



BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 5

Summer Term

Name: _____ Master 8

Registration Form: - _____

✓ Hard Work

✓ Discipline

✓ Smart Appearance

✓ Respect

Bournemouth School

Knowledge Organiser: Year 8 Summer Term 5

'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.

Surrealist animal sculptures Year 8

MODELLING

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



Laura Ford

Jim Dine



A public sculpture called *Nobility on Time* by Salvador Dali



CONSTRUCTING AND ASSEMBLING

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

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

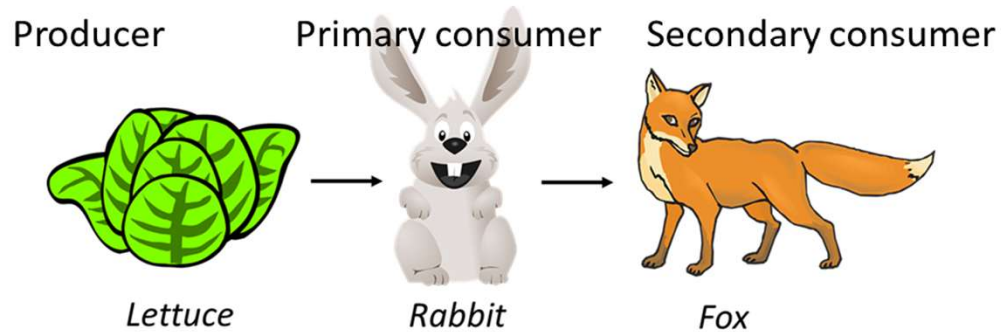
Surreal Art	Year 8 Key terms	Tick
What is surrealism?	Surrealism is a 20th-century cultural movement that explored the unconscious mind by depicting dreamlike, illogical scenes and bizarre, irrational, or uncanny juxtapositions. The Surrealism art movement started after World War One.	
Surrealism facts	Some of the surrealist artists had fought in WW1 and making art helped them to deal with the difficult things they had seen and felt. Dalí's famous painting <i>The Persistence of Memory</i> which includes clocks and watches that seem to be melting, has inspired many other artists.	
What is surreal sculpture?	A surreal sculpture is a three-dimensional artwork that disrupts reality by combining ordinary objects, biomorphic shapes, or distorted figures into dreamlike, bizarre, or uncanny compositions. Emerging from the 1920s Surrealism movement, these sculptures aim to explore the subconscious mind, frequently using unexpected juxtapositions to challenge logic and conventional aesthetics.	
What is a sculpture?	Sculpture is a form of three-dimensional visual art created by shaping, carving, casting, or assembling materials. Operating in 3D space, sculptures have height, width, and depth, allowing them to be viewed from multiple angles or in the round. They range from traditional statues to modern installations and abstract forms	
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect: In surrealism the inclusion of unusual objects/things being seen together.	
Metamorphosis	The fact of two things being seen or placed close together with contrasting effect: In surrealism the inclusion of unusual objects/things being seen together.	

Prior knowledge recall

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

Keyword	Definition
Ecosystem	interaction of a community of living organisms with the non-living parts of their environment.
Biodiversity	the variety within a species and the variety between species
Abiotic factors	Non living aspects of the ecosystem like light intensity and pH of soil
Biotic factors	Living aspects of the ecosystem like food availability and predators
Ecological sampling	a type of scientific surveying which can save time and money and give information on the population of animals and plants.
Quadrat	a square frame which is used in sampling. It is placed in a location and the plants or slow-moving animals inside it are counted.
Transect	a line drawn from one part of the habitat to another, this is normally carried out with a tape measure.
Pooter	small device using to suck up small animals like ants.

Keyword	Definition
Food chain	Part of a food web, starting with a producer, ending with a top predator.
Food web	Shows how food chains in an ecosystem are linked.
Habitat	The place where an organism lives.
Population	Group of the same species living in an area.
Producer	Green plant or algae that makes its own food using sunlight by photosynthesis
Consumer	Animal that eats other animals or plants.
Decomposer	Organism that breaks down dead plant and animal material so nutrients are recycled back to the soil or water.



The arrows on a food chain represent the transfer of energy from one organism to another

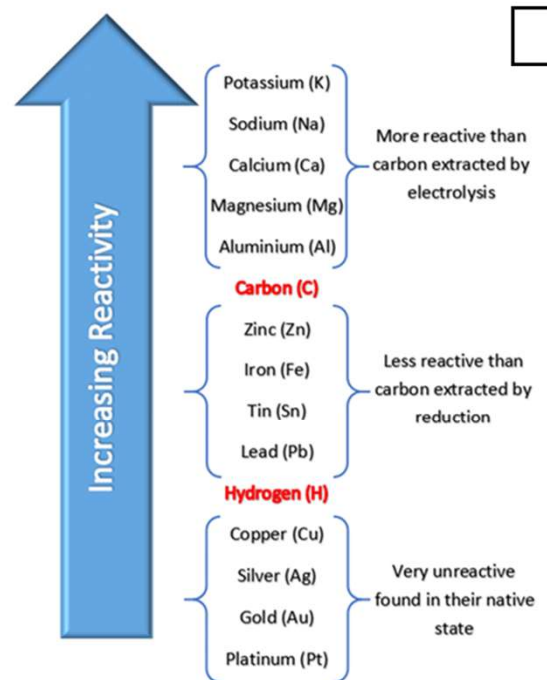


Chemistry CK: Earth's Resources

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

Core Definitions

Keyword	Definition / Example	Tick
Network	A group of connected devices that can share data and resources	
The Internet	A worldwide network of connected networks	
Internet Service	A system that allows communication or data sharing using the Internet	
World Wide Web (WWW)	An internet service used to access websites and web pages	
Cloud Computing	The use of software, storage and processing that run on remote servers	

Key Components

Keyword	Definition / Example	Tick
Protocol	A set of rules for communication between devices	
Network Switch	A central device that connects multiple wired devices on the same network	
Router	A device that forwards packets between networks and connects your local network to the Internet	
Server	A computer on the network that provides services to other devices	
Packet	A small piece of data sent across a network	

The Internet connects devices, services use the Internet, and cloud computing runs services on remote servers.



The World Wide Web

Keyword	Definition / Example	Tick
Website	A collection of related web pages	
Web Page	A single document on the WWW	
URL	The address of a web page	
Web Server	A computer that stores and delivers web pages	
Search Engine	A service used to find web pages	

How the Internet Works

Steps	Tick
1. Data is split into packets	
2. Packets may take different routes	
3. Packets are reassembled at the destination	

Cloud Computing

Concept	Tick
<ul style="list-style-type: none"> • Applications can run on remote servers • Files can be stores online • Users log into accounts, not devices • Data centres contain server farms 	

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: 150px;">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

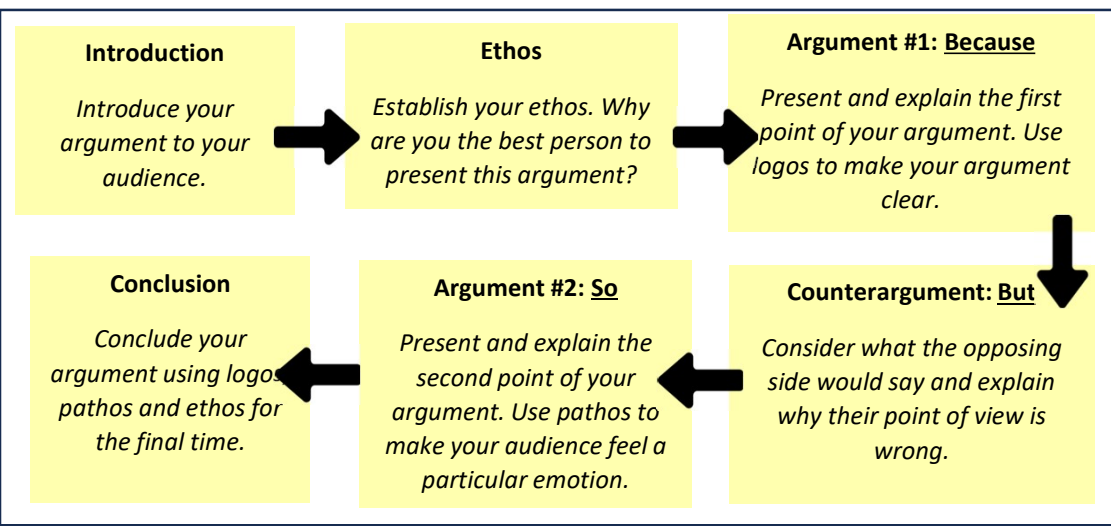




Vocabulary	
Analogy	A comparison between one thing and another, typically for the purpose of explanation or clarification.
Anecdote	A short amusing or interesting story about a real incident or person.
Maxim	A general truth, fundamental principle, or rule of conduct.
Rhetoric	The art of effective or persuasive speaking or writing
Theme	The main idea or underlying meaning a writer explores
Tone	The attitude conveyed in a piece of writing.

The Aristotelian Triad	
Ethos	Appeal of personality or character. Establishes the author’s credibility
Logos	Appeal to reason. Establishes a logic argument
Pathos	Appeal to the emotions of the author’s audience.

Structure of a speech



Rhetorical Devices	
Anaphora	<i>The repetition of a word or phrase at the beginning of multiple sentences.</i>
Direct Address	<i>Addressing a person or a group of people directly through use of name or personal pronouns.</i>
Hyperbole	<i>Exaggerated statements or claims that are not meant to be taken literally.</i>
Imperatives	<i>A call to action.</i>
Metaphor	<i>A comparison which says one thing is the other</i>
Rhetorical Questions	<i>A question which does not require an answer.</i>
Emotive Language	<i>Language crafted to evoke an emotional response in the listener.</i>

DAFOREST	
Direct Address	
Anecdote	
Facts	
Opinion	
Repetition	
Emotive Language	
Statistics	
Triple	

Forms	
Speech	
Article	
Letter	
Blogpost	
Leaflet	

Famous Speakers from History		✓
Aristotle	Hugely influential Ancient Greek philosopher and scientist. Aristotle's practical philosophy covers areas such as ethics, politics, economics, and rhetoric.	
Alexander the Great	Educated by Aristotle himself, a king of the ancient Greek kingdom of Macedon. He was undefeated in battle and is widely considered one of history's most successful military commanders.	
John F Kennedy	Often referred to as JFK, was an American politician who served as the 35th president of the United States from 1961 until his assassination in 1963. He was the youngest person elected president.	
Martin Luther King	Was an American Christian minister, activist, and political philosopher who was one of the most prominent leaders in the civil rights movement from 1955 until his assassination in 1968.	
Winston Churchill	Twice served as Prime Minister of the United Kingdom, from 1940 to 1945 during the Second World War, and again from 1951 to 1955.	
Charlie Chaplin	Was an English comic actor, filmmaker, and composer. His films are characterised by satire combined with pathos.	
Greta Thunberg	A Swedish environmental activist known for challenging world leaders to take immediate action for climate change.	

Annotated example of a speech

Anaphora: the repetition of a word or phrase at the beginning of multiple sentences. This helps Martin Luther King stress the point he is trying to make, creating a sense of urgency. Change must happen now or it will not happen at all.

Metaphor: Segregation is compared to a 'dark and desolate valley' to make it sound bleak. 'Dark' suggests negativity and 'desolate' implies there is a lack of hope.

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

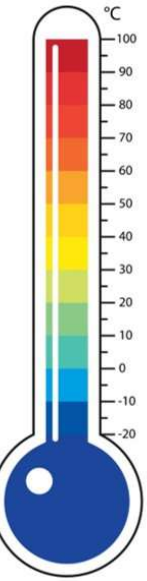
Pathos created through King's use of **direct address**. He is appealing to the audience's sense of duty. They all have a part to play in helping their country end racism and segregation forever.

Metaphor 2 is used here to compare 'brotherhood' to a solid rock. A rock is strong and stable, a foundation for Martin Luther King's dream of a 'brotherhood', a community of people who are not divided.

Mark scheme for speeches		✓
PASS	<ul style="list-style-type: none"> Expresses straightforward ideas, information and feelings. Makes an attempt to meet the needs of the audience through language choices. 	
MERIT	<ul style="list-style-type: none"> Expresses challenging ideas, information and feelings using a range of vocabulary. Achieves the purpose of the presentation through language choices. 	
DISTINCTION	<ul style="list-style-type: none"> Expresses sophisticated ideas, information and feelings using a sophisticated repertoire of vocabulary. Achieves the purpose of the presentation through language choices. 	

Temperatures to remember

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



Temperature	Purpose
5-63°C	Danger zone for bacterial growth
37°C	Optimum bacterial growth
≤8°C	Legal fridge limit
≤°C	Ideal fridge temperature
≥75°C	Safe cooking/reheating temperature

Key terms

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

Hydration: The process of replacing water in the body.

Dietary fibre: A type of carbohydrate found in plant foods.

Composite/combination food: Food made with ingredients from more than one food group.



Fats

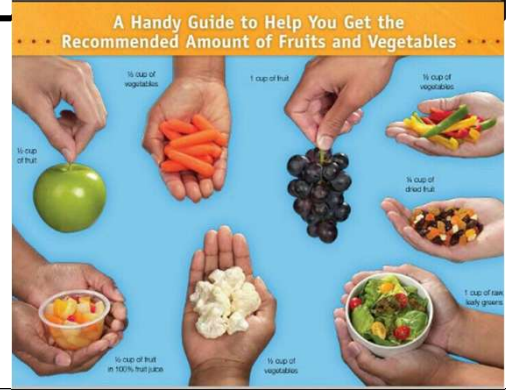
Classification	Sources	Function	Excess	Deficiency
Saturated, animal fats & Unsaturated, vegetable fats	Animal = butter, cream, lard, meat fat and cheese Vegetable = Olive & sunflower oil and nuts	Provides energy, protects internal organs and provides vitamins A,D,E & K	Obesity, Type 2 Diabetes, joint pain & Heart disease	Weight loss, Feeling cold, organs damaged in an accident

Carbohydrates

Classification	Sources	Function	Excess	Deficiency
Starch, Sugar, NSP (Fibre)	Starch = Bread, potato, pasta, rice, cous cous Sugar = sweets, drinks, biscuits, cakes Fibre = All whole grains, fruit & vegetables	Starch = slow release energy Sugar = quick release energy Fibre = healthy digestive system and feeling full	Weight gain, tooth decay, type 3 diabetes	Weight loss, tiredness

Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbsp).
- 30g 5of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.



Aeration

Aeration is the process of incorporating air into a mixture to improve texture and volume. When egg whites are whisked the protein in them, albumin, is stretched and traps the air. If the whisked egg whites are left to stand they collapse and become a liquid again. Once they have collapsed they cannot be whisked again. If egg whites are heated they will be set e.g. meringues. Whisked egg whites can also be called a foam, as they are a mixture of gas (air) and a liquid (egg whites)



Les vacances	<i>Holidays</i>	
Les grandes vacances	<i>Summer holidays</i>	
Les vacances de Noël	<i>Christmas holidays</i>	
Les vacances d'hiver	<i>Winter holidays</i>	
J'ai une semaine de vacances	<i>I have a week's holiday</i>	
Les vacances de Pâques	<i>The Easter holidays</i>	
Un jour	<i>One day</i>	
Une semaine	<i>One week</i>	
Un mois	<i>One month</i>	
Un an	<i>One year</i>	

sequencers		
d'abord	<i>first of all</i>	
ensuite	<i>next</i>	
après	<i>after</i>	
finalement	<i>finally</i>	
puis	<i>then</i>	

Les transports	Transportation	
en bus	<i>by bus</i>	
en car	<i>by coach</i>	
en avion	<i>by plane</i>	
en bateau	<i>by boat</i>	
en voiture	<i>by car</i>	
en train	<i>by train</i>	
en métro	<i>by underground</i>	
à vélo	<i>by bike</i>	
à pied	<i>by foot</i>	

Où vas-tu en vacances ?	Where do you go on holiday?	
en Angleterre	<i>in/to England</i>	
en France	<i>in/to France</i>	
en Écosse	<i>in/to Scotland</i>	
en Belgique	<i>in/to Belgium</i>	
au Pays de Galles	<i>in/to Wales</i>	
aux États-Unis	<i>in/to the United States</i>	
en colonie de vacances	<i>on holiday camp</i>	
au bord de la mer	<i>by the seaside</i>	
chez mes grand-parents	<i>at my grand-parents</i>	

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You use the perfect tense to talk about what you did or have done.

To form the perfect tense, use part of the verb **avoir** (to have) + a **past participle**.

The past participle of regular **-er**, **-ir** and **-re** verbs is formed as shown in bold, below.

j'ai
tu as
il/elle/on a
nous avons
vous avez
ils/elles ont

e.g. visiter → **visité**
e.g. finir → **fini**
e.g. attendre → **attendu**

Le verbe AVOIR (to have)		
J'ai	<i>I have</i>	
Tu as	<i>You have (s)</i>	
Il a	<i>He has</i>	
Elle a	<i>She has</i>	
On a	<i>We have/one has</i>	
Nous avons	<i>We have</i>	
Vous avez	<i>You have (pl)</i>	
Ils ont	<i>They have (m)</i>	
Elles ont	<i>They have (f)</i>	

Verbes au passé	Verbs in the past	
J'ai mangé	<i>I ate</i>	
J'ai joué	<i>I played</i>	
J'ai écouté	<i>I listened</i>	
J'ai regardé	<i>I watched</i>	
J'ai visité	<i>I visited</i>	
J'ai acheté	<i>I bought</i>	
J'ai nagé	<i>I swam</i>	
J'ai retrouvé	<i>I met up with</i>	
J'ai voyagé	<i>I travelled</i>	
J'ai trainé	<i>I hung out</i>	

Quand?	When?
aujourd'hui	today
hier	yesterday
hier soir	last night
(lundi) dernier	last (Monday)
la semaine dernière	last week
l'année dernière	last year
l'été dernier	last summer

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Some verbs have irregular past participles.

Infinitive	Perfect tense with <i>je</i>	Perfect tense with <i>on</i>
<i>boire</i> (to drink)	<i>j'ai bu</i> (I drank)	<i>on a bu</i> (we drank)
<i>faire</i> (to do/make)	<i>j'ai fait</i> (I did)	<i>on a fait</i> (we did)
<i>prendre</i> (to take)	<i>j'ai pris</i> (I took)	<i>on a pris</i> (we took)
<i>voir</i> (to see)	<i>j'ai vu</i> (I saw)	<i>on a vu</i> (we saw)

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Some verbs form their perfect tense with **être** (not with **avoir**).

You add an extra **-e** to the past participle in the feminine and an extra **-s** in the plural.

aller (to go)

je suis allé(e) (I went)

tu es allé(e)

il/elle est allé(e)/on est allé(e)s

nous sommes allé(e)s

vous êtes allé(e)s

ils sont allés/elles sont allées

Some other verbs which use **être**:

arriver (to arrive) → *je suis arrivé(e)*

partir (to leave) → *je suis parti(e)*

rentrer (to get/go home) → *je suis rentré(e)*

rester (to stay) → *je suis resté(e)*

sortir (to go out) → *je suis sorti(e)*

Le verbe ALLER in the past

Je suis allé(e)	<i>I went</i>
Tu es allé(e)	<i>You went</i>
Il est allé	<i>He went</i>
Elle est allée	<i>She went</i>
On est allé (e) (s)	<i>We/one went</i>
Nous sommes allé(e)s	<i>We went</i>
Vous êtes allé(e)s	<i>You all went</i>
Ils sont allés	<i>They went (m)</i>
Elles sont allées	<i>They went (f)</i>

Talking about a disastrous holiday

Quel désastre!	<i>What a disaster!</i>
J'ai perdu mon portable	<i>I lost my mobile phone</i>
J'ai oublié mon passeport	<i>I forgot my passport</i>
J'ai raté le bus	<i>I missed the bus</i>
Je suis arrivé en retard	<i>I arrived late</i>
J'ai vomi	<i>I vomitted</i>
Quelle horreur!	<i>How awful!</i>
Un parc d'attractions	<i>A theme park</i>

Les opinions - Opinions

À mon avis	<i>In my opinion</i>
Selon moi	<i>In my opinion</i>
Je pense que	<i>I think that</i>
Je crois que	<i>I believe that</i>
C'était génial	<i>It was great</i>
C'était amusant	<i>It was fun</i>
C'était long	<i>It was long</i>
C'était ennuyeux	<i>It was boring/annoying</i>
J'ai trouvé ça..	<i>I found it..</i>

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, where magma/lava is cooled.
- **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, including Scotland, Wales and Northern England. Temperatures barely rose above freezing even in the summer! Temperature changes can be caused by natural events:

- Volcanic eruptions
- 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:

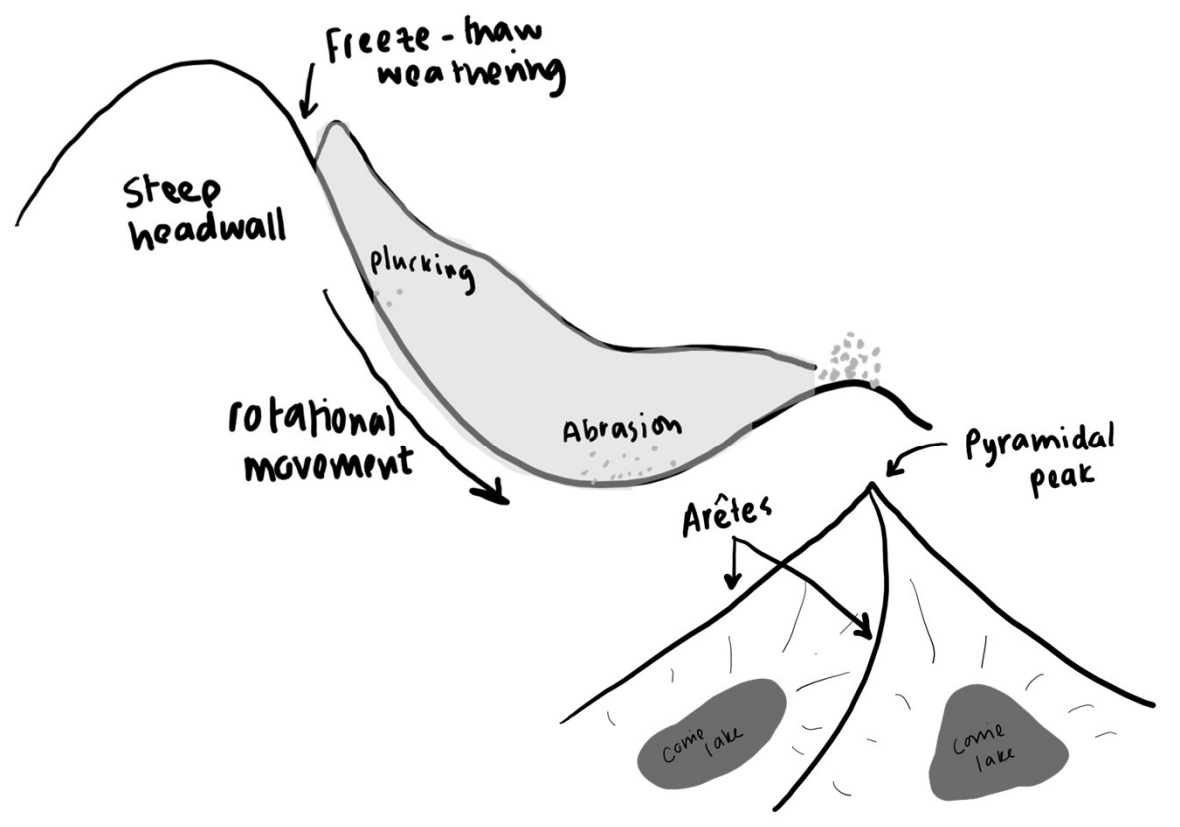
- Corries
- Aretes
- Pyramidal Peaks

There are four methods of glacial **transportation**:

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

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

- Erratic
- Drumlin



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:

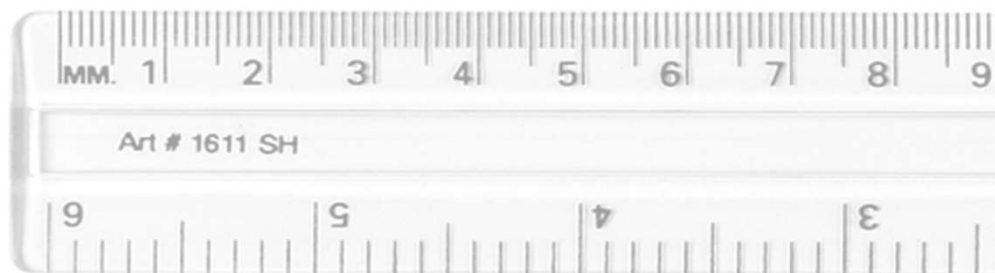
- Footpath erosion and pollution.
- Farmland damage from tourists and dogs.

Management Strategies:

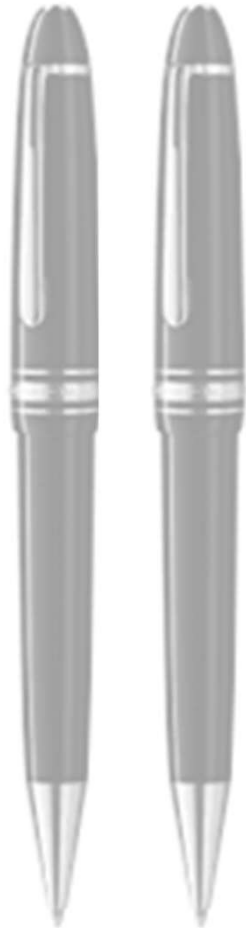
- Dual carriageways, park-and-ride schemes, and traffic calming.



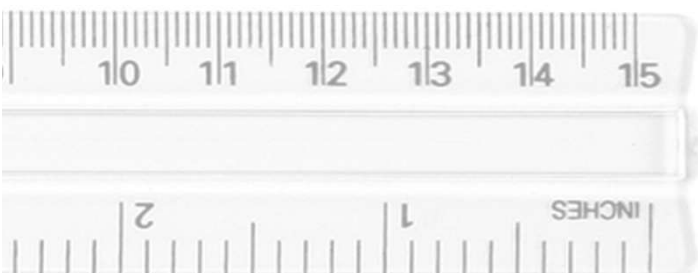
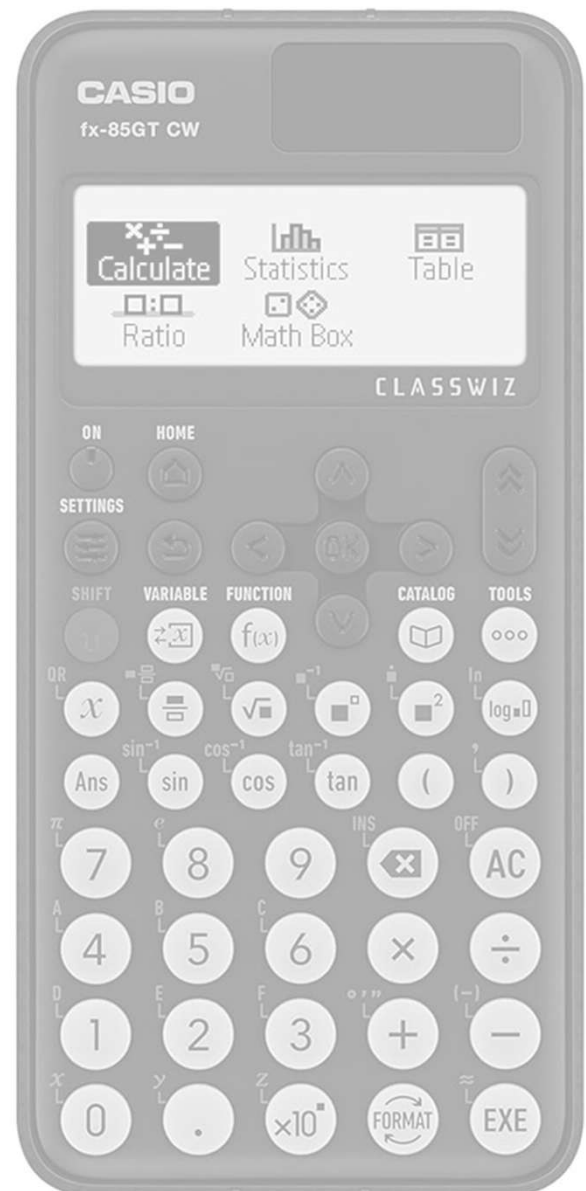
Equipment



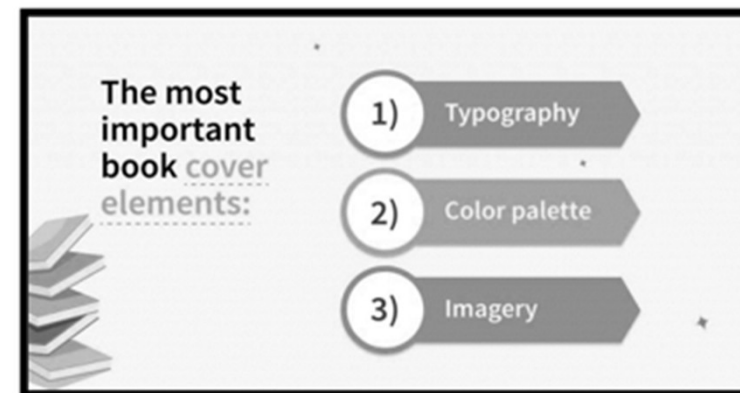
Check



- 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.	



Graphic Communication - Book Cover Design



Understanding Genres & Trends





Each genre has visual expectations. For example:

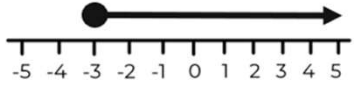
- **Thrillers** – Dark tones, bold fonts, and mysterious imagery.
- **Romance** – Soft colors, elegant scripts, often featuring couples.
- **Fantasy** – Detailed illustrations, medieval fonts, magical elements.
- **Non-fiction** – Minimalist, bold typography, straightforward imagery.

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 1: Holocaust and Cold War

Holocaust and Cold War: Key terms/definitions			The Vietnam War			✓	
Term	Definition						
Holocaust	The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators	✓	<ul style="list-style-type: none"> The PAVN was the regular army of Vietnam. They wore uniforms and were trained to fight normal battles. The Vietcong were largely a guerrilla army. They didn't wear uniforms and blended in with the rest of the population in the US controlled South Vietnam. Tactics were demoralising for the USA and included underground tunnels and booby traps. The USA had superior weapons, supplies and resources than the North Vietnamese. All soldiers had an M16, they were supported by helicopters and had huge B52 bomber planes. Operation Rolling Thunder dropped 1 million tonnes of bombs on Vietnam. 				
Persecution	hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs						
Cold War	the state of hostility that existed between the Soviet bloc countries and the Western powers from 1945 to 1990						
Ideology	a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy						
Holocaust: Events leading up to the Holocaust March 1939: Jews were excluded from being lawyers, teachers, members of juries, engineers, vets, chemists, artists. September 1939: Jews were forbidden to be out of doors after 8pm. February 1940: Jews were forbidden to go to the cinema, theatres and sport events May 1940: Jews were forbidden to enter Prague's public parks and gardens January 1941: Jews could only go shopping between 3pm and 5pm. September 1941: Distribution of distinguishing Jewish yellow star October 1941: All synagogues and prayer rooms to be closed			✓	Key people			
			✓			✓	
				Josef Stalin Led the Soviet Union from 1924 to 1953		Adolf Hitler was Chancellor of Germany from January 1933 and Fuhrer from August 1934 until 1945	
				Winston Churchill Prime Minister of the UK in May 1940 and was PM again at the start of the Cold War from 1951 until 1955		Franklin D. Roosevelt was President of the USA from March 1933-April 1945. He was President at the very start of the Cold War but died in April 1945	
Worsening conditions for Jewish people living in occupied areas			✓	Key events of the Cold War			✓
Ghettos	Final Solution		1948-1949: Berlin Blockade and Airlift: The USSR cut off all land transport links from the east into west Berlin. The allies consequently airlifted supplies to west Berlin and the blockade was ultimately called off. 1950-1953: The Korean War. The Communist North was backed by the USSR and the capitalist south was backed by the USA. 1961: The Berlin Wall was built physically separating east from west. 1962: Cuban Missile Crisis: In 1960 the USA placed missiles in Turkey, directly threatening the Soviet Union. In October 1962, the USSR placed missiles on Cuba. The USA demanded that these missiles be removed. The USA placed warships around Cuba and promised to search any ship approaching the island. Talks took place between the USA and Soviet Union and both sides agreed to remove their missiles. The world was on the brink of nuclear war. 1965-1975: The Vietnam War: between the communists and capitalists. 1979-1988: War in Afghanistan. Soviet invasion nearly bankrupted the USSR				
<ul style="list-style-type: none"> During WW2 Jews living in Nazi occupied areas were forced to live in ghettos. The conditions in ghettos were very harsh. Ghettos were areas shut off from the rest of the city and if anyone was caught trying to escape they could be shot. Food was very limited and people had to survive on just 300 calories a day. 	<ul style="list-style-type: none"> 20th January 1942, leading Nazis held the Wannsee Conference to plan the "Final Solution" to "the Jewish Question." This meant the complete extermination of all Jews under German control. Six special death camps were built with gas chambers capable of killing 2000 people at once and large ovens for disposing of bodies. 						

Keyword	Definition	Example
Inequality symbols	The inequality symbols are <ul style="list-style-type: none"> $>$ greater than \geq greater than or equal to $<$ less than \leq less than or equal to 	$7 > 5$ $-3 \leq 10$ $2 \geq 2$ $1 \leq 2 < 5$ $x > 7$
Inequalities on a number line	Inequalities can be shown on a number line. Open circles are used for strict inequalities ($<$ or $>$) Closed circles are used for inclusive inequalities (\leq or \geq).	$x \geq -3$ 
Linear inequality	A linear inequality is like a linear equation, but with an inequality symbol instead of an equal's sign. To solve a linear inequality, solve it similarly to solving a linear equation, using inverse operations. NOTE: multiplying or dividing by a negative number changes the direction of the inequality.	$2x + 1 < 9$ $1 - 2x < 9$ $2x < 8$ $-2x < 8$ $x < 4$ $x > -4$

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%. $30 \times 0.8 \times 0.7 = \text{£}16.80$
Simple Interest	Interest added is a constant amount each term, based upon the initial investment	£1000 earning 3% simple interest over 4 years: $1000 + 4(1000 \times 0.03) = \text{£}1120$
Compound Interest	Interest changes each term, based upon the current amount	£1000 earning 3% compound interest over 4 years: $1000 \times 1.03^4 = \text{£}1125.51$
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

Keyword	Definition	Example
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 was rounded to 3cm to the nearest centimetre, it could have been as small as 2.5cm or as big as 3.5cm
Error interval	An error interval writes down a number's bounds using inequality symbols.	If $x = 3\text{cm}$ to the nearest centimetre, the error interval would be: $2.5\text{cm} \leq x < 3.5\text{cm}$
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 Addition: $X_{LB} + Y_{LB} \leq X + Y < X_{UB} + Y_{UB}$ Multiplication: $X_{LB} \times Y_{LB} \leq X \times Y < X_{UB} \times Y_{UB}$ Subtraction: $X_{LB} - Y_{UB} \leq X - Y < X_{UB} - Y_{LB}$ Division: $X_{LB} \div Y_{UB} \leq X \div Y < X_{UB} \div Y_{LB}$	A rectangle has side lengths 10m and 4m, both to the nearest meter. Find the maximum possible area of the rectangle. $x = 10$, then $9.5 \leq x < 10.5$ $y = 4$, then $3.5 \leq y < 4.5$ Maximum area will be $x_{UB} \times y_{UB}$ $10.5 \times 4.5 = 47.25\text{m}^2$

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	$(7.5 \times 10^5) \div (3 \times 10^2)$ $= (7.5 \div 3) \times 10^{5-3}$ $= 2.5 \times 10^2$



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

A list of recordings which will help you with your learning can be found in student resources in the folder for this unit.

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

Keyword	Learn	✓
Addictive	A substance or habit that is hard to stop using or doing.	
Peer-pressure,	Influence from members of one's classmates or social group	
Incapacitated	Deprived of strength or power (debilitated) possible as a result of alcohol consumption	
Risk	The possibility of negative consequences (due to alcohol Consumption)	

Alcohol - some facts

- The "alcohol" in alcoholic beverages such as wine, beer, and spirits is actually ethanol. It's the only type of alcohol that you can drink without causing serious damage.
- Alcohol is a depressant. This means that it slows down activity in the brain.
- Alcohol has a wide variety of effects. In the brain, it triggers the release of dopamine, making you feel happy.
- Alcohol is among the most commonly misused addictive substances.
- The effects associated with drinking alcohol occur when ethanol enters your bloodstream and passes through the membranes of cells in your brain, heart, and other organs.
- Men are more likely to use alcohol than women.
- Alcohol has different health consequences for men and women.
- Teens who start drinking before the age of 15 are more likely to develop alcohol dependence later on in life.
- Alcohol use is a significant risk factor for dementia.

Benefits of a healthy sleep pattern

- Can improve long and short term memory
- Can improve mood and feeling more upbeat
- Makes it easier to pay attention and stay focused
- Helps keep skin looking fresh and clear
- Supports healthy brain growth and development
- Reduces stress
- It increases academic performance
- Improves athletic performance and reaction speeds
- Can develop creativity and creative thinking

Some habits that can improve your sleep health:

Be consistent. Go to bed at the same time each night and get up at the same time each morning, including on the weekends

Make sure your bedroom is quiet, dark, relaxing, and at a comfortable temperature

Remove electronic devices, such as TVs, computers, and smart phones, from the bedroom

Avoid large meals, caffeine, and alcohol before bedtime

Get some exercise. ...

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

Childline: www.childline.org.uk 0800 1111

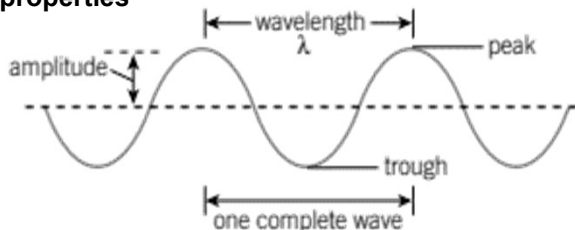
NHS [Fall asleep faster and sleep better - Every Mind Matters - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Talk to Frank <http://www.talktofrank.com/drug/alcohol>

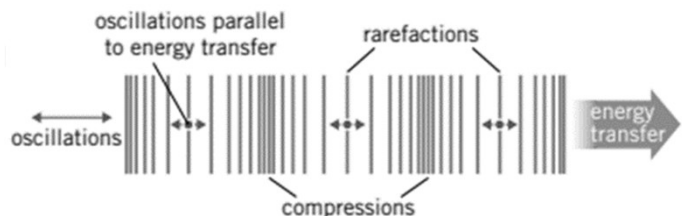
Young Minds [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](https://www.youngminds.org.uk)

SOUND

Wave properties



A longitudinal wave

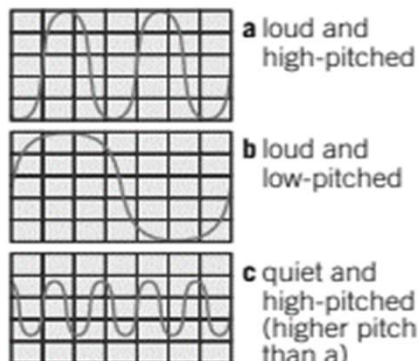


Key knowledge

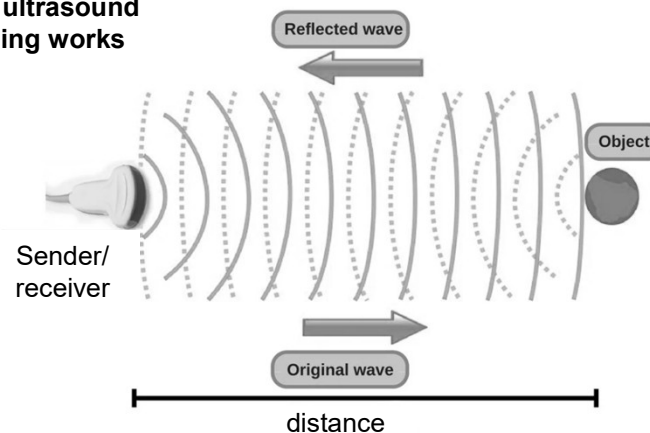
Types of wave	A wave is an oscillation or vibration that transfers energy. Matter is not transferred	✓
	Waves can be longitudinal or transverse	
	Sound consists of vibrations which travel as a longitudinal wave through substances	
Loudness and pitch	Longitudinal waves show areas of compression and rarefaction	
	An oscilloscope can be used to represent sound waves by producing a trace that looks like a transverse wave	
	Wave motion can be described in terms of their amplitude , wavelength , and frequency . A bigger amplitude corresponds to a louder sound; a higher frequency means vibrations are faster and the sound is higher pitched	
How does sound travel?	Changes in the vibrations lead to changes in pitch and loudness of sounds	
	Sound needs a medium to travel through and that it travels at different speeds through different media	
	Sound does not travel through a vacuum	
Detecting sounds	Sound travels more slowly than light	
	In a microphone sounds hit a diaphragm making it vibrate. This produces an electrical signal	
	Speakers are the opposite to microphones – an electrical signal is turned into sound by moving a cone backwards and forwards	
Reflecting sounds	Within the ear, sound waves cause the ear drum and other parts to vibrate which causes the sensation of sound	
	Waves can be reflected from a surface. A reflected sound wave is heard as an echo. The time delay of an echo can be used to work out the distance to an object	
	Ultrasound waves have a frequency higher than the upper limit of hearing for humans	
	Ultrasound waves are partially reflected when they meet a boundary between two different media	
	The time taken for ultrasound reflections to reach a detector can be used to determine how far away such a boundary is	
	Ultrasound waves may be used for both medical and industrial imaging	

Key term	Definition	✓
Vibration	A back-and-forth motion that repeats.	
Longitudinal wave	Where the direction of vibration is the same as that of the wave.	
Volume	How loud or quiet a sound is, in decibels (dB).	
Pitch	How low or high a sound is. A low (high) pitch sound has a low (high) frequency.	
Amplitude	The amplitude of a wave is the maximum displacement of a point on a wave away from its undisturbed position, in metres.	
Wavelength	The wavelength of a wave is the distance from a point on one wave to the equivalent point on the adjacent wave, in metres.	
Frequency	The frequency of a wave is the number of waves passing a point each second, in Hertz.	
Vacuum	A space with no particles of matter in it.	
Oscilloscope	A device able to view patterns of sound waves that have been turned into electrical signals.	
Absorption	When energy is transferred from sound to a material.	
Auditory range	The lowest and highest frequencies that a type of animal can hear.	
Echo	Reflection of sound waves from a surface back to the listener.	

Amplitude and frequency

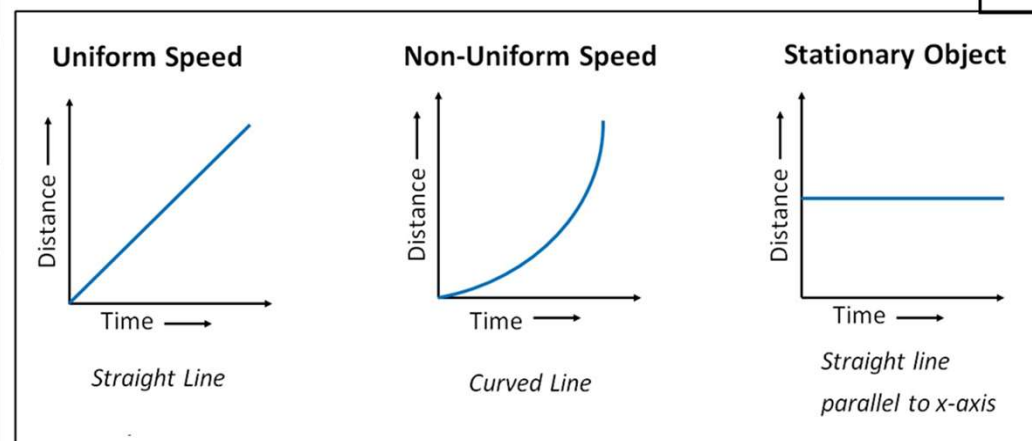
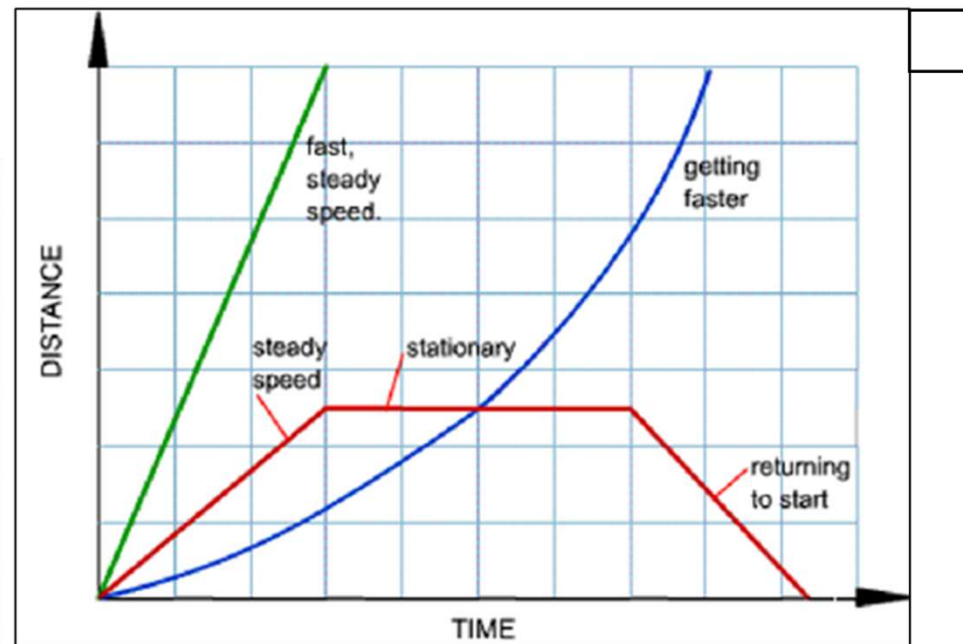


How ultrasound imaging works



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.



Key Words:

- 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.
- Reconciliation**: the act of coming to an understanding and putting an end to a disagreement or conflict.
- Crime** – An act that breaks the law.
- Restorative justice** – Bringing victims and offenders together to repair harm.
- Capital punishment** – The death penalty.
- Corporal punishment** – Physical punishment.
- Community service** – Unpaid work in the community as a punishment.
- Repentance** – Feeling genuine remorse and turning away from wrongdoing.
- Teshuvah** – Jewish concept of repentance and returning to God.
- Tawbah** – Islamic concept of repentance and seeking Allah's forgiveness.
- Confession** – Christian practice of admitting sins.
- Predestination** – The belief that God has already determined what will happen.
- Sanctity of life** – The belief that life is sacred and given by God.
- Conscience** – An inner sense of right and wrong.

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.

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?

Islam and Forgiveness:

- Allah is viewed as highly merciful and compassionate.
- Islam teaches that while retaliation for injury is permitted, choosing to forgive and reconcile is highly rewarded by Allah.
- It emphasizes letting go of ego to achieve forgiveness.

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.

Christianity and Forgiveness:

- Central to the faith, forgiveness is emphasized through God's grace and mercy.
- It is seen as a condition for receiving God's forgiveness, as highlighted in the Lord's Prayer ["forgive us our trespasses, as we forgive those who trespass against us"].

Judaism and Forgiveness:

- Judaism teaches that because humans have been given free will, they are responsible for their own actions.
- The belief is that if they commit an action which is wrong, then they must seek forgiveness.
- Forgiveness can only be accepted from the victim.

Opiniones	
Me encanta(n)	I love
Me chifla(n)	I really love
Me flipa(n)	I really love
Me mola(n)	I really love
Me gustan(n)	I like
No me gusta(n) (nada)	I don't like (at all)
No aguanto	I can't stand
Odio	I hate
Detesto	I hate

Verbos importantes	
Soy	I am
Es	He / she / it is
Somos	We are
Son	They are
Hago	I do
Hace	He / she / it does
Hacemos	We do
Hacen	They do

Mi semana	
Veo la televisión	I watch TV
Saco fotos	I take photos
Toco la guitarra	I play the guitar
Toco el teclado	I play the keyboard
Leo libros	I read books
Bailo	I dance
Monto en bici	I ride a bike
Cocino una paella	I cook a paella

¿Cuándo?	
Siempre	Always
Nunca	Never
Todos los días	Every day
A menudo	Often
De vez en cuando	From time to time
Normalmente	Normally
Los viernes	On Fridays
Los sábados	On Saturdays
Los domingos	On Sundays

Al cine	
una comedia	a comedy
una película de acción	an action film
una película de animación	an animated film
una película de aventuras	an adventure film
una película de ciencia ficción	a science-fiction film
una película de fantasía	a fantasy film
una película de superhéroes	a superhero film
una película de terror	a horror film

The near future:
It is the equivalent of 'I am going to ...' in English.

Form of 'ir' + a + infinitive
e.g. Voy + a + jugar

Common verbs	
voy a ver	I am going to watch
voy a comer	I am going to eat
voy a beber	I am going to drink
va a ser	It is going to be

La televisión	
Mi programa favorito es...	My favourite programme is...
un concurso	a game/quiz show
un programa de deportes	a sports programme
un reality	a reality show
un documental	a documentary
una telenovela	a soap
una comedia	a comedy
una serie policiaca	a crime series
las noticias	the news

Los adjetivos	
divertido/a	fun
informativo/a	informative
aburrido/a	boring
emocionante	exciting
más interesante que	more interesting than
menos interesante que	less interesting than

Mi móvil	
saco fotos	I take photos
hablo por skype	I talk on Skype
mando mensajes	I send messages
juego	I play
descargo aplicaciones	I download apps
chateo con mis amigos	I chat with my friends
comparto mis vídeos favoritos	I download my favourite videos
veo vídeos o películas	I watch videos or films

Describing a photo	
En la foto	In the photo
Hay	There is/are
Puedo ver	I can see
A la izquierda	On the left
A la derecha	On the right
En el centro	In the centre

Mi cumpleaños	
Celebré mi cumpleaños con mi familia / mis amigos.	I celebrated my birthday with my family / my friends.
Invité a mis amigos a pasar la noche en mi casa.	I invited my friends to sleep over at my house.
Bebí / Bebimos refrescos.	I drank / We drank soft drinks.
Comí / Comimos tarta de cumpleaños.	I ate / We ate birthday cake.
Recibí muchos regalos.	I received lots of presents.
Fue alucinante / increíble.	It was amazing / incredible.

Mi rutina diaria	
Me despierto	I wake up
Me levanto	I get up
Me ducho	I have a shower
Desayuno	I have breakfast
Me afeito	I shave
Me visto	I get dressed
Me lavo los dientes	I brush my teeth
Me acuesto	I go to bed

Verb endings

You will need to keep revising the present tense and preterite (past) tense endings as these are very important!

-ar verb endings present		
Take off the –ar and add the following endings:		
-o	-amos	
-as	-áis	
-a	-an	

-er verb endings present		
Take off the –er and add the following endings:		
-o	-emos	
-es	-éis	
-e	-en	

-ir verb endings present		
Take off the –ir and add the following endings:		
-o	-imos	
-es	-ís	
-e	-en	

Present tense ir (to go)	
voy	I am going / go
vas	You are (s) going / go
va	He/she is going / goes
vamos	We are going / go
vais	You are (pl) going / go
van	They are going / go

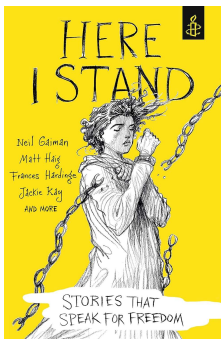
-ar verb endings preterite		
é	amos	
aste	asteis	
ó	aron	

-er / ir verb endings preterite		
í	imos	
iste	isteis	
ió	ieron	

Common irregular verbs (preterite)		
jugué	I played	
fui	I went	
fue	it was	

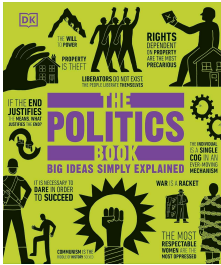
Common irregular verbs (present)		
hago	I do	
tengo	I have	
soy	I am	
estoy	I am	
juego	I play	

Me duele todo	
Me duele(n)...	...hurts/hurt
La espalda	The back
La mano	The hand
La boca	The mouth
La cabeza	The head
La pierna	The leg
El estómago	The stomach
El pie	The foot
El brazo	The arm
Los ojos	The eyes
Los dientes	The teeth



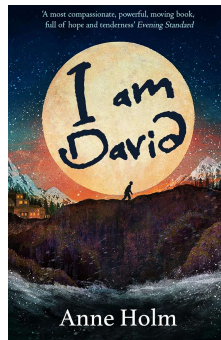
Here I Stand by Amnesty International

This powerful collection of stories commissioned by Amnesty International. Human rights abuses of many different kinds provide the starting point for the stories, but despite the discrimination and cruelty described, the tone is mostly one of hope.



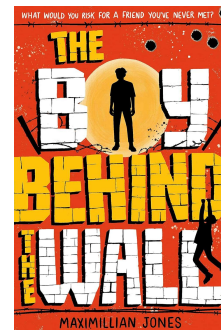
The Politics Book by DK

Is it right to depose an unjust ruler? Is democracy really the best form of government? And can war ever be justified? Explaining the key milestones in the field of politics and political thought in a clear and simple way, 'The Politics Book' answers these questions and more besides, and is the perfect introduction to the subject.



I am David by Anne Holm

'You must get away tonight', the man had told him. David escapes from the concentration camp where he has spent his entire life and flees across Europe. He is utterly alone who can he trust? What will await him? And all the while, how can he be sure that they won't catch up with him?



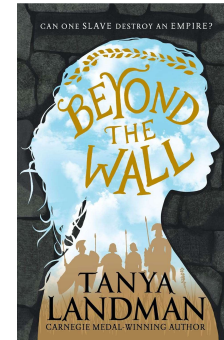
The Boy Behind the Wall by Maximilian Jones

Soon after moving to West Berlin for his US diplomat father's work, Harry Rogers witnesses the shooting of a boy trying to escape into the West over the Wall. In East Berlin, Jakob is the adopted son of a high up Stasi officer, Hans Eberhardt. The two boys become pen pals and, together, they hatch a dangerous plan.



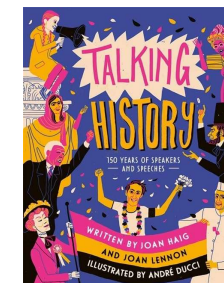
Battle Fatigue by Mark Kurlansky

Growing up in the years following World War II, Joel Bloom always played soldiers with his friends. But by the time he's 18, the Vietnam War is in full swing, and it's not as simple as the war games he played when he was a child.



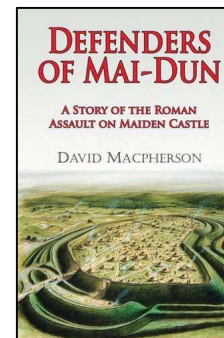
Beyond the Wall by Tanya Landman

The story of a runaway slave girl and her dangerous journey through the murky underworld of Roman Britain. Beyond her master's estate, beyond the river, far to the north stands Hadrian's Wall. And beyond the wall? Freedom. With dogs on her trail and a bounty on her head the journey seems impossible.



Talking History: 150 Years of Speakers and Speeches by Joan Lennon, et al.

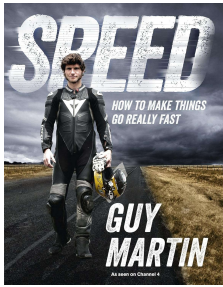
The stirring words of the 16 speakers that have formed milestones in modern history and engaged generations on important issues including war, women's rights, climate change and civil rights. Covering speeches from the last 150 years, explore the events leading up to each speech, listen to the words, and discover the impact they had on the world.



Defenders of Mai-Dun by David Macpherson

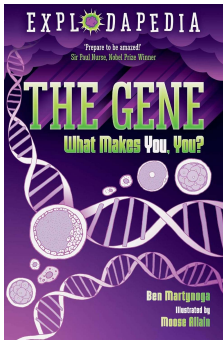
Based on real facts and places, this story brings to life the Roman invasion of Dorset in AD 43 and the struggle with the Celts. It follows the fortunes of a young orphan boy called Conn, who lives on Mai-dun (Maiden Castle), and Julius, an inexperienced Tribune in the Roman army.





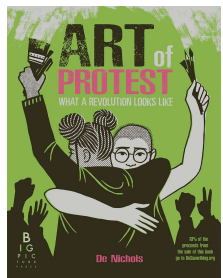
Speed by Guy Martin

Together with the best of British engineering and design, scientific research, ground breaking technology and a Gold-medal-winning athlete or two, Guy faces four dangerous and thrilling world-record challenges, pushing the boundaries of speed, and his body, to determine just how fast one man can go.



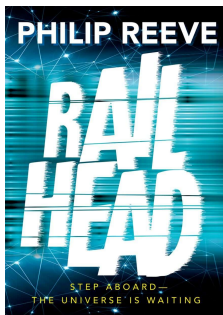
Explodapedia: The Gene - what makes you, you? by Ben Martynoga

The definitive guide to what makes you, you! 'The Gene' clearly and accessibly explains the code that all life uses to make more of their species - and how mutations make every single one of us individual and unique.



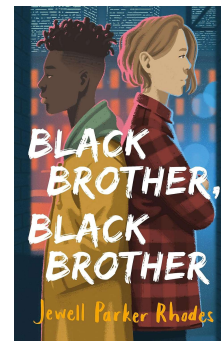
Art of Protest by De Nichols

Discover the power of words and images in this thought-provoking look at protest art by highly acclaimed artist, De Nichols. With an emphasis on design, analyse each artwork to understand how colour, symbolism, technique, typography and much more play an important role in communication, and learn about some of the most influential historical movements.



Rail Head by Philip Reeve

Zen Starling is a petty thief. A nobody. Destined to ride the rails to nowhere special. That is until Raven, a strange and mysterious figure, enlists him for one small job. One small job that might just bring everything in this galaxy, and the next, to the end of the line.



Black Brother, Black Brother by Jewell Parker Rhodes

Donte wishes he were invisible. As one of the few black boys at Middlefield Prep, he feels as if he is constantly swimming in whiteness. When an incident at school leads to Donte's arrest and suspension, he knows the only way to get even is to beat the bully his own game: fencing. With the help of a former Olympic fencer, Donte embarks on a journey to carve out a spot on Middlefield Prep's fencing team and maybe learn something about himself along the way.



This Book Will Save the Planet by Dany Sigwalt

A rousing and radical investigation into the climate crisis, its causes, and how to fight for the most vulnerable people affected by it. Through the lens of intersectionality, author Dany Sigwalt lays out the framework for how we can come together to fight climate change, and how we can work to put people over profit.



928 Miles from Home by Kim Slater

Calum's life is turned upside down when his dad invites his new Polish girlfriend and her son, Sergei, to move in with them. But, when Calum is knocked down in a hit and run and breaks both legs, everything changes. Trapped at home, Calum and Sergei slowly start to understand each other, and even work together to investigate a series of break-ins at the local community centre.



Around the World in Eighty Days by Jules Verne

When the calm, resourceful Phileas Fogg takes up a wager at the London Reform Club to prove that the world is a smaller place that can be circumnavigated in 80 days, little did his valet, Passeportout, realise the adventures they had in store



