Great in name, greatest together

Great Sankey
High School

8

Name: _____

Form: _____

Knowledge Organiser
Autumn Term
2023/24
Year 8

A Knowledge Rich Curriculum at Great Sankey High School

Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again. To ensure that knowledge is embedded in the long term memory it must be revisited frequently. Ensuring knowledge is embedded aids understanding, and in turn makes future learning more successful. To quote Daniel Willingham's learning theory,

"Thinking well requires factual knowledge that is stored in our long-term memory"

As part of home learning, students should be revising what they have been taught recently but also content they were taught previously. Therefore, as part of our strategy to embed learning over time we have developed knowledge organisers across years 7-11. These will provide key content and knowledge allowing students to pre-learn and re-learn, a vital part of processing all the information required to be successful. This knowledge will form the backbone of assessments in school.

How to use your knowledge organiser

Knowledge organisers will be used in subject lessons, homework activities and form time and therefore you need to bring your knowledge organiser to school every day.
Ensuring that knowledge is retained into your long-term memory and you are ready for tests takes work!

READ → COVER → WRITE → CHECK
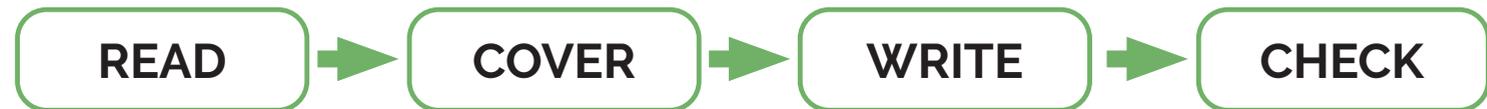
To encourage students to build good study habits, students will be assigned homework quizzes on a week A through the Google Classroom. Students will be expected to use revision strategies such as read, cover, write, check to learn key knowledge and will then complete the quizzes to demonstrate their learning. Completion of these quizzes is an essential homework activity and will be closely monitored by the pastoral team.

Contents

Other methods that you may wish to try at home are listed below:

- Create mind maps.
- Create flashcards.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own basic recall quizzing questions around the keywords, definitions and key facts that you need to know. Test yourself with these questions and then leave it overnight to answer them the next day.
- Write your own challenging questions using the following command words – explain, compare, evaluate. Then create a model answer for these questions.
- Put the key words from your KO into new sentences.
- Make mnemonics to remember the order of particular concepts.
- Draw a comic strip, storyboard or a timeline describing any series of events that have a chronological order.
- Write yourself or a partner some quiz questions. Quiz each other or swop your questions to see if you can answer each other's questions.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology? The more links that you can make, the more meaningful you make your learning and the more likely it is that you will remember it. Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?
- Give yourself spelling tests.
- Definition tests.
- Draw diagrams of key processes or theories.
- Draw images and annotate/label them with extra information.
- Create fact files.
- Create flowcharts for descriptions or explanations that have a chronological order.
- Summarise in your own words each section.
- Get your parents/carers to test you.
- Pick out key words and write definitions.
- Pre-learning (read a section of your knowledge organiser prior to the lesson).
- Learn key quotes (if applicable). Consider what you may say about these quotes e.g. what the author is trying to make you think/feel, their choice of language, what can be inferred from it.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Prepare to overcome any hurdles: write down any questions or any areas of the KO that you feel you need to speak to your teacher about.
- Use the guidance that may have been given with a specific KO to help you learn the information and use it.

"Don't practise until you get it right. Practise until you can't get it wrong."

Portable Knowledge in STEM at KS3
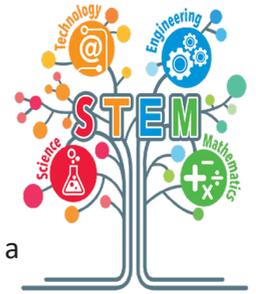
STEM stands for Science, Technology, Engineering and Maths, and it is important that you can see connections between each of these subjects. In the real world there are very few challenges that only require one set of skills. For example, you wouldn't be able to design a new app, video game or computer program without an understanding of all of the STEM concepts. This section of the knowledge organiser will show you how different STEM subjects have things in common, including examples of how you might use them, and how some things may actually appear slightly different from one subject to the next. As Geography is a Natural Science we can include that too.

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Tally chart	Can be used to record the number of pupils in different height ranges in biology.	Can be used when choosing a final design choice from a selection of draft designs.	Can be used to record the number of pupils with different eye colours or what their favourite colour, favourite animal or favourite subject is.	Can be used to used record the number of pedestrian or cars that pass a certain place.
Pie chart	Can be used to display the number of pupils with different eye colours in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils who travel to school in different way.	Can be used to display the use of renewable and non-renewable energy resources.
Bar chart	Can be used to display the number of people with different blood groups in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils with a different favourite sweet.	In geography the term histogram and bar chart are interchangeable and are used to display the percentage of forest lost in a range of countries for example.
Histogram	This is similar to a bar chart but the bars touch each other and they represent continuous data that is grouped, for example number of pupils in different height ranges in biology.	x	Can be used to display number of pupils in different height ranges.	
Line graph	Can be used to display the time taken for salt to dissolve at different temperatures in chemistry.	Can be used to represent trend data during research pieces.	In maths these are sometimes called scatter graphs or timeseries graphs. They can be used to display house prices or life expectancy.	Can be used to display temperatures of each month in different countries or rainfall in mm.
Line of best fit	In biology a line of best fit can be point to point, but in chemistry they are most often a straight line. In all 3 sciences they could be a curve depending on distribution of the points. For example the extension of a spring in physics.	x	In maths you might be asked to add a line of best fit to a scatter graph. It is always a straight line drawn with a ruler and can be used on graphs to show correlation between hours of revision and score in test or temperature and number of ice creams sold.	x

Portable Knowledge in STEM at KS3

Hopefully this section of the knowledge organiser will help you spot where things crossover from one STEM subject to another as you move from lesson to lesson. REMEMBER some things are exactly the same, some are very similar but might be called different things, and some things are different altogether! ……………………………….and don't forget STEM stands for **Science**, **Technology**, **Engineering** and **Maths**

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Range	Range around a mean can be used with data for heart rate after exercise in Biology, amount of hydrogen gas produced in a chemical reaction in Chemistry and number of times a ball bounces in Physics.	x	Range around a mean can be used with data for heights, goals scored in a football match . In maths this includes looking at a table for ungrouped and grouped data.	Range when looking at rainfall and temperature data for different locations. Used when using development indicators such as literacy rate, life expectancy etc.
Mean, Median and Mode	Mean, median and mode can be used to analyse any sets of data with a range of results.	x	Mean, median and mode can be used to analyse any sets of data with a range of results.	Mean, median and mode can be used to analyse any sets of data with a range of results.
Continuous data	This is where you have any value in your data. In science an example would be length.	x	This is where you have any value in your data. In maths an example would be length.	This is where you have any value in your data. An example would be mm of rainfall.
Discrete data	In science this is sometimes called discontinuous data. An example would be blood group or eye colour in Biology.	x	Sometimes called primary or secondary data. Examples include age, shoe size, result from rolling a dice or the number of pets people have.	x
Using co-ordinates	x	x	4 and 6 figure grid references are used when plotting in 4 quadrants and used in transformations.	Both 4 and 6 figure references are used across all topics in geography to locate places from a map.
Taking measurements that are accurate and precise	Accurate data is close to the true value and precise data gives similar results if you repeat the measurement. In science there are far too many examples to mention!	Used when marking out materials prior to cutting and quality during checking when manufacturing a component.	4 and 6 figure references used across all topics to locate places from a map.	Measurements and accuracy are really important when studying map skills, especially when looking at scale and distance.

Tier 2 Vocabulary

Year 8 Term 1		Definition Sentence	Contextual Sentence
1	dominant	Having power and influence over others or overlooking others.	The ruins of the Abbey on the cliff top dominate the town.
2	sufficient	Enough or adequate.	Make sure you leave yourself sufficient time to complete your homework.
3	validity	The quality of being logically or factually sound/true.	You must consider the validity of your data.
4	comments	A verbal or written remark expressing an opinion or reaction.	Give your comments on the new school menu by Friday.
5	consent	Permission for something to happen or agreement to do something.	You must have the consent of someone at home to go on the trip.
6	considerable	Large in size, amount, or extent.	There was considerable damage to the town after the flood.
7	constant	Remaining the same over a period of time.	The king was under constant pressure to go to war.
8	contribution	A gift or payment to a fund or collection. The part played by a person or thing in bringing about a result or helping something to advance.	Bring your contribution to the bake sale in on Monday. His contribution to science was very important.
9	coordination	The organization of different elements so as to enable them to work together effectively.	Coordination is important when organising a theatre production.
10	core	The central part of something.	The Earth has a solid inner core.
11	corresponding	To have a close similarity; match or agree almost exactly.	The war and the corresponding fall in trade, have had a devastating effect on the country.
12	criteria	A standard by which something may be judged or decided.	She did not meet the selection criteria for the team.
13	deduction	The removal of something.	After the deduction of tax, there will be less money.
14	demonstrate	To give a practical exhibition and explanation of something.	He will demonstrate different acting techniques in the lesson.
15	document	A piece of written, printed, or electronic matter that provides information or that serves as an official record.	Magna Carta was signed in 1215 and is one of the most famous documents in the world.
16	emphasis	Special importance or value given to something.	Repetition gives emphasis to the words.
17	excluded	Denied access to a place, group, or privilege or kept something out of a place.	He was excluded from the rugby team this week.
18	framework	A supporting structure of a building, vehicle or object. A basic structure underlying a system, concept, or text.	The hut was built around a wooden framework. The book provides a general framework for understanding modern history.
19	illustrated	Including pictures or other graphical material. Serving as an example of something.	Many of the Roald Dahl books were illustrated by Quentin Blake. The concert illustrated how talented the musicians were.
20	immigration	Coming to live permanently in a different country.	The politician gave his views on immigration in the speech earlier.

21	implies	Suggests.	The data implies that overall temperatures are gradually rising.
22	initial	Happening at the beginning. To mark or sign a document with one's initials in order to authorize or validate it.	The initial bell will ring at 8.25 am. Initial the back of your work before handing it in.
23	instance	An example or single occurrence of something.	For instance, you could use thin card or paper for your design.
24	interaction	Communication or direct involvement with someone or something.	You will need to study the interaction of the characters in the play.
25	justification	The action of showing something to be right or reasonable.	The main justification for banning mobile phones is that they are a distraction.
26	link	A relationship between two things or situations, especially where one affects the other or to make, form, or suggest a connection.	There is a link between the poet's childhood and the theme of the poem.
27	location	A particular place or position.	The location of the car park is behind the main building.
28	maximum	The greatest amount, the most.	The story must have a maximum of 500 words.
29	negative	A number less than zero. A word or statement that expresses denial, disagreement, or refusal.	You must be able to multiply negative numbers. The poem has a negative tone.
30	outcomes	The way a thing turns out; a consequence.	The outcome of the match may well be determined by the weather.
31	physical	Relating to the body as opposed to the mind.	The poem describes both the physical and the mental scars.

32	reaction	Something done, felt, or thought in response to a situation or event. A chemical process in which substances act on each other and are changed.	The music caused an emotional reaction. Sunlight activates a chemical reaction in the plant's leaves.
33	reliance	Dependence on or trust in someone or something.	A feature of this period in history was a reliance on child labour.
34	scheme	A large plan or arrangement for putting a particular idea into effect.	The irrigation scheme was a huge boost to local farmers.
35	sequence	A particular order in which things follow each other.	The content of your story should follow a logical sequence.
36	sex	Either of the two main categories (male and female) into which most living things are divided on the basis of their reproductive functions.	If they wish, parents can find out the sex of their baby before birth.
37	specified	Identified clearly.	Use the specified amounts of ingredients when baking.
38	task	A piece of work to be done.	Your homework task is to research a famous artist from the 20th century.
39	techniques	A way of carrying out a particular task.	Different cooking techniques include boiling, grilling, frying and baking.
40	technology	The use of scientific knowledge for practical purposes.	New technology has made video games even more realistic.
41	volume	The amount of space that a substance or object occupies. A quantity of loudness. A book forming part of a work or series.	Calculate the volume of the cube. Listening to music at high volume can damage your hearing. The story was published in two volumes.

When the Sky Falls by Phil Earle

What is historical fiction?

Historical fiction is a literary genre in which the plot takes place in a setting related to the past events, but is fictional. An essential element of historical fiction is that it is set in the past and pays attention to the manners, social conditions and other details of the period.

When the Sky Falls is inspired by a true story:

'As we sat, Pete told me a story about his dad during the Second War. Unable to fight because of poor health, his dad was part of poor health, his dad was part of Manchester's home guard and had been given a very specific job. Every time the air-raid siren sounded, his dad had to pick up a rifle and run to Manchester Zoo. Once there, he had to sit outside the lion's cage, his rifle trained on the animal. Why? Because if the bombers destroyed the cage and lion ran free, then his dad's mission was to shoot the animal before it went on the rampage.'

Key Characters:

Joseph: The protagonist of the story. He is a twelve-year-old boy who has been evacuated to live with Mrs F from his grandmothers.

Mrs F: The owner of the zoo and the person who takes care of Joseph during his evacuation.

Adonis: A gorilla at Mrs F's zoo that forges an important relationship with Joseph.

Historical Context:

What is evacuation?

Evacuation means leaving a place. During WW2, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. The risk was incredibly high in areas such as London or other cities on the south and east coasts of Britain. Children's evacuation in WW2 was designed to protect them from the risks of aerial bombing in these cities.

In the novel, Joseph is sent to live with Mrs F. However, Joseph is sent to live in the city 'where bombers rule the sky' instead of evacuation.

What was the Blitz?

The Blitz, from the German term 'Blitzrieg' meaning lightning war, was the sustained campaign of aerial bombing attacks on British towns and cities carried out by the Luftwaffe (German Air Force).

What was the job of the Home Guard?

The story was inspired by the real-life experiences of one member of the home guard in Manchester during WW2.

The Home Guard defended key targets like factories, explosive stores, beaches and sea fronts. At night they patrolled fields in which the enemy gliders or paratroops might land. No one expected them to beat well-trained German soldiers. Their job was to slow them down until the army arrived.

In the story, Mrs F and Joseph have a difficult job to do protecting the city from the animals in the zoo during the war.

ENGLISH

Themes

- Friendship
- Death
- Loss
- Relationships
- Family
- Belonging
- Love
- Self-esteem
- Education
- Anger

Freytag's Pyramid

exposition — rising action — climax — falling action — denouement — inciting incident — resolution
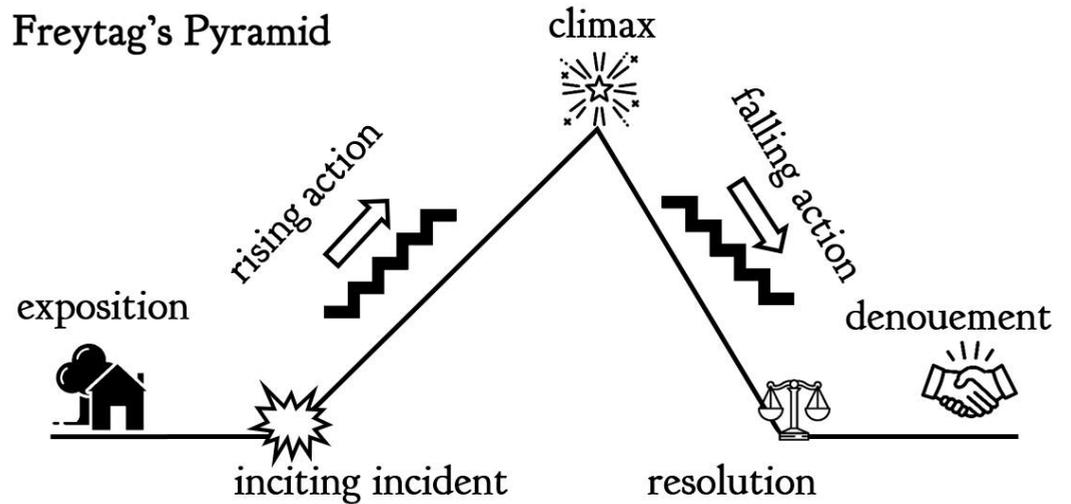
Key Terminology	
Setting	The time and place in which the story takes place. Can include things like the weather, the historical period, the social structures and any other details about the surroundings.
Plot	The events and the organisation and sequencing of them that make up the story.
Theme	An underlying message or meaning conveyed by the story.
Protagonist	In Literature, the leading character or one of the major characters in a drama or narrative.
Antagonist	In Literature, the principal opponent in a drama or narrative. The word is from the Greek '*antagnistḗs' which means opponent or rival.*
Narrative perspective	Narrative perspective or voice, is the perspective the story is told and what is told.
Foreshadowing	A warning or indication of a future event.
Characterisation	Characterisation is the way an author describes or shows what a character is like. It refers to the set of qualities that make someone, or something, different from others.
Symbolism	A literary device in which a writer uses one thing, such as a physical object, to represent something beyond the literal meaning.

War and Conflict Poetry

What is conflict?

Conflict is serious disagreement and argument about something important. If two people or groups are **in conflict**, they have had a serious disagreement or argument and have not yet reached agreement.

Conflict is a state of mind in which you find it impossible to make a decision.

Conflict is fighting between countries or groups of people.

A **conflict** is a serious difference between two or more beliefs, ideas, or interests. If two beliefs, ideas, or interests are **in conflict**, they are very different.

Title: The title of the poem is interesting because it could suggest...Alternatively, it could make the reader think about…

Overview: On the surface, the poem seems to be about...However on further reading, it could also be about...

Organisation: The poem opens with…

There is a shift in tone when…

The poem closes with...

The poet uses rhyming couplets to draw the reader's attention to…

The poet uses blank verse suggesting...

Language: The use of imagery in the line…... suggests…
The writer's use of metaphor creates an image of….
The writer's verb/adjective/adverb/noun choice …. emphasises…
The use of the simile…. suggests...

Speaker: The poem is written from a first person/second person/third person perspective. This is significant because...

Language Technique	Definition
Alliteration	Repetition of the same letter at the start of two or more words.
Allusion	Reference to another literary work.
	Repetition or pattern of the same vowel sounds.
Connotation	Associated meaning of word.
Consonance	The partial or total identify of consonants in words whose main vowels differ.
Diction	Usually used to describe the level of formality that a speaker uses.
Extended metaphor	An extended metaphor is a version of metaphor that extends over the course of multiple lines or stanzas of prose or poetry.
Hyperbole	Exaggerated statement.
Metaphor	a metaphor is a figure of speech containing an implied comparison.
Onomatopoeia	A figure of speech where words are used to imitate sounds.
Oxymoron	Two terms that appear next to each other that contradict each other.
Pathetic fallacy	The use of weather to create mood or atmosphere.
Personification	the act of giving a human quality or characteristic to something which is not human.
Pun	a humorous use of a word or phrase that has several meanings or that sounds like another word.
Satire	The use of humour or irony to mock, ridicule or criticise.
Semantic field	Words related in meaning.
Simile	Comparing using like or as.
Sibilance	The repetition of an 's' sound in two or more words.
Synecdoche	Figure of speech in which a part is substituted for the whole.
Tone	The implied attitude of a writer towards the subject and characters of a work.
Theme	The central idea of a literacy work.

Structure	Definition
Anaphora	The repetition of the same word or phrase at the beginning of a line.
Caesura	A piece of punctuation in the middle of a line creating a pause in rhythm.
Enjambment	A line which continues, with no punctuation, into the line below.
Foot	A metrical unit composed of stressed and unstressed syllables.
Half – rhyme	An imperfect rhyme where the ending constantan sound of a word is the same as the other.
Juxtaposition	Two or more contrasted ideas placed side by side.
Meter	The measured pattern of rhythmic accents in poems.
Parallelism	The similarity of structure in a pair or series of related words/ phrase/ clauses.
Quatrian	A four-line stanza in a poem.
Refrain	A phrase, line or group of lines which repeated throughout a poem.
Repetition	A repeated word or phrase usually used to emphasise importance.
Rhyming Couplet	Two consecutive lines of poetry that rhyme.
Rhyme	Words that sound the same at the end.
Stanza	Two or more lines of poetry that form the divisions of the poem.

Form	Definition
Ballad	A narrative poem written in four-line stanzas, characterised by swift action and narrated in a direct style.
Blank Verse	Non-rhyming lines written in iambic pentameter.
Dramatic Monologue	A literary form where the writer takes on the voice of a character and speaks through them.
Elegy	An *elegy* is a sad poem, usually written to praise and express sorrow for someone who is dead.
Epic	A long narrative poem that records the adventures of a hero.
Free Verse	Poetry without a regular pattern of meter or rhyme.
Lyric	A poem that expresses personal and emotional feelings.
Ode	A poem written in praise or celebration of a person of a person, thing or event.
Sonnet	A fourteen line poem in iambic pentameter with a regular rhyme scheme. There are two forms of sonnet: Shakespearean and Petrarchan.

Short Stories	
Culture **Culture** is a system of shared beliefs that is used by a society in order to interact with the world, as well as with each **other**. Often, we think of the food, music, clothing, and holidays that are shared by a group as part of their **culture**. **The British culture:** The culture of the United Kingdom is influenced by the UK's history as a developed state, a **liberal democracy and a great power;** its predominantly Christian religious life; and its composition of four countries—England, Wales, Scotland and Northern Ireland—each of which has distinct customs, cultures and symbolism.	**Key terms** **Democracy: A system of government where the citizens exercise power by voting.** **Diversity: the fact of many different types of things or people being included in something; a range of different things or people.** **Equality: Ensuring that every individual has an equal opportunity.** **Discrimination: Treating others unfairly based on race, ability, gender, age etc** **Identity: The fact of being who or what a person or thing is.**
What exactly is a short story? A short story is a work of fiction that can be read in one sitting. A piece of fiction shorter than 1,000 words is considered a "short story" or "flash fiction, "and anything less than 300 words is rightfully called "microfiction." The setting of a short story is often simplified (one time and place), and one or two main characters may be introduced without full backstories. In this simplified format, every word and story detail has to work extra hard! Short stories typically focus on a single plot instead of lots of different ones, like you might see in longer works of fiction. Some stories follow a traditional narrative arc, with exposition (description) at the beginning, rising action, a climax (peak moment of conflict or action), and a resolution at the end. However, the short fiction written now is more likely to begin in the middle of the action (in medias res), drawing readers right into a dramatic scene. While short stories of the past often revolved around a central theme or moral lesson, today it is common to find stories with ambiguous (unclear) endings.	**Character development:** You will notice that many of the characters in the short stories we read change significantly. Below are some examples of the different ways in which they might change: **Change arc:** The protagonist is an unlikely candidate to be a hero at the start of the story, but changes in dramatic ways, often finding inner reserves of strength that he/she was previously unaware of. **Growth arc:** The protagonist grows as a result of what happens to them. Perhaps he or she gets older or comes up against a difficult situation. The protagonist develops in a gradual, unsurprising way rather than going through huge changes. **Fall arc:** The actions of the protagonist doom him or her to disaster, or even death. This arc is very similar to tragedy in drama.

Key Terminology:	Character flaw – an area of weakness. This often leads to the character's downfall
	Plot – the order of events in a story
Protagonist – main character	Ambiguous - unclear
Hero -a person admired for their courage or brave achievements	Narrative arc – a traditional story structure
Anti-hero – a main character who lacks traditionally heroic characteristics	Exposition – the description at the start of the story which sets the scene
Character development – tracking how the character changes	Rising action – the section of the story approaching the climax, when the tension is rising
Character traits – the main features of the character's personality	Climax – the most dramatic part of the short story
	Falling action – the section after the climax, when tension is decreasing

Key Vocabulary

Infer	Use clues and reasoning to work out what is being hinted at or suggested.
Structure	The structure of a text is how it is organised and how its parts fit together— how it has been built.
Contrast	An obvious difference between two or more things, sometimes used deliberately to create effect.
Cyclical	A cyclical structure is when the events, characters or setting at the end are in some way the same as they are at the beginning.
Narrative	A story or a description of a series of events: novels and short stories and sometimes poems are narratives as they recount a series of events.
Context	The circumstances that form the setting for an event, statement, or idea, which help it to be fully understood.
Hierarchy	The organization of society which ranks individuals according to their status or authority.
Prejudice	A preconceived opinion that is not based on reason or actual experience, derived from "pre-judging".
Analyse	To examine a writer's words, imagery, form and structure methodically and in detail in order to explain and interpret it.
Foreshadowing	Planting an advance sign or warning of what is to come in the future in a narrative.

Language Features

Metaphor	Describing something by saying it is something else, e.g. 'he was a lion in battle' might show a soldier as fierce or brave.
Extended Metaphor	Using the same metaphorical theme throughout the text, e.g. describing a sports match as a war battle.
Simile	Describing something by saying it is like something else, e.g. 'her smile shone like the sun' would suggest a bright smile and a happy mood.
Personification	Describing something not human by giving it human characteristics, e.g. 'the angry sea grabbed and threw the boat across the choppy waters' would show rough and dangerous weather.
Alliteration	When several words in the same sentence or paragraph stand out because they begin with the same letter, e.g. 'softly spoken,
Assonance	When several words in the same sentence or paragraph stand out because they contain the same vowel sound, e.g. Bright light
Oxymoron	When words next to each other have opposite meanings, such as 'bittersweet' or 'beautiful monster'. The contrast showing how things can be contradictory.

Juxtaposition	When words or ideas near to each other in a sentence, paragraph or text have contrasting meanings.
Noun	Words for people, places, things, e.g. 'the muddy **dog** jumped eagerly onto the **table'**.
Adjective	Words that describe nouns, e.g. 'the **muddy** dog jumped eagerly onto the table'.
Verb	Words for action, e.g. 'the muddy dog **jumped** eagerly onto the table'.
Adverb	Words that describe verbs or adjectives, e.g. 'the muddy dog jumped **eagerly** onto the table'.
Preposition	Words that indicate place or time and how words in a sentence relate to each other, e.g. 'the muddy dog jumped eagerly **onto** the table'.
Semantic & Lexical Fields	A semantic field is a group of words with similar meanings or connotations in a text, e.g. in the semantic field of ghostly, you might have 'fear', 'shiver', 'eerie', 'pale', etc. However a lexical field is a group of words that relate to the same topic, e.g. in a lexical field of the supernatural, you might have 'ghost', 'vampire', 'graveyard', 'abandoned house', 'spirit', 'bats', 'moonlight', etc.

Structural Features

Sentence Functions:	**Declarative:** stating information, e.g. 'I am taking the dog for a walk.' **Interrogative**: asking questions, e.g. 'Are you taking the dog for a walk?' **Exclamatory**: emotionally stated information, often ending with an exclamation mark, e.g. 'This dog needs a walk NOW!' **Imperative**: an order or command, e.g. 'You will take the dog for a walk.'
Sentence types: **- complex** **- compound** **- simple**	**Complex:** containing a <u>main</u> (makes sense on its own) and a <u>subordinate</u> (must be linked to another) clause. E.g. 'If you're going for a walk then remember to take some water. **Compound:** two or more main clauses linked by a conjunction (a 'joining' word, e.g. 'and'). E.g. 'We went for a walk and enjoyed the fresh air.' **Simple:** one main clause (makes sense on its own). E.g. 'We went for a walk.'
Repetition	When words are repeated in any way within a text. E.g. 'Everyone lived in <u>the same</u> small brick houses, on <u>the same</u> kind of long and narrow streets, all leading to <u>the same</u> tall factory chimneys in one direction and <u>the same</u> dark and brooding moors on the other.'
Listing	When items are noted one after the other. E.g. 'The <u>cold, dark and brooding</u> moors.'
Anaphora	(A type of repetition) When a series of sentences begin in the same way. E.g. Martin Luther King's 'I have a dream' speech had many lines beginning with the phrase 'I have a dream'.
Setting	The time and place in which the story takes place. Can include things like the weather, the historical period, the social structures and any other details about the surroundings. The settings create a backdrop to the story and help create mood and atmosphere. E.g. 'As I looked up at the cold, dark and brooding moors I saw a flash of lightening followed by the deep roar of thunder and raindrops began to fall like bullets from the sky…'
Plot	The events and the organisation and sequencing of them that make up the story. E.g. in the nursery rhyme 'Humpty Dumpty', he first sits on the wall, then he falls off, then all the King's horses and men arrive, but cannot put him back together again. The events and the order of them are each important.
Theme	An underlying message or meaning conveyed by the story. E,g, the story might tell us something about love, conflict, betrayal, friendship, bravery, loyalty, all of these things or something completely different. Stories generally have several linked themes.

The Merchant of Venice

Jews in Britain

Anti-Semitism – the hatred of Jews, or of their religion

In 1290, King Edward I expelled anyone of the Jewish faith from England. Whilst some converted to Christianity to stay in England, most of the Jewish population moved out of the country. As a result, when Shakespeare wrote this play in 1596, there were few to no Jews living in London.

Due to the irrational fear of religious difference, and the general prevalence of racist ideology, **anti-Semitism** was widespread in early modern England. As a result of this unfounded hatred, many plays featured despicable Jewish characters.

In 1590, Christopher Marlowe's 'The Jew of Malta,' which was a resounding success and played on this vehement hatred and prejudice against Jews – Barabas, the eponymous Jew, poisons drinking water and is an outright villain. Shakespeare's portrayal of Shylock is, in contrast, far more sympathetic.

Jews in Venice, Italy

The original audience of The Merchant of Venice would not know the geography of Italy, but they would have known that Venice was a wealthy trading city of businessmen and money.

Jews were not allowed to own land, but in 1516, they created a settlement (and pay rent) in Ghetto Nuova – a small dirty island that became the world's first ghetto. They were permitted to leave during the day but locked in at night. Out of the ghetto, they had to wear distinguishing clothing.

Usury/moneylending

Jews were only allowed certain occupations that were deemed 'un-Christian'. In Venice, Jews were only allowed to work in pawn shops, act as moneylenders, work the Hebrew printing press, trade in textiles or practice medicine. One of the reasons Jews were disliked was they practised **usury**, often because this was one of the few professions open to them.

Usury is the action or practice of lending money at unreasonably high rates of interest. As result of usury, Jews were seen as being increasingly greedy and were therefore immensely disliked. In the 16th century, the word 'Jew' had come to be applied to hard-hearted, unscrupulous moneylenders, even if the people referred to were not Jewish.

Renaissance thought on relationships

The Renaissance brought with it a revival of Ancient Greek thought about the types of love.

The courtly lover

Playing the courtly lover was very popular in the Renaissance and involved the pose of a tortured lover who experienced unrequited love. He would praise and idealise his beloved.

WOMEN in Elizabethan times

Women were seen as inferior within Shakespearian England. Often women were objectified for their beauty or wealth. They had limited power and were unable to own land or property. They were expected to fulfil a maternal role within society.

A Patriarchal society

A patriarchal society consists of a male-dominated power structure throughout organised society and in individual relationships. Power is related to privilege. In a system in which men have more power than women, men have some level of privilege to which women are not entitled. For example, the father was the ruler of the household, and women had no rights in law. Daughters were regarded as 'property' and often married off very young as a way to join wealthy and powerful families.

3. THE CHARACTERS

Shylock

Shylock is a moneylender who lives in Venice. He is Jewish and receives a great deal of abuse for his religion. Shylock lends money to Antonio on the condition that if Antonio cannot pay him back by the appointed time then Shylock will cut away a pound of Antonio's flesh. As the play progresses, Shylock becomes completely fixated on his 'bond' with Antonio and desperate to claim revenge on the merchant, who has treated him badly in the past.

Antonio

Antonio is the Venetian merchant described in the title of the play. He is extremely well liked by most characters apart from Shylock. Although Antonio is inexplicably sad at the start of the play, he is in a relatively secure position. Although he has no readily available cash, he has plenty of ships carrying fortunes at sea. As the play goes on his position becomes increasingly precarious as he has entered into a dangerous deal with Shylock,which nearly costs him his life.

Portia

Portia is a wealthy heiress who lives in Belmont. Her father has died and in his will wrote that anyone wanting to marry his daughter must succeed in a specially designed challenge. Suitors have to choose between three caskets (either gold, silver or lead), guessing which one holds Portia's portrait. Portia is not at all keen on most of the men who have tried to win her, however she does fall in love with Bassanio. Ultimately, she plays an essential role in ensuring that Antonio's life is saved, as she prevents Shylock from claiming his 'pound of flesh'.

Bassanio

Bassanio is a young Venetian gentleman who is a close friend of Antonio's and in love with Portia. In order to woo Portia, he needs money and so asks Antonio for a loan. It is this request which results in Antonio becoming 'bound' to Shylock and in danger of losing his life.

Jessica

Jessica is Shylock's daughter and at the start of the play is living in his house. She is in love with a Christian, Lorenzo. Jessica knows that her father will never give his consent for her to marry a Christian and so she plans to secretly escape one night in order to run away with Lorenzo, marry him and convert from Judaism to Christianity.

Literary Term	Definition	Contextual sentence
Soliloquy	A speech in a play which the character speaks their thoughts to themselves or directly to the audience.	The play begins with a **soliloquy** from the main character.
Dramatic Irony	a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.	In the court scene (A4 S1), the audience knows that the lawyer is actually Portia, but the other characters do not.
Hyperbole	Overstatement or exaggeration	"Why, that's the lady**; all the world desires her**"
Foreshadowing	A warning or indication of a future event.	Shakespeare foreshadows Antonio's financial ruin in the first scene.

19ᵗʰ Century Fiction

The Victorian Era

It was the time of the world's first Industrial Revolution, political reform and social change, Charles Dickens and Charles Darwin, a railway boom and the first telephone and telegraph. The industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories. But the Victorian Era—the 63-year period from 1837-1901 that marked the reign of England's Queen Victoria—also saw a demise of rural life as cities rapidly grew and expanded, as a result of The Industrial Revolution. The result of this movement was the development of horrifying slums and cramped row housing in the overcrowded cities. The middle class was essentially non-existent, but the Industrial Revolution meant that the balance of power shifted from the aristocracy, whose position and wealth was based on land, to the newly rich business leaders.

Queen Victoria, who ascended the throne at age 18 following the death of her uncle, William IV, is Britain's second-longest reigning monarch (surpassed by Queen Elizabeth II).

What is non-fiction writing?

A non-fiction text deals with real-life events and issues and often contains facts and information. Non-fiction is a broad genre that might include:

- Histories
- Biographies
- Newspaper reports
- Diaries
- Letters,
- Information leaflets
- Articles.

Non-fiction writers make language choices to present their viewpoint, influence the reader and create a particular effect.

Finding the writer's viewpoint and investigating language

By investigating language choices, you can think about how and why the writer could be trying to influence the reader:

- A writer may be using persuasive language to convince the reader to agree with their viewpoint in a magazine article or to encourage them to buy something in an advertisement.
- A writer might use language to amuse or entertain the reader and present a topic in a light-hearted way.
- It's also useful to investigate patterns in how words and phrases are used by a writer.
- A writer may deliberately use lots of positive abstract nouns - like dream, love, peace, happiness - in a perfume advertisement to give the writing a sophisticated tone.
- In a piece of travel writing about rock climbing, the writer may use lots of 'ing' verbs - like reaching, grasping, leaping - to create a strong sense of physical drama.

Key vocabulary			
Heinous	wicked.	Virtuous	having or showing high moral standards.
Empathy	the ability to understand and share the feelings of another.	Sleuth	a person who investigates crimes; a detective.
Capital punishment	the legally authorized killing of someone as punishment for a crime.	Duplicitous	deceitful.
Destitution	poverty so extreme that one lacks the means to provide for oneself.	Conniving	conspire to do something immoral, illegal, or harmful.
Plight	a dangerous, difficult, or otherwise unfortunate situation.	Justice	the quality of being fair and reasonable.
Impoverished	Can be used to describe a place or person – being poor.	Corporal punishment	physical punishment, such as caning or flogging.
Aristocracy	the highest class in certain societies, typically comprising people of noble birth holding hereditary titles and offices.	Retribution	punishment inflicted on someone as vengeance for a wrong or criminal act.
Broadsides	Broadsides were used as posters, announcing events or proclamations, commentary in the form of ballads, or simply advertisements.		
Inference	a conclusion reached on the basis of evidence and reasoning.		
Deduction	to reach an answer or a decision by thinking carefully about the known facts		
Detection	The work of a detective in investigating a crime.		
Gallows	a structure, typically of two uprights and a crosspiece, for the hanging of criminals.		
Moral	concerned with the principles of right and wrong behaviour.		
Conspicuous	attracting notice or attention.		

Rebellion, Revolution and Romanticism

Romanticism characterized many works of literature, painting, music, architecture, criticism, and historiography in Western civilization over a period from the late 18th to the mid-19th century. Romanticism can be seen as a rejection of the precepts of order, calm, harmony, balance, idealization, and rationality that typified Classicism in general and late 18th-century Neoclassicism in particular.

It was also to some extent a reaction against the Enlightenment and against 18th-century rationalism and physical materialism in general.

Romanticism emphasized the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional, the visionary, and the transcendental.

Romanticism

- Today the word 'romantic' evokes images of love and sentimentality, but the term 'Romanticism' has a much wider meaning. It covers a range of developments in art, literature, music and philosophy, spanning the late 18th and early 19th centuries.
- In 1762 Jean-Jacques Rousseau declared in *The Social Contract*: 'Man is born free, and everywhere he is in chains.' During the Romantic period major transitions took place in society, as dissatisfied intellectuals and artists challenged the Establishment.
- In England, the Romantic poets were at the very heart of this movement. They were inspired by a desire for liberty, and they denounced the exploitation of the poor.
- There was an emphasis on the importance of the individual; a conviction that people should follow ideals rather than imposed conventions and rules.
- The Romantics renounced the rationalism and order associated with the preceding Enlightenment era, stressing the importance of expressing authentic personal feelings.
- They had a real sense of responsibility to their fellow men: they felt it was their duty to use their poetry to inform and inspire others, and to change society.

Common themes in Romanticism

Themes- central ideas in a literary work

- Sublime
- Nature
- Individualism
- Oppression
- Religion
- Capacity of wonder
- Childhood
- Outcasts of society

The Romantic Poets

Characteristics of Romanticism

- An appreciation of the beauty of nature
- Human emotion and the senses
- Obsession with the exceptional figure, the genius and the hero, and their inner struggles
- The imagination as a gateway to experience and truth
- An obsessive interest in folk culture, cultural origins and the medieval era

Percy Shelley (1792-1822)

As reckless and brilliant in his poetry as in his life, Shelley poured out the great body of his major works in less than a decade and drowned at the age of twenty-nine while trying to race a summer storm. The rebellious son of a baronet, many of his radical and revolutionary ideas powerfully influenced by his father in law William Godwin.

William Blake (1757-1827)

Poet, painter and engraver, Blake grew up in London 'conversing with angels' and retained a visionary view of the world throughout his long, hard-working and poverty stricken career. Powerfully influenced by revolution, well known for his radical circle and now admired for Songs of Innocence and Experience (1794)

William Wordsworth (1770-1850)
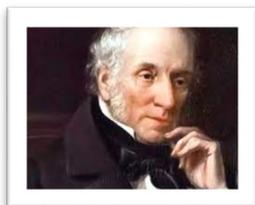
William Wordsworth was born in Cumbria and was heavily inspired by the Lake District as an area of outstanding natural beauty. His father was a lawyer. Both Wordsworth's parents died before he was 15, and he and his four siblings were left in the care of different relatives. As a young man, Wordsworth developed a love of nature, a theme reflected in many of his poems.

John Keats (1795-1821)
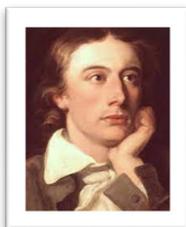
Though he became the epitome of the young, beautiful, doomed poet of late English Romanticism, Keats struck everyone who knew him with his tremendous energy, his robust good humour and his zest for living. Sensuous and highly intelligent, he said poetry should be 'felt on the pulses.'

Lord Byron (1788-1824)

With Lord Byron, English Romanticism developed into an international style. A charismatic figure of devastating charm and vanity. His magnetic presence attracted innumerable raffish admirers and hangers-on. Lord Byron's politics, relationships and views on other poets led to his reputation of 19th century bad boy.

Poetic Forms and devices

Technique	Definition	Contextual Sentence
Alliteration	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.	He heard the snow falling faintly
Sibilance	A form of alliteration where the 's' or 'sh' sound is formed. It often creates a hissing sound	The sweet smell of victory swirled in his nostrils
Onomatopoeia	The forming of a word by imitating the sound the word is referring to	Crash! Bang!
Simile	A descriptive technique that compares one thing with another, usually using like or as	My love is like a red, red rose Her hands were as cold as ice
Metaphor	a figure of speech used to make a comparison between two things usually by stating something is something else.	Juliet is the sun
Repetition	Intentionally using a word or a phrase more than once in a text. They are often repeated in close proximity to each other.	The sad truth is that the truth is sad. Time after time.
Personification	The attribution of human characteristics to something non-human	Lightning danced across the sky My alarm clock yelled at me to get up!
Pathetic Fallacy	A type of personification where human emotions are attributed to aspects of nature, such as the weather, and often reflects characters' feelings or the action of a story	The sullen wind was soon awake. The sombre clouds darkened our mood
Oxymoron	Oxymoron is a figure of speech pairing two words together that are opposing and/or contradictory.	Silent scream Close distance Live recording
Hyperbole	An exaggerated claim or statement. They are often used to add emphasis.	I had to wait in the station for hours – an eternity!
Sonnet	A sonnet is a fourteen line poem with a fixed rhyme scheme. Often, sonnets use iambic pentameter: five sets of unstressed syllables followed by stressed syllables for a ten-syllable line. Although sonnets can be written about any theme, they are commonly used to express love, romance and beauty	
Ballad	A ballad is a form of narrative verse that is considered either poetic or musical. As a literary device, a ballad is a narrative poem, typically consisting of a series of four-line stanzas. Ballads were originally sung or recited as an oral tradition among rural societies, and were often anonymous retellings of local legends and stories by wandering minstrels in the Middle Ages.	

	Year 8 Mathematics Knowledge Organiser	Topic	Where does the word ratio come from?
		Number - Ratio and Proportion	*From latin word ratio meaning "relation between two similar magnitudes in respect to quantity," measured by the number of times one contains the other is attested from 1650s.*

Sharing in a Ratio

(+) Add the parts

(÷) Divide the amount by the total parts

(×) Multiply by the parts

(+) Add the parts to check your answer

Alex and Ben were given a total of £240
They shared the money in the ratio 5 : 7.
Work out how much money Ben received

(+) 5 parts + 7 parts = 12 parts

(÷) £240 ÷ 12 parts = £20 per part

(×) 5 parts x £20 = £100

7 parts x £20 = £140

(+) £100 + £140 = £240

Ben = £140

Simplifying Ratios

Identify and divide the parts in the ratio by the HCF

25 : 30   6 : 27

÷ 5   ÷ 5   ÷   ÷

5 : 6   :
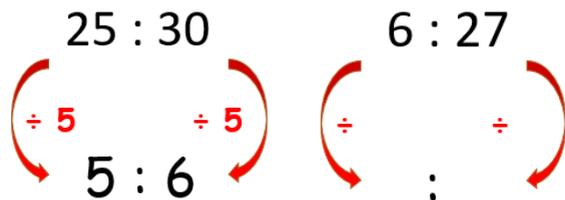
Ratios of Different Units

Always convert to the same unit before simplifying

£3 : 50p

300p : 50p

6p : 1p
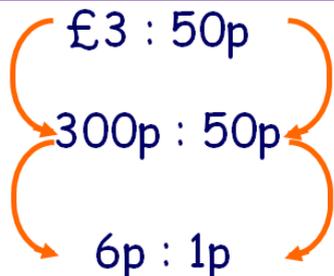
Recipes

Prawn Cocktail – Feeds 5 people

500g of prawns
10 tsps of mayonnaise
5 tsps of tomato sauce
250g of lettuce

How much of each ingredient would I need for only 3 people?

Use the unitary method

1 person	3 people
500g ÷ 5 = 100g	100g x 3 = 300g
10 tsps ÷ 5 = 2 tsps	2 tsps x 3 = 6 tsps
5 tsps ÷ 5 = 1 tsp	1 tsp x 3 = 3 tsps
250g ÷ 5 = 50g	50g x 3 = 150g
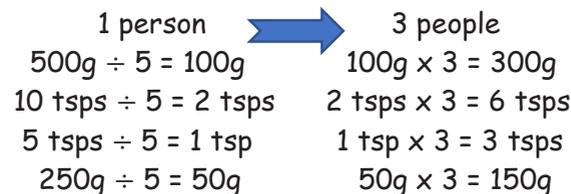
Proportion

Direct Proportion

As A increases, B increases too
or
As A decreases, B decreases too

9 pens cost 54p, how much would 12 pens cost?
1 pen = 54p ÷ 9 = 6p
12 pens = 6p x 12 = 72p

This is the **unitary method** – Calculating the value of a single unit first

Indirect Proportion

As A increases, B decreases
or
As A decreases, B increases

It takes 2 people 20 minutes to was a car, how long does it take 4 people

	Number of people		Time (mins)
×2	2	:	20
	4	:	10	÷2
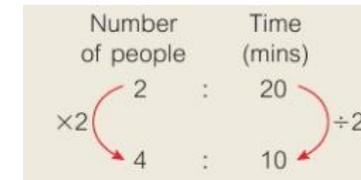
Fractions, Decimals & Percentages

Fraction	1	1/2	1/3	1/4	1/5	1/6	1/8	1/10
Decimal	1.0	0.5	0.33	0.25	0.2	0.166	0.125	0.1
Percent	100%	50%	33.3%	25%	20%	16.6%	12.5%	10%

	Topic	What is the ONS ?
Year 8 Mathematics Knowledge Organiser	Statistics – Collect, Represent and Analyse Data	The ONS is the UK's largest independent producer of official statistics and its recognised national statistical institute. They responsible for collecting and publishing statistics related to the economy, population and society at national, regional and local levels. They also conduct the census in England and Wales every 10 years

Types of Data

Data Type	Definition	Example
Primary	Data that is **collected by a researcher** (you) from first-hand sources.	Questionnaires, surveys, polls...
Secondary	Data that has been **collected by someone else** in the past.	Books, online data, newspapers...
Discrete	Data that can only take certain values. (**Count**)	Number of students in a class, number of sweets in a pack...
Continuous	Data which can take any values, there are an infinite number of possible outcomes. (**Measure**)	Weight, height, time...

Two – Way Tables

We use two-way tables visual representation of the possible relationships between **two or more** sets of categorical data.

	France	Germany	Spain	Total
Female			9	34
Male	15			
Total		25	18	60

Can you fill in the missing spaces using problem-solving skills?

Questionnaires & Surveys

Should include:
- Short questions
- Non-biased questions
- Answer boxes that cover every possible answer

○ Under 18
○ 18 – 24
○ 24 – 34
○ 34 – 45

What is wrong with this way of asking someone's age?

Averages from Tables

Discrete Data

Badges held by Scouts

Number of badges	Frequency
0	2
1	8
2	4
3	3
4	5
5	3

Grouped Data

Time taken (mins)	Frequency
0 < m ≤ 10	3
10 < m ≤ 20	8
20 < m ≤ 30	11
30 < m ≤ 40	9
40 < m ≤ 50	9

First, find the midpoint of each group, and then follow the same rules as if it were discrete data!

Frequency	Midpoint (x)	fx
3	$\frac{0+10}{2} = 5$	$3 \times 5 = 15$
8	$\frac{10+20}{2} = 15$	$8 \times 15 = 120$
11	$\frac{20+30}{2} = 25$	$11 \times 25 = 275$
9	$\frac{30+40}{2} = 35$	$9 \times 35 = 315$
9	$\frac{40+50}{2} = 45$	$9 \times 45 = 405$

Can you calculate the mean, mode and median of this grouped data?

Mean

Add a frequency density 'fx' column

Number of badges	Frequency	fx
0	2	$0 \times 2 = 0$
1	8	$1 \times 8 = 8$
2	4	$2 \times 4 = 8$
3	3	$3 \times 3 = 9$
4	5	$4 \times 5 = 20$
5	3	$5 \times 3 = 15$

Mean = 'fx' total ÷ 'Frequency' total

fx total = 60   Frequency total = 25

60 ÷ 25 = **2.4 badges**

Median

(Total Frequency + 1) ÷ 2

25 scouts in total → $\frac{25+1}{2} = 13$

Number of badges	Frequency	
0	2	← First 2
1	8	← Up to 10
2	4	← Up to 14
3	3	
4	5	
5	3	

13th scout has **2 badges**

Mode

Look for the highest frequency

Highest frequency = 8

Mode = **1 badge**

Year 8 Mathematics Knowledge Organiser	Topic	Where does the word transformation come from?
	Geometry - Transformations	Transformation from Old French *transformation* and directly from Church Latin *transformationem* meaning to "change of shape," noun of action from past-participle stem of *transformare* "change in shape, metamorphose"

Transformations

Transformations sound like they are difficult. However, they are quite straightforward as long as you follow the basic rules.

The Four Transformations you need to know

1. Translation

- Movement is a straight line
- Described as a vector

$$\begin{pmatrix} 6 \\ -3 \end{pmatrix} \quad \begin{pmatrix} \leftrightarrow \\ \updownarrow \end{pmatrix} \quad \begin{pmatrix} + = \text{right}, - = \text{left} \\ + = \text{up}, - = \text{down} \end{pmatrix}$$

This means 6 right, 3 down

Example

Translate the point M by the vectors

(i) $\begin{pmatrix} 6 \\ -3 \end{pmatrix}$ (ii) $\begin{pmatrix} -4 \\ 1 \end{pmatrix}$
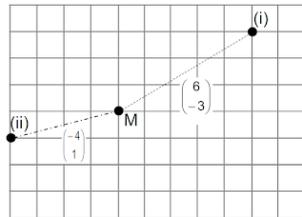
| Translation	1 mark	1 mark
	Stating it is a translation	The vector

2. Reflection

- Requires a line of reflection
- Line of reflection is a given line
- Examples of lines y = x, x-axis, y-axis, x = a, y = b

Example Reflect the shaded triangle in the line y = x.

Notice

- What is meant by the line y = x.
- How each corresponding point on the object and the image is the same distance from the mirror line.
- You can use tracing paper in your exam.
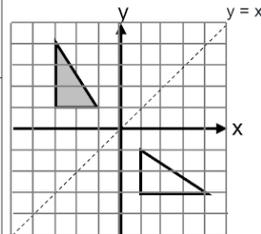
Reflection	1 mark	1 mark
	Stating it is a reflection	Saying the line of reflection

A

B
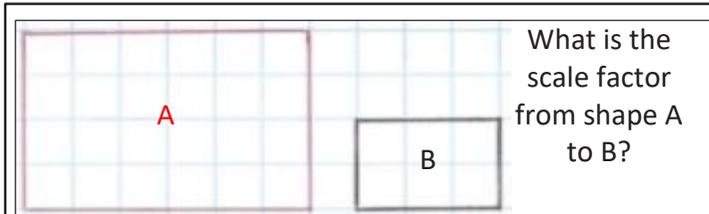
What is the scale factor from shape A to B?

3. Rotation

Rotations are described by

- Angle in degrees
- Direction (clockwise or anticlockwise)
- Centre of rotation (coordinate)

Example

Rotate the shaded shape 90º anticlockwise about the point P(1, 1).
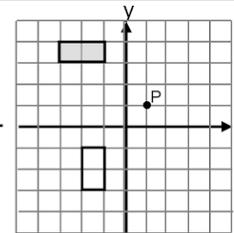
Notes

- **Use tracing paper if required.**
- If using the paper trace the shape **and** the point of rotation.

Rotation	1 mark	1 mark	1 mark
	Stating it is a rotation	Angle and Direction	Coordinate of centre of rotation

4. Enlargements

An enlargement is different to the other three because it changes the size of the image.

Example

Enlarge the shape by a scale factor of 3, centre P(1,1)
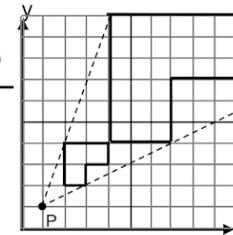
Notes

- The distance from the centre of enlargement to each point is multiplied by the scale factor.
- Most mistakes are made when you forget to enlarge the object from the centre of enlargement.

Enlargement	1 mark	1 mark	1 mark
	Stating it is an enlargement	Centre of Enlargement	Scale Factor

What would happen if the scale factor is …

a fraction less than 1? … **It becomes smaller!**

SF = 1/2 → The shape becomes half the size!

SF = 1/4 → The shape becomes a quarter of the size!

SF = 2/3 → The shape becomes two thirds of the size!

Coordinates

What does it look like on a set of axes?

Second Quadrant	First Quadrant
Third Quadrant	Fourth Quadrant

(5, -2)
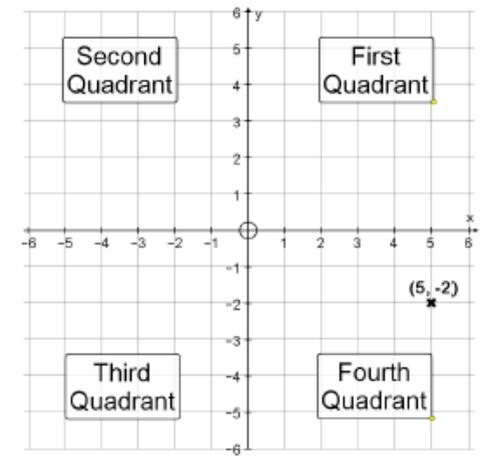
Each part of the axes is split into **quadrants**, which are shown above

y-coordinate

(5, -2)
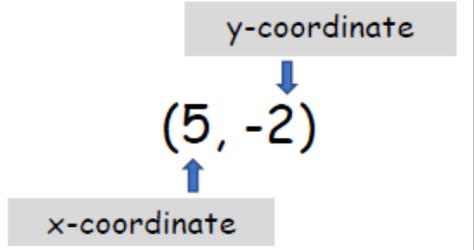
x-coordinate

How do I remember which coordinate is which?

x is across (get it?!)

y to the sky

x before y

Mathematics Command Words – Tier 2 Vocabulary

| Transformation	Reflect	Rotate	Translate	Enlarge
A process that manipulates a polygon or 2D object on a coordinate system. There are 4 types; reflection, rotation enlargement, translation	A type of transformation in which a shape is mirrored across a line	A type of transformation where a shape is turned around a fixed point in a given direction	A type of transformation that moves a shape in a given direction without changing the size or orientation	A type of transformation that changes the size or position of a shape
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Complete the **transformation** to reflect in the line y=x	**Reflect** shape B in the line y=6	**Rotate** Shape A 90 degrees anti clockwise about the point (0,0)	**Translate** Shape p by $\begin{pmatrix} 7 \\ 3 \end{pmatrix}$	**Enlarge** shape C by scale factor 3 from the point (6,3)

Describe the transformation	Estimate the mean	Ratio	Unitary Method	Bar Model
To state the type of transformation shown along with the details for that specific transformation	Use midpoints to work out an estimate of the mean	A comparison of two or more numbers that indicates their sizes in relation to each other	To calculate the value of one unit or quantity first	A pictorial representation of a problem or concept
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Describe the transformation of shape P to Q	From the grouped frequency table find and **estimate for the mean.**	Share 120 in the ratio 6:4	12 pancakes cost £4.00. Using the unitary method how much does 1 cost?	Use a **bar model** to represent the ratio problem

Use the data to.....	What error has ....made ?	You may use… to help you	Use the graph to…	Show how … could use the data to support her hypothesis
You should use the given information in your calculation or reason	Identify which part of the method or calculation is incorrect	A diagram or table has been given that may be helpful in organising your work, but you do not have to use it	You should get your answer from the graph rather than from calculation	Work with the given information to give calculations and/or statistical measure that support the given hypotheses
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Use the data to decide which class scored higher over all	**What error has Ben made** in his calculations?	**You may use the graph above …**	**Use the graph** to estimate the profit made on day 1	Use the data **to show** how class A had the best results

Mathematics Command Words – Tier 3 Vocabulary

Line of reflection	Scale Factor	Vector	Clockwise	Anti- clockwise
The mirror line that a shape will be reflected over.	The is the measurement of how much a shape has been enlarged.	Vectors are used to describe translations. The vector $\begin{pmatrix} 5 \\ 3 \end{pmatrix}$ means 5 right and 3 up.	The direction in which the hand of a clock moves.	The opposite direction to the one in which the hands of a clock move.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Reflect shape B in the **line of reflection** y=x	Enlarge shape Q by **scale factor** 5	Describe the translation of shape A to B using a **vector.**	Rotate the triangle 90 degrees clockwise.	Rotate the quadrilateral 90-degree **anti-clock** wise.

Origin	Degrees	Primary Data	Secondary Data	Time series graph
This is the point (0,0)	Is a measurement for angles.	Data collected for the first time for a specific purpose.	Data that has already been collected through a primary source.	A graph showing changes over a period of time.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Enlarge shape C by a scale factor 3 from the **origin.**	Sector A on the pie chart is 179 **degrees.**	Is data collected from the internet **Primary** or Secondary?	Is data collected from the internet Primary or **Secondary**?	Complete the **time series** graph from the information given.

State the class that contains the median	Modal Class	Frequency Diagram	Direct Proportion	Inverse Proportion
The class which holds the median value.	The class which hold the modal value.	A way of representing data from a frequency table.	When two variables are directly proportional, as one increases the other also increases at the same rate.	When one value increases and the other decreases.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
From the frequency table, find the **class** which contains the **median.**	From the frequency table, which is the **modal** class.	Draw a **frequency diagram** from the frequency table below.	The sales of ice cream and the temperature are **directly proportional**. True or false?	The speed of a car and the time a journey takes are i**nversely proportional**. True or false?

28

$\rho = \dfrac{m}{V}$

$I = \dfrac{V}{R}$

$R = \rho \dfrac{\ell}{S}$

$M = m_r \cdot 10^3$

$\sqrt[a]{ab} = \sqrt[a]{a} \cdot \sqrt[a]{b}$

$\sqrt{a}$

$A = a^2$

$3x + y = 10$

$x = y^2$

$x + y = 4$

$\int 3y - 4y + 8$
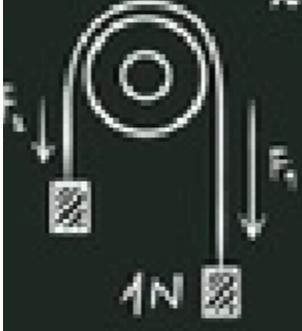
$\dfrac{h_1}{h_2} = \dfrac{P_1}{P_2}$

$\dfrac{P_1}{T_1} = \dfrac{P_2}{T_2} =$

$\Delta = k\lambda - max$

$m = m_o \sqrt{1 - \dfrac{v^2}{c^2}}$

$8x + 4 = 25$

$\sin x$

$\cos x$

ℓ

$\ell/2$

$\sum_{n=0}^{\infty}$

$F = m \cdot a$

$1N$

H_2O

NO_2

CH_3

O_2

H

C

$f = m \cdot y$

$\infty = x^1 - x^\infty$

$T = \dfrac{2\pi}{\omega}$

$\cos x = ?$

H_2O

$90°$

$v - C^2$

$\tan \ell = \dfrac{\sin \ell}{\cos \ell}$

$CH_2 + 2O_2 \rightarrow CO_2 + 2H_2O$

$c_y^{x1} = z_1$

$\left(\dfrac{1}{5}\right)^{-2} = \left(\dfrac{2}{1}\right)^{4} - 3^5 = 81$

$\dfrac{\cos^2 x}{y \sin^2} = 1$

$V = \dfrac{4\pi r^3}{3}$

$f(x) = A \sin(B(x - h)) + k$

$x^1 + (y - \sqrt{x^2}) = 1$

$A = 2\pi r$

$\sum$
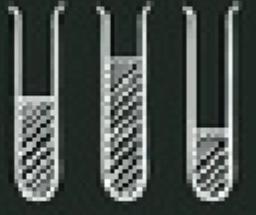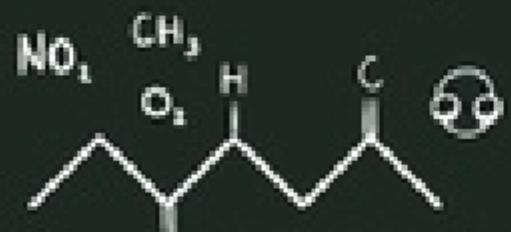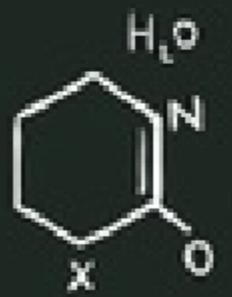
Chapter 1: Electricity and magnetism
Knowledge organiser

Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects magnetic charges.

before   after
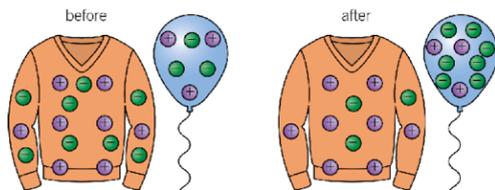
Like charges **repel**, and opposite charges **attract**.

Charged objects have **electric fields** around them. These lines show how a positive charge will act.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

Series circuits
- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery
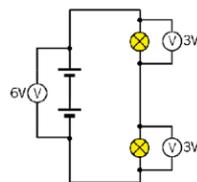
Parallel circuits
- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery
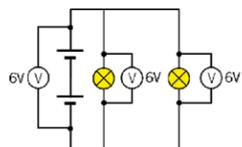
Resistance

The **resistance** is a measure of how easy it is to pass through a component.

conductors – low resistance

insulators – high resistance

Resistance is calculated by measuring the potential difference and the current.

The unit for resistance is the **ohm (Ω)**.

Magnets

- **Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:
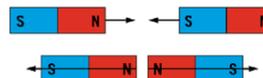
Magnetic fields
- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.

small compasses
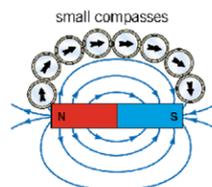
- The Earth has a magnetic field, which acts like a big bar magnet, with the south pole at the top of the planet.

Circuits and currents
- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Electromagnets

- **Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

You can make an electromagnet stronger by:
- adding more turns of wire on the coil
- using more current.
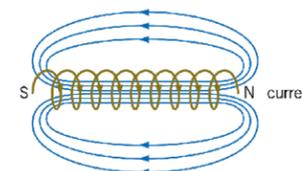
Uses of electromagnets
- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

This causes a force between the coil of wire and the permanent magnet nearby, driving a motor.

Potential difference
- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

Year 8 Electricity and Magnetism		
Key word	**Definition**	**Contextual sentence /example**
ammeter	A device for measuring electric current in a circuit.	**Ammeters** are always connected in series.
amps	Units of measurement of electric current, symbol A.	A 3 **amp** fuse is commonly used in household appliances.
battery	Two or more electrical cells joined together.	The **battery** ran out because the torch was left on.
cell	A chemical store of energy, which provides the push that moves charge around a circuit.	In a **cell** an acid or alkali undergo chemical reactions.
conductor	A material that conducts charge or energy well, such as a metal or graphite.	Silver is a good **conductor.**
current	The flow of electrical charge (electrons) around a complete circuit per second.	**Current** is measured in Amperes or Amps.
electric charge	A property of a material or particle that can be positive or negative.	The proton has a positive **electrical charge.**
electrical field	A region where a charged material or particle experiences a force.	A charged Iron rod generates an **electrical field.**
electromagnet	A temporary magnet produced using an electric current.	**Electromagnets** are used in scrap yards.
insulator	A material that does not conduct electricity or transfer energy well.	Plastics make good **insulators.**
magnetic field	A region where there is a force on a magnet or magnetic material.	Iron filings can be used to show where a **magnetic field** is acting.
magnetic material	A material that is attracted to a magnet, such as iron, steel, nickel, or cobalt.	Plastics are not **magnetic materials.**
motor	A component or machine that spins when a current flows through it.	The average family home will have about 50 **motors** in it.
potential difference	A measure of the push of a cell or battery, or the energy that the cell or battery can supply.	**Potential difference** is measured in volts.
resistance	How difficult it is for current to flow through a component in a circuit.	Increasing the length of a wire will increase the **resistance.**
series	A circuit in which components are joined in a single loop.	In a **series** circuit the current is not divided at any point.
voltage	A measure of the strength of a cell or battery used to send a current around a circuit.	Most remote controls use 1.5 **voltage** cells.
voltmeter	A device for measuring voltage.	A **voltmeter** is always placed in parallel.
volts	Units of measurement of voltage, symbol V.	A voltmeter measures the **volts** across a component.

Diet

The digestive system

mouth, where food is chewed

salivary glands add enzymes

pancreas makes enzymes

liver makes bile

oesophagus (gullet) carries food to the stomach

gall bladder stores bile

bile duct – bile travels to small intestine

small intestine where digested food is absorbed into blood

stomach churns food (physical digestion) and begins chemical digestion of proteins

rectum (stores faeces)

anus (expels faeces)

large intestine where water and minerals are absorbed into the blood

Bacteria live on fibre in your diet in the large intestine and make important vitamins (e.g., vitamin K).

Enzymes

Enzymes are special proteins that can break large molecules of nutrients down into small molecules.

Enzymes are known as biological **catalysts** – they speed up **digestion** without being used up.

There are three main types of enzyme involved in digestion:

	Type of enzyme		
	carbohydrase	protease	lipase
digests	carbohydrates (e.g., starch)	protein	lipids
	↓	↓	↓
	sugars	amino acids	fatty acids and glycerol

Nutrients

Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of cells and tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut (not actually a nutrient)

Lipids
Add a few drops of ethanol to the food solution, shake it, and leave for one minute. Then pour the ethanol into a test tube of water.
Result: If the solution turns cloudy, the food contains lipids.

Starch
Add a few drops of iodine solution to the food solution.
Result: If the solution turns blue-black, the food contains starch.

Food tests

Sugar
Add a few drops of Benedict's solution and heat the solution in a water bath.
Result: If the solution turns orange-red, the food contains sugar.

Protein
Add a few drops of copper sulfate solution and sodium hydroxide solution.
Result: If the solution turns purple, the food contains protein.

Effects of an unhealthy diet

A **balanced diet** is when you have the right proportions of the food groups to keep you healthy.

Eating an unbalanced diet can lead you to be:

underweight
Increased risk of:
- poor immune system
- lack of energy
- lack of vitamins and minerals.

overweight
Increased risk of:
- heart disease
- stroke
- diabetes
- some cancers.

vitamin and mineral deficient
Vitamin A deficiency can lead to night blindness.
Vitamin D deficiency can lead to rickets.

Effects of lifestyle on health

Drugs

Drugs are any chemicals that affect the way your brain and body work.

Medical drugs	Recreational drugs
- used in medicine - benefit your health if used correctly - used to treat symptoms or cure illness - some have side effects examples include: painkillers, antibiotics, and cough mixture	- taken for enjoyment/to relax/stay awake - normally have no health benefits - many can be harmful - many are illegal examples include: alcohol, caffeine, heroine, cocaine, tobacco

Alcohol

Alcohol is a depressant because it slows down your body's reactions.

Drinking large amounts of alcohol over a long time can cause:
- stomach ulcers
- heart disease
- reduced fertility
- brain damage
- liver damage (cirrhosis)

Drinking during pregnancy increases the risk of:
- miscarriage
- stillbirth
- premature birth
- low birth weight babies
- Fetal Alcohol Syndrome (FAS)

Smoking

Cigarette smoke is full of harmful chemicals including:
tar – clogs the lining of the lungs and alveoli, contains cancer-causing chemicals
nicotine – an addictive stimulant
carbon monoxide – stops blood from carrying oxygen.

Smoking can cause many different diseases, including:
- heart disease
- emphysema
- respiratory infections
- strokes
- lung cancer

Smoking during pregnancy increases the risk of miscarriage and low birth weight babies, and can also affect the fetus' development.

Addiction – When your body becomes used to the chemical changes caused by a drug and you need to take the drug to feel normal.

When a person who is addicted to a drug tries to stop taking it, they may suffer from sickness, nausea, stomach cramps, headaches, anxiety, and sweating. These are called **withdrawal symptoms**.

Year 8 Unit- Health and Lifestyle		
Key word	**Definition**	**Contextual sentence / example**
addiction	A need to keep taking a drug in order to feel normal.	Nicotine addiction causes the smoker to continue to smoke.
balanced diet	Eating food containing the right nutrients in the correct amounts.	The athlete stayed healthy by keeping to a balanced diet.
bile	Substance that breaks fat into small droplets.	Bile is produced in the liver.
carbohydrase	Enzyme that breaks down carbohydrates into sugar molecules.	Carbohydrase are the enzymes which break down pasta.
carbohydrate	Nutrient that provides energy.	Pasta is a good source of carbohydrate.
deficiency	A lack of minerals, that causes poor growth	Vitamin C deficiency can cause skin problems.
digestion	Process where large molecules are broken down into small molecules.	Digestion starts in the mouth.
digestive system	Group of organs that work together to break down food.	The teeth and saliva are at the start of the digestive system.
drug	Chemical substance that affects the way your body works.	Alcohol is a recreational drug.
enzyme	Special protein that can break large molecules into small molecules.	Carbohydrase is an enzyme that breaks down carbohydrates.
fibre	Provides bulk to food to keep it moving through the digestive system.	Oats and barley are good sources of fibre.
lipids	Nutrients that provide a store of energy	Cream, milk and cheese are high in lipids.
malnourishment	Eating the wrong amount or the wrong types of food.	The famine caused malnourishment in the village.
medicinal drug	A drug that has a medical benefit to your health.	Paracetamol is a medicinal drug to help with pain relief.
mineral	An essential nutrient needed in small amounts to keep you healthy.	The mineral calcium is used for strong teeth and bones.
protein	Nutrient used for growth and repair	Meat and fish are high in protein.
recreational drug	Drug that is taken for enjoyment	Alcohol is a recreational drug.
small intestine	Organ where small digested molecules are absorbed into the bloodstream.	The small intestine when stretched out is about 20 feet long.
villi	Tiny projections in the small intestine wall that increase the area of absorption	14 units of alcohol is the recommended weekly limit.
vitamin	Essential nutrients needed in small amounts to keep you healthy	Fruit and vegetables are a good source of vitamin C.

C2 Chapter 1: The Periodic Table

Knowledge organiser

Activate

The **Periodic Table** displays the names and symbols of all the **elements** we have discovered which are organised by their **chemical properties** and their **physical properties**

Physical properties

The **physical properties** of an element describe how a substance behaves generally.
(*E.g.,* **conductor** of electricity, dense, conductor of heat, shiny, **malleable**, sonorous, high melting and boiling points)

Chemical properties

The **chemical properties** of an element describe how a substance behaves in terms of its chemical reactions.
For example, how reactive it is, what other substances it reacts with, and the products it forms in reactions.

metals are to the left of the red line

non-metals are on the right

- columns are called **groups**
- rows are called **periods**

Elements in a group normally have similar properties, meaning chemists can predict properties of elements based on their group.

Metals

- normally good conductors of heat and electricity
- shiny when cut
- malleable
- **dense** and **sonorous**
- most have high melting points

Non-metals

- often have properties the opposite of metals
- low boiling points, so are gases at room temperature
- poor conductors of electricity and heat
- dull in appearance
- low density
- **brittle** and not sonorous

Group 1

- called the **alkali metals**
- like all other metals but are very **reactive**
- react vigorously (strongly) with water
- get more reactive as you go down the group
- lower melting points than most other metals
- melting points decrease down the group
- always produce a metal hydroxide and hydrogen gas when reacted with water

Group 7

- called the **halogens**
- generally very reactive
- generally the opposite of Group 1
- melting point increases down the group while reactivity decreases.
- take part in **displacement reactions**, where an element from higher up the group takes the place of one from lower down the group in a compound.

For example: *potassium iodide + chlorine → potassium chloride + iodine*

Group 0

- called the **noble gases**
- very unreactive
- low boiling points, so are gases at room temperature
- like the halogens, their boiling points increase down the group

☐ solids   ☐ liquids   ☐ gases at room temprature

This version of the Periodic Table does not include every discovered element.

metals   non-metals

Year 8 Unit Periodic Table		
Key word	Definition	Contextual sentence / example
acid rain	Rain that has a non-metal dissolved in it.	Acid rain has a pH of about 4.
chemical property	How a substance behaves in its chemical reactions.	All Group 1 metals share many chemical properties.
density	The mass of a material in a certain volume.	Gold has a high density.
displace	A more reactive metal (or non-metal) displaces – or pushes out – a less reactive metal from its compound.	Fluorine will displace any other Halogen.
displacement reaction	In a displacement reaction, a more reactive metal displaces – or pushes out – a less reactive metal from its compound.	A colour change is observed during a Halogen displacement reaction.
group	A vertical column of the Periodic Table. The elements in a group have similar properties.	Group 7 is the only group with solid, liquid and gaseous elements in it.
Group 0	Group 0 is on the right of the Periodic Table. Group 0 elements include helium, neon, argon, and krypton.	Group 0 elements were the last to be discovered of all the elements in the periodic table.
Group 1	The elements in the left column of the Periodic Table, including lithium, sodium, and potassium.	All Group 1 metals react with water.
Group 7	Group 7 is the second from the right of the Periodic Table. Group 7 elements include fluorine, chlorine, bromine, and iodine.	The Halogens, Group 7, are all toxic.
halogen	Another name for the Group 7 elements.	Fluorine is the most reactive Halogen.
metal	Elements on the left of the stepped line of the Periodic Table. Most elements are metals. They are good conductors of energy and electricity.	Mercury is the only liquid metal at room temperature.
noble gases	Another name for the Group 0 elements.	Helium is the lightest Noble Gas.
non-metal	Elements on the right of the stepped line of the Periodic Table. They are poor conductors of energy and electricity.	Even though it is a solid and conducts electricity, Carbon is a non-metal.
period	A horizontal row of the Periodic Table. There are trends in the properties of the elements across a period.	Hydrogen and Helium are the only elements in the first Period.
physical property	A property of a material that you can observe or measure.	Electrical conductivity is a physical property all metals share.
reactive	A substance is reactive if it reacts vigorously with substances such as dilute acids and water.	Group 1 metals are very reactive.
unreactive	Elements that take part in few chemical reactions are unreactive.	Noble gases like Argon are very unreactive

What are mixtures?

Mixtures are different substances found together, but not chemically bonded. This means the different substances can be **separated** from each other.

In a **compound**, different substances are chemically bonded together, while in a mixture they are not.

The substances that make up a mixture keep their own properties and are easy to separate.

You can change the amounts of the substances in a mixture.

You can tell the difference between a **pure substance** and an **impure substance** – a pure substance has a single, sharp melting point, while an impure substance (a mixture) has a range of temperatures for its melting point.

Solutions

Solutions are a type of mixture made of two parts:

1 **Solvent**: the liquid that makes up most of the solution.

2 **Solute**: the substance that is added to the solvent and **dissolves** into it.

The solute usually starts as a solid, and its particles break away from each other and move into the solvent.

Solubility

The **solubility** of a solute means how much solute can dissolve in a certain volume of solvent.

• Different solutes have different solubilities in different solvents.

• Increasing the temperature often increases the solubility.

• Soluble substances can dissolve, **insoluble** substances cannot.

Saturated: when so much solute has been added to the solvent that no more can dissolve, we say the mixture is saturated.

How can we separate mixtures?

Filtration

A method to separate a mixture of an undissolved solid and a liquid.

1 **Filter paper** has extremely small holes in it.

2 Particles in a liquid or solution are so tiny that they can fit through the holes.

3 Larger particles of the solid are too big to fit through the holes and are held back by the paper.

• **Residue**: solids left behind in the filter paper.

• **Filtrate**: the liquid that passes through the filter paper.
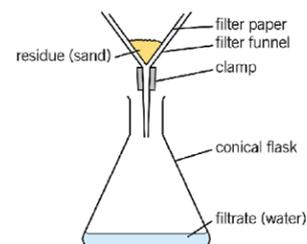
Distillation

A method that separates a solute and a solvent while keeping the solvent.

1 The solution is boiled so the solvent turns in to a gas.

2 The gas is then cooled down in a **condenser**, where it turns back into a liquid and can be collected.
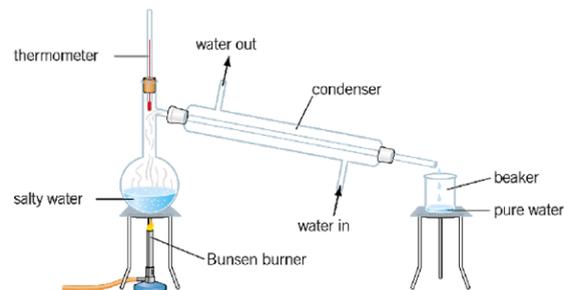
Chromatography

A method used to separate mixtures that are soluble in the same solvent.

1 A mixture like ink is placed on a piece of paper, which is placed in a solvent.

2 As the solvent moves up the paper it separates all the different constituents (parts) of the ink, producing a **chromatogram**.
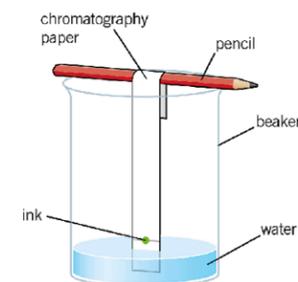
Evaporation

A method to separate a solute and a solvent, keeping the solute.

1 The solution is heated then left in an evaporating basin until all the solvent evaporates.

2 The solute is left behind as a solid.
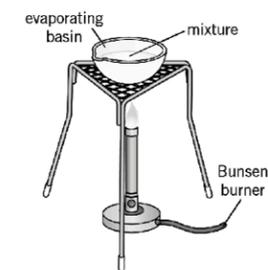
Year 8 Unit Separation Technique

Key word	Definition	Contextual sentence / example
chromatogram	An image obtained from chromatography.	The chromatogram showed three mixtures.
chromatography	A technique to separate mixtures of liquids that are soluble in the same solvent.	The dyes in ink can be separated using chromatography.
dissolve	The mixing of a substance (the solute) with a liquid (the solvent) to make a solution.	Some compounds like salt will dissolve in water.
distillation	A technique that uses evaporation and condensation to obtain a solvent from a solution.	Water and Ethanol can be separated by distillation.
filtering	A way of separating pieces of solid that are mixed with a liquid or solution by pouring through filter paper.	Sand can be removed from seas water by filtering.
filtrate	The liquid or solution that collects in the container after the mixture has passed through the filter paper.	The filtrate only contains soluble substances and the solvent.
impure	A substance is impure if it has different substances mixed with it.	Air is impure, it's a mixture of different gases.
insoluble	A substance that cannot dissolve in a certain solvent is insoluble in that solvent.	Sand doesn't dissolve in water, it is insoluble.
mixture	A mixture is made up of substances that are not chemically joined together.	Ink is a mixture of different coloured dyes.
pure	A substance is pure if it has no other substances mixed with it.	Chromatography can be used to determine a substance is pure.
residue	The solid that collects in the filter paper.	When you pour sea water through filter paper, the sand is the residue.
saturated solution	A solution in which no more solute can dissolve.	If you continue to add salt to a beaker of water you will eventually make a saturated solution.
solubility	The solubility of a substance is the mass that dissolves in 100 g of water.	The solubility of a solute can be increased by raising the temperature of the solvent.
solute	The solid or gas that dissolves in a liquid.	Carbon Dioxide is a solute in Coca-Cola.
solution	A mixture of a liquid with a solid or a gas. All parts of the mixture are the same.	When you add salt to water and you make a solution of salty water.
solvent	The liquid in which a solid or gas dissolves.	Water is a useful solvent for making solutions.

RELIGIOUS STUDIES

1. What does it mean to be inspirational?

An inspirational person is somebody who motivates others mentally or emotionally to be a better person and to make the world a better place. An inspirational person might show qualities such as courage, selflessness, honesty and perseverance. There are many famous inspirational people who have changed the world such as Emmeline Pankhurst, Mahatma Ghandi, Martin Luther King, Rosa Parkes, Oscar Romero and Greta Thunberg who we will study in this unit. However, you do not have to be famous to be inspirational. You will have inspirational people within your own family, friends and communities!

2. How did Emmeline Pankhurst change the world?

Emmeline Pankhurst is one of the most influential people of the 20th century. She was a British woman who fought for women's right to vote and was one of the leaders of the Suffragette movement. Emmeline Pankhurst was born on 14 July 1858 in Moss Side, Manchester.

As she grew older, Emmeline noticed that women were treated differently to men. At this time, women were regarded as inferior to men, both physically and intellectually. Consequently, they weren't allowed to vote, own property, have important jobs (such as doctors or lawyers) and their education was deemed to be insignificant compared to men's. Emmeline wanted to help change that. In 1903 she, along with her daughters Sylvia and Christabel, founded the Women's Social and Political Union (WSPU). The aim of the WSPU was to gain equal voting rights for women and they held many protests to try and achieve it.

When the World War 1 ended in 1918, the Representation of the People Act was introduced, giving women over the age of 30 who owned property, the right to vote. In 14 June 1928, Emmeline died just a few weeks before a law was passed giving all women over 21 years of age the right to vote. Emmeline is regarded as a strong-willed and courageous woman who stood up for her beliefs and changed the lives of British women forever.

3. How did Mahatma Ghandi changed the world?

Mahatma Gandhi was born 1869 in India into a Hindu middle-class family. He was originally called Mohandas. Ghandi was given the title Mahatma (great soul) which is sometimes used as his first name. Gandhi is one of the most famous leaders and champions for justice in the world. His principles and firm belief in non-violence have been followed by many other important civil rights leaders including Martin Luther King Jr. When India was a colony of Great Britain, Gandhi used nonviolent methods to protest against British rule. India finally won its independence in 1947. Ghandi changed the history of India for not only its governing but also to stop the oppression of some of the lower classes of citizens. He tried to make peace between Muslim's and Hindu's but was ultimately assassinated by a Hindu extremist in 1948. 3 million people took part in Gandhi's funeral. He continues to inspire people today to act against injustice.

4. How did Martin Luther King change the world?

Martin Luther King Junior was born on 15 Jan 1929, the son of a Baptist preacher, when segregation between black and white people was in place in the Southern States of America. When in 1955 Rosa Parks was arrested after refusing to give up her seat for a white passenger, the local black community chose to boycott the bus service and they asked King to lead the campaign.

His speech spurred people on to fight segregation but caught the attention of more sinister forces – Dr Martin Luther King Jr's family received threatening calls and their house was bombed. Despite the violence he was threatened with, he believed in non-violent resistance and refused to react with hate. He organised a march to highlight the need for a Civil Rights Act, to end segregation, and some 250,000 people attended. Here he spoke his famous 'I Have a Dream' speech which called for racial harmony.

In 1964, he got what he was campaigning for - The Civil Rights Act ended segregation in public places, banned employment discrimination and the voting act that followed allowed Black people to exercise their legal right to vote. On the 4th of April 1968 Martin Luther King was in Memphis. As he stood on his hotel room balcony he was assassinated.

5. Who was Oscar Romero?

Romero was born on 15th August 1917 in El Salvador. He was ordained a priest in 1942 in Rome and was made Archbishop of San Salvador in 1977. A few weeks after Romero was appointed as archbishop, Romero began to speak out on behalf of the landless peasants living in poverty. Many of the people of San Salvador suffered terribly at this time and Romero spoke out against the government. Romero witnessed violations of human rights, murders, disappearances and torture – all carried out by the government During Mass he talked about persecution - reading out lists of names of the 'disappeared' people. In 1980 he was shot while leading Mass in his cathedral. His funeral was attended by more than 250,000 mourners from across the world.

6. Greta Thunberg

Greta Thunberg is an environmental activist. She was born in Stockholm, Sweden, in 2003. When she was eight, she started learning about climate change. The more she learned, the more baffled she became as to why so little was being done about it. In August 2018, Greta decided to take action. Instead of going to school, she made a large sign that read 'SCHOOL STRIKE FOR CLIMATE', and calmly sat down outside the Swedish parliament. Her aim was to make politicians take notice and act to stop global warming. Greta has inspired many people across the world to protest against climate change. In March 2019, climate campaigners across the world, and inspired by Greta, came together to co-ordinate the first Global Strike for Climate. It was huge – over 1.6 million people from 125 countries took part!

Key Term	Definition	Contextual Sentence
Inspirational	Somebody who motivates others mentally or emotionally to be a better person and to make the world a better place.	Many people believe Martin Luther King is an inspirational person.
Ahmisa	An ancient Indian principle of non–violence.	Mahatma Ghandi believed in ahmisa.
Justice	Upholding what is fair and right.	Oscar Romero campaigned for justice in San Salvador.
Oppression	When a person or group of people who have power use it in a way that is not fair, unjust or cruel.	Emmeline Pankhurst worked to stop the oppression of women.
Independence	Freedom from the control or influence of others.	India won independence in 1947.
Suffragette	A female advocate of the right of women to vote.	Emmeline Pankhurst was a suffragette.
Gender equality	Women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections.	The Equality Act of 2010 ensures there is gender equality.
Segregation	The practice of separating people according to groups, especially racial groups.	Martin Luther King protested to end racial segregation.
Protest	A complaint or objection against an idea, an act, or a way of doing things.	Martin Luther King used peaceful protest.
Boycott	An organised refusal to have any dealings with a person, country, or business.	Martin Luther King organised a bus boycott after the arrest of Rosa Parks.
Prejudice	An unfair and unreasonable opinion or feeling formed without enough thought or knowledge.	Prejudice often leads to discrimination.
Discrimination	When a person is treated unfairly or badly because the person is one of a particular group.	Martin Luther King campaigned to stop discrimination.
Persecution	The mistreatment (bad treatment) of an individual or group by another group.	People sometimes suffer persecution for their beliefs.
Climate change	Significant and long–lasting change in the Earth's climate and weather.	Greta Thunberg protests about climate change.

1. Who are the Gods and Goddesses in Hinduism?

In Hinduism there is one supreme spirit known as Brahman. However, Brahman takes on many forms that some Hindus worship as gods and goddesses in their own right. Some believe there are 33 million different gods and goddesses. There are three important Gods that together make up the trimurti, these are:
• Brahma who is the creator God
• Vishnu who is the preserver God
• Shiva who is the destroyer God

2. What do Hindus believe about life after death?

Hindus believe in reincarnation. Most Hindus believe that humans are in a cycle of death and rebirth called samsara. When a person dies their atman (the little bit of Brahman inside them) is reborn into a different body. Hindus believe in karma or 'intentional action'. Many believe good or bad actions in life leading to positive or negative merit, determines the atman's rebirth. Some Hindus believe that humans may be reborn in animal form, and that rebirth from human to animal form only occurs if an atman has repeatedly failed to learn lessons in human form. Living life according to teachings in the scriptures will eventually lead to moksha. Some Hindu scriptures describe moksha as the atman becoming absorbed with Brahman, from where each atman is said to originate.

3. How do Hindus worship?

A Hindu temple is called a mandir, but most Hindus have a shrine at home where they perform personal and family worship. Worship in Hinduism is called puja. The rules for puja are laid down in the Hindu holy books. It involves making an offering to an image or picture of one of the gods or goddesses. An image is called a murti, which means form. A murti is intended to help people worship as it shows a quality of Brahman. A puja tray has six key features that helps a Hindu worship:
1. A bell- this is rung at the beginning of worship to let the Gods know worship is about to begin.
2. A dish containing sandal wood- this is used to mark the worshipper's forehead as a symbol of his or her devotion.
3. Food offerings- offerings of food such as nuts, fruit, rice, and sweets are placed on the shrine. These are symbolic exchanges of love between the worshiper and God.
4. A pot containing holy water- this is used for cleaning and purification.
5. An incense stick- this is used to cleanse and purify the air.
6. Diva lamp- this is used to bring light to the shrine and as a symbol of God's presence.

4. What are important festivals in Hinduism?

Diwali is one of the biggest festivals celebrated by the Hindu community. Diwali celebrates the story of the Hindu Gods, Rama and Sita. In the story, Rama is sent away to a far-off country by his father. Rama leaves with his wife Sita, but Sita gets kidnapped by a wicked demon called Ravana. The monkey God, Hanuman, helps Rama save Sita and kill Ravana so they can finally return home. This story is about good overcoming evil. Lamps were lit to guide Rama and Sita home. This is why most Hindus light diya lamps during Diwali today. Hindus also celebrate Diwali to honour the goddess Lakshmi, the Hindu goddess of fortune. Most Hindus believe that if the house is clean and there are diya lamps to light the way, then she will visit their homes bringing good fortune for the coming year.
Today Hindus celebrate light overcoming darkness during Diwali. Many Hindus celebrate at home and in the mandir by giving presents to each other, sharing meals, singing, dancing, and going to firework displays. Many Hindus thank Lakshmi for everything they have by giving money and food to the poor.

5. What are important pilgrimage sites?

A pilgrimage is a special journey to a place of religious significance. The main pilgrimage sites in Hinduism are:
1. The River Ganges- This river is situated in India. Many stories from Hindu scripture feature this river. Some Hindus believed that it flowed from heaven to purify humans. There are various locations along the River Ganges which can attract millions of pilgrims. Many Hindus believe water from anywhere on the River Ganges is purifying and holy.
2. Varanasi- This is an ancient city on the banks of the River Ganges. It is one of the most sacred sites in India because it is believed to have been the home of Lord Shiva. Some Hindus believe if they die at Varanasi, they might be able to achieve Moksha sooner.

6. What does it mean to be part of the Hindu community in Britain?

According to the 2011 census Hinduism is the third biggest religion in Britain today. There are over 161 mandirs in Britain today. In Britain Diwali is widely celebrated and London has held a Diwali celebration in Trafalgar Square since 2001 which is open to all and is attended by about 35,000 people.

Hindus believe in ahimsa. This is the belief that no living thing should be harmed. This applies to both humans and animals. Hindus also believe all living things have souls, which is why many committed Hindus living in Britain today are often vegetarians. This belief also encourages many Hindus to be part of environmental charities. The belief in karma motivates many Hindus to be part of charities that help the poor e.g. Sewa UK.

Key Terms	Definition	Contextual Sentence
Brahman	The universal supreme spirit that controls everything.	Brahman can appear in the form of many different Gods.
Vishnu	The preserver God.	Vishnu protects the earth from being destroyed.
Shiva	The destroyer God.	Shiva is the third god in the Hindu trimurti.
Brahma	The creator God.	Brahma is the first God in the Hindu trimurti.
Rama	The seventh avatar of the Hindu god Vishnu.	Rama is a key part of the Diwali story.
Sita	The wife of Rama, an avatar of the God Vishnu.	Sita is abducted by the demon king Ravana.
Ganesh	The elephant-headed god in Hinduism. He is the son of Shiva and Parvat.	Ganesh is the remover of obstacles.
Lakshmi	Lakshmi is the goddess of money and good luck in Hinduism.	Lakshmi is the wife of the Hindu God Vishnu.
Trimurti	The Trimurti are three Hindu gods; Brahma; Vishnu; Shiva. Brahma.	Trimurti means having three forms.
Sanskrit	Ancient Hindu language.	Sanskrit is a language of ancient India with a 3,500-year history.
Samsara	The cycle of life, death, and reincarnation.	Samsara is governed by the law of karma.
Atman	A part of Brahman in everyone.	The atman moves to a different body.
Karma	Actions which affect rebirth.	Giving to charity would bring good karma.
Reincarnation	Belief that a soul is reborn in another body.	Reincarnation is a belief in life after death.
Moksha	The end of the rebirth cycle.	Moksha is the liberation from the cycle of samsara.
Mandir	The place Hindus go to worship.	A Mandir has statues of many Hindu Gods.
Shrine	A holy place.	Most Hindu homes have a shrine.

Topic: Life in Tudor England.

How similar was life in Tudor England to today?   Why did the monarchy face so many challenges in the 15 – 1600s

Key events

1567	Thomas Harman wrote a book on sturdy beggars. At the end of the Tudor period, poverty was on the rise, and so was crime. Some of these criminals were 'sturdy beggars' who tricked people into giving them money. There were 23 types of sturdy beggar!
1576	An actor called James Burbage built the first successful, purpose built theatre in Shoreditch, north-east London. He made a fortune and other theatres followed, such as the Globe and the Swan.
1588	It is in this year that Shakespeare started writing plays.
1601	Elizabeth I introduced the first ever law that was designed to help the poor. It was called the Poor Law, and it didn't change until the 1800s. Relief was provided for those who needed it, but sturdy beggars were punished.

Key concepts

Class	Society was very structured in the Tudor period and there were different classes of people. Your class largely depended on wealth. The nobility were at the top of the social scale, whilst paupers were at the bottom.
Whitsun	This was a religious holiday in May, when there were lots of entertainments and feasting.
Justice of the Peace	An official who was selected to keep law and order in the local area. This role was created in the Medieval period.

Key words / terms

Gentleman	A wealthy person, of a high ranking social position.
Labourer	An ordinary unskilled worker.
Merchant	Someone who made their money from selling goods or trade.
Yeoman	Farmers who owned or rented their land, and employed workers.
Pauper	The poorest people in society, who relied on charity.
Grammar school	A school that taught Latin and Greek grammar to the sons of wealthy people. Some free places were offered to poor boys.
Blood sports	A sport that involved the hunting or wounding of animals.
Strolling players	A group of actors that travelled the country performing.
Pottage	A vegetable stew that was the main food of poor people.
Vagabonds	These were poor people who travelled the country either looking for work or begging. They were also known as sturdy beggars, who tricked people into giving them money.
Constable	Each town or village would have a constable who was responsible for law and order.
House of Correction	This was a method of punishment introduced in the Elizabethan period, for poor people who refused to work.

4.1- Marriage candidates

Robert Dudley - Dudley, the Earl of Leicester, was an ambitious, good looking courtier. Elizabeth spent a lot of time with him and people thought they were in love, but there was a big problem: he was already married. When his wife was found dead there was a scandal and rumours circulated. This led Elizabeth to withdraw from Dudley as her reputation and position as queen were threatened.

King Philip of Spain - In the 1560s, King Philip proposed to Elizabeth. He was a Catholic who had been married to Mary, Elizabeth's sister. MPs were not in favour of this alliance for fear of causing religious unsettlement and creating a foreign influence in government. Elizabeth cautiously rejected this offer.

Archduke Charles - In 1567 Elizabeth considered marrying Archduke Charles of Austria but his Catholic faith meant there were the same religious differences as with King Philip of Spain, and in the end there was no match.

Francis Duke of Alencon - Marriage negotiations went on for nearly a decade with Francis, who was heir to the French throne. There were many political advantages to be gained from this alliance, for example influence over French policy in the Netherlands, and Elizabeth used this to her advantage. However, Francis died in 1584 and after that Elizabeth was destined to be alone

The "Virgin Queen"

Elizabeth emphasised her "Virgin Queen" image portraying herself as a monarch who put the stability and security of England before her personal happiness. She would not marry anyone who might jeopardise England's position

4.2- The Middle Way

Elizabeth I was brought up a Protestant. She realised that religion had caused a lot of problems for England. She tried to find a 'middle way' that both Catholics and Protestants could accept:

She called herself 'Supreme Governor', not 'head' of the Church of England.
Church services and the Bible were in English.
Many elements of Catholic services were allowed, including bishops, ordained priests, church decorations, music and colourful robes.
The English prayer book was brought back, but a Latin edition was also printed.
The new prayer book said that Christ was 'really present' in the bread and the wine in the Communion service. This was halfway between Catholic and Protestant beliefs.
There was no question, however, that people could believe what they wanted. The Act of Uniformity (1559) stated that everybody had to attend the Church of England and use the Book of Common Prayer.
She punished the Puritans and any Catholics who refused to go to Church of England services. These people were called recusants.
The key to the 'middle way' was that the monarch was responsible for the faith of the state. For Elizabeth, the success of the 'middle way' would be a means to extend her control over the country.

Did Elizabeth change her 'middle way' policy?

Towards the end of her reign, however:
The Pope excommunicated Elizabeth in 1570.
There were plots and rebellions against Elizabeth led by Catholics. The leaders of these were executed.
Catholic priests who conducted secret services for Catholics were tortured and executed.
Elizabeth executed as many Catholics as Mary burned Protestants.
By the end of Elizabeth's reign, England was firmly a Protestant country.

4.3-Timeline of Elizabeth

September 7, 1533: ·Elizabeth born at Greenwich Palace.
May 9, 1536: ·Ann Boleyn beheaded
February 3, 1542: ·Catherine Howard beheaded
January 1547: ·Henry VIII dies
July 6, 1553: ·The sixteen-year-old Edward VI dies after a six-year reign; Mary I takes the throne.
1554: ·Sir Thomas Wyat the Younger's Rebellion
November 17, 1558: ·Mary I dies, Elizabeth succeeds
January 15, 1559: ·Elizabeth's coronation ceremony

1559: ·Elizabeth's Protestant/Catholic religious settlement
1561: ·The French king Francis II dies, and Mary Queen of Scots returns to Scotland.
1568: ·Elizabeth imprisons Mary Queen of Scots
1570: ·Pope Pius V issues an interdict against Elizabeth
1571: ·Ridolfi Plot to overthrow Elizabeth and replace her with Mary Queen of Scots
1571: ·Elizabeth names William Cecil Lord Treasurer and gives him the new title of Lord Burleigh. She brings in Francis Walsingham to replace him as Secretary of State.
1575: ·Leicester entertains Elizabeth at Kenilworth Castle

1579: ·Leicester secretly marries Lettice Knollys, Elizabeth's cousin
1579: ·Elizabeth's marriage negotiations with the French King's brother (Anjou) dissolve
1580: ·Pope Gregory XIII announces that killing Elizabeth is not a sin
1582: ·Duke de Guise Plot on Elizabeth's life
1583: ·Marriage negotiations with the Duke de Alencon
1584: ·William the Silent assassinated
1584: ·Bond of Association enacted
1585: ·Act for the Preservation of the Queen's Safety passed

1586: ·Babington Plot to overthrow Elizabeth and replace her with Mary Queen of Scots
February 8, 1587: ·Mary Queen of Scots executed
April 1587: ·Drake's surprise attack on Spanish fleet at Cadiz
July 1588: ·Philip of Spain launches the Spanish Armada
1588: ·Earl of Leicester (Sir Robert Dudley) dies
1590: ·death of Francis Walsingham
1598: ·Lord Burleigh (William Cecil) dies
February 25, 1601: ·Robery Devereaux, Earl of Essex, executed
March 24, 1603: ·death of Queen Elizabeth

4.4- Key Words	Definition	Contextual Sentence
Suitor	A man who pursues a relationship with a particular woman, with a view to marriage.	Elizabeth decided to marry non of her potential suitors.
Excommunicate	Officially exclude (someone) from participation services of the Christian Church.	Elizabeth had annoyed the papacy to the point where she became excommunicated.
Interdict	Forbid.	The Pope issued an interdict to Elizabeth to stop supporting foreign protestants.
Assassination	To attempt to kill someone.	Elizabeth lived her life with significant threats of being a victim of assassination.

5.1- Mary, Queen of Scots

Mary, Queen of Scots was Elizabeth's cousin (not to be confused with Mary I, who was Elizabeth's sister).

Mary's life had been filled with dramatic events. She had become Queen of Scotland in 1542 when she was just six days old.

Her first two husbands died and she was implicated in the second one's murder. She was forced to abdicate and was imprisoned. She managed to escape and fled to England where she sought refuge from Elizabeth in 1568.

Mary's threat to Elizabeth suddenly became more immediate now that she was in the country. In the short term, Elizabeth allowed Mary to live in Carlisle Castle as a closely guarded 'guest'.
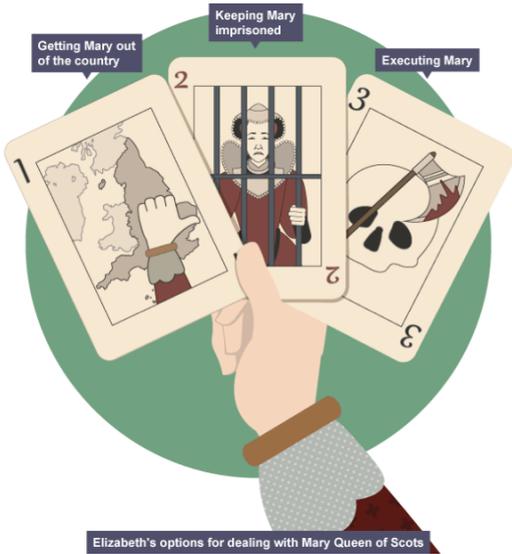
Mary, Queen of Scots was a threat to Elizabeth's rule because she had two claims to the English throne:

Many people believed Elizabeth to be illegitimate and so felt she had no right to be on the throne. (Her father, Henry VIII, had divorced his first wife. Catholics didn't recognise divorce and so viewed his second marriage to Elizabeth's mother as illegal.)

Elizabeth had converted England's official religion to Protestantism, leaving many Catholics disgruntled. Mary was a Catholic and many viewed her as their figurehead and a rightful replacement to the throne

Elizabeth's options for dealing with Mary Queen of Scots
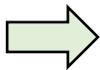
Mary is executed

Mary was put on trial, found guilty of **treason** and was executed on 8 February 1587 at Fotheringhay Castle. The executioner held up her severed head and shouted "God save the Queen".

5.2- The Spanish Armada

In the late 16th century, Spain was the most powerful empire in the known world. Spain's king, Philip II, ruled much of the New World and much of western Europe. England was helping Spain's Dutch rebels and English ships, under the command of Sir Francis Drake, to attack Spain's treasure fleet as they returned from the Caribbean.

Worst of all, England was now a Protestant nation. When Elizabeth I executed the Catholic Mary Queen of Scots in 1587, Philip was personally angered and, wanting England for himself, decided to invade.

The plan

Philip's plan was that an armada of 130 ships would sail to the Netherlands, pick up 30,000 Spanish troops and invade England. However, the Armada was delayed by an English attack on Cadiz harbour in 1587 where Drake made off with gold treasures and destroyed over 100 Spanish ships.

The battle

In 1588, Philip's Armada finally set sail. When the Armada anchored at Calais, the English used fireships to scatter the Spanish fleet and then attack it at the Battle of Gravelines in July 1588. The Armada was forced to abandon its invasion attempt and was destroyed by storms, which Philip I called the Protestant Wind, whilst trying to sail home round the north of Scotland.

What did the battle represent?

The conflict with the Spanish Armada represented the height of the long struggle between Protestant England and Catholic Spain. Until recently, both English and Spanish historians believed that the Armada was the time when Spain's fortunes changed and England became great. Modern historians, however, think that the failure of the Armada – though a setback – was not the death-blow to Philip it was made out to be at the time although they agree that it did 'make' Elizabeth into a formidable queen.

5.3- Key Words	Definition	Contextual Sentence
Martyr	A person who is killed because of their religious or other beliefs.	By killing Mary, Queen of Scots, Elizabeth had made her a martyr.
Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.	By trying to kill Elizabeth, the rebels were committing treason.
Executioner	An official who carries out a sentence of death on a condemned person.	Mary wore red as she walked towards the executioner.
New World	The New World is one of the names used for the majority of Earth's Western Hemisphere, specifically the Americas.	The New World offered a place of opportunity and financial gains.

6.1- James I summary

James was king of Scotland until 1603, when he became the first Stuart king of England as well, creating the kingdom of Great Britain.

James was born on 19 June 1566 in Edinburgh Castle. His mother was Mary, Queen of Scots and his father her second husband, Lord Darnley. Darnley was murdered in February 1567. In July Mary was forced to abdicate in favour of her infant son. James's tutor, the historian and poet George Buchanan, was a positive influence and James was a capable scholar. A succession of regents ruled the kingdom until 1576, when James became nominal ruler, although he did not actually take control until 1581. He proved to be a shrewd ruler who effectively controlled the various religious and political factions in Scotland.

In 1586, James and Elizabeth I became allies under the Treaty of Berwick. When his mother was executed by Elizabeth the following year, James did not protest too vociferously - he hoped to be named as Elizabeth's successor. In 1589, James married Anne of Denmark. Three of their seven children survived into adulthood.

In March 1603, Elizabeth died and James became king of England and Ireland in a remarkably smooth transition of power. After 1603 he only visited Scotland once, in 1617.

One of James's great contributions to England was the Authorised King James's Version of the bible (1611) which was to become the standard text for more than 250 years. But he disappointed the Puritans who hoped he would introduce some of the more radical religious ideas of the Scottish church, and the Catholics, who anticipated more lenient treatment. In 1605, a Catholic plot to blow up king and parliament was uncovered. James's firm belief in the divine right of kings, and constant need for money, also brought him into conflict repeatedly with parliament.

Abroad, James attempted to encourage European peace. In 1604, he ended the long-running war with Spain and tried to arrange a marriage between his son and the Spanish Infant. He married his daughter Elizabeth to the elector of the palatinate, Frederick, who was the leader of the German Protestants.

James's eldest son Henry died in 1612 and his wife Anne in 1619. James himself died on 27 March 1625 and was succeeded by his second son, Charles
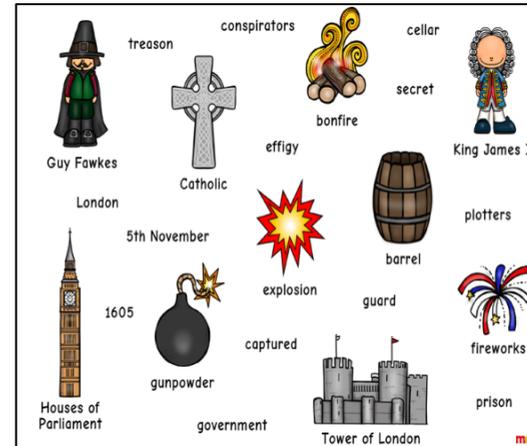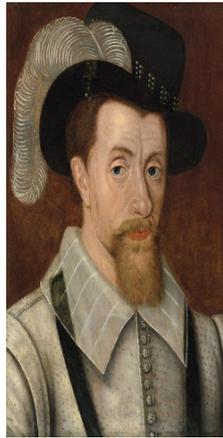
6.2- The Gunpowder Plot

On the face of it, the Gunpowder Plot was an attempt by a group of Catholics to blow up the king and the Houses of Parliament, this being the place where all of the country's laws are made. In October 1605, one of the plotters gave the game away whilst trying to warn a relative, who was an MP. On 4 November Guy Fawkes was caught red-handed with the gunpowder just before the king was due to open Parliament.

You could compare to modern terrorist atrocities. The plotters had no chance of persuading the English Catholics to rebel, and were hoping that – if they destroyed the government – the King of Spain might step in and take over.

Alternatively, you could see the plot as an example of a government tricking its citizens and influencing public opinion – an example of a government abusing its power.

The execution of Guy Fawkes

6.3- Key Words	Definition	Contextual Sentence
Effigy	A sculpture or model of a person.	It has become a tradition on the 5th November, to burn an effigy of Guy Fawkes.
Government	The group of people with the authority to govern a country or state.	The government of James I were wary of the threat posed by the Catholics.
Conspirators	A person who takes part in a conspiracy.	The conspirators were led by Robert Catesby in the gunpowder plot.
Union	The action of joining together or the fact of being joined together, especially in a political context.	The union between England and Scotland arose because of James I succession to the English throne.

Tourism and Coasts Tier 3 Vocabulary

Key Vocabulary	Definition	Contextual Sentence
Tourism	The movement of people for leisure-related purposes, between origin and destination(s).	The **tourism** industry provided many jobs to local people.
Mass tourism	Hundreds of thousands, if not millions of tourists who descend onto a variety of tourist resorts each year.	**Mass tourism** can have many socio-economic advantages, but at a cost to the environment.
Eco tourism	A form of environmentally friendly tourism which involves people visiting fragile, unspoilt areas that are usually protected.	**Eco tourism** in the rainforest can reduce illegal logging due to the profound economic gain.
Dark tourism	The act of tourists traveling to sites of death, tragedy, and suffering.	Chernobyl is a world-famous **dark tourism** destination.
Social	To do with people.	A **social** measure of development is life expectancy.
Economic	To do with the economy (or wealth).	Mass tourism can have many socio-**economic** advantages, but at a cost to the environment.
Environmental	To do with the natural world.	An **environmental** cost of mass tourism is footpath erosion.
Development	The progress of a country in relation to economic growth, the use of technology and human welfare.	Tourism is a proven way to reduce the **development** gap.
Erosion	The wearing away and removal of material by a moving force, such as a breaking wave.	There are 4 types of **erosion** processes; hydraulic action, abrasion, attrition and solution.
Gabion	Steel wire mesh filled with boulders used in coastal defences.	**Gabions** can protect cliffs from erosion.
Groyne	A wooden barrier built out into the sea to stop the longshore drift of sand and shingle.	**Groynes** are used to build beaches to protect against cliff erosion.
Hard engineering	The use of man made structures to defend land against natural erosion processes.	Many people are against **hard engineering** strategies as they do not fit in with the natural environment.
Hydraulic Action	The process by which breaking waves compress pockets of air in cracks in a cliff.	The pressure built up by **hydraulic action** can cause cracks to widen, breaking off rock.
Stack	An isolated pillar of rock left when the top of an arch has collapsed.	Over time further erosion reduces the **stack** to a smaller stump.

GEOGRAPHY

Types of Holiday

Spain

KEY

Percentage of foreign visitors

	0–4.9
	5–9.9
	10–14.9
	>15
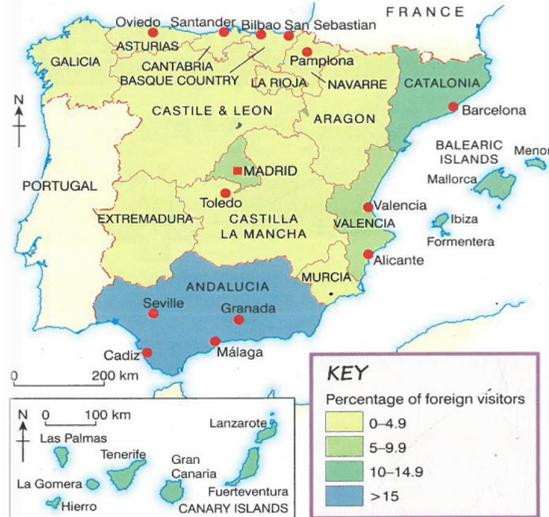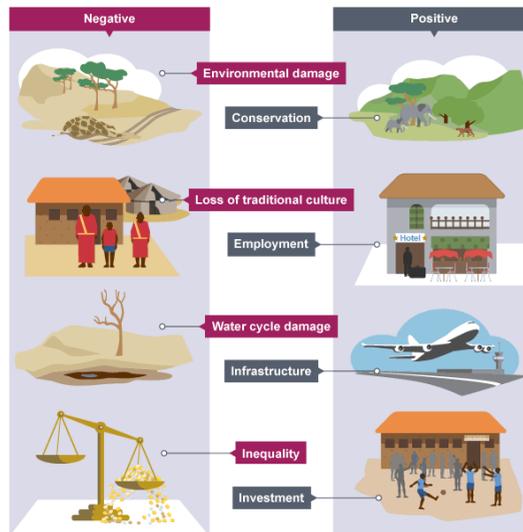
+ / - of Tourism

Positives and Negatives of Tourism

Positive impacts	Negative impacts
Increased employment. Over 400 million people around the world are employed in the tourism industry.	Profits may 'leak' out of an area and back to the headquarters of a multi-national tourism organisation or hotel chain.
Brings huge amounts of foreign currency into a country. This can help stabilise an economy and prices in a country.	The cost of investment in roads or infrastructure will have to be borne by the local people.
Tourism companies make a profit which can either be invested into new facilities in a country or back into the business.	The character of a place might change. Local shops might be displaced by shops that cater solely for tourists.
Improvement in general infrastructure can help locals.	Traditional jobs will be lost as an area switches focus in providing for tourists needs.
Tourists learn about other cultures.	Some traditional roles (such as farming) will be lost in order to provide tourist services.
Tourists bring money which can breathe new life into neglected areas.	Local languages might be lost as people prefer to use international languages such as English.
Local crafts might be revived to be sold to the tourist market.	Crime and anti-social behaviour might rise as more and more tourists visit a place and bring their own social problems with them.
Many tourist organisations are trying to create a more sustainable ethos for tourism. This helps to protect the animals and local environment and will be funded by the tourists who visit.	Overcrowding can impact fragile environments and soil will be eroded away. Damage to the ecosystem might totally change the characteristics of a place.
Provides money that can help local people to protect their environment.	Overcrowding can cause congestion and pollution. It will increase the carbon emissions in an area.
Can also help raise awareness of different issues such as water shortages or endangered animals.	Tourists will increase the amount of waste and sewage in an area and this will need to be dealt with in a sustainable manner.

The Tourism Life Cycle

Patterns in tourism

Butler's tourism life cycle model

A model is a simplification of the real world used to better understand reality.

All tourist destinations follow a pattern in terms of popularity. Professor Richard Butler suggested a model for the life cycle of a tourist destination which has a number of stages:

7 Rejuvenation
6 Decline
5 Stagnation
4 Consolidation
3 Development
2 Involvement
1 Exploration
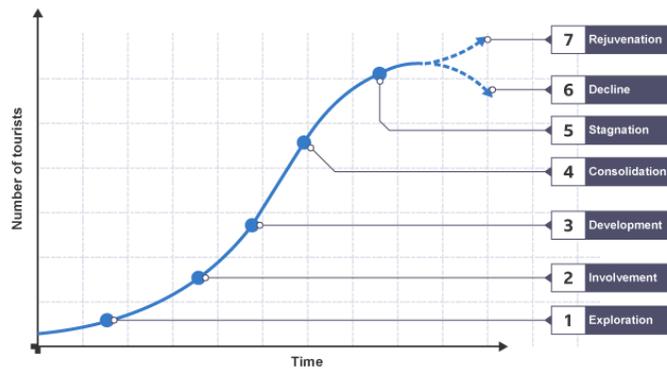
This model shows how tourists resorts go through different stages. First a resort is discovered, it becomes more popular then stagnates, before either declining or rejuvenating.

Step 1 – tourists start to discover a resort. At this point not many people know about the resort and there are only a few visitors.

Step 2 – the word spreads about the resort and businesses begin to open up services to cater for the tourists, such as hotels and restaurants. At this point the numbers rise until the resort becomes very busy.

Step 3 - At this point people may stop visiting as the resort has lost its appeal and become over-crowded.

Step 4 - the area either goes into decline or rejuvenates itself by investing in improvements. Meanwhile new areas are discovered and the cycle begins again.

How do we use the coast?

1. **Tourism** - many tourism resorts are located along the coast due to the activities they can offer tourists, e.g. swimming and sunbathing.

2. **Fishing** - many people make a living from catching and selling fish.

3. **Recreation** - the coast provides opportunities for a range of activities, such as sailing, diving, surfing, etc.

4. **Ecosystems** - coastlines provide a series of unique ecosystems, like mangroves and sand dunes. This means that the biodiversity is often varied and unique.

5. **Resources** - much of the world's remaining oil and gas is found under the seabed.

6. **Transport** - oceans provide key transportation routes which enable global trade.

Types of Waves

Constructive Wave
- Long wave length so low-frequency (8-10 waves per minute)
- Water spreads a long way up the gently sloping beach
- Gains a little height, breaks and spills on the beach
- Low wave height (under 1 metre)
- Wave front is gently sloping
- Wave trough
- Orbit becomes eliptical due to shore friction slowing the base of the wave
- waves have a circular orbit
- Strong swash
- Weak backwash

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Destructive Wave
- Short wave length so high frequency (10-14 waves per minute)
- Wave trough
- Steep wave front
- Wave height over 1 metre
- Breaking wave gains much height
- Wave plunges onto steep beach, energy directed downwards so does not travel far up the beach
- Waves have a circular orbit
- Offshore bar where sand is deposited
- Orbit becomes eliptical due to shore friction slowing the base of the wave
- Weak swash
- Very strong backwash erodes sand

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1. Large crack, opened up by hydraulic action
2. The crack grows into a cave by hydraulic action and abrasion
3. The cave becomes larger
4. The cave breaks through the headland forming a natural arch
5. The arch is eroded and collapses
6. This leaves a tall rock stack
7. The stack is eroded forming a stump

Headland — Direction of cliff retreat

Cave, arch, stack and stump

Type	Definition	Advantages	Disadvantages
Beach Nourishment	The beach is made wider by using sand and shingle.	Increases the distance a wave has to travel, thus slowing it down and preventing erosion.	Sand and shingle need to be sourced from somewhere else - usually by dredging. Requires a lot of maintenance and can be costly.
Managed Retreat	Certain areas of the coast are allowed to erode and flood naturally due to their low value	Natural eroded material encourages the development of beaches and salt marshes. Is low cost.	Required to compensate people who loose buildings and farmland
Beach Stabilization	Planting dead trees in the sand to stabilize the beach	Widens the beach therefore slowing down waves and preventing erosion	Similarly to beach nourishment trees need to be sourced and requires maintenance.
Dune Regeneration	Creating new sand dunes or restoring existing dunes	Dunes act as a barrier and absorb wave energy reducing erosion and protecting against flooding	Dunes are a barrier to beach access and creating new dunes results in land loss
Afforestation of Coastal Dunes	A way to stabilize dunes by planting trees	By stabilizing the dunes this minimizes sand drift and erosion	If non-native trees are planted this impacts the nutrient deposition of the soil

Strategy - Hard	Description	Advantages	Disadvantages
Sea Walls	A wall or embankment erected to prevent the sea from encroaching on or eroding on an area of land.	-Effective, long-term solution -Protects areas of human habitation	-Maintenance required -High construction cost
Groins	A structure that interrupts water flow and limits the movement of sediment.	-Avoids having beaches washed away by long shore drift -Prevents erosion and ice-jamming in rivers	-Makes shorelines look unnatural/unattractive
Revetments	Sloping structures placed on banks or cliffs in such a way as to absorb the energy of incoming water.	-Preserves existing uses of shoreline -Prevents damage during flood periods/heavy seasonal rains	-Could be a barrier to different organisms -May be a hazard to people
Rock Armor (Rip rap)	Rock or other material used to armor shorelines and other structures against scour, ice, or erosion.	-Can be used on any waterway or water containment -Absorbs and deflects energy of waves	-Unattractive -Constantly needs maintenance

Hard vs Soft Engineering Strategies

Spanish: <ins>Knowledge Organiser Year 8 Term 1</ins>

Claro Book 1 Unit 5: En mi ciudad

5.1 De paseo por mi ciudad	5.2 Por eso voy allí	5.3 ¡Sigue todo recto!	5.4 Planes para el fin de
hay *there is/are*	apoyar *to support*	¿Por dónde se va…? *How do I get to…?*	bailar en la discoteca *to dance in a club*
un lugar *place*	comprar *to buy*		
un banco *bank*	estudiar *to study*	muchas gracias *thank you very much*	
una biblioteca *library*	ir *to go*		cantar en el coro *to sing in the choir*
una calle *street*	leer *to read*	de nada *you're welcome*	el fin de semana *weekend*
una catedral *cathedral*	observar *to observe*	cruzar *to cross*	el finde *weekend*
un cine *cinema*	pasear *to walk*	pasar *to go past*	ir a un concierto *to go to a concert*
una estación de tren *train station*	ver *to see, watch*	tomar *to take*	
un estadio *stadium*	viajar *to travel*	toma… *take…*	ir de compras *to go shopping*
un hospital *hospital*	visitar *to visit*	torcer *to turn*	nadar en el mar *to swim in the sea*
un hotel *hotel*	las ruinas *ruins*	tuerce… *turn*	practicar judo *to practise judo*
una iglesia *church*	el sitio *site, place*	la primera *the first*	salir con amigos *to go out with friends*
un instituto *school*	único/a *unique*	la segunda *the second*	
una mezquita *mosque*		la tercera *the third*	va a ser *it's going to be*
un museo *museum*		a la derecha *on the right*	ver una exposición de arte *to see an art exhibition*
un parque *park*		a la izquierda *on the left*	
una plaza de toros *bullring*		sigue todo recto *go straight on*	viajar en tren *to travel by train*
un restaurante *restaurant*		al final *at the end*	
un supermercado *supermarket*		la dirección *direction, address*	
una tienda de ropa *clothes shop*		la plaza *square*	
bonito/a *pretty*		el semáforo *traffic light*	
histórico/a *historic*			
tranquilo/a *quiet, peaceful*			

Gramática: The verb to go – *ir*

I go/ am going	*Voy*	We go / are going	*Vamos*
You go/ are going (singular)	*Vas*	You go/ are going (plural)	*Vais*
He/she/it goes/ is going	*Va*	They go/ are going	*Van*

To form the future tense **select the person of the verb** 'ir' above and **add 'a + infinitive verb'**

Eg **Voy a bailar** en una discoteca = I'm going to dance in a club

Unit of work 5:Key language in context

Saying what is and isn't in a city:		
	En mi ciudad hay una estación de tren	– *In my city there is* a train station
	En mi ciudad hay tres supermercados	– *In my city there are* three supermarkets
	En mi ciudad hay un instituto **grande**	– *In my city there is a **big** school*
	No hay estadio	– ***There isn't** a stadium*

Saying where we and others are going and what we are going to do using 'ir' in the PRESENT tense:

Voy al parque **para jugar** al futból — ***I am going** to the park **to play** football*

Mi amigo está en Barcelona **para visitar** a su amigo — *My friend is in Barcelona **to visit** his friend*

¿**Por dónde se va** a la discoteca? — *- **How do I get to** the club?*

¿**Por dónde se va** al parque? — *- **How do I get to** the park?*

Sigue todo recto — *- **Go straight ahead***

Toma la primera **a la derecha** — *- **Take** the first **on the right***

Toma la segunda **a la izquierda** — *- Take the second **on the left***

Tuerce a la deredcha — *- **Turn** right*

Tuerce a la izquierda — *- Turn left*

Saying where we and others are going to do at the weekend using 'ir' in the FUTURE tense:

¿Qué vas a hacer **este fin de semana**? — *- What are you going to do **this weekend**?*

Este finde voy a ir de compras — *- **This weekend** I'm going to go shopping*

Este finde **vamos a nadar** en el mar — *- This weekend **we are going to swim** in the sea*

Claro Book 2 Unit 1: Dieta y salud

1.1 ¡Qué hambre!   I'm so hungry!

Desayunar	*to have breakfast*
Comer	*to eat*
merendar	*to snack*
ceno	*to have dinner*
beber	*to drink*
tomar	*to have/take*
fruta	*fruit*
verduras	*vegetables*
carne	*meat*
sopa	*soup*
cereales	*cereal*
la bebida	*drink*
Cola Cao	*Chocoalte drink*
té	*tea*
zumo	*juice*
agua	*wáter*
arroz	*rice*
pasta	*pasta*
pescado	*fish*
marisco	*seafood*
salmón	*salmon*
pollo	*chicken*
tomates	*tomatoes*
un bocadillo	*a sándwich*
patatas fritas	*chips*
salchichas	*sausages*
tostadas	*toast*
queso	*cheese*
ensalada	*salad*
yogur	*yogurt*
la cantina	*canteen*
vegetariano/a	*vegetarian*

1.2 ¡Ñam ñam!   *Yum, Yum!*

Mi plato favorito es	My favouite dish is
Cebolla	onion
Champiñón	mushroom
Guisantes	peas
Pimiento	pepper
Plátano	banana
Refresco	fizzy frink
Delicioso/a	*delicious*
asqueroso/a	*disgusting*
sabroso/a	*tasty*
insípido/a	*bland*
salado/a	*salty*
amargo/a	*bitter*
dulce	*sweet*
picante	*spicy*

1.4 Mi dieta sana *My healthy diet*

dos/ tres/ porciones diarias/ al día =
2/3 portions daily/ per day

mucho/a/os/as	*a alot of/ lots of*
sano	*healthy*
demasiado/a/os/as	*too much/ many*
malsano	*unhealthy*
es ideal	*it is ideal*
contiene/n	*it/ they contain*
recomendable	*recomended*
grasa	*fat*
importante	*important*
proteína	*protein*
esencial	*essential*
sal	*salt*
aconsejable	*advisable*

1.3 ¡Una de bravas por favor! *One bravas please!*

De primer/ Segundo plato	*first/second course*
de postre	*dessert*
Quiero	*I want*
gambas al ajillo	*garlic prawns*
helado	*ice cream*
paella	*paella*
pollo	*chicken*
arroz con leche	rice pudding
Tengo hambre/ sed	I am hungry/thirsty
tortilla española	*Spanish omelette*
pulpo	*octopus*
calamares	*squid*
patatas bravas	spicy potatoes
pan con paté	bread and paté
gazpacho	cold soup
pastel	cake
natillas con galletas	custard and biscuits
la cuenta	the Bill

Gramática: Key verbs for eating and drinking

Comer	**to eat**	**Beber**	**to drink**
Com**o**	*I eat*	Beb**o**	*I drink*
Com**es**	*You eat*	Beb**es**	*You drink*
Com**e**	*He/she eats*	Beb**e**	*He/she drinks*
Com**emos**	*We eat*	Beb**emos**	*We drink*
Com**éis**	*You eat (plural)*	Beb**éis**	*You drink*
Com**en**	*They eat*	Beb**en**	*They drink*

Unit of work 5:Key language in context

Saying what we eat and drink at different mealtimes and how often:	**Para el desayuno como** cereales y **bebo** café **Para el almuerzo** como pizza y bebo zumo de piña **Para la cena** como pescado con arroz y bebo limonada Normalmente **desayuno** tostadas y bebo té A veces **ceno** carne con patatas fritas Siempre **meriendo** fruta Siempre **ceno** a las seis	- *For breakfast I eat cereals and I drink coffee* - *For lunch I eat pizza and I drink pineapple juice* - *For dinner I eat fish with rice and I drink lemonade* - *Normally I have for breakfast toast and I drink tea* - *Sometimes I have for dinner meat with chips* - *I always snack on fruit* - *I always have dinner at six*
Giving opinions on food and drink and forming negative expressions:	**Me gusta** el queso **No me gusta** el arroz **Nunca** como marisco **No me gustan nada** los champiñones **No** bebo **ni** zumo **ni** leche **No** como **nada**	- *I like cheese* - *I don't like rice* - *I never eat seafood* - *I don't like mushrooms at all* - *I drink neither juice nor milk* - *I eat nothing/ I don't eat anything at all*
Describing our favourite meal/dish:	**Mi plato favorito es** la paella La comida Mexicana **es picante**	- *My favourite dish is paella* - *Mexican food is spicy*
Ordering food in a restaurant:	¿Qué va a tomar? **De primer plato quiero** pan con paté ¿Y **de postre**? **De postre quiero** pastel de chocolate	- What are you going to have? - *For starter/ for first course I want bread with pate* - *And for dessert?* - *For dessert I want chocolate cake*
Discussing what makes a healthy diet:	**Es importante comer** fruta porque **contiene** nutrientes Es esencial beber **mucha** agua Es recomendable comer **pocos** caramelos	- *It's important to eat fruit because it contains nutrients.* - *It's essential to drink a lot of water* - *It's recommended to eat not a lot of sweets*

French: Knowledge Organiser Year 8 Term 1

8.2 Sports d'été ou sports d'hiver? *Summer and winter sports*

les sports d'été/d'hiver	*summer/winter sports*
les sports extrêmes	*extreme sports*
je fais du/de la/de l' …	*I do/play …*
je joue au/à la/aux …	*I play … (+ ball game)*
la motoneige	(the) *snowmobile*
la plongée	(the) *scuba diving*
le patin à glace	(the) *ice skating*
le parapente	(the) *paragliding*
la randonnée	*hiking*
le saut à l'élastique	(the) *bungee jumping*
le ski	(the) *skiing*
le ski acrobatique	(the) freestyle skiing
le snowboard	(the) *snowboarding*
Le canyoning	(the) canyoneering
Le quad	(the) quad-biking
Le canoë-kayak	(the) canoeing

Time expressions and connectives

cet été	*this summer*
cet hiver	*this winter*
depuis	*since/for*
donc	*so*
mais	*but*
ou	*or*
parce que	*because*
pendant	*during*
tous les lundis	*every Monday*

8.3 Centre aéré ou stage sportif? *Active holidays and summer camps*

un atelier	*workshop*
la balle aux prisonniers	*dodgeball*
un centre aéré	*after school*
une chasse/course	*treasure hunt*
les claquettes	*tap dancing*
une colonie de vacances	*summer camp*
la course d'orientation	*orienteering*
un feu de camp	*a camp fire*
un(e) moniteur(trice)	*instructor*
un stage (sportif)	*short (sports)*
le tir à l'arc	*archery*

Useful words and phrases

j'ai commencé	*I started*
j'ai fait	*I did*
j'ai joué	*I played*
je m'entraîne	*I train*
je ne peux pas faire	*I cannot do*
je suis allé(e)	*I went*
je voudrais/j'aimerais	*I would like*
bouger	*to move/to be active*
un championnat	*championship*
une équipe	*team*
essayer	*to try*
fatigant	*tiring*
un joueur	*player*
une médaille	*medal*
un tournoi	*tournament*

8.1 Tu aimes le sport? *Do you like sport?*

Quels sports tu préfères? *What sports do you prefer?*	
je préfère	*I prefer*
c'est ma passion	*I'm passionate about it*
les boules	(the) *bowls*
la danse	(the) *dance, ballet*
l'équitation	(the) *horse-riding*
l'escalade	(the) *rock climbing*
le hand(ball)	(the) *handball*
la natation	(the) *swimming*
la pétanque	(the) *petanque*
la planche à voile	(the) *windsurfing*
le roller	(the) *rollerskating*
le skate	(the) *skateboarding*
le surf	(the) *surfing*
le vélo	(the) *cycling*
la voile	(the) *sailing*
le VTT	(the) *mountain biking*
l'athlétisme	(the) athletics
le hockey sur glace	(the) ice-hockey
le foot	(the) football
le basket	(the) basketball

French: Knowledge Organiser Year 8 Term 1

Unit of work 1: key language in context		
Say which sports you play or do:	Je joue **au** tennis et au football. Je fais **du** VTT et du skate. Je ne fais pas **de** sport.	*I play tennis and football.* *I do mountain-biking and skate-boarding.* *I don't do any sport.*
Say how often you practise sport:	Je fais **de la** natation trois fois par semaine. Je joue **au** basket une fois par mois. Je joue **au** foot tous les week-ends.	*I do (go) swimming 3 times a week.* *I play basketball once a month.* *I paly football every weekend.*
Say which sports someone else does:	Mon frère joue **au** hockey sur glace. Mon amie fait **de la** voile.	*My brother plays ice-hockey.* *My friend dooes(goes) sailing.*
Give your opinion about sports:	J'adore/ j'aime/ je n'aime pas/ je déteste le sport. J'ai horreur de l'athlétisme. Le tennis est super et passionnant! Le VTT est fatigant et nul!	*I love/ like/ don't like/ hate sport.* *I can't stand athletics.* *Tennis is great and exciting!* *Mountain-biking is tiring and rubbish!*
Talk about summer and winter sports and say what I like to play/do:	J'aime faire **du** ski acrobatique. C'est cool! Je préfère faire **du** canoë- kayak en été. J'adore ça!	*I doing freestyle skiing. It's cool!* *I prefer canoeing in summer. I love it!*
Say which sports you would like to do:	Je voudrais faire **du** quad. J'aimerais faire **de la** motoneige. On voudrait jouer **à la** pétanque.	*I would like to do quad biking.* *I would like to do snowmobile.* *We would like to play petanque.*
Say which activities I have done:	L'année dernière, j'ai fait un stage de hockey sur glace. J'ai joué **à la** balle aux prisonniers. On est allés à la plage et on a joué **au** volleyball.	*Last year I did an ice-hockey course.* *I played dodgeball.* *We went to the beach and we played volleyball.*

French: <u>Knowledge Organiser Year 8 Term 1</u>

Unit of work 2: Destination vacances

Recall : les pays – the countries

England	L'Angleterre
Scotland	L'Écosse
Wales	Le Pays de Galles
Ireland	L'Irlande
Northern Ireland	L'Irlande du Nord
France	La France
Spain	L'Espagne
Germany	L'Allemagne
Italy	L'Italie
Portugal	Le Portugal

Le transport - *transport*

1. je vais	I go
2. en avion	by plane
3. en voiture	by car
4. en car/ bus	by coach/ bus
5. en bateau	by boat
6. en train	by train
7. en vélo	by bike

Quel temps fait-il ? – *What's the weather like ?*

To go	aller
I go	Je vais
You go	Tu vas
He/ she/ it goes	Il/ elle va
We go	Nous allons
You (all) go	Vous allez
They go	Ils/ ells vont

Il fait chaud	it's hot
il fait froid	it's cold
il y a/ il fait du soleil	it's sunny
il y a du brouillard	it's foggy
il y a des orages	it's stormy
il y a du vent	it's windy
il pleut	it rains/ is raining
il neige	it snows/ is snowing

French: Knowledge Organiser Year 8 Term 1

7.1 Je vais en vacances *going on holiday*

Où vas-tu en vacances?	*Where do you go on holiday?*
à la campagne	*in/to the countryside*
à la mer/au bord de la mer	*by/to the seaside*
à la montagne	*in/to the mountains*
chez mes grands-parents	*at my grandparents' house*
en ville	*in town*
une auberge de jeunesse	*a youth hostel*
un bateau de croisière	*a cruise ship*
un camping	*a campsite*
un gîte	*holiday cottage*
un hôtel	*a hotel*
une villa	*a villa*
se baigner/nager	*to swim*
choisir	*to choose*
dormir	*to stay overnight*
faire des randonnées	*to go hiking*
faire du vélo	*to go cycling*
finir	*to end, finish*
voyager	*to travel*

7.3 Mes vacances de rêves *Dream holidays*

Quelles sont tes vacances de rêve?	*What is your dream holiday?*
explorer des planètes	*to explore planets*
faire une croisière	*to go on a cruise*
faire un safari	*to go on a safari*
faire du trekking	*to go trekking*
me détendre sur une île	*to relax on an island*
dans la forêt tropicale	*in a tropical rainforest*
dans l'espace	*in space*
dans une cabane dans	*in a forest cabin*
aux Caraïbes	*in the Caribbean*
aux États-Unis	*in the USA*
aux Seychelles	*in the Seychelles*
en Afrique	*in Africa*
un vaisseau spatial	*spaceship*

Sequencing words

d'habitude	*usually*
hier	*yesterday*
(tout) d'abord	*first of all*
puis	*then*
ensuite	*then*
après	*after*
pour finir	*finally*

7.4 Un tour du monde *World tour (activities in the past)*

Qu'est-ce que tu as fait?	*What did you do?*
j'ai acheté	*I bought*
j'ai bu	*I drank*
j'ai fait	*I did*
j'ai joué	*I played*
j'ai mangé	*I ate*
j'ai trouvé	*I found j'ai*
visité	*I visited*
j'ai voyagé	*I travelled*
j'ai vu	*I saw*
je suis allé(e)	*I went*
je suis rentré(e)	*I came back home*
c'était	*it was*
un musée	*a museum*
un parc	*a park*
une glace	*an ice-cream*
des souvenirs	*souvenirs*
une carte postale	*a postcard*
du coca	*a Coca Cola*

French:

Unit of work 2: key language in context

Say where you go on holiday:	Je vais à la montagne. Je vais à la mer. J' aime aller à la plage. J'aimerais aller à la campagne.	*I go to the mountains.* *I go to the sea-side.* *I like to go to the beach.* *I would like to go to the countryside.*
Say where you stay:	Je vais à l'hôtel. Je vais dans une villa. On va chez mes grands-parents. Je dors dans une auberge de jeunesse. Je fais du camping.	*I go to a hotel.* *I go to a villa.* *We go to my grandparents' house.* *I sleep/stay in a youth hostel.* *I go camping.*
Use prepositions of place correctly:	Je vais **en** France/ Espagne/ Grèce/ Italie…(**fem**.) On va **au** Maroc/ Canada.. (**masc.**) Je vais **aux** Etats-Unis/ Caraïbes (**plural**) On va **à** Paris/ Londres/ Madrid/ New York …(**cities**)	*I'm going to France, Spain, Greece, Italy ..* *We're going to Morocco, Canada* *I'm going to the USA, Caribbean* *We're going to Paris, London, Madrid, New York*
Talk about dream holidays:	Je voudrais faire un safari en Afrique dans une tente. J'aimerais explorer les planètes dans l'espace dans un vaisseau spatial.	*I'd like to go on safari in Africa in a tent.* *I'd like to explore the planets in space in a spaceship.*
Talk about activities you'd like to do:	J'aimerais me détendre sur la plage. Je voudrais aller dans un hôtel de luxe. Je voudrais faire de longues randonnées dans la fôret.	*I'd like to relax on a beach.* *I'd like to go to a luxury hotel.* *I'd like to do long hikes in the forest*
Say what you did on holiday:	J'ai visité la tour Eiffel. J'ai fait une promenade. Je suis allé(e) à Covent Garden. J'ai acheté des souvenirs.	*I visited the Eiffel tower.* *I went on a walk.* *I went to Covent Garden.* *I bought souvenirs.*

Say what it was like:	C'était …..
	            Cool/ délicieux/ magnifique/ une journée géniale
		It was …..
		            cool/delicious/amazing/ a great day