

Student Name _____

Form _____

Knowledge Organisers
Cycle A – Year 8

How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

- **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.
- **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

You will be given a minimum of one week to complete your prep tasks for each subject. **You are expected to spend at least 30 minutes on the tasks set each week for each subject.**

Finally, a reminder that prep completion is your responsibility.

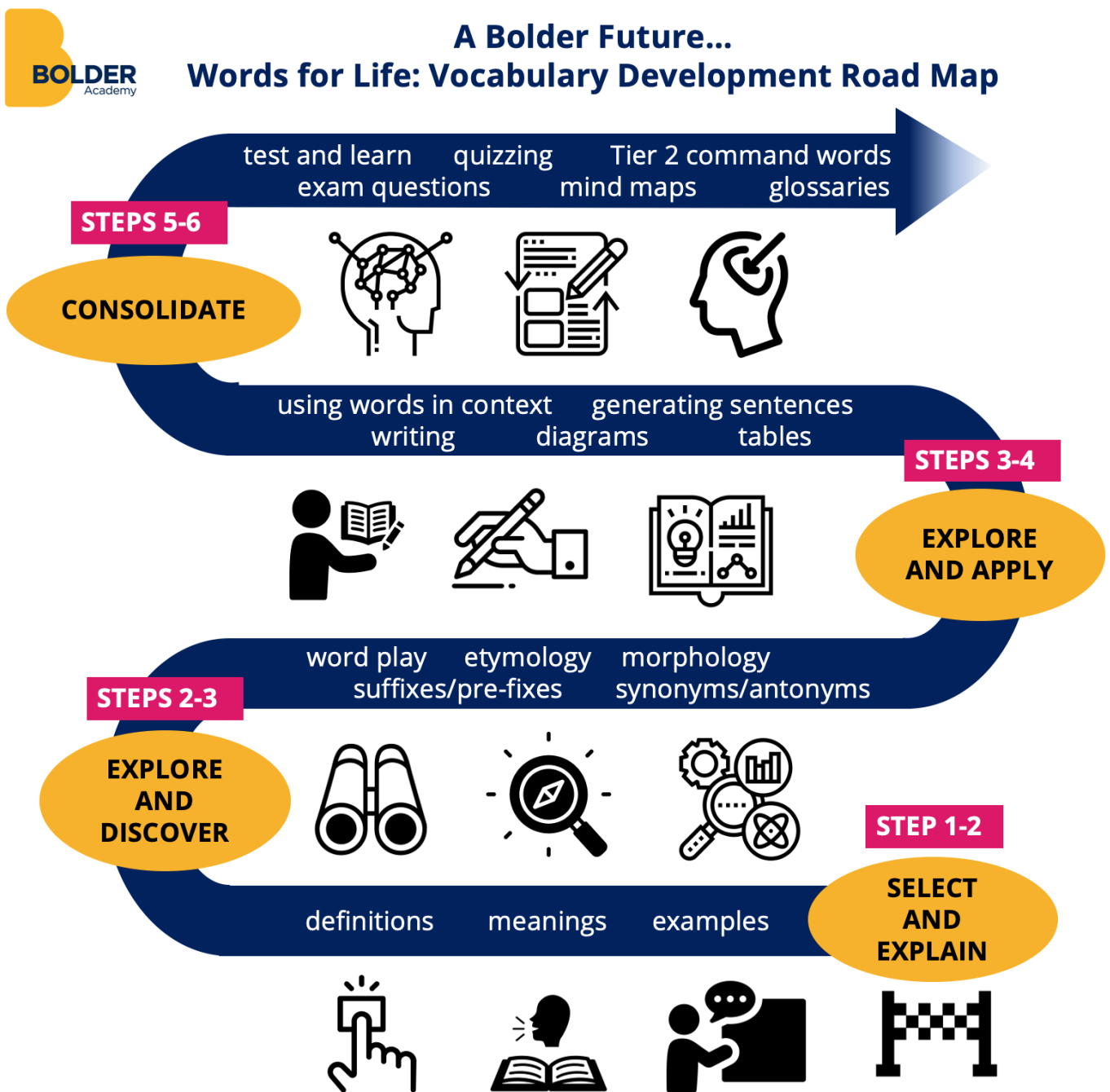
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email
- A note in your planner
- A 1:1 conversation with your teacher.

Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.



Vocabulary Websites

Try using these vocabulary websites to help you with your PREP and also to boost your vocabulary skills. These websites will help with a lot of the activities.

[Describing Words](#) - This website is great for descriptive vocabulary: put in a noun and you get countless descriptive words that you can use in your writing.

[Vocabulary.com](#) - This bumper website has lots of uses, from a dictionary and countless vocabulary questions.

[Visuwords.com](#) - This website creates interesting graphic visuals for your word choices – this is really useful for making word webs and word diagrams.

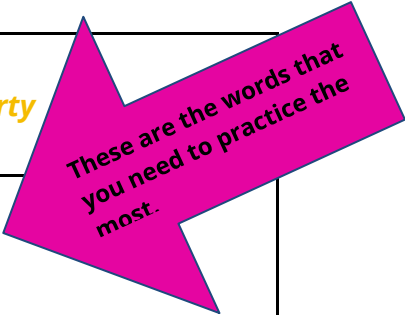
[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[Freerice](#) - This unique website is for vocabulary quizzes! The premise of 'free rice' sees correct quiz answers activity the World Food Programme donate grains of rice to help end hunger.

[Word Sift](#) - This website is another very helpful tool that can visualise words in different ways.

Vocabulary is split into three categories. On your knowledge organiser you will see Tier 2 and Tier 3 vocabulary that you need to practice and learn:

<p style="text-align: center;"><u>Tier 1 Words (basic vocabulary)</u> Words we use all of the time: <i>dog, cat, house, green, party</i> These are words that you will already know!</p>
<p style="text-align: center;"><u>*Tier 2 Words* (Academic Vocabulary)</u> Sophisticated words that fit into lots of subjects.</p> <p style="text-align: center;"><i>The better knowledge you have of these words the more success you will have in all subjects! Examples: fundamental, affect, context, evaluate - They help with your writing, reading and speaking. These are the words that make you stronger!</i></p>
<p style="text-align: center;"><u>Tier 3 Subject Specific Terminology</u> Words that you need to learn specifically for your subjects: These more technical words are usually needed within a specific topic and are really important for classwork/homework and exams! Examples in Science: catalyst, exothermic, dissection Examples in English: dramatic irony, metaphor, tragedy</p>



Vocabulary Strategy Examples

SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

What I K now	What I W ant to Know	What I Want to L earn

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

SELECT AND EXPLAIN – Word mapping

Image - draw it	Where do you find it?	Think of a symbol for it
A synonym	The word	An antonym
Use it in a sentence	What is it made of?	The definition

EXPLORE AND DISCOVER – Alliterative sentence generator

Your teacher will give you some words – put them in the correct part of the table and create alliterative sentences to play with the word. Each word must start with the same letter. This is really good for helping you remember new words!

	ADJECTIVE	NOUN	ADVERB	VERB	ADJECTIVE	NOUN
b	big	boys	brutally	bash	bald	bullies

EXPLORE AND DISCOVER – Research it, transform it, use it!

WORD:

Etymology
(Research the word origins)

Link It!
Can you link the word to any vocabulary you already know?

Transform it! Transform the word into an image to help you remember it.

Take It Further!
How does this word link to your current topic?

Use it!
Use the word in three different sentences that you can use in your own work:

- 1.
- 2.
- 3.

EXPLORE AND DISCOVER – 3 Truths and A Lie: Etymology

Your teacher will give you a word from your knowledge organiser with three truths and lie about the origins and etymology of that word.

English Example:

Pathos

Pathos makes you feel sadness or pity.
Pathos is a famous character in Greek mythology.
Pathos originally comes from the word suffering.
Pathos is a noun.

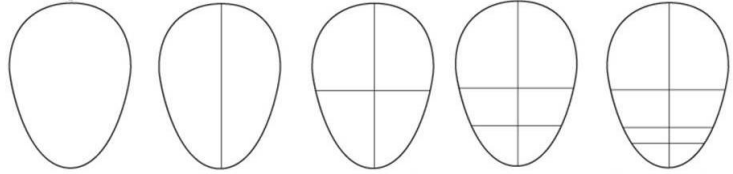
ANSWER: I think the lie is that pathos is a character from Greek mythology. This is a lie because pathos is not a character it is usually the part of the play where an audience feels sadness. It does however originate

Year 8 Art Cycle A Knowledge Organiser- Portraiture

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Facial features	 The eyes, nose, mouth eyebrows and ears	1	Representation al	 Something that looks like what it is meant to be realistically
2	Proportion	 The size of things in relation to each other	2	Abstract	 Art that does not attempt to represent reality
3	Scale	 The size of an object	3	Contrast	 The striking difference between two things near or next to each other
4	Symmetry	 An equal balance on both sides	4	Simplification	 The removal of detail and texture
5	Transfer	 Moving an image from one surface to another	5	Monoprint	 A type of printing that produces a unique and individual print that cannot be repeated exactly again
6	Flat Colour	 An area of colour with no tonal variation	6	Blotting	 Using scrap paper to lift off excess ink when printing
7	Emotion	 A mood or feeling that is expressed	7	Manipulation	 Using an art form in a range of creative ways
8	Expression	 The combination of facial features to show an emotion	8	Transformation	 Changing the initial visual appearance of your subject to create new meaning
9	Pose	 The way in which a sitter is positioned for a portrait	9	Distortion	 To change the shape of something so that it looks strange or unnatural
10	Digital Art	 Art that is created on a computer	10	Mirror image	 A reflected picture that is back to front
Challenge Questions <ol style="list-style-type: none"> Does a portrait need to resemble the sitter in order to be classed as a successful portrait? What constitutes Art? What is the point of abstraction? What purpose does it serve? Is it thoughtless or considered? How can you fully manipulate the medium you are using in order to be innovative and creative? Which rules can be broken? How can you take risks to break boundaries? 			11	Mixed media	 The use of a range of different art media all together in the same piece of work
			12	Collage	 An arrangement of different collected materials stuck together
			13	Relief	 A collage that is raised off the surface of the page to add depth
			14	Contours	 The use of line to follow the 3 dimensional shape of something
			15	Overlapping	 Layering objects on top of one another

Proportions of the Face

Draw these steps to fill one page in your sketchbook



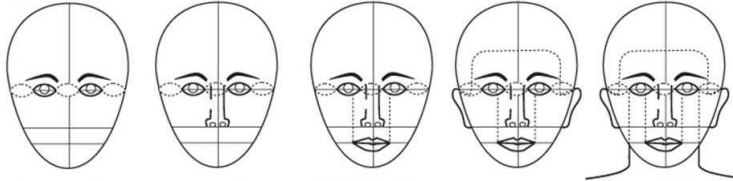
To begin drawing a portrait you will first need to draw an egg shape. Remember that the narrow part of the egg points down as this will become the chin.

Draw a line vertically right through the centre of the egg. This line will make sure that you line up the nose, mouth and eyes correctly.

Draw a horizontal line half way down the egg. This is where the eyes and top of the ears will go.

Half way between the eye line and the chin draw a second horizontal line. This is where the bottom of the nose and ears will go.

A third of the way down from the nose line draw a third horizontal line. This is where the mouth will go.



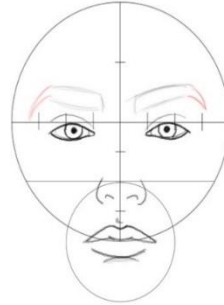
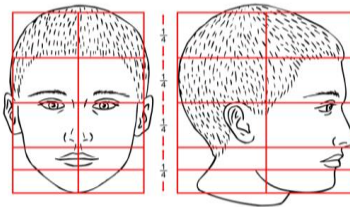
Draw in the eyes with the corners on the line. To ensure the eyes are the correct size you should be able to fit five equal eye widths across the head.

Draw the bottom of the nose. The nostrils should rest on the line.

Draw in the mouth with the line dividing the two lips. By measuring a third in from the inside corner of the eyes and drawing a line vertically on each side, you can achieve an accurate mouth width.

Draw in the ears and the hairline. The hairline can help determine the shape of the face. Remember the ears should fit snugly between the eye and nose lines.

Draw the neck by drawing a vertical line from the outer corner of the eye on each side to achieve the correct width.

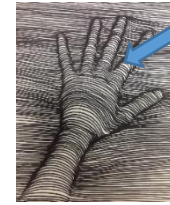


Key Artist: Niko Gyftakis

Using vibrant colors and swirling brush strokes, the Greek artist blends curves and circular lines together to form each oil painting. From a distance, eyes and faces stare out at the viewer. Upon closer inspection, each face transforms into an abstract blur of patterns and textures.

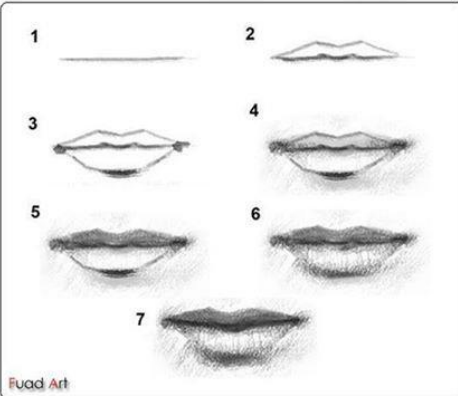
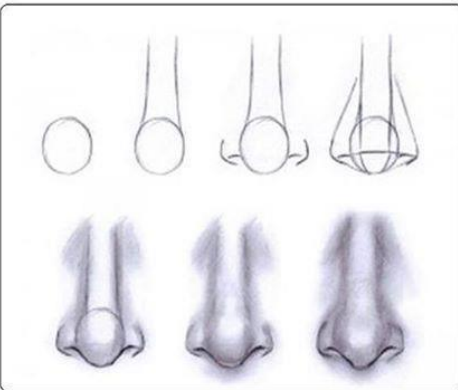
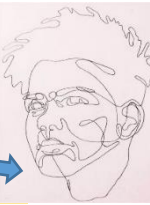


Gyftakis uses continuous lines to create constant movement that changes within the variations of light and shadow



Continuous lines: A line that doesn't end usually created when you don't take your pencil or brush away from the page

Contour lines: Lines that hug the shape of the object to make 2D drawings look more like 3D forms



Key Artist: Paul Cadden

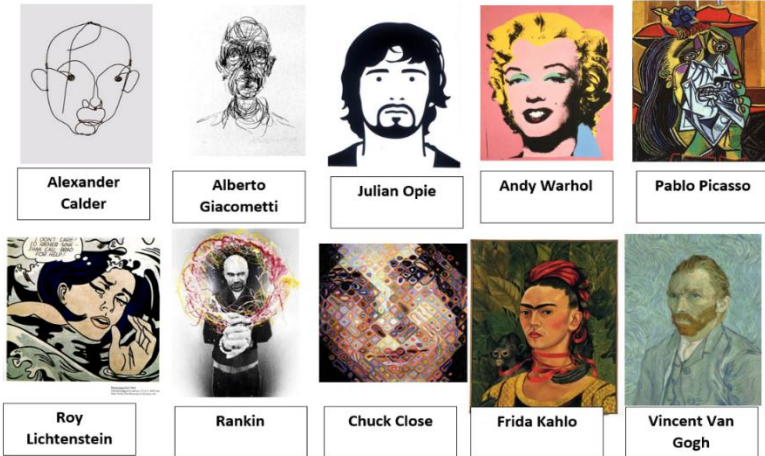
Cadden works in pencil to create hyper realistic portraits. "The drawings I create invites the viewer to observe the world in which we inhabit and in doing so, question whether we take the time to appreciate what we see around us." Explore more by scanning:



Revise vocabulary and techniques here:



Exploring Portraiture artists and their work



Explore artists and art movements here:



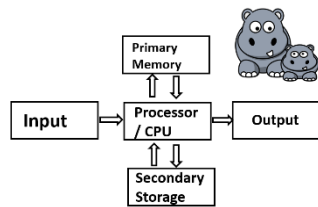
BE STRONG - Knowledge Organiser

Topic: Computing

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	Identify/ State E	Give/provide an answer	1	Secondary Storage <i>Optical (focus on the O), magnetic, and Solid State.</i>	Non-volatile storage internal (inside) or external (outside) a computer. This can be optical, magnetic or solid state. CQ1
2	Describe E	Provide detail to your answer	2	CPU/ Processor <i>brain of the computer</i>	Central processing unit – It controls all of the computer’s activity.
3	Evaluate E	State what is good and bad with what you are describing.	3	Peripheral device <i>Think of your peripheral vision</i>	Hardware which is outside the CPU. This could be an input, output or storage device.
4	Internal/ External	Something that is inside/outside.	4	Virtual memory (VM) Back up Ram	When primary memory runs out, part of the secondary storage (VM) is used as a backup. CQ2
5	Analogy <i>Metaphor/ simile</i>	A comparison between one or more objects.	5	Application Software	Software which adds extra functionality or tools to a user. CQ5
6	Characteristic	Something that describes an object. CQ1,3	6	Utility Software	Software which optimises the use of a computer; it improves its performance. The program/app is designed for users. CQ4
7	Portability <i>Part of triple PCDS</i>	It is easy to carry/transport CQ1,3	7	Operating System MUMPS	Is a system software that has many functions including managing memory and system security. MUMPS helps us remember the main functions. CQ6
8	Capacity <i>Part of triple PCDS</i>	How much something can store CQ1,3	8	User Interface <i>CLI, GUI, NLI, Menu-driven</i>	A way for a user to interact with a device. The main interfaces are: command line, graphical user, menu-driven and natural language interface. CQ7
9	Durability/ robust <i>Part of triple PCDS</i>	To be able to withstand pressure or damage → difficult to break. CQ1,3	9	Binary / Machine code <i>1s and 0's</i>	A series of 1's and 0's. It is a low-level language (C) and it is the only language a computer can understand. CQ4
10	Function	The purpose of an object or person. CQ6	10	Translators	Converts high-level language (C) into machine code. CQ6,7
11	Emerging	Newly formed or just coming into prominence- in reference to technology it's starting to appear. CQ8,10	11	Digital Divide	The divide/split between those who have ready access to computers and the internet and those who do not. CQ8,9
<p>Key: E – exam command word C = Challenge words CQ = specific challenge question associated. <i>red text</i> is hints to help avoid misconceptions and remember the knowledge.</p>					



Key Diagrams



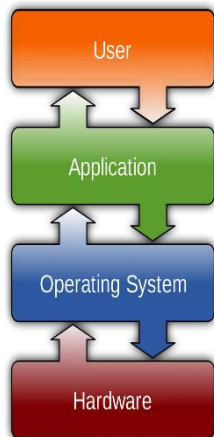
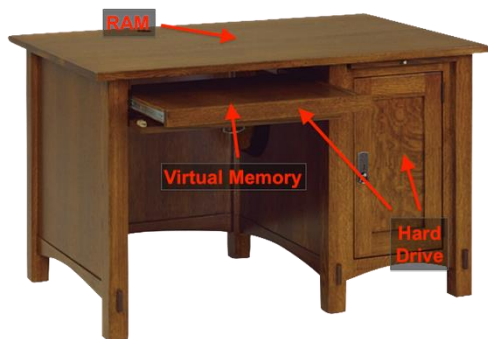
You can't forget your previous learning! Ensure you keep your KO safe year on year.

Magnetic vs solid-state vs optical

	Magnetic HDD	Solid State Drive (SSD)	Optical Media
Cost	Medium	High	Very low
Capacity	High	Medium	Very Low
Durability	Medium	High	Medium
Reliability	Medium	High	Low
Portability	Medium	High	Very High
Speed	Medium	High	Slow



Test your knowledge on devices here or here:
https://www.proprofs.com/quiz-school/story.php?title=input-output-devices_1



- Memory management
- User interface
- Multi-tasking
- Peripheral management
- Security

Challenge Questions/ Tasks

- 1 A photographer wants to send wedding photos to her client. Suggest a suitable **storage technology** for her and justify your choice.
- 2 Explain the desk **analogy** - the diagram is to the left here. What other analogies do you know in computing?
- 3 I teach you a way to remember the **main characteristics** to consider. What is it? Can you create your own?
- 4 A **software developer** is struggling with her code. She is developing **utility software**. She is writing in a **high level language**. Explain what this means, with examples.
- 5 A nurse is looking at some **application software** to keep track of his patients' details. Explain what **application software** means and provide a suitable recommendation for him.
- 6 Explain **an operating system**. What are its function and what examples can you find?
- 7 Compare and contrast the different **user interfaces**.
- 8 Can you remember what **CLEEP** stands for? Choose an **emerging or future technology** and **evaluate** this using CLEEP.
- 9 Explain the relationship between the coronavirus and **digital divide**.
- 10 Create a **presentation on emerging technologies**, using your knowledge and skills from Cycle D.
- 11 How many links can you make with the words above? Can you create a mind map to illustrate this?

(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers

Be Brave Kind And Strong

- https://www.youtube.com/watch?v=_0KIfGxp37E&t=258s - **search computer science tutor secondary storage on YouTube to discover more about technologies.**
- <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f> - **go over or learn more content here!**
- <https://www.it4nextgen.com/emerging-trends-computer-science/> - **learn about some future technologies**
- https://www.youtube.com/watch?v=O5nksjZ_Gol&t=12s - **find out about early computing here**
- https://tools.withcode.uk/keywords/subject/ks3_computing - **a great website where you can play games and revise computing knowledge.**
- <http://the.computing.cafe/8e35d438/0ad728cd> - **Find out more about how computers work and pioneers here**

Drama – Cycle A – ‘Let Him Have It’

Explorative Strategies

An explorative strategy is something you can use to explore issues and characters to develop a better understanding of the drama you are creating. Below outlines reasons how these techniques can help:

- 1. Narrating** - This is useful in making a story more understandable for the audience.
- 2. Role play** - Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.
- 3. Still image/ freeze frame** - A picture paints a thousand words. Condensing emotions, events or relationships into an image is an excellent way of ensuring these are communicated in a detailed and effective way.
- 4. Hot-seating** - This helps an actor become more familiar with their role.
- 5. Thought-tracking** - In rehearsal it's an effective way of exploring characters and scenes in greater depth. Stopping the action and sharing thoughts enables the actor to fully understand how their character thinks or feels at any given moment. Sometimes the character might feel something different to the words they're speaking. This is called subtext and thought-tracking is a useful way of exploring it to realise the many layers within a scene.
- 6. Marking the moment** - This is useful in rehearsal as it helps actors consider the most important moments communicated within a scene and ensures their impact is not lost upon the audience.

Dig Deeper – Further Reading

BBC BITESIZE- Explorative strategies

<https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1>

BBC BITESIZE – Konstantin Stanislavski

<https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

Make sure you check out your local theatre: *Richmond Theatre, The Orange Tree theatre, Rose Theatre, Lyric Hammersmith, National Theatre*

Tier 2 Vocabulary

Body Language	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.
Posture	The position an actor holds their body when sitting or standing. For example, an upright posture.
Gait	The way an actor walks.
Facial Expressions	A form of non-verbal communication that expresses the way you are feeling, using the face.
Gestures	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Stance	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child!
Emphasis	Changing the way a word or part of a sentence is said, in order to emphasise it. (Make it stand out.) Try emphasising the words in capital letters and see how it changes the meaning: “How could YOU do that?” “How could you do THAT?”
Intonation	The rise and fall of the voice in speaking.

Tier 3 Vocabulary

Interpretation	Explaining the meaning of something.
Thought-tracking	A character steps out of the scene to address the audience about their feelings and thoughts on a situation.
Still image/ freeze frame	A frozen picture which communicates meaning.
Marking the moment	Highlighting the most important moment in a scene in order to draw the audience's attention to something significant.
Role Play	Creating a character that is different to yourself and pretending that you are someone else.
Capital Punishment	The legally authorised killing of someone as punishment for a crime.
Explorative Strategy	Something you can use to explore the issues in a text and characters to develop a better understanding of the drama you are creating.
Hot-seating	An actor sits in the hot-seat and is questioned in role, spontaneously answering questions they may not have considered before.
Narration	Adding spoken commentary of the action on stage. A narrator is like a storyteller informing the audience about the plot.
Monologue	A long speech by a character revealing their inner thoughts, feelings and emotions.
Proxemics	Using space to show the relationship between characters.

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication

Drama - Cycle A - 'Let Him Have It'

Writing a drama evaluation:

Start by introducing:

- What the performance was called/about
- A brief summary of the plot
- How well you think the performance went

Then use **PEEL** to evaluate any of the areas below (unless specified otherwise)

- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

Conclude with: How successful the performance was overall and why.

P oint: What is the area you will be evaluating and what is the **point** of your paragraph?

E xample: Give a **specific** example of what acting skills were used – paint a picture of this moment using

E xplain: **Explain** the effect of this moment on the audience – why were these acting skills used?

E valuate: Now **evaluate** – was this moment effective? Why/why not?

L ink: **Link** it back to the original point and draw the paragraph to a conclusion – how **successful** was the moment?

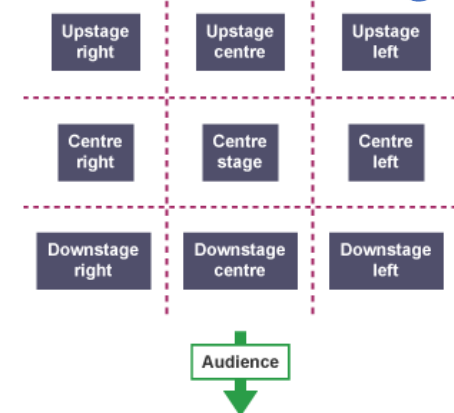
TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)

TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence – do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about – move with purpose!

Areas of the Stage
























Remember: The stage is always from the **actor's** point of view, as they are the ones standing on the stage. Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.

















Challenge Questions

1. Describe how one or more actors in a play that you have seen (or a film/ TV show you have watched) used their vocal and physical skills to interpret their role in the performance. Analyse and evaluate how successful they were in communicating their role to the audience.
2. Describe how a play that you went to see used lighting and/ or sound to create a mood or atmosphere. Analyse and evaluate how successful it was in creating mood or atmosphere for the audience.

Year 8 English Term 1: Sherlock Holmes by Arthur Conan Doyle

Tier 2 key vocabulary			Tier 3 key vocabulary			Vocabulary for analytical writing		
1	cleverness 	The quality of being clever; intelligence or shrewdness.	1	Victorian 	The era of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.	1	metaphor 	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar.
2	cunning 	The ability to achieve things in a clever way, often by deceiving other people.	2	society 	People living together in a more or less ordered community.	2	topic sentence 	The opening sentence of a paragraph. It must focus on one thing, say something accurate and answer the question.
3	justice 	The quality of being fair and reasonable.	3	inference 	A conclusion reached on the basis of evidence and reasoning.	3	suggests 	Explaining what you think a quote could mean and what you interpret from it.
4	foreignness 	Strange and unfamiliar; from a different country.	4	deduction 	The process of reaching a decision or answer by thinking about the known facts, or the decision that is reached.	4	Implies 	Explaining what the writer might be trying to portray/what something could mean.
5	judgment 	The ability to make considered decisions or come to sensible conclusions.	5	red-herring 	A clue or piece of information which is or is intended to be misleading or distracting.	5	reveals 	Interpreting what the writer is trying to expose or show the reader (in a quotation).
6	appearances 	The way that someone or something looks; maintaining an impression.	6	ostler 	A man employed to look after the horses of people staying at an inn.	6	highlights 	What does the writer draw attention to/what stands out in the quotation.
7	reputation 	Beliefs or opinions held about someone or something.	7	constabulary 	The police force, or officers.	7	Contrasts 	When the writer portrays two opposite ideas for effect.

Year 8 English Term 1: Sherlock Holmes by Arthur Conan Doyle

8	 <p>morality</p>	A code of right and wrong.	8	 <p>Gaol</p>	An institution used to detain persons who are in the lawful custody of the government.
9	 <p>benevolent</p>	Showing or motivated by sympathy and understanding.	9	 <p>characterisation</p>	The qualities, features and ways that characters are presented in a novel.
10	 <p>investigation</p>	The act of examining a crime or problem carefully, especially to discover the truth.	10	 <p>imperialism</p>	Extending a country's power and influence through colonisation, use of military force, or other means.
11	 <p>examination</p>	A detailed inspection or study.	11	 <p>dual nature</p>	Having or composed of two parts or kinds, like or unlike – having two sides.
12	 <p>observation</p>	The action of closely watching something.	12	 <p>league</p>	A collection of people, countries or groups that combine together.
13	 <p>scandal</p>	An action or event regarded as morally or legally wrong.	13	 <p>cabs</p>	A Victorian mode of transport.
14	 <p>introspective</p>	To take time alone to think through thoughts.	14	 <p>cholera</p>	A disease spread through contaminated water.
15	 <p>influence</p>	To have an effect on someone.	15	 <p>periodical</p>	A regularly published magazine, particularly popular in Victorian times where stories would be published.

CHALLENGE TASKS	
1	Find out more about the Bow Street Runners, Sir Robert Peel, or the Whitechapel murders.
2	What were the most common crimes in Victorian London?
3	Scandals are often popular news stories. Why do you think the public are so interested in scandals involving celebrities?
4	Why might an author include red-herrings in a novel?
5	Explain the importance of 221B Baker Street.
6	Why do you think Conan Doyle uses Watson as the narrator of the story and not Holmes?
7	What type of person is Sherlock Holmes? How does the reader feel towards him? Justify your answer.
8	Why do you think Conan Doyle places a high level of importance on the difference between appearance and reality?
9	Writing to argue: Are Watson's and Holmes' action justifiable or should they be punished for breaking the law?
10	What do <u>you</u> think the main key themes of the Sherlock Holmes stories are? Justify your answer.
11	Imagine you are the victim of a crime. Write a letter to Dr. Watson and Sherlock Holmes describing an event that has happened to you.
12	Try writing your own metaphor for Sherlock Holmes. Explain the tenor, ground and vehicle and why you used them.

Year 8 English Term 1: Sherlock Holmes by Arthur Conan Doyle

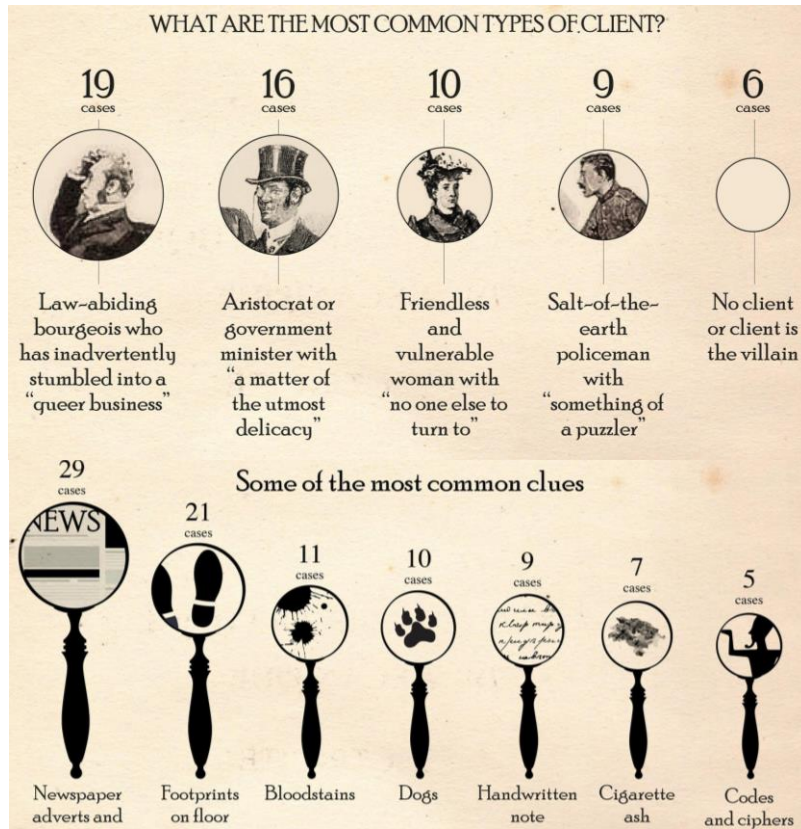
KEY DIAGRAMS AND QUOTES

'My name is Sherlock Holmes. It is my business to know what other people don't know.' (*The Blue Carbuncle*)

'You see, but you do not observe. The distinction is clear.' (*A Scandal in Bohemia*)

'He was, I take it, the most perfect reasoning and observing machine that the world has seen.' (*A Scandal in Bohemia*)

'It is quite a three-pipe problem, and I beg that you won't speak to me for fifty minutes.' (*The Red Headed League*)



BE BRAVE, DIG DEEP AND DISCOVER

RESEARCH:

Read The British Library articles and look at the original images of the novels. Make a fun fact page from what you discover.



WATCH:

Watch A Scandal In Bohemia, the first episode of the TV series that started in 1984. How does the series portray Watson and Sherlock? Are they different to what you expected?



Watch the 2010 BBC modern version of Sherlock Holmes Series 1 on BBC Iplayer. How have they modernised the novel? What differences do you notice?

LISTEN:

Listen to a BBC podcast called: Arthur Conan Doyle – The Man behind Sherlock Holmes. What facts do you learn about the writer?



READ:

Read more of the Sherlock Holmes stories. Read the opening extract from A Study in Scarlet. What else do we learn about Dr. Watson?

Read The Guardian article: Sherlock Holmes is the archetypal scientist – brilliant but slightly scary. Do you view Sherlock as a scientist or maybe even a hero?

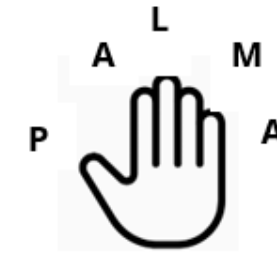


BE STRONG - French Knowledge Organiser

Cycle A Topic: Les vêtements

GRID 1			
<p>Quand il fait chaud [when it is hot]</p> <p>Quand il fait froid [when it is cold]</p> <p>Quand je sors avec mon ami/amie [when I go out with my friend]</p> <p>Quand je sors avec mes amis [when I go out with my friends]</p> <p>Quand je joue au foot [when I play football]</p>	je porte [I wear]	<p>une casquette [a baseball cap]</p> <p>une chemise [a shirt]</p> <p>une ceinture [a belt]</p> <p>une cravate [a tie]</p> <p>une écharpe [a scarf]</p> <p>une jupe [a skirt]</p> <p>une montre [a watch]</p> <p>une robe [a dress]</p> <p>une veste [a jacket]</p> <p>une veste de sport [a sports jacket]</p>	<p>blanche [white]</p> <p>bleue [blue]</p> <p>grise [grey]</p> <p>jaune [yellow]</p> <p>marron [brown]</p> <p>noire [black]</p> <p>orange [orange]</p> <p>rouge [red]</p> <p>verte [green]</p>
		<p>un chapeau [a hat]</p> <p>un collier [a necklace]</p> <p>un costume [a suit]</p> <p>un gilet [a waistcoat]</p> <p>un haut [a top]</p> <p>un jean [jeans]</p> <p>un maillot de bain [a swimsuit]</p> <p>un manteau [a coat]</p> <p>un pantalon [trousers]</p> <p>un pull [jumper]</p> <p>un short [shorts]</p> <p>un survêtement [a tracksuit]</p> <p>un tee-shirt [a tee-shirt]</p> <p>un tee-shirt sans manches [tank top / vest]</p> <p>un uniforme [a uniform]</p>	<p>blanc [white]</p> <p>bleu [blue]</p> <p>gris [grey]</p> <p>jaune [yellow]</p> <p>marron [brown]</p> <p>noir [black]</p> <p>orange [orange]</p> <p>rouge [red]</p> <p>vert [green]</p>
		<p>des bottes [boots]</p> <p>des boucles d'oreilles [earrings]</p> <p>des chaussettes [socks]</p> <p>des chaussures [shoes]</p> <p>des chaussures à talons hauts [high heel shoes]</p> <p>des chaussures de sport [sports shoes]</p> <p>des pantoufles [slippers]</p> <p>des sandales [sandals]</p>	<p>blanches [white]</p> <p>bleues [blue]</p> <p>grises [grey]</p> <p>jaunes [yellow]</p> <p>marron [brown]</p> <p>noires [black]</p> <p>orange [orange]</p> <p>rouges [red]</p> <p>vertes [green]</p>
<p>À la maison [at home]</p> <p>En discothèque [at the nightclub]</p> <p>Au collège [at school]</p> <p>Au gymnase [at the gym]</p> <p>À la plage [at the beach]</p>	il/elle porte [he/she wears]		
<p>Normalement [normally]</p> <p>En général [in general]</p> <p>Souvent [often]</p>			

GRID 2	Present tense of PORTER [to wear] and AVOIR [to have]	
<p>PORTER [to wear]</p> <p>Je porte [I wear]</p> <p>Tu portes [you wear]</p> <p>Il/elle porte [he/she wears]</p> <p>Nous portons [we wear]</p> <p>Vous portez [you wear, plural/polite]</p> <p>Ils/elles portent [they wear]</p>	<p>une montre [a watch]</p> <p>une robe [a dress]</p> <p>une veste [a jacket]</p> <p>une veste de sport [a sports jacket]</p> <p>etc.</p>	<p>blanche [white]</p> <p>bleue [blue]</p> <p>grise [grey]</p> <p>jaune [yellow]</p> <p>marron [brown]</p> <p>noire [black]</p> <p>orange [orange]</p> <p>rouge [red]</p>
	<p>un chapeau [a hat]</p> <p>un collier [a necklace]</p> <p>un costume [a suit]</p> <p>etc.</p>	<p>blanc [white]</p> <p>bleu [blue]</p> <p>gris [grey]</p> <p>jaune [yellow]</p> <p>marron [brown]</p> <p>noir [black]</p> <p>orange [orange]</p> <p>rouge [red]</p> <p>vert [green]</p>
	<p>des bottes [boots]</p> <p>des boucles d'oreilles [earrings]</p> <p>des chaussettes [socks]</p> <p>des chaussures [shoes]</p>	<p>blanches [white]</p> <p>bleues [blue]</p> <p>grises [grey]</p> <p>jaunes [yellow]</p> <p>marron [brown]</p> <p>noires [black]</p> <p>orange [orange]</p> <p>rouges [red]</p>
<p>AVOIR [to have]</p> <p>J'ai [I have]</p> <p>Tu as [you have]</p> <p>Il/elle a [he/she has]</p> <p>Nous avons [we have]</p> <p>Vous avez [you have, plural/polite]</p> <p>Ils/elles ont [they have]</p>		






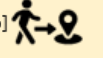



Coco Chanel

People: *Sur la photo il y a ...X personnes.*
Action: *L'homme porte...*
Location: *Ils sont au collège*
Mood: *Ils semblent contents...*
Additional information: *Il fait du soleil...*

- Add an 'e' to most adjective endings to describe something feminine (unless it already ends in an 'e'.)
- Colours which are also objects in nature (orange, rose, marron) never change.
- Most adjectives add an "s" if describing something plural

BE STRONG - French Knowledge Organiser

Cycle A Topic: Les vêtements

GRID 3: Future and Conditional tense phrases			
Time phrase →	Future/Conditional Verb →	Infinitive verb →	Noun phrase →
Demain [Tomorrow]	je vais [I am going to]	porter [to wear] 	ce que je veux [what I want] des vêtements de marque [designer clothes] mon uniforme [my uniform]
		acheter [to buy] 	des bonbons [sweets] des souvenirs [souvenirs] des cadeaux [presents]
Ce weekend [This weekend]	nous allons [We are going to]	faire [to do] 	de la natation [swimming] du sport [sport] du tourisme [sightseeing] du shopping [shopping]
			aller [to go] 
Pendant les vacances [During the holidays]	nous voudrions [We would like to]	danser [to dance] 	au centre commercial [a the shopping centre] au restaurant [in a restaurant]
L'année prochaine [Next year]	je voudrais [I would like to]	manger et boire [to eat and drink] 	chez moi [at home] à la plage [to the beach]
Quand je serai grand(e) [When I am older]		me/nous détendre [to rest] 	

Exclamations!
Quelle surprise! (What a surprise!)
Quel dommage! (What a pity/shame!)
Quel cauchemar! (What a nightmare!)
Quel désastre! (What a disaster!)
Zut alors! (Oh no!)
Tant pis! (Tough luck!)
Ce n'est pas juste! (It's not fair!)
C'est la vie! - (That's life!)

Opinions
Je pense que - (I think that)
Je crois que (I believe that)
Je dirais que - (I would say that)
Je ne supporte pas - (I can't stand)
J'adore - (I love)
Je déteste (I hate)
Je dois dire que- (I must say that)
À mon avis - (From my point of view)

Connectives
Et (and)
Cependant (however)
Donc (Therefore/as a result)
Aussi (also)
Mais (but)
En plus (in addition)
Parce que (because)
Vu que (given that)

Questions
Et toi? (And you - informal?) Et vous? (And you - formal)
Est-ce que tu aimes...? - (Do you like...?)
Est-ce tu vas à ...? - (Do you go to?)
Qu'est-ce que tu en penses? - (What do you think about that?)
Tu dirais quoi? (What would you say)
C'est comment...? - (What is Like?)

Use EQUATACO-Speak more fluently

Adjectives
-ique = ic (English)
athlétique (athletic)
artistique (artistic)
excentrique (eccentric)
fantastique
sarcastique
romantique

-ent différent/e (different)
évident/e (evident)
excellent/e

-ant arrogant/e
élégant/e
Important/e

Uber-cool Phrases
Soyons honnêtes - (Let's be honest)
Mon ami dit que- (My friend says that)
J'ai toujours aimé- (I have always liked)
Comme tout le monde le sait- (As everyone knows)
Il est nécessaire d'être/d'avoir - It is necessary to be/to have

Adverbs:
ly in English = -ment in French
Totalemment: totally
Absolument: absolutely
Franchement: frankly/really
Normalement: normally
Actuellement: Currently
(Mal)heureusement: (un)fortunately

Tenses

```

    graph TD
      Part --- Present["Present (Now)"]
      Present --- Future
  
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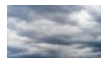






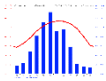
PAST Je suis allé(e) a + infinitive (I went to + inf)
PRESENT J'aime + infinitive (I like + inf)
FUTURE Je vais + infinitive (I'm going to + inf)

Challenge Questions (Write your answer using the POINT structure)





1. Qu'est-ce que tu portes normalement le weekend?
2. Tu aimes l'uniforme scolaire?
3. Qu'est-ce que tu aimerais porter au collège?
4. Tu aimes la nourriture saine? [Y7 Cycle D]
5. Qu'est-ce que ta famille fait comme travail? [Y7 Cycle C]
6. Tu as un animal à la maison? Tu aimerais avoir un animal? [Y7 Cycle B]

Dig Deeper

1. Download the Duolingo app and earn lots of points practising new French words
2. Research traditional clothing in the 29 countries where French is an official language. If you're feeling creative you could recreate some!
3. Find out more about the French fashion industry and international brands such as Chanel and Yves Saint Laurent.
4. Get together with some friends to record a fashion show, describing what everyone is wearing in French.

Tier 2 words			Tier 3 words		
1	Pressure	a measure of how much force is acting on an area	1	Physical geography	 concerned with natural features and phenomena of the earth's surface, as landforms, drainage features, climates, soils, and vegetation.
2	Weather	the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.	2	Epoch	 a particular period of time in history or a person's life.
3	Climate	the weather conditions prevailing in an area in general or over a long period.	3	Stratus	 layered clouds that are low, grey and shapeless and usually are like a blanket of cloud over an area. They can bring some drizzle and rain.
4	Global warming	gradual increase in the overall temperature of the earth's atmosphere. Linked to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.	4	Cumulus	 clouds that move quite quickly. They are white and fluffy and look like cotton wool. They can bring rain showers – especially when the base is grey.
5	Greenhouse gases	Greenhouse gases are gases in Earth's atmosphere that trap heat. They let sunlight pass through the atmosphere, but they prevent the heat that the sunlight brings from leaving the atmosphere.	5	Cumulonimbus	 deeper clouds that climb high into the atmosphere. They often contain a lot of heavy rain and are associated with thunder and lightning storms.
6	Atmosphere	the whole mass of gases surrounding the earth or another planet.	6	Relief rainfall	 rain that is created due to high land/mountains forcing warm moist air into higher altitudes.
7	Air pressure	force exerted on the Earth's surface by the weight of the air above the surface.	7	Convective rainfall	 rainfall created due to the land heating up, which heats the air above it. This causes the air to expand and rise. As it rises it cools and condenses, leading to rainfall.
8	Climate zone	are areas with distinct climates, refers to a series of four belt-shaped areas of distinctly different climates that encircle the globe.	8	Frontal rainfall	 rainfall created due to a warm and cold air front meeting. This creates a depression and the warm air is pushed upwards.
9	Ice age	the series of glacial episodes during the Pleistocene period	9	Anticyclones	 area of high atmospheric pressure where the air is sinking. This means no clouds or rain are formed. This leads to light winds with dry and bright conditions.
10	Glacier	a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.	Geographical Skill		
11	Ice sheet	a layer of ice covering a large area of land for a long period of time.		Climate graph	 Choropleth maps show data that is linked, rather than data from different categories, as colours. Darker shades represent high numbers and the lighter shades represent low numbers.

Tier 2: Key command words

COMMAND WORD	DEFINITION	SENTENCE STARTERS
Describe 	Set out characteristics.	The trends that can be seen are..... An example of this is..... However, there are some anomalies to the trends. For example....
Compare 	Identify similarities and differences.	X is similar to Y as they both have/share..... Comparatively, Y is different to X as it.....
Explain 	Give reasons and not just describe your answer. Demonstrate knowledge and understanding.	This happens because... This demonstrates... This means that... This is caused by... Therefore... This maybe because... This will result in...
To what extent 	Judge the importance or success of something.	Some might agree that..... This is due to..... Consequently, Nevertheless, some might argue that..... This is due to..... To conclude, I agree/disagree

Challenge questions

1	Why are synoptic codes a useful resource?
2	Describe how the UK's climate is changing.
3	Explain how the greenhouse effect is changing Earth's temperature.
4	'Deforestation has the biggest impact on climate change'. To what extent do you agree?
5	'The worlds glaciers are at risk'. To what extent do you agree with this statement?

Dig Deeper

Sites to help with fieldwork preparation and revision:



Glaciation:



Clouds:



Extreme weather events:



Year 8 Cycle A: The British Empire 1655-1914

TIER 3 VOCABULARY

- 1  **Empire** - When one country conquers and rules lots of other countries.
- 2  **Imperialism** - Taking over other countries and claiming them as your own.
- 3  **Colony** - A country or area that is part of another countries' Empire.
- 4  **Direct Rule** - When a government directly controls land.
- 5  **Company Rule** - When a company, such as the East India Company, control a colony.
- 6  **Commerce** - The activity of buying and selling, especially on a large scale.
- 7  **Turning Point** - A moment in history where an event causes dramatic change.
- 8  **Reformation** - A 16 century movement when people turned from Catholic to Protestant (think Henry VIII's English Reformation from year 7).
- 9  **Plantation** - An estate where goods such as crops, sugar and tobacco is grown.
- 10  **Slave Labour** - Forced work which is undertaken by slaves.

KEY MAPS



The British Empire 1700



The British Empire 1914

KEY EVENTS

Britain begins trading African Slaves

1562

Jamaica becomes a British Colony

1655

1672

The Royal Africa Company is founded

1756-1763

Australia is claimed as British

1775-1783

American War of Independence

1793-1815

Napoleonic Wars

1807

The slave trade is abolished

1831

Sam Sharpe's slave rebellion

1833

Slavery is abolished

1839-1860

The Opium Wars

1857

Indian Mutiny 1857

1880

Scramble for Africa

1914

Outbreak of the First World War

CHRONOLOGY

ROMANS



AD 43

NORMANS



1066

RENAISSANCE PERIOD



1300

TUDORS



1485

STUARTS



1603

INDUSTRIAL PERIOD



1760

Scramble for Africa



1880

WWI



1914

Year 8 Cycle A: The British Empire 1655-1914

TIER 2 VOCABULARY

- 1 **Diplomacy** - Leaders of countries discussing and making decisions together.
- 2 **Conference** - A meeting between the leaders of two or more countries.
- 3 **Mutiny** - when soldiers or sailors rebel against their officers.
- 4 **Civilised** - A country that is advanced.
- 5 **Superior** - Higher in rank, quality or better than others.
- 6 **Abolition** - when something is banned or made illegal.
- 7 **Slave labour** - Forced work which is undertaken by slaves
- 8 **Atrocity** - An extremely wicked or cruel act.
- 9 **Aborigine** - A person from a country's earliest times.
- 10 **Indigenous** - ethnic groups belonging to a particular place.
- 11 **Scramble** - Moving onto or over something quickly.
- 12 **Convict** - someone who is guilty of a crime.
- 13 **Trade** - the act of buying and selling goods.
- 14 **Atrocity** - an extremely wicked or cruel act.

CHALLENGE

1. How much continuity in the Empire was there from 1655-1914?
2. How was Colonialism similar in different countries?
3. Did the 'Blood ever dry' on colonialism?
4. Why is the scramble for Africa significant?
5. Why is it important for Empire to be taught well in schools?

KEY HISTORICAL WORKS

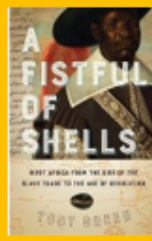
Sathnam Sanghera in *'Empireland: How Imperialism Has Shaped Modern Britain'*:



"The British state took over from the East India Company in 1858, and India became empire's most considerable colony. The way power worked on the subcontinent was unique: even as Britain's grip tightened there, it loosened in the so called white dominions like Canada, New Zealand, South Africa and Australia, it has been argued that settlers had more freedom than Britons at home. Furthermore, academics have shown that Empire meant different things to different people at certain points."



Why not challenge yourself and collect an article on the period by Dr Henry Reynolds, from his book: *Forgotten War*. Or you can listen to the following podcast by Dr Toby Green:



DIG DEEPER

Research - Follow the links to discover what was happening around the world!

While migrants arrived in Britain from Ireland, they also flooded into the USA.
<https://drive.google.com/file/d/1X1BNHXs4ybt3i0iNwliTVTT7CfQYB5/view>

What else happened at the 'height of the British Empire'? Lizzie Le Blond
https://drive.google.com/file/d/1KWUUb8orJtCPwHEb5R49vyn4M_T75-l/view

What sparked Irish independence from the Empire?
<https://drive.google.com/file/d/1gyapXjpAfeYZVTgCBrljX1BAXVQs9yDd/view>

Listen - Listen to the following History Extra podcasts on Empire:
The British Empire and the scramble for Africa
12/8/2015

Is Africa a prisoner of its past?
26/6/2017

Uncomfortable Oxford:
<https://www.buzzsprout.com/997600/4229366-episode-6-conquest-in-africa>

Watch - Watch the following films and TV series about the British Empire.

Africa's great civilisations (2017)
The lost diary of David Livingston (2014)
[Adanggaman](https://www.bbc.com/1/programmes/b0000000) (2000)



T3 Vocabulary: THE ELEMENTS OF MUSIC →

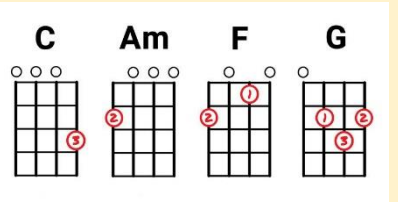
MUSICAL CONTEXTS + GREAT COMPOSERS



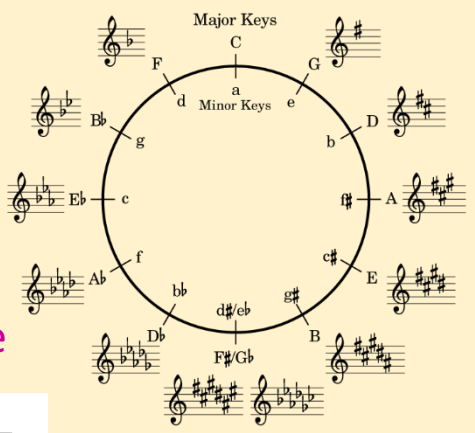
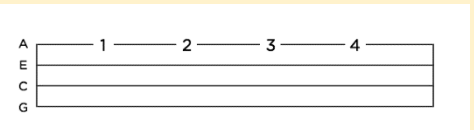
Wolfgang Mozart Taylor Swift Leonard Cohen Willie Dixon

DIG DEEPER: Why was the music written? When was it written? Where would it be performed? What was happening culturally and socially at the time?

MUSICAL LANGUAGE



Ukulele Chord Diagrams & Tablature



The Circle of Fifths

F
a
c
e
T
i
m
e
D
R
S
M
I
T
H

Form

How a piece of music is structured



E.g. 12-Bar Blues

Texture

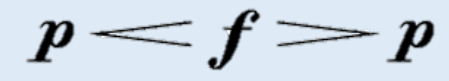
The layers of music & how they interact



E.g. *heterophonic* (the same melody varied)

Dynamics

Volume



E.g. *crescendo* / *decrescendo* – gradually louder (*forte*) or softer (*piano*) ‘pee-ah-no’

Rhythm

Note Length (value)
Tempo (speed)
Meter (time signature)



E.g. *swing* or *straight beat*

Sonority

The characteristics of a sound (timbre)



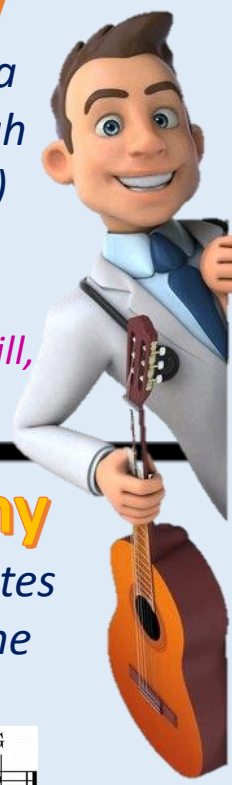
E.g. the bright, metallic brass family or the warm, smooth string family

Melody

Decorating a tune (through ornaments)



E.g. *vibrato*, *trill*, *glissando*



Instrumentation

The instruments & how they are articulated



E.g. *smooth* or *spiky*

Tonality

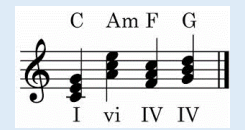
The key or scale being used



E.g. modulating from *atonal* or a *major* key to the relative or harmonic *minor*

Harmony

Multiple notes at the same time



E.g. chord progressions

T2 Vocabulary:

Long Answer Questions

Explain or Describe how an element is used / Provide an example of...

Question 2 Describe how the composer uses the musical elements of rhythm and metre in this composition. [4 marks]	
High mark answer	Commentary
The composer has used a slow tempo (possibly <i>lento</i>), with a steady, moving, regular beat. This is supported by the bass line which mostly supports with crotchet beats, though moves to quavers and some off-beat patterns when it takes on the melody. There are chords in the piano part, which are mostly syncopated. The piece is in 4/4 time (i.e. simple quadruple).	<i>This is an excellent answer which offers plenty of accurate information using appropriate technical vocabulary. Lots of specific, relevant detail has been included.</i>
Lower mark answer	Commentary
The drums are playing a slow beat. The music is off-beat in a jazzy style, and the metre has a time signature with the same amount of beats in every bar. The composer has used the elements of rhythm and metre in an interesting way.	<i>The answer has included some accurate rhythmic features, but it clearly lacks the detail and explanation of the previous answer. For example, what is the time signature in the music – exactly how many beats are there in every bar? What could the tempo marking be? Once again, the last sentence has repeated the question, without giving exact musical details to explain why it may be interesting. If each point had been explained, higher marks would be awarded.</i>

- Always take note of the key word highlighted in bold and how many marks the question is worth.
- If a question is asking you to discuss a particular Element of Music, you should focus on that element only in your response.
- Make sure you provide specific examples from the listening extract or from the sample score provided.

Sentence Starters:

1. Firstly, it should be noted that...	However, it could be suggested...	2. [key term] refers to...
In addition to this...	Contrastingly, it might be argued...	3. This can be evidenced in the...
Furthermore, it should be highlighted...	On the other hand...	4. Therefore, in conclusion...



Remember to **PEEL** your answer!

Point – give an answer

Explanation – define any key terms used

Evidence – which bar? which instruments?

Link back to the question...

BE STRONG – Maths Knowledge Organiser Topic: Sequences, Equations and Inequalities

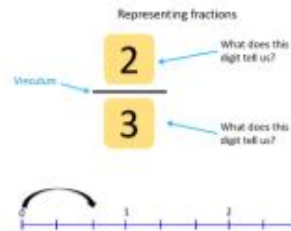
Autumn	Equations and inequalities 1			Equations and inequalities 2	
	Sequences	Forming and solving equations	Forming and solving inequalities	Linear graphs	Accuracy and estimation

TIER 2 VOCABULARY

TIER 3 VOCABULARY

1	Convert	To change into a different form.	1	Sum	The total; the result of adding.
2	Prove	To show, using evidence, that something is true.	2	Integer	A whole number.
3	Variable	A symbol for a value/number we don't know yet.	3	Expression	Numbers and symbols group together to show the value of something.
4	Maximum	The largest value.	4	Product	The result when numbers are multiplied.
5	Greatest	The largest value.	5	Factor	A whole number that divides exactly into another. E.g. 2 and 3 are factors of 6
6	Least	The smallest value.	6	Multiple	The result of multiplying a number by an integer. E.g. 12 is a multiple of 3, $3 \times 4 = 12$
7	Approximate	To be close to a number but not exact.	7	Prime number	A number that has exactly two factors e.g. 3
8	Contrast	To show the differences between two things.	8	Numerator	The top number in a fraction.
9	Intercept	When a line crosses another.	9	Denominator	The bottom number in a fraction.
10	Interpret	To give a value to.	10	Like terms	Terms whose variables with exponents are the same. E.g. $7x$ and $2x$ are like terms.
11	Estimate	To find a value that is close enough to the actual answer.	11	Bounds	Lower bound: a value that is less than or equal to every element of a data set. Upper bound: a value that is greater than or equal to every element of a set of data.
12	Justify	To show that an answer is correct.	12	Perpendicular	At right angles (90°) to.

USEFUL DIAGRAMS



$$5 + 5 + 5 + 5 \text{ can be written as } 4 \times 5$$

$$5 + 5 + 6 + 6 + 6 \text{ can be written as } (2 \times 5) + (3 \times 6)$$

$$7 \times 7 \times 7 \text{ can be written as } 7^3$$

$$y + y + y + y \text{ can be written as } 4 \times y \text{ or } 4y$$

$$2x + y + y \text{ can be written as } 2x + 2y$$

ETYMOLOGY

Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci - Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, kilometre, millennium
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

Did you know?

During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement

Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	10^{12}	1 000 000 000 000	trillion
Giga-	G	10^9	1 000 000 000	billion
Mega-	M	10^6	1 000 000	million
Kilo-	k	10^3	1 000	thousand
Hecto-	h	10^2	100	hundred
Deca-	da	10^1	10	ten
		10^0	1	one
Deci-	d	10^{-1}	0.1	tenth
Centi-	c	10^{-2}	0.01	hundredth
Milli-	m	10^{-3}	0.001	thousandth
Micro-	μ	10^{-6}	0.000001	millionth
Nano-	n	10^{-9}	0.000000001	billionth

Examples

A centimetre cm is one hundredth of a metre $1\text{cm} = 0.01\text{m}$

A millilitre is one thousandth of a litre $1\text{ml} = 0.001\text{l}$

A kilogram is one thousand times larger than a gram $1\text{kg} = 1000\text{g}$

Did you know?

The word for one thousand comes from Italian "mille - thousand" "-oné - big". A millioné was a 'big thousand' or a thousand thousand.

DIG DEEPER

Read The Everything Kids: Maths Puzzle Book by Meg Clements - puzzles, games and trivia.



Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series - The Math Factor



Watch the documentary: The Story of 1 - history of numbers presented by Terry Jones, directed by Nick Murphy



CHALLENGE QUESTIONS

Think of a number, then subtract 5, next divide by 8, next add 4, and finally multiply by 7.

Jo says you can write this as:
 $7\left(\frac{n-5}{8} + 4\right)$

Paul says you can write this as:
 $7((n-5) + 8) + 4$

Who is correct?

A Only Jo
 B Only Paul
 C Both Jo and Paul
 D Neither is correct

Which number is 3 less than $\frac{5}{6}$?

A $-3\frac{1}{6}$
 B $-2\frac{1}{6}$
 C $-3\frac{5}{6}$
 D $2\frac{1}{6}$

Which fraction could replace the question mark?

$$\frac{3}{7} < ?$$

A $\frac{3}{6}$
 B $\frac{6}{14}$
 C $\frac{2}{7}$
 D $\frac{2}{6}$

Jane measures the length and width of her rectangular classroom as 9.1m and 11.7m.

Which calculation will give the best estimate of the area?

A 10×12
 B 9×11
 C 9×12
 D 10×11

Erin wants to check that she has enough money to pay for 13 tickets at £3.45 each.


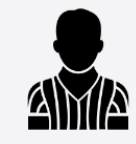

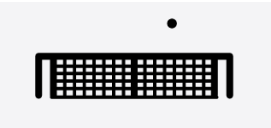
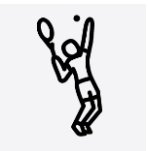
Which calculation will give an **over** estimate?

A 13×3
 B 10×3.45
 C 13×3.45
 D 13×3.5

Expand and simplify:
 $3(2x + 1) - (3x - 8)$

A $3x - 5$
 B $3x + 11$
 C $9x - 5$
 D $9x + 11$

Year 8 Physical Education – Tennis – Cycle A

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	recall / Identify	Bringing a fact back to your mind and being able to write or say it aloud	1	outwit 	To try and defeat your opponent, by following the rules of the game, however trying to be clever and tricking them
2	describe	Be able to say what something (a sporting skill) looks like to view	2	officiating 	Taking charge of the competition element of the game. This in tennis would be keeping score or being a line judge.
3	explain	Being able to say why something has changed, been successful, not worked as well	3	doubles 	When two players play against another two players. There are four on the court at the same time.
4	analyse	Break something down in to its component parts	4	let 	When the serve touches the net and still lands in the service box. The serve is then replayed.
5	demonstrate	Give a practical example.	5	serve 	The skill which starts the game. If the first serve is illegal a second serve is awarded, and must be taken by the same person.

6	discuss	Required to explore the issue/situation/problem that is being assessed in more detail.	6	cross court	A shot which is hit diagonally in to your opponents half of the court
7	evaluate	Review/analyse information, bringing it together to form a conclusion/judgement	7	singles	When two players play a game against each other

Upgrade questions:

1. What components of fitness do you think are needed for Tennis?
2. Can you explain why these components of fitness are needed?
3. Which shot in tennis do you feel is the most powerful and why?
4. Create a game which supports accuracy, ensure this is written in your prep book. Diagrams are required to support your explanation of the rules.
5. Which is more important in tennis: agility or speed?
6. How is a tennis match officiated?
7. Can you explain how Hawk Eye is used in a game of tennis?



TIER 2 VOCABULARY

- ① **Give:** Tests recall of knowledge, eg two examples or two beliefs. Writing in bullet points.
- ② **Explain how X may influence Y:** Tests knowledge and understanding of how a religious belief or practice influences individuals or groups.
- ③ **Explain:** Identify relevant points and demonstrate understanding by adding detail/ development.
- ④ **Evaluate:** Consider different viewpoints and arrive at a judgement. Consider different arguments of both sides of a statement.
- ⑤ **Conclusion:** Explain which argument is the most convincing and why.

TIER 3 VOCABULARY

- ① **Deity/ deities:** God/ goddesses
- ② **Polytheism:** The belief in more than one God.
- ③ **Monotheism:** The belief in one God.
- ④ **Aum:** A sacred syllable of sound that is very important to Hindus.
- ⑤ **Karma:** Consequences of our actions. This will determine the person's next existence.
- ⑥ **Samsara:** Cycle of death and rebirth.
- ⑦ **Dharma:** Moral law.
- ⑧ **Pilgrimage:** A religious journey.

Challenge Tasks:

Explain two ways in which belief in the Hindu virtues influences Hindus today. [4 marks]







Explain two Hindu beliefs about moksha. Refer to sacred writings or another source of Hindu belief and teaching in your answer. [5 marks]

Explain two ways in which Hindus show their devotion to the deities during pilgrimage. [5 marks]

'Vishnu is the most important member of the Tri-murti.' [12 marks]

'Belief in the atman [eternal inner self] is the most important Hindu belief.' [12 marks]

What we will look at this cycle:

<p>1. What is Hinduism?</p> <ul style="list-style-type: none"> - Hinduism is the oldest of the six major world religions. - Hinduism has over 1 billion followers around the world, with 95% of Hindus living in India. - Hindu worship is called puja. Hindus can worship at the Mandir or in their home. - The four main traditions of Hinduism are: Vaishnavism, Shaivism, Shaktism and Smartism.  <p><i>Introduction to Hinduism</i></p>	<p>2. Who are the Hindu gods and goddesses?</p> <ul style="list-style-type: none"> -There are many Hindu deities, and through history many Hindus have been polytheists. - However, many Hindus today are monotheists, believing in one supreme deity who appears to humans in many different forms. - Some Hindus believe there are three main gods: Brahma the creator of the world, Vishnu the preserver and Shiva the destroyer: known as the Trimurti.  <p><i>The Hindu Concept of God- Jim Robinson</i></p>	<p>3. How do Hindus use symbols?</p> <ul style="list-style-type: none"> - Aum is a sacred syllable of sound that is very important to Hindus, many chant this. - Lotus flowers represent purity and detachment. - Conch shells produce a distinctive sound when blown, representing the breath of life from god and the sacred sound Aum.  <p><i>Hindu Symbols- Rahul</i></p>
<p>4. What are karma, samsara and moksha?</p> <ul style="list-style-type: none"> - Karma are the forces that influence people's fortune and future reincarnations. - Samsara is the continual process of death and reincarnation; also the entire universe as we know it. - Moksha meaning 'release' is escaping from samsara. - Reincarnated is when a soul is reborn by passing into a new body.  <p><i>My Life, My Religion- Cycle of Samsara.</i></p>	<p>5. What is the Dharma?</p> <ul style="list-style-type: none"> - Dharma is the moral law. - People's thoughts and behaviour store up karma, which affects their next lives. - Living a good life involves dharma, translated as duty or 'moral law'. - The Supreme Being revealed dharma to people through sacred texts.  <p><i>How does dharma influence how Hindus live?</i></p>	<p>6. What is Hindu pilgrimage?</p> <ul style="list-style-type: none"> - A pilgrimage is a special religious journey that is made for a specific purpose. - A pilgrimage can help Hindus by connecting them with Brahman. - A sacred city in Hinduism is Varanasi.  <p><i>A Hindu pilgrimage.</i></p>

SCIENCE BE STRONG - Knowledge Organiser - Y8 Cycle A

Science Command Words



Tier 2 Word	Meaning
Calculate	Use numbers given in the question to work out the answer.
Conclude	Look at both sides of an idea and come to a decision.
Define	Say the meaning of something.
Describe	Recall some facts or processes in a scientific way.
Evaluate	Make points for and against an idea and come to a conclusion.
Explain	Say the reasons for something happening.
Label	Point out the correct names on a diagram.
Measure	Find the amount, size or degree of something.
Predict	Give a likely outcome.
Plan	Write a method.

Units



Quantity being measured	Unit in words and symbols		Quantity being measured	Unit in words and symbols	
Length	metre	m	Temperature	degrees Celsius	°C
Mass	gram	g	Speed	metres per second	m/s
Pressure	Pascal	Pa	Area	square metres	m ²
Force	Newton	N	Volume	cubic metres	m ³

Experimental Words



Tier 3 Word	Meaning
Reliable	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as repeatable .
Variables	These are physical, chemical or biological quantities.
Control Variable	Control variable are the parts of the practical that have to be kept constant or monitored.
Dependent Variable	Dependent variable is the part of the practical that is measured.
Independent Variable	Independent variable is the part of the practical that is changed on purpose.
Anomalies	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out)

Maths Challenge



Image	Fraction	Percentage	Decimal
	1	100%	1.00
	$\frac{1}{2}$	50%	0.50
	$\frac{1}{3}$	33.3%	0.333
	$\frac{1}{4}$	25%	0.25
	$\frac{1}{5}$	20%	0.20
	$\frac{1}{6}$	16.7%	0.167
	$\frac{1}{7}$	14.3%	0.143
	$\frac{1}{8}$	12.5%	0.125
	$\frac{1}{9}$	11.1%	0.111
	$\frac{1}{10}$	10%	0.10

SCIENCE BE STRONG - Knowledge Organiser - Y8 Cycle A

Forces

Tier 3 Word	Meaning
Force	An action that changes the speed, direction or shape of an object
Contact Force	A force in which the objects need to be touching
Non-Contact Force	A force in which the objects do not need to be touching.
Elasticity	The force to do with stretching objects
Friction	The force when two surfaces rub against each other
Pressure	Measures the size of a force compared to the area
Balanced	When the forces in opposite directions are equal in size
Unbalanced	When the forces in opposite direction are unequal in size

TYPES OF FORCES

Calculating Pressure:

$$\text{Pressure (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}}$$

Rather than say Newtons per meter squared, scientist will often use Pascals (Pa) as the unit for pressure. It is calculated in the same way but has a different name for the unit.



Direct Proportion



A directly proportional relationships describes two variables that change at the same rate.
This is represented by a straight line on a graph.
The straight line must go through the origin (0,0)

Nutrition and Digestion

Tier 3 Word	Meaning
Carbohydrate	A nutrient that provides large amounts of energy
Lipid (fat)	A nutrient that provides small amounts of energy and insulation
Protein	A nutrient that helps with the growth and repair of cells
Vitamins & Minerals	Nutrients that help maintain health.
Reagent	A chemical solution that is added to a compound for a test
Malnutrition	The general term for illnesses caused by an unbalanced diet
Digestion	The process that breaks large food molecules into smaller pieces
Absorption	The process where substances are taken in by an organism

Digestive System	Organ	Function
	Mouth	Contains teeth and saliva to break food down.
	Oesophagus	The tube that food travels down from the mouth.
	Stomach	Contains acid and chemically breaks food down further.
	Gallbladder	Stores the bile to later be released in the small intestine.
	Liver	Produces bile which helps to break down lipids.
	Pancreas	Releases more digestive enzymes into the small intestine to break food down.
	Small Intestine	Absorbs the nutrients from the products of digestion.
	Large Intestine	Absorbs excess water from the food and produces the waste.
	Rectum	Holds the faeces ready to be excreted through the anus.

Deficiency Diseases

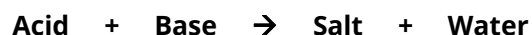
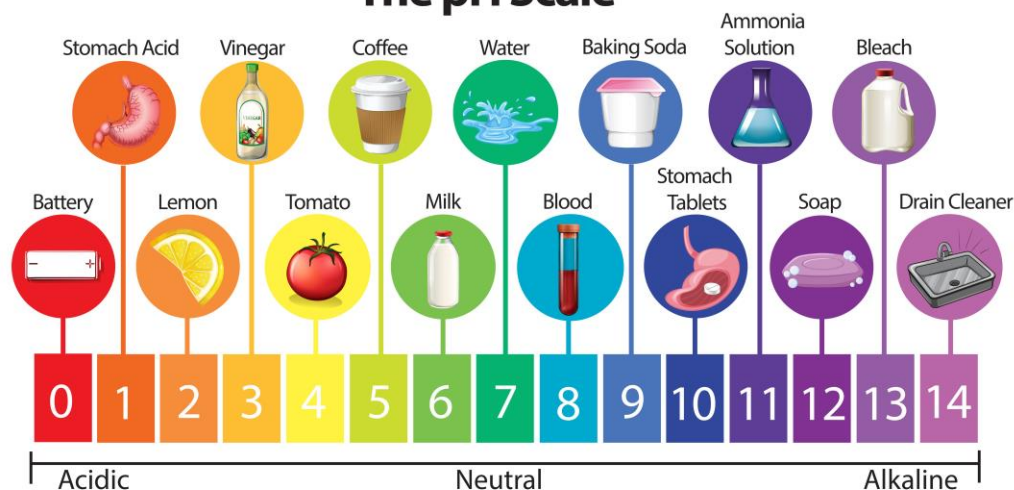
Anemia	Kwashiorkor	Night Blindness	Rickets	Scurvy
Lack of Iron	Lack of Protein	Lack of Vitamin A	Lack of Calcium or Vitamin D	Lack of Vitamin C
Makes you feel tired and short of breath.	Makes you have a pot belly.	Makes it difficult to see in dim light.	Makes your bones weak and poorly shaped.	Joints hurt, gums bleed and cuts take a long time to heal.

SCIENCE BE STRONG - Knowledge Organiser - Y8 Cycle A

Acids and Bases

Tier 3 Word	Meaning
Acid	A substance with a pH value of between 0 and 6
Base	A substance with a pH value of between 8 and 14
Alkali	A base that is dissolved in water
Indicator	A substance that can test whether a substance is acidic or basic
Neutralisation	The process that occurs when an acid and a base react together
Salt	The product formed from neutralisation

The pH Scale



Deep Dive

Here are some websites and links to support you with extra challenge:

Useful websites

<https://www.dogonews.com/category/science>
<https://www.sciencenewsforstudents.org/>
<https://sciencejournalforkids.org/>
<https://edu.rsc.org/eic/section/the-mole?adredir=1>
<https://cellfiemagazine.wixsite.com/blog>
<https://informationisbeautiful.net/beautifulnews/>
<https://www.positive.news/environment/renewal-why-clean-energy-should-power-the-new-normal/>
<https://www.tweentribune.com/>
<https://www.nationalgeographic.com/>

Useful podcasts

<https://www.bbcearth.com/podcast/>
<https://www.rebelgirls.com/pages/podcast>



Other fun websites

<https://scaleofuniverse.com/>
<https://phet.colorado.edu/>
<https://www.biointeractive.org/classroom-resources/how-animals-use-sound-communicate>

BE STRONG - Spanish Knowledge Organiser

Cycle A : La ropa

UNIT 1: Clothes		
GRID 1		
Por lo general [usually]	llevo [I wear]	Singular Feminine una bufanda [a scarf] una camisa [a shirt] una camiseta [a t-shirt] una camisetas sin mangas [tank top / vest] una chaqueta [a jacket] una corbata [a tie] una falda [a skirt] una gorra [a baseball cap]
Cuando hace calor [when it is hot]		azul [blue] blanca [white] gris [grey] amarilla [yellow]
Cuando hace frío [when it is cold]		marrón [brown] naranja [orange] negra [black] roja [red] verde [green]
Cuando salgo con mi novio/novia [when I go out with my boyfriend/girlfriend]		Singular Masculine un abrigo [a coat] un bañador [a swimsuit] un chándal [a tracksuit] un cinturón [a belt] un collar [a necklace] un jersey [jumper] un reloj [a watch] un sombrero [a hat] un top [a top] un traje [a suit] un uniforme [a uniform] un vestido [a dress]
Cuando salgo con mis padres [when I go out with my parents]		azul [blue] blanco [white] gris [grey] amarillo [yellow]
Cuando salgo con mis amigos [when I go out with my friends]		marrón [brown] naranja [orange] negro [black] rojo [red] verde [green]
Cuando juego al fútbol [when I play football]		Plural Feminine botas [boots] pantuflos [slippers] sandalias [sandals] zapatillas de deporte [sports shoes/trainers]
En casa [at home]		azules [blue] blancos/as [white] grises [grey] amarillos/as [yellow]
En el colegio [at school]		[yellow] marrones [brown] naranjas [orange] negros/as [black] rojos/as [red] verdes [green]
En la discoteca [at the nightclub]		Plural Masculine calcetines [socks] pantalones [trousers] pantalones cortos [shorts] pendientes [earrings] vaqueros [jeans] zapatos [shoes] zapatos de tacón [high heel shoes]
En el gimnasio [at the gym]		
En la playa [at the beach]		
Nunca [never]		
Siempre [always]		

GRID 2 Gramática: The present tense of LLEVAR [to wear] & TENER [to have]		
LLEVAR [to wear]		azul [blue] blanca [white] gris [grey] amarilla [yellow] marrón [brown] naranja [orange] negra [black] roja [red] verde [green]
llevo [I wear]	una bufanda [a scarf]	
llevas [you wear]	una chaqueta deportiva [a sports jacket]	
lleva [he/she wears]	una camisa [a shirt]	
llevamos [we wear]	una corbata [a tie]	
lleváis [y'all wear]	una falda [a skirt]	
llevamos [we wear]		
llevan [they wear]		
TENER [to have]		azul [blue] blanco [white] gris [grey] amarillo [yellow] marrón [brown] naranja [orange] negro [black] rojo [red] verde [green]
tengo [I have]	un abrigo [a coat]	
 tienes [you have]	un bañador [a swimsuit]	
 tiene [he/she has]	un chaleco [a waistcoat]	
 tenemos [we have]	un chándal [a tracksuit]	
 tenéis [y'all have]	un cinturón [a belt]	
 tienen [we have]	un collar [a necklace]	
	un jersey [a jumper]	
	un reloj [a watch]	
	un sombrero [a hat]	
	un top [a top]	
	un traje [a suit]	
	un uniforme [a uniform]	
	un vestido [a dress]	









People: En la foto hay...X personas
Action: El hombre lleva...
Location: Están en España
Mood: Están contentos/
Additional Information: Hace sol



Adjectives ending in 'o' change to 'a' in the feminine. However, the adjectives ending in 'e' and 's' never change. Colours which are also objects in nature (naranja, rosa marron) also never change. All adjectives add an "s" for plural (add 'es' if it already ends in 's'.)

BE STRONG - Spanish Knowledge Organiser

Cycle A: La ropa


GRID 3			
Time phrase →	Future/Conditional Verb →	Infinitive verb →	Noun phrase →
Mañana [Tomorrow]	voy a [I am going to]	llevar [to wear] 	ropa de calle [my own clothes] ropa de marca [designer clothes] uniforme [uniform]
		comprar [to buy] 	caramelos [sweets] recuerdos [souvenirs] regalos [presents]
Este fin de semana [This weekend]	vamos a [We are going to]	hacer [to do] 	buceo [diving] deporte [sport] turismo [sightseeing]
		me gustaría [I would like to]	a la universidad [to university] de compras [shopping] de marcha [clubbing]
El fin de semana que viene [Next weekend]	nos gustaría [We would like to]	bailar [to dance] 	en una discoteca [in a club]
		comer y beber [to eat and drink] 	en un restaurante [in a restaurant]
Durante las vacaciones [During the holidays]		descansar [to rest] 	en casa [at home] en la playa [on the beach]
El año próximo [Next year]			
Cuando sea mayor [When I am older]			

Exclamations!
 ¡Qué sorpresa! (What a surprise!)
 ¡Qué pesadilla! – (What a nightmare!)
 ¡Qué desastre! – (What a disaster!)
 ¡Qué maravilla! – (How marvelous!)
 ¡Dios mío! ¡Madre mía! – (Oh my goodness!)

Opinions
 Pienso que – (I think that)
 Creo que (I believe that)
 Diría que – (I would say that)
 No aguanto – (I can't stand)
 Me parece que – (it seems to me that)
 Tengo que decir que – (I must say that)
 A mi modo de ver – (From my point of view)

Connectives
 Sin embargo / no obstante (however)
 También (also)
 Pero (but)
 Además (in addition)
 porque / ya que/ puesto que / dado que (because)

Questions
 ¿Te gusta...? – (Do you like...?)
 ¿Vas a ...? – (Do you go to?)
 ¿Qué piensas de esto? – (What do you think about this?)
 ¿Cómo es...? – (What is ... Like?)

Use EQUATACO
 Brava valiente 

Adjectives
 ic -> ico
 atlético/a (athletic)
 artístico/a (artistic)
 excéntrico/a (eccentric)
 fantástico/a
 sarcástico/a
 romántico/a
 ent -> ente
 diferente (different)
 evidente (evident)
 excelente
 ant -> ante
 arrogante (arrogant)
 elegante
 impresionante (impressive)

Uber-cool Phrases
 Seamos honestos – (Let's be honest)
 Mucha gente dice que – (A lot of people say that)
 No cabe duda de que – (There is no doubt that)
 Siempre me ha gustado – (I have always liked)
 Pase lo que pase – (Whatever happens)
 Que yo sepa (As far as I know)
 Como todo el mundo sabe – (As everyone knows)

Adverbs:
 Ly -> mente
 Totalmente: totally
 Absolutamente: absolutely
 Francamente: frankly
 (Des)afortunadamente: (un)fortunately
 Menta means mint in Spanish!

Tenses
 PAST fui a + infinitive (I went to + inf)
 PRESENT suelo + infinitive (I usually + inf)
 FUTURE voy a + infinitive (I'm going to + inf)

Dig Deeper

1. Download the Duolingo app and earn lots of points practising new Spanish words
2. Research traditional clothing in the 20 countries where Spanish is an official language. If you're feeling creative you could recreate some!
3. Find out more about the Spanish fashion industry and international Spanish brands such as *Zara* and *Mango*.
4. Get together with some friends to record a fashion show, describing what everyone is wearing in Spanish.

Challenge Questions (Write your answer using the POINT structure)

1. ¿Qué llevas normalmente los fines de semana?
2. ¿Te gusta el uniforme escolar?
3. ¿Qué te gustaría llevar en el colegio?
4. ¿Te gusta la comida sana? (Year 7)
5. En qué trabaja tu familia? (Year 7)
6. En qué te gustaría trabajar en el futuro? (Year 7)
7. ¿Qué haces en tu tiempo libre?

How do we revise using knowledge organisers?

RECORD IT

Try reading information and key vocabulary out loud, record it on your phone and listen back to it!

POST IT NOTES

Use post it notes – write out as many key words, dates and facts that you can remember in a minute.

FLASH CARDS

Write the key words, dates or facts on one side and the explanation/definition on the other side. Test your memory by asking someone to quiz you on either side of the flash card.

PRACTICE

Sometimes re-writing notes and writing out key facts and information repeatedly can really help it stick.

RAG RATE

Use red, orange and green to highlight and colour code how confidently you can remember facts and key words.
RED – I need to revise the most.
AMBER – I need to go over.
GREEN – What I have mastered.

LOOK, SAY, COVER, WRITE, CHECK

LOOK at your knowledge organiser and take the information in.
SAY the facts and key words out loud.
COVER your knowledge organiser.
WRITE down everything you can remember on a blank piece of paper.
CHECK what you know and did not know.

REVISING EXAM QUESTIONS

Box the question
Observe the marks available
Line key vocabulary
Do your best (do not give up)
Extend your vocabulary
Re-read your work and your answers

READ ALOUD

Practice reading out facts, key words and information out loud – it really helps you to remember it.

SKETCH IT

Draw pictures to represent facts, words or dates. It could even be a symbol that helps you to remember a difficult word.

Q&A

Make up questions, where the answers are on your knowledge organiser. Write different questions that will help you to remember the answers.

TEACH IT

Teach someone the facts or get someone to test you. Test someone else on the questions you would be asked.

Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.



Will say:

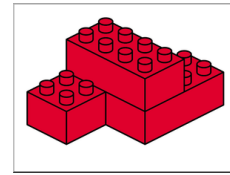
"I would like to start by saying..."

"I think the first thing we should consider is..."

"To begin with let's talk about..."

Builder

Develops, adds to or runs with an idea.



Will say:

"I agree and I'd like to add..."

"Linking to your point..."

"Building on that idea..."

Challenger

Disagrees with or presents an alternative argument.



Will say:

"That's true, but have you considered..."

"You mentioned X but what about..."

"I hear what you're saying, but..."

Clarifier

Makes things clearer and simplifies ideas by asking questions.



Will say:

"What do you mean when you say..."

"Could you tell me more about..."

"Does that mean that..."

Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.



Will say:

"What evidence do you have to support that?"

"How does that support your argument?"

"How did you come to that conclusion?"

Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.



Will say:

"Overall, the main points covered were..."

"In summary..."

"From today's discussion, it's clear that..."

SPEAK STRONG AND WRITE BRAVELY!

Academic Verbs - these are very helpful when you are analysing

Inference:

suggests implies indicates
shows expresses demonstrates
symbolises represents
illustrates reveals signifies
insinuates

Writer's purpose:

establishes creates constructs
devises develops epitomises
outlines encapsulates

Comparison:

contrasts contradicts
juxtaposes reinforces refers
alludes to opposes supports
develops

Discourse Markers - These are helpful in discussions and your writing

Sequencing Arguments	Contrasting and counter Arguments	Adding information and furthering arguments	Concluding Arguments	Introducing evidence
To begin with...	Others might argue...	Many people believe...	Admittedly...	For instance, ...
In the first place...	Conversely...	In addition to this...	Certainly...	Such as...
First and foremost....	However...	Similarly...	In conclusion...	In the case of...
Primarily...	Although...	Equally...	Finally...	As illustrated by...
Firstly...	On the other hand...	Likewise...	Consequently...	As revealed by...
Secondly...	Whereas...	Also...	Subsequently...	This can be seen when...
Thirdly...	Contrasting with...	Moreover...	Therefore...	
Lastly...	On the contrary...	What's more...	Thus...	
Finally...	Nevertheless...	Furthermore...	We can conclude that...	This is/was demonstrated when...
After this it can be seen....	In comparison...	In the same way...	Finally, it can be seen...	Evidence of this can be found.....
	Nonetheless...	For example...	Above all....	
	Even though....	For instance...	Most of all....	
	In contrast....	Likewise...		

SPEAK STRONG AND WRITE BRAVELY!

"I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

Phrases to help you respond: BE STRONG

- I have another example of that...
- ___ said ___, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what ___ said,

Fillers that I SHOULD NOT USE: BE KIND

Like
isn't it that
Literally
basically
obviously
Innit
yeah
actually

These phrases are very informal and are not part of academic speech.

How sure are you? BE BRAVE

Almost certain!

I'm fairly sure...

Hmm...

Statement of Claim - What point are you trying to make when you answer a question?

It is certain that...
It seems clear that...
X is definitely...

It appears probable...
It is usually the case that... In the majority of cases...
The results suggest it is likely that...
It is most likely that....

Conceivably,...
It is possible that...
Occasionally,...
It may be the case that...
The answer might be....however.....

Answering questions -
How sure are you?

Try NOT to say:
'I think that'
'My answer is'
'I don't know'