Chauffeur Fahrenheit Gulag Mammoth Millenium Soviet Stroganoff Tsar Tundra Wielded	Politician Possess Publicly Punctuation Queue Quotations Really Receipt Technique Thesaurus



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A gene is a section of DNA that is responsible for a characteristic like eye colour or blood group. Humans have around 20,000 genes. DNA makes up genes, which makes up chromosomes. One copy of all your chromosomes is called your genome. All cells have 23 pairs of chromosomes, except for sex cells (gametes) which have 23 single chromosomes.



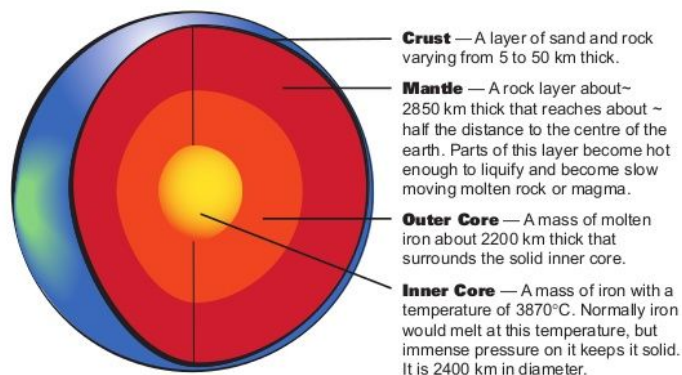
## Science

Sedimentary	Igneous	Metamorphic
Formed by sediments being compacted together	Formed by molten rocks solidifying	Existing rocks are transformed by very high temperatures & pressures
Rocks are usually layered and can contain fossils	Rocks often contain crystals	Rocks are very hard and can contain crystals.
Examples are: Shale, sandstone, limestone	Examples: Granite, basalt, obsidian	Examples: Slate, marble, gneiss

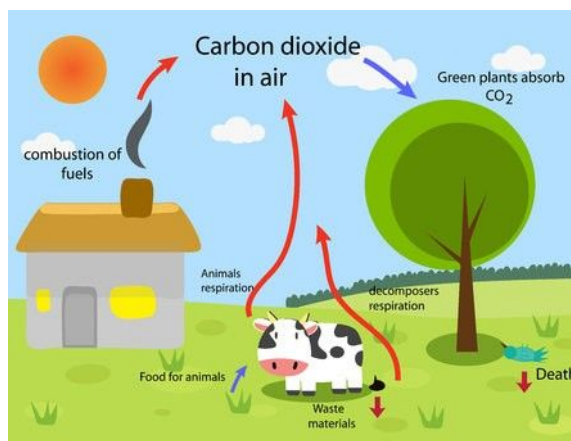
<b>Recessive genes</b>	A recessive gene is a gene that can be masked by a dominant gene. In order to have a trait that is expressed by a recessive gene, such as blue eyes, you must get the gene for blue eyes from both of your parents.
<b>Natural selection</b>	The process whereby organisms better adapted to their environment tend to survive and produce more offspring. The theory of its action was first fully expounded by Charles Darwin, and it is now regarded as the main process that brings about evolution.
<b>Inherited characteristics</b>	Inherited. ... Something you receive from your parents, grandparents, or other family members is inherited. Some things are inherited genetically, like blue eyes, freckles or a personality trait such as rolling your tongue.
<b>Dominant characteristic</b>	Being or produced by a form of a gene that prevents or hides the effect of another form. A dominant gene produces brown eye colour.
<b>Mutation</b>	The changing of the structure of a gene, resulting in a variant form which may be transmitted to subsequent generations, caused by the alteration of single base units in DNA, or the deletion, insertion, or rearrangement of larger sections of genes or chromosomes.
<b>Reproduction</b>	The process by which a living organism creates a likeness of itself.

### The Layers of the Earth

**Carbon Cycle** –carbon is recycled from the atmosphere and living organisms.



**Centre of the earth** — The centre of the earth is approximately 6400 km below the surface.



### Darwin's Theory of evolution:

- Individuals in a species show a wide range of variation.
- This variation is due to differences in their genes.
- Individuals with characteristics most suited to the environment are more likely to survive and reproduce.
- The genes that allow these individuals to be successful are passed on to their offspring.

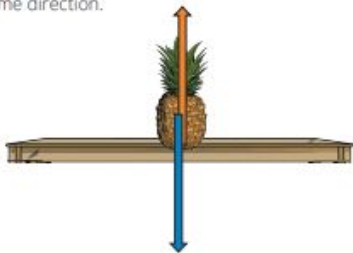
Evolution is the process by which living things can gradually change over time.





### Balanced Forces

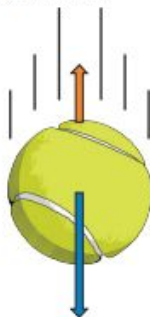
When the forces acting on an object are the same size but in opposite directions, we say that the forces are **balanced**. When this happens, the object is in a state of **equilibrium**. There will be no change to the motion of the object: a stationary object will remain stationary and a moving object will continue to move at a constant speed in the same direction.



### Unbalanced Forces

**Unbalanced** forces act in opposite directions but are not the same size. One force is greater than the other.

If forces are unbalanced there will be a change in the motion of the object. It may speed up, slow down or change direction.



### Changing Speed

If the driving force is bigger than the resistive forces acting on an object, the object will speed up (**accelerate**).

When the driver presses the accelerator in a car, the driving force increases so the car speeds up.



If the resistive forces on an object are larger than the driving force, the object will slow down.

When the person releases their parachute, the force of air resistance is larger than their weight so they will slow down.



### Reducing Resistive Forces

**Friction** can be reduced by using **lubrication**. Lubrication is grease or oil that helps two surfaces move past each other more easily.

Having a smaller **surface area** in contact with a surface will also reduce the amount of friction.

**Drag forces**, like water resistance and air resistance, can be reduced by making objects more **streamlined**.



### Changing Direction

The gravitational field around the Earth keeps the Moon in orbit. The Moon is moving at a constant speed but the Earth's gravity pulls it towards the Earth, so the Moon moves in a circular path around the Earth.



### Changing Shape

Elastic objects can be compressed or stretched by forces. When an object is changed in these ways, we say it is **deformed**.



The amount that an object is stretched is called the **extension**.



### Hooke's Law

The extension of some elastic objects can be described by Hooke's law.

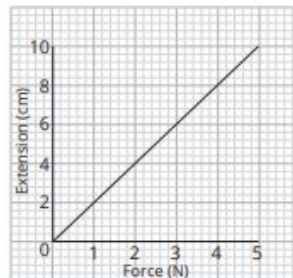
**force (N) = spring constant (N/m) × extension (m)**

**Spring constant** is a measure of the stiffness of a material. It indicates the force needed to change the length of a material by 1m. The greater the spring constant, the greater the force needed to stretch the material.

If you plot the extension of a spring against the force applied to the spring the results give a straight line through the origin.

The graph shows that if you double the force, the extension also doubles.

**Hooke's law** states that extension is **directly proportional** to the force applied.





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## Hazard Profiles

**Magnitude** = the strength of the hazard (e.g. VEI 8 eruption).

**Speed of onset** = how quickly the hazard develops and begins.

**Duration** = how long the hazard and its impacts last for.

**Frequency** = how often the hazard occurs.

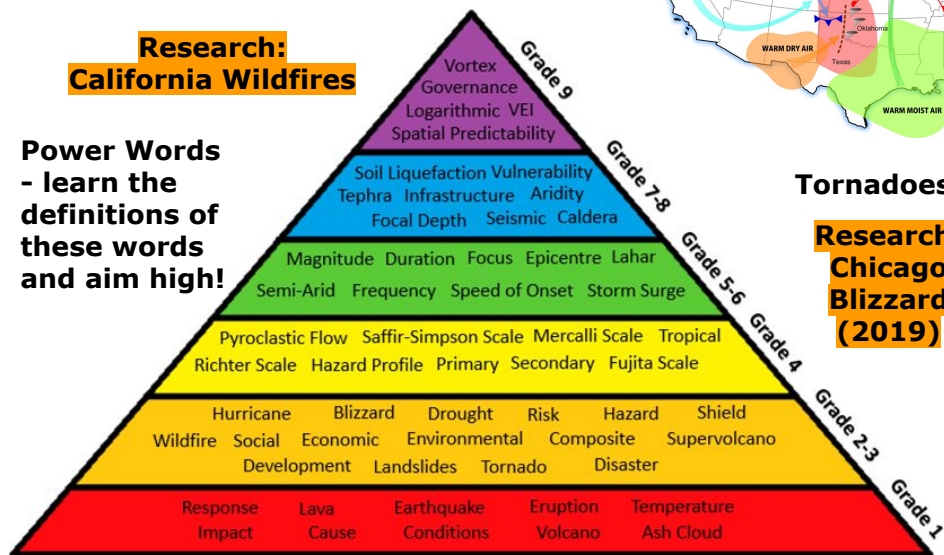


**Areal extent** = the size of the area affected by a hazard.

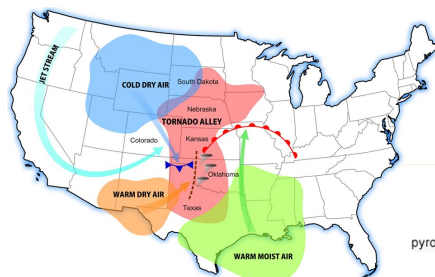
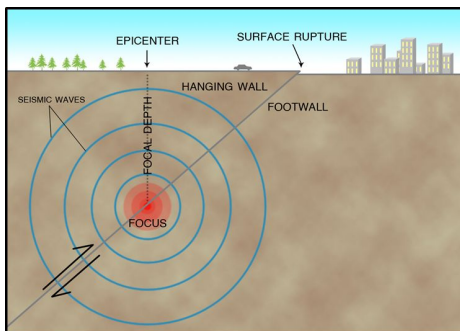
**Spatial predictability** = whether the exact location of the hazard is known in advance

## Research: California Wildfires

**Power Words** - learn the definitions of these words and aim high!



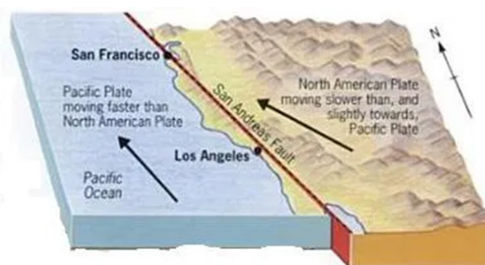
## Earthquakes



## Tornadoes

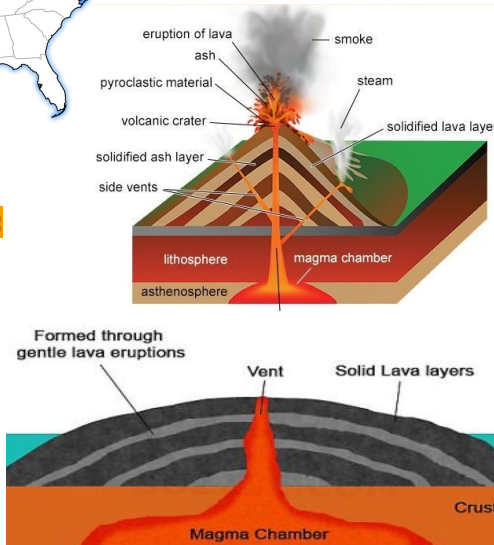
### Research: Chicago Blizzard (2019)

## Research: Yellowstone Supervolcano



## Research: Mount St Helens (1980) and Kilauea

## Volcanoes



## Geography

### Research: Hurricane Sandy (2012)

## Hurricanes

### Saffir - Simpson hurricane scale







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## Timeline of Democracy in England and the UK

Palace of Westminster built- 1099

Magna Carta- 1215

Meetings in the Painted Chamber-1269

The 40 Shilling Franchise- 1430

Fire at the Palace of Westminster- 1512

Common laws for Wales and England- 1536

Gunpowder Plot- 1605

The English Civil War- 1642

Charles I beheaded placing Parliament in charge- 1649

The Bill of Rights- 1689

Act of Settlement- 1701

England and Scotland unite- 1707

Ireland joins the UK Parliament- 1801

The Great Reform Act- 1832

The Second Reform Act- 1867

The Ballot Act- 1872

The Third Reform Act- 1884

At home research the above to find out more details.

## The Chartist Petitions

The 1832 Reform Act was a disappointment to the working classes. They had taken part in demonstrations for reform, but they did not benefit from the Reform Act. In 1836 London artisans formed the London Men's Association, which was led by William Lovett. They drew up a petition, or Charter, including the six demands. Over 1.5 million people signed the petition (it was 3 miles long!). But when it was presented to parliament in 1839 the MPs just ignored it.

In 1842 another of the Chartists leaders, Fergus O'Connor, organised a second petition. This one gained over three million signatures. But again, parliament ignored it.

In 1848 Fergus O'Connor organised another petition. This one had over 6 million signatures! The Chartists now planned to hold a mass meeting of half a million people on Kennington Common in London. They would then all march to parliament to present their demands.

The government was so worried that 8000 soldiers under the command of the Duke of Wellington were brought in to London. But the demonstration was a flop. It rained heavily and only 20,000 Chartists turned up. Sources 4-6 show various views of the same event.

When the petition was studied carefully some very suspicious signatures were found, including 'Queen Victoria', the 'Duke of Wellington', 'Long nose' and 'No Cheese'. Chartism was finished.

## Britain at War in the 19<sup>th</sup> Century

Napoleonic Wars 1802-1815

The Crimean War 1854-56

The Indian Rebellion 1857-58

The Anglo-Zulu War 1879

The Second Boer War 1899-1902

# History

## Key Figures of the Crimean War

Lord Raglan

Lord Lucan

Lord Cardigan

Captain Nolan

Roger Fenton

William Howard Russell

Mary Seacole

Florence Nightingale

Research the names above at home

to find out their roles in the Crimea.





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- **Memrise - units 25 to 30**
- **Linguascope:**
  - Us.: wilsthorpe
  - Ps.: mfl@wlt

[www.memrise.com](http://www.memrise.com)  
- scan the QR code  
for online practise.



## Spanish



**Challenge:** write sentences using different forms of 'poder' and an infinitive. For example: **Puedo tener un perro.**

**Poder (to be able to / can)** is a stem-changing verb that is usually followed by the infinitive.

puedo	I can	podemos	we can
puedes	you can	podéis	you (pl) can
puede	he/she can	pueden	they can
No puedo dormir.		I can't sleep.	
No podemos respirar.		We can't breathe.	

**Challenge:** translate the following sentences with 'se debería' into English. Use a dictionary if you need it (**online - wordreference**).

- Se debería organizar un evento para el 22 de abril, Día de la Tierra.
- Se debería hacer compostaje.
- Se debería reutilizar las cosas, así que en la cafetería vamos a usar vasos y platos reutilizables.
- Se debería reducir el consumo eléctrico.

**Se debería + infinitive** means 'you/we should'. It is the conditional form of **se debe**.

<b>Se debería reciclar.</b>	You/We should recycle.
<b>No se debería usar bolsas de plástico.</b>	You/We shouldn't use plastic bags.

verbs	infinitive	1st person singular (I)	3rd person singular (he/she/it)
regular -ar	trabajar	trabajo	trabaja (works)
regular -er	comer	como	come (eats)
regular -ir	vivir	vivo	vive (lives)
irregular	hacer	hago	hace (does)
	ir	voy	va (goes)
	ser	soy	es (is)
	tener	tengo	tiene (has)

### present

hay (there is/are)

tiene (it has)

está (it is)

es (it is)

### Challenge:

use present and past to write about your city

- Mucha basura = a lot of rubbish.
- Mucha contaminación = a lot of pollution.
- Limpia = clean.
- Peligrosa = dangerous.
- Parques y espacios públicos = parks and public spaces



### imperfect

había (there used to be)

tenía (it used to have)

estaba (it used to be)

era (it used to be)



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Research the 14th July in France. Why is this an important date?

	masculine nouns	feminine nouns	plural nouns
the	le	la	les
a	un	une	-
some	du	de la	des

<b>être</b> (to be)	<b>avoir</b> (to have)	<b>aller</b> (to go)	<b>faire</b> (to do/make)
je suis (I am)	j'ai (I have)	je vais (I go)	je fais (I do/make)
tu es	tu as	tu vas	tu fais
il/elle/on est	il/elle/on a	il/elle/on va	il/elle/on fait
nous sommes	nous avons	nous allons	nous faisons
vous êtes	vous avez	vous allez	vous faites
ils/elles sont	ils/elles ont	ils/elles vont	ils/elles font

Pronouns	
Je	I
Tu	You (singular)
Il / elle	He / she
On	We
Nous	We
Vous	You (plural)
Ils	They
Elles	They (female)

Modal verbs are irregular, so you will need to learn them.

Infinitive	Present tense				Perfect tense
<b>devoir</b> to have to/ 'must'	je tu il/elle/on	<b>dois</b> <b>dois</b> <b>doit</b>	nous vous ils/elles	<b>devons</b> <b>devez</b> <b>doivent</b>	j' ai dû
<b>pouvoir</b> to be able/ 'can'	je tu il/elle/on	<b>peux</b> <b>peux</b> <b>peut</b>	nous vous ils/elles	<b>pouvons</b> <b>pouvez</b> <b>peuvent</b>	j' ai pu
<b>vouloir</b> to want to	je tu il/elle/on	<b>veux</b> <b>veux</b> <b>veut</b>	nous vous ils/elles	<b>voulons</b> <b>voulez</b> <b>veulent</b>	j' ai voulu

## French

*I think that ...*  
*He/She is ...*  
*the most ...*  
*the least ...*  
*ambitious*  
*arrogant*  
*good-looking*  
*modest*  
*passionate*  
*professional*  
*confident*  
*hard-working*  
*the best*  
*He/She has ...*  
*the most talent*  
*the nicest voice*

Je pense que/qu' ...  
 Il/Elle est ...  
 le/la plus ...  
 le/la moins ...  
 ambitieux/ambitieuse  
 arrogant(e)  
 beau/belle  
 modeste  
 passionné(e)  
 professionnel(le)  
 sûr de lui/sûre d'elle  
 travailleur/travailleuse  
 le meilleur/la meilleure  
 Il/Elle a ...  
 le plus de talent  
 la plus belle voix

Mon talent, c'est ...  
 chanter  
 danser  
 faire de la magie  
 jouer du piano  
 jouer du violon  
 jouer de la guitare  
 (électrique)

My talent is ...  
 singing  
 dancing  
 doing magic  
 playing the piano  
 playing the violin  
 playing the (electric)  
 guitar

Online Resources

<https://www.senecalearning.com>

<https://www.memrise.com>

<https://quizlet.com>

<https://www.linguascope.com>

Username: wilsthorpe

Password: mfl@wlt





## HTML - Coding a Website

### Styles on a Web Page

#### Inline Styles

Styles that affect individual lines of HTML code.

#### Cascading Style Sheets

A separate file that sets the styles for multiple HTML pages.

This is a large title

This is a paragraph

Column 1 Column 2 Column 3 Column 4

- Bullet Point List

- Numbered List

## HTML



This is a hyperlink to Google

```
<html>
<head>
<title>My Webpage</title>
</head>
<body style="background-color:green;">
<h1 style="color:purple;">This is a large title</h1>
<p style="font-size:20;">This is a paragraph</p>
<table border=2 style="background-color:yellow;border-color:blue;">
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
<td>Column 4</td>
</tr>
</table>
<ul><li>Bullet Point List</li></ul>
<ol><li>Numbered List</li></ol>
<br>
<br>
<a href="www.google.co.uk">This is a hyperlink to Google</a>
</body>
</html>
```

## Yr 8 - Computing

### HTML TAGS

<b>&lt;html&gt;</b>	Tells the browser it is using a HTML page.
<b>&lt;head&gt;</b>	Identifies content about the formatting of the page.
<b>&lt;title&gt;</b>	Adds a title to the header of the page.
<b>&lt;body&gt;</b>	Identifies content that will be displayed.
<b>&lt;h1&gt;</b>	Creates a heading on your web page.
<b>&lt;p&gt;</b>	Creates a paragraph of text.
<b>&lt;style&gt;</b>	Changes the style of the background and text on a page.
<b>&lt;img&gt;</b>	Adds an image to the page.
<b>&lt;a&gt;</b>	Creates a hyperlink to another page or site.
<b>&lt;table&gt;</b>	Creates a table on your web page.
<b>&lt;ol&gt;</b>	Creates a numbered list.
<b>&lt;ul&gt;</b>	Creates a bullet point list.





# Wilsthorpe School

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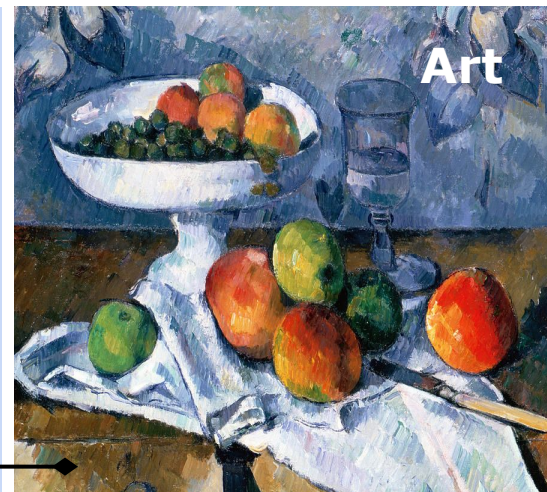
**Task:** scan this code to learn more about proportion, balance and composition from the BBC Bitesize website. Write down 5 facts about Leonardo da Vinci's human sketches.



## Key Words

Composition	The arrangement of elements within a piece of art. The placement of objects in a painting is very important when establishing a successful composition.
Balance	Balance enables artwork to be aesthetically pleasing. There are four types of balance techniques: Symmetrical, Asymmetrical, Radial and Crystallographic.
Sketching	A rough or unfinished drawing often made to assist a final piece.
3D	Refers to art that contains aspects of height, width and length.
Contour Line	A contour line defines the outline of a form, as well as interior structure, without the use of shading
Scale	Refers to the <b>size</b> of an object in relation to another.
Geometric	Artwork that is composed of common shapes such as circles, squares, rectangles etc.

A Still Life painting contains subject matter which is often **inanimate**. These paintings typically include man made objects i.e. wine glasses, bowls and vases or natural objects i.e. flowers, fruit, fish etc. There are hundreds of different interpretations by a wide range of artists. For example, in 1879 **Paul Cezanne** produced a painting called 'Still Life with Fruit Dish' (see right). This piece is well known for it's 'painterly' style and recognisable brushstrokes.



Art



This piece is called 'Coloured Still Life', which was painted in 1967 by **Patrick Caulfield**. Can you see how different the style is in comparison to Cezanne's artwork (pictured above)? Caulfield is well known for his flat colour, simplified shapes and thick black outlines. Aim to challenge yourself to create your own still life inspired by this artist.

This piece is called 'Still life with a Guitar', which was created by **Juan Gris** in 1913. This artwork displays examples of Cubism characteristics, The objects have been broken in to geometric shapes, flat colour, skewed perspective and simplified form.







### Set Design

The set is the physical space where an actor performs. It is primarily used to convey the setting of a play. It also conveys information such as the period that the play is set. Sometimes the set will communicate themes or symbols as well as supporting the style of the production.

#### A set designer will demonstrate ideas through:

Colour	Colour might be used to symbolise various ideas on stage. For example, a set designer might create an austere Victorian schoolhouse by using greys and a monochromatic palette.
Condition	The condition of a design can reveal important information. A living room with ripped curtains and stained carpets, for example, might suggest that the house is old or that the character is poor.
Practicalities	A set designer will need to consider the practicalities of the set. For example, if the play has lots of fast paced scenes in various locations, they may need to keep the set design minimal to help with scene changes.
Scale	The scale of the set refers to how large or small the set is in relation to the stage.
Scenic devices	Scenic devices are listed below.
Shape	The use of shape within set design can also convey ideas on stage.
Staging configuration	The staging configuration (e.g. end on or theatre in the round) will impact how the audience relates to the action on stage.
Texture	The materials used on stage will provide different textures, for example a living room with rough wooden plank floorboards will create a different environment to thick carpets and velvet curtains.
Transition	Transitions are the moments between scenes, often scenery will move to suggest a new location.

#### Scenic Devices:

Drapers, Dressing, Entrances, Flats, Floor, Flying, Hydraulics, Levels, Projection, Pyro, Revolve, Smoke, Truck



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## Variations



Variations in music

Start with a theme, for examples the song frere Jacques.

You then use musical elements to change how the song sounds each time you play it

**Dynamics**

How loud or quiet a sound is

**Rhythm**

A pattern of long and/or short notes

**Pitch**

How high or low a sound is

**Structure**

The way music is put together- beginning, middle, end

**Melody**

The tune

**Instruments/**

The instruments or sounds used to make music

**Timbre**

**Tempo**

The speed of the music

**Texture**

How many different things (rhythms or tunes) are happening at the same time

## Music

### Live Lounge

- Many British pop groups in the 1960s were heavily influenced by American blues and R&B. These included The Beatles and The Rolling Stones.
- R&B stands for rhythm and blues. It is a style of American music combining jazz and blues, which emerged in the 1940s - not to be confused with today's R&B.
- **The Beatles** helped to reshape Western pop music and were the most successful band ever.
- Every album was a huge hit from the early material on *Please Please Me* (1963) to the hugely innovative *Sgt. Pepper's Lonely Hearts Club Band* (1967).





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ミライトワ  
MIRAÏTOWA



ソメイティ  
SOMEITY



TOKYO 2020  
PARALYMPIC GAMES

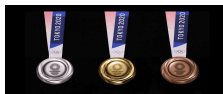


TOKYO 2020



## Physical Education

**Olympic Truce** During the ancient Olympic Games around 2,800 years ago, a truce was announced to ensure that athletes and spectators could travel safely to the Games and peacefully return to their respective countries.



Approximately 5,000 medals have been produced from small electronic devices that were contributed by people all over Japan..



The slogan of the 2020 Summer Olympics torch relay is "Hope Lights Our Way"

The Tokyo 2020 Games — the most innovative in history — will bring positive reform to the world by building on three core concepts.

**Achieving Personal Best: "Striving for your personal best"**

**Unity in Diversity: "Accepting one another"**

**Connecting to Tomorrow: "Passing on Legacy for the future"**

There have been 28 Summer Olympic Games and 22 Winter Olympic Games held across five continents. The 1916 Summer Olympics were cancelled due to the onset of WWI; both Summer Olympics of 1940 and 1944 were cancelled due to WWII.



There is just one candidate who, at Tokyo **2020**, could make it up to the 'podium' of **most** decorated Summer Olympians of all time - Michael Phelps' team-mate Ryan Lochte. The American **has 12 medals** - six gold, three silver, and three bronze - from the last four Games.



**Sir Chris Hoy** as the most successful all time British Olympians with six gold medals and a silver.



**Sir Bradley Wiggins** confirmed him as the most decorated British Olympian, with eight medals (five gold) over five Games.

Team GB medal for the last two Olympics.

Year	Host city	Type	Gold	Silver	Bronze	Total
2018	<b>PYEONGCHANG 2018</b>	WINTER	1	0	4	5
2016	<b>RIO 2016</b>	SUMMER	27	23	17	67

### Meanings of the Olympic values

**Friendship** Understanding each other although there may be differences.

**Respect** Being fair, knowing your limits whilst taking care of yourself and others around you. Respect denotes both a positive feeling of esteem for a person of other entity (such as a nation or a religion) and also specific actions and conduct representative of that esteem.

**Excellence** Giving your best, not only in sport but in life, and achieving your goals.

### Meanings of the Paralympic values

**Determination** Believing in yourself to continue to do the best you can even if things are difficult.

**Equality** Everyone can be equal and receive the same treatment. This is the quality of being the same in quantity or measure, value or status.

**Courage** Being brave and confident enough to do what you believe is right. Courage, bravery, fortitude, will, and intrepidity, is the ability to confront fear, pain, risk/danger, uncertainty or intimidation.





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## Product Design

### Ferrous metals

consist of iron, carbon and other elements. They are usually magnetic and prone to rusting. The exception is stainless steel. Cast iron is used for manhole covers. Mild steel is used for car bodies.

### Non-ferrous metals

do not contain iron, so they are not magnetic and do not rust. Aluminium is used for ladders. Copper is used to make wire & plumbing pipes.

**Alloys** are metals that contain two or more elements, such as pewter used for jewellery.

Key Word	Definition
Millimetre	Unit of measurement 1cm = 10mm
Marking out	The technique used to measure and mark out material before performing a practical task.
Proto-type	A model of a product you are designing which can be tested to improve the design further.
Burr	Metal splinters that occur on the edge of material after cutting and filing.
Tolerance	An allowable amount of variation of a specified quantity, especially in the dimensions of a machine or part.

### Tools, Equipment and Components



Buffing Machine



Coping Saw



Needle File



Mould



Junior Hacksaw



Ladle

## Engineering

### Regulations

#### Health and Safety at Work Act (1974):

Employers must ensure that their working environments are safe and fit for purpose.

#### Provision and Use of Work Equipment Regulations (1998):

This regulation ensures that all work equipment is suitable, maintained, inspected and only used by trained personnel.

### Joining methods

**Silver Soldering:** Low melting temp. Can join different metals.

**Brazing:** Higher melting temp. than silver soldering. Can join different metals.

**Welding:** Melts and fuses metals together. Same metals must be used.

### Forms of supply

When you order metals, you need to state what form you require:



Flat bar Square bar



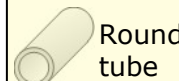
Hexagonal bar



Angle bar Round bar



Square tube



Round tube



Extruded shapes

### Tools, equipment and components

You need to be able to identify these key items used in Te:



Pillar drill



Steel rule



Scriber



Ball-peen hammer



Pan-head rivet

### Measuring and marking out terms

"Accumulative errors" - errors that add up if you measure one length after another.  
"Datum" - a common zero point from which all measurements are made, avoiding accumulative errors.



Nutrients	Source	Function
Fat	Oil, spread, butter, cheese, meats and cheese.	Provide the body with energy and warmth.
Fibre	Cereals, fruit and vegetables	Keep the digestive system healthy
Carbohydrate	<b>Starchy carbohydrates</b> Bread, pasta, potatoes and rice. <b>Sugary carbohydrates</b> Cakes and pastries	Provides the body with energy and fibre for digestion.
Protein	Meat, fish, eggs and dairy. Quorn, beans, tofu, nuts and seeds.	Help muscles grow and repair. Give energy to the body.
Minerals	Fruit and vegetables	<b>Help</b> your body grow, develop, and stay healthy.
Vitamin A	Fish, eggs, butter, green vegetables	Aid eyesight and keep skin healthy
Vitamin B	Help the body use energy and produce red blood cells	Bread, milk, nuts, meat, eggs, leafy vegetables, fish
Vitamin C	Fruit and vegetables	Fruit and vegetables

## Food Technology & Textiles

### The 6R's

**RETHINK:** Do we make too many products? Design in a way that considers people and the environment.

**REFUSE:** Don't use a material or buy a product if you don't need it or if it's bad for people or the environment.

**REDUCE:** Cut down the amount of material and energy you use as much as you can.

**REUSE:** Use a product to make something else with all or parts of it.

**RECYCLE:** Reprocess a material or product and make something else.

**REPAIR:** When a product breaks down or doesn't work properly, fix it.

### Batik

Batik is a method of dyeing fabric where some areas are covered with wax to make designs by keeping dyes from penetrating in pattern areas. The wax is applied using a tjanting tool. In Java, Indonesia, batik is part of an ancient tradition, and some of the finest batik cloth in the world is still made there. The word batik originates from the Javanese *tik* and means to dot.



Tjanting tool





### Maths

- *Blockhead: The Life of Fibonacci*
- *The Number Devil* by Magnus Enzenberger
- *The Thrilling Adventures of Lovelace and Babbage* by Sydney Padua
- *Professor Stewart's Cabinet* by Ian Stewart

### English/Grammar

- Literary classics
- Carnegie/ DSBA award-nominated books
- Any KS3 English Revision Guides
- *The Literature Book*
- CGP Grammar Guides

### Science

- *The Science Book*
- *The Astronomy Book*
- *The Physics Book*
- CGP and Collins Study Guides
- *Women in Science* by Rachel Ignatofsky
- *Why Do Penguins...?* by Mick O'Hare

### Geography

- *No One is Too Small to Make a Difference* by Greta Thunberg
- *Climate Change: What Everyone Needs to Know* by Joseph Romm

### History

- *The History Book*
- *Horrible Histories* books
- The *My Story* series
- The Philip Ardagh series
- The 'You Wouldn't Want to Be...' series
- Anne Frank's Diary

### French and Spanish

- *French Short Stories for Beginners*
- *Bonne Idé* by Nicolette Hannam and Michelle Williams
- Usborne Language Guides: *Spanish for Beginners*
- CGP and Collins Study Guides

### Computing

- *Compute-IT: Student's Book* 1, 2 and 3
- CGP KS3 Computing
- *Get Coding!*
- *Lauren Ipsum* by Carlos Bueno

### Art

- *Click: The Ultimate Photography Guide* by Charlie Styr and Maria Wakem
- *Extreme Worlds: The Complete Guide to Drawing and Painting Sci-fi Art* by Francis Tsai

### Drama

- *Hansel and Gretel* by Carl Grose
- On the BBC Bitesize website go to: 'GCSE Drama > AQA GCSE Drama'. Complete the revision activities on 'Theatre Design' and 'Devising'.

### Music

- Biographies of your favourite musicians and bands
- Music magazines
- *The Classical Music Book*

### Technology

- Any cookery/recipe books
- *BBC Good Food* magazine
- Fashion magazines
- *Layer, Paint and Stitch* by Wendy Dolan
- *Designs of the Times* by Lakshmi Bhaskaran

### Physical Education

- Sports biographies and autobiographies
- Sports rule books and coaching guides
- Sports magazines
- Programmes