



## SPWT Year 8 Knowledge Organisers: Summer

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.

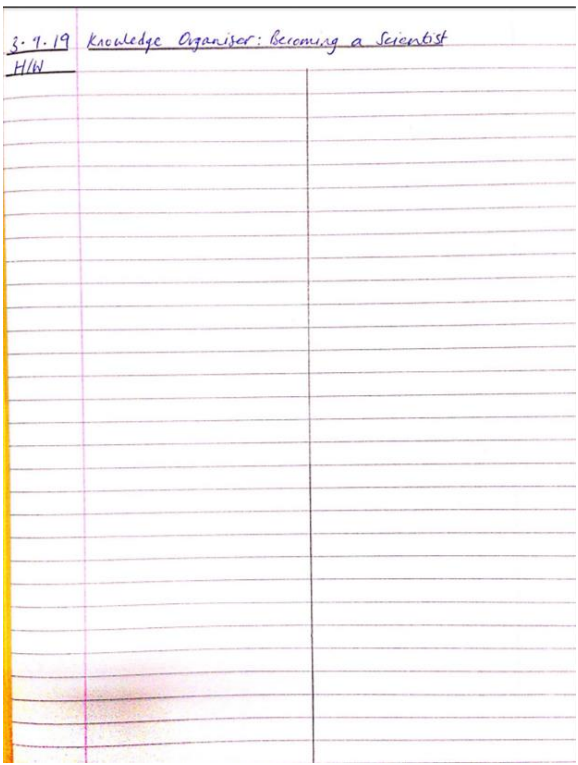
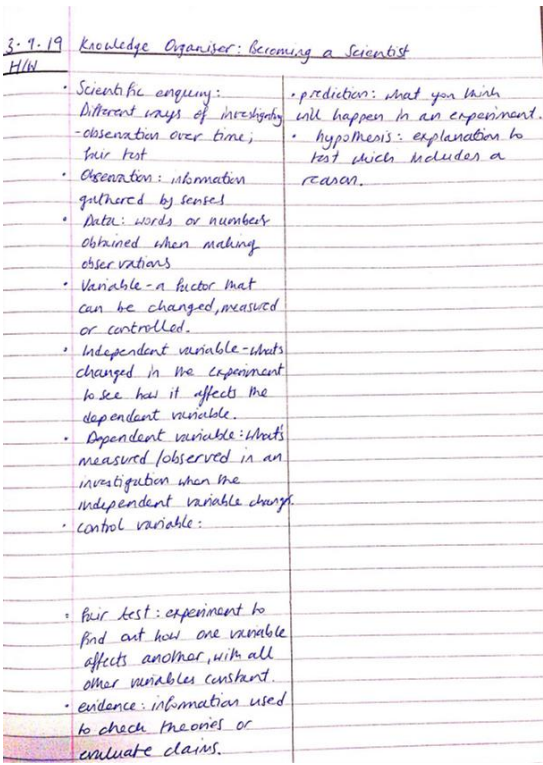
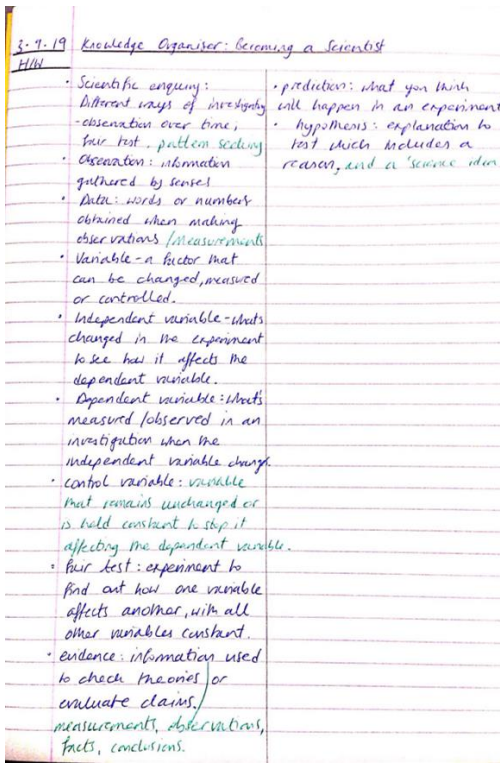
### **Why do we use knowledge organisers?**

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"><li>Scientific enquiry:<ul style="list-style-type: none"><li>Different ways of investigating will happen in an experiment.</li><li>- observation over time;</li><li>- fair test</li></ul></li><li>Observation: information gathered by senses</li><li>Data: words or numbers obtained when making observations</li><li>Variable - a factor that can be changed, measured or controlled.</li><li>Independent variable - what's changed in the experiment to see how it affects the dependent variable.</li><li>Dependent variable: what's measured / observed in an investigation when the independent variable changes</li><li>control variable:</li></ul> <ul style="list-style-type: none"><li>fair test: experiment to find out how one variable affects another, with all other variables constant.</li><li>evidence: information used to check theories or evaluate claims.</li></ul>	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none"><li>Scientific enquiry:<ul style="list-style-type: none"><li>Different ways of investigating will happen in an experiment.</li><li>- observation over time;</li><li>- fair test - pattern seeking</li></ul></li><li>Observation: information gathered by senses</li><li>Data: words or numbers obtained when making observations / measurements</li><li>Variable - a factor that can be changed, measured or controlled.</li><li>Independent variable - what's changed in the experiment to see how it affects the dependent variable.</li><li>Dependent variable: what's measured / observed in an investigation when the independent variable changes</li><li>control variable: variable that remains unchanged or is held constant to stop it affecting the dependent variable.</li><li>fair test: experiment to find out how one variable affects another, with all other variables constant.</li><li>evidence: information used to check theories or evaluate claims, measurements, observations, facts, conclusions.</li></ul> <ul style="list-style-type: none"><li>prediction: what you think will happen in an experiment</li><li>Hypothesis: explanation to test which includes a reason, and a 'science idea'</li></ul>
<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><b>COVER</b> the right-hand side of the table in a section of the Knowledge Organiser.</p> <p><b>WRITE</b> down the word/ question on the left, followed by your answer.</p>	<p><b>CHECK</b> your answers by uncovering and reading the right-hand side</p> <p><b>CORRECT</b> any answers that are incorrect using a green pen</p>

## POP ART

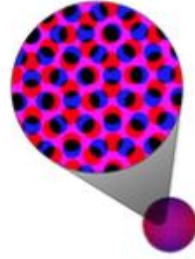
**Pop art** is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in **popular** and **commercial culture** such as comics, advertising, Hollywood movies and pop music. It reflected everyday life and common objects. Pop artists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



# COMPUTER SCIENCE | UNIT 8.5 DATA REPRESENTATION

## INTRODUCTION TO BINARY

Computers use 1s and 0s to represent the flow of electricity in their circuits. 0 = off 1 = on  
Bit = a single bit (0 or 1)

Nibble = 4 bits

Byte = 8 bits

Kilobyte = 1000 bytes

Megabyte = 1000 kilobytes

Gigabyte = 1000 megabytes

Terabyte = 1000 gigabyte

Petabyte = 1000 terabytes

## DENARY

Denary is the decimal number system that we are used to. It uses the numbers 0-9 and the column headings go up in powers of 10.

## BINARY

Binary uses the numbers 0 and 2. The column headings go up in power of 2:  
 $64 + 4 + 2 + 1 = 71$

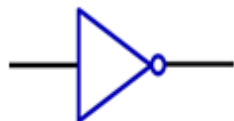
## BINARY ADDITION

Addition	Result	Carry
0 + 0 =	0	0
0 + 1 =	1	0
1 + 0 =	1	0
1 + 1 =	0	1

## LOGIC GATES

### NOT GATE

A NOT gate takes an input and outputs the opposite.



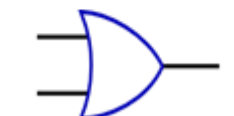
### AND GATE

For an AND gate to give an output of 1, both inputs must be 1.



### OR GATE

For an OR gate to give an output of 1, either inputs must be 1.



## IMAGE REPRESENTATION

Images are made up of pixels. The colour of each pixel is represented by a binary number. If an image uses 1 bit to represent each colour then it will only have 2 colours:

0	0	1	0	0
0	0	0	1	0
1	1	1	1	1
0	0	0	1	0
0	0	1	0	0

This is a 1-bit image so it uses 2 colours.

0=white and 1=black

Using more bits allows for more colour options:

This is a 2-bit images so it uses 4 colours.  
00=white, 01=blue, 10=red, 11=black

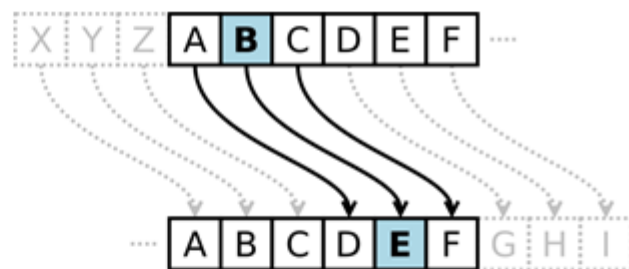
10	11	00	11	10
11	11	00	11	11
00	00	01	00	00
11	11	00	11	11
10	11	00	11	10

Colour depth=the number of bits used for each pixel

## CHARACTERS, CODES & CIPHERS

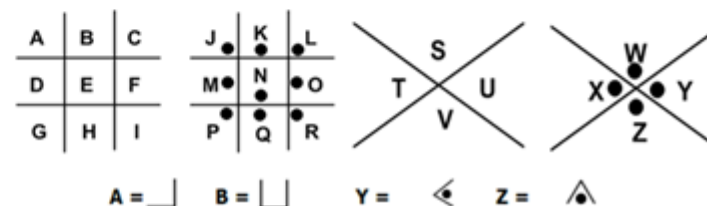
### CAESAR CIPHER

A Caesar cipher is a simple method of encoding messages. The method is named after Roman leader Julius Caesar, who used it in his private correspondence. It use a substitution method where letters in the alphabet are shifted by some fixed number of spaces to yield an encoding alphabet. Example: shift of 11 would encode an A as a B, an M as an N, and a Z as an A, and so on.



### PIGPEN CIPHER

The pigpen cipher is a geometric simple substitution cipher, which exchanges letters for symbols which are fragments of a grid. The example key shows one way the letters can be assigned to the grid.



## DT: Year 8 Food

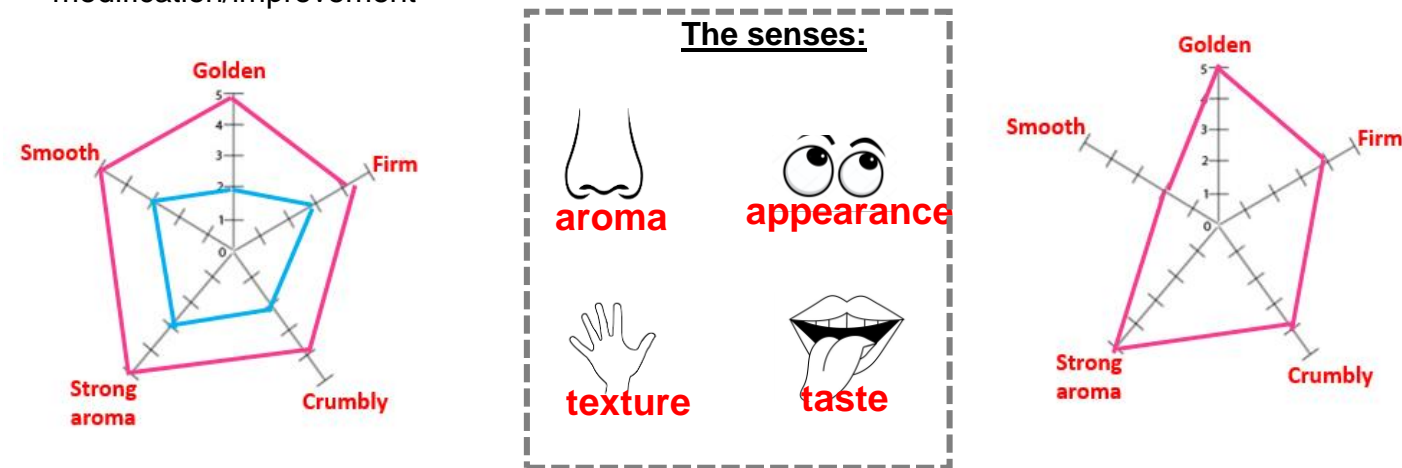
Food Groups	What do they do?	Where do we find them?
<b>Protein</b>	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
<b>Dairy</b>	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
<b>Carbohydrates</b>	Gives us energy	Potatoes, pasta,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

<b>Boiling</b>	Boiling is the method of cooking food in boiling water or other water-based liquids such as stock or milk.
<b>Baking</b>	Baking is a method of preparing food that uses dry heat, normally in an oven
<b>Par-boiling</b>	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.
<b>High Risk foods</b>	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



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

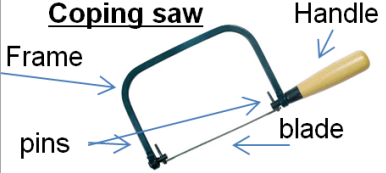
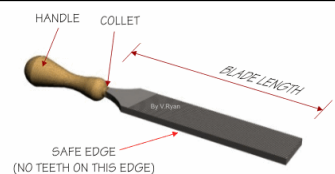


## Carbon Footprint

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

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

### MDF (Medium Density Fibre Board)

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

		
<b>Pillar Drill:</b> used to drill holes through wood, metal, plastic	<b>Hegnar/Jigsaw:</b> used to cut wood, plastic	<b>Bandfacer:</b> 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
<b>Mechanism</b>	<b>A group of parts that work together to do a job ( eg. Clock)</b>

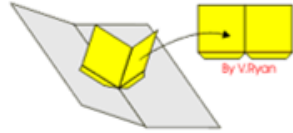
### William Morris



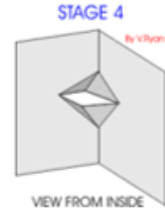
- 24 March 1834 – 3 October 1896
- English designer and craftsman
- associated with the British Arts and Crafts Movement
- Popular designs include wallpaper, fabric, furniture

# D&T: Graphics

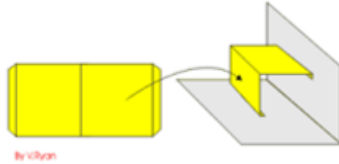
## V-Fold



## Mouth Mechanism



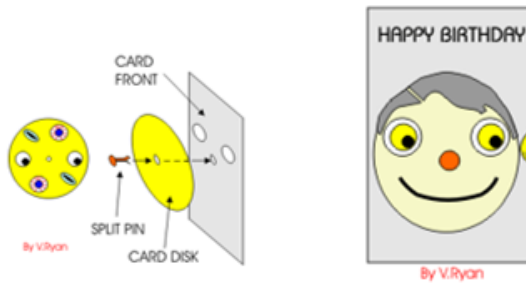
## Internal Stand



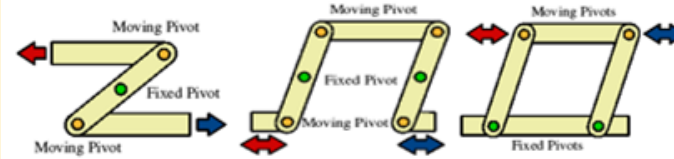
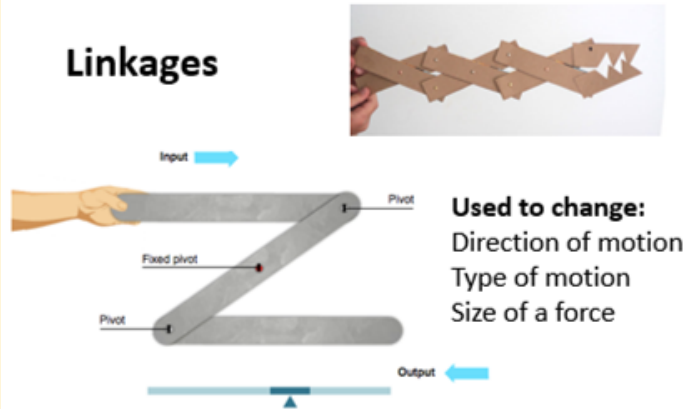
## Parallel Slide



## Rotary card mechanism



## Linkages



## Crank slider mechanism

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

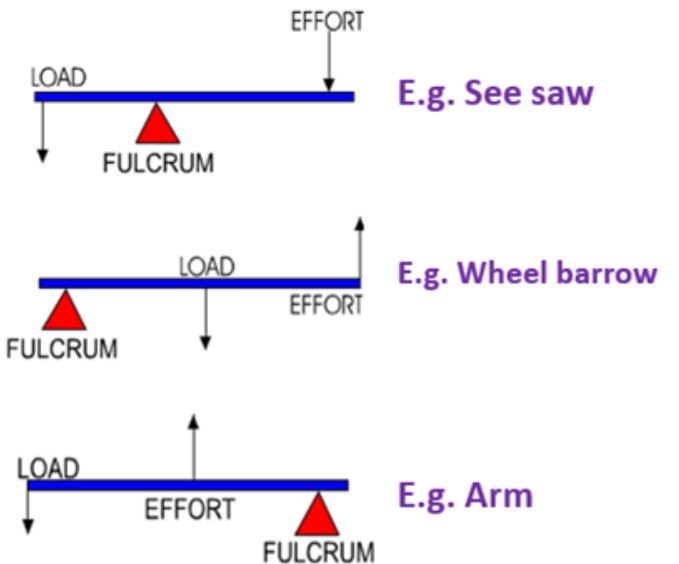


## Linkage

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 Summer 1

### 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



## Drama Year 8 Summer 2

### Exploration of Shakespeare's Hamlet

Context	
William Shakespeare	An English poet, playwright and actor widely regarded as the greatest writer in the English language and the world's greatest Dramatist.
Tragedy	An event causing great distress, suffering or destruction
Revenge	the action of hurting or harming someone in return for an injury or wrong suffered at their hands.
Vengeance	punishment inflicted or retribution exacted for an injury or wrong.
Soliloquy	A character speaking their thoughts aloud by oneself or regardless of any other hearers
Rhyming couplet	a rhyming pair of successive lines of verse, typically of the same length



William Shakespeare  
1564-1616



#### The Globe Theatre

The Globe was an open air theatre, with three floors and could seat about 3,000 people. This is where Shakespeare's plays were performed. A replica stands today and his plays are still performed.

#### Drama skills: Physical and Vocal Skills

Dialogue	Conversation between characters performed on stage
Intonation	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
Pitch	The 'highness' or 'lowness' in the tone of the voice.
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



## A. VERBS PRESENT TENSE

	<u>Trouver</u> = To find	<u>Etre</u> = To be (irregular)
(I)	Je <u>trouve</u>	Je <u>suis</u>
(you)	Tu <u>trouv</u> es	Tu <u>es</u>
(he/she/we)	Il/elle/on <u>trouve</u>	Il/elle/on <u>est</u>
(we)	Nous <u>trouv</u> ons	Nous <u>som</u> mes
(you all)	Vous <u>trouv</u> ez	Vous <u>êtes</u>
(they)	Ils/elles <u>trouv</u> ent	Ils/ells <u>sont</u>

## A. VERBS PERFECT TENSE (past)

	<u>Participer</u> = To participate	<u>Gagner</u> = To win
	J' <u>ai particip</u> é	J' <u>ai gagn</u> é
	Tu <u>as particip</u> é	Tu <u>as gagn</u> é
	Il/elle/on <u>a particip</u> é	Il/elle/on <u>a gagn</u> é
	Nous <u>avons particip</u> é	Nous <u>avons gagn</u> é
	Vous <u>avez particip</u> é	Vous <u>avez gagn</u> é
	Ils/elles <u>ont particip</u> é	Ils/elles <u>ont gagn</u> é

## A. VERBS NEAR FUTURE TENSE

	<u>Faire</u> = To make/do	<u>Manger</u> = To eat
	Je <u>vais fair</u> e	Je <u>vais mang</u> er
	Tu <u>vas fair</u> e	Tu <u>vas mang</u> er
	Il/elle/on <u>va fair</u> e	Il/elle/on <u>va mang</u> er
	Nous <u>allons fair</u> e	Nous <u>allons mang</u> er
	Vous <u>allez fair</u> e	Vous <u>allez mang</u> er
	Ils/elles <u>vont fair</u> e	Ils/elles <u>vont mang</u> er

## B. GRAMMAR: Prepositions 'à' and 'de'

When do we use them?	With a selection of verbs + noun e.g. jouer <u>à</u> + sport with ball, faire <u>de</u> + activity no ball, avoir mal <u>à</u> + part of the body
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## Attention!

Prepositions can change depending on the noun which follows:

<u>à</u> + <u>le</u> (masc. noun) = <u>au</u>	<u>de</u> + <u>le</u> = <u>du</u>
<u>à</u> + <u>la</u> (fem.) = <u>à la</u>	<u>de</u> + <u>la</u> = <u>de la</u>
<u>à</u> + <u>l'</u> = <u>à l'</u>	<u>de</u> + <u>l'</u> = <u>de l'</u>
<u>à</u> + <u>les</u> (plural) = <u>aux</u>	<u>de</u> + <u>les</u> = <u>des</u>

## C. KEY GRAMMAR: The comparative

What is it?	Used to compare two things
more...than	plus [adjective] que
less...than	moins [adjective] que
as...as	aussi [adjective] que
Adjective agreement?	The adjective must agree with the first noun in your sentence
La gymnastique est <u>moins intéressante</u> que le rugby	Gymnastics is <u>less</u> interesting than rugby
Le foot est <u>plus amusant</u> que le basket.	Football is <u>more</u> fun than basketball

## D. KEY GRAMMAR: The imperative

What is it?	A verb form used to give orders/instructions e.g. <u>Do your homework</u>
How is it formed?	Take the <u>tu, vous</u> or <u>nous</u> form of the verb in the present tense and remove the subject pronoun e.g. <u>Fais tes devoirs</u>
N.B.	Drop the final 's' from -er verbs e.g. <u>tu vas</u> becomes <u>va</u> , <u>tu tournes</u> becomes <u>tourne</u>

## E. OPINIONS

Je trouve <u>le tennis</u> très divertissant	I find <u>tennis</u> very entertaining
Pour moi, le basket est chouette	For me, basketball is cool
Je préfère la voile	I prefer sailing
Je pense que c'est top	I think it's brilliant

## F. COMPLEX STRUCTURES

La danse est <u>plus fatigante</u> que la pétanque	Dance is more tiring than boules
Je <u>joue</u> au basket <u>depuis dix ans</u>	I have been playing football for ten years
Il ne faut pas <u>fumer</u> car c'est dangereux	You must not smoke because it's dangerous

## G. CULTURE CORNER!

Handball is a very popular sport in France and both the men's and women's teams have come top in World Championships. The national team has even won several Olympic gold medals!



## H. VOCAB

### Point de départ (pages 104-105)

Dans ma ville / mon village, il y a ... beaucoup de possibilités sportives. peu de possibilités sportives. une salle de fitness On peut jouer au / à la / à l' / aux ... On peut faire du / de la / de l' / des ... le basket / le billard le cyclisme / le vélo le foot(ball) / le footing le handball / le hockey le judo / le patin à glace le rugby / le ski / le tennis	<i>In my town / my village, there are ... lots of sporting opportunities. few / not many sporting opportunities. a gym You can play ... You can do ... basketball / snooker cycling football / jogging handball / hockey judo / ice skating rugby / skiing / tennis</i>	le tennis de table le ping-pong le volleyball la danse / la gymnastique la musculation la pétanque / les boules la voile / la planche à voile l'athlétisme / l'équitation les arts martiaux Je suis membre d'un club. Je m'entraîne deux fois par semaine. Mon héros sportif ... Mon héroïne sportive est ... Il/Elle a gagné. Il/Elle a marqué un but.	<i>table tennis table tennis volleyball dance / gymnastics weight training boules sailing / windsurfing athletics / horse riding martial arts I am a member of a club. I train twice a week. My sporting hero is ... My sporting heroine is ... He/She won. He/She scored a goal.</i>
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### Unité 1 (pages 106-107) Plus ou moins?

Je trouve le tennis / la gymnastique ... amusant(e). complicé(e). divertissant(e). fatigant(e). intéressant(e). passionnant(e). relaxant(e).	<i>I find tennis / gymnastics ... fun. complicated. entertaining. tiring. interesting. exciting. relaxing.</i>	violent(e). ennuyeux / ennuyeuse. difficile. facile. À mon avis / Pour moi ... le footing est plus facile que la natation. la voile est moins amusante que le ski.	<i>violent boring. difficult. easy. In my opinion / For me ... jogging is easier than swimming. sailing is less fun than skiing.</i>
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### Unité 2 (pages 108-109) Pour aller au stade?

Pour aller ... au stade? / au lac? au centre aquatique? au vélodrome? au parking? au bureau d'information? au restaurant self-service? à la piste d'athlétisme? à la salle de gymnastique? à la gare SNCF? à la gare routière?	<i>How do I get to ... the stadium? / the lake? the aquatic centre? the velodrome? the car park? the information office? the self-service restaurant? the athletics track? the gymnastics hall? the train station? the bus station?</i>	à l'hôtel? aux courts de tennis? aux magasins? aux toilettes? Va / Allez tout droit. Tourne / Tournez à droite. Tourne / Tournez à gauche. Prends / Prenez la première rue à droite. Prends / Prenez la deuxième rue à gauche. s'il te plaît / s'il vous plaît merci	<i>the hotel? the tennis courts? the shops? the toilets? Go straight on. Turn right. Turn left. Take the first road on the right. Take the second road on the left. please thank you</i>
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### Unité 3 (pages 110-111) Qu'est-ce qu'il faut faire?

Il faut ... travailler dur. manger équilibré. boire beaucoup d'eau. avoir de l'assurance. être motivé(e) et déterminé(e). aller à la salle de fitness. dormir huit heures par nuits. faire d'autres activités aussi.	<i>It is necessary ... to work hard. to eat healthily. to drink lots of water. to be confident. to be motivated and determined. to go to the gym. to sleep for 8 hours a night. to also do other activities.</i>	fumer de cigarettes. consommer de drogue. Sur la photo il y a ... des athlètes. des joueurs. Ils/Elles ... participent à jouent portent une course un maillot de course un maillot de basket Il/Elle marque un panier.	<i>smoke cigarettes. take drugs. In the photo there is / are ... some athletes. some players. They ... are taking part in are playing are wearing a race a running vest a basketball shirt He/She is scoring a basket.</i>
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### Unité 4 (page 112-113) Ça va?

le bras / la jambe le cou le dos le genou le nez le pied / la main le ventre / l'estomac la bouche la gorge la tête l'épaule l'œil / les yeux l'oreille J'ai mal au bras. J'ai mal à la gorge. J'ai mal à l'œil. J'ai mal aux yeux. J'ai de la fièvre.	<i>arm / leg neck back knee nose foot / hand stomach mouth throat head shoulder eye / eyes ear I have a sore arm. I have a sore throat. I have a sore eye. I have sore eyes. I have a temperature.</i>	Je me suis blessé au pied / à la tête / à l'épaule. Je me suis blessé(e) aux jambes. J'ai la grippe. J'ai un rhume. Il faut ... rester au lit. utiliser une crème. mettre un pansement. pratiquer des exercices modérés. prendre des antidouleurs. Vous allez bien? Ça ne va pas. Depuis quand? depuis trois jours depuis hier	<i>I've hurt my foot / head / shoulder. I've hurt my legs. I have the flu. I have a cold. You must ... stay in bed. use a cream. put on a bandage. do some gentle exercises. take painkillers. Are you well? I'm not well. Since when? for three days since yesterday</i>
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J'ai commencé le foot ... Qu'est-ce qu'il faut faire pour être champion(ne)? Il faut ... Est-ce que tu as participé à une compétition récemment?	<i>I started football ... What must you do to be a champion? You must ... Have you taken part in a competition recently?</i>	Est-ce que tu as un héros sportif ou une héroïne sportive? J'admire ...	<i>Do you have a sporting hero or heroine? I admire ...</i>
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### 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 31<sup>st</sup> 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'.

## History

	Event
12 Apr 1861 – 9 Apr 1865	American Civil War
January 1 <sup>st</sup> 1863	Abraham Lincoln signs Emancipation Proclamation.
1865	13 <sup>th</sup> 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 <sup>st</sup> – June 1 <sup>st</sup> 1921	Destruction of 'Black Wall Street' in Tulsa, Oklahoma.
August 28 <sup>th</sup> 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

# The African American Civil Rights Movement

## Desegregation in education

- Brown v Board of Education - landmark decision by the Supreme Court that segregated education was 'naturally unequal'
- Ordered schools to desegregate but did not give a deadline
- Little Rock, 1957 - nine black students tried to attend a white school but were prevented by a white mob and Governor Faubus who sent National Guard soldiers to stop them
- President Eisenhower ordered soldiers to protect the students and insisted that they be allowed to go to the white school
- Governor Faubus tried to close Arkansas schools in 1958 to prevent desegregation but was overruled by the Supreme Court

## The start of non-violent direct action

- The Montgomery Bus Boycott was started after Rosa Parks refused to give up her seat on the bus for a white man
- The boycott went on for a year as a grassroots campaign and Martin Luther King became an important leader
- The Sit Ins were organised by students who protested against segregated lunch counters and other services.
- The Freedom Rides challenged segregation on interstate buses. The federal government ordered desegregation of all interstate transport
- Splits started to open up in the movement between younger, more radical groups and older, more cautious groups

## How US government works

- Federal government - the national government, with the President in charge
- State government - each of the 50 states has a government with a Governor in charge
- Supreme Court - 9 senior judges who decide whether new laws agree with the US Constitution
- US Constitution - a basic set of laws that set out how the country should be run. All other laws passed have to 'agree' with it

## The height of the movement

- The Birmingham campaign in 1963 challenged the most extreme segregation. Thousands carried out protests and disruption and the violent tactics used by the police and other white opponents of civil rights shocked the country
- The federal government again intervened, helping get King released from jail, negotiating to end segregation in Birmingham and sending the army to protect civil rights protesters
- The March on Washington, 1963 saw a quarter of a million people demand an end of segregation and discrimination. It was broadcast across the country
- The federal government drew up plans for a civil rights bill to end all segregation
- However, white supremacists continued with extreme violence

## Civil rights legislation

- After the assassination of President Kennedy, the Civil Rights Act was passed. This outlawed segregation and other forms of discrimination
- The Selma to Montgomery March was organised to highlight the continuing problem of low voter registration. Black people were prevented from voting through literacy tests which asked extremely difficult or impossible questions to prevent black people from registering to vote
- The marchers were attacked by police and soldiers on 'Bloody Sunday' which outraged many and led to President Johnson announcing the Voting Rights Act
- The Voting Rights Act transformed the south of the USA with a huge increase in the number of black people who were registered to vote. This also led to an increase in the number of black politicians and many white racist politicians lost their positions

	Event
1954	Brown v Board of Education
1955	The Montgomery Bus Boycott
1957	The Little Rock Nine
1960	The Sit Ins
1961	The Freedom Rides
March-May 1963	The Birmingham campaign
August 1963	The March on Washington
1964	The Civil Rights Act
1965	The Selma Campaign
1965	The Voting Rights Act
1965	Malcolm X assassinated
1966	SNCC and CORE become black power groups
1966	Black Panther Party formed
4th April 1968	Martin Luther King assassinated

## The Black Power movement

- Malcolm X joined the NOI and argued for black separation from whites, as well as criticising the civil rights movement for not going far enough
- SNCC and CORE adopted the slogan 'black power' as they became frustrated with the slow pace of change
- The Black Panther Party believed in revolution and were prepared to use violence
- They demanded equality in education, housing, employment, civil rights and an end to police brutality against black people.



Word	Definition
Desegregated	no longer segregated
Mob	a large, angry crowd, especially one that could easily become violent
Governor	the head of each state
National Guard	the state army
Non-violent direct action	refusing to co-operate and protesting but in a peaceful way
Boycott	refuse to use a service to show your opposition to it
Sit in	a form of direct action that involves one or more people occupying an area for a protest
Grassroots campaign	ordinary people taking action to achieve an outcome
Interstate	between states
Deep South	states such as Mississippi, Alabama and Georgia where racism and segregation was the worst
Legislation	Laws
Bipartisan	getting two political parties that usually oppose each other's policies to work together

Key groups and people	
NAACP	National Association for the Advancement of Colored People
Dwight Eisenhower	US President 1952-60
SCLC	Southern Christian Leadership Conference created after the bus boycott
Martin Luther King (MLK)	Leader of the SCLC
SNCC	Student Non-violent Co-ordinating Committee - organised the Sit Ins
CORE	Congress of Racial Equality - organised the Freedom Rides
John F. Kennedy	US President 1960-63
Lyndon B. Johnson	US President 1963-68
Nation of Islam	Black Muslim organisation that called for a separate state for black people
Malcolm X	Member of the NOI and civil rights leader
Black Panthers	A radical black power group

# Geography: Globalisation

## 1. What is globalisation?

<b>Globalisation</b>	Process of growing worldwide interconnectivity
<b>Economic</b>	Relating to <u>making, buying and selling</u> things with <u>money</u>
<b>Cultural</b>	Relating to <u>ideas, values, ways of life</u> (such as food, clothes or language)
<b>Political</b>	Relating to <u>governments</u>
<b>Social</b>	Relating to <u>people</u>

## 2. Do we live in a shrinking world?

<b>Name 5 developments in communication technologies</b>	<ol style="list-style-type: none"> <li>1. Writing/printing</li> <li>2. Telegraph</li> <li>3. Telephone</li> <li>4. Radio, TV</li> <li>5. Internet, personal computers, mobile phones</li> </ol>
<b>Name 4 developments in transport technologies</b>	<ol style="list-style-type: none"> <li>1. Horse and cart / sailing ship</li> <li>2. Steam train / steam ship</li> <li>3. Diesel train / container ship</li> <li>4. Jet plane</li> </ol>
<b>How have these technologies changed over time?</b>	<ol style="list-style-type: none"> <li>1. Faster</li> <li>2. Cheaper</li> <li>3. More accessible</li> </ol>
<b>Why are some places more 'switched off'?</b>	<ol style="list-style-type: none"> <li>1. Less developed (eg no internet)</li> <li>2. Politics (eg North Korea)</li> </ol>

## 3. Is globalisation new?

Era	Dates	Key features
<b>Pre-modern</b>	3500BCE – 1500 CE	Wheel, writing Empires Spread of people and religions
<b>Early modern</b>	1500 – 1750	Trade – including slave trade
<b>Modern</b>	1750 – 1980s	Colonialism Communication and transport technologies
<b>Contemporary</b>	1980s – today	Internet New countries becoming switched on (Russia, India, China)

## 4. How does chocolate connect up the global economy?

<b>Production</b>	Making things
<b>Consumption</b>	Buying things
<b>Trade</b>	Buying and selling things between countries
<b>Import</b>	Something that is bought from another country
<b>Export</b>	Something that is sold to another country

## 5. What drives economic globalisation?

<b>What does a private business aim to do?</b>	Make profit
<b>Profit</b>	Revenue (all the money made) minus cost (all the money spent)
<b>TNC</b>	A private business that operates in more than one country
<b>Why does Primark make clothes in Asia?</b>	Because labour is cheaper than in Europe –to minimize costs
<b>Why does Primark have stores in many European countries?</b>	To maximize revenues

## 6. Who wins and who loses from economic globalization?

	Advantages	Disadvantages
<b>Developing countries</b>	Poverty reduction through jobs (eg China)	Poor working conditions (eg Rana Plaza disaster)
	Cheaper products	
<b>Developed countries</b>	Cheaper products	Deindustrialization (factories closing down)

## 7. How does culture connect up the world?

**Cultural hybridisation** When two cultures mix and form a new culture

<b>What are four ways culture can spread?</b>	<ol style="list-style-type: none"> <li>1. Migration</li> <li>2. TNCs and trade</li> <li>3. Media and social media</li> <li>4. Politics and force</li> </ol>
<b>Colonialism</b>	When one country controls and exploits another country

## 8. Should we worry about Americanisation?

<b>Cultural imperialism</b>	<b>When one country imposes its culture on another</b>
<b>Examples of dominant American TNCs</b>	Starbucks, Disney, McDonalds
<b>What are negative consequences of Americanisation?</b>	<ol style="list-style-type: none"> <li>1. Erosion of local cultures and the world becoming the same</li> <li>2. Changing diets</li> </ol>
<b>Name four governments that has resisted globalization. Can you remember how?</b>	France Iran Afghanistan Cuba North Korea
<b>Give three counterarguments to cultural imperialism view:</b>	<ol style="list-style-type: none"> <li>1. Americanisation is good –eg Paralympics</li> <li>2. Hybridisation – American TNCs adapt to local cultures</li> <li>3. Non-American culture is strong – (eg Nandos, Al-Jazeera, Bollywood)</li> </ol>

## 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
	vinco	I conquer, win
Nouns	amicus, um	Friend
	ancilla, am	Slave (female)
	clamor, em	Shout, noise
	equus, um	Horse
	gladius, um	Sword
	senator, em	Senator
	urbs, urbem	City
Adjectives	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 <b>festivals</b> throughout the year; they were public holidays and involved free entertainment (like chariot racing, plays, and gladiator fights) as well as religious <b>rites</b> .
Chariot racing	The most popular entertainment; held in a <b>circus</b> like the <b>Circus Maximus</b> 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 <b>monarchy</b> from 753-509 BC; the kings were then overthrown and it became a <b>republic</b> ; in 31 BC, after many civil wars, Octavian won sole power, took the name Augustus and became emperor. The <b>Empire</b> survived until 476 AD.

### 4. Key Terms

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

## 3. Grammar

### a) Noun ending

	Declension	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
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 festinannt - 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'

## 5. Classroom Latin

Latin	English
magister/magistra	Sir/Miss/teacher
adsum	I'm here/present
abest	He/she is not here



## 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 <b>monotheistic</b> ; 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 <b>polytheistic</b> .
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

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


# Music: Classical periods

Baroque	<ul style="list-style-type: none"> <li>• Use of terraced dynamics</li> <li>• Use of ornamentation</li> <li>• Polyphonic texture</li> </ul> 
Classical	<ul style="list-style-type: none"> <li>• Balanced melodic phrases</li> <li>• Use of fixed forms: binary, ternary, rondo</li> <li>• Homophonic texture</li> </ul>
Romantic	<ul style="list-style-type: none"> <li>• Large orchestras</li> <li>• Often programmatic - evoking places/events/stories</li> <li>• Adventurous harmonies and modulations</li> </ul>
20th Century	<ul style="list-style-type: none"> <li>• Subcategories of impressionism, neoclassicism, experimentalism, postmodernism, minimalism</li> <li>• Experimental and dissonant harmony/ atonality</li> <li>• Polyphonic textures and fragmented melodies</li> </ul>

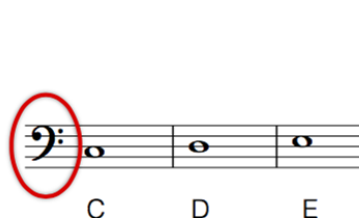
Baroque instruments such as the theorbo, viola de gamba, and viols stopped being used in the classical period, as their capabilities were too limited to play new music. In the classical period instruments were updated and developed and the clarinet was invented. By the romantic period, many wind and brass instruments had extra '**doubling**' instruments, to extend their range.

**Clarinet** → Bass clarinet/ Eb  
**Oboe** → Cor Anglias  
**Flute** → Piccolo  
**Bassoon** → Contra-bassoon  
**French horn** → Wagner horn  
**Trombone** → Bass trombone  
**Tuba** → Euphonium

## Pitch notation



Lines: **Every Green Bus Drives Fast**  
 Spaces: **FACE**



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

## Piece types

<b>For orchestra</b>	<ul style="list-style-type: none"> <li>- Symphony</li> <li>- Concerto Grosso</li> </ul>
<b>For singer</b>	<ul style="list-style-type: none"> <li>- Opera</li> <li>- Lieder (song)</li> </ul>
<b>For instrumental soloist</b>	<ul style="list-style-type: none"> <li>- Sonata</li> <li>- Concerto</li> </ul>

### Cadenzas are:

- ☐ Usually played towards the end of the first movement
- ☐ Often improvised
- ☐ Based on one or more themes from the first movement
- ☐ Often end on a trill
- ☐ Acapella - no orchestral accompaniment
- ☐ Used to show off the skills of the soloist

## Voice types

### Operatic:

- Soprano
- Mezzo-soprano
- Contralto
- Counter-tenor
- Tenor
- Baritone
- Bass

A choir features only Soprano, Alto, Tenor and Bass voice types.

### 1. Melismatic: more than one note per syllable



Glo - - - - - ri a

### 2. Syllabic: one note per syllable



Twink - le twink - le lit - tle star, How I won - der what you are.

### 3. Word painting: when the music reflects the lyrics



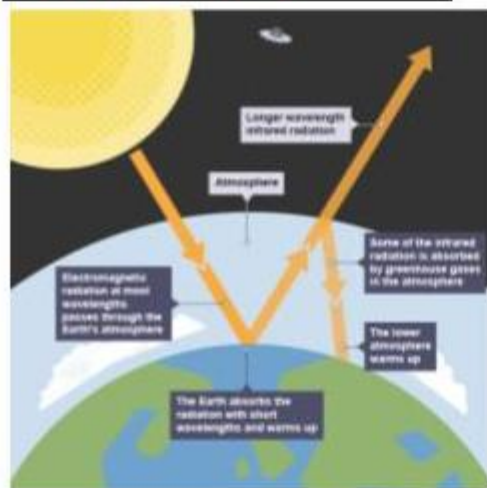
For great Ba - by-lon's fal - len,

# Climate and Earth's Resources Knowledge Organiser

## 1. Key Words

<b>Global Warming</b>	An increase in the Earth's average surface temperature.
<b>Greenhouse Effect</b>	The process by which gases in the atmosphere trap heat energy and cause global warming.
<b>Climate Change</b>	Long term changes in the Earth's climate i.e. average rainfall, average temperature etc.
<b>Carbon Cycle</b>	The process by which carbon is cycled between living organisms and the environment.
<b>OIL RIG</b>	Oxidation is loss (of electrons), reduction is gain of electrons.
<b>Electrolysis</b>	Technique used to separate ions using electricity.

## 2. Green House Effect



What happens?

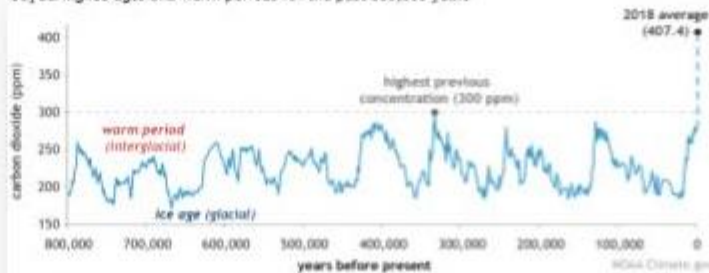
1. Long wave radiation from sun enters Earth's atmosphere
2. Radiation absorbed by ground
3. Short wave radiation re-emitted by objects
4. Some heat (radiation) escapes into space
5. Short wave radiation is absorbed by greenhouse gases
6. Earth's atmosphere warms up more than it would normally.

## 3. Impact of Global Warming

- ❑ Ice caps melting and causing habitat destruction
- ❑ Sea levels rising causing flooding
- ❑ Extreme weather conditions such as droughts and heat waves, high rainfall etc.
- ❑ Change to when season normally start i.e. earlier springs

## 4. Evidences for Climate Change

CO<sub>2</sub> during ice ages and warm periods for the past 800,000 years



Melting Glaciers



Ice Cores

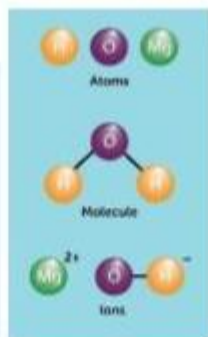


Animal/Plant Fossils

Increasing CO<sub>2</sub> levels and average temperatures

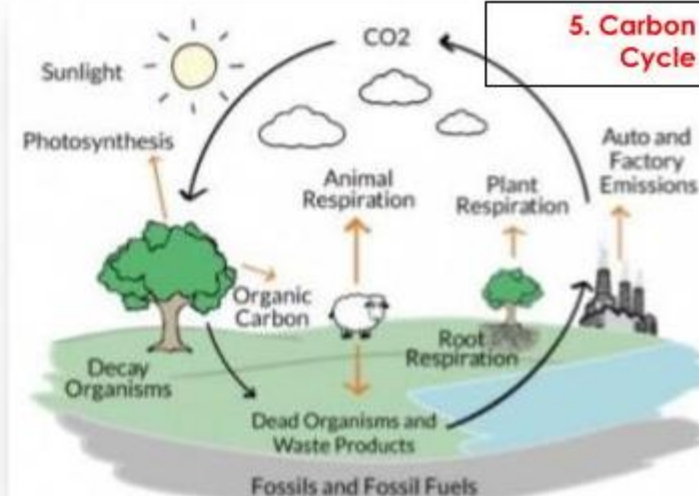
## 7. Electrolysis:

Metal ore is heated and melted or dissolved in a liquid. Electricity is passed through. **Positive** ions (**cations**) attract to the negative cathode. **Negative** ions (**anions**) attract to positive anode.



Ions are atoms or groups of atoms with a charge. (+) charge means loss of electron. (-) charge means gain of electrons.

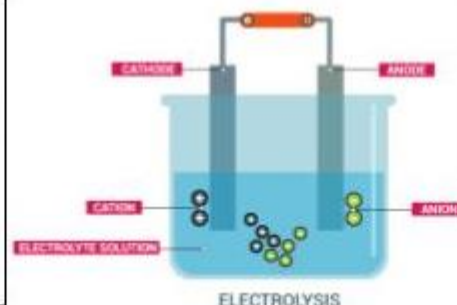
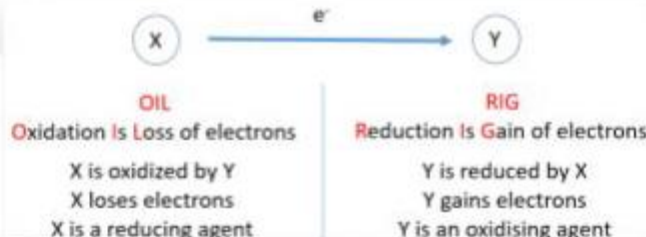
## 5. Carbon Cycle



Carbon is passed from the atmosphere, as CO<sub>2</sub>, to living things. It is then passed from one organism to the next in complex molecules, and returned to the atmosphere as CO<sub>2</sub> again. This is known as the carbon cycle.

- **Respiration** and **combustion** (burning) both **release** CO<sub>2</sub>.
- **Photosynthesis** occurs in green plants which **takes in** CO<sub>2</sub> from the air.
- Carbon can also be stored in fossil fuels and chalk. This is called a **carbon sink** or **carbon store**.

## 8. REDOX Reactions – Oxidation and Reduction



## 6. Reactivity Series

Metal	Method	Reactivity
Potassium	Electrolysis of molten compounds	Most reactive
Sodium		
Lithium		
Calcium		
Magnesium		
Aluminium	Heating with carbon	
(Carbon)		
Zinc		
Iron	Various chemical reactions	Least reactive
Copper		
Gold		

Rocks containing metals are called ores. Metals less reactive than C can be heated in a blast furnace with C (charcoal) to separate the metal.



## A. VERBS PRESENT TENSE

Subject pronouns	Ser - To be (irregular)	Tener - To have (stem-changing)
(I): Yo	Soy	Tengo
(you): Tú	Eres	Tienes
(he/she: él/ella)	Es	Tiene
(we: nosotros)	Somos	Tenemos
(you all: vosotros)	Sois	Tenéis
(they: ellos/ellas)	Son	Tienen

## A. VERBS PRÉTERITE (past) TENSE

Ir - To go (irregular)	Visitar - To visit
Fui	Visité
Fuiste	Visitaste
Fue	Visitó
Fuimos	Visitamos
Fuisteis	Visitáis
Fueron	Visitaron

## A. VERBS NEAR FUTURE TENSE

Ir - To go	Hacer - To do/make
Voy a ir	Voy a hacer
Vas a ir	Vas a hacer
Va a ir	Va a hacer
Vamos a ir	Vamos a hacer
Vais a ir	Vais a hacer
Van a ir	Van a hacer

## B. KEY GRAMMAR: The comparative (revision)/superlative

When do we use the comparative?	To compare two things
E.g. Los monumentos son <u>más interesantes</u> que la playa. La playa <u>es menos aburrida</u> que los museos.	Monuments are <u>more interesting</u> than the beach. The beach is <u>less boring</u> than museums.

When do we use the superlative?	To say the most ( <u>más</u> )/the least ( <u>menos</u> )
Which words must agree in the sentence?	The article and the adjective

E.g.

article	noun	<u>más/menos</u>	adjective	<u>inglés</u>
<u>el</u>	<u>parque</u>	<u>más</u>	<u>grande</u>	the biggest park
<u>la</u>	<u>playa</u>	<u>menos</u>	<u>hermosa</u>	the least beautiful beach
<u>los</u>	<u>tiburones</u>	<u>menos</u>	<u>feroces</u>	the least ferocious sharks
<u>las</u>	<u>cuevas</u>	<u>más</u>	<u>famosas</u>	The most famous caves

## C. KEY GRAMMAR: Se puede(n)

What does it mean?	You can
How do we use it?	Always followed by an infinitive and a noun
What should we check?	If the noun is singular or plural...
E.g. Se puede hacer senderismo.	You can go hiking
Se pueden hacer actividades náuticas.	You can do water activities

## D. KEY GRAMMAR: The imperative

What is it?	A verb form to give orders/instructions
How does it work?	Take the tú form of the verb in the present tense and take off the -s ending
E.g. Toma esta calle.	Take this street
Sigue todo recto.	Carry straight on
Dobla a la derecha.	Turn right
Va al colegio.	Go to school

## E. OPINIONS

Prefiero...	I prefer...
En mi opinión...	In my opinion...
¡Qué guay!	How cool!
Le gusta...	He/she likes...
Pienso que...	I think that...
Para mí, es...	For me, it is...

## F. COMPLEX STRUCTURES:

Quando voy de vacaciones, quiero visitar monumentos	When I go on holiday I want to visit monuments
Prefiero las vacaciones en el sol porque se puede nadar en el mar	I prefer holidays in the sun because you can swim in the sea.
Pienso que las playas de España son las más hermosas del mundo	I think the beaches in Spain are the most beautiful in the world

## G. CULTURE CORNER:

Many children in Spain go to Holiday Camps over the long (two month) summer holidays. There are lots of different types e.g. science camps, language camps, sports camps. Which would you prefer?

## H. VOCAB

### ¿Qué casa prefieres? Which house do you prefer?

Esta casa es...	This house is...	moderno/a	modern
Este piso es...	This flat is...	pequeño/a	small
amplio/a	spacious	La casa/El piso está...	The house/The flat is...
antiguo/a	old	cerca de la playa	near the beach
bonito/a	nice	en el centro	in the centre
cómodo/a	comfortable	en la montaña	in the mountains
enorme	enormous	más... que	more... than
feo/a	ugly	menos... que	less... than
grande	big	Prefiero...	I prefer...
maravilloso/a	marvellous	porque	because

### La casa The house

Tiene...	It has...	una chimenea	a fireplace
una cocina	a kitchen	un jacuzzi	a hot tub
un comedor	a dining room	un jardín	a garden
un cuarto de baño	a bathroom	una piscina	a swimming pool
un dormitorio	a bedroom	una terraza	a balcony, a terrace
un salón	a living room	vistas al mar	views of the sea

### ¿Qué se puede hacer en...? What can you do in...?

Se puede(n)...	You can...	ir de paseo en bicicleta	go on a bike ride
hacer senderismo	go hiking	ir a la playa	go to the beach
hacer actividades náuticas	do water sports	ir al restaurante	go to the restaurant
hacer artes marciales	do martial arts	jugar al golf	play golf
ir a la bolera	go bowling	jugar al voleibol	play volleyball
ir al cine	go to the cinema	jugar al tenis	play tennis
ir de compras	go shopping	ver la catedral	see the cathedral
		visitar un castillo	visit a castle

### Palabras muy frecuentes High-frequency words

bastante	quite	está	it is
dónde	where	muy	very
esta/este	this	también	also, too

### ¿Dónde está...? Where is...?

la catedral	the cathedral	Dobla a la izquierda.	Turn left.
la estación de tren	the railway station	Toma la primera a la derecha.	Take the first on the right.
el minigolf	the minigolf	Toma la segunda a la izquierda.	Take the second on the left.
el parque de atracciones	the theme park	Cruza la plaza.	Cross the square.
el parque acuático	the water park	Está a la derecha.	It's on the right.
la pista de karting	the go-kart track	Está a la izquierda.	It's on the left.
el zoo	the zoo		
Sigue todo recto.	Keep straight on.		
Dobla a la derecha.	Turn right.		

### Opiniones

### Opinions







Me gusta...	I like...	Me gustaría mucho...	I would really like...
Me encanta...	I love...	Me encantaría...	I would love...

### Expresiones de tiempo Time expressions

ayer	yesterday	hoy	today
el fin de semana pasado	last weekend	mañana	tomorrow
el verano pasado	last summer	este fin de semana	this weekend
el año pasado	last year	el verano que viene	next summer
hace dos años	two years ago	el año que viene	next year

Español	English
¿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



Chapter-by-Chapter Summary - Alongside quotations from key scenes				Main Characters	
<b>Christmas Eve/ A London Particular</b>	Arthur Kipps is at home with his family at Christmas Eve, when his wife’s children, when they begin telling ghost stories. Arthur is disturbed by this and decides to write down what happened to him many years ago. Arthur writes how when he was 23 years old, he was a young solicitor in London. He is sent on a business trip by his boss, Mr Bentley, to attend the funeral of Mrs Drablow, and sort out her affairs. She lives in a remote place called Eel Marsh House, a few miles from a town named Crythin Gifford. H sets off north on the train.		“I was the one who, to judge by my agitation of this evening, was still affected by it deeply, it was from me alone that the ghost must be driven.” 	<b>Arthur Kipps</b> - Arthur is the main protagonist of the story. He tells the events of the story several years later, of when he visited Eel Marsh House as young solicitor. He is rational and pragmatic, who at first casts aside apparitions as features of reality. In the end, he has his wife and young child unfairly taken from him.	<b>Samuel Daily</b> - Sam is a friendly and wealthy local man who befriends Arthur on his trip to Crythin Gifford. He is kind to Arthur and lends him his dog, Spider, when he has to return to Eel Marsh House. He is the character who reveals the truth about the Woman to Arthur in the end.
<b>The Journey North/ The Funeral of Mrs Drablow</b>	Arthur reads through Alice Drablow’s files on the train when a man introduces himself as Sam Daily. Daily takes some interest in the file, and complains about life in the countryside. He offers Arthur a ride in his automobile. Arthur is dropped at the hotel, where the innkeeper acts strangely when he tries to speak about Alice Drablow. Arthur meets his local contact Mr Jerome the next day and they both attend the funeral of Mrs Drablow. Almost no one is at the service but Arthur sees a young woman dressed all in black, who seems to be suffering from a disease that wastes her skin away. He also sees a row of pale children staring at him. Mr Jerome acts extremely distressed when Arthur mentions he saw the lady, claiming he saw no one. Arthur departs for Eel Marsh House.		“I began to be less comfortable, for here the air was a great deal colder and blowing in gusts from the east with an unpleasant rain upon its breath” 		
<b>Across the Causeway/ The Sound of a Pony and Trap</b>	A man named Keckwick takes Arthur to Eel Marsh House by pony and trap. It is over a causeway, and becomes separated from the mainland when the tide comes up. Arthur he finds a burial ground on the grounds of the house. As he looks at some graves, he sees the woman dressed in black again in the distance. This time she is looking at him, malevolently. He runs over, but can’t find her. He starts to think she may be a ghost. He goes into the house. He realises it will be a long job, and Keckwick will return soon, so he begins to walk across the causeway. Along the path, he hears the sound of a pony and trap sinking in the mud and a child dying. He runs back inside, tries to get into a door (that is locked) and then falls asleep. Keckwick picks him up at 2am.		“it was as though she ..... searching for something she wanted, needed — must have , more than life itself, and which had been taken from her” 	<b>The Woman in Black</b> - the ghost of Jennet Humfrye, filled with anger and vengeance over the death of her young son. She is bitter about giving up her child to Alice Drablow and having watched him die in her care. As the Woman in Black, she causes the death of a child every time she is seen.	<b>Mr Jerome</b> - Mr Jerome is a local land agent, who dealt with Mrs Drablow before she died. Jerome lives in fear of the Woman in Black, but never reveals his fear to Arthur. It is later revealed he lost a child to the Woman.
<b>Mr Jerome is Afraid/ Spider</b>	Arthur decides that he wants no more to do with the Drablow job, and attempts to get Mr Jerome to sort the papers instead. However, Jerome seems terrified by the idea and refuses. He says vague things about stories and ghouls. Arthur then writes a letter to Mr Bentley to tell him that the Eel Marsh House job may take a while. Arthur decides to spend the next two nights at Eel Marsh House to get the work done. Sam Daily doesn’t think that it is a good idea to go alone and so lends him his dog, Spider to take with him.		“and because the cry of that child would never, I was sure, leave me for the rest of my life.” 		
<b>In the Nursery/ Whistle and I’ll Come to You</b>	Arthur returns to Eel Marsh House with Spider. He goes through the papers, and studies the graves once more, before going to bed. He hears noises in the night. After returning briefly to town the next day, Arthur finds some letters to Alice from someone named Jennet and learns she gave up her child for the Drablows to raise. Spider then hears a noise and they race outside — it is the ghostly noise of the pony and trap again. Returning back to the house, Arthur finds the formerly locked door wide open. In the room is a nursery, with a chair rocking by itself. He returns to bed. When he awakes, it’s windy and dark. He takes Spider outside. Spider hears a whistle and races into the marsh — Arthur has to struggle to save her from sinking. As he is walking back to the house with Spider, Arthur looks up and sees the Woman in Black watching him from the nursery window.		“My whole body was trembling, my mouth dry, the palms of my hands sore where I had dug my nails into them as I had stood...” 	<b>Quote:</b> <i>‘I shall kill us both before I let him go.’</i>	<b>Quote:</b> <i>‘There are stories,” he said, “tales. There’s all that nonsense.”</i>
<b>A Packet of Letters/ The Woman in Black</b>	When Arthur awakes, Sam Daily is at the house. Arthur explains all that he has seen to Sam, and they return to Crythin Gifford. Back at the inn, Arthur finds the death certificate of Nathaniel Drablow – Jennet’s son, who died in the marsh. Sam confirms that Jennet got pregnant out of wedlock, and so Alice adopted the boy. Jennet came to live with them to see the boy, but he died whilst playing in a pony and trap as it sunk in the marsh. Jennet saw from the window and it drove her insane. She kept haunting the town after she died – every time she has been seen in the town since, a child has soon died. Arthur leaves Crythin Gifford, marries a woman named Stella, and has a child named Joseph. One day, outside of London, Stella and Joseph ride a pony and trap at a fair. Arthur is watching them being driven around before seeing the Woman in Black watching him. She steps in front of the trap and causes a massive accident – Joseph dies at the scene, whilst Stella dies in hospital weeks later. Arthur says that this is the end of his story.		“There was no expression on her face and yet I felt all over again the renewed power emanating from her, the malevolence and hatred and passionate bitterness. It pierced me through” 	<b>Quote:</b> <i>‘For answer, he simply pulled on the pony’s rein’</i>	<b>Quote:</b> <i>‘He had always blamed himself for what happened to me’.</i>

## Context

## Key Techniques and Elements of Gothic Fiction

**Susan Hill** - born in 1942, Hill is an author of fiction and non-fiction. Many of her texts are written in descriptive Gothic style. She has expressed a keen interest in the traditional English ghost story. Her novella *The Woman in Black* was turned into a play in 1987 and has continued to run in the West End in London ever since.



**Edwardian Period** - the novel is set in the Edwardian period, when King Edward VII was on the throne (1901-1910). Edwardian England was a patriarchal society; women's interests were expected to be the home and family. Ghost stories were also very popular at the time - The popularity of ghost stories was strongly related to economic changes. The Industrial Revolution had led people to migrate from rural villages into towns and cities, and created a new middle class. They moved into houses that often had servants, many taken on around October or November, when the nights were drawing in early – and new staff found themselves "in a completely foreign house, seeing things everywhere, jumping at every creak".



**Unwed Motherhood** - To give birth out of marriage was frowned upon as recently as the mid-twentieth century. However, in the Edwardian era, the situation was even worse; many unmarried women risked being cut-off by her family if she had a child. In many cases babies were taken away from their mothers to hide the fact that they had engaged in sexual relations out of wedlock. It was deemed that no woman could raise a child born outside marriage and remain in 'polite society.' In *The Woman in Black*, the unmarried Jennet is forced to give up her child.



**The North of England**- The setting for Eel Marsh House is in the (imaginary) village of Crythin Gifford in the north of England. Even today, the north of the country is far less populated than the south, but in the time when the story was set, this would have been even more so the case. This idea of remote isolation adds to the cold, ghostly atmosphere throughout the novella. Susan Hill herself was born and raised in Scarborough, a seaside town in North Yorkshire. Much of northern England was made up of small villages where residents knew each other - and each other's business!



**The tradition of telling Ghost Stories and Ghosts** - Telling ghost stories during winter and at Christmas is a tradition that stretches back centuries, when families would wile away the winter nights with tales of spooks and monsters. Ghosts were believed to haunt people, meaning their spirit remains behind on Earth because they have 'unfinished business' they need to resolve before they pass on.



### Key Language Techniques:

**Pathetic fallacy** - giving nature (usually the weather) human emotions.

**Rhetorical questions** - questions that do not require an answer, asked to make a point or show the narrator questioning themselves or their reality.

**Sensory Language** - description using the senses of what can be seen, heard, smelt, touched or tasted.



### Key Structural Techniques:

**Analepsis (flashback)** - shifting to a point further back in time than the story was currently taking place.

**First person narrator** - when a narrative is told by a character or narrator writing in first person, usually also from their perspective and point of view.

**Foreshadowing** - giving the reader hints about what is to happen/come later.

## Elements of Gothic Fiction in *The Woman in Black*

### • Gothic settings

Gothic fiction is typically set in either wild open spaces (like the marshes and Nine Lives Causeway) or haunted, old, abandoned buildings (Eel Marsh House) graveyards or other settings that seem threatening and mysterious.



Nine Lives Causeway/the marshes



Eel Marsh House

### • Gothic journeys

The terrifying experiences that characters go through to solve a mystery, because they've got lost or because they've been trapped. Arthur is stranded at Eel Marsh and forced to uncover the mystery of who *The Woman in Black* is.

### • Tension and suspense

The way that the author creates a feeling of stress, fear and anxiety the reader.

### • The Supernatural

Events, figures or objects that cannot be explained by nature or by science, such as:

### • Ghosts and Spirits

The spirits of the dead that are not at peace who return to haunt the living- often because of 'unfinished business' on Earth.

