

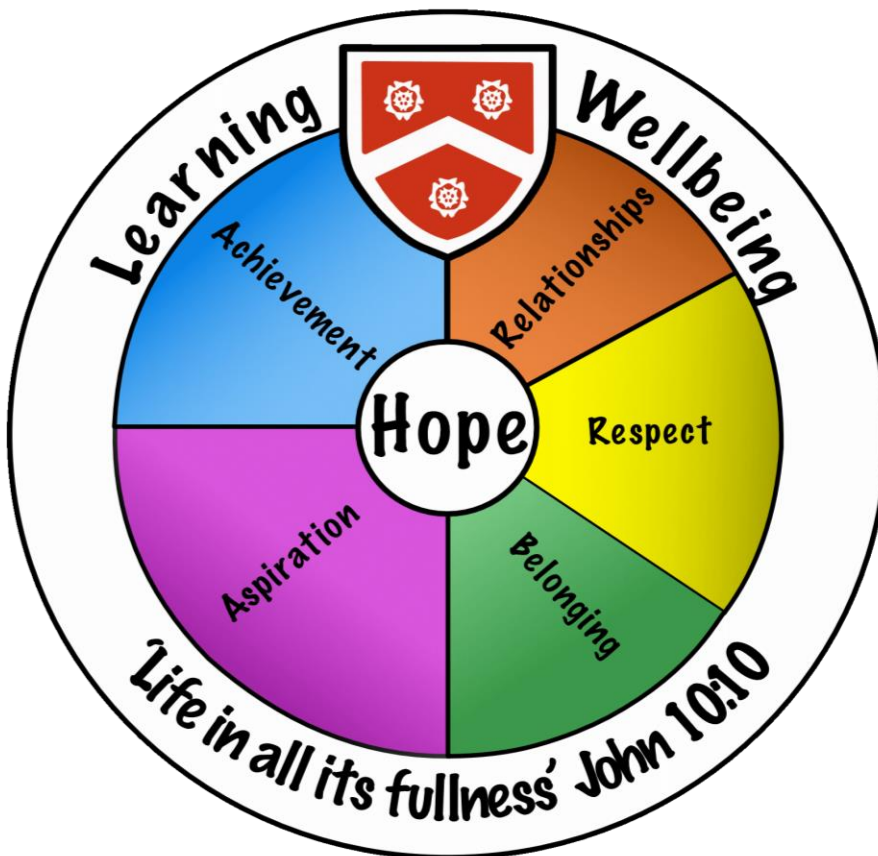


# Wadham School



*A Church of England Community School*

## Knowledge Organisers Year 8 Autumn 2 2023-2024











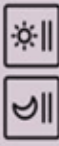









Name.....

Tutor group.....

*“Life in all its fullness” John 10:10*

# How to use Knowledge Organisers?

## How to use a knowledge organiser – step by step guide

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your KO.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your KO to condense and write down key facts or information onto flash cards.</p> 	<p>Use your KO to create a mini quiz. Write down your questions using your KO.</p> 	<p>Create a mind map with all the information you can remember from your KO.</p> 	<p>Ask a friend or family member to have the KO or flash cards in their hands.</p> 
Step 2	<p>Cover or flip the KO over and write down everything you can remember.</p> 	<p>Try not to use your KO to help you.</p> 	<p>Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your KO to see if there are any mistakes on your mind map.</p> 	<p>They can test you by asking you questions on different sections of your KO.</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Ask a friend or family member to quiz you on the knowledge.</p> 	<p>Ask a friend or family member to quiz you using the questions.</p> 	<p>Try to make connections, linking the information together.</p> 	<p>Write down your answers,</p> 



# HOW TO USE KNOWLEDGE ORGANISERS TO CHECK YOUR UNDERSTANDING

## 1

## READ

CHOOSE A 'CHUNK' OF KNOWLEDGE ...  
BUT DON'T CHOOSE TOO MUCH (2 - 9 FACTS)  
WRITE DOWN YOUR LIST OF FACTS / DEFINITIONS  
READ AND HIGHLIGHT KEYWORDS  
RE-READ FOR A FEW MINUTES

Atoms and Elements	
Element	Contains one type of <b>atom</b>
Compound	Contains two or more types of atom, chemically bonded

## 2

## COVER

NOW COVER THE DEFINITIONS - CAN YOU STILL REMEMBER THEM?

Atoms and Elements	
Element	
Compound	

## 3

## WRITE

NOW WRITE THE DEFINITIONS/FACTS AS ACCURATELY AS YOU CAN

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more

## 4

## CHECK

CHECK WHAT YOU GOT RIGHT AND WRONG

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more types of atom, chemically bonded

Contains one type of atom  
Contains two or more types of atom bonded

## 5

## CORRECT

IT IS REALLY IMPORTANT TO CORRECT ANY MISTAKES AND ADD ANYTHING YOU MISSED

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more types of atom, chemically bonded

Contains one type of atom  
Contains two or more types of atom bonded  
**chemically**

## ART

Everywhere we look we see patterns in the natural world. Some may be **irregular**, some **regular**. These patterns have inspired many contemporary artists, including Mark Hearld and Yellena James

Mark Hearld is a British artist who draws inspiration from the natural world around him. He creates art, prints and household items, such as ceramics. He has worked on film sets such as Nanny McPhee, producing interior sets with an english nature theme.



A repeating pattern by Mark Hearld.

Yellena James was born in Bosnia Herzegovina, and now lives in the US. Her work is inspired by underwater landscapes, and the colours and patterns created by the plants and creatures that live on the sea bed.



'Fathomless' by Yellena James

### Types of pattern:

Tessellation



Repeating



Reflection (bilateral symmetry)



Rotational symmetry



Regular



Irregular



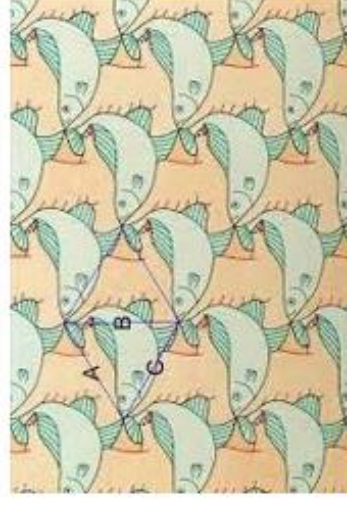
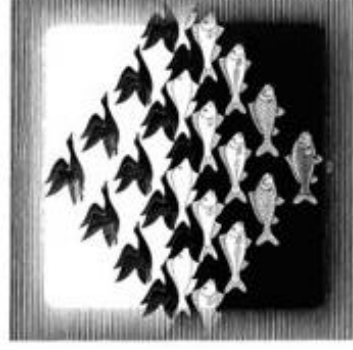
## PATTERN IN NATURE

William Morris (1834-96) was an artist and designer who reacted against the mass production of the industrial revolution. With a group of other designers, he founded the 'Arts and Crafts' movement, which placed emphasis on quality, design and craftsmanship of objects from furniture, cloth and wall paper, to architecture and art.

William Morris 'Strawberry thief' and 'vine'



M.C. Escher (1898-1972) was a Dutch graphic artist. He was interested in repeating and metamorphosing patterns, inspired by mathematical shapes and concepts. When you look at these, remember they were done some years before computer graphics!



Tessellations by M.C. Escher

# Beliefs and World Views

## Ethical terms

1	Ethics	Ideas that help us know what is right or wrong.
2	Moral	Something that is linked to right or wrong.
3	Immoral	Something that is wrong.
4	Deontological	Doing the right thing by following rules and your duty.
5	Teleological	Doing the right thing by trying to get the best outcome.

## Divine Command Theory

6	Divine command theory	The idea things are right because God says they are right, and He is what decides right and wrong.
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## Situation Ethics

7	Situation Ethics	Christian ethics that look at following Jesus example of doing the most loving thing.
8	Agape	A kind of love that is fair and not personal.
9	Joseph Fletcher	Philosopher behind situation ethics.

## Utilitarianism

10	Utilitarianism	The idea things are right if they lead to the most happiness.
11	Hedonic Calculus	A way of working out how much happiness a choice will make.
12	Principle of utility	'The greatest happiness for the greatest number'
13	Jeremy Bentham	Philosopher behind the ethical theory utilitarianism.

## Conscience

14	Conscience	Peoples built in sense of right and wrong.
15	Freud	Psychologist who studied peoples conscience.
16	Id	The part of a person that wants pleasure.
17	Super-ego	The part of a person made of what society tells them is right.
18	Biblical view on conscience	God wrote knowledge of right and wrong on peoples hearts during creation.

## Emotivism

19	Logical positivists	Philosophers who believed only statements you can prove are meaningful.
20	Analytical	A statement which has to be true. E.G. The bald man had no hair.
21	Verifiable	A statement which we can prove with evidence. E.G. The chair is red.
22	Emotivism	Idea ethics is just saying if you like or dislike something.
23	AJ Ayer	Philosopher who came up with emotivism.


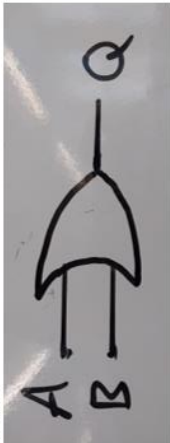


# Computing

1	Computer	An electromechanical device which receives input, processes it and produces and output
2	Device	A piece of electrical or mechanical equipment made for a particular purpose
3	Program	A sequence of instructions written in a programming language that a computer can execute or interpret
4	Software	A set of programs used to operate computers and perform specific tasks
5	Hardware	The physical components of a computer
6	Data	Individual facts or statistics
7	Processor	The part of the computer that interprets and carries out instructions
8	Main memory	The part of the computer that stores data that is currently being used by the processor
9	Secondary storage	The part of the computer that stores data long term that is not currently being used by the processor
10	I/O (Input / Output)	Refers to input, any method of getting information into the computer, and output, any method of getting data out of the computer.
11	Computer architecture	The way in which the parts (components) of a computer system are organised
12	Operating system	Specialised software that communicates with computer hardware to allow other programs to run
13	Logical operator	The name of a logic circuit (AND, OR, NOT)
14	Logical expression	A text based method of describing a logic circuit
15	Truth table	A way of describing the output of a logic circuit for all possible inputs
16	Logic gate	A physical device which performs a logical operation
17	Logic circuit	Two or more logic gates connected together to solve a problem or perform a task
18	Artificial intelligence (AI)	Any machine that performs tasks that typically require intelligence in humans (suggestion - there's no agreed definition)
19	Machine learning	A type of AI in which a range of techniques are used to attempt to imitate the way that humans learn
20	Free software	Software which the user has the right to: <ul style="list-style-type: none"><li>• use for any purpose</li><li>• study how the software works and change it however they want</li><li>• redistribute and make copies</li><li>• improve it and share their improvements with anyone</li></ul>
21	Open source software	Mostly the same software in practical terms as free software however the different terms exist because the people advocating the use of each have different views about what free / open source software.

# Computing

<div data-bbox="128 1895 154 2020" data-label="Section-Header"> <h2>Hardware</h2> </div> <div data-bbox="154 1728 438 2020" data-label="Image"> </div> <div data-bbox="438 1680 465 2020" data-label="Caption"> <p>Mouse - External hardware</p> </div> <div data-bbox="465 1670 772 2020" data-label="Image"> </div> <div data-bbox="772 1607 799 2020" data-label="Caption"> <p>Motherboard - Internal Hardware</p> </div>	<div data-bbox="128 1104 218 1543" data-label="Text"> <p><b>Hardware</b> can be <b>internal</b> (inside the PC/laptop/mobile phone case) or <b>external</b> (outside the case).</p> </div> <div data-bbox="251 1195 278 1543" data-label="Text"> <p><b>External hardware</b> examples:</p> </div> <div data-bbox="282 1307 458 1502" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Mouse</li> <li>• Keyboard</li> <li>• Monitor</li> <li>• Headphones</li> <li>• Speakers</li> <li>• Webcam</li> </ul> </div> <div data-bbox="495 1203 522 1543" data-label="Text"> <p><b>Internal hardware</b> examples:</p> </div> <div data-bbox="526 1104 825 1502" data-label="List-Group"> <ul style="list-style-type: none"> <li>• CPU (Central processing unit) / Processor</li> <li>• Motherboard</li> <li>• GPU (Graphics processing unit)</li> <li>• Hard drive</li> <li>• RAM (Random access memory)</li> <li>• Power supply (can be external in some devices)</li> </ul> </div>	<div data-bbox="128 961 154 1071" data-label="Section-Header"> <h2>Software</h2> </div> <div data-bbox="191 634 475 1071" data-label="Image"> </div> <div data-bbox="482 1060 502 1071" data-label="Text"> <p>3</p> </div> <div data-bbox="512 795 539 1071" data-label="Section-Header"> <h3>Presentation software</h3> </div> <div data-bbox="539 650 1016 1056" data-label="Image"> </div> <div data-bbox="995 642 1012 652" data-label="Text"> <p>4</p> </div> <div data-bbox="1023 712 1082 1071" data-label="Caption"> <p>Tux, the mascot of the Linux operating system</p> </div>	<div data-bbox="128 180 247 598" data-label="Text"> <p>Software can be placed into two categories: <b>system software</b> and <b>application software</b> based on the task(s) it performs.</p> </div> <div data-bbox="279 167 369 598" data-label="Text"> <p><b>Application software</b> is designed to perform tasks that the user wants to complete. Examples include:</p> </div> <div data-bbox="374 252 518 555" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Word processors</li> <li>• Spreadsheet software</li> <li>• Presentation software</li> <li>• Web browsers</li> <li>• Games</li> </ul> </div> <div data-bbox="555 159 702 598" data-label="Text"> <p><b>System software</b> is designed to control the hardware of the computer. It provides an interface between the hardware and the application software.</p> </div> <div data-bbox="736 180 915 598" data-label="Text"> <p>The computer's operating system is an example of system software. It performs tasks such as memory management and processor scheduling which are necessary for the application software to run.</p> </div> <div data-bbox="919 229 975 598" data-label="Text"> <p>Examples of operating systems include:</p> </div> <div data-bbox="981 404 1126 555" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Windows</li> <li>• macOS</li> <li>• iOS</li> <li>• Android</li> <li>• Linux</li> </ul> </div>
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# Computing

<p><b>Logical operations</b></p> <p><b>Example Logic Circuit</b></p> 	<p>The fundamental logical operations are:</p> <ul style="list-style-type: none"><li>• not (inversion)</li><li>• and (conjunction)</li><li>• or (disjunction)</li></ul> <p>Hardware components are built from <b>logic gates</b> which have been connected together into <b>logic circuits</b>.</p>	<p><b>OR</b></p> <p><b>Gate</b></p> 	<p><b>Truth table</b></p> <table><tr><th>A</th><th>B</th><th>Q</th></tr><tr><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>0</td><td>1</td></tr><tr><td>0</td><td>1</td><td>1</td></tr><tr><td>1</td><td>1</td><td>1</td></tr></table> <p><b>Boolean expression</b></p> $Q = A + B$	A	B	Q	0	0	0	1	0	1	0	1	1	1	1	1						
A	B	Q																						
0	0	0																						
1	0	1																						
0	1	1																						
1	1	1																						
<p><b>NOT</b></p> <p><b>Gate</b></p> 	<p><b>Truth table</b></p> <table><tr><th>Input (A)</th><th>Output (Q)</th></tr><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>0</td></tr></table> <p><b>Boolean expression</b></p> $Q = \overline{A}$	Input (A)	Output (Q)	0	1	1	0	<p><b>AND</b></p> <p><b>Gate</b></p> 	<p><b>Truth table</b></p> <table><tr><th>A</th><th>B</th><th>Q</th></tr><tr><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>0</td><td>0</td></tr><tr><td>0</td><td>1</td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td></tr></table> <p><b>Boolean expression</b></p> $Q = A.B$	A	B	Q	0	0	0	1	0	0	0	1	0	1	1	1
Input (A)	Output (Q)																							
0	1																							
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A	B	Q																						
0	0	0																						
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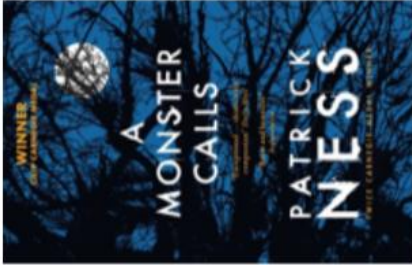
'A Monster Calls' by Patrick Ness

About the Author:

- Patrick Ness was born in October 1971 in America. He moved to London in 1999 and now holds dual citizenship.
- He writes young adult fiction and won the Carnegie Medal for 'A Monster Calls' in 2012.
- He also wrote the screenplay for the film version of the book.
- Other titles he has written include; The Knife of Never Letting Go, Monsters of Men and More Than This.
- The original idea for A Monster Calls came from a writer called Siobhan Dowd who sadly died before she could write the novel.
- He currently teaches creative writing at Oxford University and writes reviews for The Guardian newspaper.

Themes in the Novel

- |                                |
|--------------------------------|
| Death, Denial and Acceptance   |
| Dreams and versions of reality |
| Family and growing up          |
| Storytelling                   |
| Isolation                      |



Symbols in the Novel

- |  |
|--|
| The Yew Tree – a symbol of healing and immortality, often found in graveyards. |
| Clocks – symbol of time passing  |

HISTORICAL CONTEXT

In the book, the monster says that it has been called many names in the past: Herne the Hunter, Cernunnos, and the Green Man. All of these are variations of pagan deities associated with nature. Herne the Hunter is a ghost in English folklore associated with Windsor forest. He is said to have antlers upon his head and ride a horse. Cernunnos is a Celtic horned god. Little is known about this deity other than the fact that it is depicted with the antlers of a stag and is also identified as a god of nature and life.

The Green Man is a representation of a sculpture or other representation of a face surrounded by or made from leaves, which makes it an apt name for the monster, who takes the form of a yew tree. The Green Man is usually interpreted as a symbol of rebirth or the life cycle, and is often used as a representation of various horned gods (such as Cernunnos or the Greek god Pan). The Green Man is often viewed as a pagan symbol, and yet images of the Green Man frequently appear carved into churches. This fact is also fitting for the story, as the monster takes the form of a yew tree that is found next to a church.





# Year 8 French Autumn Term: En classe



Les matières (school subjects)	
J'étudie...	I study
le français	French
le théâtre	drama
la géographie	geography
la musique	music
la technologie	DT
l'anglais	English
l'EPS	PE
l'histoire	history
l'informatique	computing
les arts plastiques	art
les maths	maths
les sciences	science

L'heure (time)	
Quelle heure est-il?	What time is it?
Il est...	It is...
cinq heures	5 o'clock
cinq heures dix	10 past 5
cinq heures et quart	quarter past 5
cinq heures et demie	20 past 5
cinq heures moins vingt	20 to 5
cinq heures moins le quart	quarter to 5
midi/minuit	midday/midnight

L'uniforme scolaire (school uniform)	
Je porte...	I wear...
On porte...	We wear...
un pantalon	trousers
un polo	a polo top
un sweat	a sweatshirt
un tee-shirt	a t-shirt
une chemise	a shirt
une cravate	a tie
une jupe	a skirt
une veste	a jacket
des chaussures	shoes
des chaussettes	socks
des baskets	trainers

Les adjectifs (adjectives)	
chic	trendy
confortable	comfortable
démodé(e)	old-fashioned
pratique	practical
blanc(he)	white
bleu(e)	blue
gris(e)	grey
jaune	yellow
marron	brown
noir(e)	black
orange	orange
rose	pink
rouge	red
vert(e)	green
violet(te)	purple

Les opinions (opinions)	
Qu'est-ce que tu penses de...?	What do you think of...?
J'adore...	I love...
J'aime (assez)...	I (quite) like...
Je n'aime pas...	I don't like...
Je déteste...	I hate...
C'est...	It is...
facile/difficile	easy/difficult
intéressant/ennuyeux	interesting/boring
amusant/nul	fun/rubbish
créatif	creative
Le/la prof est sympa.	The teacher is nice.
Le/la prof est trop sévère.	The teacher is too strict.
J'ai trop de devoirs!	I have too much homework.

La journée scolaire (the school day)	
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
Je quitte la maison.	I leave the house.
Je retrouve mes copains.	I meet my friends.
J'arrive au collège.	I arrive at school.
On commence les cours.	We start lessons.
Je mange à la cantine.	I eat in the canteen.
Je chante dans la chorale.	I sing in the choir.
Je joue dehors.	I play outside.
On recommence les cours.	We restart lessons.
Je rentre à la maison à... heures.	I return home at...



Mon collège (my school)	
Le collège est...	School is...
grand/petit.	big/small
de taille moyenne.	average
Il y a 500 élèves.	There are 500 students.
Il y a...	There is...
un cinéma	a cinema
une piscine	a swimming pool
une bibliothèque.	a library
des courts de tennis.	tennis courts
Il n'y a pas de...	There isn't...
harcèlement	bullying
toilettes sales	dirty toilets
petits salles de classe.	small classrooms

# D&T Knowledge Organiser



## ACCESS FMM

- A** - aesthetics
- C** - cost
- C** - consumer
- E** - environment
- S** - safety
- S** - size
- F** - function
- M** - materials
- M** - manufacture



ACCESS FMM is a useful tool that can be used during product analysis and design development.




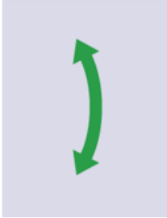
**Reciprocating motion** has a repeated up and down motion or back-and-forth motion.



**Linear motion** moves something in a straight line.



**Rotary motion** is where something moves around an axis or pivot point.








**Oscillating motion** has a curved backwards and forwards movement that swings on an axis or pivot point.

**Choosing energy sources**  
There are many considerations for a designer when selecting energy sources for use in a product, including:

- portability of the power source
- environmental impact
- power output
- circuit/systems connections
- cost

Producing faulty goods incurs repair costs and damages the reputation of the firm. There are two main approaches to achieving quality:

- quality control**
- quality assurance**

<b>Arts and Crafts</b> 1850 - 1910	<b>Art Nouveau</b> 1880 - 1914	<b>Art Deco</b> 1920 - 1939	<b>Pop Art</b> 1958 - 1972	<b>Memphis</b> 1981 - 1988
				
Handcrafted Skilled	Decorative Elaborate	Elegant Bold	Colourful Distinctive	Bright Imaginative

# Energy, nutrients and digestion

- Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.
- Digestion involves different parts of the body, each having an important role.



## Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:

- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

## Different people need different amounts of dietary energy depending on their:

- age;
- gender;
- body size;
- level of activity;
- genes.



## Energy balance

To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).

## Energy out

Energy in



Energy in > Energy out =  
Weight gain

## Tasks

1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
3. Calculate the energy and nutrients provided by a food diary for one or two days using <http://explorefood.foodfactoflife.org.uk> - reflect on the results.

## Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).
- Different macronutrients provide different amounts of energy.

	Energy per 100g
Carbohydrate	16kJ (3.75 kcal)
Protein	17kJ (4 kcal)
Alcohol	29kJ (7kcal)
Fat	37kJ (9 kcal)

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL).

**Total energy expenditure = BMR x PAL**

**Body Mass Index (BMI)** can be used to identify if an adult is a correct weight for height.

**BMI = weight (kg) / (height in m)<sup>2</sup>**

## Recommended BMI range (adults)

Less than 18.5	Underweight
<b>18.5 to 25</b>	<b>Desirable</b>
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

## Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.

## Carbohydrate

**Free sugars** include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.

**Fibre** is a term used for plant-based carbohydrates that are not digested in the small intestine.

**Sugars** include a variety of different sugar molecules such as sucrose

**Starchy foods** are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

## Protein

Protein is made up of building blocks called amino acids. There are 20 amino acids found in protein. For adults, eight of these have to be provided by the diet (this is higher in children). These are called essential amino acids, which cannot be made by the human body.

## Fat

Sources of fat include:

- saturated fat;
  - monounsaturated fat;
  - polyunsaturated fat.
- A high saturated fat intake is linked with high blood cholesterol levels.

## Micronutrients

### Vitamins

There are two groups of vitamins:

- fat-soluble vitamins, e.g. vitamins A and D.
- water-soluble vitamins, e.g. B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

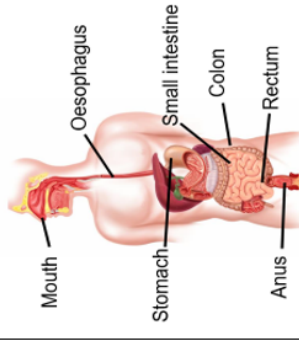
### Minerals

Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

## Digestion

The body requires energy from food and drink. Our bodies release the energy and nutrients from food.

The food passes down the Gastrointestinal tract (GI) tract as shown below.



To find out more, go to:

<https://bit.ly/31CBjke>

# Food

## Where food comes from

- Food is sourced, processed and sold in different ways.
- Geography, seasonality, weather and climate influence the availability of food and drink

### All food must be grown, reared or caught

In the past food was grown, prepared and cooked at home or sold by small-scale producers or merchants.

Some people still grow food at home or on allotments. Food can also be bought from a wide range of sources, including:

- cafes/coffee shops;
- convenience stores;
- farmers markets;
- farm shops;
- markets;
- on-line retailers;
- restaurants;
- supermarkets;
- takeaway outlets.

### Food Processing

Food processing is any deliberate change to food that happens to a food before it is available to eat. Processing makes food safer to eat by killing existing bacteria and slowing bacterial growth. Food is processed for a number of reasons:

- to extend shelf life;
- to add variety;
- for convenience;
- for consumer's health.

Innovations in food processing have led to the development of functional foods; these provide benefits over and above the basic nutritional value, e.g. dairy products containing probiotic bacteria.

### Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



### World food

A number of ingredients and foods that are now readily available have been introduced to the UK over a long period of time. Many are imported from other countries giving access to ingredients and foods that would not normally grow in the UK.

The availability of these ingredients and foods gives a wide choice throughout the year.

### Food availability

Some ingredients or foods are available throughout the year because they have been imported from other countries where they are in season at different times of the year.

Climate and terrain are two key factors that affect food availability and where food is grown, reared and caught.

There is a great variety of food grown all over Europe. The type of farming is partly determined by the climate and the geography of the country or region. The terrain or landscape determines which crops are grown or animals reared. Cereal crops are grown in flat plains, whereas sheep can be reared in hilly terrain.

### Seasonality

Fruit and vegetables naturally grow in cycles and ripen during a certain season each year. Some meat and fish can also be seasonal. Advantages of buying food in season include:

- it is fresh;
- best flavour, colour and texture;
- optimal nutritional value;
- supports local growers;
- lower cost;
- reduced energy needed to transport.

### Climate change

There is worldwide concern about climate change and the increased number of extreme or unusual weather conditions. Changes in temperature can affect plant growing seasons and livestock conditions. It is very likely to affect food security at a global, regional and local level.



To find out more, go to: <https://bit.ly/3rJJo6S>

### Food security

Food security exists when everyone has access to enough affordable, safe and nutritious food to keep them healthy, in ways the planet can sustain in the future.



### Key terms

**Food processing:** Any deliberate change to food that happens to a food before it is available to eat.

**Seasonality:** Food grown at a particular time of year.

**Food certification and assurance schemes:** Defined standards of food safety, quality or animal welfare.

**Food security:** Having access to sufficient quantity of affordable, nutritious food.

**Food provenance:** Knowing where food was grown, caught or raised and how it was produced.

**Map showing key growing areas in the UK** – some parts of the UK have excellent soil for crops, while others are used for cattle, sheep, pigs and poultry.

Many plant crops are grown in the UK, including:

- wheat, barley & oats;
- oil seed rape;
- potatoes;
- sugar beet;
- fruit & vegetables.

In the north-west of England, Wales and Scotland, farmers keep cattle and sheep. Sheep can survive the cold winters on the hills and moors.

Cattle, sheep, pigs and dairy are the largest commodity sectors in Northern Ireland.

In the south-west of England, the rich grass is ideal for feeding dairy cows.

In the east of England, wheat, barley and vegetables grow in large fields.

In the south-east of England and the lowlands of Scotland, grain, potatoes and sugar beet are grown. Most UK cauliflowers are grown in the south-east.

### Tasks

- Choose a food commodity and research how it is produced and processed.
- Create farm to fork food chain cards to illustrate what you have found out.
- Research the following ingredients and state where in the world they are traditionally grown, reared or caught: avocado, lamb, nutmeg, oats, olive oil, spinach, squid, sugar beet.

# Geography

## Topic

### Development

Development categories. Measuring development using data.

Opportunities and barriers for development.

Issues and challenges for developing countries.

Focus on Brazil.

## Key Words

### Development

The progress of a country in terms of economic growth, the use of technology and human welfare.

### Development gap

The difference in standards of living and wellbeing between the world's richest and poorest countries (between HICs and LICs).

### Gross national income (GNI)

A measurement of economic activity that is calculated by dividing the gross (total) national income by the size of the population. GNI takes into account not just the value of goods and services, but also the income earned from investments overseas.

### Human Development Index (HDI)

A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This combined measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.

### International aid

Money, goods and services given by the government of one country or a multilateral institution such as the World Bank or International Monetary Fund to help the quality of life and economy of another country.

### Life expectancy

The average number of years a person might be expected to live.

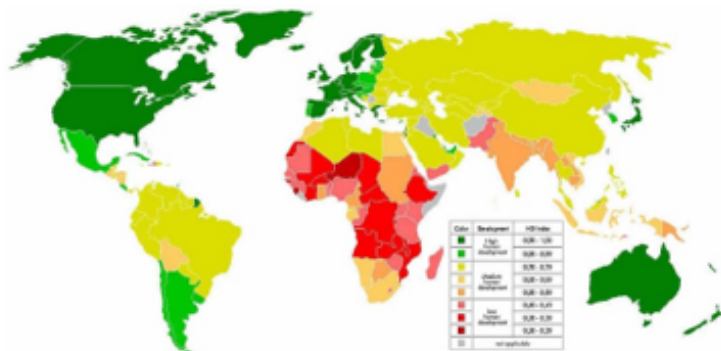
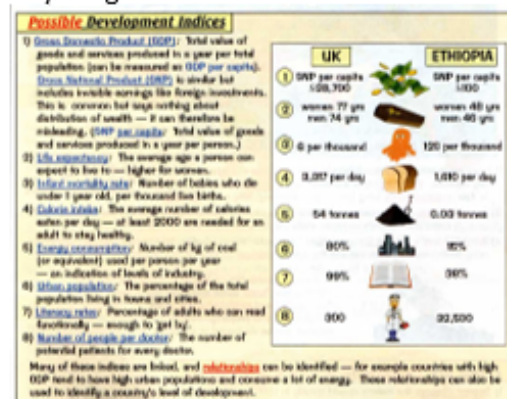
### Literacy rate

The percentage of people who have basic reading and writing skills.

### Squatter settlement

An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally in a city in an LIC.

## Key Diagrams





# Year 8 German Autumn Term: Schule ist klasse!



Schulfächer (school subjects)	
Ich lerne...	I like/am learning...
Deutsch	German
Theater	Drama
Erkunde	Geography
Musik	Music
Technik	DT
Englisch	English
Sport	PE
Geschichte	History
Informatik	Computing
Kunst	Art
Mathe	Maths
Naturwissen-	Science

Die Uhrzeit (time)	
Wie viel Uhr ist es?	What time is it?
Es ist...	It is...
acht Uhr	eight o'clock
acht Uhr zehn	ten past eight
acht Uhr fünfzehn	quarter past eight
Wann hast du...?	When do you have...?
vor der Pause	before break
nach der Mittagspause	after lunch
in der ersten Stunde	during lesson 1

Die Schuluniform (school uniform)	
Ich trage...	I wear/am wearing...
Wir tragen...	We wear/are wearing
ein Hemd	a shirt
ein T-Shirt	a t-shirt
eine Jeans	Jeans
eine Hose	trousers
einen Rock	a skirt
Schuhe	shoes
Sportsschuhe	trainers
ein Kleid	a dress
eine Krawatte	a tie
eine Jacke	a jacket
einen Pulli	a jumper

Adjektive (adjectives)	
bequem	comfortable
unbequem	uncomfortable
altmodisch	old-fashioned
modisch	fashionable
praktisch	practical
unpraktisch	unpractical
grau	grey
blau	blue
braun	brown
schwarz	black
rot	red
rosa	pink
grün	green
weiß	white
lila	purple

Die Meinungen (opinions)	
Wie findest du...?	What do you think of...?
Ich liebe...	I love...
Ich mag...	I like...
Ich mag...nicht.	I don't like...
Ich hasse...	I hate...
Ich finde es...	I find it...
einfach / schwierig	easy/difficult
interessant / langweilig	interesting/boring
faszinierend / nervig	fascinating/annoying
toll / furchtbar	great/terrible
nützlich / nutzlos	useful/useless
supercool/ stinklangweilig	really cool/dead boring

Der Schultag (the school day)	
Montag	Monday
Dienstag	Tuesday
Mittwoch	Wednesday
Donnerstag	Thursday
Freitag	Friday
Samstag	Saturday
Sonntag	Sunday
Ich komme um...zur Schule	I come to school at...
Ich komme mit dem Bus	I come to school by...
Ich treffe meinen Freun-	I meet my friends.
den	
Ich esse in der Kantine.	I eat in the canteen.
Ich spiele Fußball.	I play football.
Ich tchatte mit Freunden.	I chat with friends.
Ich singe.	I sing.
Ich gehe um...nach Hause.	I go home at...

Meine Schule (my school)	
Es gibt...	There is...
Es gibt keinen/keine/kein...	There isn't...
eine Sporthalle	a sports hall
eine Aula	a hall
eine Kantine	a canteen
ein Labor	a lab
die Toiletten	toilets
eine Bibliothek	a library
einen Computerraum	a computer room
ein Lehrzimmer	a staffroom
ein Klassenzimmer	a classroom
einen Schulhof	a playground

# History

Keyword	Definition
<b>Abolition</b>	Movement to campaign to end slavery. An abolitionist was someone who wanted an end to slavery.
<b>Boycott</b>	When people refuse to buy something or pay for something as a protest
<b>Cash crops</b>	Crops which generated lots of money for those who bought and sold them Slaves were used to farm these crops like cotton, tobacco and sugar
<b>Desegregation</b>	A legal process of ending the separation and isolation of different racial and ethnic groups.
<b>Empire Windrush</b>	HMT Empire Windrush, originally MV Monte Rosa, was a passenger liner and cruise ship. In 1948, Empire Windrush brought a large group of West Indian immigrants to the United Kingdom.
<b>Integration</b>	The action of bringing together and uniting of things.
<b>Jim Crow Laws</b>	Slaves had been banned from reading and writing. Laws said they had to pass a test before they could vote. This stopped them voting. Black people could not mix freely with white people. From 1896 it was legal to keep Black and White people separate
<b>Ku Klux Klan</b>	Set up in 1865 after black slaves won their freedom.
<b>Lynching</b>	A tactic used by the KKK which led to an illegal execution of black people by a mob
<b>Notting Hill Carnival</b>	The Notting Hill Carnival is an annual Caribbean festival event that has taken place in London since 1966. It celebrates the British West Indian community and encourages cultural unity. In the '60s, the festival sprang up as one way to address community unrest and improve racial relations. Today, the carnival features a parade with elaborate floats and colourful, costumed performers.
<b>Notting Hill Riots</b>	The Notting Hill race riots were a series of racially motivated riots that took place in Notting Hill, an area in the British capital of London, between 29 August and 5 September 1958. Here white, working-class, 'Teddy Boys,' and others, displayed hostility and violence to the Black community in the area.
<b>Olaudah Equiano</b>	Former slave who campaigned to persuade British people that the slave trade was wrong.
<b>Plantation</b>	Huge farms where cash crops (e.g. sugar, tobacco, cotton) were planted and harvested. Often worked by slaves.
<b>Racism</b>	The belief that people of different races or ethnic groups have different value in society and using this against them
<b>Segregation</b>	Whereby black and whites did not mix in schools, public transport, restaurants and other public places.
<b>Separate but equal</b>	"Separate but equal" refers to the infamously racist decision by the American Supreme Court in Plessy v. Ferguson (1896) that allowed the use of segregation laws by states and local governments. Under the doctrine, as long as the facilities provided to each "race" were equal, state and local governments could require that services, facilities, public accommodations, housing,

# History

	medical care, education, employment, and transportation be segregated by "race". In reality they were not equal and the non-white people in the South were at a disadvantage to white people.
<b>Shackles</b>	Iron chains used to fasten the legs or hands of a slave or prisoner
<b>Slave</b>	A person who is the property of the slave owner. Slavery was not unique to the 18th century but became a global trade on a massive scale during this time. Most slaves were captured in West Africa before facing the infamous "middle passage", arriving in America only to be sold at auction
<b>Slave auction</b>	When the enslaved people arrived in the Americas there were two main types of auction: Auction: buyers 'bid' and a slave was sold to the person who paid the most. Scramble: slaves were kept together in an enclosure, buyers paid a fixed price and would rush in to grab the slaves they wanted.
<b>The Middle Passage</b>	The is name given to the voyage of the slave ships from Africa to the Americas. The voyage itself took between 6 and 8 weeks.
<b>Trade Triangle</b>	The trade triangle was made up of three voyages. A voyage is s trip on a ship. Voyage 1 was from Britain to West Africa carrying manufactured goods. Voyage two was from West Africa to the West Indies carrying slaves, Voyage 3 was from the West Indies to Britain where
<b>Transatlantic slave trade</b>	The forced movement of around 12-15 million Africans across the Atlantic Ocean to the Americas and the West Indies, where they were used as slaves. It occurred between the 16 <sup>th</sup> and 19 <sup>th</sup> centuries.
<b>William Wilberforce</b>	MP who played a significant role in the abolition movement in Britain.
<b>Windrush Generation</b>	British Caribbean people who came to the United Kingdom in the period after World War II, including those who came on other ships.

# Mathematics

## 8.4 Working in the Cartesian plane.....

### What do I need to be able to do?

By the end of this unit you should be able to:

- Label and identify lines parallel to the axes
- Recognise and use basic straight lines
- Identify positive and negative gradients
- Link linear graphs to sequences
- Plot  $y = mx + c$  graphs

### Keywords

**Quadrant:** four quarters of the coordinate plane.

**Coordinate:** a set of values that show an exact position.

**Horizontal:** a straight line from left to right (parallel to the x axis)

**Vertical:** a straight line from top to bottom (parallel to the y axis)

**Origin:** (0,0) on a graph. The point the two axes cross

**Parallel:** Lines that never meet

**Gradient:** The steepness of a line

**Intercept:** Where lines cross

## Sparx

Plotting coordinates & lines: M618, M797, M932

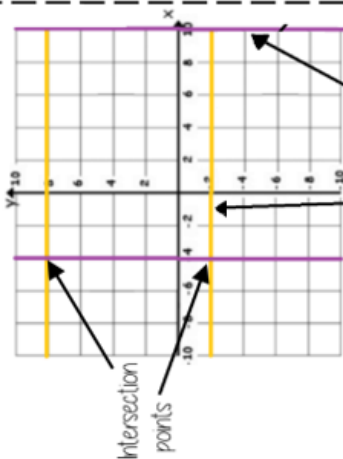
Equations of straight line graphs: M544, M888, M205

Direct & inverse proportion: M448, M472

Additional higher content: M622, U989

# Mathematics

## Lines parallel to the axes



All the points on this line have a y coordinate of -2

e.g. (3, -2) (7, -2) (-2, -2)  
all lay on this line because the y coordinate is -2

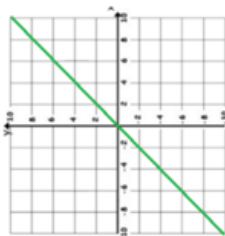
All the points on this line have a x coordinate of 10

Lines parallel to the y axis take the form  $x = a$  and are vertical

Lines parallel to the x axis take the form  $y = a$  and are horizontal

'a' can be ONLY positive or negative value including 0

## Recognise and use the line $y=x$



This means the x and the y coordinate have the same value

Examples of coordinates on this line (0, 0) (-3, -3) (8, 8)

The axes scale is important — if the scale is the same  $y = x$  will be a straight line at 45°

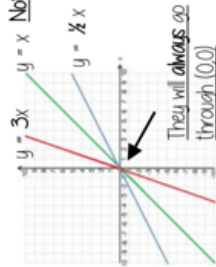
## Recognise and use the lines $y=kx$

The value of k changes the steepness of the line

Note:  $y = x$  is the same as  $y = 1x$

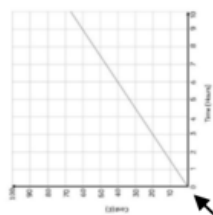
The bigger the value of k the steeper the line will be

The closer to 0 the value of k the closer the line will be to the x axis



## Direct Proportion using $y=kx$

The line must be straight to be directly proportional — variables increase at the same rate k

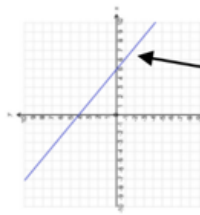


Direct proportion graphs always start at (0,0) as they are describing relationships between two variables

## Lines with negative gradients

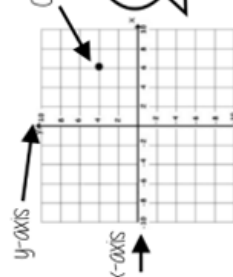
Any straight-line graph with a negative x value has a negative gradient

E.g.  $y = -2x$   
 $y = -x$   $y = x - 12$



Direction of all negative gradients

## Coordinates in four quadrants



Coordinate (x, y) (6, 4)

From the origin this coordinate is 6 places along the positive x axis and 4 places up the positive y axis

(x, y)

Always the position on the x axis first

Always the position on the y axis second

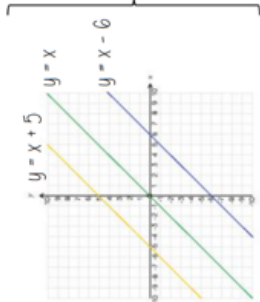
(0, a)

Will be always be a point on the y axis (a can be any number)

(a, 0)

Will be always be a point on the x axis (a can be any number)

## Lines in the form $y = x + a$



All the lines are parallel because the gradients are the same

$y = x + a$

This is the line  $y=x$  when the y and x coordinate are the same

This shows the translation of that line

e.g.  $y = x + 5$

is the line  $y=x$  moved 5 places up the graph

5 has been added to each of the x coordinates

## Plotting $y = mx + c$ graphs

$y = 3x - 1$  → 3 x the x coordinate then - 1

Draw a table to display this information

x	y
-3	-10
0	-1
3	8

This represents a coordinate pair (-3, -10)

You only need two points to form a straight line



Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

# Mathematics

## 8.5 Representing data.....

### What do I need to be able to do?

By the end of this unit you should be able to:

- Draw and interpret scatter graphs
- Describe correlation and relationships
- Identify different types of non-linear relationships
- Design and complete an ungrouped frequency table
- Read and interpret grouped tables (discrete and continuous data)
- Represent data in two way tables

### Keywords

**Variable:** a quantity that may change within the context of the problem

**Relationship:** the link between two variables (items). E.g. Between sunny days and ice cream sales

**Correlation:** the mathematical definition for the type of relationship.

**Origin:** where two axes meet on a graph

**Line of best fit:** a straight line on a graph that represents the data on a scatter graph

**Outlier:** a point that lies outside the trend of graph

**Quantitative:** numerical data

**Qualitative:** descriptive information, colours, genders, names, emotions etc

**Continuous:** quantitative data that has an infinite number of possible values within its range.

**Discrete:** quantitative or qualitative data that only takes certain values.

**Frequency:** the number of times a particular data value occurs

## Sparx

Plotting scatter graphs – M769

Interpreting scatter graphs – M596

Collecting & recording data & using tables – M945

# Mathematics

## Draw and interpret a scatter graph

Age of Car (Years)	2	4	6	8	10
Value of Car (£s)	7500	6250	4000	3500	2500

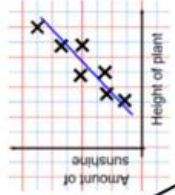
- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

## The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph

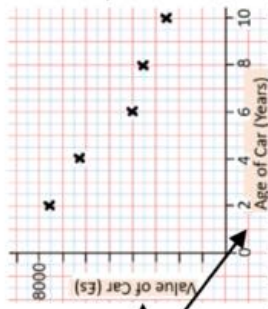
### Things to know:

- The line of best fit DOES NOT need to go through the origin (the point the axes cross)
- There should be approximately the same number of points above and below the line (it may not go through any points)
- The line extends across the whole graph



It is only an estimate because the line is designed to be an average representation of the data

It is always a straight line



All axes should be labeled

The link between the data can be explained verbally

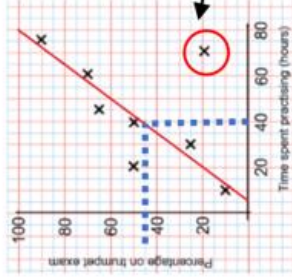
The axes should fit all the values on and be equally spread out

"This scatter graph shows as the age of a car increases the value decreases"

## Using a line of best fit

Interpolation is using the line of best fit to estimate values inside our data point

e.g. 40 hours revising predicts a percentage of 45



This point is an "outlier"

It is an outlier because it doesn't fit this model and stands apart from the data

Extrapolation is where we use our line of best fit to predict information outside of our data

\*\*This is not always useful — in this example you cannot score more than 100% So revising for longer can not be estimated\*\*

## Ungrouped Data

The number of times an event happened

Number of siblings	Frequency
0	2
1	3
2	4
3	2
4	1

Best represented by discrete data (Not always a number)

2 people have 3 siblings so there are 6 siblings in total

OVERALL there are  $0 + 3 + 8 + 6 + 4$   
Siblings = 21 siblings

## Grouped Data

If we have a large spread of data it is better to group it. This is so it is easier to look for a trend. Form groups of equal size to make comparison more valid and spread the groups out from the smallest to the largest value

Cost of TV (£)	Tally	Frequency
101 - 150	THL II	7
151 - 200	THL THL I	11
201 - 250	THL	5
251 - 300	III	3

We do not know the exact value of each item in a group — so an estimate would be based to calculate the overall total (Midpoint)

x	Frequency
$40 < x \leq 50$	1
$50 < x \leq 60$	3
$60 < x \leq 70$	5

To make sure all values are included we use all values we the subgroups

e.g. this group includes every weight bigger than 60kg up to and including 70kg

## Representing data in two-way tables

Two-way tables represent discrete information in a visual way that allows you to make conclusions, find probability or find totals of sub groups

	Squares	Circles	Total
Green	2	3	5
Red	2	1	3
Total	4	4	8

There are 2 green squares

There are 5 green shapes

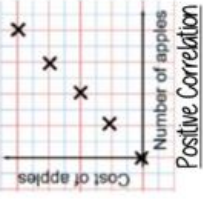
Using your two-way table

There are 8 items in total

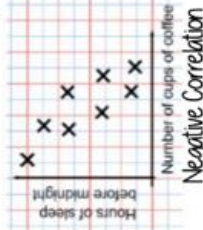
To find a fraction  
e.g. What fraction of the items are red?  $\frac{3}{8}$   
but 8 items in total =  $\frac{3}{8}$

Here you use your fraction, decimal percentage equivalence knowledge

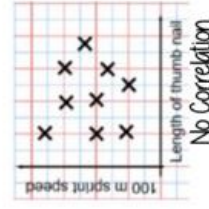
## Linear Correlation



As one variable increases so does the other variable



As one variable increases the other variable decreases



There is no relationship between the two variables

## 8.6 Tables & probability .....

### What do I need to be able to do?

By the end of this unit you should be able to:

- Construct a sample space diagram.
- Systematically list outcomes.
- Find the probability from two-way tables.
- Find the probability from Venn diagrams.

### Keywords

**Outcomes:** the result of an event that depends on probability.

**Probability:** the chance that something will happen.

**Set:** a collection of objects.

**Chance:** the likelihood of a particular outcome.

**Event:** the outcome of a probability – a set of possible outcomes.

**Biased:** a built in error that makes all values wrong by a certain amount.

**Union:** Notation 'U' meaning the set made by comparing the elements of two sets.

## Sparx

Sample space diagrams – M718

Venn diagrams – M829, M419

Additional higher content – U369

# Mathematics

## Probability from sample space

The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

The possible outcomes from tossing a coin

This is the set notation that represents the question P

What is the probability that an outcome has an even number and a tails?

P (Even number and Tails)

=  $\frac{3}{12}$

Numerator: the event

Denominator: the total number of outcomes

There are three even numbers with tails

In between the ( ) is the event asked for

## Probability from two-way tables

	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

The event

P (Girl walk to school) =  $\frac{21}{100}$

The total in the set

The total number of items

The number of items in event a

X

The number of items in event b

## Product Rule

## Construct sample space diagrams



Sample space diagrams provide a systematic way to display outcomes from events

The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

The possible outcomes from tossing a coin

This is the set notation to list the outcomes S =

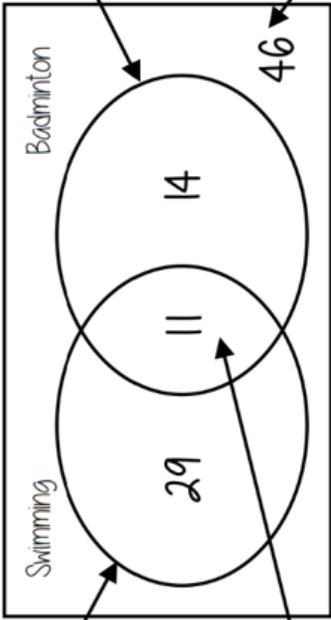
In between the ( ) are the possible outcomes

S = { 1H, 2H, 3H, 4H, 5H, 6H, 1T, 2T, 3T, 4T, 5T, 6T }

## Probability from Venn diagrams

This whole curve includes everyone that went swimming

Because 11 did both we calculate just swimming by 40 - 11



The intersection represents both

Swimming AND badminton

This whole curve includes everyone that went to badminton

Because 11 did both we calculate just badminton by 25 - 11

The number outside represents those that did neither badminton or swimming

100 students were questioned if they played badminton or went to swimming club. 40 went swimming, 25 went to badminton and 11 went to both

$$P(\text{Just swimming}) = \frac{29}{100}$$

$$100 - 29 - 11 = 14$$

# Music

## Exploring Treble Clef Reading and Notation



## Keyboard Skills

### A. Layout of a Keyboard/Piano

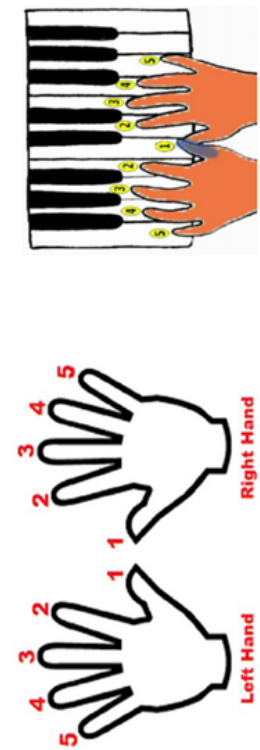


A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

### D. Keyboard Functions



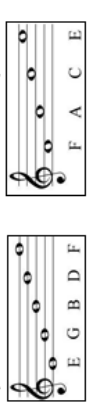
### E. Left Hand/Right Hand (1-5)



### B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



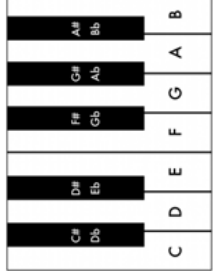
### C. Keyboard Chords



Play one – Miss one – play one – miss one – play one

### F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



# Personal Development

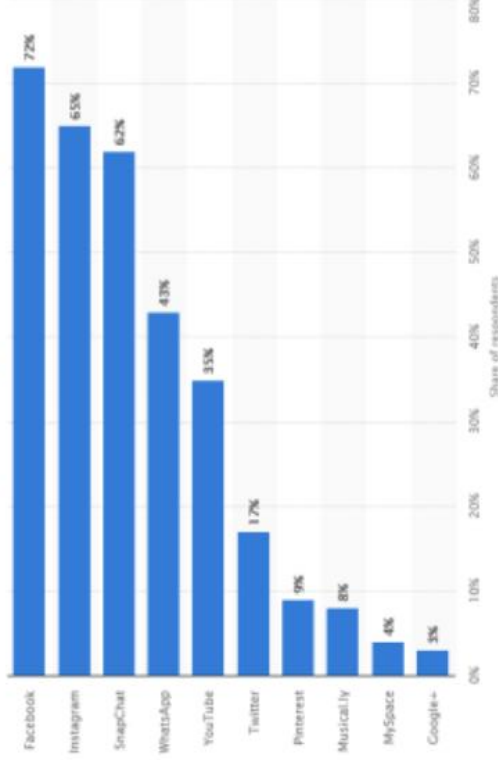
## Define: Social Media

Websites and applications that enable users to create and share content or to participate in social networking.

## Top tips for staying safe on Social media

1. Use a strong password. The longer it is, the more secure it will be.
2. Use a different password for each of your social media accounts.
3. If you have social media apps on your phone, be sure to password protect your device.
4. Be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account.
5. Click links with caution. Social media accounts are regularly hacked.
6. Be careful about what you share. Don't reveal sensitive personal information ie: home address, financial information, phone number.
7. Become familiar with the privacy policies of the social media channels you use and customize your privacy settings to control who sees what.
8. Remember to log off when you're done.
9. Report any inappropriate behavior to the site.

Social media sites or apps used by children (12- 15) in the UK in 2018



## Age Restrictions On Social Media



These are in the websites terms and conditions and are not legal restrictions.

## Define: WhatsApp

WhatsApp is a messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting.

## Define: YouTube

YouTube is a video sharing service where users can watch, like, share, comment and upload their own videos. Users can search for and watch videos. Create a personal YouTube channel. Upload videos to your channel. Like/Comment/share other YouTube videos. Users can subscribe/follow other YouTube channels and users. Create playlists to organize videos and group videos together

## Define: Twitter

Twitter is known as a micro-blogging site. Blogging has been around for some time. Usually blogging consists of people setting up basic websites where they write about whatever they want, whether it be politics, sport, cooking, fashion etc. Posting a message is known as a tweet. People make connections by following other people's twitter feeds. Once you click follow, anything that person or organisation says will appear on your timeline.

## Define: TBH

short for To Be Honest — is a polling app that lets your friends answer questions anonymously. Essentially it is a big popularity contest, where people received "gems" when they are picked in a poll.

## Define: Facebook

Facebook is a website which allows users, who sign-up for free profiles, to connect with friends, work colleagues or people they don't know, online. It allows users to share pictures, music, videos, and articles, as well as their own thoughts and opinions with however many people they like.

## Define: Snapchat

Snapchat is a mobile messaging application used to share photos, videos, text, and drawings. It's free to download the app and free to send messages using it. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages disappear from the recipient's phone after a few seconds.

## Define: Instagram

At its most basic, Instagram is a social networking app which allows its users to share pictures and videos with their friends. Once a user snaps a picture, Instagram filters – of which there are dozens – can transform images in a manner reminiscent of old-fashioned Polaroid prints.





## Define: TikTok (formally Musical.ly)

TikTok is an app for creating, sharing and discovering short music videos (15 sec). Think Karaoke for the digital age. It used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-synching.

# Personal Development

<p><b>Define: E-Safety</b></p> <p>Strategies and systems to help people stay safe online.</p>	<p><b>10 strategies for staying safe online</b></p> <ol style="list-style-type: none"> <li>1. Don't post any personal information online – like your address, email address or mobile number.</li> <li>2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.</li> <li>3. Keep your privacy settings as high as possible.</li> <li>4. Never give out your passwords.</li> <li>5. Don't befriend people you don't know.</li> <li>6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.</li> <li>7. Remember that not everyone online is who they say they are</li> <li>8. Think carefully about what you say before you post something online.</li> <li>9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.</li> <li>10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.</li> </ol>	<p><b>Digital Footprints and Online Behaviour</b></p> <p>A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search.</p> <p>To promote a positive digital footprint there are 5 simple rules:</p> <ol style="list-style-type: none"> <li>1. <b>Would you want your grandmother to see it?</b> Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.</li> <li>2. <b>Do you really think that is private?</b> Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.</li> <li>3. <b>Would you say it to someone's face?</b> If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.</li> <li>4. <b>Is this your work to publish/use?</b> Reposting or using someone else's work if fine if you credit the original owner creator. If you don't it is plagiarism.</li> <li>5. <b>Would you want someone to do it to you?</b> How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?</li> </ol>	<p><b>Online Behaviour and the Law</b></p> <ul style="list-style-type: none"> <li>• <b>The Computer Misuse Act 1990</b> says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.</li> <li>• It is a criminal offence under the <b>Communications Act 2003</b> to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.</li> <li>• It is a criminal offence under the <b>Criminal Justice and Courts Act 2015</b> for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.</li> <li>• There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the <b>Protection from Harassment Act 1997</b>.</li> </ul> <p><b>Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime seen shot the evidence and speak to the police.</b></p>
<p><b>Define: Cyber Bullying</b></p> <p>The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature</p>	<p><b>Define: Hacking</b></p> <p>Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.</p>	<p><b>Define: Grooming</b></p> <p>When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behavior or radical beliefs.</p>	<p><b>Where to get more help and support</b></p> <ul style="list-style-type: none"> <li>• Parents and trusted family.</li> <li>• School Staff and Wellbeing Team</li> <li>• Directly to the police.</li> <li>• Report any inappropriate behaviour to the website.</li> <li>• NSPCC - <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a></li> <li>• Childline - Helpline: 0800 1111 (24 hours, every day) / <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></li> <li>• CEOPS - <a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a></li> </ul>
<p><b>Define: Digital Citizenship</b></p> <p>Accepted ways on behaving whilst engaging in online activity.</p>	<p><b>Define: Digital Footprint</b></p> <p>The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.</p>		

# Personal Development

<div>Define: <b>Bullying</b></div> <div>Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.</div>	<div><div>Physical</div></div> <div>The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.</div>	<div><b>Types of Bullying</b></div>	<div><b>Dealing with Bullying</b></div> <div>Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.</div> <div><ul style="list-style-type: none"><li><b>Tell someone</b> – don't keep it to yourself, find a trusted adult who you can talk to.</li><li>Don't retaliate, try and ignore them if you can.</li><li>Try not to react in front of the bully.</li><li>Stay with trusted friends who will support you.</li></ul></div>										
<div>Define: <b>Banter</b></div> <div>Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange.</div>	<div><div>Verbal</div></div> <div>This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.</div>		<div><b>Dealing with Cyber Bullying</b></div> <div>Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.</div> <div><ul style="list-style-type: none"><li><b>Tell someone</b> – don't keep it to yourself, find a trusted adult who you can talk to.</li><li>Report the bullying to the website and block the user.</li><li>Do not Retaliate</li><li>Screenshot evidence of the bullying.</li></ul></div>										
<div>Define: <b>By-Stander</b></div> <div>A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.</div>	<div><div>Cyber</div></div> <div>Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.</div>		<div><b>Who Can you turn to for help and Support</b></div> <div><table><tr><td>Parents or trusted family members</td><td>Teachers or school Staff</td></tr><tr><td>The Police</td><td>Friends</td></tr><tr><td>NSPCC</td><td>Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a></td></tr><tr><td>Childline</td><td>Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></td></tr><tr><td>National Bullying Helpline</td><td><a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a></td></tr></table></div>	Parents or trusted family members	Teachers or school Staff	The Police	Friends	NSPCC	Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a>	Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>	National Bullying Helpline	<a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>
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<div>Define: <b>Bully</b></div> <div>A person who engages in bullying type behaviour towards one or more people.</div>	<div><div>Specific</div></div> <div>This the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.</div>												

# Personal Development

<p><b>Define: Asexual</b></p> <p>A person who generally does not experience sexual attraction to any group of people</p>	<p><b>Define: Sexuality</b></p> <p>A person's sexual preference or orientation. Who they are attracted to.</p>	<p><b>Define: Intersex</b></p> <p>A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)</p>	<p><b>Important legal changes that have affected LGBTQ+ people in the UK</b></p> <ul style="list-style-type: none"> <li><b>2000:</b> Government lifts the ban on lesbians and gay men serving in the Armed Forces.</li> <li><b>2001:</b> Age of consent for gay/lesbian men is lowered to 16.</li> <li><b>2002:</b> Equal rights are granted to same-sex couples applying for adoption.</li> <li><b>2003:</b> Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.</li> <li><b>2003:</b> A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.</li> <li><b>2004:</b> Civil Partnership Act is passed.</li> <li><b>2004:</b> Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.</li> <li><b>2007:</b> It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.</li> <li><b>2008:</b> The Criminal Justice and Immigration Act makes "incitement to homophobic hatred" a crime.</li> <li><b>2009:</b> A new law gives better legal recognition to same-sex parents.</li> <li><b>2013:</b> The Marriage (Same-Sex Couples) Act is passed.</li> </ul>
<p><b>Define: Androgyny</b></p> <p>A gender expression that has elements of both masculinity and femininity</p>	<p><b>Define: Drag Queen</b></p> <p>A man who dresses up in an exaggerated feminine form usually in a show or theatre setting.</p>	<p><b>Define: Pansexual</b></p> <p>A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions</p>	
<p><b>Define: Biological Sex</b></p> <p>The physical anatomy and gendered hormones one is born with.</p>	<p><b>Define: Gender Dysphoria</b></p> <p>Where a person experiences distress due to a mismatch of their biological sex and their gender identity.</p>	<p><b>Define: Transgender</b></p> <p>A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex</p>	
<p><b>Define: Bisexual</b></p> <p>A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender</p>	<p><b>Define: Heterosexual</b></p> <p>A medical definition for a person who is attracted to someone with the other gender.</p>	<p><b>Define: Transsexual</b></p> <p>A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex</p>	
<p><b>Define: Cisgender</b></p> <p>A description for a person whose gender identity, gender expression, and biological sex all align</p>	<p><b>Define: Homosexual</b></p> <p>A medical definition for a person who is attracted to someone with the same gender.</p>	<p><b>Define: Gender Identity</b></p> <p>Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.</p>	
<p><b>Define: LGBTQ+</b></p> <p>Lesbian Gay Bisexual Trans Queer / Questioning + = Other</p>	<p><b>Define: Transvestite</b></p> <p>A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.</p>		

Some of these terms are controversial in their definitions and may mean slightly different things to different people. These definitions have been taken from Stonewall charity.

<p><b>Trans Teens and Children</b></p> <p>If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group who include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical.</p> <p>If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time.</p> <p>Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.</p> <p>Gender Reassignment surgery will <b>not</b> be considered until a person has reached 18 years of age.</p>	<p><b>Schools and LGBTQ+ Students</b></p> <p>All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with Safeguarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.</p>	<p><b>Where to get more help and support</b></p> <ul style="list-style-type: none"> <li>Parents and trusted family members</li> <li>Teachers and School Staff including School Nurse and Wellbeing Team</li> <li>Your Doctor or Community Nurse</li> <li>NHS Online</li> <li>Young Stonewall: <a href="https://www.youngstonewall.org.uk/">https://www.youngstonewall.org.uk/</a></li> <li>The Proud Trust – Local Support groups: <a href="https://www.theproudstuff.org">https://www.theproudstuff.org</a></li> <li>Friends and Family of Lesbians and Gays: <a href="https://www.flag.org.uk/">https://www.flag.org.uk/</a></li> </ul>
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