



BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 6

Summer Term: 2024-25

Name: _____ Master Copy _____

Registration Form: 8

✓ Hard Work

✓ Discipline

✓ Smart Appearance

✓ Respect

Bournemouth School

Knowledge Organiser 6: Year 8 Summer 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:

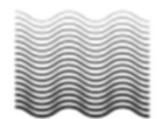
Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

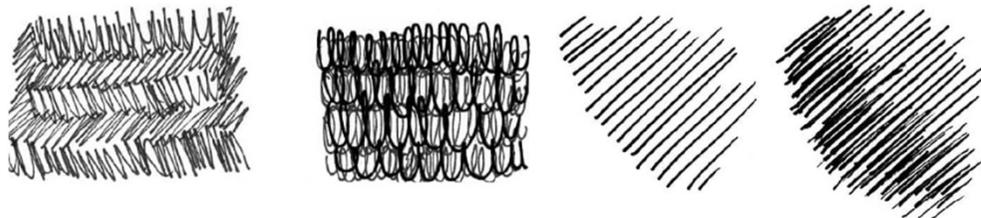
How long should I spend on my homework?

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.
- In the summer term you will complete end of year assessments. Your teacher will give you specific revision activities to complete to guide you in what you need to revise for these tests. This will include all of your KOs for the year but may include some additional resources.

Art and Design principles

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



Surreal Art	Key terms	Tick
Surrealism aims	Surrealism aims to revolutionise human experience. It balances a rational vision of life with one that asserts the power of the unconscious and dreams. The movement's artists find magic and strange beauty in the unexpected and the uncanny, the disregarded and the unconventional.	
What are the 3 major aspects of surrealism	Surrealist artists sought to explore the realm of the unconscious and dreams through their work, creating bizarre, dreamlike images that defied logical interpretation. At its core, surrealism is characterized by three main themes: dreams, the unconscious, and the irrational.	
History	Surrealism is an art and cultural movement that developed in Europe in the aftermath of World War I in which artists aimed to allow the unconscious mind to express itself, often resulting in the depiction of illogical or dreamlike scenes and ideas	
Main artists	Salvador Dali, René Magritte, Dorothea Tanning	
Surrealism Art Characteristics	<ul style="list-style-type: none"> • Expressions of the subconscious mind. • Art designed to unsettle and transgress boundaries. • The liberation of thought and language. • Chance, randomness, and unpredictability. 	



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

Data Representation

Keyword	Definition	✓
Bit	Binary digit – a 1 or 0.	
ASCII	A system for computers devices to represent and exchange text data.	
Binary	A base-2 number system.	
Denary/Decimal	A base-10 number system.	
Byte (B)	8 bits.	
Kilobyte (KB)	1 thousand bytes.	
Megabyte (MB)	1 million bytes.	
Gigabyte (GB)	1 billion bytes.	
Terabyte (TB)	A trillion bytes.	
Unicode	A system that can represent the text of all the languages of the world.	

■ To convert the 8-bit binary number 10011101 in denary:

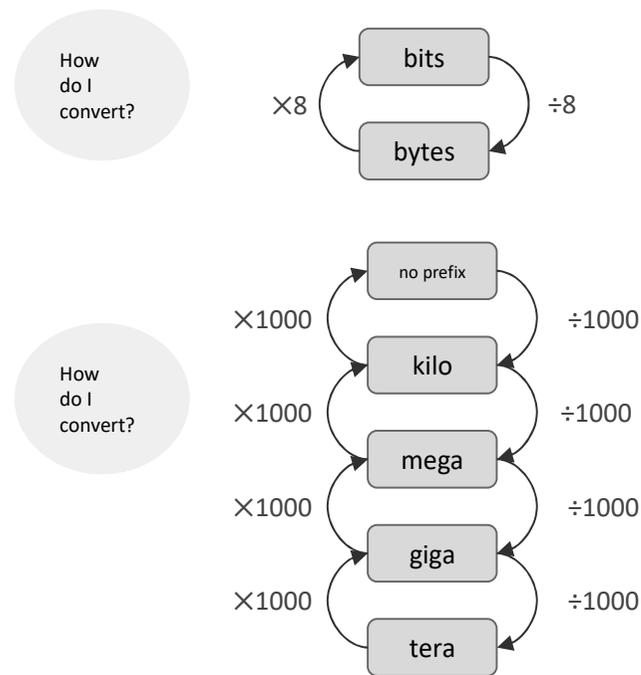
128	64	32	16	8	4	2	1
1	0	0	1	1	1	0	1

• $128 + 16 + 8 + 4 + 1 = 157$

■ To convert 75 to binary:

128	64	32	16	8	4	2	1
0	1	0	0	1	0	1	1

• $64 + 8 + 2 + 1 = 75$



Tick here	Different jobs linked to Design Technology: Product Design
	<ul style="list-style-type: none"> ○ Architecture ○ Engineering ○ Furniture designer ○ CAD technician ○ Carpenter/joiner ○ Interior designer ○ Construction <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 200px;">Do Now 1 information</div>

Tick here	Famous product	Inspiration
	Anglepoise lamp	Human elbow
	Velcro	Burr plant
	Bullet train	Kingfisher bird

Do Now 2 information

Tick here	Key word	Definition
	Ergonomics	How easy or comfortable a product is to use.
	Ideation	The formation of design ideas.
	Annotation	Writing notes around design ideas to explain them.

Do Now 3 information

Tick here	Tool name / key word	Function
	Hot glue gun	These heat up hot melt glue and are used to join material when modelling.
	Glasspaper	This is an abrasive paper which wears away material.
	Scoring	The process of cutting into a material, ready for folding.

Do Now 4 information

Tick here	Tool/ equipment name	Function
	Craft knife	These are used to cut through papers and boards.
	Safety ruler	These are used to keep fingers safe when using craft knives.
	Cutting mat	These are used to cut papers and boards on when using craft knives.

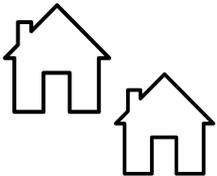
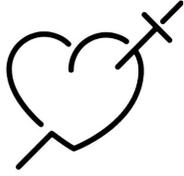
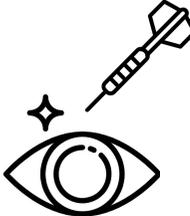
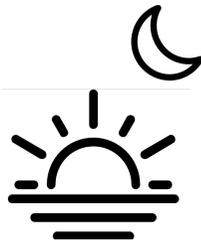
Do Now 5 information



Year 8 Sum 2 Romeo & Juliet Knowledge Organiser

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

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

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

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

Food Waste-

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

Reduce your carbon footprint: to reduce yours you can,

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

FOOD MILES

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

Carbon Footprint –

This measures the impact human activities have on the environment in terms of carbon emissions.

The **carbon footprint** of a product is the amount of carbon emissions produced in the growing/rearing, processing, production and disposal of food. It is not just the food miles- you need to consider all the processes the food has gone through from seed- to being eaten or disposed of.

Eco Footprint-

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

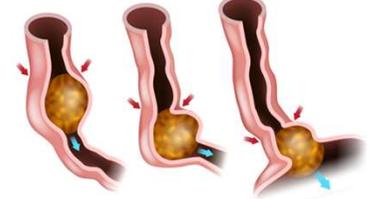
Carbon offsetting-

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

Food Sustainability-

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

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



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

Genetically Modified Foods

The use of new technology in the food industry is controversial, especially products made by modifying or engineering the genetic make up of food. This is undertaken by copying a gene with its code and inserting it into another living organism.

GM means modifying or engineering the genetic make-up of food.

Advantages of **GM** are: improvements to quantity and quality of food. can grow in adverse conditions, e.g. drought. herbicide and insect resistant, therefore thrive better. high nutritional quality. cheaper to produce.

The concerns about GM foods include: Their long-term safety is unknown Environmental effects, as the pollen from GM crops does not stop in one place Ethics – we need adequate labelling: if a product has more than 1% of GM food this must be stated on the label; if it is under 1 per cent it does not need to be stated. The most common GM foods include- Soy Beans and Corn, these are mostly used as animal feed.



Key terms

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





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

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

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

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

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

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

	Essential verbs future	
Je vais manger	<i>I am going to eat</i>	
Je vais boire	<i>I am going to drink</i>	
Je vais faire	<i>I am going to do/make</i>	
Je vais vendre	<i>I am going to sell</i>	
Je vais finir	<i>I am going to finish</i>	
Je vais aller	<i>I am going to go</i>	

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



Nourriture	Food	
un melon	<i>a melon</i>	
un chou-fleur	<i>a cauliflower</i>	
les oignons	<i>onions</i>	
les artichauts	<i>artichokes</i>	
les tomates	<i>tomatoes</i>	
les bananes	<i>bananas</i>	
les pommes	<i>apples</i>	
les citrons	<i>lemons</i>	
les pommes de terre	<i>potatoes</i>	
les haricots verts	<i>green beans</i>	
les olives	<i>olives</i>	
les œufs	<i>eggs</i>	
le poisson	<i>fish</i>	
le fromage	<i>cheese</i>	
le jambon	<i>ham</i>	
la salade	<i>salade</i>	
des champignon	<i>mushrooms</i>	
la viande	<i>Meat</i>	
les légumes	<i>Vegetables</i>	

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

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

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

The near future		
Part of ALLER	Infinitive	English
je vais	e.g.. faire/ manger	I am going to do/eat
tu vas		You are going to do/eat
il/elle/on va		He/she is going to do/eat
nous allons		We are going to do/eat
vous allez		You are going to do/eat
Ils/ elles vont		They are going to do/eat



Section 1: The Rock Cycle

There are three types of rocks:
Igneous
Sedimentary
Metamorphic

These rocks vary in how they are formed, their characteristics and their appearance.

- **Igneous** rock forms from volcanic activity.
- **Metamorphic** rock is formed from existing rock changing shape and characteristics through heat and/or pressure.
- **Sedimentary** rocks are small, eroded particles/remains of plants and animals deposited in layers that turn into rock over time and under pressure.

Section 2: UK Geology

The rocks in the UK were all formed between 541 million years ago and today.

There are differences in geology characteristics north and south of the **Tees-Exe line**.

To the north, most rocks are older, and more resistant (metamorphic, igneous and older sedimentary rocks). To the south, most rocks are younger and less resistant (sedimentary rocks).



Section 3: Glaciation

A **glacier** is a large mass of ice often shaped like a river that flows very slowly, under the force of gravity.

During the last ice age snow and ice covered much of the UK landscape. Temperatures barely rose above freezing even in the summer! Temperature changes can be caused by natural events:

- Volcanic eruptions
- Asteroid collisions
- Sunspots
- Orbital changes

Section 4 & 5: How has ice shaped the landscape?

There are two types of glacial erosion called plucking and abrasion. These have created a variety of erosional landforms:

- U-Shaped Valleys
- Corries
 - Aretes
 - Pyramidal Peaks

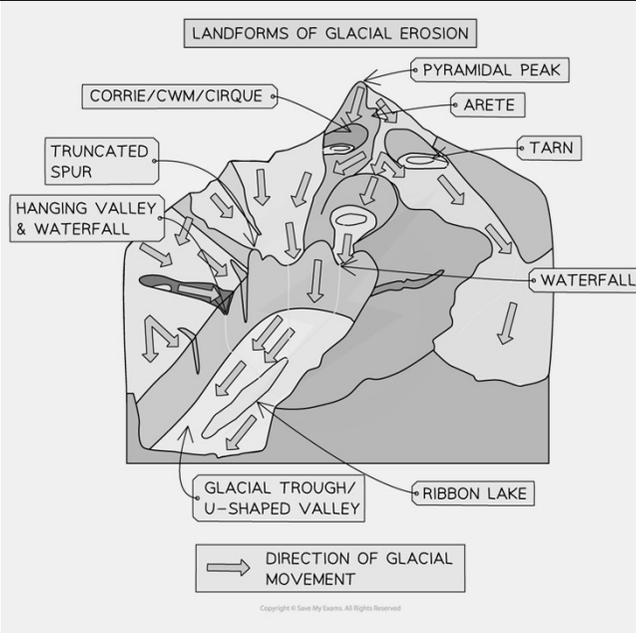
There are four methods of glacial transportation:

- Freeze-thaw weathering
- Plucking
- Bulldozing
- Rotational Slip

Glacial **deposition** can cause landforms to form:

- Erratic
- Drumlin
- Crag and Tail

Section 4 & 5: How has ice shaped the landscape?



Section 7 & 8: The Lake District

Tourist Attractions:

- Stunning landscapes with mountains, lakes, and villages.
- Hiking Scafell Pike and adventure activities like rock climbing and water sports on lakes.
- Literary connections to Wordsworth and Beatrix Potter.

Economic Benefits:

- Nearly £1000 million spent in 2014.
- Supports hospitality and adventure tourism jobs.

Social Challenges:

- High house prices due to holiday homes.
- Seasonal, low-paid jobs.

Environmental Issues:

- Footpath erosion and pollution.
- Farmland damage from tourists and dogs.

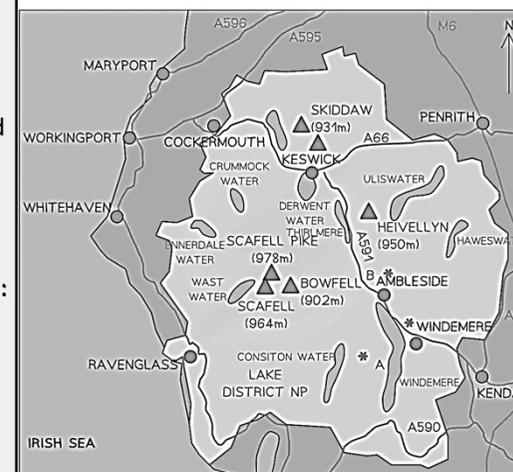
Management Strategies:

- Dual carriageways, park-and-ride schemes, and traffic calming.

Section 6: Human interaction with glaciated landscapes.

Glaciated areas provide opportunities for economic activities.

- Agriculture - Upland glaciated landscapes can be used for grazing livestock (sheep are particularly well suited).
- Forestry - large plantations of mostly conifer trees have been planted throughout Scotland and across parts of northern England.
- Quarrying - Upland glaciated areas are made of hard, resistant rock. This can be quarried and crushed to provide stone used in the construction industry and for building roads.
- Tourism - Spectacular glacial scenery attracts tourists who enjoy outdoor activities and the cultural heritage.





To use a regular present tense verb you need:

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

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

ich werdegehen	I will go
du wirstgehen	you will go
er/sie/es wirdgehen	he/she/it will go
wir werdengehen	we will go
ihr werdetgehen	you (pl) will go
Sie/sie werdengehen	you (formal)/they will go

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

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

Ich habe/er, sie hat/wir haben:	I/he, she/we
gespielt/gemacht/ gekauft/gehört	played/did/ bought/listened
some past participles are irregular	
gesehen/gelesen	saw/read

Ich bin/er, sie ist/wir sind:	I/he, she/we
some past participles are irregular	
gefahren/gegangen/ geschwommen/geblieben	travelled/went/ swam/stayed

More examples on the other page

Essential verbs

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

fahren – to travel	
ich fahre	I travel
du fährst	you travel
er/sie/es fährt	he/she/it travels
wir fahren	we travel
ihr fahrt	you (pl) travel
sie fahren/ Sie fahren	they/you (form) travel

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

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

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

German word order rules
verb second:
 In German, the verb is always the second idea in a sentence. If you start a sentence with a time phrase, the verb has to come immediately afterwards.
 Im Sommer esse ich Eis. Am Abend esse ich Pommes.
verb to end:
 the conjunction “weil” send the verb to the end of the clause.
 Ich bade im See, weil ich gern schwimme.

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



In den Sommerferien – During the summer holidays

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

Zeitangaben – time phrases

am Wochenende	<i>on the weekend</i>	
nächste Woche	<i>next week</i>	
nächsten Monat	<i>next month</i>	
nächstes Jahr	<i>next year</i>	

Urlaubsaktivitäten – holiday activities

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

Sequencers

zuerst	<i>at first</i>	
dann	<i>then</i>	
danach	<i>after that</i>	
später	<i>later</i>	
zuletzt	<i>last</i>	
am Morgen	<i>in the morning</i>	
am Nachmittag	<i>in the afternoon</i>	
am Abend	<i>in the evening</i>	

Was hast du gemacht? – What did you do?

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

Zeitangaben – time phrases

letzte Woche	<i>last week</i>	
letzten Monat	<i>last month</i>	
letztes Jahr	<i>last year</i>	
letzten Sommer	<i>last summer</i>	
letztes Wochenende	<i>last weekend</i>	
gestern	<i>yesterday</i>	
vorgestern	<i>the day before yesterday</i>	

Graphic Communication - Book Cover Design

Key terms	LCWC	tick
Book cover design	In combining form and function, a great book cover must: Visually stand out in a crowded bookstore – or as an online thumbnail; Legibly state the title and the author's name; Communicate the book's tone and genre.	
Emphasis	Referring to the focal point of a design and the order of importance of each element within a design	
Contrast	Contrast is what people mean when they say a design “pops.” It comes away from the page and sticks in your memory. Contrast creates space and difference between elements in your design. Your background needs to be significantly different from the color of your elements, so they work harmoniously together and are readable.	
Hierarchy in typography	Typographic hierarchy shows the reader which information to focus on, which is most important, and which just supports the main points. Make sure to use typographic hierarchy to bring attention to the more important text.	

The most important book cover elements:

- 1) Typography
- 2) Color palette
- 3) Imagery

Understanding Genres & Trends

Each genre has visual expectations. For example:

- **Thrillers** – Dark tones, bold fonts, and mysterious imagery.
- **Romance** – Soft colors, elegant scripts, often featuring couples.
- **Fantasy** – Detailed illustrations, medieval fonts, magical elements.
- **Non-fiction** – Minimalist, bold typography, straightforward imagery.



The Psychology of Covers

- **First Impressions Matter** – Covers should be eye-catching and clear.
- **Emotional Connection** – The imagery should evoke curiosity or intrigue.
- **Marketability** – Covers should align with reader expectations to drive sales



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

Key terms/definitions			X													
Term	Definition	✓	Inventions:													
Civil Rights	The rights of citizens to political and social freedom and equality.		<p>There were numerous inventions and improvements in science and technology that had a significant impact on the world. Some key ones include vaccinations (the first being carried out by Edward Jenner in 1796), electricity in the 1830s, the telephone in 1870, the bicycle in the 1870s, the world wide web in 1991, penicillin in 1928, the television in the 1920s, jet engines for aircraft, modern genetics, such as DNA... and many more.</p>													
Slavery	A condition in which one human being is owned by another.															
Discrimination	The unjust or prejudicial treatment of different categories of people.															
Jim Crow Laws	Laws in some Southern States segregating white and black Americans.															
Segregation	Keeping one group of people apart from another/treating them differently.															
Racism	Discrimination/prejudice towards people based on their race or ethnicity.															
Apartheid	1948 in South Africa: a policy of segregation/discrimination based on race.															
<p>Developments in the USA Civil Rights Movement: Timeline</p> <p>1909: The National Association for the Advancement of Coloured People (NAACP) was set up.</p> <p>1920s: The Universal Negro Improvement Association helped black people to set up their own businesses which included grocery stores, restaurants and laundries.</p> <p>1950s: The National Association for the Advancement of Coloured People (NAACP) focused on challenging discrimination through law.</p> <p>1954: Schools allowing black and white students to attend were introduced in some areas</p> <p>1955: Montgomery Bus Boycott</p> <p>1963: March on Washington – 250,000 marched on Washington including over 50,000 white protestors to put pressure on president Kennedy to introduce a Civil Rights bill.</p> <p>1964: Civil Rights Act passed banning segregation in public and racial discrimination was banned in employment</p> <p>1964: Voting Rights Act: ended literacy tests and made illegal barriers and intimidation that had prevented black people from registering to vote in large numbers.</p> <p>1965:1968: Race riots took place in most of the USA's cities.</p> <p>1970s: the proportion of black people in segregated schools had fallen to just under 10%.</p> <p>By 1979: black unemployment still remained high and black American families still only earned 61% of an average white family's wage.</p>		✓	<p>Key people</p> <table border="1"> <thead> <tr> <th></th> <th>✓</th> <th></th> <th>✓</th> </tr> </thead> <tbody> <tr> <td>  <p>Rosa Parks (1913 – 2005)</p> <p>A 'grass roots' civil rights activist who made a stand against segregation on buses in Montgomery, Alabama. She refused to give up her seat to a white man when the bus became full. This triggered a year-long bus boycott.</p> </td> <td></td> <td>  <p>Malcolm X (1925 – 1965)</p> <p>Born Malcolm Little, he changed his name, encouraging others to take pride in their own heritage. He was a spokesperson on the Nation of Islam and was originally critical of MLK's methods.</p> </td> <td></td> </tr> <tr> <td>  <p>Dr Martin Luther King Jr. (1929 – 1968)</p> <p>A civil rights activist who advocated non-violent, peaceful protest. He led the Montgomery Improvement Association, the March on Washington and delivered the famous "I have a dream" speech amongst others.</p> </td> <td></td> <td>  <p>Nelson Mandela (1918 – 2013)</p> <p>Leader of the anti-Apartheid movement in South Africa after WW2. He was sent to prison in 1964, serving 27 years in Robben Island. At that time, South Africa was ruled by a white minority government who had introduced strict Apartheid laws. He became President of South Africa in 1994, after his release.</p> </td> <td></td> </tr> </tbody> </table>			✓		✓	 <p>Rosa Parks (1913 – 2005)</p> <p>A 'grass roots' civil rights activist who made a stand against segregation on buses in Montgomery, Alabama. She refused to give up her seat to a white man when the bus became full. This triggered a year-long bus boycott.</p>		 <p>Malcolm X (1925 – 1965)</p> <p>Born Malcolm Little, he changed his name, encouraging others to take pride in their own heritage. He was a spokesperson on the Nation of Islam and was originally critical of MLK's methods.</p>		 <p>Dr Martin Luther King Jr. (1929 – 1968)</p> <p>A civil rights activist who advocated non-violent, peaceful protest. He led the Montgomery Improvement Association, the March on Washington and delivered the famous "I have a dream" speech amongst others.</p>		 <p>Nelson Mandela (1918 – 2013)</p> <p>Leader of the anti-Apartheid movement in South Africa after WW2. He was sent to prison in 1964, serving 27 years in Robben Island. At that time, South Africa was ruled by a white minority government who had introduced strict Apartheid laws. He became President of South Africa in 1994, after his release.</p>	
	✓		✓													
 <p>Rosa Parks (1913 – 2005)</p> <p>A 'grass roots' civil rights activist who made a stand against segregation on buses in Montgomery, Alabama. She refused to give up her seat to a white man when the bus became full. This triggered a year-long bus boycott.</p>		 <p>Malcolm X (1925 – 1965)</p> <p>Born Malcolm Little, he changed his name, encouraging others to take pride in their own heritage. He was a spokesperson on the Nation of Islam and was originally critical of MLK's methods.</p>														
 <p>Dr Martin Luther King Jr. (1929 – 1968)</p> <p>A civil rights activist who advocated non-violent, peaceful protest. He led the Montgomery Improvement Association, the March on Washington and delivered the famous "I have a dream" speech amongst others.</p>		 <p>Nelson Mandela (1918 – 2013)</p> <p>Leader of the anti-Apartheid movement in South Africa after WW2. He was sent to prison in 1964, serving 27 years in Robben Island. At that time, South Africa was ruled by a white minority government who had introduced strict Apartheid laws. He became President of South Africa in 1994, after his release.</p>														
<p>Black Power</p> <p>This was an idea for black Americans to take responsibility for their own lives and to reject white help. The Black Power Movement gave black Americans a greater confidence and pride in their race, heritage and culture but it did cause divisions in the Civil Rights Movement. Led by Stokely Carmichael.</p>		✓	<p>Mahatma Gandhi:</p> <p>Born in India in 1869. He preached tolerance and equality. For many people, he was the one credited for forcing British rule out of India. He was assassinated in 1948.</p>													

Year 8 – Maths – Summer 2

Keyword	Definition	Example(s)
Standard Form	A number of the form $A \times 10^B$ where $1 \leq A < 10$	$0.035 = 3.5 \times 10^{-2}$
Multiplying and Dividing in Standard Form	Multiply or divide the “A” values, and add or subtract the “B” powers. Make sure the answer is given in standard form	$(7.5 \times 10^5) \div (3 \times 10^2)$ $= (7.5 \div 3) \times 10^{5-2}$ $= 2.5 \times 10^3$
Adding and Subtracting in Standard Form	Adjust the smaller number (lower power) so that the powers are equal. Then add or subtract the A values	$(3 \times 10^4) - (2 \times 10^3)$ $= (3 \times 10^4) - (0.2 \times 10^4)$ $= 2.8 \times 10^4$
$y = mx + c$	General form for a linear graph m = gradient c = y-intercept	$y = 7 - 3x$ has a gradient of -3 and a y-intercept of 7
$ax + by = c$	An alternative form for a linear graph, useful if the gradient is a fraction.	$2x - 5y = 10$ rearranges to $y = -\frac{2}{5}x - 2$ so $m = -\frac{2}{5}$ and $c = -2$
Solving simultaneous equations graphically	Find the coordinates of the intersection. Write solution as $x = \dots, y = \dots$	
Index laws	$x^a \times x^b = x^{a+b}$ $x^a \div x^b = x^{a-b}$ $(x^a)^b = x^{ab}$ $x^0 = 1$	

Keyword	Definition	Example(s)
Multiplier	The decimal equivalent of a percentage used to find a percentage/percentage change	The multiplier for finding 80% is 0.8 The multiplier for a 15% increase is 1.15
Repeated % change	When an amount is increased/decreased by a percentage multiple times	A shirt with RRP £30 is reduced by 20%, and then by a further 30%. $30 \times 0.8 \times 0.7 = £16.80$
Simple Interest	Interest added is a constant amount each term, based upon the initial investment	£1000 earning 3% simple interest over 4 years: $1000 + 4(1000 \times 0.03)$ $= £1120$
Compound Interest	Interest changes each term, based upon the current amount	£1000 earning 3% compound interest over 4 years: 1000×1.03^4 $= £1125.51$
Combining ratio	Ratios which have a common element can be combined by scaling up/down ratios	$a : b = 2 : 3$ & $b : c = 4 : 1$ b is common such that $a : b = 8 : 12$ & $b : c = 12 : 3$ therefore $a : b : c = 8 : 12 : 3$
Ratio – Fraction Equivalence	Writing a pair of equal ratios as equal fractions to enable problem solving	If $a : b = 2 : 3$ then $\frac{a}{b} = \frac{2}{3}$ and a is $\frac{2}{5}$ of the total



This QR code will take you to a Spotify playlist with audio examples from the film unit. You will find it helpful to listen to these as you learn.

Elements

DR T SMITH

Dynamics

Changes in volume

Rhythm

Patterns of note lengths and accents

Texture

The way musical lines are combined in a piece

Structure

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

Melody

Anything about the tunes in a piece of music

Instruments

Which instruments are used, and what they do

Tonality

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

Harmony

The chords that are used

Cue – name given to music for a specific scene in a film

Diegetic music – music that originates from within the fictional world of a film.

Hit Point – a key moment in a film scene which the music has to precisely match with.

Leitmotif – a motif which represents a character, object or emotion

Motif – a short musical idea or phrase

Nondiegetic music – music that is heard by the audience but not by the characters in the film.

Pedal Note – a note sounded continuously for a passage of music, with the harmony changing against it.

Spotting – Watching a film clip to identify key moments for music.

Through Composed – music which contains no recognisably repeating sections. Usually unified by ideas such as motifs

Underscore – refers to the use of background music to support dialogue or visual scenes, without being the primary focus. Underscore can be either diegetic and nondiegetic



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

Good Cyber Aware Behaviour - NCSC

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



Top Password Tips

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



Support and useful websites:

For further support about cyber security and staying safe online:

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

For reporting:

Action Fraud: www.actionfraud.police.uk/reporting-fraud-and-cyber-crime

Phishing emails: forward to report@phishing.gov.uk

SMS: forward to 7726



Key Words:

- ❑ Imperfection: Contains flaws, not perfect or contains aspects that are not flawless.
- ❑ Environment: Surroundings including animals, plants and nature.
- ❑ Environmental Sustainability: Using the natural resources but ensuring there are enough left for future generations. Making sure the balance is right.
- ❑ Stewardship: Having the role of steward. Responsibility for looking after the environment.
- ❑ Dominion: Power or control. The ability to rule over.
- ❑ Responsibility: Duties. Actions expected to be undertaken.

Islam

- ❑ Khalifah: Means Steward. A caretaker of the earth for Allah.
- ❑ Qur'an: Central religious text of Islam.
- ❑ Halal: Foods that are permissible for consumption according to Islamic dietary laws.

Environmental Charities:

- ❑ Eco Sikh: Is a response from the Sikh community to the threats of climate change and the deterioration of the natural environment. (Air is the Guru, Water the Father, and the Earth is the Great Mother). Eco Sikh connects Sikh values, beliefs, and institutions to the most important environmental issues facing our world.
- ❑ Tear Fund: is a Christian charity which partners with churches in more than 50 of the world's poorest countries. We tackle poverty and injustice through sustainable development, by responding to disasters and challenging injustice. We believe an end to extreme poverty is possible.
- ❑ WWF: Mission is to protect and restore nature and thanks to our supporters we are able to tackle the issues that pose the biggest threats to wildlife, like climate change and habitat loss.
- ❑ Bhumi Global: Mission is to engage, educate, and empower people and communities to address the triple crisis of climate change, biodiversity loss, and pollution. Our work is based on Hindu principles of environmental care.

Hinduism

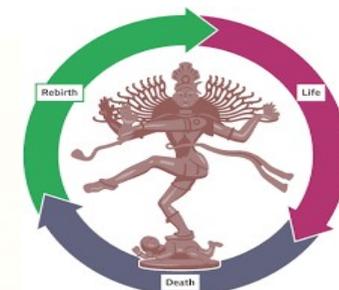
- ❑ Reincarnation: Soul continues to live after death and is reborn into a new body or form.
- ❑ Atman: Soul in Hinduism.
- ❑ Samsara: Cycle of birth, life and rebirth in Hinduism.
- ❑ Dharma: Duty or virtue in Hinduism.
- ❑ Ahimsa: Non-violence and encompasses avoiding harm to all living beings, extending beyond physical actions to include thoughts and speech

Buddhism:

- ❑ Ahimsa: Importance of avoiding harm to all living beings, both through actions, words, and thoughts.
- ❑ Karuna: Means compassion.
- ❑ Sila: Ethical conduct.
- ❑ Rebirth: Buddhists believe when someone dies they will be reborn.



अहिंसा
AHIMSA



Chemistry J – Earth's resources

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

Biology J - Inheritance

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



Negatives

To make a sentence negative, put **no** before the verb:

No bebo leche *I don't drink milk*

Nunca means 'never'. It usually comes before the verb

Nunca bebo café *I never drink coffee*

No... nada means 'nothing' or 'not anything'. It makes a 'sandwich' around the verb

No cenó nada *I don't eat anything for dinner*

High-frequency words

además	furthermore	
porque	because	
sin embargo	however	
pero	but	
o	or	
bastante	quite	
muy	very	
un poco	a bit	
también	also	
con	with	
mi / mis	my	
y	and	

Irregular verbs

The verbs below are irregular, but are also very important. They must be learnt by heart.

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

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

Tener	To have	
tengo	I have	
tienes	you have	
tiene	he / she has	
tenemos	we have	
tenéis	you (plural) have	
tienen	they have	

Present tense

These are the rules for regular present tense verbs. Remember that all Spanish verbs end in either (AR, ER or IR). Take off the *-ar / -er / -ir* and add the endings below

-AR	-ER	-IR
-o	-o	-o
-as	-es	-es
-a	-e	-e
-amos	-emos	-imos
-áis	-éis	-ís
-an	-en	-en

Near future tense

You use the near future to say what you are going to do. To form the near future tense, use the present tense of **ir** (to go) plus **a**, followed by the **infinitive**

voy	+ a	+ infinitive
vas		
va		
vamos		
vais		
van		

¿Qué te gusta comer y beber?

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

¿Qué desayunas?

desayuno ...	for breakfast I have	
cereales	cereal	
unos churros	some churros	
unas tostadas	some toast	
un yogur	a yoghurt	
una cola cao	a chocolate drink	
un té	a tea	
zum de naranja	orange juice	
no desayuno nada	I don't have anything for breakfast	
desayunar	to have (for) breakfast	
comer	to have (for) lunch / to eat	
cenar	to have (for) dinner	

En el restaurante

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

En el restaurante

¿Qué vas a tomar?	What are you going to have?	
¿Y de segundo?	And for main course?	
¿Para beber?	To drink?	
¿Algo más?	Anything else?	
Voy a tomar ...	I am going to have ...	
de primer plato ...	As a starter ...	
de segundo plato	For main course ..	
de postre	For dessert	
Tengo hambre	I am hungry	
Tengo sed	I am thirsty	
nada más	Nothing more	

Una fiesta mexicana

¿Qué vas a traer?	What are you going to bring?	
¿Qué vas a comprar?	What are you going to buy?	
Voy a traer...	I am going to bring...	
limonada	lemonade	
una lechuga	a lettuce	
un pimiento verde	a green pepper	
un pimiento rojo	a red pepper	
un kilo de tomates	a kilo of tomatoes	
medio kilo de queso	half a kilo of cheese	
200 gramos de pollo	200g of chicken	
un paquete de tortillas	a packet of tortillas	

