

Waverley School

KS3 Homework Programme

Year 8
Spring 2



Waverley
School

Learning through diversity

Name: _____

Form: _____

Waverley School KS3 Homework Timetable

What night should I do each homework on?

Day	Subject Homework – 30 minutes	Due	+ Reading 30 minutes
Monday	English	Tuesday	
Tuesday	Science	Wednesday	
Wednesday	Humanities- History/Geography/R.E.	Thursday	
Thursday	MFL/Life Skills	Friday	
Friday	Maths	Next lesson	
Saturday	Art/Textiles/Music/Drama	Monday	x
Sunday	Physical Education and IT	Monday	x

Spend 60 minutes each night on your homework.

- 30 minutes of self-quizzing in your homework booklet or working on the given task by your subject teacher for that night.
- 30 minutes reading a suitable book that you can get from the school library.
- For Mathematics your study will consist of a series of work done online, and set by your subject teacher.

Introduction to Self-Quizzing

The knowledge and skills that you acquire through the completion of the homework in this booklet will help you succeed in all of your lessons and ensure that you have the correct foundations to achieve the best GCSE and A level grades possible. In turn, this will give you the best opportunities in life when you leave school.

All the information in the booklet is knowledge that your teachers believe is essential for you to know.

Self-quizzing is essential because firstly it allows you to be able to work independently, which will be a great benefit when you are revising for your GCSEs and A Levels, but secondly it allows you to do even more work away from the classroom and to become an even better learner.

The process of self-quizzing is designed to be repetitive because repeating this process over and over will enable you to achieve automaticity, where you know the content and can recall it easily.

Once you have achieved automaticity of this initial content you can then move rapidly towards more complex content, such as essay writing, which will allow you to make greater progress in your lessons.

Once you know all of this information you will be able to write more and in greater detail because once this initial content has been memorised it frees you from having to use up cognitive processing capacity in your short term memory.

Self-quizzing at Waverley School will be used:

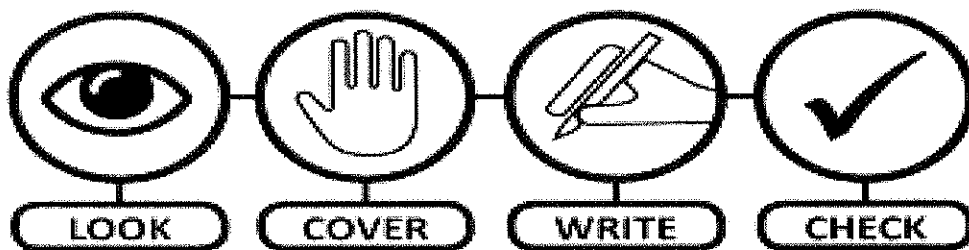
- To prepare for new learning taking place in your lessons.
- To consolidate the learning that has taken place during a lesson, giving you the opportunity to practice and refine particular aspects of your knowledge, and understanding.
- To stretch your knowledge and understanding beyond the curriculum.

How will my work be valued?

Your form tutor will check your practice book in form time each day. Practice books that are consistently presented above the minimum expectations will be rewarded with achievement points and golden tickets, at your form tutor's discretion. **How does Self-Quizzing work? See next page.**

Look/Learn, Cover, Write and Check/Correct

Humanity	Understanding and kindness to other people.
Equality	The same status, rights, and responsibilities for all the members of a society, group, or family.
Aspiration	A strong desire to achieve something high or great.
Respect	Caring enough to consider how words and actions impact others.



Look/Learn:

- 1) Using the school values worksheet read the information in the order it appears from top to bottom over and over again quietly for 3 minutes. If you were doing this at home, you may choose to read it aloud!

Cover:

- 2) Cover over the information that you have read so you cannot see anything at all.

Write:

- 3) Now write out word for word what you have read in the same order it appears on the worksheet

Check/Correct:

- 4) Uncover the worksheet and check your work. Correct any mistakes in green pen and add in any words you have missed out. Do this above where you have written. That is why the lines in your exercise book are so wide!

Repeat the process above until you can recall the information correctly.

It's not the same as Halloween. While Halloween is celebrated Oct
 It originated in Mexico and Central America
 It's a celebration of life, not death...
 The ghosts is a central component...

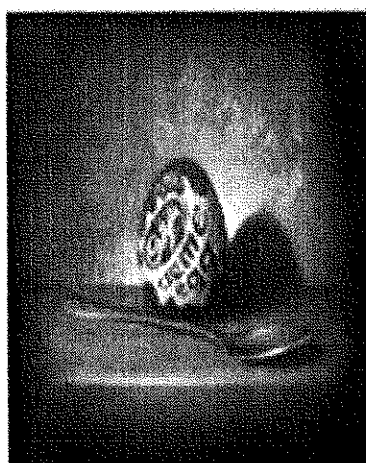
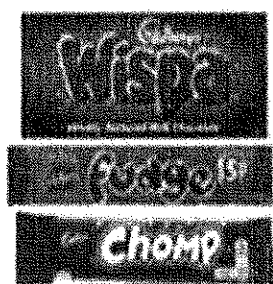


dia de muertos



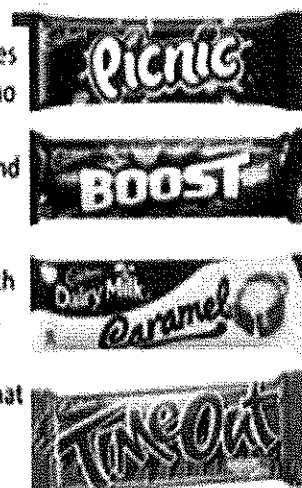
Cadbury

Cadbury was established in Birmingham, England in 1824, by John Cadbury who sold tea, coffee and drinking chocolate. Cadbury developed the business with his brother Benjamin, followed by his sons Richard and George. George developed the Bourneville estate, a model village designed to give the company's workers improved living conditions. Dairy Milk chocolate, introduced in 1905, used a higher proportion of milk within the recipe compared with rival products. By 1914,

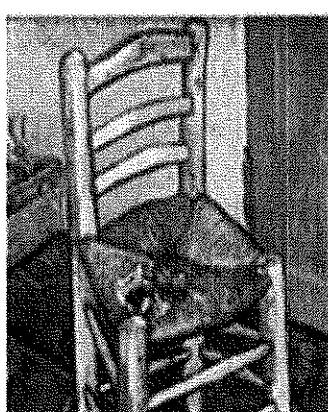


Award winning artist Nigel Humphries is a UK artist from Stoke on Trent who has steadily built a reputation for producing oil paintings of modern and retro sweets, chocolates and toys.

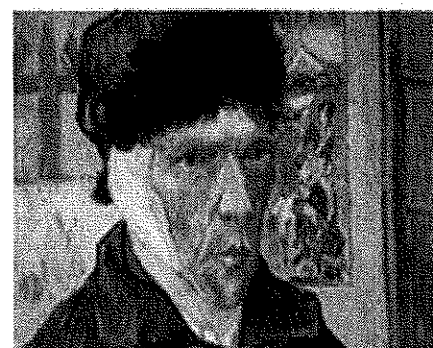
Nigel's work is intensely detailed with a light hearted, nostalgic appeal. His work is influenced by his childhood and he has been quoted as saying that his intention is to bring a smile to people's faces

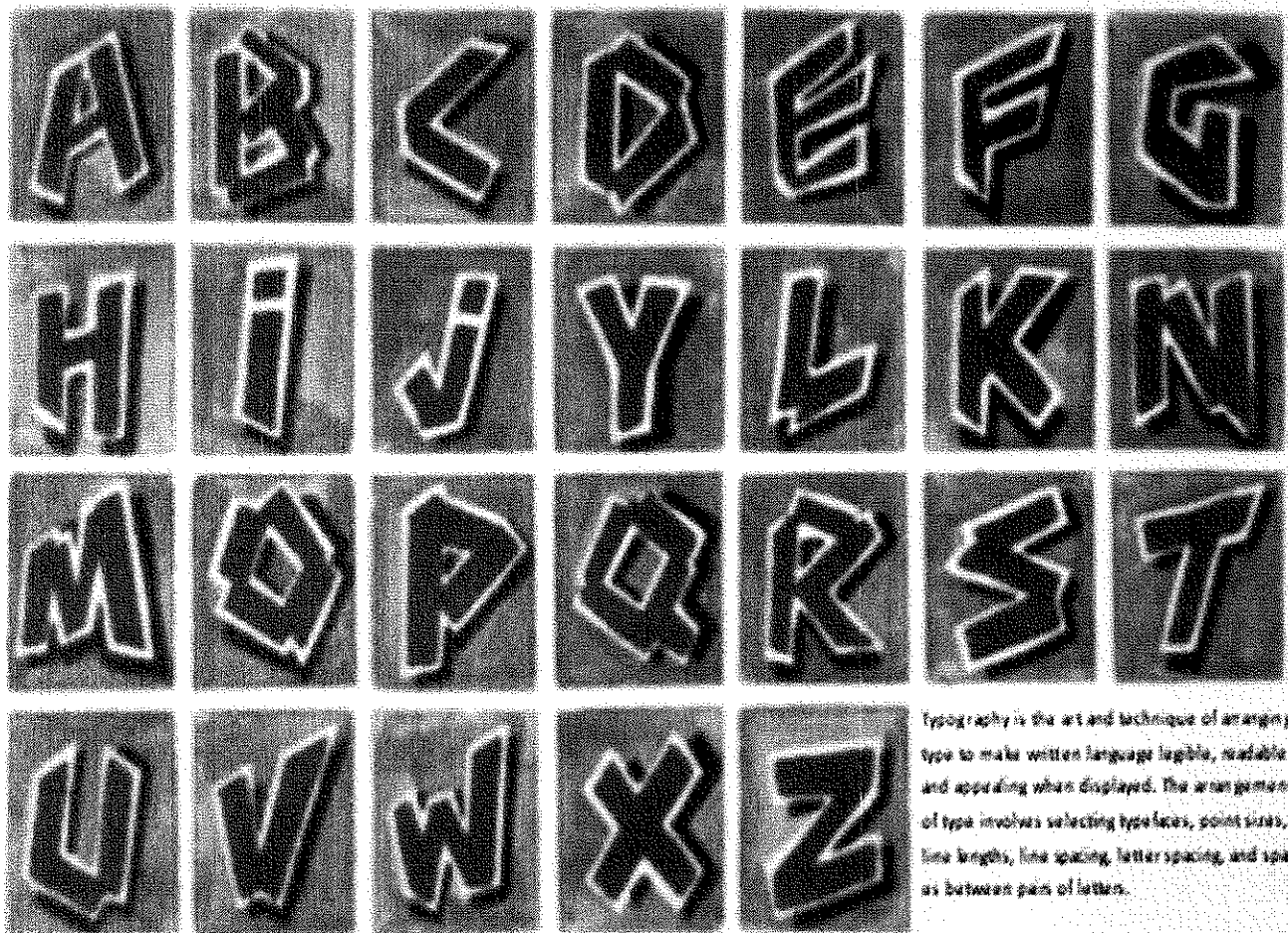


While he was in Arles, Van Gogh made this painting of his bedroom in the Yellow House. He prepared the room himself with simple furniture and with his own work on the wall. The bright colours were meant to express absolute 'happiness' or 'sleep'. Research shows that the strongly contrasting colours we see in the work today are the result of discolouration over the years. The walls and doors, for instance, were originally put in rather than blue.

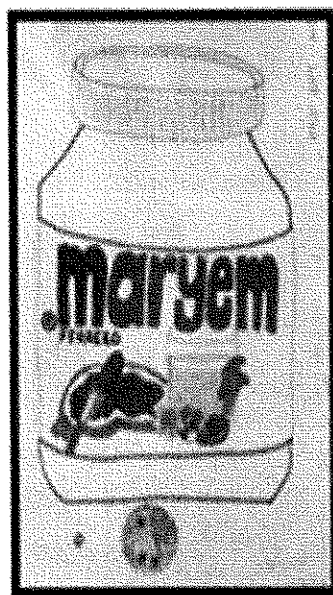


Vitcent

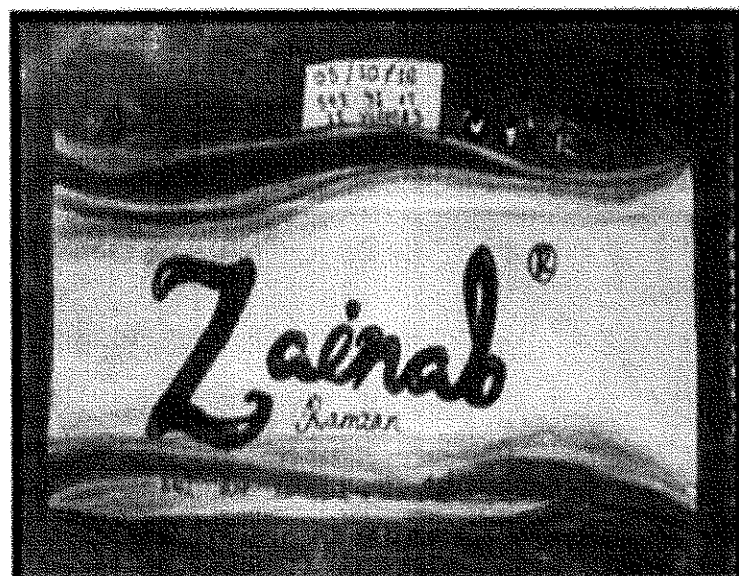


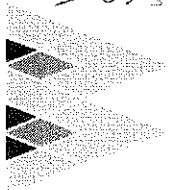


Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed. The arrangement of type involves selecting typefaces, point sizes, line lengths, line spacing, letter spacing, and spacing between pairs of letters.



Cadbury





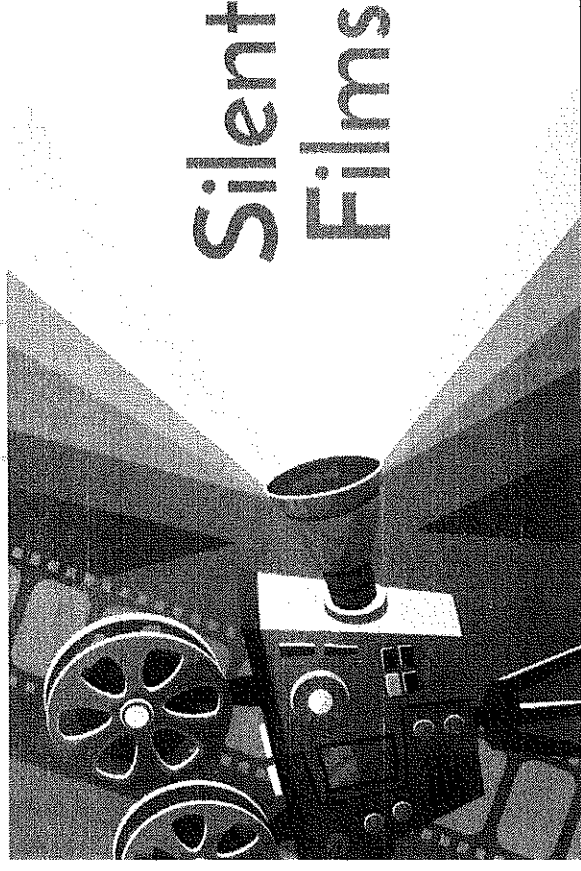
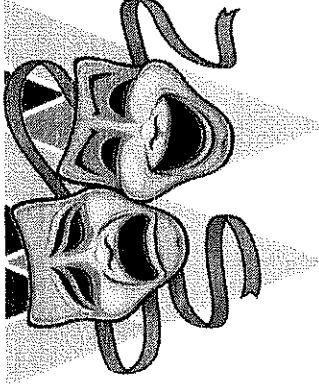
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Creative Faculty - Knowledge Organiser – Yr 8 Drama –Spring Term

1.2 Silent Movies

STOCK CHARACTERS

Stock characters are a form of stereotype, which we expect to see in a particular style of drama. Their appearance, behaviour and speech is predictable. In melodrama, we would expect to see, for example, the Maiden, the Hero and the Villain, and we would be able to identify them easily from their actions and appearance. The other stock characters include the sidekick and the aged parent (s).



Knowledge & Skills

Role-Play - Rehearsing and planning a scene in a situation or dilemma.

Improvisation -
Spontaneous scene and character creation

Characterisation - Creating a character through use of voice and movement.

Slap stick - a style of humor involving exaggerated physical activity that exceeds the boundaries of normal physical comedy.

“Silent Film” is a term used to describe movies that have no recorded sound. Films were silent when they first came about in the early 1890s. Recorded sound existed at this point, but the technology could not serve a whole theatre.



Year 8 Music Knowledge Organiser

Key Vocabulary

Fanfare

A short piece of music, played, usually on a trumpet, to introduce the arrival or someone important or a special event

Funeral March

Music played at a funeral, usually a King or Queen.

Chord

3 notes played together at the same time

Brass

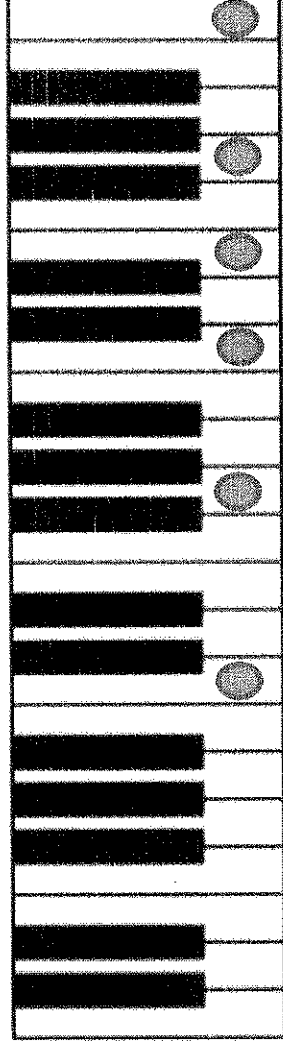
Main group of instruments that play a fanfare or funeral March

Wedding March

Music played when a bride / groom enters a western marriage ceremony

The Harmonic Series

The scale used to create a fanfare

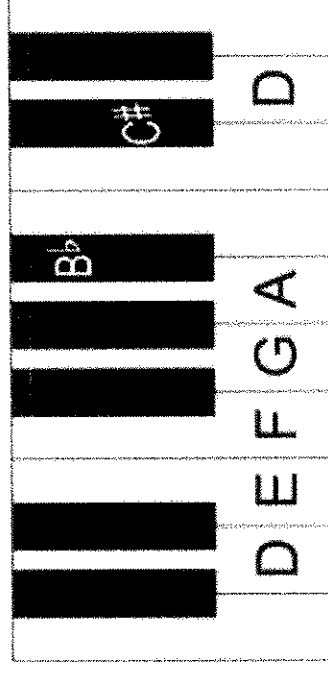


The Harmonic Series

The scale used to create a fanfare

Minor Scale

The scale used to create a funeral March



Year 8 Music Knowledge Organiser

Wedding March Music

1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

Composers

Listen to music from the following composers:

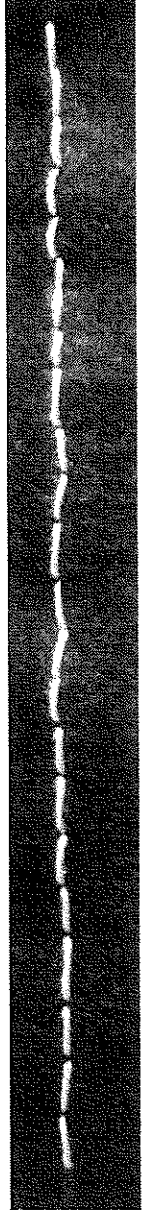
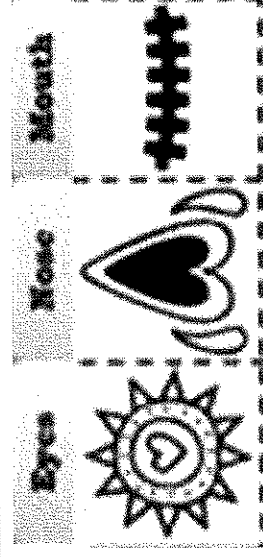
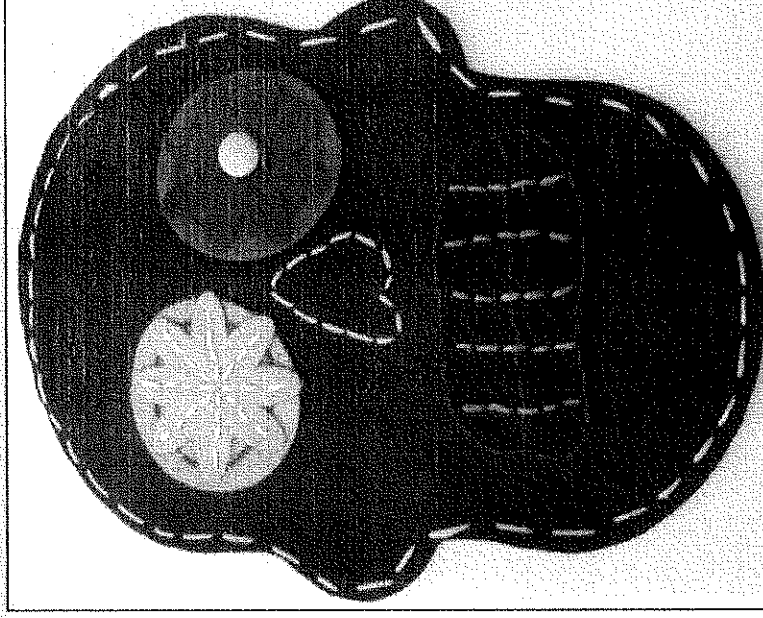
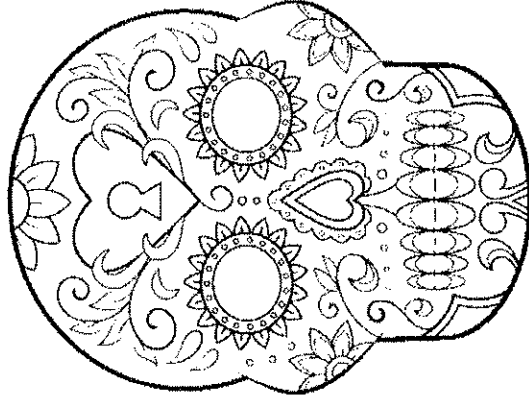
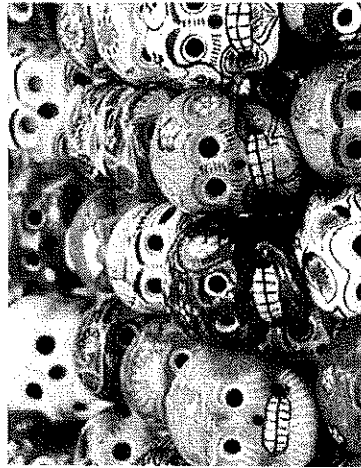
John Rutten

Chopin

Aaron Copland

Felix Mendelssohn

The **Day of the Dead** is a Mexican holiday celebrated in Mexico and elsewhere associated with the Catholic celebrations of All Saints' Day and All Souls' Day, and is held on November 1 and 2. The multi-day holiday involves family and friends gathering to pray for and to remember friends and family members who have died. It is commonly portrayed as a day of celebration rather than mourning.



Day of the Dead

KNOWLEDGE ORGANISER

Python

Introduction: In this unit, you will learn how to write computer programs in Python that include a variety of common techniques and features. These will include: printing to the screen, user-input, variables, using different datatypes, doing some maths using BIDMAS, using Python if-elif-else statements and comparing values, and looping through code using Python while loops. You will also learn how to change data types using 'casting', and will become familiar with different types of errors and how to correct them.

AN ALGORITHM IS A SET OF INSTRUCTIONS OR RULES THAT NEED TO BE FOLLOWED IN ORDER TO PERFORM CALCULATIONS OR TO SOLVE A PROBLEM.

Overview KEY VOCABULARY: LOOK COVER, WRITE AND CHECK!

Algorithm	An algorithm is set of instructions or rules that need to be followed in order to perform calculations or to solve a problem.
Sequence	The set of instructions or rules that an algorithm uses have to be in the right order. We call instructions in the correct logical order a 'sequence'.
Assign	When we set a variable to a given value – like <code>my_var = 3</code> – we say that we are "assigning the value of 3 to the variable <code>my_var</code> ." We try not to say 'equals'!
Data type	A data type is used to identify data that has common characteristics and purpose. For example, text and numbers are different data types because they are used for different purposes. Python has four data types: string (text), integers (whole numbers), floats (decimal numbers) and Boolean (either a 'true' value or a 'false' value).
Variable	A variable is a name given to an item of data so that the data can be stored in memory while your Python program is running. Variables enable you to input data from the keyboard and to change the data however you need to.
Casting	When we want to change the data types of a value (or the value assigned to a variable), we use casting. Python provides us with the code to do this. So for example, this code changes 43 from a string data type to an integer: <code>int("43")</code>
Syntax Error	A syntax error is a mistake in your Python program that prevents it from running (executing). Syntax errors are like spelling and grammar errors. There are also other types of error besides a syntax error: logic error and runtime error.
Input and output	With Python, we can print text and numbers to the screen, and we can also ask the user to input text or numbers using the keyboard.
Pseudocode	Pseudocode is instructions that are written in English (or a language of individual choice). Pseudocode is used to plan-out the correct sequence of instructions and to clarify the key features you may also need to use to make your program work correctly – such as loops and selection statements.
Condition/ Selection	A condition or selection statement is the name given to Python's if-elif-else statement that is used to decide which path a program will take. If a condition is 'true' then Python will choose to run specific lines of code, but if false Python will choose to run different lines of code.
Loops	Python loops allow you to keep revisiting previous lines of code until a certain condition is false. We can do this to use Python to count from one number to another, and then stop. We can also use loops to keep asking the user for input from the keyboard until the user enters particular text (such as 'quit') or a number (such as zero).

Key Learning that will take place in this unit

- To know how to use Python to print text and numbers to the screen.
- To be able to ask the user for input using the keyboard.
- To know the different data types: string, integer, float and Boolean, and how these are used.
- To be able to correct basic syntax errors and program 'bugs'.
- To know how to use variables and to understand their purpose.
- To understand some of the rules (conventions) for naming variables.
- To understand the concept of a sequence of instructions (algorithm).
- To be able to change the data type of variables using 'casting'.
- To be able to do arithmetic in Python using operators and BIDMAS.
- To know how to use selection (Python if.. elif.. else) statements.
- To know what pseudocode is and why it is useful.
- To know three different types or error: syntax, logic and runtime.
- To know how to write selection (Python loop) statements.
- To understand how Python can be used to search for data.

operators for arithmetic

Operator	Meaning	Example
+	Addition	4 + 7 → 11
-	Subtraction	12 - 5 → 7
*	Multiplication	6 * 6 → 36
/	Division	30 / 5 → 6

Python data types

integer	float	string	Boolean
A whole number	A decimal number	A character or text	A True or False value
File Edit Format Run	File Edit Format Run	File Edit Format Run	File Edit Format Run
Print(3 + 2)	Print(3.95 * 2.34)	Print("Hello world")	Print(True)
5	9.243	hello world	True
>>>	>>>	>>>	>>>

Using Python variables

"Bob" true 35

```
str_var = "Bob"
bool_var = True
int_var = 35
print(str_var + bool_var + int_var)
```

variables are like values stored in boxes until they are needed.
the name of the variable is the name of the box.
these values can change and can be put back in the same boxes as well.

```
str_var = "Bob"
bool_var = True
int_var = 35
print(str_var + bool_var + int_var)
```

135
Bobbidy Bob

Casting to different data types

We often need to change a data type using casting. For example, if text contains numbers and we want to use it to do maths, we need to change the data type from a string to an integer or a float. Data input from the keyboard is an example of this because the data input is always a string data type and never numbers until we use casting to convert it to an integer or a float.

Sleep calculator

- Extend the problem to find the total number of hours spent sleeping in a month
- Assume an average of 4.35 weeks per month

```
hourspernight = input("How many hours per night do you sleep? ")
hoursperweek = float(hourspernight) * 7
hourspermonth = hoursperweek * 4.35
print("You sleep", hourspermonth, "hours per month")
```



Year 8 Detective Fiction Knowledge Organiser



Social and Historical Context	Narrative Writing Techniques	Conventions
The Victorian Era was notably known for the growth of detective fiction. The Industrial Revolution increased the growth and population of the city and so crime rates rose. In 1828, the establishment of the Metropolitan Police created the figure of the official police detective. The changing nature of society during the 19th century meant more value was placed on portable property rather than land. The focus in literature shifted from the criminal to the detective.	<u>Characterisation</u> – Describing a character's features and personality <u>Foreshadowing</u> – When the writer leaves clues/hints at a future event in the story <u>Simile</u> – A comparison which uses 'like' or 'as' <u>Metaphor</u> – A direct comparison, which can't literally be true <u>Omniscient narrator</u> – A third person narrator (storyteller) who knows all of the events in a story <u>Pathetic Fallacy</u> – Weather reflects a character's mood or emotion <u>Personification</u> – Giving a non-living object human qualities <u>Symbolism</u> – Actions or objects that stand for or represent another idea	<u>Damsel in distress</u> – a young woman in danger <u>Detective</u> – usually the protagonist who is tasked with solving the crime <u>Innocent victim</u> – often a character who is seen as being vulnerable and helpless <u>Justice</u> – the villain being found and punished, with a return to resolution for the victim <u>Motive</u> – a 'reason' for the crime <u>Peril</u> – a sense of danger or threat in the story <u>Red herring</u> – a false clue given to mislead the reader <u>Sidekick</u> – a secondary detective character who assists the protagonist with the investigation <u>Villain</u> – the bad or immoral character in a story, who usually commits or instigates the crime
Key Texts	Key Authors	Key Characters
<u>The Speckled Band</u>: Holmes and Dr Watson help a damsel in distress, Helen Stoner, who has asked for Holmes' expertise to solve the mystery of her sister's death two years earlier. However, her stepfather Sir Grimesby Roylott, seems intent on standing in Holmes' way. <u>The Hound of the Baskervilles</u>: Holmes and Watson are visited by James Mortimer where he recounts the curse of the Baskervilles. After the mysterious death of Sir Charles Baskerville, Holmes investigates whether history will repeat itself with the next inhabitant of Baskerville Hall.	<u>Arthur Conan Doyle</u> (22 May 1859 – 7 July 1930) was a British writer best known for his detective fiction featuring the character Sherlock Holmes. <u>Edgar Allan Poe</u> (January 19, 1809 – October 7, 1849) was an American writer and best known for his poetry and short stories, particularly his tales of mystery and the macabre. <u>Agatha Christie</u> (5 September 1890 – 12 January 1976) was an English writer known for her 66 detective novels and 14 short story collections, particularly those revolving around her fictional detectives Hercule Poirot and Miss Marple.	<u>Sherlock Holmes</u> - A consulting detective who resides at 221b Baker Street. Assisted in his cases by his friend Dr. Watson. <u>Dr Watson</u> - The narrator of the story. Sherlock Holmes' friend who assists him with his cases. Recently married to a woman named Mary. <u>Helen Stoner</u> - Dr Roylott's stepdaughter who comes to hire Sherlock Holmes. (The Speckled Band) <u>Sir Henry Baskerville</u> - the last surviving member of the Baskerville line and thus heir to Baskerville Hall following the death of his uncle, Sir Charles.



Year 8 Detective Fiction Knowledge Organiser



Key Word Glossary			
Word	Definition	Example	Word in Action
Antagonist	A person who actively opposes or is hostile to someone or something; an adversary.	Sherlock Holmes' greatest antagonist is Professor James Moriarty.	
Contradiction	Ideas, or features which are opposed to one another	Lady Molly notices that there are many contradictions in the case Mr Marvell's disappearance.	
Convulse	To suffer violent involuntary contraction of the muscles, producing jerky movements of the body or limbs.	Julia's body convulses as she dies.	
Deduce	Arrive at a fact or a conclusion by reasoning; draw as a logical conclusion.	After gathering the evidence, detectives can deduce what happened.	
Detective Fiction	A sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.	Detective fiction has entertained readers for decades.	
Disreputable	Not considered to be respectable in character or appearance.	Dr Roylott is seen as disreputable because of the things he has done in the past.	
Ejaculate	To say something quickly and suddenly.	Mary Granard, Lady Molly's assistant ejaculates the phrase "But why did you not tell this to the police three weeks ago?" when interviewing witnesses.	
Idiosyncratic	A word to describe behaviour which is considered to be distinctive or peculiar.	Holmes' methods of gathering evidence could be seen as idiosyncratic .	
Incorrigible	Not able to be changed or reformed.	A career criminal's behaviours are incorrigible .	
Indiscretion	Behaviour that is indiscreet or lacks good judgement.	The King has committed an indiscretion in allowing himself to be photographed with Irene Adler.	
Inextricable	Impossible to escape from, or separate from/ not capable of being solved.	Lady Molly and Sherlock Holmes are both able to solve otherwise inextricable mysteries.	
Introspective	To look inward to examine or observe one's own mental and emotional processes.	Sherlock Holmes looks at himself introspectively when he first sees Watson after Watson has gotten married.	
Morose	Sullen and ill-tempered.	Dr Roylott returned from India a morose man.	
Notorious	Famous or well known, typically for some bad quality or deed.	Dr Roylott has become notorious in the area around his home.	
Perpetrator	A person who carries out an illegal, harmful or immoral act.	A crime always has a perpetrator .	
Protagonist	The central character or leading figure in a poem, narrative, novel or any other story. Sometimes can also be referred to as a "hero" by the audience or readers.	Lady Molly is the protagonist in "The Man in the Inverness Cape"	
Reasoning	The action of thinking about something in a sensible and logical way.	Lady Molly explains her reasoning at the end of the story.	
Temperament	A person's or animal's nature/traits of personality, which have a permanent impact on their behaviour.	Dr Roylott appears to have an angry temperament .	
Vagabonds	People who wander from place to place without a home or job.	The gypsies are described as vagabonds in The Adventure of the Speckled Band.	

DICKENS & VICTORIAN SOCIETY

Charles Dickens – Context:

- Due to the financial difficulties and a crippling debt (father's fault), Dickens – at 12 years old – was forced to work in a warehouse that handled 'blacking' or shoe polish to help support the family.
- This experience gave him a first-hand acquaintance with poverty and made him the most vigorous and influential voice of the working classes in his age.
- Charles Dickens died at home on June 9, 1870 after suffering a stroke.
- *"He was a sympathiser to the poor, the suffering, and the oppressed; and by his death, one of England's greatest writers is lost to the world."* (**Tomb Inscription**)

Traditional Themes:

- Social Class Injustices
- Exploitation
- Greed
- Hope
- Persistence
- Love
- Family
- Solitude
- Redemption

Famous Works:

- David Copperfield
- Oliver Twist
- A Christmas Carol
- Great Expectations
- Hard Times
- A Tale of Two Cities
- The Pickwick Papers
- Nicholas Nickleby
- The Mystery of Edwin Drood

Key Skills:

- Analysis
- Interpretation
- Critical Thinking
- Isolating Key Information
- Linking Context to the Text
- Intentions of the Writer

Summaries of Key Works:

1. **David Copperfield**

Plot: The novel follows the arduous life of David Copperfield from his boyhood to manhood. He must overcome many obstacles, such as: loss of loved ones, the cruelty of sadistic bullies, the realisation that love can fade, financial difficulties and many more.

Message: This is a tale of persistence and introduces the reader to the truth of life; it is full of joyful and sorrowful moments alike.

2. **Oliver Twist**

Plot: This is about a young people who is born into poverty and is greatly unlucky with the lots given to him in life. We follow him along his adventures, all the while trying to seek a family. It quickly becomes clear that the adults in the story are dangerous and manipulative in their own ways.

Message: Dickens showcases how family can come in all shapes and sizes and how beneath the desperate exterior, there can remain sparks of kindness and love.

3. **A Christmas Carol**

Plot: This tale follows a sullen, lonely, greedy and dislikeable old man called Scrooge. He holds no love for his fellow neighbour, even in a season of kindness. The plights of the poor do not concern him and his heart only understands wealth, authority and power. However, the arrival of Christmas spirits and their messages seek to change Scrooge's ways. If not, damnation awaits.

Message: Dickens sought to emphasise the inequalities between the rich and poor through the neglect of the desperate and needy. He leaves his readers with a message of hope: *it is never too late to change your ways.*

Victorian Society - Workhouses:

- Workhouses were where poor people who had no job or home lived. They earned their keep by doing jobs in the workhouse.
- These were almost like prisons, with bare walls, hard beds, and little food.
- Family members were split up and could never meet as long as they were in the workhouse. People were terrified of being sent to the workhouse.
- Inmates were generally classed as two different groups: The **"impotent poor"** were those unable to look after themselves, like the very old, the very young, the sick, crippled, unmarried mothers, the blind and insane.
- The **"able bodied poor"** were those who had no work and therefore did not have any money to live on.
- Also, in the workhouses were orphaned (children without parents) and abandoned children, the physically and mentally sick, the disabled, the elderly and unmarried mothers.

DICKENS & VICTORIAN SOCIETY

Key Quotes:

- 'There is nothing in the world so irresistibly contagious as laughter and good humour.' (**A Christmas Carol**)
- 'I loved her against reason, against promise, against peace, against hope, against happiness, against all discouragement that could be.' (**Great Expectations**)
- 'It is a far, far better thing that I do, than I have ever done; it is a far, far better rest that I go to than I have ever known.' (**A Tale of Two Cities**)
- 'The pain of parting is nothing to the joy of meeting again.' (**Nicholas Nickleby**)
- 'Procrastination is the thief of time, collar him.' (**David Copperfield**)
- 'Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed Star which led the Wise Men to a poor abode!' (**A Christmas Carol**)
- 'Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts; nothing else will ever be of any service to them.' (**Hard Times**)

Composing a P.E.E. Response:

- When you are analysing extract, you need to be able to compose a P.E.E. analysis.
- **P – Point** (briefly summarise what you are going to say in a sentence or two).
- **E – Evidence** (use relevant quotes from the text to support your point).
- **E – Explanation** (go into in-depth analysis of the language, key messages and effect on the reader of the quote).

Model Sentence Starters:

- Dickens presents Mr Creakle as...
- The evidence that shows this is...
- The use of the word(s) _____ indicate that...
- This is effective because it makes the reader...
- Alternatively,

Success Criteria:

- You need to consider the **connotations** of key words and phrases – without defining the word, you discuss the implications.
 - E.g. 'I stood frozen on the spot, my limbs stiff and paralysed.' = the narrator's fear has seized control of the body and the reader is able to experience the vulnerability first-hand.
- Writer's Intention – consider why you think Dickens decided to use that particular word or technique? What response was he trying to evoke from the reader?

Different Writing Forms (E.g. Diary):

1. Start each entry with a date and 'Dear Diary'.
2. Informal/ chatty tone
3. First person (I, me, we, us)
4. Chronological order – you must write about what happens in time order – from the beginning of the event to the end of it.
5. Self-reflection – include your thoughts, feelings, opinions.
6. Detailed descriptions – use more than one sense to make your description more realistic. Similes and metaphors can also be effective.

Dickens' Vocabulary:

- **Prodigiously:** In a large manner, marvellously grand, over-sized.
- **Vicariously:** In a manner that is performed, accomplished, undertaken on behalf of another.
- **Obstinately:** Stubbornly, inflexibly.
- **Imperiously:** In a domineering manner, overbearing, dictatorially.
- **Disdainfully:** In a manner that is full of scorn, contemptuousness.

Victorian Era Connotations:

- Empire
- Innovation
- Hard Work
- Change

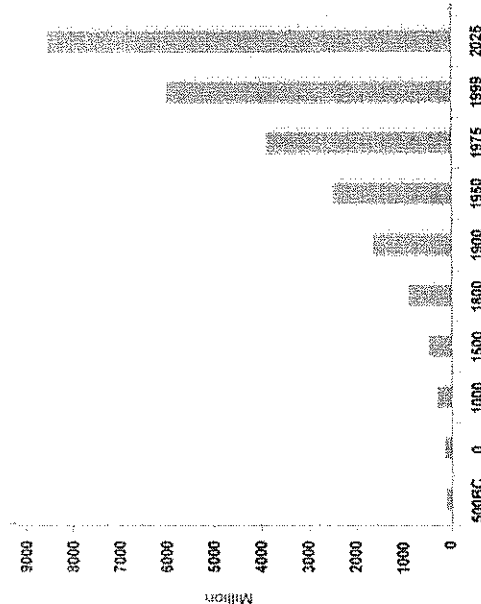
Other Key Themes:

- Guilt
- Ambition
- Morality
- Forgiveness
- Charity

Year 8 Spring Term 2 – How are populations changing?

Lesson 1: World population

The **population** is the number of people in the world. It has been growing rapidly since 1800 and exponentially since around 1960.



Lesson 2: About world population and distribution change



Global distribution of population

Sparsely populated	Densely populated
• Deserts • Polar regions • Inland areas E.g. the Antarctica and Oceania have the sparsest population (not many people)	• On the coast—so that they can trade and travel • In temperate places - it can be hard to live and work if the temperature is extreme • E.g. India and Asia have the densest population (many people)

- E.g. The Antarctica and Oceania have the sparsest population.

Why is population unevenly distributed

Settlements have built up in areas with natural resources that can support a population, such as water, soil, the ability to grow food and job opportunities. Areas that are often sparsely populated tend to have fewer resources and be harder to live in, such as mountainous areas, deserts or isolated places.

Lesson 2: How countries attempt to control population change?

In 1970 China's population exceeded 800 million, the world's largest population was growing too quickly.

In 1979 the government introduced the one child policy. Couples were offered incentives – free education, better pensions, free child care and family benefits for one child.

Problems with the policy included a high rate of abortion and forced female sterilisations.

The policy reduced the population by 400 million. The policy has been successful but the population pyramid has completely changed.

Causes of population growth

Natural increase is the difference between the number of births and the number of deaths. It shows how much the population has grown by.

Natural increase = birth rate – death rate

Birth rate is the number of babies born per thousand people per year. It can change because of

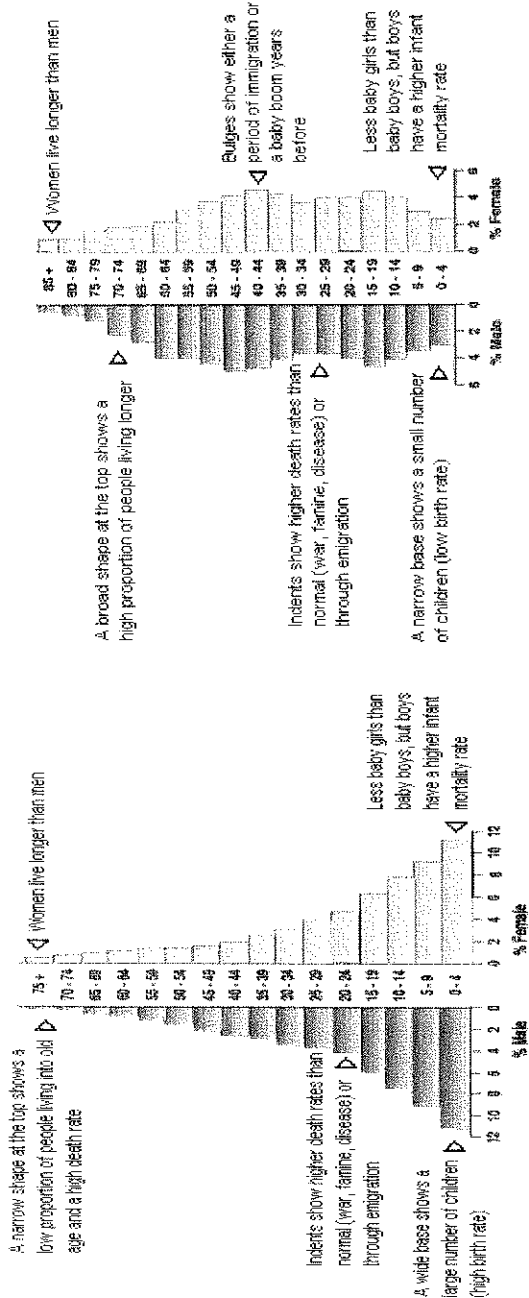
Death rate is the number of people who die per thousand per year. It is affected by:

Birth rate	Death rate
• Contraception • Quality of hospitals • Cultural ideas	• Disease • Quality of hospitals and doctors • Education • Pollution

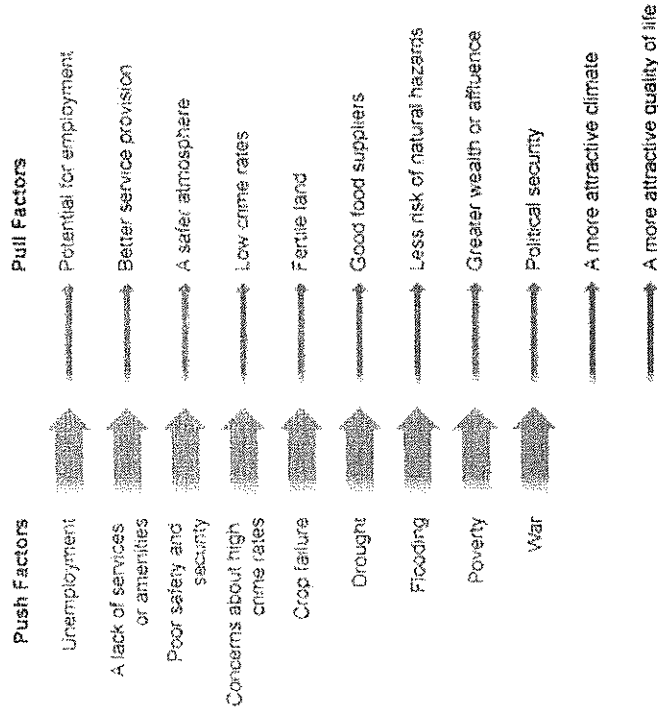
Lesson 3 – Population Pyramids

Population pyramids are used to analyse the structure of populations. They show the age and gender distribution of a given population. The shape of the pyramid depends both on the number of people in each age group and the proportion of males to females.

Year 8 Spring Term 2 – How are populations changing?



Types of migration and how cities evolve



How did urbanisation change Southampton?

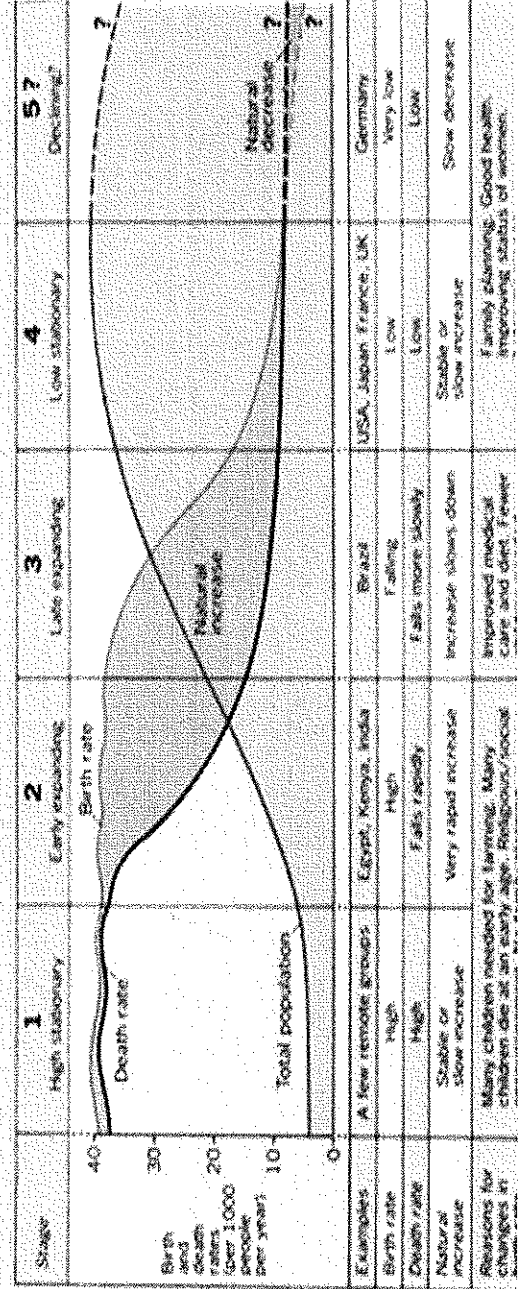
Before the Industrial Revolution, most Europeans – and most of the world's population – lived on small farms in rural areas. The industrial revolution led to rapid rural to urban migration. The creation of factories made it necessary for workers to be in one place, as well as the need for large quantities of raw materials to manufacture products. This meant places like Southampton grew.

In 1840, the building of a railway line between London and Southampton led to further growth and the building of a dock for the increasing size of ships. Industries including shipbuilding and repairing, grain milling and tobacco processing, developed close to the docks using imported raw materials.

Southampton couldn't cope with the massive influx of rural migrants in such a short period of time, this meant cheap houses were rapidly constructed.

Demographic Transition Model

Demographic Transition Model (DTM)



Knowledge Organiser, Year 9 – World War Two #1

Timeline of Causes

1. 1920s	Hitler forms his foreign policy – he aimed to: Destroy the Treaty of Versailles, create <i>Lebensraum</i> , unite all German speakers and to defeat communism
2. 1935	Hitler begin the rearmament programme and introduces conscription
3. March 1936	Hitler marches into demilitarised Rhineland, breaking the Treaty of Versailles. Soldiers are told to retreat if they are stopped by France or Britain, but they are not.
4. Feb-Mar 1938	Hitler completes the Anschluss (uniting) with Austria. Austrian Nazis demand a union with Germany. Hitler sends troops in to intimidate - 99% of Austrians vote for Anschluss
5. Sept 1938	Hitler tries to take the Sudetenland. Chamberlain & Hitler meet - Hitler is given the Sudetenland in return for promises he has no more territorial ambitions
6. March 1939	Hitler invades and takes the whole of Czechoslovakia. Britain begins to prepare for war, appeasement is abandoned.
7. Aug 1939	The Nazi Soviet Pact between Germany and Russia, they agree to split Poland between them and to remain friends.
8. Sept 1939	Hitler invades Poland on 1 st September. Britain declares war on 2 nd September. The Second World War begins.
Key People	
9. Neville Chamberlain	Prime Minister of Britain 1937-1940. Associated with the policy of Appeasement
10. Benito Mussolini	Leader of Fascist Italy
11. Joachim von Ribbentrop	Foreign Minister for Nazi Germany
12. Kurt Schuschnigg	Chancellor of Austria until March 1938
13. Adolf Hitler	Dictator of Germany and leader of the Nazi Party
14. Josef Stalin	Leader of communist Russia (USSR)

Key Words

15. Demilitarised	An area that is allowed no army there – easily attacked.
16. Appeasement	Policy used by Neville Chamberlain between 1937-39, where Britain/France gave in to Hitler's demands in order to keep the peace and the hope Hitler would stop.
17. Communism	Political system or Russia (UUSR) ideological enemy of Hitler and the Nazis, also feared by the west = especially Britain.
18. Anschluss	The union between Germany and Austria forbidden by the Treaty of Versailles but completed by Germany in 1938
19. Plebiscite	A national vote
20. Rearmament	Building up supplies of military equipment and weapons in preparation for war
21. Conscription	Compulsory military service for men
22. Sudetenland	Area in North West Czechoslovakia given to them as part of the Treaty of Versailles. 25% of the population were German Speakers
23. Rhineland	Territory in western Germany on the French border, demilitarised in 1935
24. Lebensraum	Means 'Living Space'. Aim to conquer land in the East (Poland) to expand.
25. Pan-Germanism	The idea of uniting all German speaking people under one Greater Germany
Causes of America Joining – Pearl Harbour	
26. Summary	The Attack on Pearl Harbor happened on December 7th, 1941. Japanese airplanes made a surprise attack on the US Navy in Pearl Harbor.
27. Why?	The United States unhappy with Japan's increasingly attitude toward China. Japan declared war on China in 1937. American officials responded to this aggression with a economic sanctions and reducing trade.
28. The Plan	Destroy the Pacific Fleet. Means Americans would not be able to fight back as Japan's armed forces spread across the South Pacific..
29. Impact	Japanese attack on Pearl Harbor crippled or destroyed nearly 20 American ships and more than 300 airplanes. Dry docks and airfields were likewise destroyed. Most important, 2,403 sailors, soldiers and civilians were killed and about 1,000 people were wounded.

WWII Causes #1

1. Name at least two aims of Hitler's foreign policy	Destroy the Treaty of Versailles, create Lebensraum, unite all German speakers and to defeat communism
2. What did Hitler begin to do in 1935?	Rearm Germany – build the army back up
3. What percent of the Austrian population wanted to combine with Germany?	99%
4. Who met with Hitler to decide what to do after the invaded the Sudetenland?	Neville Chamberlin (British Prime Minister)
5. What did the Nazi-Soviet Pact Agree?	That Germany & Russia would divide Poland and remain friends after this.
6. When did WWII begin? (Date, Month & Year)	1 st September 1939
7. Who was the fascist leader of Italy?	Benito Mussolini
8. Who was Kurt Schuschnigg?	Chancellor of Austria
9. Who was dictator & leader of Nazi Germany?	Adolf Hitler
10. What country was Josef Stalin leader of?	USSR

WWII Causes #2

1. What does demilitarised mean?	Area where the army is not allowed
2. What policy did Chamberlain follow where he gave into Hitler's demands to keep the peace?	Appeasement
3. Which western country was especially scared of communism	Britain
4. What is a plebiscite?	National vote
5. What is the term for when men are forced to join the army?	Conscription
6. What country was the Sudetenland part of?	Czechoslovakia
7. What was Hitler trying to gain by conquering all this land?	Lebensraum (Living Space)
8. Where did the Japanese attack in 1941?	Pearl Harbour / American naval base in Hawaii
9. What was their aim?	To stop the American fleet fighting Japan as it expanded across the Pacific.
10. Give an impact of the attack.	America joined WWII. Destroyed 20 American ships & 300 airplanes. 2,403 sailors, soldiers & civilians killed. 1,000 people wounded.

Knowledge Organiser, Year 8 – World War Two #2

Evacuation – 1939 - 1945		Key events of the war	
1. Why was evacuation introduced?	The British government was worried that a new war might begin when Hitler came to power in 1933. They were afraid that British cities and towns would be targets for bombing raids by aircraft.	12. Dunkirk	The Low Countries (Holland & Belgium), France and the BEF [British Expeditionary Forces], proved no match for the Wehrmacht [German army] and the Luftwaffe [German air force]. British troops retreated from the invaders and some 226,000 British and 110,000 French troops were rescued from the port of Dunkirk by mix of boats that ranged from fishing boats to Navy destroyers.
2. Who was evacuated?	Schoolchildren and their teachers, Mothers with children under five (524,000), Pregnant women (12,000). Some disabled people. In total approximately 3.5 million children were evacuated during World War Two	13. Battle of Britain	The Battle of Britain, lasting from July to Oct 1940, was the first to be fought solely in the air. German aim was to control the skies so it could invade Britain. Germany had a bigger air force, but Britain had radar. Germany also decided to attack factories & towns, not the airfields, allowing the RAF to counter attack. The RAF had a narrow victory & postponed the German invasion plans.
3. How were they evacuated?	By train and road. Children labelled with name & destination & a bit of luggage. Many taken by their teachers,	14. Blitz	On 7 September 1940, the Luftwaffe unleashed bombing campaign against London and Britain's major cities. Aim to break morale [positive feeling] and make Britain give up. Instead the raids brought country together and created the 'Blitz Spirit' (Keep Calm & Carry On) The bombing continued for 76 nights in a row, with daytime raids as well. Liverpool, Manchester, Swansea, Cardiff, Bristol, Southampton were also targeted. Coventry Blitz one of the worst - over 400 bombers attacked Coventry that night and in the early morning of November 15 th 1940. 75% of all buildings in the city were destroyed; 33% of all factories were destroyed and 50% of all homes. Most people had to exist without water, gas or electricity
4. Where were they evacuated to?	To smaller towns and villages in the countryside. Some children were sent to stay with relatives outside in the countryside, but others were sent to live with complete strangers (host families)	15. D-Day	Operation Overlord. 6 June 1944 some 6,500 vessels landed over 130,000 Allied forces on five Normandy beaches: codenamed Utah, Omaha, Gold, Juno and Sword. Start pushing Germany out of France and to defeat.
5. When were they first evacuated?	At 11.07am on Thursday 31st August 1939 the order was given to evacuate forthwith. 1.5 Million children, pregnant women and other vulnerable people such as the disabled, evacuated to safer countryside locations in just two days.	16. Dresden	February 13 - February 15, 1945. Allied forces bombed the historic city of Dresden, Germany. The bombing was controversial - Dresden not important to wartime production or a major industrial center. Fire bombs dropped – caused a fire storm. Estimated at somewhere between 35,000 and 135,000 died.
6. Rationing	Official rationing began on 8 January 1940 with bacon, butter and sugar. Rations booklets were needed & people registered with shops.	17. War in the Pacific	After the attack on Pearl Harbour America started to attack Japanese forces in the Pacific. They moved from island to island, removing Japanese forces, as well as attacking the Japanese navy. 1942 saw the battle of Midway stop Japanese expansion. The Japanese fought fiercely – with many fighting to the death, such as on the island of Iwo Jima – defended by roughly 23,000 Japanese, with only 1,083 prisoners (American losses included 5,900 dead and 17,400 wounded)
7. Dig for Victory	The Ministry of Food's 'Dig For Victory' campaign encouraged self-sufficiency. Allotment numbers rose from 815,000 to 1.4 million.		
8. Substitutes	People found substitutes to many goods during the war. Sugar could be replaced by honey, tea tablets were used to make the tea look stronger, dried eggs could be used in baking or frying (if mixed with water - not pleasant). Horse meat was sometimes referred to as 'fit for human consumption'.		
9. Black Market	Set up to sell goods illegally, often at a higher price.		
Propaganda			
10. The media	Posters, radio, films and newspapers were used to keep up people's spirits, make the most of victories and make fun of the enemy.		
11. Censorship	Governments controlled what was written in newspapers and said on the radio to stop an negative images getting out..		

Home Front

1. Name two groups that were evacuated.	School children, teachers, mothers with children under 5, some disabled people
2. Where were these groups evacuated to?	The countryside / relatives/ host families
3. How many children were evacuated overall?	3.5 million.
4. What was introduced in January 1940?	Rationing
5. What did you need to collect your rationing?	A Ration book / register with the shop
6. What did the government encourage people to do to cope with rationing?	Dig for Victory
7. What appeared that allowed goods to be sold illegally?	The Black Market
8. Name two forms of media the government used to spread their propaganda	Posters, radio, films and newspapers
9. Why was propaganda needed?	To keep people's spirits up / make fun of the enemy
10. What is it called when the government controls what is seen by the people?	Censorship

Events of the War

1. Who proved no match for the German army at the start of the war? (Need all three for full marks)	France / Belgium / BEF
2. What happened at the port of Dunkirk?	British & French troops evacuated
3. What type of boat also helped out the navy at Dunkirk?	Fishing boats
4. Why did Germany want to control the skies in 1940?	So they could invade Britain
5. What did the RAF have that helped us defeat Germany in the Battle of Britain?	Radar
6. What was the aim of the Blitz?	To destroy British morale
7. Which city had 75% of its buildings destroyed?	Coventry
8. What event happened in June 1944 and is associated with Swords & Gold?	D-Day Landing / Operation Overlord
9. What happened to Dresden?	Severe bombing – fire bombs. Est. 35-135,000 died.
10. What island in the War in the Pacific saw only 1,083 prisoners taken out of 23,000 soldiers?	Iwo Jima



JUDAISM

KNOWLEDGE ORGANISER



Overview

Judaism is one of the world's major religions. It is the **world's 10th largest religion**, with about 14.6 million followers. It is around 4,000 years old.

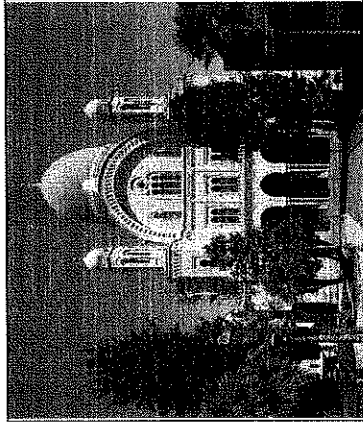
Jews are the people who follow Judaism. Like Christians and Muslims, Jews believe that there is only one God, who created the world and everything in it.

Abraham is seen as the father of the Jewish religion. Jews believe that Judaism began when he started worshipping one God instead of many.

Judaism began in the **Middle East** – but there are now Jewish people all across the world.

The main holy book of Judaism is the **Torah**, written in **Hebrew**. **Synagogues** are Jewish worship buildings.

Image of the Great Synagogue of Florence, in Italy, Europe.



Jewish Beliefs

The Four Stages of Life

-Jews believe in four important stages of life, and mark each with a religious ceremony.
-The four are: birth, becoming an adult, marriage and death.

-When Jewish boys (aged 13) and Jewish girls (aged 12) become Jewish adults, they have a bar mitzvah (for boys) or bat mitzvah (for girls) ceremony. At these ages, Jewish religion, law and social life judges that the boys and girls become responsible for their own actions. The ceremony is usually held on the first Shabbat (Jewish day of rest) after their birthday. In a bar mitzvah ceremony, a boy must read passages from the Torah.

The Story of Abraham

-Abraham is an important figure in Judaism, Christianity and Islam. His story is told in the Genesis section of the Bible.

-According to the story, Abraham made an agreement with God, in which he promised to be faithful and to teach his laws to the world. In return God gave Abraham and his descendants the land of Israel. Even though Abraham was 99, and his wife Sarah 90, God enabled them to have a son, Isaac, forming the first Jewish family.

Ceremonies and Festivals

-Jews enjoy many ceremonies and festivals as a part of their religion.

-Passover takes place in March or April, and is when Jewish people remember how God brought them out of Egypt (the Exodus). A special meal is created to remind the Jews of the good and bad times in the past. It includes hard boiled egg, parsley, boiled potato, lettuce, horseradish, chopped apples and walnuts.

-Hanukkah takes place in December and is known as 'the Jewish festival of lights'. People light candles, exchange presents, and eat foods such as latkes (potato pancakes) and sufganiot (jam doughnuts).

Answers to Important Questions and Key Vocabulary

Where and how do Jews worship? Why?	Key Vocabulary
 -Synagogues are where Jewish people go to worship. -In Orthodox synagogues, men and women sit separately. In progressive synagogues, men and women can sit together and worship. -Synagogues have large rooms for prayers, and normally smaller rooms for studying. -The front of a synagogue faces towards Jerusalem. -There is always a raised platform called a Bimah.	Judaism Jew Torah
 What is the Torah?	Synagogue Abraham
 Where do most Jews live in the world?	Passover Hanukkah Bar Mitzvah Bat Mitzvah
 How many different types of Jews are there?	Middle East Exodus Jerusalem Yad

Top 10 Facts!

1. Jews believe in one God, that is a spirit and has no physical form.	6. Strict Jews are not allowed to travel or watch TV on the day of Shabbat!
2. A kippah is the clothing item that many Jewish men wear on their head.	7. Jewish New Year takes place in September/October time, and is called Rosh Hashanah.
3. Praying is very important in Judaism – there are prayers for every occasion.	8. Jews fast for 25 hours and pray during Yom Kippur.
4. Jesus was born into the Jewish religion, but began preaching his own ideas.	9. Anne Frank was a famous Jewish girl, who was killed in the Holocaust.
5. Many Jewish homes have a family box, and give to those in need.	10. The Anne Frank House and Secret Annex, in Amsterdam, Netherlands, remains one of Europe's busiest tourist attractions.

Judaism Timeline

1713 BCE: Abraham forms the first covenant with God.	1250 BCE: The Exodus – people of Israel freed from Egypt.	993 BCE: King David establishes a capital city in Jerusalem.	970 BCE: King Solomon constructs the First Temple.	66 CE: The Jews revolt against Roman rulers.	70 CE: The Second Temple in Rome is destroyed, and many Jews are forced to leave Israel.	1930s/1945: 6 million Jews are killed by the Nazi German regime in the Holocaust in Europe.	1948: The modern state of Israel is established. Its capital is Jerusalem.
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Vocabulaire

Point de départ (pages 106-107)

Qu'est-ce qu'il y a dans ... ?	What is there in ... ?	une piscine	a swimming pool
ta ville/ton village	your town/village	des magasins	(some) shops
Il y a ...	there is ...	Il n'y a pas de café / magasins.	There isn't a café. / There aren't any shops.
un centre de loisirs	a leisure centre	Il n'y a pas d'église.	There isn't a church.
un centre commercial	a shopping centre	le prix	price
un château	a castle	un euro	one euro
un marché	a market	trois euros cinquante	3,50 € (three euros fifty)
un musée	a museum	un adulte / un enfant	an adult / a child
une mosquée	a mosque	moins de 12 ans	less than 12 years old
une patinoire	an ice rink		

Unité 1 (pages 108-109) Où vas-tu le weekend?

Où vas-tu le weekend?	Where do you go at the weekend?	à la piscine	to the swimming pool
Je vais ...	I go ...	à la plage	to the beach
au bowling	to the bowling alley	à l'église	to the church
au cinéma / parc	to the cinema / park	aux magasins	to the shops
au stade	to the stadium	le samedi matin / après-midi / soir	on Saturday mornings / afternoons / evenings

Unité 2 (pages 110-111) Tu veux aller au café?

Tu veux aller au café?	Do you want to go to the café?	Merci. Bonne idée!	Thank you. Good idea!
Tu veux venir?	Do you want to come?	Oui, je veux bien.	Yes, I want to.
aujourd'hui	today	D'accord	OK
ce matin	this morning	Pourquoi pas?	Why not?
cet après-midi	this afternoon	Non, merci.	No, thanks.
ce soir / weekend	this evening / weekend	Désolé(e)!	Sorry!
Rendez-vous à quelle heure?	What time will we meet?	Je ne veux pas.	I don't want to.
Rendez-vous à ...	Let's meet at ...	Tu rigoles!	You're joking!

Unité 3 (pages 112-113) Vous désirez?

Vous désirez?	What would you like?	un croquemonsieur	a grilled cheese and ham sandwich
Pardon, madame/monsieur.	Excuse me, madam/sir.	un sandwich au fromage/ au jambon	a cheese/ham sandwich
Je voudrais ...	I would like ...	une crêpe au sucre	a pancake with sugar
Pour moi ...	For me ...	une glace au chocolat/ à la vanille/à la fraise/ à la pistache	chocolate/vanilla/ strawberry/pistachio ice cream
un Orangina	a fizzy orange	des frites	chips
un diabolito menthe	a mint cordial	Et pour vous?	And for you?
une grenadine à l'eau	a pomegranate cordial	C'est combien, s'il vous plaît?	How much is it, please?
un café express	an espresso coffee	Ça fait ...	It comes to ...
un café crème	a milky coffee	Voilà, merci.	Here you are, thanks.
un chocolat chaud	a hot chocolate		
un thé au lait/au citron	a tea with milk/lemon		
un jus d'orange	an orange juice		
un coca (light)	a (Diet) Coke		
une eau minérale	a mineral water		

Unité 4 (pages 114–115) Qu'est-ce que tu vas faire?

Qu'est-ce que tu vas faire à Paris?	What are you going to do in Paris?	aller aux Catacombes	to go to the Catacombs
Je vais ...	I am going ...	faire une balade en bateau-mouche	to go on a boat trip
visiter la cathédrale Notre Dame	to visit Notre Dame Cathedral	prendre des photos	to take photos
visiter la tour Eiffel	to visit the Eiffel Tower	acheter des souvenirs	to buy souvenirs
aller au musée du Louvre	to go to the Louvre	admirer la Joconde	to admire the Mona Lisa
		faire un pique-nique	to go on a picnic

Unité 5 (pages 116–117) Je vais visiter Paris!

normalement/d'habitude	usually	manger un gâteau	to eat a cake
le weekend	at weekends	manger une pizza	to eat a pizza
le weekend prochain	next weekend	manger une glace	to eat an ice cream
samedi prochain	next Saturday	aller au zoo	to go to the zoo
Je vais ...	I am going ...	aller au centre de loisirs	to go to the leisure centre
jouer au basket	to play basketball	faire un tour en Segway	to go on a Segway tour
jouer au foot	to play football	faire les magasins	to go shopping
jouer au laser-tag	to play laser-tag		

Les mots essentiels High-frequency words

Pronouns	
tu	you
(singular and familiar – one person you know well)	
vous	you
(plural – more than one person; or polite – someone older or who you don't know well)	
Connectives	
où	where
ou	or
si (s' before a vowel)	if
Time expressions	
aujourd'hui	today
ce matin	this morning
cet après-midi	this afternoon
ce soir	this evening
ce weekend	this weekend
normalement/d'habitude	usually
le lundi matin	on Monday mornings
le mardi après-midi	on Tuesday afternoons
le samedi soir	on Saturday nights
le weekend	at weekends
le weekend prochain	next weekend
dimanche prochain	next Sunday

Stratégie 5

Memory techniques

Here are a couple of techniques to try – see if they help you remember vocabulary.

- 1 Link the French word with an English sentence that helps you remember its meaning.
e.g. The French word for 'market' is *marché*. So you could think of a sentence like 'I like to **march** around the market'.
- 2 Make a **mnemonic** to help you with tricky spellings.
e.g. to learn to spell *piscine*, you could remember the phrase
Pools **I**n **S**cotland **C**ontain **I**ntelligent **N**ervous **E**els
Think of your own examples for some words from the module. The sillier, the better!

Spanish Year 8 Knowledge Organiser

Mis vacaciones—Module 1

Ya sé...

1	To say where I went on holiday and when
2	To say how I travelled
3	To ask someone what they did on holiday
4	To say what I did on holiday
5	To say what I did on the last day
6	To give a reason



Bailar (to dance)	Conocer (to meet)	Escribir (to write)
Bailé	Conocí	Escribí
Bailaste	Conociste	Escribiste
Bailó	Conoció	Escribió
Bailamos	Conocimos	Escribimos
Bailasteis	Conocisteis	Escribisteis
Bailaron	Conocieron	Escribieron

Key grammar

Ser (to be) is irregular in the preterite. You need to learn it by heart.

fui	I was
fuiste	you were
fue	he/she was
fuimos	we were
fuisteis	you (plural) were
fueron	they were

Ser and ir are identical in the preterite. For example:

Mi padre fue a Francia. Fue genial.
My father **went** to France. **It was** great.

To work out whether a sentence is about the present or the past:

1 Look closely at the verb forms.

present	past (preterite)
escucho, tomo	escuché, tomé
salgo, veo, voy	salí, ví, fui

With -ar verbs, the we form is the same in the present and the preterite. For example:

visitamos	we visit/we visited
jugamos	we play/we played

2 Look at the time expressions.

present	past
normalmente	el verano pasado, hace dos años

Use the preterite to refer to actions in the past.

Regular -ar verbs follow this pattern:

visitar	to visit
visité	I visited
visitaste	you visited
visitó	he/she visited
visitamos	we visited
visitasteis	you (plural) visited
visitaron	they visited

Some verbs change their spelling in the I form:

sacar → saqué, sacaste, sacó.

Always stress the accented letter:

visité, visitó, bailé, bailó.

Key topic questions

¿A dónde fuiste de vacaciones? – Where did you go on holiday?

¿Con quién fuiste? – Who did you go with?

¿Qué hiciste? – What did you do?

¿Qué hiciste en tus vacaciones de verano? – What did you do in your summer holiday?

¿Cuándo fuiste? – When did you go?

¿Cómo te fue? – How was it?

Vocabulary

De vacaciones On holiday

¿Adónde fuiste de vacaciones?	Where did you go on holiday?	Fui con...	I went with...
el año pasado	last year	mis amigos/as	my friends
el verano pasado	last summer	mi clase	my class
Fui a...	I went to...	mi familia	my family
Escocia	Scotland	mis padres	my parents
España	Spain	¿Cómo fuiste?	How did you get there?
Francia	France	Fui/Fuimos en...	I/We went by...
Gales	Wales	autocar	coach
Grecia	Greece	avión	plane
Inglaterra	England	barco	boat/ferry
Irlanda	Ireland	coche	car
Italia	Italy	tren	train
¿Con quién fuiste?	Who did you go with?	No fui de vacaciones.	I didn't go on holiday.

Exclamaciones Exclamations

Qué bien!	How great!	¡Qué aburrido!	How boring!
Qué bonito!	How nice!	¡Qué horror!	How dreadful!
Qué divertido!	What fun!/How funny!	¡Qué lástima!	What a shame!
Qué guay!	How cool!	¡Qué mal!	How bad!
Qué rico!	How tasty!	¡Qué rollo!	How annoying!
Qué suerte!	What luck!/How lucky!		

¿Qué hiciste? What did you do?

¿Qué hiciste en tus vacaciones de verano?	What did you do on your summer holiday?	No nadé en el mar.	I didn't swim in the sea.
Bailé.	I danced.	El último día de tus vacaciones, ¿qué hiciste?	What did you do on the last day of your holiday?
Compré una camiseta.	I bought a T-shirt.	Bebí una limonada.	I drank a lemonade.
Descansé en la playa.	I relaxed on the beach.	Comí paella.	I ate paella.
Mandé SMS.	I sent texts.	Conocí a un chico/a guapo/a.	I met a cute boy/girl.
Monté en bicicleta.	I rode my bike.	Escribí SMS.	I wrote texts.
Nadé en el mar.	I swam in the sea.	Salí con mi hermano/a.	I went out with my brother/sister.
Saqué fotos.	I took photos.	Vi un castillo interesante.	I saw an interesting castle.
Tomé el sol.	I sunbathed.		
Visité monumentos.	I visited monuments.		

¿Cuándo? When?

luego	then	el último día	on the last day
más tarde	later	otro día	another day
después	afterwards	por la mañana	in the morning
el primer día	on the first day	por la tarde	in the afternoon

¿Cómo te fue? How was it?

Fue divertido.	It was fun/funny.	Me gustó.	I liked (it).
Fue estupendo.	It was brilliant.	Me encantó.	I loved (it).
Fue fenomenal.	It was fantastic.	¿Por qué?	Why?
Fue flipante.	It was awesome.	porque	because
Fue genial.	It was great.	Hizo buen tiempo.	The weather was good.
Fue guay.	It was cool.	Comí algo malo y vomité.	I ate something bad and vomited.
Fue regular.	It was OK.	Llovió.	It rained.
Fue un desastre.	It was a disaster.	Perdí mi pasaporte/ mi móvil.	I lost my passport/ my mobile.
Fue horrible.	It was horrible.		
Fue horroroso.	It was terrible.		
Fue raro.	It was weird.		

Spanish Year 8 Knowledge Organiser

Todo sobre mi vida—Module 2

Ya sé...

1	To ask someone what they use their phone for	😊😊😊
2	To say what I use my phone for	
3	To ask someone what type of music they like	
4	To say what type of music I listen to	
5	To ask someone what type of TV programmes they like	
6	To say what I did yesterday	

Hablar (to talk)	Leer (to read)	Compartir (to share)
Hablo	Leo	Comparto
Hablas	Lees	Compartes
Habla	Lee	Comparte
Hablamos	Leemos	Compartimos
Habláis	Leéis	Compartís
Hablan	Leen	Comparten

Key grammar

When you give opinions with **me gusta**, make sure you use **el, la, los** or **las** before the noun. You may not use 'the' in English, but you **must** use **el, la, los** or **las** in Spanish.

Me gusta **el** rap.
I like rap.

Le encanta **la** música pop.
He/she loves pop music.

However, you don't need **el** or **la** if you are saying what **style** of music you **listen to**.

Escucho rap. I listen to rap.

When you want to compare two things, you use the comparative.

más + adjective + que... more... than...

The adjective must agree with the noun.

Los realitys son **más divertidos que** los concursos.

Reality shows are funnier than game shows.

Las series policíacas son **más aburridas que** las telenovelas.

Police series are more boring than soaps.

You use:

- the **present tense** to talk about what **usually happens**.
- the **preterite** to talk about **past events**.

All types of verbs (regular -ar, -er and -ir verbs, stem-changing verbs and irregular verbs) change their endings to show whether they are in the present or the preterite.

Present	Preterite
monto, juego, veo,	monté, jugué, vi,
salgo, hago, voy	salí, hice, fui

The verb **hacer** (to do/to make) is irregular. Learn its preterite form by heart.

hice	I did
hiciste	you did
hizo	he/she did
hicimos	we did
hicisteis	you (plural) did
hicieron	they did

Key topic questions

¿Qué haces con tu móvil? – What do you do with your mobile?

¿Con qué frecuencia? – How often?

¿Qué tipo de música te gusta? – What type of music do you like?

¿Te gusta la música de....? – Do you like the music of.....?

¿Te gustan las telenovelas? – Do you like soap operas?

¿Qué hiciste ayer? – What did you do yesterday?

Vocabulary

¿Qué haces con tu móvil? What do you do with your mobile?

Chateo con mis amigos.	I chat with my friends.	Juego.	I play.
Comparto mis vídeos favoritos.	I share my favourite videos.	Leo mis SMS.	I read my texts.
Descargo melodías o aplicaciones.	I download ringtones or apps.	Mando SMS.	I send texts.
Hablo por Skype.	I talk on Skype.	Saco fotos.	I take photos.
		Veo vídeos o películas.	I watch videos or films.

¿Con qué frecuencia? How often?

todos los días	every day	a veces	sometimes
dos o tres veces a la semana	two or three times a week	de vez en cuando	from time to time
		nunca	never

¿Qué tipo de música te gusta? What type of music do you like?

el rap	rap	¿Qué tipo de música escuchas?	What type of music do you listen to?
el R'n'B	R'n'B	Escucho rap.	I listen to rap.
el rock	rock	Escucho la música de...	I listen to ...'s music.
la música clásica	classical music	Escucho de todo.	I listen to everything.
la música electrónica	electronic music		
la música pop	pop music		

Opiniones Opinions

Me gusta (mucho)...	I like... (very much)	¿Te gusta la música de...?	Do you like... 's music?
Me encanta...	I love...	Me gusta la música de...	I like... 's music.
No me gusta (nada)...	I don't like... (at all)	mi canción favorita	my favourite song
la letra	the lyrics	mi cantante favorito/a	my favourite singer
la melodía	the tune	mi grupo favorito	my favourite group
el ritmo	the rhythm	En mi opinión...	In my opinion...
porque es guay/triste/horrible	because it is cool/sad/terrible		

Me gustan las comedias I like comedies

un programa de música	a music programme	el telediario	the news
un programa de deportes	a sports programme	más... que...	more... than...
un concurso	a game show	divertido/a	funny
un documental	a documentary	informativo/a	informative
un reality	a reality show	interesante	interesting
una comedia	a comedy	aburrido/a	boring
una serie policíaca	a police series	emocionante	exciting
una telenovela	a soap opera		

¿Qué hiciste ayer? What did you do yesterday?

Bailé en mi cuarto.	I danced in my room.	Vi una película.	I watched a film.
Fui al cine.	I went to the cinema.	Salí con mis amigos/as.	I went out with my friends
Hablé por Skype.	I talked on Skype.	No hice los deberes.	I didn't do my homework.
Hice gimnasia.	I did gymnastics.	ayer	yesterday
Hice kárate.	I did karate.	luego	later, then
Jugué en línea con mis amigos/as.	I played online with my friends.	por la mañana	in the morning
Jugué tres horas.	I played for three hours.	por la tarde	in the afternoon
Monté en bici.	I rode my bike.	un poco más tarde	a bit later

Spanish Year 8 Knowledge Organiser

Ya sé...

¡A comer! - Module 3

1	To say what food I like
2	To say what food I don't like
3	To give opinion about food
4	To say what I have for different meals
5	To say what I am going to bring to a party
6	To give an account of a party



Present	Preterite	Future
Bailo	Bailé	Voy a bailar
Bailas	Bailaste	Vas a bailar
Baila	Bailó	Va a bailar
Bailamos	Bailamos	Vamos a bailar
Balláis	Bailasteis	Vais a bailar
Bailan	Bailaron	Van a bailar

Key grammar

You use the near future tense to say what you are going to do.
Use the present tense of the verb **ir** followed by a plus the infinitive.

Voy a traer fajitas.	I am going to bring fajitas.	Vamos a bailar.	We are going to dance.
Vas a comprar queso.	You are going to buy cheese.	Vais a cantar.	You (pl) are going to sing.
Va a ser superguay.	It is going to be really cool.	Vana comer mucho.	They are going to eat a lot.

The text in exercise 1 has examples of three tenses: the present, the preterite and the near future.
Look carefully at verb forms to see which tense someone is using:

present	preterite	near future
bailo	bailé	voy a bailar
como	comí	voy a comer
veo	vi	voy a ver
salgo	salí	voy a salir
voy	fui	voy a ir
es	fue	va a ser

Look at time-markers for clues:

normalmente	el fin de semana pasado	el fin de semana que viene
generalmente	el año pasado	el año que viene
los viernes	el viernes pasado	el próximo viernes

To say 'you':

Use **tú** with one person you know well.
Use **usted** (singular) or **ustedes** (plural) with people you don't know well.

The verb forms change as follows:

tú	¿Qué vas a tomar?
usted	¿Qué va a tomar?
ustedes	¿Qué van a tomar?

To make a sentence negative, put **no** before the verb:

No como carne.
I don't eat meat.

Nunca means 'never'. It usually comes before the verb:

Nunca ceno.
I never eat dinner.

No... nada means 'nothing' or 'not anything'. It makes a 'sandwich' around the verb:

No desayuno nada.
I don't have anything for breakfast.

Key topic questions

- ¿Qué te gusta comer y beber? – What do you like to eat and drink?
- ¿Qué desayunas? – What do you have for breakfast?
- ¿A qué hora desayunas? – At what time do you have breakfast?
- ¿Qué vas a tomar? – What are you going to have?
- ¿Y de segundo? – And for the main course?
- ¿Para beber? – To drink?

Vocabulary

¿Qué te gusta comer y beber? What do you like to eat and drink?

¿Qué no te gusta comer/ beber?	What don't you like to eat/drink?	los caramelos	sweets
Me gusta(n) mucho...	I really like...	la fruta	fruit
Me encanta(n)...	I love...	las hamburguesas	hamburgers
No me gusta(n) nada...	I don't like... at all.	los huevos	eggs
Odio...	I hate...	la leche	milk
Prefiero...	I prefer...	el marisco	seafood/shellfish
el agua	water	el pescado	fish
el arroz	rice	el queso	cheese
la carne	meat	las verduras	vegetables

¿Qué desayunas? What do you have for breakfast?

Desayuno...	For breakfast I have...	Como...	I eat .../For lunch I have...
cereales	cereal	un bocadillo	a sandwich
churros	churros (sweet fritters)	¿Qué cenas?	What do you have for dinner?
tostadas	toast	Ceno...	For dinner I have...
yogur	yogurt	patatas fritas	chips
café	coffee	pollo con ensalada	chicken with salad
Cola Cao™	Cola Cao (chocolate drink)	¿A qué hora desayunas/ comes/cenas?	At what time do you have breakfast/lunch/dinner?
té	tea	Desayuno a las siete.	I have breakfast at 7:00.
zumos de naranja	orange juice	Como a las dos.	I have lunch at 2:00.
No desayuno nada.	I don't have anything for breakfast.	Ceno a las nueve.	I have dinner at 9:00.
¿Qué comes?	What do you have for lunch?		

En el restaurante At the restaurant

buenos días	good day, good morning	nada más	nothing else
¿Qué va a tomar (usted)?	What are you (singular) going to have?	La cuenta, por favor.	The bill, please.
¿Qué van a tomar (ustedes)?	What are you (plural) going to have?	la ensalada mixta	mixed salad
¿Y de segundo?	And for main course?	los huevos fritos	fried eggs
¿Para beber?	To drink?	la sopa	soup
¿Algo más?	Anything else?	el pan	bread
Voy a tomar...	I'll have...	las chuletas de cerdo	pork chops
de primer plato	as a starter	el filete	steak
de segundo plato	for main course	el pollo con pimientos	chicken with peppers
de postre	for dessert	la tortilla española	Spanish omelette
Tengo hambre.	I am hungry.	el helado de chocolate/ fresa/vainilla	chocolate/strawberry/ vanilla ice cream
Tengo sed.	I am thirsty.	la tarta de queso	cheesecake
		la cola	coke

Una fiesta mexicana A Mexican party

¿Qué vas a traer/ comprar?	What are you going to bring/buy?	un pimiento verde/rojo	a green/red pepper
Voy a traer...	I'm going to bring...	un aguacate	an avocado
quesadillas	quesadillas (toasted cheese tortillas)	un kilo de tomates	a kilo of tomatoes
limonada	lemonade	medio kilo de queso	half a kilo of cheese
Voy a comprar...	I am going to buy...	200 gramos de pollo	200 grammes of chicken
una lechuga	a lettuce	un paquete de tortillas	a packet of tortilla wraps
		una botella de limonada	a bottle of lemonade

Spanish Year 8 Knowledge Organiser

Ya sé...

¿Qué hacemos? - Module 4



- 1 To ask someone if they would like to go out
- 2 To ask and say where and when to meet
- 3 To make excuses
- 4 To say what I normally wear
- 5 To say what I do to get ready
- 6 To talk about sporting events

Querer (to want)	Poder (to be able to/can)
Quiero	Puedo
Quieres	Puedes
Quiere	Puede
Queremos	Podemos
Queréis	Podéis
Quieren	Pueden

Key grammar

Me/Te gustaría is the conditional form of **me/te gusta**. You use it to say what you would like to do. It is often followed by the infinitive.

¿Te gustaría ir a la cafetería? Would you like to go to the café?
 Me gustaría ir al cine. I would like to go to the cinema.

Reflexive verbs include a reflexive pronoun. They often describe an action you do to yourself – for example, **lavarse** (to wash oneself/to get washed).

me lavo I wash myself/get washed
te lavas you (sg) wash yourself
se lava he/she washes him/herself
nos lavamos we wash ourselves
os laváis you (pl) wash yourselves
se lavan they wash themselves

The word for 'this' or 'these' changes according to whether the noun described is masculine or feminine and singular or plural.

singular		plural	
masculine	feminine	masculine	feminine
este	esta	estos	estas
este jersey this sweater	esta falda this skirt	estos zapatos these shoes	estas botas these boots

Different types of verbs work like this in the I form in the present, preterite and near future. Train yourself to spot verbs in different tenses:

	infinitive	present	preterite	near future
regular verbs	llevar comer vivir	llevo como vivo	llevé comí viví	voy a llevar voy a comer voy a vivir
stem-changing verbs	jugar	juego	jugué	voy a jugar
irregular verbs	hacer ir ver ser	hago voy veo soy (es → it is)	hice fui vi fui (fue → it was)	voy a hacer voy a ir voy a ver voy a ser (va a ser → it is going to be)

Key topic questions

¿Te gustaría ir al cine? – Would you like to go to the cinema?

¿Dónde quedamos? – Where do we meet up?

¿A qué hora? – At what time?

¿Quieres salir? – Do you want to go out?

¿Cómo te preparas? – How do you get ready?

¿Qué vas a llevar? – What are you going to wear?

Vocabulary

¿Te gustaría ir al cine? Would you like to go to the cinema?			
¿Te gustaría ir...?	Would you like to go...?	al parque	to the park
a la bolera	to the bowling alley	a la pista de hielo	to the ice rink
a la cafetería	to the café	al polideportivo	to the sports centre
al centro comercial	to the shopping centre	¿Te gustaría venir a mi casa?	Would you like to come to my house?
al museo	to the museum		
Reacciones Reactions			
De acuerdo.	All right.	¡Ni hablar!	No way!
Vale.	OK.	¡Ni en sueños!	Not a chance!/Not in your wildest dreams!
Muy bien.	Very good.	No tengo ganas.	I don't feel like (it).
¡Genial!	Great!	¡Qué aburrido!	How boring!
Sí, me gustaría mucho.	Yes, I'd like that very much.		
¿Dónde quedamos? Where do we meet up?			
al lado de la bolera	next to the bowling alley	enfrente del polideportivo	opposite the sports centre
delante de la cafetería	in front of the café	en tu casa	at your house
detrás del centro comercial	behind the shopping centre		
¿A qué hora? At what time?			
a las...	at...	seis y media	half past six
seis	six o'clock	siete menos cuarto	quarter to seven
seis y cuarto	quarter past six	siete menos diez	ten to seven
Lo siento, no puedo I'm sorry, I can't			
¿Quieres salir?	Do you want to go out?	pasear al perro	walk the dog
Tengo que...	I have to...	salir con mis padres	go out with my parents
cuidar a mi hermano	look after my brother	No quiero.	I don't want to.
hacer los deberes	do my homework	No tengo dinero.	I don't have any money.
lavarme el pelo	wash my hair	No puede salir.	He/She can't go out.
ordenar mi dormitorio	tidy my room		
¿Cómo te preparas? How do you get ready?			
¿Cómo te preparas cuando sales de fiesta?	How do you get ready when you go to a party?	Me visto.	I get dressed.
Me baño.	I have a bath.	Me maquillo.	I put on make-up.
Me ducho.	I have a shower.	Me peino.	I comb my hair.
Me lavo la cara.	I wash my face.	Me aliso el pelo.	I straighten my hair.
Me lavo los dientes.	I brush my teeth.	Me pongo gomina.	I put gel on my hair.
¿Qué vas a llevar? What are you going to wear?			
¿Qué llevas normalmente los fines de semana?	What do you normally wear at weekends?	una gorra	a cap
Normalmente los fines de semana llevo...	At weekends I normally wear...	unos pantalones	some trousers
una camisa	a shirt	unos vaqueros	some jeans
una camiseta	a T-shirt	unas botas	some boots
un jersey	a jumper	unos zapatos	some shoes
una sudadera	a sweatshirt	unas zapatillas de deporte	some trainers
una falda	a skirt	¿Vas a salir esta noche?	Are you going to go out tonight?
un vestido	a dress	Voy a ir al/a la...	I am going to go to the...
		Voy a llevar...	I'm going to wear...

Spanish Year 8 Knowledge Organiser

Operación verano—Module 5

Ya sé...

	😊😐😞
1	To describe a holiday home
2	To describe its location
3	To ask what you can do in a holiday location
4	To ask and give directions
5	To understand summer camp information
6	To discuss camps

Ir (to go)	Querer (to want)
Voy	Quiero
Vas	Quieres
Va	Quiere
Vamos	Queremos
Vais	Queréis
Van	Quieren

Key grammar

You use the comparative to say that something is 'more modern' or 'bigger', and so on, than something else.

más + adjective + que → more... than

menos + adjective + que → less... than

The adjective must agree with the noun.

Este piso es más moderno que los otros.

This flat is more modern than the others.

You use the imperative to tell someone what to do. Take the **tú** form of the verb in the present tense and take off the 's'.

doblas (you turn) → **¡dobla!** (turn!)

tomas (you take) → **¡toma!** (take!)

You use the superlative to say 'the biggest', 'the most famous', and so on.

el parque más grande the biggest park

las playas más hermosas the most beautiful beaches

Key topic questions

¿Qué casa prefieres? – Which house do you prefer?

¿Qué se puede hacer en.....? – What can you do in.....?

¿Qué hora es? – What time is it?

¿Dónde está.....? – Where is.....?

¿Qué campamento vas a escoger? – Which summer camp are you going to choose?

Vocabulary

¿Qué casa prefieres? Which house do you prefer?

Esta casa es...	This house is...	moderno/a	modern
Este piso es...	This flat is...	pequeño/a	small
amplio/a	spacious	La casa/El piso está...	The house/The flat is...
antiguo/a	old	cerca de la playa	near the beach
bonito/a	nice	en el centro	in the centre
cómodo/a	comfortable	en la montaña	in the mountains
enorme	enormous	más... que	more... than
feo/a	ugly	menos... que	less... than
grande	big	Prefiero...	I prefer...
maravilloso/a	marvellous	porque	because

La casa The house

Tiene...	It has...	una chimenea	a fireplace
una cocina	a kitchen	un jacuzzi	a hot tub
un comedor	a dining room	un jardín	a garden
un cuarto de baño	a bathroom	una piscina	a swimming pool
un dormitorio	a bedroom	una terraza	a balcony, a terrace
un salón	a living room	vistas al mar	views of the sea

¿Qué se puede hacer en...? What can you do in...?

Se puede(n)...	You can...	ir de paseo en bicicleta	go on a bike ride
hacer senderismo	go hiking	ir a la playa	go to the beach
hacer actividades náuticas	do water sports	ir al restaurante	go to the restaurant
hacer artes marciales	do martial arts	jugar al golf	play golf
ir a la bolera	go bowling	jugar al voleibol	play volleyball
ir al cine	go to the cinema	jugar al tenis	play tennis
ir de compras	go shopping	ver la catedral	see the cathedral
		visitar un castillo	visit a castle

¿Dónde está...? Where is...?

la catedral	the cathedral	Dobla a la izquierda.	Turn left.
la estación de tren	the railway station	Toma la primera a la derecha.	Take the first on the right.
el minigolf	the minigolf	Toma la segunda a la izquierda.	Take the second on the left.
el parque de atracciones	the theme park	Cruza la plaza.	Cross the square.
el parque acuático	the water park	Está a la derecha.	It's on the right.
la pista de karting	the go-kart track	Está a la izquierda.	It's on the left.
el zoo	the zoo		
Sigue todo recto.	Keep straight on.		
Dobla a la derecha.	Turn right.		

Opiniones

Opinions

Me gusta...	I like...	Me gustaría mucho...	I would really like...
Me encanta...	I love...	Me encantaría...	I would love...

Expresiones de tiempo Time expressions

ayer	yesterday	hoy	today
el fin de semana pasado	last weekend	mañana	tomorrow
el verano pasado	last summer	este fin de semana	this weekend
el año pasado	last year	el verano que viene	next summer
hace dos años	two years ago	el año que viene	next year

Urdu-Year 8 -Knowledge organiser - Spring 2

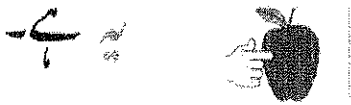
Activity: Draw a table and copy the Urdu and English words in your book.

banana	پھل کیلا	pomegranate	انار
strawberry	اسٹابری	watermelon	تربوز
melon	خربوزہ	Apple	سیب
apricot	خوبانی	Grapes	انگور
Guava	امرود	Pear	ناشیپاتی
Mango	آم	pineapple	انناس
lemon	لیموں	orange	مالٹا/سگترہ

Demonstrative pronoun (start of the sentence)



وہ کیا ہے؟ وہ سیب ہے۔



یہ کیا ہے؟ یہ سیب ہے۔

I don't eat

Creating simple sentences
See the examples given below

میں سیب نہیں کھاتا ہوں۔

میں سیب نہیں کھاتی ہوں۔

Creating simple sentences

Male میں سیب کھاتا ہوں۔

Female میں سیب کھاتی ہوں۔

Plant Nutrition

Photosynthesis

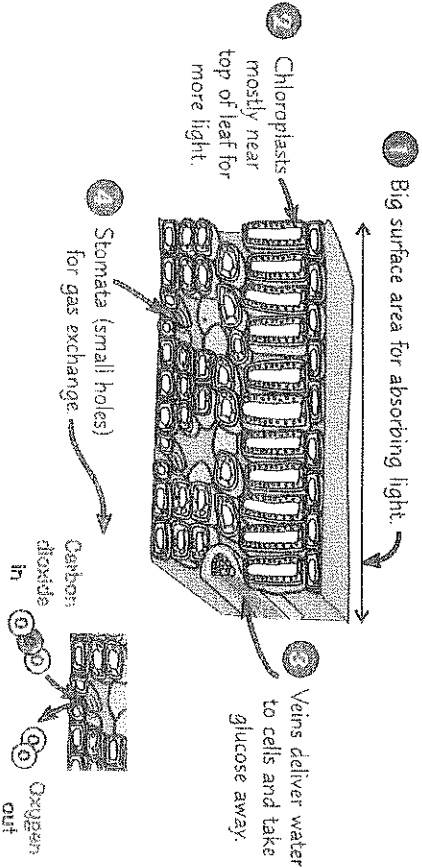
PHOTOSYNTHESIS — chemical process in which plants and algae use energy from sunlight to make glucose (a carbohydrate).



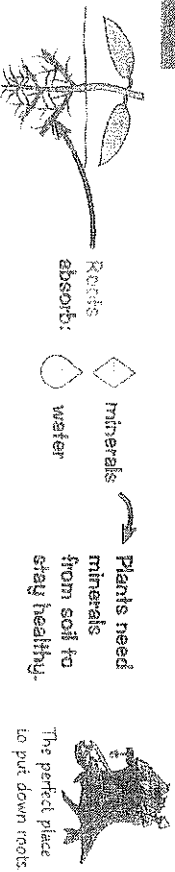
Four things needed for photosynthesis:

- 1 Sunlight
- 2 Chlorophyll (green chemical in chloroplasts which absorbs sunlight)
- 3 Water (from soil)
- 4 Carbon dioxide (from air)

Four Adaptations of Leaves for Photosynthesis

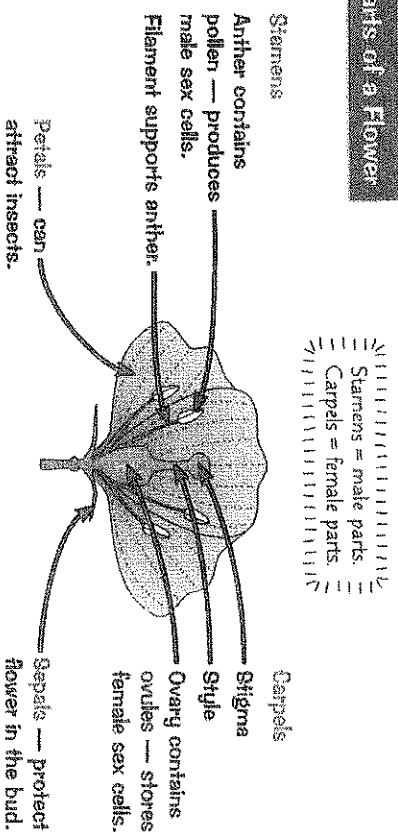


Roots



Plant Reproduction

Parts of a Flower



Pollination

POLLINATION — transfer of pollen from stamen to stigma.

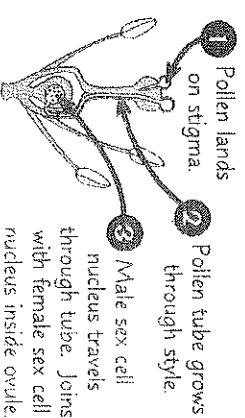
Pollen can be transferred from one plant to another, e.g. by insects or wind.

Flowers can have different features depending on whether they're insect- or wind-pollinated:

Insect	Wind
Bright petals	Dull petals
Scented sugary flowers	No scent
Anthers inside the flower	Exposed anthers on long filaments
Sticky stigmas take pollen from insects	Feathery stigmas catch pollen

Fertilisation

FERTILISATION — when two sex cell nuclei join.



A seed forms from a fertilised ovule.

