

Year 8

Booklet 1  
Knowledge  
Organiser  
2022/2023

Independent  
Study

Name & LF:



Cabot  
Learning  
Federation

# How to do your independent study

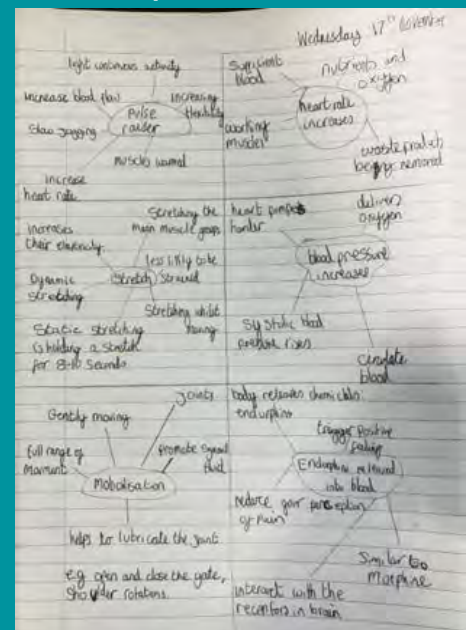
For all subjects except Maths, Knowledge Organisers are used for IS tasks. You will have five pieces of I.S due every week, which will be checked by your teacher of the subject due. You can attend IS club at 3pm in the Art Barn to get your IS done or complete it at home.

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, a detailed mind-map or flash card style notes using the whole page.
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's some guidance on how to revise using your Knowledge Organisers.

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## Examples of Good IS:



- Monday 11th October
1. Which seven countries make up Great Britain?  
Scotland, England, Wales make up Great Britain.
  2. What with which extra country is added in to make the United Kingdom?  
Northern Ireland is the extra country.
  3. What three things make up the 3Es aspects?  
The three aspects are Social, Economic and Environmental.
  4. What do these three things mean?  
Social - about people and community, Economic - about money and Environmental - about the natural world and how we affect it.
  5. What is the difference between an urban area and a rural area?  
A urban area is people living and working close together, rural areas are often areas with not many houses.
  6. There are two types of Geography Physical and human what is the difference between them?  
The difference is Physical looks at natural things in an environment and human looks at people, places and relationships.
  7. How many zones are there in land use in a city?  
There are 5 zones and they are labelled A to E.
  8. What are the zones closest to the city center called?  
These zones are zone A the central business district which is the center of the town with shops and offices and not many people live there, zone B the inner city which used to be factories and houses, zone C houses most of them are now closed and not used.

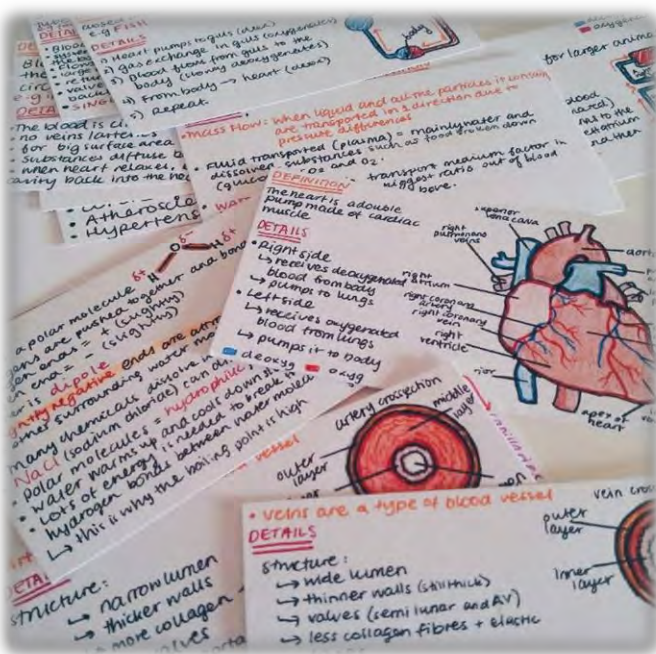
# Revision Techniques

## Flash Cards

Great for revising key terms and remembering definitions, dates, facts etc.

Split the page of your I.S textbook into four using a ruler or use flash cards which you can collect from the LRC and keep in your I.S folder.

Make brief notes on the information in the knowledge organiser, use colour coding and diagrams where you can to highlight key information.



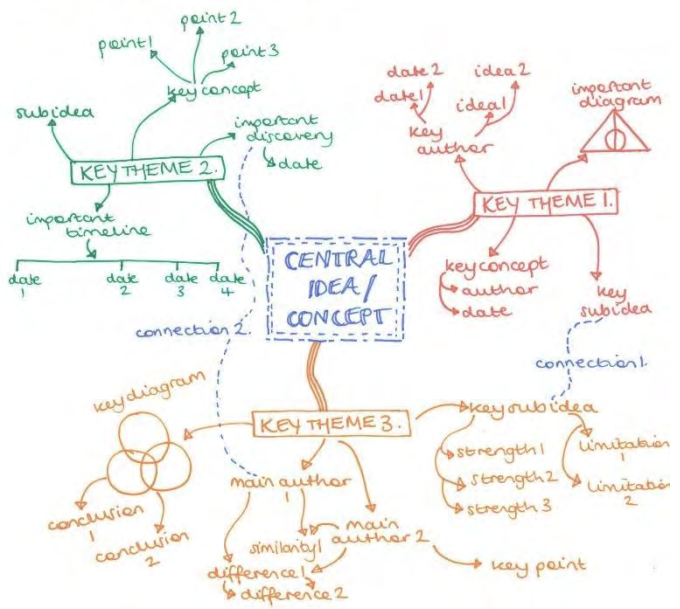
## Mind Map

Great for revising if you are a visual learner, allowing you to select and link key information.

Use a full page to add as much detail as you can to your mind map, starting with a key concept or topic at the centre. Use the knowledge organisers and your own ideas.

You can use colour coding, diagrams and connections to support your learning.

### MINDMAPPING GUIDE



## 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? Acids contain hydrogen ions.”*

*“What does corrosive mean? A corrosive acid can destroy skin cells and cause burns.”*

These are examples of self-quizzing questions. Write 10-20 self-quizzing questions and answers based on the subject knowledge organiser and focusing on the areas where you need to strengthen your knowledge.

### 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)

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

Malcolm X

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”

Pele

“Sticking to good habits can be hard work, and mistakes are part of the process. Don’t declare failure simply because you messed up or because you’re having trouble reaching your goals. Instead, use your mistakes as opportunities to grow stronger and become better.”

Amy Morin

# Hans Price Maths Department

All Independent Study in the Maths department is set using the following online platforms

The logo for SPARX MATHS, with 'SPARX' in white on a black background and 'MATHS' in blue on a white background.

You need to log in to your SPARX account, where there are 3 types of homework:

- **Compulsory**
  - **XP Boost**
  - **Target**

Every student needs to get **100%** of their compulsory homework completed every week. Students need to write out the bookwork codes of each of the questions in their homework book and complete the bookwork checks online.

XP boost and Target sections are additional resources that the students can complete if they wish. They will support the students to make greater progress in Maths, but do not form part of the compulsory Independent Study.

**If students get stuck on any question, they should watch the associated video to help them complete the task.**

We also subscribe to Times Tables Rock Stars. We encourage students to engage with this program to ensure their foundation of knowledge is solid. We will run College competitions and award prizes to those students with the most coins.



**These homework platforms are designed to consolidate your knowledge, and students at KS3 can expect this to take up to 1 hour per week.**



# KS3 English I.S

Your task each week is to prove you understand the meaning of the 5 words. It is important that when you read a text in front of you, you are able to pick up the language when reading through the text.

Each week you can complete your I.S in two different ways:

## Option 1:

Create two different sentences showing your understanding of the word. E.G.: hierarchy:

1. Hierarchy is shown in A View From the Bridge through the character of Eddie.
2. In Romeo and Juliet, women were lower than men in hierarchy.

N.B.: You can change the tense of your word to suit your sentences - you just need to make sure you are spelling it correctly and using the correct context. For example: absolve - absolving - absolved.

## Option 2:

Create flashcards which display the words and their definitions written in your own words.



| <b>Due Date</b> | <b>Word</b>    | <b>Definition</b>  |
|-----------------|----------------|--|
| Week 1          | Dream          | A series of events or images that happen in your mind when you are sleeping.   |
|                 | Imagine        | To form or have a mental picture or idea of something.   |
|                 | Character      | A person in a narrative.   |
|                 | Persuasive     | Making you want to do or believe in a particular thing.  |
|                 | Political      | This relates to the politics of a government who makes the law and tries to influence the way a country is governed. |
| Week 2          | Revolution     | A change in the way a country is governed, usually to a different political system and often using violence or war.  |
|                 | Power          | The ability to control people and events.  |
|                 | Control        | To order, limit or rule something, or someone's actions or behaviour.  |
|                 | Conflict       | An active disagreement between people with opposing opinions or principles.  |
|                 | Justice        | The quality of being fair and reasonable.  |
| Week 3          | Equity         | The situation in which everyone is treated fairly according to their needs.  |
|                 | Rhetoric       | Speech or writing intended to be effective and influence people.   |
|                 | Persuasion     | The action of convincing someone.  |
|                 | Perspective    | A particular way of considering something.   |
|                 | Interpretation | An explanation or opinion of what something means.   |

|        |                |  |
|--------|----------------|--|
| Week 4 | Abstract       | An idea, feeling or quality, not a material or physical object.  |
|        | Acknowledge    | To accept, admit or recognise something, or the truth about something.   |
|        | Adequacy       | The fact of being enough or satisfactory for a particular purpose.   |
|        | Fiction        | A type of book that is written about imaginary characters.   |
|        | Amend          | To change the words of something written.  |
| Week 5 | Propaganda     | Information or ideas that are spread by an organisation/government to influence people's opinions.                       |
|        | Representation | The way that someone or something is shown or described.   |
|        | Context        | The situation within which something exists or happens.  |
|        | Climax         | The highest or most intense point in a narrative.  |
|        | Brief          | Used to express how quickly time goes past.  |
| Week 6 | Corruption     | Dishonest or illegal behaviour involving a person in a position of power.  |
|        | Tyranny        | A situation in which someone or something controls how you live in an unfair way.  |
|        | Rebellion      | A violent action organised by a group of people who are trying to change a political system.                             |
|        | Manipulation   | Controlling someone or something to your own advantage.  |
|        | Oppression     | A situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom. |



| <b>Due Date</b> | <b>Word</b>   | <b>Definition</b>  |
|-----------------|---------------|--|
| Week 7          | Hierarchy     | A system in which people or things are arranged according to their importance.   |
|                 | Democracy     | A country/organisation where power is held by elected representatives or by the people.                                    |
|                 | Capacity      | The total amount that can be contained or produced.  |
|                 | Rebuttal      | A statement that says that something is not true.  |
|                 | Sophisticated | Demonstrating good understanding of the way people behave and good knowledge/intelligence.                                 |
| Week 8          | Symbolism     | When a thing or image represents an idea or concept.   |
|                 | Consult       | To get information or advice from a person or resource.  |
|                 | Confer        | Exchange ideas on a particular subject in order to reach a decision on what action to take.                                |
|                 | Dialogue      | Conversation between two or more persons.  |
|                 | Extension     | The amount by which something is increased.  |
| Week 9          | Motif         | A literary technique that consists of a repeated element that recurs throughout the text.                                  |
|                 | Satire        | A way of criticising people or ideas in a humorous way in order to make a point.   |
|                 | Rhyme         | A word that has the same last sound as another word.   |
|                 | Metaphor      | A comparison used to describe, not using 'like' or 'as': describing something by saying it is something other than itself. |
|                 | Repetition    | When something occurs more than once.  |

|         |              |  |
|---------|--------------|--|
| Week 10 | Alliteration | The use of the same sound, especially at the beginning of several words that are close together.                                   |
|         | Imperative   | Extremely important or urgent.   |
|         | Plot         | The story of a book, film, play, etc.  |
|         | Structure    | The relationship of the component parts of a work of art or literature; the way something is organised.                            |
|         | Pronouns     | A word used instead of a noun to refer to a person or thing that has already been mentioned, e.g: I, you, he, this, it, who, what. |
| Week 11 | Contrast     | An obvious difference between two or more things.  |
|         | Tone         | The general mood of something or someone.  |
|         | Eloquence    | The quality of delivering a clear and strong message which is used with fluency.   |
|         | Verb         | A word or phrase that describes an action or experience.   |
|         | Vengeance    | Violent revenge: to 'get someone back' for an insult or injury.  |
| Week 12 | Decline      | To refuse an offer or to gradually become less or lower.   |
|         | Verse        | One of the parts that a poem or song is divided into.  |
|         | Fraternal    | Relating to brothers or to be friendly like brothers.  |
|         | Platonic     | A relationship that is affectionate but not sexual.  |
|         | Romantic     | To love or have a close loving relationship.   |

|         |             |   |
|---------|-------------|---|
| Week 13 | Diverse     | Varied or different qualities about a person, place or thing.   |
|         | Motif       | A pattern or design.  |
|         | Sonnet      | A poem that has 14 lines and a particular pattern of rhyme.   |
|         | Tragedy     | A very sad event or situation, especially one involving death or suffering.   |
|         | Prologue    | A part at the beginning of a story that gives information about events that happen before the time when the story begins. |
| Week 14 | Loyalty     | Always giving help, support and encouragement to someone.   |
|         | Honour      | A title or reward that publicly expresses respect or admiration for someone.  |
|         | Fate        | Something positive or negative that happens to a person or thing.   |
|         | Masculinity | The characteristics that are traditionally thought to be typical of or suitable for men.                                  |
|         | Domain      | An area of interest or an area over which a person has control.   |

### 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**.



### 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.

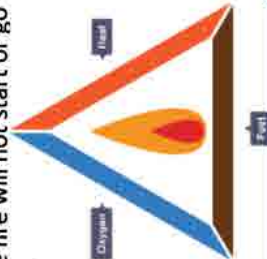
For example: Copper + Oxygen → Copper Oxide



### 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 any one of these the fire will not start or go out. **Complete combustion**

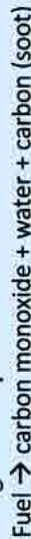
occurs when there is good supply of oxygen. The general equation is:  
Fuel + oxygen → carbon dioxide + water



### 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:



### 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**.

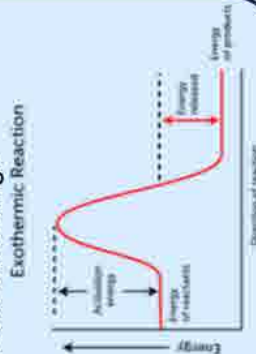
Many metal carbonates can take part in thermal decomposition reactions. Metal carbonates undergo thermal decomposition to produce metal oxides and carbon dioxide.

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.



## Chemical Reactions



KS3 Science

@HansPriceSD  
#ReadyToLearn19K

### 5. Oxidation

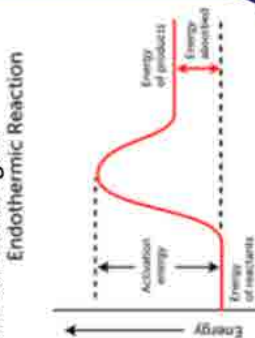
Combustion is an example of a type of reaction called **oxidation**. In an oxidation reaction, a substance gains oxygen.

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**.

### 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.



### 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.

1. Contact forces for example friction, are caused when two objects are in contact.
2. 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:

1. The object is stationary (not moving)
2. The object is moving at a constant speed

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



### 4. Unbalanced Forces

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

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

**100N - 60N = 40N (to the right)**



Hot air balloon rising

## Forces and Motion



#HansPriceX1  
#Ready4Learning

### 5. Speed, Distance and Time

How do you find the average speed of an object?

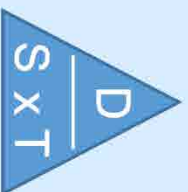
- 1) Measure the distance travelled
- 2) Measure the time taken to travel that distance

Average speed = distance / time

Worked example:

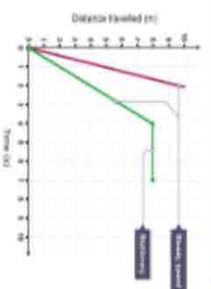
Q) A car travels 2 km in 100 s. Calculate its average speed.

- 1 km = 2000 m
- 2000 m / 100 s = 20 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  $8m/4s = 2m/s$ . 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:**

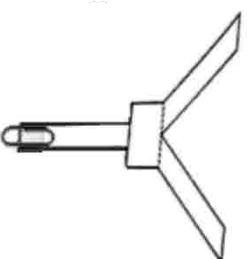
wing length (cm)

**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. Water waves

If you throw a pebble into a pond, ripples spread out from where it went in. These ripples are waves travelling through the water. The waves move with a transverse motion. The undulations (up and down movement) are at 90° to the direction of travel.

For example, if you stand still in the sea, the water rises and falls as the waves move past you.

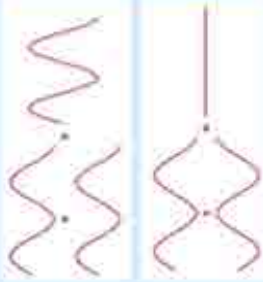


### 2. Superposition

When two waves meet, they affect each other, this is called **superposition**.

If waves meet 'in step' they will add together, increasing the **amplitude**.

If waves meet 'out of step' they subtract, cancelling each other out.



### 3. Sound waves

Sound waves are **longitudinal waves** - the vibrations are in the same direction as the direction of travel.

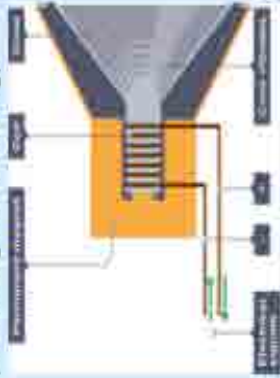


Sound travels fastest in a solid. Particles can pass energy on quickly because they are arranged in a regular pattern and are tightly packed.

### 4. Loudspeakers

Sound waves are produced by all vibrating objects. Loudspeakers work by converting electrical energy into kinetic energy.

This moves the cone which creates the sound waves.



### 6. Microphones

Mobile phones and telephones contain microphones. These devices contain a diaphragm, which does a similar job to an ear drum. The vibrations in air make the diaphragm vibrate, and these vibrations are changed to electrical impulses. In the lab, the electrical impulses can be sent to an oscilloscope, which represents them as a graph on a screen.



KS3 Science

## Waves 1: Sound



### 7. Oscilloscope traces

**Amplitude** is the height of the wave from its resting position – the greater the amplitude, the louder the sound.

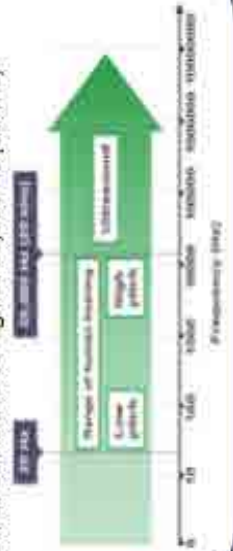
**Wavelength** is the distance between the crests (tops) of two waves.

**Frequency** is the number of waves per second – the higher the frequency, the closer together the waves are and the higher the pitch.



### 8. Human Hearing range

The frequency of sound waves is measured in hertz, which has the symbol Hz. The bigger the number, the greater the frequency and the higher the pitch of the sound. Human beings can generally hear sounds as low as 20 Hz and as high as 20,000 Hz (20 kHz).



### 5. Detecting sounds

1. Sound waves are collected by the **outer ear (or pinna)**.
2. The waves travel along the **ear canal**.
3. The waves reach the **eardrum** and make it vibrate.
4. The **small bones (ossicles)** amplify the vibrations.
5. The **cochlea** turns these into **electrical signals**.
6. The **auditory nerve** takes the signals to the **brain**.



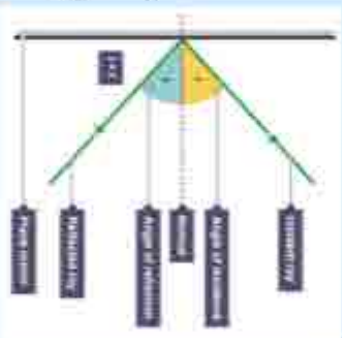
### 1. Sound and Light

Light travels at 300,000,000 m/s, much faster than sound, which travels at 343 m/s. This is why you see lightning before you hear it.

|  |                                     |                    |
|--|-------------------------------------|--------------------|
|  | <b>Light waves</b>                  | <b>Sound waves</b> |
| <b>Type of wave</b>  | Transverse                          | Longitudinal       |
| <b>Can they travel through matter (solids, liquids and gases)?</b> | Yes (if transparent or translucent) | Yes                |
| <b>Can they travel through a vacuum?</b>                           | Yes                                 | No                 |
| <b>How are they detected?</b>                                      | Eyes, cameras                       | Ears, microphones  |
| <b>Can they be reflected?</b>                                      | Yes                                 | Yes                |
| <b>Can they be refracted?</b>                                      | Yes                                 | Yes                |

### 2. Reflection

When light reaches a mirror, it reflects off the surface of the mirror. The **incident ray** is the light going towards the mirror. The **reflected ray** is the light coming away from the mirror.



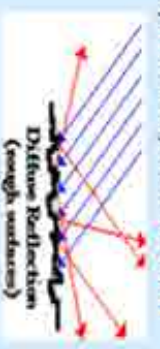
### 3. The law of reflection

The **law of reflection** states that the angle of incidence equals the angle of reflection,  $i = r$ . For example, if the angle of reflection is  $30^\circ$  then the angle of incidence is  $30^\circ$ .

If a light ray travelling along the normal hits a mirror, it is reflected straight back the way it came. The reflection of light from a flat surface such as a mirror is called **specular reflection** – light meeting the surface in one direction is all reflected in one direction.

### 4. Scattering

If light meets a rough surface, each ray obeys the law of reflection. However, the different parts of the rough surface point in different directions, so the light is not all reflected in one direction. Instead, the light is reflected in all directions. This is called **diffuse scattering**. It explains why you can see a clear image of yourself in a shiny flat mirror, but not in a dull rough wall.



### 5. Refraction

Light waves change speed when they pass across the boundary between two substances with a different **density**, such as air and glass. This causes them to change direction, an effect called **refraction**.



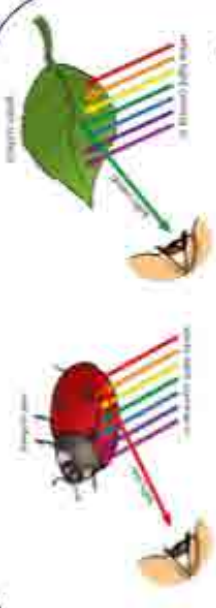
### 6. Coloured light

There are three primary colours in light: red, green and blue. Light in these colours can be added together to make the secondary colours magenta, cyan and yellow. All three primary colours add together make white light.



### 7. Seeing in colour

Any coloured object reflects the colour that it is and absorbs the rest. Black objects absorb all colours. White objects absorb no colours and reflect all the light.



## Waves 2: Light

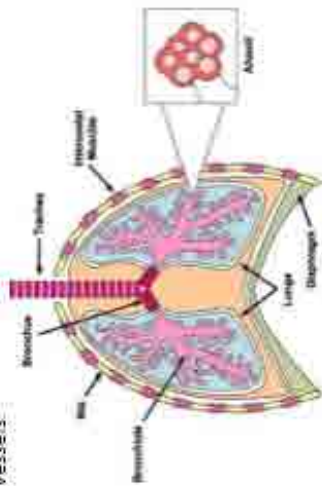
KS3 Science

Classwork/ Homework



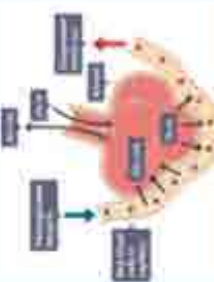
### The Respiratory System

The respiratory system consists of the lungs, heart and blood vessels.



### Adaptations of the Alveoli

Alveoli are the small air sacs in the lungs are the site of gas exchange. There are several adaptations that make them suited to their function.



- Large surface area to allow for maximum gas exchange
- Walls one cell thick to minimise the diffusion distance
- Large blood supply to ensure gases are transported quickly.
- Moist walls to allow gases to dissolve.

### Ventilation

Ventilation is the scientific word for breathing. Breathing is a process that takes oxygen into the body and removes carbon dioxide. Breathing in is called inhalation and breathing out is called exhalation.

|                        | Inhaling                              | Exhaling                             |
|------------------------|---------------------------------------|--------------------------------------|
| Diaphragm              | Contracts (moves downwards)           | Relaxes (it moves upwards)           |
| Ribcage/muscles        | Contract (pulls the ribcage outwards) | Relax (pulls the ribcage inwards)    |
| Volume of air in lungs | Increases                             | Decreases                            |
| Pressure in the chest  | Decreases below atmospheric pressure  | Increases above atmospheric pressure |
| Movement of air        | Air moves into the lungs              | Air moves out of the lungs           |

### Aerobic Respiration

Respiration is the process of breaking down glucose to make energy. The energy is used to processes such as: growth, repair and movement. This process happens in the mitochondria of cells. Aerobic respiration needs oxygen in order to work.

The equation for aerobic respiration is:



## KS3 Science Respiration



### Respiration and Exercise

When our bodies undergo exercise several changes happen in our bodies. Our breathing rate increases and so does our heart rate.

Breathing rate increases in order to draw more oxygen into our bodies which is needed for respiration. This also removes the carbon dioxide which is being produced quickly through respiration.

Our heart rate increases in order to pump oxygen around the body faster to the muscles. This oxygen is needed for the increase in respiration. The increased heart rate also waste carbon dioxide to be removed from the muscles and taken back the lungs to be exhaled.

### Smoking and Respiration

Smoking cigarettes cause damage in the lungs. Over time the alveoli become damaged and change shape. This reduces the surface area of the alveoli and reduces the amount of gas exchange that can take place. This causes symptoms like fatigue and shortness of breath.



Healthy alveoli



Alveoli damaged by pulmonary disease

### Asthma and Respiration

Asthma is a condition that affects the bronchioles in the lungs. The bronchioles become inflamed and produce mucus making it harder for air to enter and leave the lungs. This causes shortness of breath and tightness in the chest. Inhalers are used as a treatment for asthma and they cause the bronchioles to widen allowing air flow to return to normal.



Inflamed bronchiole (the wall of an airway)



Normal bronchiole (the wall of an airway)

### Anaerobic Respiration

During intense exercise not enough oxygen can be supplied to our muscles. When this happens our bodies switch over to anaerobic respiration.

The equation for anaerobic respiration is:



The lactic acid is later broken down into carbon dioxide and water after the period of intense exercise is over. This process is known as the oxygen debt.

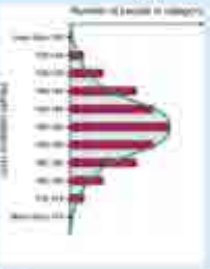


### 1. Variation

Humans, dogs and goldfish are examples of species. Different species have very different characteristics from each other. For example, dogs have tails and humans do not. Dogs have fur, but goldfish have scales. The individual members of a species also have differences in characteristics. For example, humans have different coloured eyes, and dogs have different length tails. This means that no two members of a species are identical. The differences in characteristics between individuals of the same species is called **variation**.

### 2. Continuous Variation

Human height is an example of continuous variation. It ranges from that of the shortest person in the world to that of the tallest person. Any height is possible between these values. So it is continuous variation. For any species a characteristic that changes gradually over a range of values shows continuous variation. Examples of such characteristics are height and weight. This shape of graph is typical of a feature with continuous variation.



### 3. Discontinuous Variation

A characteristic of any species with only a limited number of possible values shows discontinuous variation. Human blood group is an example of discontinuous variation. In the ABO blood group system, only four blood groups are possible (A, B, AB or O). There are no values in between, so this is discontinuous variation. Here are some examples blood group, sex (male or female) and eye colour. A bar chart can be used to represent discontinuous data.



### 4. Evolution of Species

Some variation is passed on from parents to offspring, via genes, during reproduction. This is inherited variation and examples include eye colour, sex and ability to roll your tongue. Some variation is the result of differences in the surroundings, or what an individual does such as lifestyle, culture and climate you live in. This is called **environmental variation** and examples include your language and religion. Some variation is caused by a mixture of both genes and environmental factors and examples include your weight and height.

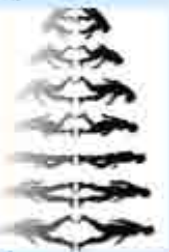


## KS3 Science Evolution

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### 5. Natural Selection

If all the individuals of a species were genetically identical they would be vulnerable to the same diseases. If this were the case a single disease could wipe out an entire species! As a result of their genes, some individuals of a species might have better camouflage, or be able to run faster. These individuals are more likely to survive. This is called the **survival of the fittest**. The members of a species that survive may reproduce. Their offspring are likely to have the desirable characteristics of their parents. This is how species change in evolution.



### 6. Extinction

Changes in the environment may leave individuals less well adapted to compete successfully for resources such as food, water and mates. Sometimes an entire species may become unable to compete successfully and reproduce. These problems can lead to extinction. Examples of some of the changes in the environment that can cause a species to become extinct are a new disease, new predator, climate change or competition from another species for the resources. Examples of species that have become extinct include the dodo, dinosaurs and the West African Black Rhinoceros.



### 7. Biodiversity

An **endangered species** is at risk of becoming extinct. For example, the panda and gorilla are endangered and may become extinct. A species can become endangered for several reasons, including: the number of available habitats falls below a critical level or if the population of the species falls below a critical level.

**Biodiversity** means having as wide a range of different species in an ecosystem as possible. It is important to conserve the variety of living organisms on Earth. Not only do we have moral and cultural reasons for conserving endangered species, but it also reduces impact on food chains and webs and protects our future food supply.

### 8. Conservation Measures

Some species in Britain are endangered, including the skylark, red squirrel and grass snake. They could be helped by conservation measures such as:

- education programmes
- captive breeding programmes
- legal protection and protection of their habitats
- making artificial ecosystems for them to live in.

Plant species can also be endangered. Seed banks are a conservation measure for plants. Seeds are carefully stored so that new plants may be grown in the future. Seed banks are an example of a **gene bank**. Gene banks are increasingly being used to preserve genetic material for use in the future.

### 1. Displacement reactions

Displacement reactions are used to help establish the order of reactivity for metals.

In these reactions a more reactive metal replaces a less reactive metal to form a salt.

Example:  
magnesium + copper sulphate → magnesium sulphate + copper



### 2. The Reactivity Series

The reactivity series is the order of metal based on their reactions with water, air and acid. We can use this to predict what is made in a reaction. Carbon and hydrogen are included as carbon is sometimes used to extract metals from their ores using reduction.

|           |                |
|-----------|----------------|
| Potassium | most reactive  |
| Sodium    |                |
| Calcium   |                |
| Magnesium |                |
| Aluminium |                |
| Carbon    |                |
| Zinc      |                |
| Iron      |                |
| Tin       |                |
| Lead      |                |
| Hydrogen  |                |
| Copper    |                |
| Silver    |                |
| Gold      |                |
| Platinum  | least reactive |

### 4. Acid and Metal Reactions

Acid and metal reactions are used to determine a metal's reactivity. These reactions produce a metal salt and hydrogen gas. Metals that are higher up the reactivity series react vigorously with acid, whereas metals lower down have a much slower reaction.

The general equation for this is:



Example



### 6. Naming Salts

When a salt is named in an acid reaction it has two parts to its name. The first part is the metal and the second part is from the acid.

Depending on the acid used the second part of the name will be different.



Eg.



KS3 Science

Metals and Reactivity



### 7. Tests for Carbon Dioxide and Hydrogen

In these reactions we can make some gases that we need to test and be able to identify. The tests for hydrogen and carbon dioxide are as follows:

#### CO<sub>2</sub> – Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO<sub>2</sub> gas.

2. lime water turns from colourless to cloudy.

#### H<sub>2</sub> – Hydrogen

Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeaky pop sound.

### 3. Acid and Alkali Reactions

An acid and an alkali can be reacted together in a neutralisation reaction. This produces salt and water.

The general equation for this is:



Example:



Metal oxides are examples of alkalis and non-metal oxides are examples of acids.

### 8. Group 1 Metals

In group 1 metals the reactivity increases down the group.

| Element      | Observations  |
|--------------|---|
| Lithium, Li  | Fizzes steadily, slowly becomes smaller until it disappears   |
| Sodium, Na   | Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears   |
| Potassium, K | Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion |

# 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



Memory (RAM)

Secondary Storage (Hard drive)

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   | Disadvantage   |
|---|--|
| Allows you to run more programs at the same time without needing to buy more RAM. | Virtual memory is slower to access data compared to RAM. This will make loading programs slower compared to using RAM. |

## Upgrading components

Upgrade to a CPU with a higher **clock speed**.



More fetch decode execute cycles can be **processed per second**.

Upgrade to a CPU with more **cache**.



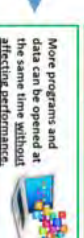
Can access **frequently used data** quicker.

Upgrade to a CPU with more **cores**.



More **instructions** can be processed at once.

Increase the amount of **RAM**.



Does not need to rely on the **virtual memory** as much.

Use a **solid state hard drive**.



Will have a much faster **read/write speed** which allows files to load and save quicker.

Use a **magnetic hard drive**.



Will have a much slower **read/write speed** which means that it takes longer to load and save files.

## 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!



## Year 8 Drama-Block 5 -Voice



### Developing Vocal Skills

Knowledge and understanding of how to use the voice to achieve a variety of effects, characters and geographical places.

- To develop the ability to control their voice in performance and in everyday life
- To empathise with characters different from themselves
- To challenge self-consciousness by stepping out of your comfort zone

|    | Key Words   | Definition                          |
|----|-------------|-------------------------------------|
| 15 | Scene       | A section of a play/act             |
| 16 | Dialogue    | Speech                              |
| 17 | Duologue    | Two people speaking                 |
| 18 | Performance | A showcase                          |
| 19 | Improvise   | Creating a piece of unscripted work |
| 20 | Script      | Written dialogue                    |
| 22 | Audience    | Spectators                          |
| 23 | Character   | A person who you play in role       |
| 24 | Rehearsal   | Practicing a scene/performance      |

### Key Skills

|    |                        |  |
|----|------------------------|--|
| 1  | Pitch                  | This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.  |
| 2  | Accent                 | This informs the audience what country you are from e.g. England.  |
| 3  | Diction                | This is how clearly you speak using enunciation and pronunciation.   |
| 4  | Volume                 | This is how loud you speak, this could be from a stage whisper to shouting.  |
| 5  | Emphasis               | This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice.                    |
| 6  | Intonation             | This is varying your voice so that it goes up and down, this helps the fluency of your speech and helps the audience stay engaged with your dialogue.  |
| 7  | Projection             | This is speaking with strength. Opening your mouth wider creates a bigger projection.  |
| 8  | Dialect                | This is similar to speaking with an accent except it is more specific i.e. it tells the audience what region you are from e.g. London.   |
| 9  | Tone                   | This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.  |
| 10 | Received Pronunciation | This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound. |
| 11 | Cockney                | This is speaking with an East End (London) dialect.  |
| 12 | Enunciation            | This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.   |
| 13 | Pronunciation          | This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.   |
| 14 | Pace                   | This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will speak with a fast pace.                    |

# 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.



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.

## A R T I S T S

### 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...

### 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

# The Blues [The Struggle for Equality]

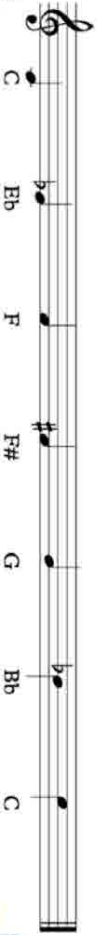
## History

- **The Blues** originated from the slave trade in the 18th/19th century.
- Slaves would often sing while working on a plantation. They would sing about their troubles and poor quality of life.
- The Blues first began in Mississippi, South America.



## Improvisation

- **Improvisation** is where you make something up on the spot. This is often a melody played as a solo using the **blues scale**. The notes in the blues scale are shown below.



## AAB Lyrics

- AAB structured lyrics is where the first line is repeated twice, before a different third line is heard.

- Hold each chord for 4 beats and keep repeating it throughout.

## 12 Bar Blues Chords

|                   |          |          |          |
|-------------------|----------|----------|----------|
| <b>C</b><br>C+E+G | <b>C</b> | <b>C</b> | <b>C</b> |
| <b>F</b><br>F+A+C | <b>F</b> | <b>C</b> | <b>C</b> |
| <b>G</b><br>G+B+D | <b>F</b> | <b>C</b> | <b>C</b> |

- A **chord** is when you play 2 or more notes together at the same time.

- A **walking bass** is a bassline that keeps moving, often playing the same notes as the chords.

## Walking Bass

- It is usually

played by the double bass, bass guitar or the lower part of the piano.



**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**  
**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**



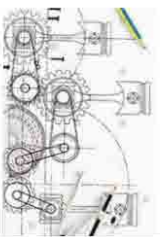
## CAD

stands for **Computer Aided Design**

It is the use of computer software to produce designs for products. The designs can be 2D drawings or 3D models.



At HPA we use Creo Parametric (3D) and Corel Draw (2D).



### Advantages of CAD

- CAD is extremely accurate, more accurate than drawing by hand.
- It is easy to modify or revise a design.
- Storage space is reduced.
- Files can be shared around the world very quickly, or imported into presentations.
- 3D models can be rotated and viewed from different angles.
- Designs can be simulated to see how well they will function. This allows potential problems to be spotted early.
- Designs can be exported to CAM equipment for manufacture.

### Disadvantages of CAD

- Some CAD packages are expensive to buy.
- There needs to be access to appropriate ICT hardware to run the software. This usually needs to be a high powered computer which adds to the cost.
- Some designers may not be familiar with how to use CAD software, so time and money must be spent training them. They must regularly update their skills.
- Files can be corrupted or hacked.

## CNC stands for **Computer Numeric Control**

## CAM

stands for **Computer Aided Manufacture**

It is the use of computer software to control machine tools or manufacture products.

Examples of CAM equipment include laser cutters, vinyl cutters, CNC Routers and 3D printers.

At HPA we use:



Versalaser Laser Cutter



3D Cube 3D printer

Denford Compact 1000 CNC Router



Roland Camm1 vinyl cutter



### Advantages of CAM

- Complex shapes can be produced much more easily than when manufacturing by hand.
- There is consistency of manufacture as every product produced is exactly the same.
- It enables very high levels of manufacturing precision and accuracy.
- There is greater efficiency as machines can run 24 hours a day, 7 days a week.
- It can increase the speed of manufacture, especially when producing large numbers.

### Disadvantages of CAM

- CAM machines are usually very expensive, although their cost is reducing with time.
- Operators must be trained to use the equipment, which adds time and cost.
- For one-off products, CAM can actually be slower than if the product was produced by hand.

# CAD/CAM



**Enquiry:** What was the impact of the Transatlantic Slave Trade at the time?

The **transatlantic slave trade** involved the transportation by **slave** traders of enslaved African people, mainly to the Americas. The **slave trade** regularly used the **triangular trade** route and its Middle Passage, and existed from the 16th to the 19th centuries.

Key Impacts of the Slave Trade

- The Human Impact** – The impact the slave trade had on people, including: displacement, dehumanization, death, separation of families, suffering, oppression, economic prospects and racism.
- The Economic Impact** – How the slave trade had an impact economically, including: money for industry, the industrial revolution, empire, how Bristol's merchants got very wealthy and money helped build Bristol as a city further.
- The Global Impact** – Laid the foundations for empire. Through trade, empire and globalisation.

The Triangular Trade System

Historians have estimated that around 11 million Black people were forcibly taken from Africa to the Americas. Also that about 1 million died during the Middle Passage.



**History Knowledge Organiser**  
**8.2 Impact of the Slave Trade**

Key Historical Skills

- Impact**  
To have a marked effect or influence.
- Significance**  
The impact at the time and how we judge importance through legacy.
- Historical Evidence**  
Sources that we use as Historians to make sense of the past.

Further your learning

Find out more about the impact of the Transatlantic Slave Trade on Bristol here:  
<https://www.bristolmuseums.org.uk/stories/bristol-transatlantic-slave-trade/>

BBC Bitesize – The Transatlantic Slave Trade  
<https://www.bbc.co.uk/bitesize/topics/z2qj6sg>

Key Terms

|    |                      |   |
|----|----------------------|---|
| 7  | Human Rights         | The basics rights and freedoms that belong to all humans.   |
| 8  | legislation          | An act/law.   |
| 9  | racism               | Prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior. |
| 10 | slavery              | The system where people are owned by other people.  |
| 11 | slaver               | Somebody who owns or keeps slaves.  |
| 12 | trade                | The action of buying and selling services.  |
| 13 | empire               | When one country rules over others.   |
| 14 | Colonies             | Countries that are controlled by another country.   |
| 15 | auction              | Where slaves were sold off to the highest bidder.   |
| 16 | slave plantation     | Large farms forced slaves to harvest cotton, rice, sugar, tobacco and other farm produce for trade.                           |
| 17 | Resistance           | Passive: using peaceful methods to oppose. Active: using violent or illegal methods to oppose.                                |
| 18 | revolt               | To take violent action against an establishment.  |
| 19 | Underground Railroad | The system used to help slaves escape.  |
| 20 | emancipation         | Freedom from slavery.   |

Key People

|            |                |                      |                 |                          |                           |               |
|------------|----------------|----------------------|-----------------|--------------------------|---------------------------|---------------|
| Mansa Musa | Oludah Equiano | Toussaint Louverture | Harriett Tubman | Romaine-la-Prophesstesse | Marie-Jeanne Lamartinière | Samuel Sharpe |
|------------|----------------|----------------------|-----------------|--------------------------|---------------------------|---------------|

**We need to talk about the British Empire.....**

Between 1815 and 1914, the **British Empire** covered 10 million square miles of territory (quarter of the world's land surface) and 450 million people. At the time of the British Empire Exhibition of 1924 Britain was the 'Mother Country' of a worldwide empire and Britannia 'ruled the waves'. But should we be proud of the British Empire?

Key Events

|    |  |
|----|--|
| 1  | <b>1612</b> – East India Company began a small empire of trading posts in India.                                       |
| 2  | <b>1757</b> – victories by Robert Clive drive out the French and established British control in India                  |
| 3  | <b>1807</b> - Slave trade outlawed (but does not outlaw slavery itself)  |
| 4  | <b>1833</b> - Slavery abolished in British Empire  |
| 5  | <b>1857</b> - rebellion in India (Indian Mutiny). British government took over India from the East India Company.      |
| 6  | <b>1877</b> - Queen Victoria declared 'Empress of India'.  |
| 7  | <b>1879</b> - Africa. Zulu Wars between British and local tribal leader Chetshwayo. 11 VC medals won at Rourke's Drift |
| 8  | <b>1881-1919</b> - The 'Scramble for Africa' – Britain acquired colonies in Africa stretching from Cairo to Cape Town. |
| 9  | <b>1919</b> - British government massacred a peaceful gathering at Amritsar, India.                                    |
| 10 | <b>1947</b> - India and Pakistan given independence.   |

Key People

|    |                |  |
|----|----------------|--|
| 11 | Queen Victoria | Reigning monarch of Britain from 1819 - 1901   |
| 12 | Gandhi         | Indian activist who was the leader of the Indian independence movement against British colonial rule. Used non-violent methods |



**History Knowledge Organiser**

**8.2 The British Empire**

Modern Context

The First and Second World Wars left Britain weakened and less dominant of its **empire**. Many parts of the **empire had contributed** troops and resources to the war effort, some with the promise of more independence in the future. This led to a steady **decline** of the **empire** after 1945. Some of the empire evolved into the British Commonwealth & Britain is still sovereign in many parts of the world.

Many people from the former empire viewed Britain as their 'mother country'



Key Terms

|    |              |   |
|----|--------------|---|
| 13 | empire       | Group of countries, people or land ruled by one single country referred to as "mother" country. |
| 14 | imperialism  | The act of building an empire.  |
| 15 | Colony       | Country that is part of an empire.  |
| 16 | Legacy       | What someone or something leaves behind, is remembered for, has an impact                       |
| 17 | Nationalism  | Wanting your country to be the best or to be free from someone's empire                         |
| 18 | Britannia    | female figure used to symbolise British Empire  |
| 19 | The Raj      | Period of British rule in India after 1857. From the Hindi word for reign.                      |
| 20 | Commonwealth | A group of countries that were once part of Britain's Empire                                    |

History Skills Focus

**Source skills**

**Inference** – making an educated guess/work out what the source is saying (e.g. **Britain was strong and powerful**)

**Interpretation** – the viewpoint or opinion of the source (e.g. **the lion represents Britain as having a strong and powerful empire**)


**Significance** – understanding why an event is important and where it 'fits' in history (**why do you think the British empire was important?**)

**Judgement** – how far do you agree with an interpretation? (**Consider why you agree and/or disagree with the interpretation given**)

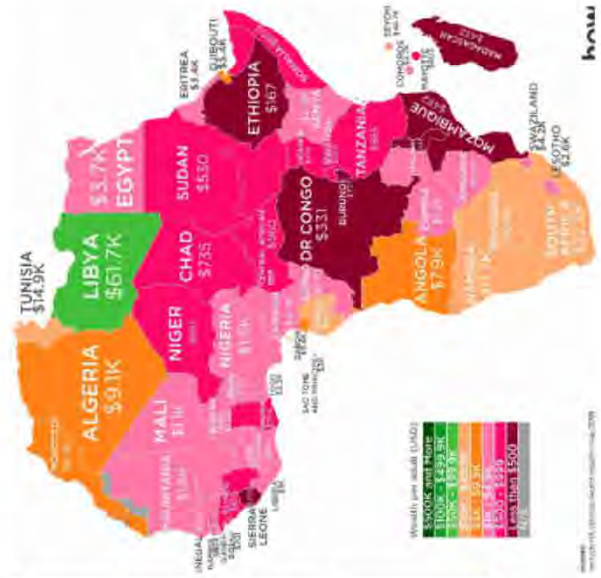
Useful resource:

BBC Bitesize British Empire Through Time.  
<https://www.bbc.co.uk/bitesize/guides/z7t782/revision/1>

## Year 8 Knowledge Organiser - Africa

|                               |  |
|-------------------------------|--|
| 1. Physical feature           | Natural feature of the land e.g a river  |
| 2. Human feature              | Man made feature e.g. a city   |
| 3. Africa                     | A continent made up of 54 different countries<br> |
| 4. Latitude                   | Horizontal across the map. The Equator, Tropic of Capricorn and Tropic of Cancer pass through Africa                                 |
| 5. Longitude                  | Vertical up and down the map. Prime Meridian passes through Africa.  |
| 6. Equator                    | 0 degree line of latitude that divides the earth in half   |
| 7. Prime (Greenwich) Meridian | 0 degree line of longitude that divides the earth in half  |
| 8. Diversity                  | Africa is different in landscapes, people and culture  |
| 9. Misconception              | A view or opinion that is incorrect because based on faulty thinking or understanding  |

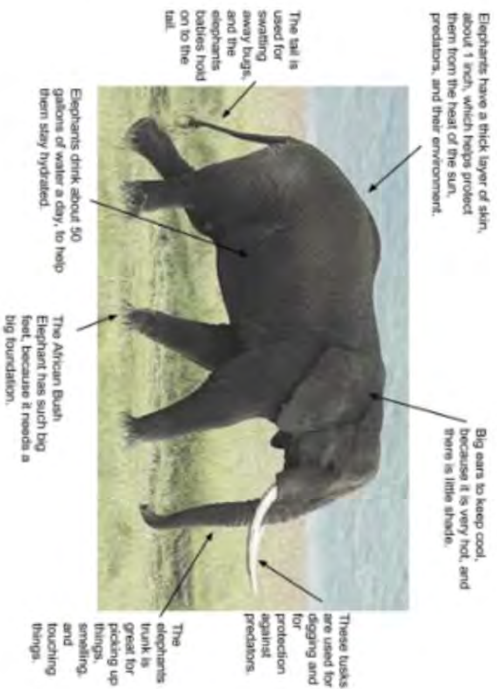
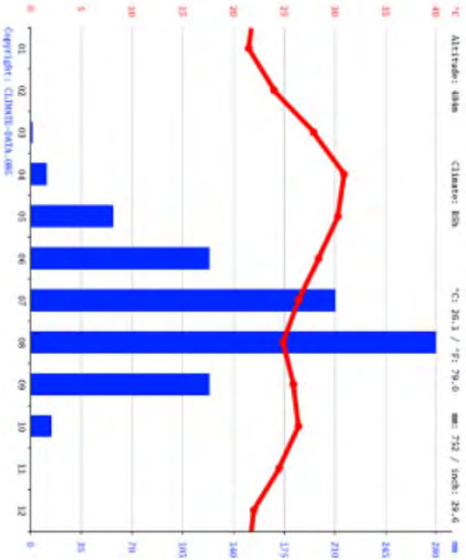
|   |
|---|
| 10. Africa is both rich and poor  |
| 11. Some African economies are the fastest growing in the world...with Kenya and Rwanda outperforming many countries in terms of % GNI growth.  |
| 12. Over 400 million people in Africa live in extreme poverty....\$1.90 a day   |
| 13. We can measure how developed a country is by using development indicators. Lots of data is collected from countries around the world. We can use this to compare countries, areas, people |



|                           |  |
|---------------------------|--|
| 14. GNI per capita        | Gross National Income - Dollar value of a country's final income in a year divided by its population                           |
| 15. Quality of life       | The general well being of people, which includes income, health, education employment, happiness and environment               |
| 16. Standard of living    | The degree of wealth and owned possessions available to a person or community  |
| 17. Development           | Complex idea but simply defined as people reaching an acceptable standard of living or quality of life. Can improve over time. |
| 18. Life expectancy       | Average age someone is expected to live from birth   |
| 19. Infant Mortality rate | Number of deaths of a child before 2 <sup>nd</sup> birthday per 1000   |
| 20. Literacy rate         | Number of over 16's who can read and write   |

## Year 8 Knowledge Organiser - Africa

|                         |  |
|-------------------------|--|
| 21. Biome               | A large area with the same plants, climate and animals                     |
| 22. Hot desert          | An area with little rainfall, high daily temps. and little vegetation.     |
| 22. Savanna             | A grassy biome between the rainforest and desert.                          |
| 23. Tropical rainforest | Found around the Equator. Dense trees, warm temperature and high rainfall. |



### Impacts of safari tourism - Botswana

|   |  |   |   |  |   |   |
|---|--|---|---|--|---|---|
| Hot air balloon safaris cause distress to wildlife due to their loud noise and shadows.               | Tourism brings lots of overseas money into Botswana.                       | Minibus drivers often take shortcuts – increasing soil erosion. | Tourism can create a wide variety of jobs for locals, such as tourist guides or safari drivers.             | Money from tourism can help to improve local infrastructure such as roads. | Most of the money spent by tourists goes to the government or leaks abroad. | Jobs in the tourist sector can be low paid, low skilled and seasonal. |
| The Salt Pans and Okavango Delta are both fragile environments, and tourism puts them under pressure. | The National Parks often force locals out of their homes and grazing land. | Tourism can help to improve local infrastructure such as roads. | Money from tourism can help to improve the standard of living in Botswana by funding schools and hospitals. | Key:<br>Positive<br>Negative<br>Social<br>Economic<br>Environmental        | Animals are often disturbed by the minibuses going to close.                |   |

# Good and Evil Knowledge Organiser

| Picture | Key Concept  | Meaning  |
|---------|--------------|--|
|         | Morality     | Ways to decide if an action is right or wrong, for example, some people look at the consequence of an action to decide.                    |
|         | Natural evil | Suffering that is caused by nature, for example floods and earthquakes.  |
|         | Moral evil   | Suffering caused by humans, for example bullying and murder.   |
|         | Free will    | Being free to make our own moral choices, God does not control our actions.  |
|         | Absolutism   | What is right stays the same in ALL situations, for example believing that killing someone is always wrong.                                |
|         | Relativist   | What is right changes depending on the situation, for example believing that killing someone to save many others is the right thing to do. |

## How can we work out what is right?

| Consequentialists<br>(or the teleological approach)   | Intentionalists<br>(or the deontological approach)   |
|---|--|
| Say that an action is good if the consequences of that action are of benefit to others.<br><br>For example:<br>"Giving money to a homeless person is good if the homeless person spends it on food or shelter". However, if the homeless person spends the money on drugs, giving the money was a bad thing to do." | Say that an action is good if the person had good motives for doing it even if the consequences are not all good in the end.<br><br>For example:<br>"Helping your friend with their homework is a good thing to do, even if they get a really bad mark because of your help, you had good intentions so it was a good thing to do" |

## The 4 Ps

1. Put off
2. Put right
3. Protect
4. Pay back

Salahuddin Jitmond was stabbed and robbed as he delivered his last pizza of the night. He was a delivery driver for Pizza Hut.

A man names Trey Reiforo was found guilty of the murder. This is how Abdul-Momin Jitmond responded in court.



Abdul-Mumin Jitmond- A case study in forgiveness

- a. My son, my nephew, you for hurting my son.
- b. I'm not angry with you, I don't blame you for hurting my son.
- c. I'm angry at the devil, I blame the devil who misguided you and misled you to do such a horrible crime.

## The Problem of Evil

(This is an important reason for why many people do not believe in God)

If God was all-knowing (omniscient), He would know that we were suffering.

If God was all-powerful (omnipotent), He would be able to stop our suffering.

If God was all-loving (omnibenevolent), He would want to stop our suffering.

We know evil and suffering exist so how can God exist?

Some religious people would say that all evil and suffering is caused by human freewill.

They believe God created the world it was perfect, people were created, called Adam and Eve, and they had free will: they were able to choose to make good or bad decisions. The people made bad decisions and disobeyed God which brought suffering and sin into the world so it was no longer perfect. This is called the Fall.

This is the same with us today - we can choose to greet people with a high five or a slap. What we choose to do will create suffering or happiness in the world. It is up to us to choose to do the right thing to make the world a better place.

God allows people to have freewill, and their actions to have consequences, this brings a lot of suffering into the world BUT...people who have freewill can make real moral choices. If God had created humans like puppets (without free will) they would never be able to choose to do the right thing, it would just be automatic. They would also not be able to choose to love God or love other people.

God lets people have freewill, even though he knows we will cause suffering. But he thinks it is worth it so we can have freewill and real morality.

Some religious people would say that evil and suffering are actually good things because they help us learn and develop. This is the way we can make our souls.

They believe God created the world but it was not perfect. God has deliberately put some challenges and suffering in our world because through learning from suffering we can develop our own morality.

By making mistakes and learning from the consequences we grow and learn not to make that mistake again because it causes suffering and evil to us and others. For example, if you choose not to revise for a test you will be disappointed with your grade, this suffering will help you to revise next time.

These religious believers think that God also allows other people to suffer because it gives us an opportunity to help. If we see someone starving, we have an opportunity to learn how to be compassionate and share our food. If someone is being bullied we can learn how to have courage to stand up to someone who is bullying.

These believers think that there is no suffering in the world, we would never learn how to do the right thing and become good people.

Some religious people would say that the whole point of life is for God to test us so he can know whether to send us to Heaven or Hell.

Some people believe that everyone can choose to do right and wrong, they follow God or the Devil.

God is in control but he gives the devil permission to tempt people away from him during their lives. The suffering we experience is a test to see if we will continue to follow God when times are hard.

These people think God has picked out just the right amount of suffering for us to go through in our lives. If you suffer a lot, it means God knows you have a strong faith and knows you can handle a difficult test.

The test results come out when the world ends: many people believe there will be a judgement day, the good things you have done will be weighed against the evil things. If there is more good than evil then you will go to Heaven.

## The Death Penalty Debate

FOR the death penalty

Some criminals are not sorry for their crimes (often murder), if they leave prison they will re-offend or might try to get revenge.

Society can end the lives of very dangerous people so they can never be a threat again.

It is a deterrent. Hopefully others will see the punishment and be put off committing that crime.

Some people say that it is cheaper to kill a murderer than to use tax payers money to keep them in prison



AGAINST the death penalty

Once someone is executed you can't bring them back. People have been executed and then found to be innocent, but by then it is too late.

The death penalty is hypocritical. Killing people who kill people to teach them that killing is wrong.

Killing people for their crimes is an uncivilised uneducated thing to do. As society improved we can leave the death penalty behind us

Capital punishment is not a deterrent anymore. In the USA there is no reduction in murders even though they use the death penalty a lot.

Humans should not be the ones to decide when people die. It should be left to fate or God.

Executing someone means that prisoners do not get rehabilitated (put-right). Therefore it does not serve the purposes of punishment.

Executing someone means they do not have to suffer for what they have done. Their punishment should be having to live with their own guilt.

Do not judge and you will not be judged. Do not condemn and you will not be condemned. Forgive and you will be forgiven.

Forgive 70 x 7

Show forgiveness, speak for justice and avoid the ignorant

"NO MERCY WILL BE SHOWN TO THOSE WHO SHOW NO MERCY, AND NO FORGIVENESS WILL BE GIVEN TO THOSE WHO CANNOT FORGIVE OTHERS." (Leviticus 19:17)



**Est-ce que tu aimes... ?**  
Do you like...?

| OPINION                       | NOUN                                | JUSTIFICATION                    | INTENSIFIERS    | ADJECTIVES   |
|-------------------------------|-------------------------------------|----------------------------------|-----------------|--|
| Je préfère<br>I prefer        | le pain (bread)                     | parce que c'est<br>because it is | très<br>very    | agréable (pleasant)  |
| J'adore<br>I love             | le poisson (fish)                   |                                  | assez<br>quite  | délicieux/euse (delicious)   |
| J'aime<br>I like              | le beurre (butter)                  |                                  | un peu<br>a bit | fantastique (fantastic)  |
|                               | le lait (milk)                      |                                  | trop<br>too     | savoureux/euse (tasty)   |
|                               | le thé (tea)                        |                                  |                 | sain/e (healthy)   |
|                               | le cola (coke)                      |                                  |                 | horrible (horrible)  |
|                               | le sucre (sugar)                    |                                  |                 | terrible (awful)   |
|                               | le jambon (ham)                     |                                  |                 | doux/douce (sweet)   |
| Je n'aime pas<br>I don't like | le chocolat chaud                   |                                  |                 | aigre (sour)   |
| Je déteste<br>I hate          | (hot chocolate)                     |                                  |                 | dégoûtant/e (disgusting)   |
|                               | la pomme (apple)                    |                                  |                 | épicé/e (spicy)  |
| À mon avis<br>In my opinion   | la viande (meat)                    |                                  |                 | salé (salty)   |
|                               | la confiture (jam)                  |                                  |                 | gras/se (fatty)  |
|                               | la glace (ice-cream)                |                                  |                 | bon/ne pour la santé<br>(good for your health)                     |
| Je pense que<br>I think that  | les haricots verts<br>(green beans) |                                  |                 | mauvais/e pour la santé<br>(bad for your health)                   |
|                               | les légumes<br>(vegetables)         |                                  |                 | <b>REMEMBER TO MAKE THE<br/>ADJECTIVES AGREE WITH THE<br/>NOUN</b> |
|                               | les frites (chips)                  |                                  |                 |  |
|                               | les chips (crisps)                  |                                  |                 |  |
|                               | les épinards (spinach)              |                                  |                 |  |
|                               | l'oeuf (egg)                        |                                  |                 |  |
|                               | l'eau (water)                       |                                  |                 |  |

**Quand est-ce que tu manges?**  
**When do you eat?**

- Le petit déjeuner Breakfast
- Le déjeuner Lunch
- Le goûter Snack
- Le dîner Evening meal/tea



**DANS LE MARCHÉ / SUPERMARCHÉ**  
**Tu voudrais...?**

- Un paquet de
- Un litre de
- Un kilo de
- Une demi kilo de
- Une bouteille de

**IN THE MARKET / SUPERMARKET**  
**Would you like...?**

- A packet of
- A litre of
- A kilo of
- Half a kilo of
- A bottle of



**8.5 Food and Drink**  
**FRENCH**



**AU RESTAURANT**

- Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?
- Comme entrée
- Comme plat principal
- Comme dessert
- Comme boisson
- Je voudrais
- Manger/boire
- Je prends...
- Un serveur/ une serveuse
- L'addition s'il vous plaît
- Le pourboire
- C'est tout
- Merci

**IN THE RESTAURANT**

- What would you like to eat?
- Can I help you?
- For the starter
- For the main
- For dessert
- For drinks
- I would like
- To eat/ to drink
- I'll take (have)
- A waiter/ waitress
- The bill, please
- The tip
- That's all
- Thank you



**C'est combien ?**

|                    | How much? |
|--------------------|-----------|
| dix                | 10        |
| vingt              | 20        |
| vingt et un        | 21        |
| trente             | 30        |
| trente et un       | 31        |
| quarante           | 40        |
| cinquante          | 50        |
| soixante           | 60        |
| soixante-et-un     | 61        |
| soixante-dix       | 70        |
| soixante-onze      | 71        |
| quatre-vingt       | 80        |
| quatre-vingt-deux  | 82        |
| quatre-vingt-dix   | 90        |
| quatre-vingt-douze | 92        |
| cent               | 100       |
| deux cents         | 200       |



## 8.5 Food and Drink

Food, prices and quantities. Ordering food in a restaurant.



### Verbs and the present tense in French

#### The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (regarder, manger, boire, finir, jouer, avoir, être, etc.). The infinitive ends in **-er, -ir or -re**.

#### Forming the present tense in French

Take off the last 2 letters of the infinitive (**-er, -ir or -re**) and add the following endings depending on the pronoun:

|                | ER verb | IR verb | RE verb |
|----------------|---------|---------|---------|
| je             | -e      | -is     | -s      |
| tu             | -es     | -is     | -s      |
| il / elle / on | -e      | -it     | /       |
| nous           | -ons    | -issons | -ons    |
| vous           | -ez     | -issez  | -ez     |
| ils/elles      | -ent    | -issent | -ent    |

#### Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we add an **-e** to make it feminine unless there is already an **e** and we add an **-s** to make it plural.

- \*But be careful! :
- Adjectives which end in **-f** change to **-ve** feminine
- Adjectives which end in **-ux** or **-ur** change to **-se** in feminine.
- Adjectives which end in **-il** change to **-ille** in the feminine.

Check out the examples below:

Il est délicieux – elle est délicieuse  
 Il est sain – elle est saine  
 Il est savoureux – elle est savoureuse  
 Il est gras – elle est grasse

#### Comparisons

Plus - more  
 Moins - less

#### Superlative

Le /la plus – the most  
 Le /la moins – the least

Jean est plus intéressant que Paul  
 Paul est moins intéressant que Jean

Jean est le plus intelligent  
 Marie est la moins sympa

**Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. J'aime (I like)/je pense que (I think that)/ à mon avis (in my opinion).

In French there are different ways of saying 'some'. See the box to the right.

Words come before the noun  
 some

masculine (sing.)  
**du**

feminine (sing.)  
**de la**

feminine singular (vowel)  
**de l'**

masculine plural  
**des**

feminine plural  
**des**



**Opinion starters:**

|   |                |
|---|----------------|
| Je pense que  | I think that   |
| Je crois que  | I believe that |
| À mon avis  | In my opinion  |
| Pour moi  | For me         |
| Il me semble  | It seems to me |
| Je pense que Bristol est historique - I think that Bristol is historic  |                |
| Je crois que Londres est assez industriel – I think that London is quite industrial   |                |
| Je préfère Bath parce que c'est moins touristique que Liverpool – I prefer Bath because it is less touristy than Liverpool. |                |

**Phrases that use infinitives.**

An infinitive is the basic form of the verb. In English it starts with to\_ to run, to jump, to swim.  
 In French the verb ends in -er, -ir, -re  
 e.g. I like to run – J'aime courir.

On peut – One can  
 Je vais – I am going to  
 J'aime – I like

**These are followed by an infinitive.**

On peut **aller** au centre-ville – One can go to the city centre.  
 Je vais **manger** dans un restaurant – I am going to eat in a restaurant.  
 J'aime **jouer** dans le parc - I like to play football in the park.

**Aller – to go**

|           |                                       |
|-----------|---------------------------------------|
| I         | Je vais – I go / I am going           |
| you       | Tu vas – You go / you are going       |
| he/she/it | Il/elle/on va – he goes / he is going |
| we        | Nous allons – we go / we are going    |
| you (pl)  | Vous allez – you (pl) go / are going  |
| they      | Ils/elles vont – they go / are going  |



**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! When using il n'y a pas, we use a 'de', but no article e.g. **Il y a un parc** but **il n'y a pas de** parc

It is important to use the correct **article** in front of a noun. This will depend on if we want to say 'a' (indefinite article) or 'the' (definite article), and also in French if the noun is **masculine, feminine, singular or plural**.

| Articles  | A/some | The |
|-----------|--------|-----|
| Masculine | Un     | Le  |
| Feminine  | Une    | La  |
| Plural    | Des    | Les |

|   |  |  |  |   |   |   |   |
|---|--|--|--|---|---|---|---|
| <p><b>Où habites-tu ?</b><br/>J'habite...<br/>dans une maison<br/>dans un appartement<br/>dans une caravane<br/>à la campagne<br/>à la montagne<br/>au bord de la mer<br/>en ville<br/>en banlieue<br/>dans un village<br/>dans le nord<br/>dans le sud<br/>dans l'ouest<br/>dans l'est</p> | <p><b>Where do you live?</b><br/>I live...<br/>In a house<br/>In a flat<br/>In a caravan<br/>In the countryside<br/>In the mountains<br/>By the sea<br/>In a city/town<br/>In the suburbs<br/>In a village<br/>In the north<br/>In the south<br/>In the west<br/>In the east</p> | <p><b>My home! Year 8 French ARE 8.6 vocab. list</b></p> <p><b>Qu'est-ce qu'il y a dans ta maison ?</b><br/>Il y a ... il n'y a pas de...<br/>Un jardin<br/>Un grenier<br/>Un bureau<br/>Un garage<br/>Un salon<br/>Une entrée<br/>Une cuisine<br/>Une chambre<br/>Une salle à manger<br/>Une salle de bains<br/>Une terrasse<br/>Des toilettes<br/>La chambre de mes parents<br/>Au premier étage<br/>Au deuxième étage<br/>Au rez-de-chaussée</p> <p><b>What is there in your house?</b><br/>There is / are... There isn't...<br/>A garden<br/>An attic<br/>An office/study<br/>A garage<br/>A living room<br/>A hall<br/>A kitchen<br/>A bedroom<br/>A dining room<br/>A bathroom<br/>A terrace<br/>Some toilets<br/>My parents' bedroom<br/>On the first floor<br/>On the second floor<br/>On the ground floor</p> | <p><b>Qu'est-ce qu'il y a dans ta ville?</b><br/>Il y a...<br/>La plage<br/>La jetée<br/>La piscine<br/>La patinoire<br/>La boucherie<br/>La boulangerie<br/>La gare<br/>La gare routière<br/>La librairie<br/>La pâtisserie<br/>La poste<br/>Le centre-ville<br/>Le cinéma<br/>Le musée<br/>Le théâtre<br/>Le syndicat d'initiative<br/>Le centre commercial<br/>Le centre de loisirs<br/>Le commissariat<br/>Le marché<br/>Le supermarché<br/>Le stade<br/>Le parc d'attractions<br/>Le tabac<br/>L'hôpital<br/>Les monuments<br/>Les magasins<br/>Les cafés<br/>Les restaurants</p> | <p><b>Où est...?</b><br/>sur<br/>sous<br/>devant<br/>dans<br/>derrière<br/>entre<br/>à côté de<br/>en face de<br/>près de</p>   | <p><b>Where is...?</b><br/>on<br/>under<br/>in front of<br/>in<br/>behind<br/>between<br/>next to<br/>opposite to<br/>near to</p> | <p><b>What is there in your bedroom?</b><br/>A bed<br/>A wall<br/>A desk<br/>A computer<br/>A wardrobe<br/>Some carpet<br/>A shelf/shelves<br/>A lamp<br/>A door<br/>A chair<br/>A window<br/>A chest of drawers<br/>Some posters</p> | <p><b>What is there in your town?</b><br/>There is...<br/>The beach<br/>The pier<br/>The swimming pool<br/>The ice rink<br/>The butchers<br/>The bakery<br/>The train station<br/>The bus station<br/>The book shop<br/>The cake shop<br/>The post office<br/>The town centre<br/>The cinema<br/>The museum<br/>The theatre<br/>The tourist information office<br/>The shopping centre<br/>The leisure centre<br/>The police station<br/>The market<br/>The supermarket<br/>The stadium<br/>The theme park<br/>The newsagent's<br/>The hospital<br/>The monuments<br/>The shops<br/>The cafés<br/>The restaurants</p> |
| <p><b>¿Qu'est-ce qu'on peut faire?</b><br/>¿Qu'est-ce que tu vas faire?<br/>On peut...<br/>Je vais ...<br/>faire de la promenade<br/>visiter des musées<br/>manger dans un restaurant<br/>relaxer sur la plage<br/>sortir avec les amis</p>   | <p><b>What can you do?</b><br/><b>What are you going to do?</b><br/>You can...<br/>I am going to...<br/>Go for a walk<br/>Visit museums<br/>Eat in a restaurant<br/>Rest on the beach<br/>To go out with friends</p>   | <p><b>¿Qu'est-ce qu'il y a dans ta chambre ?</b><br/>Un lit<br/>Un mur<br/>Un bureau<br/>Un ordinateur<br/>Une armoire<br/>De la moquette<br/>Une étagère<br/>Une lampe<br/>Une porte<br/>Une chaise<br/>Une fenêtre<br/>Une commode<br/>Des posters</p>   | <p><b>What is there in your bedroom?</b><br/>A bed<br/>A wall<br/>A desk<br/>A computer<br/>A wardrobe<br/>Some carpet<br/>A shelf/shelves<br/>A lamp<br/>A door<br/>A chair<br/>A window<br/>A chest of drawers<br/>Some posters</p>  | <p><b>What is there in your town?</b><br/>There is...<br/>The beach<br/>The pier<br/>The swimming pool<br/>The ice rink<br/>The butchers<br/>The bakery<br/>The train station<br/>The bus station<br/>The book shop<br/>The cake shop<br/>The post office<br/>The town centre<br/>The cinema<br/>The museum<br/>The theatre<br/>The tourist information office<br/>The shopping centre<br/>The leisure centre<br/>The police station<br/>The market<br/>The supermarket<br/>The stadium<br/>The theme park<br/>The newsagent's<br/>The hospital<br/>The monuments<br/>The shops<br/>The cafés<br/>The restaurants</p> |   |   |   |



## 8.5 Food and Drink

### SPANISH



| OPINION                               | NOUN  | JUSTIFICATION                         | INTENSIFIERS             | ADJECTIVES   |
|---------------------------------------|---|---------------------------------------|--------------------------|--|
| <b>Prefiero</b><br>I prefer           | <b>el pan</b> (bread)                           | <b>porque es</b><br>because it is     | <b>muy</b><br>very       | <b>sabroso / rico</b> (tasty)  |
| <b>Me encanta(n)</b><br>I love        | <b>el pescado</b> (fish)                        | <b>porque son</b><br>because they are | <b>bastante</b><br>quite | <b>delicioso</b> (delicious)   |
| <b>Me gusta(n)</b><br>I like          | <b>la mantequilla</b> (butter)                  |                                       | <b>un poco</b><br>a bit  | <b>sano</b> (healthy)  |
| <b>No me gusta(n)</b><br>I don't like | <b>la leche</b> (milk)                          |                                       | <b>demasiado</b><br>too  | <b>malsano</b> (unhealthy)   |
| <b>Odio</b><br>I hate                 | <b>el café</b> (coffee)                         |                                       |                          | <b>terrible</b> (awful)  |
| <b>En mi opinión</b><br>In my opinion | <b>la cola</b> (Coke)                           |                                       |                          | <b>asqueroso</b> (disgusting)  |
| <b>Pienso que</b><br>I think that     | <b>el azúcar</b> (sugar)                        |                                       |                          | <b>picante</b> (spicy)   |
|                                       | <b>el jamón</b> (ham)                           |                                       |                          | <b>duce</b> (sweet)  |
|                                       | <b>el chocolate caliente</b><br>(hot chocolate) |                                       |                          | <b>amargo</b> (bitter)   |
|                                       | <b>la manzana</b> (apple)                       |                                       |                          | <b>salado</b> (salty)  |
|                                       | <b>la carne</b> (meat)                          |                                       |                          | <b>grasiento</b> (greasy)  |
|                                       | <b>la mermelada</b> (jam)                       |                                       |                          | <b>bueno para la salud</b><br>(good for your health)                     |
|                                       | <b>el helado</b> (ice-cream)                    |                                       |                          | <b>malo para la salud</b><br>(bad for your health)                       |
|                                       | <b>las judías verdes</b><br>(green beans)       |                                       |                          | <b>REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as</b> |
|                                       | <b>las verduras</b><br>(vegetables)             |                                       |                          |  |
|                                       | <b>las patatas fritas</b> (chips)               |                                       |                          |  |
|                                       | <b>las papas</b> (crisps)                       |                                       |                          |  |
|                                       | <b>las espinacas</b> (spinach)                  |                                       |                          |  |
|                                       | <b>el huevo</b> (egg)                           |                                       |                          |  |
|                                       | <b>el agua</b> (water)                          |                                       |                          |  |

| ¿Cuándo comes? | When do you eat? |
|----------------|------------------|
| El desayuno    | Breakfast        |
| La comida      | Lunch            |
| La merienda    | Snack            |
| La cena        | Evening meal/tea |
| Desayunar      | To eat breakfast |
| Comer          | To eat lunch     |
| Merendar       | To snack         |
| Cenar          | To eat dinner    |



| EN EL MERCADO / SUPERMERCADO | IN THE MARKET / SUPERMARKET |
|------------------------------|-----------------------------|
| ¿Te gustaría...?             | Would you like...?          |
| Un paquete de                | A packet of                 |
| Un litro de                  | A litre of                  |
| Un kilo de                   | A kilo of                   |
| Un medio kilo de             | Half a kilo of              |
| Una botella de               | A bottle of                 |



#### EN EL RESTAURANTE

#### IN THE RESTAURANT

|                      |                          |
|----------------------|--------------------------|
| ¿Qué quieres comer?  | What do you want to eat? |
| De primer plato      | For the starter          |
| De segundo plato     | For the main             |
| De postre            | For dessert              |
| Quisiera             | I would like             |
| Para mí              | For me                   |
| Para beber           | To drink                 |
| Para comer           | To eat                   |
| Una ración de...     | A portion of...          |
| Camarero/a           | Waiter/waitress          |
| ¿Tienes...?          | Do you have...?          |
| La cuenta, por favor | The bill, please         |
| La propina           | The tip                  |



#### ¿Cuánto cuesta?

#### How much?

|               |        |
|---------------|--------|
| diez          | 10     |
| veinte        | 20     |
| veintuno      | 21     |
| treinta       | 30     |
| treinta y uno | 31     |
| cuarenta      | 40     |
| cincuenta     | 50     |
| sesenta       | 60     |
| setenta       | 70     |
| ochenta       | 80     |
| noventa       | 90     |
| cien          | 100    |
| doscientos    | 200    |
| quinientos    | 500    |
| Euros         | Euros  |
| Libras        | Pounds |



## Verbs and the present tense in Spanish

### The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (comer, beber, jugar, visitar, vivir, ir etc.). The infinitive ends in **-ar, -er** or **-ir**.

### Forming the present tense in Spanish

Take off the last 2 letters of the infinitive (**-ar, -er** or **-ir**) and add the following endings depending on the pronoun:

\*Important! There are some key irregulars to learn which don't follow this pattern – **ir** (as shown here), **ser**, **tener** and **hacer** are really important!

|                       | AR verb | ER verb | IR verb |
|-----------------------|---------|---------|---------|
| yo (I)                | -o      | -o      | -o      |
| tu (you)              | -as     | -es     | -es     |
| él/ella (he/she)      | -a      | -e      | -e      |
| nosotros/as (we)      | -amos   | -emos   | -imos   |
| vosotros/as (you all) | -áis    | -éis    | -ís     |
| ellos/ellas (they)    | -an     | -en     | -en     |

### Comparisons

más - more  
menos - less

### Superlative

El /la más – the most  
El /la menos – the least

La cola es **más** deliciosa que el café  
El café es **menos** delicioso que la cola

El queso es **el más** rico  
La carne es **la menos** sabrosa

| Words come before the noun | Masculine (sing.) | Feminine (sing.) | Masculine plural | feminine plural |
|----------------------------|-------------------|------------------|------------------|-----------------|
| A / some                   | un                | una              | unos             | unas            |

### Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we change the **-o** to an **-a** to make it feminine unless there is already an **-a** then it stays the same and we add an **-s** to make it plural.

El helado es **delicioso** – La pizza es **deliciosa**

El pan es **asqueroso** – La pasta es **asquerosa**

Other rules :

- **Adjectives which end in -e stay the same when feminine (just add -s to make it plural)**

e.g. El café es terrible – La leche es terrible

- **Adjectives which end in -or change to -ora when feminine**

e.g. El deporte es agotador – La natación es agotadora

- **Adjectives which end in -l (or other consonants) stay the same when feminine**

e.g. El helado es genial – La mantequilla es genial

**Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. Me gusta (I like)/ Pienso que (I think that)/ En mi opinión (in my opinion).

## Year 8 Spanish Knowledge Organiser 8.6

Where I live geographically, Places in town, Phrases that use infinitives.

### Opinion starters:

|               |                |
|---------------|----------------|
| Pienso que    | I think that   |
| Creo que      | I believe that |
| En mi opinión | In my opinion  |
| Para mí       | For me         |
| Me parece que | It seems to me |
| Encuentro     | I find         |

Pienso que Bristol es histórico - I think that Bristol is historic  
 Encuentro Londres bastante industrial – I find London quite industrial.

Prefiero Bath porque es menos turístico que Liverpool – I prefer Bath because it is less touristy than Liverpool.

### Phrases that use infinitives.

An infinitive is the basic form of the verb. In English it starts with to \_ to run, to jump, to swim.

In Spanish the verb ends in –ar, –er , –ir.  
 e.g. I like to run – Me gusta correr.

|          |                 |   |
|----------|-----------------|---|
| Se puede | – One can       | } <b>These are followed by an infinitive.</b> |
| Voy a    | - I am going to |   |
| Me gusta | - I like        |   |

Se puede ir al centro – One can go to the city centre.

Voy a comer en un restaurante – I am going to eat in a restaurant.

Me gusta jugar al fútbol en el parque - I like to play football in the park.

|           |                                |
|-----------|--------------------------------|
|           | <b>Ir – to go</b>              |
| I         | Voy – I go / I am going        |
| you       | Vas – You go / you are going   |
| he/she/it | Va – he goes / he is going     |
| we        | Vamos – we go / we are going   |
| you (pl)  | Vais – you (pl) go / are going |
| they      | Van – they go / are going      |



**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

It is important to use the correct **article** in front of a noun. This will depend on if we want to say 'a' (indefinite article) or 'the' (definite article), and also in Spanish if the noun is **masculine, feminine, singular or plural**.

| Articles    | A/some | The |
|-------------|--------|-----|
| Masculine   | Un     | El  |
| Feminine    | Una    | La  |
| Masc Plural | Unos   | Los |
| Fem Pluri   | Unas   | Las |

## My home! Spanish Year 8 - 8.6

|  |  |   |   |
|--|--|---|---|
| <b>¿Dónde vives?</b><br>Vivo ...<br>en una casa<br>en un apartamento<br>en el campo<br>en las montañas<br>en la costa<br>en la ciudad<br>en las afueras<br>en un pueblo<br>en el norte<br>en el sur<br>en el oeste<br>en el este | <b>Where do you live?</b><br>I live<br>In a house<br>In a flat<br>In the countryside<br>In the mountains<br>On the coast<br>In the city/town<br>In the suburbs<br>In a village<br>In the north<br>In the south<br>In the west<br>In the east | <b>¿Qué hay en tu casa?</b><br>Hay... No hay...<br>Un jardín<br>Un garaje<br>Un salón<br>Un pasillo<br>Un dormitorio<br>Un comedor<br>Un cuarto de baño<br>Una cocina<br>Una terraza<br>Una oficina/un despacho<br>Los baños<br>El dormitorio de mis padres<br>En la primera planta<br>En la planta baja<br>Arriba  | <b>What is there in your house?</b><br>There is / are... There isn't...<br>A garden<br>A garage<br>A living room<br>A hall<br>A bedroom<br>A dining room<br>A bathroom<br>A kitchen<br>A terrace<br>An office/study<br>Toilets<br>My parents' bedroom<br>On the first floor<br>On the ground floor<br>Upstairs  |
| <b>¿Dónde está?</b><br>en<br>debajo de<br>delante de<br>detrás (de)<br>entre<br>al lado de<br>enfrente<br>cerca de   | <b>Where is...?</b><br>On/in<br>under<br>in front of<br>behind<br>between<br>next to<br>opposite<br>near to  | <b>¿Qué hay en tu dormitorio?</b><br>Una cama<br>Un escritorio<br>Un ordenador<br>Un armario<br>Un estante<br>Una lámpara<br>Una mesa<br>Una puerta<br>Una silla<br>Una televisión<br>Una ventana<br>Una cómoda<br>Una moqueta<br>Unos pósters  | <b>What is there in your bedroom?</b><br>A bed<br>A desk<br>A computer<br>A wardrobe<br>A shelf<br>A lamp<br>A table<br>A door<br>A chair<br>A television<br>A window<br>A chest of drawers<br>A carpet<br>Some posters   |
| <b>¿Qué se puede hacer?</b><br><b>¿Qué vas a hacer?</b><br>Se puede...<br>Voy a ...<br>ir de paseo<br>visitar museos<br>comer en un restaurante<br>descansar en la playa<br>quedar con amigos                                    | <b>What can you do?</b><br><b>What are you going to do?</b><br>You can...<br>I am going to...<br>Go for a walk<br>Visit museums<br>Eat in a restaurant<br>Rest on the beach<br>Hang out with friends   | <b>¿Qué hay en tu ciudad?</b><br>En mi ciudad hay...<br>la playa<br>la piscina<br>la pista de hielo<br>la biblioteca<br>la carnicería<br>la comisaría<br>la mezquita<br>la iglesia<br>la librería<br>el centro<br>el cine<br>el museo<br>el teatro<br>el centro comercial<br>el polideportivo<br>el mercado<br>el supermercado<br>el estadio<br>el parque de atracciones<br>el hospital<br>el puerto<br>los monumentos<br>las tiendas<br>los cafés<br>los restaurantes<br>la oficina de turismo | <b>What is there in your town?</b><br>In my city there is...<br>The beach<br>The swimming pool<br>The ice rink<br>The library<br>The butchers<br>The police station<br>The mosque<br>The church<br>The book shop<br>The town centre<br>The cinema<br>The museum<br>The theatre<br>The shopping centre<br>The leisure centre<br>The market<br>The supermarket<br>The stadium<br>The theme park<br>The hospital<br>The port<br>The monuments<br>The shops<br>The cafés<br>The restaurants<br>The tourist information office |





**Parts of a warm up**

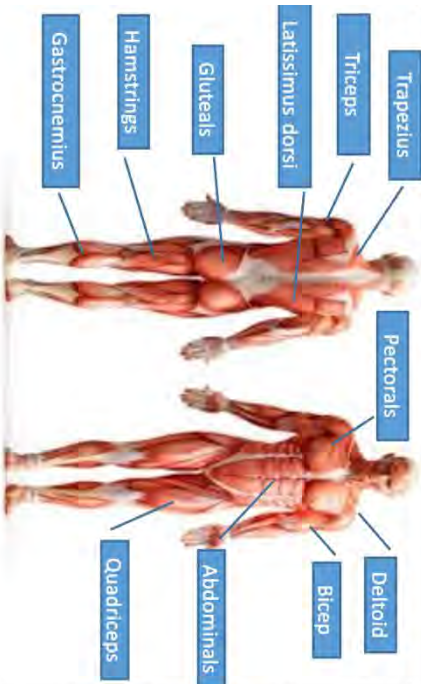
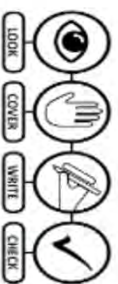
|   |                     |  |
|---|---------------------|--|
| 1 | <b>Pulse raiser</b> | Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.   |
| 2 | <b>Stretch</b>      | 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 | <b>Mobilisation</b> | 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 | <b>Heart rate increases.</b>                   | 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 | <b>Blood pressure increases.</b>               | 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 | <b>Endorphins are released into the blood.</b> | 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 | <b>Physical health and well-being</b>           | 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 | <b>Mental health (emotional) and well-being</b> | Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.  |
| 9 | <b>Social health and well-being</b>             | 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**

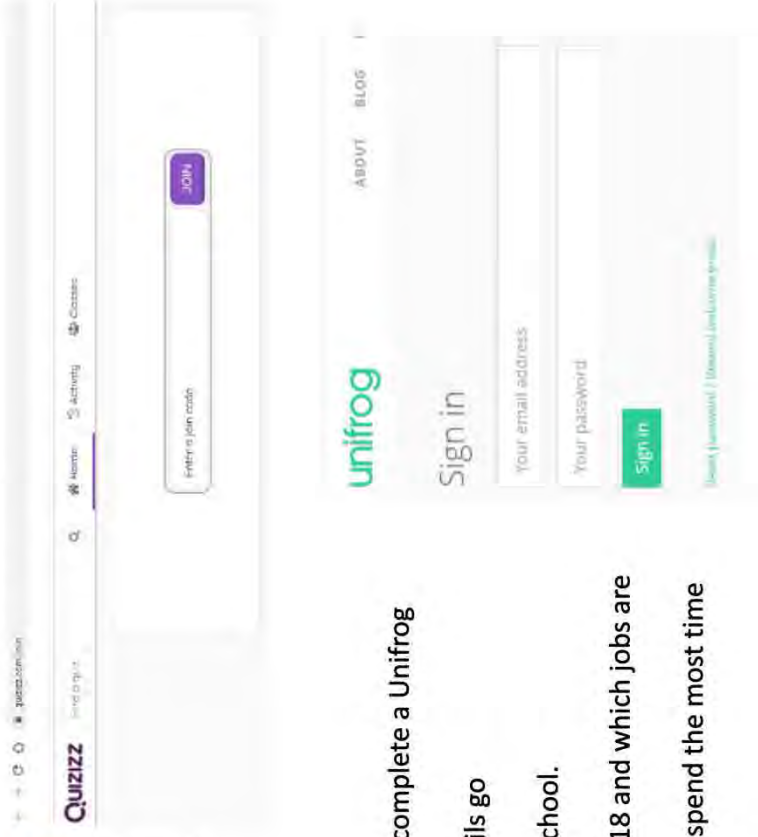
1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down

# SPACE and Careers Independent Study

This year you will take a Quizizz at the end of your SPACE topics to demonstrate your understanding of key topics. This will be uploaded to SIMS the same as your other subject with the instructions and Quizizz code you will need to use.

- When you enter your name, you must add your SPACE teacher's initials in brackets to show us which class you are in. E.g. Polly Thomas (DDA)
- When completed write your score and percentage in your knowledge organiser booklet on your SPACE page. Write the title and score along with 2 WWW's / EBI's in your IS textbook. These will be based on the questions you felt most confident about and ones you got wrong.

| Topic                  | Quizizz Code | Score | Percentage |
|------------------------|--------------|-------|------------|
| Being me in my world   |              |       |            |
| Celebrating difference |              |       |            |



Once a term you will have a careers lesson using Unifrog and one piece of I.S which will be to complete a Unifrog activity which will be explained in SIMS.

- You will find your login details in an email sent by Unifrog. If you have forgotten your details go to [www.unifrog.org](http://www.unifrog.org) - sign in – reset password / resend welcome email.
- If you are still having issues logging in, please email Mrs Daw or go to I.S Club in A3 after school.

You can use Unifrog at any time to find out information about career pathways, post 16, post 18 and which jobs are best suited to your personality, likes and dislikes.

There will be termly rewards for students who complete the most activities, log the most and spend the most time using Unifrog.



## Independent Study Deadlines:

| <b>Week commencing</b>  | <b>Subject</b> | <b>Completed?</b> |
|-------------------------|----------------|-------------------|
| 17/10/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | -              |                   |
|                         | -              |                   |
| <b>Autumn Half Term</b> |                |                   |
| 31/10/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | RS             |                   |
|                         | History        |                   |
| 07/11/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | Tech           |                   |
|                         | Spanish        |                   |
| 14/11/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | French         |                   |
|                         | Geography      |                   |
| 21/11/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | Art            |                   |
|                         | RS             |                   |
| 28/11/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | History        |                   |
|                         | Spanish        |                   |
| 05/12/22                | English        |                   |
|                         | Maths          |                   |
|                         | Science        |                   |
|                         | Drama          |                   |
|                         | Careers        |                   |
|                         |                |                   |

|                          |              |  |
|--------------------------|--------------|--|
| 12/12/22                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | Computing    |  |
|                          | Space        |  |
| <b>Christmas Holiday</b> |              |  |
| 02/01/23                 | Bank Holiday |  |
|                          | Inset Day    |  |
| 04/01/23                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | Spanish      |  |
|                          | History      |  |
|                          |              |  |
| 09/01/23                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | French       |  |
|                          | PE           |  |
|                          |              |  |
| 16/01/23                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | Music        |  |
|                          | Geography    |  |
|                          |              |  |
| 23/01/23                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | History      |  |
|                          | RS           |  |
|                          |              |  |
| 30/01/23                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | Space        |  |
|                          | Spanish      |  |
|                          |              |  |
| 06/02/23                 | English      |  |
|                          | Maths        |  |
|                          | Science      |  |
|                          | French       |  |
|                          | Geography    |  |