



BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 4

Spring Term: 2023-24

Name: _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser: Year 8 Spring Term 2

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO)?

1. Ensure you have your KO with you at all times in school and when you need to do your homework at home.
2. Ensure you have your homework learning journal with you at all times in school and when you need to do your homework at home.
3. In lessons when you have covered information that appears on your KO your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
4. Initially follow your homework timetable to decide what to revise each evening.
5. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with number 1.

a. Look Cover Write Check

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

AIM:

You should be able to repeat the information by rote

b. Self or peer quizzing

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your homework learning journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

AIM:

You should be able to repeat the information by rote but with a good understanding

c. Playing with words and sentences

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.

- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas
- vii. New Sentences – Can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your homework learning journal
- iv. Think about the links between a particular section of you KO and what you have learn in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your homework learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understand of the work covered.

Homework Learning Journal

- 1. Always write the subject and the date when you start your homework
- 2. Always write the strategy that you are going to use for your homework
- 3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
- 4. Always use a ruler to underline titles and dates
- 5. Use a green pen to complete corrections of your work





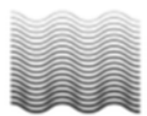


Checking:

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

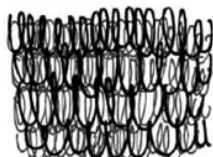
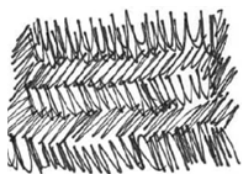
At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

Art and Design principles

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		There are three properties of colour: Hue (pure colour) Intensity (strength/purity), tone (lightness/darkness)
Tone		Tone describes the lightness or darkness of a colour/surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

Art has always been a powerful tool for social and political change. From the earliest cave paintings to contemporary Street Art, artists have used their work to express their views on society and the world around them. Typically created in response to social or political issues, protest art can take many forms, including paintings, sculptures, murals, posters, and street art.

Drawing with words	Key terms	Ti C k
Tone	Tone can be created with words by using the following techniques; layers, spacing and colour.	
Spacing	Text spaced close together looks dark and text spaced out creates lighter areas. Scale and spacing can be used in combination.	
Colour	Using different coloured text can draw attention to an area of your artwork. You can also vary the tone of your colour to create a sense of form.	
Layers	Layering text can also create tone, text can be partially layered as well as fully layered. Different colours and pen types can be used.	
Directional text	Form can be created with directional text. Contoured text can be stretched and squashed to fit a shape.	
Scale	Vary the scale of your text by using different sized pens and letters. Large solid text appears darker, thin elongated text can appear lighter. Very small text can appear darker.	



Small Basic

Keyword	Definition / Example	✓
Subroutine/ subprogram	<p>A section of a computer program that is stored only once but can be used when required at several different points in the program.</p> <pre>Sub PrintHour TextWindow.WriteLine(Clock.Hour) EndSub</pre>	
Graphics Window (basic functions)	<pre>1 'Set the title for the graphics window. 2 GraphicsWindow.Title = "Graphics Window" 3 'Sets the height for the window 4 GraphicsWindow.Height = 300 5 'Sets the width of the window 6 GraphicsWindow.Width = 200 7 'Sets the colour used to draw the outline of a shape. 8 GraphicsWindow.PenColor = "Black" 9 'Set the colour inside a shape. 10 GraphicsWindow.BrushColor = "Red"</pre>	
Graphics Window (shapes)	<pre>1 'GraphicsWindow.DrawRectangle(x, y, width,height) 2 GraphicsWindow.DrawRectangle(50,50,100,150) 3 'GraphicsWindow.DrawEllipse(x, y, width,height) 4 GraphicsWindow.DrawEllipse(100,75,200,150) 5 'GraphicsWindow.DrawLine(x1, y1, x2, y2) 6 GraphicsWindow.DrawLine(50, 250, 250, 250)</pre>	

Small Basic

Keyword	Definition / Example	✓
Selection	<p>Used to make decisions in a program based on the result of a Boolean condition.</p> <pre>number = 5 If number < 5 Then TextWindow.WriteLine("Less than 5.") ElseIf number > 5 Then TextWindow.WriteLine("More than 5.") Else TextWindow.WriteLine("Exactly 5.") EndIf</pre>	
Iteration (definition)	Used to repeat sections of code several times.	
Iteration (example)	<p>FOR loops are used when we know the exact number of times we want the code to repeat.</p> <pre>For Counter = 1 To 10 TextWindow.WriteLine("Counter = " + Counter) EndFor</pre>	
Iteration (example)	<p>WHILE loops are used when we want the code to repeat an unknown number of times until a condition is met.</p> <pre>Continue = "Y" while Continue = "Y" TextWindow.WriteLine("Do you want to continue? Y/N") Continue = TextWindow.Read() EndWhile</pre>	

Tick
these
boxes
once this
has been
covered

Property	Definition
Strength	Ability to withstand forces by squashing (compressive strength) or stretching (tensile strength).
Elasticity	Ability to return to its original shape once the deforming force has been removed.
Plasticity	Ability to permanently deform without breaking when subjected to a force.
Malleability	Ability to deform in all directions without fracture.
Ductility	Ability to be drawn out, bent or twisted without fracture.
Hardness	Ability to resist deformation, indentation or penetration.
Toughness	Ability to withstand sudden shock or stress.
Brittleness	Inability to withstand sudden shock or stress.
Durability	Ability to withstand deterioration over a long period of time.
Stability	Ability to resist changes in shape over time.
Stiffness	Ability to resist bending.



Context	✓	Characters	✓
<p>George Orwell was the writing name of Eric Blair (1903-1950). He spoke out frequently against totalitarianism and social injustice. His most famous works are <i>Animal Farm</i> (1945) and <i>Nineteen Eighty-Four</i> (1949).</p>		<p>Napoleon is the pig who emerges as the leader of <i>Animal Farm</i> after the rebellion. Napoleon's character is based on Joseph Stalin – the leader of the communist Soviet Union. Napoleon is cunning, treacherous, lazy and selfish.</p>	
<p>Tsar Nicholas II was the last emperor of Russia. Tsar Nicholas was deemed to be a poor ruler – the country lost key battles against Japan and Germany and lived in luxury while thousands of unemployed peasants struggled to survive. Tsar Nicholas was eventually overthrown by the Bolsheviks and was executed in July 1917.</p>		<p>Boxer is a cart-horse, who demonstrates incredible strength, work ethic, and loyalty. He represents those in the working classes (proletariat) who were hugely overworked. Boxer completes the most work on the farm and is admired by others for his physical accomplishments and mental grit.</p>	
<p>Karl Marx was a German philosopher from the 19th Century, who rejected capitalism. He instead believed in the introduction of a system in which wealth was communal and labour was shared. He believed this would produce a fairer, more stable way of life.</p>		<p>Old Major is a prize-winning boar whose vision of a place in which the animals work for themselves serves as the inspiration for the rebellion. He is based on both Karl Marx and Vladimir Lenin, who inspired communism. Old Major is well respected, articulate, and persuasive.</p>	
<p>The Russian Revolution was the movement that removed the reigning Tsarist autocracy from power and led to the rise of the Soviet Union. The Bolsheviks, led by Vladimir Lenin, were able to overthrow the provisional government and establish their own federal government, creating the world's first socialist republic.</p>		<p>Snowball is one of the other leading pigs, who challenges Napoleon for leadership of the farm after the rebellion. He represents Leon Trotsky. He is intelligent and passionate, yet he does not resort to the same levels of cunning and manipulation as Napoleon.</p>	
<p>Joseph Stalin – Following the death of Lenin in 1924, Stalin rose to power through discreetly canvassing, manipulating and intimidating others, sidelining other potential leaders such as Victor Trotsky. Under Stalin, the Soviet Union became more autocratic and totalitarian: he oversaw mass repressions, hundreds of thousands of executions and millions of non-combatant deaths.</p>		<p>Squealer represents the Soviet propaganda machine. He is a pig who is an exceptionally gifted and persuasive speaker, and is utilised to spread positivity about Napoleon, and negativity about Napoleon's competition.</p>	
<p>Life in the Communist Soviet Union – The working class in the Soviet Union grew increasingly repressed throughout the progression of the USSR's existence. It is generally accepted that the standard of living decreased, working conditions deteriorated, and personal freedoms were significantly violated.</p>		<p>Benjamin is a long-lived donkey who refuses to feel enthused by the rebellion. Some say he represents the aged people of Russia, who remained cynical of the revolution.</p>	



Chapter Quotations



1. "Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal."
2. "Never mind the milk, comrades!" cried Napoleon, placing himself in front of the buckets. "That will be attended to. The harvest is more important."
3. "Milk and apples (and this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers."
4. "War is war. The only good human being is a dead one."
5. Napoleon produced no schemes of his own, but said quietly that Snowball's would come to nothing, and seemed to be biding his time.
6. "Comrades," he said quietly, "do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!"
7. One Sunday morning Squealer announced that the hens, who had just come in to lay again, must surrender their eggs. Napoleon had accepted a contract for four hundred eggs a week.
8. Napoleon was now never spoken of simply as "Napoleon." He was always referred to in formal style as "our Leader, Comrade Napoleon."
9. Meanwhile life was hard. The winter was as cold as the last one had been, and food was even shorter. Once again all rations were reduced, except those of the pigs and the dogs.
10. "All animals are equal, but some animals are more equal than others."

Key Vocabulary



- Tyranny** – a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.
- Revolution** - a situation in which people fight against those who are in charge of them.
- Corruption** - when people use their power in a dishonest way order to make life better for themselves.
- Propaganda** – Information that is meant to make people think a certain way. The information may not be true.

Key terminology



Allegory – a text that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Moral - concerned with the principles of right and wrong behaviour.

Dramatic irony – when the audience knows something that characters don't.

Symbolism – the use of objects or items to represent other ideas or concepts.

Characterisation – the building or crafting of a fictional person (or animal).

Cyclical narrative – a narrative where the beginning and ending are connected.

Foreshadowing – hinting at events that are yet to happen (usually negative events).

Theme – an idea that recurs in or runs through a work of art or literature.

Food Waste-
In the UK we throw away over 7 million tonnes of food and drink a year. This is worth over £120 million pounds. This equals the average family wasting £700 per household. Most of this food wasted from consumers ends up in landfill, this rots down and produces harmful greenhouse gases, for example methane and Carbon Dioxide. The amount of greenhouse gases we are producing has been linked to global warming and climate change. The food we waste most is Bread- Fresh Vegetables and fruit, Salad and drinks. The main reasons we waste food are Too much food is prepared and cooked. We do not check labels and food is not used in time.

Reduce your carbon footprint: to reduce yours you can, Buy fresh local produce Cook Fresh Meals Use seasonal UK ingredients Reduce your consumption of meat- More energy is used to raise animals than to grow cereals. Consider the method of cooking you use to reduce the amount of energy used, i.e. Microwave vegetables.

FOOD MILES
The distance food travels from **Field to Plate**, is one way of indicating the environmental impact of the food we eat. Almost 54 percent of the vegetables and 90 percent of the fruit eaten in the UK is imported. Food is transported across the world because we want to buy foods out of season. For example Asparagus is only in season for May and June in the UK but we like to eat it all year so import it from as far away as Peru. Some foods are flown in and this increases carbon emissions.

Carbon Footprint –
This measures the impact human activities have on the environment in terms of carbon emissions. The **carbon footprint** of a product is the amount of carbon emissions produced in the growing/rearing, processing, production and disposal of food. It is not just the food miles- you need to consider all the processes the food has gone through from seed- to being eaten or disposed of.

Eco Footprint- More people including food manufacturers are stopping to consider the impact that our food has on the environment **ECO FOOTPRINT** is the term used to refer to the measurement of our actions on the environment, To achieve sustainable food production the food industry must reduce waste, water and energy inefficiency by using sustainable resources.

Carbon offsetting- some people and manufacturers plant trees to absorb the carbon dioxide given off during food production. This is called **Carbon Offsetting**.

Food Sustainability- When choosing foods we do need to think about whether they are sustainable, some of the factors you can consider are- Where has the food come from, has it been grown or produced locally, if it was imported could a Fairtrade product have been purchased. How was it produced? For example, were organic or sustainable farming methods of farming used? Is the food sustainable- i.e. have you chosen fish from a sustainable source? i.e. line caught and not trawled? Have you considered the amount of meat that you eat and have you checked if the meat was reared with high welfare standards? How much energy was used in the production, does the company use renewable energy sources? What impact has the production of the food had on the environment? For example pollution and carbon emissions.

Oesophagus: Circular muscles in the wall of the oesophagus relax in front of the bolus (a ball like mixture of food and saliva) while circular muscles behind the food contract, pushing the food bolus onward. This is called peristalsis.



Genetically Modified Foods
The use of new technology in the food industry is controversial, especially products made by modifying or engineering the genetic make up of food. This is undertaken by copying a gene with its code and inserting it into another living organism. **GM** means modifying or engineering the genetic make-up of food. Advantages of **GM** are: improvements to quantity and quality of food. can grow in adverse conditions, e.g. drought. herbicide and insect resistant, therefore thrive better. high nutritional quality. cheaper to produce. The concerns about GM foods include: Their long-term safety is unknown Environmental effects, as the pollen from GM crops does not stop in one place Ethics – we need adequate labelling: if a product has more than 1% of GM food this must be stated on the label; if it is under 1 per cent it does not need to be stated. The most common GM foods include- Soy Beans and Corn, these are mostly used as animal feed.



Fairtrade ensures farmers and producers get a fair price for their product. Fairtrade addresses the injustices of conventional trade which traditionally discriminates against the poorest weakest producers



Key terms
CARBON FOOTPRINT- the amount of carbon emissions produced in the growing , processing, production and disposal of food.
ECO FOOTPRINT- Measurement of our actions on the environment.
FOOD MILES -Distance food travels from farm to plate.
CARBON OFFSETTING – planting trees to absorb carbon dioxide.
SUSTAINABLE FARMING- using resources that will not run out.
FOOD WASTE- Food not consumed or used for its original purpose.
GENETICALLY MODIFIED (GM) FOODS
Describes foods where the genetic structure has been changed
FAIRTRADE an organisation that supports farmers to ensure that they get a fair deal.
RSPCA ASSURED – A certification mark given to producers to show buyers animal welfare standards have been applied and checked.
RED TRACTOR – ASSURED FOOD STANDARDS A certification mark given to producers to show buyers animal welfare standards have been applied and checked.
MARINE STEWARDSHIP COUNCIL- An organisation that ensures sustainable fishing practices have been used in catching seafood



TRACEABLE, SAFE & FARMED WITH CARE



les domiciles	homes	
j'habite dans	<i>i live</i>	
il / elle habite dans	<i>he/she lives in..</i>	
un appartement	<i>flat</i>	
une maison	<i>house</i>	
une chaumière	<i>a cottage</i>	
une villa	<i>a vila</i>	
dans un village	<i>in a village</i>	
dans une ville	<i>in a town</i>	
à la campagne	<i>in the countryside</i>	
à la montagne	<i>in the mountains</i>	
au bord de la mer	<i>by the sea</i>	

les prépositions	prepositions	
devant	<i>in front of</i>	
dans	<i>in</i>	
derrière	<i>behind</i>	
entre	<i>between</i>	
sous	<i>under</i>	
sur	<i>on</i>	
à côté de	<i>beside</i>	
à droite (de)	<i>to the right (of)</i>	
à gauche (de)	<i>to the left (of)</i>	
en face de	<i>opposite</i>	

les pièces	rooms	
chez moi, il y a...	<i>in my home, there is/are...</i>	
l'entrée	<i>the hallway</i>	
la chambre de mes parents	<i>my parent's room</i>	
la chambre de ma sœur	<i>my sister's room</i>	
ma chambre	<i>my room</i>	
la cuisine	<i>the kitchen</i>	
le jardin	<i>the garden</i>	
la salle à manger	<i>the dining room</i>	
le salon	<i>the living room</i>	
les toilettes	<i>toilets</i>	
la véranda	<i>conservatory</i>	
le garage	<i>the garage</i>	
il n'y a pas de...	<i>there isn't a /there aren't any...</i>	

habiter	to live	
j'habite	<i>i live</i>	
tu habites	<i>you live</i>	
il/elle/on habite	<i>he/she/we live</i>	
nous habitons	<i>we live</i>	
vous habitez	<i>you live</i>	
ils/elles habitent	<i>they live</i>	

Les endroits/Places

un stade	<i>a stadium</i>	
un château	<i>a castle</i>	
un centre commercial	<i>a shopping centre</i>	
un marché	<i>a market</i>	
un centre de loisirs	<i>a leisure centre</i>	
une piscine	<i>a swimming pool</i>	
une église	<i>a church</i>	
une patinoire	<i>an ice rink</i>	
des musées	<i>some museums</i>	
des magasins	<i>some shops</i>	

Les meubles et les appareils/furniture and appliances

l'armoire (f)	<i>wardrobe</i>	
le bureau	<i>desk</i>	
le canapé/la chaise	<i>sofa/chair</i>	
la douche	<i>shower</i>	
la fenêtre	<i>window</i>	
le frigo	<i>fridge</i>	
le lavabo	<i>wash basin</i>	
le lit	<i>bed</i>	
la machine à laver	<i>washing machine</i>	
la télé (satellite)	<i>(satellite) tv</i>	

les adjectifs	adjectives	
petit(e)	<i>small</i>	
grand(e)	<i>big</i>	
beau/belle	<i>beautiful</i>	
joli(e)	<i>pretty</i>	
vieux/vieille	<i>old</i>	
nouveau/nouvelle	<i>new</i>	
neuf/neuve	<i>brand new</i>	
moderne	<i>modern</i>	
confortable	<i>comfortable</i>	
gros(se)	<i>big (for animals/objects)/fat</i>	

Comparatives

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You use comparative adjectives as follows:

plus + adjective + que more ... than

plus grand que bigger than

moins + adjective + que less ... than

moins joli que less pretty than **or**
not as pretty as

Pouvoir – To be able to/can

Je peux	<i>I can</i>	
Tu peux	<i>You can</i>	
Il/elle/on peut	<i>He/she/one/we can</i>	
Nous pouvons	<i>We can</i>	
Vous pouvez	<i>You can</i>	
Ils/elles peuvent	<i>they can</i>	

Irregular adjectives

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The following adjectives are irregular.

They have a special form when followed by a masculine noun beginning with a vowel or a silent **h**.

	Masculine	Feminine	Masculine before vowel or silent 'h'
beautiful	<i>beau</i>	<i>belle</i>	<i>bel</i>
old	<i>vieux</i>	<i>vieille</i>	<i>vieil</i>
new	<i>nouveau</i>	<i>nouvelle</i>	<i>nouvel</i>

These adjectives come **before** the noun they describe. So do *grand*, *petit*, *gros* and *joli*, but most other adjectives go **after** the noun.

Adjectives that precede the noun:

B.A.N.G.S

Beauty beau, belle, jolie

Age vieille, vieux, jeune

Number 1, 3, 7

Goodness gentil, bon, mauvais

Size grand, grande, petit

Dans ma ville il y a..

Dans ma ville...	<i>In my town...</i>	
On peut...	<i>we can</i>	
visiter	<i>visit</i>	
regarder	<i>watch</i>	
manger	<i>eat</i>	
nager	<i>swim</i>	
voir	<i>see</i>	

La météo

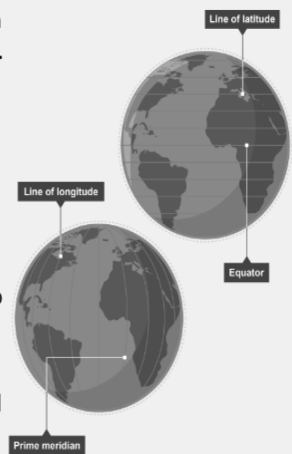
La météo	<i>The weather</i>	
Quand	<i>when....</i>	
il y a du soleil	<i>It is sunny</i>	
il y a du vent	<i>it is windy</i>	
il y a des nuages	<i>there are clouds</i>	
il fait beau	<i>it's nice weather</i>	
il fait mauvais	<i>it's bad weather</i>	
il fait chaud	<i>it's hot</i>	
il fait froid	<i>it's cold</i>	
il pleut	<i>it's raining</i>	
il neige	<i>it's snowing</i>	

YEAR 8 GEOGRAPHY



Section 1: Latitude and Longitude

- Lines of **latitude** circle the Earth in an east-west direction. They are parallel.
- Special lines of latitude include the equator, and the tropics of Cancer and Capricorn.
- Lines of **longitude** run from the top of the Earth to the bottom. They meet at a point at the north and south poles, and divide the Earth into segments, like an orange.
- Special lines of longitude include the Prime Meridian and the International Date Line.



Section 2: OS Maps

- **Ordnance Survey** (OS) is an organisation that has mapped the UK.
- OS Maps have lots of different symbols, including simple images, letters and abbreviations.
- There will usually be a key next to the map to tell you what the symbols mean.
- OS maps feature grid squares.



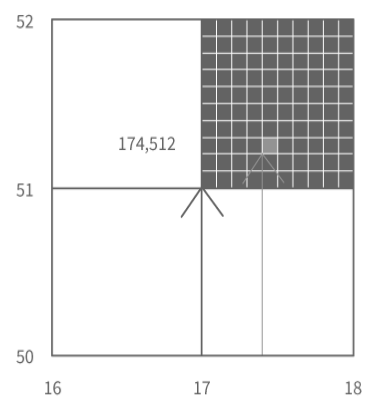
Section 4: Relief

- **Relief** means the shape of the land.
- Relief is represented in a range of different ways:
 - Spot heights (black dots with numbers)
 - Triangulation pillars (a dot inside a blue triangle)
 - Layer shading (using colours to represent height)
 - Contours (orange lines)



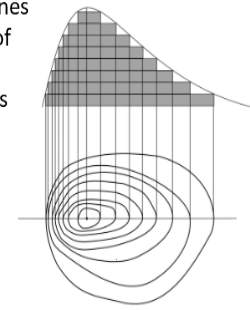
Section 3: Grid references

- When an easting and northing line meet, the two numbers can be put together to form a **four-figure grid reference**. The easting comes first.
- By adding an extra number (between 1 and 10) to the easting and the north
- hing, a **six-figure grid reference** can be created. This pinpoints a specific place on a map.



Section 5: Contours

- **Contour lines** are brown lines on a map that join places of the same height.
- On most OS maps, the lines are drawn every 10m.
- The closer the lines, the steeper the relief.



Section 6: Scale

- **Scale** is usually written like this: **1:25 000**. This means that 1 unit of measurement on the map (a centimetre, for example) represents 25 000 of those same units on the actual ground the map covers.
- You can use the scale on the map to measure the distance between two points. There are a few ways to do this:
 - Straight line distance
 - Using string or paper to find the actual distance.



Section 7&8: Fieldwork

- Geographical enquiries can involve researching the human and physical environments. They are a way of investigating questions about the world we live in and learn how processes work
- Carrying out fieldwork allows us to collect information and data that we can then use back in the classroom.
- We can collect different types of data using fieldwork:
 - Qualitative which is descriptive information
 - Quantitative which is numerical information
- You can represent the data collected using graphs, for example bar, line, radar or pie charts.



Section 9: GIS

- **Geographic Information Systems (GIS)** is specialist software which links geographical data with a map.
- GIS is useful for geographers as it enables users to add layers to show different information as well as zoom in and out to different scales.
- GIS often links together digital maps, satellite images or aerial photographs, allowing the user to compare these different layers.



To use a regular present tense verb you need:			
	subject	+	stem + ending
<i>ich</i>	<i>I</i>	Chop the <u>-en</u> off the infinitive For example: lernen stem = lern	- e
<i>du</i>	<i>you</i>		- st
<i>er/sie/es</i>	<i>he/she/it</i>		- t
<i>wir</i>	<i>we</i>		- en
<i>ihr</i>	<i>you</i>		- t
<i>sie</i>	<i>they</i>		- en
<i>Sie</i>	<i>you (polite)</i>		- en

German word order rules	
verb second: In German, the verb is always the second idea in a sentence. If you start a sentence with a time phrase, the verb has to come immediately afterwards. Am Montag <u>habe ich</u> Mathe. Heute <u>haben wir</u> Sport.	
verb to end: the conjunction “ <u>weil</u> ” send the verb to the end of the clause. <i>Ich mag Mathe, weil es Spaß macht.</i>	

Modal verbs			
Modal verbs are usually used with an infinitive which goes at the end of the clause.			
<u>dürfen - to be allowed to</u>		<div>+</div> <div>spielen laufen benutzen singen</div>	
<i>ich darf</i>	<i>I am allowed to</i>		
<i>du darfst</i>	<i>you're allowed to</i>		
<i>er/sie/es/ darf</i>	<i>he/she/it is allowed to</i>		
<i>man darf</i>	<i>you are allowed to</i>		
<i>man darf nicht</i>	<i>you are not allowed to</i>		

Essential irregular verbs		
<u>mögen - to like</u>		
<i>ich mag</i>	<i>I like</i>	
<i>du magst</i>	<i>you like</i>	
<i>er/sie/es mag</i>	<i>he/she/it likes</i>	
<i>wir mögen</i>	<i>we like</i>	
<i>ihr mögt</i>	<i>you (pl) like</i>	
<i>sie mögen/ Sie mögen</i>	<i>they/you (formal) like</i>	

<u>haben – to have</u>		
<i>ich habe</i>	<i>I have</i>	
<i>du hast</i>	<i>you have</i>	
<i>er/sie/es hat</i>	<i>he/she/it has</i>	
<i>wir haben</i>	<i>we have</i>	
<i>ihr habt</i>	<i>you (pl) have</i>	
<i>sie haben/ Sie haben</i>	<i>they/you (formal) have</i>	

<u>sein - to be</u>		
<i>ich bin</i>	<i>I am</i>	
<i>du bist</i>	<i>you are</i>	
<i>er/sie/es ist</i>	<i>he/she/it is</i>	
<i>wir sind</i>	<i>we are</i>	
<i>ihr seid</i>	<i>you (pl) are</i>	
<i>sie sind/ Sie sind</i>	<i>they/you (formal) are</i>	

In der Schule – In school		
<i>die Lehrerin(-nen)</i>	<i>teacher(s) (female)</i>	
<i>die Deutschlehrerin (-nen)</i>	<i>German teacher(s) (fem)</i>	
<i>der Lehrer(-)</i>	<i>teacher(s) (male)</i>	
<i>der Sportlehrer(-)</i>	<i>sports teacher(s) (male)</i>	
<i>Was gibt es?</i>	<i>What is there?</i>	
<i>Es gibt</i>	<i>There is ...</i>	
<i>ein Klassenzimmer(-)</i>	<i>classroom(s)</i>	
<i>einen Tisch(-e)</i>	<i>table(s)</i>	
<i>einen Stuhl(-“e)</i>	<i>chair(s)</i>	
<i>ein Fenster(-)</i>	<i>window(s)</i>	
<i>eine Wand(-“e)</i>	<i>wall(s)</i>	
<i>eine Tür(-en)</i>	<i>door(s)</i>	
<i>einen Korridor(-e)</i>	<i>corridor(s)</i>	
<i>Es gibt viele ...</i>	<i>There are many...</i>	

<u>Wo ist das? – Where is it?</u>		
<i>in der Schule</i>	<i>in school</i>	
<i>im Klassenzimmer</i>	<i>in the classroom</i>	
<i>im Korridor</i>	<i>in the corridor</i>	
<i>an der Wand</i>	<i>on the wall</i>	
<i>am Fenster</i>	<i>on the window</i>	
<i>am Tisch</i>	<i>at the table</i>	
<i>auf dem Tisch</i>	<i>on the table</i>	
<i>neben der Tür</i>	<i>near/next to the door</i>	

<u>Die Schulfächer – school subjects</u>		
Deutsch	German	
Englisch	English	
Erdkunde	geography	
Geschichte	history	
Informatik	ICT	
Kunst	art	
Mathe	maths	
Musik	music	
Naturwissenschaften	science	
Sport	sport/PE	
Technik	technology	
Theater	drama	

<u>Die Wochentage – The days of the week</u>		
Montag	Monday	
Dienstag	Tuesday	
Mittwoch	Wednesday	
Donnerstag	Thursday	
Freitag	Friday	
Samstag	Saturday	
Sonntag	Sunday	
Was hast du am ...?	What do you have on ...?	
Am Dienstag habe ich ...	On Tuesday, I have ...	
Am Sonntag haben wir keine Schule.	We have no school on Sunday.	

<u>Meinungen - Opinions</u>		
Mein Lieblingsfach ist ...	My favourite subject is ...	
furchtbar	awful	
einfach	easy	
schwierig	difficult	
interessant	interesting	
langweilig	boring	
nützlich	useful	
nutzlos	useless	
faszinierend	fascinating	
nervig	irritating	
supercool	really cool	
stinklangweilig	dead boring	

<u>Die Zeit – The time</u>		
Wann?	When ?	
Um wie viel Uhr?	At what time ?	
Um acht Uhr dreißig.	at 8:30	
Wie viel Uhr ist es?	What time is it ?	
Es ist neun Uhr fünfzig.	It is 9:50.	
in der ersten Stunde	in the first lesson	
vor der Pause	before the break	
nach der Mittagspause	after lunch break	
heute	today	
morgen	tomorrow	





<u>Eigenschaften - Characteristics</u>		
Er/Sie ist ...	He/She is ...	
alt	old	
fair	fair	
freundlich	friendly	
jung	young	
launisch	moody	
streng	strict	
unpünktlich	unpunctual	
lustig	funny	
nervig	annoying	
Sie sind ...	They are ...	

<u>Oft benutzte Wörter – High-frequency words</u>		
weil	because	
zu	too	
sehr	very	
ziemlich	quite, fairly	
ein bisschen	a bit	
nicht	not	
an	at, by, on (wall)	
neben	near, next to	
auf	on (top of)	
sein/seine	his	
ihr/ihre	her	



Bournemouth School: History Department: Knowledge Organiser: Year 8: Spring 2: World War II

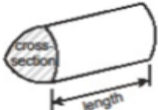
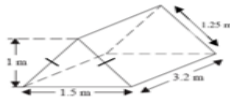

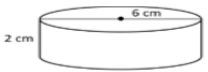




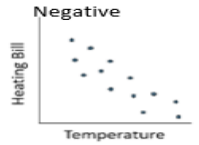
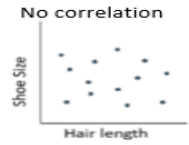
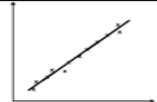
World War II: Key terms/definitions			Mussolini and Stalin		
Term	Definition	✓			
Fascist	Right wing views including racism/nationalism, authority		<p>Mussolini became leader of the Italian Fascist Party in 1922, and sent 30,000 fascists to march on Rome in October 1922 and was invited to become Prime Minister by King Victor Emmanuel III. When in power, Mussolini used a private army and propaganda to keep control and later allied with Hitler in World War II.</p> <p>Stalin became leader of the USSR after the death of Lenin, and introduced Five Year Plans to modernise industry, and collectivisation to modernise agriculture. He used secret police, purges and propaganda to keep power, and, after allying with Hitler in 1939 was then invaded by Germany in 1941.</p>		
Communist	Left wing views including all property owned by the state				
Appeasement	Making concessions to an aggressive power to avoid war				
Conscription	A law forcing people to join the armed forces				
Remilitarisation	Re-arming a country/territory that was previously disarmed				
Rhineland	Region on the border between Germany and France				
Blitzkrieg	'Lightening War' – surprise and powerful attack				
Lend Lease	Agreement for USA to loan weapons/supplies to UK/USSR				
Causes of World War II: Steps leading to war January 1933: Adolf Hitler becomes Chancellor of Germany March 1935: Hitler introduced conscription to the army June 1935: Anglo-German naval agreement March 1936: Remilitarisation of the Rhineland July 1936: German troops sent to fight in Spanish Civil War March 1938: Anschluss between Germany and Austria September 1938: Munich Agreement (Chamberlain/Hitler): Sudetenland given from Czechoslovakia to Germany March 1939: Hitler invaded the remainder of Czechoslovakia August 1939: Nazi-Soviet Non-Aggression Pact, September 1939: Germany invaded Poland, September 1939: Britain declared war on Germany		✓	Key people		
				✓	
				Neville Chamberlain was Prime Minister of the UK from May 1937 to May 1940.	 Adolf Hitler was Chancellor of Germany from January 1933 and Fuhrer from August 1934 until his suicide in 1945
				Winston Churchill became Prime Minister of the UK from May 1940 until losing the General Election in 1945	 Franklin D. Roosevelt was President of the USA from March 1933-April 1945. He was succeeded by President Harry Truman
1930's: Arguments for and against appeasement:		✓	Key events and battles of World War II		
For appeasement	Against appeasement		April 1940: German occupation of Norway and Denmark May 1940: Blitzkrieg tactics for Germany to break through Belgium into France May-June 1940: Dunkirk evacuation of 338,000 British and French troops July-September 1940: Battle of Britain February 1941: Lend Lease agreement passed by US Congress June 1941: Start of Operation Barbarossa: German invasion of the USSR December 1941: Attack on Pearl Harbour (US naval base on Hawaii) by Japan October 1942: Battle of El Alamein in North Africa September 1942-February 1943: Battle of Stalingrad July 1943: Battle of Kursk June 1944: D-Day landings took place December 1944-May 1945: Battle of the Bulge/Battle for Berlin August 1945: Atomic bombs dropped on Hiroshima and Nagasaki		
<ul style="list-style-type: none"> - Many people felt that the Treaty of Versailles had been too harsh on Germany, - After the horrors of WWI, the British public were not keen on going to war again, - Britain needed more time for rearmament and to get ready for war: appeasement allowed them the time to do this, - British people were not keen on war until Hitler broke the Munich Agreement. 	<ul style="list-style-type: none"> - The appeasement policy encouraged Hitler to make more territorial demands, - Germany also used the time to increase their armed forces, - Britain should have known that the appeasement policy would not work with a dictator like Hitler, - The appeasement policy contributed to the USSR signing the Nazi-Soviet Non-Aggression Pact. 				

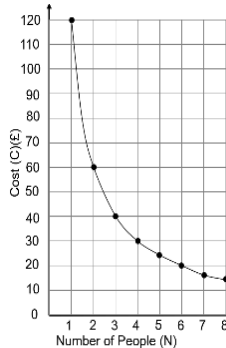
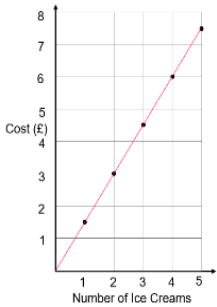
Prisms and Cylinders

Year 8 – Maths – Spring 2 – Units 10,11 and 12

Scatter Graphs

Keyword/Process	Definition	Example(s)
Metric Area, Volume and Capacity Conversions	Area conversions are the length conversions squared. Volume conversions are the length conversions cubed.	<div>Area</div> $1\text{ cm}^2 = 100\text{ mm}^2$ $1\text{ m}^2 = 10\,000\text{ cm}^2$ $1\text{ hectare (ha)} = 10\,000\text{ m}^2$ <div>Volume</div> $1\text{ cm}^3 = 1000\text{ mm}^3$ $1\text{ m}^3 = 1\,000\,000\text{ cm}^3$ <div>Capacity</div> $1\text{ litre (l)} = 1000\text{ cm}^3$ $1\text{ m}^3 = 1000\text{ litres}$
Volume of a prism	 <p>Volume of Prism = area of cross section x length</p>	<p>Cross-section area = $\frac{1}{2} \times 1.5 \times 1 = 0.75\text{ m}^2$</p> <p>Volume of prism = $0.75 \times 3.2 = 2.4\text{ m}^3$</p>
Surface area of a prism	<p>The surface area of a prism is the sum of the area of two cross-sections and the attached rectangles.</p> 	<p>The Surface area is composed of two identical isosceles triangles (the cross-section), two identical rectangles and a different rectangle on the base</p> <p>Surface area = $2 \times \frac{1}{2} \times 1 \times 1.5 + 2 \times 3.2 \times 1.25 + 3.2 \times 1.5 = 14.3\text{ m}^2$</p>
Volume of a cylinder	<p>Volume of cylinder = $\pi r^2 h$ (not given in exams)</p> 	<p>Calculate the volume of this cylinder, giving the answer in terms π</p> <p>$V = \pi r^2 h$ $V = \pi \times 3^2 \times 2 = 18\pi\text{ cm}^3$</p> 
Surface area of a cylinder	<p>Curved surface area of a cylinder = $2\pi rh$ Total surface area of a cylinder = $2\pi rh + 2\pi r^2$</p>	<p>Total surface area = $2\pi rh + 2\pi r^2$ $= 2 \times \pi \times 1 \times 5 + 2 \times \pi \times 1^2$ $= 10\pi + 2\pi$ $= 12\pi\text{ cm}^2$</p> 

Keyword/Process	Definition	Example(s)																
Scatter graph	Scatter graphs display data involving two variables.	 <p>This scatter graph shows a positive correlation between height and shoe size.</p>																
Correlation	A relationship between two variables.																	
Positive correlation	As one variable increases so does the other.																	
Negative correlation	As one variable increases the other decreases.	<div><div>Negative</div><div>No correlation</div></div>																
No correlation	No clear relationship																	
Correlation from two scatter graphs	<p>Table showing correlation from two related scatter graphs</p> <table><tr><th></th><th>+ Correlation</th><th>No Correlation</th><th>- Correlation</th></tr><tr><th>+ Correlation</th><td>+ Correlation</td><td>No Correlation</td><td>- Correlation</td></tr><tr><th>No Correlation</th><td>No Correlation</td><td>Cannot tell</td><td>No Correlation</td></tr><tr><th>- Correlation</th><td>- Correlation</td><td>No Correlation</td><td>+ Correlation</td></tr></table>		+ Correlation	No Correlation	- Correlation	+ Correlation	+ Correlation	No Correlation	- Correlation	No Correlation	No Correlation	Cannot tell	No Correlation	- Correlation	- Correlation	No Correlation	+ Correlation	There is a positive correlation between sunshine hours and temperature. There is a between rainfall and temperature. This means there is a negative correlation between sunshine hours and rainfall.
	+ Correlation	No Correlation	- Correlation															
+ Correlation	+ Correlation	No Correlation	- Correlation															
No Correlation	No Correlation	Cannot tell	No Correlation															
- Correlation	- Correlation	No Correlation	+ Correlation															
Line of best fit	A line drawn through the points on a scatter graph, with as many points above it as below it, to approximate the correlation.																	

Keyword/Process	Definition	Example(s)	Keyword/Process	Definition	Example(s)						
Direct proportion	If two variables increase at the same rate so that if one is doubled so is the other, then the variables are said to be directly proportional	<table><tr><td>Petrol (litres)</td><td>15</td><td>60</td></tr><tr><td>Cost (£)</td><td>20.40</td><td>81.60</td></tr></table> <p>Since $60 = 15 \times 4$ and $81.60 = 20.40 \times 4$ petrol and cost are in direct proportion.</p>	Petrol (litres)	15	60	Cost (£)	20.40	81.60	Graph of inverse proportion	On a graph that shows inverse proportion <ul style="list-style-type: none">The points form a reciprocal curveThe curve never touches the axes <p>The formula will be $xy = k$ or $y = \frac{k}{x}$ where k is a number.</p>	<p>Number of People x Cost = 120</p> 
Petrol (litres)	15	60									
Cost (£)	20.40	81.60									
Graph of direct proportion	On a graph that shows direct proportion <p>The points form a straight line The line passes through the origin</p> <p>The formula will be $y = kx$ where k is the gradient of the line drawn.</p>	<p>Cost = £1.50 x Number of Ice Creams</p> 	Equation for direct proportion	If two variables vary with direct proportion we can replace the words “ is directly proportional ” with “ = kx ” Then substitute the values you are given in the question to find the constant of proportionality k .	<p>y is directly proportional to x. When $x = 3$, $y = 7.5$. Find a formula for y in terms of x.</p> <p>$y = kx$ $7.5 = k \times 3$ $k = \frac{7.5}{3} = 2.5$ Therefore the formula is $y = 2.5x$</p>						
Inverse proportion	If one variable increases as the other decreases by the same rate then the variables are said to be inversely proportional .	<table><tr><td>Speed (x km/h)</td><td>20</td><td>40</td></tr><tr><td>Time (y hours)</td><td>6</td><td>3</td></tr></table> <p>Since $40 = 20 \times 2$ and $3 = 6 \div 2$ speed and time are in inverse proportion. Note that $xy = 120$</p>	Speed (x km/h)	20	40	Time (y hours)	6	3	Equation for inverse proportion	If two variables vary with inverse proportion we can replace the words “ is inversely proportional ” with “ = $k \div$ ” Then substitute the values you are given in the question to find the value of proportionality k .	<p>y is inversely proportional to x. When $x = 6$, $y = 8$. Find a formula for y in terms of x.</p> <p>$y = \frac{k}{x}$ $8 = \frac{k}{6}$ $k = 8 \times 6 = 48$ Therefore the formula is $y = \frac{48}{x}$</p>
Speed (x km/h)	20	40									
Time (y hours)	6	3									

Theme the opening or original tune

Variation a version of a theme which is in some way different

Theme and variations a way of structuring a piece of music by playing an original theme and then a series of variations

Major key music which uses the major scale is in a major key. The major scale has a fixed pattern of where the semitones come:



Minor key music which uses the minor scale is in a minor key. In the minor scale the 3rd and 6th notes are flattened, meaning that the semitones are in a different place compared to the major scale



Counter melody a second melodic idea played against the main melody

Canon when one part strictly imitates another at a particular time distance

Round a special type of canon where you can go back to the beginning and repeat the canon endlessly e.g. *London's burning*

Retrograde when an idea is played backwards to develop the music

Inversion when an idea is played upside down to develop the music

Diminution when 1 melodic idea is played with shorter note lengths

Augmentation when an idea is played with longer note lengths

Sequence when a short melodic idea or cell is played more than once going up or down in pitch each time it is heard.

Layering Creating a texture by adding and taking away different strands of the music

Minimalism A style of music based on repetition and gradual change which developed in the 1960's and 70's

Motif A short musical idea which is reused and varied to create a piece of music

Note addition Adding an additional note or notes to a motif

Note subtraction Taking a note away from a motif

Phase shifting Playing a pattern at a slightly different timing from the original, and moving the time difference between them

The musical elements:

DR T SMITH

Dynamics

Changes in volume

Rhythm

Patterns of note lengths and accents

Texture

The way musical lines are combined in a piece

Structure

The different sections of a piece and the order in which they happen

Melody

Anything about the tunes in a piece of music

Instruments

Which instruments are used, and what they do

Tonality

Information about the key a piece of music uses, and how it changes

Harmony

The chords that are used



This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Keyword	Learn	✓
Bully	is the purposeful, repeated behaviour, by an individual or group of people, designed to cause physical and emotional distress.	
Cyberbully	is bullying carried out using technologies, particularly devices connected to the internet or to mobile networks.	
Assumption	a thing that is accepted as true or as certain to happen, without proof.	
Consequence	The result or effect, typically one that is unwelcome or unpleasant	
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	
Contraception	A method to prevent pregnancy.	
STI	A sexually transmitted infection (STI) is passed from person to person through having sex and sexual contact. You can get an STI from a male or a female partner, so it's important that you stay safe and look after your sexual health.	

What to do about bullying:

Talk to any member of staff
 Use the "report bullying" box in the library
 Talk to an adult at home and ask them to help
 Use the "report a concern" link on the school website



Online safety advice:



Think before you post

Don't upload or share anything you wouldn't want your grandparents seeing. Once you post something, you lose control of it.

Don't share personal details

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. **Watch out for phishing and scams**
 Phishing is when someone tries to trick you into giving them information, like your password. Never click links from emails or messages that ask you to login.

Think about who you're talking to

There are lots of ways that people try to trick you into trusting them online.

Keep your device secure

Make sure that you're keeping your information and device secure.

Never give out your password

Make sure you pick strong, easy to remember passwords.

Cover your webcam

Some viruses will let someone access your webcam without you knowing, so make sure you cover your webcam whenever you're not using it.

Support and useful websites:

For further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- GP or a sexual health clinic

Brook: www.brook.org.uk/help-advice

Childline: www.childline.org.uk 0800 1111

Get It: www.getit.org.uk

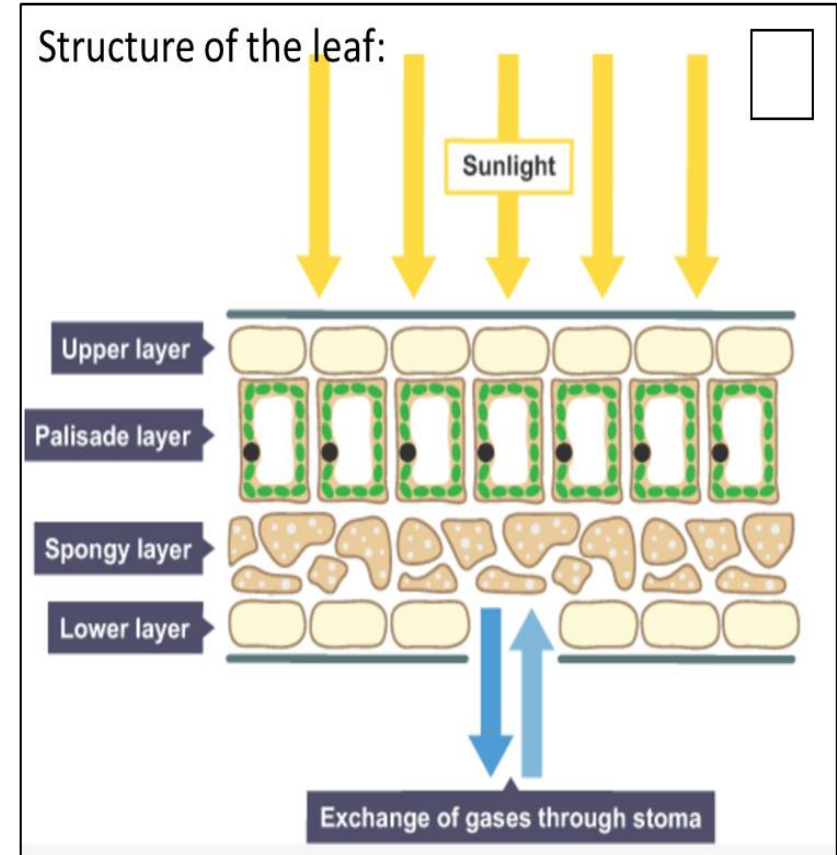
Child exploitation and online protection agency (CEOP) CEOP Safety Centre



Sikh Identity		Kangha	The Kangha is a small comb kept in their hair under their turbans or veils. Sikhs must have a clean mind and body. It symbolises the importance of respecting your body, which is a vehicle for enlightenment.	Mantra	A word or phrase repeated in prayer or meditation.
Kaur	Means princess. The names given to baptised females.			Adi Granth	Literally means the ‘first book’. The early compilation of the Sikh scriptures complied by the fifth Guru.
Lion	Means lion. The name given to baptised males.				
Amritsanskar	The Sikh Baptism Ceremony.	5 K’s and the UK Law	The UK law exempts Khalsa Sikhs from being forced to wear motorcycle helmets due to their religious beliefs about not cutting their hair.	Akhand Path	The complete reading of the Guru Granth Sahib. Takes about 48 hours.
Panj Kakke	The 5 K’s.			The Gurdwara	
The Joora	Worn beneath the turban by kesh dhari. It is twisted and secured atop the head by winding and knotting the hair (turban cloth is called keski).	5K’s and School	Sikh students in schools wear a symbolic kirpan either as a badge on their turban or on a necklace around their neck and the Kara does not count as jewellery and can also be worn. <th>Gurdwara</th> <td>The Sikh Temple & community centre.</td>	Gurdwara	The Sikh Temple & community centre.
				Chauri	A type of fan made out of horse’s hair, which is waved over the Guru Granth Sahib (originally to keep flies away).
Kesh	Uncut hair. Sikhs should not cut their hair or shave hair from their body. Symbolises trust, obedience and devotion to God. Because it’s highly visible, it also shows that they are not ashamed to be a Sikh.	Sikh Scripture		Takht	A throne; the Guru Granth Sahib is placed here.
				Manji	A stool found on the Takht on which the Guru Granth Sahib is placed.
Kara	Steel bracelet given at the Sikh naming ceremony and worn at all times. Symbol of the eternal nature of God, and a reminder that a Sikh should refrain from actions that Waheguru would disapprove. Symbol of permanent bonding to the Sikh community.	Guru Granth Sahib	Is considered to be the Word of God spoken through Sikh Gurus. It is the current Sikh Guru and is treated with so much respect that it is rare for Sikhs to have a copy rather it lives in the Gurdwara.	Romallas	Cushions placed over the takht, which may be beautifully embroidered; the Guru Granth Sahib will be placed on these.
		The Mul Mantra		Diwan	Worship hall.
				Palki	Focus of the prayer hall where the Guru Granth Sahib is placed.
Kaccha	An undergarment which can be worn by males and females. Symbolises that Sikhs should always act morally e.g. they should not drink alcohol, take illegal drugs, be profane or practise sexual immorality.	Dasam Granth	Poetry written by Guru Gobind Singh and not included in the Guru Granth Sahib. Many Sikh families will have a copy at home.	Ragi	A Sikh musician who plays hymns (shabads).
				Harmandir	The Golden Temple found in Amritsar.
				The Sikh Community	
Kirpan	A blunt dagger which is usually concealed underneath clothing; some wear a small silver kirpan as a necklace. There is no fixed size. Symbolises that Sikhs must always be ready to defend their religion and to stand up against injustice.	Gurbani	Literally means 'from the Guru's mouth'. The belief that the scriptures contain the actual words and verses spoken by their Gurus. Sikhs believe that the gurbani (the message within) is literally the word of Waheguru (God).	Sadh Sangat	The Sikh Community.
				Langat	A kitchen where all people are welcome to a free meal regardless of their sex, race or religion.
		Granthi		Sewa	Means service in a gurdwara; it is done out of goodwill and for the benefit of others. It is the very essence of Sikhism.
				Gurmukh	Aspiring to be more God-like in terms of actions.
				Manmukh	Following one’s own selfish desires.

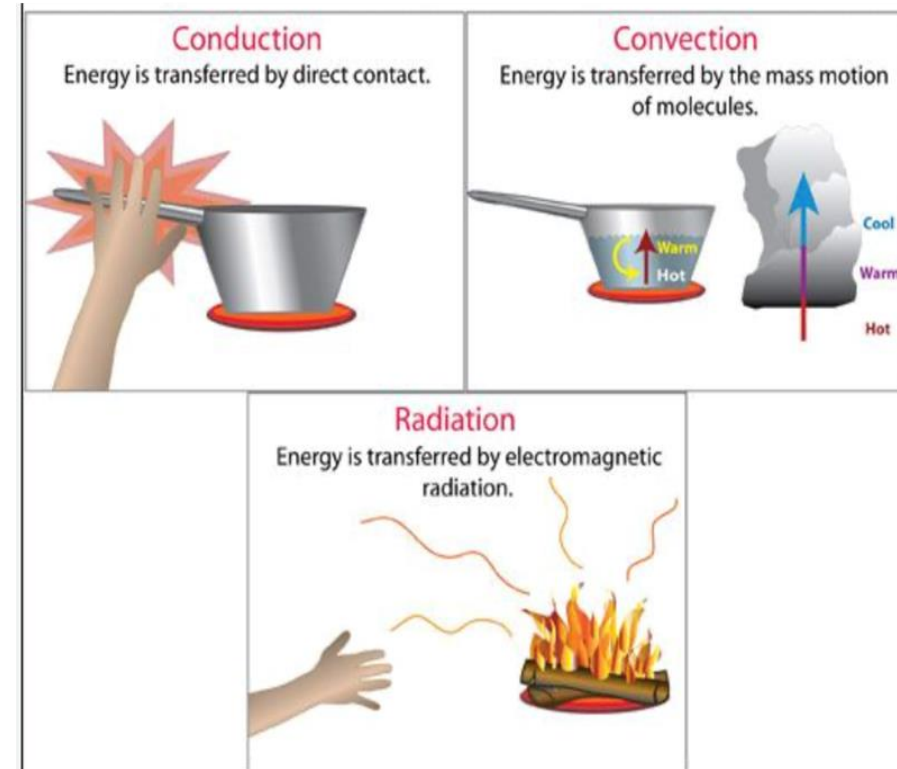
Biology I - Photosynthesis

Keyword	Learn	
fertilisers	Chemicals containing minerals that plants need to build new tissues	
photosynthesis	<p>A process where plants and algae turn carbon dioxide and water into glucose and release oxygen</p> <p>Carbon dioxide + water → glucose + oxygen</p>	
chlorophyll	Green pigment in plants and algae which absorbs light energy	
stomata	Pores in the bottom of the leaf which open and close to let gases in and out	



Physics J – Heating and cooling

Keyword	Learn	
Thermal conductor	Material that allows heat to move quickly through it	
Thermal insulator	Material that only allows heat to travel slowly through it	
Temperature	A measure of the motion and energy of the particles	
Thermal energy	The quantity of energy stored in a substance due to the vibration of its particles	
Conduction	Transfer of thermal energy by the vibration of particles. Happens in a solid.	
Convection	Transfer of thermal energy when particles in a heated fluid rise. Happens in liquids and gases.	
Radiation	Transfer of thermal energy as a wave.	



	Present tense verb endings			
	-AR	-ER	-IR	
I (yo)	o	o	o	
You (tu)	as	es	es	
He/she/it (el/ella)	a	e	e	
We (nosotros)	amos	emos	imos	
You all (vosotros)	áis	éis	ís	
They (ellos/ellas)	an	en	en	

Possessive adjectives			
<i>Possessive adjectives are the words for 'my', 'your', 'his', 'her', etc.</i>			
My	mi hermano	mis hermanos	
Your	tu hermano	tus hermanos	
His / her	su hermano	sus hermanos	

Adjectives and agreement	
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	Singular		Plural	
	Masculine	Feminine	Masculine	Feminine
Ending in o/-a	pequeño	pequeña	pequeños	pequeñas
Ending in - e	inteligente	inteligente	inteligente	inteligente
Ending in a consonant	azul	azul	azules	azules

Adjectives describe nouns. Their endings change to agree with the noun they describe. Adjectives fall into 3 main groups. The endings for each group work as seen above.

High-frequency words		
además	in addition	
porque	because	
sin embargo	however	
pero	but	
o	or	
bastante	quite	
muy	very	
un poco	a bit	

Question words		
¿Cómo?	How?	
¿Dónde?	Where?	
¿Por qué?	Why?	
¿Cuándo?	When?	
¿Qué?	What?	
¿Cuál?	Which?	

Irregular verbs		
Tener	To have	
tengo	I have	
tienes	you have	
tiene	he/she has	
tenemos	we have	
tenéis	you all have	
tienen	they have	

Ser	To be (Description)	
soy	I am	
eres	you are	
es	he / she is	
somos	we are	
sois	you all are	
son	they are	

Estar	To be (Location)	
estoy	I am	
estás	you are	
está	he / she / it is	
estamos	we are	
estáis	you all are	
están	they are	

¿Cuántas personas hay en tu familia?

En mi familia hay...	In my family there is	
mis padres	my parents	
mi madre	my mum	
mi padre	my dad	
mi abuelo	my grandfather	
mi abuela	my grandmother	
mi bisabuela	my great-grandmother	
mi tío	my uncle	
mi tía	my aunt	
mis primos	my cousins	
su hermano	his/her brother	
sus hermanos	his/her brothers	

Los números 20-100

veinte	20	
treinta	30	
cuarenta	40	
cincuenta	50	
sesenta	60	
setenta	70	
ochenta	80	
noventa	90	
cien	100	
treinta y uno	31	

¿Cómo es?

es...	he / she is	
no es muy ...	he / she isn't very	
alto/a	tall	
bajo/a	short	
delgado/a	slim	
gordo/a	fat	
guapo/a	good-looking	
inteligente	intelligent	
joven	young	
viejo/a	old	
tiene pecas	he has freckles	
tiene barba	he has a beard	
mi mejor amigo	my best friend	
su mejor amigo	his / her best friend	

¿Cómo es tu casa o tu piso?

Vivo en ...	I live in ...	
una casa	a house	
un piso	a flat	
antiguo/a	old	
bonito/a	nice	
cómodo/a	comfortable	
moderno/a	modern	
pequeño/a	small	

¿Cómo tienes el pelo ?

Tengo el pelo ...	I have ... hair	
castaño	brown	
negro	black	
rubio	blond	
azul	blue	
liso	straight	
rizado	curly	
largo	long	
corto	short	
soy pelirrojo/a	I'm a redhead	
soy calvo	I am bald	

¿Dónde está?

Está en ...	It is in ...	
el campo	the countryside	
la costa	the coast	
una ciudad	a city	
el desierto	the desert	
la montaña	the mountains	
un pueblo	a town / village	
el norte	the north	
el sur	the south	
el este	the east	
el oeste	the west	
el centro	the centre	

Timetable

[illegible]