

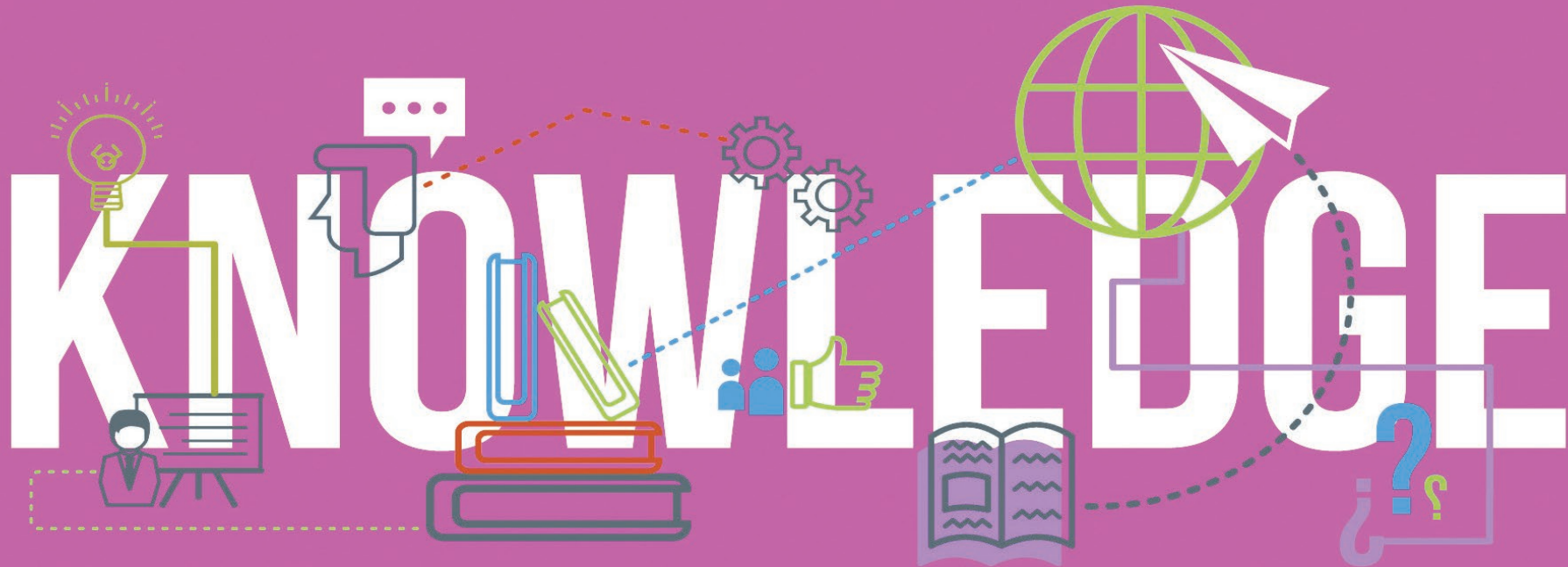


Tytherington  
SCHOOL

**YEAR 8**

KNOWLEDGE  
ORGANISERS

**Spring Term** 2024-2025



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*Helping you to Master the Minimum!*

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## What are Knowledge Organisers?

A Knowledge Organiser specifies the essential knowledge that you need to memorise and retain for a unit of work. It is contained on a single A4 page and organised in a way to aid learning. The knowledge they contain are the building blocks of effective learning; it does not include everything you could and should know about a unit of work but the essential knowledge that you need to memorise.

This booklet contains all of the Knowledge Organisers for the units you will study in your subjects between Christmas and Easter.

## Why are Knowledge Organisers important?

At secondary school you will study complex ideas and be asked to think in an analytical way; this is what makes learning an enjoyable process. To be able to think about difficult problems and question new ideas, you need know core factual detail to help you think critically. For example, if you have memorised your times tables your brain can focus on a complex Mathematics problem rather than working out  $9 \times 4$ . Being confident in your knowledge of the basics frees up your brain to focus on the complex.

Once you have a secure knowledge of a unit of work, future learning is easier. Cognitive Scientists, who study how memory works, have shown us that we learn new information by linking it to knowledge we already have. The more knowledge we have, the easier it is to learn.

Knowledge Organisers are also useful as a reference point if you are struggling to remember information in a lesson or if you have been absent in a lesson. They will help you to be more effective learners.

## How to use Knowledge Organisers effectively

Just having a Knowledge Organiser stuck into your exercise book or having this booklet in your bag will not help your learning.

You need to spend time, both in lessons and at home, memorising the content within them. Your teachers will help you do this by using them in lessons and setting homework tasks based upon them. Learning information can be uncomfortable and difficult but that is okay. That is how we improve.

Making sure we remember knowledge in the long term requires some hard work. You are probably confident with your Times Tables because your primary school teachers tested you on them regularly and you played online games to test yourself. The reason this works, is because you have been doing something called **retrieval practice**. Through the act of remembering, our memory is strengthened and forgetting is less likely. Every time you have to remember information it changes the original memory to make it stronger.

## Retrieval Practice techniques you can use at home:

### Look, Cover, Say, Write, Check

- Exactly as it sounds. Look at a section of the Knowledge Organiser, cover the information you are trying to remember, say it aloud or write it down and then check you are correct. Keep doing this until you consistently get the answers correct. This works particularly well when learning new vocabulary.

### Quizzing

- Write your own quiz questions based on the information on your Knowledge Organiser. You could work with your peers or those you live with to quiz you until you have memorised the information.

### Flash Cards

- Create your own set of flash cards. Write a question on one side and the answer on the other. You could even create these online using [quizlet.com](https://quizlet.com)

### Mind Dump

- Write down all of the key information you can remember on a topic or unit of work. Compare this to your Knowledge Organiser to see if there is anything you have missed.

Make sure that you carry out these memorising strategies regularly. Can you remember what you did last week, last month, last term? The more often you recall information from your memory, the stronger that memory becomes.

# Art & Design Textiles TEXTURE

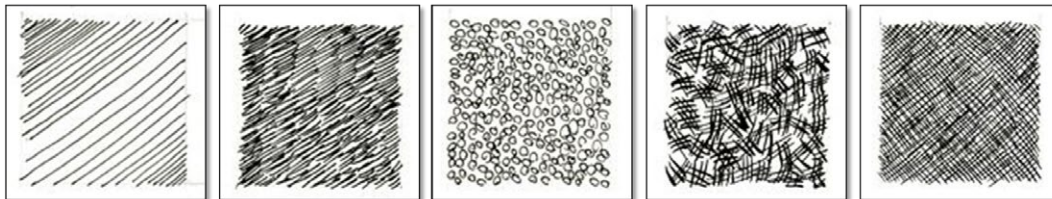
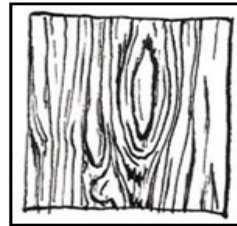
## Physical Texture

Physical texture refers to an object's tactile surface. This is how an object feels if you touched it. For example, wood would look and feel rough and ridged.



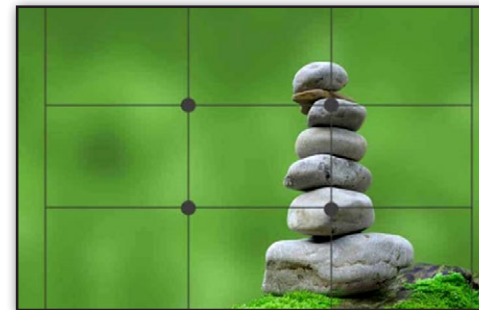
## Visual Texture

Visual texture refers to how an artist has used different techniques to create the illusion of texture on a flat surface. For example, using a range of mark making (see 5 examples below) with pen to create grain lines in a piece of wood.



## The Rule of Thirds

A compositional technique that can be used in all aspects of design. Key elements of a design or image can be lined up with intersecting points of a grid. The intersecting points are made by splitting the page in 3rds both horizontally and vertically.



## Idea/Context

Jane Davies is a painter who creates abstract compositions that focus on shape, texture and quality of line.



Rachael Singleton is a mixed media artist who combines paper, fabric and fibre to create layered surfaces inspired by the natural world.

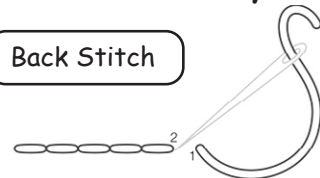


## Skills and Techniques

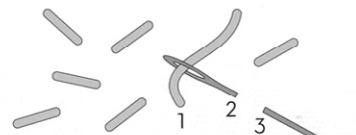
1. Drawing and Mark Making
2. Compositional skills
3. Surface manipulation techniques (printing, dyeing, collage)
4. Applique and layering
5. Hand embroidery techniques

## Hand Embroidery

Back Stitch



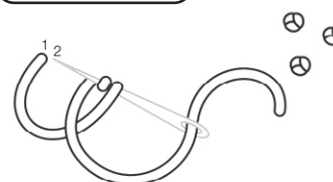
Seed Stitch



Detached Chain



French Knot



## Key Words

1. Textiles
2. Texture
3. Tactile
4. Observation
5. Tone
6. Composition
7. Rule of Thirds
8. Layer
9. Abstract
10. Surface Manipulation
11. Experiment

## Key Vocabulary



	STAGE 6		STAGE 7		STAGE 8		STAGE 9	
1	<b>abest</b>	is out	1	<b>cenat</b>	dines	1	<b>agitat</b>	chases,
2	<b>aberat</b>	was out	2	<b>conspicit</b>	catches sight of	2	<b>consumit</b>	eats
3	<b>cubiculum</b>	bedroom	3	<b>cum</b>	with	3	<b>ducit</b>	leads
4	<b>emit</b>	buys	4	<b>facit</b>	makes/does	4	<b>eum</b>	him
5	<b>ferociter</b>	fiercely	5	<b>heri</b>	yesterday	5	<b>facile</b>	easily
6	<b>festinat</b>	hurries	6	<b>ingens</b>	huge	6	<b>ferox</b>	fierce
7	<b>fortis</b>	brave	7	<b>intellegit</b>	understands	7	<b>gladius</b>	sword
8	<b>fur</b>	thief	8	<b>lacrimat</b>	cries	8	<b>hic</b>	this
9	<b>intente</b>	carefully	9	<b>mortuus</b>	dead	9	<b>ignavus</b>	cowardly
10	<b>libertus</b>	freedman	10	<b>narrat</b>	tells, relates	10	<b>nuntius</b>	messenger
11	<b>olim</b>	once	11	<b>necat</b>	kills	11	<b>pes</b>	foot
12	<b>parvus</b>	small	12	<b>nihil</b>	nothing	12	<b>porta</b>	gate
13	<b>per</b>	through	13	<b>omnis</b>	all	13	<b>postulat</b>	demands
14	<b>postquam</b>	after	14	<b>prope</b>	near	14	<b>puer</b>	boy
15	<b>pulsat</b>	hits	15	<b>rogat</b>	asks	15	<b>pugnat</b>	fight
16	<b>quod</b>	because	16	<b>tacite</b>	quietly	16	<b>saepe</b>	often
17	<b>res</b>	thing	17	<b>tamen</b>	however	17	<b>sanguis</b>	blood
18	<b>scribit</b>	writes	18	<b>terret</b>	frightens	18	<b>silva</b>	wood
19	<b>subito</b>	suddenly	19	<b>valde</b>	very much	19	<b>spectaculum</b>	show
20	<b>superat</b>	overcomes				20	<b>statim</b>	at once
21	<b>tum</b>	then				21	<b>totus</b>	whole
22	<b>tuus</b>	your, yours						
23	<b>vendit</b>	sells						
24	<b>vituperat</b>	curses						

## Nouns

		1	2	3
1	<b>Nom Sing</b>	-a	-us	-or/is/s/x/r
2	<b>Acc Sing</b>	-am	-um	-em
3	<b>Dat Sing</b>	-ae	-o	-i
4	<b>Nom Plural</b>	-ae	-i	-es
5	<b>Acc Plural</b>	-as	-os	-es
6	<b>Dat Plural</b>	-is	-is	-ibus

- Nominative = Subject
- Accusative = Object
- Dative = To or For

## Verbs

		PRESENT	IMPERFECT	PERFECT
1	<b>I</b>	-o	-bam	-vi
2	<b>You Sing</b>	-s	-bas	-visti
3	<b>He /She /It</b>	-t	-bat	-vit
4	<b>We</b>	-mus	-bamus	-vimus
5	<b>You Plural</b>	-tis	-batis	-vistis
6	<b>They</b>	-nt	-bant	-verunt
			was/were ...ing	.....ed

## HTML Tags

1	<b>&lt;p&gt;</b>	Paragraph
2	<b>&lt;Font-Family&gt;</b>	Font
3	<b>&lt;img src=&gt;</b>	Image
4	<b>&lt;body&gt;</b>	The main part of a website
5	<b>&lt;head&gt;</b>	The top of the website
6	<b>&lt;html&gt;</b>	Defines a webpage
7	<b>&lt;a href&gt;</b>	Hyperlink

## File Types

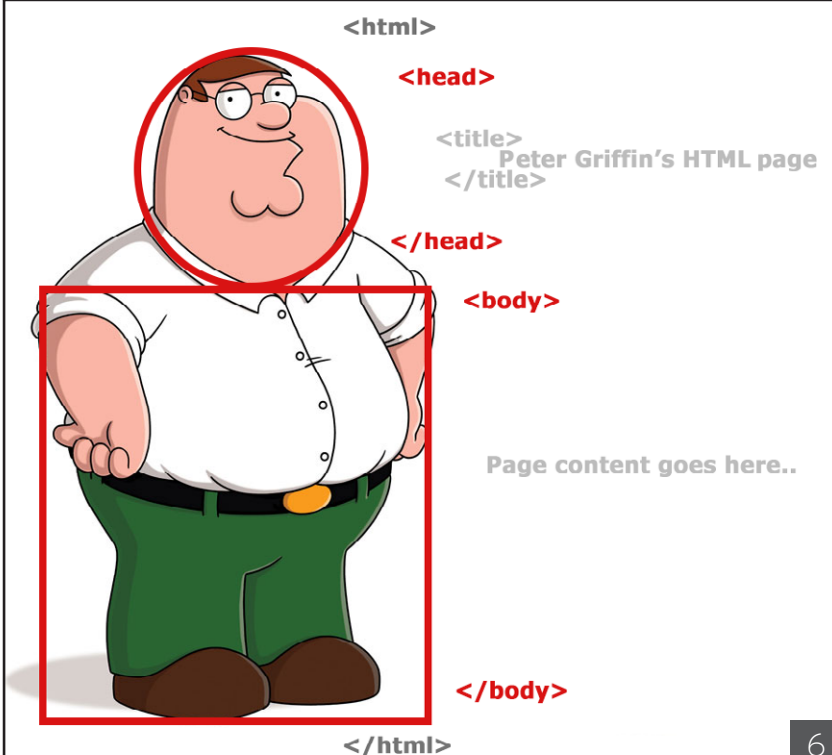
1	<b>JPEG</b>	A still image. Lossy Compression. E.g. a picture of Shrek.
2	<b>PNG</b>	A higher quality still image. Lossless Compression E.g. a picture of Shrek.
3	<b>GIF</b>	An animated image. Lossy compression. E.g. A animated gif of Shrek smiling.

## Key Info

1	<b>HTML</b>	Hyper Text Markup Language
2	<b>Head</b>	The top part of a website
3	<b>Body</b>	The bottom part of a website
4	<b>Pages</b>	The different parts of a website
5	<b>CSS</b>	Cascading Style Sheet - Determines how a website looks.

## Web browsers

1		Chrome
2		Edge
3		Firefox
4		Safari
5		Opera GX



```

<html>
  <head>
    <title>Peter Griffin's HTML page</title>
  </head>
  <body>
    Page content goes here..
  </body>
</html>

```

# Computer Science Python

## Comparison Operators (If symbols)

1	<b>==</b>	Equal to
2	<b>&lt;</b>	Smaller than
3	<b>&gt;</b>	Bigger than
4	<b>&lt;=</b>	Smaller than or equal to
5	<b>&gt;=</b>	Bigger than or equal to
6	<b>!=</b>	Not equal to

## Data Types

1	<b>String</b>	Text, a collection of characters. E.g. A username
2	<b>Integer (Int)</b>	Whole number, a number with no decimals. E.g. Number of students in a class.
3	<b>Float</b>	Decimal number, a number with decimals. E.g. An amount of money.
4	<b>Char</b>	Single character, a single character (anything on a keyboard). E.g. F
5	<b>Boolean (Bool)</b>	True or false, a true or false value, 1 or 0. E.g. Banned == True

## Key Words

	Programming Key Words:		Example:
1	<b>print</b>	Displays something on the screen.	<code>print("Duck eggs")</code>
2	<b>if</b>	Used to choose between 2 options.	<code>if 1 &lt; 5: print("1 is bigger than 5)</code>
3	<b>while</b>	Loops code while the condition is true	<code>while counter &lt; 10: print("Hello")</code>
4	<b>Variable</b>	A container that stores information of a certain datatype.	<code>username = "MLGDavid"</code>



# DT Project: Lamp Design (GC)



## Tools

1	<b>Belt / Rotary sander</b>	Machine used to remove waste material and smooth wood.
2	<b>Bench hook</b>	Used to assist holding wood in place when sawing.
3	<b>Coping saw</b>	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
4	<b>File</b>	Removes waste. Can be used to help shape and smooth edges.
5	<b>Machine vice</b>	Used when drilling to hold work securely for safe drilling.
6	<b>Machine clamp</b>	Used when drilling to hold larger work securely for safe drilling.
7	<b>Pillar drill</b>	Machine used for drilling holes.
8	<b>Steel rule</b>	Used to measure when marking out in millimetres (mm).
9	<b>Tenon saw</b>	Cutting wood joints and straight cuts in small section material (for wood only).
10	<b>Template</b>	Used for marking out identical shapes multiple times
11	<b>Try square</b>	Used for marking out to ensure straight lines are 90° from the edge of the wood.
12	<b>Twist drill bit</b>	General purpose drill bit used on wood, metal or plastic.



Try square      Steel rule      Machine clamp      Tenon saw



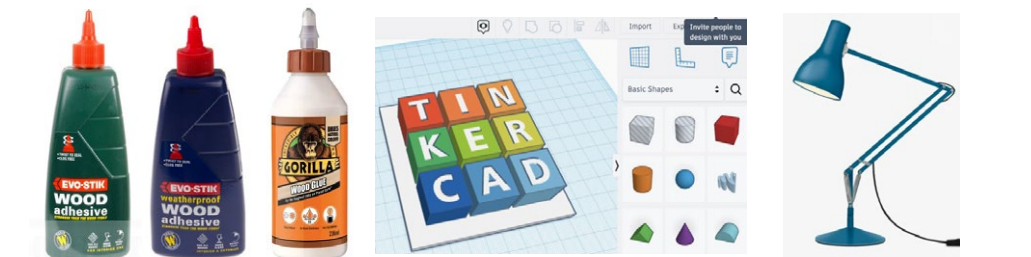
Bench hook      Coping saw      File – half round



Belt sander      Pillar drill      Machine vice      Twist bit



Slotted      Phillips (cross head)      Pozidrive      Screw (countersunk)      Nail



Polyvinyl acetate (PVA)      Tinkercad      Anglepoise desk lamp



Ensure you know how to use all tools and machinery safely. **Follow the machine rules.** Ask if you are unsure.



Wear apron & fasten up



Wear eye protection



Long hair?  
Wear a hair net



Know where the stop buttons are



Remove jewellery



Ensure no one else is in your machine safe zone



# DT Project: Lamp Design (GC)



## Key Vocabulary

13	<b>Aesthetics</b>	How something appeals to the five senses (Look, sound, feel, smell, taste).
14	<b>Anglepoise</b>	Design classic desk lamp first designed in 1934.
15	<b>Client</b>	Also known as the user; the person or group of people who will buy and/or use the design solution.
16	<b>Client profile</b>	A summary of the client's likes, dislikes and interests
17	<b>Computer-aided design (CAD)</b>	Using computer software to draw, model and simulate the performance of products.
18	<b>Constraint</b>	Something that limits what can be done.
19	<b>Design brief</b>	A summary of the design opportunity
20	<b>Design classic</b>	Industrially manufactured object with timeless aesthetics / functional value for example. A standard of its kind and often remains up to date regardless of the year of its design.
21	<b>Design context</b>	A general situation where there are problems that need solutions.
22	<b>Design fixation</b>	When a designer focuses too much on one particular design idea and doesn't consider the alternatives.
23	<b>Design possibilities</b>	Opportunities, related to the design context, from which the need for a specific solution is identified.
24	<b>Design development</b>	Part of the iterative design process. Working on improving a product.
25	<b>Evaluation</b>	Reflecting on a design. Looking at what went well and identifying ways that a product could be improved.
26	<b>Focus group</b>	A group of people who meet to discuss their thoughts on a design concept or idea.
27	<b>Freehand sketching</b>	A quick way to get initial ideas down on paper.

28	<b>Function</b>	What a product does and how it works.
29	<b>Isometric</b>	Drawing an object in 3D, where each side is drawn at 30°.
30	<b>Iterative design</b>	A design strategy that follows a cyclic make-test-evaluate approach.
31	<b>Light-emitting diode (LED)</b>	An output device that produces light.
32	<b>Market research</b>	Trying out a product design on possible users to see if they like it or not.
33	<b>Manufacturing specification</b>	Information needed to make a product.
34	<b>Orthographic Projection</b>	A way of showing a 3D product in 2D by drawing its front, plan and side views.
35	<b>Primary research (data)</b>	Data that is gathered first-hand E.g. interviews, taking photographs and measurements.
36	<b>Secondary research (data)</b>	Data about the client that comes from second-hand sources E.g. internet, books.
37	<b>Specification</b>	List of all the design criteria that the finished product must meet.
38	<b>Testing</b>	This can be physical, visual and user testing to check a product will function as intended.
39	<b>Tinkercad</b>	3D design software.
40	<b>User-centred design</b>	A design strategy that considers the needs and wants of the user at each stage
41	<b>Virtual model</b>	A model of a design produced using CAD software.

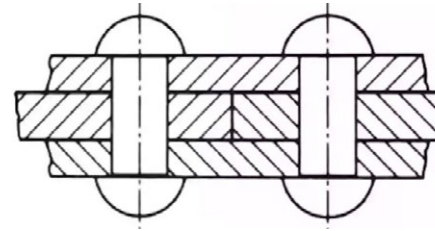
# DT Project: Dakota (CT)



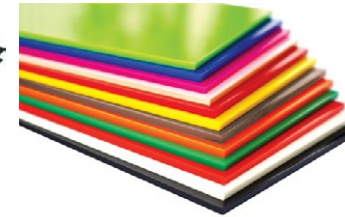
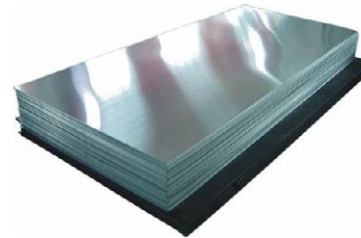
## Key Vocabulary

1	<b>Block-sanding</b>	Using wood block and grades of sand paper to shape and smooth wood in 3D.
2	<b>Centre Punch</b>	Hand tool use with engineers hammer to create dent in metal surface prior to drilling.
3	<b>Coping saw</b>	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
4	<b>Cutting Brake</b>	Machine tool designed to achieve long accurate straight cuts in sheet metal.
5	<b>File</b>	Removes waste on sheet metal. Used to help shape and smooth edges.
6	<b>Letter Stamps</b>	Hand tool used with engineers hammer to indent letter and number forms into surface of sheet metal.
7	<b>Industrial Fan Oven</b>	Oven designed to heat plastic materials (acrylic) to enable it to be shaped in a forming jig.
8	<b>Machine - 3D Printing</b>	CAM machine which creates complex shapes by building up in layers - e.g. propellor
9	<b>Pillar drill</b>	Machine used for drilling holes. In conjunction with a hand vice and/or machine vice
10	<b>Solid Rivet</b>	A mushroom-shaped fastener used to clinch metal sheets together by closing and doming the shank end to create a double headed shape.
11	<b>Spokeshave</b>	Hand tool designed to shape square edges of wood into curves – an ideal sculpting tool.
12	<b>Steel rule</b>	Used to measure when marking out in millimetres (mm).
13	<b>Tin snips</b>	Hand tool designed to cut sheet metal using the shearing method.
14	<b>Try square</b>	Used for marking out to ensure straight lines are 90° from the edge of the wood.

Rivet joint diagram



**Scots pine** - A straight-grained softwood but knotty. Light in colour. Fairly strong but easy to work with. Cheap and readily available.



Aluminium / Duralumin

Acrylic Thermoplastic / polymer

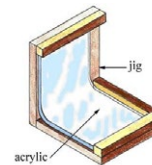


Try square

Steel rule

Tin Snips

Solid rivet



Former/Bending jig

Spoke Shave

Letter stamps

Centre Punch



Belt sander

Pillar drill

Cutting Brake

Fan Oven

## Key Vocabulary

1	<b>Iconic Design</b>	Design that is 'groundbreaking' and one that sets new standards in its field. It is a design that other designers and manufacturers follow, as it becomes a benchmark for other similar products. It stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries. (Technologystudent.com).
2	<b>Powered flight</b>	To achieve lift by means of forward motion.
3	<b>I-C Engine</b>	Piston engine that burns petrol-air mixture in the cylinder to create rotary output (effort).
4	<b>Power to weight ratio</b>	Proportion of power output available relative to the weight (of the engine).
5	<b>Commercial</b>	The ability to make a profit from a given activity.
6	<b>Dakota/ Douglas DC3 /C47</b>	The most important aircraft design in the history of flight with many different type-allocations but all based on the original DC3 iteration.
7	<b>Monocoque design</b>	Where the outer skin is also stressed to bear the load – removing the need for a separate frame.
8	<b>Aerodynamic</b>	A shape that efficiently cuts through the air with the minimum of drag.
9	<b>Monoplane</b>	An efficient aircraft design that uses one pair of wings only.
10	<b>Air cooled Radial engine</b>	An aviation engine using pistons arranged in circle around a single crank and using air flow to cool and maintain optimum operating temperature.
11	<b>Flaps</b>	Extended and hinged sections to the trailing edges of (wings) to increase lift on take-off and slow the plane quicker when landing.
12	<b>Hydraulics</b>	Systems such as the landing gear operated by means of pressurised oil in pipes operating pistons to achieve movement.
13	<b>Rosie the Riveter</b>	Name given to all the women working in WW II factories making machines for the war effort including the Dakota and other aircraft.
14	<b>Centre of Gravity</b>	Developed versions of an original design idea – exemplified with the DC1 becoming the DC2, then the DC3 and then the C47.

## Dakota Iterations



Developed versions (iterations) of an original design idea – exemplified with the DC1 becoming the DC2, then the DC3 and then the C47.



Monoplane v. Biplane



Radial Engine



Rosie the Riveter



Wing flaps

# DT Project Dakota: Design Icons



## Key Vocabulary

1	<b>Anglepoise</b>	Desk lamp 1930's George Carwadine
2	<b>Ballpoint pen</b>	Lazlo Biro* 1930s John Loud 1880s
3	<b>Chanel No5</b>	Perfume 1920's Coco Chanel
4	<b>Coca Cola</b>	Soft Drink 1880's Dr John Pemberton
5	<b>Citroen DS car</b>	1960s Flaminio Bertone
6	<b>Concorde</b>	Supersonic Airliner 1960's SNECMA -BAE- RR
7	<b>Corn Flakes</b>	Breakfast cereal 1900's
8	<b>E type Jaguar</b>	Sports Car 1960s William Lyons
9	<b>FX4 taxi</b>	BMC 1960s
10	<b>Jeans</b>	Levi and Davis Strauss 1870s
11	<b>LBD</b>	Coco Chanel 1920's
12	<b>Mallard</b>	Fastest steam Loco 1930s - Sir Nigel Gresley
13	<b>Mini Skirt</b>	Mary Quant 1960s
14	<b>Route-master</b>	Bus 1960s AEC
15	<b>Spitfire</b>	1930-40s Used in and after World War 2.

## Design Icons



1 3



8



1 5



4



1 1



6



9



1 4



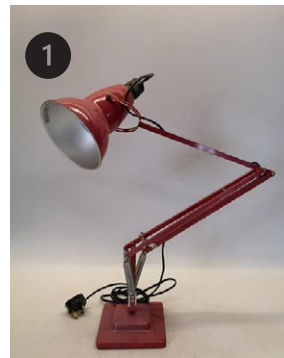
5



1 2



10



1



3



7



2

# Food Topic 1: International Cuisine



## Key Vocabulary

1	<b>International</b>	Around the world
2	<b>Cuisine</b>	A style characteristic of a particular country or region with which specific ingredients, cooking methods, equipment and presentation and serving styles are associated.
3	<b>Culture</b>	The characteristics that make up a lifestyle such as language, clothing, food, religion.
4	<b>Climate</b>	Weather conditions in a particular place.
5	<b>Diet</b>	A pattern that shows kinds of food a person, animal or community usually eats.
6	<b>Farming</b>	A place where cattle and other livestock are reared.
7	<b>Traceability</b>	The ability to identify, track and trace a product.
8	<b>Region</b>	A specific area of a country.
9	<b>Seasonal food</b>	Foods grown, reared and harvested in the seasons of the year for the food to be at its best.
10	<b>Lion mark</b>	British hens have been vaccinated against salmonella. High strict code of practice for egg farming.
11	<b>Best before end</b>	The food will be safe to eat but may not be at its best in terms of quality.
12	<b>Modifying / adapting</b>	Changing a particular part of a food.
13	<b>Vegetarian</b>	A person who does not eat meat or fish and sometimes specific dairy products.
14	<b>Sensory evaluation</b>	Evaluating a food using our senses – sight, smell, touch, sound.

Climate controls what foods can be caught, reared or grown.  
Cattle is reared in cooler climates.



A cuisine is a style of cooking from a particular country or region of the world. Different cuisines have different **ingredients, styles and preparation & cooking techniques**. Some examples are shown below. **Staple foods** are crops that grow in particular parts of the world due to their climate and conditions. E.g. wheat in Europe, rice in Asia or maize in South America.



UK



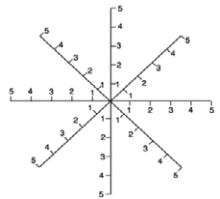
Roast dinner, Fish & Chips, Bakewell Tart.



Japan



Sushi, Ramen, Udon Noodles, Jasmine Rice.



Italy



Pizza, Pasta, Lasagne, Risotto, Gelato.



China



Spring Rolls, Stir Fry, Sweet & Sour, Chow Mein.



Mexico

Chilli Con Carne, Burritos, Tacos, Salsa, Guacamole.



India

Samosas, Curries, Tandoori chicken/ Nan Breads.



Spain

Tapas, Paella, Chorizo, Patatas bravas, tortilla.



France

Brie, Baguette, crepes, souffles, onion soup.



# Food Topic 2: Diet, Food & Hygiene/Safety



## Key Vocabulary

1	<b>Nutrients</b>	Natural chemical substances in food that are essential for body growth, function and general development.
2	<b>Macro nutrient</b>	Nutrients needed in larger quantities by the body (Fat, Protein & Carbs – sugar/starch/fibre)
3	<b>Micro-nutrient</b>	Nutrients needed in smaller quantities by the body (Vitamins & minerals)
4	<b>Contamination</b>	The presence of harmful microorganisms or chemicals in food
5	<b>4C's</b>	Strict safety measures taken to avoid food poisoning. Cleaning, cooking, chilling of food and cross-contamination.
6	<b>Danger Zone</b>	The temperature in which bacteria can rapidly multiply (5C-63C)

## Food Science - Bread

7	<b>Gluten</b>	A protein which becomes stretchy and elasticated for bread.
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**Farming Method**  
 0 = Organic  
 1 = Free Range  
 2 = Barn  
 3 = Cage

**Country of Origin**  
 e.g. UK

**Additional standards for Lion Quality eggs**

**Lion Mark**  
 British eggs from hens vaccinated against Salmonella and produced to a strict Code of Practice

**Farm ID**  
 A specific code denoting the actual farm where the eggs were produced

**Best Before Date**



### Key temperatures

- 75 degrees Celsius + COOKING** (bacteria is reduced so safe to eat)
- 5 – 63 degrees Celsius DANGER ZONE** (bacteria multiplies at the quickest rate)
- 0-5 degrees Celsius FRIDGE** Bacteria multiplies slowly
- 18 Degree Celsius FREEZER** Bacteria is dormant

### Deficiency in fibre

A diet lacking in fibre can lead to diverticular disease and increases the risk of bowel cancer.

## 4 Cs of Food Hygiene

	<b>Effective cleaning</b> removes bacteria on hands, equipment and surfaces, helping to stop harmful bacteria from spreading onto food.
	<b>Cooking</b> food at the right temperature and for the correct length of time will ensure that any harmful bacteria are killed. Always check the advice on food packaging and follow the cooking instructions provided.
	<b>Chilling</b> food properly helps stop harmful bacteria from growing
	<b>Cross-contamination</b> is what happens when bacteria or other microorganisms are unintentionally transferred from one object to another. The most common example is the transfer of bacteria between raw and cooked food.

### Eatwell Guide

Check the label on packaged foods. Each serving 100g/100ml.

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Choose foods lower in fat, salt and sugars.

Eat of each 5 portions of a variety of fruit and vegetables every day.

Choose wholegrain or higher fibre versions with less sugar fat, salt and saturated fat.

Water: lower fat milk, sugar-free drinks including tea and coffee all count. Limit meat, fish and/or seafood to a total of 150g a day.

Limit alcohol.

Choose unsaturated oils and use in small amounts.

Oil & spreads

Choose lower fat and lower sugar options.

Dairy and alternatives

Choose lower fat and lower sugar options.

Meat, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced red and processed meat.

Plants

Plant-based protein sources.

Per day: 2000kcal (men), 2500kcal (women) - ALL FOOD + ALL DRINKS

Name of the Nutrient	Sources	Function	
<b>Carbohydrates</b> (energy giving food)	Rice, potato, wheat, sugar	Provides energy	
<b>Fats</b> (energy giving food)	Butter, ghee, milk, cheese	Gives more energy compared to carbohydrates	
<b>Vitamins and Minerals</b> (protective food)	Fruits and vegetables	Required for normal growth and development	
<b>Proteins</b> (body building food)	Milk, eggs, meat, fish, soybean	Helps in building and repair of body	



# Year 8 Drama : Melodrama



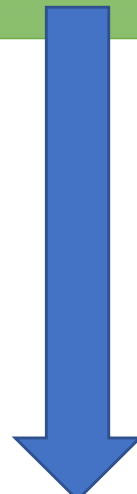
**Melodrama** : a sensational (amazing/shocking) dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions.

## Key Vocabulary

1	<b>ASIDE</b>	when the action freezes and a character speaks directly to the audience.
2	<b>DRAMATIC IRONY</b>	when the audience know something the other characters do not.
3	<b>CAPTIONS</b>	short lines of dialogue visually presented for the audience to read.
4	<b>LANGUAGE</b>	the word choices made by the playwright/performer. Word choices can say a lot about a character, including social class, educational background, emotional state, relationships with others, nationality, and profession.
5	<b>EXPOSITIONAL</b>	Statement that gives a lot of information or explanation.

## Stock Characters

The Hero	The Villain's Assistant
The Heroine	The Rogue
The Villain	Aged Parents



## Narrative Structure

Exposition
Background
Rising Action
Climax
Falling Action
Resolution

## Design in Melodrama

1	<b>Costume</b>	Costume design reinforces stereotypes. Colour might be used symbolically (red for danger, black for the villain, white for purity) and accessories might be added for dramatic effect e.g., a cloak to swish menacingly.
2	<b>Set and Lighting</b>	The set in a melodrama should create an atmosphere. There may be shadowy corners in which a villain could lurk. You may need several doorways for dramatic entrances and exits and thrilling chase sequences. Levels could also create shadowy corners or sudden flashes could add dramatic effect to surprise entrances. Colour again could be used symbolically.
3	<b>Sound and Music</b>	Sound effects can be used in melodrama to add atmosphere – a stormy night, driving rain, howling wind, an advancing steam train. Effects could be added to performer's voices, such as an echo for evil laughter. Fast music might increase the tension for a chase sequence; slow, creepy music might add tension to a dangerous situation.



# Year 8 Drama: Slapstick



Slapstick comedy refers to **physical theatre comedy** based on deliberately clumsy actions and humorously embarrassing events. This type of humour was popular in the early 1900's and is still popular today.

## Characteristics of slapstick

- 1 Improbable situations
- 2 Practical jokes
- 3 Chases
- 4 Unrealistic action
- 5 Extreme physicality
- 6 Comical trips or collisions
- 7 Pratfalls
- 8 Over exaggerated acting
- 9 You are reliant on your facial expressions and body language to communicate to the audience



## Famous slapstick performers

Charlie Chaplin



Buster Keaton



Tom and Jerry



The Three Stooges



Laurel and Hardy



Harold Lloyd



## Modern slapstick performers

Lee Evans



The Chuckle Brothers



Mr Bean



Itchy and Scratchy





## Key Vocabulary



1	<b>Revolution</b> (noun)	An overthrow of a system or government in favour of a new one.
2	<b>Communism</b> (noun)	A political system in which all property is owned by the community and each person contributes and receives according to their ability and needs.
3	<b>Capitalism</b> (noun)	A political system in which all property is owned by private owners for profit, rather than by the community.
4	<b>Tyranny</b> (noun)	Abuse of power/cruel and unreasonable use of power.
5	<b>Rebellion</b> (noun)	An act of armed resistance against a government or ruler.
6	<b>Totalitarianism</b> (noun)	A government, system or individual which restricts its people's rights and controls their lives in what is called a totalitarian state.
7	<b>Oppression</b> (noun)	Cruel or unjust (unfair) treatment.
8	<b>Novella</b>	A short novel.
9	<b>Propaganda</b>	Spreading ideas, information or rumours in order to influence people's opinions and manipulate their beliefs.

## Characters

### Pigs:

1	<b>Old Major</b>	A prize-winning pig. He is the one who inspires all the animals to rebel against the humans. <b>He is considered an allegory for (he represents) Karl Marx and also sometimes Vladimir Lenin.</b>
2	<b>Napoleon</b>	A large boar (pig) who becomes the leader of Animal Farm. He is the main villain of the story. He secures his power through fear. <b>He is an allegory for Joseph Stalin.</b>
3	<b>Snowball</b>	He is the pig who challenges Napoleon for leadership. He is a good speaker and organiser. He easily wins the loyalty of most of the animals. <b>He is an allegory for Leon Trotsky.</b>
4	<b>Squealer</b>	He serves as Napoleon's public speaker. He twists and abuses language to excuse and justify Napoleon's actions. <b>He is considered an allegory for propaganda.</b>

### Horses:

1	<b>Boxer</b>	A loyal and dedicated horse. <b>He is an allegory for the working-class people of Russia.</b>
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## Key Information

1	<b>Allegory</b>	A story, picture or character that has a symbolic or hidden meaning. If something is an allegory it represents something else.
2	<b>About the novella</b>	Animal Farm was written in 1945 by George Orwell and is based on the cruel leaders of Europe.
3	<b>What is Animal Farm an allegory for?</b>	The events of the Russian Revolution.

## Language methods often used to persuade and argue

1	<b>A</b> ncedote	A short amusing or interesting story about a real incident or person.
2	<b>F</b> acts	Something that is true / can be proven.
3	<b>O</b> pinion	Something someone thinks.
4	<b>R</b> epetition	Words or phrases that are used more than once.
5	<b>R</b> hetorical Question	A question used to make a point and have an effect, no answer is expected.
6	<b>E</b> motive Language	Language used to create emotion in the audience e.g. 'he was depressed, bedraggled and lonely.'
7	<b>S</b> tatistics	Facts using numbers / percentages
8	<b>T</b> riplet / List of Three	Three words or phrases used one after the other e.g. he was lonely, nervous and uncertain.
9	<b>I</b> nclusive pronoun	Pronouns used to create a sense of shared experience and link the writer to the audience e.g. "we" and "us".
10	<b>H</b> yperbole	Obvious exaggeration. e.g. 'I've been waiting forever'
11	<b>D</b> irect Address	Using someone's name or a pronoun such as 'you/your' to speak directly to a particular person or group. "This is your responsibility"

## Key Vocabulary



1	<b>Chronological</b>	Following the order of events as they occur.
2	<b>Atmosphere</b>	The emotions or feelings created by a story.
3	<b>Pace</b>	The speed at which the story is being told.
4	<b>Foregrounding</b>	When the director or writer focuses the audience's attention on something specific.
5	<b>Flashback</b>	When the story moves back in time and reveals information that adds to the audience's understanding of the plot or character.
6	<b>Subject</b>	The person/character/object that is the focus of the camera shot.
7	<b>Plot</b>	The events in the story - the basic elements of the story.
8	<b>Narrative</b>	How the story is told - how the plot is manipulated and processed.
9	<b>Tension</b>	An emotion that occurs when an audience are in a state of anxiety and do not know what will happen next.
10	<b>Equilibrium</b>	A state of rest or balance. This is often used to describe the start of a story.
11	<b>Disequilibrium</b>	When the equilibrium is disrupted in a story.

## Narrative Theories

1	<b>Propp's Narrative Theory (character types)</b>	Propp's theory states that all characters in a media text fall in to seven categories: Hero/ villain/ donor/ helper/ princess/ anti-hero/ dispatcher. In <i>Jaws</i> , the 'hero' is Chief Brody. The shark is the villain.
2	<b>Todorov's Theory of Narrative Structure</b>	According to Todorov, narratives follow a three-stage structure: Equilibrium/ disequilibrium/ New equilibrium. In <i>Jaws</i> , this structure is followed, but the shark sequence at the start of the film introduces some disequilibrium early on.
3	<b>Levi-Strauss' Theory of Binary Opposites</b>	Levi-Strauss suggested that narratives were driven by opposition, for example the struggle between good and evil, or old and young. In <i>Jaws</i> , the opposition could be nature versus human.

## Elements of Cinematography

1	<b>Symbolic codes</b>	The use of symbols in media texts to represent ideas e.g a character in a film might wear black to symbolise evil.
2	<b>Codes of sound</b>	<p>The use of sound to create meaning in a media text e.g the sound of a heartbeat might create tension in a film.</p> <ul style="list-style-type: none"> <li>• <b>Diegetic sound</b> - sound that the characters in a film or TV show can hear.</li> <li>• <b>Non-diegetic sound</b> - sound that the characters can't hear but the audience can, for example a voice-over, or music.</li> <li>• <b>Sound track</b> - the song or songs that accompany a film or TV series.</li> <li>• <b>Leitmotif</b> - a musical phrase that is associated with a particular character, place or idea. It is recognisable each time the audience hears it.</li> </ul>
3	<b>Camera methods</b>	<p>The different ways a camera can be used to create different effects.</p> <p><b>Camera shots:</b></p> <ul style="list-style-type: none"> <li>• <b>Close up shot</b> - Created by having the camera close to the subject. Close ups of people show the whole face.</li> <li>• <b>Long shot</b> - Created by having the camera a long way from the subject. Long shots of people show the whole body.</li> <li>• <b>POV (Point of View) shot</b> - created by showing the audience what the character is looking at from a first person perspective. The audience sees what the character sees.</li> </ul> <p><b>Camera angles:</b></p> <ul style="list-style-type: none"> <li>• <b>High angle</b> - Created by having the camera above the subject, looking down on them.</li> <li>• <b>Low angle</b> - Created by having the camera below the subject, looking up at them.</li> <li>• <b>Dutch tilt</b> - Dutch angle shot is a camera shot with a tilt. The point of this tilted perspective is to make viewers feel uneasy.</li> </ul>

# French

# Super 7s

The little words  
you use a lot



## THE SUPER 7

TIME PHRASES	VERBS	OPINIONS	JUSTIFIERS	QUALIFIERS	ADJECTIVES	CONNECTIVES
Specify when something is <b>present, past</b> or <b>future</b> or whether we would like something to happen in an ideal world ( <b>conditional</b> ).	Describe an <b>action, state</b> or occurrence - i.e. a doing, being or happening word.	Explain what <b>we think</b> about the action or state of being - <b>positive</b> or <b>negative</b> .	Allow us to answer the question 'why?' <b>to give a reason</b> for our opinions... usually using 'because'.	Words that make our describing words even <b>more interesting</b> .	Words that <b>describe</b> nouns (people, places or things).	Words which <b>join together</b> two different, but related, parts of a sentence. They allow us to <b>extend</b> and develop our sentences.

## YEAR 8

### 1. Time Phrases

1	<b>normalement</b>	normally
2	<b>toujours</b>	always
3	<b>parfois</b>	sometimes
4	<b>souvent</b>	often
5	<b>tous les jours</b>	every day
6	<b>en général</b>	in general
7	<b>de temps en temps</b>	from time to time
8	<b>(ne VERB) jamais</b>	never
9	<b>la semaine dernière</b>	last week
10	<b>l'année dernière</b>	last year
11	<b>la semaine prochaine</b>	next week
12	<b>l'année prochaine</b>	next year

### 4. Justifiers

1	<b>parce que (c'est)</b>	because (it is)
2	<b>car (ils / elles sont)</b>	because (they are)
3	<b>parce que (c'était)</b>	because (it was)
4	<b>car (ce serait)</b>	because (it would be)
5	<b>comme</b>	as

### 7. Connectives

1	<b>et</b>	and
2	<b>mais</b>	but
3	<b>aussi</b>	also
4	<b>ou</b>	or
5	<b>avec</b>	with
6	<b>sans</b>	without
7	<b>cependant</b>	however
8	<b>pourtant</b>	however
9	<b>d'un côté</b>	on the one hand
10	<b>de l'autre côté</b>	on the other

### 2. Verbs

1		<b>avoir</b>	to have
2		<b>j' ai</b>	I have
3	<b>elle/il a</b>	<b>a</b>	s/he has
4		<b>être</b>	to be
5		<b>je suis</b>	I am
6	<b>elle/il est</b>	<b>est</b>	s/he is
7		<b>c' est</b>	it is
8		<b>il y a</b>	there is /are
9		<b>j' étais</b>	I was
10	<b>elle/il était</b>	<b>était</b>	s/he was
11		<b>c' était</b>	it was
12		<b>il y avait</b>	there was / were
13		<b>je veux</b>	I want to
14		<b>je dois</b>	I must
15		<b>je peux</b>	I can

### 5. Qualifiers

1	<b>très</b>	very
2	<b>assez</b>	fairly
3	<b>beaucoup (de)</b>	a lot of
4	<b>un peu</b>	a bit
5	<b>trop</b>	too (much / many)
6	<b>plus...que</b>	more... than
7	<b>moins...que</b>	less... than
8	<b>aussi...que</b>	as... as
9	<b>vraiment</b>	really
10	<b>presque</b>	nearly / almost
11	<b>complètement</b>	completely
12	<b>généralement</b>	generally

### 3. Opinions

1	<b>j'aime</b>	I like
2	<b>je n'aime pas</b>	I don't like
3	<b>j'adore</b>	I love
4	<b>je déteste</b>	I hate
5	<b>à mon avis</b>	in my opinion
6	<b>je voudrais</b>	I would like to
7	<b>je pense que</b>	I think that
8	<b>je crois que</b>	I believe that
9	<b>il me semble que</b>	it seems to me that
10	<b>j'aimais</b>	I liked / used to like
11	<b>j'aimerais</b>	I would like to (Higher)

### 6. Adjectives

1	<b>intéressant</b>	interesting
2	<b>ennuyeux</b>	boring
3	<b>amusant</b>	fun
4	<b>bon / mauvais</b>	good / bad
5	<b>cool</b>	cool
6	<b>difficile</b>	difficult
7	<b>facile</b>	easy
8	<b>divertissant</b>	entertaining
9	<b>passionnant</b>	exciting
10	<b>relaxant</b>	relaxing
11	<b>spécial</b>	special
12	<b>incroyable</b>	incredible

### Key Vocabulary



1	<b>jouer au football/ basketball</b>	to play football/ basketball
2	<b>faire du vélo</b>	to do cycling
3	<b>faire de la natation</b>	to do swimming
4	<b>faire de l'équitation</b>	to do horse-riding
5	<b>faire mes devoirs</b>	to do my homework
6	<b>faire du shopping</b>	to go shopping
7	<b>écouter de la musique</b>	to listen to music
8	<b>regarder la télé</b>	to watch TV
9	<b>aller au cinéma</b>	to go to the cinema
10	<b>surfer sur Internet</b>	to surf the internet
11	<b>lire un livre/ roman</b>	to read a book/ novel
12	<b>tchatter sur mon portable</b>	to chat on my phone
13	<b>sortir avec mes amis</b>	to go out with my friends

### Core intent:

To be confident and competent in using a range of hobby verbs in the infinitive with opinions.

### Common phrases

1	<b>D'habitude j'aime jouer au foot</b>	I usually like to play football.
2	<b>J'aimerais faire du vélo car c'est vraiment délassant.</b>	I would like to do / go cycling because it is really relaxing.
3	<b>Demain je vais regarder la télé car à mon avis ça sera assez ludique.</b>	Tomorrow I am going to watch TV because in my opinion it will be quite fun.

### Key Question

1	<b>Qu'est-ce que tu aimes faire normalement pendant ton temps libre?</b>	What do you normally like to do in your free time?
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### Adjectives

1	<b>divertissant</b>	entertaining
2	<b>ludique</b>	fun
3	<b>exigent</b>	demanding
4	<b>gratuit</b>	free
5	<b>cher</b>	expensive
6	<b>facile/difficile</b>	easy/difficult
7	<b>délassant</b>	relaxing

### Present Tense

Subject	Present - aimer (to not like)		
	n'		pas
<b>Je (j') = I</b>	n'	aime	pas
<b>Tu = you</b>	n'	aimes	pas
<b>Il/elle/on = he/she/one</b>	n'	aime	pas
<b>Nous = we</b>	n'	aimons	pas
<b>Vous = you (all)</b>	n'	aimez	pas
<b>Ils/elles = they</b>	n'	aiment	pas

### Opinions

1	<b>J'adore</b>	I love
2	<b>Je déteste</b>	I hate
3	<b>Ça m'énerve</b>	That annoys me
4	<b>Ça m'ennuie</b>	That bores me

### Key Vocabulary



1	<b>Je joue au foot/ basket</b>	I play football/ basketball
2	<b>Je joue du piano/ de la guitare</b>	I play the piano/ guitar
3	<b>J'écoute de la musique</b>	I listen to music
4	<b>Je regarde la télé</b>	I watch TV
5	<b>Je surfe sur Internet</b>	I surf the internet
6	<b>Je tchatte sur mon portable</b>	I chat on my mobile
7	<b>Je lis un livre/ roman</b>	I read a book/ novel
8	<b>Je sors avec mes amis</b>	I go out with my friends
9	<b>Je vais au cinéma</b>	I go to the cinema
10	<b>Je fais du vélo</b>	I do/go cycling
11	<b>Je fais de la natation / de l'équitation</b>	I do swimming/ horse-riding
12	<b>Je fais mes devoirs</b>	I do my homework
13	<b>Je fais du shopping</b>	I do/go shopping

### Core intent:

To be confident and competent in using a range of hobby verbs in the present tense.

### Key Question

1	<b>Qu'est-ce que tu fais normalement pendant ton temps libre?</b>	What do you normally do in your free time?
---	---	--

### Common phrases

1	<b>Je joue souvent au foot.</b>	I often play football.
2	<b>Je ne fais jamais du shopping car c'est très cher mais parfois je lis un livre.</b>	I never do shopping because it's very expensive but sometimes I read a book.
3	<b>Je sors toujours avec mes amis car à mon avis c'est vraiment divertissant.</b>	I always go out with my friends because in my opinion it is really entertaining.

### Present Tense

Subject	<b>jouer</b> (to play)	<b>lire</b> (to read)	<b>sortir</b> (to go out)	<b>faire</b> (to do)	<b>aller</b> (to go)
<b>Je (j') = I</b>	joue	lis	sors	fais	vais
<b>Tu = you</b>	joues	lis	sors	fais	vas
<b>Il/elle/on = he/she/one</b>	joue	lit	sort	fait	va
<b>Nous = we</b>	jouons	lisons	sortons	faisons	allons
<b>Vous = you pl</b>	jouez	lisez	sortez	faites	allez
<b>Ils/elles = they</b>	jouent	lisent	sortent	font	vont

### Key Vocabulary



1	<b>J'ai joué au foot/basket</b>	I (have) played football/basketball
2	<b>J'ai joué du piano/ de la guitare</b>	I (have) played the piano/guitar
3	<b>J'ai écouté de la musique</b>	I (have) listened to music
4	<b>J'ai regardé la télé</b>	I (have) watched TV
5	<b>J'ai surfé sur Internet</b>	I (have) surfed the
6	<b>J'ai tchatté sur mon portable</b>	I (have) chatted on my phone
7	<b>J'ai lu un livre/roman</b>	I (have) read a book/novel
8	<b>J'ai fait du vélo</b>	I did (have done) cycling
9	<b>J'ai fait de la natation/ de l'équitation</b>	I did (have done) swimming/horse-riding
10	<b>J'ai fait mes devoirs</b>	I did (have done) my homework
11	<b>J'ai fait du shopping</b>	I did (have done)/went shopping
12	<b>Je suis sorti(e) avec mes amis</b>	I went out with my friends
13	<b>Je suis allé(e) au cinéma</b>	I went to the cinema

### Core intent:

To be confident and competent in using a range of hobby verbs in the past tense.

### Key Question

- |   |  |  |
|---|--|--|
| 1 | <b>Qu'est-ce que tu as fait récemment pendant ton temps libre?</b> | What have you done recently in your free time? |
|---|--|--|

### Common phrases

1	<b>Récemment j'ai joué au foot.</b>	Recently I played football.
2	<b>Hier j'ai fait du vélo car c'est très ludique.</b>	Yesterday I did biking because it is very fun.
3	<b>Le weekend dernier je suis sorti(e) avec mes amis et à mon avis c'était vraiment divertissant.</b>	Last weekend I went out with my friends and in my opinion it was really entertaining.

### Past Tense

Subject	avoir	être	Past participle
<b>Je (j') = I</b>	ai	suis	Regular endings er = joué re = lu ir = sorti
<b>Tu = you</b>	as	es	
<b>Il/elle/on = he/she/one</b>	a	est	
<b>Nous = we</b>	avons	sommes	
<b>Vous = you (all)</b>	avez	êtes	Verbs of movement take être + agree Je suis allé(e) Je suis sorti(e)
<b>Ils/elles = they</b>	ont	sont	

# GEOGRAPHY TOPIC 2: Coasts and Oceans




## KEY VOCABULARY

1	<b>Swash</b>	The forward movement of water onto the beach.
2	<b>Backwash</b>	The backwards movement of water onto the beach.
3	<b>Erosion</b>	The wearing away of rock, stone or soil by wave action. This continuous action shapes the coastline.
4	<b>Transportation</b>	The movement of material from one place to another.
5	<b>Deposition</b>	The dropping of material onto the coast.
6	<b>Ecosystem</b>	Community of living organisms and their connections with the climate and the soil
7	<b>Coral Reef</b>	Underwater ecosystem made up of a ridge or mound of coral
8	<b>Marine Pollution</b>	The contamination of the sea by substances that are harmful to living organisms as a result of human activity.
9	<b>Biodegrade</b>	A process that enables a substance to break down into natural materials in the environment without causing harm.
10	<b>Gyres</b>	A circular pattern of ocean currents

## TYPES OF EROSION

<p><b>Hydraulic Action</b></p>  <p>Sea water forced into cracks causes the explosion of trapped air which breaks pieces off rock</p>	<p><b>Abrasion</b></p>  <p>Small material carried in the sea rubs and scrapes against the coastline wearing it away</p>	<p><b>Attrition</b></p>  <p>Large material carried in the sea collides and breaks up</p>	<p><b>Solution</b></p>  <p>Rocks such as limestone are dissolved by the salts and acid in the sea</p>
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## TYPES OF WEATHERING

 <p><b>Mechanical (physical/Freeze-thaw)</b></p>	 <p><b>Biological</b></p>	 <p><b>Chemical</b></p>
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## BEACHES

### PEBBLE

Cliffs are being eroded  
Destructive waves  
Concordant coastlines

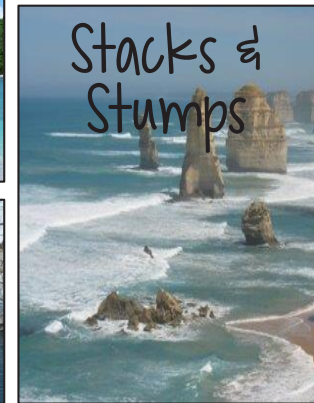
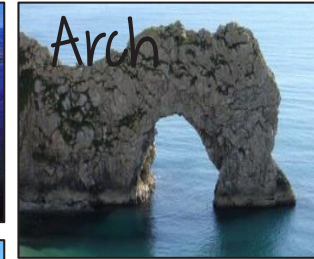


### SANDY

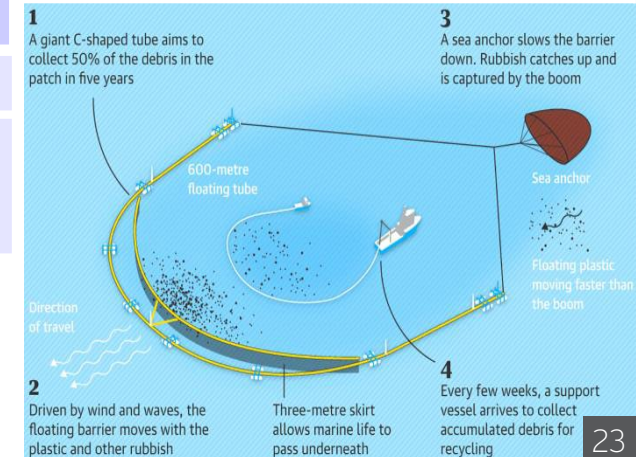
Bays – water is shallow  
Constructive waves  
Discordant coastlines



## COASTAL LANDFORMS



## OCEAN BOOM



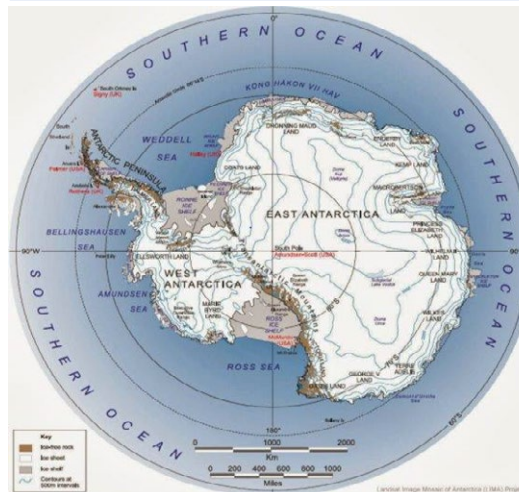
## KEY VOCABULARY

1	<b>Opportunities</b>	A time or set of circumstances that makes it possible to do something.
2	<b>Climate Change</b>	The long term, global shift in the worlds average weather patterns.
3	<b>Climate</b>	The average weather conditions in a place, usually over 30 years. Only temperature and precipitation are measured).
4	<b>Human development Index</b>	A composite measurement of human development based on three indicators (years in education, GNI/capita and life expectancy).
5	<b>Conflict</b>	A serious disagreement or argument, typically a protracted one- which can result in war.
6	<b>Global Common</b>	An area that is accessible to all countries but owned by none. EG Antarctica
7	<b>Development</b>	Development refers to the standard of living and how the quality of life varies from place to place.
8	<b>Population density</b>	The number of people living in an area. Usually measured in km2.
9	<b>Population distribution</b>	How people are spread over an area. Eg evenly or unevenly.

## THE MIDDLE EAST



## ANTARCTICA



## FACTORS THAT INFLUENCE DEVELOPMENT

HUMAN	PHYSICAL
<ul style="list-style-type: none"> <li>• Rapid population growth</li> <li>• Conflict</li> <li>• Corruption</li> </ul>	<ul style="list-style-type: none"> <li>• Weather and climate</li> <li>• Geographical location</li> <li>• Terrain eg mountainous</li> </ul>

## IMPACTS OF CONFLICT

- **FEMALE EDUCATION** – In Afghanistan girls were banned from school under Taliban regime.
- **DEATH** – many people are killed or injured during conflicts.
- **CIVILIAN DISPLACEMENT** – Often people are forced to or want to move other areas.
- **HUNGER** – Many people can not afford high food prices during a conflict.

## HUMAN RIGHTS ISSUES IN QATAR

- **LAWS ON HOMOSEXUALITY** - Lesbian, gay, bisexual and transgender people in Qatar can face serious legal challenges
- **WOMEN'S RIGHTS** - Women in Qatar must gain permission from male guardians to engage in daily activities and can be prevented from leaving the house without a male.
- **FREEDOM OF EXPRESSION** - Under Qatari law, any opinion which may appear 'biased' or different to the opinion of the law can be punishable by prison or fines.





## THE SUPER 7

TIME PHRASES	VERBS	OPINIONS	JUSTIFIERS	QUALIFIERS	ADJECTIVES	CONNECTIVES
Specify when something is <b>happening</b> - In the <b>present, past</b> or <b>future</b> or whether we would like something to happen in an ideal world ( <b>conditional</b> ).	Describe an <b>action</b> , state or occurrence - i.e. a doing, being or happening word.	Explain what <b>we think</b> about the action or state of being - <b>positive</b> or <b>negative</b> .	Allow us to answer the question 'why?' to <b>give a reason</b> for our opinions... usually using 'because'.	Words that make our describing words even <b>more interesting</b> .	Words that <b>describe</b> nouns (people, places or things).	Words which <b>join together</b> two different, but related, parts of a sentence. They allow us to <b>extend</b> and develop our sentences.

## YEAR 8

### 1. Time Phrases

1	<b>normalerweise</b>	normally
2	<b>immer</b>	always
3	<b>manchmal</b>	sometimes
4	<b>oft</b>	often
5	<b>jeden Tag</b>	every day
6	<b>ab und zu</b>	from time to time
7	<b>nie</b>	never
8	<b>letzte Woche</b>	last week
9	<b>letztes Jahr</b>	last year
10	<b>nächste Woche</b>	next week
11	<b>nächstes Jahr</b>	next year

### 2. Verbs

1		<b>haben</b>	to have
2	<b>ich</b>	<b>habe</b>	I have
3	<b>sie/er</b>	<b>hat</b>	s/he has
4		<b>sein</b>	to be
5	<b>ich</b>	<b>bin</b>	I am
6	<b>sie/er</b>	<b>ist</b>	s/he is
7	<b>es</b>	<b>ist</b>	it is
8	<b>es</b>	<b>gibt</b>	there is / are
9	<b>ich</b>	<b>war</b>	I was
10	<b>sie/er</b>	<b>war</b>	s/he was
11	<b>es</b>	<b>war</b>	it was
12	<b>es</b>	<b>gab</b>	there was / were
13	<b>ich</b>	<b>will</b>	I want to
14	<b>ich</b>	<b>muss</b>	I must
15	<b>ich</b>	<b>kann</b>	I can

### 3. Opinions

1	<b>ich mag</b>	I like
2	<b>ich mag nicht</b>	I don't like
3	<b>ich liebe</b>	I love
4	<b>ich hasse</b>	I hate
5	<b>meiner Meinung nach</b>	in my opinion
6	<b>ich möchte</b>	I would like to
7	<b>ich denke, dass</b>	I think that
8	<b>ich glaube, dass</b>	I believe that
9	<b>es scheint mir</b>	it seems to me that
10	<b>ich mochte</b>	I liked
11	<b>ich würde gern</b>	I would like to

### 4. Justifiers

1	<b>weil / da</b>	because (verb to end)
2	<b>denn</b>	because
3	<b>weil / da es.... war</b>	because (it was)
4	<b>weil es.... sein würde</b>	because (it would be)
5	<b>wie</b>	as

### 5. Qualifiers

1	<b>(nicht) sehr</b>	(not) very
2	<b>ziemlich / ganz</b>	quite
3	<b>etwas</b>	a bit
4	<b>zu</b>	too (much / many)
5	<b>mehr... als</b>	more... than
6	<b>weniger... als</b>	less... than
7	<b>wirklich / echt</b>	really
8	<b>fast</b>	nearly / almost
9	<b>total</b>	completely
10	<b>meistens</b>	mostly

### 6. Adjectives

1	<b>interessant</b>	interesting
2	<b>langweilig</b>	boring
3	<b>lustig</b>	fun
4	<b>gut / schlecht</b>	good / bad
5	<b>toll</b>	great
6	<b>leicht</b>	easy
7	<b>schwierig</b>	difficult
8	<b>unterhaltsam</b>	entertaining
9	<b>spannend</b>	exciting
10	<b>entspannend</b>	relaxing
11	<b>unglaublich</b>	incredible
12	<b>fantastisch</b>	fantastic

### 7. Connectives

1	<b>und</b>	and
2	<b>aber</b>	but
3	<b>auch</b>	also
4	<b>mit</b>	with
5	<b>Jedoch</b>	however
6	<b>oder</b>	or
7	<b>allerdings</b>	however
8	<b>ohne</b>	without
9	<b>trotzdem</b>	nevertheless
10	<b>einerseits</b>	on the one hand
11	<b>andererseits</b>	on the other
12	<b>obwohl</b>	although
13	<b>sowohl... als auch</b>	both... as well as...

### Key Vocabulary - countries



1	<b>auf Urlaub/in den Ferien</b>	on holiday
2	<b>ich fahre nach</b>	I travel to
3	<b>Spanien</b>	Spain
4	<b>Escocia</b>	Scotland
5	<b>Irlanda</b>	Ireland
6	<b>Alemania</b>	Germany
7	<b>Italia</b>	Italy
8	<b>Francia</b>	France
9	<b>Holanda</b>	Holland
10	<b>Gales</b>	Wales
11	<b>Portugal</b>	Portugal
12	<b>Österreich</b>	Austria

### Key Vocabulary - transport



1	<b>Ich fahre mit</b>	I travel by
2	<b>Ich bin mit... gefahren</b>	I went by
3	<b>Dem Zug</b>	train
4	<b>Dem Bus</b>	bus
5	<b>Dem Flugzeug</b>	plane
6	<b>Dem Auto</b>	car
7	<b>Dem Schiff</b>	ship
8	<b>Die Reise</b>	the journey

### Core intent:

To be confident and competent in talking about holiday destinations and transport in the present and past.

### Common phrases

1	<b>Normalerweise fahre ich nach Spanien auf Urlaub aber letztes Jahr bin ich mit meiner Familie nach Frankreich gefahren.</b>	Normally I travel to Spain for my holidays but last year I went to France with my family.
2	<b>Letztes Jahr bin ich mit Freunden nach Deutschland gefahren und ich bin mit dem Flugzeug gefahren aber die Reise war unbequem.</b>	Last year I went to Germany with my friends and I went by plane but the journey was uncomfortable.
3	<b>Normalerweise fahre ich mit dem Zug aber letztes Jahr bin ich mit dem Auto gefahren und es war langsam.</b>	Normally I travel by train but last year I travelled by car and it was slow.

### Past and Present Tense

**fahren = to travel**  
**Present Tense**

1	<b>Ich fahre</b>	I travel
2	<b>Wir fahren</b>	we travel

**Past Tense**

1	<b>Ich bin gefahren</b>	I travelled
2	<b>wir sind .... gefahren</b>	we travelled

### Key Questions

1	<b>Wohin fährst du normalerweise auf Urlaub? Wie fährst du?</b>	Where do you normally go on holiday? How do you travel?
2	<b>Wohin bist du letztes Jahr auf Urlaub gefahren? Wie war es?</b>	Where did you go on holiday last year? How was it?

### Time Phrases

1	<b>normalerweise</b>	normally
2	<b>manchmal</b>	sometimes
3	<b>jedes Jahr</b>	each year
4	<b>letztes Jahr</b>	last year
5	<b>vor zwei Jahren</b>	two years ago
6	<b>nie</b>	I never

### Adjectives

1	<b>schnell</b>	fast
2	<b>langsam</b>	slow
3	<b>lang</b>	long
4	<b>unbequem</b>	uncomfortable
5	<b>entspannend</b>	relaxing

### Key Vocabulary



1	<b>Ich bin ins Kino /zum Strand /einkaufen gegangen</b>	I went to the cinema /beach / shopping
2	<b>Ich habe Souvenirs gekauft</b>	I bought souvenirs
3	<b>Ich habe ... gegessen</b>	I ate
4	<b>Ich habe ... getrunken</b>	I drank
5	<b>Ich habe ein Buch gelesen</b>	I read a book
6	<b>Ich habe ferngesehen</b>	I watched TV
7	<b>Ich habe mich entspannt</b>	I relaxed
8	<b>Ich habe mich gesonnt</b>	I sunbathed
9	<b>Ich habe mit meinen Freunden /mit meiner Familie geplaudert</b>	I chatted with my friends /family
10	<b>Ich habe Musik gehört</b>	I listened to music
11	<b>Ich habe die Sehenswürdigkeiten besichtigt</b>	I visited monuments
12	<b>Ich habe Fotos gemacht</b>	I took photos
13	<b>Ich bin im Meer/im Pool geschwommen</b>	I swam in the sea/pool

### Time Phrases

1	<b>Am ersten / zweiten / letzten</b>	On the first / second /last day
2	<b>Am Montag / am Dienstag</b>	On Monday / Tuesday etc
3	<b>Letztes Jahr</b>	Last year

### Core intent:

To be confident and competent in talking about past tense activities and weather in the past tense.

### Common phrases

1	<b>Letztes Jahr bin ich mit meiner Familie nach Wales gefahren und es war toll.</b>	Last year I travelled to Wales with my family and it was great.
2	<b>Am letzten Tag habe ich Fotos gemacht, weil das Wetter schön war und meiner Meinung nach was es wirklich entspannend.</b>	On the last day I took some photos because the weather was nice and in my opinion it was really relaxing.
3	<b>Am Besten hat mir gefallen, als ich Souvenirs gekauft habe, da es sehr unterhaltsam war.</b>	What I liked the most was when I bought souvenirs because it was very entertaining.

### Past Tense

Subject and part of haben	Past participle	Subject and part of sein	Past participle
<b>Ich (I) habe</b>	gegessen (ate)	<b>Ich (I) bin</b>	gefahren (went / traveled)
<b>Du (you) hast</b>	getrunken (drunk)	<b>Du (you) bist</b>	gegangen (went)
<b>Er/sie/es (he/she/it) hat</b>	besichtigt (visited)	<b>Er/sie/es (he/she/it) ist</b>	geschwommen (swam)
<b>Wir (we) haben</b>	gelesen (read)	<b>Wir (we) sind</b>	
<b>Ihr (you pl) habt</b>		<b>Ihr (you pl) seid</b>	
<b>Sie (they) haben</b>		<b>Sie (they) sind</b>	

### Key Questions

1	<b>Was hast du auf Urlaub gemacht?</b>	What did you do on holiday?
2	<b>Wie war das Wetter?</b>	What was the weather like?

### Opinions

1	<b>Es war...</b>	It was
2	<b>Das hat mir (nicht) gefallen</b>	I liked that (didn't like that)
3	<b>Am Besten hat mir gefallen, als</b>	The best I liked (was) when

### Weather

1	<b>Das Wetter war schlecht</b>	it was bad weather
2	<b>Das Wetter war schön</b>	it was good weather
3	<b>Es war sonnig</b>	it was sunny
4	<b>Es war kalt</b>	it was cold
5	<b>Es war heiß</b>	it was hot
6	<b>Es war windig</b>	it was windy
7	<b>Es war neblig</b>	it was foggy
8	<b>Es war stürmisch</b>	it was stormy
9	<b>Es hat geregnet</b>	it rained

### Key Vocabulary - accommodation

1	Ich würde nach.... fahren	I would go to
2	Ich würde in... übernachten	I would stay in..
3	Es wäre	it would be
4	einer Jugendherberge	a youth hostel
5	einem 5-Sterne-Hotel	a 5 star hotel
6	einer Pension	a B&B
7	einer Ferienwohnung	a holiday apartment
8	einer Villa	a villa
9	BUT auf einem Campingplatz	on a campsite

### Key Vocabulary - activities

1	Ich würde nach Spanien fahren	I would go /travel to Spain
2	Ich würde einkaufen gehen	I would go shopping
3	Ich würde ins Kino gehen	I would go to the cinema
4	Ich würde zum Strand gehen	I would go to the beach
5	Ich würde...essen	I would eat
6	Ich würde trinken	I would drink
7	Ich würde mich sonnen	I would sunbathe
8	Ich würde die Sehenswürdigkeiten besichtigen	I would visit the sights
9	Ich würde Fotos machen	I would take photos
10	Ich würde in..... übernachten	I would stay in...
11	Ich möchte	I would like

### Core intent:

To be confident and competent in talking about an ideal holiday and accommodation using the conditional tense.

### Common phrases

1	<b>Für meinen idealen Urlaub würde ich nach Italien fahren.</b>	For my ideal holiday I would travel to Italy.
2	<b>In Italien würde ich die Sehenswürdigkeiten besichtigen und zum Strand gehen.</b>	In Italy I would visit the monuments and go to the beach.
3	<b>Ich möchte in einem 5-Sterne-Hotel übernachten, denn es wäre für mich eine unvergessliche Erfahrung.</b>	I would like to stay in a 5 star hotel because for me it would be an unforgettable experience.

### The Conditional Tense

**Ich würde + infinitive (at end of sentence) = I would...**  
e.g. fahren = to go / travel, so:

1	Ich würde ... fahren	I would go/travel
2	Ich würde nach Spanien fahren	I would go/travel to Spain

**Ich möchte + infinitive (at end of sentence) = I would like to...**

1	Ich möchte ... fahren	I would like to go / travel
2	Ich möchte nach Spanien fahren	I would like to go/travel to Spain

### Key Questions

1	<b>Wie wäre dein idealer Urlaub?</b>	What would your ideal holiday be like?
---	--------------------------------------	--

### Adjectives

1	eine..... Erfahrung...	a... experience
2	faszinierende	fascinating
3	unvergessliche	unforgettable
4	besondere	special

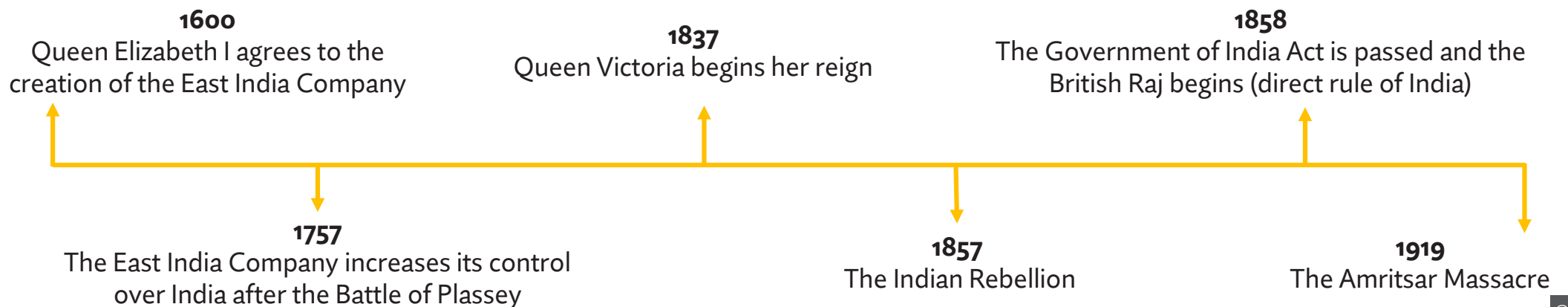
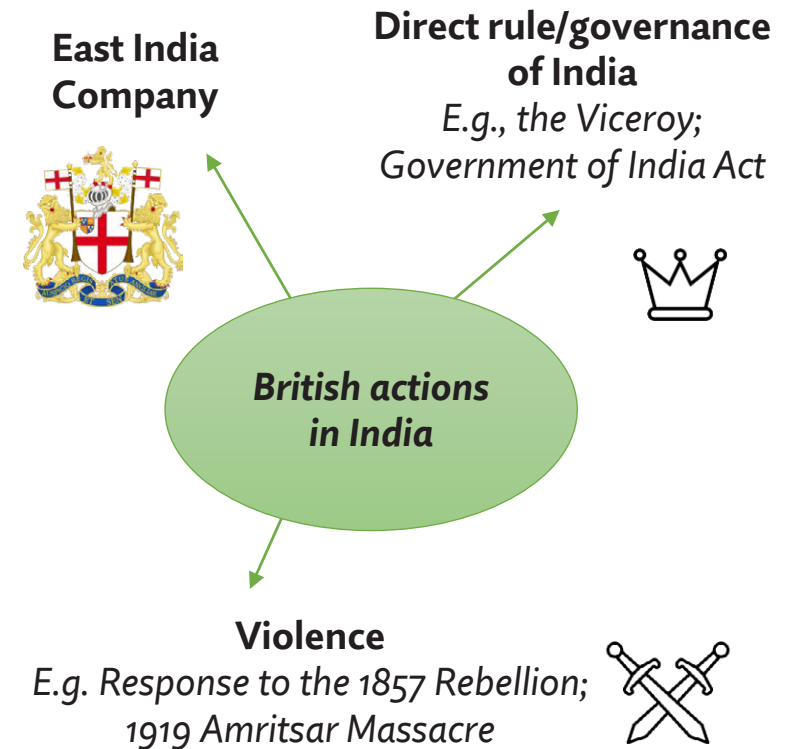
### Justifiers

1	denn / weil	because
2	da	because/ since

# Year 8 History Unit 4: What did it take to create and keep the British Empire's 'Jewel in the Crown'?

## Key Vocabulary

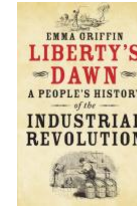
1	<b>Empire</b>	A group of countries ruled by a single person, government, or country
2	<b>Colonies</b>	A country run by and under the control of another country (e.g., India was a <b>colony</b> of the British <b>Empire</b> )
3	<b>Viceroy</b>	A person who rules a country/area as the deputy of the monarch (e.g. the Viceroy of India ruled India for Queen Victoria)
4	<b>East India Company</b>	A company that was founded in England in 1600 with the aim of trading in Asia; from 1757 - 1858 it controlled much of India
5	<b>Imperialism</b>	Extending a country's power and influence through <b>colonisation</b> (creating colonies), use of military force, or other means
6	<b>Rebellion</b>	When people fight against those in charge
7	<b>Mutiny</b>	A <b>rebellion</b> against authority or a refusal to follow orders, particularly amongst soldiers or sailors
8	<b>Massacre</b>	The brutal murder of many people



# Year 8 History Unit 5: Was the Industrial Revolution 'liberty's dawn'?

## Key Vocabulary





1	<b>Revolution</b>	<i>A dramatic and wide-reaching change</i>
2	<b>Domestic system</b>	<i>A system where workers make goods in their own homes; also known as a 'cottage industry'</i>
3	<b>Factory</b>	<i>Where goods are manufactured in large numbers (often mass produced), generally using machinery</i>
4	<b>Workhouse</b>	<i>A place where the poor received food and shelter in return for hard work; conditions were incredibly harsh</i>
5	<b>Cholera</b>	<i>An infectious and often fatal disease, commonly spread through contaminated water</i>
6	<b>Liberty</b>	<i>The state of being free; the power to act as you please</i>
7	<b>Trade Union</b>	<i>An organisation for workers, formed to protect and further their rights and interests</i>
8	<b>Economy</b>	<i>To do with jobs, trade, business and the generation of wealth</i>

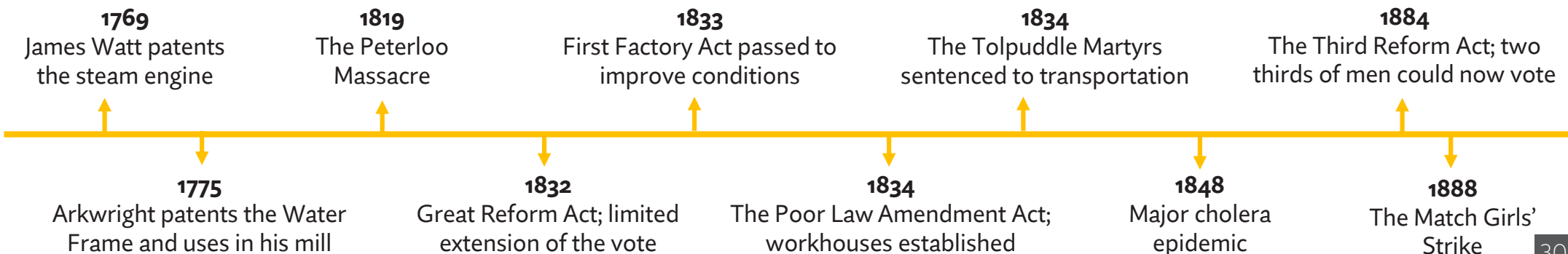


In **Liberty's Dawn** Emma Griffin argues that the Industrial Revolution was 'the advent not of a yet 'darker period', but of the dawn of liberty.'



## Was it a 'liberty's dawn' for all?

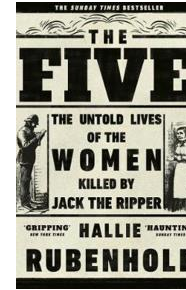
<b>Women</b> 	<ul style="list-style-type: none"> <li>Unmarried, single women found work in factories and mills</li> <li>Lower wages than men</li> <li>Women remain tied to the home</li> </ul>
<b>Children</b> 	<ul style="list-style-type: none"> <li>Most children worked- most had a job by age 10</li> <li>Long hours, low pay and dangerous jobs in mills, factories and mines</li> </ul>
<b>Working-class men</b> 	<ul style="list-style-type: none"> <li>New job opportunities for men</li> <li>Better wages than before and full-time employment</li> <li>Lack of workers' rights</li> </ul>
<b>Factory owners</b> 	<ul style="list-style-type: none"> <li>New factories emerged and new industries</li> <li>Individuals became rich and had an increased say/power</li> </ul>



# Year 8 History Unit 6: What can we learn from *The Five* about the lives of working-class women in Victorian Britain?

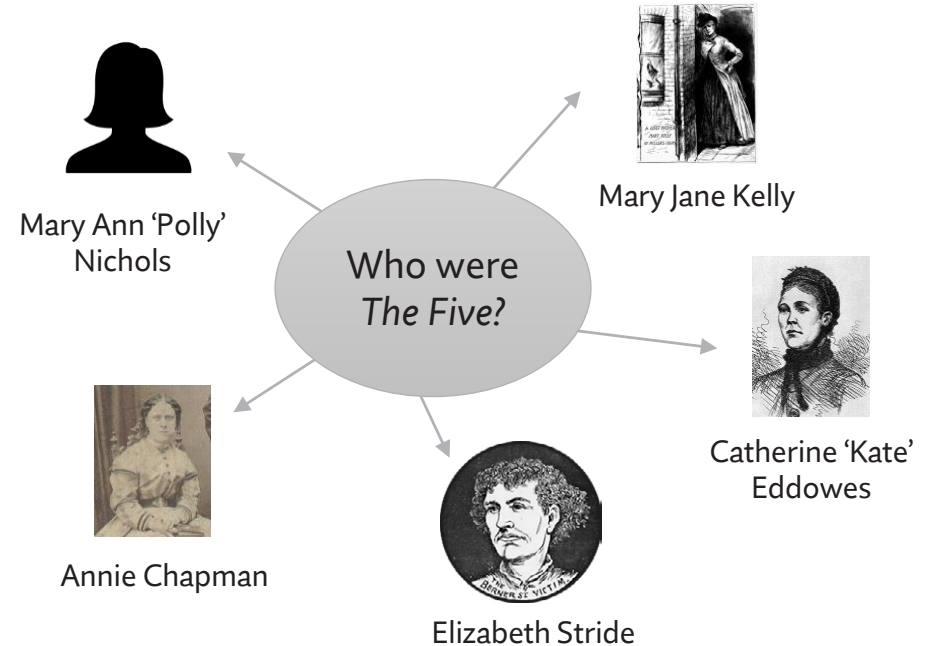
## Key Vocabulary

1	<b>Poverty</b>	Not having enough material possessions or income for a person's basic needs
2	<b>Lodging house ('doss' house)</b>	A building converted into many rooms in which people could pay a small fee for a bed or furnished room
3	<b>Workhouse</b>	A place where the poor received food and shelter in return for hard work; conditions were incredibly harsh
4	<b>Casual ward</b>	Part of the <b>workhouse</b> where someone could stay for one night
5	<b>Charwoman ('charring')</b>	A woman employed to do domestic work in someone's home, but not as a live-in servant
6	<b>Prostitute</b>	Someone who engages in sexual activity in return for payment; today would use the term 'sex worker'
7	<b>Victorian</b>	The era of Queen Victoria (1837-1901)
8	<b>Whitechapel</b>	An area of London's East End; all of <i>The Five</i> lived here by 1888 and were murdered here



*I wish to retrace the footsteps of five women, to consider their experiences within the context of their era, and to follow their path through both the gloom and the light. The courses their lives took mirrored that of so many other women of the Victorian age.*

**Hallie Rubenhold, historian and author of *The Five***



## HOUSING

### Challenges:

- Women could not afford secure or quality housing without a male partner
- Slum housing/lodging houses common
- The workhouse and the casual ward were used as last resorts

## WORK

### Challenges:

- Poorly paid, long hours and hard work
- Lack of opportunities- work included domestic service, charring, piece work, laundry work and factory work
- Some women worked in prostitution

## SOCIETY'S EXPECTATIONS

### Challenges:

- Expected to marry, have children, and support their family- be a model of good morals, virtue and behaviour
- Women were seen as 'fallen women' if they didn't do this

# Mathematics *"Talk like a Mathematician"*

## Topic 5 - Percentages

1	<b>Percentage</b>	Amount in each hundred.
2	<b>Equivalent</b>	Equal in value.
3	<b>Increase</b>	A rise in the size.
4	<b>Decrease</b>	Becoming smaller.
5	<b>Original value</b>	The first value.

## Topic 6 - Functions & Graphs

1	<b>Parallel</b>	Lines which lie in the same direction and are always the same distance apart, therefore never touching.
2	<b>Gradient</b>	The steepness of a line.
3	<b>Linear sequence</b>	A pattern of numbers that increase or decrease by the same amount each time.
4	<b>Linear graph</b>	A collection of co-ordinates which form a straight line.
5	<b>Linear segment</b>	The part of a line connecting two points.

## Topic 8 - Handling Data

1	<b>Pictogram</b>	A chart which uses pictures to represent data.
2	<b>Bar chart</b>	A chart using rectangular bars to show how large each value is.
3	<b>Vertical Line Chart</b>	A chart using vertical lines to show how large each value is.
4	<b>Pie chart</b>	A circular chart in which each sector shows the relative size of each value.
5	<b>Quantitative Data</b>	Data that can be counted or measured.
6	<b>Qualitative Data</b>	Information that describes something.
7	<b>Mean</b>	An average in which all values are added together and divided by how many values there are.
8	<b>Median</b>	An average in which all values are placed in ascending order and the middle value is chosen.
9	<b>Mode</b>	An average in which the value that appears most often is chosen.
10	<b>Range</b>	The difference between the highest and lowest values.

## Topic 7 - Angles

1	<b>Acute angle</b>	An angle less than 90 degrees.
2	<b>Obtuse angle</b>	An angle greater than 90 degrees but less than 180 degrees.
3	<b>Reflex angle</b>	An angle greater than 180 degrees but less than 360 degrees.
4	<b>Right angle</b>	A 90-degree angle.
5	<b>Quadrilateral</b>	A 2D shape with four straight sides.
6	<b>Polygon</b>	A 2D shape made up of only straight sides.
7	<b>Regular polygon</b>	A polygon in which all angles are equal, and all sides are equal.
8	<b>Perpendicular</b>	Lines which lie at right angles to one another.



## What is a Cajon?

- 1 A Cajon is a box shaped percussion instrument from Peru.
- 2 You play the instrument with your hands.
- 3 Traditionally, it is used for playing Afro-Peruvian and Latin music.
- 4 In more recent years, the instrument has been used to replace a drum kit, especially due to its small size in comparison.

## Warm Ups – Rudiments

- |   |                    |   |
|---|--------------------|---|
| 1 | Single Strokes     | <b>R</b> <b>L</b> <b>R</b> <b>L</b> <b>R</b> <b>L</b> <b>R</b> <b>L</b> |
| 2 | Double Strokes     | <b>R</b> <b>R</b> <b>L</b> <b>L</b> <b>R</b> <b>R</b> <b>L</b> <b>L</b> |
| 3 | Paradiddle         | <b>R</b> <b>L</b> <b>R</b> <b>R</b> <b>L</b> <b>R</b> <b>L</b> <b>L</b> |
| 4 | Reverse Paradiddle | <b>R</b> <b>R</b> <b>L</b> <b>R</b> <b>L</b> <b>L</b> <b>R</b> <b>L</b> |
| 5 | Inward Paradiddle  | <b>R</b> <b>L</b> <b>L</b> <b>R</b> <b>L</b> <b>R</b> <b>R</b> <b>L</b> |
| 6 | ParadiddleDiddle   | <b>R</b> <b>L</b> <b>R</b> <b>R</b> <b>L</b> <b>L</b>                   |
| 7 | Single Stroke Four | <b>R</b> <b>L</b> <b>R</b> <b>L</b>                                     |



## The 3 Main Notes on a Cajon



Hi Hat sound



Snare sound



Bass sound

## Crazy - Gnarlis Barkley

R L R L R L R L R L R L R L R L

Bass sound Snare sound Hi Hat sound

## One Kiss - Calvin Harris

L L L L L L L L

R R R R

## Valerie - Amy Winehouse

R L R R L R L R L



## Key Vocabulary



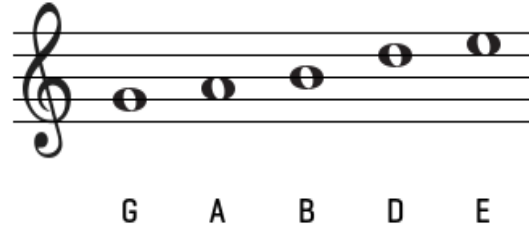
1	<b>Call and Response</b>	Leader makes a musical call and the group answers or copies.
2	<b>Improvisation</b>	Making up music as you go.
3	<b>Field Holler</b>	A song sung by slaves.
4	<b>Walking Bassline</b>	Bassline that moves up and down in pitch in a walking style.
5	<b>Stop Chorus</b>	Stabbed chords at the start of each bar.
6	<b>Scat Singing</b>	A type of vocal improvisation using short nonsense words.
7	<b>Pentatonic Scale</b>	A 5 note scale.
8	<b>Fills</b>	Short drum solos at the end of bars to fill in a gap.
9	<b>12 Bar chord progression</b>	Structure of blues song that has 12 bars with a common chord progression.

I	I	I	I
IV	IV	I	I
V	IV	I	I

12 Bar Blues Chord Progression in C

1	2	3	4
C	C	C	C
5	6	7	8
F	F	C	C
9	10	11	12
G	F	C	G

## G major pentatonic scale

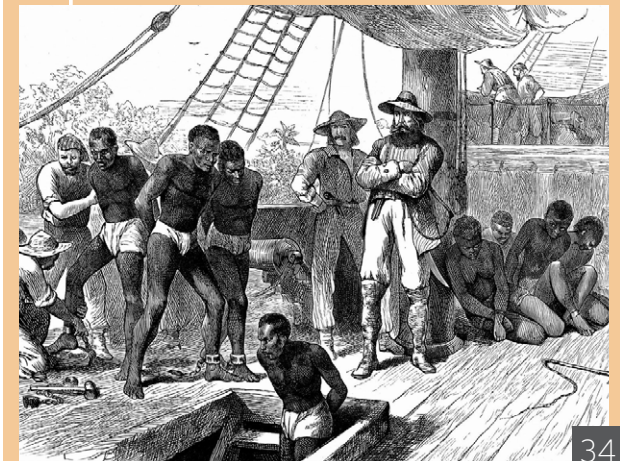


## Instrumentation

- Vocals
- Acoustic Guitar
- Electric Guitar
- Bass
- Piano
- Trumpet
- Saxophone
- Harmonica

## Slavery

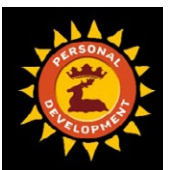
- During the 18th and 19th centuries, thousands of people were taken as slaves from Africa to America.
- For these Africans life became a nightmare. Many died on their long journey by sailing ship.
- Those that survived were sold in auctions and put to work on farms in the Southern states of America.
- The life of slavery was cruel and horrible.
- To help share their troubles and problems, the slaves would sing songs using call and response. The songs became known as The Blues.





# Personal Development- Year 8

## Spring Term 2025 – Drugs, Alcohol and Smoking



### The Law



<u>Key Term</u>	<u>Definition</u>
<b>Nicotine</b>	A <b>highly addictive</b> substance that is found in <b>cigarettes</b> and other <b>tobacco products</b> .
<b>Alcohol</b>	A <b>psychoactive drug</b> that is the <b>active ingredient</b> in drinks such as <b>beer, wine and spirits</b> .
<b>Legal drug</b>	Drugs that can be bought <b>over the counter</b> (e.g., paracetamol) or are <b>prescribed by a health professional</b> (e.g., antibiotics). Must be used for the purpose that they were prescribed/sold.
<b>Illegal drug</b>	<b>Highly addictive substances</b> that are <b>against the law</b> to make, sell, share, possess and use. For example, heroin, ecstasy, cocaine.
<b>Dependency</b>	When a person feels that they <b>'need'</b> to continue to do/take something in order to function normally.
<b>County Lines</b>	Where <b>illegal drugs</b> are <b>transported</b> from one area to another: usually by <b>young people/vulnerable adults</b> . The <b>'county line'</b> is the <b>dedicated mobile phone line</b> that is used to take to order of drugs. It is a form of <b>criminal exploitation</b> and is <b>against the law</b> .

<b>Smoking</b>	<ul style="list-style-type: none"> <li>You <b>cannot legally buy cigarettes</b> if you are <b>under 18</b></li> <li>It is illegal for an <b>adult</b> to <b>buy you cigarettes, e-cigarettes or e-liquids</b>, or for a <b>retailer</b> to <b>sell you them</b> if you are under 18</li> <li>Smoking is <b>banned in public vehicles</b> that <b>carry someone under 18</b>.</li> <li>Smoking is <b>banned in enclosed public spaces</b> and <b>places of work</b>.</li> </ul>
<b>Alcohol</b>	<p>If you are <b>under 18</b> it is <b>against the law</b>:</p> <ul style="list-style-type: none"> <li>To <b>buy/try to buy alcohol</b></li> <li>For <b>someone to sell you alcohol</b></li> <li>For an <b>adult to buy alcohol</b> for you</li> <li>To <b>drink alcohol in a licensed premises</b> (pubs/restaurants).</li> </ul> <p>It is <b>against the law to drive</b> if you are <b>over the legal alcohol limit</b>.</p>
<b>Illegal drugs</b>	You could receive an <b>unlimited fine and/or a prison sentence</b> for <b>making, taking, possessing or supplying (or intending to supply)</b> illegal drugs. Some examples of the <b>legal penalties</b> are show below.

Possession or intent to supply any of the substances below can result in an unlimited fine and/or a prison sentence. Maximum sentences are listed below.

	<b>Possession</b>	<b>Intent to supply/Supply</b>
<b>Class A</b>	Seven years	Life sentence
<b>Class B</b>	Five years	Life sentence
<b>Class C</b>	Two years (not including anabolic steroids)	Fourteen years
<b>Psychoactive substance</b>		Seven years

The Impact = smoking, excessive drinking and drug use can have far reaching consequences. All can impact on **physical health, mental health, relationships, school/work, and finances**. As well as the **legal consequences**.

# Physical Education Invasion Games

## Key Vocabulary



1	<b>Weight of pass</b>	Considering the amount of force required to make the pass perfectly playable for your team mate.
2	<b>Opposition</b>	(Opposition) The team you are playing against.
3	<b>Decision making</b>	Deciding which skill to use in a given situation.
4	<b>Formations</b>	This allows a team to set up in a planned way with clear positions and roles within the team. This allows the team to function as a cohesive unit.
5	<b>Player to player marking</b>	A style of defence used to ensure every opposing player is being marked.
6	<b>Zonal defence</b>	A style of defence which protects a particular area on the pitch court e.g. box in football, semi circle in netball, hockey, handball.
7	<b>Using width</b>	Playing the ball/frisbee down the channels either side of the pitch/court allows a quicker attack due to there being more space available.
8	<b>Shooting</b>	(not rugby or ultimate frisbee) Using techniques which will increase the likelihood of the ball going in the goal/net and scoring.
9	<b>Change of pace</b>	Increasing the speed of movement when in space in order to stay ahead of defenders when attacking.
10	<b>Passing to control</b>	Playing the ball/frisbee to a team mate in a more favourable position e.g. playing the ball ahead for your team mate to run on to.

(Hockey, Football, Rugby, Basketball, Handball, Netball, Lacrosse, Ultimate Frisbee). An invasion game is where the objective is to attack the opposition's territory and score a goal or points. Fundamental skills and tactics across invasion games are often the same.



## Cross Curricular Vocabulary

These are words which you are/will become familiar with when studying different sports:

1	<b>Resilience</b>	The ability to recover quickly from difficulties.
2	<b>Feedback</b>	Information received to help you improve in future.
3	<b>Diligence</b>	Careful and persistent work.
4	<b>Communication</b>	Sharing information with others
5	<b>Teamwork</b>	Working cooperatively with others.
6	<b>Tactics</b>	A plan to gain advantage or success.
7	<b>Cardiovascular fitness</b>	The ability to exercise without tiring too quickly.

## Key Knowledge

### 1 Key information for success

- Invasion games are played on a pitch or court and teams need to establish attacking and defending positions in order to ensure they effectively cover the space. Different attacking and defending formations can be used according to the strengths of your opponents. When passing the ball/frisbee it is beneficial to play it 'ahead' of the moving player called passing to control and to consider controlling the weight of the pass to ensure its accuracy and to enable your team mate to control it easily.





- When you are in possession of the ball frisbee it is important that you make good decisions and select the skill appropriate to the situation. In order to remain ahead of the opposition and maintain attacking advantage, use a change of pace to move the ball in to space or to enable you to receive the ball/frisbee in a space. Using the width of the pitch/court enables you to find space which makes it easier to keep possession and to attack.

- Invasion games all require you to mark players and this can be done using player-to-player marking or using a system of zonal defence which involves players defending a danger area. Selecting the style of defensive play can depend on your opposition.



## Key Vocabulary



1	<b>Khanda</b>		The symbol of the Sikh faith.
2	<b>Guru Granth Sahib</b>		The holy scripture for Sikhs and is regarded as the living Guru.
3	<b>Gurdwara</b>		The Sikh place of worship.
4	<b>Khalsa</b>		A Community of initiated Sikhs who commit to be pure, clear and free from sin. It formulates an initiation ceremony and rules of conduct for Khalsa warriors. Upon initiation, male Khalsa Sikhs are given the title Singh and females Kaur.

## Sikhi

1	Sikhi is a monotheistic religion (belief in one god) that originated in India.
2	Fifth largest religion in the world; over 600 years old.

## Guru

1	The term Guru comes from the Sanskrit guru, meaning teaching, guide or mentor.
2	The traditions and philosophy of Sikhi were established by ten Gurus from 1469 to 1708.
3	Each Guru added to and reinforced the message taught by the previous, resulting in the creation of the Sikh religion.
4	Guru Nanak was the first Guru and appointed a disciple as a successor. 
5	Guru Gobind Singh was the final Guru in human form. Before his death, he decreed that the Guru Granth Sahib would be the final and perpetual Guru of the Sikhs. 

## The Five Ks

The Five Ks are five items that Guru Gobind Singh commanded Khalsa Sikhs to wear at all times. These aren't just symbols but are articles of faith.

1	<b>Kesh</b>		<ul style="list-style-type: none"> <li>• Uncut hair and beard.</li> <li>• Sign of respect to God's creation.</li> </ul>
2	<b>Kangha</b>		<ul style="list-style-type: none"> <li>• Wooden comb to comb the hair.</li> </ul>
3	<b>Kara</b>		<ul style="list-style-type: none"> <li>• Iron bracelet, shows oneness of God.</li> </ul>
4	<b>Kachera</b>		<ul style="list-style-type: none"> <li>• Undergarment worn originally as part of a military uniform.</li> </ul>
5	<b>Kirpan</b>		<ul style="list-style-type: none"> <li>• Dagger or sword only symbolic.</li> <li>• Used to protect those in danger.</li> </ul>

# Science Electromagnets 1: Current, Voltage & Resistance

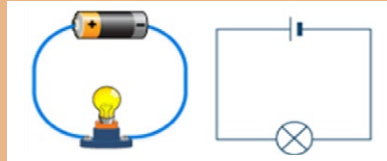
## Key Vocabulary



1	<b>Ammeter</b>	Used to measure the current in a circuit.
2	<b>Amperes (Amps)</b>	The units for current.
3	<b>Conductor</b>	A material that allows charge (current) to flow through it easily.
4	<b>Current</b>	The rate of flow of charge around a circuit.
5	<b>Electrons</b>	Subatomic particles with a negative charge.
6	<b>Fuse</b>	A thin piece of wire that breaks if the current is too high in a circuit.
7	<b>Insulator</b>	A material that does not allow charge (current) to flow through it easily.
8	<b>Neutron</b>	Subatomic particles with no charge.
9	<b>Ohms</b>	The units for resistance.
10	<b>Parallel</b>	A circuit that contains two or more loops or branches.
11	<b>Proton</b>	Subatomic particles with a positive charge.
12	<b>Resistance</b>	A measure of how hard it is for electricity to pass through a component.
13	<b>Static electricity</b>	The build up of electrical charge on an object.
14	<b>Series</b>	A circuit with all components connected in one loop.
15	<b>Sub-atomic particles</b>	Particles that make up an atom (protons, neutrons and electrons).
16	<b>Volts (V)</b>	The units for voltage.
17	<b>Voltage (Potential difference)</b>	A measure of the difference in energy between two parts of a circuit.
18	<b>Voltmeter</b>	Used to measure the voltage (potential difference) in a circuit.

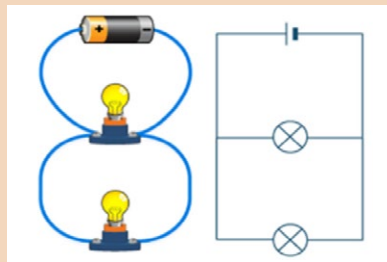
## Series & parallel circuits

### Series circuit:



- A circuit with all components connected in one loop.
- The current is the same at every point in a series circuit.
- The voltage is shared between components in a series circuit.

### Parallel circuit:



- A circuit that contains two or more loops or branches.
- The current is split between the branches in a parallel circuit.
- The voltage across each branch of the circuit is the same as the voltage produced by the cell / battery.

## Key Idea

1	<b>Current</b>	<ul style="list-style-type: none"> <li>• Measured in Amps (A).</li> <li>• Measured using an ammeter.</li> <li>• An ammeter is connected in series.</li> </ul>	
2	<b>Voltage (Potential difference)</b>	<ul style="list-style-type: none"> <li>• Measured in Volts (V).</li> <li>• Measured using a voltmeter.</li> <li>• A voltmeter is connected in parallel.</li> </ul>	
3	<b>Resistance</b>	<ul style="list-style-type: none"> <li>• Measured in Ohms (<math>\Omega</math>)</li> <li>• Can be calculated using the equation <math>\text{resistance} = \text{voltage} / \text{current}</math>.</li> </ul>	

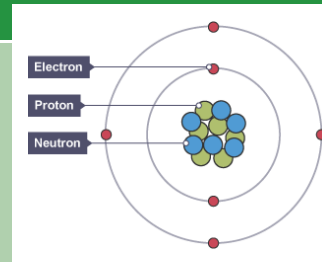
## Circuit symbols

1	<b>Switch (open)</b>	
2	<b>Switch (closed)</b>	
3	<b>Cell</b>	
4	<b>Battery</b>	
5	<b>Resistor</b>	
6	<b>Variable resistor</b>	
7	<b>Lamp</b>	
8	<b>Voltmeter</b>	
9	<b>Ammeter</b>	

## Atomic structure

Atoms are made of three types of sub-atomic particle.

- Protons which have a positive charge.
- Neutrons which have no charge.
- Electrons which have a negative charge.

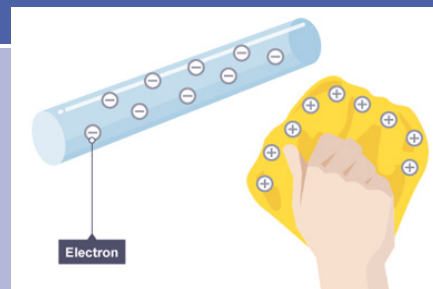


## Static electricity

When an object becomes charged, electrons are transferred from one object to another.

If an object gains electrons, it becomes negatively charged.

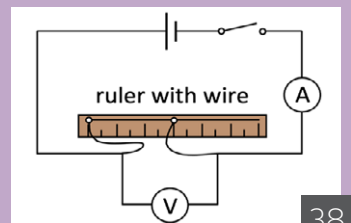
If an object loses electrons, it becomes positively charged.



## Resistance of a wire

How does the length of the wire affect resistance?

As the length of the wire increases, the resistance becomes higher.



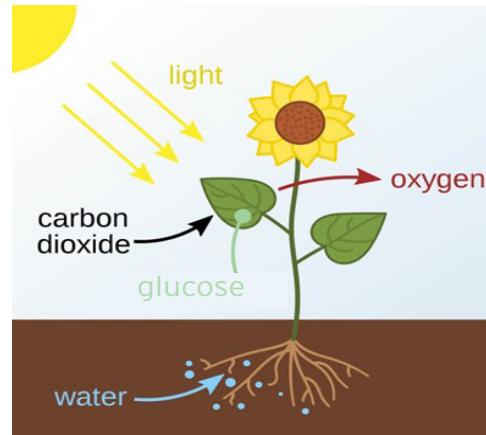
# Science Ecosystems 3: Photosynthesis & Respiration

## Key Vocabulary



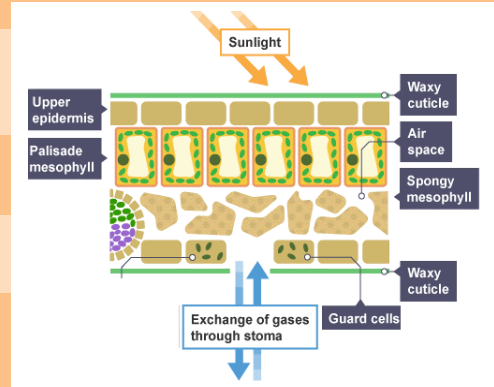
1	<b>Aerobic</b>	Takes place in the presences of oxygen.
2	<b>Anaerobic</b>	Takes place in the absence of oxygen.
3	<b>Chloroplast</b>	Part of plant cell that absorbs light for photosynthesis.
4	<b>Chlorophyll</b>	Green chemical found inside chloroplasts.
5	<b>Fermentation</b>	Another term for anaerobic respiration in plant cells and yeast.
6	<b>Glucose</b>	Sugar used in respiration.
7	<b>Iodine</b>	Chemical which turns blue-black in the presence of starch.
8	<b>Lactic acid</b>	A product of anaerobic respiration that causes muscle cramp.
9	<b>Mitochondria</b>	Part of a cell where aerobic respiration occurs.
10	<b>Oxygen debt</b>	When extra oxygen is needed to break down lactic acid.
11	<b>Palisade cells</b>	Cells in the upper surface of the leaf with many chloroplasts.
12	<b>Photosynthesis</b>	Reaction where plants absorb light to produce glucose.
13	<b>Respiration</b>	Reaction which breaks down glucose to release energy.
14	<b>Spongy mesophyll cells</b>	Cells in a leaf surrounded by air spaces to allow gas exchange.
15	<b>Stomata</b>	Holes on the bottom of the leaf to allow gas exchange.
16	<b>Yeast</b>	A microorganism used in the production of bread and alcoholic drinks.

## Process of Photosynthesis



## How is a leaf adapted for photosynthesis?

- 1 The palisade layer contains many chloroplasts to absorb light energy for photosynthesis.
- 2 The spongy mesophyll layer have air spaces around them to allow the diffusion of gases.
- 3 The stomata allow gases to enter and leave the leaf.
- 4 The guard cells control the opening and closing of stomata.
- 5 The leaf is also wide and flat to absorb more light for photosynthesis.



## Equations

1	<b>Photosynthesis</b>	<b>Carbon Dioxide + Water → Glucose + Oxygen</b>
2	<b>Aerobic respiration</b>	<b>Glucose + Oxygen → Carbon Dioxide + Water</b>
3	<b>Anaerobic respiration in animals</b>	<b>Glucose → Lactic Acid</b>
4	<b>Anaerobic respiration in yeast (Fermentation).</b>	<b>Glucose → Carbon dioxide + Ethanol</b>

## Fermentation

- 1 Yeast are microorganisms that respire anaerobically to produce carbon dioxide and ethanol. This is also called fermentation.
- 2 Yeast is added to bread dough and produces bubbles of carbon dioxide which makes bread rise.
- 3 Yeast is used when brewing beer. The yeast produces ethanol which is a type of alcohol.

## Comparing aerobic vs. anaerobic respiration

	<b>Aerobic respiration</b>	<b>Anaerobic respiration (in animals)</b>
<b>Reactants</b>	Glucose and oxygen	Glucose
<b>Products</b>	Carbon dioxide and water	Lactic acid
<b>Energy released</b>	More	Less

## Evidence for Photosynthesis - Testing for starch

We can prove that a plant produces glucose in photosynthesis by testing to see if a leaf contains starch.

The chemical iodine turns blue/black in the presence of starch. The glucose the plant makes is stored as starch.



# Science Matter 4: Elements and the Periodic Table

## Key Vocabulary



1	<b>Atom</b>	The smallest part of a substance.
2	<b>Atomic Mass</b>	The number of protons + neutrons an element has.
3	<b>Atomic Number</b>	The number of protons/electrons an element has.
4	<b>Chemical Property</b>	The way an element or compound reacts with other chemical substances.
5	<b>Compound</b>	Two or more elements chemically joined together.
6	<b>Element</b>	A substance made of one type of atom only.
7	<b>Formula</b>	Symbols that tell us how many elements and atoms of each element are in a compound.
8	<b>Group</b>	The columns on the periodic table.
9	<b>Molecule</b>	Two or more atoms joined together.
10	<b>Period</b>	The rows on the periodic table.
11	<b>Periodic table</b>	A list of all known elements.
12	<b>Physical Property</b>	A property of an element or compound which can be easily seen or measured.

## The Periodic Table

Groups: 1, 2, 3, 4, 5, 6, 7, 0

Periods: 1, 2, 3, 4, 5, 6, 7

Metals (Yellow): Li, Be, Na, Mg, K, Ca, Sc, Ti, V, Cr, Mn, Fe, Co, Ni, Cu, Zn, Ga, Ge, As, Se, Br, Kr, Rb, Sr, Y, Zr, Nb, Mo, Tc, Ru, Rh, Pd, Ag, Cd, In, Sn, Sb, Te, I, Xe, Cs, Ba, La, Hf, Ta, W, Re, Os, Ir, Pt, Au, Hg, Tl, Pb, Bi, Po, At, Rn, Fr, Ra, Ac, Rf, Db, Sg, Bh, Hs, Mt, Ds, Rg, Cn, Nh, Fl, Mc, Lv, Ts, Og

Non-metals (Blue): H, He, B, C, N, O, F, Ne, Al, Si, P, S, Cl, Ar, Ga, Ge, As, Se, Br, Kr, In, Sn, Sb, Te, I, Xe, Tl, Pb, Bi, Po, At, Rn, Cn, Nh, Fl, Mc, Lv, Ts, Og

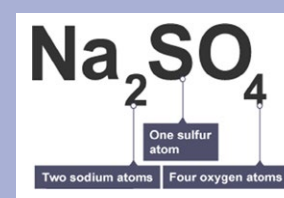
## Chemical Symbols

- Atomic Mass** = Number of protons + neutrons
- Atomic Number** = Number of protons (which is equal to the number of electrons).
- The first letter of a symbol is always written as a capital letter. Any other letters are written in lowercase.

atomic mass → 23  
 element symbol → **Na**  
 element name → Sodium  
 atomic number → 11

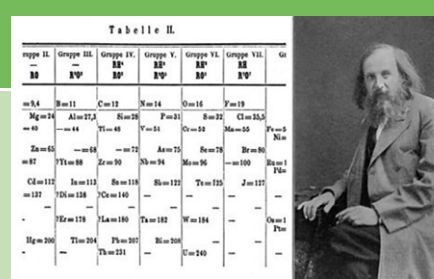
## Chemical Formulae

Chemical formulae tell us the number of atoms of each element.



## Mendeleev and the Modern Periodic Table

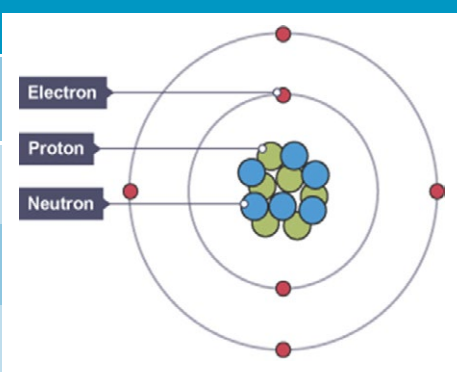
Mendeleev arranged the elements in order of increasing relative atomic mass. He then arranged the elements by putting those with similar properties into groups. To make his system work, Mendeleev left gaps for undiscovered elements.



## Atomic Structure

Atoms are made of three types of sub-atomic particle.

- Protons** which have a positive charge and a mass of 1.
- Neutrons** which have no charge and a mass of 1.
- Electrons** which have a negative charge and a mass of 0.

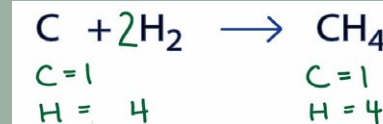


## Properties of Chemical Groups

Group	Name	Properties
1	Alkali Metals	Soft, float on water (less dense than water), react violently with water
2	Alkali Earth Metals	Less reactive, more dense and less soft than group 1
7	Halogens	Reactive and Toxic
0	Noble gases	Unreactive

Chemical equations need to have the same number of atoms in the reactants and the products. This means there is the same number of atoms of each element on both sides of the arrow.

A big number at the front of a compound multiplies all of the atoms in the compound after the number.





# Spanish Super 7s

The little words you use a lot



THE SUPER 7

### TIME PHRASES

Specify **when** something is **happening** - in the **present, past** or **future** or whether we would like something to happen in an ideal world (**conditional**).

### VERBS

Describe an **action**, state or occurrence - i.e. a doing, being or happening word.

### OPINIONS

Explain **what we think** about the action or state of being - **positive** or **negative**.

### JUSTIFIERS

Allow us to answer the question 'why?' to **give a reason** for our opinions... usually using **'because'**.

### QUALIFIERS

Words that make our describing words even **more interesting**.

### ADJECTIVES

Words that **describe** nouns (people, places or things).

### CONNECTIVES

Words which **join together** two different, but related, parts of a sentence. They allow us to **extend** and develop our sentences.

## 1. Time Phrases

1	<b>en general</b>	in general
2	<b>de vez en cuando</b>	from time to time
3	<b>nunca</b>	never
4	<b>la semana pasada</b>	last week
5	<b>el año pasado</b>	last year

## 2. Verbs

1	<b>fui</b>	I was / I went
2	<b>fue</b>	it was / s/he went
3	<b>había</b>	there was /were
4	<b>quiero</b>	I want to
5	<b>debo</b>	I must / should
6	<b>puedo</b>	I can

## 3. Opinions

1	<b>pienso que</b>	I think that
2	<b>creo que</b>	I believe that
3	<b>me parece(n) que</b>	it seems to me that
4	<b>me gustó</b>	I liked

## 4. Justifiers

1	<b>ya que (fue)</b>	because (it was)
2	<b>dado que (sería)</b>	because (it would be)
3	<b>como</b>	as

## 6. Adjectives

1	<b>difícil</b>	difficult
2	<b>fácil</b>	easy
3	<b>entretenido</b>	entertaining
4	<b>emocionante</b>	emotional
5	<b>relajante</b>	relaxing
6	<b>especial</b>	special
7	<b>increíble</b>	incredible

## 5. Qualifiers

1	<b>realmente</b>	really
2	<b>casi</b>	nearly / almost
3	<b>completamente</b>	completely
4	<b>generalmente</b>	generally
5	<b>tan...como</b>	as...as

## 7. Connectives

1	<b>o</b>	or
2	<b>u</b>	or (before o)
3	<b>además</b>	moreover
4	<b>sin</b>	without
5	<b>no obstante</b>	nevertheless
6	<b>por un lado</b>	on the one hand
7	<b>por otro lado</b>	on the other

### Key Vocabulary



1	para...	for...
2	el desayuno	breakfast
3	la comida / el almuerzo	lunch
4	la merienda	afternoon snack
5	la cena	dinner
6	como	I eat
7	bebo	I drink
8	los cereales	cereal
9	la fruta	fruit
10	las verduras	vegetables
11	la carne	meat
12	la pizza/pasta	pizza/pasta
13	las patatas fritas	chips
14	un bocadillo	a sandwich
15	el pescado	fish
16	el pan	bread
17	el café/el té	coffee/tea
18	la leche	milk
19	los caramelos	sweets

### Core intent:

To be confident and competent in talking about what you eat and drink in past and present tense and giving your opinions.

### Common phrases

1	<b>Normalmente como cereales y fruta para el desayuno y es delicioso.</b>	Normally I eat cereal and fruit for breakfast and it is delicious.
2	<b>Me gusta la pizza porque es muy sabrosa.</b>	I like pizza because it is very tasty.
3	<b>Ayer comí pollo con patatas fritas para la cena pero no me gustó porque fue bastante malsano.</b>	Yesterday I ate chicken and chips for dinner but I didn't like it because it was quite unhealthy.

### Key Questions

1	<b>¿Qué comes / bebes normalmente?</b>	What do you normally eat/drink?
2	<b>¿Qué comiste / bebiste ayer?</b>	What did you eat/drink yesterday?

### Time Phrases

1	<b>Por la mañana / tarde / noche</b>	in the morning / afternoon / evening
2	<b>Normalmente / generalmente</b>	normally / generally

### Past ( Perfect ) Tense

Subject	Present - comer (to eat)	Past - comer (ate)	Present - beber (to drink)	Past - beber (drank)
I	como	comí	bebo	bebí
you	comes	comiste	bebes	bebiste
he/she/it	come	comió	bebe	bebió
we	comemos	comimos	bebemos	bebimos
you pl	coméis	comisteis	bebéis	bebisteis
they	comen	comieron	beben	bebieron

### Adjectives

1	<b>sano</b>	healthy
2	<b>delicioso</b>	delicious
3	<b>sabroso</b>	tasty
4	<b>asqueroso</b>	disgusting
5	<b>malsano</b>	unhealthy

### Key Vocabulary



1	el aceite	oil
2	las grasas	fats
3	los lácteos	dairy
4	las proteínas (la carne/el pescado)	proteins
5	los carbohidratos	carbohydrates
6	las frutas	fruits
7	las verduras	vegetables
8	los caramelos	sweets
9	los pasteles	cakes
10	el azúcar	sugar
11	la sal	salt

### Grammar

#### Quantities

1	demasiado	too much
2	mucho	a lot of
3	bastante	enough
4	más	more
5	menos	less

### Core intent:

To be confident and competent in talking about eating and drinking healthily.

### Common phrases

1	Para mejorar mi dieta debo comer muchas verduras.	In order to be healthy I must eat lots of vegetables.
2	Creo que los caramelos son más deliciosos que las frutas.	I think that sweets are more delicious than fruit.
3	Para mejorar mi dieta se debería incluir bastante grasas porque el aceite es menos malsano que los carbohidratos.	In order to be in shape it is necessary to include enough fats because oil is less unhealthy than carbohydrates.

### In order to

Para + infinitive verb = in order to - e.g.

1	Para comer sana...	To eat healthily...
2	Para mejorar mi dieta...	To improve my diet...

#### Modal verbs

3	No debo	I must not
4	No se debe	You must not
5	No se debería	You must not
6	No puedo	I cannot
7	No se puede	You cannot

### Key Questions

1	¿Tienes una dieta sana?	Do you have a health diet?
2	¿Qué haces para mejorar la dieta?	What do you do to improve your diet?
3	¿Qué se puede hacer para mejorar la dieta?	What can you do to improve your diet?

### Key verbs

1	comer	to eat
2	beber	to drink
3	evitar	to avoid
4	incluir	to include

### Comparatives

1	Creo que las verduras son más sanos que los caramelos.	I think veg are more healthy than sweets.
2	Las frutas son menos sabrosas que los pasteles.	Fruit is less tasty than cakes.
3	El azúcar es tan malsano que la sal.	Sugar is as unhealthy as salt.

### Key Question

1	<b>¿Qué se puede hacer para llevar una vida sana?</b>	What can you do to lead a healthy lifestyle?
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### Key Vocabulary



1	<b>hacer deporte frecuentemente</b>	do sport regularly
2	<b>dormir ocho horas al día</b>	sleep 8 hours a day
3	<b>comer...</b>	eat...
4	<b>más fruta y verduras</b>	more fruit and vegetables
5	<b>menos caramelos</b>	less sweets
6	<b>comida basura</b>	junk food
7	<b>fumar cigarrillos</b>	smoke cigarettes
8	<b>tomar drogas</b>	take drugs
9	<b>beber...</b>	drink...
10	<b>alcohol</b>	alcohol
11	<b>muchos refrescos</b>	lots of fizzy drinks
12	<b>agua</b>	water

### Core intent:

To be confident and competent in talking about how to lead a healthy lifestyle.

### Common phrases

1	<b>Para llevar una vida sana se debe hacer deporte frecuentemente.</b>	In order to live healthily you must do sport regularly.
2	<b>Pienso que es importante comer menos comida basura porque es tan malsana.</b>	I think it is important to eat less junk food because it is so unhealthy.
3	<b>En el futuro voy a beber mucho agua pero no voy a tomar drogas porque son muy peligrosas.</b>	In the future I am going to drink a lot of water but I am not going to take drugs because they are very dangerous.

### In order to

Para + infinitive verb = in order to - e.g.

1	<b>Para llevar una vida sana</b>	In order to live healthily
2	<b>Para mantenerme en forma</b>	In order to keep myself in shape

### Future tense

voy a + infinitive verb = I am going to e.g.

1	<b>En el futuro voy a comer menos comida basura</b>	In the future I am going to eat less fast food
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### Modal verbs

1	<b>(no) se debe</b>	you must (not)
2	<b>(no) se debería</b>	you should (not)
3	<b>(no) se puede</b>	you can (not)
4	<b>puedo</b>	I can
5	<b>debo</b>	I must
6	<b>debería</b>	I should

+ infinitive verb - e.g:

7	<b>Se debe dormir ocho horas al día</b>	You must sleep 8 hours a day
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