

## Knowledge Organisers for Year 8

Autumn First Half-Term

### What is a Knowledge Organiser?

A Knowledge Organiser is a place to keep some key information for the topics we are learning about. This may include an important formula, vocabulary, dates or explanations. It is not a complete list of everything we are studying but it *is* a place where we can find the basic information. It is likely that when you first see the Knowledge Organiser you won't understand most of what it is on. Gradually, as you work on the content in lessons it will become more familiar and, over time, you should find that, not only do you understand everything on it, but that you can *remember* everything that is on it and, even better, know how this information relates to what you are studying.

### How do we use our Knowledge Organisers?

We can use our Knowledge Organisers in many ways. The main aim is that we are able to memorise, understand and eventually *apply* all of the information in the Knowledge Organisers. We will do this by:

- using them to refer to in class to support our learning.
- discussing them at home with parents or carers to reinforce our learning and so that others may be involved in what we are learning too.
- using them as learning homeworks that we will have quizzes on in class.
- using them to refer to when completing homework.

### Where will I find the Knowledge Organisers?

Knowledge Organisers will be made available to you via the school website <https://stjosephsbolton.org.uk> (Follow the link under school information to Learning & Teaching – Progression Scales) and your teachers will often send you links to them with your homework on epraise or in your class TEAMS. (You will find out more about these teams over your first year at St Joseph's).

# Art

## LANDSCAPES WORD BANK

Horizon Line - Where the land and the sky meet.

Perspective - a 2D surface showing an image that appears as 3D. It gives the correct impression of their height, width, depth, and position in relation to each other.

Aerial Perspective - Colour and detail is less the further away an object is.

Background - Objects that are furthest away from the viewer.

Mid-ground - Objects that are in the between the foreground and background.

Foreground - Objects that are closest to the viewer.



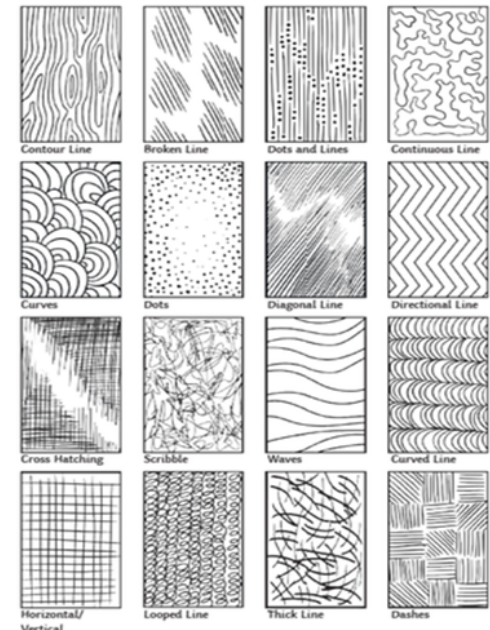
Vincent Van Gogh

Andre Derain

Paul Cezanne

Alice Sheridan

## MARK MAKING



TO SHOW TEXTURE

### Making objects look 3D

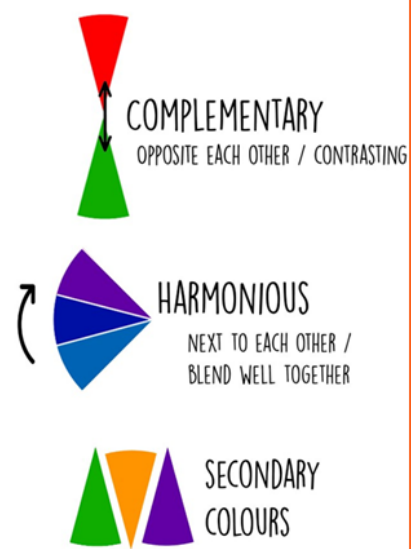
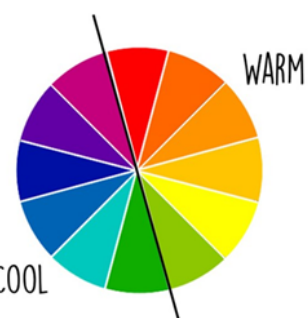
To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

### Art Technique Key Words

Media/Medium	The materials and tools used by an artist to create a piece of art
Technique	The way an artist uses tools and materials to create a piece of art
Composition	Where you place objects on the page
Highlight	The bright or reflective area on an object or piece of art
Shadow/shade	The darker areas within a piece of art or object
Proportion	The size relationship between different parts - eg height compared to width

The Formal Element	Definition
Line	The path left by a moving point, e.g. a pencil or a brush dipped in paint, that can take many forms. e.g. horizontal, diagonal or curved.
Tone	The lightness or darkness of something. This could be shade or how dark or light a colour appears
Texture	The surface quality of something, the way something feels or looks like it feels. There are two types: Actual and Visual.
Shape	An area enclosed by a line. It could be just an outline, or it could be shaded in.
Pattern	A design that is created by repeated lines/ shapes/ tones or colours. It can be manmade, like a design on a fabric or natural, such as markings on animal fur.
Colour	There are 2 types including Primary and Secondary. By mixing any two primary together we get a secondary.

### THE COLOUR WHEEL



**Colour Theory**  
**Primary Colours** are the 3 main colours. They cannot be made, but are used to make all other colours.  
**Secondary colours** are made mixing 2 primary colours.  
**Tertiary colours** are made by mixing a primary and secondary colour together.  
**Complimentary colours** are opposite on the colour wheel.  
**Harmonious colours** are next to each other on the wheel.  
**Tint** - When you add white to a colour to make it lighter.   
**Shade** - When you add black to a colour to make it darker. 





# B-ICT Knowledge Organiser

## Year 8 A1—E-Safety



### E-safety websites:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
<https://www.bbc.co.uk/bitesize/>  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
<http://www.safetynetkids.org.uk/>  
<https://www.childline.org.uk/>  
<https://www.bbc.co.uk/bitesize/>

### Copyright, Creative Commons licenses and Plagiarism



Copyright applies automatically to anything uploaded to the internet. It remains for the life of the creator plus an additional 70 years.

Copyright covers images, text, music, programs, song lyrics, scripts artwork etc. If you want to use anything that you find online, you must seek written permission from the creator.

Creative commons licenses can be applied by creators if they are happy for the work to be used by other in certain situations.

Creative commons licenses are:

**Attribution**—must give credit to the owner

**No Derivatives**—no changes can be made

**Non-commercial**—cannot profit from it.

Copying someone else's work and passing this off as your own is known as plagiarism.



### Online Sexual Harrassment

**"Online sexual harassment is defined as unwanted sexual conduct on any digital platform. It can include a wide range of behaviours using digital content such as images, videos, posts, messages, and pages."**

### Cookies

A cookie is a small text file created when you access a website. These can be used to store your personal preferences or log in details so you don't need to re-enter these details.

### Phishing, spam and viruses

**Phishing** is the act of stealing personal information by sending emails that **appear** to be from legitimate websites, ie, your bank, Paypal, Facebook, Twitter etc. Phishing websites often have spelling mistakes and are not addressed to you personally. Emails from legitimate sources usually will not include links to log on to accounts.

**Spam** is electronic junk mail. It is sent to large amounts of people and is not personalized. Purposes include advertising, phishing, spreading malware.

**A virus** is malicious software that, after running, copies itself into other programs and files on the computer.

Some common types:

- Trojan Horse
- Spyware
- Adware
- Worms



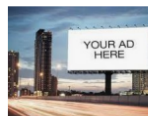
### Sexting

Sexting is when you send a sexual message, photo or video to someone else. It could be a picture of you, but sometimes people send pictures and videos of other people.

### Digital Footprint

A **digital footprint** is the trail of information you leave behind when you use the internet.

Your digital footprint is made by things that are visible such as social media posts from you and other people. This includes photos, status updates, check-ins at locations, online groups and sites that you've liked or joined, and posts from other people that you've shared.



### Billboard Test

if you wouldn't be happy to see it up there, don't post it online!

### Key Terms

**Cyberbullying**—using any form of technology to bully.

**Flaming**—posting or sending offensive messages online.

**Impersonating**—pretend to be another person (to appear to be that person when online).

**Masquerading**—pretend to be someone you are not (for example posting anonymously or with a fake account).

**Browser**—software to access the internet i.e. Chrome, Edge

**Bias**—only giving one side of the story.



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# Design and Technology – Digital Graphics

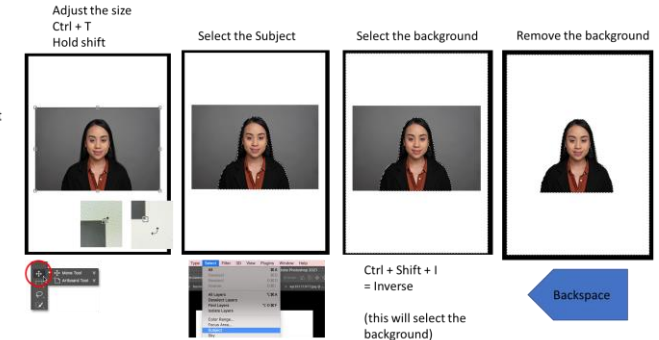
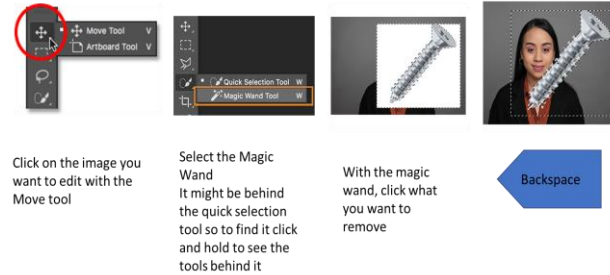
## One of four carousel modules



Keywords	Definitions
Graphics	Graphic design is using Computer software to create images. A graphic designer creates the images that can be published, printed, or electronic media, such as brochures and advertising.
Layer	In Photoshop each layer is one image stacked on top of another to form a complete image.
Brand	A brand is a name, term, design, symbol or any other feature that distinguishes one company to another.
Layout	Layout is the arrangement of fixed items such as image, text and style on a page.
Logo	Logos are images, texts, shapes, or a combination of the three that depict the name and purpose of a business
Client	The client is your customer. The person who will be using what you have created.
Cut	A designer can cut out or crop unnecessary parts of an image to improve framing, highlight a specific subject.
Copy and paste	Copy and paste are commands in a computer as a method of transferring data from one location to another.
Select	A selection isolates part of an image so you can work on that area without affecting the rest of the image.
Typeface / Typography	Typeface means the font. There are various styles on Typefaces (fonts).
Resolution	The detail of an image based on the number of pixels is known as resolution. An image looks clearer when it has a higher resolution.
Pixels	Pixels are square-shaped dots that make a digital raster image. The more pixels an image has, the higher its resolution.
Opacity	Opacity is the transparency of an image. The more transparent and image, the lower its opacity.
Hue / Saturation	Hue is pure color. Saturation is defined by the intensity of color.
JPEG, PNG, PSD,	File Formats. JPEG and PNG (Image that cannot be edited) PSD is the Photoshop Document that you can go back to and edit.
Composition	Composition is the arrangement of design elements that form a whole image.

Remove specific areas with the magic wand

Remove a background on Photoshop



Tool Bar	Select	Edit	File
Move tool	Deselect Ctrl + D	Undo Ctrl + Alt + Z	Open New File > New > Print > A4
Size of image (Ctrl + T) -Hold shift to keep in shape -Enter, when done	Select > Subject (person or object)	Redo Ctrl + Y	Open (Recent) Files > This PC > your area E.g. (21jonesk@st-josephs...)
Magic Wand	Inverse Ctrl + Shift + I (Backspace to remove)	Cut Ctrl + X	Save as SAVE IT IN YOUR AREA (21jonesk@st-josephs...)
Polygonal lasso tool	Size of image (Ctrl + T) -Hold shift to keep in shape -Enter, when done	Copy Ctrl + C	Film images
Eraser	Colour range (Move tool and click on the image first)	Paste Ctrl + V	Robot imagery bank Files > This PC > Students > Year 7 > Design and technology > Graphics > Imagery for Robot me

**Project brief:** Through learning how to use some basic skills in Photoshop, you will create the design for a Popcorn Tub from your choice of film including relevant packaging symbols and components. When your design has been completed, you will be able to assemble it and apply a foil finishing effect.

To practice at home you can use photopea which is a free web based programme.





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# Design and Technology – Food

## One of four carousel modules



### Language for Learning

Diet related illness  
Diabetes type 2  
Obesity  
Coronary heart disease  
Tooth decay  
Sugary carbohydrates  
Starchy carbohydrates  
Saturated fat  
Insulin  
Plaque acid  
Energy balance



### Food Practical Tasks

Bolognese ragu  
Spaghetti carbonara  
Vegetable tart  
Oaty biscuits  
Sweet and sour chicken  
Chicken curry  
Pizza

### Key Practical Skills

Knife Skills  
Vegetable preparation  
Boiling  
Reduction Sauces  
High risk foods  
Shaping  
Baking  
Boiling  
Simmering  
Dough making  
Assembling



Bridge hold



Claw Grip



### Saturated Fats





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# Design and Technology – Resistant Materials

## One of four carousel modules



In this module pupils will be designing and making a wooden trinket box, they will combine traditional and modern techniques and be expected to work in a safe manner at all times.

### Language for Learning

Physical Properties

Working Properties

Hardwoods

Softwoods

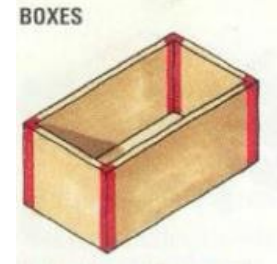
Manufactured Boards

Strength

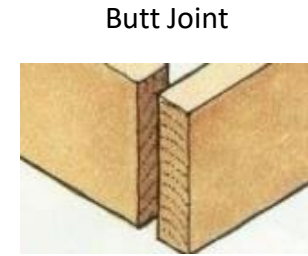
Hardness

Recycling

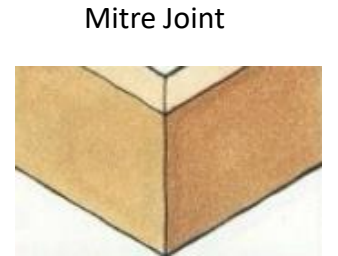
Lifecycle



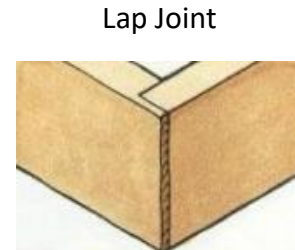
BOXES



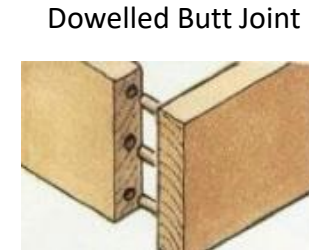
Butt Joint



Mitre Joint



Lap Joint



Dowelled Butt Joint



Finger Joint

### Softwoods



Pine

Spruce

Cedar

Fir

Comes from coniferous trees

This tree is an evergreen (green all year), needle-leaved, cone-bearing tree.

### Hardwoods



Beech

Oak

Ash

Teak

Comes from deciduous trees

This is a broad-leaved tree which loses its leaves in the winter.

### Manufactured Boards



- Sterling Board (OSB)
- Chipboard
- Exterior Plywood (WBP)
- Hardboard
- Medium Density Fibreboard (MDF)
- Laminboard
- Blockboard
- Battenboard
- Birch Ply
- Ply Sheathing

### Questions.

Can you name the machinery shown?

Why is there lots of signage around the workshop?

What does deciduous mean?

What does coniferous mean?

What is the difference between natural and manufactured timber?

What might the benefit be of using a finger joint?

Explain the difference between hardwoods and softwoods.

What do we mean by the term fixtures and fittings?





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# Design and Technology – Textiles

## One of four carousel modules



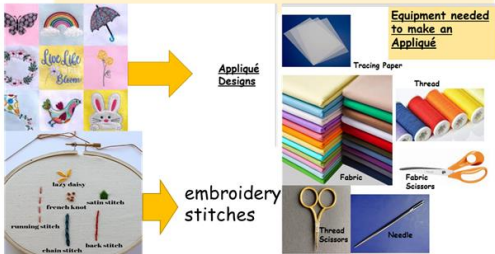
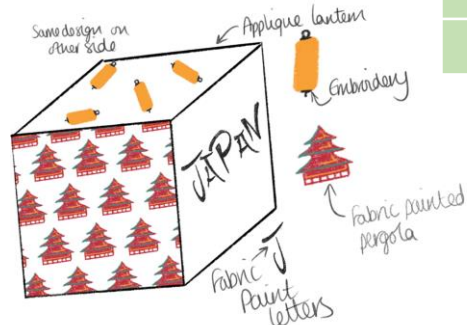
In this project you will consolidate your learning from Year 7- using hand and machine sewing skills. You will complete samples of fabric paint, applique and buttons/beads. Using a design brief you will complete a task analysis and choose a client to design a product for. Using different design techniques such as repeat pattern, 3d and isometric drawing to design your product. Using the knowledge and practical skills you will design and make a weighted door stop.

Key Words	Explanation
Needle	Used with thread to sew fabric together.
Fabric Paint	Applied to the surface of the fabric to add decoration.
Thread	Used with a needle to sew fabric together.
Applique	Layers of fabric applied on top of each other and sewn down.
Fabric Scissors	Used to cut fabric only.
Embroidery	A range of decorative stitches.
Fabric	Used as the main material in textile items.
Pins	Used to hold fabrics together temporarily.
Net	A paper template to produce your 3d object.
Isometric drawing	A method for visually representing three-dimensional objects in two dimensions

## Appliqué

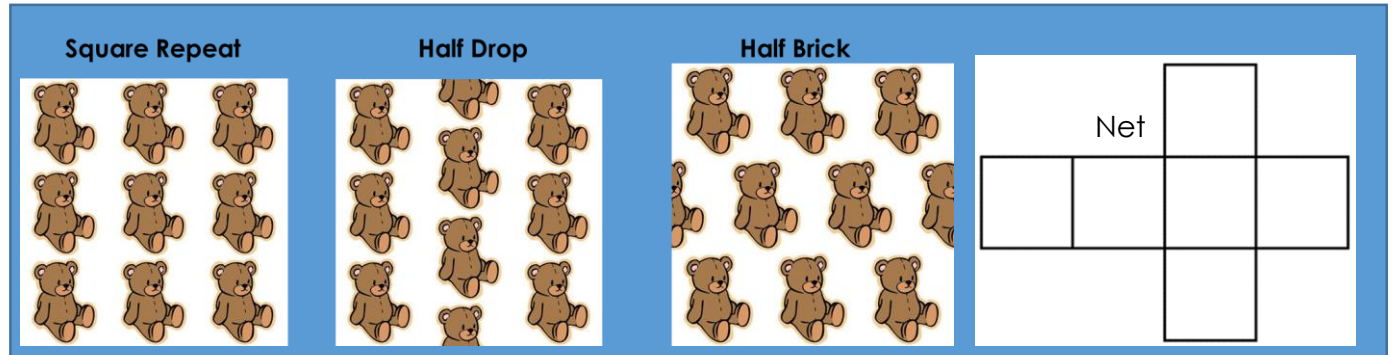
### How to make an Appliqué

1. Choose an Image/Pattern to appliqué
2. Trace Your Image/Pattern onto a piece of tracing paper.
3. Cut Out your Image/Pattern.
4. Secure your Image/Pattern to the fabric using pins.
5. Cut Out your Image/Pattern from the fabric.
6. Secure your cut out fabric to your product.
7. Secure Your Appliqué (Image/Pattern) using pins
8. Stitch your Appliqué
9. Add Any Embellishments.



### What is the history of embroidery?

While embroidery is practiced across the world, its origin stems from China and the Near East. Early embroidery can be traced back to Cro-Magnon days or 30,000 B.C. Archaeological finds from this time period reveals fossilized remains of heavily hand-stitched and decorated clothing



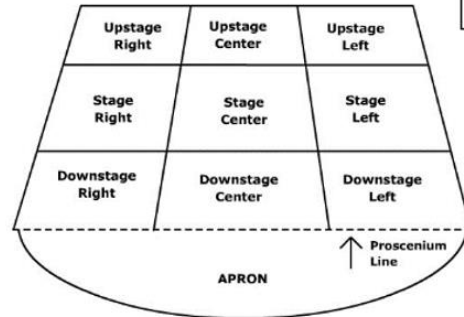
Areas for Assessment	
<b>Creating</b>	The ability to work within a group to create and develop performance work.
<b>Performing</b>	The ability to present a character using physical and vocal skills.
<b>Evaluating</b>	The ability to discuss the qualities of a performance using dramatic language.

Dramatic Mediums to consider when Performing	
<b>Facial Expression</b>	Consider the direction of your eyes and what they say to an audience. What position is your mouth in. Do you need to demonstrate control if this is in slow motion?
<b>Body Language</b>	Open or closed? Are you portraying a strong character who is outwardly focused or a nervous inwardly character?
<b>Gesture</b>	What are they doing with their hands? Can it help the audience understand what is going on?
<b>Use of Voice</b>	Have you considered the words you are going to say? The volume, tone, pitch and use of pause to convey meaning.
<b>Proxemics (space)</b>	Where do the performers stand in the space? Does the distance between characters tell us anything about their relationships?
<b>Audience Awareness</b>	Are the performers positioned in places where the audience can see them fully?

Hot seating, Emotion Memory, Magic If, Given Circumstances, Subtext

**Elements of Drama**

- Script:** the text of the play
- Cast of Characters:** all of the characters, usually portrayed by actors
- Narrator:** the person who tells what happens during the play
- Setting:** the time and place in the play
- Act:** a chapter in a play that contains more than one scene
- Scene:** the action that take place in a single setting
- Dialogue:** the words said by the characters
- Stage Directions:** written instructions telling the actors what to do



DO'S of mime ✓	DON'TS of mime ✗
DO Exaggerate characteristics	DON'T Turn your back on the audience
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Carry on if things go wrong	DON'T Rush through your lines
DO Make eye contact with the character you're talking to	DON'T Be nervous, just try your best!

You will develop your ability to create various styles of performances through improvisation, using given circumstances to direct your performances.



### WINDRUSH CHILD : What will I study?

A young boy is waving goodbye to all he's ever known – his grandmother, palm trees and the shores of his Caribbean home. He and his parents are stepping into an adventure across the ocean in search of something new. Ahead of him are rough waters, the journey is long, but a new beginning is on the horizon. Endorsed by Amnesty, Windrush Child is an essential read for young people. The book teaches about inclusivity and diversity and gives voice to a generation of Children whose stories had often been overlooked. In Windrush Child, Benjamin Zephaniah brings to life an important moment in modern British history, giving voice to the Windrush generation, contextualising the Windrush Scandal, and tracing the terrible impact of the scandal right up to the present day.

### Key Skill: Evaluate

Point (P)	Focus on the statement - reason	I agree that...
Method (M)	Refer to a method and quotation	The writer uses...
Explain (E)	Explain how the method supports your point	This suggests...
Zoom in (z)	Make specific reference to a detail from the method	The use of....
Link / Evaluate (E)	Explain/evaluate how the method further clarifies your point	This further creates a sense of ... through ...

### Core Knowledge: Writing to argue Speaking and Listening. The concept of racial injustice and real-world examples from past and present.

#### DAFOREST persuasive writing techniques

Direct Address	When the writer addresses the reader directly using pronouns such as 'you'/'we'
Alliteration	Using a series of words in succession that begin with the same consonant sound.
Fact	A statement that is true and can be proven.
Opinion	Someone's point of view of/about something. It is not always based on fact or knowledge.
Repetition	To repeat the same word/phrase/sentence more than once for effect.
Rhetorical Question	A question that does not require an answer, usually posed to emphasise an idea/opinion.
Exaggeration	A statement/information that is untrue
Emotive Language	Words deliberately chosen to create emotion in the reader.
Statistics	Factual data in numerical form used to convince the reader. (Either fractions or percentages)
Triple (Rule of three)	A list of 3 adjectives/phrases in succession for effect, usually to emphasise a strong idea.

### Vocabulary

WORD	Definition
injustice	Lack of fairness or justice
Segregation	The action of separating someone or something, to keep people or things apart.
Compassion	To have sympathy or concern for others.
Forgiveness	To forgive, to stop feeling anger.
Oppression	Prolonged cruelty or unjust treatment.
Malevolent	A wish to do harm onto others.
Prejudice	Preconceived negative opinion that is not based on reason or experiences.

### SMSC & BIG QUESTIONS

Do you think it is ever truly possible to achieve equality in every aspect of our lives?

What brings about inequality and how can we overcome it?

### Top Tips

#### Evaluate...

Definitely/  
surely/certainly/

Deliberately/  
cleverly/  
frequently/

Use the key words in the statement to begin your paragraphs.

The writer successfully makes me feel.....

I agree that .....

#### Be Clear...

Especially/  
particularly/notably

Prominently/markedly/  
predominantly

# French

good	bon(ne)
super	chouette
relaxing	relaxant(e)/reposant(e)
great	génial(e)
excellent	excellent(e)
amazing	exceptionnel(le)
interesting	intéressant(e)
fun	marrant(e)
wonderful	merveilleux(euse)
enjoyable	agréable
exciting	passionnant(e)
pleasant	plaisant(e)
funny	rigolo(te)
unbelievable	incroyable
intriguing	fascinant(e)
useful	utile
active	actif(ve)

bad	mauvais(e)
rubbish	nul(le)
boring, dull	ennuyeux(euse)/ barbant(e)
useless	inutile
irritating	énervant(e)
frustrating	frustrant(e)
annoying	embêtant(e)
awful	affreux(euse)
nothing special	rien de spécial
disgusting	dégoûtant(e)
tiring	fatigant(e)
evil	diabolique
a waste of time	une perte de temps
weird	bizarre
strange	étrange
stupid	bête
exhausting	épuisant(e)

## Quels sports fais-tu?

Building longer responses – comment fait-on ça?

Start with a simple sentence = je joue au rugby

Add an opinion – j'aime / je n'aime pas / j'adore / je déteste / je préfère

Give a reason, parce que c'est....

jouer à = to play at      faire de = to do

je joue au golf      je fais du cyclisme

	Le	La	L'	Les
à	au	à la	à l'	aux
de	du	de la	de l'	des

To play = jouer

Je joue	<i>I play</i>
tu joues	<i>you (1) play</i>
il joue	<i>he plays</i>
elle joue	<i>she plays</i>
on joue	<i>we play (familiar)</i>

nous jouons	<i>we play (formal)</i>
vous jouez	<i>you (+1) play</i>
ils jouent	<i>they (M) play</i>
elles jouent	<i>they (F) play</i>

to do = faire\*

je fais	<i>I do</i>
tu fais	<i>you (1) do</i>
il fait	<i>he does</i>
elle fait	<i>she does</i>
on fait	<i>we do (familiar)</i>

nous faisons	<i>we do (formal)</i>
vous faites***	<i>you (+1) do</i>
ils font	<i>they (M) do</i>
elles font	<i>they (F) do</i>



le football le volley-ball le basket-ball le handball le rugby



le tennis le badminton le ping-pong le golf le hockey



le snooker le judo le skate le roller le VTT



le cyclisme l'athlétisme la gymnastique la natation l'équitation

Although a variety of **sports** and games are played and hosted by **France**, the most popular **sports** there are football, tennis, and cycling. Football is considered by many as the **national** game of **France**.

## Sequencing words & conjunctions – link ideas together.

D'abord = firstly

Ensuite = next

Enfin = at last

puis = then

après ça = after that

finaleme nt = finally

et = and

ou = or

mais = but

alors = so

cependant = however

parce que = because





# French – Tu es sportif?

## Frequency

quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
tous les soirs	<i>every evening</i>
tout le temps	<i>all the time</i>
de temps en temps	<i>from time to time</i>
une fois par semaine	<i>once a week</i>
deux fois par semaine	<i>twice a week</i>

## When I do things

en été	<i>in summer</i>
en hiver	<i>in winter</i>
quand il fait beau	<i>when it's good weather</i>
quand il fait chaud	<i>when it's hot</i>
quand il pleut	<i>when it rains</i>
quand il fait froid	<i>when it's cold</i>

## Opinions

J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je deteste	I hate

## The activities I do

Je fais du judo.	<i>I do judo.</i>
Je fais du parkour.	<i>I do parkour.</i>
Je fais du patin à glace.	<i>I go ice-skating.</i>
Je fais du roller.	<i>I go roller-skating.</i>
Je fais du skate.	<i>I go skateboarding.</i>
Je fais du vélo.	<i>I go cycling.</i>
Je fais de la danse.	<i>I do dance.</i>
Je fais de la gymnastique	<i>I do gymnastics.</i>
Je fais de la natation.	<i>I go swimming.</i>
Je fais de l'équitation.	<i>I go horse-riding.</i>
Je fais des promenades.	<i>I go for walks.</i>

## Sports that I play

Je joue ...	<i>I play ...</i>
au basket	<i>basketball</i>
au billard	<i>billiards/snooker</i>
au foot(ball)	<i>football</i>
au hockey	<i>hockey</i>
au rugby	<i>rugby</i>
au tennis	<i>tennis</i>
au tennis de table/ au ping-pong	<i>table tennis</i>
au volleyball	<i>volleyball</i>
à la pétanque/aux boules	<i>boules</i>
sur la Wii	<i>on the Wii</i>

## Useful words I will use

sur	<i>on</i>
en (été)	<i>in (summer)</i>
quand	<i>when</i>
tout/toute/tous/toutes	<i>all</i>
par (deux fois par semaine)	<i>per (twice a week)</i>
d'habitude	<i>usually</i>
d'abord	<i>first of all</i>
ensuite	<i>then/next</i>
puis	<i>then/next</i>

Term	Definition
Birth Rate	Number of births per 1000 of the population
Death Rate	Number of deaths per 1000 of the population
Dense	Lots of people per square kilometre
Economically active	All persons who supply labour for the production of goods and services.
GNP	Gross National Product
HIC	High Income Country - such as UK / USA
Infant mortality	Number of children who die
LIC	Low Income Country - such as Zimbabwe or Ethiopia
Life expectancy	The average period that a person may be expected to live
Migration	The movement of population from one area to another.
Million city	A city with at least a million inhabitants
Population density	Number of people per square kilometre.
Population explosion	A rapid increase in the population
Pull factor	Things that make people want to leave a place - e.g. war.
Push factor	Things that attract a person to a place - e.g. jobs.
Rural	A rural area is an area of countryside.
Rural-urban migration	The movement of people from countryside to city areas.
Sparse	Few people per square kilometre
Urban	A built-up area such as a town or city.
Urbanisation	An increase in the proportion of people living in urban areas compared to rural areas.

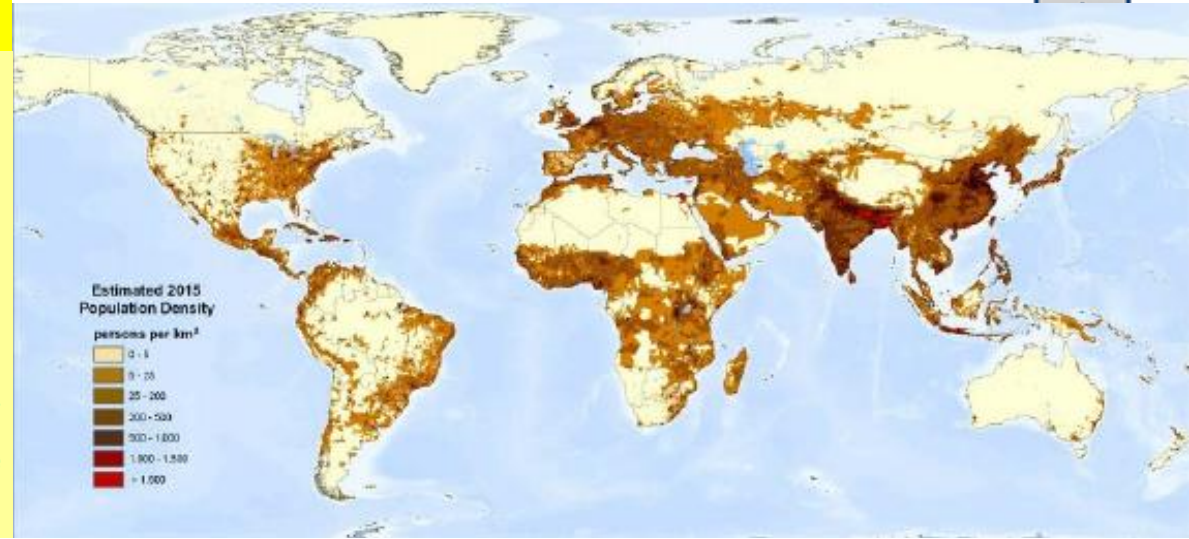
## People Everywhere Knowledge Organiser

### Variations in the distribution of the World population

The world population is not evenly spread across the planet. Some areas are densely populated – such as India & Netherlands (where the darker regions are on the whole map) – whereas other areas are sparsely populated – such as the Sahara desert and northern Canada.

## Population density and distribution

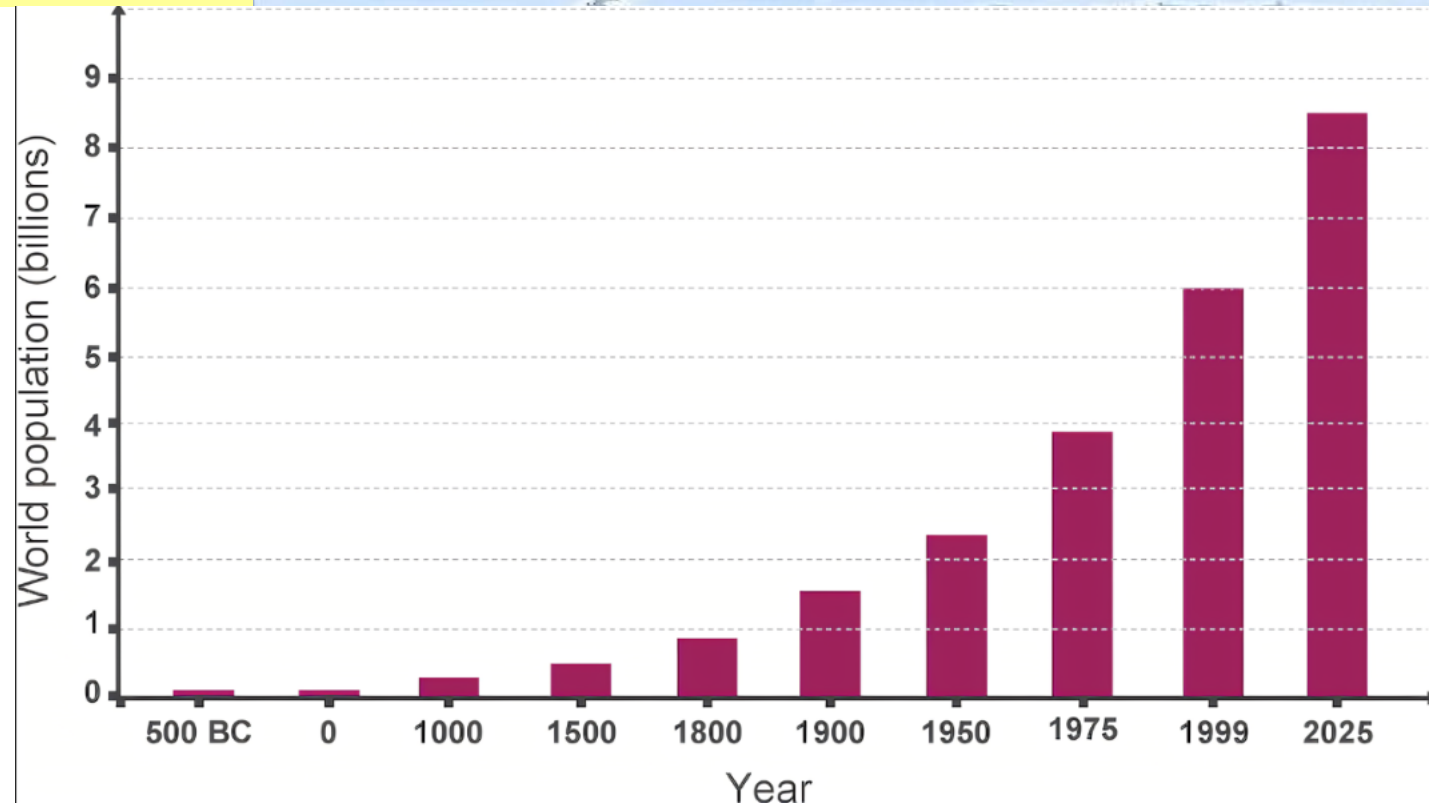
S+J



### Changes in population

The **population** of a country changes over time. These changes are caused by three factors - births, deaths and **migration**. The change in population caused by births and deaths is called **natural change**. The population will get larger or smaller depending on **birth rates** and **death rates**. If the birth rate is higher than the death rate there will be a **natural increase**. If the death rate is higher than the birth rate there will be a **natural decrease**.

Population is also affected by migration. Migration includes both **immigration**, when people move to a country, and **emigration**, when people move away from a country.





# Why do people migrate?

**Migration** is the movement of people from one area to another. This may be temporary or permanent and may be international or within a country.

The decision to migrate is often a difficult one and one taken out of dire need, for safety, or for the hope of a better life. The reasons why people choose to leave one area and go to another are known as **push and pull factors**. Push factors are things which make people want to leave and pull factors are things attracting them to the new location. Often the decision to move from one area to another is based on a mix of both push and pull factors.



## MIGRATION: MEXICO TO USA

**PUSH FACTORS**

- Poor medical facilities
- Low paid jobs
- Poor literacy rates and poor education prospects
- 40% unemployment

**PULL FACTORS**

- Excellent medical facilities
- Well paid jobs
- Good education prospects
- Many job opportunities and much lower unemployment

**IMPACTS ON MEXICO**

- A shortage of economically active people in the countryside
- Gender imbalance as many men are leaving
- Age imbalance younger people migrating, leaving and older population behind
- Mexican migrants send around \$6 billion dollars back to Mexico

**IMPACTS ON USA**

- Illegal migration cost the USA millions of dollars for border patrols and prisons
- Migrant workers keep wages low
- Some cities have cultural and racial tensions
- Lower wages benefit the economy

Many people want to move away from poverty and poor living conditions (push factors) to areas where there are good living conditions and more wealth (pull factors). The USA and Mexico have a long border where both legal and illegal migration occurs. How do you think Brexit might affect European migration to and from the UK?

## The effects of migration

Migration can have consequences for both the host and the source countries and these can be both **positive** and **negative**.

Positive impacts of migration for source country	Negative impacts of migration for source country
Reduction in <b>unemployment</b> .	As the population decreases, so too does the amount of money received from taxation.
Less demand for services such as healthcare in the country due to the now lower population.	Those who leave are often those who are highly skilled and educated, leaving fewer skilled workers in the source country. This is known as 'brain drain'.
Money sent back home from the host country can help boost the source country's economy.	

# History - The Agricultural Revolution



## Key words:

**Revolution** - a sudden and important change in a society

**The Open Field System** - a three field system from the middle ages.

**Three Field Crop Rotation** Field 1 = Wheat; Field 2 = Barley and Field 3 = Fallow

**The Common Land** - Land that was shared by the villagers.

**Enclosure** - the process of enclosing the open fields.

**Poverty** - the poor people.

**Agricultural improvers** - people who brought new farming ideas.

**Selective breeders** - new methods of breeding animals.

**The Propagandists** - people who spread the new farming ideas.

**Turnip Townshend** - who introduced the Norfolk Four Course Crop rotation system.



## Key ideas

### Key ideas

- During the Agricultural Revolution — villages were enclosed which increased the amount of food & allowed more people to leave the countryside & move to towns.
- Turnip' Townshend introduced the Norfolk four-course rotation of wheat–turnips–barley– clover.
- Robert Bakewell used selective breeding to develop the New Leicester sheep.
- Coke of Holkham publicised the new ideas by inviting hundreds of people to his 'sheep shearings' competitions- Coke's Clippings.
- Arthur Young wrote about the new methods.
- The enclosure of the land was good for the country because it meant that the growing population could be fed.
- The countryside became much more productive. The landowners and tenant farmers became wealthy.
- The poor farmers lost their land in the open fields and were forced off the common land and out of their villages
- Some became landless labourers and others moved to the growing towns and cities.



# History - Industrial Movements



**Industrial revolution and life in the factories: Key words**

**Industry** - making raw materials into goods on a large scale

**Factory system** - a new method of making goods using new machinery

**Mills** - factories that spun and wove cotton cloth

**Pauper Apprentice** - orphan children who were sold by orphanages and workhouses to work in the factories

**Steam power** - the new method of driving the factory machinery

**Inventions** - new machines invented to spin and weave cotton, including the spinning jenny, the flying shuttle, the water frame and the power loom

**The industrial revolution and life in the factories: Key ideas**

- The industrial revolution ended the domestic system, using the new power of steam and new machines to produce goods in factories.
- Workers moved from the countryside to the towns, to take jobs in the factories, especially the textile mills. Conditions in the factories and mills were harsh:-
  - Long working hours: 14 hours a day, longer in busy periods.
  - Low wages: all workers were paid badly with women and children paid much less than men
  - Pauper Apprentices - were not paid and were often treated cruelly: there was frequent "strappings"; other punishments included hanging iron weights around children's necks or hanging them above machinery
  - For adults there was a system of fines: for talking or whistling, being late or having dirt on a machine etc.
  - Frequent accidents: from forcing children to crawl under dangerous, unguarded machinery & long hours meant exhausted children had accidents.
  - Health: cotton thread had to be spun in damp, warm conditions. Going straight out into the cold night air led to many cases of pneumonia. The air was full of dust, which led to chest/breathing problems.
  - Living conditions in the towns and cities were terrible, leading to sickness and disease.

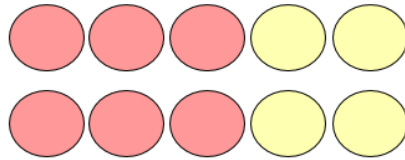


**Representing a Ratio:**

For every 2 yellow there are 3 red



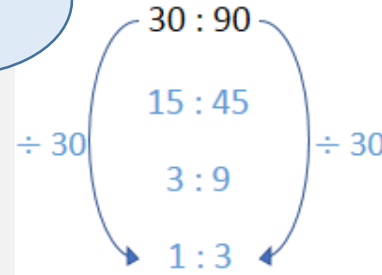
Yellow	2	4	6
Red	3	6	9



All diagrams show the ratio of yellow to red as 2 : 3

Ratio, Proportion,  
Order, Part,  
Equivalent, Factors,  
Scale

**Simplify Ratio:**



Always make sure the units are equal before trying to simplify.

Your final answers should be integers

**What should I be able to do?**

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

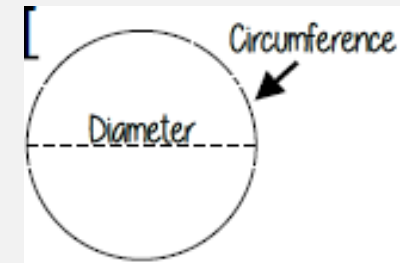
**Challenge:**

Using the digits 0 to 9, no more than once, complete this ratio with a unit rate that has the greatest possible value

$$\square : \square = \square \square : \square$$

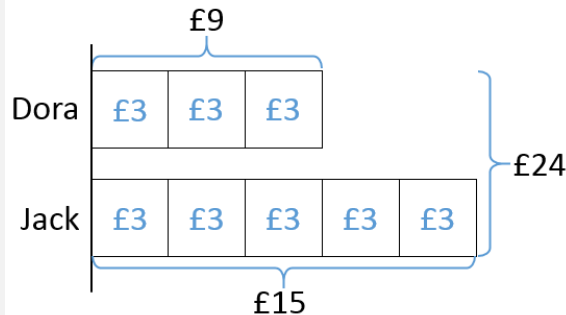
**Circumference of a circle:**

The ratio of a circles' circumference to it's diameter is 3:1



**Share a whole into a given ratio:**

Dora and Jack share £24 in the ratio 3 : 5  
How much money do they each receive?



Calculations

$$£24 \div 8 = £3$$

$$3 \times £3 = £9$$

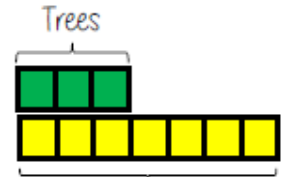
$$5 \times £3 = £15$$



Ratio as a fraction

Trees: Flowers

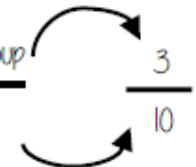
3 : 7



There are 3 parts for trees

Fraction of trees

Number of parts of in group  
Total number of parts





### What should I be able to do?

- Solve problems and explain direct proportion
- Use conversion graphs to make statements, comparisons and form conclusions
- Understand and use scale factors for length

**Direct Proportion:** As one variable changes, the other changes at the same rate. **This is a multiplicative change.**

A recipe for 6 pancakes uses 300 ml of milk.

How much milk is needed to make 3 pancakes?

For every 6 pancakes there is 300 ml of milk.  
 $\div 2$  ↓                       $\div 2$  ↓  
 For every 3 pancakes there is 150 ml of milk.

How much milk is needed to make 18 pancakes?

Pancakes : Milk

$\times 3$   $\left( \begin{array}{l} 6 : 300 \text{ ml} \\ 18 : 900 \text{ ml} \end{array} \right) \times 3$

This multiplier acts in the same way as with ratio

Proportion, Variable, Approximation, Scale Factor, Currency, Conversion, Axes

### Maths Autumn Term 1b

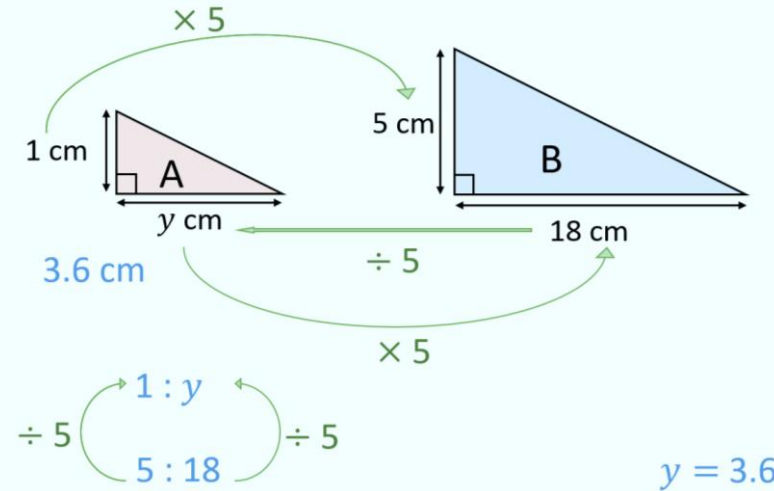
### MULTIPLICATIVE CHANGE



**Similar Shapes:** Angles in similar shapes do not change

Triangles A and B are similar.

Work out the length of the side marked y.



### Interpret maps with scale factors:

1 cm on the map is 25 000 cm in real life.

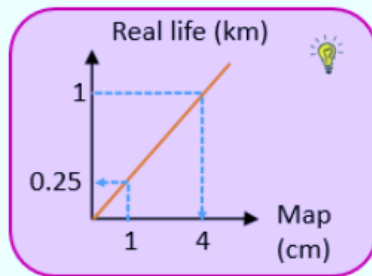
1 cm : 25 000 cm

$1 : 2.5 \times 10^4$

1 cm : 250 m

1 cm : 0.25 km

4 cm on the map is 1 km on the ground.



Ratios need to be in the same units

### Conversion Graphs: Compare two variables



Always a straight line because as one variable changes so does the other at the same rate

Labelling of both axes is vital

To make conversions between units you need to find the point to compare – then find the associated point by using the graph

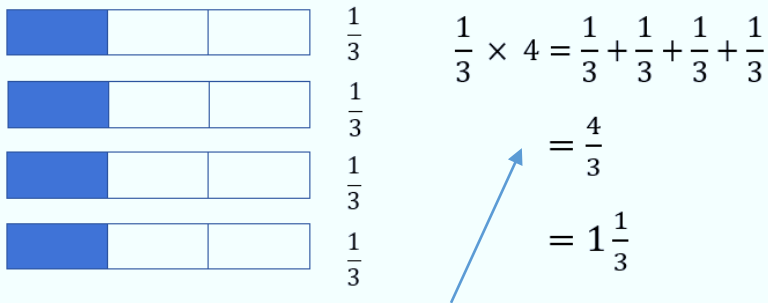
### Conversion between currencies:



Currency can be converted using a conversion graph.

It is directly proportional

## Repeated addition = multiplication by an integer:



When adding fractions with the same denominator, add the numerators

## What should I be able to do?

- Carry out any multiplication or division using fractions and integers

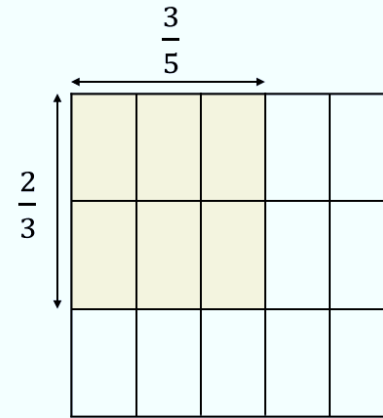
Numerator,  
Denominator,  
Whole,  
Commutative,  
Dividend, Divisor,  
Quotient, Reciprocal

Maths Autumn Term 1c

## MULTIPLYING AND DIVIDING FRACTIONS



## Quick Multiplying:



Use a diagram or multiply the numerators and multiply the denominators.

Make sure you check to see if the answer can be simplified

$$\frac{3}{5} \times \frac{2}{3} = \frac{6}{15} = \frac{2}{5}$$

## Dividing Fractions:

$$\frac{1}{3} \div \frac{7}{8} = \frac{1}{3} \times \frac{8}{7} = \frac{8}{21}$$

Multiplying by the reciprocal gives the same answer.

$$10\frac{5}{8} \div 1\frac{2}{3}$$

$$= \frac{85}{8} \div \frac{5}{3}$$

$$= \frac{85}{8} \times \frac{3}{5}$$

$$= \frac{255}{40}$$

$$= \frac{51}{8}$$

$$= 6\frac{3}{8}$$

Don't forget to simplify and convert back to a mixed number

## Multiplying by cancelling down:

$$\frac{5}{2} \times \frac{3}{4}$$

the 3 and 6 have a common factor and can be simplified

$$= \frac{5 \times 1}{2 \times 4}$$

This works because multiplication is commutative

$$= \frac{5}{8}$$

**The Reciprocal:** When you multiply a number by it's reciprocal the answer is always 1

$$3 \times \frac{1}{3} = \frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$$

The reciprocal of 3 is  $\frac{1}{3}$  and vice versa

**Challenge Question:** Using the digits 1 to 9, at most once, fill in the boxes to make a true statement

$$\frac{\square}{\square} \times \frac{\square}{\square} = \square \frac{\square}{\square}$$



# Music – Keyboard skills / Ostinatos



Pitch	High	The <b>highness</b> or <b>lowness</b> of a sound.	
	Low		
	Stepwise		Moving one note at a time
Articulation	Leap	Jumping to the next note.	
	Smooth	Playing notes in a long, smooth way	
	Legato		
Detached	Playing notes in a short, detached, spiky way.		
Dynamics	Staccato	The volume of the music. Italian music terms are used to describe this.	
	Loud		
	Soft		
	<i>pp</i> pianissimo		Very quiet
	<i>p</i> piano		Quiet
	<i>mp</i> mezzo piano		Moderately quiet
	<i>mf</i> mezzo forte		Moderately loud
	<i>f</i> forte		Loud
	<i>ff</i> fortissimo		Very loud
	Crescendo		Gradually getting louder
Diminuendo	Gradually getting quieter		

## Key word bank

Tempo	Fast	The speed of the music. Italian musical terms are used to describe this.	
	Slow		
	Lento		Slow
	Andante		At a medium (walking) pace
	Moderato		At a moderate speed
	Allegro		Fast
	Accelerando (accel)		Getting faster
Duration	Rallentando (rall)	Getting slower	
	Long	The length of a sound or note	
Short			
Texture	Thin texture	A solo or small number of instruments	
	Thick texture	Lots of instruments.	
Timbre	Sonority	Instrumentation – the unique sound or tone quality of different instruments, voices or sounds.	
	Instrumental sound		

Peer feedback prompts

WWW                      EBI  
 What went well...      Even better if...

Self-reflection  
 What step are you working at?  
 What do you need to do to achieve the next step?

Note names and durations  
 Quaver Crotchet Minim Semibreve

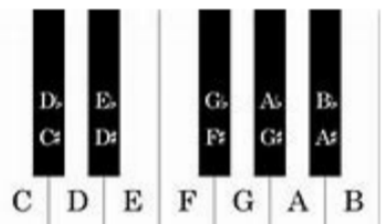
½ beat      1 beat      2 beats      4 beats

Major = ☺ Minor = ☹

Dissonance –  
Notes that clash together to create suspense

Accelerando –  
When the music gradually gets faster

Riff/Ostinato – A repeated pattern



Accent symbol – Emphasise the notes

A E B E G A E    C E D E B C E    A E B E G A E    C E D E B C B

**Key Skills:**

- Controlling the ball – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.
- Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.
- Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.
- Turning with the ball and outwitting a defender – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.
- Shooting – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.
- Heading – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.
- Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.

Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot.

**Basic Rules**

1. Game is started by kicking the ball from the centre spot.
2. The U12 game has 9 players – goalkeepers, defender, midfielders and attackers.
3. Referee and two assistants with officiate the game.
4. If a ball goes over a touch line a throw in is taken (kick in on the astroturf). If an attacker kicks over the goal line it is goal kick and if a defender kicks it over the goal line it is a corner.
5. To score the ball must cross the opposition's goal line.
6. The offside rule also applies where an attacker is in front of all opposing defenders when the ball is kicked.



# PE Department – Year 7 Netball



## Key Skills:

**Passing and receiving** –including chest pass, bounce pass, shoulder pass and overhead pass.

**Attacking** – getting free from an opponent in order to receive the ball. Includes sprinting, dodging and changing direction.

**Shooting** – With one hand under the ball and the other steadying it at the side, keep your eyes on the hoop, bend your knees and push the ball with the fingers.

**Defending** – Marking your opposite player both with and without the ball.

**Footwork** – You must land with a 1-2 landing or with 2 feet. You must then not move the landing foot.

## POSITIONS

**Goal Shooter (GS)** – Can only play in their attacking goal third. Marks the GK.

**Goal Attack (GA)** – Plays in the goal third and centre third. Marks the GD.

**Wing Attack (WA)** – Plays in the centre third and their teams attacking third. Marks the WD.

**Centre (C)** – Only player to be able to play in all 3 thirds. Marks C.

**Wing Defence (WD)** – Plays in centre third and their defending third. Marks the WA.

**Goal Defence (GD)** Plays in the centre third and their defending third. Marks the GA

**Goal Keeper (GK)** Can only play in their defending goal third. Marks the GS

## Key content and Terms to learn

Passing and receiving

Shooting

Attacking

Defending

Footwork

Contact

Dodging



**Rules:** The game starts with a centre pass and the ball must be caught in the centre third. You must comply with the footwork rule e.g. a 1-2 landing.

You only have 3 seconds to release the ball.

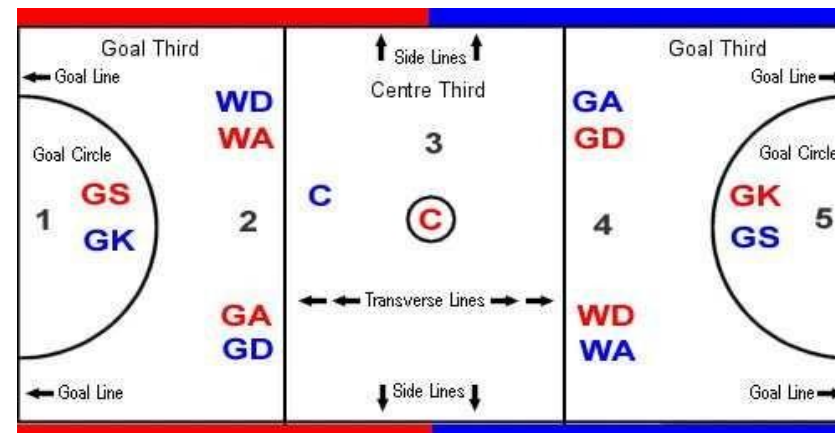
When defending you must be 1 metre away from the player.

There must be no contact with an opposing player.

Only GS and GA may score a goal.

You must stay in the correct area of the court for your position Teams take it in turns to take a centre pass.

The ball must be touched in each third of the court.



## Take your learning further

- Watch an international or super league game of netball online. You could use [England Netball | Home](#)
- Draw a court and mark on the positions for 2 teams in different colours.

# PE Department - Fitness



## Key Skills: Components of Fitness/ Tests for Components of Fitness:-

**Muscular endurance-** The ability to use muscles repeatedly for a long period. 1 Minute Sit-Up Test &

1 Minute Press-Up Test

**Cardiovascular/Aerobic Endurance** - Being able to exercise the whole body for a long period using oxygen and nutrients efficiently. Cooper 12-Minute Test; multi stage & Harvard Step Test

**Muscular Strength-** The amount of force that muscle produces in one contraction. Grip Dynamometer

**Flexibility-** The range of movement possible at a joint. Sit and Reach Test **Body Composition-** The measure of how much of your body is made up of fat-free mass, vital organs and fat. Body Mass Index

**Agility-** The ability to change direction at speed (quickly) without losing balance. Illinois Agility Run Test

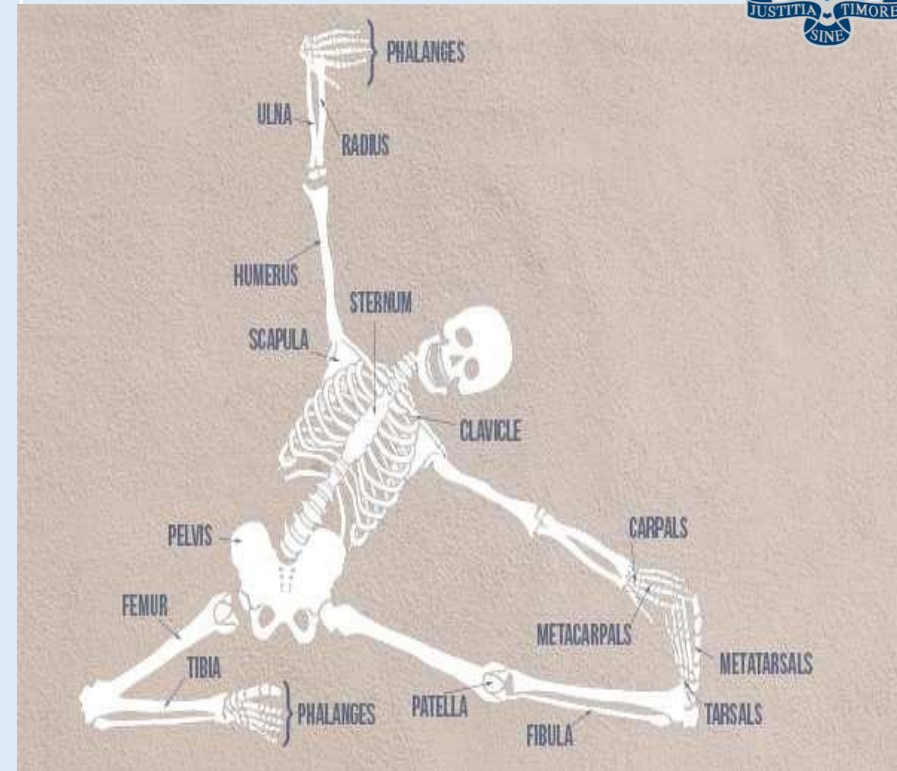
**Balance-** The ability to maintain centre of mass over a base of support. Stork Balance Test

**Co-ordination-** The smooth flow of movement needed to perform a motor task efficiently and accurately using two or more body parts together.

Alternate Hand Wall Toss Test

**Power-** Speed X Strength Vertical Jump Test

**Reaction time-** How quickly someone can react to a stimulus. Ruler Drop Test **Speed-** How quickly an object or human moves from 'A' to 'B'. 30m/40m Sprint Test



## Stretch and Challenge Task:

Link the Components of fitness to specific Sports/activities.

Describe Training that could be undertaken to improve components of Fitness

## Key Content and Terms to learn:

Endurance; Aerobic; strength; Flexibility; Agility; Balance; Coordination; Power; Reaction Time; Speed and Body Composition.



## Glossary of Key Vocabulary

**Bible** – From the Latin *Biblos*; the Christian holy book also called the Word of God.

**Old Testament** – the first section of the Bible containing the story of Creation, the history of the Israelites and the prophecies of Jesus.

**New Testament** – the second section of the Bible containing the life and teachings of Jesus and the early church.

**Gospels** – means ‘good news’ – the books of Jesus’ life written by Matthew, Mark, Luke and John.

**Prophecy** – a message from God to his people.

**Deuterocanonical** – the 7 extra books in a Catholic Bible.

**Pope** – the head of the Roman Catholic Church.

**Apostolic Succession** – the unbroken line of popes from St Peter to the Pope Francis today.

**Magisterium** - the teaching authority of the Roman Catholic Church, made up of the Pope and Bishops.

**Catechism** - the summary of the doctrine (principles) of the Roman Catholic Church.

**Laity** – ordinary baptised members of the church.

**Vocation** – a divine call to God’s service or the Christian life.

**Disciple** – a follower of Jesus.

**Canonisation** – when the Pope declares someone a saint.

# Year 8 RE

## Autumn 1 – The Bible and Church

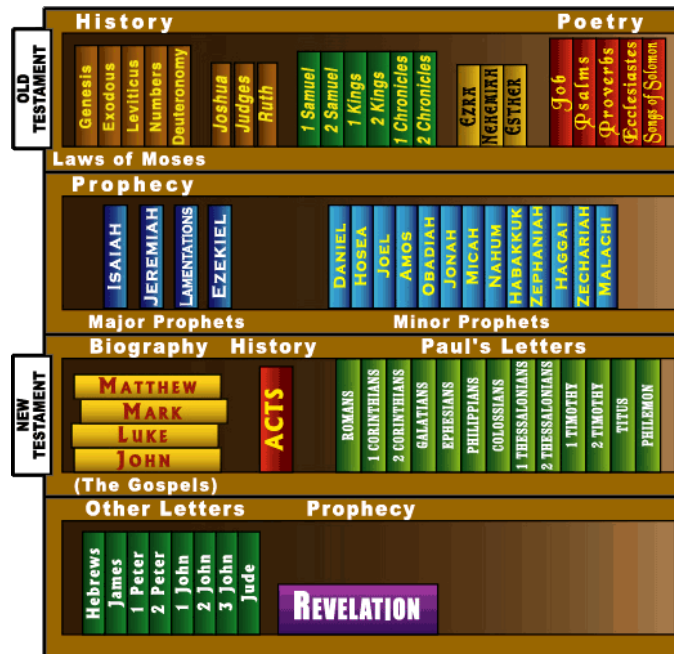


### Overview

This half term you will learn all about the origins and importance of the Bible for Christians and how the magisterium helps Catholic Christians understand the Bible today. You will learn about how the teachings of the Bible lead people to have a vocation in life, considering the examples set by our form patrons.

### Key Sources of Wisdom and Authority (Religious Teachings):

- “All scripture is God breathed.” (2 Timothy 3:16)
- “You are Peter and on this rock I will build my church.” (Matthew 16:18)
- “Go and make disciples of all nations.” (Matthew 28:19)



### Checklist of what you will learn this half term:

- The Bible; what it is, how we use it, where it came from and its importance today.
- Apostolic Succession
- The Magisterium and Catechism
- The role of priests and nuns in the Catholic Church
- Vocation
- Form Patrons



Below are some important safety rules, which should always be followed in a laboratory (lab)

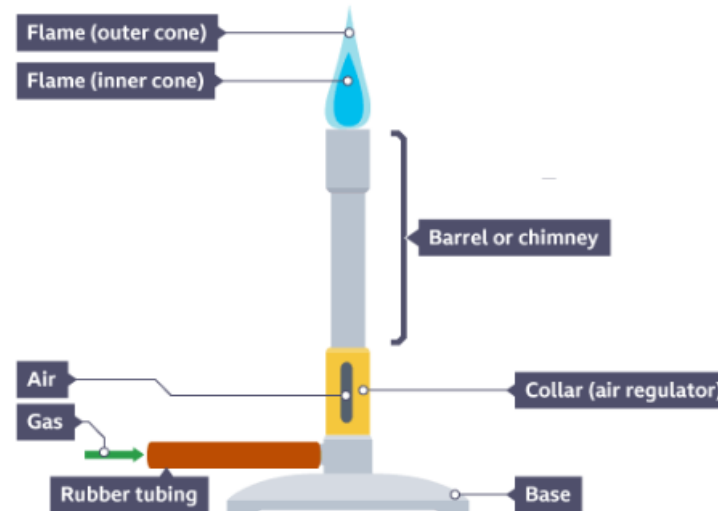
- Always wear eye protection during a practical.
- Carry out a practical while standing up.
- Do not eat or drink in the laboratory.
- Tie long hair back and tuck loose clothing in during practicals.
- If something is spilled or broken, tell the teacher.
- Ensure that the floor and work space is clear of obstacles.

Hazard symbols show people how dangerous a chemical is, and what care should be taken when handling them.

Symbols can be used all over the world and are immediately recognisable, so it does not matter which language is used



## Bunsen burner



Air hole	Flame	Use
Fully open	Roaring flame	Heating strongly
Partly open	Blue flame	Heating gently
Closed	Safety flame	When not in use

**How to use a Bunsen burner:**

1. Make sure there are no breaks or holes in the gas hose.
2. Put the Bunsen burner on a heat-resistant mat, making sure it isn't near the edge of the bench.
3. Turn the collar to ensure the air hole of the Bunsen burner is closed.
4. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
5. Turn on the gas at the gas tap, and the Bunsen burner will burn with a yellow flame.
6. Extinguish the splint and place it on the heat-resistant mat.



**Independent variable:** The variable that you change

**Dependent variable:** The variable that is measured

**Control variable:** A variable that should be kept the same

**Prediction:** What you think your results will show and why.

**Risk assessment:** Identify hazards, the harms they can do and how you will minimize any risks in a practical investigation.

**Method:** Step-by-step instructions for how to carry out a practical investigation.

**Results table:** As the practical is carried out, write the results in a table.

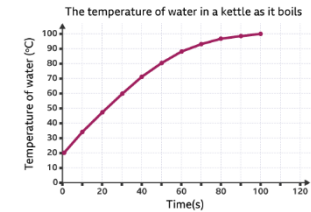
**Anomalies:** result that is much higher or lower than the general pattern

### Calculating a mean

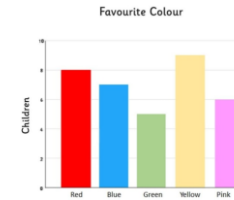
1. Check for anomalies – circle them and ignore
2. Add up the remaining results for that value
3. Divide the total by the number of results

The most common ways of presenting data in science are:

- A **line graph** should be used when the independent and dependent variables are continuous.



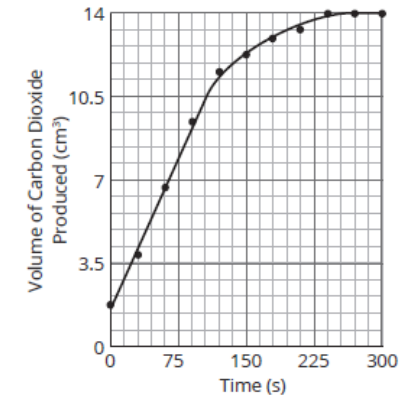
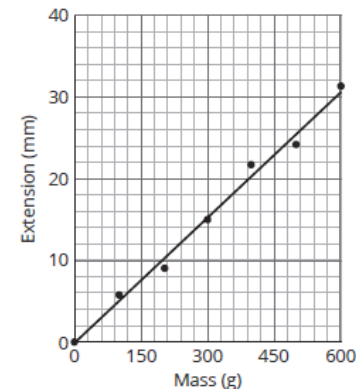
- A **bar chart** should be used if the independent variable is discontinuous.













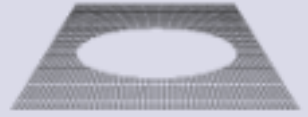
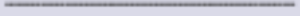
Once points have been plotted for a line graph, draw a **line of best fit:**

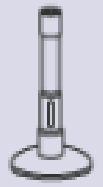
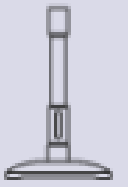






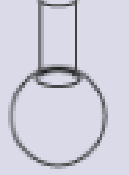

- ✓ Does NOT have to go through 0,0
- ✓ The line should be drawn through as many points as possible,
- ✓ Equal numbers of points above and below the line.
- ✓ Anomalies should be ignored.
- ✓ It may be straight

or curved



Diagrams are used when drawing practical equipment to make it easier to recognize, and quicker to draw

Name of apparatus	Drawing	2D cross section diagram
Beaker		
Test tube		
Conical flask		
Measuring cylinder		
Tripod		
Gauze		

Name of apparatus	Drawing	2D cross section diagram
Bunsen burner		
Evaporating basin		
Filter funnel		
Condenser		
Round-bottom flask		



# Science– chemical reactions

## Conservation of mass

During a chemical reaction, the atoms are rearranged. There is NO creation or destruction of matter, and so there is no creation or destruction of mass

$$\text{Total mass of reactants} = \text{total mass of products}$$

In chemical reactions where a gas is involved, it may appear that there has been a change in mass...

If a reactant is a gas, it will appear that the mass of the products has increased. An example of that is metal + oxygen  $\rightarrow$  metal oxide

If a product is a gas, it will appear that the mass of the products has decreased. An example of that is metal + acid  $\rightarrow$  metal salt + hydrogen

## Incomplete combustion

Limited oxygen available

Air hole closed on a Bunsen burner

Less energy released

The fuel burns incompletely



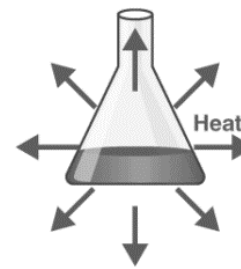
## Complete combustion

Plenty of oxygen available

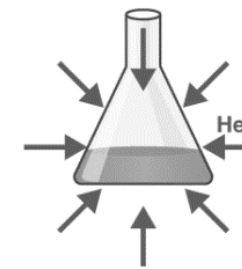
Air hole open on a Bunsen burner

More energy released

The fuel burns completely



**Exothermic**



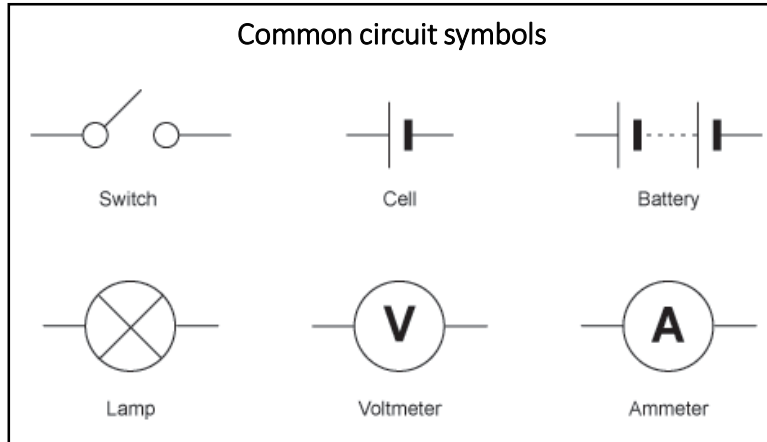
**Endothermic**

Keyword	Meaning
Reactants	Substances at the beginning of a chemical reaction (before arrow in a word equation)
Products	Substances at the beginning of a chemical reaction (after arrow in a word equation)
Endothermic	Chemical reaction that takes in energy from the surroundings, the temperature decreases
Exothermic	Chemical reaction that releases energy to the surroundings, the temperature increases
Catalyst	A substance that increases the speed of a reaction, without being used up or changed itself
Combustion	When a fuel burns, an example of an exothermic reaction
Complete combustion	When a fuel burns in plenty of oxygen. This releases carbon dioxide and water Fuel + oxygen $\rightarrow$ carbon dioxide + water
Incomplete	When a fuel burns when there is a limited supply of oxygen. This also releases carbon monoxide and carbon (in the form of soot)
Thermal decomposition	When a substance breaks down when heated, an example of an endothermic reaction Metal carbonate $\rightarrow$ metal oxide + carbon dioxide





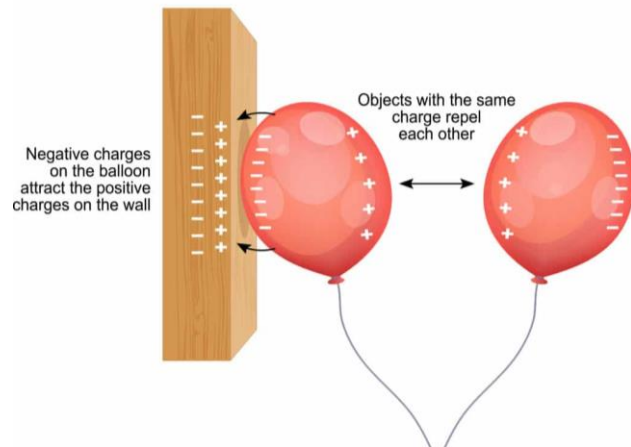
# Science – electricity



## Static electricity

Electrons can move from one substance to another when objects are rubbed together. You may have done this with a party balloon: if you rub a balloon on your sweater, you can get the balloon to stick to the wall or to your hair. This is because of static electricity...

- Like charges repel
- Opposite charges attract



Series	Parallel
Components arranged in a single loop	Components arranged on branches
If one component breaks, all the others will go off	If one component on a branch breaks, the components on other branches still work
Current is the same everywhere	Current is shared amongst the branches
Potential difference of the cell(s) is split across the components	Potential difference of the cell(s) is the same on each branch

Keyword	Meaning
Current	A measure of the rate (speed) of charge (electrons) flowing through a circuit. Measured in Amps – using an ammeter
Potential difference	The difference in energy between two parts of a circuit. Measured in Volts – using a voltmeter
Resistance	A measure of how hard it is for charge to flow. Measured in Ohms

**Revision section**

**Important verbs**

- Soy - I am
- Eres - you are
- Es - he / she is
- Tengo - I have
- Tienes - you have
- Tiene - he / she has

**SKILLS**

**Writing better sentences**

Make your sentences matter by using:

- connectives (**y, pero, o, también, porque**)
- intensifiers (**muy, bastante, un poco**)
- sequencers (**primero, luego**)
- expressions of frequency (**a veces, normalmente**).

# Año 8 - Mi casa

**¿Dónde vives?**

Where do you live?

**¿Vives en un piso o en una casa?**

Do you live in a flat or a house?

**¿Cómo es tu casa?**

What is your house like?

**¿Dónde está tu casa?**

Where is your house?

**¿Qué hay en tu casa?**

What is in your house?

**Vivo en Bolton**

I live in Bolton

**Vivo en una casa.**

I live in a house.

**Mi casa es grande y bonita.**

My house is big and pretty.

**Mi casa está en el campo.**

My house is in the countryside.

**Hay una cocina, y tres dormitorios.**

There is a kitchen and 3 bedrooms.

Present tense verb endings			
Person	AR	ER	IR
I	o	o	o
You	as	es	es
He/ she / it	a	e	e
We	amos	emos	imos
You (you lot)	áis	éis	ís
They	an	en	en



**The points of the compass**  
 Norte – nordeste / noroeste  
 Este  
 Sur – sudeste/ suroeste  
 Oeste

## Spanish Speaking Nations



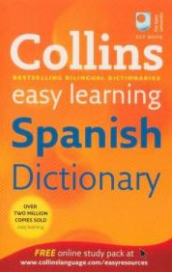
Estar	To be – WHERE
Estoy	I am
Estás	You are
Está	He / she /it is
Estamos	We are
Estáis	You all are
están	They are

**Connectives**  
 Y - and  
 Pero - but  
 También - also  
 Porque - because  
 o- or

**Qualifiers**  
 No muy - not very  
 Muy - very  
 Bastante - quite  
 Un poco - a bit  
 Demasiado - too

**How often and when**  
 Todos los días - every day  
 A veces - sometimes  
 Nunca - never  
 Primero - firstly  
 Luego - then

Hola, me llamo Pablo. Vivo en España. Vivo con mi familia. Vivo en un piso muy grande en el centro de Madrid. Me gusta mi casa porque es grande y bonita pero no tiene jardín y no tiene garaje. Hay una cocina, dos baños y 4 dormitorios.



## Year 7 revisited

Numbers 1-100  
Personal information  
Hobbies  
Family  
School  
House

## Grammar

Articles  
Adjectives - agreement & word order  
Present tense - AR/ ER / IR  
Irregular verbs - tener / ser/ ir  
Stem-changing verbs - jugar



## Año 8 - Mi ciudad



**¿Qué hay en tu ciudad?**

What is there in your city?

**¿Qué haces en la ciudad?**

What do you do in the city?

**¿Qué vas a hacer?**

What are you going to do?

**¿Te gusta tu ciudad?**

Do you like your city?

**En mi ciudad hay un polideportivo.**

In my city there is a sports centre.

**Voy al cine en la ciudad.**

I go to the cinema in the city.

**Voy a salir con mis amigos.**

I am going to go out with my friends.

**Sí, me gusta porque hay muchos museos.**

Yes, I like it because there are lots of museums.

## Most important verbs

IR – to go

## Present tense

Voy – I go

Vas – you go

Va – he / she goes

Vamos – we go

Vais – Youse go

Van – they go



<b>es</b> la una	y cinco
<b>son</b> las dos	y diez
son las tres	y veinte
son las cuatro	y veinticinco
son las cinco	y cuarto
son las seis	y media
son las siete	
son las ocho	menos veinticinco
son las nueve	menos veinte
son las diez	menos diez
son las once	menos cinco
son las doce	menos cuarto

## ¿Qué hay en tu ciudad? What is there in your town?

Hay...	There is...	una universidad	a university
un castillo	a castle	En...	In...
un centro comercial	a shopping centre	mi barrio	my neighbourhood
un estadio	a stadium	mi ciudad	my town, my city
un mercado	a market	mi pueblo	my village, my town
un museo	a museum	No hay museo.	There isn't a museum.
un parque	a park	No hay nada.	There's nothing.
una piscina	a swimming pool	unos museos	some museums
una plaza	a square	unas tiendas	some shops
un polideportivo	a sports centre	muchos museos	a lot of museums
un restaurante	a restaurant	muchas tiendas	a lot of shops
una tienda	a shop		

PLURAL	Masculine	Feminine
Indefinite article -a	Unos	Unas
Definite article - the	Los	Las
Quantifier	Muchos	Muchas

## Key stepping stone : THE NEAR FUTURE TENSE – 'going to do'

Present tense of IR + A + INFINITIVE

Voy a visitar mis amigos – I am going to visit my friends.

Va a hacer los deberes – he is going to do his homework.

Vamos a jugar en el parque – we are going to play in the park.

Van a ir de paseo – They are going to go for a walk.

## Tiempo libre – free time

Voy de compras – I go shopping  
No hago nada – I don't do anything

Salgo con mis amigos – I go out with my friends

Voy al cine – I go to the cinema

Voy al parque – I go to the park

Voy a la cafetería – I go to the café

Voy a la playa – I go to the beach

Voy a la bolera – I go bowling

Voy de paseo con mi familia – I go for a walk with my family.

## Next steps in learning

Have you ever studied another language? What similarities can you find? How can learning one language help you learn the next one and the one after that?

## ¿Cuándo? When?

este fin de semana	this weekend	luego	then
el sábado por la mañana	on Saturday morning	finalmente	finally
el domingo por la tarde	on Sunday afternoon/ evening	a las tres de la tarde	at three o'clock in the afternoon
primero	first	(un poco) más tarde	(a little) later

## Fly ahead

Fiestas! Look up different FIESTAS in Spain. How are they similar how are they different from each other? What is the main difference between each one? Which interests you the most?