

Year 8

Block 1
Knowledge
Organisers

Independent
Study

Name & LF:



Cabot
Learning
Federation

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How to do your independent study

For all subjects except Maths, Knowledge Organisers are used for IS tasks. In English, some IS tasks will be from Knowledge Organisers, some from Literacy Planet. See the separate sheets for Maths and English for an explanation of this.

1. Check the IS schedule for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. Write between 10 and 20 self-quizzing questions that test your grasp of this knowledge.
4. Write your IS in your IS book. Put the deadline date at the top of the page, so that you can clearly see when the work will be checked.
5. On the next page there are some optional extra ideas for ways you could use your Knowledge Organisers

What are 'self-quizzing questions'?

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

"What ions are found in acids?"

"Are all acids poisonous?"

These are examples of self-quizzing questions.

2. Acids (pH 1-6)



- **Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.

To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – cover, write and check to learn the correct spellings of key terms

Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

Reflection:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

Revision:

- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

KS3 Maths – HegartyMaths Information

All independent study for Maths will be set on HegartyMaths.

HegartyMaths is an online platform which provides video support and topic-based questions for students to practice their Mathematics.

It allows teachers to see rich information about their students' strengths, weaknesses and effort, whilst also providing clear and actionable feedback to students. Hegarty in-built algorithms allow students to regularly and automatically revisit previous content to ensure they don't forget it.

All students have been shown by their Maths teacher how to log-in to the site but a summary is below:

1. Go to www.hegartymaths.com
2. Existing users, Student login (at the top)
3. Type in the school name
4. Write in their first name, last name and date of birth
5. Choose a password of their choice. Students should write this password in their planners, Maths homework books and **parents/carers should take a copy of the password in case your child forgets it.**

If a student forgets their password, they simply click the password reset button, where all teachers will get a notification and can then reset their password. Students can then set a brand-new password of their choice.

The expectation is that all students spend **30 minutes** practicing their Maths on HegartyMaths per week. For some students this may mean they complete all the assigned tasks, for others they may only complete 1 or 2 tasks. This is fine, is part of our goal to make sure all students are suitably challenged. On the student homepage in the site there is counter of students' current time spent using the program, which they can use to track their week by week efforts.

All students have been given separate IS books for Maths, where they are expected to write questions, working and answers for there is. The guidelines are below:

1. Write the date, title, clip number and IS for all your tasks.
2. Always take full notes of all the examples modelled in the video.
3. Write every question that you attempt in your book. **(This can be a summary if the question is large, at times it is inappropriate to write the question., eg. When it is a graph. Students should not be spending large amounts of time copying the question)**
4. Show all your workings for every question in the quiz.
5. Mark your work correct/incorrect as you go and correct answers in green pen.
6. Write down corrections when HegartyMaths tells you the correct answer.
7. Write down your score at the end of quiz.

Year 8 – Term 1 Hegarty Schedule

Due Date	Main Tasks	Extension to half an hour
Term 1 Week 2	457 – Estimating Angles 1 MemRi	455 – Types of Angle
Term 1 Week 3	461 – Drawing Angles 1 MemRi	456 – Naming Sides and Angles
Term 1 Week 4	425 – Bar Charts 1 MemRi	458 – Measuring Angles 1 1 MemRi
Term 1 Week 5	426 – Pictograms 1 MemRi	459 – Measuring Angles 2 1 MemRi
Term 1 Week 6	427 – Pie Charts 1 1 MemRi	129 Using a Calculator 1 MemRi
Term 1 Week 7	453 Scatter Graphs 1 1 MemRi	743 Money 1 744 Money 2 1 MemRi
Term 1 Week 8	454 Scatter Graphs 2 1 MemRi	745 Money 3 746 Money 4 1 MemRi

KS3 English – Literacy Planet guide:

1. Each student has their own username and password for Literacy Planet.
2. Their username details are stuck in their red IS books.
3. Their username will be capitalised initials with a series of numbers after their names.
Example: Joe Reed = JR3478
4. Their passwords will be an object, sport, action followed by two numbers. Example:
golf78
5. To locate Literacy Planet type this into Google: <https://app.literacyplanet.com/login>
6. If on Google Chrome, you will need to allow Adobe Flash Player to run.
7. Once logged in, students need to look at their 'To Do Lists' and complete tasks assigned to them. Teachers will be setting tasks suitable for the ability range in their classes

If a student has forgotten their log in details, they need to speak to their English teacher.

Year 8 Unit One IS - Term 1
Animal Farm, Non-Fiction and Oracy

Due date W/C	Task	Details
W/C 14th September 2020	Literacy Planet	Log into literacyplanet.com and complete the Placement Test. Make sure you have a quiet place to concentrate. This should take 15-25 minutes to complete.
W/C 21st September 2020	Animal Farm Knowledge Organiser	Revise the 'Oracy Terminology' section of the Animal Farm Knowledge Organiser. Create 10 quiz questions with answers to revise the definitions of the key words. You will be quizzed on the definitions on the due date.
W/C 28th September 2020	Literacy Planet	Log into literacyplanet.com and complete the Mission called 'Irony' : both the practice and test should be completed. Optional: complete as many other missions as you like.
W/C 5th October 2020	Animal Farm Knowledge Organiser	Revise the 'Key Vocabulary' section of the Animal Farm Knowledge Organiser. Create 10 quiz questions with answers to revise the definitions of the key words. You will be quizzed on the definitions on the due date.
W/C 12th October 2020	Literacy Planet	Log into literacyplanet.com and complete the Mission called 'Sequence Connectives' : both the practice and test should be completed. Optional: complete as many other missions as you like.
W/C 19th October 2020	Animal Farm Knowledge Organiser	Revise the 'Literary Terms' section of the Animal Farm Knowledge Organiser. Create 10 quiz questions with answers to revise the definitions of the key words. You will be quizzed on the definitions on the due date.

Year 8 Creatures & Characters

Content: In this project you will

Develop knowledge- of some different styles of characters

Understand- what inspired artists to create their work and how to write about the work

Develop skills- drawing, shading, painting with ink, showing the influence of other artists in your own work and presentation

Outcome- a Tim Burton inspired Creature/Character in clay.



Kate Olivia Malone MBE in London, is a British studio potter, ceramic artist and judge, along with Keith Brymer Jones, on BBC2's The Great Pottery Throw Down presented by Sara Cox. Malone is known for her large sculptural vessels and rich, bright glazes.

A R T I S T S



Tim Burton is an American director, producer, artist, writer, and animator. He is known for his dark, [gothic](#), and [eccentric](#) horror and fantasy films such as [Beetlejuice](#) (1988), [Edward Scissorhands](#) (1990), [The Nightmare Before Christmas](#) (1993). Burton has often worked with actor Johnny Depp. His characters have large bulbous eyes and he uses a dark colour pallet that reflects the gothic style.



Keywords:

(Self)Portrait- representation of a person/representation of the artist by himself

Shading/Tone- dark, light, flat, smooth, graduated, contrasting

Symbolism- using an object to represent a meaning

Assessment:

(D) Demonstrate a deepening- knowledge, understanding and skills

(O) On Track- Demonstrate some- knowledge, understanding and skills

(Y) Yet to be on Track- developing some- knowledge, understanding and skills

(A) Earlier Stage- minimal knowledge, understanding and skills

Analysis

All artist research pages should be annotated

Artwork-

- **Artist name**
- Describe the work-what does it look like? Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

Evaluation of Your Artwork-

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- How is it relevant to your idea?

Sentence starters

The technique I have used is...

The skill/technique I found most difficult was...because...

I think my work is successful because...

Computer Components | RAM, Hard drive & CPU

RAM

Stores the programs, parts of the operating system and the files currently being used.

RAM is volatile, meaning that the data is not stored when the computer system is switched off.



Hard drive

Stores all the programs, operating systems and files needed for the computer system to run.

The hard drive is non-volatile, meaning that the data is stored even when the computer system is switched off.

This is an example of secondary storage



CPU (Central processing unit)

Fetches, decodes and executes instructions.



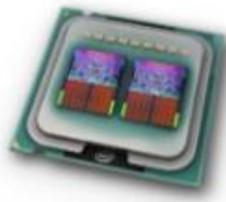
Cores

The number of independent processors in the CPU which run the fetch decode execute cycle simultaneously.

Dual core: 2 independent processors in the CPU working simultaneously.

Quad core: 4 independent processors in the CPU working simultaneously.

Simultaneously: At the same time.



Clock speed

The number of fetch decode execute cycles a CPU can perform per second. This is measured in hertz (Hz).

1Hz – 1 cycle per second

1KHz – 1000 (thousand) cycles per second

1MHz – 1,000,000 (million) cycles per second

1GHz – 1,000,000,000 (billion) cycles per second



Computer Components | ROM & Virtual Memory

ROM

What is it for?

You can't start your computer without it! It stores instructions (e.g. your BIOS) which are **needed to "boot up" the computer**.



3 Key points

1. ROM is **non-volatile!** (Content is stored, even when the PC is switched off).
2. The content of the ROM **never changes (or hardly ever!)**
3. **You can't expand** (increase) how much ROM you have.

Virtual Memory



Virtual memory is used when RAM is full.

Part of the secondary storage is used as virtual memory (temporary RAM).

Data from RAM is moved to the secondary storage to make space in the RAM for new data.

When data in virtual memory is needed, it is moved back to the RAM.

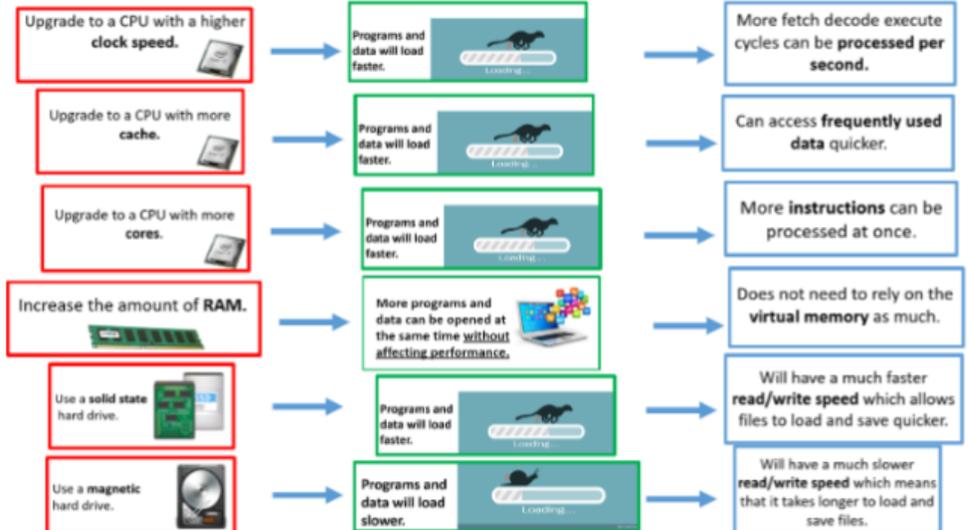
Advantage

Allows you to run more programs at the same time without needing to buy more RAM.

Disadvantage

Virtual memory is slower to access data compared to RAM. This will make loading programs slower compared to using RAM.

Upgrading components



Secondary Storage | Solid state, Magnetic & Optical storage

Secondary storage

Is **permanent** storage needed in a computer system to store programs, operating system or files.

Computer systems need them in order to store all of the data needed for the computer to run.



Optical storage

Is any storage method in which data is written and read with a laser. CDs, DVDs and Blu-Ray are examples of this type of storage.

Advantages: Cost effective and very portable

Disadvantages: Not very durable and has a limited capacity



Magnetic storage

Data is stored by magnetising the surface of flat, circular plates called platters. These platters rotate at a very high speed.

Advantages: Cost effective due to having a larger capacity than solid state.

Disadvantages: Not as durable due to moving parts and reads/writes data slower in comparison to solid state.



Solid state storage

Uses microchips to store data instead of magnetised disks and does not contain any moving parts.

Advantages: More durable and can read and write data much faster than magnetic storage. It is also more energy efficient.

Disadvantages: Less cost effective in comparison to magnetic because it has a much smaller capacity. It also has a limited read/write lifespan.

Secondary Storage | Factors when choosing secondary storage



Capacity

The amount of data a component can hold (measured in bytes).



Durability

How robust/hard wearing the storage device is.

For example, does it get scratched/damaged easily?

Which storage devices are likely to survive if you drop it on a hard floor or drop it in water?



Portability

How easy the storage device can be used on other devices.

For example, a CD can be easily played on many different devices.



Data transfer speed (Read/write speed)

How fast a component can read or write data to another component (such as the RAM and hard drive).

Read – Access/load the data from a component

Write – Adding/saving the data to a component



Cost effective

Good value for money.

Different storage devices can be more cost effective depending on the situation. For example:

Optical storage is cost effective when you need to make multiple copies of a file for other people to use (for example a film or some music)

Magnetic is cost effective when you need lots of storage space.

Solid state is cost effective if you need high performance in order to be productive in your job. Remember that time is money!



Vocal skills and definitions!

Accent- A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

Projection- Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly.

Pause- A moment of silence/break in speech.

Emotions- Vocalising how you are feeling through emotions within your voice.

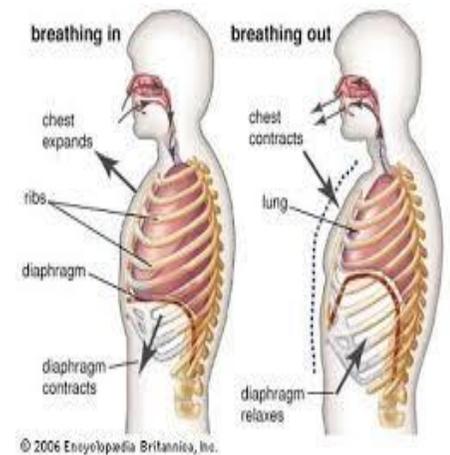
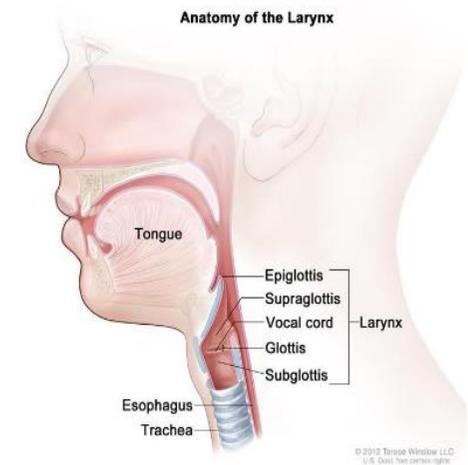
Emphasis- Choosing to stress particular words to convey meaning.

Pace- How fast or how slowly you speak.

What are vocal chords and how do we use them?

Vocal chords are two very thin bands of muscle that are stretched across **the** inside of **the** larynx. When we breathe in, **the vocal chords** open to let air pass through **the** larynx, into **the** trachea, and down to **the** lungs. When we breathe out and want to talk, **the vocal chords** close.

To make words, the diaphragm pushes up air, larynx pushed sound/air out and the tongue shapes the sound to make the words.



Diet is the term for the food and drink that we consume daily. A diet needs to be both healthy and sustainable. A healthy diet is a **balanced diet**. It provides the necessary **nutrients** needed for healthy body functions and normal physical activity. To keep a balanced diet is to eat a variety of foods to give the body the range of nutrients it needs to stay in top condition. Eating a balanced diet promotes good health and contributes to a healthy lifestyle.

The Eatwell Guide is designed to help everyone over the age of two to eat a healthy, balanced diet. It shows how much of each food group should be eaten. The four food groups are:

- potatoes, bread, rice, pasta and other starchy carbohydrates
- fruit and vegetables
- dairy and alternatives
- beans, pulses, fish, eggs, meat and other proteins



Nutrients are chemicals found in food which give the body nourishment and are needed for the maintenance of life. The body needs nutrients to perform its daily **functions** properly. Health problems might occur if any one of these nutrients is lacking in a person's diet. There are two types of nutrients:

Macronutrients:

- Carbohydrates** - the main energy source for the body.
- Protein** - needed for growth, repair and maintenance of the body.
- Fat** - used for energy and essential vitamins and fatty acids. The body needs these in large amounts and are measured in grams.

Micronutrients

- Vitamins**
- Minerals**
- Trace elements**

The body needs these in small amounts and are measured in milligrams or micrograms. In order for the body to function properly it needs a range of vitamins and minerals

The body also needs **dietary fibre** and **water**



Materials: Food



Wood or Timber

comes from trees.
There are two types of tree.



- **Softwood** - come from coniferous trees. They are usually faster growing, therefore usually more open grained, softer and cheaper. Used mainly for construction. Examples; Pine, Larch, Spruce, Red Cedar.
- **Hardwood** - come from broad leaved trees, they are usually deciduous, which means they lose their leaves in winter. They are usually slower growing, therefore usually tighter grained, harder and more expensive. Often used for furniture. Examples: Oak, Ash, Beech, Mahogany.



There also

- **Manufactured Boards** - are made by gluing wood fibres or veneers together. They come in sheets of standard size and thicknesses. Used for floorboards, worktops, furniture, construction. Examples; mdf, chipboard,plywood



Metal

comes from ore, which is mined and smelted to create metals. There are three types.



- **Ferrous** - contain Iron and some carbon. They are the most commonly used. They are magnetic and most rust. Used for from constructions to tools. Examples; Cast Iron, Mild Steel, High Carbon Steel, Stainless Steel, High Speed Steel.
- **Non Ferrous** - do not contain Iron. They do not rust, but can tarnish. They are used for everything from, pipes, cables, food tins and cans, to planes to jewellery. Examples; Copper, Tin, Aluminium, Zinc, Silver.
- **Alloys** - are a mixture of two or metals. Most metals are alloys. An alloy uses the best properties of each metal. Examples; Brass, Bronze, Duraluminium, Casting Alloy(L4)



Plastic

- Also called Polymers
Most polymers are synthetic (man-made), most are made from oil. Many polymers are capable of being recycled, but most are not. There are two types:
- **Thermoset** - are heated and moulded into shape once. They cannot soften if reheated. They are used for worktops, electrical fittings, glues. Examples; Melamine Formaldehyde, Epoxy Resin, Polyester Resin, Phenol Formaldehyde, Urea Formaldehyde.
- **Thermoplastic** - soften when heated and can be shaped when hot. The plastic hardens when it is cooled, but can be re-shaped if re-heated. Used for baths, buckets, bottles, pipes, food packaging, shoe soles. Examples; High Density Polyethylene, Expanded Polystyrene, Acrylic, Nylon, PVC, PET



Materials



Create a 12 question quiz (including answers) based on the 3 materials in your knowledge organiser.

Animal Farm, Non-Fiction & Oracy Knowledge Organiser

Key Vocabulary

Utopia - an imagined place or state of things in which everything is perfect.

Dystopia - an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.

Bias - leaning for or against someone or something, especially in a way considered to be unfair.

Ideology - a system of ideas and ideals, usually relating to economics or politics

Corruption - Dishonest behaviour by those who hold power. They may lie and deceive to get more power.

Rebellion A rebellion is a situation in which people fight against those who are in charge of them.

Propaganda - Information that is meant to make people think a certain way. The information may not be true.

Communism - A type of government whose aim is to share wealth individual people do not own land, factories, or machinery. Instead, the **government owns** these things. Everyone is supposed to **share** the wealth that they create.

Commandments - a divine rule, a rule that should be obeyed strictly

Tyranny - cruel and oppressive government or rule.

Oppression - cruel or unjust treatment by an authority over a less powerful group

Subversion - undermining the authority of the leader/government

Dissembling - conceal or disguise one's true feelings or beliefs.

Alarmist - someone who exaggerates a danger causing needless worry or panic.

Sensationalist - presenting stories in a way that provokes public interest or excitement, but isn't always accurate.

Polarizing - divisive, causing sharp division between two groups of different ideas/beliefs

Fake News - false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke

Post-Truth - when appeals to emotion and personal beliefs have more influence on public opinion than measurable facts

Democracy - a system of government by the whole population where leaders are voted for and elected

Totalitarianism - a system of government that has total control over its people

Literary Terms

Narrator - the character telling the story

Theme - a major idea that is explored throughout a story

Setting - when/where a story is set

Protagonist - the main character

Satire - the use of humour, irony or exaggeration, to criticize people's stupidity or shortcomings

Denouement - the final stage of the story structure, when the events of the story are resolved

Irony - a figure of speech in which you say one thing but mean another

Dialogue - speech between characters

Allegory - A story with a deeper meaning - often moral. It teaches you a lesson about life.

Fable - a short story that conveys a moral message about life. Usually has animals as characters

Oracy Terminology

Simile - a comparison between two objects using 'like' or 'as' e.g. *her eyes sparkled like diamonds*

Metaphor - a comparison between two objects without using 'like' or 'as' e.g. *her eyes were diamonds*

Connotation - an idea or feeling associated with a word e.g. red connotes anger, danger, passion, etc.

Rhetoric - the art of effective or persuasive speaking or writing, using figures of speech and other techniques

Ethos - A form of argument based on character or authority

Pathos - A form of argument based on emotions: fear, desire, sympathy, anger, hope, etc.

Logos - A form of argument based on logic, including facts and statistics

Hyperbole - Exaggeration for effect

Noun types - abstract, concrete and collective nouns can be used for effect

Adverbs - used for clarity e.g. surely, certainly, obviously

Discourse markers - words and phrases used to link, contrast or illustrate ideas e.g. moreover, although, etc

Direct address - when the speaker speaks directly to the audience e.g. using the word 'you'

Collective pronouns - refers to a group e.g. they, we, us, etc.

Parenthesis - brackets or dashes around a subordinate clause which adds clarity or further explanation

Key quotation:

‘All animals are equal, but some animals are more equal than others’

The Seven Commandments

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

The characters in Animal Farm

Snowball	 <p>Snowball is one of the other leading pigs, who challenges Napoleon for leadership of the farm after the rebellion.</p> <p>He represents Leon Trotsky.</p> <p>He is intelligent and passionate, yet he does not resort to the same levels of cunning and manipulation as Napoleon.</p>	Napoleon	 <p>Napoleon is the pig who emerges as the leader of Animal Farm after the rebellion.</p> <p>Napoleon’s character is based on Joseph Stalin - the leader of the communist Soviet Union.</p> <p>Napoleon is cunning, treacherous, lazy and selfish.</p> <p>He uses Squealer (propaganda) and the dogs (military force) to exert power over others.</p>
Squealer	 <p>Squealer represents propaganda.</p> <p>He is a pig who is a gifted and persuasive speaker, and is used to spread positivity about Napoleon, and negativity about Napoleon’s competition.</p> <p>He uses false statistics to suggest that the farm thrives under Napoleon, and twists the truth to ensure that the pigs retain political and social control.</p>	Boxer	 <p>Boxer is a cart-horse, who demonstrates incredible strength, work ethic, and loyalty. He is admired by the other animals because of his mental and physical strength.</p> <p>He represents those in the working classes who were hugely overworked.</p> <p>His downfall is his slow wit, which ensures that he is unable to think for himself and is easily manipulated.</p>
Mr Jones	 <p>Drunken owner of Animal Farm. Embodies the tyranny of man.</p>	The dogs	 <p>Instruments of fear and control, educated by Napoleon.</p>

The plot of Animal Farm

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Mr Jones. The commandments are written.
3	The animals’ first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Mr Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker’s yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

Context - George Orwell (the author) wrote the book as a way to criticize the events of the Russian Revolution

Karl Marx	<i>Old Major</i> represents Karl Marx . Karl Marx believed in the introduction of a system in which wealth was communal and labour was shared. He believed this would produce a fairer, more stable way of life. This formed the basis of communism.
Trotsky	<i>Trotsky helped form the Bolshevik communist party</i> . Snowball represents Trotsky , a passionate component of Animalism (Communism) who is expelled by Napoleon (Stalin) .
Stalin	Napoleon follows a similar rise to power as Stalin , using fear and propaganda to control the masses, including show trials and executions.

My home Year 8 French
ARE 1 Knowledge Organiser

Present tense 'er' verbs, prepositions, adjectival agreement, comparisons, structures using infinitives



A **verb** is a doing, being or having word. e.g. to speak, to eat, to be. It is in the **infinitive (INF)** when it starts with **to**. e.g. **to** dance
In French the infinitives of verbs ends in **-er, -ir, -re**. e.g. jouer, finir, vendre

An **adjective** describes a noun e.g. an **interesting** town. In French, adjectives normally go after the words they are describing e.g. un village intéressant (a village interesting).
If the noun is feminine the adjective has to agree
e.g. une ville intéressante
If the noun is plural we also add an 's' to make it agree
e.g. des villes intéressantes

Pronouns	habiter – to live
je (I)	J'habite – I live
tu (you)	tu habites – You live
il (he), elle (she), on (we)	il / elle / on habite - He / she/ we live
nous (we)	nous habitons – we live
vous (you) (pl)	vous habitez – you live (pl)
ils/elles (they)	ils / elles habitent – they live

Prepositions – words that tell us **where** someone or something is (see vocab list)

à - at, to, in (with name of town)
en/au/aux - to, in (with name of country)

Some prepositions are followed by **de**

If **de** comes before **la**, they join up to become **de la** e.g. près **de la** piscine
If **de** comes before **le**, they join up to become **du** e.g. à côté **du** cinéma
If **de** comes before **les**, they join up to become **des** e.g. près **des** magasins

Il y a (there is) and il n'y a pas de (there is not) – these phrases are very important to allow us to say what is in our town or city.
Remember! For **il n'y a pas de** there is no un/une before the noun
e.g. **Il y a un** parc **but il n'y a pas de** parc

The Comparison – to express more or less than
... est plus...adjective...que - is more adjective than
... est moins ...adjectiveque - is less... adjective... than
... est aussi....adjective....que – is as....adjective....as

The Superlative – to express the biggest, the most interesting etc...

... est le/la plus + adjective – is the most + adjective
....est le/la moins + adjective - is the least + adjective

Some structures in French need to be followed by an infinitive (INF).

On peut + INF - We can
On ne peut pas + INF - We cannot
Je voudrais/ J'aimerais + INF - I would like
J'ai l'intention de + INF - I intend
J'ai envie de + INF - I want
J'aime + INF - I like
Avant de + INF - Before ...ing
e.g. Je voudrais **aller** au cinéma – I would like **to go** to the cinema
J'ai envie de **visiter** la tour Eiffel – I want **to visit** the Eiffel tower

My home! Year 8 French ARE 1 vocab. list

<p>Où habites-tu ? J'habite...</p> <p>dans une maison dans un appartement Dans une caravane à la campagne à la montagne au bord de la mer en ville en banlieue dans un village dans le nord dans le sud dans l'ouest dans l'est</p>	<p>Where do you live? I live...</p> <p>In a house In a flat In a caravan In the countryside In the mountains On the coast In a city/town In the suburbs In a village In the north In the south In the west In the east</p>
<p>Extending our sentences Opinion phrases</p> <p>À mon avis Je pense que Je crois que Je dirais que</p> <p>Intensifieurs</p> <p>Vraiment Très Assez Un peu</p> <p>Connectives</p> <p>Parce que Aussi Mais Cependant/pourtant</p>	<p>Extending our sentences Opinion phrases</p> <p>In my opinion I think that I believe that I would say that</p> <p>Intensifieurs</p> <p>Really Very Quite A little</p> <p>Connectives</p> <p>Because Also But However</p>

<p>Qu'est-ce qu'il y a dans ta maison ?</p> <p>Il y a ... il n'y a pas de...</p> <p>Un jardin Un grenier Un bureau Un garage Un salon Une entrée Une cuisine Une chambre Une salle à manger Une salle de bains Une terrasse Des toilettes La chambre de mes parents Au premier étage Au deuxième étage Au rez-de-chaussée</p>	<p>What is there in your house?</p> <p>There is / are... There isn't...</p> <p>A garden An attic An office/study A garage A living room A hall A kitchen A bedroom A dining room A bathroom A terrace Some toilets My parents' bedroom On the first floor On the second floor On the ground floor</p>
<p>Qu'est-ce qu'il y a dans ta chambre ?</p> <p>Un lit Un mur Un bureau Un ordinateur Une armoire De la moquette Une étagère Une lampe Une porte Une chaise Une fenêtre Une commode Des posters</p>	<p>What is there in your bedroom?</p> <p>A bed A wall A desk A computer A wardrobe Some carpet A shelf/shelves A lamp A door A chair A window A chest of drawers Some posters</p>

<p>Où est...?</p> <p>sur sous devant dans derrière entre à côté de en face de près de</p>	<p>Where is...?</p> <p>on under in front of in behind between next to opposite to near to</p>
<p>Décris ton village/ta ville C'est...</p> <p>grand(e) petit(e) historique tranquille touristique industriel (le) culturel (le) important (e) animé (e) bruyant (e) pollué (e) moderne joli(e) moche nouveau (nouvelle) vieux (vieille) confortable C'est plus ... que... C'est moins ... que... Je préfère... parce que c'est plus/moins...</p>	<p>Describe your village/town It's...</p> <p>big small historic peaceful appealing to tourists industrial cultural important lively noisy polluted modern pretty ugly new old comfortable It's more ... than... It's less ... than... I prefer... because it is It's more/less...</p>

Year 8: Topics 1 and 2: Migration



Keywords in History	
Causation	<i>the idea that an event was caused by developments that came before.</i>
Change	Something that is different to before
Continuity	Something that stays the same over time
Effect	The result of something
Evidence	Sources become evidence when they are interpreted by an historian to make sense of the past
Impact	A marked effect or influence
Importance	Something being of great significance or value
Interpretation	The process by which we describe, analyse, evaluate and create an explanation of past events
Migration topic specific keywords	
Colonies	Countries, regions and islands that were part of the British Empire
Commonwealth	An international association consisting of the UK together with some states that were previously part of the British Empire
Empire	When one country rules over other countries
Racism	Prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior
Refugee	A displaced person who has been forced to cross national boundaries and who cannot safely return home
Religious Persecution	Being discriminated against, and sometimes physically attacked and killed, because of religious beliefs
Huguenots	Protestants, mainly from France, Netherlands and Belgium

Why did the Romans come to Britain?

- Britain's soil was fertile and allowed the Romans to grow various crops
- Precious metals, such as tin, could be found
- Evidence of the Iron Bangle Lady shows that migration from as far away as North Africa to Britain was happening at this time

Why did the Vikings come to Britain?

- Life in Denmark, Norway and Sweden (where the Vikings were from) was tough – too many people and not enough land. This encouraged raiders
- Merchants who traded with the Vikings spoke of the fertile lands and precious metals
- The Vikings were effective sailors



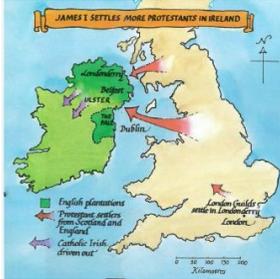

The Norman Invasion and arrival of Jews

- William invaded because he was a distant cousin of Edward the Confessor and Edward had also promised him the throne
- William wanted to extend his power in a Christian country
- William also wanted to access to Britain's wealth
- Castle Barchin was a Norman motte and bailey castles constructed by the Norman lord Walter of Douai between the Norman conquest of England in 1066 and 1086
- Discrimination against the Jews meant they were pushed from their original homeland, and settled around the world
- William the Conqueror invited Jews to be money lenders
- Attitudes towards Jews became increasingly hostile, and King Edward I expelled them in 1290

Why did the Huguenots come to England?

- They were a minority Protestant group, living in Catholic areas. They were targets for discrimination and persecution
- The St Bartholomew's Day Massacre in 1572 led to mass migration of Huguenots to England
- When they came to England, they were experienced cloth merchants and were important to the textile industry

Year 8: Topics 1 and 2: Migration



Why were plantations set up in Ireland in the 16th and 17th centuries?

- The English wanted to establish Ireland as a colony, and set up plantations in order to subdue the Irish
- Ireland was also a Catholic country, and the new settlers were Protestant – the English wanted to make Ireland a Protestant country

Why did people migrate to Britain in the 20th century?

- After WWII, there was more migration to Britain – there were many refugees and Britain offered work opportunities, particularly to migrants from countries in the British Empire
- Many Caribbean people fought for the ‘motherland’ (Britain) during WWII, and Britain wanted to ‘reward’ them for their help.

Windrush

- Life in the Caribbean was hard – there had been a devastating hurricane in 1944 and the price of sugar was at an all time low
- Large parts of Britain had been devastated by war and needed rebuilding
- Immigrant labour was desperately needed – for rebuilding, and from 1948, the brand new NHS
- 1948 – SS Empire Windrush sailed from Jamaica to Britain with 500 Black Caribbean passengers ready to start a new life in the UK
- It was the start of more large scale movement of non-white people to the UK for the first time.

How did the Industrial Revolution lead to Irish migration?

- Ireland was part of the British Empire
- Many people were desperately poor – the Catholic population was growing, but there was not enough work to go round and the rents charged by the Protestant landlords, were high
- Many poor Irish people relied on potatoes which grew easily in Ireland – however in the 1840s a disease destroyed many potatoes, leaving millions starving
- As a result, approximately one million starved to death, and another million emigrated to the USA, Canada and Britain
- Britain was an attractive destination as it was so close and there was a huge demand for labour which Irish migrants were able to fill



Why did Jews migrate to Britain in the 19th century?

- From the 1880s onwards, the pogroms in Germany, Poland and Russia caused many Jews to flee



Weston's first railway station

Why did people come to Weston from the 19th century?

- Until the 19th century, Weston was a small fishing village (just 30 houses!)
- The Victorian idea of ‘seaside holidays’ began to lead to Weston’s expansion and development
- Weston’s geographical location helped it to grow (proximity to Bath, Bristol and South Wales)
- The railway opened in 1841, leading to an influx in day visitors from Bristol, the Midlands and further afield on works outings and Bank Holidays
- Mining families from South Wales came across on paddle steamers to Birnbeck Island, and onto Birnbeck Pier after it was built in 1867
- Birnbeck Pier offered rides, an amusement arcade, tea rooms and a photographic studio



Birnbeck Pier, mid 19th century

Other migrants in the 20th century

- Migrants have come from many places for various reasons over the course of the 20th century
- By 1955, 10000 people moved from South East Asia to escape violence
- People from Nigeria, Gambia and Sierra Leone (former British colonies) who made a huge contribution to WWII, migrated to Britain from 1948
- Further immigration from Ireland in the 1960s-1970s
- Cypriots moved to escape violence between Turkey and Greece when the island was split

How were migrants treated?

- Most immigrants found only low paid jobs as cleaners, ticket collectors and hospital porters
- Blatant racism when trying to rent houses (signs like ‘No Blacks, No Irish, No Dogs’ were sadly very common)
- There were no laws preventing racism – so to get housing or jobs would depend on the racist attitudes to landlords or company bosses. This became known as the ‘colour bar’ – black people were barred from progress because of their ethnicity

Useful links:
<https://www.bbc.co.uk/bitesize/guides/zt8tyrd/revision/1> - useful summary of all the topics
<https://www.bbc.co.uk/teach/class-clips-video/history-ks3--gcse-migration/zkn8vk7> – video clips

Maestros and Masterpieces (Baroque Music)

The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft)
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



Key Composers & Pieces

- *Tocatta and Fugue* by J.S. Bach
- *Canon* by Pachelbel
- *Zadok the Priest* by Handel



SHARP	#	= RAISES 1/2 TONE
FLAT	b	= LOWERS 1/2 TONE
NATURAL	♮	= CANCELS OUT PREVIOUS # OR b

Key Words

- **Chromaticism** - moving up or down in semitones.
- **Scale** - an organised sequence of notes, stepwise.
- **Ostinato** - a repeated pattern (e.g. rhythm).
- **Motif** - a short musical phrase.
- **Sequence** - a repeating motif, moving up/down in pitch.
- **Melody** - the main tune.
- **Baroque** - A genre of music, popular between around 1600 and 1750.
- **Harpsichord** - A piano-like instrument without dynamic changes.
- **Ground Bass** (Ostinato) - A repeating bass part.

A Minor Chord

Chords
Playing 2 or more notes at the same time.



Harpsichord

Parts of a warm up

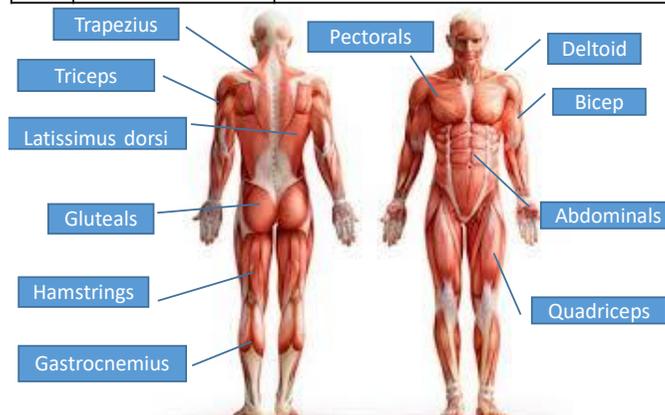
1	Pulse raiser	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
2	Stretch	Stretching the main muscle groups and joints increases their elasticity and mobility so that they are less likely to be strained. Dynamic stretching is a form of stretching whilst moving and therefore not holding a stretch e.g. lunges. Static stretching is holding a stretch for 8-10 seconds (before exercise).
3	Mobilisation	Gently moving the joints through a full range of movement to promote synovial fluid the helps to lubricate the joint e.g. shoulder rotations. Shoulder rotations, open and close the gate, ankle plantar and dorsi flexion.

Effects of exercise

4	Heart rate increases.	During exercise the heart rate increases so that sufficient blood is taken to the working muscles to provide them with enough nutrients and oxygen. An increase in heart rate also allows for waste products to be removed.
5	Blood pressure increases.	Your heart starts to pump harder and faster to circulate blood to deliver oxygen to your muscles. As a result, systolic blood pressure rises.
6	Endorphins are released into the blood.	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce your perception of pain. Endorphins also trigger a positive feeling in the body, similar to that of morphine.

Benefits of exercise

7	Physical health and well-being	Improves fitness levels, heart function and efficiency of the body systems e.g. cardio-vascular system. Reduced risk of some illness e.g. diabetes, helps to prevent obesity, enables you to carry out everyday tasks without getting tired.
8	Mental health (emotional) and well-being	Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.
9	Social health and well-being	Provides opportunities to socialise/make friends, encourages cooperation, teamwork and mental resilience.

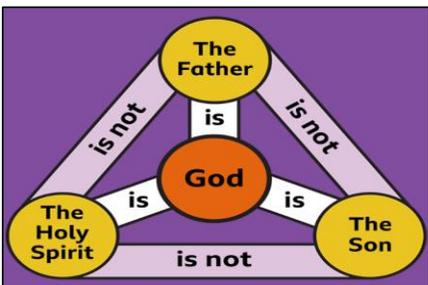
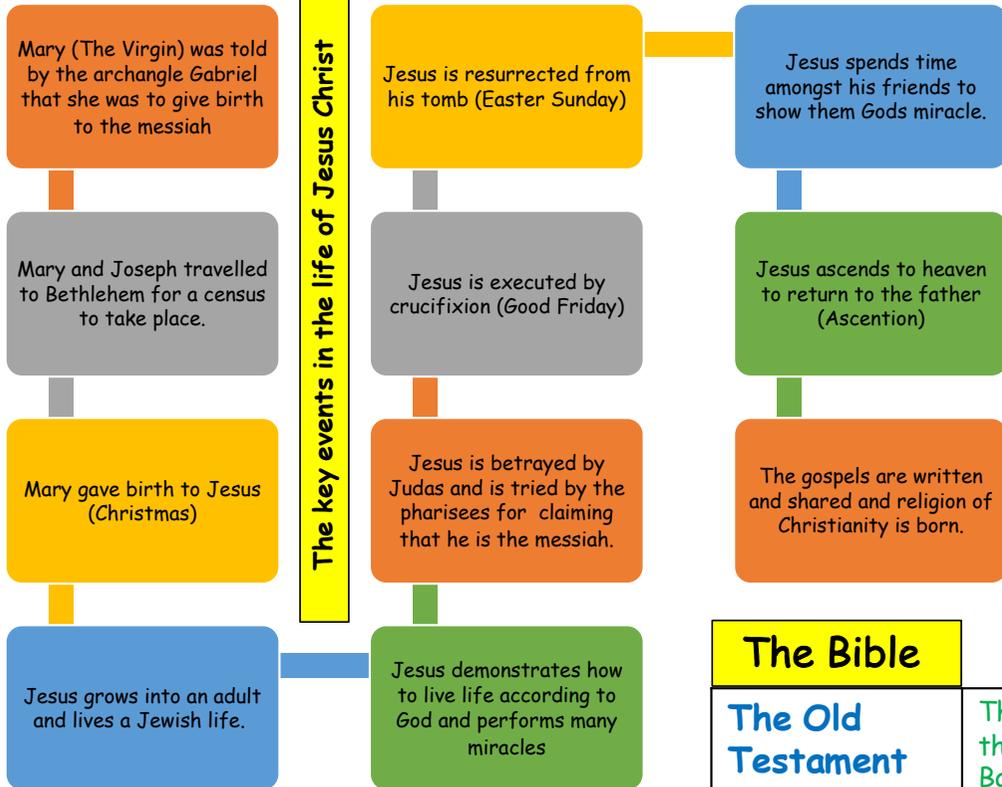


	Muscle	Static stretch		Muscle	Static stretch
10	Triceps		15	Biceps	
11	Hamstring		16	Deltoids	
12	Pectorals		17	Abdominals	
13	Quadriceps		18	Gastrocnemius	
14	Gluteals		19	Latissimus dorsi	

Structure of a PE lesson

1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down

RWV 8.1 Who is Jesus?

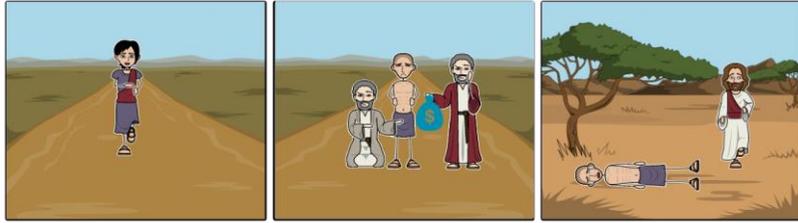


The Holy Trinity

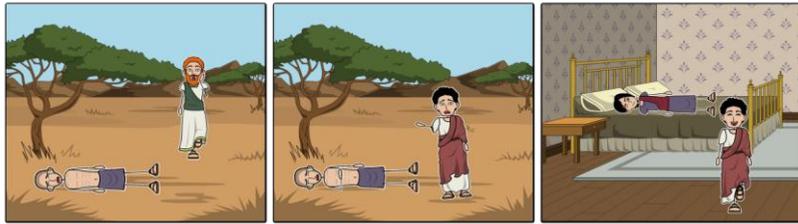
Key Words	Agape	One type of love that is love for our neighbour, or selfless love.
	Holy Trinity	Christians believe that God takes on three separate roles, at the same time: God, the father; God, the son; and God, the Holy spirit.
	God	Christians believe there is one God and that he is the creator (Father) of everything.
	Gospel	Good news: Jesus announces that we can all be at one with God and with each other. There are four books in the Bible recording the life of Jesus: Matthew, Mark, Luke and John.
	Jesus Christ	Christians believe that Jesus is God incarnate (in human form). He is also referred to as 'God, the son'.
	Messiah	The one who would come to save people; Christ is another word for this.
	Miracle	an event that breaks the laws of nature
	Parable	A story Jesus told to teach us something for example the Good Samaritan teaches us to love our neighbour.
	Sin	An action that goes against what God for us.

The Bible

The Old Testament	The Old Testament is the first section of the Bible, covering the creation of Earth through Noah and the flood, Moses and more, finishing with the Jews being expelled to Babylon. The Bible's Old Testament is very similar to the Hebrew Bible, which has origins in the ancient religion of Judaism.
The New Testament	The New Testament is the second part of the Christian bible. The New Testament discusses the teachings and person of Jesus, as well as events in first-century Christianity.
The Gospels	The stories of the story tellers. These books are found in the New Testament and they tell the stories of Jesus Christ. They are interpretations and the same events of the same story will often vary from book to book.



A Jewish man was walking down the road from Jerusalem to Jericho when he was attacked by robbers.
They stripped him of his garments and robbed all of his money.
A priest happened to walk past and see the poor man and walked on the other side of him.



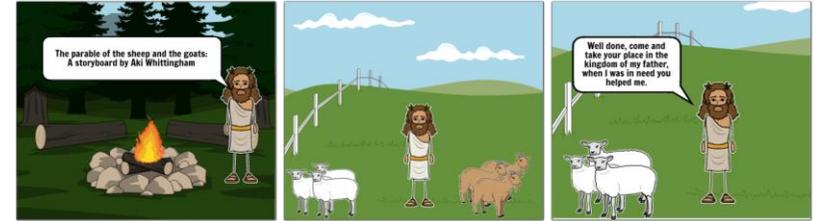
A Levite then walked past and also went past walking on the other side of him.
A good Samaritan was travelling down the road and seen the poor man and stopped and offered to help him.
The samaritan then took the man to a hotel and gave him a room, he then gave money to a man and told him to look after him until he is better.

The Good Samaritan (Luke 10: 25-37)



Parables of Jesus Christ

The Final Judgement (Matthew 25: 31-46)



This story board will tell of the parable of the sheep and the goats. This can be found in a less simplified way in the bible (Gospel of Matthew, 21:31-21:46).
One day, Jesus said that the son of God (himself) will separate his sheep from his goats, just as shepherds would. The sheep would go on his right and the goats on his left.
He said to the sheep on his right, "Well done, come and take your place in the kingdom of my father, for when I was in need you helped me," and as the son of god promised, the sheep had a space in heaven waiting for them.



When I was in need you didn't offer me help, and sadly this means you are sentenced to eternal punishment.
When have you come to our doorstep and asked for help? When have you needed assistance from us?
It is not of myself in the purest terms that I speak, but what you denied or failed to do for the least of my people, you denied me.
Then the son of God will then turn to the goats on his left and say in the greatest disappointment and sorrow, "When I was in need you didn't offer me help, and sadly this means you are sentenced to eternal punishment."
The goats replied in indignation, "When have you come to our doorstep and asked for help? When have you needed assistance from us?"
The son of God replied, "It is not of myself in the purest terms that I speak, but what you denied or failed to do for the least of my people, you denied me."

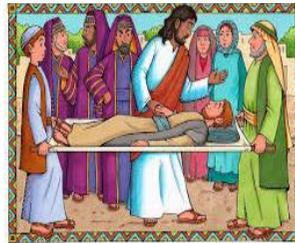
Create your own at Storyboard That



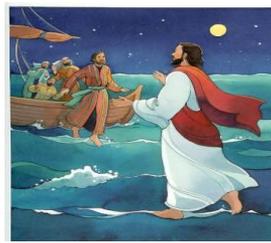
The Middle East in the time of Jesus Christ

Jesus was born into a world that suffered from poverty caused by war, famine and disease. The area in which he lived was controlled by the Roman Empire and was under a military dictatorship. The Romans taxed the people heavily and forced them to speak Latin. They did not force them to worship Roman Gods but the Jews were discriminated against.

The miracles of Jesus Christ



Paralysed man



Peter and the storm



The raising of Lazarus



Feeding of the 5000

1. Forces

A force is a **push** or a **pull** that changes the **shape, speed or direction** of an object. You cannot see forces but you can see the effects of them.



The unit of force is the **Newton (N)** named after Sir Isaac Newton. He came up with many theories including those to do with gravity and the **three laws of motion**. We measure force using a piece of equipment called a Newton metre.



2. Types of Force

Forces can be divided into two types: contact and non-contact.

- Contact forces for example friction, are caused when two objects are in contact.
- Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

Examples of forces include **push, pull, friction, air resistance, water resistance, thrust, upthrust, reaction, weight, magnetism, gravity, lift and tension.**

3. Balanced Forces

When we talk about the total force acting on object we call this the **resultant force**. When the forces acting in opposite directions are the same magnitude (size) we say the forces are **balanced**.

This means one of two things:

- The object is stationary (not moving)
- The object is moving at a constant speed

For example, the vertical resultant force acting on the duck is $5\text{N} - 5\text{N} = 0\text{N}$



Floating duck



Submarine at constant speed and depth

4. Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

- If the object is stationary then it will move in the direction of the resultant force
- If the object is moving, then the object will speed up or slow down in the direction of the resultant force



Hot air balloon rising

$100\text{N} - 60\text{N} = 40\text{N}$ (to the right)



KS3 Science Forces and Motion

@HansPriceSci
#ReadyToLearnHPIA

5. Speed, Distance and Time

How do you find the average speed of an object?

- Measure the distance travelled
- Measure the time taken to travel that distance

Average speed = distance / time

Worked example:

Q) A car travels 2 km in 100 s.

Calculate its average speed.

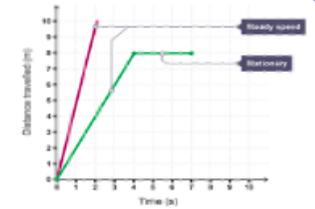
$2\text{ km} = 2000\text{ m}$

$2000\text{ m} / 100\text{ s} = 20\text{ m/s}$



6. Distance Time Graphs

In a distance-time graph, the gradient of the line is equal to the speed of the object. The greater the gradient (and the steeper the line) the faster the object is moving.



You can calculate the speed of an object by calculating the gradient of the line (distance travelled / time taken). The speed of the object shown by the green line is $8\text{m}/4\text{s} = 2\text{m/s}$. Is the purple line travelling faster or slower?

7. Reducing forces for the better

Friction opposes the direction of motion, making it more difficult to move.



This can be helpful:

- Your shoes and the floor to stop you slipping
- Tyres and the road to prevent skidding
- Brakes and the wheel to slow you down

This can be unhelpful:

If you do not lubricate your bike chain using oils, friction between the chain and the axles make it difficult to pedal.

Like friction, air resistance and water resistance forces can also be reduced. This is known as streamlining.

8. Investigating Forces

Scientific Question: Does wing length affect the time taken to land?

Independent variable:

wing length (cm)

Dependent variable:

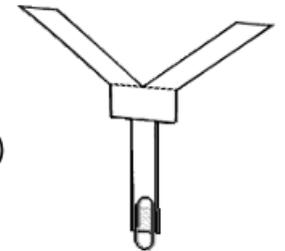
time taken to land (seconds)

Control variable:

height dropped from (cm)

mass of helicopter (g)

Conclusion: The longer the wings, the greater the force of air resistance.



1. Chemical Reactions

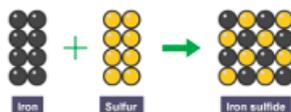
Atoms are rearranged in a chemical reaction.

The substances that:

- react together are called the **reactants**

- are formed in the reaction are called the **products**

The atoms in a compound are chemically joined together by strong **forces** called **bonds**. This is why the properties of a compound are different from the elements it contains. A **word equation** shows the names of each substance involved in a reaction, and must not include **chemical symbols**.



4. Incomplete combustion

Incomplete combustion is another form of combustion which occurs where there is a lack of **oxygen**. Water vapour and carbon dioxide are still produced, but two other **products** are also produced: carbon monoxide, CO, a colourless toxic gas and particles of carbon, which appear as soot and smoke, and which cause breathing problems.

The general **equation** is:

Fuel \rightarrow carbon monoxide + water + carbon (soot)



KS3 Science

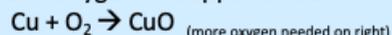
Chemical Reactions

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#ReadyToLearnHPA

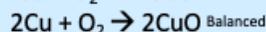
2. Chemical Equations

A **balanced** equation gives more information about a chemical reaction because it includes the **symbols** and **formulae** of the substances involved. There are two steps in writing a balanced equation: 1. replace the name of each substance with its symbol or formula 2. Use numbers to ensure the number of each element is equal on both sides.

For example: Copper + Oxygen \rightarrow Copper Oxide



(more copper needed on left) $\text{Cu} + \text{O}_2 \rightarrow 2\text{CuO}$



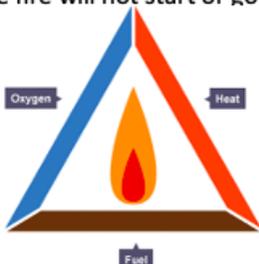
3. Combustion

Combustion is the scientific term for burning. There are 3 things that are needed for a fire: oxygen, fuel and heat. These things form the fire triangle. If you remove anyone of these the fire will not start or go out.

Complete combustion

occurs when there is good supply of oxygen. The general equation is:

Fuel + oxygen \rightarrow carbon dioxide + water



5. Oxidation

Combustion is an example of a type of reaction called **oxidation**. In an oxidation reaction, a substance gains oxygen.

Metals react with oxygen in the air to produce metal oxides. Metal oxides are **bases** they react with acids and **neutralise** them. Some metal oxides dissolve in water to produce **alkaline** solutions.

Non-metals react with oxygen in the air to produce non-metal oxides. Non-metal oxides are **acids**.

6. Thermal Decomposition

Some compounds break down when heated, forming two or more products from one reactant. This type of reaction is called **thermal decomposition**.

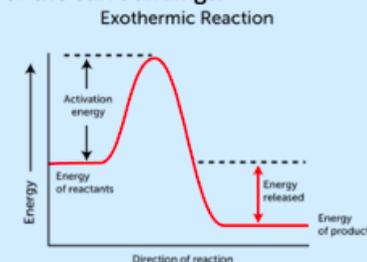
Many metal carbonates can take part in thermal decomposition reactions. Metal carbonates undergo thermal decomposition to produce metal oxides and carbon dioxide.

Thermal decomposition is an example of an **endothermic** reaction, a reaction that gains energy from the surroundings.

7. Exothermic Reactions

An **exothermic** reaction is one where energy is released to the surroundings shown as a temperature increase of the surroundings.

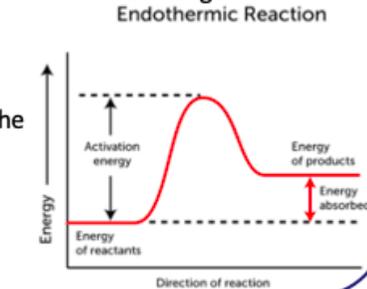
This means that the **reactants** produce both **heat energy** and **products** in the reaction. The **energy level diagram** shows the lower energy in the products.



8. Endothermic Reactions

An **endothermic** reaction is one where energy is absorbed from the surroundings shown as a temperature decrease in the surroundings.

This means that the **reactants** combined with **heat energy** produce **products** in the reaction. The **energy level diagram** shows the higher energy in the products.



My home Year 8 Spanish ARE 1 Knowledge Organiser

Present tense 'ir' verbs, prepositions, adjectival agreement, comparisons, structures using infinitives



A **verb** is a doing, being or having word. e.g. to speak, to eat, to be.
It is in the **infinitive (INF)** when it starts with **to**. e.g. **to** dance
In Spanish infinitives of verbs end in **-ar, -ir, -er**. e.g. **hablar, vivir, comer**

An **adjective** describes a noun e.g. an **interesting** town.
In Spanish, adjectives normally go after the words they are describing e.g. un pueblo moderno (a village modern).
If the noun is feminine the adjective has to agree
e.g **una** ciudad moderna
If the noun is plural we also add an 's' to make it agree
e.g. **unas** ciudades modernas

Pronouns	vivir – to live
yo (I)	vivo – I live
tú (you)	vives – You live
él (he), ella (she)	vive - He / she lives
nosotros/nosotras (we)	vivimos – we live
vosotros/vosotras (you) (pl)	vivís – you live (pl)
ellos/ellas (they)	viven – they live

Prepositions – words that tell us **where** someone or something is (see vocab list)
a - at, to, from, on, by
en - in, on, at
Some prepositions are followed by **de** (of, from, about)
If **a** comes before **el**, they join up to become **de la** e.g. vamos **al** cine
If **de** comes before **el**, they join up to become **del** e.g. al lado **del** cine

Hay (there is) and no hay (there is not) – these phrases are very important to allow us to say what is in our town or city.
Remember! When using no hay there is no un/una
e.g. **Hay un** parque but **no hay** parque

The Comparison – to express more or less than
... **es más...adjective...que** - is more...adjective...than
... **es menos ...adjectiveque** - is less...adjective... than
... **es tan...adjective....como** – is as...adjective...as

The Superlative – to express the biggest, the most interesting etc...
... **es el/la más + adjective** – is the most + adjective
... **es el/la menos + adjective** – is the least + adjective

Some structures in Spanish need to be followed by an infinitive (INF).
These are very useful phrases!
Se puede + INF - You can
No se puede + INF - You cannot
Me gustaría + INF - I would like
Tengo la intención de + INF - I intend
Quiero + INF - I want
Me gusta + INF - I like
Antes de + INF - Before ...ing

e.g. Me gustaría **ir** al cine – I would like **to go** to the cinema
Se puede visitar la Sagrada Familia – You can **visit** the Sagrada Familia

My home! Spanish Year 8 ARE 1

<p>¿Dónde vives? Vivo ... en una casa en un apartamento en el campo en las montañas en la costa en la ciudad en las afueras en un pueblo en el norte en el sur en el oeste en el este</p>	<p>Where do you live? I live In a house In a flat In the countryside In the mountains On the coast In the city/town In the suburbs In a village In the north In the south In the west In the east</p>
<p>Extending our sentences Opinion phrases En mi opinión Pienso que Creo que Diría que</p> <p>Intensifiers Demasiado Muy Bastante Un poco</p> <p>Connectives Porque También Pero Sin embargo</p>	<p>Extending our sentences Opinion phrases In my opinion I think that I believe that I would say that</p> <p>Intensifiers Too Very Quite A little</p> <p>Connectives Because Also But However</p>

<p>¿Qué hay en tu casa? Hay.... No hay... Un jardín Un garaje Un salón Un pasillo Un dormitorio Un comedor Un cuarto de baño Una cocina Una terraza Una oficina/un despacho Los baños El dormitorio de mis padres En la primera planta En la planta baja Arriba</p>	<p>What is there in your house? There is / are... There isn't... A garden A garage A living room A hall A bedroom A dining room A bathroom A kitchen A terrace An office/study Toilets My parents' bedroom On the first floor On the ground floor Upstairs</p>
<p>¿Qué hay en tu dormitorio? Una cama Un escritorio Un ordenador Un armario Un estante Una lámpara Una mesa Una puerta Una silla Una televisión Una ventana Una cómoda Una moqueta Unos pósteres</p>	<p>What is there in your bedroom? A bed A desk A computer A wardrobe A shelf A lamp A table A door A chair A television A window A chest of drawers A carpet Some posters</p>

<p>¿Dónde está? en debajo de delante de detrás (de) entre al lado de de enfrente cerca de</p>	<p>Where is...? On/in under in front of behind between next to opposite near to</p>
<p>¿Cómo es tu pueblo/ciudad? Es... Pequeño/a Grande Histórico/a Tranquilo/a Turístico/a Industrial Cultural Importante Animado/a Ruidoso/a Contaminado/a Moderno/a Bonito/a Feo/a Nuevo/a Viejo/a Cómodo/a Es más ... que... Es menos ... que... Prefiero... porque es más/menos...</p>	<p>What is your village/town like? It is... Small Big Historic Peaceful Appealing to tourists Industrial Cultural Important Lively Noisy Polluted Modern Pretty Ugly New Old Comfortable It's more ... than... It's less ... than... I prefer... because it is more/less...</p>

Year 8 Independent Study Hand in dates:

	Date		Subject
M	21/09/20		Science
T	22/09/20		Maths
W	23/09/20		English
T	24/09/20		Geography
F	25/09/20		Music
M	28/09/20		Science
T	29/09/20		Maths
W	30/09/20		English
T	01/10/20		History
F	02/10/20		Art
M	05/10/20		Science
T	06/10/20		Maths
W	07/10/20		English
T	08/10/20		Computing
F	09/10/20		Tech
M	12/10/20		Science
T	13/10/20		Maths
W	14/10/20		English
T	15/10/20		MFL
F	16/10/20		PE
M	19/10/2020		Maths
T	20/10/2020		RE
W	21/10/2020		Drama
M	02/11/20		Science
T	03/11/20		Maths
W	04/11/20		English
T	05/11/20		Geography
F	06/11/20		Music
M	09/11/20		Science
T	10/11/20		Maths
W	11/11/20		English
T	12/11/20		History
F	13/11/20		Art
M	16/11/20		Science
T	17/11/20		Maths
W	18/11/20		English
T	19/11/20		Computing
F	20/11/20		Tech

	Date		Subject
M	23/11/20		Science
T	24/11/20		Maths
W	25/11/20		English
T	26/11/20		MFL
F	27/11/20		PE
M	30/11/20		Science
T	01/12/20		Maths
W	02/12/20		English
T	03/12/20		RE
F	04/12/20		Drama
M	14/12/20		Science
T	15/12/20		Maths
W	16/12/20		English
T	17/12/20		History
F	18/12/20		Music