

St. George's Church of England Academy



Year 8

Knowledge Organiser

Progress Period 1

Name: _____ Form: _____

St. George's Church of England Academy

Homework Policy and Guidance

What is a Knowledge Organiser?

- A Knowledge Organiser is a tool which sets out exactly what knowledge is vital in the curriculum.
- It clarifies for everyone – pupil, parent, teacher, head teacher – exactly what is being taught.
- It is not expected to cover the entirety of everything you may possibly cover in a topic – just what is vital.
- A Knowledge Organiser is a distillation of knowledge, not a textbook or step by step revision guide.

Benefits of Knowledge Organisers:


- For pupils they are a revision of ALL the key information the teacher has decided is necessary for the topic.
- Parents know what their children are learning and are able to get involved in supporting their revision through quizzing and testing at home.

Pupils are expected to undertake homework every evening. The expected amount of time to be taken on homework will vary for each year group and will increase year on year.

The purpose of homework at St. George's is very clear. Homework will:

- Support pupils to retain the key knowledge learned in lessons;
- Enable parents to support their children in their learning;
- Promote independence in learning;
- Promote a work ethic which will support success in further education;
- Support wider reading and study to support curriculum learning;
- Encourage practice of examined tasks and questions.

Homework will take the form of independent learning of key facts linked to the topics being studied in lessons. Knowledge organisers will be handed out at the start of each Progress Period. Pupils will be expected to learn all of the key knowledge on the organisers. Pupils will be tested in low stakes quizzes throughout the half term (this is how we will assess if students are doing their homework).

	Week 1 (2 nd -4 th Sept)	Week 2 (7 th – 10 th Sept)	Week 3 (14 th – 18 th Sept)	Week 4 (21 st – 25 th Sept)	Week 5 (28 th -2 nd Oct)
Mon	Science: 1-15	Science: 15-30	Science: 31-38	Science: 39-45	Science: 46-53
Tue	History: 1	Geography: 1-4	History: 1-2	Geography: 3-7	History:
Wed	English: Old Major 1-6	English: Old Major 7-12	English: Napoleon 1-6	English: Napoleon 7-13	English: Snowball 1-5
Thu	RE: 1-3	RE: 1- 5	RE: 6-7	RE: 8-10	RE: 11-12
Fri	Spanish: 1-4 + 29	Spanish: 5- 8	Spanish: 9-11	Spanish: 1-11	Spanish: 12-15
	Week 6 (5 th -9 th Oct)	Week 7 (12 th – 16 th Oct)	Week 8 (2 nd – 6 th Nov)	Week 9 (9 th – 13 th Nov)	Week 10 (16 th -20 th Nov)
Mon	Science: 54-62	Science: 63-72	Science: 73-82	Science: 83-95	Science: 96-107
Tue	Geography:8-10	History: 1-4	Geography: 11-13+20	History: 4-5	Geography 14-18+20:
Wed	English: Snowball 6-10	English: Squealer 1-5	English: Squealer 6-10	English:Benjamin 1-5	English: Benjamin 6-10
Thu	RE: 13-14	RE: 15-16	RE:17-19	RE:20-22	RE:25-26
Fri	Spanish: 16-17	Spanish: 12-17	Spanish:18+ 30	Spanish: 19-20	Spanish: 21-22
	Week 11 (23 rd – 27 th Nov)	Week 12 (30 th -4 th Dec)	Week 13 (7 th -11 th Dec)	 <p>Progress Period 1 Cycle 1 Homework</p>	
Mon	Science:108-116	Science: 117-124	Science: 125 - 134		
Tue	History: 4-6	Geography: 1-20	History: 6-8		
Wed	English: Benjamin 11-14	English: Boxer 1-6	English: Boxer 7-12		
Thu	RE: 27-28	RE: 29-30	RE: 1-30		
Fri	Spanish: 23 + 29	Spanish: 1-23	Spanish:28 - 30		

Use this as a guide for your revision. During morning prep, you will answer questions based on the week's learning. Please note, that your class teacher may ask you to learn further items from the knowledge organiser. You will be given additional quizzes in lessons to help with your learning. Pupils studying French should complete homework on Friday.

English:

Old Major

AO1 Key Information/Trivia

- Oldest, wisest pig on the farm
- Has a dream
- Wants to pass on his wisdom
- Near death

AO1/2 – Key Quotations Linked to Characteristics

‘with a wise and benevolent appearance’

‘to pass on to you such wisdom as I have acquired’

AO1/2 – Key Quotations Linked to Pivotal Events

- ‘Let there be perfect unity, perfect comradeship’
- ‘our lives are miserable, laborious and short’
- ‘I am one of the lucky ones’

AO3 - Specific, Precise Context Links

Old Major represents Lenin’s Revolutionary ideas
Lenin had a sensible and realistic approach
To problems – much like Old Major

AO1 – Pivotal Plot Events/References

Introduced to character

Speech/dream

Leads animals rendition of ‘Beasts of England’



AO1/2/3 – Critical Theory Links

Major’s speech echoes Marx’s ideas about communism

AO1/2 - Impact on other Characters

Founding voice of Animalism

Before his death, he sets out a number of clear rules against adopting human

	Mastery Questions
1	What name was Old Major exhibited under?
2	Name one of the adjectives used to describe Old Major?
3	How does Old Major refer to the other animals?
4	Who is the enemy of the animals?
5	How old is Old Major?
6	What does Old Major encourage?
7	What do 'friends' need to have?
8	Name the vices of Man.
9	Who used to sing the song Old Major teaches the animals?
10	What is the song called?
11	What idea is Animalism based on?
12	By the end of the novel, who has succumbed to the vices Old Major warned about?

English:

Napoleon

AO1 Key Information/Trivia:

Villain of the book

- Threatened by Snowball
- Does not fight in the revolution
- Selfish leader
- Corruption

AO3 - Specific, Precise Context Links

The executions and show trials mimic
The brutality of Stalin in the 1930s
Propaganda presents Napoleon as a
good
Leader – in Russia, propaganda was

AO1/2/3 – Critical Theory Links

Freud – driven by Id – the desire for ultimate control

AO1/2 - Impact on other Characters

AO1/2 – Key Quotations Linked to Characteristics

'Napoleon's cunning'
'reputation for getting his own way'

AO1/2 – Key Quotations Linked to Pivotal Events

- 'Napoleon was better at canvassing support for himself'
- 'Napoleon then called on them to confess their crimes'
- 'Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!'
- 'Napoleon himself appearing in a black coat, rat catcher breeches and leather leggings'

AO1 – Pivotal plot events/references

Napoleon and Snowball
take charge

Uses Snowball as a scapegoat
for problems on the farm
Distorts the principles of
Animalism

Napoleon urinates over
Snowball's plans of the
Windmill.

Napoleon chases
Snowball away.

Napoleon ignores the
principles of animalism
and starves/executes
other animals

The pigs steal the
cows' milk and the
apples

The pigs cannot be
distinguished from
the humans

Mastery Questions

1	What animal is Napoleon described as being?
2	What did Napoleon have a reputation for?
3	Who does Napoleon always oppose in debates?
4	Who does Napoleon think education is for?
5	What did Napoleon do to the Windmill plans?
6	Who did Napoleon summon to evict Snowball?
7	What scheme does Napoleon take the credit for?
8	What was the punishment for not undertaking work on a Sunday?
9	What were the rumours circulating about Napoleon and trade with humans?
10	How does Squealer refer to Napoleon?
11	What does Napoleon offer for the capture of Snowball?
12	What is the punishment for opposing Napoleon?
13	What was inscribed on the wall next to The Seven Commandments?

English:

Snowball

AO1 Key Information/Trivia:

- Intelligent, caring and brave.
- Led the animals in the Battle of the Cowshed.
- Wants better education and conditions on the farm.
- Good speaker

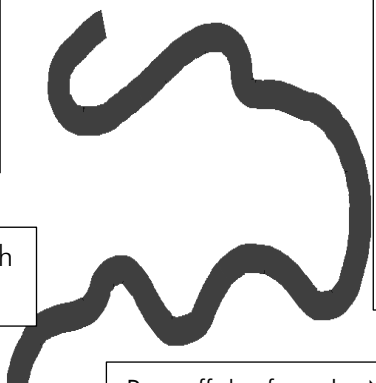
AO1 – Pivotal Plot Event/References

Helps develop Animalism and writes out the Seven Commandments.

Runs tactics in the battle of the Cowshed

Starts to fight with Napoleon

Wants to build a windmill



Forms Animal committees and teaches everyone to read and write. Reduces the Commandments to four.

Run off the farm by Napoleon's dogs and used as a scapegoat for all problems.

AO1/2 – Key Quotations Linked to Characteristics

- "Snowball was a more vivacious pig than Napoleon"
- "He himself dashed straight for Jones" "Snowball's eloquence had carried them away"

AO1/2 – Key Quotations Linked to Pivotal Events

- "Snowball conjured up pictures of fantastic machines which would do their work for them"
- "Animal hero, first class"
- "it seemed as though Snowball was some kind of invisible influence"

AO3 - Specific, Precise Context

- Based on **Leon Trotsky** who led the opposition against Joseph Stalin.

AO1/2/3 – Critical Theory Links

Orwell shows that the original Stalin regime was overthrown by a more totalitarian and oppressive regime.

AO1/2 - Impact on other Characters

Tries to make Animalism accessible for all – "Four legs good, two legs bad"

	Mastery Questions
1.	Name three adjectives to describe Snowball.
2.	What does 'totalitarian' mean?
3.	Complete the phrase – 'Four legs good, '
4.	What does 'vivacious' mean?
5.	What historical figure is Snowball based on?
6.	What key event did Snowball lead?
7.	What does he want to teach the animals?
8.	Who runs him off the farm?
9.	What is your opinion about this?
10.	What word is used to describe someone who gets the blame for all things?

English:

Squealer

AO1 Key Information/Trivia:

- Squealer = small, fat porker (pig).
- Promotes Napoleon's regime by telling lies.
- Protected by vicious dogs.

AO1/2 – Key Quotations Linked to Characteristics

Persuasive - "He had a way of ...and whisking his tail which was somehow very persuasive"

Manipulative – " he could turn black into white"

Deceitful – "Snowball was in a league with Jones"

AO1/2 – Key Quotations Linked to Pivotal Events

"We pigs are brain-workers. The whole management and organization...depend on us."

"He repeated it a number of times, 'Tactics comrades, tactics!'"

"in those days they had been slaves and now they were free, and that made all the difference, as Squealer did not fail to point out."

"...had unaccountably been absent during the fighting"

AO1 – Pivotal Plot Events/References

Chapter 3 - Stealing of the milk and apples – he claims the pigs do it for the "well-being" of the farm.

Chapter 6 – Squealer increases fear on the farm to prevent the animals protesting and scares them into thinking Jones will return if they do.

Chapter 9 – Squealer claims Boxer has been sent to hospital. The animals accept Squealer's lies.



Chapter 5 – Squealer uses propaganda to convince the animals that the cancelling of the Sunday meetings is to 'benefit' the animals.

Chapter 5 – Squealer uses propaganda to convince the animals that the cancelling of the Sunday meetings is to 'benefit' the animals.

AO3 - Specific, Precise Context Links

Squealer – the noise a pig makes – shows he's a good speaker.

To squeal on someone – means to betray.

Squealer represents the propaganda used by Stalin in the 1930s.

AO1/2/3 – Critical Theory Links

Use judgement – include if it fits.

Stick to Locke or Freud

AO1/2 - Impact on other Characters

He scares the animals into doing as their told by threatening them with the return of 'Jones' .

He uses language that is convincing to win the animals over.

He rewrites history and has an answer for everything.

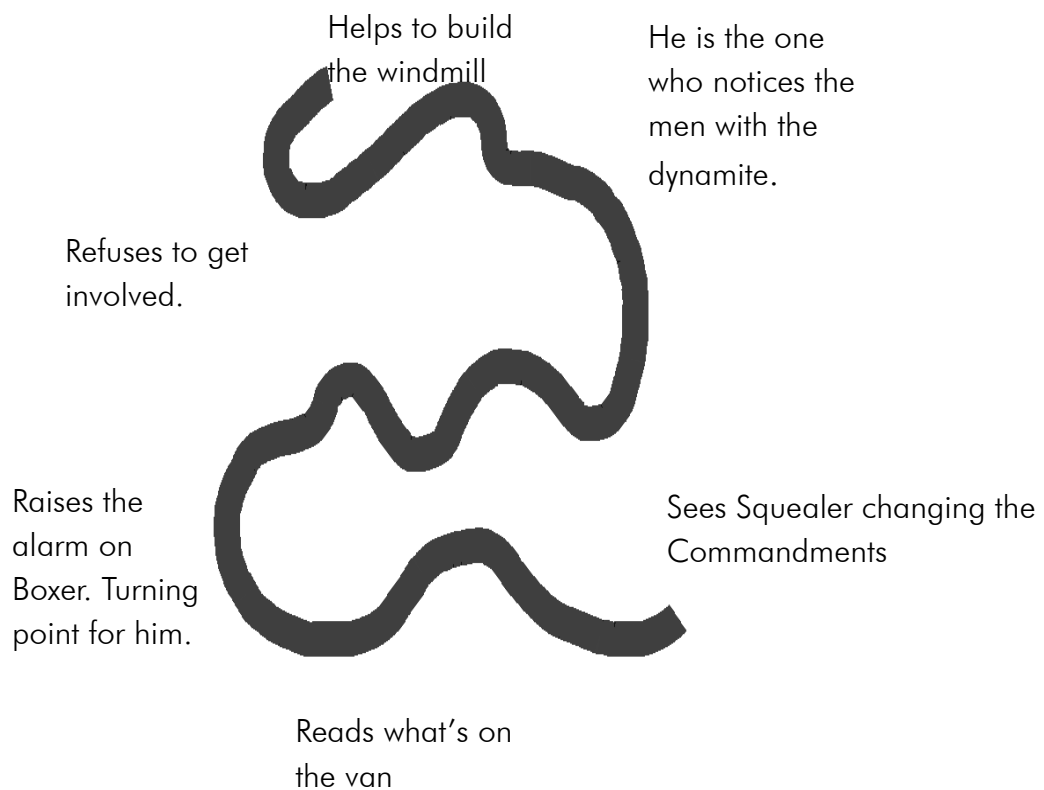
	Mastery Questions
1.	What kind of character is 'Squealer'?
2.	What does his name suggest about his character?
3.	What does Squealer represent?
4.	How does he show himself to be a powerful character?
5.	How is Squealer deceitful in Animal Farm?
6.	How does Orwell use irony through Squealer?
7.	How does Squealer use language to convince the animals?
8.	How does Squealer control the other animals?
9.	What happens when the animals question Squealer?
10.	What does Squealer show the reader about the power of propaganda?

English: Benjamin

AO1 Key Information/Trivia:

1. Benjamin is a grumpy, bad-tempered donkey.
2. He is seen to be 'realistic, always aware of hardship, yet does nothing to stop the pigs.
3. He is not as straight forward as some of the other characters.
4. He is literate.

AO1 – Pivotal Plot Events/References



AO3 - Specific, Precise Context Links

1. Benjamin represents the intellectual Russians (the Intelligentsia) who realise that Communism will not solve the injustices of society.
2. Benjamin can also be seen to represent the aged Russian population.
3. His biblical name could also represent the Jewish population whose lives were not improved at all under Stalin.

AO1/2/3 – Critical Theory Links

Freud: deep thoughts and desires that have been suppressed in the animals are finally unmasked in the novella. Benjamin, it could be argued, subverts this.

AO1/2 - Impact on other Characters

1. He supports and comforts Clover.
2. He tries to help Boxer – but it is too late as he enlists the help of the others.

	Mastery Questions
1.	When do we first meet Benjamin?
2.	Why does Benjamin give cryptic answers?
3.	What is significant about Benjamin's name?
4.	Why did Benjamin not side with either faction regarding the building of the windmill?
5.	Why is Benjamin the only animal who is not enthusiastic about the windmill?
6.	What is Benjamin able to do that most of the other animals cannot do?
7.	What does Benjamin notice, before all the others, about the men near the windmill in chapter 8?
8.	Explain how Benjamin brings satire to Animal Farm?
9.	What could the consequences of '...would say nothing' in Chapter 8?
10.	Why does Benjamin raise the alarm on Boxer?
11.	After Boxer's death, what happens to Benjamin's mood?
12.	Why do you think Benjamin refused to 'meddle in such matters'?
13.	What consequences does this lack of involvement have?
14.	How does the theory of Freud link to the stubborn behaviour of Benjamin?

English: Boxer

AO1 Key Information/Trivia:

1. Boxer is a hardworking and strong horse.
2. He is a slow thinker.
3. He tries to solve problems by working harder and never doubts Napoleon.

AO1/2 – Key Quotations Linked to Characteristics

1. 'Not of first-rate intelligence...'
2. '...with great care...'
3. '...their most faithful disciples...'

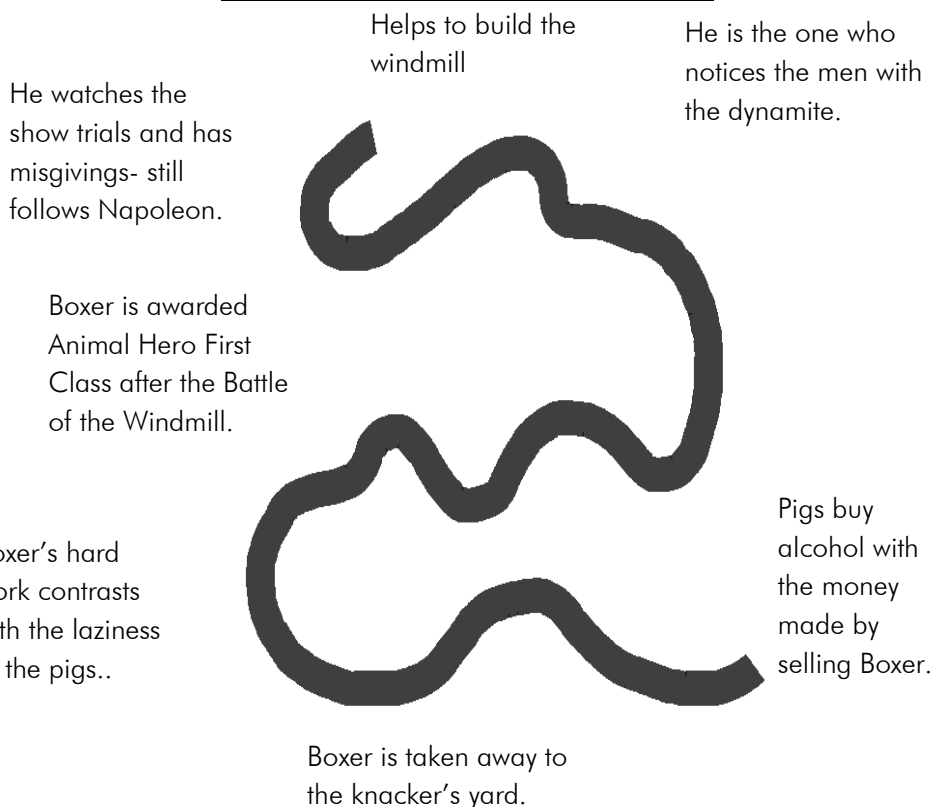
AO1/2 – Key Quotations Linked to Pivotal Events

1. '... he fetched the small straw hat ... and flung it on to the fire ...'
2. '...to call him in the morning half an hour earlier...'
3. 'Napoleon is always right...'
4. '...universally respected...'

AO3 - Specific, Precise Context Links

1. Boxer represents the Russian working class.
2. They worked very hard in appalling conditions – set by the government - to achieve unobtainable results for no reward

AO1 – Pivotal Plot Events/References



AO1/2/3 – Critical Theory Links

Locke: believed in the role of government to protect its citizen, liberty, property – ruling pigs in AF go against this.

AO1/2 - Impact on other Characters

1. **He is kind and shows sentimentality which is dismissed the pigs.**
2. **His blind loyalty to the pigs is actually his undoing.**

Mastery Questions	
1.	When do we first meet Boxer?
2.	Who is devoted to Boxer?
3.	Give an example of Boxer's sentimentality.
4.	What is he awarded after the Battle of The Cowshed and what could this suggest?
5.	Why is Boxer a useful tool for the pigs?
6.	What does Boxer do every time he witnesses a terrible event on the farm?
7.	Why do the other animals respect Boxer?
8.	Who/what did Orwell want Boxer to represent in the novel?
9.	What happens to Boxer as a result of The Battle of the Windmill?
10.	What does Boxer think will happen to him when he collapses and is taken ill?
11.	How is the audience/reader manipulated by the final description of Boxer as he is driven off to the knacker's yard?
12.	How is the theory of Locke subverted in Animal Farm?

Year 8 PP1 Science: Photosynthesis and Respiration

1	State three organelles only found in plant cell	Chloroplast, Vacuole and Cell Wall
2	What are the products of photosynthesis	Glucose + Oxygen.
3	What happens to the products of photosynthesis?	Oxygen is a gas which is released. Glucose is a store of energy to be used by the plant.
4	What colour is chlorophyll?	Green
5	Where does photosynthesis take place?	Chloroplasts.
6	What are the reactants of photosynthesis?	Carbon dioxide and water
7	Write the word equation for photosynthesis?	carbon dioxide + water \longrightarrow glucose + oxygen
8	When do plants respire?	During the day and night.
9	When do plants photosynthesise?	During the day only.
10	What are the cells near the top of the leaves called that mainly photosynthesize?	Palisade cells.
11	What is the role of guard cells?	Open and close stomata
12	What is the role of Stomata?	Allow carbon dioxide to diffuse into leaves
13	How are root hair cells adapted?	They have a large surface area to increase the uptake of water and minerals.
14	What are the four things needed for photosynthesis to happen?	Water, Carbon dioxide, sunlight and chlorophyll
15	State the reagent used for testing for starch?	Iodine solution
16	State the uses of glucose in plants	Used for respiration Stored as starch
17	Describe a positive result when using iodine solution to test for starch?	Iodine solution will turn from orange-brown to Blue-Black
18	What is the role of the spongy mesophyll?	Allows gas exchange of oxygen and Carbon dioxide
19	What is the epidermis?	The epidermis is the outer layer of the leaf.
20	Why do leaves have a waxy cuticle?	To prevent evaporation of water
21	What is the role of mitochondria?	Releases energy through respiration
22	State the reactants of aerobic respiration	Oxygen and glucose
23	State the products of aerobic respiration	Carbon dioxide and water
24	Write the word equation for aerobic respiration	Oxygen + Glucose \rightarrow Carbon dioxide + Water
25	When would anaerobic respiration occur?	In a lack of oxygen
26	What is the word equation for anaerobic respiration?	Glucose \rightarrow Lactic acid
27	Where does respiration take place in cells?	Mitochondria.

28	What is the product in anaerobic respiration that causes muscles to fatigue?	Lactic acid
29	State what happens to breathing rate during exercise	Breathing rate increases and becomes deeper
30	Explain what happens to heart rate during exercise.	Heart rate increases to increase the amount of oxygen reaching muscles

Year 8 PP1 Science: Chemical Reactions

31	What would a temperature change, colour change or production of bubbles (effervescence) indicate?	A chemical reaction has happened
32	What are the substances which react called in chemical reaction?	A reactant.
33	Give an example of a physical change.	Any state change – boiling, condensing, freezing etc
34	Define combustion.	Burning a substance at high temperature – an exothermic reaction usually with Oxygen.
35	What are the products of incomplete combustion?	Carbon monoxide and water
36	Write a word equation for complete combustion.	Fuel + oxygen → Carbon dioxide + water
37	What is the definition of oxidation?	Where an element or compound gains Oxygen.
38	What does conservation of mass mean?	The total mass of the products is the same as the total mass of the reactants.
39	Describe the gas test for Hydrogen.	Squeaky pop test - a smouldering splint over the end of the test tube.
40	What is the gas test for Oxygen?	A smouldering splint at the top of a test tube ignites in Oxygen.
41	What gas does limewater test for?	Carbon dioxide
42	What gas does damp litmus test for?	Chlorine gas. Colour change from blue to white
43	Name the most reactive metal	Francium
42	What gas is produced when metals react with acid?	Hydrogen
43	Define exothermic.	Gives out energy (often in the form of heat).
44	Describe how could you tell if an endothermic reaction was taking place	A substance would show a temperature decrease.
45	What is the general word equation for an acid + base reaction?	Acid + base → a salt + water
46	What is the general word equation for an acid + metal carbonate reaction	Acid + metal carbonate → a salt + Carbon dioxide + water
47	What would we use to test the gas to prove that a metal carbonate had been reacted with an acid?	Limewater to test for carbon dioxide
48	What is a control variable?	The variable you keep the same to make a fair test.
49	What is the dependant variable?	The variable being tested and measured in an experiment
50	Write a symbol equation for the reaction between Hydrochloric acid and Sodium	$\text{HCl} + \text{NaOH} \rightarrow \text{H}_2\text{O} + \text{NaCl}$

	hydroxide	
51	Write a symbol equation for the reaction between Nitric acid and potassium Hydroxide	$\text{HNO}_3 + \text{KOH} \rightarrow \text{H}_2\text{O} + \text{KNO}_3$
52	Write a word equation for the reaction between Calcium carbonate and Sulphuric acid	Calcium Carbonate + Sulphuric acid \rightarrow Calcium Sulphate + Carbon dioxide + water
53	What is the name for a compound made when an element is burned in oxygen?	An Oxide. For example: Magnesium oxide.

Year 8 PP1 Science: Space

54	State all the planets in order from the Sun	Mercury, Venus, Earth, Mars, Jupiter Saturn, Uranus and Neptune
55	What is a year?	The time it takes a planet to orbit the Sun once
56	Why is Jupiter's year longer than Earth's?	Because it is further away from the Sun
57	What is an asteroid?	A piece of rock that are smaller than planets and are often found in an asteroid belt
58	What is the sun an example of?	A star
59	State the equation that links mass, weight and gravitational field strength	$\text{weight} = \text{mass} \times \text{gravitational field strength}$
60	What is a gravitational field?	The area around an object where other objects feel its gravitational force
61	State the name of our galaxy	The Milky Way
62	What factors affect gravitational pull?	The mass of the objects, The distance between the objects
63	What is a light year?	The distance light travels in one year
64	How many times does the Earth rotate on its axis in 24 hours?	Once
65	Why do we have seasons on Earth?	The Earth's axis is tilted as it rotates around the Sun.
66	What season is it in the UK, if the northern hemisphere is tilted away from the Sun?	Winter
67	In which direction does the Earth spin?	West to East.
68	What are of the Earth doesn't experience 4 seasons?	The equator
69	How long does it take the moon to orbit the Earth?	27.3 days
70	Why do we have day and night?	The Earth rotates on its axis.
71	What causes a solar eclipse?	The Moon has to orbit directly in the path between the sun and the Earth.
72	What type of moon is it when the moon is not visible?	New moon
73	Describe a waning crescent moon	Less than half of the moon surface is illuminated. The amount of surface illuminated is decreasing
74	Describe a waxing gibbous moon	More than half of the moon's surface is illuminated. The amount of surface illuminated is increasing

75	What is a lunar eclipse?	The Earth moves between the Sun and Moon, blocking the light between the Sun and Moon.
76	What is a solar eclipse?	The Moon moves between the Sun and Earth, blocking the light between the Sun and Earth.
77	What is a satellite?	An object that orbits a larger celestial body
78	State an example of a natural and artificial satellite	Natural – the moon, planets and comets Artificial – ISS, Hubble telescope
79	What is a supernova?	The explosion of a massive star
80	How do all star being?	Cloud of dust and gas (nebula)
81	State the lifecycle of star similar to our Sun?	Nebula – Protostar – Main Sequence Star – Red giant – White Dwarf – Black Dwarf
82	What is the theory which states that the universe expanded from a singular point in space?	Big Bang Theory

Year 8 PP1 Science: Speed and Pressure

83	What is the equation for calculating speed?	Speed = Distance/Time
84	What are the units for speed?	Meteres per second (m/s)
85	What is the equation for calculating time?	Time = Distance/Speed
86	What is the equation for calculating distance?	Distance = Speed x time
87	What does a horizontal line in a distance-time graph show?	A horizontal line in a distance-time graph shows a stationary object
88	What does a steep line in a distance time graph show?	A steep line in a distance-time graph shows a fast-moving object
89	What does a gently sloping line in a distance time graph show?	A gently sloping line in a distance-time graph shows a slow-moving object
90	What goes on the x-axis in a distance-time graph	Time goes on the x-axis in a distance-time graph.
91	How do you calculate the relative speed of objects moving in the same direction?	Fastest speed - slowest speed
92	How do you calculate the relative speed of objects moving in the opposite direction?	Add both speeds together
93	What is the equation for pressure?	Pressure = Force/area
94	What are the correct units of pressure?	Newtons per square metre (N/m)
95	What are the correct units of force?	Newtons
96	Which states of matter are fluids?	Liquids and gases
97	Which has the greatest pressure – the bottom of the ocean or the top of the ocean?	Bottom of the ocean.
98	What is up-thrust?	The force that water pushes floating objects up with.
99	Describe why atmospheric pressure greatest at the surface of the earth	More air is pressing down from above at the surface.

100	What is acceleration?	A measure of how quickly speed changes.
101	What is an SI unit?	A unit recognised as standard by scientists all over the world.
102	What is a prefix?	A series of letters at the start of a word to produce another word with new meaning
103	What is the equation for finding the area of a rectangle?	Area = length x width = L x W
104	What is the equation for finding the area of a triangle?	Area = 0.5 x base x height
105	What angle do fluids exert pressures on surfaces at?	90°
106	What does directly proportional mean?	As one amount increases, another amount increases at the same rate
107	Are there more particles of air at the earth surface or at the top of the atmosphere?	At the Earth surface

Year 8 PP1 Science: Electricity

108	What happens to an atom if it gains an electron?	It becomes a negative ion (we call charged particles ions).
109	What charge are electrons?	Negatively charged
110	What will happen to two objects with the same static charge?	They will repel because like charges repel.
111	What will happen to two objects with the opposite static charge?	They will attract each other because opposite charges attract.
112	What happens to an atom if it loses an electron?	It becomes a positive ion (we call a charged particle and ion)
113	Which part of atoms cause static electricity?	Electrons. Electrons are rubbed off atoms.
114	What machine is used by teachers to show static electricity?	A van de Graaf generator
115	Static discharge in clouds is called what?	Lightening
116	What does a voltmeter do?	Measures potential difference
117	What does an ammeter do?	Measures current
118	What is the definition of electric current?	Current is the flow of charge
119	What is the term used instead of voltage?	Potential difference
120	What is the equation for potential difference?	$V=IR$ Where V = potential difference, I = current and R = resistance
121	What is resistance?	Resistance is a measure of its opposition to the flow of electric current
122	What is a thermistor?	A component that resists electrical current by different amounts depending on the temperature.
123	Describe what a light dependant resistor does.	A component that resists electrical current by different amounts depending on the intensity of light directed at it.
124	Which type of circuit will still work if one branch is broken?	Series.

125	What happens to the current in a series circuit?	Current is the same throughout the circuit
126	What happens to the current in a parallel circuit?	The current is split between the branches
127	Describe what happens to the voltage in a series circuit.	The sum of all the voltages across each component is equal to the total voltage of the circuit.
128	Describe what happens to Voltage in a parallel circuit.	Voltage is the same across each component of the parallel circuit.
129	What colour is the live wire?	Red. The live wire carries the alternating current.
130	What does the blue wire do?	The neutral (blue) wire takes electricity away from an appliance.
131	What colour is the Earth wire?	Green and yellow.
132	How does a fuse work?	When the current is too high it breaks (the wire inside melts). (The fuse itself does not melt)
133	What is a modern equivalent of a house fuse?	An RCD (residual current device) switches off the current to the house if the current is too high.
134	What does a diode do?	Diodes conduct electric current in only one direction.

Religious Education:

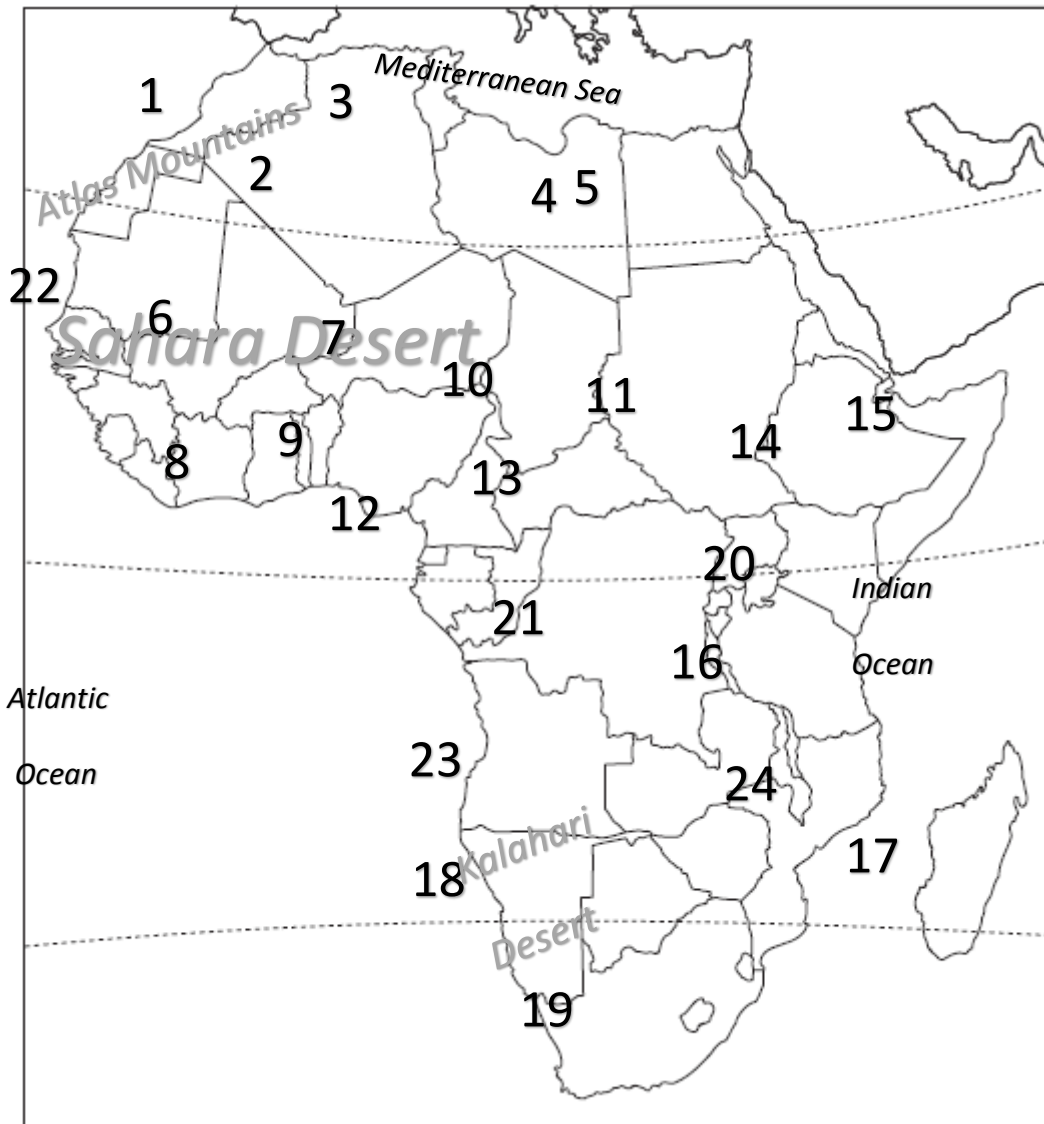
Where is God? Is Death the end?

1	God - the creator and ruler of the universe and source of all moral authority; the supreme being.
2	Monotheism – the belief in only one God.
3	Jesus Christ – the man who Christians believe is the son of God.
4	Bible – The Holy book of Christianity.
5	Teleological Argument - the argument for the existence of God from the evidence of order, and hence design, in nature.
6	Cosmological Argument - the argument for the existence of God which claims that all things in nature depend on something else for their existence.
7	Religious Experience – an experience where an individual reports contact with a transcendent reality, an encounter with the divine.
8	Dreams - a series of thoughts, images, and sensations occurring in a person's mind during sleep.
9	Visions - an experience of seeing someone or something in a dream or trance.
10	Worship - the feeling or expression of reverence and adoration for a God.
11	Conversion - the changing of one's religion or beliefs.
12.	Prayer - a request for help or expression of thanks addressed to God or another deity.
13	Miracle – something which happens and cannot be explained or proved by science or logic.
14	Resurrection – rising from the dead.
15	Sin – an immoral act considered to be against God
16	Suffering – the state of undergoing pain, distress or hardship.
17	Evil – the opposite or absence of good.
18	Moral Evil – evil caused by the actions of human beings.
19	Natural Evil – evil caused by nature.
20	Forgiveness - the action or process of forgiving or being forgiven
21	Mercy – compassion or forgiveness shown towards someone.
22.	Heaven - A place where Christians believe God is and where Christians hope to go to after death, often traditionally depicted as being above the sky.
23	Hell - a place regarded in various religions as a spiritual realm of evil and suffering.
24	Church – the place where Christians go to worship.
25	Funeral - a ceremony or service held shortly after a person's death, usually including the person's burial or cremation.
26	Burial - the action or practice of burying a dead body in the ground.
27	Cremation - the disposal of a dead person's body by burning it to ashes, typically after a funeral ceremony.
28	Eulogy - a speech or piece of writing that praises someone or something highly, especially a tribute to someone who has just died.
29	Akirah – Life after Death
30	Humanist – A person who does not believe in supernatural beliefs or God but matters of the natural world and the human body.

Geography

1	<p>Hazard: an event with the ability to cause harm. Tectonic Hazard: a hazard event caused by tectonic plates moving.</p> <p>BIG QUESTION: What factors influence hazard risk? Some hazards cause more damage than others due to physical factors like magnitude (strength), whilst other hazards cause more damage due to human factors like a lack of wealth.</p>
2	<p>Linear pattern: a pattern where features are found in lines. Nucleated pattern: a pattern where features are grouped around a central point. Dispersed pattern: a pattern where features are randomly spread out.</p>
3	<p>Crust: The layer of the earth that we live on. Mantle: The layer of molten rock beneath the crust. Core: the centre of the earth, which is very hot (5500°C). Tectonic Plate: The large sections of crust that the earth's surface is broken up into. (Natural) Plate Boundary/Margin: Where two plates meet. They may collide or move apart. Tectonic Plate Theory: the theory that the Earth's crust is divided into tectonic plates which move.</p>
4	<p>Volcano: an opening in the crust which lets out lava. Molten Rock: Rock that has melted due to extreme heat. Magma: Molten rock beneath the earth's crust. Lava: Molten rock on the Earth's surface. Vent: a channel through the centre of a volcano, through which magma travels. Crater: an opening at the top of a volcano which lets out lava. Eruption: a volcanic explosion.</p>
5	<p>Destructive Margin: When two plates move together and one plate sinks and melts. Convection Current: The currents that rise and fall in the mantle and cause plates to move. Subduction Zone: an area within the mantle where tectonic plates meet. Composite Volcano: a volcano formed at a destructive margin.</p>
6	<p>Constructive Margin: two plates move apart and magma flows to the surface. Shield Volcano: a volcano formed at a constructive margin.</p>
7	<p>Fertile Soil: soil full of nutrients which means crops grow well. Geothermal Energy: electricity produced using heat within the Earth's crust. Tourism: any commercial (money making) activities linked to tourists.</p>
8	<p>Primary Effect: the effects which happen at the time of an event or immediately after. Eg. Buildings shake and may fall in an earthquake. Secondary Effect: the effects which happen in the days, weeks and months after the initial event. Eg. Transport disrupted. Immediate Response: how people react to an event straight away. Eg. Seek safety and search for survivors. Long Term Response: how people react to an event to reduce future risks</p>
9	<p><i>HIC Eruption FACT FILE</i></p> <ul style="list-style-type: none"> • <i>Mount Kilauea</i> • <i>Located in Hawaii, USA</i> • <i>0 deaths</i> • <i>Ash sent 30,000ft into the sky.</i> • <i>People advised to stay home.</i> • <i>700 homes destroyed.</i>
10	<p><i>LIC Eruption FACT FILE</i></p> <ul style="list-style-type: none"> • <i>Mount Nyiragongo</i> • <i>Located in the Democratic Republic of the Congo, Africa</i> • <i>100 deaths</i> • <i>12,500 homes destroyed</i> • <i>30% of the city of Goma destroyed</i> • <i>220,000 people fled to Rwanda</i>

11	<p>Development: is an improvement/increase in the health and or wealth of a population.</p> <p>HIC: stands for High Income Country</p> <p>LIC: stands for Low Income Country</p> <p>NEE: stands for Newly Emerging Economy</p> <p>Quality of Life: is the health and happiness of a person based on their access to resources.</p>
12	<p>Population Growth: an increase in the number of people in a place.</p> <p>Natural Increase: population grows as birth rate exceeds death rate.</p> <p>Natural Decrease: population falls as death rate exceeds birth rate.</p> <p>Inward migration: the process of people moving into an area.</p> <p>Outward Migration: the process of people moving out of an area.</p>
13	<p><u>AFRICA FACT FILE</u></p> <ul style="list-style-type: none"> • <i>Population: 1.3 billion</i> • <i>Population in 2030: 1.7 billion (estimated)</i> • <i>Life Expectancy is 61 (compared to 70 globally)</i> • <i>36% of people live in urban areas (compared to 55% globally)</i>
14	<p>Urban Growth: an increase in the size and population of urban areas.</p>
15	<p>DTM: stands for Demographic Transition Model. The DTM model shows population change over time.</p> <p>Development Factors: are reasons to explain why some countries are more developed (richer), whilst other countries are less developed (poorer)</p> <p>Life Expectancy: the average age people live to in a country.</p> <p>Literacy Rate: the percentage of people in a country who can read and write.</p> <p>Infant Mortality: the number of children in a country who die before the age of one, measure per 1000.</p>
16	<p>Shanty Town: an area of poor low quality of housing.</p> <p>Sanitation: the system which removes human waste via a network of sewage pipes.</p> <p>Informal Economy: the process of people working without official contracts.</p>
17	<p>Quality of Life: is the health and happiness of a person based on their access to resources.</p>
18	<p>Charity: an organisation which raises money to help people in need.</p>
19	<p><u>UK FACT FILE:</u></p> <ul style="list-style-type: none"> • <i>Population 67 million</i> • <i>Population in 2020: 70 million (estimated)</i> • <i>Life expectancy is 81 (compared to 70 globally)</i> • <i>83% of people live in urban areas (compared to 55% globally)</i>

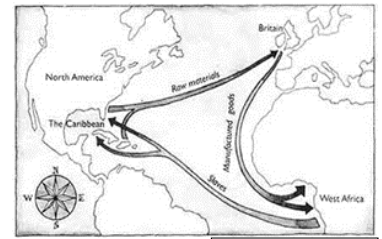


1	Morocco (Rabat)	13	Central African Republic
2	Algeria	14	Ethiopia (Addis Ababa)
3	Tunisia (Tunis)	15	Somalia
4	Libya (Tripoli)	16	Tanzania
5	Egypt (Cairo)	17	Madagascar (Antananarivo)
6	Mali	18	Namibia
7	Niger	19	South Africa (Pretoria)
8	Ghana (Accra)	20	Kenya (Nairobi)
9	Nigeria (Abuja)	21	Democratic Republic of the Congo
10	Chad	22	Mauritania
11	Sudan	23	Angola
12	Cameroon	24	Mozambique

History: Slavery to Equality? The History of African-Americans (1699-present)

1 What was slavery?

- From 1701-1810 16 million slaves left Africa.
- **Tight-packers** were ships that packed large amount of slaves into tight spaces.
- Slaves were sold in **auctions**. Families were broken up. (a slave named **Zamba** reported this.)
- Slaves worked on **plantations** where they had to pick either **cotton**, **tobacco** or **sugar cane**.
- **Production quotas** demanded slaves had to pick up to 91kg per day.
- Slaves worked long hours having to work by moonlight in the **picking season**.
- Food was basic. Clothing was provided yearly. Some slaves ended the year in rags.
- In **1831 the Nat Turner revolt** led to the death of 60 whites and the revenge killings of 55 slaves.
- Slaves felt both **physical** brutality as well as the **mental** effects of slavery. For example, they were separated from family members & forbidden to practice their religions.



The slave trade triangle



Box 1 Questions

1. *What was the middle-passage?*
2. *What was a tight-packer?*
3. *Identify one effect of slavery on Africans.*
4. *What happened during the Nat Turner Revolt?*
5. *What was a production quota?*

2 The differences between the Northern & Southern states of the USA.

- 71% of Americans lived in the North, 75% of **industry** was in the North but 84% of farms were in the South.
- The **Northern economy** was **industrial** & the **Southern economy** was **rural**.
- The **similarity** between them is that the Northern & Southern economies were focused mainly on one type of economy. **2/3 of the South's exports was cotton.**
- **Economic differences were** – the South used **slave labour**, the North had free labour.
- **Political differences** – slavery was illegal in the North but not in the South. Each state chose. The South was known as the **cottonocracy** because wealthy cotton **plantation owners** controlled the governments of the Southern states.
- **Social differences were** - the South only had one large city, the North had large industrial cities.
- **The South used three arguments for slavery.** Economic reasons, religious reasons & historical reasons. It later claimed that each state had a right to choose & that the North was interfering in the business of the South. **This idea was called states' rights.**
- **The North used three arguments.** They argued against slavery based on economic reasons. **Free-soilers** were against slavery because it feared the spread of slavery would make free men unemployed. **Abolitionists** argued slavery was against God's will. It was also argued blacks were denied the liberty that the **Declaration of Independence** said all Americans were to be given.



<p>Box 2 Questions</p>	<ol style="list-style-type: none"> 1. Identify one effect of slavery on Africans. 2. What was the cottonocracy? 3. By 1861 what percentage of Southern trade exports was the cotton trade? 4. What three reasons did the South give to justify slavery? 5. What three reasons did the North give against slavery? 6. What was a free-soiler? 7. What was an abolitionist?
<p>3</p>	<p><u>The American Civil War (1861-1865)</u></p> <ul style="list-style-type: none"> • In the 1850s women such as Harriet Tubman worked on the Underground Railroad to help slaves escape to the North. Tensions between the North & South was high. • In 1861 Abraham Lincoln became president of the United States. • By April 1861 the Southern states left the United States to form the Confederate States (the Confederacy) because they feared Lincoln would end slavery. • In 1865 President Lincoln, who had now become an abolitionist, outlawed slavery after the Union's victory over the Confederacy. He knew that the only way to reunite the USA was to have either slavery across all states or no slavery at all. He knew that there could be no divisions in the future. 
<p>Box 3 Questions</p>	<ol style="list-style-type: none"> 1. What did Harriet Tubman work on? 2. Who became President in 1861? 3. Why did some Southern states leave the Union? 4. Give two reasons that President Lincoln ended slavery.
<p>4</p>	<p><u>Comparing periods; gains for ex-slaves after the Civil War?</u></p> <ul style="list-style-type: none"> • In 1865 the 13th Amendment gave slaves their freedom. • In 1868 the 14th Amendment made ex-slaves citizens American citizens. • In 1870 the 15th Amendment gave African-Americans the right to vote. • The Freedmen's Bureau promised African-Americans 40 acres of land & a mule (this did not happen for all). It provided food & medicine. • African-Americans were unable to find new opportunities & became sharecroppers which were farmers renting land from ex-slave-owners. Sharecropping kept blacks in poverty. • The Black Codes were made in the South to stop African-Americans from leaving the plantations. Therefore, many became sharecroppers. • After the Civil War the Ku Klux Klan terrorised African-Americans. It lynched them in the South to keep them from making new demands for change. • By the 1890s the Jim Crow laws segregated blacks from whites. 
<p>Box 4 Questions</p>	<ol style="list-style-type: none"> 1. What did the 13th Amendment do? 2. What did the 14th Amendment do? 3. What did the 15th Amendment do? 4. What did the Freedmen's Bureau give African-Americans? 5. What were sharecroppers?

	<p>6. <i>What did the Black Codes do?</i> 7. <i>What did the Jim Crow laws do?</i></p>
5	<p><u>What were the experiences of African-Americans from 1900-1914?</u></p> <ul style="list-style-type: none"> • The Plessey vs Ferguson ruling by the Supreme Court in 1896 said that segregation was legal as long as facilities were “separate but equal”. • In the South the Jim Crows laws kept African-Americans in poverty, they faced low life expectancy, poor educational opportunities, poor housing & a large portion were poor sharecroppers. • The Ku Klux Klan grew again in strength. By 1925 the KKK had 5 million members who terrorised African-Americans. The number of blacks lynched between 1877-1950 in 12 Southern states was 4,000. • The NAACP (National Association for the Advancement of Colored People) was formed in 1909 by W.E.B. Du Bois to fight for the Civil Rights of African-Americans. It fought for the right of African-American soldiers to become officers in WWI. • Many African-Americans moved North to escape segregation. This was known as the Great Migration. Between 1914 and 1920, roughly 500,000 moved to Northern cities.
Box 5 Questions	<ol style="list-style-type: none"> 1. <i>What did the Plessey vs Ferguson ruling say?</i> 2. <i>Name three effects of the Jim Crow laws on African-Americans.</i> 3. <i>Who many blacks were lynched from 1877-1950?</i> 4. <i>What does NAACP stand for?</i> 5. <i>Who started the NAACP?</i> 6. <i>What was the Great Migration?</i> 7. <i>How many black Americans moved to Northern cities from 1914-1920?</i>
6	<p><u>How successful was the civil rights movement in the 1950s & 1960s?</u></p> <ul style="list-style-type: none"> • In 1954 the NAACP’s lawyer Thurgood Marshall was successful in ending segregation in education. The Brown vs The Board of Education of Topeka case saw the Supreme Court rule against segregation. This was the beginning of the end of segregation. • In 1957, at Central High School, Little Rock in Arkansas President Eisenhower used federal troops to protect the nine African-American students who had enlisted on the school’s roll. • From 1955-1956 the Montgomery Improvement Association (MIA) led by Rev. Martin Luther King Jr helped African-Americans to boycott the bus company of Montgomery. This was all in support of the actions of the NAACP member Rosa Parks. • In 1961 70,000 African-Americans and whites (mainly college students) held ‘Sit-Ins’ in restaurants that practiced segregation. • In 1965 MLK led marches from Selma, Alabama to Montgomery, Alabama to demand black Americans could not be denied the right to register to vote.
Box 6 Questions	<ol style="list-style-type: none"> 1. <i>Which NAACP lawyer helped end segregation in education?</i> 2. <i>In what year did this happen?</i> 3. <i>How did President Eisenhower protect the ‘Little Rock Nine’ in 1957?</i> 4. <i>Which civil rights group held the bus boycotts?</i> 5. <i>What did 70,000 people do in restaurants in 1961?</i> 6. <i>What was the reason for the Selma to Montgomery marches in 1965?</i>
7	<p><u>The Civil Rights Act (1964) & the Voting Rights Act (1965)</u></p> <ul style="list-style-type: none"> • In May 1963, Martin Luther King organised a protest in Birmingham, Alabama. The press attended to see the local police force brutally attack the protestors. The nation saw this on TV. MLK gained sympathisers.

	<ul style="list-style-type: none"> • In August 1963 A. Philip Randolph & Bayard Rustin organised the ‘March on Washington’. At this event Martin Luther King gave his ‘I have a dream’ speech. • MLK’s speech had a huge influence on President Kennedy. The president planned to pass a civil rights law to protect the rights of African-Americans. • In 1963 President Kennedy was assassinated. The new President Johnson passed the Civil Rights Act in 1964 to ban segregation in every form. • In 1965 President Johnson passed the Voting Rights Act. This banned states from stopping African-Americans from voting (a right they had had since 1870). • President Johnson passed the 1964 & 1965 acts. But would they have been passed without the work of MLK and the civil rights campaigners?
Box 7 Questions	<ol style="list-style-type: none"> 1. <i>Why did MLK gain sympathisers after the protests in Birmingham, Alabama?</i> 2. <i>Who organised the March on Washington in 1963 (one name needed)?</i> 3. <i>Who passed the Civil Rights Act of 1964?</i> 4. <i>What did the Civil Rights Act of 1964 outlaw?</i> 5. <i>What did the Voting Rights Act of 1965 do?</i>
8	<p><u>Comparing periods: How similar & different were the 19th & 20th centuries for African-Americans?</u></p> <ul style="list-style-type: none"> • Liberty: The 13th Amendment (1865) brought freedom from slavery. The 14th Amendment (1867) brought voting rights & the 15th Amendment brought citizenship (1870). The Black Codes, Jim Crow laws & KKK limited the effectiveness of these rights. The 1964 & 1965 acts preserved the rights of African-Americans & destroyed segregation. • African-Americans fought for their liberty in the 20th century through Civil Rights groups or individuals such as the NAACP, MLK etc. In <u>comparison</u>, in the 19th century during the Great Migration blacks moved North to escape segregation, the KKK & Jim Crow laws. <u>In both time periods black Americans acted to make life better for themselves.</u> • Living & working conditions: In the 19th century antebellum period blacks were slaves living on plantations where they suffered great mental & physical hardship. After the Civil War blacks were offered 40 acres & a mule. The Freedmen’s Bureau offered support. However, the Black Codes, KKK and Jim Crow laws again fought against the gains blacks made which made life really tough. In <u>comparison</u>, in the 20th century segregation lessened the life opportunities for African-Americans. eg living in Northern ghettoes or sharecropping. The Civil Rights Acts offered new government protection but discrimination still exists. <u>In both time periods African-Americans suffered difficult living & working conditions because of racial discrimination.</u>
Box 8 Questions	<ol style="list-style-type: none"> 1. <i>What did black Americans do in the 19th century to escape segregation?</i> 2. <i>What did black Americans do in the 20th century to fight segregation?</i> 3. <i>What does antebellum mean?</i> 4. <i>What made living and working conditions really tough for black Americans in the 19th century?</i> 5. <i>What are life opportunities?</i> 6. <i>What lessened the life opportunities of African-Americans in the 20th century?</i> 7. <i>What was the main reason black Americans difficult living and working conditions in both the 19th and 20th centuries?</i>

Spanish

Donde vivo

	English:	Spanish:
1	Always I help at home. Sometimes I pass the Hoover and from time to time I set the table.	Siempre ayudo en casa. A veces passo la aspiradora y de vez en cuando pongo la mesa.
2	In my house the tasks are very shared: my mum does the washing and my dad cooks . My brother irons the clothes.	En mi casa las tareas están muy repartidas: mi madre hace la colada y mi padre cocina . Mi hermano plancha la ropa.
3	From my point of view, tidying my bedroom bores me.	Desde mi punto de vista, ordenar mi dormitorio me aburre.
4	Never I cut the grass given that I have allergies.	Nunca corto el césped dado que tengo alergias.
5	I live in Blackpool in the northwest of England.	Vivo en Blackpool en el noroeste de Inglaterra.
6	I carry * many years living here and more and more I like it.	Llevo muchísimos años viviendo aquí y cada vez más me gusta .
7	I love my house since it is big and modern. In my opinion , it is not ugly nor small.	Me flipa mi casa ya que es grande y moderna. En mi opinión , no es fea ni pequeña.
8	My gran lives on a farm with lots of animals. How cool!	Mi abuela vive en una granja con muchos animales. ¡ Qué guay!
9	In my house upstairs we have three bedrooms and a bathroom. In my parent's bedroom, there is a toilet.	En mi casa arriba tenemos tres dormitorios y un cuarto de baño. En el dormitorio de mis padres, hay un aseo.
10	Downstairs there is a kitchen, a lounge and I have an enormous garden with flowers and trees.	Abajo hay una cocina, un salón y tengo un jardín enorme con flores y árboles.
11	I love my bedroom since I have a gigantic bed. Beside my bed there is a wardrobe where I put my clothes. On top of the wardrobe there is a television with a small screen.	Me chifla mi dormitorio puesto que tengo una cama gigantesca. Al lado de la cama hay un armario donde pongo mi ropa. Encima del armario hay una televisión con una pantalla pequeña.
12	My dream house would have not only a private cinema, but also a pool in the garden.	Mi casa de ensueño tendría no solo un cine privado, sino también una piscina en el jardín.
13	If I won the lottery, I would buy an historic castle with impressive views of the sea.	Si ganara la lotería, compraría un castillo histórico con unas vistas impresionantes del mar.
14	There would be a luxurious kennel for my dog and also I would have a garage with new cars.	Habría una caseta lujosa para mi perro y además, tendría un garaje con coches nuevos.
15	If only I had lots of money.	Ojala que tuviera mucho dinero.
16	Always there is a lot to do: you can go to the theme park or you can swim in the sea.	Siempre hay mucho que hacer; se puede ir al parque temático o se puede nadar en el mar.
17	In Blackpool there are lots of clothes shops, there is a big park, a zoo, and there is a beautiful beach.	En Blackpool hay muchas tiendas de ropa, hay un parque grande, un zoo y hay una playa preciosa.
18	This weekend, I'm going to: (to) go to the centre with my friends (to) go shopping (to) dance in the disco (to) travel by train to Manchester (to) sing in the choir (to) swim in the sea (to) visit my grandparents (to) take lots of selfies on Snapchat (to) listen to music	Este fin de semana, voy a: ir al centro con mis amigos ir de compras bailar en la discoteca viajar en tren a Manchester cantar en el coro nadar en mar visitar mis abuelos sacar muchos selfies en Snapchat escuchar música

19	I <u>prefer to live</u> in the countryside given that there is more peace and tranquillity and less pollution.	Prefiero vivir en el campo dado que hay más paz y tranquilidad y menos contaminación.			
20	I <u>hate</u> nature life since I have allergies to lots of plants.	Detesto la vida en la naturaleza ya que tengo alergia a muchas plantas.			
21	I <u>love</u> the city since life is fast and there is a lot of culture.	Me <u>flipa</u> la ciudad ya que la vida es rápida y hay mucha cultura.			
22	<u>In my judgement</u> , the countryside is as interesting as the city.	<u>A mi juicio</u> , el campo es tan interesante como la ciudad.			
23	Time Phrases: always sometimes often rarely never from time to time/occasionally	siempre a veces a menudo raras veces nunca de vez en cuando			
24	I have we have you have you have (plural) he/she has they have	tengo tenemos tienes tenéis tiene tienen			
25	I am we are you are you are (plural) he/she is they are	soy somos eres sois es son			
26	I play we play you play you play (plural) he/she plays they play	juego jugamos juegas jugáis juega juegan			
27	I do we do you do you do (plural) he/she do they do	hago hacemos haces hacéis hace hacen			
28	I go we go you go you go (plural) he/she goes they go	voy vamos vas vais va van			
Present Tense					
29		-ar	-er	-ir	<i>To form the present tense, take off the -ar, -er or -ir and add the following ending on the verb.</i>
	I you he/she/it we you (plural) they	-o -as -a -amos -áis -an	-o -es -e -emos -éis -en	-o -es -e -imos -ís -en	
Future Tense					
30	I you he/she/it we you (plural) they	voy vas va vamos vais van	+ a + infinitive	<i>To form the future tense, you need a part of the verb 'ir' to go plus 'a' plus your infinitive.</i>	

French

	English:	French:
	<i>What is your family like?</i>	<i>Comment est ta famille ?</i>
1	I have the hair long and blonde.	J'ai les cheveux longs et blonds.
2	She has the hair black and braided.	Elle a les cheveux noirs et nattés.
3	I am bald and I wear glasses.	Je suis chauve et je porte des lunettes.
4	I have the eyes green and I have a black beard.	J'ai les yeux verts et j'ai une barbe noire.
5	I have a brother and a cousin but I don't have any sisters.	J'ai un frère et un cousin mais je n'ai pas de sœurs.
6	My mum is quite chatty whereas my sister is very shy.	Ma mère est assez bavarde alors que ma sœur est très timide.
7	My dad is a little lazy however my brother is so active.	Mon père est un peu paresseux cependant mon frère est si actif.
8	I live with my mum and my step-dad because my parents are divorced.	J'habite avec ma mère et mon beau-père car mes parents sont divorcés.
9	I live with my parents and I am an only child. I would like a sister.	J'habite avec mes parents et je suis enfant unique. Je voudrais une sœur.
	<i>What do you do in your free time?</i>	<i>Qu'est-ce que tu fais pendant ton temps libre ?</i>
10	I want that you know that I like to play at the football.	Je veux que tu saches que j'aime jouer au foot.
11	If only there were more time for to do sport with my friends.	Si seulement il y avait plus de temps pour faire du sport avec mes copains.
12	I play at the handball since the age of ten years old. It's great.	Je joue au hand depuis l'âge de dix ans. C'est génial.
13	I don't like neither the basketball neither the golf.	Je n'aime pas ni le basket ni le golf.
14	He plays at the football at the park after school.	Il joue au foot au parc après le collège.
15	In my opinion, I do of the athletics given that it's fun.	À mon avis, je fais de l'athlétisme étant donné que c'est amusant.
16	My mum does of the mountain biking every day.	Ma mère fait du VTT tous les jours.
17	At the weekend, I have sometimes a training.	Le week-end, j'ai quelquefois un entraînement.
18	The weekend next, I am going to do of the swimming.	Le week-end prochain, je vais faire de la natation.
19	Later, my brother is going to do of the horse riding. It will be really exciting.	Plus tard, mon frère va faire de l'équitation. Ce sera vraiment passionnant.
20	On Saturday, I think that I am going to do of the sailing. It will be absolutely fantastic.	Le samedi, je pense que je vais faire de la voile. Ce sera absolument fantastique.
21	From time to time, he wears a jean blue.	De temps en temps, il porte un jean bleu.
22	Usually, at school we wear a blazer black.	D'habitude, au collège on porte une veste noire.
23	According to me, I wear a dress white given that it's fashionable.	Selon moi, je porte une robe blanche étant donné que c'est à la mode.
24	When it's cold, I wear a jacket black.	Quand il fait froid, je porte un blouson noir.
25	If it's snowy, I wear some gloves reds.	S'il neige, je porte des gants rouges.
	<i>What music and films do you like?</i>	<i>Quels musique et films aimes-tu?</i>
26	I love the rap because it makes me to dance.	J'adore le rap car ça me fait danser.
27	I hate the country as it makes me to sleep.	Je déteste la country comme ça me fait dormir.
28	I saw a film of action. I it have loved. I it would recommend.	J'ai vu un film d'action. Je l'ai adoré. Je le recommanderais.
29	I saw a film of sci-fi. I it have hated. It was boring.	J'ai vu un film de science-fiction. Je l'ai détesté. C'était barbant.
30	I go * you go * he/she goes * we go we go * you go (pl) * they go (m/f)	je vais * tu vas * il/elle va * on va nous allons * vous allez * ils/elles vont
31	I do * you do * he/she does * we do we do * you do (pl) * they do (m/f)	je fais * tu fais * il/elle fait * on fait nous faisons * vous faites * ils/elles font
32	I play * you play * he/she plays * we play we play * you play (pl) * they play (m/f)	je joue * tu joues * il/elle joue * on joue nous jouons * vous jouez * ils/elles jouent

Application Tasks

You can complete these tasks in your homework books; these will further challenge your brains. Remember, you won't be able to answer or respond to all the challenges until Week 13, but keep testing and revising and checking.

English: Apply your knowledge

Write a monologue based on the experiences of one character.

Write speech about the 'poor leadership'.

Look/cover/check to learn the key characteristics of each character.

Write a letter to the animals from the farmer, apologising for his behaviour.

Look/cover/check to learn the timeline events for each character.

Look/cover/check to learn 3 quotes per character

Explode 3 quotations to explore the language and what is revealed for each character.

Write an essay exploring the moral and societal messages shown in the novel.

Create a map of the locations in the novel – label their significance.

Write a book review on 'Animal Farm'.

RE: Apply your knowledge

Where is God?

Is death the end?

Can conflict ever be justified?

What does it mean to be a good steward?

How do we know God exists?

Where can we find God?

History: Apply your knowledge.

Box 1	<p>Why do you believe George Washington owned slaves even though he believed in freedom for human beings?</p> <p>Use this video links to help you: https://www.youtube.com/watch?v=C89emPpcv1c</p>
Box 2	<p>Research the abolitionist Fredrick Douglass or the work of Harriet Tubman. Produce a report/information poster on his/her life and work.</p>
Box 3	<p>Create a mindmap showing the life of slaves on a plantation in the Southern United States. Ensure you plan before you start. For example, list aspects of slaves lives. Use these video links to help you. https://www.youtube.com/watch?v=UYqllZ3kdrc https://www.youtube.com/watch?v=fZfcc21c6Uo</p>
Boxes 4 & 5	<p>Create a mindmap showing the effects of the Jim Crow laws on African-Americans. This task needs careful planning. Firstly, it is best to list the ways the lives of black Americans were shaped by the Jim Crow laws. Ensure you add factual details to your mindmap.</p>
Boxes 6 & 7	<p>Listen to the song 'Whitey on the Moon' by the Jazz artist Gil Scott Heron. Explain why you think he wrote this song? The song was written in 1969, the year Neil Armstrong was the first man on the moon. You can search for the lyrics online to help you. https://www.youtube.com/watch?v=goh2x_G0ct4</p>
Box 8	<p>Compare the lives of African-Americans in the 19th and 20th centuries. In what ways were they similar? Explain your answer with reference to both times. It is important to plan your answer</p>

Geography: Apply your knowledge

Create an annotated diagram to explain how tectonic hazards are created.

Discuss the differences between destructive margins and constructive margins.

Create an article about a tectonic hazard not studied in class. Aim to include causes, impacts and responses.

Discuss the factors which influence population growth.

Draw the DTM and describe the differences between Stage 2 and Stage 4 countries.

Create some revision cards or similar to review the knowledge in PP1 (1-20)

Spanish: Apply your knowledge

Explain in Spanish to your guardian what you do to help in the house and how often you do it.

Draw and label your house – inside and outside.

Write a description of your bedroom and include prepositions of place.

Write a song using a least eight different opinions to express your feelings of your house and bedroom.

Describe what your dream house would be like if you won the lottery.

Find a postcard from Blackpool and write to Spanish pen pal describing what you can do here.

Learn the 'Tener Conjugation Song' on YouTube. <https://www.youtube.com/watch?v=eJVbgJvdHZk>

Interview your friends in Spanish and see who can speak in Spanish for the longest.

Write the longest sentence you can in Spanish using conjunctions and time phrases.

Explain the meaning of 'cognate', 'infinitive' 'verb' and 'conjugate' so you can explain it to a Year 7.

French: Apply your knowledge

Introduce yourself in French to a family member, telling them your name, age and what you look like.

Describe your family in a short paragraph.

Learn to conjugate regular –er verbs. <https://www.youtube.com/watch?v=-jiDxiVNjBA>

Write a short letter to a French pen pal describing what you do in your free time.

Write 5 sentences in French stating which sport you do in particular weathers.

Interview your friends in French and see who can speak in French for the longest.

Use a dictionary or an online dictionary to look up 10 adjectives you could use to describe a hobby.

www.dictionary.com

Write about your uniform. What uniform would you prefer to wear?

Research a French musician and write a fact file about him/her.

Learn the 'faire' song. <https://www.youtube.com/watch?v=eh0qRLDDbl>

Weekly Spellings

Week 1

Focus : **able** and **ible** endings

-ible	-able
credible	adorable
edible	agreeable
forcible	breakable
horrible	disposable
indestructible	enjoyable
invincible	enviable
legible	identifiable
possible	manageable
responsible	miserable
reversible	probable
susceptible	reliable
tangible	respectable
terrible	valuable

Notes: **able** endings are more common than **ible** ones.

Challenge: If there is a word you do not understand, look it up in the dictionary.

Weekly Spellings

Week 2

Focus : **ful** suffixes

Typical ful words		-y	
Boast	boastful	beauty	beautiful
Care	careful	bounty	bountiful
Colour	colourful	fancy	fanciful
Doubt	doubtful	mercy	merciful
Faith	faithful	pity	pitiful
Fear	fearful	plenty	plentiful
Hand	handful		
Harm	harmful		
hope	hopeful		
Mouth	mouthful		
Play	playful		
Scorn	scornful		
Shame	shameful		
Thank	thankful		
Wake	wakeful		

Notes:

- Drop the **l** when adding **ful**
- Change **y** to **i** when adding **ful** to words which end in the consonant +y
- **Full, all** and **till** usually drop the second **l** when they are suffixes.

Weekly Spellings

Week 3

Focus : **cian**, **sion** and **tion** endings

cian	sion	ssion	tion
dietician	collision	discussion	attention
electrician	confusion	mission	diction
magician	corrosion	oppression	direction
musician	exclusion	passion	faction
optician	explosion	percussion	fiction
physician	extension	possession	fraction
politician	infusion	profession	reduction

Notes:

- **cian** – where words end in **c** they are usually related to people: common for occupations and identity.
- **tion** – the most common ending.
- **sion** - where the base word ends in **d/de** or **s/se**.
- **ssion** – clear soft 'sh' sound.

Weekly Spellings

Week 4

Focus : **cion**, **sion** and **tion** endings

Ation	Etion	ition	otion	ution
demonstration	Completion	competition	devotion	constitution
education	Deletion	intuition	emotion	contribution
foundation	Depletion	opposition	lotion	distribution
nation	Secretion	petition	motion	pollution
station		position	notion	revolution
translation		repetition	promotion	

Notes:

- **ation** – long **a** is usually followed by **tion**.
- **otion/ution/etion** – the base word usually contains the vowel, clearly pronounced.
- **ution** words are usually longer than three syllables; **usion** words tend to be shorter.

Weekly Spellings

Week 5

Focus : antonym prefixes

In	im	ir	il
inaccurate	immature	irrational	illegal
inactive	immobile	irregular	illegible
inattentive	impatient	irresistible	illiterate
incapable	impolite	irresponsible	
inconvenient	impossible		
incredible	impractical		
indecent	improbable		

Notes:

- in, im, ir and il all mean 'not' or 'opposite of'.
- im precedes words starting with **p** as well as words beginning with **m**

Weekly Spellings

Week 6

Focus : antonym prefixes

Mis	non	un	anti
misbehave	non-drip	unfortunate	antibiotic
miscalculate	non-fiction	unfounded	antibody
miscount	nonsense	unhelpful	anticlockwise
Misfire	non-smoker	unlikely	antifreeze
misfortune	non-starter	unrealistic	antihero
mishear	non-stick	unreasonable	antiseptic
misinform	non-stop		
misplace	non-violent		
misread			
mistake			

Notes:

- **mis** means 'wrong' or 'false'.
- **non** means 'not' or 'opposite of'
- **anti** means 'against'

Weekly Spellings

Week 7

Focus : classical prefixes

Auto	circ	bi	tele
autobiography	circle	biceps	telegraph
autograph	circular	bicycle	telepathy
automatic	circulate	bifocals	telephone
automobile	circumference	bilingual	telescope
autopsy	circumnavigate	biplane	television
	circumstance		

Notes:

- **auto** means 'self'
- **circum** means 'round'
- **bi** means 'two' or 'twice'
- **tele** mean 'distant'

Weekly Spellings

Week 8

Focus : classical prefixes

Trans	micro	aqua	aero
transatlantic	microcosm	aquaplane	aerodrome
transfer	microfilm	aquarium	aerodynamics
translate	microphone	Aquarius	aeroplane
transmit	microscopic	aquatic	
transparent			
transplant			
transport			

Notes:

- **trans** means 'across'
- **micro** means 'small'
- **aqua** means 'water'
- **aero** means 'air'

Weekly Spellings

Week 9

Focus : classical prefixes

Audi	re	prim	super
audible	reconsider	primary	superman
audience	repeat	primate	supernatural
audition	replay	prime	supernova
auditorium	reply		supersede

Notes:

- **audi** means 'hear'
- **re** means 'again'
- **prim** means 'first'
- **super** means 'greater'

Weekly Spellings

Week 10

Focus : common letter clusters

Our	ough	ear
armour	cough	bear
Flour	drought	dear
Hour	enough	dreary
journey	plough	earn
mourn	rough	fear
ourselves	slough	gear
Pour	thorough	hear
Sour	though	hearth
Tour	through	learn
Your	tough	wear

Weekly Spellings

Week 11

Focus : common letter clusters

ight	ice	aus
bright	apprentice	Australia
eight	dice	Austria
fight	mice	because
height	nice	cause
light	notice	claustrophobia
might	police	pause
night	rice	sausage
right	spice	
sight	twice	
tight		

Weekly Spellings

Week 12 and Week 13

Revision and Retrieval

Week 12: You are going to revise all the spellings from week 1 to week 5 and you will be tested on your knowledge of the prefixes, suffixes and general common letter clusters.

Week 13: You are going to revise all the spellings from week 6 to week 11 and you will be tested on your spellings of these key words.

St. George's School Prayer

Loving God,

Thank you for St. George's School and everyone in it.

By the power of your Holy Spirit

Help us to BELIEVE you are with us;

Inspire us to ACHIEVE the best we can;

And lead us to CARE for everyone around us.

We ask this in the name of Jesus Christ, your Son.

Amen

