# Year 8 Knowledge Organiser

# Autumn 2026

**Name:** _____

**Tutor Group:** _____



ORMISTON DENES ACADEMY

[OAT] Ormiston Academies Trust

ACHIEVING MORE TOGETHER

## Your Knowledge Organiser

### What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

### Why are we using Knowledge Organisers?

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time– and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

### What is Metacognition?

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that…' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy…both are examples of metacognition.

## How to Use Your Knowledge Organiser:

| CHUNK IT | RE-LEARN IT | WRITE IT | SPEAK IT |
|---|---|---|---|
| Split the knowledge organiser into manageable chunks.<br><br>Choose a chunk at a time to memorise.<br><br>Start with the most important or the most difficult. | Re-read your notes on the chosen topic.<br><br>Do some wider research on the internet until you understand it. | Write a detailed description or an explanation about everything that you know about this topic.<br><br>Try to do this without your notes.<br><br>Write key facts you need to memorise over and over until you have memorised them. | Give a verbal explanation about this topic as if you were teaching it.<br><br>Repeat the facts you need to remember 20 times.<br><br>Record key facts from the knowledge organiser into your phone. |

## How to Use Your Knowledge Organiser:

| TRANSFORM IT | REDUCE IT | SORT IT | LINK IT |
|---|---|---|---|
| Transform key facts into a series of images.<br><br>Transform what you have learned into a diagram.<br><br>Transform your learning into a poem or a story. | Reduce what you have learned to five key bullet points or prompts.<br><br>Reduce the three most important facts linked to a topic into 10 words. | Rank the most important pieces of information from your knowledge organiser.<br><br>Categorise your key facts into groups, you choose the group headings. | Find three links between this topic and others you have studied.<br><br>Link the key points together. |

# English

# Journey's End




## Key Words

1. **Conflict** – *A serious disagreement or argument.*
2. **Glory** - *Fame and respect won through great bravery or effort*
3. **Patriotism** - *Being devoted to your country. "He was an officer of unquestioned patriotism."*
4. **Courage** – *The ability to act even if scared*
5. **Brutality** - *Savage physical violence; great cruelty. "Brutality against civilians"*
6. **Alcoholism** - *Addiction to the consumption of alcoholic drink; alcohol dependency.*
7. **Comrade** - *A fellow soldier or member of the armed forces. "He helps his comrade"*
8. **Neuralgia** - *Intense, intermittent pain along a nerve, especially in the head or face.*
9. **Cowardice** – lack of bravery
10. **Heroism** - *Great bravery. "They fought with heroism"*
11. **Subvert** - *undermine the authority of an established system. "attempt to subvert government"*
12. **Ambivalent** - *mixed feelings about something. "some loved her, some hated her, few were ambivalent about her"*
13. **Chaotic** - *In a state of complete confusion and disorder. "The political situation was chaotic"*
14. **Futility** - *Pointlessness or uselessness. "The horror and futility of war"*
15. **Fatuous** - foolish
16. **Doomed** – Likely to have an unfortunate and inescapable outcome
17. **Reluctant hero** - ordinary man with several faults or a troubled past, and he is pulled reluctantly into the story, or into **heroic** acts.
18. **Ambiguous** – Unclear
19. **Toxic Masculinity** - *cultural pressures for men to behave in a certain often violent way.*

## Writer's Methods

1. **Setting** – The place where the story takes place.
2. **Stage Directions** - an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.
3. **Dialogue** – speech between two or more characters.
4. **Characterisation** – The way a writer introduces and develops a character across a narrative.
5. **Character Foil** - a **foil** is a **character** who contrasts with another **character**; typically, a **character** who contrasts with the protagonist
6. **Foreshadowing** - a warning or indication of (a future event).

## Facts about World War 1 (Context)

*Journey's End* focuses on life in the trenches during the first world war. Stage directions show little comfort. The sounds of war permeate. The constant references to rats, cold and damp highlight how difficult life was for men who discuss the comfort of their homes and gardens. This is combined with the feeling of constant boredom and waiting for something to happen.

Young, able and - in many cases - highly educated men suffer these conditions. The overall effect is to make the audience question the wisdom of wasting their potential in this **No Man's Land in the trenches.**

It is sometimes easy to think that soldiers in wars are always fighting battles. But the play shows that for most of the time it's a matter of waiting. What soldiers do to fill the hours under such horrendous stress is a major theme. Sherriff wanted his audiences to understand just how this tense prolonged waiting was an untold horror of war.

It may shock you to learn that between the years of 1914, when war broke out, and 1918, when peace was declared, 886,000 English soldiers died. The play asks the question, was it worth it...?

## Characters

Stanhope
The Captain of an infantry company stationed in the trenches of St. Quentin, France during World War I. Stanhope is a young man, but he has already seen three years of combat and has gained has gained the respect of his men, who see him as a brave leader. However, they also see him as something of an alcoholic. Indeed, the war has changed him greatly, turning him from a rugby captain and school hero into a hard-drinking man with shot nerves.

Raleigh
A young officer fresh out of school. Raleigh went to the same school as Stanhope, who is several years older than him. As such, he has always admired Stanhope—so much so that he asked a high-ranking relation of his to help him get placed in Stanhope's infantry.

Osborne
The second-in-command to Stanhope. Osborne is a bit older than the other soldiers, but he is well-liked. In fact, he actually helps keep Stanhope—his superior—mentally stable and takes care of him. The other officers refer to him an 'uncle' because of his caring nature.

Hibbert
An officer in Stanhope's infantry. Hibbert is so afraid of dying in the trenches that he pretends to suffer from an acute case of neuralgia (intense nerve pain).

Trotter
An officer in Stanhope's infantry. Trotter is jovial and positive despite the harsh conditions of the trenches. He comfort eats to cope with the experience of war, frequently giving Mason—the cook—a hard time about the food served in the dugout. **Hardy**
The second-in-command officer stationed in Stanhope's trenches before Osborne and his group take over. Before Hardy leaves, he overlaps with Osborne so that he can "hand off" the duties and fill Osborne in on what has been happening on the front line.

Mason
The officers' cook. Mason is very obedient, constantly trying to accommodate the often ridiculous requests of people like Trotter.

The Colonel
Stanhope's immediate superior. The Colonel is the one who tells Stanhope to expect the large German attack on March 21st. He is also the person who informs Stanhope of the high-ranking generals' decision to send Osborne and Raleigh on the daylight raid.

**Plot summary**

•Officer Osborne - second in command of C Company - and Commanding Officer Hardy are in a dugout. Hardy and Osborne are from different companies. They discuss the Commanding Officer of C Company, a man called Dennis Stanhope. While they converse a new young officer, Raleigh, enters the dugout. We find out that he too has known Stanhope in the past.

•Stanhope enters the scene. He asks for a drink and shows little sympathy for an officer's complaints of neuralgia.

•Stanhope and Osborne discuss the possibility of a German attack in the following days.

•The Colonel enters the scene and tells Stanhope he thinks Raleigh and Osborne should participate in a raid on the German line the next day.

•When the officers are told about the raid they all react differently. Young Raleigh is enthusiastic about his fate. The Colonel promises them the Military Cross for bravery once it is over.

•After the raid, we find out that Osborne and six other men have been killed. A German soldier is taken prisoner and interrogated.

•Raleigh has changed his attitude. He has lost his idealistic belief that it is a privilege to fight for one's country. He does not join the post-raid celebratory dinner.

•The Germans attack in the final scene. Raleigh lies dying with Stanhope by his side. The dugout collapses as Stanhope leaves the stage. The ending is ambiguous and we are left uncertain about the fate of the remaining characters.









**Themes**

RESPONSIBILITY - The theme of responsibility is explored throughout the play as we see each character dealing with their duties and responsibilities in the trenches. Some, like Trotter, step up to this challenge and carry the responsibility whereas others, like Hibbert, will crumble under the pressures of the harsh life in the trenches.

MASCULINITY - The theme of masculinity is explored throughout the play. Each character is expected to deal with the horrors of war 'like a man' which meant that they would be shamed if they showed any fear. This repression of emotions lead to alcoholism and outbursts of violence.

HEROISM - The theme of heroism and the idea of the hero is explored through multiple characters in the play. Stanhope is a great leader and is respected by the men in his company however he is flawed as he relied on alcohol to function in the trenches.

HIERARCHY - The theme of social hierarchy and ranking is relevant to life in the trenches because your social status in the civilian world determined your rank in the army. You will notice as you read the play that the officers are generally very educated and middle class whereas Mason, the cook, is working class.

# Context Notes: Russia (1917 – 1943)

Before the **revolution** of 1917, Russia was a **dictatorship**; the tsar, Nicholas II, had absolute power.

Russia was also a **capitalist** society at this time; business owners became very rich while the workers lived in poverty. The tsar became unpopular with the working classes because he did nothing to help them.

Vladimir Lenin led the revolution to overthrow the tsar's government. Lenin made Russia into a **democracy**. His organisation and leadership of Russia was inspired by the **communist** ideas of **Karl Marx:** a theory based on the idea that property and the economy should be collectively owned and shared among everyone. .

Life was much better for the working classes under Lenin's leadership but the success of the revolution started to go wrong when Lenin died. Vladimir Trotsky was the obvious successor, but Joseph Stalin seized power. Stalin spread **propaganda** about his own 'great' leadership and banned criticism against him. He altered the communist principles of the party to suit his own interests.

Under Stalin's rule Russia became a dictatorship once again and the working classes were in a more desperate situation than they had been before the revolution.

Each character represents a different historical figure.





## Themes

**Corruption** – dishonest or fraudulent conduct by those in power, e.g. Squealer rewriting the commandments.

**Freedom** – the right to act, speak, or think as one wants; not being imprisoned or enslaved.

**Equality** - the state of being equal, especially in status, rights, or opportunities; e.g. after the Rebellion the animals are free from the tyranny of Mr Jones and seek to establish equality amongst themselves.

**Propaganda** – biased or misleading information, used to promote a political cause or point of view, e.g. Squealer uses propaganda to manipulate the animals and justify the pigs' behaviour.

**Betrayal** – the action of betraying one's country, a group, or a person, e.g. Mollie leaves the farm; Napoleon deceives Snowball; Squealer lies to the animals.

**Greed** – intense and selfish desire for something, especially wealth, power, or food; e.g. the pigs starve the other animals but feed themselves well and consume alcohol to excess.

## Checklist

Point
Quote
Implied meaning
Method
Zooms
Impact on the reader

## Sentence starters

Orwell presents…
This is shown in the quote "…"
This implies…
The [method] demonstrates…
The [word class] "…" suggests…
This makes the reader think/feel/ imagine/ to teach/show…

## Key quotes

"Our labour is stolen from us by human beings"
"Man serves the interest of no creature except himself"
"I will work harder!"
"Four legs good, two legs bad"
"Napoleon is always right"
"all animals are equal, but some animals are more equal than others"
"Comrades, do you know who is responsible for this? SNOWBALL!"
"they had come to a time where no-one dared speak his mind"




## Story

- *Animal Farm* is a **fable** which means it teaches the reader a moral lesson.
- It is the story of a revolution on a farm and imagines what would happen if animals were in charge, rather than humans.
- The author, George Orwell, published *Animal Farm* in 1945. He was inspired by the 1917 Russian Revolution.
- *Animal Farm* explores themes like power, hope and lies, and shows how greed can destroy society.

## Subject Terminology

•Vocabulary choices – verb, noun, adjective, adverb, inclusive pronoun…
•Linguistic devices – simile, metaphor, personification, emotive language…
•Fable – a story in which animals are used to teach a moral lesson - absolute power corrupts absolutely.
•Irony – when the true meaning is opposite to what the words literally say.
•Satire – the use of humour and irony to expose and criticise the failures of people and institutions.
•Allegory – works in which the characters or events represent broader ideas beyond the literal.
•Cyclical structure – where the ending of a text mirrors the beginning in some way.
•Dramatic irony - character's words or actions is clear to the audience or reader although unknown to the character
• Pathetic fallacy - the attribution of human feelings and responses to inanimate things or animals, especially in art and literature

## Vocabulary

- Malignant – Evil in nature or effect.
- Vivacious – Attractively lively and animated.
- Morose- sullen and bad-tempered.
- Gilded- Having a background of wealth and luxury.

Year 8 science

# The Periodic Table of Elements

| 1 | 2 | | | | | | | | | | | 3 | 4 | 5 | 6 | 7 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 1 H hydrogen 1 | | | | | | | | | | 4 He helium 2 |
| 7 Li lithium 3 | 9 Be beryllium 4 | | | | | | | | | | | 11 B boron 5 | 12 C carbon 6 | 14 N nitrogen 7 | 16 O oxygen 8 | 19 F fluorine 9 | 20 Ne neon 10 |
| 23 Na sodium 11 | 24 Mg magnesium 12 | | | | | | | | | | | 27 Al aluminium 13 | 28 Si silicon 14 | 31 P phosphorus 15 | 32 S sulfur 16 | 35.5 Cl chlorine 17 | 40 Ar argon 18 |
| 39 K potassium 19 | 40 Ca calcium 20 | 45 Sc scandium 21 | 48 Ti titanium 22 | 51 V vanadium 23 | 52 Cr chromium 24 | 55 Mn manganese 25 | 56 Fe iron 26 | 59 Co cobalt 27 | 59 Ni nickel 28 | 63.5 Cu copper 29 | 65 Zn zinc 30 | 70 Ga gallium 31 | 73 Ge germanium 32 | 75 As arsenic 33 | 79 Se selenium 34 | 80 Br bromine 35 | 84 Kr krypton 36 |
| 85 Rb rubidium 37 | 88 Sr strontium 38 | 89 Y yttrium 39 | 91 Zr zirconium 40 | 93 Nb niobium 41 | 96 Mo molybdenum 42 | [98] Tc technetium 43 | 101 Ru ruthenium 44 | 103 Rh rhodium 45 | 106 Pd palladium 46 | 108 Ag silver 47 | 112 Cd cadmium 48 | 115 In indium 49 | 119 Sn tin 50 | 122 Sb antimony 51 | 128 Te tellurium 52 | 127 I iodine 53 | 131 Xe xenon 54 |
| 133 Cs caesium 55 | 137 Ba barium 56 | 139 La* lanthanum 57 | 178 Hf hafnium 72 | 181 Ta tantalum 73 | 184 W tungsten 74 | 186 Re rhenium 75 | 190 Os osmium 76 | 192 Ir iridium 77 | 195 Pt platinum 78 | 197 Au gold 79 | 201 Hg mercury 80 | 204 Tl thallium 81 | 207 Pb lead 82 | 209 Bi bismuth 83 | [209] Po polonium 84 | [210] At astatine 85 | [222] Rn radon 86 |
| [223] Fr francium 87 | [226] Ra radium 88 | [227] Ac* actinium 89 | [261] Rf rutherfordium 104 | [262] Db dubnium 105 | [266] Sg seaborgium 106 | [264] Bh bohrium 107 | [277] Hs hassium 108 | [268] Mt meitnerium 109 | [271] Ds darmstadtium 110 | [272] Rg roentgenium 111 | [285] Cn copernicium 112 | [286] Nh nihonium 113 | [289] Fl flerovium 114 | [289] Mc moscovium 115 | [293] Lv livermorium 116 | [294] Ts tennessine 117 | [294] Og oganesson 118 |

**Key**

relative atomic mass
**atomic symbol**
name
atomic (proton) number

Foundational knowledge | Year 8 Science knowledge organiser Term 1 | Diagnostic test questions

8.01 Reactions 1
Chemical reactions , acids and alkali , indicators and pH , neutralisation, salts

→ Stepping up 6
Expected results , anomalous results , why do we get errors ? evaluation , conclusion

→ Electricity 1
Potential difference, resistance series and parallel , current, static electricity

→ Genes 1
Adolescence, reproductive systems, fertilisation and implantation, development of a fetus, the menstrual cycle

→ Reactions 2
Elements metals and non-metals , metals and acids , metal displacement

Reactions 1

**Chemical reaction – A change in which the atoms are rearranged into a new substance**

- Chemical reactions are not easily reversed
- Reactant + reactant → product (s)

**Physical reactions – A change which can be reversed such as melting chocolate or ice .** The atoms have not been re arranged in the substance

A chemical reaction has occurred when

- Flames or sparks
- A different small
- Hotter or coldeer
- Loud bang
- Gentle fizz

**Useful chemical reactions**
Making medicines , fabrtics , building materials

**Harmful chemical reactions**
Rusting
Food rotting

**Acids and alkalis – the pH scale**




***Indicators – can be used to show the pH of a solution***
Universal indicator , litmus paper

**Neutralisation** : An acid and alkali will neutralise each other and produce a salt and water
Acid + alkali → salt + water
Hydrochloric acid = chloride salt
Nitric acid = Nitrate salt
Sulphuric acid = Sulphate salt

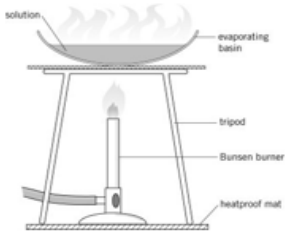
**Diagnostic test 2**

**1.Complete the sentence (3)**
**"A chemical reaction occurs when atoms rearrange to form a new substance**
**2. State 2 ways that show a chemical reaction has occurred? (2) Flames or sparks / A different smell /Hotter or colder /A loud bang or gentle fizzing**
**3. Acids have a pH under … (1) 7**
**4. Alkalis have a pH over ….. (1) 7**
**5. What hazard is represented by this symbol? (1)**
**Flammable**



**6. What colour does UI change to in a neutral solution and what pH is this? (2) Green, pH 7**
**7. Name the reaction where an acid and an alkali are added to each other to achieve a pH close to 7(1) Neutralisation**
**8. Complete the general equation for adding an acid to an alkali (1) Acid + alkali =======a salt + water**
**9. Complete the sentence (3) Indigestion remedies work by neutralising the stomach acid with an alkali**

**Making salts**
Sodium hydroxide +hydrochloric acid = Sodium chloride and water




***Working safely in the lab***
A *hazard* is something that can cause harm. A *risk* is a chance that a hazard will cause anybody harm.

| Hazard symbol | Meaning | Typical hazard |
|---|---|---|
|  | Flammable | Catches fire easily |
|  | Oxidising | Makes flammable substances burn more fiercely |
|  | Harmful to the environment | Could cause damage to animal and plant life |

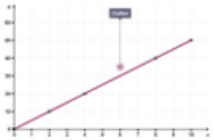
| Hazard symbol | Meaning | Typical hazard |
|---|---|---|
|  | Moderate health hazard | Causes skin irritation |
|  | Serious health hazard | Causes breathing difficulties |
|  | Toxic | Could cause death if swallowed or inhaled |
|  | Corrosive | Damages skin and clothing |

***Risk assesment***

| Hazard | Risks increased by... | Precaution to reduce risk |
|---|---|---|
| Corrosive acid | Bottle of acid being close to edge of a bench. | Store acid away safely or at least move away from the edge of the bench. |
| Flame from a Bunsen burner | Having loose clothing or hair hanging down that could catch fire. | Tie hair back, tuck in ties and shirts. |
| Bags on the floor | People running, not seeing the bags and tripping up. | Store bags under benches safely out of the way and walk carefully around the room. |
| Fumes from chemicals | Lack of ventilation in the room so fumes could harm the nose and lungs. | Open windows to allow movement of air in and out. |

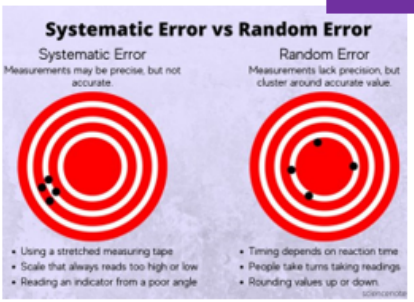
## Stepping up to science 6

**Results** – the data collected in an investigation
**Anomalous / outlier** - data which does not fit the trend or pattern



**Conclusion:** State the patterns and trends found in an investigation
**Evaluation:** Discussion of the quality of data generated and suggestions for improvements and further investigations

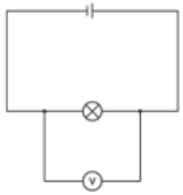
**Systematic error:** Incorrect method
**Random error** : Unpredictable and due to human error



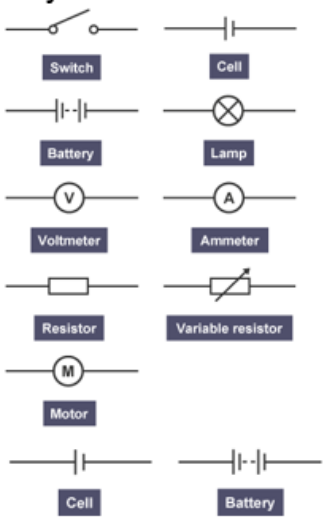

**Diagnostic test 3**
**1.Define the term random error (2)**
An unpredictable error due to human error or other factors outside of the experimental control
**2.Define the term systemic error (2)**
An error due to the methodology or equipment or reading the measurement incorrectly
**3.What term describes result which does not fit the pattern or trend (1)**
Anomalous / outlier
**4.How is a mean calculated? (1)** Add up all the values and divide by the number of values
**5.What term describes what trends you have identified in an investigation? (1)**Conclsion
**6. Define the term evaluation (2)** A discussion of the quality of data (1) and any suggested improvements (1)

## Electricity 1

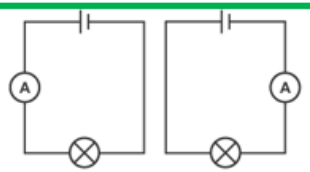
**Electricity** An *electric current* is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:
1.something to transfer energy to the electrons, such as a battery or power pack
2.a complete path for the electrons to flow through (an *electric circuit*)
**Potential difference :** The amount of energy shifted from the battery to the moving charge or from the charge to circuit components
**Volt:** Unit of measurement of potential difference (V) and is measured with a voltmeter in parallel



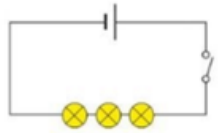

**Circuit symnbols**




**Current** is a measure of how much electric charge flows through a circuit. The more charge that flows, the bigger the current.
Current is measured in *amps (A) using an ammeter*
*In series*

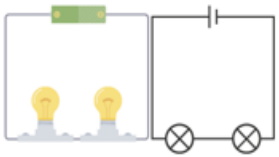



**Diagnostic test 4**
**1.Current is the amount of e_____ flowing per second (1)**Electrons
**2.Name the unit which we measure current in and how this is written (2)** Amps (A)
**3.How is current measured in a circuit (1)** Ammeter
**4.What charge do electrons carry? (1)** Negative
**5.Which type of particle carries a positive charge? (1)** Proton
**6.Name the phenomena where air molecules rub against each other, and electrons jump from charged areas giving an extreme electrical outburst (1)** Lightening
**7.What happens to cars as they move which may cause an electric shock when touched (1)** Build up charge
**8.Name the term for "The amount of energy shifted from the battery to the moving charge or from the charge to circuit components" (1)** Potential difference
**8.Electrical resistance is … (2)** The property of a component making it easier or harder (1) for charge to pass through it (1)
**9.The unit of resistance is (1) and the symbol is** (1) An Ohm (1) Ω
**10.What type of circuit does the diagram show (1)** Series

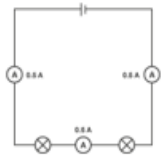


Electricity 1

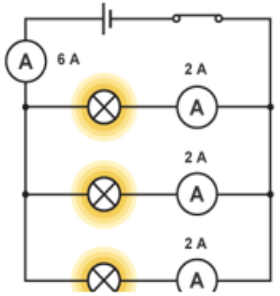
**Series circuits –** one complete loop



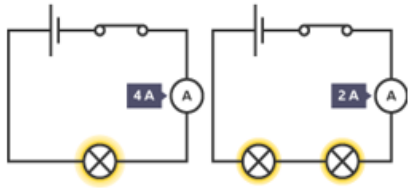
**Current is the same at any point** throughout a series circuit



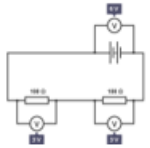
**Currrent is shared** between components in parallel circuits




**Adding components in series :** Increases resistance so less current flows




***Potential difference in series:*** PD from the cell s l shared equally oiver the components



**Resistance:** The wires and the other components in a circuit reduces the flow of charge through them. This is called resistance Ω
**resistance = potential difference ÷ current**
For example:
3 A flows through a 240 V lamp. What is the resistance of the lamp?
resistance = 240 ÷ 3 = 80 Ω

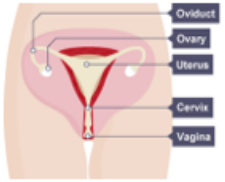
Genes 1

**Adolescence :** Physcial and emotional changes which occur as a child grows to an adult
**Puberty:** Physical changes which occur during adolescence

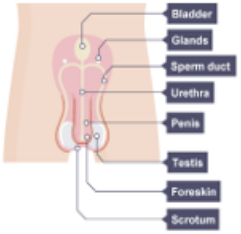


**Reproductive systems**

**Female**




**Male**




**The menstrual cycle**

| Day (approx) | Event |
|---|---|
| 1 | Bleeding from the vagina begins. This is caused by the loss of the lining of the uterus. This is called menstruation or having a period. |
| 5 | Blood loss stops. The lining of the uterus begins to re-grow and an ovum starts to mature in one of the ovaries. |
| 14 | Ovulation occurs. The ovum travels through the oviduct towards the uterus. |
| 28 | If the ovum does not join with a sperm cell in the oviduct, the lining of the uterus begins to break down again and the cycle repeats. |

**Pregnancy and fetal development**

After **fertilsation** the Zygote divides by mitosis
The embryo attaches to the lining of the uterus wall
The **umbilical cord** carries oxygen and nutrients to the fetus from its mother as it develops



The **placenta** exchnages substbces betweebn the fetus and the mnother

**Diagnostic test 5**

**1.Name the term which describes the time when l changes occur as you change from child to adult (1)**Adolesence
**2.Puberty describes the p_____ and e_____ changes which occur during a_____(3)** Physical and emotional changes which occur during adolescence
**3.State 3 differences between puberty in girls and boys (3)** Puberty in girls starts earlier than in boys ,Girls start periods,Boys produce sperm
**4.What name is given to a type cell with half the number of chromosomes which fuses at fertilisation (1)** Gamete
**5.How many weeks is human gestation time (1)** 40 weeks
**6.Name the structures which allows substances to be exchanged between the mother and fetus(2)** Placenta and umbilical cord
**7.How many days is the average menstrual cycle (1)** 28 days
**8.What term is given to the release of the egg around day 14 (1)** Ovulation
**9. If the egg is not fertilised the lining of the uterus breaks down and is shed during a p_____ (1)** Period

**Element –** a subtance made from one type of atom
**Compound:** A substance made from 2 or more atoms chemically joined
**Mixture**: 2 or more different atoms not chemically joined
**Periodic table –** all 98 known elements are arranged in the periodic table

**Metals vs non metals**

| Metals | Non metals |
|---|---|
| Shiny<br>Good conductor<br>High melting point<br>High density<br>Solid at room temperature | Dull<br>Poor conductors<br>Brittle<br>Solid , liquid or gas<br>Non ductile |

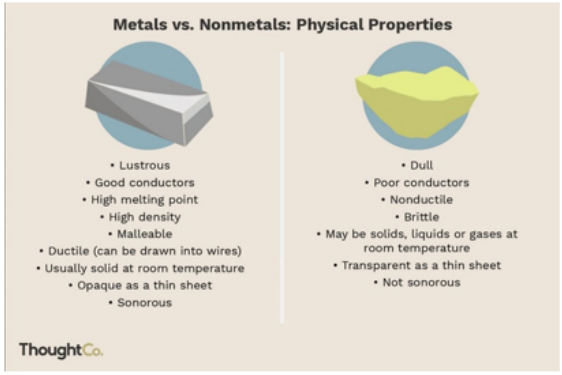
**General equation for a reaction**
Reactant + reactant ====== product (s)

| **Substance** | **State at room temperature** | **Acid or base ?** |
|---|---|---|
| Metal oxide | Solid | Bases |
| Nonmetal oxide | Gas | Acids |

**Metals and acids**
Metal + acid ⟹ salt + hydrogen
Hydrochloric acid = Chloride salt
Nitric acid = Nitrate salt
Sulphuric acid = Sulphate salt

**Reactivity series:** The reactivity of different substnaces in the order of most to least reactive
**Displacement :** A more reactive eak ill displace a less reactive metal from solution

**The reactivity series**
**Most – magnesuim**
**Aluminium**
**Zinc**
**Iron**
**Lead**
**Tin**
**Copper**
**Least Gold**




***Diagnostic test 6***

1. ***What terms describes a substance made from one type of atom (1) Element***
2. ***What term describes 2 or more elements chemically joined? (1)***
   ***Compound***
3. ***A physical property can be … (2) without changing the substance Seen and measured***
4. ***State 3 properties of a metal (3) Shiny, dense, good conductor, malleable, sonorous high tensile strength***
5. ***Complete the word equation for the reaction of metal with an acid (2) Metal + acid ======= Metal salt + hydrogen***
6. ***Place the following 3 metals in the correct order of reactivity (2) Copper magnesium iron (2) magnesium iron copper***
7. ***Complete the following sentence***
   ***"A m_____ reactive metal will d_____ a l_____ reactive metal from s_____ (4) More, displace less, solution***
   ***A more reactive metal will displace a less reactive metal from solution***

# History

## 8A What were the wider consequences of the Reformation?

### Key Words

| | | |
|---|---|---|
| 1 | **Reform** | To change something in order to improve it |
| 2 | **Indulgence** | A piece of paper signed by the Pope which forgave people for their sins |
| 3 | **Vernacular** | The local language |
| 4 | **Empire** | A group of countries or lands, ruled together by one |
| 5 | **Authority** | The power to make decisions and lead others |
| 6 | **Dissolution** | The act of formally ending or removing something |
| 7 | **Persecution** | Treating people badly over a long period of time because of who they are, e.g. religion |

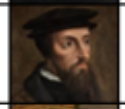
### SOC: Cause and Consequence

8 ***How do we explain consequences?***
To explain a particular **consequence**, we often have to explain its **causes**: what happened after the original event, what did that lead to, and how did it result in your specific consequence.

9 ***Useful words / phrases:***
X inspired Y
X started Y
X made Y possible because…
Y could not happen until X had happened because…

### Key Individuals

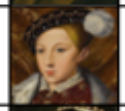
10  **Martin Luther:** Monk who published the 95 Theses, translated the Bible, and started the Protestant Church.

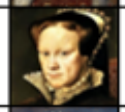
11  **John Calvin:** Protestant who disagreed with Luther, splitting the church again.

12  **Charles V:** The Holy Roman Emperor who excommunicated Martin Luther.

13  **Henry VIII:** Tudor King who "broke with Rome" and became the Supreme Head of the English Church.

14  **Thomas Cromwell:** Henry VIII's closest advisor, who encouraged the Dissolution of the Monasteries.

15  **Edward VI:** Tudor King who whitewashed church walls.

16  **Mary I:** Tudor Queen who executed 283 Protestants.

17  **Mary Stuart:** Queen of Scotland and Elizabeth's heir.

18  **Elizabeth I:** Tudor Queen who merged Catholic and Protestant ideas in the Religious Settlement.

### Key

| | | |
|---|---|---|
| 19 | **Catholic** ✝ | **Protestant** ✝ |

### Key Takeaways

| | |
|---|---|
| 20 | Luther criticised **indulgences**, believing they were unfair for the poor. His criticism of the Church split it into the **Catholics** and the **Protestants**. This is known as the **Reformation**. |
| 21 | Disagreements among the Protestants led to lots more splits in the Church. |
| 22 | The **Holy Roman Emperor** tried to prevent the spread of Protestantism but ultimately failed. |
| 23 | The Reformation was brought to England by **Henry VIII**. He wanted a divorce from Katherine of Aragon but was refused by the Pope. He also wanted more money and power. |
| 24 | During the Tudor period, England went back and forth between Catholics and Protestants, resulting in conflict and **persecution**. |

### Key Dates

| | |
|---|---|
| 25 | **1517:** Martin Luther publishes the 95 Theses |
| 26 | **1524:** Protestants lead a peasant rebellion in the Holy Roman Empire |
| 27 | **1534:** The Act of Supremacy makes Henry VIII the Supreme Head of the English Church |
| 28 | **1536:** Dissolution of the Monasteries begins |
| 29 | **1559:** Elizabeth I's Religious Settlement |
| 30 | **1587:** Mary Stuart is executed for plotting against Elizabeth I |
| 31 | **1588:** The Spanish Armada is defeated |

# 8B Who could resist the British Empire?

## Key Words

| | | |
|---|---|---|
| 1 | **Empire** | A group of countries or lands, ruled together by one |
| 2 | **Indigenous** | The original inhabitants of an area of the world |
| 3 | **Colony** | An area of foreign land controlled by an empire |
| 4 | **Colonise** | Taking over and settling a foreign land |
| 5 | **Collaborate** | Work together. Often in history, it has meant working with a group that would otherwise be an enemy |
| 6 | **Resistance** | The refusal to go along with something |
| 7 | **Sachem** | A Supreme Chief who ruled over multiple tribes |

## SOC: Similarity and Difference

8 ***How do we make comparisons analytical?***
Historians often try to understand the reasons for similarities and differences between groups. We try to analyse the way in which their various **contexts** affected their responses to events.

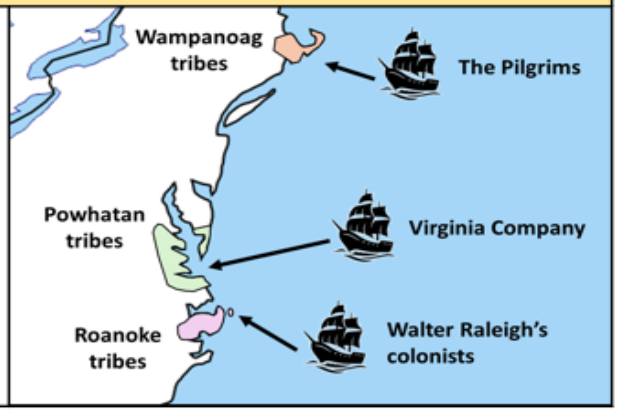
9 ***Useful words / phrases:***
X was similar/different to Y because…
X was unique because…
X was influenced by… which did not affect Y…

## Key Individuals

| | | |
|---|---|---|
| 10 |  | **Christopher Columbus:** Explorer who "discovered" America in 1492. |
| 11 |  | **Wingina:** A Roanoke chief who was killed by the English colonists. |
| 12 |  | **Powhatan:** *Sachem* who was unsure whether to collaborate or resist. |
| 13 |  | **Pocahontas:** Powhatan's daughter, who was kidnapped by the English. |
| 14 |  | **Tisquantum:** Wampanoag man who spoke English and wanted an alliance. |
| 15 |  | **Massasoit:** Wampanoag *sachem* who decided to help the Pilgrims. |

## Map of Indigenous tribes and colonists

16




## Key Takeaways

| | |
|---|---|
| 17 | Before Europeans found out about America, **Indigenous tribes** had already lived there for about 30,000 years. |
| 18 | Many Europeans wanted to colonise America, known as the "**New World**". They wanted **glory** (Raleigh), **resources** (the Virginia Company), and **religious freedom** (the Pilgrims). |
| 19 | The English struggled to make deals with the different **Roanoke** tribes and relied on them for food. This meant the Roanoke could **resist** successfully. |
| 20 | The **Powhatan** eventually tried to resist, but were restricted by indecisive leadership, strong English opposition, and disease. |
| 21 | The **Wampanoag** chose to **collaborate**, since they had been weakened by disease and enemy tribes. They gave food and help to the Pilgrims. |

## Key Dates

| | |
|---|---|
| 24 | **1492:** Columbus "discovers" America |
| 25 | **1585:** First English colony established in Roanoke |
| 26 | **1587:** Roanoke resistance begins |
| 27 | **1607:** Virginia Company sets up Jamestown |
| 28 | **1620:** Pilgrims establish Plymouth Colony with Wampanoag help |
| 29 | **1622:** Chief Powhatan declares war on the colonists |

# 8C Why did Charles I lose his head?

## Key Words

| | | |
|---|---|---|
| 1 | **Civil war** | A war between two armies from the same country |
| 2 | **Heir** | The next person to be the monarch; throughout history, usually the oldest son |
| 3 | **Taxes** | Money that people give to the government |
| 4 | **Treason** | Crimes against the King or country |
| 5 | **Dissolution** | The act of formally ending or removing something |
| 6 | **Royalist** | A supporter of the King |
| 7 | **Parliamentarian** | A supporter of Parliament |
| 8 | **Economy** | How much money a country has and makes from trade |

## SOC: Cause and Consequence

9 ***How do we group causes together?***

To avoid listing every different cause of an event, historians use categorisation. They group causes together into categories, such as:

- **Economic** – linked to money
- **Religious** – linked to the Church
- **Political** – referring to power and leadership of the country
- **Personal** – referring to an individual's personality

## Key Individuals

| | | |
|---|---|---|
| 10 |  | **Charles I:** King of England who had a poor relationship with Parliament, and was eventually executed |
| 11 |  | **Henrietta Maria:** Charles I's unpopular Catholic wife |
| 12 |  | **Earl of Strafford:** Charles I's unpopular advisor, who was accused of treason |
| 13 |  | **Oliver Cromwell:** A Parliamentarian general and Puritan who led the New Model Army |
| 14 |  | **Thomas Pride:** A Parliamentarian officer who "purged" Parliament |

## Map of English Civil War loyalties

15




## Key Takeaways

| | |
|---|---|
| 16 | **Charles I** believed in the "**Divine Right of Kings**": that he had been chosen by God and therefore had the right to do whatever he wanted. He also disagreed with Parliament's **Puritan** ideas. |
| 17 | Charles I had to **ask Parliament for permission** to raise taxes. This led to several arguments and resulted in Charles **dissolving** Parliament and ruling England on his own for 11 years, raising money through **Ship Tax**. |
| 18 | After Charles broke the law by trying to arrest five MPs, a **civil war** broke out between them. |
| 19 | Parliament won the civil war thanks to the **New Model Army**, a strong professional army. |
| 20 | After Charles escaped to Scotland and lost a second war, he was put on trial for **treason** and executed. |

## Key Dates

| | |
|---|---|
| 21 | **1629:** Beginning of Charles I's 11-year Personal Rule |
| 22 | **1638:** Charles starts to collect Ship Tax |
| 23 | **1642-46:** The English Civil War is fought |
| 24 | **1647:** Charles escapes and the Second Civil War starts |
| 25 | **1648:** Pride's Purge gives the New Model Army control of Parliament |
| 26 | **1649:** Charles is executed for treason |

# 8D How has the story of Cromwell been told throughout history?

## Key Words

| | | |
|---|---|---|
| 1 | **Controversy** | Something which prompts very strong opinions and argument |
| 2 | **Republic** | A country without a monarchy |
| 3 | **Democracy** | A political system in which ordinary people have a fair say in decision-making. It literally translates as 'power of the people' |
| 4 | **Dictator** | A leader of a country with total power to make decisions on their own |
| 5 | **Massacre** | Mass murder of people in a single event |
| 6 | **Colony** | An area of foreign land controlled by an empire |

## SOC: Historical Interpretations

7 ***Why do interpretations change over time?***
Historians are always affected by the world in which they write. As the world changes, the way that people remember the past can also change. A historian writing in Victorian England would have different attitudes, and a different interpretation, to a historian today.

8 ***Useful words / phrases:***
Historians thought this because…
Their attitudes were shaped by…
However, this changed when…

## Key Individuals

| | | |
|---|---|---|
| 9 |  | **Oliver Cromwell:** Puritan, MP, and military leader. He led the invasion of both Ireland and Scotland, and later became the Lord Protector of England |
| 10 |  | **Charles I:** Former King of England and Scotland, who was executed for treason. |
| 11 |  | **The Levellers:** A group who wanted all men to be allowed to vote. |
| 12 |  | **Charles II:** Son of Charles I, who became King of Scotland after his execution |

## Factors affecting the story of Cromwell

13




## Key Takeaways

| | |
|---|---|
| 14 | After Charles I was executed, Cromwell led an invasion of **Ireland** to defeat the Catholic rebels. 2,500 soldiers and approximately 800 civilians were killed in the **Drogheda Massacre**. |
| 15 | Cromwell later invaded **Scotland**, meaning that all of the modern **United Kingdom** was ruled together for the first time. |
| 16 | After disagreements about how the country should be run, Cromwell **overthrew** Parliament and was named **Lord Protector** of England. |
| 17 | Cromwell sent the English Navy to **colonise** Jamaica, in the Caribbean. |
| 18 | Under Cromwell, England became more **Puritan**. Gambling was banned and Christmas became a time of religious reflection. |
| 19 | The **Levellers** wanted more democracy, but Cromwell opposed them and defeated their rebellion. |

## Key Dates

| | |
|---|---|
| 20 | **1649:** Execution of Charles I |
| 21 | **1649:** Cromwell invades Ireland, leading to the Drogheda Massacre |
| 22 | **1650:** Cromwell invades Scotland |
| 23 | **1653:** Cromwell overthrows Parliament and becomes Lord Protector of England |
| 24 | **1655:** Colonisation of Jamaica begins |

# Geography

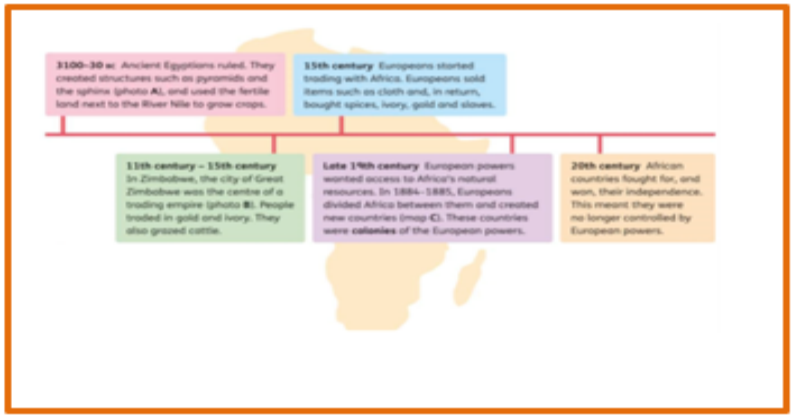
## Africa's Physical Geography




Africa:
30.2 million km²
54 countries
830 million people

Biomes:
Desert
Mediterranean
Tropical Rainforest
Savannah
Grassland

## Timeline




## From cocoa bean to chocolate bar

Cocoa bean split open

↓

Wrapped in banana leaves and left to ferment for 5-7days

↓

Laid in sunlight to dry

↓

Packed into sacks and loaded onto trucks

↓

Exported to Europe on ships

→ Taken to the chocolate factory where the cocoa beans are roasted and turned into cocoa butter and cocoa liquor.

↑ Milk and sugar is mixed in

↑ Chocolate is sold in UK shops

## Fair Trade

Fairtrade - Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

Positives:
- Guaranteed minimum prices
- Liveable wage
- Community development
- End child labour

Negatives:
- Limited sales
- Use of labels
- Over production
- Decrease abilities of local economies

## Impacts of safari hunting

| Positives (Good) | Negatives (Bad) |
|---|---|
| Money from killings | Wild animals killed |
| Money from tourism | Could lead to extinction |
| Land looked after | |
| Numbers of animals managed so they don't go extinct | |

## Horn of Africa Drought




## Poaching in Kenya

Hunting – the activity of hunting wild animals or game.
Poaching – illegal capturing of wild animals (no permit)

- Poaching may lead to the extinction of rhinos and elephants (all killed)
- We have 5-10 years to reduce the numbers being killed otherwise it'll be irreversible
- People are responsible through poaching
- Rhino horns and ivory are worth lots of money
- Ivory is a status symbol in China
- Commercial (for money) hunting of old, infertile animals may be considered acceptable as long as the money goes back into preserving the species

The Horn of Africa had no rain for almost two years in 2011 and 2012. This resulted in up to 12 million people being at risk of famine, this is four times the population of the whole of Wales.
Some people walked for over 20 days to get to refugee camps in order to get food and water.

Impacts of drought:

- Cows die because there's no grass for them to eat
- People starve because they can't grow crops
- No clean drinking water
- More diseases and illnesses – caused by crowded refugee camps

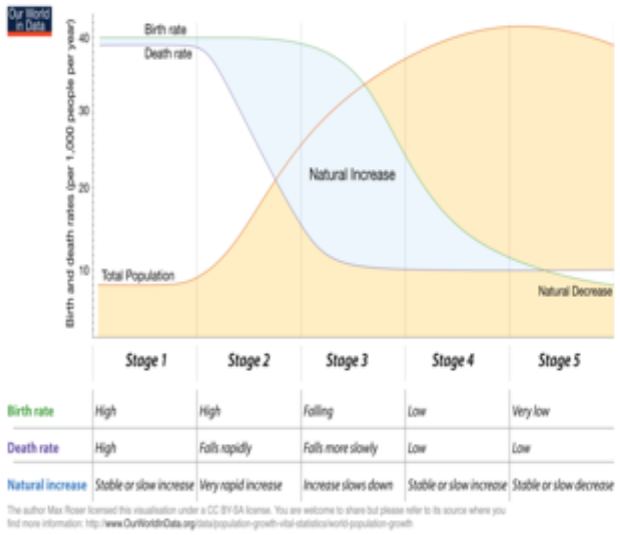
Drought: A period when an area lacks water, which can last months or even years. Generally, this is because of a reduction in the amount of rainfall.

| Key term | Definition |
|---|---|
| High Income Country (HIC) | A well-developed country with good healthcare, well-paid jobs and good housing. |
| Low Income Country (LIC) | A developing country that has poor healthcare, few jobs and poor quality housing. |
| Newly Emerging Economy (NEE) | A country that has begun to get richer and develop quickly. |
| Development | The economic progress of a country and improvements to quality of life. |

**Causes of uneven development:**

1. Colonisation
2. Poor climate for crop growing
3. War/conflict
4. Natural Hazards
5. Landlocked
6. Corrupt government
7. Lack of clean water
8. Trade Blocks
9. No health or education systems

**Demographic Transition Model**




| | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|---|
| Birth rate | High | High | Falling | Low | Very low |
| Death rate | High | Falls rapidly | Falls more slowly | Low | Low |
| Natural increase | Stable or slow increase | Very rapid increase | Increase slows down | Stable or slow increase | Stable or slow decrease |

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**Globalisation**

Globalisation is how connected the world is. Many companies now trade all over the world, we call these companies Trans-National Companies (TNCs). Usually, TNCs have their headquarters set up in Europe, USA, Japan or Australia, yet have most factories in LICs. This is because wages are lower in LICs so the companies can make more profit.

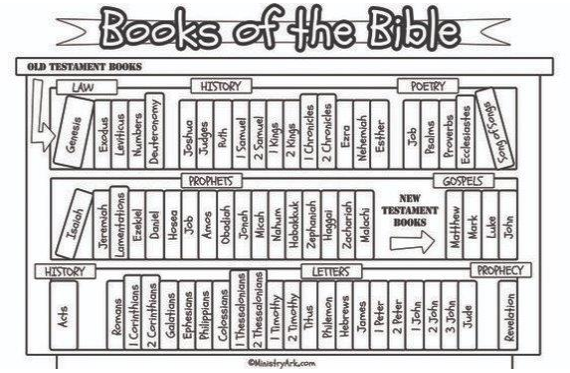


**Measuring development**

- To measure development we need to look at social, economic and environmental aspects.
- Single measures of development include: Birth rate, death rate, infant mortality rate, literacy rate, GDP, People per doctor, access to clean water.
- Single measures are good at showing one area of development but do not give us the whole picture of a country.
- Composite measures of development take into account more than one factor.
- The human development index (HDI) gives countries a score out of 1 (1 being best) that takes into account life expectancy, access to education and GDP.

# R.E

## Year 8 – unit 1 - Are all Christians the same?




Book name

Chapter: **BIG** number

Genesis 12:1-3 → Verse: **little** number

**Interpretating the Bible -**

When a person reads the Bible, they have a choice whether they want to interpret the Bible literally on non-literally.

**Literal** – The Words in the Bible are accurate and true.
e.g. The creation story says God created the universe in 7 days by speaking – therefor this is what happened.

**Non-literal** - the words of the Bible portray a message. It may not have happened word for word as described in the Bible.
e.g. the creation story does not show exactly how the universe was made but that God is responsible for it.

**Denominations**: This word refers to a subgroup within Christianity. There are some common beliefs that all Christians share – For example – There is only 1 god. A denomination is created when people interpret the Bible differently – this will impact their beliefs and the way they behave. There are 45,000+ denominations across the world.

The Catholic Church



The Church of England



Quakers



Baptist



**Baptism:** This is the service that uses water to symbolise the washing away of sins and entering into the church community

Some denominations, e.g. the Catholic Church and the Church of England perform infant baptism/Christening. This is usually done in a font which is found at the entrance to the church



Some denominations, e.g. the Baptist Church only perform adult/believers Baptism. This is usually done in a pool/river



**Eucharist:** The Christian service commemorating the Last Supper, in which bread and wine are consumed:

In some denominations, e.g. the Catholic Church and the Church of England the vicar/priest give the bread and the wine to the congregation from the Alter

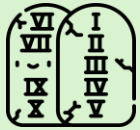
In some Baptist churches. The congregation pass it round to one another and they all eat and drink at the same time.

Quakers do not take part in the Eucharist



# RE – Religious Rules

| | |
|---|---|
| Authority | The power or right to give rules, make decisions, and guide behaviour |
| Commandment | A rule given by God |
| Prophet | A person chosen by God to deliver a message |
| Moses | A prophet who received the Ten Commandments from God |
| Parable | A short story with a moral or religious meaning |
| The Two Great Commandments | Jesus' teachings to love God and love your neighbour. |
| Shari'ah | A set of moral and religious laws that guide Muslims |
| Qur'an | The holy book of Islam containing Allah's revelations. |
| Pope | The leader of the Roman Catholic Church and Bishop of Rome. |
| Papacy | The office or authority of the Pope |
| Apostolic succession | The belief that each Pope follows in an unbroken line from St Peter. |
| Infallible | Unable to be wrong |
| Guru | A teacher or spiritual guide in Sikhism. |
| Guru Granth Sahib | The Sikh holy book, seen as the final and eternal Guru |
| Waheguru | The name for God in Sikhism, meaning 'Wonderful Lord' |

| | |
|---|---|
| **Lesson 1:**<br>The 10 commandments<br> | The Ten Commandments are rules given by God to guide how people should live.<br>They were given to the prophet Moses on Mount Sinai, as told in the Book of Exodus.<br>They teach people to respect God and others, such as not stealing, lying, or killing.<br>They are important because they help Jewish people live moral lives and maintain their relationship with God. |
| **Lesson 2:**<br>The two great commandments<br> | The Two Great Commandments are Jesus' summary of all religious laws: love God completely and love your neighbour as yourself.<br>They come from the New Testament (Matthew 22) and show what is most important for Christians.<br>Jesus taught them to simplify the Ten Commandments and show how to live a good life.<br>They are important because they guide Christians to act with love, kindness, and compassion in everyday life. |
| **Lesson 3:**<br>Shari'ah Law<br> | Shari'ah law is a set of religious and moral rules that guide how Muslims live their lives.<br>It originates from Allah's revelations to Prophet Muhammad, recorded in the Qur'an.<br>It was developed after the Hijra, when the first Muslim community was formed and needed clear guidance.<br>It is important because it provides rules about what is right and wrong and helps Muslims live according to God's will. |

| | |
|---|---|
| **Lesson 4:**<br>The Pope<br> | The Pope is the leader of the Roman Catholic Church and the Bishop of Rome.<br>Catholics believe the Pope has authority because he is the successor of St Peter, chosen by Jesus.<br>He is an important source of authority alongside the Bible and guides Catholics in matters of faith.<br>A new Pope is chosen by cardinals in a conclave, and leads the worldwide Church |
| **Lesson 5:**<br>The Gurus<br> | The Gurus are spiritual teachers in Sikhism who guide Sikhs on how to live good and equal lives.<br>There were ten human Gurus, beginning with Guru Nanak and ending with Guru Gobind Singh.<br>After the last Guru, the Guru Granth Sahib (holy book) became the eternal Guru and main source of authority.<br>It is important because it contains the teachings of the Gurus and guides Sikhs in their beliefs and actions today. |
| **Lesson 6:**<br>Religious authority<br> | Religious authority is the power or right to guide beliefs and behaviour in a religion.<br>It can come from sacred texts or important religious leaders.<br>Some believers trust holy books as the highest authority, while others rely on trained or respected people to interpret them.<br>This debate matters because religions must decide how best to apply teachings to modern life. |

# Food Technology

## Healthy eating and physical activity

- People around the world choose and combine different food to make meals and snacks. The total amount and range of food and drinks consumed is called the diet.
- A healthy diet is made from a variety of different food and drinks, as depicted in The Eatwell Guide.
- Being active is important for health, making the body fitter and stronger.

**There are many different types of food from around the world.**

**People all around the world need a variety of food from different food groups to have a healthy diet.**

**Dishes and meals eaten around the world often comprise similar food (or ingredients) combined in different ways.**

**The Eatwell Guide shows the proportions in which different types of foods are needed for a well-balanced and healthy diet.**

The Eatwell Guide can be used to devise meals and snacks.

**Fruit and vegetables**
Eat at least five portions every day.

**Foods high fat, salt and sugar**
This type of food is not needed to be healthy. If eaten, have less often and in small amounts.

**Beans, pulses, fish, eggs, meat and other protein**
Eat some foods every day.




**Hydration**
Water and lower fat milk are healthier drink choices.
A max of 150ml of juice or smoothie a day.

**Potatoes, bread, rice, pasta or other starchy carbohydrates**
Eat a food from this group at every meal. Go for wholegrain varieties.

**Oils and spreads**
Eat in small amounts.

**Dairy and alternatives**
Have some of these foods every day, e.g. a pot of yogurt and a cheese sandwich.

**Meals and snacks can be sorted into The Eatwell Guide food groups.**

**Tomato sauce**
Fruit and vegetables

**Base**
Potatoes, bread, rice, pasta and other starchy carbohydrates



**Ham**
Beans, pluses, fish, eggs, meat and other proteins

**Cheese**
Dairy and alternatives

**Activity** should make:
- you feel warmer;
- you breathe harder;
- your heart beat faster.

**Moderate** activity includes:
- dancing;
- riding a bike.

**Vigorous** activity includes:
- football;
- swimming.

**Being active is important for health.**

**Children should be active for 60 minutes a day.**

**Task:** Plan a menu for a day that applies the principles of The Eatwell Guide.

To find out more, go to: https://bit.ly/2YSetUw

# Sensory characteristics

- Ingredients are selected for their nutrition, functional and sensory characteristics, as well as provenance and seasonality.

**Using our senses**
A range of senses are used when eating food:
- sight;
- smell;
- hearing;
- taste;
- touch.

A combination of these senses helps to evaluate a food.

**Other factors**
Other factors also experience the way we feel about food. These include:
- food previously eaten;
- hunger and satiety;
- mood;
- where you eat, e.g. home, canteen, picnic;
- beliefs and values, e.g. religion, culture and tradition;
- social aspects, e.g. special occasions, events.

**Sight**
The size, shape, colour, temperature and surface texture all play an important part in helping to determine your first reaction to a food. Often if a food does not look appetising, then you will not eat it.

**Taste**
The tongue can detect five basic tastes:
- bitter;
- salt;
- sour;
- sweet;
- umami.

**Taste receptors**
Our tongues are covered with taste buds, which are designed to sense chemicals in the mouth.

**Smell (odour)**
The nose detects volatile aromas released from food. An odour may be described by association with a particular food, e.g. herby, cheesy, fishy. The intensity can also be recorded.

**Touch**
Texture can be assessed through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. The sensation is also known as mouth-feel.

**Taste receptors**
Sensitivity to all tastes is distributed across the whole tongue (and indeed other regions of the mouth where there are taste buds), but some areas are more responsive to certain tastes than others.




**Smell and taste**
Smell (odour) and taste work together to produce flavour. This is the reason why people with a blocked nose find it difficult to determine the flavours of foods.

**Hearing/sound**
The sounds of food being prepared, cooked, served and eaten all help to influence our preferences. The sound of eating food can alter our perception of how fresh a food is (e.g. crunchy carrots).

**Umami**
Umami is a savoury taste, often known as the fifth taste. It is a subtle taste and blends well with other tastes. Umami has its own distinct savoury taste, often associated with ripe tomatoes and cheese.

**The olfactory system**
The olfactory system is the sensory system used for olfaction, or the sense of smell.

**Sensory evaluation and tests**
Sensory evaluation analyses and measures human responses to food and drink, e.g. appearance, touch, odour, texture, temperature and taste. In order to obtain reliable results, sensory evaluation tests should be set up in a controlled way to ensure fair testing, e.g. no distracting colours, noise or smells; same size portions; coded samples, and water to drink.
**Preference tests** - these types of tests supply information about people's likes and dislikes of a food. They include hedonic, paired comparison and scoring tests.
**Discrimination tests** - these types of tests aim to evaluate specific attributes, i.e. characteristics of a food (such as crunchiness). They include triangle, duo trio, ranking and paired comparison tests.

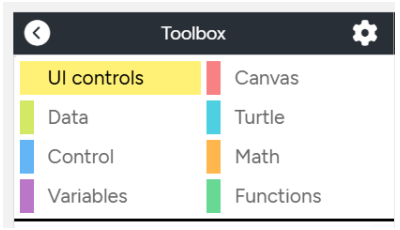
| | Tasting vocabulary (sensory attributes) | | |
|---|---|---|---|
| Sight | Bubbling | Flaky | Opaque |
| | Caramelised | Firm | Smooth |
| | Clear | Heavy | Solid |
| | Coarse | Icy | Steaming |
| | Crumbly | Juicy | Sticky |
| | Dry | Moist | Thick |
| Smell | Acidic | Fresh | Spicy |
| | Aromatic | Meaty | Strong |
| | Bland | Mild | Sweet |
| | Citrus | Pungent | Tart |
| | Earthy | Savoury | Weak |
| | Fragrant | Smoky | Zesty |
| Sound | Brittle | Crisp | Pop |
| | Crackle | Crunch | Sizzle |
| Taste | Bitter | Rich | Strong |
| | Bland | Salty | Sweet |
| | Floury | Savoury | Tangy |
| | Hot | Smoky | Tart |
| | Mild | Sour | Umami |
| | Piquant | Spicy | Zesty |
| Touch | Brittle | Dry | Short |
| | Bubbly | Gooey | Soft |
| | Chewy | Granular | Solid |
| | Close | Greasy | Tacky |
| | Cloying | Moist | Tender |
| | Coarse | Open | Waxy |

# Computer Science – App Development

**Development of a Mobile Application**.

Algorithm for your project

```
var Score = 0;
onEvent("StartButton", "click", function() {
  setScreen("GameScreen");
  setTimeout( function() {
    setScreen("finalScoreScreen");
    setProperty("finalScoreLabel", "text", Score);
  }, 15000);
});
onEvent("BlueDot", "click", function() {
  Score = Score + 1;
  console.log(Score);
  setPosition("BlueDot", randomNumber(100, 300), randomNumber(50, 400), 100, 100);
});
onEvent("RedDot", "click", function() {
  Score = Score - 1;
  console.log(Score);
  setPosition("RedDot", randomNumber(50, 300), randomNumber(50, 400), 100, 100);
});
onEvent("RestartButton", "click", function() {
  setScreen("WelcomeScreen");
  Score = 0;
});
```




## FAQs

### What is Block Editing?

Block editing is a way of creating programs by dragging and joining together coloured blocks instead of typing code.

### What is a variable?

A variable is a named place in a computer's memory that stores information.

### Which tools in the Code.org toolbox will I use?

You will use the UI controls, Variables and Maths tools

### What is event driven programming?

**Event-driven programming** is a way of creating programs that wait for something to happen before doing something. The thing that happens is called an **event**. An event could be a key being pressed, the mouse being clicked, or a sprite being touched. When the event happens, the program carries out the instructions linked to it.

| **Keywords** | |
|---|---|
| **Decomposition** | Breaking down a large problem into smaller, easier to code steps. |
| **Abstraction** | Removing unnecessary detail. |
| **Event-driven Programming** | A programming paradigm reactive to user input. |
| **Variables** | A value that can change |
| **Sequence** | The order in which code is executed. |
| **Algorithm** | A set of instruction (code) in order to solve a problem. |
| **Selection** | A way of determining a pathway through the code. |

# Art

### PRIMARY COLOURS
They are used to create other colours. You can't create them through mixing other colours.

### SECONDARY COLOURS
They are the colours that we have as the result of mixing two primary colours together.



### COMPLEMENTARY COLOURS
Pairs of colours that contrast with each other. They are positioned opposite one another on the colour wheel.

### ANALOGOUS COLOURS
Three or more colours that are next to each other on the colour wheel. They have a Harmonious appearance when used.

### EMOTION AND COLOUR
- Red ~ Anger, Strength, Power.
- Blue ~ Sadness, Trust, Peace, Loyalty.
- Yellow ~ Creativity, Happiness.
- Orange ~ Confidence, Success, Bravery.
- Green ~ Nature, Healing.
- Purple ~ Royalty, Luxury, Ambition.

## What is Architecture?

Architecture is both the art and the science of designing and building structures. More than just creating shelter, it balances aesthetic expression with functional, structural, and environmental needs to shape the physical spaces where we live, work, and interact.

Architecture goes far beyond drawing floor plans for individual houses. The field includes multiple areas:

- **Building Design:** Creating spaces like homes, offices, schools, and hospitals.
- **Urban Design:** Planning the layout of neighborhoods, cities, and civic spaces.
- **Landscape Architecture:** Designing public parks, gardens, and external spaces that integrate with buildings.
- **Restoration and Conservation:** Preserving and adapting historic buildings for modern use.

## Artist Research: *Samuel Thomas*



Samuel Thomas is a self-taught artist, from Norwich, he finds inspiration on walks or cycles in the countryside and coastline of Norfolk.

Thomas began painting as a personal outlet during difficult periods in his life and has built his career over more than 15years.

He is now a full-time professional artist living and working in Norwich.

**Select one of his images**

**Which words describe the artwork**

| | | |
|---|---|---|
| Flowing | Geometric | Strong |
| Curvy | Solid | Pale |
| Delicate | Heavy | Bleached |
| Thick | Large | Light |
| Wavy | Curved | Faded |
| Jagged | Sharp | Dull |
| flowing | Glossy | Muted |
| | Smooth | Contrasting |

**Use the keywords to help describe the artwork in detail**

- What kind of artwork is it?

*e.g painting, sculpture, textile, clay, print*

- What it is of?
- *e.g an object (still life) landscape, portrait (person/figure)*
- Describe the composition? How it is arranged?

*e.g explain where things are in the artwork, In the centre, at the top, etc.*

- What do you think about the colours used? What does the colour suggest?

*e.g vibrant, dull, smooth, bold, realistic, warm, cool, earthy, Fun, sad, busy, expressive, calm,*

- How would you describe the style of his work?

*e.g delicate, graphic, bold, energetic, expressive, vibrant,*

- What do you find interesting about the artwork?

*What I like about the work is..... I like the .....*

# Product Design

## What is Consumerism?

Consumerism is a social and economic belief that purchasing and consuming goods is beneficial for society. In everyday use, it describes a cultural mindset focused on materialism, where acquiring possessions is equated with personal happiness, and economic growth is continuously driven by mass consumption.

**1. Cultural Consumerism**

Culturally, consumerism refers to a society where personal identity and social status are heavily tied to the brands and products people own. This phenomenon often involves *conspicuous consumption*—buying and displaying expensive goods to show off wealth and status.

**2. Economic Consumerism**

From an economic standpoint, consumerism is the theory that high levels of consumption and continuous spending are the primary drivers of a healthy, growing economy. In this system, businesses rely on marketing and engineered obsolescence (making products wear out or go out of style quickly) to constantly stimulate consumer demand.

### The Pros and Cons

While consumerism has historically stimulated job creation, wealth generation, and economic development, it faces heavy criticism:

**Environmental Impact:** Critics argue that mass production causes severe waste, resource depletion, and pollution.

**Psychological Effects:** It can lead to increased anxiety, debt, and chronic dissatisfaction because the desire for the "next best thing" is endless.

**Cultural Homogenization:** It often displaces traditional cultures with a standard, globally marketed lifestyle.

| | |
|---|---|
| **Homogenization** *noun* | The process of changing something so that all its parts or features become the same or very similar. |
| **Materialism** *noun* | The belief that having money and possessions is the most important thing in life. |

## Artist Research: ***Retna***



Marquis Duriel Lewis, known professionally as Retna, is an American artist known for calligraphic murals. Emerging from the Los Angeles graffiti scene in the 1990s, he developed a distinctive script fusing elements of Egyptian hieroglyphs, Arabic and Hebrew calligraphy, Gothic blackletter, and Chicano graffiti. His large-scale murals, featuring his signature geometric script and intricate letterforms, have become cultural landmarks that pulse with urban energy.



**Features used in product design**

**Aesthetics** – what makes it appealing
**Functionality** – purpose
**Design brief** – outline/ requirements
**Prototype** - model

Select one of his pieces - **Describe the work linked to the features**

- What is the name of the artist/designer and what do they create?
  He is a …
- How does his work link to the design brief?
  e.g theme based, installation, location/ visit.
- What has he used to create the artwork?
  e.g paint, diamond dust, canvas, brush, screen print
- What has his work been used for?
  e.g murals, clothing, shop front design
- What do you think is interesting about their designs?
  I think his work is ….
  What I like about his work is …..

# P.E

## Glossary of key terms for this unit:

**Gain Line** - An imaginary line across the centre of the pitch when there is a *breakdown* in open play, such as a ruck, maul or scrum. Advancing across the gain line represents a gain in territory.

**Continuity** - A team's ability to sustain its attack. Maintaining possession of the ball. Support players being in a position to help maintain possession.

**Line out** - A means of restart when the ball leaves the field of play. The throw goes to the team that did not put the ball out.

**Set piece** - Collective term for the scrum, line-out and sometimes the restart.

**Tactics** - The plans for that day and that opponent. They are the specific plays you are going to use, where on the pitch and when. For instance, we are going to throw to the front of the lineout in our own 22m area.

## Rugby Year 8

**The Principles of Play**




Rugby is an invasion and evasion game.

Once possession has been gained, the objective is to move the ball forward (by carrying or kicking) into opposition territory and ultimately score points.

It is important for everyone to understand the fundamental principles of play and how they relate to the skills required to play the Game.




**Teamwork** - We welcome all new team members and include all because working as a team enriches our lives. We play selflessly: working for the team, not for ourselves alone. Take pride in our team, rely on one another, each player has a part to play. Speak out if our team or sport is threatened by inappropriate words or actions.

**Respect** - We hold in high esteem our sport, its values and traditions and earn the respect of others in the way we behave. We respect our match officials and accept their decisions. We respect opposition players and supporters. We value our coaches and those who run our clubs

**Enjoyment** - The reason we play. We encourage players to enjoy training and playing. We use our sport to adopt a healthy lifestyle and build life skills. We enjoy being part of a team and part of the rugby family.

**Discipline** - Underpins the sport. We ensure that our sport is one of controlled physical endeavour and that we are honest and fair. We obey the laws of the game. We observe the sport's laws and regulations.

**Sportsmanship** - The foundation on which rugby union is built. We observe fair play both on and off the pitch and are generous in victory and dignified in defeat. We play to win but not at all costs and recognise both endeavour and achievement.

**Explain** 3 skills/tactics that a team can use to outwit a defence. Use diagrams to help explain your answer.

1)

2)

3)

**This is a diagram of the breakout tag drill. Name 3 skills the red team require to succeed in the task. Explain your choices.**

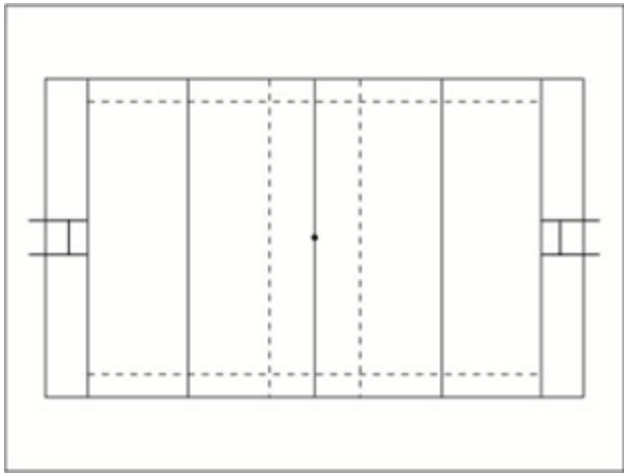


**Explain** the importance of the first principle of play in rugby "go forward"

**Explain** the importance of the second principle of play in rugby "provide support"

# Knowledge Organiser: Year 8 Rugby

**Identify** a tactic which can be used at a set play in rugby. Use the diagram below to illustrate your answer.



Explanation:

# French Key Vocabulary

**Nouns**

**janvier** Jan
**février** Feb
**mars** March
**avril** April
**mai** May
**juin** June
**juillet** July
**août** August
**septembre** Sept
**octobre** Oct
**novembre** Nov
**décembre** Dec
**un (demi-)frère** a (half/step) brother
**deux frères** two brothers
**une (demi-)soeur** a (half/step) sister
**le sport** sport
**le foot** football
**le vélo** cycling
**le collège** school
**la danse** dance
**la musique** music
**les serpents** snakes
**les jeux vidéo** video games
**les BD** comics
**les mangas** manga
**les araignées** Spiders

**Time phrases/sequencers**

**Le premier jour** The first day
**Le dernier jour** The last day
**Un jour** One day
**D'abord** Firstly
**Puis** Then
**Ensuite** Next
**Finalement** Finally

**Opinions**

**je pense que c'est** I think that it is
**À mon avis c'est** In my view it is
**Je dirais que c'est** I would say that it is
**Je l'adore.** I love it.
**Je l'aime.** I like it.
**Je ne l'aime pas.** I don't like it.
**Je la déteste** I hate it.

**Cognate =** a word that looks and means the same in two languages.

**Infinitive verb =** a verb before it has been changed (conjugated) to match the person and tense. In French they end with er / ir / re. E.g. étudier = to study

**Adjectives**

**sympa.** nice.
**Génial.** great.
**moderne.** modern.
**triste.** sad.
**nul.** rubbish.
**démodé.** old fashioned.
**moche.** Ugly.
**Chouette** great
**Fantastique** fantastic
**Formidable** terrific
**Ennuyeux** boring
**Affreux** awful
**Nul** rubbish

**Qualifiers**

**Assez** quite
**Très** very
**Tellement** really
**Extrêmement** extremely
**vraiment** really
**Trop** too

**Verbs**

**(Present)**
**c'est** it is
**je suis** I am
**je ne suis pas** I'm not
**il est** he is
**elle est** she is
**il y a** there is/are

**(Past)**
**était** was
**n'était pas** was not
**il y avait** there was/were
**il n'y avait pas** There wasn't
**c'était** it was

**(Future)**
**Je vais + infinitive** I am going to
**Il/elle va + infinitive** he/she is going to
**Nous allons + infinitive** we are going to

**(Infinitives)**
**chanter** to sing
**danser** to dance
**surfer** to surf the internet
**chatter** to chat
**rigoler** to have a laugh
**étudier** to study
**nager** to swim

| **3. Je peux...?** *Can I....?* | | | |
|---|---|---|---|
| Exclamation | I verb | Item/Action | Manners |
| **Pardon!**<br>Excuse me!<br><br>**Je m'excuse**<br>I'm sorry..<br><br>**Monsieur**<br>Sir<br><br>**Madame**<br>Miss | **Je peux**<br>Can I<br><br>**Est-ce que je peux**<br>Can I<br><br>**Je peux avoir**<br>Can I have<br><br>**Est-ce que je peux avoir**<br>Can I have<br><br>**Je peux emprunter**<br>Can I borrow<br><br>**Est-ce que je peux emprunter**<br>Can I borrow | **ouvrir la fenêtre**<br>open the window<br><br>**fermer la fenêtre**<br>close the window<br><br>**enlever ma veste**<br>take off my blazer<br><br>**aller aux toilettes**<br>go to the toilet<br><br>**un dictionnaire** a dictionary<br><br>**un stylo noir** a black pen<br><br>**un stylo vert** a green pen<br><br>**un crayon** a pencil<br><br>**un cahier** a book<br><br>**un bâton de colle** a glue stick<br><br>**une règle** a ruler<br><br>**des ciseaux** scissors<br><br>**un point** a reward point | **s'il vous plaît?**<br>please (polite)<br><br>**s'il te plaît?**<br>please (casual)<br><br>**merci!**<br>thank you |

| **Vous et moi** You and me | |
|---|---|
| You'll hear | You'll say |
| **Asseyez-vous**<br>Sit down<br><br>**Levez-vous**<br>Stand up<br><br>**Travaillez seul**<br>Work alone<br><br>**Travaillez avec un partenaire**<br>Work with a partner<br><br>**Travaillez en silence**<br>Work silently<br><br>**Écrivez**<br>Write<br><br>**Écoutez**<br>Listen | **Comment dit-on ___ en français?**<br>How do you say ___ in French?<br><br>**Comment dit-on ___ en anglais?**<br>How do you say ___ in English?<br><br>**Répétez s'il vous plaît?**<br>Repeat please?<br><br>**J'ai besoin d'aide**<br>I need help<br><br>**Je ne sais pas**<br>I don't know<br><br>**Je ne comprends pas**<br>I don't understand |

| **1. Qu'est-ce que tu aimes?** What do you like? | | | | | | |
|---|---|---|---|---|---|---|
| Opinion | Noun | Connective 1 | | Infinitive | Connective 2 | Reason |
| **J'aime**<br>I like<br><br>**J'adore**<br>I love | **le sport**<br>sport<br><br>**le foot**<br>football<br><br>**le vélo**<br>cycling<br><br>**le collège**<br>school<br><br>**la danse**<br>dance<br><br>**la musique**<br>music<br><br>**les serpents**<br>snakes<br><br>**les jeux vidéo**<br>video games<br><br>**les BD**<br>comics<br><br>**les mangas**<br>manga<br><br>**les araignées**<br>spiders | **mais**<br>but<br><br>**cependant**<br>however<br><br>**aussi**<br>also<br><br>**en plus**<br>futhermore | **Ma vie, c'est...**<br>My life is...<br><br>**Pour moi, la rentrée c'est...**<br>For me, going back to school means.... | **chanter**<br>singing<br><br>**danser**<br>dancing<br><br>**retrouver mes amis**<br>meeting up with friends<br><br>**surfer**<br>to surf the internet<br><br>**tchatter**<br>chatting<br><br>**rigoler**<br>having a laugh<br><br>**étudier**<br>studying<br><br>**nager**<br>swimming | **parce que c'est**<br>because it's<br><br>**je pense que c'est**<br>I think that it is<br><br>**À mon avis c'est**<br>In my view it is<br><br>**Je dirais que c'est**<br>I would say that it is | **chouette**<br>great<br><br>**fantastique**<br>fantastic<br><br>**formidable**<br>terrific |
| **Je n'aime pas (tellement)**<br>I don't (particularly) like<br><br>**Je déteste**<br>I hate | | | **ma soeur, elle aime***<br>my sister, she likes<br><br>**mon frère, il aime***<br>my brother, he likes<br><br>**mes parents, ils aiment**<br>my parents, they like<br><br>***you can replace the underlined verb with any opinion from column 1** | | | **ennuyeux**<br>boring<br><br>**affreux**<br>awful<br><br>**nul**<br>rubbish |

| **2. Qu'est-ce que tu fais?** *What do you do?* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Time phrase | Weather | Verb | Activity | Connective | Comparison | Activity 2 | Opinion | Adjective |
| **S'**<br>If<br><br>**Au printemps quand**<br>In Spring when<br><br>**En été quand**<br>In Summer when<br><br>**En automne quand**<br>In Autumn when<br><br>**En hiver quand**<br>In winter when<br><br>**Le lundi**<br>On Mondays<br><br>**Le mardi**<br>On Tuesdays<br><br>**Le mercredi**<br>On Wednesdays<br><br>**Le jeudi**<br>On Thursdays<br><br>**Le vendredi**<br>On Fridays<br><br>**Le samedi**<br>On Saturdays<br><br>**Le dimanche**<br>On Sundays | **il fait beau**<br>the weather's fine<br><br>**il fait mauvais**<br>the weather's bad<br><br>**il fait chaud**<br>it is hot<br><br>**il fait froid**<br>it is cold<br><br>**il y a du soleil**<br>it is sunny<br><br>**il y a du vent**<br>it is windy<br><br>**il pleut**<br>it is raining<br><br>**il neige**<br>it is snowing | **je joue**<br>I play<br><br>**on joue**<br>we play<br><br>**je ne joue pas**<br>I don't play<br><br>**je ne joue jamais**<br>I never play<br><br>**je fais**<br>I do**<br><br>**on fait**<br>we do<br><br>**je ne fais pas**<br>I don't do<br><br>**je ne fais jamais**<br>I never do<br><br>**je reste à la maison**<br>I stay at home | **au basket** basketball<br>**au billard** snooker<br>**au foot** football<br>**au rugby** rugby<br>**au tennis** tennis<br>**à la pétanque** boules<br>**aux cartes** cards<br>**aux échecs** chess<br><br>**du skate** skateboarding<br>**du patin à glace** ice skating<br>**du vélo c**ycling<br>**du judo** judo<br>**du théâtre** drama<br>**de la trotinette** scootering<br>**de la cuisine** cooking<br>**de la danse**<br>**de la gymnastique**<br>**de la natation** swimming<br>**de l'athlétisme** athletics<br>**de l'équitation** horseriding<br>**des randonnés** hiking | **mais**<br>**cependant** | **en France on fait**<br>in France people do<br><br>**au Canada on fait**<br>in Canada people do | **du ski**<br>skiing<br><br>**du snowboard**<br>snowboarding<br><br>**du rafting**<br>rafting<br><br>**du canyoning**<br>canyoning<br><br>**du canöe-kayak**<br>canoeing<br><br>**de la voile**<br>sailing<br><br>**de la planche à voile**<br>windsurfing<br><br>**de la luge**<br>tobogganing<br><br>**de l'alpinisme**<br>mountaineering | **je pense que c'est**<br>I think that it's<br><br>**À mon avis c'est**<br>In my view it's<br><br>**Je dirais que c'est**<br>I would say that it's | **super**<br>great<br><br>**génial**<br>great<br><br>**intéressant**<br>interesting<br><br>**amusant**<br>fun<br><br>**difficile**<br>difficult<br><br>**nul**<br>rubbish<br><br>**barbant**<br>boring<br><br>**ennuyeux**<br>boring<br><br>**fatigant**<br>tiring<br><br>**passionnant**<br>exciting<br><br>**fascinant**<br>fascinating |

| **3. Qu'est-ce que tu as fait?** *What did you do?* | | | | | |
|---|---|---|---|---|---|
| Time | Past | Activity | Opinion | Qualifier | Adjective |
| **Hier**<br>Yesterday<br><br>**Avant hier**<br>The day before yesterday<br><br>**Le weekend dernier**<br>Last weekend | **J'ai joué**<br>I played<br><br>**On a joué**<br>We played<br><br><br><br><br><br><br><br>**J'ai fait**<br>I did<br><br>**On a fait**<br>We did<br><br><br><br><br><br><br><br>**Je suis resté(e) à la maison**<br>I stayed at home | **au basket**<br>**au billard**<br>**au foot**<br>**au rugby**<br>**au tennis**<br>**à la pétanque**<br>**aux cartes**<br>**aux échecs**<br><br>**du skate**<br>**du patin à glace**<br>**du vélo**<br>**du judo**<br>**du théâtre**<br>**de la trotinette**<br>**de la cuisine**<br>**de la danse**<br>**de la natation**<br>**de l'athlétisme**<br>**de l'équitation**<br>**des randonnés** | **c'était**<br>it was | **très**<br><br>**vraiment**<br><br>**un peu**<br><br>**plutôt**<br><br>**assez** | **super**<br><br>**génial**<br><br>**intéressant**<br><br>**amusant**<br><br>**difficile**<br><br>**nul**<br><br>**barbant**<br><br>**ennuyeux**<br><br>**fatigant**<br><br>**passionnant**<br>exciting<br><br>**fascinant**<br>fascinating |

| **4. Qu'est-ce que tu vas faire?** *What are you going to do?* | | | | | |
|---|---|---|---|---|---|
| Connective | Time 2 | Future | Activity | Opinion 2 | Adjective |
| **cependant**<br><br>**mais** | **demain**<br>tomorrow<br><br>**le weekend prochain**<br>next weekend<br><br>**ce soir**<br>this evening | **je vais jouer**<br>I am going to play<br><br>**on va jouer**<br>we are going to play | **au basket**<br>**au billard**<br>**au foot**<br>**au rugby**<br>**au tennis**<br>**à la pétanque**<br>**aux cartes**<br>**aux échecs** | **ça va être...**<br>It is going to be<br><br>**Add qualifier and adjective** | **super**<br><br>**génial**<br><br>**intéressant**<br><br>**amusant**<br><br>**difficile**<br><br>**nul**<br><br>**barbant**<br><br>**ennuyeux**<br><br>**fatigant**<br><br>**passionnant**<br>exciting<br><br>**fascinant**<br>fascinating |
| | | **je vais faire**<br>I am going to do<br><br>**on va faire**<br>we are going to do<br><br>**je vais rester à la maison**<br>I am going to stay at home<br><br>**je voudrais jouer**<br>I would like to play | **du skate**<br>**du patin à glace**<br>**du vélo**<br>**du judo**<br>**du théâtre**<br>**de la trotinette**<br>**de la cuisine**<br>**de la danse**<br>**de la natation**<br>**de l'athlétisme**<br>**de l'équitation**<br>**des randonnés** | | |

# Extra Vocabulary

German

## Nouns

**Januar** Jan
**Februar** Feb
**März** March
**April** April
**Mai** May
**Juni** June
**Juli** July
**August** Aug
**September** Sept
**Oktober** Oct
**November** Nov
**Dezember** Dec
**Bruder** brother
**Schwester** sister
**Halbbruder** half brother
**Halbschwester** half sister
**Stiefbruder** step brother
**Stiefschwester** step sister
**Geschwister** siblings
**Einzelkind** only child
**Lehrer** teacher (m)
**Bildschirm (m)** screen
**Tafel (f)** black board
**Lehrerin** teacher (f)
**Tür (f)** door
**Fenster (n)** window

## Opinions

**Ich glaube,** I believe
**Ich denke,** I think that
**Ich würde sagen,** I would say
**Meiner Meinung nach** In my opinion
**Aus meiner Sicht** from my point of view
**Ich liebe es.** I love it.
**Ich mag es.** I like it.
**Ich mag es nicht.** I don't like it.
**Ich hasse es.** I hate it.

## Qualifiers

**besonders** especially
**extrem** extremely
**sehr** very
**ziemlich** quite
**ein bisschen** a bit
**zu** too

## Time phrases /sequencers

**Am ersten Tag** The first day
**Am letzten Tag** The last day
**Ein Tag** One day
**Zuerst** Firstly
**Dann** Then
**Danach** After
**Zuletzt** Finally

## Verbs

**(Present)**
**Ich bin** I am
**Es gibt** there is/are
**Es ist** it is
**Sie sind** they are
**Wir sind** we are
**Er ist** he is
**Sie ist** she is
**Ich habe** I have
**Wir haben** we have
**Er/sie hat** he/she has

**(Past)**
**Es war** it was
**Ich war** I was
**Es gab** there was/were
**Ich habe ... gebrochen** I broke
**Ich habe ... verloren** I lost
**Ich bin gefallen** I fell
**Ich habe ... gespielt** I played
**Ich habe ... gemacht** I did/made
**Ich bin ... gefahren** I travelled
**Ich bin ... gegangen** I went
**Ich habe ... besucht** I visited

**(Future)**
**Ich werde ... bleiben** I will stay
**Ich werde ... reisen** I will travel

## Adjectives

**sympathisch.** nice.
**toll.** great.
**modern.** modern.
**traurig.** sad.
**schrecklich.** awful.
**altmodisch.** old fashioned.
**hässlich.** ugly.
**schüchtern** shy
**großzügig** generous
**süß** sweet
**freundlich** friendly
**launisch** moody
**faul** lazy
**lustig** funny
**sportlich** sporty
**laut** loud

| **3. Darf ich…?** *May I….?* | | | |
|---|---|---|---|
| Exclamation | I verb | Item/Action | Manners |
| **Entschuldige!**<br>Excuse me!<br><br>**Es tut mir leid…**<br>I'm sorry..<br><br>**Herr**<br>Sir<br><br>**Frau**<br>Ms/Mrs | **Darf ich…**<br>May I…<br><br>**Ich brauche**<br>I need<br><br>**Hast du…**<br>Do you have… | **das Fenster öffnen**<br>open the window<br><br>**das Fenster schließen**<br>close the window<br><br>**meine Jacke ausziehen**<br>take off my blazer<br><br>**auf die Toilette gehen**<br>go to the toilet<br><br>**ein Wörterbuch** a dictionary<br><br>**einen schwarzen Stift** a black pen<br><br>**einen grünen Stift** a green pen<br><br>**einen Bleistift** a pencil<br><br>**ein Heft** a book<br><br>**einen Klebestift** a glue stick<br><br>**ein Lineal** a ruler<br><br>**Schere** scissors<br><br>**einen Punkt** a reward point | **bitte?**<br>please?<br><br>**danke!**<br>thank you |

# German Classroom Language

| **Euch und ich** you and I | |
|---|---|
| You'll hear | You'll say |
| **Setzt euch!**<br>Sit down<br><br>**Steht auf!**<br>Stand up<br><br>**Arbeitet allein!**<br>Work alone<br><br>**Arbeitet mit einem Partner!**<br>Work with a partner<br><br>**Arbeitet in Ruhe!**<br>Work silently<br><br>**Schreibt!**<br>Write<br><br>**Hört zu!**<br>Listen<br><br>**Drei, zwei, eins – Stifte runter, Augen hier**<br>3,2,1 – pens down, eyes up<br><br>**Drei, zwei, eins – los!**<br>3,2,1 – go! | **Wie sagt man __ auf Deutsch?**<br>How do you say ___ in German?<br><br>**Wie sagt man __ auf Englisch?**<br>How do you say ___ in English?<br><br>**Kannst du das bitte wiederholen?**<br>Can you repeat that please?<br><br>**Hilf mir!**<br>Help me!<br><br>**Ich weiß nicht**<br>I don't know<br><br>**Ich verstehe nicht**<br>I don't understand |

| **1. Was magst du?** What do you like? | | | | | | |
|---|---|---|---|---|---|---|
| Opinion | Noun | Conjunction 1 | | Infinitive | Conjunction 2 | Reason |
| **Ich mag**<br>I like<br><br>**Ich liebe**<br>I love | **Sport**<br>sport<br><br>**Fußball**<br>football<br><br>**Radfahren**<br>cycling<br><br>**Schule**<br>school<br><br>**Tanzen**<br>dance<br><br>**Musik**<br>music<br><br>**Computerspiele**<br>video games<br><br>**Comics**<br>comics<br><br>**Spinnen**<br>spiders<br><br>**Schlangen**<br>snakes | **und**<br>and<br><br>**auch**<br>also<br><br>**aber**<br>but<br><br>**jedoch**<br>however<br><br>**außerdem**<br>furthermore | **Mein Leben ist…**<br>My life is… | **singen**<br>singing<br><br>**tanzen**<br>dancing<br><br>**mit Freunden ausgehen**<br>going out with friends<br><br>**im Internet surfen**<br>to surf the internet<br><br>**chatten**<br>chatting<br><br>**lachen**<br>laughing<br><br>**lernen**<br>studying<br><br>**schwimmen**<br>swimming | **Ich glaube, es ist**<br>I believe it is<br><br>**Ich denke, es ist**<br>I think that it is<br><br>**Ich würde sagen, es ist**<br>I would say it is<br><br>**Meiner Meinung nach ist es**<br>In my opinion it is<br><br>**Aus meiner Sicht ist es**<br>from my point of view it is | **toll**<br>great<br><br>**fantastisch**<br>fantastic<br><br>**prima**<br>terrific |
| **Ich mag (noun) (gar) nicht**<br>I don't like (at all)<br><br>**Ich hasse**<br>I hate | | | **Meine Schwester mag**<br>my sister, she likes<br><br>**Mein Bruder mag**<br>my brother, he likes<br><br>**Meine Eltern mögen**<br>my parents, they like<br><br>***you can replace the underlined verb with these versions of the opinions from column 1**<br>**liebt (he/she)**<br>**lieben (they)**<br>**hasst (he/she)**<br>**hassen (they)** | | | **langweilig**<br>boring<br><br>**furchtbar**<br>awful<br><br>**schrecklich**<br>awful |

**2. Was machst du?** *What do you do?*

| Time phrase | Weather | Verb | Activity | Conjunction | Comparison | Activity 2 | Opinion | Adjective |
|---|---|---|---|---|---|---|---|---|
| **Im Frühling** In Spring<br>**Im Sommer** In Summer<br>**Im Herbst** In autumn<br>**Im Winter** In winter | **, wenn es regnet,** when/if it rains<br>**, wenn es schneit,** when/if it snows<br>**, wenn es sonnig ist,** when/if it's sunny | **spiele ich** I play<br>**spielen wir** we play<br>**spiele ich kein** I don't play<br>**spiele ich nie** I never play | **Basketball** basketball<br>**Snooker** snooker<br>**Fußball** football<br>**Rugby** rugby<br>**Tennis** tennis<br>**Karten** cards<br>**Schach** chess | **, aber**<br>**, jedoch** | **in Deutschland spielen die Leute** in Germany people play<br>**in Österreich spielen die Leute** In Austria people play | **Handball**<br>**Federball** badminton<br>**Eishockey** ice hockey | **ich denke es ist** I think that it's<br>**aus meiner Sicht ist es** In my view it's | **toll** great<br>**großartig** iucredible<br>**interesasnt**<br>**lustig** funny<br>**schwierig** |
| **Montags** On Mondays<br>**Dienstags** On Tuesdays<br>**Mittwochs** On Wednesdays<br>**Donnerstags** On Thursdays<br>**Freitags** On Fridays<br>**Samstags** On Saturdays<br>**Sonntags** On Sundays<br>**Normalerweise** Normally | **, wenn das Wetter gut ist,** when/if the weather is good<br>**, wenn das Wetter schlecht ist,** when/if the weather is bad<br>**, wenn es kalt ist,** when/if it is cold<br>**, wenn es heiß ist,** when/if it is hot<br>**, wenn es windig ist,** when/if it is windy<br>**, wenn es donnert und blitzt,** when/if there is a storm | **mache ich** I do<br>**machen wir** we do<br>**mache ich nie** I never do | **Eislaufen** ice skating<br>**Judo** judo<br>**Theater** drama<br>**Gymnastik**<br>**Schwimmen** swimming<br>**Athletik** athletics<br>**Pferdreiten** horseriding<br>**Wandern** hiking<br>**Kochen** cooking<br>**Tanzen** dancing | | **in Deutschland machen die Leute** in Germany people do<br>**in Österreich machen die Leute** In Austria people do | **Kanufahren** canoeing<br>**Segeln** sailing<br>**Windsurfen** windsurfing<br>**Rodeln** tobogganing<br>**Bergsteigen** Mountaineering<br>**Skifahren** skiing | **ich würde sagen, es ist** I would say that it's | **dumm**<br>**langweilig** boring<br>**anstrengend** tiring<br>**spannend** exciting<br>**faszinierend** fascinating |
| | | **fahre ich (nie)** I ride a | **Rad** bike<br>**Skateboard** skateboard<br>**Roller** scooter | | | | | |
| | | **bleibe ich (nicht)/(nie) zu Hause** I (don't) (never) stay at home | | | | | | |

| **3. Was hast du gemacht?** *What did you do?* | | | | | | |
|---|---|---|---|---|---|---|
| Time | Verb 1 | Activity | Past participle | Opinion | Qualifier | Adjective |
| **Gestern**<br>Yesterday<br><br>**Vorgestern**<br>The day before yesterday<br><br>**Letztes Wochenende**<br>Last weekend | **habe ich**<br>I (have)<br><br>**haben wir**<br>we (have) | **Basketball**<br>**Snooker**<br>**Fußball**<br>**Rugby**<br>**Tennis**<br>**Karten**<br>**Schach** | **gespielt**<br>played | **es war**<br>it was<br><br>**ich fand es**<br>I found it | **sehr**<br><br>**extrem**<br><br>**ein bisschen**<br><br>**ziemlich** | **toll**<br><br>**großartig**<br><br>**interesasnt**<br><br>**lustig**<br><br>**schwierig**<br><br>**dumm**<br><br>**langweilig**<br><br>**anstrengend**<br>tiring<br><br>**spannend**<br>exciting<br><br>**faszinierend** |
| | | **Eislaufen**<br>**Judo**<br>**Theater**<br>**Gymnastik**<br>**Schwimmen**<br>**Athletik**<br>**Pferdreiten**<br>**Wandern**<br>**Kochen**<br>**Tanzen** | **gemacht**<br>did | | | |
| | **bin ich**<br>I (am)<br><br>**sind wir**<br>We (are) | **Rad**<br>**Skateboard**<br>**Roller** | **gefahren**<br>travelled /<br>rode | | | |

| **4. Was wirst du machen?** *What will you do?* | | | | | |
|---|---|---|---|---|---|
| Conjunction | Time 2 | Future | Activity | infinitive | Opinion 2 |
| **, jedoch**<br><br>**, aber** | **morgen**<br>tomorrow<br><br>**nächstes Wochenende**<br>next weekend<br><br>**heute Abend**<br>this evening | **werde ich**<br>I will<br><br>**werden wir**<br>we will<br><br>**möchte ich**<br>I would like to<br><br>**möchten wir**<br>we would like to | **Basketball**<br>**Snooker**<br>**Fußball**<br>**Rugby**<br>**Tennis**<br>**Karten**<br>**Schach** | **spielen**<br>play | **es wird ..*.. sein**<br>it will be …<br><br>**Add qualifier and adjective where star is** |
| | | | **Eislaufen**<br>**Judo**<br>**Theater**<br>**Gymnastik**<br>**Schwimmen**<br>**Athletik**<br>**Pferdreiten**<br>**Wandern**<br>**Kochen**<br>**Tanzen** | **machen**<br>do | |
| | | | **Rad**<br>**Skateboard**<br>**Roller** | **fahren**<br>travel / ride | |

| **1. Wohin bist du im Urlaub gefahren?** *Where did you go on holiday?* | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Time phrase | I verb | Country | | Family | Past participle | We verb | Transport | Past participle | Opinion | Conjunction | Weather |
| **Letztes Jahr**<br>Last year<br><br>**Letzter Sommer**<br>Last summer<br><br>**Während des Feriens**<br>During the holidays<br><br>**Vor ____ Jahren**<br>___ years ago | **habe ich**<br>I | **die Schweiz**<br>Switzerland<br><br>**Wales**<br>Wales<br><br>**Deutschland**<br>Germany<br><br>**Frankreich**<br>France<br><br>**Österreich**<br>Austria<br><br>**Liechtenstein**<br>Liechteinstein<br><br>**Spanien**<br>Spain<br><br>**Italien**<br>Italy | **mit**<br><br>**allein**<br>alone. | **meinem Vater**<br><br>**meinem Bruder**<br><br>**meinem Halb- / Stiefbruder**<br><br>**meinem Stiefvater**<br><br>**meiner Mutter**<br><br>**meiner Schwester**<br><br>**meiner Stief- / Halbschwester**<br><br>**meiner Pflegefamilie**<br><br>**meiner Stiefmutter**<br><br>**meinen Mütter/Mamas**<br><br>**meinen Väter/Papas**<br><br>**meinen Eltern**<br><br>**meinen Großeltern**<br><br>**meinen Geschwistern**<br><br>**meinen Freunden**<br><br>**meiner Familie** | **besucht.**<br>visited | **Wir sind**<br>We travelled<br><br>**Ich bin**<br>I travelled | **mit dem Schiff**<br>by boat<br><br>**mit dem Bus**<br>by bus<br><br>**mit dem Reisebus**<br>by coach<br><br>**mit dem Zug**<br>by train<br><br>**mit dem Auto**<br>by car<br><br>**mit dem Flugzeug**<br>by plane | **gefahren.**<br>travelled<br><br>**gereist.**<br>travelled (journeyed)<br><br>**geflogen.**<br>flew | **Ich hatte Spaß**<br>I had fun<br><br>**Ich hatte viel Spaß**<br>I had lots of fun<br><br>**Ich hatte kein Spaß**<br>I did not have fun | **, weil**<br><br>**, obwohl**<br>although | **das Wetter gut war**<br>the weather was fine<br><br>**das Wetter schlecht war**<br>the weather was bad<br><br>**es heiß war**<br>it was hot<br><br>**es kalt war**<br>it was cold<br><br>**es sonnig war**<br>it was sunny<br><br>**es windig war**<br>it was windy<br><br>**es geregnet hat**<br>it was raining<br><br>**es geschneit hat**<br>it was snowing |

**2. Was hast du gemacht?** *What did you do?*

| Time phrase | Auxiliary verb + subject | Past tense 1 | Conjunction | Auxiliary verb + subject | Past tense 2 | Past opinion | Subordinate clause | Qualifier | Adjective | Past verb |
|---|---|---|---|---|---|---|---|---|---|---|
| **Am ersten Tag**<br>The first day<br><br>**Am letzten Tag**<br>The last day<br><br>**Ein Tag**<br>One day<br><br>**Zuerst**<br>Firstly<br><br>**Während des Feriens** | **habe ich**<br>I<br><br>**haben wir**<br>We | **(kein) Tennis gespielt**<br>played (no) tennis<br><br>**(nicht) mit Freunden getroffen**<br>(not) met my friends<br><br>**(nicht) zu Hause gechillt**<br>(not) hung out at home<br><br>**(nicht) ferngesehen**<br>(not) watched TV<br><br>**(k)eine Cola getrunken**<br>drank a/(no) Coke<br><br>**(keine) Fotos gemacht**<br>Took (no) photos<br><br>**(k)eine Vorstellung gesehen**<br>saw a/(no) show<br><br>**(nicht) den See besucht**<br>(not) visited the lake<br><br>**(k)einen Bootsausflug gemacht**<br>took a/(no) boat ride | **und**<br><br>**danach**<br>and after<br><br>**und dann**<br>and next<br><br>**zuletzt**<br>finally<br><br>**aber**<br><br>**jedoch** | **habe ich**<br>I<br><br>**haben wir**<br>We | **Handball gespielt**<br>played handball<br><br>**mit einem Freund/einer Freundin getroffen**<br>met my friend m/f<br><br>**in der Stadt gechillt**<br>hung out in town<br><br>**ein Spiel gesehen**<br>watched a match<br><br>**Kaffee getrunken**<br>drank a coffee<br><br>**Selfies gemacht**<br>took selfies<br><br>**Delfine gesehen**<br>saw dolphins<br><br>**den Dom besucht**<br>visited the cathedral | **ich mochte es**<br>I liked it<br><br>**ich liebte es**<br>I loved it<br><br>**ich mochte es nicht**<br>I didn't like it<br><br>**ich hasste es**<br>I hated it | **, weil es**<br><br>**, obwohl es** | **sehr**<br><br>**extrem**<br><br>**ein bisschen**<br><br>**besonders**<br><br>**ziemlich**<br><br>**zu**<br>too<br><br>**also**<br>so | **super**<br><br>**toll**<br><br>**interessant**<br><br>**lustig**<br><br>**schwierig**<br><br>**dumm**<br><br>**schrecklich**<br><br>**langweilig**<br><br>**anstrengend**<br><br>**spannend**<br><br>**unterhaltsam**<br>entertaining | **war**<br>was |
| | **bin ich**<br>I<br><br>**sind wir**<br>We | **(nicht) zum Stadion gegangen**<br>(not) went to the stadium<br><br>**(nicht) im Meer geschwommen**<br>(not) swam in the sea | | **bin ich** I<br><br>**sind wir** we | **im Schwimmbad geschwommen**<br>swam in the pool<br><br>**(nicht) zum Museum gegangen**<br>(not) went to the museum<br><br>**die Fahrgeschäfte gefahren**<br>went on rides | | | | | |

## 3. Was für eine Katastrophe! *What a disaster!*

| Time phrase | Auxiliary verb + subject | Noun | Past participle | Connective | Past negative verb phrase | Adjective | Time phrase | Auxiliary verb + subject | Future verb |
|---|---|---|---|---|---|---|---|---|---|
| **Am ersten Tag**<br>The first day<br><br>**Am letzten Tag**<br>The last day<br><br>**Ein Tag**<br>One day<br><br>**Zuerst**<br>Firstly<br><br>**Dann**<br>Then<br><br>**Danach**<br>After<br><br>**Zuletzt**<br>Finally | **habe ich**<br>I<br><br>**haben wir**<br>We | **mein Portemonnaie**<br>my wallet/purse<br><br>**meine Tasche**<br>my bag<br><br>**mein Tablet**<br>my tablet<br><br>**mein Handy**<br>my phone<br><br>**meine Kamera**<br>my camera<br><br>**mein Geld**<br>my money<br><br>**die Karten**<br>tickets<br><br>**den Reisebus**<br>the coach<br><br>**das Auto**<br>the coach<br><br>**den Zug**<br>the train | **verloren**<br>lost<br><br>**gebrochen**<br>broke<br><br>**vergessen**<br>forgot<br><br>**vermisst**<br>missed | **und so**<br>and so<br><br>**und deswegen**<br>and so<br><br>**und deshalb**<br>and therefore | **habe ich keine Souvenirs gekauft**<br>I didn't buy souvenirs<br><br>**habe ich nicht Online gespielt**<br>I didn't play online<br><br>**keine Fotos gemacht**<br>I didn't take photos<br><br>**bin ich nicht zum Themenpark gegangen**<br>I didn't go to the theme park<br><br>**bin ich nicht zum Stadion gegangen**<br>I didn't go to the stadium<br><br>**bin ich nicht zum Schloss gegangen**<br>I didn't go to the castle<br><br>**bin ich nicht an den Strand gegangen**<br>I didn't go to the beach | **es war ärgerlich.**<br>it was annoying<br><br>**es war langweilig.**<br><br>**es war furchtbar.**<br>it was terrible<br><br>**es war schrecklich.**<br>it was awful<br><br>**es war eine Katastrophe.** | **Nächstes Jahr**<br>Next year<br><br>**Nächsten Sommer**<br>Next summer<br><br>**Nächstes Mal**<br>Next time | **werde ich**<br>I'm going | **zu Hause bleiben.**<br>stay at home.<br><br>**nach Deutschland fahren.**<br>go to Germany.<br><br>**mit Freunden reisen.**<br>travel with my friends. |
| | **bin ich**<br>I | **aus dem Reisebus/Auto/Zug** from the coach/car/train | **gefallen**<br>fell | | | | | | |

| **4. Ich bin verletzt!** I'm hurt! | | | | | | |
|---|---|---|---|---|---|---|
| **Past verbs** | **Reflexive verb** | **Body part** | **Connective** | **I verb** | | **Advice** |
| **Ich habe __ gespielt**<br><br>**Ich bin gefallen**<br>I fell | **mein/e ____ tut weh**<br>My___ hurts (1 body part)<br><br>**meine ____ tun weh**<br>My ___ hurt (2 or more body parts) | **Arm (m)** arm<br><br>**Bein (n)** leg<br><br>**Fuß (m)** foot<br><br>**Knie (n)** knee<br><br>**Knöchel (m)** ankle<br><br>**Rücken (m)** back<br><br>**Bauch (m)** stomach<br><br>**Nase (f)** nose<br><br>**Kopf (m)** head<br><br>**Mund (m)** mouth<br><br>**Hals (m)** throat<br><br>**Ohr (n)** ear<br><br>**Hand** hand<br><br>**Schultern (pl)** shoulders<br><br>**Augen (pl)** eyes | **und**<br><br>**auch**<br><br>**und außerdem**<br><br>**das Schlimmste ist,**<br>the worst is that | **ich habe gekotzt**<br>I vomited<br><br>**ich habe Fieber**<br>I have a fever<br><br>**ich habe Grippe**<br>I have flu<br><br>**ich bin erkältet**<br>I have a cold<br><br>**ich bin müde**<br>I'm tired<br><br>**ich habe Nasenbluten**<br>I have a nosebleed<br><br>**ich kann nicht**<br>I can't<br><br>**essen** eat<br><br>**sprechen** talk<br><br>**zur Schule gehen** go to school<br><br>**spielen** play<br><br>**aus dem Bett aufstehen**<br>get out of bed | **seit**<br>For ...<br><br>**... Stunden**<br>hours<br><br>**... Tagen**<br>days<br><br>**.... Wochen**<br>weeks | **Du musst**<br>You must<br><br>**Ich muss**<br>I have to...<br><br>**im Bett bleiben**<br>stay in bed<br><br>**Schmerzmittel nehmen**<br>take painkillers<br><br>**viel Wasser trinken**<br>drink lots of water<br><br>**sanfte Bewegung treiben**<br>do gentle exercise<br><br>**ein Pflaster kleben**<br>apply a plaster<br><br>**eine Salbe verwenden**<br>apply a cream<br><br>**ins Krankenhaus gehen**<br>go to hospital |

| **5. Ich bin verloren!** I'm lost! | | | | | | |
|---|---|---|---|---|---|---|
| **Question** | **Article** | **Place** | | **Direction** | **Sequencer** | **Location** | **Manners** |
| **Gibt es ... in der Nähe?**<br>Is there.... near here?<br><br>**Wo ist ... ?**<br>Where is<br><br>**Wo sind ... ?**<br>Where are | **A/some:**<br><br>**M = einen**<br>**F = eine**<br>**N = ein**<br>**Pl = eine**<br><br>**The:**<br><br>**M = der**<br>**F = die**<br>**N = das**<br>**Pl = die** | **Café (n)**<br><br>**Kino (n)**<br><br>**Stadium (n)**<br><br>**See (m)**<br><br>**Park (m)**<br><br>**Kegelbahn (f)**<br><br>**Einkaufszentrum (n)**<br><br>**Sportzentrum (n)**<br><br>**Parkplatz (m)** car park<br><br>**Theater (n)**<br><br>**Schwimmbad (n)** pool<br><br>**Strand (m)**<br><br>**Bahnhof (m)** train station<br><br>**Eisbahn (f)** ice rink<br><br>**Bibliothek (f)** library<br><br>**Geschäfte (pl)**<br><br>**Toiletten (pl)** toilets | **Markt (m)** market<br><br>**Supermarkt (m)**<br><br>**Museum (n)**<br><br>**Geldautomat (m)** ATM<br><br>**Apotheke (f)**<br><br>**Kirche (f)** church<br><br>**Post (f)** post office<br><br>**Dom (m)** | **Geh gerade aus**<br>Go straight on<br><br>**Bieg rechts**<br>Turn right<br><br>**Bieg links**<br>Turn left<br><br>**Nimm die erste Straße**<br>Take the first road on the...<br><br>**Nimm die zweite Straße**<br>Take the second road on the...<br><br>**Nimm die dritte Straße**<br>Take the third road on the... | **und dann**<br><br>**und danach** | **Der/die/das ist:**<br>The... is:<br><br>**Die ... sind:**<br>The... are:<br><br>**vor dem / der / den** in front of the (m+n/f/pl)<br><br>**Hinter dem / der / den** behind the (m+n/f/pl)<br><br>**zwischen ...und ...**<br>between ... and ...<br><br>**in** in<br><br>**auf der linken Seite**<br>on the left<br><br>**Auf der rechten Seite**<br>on the right<br><br>**an der Ecke**<br>on the corner<br><br>**es ist (ziemlich) fern**<br>It's (quite) far away<br><br>**es ist in der Nähe**<br>It's close by | **Entschuldigung**<br><br>**Bitte**<br><br>**Danke**<br><br>**Bitte schön** You're welcome |

# Spanish Key Vocabulary

**Cognate =** a word that looks and means the same in two languages.

**Infinitive verb =** a verb before it has been changed (conjugated) to match the person and tense. In Spanish they end with ar/er/ir.
E.g. comer = to eat.

## Nouns

**enero** Jan
**febrero** Feb
**marzo** March
**april** April
**mayo** May
**junio** June
**julio** July
**agosto** Aug
**septiembre** Sept
**octubre** Oct
**noviembre** Nov
**diciembre** Dec
**hermano** brother
**hermana** sister
**hermanastro** step brother
**hermanastra** step sister
**hijo único/a** only child (m/f)
**profesor** teacher (m)
**profesora** teacher (f)
**puerta** door
**alumnos** pupils
**mesas** tables
**sillas** chairs
**ventana** window

## Qualifiers

**sumamente** extremely
**muy** very
**bastante** quite
**un poco** a bit
**demasiado** too

## Opinions

**creo que** I believe

**pienso que** I think that

**diría que** I would say

**en mi opinión** In my opinion

**desde mi punto de vista** from my point of view

**me encanta** I love it.

**Me gusta** I like it.

**no me gusta.** I don't like it.

**Lo odio.** I hate it.

## Verbs

**(present)**
**soy** I am
**hay** there is/are
**Es** it is
**son** they are
**somos** we are
**Él es** he is
**Ella es** she is
**Tengo** I have

**(past)**
**fue/era** it was
**era** I was
**había** there was/were
**Fui** I went
**Fuimos** we went
**Visité / visitamos** I/we visited
**Jugué / jugamos** I/we played

**(Near future)**
**Voy a + infinitive** I am going to
**Vamos a + infinitive** We are going to

**(Infinitives)**
**ir** to go
**jugar** to play
**visitar** to visit
**tener** to have

## Adjectives

**sincero/a** sincere

**tímido/a** shy

**generoso/a** generous

**serio/a** serious

**listo/a** clever

**tonto/a** silly

**simpático/a** nice

**tranquilo/a** calm

**divertido/a** fun

| **¿Puedo…?** *Can I….?* | | | |
|---|---|---|---|
| Exclamation | I verb | Item/Action | Manners |
| **¡Disculpe!**<br>Excuse me!<br><br>**Lo siento**<br>I'm sorry<br><br>**Señor**<br>Sir<br><br>**Señorita**<br>Miss<br><br>**Señora**<br>Ms/Mrs | **¿Puedo…**<br>Can I | **abrir la ventana**<br>open the window<br><br>**cerrar la ventana**<br>close the window<br><br>**quitarme la chaqueta**<br>take off my blazer<br><br>**ir al baño**<br>go to the toilet | **por favor?**<br>please?<br><br>**¡gracias!**<br>thank you |
| | **Necesito**<br>I need | **un diccionario** a dictionary<br><br>**un bolígrafo negro** a black pen<br><br>**un bolígrafo verde** a green pen<br><br>**un lápiz** a pencil<br><br>**un cuaderno** a book<br><br>**un pegamento** a glue stick<br><br>**una regla** a ruler<br><br>**unas tijeras** scissors<br><br>**un punto** a reward point | **por favor**<br>please<br><br>**¡gracias!**<br>thank you |

| **Vosotros y yo** You and me | |
|---|---|
| You'll hear | You'll say |
| **¡Sentaos!** Sit down<br><br>**¡Levantaos!** Stand up<br><br>**¡Trabajad en parejas!**<br>Work with a partner<br><br>**¡Trabajad en silencio!**<br>Work silently<br><br>**¡Escribid!** Write<br><br>**¡Escuchad!** Listen<br><br>**¡Mirad!** Look<br><br>**Tres, dos, uno - bolís en mesa, ojos aquí**<br>3,2,1 – pens down, eyes here<br><br>**Tres, dos uno – vamos** 3,2,1 - go | **¿Cómo se dice __ en español?**<br>How do you say ___ in Spanish?<br><br>**¿Cómo se dice __ en inglés?**<br>How do you say ___ in English?<br><br>**¿Puedes repetir?**<br>Can you repeat please?<br><br>**¿Qué significa ____?**<br>What does ____ mean?<br><br>**¡Ayúdame!**<br>Help me!<br><br>**No lo sé**<br>I don't know<br><br>**No entiendo**<br>I don't understand |

| **1. ¿Qué te gusta?** What do you like? | | | | | | |
|---|---|---|---|---|---|---|
| Opinion | Noun | Conjunction 1 | | Infinitive | Conjunction 2 | Adjective |
| **Me gusta(n*)**<br>I like<br><br>**Me encanta(n*)**<br>I love | **el deporte**<br>sport<br><br>**el fútbol**<br>football<br><br>**el ciclismo**<br>cycling<br><br>**el insti**<br>school<br><br>**el baile**<br>dance<br><br>**la música**<br>music<br><br>**los videojuegos ***<br>video games<br><br>**los tebeos ***<br>comics<br><br>**las arañas ***<br>spiders<br><br>**las serpientes ***<br>snakes | **y**<br>and<br><br>**también**<br>also<br><br>**pero**<br>but<br><br>**sin embargo**<br>however<br><br>**además**<br>furthermore | **Mi vida es**<br>My life is<br><br>**Me gusta** | **cantar**<br>singing<br><br>**bailar**<br>dancing<br><br>**salir con amigos**<br>going out with friends<br><br>**navegar por internet**<br>to surf the internet<br><br>**chatear**<br>chatting<br><br>**reír**<br>laughing<br><br>**estudiar**<br>studying<br><br>**nadar**<br>swimming | **En mi opinión es**<br>In my opinion i is<br><br>**pienso que es**<br>I think that it is<br><br>**diría que es**<br>I would say that it is<br><br>**desde mi punto de vista es**<br>from my point of view it is | **genial**<br>great<br><br>**fantástico**<br>fantastic<br><br>**estupendo**<br>terrific |
| **No me gusta(n*) (nada)**<br>I don't like (at all)<br><br>**Odio**<br>I hate | | | **a mi hermana, le gusta***<br>my sister, she likes<br><br>**a mi hermano, le gusta***<br>my brother, he likes<br><br>**a mis padres, les gusta***<br>my parents, they like<br><br>***you can replace the underlined verb with any opinion from column 1 except odio which becomes 'odia',** | | | **aburrido**<br>boring<br><br>**terrible**<br>awful<br><br>**horroroso**<br>awful |
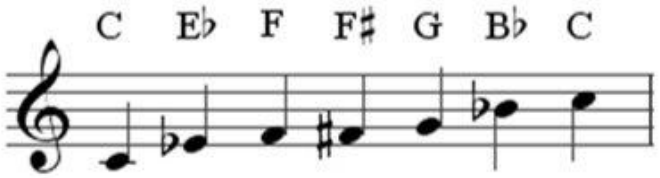
| **2. ¿Qué haces?** *What do you do?* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Time phrase | | Weather | Verb | Activity | Connective | Comparison | Activity 2 | Opinion | Adjective |
| **En primavera**<br>In Spring<br><br>**En verano**<br>In Summer<br><br>**En otoño**<br>In autumn<br><br>**En invierno**<br>In winter<br><br>**Los lunes**<br>On Mondays<br><br>**Los martes**<br>On Tuesdays<br><br>**Los miércoles**<br><br>**Los jueves**<br><br>**Los viernes**<br><br>**Los sábados**<br><br>**Los domingos** | **cuando**<br>when<br><br>**si**<br>if | **hace buen tiempo**<br>the weather's fine<br><br>**hace mal tiempo**<br>the weather's bad<br><br>**hace calor**<br>it is hot<br><br>**hace frío**<br>it is cold<br><br>**hace sol**<br>it is sunny<br><br>**hace viento**<br>it is windy<br><br>**llueve**<br>it is raining<br><br>**nieva**<br>it is snowing | **juego**<br>I play<br><br>**jugamos**<br>we play<br><br>**no juego**<br>I don't play<br><br>**nunca juego**<br>I never play<br><br>**hago**<br>I do**<br><br>**hacemos**<br>we do<br><br>**no hago**<br>I don't do<br><br>**nunca hago**<br>I never do<br><br>**monto** I ride<br><br>**montamos**<br>we ride | **al baloncesto** basketball<br><br>**al fútbol** football<br><br>**al rugby** rugby<br><br>**al tenis** tennis<br><br>**teatro** drama<br><br>**gimnasia**<br><br>**natación** swimming<br><br>**en monopatín** skateboard<br>**en patinete** scooter<br>**en bici** bike | **pero**<br><br>**sin embargo** | **en España la gente juega**<br>in Spain people play<br><br>**En Latinoamérica la gente juega**<br>In Latin America people play<br><br>**en España la gente hace**<br>in Spain people do<br><br>**En Latinoamérica la gente hace**<br>In Latin America people do | **al dominó**<br>dominoes<br><br>**al pádel**<br>padel tennis<br><br>**a la lotería**<br>the lottery<br><br>**al béisbol**<br>baseball<br><br>**piragüismo**<br>canoeing<br><br>**vela**<br>sailing<br><br>**windsurf**<br>windsurfing<br><br>**surf**<br>surfing<br><br>**alpinismo**<br>mountaineering | **pienso que es**<br>I think that it's<br><br>**desde mi punto de vista es**<br>In my view it's<br><br>**diría que es**<br>I would say that it's | **genial**<br>great<br><br>**increíble**<br><br>**interesante**<br><br>**divertido**<br>fun<br><br>**difícil**<br><br>**estúpido**<br><br>**aburrido**<br><br>**agotador**<br>tiring<br><br>**emocionante**<br>exciting<br><br>**fascinante**<br>fascinating |

| **3. ¿Qué hiciste?** *What did you do?* | | | | | |
|---|---|---|---|---|---|
| Time | Past | Activity | Opinion | Qualifier | Adjective |
| **Ayer**<br>Yesterday<br><br>**Anteayer**<br>The day before yesterday<br><br>**El fin de semana pasado**<br>Last weekend | **(no) jugué**<br>I played<br><br>**(no) jugamos**<br>We played<br><br>**(no) hice** I did<br><br>**(no) hicimos** We did<br><br>**(no) monté** I rode<br><br>**(no) montamos** we rode | **al baloncesto**<br>**al fútbol**<br>**al rugby**<br>**a las cartas** cards<br>**al ajedrez** chess<br>**al snooker** snooker<br><br>**teatro**<br>**gimnasia**<br>**natación**<br>**atletismo** athletics<br>**equitación** horseriding<br>**senderismo** hiking<br>**patinaje sobre hielo** ice skating<br>**judo** judo<br><br>**en monopatín**<br>**en patinete**<br>**en bici** | **fue**<br>it was<br><br>**lo pasé**<br>it was | **muy**<br><br>**sumamente**<br><br>**un poco**<br><br>**bastante**<br><br>**también** | **genial**<br><br>**increíble**<br><br>**interesante**<br><br>**divertido**<br><br>**difícil**<br><br>**estúpido**<br><br>**aburrido**<br><br>**agotador**<br>tiring<br><br>**emocionante**<br>exciting<br><br>**fascinante** |

| **4. ¿Qué vas a hacer?** *What are you going to do?* | | | | | |
|---|---|---|---|---|---|
| Time | Future | Activity | Opinion | Qualifier | Adjective |
| **El fin de semana que viene**<br>Next week<br><br>**Mañana**<br>Tomorrow<br><br>**Esta tarde**<br>This afternoon<br><br>**Esta noche**<br>This evening | **voy a jugar**<br>I am going to play<br><br>**vamos a jugar**<br>we are going to play<br><br>**me gustaría jugar**<br>I would like to play<br><br>**voy a hacer**<br>I am going to do<br><br>**vamos a hacer**<br>we are going to do<br><br>**me gustaría hacer**<br>I would like to do<br><br>**voy a montar**<br>I am going to ride<br><br>**vamos a montar**<br>we are going to ride | **al baloncesto**<br>**al snooker**<br>**al fútbol**<br>**al rugby**<br>**al tenis**<br>**a las cartas**<br>**al ajedrez**<br><br>**el patinaje sobre hielo**<br>**ciclismo**<br>**judo**<br>**teatro**<br>**gimnasia**<br>**natación**<br>**el atletismo**<br>**equitación**<br>**senderismo**<br><br>**en monopatín**<br>**en patinete** | **va a ser**<br>it is going to be<br><br>**sería**<br>it would be | **muy**<br>**sumamente**<br>**un poco**<br>**bastante**<br>**también** | **genial**<br>**increíble**<br>**interesante**<br>**divertido**<br>**difícil**<br>**estúpido**<br>**aburrido**<br>**agotador**<br>**emocionante**<br>**fascinante** |

# The Blues

Melody
- Call and response (African tradition)
- Improvisation
- Lyrics - AAB pattern
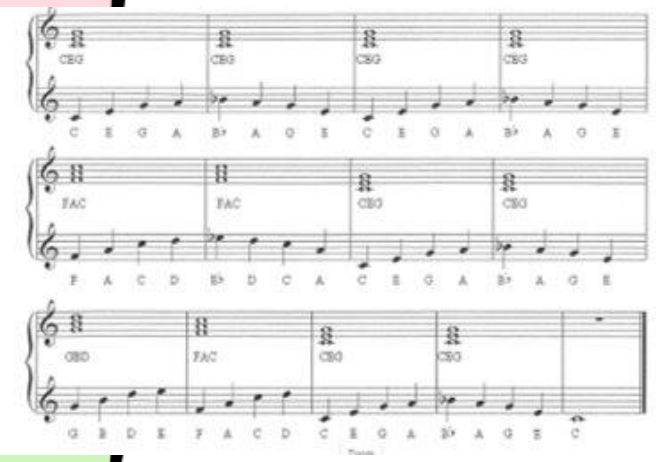



Rhythm
- 4/4 time
- Steady speed
- Syncopation used, particularly in improvisation

**12 Bar Blues Chord Progression in C**

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

Harmony
- Blues scale
- 12 bar blues chord progression
- Blues notes

- **1870's ...**
- **Originated in the deep south of the USA**
- **Developed in the 1870's from African work songs and spirituals during the slave trade period**



- **Robert Johnson**
- **Muddy Waters**
- **B.B. King**

Structure
- 12 Bar Blues
- Walking bass
- Improvisation
- Melody

# Year 8 - Dance Knowledge Organiser – Dancing through the decades

## Key vocabulary – Physical & Performance Skills

| | |
|---|---|
| **Extension** | The lengthening of body parts outwards. E.g. Straight arms and pointed toes |
| **Flexibility** | The range of movement possible in the joints/muscles |
| **Coordination** | The ability to use different parts of the body together smoothly and efficiently. |
| **Posture** | The way the body is held |
| **Stamina** | Ability to maintain physical and mental energy over periods of time. |
| **Timing** | Performing the correct movement at the correct time. This should be in time with your group |
| **Musicality** | How in time you are with the music |
| **Energy** | How much physical effort you apply to the performance |
| **Facial Expressions** | Animating the face to engage with your audience/communicate the theme of your performance |
| **Projection** | Projecting your movements outwards into the space with appropriate energy. |
| **Dynamic Awareness** | Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc. |

## Fundamental/Topic specific knowledge:

**1920's Charleston:**

The Charleston is a dance named after the harbor city of Charleston, South Carolina. The peak year for the Charleston as a dance by the public was mid-1926 to 1927.The dance was first seen to be performed on the streets in America and in nightclubs, but the first official onstage viewing was seen on an all-black Broadway musical called 'Runnin Wild'.

***Key Features of Charleston:***

- Toes-in, heels-out twisting steps (footwork)
- Inverted knees
- Swinging arm movements

## 1930's Jive

The Jive refers to several different dance styles of swing dancing. Moreover, it was a term used for swing dance in the early nineteenth century. Later, it became one of the five competition dance genres included in International Latin dancing. Additionally, there are several other dance styles that incorporate the term including: hand jive and the modern French style of swing called modern jive. Finally, in this article we focus on the ballroom version of the dance used in the International Latin style swing category.

***Key Features of Jive:***

- ***Bouncy***
- ***Fast Pace***
- ***Light on the feet***
- ***Energic partner work.***

## Key questions

| Key question | Answer |
|---|---|
| **What has influenced dance over the decades?** | A decade is a period of ten years.<br>Dance has evolved over time and has been influenced by many things such as music, art and culture. Over time, dance has been a way to socialise, to have fun, to distract from harsh realities of life events, to celebrate, to express emotions and to show off skills and techniques. Throughout the decades we have seen the change from vaudevilles and dance halls to the introduction of television, films, flash mobs, music videos and social media with the addition of new styles and trends. |
| **What is Escapism?** | Escapism is the tendency to seek distraction and relief from unpleasant realities, by seeking entertainment or engaging in methods of expression such as dance and performing. Events such as the two world wars caused devastation, separating families and destroyed homes and belongings. In order to feel better and express feelings, dance became a method of social interaction which has continued over time. |

Key vocabulary - Choreographic Devices:

| | |
|---|---|
| **Canon** | Performing the same movement one after another. |
| **Unison** | Performing the same movement at the same time |
| **Formation** | The position you stand in to perform. |
| **Levels** | The height at which you perform your movement |
| **Repetition** | Repeating the same movement or phrase more than once |
| **Accumulation** | Gaining dancers as a phrase is performed |
| **Juxtaposition** | Showing a contrast on stage. This can be applied using speed or style etc |
| **Fragmentation** | Dividing the dance into smaller chunks and reordering this to create a new phrase |

Key questions

| Key question | Answer |
|---|---|
| **What was the timeline for the development of dance?** | <table><tr><th>Timeline</th><th>Dance Style</th></tr><tr><td>1920s</td><td>Swing Dance</td></tr><tr><td>1930s</td><td>Jive</td></tr><tr><td>1940s</td><td>Mambo</td></tr><tr><td>1950s</td><td>Cha Cha</td></tr><tr><td>1960s</td><td>Locking & Popping</td></tr><tr><td>1970s</td><td>Disco, Stepping, Salsa</td></tr><tr><td>1980s</td><td>Jacking & Voguing</td></tr><tr><td>1990s</td><td>Hip Hop & Iconic music videos (vogue, macarena, running man, electric slide)</td></tr><tr><td>2000s</td><td>Krumping, electro dance, flash mobs</td></tr><tr><td>2010s</td><td>Viral trends (dougie, floss, watch me)</td></tr></table> |
| **Who influences the trends within dance throughout the decades?** | There are many pioneers of dance, famous choreographers, music artists, dancers and icons to name a few. More recently social influencers have become the main influence for the trends within the dance industry. This is due to the increase in popularity of apps such as Tik Tok and YouTube. |

Fundamental/Topic specific knowledge

**1970's Disco Trends:**

Disco dance was heavily influenced by jazz, samba, cha cha and tango. Disco reached its popularity peak with the release of 'Saturday Night Fever'. Disco dancing was a style that emerged from nightclubs in Philadelphia and New York City and focussed on the musicality of the fast beats in funk music.

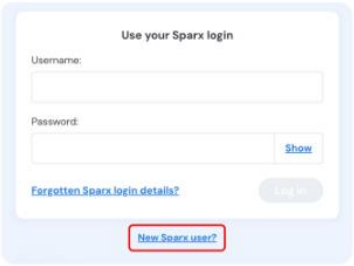
***Key features:***

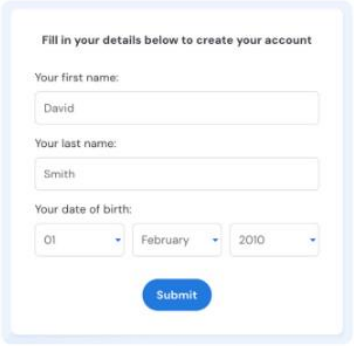
- Large hip movements
- Pivot turns
- Pointing fingers

# SPARX Maths

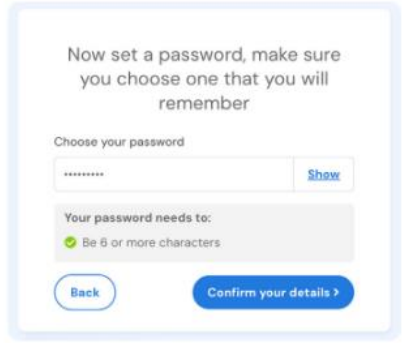
## Student Guide to Logging In

1. Go to **sparxmaths.com**
2. Select **Student Login**
3. Carefully select your school from the list
4. Select **New Sparx user**
5. Enter your:
   - First Name
   - Last Name
   - Date of Birth
6. Click **Submit**

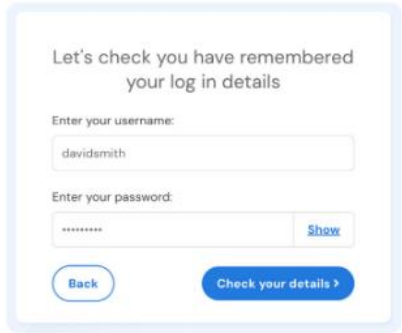



7. You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it




8. Confirm your username and password, then click **Check your details**
9. You can now log in to Sparx using your username and password




10. If a password is lost, you can select the option to request a new password from your teacher

## SPARX Maths

| Week Topic | % Completed | Bookwork Code | Working out |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## SPARX Maths

| Week Topic | % Completed | Bookwork Code | Working out |
|---|---|---|---|
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## SPARX Maths

| Week Topic | % Completed | Bookwork Code | Working out |
|---|---|---|---|
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## SPARX Maths

| Week Topic | % Completed | Bookwork Code | Working out |
|---|---|---|---|
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| | | | |

## SPARX Maths

| Week Topic | % Completed | Bookwork Code | Working out |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Essential calculator buttons







1

## Fraction button

| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

1) Press

Then use the arrow keys to help you help you fill in the boxes.

2) Type the value of your numerator.

Now press

Then use the arrow keys to move to the denominator and type that in.

2

## Fraction button

| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

Simplifying works the same way on both calculators.

Type your fraction into the calculator and press execute.

$\frac{12}{15}$

$\frac{4}{5}$

3

## Fraction button

| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

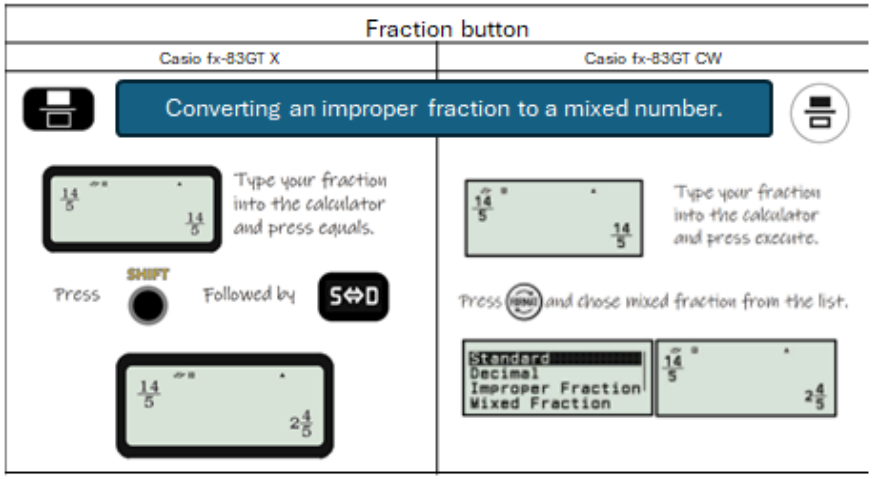
Using for calculations works the same way on both calculators.

Press the fraction button and type in your calculation

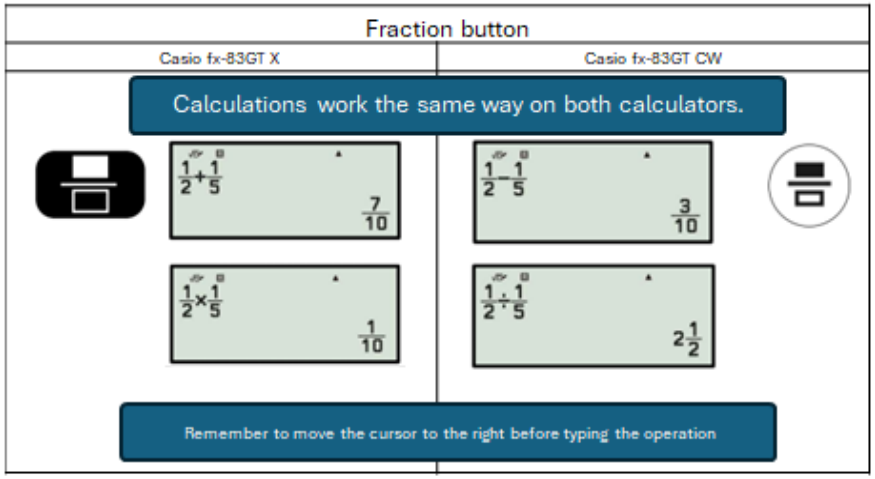
$\frac{13^2+11}{\sqrt{25}\times 6}$

6

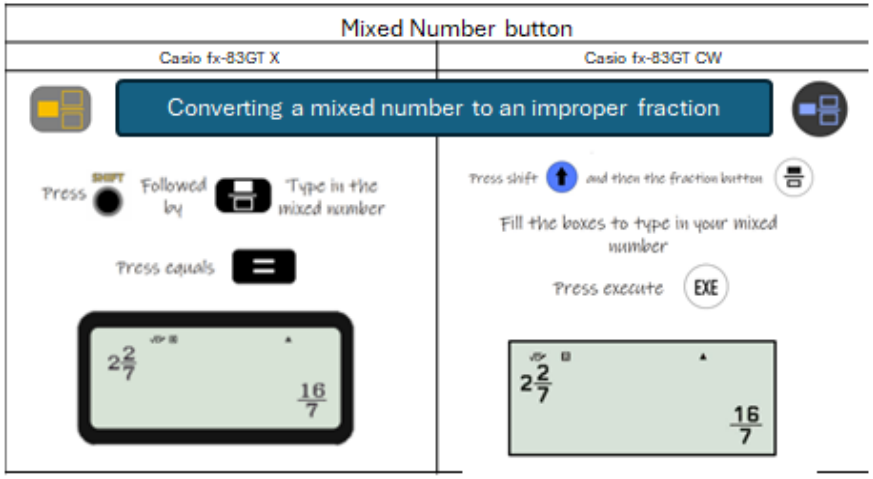
4


Fraction button
Casio fx-83GT X
Casio fx-83GT CW
Converting an improper fraction to a mixed number.
Type your fraction into the calculator and press equals.
Press
SHIFT
Followed by
S⇔D
Type your fraction into the calculator and press execute.
Press
and chose mixed fraction from the list.
Standard
Decimal
Improper Fraction
Mixed Fraction

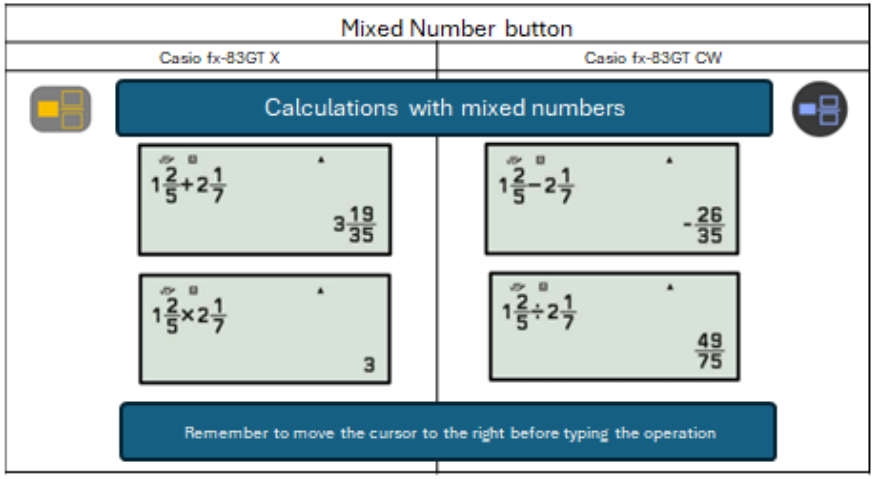
5


Fraction button
Casio fx-83GT X
Casio fx-83GT CW
Calculations work the same way on both calculators.
Remember to move the cursor to the right before typing the operation

6


Mixed Number button
Casio fx-83GT X
Casio fx-83GT CW
Converting a mixed number to an improper fraction
Press
SHIFT
Followed by
Type in the mixed number
Press equals
Press shift
and then the fraction button
Fill the boxes to type in your mixed number
Press execute
EXE

7


Mixed Number button
Casio fx-83GT X
Casio fx-83GT CW
Calculations with mixed numbers
Remember to move the cursor to the right before typing the operation

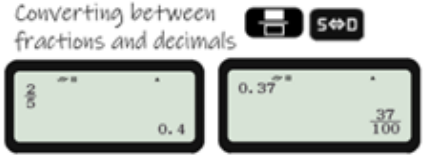
8

## Fraction button

Casio fx-83GT X | Casio fx-83GT CW

### Converting a mixed number to an improper fraction

Converting between fractions and decimals







Type your decimal into the calculator and press equals.

Press SHIFT S⇔D




Converting between fractions and decimals










9

## Recurring decimal button

Casio fx-83GT X | Casio fx-83GT CW

### Using the recurring decimal button

Convert 0.6 to a fraction

Type 0 . SHIFT $x^2$

then fill the box with a 6 and press equals




Convert $0.\dot{2}\dot{8}$ to a fraction

Type 0 . SHIFT $x^2$

then fill the box with 28 and press equals (you do not need to put the box in twice)




Type 0 . then press ↑ $\blacksquare^2$

This brings up the recurring decimal box




Now type the recurring decimals in the box and press execute.

10

## Powers

Casio fx-83GT X | Casio fx-83GT CW

### Square and cube

Instead of writing $4 \times 4$

Type 4

then $x^2$




Cubed $4^3$

Instead of writing $4 \times 4 \times 4$

Type 4

then $x^3$




Instead of writing $4 \times 4$

Type 4

then $\blacksquare^2$




There is no cubed button. Use the any power button.

11

## Powers

Casio fx-83GT X | Casio fx-83GT CW

### Any power

Any Power $7^5$

Instead of writing $7 \times 7 \times 7 \times 7 \times 7$

Type 7

press $x^{\blacksquare}$




then put a 5 in the box

Any Power $7^5$

Instead of writing $7 \times 7 \times 7 \times 7 \times 7$

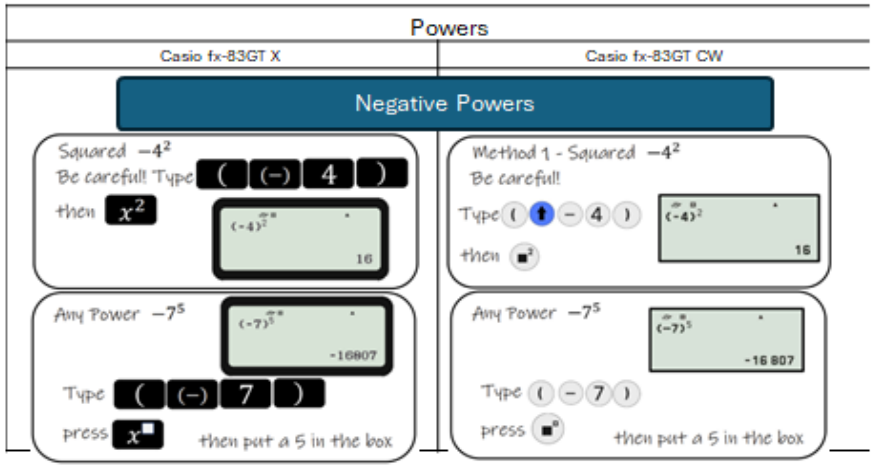
Type 7

press $\blacksquare^{\blacksquare}$

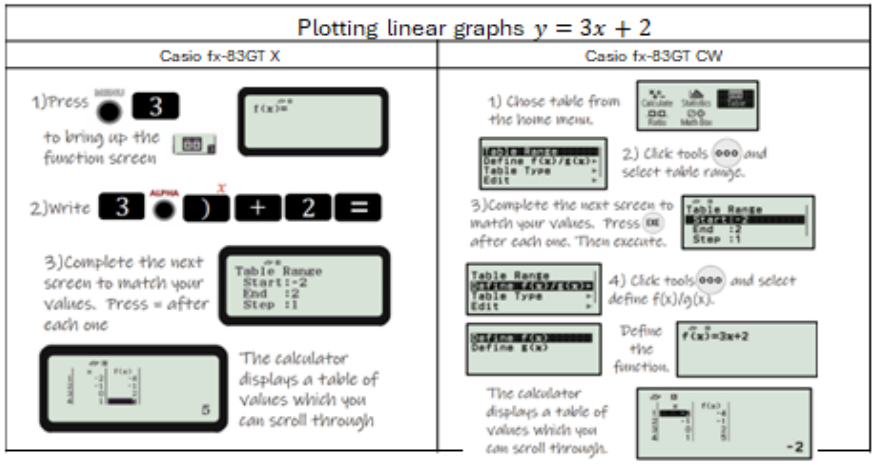



then put a 5 in the box

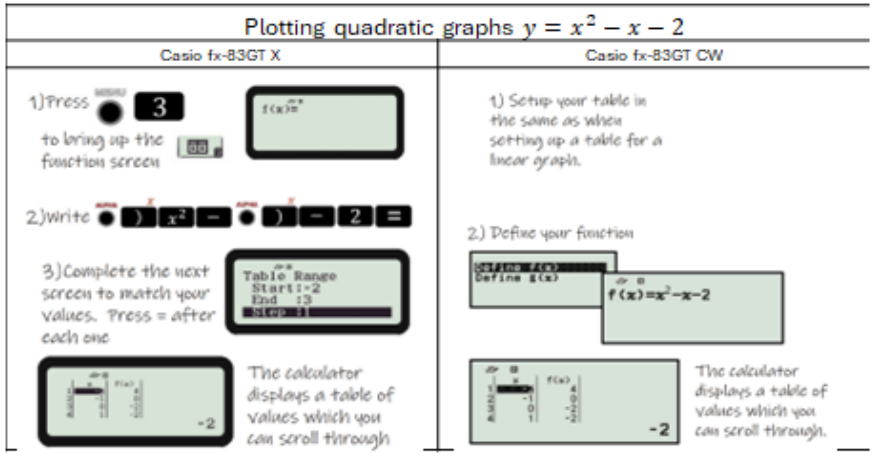
12


Powers
Casio fx-83GT X
Casio fx-83GT CW
Negative Powers
Squared $-4^2$
Be careful! Type ( (−) 4 )
then $x^2$
16
Any Power $-7^5$
-16807
Type ( (−) 7 )
press $x^{\square}$
then put a 5 in the box
Method 1 - Squared $-4^2$
Be careful!
Type ( − 4 )
then $\square^2$
16
Any Power $-7^5$
-16 807
Type ( − 7 )
press $\square^{\square}$
then put a 5 in the box

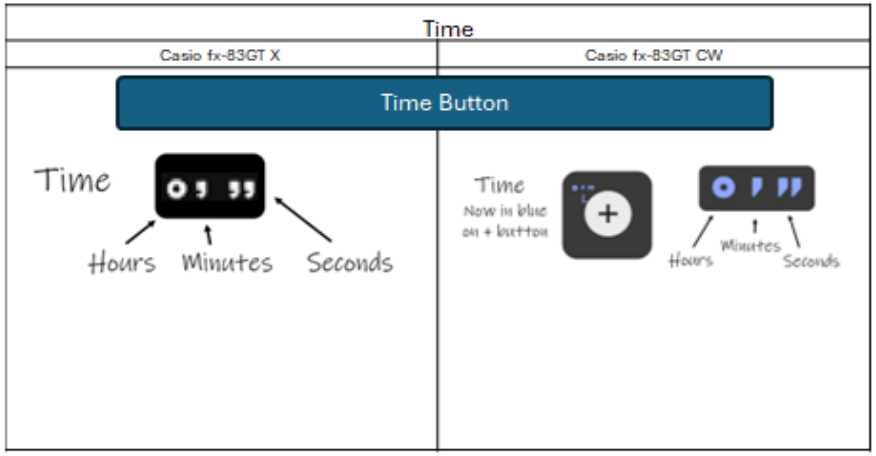
13


Plotting linear graphs $y = 3x + 2$
Casio fx-83GT X
Casio fx-83GT CW
1)Press 3
to bring up the function screen
2)Write 3 ALPHA X ) + 2 =
3)Complete the next screen to match your values. Press = after each one
Table Range
Start :-2
End :2
Step :1
The calculator displays a table of values which you can scroll through
1) Chose table from the home menu.
2.) Click tools and select table range.
3)Complete the next screen to match your values. Press after each one. Then execute.
4.) Click tools and select define f(x)/g(x).
Define the function.
f(x)=3x+2
The calculator displays a table of values which you can scroll through.
-2

14


Plotting quadratic graphs $y = x^2 - x - 2$
Casio fx-83GT X
Casio fx-83GT CW
1)Press 3
to bring up the function screen
2)Write ALPHA X ) $x^2$ − ALPHA X ) − 2 =
3)Complete the next screen to match your values. Press = after each one
Table Range
Start :-2
End :3
Step :1
-2
The calculator displays a table of values which you can scroll through
1) Setup your table in the same as when setting up a table for a linear graph.
2.) Define your function
Define f(x)
Define g(x)
f(x)=x²−x−2
-2
The calculator displays a table of values which you can scroll through.

15


Time
Casio fx-83GT X
Casio fx-83GT CW
Time Button
Time
Hours
Minutes
Seconds
Time
Now in blue on + button
Hours
Minutes
Seconds

16

## Time

| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

### Using the time Button

**Convert $2\frac{1}{4}$ hours to hours and minutes**

Type in mixed number and press =

Now press o' "




The calculator shows 2 hours, 15 minutes and 0 seconds

**Convert $2\frac{1}{4}$ hours to hours and minutes**

Type in mixed number and press EXE

Press SHIFT and chose sexagesimal.







17

## Time

| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

### Using the time Button

**Convert 575 minutes to hours and minutes**

Type 0 o' " 5 7 5 o' " =

The calculator shows 9 hours, 35 minutes and 0 seconds



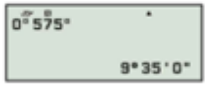

**Convert 575 minutes to hours and minutes**

Type 0 + This represents 0 hours

Type 5 7 5 + This represents 575 minutes

If there are 0 seconds you do not need to put these in.

Press EXE




This automatically changes the value to hours and minutes

The answer reads 9 hours, 35 minutes, 0 seconds

18

## Time

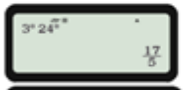
| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

### Using the time Button

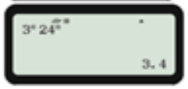
**Convert 3 hours 24 minutes to hours**

1) Type 3 o' " 2 4 o' " =

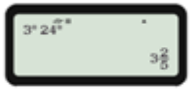
2) Press S⇔D button to change to an improper fraction




3) Press S⇔D button to change to a decimal




4) Press SHIFT S⇔D button to change to a mixed number



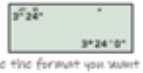

**Convert 3 hours 24 minutes to hours**

Type 3 + This represents 3 hours

Type 2 4 + This represents 24 minutes

If there are 0 seconds you do not need to put these in.

Press EXE




Press SHIFT and chose the format you want



Decimal



Improper fraction



Mixed number

19

## Time Calculations

| Casio fx-83GT X | Casio fx-83GT CW |
|---|---|

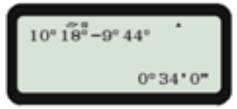
### Difference in time between 10:18 and 9:44

For 1018 type

10 o' " 18 o' "

And you want to subtract the starting time of 0944

− 9 o' " 4 4 o' "



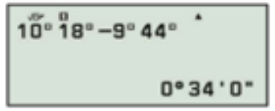

The calculator shows 0 hours, 34 minutes and 0 seconds

For 1018 type

10 + 18 + This represents 10 hours and 18 minutes

And you want to subtract the starting time of 0944

− 9 + 44 + EXE




The calculator shows 0 hours, 34 minutes and 0 seconds

20

## Time button

### Casio fx-83GT X

**Speed Calculations**

$$speed = \frac{Distance}{Time}$$

1) Press

2) Fill the distance of 450 in the numerator

3) Fill the denominator with the time calculation

1 1 ° ' ' ' 0 0 ° ' ' ' − 9 ° ' ' ' 3 0 ° ' ' '




### Casio fx-83GT CW

$$speed = \frac{Distance}{Time}$$

1) Press

2) Fill the distance of 450 in the numerator

3) Fill the denominator with the time calculation

11 ° ' ' ' 0 ° ' ' ' − 9 ° ' ' ' 30 ° ' ' '




Average speed = 300Km/h

21

## Turn frequency on/off

### Casio fx-83GT X

1) Press SHIFT MENU SETUP




2) Down Arrow




3) Press 1 for Statistics

4) Press 1 for on (or 2 for off)




This will set the calculator to have a frequency column

### Casio fx-83GT CW

1) Press ⚙ and select statistics.



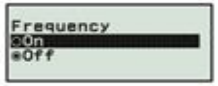

2) Choose either 1 variable or 2.

3) Click on the tools button ⊖




4) Click on frequency

4) Choose where to turn the frequency on or off.




22

## Mean from a table

### Casio fx-83GT X

| Mark | Frequency |
|---|---|
| 14 | 4 |
| 15 | 10 |
| 16 | 7 |
| 17 | 5 |
| 18 | 4 |

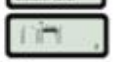
The table shows information about the marks of 30 students in a test

1) Press MENU then 2 for statistics

2) press 1 for 1 variable




3) Enter values into 1st column. Move across to enter frequency into 2nd column



DO NOT PRESS AC

4) Press OPTN then 3:1-variable Calc



Mean $\bar{x} = 16.5$ Sum of values $\sum x = 495$ Number of values $n = 30$

### Casio fx-83GT CW

The table shows information about the marks of 30 students in a test

| Mark | Frequency |
|---|---|
| 14 | 4 |
| 15 | 10 |
| 16 | 7 |
| 17 | 5 |
| 18 | 4 |




1) Press ⚙ and select statistics.

2) Select 1 variable




3) Enter values into 1st column. Press = after each value. Move across to 2nd column to enter frequency into 2nd column.




Press = when all values are in the table.




Choose 1 variable



Mean $\bar{x} = 16.5$ Sum of values $\sum x = 495$ Number of values $n = 30$

23

### Casio fx-83GT X

Ratio calculations work the same way on this calculator.

Use = instead of exe

### Casio fx-83GT CW

Finding one part of a ratio from another part (1)

A packet of sweets is shared in the ratio 4 : 5. If the larger share is 60 sweets, how much is the smaller share?




Select ratio from the home screen

Select A:B=C:D





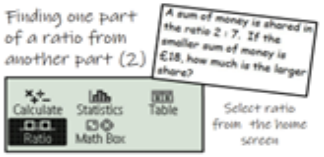


Change the first ratio to 4:5 and the D to 60 Type each number and press = each time

Press = again to get the value x.



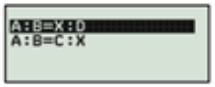
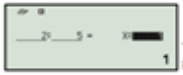

24

| Casio fx-83GT X | Casio fx-83GT CW |
| --- | --- |
| Ratio calculations work the same way on this calculator.<br><br>Use = instead of exe | Finding one part of a ratio from another part (2)<br>A sum of money is shared in the ratio 2 : 7. If the smaller sum of money is £18, how much is the larger share?<br><br>Select ratio from the home screen<br>Select A:B=C:X<br><br><br>Change the first ratio to 2:7 and the C to 18<br>Type each number and press EXE each time<br>Press EXE again to get the value x.<br> |

25

| Casio fx-83GT X | Casio fx-83GT CW |
| --- | --- |
| Ratio calculations work the same way on this calculator.<br><br>Use = instead of exe | Writing a ratio in the form 1: n<br>Write the ratio 2: 5 in the form 1: n<br><br>Select ratio from the home screen<br>Select A:B=C:X<br><br><br>Change the first ratio to 2:5 and the C to 1<br>Type each number and press EXE each time<br>Press EXE again to get the value x.<br> |

26

| Casio fx-83GT X | Casio fx-83GT CW |
| --- | --- |
| Ratio calculations work the same way on this calculator.<br><br>Use = instead of exe | Writing a ratio in the form n: 1<br>Write the ratio 2: 5 in the form n: 1<br><br>Select ratio from the home screen<br>Select A:B=X:D<br><br><br>Change the first ratio to 2:5 and the D to 1<br>Type each number and press EXE each time<br>Press EXE again to get the value x.<br> |

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## PSHE – signposting support

### Health and wellbeing

#### General health

NHS — nhs.uk

CALL 111 — NHS non emergency 111
111.nhs.uk

#### Mental health

kooth — Kooth.com

Beat — beateatingdisorders.org.uk

mind — mind.org.uk

shout 85258 — giveusashout.org
text *'shout'* to 85258

YOUNGMINDS — youngminds.org.uk

#### Specific health conditions

CANCER RESEARCH UK — cancerresearchuk.org

TEENAGE CANCER TRUST — teenagecancertrust.org

Adfam — adfam.org.uk

### Personal safety

#### Alcohol and drugs

ALCOHOL CHANGE UK — alcoholchange.org.uk

FRANK — talktofrank.com
0300 123 6600

withyou — wearewithyou.org.uk

#### Violence and gangs

YOU & CO — victimsupport.org.uk/you-co
0808 1689 111

IS THIS OK? — isthisok.org.uk

St Giles — stgilestrust.org.uk
020 7708 8000

#### General Safety

childline — childline.org.uk
0800 11 11

Suffolk Police — Suffolk.police.uk

EXTREME DIALOGUE — extremedialogue.org

### Relationships and Sex Education

brook — brook.org.uk

Refuge — refuge.org.uk

ManKind Initiative — mankind.org.uk

ACT ON IT — actonitnow.org.uk
01270 250 390

### Online safety

CLICK CEOP Internet Safety — Ceop.police.uk

REPORT HARMFUL CONTENT — reportharmfulcontent.com

### General Support for young people

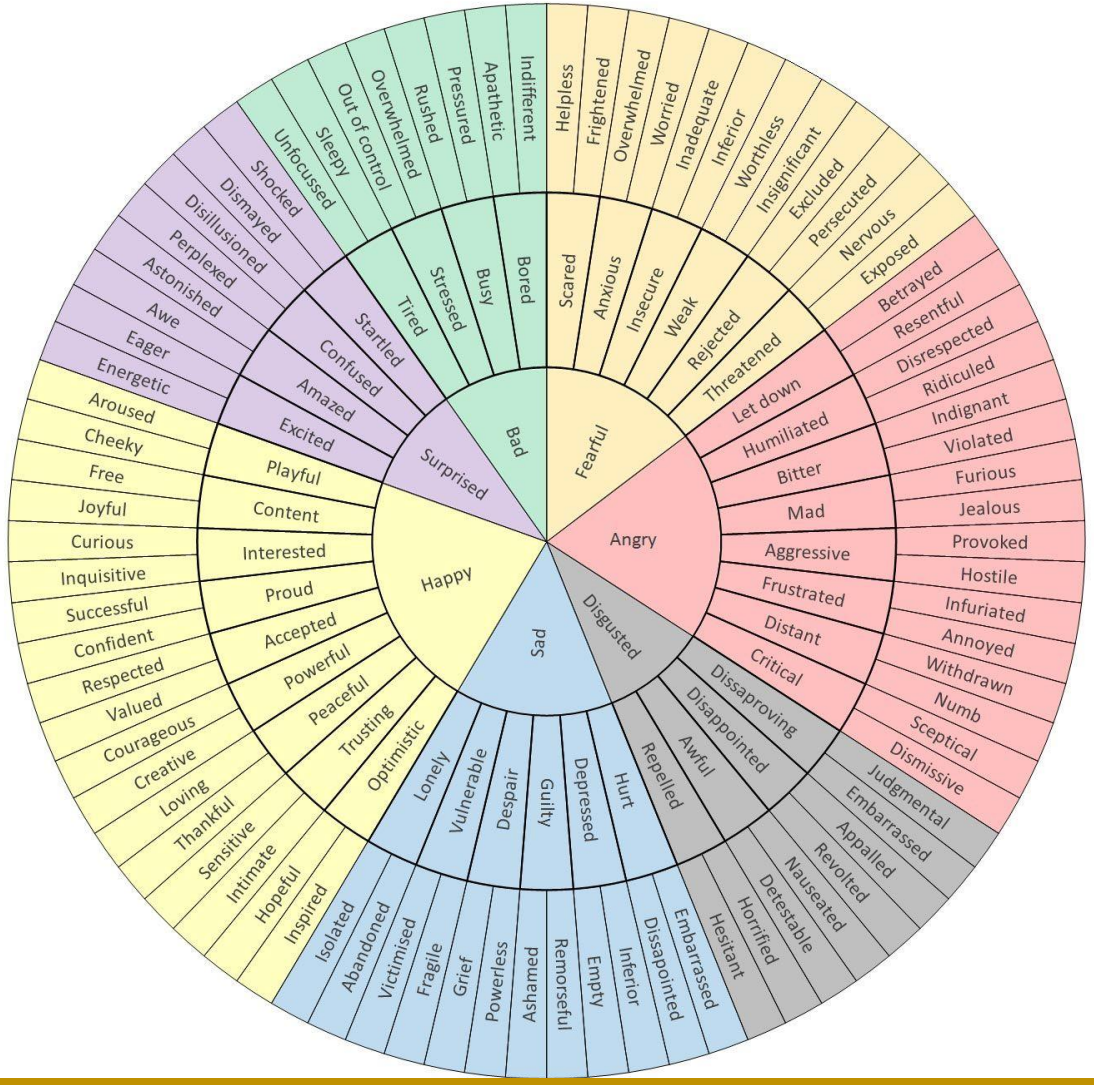
THE MIX — themix.org.uk
0808 808 4994

THE SOURCE — thesource.me.uk

### Support for the LGBT+ Community

galop — galop.org.uk

Further signposting support


Bad
Fearful
Angry
Disgusted
Sad
Happy
Surprised
Indifferent
Apathetic
Pressured
Rushed
Overwhelmed
Out of control
Sleepy
Unfocussed
Shocked
Dismayed
Disillusioned
Perplexed
Astonished
Awe
Eager
Energetic
Aroused
Cheeky
Free
Joyful
Curious
Inquisitive
Successful
Confident
Respected
Valued
Courageous
Creative
Loving
Thankful
Sensitive
Intimate
Hopeful
Inspired
Optimistic
Trusting
Peaceful
Powerful
Accepted
Proud
Interested
Content
Playful
Excited
Amazed
Confused
Startled
Bored
Busy
Stressed
Tired
Helpless
Frightened
Overwhelmed
Worried
Inadequate
Inferior
Worthless
Insignificant
Excluded
Persecuted
Nervous
Exposed
Scared
Anxious
Insecure
Weak
Rejected
Threatened
Let down
Humiliated
Bitter
Mad
Aggressive
Frustrated
Distant
Critical
Betrayed
Resentful
Disrespected
Ridiculed
Indignant
Violated
Furious
Jealous
Provoked
Hostile
Infuriated
Annoyed
Withdrawn
Numb
Sceptical
Dismissive
Dissaproving
Disappointed
Awful
Repelled
Judgmental
Embarrassed
Appalled
Revolted
Nauseated
Detestable
Horrified
Hesitant
Hurt
Depressed
Guilty
Despair
Vulnerable
Lonely
Embarrassed
Dissapointed
Inferior
Empty
Remorseful
Ashamed
Powerless
Grief
Fragile
Victimised
Abandoned
Isolated