BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 3

Spring Term: 2024-25

Name: Master Copy

Registration Form: 8

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser 3: Year 8 Spring Term

'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.

Architectural models

Definition	Look, cover, write, check	tick
Architecture	The art or practice of designing and constructing buildings.	
Concept drawings	A concept drawing is a visual representation of an initial idea or concept, often created by designers to explore possibilities and communicate design principles	
Model making	Model making is the act of producing real (ie. not virtual) 3D representations of buildings or objects	
Building Elevations	In the realm of architecture, an elevation is a precise and detailed representation of one vertical plane or face of a building or structure. It offers a flat, two-dimensional view of this particular side, capturing critical design elements, architectural features, and the overall aesthetic composition.	
Proportions	Proportion in architecture is the relationship between the different elements of a building, and is a key principle of architectural theory. It's a combination of scale, balance, symmetry, and the visual effect of how the building's parts relate to each other and the whole.	
Perspective	Perspective is a drawing technique that creates the illusion of space by manipulating the visual senses. It's an important concept in architecture because it allows for the representation of three-dimensional objects on a two-dimensional surface.	






Key Concepts
- ❑ **Architecture Styles**: Gothic, Baroque, Modernism, Postmodernism, Brutalism, etc.
- ❑ **Elements of Design**: Line, Shape, Form, Space, Texture, Colour, Light.
- ❑ **Principles of Design**: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity.

Important Architects
- ❑ **Frank Lloyd Wright**: Known for organic architecture and the design of Fallingwater.
- ❑ **Le Corbusier**: Pioneer of modern architecture, known for Villa Savoye.
- ❑ **Zaha Hadid**: Known for futuristic designs and the Heydar Aliyev Center.
- ❑ **Antoni Gaudí**: Famous for his unique style and the Sagrada Família.

Balance
- ❑ **Symmetrical Balance**: The Taj Mahal in India, where both sides of the building mirror each other perfectly.
- ❑ **Asymmetrical Balance**: The Guggenheim Museum in New York, where the spiral ramp creates a balanced yet dynamic composition.
- ❑ **Radial Balance**: The Rose Window in Notre Dame Cathedral, Paris, with elements radiating from the centre



Visual Aids
- ❑ **Diagrams**: Floor plans, elevations, sections.
- ❑ **Images**: Photos of key buildings and architectural details.
- ❑ **Sketches**: Quick drawings to illustrate concepts

Key Terms
- ❑ **Facade**: The front of a building.
- ❑ **Cantilever**: A projecting beam or structure supported at only one end.
- ❑ **Atrium**: A large open space within a building.
- ❑ **Pilaster**: A rectangular column projecting from a wall.

Key Idea	Definition/Example	Tick
Subroutine	A small block of code that performs a particular task.	

Subroutine code example	`Sub = AddNumbers`
	`  answer = number1 + number2`
	`EndSub`
	
	This subroutine adds two numbers together.	

Set pen colour	`GraphicsWindow.PenColor = "colour"`	
Set pen width	`GraphicsWindow.PenWidth = 3`	
Draw a rectangle	`GraphicsWindow.DrawRectangle(x, y, width, height)` Where x and y are the coordinates of the top right corner of the rectangle.	
Draw a line	`GraphicsWindow.DrawLine(x1, y1, x2, y2)` Where x1 and y1 represent the coordinates of the start of the line and x2 and y2 represent the coordinates of the end of the line.	
Clear the screen	`Clear()`	

Key Idea	Definition/Example	Tick
Set the width of the window	`GraphicsWindow.Width = 500`	
Set the height of the window	`GraphicsWindow.Height = 500`	
Move the turtle	`Turtle.Move(100)`	
Turn the turtle	`Turtle.Turn(90)`	
Stop drawing	`Turtle.PenUp()`	
Start drawing	`Turtle.PenDown()`	

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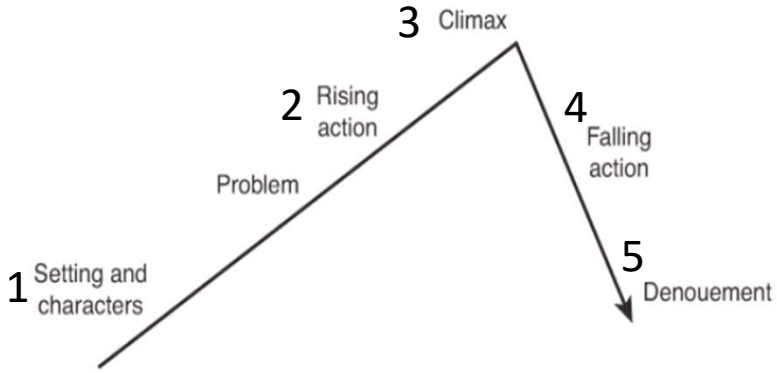
Year 8 Spring 1 Creative Writing

Language terminology	Definition	✔
Noun	An object, person, place, thing.	
Adjective	A describing word.	
Adverb	A word that describes an adjective or verb.	
Verb	Doing or being words. E.g. run, I am a student.	
Emotive language	Language that invites an emotional response.	
Juxtaposition	Two words close together in a text that create a contrast.	
Personification	When an object is given human characteristics.	
Metaphor	When you say something is something else but you know it can't be.	
Simile	When you compare two things using 'as' or 'like'.	

Freytag's Pyramid



The five acts in Freytag's Pyramid are: exposition, rising action, climax, conclusion, and denouement. Screenwriters, novelists, and dramatists today still use Freytag's Pyramid as a blueprint for crafting a compelling and emotionally satisfying story.

Structure terminology	Definition	✔
Anaphora	Repeating the structure of a sentence for effect.	
Contrast	Two ideas that emphasise difference.	
Flashback	When a plot point is set earlier in time to reveal further information.	
Dialogue	How writers present a conversation between characters.	
Narrative perspective	This could be first (I), second (you) or third (he/she/they) person.	
Foreshadowing	Clues about things to come later in the text.	
Fragment	An incomplete sentence.	
Hook	The opening line or paragraph of a story, designed to interest the reader.	
One word sentence	A sentence with only one word	

Sentence types	✔
Declarative: used to make a statement.	
Interrogative: used to ask a question.	
Imperative: used to issue a command.	
Exclamatory: used to show shock, surprise, anger.	

Bournemouth School – Knowledge Organiser – Year 8

ENGLISH

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Year 8 Spring 1 Poetry

Poetic Forms		✔
Blank verse	Verse with no rhyme – usually 10 syllables.	
Epic	Tragic/heroic story poems	
Free verse	No regular rhyme/rhythm	
Ballad	Story poems– often 4 lines stanzas.	
Monologue	From the point of view of the speaker. As though they are telling a story.	

Poetic terms: Structure		✔
Enjambment	When a sentence continues on the next line.	
Iambic Pentameter	A line in poetry consisting of 10 syllables, alternating between unstressed and stressed syllables.	
Caesura	A pause near the middle of a line of poetry.	
Rhyme	A repetition of similar sounds in two or more words.	
Stanza	A ‘paragraph’ of poetry.	
Repetition	When something is repeated for a certain effect e.g to reinforce an idea.	

Poetic Terms: Language		✔
Alliteration	When words placed together start with the same sound.	
Sensory language	Language that uses the five senses: sight, sound, smell, taste & touch.	
Colloquialism	Slang or informal language.	
Plosive	An explosive speech sound, usually /p/ or /b/ sounds.	
Oxymoron	When two words are placed together with opposite meanings.	
Onomatopoeia	Words that sound like what they are.	
Assonance	The repetition of an internal vowel sound.	
Sibilance	Repetition of ‘s’ ‘sh’ and ‘f’ sounds within a sentence.	

Bournemouth School – Knowledge Organiser – Year 8

ENGLISH

Name: Date:

Year 8 Knowledge Organiser Food hygiene

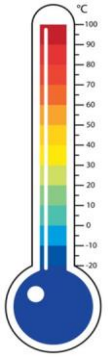
- Good food safety and hygiene practices are essential to reduce the risk of food poisoning.

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

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.



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.

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

Food poisoning Bacteria e.g.
Salmonella
Listeria
E-Coli
Campylobacter
Bacillus Cereus
Staphylococcus aureus
Clostridium perfringens
These are all Pathogenic bacteria.

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

Symptoms of food poisoning
The symptoms of food poisoning include:
- nausea;
- vomiting;
- stomach pains;
- diarrhoea.

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
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.

Bournemouth School – Knowledge Organiser – Year 8

FPAN

Mon caractère	My character
je suis	I am
il / elle est	he/she is
je ne suis pas	I'm not
je ne suis pas du tout	I'm not at all
mon meilleur ami/ ma meilleure amie	my best friend

Les adjectifs	Adjectives
arrogant(e)	arrogant
casse-pieds	a pain
curieux/curieuse	curious
débrouillard (e)	resourceful
drôle	funny
égoïste	selfish
gentil(le)	kind
intelligent(e)	intelligent
optimiste	optimistic
paresseux/paresseuse	lazy
patient(e)	patient
pénible	annoying
pessimiste	pessimistic
rigolo (te)	funny
sympa	nice

Les couleurs

les couleurs	Colours	
blanc(he)	white	
bleu turquoise	turquoise	
gris(e)	grey	
marron chocolat	chocolate brown	
noir(e)	black	
orange	orange	
vert kaki	khaki	

Les vêtements		
normalement, je porte	normally, I wear	
des baskets (f)	trainers	
des bottes (f)	boots	
des chaussures	shoes	
une chemise	a shirt	
un chapeau	a hat	
un jean	jeans	
une jupe	a skirt	
un pantalon	trousers	
un pull	a jumper	
un sweat à capuche	a hoodie	
un tee-shirt	a t-shirt	
une veste	a jacket	

français	anglais	
le style	style	
j'ai un style plutôt…	my style is rather…	
classique	classic	
décontracté	relaxed	
skateur	skater	
sportif	sporty	
c'est…	it's….	
moche	ugly	
horrible	horrible	
chic	chic	

Au future – in the future

qu'est-ce que tu vas porter?	What are you going to wear?	
qu'est-ce que tu vas faire?	What are you going to do?	
ce weekend	this weekend	
cet été	this summer	
ce soir	tonight	
demain	tomorrow	
la semaine prochaine	Next week	
je vais/tu vas/il/elle va aller	I am going /you are/he/she is going to go	
je vais/tu vas/il/elle va faire	I am going/you are/he/she is going to do	

La musique

le hard rock	hard rock	
le jazz	jazz	
la musique classique	classical music	
le pop-rock	pop	
le rap	rap	
le r'n'b	R & B	
un peu de tout	a little bit of everything	
les mélodies	the melodies	
les paroles	the lyrics	
mon chanteur préféré c'est	my favourite singer is	
mon groupe préféré c'est	my favourite group is	
j'adore la musique de…	I love…..'s music	
j'adore la chanson de…	I love ……'s song	

Les rapports- relationships

les rapports	relationships	
s'amuser	to have fun	
se chamailler	to squabble	
se confier des secrets	to tell each other secrets	
se dire des secrets	to tell each other secrets	
se disputer	to argue	
s'entendre	to get on with	
se fâcher	to get angry	
je me dispute avec….	I argue with….	
il/elle/on se dispute	he/she argues…	

Les opinions

mon chanteur/ma chanteuse préférée c'est…	my favourite singer is	
mon groupe préféré, c'est	my favourite group is	
j'adore/je déteste la musique de…	I love/hate …'s music	
j'adore la chanson	I love the song	
ça me donne envie de..	it makes me want to…	
danser/chanter/pleurer/dormir	dance/sing/cry/sleep	

Les résolutions

je vais faire de l'exercise	I'm going to do exercise	
être plus organisé(e)	be more organised	
manger plus de légumes	eat more vegetables	
manger moins de frites	eat less chips	
travailler au collège	work at school	
dépenser moins d'argent	spend less money	

Les négatifs

ne… plus	no longer	
ne… que	only	
ne… pas	not	

Les expressions du temps-Time expressions

comme d'habitude	as usual	
en général	in general	
normalement	normally	
par moments	at times	
quand	when	
souvent	often	
tout le temps	all the time	

Les mots essentiels-High frequency words

avec	with	
bien	well / good	
en plus	in addition	
ensemble	together	
même	same	
ou	or	
partout	everywhere	
plutôt	rather	
sinon	if not	
tout (e)	all	
vraiment	really	

Hazards

Section 1: Definitions

Natural hazard	A natural event (e.g. volcanic eruption) that has the **potential** to threaten both life and property
Disaster	When a natural hazard (e.g. earthquake) has a **significant** impact on peoples lives and property.
Tectonic Hazards	Hazards formed by the movement of the earth's plates.
Climatic Hazards	Hazards formed by the weather.
Geomorphic Hazards	Hazards formed on the land surface or linked to rocks.

Section 2: Where do Volcanoes and Earthquakes occur?

- Most volcanoes and earthquakes occur along **plate boundaries**.
- The pattern of earthquakes and volcanoes is **uneven**.
- A large number of volcanoes and Earthquakes are found around the edge of the Pacific Ocean **(The Ring of Fire).**
- **Continental plates** are thicker, less dense and made of rocks like Granite.
- **Oceanic Plates** are thinner, more dense and made of rocks like Basalt.

Section 3: Earthquakes

- An earthquake is a **sudden** shaking of the earth's **crust**.
- They are caused by the sudden release of **energy** and lead to the crust snapping.
- The stored energy is released in waves called **seismic** or **shock** waves.
- Earthquakes are measured using the **Richter Scale** and **Mercalli Scale.**
- Earthquakes can lead to secondary hazards, such as a tsunami or landslides.

Section 4: Tohoku Earthquake and Tsunami, 2011

- On March 11, 2011, a magnitude (Mw) 9.1 earthquake struck off the northeast coast of Honshu on the Japan Trench.
- A tsunami that was generated by the earthquake arrived at the coast within 30 minutes, overtopping seawalls.
- Following the earthquake, a tsunami disabled the power supply and cooling of three Fukushima Daiichi reactors, causing a significant nuclear accident. All three nuclear cores largely melted in the first three days.

Section 5: Cyclones

- A tropical cyclone:
- is a rotating system of clouds and storms
- forms over tropical waters (26.5°C)
- has winds which can exceed 118 km/h
- is known as a hurricane (Atlantic Ocean), typhoon (Pacific Ocean) and cyclone (Indian Ocean), and measured on different scales.
- Tropical cyclones form in source regions and need warm water, strong winds upwards and a strong Coriolis force

Section 6: Cyclone Asani, 2022

- Severe Cyclonic Storm Asani was a strong tropical cyclone that made landfall in India in May 2022.
- The highest windspeed was 120 km/h.
- Very heavy rain was caused.
- It caused more than $1.57 million in damages.
- 37 flights were cancelled across India.
- About 30,225 estimate crops were affected.
- Three fatalities were confirmed from the cyclone as of May 19th.

Section 7: Wildfires

- Ground wildfires are fires which burn on the ground only, often below the level of leaves.
- Surface wildfires burn on the surface of the forest with flames reaching as high as 1.3 metres.
- Crown wildfires are by far the most dangerous as they occur in the tree tops and can spread exceptionally fast. They are considered to be the most destructive, particularly as the fire can jump from tree top to tree top. This makes firefighting almost impossible.

Section 8: Australian Bushfires, 2020

- The 2019/2020 Australian bushfire season (also known as Black Summer) that started in September 2019 to February 2020 generated many major bushfires that burned for months and raged through many Australian states.
- It caused 33 deaths, of which nine were firefighters; destroyed 3,094 houses; and burned over 17 million hectares (ha), including 90,000 ha of national park in South Australia.

To use a regular present tense verb you need:

subject + stem + ending

ich	I
du	you
er/sie/es	he/she/it
wir	we
ihr	you
sie	they
Sie	you (polite)

Chop the –en off the infinitive

For example:
wohnen
stem = wohn

- e
- st
- t
- en
- t
- en
- en

You can use the present tense with a future tense time phrase to talk about what you are going to do.
Ich gehe nächste Woche in die Stadt.
Next week I'm going to town.
In zwei Wochen spiele ich zwei Wochen Fußball.
I'm playing football in two weeks.

Strong verbs in German change the vowel in the "du & er/sie/es/man" forms only

fahren = fährst/fährt	to travel
sehen = siehst/sieht	to watch
lesen – liest/liest	to read
Verbs with a stem ending in –d or –t add an extra "e" in these forms	
reiten = reitest/reitet	to go horse riding
finden – findest/findet	to think/find

spielen - to play

ich spiele	I play
du spielst	you play
er/sie/es spielt	he/she/it plays
wir spielen	we play
ihr spielt	you (pl) play
sie spielen/ Sie spielen	they/you (formal) play

machen - to make/do

ich mache	I do
du machst	you do
er/sie/es macht	he/she/it does
wir machen	we do
ihr macht	you (pl) do
sie machen/ Sie machen	they/you (formal) do

Essential irregular verb

sein - to be

ich bin	I am
du bist	you are
er/sie/es ist	he/she/it is
wir sind	we are
ihr seid	you (pl) are
sie sind/ Sie sind	they/you (formal) are

Mein Leben online – My Life online

Was machst du am Computer?	What do you do on your computer?
Was machst du am Handy?	What do you do on your mobile?
Ich chatte mit meinen Freunden auf Facebook.	I chat with friends on facebook.
Ich lade Musik herunter.	I download music.
Ich mache Fotos oder Filme.	I take photos or make films.
Ich sehe Videos.	I watch videos.
Ich simse.	I text.
Ich spiele Computerspiele.	I play computer games.
Ich suche und lese Infos für die Hausaufgaben.	I look for and read information for my homework.
Ich surfe im Internet.	I surf the internet.
Ich telefoniere mit Freunden.	I call my friends.
Ich mache ziemlich viel auf meinem Handy.	I do quite a lot of things on my mobile.

In German, the verb is always the second idea in a sentence.
If you start a sentence with a time phrase, the verb has to come immediately afterwards.
Am Abend spiele ich Xbox.
Jeden Tag mache ich Sport.

Sportarten - Sports

Ich bin (sehr) sportlich	I am (very) sporty	
Ich bin ziemlich sportlich	I am quite sporty	
Ich bin nicht sehr sportlich	I am not very sporty	
Was spielst du?	What do you play?	
Ich spiele	I play……	
Badminton	badminton	
Basketball	basketball	
Eishockey	ice hockey	
Fußball	football	
Handball	handball	
Tennis	tennis	
Tischtennis	table tennis	

Opinions with verbs

Ich spiele gern	I like playing	
Ich spiele ziemlich gern ...	I quite like playing	
Ich spiele nicht gern	I don't like playing	

To say that you like doing / to do something, you add "gern" just after the verb
You can also use qualifiers.
Remember:
Ich mag/liebe/hasse + noun
Verb + gern/nicht gern

Freizeitaktivitäten – Free time activities

Was machst du gern?	What do you like doing?	
Ich fahre Rad.	I ride my bike.	
Ich fahre Skateboard.	I go skateboarding.	
Ich fahre Ski.	I ski.	
Ich fahre Snowboard.	I snowboard.	
Ich lese.	I read.	
Ich mache Judo/ Karate.	I do judo/karate.	
ich reite.	I go horse riding.	
Ich schwimme.	I swim.	
Ich sehe fern.	I watch TV.	
Ich spiele Gitarre.	I play the guitar.	
Ich tanze.	I dance.	
Ich chille.	I chill out.	
Ich esse Pizza oder Hamburger.	I eat pizza or hamburgers.	
Ich gehe einkaufen.	I go shopping.	
Ich gehe ins Kino.	I go to the cinema.	
Ich gehe in den Park.	I go to the park.	
Ich gehe in die Stadt.	I go into town.	
Ich höre Musik.	I listen to music.	
Ich mache Sport.	I do sport.	
Ich spiele Xbox oder Wii.	I play Xbox or on the Wii.	

Adjektive - Adjectives

Wie findest du das?	How do you find it?	
Ich finde es	I find it …	
Es ist	It's …..	
irre	amazing	
super	super	
toll	great	
cool	cool	
gut	good	
nicht schlecht	not bad	
okay	okay	
langweilig	boring	
nervig	annoying	
stinklangweilig	deadly boring	
furchtbar	awful	

Wann? – When?

jeden Morgen/Tag	every morning/day	
manchmal	sometimes	
immer/nie	always/never	
einmal/zweimal pro Woche/pro Monat	once/twice a week/a month	
am Wochenende	on the weekend	
heute	today	
morgen	tomorrow	
am Abend/am Montag	in the evening/on Monday	

Keywords/terms	Definition – read, cover, write, check, redo	Tick
Typography	**Typography** 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 **design brief** is a document that outlines the core details and expectations of a design project for a client.	
Design specification	A **design specification** 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	**Kerning** refers to the space between two specific letters (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.	
Tracking	**Tracking** 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.

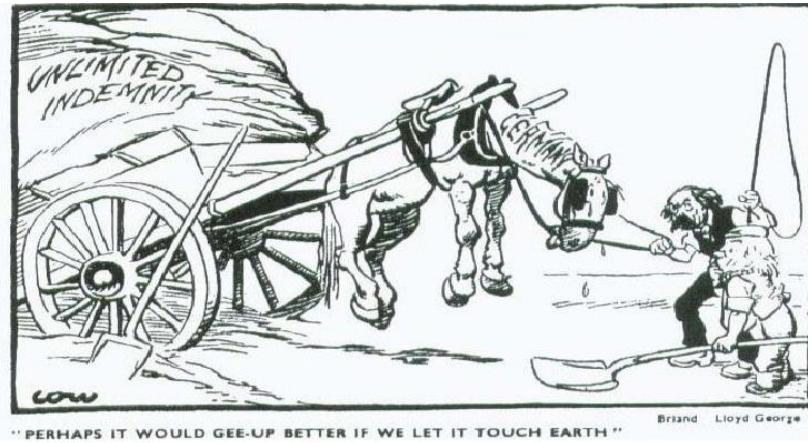
Keyword	Definition - Layout in Graphic Design	Tick
Hierarchy	Typographic **hierarchy** is an essential part of any design or layout. Hierarchy is a way to visually rank your design elements.	
Repetition	Using repeating patterns or shapes can add interest - for instance, using a certain shape or line 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.	

Bournemouth School: History Department: Knowledge Organiser: Year 8: Spring Term 1: Post WW1 Europe

History skills: Key terms/definitions		
Term	**Definition**	✓
Treaty of Versailles	The agreements for Germany after WW1. It included points on land, money, military and war guilt.	
Reparations	The money Germany had to pay back after WW1: £6.6 billion	
Weimar Government	The new democratic government formed after WW1 in Germany and was known as "Weimar" as was named after the town it was based in	
Wall Street Crash	The stock market crash in the USA in 1929.	
Great Depression	A period in the 1930s where economies were struggling and unemployment was high	
Censorship	The government having control of the media: eg radio, newspapers	
Mein Kampf	Hitler's autobiography written whilst in prison in 1924 outlining his racist and nationalistic views for Germany	
NSDAP	German abbreviation for the Nazi Party	
Communism	Left wing. The idea that everyone is equal and the government distributes the wealth out fairly	
Fascism	Right wing. Characterised by authoritarian leadership, militarism, suppression of the opposition, extreme pride in the country.	

1918-1939: Timeline of key events:	✓
1918: WW1 ended on 11/11/18 1919: Treaty of Versailles is signed in June 1921: Hitler becomes leader of the Nazi Party 1922: Benito Mussolini (leader of the Fascist Party in Italy) became leader of Italy 1923: Hyperinflation in Germany, peaking in November 1923: Munich Putsch: short-term failure for Hitler 1924: Lenin in the USSR dies and there is a power struggle between the potential next leaders. 1929: Stalin emerges as the leader of the USSR 1929: Wall Street Crash in the USA leading to the Great Depression 1933: Hitler becomes Chancellor of Germany in January 1934: Hitler establishes his dictatorship in Germany 1939: Outbreak of WW2 with the invasion of Poland	

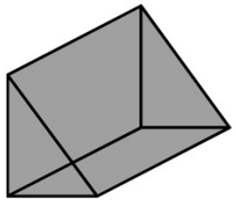
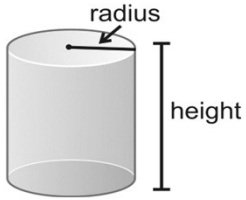


This cartoon was drawn by left wing artist David Lowe. It was published in January 1921 and is criticising the £6.6bn in reparations Germany had to pay. They also accused Britain and France of starving the children of Germany. Eventually the US lent money to Germany under the Dawes Plan from 1924 to help them pay back some of the money. The Young Plan then cut reparations to £2bn.

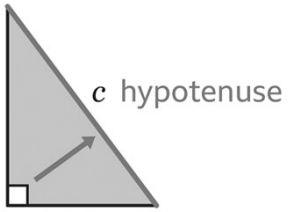
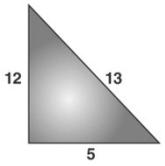
✓

Key people					
		✓			✓
	**Adolf Hitler:** Chancellor of Germany 1933-1934, Fuhrer 1934-1945			**Heinrich Himmler,** Leader of the SS 1929 - 1945	
	**Joseph Goebbels** Reich Minister of Propaganda 1933-1945			**Paul von Hindenberg** President of Germany 1925-1934	

Treaty of Versailles		Hitler and Germany		Effects of Nazi rule	
✓		✓		✓	
Terms included navy restrictions and the army was restricted to 100,000 men and the War Guilt Clause (Article 231).		Hitler was able to become Chancellor by promising to rebuild Germany after the WSC, propaganda, and exploiting Germany's problems.		Hitler used terror and mind control to rule Germany. Concentration camps, the Gestapo and the SS were used to achieve conformity.	

Keyword		Definition	Example(s)
Expand (single bracket)		Multiply the terms inside the bracket by the coefficient of the bracket	$5x(3x-4)$ $=15x^2-20x$
Expand (double brackets)		Multiply all terms in the first in the first bracket by all terms in the second bracket	$(3x+2)(4x-1)$ $=12x^2+8x-3x-2$ $=12x^2+5x-2$
Expand (triple brackets)		Expand two brackets, simplify, then multiply by the third	$(3x+2)(4x-1)(x+1)$ $=(12x^2+5x-2)(x+1)$
Quadratic equation		A quadratic equation is in the form $y=ax^2+bx+c$ where $a\neq 0$	$y=3x^2+5x-2$ $y=5-10x^2$
Factorise		Write an expression as a product of its factors	$6xy+12x$ $=6x(y+2)$
DOTS		Difference of two squares $a^2-b^2=(a+b)(a-b)$	$4x^2-100$ $=(2x+10)(2x-10)$
Perfect square		$(a+b)^2$ $=(a+b)(a+b)$	$(x+4)^2$ $=x^2+8x+16$
Prism		A 3D shape with a constant cross-sectional area	
Volume of a prism		Area of cross section multiplied by length	
Surface area		Sum of the areas of the external faces	
Volume of a cylinder		$V=\pi\times r^2\times h$	
Surface of a cylinder		Sum of the areas of the two circles and the curved face $SA=2\pi r^2+2\pi rh$	
Composite shape		Any shape made up of two or more geometric shapes	

Metric Units of Area		Metric Units of Volume	
$1cm^2=100m^2$		$1cm^3=1000m^3$	
$1m^2=10{,}000cm^2$		$1m^3=1{,}000{,}000cm^3$	
$1ha=10{,}000m^2$		$1cm^3=1ml$	

Keyword		Definition	Example(s)
Hypotenuse		The longest length in a right-angled triangle, opposite the right-angle	
Pythagoras' Theorem		The square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the two shorter sides $a^2+b^2=c^2$, where c is the hypotenuse	13 is the longest length, so is the hypotenuse.  $\therefore 12^2+5^2$ $=144+25$ $=169$ Which is equal to 13^2
Converse of Pythagoras' Theorem		If, for any triangle, Pythagoras' Theorem holds, then it <u>must</u> be right-angled If a triangle is right-angled, then Pythagoras' Theorem <u>must</u> be true	A right-angled triangle could not have side lengths 1, 2 and 3 as $1^2+2^2=5$ But $3^2=9\neq 5$ So as Pythagoras' Theorem doesn't hold, it is not right-angled.

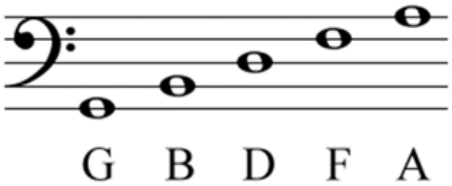
Bournemouth School music department

Year 8

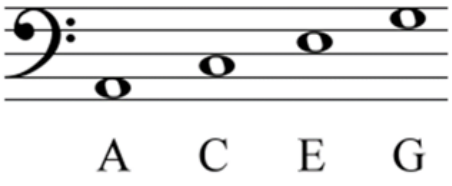
Unit 2

Blues & jazz

Bass Clef Notation



G B D F A



A C E G

Remember the notes on the lines with:

Green **B**uses **D**rive **F**ast **A**lways

Remember the notes in the spaces with:

All **C**ows **E**at **G**rass

Instrumentation

Saxophone—a woodwind instrument with a single reed. Made of metal. Comes in different sizes and pitches

Trumpet—high pitched brass instrument with valves

Trombone—low pitched brass instrument with a slide.

Mute—cone shaped object which is inserted into the bell of a brass instrument to alter the sound produced

Bass Guitar—low pitch instrument which looks like an electric guitar, but has 4 strings and is tuned to the same notes as the double bass

Double Bass—double bass—lowest member of string family. Usually played pizzicato or plucked in jazz music

Acoustic Guitar—plucked string instrument, not amplified

Electric Guitar—plucked string instrument which is amplified

Drum Kit—a collection of drums and cymbals which can be played by one player. Includes bass drum, snare drum and tom-toms

Piano—keyboard instrument in which the strings are

Rhythm Section—bass, piano and/or guitar and drum kit in a jazz band

Front line—melodic instrument eg saxophone, trumpet, trombone

Melody

Improvisation - when the melody is made up in performance rather than composed and notated in advance

Blues note—using a flattened note in the melody to increase the emotional quality of the music. The 3rd and the 7th note o the scale are the most commonly flattened notes

the 7th note of the scale are the most commonly flattened notes

Walking bass line—name given to the characteristic melodic shape in the bass line which involves 'walking' up and down the notes of the chord in crotchets

Fill—a short, often improvised, solo passage between phrases

Blues Scale—a scale which includes the flattened 3rd and 7th

Jazz Features

Syncopation—rhythmic device which accents the off beat

Swing Rhythm— rhythmic pattern where quavers are played unevenly as a longer note and a shorter note rather than of equal length.

Seventh chord—a chord which has an additional note added which is 7 notes above the root eg C7 contains the notes C, E, G, Bb

12 bar blues - a chord sequence commonly used in blues and jazz. In C major the chords are:

C	C	C	C
F	F	C	C
G	F	C	C

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

Bournemouth School music department

Year 8

Unit 3

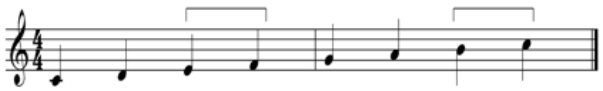
Variations

Theme—the opening or original tune

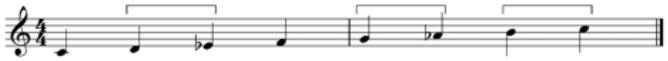
Variation—a version of a theme which is in some way different

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

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



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



Countermelody—a second melodic idea played against the main melody

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

Round - a special type of canon where you can go back to the beginning and repeat the canon endlessly eg London's Burning

Retrograde—when an idea is played backwards to develop the music

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

Diminution—when I melodic idea is played with shorter note lengths

Augmentation—when an idea is played with longer note lengths

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

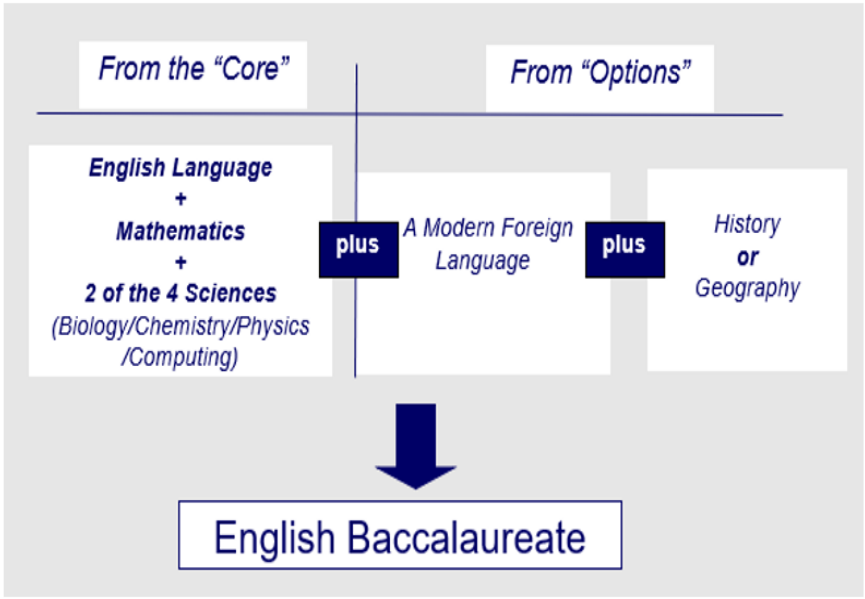
This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

GCSE Options at Bournemouth School

- At GCSE, you are able to pick some of the subjects that you wish to study
- These are known as the 'options' subjects
- You need to pick these subjects carefully

Our advice:

- Pick subjects that you enjoy
- Pick subjects in which high grades are likely
- Consider all of the subjects carefully
- Every subject is worth studying for its own sake
- Don't pick subjects based around one particular career choice at this stage
- Broad and balanced



Core Subjects	Option Subjects
English Language English Literature Mathematics Biology Chemistry Physics RS Core PE – compulsory but not a GCSE qualification	Art & Design OR Graphics Communication Business Studies Computer Science Design and Technology Food Preparation and Nutrition French Geography German History Music Physical Education Spanish

Useful Careers Websites

The **Unifrog** platform is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own personal account that provides a wide range of information related to their interests and aspirations. www.unifrog.org

Information on apprenticeships, including a range of different schemes:
https://amazingapprenticeships.com/
www.gov.uk/apply-apprenticeship

General careers information:
https://careerpilot.org.uk/
www.nationalcareers.service.gov.uk
www.prospects.ac.uk/job-profiles

Key Words:

- **Humanism:** a non-religious belief system that focuses on the importance of reason, empathy, and compassion for others
- **Worship:** An act performed to communicate and express gratitude and reverence towards a deity(ies); God
- **Denomination:** Meaning type within for example within religions it is a branch or sect within a main religion such as Catholic and Protestant within the Christian Church
- **Meditation:** The act of giving your attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed
- **Enlightenment:** The state of understanding something; in Hinduism and Buddhism, the highest spiritual state that can be achieved

Five Pillars of Islam:

- **Shahadah:** the Muslim declaration of faith.
- **Salah:** The five daily prayers, which can be done anywhere.
- **Sawm:** The obligation on Muslims to fast between sunrise and sunset during the month of Ramadan.
- **Zakah:** The practice where a Muslim gives 2.5 per cent of their earnings to charity
- **Hajj:** The Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it.

Scientific theories for the origins of the universe:

- **Big Bang theory:** The theory states that around 14 billion years ago all matter and energy in the universe was at a point of infinite density and temperature known as a singularity, which then expanded rapidly. Eventually stars, galaxies and planets formed. This expansion was the beginning of time and continues to this day.
- **Evolution:** In 1859 Charles Darwin published 'On the Origin of Species', which set out his theory of evolution by natural selection. Darwin explained that living creatures evolved through a process of gradual change over millions of years and that the naturally best suited creatures survived ('Survival of the fittest')
- **Natural Selection:** The process by which evolution is believed to work. Animals are continuously adapting and develop changes in the genes (genetic traits such as eye and skin colour) that, if give better chances of survival are more likely to be passed on to offspring.

The First Cause argument

- Everything I've seen in the universe has a cause
- What is true of everything *in* the universe must be true of the universe too.
- Therefore the universe needs a cause too
- This would be the First Cause and it would need to be outside of the universe.
- Therefore God probably exists to have caused the universe.

The Design argument – The archer and the arrow

- St Thomas Aquinas:, Noted that everything in existence undergoes constant changes
- For Aquinas, non-intelligent things can only be moved by intelligent things to achieve their 'end's'
- Aquinas compared this to an archer who aims the arrow towards a target.
- The arrow has the ability to hit the bullseye, but it is the archer who directs the arrow to the target.
- For Aquinas, God is the archer and he has given everything including humans telos (purpose) that he directs us towards.

Eight fold path - the route to enlightenment

Beliefs through symbols


Christianity: The Cross or Crucifix


Islam: The Star and Crescent


Hinduism: AUM; the sound of creation


Buddhism: The Eight Fold Path of enlightenment


Sikhism: The Khandra

Physics H – Magnets and Electromagnets

Keyword	Learn	
Magnetic force	Non-contact force from a magnet on a magnetic material.	
Permanent magnet	An object that is magnetic all of the time.	
Magnetic poles	The ends of a magnetic field, called north-seeking (N) and south-seeking poles (S).	
(N and N) (S and S)	Two 'like' magnetic poles repel.	
(N and S)	Two 'unlike' magnetic poles attract	
Magnetic field lines	Flow from the north-seeking pole to the south-seeking pole.	
Electromagnet	A non-permanent magnet turned on and off by controlling the current through it.	
Solenoid	Wire wound into a tight coil, part of an electromagnet.	
Core	Soft iron metal which the solenoid is wrapped around.	

Biology H - Respiration

Keyword	Learn	
Respiration	A series of chemical reactions, in cells, that breaks down glucose to provide energy.	
Aerobic respiration	Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.	
Anaerobic respiration	Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms).	
Fermentation	Yeast fermentation is used in brewing and bread-making.	
Energy	Most living things use aerobic respiration but switch to anaerobic respiration, which provides less energy, when oxygen is unavailable.	

The word equation for aerobic respiration.

Glucose + Oxygen → Water + Carbon dioxide

Biology G – Digestion

Keyword	Learn	
Enzymes	Substances that speed up the chemical reactions of digestion	
Dietary fibre	Parts of plants that cannot be digested, which helps the body eliminate waste.	
Carbohydrates	The body's main source of energy. There are two types: simple (sugars) and complex (starch).	
Lipids (fats and oils)	A source of energy. Found in butter, milk, eggs, nuts.	
Protein	Nutrient your body uses to build new tissue for growth and repair. Sources are meat, fish, eggs, dairy products, beans, nuts and seeds.	
Stomach	A sac where food is mixed with acidic juices to start the digestion of protein and kill microorganisms.	
Small intestine	Upper part of the intestine where digestion is completed and nutrients are absorbed by the blood.	
Large intestine	Lower part of the intestine from which water is absorbed and where faeces are formed.	
Gut bacteria	Microorganisms that naturally live in the intestine and help food break down.	

Chemistry H – Types of Reaction

Keyword	Learn	
Fuel	Stores energy in a chemical store which it can release as heat.	
Chemical reaction	A change in which a new substance is formed.	
Physical change	One that changes the physical properties of a substance, but no new substance is formed.	
Reactants	Substances that react together, shown before the arrow in an equation.	
Products	Substances formed in a chemical reaction, shown after the reaction arrow in an equation.	
Conserved	When the quantity of something does not change after a process takes place.	
Mass	Mass is conserved in a chemical reaction.	
Combustion	A reaction with oxygen in which energy is transferred to the surroundings as heat and light.	
Thermal decomposition	A reaction where a single reactant is broken down into simpler products by heating.	
Chemical changes	Chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.	

Los días de la semana	Days of the week	
lunes	Monday	
martes	Tuesday	
miércoles	Wednesday	
jueves	Thursday	
viernes	Friday	
sábado	Saturday	
domingo	Sunday	

Opinion structures		
me encanta(n)	I love	
me gusta(n)	I like	
me gusta(n) mucho	I really like	
no me gusta(n)	I don't like	
no me gusta(n) nada	I don't like at all	
odio	I hate	
detesto	I hate / detest	
me chifla(n)	I'm crazy about	
me mola(n)	I find it cool	

Essential regular verb endings

Estudiar	To study	
estudi**o**	I study	
estudi**a**	he/she studies	
estudi**amos**	we study	

Comer	To eat	
com**o**	I eat	
com**e**	he/she eats	
com**emos**	we eat	

Escribir	To write	
escrib**o**	I write	
escrib**e**	he/she writes	
escrib**imos**	we write	

Adjectives and agreement

	Singular		Plural	
	Masculine	**Feminine**	**Masculine**	**Feminine**
Ending in -o/-a	divertid**o**	divertid**a**	divertid**os**	divertid**as**
Ending in - e	important**e**	important**e**	important**es**	important**es**
Ending in a consonant	útil	útil	útil**es**	útil**es**

Indefinite articles (a / some)		
un laboratorio	a lab	
unos laboratorios	some labs	
una piscina	a swimming pool	
unas piscinas	some swimming pools	

Definite articles (the)		
el laboratorio	the lab	
los laboratorios	the labs	
la piscina	the swimming pool	
las piscinas	the swimming pools	

¿Qué estudias?

Estudio…	I study	
las ciencias	science	
el dibujo	art	
la educación física	PE	
el español	spanish	
el francés	French	
la geografía	geography	
la historia	history	
la informática	computing	
el inglés	English	
las matemáticas	maths	
la música	music	
la religión	RS	
el teatro	drama	
la tecnología	technology	

¿Cómo es tu insti?

porque es…	because it is…	
antiguo/a	old	
bonito/a	nice/pretty	
feo/a	ugly	
grande	big	
moderno/a	modern	
pequeño/a	small	

¿Cuál es tu día favorito?

Mi día favorito es el lunes	My favourite day is Monday	
Los lunes estudio…	On Mondays I study….	
¿Por qué?	Why?	
porque…	because	
por la mañana	in the morning	
por la tarde	in the afternoon	
estudio…	I study	
estudiamos…	we study	
la tecnología	technology	

¿Qué haces durante el recreo?

como..	I eat…	
un bocadillo	a sandwhich	
unos caramelos	some sweets	
chicle	chewing gum	
una chocolatina	a chocolate bar	
fruta	fruta	
unas patatas fritas	some crisps	
bebo….	I drink….	
agua	water	
un refresco	a soft drink	
un zumo	a juice	

¿Qué hay en tu insti?

En mi insti	In my school	
hay	there is	
un campo de fútbol	a football field	
un comedor	a canteen	
un gimnasio	a gym	
un patio	a playground	
una biblioteca	a library	
una clase de informática	a computer room	
un polideportivo	a sports centre	
una piscina	a swimming pool	
unos laboratorios	some laboratories	
unas clases	some classrooms	

Opiniones

aburrido/a	boring	
difícil	difficult	
divertido/a	fun	
fácil	easy	
importante	important	
interesante	interesting	
práctico/a	practical	
útil	useful	

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?

Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										