

YEAR 8

KNOWLEDGE
ORGANISERS

Summer Term 2025-2026



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Helping you to Master the Minimum!

Contents

- 2 Introduction -
What are Knowledge Organisers?
- 3 How to use Knowledge Organisers
- 4 Art & Design Knowledge Organiser
- 5 Classics Knowledge Organiser
- 6-7 Computer Science Knowledge Organisers
- 8 Design Technology Knowledge Organiser
- 9-10 Drama Knowledge Organisers
- 11-12 English Knowledge Organisers
- 13-16 French Knowledge Organisers
- 17-18 Geography Knowledge Organisers
- 19-22 German Knowledge Organisers
- 23-24 History Knowledge Organisers
- 25 Mathematics Knowledge Organiser
- 26-27 Music Knowledge Organisers
- 28 Personal Development Knowledge Organiser
- 29-31 PE Knowledge Organisers
- 32 Religious Studies Knowledge Organiser
- 33-36 Science Knowledge Organisers
- 37-40 Spanish Knowledge Organisers

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 Easter and the summer holidays.

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 9×4 . 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 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

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.

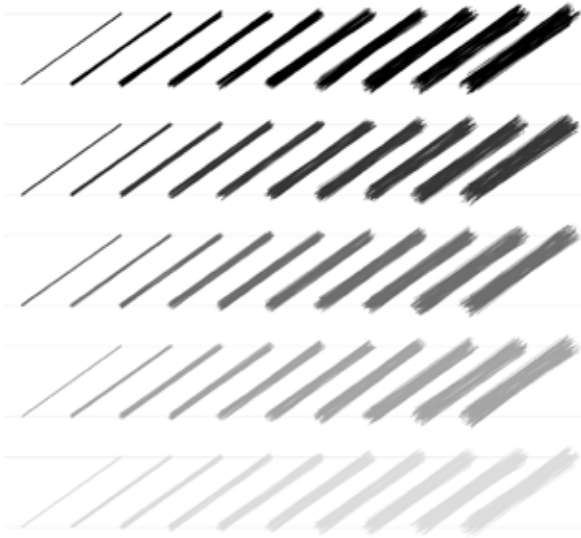
Can you remember what you did last week, last month, last term?

The more often you recall information from your memory, the stronger that memory becomes.

Art & Design Architecture

Weight of Line

The term refers to the appearance of a line in terms of how thick-thin, dark-light or heavy or soft it is. The interplay of different relative line weights is used to communicate depth, importance, and proximity.



Key Terms

In this project you will follow a process sequence whilst focusing on learning about/how to:

Experiment - Learn how to use new materials and techniques.

Mixed Media - Using a combination of different materials.

Layer - Overlapping different media and materials to improve the qualities of line, tone and texture.

Abstract - Images and objects that explore shape and colour without being recognisable.

Colour Schemes

Analogous colours sit next to each other and are a kind of family of colours. They create a relaxed harmony. You may need to add a complementary colour to get any particular item to stand out.

Complementary colours stand out and create visual tension because they are opposites/oppose each other.



Skills and Techniques

1. Drawing straight varied lines weights with pencil, pens and tape.
2. Layering mixed media
3. Abstracting shapes and lines
4. Ink/paint washes of tone/colour techniques

Sculpture

For this we will involve assembling/creating a free standing three-dimensional art object to that represents architecture and the Vorticism art movement.

The learning will focus on **BALANCE** and **INTERLOCKING** shapes.



Idea/Context

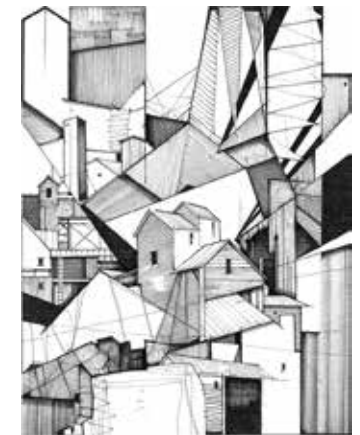
VORTICISM

Inspiration for this project is the Vorticism Art movement.

The main artist is Wyndham Lewis.



It can be recognised by it's use of abstract, bold, geometric lines and blocks of colour.



We're also taking visual inspiration from the work of Kyle Henderson.

Key Vocabulary



	STAGE 9			STAGE 10			STAGE 11	
1	agnoscit	recognizes	1	abit	goes out	1	capit	takes, captures
2	celeriter	quickly	2	vos	you plural	2	vir	man
3	cupit	wants	3	vehementer	loudly, strongly	3	civis	citizen
4	dat	gives	4	accipit	accepts	4	verberat	beats
5	dies	day	5	uxor	wife	5	convenit	meets
6	emittit	throws, sends out	6	tacet	is silent, is quiet	6	vale!	Goodbye!
7	fert	brings, carries	7	contentus	satisfied	7	credit	trusts, believes
8	homo	man, human	8	suus	your	8	stultus	stupid
9	hospes	guest	9	exclamat	exclaims	9	de	down from, about
10	ille	that	10	solus	alone	10	sollicitus	worried
11	inspicit	looks at, examines	11	frater	brother	11	favet	favours, supports
12	iterum	again	12	servat	saves	12	senator	senator
13	manet	remains, stays	13	habitat	lives	13	invitat	invites
14	medius	middle	14	semper	always	14	pugna	fight
15	mox	soon	15	imperium	power	15	it	goes
16	offert	offers	16	quam	than	16	promittit	promises
17	ostendit	shows	17	invenit	finds	17	legit	reads
18	post	after	18	portus	harbour	18	primus	first
19	procedit	proceeds, advances	19	liber	book	19	liberalis	generous
20	pulcher	beautiful	20	pax	peace	20	placet	pleases
21	revenit	returns, comes back	21	nos	us, we	21	minime!	no!
22	tradit	hands over				22	nunc	now
						23	murus	wall
						24	noster	our

Nouns

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

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

Verbs

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

was/were ...ing

.....ed

Computer Science Python

Comparison Operators (If symbols)

1	==	Equal to
2	<	Smaller than
3	>	Bigger than
4	<=	Smaller than or equal to
5	>=	Bigger than or equal to
6	!=	Not equal to

Data Types

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

Key Words

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



HTML Tags

1	<p>	Paragraph
2	<Font-Family>	Font
3		Image
4	<body>	The main part of a website
5	<head>	The top of the website
6	<html>	Defines a webpage
7	<a href>	Hyperlink

File Types

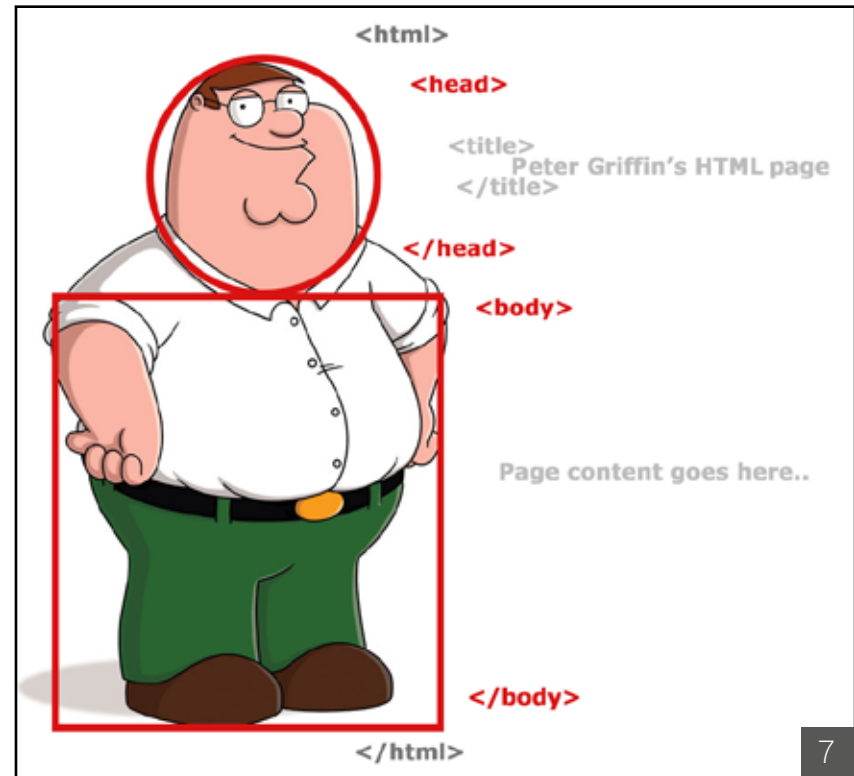
1	JPEG	A still image. Lossy Compression. E.g. a picture of Shrek.
2	PNG	A higher quality still image. Lossless Compression E.g. a picture of Shrek.
3	GIF	An animated image. Lossy compression. E.g. A animated gif of Shrek smiling.

Key Info

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

Web browsers

1		Chrome
2		Edge
3		Firefox
4		Safari
5		Opera GX



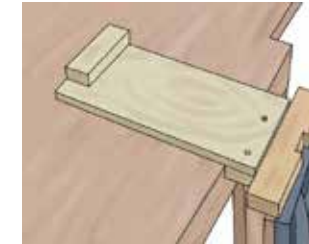
The diagram illustrates the structure of an HTML document. It shows a cartoon character (Peter Griffin) inside a red-bordered box representing the `<body>` tag. A red circle around his head represents the `<head>` tag. The text "Page content goes here.." is placed inside the body box. The entire structure is enclosed in `<html>` and `</html>` tags. The `<title>` tag is also shown, containing the text "Peter Griffin's HTML page".

Key vocabulary

1	Belt / Rotary sander	Machine used to remove waste material and smooth wood.
2	Bench hook	Used to assist holding wood in place when sawing.
3	Coping saw	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
4	File	Removes waste. Can be used to help shape and smooth edges.
5	Forstner bit	A wood drill bit for larger holes.
6	G-Cramp (quick release)	Used when drilling to hold larger work securely for safe drilling. Can also be used to hold work together when gluing.
7	Pillar drill	Machine used for drilling holes.
8	Scots pine	A type of Softwood being used in your project.
9	Steel rule	Used to measure when marking out in millimetres (mm).
10	Tenon saw	Cutting wood joints and straight cuts in small section material (for wood only).
11	Try square	Used for marking out to ensure straight lines are 90° from the edge of the wood.
12	Vinyl decals	Self adhesive vinyl (plastic) decorative stickers.
13	Wood glue	Gorilla glue and Evostick wood glue are brands of wood glue more commonly known as PVA (Polyvinyl acetate). Not all versions are waterproof and suitable for outside use.



Steel rule (sizes in MM)



Bench hook (in vice)



Tenon saw



Coping saw



File (half round)



Sand-paper



Belt sander



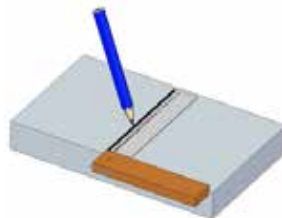
Pillar drill



G-Cramp (quick release)



Try square



Forstner bit



Shape cutter/punch



Vinyl (for decals)



PVA (polyvinyl acetate) wood glue



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





Year 8 Drama: Commedia dell'arte



We finish the year looking at the influence for both Melodrama and Slapstick comedy. Commedia dell'arte was established in Italy during the 16th century. It has very clear, simple and humorous plot lines, usually related to the themes of love, money or food. With stock characters of that time, including foolish elderly men and mischievous servants. Distinct costumes and masks were used to identify characters and should be an integral part of any performance within this genre.

Key concepts / vocabulary:

1	Centre of Weight	This is the part of the body chosen to lead a movement. For example, if the nose is the centre of weight, the body is led by the nose when it moves.
2	Clocking the Audience	A character acknowledges the audience's presence, talking to them directly. This is a device to focus their attention on that character.
3	Lazzi	This is the name given to the plot, comic devices, jokes and gags used in commedia dell'arte.
4	Passing the Focus	Moving the audience's attention from one character on the stage to another.
5	Stock Characters:	A stock character is one that is present in every piece in a particular style.
6	Mask	A covering used to disguise the face; a mask usually represents a character or role in the drama.

The distinct masks and costumes of commedia dell'arte in a performance of Servant of Two Masters, Teatro D'Europa.



Stock Characters

Arlecchino (Harlequin):
This character is acrobatic. He speaks like a parrot. He is also a master of disguise, and can imitate everyone.



Brighella:
This character is stocky and heavy footed. He walks with his knees bent and his elbows raised as though about to shoot 'western style'.



Il Capitano:
This character tries to be cool but is really a nervous wreck inside. Imagine he sees a mouse and is scared, but then tries to regain his composure.



Il Dottore:
The doctor is a man of learning, although he thinks he knows more than he does. He is the head of a family and so has a high status.



Pantalone:
This character has no morals. He is a hunchback, pecking with a crooked nose. He squeaks rather than speaks.



Key Vocabulary



1	Tyranny	Abuse of power.
2	Inevitable	Unavoidable.
3	Unity	When people join together and work as one team.
4	Honour	Doing the right thing and behaving in a way that earns respect.
5	Covetous	Wanting something that someone else has so much that it makes you jealous.

Types of Play

1	Tragedies	<ul style="list-style-type: none"> The protagonist has a fatal flaw (a weakness). The play follows the protagonists' downfall (failure). It ends with the death of the protagonist. There is a sense that events in the play are inevitable.
2	Comedies	<ul style="list-style-type: none"> Set in an unknown place. End with marriage. Involve disguise and deception. Full of wordplay and wit. Dramatic irony is used. Someone suffers in the play.
3	Histories	<ul style="list-style-type: none"> Focus on English Kings. Include rebellion and war. Feature tyranny or a cruel ruler.

Dramatic Methods

1	Rhetoric	Using language to persuade or convince people.
2	Dramatic Irony	When the audience knows something the character doesn't.
3	Monologue	A long speech by one character.
4	Wordplay and Wit	Clever or funny use of words.
5	Soliloquy	A soliloquy is when a character in a play talks out loud to themselves so the audience can hear what they are thinking.
6	Repartee	Repartee means quick, clever, and funny back-and-forth conversation between people.
7	Iambic pentameter	A rhythm of ten syllables, stressed every second beat.
8	Verse	Writing with rhythm or rhyme, like poetry.
9	Prose	Normal writing without rhythm or rhyme, like stories.

Language Methods

1	Pathos	Using emotions to persuade the audience.
2	Ethos	Using trust or good reputation to persuade people.
3	Logos	Using facts, logic, or reason to persuade.
4	Direct 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"
5	Anecdote	A short amusing or interesting story about a real incident or person.
6	Facts	Something that is true / can be proven.
7	Opinion	Something someone thinks.
8	Repetition	Words or phrases that are used more than once.
9	Rhetorical Question	A question used to make a point and have an effect, no answer is expected.
10	Emotive Language	Language used to create emotion in the audience e.g. 'he was depressed, bedraggled and lonely.'
11	Statistics	Facts using numbers / percentages
12	Triplet / List of Three	Three words or phrases used one after the other e.g. he was, lonely, nervous and uncertain.

Character

1	Ghosts	Shakespeare used ghosts to expose guilt, drive revenge, unsettle characters, reveal secrets, and push plots toward tragic consequences.
2	The Witty Heroine	A clever, confident woman character who is great at wordplay and always ready with a smart comeback. Example: Beatrice (Much Ado About Nothing) wins most arguments with her quick thinking, just like Rosalind or Portia in other Shakespeare plays.
3	The King	A leader who has power and must make important choices that affect everyone. Example: In Shakespeare's Henry V, King Henry has to decide whether to go to war with France, showing how heavy and serious a king's responsibilities can be.

Key Vocabulary for Characters

1	Dramatic	Expresses his feelings in big, emotional ways.
2	Fickle	Someone who changes their mind or feelings often, especially about people or things they like.
3	Self-absorbed	Someone who focuses more on their own feelings than others' feelings.
4	Humiliated	Made to feel very embarrassed or ashamed.
5	Mistreated	Treated badly or unfairly.
6	Oppression	When people are treated cruelly and unfairly for a long time.
7	Conceited	Thinking you're better than everyone else and showing off. Synonyms - Arrogant / Haughty / Egotistical.
8	Judgemental	Quickly judging someone / something without understanding them /it.
9	Foolish	Doing silly things without thinking.
10	Gullible	Easily tricked because you believe things easily.
11	Proud	Feeling good about yourself or something you've done.
12	Cantankerous	Grumpy and hard to get along with.
13	Strict	Following rules closely and expecting others to do the same.
14	Controlling	Always wanting to have control over situations or people and make all the decisions.
15	Bitter / Resentful	Feeling angry or hurt because of something unfair that happened.

Key Concepts

1	Puritan	A person who follow strict religious rules and dislikes drinking, singing and dancing and theatre.
2	Mockery	Making fun of someone in a mean or silly way.
3	Trickery (deception)	Lying or fooling someone to get what you want.
4	Social hierarchy	A way of sorting people into groups, where rich people (upper class) are seen as more important, and poorer people (working class) are often seen as less important.
5	Social status	How important or respected someone is in a group or society based on their class.

Comedy Conventions

1	Set in an imagined or unknown place.
2	The play often ends with marriage or engagement, sometimes multiple marriages.
3	The theme of love is important in a comedy.
4	Misconception & Deception- The plays often involve characters who are disguised in some way or are tricked by other characters.
5	Full of dramatic irony- where the audience know more than the characters.
6	They are full of wordplay - language used to create humour.
7	They include tragic elements- someone suffers or is mistreated.

Poetic, Dramatic & Language Methods

1	Dramatic irony	The audience know more than the characters on stage.
2	Soliloquy	A speech giving access to a character's thoughts usually when they are alone on the stage.
3	Iambic pentameter	A type of rhythm in poetry with 10 syllables in each line, where every second syllable is stressed (sounds stronger).
4	Metaphor	Saying something is something else to convey meaning, describing something in a non-literal way.
5	Foreshadowing	When a writer hints at something that will occur later in the text.
6	Verse	Writing with rhythm and sometimes rhyme, like in poems or songs.
7	Prose	Regular writing without a set rhythm, like in stories, books, or conversations.
8	Blank Verse	Poetry that has rhythm but does not rhyme.
9	Wordplay	Using words with multiple meanings or sounds of words to be funny, clever or entertaining.

French

Super 7s

The little words
you use a lot



THE SUPER 7

TIME PHRASES Specify when something is 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.
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YEAR 8

1. Time Phrases

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

4. Justifiers

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

7. Connectives

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

2. Verbs

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

5. Qualifiers

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

3. Opinions

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

6. Adjectives

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

Key Vocabulary - holidays



1	aller	to go to...
2	en France	France
3	en Espagne	Spain
4	en Italie	Italy
5	en Angleterre	England
6	en Allemagne	Germany
7	au Pays de Galles	Wales
8	au Portugal	Portugal
9	aux Pays-Bas	Holland / Netherlands
10	aux États-Unis	USA

Key Vocabulary - transport



1	voyager	to travel
2	en train	by train
3	en avion	by plane
4	en voiture	by car
5	en car	by coach
6	en bateau	by boat
7	en bus	by bus

Core intent:

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

Common phrases

1	D'habitude je vais en Espagne en vacances	Usually I go to Spain for my holidays.
2	L'année dernière je suis allé(e) au Pays de Galles avec ma famille et c'était génial.	Last year I went to Wales with my family and it was great.
3	Normalement je voyage en avion mais l'année dernière j'ai voyagé en voiture et c'était fatigant.	Normally I travel by plane but last year I travelled by car and it was tiring.

Past and Present Tense

Present (to travel)	Past (travelled)	Past (went)
je voyage	j'ai voyagé	je suis allé(e)
tu voyages	tu as voyagé	tu es allé(e)
il /elle/on voyage	il /elle/on a voyagé	il /elle/on est allé
nous voyageons	nous avons voyagé	nous sommes allés/ées
vous voyagez	vous avez voyagé	vous êtes allés/ées
ils/elles voyagent	ils/elles ont voyagé	ils/elles sont allés/ées

Key Questions

1	Où vas-tu en vacances d'habitude? Comment voyages-tu?	Where do you usually go on holiday? How do you travel?
2	Où es-tu allé en vacances l'année dernière? C'était comment?	Where did you go on holiday last year? How was it?

Time Phrases

1	normalement	normally
2	d'habitude	usually
3	chaque année	each year
4	l'année dernière	last year
5	il y a 2 ans	two years ago

Adjectives

1	rapide	fast
2	lent(e)	slow
3	fatigant(e)	tiring
4	(in)comfortable	(un)comfortable

Key Vocabulary



1	J'ai visité les monuments / les musées	I visited the monuments / museums
2	J'ai acheté des souvenirs	I bought souvenirs
3	J'ai mangé / j'ai bu	I ate / I drank
4	J'ai pris des photos	I took photos
5	J'ai fait une excursion	I took / did a trip
6	J'ai nagé	I swam
7	J'ai fait du ski / du shopping	I skied / I went shopping
8	J'ai lu un livre / un roman	I read a book / novel
9	Je suis allé(e) à la plage / au marché	I went to the beach / the market

Time Phrases

1	Le premier / dernier jour	on the first / last day
2	Pendant mon séjour	during my stay

Core intent:

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

Common phrases

1	Le premier jour j'ai visité les musées.	On the first day I visited the museums.
2	Le dernier jour j'ai pris des photos car il faisait beau et à mon avis c'était vraiment relaxant.	On the last day I took some photos because the weather was nice and in my opinion it was really relaxing.
3	Ce qui m'a plu le plus c'est quand j'ai acheté des souvenirs car c'était très divertissant.	What I liked the most was when I bought souvenirs because it was very entertaining.

Past Tense

Subject	avoir to have	être to be	Past participle
I	j'ai	je suis	er = é
you	tu as	tu es	re = u
he / she / one	Il / elle / on a	Il / elle / est	ir = i allé(e) resté(e)
we	nous avons	nous sommes	
you (all)	vous avez	vous êtes	lire = lu
they	ils/elles ont	ils/elles sont	faire = fait

Key Questions

1	Qu'est-ce que tu as fait en vacances? C'était comment?	What did you do on holiday? How was it?
2	Quel temps faisait-il?	What was the weather like?

Adjectives

1	rapide	fast
2	lent(e)	slow
3	fatigant(e)	tiring
4	(in)confortable	(un)comfortable

Weather

1	il faisait beau / mauvais / chaud / froid	the weather was nice / bad / hot / cold
2	il pleuvait / neigeait	it was rainy / snowy
3	il y avait du vent / soleil	it was windy / sunny

Key Vocabulary - accommodation



1	j'irais...	I would go
2	je logerais/resterais dans	I would stay in..
3	ce serait	it would be
4	une auberge de jeunesse	a youth hostel
5	un hôtel 5 étoiles	a 5 star hotel
6	un gîte	a holiday home
7	un appartement de luxe	a luxurious apartment
8	un camping	a campsite
9	une villa	a villa
10	une chambre d'hôte	a B&B

Key Vocabulary - activities



1	Je voyagerais	I would travel
2	Je mangerais	I would eat
3	J'achèterais des souvenirs	I would buy souvenirs
4	Je visiterais les monuments/musées	I would visit monuments/museums
5	Je ferais du shopping/du ski/une excursion	I would do shopping/skiing/a trip
6	Je boirais	I would drink
7	Je lirais un livre/roman	I would read a book/novel
8	Je prendrais des photos	I would take photos
9	J'irais au cinéma/à la plage	I would go to the cinema/beach
10	Je me ferais bronzer	I would sunbathe
11	Ce serait	it would be

Core intent:

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

Common phrases

1	Pour mes vacances idéales j'irais en France.	For my ideal holidays I would go to France.
2	En France je visiterais les monuments et je prendrais des photos.	In France I would visit the monuments and take photos.
3	Je logerais dans un hôtel cinq étoiles car à mon avis ce serait une expérience inoubliable.	I would stay in a 5 star hotel because in my opinion it would be an unforgettable experience.

The Conditional Tense

Infinitive + -ais = I would ... e.g loger = to stay (in an accommodation)

1	loger+ ais -> je logerais	I would stay
2	je logerais dans un hôtel	I would stay in a hotel

Je voudrais + infinitive = I would like to....

1	je voudrais aller	I would like to go
2	je voudrais aller en France	I would like to go to France

Key Questions

1	Comment seraient tes vacances idéales?	How would your ideal holiday be like?
2	Que ferais-tu?	What would you do?

Adjectives

1	unique	unique
2	fascinant(e)	fascinating
3	inoubliable	unforgettable
4	exceptionnel(le)	exceptional

Time Phrases

1	si je pouvais	if I could
---	----------------------	------------

Weather

1	il faisait beau/mauvais/chaud/froid	the weather was nice/bad/hot/cold
2	il pleuvait/neigeait	it was rainy/snowy
3	il y avait du vent/soleil	it was windy/sunny

KEY VOCABULARY

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

THE MIDDLE EAST



ANTARCTICA



FACTORS THAT INFLUENCE DEVELOPMENT

HUMAN

- Rapid population growth
- Conflict
- Corruption

PHYSICAL

- Weather and climate
- Geographical location
- Terrain eg mountainous

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.

KEY VOCABULARY

Economy	The wealth and resources of a country in terms of the goods that are produced and consumed there.
Trade	The buying and selling of natural resources, manufactured goods and services
Imports	the raw materials, goods and services that a country BUYS are called imports.
Exports	the raw materials, goods and services that a country SELLS are called exports.
Balance of Trade	The difference between the money a country earns from its exports and the money it pays for its imports.
Port	A PORT is a location on the coast that provides facilities for ships to load and unload cargo
Globalisation	Globalisation is the process by which countries and people are becoming more connected.
TNC's and MNC's	Trans National Corporations and Multi National Corporations. Companies that operate in more than one country.
Containerisation	A system of standardised transport involving shipping goods in a steel container.

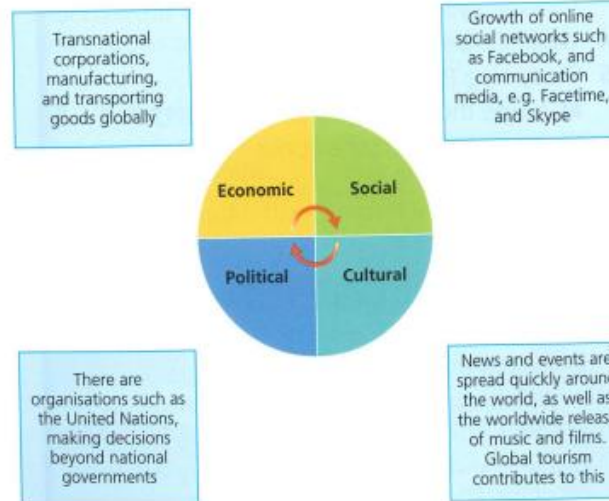
EMPLOYMENT SECTORS

PRIMARY	SECODNARY	TERTIARY	QUATERNARY
Raw materials or natural resources are extracted from the land and sea. Jobs include – farmers, miners, fishermen and forestry workers.	Making things (manufacturing) from the raw materials. Jobs Include – factory workers, steelworks, builders, road and railway builders.	Providing a service to other people. Jobs include – teachers, doctors, refuse collectors, shop assistants.	Research and development. Eg developing new technology, medicine, or financial management.

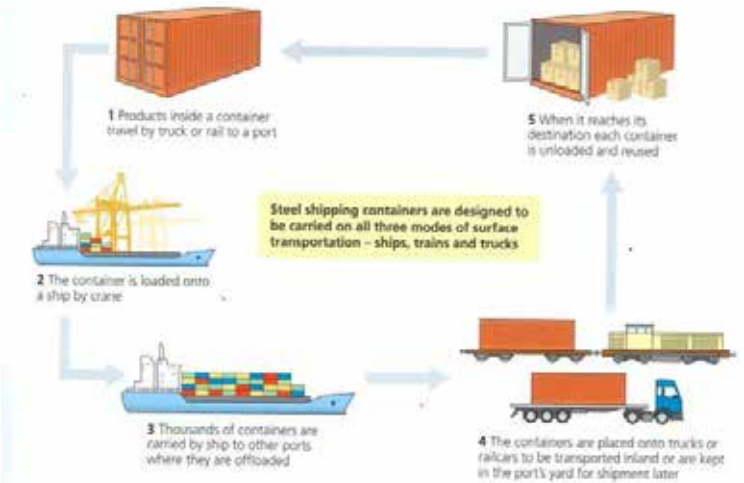
TOURISM AND THE TERTIARY SECTOR

- As the secondary sector started to decline (mid 20th century), people became wealthier and started to have more disposable income.
- People could spend more on nonessentials eg shopping, entertainment, holidays.
- This created new jobs in the service sector (tertiary sector).
- Tertiary sector is now the largest part of the UK Economy

ELEMENTS OF GLOBALISATION



CONTAINERISATION





THE SUPER 7

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

YEAR 8

1. Time Phrases

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

2. Verbs

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

3. Opinions

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

4. Justifiers

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

5. Qualifiers

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

6. Adjectives

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

7. Connectives

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

Key Vocabulary



1	zum...	for...
2	Frühstück	breakfast
3	Mittagessen	lunch
4	Abendessen	dinner
5	essen	to eat
6	trinken	to drink
7	Müsli	cereal
8	Obst	fruit
9	Gemüse	vegetables
10	Fleisch	meat
11	Pizza	pizza
12	Nudeln	pasta
13	Pommes	chips
14	ein Sandwich	a sandwich
15	Fisch	fish
16	Hähnchen	chicken
17	Käse	cheese
18	Brot	bread
19	Kaffee	coffee
20	Tee	tea
21	Milch	milk

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	Normalerweise esse ich Müsli und Obst zum Frühstück und es ist lecker.	Normally I eat cereal and fruit for breakfast and it is delicious.
2	Ich mag Pizza, denn es ist sehr schmackhaft.	I like pizza because it is very tasty.
3	Gestern habe ich Hähnchen mit Pommes zum Abendessen gegessen, aber es hat mir nicht geschmeckt, weil es ziemlich ungesund war.	Yesterday I ate chicken and chips for dinner but I didn't like it because it was quite unhealthy.

Past (Perfect) Tense

Subject	Present - essen (to eat)	Past - essen (ate)	Present - trinken (to drink)	Past - trinken (drank)
I (ich)	esse	habe ...gegessen	trinke	habe ...getrunken
You (du)	isst	hast ...gegessen	trinkst	hast ...getrunken
he/she/it (Er sie / es)	isst	hat ...gegessen	trinkt	hat ...getrunken
We (wir)	essen	haben ...gegessen	trinken	haben ...getrunken
you pl (ihr)	esst	habt ...gegessen	trinkt	habt ...getrunken
They (sie)	essen	haben ...gegessen	trinken	haben ...getrunken

Key Questions

1	Was isst / trinkst du normalerweise?	what do you normally eat/drink?
2	Schmeckt es dir?	do you like it?
3	Was hast du gestern gegessen / getrunken?	what did you eat / drink yesterday?

Time Phrases

1	morgens/ nachmittags/ abends	in the morning/ afternoon/ evening
2	normalerweise/ gewöhnlich	normally/ usually

Adjectives

1	gesund	healthy
2	lecker	delicious
3	köstlich	tasty
4	ekelhaft	disgusting
5	ungesund	unhealthy

Key Vocabulary



1	Öl	oil
2	Fette	fats
3	Milchprodukte	dairy
4	Eiweiss (Fleisch/Fisch)	proteins
5	Kohlenhydrate	carbohydrates
6	Obst	fruits
7	Gemüse	vegetables
8	Süßigkeiten	sweets
9	Kuchen	cakes
10	Zucker	sugar
11	Salz	salt

Grammar

Quantities

1	zu viel	too much
2	viel	a lot of
3	genug	enough
4	mehr	more
5	weniger	less

Core intent:

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

Common phrases

1	Um gesund zu sein, muss ich viel Gemüse essen.	In order to be healthy I must eat lots of vegetables.
2	Ich denke Süßigkeiten sind leckerer als Obst.	I think that sweets are more delicious than fruit.
3	Um meine Diät zu verbessern muss ich genug Fette essen, weil Öl gesünder als Kohlenhydrate ist.	In order to improve my diet I must eat enough fats because oil is more healthy than carbohydrates.

In order to

um zu + infinitive verb = in order to -

1	Um gesund zu sein...	In order to be healthy...
2	Um meine Diät zu verbessern...	To improve my diet...

Modal verbs

3	Ich muss	I must
4	Man muss	You must
5	Ich kann	I can
6	Man kann	You can
7	Ich soll	I should
8	Man soll	You should

Key verbs

1	essen	to eat
2	trinken	to drink
3	vermeiden	to avoid

Key Questions

1	Isst du gesund?	Do you eat healthily?
2	Was kannst du machen, um deine Diät zu verbessern?	What can you do to improve your diet?

Adjectives

1	gesund	healthy
2	ungesund	unhealthy
3	abwechslungsreich	varied

Comparatives

1	gesünder als	more healthy than
2	ungesünder als	more unhealthy than
3	abwechslungsreicher als	more varied than
4	Tomaten sind gesünder als Pizza	tomatoes are more healthy than pizza
5	Pizza ist ungesünder als Fleisch	pizza is less healthy than meat

Key Question

1	Was machst du, um gesund zu sein?	What do you in order to be healthy?
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Key Vocabulary



1	regelmäßig Sport machen	do sport regularly
2	8 Stunden pro Tag schlafen	sleep 8 hours a day
3	mehr Obst und Gemüse essen	eat more fruit and vegetables
4	weniger Süßigkeiten essen	eat less sweets
5	weniger Fastfood essen	eat less junk food
6	nicht rauchen	not smoke
7	keine Drogen nehmen	not take drugs
8	keinen Alkohol trinken	drink no alcohol
9	keine kohlenensäurehaltigen Getränke trinken	drink no fizzy drinks
10	mehr Wasser trinken	drink more water

Core intent:

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

Common phrases

1	Um gesund zu sein, muss man regelmäßig Sport machen.	In order to be healthy you must do sport regularly.
2	Ich denke es ist wichtig weniger Fastfood zu essen weil es so ungesund ist.	I think it is important to eat less junk food because it is so unhealthy.
3	In der Zukunft werde ich mehr Wasser trinken aber ich werde keine Drogen nehmen weil sie sehr gefährlich sind.	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

Pum + zu + infinitive verb = in order to - e.g.

1	Um gesund zu sein	in order to be healthy
2	Um fit zu bleiben	in order to keep fit

Future tense

Ich werde = I am going to - e.g.

1	In der Zukunft werde ich weniger Fastfood essen	In the future I am going to eat less fast food
---	--	--

Modal verbs

1	Man muss	you must
2	Man soll	you should
3	Man kann	you can
4	Ich kann	I can
5	Ich muss	I must
6	Ich soll	I should

Add infinitive verb at the end - e.g:

7	Man muss 8 Stunden pro Tag schlafen	You must sleep 8 hours a day
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History Unit 5: Was the Industrial Revolution "liberty's dawn"?







Key Vocabulary



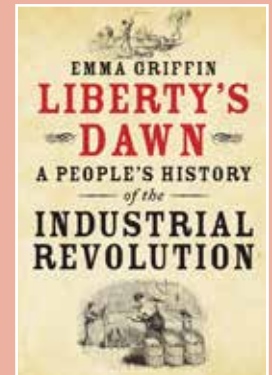
1	Revolution	A dramatic and wide-reaching change.
2	Domestic system	A system where workers make goods in their own homes; also known as a 'cottage industry'.
3	Factory	Where goods are manufactured in large numbers (often mass produced), generally using machinery.
4	Workhouse	A place where the poor received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

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

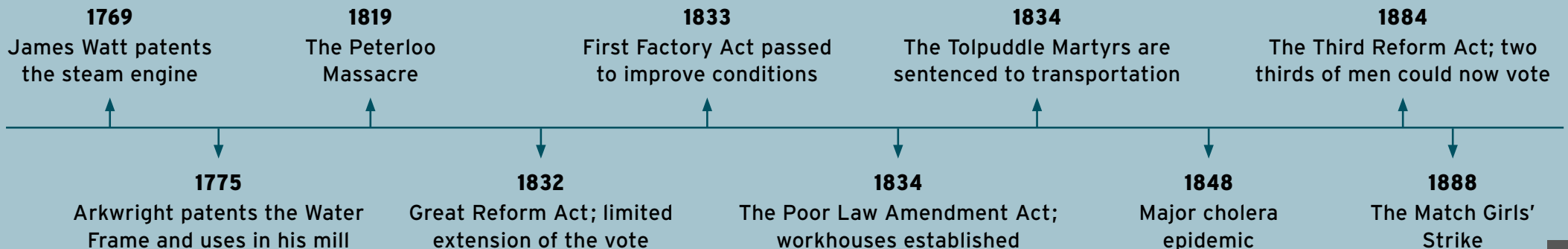
1	Women		<ul style="list-style-type: none"> • Unmarried, single women found work in factories and mills. • Lower wages than men. • Women remain tied to the home.
2	Children		<ul style="list-style-type: none"> • Most children worked - most had a job by age 10. • Long hours, low pay and dangerous jobs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

Liberty's Dawn

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.'*



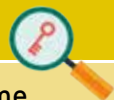
Timeline



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



Key Vocabulary

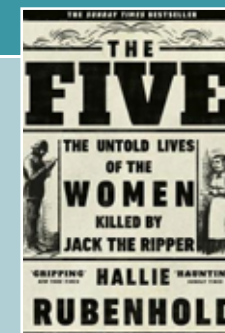


1	Poverty	Not having enough material possessions or income for a person's basic needs.
2	Lodging house ('doss' house)	A building converted into many rooms in which people could pay a small fee for a bed or furnished room.
3	Workhouse	A place where the poor received food and shelter in return for hard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

The Five

"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



Who were The Five?

1	Mary Ann 'Polly' Nichols	4	Catherine 'Kate' Eddowes		
2	Mary Jane Kelly		5	Elizabeth Stride	
3	Annie Chapman				

Housing

Challenges:

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

Work

Challenges:

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

Society's Expectations

Challenges:

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

Mathematics *“Talk like a Mathematician”*

Topic 9 - Law of Indices

1	Index	How many times we use this number in a multiplication. The plural of index is indices.
2	Square number	The result of multiplying an integer by itself.
3	Cube numbers	The result of multiplying an integer by itself twice.

Topic 10 - Probability

1	Venn diagram	A chart using overlapping circles to group different items.
2	Set	A collection of numbers or objects e.g. {1, 2, 3, 4}.
3	Intersection	A set of numbers that contains elements that appear in both of two other sets.
4	Union	A set of numbers made by fully combining two other sets.
5	Complement	All the elements that are not in the set you are looking at.
6	Probability	How likely it is that an event will occur.
7	Sample space	A diagram showing all of the possible outcomes of an experiment.

Topic 11 - Proportion

1	Proportion	A mathematical comparison between two numbers.
2	Scale factor	The value that we multiply by to enlarge an object or value.

Music Reggae Music



Musical features of Reggae

- 1 Snare is tightened to produce a high pitch.
- 2 Heavily syncopated bass lines.
- 3 Lyrical themes follow the Rastafarian beliefs so speak out against injustice in Jamaica as well as highlighting the beauty in nature.
- 4 Syncopation: Off beat rhythms.
- 5 Chords are emphasised on Beats 2 and 4 - this is played by the guitar and piano.



Typical Instruments of Reggae



What is Reggae Music?

- 1 Reggae music started in the 1970's in Jamaica.
- 2 Reggae music was very important to the people of Jamaica.
- 3 It expressed their political struggle, poverty and dislike of slavery to bigger nations e.g. America.
- 4 Reggae music has a big link with the religion called Rastafarianism.

Rastafarianism

Rastafarians believe:

- 1 Africa is the homeland for Jamaicans.
- 2 They should speak against injustice and poverty in Jamaica.
- 3 They should value nature and their environment.



Music Rock and Roll

Key Vocabulary



1	Amplification	Make something louder.
2	Walking Bass Line	Bass line which goes up and down.
3	Call & Response	A leader sings and the audience copy.
4	Improvisation	To make it up on the spot.
5	Scat Singing	Singing nonsense words.



What is Rock and Roll?

- 1 Rock and Roll became popular in the 1950's.
- 2 It's origins come from the Blues.
- 3 It was linked to the invention of the electric guitar and amplification.
- 4 It was designed to appeal to teenagers as a 'new music craze'.
- 5 It discussed themes such as rebellion against adults, going out with friends and partying hard.

Rock Around the Clock by Bill Haley and the Comets

$\text{♩} = 150 \text{ BPM}$

Melody →

Chords →

Walking Bass Line →

ONE TWO THREE O CLOCK FOUR A CLOCK ROCK FIVE SIX SEVEN O CLOCK EIGHT A CLOCK ROCK

NINE TEN ELEVEN O ROCK TWELVE O CLOCK ROCK AROUND THE CLOCK TO NIGHT PUT YOUR

GLAD RAGE ON JOIN ME HOM HAVE SOME FUN TILL THE CLOCK STRIKES ONE GON NA ROCK A ROUND THE

C E G A B A G E C E G A B A G E F A C D





Personal Development- Year 8



Summer Term 2026 – Equality and Political Systems

Equality



Laws vs. Rules



Key Term	Definition
Equality	Having equal (the same) opportunities, resources, and rights
Equity	Treating people according to their needs so they can access the same opportunities and reach an equal outcome.
Racial inequality	Unequal treatment/opportunity based upon a person's race/ethnicity.
Gender stereotypes	Generalised views about how men and women are expected to act, speak, dress, and conduct themselves, based on their sex (e.g., girls like wearing pink; boys like football).
Equality Act (2010)	Government legislation that brings together previous equality laws. Organisations must not discriminate against employees and service users based on Protected Characteristics (see below).

Laws = these are rules that have been passed by **government** that everyone must obey. If someone breaks the law, then a crime has been committed.

WHEREAS

Rules = guidelines for appropriate behaviour that are made and enforced by particular institutions (e.g., schools). The rules apply to members of that particular group.

The Structure of Parliament

Parliament - Works on behalf of UK citizens to **check and challenge** what the government does, **make laws and debate big decisions.**



The House of Commons

- Members **elected** and are called **Ministers of Parliament (MPs)**
- 2 sides – the Government and the opposition.

The House of Lords

- made up of unelected 'life peers' who are **experts** in certain areas (e.g., medicine, law etc).

The Monarchy

- King Charles III – the Head of State.
- UK is a **constitutional monarchy** (the King works in close conjunction with parliament)

Under the Equality Act 2010 there are Nine Protected Characteristics

Age Disability Gender reassignment Marriage and civil partnership Pregnancy and maternity

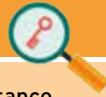


Race Religion or belief Sex (gender) Sexual orientation



Physical Education Athletics

Key Vocabulary



1	Splits	Time it takes to run a set distance e.g. each 100m of an 800m race.
2	Even splits	The aim of trying to complete a race at an even pace e.g. each 100m is completed in the same time over 800m.
3	Pacing	This is the strategy to manage how fast you are going over a set distance to ensure you can be competitive.
4	Aerodynamic	Having a shape which reduces the drag from air moving past.
5	Sprint start	A crouched position technique which allows sprinters to generate more power from the start line.
6	Rotation	Body movement around the core of the body which helps to generate speed and power for throwing.
7	Trajectory	The path an object will take through the air when you throw it.
8	Approach	Importance of gaining speed on the run in for a jump.
9	Take off	The point at which you take off for a jump. This is important for gaining height distance.
10	Landing	The point at which you complete the jump and land in the sand/on mat.
11	Technique	A skilful or efficient way of doing something.

Athletic events can be categorised in three ways; running, throwing and jumping events and are mostly completed individually. One of the biggest opportunities to see these in events in action is at the Olympics which is the largest sporting event in the world!



Cross Curricular Vocabulary

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

1	Respect	Demonstrating regard for the abilities and qualities of others.
2	Rules	Knowing what is and isn't allowed within the laws of sport.
3	Problem solving	Ability to seek and find solutions to problems.
4	Commitment	Being dedicated to a task/activity.
5	Power	The ability to use muscular strength quickly resulting in distance.
6	Preparation	The process of preparing to perform.
7	Speed	The ability to move all or part of the body quickly.

Key Knowledge

1 Middle Distance Running Events

It is important to gain an understanding of 'pacing' aiming to achieve 'even splits'. This means you will seek to find the optimal speed to run at which means you can maintain the pace but still run the distance as quickly as possible to be competitive. This can be achieved by looking at 100m split times (the time taken to run each 100m of the full 800m for example).

2 Sprinting

These events are run over 100m, 200m and 400m and should be run as fast as you can. There is less requirement to implement 'pacing' here. However in order to run as fast as possible it is important to understand how to start quickly using a 'sprint start' and also how to use the correct sprint technique in order to be as aerodynamic as possible.

3 Throwing Events

Throwing events rely heavily on technique to ensure you can generate the most amount of power for your throws e.g. speed of rotation, use of legs etc. The way in which you release the object is important as you want to make it as aerodynamic as possible as well as find the most advantageous trajectory.

4 Jumping Events

In order to jump as far or high as possible you need to gain an understanding of how to generate power and lift. Jumps are broken down into the approach, take off and landing/s and each element can impact the distance/height you jump. Speed on the approach is key to generate power but being able to take off as close to the edge of the board (long and triple) or distance from the bar (high jump) as possible will also be crucial in getting the furthest/highest distance/height measured. Landing requires technique in order to avoid knocking off the bar (high jump) or measuring a shorter distance (long/triple) by falling back into the sand.

Physical Education Net/Wall Games

Key Vocabulary



1	Technique	The way in which you strike the shuttle/ball.
2	Shots	These are played in different situations throughout the game in order to gain an advantage.
3	Shot selection	Choosing the right shot to play in any given situation.
4	Repertoire	A stock of skills which you habitually use.
5	Court markings	The lines which indicate the boundaries of the playing area.
6	Rehearsed skills	Well practised skills.
7	Faulty processes	Things that go wrong and affect you from achieving your potential.
8	Tactics	A strategy for winning.
9	Moving your opponent	This is when you play the ball/shuttle to a variety of areas on the court to force your opponent to move and therefore create space to play in to.

(Badminton, Tennis, Squash, Volleyball) Net/wall games are activities where players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the area, while making it difficult for your opponent to return it.



Cross Curricular Vocabulary

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

1	Respect	Demonstrating regard for the abilities and qualities of others.
2	Rules	Knowing what is and isn't allowed within the laws of sport.
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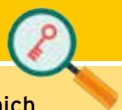
Key Knowledge

Key information for success:

- Net/wall games are played on courts utilising different markings at times depending on whether single or doubles play. It is important to understand which lines are in use during game play. Courts may also differ in size e.g. beach volleyball courts are smaller than indoor courts.
- Tennis, badminton and squash require different techniques although some of the terms are similar such as forehand, backhand, serve etc. You should be trying to play competitively and selecting the correct shot for the situation e.g. if the shuttle/ball is played high and mid court in badminton or tennis you may look to play a smash in return. Shot selection can be very important in order to win.
- You should aim to develop a good repertoire of shots to enable you to select the correct shot for changing situations with the game. Good players will regularly practice each of the shots they play without any pressure so they are rehearsed for when they wish to play them in a competitive game. This means you are more likely to avoid 'faulty processes' in a game.

Physical Education Striking/Fielding Games

Key Vocabulary



1	Base (softball, rounders)	A post or plate on the floor which batters must run over (softball) or around (rounders).
2	Wicket (cricket)	Three posts with a bale on the top.
3	Tactic	A strategy to help your team win.
4	Bowling technique	Changing the way you deliver the ball when bowling.
5	Bowling tactic	Delivering the ball in a variety of ways in order to make it difficult for the batter to strike the ball.
6	Batting technique	Being able to strike the ball in a variety of ways.
7	Batting tactic	Using different techniques in order to play the ball in to space.
8	Fielding positions	Fielders should consider where to stand in order to best cover the field and give them an advantage against the batters.
9	Decision making	The ability to make a decision and follow through with an action to support this.
10	Speed around/ between wickets	Speed is the time taken to move from one base/wicket to another.

(Cricket, Rounders, Softball) Striking and fielding games are activities where the batting team strike an object and run to a designated playing area and the fielding team try to prevent them from scoring by retrieving the object to stop play.



Cross Curricular Vocabulary

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

1	Respect	Demonstrating regard for the abilities and qualities of others.
2	Rules	Knowing what is and isn't allowed within the laws of sport.
3	Problem solving	Ability to seek and find solutions to problems.
4	Commitment	Being dedicated to a task/activity.
5	Power	The ability to use muscular strength quickly resulting in distance.
6	Preparation	The process of preparing to perform.
7	Speed	The ability to move all or part of the body quickly.

Key Knowledge

- Key information for success**
Striking and fielding games are team games which require strong communication and team work in order to be successful.
- Batting**
When batting it is important to develop a repertoire of different batting skills in order to bat in different directions. A batter needs to be able to play the ball in to space in order to make fielding the ball more challenging, giving the batter more chance of scoring. Learning different batting techniques is crucial if a batter is to use this tactic. Batters also need to demonstrate speed around the bases/between the wickets to make it more likely to score more highly.
- Fielding**
Fielders need to be clear on the purpose and role of their fielding position. When fielding, communication between the fielders needs to be strong and usually the bowler takes control of key decisions. If a deep fielder is running after the ball, the bowler should communicate which base/wicket the ball needs to be thrown to. This requires sound decision making. The bowler must also make tactical decisions by varying their bowling techniques according to the batter's preference in order to make it more difficult to strike the ball.



Key Vocabulary



1	Buddha	The enlightened or awaken one.
2	Dhamma	The Buddha's teachings.
3	Sangha	The Buddhist community.
4	Nirvana	Extinguish, all suffering from your life. Therefore the state you enter enlightenment.
5	Enlightenment	An awakening, understand the truth of reality.
6	Karma	Refers to action driven by intention (cetana) which leads to future consequences both bad and good.
7	Craving	The strong feeling of wanting something, or always longing for more.
8	Meditation	The act of clearing and focusing the mind. Deep thinking.
9	The Middle Way	Living in a middle way free from extremes E.g. Not luxury, not poverty. You will crave if you don't have enough, but can become greedy and attached if you have too much.

To Achieve True Enlightenment

- 1 An individual must understand the 3 marks of existence:
 - Anicca** - everything changes, impermanence.
 - Anatta** - an individual does not have a fixed self or soul continuously changing.
 - Dukkha** - everyone suffering.
- 2 No longer suffering, no longer attached, no longer trapped in Samsara, cycle of birth, life and death no longer bound to your personal karma.
- 3 For all Buddhists it is their ultimate goal, knowing truth, happiness, a state of bliss and achieving Nirvana.

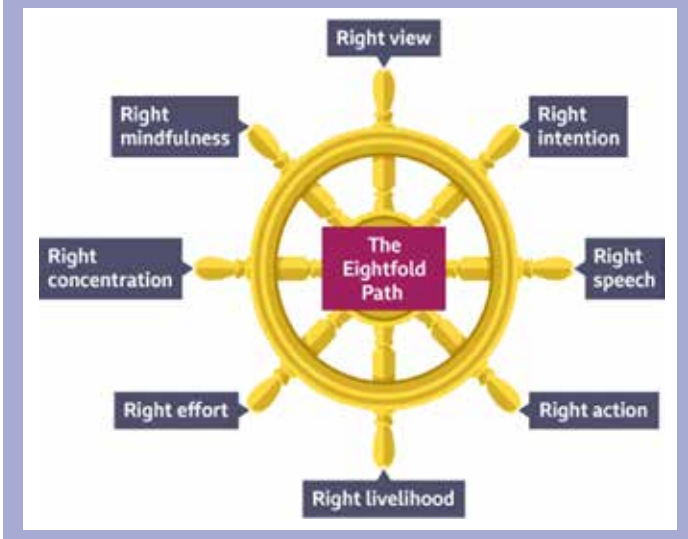
Siddhartha Gautama

- 1
 - Siddhartha Gautama was a prince born 2,500 years ago in India.
 - He became Buddha.
- 2
 - His father tried to hide suffering from Siddhartha.
 - Siddhartha left the palace and saw four sights: illness, old age, death, and a holy man.
- 3
 - Siddhartha left the place and his family behind.
 - Siddhartha went in search for an answer to, 'why do we all suffer?'
- 4
 - Siddhartha tried any different methods, none worked.
 - He then found the middle way [noble eight fold path].
- 5
 - Siddhartha meditated for 46 days.
 - Struggling with craving, anger attachment and jealousy.
- 6 Siddhartha became the 'enlightened one, the Buddha' through awaking his mind.
- 7 He taught the middle way, the noble eight fold path for the next 50 years. Starting with the Four Noble truths.

The Four Noble Truths

- 1 There is suffering in the world.
- 2 Suffering has an origin (cause) - attachment, craving.
- 3 Suffering can be stopped.
- 4 There is a path out of suffering - if you follow the Buddha's teaching (Dharma). Eightfold Path, middle way.

The Eightfold Path



Science Energy 2: Energy Resources

Key Vocabulary



1	Energy	The ability to do work or cause change. It exists in different stores like thermal, chemical and elastic.
2	Power	Describes how quickly energy is transferred or used in a system.
3	Electricity	A way to power devices at home, often generated by burning fuels or using renewable resources.
4	Insulation	A way to prevent heat energy from escaping buildings, helping reduce wasted energy and save money.
5	Fuel Bill	The cost a household pays for using energy such as gas or electricity.
6	Renewable Resource	An energy resource that is naturally replenished over time, like solar or wind.
7	Non-Renewable Resource	A source of energy that will eventually run out, such as coal, oil, or natural gas.
8	Fossil Fuels	Fuels formed from the remains of ancient plants and animals, including coal, oil, and natural gas.
9	Environmental Impact	The effect that using energy resources has on the planet, including pollution and climate change.
10	Sustainability	Meeting energy needs in ways that do not harm future generations or deplete natural resources.

Units

1	Joule (J)	The unit used to measure energy. 1 kilojoule (kJ) = 1000 joules.
2	Power	The rate at which energy is transferred or used. It tells us how quickly energy is being used.
3	Watt (W)	The unit of power. 1 watt means 1 joule of energy is used every second.
4	Kilowatt (kW)	1 kilowatt = 1000 watts.
5	Kilowatt-hour (kWh)	A unit used to measure electrical energy. It shows how much electricity is used over time.

Renewable and Non-Renewable Resources

Renewable Resources	Non-Renewable Resources
Solar energy	Coal
Wind energy	Oil
Hydroelectric power (HEP)	Natural gas
Tidal energy	Nuclear fuel (e.g. uranium)
Geothermal energy	
Biomass	

Advantages & Disadvantages of Solar & Wind Energy

Energy Source	Advantages	Disadvantages
Solar	Renewable and won't run out; No harmful emissions; Low maintenance	Not reliable in cloudy weather or at night; High initial cost
Wind	Renewable and sustainable; Produces no pollution; Land below can be used for farming	Can be noisy and affect wildlife; Not always windy or reliable

Equations




$$\text{Power (W)} = \text{Energy (J)} \div \text{Time (s)}$$

The cost of using electricity at home is:

$$\text{Cost (£)} = \text{Units (kWh)} \times \text{Price per unit (£/kWh)}$$



Fossil Fuels

1	Oil	
2	Coal	
3	Natural Gas	

Science Waves 2: Light

Key Vocabulary



1	Absorption	When the energy of a wave ends up in a material.
2	Diaphragm	The vibrating part of a microphone.
3	Frequency	The number of waves per second.
4	Incidence	When light strikes a surface.
5	Longitudinal	A wave in which the vibrations are parallel to the direction of energy transfer.
6	Mirror	A flat surface that reflects all rays as a clear image.
7	Normal	A line drawn at 90° to a surface.
8	Particle	An atom or molecule.
9	Specular reflection	When light rays reflect off a mirror in the same direction.
10	Refraction	When light changes direction as it enters a transparent substance.
11	Diffuse scattering	When light reflects off an uneven surface in all directions.
12	Transmission	When a wave passes through something.
13	Transverse	A wave in which the vibrations are perpendicular to the direction of energy transfer.
14	Vacuum	A space that contains no particles.
15	Vibration	An up-down or backwards-forwards movement.
16	Concave	An object that curves inwards.
17	Convex	An object that curves outwards.
18	Opaque	Does not transmit light.

Refraction

Light changes direction when it travels through another object e.g. glass. When light enters the glass, it refracts **TOWARDS** the normal.

When light leaves the glass, it refracts **AWAY FROM** the normal.

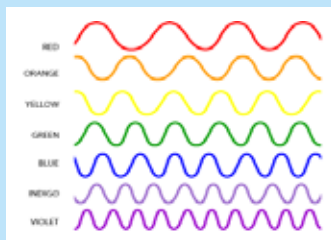


How do prisms work?



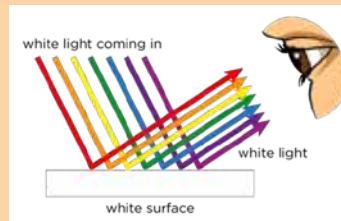
The different colours refract (bend) by different amounts. Red light has the lowest frequency and is refracted least.

Violet light has the highest frequency and is refracted most. Because of this the white light splits into its separate colours.

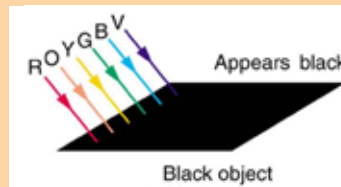


Colour

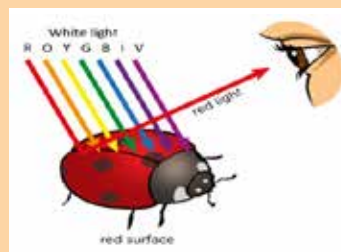
A white object appears white because it reflects all wavelengths of light equally.



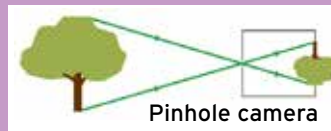
A black object appears black because it absorbs all wavelengths of light so none are reflected.



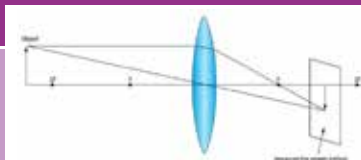
A black object appears black because it absorbs all wavelengths of light so none are reflected.



Imaging



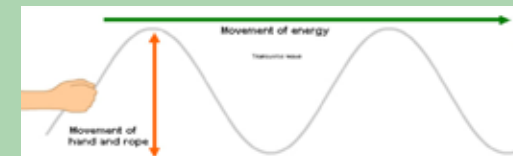
Pinhole camera



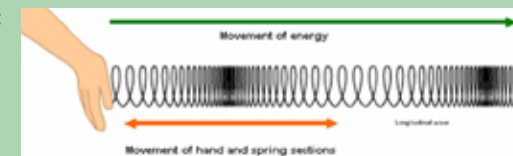
Convex lens (eye)

The two types of wave

Transverse wave:



Longitudinal wave:



Electromagnetic spectrum

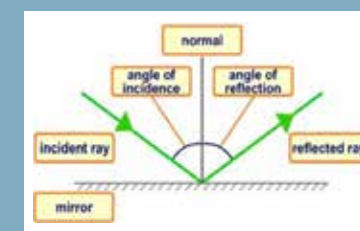
The electromagnetic spectrum is a range of different transverse waves:



Facts about light

- 1 Light travels at a 300,000,000 m/s, much faster than sound (340 m/s).
- 2 Light travels in a straight line.
- 3 The path of light can be represented by rays.
- 4 Light is a wave; all waves carry energy.

Key idea - Reflection

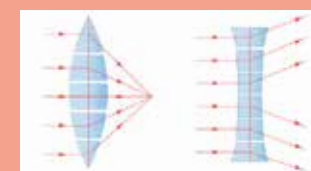


The normal line is the line at 90° degrees to the mirror.

Conclusion:

The angle of incidence is the same as the angle of reflection.

Lenses



A **convex lens** is curved outwards. It makes the image smaller and closer. It makes the image bigger and upside down past the focus point.

A **concave lens** is curved inwards. It makes an image appear bigger.

Science Organisms 3: Breathing

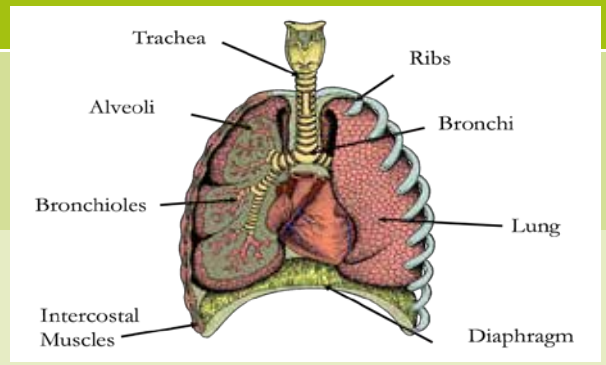
Key Vocabulary



1	Allergen	A substance that can cause an allergic reaction.
2	Breathing rate	The number of breaths per minute.
3	Bronchi	Where the trachea (windpipe) splits into two branches, one into each lung.
4	Bronchioles	Where the bronchi split into smaller branches.
5	Carcinogen	A substance which can cause cancer.
6	Diffusion	The movement of particles from an area of high concentration to an area of low concentration.
7	Pulse rate	The number of times the heart beats per minute.
8	Respiration	A process where glucose is broken down and energy is released.
9	Ribs	Bones which form the ribcage to surround and protect the lungs.
10	Inspiration	To breathe in (inhalation).
11	Expiration	To breathe out (exhalation).

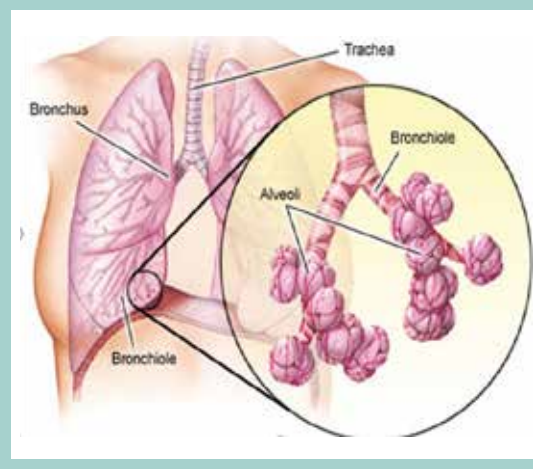
Structure of the lungs

- Breathing in**
 - The diaphragm contracts and flattens and moves down.
 - The ribs move upwards and outwards.
 - The lungs expand.
- Breathing out**
 - The diaphragm relaxes and moves upwards.
 - The ribs move downwards and inwards.
 - The lungs get smaller.



Adaptations of the lungs

- Alveoli have thin walls.
- Rich blood supply.
- Very small and present in large numbers; this means that our lungs have a large surface area.
This maximises the diffusion rate of the gasses.



Smoking

Chemicals in cigarettes or smoke	Effect on the body
Tar	Builds up in the lungs and is carcinogenic.
Carbon monoxide	Binds to red blood cells which means the blood cells can carry less oxygen.
Nicotine	The addictive substance in cigarettes.

Asthma

- Asthma is a condition where the breathing passages (bronchioles) get narrower.
- It can be caused by allergens, irritants or changes in temperature.
- The symptoms are shortness of breath, tightness in the chest and fatigue.

The effect of exercise on the body

Breathing rate increases	More oxygen delivered to cells for respiration
Heart rate increases	The blood can deliver more oxygen and glucose to muscle cells for respiration.

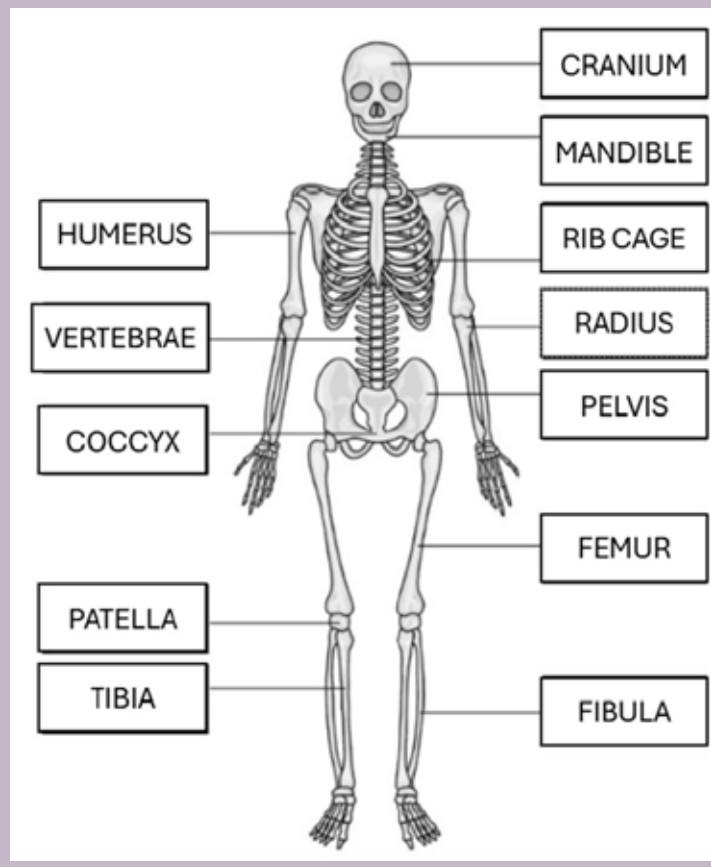
Science Organisms 4: Movement

Key Vocabulary



1	Contraction	The process of a muscle getting shorter and fatter.
2	Musculoskeletal system	The body system that provides support, stability, shape, and movement to the body.
3	Joint	The point at which two (or more) bones meet.
4	Cartilage	Soft connective tissue found between joints.
5	Ligaments	Connective tissue that attaches bone to bone at a joint.
6	Tendons	Connective tissue that attaches muscle to bone.
7	Synovial	A type of joint between bones.
8	Arthritis	Condition where there is inflammation or damage in bones or joints.
9	Biomechanics	The study of how the skeleton moves when muscles exert forces on bones.
10	Relaxation	The process of a muscle getting longer and thinner.

Skeleton

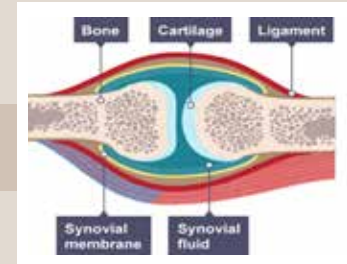


The three types of joint

Type of joint	Direction of movement	Examples
Hinge	In two directions	Elbow and knee
Ball and socket	In all directions	Shoulder and hip
Pivot	Rotational around a single axis	Joints in the neck

Joints

- Two bones moving against each other would wear down.
- To prevent this the ends of bones are covered with cartilage.
- Synovial fluid keeps this slippery.
- Ligaments join the two bones together.



Functions of the skeleton

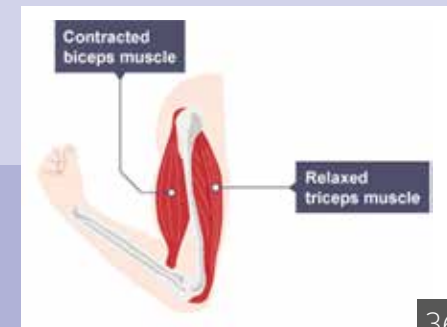
The skeleton has four main functions:

- To support the body.
- To protect some of the vital organs of the body.
- To help the body move.
- To make blood cells.

How do muscles work

Muscles work in pairs called antagonistic muscles. The muscles have opposite functions: when one muscle in the pair contracts, the other relaxes and vice versa:

- To raise the forearm, the biceps contract and the triceps relax.
- To lower the forearm again, the triceps contract and the bicep relaxes.



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

2. Verbs

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

3. Opinions

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

4. Justifiers

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

6. Adjectives

1	difícil	difficult
2	fácil	easy
3	entretenido	entertaining
4	emocionante	exciting
5	relajante	relaxing
6	especial	special
7	increíble	incredible

5. Qualifiers

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

7. Connectives

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

Key Vocabulary



1	jugar al fútbol/ baloncesto	to play football/ basketball
2	hacer ciclismo	to practise cycling
3	hacer natación	to do swimming
4	hacer equitación	to do horse-riding
5	hacer mis deberes	to do my homework
6	escuchar música	to listen to music
7	ver la tele	to watch TV
8	ir al cine	to go to the cinema
9	ir de compras	to go shopping
10	tocar la guitarra/ el piano	to play the guitar / the piano
11	navegar por internet	to surf the internet
12	leer un libro	to read a book
13	hablar por teléfono	to talk on the phone
14	salir con mis amigos	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	Me gusta jugar al fútbol.	I like to play football.
2	Me gustaría ver la tele porque es muy entretenido.	I would like to watch TV because it is very entertaining.
3	Mañana voy a ir al cine ya que será bastante relajante.	Tomorrow I will go to the cinema because it will be quite relaxing.

Present Tense

Subject (optional)	gustarse (it pleases to me i.e. to like)	
A mi	me gusta	I like
A ti	te gusta	You like
A ella/A él	le gusta	S/he likes
A nosotros	nos gusta	We like
A vosotros	os gusta	You (all) like
A ellas/A ellos	les gusta	They like

Key Question

1	¿Qué te gusta hacer en tu tiempo libre?	What do you like to do in your free time?
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Adjectives

1	entretenido	entertaining
2	sociable	sociable
3	exigente	challenging
4	barato	cheap
5	caro	expensive
6	fácil / difícil	easy/difficult
7	relajante	relaxing

Opinions

1	no me gusta	I don't like
2	odio	I hate
3	me encanta	I love
4	me aburre	It bores me
5	me molesta	It bothers me

Key Vocabulary



1	juego al fútbol/ baloncesto	I play football/ basketball
2	practico ciclismo	I practise cycling
3	leo un libro	I read a book
4	hablo por teléfono	I talk on the phone
5	salgo con mis amigos	I go out with my friends
6	escucho musica	I listen to music
7	veo la tele	I watch TV
8	toco la guitarra/ el piano	I play the guitar / the piano
9	navego por internet	I surf the internet
10	hago natación/ equitación	I do swimming/ horse-riding
11	hago mis deberes	I do my homework
12	voy al cine	I go to the cinema
13	voy de compras	I go shopping

Core intent:

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

Key Question

1	¿Qué haces normalmente en tu tiempo libre?	What do you normally do in your free time?
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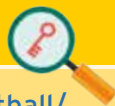
Common phrases

1	A menudo juego al fútbol	I often play football.
2	Nunca voy de compras porque es muy caro pero a veces leo un libro	I never go shopping because it is very expensive but sometimes I read a book.
3	Siempre salgo con mis amigos ya que en mi opinión es realmente entretenido	I always go out with my friends because in my opinion it is really entertaining.

Present Tense

Subject	regular - ar jugar (to play)	regular - er leer (to read)	regular - ir salir (to go out)	hacer (to do)	ir (to go)
Yo = I	juego	leo	salgo	hago	voy
Tú = you	juegas	lees	sales	haces	vas
Ella / él = s/he	juega	lee	sale	hace	va
Nosotros = we	jugamos	leemos	salimos	hacemos	vamos
Vosotros = you pl	jugáis	leéis	salís	hacéis	vais
Ellas/ellos = they	juegan	leen	salen	hacen	van

Key Vocabulary



1	jugué al fútbol/ baloncesto	I played football/ basketball
2	practiqué ciclismo	I practised cycling
3	navegué por internet	I surfed the internet
4	hablé por teléfono	I talked on the phone
5	escuché musica	I listened to music
6	toqué la guitarra/ el piano	I played the guitar/ the piano
7	vi la tele	I watched TV
8	leí un libro	I read a book
9	salí con mis amigos	I went out with my friends
10	hice natación/ equitación	I did swimming/ horse-riding
11	hice mis deberes	I did my homework
12	fui al cine	I went to the cinema
13	fui de compras	I went shopping

Core intent:

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

Key Question

1	¿Qué hiciste ayer en tu tiempo libre?	What did you do yesterday in your free time?
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Common phrases

1	Recientemente jugué al fútbol.	Recently I played football.
2	Ayer practiqué el ciclismo porque es muy divertido .	Yesterday I practised cycling because it is very fun .
3	El fin de semana pasado salí con mis amigos y en mi opinión fue realmente entretenido .	Last weekend I went out with my friends and in my opinion it was really entertaining .

Present Tense

Subject	regular - ar jugar (to play)	regular - er leer (to read)	regular - ir salir (to go out)	hacer (to do)	ir (to go)
Yo = I	jug <u>ué</u>	le <u>í</u>	sal <u>í</u>	hic <u>e</u>	fui
Tú = you	jugast <u>e</u>	le <u>íste</u>	salist <u>e</u>	hicist <u>e</u>	fuist <u>e</u>
Ella / él = s/he	jugó	leyó	salió	hizo	fue
Nosotros = we	jugam <u>os</u>	le <u>ímos</u>	salim <u>os</u>	hicim <u>os</u>	fui <u>mos</u>
Vosotros = you pl	jugast <u>eis</u>	le <u>ísteis</u>	salist <u>eis</u>	hicist <u>eis</u>	fuist <u>eis</u>
Ellas/ellos = they	jugar <u>on</u>	leyer <u>on</u>	salier <u>on</u>	hicier <u>on</u>	fuer <u>on</u>



Year 8 Knowledge Organisers

Summer Term 2025-2026