



SPWT Year 8 Knowledge Organisers: Spring

Name:

Form:

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family”
Kofi Annan

Knowledge organisers are brought to school every day, in their plastic folder.

What is a knowledge organiser?

A knowledge organiser specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that you are expected to master in your long-term memory.

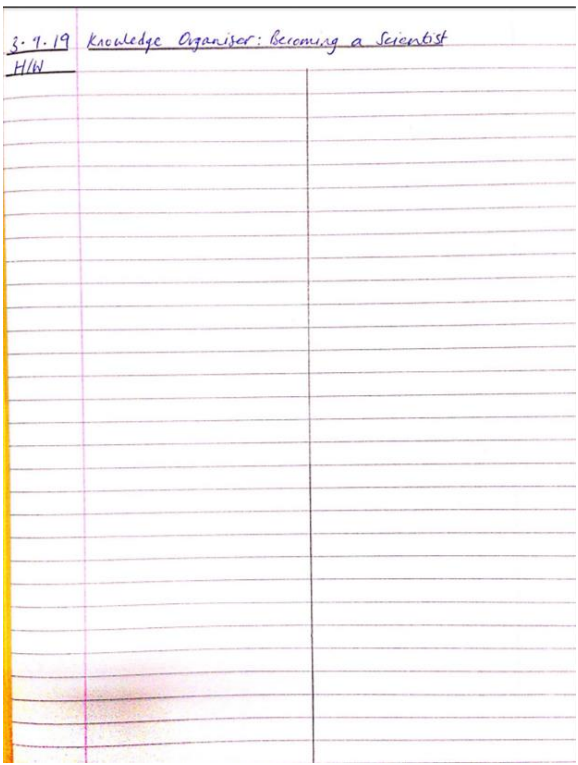
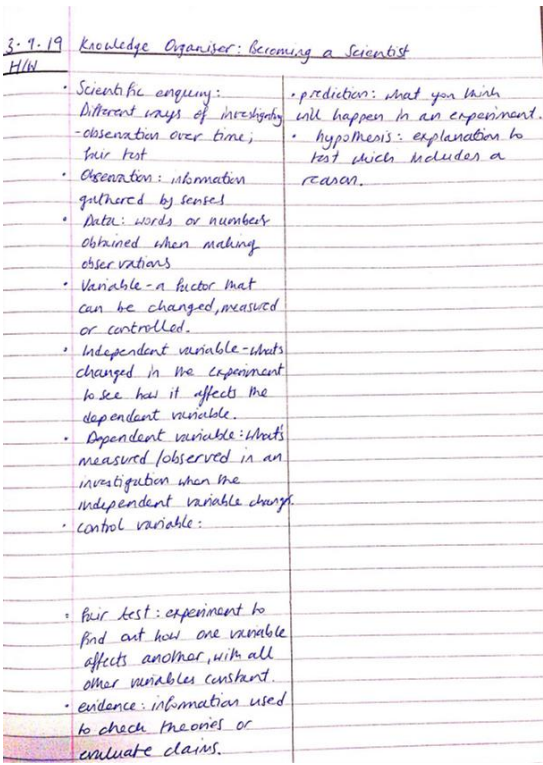
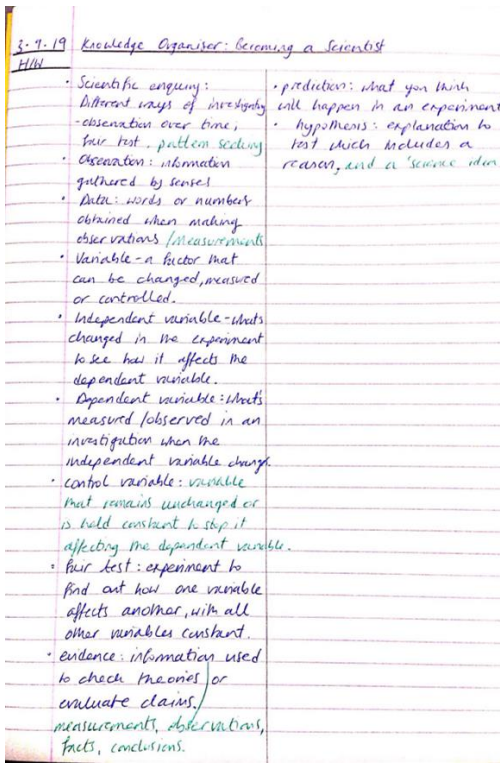
Why do we use knowledge organisers?

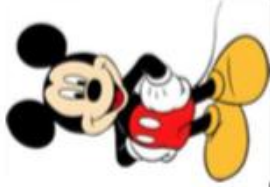
Knowledge organisers support you to build knowledge for long-term learning.
They also support you to learn to study independently.

Challenge!

At SPWT, we encourage you to explore your learning further outside of the classroom. To do so, research and write about the topic you are learning about, in your subject exercise books.

How do I use my knowledge organiser?




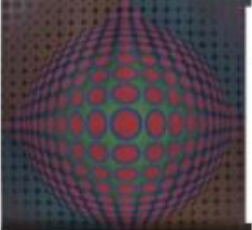
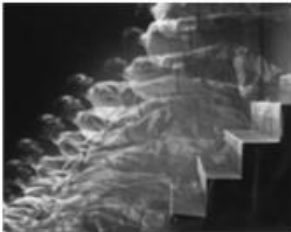



 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p>	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">Scientific enquiry:<ul style="list-style-type: none">Different ways of investigating will happen in an experiment.- observation over time;- fair testObservation: information gathered by sensesData: words or numbers obtained when making observationsVariable - a factor that can be changed, measured or controlled.Independent variable - what's changed in the experiment to see how it affects the dependent variable.Dependent variable: what's measured / observed in an investigation when the independent variable changescontrol variable: <ul style="list-style-type: none">fair test: experiment to find out how one variable affects another, with all other variables constant.evidence: information used to check theories or evaluate claims.	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">Scientific enquiry:<ul style="list-style-type: none">Different ways of investigating will happen in an experiment.- observation over time;- fair test - pattern seekingObservation: information gathered by sensesData: words or numbers obtained when making observations / measurementsVariable - a factor that can be changed, measured or controlled.Independent variable - what's changed in the experiment to see how it affects the dependent variable.Dependent variable: what's measured / observed in an investigation when the independent variable changescontrol variable: variable that remains unchanged or is held constant to stop it affecting the dependent variable.fair test: experiment to find out how one variable affects another, with all other variables constant.evidence: information used to check theories or evaluate claims, measurements, observations, facts, conclusions. <ul style="list-style-type: none">prediction: what you think will happen in an experimentHypothesis: explanation to test which includes a reason, and a 'science idea'
<p>Start a new page. Write the date and HW in the margin and underline. Write the title at the top of the page (Knowledge Organiser *Topic*).</p> <p>Draw a line down the middle of the page using a ruler (measure accurately where the middle is).</p>	<p>COVER the right-hand side of the table in a section of the Knowledge Organiser.</p> <p>WRITE down the word/ question on the left, followed by your answer.</p>	<p>CHECK your answers by uncovering and reading the right-hand side</p> <p>CORRECT any answers that are incorrect using a green pen</p>



ANIMATING ART - TYPES OF ANIMATION









To animate:

- 1: bring to life or activity.
- 2: give (a film or character) the appearance of movement using animation.

 <p>Expressionism 1905-1925 This is a painting. Movement is shown through thick brush strokes and lots of lines. Expressionism art presented the world from a subjective perspective, distorting it for emotional effect.</p> <p>Edvard Munch- <i>The Scream</i></p>	 <p>Futurism 1909-1944 This is a painting. Movement is shown through overlapping images and lots of lines. Futurism art emphasised speed, technology, movement, youth, violence, and objects such as the car, the airplane, and the industrial city.</p> <p>Giacomo Balla- <i>Dynamism of a Dog on a leash</i></p>
 <p>Pop Art 1950-1960 This is a painting. Movement is shown through lines and onomatopoeia. Popular and mass culture where inspiration for pop artists.</p> <p>Roy Lichtenstein- <i>Whaam!</i></p>	 <p>Op Art: (1950 – 1965- present) Op Art (or optical/ retinal art) relies on optical illusions. Op painters and sculptors used geometric designs in order to create feelings of movement or vibration, sometimes in vibrant colors or black and white.</p> <p>Victor Vasarely</p>
 <p>Photography 1890-present This is a photograph. Movement is shown through overlapping images.</p>	<p>Computer Animation – CGI (computer-generated imagery)</p>  <p>This is a film. Movement is shown through lots of images joined together. Computer animation encompasses a variety of techniques. Animation is created digitally on a computer.</p>
 <p>Comics and comic strips</p>	<p>Manga and Anime</p>  <p>Manga are comics, created in a style developed in Japan in the late 19th century. The term manga in Japan is used to refer to both comics and cartooning. "Manga" outside Japan refers to comics originally published in Japan. Anime is an animated version of manga.</p>
<p>Keywords: Animate, Animation, Expressionism, Futurism, Pop Art, Op Art, Photography, Computer Animation, CGI-computer generated imagery, 2D animation, 3D animation, Movement, Expression, optical illusion, Cartoon, comics, comic strip, speech bubble, thought bubble, onomatopoeia, actions, overlapping, film, repeat, manga, anime, Marvel comics, Disney, layering, blurring, repeat, frame.</p>	

TYPES OF ANIMATED FILMS

Traditional animation, from cel animation to stop motion, is produced by recording each frame, or still picture, on film or digital media and then playing the recorded frames back in rapid succession before the viewer. These and other moving images, from zoetrope to films and video games, create the illusion of motion by playing back at over ten to twelve frames per second. The techniques involved in creating computer-generated imagery are conversely generally removed from a frame-by-frame process. **Three main types of animation:** Traditional 2D animation (Sleeping Beauty), Computer digital animation – 3D (Frozen), Stop Motion Animation (Wallace and Gromit)

 <p>Traditional 2D animation (cel animation) 2D animation involved animators drawing by hand each and every frame. 2D animation involves creating numerous drawings then feeding into a plastic cells, hand painting them to create the animated sequence on a painted background image. At first, animated cartoons were black-and-white and silent (Felix the Cat). Examples: classic Disney, Looney Tunes</p>	 <p>Digital 2D animation Creating animations in the two dimensional space with the help of digital technologies is known as digital 2d animation. Animators can limit the number of drawings used. Small variations like changing the colour or frame rate can be changed almost instantly, thus making it easier for the animators to work on. Examples: Beauty and the Beast (the ballroom scene was one of the first examples of 3D animation), The Simpsons</p>
 <p>Digital 3D animation Digital 3d animation characters are much faster to create and they are quite popular in the movie making industry. Using a computer software 3d animated images are used to create many short films, full length movies and even tv commercials. Examples: Toy Story (first full length CGI film), Frozen, Shrek, Avatar</p>	 <p>Stop-motion animation Using frame by frame animation, static objects are moved around and during the post-production it is shown in a fluid movement. Examples: King Kong (1933), Corpse Bride, Wallace and Gromit, Isle of Dogs (used 1000 hand build puppets and 240 micro sets)</p>
 <p>Puppetry animation Puppetry animation is a type of Stop-motion animation. It is created using life like puppets instead of objects. Puppet animation is most commonly used in children's cartoons and films. Examples: the Nightmare before Christmas (1993. 227 puppets to represent the characters in the film + 400 heads for the expression of every possible emotion).</p>	 <p>Claymation (Clay animation) Type of Stop-motion animation. Each animated piece, either character or background, is "deformable"—made of a malleable substance, usually plastacine clay. Sometimes the clay is moulded into free forms or filled up in a wire like structure called armature. The animated characters are kept in a set and with only short movements. Examples: Wallace and Gromit.</p>
 <p>Object animation is a form of stop motion animation that involves the animated movements of any non-drawn objects such as toys, blocks, dolls, etc. which are not fully malleable, such as clay or wax, and not designed to look like a recognizable human or animal character.</p>	 <p>White board animation is the process of which an author physically draws and records an illustrated story using a whiteboard and marker pens. The animations frequently are aided with narration by script. The authors commonly use time-lapsed drawing and stop motion animation to liven hand-drawn illustrations.</p>
<p>Other types of animation: Mechanical animation, Cut out animation, Sand animation, glass painting animation, typography animation, Zoetrope (a round toy -still images are drawn on a drum and when turned in a circular way, you have an illusion of movement), flip book.</p>	

POP ART

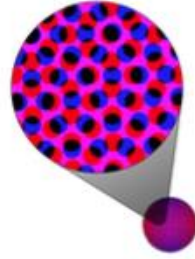
Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in **popular** and **commercial culture** such as comics, advertising, Hollywood movies and pop music. It reflected everyday life and common objects. Pop artists blurred the line between fine art and commercial art.



Onomatopoeia



Roy Lichtenstein was part of the **Pop Art** movement. He got his inspiration from **Cartoons/Comics** and always used **Primary and Secondary colours**. He also added **Ben-day dots** and **Speech/Thought Bubbles** to make his work look more like a comic book.



The **Ben-Day dots** printing process is a technique dating from 1879. Small coloured dots are closely spaced, widely spaced or overlapping. Magenta dots, for example, are widely spaced to create pink. Comic books of the 1950s and 1960s used Ben-Day dots to create shading and secondary colors such as green, purple, orange and flesh tones.

Andy Warhol was one of the most important and popular **Pop Artists**. He got his inspiration from **advertising** and **popular culture** and always used **primary and secondary colours**. His techniques involved painting and printmaking. (mainly serigraphy). He also used a range of **colour contrast** and **complementary colours** to make his work look vibrant. He is known for making a series of prints in bright contrasting colours.



Keywords: Pop Art, Popular culture, mass culture, commercialism, consumerism, comics, Hollywood, movie stars, pop music, advertisements, speech bubble, thought bubble, onomatopoeia, Ben-Day dots, primary colours, secondary colours, complimentary colours, contrasting colours, facial expressions, printmaking, serigraphy (also known as silk screening, screen printing, is a stencil-based printing process in which ink is forced through a fine screen

PORTRAIT KNOWLEDGE ORGANISER

Portrait: an artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person. **Self-portrait:** a portrait that an artist produces of themselves.

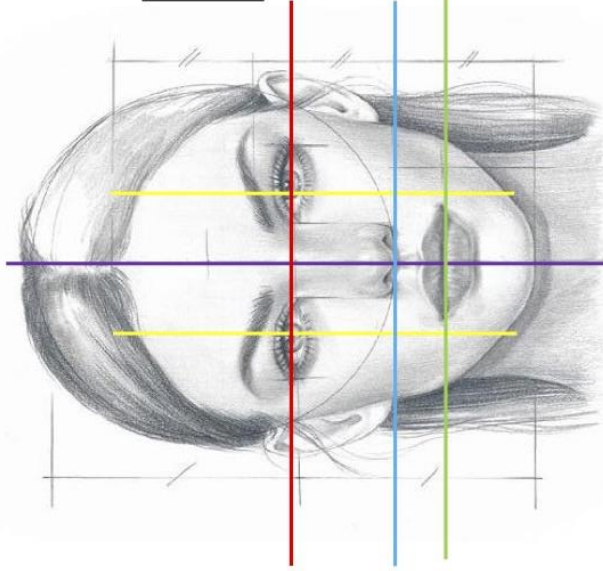
Portrait doesn't have to be simply a literal representation. Portrayed person can be represented by using or adding images of **personal objects, places, memories, animals, people**. It can also use **abstract shapes and symbols** to express moods, emotions, personality.

Types of portraits: painting, drawing, photograph, sculpture, graphic design...

The eyes are half-way from the top of the head to the chin. IF YOU DRAW IMAGINARY LINES FROM THE CENTRE OF YOUR EYES THIS WILL GIVE YOU THE MOUTH WIDTH.

The NOSE is half-way from the eyes to the chin. IF YOU DRAW IMAGINARY LINES FROM INSIDE CORNERS OF YOUR EYES THIS WILL GIVE YOU THE NOSE WIDTH.

Mouth is 1/3 from the nose to the chin



The ears run from the top of the eyes to the top of the mouth

The neck runs from behind the ears

Composition is the layout or where the objects are placed within a picture. Good composition should be pleasing to the eye, have a focal point and have a balance of elements. Portrait composition includes **facial features** drawn with correct **proportions**, and using **formal elements**.

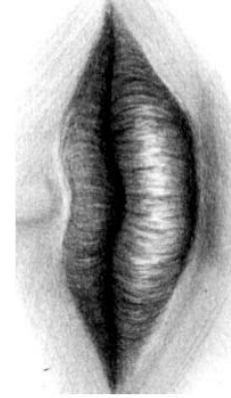
Contour- follows the shape of a round or curved object

Tone -represents the appearance of the objects surface (texture, light and colour).



Light direction-source of light that defines highlights and shadows

Surface/Direction planes- gives an object shape, form and perspective



Perspective-3D representation of objects in a drawings which appear to have depth and space. Often achieved by making objects smaller as they get further away in the foreground/ middle ground and background.

Examples of portrait artists: Vincent van Gogh, Frida Kahlo, Andy Warhol, Leonardo Da Vinci, Paul Gauguin, Pablo Picasso, Corrine Day, David Bailey, Rankin, Barbara Kruger

Keywords: life, identity, hobbies, past, present, future, memories, activities, places, collage, painting, drawing, sketch, texture, tone, story, combine, manipulate, facial proportions, facial features, balance of elements, focal point, space, placement, background, foreground, middle ground, story, composition

Computer Science

Knowledge Organiser

Topic: Unit 8.4 Web Design

Introduction- What is a website?

A webpage is a single digital document. It is stored on a web server connected to the internet and can be viewed on a web browser. It forms a small part of the world wide web. A website is typically a collection of connected webpages and each webpage has its own unique web address. In this unit you will be creating a website for a given purpose.

WEBSITE SITEMAP



WEBSITE CREATION SOFTWARE



Dreamweaver is a software used to create and edit websites.



Photoshop is a software used to create the assets. They are then saved as a JPEG and placed into Dreamweaver.

HTML Tag	Definition – what does it do?
<html>	Root of a HTML document
<body>	Contents of the page
<head>	Information about a page
<title>	Tab title / defines title
<h1>, <h2>, <h3>	Headings
<p>	Paragraph
	Image
<table>	Creates and defines table
	Bold
 	Linebreak
<div>	Divider
<!-- -->	Comment



Key vocabulary

World Wide Web	Collection of webpages connected together by hyperlinks, using the Internet (usually shortened to WWW).
Internet	A global network of computers all connected together.
Webpage	A hypertext document connected to the World Wide Web.
Website	A collection of webpages with information on a particular subject.
Web browser	The software which displays a webpage or website on a computer.
Uniform Resource Locator (URL)	An address that identifies a particular file or webpage on the Internet.
HTML	Hyper Text Markup Language - describes and defines the content of a webpage.
Web script	A type of computer programming language used to add dynamic features to a webpage.
Multimedia	Content that uses a combination of different types of media - for example, text, audio, images.
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Hotspot	An area on a computer screen which can be clicked to activate a function, especially an image or piece of text acting as a hyperlink.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
JPG	The main file type used for images on the World Wide Web - uses lossy compression.
PNG	Another type of image file used on the World Wide Web - supports transparency and uses lossless compression.

WEBSITE FEATURES



WEBSITE PURPOSES

Inform	Educate	Promote
Entertain	Advertise	E-Commerce

WEBSITE COMPONENTS

NAVIGATION BAR



ROLL OVER BUTTONS



IMAGES – Still or moving (GIF)

TEXT/INFORMATION

HYPERLINKS

CLICK HERE

AUDIO and VIDEO



DT: Year 8 Food

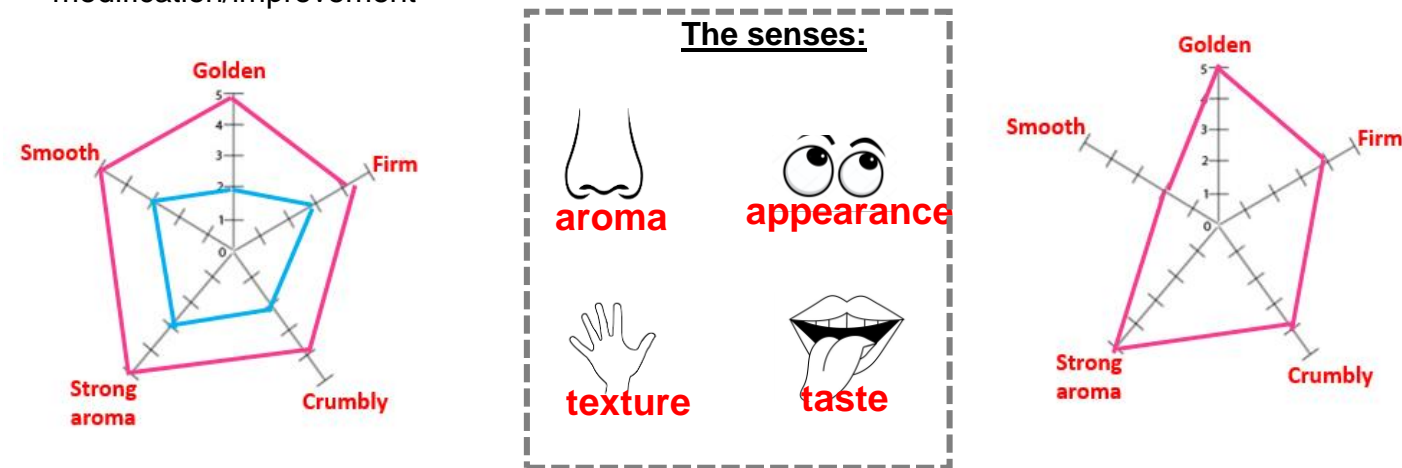
Food Groups	What do they do?	Where do we find them?
Protein	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
Dairy	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
Carbohydrates	Gives us energy	Potatoes, pasta, breads, rice, cereal
Vitamins & minerals	Helps us to grow maintain a healthy body	Fruit, vegetables
Fats & sugars	Used for energy, insulation and to protect the vital organs	Cakes, biscuits, sweets, oil,

Boiling	Boiling is the method of cooking food in boiling water or other water-based liquids such as stock or milk.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven
Par-boiling	When food items are added to boiling water and cooked until they start to soften, then removed and fully cooked by another method such as baking.
High Risk foods	Foods that are ready to eat, and foods that provide a place for bacteria to live, grow and thrive are described as high-risk foods. Examples of high-risk foods include: cooked meat and fish. gravy, stock, sauces and soup. shellfish.

Sensory Star Graph

We use a star graph to record our opinions of a dishes sensory qualities.

- The bigger the shape the better the dish was received over all
- A smaller shape indicates more areas for modification/improvement
- Areas that scored less indicate areas for modification/improvement



Cross-contamination	When bacteria gets transferred from one food or surface to another.
Roux	Is flour and fat cooked together and used to thicken sauces. Roux is typically made from equal parts of flour and fat by weight.
Condiment	A substance such as ketchup, mustard, or pickle that is used to add flavour to food.
Accompaniment	Any additional food items that are served with the main dish such a sauces, bread, side salads.
Seasonality/in season	The times of year when a given type food is at its peak, either in terms of harvest or its flavour.

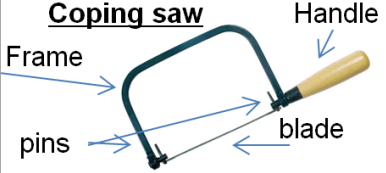
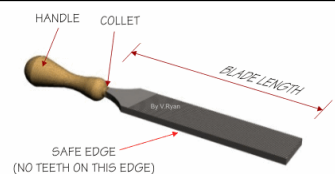


Carbon Footprint

Food's carbon footprint, is the greenhouse gas emissions produced by growing, rearing, farming, processing, transporting, storing, cooking and disposing of the food you eat.



DT: Year 8 Product Design

Hand Tools

 <p>Coping saw used to cut shapes in wood & Acrylic</p>	
 <p>Hand Files: used to shape and smooth edges and surfaces</p>	
 <p>Sand paper: used to Smooth surfaces</p>	
 <p>Needle files: used to shape and smooth fine details</p>	

MDF (Medium Density Fibre Board)



A man-made wood, made from wood fibres/saw dust glued together under heat and pressure.

Machinery

		
Pillar Drill: used to drill holes through wood, metal, plastic	Hegnar/Jigsaw: used to cut wood, plastic	Bandfacer: used to smooth the edges of wood, plastic

Inspired	When someone's work makes you enthusiastic to design using similar themes
Influence	Having an effect on people and their ideas
Aesthetics	How something looks (colour, shape, pattern)
Pattern	An arrangement of repeating images such as lines, shapes and colours
Tessellate	Making parts fit into a space so that no material is wasted
Symmetry	Where parts of a design are equal on both sides
Modifications	Changes that can be made to improve something
Mechanism	A group of parts that work together to do a job (eg. Clock)

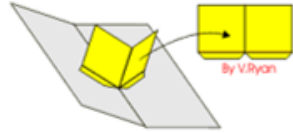
William Morris



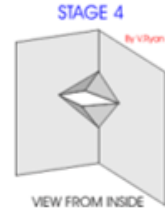
- 24 March 1834 – 3 October 1896
- English designer and craftsman
- associated with the British Arts and Crafts Movement
- Popular designs include wallpaper, fabric, furniture

D&T: Graphics

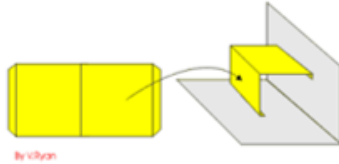
V-Fold



Mouth Mechanism



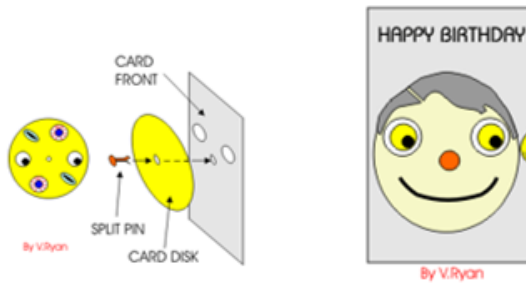
Internal Stand



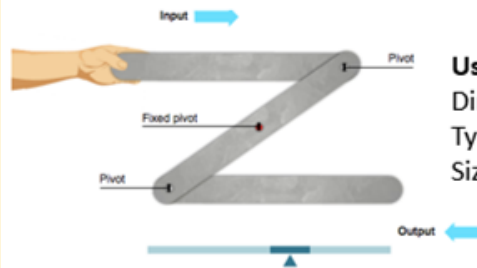
Parallel Slide



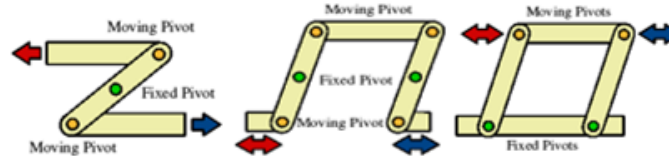
Rotary card mechanism



Linkages



Used to change:
Direction of motion
Type of motion
Size of a force



Reverse motion
Linkage

Push Pull
Linkage

Parallel motion
Linkage



Crank slider mechanism

The crank (light green) turns and pushes the rod up and down (dolphin mechanism).

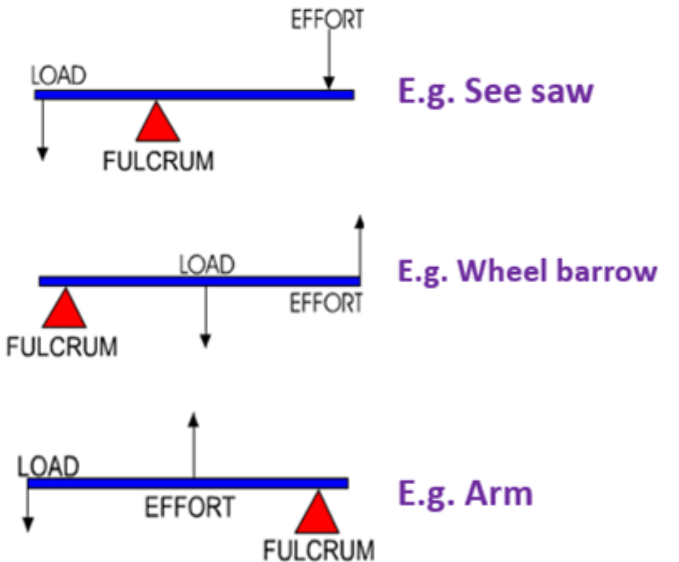


Linkage

Can change direction and speed of moving parts.



Lever	Rigid bar that pivots on a fulcrum
Rotation	A circular motion
Force	A push, pull or twist.
Pop Up	A 3D illusion
Specification	A list of design criteria
Target audience	The people who will buy your product.
Mechanism	A set of parts that work together
linkage	Connections between things
Fulcrum	The point at which a bar, or something that is balancing, is supported or <u>balances</u>
Pivots	A fixed point supporting something that turns or balances



Drama Year 8 Spring 1

Flight – Devising from a stimulus

Context	
Homelessness	The state of having no home. This can take many forms. This can include someone fleeing their home for safety reasons, living with family members and not having a permanent residence as well as many other reasons.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
Bullying	To seek to harm, intimidate, or coerce (someone perceived as vulnerable). This can take many forms: Cyber (online) bullying, verbal bullying and physical bullying.
Alienation	Experiencing or inducing feelings of isolation or estrangement. A victim of bullying may feel alienated from others .
Harassment	Aggressive pressure or intimidation



The book cover for the story about Aryan and Kabir.

Abstract Drama techniques:

Abstract theatre is the **idea of representing events, situations or feelings rather** than acting them out in a realistic manner.



Image from the immersive play 'Flight' shown at the Bridge Theatre

Drama skills: Physical and Vocal Skills

Direct audience address	A character who addresses the audience by breaking the 'fourth wall'.
Flashback/ Flash forward	Enacting a moment from a character's remembered past, this can help gain an understanding of the character and provide a 'back story'.
Marking the moment	This is a way of highlighting the most important moment in a scene in order to draw the audience's attention to its significance
Thought tracks	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.

Drama Year 8 Spring 2

Frankenstein - An exploration of the Gothic genre

Context	
Gothic	a genre or mode of literature and film that combines fiction and horror , death, and at times romance .
Geneva, Switzerland	Geneva is the second most populous city in Switzerland surrounded by the mountainous region of The Alps
The Alps	The mountainous region surrounding Switzerland
The Frankenstein family	The title family is the 'most distinguished' family in Geneva, Switzerland. This means they are successful and very well respected. There are three boys: Victor, Ernest, and William.



Drama skills: Physical and Vocal Skills

Monologue	A long speech by one actor in a play or film, or as part of a theatrical or broadcast programme.
Duologue	A scene or performance between two people
Plot	The main events of the play as devised by the playwright
Stage directions	An instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.
Narrator	A person who narrates something, especially a character who recounts the events of a novel or narrative poem.
Physical Theatre	Using exaggerated movements and body language to tell a story

Introduction to Non-Fiction

Word	Definition
TAP	Acronym for text type, audience & purpose.
Text type	The specific form of a non-fiction text (e.g. a letter, a speech, an article).
audience	The specific readers/listeners a non-fiction text has been written for.
purpose	The intention a non-fiction text is trying to achieve.

Types of Non-Fiction text

Word	Definition
article	A piece of writing included a newspaper or magazine.
speech	A text written for a person to speak aloud, often at a formal presentation.
letter	A piece of writing intended to be sent to a recipient by post.
advert	A public notice or announcement promoting a specific product or service.
leaflet	A printed piece of paper designed to give information on a topic, often using sub-headings and bullet points.

Purposes of Non-Fiction texts

Word	Definition
advise	When a writer is trying to offer suggestions and recommendations to a reader.
instruct	When a writer tells a reader how to do something, often step-by-step for ease.
argue	When a writer is trying to promote their point of view or opinion on a topic.
inform	When a writer is trying to give information on a topic to a reader.
explain	When a writer communicates an idea to a reader by describing it in detail.
persuade	When a writer is trying to convince a reader to feel or think a certain way about a topic.
entertain	When a writer is trying to make the process of reading their text enjoyable and interesting.

Aristotle's Modes of Persuasion

Word	Definition
ethos	When a writer establishes trust with a reader and builds credibility.
pathos	When a writer establishes an emotional connection with the reader.
logos	When a writer appeals to a reader's sense of logic and reasoning.

Rhetorical Devices (DAFOREST)

Word	Definition
direct address	When a writer communicates directly with a reader (e.g. "you").
anecdote	A personal story shared by a writer to illustrate or support a point.
alliteration	Where the first letter of a word is repeated in words that follow. For example, the cold, crisp, crust of clean, clear ice.
fact	Information a writer uses as evidence.
figurative language	When a writer uses language in a way that is non-literal (e.g. metaphor, simile, personification).
opinion	A view or judgement on a situation/topic.
rhetorical question	Where a question is asked that does not require or receive an answer, often to make a reader think.
repetition	Where a word or phrase is repeated in a text for effect.
emotive language	The use of words that are designed to have an emotional impact on a reader.
exaggeration (or hyperbole)	A statement used to make something seem better or worse than it really is.
statistic	A piece of data or numerical fact used as evidence.
triplet (or list of three)	A list made up of three words used to intensify an impression of something.

Common Features of Non-Fiction texts

Word	Definition	Type
headline	The heading at the top of a page in a newspaper/magazine.	article
subheading	A heading given to a smaller section of a larger text.	article/leaflet
body	The main part of a text which contains the core ideas.	All texts
topic sentence	A sentence that contains the main idea of the paragraph it is in.	All texts
bullet point	One item in a short-hand list.	leaflet
address	The address where a letter is intended to be sent or is sent from.	letter
salutation	The greeting used by a writer at the beginning a letter.	letter
valediction	The sign off used by a writer at the end of a letter.	letter



A. IRREGULAR VERBS PRÉSENT (now or generally)

	Être (to be)	Lire (to read)	Aller (to go)
(I)	Je <u>suis</u>	Je <u>lis</u>	Je <u>vais</u>
(you)	Tu <u>es</u>	Tu <u>lis</u>	Tu <u>vas</u>
(he/she/we)	Il/elle/on <u>est</u>	Il/elle/on <u>lit</u>	Il/elle/on <u>va</u>
(we)	Nous <u>sommes</u>	Nous <u>lisons</u>	Nous <u>allons</u>
(you all)	Vous <u>êtes</u>	Vous <u>lisez</u>	Vous <u>allez</u>
(they)	Ils/elles <u>sont</u>	Ils/elles <u>lisent</u>	Ils/elles <u>vont</u>

A. IRREGULAR VERBS PASSÉ COMPOSÉ (Past)

Être (to be)	Lire (to read)	Aller (to go)
J'ai <u>été</u>	J'ai <u>lu</u>	Je <u>suis</u> allé(e)
Tu <u>as</u> été	Tu <u>as</u> lu	Tu <u>es</u> allé(e)
Il/elle/on <u>a</u> été	Il/elle/on <u>a</u> lu	Il/elle/on <u>est</u> allé(e)
Nous <u>avons</u> été	Nous <u>avons</u> lu	Nous <u>sommes</u> allé(e)s
Vous <u>avez</u> été	Vous <u>avez</u> lu	Vous <u>êtes</u> allé(e)s
Ils/elles <u>ont</u> été	Ils/elles <u>ont</u> lu	Ils/elles <u>sont</u> allé(e)s

A. VERBS FUTUR PROCHE (future)

Être (to be)	Lire (to read)	Aller (to go)
Je <u>vais</u> être	Je <u>vais</u> lire	Je <u>vais</u> aller
Tu <u>vas</u> être	Tu <u>vas</u> lire	Tu <u>vas</u> aller
Il/elle/on <u>va</u> être	Il/elle/on <u>va</u> lire	Il/elle/on <u>va</u> aller
Nous <u>allons</u> être	Nous <u>allons</u> lire	Nous <u>allons</u> aller
Vous <u>allez</u> être	Vous <u>allez</u> lire	Vous <u>allez</u> aller
Ils/elles <u>vont</u> être	Ils/elles <u>vont</u> lire	Ils/elles <u>vont</u> aller

B. GRAMMAR: Irregular adjectives

Why do adjectives change their endings?	Adjectives change to agree with the noun they describe, to show they are masculine/ feminine or singular/ plural .
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	Masc. sing.	Fem. sing.	Masc. plural	Fem. Plural
Most adjectives	<u>marrant</u>	<u>marrant</u> e	<u>marrants</u>	<u>marrants</u> es
Ends in -e	<u>modeste</u>	<u>modeste</u>	<u>modestes</u>	<u>modestes</u>
Ending -eur or -eux	<u>ennuyeux</u>	<u>ennuyeuse</u>	<u>ennuyeux</u>	<u>ennuyeuses</u>
Irregular adjectives	<u>gentil</u>	<u>gentille</u>	<u>gentils</u>	<u>gentilles</u>
	<u>beau</u>	<u>belle</u>	<u>beaux</u>	<u>belles</u>

C. GRAMMAR: Negative expressions

Negative expressions	
Ne ... pas	not
Ne ... jamais	never / not ... anyone
Ne ... rien	nothing / not ... anything
How do we use negatives?	They 'sandwich the verb'
What does the sandwich look like?	Subject + ne + verb + negative expression
I <u>don't</u> eat anything	Je <u>ne</u> mange rien
We <u>never</u> play	On <u>ne</u> joue jamais

D. GRAMMAR: Possessive adjectives

What are possessive adjectives?	Words to show who something/someone belongs to (e.g. my/your).		
When do they change?	They change according to the noun that follows them		
	Masc sq.	Fem sq.	Plurals
My	<u>mon</u>	<u>ma</u>	<u>mes</u>
Your	<u>ton</u>	<u>ta</u>	<u>tes</u>
His/her	<u>son</u>	<u>sa</u>	<u>ses</u>
my father	my mother	my parents	
<u>mon père</u>	<u>Ma mère</u>	<u>mes parents</u>	

E. OPINIONS

<u>Ça a l'air</u> ... (+ adjective)	It seems... (+adjective)
<u>Selon</u> ... (+ name)	According to... (+name)
<u>Selon moi</u> ...	In my opinion...
<u>(C'est une) bonne idée</u> !	<u>(It's a) good idea</u> !
Je <u>veux</u> bien...	I want to...

F. COMPLEX STRUCTURES:

Include time phrases to add detail to your writing			
<u>D'habitude</u>	usually	De temps en temps	From time to time
<u>En ce moment</u>	At the moment	Tout le temps	All the time
<u>souvent</u>	Often	Tous les soirs	Every evening
<u>parfois</u>	Sometimes	Tous les après-midi	Every afternoon

G. CULTURE CORNER!

In France, lots of people prefer to use the 24-hour clock to describe times after 12pm.
So, 2:30pm becomes 14h30:
quatorze heures trente
9:45 pm becomes 21h45:
vingt-et-une heures quarante-cinq

H. VOCAB

Point de départ (pages 56–57)

Ma célébrité préférée est ...	<i>My favourite celebrity is ...</i>	J'aime / Je n'aime pas ...	<i>I like / I don't like ...</i>
Il/Elle est / n'est pas ...	<i>He/She is / is not ...</i>	les comédies	<i>comedies</i>
arrogant(e).	<i>arrogant.</i>	les dessins animés	<i>cartoons</i>
intelligent(e).	<i>intelligent.</i>	les documentaires	<i>documentaries</i>
laid(e).	<i>ugly.</i>	les feuilletons	<i>soaps</i>
méchant(e).	<i>nasty.</i>	les infos	<i>the news</i>
bête.	<i>stupid.</i>	les jeux (télévisés)	<i>gameshows</i>
drôle.	<i>funny.</i>	les séries (policières)	<i>(police) series</i>
égoïste.	<i>selfish.</i>	les émissions de ...	
modeste.	<i>modest.</i>	cuisine	<i>cooking</i>
sérieux/sérieuse.	<i>serious.</i>	musique	<i>music</i>
généreux/généreuse.	<i>generous.</i>	sport	<i>sport</i>
paresseux/paresseuse.	<i>lazy.</i>	science-fiction	<i>science fiction</i>
travailleur/travailleuse.	<i>hard-working.</i>	télé-réalité	<i>reality</i>
beau/belle.	<i>good-looking.</i>		<i>... programmes</i>

gentil/gentille.	<i>kind.</i>	parce qu'ils/elles sont ...	<i>because they are ...</i>
Il/Elle a beaucoup de talent.	<i>He/She has lots of talent.</i>	ridicules.	<i>ridiculous.</i>
Il/Elle fait beaucoup de choses pour les bonnes causes.	<i>He/She does a lot for charity.</i>	divertissant(e)s.	<i>entertaining.</i>
C'est mon chanteur / ma chanteuse préféré(e).	<i>He/She is my favourite singer.</i>	intéressant(e)s.	<i>interesting.</i>
C'est un(e) de mes acteurs / actrices préféré(e)s.	<i>He/She is one of my favourite actors/actresses.</i>	passionnant(e)s.	<i>exciting.</i>
		plein(e)s d'action.	<i>full of action.</i>
		ennuyeux/ennuyeuses.	<i>boring.</i>
		nuls/nulles.	<i>rubbish.</i>
		marrant(e)s.	<i>funny.</i>
		bêtes.	<i>stupid.</i>

Unité 1 (pages 58–59) Ma vie numérique

Je regarde la télé ...	<i>I watch TV ...</i>	C'est facile.	<i>It's easy.</i>
avant les cours.	<i>before lessons.</i>	C'est varié.	<i>It's varied.</i>
tous les soirs.	<i>every evening.</i>	Ce n'est pas cher.	<i>It's not expensive.</i>
le weekend.	<i>at the weekend.</i>	J'écoute de la musique en streaming.	<i>I stream music.</i>
dans le salon.	<i>in the living room.</i>	Je télécharge des chansons.	<i>I download songs.</i>
dans le bus.	<i>on the bus.</i>	Je crée des playlists.	<i>I create playlists.</i>
dans ma chambre.	<i>in my bedroom.</i>	Je joue sur ma Xbox.	<i>I play on my Xbox.</i>
avec ma famille.	<i>with my family.</i>	J'achète des jeux et je joue en ligne.	<i>I buy games and play online.</i>
seul(e).	<i>alone.</i>		
Je regarde ...	<i>I watch ...</i>		
des chaînes sur YouTube	<i>YouTube channels</i>		
à la demande, sur Netflix	<i>on demand, on Netflix</i>		
sur mon smartphone	<i>on my smartphone</i>		
sur mon ordinateur	<i>my computer</i>		
sur ma tablette	<i>on my tablet</i>		

Unité 2 (pages 60–61) On va au ciné?

Je vais au cinéma.	<i>I'm going to the cinema.</i>	Désolé(e). Je ne peux pas ce soir.	<i>Sorry. I can't this evening.</i>
Tu viens?	<i>Are you coming?</i>	Rendez-vous où et à quelle heure?	<i>Where and when shall we meet?</i>
Ça dépend. Qu'est-ce que tu vas voir?	<i>It depends. What are you going to see?</i>	Chez moi. / Chez toi.	<i>At my house. / At your house.</i>
Je vais regarder ...	<i>I'm going to see ...</i>	À 19h.	<i>At 7 pm.</i>
une comédie	<i>a comedy</i>	À plus.	<i>See you later.</i>
un film d'animation	<i>an animated film</i>	À demain.	<i>See you tomorrow.</i>
un film romantique	<i>a romantic film</i>	À samedi.	<i>See you on Saturday.</i>
un film d'action	<i>an action film</i>	Je peux vous aider?	<i>Can I help you?</i>
un film d'horreur	<i>a horror film</i>	Je voudrais trois billets pour ...	<i>I'd like three tickets for ...</i>
un film de science-fiction	<i>a sci-fi film</i>	Deux adultes et un enfant.	<i>Two adults and one child.</i>
un film de super-héros	<i>a superhero film</i>	Ça fait combien?	<i>How much is it?</i>
Il y a une séance à 14h.	<i>There's a screening at 2 pm.</i>	C'est quelle salle?	<i>Which screen?</i>
Bonne idée! Je veux bien.	<i>Good idea! I'd like to.</i>		
Tu rigoles!	<i>You're kidding!</i>		
Je n'ai pas envie.	<i>I don't want to.</i>		

Unité 3 (pages 62–63) Quels sont tes loisirs?

Je bavarde / Je parle avec mes copains.	<i>I chat / I talk to my friends.</i>	Je nage.	<i>I swim. / I go swimming.</i>
Je fais du cyclisme.	<i>I go cycling.</i>	Je fais de la natation.	<i>I swim. / I go swimming.</i>
Je fais du vélo.	<i>I go cycling.</i>	Je ne lis pas beaucoup.	<i>I don't read much.</i>
Je lis.	<i>I read.</i>	Je ne joue jamais à des jeux vidéos.	<i>I never play video games.</i>
Je fais de la lecture.	<i>I read.</i>	Je ne fais rien.	<i>I don't do anything.</i>

Unité 4 (pages 64–65) Tu as fait des achats?

Je suis allé(e) au centre commercial.	<i>I went to the shopping centre.</i>	J'ai fait une balade.	<i>I went for a walk.</i>
J'ai fait les magasins.	<i>I went shopping.</i>	J'ai fait une promenade.	<i>I went for a walk.</i>
J'ai fait des achats.	<i>I went shopping.</i>	J'ai attendu une demi-heure.	<i>I waited half an hour.</i>
J'ai lu une annonce pour les soldes.	<i>I read an advert for the sales.</i>	J'ai dépensé trop d'argent.	<i>I spent too much money.</i>
		J'ai découvert un café.	<i>I discovered a café.</i>
		J'ai essayé plein de vêtements.	<i>I tried on lots of clothes.</i>

Unité 5 (pages 66–67) Normalement, hier et demain

Normalement, ...	<i>Normally, ...</i>	je suis allé(e) ...	<i>I went ...</i>
j'écoute de la musique.	<i>I listen to music.</i>	j'ai choisi ...	<i>I chose ...</i>
je lis des BD.	<i>I read comics.</i>	Le weekend prochain, ...	<i>Next weekend, ...</i>
nous jouons en ligne.	<i>we play online.</i>	je vais visiter ...	<i>I am going to visit ...</i>
Le weekend dernier, ...	<i>Last weekend, ...</i>	on va prendre ...	<i>we are going to take ...</i>

Les mots essentiels High-frequency words

Possessive adjectives

mon/ma/mes	<i>my</i>
ton/ta/tes	<i>your</i>
son/sa/ses	<i>his/her</i>

Negatives

ne ... pas	<i>not</i>
ne ... jamais	<i>never</i>
ne ... rien	<i>nothing</i>



A. REFLEXIVE VERBS PRESENT TENSE (now or generally)

	Se lever (to get up)	Se coucher (to go to bed)	S'habiller (to get dressed)	Devoir (to have to/must)	Vouloir (to want to)
(I)	Je <u>me lève</u>	Je <u>me couche</u>	Je <u>m'habille</u>	Je <u>dois</u>	Je <u>veux</u>
(you)	Tu <u>te lèves</u>	Tu <u>te couches</u>	Tu <u>t'habilles</u>	Tu <u>dois</u>	Tu <u>veux</u>
(he/she/we)	Il/elle/on <u>se lève</u>	Il/elle/on <u>se couche</u>	Il/elle/on <u>s'habille</u>	Il/elle/on <u>doit</u>	Il/elle/on <u>veut</u>
(we)	Nous <u>nous levons</u>	Nous <u>nous couchons</u>	Nous <u>nous habillons</u>	Nous <u>devons</u>	Nous <u>voulons</u>
(you all)	Vous <u>vous levez</u>	Vous <u>vous couchez</u>	Vous <u>vous habillez</u>	Vous <u>devez</u>	Vous <u>voulez</u>
(they)	Ils/elles <u>se lèvent</u>	Ils/elles <u>se couchent</u>	Ils/elles <u>s'habillent</u>	Ils/elles <u>doivent</u>	Ils/elles <u>veulent</u>

A. MODAL VERBS PRESENT TENSE (now or generally)

B. GRAMMAR: How to translate "in"

Why is 'in' a difficult word to translate?	There are lots of different words that mean 'in' - it depends on what you're talking about
What's the usual word for 'in'?	<u>Dans</u> la salle - in the room
For feminine countries	<u>En</u> France - in France
Masculine countries	<u>Au</u> Maroc - In <u>Morocco</u>
Plural countries	<u>Aux</u> Pays-Bas
Other phrases	<u>À</u> la montagne - in the mountains <u>En</u> ville - in town

C. GRAMMAR: Reflexive verbs

When do we use reflexive verbs?	To describe actions you do to yourself, for example when describing your daily routine				
What is different about them?	The infinitive includes the reflexive pronoun "se" , which will change depending on who is doing the verb				
How do we conjugate them? (3 steps)	1) Subject pronoun 2) Add the correct reflexive pronoun 3) <i>Conjugate the verb as normal</i>				
E.g. "I get up"	Je <u>me lève</u> (to get up = se lever)				

<u>I</u>	<u>you</u>	<u>He/she</u>	<u>We</u>	<u>You all</u>	<u>They</u>
Je <u>me</u> ...	Tu <u>te</u> ...	Il/elle <u>se</u> ...	Nous <u>nous</u> ...	Vous <u>vous</u> ...	Ils/elles <u>se</u> ...

D. GRAMMAR: Irregular adjectives

	beautiful	New	old
Masc.sg.	<u>Beau</u>	<u>Nouveau</u>	<u>Vieux</u>
Fem.sg.	<u>Belle</u>	<u>Nouvelle</u>	<u>Vieille</u>
Masc.pl.	<u>Beaux</u>	<u>nouveaux</u>	<u>vieux</u>
Fem.pl.	<u>belles</u>	<u>nouvelles</u>	<u>vieilles</u>

Why are these adjectives unusual?	They go <u>before</u> the noun they describe, rather than after
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Examples	
<u>A beautiful house</u>	Une <u>belle maison</u>
<u>Three new friends</u>	Trois <u>nouveaux amis</u>

E. OPINIONS

<u>à mon avis</u> ...	In my opinion...
Pour <u>moi</u> ...	For me...
<u>C'est juste</u>	It's fair
Ce <u>n'est pas juste</u>	It's not fair

F. COMPLEX STRUCTURES: Using modal verbs

2 examples of modal verbs	Devoir = to have to / must... Pouvoir = to be able to / can...
How to use them? (2 steps)	1) Conjugate modal verb 2) Follow with an infinitive (ending -er/-ir/-re)
Examples	Je <u>dois laver</u> la voiture I <u>must wash</u> the car On <u>peut manger</u> des crêpes We <u>can eat</u> pancakes

G. CULTURE CORNER!

Did you know that France is the country that encompasses the most time zones in the world? That's because the nation of France includes places that are nowhere near the mainland, including islands all the way from South America and the Caribbean to Polynesia (near Australia)!

H. VOCAB

Point de départ (pages 80–81)

Où habites-tu?	Where do you live?	Il fait froid.	It's cold.
J'habite ...	I live ...	Il y a du soleil.	It's sunny.
dans un village.	in a village.	Il y a du vent.	It's windy.
dans une ville.	in a town.	Il y a du brouillard.	It's foggy.
dans une grande ville.	in a city.	Il y a des orages.	It's stormy.
à la campagne.	in the country.	Il pleut.	It's raining. / It rains.
à la montagne.	in the mountains.	Il neige.	It's snowing. / It snows.
au bord de la mer.	at the seaside.	C'est comment en été /	What is it like in summer /
sur une île.	on an island.	hiver?	winter?
dans le désert.	in the desert.	C'est ...	It's ...
en France.	in France.	amusant	fun
en Suisse.	in Switzerland.	tranquille / calme	peaceful / quiet
au Maroc.	in Morocco.	ennuyeux / animé	boring / lively
aux Antilles.	in the French Caribbean.	nul / génial / joli	awful / great / pretty
Quel temps fait-il?	What's the weather like?	très	very
Il fait beau.	The weather's fine.	trop	too
Il fait mauvais.	The weather's bad.		
Il fait chaud.	It's hot.		

Unité 1 (pages 82–83) Elle est comment, ta région?

Dans ma région, il y a ...	In my region, there is / are ...	On peut ...	You / People can ...
un appartement	a flat	manger des crêpes.	eat pancakes.
un bâtiment	a building	visiter les monuments	visit historic monuments.
un champ	a field	historiques.	
un jardin public	a park	visiter des grottes.	visit caves.
un lac	a lake	aller au cinéma.	go to the cinema.
un magasin	a shop	aller à la plage.	go to the beach.
une forêt	a forest	aller en ville.	go to town.
une montagne	a mountain	faire les magasins.	go shopping.
une plage	a beach	faire du canoë-kayak.	go canoeing.
une rivière	a river	faire des randonnées.	go for walks.
un(e) touriste	a tourist	faire du ski.	go skiing.
beaucoup de	lots of	cultiver le coton	to grow cotton
plein de	plenty of	travailler dans les champs.	to work in the fields
peu de	little, not many	acheter des animaux	to buy animals
trop de	too much / too many	aller à l'école	to go to school
		vendre des légumes	to sell vegetables

Unité 2 (pages 84–85) Qu'est-ce qu'on doit faire pour aider à la maison?

On doit ...	We / People must ...	faire la cuisine.	do the cooking.
Je dois ...	I must ...	faire la vaisselle.	do the washing-up.
Ma sœur / Mon frère doit ...	My sister / My brother must ...	faire la lessive.	do the washing.
garder ma sœur.	look after my sister.	nourrir les animaux.	feed the animals.
garder mon frère.	look after my brother.	son frère / sa sœur	his/her brother / his/her sister
ranger ma chambre.	tidy my room.	On ne doit pas ...	We / People must not ...
rapporter l'eau.	collect the water.	polluer l'eau.	pollute the water.
laver la voiture.	wash the car.		

Unité 3 (pages 86–87) Ma routine, ta routine

Je me lève.	I get up.	Je me lave les dents.	I clean my teeth.
Je prends le petit déjeuner.	I have breakfast.	Je quitte la maison.	I leave the house.
Je me douche.	I have a shower.	Je me lave.	I have a wash.
Je me coiffe.	I do my hair.	Je me couche.	I go to bed.
Je m'habille.	I get dressed.		

Unité 4 (pages 88–89) J'ai déménagé!

j'ai déménagé	I moved house	une chambre	a bedroom
beau / belle / bel	beautiful	un collège	a school
nouveau / nouvelle / nouvel	new	un gymnase	a gym
vieux / vieille / vieil	old	une cantine	a canteen
un appartement	a flat	un copain / une copine	a friend
une maison	a house	un(e) voisin(e)	a neighbour
un salon	a living-room	un(e) petit(e) ami(e)	a boyfriend/girlfriend
un bureau	an office	vivre sans toi	to live without you
une cuisine	a kitchen		

Unité 5 (pages 90–91) À la découverte d'une nouvelle région

Où est-ce que tu es en vacances?	Where are you on holiday?	Qu'est-ce que tu fais pendant la journée?	What do you do during the day?
Je suis en Corse.	I'm in Corsica.	Je vais à la plage.	I go to the beach.
C'est comment?	What is it like?	Qu'est-ce qu'on doit faire l'après-midi?	What must you do in the afternoon?
C'est très joli.	It's very pretty.	On doit faire la sieste.	You must take a siesta.
À quelle heure est-ce que tu te lèves?	What time do you get up?	Quel temps fait-il?	What's the weather like?
Je me lève à ...	I get up at ...	Il fait chaud.	It is hot.
Où est-ce que tu prends le petit déjeuner?	Where do you have your breakfast?	Qu'est-ce que tu vas faire le weekend prochain?	What are you going to do next weekend?
Je prends le petit déjeuner dans le jardin.	I have breakfast in the garden.	Je vais faire un pique-nique.	I am going to have a picnic.
Qu'est-ce qu'on peut faire ici?	What can you do here?	Qu'est-ce que tu as fait le weekend dernier?	What did you do last weekend?
On peut faire des randonnées.	You can go for walks.	Je suis allé(e) ...	I went ...
		C'était comment?	How was it?
		C'était intéressant.	It was interesting.

Les mots essentiels High-frequency words

Time expressions	
le matin	in the morning(s)
le soir	in the evening(s)
le weekend	at the weekend
pendant la journée	during the day
en semaine	during the week
d'habitude	usually

Sequencing words	
ensuite / puis	then
après	after(wards)

Stratégie

Play your cards right

Make yourself a set of little cards to help you learn new vocabulary.

Think of an activity using your cards and share it with your class.

Geography

Tectonic Hazards

Key words

Continental Drift	The gradual movement of the continents across the earth's surface
Convection currents	The transfer of heat through molten rock
Slab pull	The downward pulling motion caused by subduction
Convergent	Two plates moving towards each other
Divergent	Two plates moving away from each other
Conservative	Two plates sliding past each other at different speeds
Composite	Large, steep volcano built up of layers of lava and ash
Shield	Dome shaped volcano with a gentle eruption
Viscosity	Stickiness of lava caused by silica content
Governance	The rules created by a country's political system
Rural isolation	Absence of urban characteristics
Corruption	Dishonest conduct by those in power

Earth's Processes

Give three pieces of evidence for continental drift

- Continents fit together as a jigsaw
- Same fossils found in multiple continents
- Same rocks/mountains lined up between continents

Describe the distribution of earthquakes and volcanoes

- Majority are found by plate boundaries
- Hotspots and intraplate earthquakes are found in the middle of plates

Explain two theories for plate movement

- Convection Currents: Radioactive decay → Rising heat → Convection currents → Movement of plate
- Slab pull

Describe the characteristics of each layer of the earth

Layer	Temp.	Density	Physical state	Composition
Crust	Lowest	Least dense	Solid	Basalt and granite
Asthenosphere			Plastic	Magma (silica)
Lower mantle			Solid	
Outer core	Highest	Most dense	Liquid	Iron and nickel
Inner core			Solid	

Describe the characteristics of each plate boundary

Plate boundary	Movement	Volcanoes	Earthquakes
Divergent		Shield volcanoes	Weak
Convergent (oceanic-continental)		Composite	Strong
Convergent (continental-continental)		X	Strong
Transform		X	Strong

Volcanoes

What is a volcano?

Push factors, Pull factors, Intervening obstacles

Describe the three states of volcanoes

- Active
- Dormant
- Extinct

Describe the differences between shield and composite volcanoes

	Shield	Composite
Appearance	Gently sloping dome	Steep sides, large
Lava	Low silica content, low viscosity	High silica content, viscous
Eruption	Frequent, gentle	Infrequent, explosive

Name two ways in which eruptions can be predicted and monitored

- Gas samples
- Tiltmetres

Give three reasons why people live near volcanoes

- Geothermal energy
- Agriculture
- Tourism

Earthquakes

What is an earthquake?

Vibrations caused by a sudden slip on a fault where friction has caused two plates to lock.

Give three physical factors that influence the severity of impact

- Magnitude
- Depth
- Plate boundary type

Give three human factors that influence the severity of impact

- Population density
- Level of preparation
- Effectiveness of response

Give two ways countries prepare for earthquakes

- Earthquake proof buildings
- Earthquake drills

Earthquake case studies

	Haiti	Chile
Magnitude	7.0	8.8
Depth	13km	33km
Plate boundary type	Conservative	Oceanic-continental convergent
Deaths	316,000	562
Preparation	<ul style="list-style-type: none"> Poorly built buildings—existence of slums 	<ul style="list-style-type: none"> Strict building regulations Prepared emergency services
Response	<ul style="list-style-type: none"> Slow distribution of resources Confusion over who was in charge 	<ul style="list-style-type: none"> Vaccinations against tetanus and hepatitis Military ordered to prevent looting
Level of development	Developing	Developed

Volcano case study: Pinatubo

Describe the size of the eruption	Second largest of the century
Name three hazards created	<ul style="list-style-type: none"> Pyroclastic flows Lahars Ash loading
How was it predicted and monitored?	PHIVOLCS and USGS used seismic monitors
How was it responded to?	<ul style="list-style-type: none"> 20,000 evacuated Dams built to stop lahars Resettlement of population

Year 8 Knowledge Organiser: Votes for women

Suffragist tactics

- Used peaceful tactics such as meetings, collecting signatures for petitions and handing out leaflets.
- In 1901 Eva Gore Booth collected 67000 signatures demanding women's suffrage.
- The National Union of Women's Suffrage Societies (NUWSS) had over 500 branches.
- By meeting with MPs they managed to get Liberal and Labour MPs to support women's suffrage.
- In 1907 they organised a huge march of 3000 women from Hyde Park to the Strand. It became known as the 'Mud March'
- They were critics by some women for moving too slowly.

Suffragette tactics

- Broke rules and laws to draw attention to the fight for women's suffrage.
- In 1905 Pankhurst distributed a meeting of the Liberal Party by heckling the speakers.
- Chained themselves to the railings outside 10 Downing street.
- In 1907 15 women broke into parliament to disrupt the debate.
- In 1908 they gathered 500,000 women in Hyde Park to demand votes for women.
- After being arrested many Suffragettes went on Hunger Strike in jail.
- Women threw stones to smash windows in 1911.
- In 1913 women attempted to smash the crown jewels and they destroyed golf courses.
- In 1913 women planted a bomb inside the house of a government minister.

Government response

- The Liberal government 'cracked down' on suffragettes to try and stop the increasingly militant tactics
- This included force feeding, arrests and imprisonments, as well as the 'Cat and Mouse' Act
- Militant suffragette tactics continued and got more extreme, such as breaking windows, destroying public property and bombings
- This did lead to them losing support from some people with membership dropping

Impact of World War I

- NUWSS and WSPU both called off campaigning at the start of the war. WSPU helped recruit men to the army but the NUWSS didn't
- Women worked in different sectors including munitions, industry, nursing and supporting the armed services.
- Work was often dangerous, difficult and highly skilled, so women were paid more and had more freedom.
- However, many men opposed female workers and made things difficult for them. Most women went back to their ordinary lives after the war.

Key Events

1867	National Society for Women's Suffrage formed
1884	Representation of the People Act – around 60% of men now have the right to vote
1897	NUWSS formed. Millicent Fawcett is leader.
1903	WSPU is formed by Emmeline Pankhurst and daughters.
1905	Militant campaign begins – Christabel Pankhurst and Annie Kenney arrested.
1908	Mass rally in London – 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them.
1909	Hunger strike and force feeding starts – Marian Wallace Dunlop becomes the first hunger striker.
1913	Militant bomb and arson campaigns and increasing arrests which results in the passing of the "Cat and Mouse" Act , under which hunger strikers are temporarily released then rearrested to prevent them dying in police custody
1913	Emily Wilding Davison attempts to pin a Suffragette scarf onto the King's Horse at the Derby. She is struck by the horse and dies 4 days later.
1914	World War 1 starts – Suffragette leaders urge women to join the war effort. NUWSS continues to campaign for recognition for their work.
1918	The Representation of the People Act is passed, allowing men over the age of 21 and women over 30 to vote (lowered to 21 in 1928)

Key Words	
Suffrage	The right to vote
Franchise	The right to vote
Suffragist	A campaigner for women's suffrage who believed in constitutional (legal) methods of campaigning.
NUWSS	The National Union of Women's Suffrage Societies (NUWSS) was formed in 1897 and brought together many smaller suffrage organisations. The NUWSS's method was non-confrontational and constitutional (legal)
Suffragette	A campaigner for women's suffrage willing to undertake militant action or to break the law.
Militant	Aggressive and violent behaviour in pursuit of a political cause, favouring extreme or confrontational campaign methods.
WSPU	Women's Social and Political Union was formed when Emmeline Pankhurst became frustrated with the progress of NUWSS. Their slogan was 'Deeds not Words'
Liberal Party	The political party that ran the country.
Hunger strike	Refusing to eat until you are granted your demands
Force feeding	Physically forcing someone to eat by a rubber tube being inserted into the throat or nose and liquidised food being poured in.
Arson	Deliberately setting fire to something
Cat and Mouse Act	Permitted suffragettes on hunger strike to be released but re-arrested once well again to complete their sentences.
Pacifist	An individual who disagrees with war on principle.
Status	The position and respect you get in society
Munitions	Military weapons, ammunition and equipment
Representation of the People Act	In 1918, the Representation of the People Act granted the vote to women over 30 who were also householders, the wives of householders, owners of property worth over £5 or university graduates. The Act also granted the franchise to all men over the age of 21.

American Civil War

- Civil war between Southern states who wanted slavery and Northern states who wanted to abolish slavery.
- Abraham Lincoln, the President, declared freedom for all slaves in the South in 1865.
- African Americans fought on the side of the Northern states (Union) who defeated the Southern states (Confederacy).

Jim Crow and Segregation

- After the Civil War and Reconstruction, laws were passed that aimed to take away the rights won by former slaves.
- These laws created segregation in the Southern states and laws that restricted the rights of African Americans.
- For example, African Americans were not allowed to go to the same schools.

KKK

- Terrorist group created after the Civil War, whose sole purpose was to terrorise former slaves.
- They wore white cloaked garments to hide their identity and were known to lynch African Americans.
- Highly secretive, they became a very powerful group who were not arrested for their crimes as they had members who were from all sections of white society.

Why was the murder of Emmett Till a significant event?

Significance criteria

- Remembered** – an awareness of someone or something in the past
- Remarkable** - something that is uncommon or extraordinary
- Resulted in change** – producing a change in someone or something

The creation of the NAACP

- Organisation created to help advance the rights of African Americans. They wanted to achieve equality and end racial prejudice.
- They sought to challenge the unfair laws and oppression through the courts and defending African Americans in court.
- They won many famous cases such as the Brown vs Board of Education in 1954.

The destruction of 'Black Wall Street'

- An area in Tulsa, Oklahoma during segregation that was an affluent African-American area.
- The local population hated the fact that even though the African-Americans were segregated, they were prosperous and well educated.
- On May 31st 1921, after an African-American was accused of raping a white woman, the locals decided to take matters into their own hands and started riots that destroyed African-American owned businesses and killed many people.
- No one was compensated for the damage and no one was held responsible for the riots.

The murder of Emmett Till

- In August 1955, a 14 year old boy from Chicago visiting his great-uncle in the town of Money, Mississippi. He is accused of making an inappropriate remark to a white woman in a shop and for this crime he is brutally beaten and shot in the head.
- The men responsible for the crime were put on trial and were found not guilty for crimes of kidnap and murder.
- Emmett's mother asked for the media to display her son's body in his open casket, making him famous across the USA and this event became the turning point in 'Black history'.

	Event
12 Apr 1861 – 9 Apr 1865	American Civil War
January 1 st 1863	Abraham Lincoln signs Emancipation Proclamation.
1865	13 th Amendment – abolishes slavery in America.
1865-77	Reconstruction - period during which the nation's laws and Constitution were rewritten to guarantee the basic rights of the former slaves.
1865	Ku Klux Klan established to terrorise African Americans in the South.
1896	Supreme Court Plessy vs Ferguson that allows segregation.
1909	Creation of the NAACP
May 31 st – June 1 st 1921	Destruction of 'Black Wall Street' in Tulsa, Oklahoma.
August 28 th 1955	Murder of Emmett Till

Word	Definition
State government	the government responsible for affairs of one state
Federal government	the central government based in Washington, responsible for national issues
Constitution	outlines the rights of the people and the powers of the government
Industrial economy	money is made from things that are produced in factories based in large towns and cities
Agricultural economy	money is made from things that are produced from farming and is based in the countryside
Emancipation	freedom from slavery
Segregation	people of different races being forced to live separately
Prejudice	an unfavourable opinion of a person/people formed without knowledge or reason
Jim Crow Laws	laws that enforced racial segregation
Ku Klux Klan	a secret organisation that believed white people were superior and terrorised black people
Oppression	unjust treatment or exercise of power
Demographics	the structure of populations
Second-class citizen	a person belonging to a social or political group whose rights and opportunities are inferior to those of the dominant group in a society
Subjugate	bring under domination or control
Nationalist	Someone who strongly identifies with one's own nation and support for their interests to the exclusion of other nations
Subordination	the action of making someone lower in rank or position
Affluent	having a great deal of money or being wealthy.
Separate but equal	equal opportunities for all whilst maintaining a separation between the races

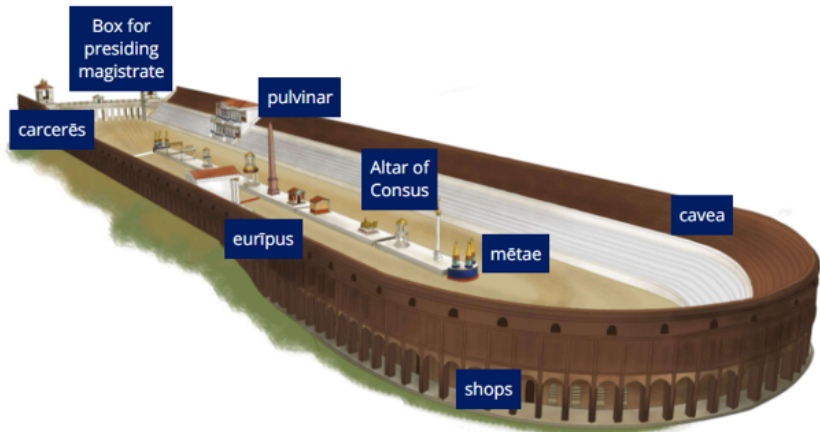
1. Core Vocab

	Latin	English
Verbs	ambulo	I walk
	cado	I fall
	clamo	I shout
	curro	I run
	dico	I say, speak, tell
	festino	I hurry
Nouns	vinco	I conquer, win
	amicus, um	Friend
	ancilla, am	Enslaved woman
	clamor, em	Shout, noise
	equus, um	Horse
	gladius, um	Sword
Adjectives	senator, em	Senator
	urbs, urbem	City
	infelix	Unlucky, unhappy
	laetus	Happy
	omnis	All
	primus	First
Useful words	cum	With
	per	Through, along

YEAR 8 LATIN – CHAPTER 3 – LUDI

2. Culture

Public festivals	Romans celebrated a number of religious festivals throughout the year; they were public holidays and involved free entertainment (like chariot racing, plays, and gladiator fights) as well as religious rites .
Chariot racing	The most popular entertainment; held in a circus like the Circus Maximus in Rome, a huge open-air stadium. A day of races started with a religious procession; then up to 12 chariots would race around the oval track. Crashes and injuries were common.
Charioteers	Raced for one of the 4 teams; mostly slaves or ex-slaves but could win fame and money, and attract devoted fans.
Three phases of ruling	Rome was a monarchy from 753-509 BC; the kings were then overthrown and it became a republic ; in 31 BC, after many civil wars, Octavian won sole power, took the name Augustus and became emperor. The Empire survived until 476 AD.



3. Grammar

a) Noun ending

	Declension	1 st	2 nd	3 rd
SINGULAR	Nominative	amic- <u>a</u>	serv- <u>us</u>	e.g. senator
	Accusative	amic- <u>am</u>	serv- <u>um</u>	senator- <u>em</u>
PLURAL	Nominative	amic- <u>ae</u>	serv- <u>i</u>	senator- <u>es</u>
	Accusative	amic- <u>as</u>	serv- <u>os</u>	senator- <u>es</u>

What changes when more than one person is doing an action?

The nominative noun changes ending to become **plural**; the verb has -nt at the end instead of t, e.g. amicae festinantnt - the friends are hurrying.

b) The verb 'to be'

(ego) sum	'I am'
(tu) es	'You are'
est	'(he/she/it) is'; 'there is'
sunt	'(they) are'; 'there are'

4. Key Terms

Singular	Just one. e.g. a friend, the horse
Plural	More than one. e.g. friends, the horses
Number	Whether a word is singular or plural

1. Core Vocab

	Latin	English
Verbs	adsum	I am here, present
	laudo	I praise
	saluto	I greet
	teneo	I hold, have
	tollo	I raise, hold up
	venio	I come
Nouns	deus, um	God
	dominus, um	Master
	donum	Gift, present
	periculum	Danger
	puella, am	Girl
	rex, regem	King
	templum	Temple
Adjectives	parvus	Small
	perterritus	Terrified
	Romanus	Roman
Pronouns	nos	We
	vos	You (pl)
Useful words	quod	Because
	subito	Suddenly

YEAR 8 LATIN – UNIT 4 – DEI

2. Culture

Christianity	A new religion in the Roman Empire, it promised a happy afterlife to worshippers of Jesus and was monotheistic ; it was persecuted at this time in Roman history, even though Romans usually tolerated other religions.
State religion	Complex system of religious practices intended to keep the 'pax deorum' by worshipping the many gods that looked after Rome. Roman religion was polytheistic .
Temples	The homes of the gods on earth; each contained a statue of the god worshipped there, but most ceremonies, such as sacrifices and offerings, took place at the altar in front of the building.
Sacrifice	Offering to the gods – could be a small offering of food and wine, or a major one like the slaughtering of an animal. Strict instructions were followed for animal sacrifices.
Private worship	Prayers, sacrifices and other rituals that took place in the home or among family, rather than public ceremonies.

4. Key Terms

Neuter	'neither' in Latin: a third gender for nouns, neither masculine nor feminine
Monotheistic	worshipping one god
Polytheistic	worshipping many gods
pax deorum	'peace with the gods' – Romans hoped to maintain this by worshipping their gods correctly.
sacrifice	an offering or gift to the gods

3. Grammar

a) Noun endings

		2nd masculine	2nd neuter
SINGULAR	Nominative	lud- <u>us</u>	vin- <u>um</u>
	Accusative	lud- <u>um</u>	vin- <u>um</u>
PLURAL	Nominative	lud- <u>i</u>	vin- <u>a</u>
	Accusative	lud- <u>os</u>	vin- <u>a</u>

		3rd masc	3rd fem	3rd neuter
SINGULAR	Nom	canis	nox	caput
	Acc	can- <u>em</u>	noct- <u>em</u>	caput
PLURAL	Nom	can- <u>es</u>	noct- <u>es</u>	capit- <u>a</u>
	Acc	can- <u>es</u>	noct- <u>es</u>	capit- <u>a</u>


b) Verb Endings – Present tense

-o	e.g laboro	I work, I am working
-s	laboras	you work, you are working
-t	laborat	he/she/it sleeps, is sleeping
-mus	laboramus	we work, we are working
-tis	laboratis	You (plural) work, are working
-nt	laborant	They work, are working

c) The Verb 'To Be' – present

<u>sum</u>	I am
<u>es</u>	You are
<u>est</u>	He/she/it is
<u>sumus</u>	We are
<u>estis</u>	You (plural) are
<u>sunt</u>	They are

Music

Key Vocab	Definition
Skanking	The main rhythm used in reggae- it looks like this... 
Polyrhythm	Multiple different rhythms happening together within a shared pulse
Syncopation	Playing off the beat- Caribbean music is heavily syncopated
Homophonic	One melody with an accompaniment



Clave



Bass guitar



Drum kit










Organ



Electric Guitar



Note values

Notes	Name	Value
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semi-quaver	¼ beat
	2 Quavers	1 beat
	4 Semi-quavers	1 beat



Music type	Definition
Reggae	The most popular form of Caribbean music- uses the skank rhythm
Dub	Characterised by a slow tempo and use of music technology
Calypso	Traditional Caribbean music
Salsa	A form of polyrhythmic dance music from Cuba

Y8 Arranging Music

Pitch notation

Treble clef

Lines: Every Green Bus Drives Fast
Spaces: FACE



Bass clef

Lines: Good Burritos Don't Fall Apart
Spaces: All Cows Eat Grass



Rhythmic notation

Semibreve	4 beats		
Minim	2 beats		
Crotchet	1 beat		
Quaver	1/2 a beat		
Semiquaver	1/4 beat		

Set structures

Pop song	intro → verse → chorus → verse → chorus → break → chorus → outro
Ternary	A B A
Binary	A B A B
Rondo	ABACADA



Logic shortcuts

R	Record
SPACEBAR	Press spacebar to stop the audio
CTL Z	Undo
CTL C	Copy
CMD V	Paste
	Select a note and use the arrows to change the pitch
SHIFT	Select a note and press shift + arrows to move it up or down by an octave

Dynamics

Rhythm (including tempo and metre)

Tonality

Structure

Melody

Instrumentation

Texture

Harmony

Studio Effects


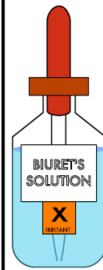

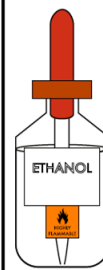
Reverb	Places audio in a virtual space (echo)
Delay	Plays a sound shortly after it has been heard
EQ	Changes a sound's bass, mid or treble frequencies
Panning	Moves sound from left to right headphone/speaker
Chorus/Fi anger	Varies the pitch of a sound (oscillation)

Y8 Digestion

1. Nutrients

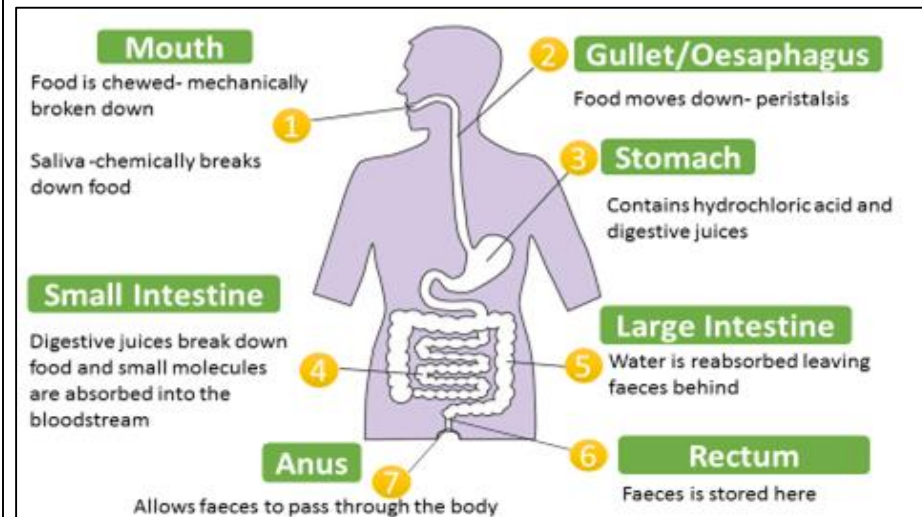
1	Carbohydrates	Provides energy
2	Proteins	For growth and repair
3	Lipids	Provides energy and insulation
4	Vitamins	Keep you healthy
5	Minerals	Keep you healthy
6	Dietary Fibre	Provides bulk to food and helps it moving through the gut.

2. Food Tests

BIOCHEMICAL (FOOD) TESTS							
CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT	CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT
	Starch	1.) Add the iodine solution directly to the substance to be tested (in solid or liquid form) and look for a colour change.	Turns blue black with starch		Protein	1.) Add Biuret's to the solution/suspension to be tested and look for a colour change.	Turns purple with protein
	Reducing Sugar	1.) Add Benedict's to the solution/suspension to be tested. 2.) Heat for 2 mins in a water bath at boiling point and look for a colour change.	Turns brick red with reducing sugars (green/yellow/orange if less sugar present)		Lipid (known as the Emulsion test)	1.) Add ethanol to the solution/suspension to be tested and shake thoroughly. 2.) Then add water and look for a colour change.	Turns cloudy/milky with lipid

3. Digestive System

Mouth	Where food enters alimentary canal and digestion begins
Salivary glands	Produce saliva containing amylase
Oesophagus	Muscular tube which moves ingest
Stomach	Muscular organ where digestion continues
Pancreas	Produces digestive enzymes
Liver	Produces bile
Gall bladder	Stores bile
Small intestine	Digested food is absorbed into the blood
Large intestine	Where water is reabsorbed
Rectum	Where faeces are stored
Anus	Where faeces leave the alimentary canal

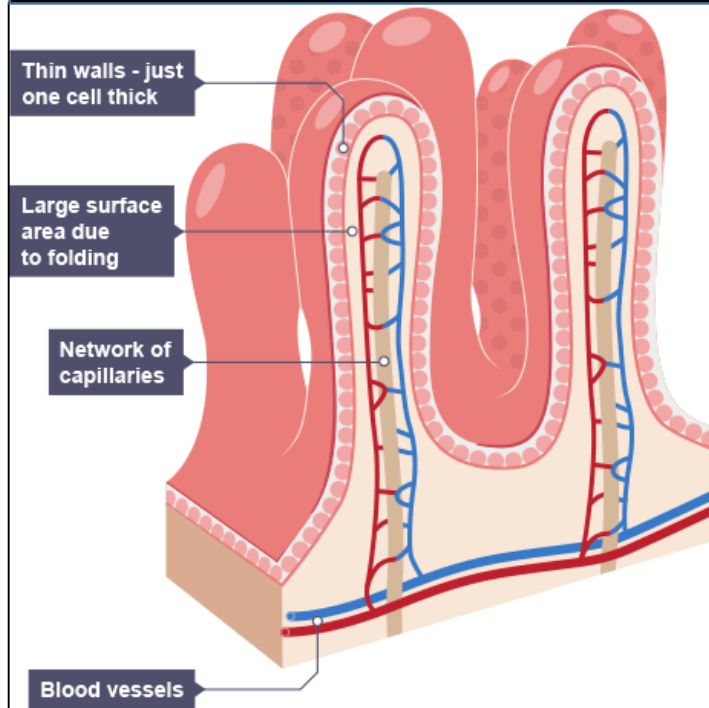


Y8 Digestion

4. Unhealthy diets

Definition	If the energy in the food you eat is more than the energy you use	If the energy in the food you eat is less than the energy you use	If a person does not have enough of a certain vitamin or mineral.
Impact on body mass	Gain Body Mass	Lose Body Mass	No impact
Health issues/disorders	<ul style="list-style-type: none"> Heart Disease Diabetes 	<ul style="list-style-type: none"> Lack of energy Lack of vitamins and minerals 	<ul style="list-style-type: none"> Vitamin A deficiency can lead to night blindness. Vitamin D deficiency can lead to rickets.

5. Adaptations of small intestine



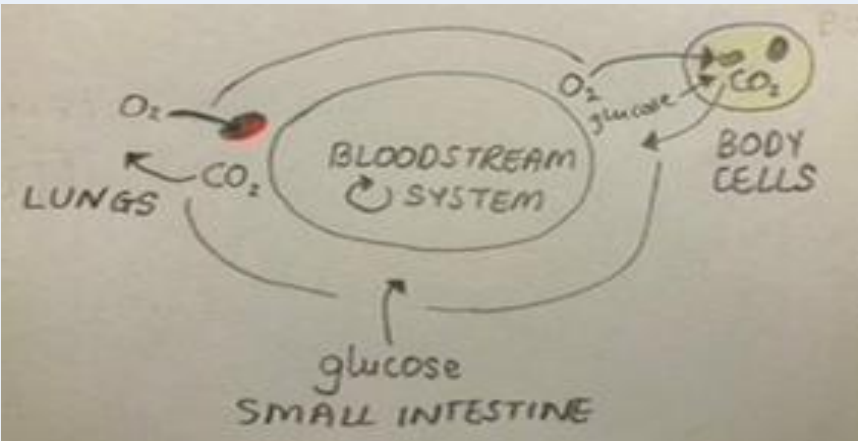
6. Enzymes

Enzyme	Polymer	Monomer	Image
Carbohydrase	Carbohydrates	Simple sugars	
Protease	Proteins	Amino acids	
Lipase	Lipids	Fatty acid and glycerol	

Respiration

1. Aerobic Respiration

Cellular respiration	A set of enzyme controlled chemical reactions and processes that take place in the cells of organisms to convert chemical energy from glucose into stores of energy used by the cell to carry out its functions.
Aerobic Respiration	Aerobic Respiration is the chemical breakdown of glucose to release energy in a form which every cell can use in the presence of oxygen.
Mitochondria	Organelles where aerobic respiration takes place to release energy for the cell.
Glucose	A small soluble sugar molecule used in respiration.
Aerobic respiration equation	Glucose + oxygen → carbon dioxide + water



2. Anaerobic Respiration

Anaerobic Respiration	Anaerobic respiration takes place when there is not enough oxygen for aerobic respiration.
Anaerobic respiration in animals	Glucose → lactic acid
Anaerobic respiration in plants and microorganisms	Glucose → ethanol + carbon dioxide
Lactic Acid	By product of anaerobic respiration. Toxic substance which is detoxified quickly by the liver.
Oxygen debt	Extra oxygen required after anaerobic respiration to break down lactic acid.

3. Biotechnology

Biotechnology	Biotechnology is the use of biological processes or organisms to create useful products.
Fermentation	refers to any chemical reactions to convert sugars into carbon dioxide and ethanol-induced by microorganisms.
Yeast in bread & alcoholic drinks	A microorganism used in the production of bread and many alcoholic drinks. When yeast cells are left in warm, moist, with plenty of sugar and in anaerobic conditions, they start to respire quickly and produce carbon dioxide and ethanol.
Beer & Wine	Wine is made when yeast is used to ferment grape sugar. Beer is made when yeast is used to ferment sugar in malted barley.

Y7 Metals and Non-metals

Properties – Keywords	
Conductor	A substance that allows heat or electricity to flow through it
Dense	A material that contains a lot of particles in a small space
Sonorous	A substance that makes a sound when hit
Malleable	A material that can be bent or shaped
Brittle	A material that is delicate and easily broken

Position on the Periodic Table

Non-Metals (on the right)

Metals (on the left)

Property	Metals	Non-metals
Appearance	Shiny	Dull
State at room temperature	Solid (except mercury, which is a liquid)	About half are solids, about half are gases, and one (bromine) is a liquid
Density	High (they feel heavy for their size)	Low (they feel light for their size)
Strength	Strong	Weak
Malleable or brittle	Malleable (they bend without breaking)	Brittle (they break or shatter when hammered)
Conduction of heat	Good	Poor (they are insulators)
Conduction of electricity	Good	Poor (they are insulators, apart from graphite)
Magnetic material	Only iron, cobalt and nickel	None
Sound when hit	They make a ringing sound (they are sonorous)	They make a dull sound
Type of oxide	Basic or alkaline	Acidic

Y7 Metals and Non-metals

Chemical Equation	Example
Metal + Oxygen \rightarrow Metal Oxide	Iron + Oxygen \rightarrow Iron oxide
Metal + Acid \rightarrow Salt + Hydrogen	Zinc + Hydrochloric acid \rightarrow Zinc chloride + Hydrogen
Metal + Water \rightarrow Metal hydroxide + Hydrogen	Sodium + water \rightarrow Sodium hydroxide + Hydrogen

Reactivity series

more reactive



less reactive

magnesium
aluminium
zinc
iron
lead
copper
silver
gold

Displacement reactions



In a **displacement** reaction, one element dis-places (moves out) another element from a compound and replaces it



Key
● zinc particle
● copper particle
● oxygen particle

Only a more reactive element can displace an element from a compound



Y8 Magnetism

1. Magnets and Magnetic Field

magnet	A material with a magnetic field around it in which a magnetic material experiences a force.
magnetic field	A region in which there is a force on a magnet or magnetic material.
magnetic field lines	Imaginary lines that show the direction of the force on a magnetic material.
magnetic force	Non-contact force from a magnet on a magnetic material.
magnetic poles	The ends of a magnetic field, called north-seeking and south-seeking poles.
permanent magnet	An object that is magnetic all of the time.

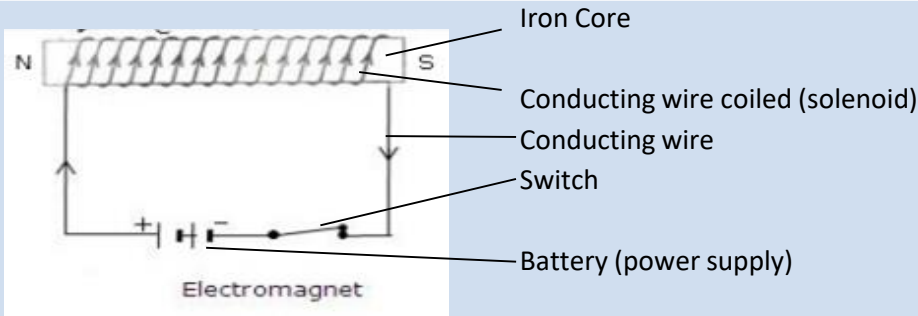


3. Investigating Electromagnets

Factors that increase the magnetic strength of an electromagnet

1. Increased number of coils
2. Increased current
3. Using an iron core

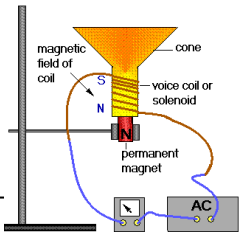
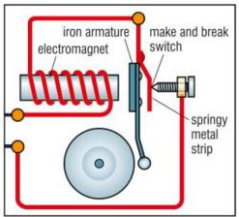
2. Electromagnets



solenoid	Wire wound into a tight coil, part of an electromagnet.
core (electromagnet)	Soft iron metal which the solenoid is wrapped around.
electromagnet	A non-permanent magnet turned on and by controlling the current through it.
magnetise	To make a material magnetic.

4. Using Electromagnets

circuit breaker	A device that uses an electromagnet to break a circuit if the current is too big.
electric bell	A device that uses an electromagnet to make sound using a 'make and break' circuit.
loudspeaker	A device that uses an electromagnet to make sound from a varying potential difference. Turns an electric signal into a pressure wave of sound.



Key Vocabulary		
Abrahamic God	The shared understanding of God within Judaism, Christianity and Islam	Causation
Religious Experience	Direct and personal experience of God. This could be in a dream, vision or a miraculous healing	Causation Argument (cosmological Argument)
Miracle	an unusual and mysterious event thought to have been caused by a god because it does not follow the usual laws of nature	Infinite Regress
Hallucination	A vision of something that is not real can be caused by drugs, illness or tiredness	Evolution
Authentic	When something is considered real or genuine	Purpose
Design Argument (Teleological argument)	An argument for the existence of God based on evidence of intelligent design and purpose within the natural world	Complexity
Analogy	a comparison between one thing and another, typically for the purpose of explanation or clarification.	Big Bang Theory
Key Ideas		
What is God?		
When and where did Hinduism develop?		Hinduism is the oldest living religion beginning over 4,000 years ago in India
When & where did Buddhism develop?		Buddhism developed out of Hinduism around 2,500 years ago in India
When are where did Judaism develop?		Judaism is thought to have begun roughly 3,500 years ago in the middle East. It is the basis of Christianity & Islam.
When and where did Christianity develop?		Christianity began around 2,000 years ago after the death of Jesus in what is now known as Israel.
When and where did Islam develop?		Islam developed in the Middle East 1,400 years ago and shares many of its core ideas about God with Judaism and Christianity.
When and where did Sikhi develop		500 years ago in India. Sikhi developed out of Islam and Hinduism
Which major religion does not believe in God?		Most Buddhists don't believe in God
Design Argument (Teleological Argument)		
Who created the first design argument?		Plato in Ancient Greece
Who created a watch analogy		Paley in the 18 th century
How is the argument formulated?		<ol style="list-style-type: none"> 1. A watch has a designer. We know this because it has complexity and purpose 2. The universe also has signs that it was designed such as the human eye and trees 3. Therefore, like the watch, the universe must have been designed 4. That designer must be God
What are examples of design given by Paley		The human eye, the position of the Earth in the solar system
Causation Argument (The cosmological Argument)		
Which Christian created the cosmological argument in the 13 th century?		St Thomas Aquinas in Italy
What did he claim was the most important piece of evidence for God's existence?		He claims that the universe (the cosmos) itself is the most important piece of evidence for the existence of God.
How is the argument formulated?		<ol style="list-style-type: none"> 1. Everything that exists has a cause and nothing can cause itself 2. The universe exists so must have a cause outside of itself

	3. That cause must be God therefore God exists
How does he describe God?	The first cause
Objections to Design and Causation Arguments	
How is evolution an objection to the design argument?	Most of the things that appear to be designed are in fact the result of evolution
What is the 'imperfect universe' objection to the design argument?	Why would a perfect God create such an imperfect universe? Currently over 160 million people a year die worldwide from natural disasters and 30,000 children die every day from disease.
Why is 'no evidence for Abrahamic God' an objection to the design argument?	Even if we accept that the argument proves the universe was designed, it doesn't prove the designer was the Abrahamic God of the Bible or Quran.
What are the two objections' to the causation argument?	Who or What Caused God? Aquinas argues that everything must have a cause. In that case what caused God? The Big Bang: it doesn't make sense to say that something caused the Big Bang because time did not exist and causation cannot exist without time.
Religious Experience and Miracles	
What is a religious experience?	A religious experience is when someone feels they have had a direct or personal experience of God.
How is the religious experience argument formulated?	<ol style="list-style-type: none"> 1. Religious experience often involves contact with a supernatural being 2. This supernatural being that is contacted must exist 3. Therefore God must exist
What is a miracle?	A miracle is an unusual and mysterious event thought to have been caused by a god because it does not follow the usual laws of nature
How is the miracles argument formulated?	<ol style="list-style-type: none"> 1. Miracles are events which break the laws of nature 2. Many people have experienced miracles. 3. We should therefore accept that miracles exist 4. Only God can break the laws of nature therefore God exists
Objections to Religious Experience & Miracles	
What is the argument from hallucination?	these experiences are most likely hallucinations rather than objectively real events
What is the argument from contradictory claims?	Every religion claims religious experience with its God but they can't all be authentic.
Why is scripture unreliable of evidence for God?	Religious scriptures which detail religious experience are most likely inauthentic
What is the problem of testimony?	There is a lack of solid evidence that miracles exist
Why is science an issue for accounts of miracles?	Most miracles happened before we understood modern science.
What is Occam's razor and how does it relate TO MIRACLES?	<p>The simplest solution is normally right.</p> <p>It's far more likely that miracles aren't true than they are.</p>



A. REGULAR VERBS Near Future

Subject pronouns	-AR VERBS Comprar - To buy	-ER VERBS Comer - To eat	-IR VERBS Escribir - To write
(I): Yo	Voy a comprar	Voy a comer	Voy a escribir
(you): Tú	Vas a comprar	Vas a comer	Vas a escribir
(he/she: él/ella)	Va a comprar	Va a comer	Va a escribir
(we: nosotros)	Vamos a comprar	Vamos a comer	Vamos a escribir
(you all: vosotros)	Vais a comprar	Vais a comer	Vais a escribir
(they: ellos/ellas)	Van a comprar	Van a comer	Van a escribir

B. VERBS Preterite (past) tense

Subject pronouns	Cantar - To sing	Beber - To drink	Salir - To go out
(I): Yo	Canté	Bebí	Salí
(you): Tú	Cantaste	Bebiste	Saliste
(he/she: él/ella)	Cantó	Bebió	Salíó
(we: nosotros)	Cantamos	Bebimos	Salimos
(you all: vosotros)	Cantáis	Bebisteis	Salisteis
(they: ellos/ellas)	Cantaron	Bebieron	Salieron

C. KEY GRAMMAR: Me gusta(n) + noun

When you give opinions with me gusta what must come before the noun?	You must use the correct article: el, la, los or las
Me gusta el arroz	I like rice
Me gustan los caramelos	I like sweets
No me gusta la carne	I don't like meat
No me gustan las hamburguesas	I don't like burgers

D. KEY GRAMMAR: Negatives

When do you use negatives?	When you want to describe something you don't like/ don't do
How do you use negatives?	Add no (not) or nunca (never) before the verb
No como pescado Nunca como queso	I don't eat fish I never eat cheese
Are there exceptions?	No...nada means 'nothing' or 'not anything' and forms a sandwich around the verb
No como nada por la mañana	I don't eat anything in the morning

E. KEY GRAMMAR: Tú/usted/ustedes

What do Tú/usted/ustedes mean?	They all mean 'you' in English
Why are there many words to say 'you'?	To be able to differentiate between formal/informal , people you know/don't know
Tú	You singular informal - for one person you know well e.g. friends/family
Usted	You singular formal - for one person you don't know well
Ustedes	You plural formal - for a group of people you don't know well

F. OPINIONS

Me gusta mucho	I like a lot
Me encanta	I love
No me gusta nada	I don't like at all
Odio	I hate
Prefiero	I prefer
Pienso que	I think that

G. COMPLEX STRUCTURES:

Hace tres años fui a México y comí chapulines	Three years ago I went to Mexico and I ate grasshoppers
Me encanta el pollo, lo como todos los días	I love chicken, I eat it everyday
Prefiero comer fruta porque diría que es muy sano	I prefer eating fruit because I would say it is healthy

H. CULTURE CORNER:

In Central and South America, people eat meat, fish, rice, beans, corn and potatoes. They also eat grasshoppers, armadillo, piranha and chili chocolate sauce!

¡Qué rico!



chapulines



armadillo



piraña

I. VOCAB

¿Qué te gusta comer y beber? What do you like to eat and drink?

¿Qué no te gusta comer/ beber?	What don't you like to eat/drink?	los caramelos	sweets
Me gusta(n) mucho...	I really like...	la fruta	fruit
Me encanta(n)...	I love...	las hamburguesas	hamburgers
No me gusta(n) nada...	I don't like... at all.	los huevos	eggs
Odio...	I hate...	la leche	milk
Prefiero...	I prefer...	el marisco	seafood/shellfish
el agua	water	el pescado	fish
el arroz	rice	el queso	cheese
la carne	meat	las verduras	vegetables

¿Qué desayunas? What do you have for breakfast?

Desayuno...	For breakfast I have...	Como...	I eat ... /For lunch I have...
cereales	cereal	un bocadillo	a sandwich
churros	churros (sweet fritters)	¿Qué cenas?	What do you have for dinner?
tostadas	toast	Ceno...	For dinner I have...
yogur	yogurt	patatas fritas	chips
café	coffee	pollo con ensalada	chicken with salad
Cola Cao™	Cola Cao (chocolate drink)	¿A qué hora desayunas/ comes/cenas?	At what time do you have breakfast/lunch/dinner?
té	tea	Desayuno a las siete.	I have breakfast at 7:00.
zum de naranja	orange juice	Como a las dos.	I have lunch at 2:00.
No desayuno nada.	I don't have anything for breakfast.	Ceno a las nueve.	I have dinner at 9:00.
¿Qué comes?	What do you have for lunch?		

En el restaurante At the restaurant

buenos días	good day, good morning	nada más	nothing else
¿Qué va a tomar (usted)?	What are you (singular) going to have?	La cuenta, por favor.	The bill, please.
¿Qué van a tomar (ustedes)?	What are you (plural) going to have?	la ensalada mixta	mixed salad
¿Y de segundo?	And for main course?	los huevos fritos	fried eggs
¿Para beber?	To drink?	la sopa	soup
¿Algo más?	Anything else?	el pan	bread
Voy a tomar...	I'll have...	las chuletas de cerdo	pork chops
de primer plato	as a starter	el filete	steak
de segundo plato	for main course	el pollo con pimientos	chicken with peppers
de postre	for dessert	la tortilla española	Spanish omelette
Tengo hambre.	I am hungry.	el helado de chocolate/ fresa/vainilla	chocolate/strawberry/ vanilla ice cream
Tengo sed.	I am thirsty.	la tarta de queso	cheesecake
		la cola	coke

Una fiesta mexicana A Mexican party

¿Qué vas a traer/ comprar?	What are you going to bring/buy?	un pimiento verde/rojo	a green/red pepper
Voy a traer...	I'm going to bring...	un aguacate	an avocado
quesadillas	quesadillas (toasted cheese tortillas)	un kilo de tomates	a kilo of tomatoes
limonada	lemonade	medio kilo de queso	half a kilo of cheese
Voy a comprar...	I am going to buy...	200 gramos de pollo	200 grammes of chicken
una lechuga	a lettuce	un paquete de tortillas	a packet of tortilla wraps
		una botella de limonada	a bottle of lemonade

¿Y tú? ¿Qué opinas? And you? What do you think?

Pues...	Well...	Eh...	Er...
Depende...	It depends...	A ver...	Let's see...
No sé...	I don't know...	Bueno/Vale...	OK...

Lo siento, pero no entiendo I'm sorry, but I don't understand

¿Qué significa '...'? ¿Puedes repetir?	What does '...' mean? Can you repeat that?	¿Puedes hablar más despacio, por favor?	Can you speak more slowly, please?
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Palabras muy frecuentes High-frequency words

a las...	at... o' clock	lugar	place
bastante	quite	para	for
día	day	por ejemplo	for example
favorito/a	favourite	pasado/a	last
hora	time	que viene	next

<u>Español</u>	<u>English</u>
¿Cómo se dice...en español?	How do you say... in Spanish?
¿Cómo se dice...en inglés?	How do you say... in English?
¿Qué significa...?	What does...mean?
¿Puedes repetir por favor?	Can you repeat please?
Déjame pensar	Let me think
Necesito una regla por favor	I need a ruler please
Necesito un boli por favor	I need a pen please
Necesito papel por favor	I need some paper please

**A. STEM-CHANGING VERBS Present tense**

Subject pronouns	Querer - To want	Poder - To be able to/can	Jugar - To play	Preferir - To prefer
(I): Yo	Quiero	Puedo	Juego	Prefiero
(you): Tú	Quieres	Puedes	Juegas	Prefieres
(he/she: él/ella)	Quiere	Puede	Juega	Prefiere
(we: nosotros)	Queremos	Podemos	Jugamos	Preferimos
(you all: vosotros)	Queréis	Podéis	Jugáis	Preferís
(they: ellos/ellas)	Quieren	Pueden	Juegan	Prefieren

B. KEY GRAMMAR: Me gustaría

What is it?	A conditional tense verb to say what you would like to do
How does it work?	It takes the conditional ending ía and is usually followed by an infinitive
E.g. Me gustaría ir al parque ¿Te gustaría ver una película? Me gustaría comer pizza	I would like to go to the park Would you like to watch a film? I would like to eat pizza

C. KEY GRAMMAR: Reflexive verbs

What are they?	Verbs that include a reflexive pronoun and often describe an action you do to yourself
How do they work?	Conjugate the verb as normal but add the correct reflexive pronoun according to the subject
E.g. Me levanto Me ducho Te lavas Nos peinamos	I get (myself) up I shower (myself) You wash (yourself) We brush our hair

Reflexive pronouns:

me	myself	nos	ourselves
te	yourself	os	yourself
se	his/herself	se	themselves

D. KEY GRAMMAR: Demonstrative adjectives

What are they?	Words to refer to specific nouns e.g. this/that/these/those
How do they work?	They agree in number and gender with the noun they describe
E.g. este jersey esta falda estos zapatos estas botas	this sweater this skirt those shoes those boots

singular		plural	
masculine	feminine	masculine	feminine
este	esta	estos	estas

E. OPINIONS

Me gustaría	I would like
Me encantaría	I would love
Opino que	I think that
Quiero	I want
Prefiero	I prefer
Pienso que	I think that

F. COMPLEX STRUCTURES:

Mi madre dice que no puedo ir	My mum says I can't go
Mis padres no me dejan mi espacio	My parents don't give me any space
Tienes que ser más responsable	You have to be more responsible

G. CULTURE CORNER:

The first cowboys were called **vaqueros** and came from northern Mexico. The name **vaquero** comes from the Spanish word **vaca** meaning cow. Today, the word **vaqueros** also means jeans!



H. VOCAB

¿Te gustaría ir al cine? Would you like to go to the cinema?

¿Te gustaría ir...?	Would you like to go...?	al parque	to the park
a la bolera	to the bowling alley	a la pista de hielo	to the ice rink
a la cafetería	to the café	al polideportivo	to the sports centre
al centro comercial	to the shopping centre	¿Te gustaría venir a mi casa?	Would you like to come to my house?
al museo	to the museum		

Reacciones Reactions

De acuerdo.	All right.	¡Ni hablar!	No way!
Vale.	OK.	¡Ni en sueños!	Not a chance!/Not in your wildest dreams!
Muy bien.	Very good.	No tengo ganas.	I don't feel like (it).
¡Genial!	Great!	¡Qué aburrido!	How boring!
Sí, me gustaría mucho.	Yes, I'd like that very much.		

¿Dónde quedamos? Where do we meet up?

al lado de la bolera	next to the bowling alley	enfrente del polideportivo	opposite the sports centre
delante de la cafetería	in front of the café	en tu casa	at your house
detrás del centro comercial	behind the shopping centre		

¿A qué hora? At what time?

a las...	at...	seis y media	half past six
seis	six o'clock	siete menos cuarto	quarter to seven
seis y cuarto	quarter past six	siete menos diez	ten to seven

Lo siento, no puedo I'm sorry, I can't

¿Quieres salir?	Do you want to go out?	pasear al perro	walk the dog
Tengo que...	I have to...	salir con mis padres	go out with my parents
cuidar a mi hermano	look after my brother	No quiero.	I don't want to.
hacer los deberes	do my homework	No tengo dinero.	I don't have any money.
lavarme el pelo	wash my hair	No puede salir.	He/She can't go out.
ordenar mi dormitorio	tidy my room		

¿Cómo te preparas? How do you get ready?

¿Cómo te preparas cuando sales de fiesta?	How do you get ready when you go to a party?	Me visto.	I get dressed.
Me baño.	I have a bath.	Me maquillo.	I put on make-up.
Me ducho.	I have a shower.	Me peino.	I comb my hair.
Me lavo la cara.	I wash my face.	Me aliso el pelo.	I straighten my hair.
Me lavo los dientes.	I brush my teeth.	Me pongo gomina.	I put gel on my hair.

Palabras muy frecuentes High-frequency words

al/a la	to the	este/esta/estos/estas	this/these
del/de la	of the	por eso	for this reason
demasiado/a	too (much)	por supuesto	of course
demasiados/as	too many	¡Lo pasé fenomenal!	I had a fantastic time!

¿Qué vas a llevar? What are you going to wear?

¿Qué llevas normalmente los fines de semana?	What do you normally wear at weekends?	una gorra	a cap
Normalmente los fines de semana llevo...	At weekends I normally wear...	unos pantalones	some trousers
una camisa	a shirt	unos vaqueros	some jeans
una camiseta	a T-shirt	unas botas	some boots
un jersey	a jumper	unos zapatos	some shoes
una sudadera	a sweatshirt	unas zapatillas de deporte	some trainers
una falda	a skirt	¿Vas a salir esta noche?	Are you going to go out tonight?
un vestido	a dress	Voy a ir al/a la...	I am going to go to the...
		Voy a llevar...	I'm going to wear...

Los colores Colours

amarillo/a	yellow	naranja	orange
azul	blue	negro/a	black
blanco/a	white	rojo/a	red
gris	grey	rosa	pink
marrón	brown	verde	green
morado/a	purple	de muchos colores	multi-coloured

¡No es justo! It's not fair!

Estoy de acuerdo...	I agree...	Eres demasiado joven.	You're too young.
con tu madre/padre	with your mother/father	En mi opinión, tienes razón.	In my opinion, you're right.
con tus padres	with your parents	¿Tú qué opinas?	What do you think?
contigo	with you		

<u>Español</u>	<u>English</u>
¿Cómo se dice...en español?	How do you say... in Spanish?
¿Cómo se dice...en inglés?	How do you say... in English?
¿Qué significa...?	What does...mean?
¿Puedes repetir por favor?	Can you repeat please?
<u>Déjame pensar</u>	Let me think
Necesito una regla por favor	I need a ruler please
Necesito un boli por favor	I need a pen please
<u>Necesito papel por favor</u>	I need some paper please