# BOURNEMOUTH SCHOOL

# Year 8
# **Knowledge Organiser 4**
## Spring Term

Name: _____ Master 8 _____

Registration Form: _-____

✓Hard Work      ✓Discipline      ✓Smart Appearance      ✓Respect

# Bournemouth School

## Knowledge Organiser: Year 8 Spring Term 4

*'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.

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

**Success Club**

You can attend Success Club every Monday to Thursday in room 53 until 4:30pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

**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 have a chat and offer you support.
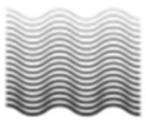
**Maths:**

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.

# 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** | • Expressions of the subconscious mind.<br>• Art designed to unsettle and transgress boundaries.<br>• The liberation of thought and language.<br>• Chance, randomness, and unpredictability. | |



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

Cell — Nucleus — Chromosome — DNA
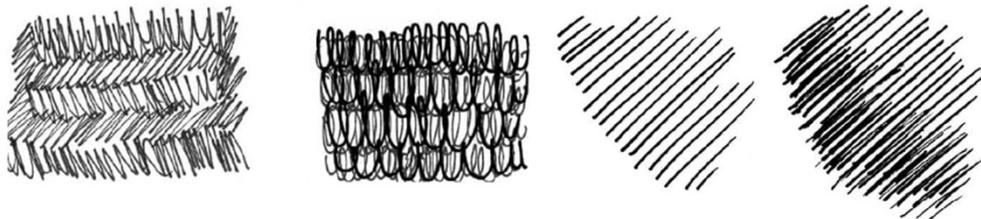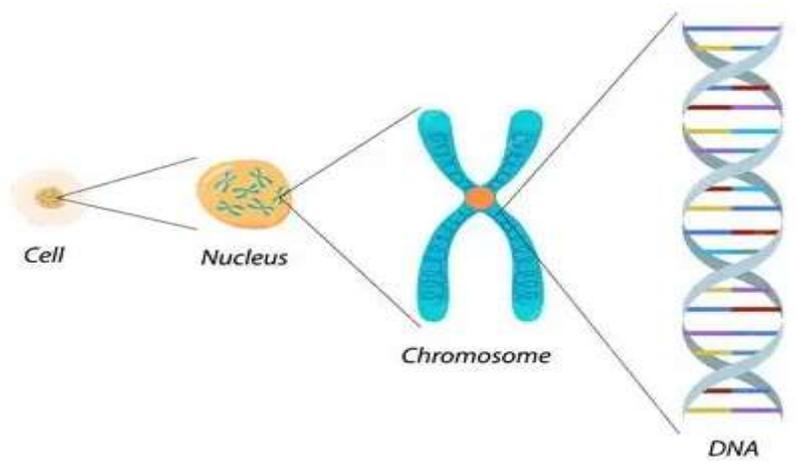
**DNA-** A molecule found in the nucleus of cells that contains genetic information.

**Chromosomes-** Thread-like structures containing tightly coiled DNA.

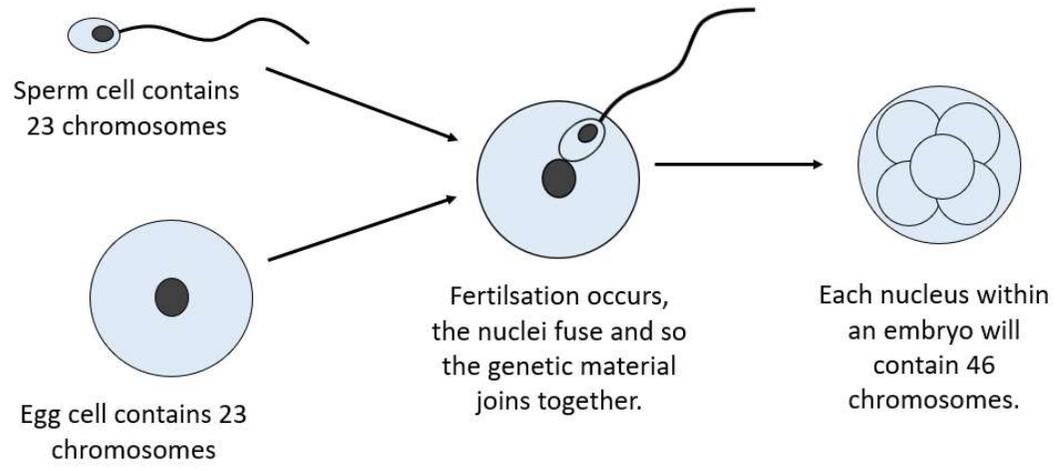**Gene-** A section of DNA that determines an inherited characteristic

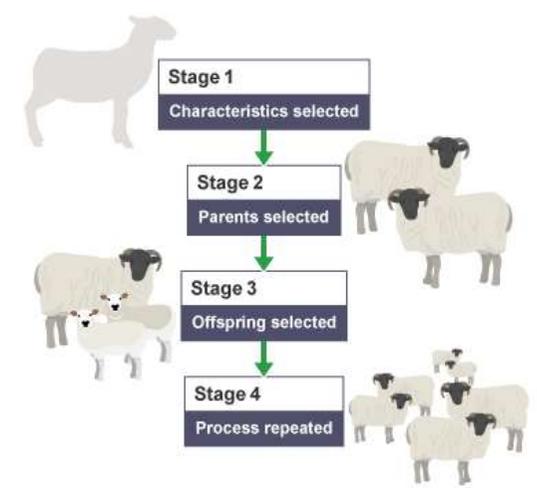**Double helix** - DNA has a double helix structure made from two chains in a spiral.

**Genome** - The genome is all of the genetic material of an organism

**Mutation** – change in the DNA which may or may not lead to variation
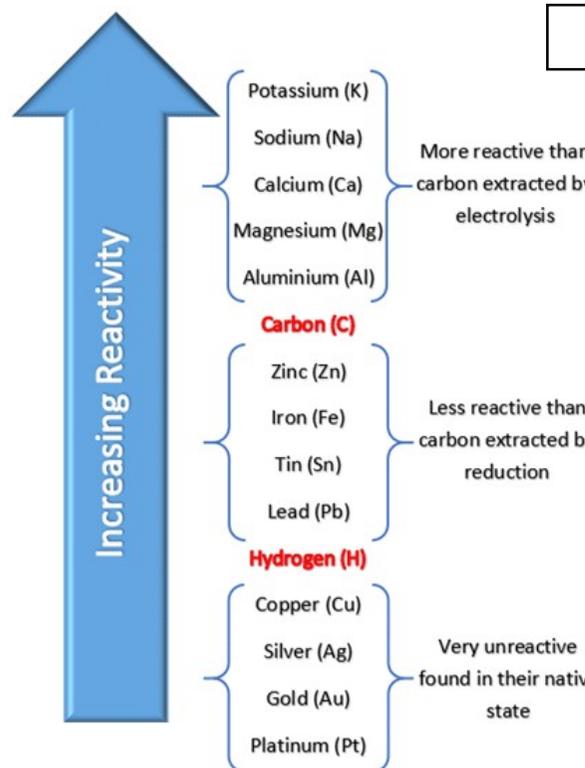
# How is genetic material inherited?



Sperm cell contains 23 chromosomes

Egg cell contains 23 chromosomes

Fertilsation occurs, the nuclei fuse and so the genetic material joins together.

Each nucleus within an embryo will contain 46 chromosomes.

Selective breeding or artificial selection is when humans breed plants and animals for particular genetic characteristics.



Stage 1 — Characteristics selected
Stage 2 — Parents selected
Stage 3 — Offspring selected
Stage 4 — Process repeated

# Chemistry CK: Earth's Resources

| Key term | Definition | |
|---|---|---|
| Natural resources | Materials from the Earth which act as raw materials for making a variety of products. | |
| Raw materials | Resources come from the earth, air and water | |
| Renewable | Resources can be replaced by nature/won't run out | |
| Non-Renewable | Resources being used up faster than they are being replaced | |
| Stone | Comes from quarries | |
| Wood | Can be farmed but must be used sustainably | |
| Mineral | Naturally occurring metal or metal compound. | |
| Ore | Naturally occurring rock containing sufficient minerals for extraction. | |
| Metal | Metals are found combined with other elements as a compound, in ores | |
| Extraction | Separation of a metal from a metal compound | |
| Electrolysis | Using electricity to split up a compound into its elements. | |
| Recycling | Processing a material so that it can be used again. Involves separating, cleaning and processing | |
| Recycling benefits | Reduces the need to extract resources and uses less energy than extracting more raw materials | |

| Renewable | Non-renewable | |
|---|---|---|
| Air | Stone | |
| Water | Metal | |
| Wood if used sustainably | Coal | |
| Cotton | Oil | |



| Natural | Man-made | |
|---|---|---|
| Wood | Brick | |
| Air | Plastic | |
| Plants | Paper | |
| Stone | Glass | |

| Problems with resource extraction | |
|---|---|
| Habitat loss | |
| Noise pollution | |
| Dust pollution | |
| Respiratory issues | |
| Improved infrastructure e.g. roads | |
| Creation of jobs | |

| Benefits of Recycling | |
|---|---|
| Reduces the need to extract resources | |
| Requires less energy than extracting the raw material | |
| Resources last longer if less is extracted from the ground | |

# Data Representation

| Keyword | Definition | ✓ |
|---|---|---|
| **Bit** | Binary digit – a 1 or 0. | |
| **ASCII** | A system for computers devices to represent text. | |
| **Binary** | A base-2 number system. | |
| **Denary/Decimal** | A base-10 number system. | |
| **Byte** | 8 bits. | |
| **Kilobyte (KB)** | 1 thousand bytes. | |
| **Megabyte (MB)** | 1 million bytes or 1000 KB | |
| **Gigabyte (GB)** | 1 billion bytes or 1000 MB | |
| **Petabyte (PB)** | A trillion bytes or 1000 GB | |
| **Unicode** | A system that can represent the text of all the languages of the world. | |

| Decimal Number | Binary Number |
|---|---|
| 1 | 1 |
| 2 | 10 |
| 3 | 11 |
| 4 | 100 |
| 5 | 101 |
| 6 | 110 |
| 7 | 111 |
| 8 | 1000 |
| 9 | 1001 |
| 10 | 1010 |

■ 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

■ 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**

| Tick here | Different jobs linked to Design Technology: Product Design |
|---|---|
| | o   Architecture<br>o   Engineering<br>o   Furniture designer     Do Now 1<br>o   CAD technician         information<br>o   Carpenter/joiner<br>o   Interior designer<br>o   Construction |

| 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 Spr 2 Animal Farm Knowledge Organiser

| Context | ✔ |
|---|---|
| **George Orwell** was the writing name of Eric Blair (1903-1950). He spoke out frequently against totalitarianism and social injustice. His most famous works are Animal Farm (1945) and Nineteen Eighty-Four (1949). | |
| **Tsar Nicholas II** was the last emperor of Russia. Tsar Nicholas was deemed to be a poor ruler – the country lost key battles against Japan and Germany and lived in luxury while thousands of unemployed peasants struggled to survive. Tsar Nicholas was eventually overthrown by the Bolsheviks and was executed in July 1917. | |
| **Karl Marx** was a German philosopher from the 19th Century, who rejected capitalism. He instead believed in the introduction of a system in which wealth was communal and labour was shared. He believed this would produce a fairer, more stable way of life. | |
| **The Russian Revolution** was the movement that removed the reigning Tsarist autocracy from power and led to the rise of the Soviet Union. The Bolsheviks, led by Vladimir Lenin, were able to overthrow the provisional government and establish their own federal government, creating the world's first socialist republic. | |
| **Joseph Stalin** –Following the death of Lenin in 1924, Stalin rose to power through discreetly canvassing, manipulating and intimidating others, sidelining other potential leaders such as Victor Trotsky. Under Stalin, the Soviet Union became more autocratic and totalitarian: he oversaw mass repressions, hundreds of thousands of executions and millions of non-combatant deaths. | |
| **Life in the Communist Soviet Union** – The working class in the Soviet Union grew increasingly repressed throughout the progression of the USSR's existence. It is generally accepted that the standard of living decreased, working conditions deteriorated, and personal freedoms were significantly violated. | |

| Characters | ✔ |
|---|---|
| **Napoleon** is the pig who emerges as the leader of Animal Farm after the rebellion. Napoleon's character is based on Joseph Stalin – the leader of the communist Soviet Union. Napoleon is cunning, treacherous, lazy and selfish. | |
| **Boxer** is a cart-horse, who demonstrates incredible strength, work ethic, and loyalty. He represents those in the working classes (proletariat) who were hugely overworked. Boxer completes the most work on the farm and is admired by others for his physical accomplishments and mental grit. | |
| **Old Major** is a prize-winning boar whose vision of a place in which the animals work for themselves serves as the inspiration for the rebellion. He is based on both Karl Marx and Vladimir Lenin, who inspired communism. Old Major is well respected, articulate, and persuasive. | |
| **Snowball** is one of the other leading pigs, who challenges Napoleon for leadership of the farm after the rebellion. He represents Leon Trotsky. He is intelligent and passionate, yet he does not resort to the same levels of cunning and manipulation as Napoleon. | |
| **Squealer** represents the Soviet propaganda machine. He is a pig who is an exceptionally gifted and persuasive speaker, and is utilised to spread positivity about Napoleon, and negativity about Napoleon's competition. | |
| **Benjamin** is a long-lived donkey who refuses to feel enthused by the rebellion. Some say he represents the aged people of Russia, who remained cynical of the revolution. | |

# Bournemouth School

## Year 8 Spr 2 Animal Farm Knowledge Organiser

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

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

| Key terminology | ✔ |
|---|---|
| **Allegory** – a text that can be interpreted to reveal a hidden meaning, typically a moral or political one. | |
| **Moral** - concerned with the principles of right and wrong behaviour. | |
| **Dramatic irony** – when the audience knows something that characters don't. | |
| **Symbolism** – the use of objects or items to represent other ideas or concepts. | |
| **Characterisation** – the building or crafting of a fictional person (or animal). | |
| **Cyclical narrative** – a narrative where the beginning and ending are connected. | |
| **Foreshadowing** – hinting at events that are yet to happen (usually negative events). | |
| **Theme** – an idea that recurs in or runs through a work of art or literature. | |

## Gluten

- Gluten is a protein in flour.
- When you add water, gluten forms.
- Gluten makes the dough stretchy and strong.
- It traps air/gas, helping bread rise.

## Yeast

- Yeast is a living raising agent.
- It uses the sugar in the mix for respiration, releasing $CO_2$ gas
- The gas gets trapped in the dough → dough rises
- Most efficient in warm and damp environments.

## Energy Balance

Energy balance is the comparison between energy in (food and drink) and energy out (activity + BMR)

| Situation | What happens |
|---|---|
| Energy in = energy out | Weight stays the same |
| Energy in > energy out | Weight increases |
| Energy in < energy out | Weight decreases |

Energy In          Energy Out
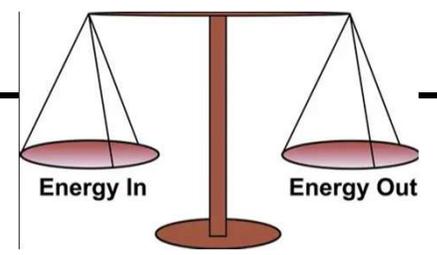
## Role of Each Ingredient

| Ingredient | What it does |
|---|---|
| Flour | Gives dough its structure; contains gluten. |
| Water | Helps gluten form; helps yeast work. |
| Yeast | Makes the dough rise by producing gas. |
| Salt | Strengthens gluten; adds flavour; slows yeast a little. |
| Sugar (optional) | Feeds yeast; helps browning; adds sweetness. |
| Fat (optional) | Makes bread softer; helps it stay fresh. |

## Basal Metabolic Rate (BMR)

This is the **minimum amount of energy** you body needs to stay alive.
It includes breathing, keeping warm, pumping blood and basic body functions.

What affects BMR?
**Age** – younger people have higher BMR
**Gender** – males usually have a higher BMR
**Body size/weight**
**Growth** – children/teens need more energy

## Physical Activity Level (PAL)

PAL describes **how active you are** each day.
The more active you are → **the more energy your need.**
**Low PAL** – sitting a lot, little movement
**Medium PAL** – regular walking, exercise a few times a week
**High PAL** – sports, physical jobs, very active lifestyles.

**Half-term 4**

**Là où j'habite**

**French Year 8**

| Habiter | to live | |
|---|---|---|
| j'habite | *I live* | |
| tu habites | *you live* | |
| il/elle/on habite | *he/she/we live* | |
| nous habitons | *we live* | |
| vous habitez | *you live* | |
| ils/elles habitent | *they live* | |

| Là où j'habite | Where I live | |
|---|---|---|
| j'habite | *I live* | |
| un appartement | *a flat* | |
| une maison | *a house* | |
| dans un village | *in a village* | |
| dans une ville | *in a town* | |
| en ville | *In town* | |
| à la campagne | *in the countryside* | |
| à la montagne | *in the mountains* | |
| au bord de la mer | *by the sea* | |

| | Masc sing | *Fem sing* | plural |
|---|---|---|---|
| My | mon | *ma* | mes |
| Your | ton | *ta* | tes |

| les pièces | rooms | |
|---|---|---|
| chez moi, il y a… | *in my home, there is/are…* | |
| 7 pièces | *7 rooms* | |
| la chambre de mes parents | *my parents' room* | |
| la chambre de mon frère | *my brother's room* | |
| la chambre de ma sœur | *my sister's room* | |
| ma chambre | *my room* | |
| la cuisine | *the kitchen* | |
| le jardin | *the garden* | |
| la salle à manger | *the dining room* | |
| le salon | *the living room* | |
| le garage | *the garage* | |
| la salle de bain | *the bathroom* | |
| il n'y a pas de… | *there isn't a /there aren't any…* | |

Adjectives that go before the noun:

**B**eauty   beau, jolie
**A**ge   vieux/vieille, jeune
**G**oodness  bon, mauvais
**S**ize   grand, petit

| les adjectifs | adjectives | |
|---|---|---|
| petit(e) | *small* | |
| grand(e) | *big* | |
| beau/belle | *beautiful* | |
| joli(e) | *pretty* | |
| vieux/vieille | *old* | |
| moderne | *modern* | |
| confortable | *comfortable* | |
| sympa | *nice* | |
| propre | *clean* | |
| cher/chère | *expensive* | |
| bon/bonne | *good* | |
| mauvais(e) | *bad* | |

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

## Comparatives

### Studio Grammaire
*Page 82*

You use comparative adjectives as follows:

*plus* + **adjective** + *que*  more … than

*plus grand que*  bigger than

*moins* + **adjective** + *que*  less … than

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

### The seasons

| au printemps | *In spring* | |
|---|---|---|
| en été | *In summer* | |
| en automne | *In autumn* | |
| en hiver | *In winter* | |

### Dans ma ville, il y a…

| Dans ma ville, il y a… | *In my town, there is..* | |
|---|---|---|
| un stade | *a stadium* | |
| un centre commercial | *a shopping centre* | |
| un marché | *a market* | |
| un supermarché | *a supermarket* | |
| un centre de loisirs | *a leisure centre* | |
| une piscine | *a swimming pool* | |
| une église | *a church* | |
| une patinoire | *an ice rink* | |
| des musées | *some museums* | |
| des magasins | *some shops* | |
| la plage | *the beach* | |

### Dans ma ville on peut

| Dans ma ville | In my town | |
|---|---|---|
| on peut | you can | |
| visiter des monuments | visit monuments | |
| faire du ski | go skiing | |
| aller à la plage | go to the beach | |
| nager | swim/go swimming | |
| aller au cinéma | go to the cinema | |
| faire les magasins | go shopping | |
| faire les randonnées | go for hikes | |
| manger du fast-food | eat fastfood | |

### La météo/le temps

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

### The verb pouvoir

Pouvoir is a modal verb. It means to be able to / it also means 'can'

It is followed by an infinitive

| Pouvoir | To be able to/'can' | |
|---|---|---|
| Je peux | *I can* | |
| Tu peux | *You can* | |
| Il/elle/on peut | *He/she/we can* | |
| Nous pouvons | *We can* | |
| Vous pouvez | *You can* | |
| Ils/elles peuvent | *They can* | |

### 'on'
There are several ways to translate the prounoun 'on'

* We
* You
* They
* One

# Superpowers

## Lesson 1. What is a superpower?

**Superpower-** a country with 'the capacity to project dominating power and influence anywhere in the world, sometimes in more than one region of the globe at a time'.

**Factors used to define a superpower**

- **Resources –** Some resources such as oil and gas allow a country to become wealthy and powerful through trade.
- **Size –** countries with a larger area tend to have more resources and more neighbouring countries to influence.
- **Soft Power -** (culture) a nations way of life, values or beliefs. The more appealing this is the powerful.
- **Political Power –** having a seat on organisations such as the UN security council allows them power over global issues.
- **Population –**large populations are considered important to a country as they provide workers and more potential earnings
- **Economic Strength** - Countries with the largest economies have a big influence over global economies
- **Military Strength –** the more money spent on military and the type of weapons owned by government (eg nuclear weapons) influence how powerful a country is.

## Lesson 2 The rise and fall of superpowers.

**Empire –** A group of countries ruled over by one state or monarch.

**Colonialism –** Occupying a country with settlers and exploiting it economically.

**Geopolitics-** Geopolitics is the study of the effects of Earth's geography (human and physical) on politics and international relations.

Why was Britain able to build such a large empire?
**Technology and Industrial Superiority -** as the first nation to experience an industrial revolution they were able to provide mass produced goods before others putting them at an advantage.

**The British Navy and Maritime Power -** Britain dominated maritime communication and trade routes. Being an island nation, shipbuilding and sailing were important skills.

What caused the fall of the British Empire?
**The Second World War –** After the war ended USA and Russia had more money, people and nuclear weapons leaving the world less reliant on Britain and its empire to keep order.

**Money –** the cost of the second world war was high for Britain in both human life and money. Britain could not afford to keep colonies that made no profit or to fight the countries who wanted independence.

**Nationalism –** Many colonies wanted independence and have their own culture and traditions at the heart of the country. In Britain too, people were moving away from the idea of spending on colonies, favouring investing in things like the NHS.

## Lesson 3 & 4. Emerging superpowers

The geography of superpowers is always changing.

**Uni-Polar world system:** where most of the world region's economic, social, cultural aspects are influenced by a single state/country.

**Bi-Polar world system:** a system of world order in which the majority of global economic, military and cultural influence is held between two states.

**Multi-Polar world system:** power is distributed at least among 3 significant poles (countries).

**BRICS**: These are Brazil, Russia, India and China and together they account for 35% of the worlds GDP and 45% of the world's population.

## Lesson 5 & 6. South China Sea

**Contested –** In competition for a position of power.

**Sovereignty**: the authority of a state to govern itself or another state.

The South China Sea and two island chains are claimed by a number of countries. China/Taiwan/Vietnam/The Philippines.

This area is said to be rich in oil and gas. It is also a major shipping route and home to fishing grounds that supply large numbers of people with food and livelihoods.
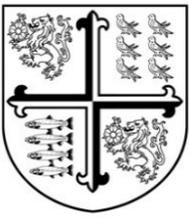
## Lesson 7. Who are the MINTS?

Mexico, Indonesia, Nigeria and Turkey are all potential new economic superpowers.
**Mexico:** has the largest economy of all the MINT countries. An average age of 28. 75% of all exports go to the USA. Suffers from corruption and the grip of drug cartels.
**Indonesia:** top foreign export is mining, is pinning hopes on young entrepreneurs to attract investors. The largest of the MINT nations.
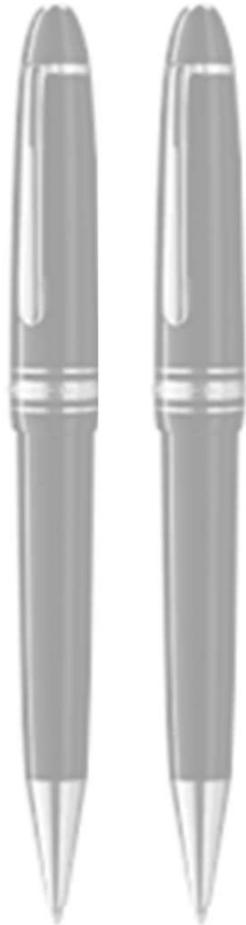**Nigeria**: has oil, an average age of 18 and has been an attractive country for investors, but corrupt governments mean that it is not as powerful as it should be.
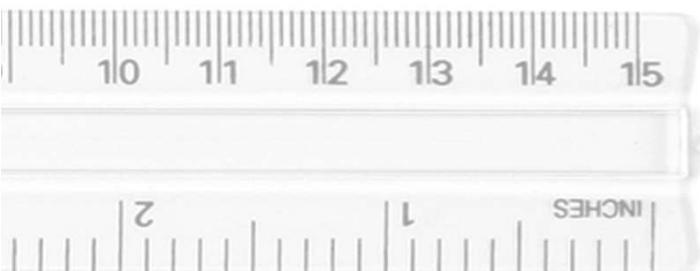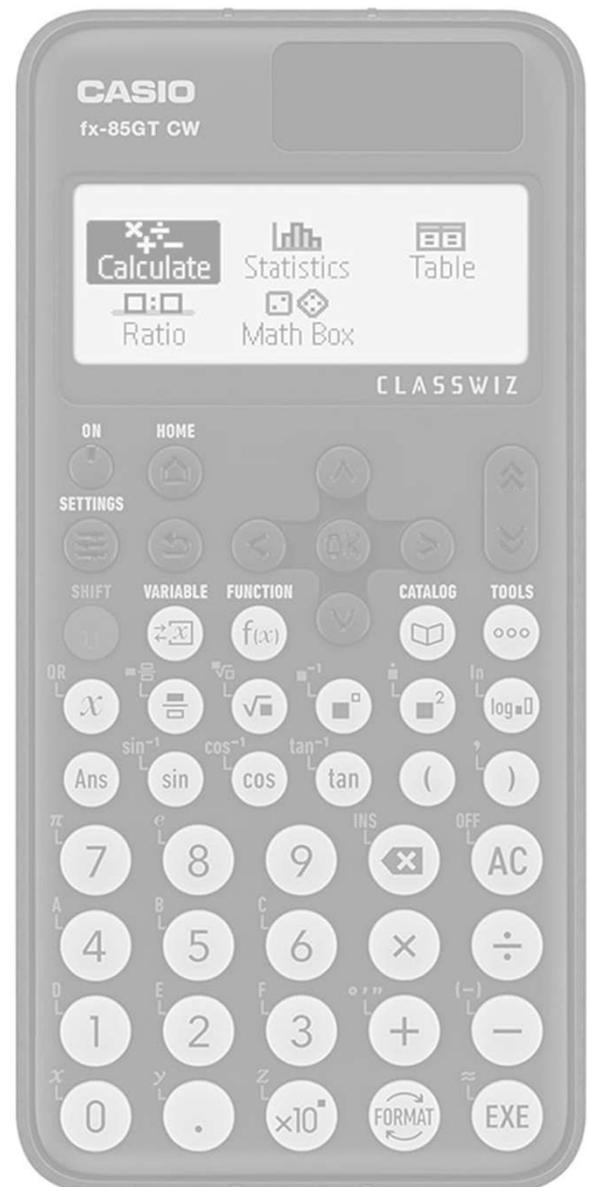
# Equipment

ID Card

STAEDTLER stick 430 M

WHITE BOARD

WHITE BOARD

YPO

Glue
Stick

· Non toxic and
solvent free
· For all paper
and card work

www.ypo.co.uk

Art # 1611 SH

# Check

- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator

| 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
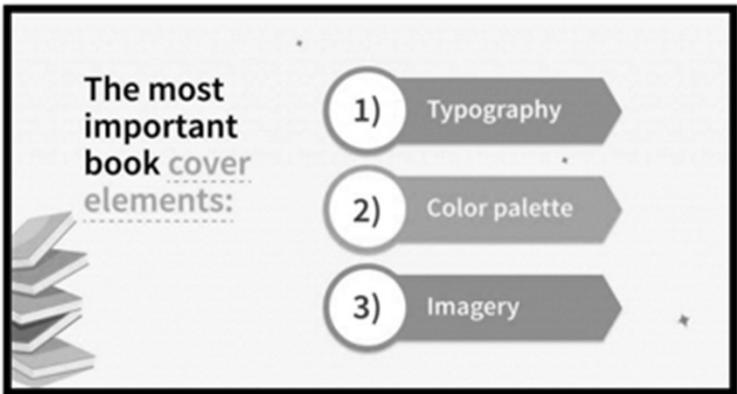
## Graphic Communication - Book Cover Design

**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.

TAGLINE
Book summary
Endorsement
Barcode and price
Spine
MIKE ENGEL — Author
Illustration or photo
Front Cover — Title
ROMAN — Subtitle or tagline

**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

**GRAPHICS**

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

## World War II: Key terms/definitions ✓

| Term | Definition | ✓ |
|---|---|---|
| Fascist | Right wing views including racism/nationalism, authority | |
| Communist | Left wing views including all property owned by the state | |
| Appeasement | Making concessions to an aggressive power to avoid war | |
| Conscription | A law forcing people to join the armed forces | |
| Remilitarisation | Re-arming a country/territory that was previously disarmed | |
| Rhineland | Region on the border between Germany and France | |
| Blitzkrieg | 'Lightening War' – surprise and powerful attack | |
| Lend Lease | Agreement for USA to loan weapons/supplies to UK/USSR | |

## Mussolini and Stalin ✓

**Mussolini** became leader of the Italian Fascist Party in 1922, and sent 30,000 fascists to march on Rome in October 1922 and was invited to become Prime Minister by King Victor Emmanuel III. When in power, Mussolini used a private army and propaganda to keep control and later allied with Hitler in World War II.

**Stalin** became leader of the USSR after the death of Lenin, and introduced Five Year Plans to modernise industry, and collectivisation to modernise agriculture. He used secret police, purges and propaganda to keep power, and, after allying with Hitler in 1939 was then invaded by Germany in 1941.

## Causes of World War II: Steps leading to war ✓

**January 1933:** Adolf Hitler becomes Chancellor of Germany
**March 1935:** Hitler introduced conscription to the army
**June 1935:** Anglo-German naval agreement
**March 1936:** Remilitarisation of the Rhineland
**July 1936:** German troops sent to fight in Spanish Civil War
**March 1938:** Anschluss between Germany and Austria
**September 1938:** Munich Agreement (Chamberlain/Hitler): Sudetenland given from Czechoslovakia to Germany
**March 1939:** Hitler invaded the remainder of Czechoslovakia
**August 1939:** Nazi-Soviet Non-Aggression Pact,
**September 1939:** Germany invaded Poland,
**September 1939:** Britain declared war on Germany

## Key people ✓ ✓

| | | ✓ | | | ✓ |
|---|---|---|---|---|---|
|  | **Neville Chamberlain** was Prime Minister of the UK from May 1937 to May 1940. | |  | **Adolf Hitler** was Chancellor of Germany from January 1933 and Fuhrer from August 1934 until his suicide in 1945 | |
|  | **Winston Churchill** became Prime Minister of the UK from May 1940 until losing the General Election in 1945 | |  | **Franklin D. Roosevelt** was President of the USA from March 1933-April 1945. He was succeeded by President Harry Truman | |

## 1930's: Arguments for and against appeasement: ✓

| For appeasement | Against appeasement |
|---|---|
| - Many people felt that the Treaty of Versailles had been too harsh on Germany,<br>- After the horrors of WWI, the British public were not keen on going to war again,<br>- Britain needed more time for rearmament and to get ready for war: appeasement allowed them the time to do this,<br>- British people were not keen on war until Hitler broke the Munich Agreement. | - The appeasement policy encouraged Hitler to make more territorial demands,<br>- Germany also used the time to increase their armed forces,<br>- Britain should have known that the appeasement policy would not work with a dictator like Hitler,<br>- The appeasement policy contributed to the USSR signing the Nazi-Soviet Non-Aggression Pact. |

## Key events and battles of World War II ✓

**April 1940:** German occupation of Norway and Denmark
**May 1940:** Blitzkrieg tactics for Germany to break through Belgium into France
**May-June 1940:** Dunkirk evacuation of 338,000 British and French troops
**July-September 1940:** Battle of Britain: Britain alone against Nazi Germany
**February 1941:** Lend Lease agreement passed by US Congress
**June 1941:** Start of Operation Barbarossa: German invasion of the USSR
**December 1941:** Attack on Pearl Harbour (US naval base on Hawaii) by Japan
**October 1942:** Battle of El Alamein in North Africa
**September 1942-February 1943:** Battle of Stalingrad
**July 1943:** Battle of Kursk
**6th June 1944:** D-Day landings took place
**December 1944 - May 1945:** Battle of the Bulge/Battle for Berlin
**6th & 9th August 1945:** Atomic bombs dropped on Japan: Hiroshima and Nagasaki

| Keyword | | Definition | Example(s) |
|---|---|---|---|
| Direct proportion | | A relationship in which one variable increases at the same rate as another | Petrol (litres): 15, 60; Cost (£): 20.40, 81.60. 15 x 4 = 60 and 20.40 x 4 = 81.60 so petrol and cost are directly proportional |
| Graph of direct proportion | | A linear graph (straight line) that goes from the origin. The formula will be $y = kx$ where k is the gradient of the line. |  Cost = 1.5 X Number of ice creams |
| Inverse proportion | | A relationship between two variables in which as one variable increases, the other decreases at the same rate. In the formula $xy = 120$, $x$ and $y$ are in inverse proportion. | Speed ($x$ km/h): 20, 40; Time ($y$ hours): 6, 3. 20 x2 = 40 and 6 ÷2 = 3 so speed and time are inversely proportional. Note that $xy = 120$ |
| Graph of inverse proportion | | A reciprocal curve that never touch either axes. The formula will be $xy = k$ or $y = \frac{k}{x}$ where k is a number |  Number of People x Cost = 120 |

| Keyword | | Definition | Example(s) |
|---|---|---|---|
| Speed | | The formulae relating speed, distance and time are: $$speed = \frac{distance}{time}$$ $$distance = speed \times time$$ $$time = \frac{distance}{speed}$$ | A runner runs 10 km in 1 hour and 37 minutes. Work out the average speed in kilometres per hour. *1 hour and 37 minutes* $= 1\frac{37}{60}$ *hours* $$speed = \frac{distance}{time} = \frac{10}{\left(1\frac{37}{60}\right)}$$ $$= 6.19 km/h$$ |
| Density | | A measure of how tightly matter is packed within a 3D space. $$density = \frac{mass}{volume}$$ | A piece of iron has a volume of 20 cm³ and a mass of 158 g. Calculate the density of iron. $$density = \frac{mass}{volume} = \frac{158}{20}$$ $$= 7.9 g/cm^3$$ |
| Rate of flow | | A measure of the volume of liquid passing over a given time. $$flow\ rate = \frac{capacity}{time}$$ | A container of capacity 2 litres is filling at a rate of 40 ml/s. How long will it take to fill. $$time = \frac{capacity}{flow\ rate} = \frac{2000}{40}$$ $$= 50s$$ |
| Pressure | | A measure of force over an area, with a unit of Newtons per square metre or pascal. $$pressure = \frac{force}{area}$$ | A crate with a square base of length 10 cm on the floor exerts a force of 350 N. What is the pressure exerted? $$pressure = \frac{force}{area} = \frac{350}{0.1^2}$$ $$= 35000\ N/m^2$$ |

| Keyword | | Definition | Example(s) |
|---|---|---|---|
| Inequality symbols | | The inequality symbols are<br>$>$ *greater than*<br>$\geq$ *greater than or equal to*<br>$<$ *less than*<br>$\leq$ *less than or equal to* | $7 > 5$<br>$-3 \leq 10$<br>$2 \geq 2$<br>$1 \leq 2 < 5$<br>$x > 7$ |
| Inequalities on a number line | | Inequalities can be shown on a number line. Hollow circles are used for strict inequalities ($<$ or $>$) and filled circles are used for inclusive inequalities ($\leq$ or $\geq$) | $x \geq 3$<br><br>-5 -4 -3 -2 -1 0 1 2 3 4 5 |
| Linear inequality | | Like a linear equation but with an inequality symbol instead of an equals. Solved in the same way as linear equations except multiplying or dividing by a negative number changes the direction of the inequality. | $1 - 2x < 9$<br><br>$-2x < 8$<br><br>$x > 4$ |

| Keyword | | Definition | Example(s) |
|---|---|---|---|
| Bounds | | The upper and lower bounds are the maximum and minimum values that a number could have been before it was rounded. | If a measurement ($x$) was rounded to 3 cm to the nearest centimetre, it could have been as small as 2.5 cm or nearly as big as 3.5 cm. |
| Error interval | | An error interval writes down a number's bounds using inequality symbols. | The error interval is<br>$2.5 \, cm \leq x < 3.5 \, cm$ |

| Calculations with bounds | | If X has the error interval $X_{LB} \leq X < X_{UB}$ and Y has the error interval $Y_{LB} \leq Y < Y_{UB}$ then<br><br>Addition<br>$$X_L + Y_L \leq X + Y < X_U + Y_U$$<br>Multiplication<br>$$X_L \times Y_L \leq X \times Y < X_U \times Y_U$$<br>Subtraction<br>$$X_L - Y_U \leq X - Y < X_U - Y_L$$<br>Division<br>$$X_L \div Y_U \leq X \div Y < X_U \div Y_L$$ | A rectangle has side lengths 10 m and 4 m, both to the nearest metre. Find the maximum possible area of the rectangle.<br><br>$x = 10, then\ 9.5 \leq x < 10.5$<br>$y = 4, then\ 3.5 \leq y < 4.5$<br><br>Maximum area will be<br>$$x_U \times y_U = 10.5 \times 4.5 = 47.25 \, m^2$$ |
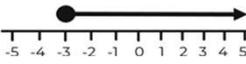
**Bournemouth School MUSIC department**

**Theme** the opening or original tune

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

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

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



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



**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 e.g. *London's burning*

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

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

**Diminution** when a 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.

**Musical** a play that includes singing and dancing to help tell the story
- **Jukebox musical** uses songs that already exist, often by the same artist
- **Book musical** uses songs specially written to fit the play

**Dialogue** conversation between characters
**Sung through** a musical where singing replaces spoken dialogue

**Lead role** one of the main characters
**Chorus role** the crowd – parts without independent singing or dialogue
**Solo number** a musical number for one (lead) character
**Chorus number** a musical number for the chorus

**Voice ranges:**
**Soprano** (high female), **Alto** (low female), **Tenor** (high male), **Bass** (low male)

**Other specific jobs:**
**Choreographer** person who devises and teaches dances
**Musical director** the person in charge of the musical aspects of a performance
**Director** in overall charge of the creative side of a performance
**Producer** in charge of the business side of a performance

**Texture:**
**Homophony** a texture with one main melody supported by chords
**Voice leading** parts move to nearby notes when chords change to make smooth lines
**Unison** different parts play or sing the same music at the same pitch

## Elements

# DR T SMITH

**D**ynamics
Changes in volume
**R**hythm
Patterns of note lengths and accents
**T**exture
The way musical lines are combined in a piece
**S**tructure
The different sections of a piece and the order in which they happen
**M**elody
Anything about the tunes in a piece of music
**I**nstruments
Which instruments are used, and what they do
**T**onality
Information about the key a piece of music uses, and how it changes
**H**armony
The chords that are used

**MUSIC**

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

## What to do about bullying:

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

☐

## Online safety advice:

**Think before you post**
Don't upload or share anything you wouldn't want your grandparents seeing. Once you post something, you lose control of it.
**Don't share personal details**
Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. **Watch out for phishing and scams**
Phishing is when someone tries to trick you into giving them information, like your password. Never click links from emails or messages that ask you to login.
**Think about who you're talking to**
There are lots of ways that people try to trick you into trusting them online.
**Keep your device secure**
Make sure that you're keeping your information and device secure.
**Never give out your password**
Make sure you pick strong, easy to remember passwords.
**Cover your webcam**
Some viruses will let someone access your webcam without you knowing, so make sure you cover your webcam whenever you're not using it.

☐

## Support and useful websites:

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

Brook: www.brook.org.uk/help-advice
Childline: www.childline.org.uk  0800 1111
Get It: www.getit.org.uk
Child exploitation and online protection agency (CEOP) CEOP Safety Centre

☐

## Key Words:
- **Utilitarianism-** that an action is right in so far as it promotes happiness, and that the greatest happiness of the greatest number should be the guiding principle of conduct.
- **Deontological-** moral philosophy that judges the rightness or wrongness of an action based on whether it adheres to a set of rules or duties, regardless of the consequences.
- **Virtue-** Behaviour showing high moral standards.
- **Vice-** Immoral or wicked behaviour.
- **Dilemma-** situation in which a difficult choice has to be made between two or more alternatives, especially ones that are equally undesirable.
- **Punishment-** the giving of a restriction, financial penalty, form of suffering, or other undesired consequence for an offence
- **Forgiveness-** The action or process of forgiving or being forgiven.
- **Justice-** Quality of being just, right or fair.
- **Freewill-** Free choice. Making decisions without restriction.
- **Sin-** An act that is regarded as a serious offence. Can be against a religious or secular law.
- **Secular-** Not connected with religion.

## Religions and Freewill:
There are many views. Here are some of them.
- It is an illusion?
- Is it essential so people can be held accountable for their behaviour?
- Is it a gift?
- Is your free choice determined by your past actions in another life?
- Does God already know what you will choose to do?
- Are your actions predetermined?

## Utilitarianism:
- Utilitarianism is an ethical theory that determines right from wrong by focusing on outcomes.
- Utilitarianism holds that the most ethical choice is the one that will produce the greatest good for the greatest number.
- It is also the most common approach to moral reasoning used in business because of the way in which it accounts for costs and benefits.
- However, because we cannot predict the future, it's difficult to know with certainty whether the consequences of our actions will be good or bad. This is one of the limitations of utilitarianism.
- Jeremy Bentham was the first to formalise the theory. He and most of its developers since have been atheists. If we don't think there are any Gods making demands of us, our moral concern focuses on happiness in this life.
- Consequentialist theory and evaluates actions based on their outcomes.

## Religion and Sin:
- **Christianity:** Sin is an act against God's will that separates humans from Him.
- **Judaism:** Humans are believed to be born free of sin, but they can sin through their own choices. The focus is on apologising and living according to God's law.
- **Islam:** Sin is any act that goes against the teachings of Allah, as conveyed through prophets and revealed books. All humans are imperfect and sin, but they must follow guidance to the best of their ability.
- **Hinduism:** Sin is closely tied to the concept of karma, where actions driven by desire have negative consequences.
- **Sikhism:** The ultimate sin is being disconnected from God. Actions and attachments that pull one away from the Divine are considered sins.

## Situation Ethics:
- In situation ethics, right and wrong depend upon the situation.
- There are no universal moral rules or rights - each case is unique and deserves a unique solution.
- It teaches that ethical decisions should follow flexible guidelines rather than absolute rules, and be taken on a case by case basis.
- Situation ethics was originally devised in a Christian context, but it can easily be applied in a non-religious way.
- The elements of situation ethics were described by Joseph Fletcher.
- Love is considered the ultimate or most important part of decision making.
- Agape is known as unconditional love; 'love your neighbours, love your enemies'.
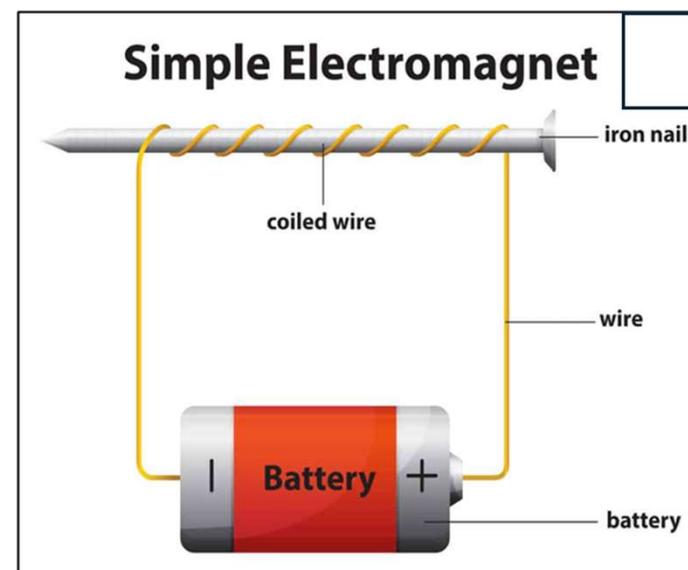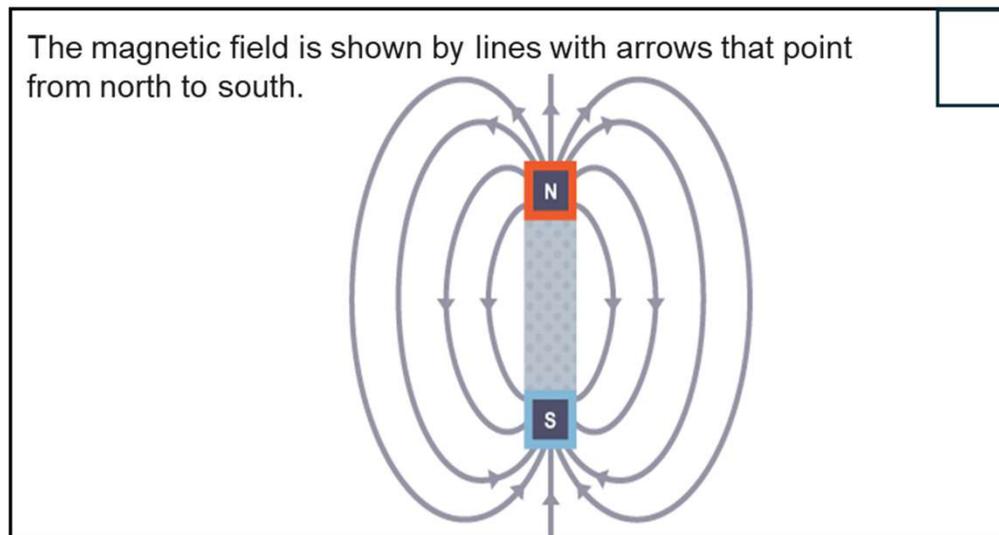
## Aims of Punishment:
- **Deterrence** - punishment should put people off committing crime.
- **Protection** - punishment should protect society from the criminal and the criminal from themselves.
- **Reformation** - punishment should reform the criminal, making them a better person.
- **Retribution** - punishment should make the criminal pay for what they have done wrong
- **Reparation** - punishment should compensate the victim(s) of a crime.
- **Vindication** - the punishment makes sure that the law is respected.

## Ways to work for justice:
- Campaign
- Protest
- Charity work
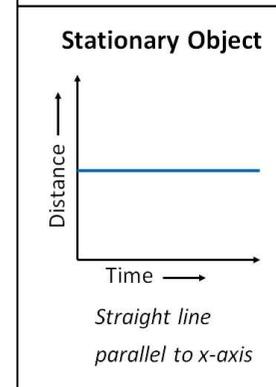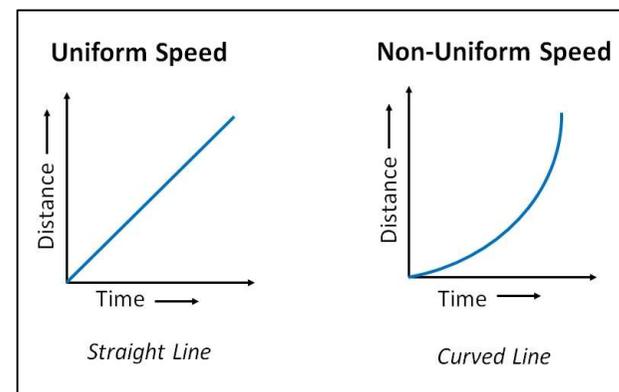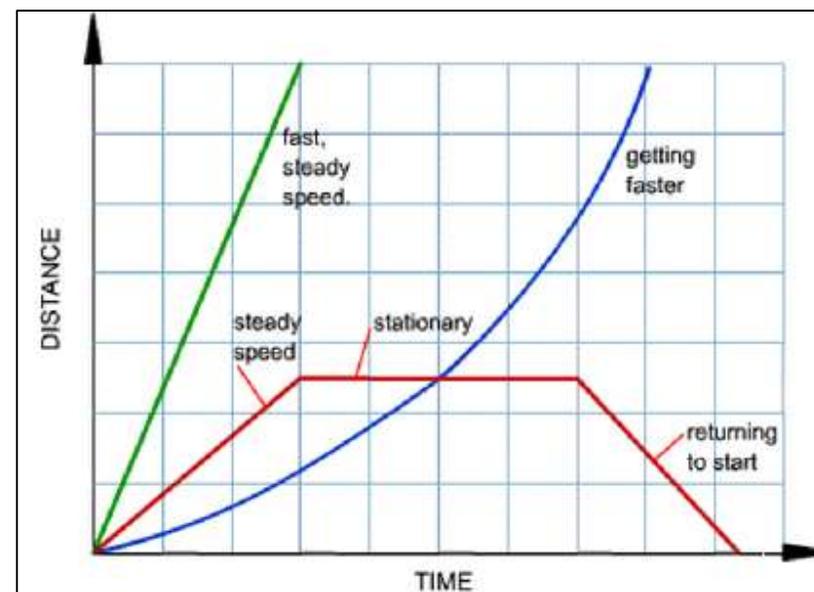- Prayer
- Volunteer
- Listen
- Respect others

# Physics P1 Magnetism

| Key term | Definition | |
|---|---|---|
| Magnetic force | Non-contact force from a magnet on a magnetic material | |
| Magnetic poles | The ends of a magnetic field, called north-seeking (N) and south-seeking poles (S). | |
| Magnetic material | Materials that feel a force from a magnetic field. Iron, nickel and cobalt are magnetic. | |
| Magnetic field | The region around a magnet where a force will be experienced. | |
| Strength of a magnetic field | Depends on magnet strength and distance between magnet and magnetic object | |
| Permanent magnet | An object that is magnetic all of the time. | |
| Electromagnet | A non-permanent magnet turned on and off by controlling the current through it. | |
| Strength of electromagnet | Can be increased by increasing current, using a soft iron core and increasing the number of coils | |
| Solenoid | Wire wound into a tight coil, part of an electromagnet. | |
| Core | Soft iron metal which the solenoid is wrapped around. | |

The magnetic field is shown by lines with arrows that point from north to south.



## Simple Electromagnet



- iron nail
- coiled wire
- wire
- battery
- Battery

# Physics PH Speed

| Key term | Definition | |
|---|---|---|
| Speed | The distance an object travels in a specific time. Speed = distance/time | |
| Anomaly | A result that doesn't fit with the pattern of the other results. | |
| Average speed | The total distance traveled divided by the total time taken. | |
| Acceleration | How quickly speed increases or decreases. Acceleration = change in speed/time | |
| Gradient | A measure of how steep a line is. | |
| Kilo | This means a thousand. | |
| Continuous data | Data that does not fit into a category. It is numerical data that can take any value within a given range. | |
| Categoric data | Data that can be sorted into groups, e.g. names of plants or types of material. | |
| Reproducible | A measurement is reproducible if the investigation is repeated by another person, or by using different equipment or techniques, and the same results are obtained. | |





Uniform Speed — *Straight Line*

Non-Uniform Speed — *Curved Line*



Stationary Object — *Straight line parallel to x-axis*

## ¿Qué casa prefieres?

| un salón | a living room | |
|---|---|---|
| un dormitorio | a bedroom | |
| un comedor | a dining room | |
| un cuarto de baño | a bathroom | |
| un jardín | a garden | |
| una cocina | a kitchen | |
| una terraza | a terrace | |
| una piscina | a swimming pool | |
| está | It is (location) | |
| es | It is (description) | |
| tiene | It has | |

## Mi casa es más pequeña que..

| moderno/a | modern | |
|---|---|---|
| antiguo/a | old | |
| bonito/a | pretty | |
| feo/a | ugly | |
| pequeño/a | small | |
| grande | big | |
| cómodo/a | comfortable | |
| más…que | more…than | |
| menos…que | less…than | |

## Useful words

| no puedo… | I cant… | |
|---|---|---|
| because | porque | |
| sin embargo | however | |
| también | also | |
| después | after | |
| luego | then | |
| Again | Otra vez | |
| Next to | Al lado de | |
| I think that | Pienso que | |
| I live in | Vivo en | |

## The most/least

*To say something is the most or least of something we use this structure*

El/la/los/las + noun + **más/menos** + adjective

***El parque <u>más</u> grande***
*The biggest park*

***Los mercados <u>menos</u> interesantes***
*The least interesting markets*

***La catedral <u>más</u> antigua***
*The oldest cathedral*

## 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* *vas* *va* *vamos* *vais* *van* | *+ a* | *+ infinitive* |
|---|---|---|

## Past tense

*These are the rules for regular past 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 and - IR*** |
|---|---|
| *-é* | *-í* |
| *-aste* | *-iste* |
| *-ó* | *-ió* |
| *-amos* | *-imos* |
| *-asteis* | *-isteis* |
| *-aron* | *-ieron* |

## ¿Qué se puede hacer en…?

| se puede…. | you can…. | |
|---|---|---|
| visitar los museos | to visit museums | |
| visitar el castillo | to visit the castle | |
| hacer actividades náuticas | to do watersports | |
| hacer senderismo | to do hiking | |
| ir al restaurante | to go to the restaurant | |
| ir a la playa | too go to the beach | |
| ir de paseo en bicicleta | to go on a bike ride | |
| ver la catedral | to see the cathedral | |
| ver el mercado | to see the market | |
| jugar al fútbol/golf | to play football/golf | |

## Past tense

| comí | I ate | |
|---|---|---|
| bebí | I drank | |
| escribí | I wrote | |
| canté | I sang | |
| bailé | I danced | |
| fui | I went | |
| hice | I did | |
| fue | It was | |
| vi | I saw | |
| jugué | I played | |

## Near future tense

| Voy a comer | I am going to eat | |
|---|---|---|
| Voy a beber | I am going to drink | |
| Voy a escribir | I am going to write | |
| Voy a cantar | I am going to sing | |
| Voy a bailar | I am going to dance | |
| Voy a ir | I am going to ir | |
| Voy a hacer | I am going to do | |
| Va a ser | I am going to be | |
| Voy a ver | I am going to watch | |
| Voy a jugar | I am going to play | |

## ¿Dónde está…?

| sigue todo recto | go straight ahead | |
|---|---|---|
| dobla a la derecha | turn right | |
| dobla a la izquierda | turn left | |
| toma la primera a la derecha | take the first on the right | |
| toma la segunda a la izquierda | take the second on the left | |
| cruza la plaza | cross the square | |
| está a la derecha | it is on the right | |
| está a la izquierda | it is on the left | |

## Time expressions

| Ayer | Yesterday | |
|---|---|---|
| La semana pasada | Last week | |
| El fin de semana passado | Last weekend | |
| Anteayer | The day before yesterday | |
| La semana que viene | Next week | |
| La semana próxima | Next week | |
| Mañana | Tomorrow | |
| En el futuro | In the future | |
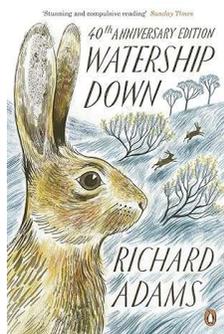
### Watership Down by Richard Adams

Sandleford Warren is in danger, but no one will listen. So together Hazel and Fiver and a few other brave rabbits secretly leave behind the safety of the warren and hop tentatively out into a vast and strange world. Chased by their former friends, hunted by dogs and foxes, avoiding farms and other human threats, but making new friends, Hazel and his fellow rabbits dream of a new life in the emerald embrace of Watership Down . . .
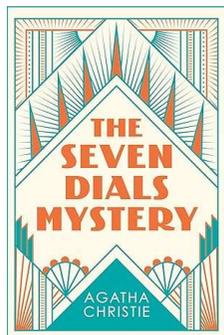
### Seven Dials by Agatha Christie

Gerry Wade had proved himself to be a champion sleeper, so the other house guests decided to play a practical joke on him. Eight alarm clocks were set to go off. But come morning, one clock was gone, and the prank had tragically backfired.

.
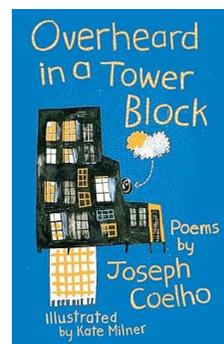
### Overheard in the Tower Block by Joseph Coelho

Gazing at the stars from five storeys up, smelling the bins from five storeys below. Overheard arguments, overheard laughter. A disappearing father and a Mermaid-Queen mother; statues that sing for flesh and blood; bullies who kick you under the table; perfect red trainers - and the things that lurk in the library.
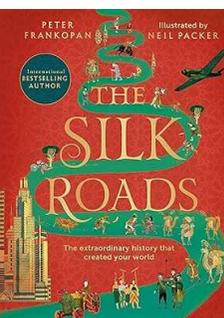
### The Silk Roads: a new history of the world
by Peter Frankopan

From ancient world laws laid down by King Hammurabi and the mighty Persian empire, to terrifying Huns, the rise of Europe, two world wars and politics today, the book moves through time and history sewing together the threads from different peoples, empires, and continents into a phenomenal history of the globe.

### Domain by Rohan Gavin

Orphaned teen Porter Simms agrees to test an experimental technology developed by his late parents. But there's a major catch. He is permanently online, a device of the government, and every time he uses the skills, it takes a toll on his mind. To make matters worse, an unseen enemy wants him taken offline - for good. Porter must race to prevent a deadly catastrophe before he loses the most important thing - himself.
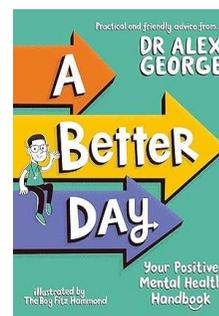
### A Better Day by Dr Alex George

A positive, accessible and practical toolkit guiding you in how you can care for your mental health with confidence. From peer pressure and exam stress to online trolls and anxiety, life is full of ups and downs. But there are ways we can stay on top of our mental health - this book provides all the scaffolding and practical techniques, so readers can look towards their future with optimism and positivity.
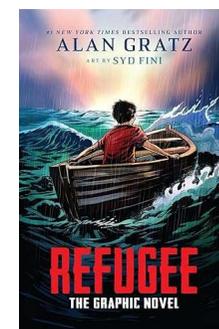
### The Refugee: the graphic novel by Alan Gratz

Josef is a Jewish boy living in 1930s Nazi Germany. Isabel is a Cuban girl in 1994. Mahmoud is a Syrian boy in 2015.  All face unimaginable dangers. And although Josef, Isabel, and Mahmoud are separated by continents and decades, shocking connections will tie their stories together in the end.
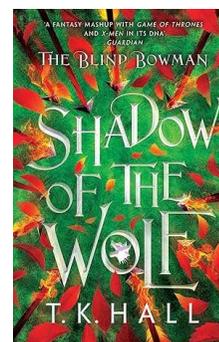
### The Blind Bowman - Shadow of the Wolf by Tim Hall

Robin Hood has been blinded. The great forest of Sherwood calls to him. Ancient myths, old magicks, will reach out. He will be transformed. The world is changing; forces loyal to the Sheriff are threatening the wildwood, and the old gods face the threat of darkness. Only Robin, the blind bowman, Marian, his childhood companion, and a band of rag-tag outlaws will be able to stand in their way. The forest is all.
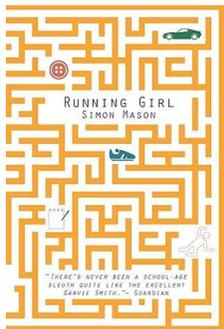
## Running Girl by Simon Mason

Meet Garvie Smith. Highest IQ ever recorded at Marsh Academy. Lowest ever grades. What's the point? Life sucks. Nothing surprising ever happens.  Until Chloe Dow's body is pulled from a pond. His ex-girlfriend.  DI Singh is already on the case. Ambitious, uptight, methodical - he's determined to solve the mystery - and get promoted. He doesn't need any 'assistance' from notorious slacker, Smith. Or does he?
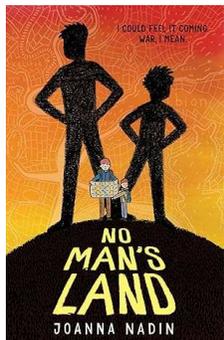
## No Man's Land by Joanna Nadin

With far-right Albion on the brink of war with Europe, ten-year-old Alan and his little brother Sam are sent away to safety. Dad tells Alan he has to be brave, like the superheroes he loves, but Alan isn't too sure. He wants to be wherever Dad is, and, anyway - can he really be sure who's a hero and who's a villain?
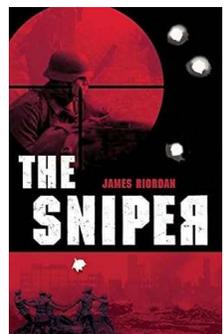
## The Sniper  by James Riordan

Stalingrad snipers were a legend in their time. Their patience, keen eyes and ruthlessness helped win the Battle of Stalingrad and turn the tide of the Second World War.  This is the true story of a teenage sniper recruited in 1942 by Vasily Zaitsev to seek out and shoot German officers.
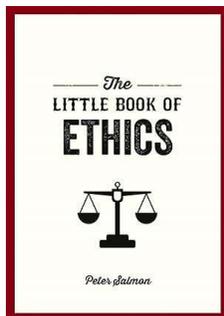
## The Little Book of Ethics by Peter Salmon

This accessible and thought-provoking guide will take you on a captivating exploration of the fundamental questions that form our decisions and actions, asking, what is the right thing to do in a certain set of circumstances? What can we base our decision on? Is there always a correct decision, or is it always a bit unclear?
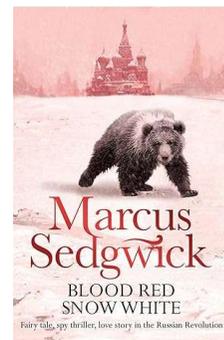
## Blood Red, Snow White by Marcus Sedgwick

Russia wakes from a long sleep and marches to St Petersburg to claim her birthright. Her awakening will mark the end for the Romanovs, and the dawn of a new era that changed the world. Arthur Ransome, a journalist and writer, was part of it all. He left his family in England and fell in love with Russia and a Russian woman. This is his story.
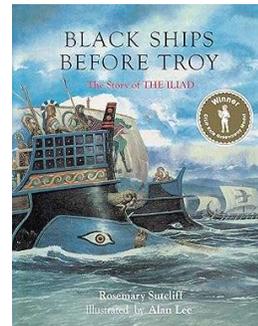
## Black Ships Before Troy
by Rosemary Sutcliff and Alan Lee

Black Ships before Troy is a retelling of the classic, epic poem, The Iliad. It offers younger readers an introduction to the heroes of ancient Greece whilst providing the complete story of the siege of Troy.
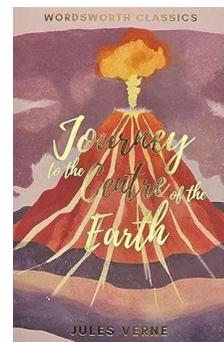
## Journey to the Centre of the Earth by Jules Verne

When Axel deciphers an old parchment that describes a secret passage through a volcano to the centre of the Earth, nothing will stop him and his eccentric uncle from embarking on a perilous, terrifying journey through the subterranean world.
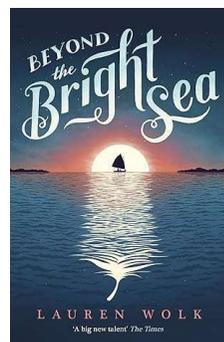
## Beyond the Bright Sea  by Lauren Wolk

Crow has lived her whole life on a tiny, starkly beautiful island. Her only companions are Osh, the man who rescued her from a washed-up skiff as a baby and raised her, and Miss Maggie, their neighbour across the sandbar. When a mysterious fire appears across the water that an unspoken question of her own history forms in Crow's heart, and an unstoppable chain of events is triggered. Crow sets out to find her lost identity.

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# Timetable

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