



BOURNEMOUTH SCHOOL

Year 8

# Knowledge Organiser 6

Summer Term: 2023-24

Name: \_\_\_\_\_

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

## Bournemouth School

### Knowledge Organiser: Year 8 Summer 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.

## What is sculpture

Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing

### MODELLING

Modelling is an additive process. This means a soft material is worked by the artist to build up a shape or form (rather than scraping or material away as in carving). Also unlike carving, soft materials such as clay and wax can be changed and reworked. Modelling a [maquette](#) can also often be the first step in the creation of a finished sculpture.

Laura Ford

Jim Dine



### CONSTRUCTING AND ASSEMBLING

In the twentieth century a new way of making sculpture emerged with the cubist constructions of Picasso. These were still life subjects made from scrap (found) materials glued together. Constructed sculpture in various forms became a major stream in modern art, including in movements such as constructivism or techniques like assemblage.

Artists have used techniques including bending, folding, stitching, welding, bolting, tying, weaving, and balancing to construct sculptures from a wide variety of materials and found objects.

### Prior knowledge recall

Basic joining techniques – slot, tabs, flange, L brace, inset, gusset supports, skewer, brass fastener.

Did you spot this surreal sculpture at Tate Modern?

## Surreal Art

## Year 8 Key terms

## Tick

### Surrealism aims

Surrealism aims to revolutionise human experience. It balances a rational vision of life with one that asserts the power of the unconscious and dreams. The movement's artists find magic and strange beauty in the unexpected and the uncanny, the disregarded and the unconventional.

### What are the 3 major aspects of surrealism

Surrealist artists sought to explore the realm of the unconscious and dreams through their work, creating bizarre, dreamlike images that defied logical interpretation. At its core, surrealism is characterized by three main themes: **dreams**, **the unconscious**, and **the irrational**.

### History

Surrealism is an art and cultural movement that developed in Europe in the aftermath of World War I in which artists aimed to allow the unconscious mind to express itself, often resulting in the depiction of illogical or dreamlike scenes and ideas

### Main artists

Salvador Dali, René Magritte, Dorothea Tanning

### Surrealism Art Characteristics

- Expressions of the subconscious mind.
- Art designed to unsettle and transgress boundaries.
- The liberation of thought and language.
- Chance, randomness, and unpredictability.



Man Ray *Coiffeur* 1921, editioned replicas 1972



<https://www.tate.org.uk/kids/explore/what-is/surrealism>



| Keyword                      | Definition  | ✓ |
|------------------------------|---|---|
| <b>Programming language</b>  | A language people use when developing software to tell a computer what to do.                 |   |
| <b>Variable</b>              | A value held in a location in the memory of the computer. It is temporary and can be changed. |   |
| <b>Concatenation</b>         | Joining text together.  |   |
| <b>Algorithm</b>             | A set of step-by-step instructions to solve a problem.  |   |
| <b>Decomposition</b>         | Breaking a big problem down into smaller more simple problems.                                |   |
| <b>Abstraction</b>           | Ignoring unnecessary details of a problem to think about those details that are important.    |   |
| <b>Pattern recognition</b>   | Recognising the similarities in how to solve different problems.                              |   |
| <b>Selection</b>             | Used to make decisions in a program based on the result of a Boolean condition                |   |
| <b>Iteration</b>             | Used to repeat sections of code several times.  |   |
| <b>Subprogram/subroutine</b> | Small programs that are written within a larger, main program.                                |   |
| <b>Procedure</b>             | A subprogram that manipulates data and returns a result back to the main program.             |   |
| <b>Function</b>              | A subprogram that manipulates data and returns a result back to the main program.             |   |

## Year 8 Design Technology

## Material properties











Tick these boxes once this has been covered

☐
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| 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 (polymers).              |
| Malleability | Ability to deform in all directions without fracture (metals).                                    |
| 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.  |

|   |  |
|---|--|
| <b>ACT 1</b>  |  |
| <ul style="list-style-type: none"> <li>• Extreme hatred exists between the Montague and Capulet families.</li> <li>• A brawl breaks out in streets in the opening scene between the two families.</li> <li>• Romeo meanwhile is missing (busy being lovesick for Rosalind) who does not return his love.</li> <li>• Benvolio persuades the lovesick Romeo to 'gatecrash' the Capulet ball.</li> <li>• Lady Capulet and the nurse try to convince Juliet that Paris would make a good husband.</li> <li>• At the ball, Tybalt spots Romeo and wants to confront him.</li> <li>• Romeo and Juliet meet and it's love at first sight.</li> </ul> |  |
| <b>ACT 2</b>  |  |
| <ul style="list-style-type: none"> <li>• Romeo scales the garden wall – desperate to see Juliet. They exchange love vows on the balcony and plan to marry.</li> <li>• Romeo asks Friar Lawrence to arrange the marriage.</li> <li>• The Nurse acts as a go between helping the young lovers.</li> <li>• Romeo and Juliet are married in secret.</li> </ul>  |  |
| <b>ACT 3</b>  |  |
| <ul style="list-style-type: none"> <li>• Tybalt is looking for a fight with Romeo. However, Romeo refuses to fight back. Mercutio thinks Romeo is behaving in a cowardly way and he fights Tybalt instead. Mercutio is stabbed after Romeo tries to intervene and prevent the fight.</li> <li>• The Prince arrives and condemns Romeo to exile as he killed Tybalt in revenge for his friend's death.</li> <li>• Paris arrives to marry Juliet. Lord Capulet wants the marriage to go ahead.</li> </ul>   |  |
| <b>ACT 4</b>  |  |
| <ul style="list-style-type: none"> <li>• Juliet is given a potion by Friar Lawrence to make her appear dead. He then sends a message to Romeo to hurry back to Verona.</li> <li>• Juliet's family are devastated when they learn of her death and they take her body to the family tomb.</li> </ul>   |  |
| <b>ACT 5</b>  |  |
| <ul style="list-style-type: none"> <li>• Romeo learns that Juliet has died. He returns to Verona to visit the tomb.</li> <li>• The messenger who was sent to tell Romeo that Juliet was not really dead admits to Friar Laurence that he was prevented from leaving the city and delivering his message by an outbreak of disease.</li> <li>• Romeo takes the poison. Juliet wakes and sees Romeo dead she takes Romeo's dagger and kills herself.</li> </ul>   |  |

| Year 8 Sum 2 Romeo & Juliet Knowledge Organiser   |  |   |   |
|---|--|---|---|
| LITERARY TERMS  |  | KEY CONCEPTS  |   |
| <b>Soliloquy:</b> a long speech expressing the thoughts of a character alone on stage.  |  | Courtly love: courtly love sees love as ideal, not real. Rather than meeting the loved one, lovers exchanged letters and poems comparing their lover to beautiful, exaggerated ideas like angels or goddesses.  |   |
| <b>Sonnet:</b> a 14 line poem in rhyming couplets. It traditionally is about the topic of love. There is a change in meaning or twist in the final lines. |  | <b>Fate:</b> the idea that higher powers such as God or fate controlled the events in a person's life . The prologue about 'star-crossed lovers introduces the role of fate from the start.   |   |
| <b>Dramatic irony:</b> when the audience knows something that the characters don't.   |  | <b>Honour code:</b> a sense of family honour at the time meant that any small insult had to be repaid with revenge. This could lead to violence, death and civil unrest (large brawls across a city.)   |   |
| <b>Hyperbole:</b> an over exaggeration - not meant to be taken literally  |  | <b>Patriarchy :</b> whereby men hold the power and women are excluded from it. For example, the father was the ruler of the household, and women had no rights in law. Daughters were regarded as 'property' and often married off very young as a way to join wealthy and powerful families. |   |
| <b>Foreshadowing:</b> the playwright gives us hints or clues to suggest what will happen later in the plot.   |  | <b>Catholicism:</b> the Italy in which the play is set was a catholic society, which believed that suicide was a mortal sin, punished by an eternity in hell.   |   |
| VOCABULARY  |  |   |   |
| Feud- <i>long standing argument</i><br>Transgress - <i>disobey</i><br>Honour - <i>respect</i><br>Equality - <i>fairness</i><br>Destiny - <i>fate</i>      |  | Archetype – <i>typical example</i><br>Naïve- <i>innocent, trusting</i><br>Idolise – <i>love greatly</i><br>Hence - <i>away from here</i><br>Reckless- <i>careless</i>   | Obedience – <i>obeying powerful people</i><br>Demure- <i>modest, quiet, reserved</i><br>Passion- <i>strong feelings</i><br>Futile- <i>pointless</i><br>Subsequent- <i>following</i> |
| Submissive – <i>obeys easily</i><br>Rebellious- <i>disobedient</i><br>Tragedy – <i>downfall of main character</i>   |  | Vindictive- <i>seeking revenge</i><br>Portray – <i>to show/ to represent</i><br>Oppression- <i>cruel/unjust treatment</i><br>Patriarchy- <i>system of male power</i>  | Nemesis – <i>hated enemy</i><br>Passive - <i>accepting</i><br>Betrayal - <i>disloyal</i>  |

| CHARACTERS     |  |  | QUOTATIONS   |   |  |  |   |
|----------------|--|--|--|---|--|--|---|
| ROMEO          | The only son of Lord and Lady Montague. More interested in love than violence.                                   |  |  |   |  |  |   |
| JULIET         | The only daughter of Lord and Lady Capulet. Young and extremely protected by her family.                         |  |  |   |  |  |   |
| FRIAR LAWRENCE | A priest who Romeo and Juliet go to for advice when they want to marry.  |  |  |                                      |   |   |  |
| MERCUTIO       | Part of the Montague family. He is a friend of Romeo who likes to laugh and have fun. He can also be hot headed. |  | <p><b>“Two households both alike in dignity”</b><br/>- Prologue</p>                | <p><b>“A pair of star crossed lovers take their lives”</b><br/>- Prologue</p>   | <p><b>“ Younger than she are happy mothers made.”</b><br/>- Paris, Act 1</p>         | <p><b>“if looking liking move: But no more deep will I endart mine eye Than your consent gives strength to make it fly.”</b><br/>Juliet, Act 1</p> | <p><b>My lips two blushing pilgrims”</b><br/>Romeo, Act 1</p>                       |
| TYBALT         | Juliet’s cousin. He is a very proud man and loyal towards his family. He is a great sword fighter.               |  |  |   |  |  |   |
| BENVOLIO       | Romeo’s friend and cousin. He likes to try to keep the peace and to resolve conflicts.                           |  |  |   |  |  |   |
| PARIS          | A wealthy and well-respected man who has come to offer to marry Juliet.  |  |  |   |  |  |   |
| LORD CAPULET   | Juliet’s father who controls and rules his family.   |  |  |                                     |  |   |  |
| LADY CAPULET   | Juliet’s mother. She has not brought up her daughter she has relied on the nurse.                                |  |  |   |  |  |   |
| NURSE          | The main person who has cared for Juliet all her life. She is a trusted servant of the family.                   |  |  |   |  |  |   |
| LORD MONTAGUE  | Romeo’s father . He is a bitter enemy of the Capulet’s.  |  |  |   |  |  |   |
| LADY MONTAGUE  | Romeo’s mother who loves her son and is heartbroken when he is banished from Verona.                             |  | <p><b>“My only love sprung from my only hate”</b><br/>Juliet, Act 1</p>            | <p><b>“What’s in a name? That which we call any rose by any other name would smell as sweet.”</b><br/>Act 2, Juliet</p> | <p><b>“Arise, fair sun, and kill the envious moon”</b><br/>Romeo, Act 2</p>          | <p><b>“A plague on both your houses”</b><br/>Mercutio, Act 3</p>   | <p><b>“For I will raise her statue in pure gold,”</b><br/>Montague, Act 5</p>       |
| PRICE ESCALUS  | The Prince of Verona whose responsibility it is to maintain peace in the city.                                   |  |  |   |  |  |   |

# Food Waste- Food Miles- Our Carbon Footprint- Food Security.

## 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





| Les festivals     | Festivals              |  |
|-------------------|------------------------|--|
| Mon anniversaire  | <i>My birthday</i>     |  |
| Le Nouvel An      | <i>New year's</i>      |  |
| La Saint-Valentin | <i>Valentine's day</i> |  |
| Le carnaval       | <i>Carnival</i>        |  |
| Pâques            | <i>Easter</i>          |  |
| La Fête Nationale | <i>Bastille day</i>    |  |
| L'Aïd             | <i>Eid</i>             |  |
| Halloween         | <i>Halloween</i>       |  |
| Noël              | <i>Christmas</i>       |  |

| Les grands chiffres    | Large numbers |  |
|------------------------|---------------|--|
| Quarante               | <i>40</i>     |  |
| Cinquante              | <i>50</i>     |  |
| Soixante               | <i>60</i>     |  |
| Soixante-dix           | <i>70</i>     |  |
| Soixante et onze       | <i>71</i>     |  |
| Soixante-douze....     | <i>72</i>     |  |
| Quatre-vingt           | <i>80</i>     |  |
| Quatre-vingt un        | <i>81</i>     |  |
| Quantre-vingt dix      | <i>90</i>     |  |
| Quatre-vingt onze      | <i>91</i>     |  |
| Quantre-vingt douze... | <i>92</i>     |  |
| Cent                   | <i>100</i>    |  |

| Verbes essentiels | Essential verbs     |  |
|-------------------|---------------------|--|
| Voyager           | <i>to travel</i>    |  |
| Envoyer           | <i>to send</i>      |  |
| Écouter           | <i>to listen</i>    |  |
| Visiter           | <i>to visit</i>     |  |
| Acheter           | <i>to buy</i>       |  |
| Parler            | <i>to speak</i>     |  |
| Regarder          | <i>to watch</i>     |  |
| Aller             | <i>to go</i>        |  |
| Jouer             | <i>to play</i>      |  |
| Retrouver         | <i>to meet/find</i> |  |
| Célébrer          | <i>to celebrate</i> |  |
| Danser            | <i>to dance</i>     |  |
| Chanter           | <i>to sing</i>      |  |
| Manger            | <i>to eat</i>       |  |

| Vouloir      | To want to          |  |
|--------------|---------------------|--|
| Je veux      | <i>I want</i>       |  |
| Tu veux      | <i>You want</i>     |  |
| Il/elle veut | <i>He/she wants</i> |  |

| Essential verbs             |                           |  |
|-----------------------------|---------------------------|--|
| Verbes essentiels (présent) | Essential verbs (present) |  |
| Je mange                    | <i>I eat</i>              |  |
| Je bois                     | <i>I drink</i>            |  |
| Je fais                     | <i>I do/make</i>          |  |
| Je vends                    | <i>I sell</i>             |  |
| Je finis                    | <i>I finish</i>           |  |
| Je vais                     | <i>I go</i>               |  |

| Verbes essentiels (passé) | Essential verbs (past) |  |
|---------------------------|------------------------|--|
| J'ai mangé                | <i>I ate</i>           |  |
| J'ai bu                   | <i>I drank</i>         |  |
| J'ai fait                 | <i>I did/made</i>      |  |
| J'ai vendu                | <i>I sold</i>          |  |
| J'ai fini                 | <i>I finished</i>      |  |
| Je suis allé(e)           | <i>I went</i>          |  |

| Verbes essentiels (futur) | Essential verbs future       |  |
|---------------------------|------------------------------|--|
| Je vais manger            | <i>I am going to eat</i>     |  |
| Je vais boire             | <i>I am going to drink</i>   |  |
| Je vais faire             | <i>I am going to do/make</i> |  |
| Je vais vendre            | <i>I am going to sell</i>    |  |
| Je vais finir             | <i>I am going to finish</i>  |  |
| Je vais aller             | <i>I am going to go</i>      |  |

| Conditionnel       | Conditional             |  |
|--------------------|-------------------------|--|
| Je voudrais        | <i>I would like</i>     |  |
| Je ne voudrais pas | <i>I would not like</i> |  |

| Nourriture          | Food                 |  |
|---------------------|----------------------|--|
| Un melon            | <i>a melon</i>       |  |
| Un chou-fleur       | <i>a cauliflower</i> |  |
| Des oignons         | <i>onions</i>        |  |
| Des artichauts      | <i>artichokes</i>    |  |
| Des tomates         | <i>tomatoes</i>      |  |
| Des bananes         | <i>bananas</i>       |  |
| Des pommes          | <i>apples</i>        |  |
| Des citrons         | <i>lemons</i>        |  |
| Des pommes de terre | <i>potatoes</i>      |  |
| Des haricots verts  | <i>green beans</i>   |  |
| Des olives          | <i>olives</i>        |  |
| Des œufs            | <i>eggs</i>          |  |
| Le poisson          | <i>fish</i>          |  |
| Le fromage          | <i>cheese</i>        |  |
| Le jambon           | <i>ham</i>           |  |
| La salade           | <i>salade</i>        |  |
| Un champignon       | <i>A mushroom</i>    |  |
| La viande           | <i>Meat</i>          |  |
| Les légumes         | <i>Vegetables</i>    |  |

| Les quantités   | Quantities              |  |
|-----------------|-------------------------|--|
| 200 grammes de  | <i>200 grams of..</i>   |  |
| Un demi-kilo de | <i>half a kilo of..</i> |  |
| Un kilo de      | <i>a kilo of..</i>      |  |
| Une tranche de  | <i>a slice of..</i>     |  |
| Un morceau de   | <i>A bite of...</i>     |  |
| Une tablette de | <i>A bar of...</i>      |  |

| Les opinion - Opinions |                               |  |
|------------------------|-------------------------------|--|
| À mon avis             | <i>In my opinion</i>          |  |
| Selon moi              | <i>In my opinion</i>          |  |
| Je pense que           | <i>I think that</i>           |  |
| Je crois que           | <i>I believe that</i>         |  |
| C'était génial         | <i>It was great</i>           |  |
| C'était amusant        | <i>It was fun</i>             |  |
| C'était long           | <i>It was long</i>            |  |
| C'était ennuyeux       | <i>It was boring/annoying</i> |  |

| Photo description                |                                       |  |
|----------------------------------|---------------------------------------|--|
| Sur la photo                     | On the photo                          |  |
| Il y a                           | <i>There is..</i>                     |  |
| Il/elle est                      | <i>He/she is</i>                      |  |
| Il/elle porte                    | <i>He/she is wearing..</i>            |  |
| Un homme                         | <i>A man</i>                          |  |
| Une femme                        | <i>A woman</i>                        |  |
| Un garçon                        | <i>A boy</i>                          |  |
| Une fille                        | <i>A girl</i>                         |  |
| Je pense qu'                     | <i>I think that..</i>                 |  |
| Il fait beau/mauvais/chaud/froid | <i>It's nice/bad weather/hot/cold</i> |  |

| The near future        |                        |                              |
|------------------------|------------------------|------------------------------|
| Part of ALLER          | Infinitive<br>Eg faire | English                      |
| <b>je vais</b>         | <b>faire</b>           | <b>I am going to do</b>      |
| <b>tu vas</b>          |                        | <b>You are going to do</b>   |
| <b>il/elle/on va</b>   |                        | <b>He/she is going to do</b> |
| <b>nous allons</b>     |                        | <b>We are going to do</b>    |
| <b>vous allez</b>      |                        | <b>You are going to do</b>   |
| <b>Ils/ elles vont</b> |                        | <b>They are going to do</b>  |



### Section 1: China Today



- China is the **fourth largest** country in the world by area.
- It lies in the **Northern Hemisphere** in the continent of **Asia**.
- It is the most populous country (**1.4 Billion**) in the world and the major language is **Mandarin Chinese**.
- The capital city is **Beijing**. It has a population of nearly **21 million**.
- The major religions are **Buddhism** (16.6 per cent), Christianity (7.4 per cent), Islam (1.8 per cent) and Taoism (0.4 per cent).



### Section 2: Made in China



**TNC's are Transnational Corporations:** These are big international companies who have their headquarters somewhere like the USA but factories and shops around the world.

Factors attracting TNCs to a country may include:

- cheap raw materials**
- cheap labour supply**
- good transport**
- access to markets where the goods are sold**
- friendly government policies**



### Section 3: Counterfeiting



- Counterfeiting** is making fake or reproduction copies of something usually for dishonest or illegal purposes.

### Section 4: Population of China



- China has a population of **1.4 Billion** people and is growing.
- The population of China is **unevenly distributed**.
- Most** people live near the East Coast of China.
- Few** people live in the West or North of China.

### Section 5+6: Are population policies successful?



- China's One Child policy** was introduced in **1979** to try and solve the problem of **overpopulation**.
- It's main purpose was to make sure that China could support its large population with facilities such as healthcare, education, housing, good jobs and most importantly, food.
- Successes:** it reduced poverty and improved overall quality of life for the people. It slowed the growth of population.
- Failures:** More boys than girls, Female infanticide, Little Emperors, Inhumane.



### Section 7: What are the impacts of pollution on China?



- Parts of China suffer from **Air, Water and Land pollution**.
- Cars spew pollutants from their exhaust pipes. Burning coal to create electricity pollutes the air. Industries and homes generate rubbish and sewage that can pollute the land and water. Pesticides—chemical poisons used to kill weeds and insects—seep into waterways and harm wildlife.

### Section 8: Dams, Development or Destruction?



- Dams are used to **store water supplies** and **generate electricity**.
- China has built one of the largest Dams in the world. The **Three Gorges Dam**.
- Dams have their **advantages:** Helps to save water which can be used during droughts, Reduces the risk of flooding, Provides water for agriculture and industry, Provides Hydroelectric Power.
- Dams also have **disadvantages:** People have to move to make room, Increases the spread of disease, Increases the risk of earthquakes, Animal habitats are destroyed, Very expensive to build and need constant maintenance, Loss of ancient sites which are over 1000 years old in many areas.



### Section 9: Earthquakes, can China learn from the past?



- The **Sichuan Earthquake** occurred on Monday **12 May 2008**.
- This three minute earthquake led to the deaths of **70,000 people**.
- Sichuan Earthquake measured **8.0** on the **Richter Scale**
- One of the greatest tragedies of the earthquake was the death of so many children who were in school at the time.
- The earthquake was caused by China being on a **Collision** plate boundary.
- Many people blamed **poor building codes** and the construction of a nearby dam on the high death toll caused by the earthquake.

### Section 10: Will China be the next Superpower?



There are seven ways of measuring **Superpower status**:

- Population:** China has the worlds largest population with over 1.4 Billion people. This is nearly 5X more than the population of the USA.
- Economy:** China is the Worlds Second largest economy \$14 Trillion in GDP. This is second only to the US.
- Geography (area):** China is the 3<sup>rd</sup> largest country in the world after Russia and Canada. It also has influence in other parts of the world such as Africa.
- Military:** China has the worlds biggest army with 2.5 million troops. It has Nuclear Weapons, Aircraft carriers and modern fighter jets.
- Culture:** Chinese food is eaten all over the world. Chinese companies own big stakes in the worldwide film industry, providing funding for films such as Warcraft, The Great Wall and Transformers. Mandarin is the most spoken first language in the world.
- Technology:** China has its own space industry sending people and satellites into space. It hopes to send the next person to the Moon.
- Resources:** China has huge amounts of farmland for growing crops. It has a large amount of coal. Rivers provide Hydroelectric Power.



To use a regular present tense verb you need:

|           |              |   |      |   |        |
|-----------|--------------|---|------|---|--------|
|           | subject      | + | stem | + | ending |
| ich       | I            |   |      |   | - e    |
| du        | you          |   |      |   | - st   |
| er/sie/es | he/she/it    |   |      |   | - t    |
| wir       | we           |   |      |   | - en   |
| ihr       | you          |   |      |   | - t    |
| sie       | they         |   |      |   | - en   |
| Sie       | you (polite) |   |      |   | - en   |

Chop the **-en** off the infinitive

For example:  
lernen  
stem = lern

### 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.

Im Sommer esse ich Eis. Am Abend esse ich Pommes.

#### verb to end:

the conjunction "weil" send the verb to the end of the clause.

Ich bade im See, weil ich gern schwimme.

| haben - to have |                      | sein - to be  |                     |
|-----------------|----------------------|---------------|---------------------|
| ich habe        | I have               | ich bin       | I am                |
| du hast         | you have             | du bist       | you are             |
| er/sie/es hat   | he/she/it has        | er/sie/es ist | he/she/it is        |
| wir haben       | we have              | wir sind      | we are              |
| ihr habt        | you all have         | ihr seid      | you all are         |
| Sie/sie haben   | you (form)/they have | Sie/sie sind  | you (form)/they are |

The future tense is formed by using the correct part of "werden" with an infinitive at the end.

|                           |                           |
|---------------------------|---------------------------|
| ich werde .....gehen      | I will go                 |
| du wirst .....gehen       | you will go               |
| er/sie/es wird .....gehen | he/she/it will go         |
| wir werden .....gehen     | we will go                |
| ihr werdet .....gehen     | you (pl) will go          |
| Sie/sie werden .....gehen | you (formal)/they will go |

NB The future tense translates to  
I will go or I am going to go

To talk about actions in the past use the perfect tense. You need a form of **haben** or **sein** (for movement verbs) plus a past participle (ge+verb stem+t)

|   |  |
|---|--|
| Ich habe/er, sie hat/wir haben:   | I/he, she/we                                       |
| gespielt/gemacht/<br>gekauft/gehört   | played/did/<br>bought/listened                     |
| some past participles are irregular<br>gesehen/gelesen  | saw/read   |
| Ich bin/er, sie ist/wir sind:<br>some past participles are irregular<br>gefahren/gegangen/<br>geschwommen/geblieben | I/he, she/we<br><br>travelled/went/<br>swam/stayed |

More examples on the other page

### Essential verbs

#### gehen - to go

|                         |                         |
|-------------------------|-------------------------|
| ich gehe                | I go                    |
| du gehst                | you go                  |
| er/sie/es geht          | he/she/it goes          |
| wir gehen               | we go                   |
| ihr geht                | you (pl) go             |
| sie gehen/<br>Sie gehen | they/you (formal)<br>go |

#### fahren - to travel

|                           |                           |
|---------------------------|---------------------------|
| ich fahre                 | I travel                  |
| du fährst                 | you travel                |
| er/sie/es fährt           | he/she/it travels         |
| wir fahren                | we travel                 |
| ihr fahrt                 | you (pl) travel           |
| sie fahren/<br>Sie fahren | they/you (form)<br>travel |

fahren is a strong verb and changes its vowel for the du and er/sie/es form

#### essen - to eat

|                         |                          |
|-------------------------|--------------------------|
| ich esse                | I eat                    |
| du isst                 | you eat                  |
| er/sie/es isst          | he/she/it eats           |
| wir essen               | we eat                   |
| ihr esst                | you (pl) eat             |
| sie essen/<br>Sie essen | they/you (formal)<br>eat |

essen is a strong verb and changes its vowel for the du and er/sie/es form

## In den Sommerferien – During the summer holidays

|                      |                            |  |
|----------------------|----------------------------|--|
| Was wirst du machen? | What are you going to do?  |  |
| ich werde ...        | I will ...                 |  |
| du wirst ...         | you will ...               |  |
| er/sie/es wird ...   | he/she/it will ...         |  |
| man wird ...         | one will ...               |  |
| wir werden ...       | we will ...                |  |
| ihr werdet ...       | you all will ...           |  |
| sie/Sie werden ...   | they/you (formal) will ... |  |
| klettern             | climb                      |  |
| im Meer schwimmen    | swim in the sea            |  |
| rodeln               | toboggan                   |  |
| im See baden         | bathe in the lake          |  |
| segeln               | sail                       |  |
| an den Strand gehen  | go to the beach            |  |
| tauchen              | dive                       |  |
| wandern              | hike                       |  |
| Windsurfen           | windsurf                   |  |

## Zeitangaben – time phrases

|                |                |  |
|----------------|----------------|--|
| am Wochenende  | on the weekend |  |
| nächste Woche  | next week      |  |
| nächsten Monat | next month     |  |
| nächstes Jahr  | next year      |  |

## Urlaubsaktivitäten – holiday activities

|                         |                          |  |
|-------------------------|--------------------------|--|
| ein Buch lesen          | to read a book           |  |
| sich entspannen         | to relax                 |  |
| Beachvolleyball spielen | to play beach volleyball |  |
| ein Eis essen           | to eat ice cream         |  |
| (im Meer) schwimmen     | to swim (in the sea)     |  |
| sich sonnen             | to sunbathe              |  |
| an den Strand gehen     | to go to the beach       |  |
| an den Pool gehen       | to go to the pool        |  |
| ins Restaurant gehen    | to go to the restaurant  |  |
| in die Stadt gehen      | to go to town            |  |
| ins Kino gehen          | to go to the cinema      |  |
| im Hotel bleiben        | to stay in the hotel     |  |
| Brettspiele spielen     | to play board games      |  |
| früh schlafen gehen     | to go to sleep early     |  |

## Sequencers

|               |                  |  |
|---------------|------------------|--|
| zuerst        | at first         |  |
| dann          | then             |  |
| danach        | after that       |  |
| später        | later            |  |
| zuletzt       | last             |  |
| am Morgen     | in the morning   |  |
| am Nachmittag | in the afternoon |  |
| am Abend      | in the evening   |  |

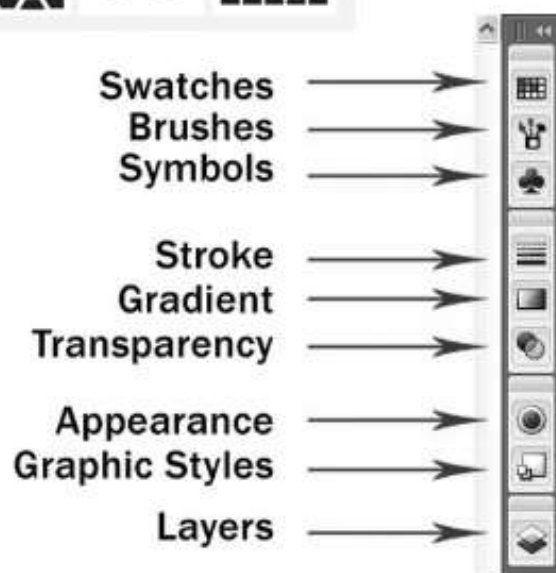
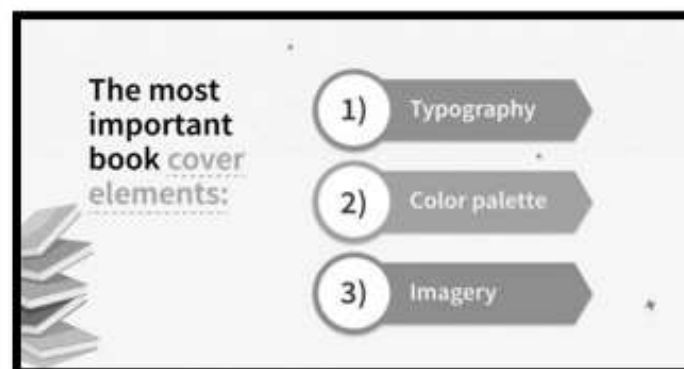
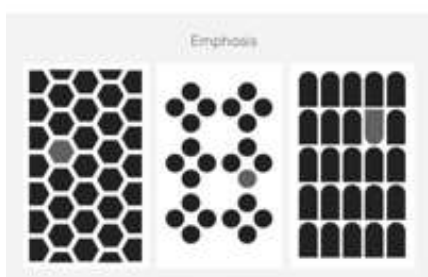
## Was hast du gemacht? – What did you do?

|                         |                          |  |
|-------------------------|--------------------------|--|
| ich habe ... gespielt   | I (have) played          |  |
| ich habe ... gemacht    | I did / I (have) done    |  |
| ich habe ... gekauft    | I (have) bought          |  |
| ich habe ... getanzt    | I (have) danced          |  |
| ich habe ... gehört     | I (have) heard           |  |
| ich habe ... gegessen   | I ate / I (have) eaten   |  |
| ich habe ... getrunken  | I drank / I (have) drunk |  |
| ich habe ... gelesen    | I (have) read            |  |
| ich habe ferngesehen    | I (have) watched tv      |  |
| ich bin ... geschwommen | I swam / I have swum     |  |
| ich bin ... gegangen    | I went / I have gone     |  |
| ich bin ... geblieben   | I (have) stayed          |  |
| ich habe mich gesonnt   | I (have) sunbathed       |  |
| ich habe mich entspannt | I (have) relaxed         |  |
| ich habe ... gespielt   | I (have) played          |  |





## Zeitangaben – time phrases

|                    |                          |  |
|--------------------|--------------------------|--|
| letzte Woche       | last week                |  |
| letzten Monat      | last month               |  |
| letztes Jahr       | last year                |  |
| letzten Sommer     | last summer              |  |
| letztes Wochenende | last weekend             |  |
| gestern            | yesterday                |  |
| vorgestern         | the day before yesterday |  |

| Y8 Graphics             | LCWC   | tick |
|-------------------------|--|------|
| Book cover design       | In combining form and function, a great book cover must: Visually stand out in a crowded bookstore – or as an online thumbnail; Legibly state the title and the author's name; Communicate the book's tone and genre.  |      |
| Emphasis                | Referring to the focal point of a design and the order of importance of each element within a design   |      |
| Contrast                | Contrast is what people mean when they say a design "pops." It comes away from the page and sticks in your memory. Contrast creates space and difference between elements in your design. Your background needs to be significantly different from the color of your elements, so they work harmoniously together and are readable.                          |      |
| Hierarchy in typography | Typographic hierarchy shows the reader which information to focus on, which is most important, and which just supports the main points. Make sure to use typographic hierarchy to bring attention to the more important text.  |      |
| Double exposure         | Double exposure photography is a technique that layers two different exposures on a single image, combining two photographs into one. Double exposure creates a surreal feeling for your photos and the two photographs can work together to convey deep meaning or symbolism. There is a photoshop technique that allows you to create this style of image. |      |

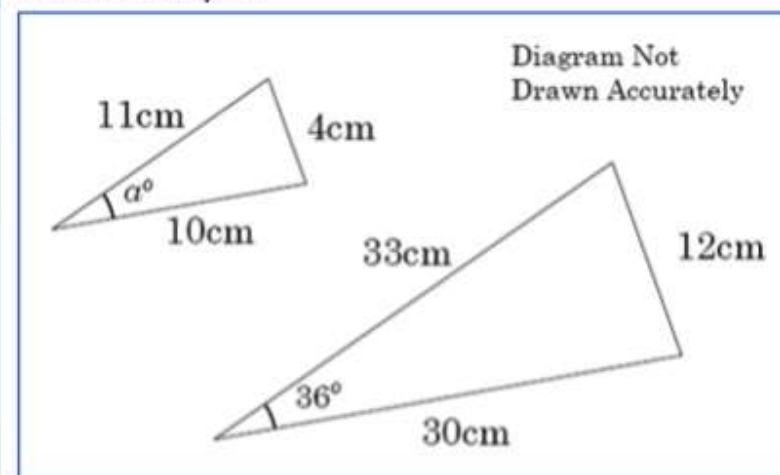


# Bournemouth School: History Department: Knowledge Organiser: Year 8: Summer 2: Civil Rights/Key inventions

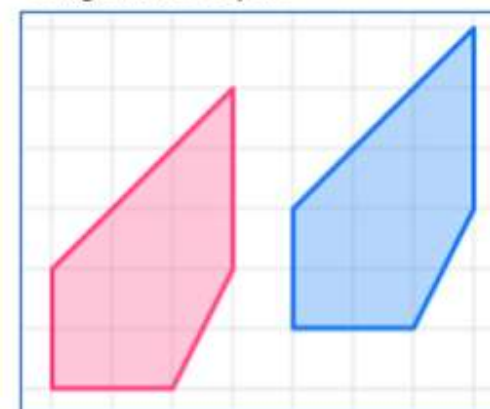
| Key terms/definitions   |   |   | X  |  | ✓  |
|---|---|---|--|--|--|
| Term  | Definition  | ✓ | Inventions:  |  |  |
| <b>Civil Rights</b>   | The rights of citizens to political and social freedom and equality.      |   | <p>There were numerous inventions and improvements in science and technology that had an impact on the world. Some key ones include vaccinations (the first being carried out by Edward Jenner in 1796), electricity in the 1830s, the telephone in 1870, the bicycle in the 1870s, the world wide web in 1991, penicillin in 1928, the television in the 1920s, jet engines for aircraft, modern genetics, such as DNA.</p> |  |  |
| <b>Slavery</b>  | A condition in which one human being is owned by another.                 |   |  |  |  |
| <b>Discrimination</b>   | The unjust or prejudicial treatment of different categories of people.    |   |  |  |  |
| <b>Jim Crow Laws</b>  | Series of laws in some states segregating white and black Americans.      |   |  |  |  |
| <b>Segregation</b>  | Keeping one group of people apart from another/treating them differently. |   |  |  |  |
| <b>Racism</b>   | Discrimination/prejudice towards people based on their race or ethnicity. |   |  |  |  |
| <b>Apartheid</b>  | In South Africa: a policy of segregation/discrimination based on race.    |   |  |  |  |
| <b>Timeline of Developments in the Civil Rights Movement in the USA:</b>  |   | ✓ | <b>Key people</b>  |  |  |
| 1909: The National Association for the Advancement of Coloured People (NAACP) was set up.   |   |   |  | ✓  | ✓  |
| 1920s: The Universal Negro Improvement Association helped black people to set up their own businesses which included grocery stores, restaurants and laundries.   |   |   |   | <b>Rosa Parks:</b><br><br>A civil rights activist who made a stand against segregation on buses. She refused to give up her seat to a white man when the bus became full.                          | <br><b>Malcolm X:</b><br><br>Born Malcolm Little, he changed his name, encouraging others to take pride in their own heritage. He was a spokesperson on the Nation of Islam and was originally critical of MLK's methods. |
| 1950s: The National Association for the Advancement of Coloured People (NAACP) focused on challenging discrimination through law.   |   |   |  |  |  |
| 1954: Schools allowing black and white students to attend were introduced in some areas   |   |   |  |  |  |
| 1955: Montgomery Bus Boycott  |   |   |  |  |  |
| 1963: March on Washington – 250,000 marched on Washington including over 50,000 white protestors to put pressure on president Kennedy to introduce a Civil Rights bill.   |   |   |    | <b>Martin Luther King:</b><br><br>A civil rights activist who led the Montgomery Improvement Association, the March on Washington and delivered the famous "I have a dream" speech amongst others. | <br><b>Nelson Mandela:</b><br><br>He was sent to prison in 1964. At the time South Africa was ruled by a white minority who had introduced apartheid laws. He became President of South Africa in 1994.                  |
| 1964: Civil Rights Act passed banning segregation in public and racial discrimination was banned in employment  |   |   |  |  |  |
| 1964: Voting Rights Act: ended literacy tests and made illegal barriers and intimidation that had prevented black people from registering to vote in large numbers.   |   |   |  |  |  |
| 1965:1968: race riots took place in most of the USA's cities.   |   |   |  |  |  |
| 1970s: the proportion of black people in segregated schools had fallen to just under 10%.   |   |   |  |  |  |
| By 1979: black unemployment remained high and black American families still only earned 61% of an average white family's wage.  |   |   |  |  |  |
| <b>Black Power</b>  |   | ✓ | <b>Gandhi:</b>   |  |  |
| This was an idea for black Americans to take responsibility for their own lives and to reject white help. The Black Power Movement gave black Americans a greater confidence and pride in their race, heritage and culture but it did cause divisions in the Civil Rights Movement. |   |   | Born in India in 1869. He preached tolerance and equality. For many people, he was the one who forced the British rule out of India. He was assassinated in 1948.  |  |  |

| Keyword             | Definition   |
|---------------------|--|
| Similar shapes      | Shapes are <b>similar</b> if one shape is an enlargement of the other.<br><br><b>Similar triangles</b> will have all angles the same.  |
| Congruent shapes    | Shapes are <b>congruent</b> if they are <b>exactly the same</b> .<br><br>They must be the same size, but could be reflected or rotated.  |
| Congruent triangles | To prove two triangles are congruent, they must have at least <ul style="list-style-type: none"> <li>three side lengths the same (SSS)</li> <li>two side lengths and the angle between them the same (SAS)</li> <li>two angles and a respective side length the same (ASA or AAS)</li> <li>a right angle, hypotenuse and another side length the same (RHS)</li> </ul> |
| Bearings            | Bearings are angles which are always measured <b>clockwise, from north</b> , and written as a <b>3-digit number</b> .  |
| Map scales          | The scale of a map relates the distance on the map to the corresponding distance on the ground.<br><br><i>A scale of 1:25,000 means 1cm on the map represents 25,000cm in real life. This is the same as 250m.</i>   |

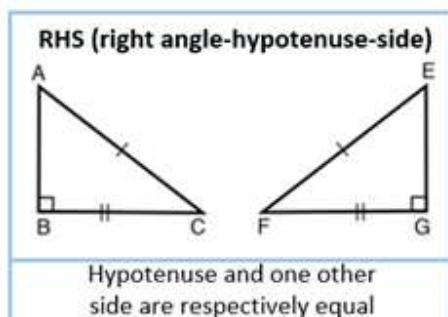
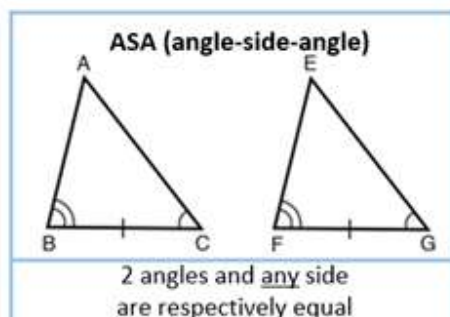
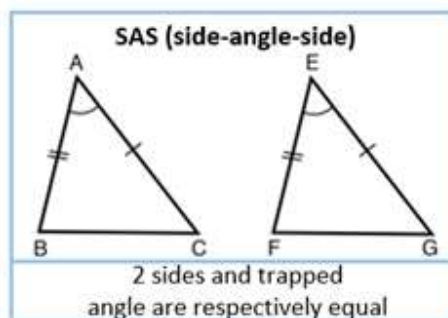
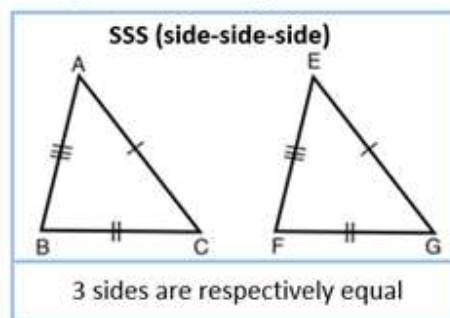
## Similar Shapes



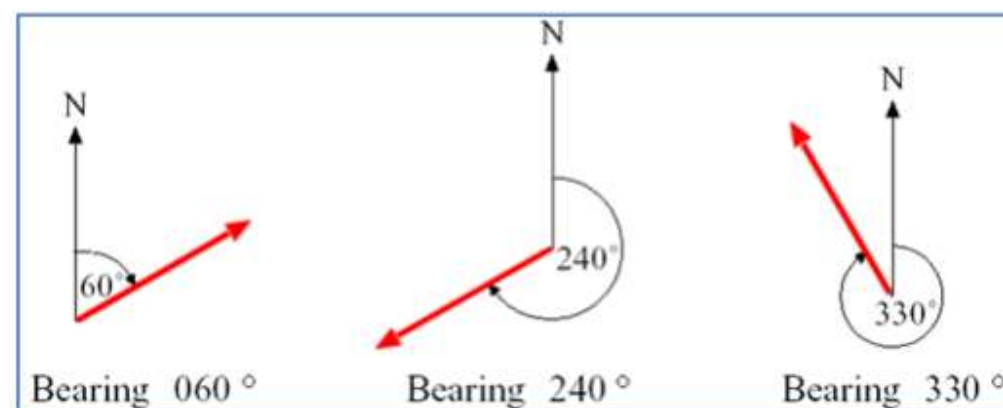
## Congruent Shapes



## Congruent Triangles Rules



## Bearings examples





## 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

## Games

**Aleatoric music** Music in which something is left to chance

**Crossfade** Reducing the volume of one part while increasing the volume of another

**Diegetic music** Music that a character within the game would hear

**Leitmotif** A short pattern of notes that represents a character or thing

**Loop** A short section of music which is repeated indefinitely



| Keyword                          | Learn   | ✓ |
|----------------------------------|---|---|
| Social engineering               | is the manipulation of people into carrying out specific actions, or divulging information, that is of use to an attacker.  |   |
| Phishing                         | Untargeted, mass messages, adverts or emails sent to many people, asking for sensitive information (such as bank details) or encouraging them to visit a fake website through a link. |   |
| Blagging                         | When someone makes up a story to gain a person's interest and engage them in communication, often via email.  |   |
| Pharming                         | When a user is redirected from a genuine website to a fake one because of malware on their device.  |   |
| Shouldering/<br>Shoulder surfing | Looking at someone's information over their shoulder, for example whilst they are entering a pin.   |   |
| Spear-phishing                   | A more targeted form of phishing, where the email is designed to look like it's from a person the recipient knows and/or trusts.  |   |
| Whaling                          | Highly targeted phishing attacks (which look like legitimate emails) that are aimed at senior executives  |   |
| Risk                             | The possibility of negative consequences  |   |

### Good Cyber Aware Behaviour - NCSC

1. Use a strong and different password for *email accounts*
2. Create strong passwords for all accounts (e.g. use three random words)
3. Turn on 2-step verification (2SV)
4. Save passwords using a browser or a password manager
5. Back up data
6. Update devices



### Top Password Tips

1. Write passwords down and store safely out of sight (*This can be a useful option, as long as they are kept safely and out of sight*)
2. Use a secure password manager to help to remember passwords (*This is safe and secure*) Use upper and lower case letters and numbers
3. The NCSC suggest that passwords are created by using **three random words** like applefishpen (This means the password will be strong enough and easy to remember)



### Support and useful websites:

#### For further support about cyber security and staying safe online:

- Speak to a parent, tutor, counsellor, or other trusted member of staff in the school
- Contact Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- Contact Victim Support: [www.victimsupport.org.uk/help-and-support/young-victims-crime](http://www.victimsupport.org.uk/help-and-support/young-victims-crime)
- Explore advice on the NCSC website [www.ncsc.gov.uk](http://www.ncsc.gov.uk)

#### For reporting:

Action Fraud: [www.actionfraud.police.uk/reporting-fraud-and-cyber-crime](http://www.actionfraud.police.uk/reporting-fraud-and-cyber-crime)

Phishing emails: forward to [report@phishing.gov.uk](mailto:report@phishing.gov.uk)

SMS: forward to 7726





|                        |   |  |                        |  |  |                     |   |  |
|------------------------|---|--|------------------------|--|--|---------------------|---|--|
| Buddha                 | A title meaning ‘the enlightened one’, given to Siddhartha Gautama.   |  | The First Noble Truth  | Dukkha: All life involves suffering and dissatisfaction.   |  | Right Mindfulness   | Becoming fully aware of oneself and the world around; having a clear sense of one’s own feelings and thoughts.  |  |
| Buddhist               | A follower of Buddhism.   |  | The Second Noble Truth | Tanha: The cause of suffering is craving / desire.   |  |                     |   |  |
| Karma                  | Good and bad actions we build up, which can affect rebirth.   |  | The Third Noble Truth  | Nirodha: If craving ceases suffering will also cease.  |  | Right Concentration | Training the mind to attain states of deep concentration.   |  |
| Samsara                | The cycle of life, death and rebirth; also known as reincarnation.  |  | The Fourth Noble Truth | Magga: The Middle Way will lead to the end of suffering.   |  | The Dhamma          | The Buddha’s teachings. Also known as the Dharma.   |  |
| The Four Sights        | The four people that Siddhartha saw on leaving the palace that caused him to challenge his understanding about the nature of existence (an old man, a sick man, a corpse and a holy man). |  | Nirvana                | A state of complete enlightenment, happiness and peace.  |  | The Three Refuges   | Also known as the ‘Three Jewels’. Buddhists take refuge in the Three Refuges, which are the Buddha, the Dhamma and the Sangha.  |  |
|                        |   |  | The Eightfold Path     | Eight aspects that Buddhists practise and live by in order to achieve enlightenment.   |  |                     |   |  |
| Asceticism             | The life of a holy man, who denies himself excess and indulgence.   |  | Right Understanding    | Accepting the Buddha’s teachings, particularly the Four Noble Truths.  |  | The Sangha          | The monastic order or a Buddhist community who practise Dhamma.   |  |
| Renunciation           | Giving something up, in this case the Buddha renounced his princely life.   |  | Right Intention        | Having the right approach and outlook to following the Eightfold Path; being determined to follow the Buddhist path with a sincere attitude. |  | Theravadin Buddhism | Follow the teachings of Siddhartha Gotama the founder of Buddhism. It is also known as ‘the school of elders.’ The focus is on meditation and following the eightfold path  |  |
| Meditation             | A practice of calming and focusing the mind and reflecting deeply on specific teachings to penetrate their true meaning.  |  |                        |  |  |                     |   |  |
| Three Universal Truths | Three observations made by the Buddha on the nature of reality and our existence. These Truths underpin Buddhism.   |  | Right Speech           | Speaking truthfully in a helpful, positive way; avoiding lying or gossiping about others.  |  | Mahayana Buddhism   | Literally means ‘greater vehicle’, it is a term used to describe several different traditions that share some overlapping characteristics. They accept the teachings of other people who have also reached enlightenment. |  |
|                        |   |  | Right Action           | Behaving in a peaceful, ethical way; avoiding acts such as stealing, harming others, or overindulging in sensual pleasures.                  |  |                     |   |  |
| Anicca                 | Impermanence; the idea that everything is in a constant state of change.  |  |                        |  |  | Right Livelihood    | Earning a living in a way that does not harm others, for example not doing work that exploits people or harms animals.  |  |
| Anatta                 | The idea that people do not have a permanent, fixed self or soul.   |  |                        |  |  |                     |   |  |
| Dukkha                 | The first of the Four Noble Truths. All life involves suffering and dissatisfaction.  |  | Right Effort           | Putting effort into meditation, in particular thinking positively and freeing oneself from negative emotions and thoughts.                   |  | Bodhisattva         | Someone who sees their own enlightenment as being bound up with the enlightenment of all beings. Out of compassion, they remain in the cycle of samsara in order to help others achieve enlightenment as well.            |  |
| The Four Noble Truths  | The essence of the Buddha’s teaching.   |  |                        |  |  |                     |   |  |

# Chemistry J – Earth’s resources

| Keyword                | Learn   |  |
|------------------------|---|--|
| Natural resources      | Materials from the Earth which act as raw materials for making a variety of products.               |  |
| Mineral                | Naturally occurring metal or metal compound.  |  |
| Ore                    | Naturally occurring rock containing sufficient minerals for extraction.                             |  |
| Extraction             | Separation of a metal from a metal compound.  |  |
| Fossil fuels           | Remains of dead organisms that are burned as fuels, releasing carbon dioxide.                       |  |
| Non-renewable resource | A substance that is used up more quickly than it is replaced, such as coal or gas.                  |  |
| Global warming         | The gradual increase in surface temperature of the Earth.   |  |
| Greenhouse effect      | When energy from the sun is transferred to the thermal energy store of gases in Earth’s atmosphere. |  |
| Recycling              | Processing a material so that it can be used again.   |  |

# Biology J - Inheritance

| Keyword                   | Learn   |  |
|---------------------------|---|--|
| Inherited characteristics | Features that are passed from parents to their offspring                    |  |
| DNA                       | A molecule found in the nucleus of cells that contains genetic information. |  |
| Chromosomes               | Thread-like structures containing tightly coiled DNA.                       |  |
| Gene                      | A section of DNA that determines an inherited characteristic                |  |

# Ocean Plastics

| Keyword                 | Learn  |  |
|-------------------------|--|--|
| Crude oil               | A finite resource made from the remains of an ancient biomass consisting mainly of plankton that was buried in mud. It is a mixture of a very large number of hydrocarbon compounds. |  |
| Fractional distillation | The process of separating crude oil into groups of hydrocarbons with similar numbers of carbon atoms.  |  |
| Cracking                | The breakdown of a long hydrocarbon into a shorter hydrocarbon and an alkene.  |  |
| Polymerisation          | The joining up of lots of alkene monomers to make a polymer.   |  |
| Landfill                | A place where waste is buried in the ground in large amounts.<br>Can cause methane or contaminants to be released.   |  |
| Incineration            | The breakdown of a waste by burning it.<br>Incineration of plastics releases carbon dioxide and can release toxic gases.   |  |
| Recycling               | Processing a material so that it can be used again.  |  |
| Biodegradable           | A material that can be broken down by living organisms, usually bacteria.  |  |
| Bioplastic              | A plastic produced from a biological substance instead of substances obtained from crude oil.  |  |

| Negatives  |
|--|
| <p>To make a sentence negative, put <b>no</b> before the verb:</p> <p><i>No bebo leche      I don't drink milk</i></p> <p><b>Nunca</b> means 'never'. It usually comes before the verb</p> <p><i>Nunca bebo café      I never drink coffee</i></p> <p><b>No... nada</b> means 'nothing' or 'not anything'. It makes a 'sandwich' around the verb</p> <p><i>No ceno nada      I don't eat anything for dinner</i></p> |

| High-frequency words |             |  |
|----------------------|-------------|--|
| además               | in addition |  |
| porque               | because     |  |
| sin embargo          | however     |  |
| pero                 | but         |  |
| o                    | or          |  |
| bastante             | quite       |  |
| muy                  | very        |  |
| un poco              | a bit       |  |
| aquí                 | here        |  |
| a ver                | let's see   |  |
| con                  | with        |  |
| hasta                | until       |  |
| más                  | more        |  |

| Future time phrases      |               |  |
|--------------------------|---------------|--|
| mañana                   | tomorrow      |  |
| en el futuro             | in the future |  |
| la semana próxima        | next week     |  |
| el fin de semana próximo | next weekend  |  |
| el año que viene         | next year     |  |

| Irregular verbs |             |  |
|-----------------|-------------|--|
| Ir              | To go       |  |
| voy             | I go        |  |
| vas             | you go      |  |
| va              | he/she goes |  |
| vamos           | we go       |  |
| vais            | you all go  |  |
| van             | they go     |  |

| Present tense  |            |            |
|--|------------|------------|
| <i>These are the rules for regular present tense verbs. Remember that all Spanish verbs end in either (AR, ER or IR)</i> |            |            |
| <b>-AR</b>   | <b>-ER</b> | <b>-IR</b> |
| -o   | -o         | -o         |
| -as  | -es        | -es        |
| -a   | -e         | -e         |
| -amos  | -emos      | -imos      |
| -áis   | -éis       | -ís        |
| -an  | -en        | -en        |

| Near future tense  |     |              |
|--|-----|--------------|
| <i>You use the near future to say what you are going to do. To form the near future tense, use the present tense of <b>ir</b> (to go) plus <b>a</b>, followed by the <b>infinitive</b></i> |     |              |
| voy<br>vas<br>va<br>vamos<br>vais<br>van   | + a | + infinitive |

| Querer   | To want      |  |
|----------|--------------|--|
| quiero   | I want       |  |
| quieres  | you want     |  |
| quiere   | he/she wants |  |
| queremos | we want      |  |
| queréis  | you all want |  |
| quieren  | they want    |  |

## ¿Qué te gusta comer y beber?

|                           |                          |  |
|---------------------------|--------------------------|--|
| <b>Me gusta comer ...</b> | <b>I like to eat ...</b> |  |
| <b>el arroz</b>           | rice                     |  |
| <b>la carne</b>           | meat                     |  |
| <b>los caramelos</b>      | sweets                   |  |
| <b>la fruta</b>           | fruit                    |  |
| <b>las hamburguesas</b>   | hamburgers               |  |
| <b>los huevos</b>         | eggs                     |  |
| <b>la leche</b>           | milk                     |  |
| <b>el marisco</b>         | seafood                  |  |
| <b>el pescado</b>         | fish                     |  |
| <b>el queso</b>           | cheese                   |  |
| <b>las verduras</b>       | vegetables               |  |
| <b>el agua</b>            | water                    |  |

## ¿Qué desayunas?

|                             |                                     |  |
|-----------------------------|-------------------------------------|--|
| <b>desayuno ...</b>         | <b>for breakfast I have ....</b>    |  |
| <b>cereales</b>             | cereal                              |  |
| <b>unos churros</b>         | some churros                        |  |
| <b>unas tostadas</b>        | some toast                          |  |
| <b>un yogur</b>             | a yoghurt                           |  |
| <b>un café</b>              | a coffee                            |  |
| <b>una cola cao</b>         | a chocolate drink                   |  |
| <b>un té</b>                | a tea                               |  |
| <b>zum de naranja</b>       | orange juice                        |  |
| <b>no desayuno nada</b>     | I don't have anything for breakfast |  |
| <b>desayuno a las siete</b> | I have breakfast at 7:00            |  |

## ¿Qué comes/cenas?

|                                     |                                  |  |
|-------------------------------------|----------------------------------|--|
| <b>como ...</b>                     | <b>I eat ...</b>                 |  |
| <b>un bocadillo</b>                 | a sandwich                       |  |
| <b>patatas fritas</b>               | chips                            |  |
| <b>pollo con ensalada</b>           | chicken salad                    |  |
| <b>la ensalada mixta</b>            | mixed salad                      |  |
| <b>los huevos fritos</b>            | fried eggs                       |  |
| <b>la sopa</b>                      | soup                             |  |
| <b>el pan</b>                       | bread                            |  |
| <b>las chuletas de cerdo</b>        | pork chops                       |  |
| <b>el filete</b>                    | steak                            |  |
| <b>la tarta de queso</b>            | cheesecake                       |  |
| <b>el helado de chocolate/fresa</b> | chocolate / strawberry ice cream |  |

## En el restaurante

|                            |                                    |  |
|----------------------------|------------------------------------|--|
| <b>¿Qué vas a tomar?</b>   | <b>what are you going to have?</b> |  |
| <b>¿Y de segundo?</b>      | <b>and for main course?</b>        |  |
| <b>¿Para beber?</b>        | <b>to drink?</b>                   |  |
| <b>¿Algo más?</b>          | <b>anything else?</b>              |  |
| <b>Voy a tomar ...</b>     | <b>I am going to have ...</b>      |  |
| <b>de primer plato ...</b> | <b>as a starter ...</b>            |  |
| <b>de segundo plato</b>    | <b>for main course ..</b>          |  |
| <b>de postre</b>           | <b>for dessert</b>                 |  |
| <b>Tengo hambre</b>        | <b>I am hungry</b>                 |  |
| <b>Tengo sed</b>           | <b>I am thirsty</b>                |  |
| <b>nada más</b>            | <b>nothing more</b>                |  |

## Time expressions

|                                |  |  |
|--------------------------------|--|--|
| <b>este fin de semana</b>      | <b>this weekend</b>                      |  |
| <b>el sábado por la mañana</b> | <b>Saturday morning</b>                  |  |
| <b>el domingo por la tarde</b> | <b>on Sunday afternoon /evening</b>      |  |
| <b>primero</b>                 | <b>firstly</b>                           |  |
| <b>segundo</b>                 | <b>second</b>                            |  |
| <b>luego</b>                   | <b>then</b>                              |  |
| <b>finalmente</b>              | <b>finally</b>                           |  |
| <b>a las tres de la tarde</b>  | <b>at three o'clock in the afternoon</b> |  |
| <b>(un poco) más tarde</b>     | <b>(a little) later</b>                  |  |
| <b>antes</b>                   | <b>before</b>                            |  |
| <b>después</b>                 | <b>after</b>                             |  |

# Timetable

[illegible]