



BOURNEMOUTH SCHOOL

Year 8

# Knowledge Organiser 1

Autumn Term: 2024-25

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

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

## Bournemouth School

### Knowledge Organiser: Year 8 Autumn Term 1

*'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 and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. 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.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.

**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 your KO and what you have learnt 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 understanding 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. Always use a ruler to underline titles and dates.
- 4. Use a blue or black pen to complete your homework or a pencil if you need to draw.
- 5. Use a green pen to complete corrections of your work.
- 6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

**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.

## Maths:

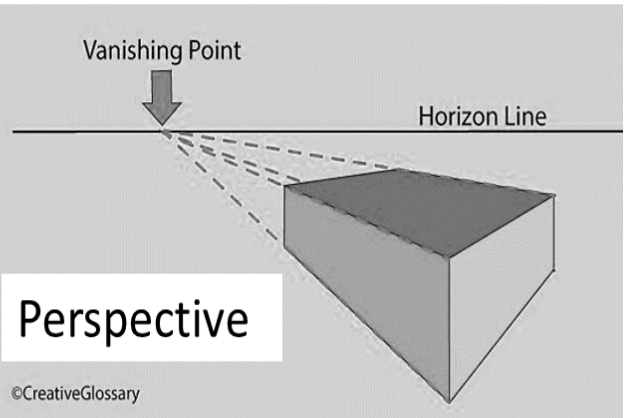
Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

# How long should I spend on my homework?

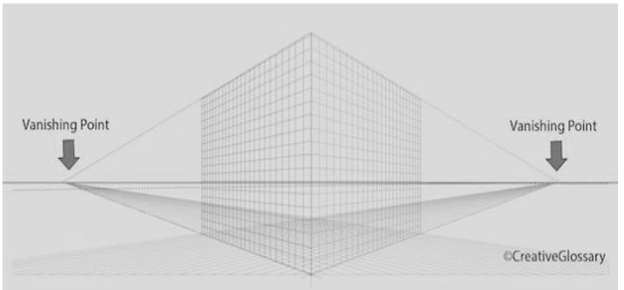
Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

Definition	Look, cover, write, check	tick
Perspective	The art of drawing solid objects on a two-dimensional surface gives the right impression of their height, width, and depth. A picture drawn in such a way, especially one appearing to enlarge or extend the actual space, or to <b>give the effect of distance</b> . By using perspective in your paintings and drawings you will create an illusion of <b>depth</b> .	
Linear Perspective	Linear Perspective relates to the mathematical system of drawing objects that are created three-dimensionally on a two-dimensional surface. It is called "linear" perspective because objects, figures and space are re-created realistically using intersecting lines drawn horizontally and vertically. There are three types of linear perspective.	
One point perspective	In one-point perspective, only one vanishing point exists; lines radiate outwardly from this point, and perpendicular lines meet at this point. One-point perspective is the same as a parallel perspective.	
Two-point perspective	In two-point perspective, there exist two points from which an object's lines radiate; the sides of the object vanish to one of two vanishing points on the horizon line. An object's vertical lines do not relate to the perspective rules of the horizontal lines. By changing the vanishing points of the object, one can increase or decrease the size of the object. Two-point perspective is the same as an angular perspective.	
Horizon Line	The horizon line is a line drawn across a picture. A picture needs to have a horizon line if a person wishes to communicate from what perspective a person is observing the picture (from above an object, below an object...etc). It is not necessary to include the horizon line in the picture. However, it is important to include a 'virtual' horizon line to make a picture follow the correct perspective. The horizon line is always one's eye level. If one draws a line perpendicular to the ground outwardly from one's eye level, this is what is considered the horizon line.	
Vanishing point	A point that receding parallel lines appear to converge to. It is used in linear perspective in relation to a stationary point (the placement of the observer). Objects seem to disappear at the vanishing point.	



For more on perspective  
[www.creativeglossary.com/art-perspective/](http://www.creativeglossary.com/art-perspective/)

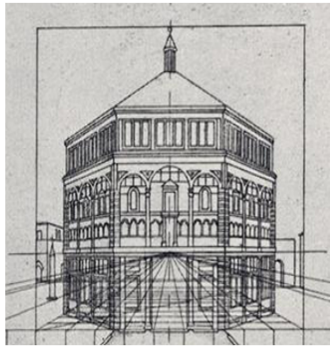


[The History of Perspective \(essentialvermeer.com\)](http://essentialvermeer.com/)

**History** - Perspective in art has been employed since ancient times. However, it was during the **Renaissance** period in Europe that perspective became a central focus of artistic innovation.

# Perspective

Artists like **Filippo Brunelleschi** and **Leon Battista Alberti** were pivotal in formalising perspective as an artistic technique. Brunelleschi demonstrated its principles, and Alberti wrote about perspective, presenting a perspective construction in his book *De Pictura* in 1435. This period marked a significant advancement in the use of perspective, leading to stunning realistic paintings and a new level of visual representation in art.



- **Objects above the horizon line** are drawn as if you are looking up at them (you see the bottom of the object)
- **Objects below the horizon line** are drawn as if you are looking down at them (you see the top of the object)
- **Objects that are neither above nor below the horizon line** are drawn as if you are looking directly at them (you see neither the top or the bottom of the object)



Microsoft

*Small Basic*

Every Kid Can Code

Keyword	Definition / Example	Tick
Programming language	A set of instructions that enables humans to communicate commands to a computer.	
Syntax error	When we break the rules of a language.	
Text Window Operations	<code>TextWindow.WriteLine("Hello")</code> <code>TextWindow.Write("Hello")</code> <code>TextWindow.Clear()</code>	
Text Window Properties	<code>TextWindow.Title = "Lesson 1"</code> <code>TextWindow.BackgroundColor = "Red"</code> <code>TextWindow.ForegroundColor = "Blue"</code>	
Variable	A variable is a value held in a location in the memory of the computer.	
Concatenation	Joining text together.	
Algorithm	A set of instructions.	
Sequence	The order of instructions in a program.	
Decomposition	Breaking a problem down into smaller problems.	
Text Operations	<code>Text.GetLength("Bournemouth")</code> <code>Text.ConvertToUpperCase("Bournemouth")</code> <code>Text.ConvertToLowerCase("Bournemouth")</code>	



Tick here	Key word	Definition
	Styrofoam	A soft material which is used for modelling.
	Modelling	When a 3D model is made to visualise and test a product.

Tick here	Tool/ equipment name	Function
	Template	Used to draw around to mark out a complex shape.
	Hot wire cutter	A machine which cuts Styrofoam only using a hot wire – it slices through the material.
	Surform	These are like cheese graters. They roughly shape out soft material.
	Glasspaper	Abrasive paper which sands down and smooths materials.
	UHU adhesive	A general purpose glue which permanently joins dissimilar materials.
	Bradawl	A tool for boring holes.

Tick here	Tool/ equipment name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Marking gauge	Indents a parallel line to an edge.
	Tenon saw	Cuts timber in straight lines.
	Chisel	Chips away waste timber.
	Mallet	Helps drive a chisel through work.

### Activities to try out at home (optional – not compulsory):

- Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
- Research what the letters CAD and CAM stand for
- Research the advantages of using CAD/CAM when designing and making a product
- Research what the terms ergonomics and anthropometrics mean. How does they link to Design Technology?
- What does the term 'tolerance' mean and how does this link to accuracy? Why is it important to be accurate when designing and making a product?





Emerging in Europe in the 18th century, Gothic literature is a genre that places strong emphasis on intense emotion, pairing terror with pleasure, death with romance. The Gothic is characterized by its darkly picturesque scenery and its eerie stories.

## Key Features of the gothic:

	✓		✓
<b>Pathetic fallacy</b> Writers often use the weather to create a gloomy or ominous tone.		<b>Setting</b> Typical gothic story - set in and around a castle, graveyard, cave, convent, monastery, church, cathedral, chapel or dungeon. The setting, like the weather, is used to create a specific tone.	
<b>The Supernatural</b> Unexplainable phenomena such as ghosts, vampires etc...		<b>An outsider</b> Often the main protagonist is an outsider, unaware of the dangers.	
<b>Revenge</b> Inflicting harm for an injury or wrong suffered from another.		<b>The Uncanny</b> An everyday familiar object or relationship is presented in an alien or grotesque way e.g. a child's toy juxtaposed in a gloomy environment.	
<b>A woman in distress</b> Classic Gothic trope - essentially represents the weak female that needs to be rescued from the impending doom of the outside world.		<b>Past/Present</b> The past coming back to haunt the present.	

## Key Terminology

	✓
Ballad: poem that often tells a story. It has a regular rhyme scheme.	
Rhyming couplet: a pair of successive lines that rhyme .	
Internal rhyme: a rhyme involving a word in the middle of a line and another at the end of the line or in the middle of the next.	
Catalyst: when a condition, event, or person that is the cause of an important change.	
Epistolary Novels. Novels constructed out of fictional letters, diaries, news clippings, etc. ..	
Semantic field: set of words (or lexemes) related in meaning	
Foreshadowing: a warning or indication of a future event.	

## Context – The Victorian Era &amp; The scientific fears of Victorian Society

	✓		✓
This was a period in history from 1837 to 1901 when Queen Victoria was on the throne. It was very different to now, as there was no electricity, no TV, no internet, and cars were only just invented at the end of her reign.		Charles Darwin's theory of evolution - the human race was changeable and could evolve or even degenerate or devolve ("if something can evolve, it can also devolve".)	
The Victorians were fascinated by ghosts. Charles Dickens, belonged to a ghost hunting club! It became a tradition at Christmas to sit round the fire as a family and tell spooky ghost stories.		Victorians because of this idea of the human species being in an 'unfixed' state assumed that the human race was in a state of decay.	
There was a strict class system: working class, middle class and upper class. The upper class people had servants who did all their cooking, cleaning and child care.		Many people were shaken by the Darwin's key idea: that instead of God, the idea that human beings were descended from apes, although Darwin only hinted at it.	
One of the most interesting aspects of Victorian Gothic literature was the fascination with science. At this time, science was still an emerging field, and one that many people regarded with distrust.		Late in the 18 <sup>th</sup> century, scientist Luigi Galvani, who was experimenting on dissected frogs, mistakenly touched a brass rod to a steel scalpel making a clear contraction of muscle in an otherwise dead frog.	
The Victorian Gothic also explored the idea that human nature is weak and easily swayed to evil		Galvani believed that this form of electricity, which he called "animal electricity", was a form of energy that was still being held in the animal's tissue and that perhaps, bringing people back from the dead was possible!	





Glossary	✓	✓
Quaint – Attractively unusual or old-fashioned		Torrent – Strong or fast moving stream of water
Pallas – A name (unknown meaning) of Athena		Galleon – Sailing ship used (Spanish) 15 <sup>th</sup> to 17 <sup>th</sup> Century
Lore – Traditions/knowledge held on a subject; typically passed from person to person		Breeches – Short trousers fastened below the knee
Pallid – (Person's face) Pale; because of poor health		Bonny – Attractive or beautiful
Chamber – Private room e.g. bedroom		Tawny – Orange-brown or yellowish colour
Placid – Not easily upset or excited		Priming – A substance that prepares something for use or action
Implore – beg someone desperately		Spur (spurred) – Spiked device on the heels for urging a horse forward
Scarce – Insufficient for the demand		Rapier – Thin, light sharp-pointed sword
Ascribe – Cause of something		Brandished – Wave as a threat or in anger or excitement
Importunate – Persistent; especially to the point of annoyance		Convulse (convulsive) – Sudden, violent, irregular movement of a limb or body
Unhasp - Unfasten		Lustrous – Shining
Discerned – Perceived or recognized something		Ardour – Enthusiasm or passion
Staple – A thin wire		Inarticulate – Unable to speak distinctly or express clearly
Obscure – Not discovered or known about – uncertain		Wretchedly (wretched) – Very unhappy or unfortunate state
Tenacious – Keep a firm hold		Aquiline – Hooked or curved like an eagle's beak
Lamentable – Bad or unsatisfactory		Ruddy (ruddiness) – (Person's face) having a healthy red colour
Doleful – Sorrow or mournful		Hitherto – Until now or until the point in time under discussion
Agitation – Anxiety or nervous excitement		Veneration – Great respect
Indignation – Anger/annoyance provoked by what is perceived unfair treatment		Exordium – Beginning or introductory part, especially of a discourse or treatise
Tumult - Loud confused noise – usually caused by a mass of people		Earnest – results from or showing sincere and intense conviction
Cessation – Process of ending/being brought to an end		Profound – A state, quality or emotion (very great intense)

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

Date: \_\_\_\_\_

## Year 8 Knowledge Organiser Food hygiene

- Good food safety and hygiene practices are essential to reduce the risk of food poisoning.

### Food poisoning

Food poisoning can be caused by:

- bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
- physical contaminants, e.g. hair, plasters, egg shells, packaging;
- chemicals, e.g. cleaning chemicals.

Bacterial contamination is the most common cause.

Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness. Harmful bacteria are called pathogenic bacteria. The process of food becoming unfit to eat through oxidation, contamination or growth of micro-organisms is known as food spoilage. ☐

### Bacterial growth and multiplication

Most bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- Oxygen



### High risk food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C. ☐

### Moisture

Bacteria need moisture to survive. Dried foods, such as powdered milk, cereals or dried egg do not support bacterial growth, if properly stored. However, if moisture is added, any bacteria still alive can quickly begin to multiply. ☐

### People at risk

Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat. ☐

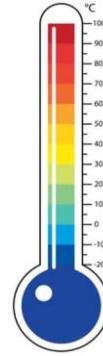
### Why clean?

To remove grease, dirt and grime, and prevent food poisoning and pests. Dirty surfaces and equipment encourage flies etc ☐

### Temperatures to remember

To reduce the risk of food poisoning, good temperature control is vital:

- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



### Time

When bacteria spend enough time on the right types of food, at warm temperatures, they can multiply to levels that cause illness. ☐

Reheat food only once and eat leftovers within 48 hours. ☐

### Use-by-date

You've got until the end of this date to use or freeze the food before it becomes too risky to eat. These are usually high risk foods. ☐

#### USE BY:

25/08/20

KEEP  
REFRIGERATED

### Getting ready to cook

- Remove blazers/jumpers and roll up long sleeves.
- Tie up long hair and tuck in ties or head coverings.
- Thoroughly wash and dry hands.
- Put on a clean apron. ☐

### Best-before-date

You can eat food past this date but it might not be at its best quality. ☐

#### BEST BEFORE:

25/08/21

STORE IN A  
COOL DRY  
PLACE

### Allergen and food intolerance awareness

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Celery (and celeriac)	Milk	<input type="checkbox"/>
Cereals containing gluten	Molluscs	
Crustaceans	Mustard	
Eggs	Nuts	
Fish	Peanuts	
Lupin	Sesame	
	Soybeans	
	Sulphur dioxide	

0-5 Degrees C correct operating temperature range for a fridge.

- 18 Degrees C correct temperature for a freezer. ☐

### Where should food be stored in the fridge?

#### Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

#### Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat. ☐

#### Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables. ☐

#### Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

### Key terms

**Allergens:** Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.

**Bacteria:** Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.

**Cross-contamination:** The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.

**Food poisoning:** Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.

**High risk ingredients:** Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals. These are usually moist high protein foods but can include those kept warm on hotplates like Gravies, soups and stews. ☐

### Task

Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food.

### Symptoms of food poisoning

The symptoms of food poisoning include:

- nausea;
- vomiting;
- stomach pains;
- diarrhoea. ☐

## Essential regular verbs

Je regarde	I watch	
Il/Elle/on regarde	He/She watches/we watch	
Nous regardons	We watch	
Je joue	I play	
Il/elle/on joue	He/she plays/we play	
Nous jouons	We play	

## Reasons

C'est....	It is...	
amusant	fun	
assez bien	quite good	
barbant	boring	
ennuyeux	boring	
émouvant	moving	
palpitant	gripping	
affreux	awful	
pratique	practical	
formidable	amazing	
intéressant	interesting	
informatif	informational	
idiot	silly/idiotic	
chouette	great	
effrayant	scary	

## The near future

### Studio Grammaire

Page 63

You use the verb *aller* (to go) plus an infinitive to say what you are going to do. This is called the near future tense.

present tense	near future tense
<i>je porte</i> (I wear)	→ <i>je vais porter</i>
<i>tu portes</i>	→ <i>tu vas porter</i>
<i>il/elle/on porte</i>	→ <i>il/elle/on va porter</i>
<i>nous portons</i>	→ <i>nous allons porter</i>
<i>vous portez</i>	→ <i>vous allez porter</i>
<i>ils/elles portent</i>	→ <i>ils/elles vont porter</i>

## High Frequency words

surtout	especially	
aussi	also	
mais	but	
comme	as/like	
par exemple	for example	
très	very	
assez	quite	
un peu	a bit	
parce que/car	because	
d'habitude	usually	

Avoir		
J'ai	I have	
Il/elle/on a	He/she has/we have	
Nous avons	we have	
Etre		
Je suis	I am	
Il/elle/on est	He/she is/ we are	
Nous sommes	We are	
Lire		
Je lis	I read	
Il/elle lit	He/she reads	
Nous lisons	We read	
Faire		
Je fais	I do/make	
Il/elle/on fait	He/she/we make/do	
Nous faisons	We do	

## Opinions

J'aime bien	I really like	
J'adore	I love	
Je suis fan de...	I am a fan of...	
J'ai une passion pour...	I have a passion for...	
À mon avis	In my opinion	
Je pense que	I think that	
Je trouve ça	I find it/that	

## Time phrases

tous les jours	everyday	
le week-end	at the weekend	
le soir	in the evening	
souvent	often	
parfois	sometimes	



**Qu'est-ce que tu regardes à la télé?**  
**What do you watch on TV?**

À la télé	On TV	
Je regarde.../ J'aime	I watch/ I like	
les dessins animés	cartoons	
les documentaires	documentaries	
les émissions de sport	sports programmes	
les émissions de télé-réalité	tv reality programmes	
les émissions musicales	music programmes	
les infos	the news	
les jeux télévisés	game shows	
la météo	the weather	
les series	series	
les séries policières	crime series	
les séries américaines	American series	

In French, to say a film genre we say 'a film of ...'  
 e.g. Un film d'horreur – would translate as:  
 'a film of horror'

**Quelles sortes de films aimes-tu**  
**What sort of films do you like?**

les comédies	comedies	
les films d'action	action films	
les films d'amour	romantic films	
les films d'aventure	adventure films	
les films d'arts martiaux	martial arts films	

**Qu'est-ce que tu lis?**  
**What do you read?**

Je lis...	I read	
des BD	comic books	
des livres sur les animaux	A book about animals	
des livres d'épouvante	A horror book	
des magazines sur les célébrités	A celebrity magazine	
des mangas	A Japanese comic book	
des romans fantastique	A fantasy novel	
des romans policiers	A thriller	
des romans d'amour	A romantic novel	

**Qu'est-ce que tu fais en ligne?**  
**What do you do online?**

J'envoie des e-mails.	I send emails.	
Je fais beaucoup de choses.	I do lots of things.	
Je fais des recherches.	I do research.	
Je fais des achats.	I do shopping/I buy things.	
Je fais des quiz.	I do quizzes.	
Je joue en ligne.	I play online.	
Je mets à jour ma page perso.	I update my homepage.	
Je vais sur...	I go on...	
J'utilise...	I use....	
Je télécharge	I download	
Je fais du codage	I do coding	



## Section 1: Hydrological Cycle and Drainage Basins

**Hydrological cycle** – the continuous movement of water between the land, the sea and the air.



Evaporation - Water changes state from liquid to gas.

Transpiration - Water vapour enters atmosphere through plants.



Interception - Water is stored on leaves and branches of vegetation.

Throughflow - Water flows through the soil into the river.

Infiltration - Water seeps into soil.

Groundwater flow - Water flows through the rock into the river.



Surface runoff - Water flows over the land into the river.

Precipitation - All water released from clouds such as rain, snow, hail, sleet & snow.

**Drainage basin** – the area drained by a river and its tributaries.

Source – the beginning of a river, which is the furthest point from the mouth

Confluence – where a tributary joins a river

Watershed – the boundary of a drainage basin

Mouth – the end of a river

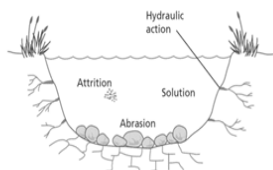
Tributary – a small stream or river adding to a larger river.

## Section 2: Processes

• **Erosion** – The wearing away and removal of material by a moving force. There are four different processes of river erosion: abrasion, attrition, solution, hydraulic action.

• **Transportation** – The movement of eroded material. There are four different processes of river transportation: solution, suspension, saltation, traction

• **Deposition** – Occurs when material being transported by the river is dropped due to the sea losing energy.



## Section 3&4: River Courses

### UPPER COURSE

Lowest velocity, steep gradient, water is very clear.

Landforms include: V shaped valleys, interlocking spurs, waterfalls

### MIDDLE COURSE

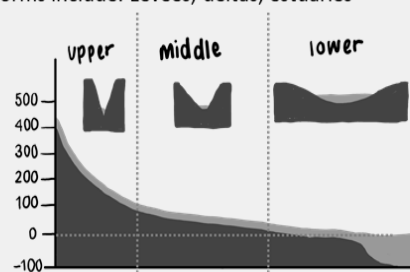
Increased velocity, slightly gentler gradient, less clear water.

Landforms include: Meanders, oxbow lakes

### LOWER COURSE

Greatest velocity, flat gradient, water not very clear.

Landforms include: Levees, deltas, estuaries



## Section 5: Flooding

Physical causes of flooding:

Heavy rainfall

Long periods of rain

Snowmelt

Steep slopes

Impermeable rock (doesn't allow water through)

Very wet, saturated soils

Compacted or dry soil

Human factors increasing flood risk:

Urbanisation

Deforestation



## Section 6: Oceans

Ocean importance:

• Climate regulation

• Transportation

• Recreation

• Economic benefits

• Food

• Medicines



Threats to oceans:

• Climate change

• Ocean acidification

• Sea level rise

• Pollution (oil spills, etc)

• Overfishing

• Ocean noise



## Section 7: Corals

• Cover 1% of earth's surface but have 25% fish species.

• Massive reef structures are formed when each polyp secretes Calcium Carbonate (there are millions in each reef).

• Coral reefs are under increasing risk from both local and global threats.

• Over the last few decades, reefs have been damaged by population growth in coastal areas, tourism, overfishing and river pollution flowing into oceans.



## Section 8: Plastics

Plastic pollution is when plastic has gathered in an area and has begun to negatively impact the environment and create problems for plants, wildlife and even human population. Often this includes killing plant life and posing dangers to local animals.

Plastic is an incredibly useful material, but it is also made from toxic compounds known to cause illness, and because it is meant for durability, it is not biodegradable. Many solutions have been suggested to combat the plastic problem. These include: ecobricks, plastic roads and bioplastics.





Stell dich vor – introducing yourself		
Wie heißt du?	What's your name?	
Ich heiße...	My name is...	
Hallo!	Hello!	
Guten Tag!	Good morning!	
Guten Abend!	Good evening	
Wie geht's?	How are you?	
Gut, danke und dir?	Good, thanks and you?	
Nicht schlecht	Not bad	
Tschüs(s)	Bye	
Auf Wiedersehen	Goodbye	
Wie alt bist du?	How old are you?	
Ich bin ... Jahre alt.	I am...years old.	
Wie alt ist ...?	How old is ...?	
... ist .... Jahre alt.	... is ... years old.	
Wo wohnst du?	Where do you live?	
Ich wohne in...	I live in...	
Er/Sie/Es wohnt in...	He/She/It lives in...	
Ich komme aus ...	I come from ...	
Er/Sie/Es kommt aus ...	He/She/It comes from	

Essential verbs		
sein - to be		
ich bin	I am	
du bist	you are	
er/sie/es ist	he/she/it is	
haben - to have		
ich habe	I have	
du hast	you have	
er/sie/es hat	he/she/it has	
wohnen - to live		
ich wohne	I live	
du wohnst	you live	
er/sie/es wohnt	he/she/it lives	

High frequency words		
und	and	
auch	also	
aber	but	
sehr	very	
ziemlich	quite	
nicht	not	



Nouns gender			
In German, there are three definite articles (words for 'the') and three indefinite articles (words for 'a').			
	<u>M</u>	<u>F</u>	<u>NT</u>
the	der	die	das
a	ein	eine	ein



After haben and most other verbs, the masculine word for “a” and “the” changes its spelling. Feminine and neuter articles stay the same.



Verb	article	noun
Ich habe	einen den	Computer
	eine die	Gitarre
	ein das	Handy

A noun is a word that names a person, animal, place or thing. In German, all nouns start with a capital letter and have a gender: masculine, feminine or neuter.  
When you learn a new word, always learn it with its article – das Auto, not just Auto.



<u>Länder - Countries</u>		
England	England	
Irland	Ireland	
Nordirland	Northern Ireland	
Schottland	Scotland	
Wales	Wales	
Deutschland	Germany	
Österreich	Austria	
die Schweiz	Switzerland	

<u>Adjektive - Adjectives</u>		
Wie bist du?	What are you like?	
Ich bin...	I am...	
Er/Sie ist...	He/She is...	
faul	lazy	
freundlich	friendly	
intelligent	clever	
kreativ	creative	
launisch	moody	
laut	loud	
lustig	funny	
musikalisch	musical	
sportlich	sporty	

<u>Was denkst du? What do you think?</u>		
Was denkst du?	What do you think?	
Ich denke	I think	
Ich auch!	Me too!	
Ich nicht!	Me neither!	

<u>Fragewörter - Question words</u>		
Was?	What?	
Wie?	How?	
Wo?	Where?	
Woher?	Where from?	
Was? Du spinnst!	What? You're joking!	

<u>Was hast du? What do you have?</u>		
Ich habe...	I have...	
einen Computer	a computer	
einen iPod	an iPod	
einen Fußball	a football	
eine Gitarre	a guitar	
eine Wii	a Wii	
eine Schlange	a snake	
ein Handy	a mobile phone	
ein Keyboard	a keyboard	
ein Skateboard	a skateboard	

<u>Meine Lieblingssachen - My favourite things</u>		
Mein Lieblingssport	my favourite sport	
Meine Lieblingsmusik	my favourite music	
Meine Lieblingsfußballmannschaft	my favourite football team	
Mein Lieblingsland	my favourite country	



<u>Zahlen - Numbers</u>		
eins	1	
zwei	2	
drei	3	
vier	4	
fünf	5	
sechs	6	
sieben	7	
acht	8	
neun	9	
zehn	10	
elf	11	
zwölf	12	
dreizehn	13	
vierzehn	14	
fünfzehn	15	
sechzehn	16	
siebzehn	17	
achtzehn	18	
neunzehn	19	
zwanzig	20	



Keywords/terms	Definition – read, cover, write, check, redo	Tick
Typography	<b>Typography</b> is the art and design of text, it is the visual component of the written word, ". All visually displayed text, whether on paper, screen or billboard, involves typography	
Design brief	A <b>design brief</b> is a document that outlines the core details and expectations of a design project for a client.	
Design specification	A <b>design specification</b> is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known.	
Branding	A brand is a name, design or symbol, or some other feature which identifies a particular company or product.	
Kerning	<b>Kerning</b> refers to the space between two specific letters (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.	
Tracking	<b>Tracking</b> is similar to kerning in that it refers to the spacing between letters or characters. However, instead of focusing on the spacing between individual letters (kerning), tracking measures space between groups of letters	

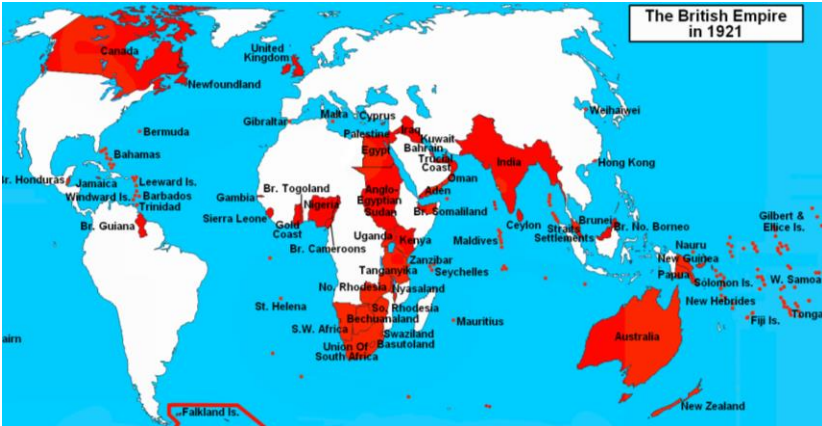




Why do businesses need branding?
Brand identity allows businesses to have a visual presence in the market place. Branding design encompasses all your graphic design decisions that define a brand. It includes a company's visual identity, such as the logo, color palette, and graphic elements, as well as marketing materials such as business cards and product packaging.
The rebranding process begins when a company or organisation needs to evolve and shift – often seeking to drive growth. These efforts could begin because they want to reposition themselves within their current market, they want to broaden their appeal, or they may be looking to expand into a new space.




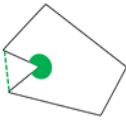
Keyword	Definition - Layout in Graphic Design	Tick
Hierarchy	Typographic <b>hierarchy</b> is an essential part of any design or layout. Hierarchy is a way to visually rank your design elements.	
Repetition	Using repeating patterns or shapes can add interest - for instance, using a certain shape or line type as the basis for a lettering design.	
Negative space	Negative space refers to the empty spaces on your artboard. The right amount of negative space in your design will separate objects, cushion text to make it more readable and encourage your audience to look at certain elements of your design, helping you to direct their visual flow	


Keyword	Colour theory in Graphic Design	Tick
Monochrome	Monochrome is used to describe design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.	
Analogous	Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green, example Christmas).	
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency. There are two common types of gradients: radial and linear.	
Opacity	Opacity enables us to make an element of a design transparent. The lower the opacity, the more transparent an element is. For example, 100% opacity means an object is solid.	



History skills: Key terms/definitions			Empire: Timeline of key events:		✓				
Term	Definition	✓	<p><u>1562-9</u>: John Hawkins becomes the first Englishman definitely known to have traded in Africans.</p> <p><u>1765</u>: Granville Sharp begins legal challenges to the British slave trade.</p> <p><u>1791</u>: First abolition bill from Wilberforce defeated.</p> <p><u>1807</u>: Slave Trade was abolished in the British Empire – now illegal to buy/sell slaves</p> <p><u>1833</u>: Slavery Abolition Act is passed in Parliament. All enslaved people in the Caribbean given freedom although some other British territories have to wait longer.</p> <p><u>1914-1918</u>: Countries in the British Empire support Britain during WW1.</p> <p><u>1947</u>: Declaration of Indian Independence.</p>						
Source	A 'primary source' taken from the time we are studying								
Interpretation	A 'secondary source' taken from after the time we are studying								
Nature	Type of source we are looking at e.g. cartoon, speech, diary								
Origin	Who the source was written by and when								
Purpose	Why the source was produced								
Intended audience	Who the source was written for								
Slavery	A condition where one person is owned by another								
Imperialism	A policy of extending a country's power through diplomacy/force								
Empire	A group of states/countries under a single supreme authority								
Plantation	A field which grows just one type of crop e.g. tobacco, sugar								
Middle Passage	The journey which captured Africans took from Africa to America								
 <p>This is a map of the British Empire in 1921. Britain ruled a population of 470-570 million people (around one quarter of the world's population) including Canada, Australia, Hong Kong, India and parts of Africa and the West Indies. The British Empire brought many economic benefits to the people of Britain: however, many of those living in the colonies suffered considerably.</p>			Key people			✓			
				<b>Queen Victoria:</b> Queen of England 1819-1901		<b>Olaudah Equiano</b> Writer and anti-slavery campaigner	✓		
				<b>Duleep Singh</b> Ruler of the Punjab 1843-1849		<b>William Wilberforce:</b> MP and campaigner for the abolition of slavery			
			Individuals Experiences in the British Empire				✓		
			<b>Dadabhai Naoroji</b>	First Asian to become a British MP					
			<b>Dr Bhimrao Ambedkar</b>	An 'untouchable' who tried to improve the lives of those treated as outcasts in Indian society.					
			<b>Kumar Shri Ranjitsinhji</b>	The son of a nobleman in the Indian province of Kathiawar					
			<b>Lascar sailors</b>	Many Indians from very poor agricultural areas were taken on as sailors of British merchant ships					
			<b>Did You Know?</b>  On the Middle Passage, slaves were subject to horrific treatment. They would be stacked 50cm apart, temperatures would be over 35C and the journey could last 40-70 days. Illness was common and up until the 1750s, around one in five of the slaves transported died owing to the awful conditions.			<b>The Plantations</b>			✓
						The main crop grown was sugar (sometimes cotton/tobacco). On the plantations were <u>field slaves</u> who worked outside under the direction of the overseers and <u>house slaves</u> who would cook, clean and bring up the children. Conditions were terrible and punishments were harsh.			

## Year 8 – Maths – Autumn 1


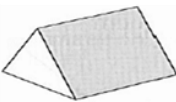

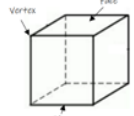
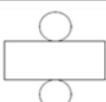
Keyword	Definition	Example(s)
<b>Polygon</b>	A 2D shape with a number of straight edges	
<b>Convex polygon</b>	All diagonals are inside the polygon	
<b>Concave polygon</b>	At least one diagonal is outside the polygon, and at least one reflex angle	
<b>Interior angle</b>	An angle inside a polygon	The interior angle of an equilateral triangle is $60^\circ$
<b>Exterior angle</b>	The angle outside a polygon, formed when one of the sides of a polygon is extended Interior angle + Exterior angle = $180^\circ$	The exterior angle of an equilateral triangle is $120^\circ$
<b>Regular polygon</b>	All side lengths and angles are the same size	A regular quadrilateral is called a square
<b>Irregular polygon</b>	A polygon that is not regular	Any four sided shape that is not a square
<b>Interior angles sum</b>	<b>Sum of interior angles</b> of an $n$ -sided polygon = $180(n - 2)$	Sum of Interior angles of octagon = $180(8 - 2) = 180 \times 6 = 1080^\circ$
<b>Exterior angles sum</b>	The exterior angles of any polygon sum to $360^\circ$	For an equilateral triangle: $120 \times 3 = 360^\circ$
<b>Interior angle of a regular polygon</b>	In an $n$ -sided regular shape, the size of one interior angle is = $180 - \text{exterior angle}$	Interior angle of a regular decagon is $180 - 36 = 144^\circ$
<b>Exterior angle of a reg. polygon</b>	Each Exterior Angle = $\frac{360}{n}$	Exterior angle of a reg. hexagon $\frac{360}{6} = 60^\circ$

Keyword	Definition	Example(s)
<b>Tessellation</b>	The covering of a flat surface, using one or more geometric shapes with no gaps. The interior angles around any point must add up to $360^\circ$	
<b>Solve</b>	Find the value of the variable in an equation	Solve $5x = 20$ $x = 4$
<b>Add/subtract algebraic fractions</b>	<ul style="list-style-type: none"> <li>Find a common denominator</li> <li>Scale and add/subtract numerators</li> </ul>	$\frac{4x}{5} + \frac{x}{6} = \frac{24x}{30} + \frac{5x}{30} = \frac{29x}{30}$
<b>Simplify algebraic fractions</b>	<ul style="list-style-type: none"> <li>Divide both the numerator and denominator by a common factor</li> </ul>	Simplify $\frac{15x}{20x^2} = \frac{3}{4x}$
<b>Multiply algebraic fractions</b>	<ul style="list-style-type: none"> <li>Check to see if the fractions cross-cancel</li> <li>Multiply the numerators</li> <li>Multiply the denominators</li> </ul>	$\frac{3x^3}{10} \times \frac{5}{9x} = \frac{x^2}{2} \times \frac{1}{3} = \frac{x^2}{6}$
<b>Divide algebraic fractions</b>	<ul style="list-style-type: none"> <li>To divide by a fraction, multiply by its reciprocal</li> </ul>	$\frac{5x}{7} \div \frac{2}{x} = \frac{5x}{7} \times \frac{x}{2} = \frac{5x^2}{14}$
<b>Equation with the variable on both sides</b>	To solve an equation with the variable on both sides, remove the smaller variable from one side by adding/subtracting it	Solve $15 - 5x = 2x + 1$ $15 = 7x + 1$ $14 = 7x$ $2 = x$
<b>Subject</b>	The variable which is isolated on one side of the equation, and does not appear anywhere else	The subject is $c$ : $c = 6y - 9x$
<b>Change the subject</b>	Use inverse operations to rearrange it so a different letter is the subject	Make $y$ the subject of $c = 6y - 9x$ $c + 9x = 6y$ $\frac{c + 9x}{6} = y$

## Year 8 – Maths – Autumn 1

Keyword		Definition	Example(s)
<b>Sequence</b>		A list of numbers that follow a pattern or rule	2, 4, 6, 8, 10, ...
<b>Terms</b>		A number in a sequence	The 3 <sup>rd</sup> term of the sequence above is 6
<b>Term-to-term rule</b>		The rule a sequence follows	The rule for the sequence above is “add 2”
<b>Fibonacci sequence</b>		1, 1, 2, 3, 5, ... The next term is found by adding the previous two terms	
<b>Square numbers</b>		1, 4, 9, 16, 25, ...The $n$ th term is $n^2$	
<b>Triangular numbers</b>		1, 3, 6, 10, 15, ...	
<b>Linear (arithmetic) sequence</b>		A sequence where the term-to-term rule is adding/subtracting a constant amount	5, 7, 9, 11, 13, ...
<b>Find missing terms in a sequence</b>		Use the term-to-term rule	Find the 100 <sup>th</sup> term of 6, 10, 14, 18, ... The rule is add 4 $18 + 96 \times 4 = 402$
$n$		$n$ represents the position of a term in a sequence	6, 10, 14, 18, ... When $n = 2$ , that is the 2 <sup>nd</sup> term which is 10
$n$ th term		An algebraic rule to find any term	$n + 3$ gives the sequence 4, 5, 6, 7, ...
$n$ th term of a linear sequence		$an + b$ <ul style="list-style-type: none"> <li>where <math>a</math> is the term-to-term rule</li> <li>and <math>b</math> is the <b>0<sup>th</sup> term</b> (the term that would come before the first term)</li> </ul>	Find the $n$ th term of 7, 10, 13, 16, ... The term-to-term rule is add 3 The 0 <sup>th</sup> term is 4 $3x + 4$

<b>Find if a term is in a given sequence</b>	Put the number equal to the $n$ th term. Solve the equation formed - if $n$ is a positive whole number, then it is a term in that sequence	Is 85 in the sequence 7, 10, 13, 16, ... $3x + 4 = 85$ $3x = 81$ $x = 27$ Yes, it's the 27 <sup>th</sup> term
<b>Geometric sequence</b>	A sequence where the term-to-term rule is multiplying/dividing by a constant amount	5, 10, 20, 40, 80, ...
$n$ th term of a geometric sequence	If the term-to-term rule is multiplying by $r$ , then the $n$ th term is $ar^{n-1}$ where $a$ is the first term and $r$ is the common ratio	4, 16, 64, 256, ... $n$ th term is $4^n$

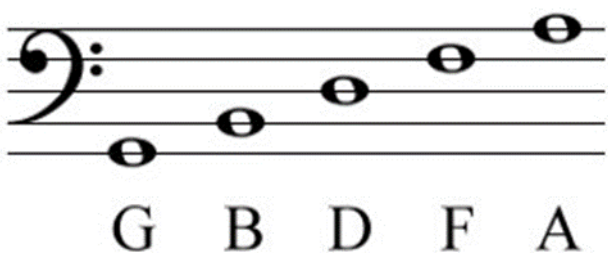
Keyword		Definition	Example(s)
<b>3D shapes</b>		Having three dimensions: length, width and height.	
<b>Cross-section</b>		A shape exposed by making a straight cut through something at right angles.	A triangular prism has a triangle cross-section. 
<b>Prism</b>		A prism is a 3D shape which has the same cross-section running through it.	
<b>Pyramid</b>		A pyramid has a 2D shape that converges to a vertex.	
<b>Face</b>		A flat surface.	A cube has 6 faces, 12 edges and 8 vertices. 
<b>Edge</b>		Where two faces meet.	
<b>Vertex</b>		A corner where two edges meet. Plural is vertices.	
<b>Net</b>		A flat 2D shape which can be folded to create a 3D shape.	Net of a cylinder 



## Bass Clef Notation

Notes on the lines:

Green Buses Drive Fast Always



Notes in the spaces:

All Cows Eat Grass



**Harmony** is about the use of chords in a piece of music—the types of chords and the way in which they are played.

**Chord sequence** The order of chords used in a particular section of a piece of music

**Triad** A chord built up of three notes e.g. C, E, G

**Root** The note which a chord is built up on e.g. C in C, E, G

**Major chord.** A chord with a higher middle note which gives the chord a brighter, happier sound. Major chords are notated using just the root note e.g. C

**Minor chord** A chord with a lower middle note which gives the chord darker, sadder sound. Minor chords are notated with the root note followed by a lower case m e.g. Cm

**Root position** A chord with the root note in the bass

**Inversion** A chord with a note which is not the root in the bass

**Texture** is about the number of parts in a piece, the number of instruments/voices playing each part, and the way the parts fit together and relate to each other.

**2-part texture** Music with only two parts playing or singing

**3-part texture** Music with three parts playing or singing

**4-part texture** Music with four parts playing or singing

**Unison** A texture with two or more parts playing or singing the same music

**Solo** A texture where only one player or singer has the most important melodic line.

**Homophonic.** Music where all the parts move together.



This QR code will take you to a Spotify playlist with audio examples for sea shanties. You will find it helpful to listen to these as you learn.

Keyword	Learn	✓
Well-prepared	Equipped with the skills and knowledge to be successful in life	
Well-adjusted	Mentally and emotional equipped for a successful life	
Teamwork	A collaborative effort to achieve a common goal or to complete a task in the most effective and efficient way.	
Employability skills	General skills that most employers believe are needed for most jobs.	
Body image	How we think and feel about ourselves physically, and how we believe others see us.	
Body confidence	The ability to feel good and happy about the way your body looks	
Social Media	Internet communication tools that enable people to interact with each other.	
Stress	A reaction to mental or emotional pressure.	
Anxiety	A feeling of stress, panic or fear that can affect your everyday life.	
Strategy	Plan of action designed to achieve an aim or outcome.	
Healthy diet	Eating a variety of foods and drinks in the right proportions to achieve and maintain a healthy body.	

#### Useful websites:

<https://www.childline.org.uk/info-advice/> (Or call 0800 1111)  
<https://www.youngminds.org.uk/young-person/coping-with-life/body-image/>  
<https://www.childrenssociety.org.uk/information/young-people/well-being/resources/body-image>

#### Personal Development is

**Personal** – to do with ourselves

**Relationships** – how we relate to others and how they relate to us

**Sex** – how we interact and relate to others in a sexual sense

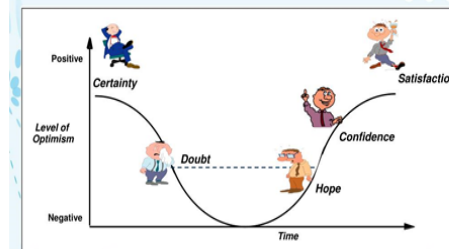
**Health** – about looking after our bodies, mentally and physically

**Careers** – how we plan and develop our careers

**Economics** – all about managing our money (the E also stands for education too)



#### The Emotional Cycle of Change has five stages



Knowing where we and others are on the Emotional Cycle can help us to understand the effect change is having.

#### Strategies for coping with change:

Talk about it

Plan a new routine

Maintain a healthy diet

Set realistic goals

Give yourself time to adjust

Do something you enjoy

Be positive

Remember change is normal

#### PD Classroom Rules

**Openness:** Be open and honest. However, do not discuss others' personal/private lives - try to use examples.

**Keep the conversation in the room:** You should feel safe discussing issues and be confident that your contributions will not be shared outside this room. If your teacher has concerns that someone is at risk of harm they have a duty to refer.

**Non-judgmental approach:** It is okay for us to disagree with another person's point of view but do not judge, make fun of, or put anybody down. - 'challenge the opinion, not the person'.

**Right to pass:** Taking part is important.

However, you have the right to pass on answering a question and you will not put anyone 'on the spot'.

**Make no assumptions:** Do not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. Listen to other people's views respectfully and expect to be listened to.

**Use appropriate language:** Use the correct terms rather than slang terms - they can be offensive.

**Ask questions:** You are encouraged to ask questions. However, do not ask personal questions or say anything to embarrass someone.

## Key Words

- ☐ **Creation- Designed or created**
- ☐ **Myth-**
- ☐ **Literalist- True, accurate, word for word**
- ☐ **Non- Literalist-**
- ☐ **Ex- Nihilo-Nothing**

## Islam

- ☐ Islam is very clear about the belief that **Allah** was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the **Qur'an**. From these it is possible to build a picture:
- ☐ Allah then made all living creatures, the **angels**, the planets and the rain to allow vegetation to grow.
- ☐ Allah sent angels to Earth to collect seven handfuls of soil, all different colours, and that with soil Allah made the first man, **Adam**, breathing life and power into him.
- ☐ **Eve**, the first woman, was created from the side of Adam and lived with him in **Paradise**.
- ☐ The Earth had been created to allow Adam and Eve and their descendants (the human race) to live and thrive.
- ☐ Creation took Allah six days to complete.

## Christian Story:

The Christian creation story is in Genesis, the first book of the Bible.

It shows Christians that God created the world from nothing (**ex nihilo**) and in 6 days, resting on the 7th day.

- ☐ **in the beginning** - God started creation



- ☐ **the first day** - light was created
- ☐ **the second day** - the sky was created
- ☐ **the third day** - dry land, seas, plants and trees were created
- ☐ **the fourth day** - the Sun, Moon and stars were created
- ☐ **the fifth day** - creatures that live in the sea and creatures that fly were created
- ☐ **the sixth day** - animals that live on the land and finally humans, made in the image of God were created
- ☐ **by day seven**, God finished his work of creation and rested, making the seventh day a special holy day.

Christians have different beliefs about this as a creation story. Some consider it to be a Literal account of creation (**Literalists**), whilst others believe that the story is a myth that has symbolic meaning (**Non-Literalists**).

## Hinduism: (There are other stories)

- ☐ Before time began there was no heaven, no earth and no space between. A vast dark ocean washed upon the shores of nothingness and licked the edges of night.
- ☐ A giant **cobra** floated on the waters. Asleep within its endless coils lay the Lord **Vishnu**. He was watched over by the mighty serpent.
- ☐ Everything was so peaceful and silent that Vishnu slept undisturbed. From the depths a humming sound began to tremble, **Om**. It grew and spread, filling the emptiness and throbbing with energy.
- ☐ Vishnu awoke and from Vishnu's navel grew a magnificent **lotus flower**.
- ☐ In the middle of the blossom sat Vishnu's servant, **Brahma**. Vishnu spoke 'It is time to begin, 'create the world.' Vishnu and the serpent vanished.
- ☐ Brahma remained in the lotus flower, floating on the sea. Brahma split the lotus flower into three. He stretched one part into the heavens. He made the second part into the earth. With the third part of the flower, he created the skies.
- ☐ The earth was bare. Brahma set to work. He created grass, flowers, trees and plants of all kinds. Next, he created the animals and the insects to live on the land. He made birds to fly in the air and many fish to swim in the sea. To all these creatures, he gave the senses of touch and smell. He gave them power to see, hear and move.
- ☐ The world was soon bristling with life and the air was filled with the sounds of Brahma's creation

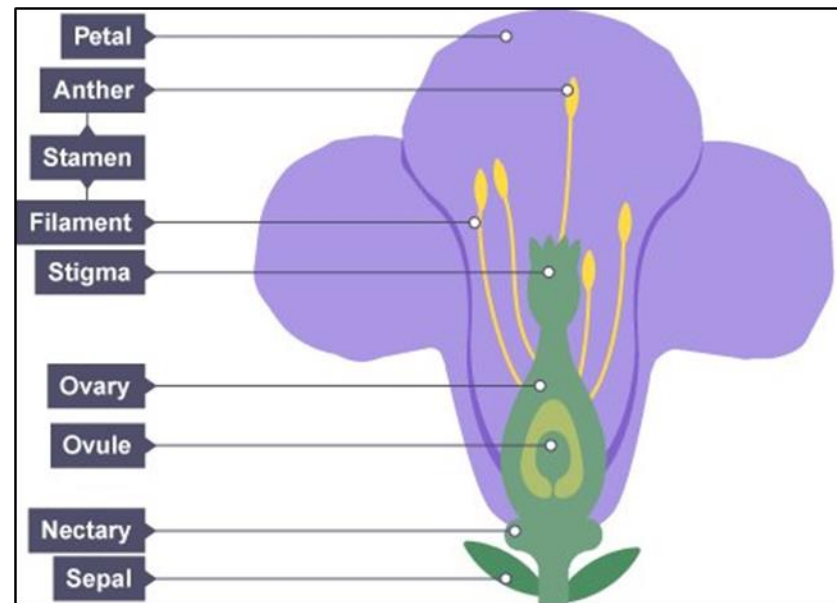


## Biology K Plant Reproduction

Keyword	Learn	
anther	The male part of a flower that produces pollen.	
fertilisation	Joining of a nucleus from a male and female sex cell.	
filament	The part of a flower that holds up the anther.	
germination	The period of time when a seed starts to grow.	
ovule	Female sex cells in plants found in the ovary.	
petal	A brightly coloured part of a flower that attracts insects.	
pollen	Contains the plant male sex cells found on the stamens.	
pollination	Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.	
seed	Structure that contains the embryo of a new plant.	
seed dispersal	The movement of seeds away from the parent plant.	
stamen	The male reproductive parts of the flower.	
stigma	The female part of a flower that is sticky to catch grains of pollen.	

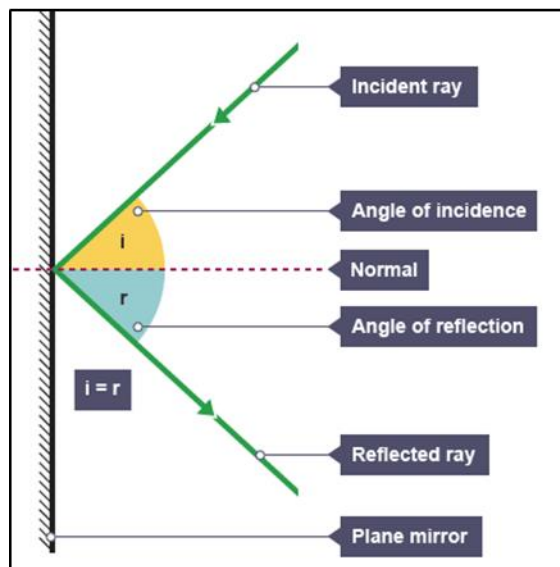
## Chemistry F – Elements

Keyword	Learn	
Elements	What all substances are made up of, and which contain only one type of atom.	
Atom	The smallest particle of an element that can exist.	
Molecules	Two or more atoms joined together.	
Compound	Pure substances made up of two or more elements strongly joined together.	
Chemical formula	Shows the elements present in a compound and their relative proportions.	



## Physics G –Light

Keyword	Learn	
angle of incidence	Between the normal and incident ray.	
angle of reflection	Between the normal and reflected ray.	
incident ray	The incoming ray from a source of light.	
law of reflection	The angle of incidence is equal to the angle of reflection.	
reflected ray	The outgoing ray that has been reflected from a surface.	
transparent	A material that allows all light to pass through.	
translucent	A material that allows some light to pass through.	
opaque	A material that allows no light to pass through.	



## Biology F – Breathing

Keyword	Learn	
Breathing	The movement of air in and out of the lungs.	
Trachea (windpipe)	Carries air from the mouth and nose to the lungs.	
Bronchi	Two tubes which carry air to the lungs.	
Bronchioles	Small tubes in the lung.	
Alveoli	Small air sacs found at the end of each bronchiole.	
Ribs	Bones which surround the lungs to form the ribcage.	
Diaphragm	A sheet of muscle found underneath the lungs	
Lung volume	Measure of the amount of air breathed in or out.	

### Introducing yourself

¡Hola!	Hello	
¿Qué tal?	How are you? (Informal)	
bien	well	
fenomenal	amazing	
regular	not bad	
fatal	awful	
Adiós	Goodbye	

### ¿Cómo te llamas?

¿Cómo te llamas?	What's your name?	
Me llamo...	My name is...	
Se escribe...	It is written...	
Mi hermano se llama	My brother is called	
Mi amigo se llama	My friend is called	
¿Dónde vives?	Where do you live?	
Vivo en...	I live in..	

### ¿Cuántos años tienes?

¿Cuántos años tienes?	How old are you?	
Tengo...años	I am...years old	
¿Cuándo es tu cumpleaños?	When is your birthday?	
Mi cumpleaños es el... de...	My birthday is on the... of...	
¡Hasta luego!	See you later!	

### Useful phrases

Presente	Present	
Por favor	Please	
Gracias	Thank you	
¿Qué significa.....?	What does... mean?	
¿Cómo se dice ... en español?	How do you say?	
Se escribe...	It is written...	
He terminado	I have finished	

### Los números

uno	1		dieciséis	16	
dos	2		diecisiete	17	
tres	3		dieciocho	18	
cuatro	4		diecinueve	19	
cinco	5		veinte	20	
seis	6		veintiuno	21	
siete	7		veintidós	22	
ocho	8		veintitrés	23	
nueve	9		veinticuatro	24	
diez	10		veinticinco	25	
once	11		veintiséis	26	
doce	12		veintisiete	27	
trece	13		veintiocho	28	
catorce	14		treinta	30	
quince	15		treinta y uno	31	

### High Frequency words

bastante	quite	
muy	very	
un poco	a bit	
no	no/not	
pero	but	
y	and	
también	also	
mi/mis	my	

### Essential verbs

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

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

<u>Los meses</u>	<u>The months</u>	
enero	January	
febrero	February	
marzo	March	
abril	April	
mayo	May	
junio	June	
julio	July	
agosto	August	
septiembre	September	
octubre	October	
noviembre	November	
diciembre	December	

<u>Los días</u>	<u>The days</u>	
lunes	Monday	
martes	Tuesday	
miércoles	Wednesday	
jueves	Thursday	
viernes	Friday	
sábado	Saturday	
domingo	Sunday	

<u>Los colores</u>	<u>Colours</u>	
amarillo/a	yellow	
blanco/a	white	
rojo/a	red	
negro/a	black	
verde	green	
gris	grey	
azul	blue	
marrón	brown	
naranja	orange	
rosa	pink	
violeta	purple	

<u>Los animales</u>	<u>Animals</u>	
¿Tienes animales?	Do you have animals?	
Tengo...	I have..	
un caballo	a horse	
un conejo	a rabbit	
un gato	a cat	
un perro	a dog	
un pez	a fish	
un ratón	a mouse	
una cobaya	a guinea pig	
una serpiente	a snake	
una rata	a rat	

<u>Los adjetivos</u>	<u>Adjectives</u>	
Soy...	I am...	
Es...	He / she is...	
divertido/a	amusing	
estupendo/a	brilliant	
generoso/a	generous	
genial	great	
guay	cool	
listo/a	clever	
serio/a	serious	
simpático/a	nice/kind	
tímido/a	shy	
tonto/a	silly	
tranquilo	quiet/calm	

<u>Mi familia</u>	<u>My family</u>	
mi padre	my father	
mi madre	my mother	
mis padres	my parents	
un / mi hermano	a / my brother	
una / mi hermana	a / my sister	
un / mi hermanastro	a / my stepbrother	
una / mi hermanastra	a / my stepsister	
soy hijo único	I am an only child	
soy hija única	I am an only child (f)	
tengo un hermano	I have a brother	
no tengo hermanos	I don't have siblings	
Se llama/se llaman	Is/are called	

# Timetable

[illegible]