

Need To Know Book Year 8 2024/2025

Name:		
Form Group:		









What does the top of my mountain look like?

Contents	Content	Page Number
Page	Need to Know Instructions	
	Art	
	Catering	
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Knowledge Retrieval Sheet

What are knowledge retrieval sheets?

Take Responsibility.

Here at Little Lever School, we think it is really important that you know what the essential knowledge is for each subject that you study. Learning takes place not only in the classroom, but in all areas of the school building, and at home. These knowledge retrieval sheets contain all the essential knowledge you will need to help revise and make progress towards achieving your best in all of your subjects.



By using your knowledge retrieval sheets each week you will be able to transfer your knowledge from your short-term memory, and make it stick. Within all your lessons, you will be asked to retrieve knowledge from your long-term memory. This might be in the form of quizzes or longer responses. These might require you to use lots of information you have already stored from previous lessons and from your own life experiences. These Need to Know Books will help you to check how much you can remember.

We have designed your knowledge retrieval sheets so that they are simple for you to use both in school and at home. You can even get others to help you. Below are some options for how you might use each sheet to make the knowledge stick in your brain so that you will be able to remember it.

Using Knowledge Retrieval Sheets- 5 Top Tips:



'Look, Cover, Say, Write, Check'- Look at a fact on your sheet, cover it up with your hand or a piece of paper. Say it out loud, write the fact down without checking and then uncover and check if you were correct.

'If this is the answer, what is the question?'- Quiz yourself by covering up facts on your sheet. For example, you could cover up the definition of key vocabulary and try to remember what the key vocabulary means.

Independent low-stakes quizzing- Use the questions on the back of each sheet to test yourself. You should write the answers on a separate sheet of paper so that you can use the question sheet again in future.

Paired low-stakes quizzing- Give your book or a sheet to someone else. (Could be a friend, teacher or family). They can ask you the questions on the back of any sheet and use the facts on the front to check if you are correct.

Flashcard Revision- Make flashcards using your knowledge sheets. Can you summarise the essential knowledge into your own words to put onto a pocket-sized revision card?









Year 8 Art: Portraiture

The Formal Elements of Art

	Line	A line is an identifiable path created by a point moving in space . It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.	
	Tone	T one refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones .	
	Colour	Made up of three properties: hue, value, and intensity. Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. Two primary colours mixed make a secondary colour. A primary and a secondary colour mixed make a tertiary colour	_[
.	Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular.	
	Texture	Texture refers to the surface quality in a work of art . We associate textures with the way that things look or feel.	The
	Pattern	Pattern is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.	3
	Form	Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.	5

Portraiture

A visual representation of a person which can be created in any artistic medium. Portraits of people are often in traditional oil paintings, and more recently photographs. However, sculpture and even mixed media artworks can also be portraits.

Proportions of the human face

Eyes: roughly half way between the top of the head and chin

Nose: roughly half way between the eyeline and the chin

Mouth: roughly half way between the bottom of the nose and chin

TIPS:

- Usually, the pupils in the eyes line up roughly with the corners of the mouth
- If you draw five equal sections along the eye line across the width of the face, the eyes sit in sections two and four.
- The tops of the ears usually line up to the eye line

The Facial Features- Step by Step



Year 8 Art: Portraiture

The Formal Elements of Art

What do you know about line?

What do you know about **tone?**

What do you know about **colour?**

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?



Proportions of the human face

Eyes:

Nose:

Mouth:

TIPS:

- Usually, the pupils in the eyes line up roughly with the corners of the mouth
- If you draw five equal sections along the eye line across the width of the face, the eyes sit in sections two and four.
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TASK: Practice drawing out a human face with the guidelines to help you

The Facial Features- Step by Step

TASK: Practice drawing the eyes using the step by step guide TASK: Practice drawing the nose using the step by step guide

TASK: Practice drawing the mouth using the step by step guide

Year 8 Art: Lettering Project

The Formal Elements of Art

	Line	A line is an identifiable path created by a point moving in space . It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.
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	Colour	Made up of three properties: hue, value, and intensity. Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. Two primary colours mixed make a secondary colour. A primary and a secondary colour mixed make a tertiary colour
,	Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular.
	Texture	Texture refers to the surface quality in a work of art . We associate textures with the way that things look or feel.
	Pattern	Pattern is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.
	Form	Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.

Composition

The composition of an artwork is defined by how the image is depicted and laid out on the canvas. In other words, **the arrangement of elements within a work** of art. The artist uses composition to arrange the subject and object of the image in a way to engage the viewer or provide a visually compelling scene.

Artists aim to compose the subjects and objects of their works in a visually pleasing manner to engage the viewer. The composition can be considered the design or structure of what is depicted—the scaffolding that props up the subject within the image, directing the viewer's eye across the artwork.

Warm and Cold Colours

The colour wheel can be split into two halves. Yellow, orange and red are warm colours because they remind us of things associated with heat such as the sun, beaches, and fire. Purple, blue and green are called cold colours because they remind us of things with the absence of heat such as water, ice, and grass. Warm colours can be used to evoke stimulating feelings such as energy, while cold colours are more likely to have a calm, relaxing effect.

Negative Space

In art, negative space is the space around and between the subject of the image. The positive space is the subject or object of the image. Negative space is important because it can help us to draw accurately and can help with creating an interesting composition. The negative space is shaded and outlined in red in this drawing of paperclips to the left.

Jasper Johns

Jasper Johns is an American painter, sculptor and printmaker, whose work is associated with Abstract Expressionism and Pop Art. Since the mid-1950s, Johns has focused on everyday icons and emblems, or what the artist famously referred to as "things the mind already knows." A key motif is the alphabet: Johns has repeatedly used letters, either depicted individually or layered atop one another, to address ideas of perception and knowledge.



COLD

Blue-violet

Blue

Blue-gree

Green

Violet

WARM

Red-orange

Orange

Yellow-orange

Yellow

Yellow-Green

Rec

Year 8 Art: Le	ttering Project	Composition				
The Formal Elemer	nts of Art	What is the sim of the artist when arranging a correctivity?				
What do you know about line?		THINKING POINT: Which other subject have you heard the word composition in? What does it mean in this case?				
What do vou know		Warm and Cold Colours	WARM Red-violet Violet COLD			
about tone?		Name three warm colours:	Red Premary Blag-violet Testary			
What do you know about colour?		Name three cold colours: What kind of feelings can warm colours evoke? What kind of feelings can cold colours evoke?	Crange Security Vellow-crange Kensiny Yellow Yellow Yellow Yellow Yellow Yellow Yellow			
What do you know		Negative Space	Pressy			
about shape ?		What is negative space?	1004			
What do you know about texture ?		Why is it important?				
M/hat do you know		Jasper Johns				
about pattern ?		Which art movements is the work of Jasper Johns associated with?				
What do you know		What has been Jasper Johns' focus since the 1950s?				
about form ?		Why has he been focused on this? What are the ideas he is trying	g to address?			

Δ

Catering



Year 8 Catering

Cuisine:

A style

of cooking characterised by particular ingredients, methods or dishes. It is often associated with a specific culture or geographical area.

Region:

An area or part of a country or the world which has specific characteristics.

Factors that influence cuisines include: Land Religion Cultures and lifestyles Economic factors



What is gluten?

Gluten is a protein found in flour which when water is added and the dough is kneading allows it to stretch. For bread a flour with lots of gluten in it is needed.

The bridge hold is used to cut many foods such as apples:

- Place the apple onto a chopping board
- Make a bridge with your hand. Your fingers should be on one side and your thumb should be on the other
- Pick up the knife with your other hand and check that the blade is facing downwards

The claw grip is used to chop food such as banana or celery onto the chopping board.

- Make a claw with your hand by partly curling your fingers together. Decide how thick you want the slices before you begin.
- Then, pick up the knife with your other hand and check that the blade is facing downwards.

Types of hob:

An induction hob is a flat, glass-topped plate that uses heat created by magnetism to warm pots and pans, rather than direct heat A gas hob is a cooking device that uses gas as the main source in producing heat or energy in the form of flame onto the gas burners. A ceramic hob is a cooker that uses a glasstopped heating element powered by electricity.

A solid plate hob has electric heating coils for each ring (or cooking zone) enclosed in a sealed metal plate.

Rolling: Flattening a piece of dough in order to be able to shape it further and add a filling or topping

Shaping: Dough to make it a contain a filling or hold a topping ,

Sealing dough products means to use a high protein liquid such as beaten egg to "glue" the edges together

Glazing: Means to brush the surface of a pastry or dough product with egg or milk to give it a shiny appearance once cooked

How do you use a probe thermometer?

Insert the stem of a probe thermometer into the thickest part of the food, or in the centre of the food if the food is even in thickness. <u>Wait at least 15 seconds</u> for the reading to steady and then record the reading. Hot food should reach at least 75c

What are high risk foods?

Foods are considered high-risk if they support the growth of harmful bacteria and will not undergo/ need cooking or treatment in order to destroy it.

e.g. raw meat, raw fish, raw eggs, gravies and stocks, cooked rice.

Food provenance means where ingredients and the foods made from them originally come from. Many consumers want to know where their food originated. Many ingredients and foods we eat are grown, reared or caught in the UK. Others are imported from other countries.

Marinade 'v' Marinate

We make a marinade (noun) to marinate (verb) foods in. Marinades usually contain an acid (such as vinegar, wine, or citrus), an oil (such as olive oil or sesame oil), and a flavouring agent (such as herbs and spices).

The purpose of marinating is to **add flavour** and **tenderise** meat, chicken and fish.



Year 8 Catering		What type of hob do we use in school?	What are high risk foods? Give 4 examples:
What is meant by the word cuisine?		What type of hob do you have at home?	Explain the term food provenance.
List the factors that influence cuisines:	What is gluten?		
		Rolling:	
		Shaping:	What is a marinade? Explain the difference between a marinade and
Explain the bridge hold and how • -	<i>ı</i> to use it.	Sealing:	marinatingr
• -		Glazing:	
Explain the claw grip and how to	o use it.	How do you use a probe thermometer?	
• -			

Computing





Year 8 Computing

Definition: Digital Footprint

The information about a particular person that exists on the Internet as a result of their online activity.

Ways you can protect your digital footprint:

- 1. Search your name online and see what is already out there about you.
- 2. Consider what you post online before you post it.
- 3. Check the security settings of the websites you use. Don't post on sites you are not sure about.
- 4. Deactivate old accounts such as Facebook.

Sending nude images

Young people can feel pressured into sharing content that could be harmful to themselves or others. This could be in the form of sharing nudes or semi-nudes.

The Protection of Children Act 1978 states:

- It is an offence to make, share, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person.
- Sharing a nude or semi-nude image or video of a someone under 18 is illegal, even if it's shared between people of the same age.

Sharing images:

- Remember any image you share will last a lifetime.
- Creating, sharing or even possessing a nude or partially nude image of a child is an illegal offence.

Ways to say no:

- Someone you're in a relationship with Let them know you're not comfortable. If they respect and care about you, they should understand.
- **Someone you know and like, but are not in a relationship with** It might feel easier to say no in a funny way, like sending a GIF or meme.
- **Someone you don't know** Ignore, <u>block and report</u> them, so they can't continue to contact you.

Active digital footprint: is one you know about. It is all the information you share about yourself online.

Passive digital footprint: is information you share online without realising. Such as cookies and browser history.



Definition: Phishing

The fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Clues that you have been sent a phishing email:

- Spelling, punctuation and grammar mistakes.
- Links take you to random websites.
- Email address from the sender doesn't look right.
- Urgent content wanting you to act right away.
- Often wants you to update your private details.

Communicating safely online

Communicating online and making new friends with people around the world is an enjoyable way to use the Internet. But there are dangers that young people need to be aware about:

Radicalisation: when someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts. Young people can be at risk from being targeted by radical groups online.

Sexual exploitation: young people can be at risk of being manipulated into sexual activities online by adults posing at children. These people use the Internet to groom and harass young people.

Year 8 Computing

Definition: Digital Footprint

The information about a particular person that exists on the Internet as a result of their online activity.

Ways you can protect your digital footprint:



Sharing nude images

Young people can feel pressured into sharing content that could be harmful to themselves or others. This could be in the form of sharing nudes or semi-nudes.

The Protection of Children Act 1978 states:



Ways to say no:

Someone you're in a relationship with -

- Someone you know and like, but are not in a relationship with -
- Someone you don't know –

Active digital footprint:

Passive digital footprint:



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Clues that you have been sent a phishing email:

Communicating safely online

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Radicalisation:

Sexual exploitation:

Year 8 Computing: Data and data representation

What is Binary?

Binary is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s. Therefore, all data we want a computer to process needs to be converted into binary.

File size:

- 0 or 1
- ٠ 8 Bits
- 1024 Bytes •
- 1024 Kibibyte •
- 1024 Mebibytes

=	1 Bit(Binary Digit)	
=	1 Byte	

= 1 Kibibyte (KiB)

= 1 Mebibyte (MiB)

= 1 Gibibyte (GiB)

numbers can be	0 - 255
represented by 8 bits?	

What range of

How many different values can be represented with 8 bits?	256
---	-----

How Do We Convert Binary to Denary Numbers? 8 4 2 128 64



Binary Addition

	128	64	32	16	8	4	2	1		
	1	0	1	0	1	1	0	0	= 172	
+	0	0	1	0	1	1	1	1	= 47	
Answer	1	1	0	1	1	0	1	1	= 219	
Sub- Total			2		3	2				

Each binary column doubles in size as we move from right to left.

If the sub-total when adding units in a column is 2 you leave a 0 behind and carry a 1 into the next column. If the sub-total when adding units in a column is 3 you leave a 1 behind and carry a 1 into the next column.

Hexadecimal conversion:

Decimal	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Hex	0	1	2	3	4	5	6	7	8	9	Α	В	с	D	E	F

Hexadecimal is a Base 16 number system, which uses the same 0 - 9 digits as our usual decimal number system, however to represent 10 – 15 the letters A – F are used.

Hexadecimal is shorthand for binary and is much easier for programmers to use than 1s and 0s

Year 8 Computing: Data and data representation





Binary Addition

	1	0	1	0	1	1	0	0	= 172
+	0	0	1	0	1	1	1	1	= 47
Answer									
Sub- Total									

Hexadecimal conversion:

Decimal	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Hex	0	1	2	3	4	5	6	7	8	9	A	В	С	D	E	F

Hexadecimal is

Hexadecimal is shorthand for

Each binary column doubles in size as we move from right to left.

If the sub-total when adding units in a column is $\underline{2}$ you leave a 0 behind and carry a 1 into the next column. If the sub-total when adding units in a column is $\underline{3}$ you leave a 1 behind and carry a 1 into the next column. Networks and communication refer to the interconnection of computers and other devices to share resources and information. It's an essential part of modern computing that allows for data transmission and collaborative work.

Keyword	Description	
Computer Network	Two or more computers (or electronic devices) connected together.	
Network Media	The means for data transmission e.g Fibre optic cable (fast), ethernet cable, Wifi (wireless).	
NIC (network interface card)	Hardware component (typically a circuit board or chip, installed on a computer so it can connect to a network.	
Protocols	Rules that computers use to communicate with each other.	

Network topologies: ways in which a network is arranged.



Bus topology





Term	Description
LAN	Local Area Network, covers a small geographical area like a home or office.
WAN	Wide Area Network, spans a larger area, potentially global.
Routers	Hardware device forwards data from one network to another from source to destination.
Packet Switching	Data is broken into smaller data packets and sent individually.
Bit Rate	Speed of data transmission, often in Mbps.
IP Address	A numerical label such as 192.0.2.1 that is assigned to a device connected to a computer network.
HTTP/FTP	Examples of protocols for web browsing and file transfer.
The Internet	A global network of interconnected computers.
World Wide Web	System of interlinked hypertext documents accessed via the internet.
Web browser	A piece of software used to view information on the World Wide Web
Hub	Common connection point on a network. When a message is sent from a computer in a network it is sent to ALL the computers on the network.
Switch	Filters and forwards data to a specific devices on a network.
Server	A device that accepts and responds to requests made over a network.

Mesh topology

Year 8 Computing: Networks and communications

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Network topologies: ways in which a network is arranged.

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LAN	
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The Internet	
World Wide Web	
Web browser	
Hub	
Switch	
Server	

Star topology

Year 8 Computing: Computing past, present and future

History of computing

Computing Pioneer	Contributions
Charles Babbage	 Conceptualised the design for the Analytical Engine, an early mechanical general- purpose computer. Pioneered the idea of a programmable machine.
Lady Augusta Ada Lovelace	 Recognised as the first computer programmer. Collaborated with Babbage and wrote detailed notes on the Analytical Engine's operations.
Alan Turing	 Father of modern computer science and artificial intelligence. Developed the concept of the Turing machine, a theoretical model for computation.
John Vincent Atanasoff	 Built the Atanasoff-Berry Computer (ABC), considered the first electronic digital computer. Contributed to the development of early computer technologies.
Howard Aiken	- Designed and built the Harvard Mark I, an early electromechanical computer Pioneered the development of large-scale automatic digital computers.
Grace Hopper	 Developed the first compiler for a programming language. Co-developed the COBOL programming language.
Jack Kilby	 Invented the integrated circuit, a crucial development for modern computer technology. Received the Nobel Prize in Physics for his contributions.
Bill Gates	 - Co-founder of Microsoft, a key player in the personal computer revolution. - Contributed to the development of operating systems and software.
Steve Jobs	 - Co-founder of Apple Inc., a pioneer in personal computing. - Contributed to the development of iconic products like the Macintosh, iPhone, and iPad.
Larry Page and Sergey Brin	 Co-founders of Google, pioneers in internet search technology. Contributed to the development of the world's leading search engine and various other technologies.

Computing present

Concept	Definition	Examples
Artificial Intelligence (AI)	Refers to the development of computer systems that can perform tasks requiring human intelligence, such as learning, reasoning, problem- solving, perception, and language understanding.	Virtual assistants (Siri, Alexa), recommendation systems (Netflix, Amazon), autonomous vehicles.
Machine Learning (ML)	A subset of AI that involves the development of algorithms enabling computers to learn from data and improve their performance over time.	Spam filters, facial recognition, personalised content recommendations.

The future of computing

Technology	Basic Principles/Differences	Potential Uses
Quantum Computing	 Leverages quantum mechanics principles. Exploits quantum superposition and entanglement for parallel processing. Quantum computers use qubits. 	 Performing complex calculations using qubits. Differing from traditional computing through simultaneous states of qubits.
DNA Computing	 Explores using biological molecules for computation. Future applications in solving genetics and medical-related issues. 	- Solving complex problems in genetics, medicine, and optimization.
Optical Computing	 Utilises light signals for processing. Offers advantages over traditional electronic computing. 	- Faster data transfer and reduced energy consumption compared to electronic computing.
Nanotechnology	- Involves manipulating materials at the nanoscale (very small!).	 Impacts computing with advancements in miniaturization and increased processing power.
The Metaverse	 An immersive virtual shared space through VR technology. 	- Users interact with each other and the environment in real-time.

Year 8 Computing: Computing past, present and future

History of computing

Computing Pioneer	Contributions
Charles Babbage	
Lady Augusta Ada Lovelace	
Alan Turing	
John Vincent Atanasoff	
Howard Aiken	
Grace Hopper	
Jack Kilby	
Bill Gates	
Steve Jobs	
Larry Page and Sergey Brin	

Computing present Definition Examples Concept Artificial Intelligence

The future of computing

(AI)

Machine Learning (ML)

Technology	Basic Principles/Differences	Potential Uses
Quantum Computing	 Leverages quantum mechanics principles. Exploits quantum superposition and entanglement for parallel processing. Quantum computers use qubits. 	
DNA Computing		
Optical Computing		
Nanotechnology		
The Metaverse		- Users interact with each other and the environment in real-time.

Year 8 Computing: Text programming using Python

Python is a **text** based **programming language**. That can be used to create programs, games, applications and much more!

Programming Key Words				
Abstraction	Identify the important aspects to start with			
Algorithm	Precise sequence of instructions			
Computational thinking	Solving problems with or without a computer			
Debugging	Looking at where a program might have errors or can be improved			
Decomposition	Breaking down a problem into smaller parts			
Iteration	Doing the same thing more than once			
Selection	Making choices			
Sequence	Running instructions in order			
Syntax errors	Syntax errors occur when the rules of the programming language are not followed, e.g. a command word is misspelled			
Logic errors	Occur when there is a flaw in the design of a program, which does not prevent it from running but it causes it to produce an incorrect or unexpected result.			
Run-time errors	Occur during program execution when the processor is asked to perform an impossible operation, e.g. to divide by zero, or open a non- existent file.			

Key Term	Description	Example
Print function	Used to <i>display</i> text on the screen.	print("Hello World")
Escape sequences	Special characters that are used to control the formatting of text E.g \n causes the print function to print a text on a new lines.	print("Hello, \n World") Will output: Hello World
Variable	Is a place in memory where you can <i>store</i> a value. You can use variables to store numbers (and other data types) .	My_number = 5
Calculations	Variables can also be used to store the answer to calculations.	total = 5 + 7 Print (total)
Inputs	A way of asking a user to enter a value, which is then stored on a variable.	Name = input("enter your name: ")
Data types	Are used to <i>store and organise</i> data in Python. When we use numbers in python we use integers (whole numbers)and floats (decimal numbers).	age = int(input("What is your age?") temp = float(input("What is today's temperature?")
for loops	Loops through a block of code in the program a set number of times.	for i in range(1, 6): print(i) This program will generate numbers from 1 to 5, then output them to the screen.
if, else	An if-else statement allows you to execute one block of code if a condition is true, and another block if the condition is false.	x = 10 if x > 5: print("x is greater than 5") else: print("x is 5 or less")

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	Programming Key Words
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Computational thinking	
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Sequence	
Syntax errors	
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Run-time errors	

Key Term	Description	Example	
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Inputs	A way of asking a user to enter a value, which is then stored on a variable.		
Data types		age = int(input("What is your age?") temp = float(input("What is today's temperature?")	
for loops		for i in range(1, 6): print(i) This program will generate numbers from 1 to 5, then output them to the screen.	
if, else	An if-else statement allows you to execute one block of code if a condition is true, and another block if the condition is false.		

Year 8 Computing: Graphical User Interface

- <u>User Interface</u> a piece of software that allows users to interact with their devices.
- <u>Software</u> the programs and other operating information used by a computer.
- <u>Accessibility</u> is about how well devices are designed for people with disabilities to use with ease.
- <u>**GUI**</u> Graphical User Interface. An interface that allow users to interact with the device using icons, buttons and menus.

Different types of user interface:

- Text based interface
- Menu based interface
- Sensor based user interface
- Sound based user interface
- Graphical user interface



Sound based interface



Menu based interface

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Graphical User Interface



Text based interface



Sensor based interface

	Feature of a GUI	Explanation
	Windows	Rectangular areas that display information and allow users to perform tasks. They can be moved, resized, or closed.
Icons Small pictures that represent programs, files, or commands. C icon can open a program or a document.		Small pictures that represent programs, files, or commands. Clicking an icon can open a program or a document.
	Menus	Lists of options or commands that can be selected to perform specific actions. They can be displayed in a bar or can pop up when needed.
	Pointing Device (e.g., Mouse)	Hardware used to select items and navigate through the interface. For example, a mouse lets you click on icons and menus.
	Buttons	Small boxes that you can click to make a choice, like starting a program or choosing an option.
Scroll Bars Vertical or horizontal sliders that help you view d in a window by moving the slider up, down, left, o		Vertical or horizontal sliders that help you view different parts of content in a window by moving the slider up, down, left, or right.
	Dialog Boxes	Special windows that ask for more information or provide choices/options before completing a task.
Sounds Provides audio feedback as wel		Provides audio feedback as well as allowing music and audio from video.
	Sensors	Sensors can be added to provide extra interface input such as light, motion or even fingerprint sensors for security.

Year 8 Computing: Graphical User Interface

• User Interface –

• <u>Software –</u>		Feature of a GUI	Explanation
		Windows	
• <u>Accessibility</u> -		lcons	
• <u>GUI</u> -		Menus	
Different types of user interface: • •	Image: Second	Pointing Device (e.g., Mouse)	
•		Buttons	
	Alls Edits	Scroll Bars	
amazon	House Starting House Starting City House Starting Cotty Taril Cotty Tarily Cotty Taril Cotty Taril Cotty Tarily	Dialog Boxes	
	1230-33	Sounds	
Serj Set Program Access and Databat Worksmu (Lobies Mora ADL for Blookband	12. m/p 22. SHATT 23. Gold 17.02 Exit	Sensors	
Heliciae 7.1 Second Protect MonorMal Second Protect MonorMal Second Protect Second Protet Second Protet Second Protect Secon			

Design and Technology



Helping every person achieve things they never thought they could.

Little Lever School be kind | work hard | take responsibility

Year 8 Design and Technology		Producing Design Ideas		
Safety Rules	n the Workshop <u>Design Technology Workshop Safety</u> • Never touch any machinery or equipment unless instructed by staff.	 Consider the examples analysed at the state Think about how were they made, what r worked. Drawings should be in pencil. You must add notes (annotate) to explain 	art of the lesson naterials were used, and how they the design and materials you intend to	
teacher and follow instructions.	Always store bags and blazers under benches or on hooks, stools stacked at the front. KEEP AREA CLEAR	CAD / CAM	CAD Drawing	
 2. Do not run in the workshop, you could 'bump' into another pupil and cause an injury 3. Know where the emergency stop buttons are positioned in the workshop. 4. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place. Always wear an apron as it will protect your clothes and hold loose clothing such as ties in place. Always wear an apron apron as it will protect your clothes and hold loose clothing such as ties in place. Always wear an apron apron	Using computers to draw and drive machines is called CAD / CAM or Computer Aided Design and Computer Aided Manufacture.	Vectorising an image Doing this to an images changes the way it is drawn so that it is made of lines not pixels. This means the laser cutter can reproduce the image.		
	Do not use any machinery unless you have been	TechSoft Design V3		
	 instructed how to use it by staff. Tell your teacher if you don't know or don't understand instructions for safely using equipment. Control dust, sweep or vacuum from benches directly into a bin. 	 Contouring an image: Select a simple, stencil-like image from the internet and copy and paste into 2D design. Click the Contour tool from the tool 	 Vectorising an image Select a simple, stencil-like image from the internet and copy and paste into 2D design. Go to 'Bitmaps' and 'Enable Transparency'. 	
Vacuum forming and thermoplastic		 menu and select your image. In the menu select 'graphical path' and 'outside of image' options then set a distance of 1mm. Select the new line created and press Ctrl+E to explode the image. Delete any unwanted lines 	 Go to 'Bitmaps' and click 'Vectorise Bitmap', then click on the image 	
Vacuum forming is where a sheet of thermoplastic is heated, stretched over a single surface mould, and forced onto the mould using a vacuum. It uses a thermoplastic sheet which becomes or mouldable at a high temperature and solidifies upon cooling.			 Select 'Monochrome at the top and change the colour to black so that the laser cutter can engrave the design Click on the image and then select fill near the top of the screen. Choose no fill and click OK. 	

Year 8 Design and Technology	What is meant by the word "annotation"?		
List 4 safety rules for using the workshop			
	What do CAD/CAM stand for?	CAD Drawing- What happens when we vectorise an image?	
	TechSoft Design V3		
	TechSoft	Design V3	
	TechSoft Explain the process of contouring an image in Techsoft 3D Design:	Design V3 Explain the process of vectorising an image in Techsoft 3D Design:	
Vacuum forming and thermoplastic	TechSoft Explain the process of contouring an image in Techsoft 3D Design:	Design V3 Explain the process of vectorising an image in Techsoft 3D Design:	
Vacuum forming and thermoplastic Explain the process of vacuum forming and given an example of how it can be used.	TechSoft Explain the process of contouring an image in Techsoft 3D Design:	Design V3 Explain the process of vectorising an image in Techsoft 3D Design:	
Vacuum forming and thermoplastic Explain the process of vacuum forming and given an example of how it can be used. What is a thermoplastic?	Explain the process of contouring an image in Techsoft 3D Design:	Design V3 Explain the process of vectorising an image in Techsoft 3D Design:	



Year 8 Design and Technology		What is a switch used for?	What does a resistor do?
What does Access FM stand for?	Electronics Equipment		
A C C E		-0-0-	- <u></u>
S	~	What are the electro	nic components below?
S F M		7-7	
What does a cell do? $- \frac{1}{2} + - \frac{1}{2} + -$	What is a battery?		Å Å Å Å Å




Helping every person achieve things they never thought they could.



Year 8 Drama:

Year 8 Drama:	
Key Terms	Definitions
Physical Theatre	A style of theatre where the actor uses their body as the primary tool for performance
Body As Prop/Object	The actor creates the shape and form of a prop or object. This replaces the use of set/props and/or physical objects on stage
Soundscape	Using the body to create sounds that establish the environment/atmosphere. This could be vocal delivery (using the mouth to create sounds) or percussive (tapping different parts of the body to create sound eg clapping, clicking fingers, stamping feet)
Mime	A physical performance that uses non-verbal performance skills to communicate meaning to the audience. The actor uses their facial expressions, gestures, body language and movement to communicate meaning – no spoken words are used.
Movement in Unison	All of the actors move in the same way, at the same time.
Ensemble	The term given to a group of actors who work closely together.
Physical Tension	The actor uses their muscles to create physical tension within their body. This gives the performance precision and accuracy for movement and positioning.
Physical Theatre Practitioners:	Physical Skills:
 Stomp! DV8 Frantic Assembly Splendid Theatre Complicit Push 	Facial Expressions: Smile, frown, wincing, furrowed brow Body Language: Closed, open, tall, withdrawn, imposing Gestures: Use of hands to create meaning – wave, point, thumbs up Walk (Gait): Attitude of walk – purposeful, urgent, erratic

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Year 8 Drama:		
Key Terms	Definitions	
Physical Theatre		
Body As Prop/Object		
Soundscape		
Mime		
Movement in Unison		
Ensemble		
Physical Tension		
Physical Theatre Practitioners:	Physical Skills:	
• -	Facial Expressions =	
• -	Body Language =	ROLL SCENE TAKE
• -	Gestures =	Director Camera
• -	Walk (Gait) =	Date MOS DAY NITE

Year 8 Drama:

Script	A script is a document that comprises setting, characters, dialogue, and stage directions for movies, TV shows, and stage plays.
Playwright	A playwright is responsible for writing a play.
Practitioner	A theatre practitioner is a person or theatre company that creates practical work or theories to do with performance and theatre.
Status	Status refers to the power difference between two characters.
Physical Skills	The way an actor moves to show character. Including; gesture, posture, body language, facial expression, levels.
Naturalism	Acting that is carefully and meticulously rehearsed in order to give the impression of real life – not over the top or melodramatic.
Audience Awareness	This is the actors understanding of what will be seen and understood by the audience. For example; you wouldn't turn your back to the audience as they wouldn't be able to see the action.
Dialogue	Spoken conversation used by two or more characters to express thoughts, feelings, and actions.
Transitions	In Drama, a transition refers to the movement from one scene to another.
Blocking	Blocking is the precise staging (placing) of actors on the stage.
Hot Seating	Hot seating is a Stanislavski technique where someone asks an actor who is playing a character questions to help them understand the character better. The actor has to answer the questions as the character and speak in first person.

Stanislavski was a Russian Theatre Practitioner who is considered to be one of the greatest practitioners.

Konstantin Stanislavski was the most influential person in the history of modern acting theory. His experiences as an actor, teacher and stage director drove him to search for a system of techniques an actor could use to consistently deliver truthful performances.

A lot of acting before Stanislavski was very over the top- This was called Melodrama.

Stanislavski believed that acting should be natural- He wanted actors to play believable characters.

He invented numerous techniques to enable actors to act in a very naturalistic manner.

Tips and Tricks to Help You Learn Your Script.

- Read your script like a story first. Make sure it all makes sense to you.
- Walk and Talk! Take your script for a walk and say the lines out loud. This will help to commit them to your memory.
- Work on small sections at a time. Trying to learn it all at once is overwhelming, little by little is they key!
- Tell yourself it is easy to memorise positive thinking!
- Spend at least 50% of your rehearsal time on the most difficult parts.
- Try and picture the scene. Use your imagination and the imagery you create will help you to perform the scene brilliantly.
- Remember your memory is better than you think it is! You can do this!



Stanislavski's method: GIVEN CIRCUMSTANCES

This means the actor needs to think about the **circumstances** that form the setting for an event, statement, or idea, and in terms of which it can be fully understood. WHO, WHAT, WHEN, WHERE, WHY, HOW??

Year 8 Drama:

Script	
Playwright	
Practitioner	
Status	
Physical Skills	
Naturalism	
Audience Awareness	
Dialogue	
Transitions	
Blocking	
Hot Seating	

Stanislavski was a _____ Theatre Practitioner who is considered to be one of the greatest

Konstantin Stanislavski was the most influential person in the history of ______ acting theory. His experiences as an _____, teacher and _____ director drove him to search for a system of techniques an actor could use to consistently deliver _____ performances.

A lot of acting before Stanislavski was very over the ____- This was called ______.

Stanislavski believed that acting should be _____- He wanted actors to play believable characters.

He ______ numerous techniques to enable actors to act in a very ______ manner.





Tips and Tricks to Help You Learn Your Script.

- Read your _____ like a _____ first. Make sure it all makes sense to you.
- Walk and Talk! _____ your script for a walk and say the lines out _____. This will help to commit them to your _____.
- Work on _____ sections at a time. Trying to _____ it all at once is overwhelming, little by _____ is they key!
- · Tell yourself it is easy to memorise positive thinking!
- Spend at least __% of your rehearsal time on the most difficult parts.
- Try and picture the _____. Use your imagination and the _____ you create will you to perform the scene brilliantly.
- Remember your _____ is better than you think it is! You can do this!



Stanislavski's method: GIVEN CIRCUMSTANCES

This means the _____ needs to think about the _____ that form the setting for an event, statement, or ____, and in terms of which it can be fully understood. WHO, WHAT, WHEN, ____, WHY, HOW??

Year 8 Drama: Documentary drama





Documentary Drama

Documentary Drama is a form of theatre where real life events are used and re-enacted in a dramatized way. It uses pre-existing material (such as newspapers, government reports, interviews, journals, and correspondences) as source material for stories about real events and people, frequently without altering the text in performance.

Any documentary drama piece would need to be researched fully so accurate information is shown. There are many TV shows and films which use real life events as their starting point.





Levels of Tension by a French acting Role on teacher called Jacques There are 7 different levels of tension which Lecog who specialised in the Wall mime. actors use to show different emotions. is a dramatic technique used to 1. Exhausted, catatonic, no 5. Melodramatic/suspense; explore a tension. Floppy, unable to exaggerated, reactive, use character's stand of arms legs and face. Job/ emotions and Education actions. In 2. Relaxed, laid back, little energy, not very observant, 6. Passionate, confident, and around zombie like. Relationships reactive, strong the human emotions, powerful outline you gesture, seeking would invent 3. Neutral, good attention. ideas using posture, aware. the 7. Tragic, rigid, frozen in headings. anger or fear, unable to Personality 4. Alert, interested, aware, curious, suspicious. move. Enemies

Fun Fact! The 7 levels of tension were invented

Looks

Family and

Drama T	Drama Terminology						
Stimulus	This is the starting point or source of information for starting a piece of Drama.						
Backstory	This refers to the history of the character or plot before the drama begins.						
Hot Seating	A drama technique where a character is questioned about his/her background, behaviour and motivation.						
Flashback	A dramatic technique used to interrupt the current chronological scenes and show earlier events.						
Narration	A dramatic technique where one or more performers talk directly to the audience to tell the story.						
Captions	Captions are written words on a placard or screen on the stage.						



English



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Year 8 English: 'Of Mice and Men' and Transactional Writing

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When talking about a writer, we always use their **surname** – not their first name (e.g. Steinbeck, Austen).

Characterisation is the way a writer designs a character. It is usually done on purpose to make the reader think or feel something.

Zoomorphism is where an object or person is described to have the characteristics of an animal.

Symbolism is where an object, character or event represents something else, in the text or in real life.

Foreshadowing is where a writer hints at something that will happen later in the text

Texts can be written in a cyclical structure. This is where the text starts and ends in the same way.



When we are writing to persuade someone to agree with our view, we can use persuasive techniques to help us do that. The first letter of each technique spells out DAVE FORESTER

	Language Technique	Definition				
	Direct Address	Speak to the audience directly (pronouns you/your)				
0	Adjectives	Powerful adjectives				
	Vocabulary	Powerful words				
	Exaggeration (hyperbole)	Making something sound more extreme than it is				
5	Facts	True information				
	Opinions	People's views/beliefs				
	Rhetorical Questions	A question making people think				
	Emotive Language	Words that make the audience feel an emotion				
0	Statistics	Researched information in percentages				
	Tripartite Structure	List of 3 (facts, adjectives, reasons etc)				
	Expert Evidence	The views of people who know a lot about the topic				
	Repetition	Important words/phrases use more than once				



'Of Mice and Men' is set in the USA, during The Great Depression. The Great Depression was an economic (money related) issue, that began in the USA and spread across the world. Many

people were out of work, hungry or homeless.

It started with The Wall Street Crash in 1929, where the stock markets crashed and people's shares in businesses were worth nearly nothing. People lost all of their savings as a result. This was made worse by very dry weather, known as The Dust Bowl, which meant crops didn't grow.







'Of Mice and Men' is set in the USA, during The Great Depression.

How did The Great Depression affect people in America?

How did The Wall Street Crash cause poverty?

Why did the Dust Bowl make things worse?



Year 8 English:

									- neturation
Vo	ocabulary	ary Definition					Example		
1. N	ovella	ella A short novel.			Steinbeck wrote	his novella about The Gr	eat Depression.	- T	
2. Pa	Patriarchal Describes a society where men are considered to be more powerful and important.			1930s California	n was a patriarchal society	Ι.			
3. Po	overty	Where a they nee	a person is poor and is st ed to live.	ruggling to afford the esse	ntials	The Great Depre poverty.	ession caused lots of peop	ole to be living in	17. Ellipsis Used to create a dram
4. Prejudiced A way of describing an unfair opinion or dislike you have for someone because of race, gender, religion, disability etc.			Candy, Lennie, C novella because	Crooks and Curley's Wife (people have prejudiced v	all suffer in the iews towards them.	Then he saw it the terrifying shadow.			
5. Ri	ivalry	A compe	etition between two peo	ople to have the most powe	er.	Curley and Slim	have a rivalry on the rand	ch.	
6. Innocent Has two meanings. It can mean that someone is not guilty of a crime. It can also describe a person who has no knowledge of evil or unpleasant things in the world.			of a or	The police thou	ght the prisoner was inno nt like a child.	cent.	18. Brackets (
7. Se	egregated	When p	eople are separated or o	divided from each other.		On the ranch, Crooks is segregated from the other ranchers. Add parently (extra inform			Add parenthesis (extra information)
8. Lo	oyal	Describe commit	es someone who can be ted to someone or some	trusted to be supportive a othing else.	nd	George and Len	nie are loyal friends.		to a sentence
9. St	atus	Someon	Someone's rank or importance in a group			On the ranch, th	e boss has the highest st	atus.	
10. [10. Desperate Describes someone who needs something so much they are suffering.		re	Curley's Wife is	desperate for attention.		\sim		
lar	11.12.13.InterrogativesImperativesDeclaratives		14. ast Tense	15. <u>Present Tense</u>	16. Future Tense	19. Comma Separate a main cla and a subordinat			
amm	Questio What tim please	ons e is it ?	Commands Come over here!	Statements	Refe that ł	ers to events have already nappened	Refers to events that are happening now	Refers to events that will happen but haven't yet	When they got to the ranch, George and Lennie went to
G				America.	Lennie	e <u>found</u> a mouse	Lennie is finding a mouse.	Lennie will find a mouse.	speak to the boks.

~

Year 8 English:

									A metuation A	
Vo	cabulary	Definition				Example		Punctuation		
1. No	. Novella					Steinbeck wrote	his novella about The Gr	eat Depression.	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
2. Pa	2. Patriarchal					1930s California	was a patriarchal society	<i>I.</i>		
3. Po	overty					The Great Depre poverty.	ession caused lots of peop	le to be living in	Used to create a dramatic	
4. Pr	ejudiced	d Candy, Lennie, Crooks and Curley's Wife all suffer in the novella because people have prejudiced views towards them.			all suffer in the iews towards them.	Then he saw it the terrifying shadow.				
5. Ri	valry						have a rivalry on the rand	ch.		
6. In	nocent	ocent				The police thought the prisoner was innocent. Lennie is innocent like a child.				
7. Se	gregated					On the ranch, Cr	Add parenthesis (extra information)			
8. Lo	yal					George and Len	nie are loyal friends.		to a sentence	
9. St	atus					On the ranch, th	e boss has the highest sto	atus.		
10. C	Desperate					Curley's Wife is desperate for attention.				
ar	11.		12.	13.		14.	15.	16.	19, Separate a main clause and a subordinate	
ramm	Questic What time please	ons e is it ?	Commands Come over here!	Statements	Refe that ł	ers to events have already nappened	Refers to events that are happening now	Refers to events that will happen but haven't yet	clause When they got to the ranch, George and Lennie went to	
Ū				America.	Lennie	e <u>found</u> a mouse	Lennie is finding a mouse.	Lennie will find a mouse.	speak to the boss.	

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Year 8 English: 'Blood brothers' and Narrative Writing





The Social Class System refers to the groups of people in society, based on people's jobs and the amount of money they have.

- Working class get paid the lowest wages and have manual jobs.
- Middle class Well educated people who have professional jobs.
- Upper class born into wealth that is inherited from family. Have the most money so may not need to work.



Year 8 English: 'Blood brothers' and Narrative Writing

TGa	What are inferences?	Writing about Literature		What does it a) b)	mean to control the structure of our text?
ding	What must we do when we have identified and inference? What words can we use to help us do this?	P Point	ting	What does it	mean to withhold information?
for Rea	What do quotations need to be?	E Evidence		We should also think carefully about which narrative perspective we want to story to be told from :	
yledge (What is an embedded quotation?	A Analyse	wledge	Narrative Perspective	Definition
Know	What is a motif? What are foil characters?	E Effect	Knor	First Person Third Person Omniscient	
	Why are they used?	Link to Context		Third Person Limited	



What is the social class system? Who is in the working class? Who is in the middle class? Who is in the upper class?



Year 8 English:

Vocabulary Definition					Example			
1. Sup	perstition	When som isn't based	eone believes in something ma I on science or evidence	agical or mysterious that	The belief that placing shoes on the table is bad luck is a superstition			
2. Priv	vilege	Having mo who you a	re advantages or benefits than re or where you come from	nan other people based on <i>Mrs Lyons' middle class status gives her privilege</i>				
3. Dis	crimination	Treating so disability e	omeone unfairly based on race, etc.	, religion, gender, age,	Mickey suffers discrimination of	nt school as he is working class		
4. Ine	quality	tyUnfairness between people, where some people have more advantages and opportunities than othersThe social class system creates inequality in Britain.			inequality in Britain.			
5. Del	bt Borrowing money or goods from a person or business, with the agreement that you will pay them back later Mrs Johnstone is used to living her life in debt.				her life in debt.			
6. Nu	rture	ureTo care for something or someone to that it grows and develops to be healthy and happyMrs Johnstone does her best to nurture her children, though she is in poverty.				o nurture her children, even		
7. Ma	nipulate	When a person controls or influences another person by pressure or trickery			Mrs Lyons manipulates Mrs Johnstone.			
8. Sta	ge Direction	The instru	ctions given to the actors in the	in the play Russell uses stage directions to suggest the tone actors sho speak in.				
9. Mu	isical	A play with	n songs and music.		Blood Brothers is a musical, written by Willy Russell.			
10. Monologue		A long speech given by one character in a play, either talking to themselves or the audience		play, either talking to	Mickey's monologue is designed to make the audience laugh.			
Grammar	11. <u>Root</u> The most ba of a word th be added make new <u>Bia</u> – bigger,	word isic part hat can to, to words. biggest	12. <u>Prefix</u> A group of letters added to the beginning of a word to create a new meaning <u>Microscope, microwave</u>	13. <u>Suffix</u> A group of letters added to the end of a word to create a new meaning Laughed, smiled, tried	14. Word family Group of words that all have the same root word <i>Writer, written, rewrite,</i> <i>writing.</i>	15. Compound word Two root words blended together to make a new word <i>Basketball, starfish</i>		



rear a Eng	Definition	Example
1. Superstition		The belief that placing shoes on the table is bad luck is a superstition
2. Privilege		Mrs Lyons' middle class status gives her privilege
3. Discrimination		Mickey suffers discrimination at school as he is working class
4. Inequality		The social class system creates inequality in Britain.
5. Debt	Borrowing money or goods from a person or business, with the agreement that you will pay them back later	
6. Nurture		Mrs Johnstone does her best to nurture her children, even though she is in poverty.
7. Manipulate	When a person controls or influences another person by pressure or trickery	
8. Stage Direction		Russell uses stage directions to suggest the tone actors should speak in.
9. Musical		Blood Brothers is a musical, written by Willy Russell.
10. Monologue		Mickey's monologue is designed to make the audience laugh.

mar	11. <u>Root word</u>	12. <u>Prefix</u>	13. <u>Suffix</u>	14. <u>Word family</u> 	15. <u>Compound word</u>
Gram			_Laugh <u>ed</u> , smil <u>ed</u> , tri <u>ed</u>	Writer, written, rewrite, writing.	Basketball, starfish



Year 8 English: 'The Book Thief' and Descriptive writing





- What is The Grim Reaper?
- A legendary figure who represents death, appearing in Europe in the 14thC (around the time of The Black Death)
- The figure is thought to take souls from Earth to the afterlife
- The figure has been alluded to in a wide range of Literature over time



fear o Englis	Definition	Example
1. Courage	Bravery, valour, gallantry	Liesel and her foster family demonstrate courage throughout the book
2. Dictatorship	A country run by a leader who has complete power and gained power by force and violence	Nazi Germany was a dictatorship.
3. Discrimination	Treating someone unfairly based on race, religion, gender, age, disability etc.	Max suffers discrimination from the Nazis as he is Jewish
4. Morals	An understanding of what is right and what is wrong	Hans demonstrates that he has morals as he risks his safety to help Max
5. Responsibility	Having a duty to take care of something and keep it safe	As Hans was saved by Max's father in World War 1 so feels he has a responsibility over Max.
6. Narrator	A character who tells the details of the story to the reader	The character of Death is the narrator in the novel.
7. Ignorance	When people have little awareness or understanding of something – this can lead to prejudice or discrimination	Nazi Germany was full of ignorance.
8. Dehumanise	Treat someone as if they are an object or animal, not seeing them as a human being with human rights	Jewish people are dehumanised in the novel.
9. Segregation	Separating people in society and not allowing them to mix, based race, gender, ethnicity, religion, ability etc.	In 'The Book Thief', segregation breeds prejudice.
10. Censorship	Where the government control and supress what books, films, news, media etc. the public see and hear	Censorship is a way for a government to control what the people know and think.

Grammar	11. Adverbials A phrase that gives information about how or when an action occurs Instantly, she dropped her cup.	12. <u>Prepositional</u> <u>Phrase</u> Phrases that tell you where/when something is in relation to something else The bag is in the car.	13. <u>Interrogative</u> A question Where were you yesterday?	14. <u>Imperative</u> A command Answer the question	 15. <u>Declarative</u> A statement giving information. <i>Tomorrow is Wednesday.</i>
---------	---	--	--	--	---



Year 8 English:	Definition		Examj	ple	
1. Courage			Liesel and her foster family a throughout the book	lemonstrate courage	Punctuation
2. Dictatorship			Nazi Germany was a dictato	rship.	
3. Discrimination			Max suffers discrimination fr Jewish	rom the Nazis as he is	
4. Morals			Hans demonstrates that he h his safety to help Max	has morals as he risks	Leisel's life changed forever, in
5. Responsibility			As Hans was saved by Max's so feels he has a responsibili	father in World War 1, ty over Max.	
6. Narrator			The character of Death is the	e narrator in the novel.	
7. Ignorance			Nazi Germany was full of ign	norance.	
8. Dehumanise			Jewish people are dehumani	sed in the novel.	Leisel's life changed forever (in just a matter of seconds).
9. Segregation			In 'The Book Thief', segregat	ion breeds prejudice.	
10. Censorship			Censorship is a way for a gov what the people know and th	vernment to control hink.	
11.		13. 	u Answer the question	15. 	Leisel's life changed forever - in just a matter of seconds
her cup.	The bag is <u>in the car.</u>	yesterday?	Answer the question	Tomorrow is Wednesday.	

English: Spelling Challenge- Most commonly misspelled words.						
41. Ignorance						
44. Indispensable						
45. Intelligence						
_						

English: Spelling Challenge- Most commonly misspelled words.						
1.	11.	21.	31.	41.		
2.	12.	22.	32.	42.		
3.	13.	23.	33.	43.		
4.	14.	24.	34.	44.		
5.	15.	25.	35.	45.		
6.	16.	26.	36.	46.		
7.	17.	27.	37.	47.		
8.	18.	28.	38.	48.		
9.	19.	29.	39.	49.		
10.	20.	30.	40.	50.		

English: Spelling Challenge- Most commonly misspelled words.						
51. Lightning	61. Occurrence	71. Questionnaire	81. Rhythm	91. Umbrella		
52. Maintenance	62. Official	72. Receive	82. Schedule	92. Vacuum		
53. Manoeuvre	63. Parallel	73. Recommend	83. Scissors	93. Vicious		
54. Millennium	64. Parliament	74. Referred	84. Sensible	94. Whether		
55. Miniature	65. Particle	75. Reference	85. Separate	95. Weigh		
56. Minute	66. Pigeon	76. Relevant	86. Special	96. Weird		
57. Mischievous	67. Possession	77. Religious	87. Success	97. Whistle		
58. Noticeable	68. Preferable	78. Restaurant	88. Tomorrow	98. Wonderful		
59. Occasion	69. Principle	79. Ridiculous	89. Twelfth	99. Yoghurt		
60. Occur	70. Privilege	80. Rhyme	90. Tyranny	100. Youth		

English: Spelling Challenge- Most commonly misspelled words.						
51.	61.	71.	81.	91.		
52.	62.	72.	82.	92.		
53.	63.	73.	83.	93.		
54.	64.	74.	84.	94.		
55.	65.	75.	85.	95.		
56.	66.	76.	86.	96.		
57.	67.	77.	87.	97.		
58.	68.	78.	88.	98.		
59.	69.	79.	89.	99.		
60.	70.	80.	90.	100.		

Geography

Helping every person achieve things they never thought they could.



Year 8 Geography: Ecosystems

Key Vocabulary



15

-Precipitation is less than 10 inches 1 Biome An ecosystem on a larger or global scale e.g. tropical rainforest What are the per year. characteristics of 11 -Home to cacti, bunch grasses, and a desert l Eats herbivores and/or plants Consumer 2 3 Decomposer Breaks down dead organic matter and returns nutrients to the soil A biological community of living and non living organisms. Ecosystem 4 What are character 12 **Food Chain** Connections between different organisms that rely on one another for food 5 a tropical rainfores Food web A complex hierarchy of plants and animals relying on each other for food. 6 What are Produces its own energy by absorbing carbon dioxide and solar radiation in the Producer character 7 13 process of photosynthesis. a deciduo forest bio Adaptation How plants and animals change their bodies to survive in different locations. 8 Precipitation Moisture that falls from the sky (rain, hail, sleet or snow) 9 What are character 14 **Tropical Rainforests** a savanna

Use the map to describe the distribution of tropical rainforests



Tropical rainforests are found on and near to the equator where the climate is warm and wet.

They can be found in coastal regions and inland.

They are located in...

- Northern South America (Brazil, Peru)
- Central Africa (DRC, Gabon, Equatorial Guinea)
- South East Asia (Indonesia)

Key Vocabulary

-Days are extremely hot.

a desert biome?	shrubs. -Snakes, lizards, scorpions and insects live here.
What are the characteristics of a tropical rainforest biome?	-Mostly located around the equator. -Hot all year round with 80-100 inches of precipitation every year. -High biodiversity -Home to reptiles, monkeys, birds, and in some places even elephants.
What are the characteristics of a deciduous forest biome?	-Mild summers and cold winters. -Large variety of trees including oak, beech, maple. -Home to deer, small mammals, and insects.
What are the characteristics of a savanna/ grassland biome?	-Largely located in central and southern Africa. -Tall grasses and shrubs but limited trees. -Home to elephants, zebras, ostrich.
What are the characteristics of a tundra biome?	-Cold climate, little rainfall. -Permafrost (a layer of frozen soil) -Small short plants with a short growing season. -Animals such as the Arctic fox, mountain goats, and snowy owls.

Year 8 Geography: Ecosystems

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vey v	OCa	bui	ldl y



- 2 What is a consumer?
- **3** What is a decomposer?
- 4 What is an ecosystem?
- 5 What is a food chain?
- **6** What is a food web?
- 7 What is a producer?
- 8 What is adaptation?
- **9** What is precipitation?



Use the map to label the distribution

Tropical Rainforests

Tropical rainforests are found on and near to the

They can be found in ______.

They are located in...



Key Vocabulary

What are the 11 characteristics of a desert biome?

12 What are the characteristics of a tropical rainforest biome?

What are the characteristics of a deciduous forest biome?

14 What are the characteristics of a savanna/ grassland biome?

What are the

15 characteristics of a tundra biome?

2

Year 8 Geography: Ecosystems **Small Ecosystems Cold Environments** Each part of the • There is a layer of permanently ecosystem relies on frozen soil called permafrost What is another part. Living 19 interdependence? things depend on each Very cold winters and very brief other for growth and winters Name the survival. 16 characteristics of a Vegetation includes mosses, grasses, tundra environment and low shrubs • Tundra is found at high altitudes (above 60 degrees north) Hot Deserts What is the A food chain outlines difference between a who eats whom. A food 20 Thick eye lashes - Prevents sand from getting into the eyes. food chain and a web is all of the food food web? chains in an ecosystem Hump - Stores fat as a source of energy. Tolerant to high temperatures - Does not need to sweat to keep cool, so conserving How do camels water. adapt to the hot 17 desert environment? Thick tough lips - Enables it to eat a range of spiky plants. Large feet - To help prevent sinking into the sand. In a pond ecosystem an Sandy coloured - Camouflage. example of a producer is algae. Who are the producers, primary Long, wide roots - To reach out further, near the surface to collect more water. In a pond ecosystem an consumers and example of a primary 21 Taproots - These act as anchors and grow deep into the soil to reach water. secondary consumer consumer is a **mayfly**. How do cacti adapt in the pond food Spines (spikes) - They reduce the surface area, reducing the amount of water lost 18 to the hot desert web? from evaporation. The spines also protect the plant from being eaten by predators. environment? In a pond ecosystem an example of a secondary A large, fleshy stem - This is a good store of water. The cactus expands or contracts consumer is a **fish**. depending on how much water it holds.

Ye	Year 8 Geography: Ecosystems		A		Small Ecosystems		
Col	d Environments						
16	Name the characteristics of a tundra environment			19	What is interdependence?		
Hot	Deserts			20	What is the difference between a		
17	How do camels adapt to the hot desert environment?				food web?		
	uesert environment:						
18	How do cacti adapt to the hot desert environment?			21	Who are the producers, primary consumers and secondary consumer in the pond food web?		

Year 8 Geography: Oceans

How do we use the ocean?

Key vocabulary:					
1	Ocean	The ocean is a body of salt-water that are a continuous space, divided into 5 parts.			
2	Threat	The possibility of trouble, danger, or ruin.			
3	Greenwashing	Disinformation presented to the public to make a company appear environmentally friendly.			
4	Import	Bringing goods or services into a country			
5	Export	Sending goods or services out of a country.			
6	Seas	Seas are large bodies of mainly salt-water, smaller than an ocean but flows or feeds into the oceans.			
7	Pollution	The presence in or introduction into the environment of a substance which is harmful.			
8	Overfishing	To catch too many fish so that there are not enough remaining			
9	Habitat	A natural environment an animal lives in.			

	now do we use the ocean:				
12	How do we use the ocean for fishing?	More than 1 million people rely on fish as their primary source of <i>protein</i> . Between 0.97 and 2.7 trillion fish are caught every year. <i>Tuna</i> is the most popular fish and the Pacific Ocean's greatest asset is its fish.			
13	How do we use the ocean for renewable energy?	Offshore <i>wind energy</i> is wind turbines in oceans and seas. They are vital is combating climate change. The vast majority of <i>wind turbines</i> are currently in the Atlantic ocean but more are planned, especially in the Pacific.			
14	How do we use the ocean for imports and exports?	80% of the world's goods are transported by sea. In the last 20 years the average size of a container ship has doubled. A container ship can now carry up to 24,000 containers.			
15	How is the ocean used as a habitat?	Many plants and animals live in the ocean. The number of species is currently unknown. Scientists believe <i>91% of ocean species have yet to be classified.</i>			
16	How do we use the ocean for leisure?	Popular activities in the ocean include <i>swimming, snorkelling, scuba diving, sailing, fishing and surfing</i> .			
17	What is carbon storage and how do we use the ocean for it?	Scientists have found oceans a good location to store (sequester) carbon. Oceans currently take up to <i>a third of carbon emitted by human activity</i> . This is roughly 2 billion metric tonnes every year.			

Where are the oceans?

10	Where are the 5 oceans of the world?	Arctic Ocean Atlantic Ocean Pacific Ocean Southern Ocean Southern Ocean
11	What are the five ocean zones and how deep are they?	Sunlit zone - 0 -200 metres Twilight zone - 200 - 1000 metres Midnight zone - 1000 - 4000 metres The abyss - 4000 - 6000 metres The trenches6000 metres and lower

Threats to our oceans

20	What is coral bleaching?	 Stress caused by changes in temperature and pollution can cause coral bleaching Coral and algae depend on each other to survive. If stressed, algae leaves the coral. Coral is left bleached and vulnerable. 				
21	What is overfishing?	Overfishing is when too many fish are taken out of the oceans. This happens because many people rely on fish as a source of protein. High demand and larger fishing vessels means there are now fewer fish in the oceans than ever before.				
22	What are oil spills?	An oil spill is when oil is leaked into a body of water, like an ocean. Oil spills are very dangerous as they kill plants and animals and destroy habitats.				

Year 8 Geography: Oceans			How do we use the oc ean?				
Key vocabulary:			12	How do we use the ocean for fishing?			
1	What is an ocean?		13	How do we use the ocean for			
2	What is a threat?			renewable energy?			
3	What is greenwashing?		14	How do we use the ocean for imports and exports?			
4	What is an import?						
_ 5	What is an export?		15	How is the ocean used as a habitat?			
6	What are seas?		16	How do we use the			
7	What is pollution?						
8	What is overfishing?		17	What is carbon storage and how do we use the ocean			
9	What is a habitat?			for it?			
Where are the oceans?		Threa	ts to our oceans				
10	Where are the 5 oceans of the world?		20	What is coral bleaching?			
	What are the	© 2012 Exployed billions, to	21	What is overfishing?			
11	five ocean zones and			0.			
	how deep are they?		22	What are oil spills?			

Year 8 Geography: International Development

Key Vocabulary:

1	Quality of life	A subjective term (opinion) that can				
-		measure nappiness.				
2	Standard of living	refers to the level of wealth, comfort, material goods and necessities available to a certain class or geographic area.				
3	Human Development Index (HDI)	A statistic used to measure the development of a country using three measures: life expectancy, education and GNI per capita				
4	International Aid	Assistance given to one country from another	Ca			
5	Birth rate	The number of babies born, per 1000 population per year	1			
6	Death rate	The number of people that die, per 1000 population per year				
7	Infant mortality rate	The number of babies that are born alive but die before the age of 1, per 1000 births per year.				
8	Landlocked	A country or region entirely surrounded by land				
9	Development	Development is a process of change that affects peoples' lives				
10	Corruption	The abuse of trusted power for private gain				
11	Poverty	Not having enough money or access to resources to enjoy a decent standard of living.				
12	Inequality	The idea that different people experience different standards of living				

aid: **Measuring Development:** Social indicators **Economic indicators** Birth rate GNP per capita • • Death rate . Economic growth Adult literacy Gross national 13 Doctors per product ٠ 1000 people Life expectancy auses of uneven Name a Landlocked countries find it hard physical factor to develop as they cannot import which limits and export good via boat, this is development the cheapest way of transporting goods to trade, without trade countries find it hard to develop. Name a political Countries with high level of factor which corruption find it hard to develop. limits This is because aid given to help development those in need is kept by the government and not passed onto its people. Name an Colonialism, countries which have historical factor gained back control following which limits historical invasion, such as India. development find it hard to develop as they are often left with nothing following on from independence. Name an When you live in poverty it often economic leads to more poverty. This cycle factor which of poverty is called the negative limits multiplier effect. (no job=no development money=poor quality of life)

Development projects and foreign

Why is foreign There's a mosquito net maker in Africa. aid not always He manufactures around 500 nets a a positive week. He employs 10 people, who each thing? have to support upwards of 15 relatives. However hard they work; they cannot make enough nets to combat the malaria-carrying mosquito. Enter a Hollywood movie star who rallies the masses, and goads Western governments to collect and send 100, 000 mosquito nets to the affected region, at a cost of \$1 million, the nets arrive, the nets are distributed and a good deed is done. With the market flooded with foreign nets, however, our mosquito net maker is promptly out of business. His ten workers can no longer support their dependents.

Nigeria and The DRC:

18

19

2

Explain the distribution of wealth in Nigeria

Most of the wealth is located in the south of Nigeria. This is because of the oil. And opens up international trade routes.

An example of this is the wealth in the Delta district.

The poor areas are to the north and north east of Nigeria. These area experience extreme poverty.

Sustainable development:

	What are	
	sustainable	
	development	
	goals?	
0		

Sustainable Development Goals (SDGs) are a set of 17 goals that the United Nations (UN) established to make the world a better place. These goals aim to end poverty, protect the planet, and ensure that all people have a chance to live a happy and healthy life.

Year 8 Geography: International Development						Development projects and foreign				
Key Vocabulary:							aid:	Why is foreign aid not always		
1	Quality of life	•	Me	asuring Development:				thing?		
2	Standard of living		13	Social indicators	Econo	omic indicators	18			
3	Human Development Index (HDI)									
4	International Aid		Cau	ses of unev	en					
5	Birth rate		14	Name a physical factor which limits development						
6	Death rate							Explain the distribution		
7	Infant mortality rate		15	Name a political factor which limits development			19	of wealth in Nigeri		
8	Landlocked			Name an				Reference		
9	Development		16	which limits development					(6-76) (9-77)	
10	Corruption						Sus	stainable development:		
11	Poverty		17	economic factor which limits development				What are sustainable development goals?		
12	Inequality						20			
Yea	ar 8 Geograp	hy: Natural Hazards	Plate Margins:			Plate Tectonics Theory:				
--------	---------------------------------	--	----------------	--	---	--	--	---	---	---
	Key V	ocabulary		Describe the plate movement at the following plate	 Conservative: plates move past each other 	13	Name earth	the four layers of the	Inner core, outer core, mantle and crust	
1	What is a volcano?	A vent at the surface of the earth, through which magma and other		margins: • Destructive: plates move towards each other		14	What a called?	are the pieces of crust	Crust pieces are called tectonic plates	
_	Define 'Immediate responses'	volcanic materials are ejected The reaction of people as the disaster happens and in the	12	Destructive:Constructive:	and one is subducted • Constructive: plates move	15	Where happe	do convection currents n?	Convection currents cause magma to move in circular movements	
2	Define (Leng term	immediate aftermath			away from each other	16	What cause?	do convection currents	Convection currents cause tectonic plates to	
3	responses'	weeks, months and years after the event	Vo	lcano case stud	v: Tonga		Туре	s of volcanoes	move	
4	Define 'Monitoring'	Recording physical changes to help forecast when and where a natural hazard might strike		Describe the location of Tonga	of Tonga is in the southern hemisphere. It located in the	e is	ľ	Describe the characteristics of sholcanoes	hield volcanoes and composite	
5	Define 'Planning'	Actions taken to respond to, and recover from, natural disasters			Australian continent in the	e		Shield Volcano	Composite Volcano	
6	Define 'Prediction'	Attempts to forecast when and where a natural hazard will strike	17		the Pacific Ocean. It is	the Pacific Ocean. It is located to the	the Pacific Ocean. It is ocated to the	18 .	Very little explosive activity Runny Java	 Violent eruptions Steep sides Sticky Java which
7	What is a 'Primary effects'?	The initial impact of a natural event on people and property			west of Austra and north of New Zealand.	est of Australia nd north of ew Zealand.		Gentle, sloping sides Lava travels long distances before it cools	 doesn't travel far Alternate layers of ash and lava, also known as 	
8	Define 'Protection'	Actions taken before a hazard strikes to reduce its impact							stratovolcanoes	
	What is a 'Secondary	The after-effects that occur as	Ма	anagement of Te	ctonic Hazards:			Ing with risk:		
9	effect'?	indirect impacts of a natural event	19	How do people plan fo tectonic hazards?	lan for Hazard maps show areas at risk		22	generated by volcanoes	? energy to power homes	
1 0	What is 'Subduction'?	A process occurring at destructive plate margins where a heavier oceanic plate is forced under a	20	How do people predic tectonic hazards?	t Measuring sulfur f volcano Seismometers mea vibrations	from asure	23	What might attract tour to risky areas?	ists Dramatic scenery attracts tourists	
1 1	What is a 'Tectonic hazard'?	A natural hazard caused by movement of tectonic plates	21	How can buildings be protected from tecton hazards?	Earth embankmen divert lava Earthquake resista buildings	nts ant	34	How is volcanic ash use	ful? Lava and ash deposits provide valuable nutrients for soil	

Year 8 Geography: Natural Hazards			Plate Margins:			Plate Tectonics Theory:			
	Key	Vocabulary		Describe the plate movement at the following plate		13	Name th earth	e four layers of the	
1	What is a volcano?			margins:Conservative		14	What ar called?	e the pieces of crust	
	Define (laure dista		12	Destructive:Constructive:		15	Where of happen?	o convection currents	
2	responses'					16	What do cause?	convection currents	
	Define 'Long-term responses'						Types	of volcanoes	
3			Vo	olcano case stud	y: Tonga		De	scribe the characteristics of sh	ield volcanoes and composite
4	Define 'Monitoring'			Describe the location of Tonga	of		vol	canoes	Lava flows
5	Define 'Planning'		17				Sh	shield volcano	Composite volcano
6	Define 'Prediction'		17		Ĩ		18		
7	What is a 'Primary effects'?								
8	Define 'Protection'								
			Monovant of Tootonic Honordov				Livir	g with risk:	
9	What is a 'Secondary effect'?		19	How do people plan fo tectonic hazards?	or	1	22	What kind of energy can generated by volcanoes?	be ?
	What is			How do people predic tectonic hazards?	t				
1 0	'Subduction'?		20				23	What might attract touri to risky areas?	ists
1 1	What is a 'Tectonic hazard'?		21	How can buildings be protected from tecton hazards?	ic		34	How is volcanic ash usef	ul?

Year 8 Geography: Population

Key Vocabulary

1	Population	The amount of inhabitants of a particular place
2	Population density	How many people are in a particular area e.g. per square mile
3	Life expectancy	The average age people live till
4	Natural increase	When there are more births than deaths
5	Natural decrease	When there are more deaths than births
6	Working population	The number of people at working age
7	Overpopulation	Where there are too many people in an area
8	Population control	Systems to limit the number of people in an area
9	Birth rate	The number of babies born per 1000 population per year
10	Death rate	The number of deaths per 1000 population per year
11	Migration	The movement of someone from one place to another.
12	Youthful population	A population with a higher percentage of young people.

Population pyramids: Population control: Pyramid 1 rapidly expanding Pyramid 2 -Expanding ja Net farale Pyramid 3 -18 13 Stationary Pyramid 4 -Contracting 1 3 4 2 Youthful population: Name 3 There are more taxes paid as advantages there are more citizens of a youthful working 19 There are lots of workers for population • 14 the future Lots of young people could join the military creating a strong armed forces Young children need Name 3 disadvantag healthcare e.g vaccination. es of a These can be expensive to 20 vouthful provide 15 population There may be a lack of housing resulting in homelessness Providing schools and teachers are expensive **Overpopulation:** Can the world No. If recent trends achieve zero continue, the number of hunger by 2030? people affected by hunger 16 will surpass 840 million by 2030. 9.8% of the population

Currently, 690 million

world population.

How many

17

people in the

world go hungry?

What are birth These aim to reduce the • control birth rate. • programmes? Some governments do this by having laws about how many children you can have. • Others may help couples plan to have children by providing free contraception and sex education. What are • Immigration laws aim to immigration control the number of laws? people moving into a country. • Governments can limit the number of people that are allowed to immigrate. They can also be selective about who they let in. What is the China Established in 1979, it meant one child that each couple was only policy?? allowed one child. What's next: Name two There may be a larger number positives of of the population who are population educated 21 growth in There will be a large working Africa? population. This will bring benefits to the economy. Name two Population is growing faster negatives of than jobs are created population More people means more 22 growth in greenhouse gas emissions that Africa contribute to climate change people are hungry, 8.9% of Waste disposal may be an

issue, leading to dirty cities

Year 8 Geography: Population		Pc	opula	ation pyra	mids:		Population control:				
1	Key Voc	cabulary	1	3		Ennormania Z Me Israk		18	V c p	Vhat are birth ontrol rogrammes?	
3	Life expectancy		Yo	uthfu	ul popula	12 tion:	3 4		V ir Ia	Vhat are mmigration aws?	
4	Natural increase			Na ac of	lame 3 dvantages if a youthful			19			
5	Natural decrease		14	1 P	opulation						
6	Working population			Ni	lame 3 lisadvantag			30	V	Vhat is the China ne child	
7	Overpopulation		15	es yc 5 pc	s of a outhful opulation			20	p	olicy??	
8	Population control							W	hat	t' s next: Name two	
9	Birth rate		0	verp	opulatior	:		:	21	positives of population growth in	
10	Death rate			16	Can the wo achieve ze hunger by	orld ro 2030?				Africa?	
11	Migration		_		How many				22	Name two negatives of population	
12	Youthful population			17	people in t world go h	he ungry?				growth in Africa	

Year 8 Geography: Disease						
	Key Vo	ocabulary				
1	Disease	An illness of people, animals or plants caused by infection.				
2	Type of transmission - Direct contact	This can be sexual contact or non- sexual contact. e.g. shaking hands.	13			
3	Type of transmission - Vector	An organism that spreads disease. e.g. mosquitoes carry Malaria.				
4	Type of transmission – water	Dirty water can transmit diseases such as the cholera bacterium.				
5	HIV AIDS	A viral infection that damages cells in the immune system reducing your ability to fight infection.	HIV			
6	Epidemic:	An outbreak in a single community, population or region.	14			
7	Pandemic:	An epidemic which has spread around the world affecting hundreds of thousands of people, across many countries.				
8	COVID-19	A respiratory illness caused by a coronavirus transmitted by direct contact.	15			
9	Malaria	A disease spread by mosquitos causing fever and flu- like symptoms that kills.	cov			
10	Infant morality	The number of babies that die before the age of 1, per 1000 of population, per year.	16			
11	Climate change	The change in the world's temperature and weather due to an increase in greenhouse gases.	17			
12	prevalent	Widespread, common, frequent				

Introduction to disease:

		What is the most common disease in HICs?	at is the lin HICs, the most common ist disease is heart disease. mmon ease in Cs? In LICs, the most common disease is HIV – AIDs.				How many people die each year from malaria	725,000 people die year from malaria.	each	
	13	What about LICs? What are the 5 ways disease are transmitted?	Dise 1. 2. 3. 4. 5.	disease is HIV – AIDs. Diseases are transmitted by Vector Water Unhygienic food preparation Air Direct contact		19	How can malaria be prevented?	 Use insect repellent prevent bites. Use mosquito nets to prevent biting. Spray insecticides on walls to prevent mosquicoming in. Use anti-malaria drug available to take before during your trip. 	to the uitos gs e and	
	IV -	How is AIDs transmitted?	AIDs It is transmitted by direct sexual contact and the passing of bodily fluids.			20	How is malari transmitted?	It is transmitted by vector e.g. mosquito		
	14 first ever case? T		The It is	The first ever case was in 1980. It is most prevalent in Africa.			The next	pandemic:		
	15	prevalent? What are the reasons for its rapid spread in Africa?	The 1. 2. 3. 4.	reasons for its rapid spread are Lack of education Lack of testing The cost of medicine Lack of doctors available		21	Where might the next pandemic come from?	The next pandemic may co from viruses and bacteria locked in glaciers and permafrost. They would in local wildlife.	ome	
	OVI	D-19:	2	They are the World Health	, İ		What can	- Wash our hands		
	16	and what do they	do? Organisation. Their role is to discover the origins of diseases and direct international health responses in UN countries.			22	we do to reduce the risk of a new pandemic?	 Stay at home if sick Cover mouths when coughing of sneezing Clean shared surfaces Keen your distance from 		
17		Name a social, environmental an economic impact COVID-19?	d of	Social – millions of deaths Environmental – reduced air and noise pollution. Economic – reduced trade and business costing billions.				others.		

Malaria:

Year	8 Geograpl	hy: Disease	Intro	oduction to dis	ease:	Malaria:		
1	Key Vo Disease	cabulary		What is the most common disease in HICs?		18	How many people die each year from malaria?	
2	transmission - Direct contact		13	What about LICs?			How can malaria be prevented?	
3	Type of transmission - Vector			What are the 5 ways disease are		19		
4	Type of transmission – water			transmitted?				
5	HIV AIDS			How is AIDs transmitted?		20	How is malaria transmitted?	
6	Epidemic:		14	When was the first ever case?				
7	Pandemic:			Where is it most prevalent?			The next Where	pandemic:
8	COVID-19		15	What are the reasons for its rapid spread in Africa?		21	next pandemic come	
9	Malaria		cov	/ID-19:			from?	
10	Infant morality		16	Who are the WHC and what do they) do?		What can we do to reduce the risk of a	
11	Climate change			Newsgenetic		22	new pandemic?	
12	prevalent		17	environmental an economic impact COVID-19?	d of			





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Year 8 History: Key Word Meaning How did Britain get involved in the Freedom the power to do or say what we want Slave Trade? without somebody else telling us otherwise. **Ouestion** Answer 'father of the English slave trade' What is John Hawkins often Slavery when a person or group of people are the legal property of somebody else. referred to as? What is a voyage? A trip made at sea groups of slaves would be sold as soon as The What years did John Between 1562 and 1569 "scramble" they arrived. Buyers would just grab the Hawkins complete voyages? slaves that they wanted to buy. What was Hawkins doing? transporting African captives from the Auctions some slaves were sold in auctions, where area of West Africa now known as the higher bidder would "win". Slaves Sierra Leone to Spanish colonial ports were examined like animals, and often in the Caribbean and Central America. separated from their families at this His ships came home filled with pearls point. and sugar. Plantation an agricultural and livestock estate that was large enough to contain the house of How did the slave process work? the master or slave owner and the residences of the slaves. On the slave The different plantation, slaves were used to harvest Ships would leave Goods that had never Britain filled with guns, cash crops and complete other related been seen before in gunpowder, kettles, roles Britain were sent agricultural work pans and other goods, back on the ships and take them to West from America. This Africa. Once 'bought' slaves would be branded with their included sugar. tobacco, and rum. owner's initials and be given a role on the North The stronger slaves would be chosen to work America plantation. in the fields. This does not mean that they were The West Indies House servants could be: The Caribbean) all men - lots of field slaves were women and Cooks young people. Butlers Housemaids South Child minders America The work was hard – slaves would work for This is the second part Coachmen (drivers of horse-drawn carriages) • of the journey - "the long hours and had a poor diet. Slaves would Middle Passage". Slaves be punished if their master wasn't happy with would be forced onto a These slaves often had a good diet and better

clothing than field slaves.

their work.

boat to sail to America.

Year 8 Hist	tory:	How did Brit	ain get i	nvolved in the	Key Word	Meaning
And the second		Slave Trade?			Freedom	
	Question	n	Answer			
alth.	What is referred	John Hawkins often			Slavery	
	What is	a voyage?				
	What years did John Hawkins complete voyages?				The "scramble"	
	What wa	as Hawkins doing?			Auctions	
How did the	slave	process wor	k?		Plantation	
Goods that had never		Ship Britain	s would leave filled with guns,	The different		
been seen before in Britain were sent back on the ships from America This	CTA	Great Strituin (2)	owder, kettles, nd other goods, ke them to West	roles		
tobacco, and rum.	rth 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	West Indies (Caribbean) This is the second part	Atrica	Once 'bought' slaves would be branded owner's initials and be given a role on t plantation. House servants could be:	with their he	- -
		of the journey - "the Middle Passage". Slaves would be forced onto a boat to sail to America.		These slaves often had a good diet and clothing than field slaves.	lbetter	

Year 8 History:

What is the Middle Passage?

Question	Answer
What is the Middle Passage?	This is the transportation of slaves from Africa to the Americas, across the Atlantic Ocean
How long could it take to cross the Atlantic Ocean?	Up to 3 months
Why were slaves kept below the decks?	Out of sighs as the ships left the docks, and slaves were made to lie-down in order to fir as many on board as possible.
Why were slaves made to dance?	As a form of exercise, to keep muscle definition, people needed to look strong
What does tight packing mean?	Fitting as many people on board as possible
Why was tight packing used?	The more slaves on board the ship meant more profit when reached the Americas.
What is scurvy?	A disease caused by lack of vitamin C. it leads to bleeding of the gums and loss of teeth.

Image of the Brookes ship



	Question	Answer				
2	Where did the Brookes set sail from?	Liverpool				
5	How many people did it transport?	500				
VOT A MAN AND A ST						

How did Britain benefit from slavery?



Year 8 History:

What is the Middle Passage?

Question	Answer
What is the Middle Passage?	
How long could it take to cross the Atlantic Ocean?	
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What does tight packing mean?	
Why was tight packing used?	
What is scurvy?	
Image of the Brookes ship	

Regel Areastable of Passara Report





Year 8	Histor	v:	
Торіс	Ques	stion	Answer
	1	What is an empire?	Group of countries ruled by a single monarch or ruling power
pn či	2	What was the second British Empire based upon?	British sea power, India and huge conquests in Africa
- pro amed	3	What did the Maori tribesmen exchange with the British?	The whole of New Zealand for guns and alcohol
npire or ash	4	By 1865, how many British people were living in Canada?	3 million
Ξ	5	In 1920, what percentage of the worlds population was part of the British Empire?	23%
any	6	What did the East India Company hope to achieve?	To become rich through the trade of silk, spices and jewels
omp	7	How did the Mughal emperors react to the East India Company?	Protected them at first as they were impressed with their trade
ndia (8	Why did the East India Company hire soldiers?	To keep the peace and protect trade from local disputes
East I	9	Why has there been arguments about the Koh-i-Noor diamond?	Some say it was a gift to the East India Company but some say it was stolen
ve	10	Why was it dangerous to travel to India in the 18th century?	50% would die of disease
bert Cli	11	How did Robert Clive become well known in India?	He captured an important city despite being attacked by elephants in armour
dia - Rc	12	In 1756, what became known as the Black Hole of Calcutta?	122 English settlers suffocated to death in an 18 foot square prison cell
<u> </u>	13	Why was the Battle of Plassey so important?	It was the East India Company's first victory in India

Year	8 Hist	cory:
Торіс	Ques	tion Answer
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드	13	Why was the Battle of Plassey so important?

Year 8 History:	Торіс	Question		Answer
	India - Gandhi and India - British rule Independence	14	What is the 'British Raj?'	Period of British rule in India between 1858 and 1947
		15	How did the British improve transportation in India?	Canals, roads and railways were quickly built
		16	What caused the Indian Mutiny of 1857?	Indian troops did not want to use ammunition that was greased in pig and cow fat
		17	Who was made Empress of India in 1876?	Queen Victoria
		18	Why did Indians not benefit from the taxes that were introduced by the British?	Most of the money went back to Britain and was not invested in India
		19	What power did the Rowlatt Act give the British?	Could arrest and imprison any Indian they suspected of plotting against them
		20	What happened at Jallianwala Bagh park in 1919?	British opened fire on a crowd killing over 1000 in 10 minutes
		21	Why did Gandhi encourage passive resistance?	Believed that acts of violence against the British only provoked a negative reaction
		22	What was Gandhi's Salt March?	A protest against the British who would not let the Indians produce their own salt

Year 8 History:	Торіс	Question		Answer
	India - British rule	14	What is the 'British Raj?'	
		15	How did the British improve transportation in India?	
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	ndia - Gandhi and Independence	19	What power did the Rowlatt Act give the British?	
		20	What happened at Jallianwala Bagh park in 1919?	
		21	Why did Gandhi encourage passive resistance?	
		22	What was Gandhi's Salt March?	

Year 8 History: Causes and events of World War One



The assassination Franz Ferdinand (heir to the throne of Austria-Hungary). This triggers a domino effect of the alliance systems declaring war.

Domino Effect

Germany declares war on Russia. France pledges their support for Russia. Germany declares war on France. Germany invades Belgium on the way to France



WW1 was trench warfare, soldiers lived in the trenches.



The Battle of the Somme one the first day of conflict saw 20,000 killed and 40,000 wounded.



Sir Douglas Haig is held responsible for the huge loss of lives on the first day of the battle of the Somme.

The term "lions led by donkeys" refers to the poor military decisions that were made on the day.

1914-1918 Propaganda- to influence or nersuade

20









		084 <u>you</u> :	Full UF? ENLIST NOW Work for
	Question		Answer
1	What is excessive devotion and loyalty to your cour	ntry called?	Nationalism
2	Which countries were in the Triple Entente alliance	?	Britain, France, Russia
3	What happened in Sarajevo on 28 June, 1914?	Archduke Franz Ferdinand was assassinated.	
4	What was conscription?		Men were forced to join the armed forces.
5	What is propaganda?		The spreading of information, sometimes misleading, in order to influence the public.
6	Where did 1.4 million of Britain's soldiers come from	n?	India
7	Who was Walter Tull?		A professional footballer who became Britain's first black army officer.
8	What are conscientious objectors?		People who refuse to serve in the armed forces or bear arms on moral or religious grounds.
9	What did munitionettes do?		Work in dangerous factories making bullets and shells.
LO	Where did most British soldiers fight in World War I	?	The Western Front
1	What condition resulted from feet being wet for toc	o long?	Trench foot.
12	What was no-man's land?		The area that separated opposing armies' trenches
13	How many were killed on the first day of the Battle of Somme?	of the	More than 19,000
L4	Which three countries fought in the Battle of the So	mme?	Britain, France and Germany.
.5	Who led the British forces and was nicknamed "The by some?	Butcher"	Field Marshall Douglas Haig
16	What happened to Russia in November 1917?		Russia had a revolution
17	How did America's entry to World War I help the all	ies win?	It provided more troops, arms, tanks, ships, fuel and food
8	Why did British Prime Minister Lloyd George not wa Germany punished too harshly?	nt to see	Wanted Britain to be able to trade with Germany
19	How much did Germany have to repay as reparation (compensation)?	าร	£6.6 billion
20	What was the War Guilt Clause?		Germany had to accept blame for the war

Year 8 History: Causes and events of World War One



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1914-

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			700 07:	ENLIST NOW	Work for it
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Propaganda- to influence or persuade

Year 8 History: The Holocaust

Question	Answer
Which infamous event on 9th/10th November 1938 marked a major turning point for Jews in Nazi Germany?	Kristallnacht ("The Night of Broken Glass")
Name TWO things that Jewish people experienced on Kristallnacht.	Jewish synagogues were burned down, Jewish businesses were attacked and looted, at least 91 Jewish people were killed, thirty thousand Jewish men arrested and sent to camps.
What is the name for a walled-off section of a city that certain people are forces to live in	Ghetto
In 1942, the Nazis began "Operation Reinhard" - what was it?	The deportation of Jews from ghettoes to death camps
Which two camps experienced Jewish uprisings?	Sobibor and Treblinka
How could Jewish people in camps resist the Nazis without using violence? (name two)	Hide and escape, worship in secret (this was banned), work slowly, smuggle evidence of what was happening out of the camps
How did Jewish people resist violently?	Attack German soldiers, blow up railway lines, bomb offices where records were kept
Which city in Poland had the largest Jewish ghetto?	Warsaw
Which plan was created by leading Nazis at the Wansee Conference?	"The Final Solution"
What was the main role of the SS in Nazi-controlled areas like Poland?	To find Jews, round them up and kill them.
Please provide the name of one of the Nazi death camps (not a concentration camp).	Auschwitz (Auschwitz-Birkenau), Treblinka, Sobibor, Belzec, Majdanek, Chelmno
The Nazis made many prisoners move from camp to camp by foot toward the end of World War 2. What were these brutal journeys called?	Death Marches
Which German city were many leading Nazis put on trial?	Nuremberg
Why did the Allies choose to host the trials in Nuremberg?	The Nazis held many rallies there. It was a symbolic place for Nazis. It was designed by Albert Speer, a leading Nazi
Name one of the four charges that Nazis could be accused of at Nuremberg.	War crimes (eg. Abusing prisoners), crimes against humanity (genocide), crimes against peace, conspiracy to commit either of the other three crimes



Year 8 History: The Holocaust

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Voar & History: Causos	& Evonte of World	Question	0
		Question	Answer
War Two		How did Britain increase the number of	Recycled old planes and used
Question	Answer	planes with limited money?	metal from pots and pans
What does Blitzkrieg mean?	Lightning war	Why was Britain able to supply a lot of pilots?	They recruited from the British empire and Eastern Europe
What led to Britain and France declaring		How were the British warmed about German attacks?	Through the use of radar from ground teams
war on Germany?	Germany invaded Poland		German bombing campaign
	The period at the start of M/M/II	What was the Blitz?	against Britain
What was the phoney war?	with little fighting	When did the Blitz occur?	September 1940 to May 1941
Which countries had Germany invaded	Denmark Norway the	Why were those living near the docks in more danger?	More likely to be killed as docks were a main target
by Spring 1940?	Netherlands, Belgium, Poland		Air Raid Precaution (ARP)
		Who supervised the blackouts?	wardens
Why was 1940 frightening for the		Where abouts in France did the Allied troops	
people of Britain?	Threat of invasion	attack?	Normandy
Which countries did Germany invade in	France, Belgium, Netherlands and	What code names were used for the beaches attacked by the Allies?	Omaha, Utah, Gold, Sword and Juno
May 1940?	Luxembourg	What was D-Day's codename?	Operation Overlord
What was meant by the German term 'blitzkreig?'	A quick and surprising attack using tanks and aircraft	How many ships were used in the D-day landings	Over 5,000
Where did British and French troops	The beaches at Dunkirk in	How many troops landed on the D-Day beaches?	Over 150,000
retreat to?	Northern France	What were the code names for the two	
	The plan to evacuate all troops by	American atom bombs?	Little Boy and Fat man
What was Operation Dynamo?	ship	Where did America drop two atom bombs?	Hiroshima and Nagasaki
		Why did America say it dropped the atom	To save American lives and end
Why was the evacuation from Dunkirk	It saved lives and raised morale	bombs?	the war.
seen as victory in Britain?			Around 214,000 people were
What was the Luftwaffe?	German Airforce	Why do some historians argue dropping the	killed, the Japanese were already
What was a major washing as of the		atom bomb was unnecessary?	preparing to surrender.
Cormon planos?	The planes had limited fuel	Which conflict do historians believe the	
		dropping of the bomb started?	The Cold War

Year 8 History: Causes	& Events of World	Question	Answer	
War Two		How did Britain increase the number of planes with limited money?		
Question What does Blitzkrieg mean?	Answer	Why was Britain able to supply a lot of pilots?		
What led to Britain and France declaring		How were the British warmed about German attacks?		
war on Germany?		What was the Blitz?		
		When did the Blitz occur?		
What was the phoney war?		Why were those living near the docks in more danger?		
Which countries had Germany invaded		Who supervised the blackouts?		
Why was 1940 frightening for the people		Where abouts in France did the Allied troops attack?		
of Britain?		What code names were used for the		
Which countries did Germany invade in		beaches attacked by the Allies?		
May 1940?		What was D-Day's codename?		
What was meant by the German term		How many ships were used in the D-day landings		
'blitzkreig?'		How many troops landed on the D-Day		
Where did British and French troops		beaches? What were the code names for the two		
		American atom bombs?		
What was Operation Dynamo?		Where did America drop two atom bombs?		
Why was the evacuation from Dunkirk		Why did America say it dropped the atom bombs?		
What was the Luftwaffe?		Why do some historians argue dropping the atom bomb was unnecessary?		
What was a major weakness of the German planes?		Which conflict do historians believe the dropping of the bomb started?		

Life Chances



Helping every person achieve things they never thought they could.



Year 8 Li	fe Chanc	es: CEI/	AG (careers)	Employment Skills		
Soft skills are g recruiting and called transfer	eneral skills the are needed fo able skills or er	at most emplo r most jobs. Tł nployability sk	yers look for when ney are sometimes ills by employers.	Transferable skills can make you really stand of you don't have specific experience in These can include:	out to emplo their indus	oyers, even if stry.
Hard skills are skills needed to do a specific job, generally gained through work, learning or training.				 Team work Flexibility 		
	What is a	job sector	?	Problem solving		
A job sector is a	term used to cla related by	ssify a broad gro what they do	oup of jobs that are	Time management Positivity		ADEER
Media and Creative Healthcare Law	dia and eativeEducationRetailSciencelthcareEngineeringITConstructionLawAgricultureSportFinance		Science Construction Finance	CreativityFlexibility		PPORTUNIT
Institution Age Year Group		Qualification	Level	Status		

Institution	Age	Year Group	Qualification	Level	Status
Primary School	4-11 years	Reception – Year 6	SATs (In year 6)	N/A	Compulsory
Secondary School	11-16 years	Year 7 – Year 11	GCSEs (taken in year 11)	Level 2	Compulsory
Further Education (College/Sixth Form)	16+	Year 12 – Year 13	A Levels / T Levels / BTECs / Apprenticeships	Level 3	Compulsory
Higher Education (University/College)	18+	Undergraduate	Degree / Foundation degree / Degree apprenticeships	Level 4 - 6	Optional

Year 8 L	ife Chance	es: CEIAC	(careers)	What are transferable skills- provide examples:
What are soft s	skills?			
What are hard	skills?			
What is	a job sector	? (Provide ex	kamples	
• -	• -	• -	• -	CAREED
• -	• -	• -	• -	TROPTUNITY
• -	• -	• -	• -	OPPOI

Institution	Age	Year Group	Qualification	Level	Status
	4-11 years	Reception – Year 6		N/A	
	11-16 years	Year 7 – Year 11		Level 2	
	16+	Year 12 – Year 13		Level 3	
	18+	Undergraduate		Level 4 - 6	

Year 8 Life Chances: CEIAG		But what options are available to you after you leave school?			
Your GCSEs will have an impact on a lot of the decisions you make after you leave school – for example the sixth form/college you attend, the subjects you can study at Level 3, the subjects you can study at higher education and university, and the career you can go into		A Levels	T Levels	Apprenticeships	
		Description: Carry on studying subjects you took for GCSE to a higher level, or pick new ones you may not have done before like economics, law or psychology.	Description: Designed in partnership with employers to give you the skills and knowledge to get on in the workplace. You'll combine classroom learning with real work placements. 1	Description: Apprenticeships combine practical on-the-job skills training with off-the-job learning. You'll get training that is relevant to your job and be paid a salary.	
Rights	Responsibilities		T Level is the equivalent of 3 A levels.		
A RIGHT is a privilege granted by a governing body that is written into law. A right is protected, such as the right to education, religion and freedom of speech.	RESPONSIBILITIES are duties or something an individual should do such as following the law and rules.	Duration: 2 years	Duration: 2 years	Duration: A minimum of 1 year	
		Assessment: Mostly exams at the end of the course	Assessment: Exams, projects and practical assignments	Location: You'll spend 80% of your time in the workplace and 20% off- the-job with some study in a college, training centre or Institute of Technology (IoT)	
		Entry Requirements: Typically 5 GCSEs Grade 9-4 (usually including English and maths) and at least grade 6 in the specific subject(s) you want to study.	Entry Requirements: Course dependent Work experience: At least 45 days on industry placement	Entry Requirements: Will be dependent on the industry, job role and apprenticeship level	

Year 8 Life Chances: CEIAG	But what options are available to you after you leave school? Complete below.		
Why are your GCSEs important?	A Levels	T Levels	Apprenticeships
	Description:	Description:	Description:
What are rights? What are responsibilities?			
	Duration:	Duration:	Duration:
	Assessment:	Assessment:	Location:
	Entry Requirements:	Entry Requirements: Work experience:	Entry Requirements:

Year 8 Life Chances: Health

What is Good Health?

Good health is a state of complete physical, mental and social wellbeing. This means eating a balanced diet, getting regular exercise, avoiding tobacco and drugs, drinking in moderation and getting plenty of rest.

This means eating a balanced diet, getting regular exercise, avoiding tobacco and drugs and getting plenty of rest.

The benefits of a balanced diet are:

A strong immune system to prevent and fight infections

A lower risk of certain types of cancer

Lower blood pressure

A healthy weight

More energy

Essential nutrients to support growth tissue

Physical Health – Diet

Our bodies are like machines that require a balance of protein, carbohydrates, fat, vitamins, minerals and water to stay in good working order. A balanced diet means eating only so much as you expend in exercise. Any excess will be stored as fat if you eat more than you burn off.



Year 8 Life Chances: Health

What is Good Health?

Good health is a state of complete physical, mental and social _____. This means eating a balanced _____, getting regular _____, avoiding _____ and drugs, drinking in moderation and getting plenty of

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Physical Health – Diet

Our bodies are like machines that require a balance of _____, carbohydrates, ____, vitamins, minerals and water to stay in good working order. A balanced _____means eating only so much as you expend in exercise. Any _____ will be stored as fat if you eat more than you burn ____.

> Diet – things you should do

The benefits of a balanced diet are:

Year 8 Life Chances: Health	
Poor diet Many people do not buy or prepare fresh food due to our busy lifestyles and cost. Often people are short of time and cheap, highly processed, convenience food is always available.	
Convenience food and its negative impact on our health:	Personal Health Exercise The benefits of exercise are:
Junk food, like crisps and chocolate is high in calories but low in nutritional value.	Your body finds it easier to deal with threats such as sickness, injury or the occasional sugary or fatty snack if you are active.
Fast food, such as hamburgers and fried chicken, is prepared and served quickly but is high in fat.	Exercise also helps you maintain a healthy attitude to problems and mental pressures. You gain less body fat, tire less easily and you look and feel better.
Convenience food, for example, microwave 'ready meals' often have too much salt and sugar.	Exercise gives you greater flexibility and strength, prevents boredom and helps you sleep.
	It also helps you find new friends and learn new skills.

Year 8 Life Chances: Health

Poor diet

Many people do not buy or prepare fresh ____ due to our busy lifestyles and _____. Often people are short of time and _____, highly processed, convenience food is always



Convenience food and its negative impact on our health:	Personal Health Exercise The benefits of exercise are:

Year 8 Life Chances: Relationships



Year 8 Life Chances: Relationships



Healthy

Unhealthy

Abusive

A healthy relationship means both you and your partner are:

- Communicating
- Respectful
- Trusting
- Honest
- Equal
- Enjoying personal time away from each other
- Making mutual choices
- Economic/financial partners

You may be in an unhealthy relationship if your partner is:

- Not communicating
- Disrespectful
- Not trusting
- Dishonest
- Trying to take control
- Only spending time together
- Pressured into activities
- Unequal economically

Abuse is occurring in a relationship when one partner is:

- Communicating in a hurtful or threatening way
- Mistreating
- Accusing the other of cheating when it's untrue
- Denying their actions are abusive
- Controlling
- Isolating their partner from others

Year 8 Life Chances: Relationships


Year 8 Life Chances: Relationships



Consent means agreeing to do something freely and with full understanding of what that thing is. Consent has to be clear, enthusiastic, and ongoing (need to keep checking in). Someone cannot consent if they are pressured, are not conscious/sober or are under 16, the legal age of consent.

- Seeking someone's consent by pressurising or manipulating them is wrong.
- Consent cannot be obtained through pressure or manipulation.
- If we ask for another's consent, they have the right to say no. and to have that decision respected without justifying themselves.
- If a situation does not feel right to someone, they always have the right to not give their consent, and this must be respected.
- If someone doesn't say 'No' this does NOT mean they have given their consent.
- Giving consent once, does not mean you give consent for the next time.

Year 8 Life Chances: Relationships



Consent means

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Maths



Helping every person achieve things they never thought they could.



	Year 8: All the topics that will be taught this yee	r. Sarry Codo
	Rounding Integers	M111
Rounding.	Rounding Decimals	M431
Bounds &	Rounding Integers using Significant Figures	M994
Estimation	Rounding Decimals using Significant Figures Estimating Calculations	M131 M878
	Upper and Lower Bounds	M730
	Multiplying Fractions	M157
Operations	Multiplying Mixed Numbers	M197
with Fractions	Dividing Fractions Dividing Mixed Numbers	M110 M765
	Multiplying and Dividing Algebraic Fractions	M568
Real Life	Interpreting Real life Graphs	M771
Graphs	Interpreting Distance Time Graphs Calculating Sneed from Distance Time Graphs	M581
	Calculating Speed from Distance Time Graphs Drawing Stem and Leaf Diagrams	M648
Stem & Leaf	Interpreting Stem and Leaf Diagrams	M210
Powers,	Calculating with Powers and Roots	M135
Roots &	Simplifying Surds	U338
Coordinates	Reading and Plotting Coordinates	M618
& Cartesian	Calculating Midpoints	M622
Plane	Geometric Problems Plotting horizontal vertical and diagonal lines	M230 M797
	Continuing numerical sequences	M381
Samanras	Continuing diagrammatic sequences	M241
adnelices	Substituting into nth term	M166
	Nth term	1.69M
	Algebraic Notation Algebraic Terminology	M813 M830
Equivalent	Collecting like terms	M795/M531
Expressions	Simplifying expressions using index laws	M120
& Brackets	Expand Single Brackets	M237
	Expand Murupie Single Brackets Factorise into Single Brackets	M100
	Expand Double Brackets	096W
Fractions &	Fraction of Amounts	M695
Percentage	Percentage of Amounts	M437
S	Percentage Increase & Decrease Non Calc Timos of Angles	M476
	Angles on a line and about a point	M818
	Vertically Opposite Angles	M163
Angle Facts	Angles in Triangles	M351
	Angles in Quadrilaterals	M679
	CONSUMERTING AND SOLVING EQUALIONS Angles in Polygons	M653
	Writing Ratios	M885
	Converting between ratios, fractions and percentages	M267
Datio	Write ratios in the form 1:n	M543 ME2E
	Using equivalent ratios to find unknown amounts	M801
	More Than/Less Than Ratio Problems	U577
	Combining Ratios	1921
	Perimeter of rectangles, triangles and parallelograms Area of Rectangles	M635 M390
	Area of Triangles	M610
	Area of Parallelograms	M291
Area and Derimeter	Perimeter of Compound Shapes	0690
	Area of Trapeziums	M705
	Area of Circles	M231
	Circumference of Circles	M169
	Area of Sectors	M430
Probability	Using Probabilities as fractions, decimals and percentages	CCOINI M938
Diagrams	Sample Spaces	M718
	Colving 1 Store Equations	1899 707M
Solving	Solving 2 Step Equations	M634/M647/M401/M387
Equations	Solve Equations with Brackets	M902
Symmetry	Symmetry	M523
& Poflactione	Rotation	016M
Kerlections	Kellection	IVIZYU

Ye	ar 8 Math	s:			Key Facts				
1	Algebra	 Uses letters (like x, y, a, or b) or other symbols in place of values 	3x + 4y a + 4 = 2 3r(r - 4)	+	10	Simplify $2v^2 - 9v + 3v^2 + 2v$	$2y^{2} - 9y + 3y^{2} + 2y$ $2y^{2} + 3y^{2} = 5y^{2}$ $-9y + 2y = -7y$		
2	Term	• A number, variable or combination of both	5 <i>x ab</i> 8				Answer: $5y^2 - 7y$		
3	Algebraic Expression	 Terms that may be separated by operations 	$5x + 3y$ 8a $y^2 - 9y$		11	Solve $3x - 4 = 11$	$5x - 4 = 11$ $+4 + 4$ $3x = 15$ $\div 3 \div 3$		
4	Simplify	 To make expressions look simpler by collecting like terms. 	$2 \times 5x = 10x$ $8a + 3a = 11a$				x = 5 The probability a biased coin		
5	Coefficient	• The number in front of the letter	5x means 5 is multiplied by x . 5 is the coefficient.		12	Probability has a sum of 1	lands on tails is 0.3. The probability it lands on heads is $1 - 0.3 = 0.7$		
6	Equation	 A mathematical statement that says that two things are equal 	5x = 108a + 3 = 118(2a + 3) = 11a - 6		13	A survey of 60 cars in a car park is taken, 27 of them are white. What is the	<u>27</u> 60		
7	Inverse	Means the opposite of another operation	OperationInverse+//+			the car park?			
		 The likelihood that something will happen, measured on a scale from 0 to 1 	\times/\div \div/\times The probability it will rain today is 50% or 0.5 or T).		14	Find the probability of throwing an even number on a fair sided die	There are 6 numbers on a die, so the denominator is 6 and there are 3 even numbers (2, 4 & 6) so the numerator is 3. $=\frac{3}{6}$		
8	Probability	 Probability can be written as a percentages, decimal or fraction. 	Usually written as P(Rain) ² =50%		$a \times (b + c)$ $a \times (b + c)$ $a \times b + (a \times c)$				
9	Fair	 All outcomes are equally likely 	Rolling a fair die: $P(2) = \frac{1}{6}$		Eiter				

Ye	ar 8 Maths:			Key F	acts
1	What is algebra ?	4	10	Simplify $4y^2 - 2y - 2y^2 + 7y$	
2	Write down some examples of mathematical terms :	•	11	Solve	
3	What is an algebraic expression?			2x + 5 = 11	
4	How do you simplify an algebraic expression?		12	What is the sum of the probabilities of all possible outcomes of an event occurring?	
5	What is a coefficient ?			A survey of 80 cars in a car	
6	What is an equation ?		13	park is taken, 35 of them are white. What is the probability of a white car in the car park?	
7	What is the definition of inverse ?	*	14	Find the probability of throwing an odd number on a fair sided die.	
8	What is meant by probability ?)	ax (b+c)	(axb)+(axc)
9	What is the meaning of the term fair ?			Eise .	

Year 8 Maths:

		Key Vocabulary	
1	Approximation	 Anything that is similar but exactly equal to something else We use ≈ to mean "is approximately equal to" 	$\begin{array}{l} 33 \approx 30 \\ 1.8 \approx 2 \end{array}$
2	Rounding	 Making a number simpler, but close to what it was 	Rounding to the nearest: Ten : $27 \approx 30$ Hundred $163 \approx 200$
3	Decimal Place	• When rounding, the result will have that number of digits after the decimal point.	$1.375 \approx 1.38 (2 dp)$ $21.14 \approx 21.1 (1 dp)$
4	Significant Figures	 The greater the number of significant figures, the more accurate the result. Zeros at the start of a number are not counted as significant 	e.g. 273.658 To 1 sf is 300, 2 sf is 270, 3sf is 274, 4 sf is 273.7 e.g. 0.462 To 1 sf is 0.5, 2 sf 0.46
5	Estimation	 To approximate calculations Rounding the number to one significant figure before calculating. 	$303 \approx 300$ $18 \approx 20$ $303 \times 18 \approx 300 \times 20$ = 6000
6	Fraction	 Has a numerator (top number, the number of parts we have) and a denominator (bottom number, the equal number of parts something has been split into) 	1
7	Improper Fraction	• Where the numerator is greater than the denominator e.g. $\frac{7}{5}$	



4

Year 8 Maths: **Key Vocabulary** When would you use approximation? 1 When would you use rounding? 2 What is the definition for decimal place? 3 When would you use rounding to a significant figure? 4 Define the meaning of the word estimation 5 What do we call the top number and bottom number 6 of a fraction respectively? What makes a fraction an improper fraction? 7

Year 8 Maths:

Key Vocabulary							
1	Mixed Number	• When whole numbers and fractions are written together e.g. $1\frac{2}{5}$					
2	Equivalent	 Equal in value Fractions that are written differently but represent the same amount 	Equivalent fractions: $\frac{1}{2} = \frac{2}{4} = \frac{25}{50}$				



Key Facts

To find **equivalent fractions** multiply the numerator and denominator by the same number.

Simplifying a fraction means to reduce a fraction to its lowest term by dividing the numerator and the denominator by a common factor.

To **convert mixed numbers to improper fractions** multiply the whole part by the denominator then add this to the numerator.

 $3\frac{3}{4}=\frac{15}{4}$

To convert improper fractions to mixed numbers divide the numerator by the denominator. Write down the whole part. The remainder becomes the new numerator.

 $\frac{11}{2}=5\frac{1}{2}$

To **multiply fractions** multiply the numerators and then multiply the denominators.

3	1	3	1
$\overline{5}^{\times}$	< _ =	= <u>15</u> =	= <u>-</u> 5

To **divide fractions**, multiply the first fraction by reciprocal of the second fraction.

15

10

11

12

13

14

Year 8 Maths:			Key Facts			
Key Vocabulary			10	Describe how to find equivalent fractions :		
1	What is a mixed number?		11	Describe how to simplify fractions:		
	What is the definition		12	How do you convert mixed numbers to improper fractions ?		
2 of equivalent numbers?		13	How do you convert improper fractions to mixed numbers?			
$ \begin{array}{c} $			14	Explain how to multiply fractions .		
			15	Describe how to divide fractions .		

Year 8 Maths: Stem and Leaf Diagrams

	Key Skill	Thinking Point	WAGOLL			
1	Construct a stem and leaf diagram from a list of numbers	 Partition each value into a stem and a leaf, e.g. 132 could be 13 2, and 16.8 could be 16 8 Ensure your data is in ascending order Include a key as part of your diagram 	Construct a stem and leaf diagram for the following 35, 50, 38, 44, 53, 41, 39, 45, 48, 55, 44		data Stem 3 4 5 Ki	Leaf 5 8 9 1 4 4 5 8 0 3 5 ev: 3 5 = 35
2	Calculate averages from a stem and leaf diagram	 Mean – the total shared equally Median – the middle value when in order Mode – the most common value 	Stem Leaf Me 3 5 8 9 Me 4 1 4 4 5 8 Me 5 0 3 5 Mo	an = (35+38+39+41 = 44.73 (2dp dian = (11+1) ÷ 2 = 0 6 th value = de = <u>44</u>	+44+44+45+48+) 6 th value = <u>44</u>	50+53+55)÷11

Key Vocabulary	Definition
Discrete Data	Data that can only take certain values, e.g. number of pets, shoe size
Continuous Data	Data that can take any value, e.g. height, time taken to run 100 metres
Average	A number expressing a central of typical value of a set of data. Mean, Median and Mode are 3 different types of average
Spread	A measure of how much a set of data varies from the central value.

	Key Ski	II	Thinking Point	Practice
1	Construct a ster leaf diagram froi of number	m and m a list ⁻ s	 The data in your stem and leaf diagram should be in order. Your stem and leaf diagram must include a 	 Draw an ordered stem and leaf diagram for the following data sets a) 18, 42, 5, 28, 33, 9, 15, 38, 32, 9, 11, 24, 40, 29, 24 b) 153, 144, 148, 140, 149, 145, 144, 142, 158, 135, 140, 139, 160
2	Calculate average a stem and leaf d	es from diagram	What is the mean?What is the median?What is the mode?	Calculate mean, median and mode for the sets of data above
Key Vo	ocabulary	Complete t	he definitions	
Discret	te Data			
Continuous Data				
Averag	ge			
Spread	k			

Year 8 Maths: Powers, Roots and Surds

	Ke	ey Skill	Thinking Point	WAGOLL			
1	Evalua	ating Indices	• The <i>index</i> (power) explains how many times to use the <i>base</i> in a multiplication	3 ⁴ = 3 x 3 x 3 x 3 = 81			
2	Evaluatin	g Square Roots	 The square root of a number is a value that, when multiplied by itself, gives that number 	$\sqrt{64}$ = 8 or -8			
3	Simplifying	using Index Laws	 When multiplying terms with the same base, add the powers. When dividing terms with the same base, subtract the powers When raising a power to another power, multiply the powers. 	$4^5 \times 4^7 = 4^{5+7} = 4^{11}$ $6^9 \div 6^2 = 6^{9-2} = 6^7$ $(9^2)^4 = 9^8$			
Key Vocabulary Definit		Definition					
Index		The index of a number says how many times to use the number in a multiplication.					
Base	2	The number that gets multiplied when using an exponent. E.g. in 8 ² , 8 is the base					

Year 8 Maths: Powers, Roots and Surds

	Ke	ey Skill	Thinking Point	Practise
1	Evalu	lating Indices	The <i>index</i> (power) explains how many times to use the <i>base</i> in a	(a) 10^2 (b) 3^3 (c) 2^6 (d) 5^3
2	Evaluati	ng Square Roots	The square root of a number is a value that, when by itself, gives that number	 (a) √9 (b) √25 (c) √100 (d) √4 (e) √36 (f) √64
3	Simplifying using Index Laws		 When multiplying terms we must the powers When dividing terms we must the powers 	Simplify a) 2 ⁶ x 2 b) 5 ⁴⁵ ÷ 5 ⁵ c) (8 ⁷) ³
Key \	/ocabulary	Complete the definitions		
Inde	ex			
Base	9			

Year 8 Maths: Sequences

	Key Sl	kill	Thinking Point	WAGOLL			
1	1 Continuation of a sequence		 Identify the <i>term to term rule</i> and use it to continue the sequence 	6, 13, 20, 27,, Term to term rule is +7 27 + 7 = 34 34 + 7 = 41			
2	2 Generate a sequence		 We can generate the first 5 terms by <i>substituting</i> the numbers 1 to 5 into the nth term We can generate any given term of a sequence by substituting the position number into the nth term Remember to follow our order of operations 	Generate the first 5 terms and the 10 th term of $5n - 8$ 1 st term; $5 \times 1 - 8 = -3$ 2 nd term; $5 \times 2 - 8 = 2$ 3 rd term; $5 \times 3 - 8 = 7$ 4 th term; $5 \times 4 - 8 = 12$ 5 th term; $5 \times 5 - 8 = 17$ 10 th term; $5 \times 10 - 8 = 42$			
3 Find the n th term of an arithmetic sequence		rm of an quence	 Identify the term to term rule, and link it to a times-table. Identify the adjustment needed to get the required starting term 	6, 10, 14, 18 Term to term rule is +4, so 4 times table 4 times-table is 4n, but this starts at 4. To change the starting position from 4 to 6 we must add 2 <u>4n + 2</u>			
Key Vocabulary Definition		Definition					
Arithmetic Sequence		A sequence v	which ascends or descends with the same difference betw	ween each term			
Geom	etric Sequence	A sequence n	A sequence made by multiplying (or dividing) by the same value each time.				
Fibona	acci Sequence	A sequence in	ce in which each number equals the sum of the two numbers before it.				

Year 8 Maths: Sequences

Fibonacci Sequence

	Key Skill	Thinking Point	Practise
1	Continuation of a sequence	• We must identify the rule	 Find the next 2 terms of each sequence a) 20, 19, 18, 17, b) 5, 10, 20, 40,
2	Generate a sequen	ce • We can generate the first 5 terms by the numbers 1 to 5 into the n th term	 c) 10, 14, 18, 22, Generate the first 5 terms and the 10th term of each sequence a) 5n + 3 b) 2n + 9 c) 3n - 2
3	Find the n th term of arithmetic sequen	an Identify the ce that a sequence is linked to.	Find the n th term of each sequence a) 11, 31, 51, 71, b) 20, 23, 26, 29, c) 1, 7, 13, 19,
Key Vo	ocabulary Con	plete the definitions	
Arithm	netic Sequence		
Geometric Sequence			

Year 8 Maths: Algebra - Brackets

	Key Skill	Thinking Point	WAGOLL
1	Expand a single bracket	Multiply every term inside the bracket by the term outside the bracket	Expand $3(x + 2)$ Expand $4x (3x - 1)$
		by the term outside the bracket	x x $+2$ x $3x$ -1
		Grid method will help you	$= 3x + 6$ 3 $3x$ +6 $= 12x^2 - 4x$ 4x $12x^2$ -4x
2	Expand and simplify	Expand each bracket	3(x + 7) - 2(3x - 4)
		Collect any like terms to simplify	3x + 21 - 6x + 8 x x +7 x $3x$ -4
			= -3x + 29 3 3x +21 -2 -6x +8
3	Factorise an expression	• Find the highest common factor (HCF)	Factorise fully $4x + 18$ Factorise fully $18y^3 - 12y$ $y = 100$ $y = 100$
		bracket.	HCF of $4x$ and 18 is 2 HCF of $18y^3$ and $-12y$ is 6y
		Use reverse grid method to find what	$\times 2x +9 \times 3y^2 -2$
		goes in the bracket	2 4x + 18 6y $18y^3$ - 12y
			$2(2x+9)$ $6y(3y^2-2)$

Key Vocabulary	Definition		
Variable	A symbol or letter representing a value we do not know.		
Coefficient	A number used to multiply a variable, e.g. in the term " $4x$ ", the coefficient of x is 4.		
Expression Numbers, variables and operators (+, -, x and ÷), grouped together to show the value of something. Expressions do not have an equals sign.			
Constant	A number on its own, e.g. in the expression $5x + 8$, the constant is 8.		

	Key Skill	Thinking Point	Practice
1	Expand a single bracket	What method could I use to help expand brackets?	Expand a) $4(5x + 3)$ b) $6(2x - 1)$ c) $5x (3x + 8y)$
2	Expand and simplify	After expanding, I must collect in order to simplify	a) $3(2x + 1) + 4(x + 3)$ b) $7(3x + 11) - 4(5x - 2)$
3	Factorise an expression	What does HCF stand for?	Factorise fully a) $6x + 12$ b) $9t - 3$ c) $14p^2 + 7p^3$

Key Vocabulary	Complete the definitions
Variable	
Coefficient	
Expression	
Constant	

Year 8 Maths: Fractions and Percentages

Key Skill	Thinking Point	WAGOLL						
Working out a fraction of	• Divide the whole number by how many parts there are altogether (the denominator)	Work out of $\frac{1}{5}$ of	35					
			7	7	7	7	7	
	 Multiply your answer by how many parts you want (the numerator) 				35			= 7
		Work out of $\frac{3}{10}$ o	f 80					
			8 8	8 8	8 8	8 8	8 8]
					go			
								= 24
Reverse fraction of	 Divide the whole number into how many parts you have (the 	$\frac{2}{3}$ of an amount is	s 24. What i	s the full an	nount?			
amounts	 Multiply by how many parts there are altogether (the denominator) 		12		12		12	
				r 24)		= 36

Year 8 Maths: Fract	ions and Percentages	
Key Skill	Thinking Point	Practice
Working out a fraction of an amount	 the whole number by how many parts there are altogether (the denominator) your answer by how many parts you want (the numerator) 	Work out of $\frac{1}{8}$ of 24 Work out of $\frac{2}{7}$ of 42 Work out of $\frac{3}{4}$ of 88 Work out of $\frac{5}{12}$ of 96
Reverse fraction of amounts	 Divide the whole number into how many parts you have (the) Multiply by how many parts there are altogether (the) 	$\frac{1}{4} \text{ of an amount is 15. What is the full amount?}$ $\frac{3}{8} \text{ of an amount is 9. What is the full amount?}$ $\frac{2}{5} \text{ of an amount is 14. What is the full amount?}$ $\frac{8}{9} \text{ of an amount is 64. What is the full amount?}$

Year 8 Maths: Fractions and Percentages

Key Skill	Thinking Point	WAGOLL	
Calculate a percentage of a quantity	 10% is the same as ¹/₁₀, so I can find 10% by dividing by 10 1% is the same as ¹/₁₀₀, so I can find 1% by dividing by 100 50% is the same as ¹/₂, so I can find 50% by dividing by 2 	Find 2% of 150 $1\% = 150 \div$ 10 = 15 $\times 2$ 2% = 30 $\times 2$ 2% = 30	Find 41% of 900 $10\% = 900 \div$ 10 $1\% = 900 \div$ 100 $\times 4 = 900 \div$ $10\% = 900 \div$ $40\% = 360 \times 4$ 41% = 40% + 1% = 36 + 9 = 45
Calculate a percentage increase or decrease	 Increase, appreciate, profit, expand are some often used key words meaning to get bigger. Decrease, devalue, depreciate, reduce, discount, lose are some often used key words meaning to get smaller. 	A drink is normally 300 ml. The bottle is now 20% larger. What size is it now? $\times 2 \underbrace{10\% \text{ of } 300 = 30}_{20\% \text{ of } 300 = 60} \times 2$ 300ml + 60ml = 360ml	Leo invested £500 in a business. He lost 5% of the money. How much money does Leo have now? $\times 5$ 5 $5\% =$ 3×5 5% = £500 - £25 = £475

Year 8 Maths: Fractions and Percentages

Calculate a percentage of a quantity	 % is the same as ¹/₁₀, so I can find it by dividing by 10 1% is the same as ¹/₁₀₀, so I can find 1% by dividing by % is the same as ¹/₂, so I can find it by dividing by 2 	Work out 13% of 500 Work out 51% of 2000 Work out 16% of 300
Calculate a percentage increase or decrease	 Increase, appreciate, , expand are some often used key words meaning to get Decrease, devalue, , reduce, , reduce, , lose are some often used key words meaning to get 	A pair of trainers are normally £80. In the sale they are discounted by 35%! How much do they cost in the sale? Poppy is paid £1700 a month. She is going to get a pay rise of 3%. What is going to be her new pay per month?

Type of angle	Thinking Point	WAGOLL
Acute angle	• Less than 90°	
Right angle	• Exactly 90°	
Obtuse angle	 Greater than 90° Less than 180° 	
Reflex angle	• Greater than 180°	6-0

Type of angle	Thinking Point	WAGOLL	Draw another example of each
angle	Less than		
angle	• 90°		
angle	 Greater than Less than 	\langle	
angle	Greater than		

Key Skill	Thinking Point	WAGOLL
Angles in a triangle	 Angles in a triangle add to 180° Base angles in an isosceles triangle are equal 	$70^{\circ} + 80^{\circ} = 150^{\circ}$ $180^{\circ} - 150^{\circ} = 30^{\circ}$ $x = 30^{\circ}$ 80° 70° 80° 70° 80° $50^{\circ} + 50^{\circ} = 100^{\circ}$ $180^{\circ} - 100^{\circ} = 80^{\circ}$ $b = 80^{\circ}$
Angles on a straight line	 Angles on a straight line add to 180° 	$ \begin{array}{c} x \\ 92^{\circ} \\ 180^{\circ} - 92^{\circ} = 88^{\circ} \\ 180^{\circ} - 145^{\circ} = 35^{\circ} \end{array} $
Angles around a point	 Angles around a point add to 360° 	$ \begin{array}{c} a \\ 60^{\circ} \\ 105^{\circ} + 60^{\circ} + 95^{\circ} = 260^{\circ} \\ 360^{\circ} - 260^{\circ} = 100^{\circ} \\ a = 100^{\circ} \end{array} $



Year 8 Maths: Perimeter and Area

Key Skill	Thinking Point	WAGOLL	
Perimeter	 The distance around the edge of a shape 	Work out the perimeter for each shape: $2m \sqrt{4m} 4$	> 1
Area	 The amount of space inside a shape Area of a rectangle, square, parallelogram: base × perpendicular height Area of a triangle: base × perpendicular height Area of a triangle: base × perpendicular height Area of a triangle: base × perpendicular height Area of a triangle: 2 	Calculate the area 7 cm 6 cm $= 8 \times 6$ $= 48 \text{ cm}^2$ 8 cm 6 cm $= 28 \text{ cm}^2$ 7 cm 3 cm 8 cm 3 cm	9cm

Year 8 Maths: Perimeter and Area



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Grammar Explanation

Using 'there is'

In French you use the article after *il y a* (there is) when describing what there is in your house or town.

However when you say that there is **not** something, you remove the article (i.e. you remove the un or une). For example:

II y a un parc - there is a park

Il n'y a pas de parc - there is not a park

Grammar Explanation (Immediate future)

To say that you are going to do something, You can use '*je vais*' (I am going) plus an infinitive verb. For example:

je vais+habiter = *je vais habiter* = I am going to live.



On voudrait+habiter = on voudrait habiter = we would like to live

Grammar Explanation (Conditional tense)

	High-Frequency Infinitives			
	Aller	To go		
	Visiter	To visit		
	Jouer	To play		
	Regarder	To watch		
	Faire	To do		
	Monter	To ride		
	Être	To be		
	Avoir	To have		

Infinitive Verbs

Infinitive verbs in French are the most basic form of verbs.

You can recognize them because they end in

-er, -ir, or -re.

When we use an infinitive verb, we're referring to the action in general. For example, when we say "*parler*" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'.

Grammar Explanation

Using 'there is' In French you use the article after *il y a* (there is) when describing what there is in your

house or town. However when you say that there is **not**

something, you remove the article (i.e. you remove the un or une). For example:

- there is a park

_- there is not a park

Grammar Explanation (Immediate future)

To say that you are going to do something, You can use '*je vais*' (I am going) plus an infinitive verb. For example:

_____+ ___= ____= I am going to live.



Grammar Explanation (Conditional tense)

Saying what you would like to do...

To say you would like to do something, you can use *'je voudrais'* (I would like) or *'on voudrait'* (we would like) plus an infinitive verb. For example:



Infinitive Verbs

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You can recognize them because they end in

When we use an infinitive verb, we're referring to the action in general. For example, when we say "*parler*" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'.

						Divertissant	То м	To wear (Verb)	
			Monter mon vélo To ride my bike Aller au restaurant To go to the restaurant			Entertaining	Porter	To wear	
						Fascinant Fascinating	Je porte	l wear	
		Je voudrais I would like		I.		Cool Cool Passionnant Exciting	Tu portes	You wear	
D	A l'avenir	On voudrait	Aller à la plage				ll porte	He wears	
In my city/town	Coweekend	We would like	To go to the beach	Car Parce que			Elle porte	She wears	
Dans mon quartier	This weekend	end Je ne voudrais pas	Visiter le château To visit the castle	Puisque Because / a	Ce serait it will be		On porte	One wears (We wear)	
neighbourhood serai plus âgé When I am older	âgé I wouldn't like ⁿ On ne voudrait	Jouer au golf To play golf	/ since	13	Boring	Nous portons	We wear		
		pas We wouldn't like	Voir la cathédrale To see the cathedral			Tiring Mal	Vous portez	You wear (formal/plural)	
	Faire de To do hi		Faire de la randonnée To do hiking	o do hiking		Bad Difficile	Ils portent	They wear (mixed/masculine)	
						Difficult	Elles portent	They wear (feminine)	
	Clothes/Shoes								
Hat = Un ChapeauTrousers = Un pantalonA suit = Un costumeA jumper = Un pullA top = Un hautShorts = Un shortJeans = Un jeanA uniform = Un uniformeA coat = Un manteauxA T-shirt = Un tee-shirt		A cap = Une of A shirt = Une A tie = Une of A scarf = Une	A cap = Une casquette A A shirt = Une chemise A A tie = Une cravate A A scarf = Une écharpe A		pe Tr nontre Sc obe Sr este	rainers = Des baskets ocks = Des chaussettes noes = Des chaussures	Boots = Des bottes Flip flips = Des tongs		

								To wear (Ve	rb) Complete below:
			To ride my bike	ride my bike go to the restaurant		Entertaini	ing		To wear
						Fascinatin	ng		l wear
			To go to the restaurant			Cool Exciting Boring		You wear	
	In the future	-						He wears	
In my city/town		We would like We would like I wouldn't like We would like	To go to the beach	Because / as / since	it will be			She wears	
In my	This weekend		To visit the castle					One wears (We wear)	
neighbourhood When I am older	When I am older		To play golf					We wear	
		We wouldn't like	To see the cathedral			Bad	-		You wear (formal/plural)
			To do hiking			Difficult			They wear (mixed/masculine)
						Dimedit			They wear (feminine)
				Clothes/Sho	Des				
Hat = A suit = A top = Jeans = A coat =		Trousers = A jumper = Shorts = A uniform = A T-shirt =	A cap = A shirt = A tie = A scarf =	А А А	skirt = watch = dress = jacket =		Train Socks Shoe	ers = s = s =	Boots = Flip flips =

4

Describe my relationships with other people.

Grammar

RECAP of Être (to be) in the present tense

This half term we will be using être to describe ourselves and other

people. Revise être below to help you to do this.

You can use **être (to be)** alongside adjectives to describe someone. Remember, the spelling of the adjective changes to match the gender and the number of the person or people you are describing.

Adjectives to describe yourself and other people

Adjective	Masculine	Masculine Plural	Feminine	Feminine Plural
Funny	drôle	drôles	drôle	drôles
Fun	amusant	amusants	amusante	amusantes
Pretty	Joli	Jolis	Jolie	Jolies
Boring	ennuyeux	ennuyeux	ennuyeuse	ennuyeuses
Patient	Patient	patients	patiente	patientes
Big** goes before the noun	grand	grands	grande	grandes
Small** goes before the noun	petit	petits	petite	petites

Je suis	lam
Tu es	You are(singular/informal)
Il est	He is
Elle est	She is
On est	One is (we are)
Nous sommes	We are
Vous êtes	You are (formal/plural)
Ils sont	They are (masculine/mixed)
Elles sont	They are (feminine)

Using reflexive verbs to describe relationships

To say that you get on with someone, use 'je m'entends avec'.

Je m'entends = I get on

avec = with

To say you do not get on well with someone, use 'ne...pas' around the verb to make it negative. See below: Je **ne** m'entends **pas** bien avec = I do not get on well with

Je me dispute = I argue with Je me dispute avec = I argue with


Describe my relationships with other people.

Grammar

RECAP of _____ (to be) in the present tense

This half term we will be using être to describe ourselves and other

people. Revise être below to help you to do this.

You can use **être (to be)** alongside adjectives to describe someone. Remember, the spelling of the adjective changes to match the gender and the number of the person or people you are describing.

Adjectives to describe yourself and other people

Adjective	Masculine	Masculine Plural	Feminine	Feminine Plural
Funny	drôle			
Fun				
Pretty				
Boring				
Patient				
Big** goes before the noun				
Small** goes before the noun				

	Iam
	You are(singular/informal)
	He is
	She is
	One is (we are)
Nous sommes	We are
	You are (formal/plural)
	They are (masculine/mixed)
	They are (feminine)

Using reflexive verbs to describe relationships

To say that you get on with someone, use 'je m'entends avec'. Je m'entends =

avec =

To say you do not get on well with someone, use 'ne...pas' around the verb to make it negative. See below: Je **ne** m'entends **pas** bien avec =

Je me dispute = Je me dispute avec =

Describe my appearance and other people's appearance.

Using AVOIR (to have) in the present tense to describe hair and eye colour

You can use the verb avoir to describe your hair and eye colour, and other people's hair and eye colour. Recap the verb avoir to help you to do this.

Describing hair and eye colour

Les yeux = eyes

Les cheveux = hair. Hair is plural in French. Both yeux and cheveux are masculine nouns Note: Colours go after the noun in French. So, where we would say 'I have blue eyes', in French you would say 'I have eyes blue'.

J'ai	I have
Tu as	You have (singular/informal)
II a	He has
Elle a	She has
Ma mère a / mon père a / ma soeur a / mon frère a	My mum has / My dad has / My sister has / My brother has
On a	One has(we like)
Nous avons	We have
Vous avez	You have(formal/plural)
Ils ont	They have (masculine/mixed)
Elles ont	They have (feminine)
	NO C

As hair and eyes are masculine, you will use the masculine plural column to describe hair and eye colour

Colour	Masculine	Masculine Plural	Feminine	Feminine Plural	frisés = curly
Blue	Bleu	Bleus	Bleue	Bleues	longs = long
Black	noir	noirs	noire	noires	mi-longs = mid length
Blond	blond	blonds	blonde	blondes	courts = short
Brown	marron	marrons	marron	marrons	II / elle est chauve = he / she is ba
Grey	gris	gris	grise	grises	
Red	roux	roux	rousse	rousses	
Light-brown	châtain	châtains	châtain	châtains	AN
White	blanc	blancs	blanche	blanches	
Green	vert	verts	verte	vertes	
Pink	rose	roses	rose	roses	
Black	noir	noirs	noire	noires	

Describe my appearance and other people	e's
appearance.	

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Describing hair and eye colour

= eyes

= hair. Hair is plural in French.

Both yeux and ______ are masculine noun

Note: Colours go after the noun in French. So, where we would say 'I have blue eyes', in French you would say 'I have eyes blue'.

Colour	Masculine	Masculine Plural	Feminine	Feminine Plural
Blue				
Black				
Blond				
Brown				
Grey				
Red				
Light-brown				
White				
Green				
Pink				
Black				

As hair and eyes are masculine, you will use the masculine plural column to describe hair and eye colour 0 (

XOX

- = curly
- = straight
- = long
- = mid length
- mu lengu
- = short
- = he / she is bald

Say how I am going to spend this weekend with my family	Aller in the present tense	Infinitive	Place	1
 and friends. Using the verb ALLER (to go) to describe a future event You can use the verb aller to describe what you are going to do in the future. To do this, use the correct part of aller plus an infinitive verb. For example, je vais manger = I am going to eat. This is because je vais means I am going and manger means to eat. Another example is je vais aller = I am going to go You can then add on the place you are going at the end. See example table below 	Je vais - I am going Tu va - You are going Il va - He is going Elle va - She is going On va - One is (we are) going Nous allons - We are going Vous allez - You are going Ils vont - They are going (masculine/mixed) Elles vont - They are going (feminine)	aller - to go visiter - to visit	à la plage = to the beach à la piscine = to the pool au stade = to the stadium au centre-ville = to the town centre au musée = to the museum au restaurant = to the restaurant au cinéma = to the cinema au parc d'attractions = to the theme park le château = the castle à la cathédrale= to the cathedral	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

When you say you **go somewhere** you have to use the preposition "à" and "au".

For feminine places (nouns):	For masculine places (nouns):
Je vais aller à la piscine I am going to go to the swimming pool	Je vais aller au cinéma I am going to go to the cinema
	For masculine nouns the "au" replaces the normal article "le".

Say how I am going to spend this weekend with my family	Aller in the present tense	Infinitive	Place	
and friends. Using the verb ALLER (to go) to describe a future event You can use the verb aller to describe what you are going to do in the future. To do this, use the correct part of aller plus an infinitive verb. For example, je vais manger = I am going to eat. This is because je vais means I am going and manger means to eat. Another example is je vais aller = I am going to go You can then add on the place you are going at the end. See example table below	 I am going You are going He is going She is going One is (we are) going We are going You are going I - They are going (masculine/mixed) They are going (feminine) 	- to go - to visit	= to the beach à la piscine = = to the stadium = to the town centre = to the museum = to the restaurant = to the cinema au parc d'attractions = = the castle à la cathédrale=	
				111

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I am going to go to the swimming pool	Je vais aller au cinéma
	For masculine nouns the "" replaces the normal article "".

Forming the perfect tense (passé composé)

The perfect tense is how you say that you have done something in the past. For example, 'I have eaten' or 'I have played'.

To form the perfect tense, usually you use an auxiliary verb. To do this, take the correct form of the verb avoir (to have) and add a past participle (reference to the past).

For example, to say 'I have eaten' you use j'ai for 'I have' and add mangé for eaten. So it is j'ai 'mangé.

Mangé (ate) is the past participle of manger (to eat).

J'ai	I have
Tu as	You have (singular/informal)
lla	He has
Elle a	She has
On a	One has(we have)
Nous avons	We have
Vous avez	You have(formal/plural)
lls ont	They have (masculine/mixed)
Elles ont	They have (feminine)

Forming a past participle:

Regular ER verbs	Take the ER ending off, and add é. For example MANGER changes to mangé.	J'ai mangé = I have eaten
Regular IR verbs	Take the IR ending off and add i. For example, FINIR (to finish) changes to fini.	J'ai fini = I have finished
Regular RE verbs	Take the RE ending off and add u. For example RÉPONDRE (to respond) changes to répondu	J'ai répondu = I have responded

Note: there are some verbs that do not follow the above rule. These are called 'irregular verbs'. One example is BOIRE (to drink) which changes to bu. J'ai bu = I drank



Forming the perfect tense (passé composé)

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Mangé (ate) is the past participle of manger (to eat).

I have
You have (singular/informal)
He has
She has
One has(we have)
We have
You have(formal/plural)
They have (masculine/mixed)
They have (feminine)

Forming a past participle:

Regular ER verbs			
Regular IR verbs			
Regular RE verbs			
Note: there are some verbs that do not follow the above rule. These are called 'irregular verbs'.			



When forming the perfect tense for some verbs, you need to use **ÊTRE as** the auxiliary verb instead of AVOIR

Examples of verbs that take être are aller (to go), sortir (to go out). RECAP of the auxiliary verb Être = to be

Je suis	lam
Tu es	You are(singular/informal)
Il est	He is
Elle est	She is
On est	One is (we are)
Nous sommes	We are
Vous êtes	You are (formal/plural)
Ils sont	They are (masculine/mixed)
Elles sont	They are (feminine)

In French you do not say "I went" instead you say "I am gone". Je suis allé I am gone (e.g. I went)

Il est allé He is gone (e.g. he went)

To make it even trickier, the past participle agrees with the person using it.

Verb	Masculine	Feminine
ALLER (to go)	Je suis allé (I am gone) Ils sont allés (they are gone)	Je suis allée (I am gone) Elles sont allées (they are gone)
SORTIR (to go out)	Je suis sorti (I am went out)	Je suis sortie (I am went out)



Le passé composé has 3 parts: subject + auxiliary verb + past participle of verb

E.g. Je suis né en 1990 - I was born in 1990

Only two auxiliary verbs are used: AVOIR (to have) and $\hat{\mathsf{ETRE}}$ (to be), conjugated to <code>PRESENT</code> tense and <code>agrees</code> <code>w/subject</code>

Most past participle verbs use avoir as the auxiliary verb.

The verbs that use être are «motion/movement» verbs & can be remembered by the mnemonic:

DR & MRS VANDERTRAMP

	Present	Meaning	Past Participle
\mathbb{D}	Descendre	To descend	Descendu
R	Revenir	To come back	Revenu
М	Mourir	To die	Mort
R	Retourner	To go back	Retourné
S	Sortir	To go out	Sorti
V	Venir	To come	Venu
Α	Arriver	To arrive	Arrivé
N	Naître	To be born	Né
\mathbb{D}	Devenir	To become	Devenu
E	Entrer	To enter	Entré
R	Rentrer	To go (home)	Rentré
Т	Tomber	To fall	Tombé
R	Rester	To stay	Resté
А	Aller	To go	Allé
М	Monter	To go up	Monté
P	Partir	To leave	Parti

Note: irregular conjugated pp. endings are marked in white

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l am
You are(singular/informal)
He is
She is
One is (we are)
We are
You are (formal/plural)
They are (masculine/mixed)
They are (feminine)

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To make it even trickier, the past participle agrees with the person using it.

Verb	Masculine	Feminine
ALLER (to go)		
SORTIR (to go out)		

Verbs: Using être in le passé composé

Le passé composé has 3 parts: subject + auxiliary verb + past participle of verb

E.g. Je suis né en 1990 - I was born in 1990

Only two auxiliary verbs are used: AVOIR (to have) and $\hat{\mathsf{ETRE}}$ (to be), conjugated to <code>PRESENT</code> tense and <code>agrees</code> <code>w/subject</code>

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V		To come	
A		To arrive	
N		To be born	
\mathbb{D}		To become	
Е		To enter	
R		To go (home)	
Т		To fall	
R		To stay	
А		To go	
М		To go up	
P		To leave	

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Year 8 French: Conjugating the present tense in French

Conjugate = to list the forms of a verb in a particular order.

Infinitive = A verb before it has been changed into a different tense or person doing the action. E.g. To play. To be. To have.

In French there are 3 types of infinitive verbs: verbs ending in ER (e.g. parler – to talk), verbs ending in IR (e.g. finir – to finish), and verbs ending in RE (e.g. vendre – to sell).

To conjugate a verb you need to:

- 1) Select the correct subject pronoun based on who you want to talk about. E.g. I, you, we.
- 2) Remove the ER, IR or RE from the infinitive verb.
- 3) Add the correct endings.

Le préserge verbes require	R 5	-e -e -ons -ez -ent Parler	-is -is -is -it -issons -issez -issent Finir		-s -s -ons -ez -ent Vendre
II/elle/o No Vo IIs/el	Je Tu on us us les	parle parles parle parlons parlez parlent	finis finis finit finissons finissez finissent		vends vends vend vendons vendez vendent
Example: I talk	1) I = Je	2) parl er =	parl	3) parl + e	= Je parl <u>e</u>

Conjugate =. Infinitive =

In French there are 3 types of infinitive verbs: verbs ending in ER (e.g. parler – to talk), verbs ending in IR (e.g. finir – to finish), and verbs ending in RE (e.g. vendre – to sell).

To conjugate a verb you need to:

Le présent

VERBES RÉGULIERS

Je Tu Il/elle/on Nous Vous Ils/elles

Example: I talk 1) I =

=

Days of the week (recap)

Remember that days of the week do not take a capital letter in French.

lundi = Monday mardi = Tuesday mercredi =Wednesday jeudi = Thursday vendredi = Friday samedi = Saturday dimanche = Sunday

Adverbs of frequency

Adverbs of frequency can be used to ask how often or how many times something happens.

Tous les jours - everyday Quelquefois - sometimes Souvent - often De temps en temps - from time to time Une fois par semaine - once a week Chaque semaine - every week Le samedi - On Saturdays

C'est = it is

Days of the week (recap)

Remember that days of the week do not take a capital letter in French.

Adverbs of frequency

Adverbs of frequency can be used to ask how often or how many times something happens.

Grammar Explanation

How to form the immediate future tense:

To say what you are going to do, you can use the near immediate future tense. This is formed by using the correct part of the verb **ir** (to go), plus the **infinitive** of another verb.

> Voy (I am going) Vas (you are going) Va (he/she is going) Vamos a (we are going) Van a (they are going)

Voy a ir al cine I am going to go to the cinema

Va a jugar al fútbol He is going to play football



Grammar Explanation

How to form the conditional tense:

The easiest way to form the conditional tense is to use the conditional form of 'gustarse' + an infinitive verb

> Me gustaría (I would like) Le gustaría (He/she would like) Nos gustaría (We would like)

	High-Frequer	ncy Infinitives
	Ir	To go
	Visitar	To visit
2 (Called 2	Jugar	To play
	Ver	To see
	Hacer	To do
	Montar	To ride
	Ser	To be
	Tener	To have

Infinitive Verbs

Infinitive verbs in Spanish are the most basic form of verbs.

You can recognize them because they end in

-ar, -er, or -ir

When we use an infinitive verb, we're referring to the action in general. For example, when we say "hablar" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'



SPAIN

You can recognize them because they end in

When we use an infinitive verb, we're referring to the action in general. For example, when we say "hablar" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'

To go

To visit

To play

To see To do

To ride

To be To have

Year 8 Spanish:	Clothe	es/Shoes	Col	ours
	 A coat = Un abrigo A swimsuit = Un bañador A tracksuit = Un chándal A jumper = Un jersey 	 A hat = Un sombrero A suit = Un traje A uniform = Un uniforme A dress = Un vestido 	Rojo (red) Azul (blue) Amarillo (yellow) Rosa (pink) Negro (black) Gris (grey)	Verde (green) Naranja (orange) Morado (purple) Marrón (brown) Blanco (white)
El fin de semana (On the weekend)Voy a llevar (I am going to wear)	 A scarf = Una bufanda A shirt = Una camisa A T-shirt = Una camiseta 	 A tie = Una corbata A skirt = Una falda A cap = Una gorra 	Roja (red) Azul (blue) Amarilla (yellow) Rosa (pink) Negra (black) Gris (grey)	Verde (green) Naranja (orange) Morada (purple) Marrón (brown) Blanca (white)
El fin de semana que viene (Next weekend)	 Socks = Calcetines Gloves = Guantes Trousers = Pantalones 	 Shorts = Pantalones cortos Jeans = Vaqueros Shoes = Zapatos 	Rojos (red) Azules (blue) Amarillos (yellow) Rosas (pink) Negros (black) Grises (grey)	Verdes (green) Naranjas (orange) Morados (purple) Marrónes (brown) Blancos (white)
	 Boots = Botas Flip flops = Chanclas Slippers = Pantuflas 	 Sandals = Sandalias Trainers = Zapatillas de deporte 	Rojas (red) Azules (blue) Amarillas (yellow) Rosas (pink) Negras (black) Grises (grey)	Verdes (green) Naranjas (orange) Moradas (purple) Marrónes (brown) Blancas (white)

Year 8 Span	ish:			
		Cloth	es/Shoes	Colours
		 A coat = A swimsuit = A tracksuit = A jumper = 	 A hat = A suit = A uniform = A dress = 	Rojo (red)(green)Azul (blue)Naranja (orange)Amarillo (yellow)Morado (purple)(pink)Marrón (brown)Negro (black)Blanco (white)
(On the weekend) - (This weekend) -	(I am going to wear)	 A scarf = A shirt = A T-shirt = 	 A tie = A skirt = A cap = 	(red)Verde (green)Azul (blue)Naranja (orange)(yellow)(purple)Rosa (pink)(plack)(black)Blanca (white)
(Next weekend) -		 Socks = Gloves = Trousers = 	 Shorts = Jeans = Shoes = 	(red) Azules (blue) (yellow) Rosas (pink) (black) Verdes (green) Naranjas (orange) (purple) Marrónes (brown) Blancos (white)
		 Boots = Flip flops = Slippers = 	 Sandals = Trainers = 	Grises (grey) (red) Azules (blue) (yellow) Rosas (pink) (black) Grises (grey)

Describe my relationships with other people.

RECAP of SER (to be) in the present tense

This half term we will be using ser to describe ourselves and other people. Revise ser below to help you to do this.

Adjective	Masculine	Masculine Plural	Feminine	Feminine Plural
Funny	divertido	divertidos	divertida	divertidos
Entertaining	entretenido	entretenidos	entretenida	entretenidas
Pretty	bonito	bonitos	bonita	bonitas
Boring	aburrido	aburridos	aburrida	aburridas
Patient	paciente	pacientes	paciente	patientes
Big	grande	grandes	grande	grandes
Small	pequeño	pequeños	pequeña	pequeñas

Using reflexive verbs to describe relationships

To say that you get on well with someone, use 'me llevo bien con'.

Me llevo bien = I get on well

Con = with

To say you do not get on well with someone, use 'no' before the verb to make it negative. See below:

No llevo bien con = I do not get on well with

Me enojo con = I get angry with Discuto con = I argue with

Adjectives to describe yourself and other people

You can use **ser** alongside adjectives to describe someone. Remember that in Spanish adjectives change depending on the **noun** you are talking about and how many nouns you are talking about.

A noun is the name of a person, place or thing. For example: Mi padre es divertido My Dad is fun

Mi madre es divertid**a** My Mum is fun

Mis hermanos son divertid**os** My siblings are fun

Soy	lam
Eres	You are(singular/informal)
Es	He/she/it is
Somos	We are
Sois	You are (plural)
Son	They are



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Funny				
Entertaining				
Pretty				
Boring				
Patient				
Big				
Small				

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= I get on well

= with

To say you do not get on well with someone, use 'no' before the verb to make it negative. See below:

= I do not get on well with

= I get angry with

= I argue with

Adjectives to describe yourself and other people

You can use **ser** alongside adjectives to describe someone. Remember that in Spanish adjectives change depending on the **noun** you are talking about and how many nouns you are talking about.

A noun is the name of a person, place or thing. For example:

My Dad is fun

My Mum is fun

My siblings are fun





Describe my appearance and other people's appearance.

Using TENER (to have) in the present tense to describe hair and eye colour You can use the verb tener to describe your hair and eye colour, and other people's hair and eye colour. Recap the verb tener to help you to do this.

Tengo	I have	
Tienes	You have (singular/informal)	
Tiene	He/she/it has	12
Mi madre tiene / mi padre tiene / mi hermana tiene / mi hermano tiene	My mum has / My dad has / My sister has / My brother has	
Tenemos	We have	
Tenéis	You have(plural)	Colour
Tienen	They have	

Describing hair

Blond - rubio Brown - castaño Redhead - pelirrojo Black - negro Grey - gris Curly - rizado Straight - liso Short - corto Long - largo He/she is bald - Es calvo

Remember, adjectives go after the noun in Spanish. So, where we would say 'I have brown year', in Spanish you say 'I have hair brown'.

Tengo el pelo castaño I have brown hair



Describing hair and eye colour

Los ojos = eyes El pelo = hair Both ojos and pelo are **masculine** nouns

Note: Adjectives go after the noun in Spanish. Colours are adjectives.

So, where we would say 'I have blue eyes', in Spanish you say 'I have eyes blue'.

Tengo los ojos azules I have blue eyes

Colour	Masculine	Masculine Plural	Feminine	Feminine Plural
rellow	amarillo	amarillos	amarilla	amarillas
olue	azul	azules	azul	azules
vhite	blanco	blancos	blanca	blancas
rey	gris	grises	gris	gris
prown	marrón	marrónes	marrón	marrónes
ourple	morado	morados	morada	moradas
orange	naranja	naranjas	naranja	naranjas
olack	negro	negros	negra	negras
ed	rojo	rojos	roja	rojas
pink	rosa	rosas	rosa	rosas
reen	verde	verdes	verde	verdes

Describe my appearance and other people's appearance.

Using _____ (to have) in the present tense to describe hair and eye colour You can use the verb tener to describe your hair and eye colour, and other people's hair and eye colour. Recap the verb tener to help you to do this.

		I have	
		You have (singular/informal)	
		He/she/it has	
		My mum has / My dad has / My sister has / My brother has	
		We have	Colour
		You have(plural)	
Describing hair	_ Lon He/	g – she is bald-	
Blond – Brown – Redhead – Black – Grey – Curly – Straight –	Remember, adjectives go after the noun in Spanish. So, where we would say 'I have brown year', in Spanish you say 'I have hair brown'. I have brown hair		
Short -			

Describing hair and eye colour

= eyes = hair Both ojos and pelo are masculine nouns

Note: Adjectives go after the noun in Spanish. Colours are adjectives.

So, where we would say 'I have blue eyes', in Spanish you say 'I have eyes blue'.

I have blue eyes

_	Colour	Masculine	Masculine Plural	Feminine	Feminine Plural
]					

Say how I am going to spend this weekend with my family and friends.

Using the verb IR (to go) to describe a future event

You can use the verb ir to describe what you are going to do in the future.

To do this, use the correct part of ir plus an infinitive verb.

For example, voy a comer = I am going to eat. This is because voy a means I am going and comer means to eat.

Another example is voy a ir = I am going to go

You can then add on the place you are going at the end.

Ir in the present tense	Infinitive	Place
Voy a - I am going Vas a - You are going Va a - He/she is going Vamos a - We are going Van a - They are going	ir- to go visitar- to visit	a la playa = to the beach a la piscina = to the pool al estadio = to the stadium al centro de la ciudad = to the town centre al museo = to the museum al restaurante = to the restaurant al cine = to the cinema al parque de atracciones = to the theme park al castillo = the castle al catedral = to the cathedral

When you say you **go somewhere** you have to use the preposition "a".

Voy a ir **a** la piscina I am going to go **to** the swimming pool

However when you say you are going to a place (noun) that is masculine you merge the preposition "a" and the article "el".

Voy a ir **al** parque I am going to go **to the** park





Say how I am going to spend this weekend with my family and friends.

Using the verb IR (to go) to describe a future event

You can use the verb ir to describe what you are going to do in the future.

To do this, use the correct part of ir plus an infinitive verb.

For example, voy a comer =_____. This is because voy a means I am going and comer means to eat.

Another example is voy a ir = _____ You can then add on the place you are going at the end.

Ir in the present tense	Infinitive	Place
- I am going - You are going - He/she is going - We are going - They are going	- to go - to visit	 to the beach to the pool to the stadium to the town centre to the town centre to the museum to the restaurant to the cinema to the theme park the castle to the cathedral

When you say you **go somewhere** you have to use the preposition "a".

I am going to go ___ the swimming pool

However when you say you are going to a place (noun) that is masculine you merge the preposition "_" and the article "__".

I am going to go to the park



Year 8 Spanish: Conjugating the present tense in Spanish (regular verbs)

Hablo

=

Conjugate = to list the forms of a verb in a particular order. **Infinitive =** A verb before it has been changed into a different tense or person doing the action. E.g. To play. To be. To have.

In Spanish there are 3 types of infinitive verbs: verbs ending in AR (e.g. hablar – to talk), verbs ending in ER (e.g. comer – to eat), and verbs ending in IR (e.g. vivir – to live). To conjugate a verb you need to:

- 1) Take an infinitive
- 2) Remove the AR, ER or IR from the infinitive verb.
- 3) Add the correct endings based on who you want to talk about.

Regular verbs – present tense endings				
	AR verbs	ER verbs	IR verbs	
	0	0	0	
you	as	es	es	
he/she/it	а	е	е	
we	amos	emos	imos	
you(pl)	áis	éis	ís	
they	an	en	en	

3) habl + o

Example: I talk 1) Hablar 2) hablar = habl



Conjugate = Infinitive =

In Spanish there are 3 types of infinitive verbs: verbs ending in AR (e.g. hablar – to talk), verbs ending in ER (e.g. comer – to eat), and verbs ending in IR (e.g. vivir – to live). To conjugate a verb you need to:

Regular verbs – present tense endings					
	AR verbs ER verbs IR verbs				
you					
he/she/it					
we					
you(pl)					
they					

Example: I talk



Recap: Infinitive verbs

An infinitive verb is the verb in the 'to' form before it has been changed. Infinitive verbs end in AR, ER or IR

Days of the week:

Remember that days of the week **do not** take a capital letter in Spanish.

AR	ER	IR
Hablar = to speak	Hacer = to do	Salir = to go out
Jugar = to play	Ser = to be	Ir = to go
Bailar = to dance	Ver = to watch	
Escuchar = to listen		

LunesMondayMartesTuesdayMiércolesWednesdayJuevesThursdayViernesFridaySábadoSaturdayDomingoSunday

Adverbs of frequency can be used to ask how often or how many times something happens.

Todos los días - everyday A veces - sometimes A menudo - often De vez en cuando - from time to time Una vez por semana - once a week Cada semana - every week

Es = it is

Day of the week	Action
Los lunes = on Mondays	veo la televisión = I watch
Los martes = on Tuesdays	voy al cine = I go to the cinema
Los miércoles = On Wednesdays	juego al fútbol = I play football
Los jueves = On Thursdays	salgo con mis amigos = I go out with
Los viernes = On Fridays	my friends
Los sábados = On Saturdays	leo = I read
Los domingos = On sundays	hablo con mi mejor amigo = I talk to
	my best friend
	visito la casa de mis abuelos = I visit
	my Grandparent's house



Recap: Infinitive verbs

Infinitive verbs end in AR, ER or IR

Days of the week:

Remember that days of the week **do not** take a capital letter in Spanish.

AR	ER	IR

Adverbs of frequency can be used to ask how often or how many times something happens.

Todos los días -A veces – A menudo -De vez en cuando – Una vez por semana – Cada semana –

Es =

Day of the week	Action

Year 8 Spanish: Preterite tense

Grammar Explanation

- The preterite tense is used to describe **completed actions in the past**. For example:
- Fui al cine ayer (I went to the cinema yesterday).
- Viajamos en tren (We travelled by train).

The preterite tense is used if the past action had a definite beginning and definite end and is often used with phrases that give a specific time frame, eg:

•ayer (yesterday)

- anteayer (the day before yesterday)
- anoche (last night)
- el año pasado (last year)
- el mes pasado (last month)
- •la semana pasada (last week)

There is a three-step method that will make conjugating regular Spanish verbs very easy for you.

- 1. Take the infinitive (full verb)
- 2. Cut off the -ar -er or -ir to form the stem
- 3. Add the endings

Example: I spoke = 1) hablar 2) hablar = habl 3) habl + é

= habl**é**

Regular preterite tense verb endings

English subject pronoun	Spanish subject pronoun	AR ending	hablar (to speak)
1	уо	é	hablé
you	tú	aste	hablaste
he/she	él/ella	ó	habló
we	nosotros/nosotras	amos	hablamos
you (plural)	vosotros/vosotras	asteis	hablasteis
they	ellos/ellas	aron	hablaron
English subject pronoun	Spanish subject pronoun	ER/IR ending	Comer (to eat)
English subject pronoun	Spanish subject pronoun yo	ER/IR ending í	Comer (to eat) comí
English subject pronoun	Spanish subject pronoun yo tú	ER/IR ending í iste	Comer (to eat) comí comiste
English subject pronoun	Spanish subject pronoun yo tú él/ella	ER/IR ending í iste ió	Comer (to eat) comí comiste comió
English subject pronoun I you he/she we	Spanish subject pronoun yo tú él/ella nosotros/nosotras	ER/IR ending í iste ió imos	Comer (to eat) comí comiste comió comimos
English subject pronoun l you he/she we you (plural)	Spanish subject pronoun yo tú él/ella nosotros/nosotras vosotros/vosotras	ER/IR ending í iste ió imos isteis	Comer (to eat) comí comiste comió comimos comisteis
English subject pronoun I you he/she we you (plural) they	Spanish subject pronoun yo tú él/ella nosotros/nosotras vosotros/vosotras ellos/ellas	ER/IR ending í iste ió imos isteis ieron	Comer (to eat) comí comiste comió comimos comisteis comieron

.

Year 8	Spanish	: Preterite	e tense

Grammar Explanation

- The preterite tense is used to describe **completed actions in the past**. For example:
- Fui al cine ayer (
 Viajamos en tren (

).

).

The preterite tense is used if the past action had a definite beginning and definite end and is often used with phrases that give a specific time frame, eg:

> (yesterday) (the day before yesterday) (last night) (last year) (last month) (last week)

There is a three-step method that will make conjugating regular Spanish verbs very easy for you.

1.

- 2.
- 3.
- Example: I spoke = 1) hablar 2) hablar = habl 3) habl + é

= habl**é**

Regular preterite tense verb endings

English subject pronoun	Spanish subject pronoun	AR ending	hablar (to speak)
I			
you			
he/she			
we			
you (plural)			
they			
English			
subject pronoun	Spanish subject pronoun	ER/IR ending	Comer (to eat)
subject pronoun	Spanish subject pronoun	ER/IR ending	Comer (to eat)
subject pronoun I you	Spanish subject pronoun	ER/IR ending	Comer (to eat)
subject pronoun I you he/she	Spanish subject pronoun	ER/IR ending	Comer (to eat)
subject pronoun	Spanish subject pronoun	ER/IR ending	Comer (to eat)
subject pronoun	Spanish subject pronoun	ER/IR ending	Comer (to eat)
subject pronoun	Spanish subject pronoun	ER/IR ending	Comer (to eat)

Some key verbs are irregular. Important ones for you to know in the preterite tense are:

jugué - I played estuve - I was (emotion, location) hice- I did fui - I went tuve - I had saqué - I took (photos) vi- I watched / saw





Past Tense Time Phrases

El fin de semana pasado = last weekend La semana pasada = Last week Ayer = yesterday El lunes pasado = last Monday

Fue = it was

Sequencers

Sequencers can be used when you are telling a story, to help you tell events in a certain order.

Luego - then Más tarde - later Después - after Por la manaña - in the morning Por la tarde - in the afternoon

Some key verbs are irregular. Important ones for you to know in the preterite tense are:



Past Tense Time Phrases

El fin de semana pasado = La semana pasada = Ayer = El lunes pasado =

Fue =

Sequencers





MUSIC



Helping every person achieve things they never thought they could.



Year 8 Music:

Orchestral Instruments

Orchestral Instruments					Clarinets	Bassoons	$ \land \land$	
Strings	Woodwind	Brass	Percussion (Tuned)	Percussion (Untuned)	and the construction	ins Flutes	Oboes olas	
Violin	Piccolo	Trumpet	Piano	Bass Drum	Molins	~ \ \		
Viola	Flute	French Horn	Xylophone	Snare Drum	Harp			7
Cello	Ohoe	Trombone	Glockensniel	Triangle		Cone	luctor	
Double Bass	Clarinet	Tuba	Timpani	Gong	Time	Name of period	Section of orchestra developed	Сотро
					1600 - 1750	Baroque	Strings	J.S Bad
	Cor Anglais			Cymbals	1750 - 1830	Classical	Woodwind	Moza
	Bassoon				1830 - 1900	Romantic	Brass	Tchaiko
					1900 -	Modern	Percussion	Stravin
The Families								
Conductor : Stand playing as they a	Conductor : Stands at the front of the orchestra and <i>directs</i> it. They will indicate the main beats in the music using a ' <i>baton</i> '. All musicians look at the conductor whilst playing as they are <i>ultimately in control of the whole piece</i> .							
Strings: Made fro	om wood and have	strings. They are u	usually played with	a bow but can also	be plucked (called piz	zzicato)		
Woodwind : A selection of instruments divided into 2 subfamilies: <i>flutes</i> and <i>reeds</i> . <i>Flutes</i> create sound by air passing over a small hole. It creates a light breathy tone.								

Brass: Made out of *metal*. The sound vibrations are *created by the player's lips*.

Percussion: Instruments which are hit. These fall into 2 subfamilies: tuned (able to play different pitch) and untuned (e.g. drums)

Jouble Basses

Composer

J.S Bach

Mozart

Tchaikovsky

Stravinsky

Trumpets Trombones Tuba

French Horns

Year 8 Music:

Orchestral	Instruments
Orchestia	instruments

Strings	Woodwind	Brass	Percussion (Tuned)	Percussion (Untuned)	as a start we	nnst Flutes	Oboes iolas
					Harp First Violin	Con	ductor
					Time	Name of period	Section of orchestra developed
					1600 - 1750		
					1750 - 1830		
					1830 - 1900		
					1900 -		
The Families							
Conductor:							
Strings:							
Woodwind:							
Brass:							
Percussion:							

Trumpets Trombones Tuba

Bassoons

S

Celli

Composer

Double Basses

54

French Horns

600

Clarinets

Year 8 Music:

1	Pitch	How high or low a note/ sound is
2	Dynamics	How loud or quiet a note/sound is.
3	Ukulele	A small guitar like instrument with only four strings
4	Plectrum	A small plastic object used to strum the Ukulele
5	Pop Music	Music that is popular at the current time
6	Chord	More than two notes played at the same time
7	Sharp	When you raise a note one step on the keyboard
8	Flat	When you lower a note one step on the keyboard

Sharps and Flats





Chord	Keyboard	Ukulele	Notes
С		•	CEG
F			FAC
G		•••	GBD
Am			ACE
Year 8 Music:

1	Pitch	
2	Dynamics	
3	Ukulele	
4	Plectrum	
5	Pop Music	
6	Chord	
7	Sharp	
8	Flat	



Chord	Keyboard	Ukulele	Notes
2			

Sharps and Flats



Year 8 Music:

Latin Dance: The Tango

Originated in Argentina and became a popular LATIN BALLROOM DANCE. A dramatic and sensual PAIRED DANCE with close contact, serious expressions,





How did Reggae develop?

Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

Origins and Cultural Context of the Traditional Music	Musical Characteristics of Folk Music
Calypso is the national dance of Trinidad and	Calypso and Steel Band music has African
Tobago and is based on a traditional	musical influences including: Syncopations
syncopated rhythm. Steel Bands also	and Cross-Rhythms, use of percussion
originated from these islands.	instruments, call and response and singing
Steel Drums were discovered in the late	styles as well as European musical influences
1930's by hitting a dented section of an oil	including tonal harmonies and melodies and
barrel which produced a particular tone.	instruments such as the guitar.

and quick, jerky movements.

Characteristic crisp "TANGO RHYTHMS" (see E.) often DOTTED/SYNCOPATED RHYTHMS. SIMPLE DUPLE METRE (2/4) or SIMPLE QUADRUPLE METRE (4/4).

Often MINOR TONALITY (sometimes MAJOR for contrast).

Clear MELODY and ACCOMPANIMENT (HOMOPHONIC TEXTURE).

Uses mainly PRIMARY CHORDS (I, IV & V). Instruments such as BANDONEON, VIOLIN, CELLO, DOUBLE BASS (often plucked -PIZZICATO), SPANISH/ACOUSTIC GUITAR, PIANO.

Latin Dance: The Tango

How did Reggae develop?

Origins and Cultural Context of the	
Traditional Music	

Musical Characteristics of Folk Music

Year 8 Music:



What are Reggae Songs About?

Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The LYRICS of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as LOVE, BROTHERHOOD, PEACE, POVERTY, ANTI-RACISM, OPTIMISM and FREEDOM.

The WALTZ has a strong OOM-cha-cha, OOM-cha-cha rhythm:



FOUR-ON-THE-FLOOR is a common rhythm

in **DISCO** and more modern dance music:



Reggae Key Words

1. **MELODY** – The main 'tune' of a piece of music, often sung by the **LEAD SINGER**.

2. **IMPROVISATION** – Previously unprepared performance.

 CALL AND RESPONSE – Similar to a "Question and Answer" often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.
SIMPLE HARMONIES – using a limited number

of CHORDS, mainly PRIMARY TRIADS such as the TONIC, DOMINANT and SUBDOMINANT chords.

Key of C major

Chord I Chord IV Chord V

5. RIFF – A repeated musical pattern. Often the BASS GUITAR plays repeated MELODIC BASS RIFFS in Reggae songs.

 BASS/BASS LINE – The lowest pitched part of a piece of music often played by the BASS GUITAR in Reggae which plays an important role.

7. **CHORD** – 2 or more notes played together in **HARMONY**.

8. RHYTHM – A series of long and short sounds.

9. **TEXTURE** – Layers of sound combined to make music.

Reggae Key Words

Characteristic Rhythms in Dance Music

What are Reggae Songs About?





Helping every person achieve things they never thought they could.



Year 8 PE: Football

Motor Competence

Passing	Accuracy, weight of pass	
Receiving	Get in line, cushion	
Dribbling	Little touches	
Possession	Back foot	
Outwitting an opponent	1v1, one - two	
Defending	Jockeying, touch tight	
Shooting	Placement	
Game play	Basic rules	



		Rules, Strategies and Tactics	
	A goal kick	Occurs when the attacking team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the six yard box.	
	A corner kick	Occurs when the defending team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the corner of the goal and side line. The corner ball must be placed in the quadrant.	
	Restarting The game after a goal is scored from the hal		
	Free kickWhen a player makes contact or handles the ball a committed and the ball will be restarted with a fre goalkeeper can only handle the ball in their penaltThrow inIf the ball goes over the side lines of the pitch, the who touches the ball last will give away a throw in other team. The throw in must be taken from the goes out of play.		
	He	ealthy Participation	
Muscles	Glutea	, hamstrings, quadriceps, gastrocnemius	
Fitness components Foo		e coordination, pace, speed, stamina.	
		Key Terms:	
1.Spatial awarene 6.Sportsmansh	ss 2.Team w nip 7.Etiquet	ork 3.Cooperation 4.Communication 5.Fair play te 8.Leadership 9.Gamesmanship 11.Values 12.Teamwork	



Year 8 PE: Netball

Rules, Strategies and Tactics

Motor Competence		Held ball		Once gaining possession of a ball a player must release the ball within 3 seconds.	
Passing	As soon as a player receives the ball they pass the ball straight away. Pass without looking for a player who is free to pass to.	Sanction Free the Sanction A p		Free pass to the opposing team where the player caught the ball.	
Chest Pass	Ball held in front of the chest, elbows tucked in. Push the ball from your chest aiming at the chest of the person you are passing the ball to.			A pass of the ball between teammates too close together to allow an opponent to get between them.	
Bounce Pass	Ball held in front of the chest, elbows tucked in. Push the ball from your chest down to the floor, aiming your body towards the person you are passing the ball to.	Pos	ssession	A player may gain possession of the ball by catching the ball either from another player or rebounding off the goalpost or rolling the ball to oneself. Occurs when a players actions interfere with an opponents	
Overhead Pass	Place the ball above your head. Step forwards with your dominant foot and push the ball through transferring your weight to push the ball forwards.	Fr	ee pass	play whether these are accidental or deliberate. A player with or without the ball cannot move into an area of the court that isn't designated for their position and if	
	Hands positioned behind the ball with fingers spread. Step forwards with the opposite leg to your throwing arm and transfer		He	ealthy Participation	
Shoulder Pass	your body weight forwards. Ensure the pass is flat and direct to the player you are passing to.	Muscles Glutes, hamstrings, quadriceps, gastrocnemius.		amstrings, quadriceps, gastrocnemius.	
GILBERT	Fully extended the arm and fingers to where you want the ball to finish.	Fitness components Hand eye coordin		coordination, power, speed, balance.	



Year 8 PE: Racket Sports

Motor Competence

Serve	Holding the shuttle, High Serve, Low Serve, disguising your serve
Outwitting an opponent	Attacking Shots - Smash, Drop Shot, Jump Smash, Net Shot
Defensive shots	Net Lift
Gameplay in singles	Select the correct shot to play
Gameplay in doubles	Choosing the correct shot to play, understanding positioning when attacking and defending
LATHITTE	Healthy Participation

Muscles commonly used: Gluteal, hamstrings, quadriceps, gastrocnemius, biceps, triceps, deltoids.

Fitness components: Hand-eye coordination, agility, speed, reaction time, balance.

Rules, Strategies and Tactics

Points

Service

- A point is scored if the shuttlecock lands in the opponent's court.
 - If you touch the net, it is a foul and your opponent wins the point
 - A player cannot hit the shuttlecock twice
- A match is consists of the best of 3 games of 21 points.
- At 20-all, the player/pair which reaches 2 clear points wins the game
- The shuttlecocks have to fall within the corresponding service areas and this is different in singles (long and narrow) and doubles (short and fat).
 - At the start of the rally, the server and receiver stand in diagonally opposite service courts.
 - Serves must be hit diagonally
 - Serves must be underarm
 - No second serves

5

Year 8 PE: Racket Sports

Serve

Outwitting an opponent

Defensive shots

Gameplay in singles

Gameplay in doubles

Motor Competence

Rules, Strategies and Tactics

Points

- -
- -
- -
- _
- Service .
 - -
 - -
 - -
 - -

Fitness components:

Healthy Participation

Muscles commonly used:

oor O DE, Eit

rear offer Fluiless		
	Motor Competence	
Muscular strength	The amount of force you can put out or the amount of weight you can lift.	
Muscular Endurance	Perform exercises to failure so that you improve your muscular endurance.	Healthy Participation
Speed	Moving your body fast as possible	Muscles commonly used
Agility	Changing direction rapidly, whilst maintaining speed and precision.	• Gluteal
Flexibility	A joint or series of joints to move through an unrestricted, pain free range of motion.	Hamstrings
Balance	Even distribution of weight enabling someone or something to remain upright and steady.	Quadriceps
Coordination	Throw with one hand, catch with the other.	Gastrocnemius
Reaction time	How fast an athlete is able to respond to a stimulus.	Abdominals
Cardiovascular Fitness	To exercise the whole body for long periods	Abuominais
Rules, Strategies and Tactics		

All of the movements completed to improve agility and speed must use the correct technique as this would stop any injuries or muscular injuries occurring.

All participants must have warmed up their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.

Η

Year 8 PE: Fitness		
	Motor Competence	
Muscular strength	The amount of force you can put out or the amount of weight you can lift.	
Muscular Endurance	Perform exercises to failure so that you improve your muscular endurance.	Healthy Participation
Speed	Moving your body fast as possible	Muscles commonly used
Agility	Changing direction rapidly, whilst maintaining speed and precision.	
Flexibility	A joint or series of joints to move through an unrestricted, pain free range of motion.	•
Balance	Even distribution of weight enabling someone or something to remain upright and steady.	•
Coordination	Throw with one hand, catch with the other.	•
Reaction time	How fast an athlete is able to respond to a stimulus.	•
Cardiovascular Fitness	To exercise the whole body for long periods	
Rules, Strategies and Tactics		
All of the movements completed to in	mprove agility and speed must use theas this would stop any injuries	or muscular injuries occurring.
All participants must have	their muscles before completing flexibility and balance skills as if not muscles can easi	ily be torn or damaged.

Year 8 PE: Striking an d Fielding



Motor Competence

Throwing Technique - underarm for short distances and overarm for long distances, see it out

Catching technique - See it in, cupped hands, fingers pointed up and thumbs together if above the waist, fingers down and pinkies together if below the waist Long Barrier - get in line, whole body behind the ball, bend knee and twist to the side, fingers pointing down to collect One handed pick up - moving forward, fingers pointing down, collect from front foot Rounders bowling - knees bent, smooth underarm action, aim between shoulder and hip Cricket bowling - Seam between index and middle finger, straight arm, release at top of swing

Rounders batting - Hold with one hand, stand side one, keep your eye on the ball and time your swing, aim for the space

Rules, Strategies and Tactics

Flat Bat Rounders: Where should the fielders stand. Can only stump batters out at first base. Where do you go after they have passed that base in order to prevent them from scoring? After first base to get the batter out, they must be touched or hit with the ball. Do you chase them or throw the ball at them to hit them and get them out? Only score by hitting the ball so contact must be made. The backstop may hit the batter with the ball, throw to first base fielder to stump them out or to other fielders to hit the batter with the ball to get them out. If the backstop catches the ball when the batter has hit it, the batter is out.

Cricket: Throwing the ball at the correct wickets. Backing up. Required to hit the ball in order to score runs. To catch the ball when missed by the batsman, or when thrown towards him.

Healthy Participation

Pupils to understand the importance of warm ups. Biceps, triceps, deltoid, pectorals, latissimus dorsi, hamstrings, gluteals, quadriceps, gastrocnemius. How exercise improves health and the benefits of being physically active long term. What happens to out body during exercise? - Heart rate increases, breathing deepens, increase in body temp, sweat. Understanding why these things happen and how they Benefit us? Social enjoyment, having fun, learning new skills and improving them. becoming part of a team - teamwork and ultimately representing the school or playing for a team outside of school club links.



Year 8 PE: Athletics



Motor Competence

Running - Fingers must be behind the white line during a sprint start 100&200m - stay in your lane

800&1500m - use inside lanes

Throwing - Only throw and collect when instructed to do so

Throwing - Feet behind the throwing line. Score from where the equipment lands, not where it rolls to Jumping - score from part of the body that is furthest back

Rules, Strategies and Tactics

Running - 100m and 200m - Standing or crouched starts.. Stay in your lane. Tall posture, lead with the 'belt buckle'. High knees with stepping action. Accelerate with forward lean from ankle to ears. Big arm action 'hip to lip'.

Running - Relay - when passing over, hold opposite arm back and straight. Start to accelerate facing forward as teammate approaches. Place baton in palm of hand.

Throwing - Javelin - grip using the palm with fingers wrapped around. Throw with pulling action. Side on with dominant arm at the back. Rotate body for power. See it out.

Running - 800m and 1500m - Standing start, move to the inside lanes, steady pace throughout, breathing in through the nose, out through the mouth. Increase of speed at the finish, duck at the line.

Throwing - Discus - grip flat in the palm, wrap fingers around the edge, stand side on with dominant hand at the back. Release from index finger, see it out.

Jumping - Standing long and triple - bend knees, swing arms, fall forwards

Throwing - Shot Putt - Dirty fingers, dirty neck, 'chinknee-toe' stance. Push and use power from the legs and body. Aim for a 45 degree trajectory. See it out.



Healthy Participation

Warm up - Involves a pulse raiser and dynamic stretches. Prepares participants physically and mentally. Helps to prevent injury.

Muscles used when running -Quadriceps, hamstrings, gastrocnemius, deltoids, biceps, triceps

Muscles used when throwing -Quadriceps, deltoids, biceps, triceps, trapezius

Muscles used when jumping - Gluteus Maximus, quadriceps, hamstrings, gastrocnemius

Fitness components used during athletics - Cardiovascular endurance, muscular strength & endurance, speed and power

Year 8 PE: Athletics



Motor Competence

Running –
00&200m –
800&1500m –
Inrowing –
Throwing -
Jumping -

Rules, Strategies and Tactics

Running –

Running –

Throwing –

Running –

Throwing-

Jumping

Throwing.



Healthy Participation

Warm up -

Muscles used when running -

Muscles used when throwing -

Muscles used when jumping -

Fitness components used during athletics -

Year 8 PE: Officiating and Fair play

Whistle

You need to blow your whistle to get the attention of the players

Reason

Explain why you have made that decision with confidence and assertiveness

Etiquette

Polite behaviour in sport. Shaking hands with opponents. Complimenting them if they do something well.

Restart

 Know how to restart the game correctly

Sportsmanship

Applauding opponents when they do something well. Admitting if a foul is made of if the ball is out of play. Playing fair.

Gamesmanship

Bending the rules to gain an advantage. Not classed as cheating.

Signal

Use arm signals to give a visual cue of what decision you have made



Religious Education



Helping every person achieve things they never thought they could.



Hinduism is the religion and way of life of Hindus. The religion originally started in North-West India, but the exact date of origin is unknown. Today, it is a major world religion and has **about 700 million believers** and is **one of the oldest religions in the world**.

Hinduism has **more than one holy** book and has no specific founder.

During worship, Hindus use many items, which are kept on a puja tray.

Item	What it	ltem	What is	Brahman	
	represents		represents	Dluralism	The idea
	To wake the God		Used to offer the	Fiuralisti	
A bell	or Goddess Spoon		water to the God	Ahimsa	
				Trimurti	
	To wash the statue	Incense	Cleans the air and		В
A pot of water			brings a nice	Mantra	Sho
			5111011	Shrino	
			To put a rad mark	Sinne	
Diva lamp	IampA symbol of God's presenceKum kum powder		on the forehead of the God as a sign of respect and devotion to the God.		

Key learning / concepts

is	Reincarnation	Atman	Puja			
50	Belief that a soul is reborn	The soul in everything	Worship of a God or Goddess			
	Key word meanings					
	Brahman	God				
	Pluralism	The idea that we can think of God in different ways.				
od d	Ahimsa	Non - vic	Non - violence			
nd	Trimurti	`The three gods` Brahma, Vishnu, Shiva				
	Mantra	Short sacred te	ext or prayer			
ul.	Shrine	Holy place				
rk d a t o		Du wors offer deitie chai	aring puja , shippers will food to the es (gods) and nt mantras.			

Where did Hinduism originally begin?

How many believers of Hinduism currently exist?

Write down 1 more fact about Hinduism:

	Key learnir	ng / concepts- def	fine below:
	Reincarnation	Atman	Puja
-			
O	What do e	ach of the key wo	rds mean?

Brahman

Diuralism

During worship, Hindus use many items, which are kept on a puja tray.

				Turansin		
Item	What does it	Item	What does it	Ahimsa		
	represent?		represents?	Trimurti		
A hell		Spoon		Mantra		
		5000		Shrine		
A pot of water		Incense				
						During puja ,
Diva lamp		Kum kum				worshippers will
		powder		(manual de la constante de la	The second	
				Carlos -		

Holy scriptures

Some Hindu holy books date back almost 5000 years. They are written in Sanskrit, the classical language of India. They contain either:

- Epic stories
- Philosophical ideas
- Texts to aid meditation and contemplation.

All the holy texts aim to help humans understand reality.



Hindu Holy Books – Sruti / Shruti

Shruti are scriptures that were **'heard and seen'.** Many Hindus believe that wise and holy men (sages) received these words directly from Brahman (God). They were passed on by word of mouth and later written down unchanged. They are books of authority, offering spiritual knowledge.

Hindu Holy Books – Smriti

Smriti are scriptures that are **'remembered'** – they are what people were told by God. They were remembered and written down by people. Great stories to give religious teachings include the Ramayana, the Puranas, the Mahabharata and the Laws of Manu. These stories help Hindus understand the sruti better.

Hindu scriptures are often written in story form, known as 'epics'. These stories teach Hindus about the qualities of Brahman and provide lessons for their own lives. Stories were used so people could remember the scriptures more easily and so pass them on. They capture the imagination of both children and adults. Probably the most famous story is of Rama and Sita, which is told during Diwali.



Holy scriptures

Some Hindu holy books date back almost _____ years. They are written in _____, the classical language of India. They contain either:

- •
- •
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Significant places for Hindus

The Hindu word for pilgrimage (a religious journey) is Yatra. Pilgrimage is important for Hindus for several reasons:

- The scriptures say it brings good karma.
- It strengthens their faith.
- It helps their understanding of the history of their religion.
 Also, a Hindu might go on pilgrimage to complete a promise to a family member,
 so it shows respect to them.
 For different Hindus, a
 pilgrimage can take them to different places.



Vrindavan

Vrindavan is sacred to followers of Vishnu. They believe that Krishna (an avatar of Vishnu) spent much of his childhood here, having been adopted by cowherds after his uncle wanted to kill him. He looked after the cows and played in the forest with the other cowherders. So, the forests are believed to be sacred to Vrindavan.

There are over 5,000 temples in Vrindavan. New ones are planned, including what will be the tallest religious building in the world.



Varanasi

The city of Varanasi is built at the side of the River Ganges. It is the oldest continuously inhabited city in the world, inhabited since at least 2000 BCE. The city has thousands of temples and is dedicated to **Shiva**. Many Hindus will go to Varanasi to visit temples, carry out worship and learn from holy men and women.

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Varanasi

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Many Hindus will go to Varanasi to visit temples, carry out _____ and learn from _____ men and women.

The River Ganges

Also known as Mother Ganga – it is believed to be a living goddess. Hindus believe that bathing in the river brings great blessings and even freedom from **moksha** (rebirth).

Hindus believe it helps a person's rebirth if their ashes are scattered in the River Ganges, so many people are cremated at **ghats** (steps leading to the water) beside the River Ganges at Varanasi.

Families of Hindus around the world will return to Varanasi with the ashes of their relatives for scattering.



Key word	Definition
Shruti	Scriptures that were 'heard and seen'.
Smriti	Scriptures that are 'remembered'
Yatra	Pilgrimage – holy journey
Atman	The soul
Moksha	Rebirth

Diwali

Diwali is the festival of lights. Hindus put lines of diva lamps in their windows. The festival originates from the story of Rama and Sita. The lights represent the ordinary people lighting the way home for Rama and Sita after Rama had defeated the evil demon, Ravanna. They also represent the light of knowledge, which Hindus try to gain so they can achieve moksha (freedom) and reunion with Brahman.

The festival lasts for five days, which includes preparation time. Homes, temples and places of work are cleaned thoroughly. Rangoli patterns are drawn. People wear their best clothes, eat special food and visit friends and relatives. On the third day it is tradition to give offerings to Lakshmi – the goddess of wealth – and to light up the houses.

In the UK, Diwali celebrations include food, music, dance drama performances, fireworks and people wearing henna.

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	Moksha	

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On the third day	it is tradition to give offerings	s to – the
goddess of wealth – and to lig	ght up the houses.	

In the UK, Diwali celebrations include food, music, dance drama performances, ______ and people wearing ______.

Holi

The festival of Holi takes place in spring and remembers how Vishnu saved the demon King's son, Prahlad, from his father. Celebrations start on the evening before.

Today, Hindus celebrate this festival in many ways, but it is traditional to have a bonfire, to which offerings such as grain, coconuts and dates are made. They may place a figure of Holika on the bonfire, who is burnt to death in the original story. There are fireworks and special foods, and also fun celebrations such as giving gifts and cards and meeting up with friends and relatives.

The second day is Rangwali Holi. In the morning, people gather in public places and chase each other around, throwing coloured powders and water at each other. This is why it is also known as a festival of colour. It is a celebration of spring and rejuvenation in nature. This is a day of fun, and music, singing and dancing are common.



Holi

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Year 8 RE: Buddhism

The Early Life of the Buddha



Year 8 RE: Buddhism

The Early Life of the Buddha



Year 8 RE: Buddhism



The Buddha was the founder of the religion known as Buddhism. There are many records of his life and teachings, some of which we can see as factual, others which we can see as stories or myths.

Buddhism teaches about the dharma or 'laws of life'.

Meaning
The religion followed by Buddhists
The title given to the founder of Buddhism. A person who understands life at its deepest level.
The Buddha's teachings. The 'laws of life.'
A holy man
To understand what life is about.
Suffering
Impermanence – everything changes
No fixed self – we change, because the things around us change. Everything is interconnected.


The _____ was the founder of the _____ known as Buddhism. There are many records of his life and ______, some of which we can see as factual, others which we can see as stories or _____.

Buddhism teaches about the dharma or ' of life'.

Key word	Meaning
Buddhism	
Buddha	
Dharma	
Sadhu	
Enlightenment	
Dukkha	
Anicca	
Anatta	

The Buddha described the Dharma as a path. Like a path, if you follow it exactly, you will reach your destination. You cannot blame the path if you wander off it and get lost. This is why, when he taught the Dharma, the Buddha set it out in a series of steps that build on each other.

Step 1: The Three Marks of Existence

- Dukkha We suffer.
- Anicca Nothing lasts forever
- Anatta We change, because the things around us change. Everything is interconnected.



Suffering

Step 2: The Four Noble Truths

- 1. Dukkha / Suffering is part of life.
- Dukkha is caused by craving and hatred, by wanting things to stay the same.
- To overcome dukkha we need to overcome craving and hatred.
- If we overcome craving and hatred, we achieve a state of happiness and peace called Nibbana. The way to do this is to live the Middle Way. This a life of moderation.



Step 3: The Noble Eightfold Path The Buddha said it is up to you how to live the Middle Way, but he suggested eight practices, under three headings.

The Buddha described the ______as a path. Like a path, if you follow it ______, you will _____your destination. You cannot ______ the path if you wander off it and get lost. This is why, when he taught the Dharma, the Buddha set it out in a ______of steps that ______on each other.

Step 1: The Three Marks of Existence

- Dukkha –
- Anicca –
- Anatta –

Change

Suffering

Impermenance

Step 2: The Four Noble Truths



Step 3: The Noble Eightfold Path

The Buddha taught that the Eightfold Path was the right way to gain enlightenment and Nibbana. It is usually presented as a wheel rather than a path, because it is not intended to be a series of steps, taken in order.





The Headings of the Noble Eightfold Path

Wisdom

- Having the right understanding of life and the Dharma.
- 2. Having the right attitude and motivation

Morality

- 3. Speaking positively to and about others.
- 4. Behaving well and conducting positive relationships.
- 5. Having a job that makes a positive contribution.

Mental Training

- 6. Putting in effort to make every thought and activity worthwhile.
- 7. Being alert and mindful to what is going on inside and around you.
- 8. Practising meditation to develop loving kindness.

The	taught that
the	Path was
the right way	to gain
	_ and
Nibbana. It is	usually
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rather than a	,
because it is	not intended
to be a series	s of,
taken in orde	r.





The Headings of the Noble Eightfold Path

Wisdom

Morality

Mental Training

Science



Helping every person achieve things they never thought they could.



Food groups	Water	An unbalanced • Sta	diet can lead to: arvation	Mouth Cesophagus	Salivary glands
Carbohydrates	Vitamins	• C • Minera • Vitami	Obesity al deficiency in deficiency	Liver Gall bladder	Stomach
Proteins	Minerals	As w	vell as:	Pancreas mall intestine Appendix	Large
Fats	Fibre	• D • Too	iabetes oth decay	7	Rectum
What are you testing for?	What indicator do you use?	What does a positive result look like?	Thin walls - 1 cell thick	just Food Group	Role in the body
Carbohydrates	lodine	lodine turns blue/black		Carbohydrate	To provide energy
Proteins	Biuret solution	Biuret turns purple		Protein	Growth and repair
				Totem	
Fats	Sudan III/ Ethanol	Sudan III forms a fat layer/ Forms a cloudy precipitate		Lipids	Provide energy and energy store. Insulates the body against the cold

Teal o Scie		and Diel			
What are the food groups?		An unbalanced	diet can lead to:		
What are you testing for?	What indicator do you use?	What does a positive result look like?		Food Group	Role in the body
Carbohydrates				Carbohydrate	
Proteins				Protein	
Fats			and the same the	Lipids	
Sugar				Fibre	

Part of the gas exchange system		Function				
1	Trachea	This is also called the windpipe. This tube runs from the mouth, down the throat towards the lungs. It is lined with rings of cartilage which keep it open at all times.				
2	Bronchus	The trachea splits into a left and right bronchus (plural: bronchi), each leads to a lung.				
3 Bronchiole		Each bronchus splits again and again into thousands of smaller tubes called bronchioles which take the air deeper into the lungs.				
4	Alveoli	At the ends of bronchioles are tiny air sacs called alveoli. Here oxygen moves into the blood and carbon dioxide moves out, both by diffusion.				
5 Intercostal muscles		These muscles run between the ribs and form the chest wall. They contract and relax with the diaphragm when a person breathes.				
6	Diaphragm	The diaphragm is a dome-shaped, flat sheet of muscle under the lungs. It contracts and relaxes with the intercostal muscles during breathing				

Muscles

Your muscles are made of bundles of muscle cells forming muscle tissue. There are three different types of muscle:

- Cardiac muscle cells contract and relax to pump blood around our bodies.
- Smooth muscle cells make up thin sheets of muscle, such as the stomach lining.
- Skeletal muscle is joined to bones. Its cells contract to make bones move and joints bend.

Antagonistic Muscles

Muscles can only contract. This means for skeletal muscles, they can only pull on bones. They cannot push them back. This would mean that if your joints were moved by one muscle, then you would be able to move them once and not return them to their original position. We can move our joints backwards and forwards because our skeletal muscles come in pairs, called antagonistic pairs



How does exercise affect the gas exchange system?

When a person exercises more, the body grows more new capillaries a process called capillarisation.

Capillarisation takes place at the alveoli in the lungs and in the skeletal muscles. This has the effect of increasing the amount of oxygen that can be transferred to the working muscles as well as increasing the amount of carbon dioxide that can be removed.

Regular exercise also has some additional effects, including an increase in the:

- Strength of the diaphragm and intercostal muscles
- Vital lung capacity; the volume of air that can be forcibly exhaled after inhaling fully.

Ribs

Sternum

Radius

Ulna

Part of the gas exchange system		Function
1	Trachea	
2	Bronchus	
3	Bronchiole	
4	Alveoli	
5	Intercostal muscles	
6	Diaphragm	

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Year 8 Science: Chemical Reactions

Reactions can be physical or chemical:					
Physical Reactions	These do not involve new chemicals being produced and are usually easy to reverse – for example ice melting				
Chemical Reactions	These involve new chemicals being produced. They normally require a chemical reaction to reverse or change them – for example iron rusting				

What happens when chemicals react?

Chemical reactions usually show at least one of the following:

- A temperature change
- A colour change
- A solid being formed
- A gas given off

*Water *Ice

5000

There are three states of water:



Catalysts

Catalysts change the rate of a chemical reaction without being used in the reaction

They do this by lowering the amount of energy that needs to be taken in in order for the chemicals to react

Modern cars that use petrol or diesel have a catalytic converter. This makes nitrogen oxides formed in the engine turn back into nitrogen and oxygen. They never have to be replaced as the catalyst is never used up. **Combustion** is any reaction involving something burning. It is a quick chemical reaction with oxygen for example wood burning

Oxidation is a chemical reaction where a substance reacts with oxygen to form an oxide. Oxidation can happen quickly or slowly for example rusting is a slow oxidation process

Thermal decomposition is a chemical reaction where thermal energy causes a chemical to break down into 2 or more chemicals

Endothermic and exothermic reactions

When chemicals react they take in energy to break bonds and give out energy when new bonds are formed

If more energy is given out than taken in then the reaction is **exothermic** If more energy is taken in than given out then the reaction is **endothermic**

Exothermic reactions cause the temperature of the surroundings to increase Endothermic reactions cause the temperature of the surroundings to decrease

Most reactions are exothermic, for example burning. A few reactions are endothermic for example photosynthesis Ice packs use endothermic reactions. When the ice pack is used it makes 2 chemicals react to take in energy



Writing word equations for chemical reactions

When chemical reactions happen we can show this as a word equation. We write it as:



Y	'ear 8	Scien	ce: Che	mical R	eactions



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When chemical reactions happen we can show this as a word equation. We write it as:



Vear 8 Science: DH and Neu	tralisation	рН	Examples of solutions	
Tear 8 Science. Fri anu Neu		o	Battery acid, strong hydrofluoric acid	
Acids and alkalis	We can tell how strong an acid or an alkali is	1	Hydrochloric acid secreted by stomach lining	
Acids are a chemical group that are commonly found	using the PH scale	2	Lemon juice, gastric acid, vinegar	
in foods, everyday items and also in scientific	The Dillegale renges from 1 to 14 (although the	З	Grapefruit juice, orange juice, soda	
laboratories .	PH scale actually starts at 0 we do not use acids	4	Tomato juice, acid rain	
Alkalis are the chemical opposite of acids	in school below 1)	5	Soft drinking water, black coffee	
Aikais are the chemical opposite of acids.		6	Urine, saliva	
Examples of acids are citric acid found in some fruits,	The closer an acid gets to PH7 the weaker it is. PH 7 is neutral, neither an acid or an alkali	7	"Pure" water	
ethanoic acid which is vinegar.		8	Sea water	
n the laboratory we use hydrochloric acid, sulfuric	The closer an alkali gets to PH7 the weaker it is.	9	Baking soda	
acid and nitric acid.	Neutralisation	10	Great Salt Lake, milk of magnesia	
Examples of alkalis are toothpaste, bleach, indigestion		11	Ammonia solution	
tablets.	When an acid and alkali react together they form a	12	Soapy water	
In the laboratory we use sodium hydroxide and	The general formula for this is:	13	Bleach, oven cleaner	
ammonium hydroxide	Acid + Alkali Salt + water	14	Liquid drain cleaner	
Are acids and alkalis dangerous?	An example of this is:	F	eactions of metals and acids	
Many acids and alkalis are not dangerous Some are irritants and strong acids and alkalis can be corrosive	Hydrochloric acid + Sodium hydroxide Sodium chloride + water	Some meta rates. We	ls will react with acids. They react at different e can place them in order and this forms the reactivity series.	
Can we tell whether something is an acid or an alkali by using indicators?	When acids react to form salts they always form the same ones	Potassium is the most reactive metal that we use in school laboratory (it is too reactive to mix with a Platinum is the least reactive		

Yes.

Indicators change colour when they are added to an acid or an alkali.

Universal indicator is the most common one that we use in the school laboratory. It changes from green to red in a strong acid and from green to purple in a strong alkali

Hydrochloric acid forms chlorides Sulfuric acid forms sulphates Nitric acid forms nitrates

Making an indicator: We can make an indicator from some plants. Simply crush up the plant add a neutral substance to make it liquid and it should change colour when added to an acid or an alkali. Red cabbage is a good vegetable to use.

The general formula for a metal reacting with an acid is: Metal + acid ----- salt + water

For example

Magnesium + hydrochloric acid

Magnesium chloride + hydrogen

Year 8 Science: PH and Neutralisation

Acids and alkalis

Acids are a chemical group that are commonly found in foods, everyday items and also in scientific laboratories.

Alkalis are the _____of acids.

Examples of acids are citric acid found in some fruits, ethanoic acid which is vinegar.

In the laboratory we use ______, sulfuric acid and nitric acid.

Examples of alkalis are toothpaste, bleach, indigestion tablets.

In the laboratory we use _____and ammonium hydroxide

Are acids and alkalis dangerous?

Many acids and alkalis are not dangerous Some are irritants and strong acids and alkalis can be

Can we tell whether something is an acid or an alkali by using indicators?

Yes.

Indicators ______ when they are added to an acid or an alkali.

Universal indicator is the most common one that we use in the school laboratory. It changes from green to red in a strong acid and from green to purple in a strong alkali We can tell how strong an acid or an alkali is using the _____.

The PH scale ranges from 1 to 14 (although the PH scale actually starts at 0 we do not use acids in school below 1)

The closer an acid gets to _____the weaker it is. PH 7 is neutral, neither an acid or an alkali

The closer an alkali gets to PH7 the weaker it is.

Neutralisation

When an acid and alkali react together they form a neutral solution
The general formula for this is:
Acid + Alkali Salt + water

An example of this is: Hydrochloric acid + Sodium hydroxide Sodium chloride + water

When acids react to form salts they always form the same ones

Hydrochloric acid forms

Sulfuric acid forms

Nitric acid forms

Making an indicator: We can make an indicator from some plants. Simply crush up the plant add a neutral substance to make it liquid and it should change colour when added to an acid or an alkali. Red cabbage is a good vegetable to use.

рН	Examples of solutions
ο	Battery acid, strong hydrofluoric acid
1	Hydrochloric acid secreted by stomach lining
2	Lemon juice, gastric acid, vinegar
З	Grapefruit juice, orange juice, soda
4	Tomato juice, acid rain
5	Soft drinking water, black coffee
6	Urine, saliva
7	"Pure" water
8	Sea water
9	Baking soda
10	Great Salt Lake, milk of magnesia
11	Ammonia solution
12	Soapy water
13	Bleach, oven cleaner
14	Liquid drain cleaner

Reactions of metals and acids

Some metals will react with acids. They react at different rates. We can place them in order and this forms the reactivity series. Potassium is the most reactive metal that we use in the school laboratory (it is too reactive to mix with acid)

Platinum is the least reactive.

The general formula for a metal reacting with an acid is: Metal + acid — salt + water

For example



Year 8 science: Electricity and magnetism



Year 8 science: Electricity and magnetism









Year 8 Science: Genetics and Evolution

		Comercia			Gamete	Sex cells produced i	n meiosis.		Domina recessiv combin	ant and ve allele nations
DNA and the genome	Chromosome Nucleosome	Some cha are cont single ge colour	aracteristics rolled by a ene e.g. fur r. colour		Gene	Small section of DN protein.	A that codes for a particular		Dominant Represent	Recessive Represent
Genetic material in	DNA DNA	bline	dness.	etics	Allele	Alternate forms of t	the same gene.	1	ed by a	ed by a
the nucleus is composed of a chemical called DNA.	<u>Euri Inver Euri</u> Gene	The alleles genotype o molecula	s present, or operate at a ar level to	ed to gene	Dominant	A type of allele – all copy present and w allele.	ways expressed if only one hen paired with a recessive		letter e.g. B.	letter e.g. b.
		dev character can be exp	velop ristics that pressed as a	rms link	Recessive	A type of allele – or with another recess	ly expressed when paired ive allele.		combir Homozygou	nations: us dominant
DNA structure		phen	otype.	e tei	Homozygous	Pair of the same all	eles, dominant or recessive.		B	B
Polymer made up of two strands forming a double	<i>r made up of</i> <i>o strands</i> <i>a a double</i> <i>b a a double</i> <i>c strands</i>		Most characteristics		Heterozygous	Two different alleles are present 1 dominant and 1 recessive.			dominant Bb Homozygous recessive	
helix. Contained in	organism.	multiple intera	e genes acting.		Genotype	Alleles that are pres e.g. Bb or bb	sent for a particular feature		b	b
structures called chromosomes. A gene is a small					Phenotype	Physical expression e.g. black fur, blond	of an allele combination le hair, blue eyes.			
section of DNA on a chromosome. Each gene codes for a	Using	g a punnet so	quare (using example	mou e)	ise fur colour as ar		Crossing two heterozygous	s m	ice (Bb)	
acids to make a specific protein.	Parent p	ohenotype	Black fur	2	White fur		Gametes B	b		
	Parent	genotype	BB		bb		b Bb	pр Вр		\backslash
The probability fur offspring phe	of black pre	imetes are esent	In each egg	B	In each snerm	The such that	lite of block for 175% and			
100%. All offspring genotypes are heterozygous (Bb).		Ga	ametes b B → Bb B Bb		b Bb Bb	white fur 2	25%. The ratio of black to vhite mice is 3:1		The co proba	ncept of bility in results of a

predicting results of a single gene cross.

Year 8 Science: Genetics and Evolution



Year 8	3 Scier	ice: Genetics and Evolut	ion			1
		Individual organisms within a particular species show a wide range of variation		Did much on spec evidence	n pioneering work ciation but more over time has lead	
	Theory of	for a characteristic.	Developed since its proposal from	unc	Jerstanding.	Speciation
Charles Darwin	evolution by natural selection.	Individual most suited to the environment are more likely to breed successfully.	by other scientists.			Due to isolation of a population of a species e.g. species are split across far apart islands.
		Characteristics enable individuals to survive are then passed on to the next generation.			Published joint writings with Darwin in	Environmental conditions differ for populations e.g. types of food available,
E experir with o	vidence fro mentation, other scien	m around the world, geology, fossils, discussion tists (Alfred Wallace) lead to:	eory of	ndependen tly proposed the theory	1858. Worked worldwide gathering evidence.	habitat. Individuals in each population most suited to their environments are more likely
Charle Darwin the Orig of the Specie (1859	S On gin s' S' S' Selen	ished heory lution itural ction Slowly accepted; challenged creation theory (God), insufficient evidence at time, mechanism of inheritance not yet known.	Alfred	of evolution by natural selection	Best know for work on warning colouration in animals and his theory of speciation.	Over long periods of time each population will have greater differences in their genotype.
Marine Star						If two populations of one





species become so different in phenotype that they can no longer interbreed to produce fertile offspring they have formed two new species.



Year 8 Science: Genetics and Evolution





Year 8	So	cience: Th	ne Periodic t	able				Mixtu	res	Two or more compounds r	e elements or not chemically	Can be separat by physical	ted	
lts Js]	Atom	The smallest part an element that of evist	t of Have a nanome	a radius tres and	of around 0.1 d have no char	ge			combine	d together	processes.		
ound			Contrine only of	Around	ferent elemen	ts			Method	Description	Examp	ole		
ıs, ele comp	\vdash	Element	type of atom	each o syn	each one is represented by a symbol e.g. O, Na, Br.						Separating an	To get sa	and	
Atomand		Compound	Two or more elements chemically combined	Compoun into e	Compounds can only be separated into elements by chemical reactions.					Filtration	insoluble solid fro a liquid	m of sand, s and wat	from a mixture of sand, salt and water.	
-	Central nucleus				s prote	ons and neut	rons		Cı	rystallisation	To separate a soli from a solution	d To obtain crystals sodium chl	pure of loride	
	Electron shells			С	ontains	s electrons						from salt w	vater.	
•••				Electronic shell	Max e	number of lectrons] г			Simple	To separate a solvent from a	To get pu water from	ure n salt	
Name Partie	e of cle	Charge	Relative Mass	1		2		nic res		uistillation	solution	water.	•	
Prote	on	+1	1	2		8		uctu			Separating a mixt	ire To separat	te the	
Neutr	on	0	1	3		8		str Ele		Fractional	of liquids each wi	th differer	nt de in	
Electr	on	-1	Very small	4		8				uistillation	points	crude o	oil.	
Deleti							•							
Relativ	7		Mass number	The sum of the p	rotons a	and neutrons i	n the n	ucleus	Chi	romatography	Separating substances that move by differer amounts (due to	t To separat the dyes in	:e out 1 food	
	Li 3		Atomic number	The number of protons in the a	of tom	Number o number	f electr of prot	ons = ons			solubility) througl medium		colouring.	



Yea	ar 8	8 Sc	ie	nce	: T	he	e P	eri	ioc	ic	tak	ble												Elements in the same group
1∡ H Li	Alkali metals Transition metals						Halogens 3 4 5 7 0 He B C N O F Ne					a	Elements arranged in order of atomic number	Elements with similar properties are in columns called groups		have the same number of outer shell electrons and elements in the same period (row) have the same number of electron shells.								
Na K Rb Cs Fr	Mg Ca Sr Ba Ra	Sc Y La Ac	Ti Zr Hf Rf	Ti V Cr Mn Fe Co Ni Cu Zu Zr Nb Mo Tc Ru Rh Pd Ag Cu Hf Ta W Re Os Ir Pt Au H Rf Db Sg Bh Hs Mt ? ? ?				Zn Cd Hg ?	Al Ga In Tl	Si Ge Sn Pb	P As Sb Bi Dev	S CI Ar Se Br Kr Te I Xe Po At Rn					Before discovery of	protons, neutrons and electrons	Elements arranged in order of atomic weight		Early periodic tables were incomplete, some elements were placed in inappropriate groups if the strict order atomic weights was followed.			
The Periodic table Metals To the left of the Periodic table						Form positive ions. Conductors, high melting and boiling points, ductile, malleable.						uctors, higi nts, ductile,			Mendeleev	Left gaps for elements that hadn't been discovered yet		Elements with properties predicted by Mendeleev were discovered and filled in the gaps. Knowledge of isotopes explained why order based on atomic weights was not always correct.						
Non metals To the right of the Periodic table Form Consist of molecules made of a pair of atoms Have						Form negative ions. Insulators, low melting and boiling points. Have seven electrons in their outer						Ilators, low points. their outer		Alkali metals		Very reactive with oxygen, water and chlorine Reactivity increases down the group		Only have one electron in their outer shell. Form +1 ions.						
Melting and boiling points increase down the group (gas → liquid → solid) Reactivity decreases down the group				Increasing atomic mass number.						Negative outer electron is further away from the positive nucleus so is more easily lost.														

Yea	ar 8	Sc	ier	nce	e: T	'he	e P	er	ioc	dic	tal	ble									
1 <u>*</u> H Li	Alkali metals Alkali metals Transition metals									Halogens Noble gases 3 4 5 6 7 0 He He B C N O F Ne							Elements arranged in order of atomic number	Elements with similar properties are in columns called groups			
Na K Rb Cs Fr	Mg Ca Sr Ba Ra	Sc Y La Ac	Ti Zr Hf Rf	V Nb Ta Db	Cr Mo W Sg	Mn Tc Re Bh	Fe Ru Os Hs	Al Co Ni Cu Zn Ga Al Rh Pd Ag Cd In			Si Ge Sn Pb	P As Sb Bi Dev	S CI Ar Se Br Kr Te I Xe Po At Rn				Before discovery of protons, neutrons and electrons	Elements arranged in order of atomic weight			
™	The Periodic table Metals To the left of the Periodic table															Mendeleev	Left gaps for elements that hadn't been discovered yet				
Non metals To the right of the Periodic table Consist of molecules made of a pair of atoms												metals	Very reactive with oxygen, water and chlorine								
Haloge	Melting and boiling points increase down the group (gas → liquid → solid) Reactivity decreases down the group								_	Alkali	Reactivity increases down the group										

Year 8	Scie	nce:	The I	Periodic ta	able		With	Forms a metal oxide	Met	al + oxygen → metal oxide	e.g. 4Na + $O_2 \rightarrow$ 2Na ₂ O
			Trans	ition metals							
							With water	Forms a metal hydroxide and hydrogen	Metal + water → metal hydroxide + hydrogen		e.g. 2Na + 2H ₂O ➔ 2NaOH + H₂
	Very u not for	nreact rm mo	ive, do lecules	This is due to having full outer shells of electrons.			With chlorine	Forms a metal chloride	Metal + chlorine → metal chloride		e.g. 2Na + Cl₂ → 2NaCl
								Less reactive Harder 	• Cu ²⁺ is blue		Cu ²⁺ is blue
ble ses						to group 1	• Hi	• Denser gher melting poin	nts manufac		e green, used in the cture of margarine
Zg	Boi	ling po	oints							• Fe²+ is gree	en, used in the Haber
	increa	ase dov	wn the	number.				ny have different ibilities with diffe	ion rent		process
		group				Typical properties	p033	charges	 Fe³⁺ is reddish Mn²⁺ is pale 		reddish-brown
							• • Form	Used as catalysts coloured compou			²⁺ is pale pink
With metals		F	orms a m	etal halide	n e.g. S	Netal + halogen odium + chlorin	→ metal k e → sodiun	nalide n chloride	e.g. NaCl metal atom loses outer shell electrons and halogen gains an outer shell electron		
With hydrogen Forms a hy			rms a hyd	rogen halide	Hydr e.g. Hyd	rogen + halogen rogen + bromin	→ hydrog e → hydro	en halide gen bromide		e.g. Cl₂ + H	l₂ → 2HCl
With aqueous A solution of a halide salt		A ma disp ha	ore reacti blace the alogen fro	ve halogen will less reactive om the salt	Chlorir	ne + potassium chloride	bromide → + bromine	potassium	e.g. Cl₂ +2KBr →2KCl + Br₂		

Year 8	Science	: The I	Periodic ta	able		With oxygen	Forms a metal oxide			e.g. 4Na + $O_2 \rightarrow$ 2Na ₂ O	
		Trans	ition metals								
						With water	Forms a metal hydroxide and hydrogen			e.g. 2Na + 2H ₂O ➔ 2NaOH + H₂	
	Very unread not form mo	tive, do plecules				With chlorine	Forms a metal chloride			e.g. 2Na + Cl₂ → 2NaCl	
									• (Cu²+ is blue	
Noble gases	Boiling p	oints			Compared to group 1				 Ni²⁺ is pal manufat Fe²⁺ is gree 	 Ni²⁺ is pale green, used in the manufacture of margarine Fe²⁺ is green, used in the Haber 	
	increase do grou	own the p			Typical properties				• Fe ³⁺ is • Mn	process reddish-brown ²⁺ is pale pink	
With m	letals							meta ai	e.g. N Il atom loses ou nd halogen gain elect	NaCl Iter shell electrons Is an outer shell tron	
With hyd	drogen								e.g. Cl ₂ + H	2 → 2HCl	
With aqueous solution of a halide salt								e.g. Cl₂ +2KBr →2KCl + Br₂			

Year 8 Sc	ience: Che	mistry of	f the Ear	rth	Algae and plants	These produced t now in the atmo photosy	he oxygen that is sphere, through nthesis.	carbon dioxide + water \rightarrow glucose + oxygen 6CO ₂ + 6H ₂ O \rightarrow C ₆ H ₁₂ O ₆ + 6O ₂		
The Earl atmos	th's early sphere			How oxygen		Oxygen in the atmosphere	First produced by years	algae 2.7 billion ago.	Over the next billion years plants evolved to gradually produce more oxygen. This gradually increased to a level that enabled animals to evolve.	
Volcano activity 1 st Billion years	Billions of years ago there was intense volcanic activity	This released (mainly CO ₂) to early atmo water vapour condensed to oceans.	gases that formed sphere and that form the	increase	roporti gases i	ions of n the	Reducing carbon dioxide	Algae and	These gradually reduced the carbon dioxide levels in the atmosphere by	
Other gases	Released from volcanic eruptions	Nitrogen was released, gra building up ir atmosphere. proportions o and methane produced.	also dually the Small of ammonia also	Gas Nitrogen	atmosp	entage 80%	Formation of sedimentary rocks and fossil	These are made out of the remains of biological	absorbing it for photosynthesis. Remains of biological matter falls to the bottom of oceans. Over millions of years layers of sediment settled on top of them and the huge pressures turned them into coal, oil,	
Reducing carbon dioxide in the atmosphere	When the oceans formed, carbon dioxide dissolved into it	This formed of precipitates, sediments. The the levels of of dioxide in the atmosphere.	arbonate forming his reduced carbon	Argon Carbon dioxide	0. 0.	93% 04%	fuels	over millions of years	 F The sedimentary rocks contain carbon dioxide from the biological matter. How carbon dioxide 	
Carbon monoxide	Toxic, coloui odourless gas. detected, c	rless and Not easily can kill.	Pro	Carbon dioxide	Human dioxid	activities that le levels includ fuels and defo	increase carbon le burning fossil restation.	Carbon	Examples of areenhouse aases	
Sulfur dioxide and oxides of	Cause respiratory humans and aci	y problems in d rain which	perties ar mospheric	Methan	Hui me livesto	man activities thane levels in ck (for food) aı	that increase clude raising nd using landfills	dioxide, wat vapour and methane	that maintain temperatures on Earth in order to support life	
nitrogen	affects the en	vironment.	nd effec : polluta	e	(the de	cay of organic methan	matter released e).	The	Earth's atmosphere and reflects off of the Earth. Some of this	
Particulates	Cause global di health problems	mming and s in humans.	nd to of Climate human ns. Change atmos			e is evidence to activities will pheric tempero nd cause clima	o suggest that cause the Earth's ature to increase ate change.	greenhouse effect	radiation is re-radiated back by the atmosphere to the Earth, warming up the global temperature.	









EM wave	Danger	Use	Short wavelengths
Radio	None known	Communications, TV, radio.	frequency and high
Microwave	Burning if concontrated	Mobile phones, cooking, satellites.	energy.
Infrared	Burning in concentrated.	Heating, remote controls, cooking.	e.g. Gamma
Visible	Damage to eyes.	Illumination, photography, fibre optics.	
Ultra violet	Sunburn, skin cancer.	Security marking, disinfecting water.	
X-ray	Cell destruction/ mutation,	Broken bones, airport security.	
Gamma	cancer.	Sterilising, detecting and killing cancer.	High frequency, short wavelength


EM wave	Danger	Use	
Radio			
Microwave			
			e.g.
Visible			
Gamma] .		