

Name: \_\_\_\_\_



# Knowledge Organisers



Terms 3 - 4  
Year 8

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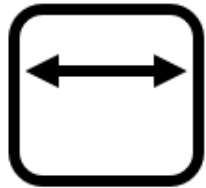
# How to learn over time

## Successful Learning Takes Place Over Time

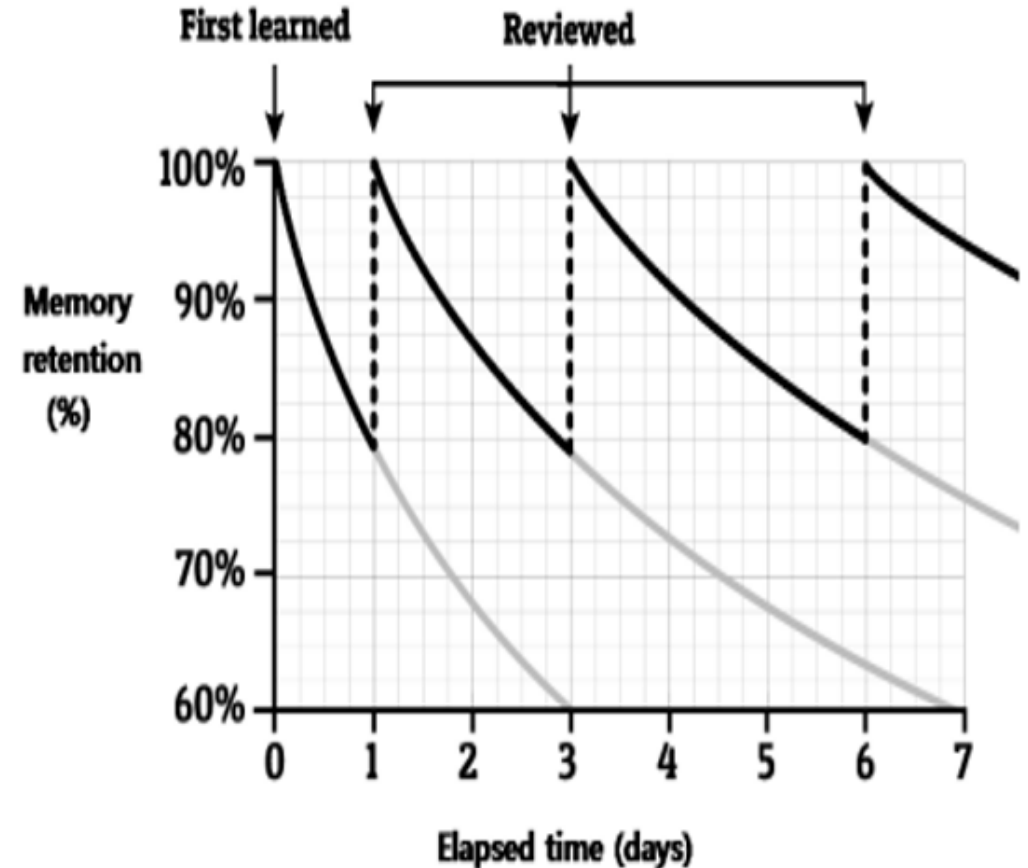


It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We all have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the process of improving. It's about the long-term rather than the short-term, which also means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

## Space out your learning on a subject



Spacing out your learning over time is far more effective than last-minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. The last factor tells us that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap between reviews, which the diagram below illustrates nicely. The Leitner system and Cornell Notes mentioned earlier provides a wonderful way of achieving this, but the principle applies to all of the learning strategies mentioned in this booklet.



# Revision Strategies

## List It



This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and...

- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

## Flashcards



Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising.

## Mapping



Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

## Self-testing



Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

# Flashcards



Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

## When making and using flashcards:

### Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

### Don't:

- X ...spend more time making flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

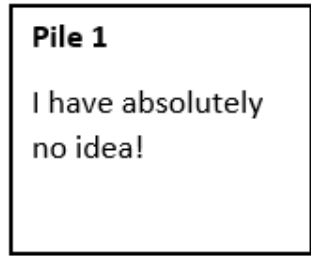
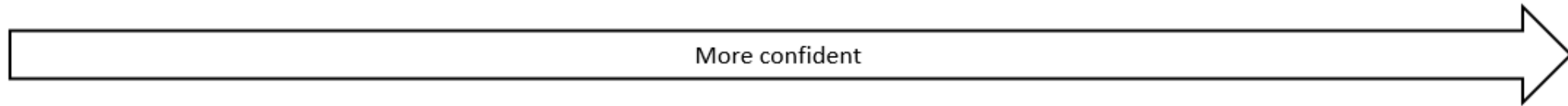
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

## How to make flashcards:

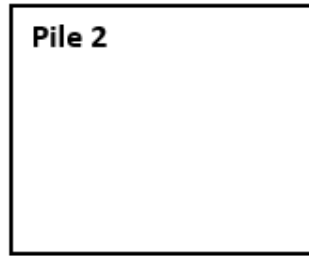
- You can buy a set of flashcards or use a free website such as Quizlet.
- Find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
- Fold a piece of A4 paper into 10.
- Write the questions on the top half of the paper.
- Write the answers on the bottom half of the paper.
- Cut the paper along the dotted lines shown here.
- Fold the strips of paper so that the writing is on either side.

## How to use flashcards:

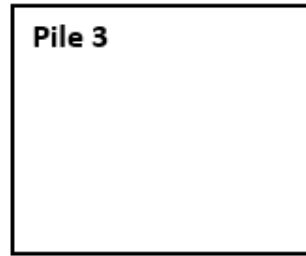
1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



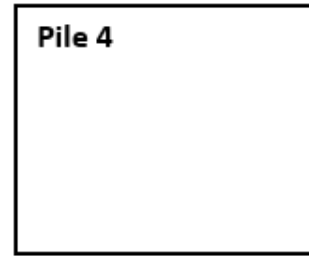
Practise **every** day.



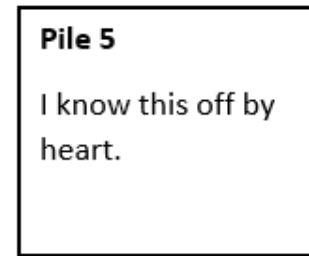
Practise every **other** day.



Practise every **three** days.

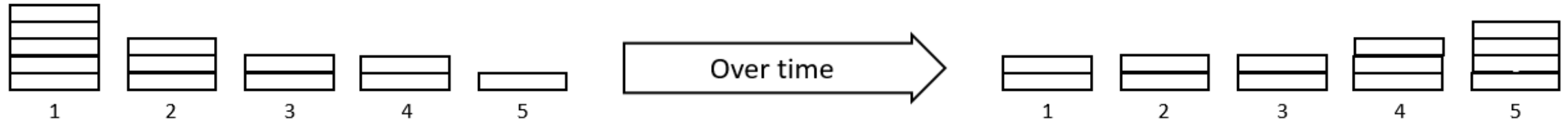


Practise every **four** days.



Practise every **five** days.

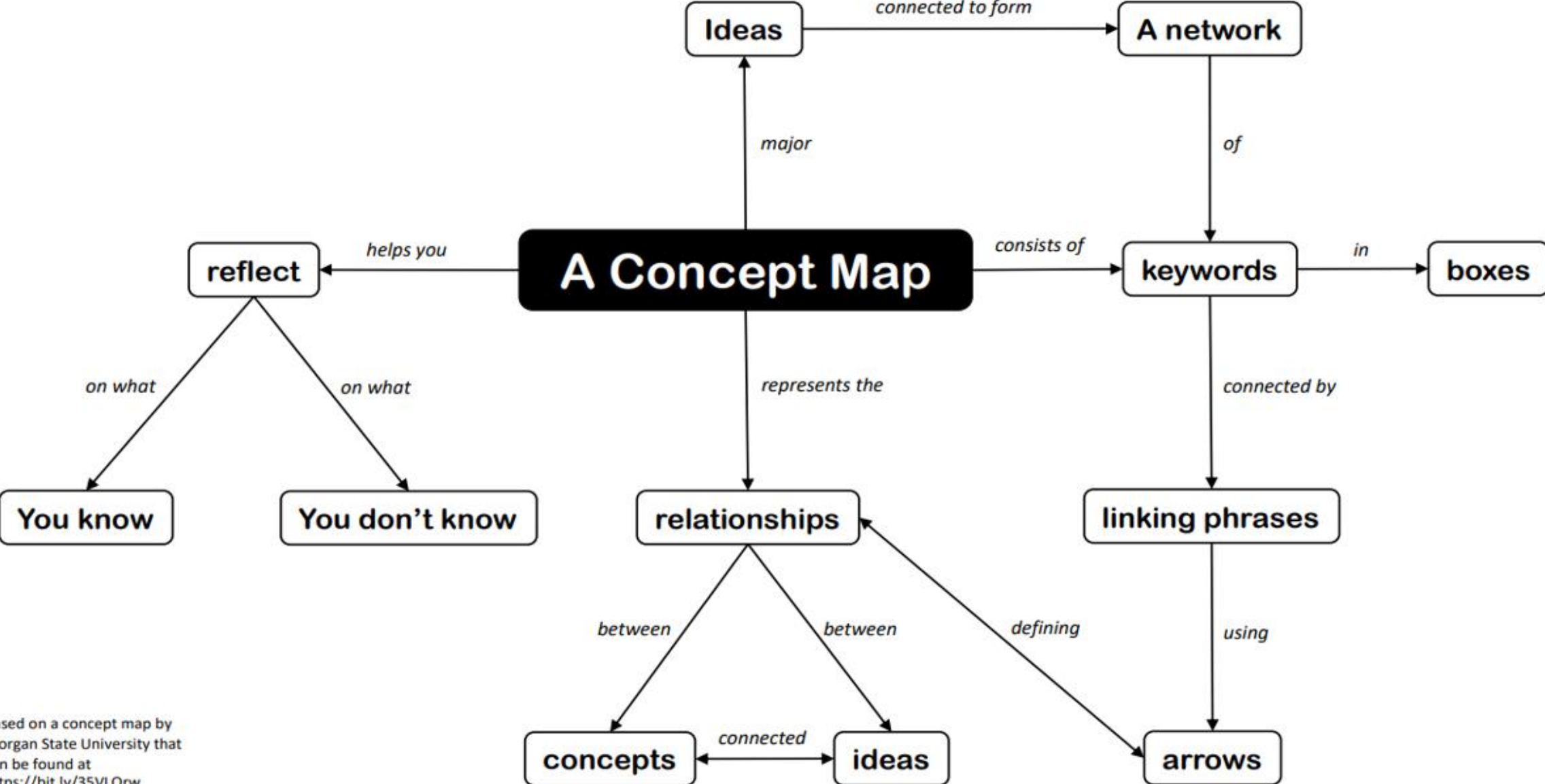
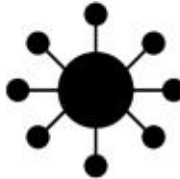
5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



## Useful resources:

[www.quizlet.com](http://www.quizlet.com) – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

# Mapping



Based on a concept map by Morgan State University that can be found at <https://bit.ly/35VLQrw>

### Origins of Gothic Horror

Gothic literature is a genre of fiction which first became popular during the 18th century. Although many of the most famous Gothic novels were written during the Victorian times, conventions of the Gothic genre are still featured in popular culture today.

The term 'Gothic' originates from the name of an ancient Germanic tribe (The Goths) who are thought to have contributed to the fall of the Roman Empire. They had a reputation for being barbaric and later a form of **architecture** was named after them as sort of insult.

The term Gothic first became linked to literature with Horace Walpole's 1764 novel *The Castle of Otranto*, later subtitled *A Gothic Story*. This term was probably given because of the book's medieval Gothic architecture and setting. Unlike horror stories, Gothic stories tend to create an atmosphere of tension and suspense for the reader. For example, the novel *The Castle of Otranto* is set in a castle with mysterious, supernatural events and an innocent female victim.



### Conventions of Gothic Horror

<b>Subterranean passageways</b>	Secret tunnels and passages can often act as a means of escape or secret entry to buildings.
<b>Abandoned buildings</b>	Houses which no-one lives in and may be in ruins are often settings for gothic stories
<b>Gloom and horror</b>	Characters are often in a depressed emotional state -gloomy
<b>Isolated bleak settings</b>	Events take place in areas where there are not many people or dwellings
<b>Sublime</b>	Of great beauty- usually used to describe landscapes
<b>Supernatural</b>	A vision/apparition which cannot be accounted for scientifically
<b>Women in distress</b>	Female characters are often passive so they rely on other characters to rescue them or to give them information
<b>Dominant, tyrannical male</b>	Male characters are often powerful and take charge of situations and people.
<b>Unreliable narrator</b>	The character who tells the story may not have all the information needed
<b>Outsiders</b>	A character who does not belong with others; they remain apart and separate.



Key Words 	
<b>Supernatural</b>	A vision/apparition which cannot be accounted for scientifically
<b>Ominous</b>	The sense that something awful or threatening is going to happen
<b>Foreboding</b>	The impression that something terrible will happen in the future.
<b>Submissive</b>	Someone weak or quiet; without authority
<b>Isolation</b>	Being kept apart or alone from others
<b>Dominance</b>	Having power and influence over others
<b>Tyrannical</b>	Using power in a cruel way; by making others scared
<b>Archetype</b>	A typical exam of someone or something
<b>Convention</b>	A way in which something is usually done
<b>Atavistic</b>	Characteristic of something ancestral or primitive
<b>Palpable</b>	A feeling or atmosphere so intense it is as if you can touch it
<b>Confine</b>	To keep something within its limits
<b>Subterranean</b>	Occurring or existing under the ground



Techniques	
<b>Symbolism</b> The use of an image to represent an idea	<b>Pathetic fallacy</b> The idea that the weather reflects emotions
<b>Motif</b> A repeated image in a text	<b>Imagery</b> Words or phrases create pictures in the imagination
<b>Personification</b> Inanimate object described as having human characteristics	<b>Juxtaposition</b> Opposite ideas placed side-by-side

### The Woman in Black by Susan Hill

- On Christmas Eve Arthur Kipps' stepchildren invite him to tell a ghost story. He has one but is too disturbed to tell it, so he writes it down.
- In the story, a young Arthur Kipps is sent by his employer to settle the affairs of Mrs Alice Drablow, of Eel Marsh House. The house is cut off from the mainland at high tide. At her funeral, Arthur sees a sickly-looking young woman dressed in black. No one else sees her.
- Keckwick, the caretaker, drives Arthur to Eel Marsh House where he sees the woman again. He finds piles of Mrs Drablow's papers to sort and is haunted by the sound of a pony and trap.
- He stays overnight at the house and is persuaded by Samuel Daily, a local landowner, to take his dog, Spider, for company. The dog and Arthur are spooked by rumblings, cries and bumps in the night.
- A locked door becomes mysteriously unlocked and Arthur finds a nursery filled with toys and a rocking chair in motion.
- Samuel Daily rescues Arthur from the house and eventually tells him how a child dies by accident each time the woman in black is seen.
- Arthur returns to London with his fiancée Stella. They are soon married and have a child together.
- Arthur sees the woman in black again in London and moments later his wife and child die.

### Context

- Although Susan Hill wrote *The Woman in Black* in 1983, the novella is set in the Edwardian era.
- In Edwardian society, the ideal woman was one whose moral values were strong.
- It was not considered 'proper' for a woman to have a child outside of marriage.
- A woman who did so, risked being cut-off by her family.



### Key knowledge:

A pair of coordinates  $(x, y)$  identifies a point.

An **equation** with  $x$  and  $y$  expresses a relationship between the coordinates: knowing either  $x$  or  $y$  allows us to find the other.

All points whose coordinates are related by an equation form the **graph** of that equation.

A straight line has equation

$$y = mx + c$$

$m$  is the **gradient**  
 $c$  is the **y-intercept**

The **gradient**  $m$  is the ratio between the change in  $y$  and the change in  $x$ :

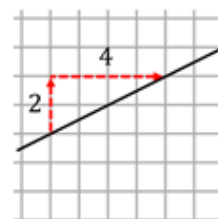
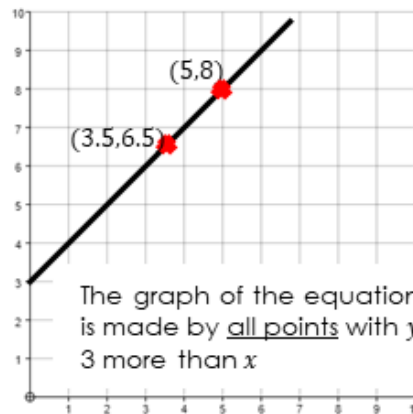
$$m = \frac{\text{change in } y}{\text{change in } x} = \frac{\Delta y}{\Delta x}$$

It describes how steep the line is: a big gradient means a big  $\Delta y$  (vertical change) for  $\Delta x = 1$  (horizontal change by 1).

The **y-intercept**  $c$  is where the line crosses the  $y$ -axis: it is the  $y$ -coordinate when the  $x$ -coordinate is 0.

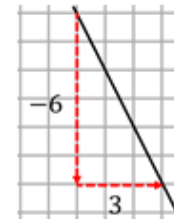
$y = x + 3$   
 The  $y$ -coordinate is 3 more than the  $x$ -coordinate

$x$	-2	0	5	6.1
$y = x + 3$	1	3	8	9.1
$(x, y)$	(1,4)	(0,3)	(5,8)	(6.1,9.1)



$$m = \frac{2}{4} = \frac{1}{2}$$

Moving horizontally by 1 causes a vertical change of  $\frac{1}{2}$ . This also means that moving horizontally by 2 causes a vertical change of 1.



$$m = \frac{-6}{3} = -2$$

Moving horizontally by 1 causes a vertical change of  $-2$ . This also means that moving horizontally by 3 causes a vertical change of  $-6$ .



$$m = \frac{2}{3}$$

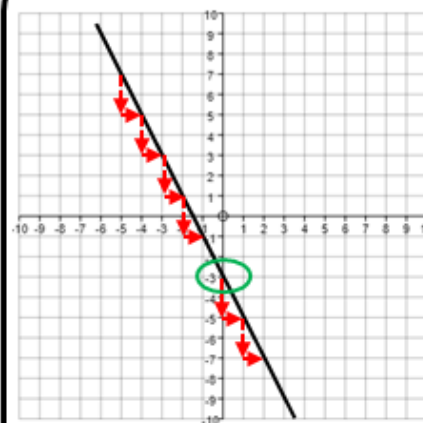
Moving horizontally by 3 causes a vertical change of 2.

$$c = 4$$

The line crosses the  $y$ -axis in 4.

We can write the equation of the line  $y = mx + c$   

$$y = \frac{2}{3}x + 4$$



$$m = \frac{-2}{1} = -2$$

Moving horizontally by 1 causes a vertical change of  $-2$ .

$$c = -3$$

The line crosses the  $y$ -axis in  $-3$ .

We can write the equation of the line  $y = mx + c$

$$y = -2x - 3$$

If two fractions are **equivalent**, the ratio of their numerators is equivalent to the ratio of their denominators.

A **percentage** is a **fraction out of 100**.

Calculating a percentage of an amount, corresponds to calculate the corresponding fractions of that amount.

Percentages can be added.

We can present percentages of the same total amount in a **ratio table**.

A percentage can be written as a decimal. This decimal is called **multiplier**.

To calculate the percentage of an amount we can multiply the amount by the **multiplier**.

A ratio table is always organized as this:

$$\frac{\% \text{ of TOT}}{\text{TOT}} : \frac{\%}{100\%}$$

Below: the TOTAL is 50. We found 10%, 5%, 20%. To find 65% we could do  $3 \times 20\% + 5\%$  (as percentages can be added) or  $65 \div 2$  (using the relationship between columns):

$\div 2$	2.5	:	5%	$\times 2$
$\times 2$	5	:	10%	$\times 2$
$\times 2$	10	:	20%	$\times 2$
$\div 10$	32.5	:	65%	$\div 10$
$\div 2$	50	:	100%	$\div 2$

$$25\% = \times 4 \left( \begin{array}{c} \xrightarrow{+25} \\ \frac{25}{100} : \frac{1}{4} \\ \xleftarrow{+25} \end{array} \right) \times 4$$

The fraction  $\frac{25}{100}$  is equivalent to the fraction  $\frac{1}{4}$ .  
The ratio 25 : 100 is equivalent to the ratio 100 : 4

**Memorise:** Simple percentages as unit fractions

$$50\% = \frac{1}{2} \quad 25\% = \frac{1}{4} \quad 10\% = \frac{1}{10}$$

$$5\% = \frac{1}{20} \quad 4\% = \frac{1}{25} \quad 1\% = \frac{1}{100}$$

To find a unit fraction of an amount we divide the amount by the denominator:

$$\begin{aligned} 25\% \text{ of } 80 &= \frac{1}{4} \times 80 = \frac{80}{4} = 20 & 35\% \text{ of } 80 \\ & & = 25\% \text{ of } 80 + 10\% \text{ of } 80 \\ 10\% \text{ of } 80 &= \frac{1}{10} \times 80 = \frac{80}{10} = 8 & = 20 + 8 = 28 \end{aligned}$$

To find the multiplier corresponding to a given percentage remember that a fraction is a division.

$$58\% = \frac{58}{100} = 0.58 \quad 1\% = \frac{1}{100} = 0.01$$

$$63\% = \frac{63}{100} = 0.63 \quad 3\% = \frac{3}{100} = 0.03$$

$$92\% = \frac{92}{100} = 0.92 \quad 5.1\% = \frac{5.1}{100} = 0.051$$

In general:

$$x\% = \frac{x}{100} = x \div 100$$

Express 120 as a percentage of 600

$$\frac{120}{600} = \frac{20}{100} = 20\%$$



Express 22 as a percentage of

$$\frac{22}{45} \sim 0.49 = 49\%$$

Remember that a fraction is a division.

**Memorise:** Simple percentages as decimals (multiplier):

$$\begin{aligned} 100\% &= 1 & 50\% &= 0.5 & 25\% &= 0.25 \\ 10\% &= 0.1 & 5\% &= 0.05 & 1\% &= 0.01 \end{aligned}$$



$$\begin{aligned} 23\% \text{ of } 80 &= \frac{23}{100} \times 80 \\ &= 0.23 \times 80 \\ &= 18.4 \end{aligned}$$



27% of ? is 48.6

$$0.27 \times ? = 48.6$$

$$? = \frac{48.6}{0.27} = 180$$

Division is the inverse operation of multiplication.

A primary school has 212 students.  
50% of the students are boys.  
How many of the students are boys?

$\times 2$	?	:	106	:	50%
$\times 2$	212	:	100%	$\div 2$	$\div 2$

When dealing with a worded problem: underline the key information and place it in a ratio-table


When a quantity is **increased** by a certain percentage, the final amount is a percentage bigger than 100% of the original amount.

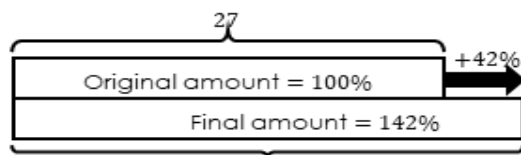
When a quantity is **decreased** by a certain percentage, the final amount is a percentage smaller than 100% of the original amount.

The **original amount** is always 100%.


It is possible to use **multipliers** to increase/decrease by a percentage.

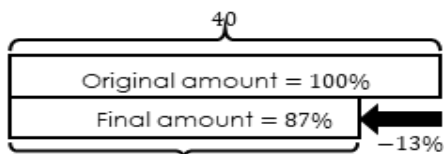
Successive percentage changes correspond to a single change whose multiplier is the product of the single changes' multipliers.

Increase 27 by 42%. 



$$142\% \text{ of } 27 = \\ = 1.42 \times 27 = 38.34$$

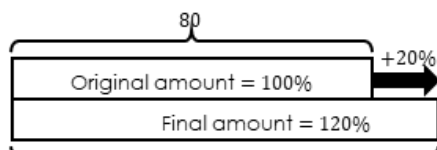
Decrease 75 by 13%. 



$$87\% \text{ of } 75 = \\ = 0.87 \times 75 = 65.25$$

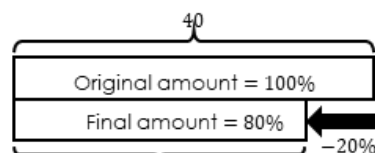
## Percentages

Increase 80 by 20%.




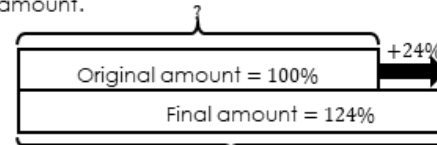
$$80 + 20\% \text{ of } 80 = \\ = 80 + \frac{80}{5} \\ = 80 + 16 = 96$$

Decrease 40 by 20%.




$$40 - 20\% \text{ of } 40 \\ = 40 - \frac{40}{5} \\ = 40 - 8 = 32$$


An amount was increased by 24%. The final amount is 111.6. Find the original amount. 



$$124\% \text{ of } ? = 111.6 \\ 1.24 \times ? = 111.6 \\ ? = \frac{111.6}{1.24} = 90$$

An amount was decreased by 4%. The final amount is 26.88. Find the original amount. 

$$96\% \text{ of } ? = 26.88 \\ 0.96 \times ? = 26.88 \\ ? = \frac{26.88}{0.96} = 28$$

Increase 45 by 20%. 

Increase the new amount by 10%.

What is the final amount?

How much was the original amount increased by?

After first increase:

1.20

× 45

After second increase:

second

1.10 × 1.20 × 45

Overall increase:

1.32 × 45 = 59.4

The overall multiplier is 1.32: the original amount was increased by 32%.

**Memorise:** Simple fractional multiplier for common percentage changes.

$$\uparrow 10\% = \frac{11}{10}$$

$$\uparrow 20\% = \frac{6}{5}$$

$$\uparrow 50\% = \frac{3}{2}$$

$$\downarrow 10\% = \frac{9}{10}$$

$$\downarrow 20\% = \frac{4}{5}$$

$$\downarrow 50\% = \frac{1}{2}$$



### Key knowledge:

A fraction corresponds to a **division**. The result of this division is the value of the fraction.

A percentage is a fraction out of 100 and tells us the **hundredths** of a given number.

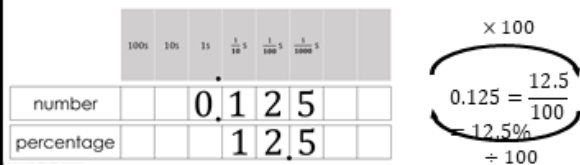
A **finite decimal** is a number with a limited amount of non-zero digits after the decimal point.

A **repeating decimal** is a number whose digits repeat indefinitely. We write a dot over the repeating digit.

To convert **from a fraction to a decimal**: divide numerator by denominator (using the bus stop method if without calculator).

To convert **from a finite decimal to a fraction** write the decimal as a fraction with a power of ten as denominator and simplify.

Convert 0.125 into a percentage



Convert  $\frac{1}{8}$  into a decimal

$$\frac{1}{8} = 1 \div 8 = 0.125$$

$$8 \overline{) 1.000}$$

Convert  $\frac{7}{4}$  into a decimal

$$\frac{7}{4} = 7 \div 4 = 1.75$$

$$4 \overline{) 7.00}$$

Convert  $\frac{2}{3}$  into a decimal

$$\frac{2}{3} = 2 \div 3 = 0.\dot{6}$$

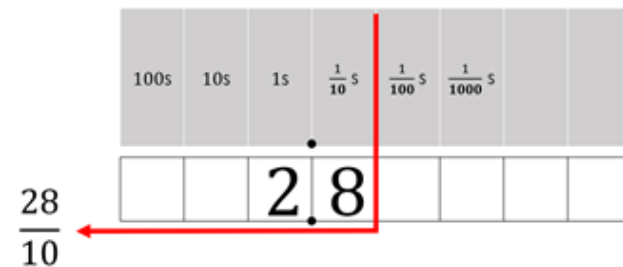
$$3 \overline{) 2.000 \dots}$$

Convert  $\frac{5}{6}$  into a decimal

$$\frac{5}{6} = 5 \div 6 = 0.8\dot{3}$$

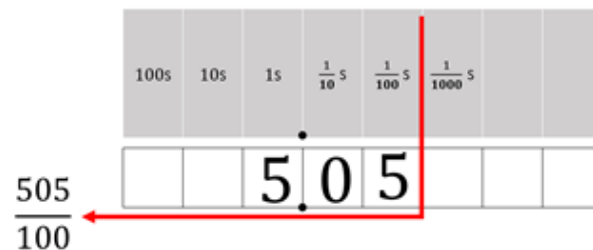
$$6 \overline{) 5.000 \dots}$$

Convert 2.8 into a fraction



$$2.8 = \frac{28}{10} = \frac{14}{5}$$

Convert 5.05 into a fraction



$$5.05 = \frac{505}{100} = \frac{101}{20}$$

**Memorise:** Simple fractions as decimals

$$\frac{1}{2} = 0.5 \quad \frac{1}{3} = 0.3333 \dots = 0.\dot{3} \quad \frac{1}{4} = 0.25 \quad \frac{1}{5} = 0.2 \quad \frac{1}{8} = 0.125 \quad \frac{1}{9} = 0.111 \dots = 0.\dot{1}$$

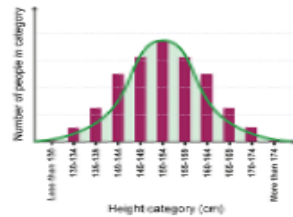
## 1. Variation

Humans, dogs and goldfish are examples of **species**. Different species have very different **characteristics** from each other. For example, dogs have tails and humans do not. Dogs have fur, but goldfish have scales. The individual members of a species also have differences in **characteristics**. For example, humans have different coloured eyes, and dogs have different length tails. This means that **no** two members of a species are identical. The differences in **characteristics** between individuals of the same species is called **variation**.

## 2. Continuous Variation

Human height is an example of continuous variation. It ranges from that of the shortest person in the world to that of the tallest person. Any height is possible between these values. So it is continuous variation.

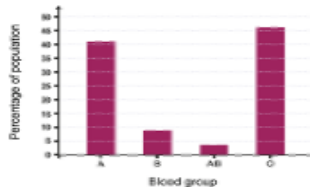
For any species a characteristic that changes gradually over a range of values shows continuous variation. Examples of such characteristics are height and weight. This shape of graph is typical of a feature with continuous variation.



## 3. Discontinuous Variation

A characteristic of any species with only a limited number of possible values shows **discontinuous variation**. Human blood group is an example of discontinuous variation. In the ABO blood group system, only four blood groups are possible (A, B, AB or O). There are no values in between, so this is discontinuous variation. Here are some examples blood group, sex (male or female) and eye colour.

A bar chart can be used to represent discontinuous data.



## 4. Evolution of Species

Some variation is passed on from parents to offspring, via **genes**, during reproduction. This is **inherited** variation and examples include eye colour, sex and ability to roll your tongue.

Some variation is the result of differences in the surroundings, or what an individual does such as lifestyle, culture and climate you live in. This is called **environmental** variation and examples include your language and religion.

Some variation is caused by a mixture of both genes and environmental factors and examples include your weight and height.

## 5. Natural Selection

If all the individuals of a species were genetically identical they would be vulnerable to the same diseases. If this were the case a single disease could wipe out an entire species! As a result of their genes, some individuals of a species might have better camouflage, or be able to run faster. These individuals are more likely to survive. This is called **the survival of the fittest**.

The members of a species that survive may reproduce. Their offspring are likely to have the desirable characteristics of their parents. This is how species change in **evolution**.



## 6. Extinction

Changes in the environment may leave individuals less well adapted to compete successfully for resources such as food, water and mates. Sometimes an entire species may become unable to compete successfully and reproduce. These problems can lead to extinction. Examples of some of the changes in the environment that can cause a species to become extinct are a new disease, new predator, climate change or competition from another species for the resources.

Examples of species that have become extinct include the dodo, dinosaurs and the West African Black Rhinoceros.



## 7. Biodiversity

An **endangered species** is at risk of becoming extinct. For example, the panda and gorilla are endangered and may become extinct. A species can become endangered for several reasons, including: the number of available habitats falls below a critical level or if the population of the species falls below a critical level.

**Biodiversity** means having as wide a range of different species in an ecosystem as possible. It is important to conserve the variety of living organisms on Earth. Not only do we have moral and cultural reasons for conserving endangered species, but it also reduces impact on food chains and webs and protects our future food supply.

## 8. Conservation Measures

Some species in Britain are endangered, including the skylark, red squirrel and grass snake. They could be helped by conservation measures such as:

- education programmes
- captive breeding programmes
- legal protection and protection of their habitats
- making artificial ecosystems for them to live in.

Plant species can also be endangered. Seed banks are a conservation measure for plants. Seeds are carefully stored so that new plants may be grown in the future. Seed banks are an example of a **gene bank**. Gene banks are increasingly being used to preserve genetic material for use in the future.

# KS3 Science Evolution



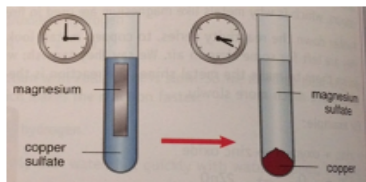
**BROADOAK  
ACADEMY**

## 1. Displacement reactions

Displacement reactions are used to help establish the order of reactivity for metals.

In these reactions a more reactive metal replaces a less reactive metal to form a salt.

Eg magnesium + copper sulphate → magnesium sulphate + copper



## 2. The Reactivity Series

The reactivity series is the order of metal based on their reactions with water, air and acid. We can use this to predict what is made in a reaction. Carbon and hydrogen are included as carbon is sometimes used to extract metals from their ores using reduction.

Potassium  
Sodium  
Calcium  
Magnesium  
Aluminium  
Carbon  
Zinc  
Iron  
Tin  
Lead  
Hydrogen  
Copper  
Silver  
Gold  
Platinum

most reactive  
↑  
↓  
least reactive

## 3. Acid and Alkali Reactions

An acid and an alkali can be reacted together in a neutralisation reaction. This produces salt and water.

The general equation for this is:  
Acid + alkali → salt + water

Eg  
Hydrochloric acid + sodium hydroxide → sodium chloride + water

Metal oxides are examples of alkalis and non-metal oxides are examples of acids.

## 4. Acid and Metal Reactions

Acid and metal reactions are used to determine a metals reactivity. These reactions produce a metal salt and hydrogen gas. Metals that are higher up the reactivity series react vigorously with acid, whereas metals lower down have a much slower reaction.

The general equation for this is:  
Acid + metal → salt + hydrogen

Eg  
Hydrochloric acid + magnesium → magnesium chloride + hydrogen

# KS3 Science Metals and Reactivity



## 5. Acid and Metal Carbonate Reactions

In an acid and metal carbonate reaction a metal salt, carbon dioxide and water are produced.

The general equation for this is:

Acid + metal carbonate → metal salt + carbon dioxide + water

Eg  
Hydrochloric acid + copper carbonate → copper chloride + carbon dioxide + water

## 6. Naming Salts

When a salt is named in an acid reaction it has two parts to its name. The first part is the metal and the second part is from the acid.  
Depending on the acid used the second part of the name will be different.

Hydrochloric acid → chloride salts  
Nitric acid → nitrate salts  
Sulphuric acid → sulphate salts

Eg  
Hydrochloric acid + sodium hydroxide → sodium chloride + water  
Hydrochloric acid + magnesium → magnesium chloride + hydrogen

## 7. Tests for Carbon Dioxide and Hydrogen

In these reactions we can make some gases that we need to test and be able to identify. The tests for hydrogen and carbon dioxide are as follows:

### CO<sub>2</sub> – Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO<sub>2</sub> gas.
2. lime water turns from colourless to cloudy.

### H<sub>2</sub> – Hydrogen

Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeak pop sound.

## 8. Group 1 Metals

In group 1 metals the reactivity increases down the group.

Element	Observations
Lithium, Li	Fizzes steadily, slowly becomes smaller until it disappears
Sodium, Na	Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears
Potassium, K	Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion



### What was the impact of the Transatlantic Trade in enslaved people?

The **transatlantic slave trade** involved the transportation by **slave traders** of enslaved African people, mainly to the Americas. The **slave trade** regularly used the **triangular trade** route and its Middle Passage, and existed from the 16th to the 19th centuries.

#### Reasons for the Abolition of Slavery

William Wilberforce campaigned against the slave trade. The first time he introduced abolition, he lost 163 votes to 88. He never gave up even when it took years to win the debate.	Christian groups like the Quakers thought that slavery was a sin against God and religion. They spread anti-slavery messages amongst the people of Britain.	Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making famous speeches.	In 1791 Toussaint L'Ouverture led a slave revolt on the French island of St. Domingue. The English tried to capture the island, but they were also defeated, and the island gained independence in 1804.	Between 1730 and 1797, there were slave rebellions against the English. These rebellions slowly changed attitudes.
Tobacco was being grown in other places, so the price fell. With fewer people making big profits, there were fewer people to argue in favour of keeping the slave trade.	In 1795, Julian Fedon led the slaves of Grenada in a violent rebellion against the English. Although the rebellion failed, it convinced people slavery was wrong.	People began to believe that slaves would work harder if they were freed, which would lead to more profit. One famous economist, said "the only work a slave does is that which is squeezed out by violence."	A former slave, Olaudah Equiano, campaigned tirelessly. In 1789 he wrote the story of his life, which was widely read and turned many people in Britain against the slave trade.	Pottery manufacturer Josiah Wedgwood was a support of abolition. In 1787 he began producing pottery medallions to convince people slavery was wrong. Over 200,000 were made. The phrase "Am I not a man and a brother?" was used.
Grenville Sharp used the law courts to try to give slaves their freedom. He fought many court cases, like the one against the Zong ship. Slavery was becoming unacceptable.	Sugar plantations were closing down because cheaper sugar could be found in Cuba and Brazil, which meant American slaves were not as valuable.	The working people of Britain began to believe slavery was unfair. In Manchester in 1797, over 20,000 working people signed a petition in favour of ending slavery.	The incident of the slave ship Zong, where the captain killed 130 slaves for the insurance money, changed beliefs of the people and showed them that slavery was wrong.	In March 1807, William Wilberforce was relieved to see that the "Abolition of the Slave Trade Act" passed and ended the slave trade.

**The Triangular Trade System** - Historians have estimated that around 11 million Black people were forcibly taken from Africa to the Americas. Also that about 1 million died during the Middle Passage.



### History – 8.2 Knowledge Organiser



#### Key Terms

#### Abolition of the trade in enslaved people

- In 1807, it became illegal for British people to buy and sell enslaved people, but people could still own them. Ended the Slave Trade.
- In 1833, Parliament finally abolished slavery itself, both in Britain and throughout the British Empire.



#### Further your learning

Find out more about the impact of the Transatlantic Slave Trade on Bristol here: <https://www.bristolmuseums.org.uk/stories/bristol-transatlantic-slave-trade/>

Human Rights	The basics rights and freedoms that belong to all humans.
legislation	An act/law.
racism	Prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
slavery	The system where people are owned by other people.
slaver	Somebody who owns or keeps slaves.
trade	The action of buying and selling services.
empire	When one country rules over others.
Colonies	Countries that are controlled by another country.
auction	Where slaves were sold off to the highest bidder.
slave plantation	Large farms forced slaves to harvest cotton, rice, sugar, tobacco and other farm produce for trade.
Resistance	Passive: using peaceful methods to oppose. Active: using violent or illegal methods to oppose.
revolt	To take violent action against an establishment.
Underground Railroad	The system used to help slaves escape.
emancipation	Freedom from slavery.



#### Key People



Mansa Musa



Olaudah Equiano



Toussaint Louverture



Harriett Tubman



Nanny of the Maroons



William Wilberforce



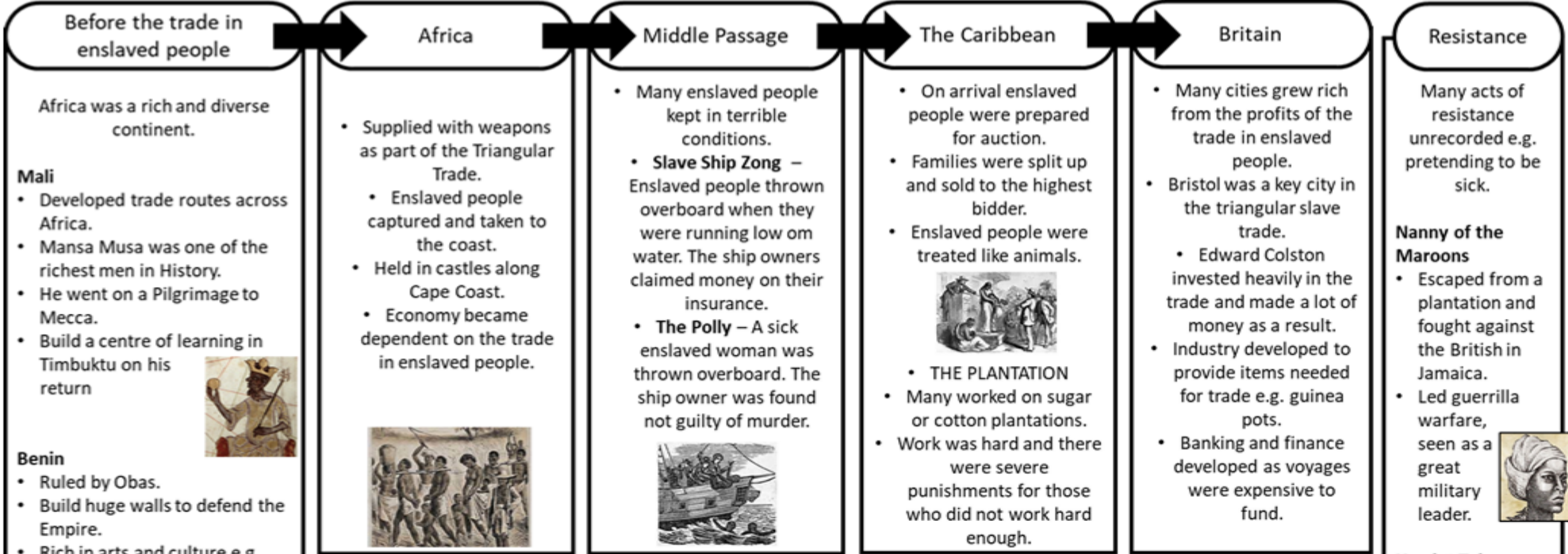
Samuel Sharpe






Sarah (Sally) Bassett

# History

What was the impact of transatlantic enslavement at the time?



## IMPACT

Economic 	Social 	Political 
<p>How the slave trade had an impact economically, including: money for industry, the Industrial Revolution, empire, how cities including Bristol's merchants got very wealthy and money helped build Bristol as a city further.</p>	<p>The impact the slave trade had on people, including: displacement, dehumanization, death, separation of families, suffering, oppression, economic prospects and racism.</p>	<p>Laid the foundations for British Empire by making Britain rich and establishing the idea some groups were less important than others.</p> <p>Left a lot of Africa very unstable and created conflict between empires.</p>



Between 1815 and 1914, the **British Empire** covered 10 million square miles of territory (quarter of the world's land surface) and 450 million people. At the time of the British Empire Exhibition of 1924 Britain was the 'Mother Country' of a worldwide empire and Britannia 'ruled the waves'. But should we be proud of the British Empire?

### Key Events

1612	East India Company began a small empire of trading posts in India.
1757	victories by Robert Clive drive out the French and established British control in India
1788-1868	Convicts transported to Australia
1807	Slave trade outlawed (but does not outlaw slavery itself)
1833	Slavery abolished in British Empire
1839-1842	First Opium War
1857	rebellion in India (Indian Mutiny). British government took over India from the East India Company.
1877	Queen Victoria declared 'Empress of India'.
1881-1919	The 'Scramble for Africa' – Britain acquired colonies in Africa stretching from Cairo to Cape Town.
1919	British government massacred a peaceful gathering at Amritsar, India.
1947	India and Pakistan given independence.
1997	Hong Kong is given back to China

### Key People

Queen Victoria	Reigning monarch of Britain from 1837 - 1901
Gandhi	Indian activist who was the leader of the Indian independence movement against British colonial rule. Used non-violent methods



History  
Knowledge  
Organiser 8.3  
The British Empire

### Modern Context

The First and Second World Wars left Britain weakened and less dominant of its **empire**. Many parts of the **empire had contributed** troops and resources to the war effort, some with the promise of more independence in the future. This led to a steady **decline** of the **empire** after 1945. Some of the empire evolved into the British Commonwealth & Britain is still sovereign in many parts of the world.



### Key Terms

empire	Group of countries, people or land ruled by one single country referred to as "mother" country.
imperialism	The act of building an empire.
Colony	Country that is part of an empire.
Legacy	What someone or something leaves behind, is remembered for, has an impact
Nationalism	Wanting your country to be the best or to be free from someone's empire
Britannia	female figure used to symbolise British Empire
The Raj	Period of British rule in India after 1857. From the Hindi word for reign.
Commonwealth	A group of countries that were once part of Britain's Empire
Opium	A drug made from poppies
Transportation	The punishment for convicts who were sent to Australia.

### India

- Invested in infrastructure
- Destroyed parts of Indian culture.
- Taken over by the East India Company.
- Partitioned after religious tensions between Muslims and Hindus.

### Australia

- Settled by convicts.
- Sheep farming established.
- Gold found which led to the gold rush.
- Destruction of Aboriginal culture.

### Hong Kong


- Leased to Great Britain after the First Opium War.
- Tensions after the return to China.
- Hongkongers treated as inferior.
- Adopted many aspects of British culture.






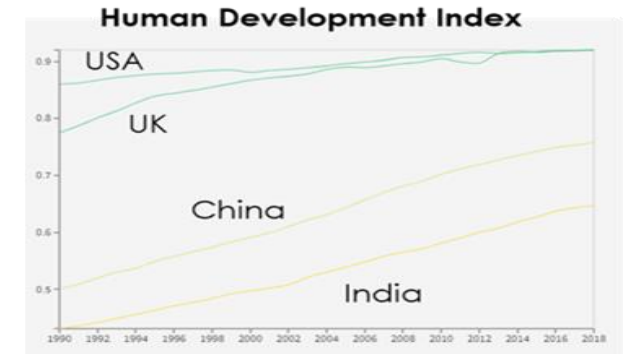
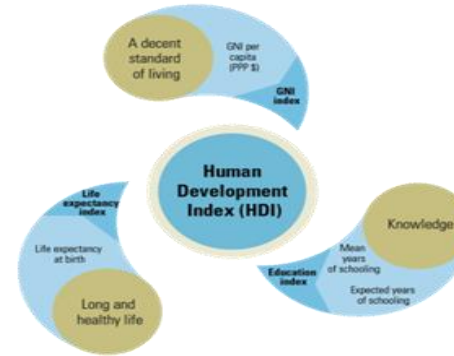
## Will Asia ever be on top?

Keyword	Definition
<b>Primary sector</b>	Includes jobs in which people extract raw materials
<b>Secondary sector</b>	Includes jobs in which people make products out of raw materials
<b>Manufacturing</b>	The making of a product, usually in a factory
<b>TNC - Transnational Corporation</b>	A company that locates in multiple countries
<b>Industrialisation</b>	The process of moving from mainly primary sector jobs (farming) to secondary sector jobs (factories)
<b>Rural</b>	The countryside
<b>Urban</b>	Built up areas like towns and cities
<b>Rural to Urban migration</b>	The movement of people from the countryside to towns and cities
<b>Urbanisation</b>	An increasing number of people living in towns and cities compared to the countryside
<b>Tertiary employment</b>	Includes jobs in which people provide a service to others
<b>Quaternary employment</b>	Includes jobs in which people research and develop things
<b>Natural Increase</b>	When the number of births is higher than the number of deaths the population grows
<b>Megacities</b>	A city with a population of more than 10 million
<b>Slums</b>	A densely populated urban area with poor quality housing
<b>Poverty</b>	When someone cannot afford basic needs such as food, housing, water and healthcare

**Push factors** are reasons that push people to leave where they live 

**Pull factors** are reasons that pull people to a new area 

**Human Development Index:** created to emphasise people and their capabilities rather than measuring economic growth alone. It is a value between 0-1 which combines life expectancy, GNI and expected years of schooling.



### Examples of job types

Primary	Secondary	Tertiary
Rice Farmer Coal Mining Pig Farmer	iPhone manufacturing Clothes manufacturing MG motor industry	Teaching Banking Working in a restaurant Retail

### The largest slum in India is Dharavi in Mumbai

Dharavi is a locality in Mumbai, Maharashtra, India, considered to be one of Asia's largest slums. Dharavi has an area of just over 2.1 square km. It has a population of about 1,000,000. With a population density of over 277,136/km<sup>2</sup>, Dharavi is one of the most densely populated areas in the world. The Dharavi slum was founded in 1884 during the British colonial era.





# Geography Term 3&4

## Year 8 : Will Asia be on Top?



Keyword	Definition
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**Human Development Index:** created to emphasise people and their capabilities rather than measuring economic growth alone. It is a value between 0-1 which combines life expectancy, GNI and expected years of schooling.

Wages have increased. <span style="color: green;">✔</span>	Claims of exploitation have been made against some TNCs. <span style="color: red;">✘</span>	In some areas, TNCs provide support to local communities by encouraging entrepreneurial opportunities providing goods for people to sell. <span style="color: green;">✔</span>	Around 70% of India's raw sewage flows untreated into rivers and streams. <span style="color: red;">✘</span>
More people have access to clean water and medical care. <span style="color: green;">✔</span>	As educated people move from rural to urban areas there is a brain drain. <span style="color: red;">✘</span>	India's growing demand for housing and infrastructure cannot be met. Almost a quarter of people in urban areas live in slums. <span style="color: red;">✘</span>	Income from increased economic activity is now spent on protecting the environment. <span style="color: green;">✔</span>
Profits from some TNCs leave the country. <span style="color: red;">✘</span>	India's forest cover has increased since 1990. <span style="color: green;">✔</span>	Some TNCs chase financial incentives to move to different areas. Some companies have relocated when tax breaks have ended. <span style="color: red;">✘</span>	Land and water pollution has increased as a result of rapid urban growth. <span style="color: red;">✘</span>
Some TNCs employ tens of thousands of people. <span style="color: green;">✔</span>	Poor working conditions can reduce a worker's quality of life. <span style="color: red;">✘</span>	More money is available to improve people's quality of life through greater tax income from the growth in economic activities. <span style="color: green;">✔</span>	Air pollution and greenhouse gas emissions have increased as industry and transport have developed. <span style="color: red;">✘</span>

Primary	Secondary	Tertiary
In the <b>primary</b> sector people work with or get <b>raw materials</b> from the land or sea.	In the <b>secondary</b> sector people make something with the <b>raw materials</b> . This is known as <b>manufacturing</b> .	In the <b>tertiary</b> sector people carry out a <b>service</b> for others.
		

Take it!      Make it!      Sell it!

**Examples of job types**

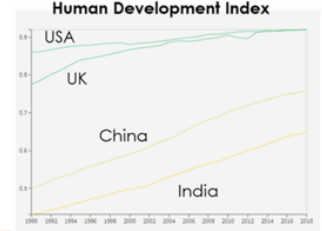
Primary	Secondary	Tertiary
Rice Farmer Coal Mining Pig Farmer	iPhone manufacturing Clothes manufacturing MG motor industry	Teaching Banking Working in a restaurant Retail

1. What is the Human Development Index?

A measurement of development using literacy rates (tells us how good the education system is); life expectancy (tells us how good the healthcare system is); and GNI (tells us about the countries wealth)

2. Why is this a better indicator than GNI?

It assesses across different areas and doesn't just focus on wealth which can hide inequalities.



**Pull factors** are reasons that pull people to a new area



**Push factors** are reasons that push people to leave where they live



Christianity is the world's largest religion, with about 2.5 billion followers. It is an Abrahamic, monotheistic religion based on the life and teachings of Jesus of Nazareth. One of the most important concepts in Christianity is that of **Jesus giving his life on the Cross (the Crucifixion) and rising from the dead on the third day (the Resurrection).**



Year 8 - Religion and World Views - **Christian Practices**



A Christian denomination is a **distinct religious body within Christianity**. The difference between denominations is that they practice Christianity in different ways.

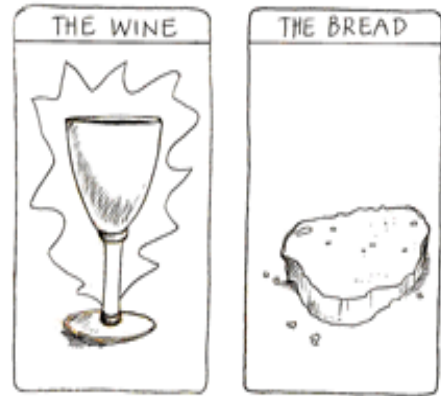
**Baptism** is used to welcome and initiate someone into the Christian faith and it means 'to dip in water'.

**Communion** is when you can then take bread and wine for the first time.

**Confirmation** confirms your faith in God at an age when you can choose for yourself.

**Worship** - To express love and devotion to God.

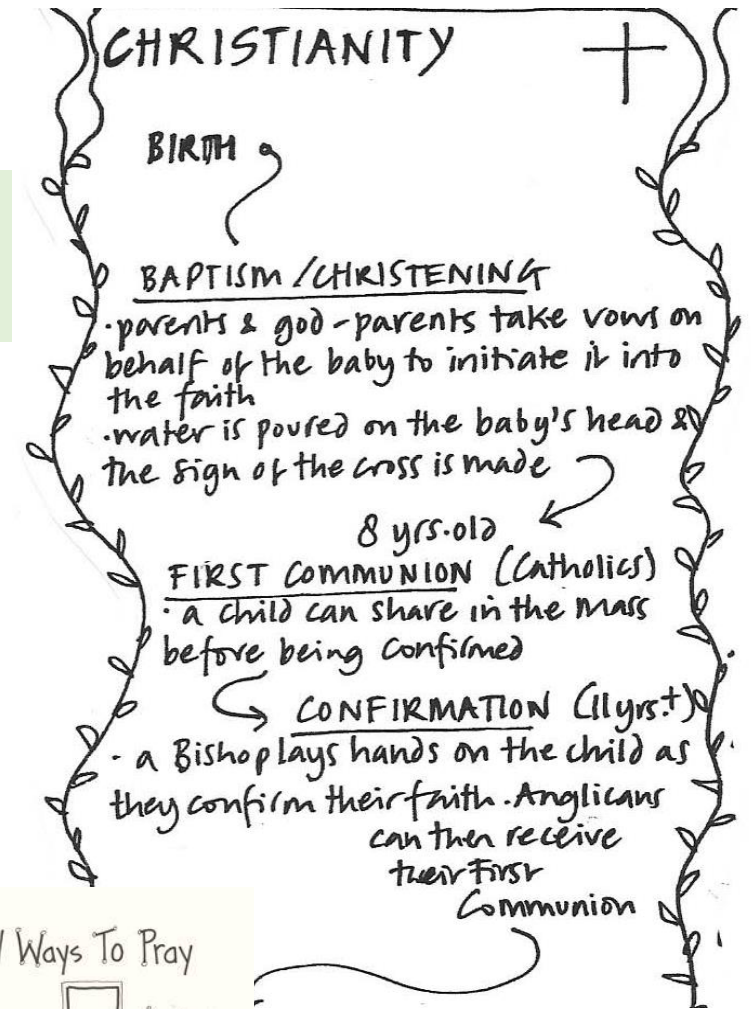
**The Font** - A feature of a church. A bowl like object that contains holy water and is used for baptism. It is placed at the entrance to symbolise the welcoming into the Church



During communion, people take the bread to represent Jesus' body (flesh) and wine to represent his blood. They both represent the death of Jesus.

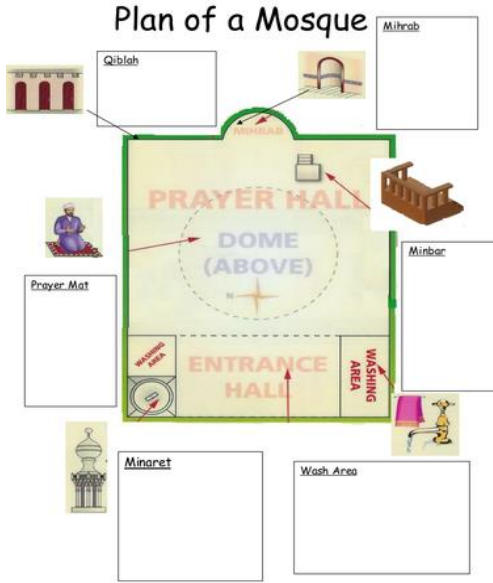
The meaning of the symbols used in Baptisms:

- Water symbolising new life and cleansing from sin
- Candles represent Jesus being the light of the world
- Holy oils represent healing and strength
- White garment represents dignity and Jesus' resurrection which gives new life





### Year 8 - Religion and World Views - Islamic Practices








### The Five Pillars of Islam

These are the five most important duties for Muslims.

### أركان الإسلام الخمسة

هذه هي الأركان الخمسة المهمة للمسلمين.

 <p><b>الشهادتان</b> The Shahadah</p> <p>شهادة أن لا إله إلا الله وأن محمداً رسول الله.</p> <p>The belief that there is no God but Allah and that Muhammad is his messenger.</p>	 <p><b>الصلاة</b> Salah</p> <p>خمسة صلوات في اليوم.</p> <p>Praying five times a day.</p>	 <p><b>الزكاة</b> Zakat</p> <p>إخراج جزء من المال للفقراء والمساكين.</p> <p>Making an annual charitable donation to help the poor.</p>	 <p><b>الصوم</b> Sawm</p> <p>صوم رمضان.</p> <p>Fasting during the month of Ramadan.</p>	 <p><b>الحج</b> Hajj</p> <p>حج البيت في مكة لمن استطاع إليه سبيلاً.</p> <p>Attending the pilgrimage to Makkah once in your lifetime.</p>
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<b>Halal</b>	Actions or things that are <i>permitted</i> or allowed within Islam, such as eating permitted food
<b>Haram</b>	Actions or things that are <i>forbidden</i> or not allowed within Islam, such as eating forbidden food
<b>Ibadah</b>	Acts of worship, any permissible action performed with the intention to obey God
<b>Zakat</b>	A pillar of Islam-the compulsory payment of money (2.5% of savings to help other people)
<b>Ramadan</b>	A month of fasting, prayer and reflection to celebrate the revelation of the Qu'ran to the Prophet Mohammad
<b>Salah</b>	Bowing or worship
<b>Ummah</b>	The world wide community of Muslims, who share a common religious identity
<b>Muezzin</b>	the person who calls for the daily prayer five times a day at a mosque (from the minaret)

Features of a Mosque	
<b>Minaret</b>	They used to call for prayer from here - in modern day they use speakers.
<b>Qibla</b>	Muslims pray facing the direction of Mecca - called the Qibla.
<b>Minbar</b>	Used for Friday prayers - Imam (leader of prayers) would go to perform a talk or sermon related to Islam.
<b>Mihrab</b>	Archway in the wall - helps people know they're facing the way of Mecca. It also helps reflect voice.
<b>Wash Area</b>	Before prayer they perform a special wash called Wudhu which involves cleaning the face, hands and feet a number of times.

## 1. The Present Tense

normalmente	<i>normally</i>
generalmente	<i>usually</i>
a veces	<i>sometimes</i>

**Step 1: Take the infinitive of the verb (AR/ER/IR)**

**Step 2: Chop off the ending (AR/ER/IR)**

**Step 3: Add the correct ending:**

Pronouns	AR verbs	ER verbs	IR verbs
Yo	o	o	o
Tú	as	es	es
El/Ella	a	e	e
Nosotros	amos	emos	imos
Vosotros	áis	éis	ís
Ellos/Ellas	an	en	en

### Super Five Irregular Verbs:

There are some verbs that don't follow this pattern. The 4 most important irregular verbs are on this sheet (TENER, IR, SER, and HACER).

## 2. The (Near) Future Tense

la semana próxima	<i>next week</i>
el fin de semana próximo	<i>next weekend</i>
mañana	<i>tomorrow</i>
el año próximo	<i>next year</i>

**Step 1: Take the present tense of the verb 'ir' (to go)**

### ir: to go

(yo) <b>Voy</b>	<i>I go/am going</i>
(tú) <b>Vas</b>	<i>You go/are going (s.)</i>
(el/ella) <b>Va</b>	<i>He/she/one goes/is going</i>
(nosotros) <b>Vamos</b>	<i>We go/are going</i>
(vosotros) <b>Vais</b>	<i>You go/are going (p.)</i>
(ellos/ellas) <b>Van</b>	<i>They go/are going</i>

**Step 2: Add the preposition 'a'**

**Step 3: Add an infinitive (the thing you're going to do).**

*e.g. I'm going to play*  
**Voy a jugar**

## 3. The Preterite (Past) Tense

la semana pasada	<i>last week</i>
el fin de semana pasado	<i>last weekend</i>
ayer	<i>yesterday</i>
el año pasado	<i>last year</i>

### Regular Verbs:

**Step 1: Take the infinitive of the verb (AR/ER/IR)**

**Step 2: Chop off the ending (AR/ER/IR)**

**Step 3: Add the correct ending:**

Pronouns	AR verbs	ER/IR verbs
Yo (I)	é	í
Tú (You s.)	aste	iste
El/Ella (He/She)	ó	ió
Nosotros (We)	amos	imos
Vosotros (You pl.)	asteis	isteis
Ellos/Ellas (They)	aron	ieron

## 6. Awesome Spanish Things to Say

<b>¡No puedo esperar!</b>	<i>I can't wait for it!</i>
<b>Por lo que sé</b>	<i>As far as I know</i>
<b>Que yo sepa</b>	<i>As far as I know</i>
<b>el último / la última...</b>	<i>the last/latest...</i>
<b>Es mi (tipo de) cosa...</b>	<i>It's my (kind of) thing</i>
<b>No es mi (tipo de) cosa...</b>	<i>It's not my (kind of) thing</i>
<b>Mientras estaba viendo</b>	<i>while I am watching TV</i>
<b>Mientras estaba escuchando / escucho la música</b>	<i>while I am listening / I listen to music</i>
<b>Mientras estaba haciendo / hago los deberes</b>	<i>while I am doing / I do homework</i>

### Ser – to be

(yo) <b>Soy</b>	<i>I am</i>
(tu) <b>Eres</b>	<i>You are (s.)</i>
(él/ella) <b>Es</b>	<i>He/she/ is</i>
(nosotros) <b>Somos</b>	<i>We are</i>
(vosotros) <b>Sois</b>	<i>You are (p.)</i>
(ellos/ellas) <b>Son</b>	<i>They are</i>

### Hacer – to do/make

(yo) <b>Hago</b>	<i>I do/make</i>
(tu) <b>Haces</b>	<i>You do/make (s.)</i>
(él/ella) <b>Hace</b>	<i>He/she/ does/makes</i>
(nosotros) <b>Hacemos</b>	<i>We do/make</i>
(vosotros) <b>Hacéis</b>	<i>You do/make (p.)</i>
(ellos/ellas) <b>Hacen</b>	<i>They do/make</i>

### Tener: to have

(yo) <b>Tengo</b>	<i>I have</i>
(tu) <b>Tienes</b>	<i>You have (s.)</i>
(él/ella) <b>Tiene</b>	<i>He/she/one has</i>
(nosotros) <b>Tenemos</b>	<i>We have</i>
(vosotros) <b>Tenéis</b>	<i>You have (p.)</i>
(ellos/ellas) <b>Tienen</b>	<i>They have</i>



¿Te gusta...?  
Do you like...?

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES				
<b>Prefiero</b> I prefer	<b>el pan</b> (bread)	<b>porque es</b> because it is	<b>muy</b> very	<b>sabroso / rico</b> (tasty)				
	<b>el pescado</b> (fish)			<b>delicioso</b> (delicious)				
<b>Me encanta(n)</b> I love	<b>el queso</b> (cheese)	<b>porque son</b> because they are	<b>bastante</b> quite	<b>sano</b> (healthy)				
	<b>la mantequilla</b> (butter)			<b>malsano</b> (unhealthy)				
<b>Me gusta(n)</b> I like	<b>la leche</b> (milk)			<b>un poco</b> a bit	<b>terrible</b> (awful)			
	<b>el café</b> (coffee)				<b>asqueroso</b> (disgusting)			
	<b>el té</b> (tea)				<b>picante</b> (spicy)			
<b>No me gusta(n)</b> I don't like	<b>la cola</b> (Coke)			<b>demasiado</b> too	<b>demasiado</b> too	<b>dulce</b> (sweet)		
	<b>el azúcar</b> (sugar)					<b>amargo</b> (bitter)		
<b>Odio</b> I hate	<b>el jamón</b> (ham)					<b>demasiado</b> too	<b>demasiado</b> too	<b>salado</b> (salty)
	<b>el chocolate caliente</b> (hot chocolate)							<b>grasiento</b> (greasy)
<b>En mi opinión</b> In my opinion	<b>la manzana</b> (apple)					<b>demasiado</b> too	<b>demasiado</b> too	<b>bueno para la salud</b> (good for your health)
	<b>la carne</b> (meat)	<b>malo para la salud</b> (bad for your health)						
	<b>la mermelada</b> (jam)	REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as						
<b>Pienso que</b> I think that	<b>el helado</b> (ice-cream)		REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as					
	<b>las judías verdes</b> (green beans)							
<b>las verduras</b> (vegetables)								
<b>las patatas fritas</b> (chips)								
<b>las papas</b> (crisps)								
<b>las espinacas</b> (spinach)								
<b>el huevo</b> (egg)								
<b>el agua</b> (wáter)								

## Food and Drink SPANISH



EN EL RESTAURANTE	IN THE RESTAURANT
<b>¿Qué quieres comer?</b>	<b>What do you want to eat?</b>
<b>De primer plato</b>	For the starter
<b>De segundo plato</b>	For the main
<b>De postre</b>	For dessert
<b>Quisiera</b>	I would like
<b>Para mí</b>	For me
<b>Para beber</b>	To drink
<b>Para comer</b>	To eat
<b>Una ración de...</b>	A portion of...
<b>Camarero/a</b>	Waiter/waitress
<b>¿Tienes...?</b>	Do you have...?
<b>La cuenta, por favor</b>	The bill, please
<b>La propina</b>	The tip



¿Cuánto cuesta?	How much?
diez	10
veinte	20
veintiuno	21
treinta	30
treinta y uno	31
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100
doscientos	200
quinientos	500
Euros	Euros
Libras	Pounds



¿Cuándo comes?	When do you eat?
<b>El desayuno</b>	Breakfast
<b>La comida</b>	Lunch
<b>La merienda</b>	Snack
<b>La cena</b>	Evening meal/tea
<b>Desayunar</b>	To eat breakfast
<b>Comer</b>	To eat lunch
<b>Merendar</b>	To snack
<b>Cenar</b>	To eat dinner



EN EL MERCADO / SUPERMERCADO	IN THE MARKET / SUPERMARKET
<b>¿ Te gustaría...?</b>	<b>Would you like...?</b>
<b>Un paquete de</b>	A packet of
<b>Un litro de</b>	A litre of
<b>Un kilo de</b>	A kilo of
<b>Un medio kilo de</b>	Half a kilo of
<b>Una botella de</b>	A bottle of

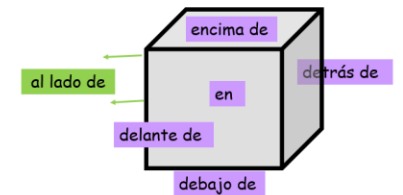


¿Dónde vives? (Where do you live?)		
Vivo ... (I live)	en una casa (in a house)	en el campo (in the countryside)
	en las montañas (in the mountains)	en la costa (on the coast)
	en la ciudad (in the city/town)	en las afueras (in the suburbs)
	en un apartamento (in a flat)	en un pueblo (in a village)
		en el norte (in the north)
		en el sur (in the south)
		en el oeste (in the west)
		en el este (in the east)

OPINION	NOUN	JUSTIFICACION	INTENSIFIERS	ADJECTIVES
<b>Prefiero</b> I prefer	<b>la playa</b> (the beach)	<b>porque es</b> because it is	<b>muy</b> very	Pequeño/a (small)
<b>Me encanta</b> I love	<b>la piscina</b> (the swimming pool)	<b>ya que es</b> because it is	<b>bastante</b> quite	Grande (big)
<b>Me gusta</b> I like	<b>la pista de hielo</b> (the ice rink)		<b>un poco</b> a bit	Histórico/a (historic)
<b>No me gusta</b> I don't like	<b>la mezquita</b> (the mosque)		<b>demasiado</b> too	Tranquilo/a (peaceful)
<b>Odio</b> I hate	<b>la iglesia</b> (the church)			Turístico/a (touristy)
	<b>la librería</b> (the library)			Industrial (industrial)
	<b>el centro</b> (the town centre)			Cultural (cultural)
	<b>el cine</b> (the cinema)			Importante (important)
	<b>el museo</b> (the museum)			Animado/a (lively)
	<b>el teatro</b> (the theatre)			Ruidoso/a (noisy)
	<b>el centro comercial</b> (the shopping centre)			Contaminado/a (polluted)
	<b>el polideportivo</b> (the leisure centre)			Moderno/a (modern)
<b>En mi opinión</b> In my opinion	<b>el mercado</b> (the market)	<b>es</b> it is		Bonito/a (pretty)
<b>Pienso que</b> I think that	<b>el supermercado</b> (the supermarket)	<b>son</b> they are		
	<b>el estadio</b> (the stadium)			
	<b>el parque de atracciones</b> (the theme park)			
	<b>el hospital</b> (the hospital)			
	<b>los monumentos</b> (the monuments)			
	<b>las tiendas</b> (the shops)			
	<b>los restaurantes</b> (the restaurants)			
	<b>la oficina de turismo</b> (the tourist office)			

Describe donde vives Describe where you live		
<b>En mi casa</b> In my house	<b>tengo</b> I have	un jardín (a garden)
<b>En mi apartamento</b> In my flat	<b>no tengo</b> I don't have	una buardilla (a loft)
<b>En el primer piso</b> On the first floor	<b>hay</b> There is	un despacho (an office/a study)
<b>En el segundo piso</b> On the second floor	<b>no hay</b> There isn't	un garaje (a garage)
<b>En la planta baja</b> On the ground floor		un salón (a lounge)
		una entrada (a hallway)
		una cocina (a kitchen)
		un dormitorio (a bedroom)
		un comedor (a dining room)
		un baño (a bathroom)
		una terraza (a terrace)
		unos aseos (some toilets)
		el dormitorio de mis padres (my parent's bedroom)

¿Qué hay en tu habitación? (What is there in your bedroom?)	
<b>Una cama</b> (a bed)	
<b>Una pared</b> (a wall)	
<b>Un escritorio</b> (a desk)	
<b>Un ordenador</b> (a computer)	
<b>Un armario</b> (a wardrobe)	
una alfombra (a carpet)	
<b>Una estantería</b> (a shelf/shelves)	
<b>Una lámpara</b> (a lamp)	
<b>Una puerta</b> (a door)	
<b>Una silla</b> (a chair)	
<b>Una ventana</b> (a window)	
<b>Una cómoda</b> (a chest of drawers)	
<b>unos posters</b> (some posters)	



Un ordenador está encima de una mesa (a computer is on the table)

Opinion starters:

Pienso que	I think that
Creo que	I believe that
En mi opinión	In my opinion
Para mí	For me
Me parece que	It seems to me
Encuentro	I find

Pienso que Bristol es histórico - I think that Bristol is historic  
Encuentro Londres bastante industrial – I find London quite industrial.

Prefiero Bath porque es menos turístico que Liverpool – I prefer Bath because it is less touristy than Liverpool.

Phrases that use **infinitives**.

An infinitive is the basic form of the verb. In English it starts with to\_ to run, to jump, to swim.

In Spanish the verb ends in –ar, -er , -ir.  
e.g. I like to run – Me gusta correr.

Se puede	– One can
Voy a	- I am going to
Me gusta	- I like

} **These are followed by an infinitive.**

Se puede ir al centro – One can go to the city centre.

Voy a comer en un restaurante – I am going to eat in a restaurant.

Me gusta jugar al fútbol en el parque - I like to play football in the park.

	<b>Ir – to go</b>
I	Voy – I go / I am going
you	Vas – You go / you are going
he/she/it	Va – he goes / he is going
we	Vamos – we go / we are going
you (pl)	Vais – you (pl) go / are going
they	Van – they go / are going



**Hay (there is) and no hay (there is not)** – these phrases are very important to allow us to say what is in our town or city.  
Remember! When using no hay there is no un/una  
e.g. **Hay un** parque but **no hay** parque

It is important to use the correct **article** in front of a noun. This will depend on if we want to say ‘a’ (indefinite article) or ‘the’ (definite article), and also in Spanish if the noun is **masculine, feminine, singular or plural**.

Articles	A/some	The
Masculine	Un	El
Feminine	Una	La
Masc Plural	Unos	Los
Fem Plurl	Unas	Las

## 1. The Present Tense

**Normalement** normally

**D'habitude** usually

**Quelquefois** sometimes

**Step 1: Take the infinitive of the verb (ER/IR/RE)**

**Step 2: Chop off the ending (ER/IR/RE)**

**Step 3: Add the correct ending:**

Pronouns	ER verbs	IR verbs	RE verbs
Je	e is s		
Tu	es is s		
Il/Elle/On	e it -		
Nous	ons issons ons		
Vous	ez issez ez		
Ils/Elles	ent issent ent		

### Super Five Irregular Verbs:

There are verbs that don't follow this pattern.

The 4 most important irregular verbs are on this sheet (ÊTRE, AVOIR, ALLER, and FAIRE).

## 2. The (Near) Future Tense

La semaine prochaine next week

Le weekend prochain next weekend

Demain tomorrow

L'année prochaine next year

**Step 1: Take the present tense of the verb 'ALLER' (to go)**

### ALLER: to go

**Je vais** I go/am going

**Tu vas** You go/are going (s.)

**Il/Elle/On va** He/she/one goes/is going

**Nous allons** We go/are going

**Vous allez** You go/are going (p.)

**Ils/Elles vont** They go/are going

**Step 2: Add an infinitive (the thing you're going to do).**

*e.g. I'm going to play*

*Je vais jouer*

## 3. The Preterite (Past) Tense

La semaine dernière next week

Le weekend dernier next weekend

L'année dernière next year

### Perfect Tense verbs with 'AVOIR':

**Step 1: Take the present tense of the verb avoir**

**For some verbs you need to use the verb être (MRS VANDERTRAMP)**

### AVOIR: to have

J'ai I have

Tu as You have

Il/elle/on a He/she/one has

Nous avons We have

Vous avez You have

Ils/elles ont They have

**Step 2: Add the past participle (see rules below)**

Take the infinitive – chop off the ER + add é

Take the infinitive – chop off the IR + add i

Take the infinitive – chop off the RE + add u

### Awesome French Things to Say

j'en ai hâte! I can't wait for it!

Que je sache As far as I know

les derniers/dernières... the latest...

C'est mon truc It's my (kind of) thing

Ce n'est pas mon truc It's not my (kind of) thing

en regardant la télé while watching TV

en écoutant de la musique while listening to music

en faisant des devoirs while doing homework

### ÊTRE – to be

Je suis I am

tu es You are (s)

il/elle/on est He/she/one is

nous sommes we are

vous êtes you are

ils/elles sont they are (m)

### FAIRE – to do/make

Je fais I do

tu fais You do (s)

il/elle/on fait He/she/one does

nous faisons we do

vous faites you do (pl)

ils/elles font they do (m)

### Common Past Tense Verbs with ÊTRE

Je suis allé (e) I went

Nous sommes allé(e)s We went

Je suis resté (e) I stayed

Nous sommes resté(e)s We stayed

### Opinions

C'est – it's

C'était – it was

Ce sera – it will be

Est-ce que tu aimes... ?  
Do you like...?

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES
<b>Je préfère</b> I prefer	<b>le pain</b> (bread)	<b>parce que c'est</b> because it is	<b>très</b> very	<b>agréable</b> (pleasant)
	<b>le poisson</b> (fish)			<b>délicieux/euse</b> (delicious)
<b>J'adore</b> I love	<b>le fromage</b> (cheese)		<b>assez</b> quite	<b>fantastique</b> (fantastic)
	<b>le beurre</b> (butter)			<b>savoureux/euse</b> (tasty)
<b>J'aime</b> I like	<b>le lait</b> (milk)		<b>un peu</b> a bit	<b>sain/e</b> (healthy)
	<b>le café</b> (coffee)			<b>horrible</b> (horrible)
	<b>le thé</b> (tea)			<b>terrible</b> (awful)
<b>Je n'aime pas</b> I don't like	<b>le cola</b> (coke)		<b>trop</b> too	<b>doux/douce</b> (sweet)
	<b>le sucre</b> (sugar)			<b>aigre</b> (sour)
<b>Je déteste</b> I hate	<b>le jambon</b> (ham)			<b>dégoûtant/e</b> (disgusting)
	<b>le chocolat chaud</b> (hot chocolate)			<b>épicé/e</b> (spicy)
<b>À mon avis</b> In my opinion	<b>la pomme</b> (apple)			<b>salé</b> (salty)
	<b>la viande</b> (meat)			<b>gras/se</b> (fatty)
	<b>la confiture</b> (jam)			<b>bon/ne pour la santé</b> (good for your health)
<b>Je pense que</b> I think that	<b>la glace</b> (ice-cream)			<b>mauvais/e pour la santé</b> (bad for your health)
	<b>les haricots verts</b> (green beans)			<b>REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN</b>
	<b>les légumes</b> (vegetables)			
	<b>les frites</b> (chips)			
	<b>les chips</b> (crisps)			
	<b>les épinards</b> (spinach)			
<b>l'oeuf</b> (egg)				
	<b>l'eau</b> (water)			

## Food and Drink FRENCH



AU RESTAURANT	IN THE RESTAURANT
<b>Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?</b>	<b>What would you like to eat? Can I help you?</b>
<b>Comme entrée</b>	For the starter
<b>Comme plat principal</b>	For the main
<b>Comme dessert</b>	For dessert
<b>Comme boisson</b>	For drinks
<b>Je voudrais</b>	I would like
<b>Manger/boire</b>	To eat/ to drink
<b>Je prends...</b>	I'll take (have)
<b>Un serveur/ une serveuse</b>	A waiter/ waitress
<b>L'addition s'il vous plaît</b>	The bill, please
<b>Le pourboire</b>	The tip
<b>C'est tout</b>	That's all
<b>Merci</b>	Thank you



C'est combien ?	How much?
dix	10
vingt	20
vingt et un	21
trente	30
trente et un	31
quarante	40
cinquante	50
soixante	60
soixante-et-un	61
soixante-dix	70
soixante-onze	71
quatre-vingt	80
quatre-vingt-deux	82
quatre-vingt-dix	90
quatre-vingt-douze	92
cent	100
deux cents	200



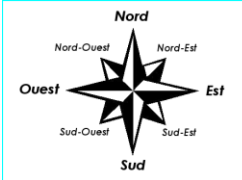
Quand est-ce que tu manges?	When do you eat?
<b>Le petit déjeuner</b>	Breakfast
<b>Le déjeuner</b>	Lunch
<b>Le goûter</b>	Snack
<b>Le dîner</b>	Evening meal/tea



DANS LE MARCHÉ/ SUPERMARCHÉ	IN THE MARKET / SUPERMARKET
<b>Tu voudrais...?</b>	<b>Would you like...?</b>
<b>Un paquet de</b>	A packet of
<b>Un litre de</b>	A litre of
<b>Un kilo de</b>	A kilo of
<b>Un demi kilo de</b>	Half a kilo of
<b>Une bouteille de</b>	A bottle of







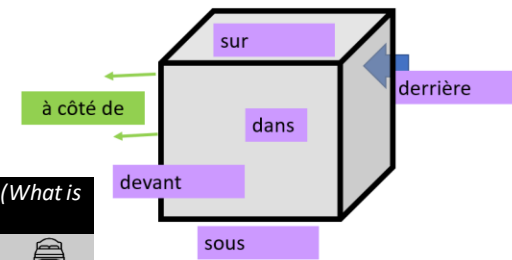
## French - Home and town

Où habites-tu? (Where do you live?)			
J'habite (I live)	dans une maison (in a house)		à la campagne (in the countryside)
			à la montagne (in the mountains)
	dans un appartement (in a flat)		au bord de la mer (by the sea)
			en ville (in the city/town)
			en banlieue (in the suburbs)
			dans un village (in a village)

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES
Je préfère I prefer	La plage (beach)	parce que c'est because it is	très very	petit(e) (small)
J'adore I love	La jetée (pier)			grand(e) (big)
J'aime I like	La piscine (swimming pool)	car c'est because it is	assez quite	historique (historic)
Je n'aime pas I don't like	La patinoire (ice rink)			tranquille (peaceful)
Je déteste I hate	La boulangerie (bakery)	un peu a bit	trop too	touristique (touristy)
A mon avis In my opinion	La gare (routière) (station)			industriel(le) (industrial)
Je pense que I think that	La librairie (book shop)			culturel(le) (cultural)
	Le centre-ville (town centre)			important(e) (important)
	Le musée (museum)			animé(e) (lively)
	Le centre commercial (shopping centre)			bruyant(e) (noisy)
	Le supermarché (supermarket)			pollué(e) (polluted)
	Le stade (stadium)			moderne (modern)
	Le parc d'attractions (theme park)			joli(e) (pretty)
	L'hôpital (hospital)			
	Les monuments (monuments)			
	Les magasins (shops)			

Décris où tu habites Describe where you live		
Dans ma maison In my house	J'ai I have	un jardin (a garden)
		un grenier (a loft)
		un bureau (an office/a study)
Dans mon appartement In my flat	Je n'ai pas de I don't have	un garage (a garage)
		un salon (a lounge)
		une entrée (a hallway)
Au premier étage On the first floor	Il y a There is	une cuisine (a kitchen)
		une chambre (a bedroom)
		une salle à manger (a dining room)
Au deuxième étage On the second floor	Il n'y a pas de There isn't	une salle de bains (a bathroom)
		une terrasse (a terrace)
		des toilettes (some toilets)
Au rez-de-chaussée On the ground floor		la chambre de mes parents (my parent's bedroom)

Qu'est-ce qu'il y a dans ta chambre ? (What is there in your bedroom?)
Un lit (a bed)
Un mur (a wall)
Un bureau (a desk)
Un ordinateur (a computer)
Une armoire (a wardrobe)
De la moquette (some carpet)
Une étagère (a shelf/shelves)
Une lampe (a lamp)
Une porte (a door)
Une chaise (a chair)
Une fenêtre (a window)
Une commode (a chest of drawers)
Des posters (some posters)



Un ordinateur est **sur** un bureau (a computer is on the desk)

### Opinion starters:

Je pense que	I think that
Je crois que	I believe that
À mon avis	In my opinion
Pour moi	For me
Il me semble	It seems to me

Je pense que Bristol est historique - I think that Bristol is historic  
 Je crois que Londres est assez industriel – I think that London is quite industrial  
 Je préfère Bath parce que c'est moins touristique que Liverpool – I prefer Bath because it is less touristy than Liverpool.

### Phrases that use infinitives.

An infinitive is the basic form of the verb. In English it starts with to\_ to run, to jump, to swim.

In French the verb ends in –re, -er , -ir.  
 e.g. I like to run – J'aime courir.

On peut – One can  
 Je vais - I am going to  
 J'aime - I like

} **These are followed by an infinitive.**

On peut **aller** au centre-ville – One can go to the city centre.  
 Je vais **manger** dans un restaurant – I am going to eat in a restaurant.  
 J'aime **jouer** dans le parc - I like to play football in the park.

	Aller – to go
I	Je vais – I go / I am going
you	Tu vas – You go / you are going
he/she/it	Il/elle/on va – he goes / he is going
we	Nous allons – we go / we are going
you (pl)	Vous allez – you (pl) go / are going
they	Ils/ells vont – they go / are going



**Il y a (there is) and il n'y a pas (there is not)** – these phrases are very important to allow us to say what is in our town or city. Remember! When using il y a, we use a 'de', but no article e.g. **Il y a un parc** but **il n'y a pas de parc**



It is important to use the correct **article** in front of a noun. This will depend on if we want to say 'a' (indefinite article) or 'the' (definite article), and also in French if the noun is **masculine, feminine, singular or plural**.

Articles	A/some	The
Masculine	Un	Le
Feminine	Une	La
Plural	Des	Les





<b>¿Qué te gusta hacer?</b>	<b>What do you like to do?</b>
 Ver la televisión	To watch TV
 Escuchar música	To listen to music
 Ir al cine	To go to the cinema
 Leer un libro	To read a book
 Ir de compras	To go shopping
 Ir al parque	To go to the park
 Ir al gimnasio	To go to the gym
 Ir al polideportivo	To go to the sports centre
 Salir con mis amigos	To go out with my friends
 Tocar el piano	To play the piano
 Visitar mi familia	To visit family
 Ir al centro	To go to town
 Hacer la cocina	To cook
 Cantar	To sing
 Nadar	To swim
 Hacer mis deberes	To do my homework
 Descargar música	To download music
 Navegar por Internet	To surf the Internet
 Jugar a los videojuegos	To play video games
 Chatear con mis amigos	To chat with my friends
 Sacar fotos	To take photos
 Ver los videos divertidos	To watch funny videos
 Mandar mensajes	To send texts
 Comprar en línea	To buy online
 Ver los videos de youtube	To watch Youtube videos
 Escribir un correo electrónico	To write an email
 Usar mi móvil	To use my mobile phone

<b>¿Qué deporte te gusta?</b>	<b>What sport do you like?</b>
 Jugar al fútbol	To play football
 Jugar al rugby	To play rugby
 Jugar al tenis	To play tennis
 Jugar al golf	To play golf
 Jugar al voleibol	To play volleyball
 Jugar al baloncesto	To play basketball
 Hacer ciclismo	To do some cycling
 Hacer esquí	To do some skiing
 Hacer patinaje	To do some ice skating
 Hacer natación	To do some swimming
 Hacer gimnasia	To do some gymnastics
 Hacer equitación	To do some horse-riding
 Hacer atletismo	To do some athletics

<b>¿Qué te gusta ver?</b>	<b>What do you like to watch?</b>
 Me gusta ver	I like to watch
 Las noticias	The news
 Comedias	Comedies
 Dibujos animados	Cartoons
 Documentales	Documentaries
 Programas	Programmes
 Telenovelas	Soap operas
 Películas románticas	Romantic films
 Películas de acción	Action films
 Películas de terror	Horror films
 Películas policíacas	Detective films
 Concursos	Game shows
 Series	Series

<b>¿Cúando?</b>	<b>When?</b>
Normalmente	Normally
Generalmente	Generally
Todos los días	Every day
Dos veces a la semana	Twice a week
De vez en cuando	From time to time
Rara vez	Rarely
Cuando puedo	When I can
Jamás/nunca	Never
A veces	Sometimes

<b>¿Qué tiempo hace?</b>	<b>What is the weather like?</b>
 Hace buen tiempo	It is good weather
 Hace calor	It is hot
 Hace sol	It is sunny
 Hace frío	It is cold
 Hace 25 grados	It is 25 degrees
 Hace mal tiempo	It is bad weather
 Llueve	It is raining
 Nieva	It is snowing
 Hay viento	It is windy
 Hay nubes	There are clouds
 Hay tormenta	There are storms



Llevar, vivir & comer are a regular verbs which follow the pattern below. The verbs “jugar” and “hacer” are irregular but important verbs, especially for this topic on sports.

Pronouns	<b>llevar</b> – to wear	<b>vivir</b> – to live	<b>comer</b> – to eat
<b>Yo</b> (I)	Llevo – I wear	Vivo – I live	Como – I eat
<b>tú</b> (you)	Llevas – you wear	Vives – you live	Comes – you eat
<b>él</b> (he), <b>ella</b> (she),	Lleva - He/she wears	Vive - He/she lives	Come – he/she eats
<b>nosotros</b> (we)	Llevamos – we wear	Vivimos – we live	Comemos – we eat
<b>vosotros</b> (you) (pl. or formal)	Lleváis – you wear(pl. or formal)	Vivis – you live (pl. or formal)	Coméis – you eat (pl. or formal)
<b>Ellos/ellas</b> (they)	Llevan – they wear	Viven – they live	Comen – they eat

### Hacer– to do

Yo hago - I do  
Tu haces – you do  
Él/ella hace – he/she does  
Nosotros hacemos –we do  
Vosotros hacéis – you (pl) do  
Ellos hacen – they do

### Jugar– to play

Yo juego- I play  
Tu juegas – you play  
Él/ella juega – he/she plays  
Nosotros jugamos –we play  
Vosotros jugáis – you (pl) play  
Ellos/ellas juegan – they play

Now you should be able to create some of your own questions using the question words below. Don't forget the upside down question mark at the beginning of a question.

¿Cuándo? – When?  
¿Quién? – Who?  
¿Dónde? – Where?  
¿Cuántos? – How many?  
¿Qué? What?  
¿Cómo? – How?  
¿Por qué? – Why?  
¿Cuál? – Which?

### How to improve your writing?

When writing in Spanish, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. muy, bastante
- Comparisons
- Rather than just using ‘yo’, write verbs using other pronouns



## 1. The Present Tense

**Normalement** normally  
**D'habitude** usually  
**Quelquefois** sometimes

**Step 1: Take the infinitive of the verb (ER/IR/RE)**

**Step 2: Chop off the ending (ER/IR/RE)**

**Step 3: Add the correct ending:**

Pronouns	ER verbs	IR verbs	RE verbs
Je	e	is	s
Tu	es	is	s
Il/Elle/On	e	it	-
Nous	ons	issons	ons
Vous	ez	issez	ez
Ils/Elles	ent	issent	ent

### Super Five Irregular Verbs:

There are verbs that don't follow this pattern.  
 The 4 most important irregular verbs are on this sheet (ÊTRE, AVOIR, ALLER, and FAIRE).

### ÊTRE – to be

Je suis I am  
 tu es You are (s)  
 il/elle/on est He/she/one is  
 nous sommes we are  
 vous êtes you are  
 ils/elles sont they are (m)

### FAIRE – to do/make

Je fais I do  
 tu fais You do (s)  
 il/elle/on fait He/she/one does  
 nous faisons we do  
 vous faites you do (pl)  
 ils/elles font they do (m)

### Common Past Tense Verbs with ÊTRE

Je suis allé (e) I went  
 Nous sommes allé(e)s We went  
 Je suis resté (e) I stayed  
 Nous sommes resté(e)s We stayed

### Opinions

C'est – it's  
 C'était – it was  
 Ce sera – it will be

## 2. The (Near) Future Tense

La semaine prochaine next week  
 Le weekend prochain next weekend  
 Demain tomorrow  
 L'année prochaine next year

**Step 1: Take the present tense of the verb 'ALLER' (to go)**

### ALLER: to go

Je vais I go/am going  
 Tu vas You go/are going (s.)  
 Il/Elle/On va He/she/one goes/is going  
 Nous allons We go/are going  
 Vous allez You go/are going (p.)  
 Ils/Elles vont They go/are going

**Step 2: Add an infinitive (the thing you're going to do).**

e.g. I'm going to play  
 Je vais jouer

## 3. The Preterite (Past) Tense

La semaine dernière next week  
 Le weekend dernier next weekend  
 L'année dernière next year

### Perfect Tense verbs with 'AVOIR':

**Step 1: Take the present tense of the verb avoir**  
**For some verbs you need to use the verb être (MRS VANDERTRAMP)**

### AVOIR: to have

J'ai I have  
 Tu as You have  
 Il/elle/on a He/she/one has  
 Nous avons We have  
 Vous avez You have  
 Ils/elles ont They have

**Step 2: Add the past participle (see rules below)**

Take the infinitive – chop off the ER + add é  
 Take the infinitive – chop off the IR + add i  
 Take the infinitive – chop off the RE + add u

### Awesome French Things to Say

j'en ai hâte! I can't wait for it!  
 Que je sache As far as I know  
 les derniers/dernières... the latest...  
 C'est mon truc It's my (kind of) thing  
 Ce n'est pas mon truc It's not my (kind of) thing  
 en regardant la télé while watching TV  
 en écoutant de la musique while listening to music  
 en faisant des devoirs while doing homework















Qu'est-ce que tu aimes faire?	What do you like to do?
 Regarder la télévision	To watch TV
 Écouter de la musique	To listen to music
 Aller au cinéma	To go to the cinema
 Lire un livre	To read a book
 Faire du shopping	To go shopping
 Aller au parc	To go to the park
 Aller au gymnase	To go to the gym
 Rencontrer des amis/copains	To go out with my friends
 Jouer du piano	To play the piano
 Visiter ma famille	To visit family
 Aller en ville	To go to town
 Faire de la cuisine	To cook
 Chanter	To sing
 Nager	To swim
 Faire mes devoirs	To do my homework
 Télécharger de la musique	To download music
 Surfer sur Internet	To surf the Internet
 Jouer aux jeux-vidéos	To play video games
 Tchatter avec mes amis	To chat with my friends
 Prendre des photos	To take photos
 Regarder des vidéos marrantes	To watch funny videos
 Envoyer des textos	To send texts
 Acheter en ligne	To buy online
 Regarder des clips YouTube	To watch YouTube videos
 Écrire un email	To write an email
 Utiliser mon portable	To use my mobile phone

Quel sport aimes-tu?	What sport do you like?
 Jouer au foot	To play football
 Jouer au rugby	To play rugby
 Jouer au tennis	To play tennis
 Jouer au golf	To play golf
 Jouer au volley	To play volleyball
 Jouer au basket	To play basketball
 Faire du vélo	To do some cycling
 Faire du ski	To do some skiing
 Faire du patin à glace	To do some ice skating
 Faire de la natation	To do some swimming
 Faire de la gymnastique	To do some gymnastics
 Faire de l'équitation	To do some horse-riding
 Faire de l'athlétisme	To do some athletics

Qu'est-ce que tu aimes regarder?	What do you like to watch?
 J'aime regarder	I like to watch
 Les actualités	The news
 La comédie	Comedies
 Le dessin animé	Cartoons
 Le documentaire	Documentaries
 L'émission (f)	Programmes
 Le feuilleton	Soap operas
 Le film d'amour	Romantic films
 Le film d'action	Action films
 Le film d'horreur	Horror films
 Le film policier	Detective films
 Le jeu télévisé	Game shows
 La série	Series

Quand ?	When?
Normalement	Normally
D'habitude	Usually
Tous les jours	Every day
Deux fois par semaine	Twice a week
De temps en temps	From time to time
Rarement	Rarely
Souvent	Often
Quelquefois / parfois	Sometimes

Quel temps fait-il?	What is the weather like?
 Il fait beau	It is good weather
 Il fait chaud	It is hot
 Il fait froid	It is cold
 Il fait 25 degrés	It is 25 degrees
 Il fait mauvais	It is bad weather
 Il pleut	It is raining
 Il neige	It is snowing
 Il y a du vent	It is windy
 Il y a des nuages	There are clouds
 Il y a des orages	There are storms
 Il y a du brouillard	It is foggy
 Il y a du soleil	It is sunny

Finir, jouer & vendre are regular verbs which follows the patterns below; which we have seen before. The verb “faire” is irregular but important, especially for this topic with sports.

Pronouns	Finir– to finish	Jouer – to play	Vendre– to sell
<b>je</b> (I)	Je fin <b>is</b> – I finish	Je jou <b>e</b> – I play	Je vend <b>s</b> – I sell
<b>tu</b> (you)	Tu fin <b>is</b> – you finish	Tu jou <b>es</b> – you play	Tu vend <b>s</b> – you sell
<b>il</b> (he), <b>elle</b> (she), <b>on</b> (we)	il/elle/on fin <b>it</b> - He/she/we finishes	il/elle/on jou <b>e</b> - He/she/we play	il/elle/on vend– he/she/we sell
<b>nous</b> (we)	Nous fin <b>issons</b> – we finish	Nous jou <b>ons</b> – we play	Nous vend <b>ons</b> – we sell
<b>vous</b> (you) (pl. or formal)	Vous fin <b>issez</b> – you finish (pl. or formal)	Vous jou <b>ez</b> – you play (pl. or formal)	Vous vend <b>ez</b> – you sell (pl. or formal)
<b>ils/elles</b> (they)	ils/ elles fin <b>issent</b> – they finish	ils/ elles jou <b>ent</b> – they play	ils/elles vend <b>ent</b> – they sell

### Faire – to do

Je fais - I do  
 Tu fais – you do  
 Il/elle/on fait – he/she does/we do  
 Nous faisons –we do  
 Vous faites – you (pl) do  
 Ils/elles font – they do

Now you should be able to create some of your own questions using the question words below.

Quand? – When?  
 Qui? – Who?  
 Où? – Where?  
 Combien? – How many?  
 Qu’est-ce que...? What?  
 Comment? – How?  
 Pourquoi? – Why?  
 Que? – What?  
 Quel(le)? – Which?

### How to improve your writing?

When writing in French, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. très, assez
- Comparisons
- Rather than just using ‘je’, write verbs using other pronouns





# Y8 Art Creatures & Characters

**Learning Journey:** Exploring a range of creatures and characters from different genres and styles. **Looking** at how to design and create a dynamic character. **Researching** artists and illustrators that create **inspiring** creatures and characters. **Experimenting** with media and designs inspired by research. **Recording** our findings and own designs of creatures and characters.



## Tim Burton

is an American artist, director and animator best known for creating characters in films such as Edward Scissorhands, Alice in Wonderland, Corpse Bride and The Nightmare Before Christmas. Burton's characters usually have exaggerated body shapes and unrealistic proportions.

## ARTISTS



## Jennifer Strunge

is an American artist that creates 3D soft sculptures. She is inspired by deep sea creatures. Strunge uses recycled, donated and found materials to combat environmental pollution and waste, the materials are also more cost effective.

**Drawing-** A picture, sketch, or outline

**Mark-making-** Drawing

**Shading-** Darkening areas

**Stippling-** Using lots of fine dots to create shading.

**Scumbling-** Using the side of your pencil to create shading.

**Cross-hatching-** Parallel lines crossing each other.

**Blending-** Combining shading

**Line-** Drawing lines to form shapes

**3 Dimensional-** An object that is not flat.

**Symbolism-** Represents

**Analyse-** examine (something) in detail to explain and interpret it.

**Evaluate-** Assess

**Mythology-** the subjective truth of people communicated through stories.

**Fantasy-**imagining impossible or improbable things

**Surrealism-**form of art that uses the creative imagination to generate ideas that are not realistic.

**Figurative-**recognizable depictions of the human or animal form.

**Character-** a person in a story.

**Features-** a part of the body, e.g. nose

**Illustration-** a visual explanation of text.

**Foreground-** the part of a view that is nearest to the observer.

**Background-**appears furthest from the viewer.

## Analysis

• All artist research pages should be annotated **Artwork-**

• **Artist name**

- Describe the work-what does it look like? Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

• **Sentence starters**

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

• **Evaluation of Your Artwork-**

What inspired you to create the piece?

What techniques did you use and why?

What does it mean to you?

How is it relevant to your idea?

• **Sentence starters**

The technique I have used is...

The skill/technique I found most difficult was...because...

I think my work is successful because...

Year 8: Script and Character  
 How can we take **language** from the **page to stage**?

Developing your knowledge, skills and understanding of scripts.  
 Exposure to texts and scenes, including Shakespeare.  
 Exposure to Shakespearean language.  
 Understanding of contemporary theatre roles with a historical context.

Key Words	Definition
Scene	A section of a play/act
Dialogue	Speech
Duologue	Two people speaking
Performance	A showcase
Improvise	Creating a piece of unscripted work
Script	Written dialogue
Audience	Spectators
Character	A person who you play in role
Rehearsal	Practicing a scene/performance

<b>Pitch</b>	This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.
<b>Accent</b>	This informs the audience where you are from e.g. cockney accent from East London.
<b>Diction</b>	This is how clearly you speak using enunciation and pronunciation.
<b>Volume</b>	This is how loud you speak, this could be from a stage whisper to shouting.
<b>Emphasis</b>	This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice.
<b>Intonation</b>	This is varying your voice so that it goes up and down, this helps the fluency of your speech and helps the audience stay engaged with your dialogue.
<b>Projection</b>	This is speaking with strength. Opening your mouth wider creates a bigger projection.
<b>Dialect</b>	This is similar to speaking with an accent except it is more specific i.e. it tells the audience what region you are from e.g. London.
<b>Tone</b>	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
<b>Received Pronunciation</b>	This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound.
<b>Enunciation</b>	This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.
<b>Pronunciation</b>	This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.
<b>Pace</b>	This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will speak with a fast pace.

## Great Composers Key Terms

**Composer** Someone that writes music

**Chord** 2 or more notes at the same time

**Accidental** A symbol which changes the pitch of a note

**Era** A period in musical history

**Baroque:** 1650-1750

**Classical:** 1750-1810

**Romantic:** 1810 – 1900

**20<sup>th</sup> Century:** 1900 onwards

**Harpsicord** A keyboard instrument where the strings are plucked (Baroque)

**Piano** A keyboard instrument where the strings are hit with a hammer (Classical onwards)

**Organ:** A keyboard instrument where the sound is made by passing air through pipes (Baroque and Classical)

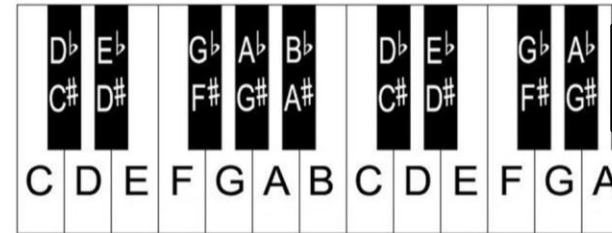
**Sequence** A pattern of notes which are then repeated higher or lower in pitch

**Ground Bass** A short, recurring melodic pattern in the bass part of a composition

# Y8 Music

## What Makes A Great Composer?

Note Pyramid			
Name	Symbol	Rest Symbol	Value of each
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4



Sharp raises the note by one semitone.  
Flat lowers the note by one semitone.  
Natural restores a note to its original pitch.

## Dynamics – The Volume of the music

ITALIAN	SIGN	ENGLISH
<i>Piano</i>	<i>p</i>	Soft
<i>Forte</i>	<i>f</i>	Loud
<i>Mezzo piano</i>	<i>mp</i>	Moderately Soft
<i>Mezzo forte</i>	<i>mf</i>	Moderately Loud
<i>Pianissimo</i>	<i>pp</i>	Very Soft
<i>Fortissimo</i>	<i>ff</i>	Very Loud

## Pitch – How high or low the sound is

**Treble Clef**

**Treble Clef Notes**

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

Notes on the lines are: E G B D F

Notes in the spaces are: F A C E

**Bass Clef**

**Bass Clef Notes**

G A B C D E F G A

Line Notes: G B D F A

Space Notes: A C E G

### STRINGS



### WOODWIND



### BRASS



### PERCUSSION





# Design Technology Year 8 Steady Hand Game project

CW: Task Analysis Date

RESEARCH information

Research what do you need to know?  
TASK: Mind-map your question

What does **Kinesthetic** mean?  
Means learning by being interactive  
In what way could they interact with it?  
twisting it  
Pressing it

**Design Brief**  
**Challenging, not fidget toys**  
To develop a Kinesthetic toy that challenge teenagers to develop cognitive skills and resilience away from the screen.

What does **Cognitive** mean?  
Means learning...by involving conscious intellectual activity  
So what will make teens think intellectually?

What would appeal to teenagers?

What does **resilience** mean?  
Means... the ability to withstand adversity and bounce back from difficult life events  
How could the toy challenge but make them want to do it again?

## TARGET MARKET

The Target market is the group of people you will aim your product at.

This enables the design to make better design decisions by focusing on who would buy it and what their needs are: Examples

Children (3-5yrs) – Bright colours, small to fit into their hands, safe smooth edges.....

Teenagers

The Elderly

Disabled



## Specification:

A Specification is a list of requirements, standards or things a product must include.

It should consider the:

Function – What it does

Aesthetics – What it looks like

Materials – Suitability for task

Safety – Not hurt the user

Customer – ‘target market’ needs

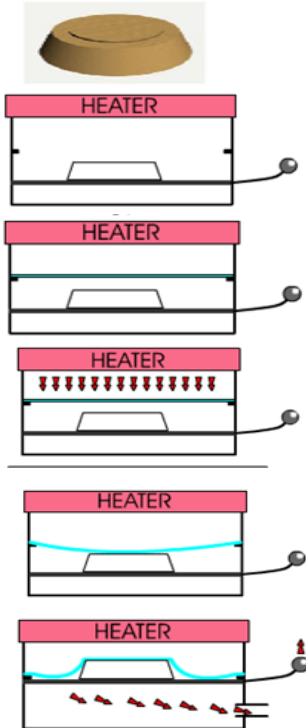
## ACCESS FM:

Task: Complete you ACCESS FM list.

<b>A</b> is for <b>Aesthetics</b>	What does it look like?
<b>C</b> is for <b>Cost</b>	How much does it cost?
<b>C</b> is for <b>Customer</b>	Who would buy or use the product?
<b>E</b> is for <b>Environment</b>	Are the ingredients or packaging environmentally friendly?
<b>S</b> is for <b>Size</b>	How big or small is the product?
<b>S</b> is for <b>Safety</b>	How safe is it to use?
<b>F</b> is for <b>Function</b>	How does it work?
<b>M</b> is for <b>Material</b>	What is it made from and how?

We will be using this to analyse a range of example products to help identify some of the specifications and the reasons for them.

## Vacuum forming



The mould is made from MDF (Medium Density Fibreboard).

The mould is placed on the bed of the vacuum former and is lowered.

The HIPS plastic is secured onto the vacuum former.

A heater is then applied onto the HIPS plastic.

The HIPS plastic then becomes pliable.

The MDF mould is then brought up so that the HIPS and the vacuum is switched on the plastic takes the shape of the mould.

# Design Technology Year 8

## Steady hand game

### What is a Analysis?

Analysis means studying how well a product or material, does its job:  
*"Finding what a product does and how well it does."*

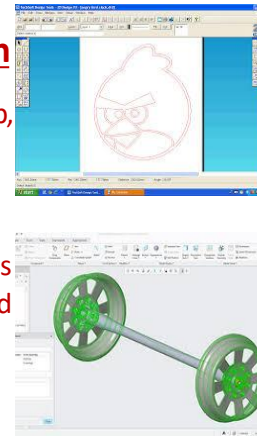
### TOOL TYPES



### What is CAD:

### Computer Aided Design

Is using a computer to develop, show or create a design. This can be 3D which means you can turn and get a realistic view from all sides. This means that the design can be changed and developed easily. These images can also be emailed and sent to manufactures, machines or clients.



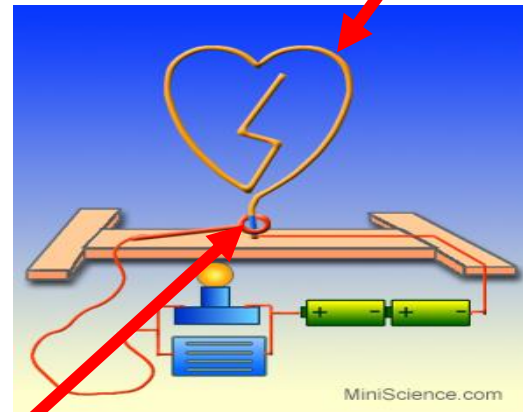
### What is soldering?



Soldering is a permanent joint, it holds Components in place on a circuit board. The soldering iron heats solder up to 185 °C degrees. Solder is an alloy and is a mixture of tin and Lead. Solder also contains flux to ensure the join is clean for the best conductivity.

INPUT(S)	PROCESS	OUTPUT(S)
<b>Inputs</b> = the human or environmental impact that activates the circuit.	<b>Process</b> = the circuit and its programs (micro chips) working together to make it function.	<b>Outputs</b> = What the product does. The final result e.g., heat, sound, movement.....

### Copper wire track – Key property; Electronically conductive



Copper Wire Handle – Completes the connection in the circuit when it touches the track this makes it the switch.

Part	Appearance	Symbol	Use - Function
Electrical Wire			Conduct the electricity
Battery clip			To connect the battery and provide power.
Buzzer			To make sound
Copper Wire			To switch the sound on and off by closing and opening the circuit.
Copper Wire Handle			To switch the sound on and off by closing and opening the circuit.





# World Food Technology Year 8



## Staple Foods

Ingredients origins: You will learn about **staple foods** and where our food come from. You will learn about how their grown and **transported** around the world and **the impact** this has.



### CIABATTA

Literally meaning slipper, this famous bread comes from Venice in the North-East of Italy. Its history is very recent as it was invented in 1982 by Arnaldo Cavallari, concerned about the increase of sandwiches made from baguettes imported from France, which would endanger their businesses. After many weeks of testing different recipes with different flours and different hydration levels, he finally came out with the perfect bread to soak up popular Italian oils and make panini (sandwiches in Italy).

### BAGUETTE

Baguette means stick (baton) and became the iconic symbol of French bread, was developed to be a fast-baking solution. There are strict guidelines for baking baguettes like they must have a diameter of about 5-6 cm and it's length being 55-65 cm. National law dictates that 'French' bread only contain 4 ingredients - flour, yeast, salt and water.

### SLICED BREAD

Gas ovens replaced the wood and coal burning brick ovens, producing much more even results in manufacturing larger batches of loafs significantly increased productivity. The home grown wheat helped produce more bread at a lower price in the UK. Today the widespread sliced loaf is mainly on the British diet but fresh ideas and development of new techniques continue to provide a variety of new ethnic and speciality breads.

### KIPFERL/ CROISSANTS

Experts do agree that the croissant was inspired by the Austrian kaiser, a crescent shaped Danish featuring a generous amount of butter and lard. The kaiser originated in 1883 as a celebration of Austrian victory over the Ottomans at the siege of Vienna. The story follows that a baker, up early to make bread, spied the city where he heard the Turks tunnelling underneath the city and sounded an alarm. The kaiser's curved shape mimics the crescent moon of the Ottoman flag.



Food Miles are the distance over which a food item has travelled from producer to consumer.



## EQUIPMENT



## Sensory

VISION HEARING SMELL TASTE



### Appearance

Appetising, attractive, clear, cold, colourful, crumbly, dry, fattening, fresh, greasy, hot, moist, soggy, tasty.

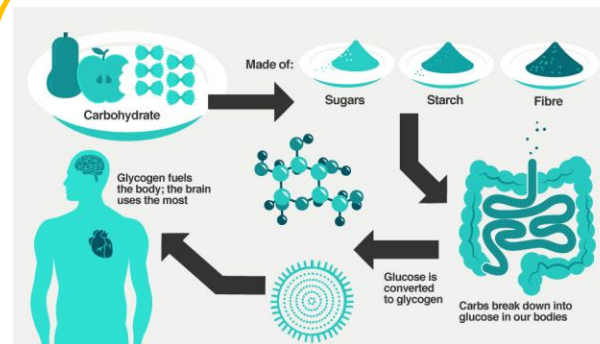
### Smell/Taste

Acid, bitter, bland, burnt, creamy, dry, fatty, old, salty, sharp, soggy, sour, spicy, stale, sweet, watery, wet, tangy, tasteless, tasty, undercooked.

### Texture

Airy, brittle, chewy, cold, greasy, gritty, hard, hot, juicy, lumpy, mushy, powdery, rubbery, slimy, smooth, soft, soggy, springy, sticky, Stiff, stringy, tender, thick, thin, tough, watery, warm

## Carbohydrates and Sugar



### Sugar swaps

Beat cravings with fat and protein

Swap sugary drinks for fizzy water

### Try sugar substitutes

Look out for hidden sugars



# World Food Technology

## Year 8

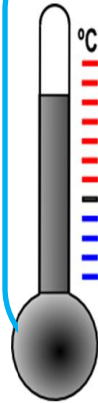
### Why seasonal food?

▪ Foods are usually harvested when they are at their peak and typically have the most flavour and nutrients, so the food tends to be tastier, healthier and better for the environment.

▪ Take a look at the seasons to see when different foods are at their best.



### Critical temperatures



- 100°C = Boiling point of water
- 75°C = Core temp of cooked food
- 63°C or above = Hot held serving temp
- 37°C = Body Temperature
- 5-63°C = DANGER ZONE
- 0-5°C = Fridge temp
- 18°C = Freezer temp

### Bacteria state

- Dead
- Dead
- Dead
- Multiplying
- Multiplying
- Suspended
- Frozen

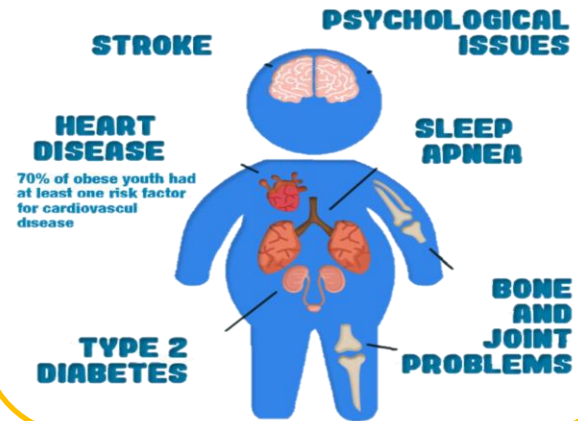
### What is fair trade?

Fair trade is a way to connect disadvantaged farmers and workers with consumers, promote fairer trading conditions and empower farmers and workers to combat poverty, strengthen their position and take more control over their lives.



### Nutritional impact:

## CHILDHOOD OBESITY INCREASES RISK OF:



### Macronutrients Fat, Protein,

Carbohydrate required in large amounts in the diet and have a larger impact on your body.

Nutrient	Role in the body	Food Example
<b>Carbo-hydrate</b>	The main source of energy for the body	Bread, rice, pasta, potatoes
<b>Protein</b>	Provides the body with growth and repair.	Meat, poultry, beans, eggs, lentils, tofu, fish
<b>Fat</b>	Provides the body with insulation and protects vital organs. Provides essential fatty acids for the body.	Butter, oil, cheese, cream, nuts, oily fish, crisps

Nutrient	Role in the body	Food Example
<b>Vitamin A</b>	The skin and body lining. Also, normal vision and immune system	Dairy, dark green veg and orange fruit.
<b>Vitamin D</b>	For absorbing calcium and phosphorus for health bones.	Sun, oil fish, eggs and meat.
<b>Vitamin E</b>	Its an antioxidant that protects cells against damage and stress	All Vegetables, vegetable oil, seeds
<b>Vitamin C</b>	Its an antioxidant that also helps with body tissue and healing.	Fruits especially citrus. Green veg and tomatoes.
<b>Vitamin K</b>	Essential to blood clotting (making scabs)	Green veg, meat, oils and cereals
<b>Iron</b>	Red blood cell transporting oxygen around the body .	Meat, beans, nuts, fish, whole grains and dark green veg
<b>Calcium</b>	Bones, teeth, nerves and muscles. Also helps clotting	Dairy, green veg, soya beans and bread.

### Hygiene: The 4 C's:

- Cleaning** – surfaces, equipment and personal; to make sure bacteria is cleaned away
- Cooking** – To cook and make food more edible also killing bacteria.
- Chilling** – to keep food fresh stop it from perishing, stop bacteria from multiplying/growing.
- Cross contamination** – to stop foreign objects and different bacteria's crossing between ingredients/foods

### HACCP

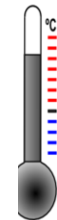


**Hazard** - Anything that is likely to cause harm to the consumer

**Analysis** - Is when you look in detail at something

**Critical** - This means its very serious

**Control Point** - A step in the process where hazards or risks are likely to occur.

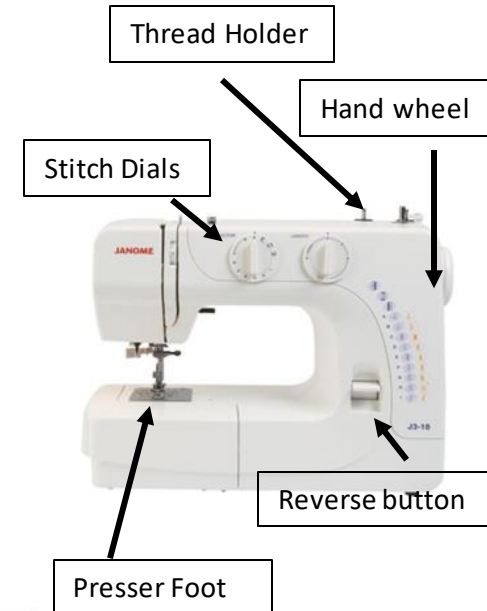




## Textiles Year 8 – Culture Cushions

Textiles play a hugely important role in many cultures.

People in different parts of the world have developed their own techniques for creating textiles, which are often unique to their own culture and tradition. They often incorporate elements of the country and people who live there. Some textiles have signature patterns, some have hidden meanings, some tell a story, and many have a role to play in a country's traditions.



### Machine Applique:

- **Step 1** – Get all the sewing equipment you will need:
  - Sewing machine
  - Scissors
  - Cotton Fabric square
  - Coloured felt
- **Step 2** – Draw and cut out your image onto the coloured felt
- **Step 3** – Pin your cut out felt images to your cotton fabric square
- **Step 4** – Using a straight running stitch on the sewing machine, sew the cut out felt images to your cotton fabric square, stitching around the edge of the design – **Watch the teacher demonstration for this!**



### Block Printing:

- **Step 1** – Get all the printing equipment you will need:
  - Foam sheet
  - Pencil
  - Fabric paint
  - Cotton Fabric square (write your name on it!)
- **Step 2** – Sketch out your design onto your foam sheet
- **Step 3** – Drawing over your design pressing down firmly with the pencil so that it creates a dent in the foam sheet
- **Step 4** – Paint your fabric paint onto your foam sheet, covering the design. Press your foam sheet onto your fabric firmly
- **Step 5** – Lift your foam sheet off the fabric. Let your print dry, and wash up your foam sheet in the sink



### Fabric Crayons:

- **Step 1** – Get all the equipment you will need:
  - Fabric crayons
  - Pencil
  - Cotton Fabric square
- **Step 2** – Sketch out your design onto your cotton fabric square
- **Step 3** – Draw over and colour in your design using fabric crayons. Make sure that there is no white gaps on your design!
- **Step 4** – Place a piece of paper over your design and iron over it to fix the fabric crayons to the fabric



### Hand Applique:

- **Step 1** – Get all the sewing equipment you will need:
  - Thread
  - Needle
  - Scissors
  - Cotton Fabric square
  - Coloured felt
- **Step 2** – Draw and cut out your image onto the coloured felt
- **Step 3** – Tie your thread onto your needle so that it in on the **double** and there is a **knot tied at the bottom** – **Watch the teacher demonstration for this!**
- **Step 4** – Attach your felt image to the cotton fabric using a running stitch – **Watch the teacher demonstration for this!**



### Pattern Symbols

**Notches** - Sewing notches are the little triangles or markings on your sewing pattern that help you match up your pieces. These notches should be marked or cut onto your fabric pieces.



**Grainline** - Used to determine the direction on the fabric a pattern should be cut. The direction of the woven threads make the grain of the fabric.

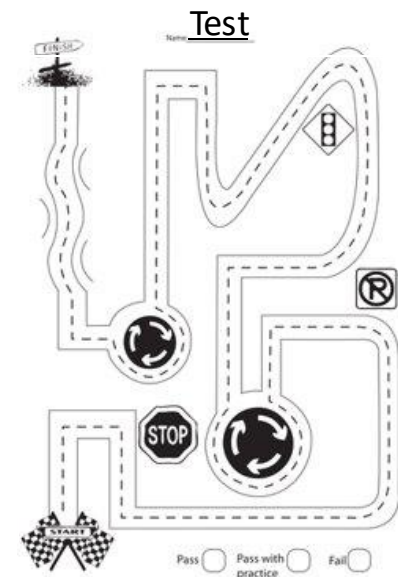


**Dart** - Darts are usually a triangle or diamond shape and are usually formed of dashed or solid lines. The lines mark each side of the dart, where the fabric should be matched up and sewn into a point.



Grainline

### Sewing Machine Driving Test



Pass  Pass with practice  Fail

## Textiles Year 8 – Key words and definitions

<b>Design Brief</b>	A design brief is the statement a client gives to a designer outlining what they want their product to be like, e.g. 'Design a drinks bottle holder for use while riding a bicycle'.
<b>Mood board</b>	Mood boards are an arrangement of images and text which are intended to inspire a project or concept.
<b>Client Profile</b>	A client profile is a summary of a specific customer and summarises key information about them, for example, what their likes and dislikes are.
<b>ACCESSFM</b>	Aesthetics, Customer, Cost, Environment, Size, Safety, Function
<b>Hand Applique</b>	Applique is a hand stitching technique in which one or more pieces of fabric are attached to a larger background fabric to create pictures or patterns.
<b>Machine Applique</b>	Machine applique is a sewing technique in which one or more pieces of fabric are sewn to a larger background fabric to create pictures or patterns using a sewing machine.
<b>Block Print</b>	Block printing is the process of printing patterns. This is done by engraving shapes and patterns into foam, wooden blocks, or lino, and then adding fabric paint to the block and pressing it onto fabric.
<b>Fabric Crayons</b>	Fabric crayons are used to draw and colour designs onto fabric. The design is then fixed to the fabric by ironing it.
<b>Seam Allowance</b>	A seam allowance is the distance between the edge of the stitch line and the edge of the fabric. This is usually between 1cm– 1.5cm wide.
<b>Right Sides Together</b>	When a sewing instruction is to sew your pieces of fabric together 'right sides together', this means that the sides of fabric that you want to see when the project is <b>finished</b> , are facing together when you sew them.





# Broadoak Above and Beyond Challenges

Curriculum Area	How to develop your curiosity
English	Read a book of your choosing and write a book review.
Maths	Write a colourful set of instructions/flow diagram for solving questions/equations you have been working on this term.
Science	Research a scientist of the past create a fact-file of their background and achievements and impacts.
Humanities	Create a film reporting on a historical, geographical or religious event you have looked at.
MFL	Make a booklet for the year below you about how to be a successful linguist.
The Arts	Research and make a fact-file on an artist, chef or inventor of your choosing.
Performing (Music and Drama)	Watch live or online a performance of your choosing and write a review for a magazine, rating and evaluating it.
PE	Try a new sport and make a video diary about how you felt before and after.

**Due:** First week after Spring break, by 21st April 2023

**Where:** Give to your subject class teacher first lesson back.



**BROADOAK**  
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