

YEAR 8

KNOWLEDGE ORGANISER

Trinity 1

Learning - Loving - Living

“Wisdom is not a product of schooling but of the lifelong attempt to acquire it..”

Albert Einstein

Name:

Family Group:



How to use my Knowledge Organiser

The timetable shows the **subjects** you should be studying and the days that you should be studying them. You should **complete your work your exercise book**.

Each evening you should draw a straight line (using a ruler), under the previous day's work, and write the date, clearly at the top. You need to **bring your KO and exercise book with you to school EVERYDAY**.

The **KO** work that you have completed for the week will be checked in Family Group time **EVERY** Friday. If homework is not of an appropriate standard or amount will result in an after school detention. Knowledge tests will also be used frequently in lessons.

Subject Homework

Students will also be **given** additional subject homework to be completed throughout the week and/or can use FREE online revision tools such as www.senecalearning.com

It is also recommended that students regularly **READ** a variety of fiction and non fiction books that they choose for pleasure. This extra reading will help to develop and broaden their general knowledge.

In **ENGLISH** all students will be expected to complete 1-2 reading assignments each week by accessing www.CommonLit.org . Each assignment will take 20-30 minutes and students will be required to answer multiple choice questions to check their understanding of what they have read. Each class has a code based on the set they are in:

English Set	Class Code for Commonlit
8.2	4YQ9BY
8.1	ZDZ6JG
8G1	87G375
8G2	G9R3BV

In **MATHS** students are expected to watch short explanation videos and complete activities on the online platform of <https://mathswatch.co.uk>. Students can log in using the details and password they use to log in to the school computers.

Homework Timetable

You should spend *at least* **1 hour** per night on homework = 3 subjects x 20 mins per subject

Year 8	Subject 1	Subject 2	Subject 3
Monday	Maths	History	PE
Tuesday	English	Geography	ICT
Wednesday	Maths	Religious Education	English
Thursday	English	Science	Creative
Friday	Maths	MFL	Performing Arts

Retrieval activity ideas

Knowledge organisers are for **learning and mastering** the knowledge in each subject. There are many different ways you can do this, however some **PROVEN** methods to try in your work book are:



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4 Methods of Retrieval Practice

@ImpactWales

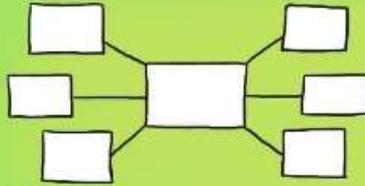
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

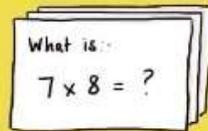
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

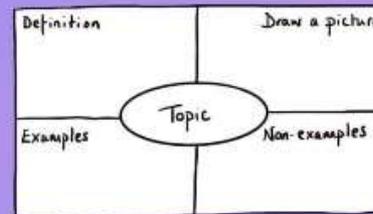
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

Using flash cards successfully

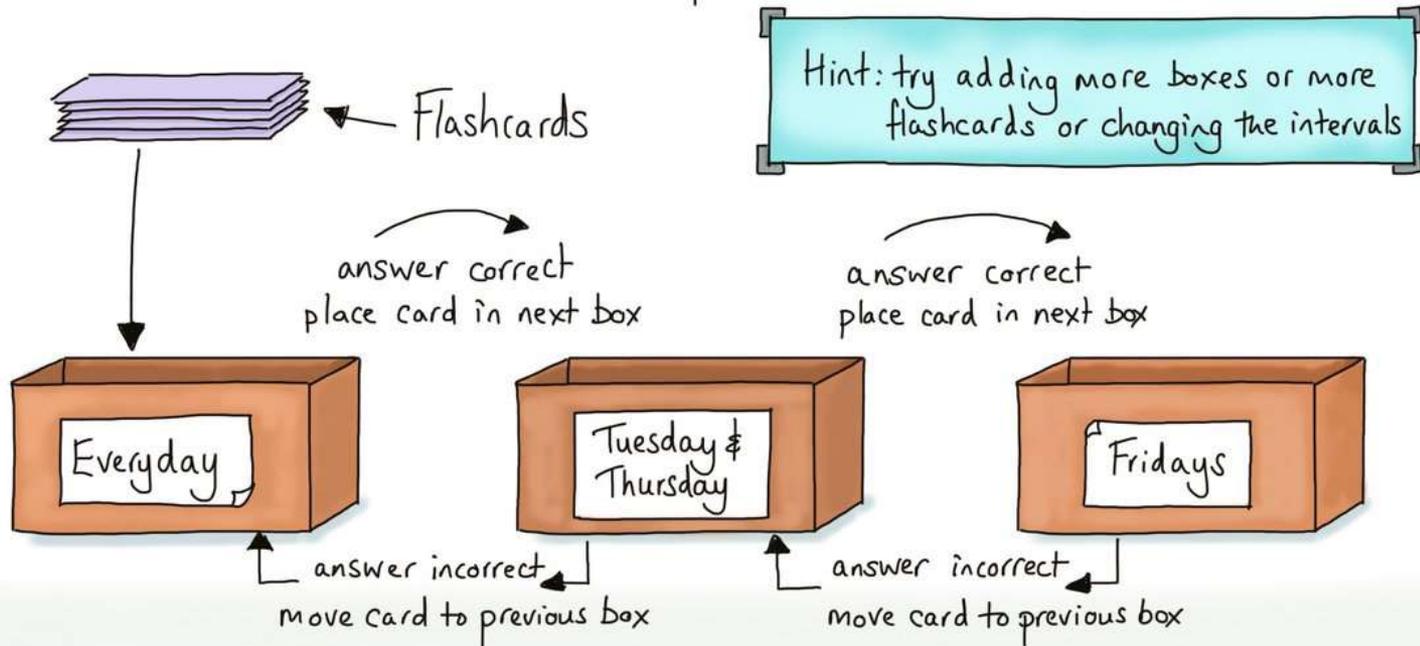


Once flash cards are created, you will need to use them correctly to have an impact. Follow the method below for the best knowledge retention

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LEITNER Flash card method

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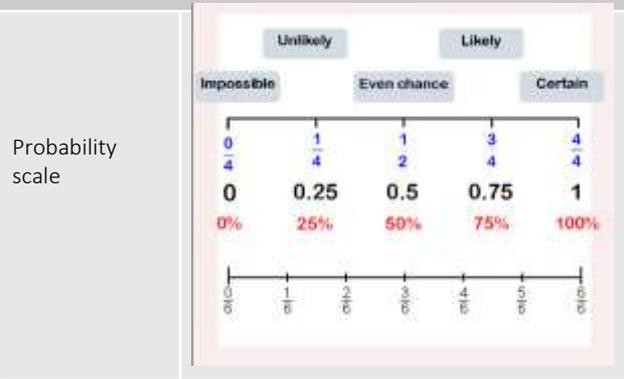
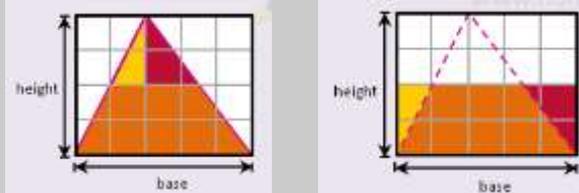


An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

MATHS Year 8 T1 – Geometry and Statistics

Important Ideas

Area of triangle = $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$



Vocabulary

Perimeter	The total distance around the edge of a shape
Trapezium	Quadrilateral with ONE pair of parallel sides
Parallelogram	Quadrilateral with two pairs of parallel sides
Outcome	A possible result from an experiment
Event	More than one outcome
Bias	Built in error that makes actual probability different to expected probability

Q&A

What is the formula for area of trapezium?	$A = \frac{1}{2}h(a + b)$
What do a and b represent?	The pair of parallel sides
Name an event with probability of $\frac{1}{3}$	Landing on a squared number when I roll a die
I roll a dice 80 times, it lands on three 12 times. Calculate the relative frequency of rolling a three.	$\equiv \frac{12}{80} = \frac{3}{20}$

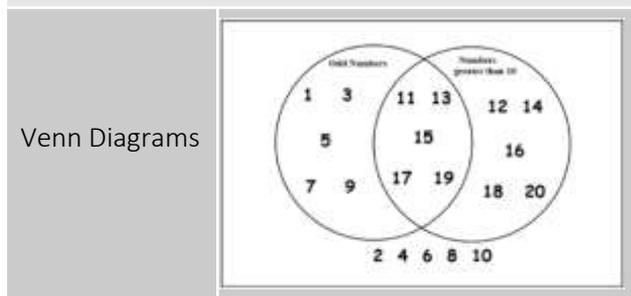
MathsWatch References

G20a-d, G24	Area of 2d & composite shapes
G8b	perimeter
P1	Probability scale
P2a & b	outcomes
P3	Mutually Exclusive Events
P6	Venn diagrams
P7	Relative Frequency

Key Facts & Formula

Area of Parallelogram	Area = base x perpendicular height
Area of Trapezium	 $A = \frac{1}{2}h(a + b)$
Area of Composite Shape	

$$\text{Relative frequency} = \frac{\text{Number of successful trials}}{\text{Total number of trials}}$$



YEAR 8 ENGLISH DYSTOPIA			
1) Dystopia (n) Dystopian (adj)	Relating to an imagined place of state in which everything is unpleasant or bad	22) Despondency (n) Despondent (adj)	Feeling low, sad and dejected
2) Conform (v) Conformity (n)	Behaviour in accordance with socially accepted conventions	23) Anonymous (adj) Anonymity (n)	Having no name
3) Totalitarian (adj) Totalitarianism (n)	A system of government that is centralized and dictatorial	24) Intangible (adj) Intangibility (n)	Unable to be touched, not having a physical presence
4) Subsistence (n) Subservient (adj)	Willingness to obey others without question	25) Nebulous (adj) Nebulousness (n)	Like a cloud, not defined or vague
5) Dehumanisation (n) Dehumanise (v)	To treat someone with a lack of compassion or humanity	26) Overburden (v) Overburdened (adj)	Give someone more pressure and work than they can deal with
6) Propaganda (n)	Misinformation and lies spread by governments to fool their people (fake news)	27) Archetype (n) Archetypal (adj)	A very typical example of something
7) Utopia (n) Utopian (adj)	An imagined place where everything is perfect and pleasant	28) Acquiesce (v) Acquiescent (adj) Acquiescence (n)	To accept something without protest; to do what someone wants
8) Autonomy (n) Autonomous (adj)	Freedom from control or influence; independence	29) Subjugate (v) Subjugation (n)	To bring under domination or control
9) Onerous (adj)	Something that involves a lot of effort	30) Suppress (v) Suppression (n) Suppressed (adj)	To prevent the development of something or to hide or ignore a feeling or desire
10) Collectivism (n) Collectivist (adj)	Giving the group priority over the individual	31) Insignificant (adj) Insignificance (n)	Too small to be worthy of consideration; unimportant
11) Individualism (n) Individualist (adj)	Giving individual people priority over a group	32) innate (adj)	Inborn, natural, within
12) Coerce (v) Coercion (n)	To force someone to do something, perhaps by using threats	33) Trait (n)	Characteristic or qualities
13) Isolate (v) Isolation (n) Isolated (adj)	To be separated from others	34) Nature vs Nurture	Whether people are shaped by their genetics (Nurture) or their environment (nurture) or both.
14) Bereft (adj)	To be sad and lonely	32) Thomas Hobbes	a) Philosopher who wrote Leviathan in 1651 b) Believed that human life was 'solitary, nasty, brutish and short' c) Thought that a benign power was necessary to control people
15) Desolate (adj) Desolation (n)	Feeling or showing great unhappiness	33) John Locke	a) Philosopher who lived from 1632-1704 b) Believed that people are born as a blank slate with no innate characteristics c) Believed that everyone began life equal and free d) Thought that societies should not be ruled by God or Kings
16) Forsake (v) Forsaken (adj)	Abandon or leave	34) 'The Noble Savage'	a) The idea that humans are innately good b) Society corrupts humans and makes them evil and violent
17) Ostracise (v) 18) Ostracisation (n)	To be excluded or left out		
19) Melancholy (n) Melancholic (adj)	A feeling of pensive sadness		
20) Poignant (adj) Poignancy (n)	Evoking a keen sense of sadness		
21) Profound (adj)	Having or showing a great knowledge or insight		

CHAPTER	PLOT	MAIN	CHARACTERS	VOCAB	CONTEXT
1 WHERE ARE WE?	<i>Schoolboys have crash landed on a deserted Island. The reader meets Ralph and Piggy. Piggy has asthma. They find a conch and use it to summon any other survivors. Twins SamnEric, Jack and Simon.</i>	13 RALPH	<i>Largest and most physically powerful. Wants to plan and follow rules. Symbolises: law, government and civil society</i>	OMNISCIENT (F)	AUTHOR: William Golding. Born 1921 in Cornwall England. Brought up to be a scientist by his parents.
				3RD PERSON (F)	
2 FIRE AND BEASTS	<i>The boys focus on short term pleasure and fun. Ralph suggests building a fire to be rescued. Jack just wants to hunt. A boy with a birth mark tells of the beast.</i>	14 PIGGY	<i>Smartest boy but has asthma and is fat so bullied. Has a tendency to lecture and is ridiculed. Symbolises: science and rationality</i>	SCAR	FACTS: Allegorical novel. Protagonist = Ralph. Antagonist = Jack. Point of view = Third Person Omniscient
				CONCH	
3 HUTS & PIGS	<i>Ralph wants to build shelters but only Simon helps whilst the others play and Jack hunts. The fire has been allowed to go out. Simon slips away to meditate</i>	15 JACK	<i>Leader of the hunters. Loves to hunt and kill gets angry when he doesn't get his way. Believes a leader should be obeyed. Symbolises: dominance and power</i>	FLINKED	LITERARY CONTEXT: Post war fiction. Published 1954. Subverts traditional Robinson Crusoe stories. Could be seen as Goldings version of WW11
				CHORISTER	
4 HUNTING & LOST CHANCES	<i>A boat goes past but there is no fire to attract it. Piggy is laughed at for sundials. Jack pants his face and hunts and kills a pig chanting "Kill the Pig. Cut her throat. Spill her blood" Ralph walks away.</i>	16 SIMON	<i>Dreamy, dark haired boy prone to fits. He recognises that the beast is within them. He is unafraid and meditates. Symbolises: Religion and spirituality.</i>	ENORMITY	EVIDENCE
				ALLEGORY (F)	
5 GROUP SPLITS	<i>Ralph calls a meeting, but he and Jack are more apart than ever. There is talk of the beast. Jack just wants to hunt and wont listen to the rules of the conch. Ralph wishes for adults.</i>	17 ROGER	<i>Quiet and intense at first then becomes more evil. He tortures SamnEric and likes to inflict pain. Symbolises: Sadism</i>	IRONY (S)	"Aren't there any grown ups at all?" The fair boy said this solemnly; but then the delight of a realised ambition overcame him.
				FORESHADOW (S)	
6 SOLDIERS & BOULDERS	<i>A dead parachutist floats in to the Island. They think it is a beast. Jack finds a rock and some boulders.</i>	THEMES		GROTESQUE	"But there isn't a beastie" Ralph pushed both hands through his hair and looked at the little boy in mixed amusement and exasperation
				SAVAGE	
7 BEASTS & BOARS	<i>Jack and Ralph continue to clash as they search for the beast. Ralph kills a boar and is flushed with excitement. Roger is almost killed in the reenactment.</i>	HUMAN NATURE		BEAST	Here, invisible yet strong was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law
				CIVILIZATION	
8 SAVAGES RULE	<i>Jack declares himself chief of his own group. Simon meditates alone and leans what the beast is. The savages dance around as they kill a sow.</i>	CIVILIZATION		ABYSS	"Kill the pig! Cut her throat! Spill the blood."
				GARDEN OF EDEN	
9 DEATH OF SIMON	<i>A storm comes and they have no shelter. Simon emerges from the forest and is killed by the other boys who think he is the beast.</i>	SAVAGERY & THE "BEAST"		METAPHORS (L)	What I mean is...Maybe it's only us...
				SADISTIC	
10 ROCKS & GLASSES	<i>Jacks gang have moved to castle rock. Ralph, Piggy and SamnEric remain but cant keep the fire going alone. Jack steals Piggy's glasses whilst the others protect the conch.</i>	THE WEAK & THE STRONG		TORTURE	Taken away its life like a long satisfying drink.
				CAMOUFLAGE	
11 PIGGY IS KILLED	<i>The boys go to castle rock to confront Jack. Piggy is killed by a boulder pushed by Roger. Jack attempts to kill Ralph with a spear. He flees</i>	SYMBOLS/MOTIFS		HEROISM	
				THE ISLAND & THE SCAR	
12 TEARS & RESCUE	<i>SamnEric are tortured into revealing Ralphs hiding place. Jack vows to burn down the forest to find him. The smoke attracts a boat. The officer finds the boys and asks if they are playing at war. All of the boys cry whilst the officer looks back at his ship.</i>	THE LORD OF THE FLIES		LUST	
				THE CONCH	
		PIGGYS GLASSES		BEAST	
				THE OCEAN & ADULTS	
		FIRE			

Year 8 (Science) Reactions of mixtures and compounds

1. All the Elements are listed in the period table.

Periodic Table of the Elements
Physics

Key Atomic Symbol																					
H																	He				
Li	Be															B	C	N	O	F	Ne
Na	Mg															Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr				
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe				
Cs	Ba	La*	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn				
Fr	Ra	Ac*	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg											
The Lanthanides and the Actinides																					
La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu							
Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr							

2. Key words.

Elements are made up of one type of atom.

Atoms are the smallest unit of matter that can't be broken down into anything simpler.

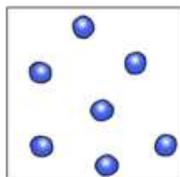
Elements can exist as a collection of separate atoms or atoms bonded as **molecules**.

A **molecule** is two or more atoms bonded together.

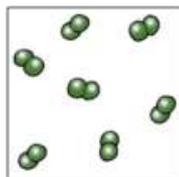
A **compound** is when two or more different elements become chemically combined. A **compound** can only be broken down by a chemical reaction.

A **mixture** is when two or more different elements are in the same space but not chemically combined. A **mixture** can be broken down by a physical reaction.

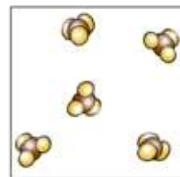
3. The diagrams below show the general arrangement of particles in an element, a compound and a mixture in gas state.



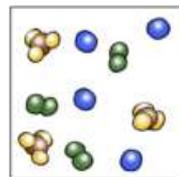
a) Atoms of an element



b) Molecules of an element



c) Molecules of a compound



d) Mixture of elements and a compound

4. Signs of a Chemical reaction:

- Change in temperature takes place.
- A new substance is formed.
- A change in colour may be observed.
- A gas might be produced.
- Difficult to reverse

5. Signs of a Physical reaction:

- No new substance formed.
- Change in temperature.
- A change in shape may be observed.
- A change in size may be observed.
- Easily reversed.

6. Key Words.

Boiling Point – The temperature at which a substance turns from a liquid into a gas

Melting point – The temperature at which a substance turns from a solid into a liquid.

7. Examples

Physical Reaction – Ice Melting

Chemical Reaction – Baking a cake

8. Word Equations for chemical reactions.

8a) Iron + Sulphur -----> Iron sulphate

8b) Iron + Copper Sulphate -----> Iron Sulphate + Copper

8c) Magnesium + hydrochloric -----> Magnesium Chloride + Carbon Dioxide + Water

9. Symbol Equations for chemical reactions.

9a) $\text{Fe}_{(s)} + \text{S}_{2(g)} \text{-----} \rightarrow \text{FeS}_{(s)}$

9b) $2\text{Na}_{(s)} + \text{CuSO}_{4(aq)} \text{-----} \rightarrow \text{Na}_2\text{SO}_{4(aq)} + \text{Cu}_{(s)}$

9c) $\text{MgCO}_{3(s)} + \text{HCl}_{(aq)} \text{-----} \rightarrow \text{MgCl}_{2(aq)} + \text{CO}_{2(g)} + \text{H}_2\text{O}_{(l)}$

10. Balanced Symbol Equations for chemical reactions.

10a) $2\text{Fe}_{(s)} + \text{S}_{2(g)} \text{-----} \rightarrow 2\text{FeS}_{(s)}$

10b) $2\text{Na}_{(s)} + \text{CuSO}_{4(aq)} \text{-----} \rightarrow \text{Na}_2\text{SO}_{4(aq)} + \text{Cu}_{(s)}$

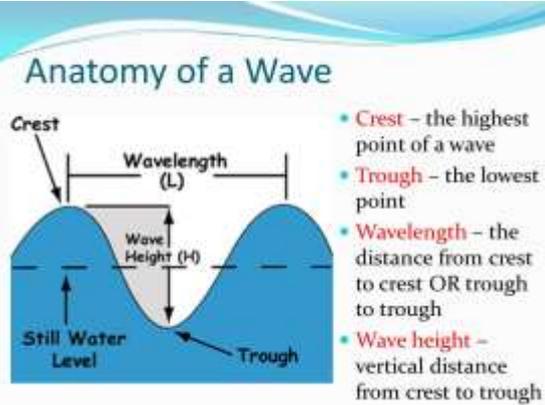
10c) $\text{MgCO}_{3(s)} + 2\text{HCl}_{(aq)} \text{-----} \rightarrow \text{MgCl}_{2(aq)} + \text{CO}_{2(g)} + \text{H}_2\text{O}_{(l)}$

Geography

Coasts

Year 8

No.	Key Term	Definition
1	Erosion	The breaking down of material
2	Transportation	The movement of material such as rock .
3	Hydraulic Action	The force of the water pushes air into a crack causing it to erode.
4	Abrasion	The scratching and scraping of cliffs causing them to erode.
5	Weathering	The physical, biological and chemical breaking down of rock
6	Swash	The forward movement of waves
7	Backwash	The backward movement of waves
8	Concordant coastline	When the strata (layers of rock) are parallel to the coast.
9	Discordant coastline	When the strata (layers of rock) are at right angles to the coast.
10	Longshore Drift	The zigzag movement of material down the beach.
11	Hard engineering	Expensive, long lasting and solid constructions to slow coastal erosion.
12	Soft Engineering	Cheap natural solutions to slow erosion such as beach replenishment (putting sand on the beach).
13	Terminal groyne syndrome	When groyne prevent beaches forming further down the coast.

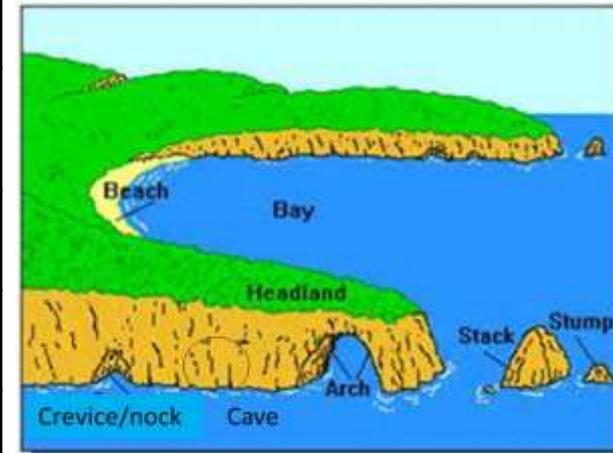


14. The strength of a wave depends on 3 factors.

1. Wind strength
2. Wind duration (how long it has been windy)
3. Fetch (distance the wave has travelled)

No.	Construction of a stump	
15	Nock/ Crevice	Hydraulic Action and abrasion will erode a weakness in the rock.
16	Cave	Marine processes will cause the nock to get wider forming a cave.
17	Arch	Marine processes will erode through the cave forming an arch.
18	Stack and stump	The heavy rock above the arch will be eroded by weathering and the base by marine processes. Eventually it will collapse leaving behind a stack. Abrasion will erode the foot of the stack and it will collapse to a stump

No.	Case Study+ Barton-On-Sea	
19	Location	Christchurch Bay, Dorset, Southern England.
20	Rate of erosion	2 meters a day without any management
21	Geology	Limestone, sands and clay
22	Hold the line	Using hard engineering techniques to prevent further erosion.
23	Strategic Realignment	Gradually let the coast erode; allows people time to relocate.
24	Do nothing	Take no action at all and let nature takes it's course
25	Advance the line	Use sea defenses to move the coast further into the sea. It is extremely expensive.
26	Beach replenishment	Placing sand back onto the beach so the energy of waves is dissipated



Year 8 History T1 knowledge organiser- World War Two 1939-1945

1	Appeasement	giving in to someone's demands as far as is reasonably possible to avoid conflict.
2	USSR	Communist Russia led by Josef Stalin
3	Foreign Policy	a government's strategy for dealing with other countries.
4	Blitzkrieg	"Lightning war," <i>blitzkrieg</i> is a military tactic designed to use fast, mobile units to break through the weak points in the enemy defence. It is all about power and speed.
5	Turning Point	a time at which a major change in a situation or event occurs, especially one with beneficial results
6	Rearmament	The process of rebuilding and expanding the armed forces.
7	Treaty	A formal agreement between states or countries.

8. Causes of WWII- Hitler's foreign policy?

Remilitarisation of The Rhineland - 7 March 1936 the German military forces entered the Rhineland. The remilitarization changed the balance of power in Europe from France towards Germany, and made it possible for Germany to pursue a policy of aggression in Eastern Europe.

Anschluss with Austria - March 1938. Hitler wanted all German-speaking nations in Europe to be a part of Germany. To this end, he had designs on re-uniting Germany with his native homeland, **Austria**.

Sudetenland and Czechoslovakia – Hitler caused unrest in the area, like Austria, in September 1938. He finally invaded the area, heavily populated by Germans, in March 1939.

Poland - Hitler and Stalin allied and signed the secret Nazi-Soviet pact which divided Poland between the two.

9. Causes of WWII- Appeasement

For appeasement	Against appeasement
<ul style="list-style-type: none"> -Germany deserved a fair deal -Britain needed time -The British people had to want war - Fear of another war -Fear of Communism 	<ul style="list-style-type: none"> -It encouraged Hitler -Germany was growing stronger -Munich agreement was a disaster -Appeasement scared the USSR Hitler was determined

10. Key dates leading to WWII

Jan 1933- Hitler became Chancellor –began big **rearmament** programme

Mar 1934- Hitler introduced military **conscription** –breaking terms of ToV.

Mar 1938- 99.75% of Austrians voted to unite with Germany.

Sept 1938- Munich Agreement: Br, Ger, Fr and It decided to appease Hitler

Oct 1938- Hitler's troops marched into Sudetenland.

Mar 1939- Hitler's troops invaded the rest of Czechoslovakia

Aug 1939- Hitler and Stalin sign the **Nazi Soviet Pact**.

Sept 1939- German army invaded Poland.

3 Sept 1939- Chamberlain declared that Br and Ger were at war.

11. Was Dunkirk a success or failure for Britain?

'Dunkirk was a success!!!'	'Dunkirk was a failure!!!'
<ul style="list-style-type: none"> -338,000 British (BEF) & French troops evacuated from Dunkirk (target 50,000) -860 Naval & privately owned vessels carried troops to Dover & south coast. -Churchill praised Dunkirk as a success and used it to rally the British public - Churchill '<i>we shall fight them on the beaches</i> speech' was about Dunkirk. 	<ul style="list-style-type: none"> -68,000 BEF casualties. -1,200 field guns, 1,250 anti-aircraft guns, 11,000 machine guns, 75,000 vehicles abandoned (incl.475 tanks). -Germans fully expected GB to make peace -Hitler didn't want war with Britain -Hitler respected their Empire

The Battle of Britain- Aug- Sep 1940

In May 1940, Germany invaded France. The French and British armies **were overpowered by the German blitzkrieg**.

The German plan? - For Blitzkrieg to work, the **Luftwaffe** (The German air force) had to **destroy the RAF**, to prevent it shooting at German troops who were supposed to land in Britain.

The results of the Battle

Germans were unsuccessful and the plan of full scale landing on British Isles was called off in favour of heavy bombing of civilian and strategic targets to force British surrender. This change of tactics came in **September of 1940**. the bombing campaign is called **Blitz**.

Operation Barbarossa

- In June 1941, the war was going well for Hitler and the German army seemed impossible to defeat
- Invading the USSR seemed like a good **gamble** - the Soviet army appeared much weaker than the French, which had been defeated in 7 weeks and Germany controlled most of continental Europe.

- Hitler's ambition in life was to defeat communism, he also wanted the land of the USSR for 'lebensraum' and the people for slave labour. **Tactics:** Take over the USSR as quickly as possible using 'Blitzkreig' tactics.

Reasons for German Defeat

- The deeper into Soviet territory Germans moved the more stretched the communication and supply lines. The risk of getting cut off was significant.

- The operation continued through the autumn and into the winter. German soldiers- not prepared for Russian winter.

- The winter of 1941 was very harsh, deep snow prevented supplies from ever reaching German army, their vehicles were getting stuck, soldiers were starving and freezing.

- Joseph Stalin adopted strategy of **scorched earth**. This meant that all towns and villages along the German path were evacuated to the east taking all the supplies with them. this left Germans in control of an empty land.

- Russians** were fighting to protect their homes and their homeland so were more committed to the fight.

Pearl Harbour and United States joining WWII.

On 7th of December 1941

Japan, one of German

allies unexpectedly

attacked an American

naval base in Hawaii. As a

consequence United

States declared war on

Japan and, bound by its

alliance agreement,

Germany **declared war on**

United States.

The A-bomb attack on Hiroshima and Nagasaki.

6th of August of 1945 the United States launched an atomic bomb on Hiroshima, a large Japanese city. Three days later an similar attack took place in another large city called Nagasaki. The first attack took 140,000 lives, the second another 40,000 with the additional 100,000 victims who died later because of radiation poisoning.

Why the A-bomb?

- The United States wanted to force Japan's surrender as quickly as possible to minimise American casualties and the American government that they need to show their strength to scare Soviet Union from starting an open conflict.

- American government wanted to field test A-bomb as a new type of weapon as its inventors did not fully understand its impact.

- The brutality of Japanese in Asia and in their attack on Pearl Harbour caused a feeling of wanting revenge.

Key Terms:

Procreation – To have sex and produce children.

Cohabitation - Living together in a sexual relationship but without legalising the union through marriage.

Marriage – The legal union of a man and a woman or a same-sex couple.

Adultery – voluntary sexual intercourse between a married person and a person who is not their spouse.

Abstinence - Choosing to restrain oneself from doing something, for example, having sex or eating food (fasting).

Homosexuality – Sexual attraction to members of the same sex.

Heterosexuality -Sexual attraction to members of the opposite sex.

Promiscuity - Sexual relations with multiple partners on a casual basis.

Sanctity of Marriage - The idea that marriage has a special significance as a holy gift of God.

Faithfulness - Not having a sexual relationship with anyone other than a partner.

Sacrament – is a rite of passage or ceremony where the grace and the power of God can be received. Protestant communities refer to the sacraments of Baptism and Eucharist as ordinances.

Rites of Passage - Events marking key stages in the life of a Christian.

Source of Wisdom and Authority:

Marriage – Therefore what God has joined together, let no man separate. (**Mark 10:6-9**)

Adultery – You should not commit adultery. (**Exodus 20:14**)

God bless them and said to them, ‘Be fruitful and increase in number; fill the earth and subdue it’. (**Genesis 1:28**)

Flee from sexual immorality. All other sins a person commits are outside the body, but whoever sins sexually, sins against their own body. Do you not know that your bodies are temples of the Holy Spirit.. Therefore honour God with your bodies. – (**1 Corinthians 6:18-20**)

1 Corinthians 6:18-20 – can be interpreted to mean that the body is sacred and sexual relationship should not be abuses, or that a sexual relationship is a way of honouring the body, with sex being a gift from God.

Stewardship: The Lord God took the man and put him in the Garden of Eden to work it and take care of it. (**Genesis 2:15**)

What do Christians believe about rituals of life?**4. Ethics and relationships in Christianity – Christian views of sex and sexuality**
The nature and importance of sexual relationships in Christianity:

Christians believe sex is a gift from God intended for procreation, therefore they believe that sex should take place only within marriage. They believe that sex is an important way for man and woman to show commitment to each other. All forms of sexual activity are forbidden outside of marriage.

Marriage is an important rite of passage in Christianity. For Christians, marriage is traditionally accepted as being between man and a woman, and is seen as the correct context in which to have sexual relationship and children.

Sexual relationship in the Bible:

- Casual relationships are wrong – marriage is intended for sexual relationships.
- Adultery is forbidden in the Ten Commandments, which are rules from God.
- Married couples should be faithful to each other as spoken in the marriage vows.
- St Paul in the Bible condemns homosexual acts, stating that they are ‘shameful’.
- Being sexually pure is advised, and many Christians take a vow of chastity before marriage.

4a. Similar and different Christian views and attitudes to marriage:**Christians beliefs about marriage**

- Most Christians believe marriage is a sacrament – a ceremony in which God is involved. Vows, such as being faithful, are made between the man and woman and also to God, showing marriage is sacred and binding.
- Marriage is believed to be a gift from God – it is part of God’s plan for men and women to live together as stated in the Bible.
- Marriage is seen to provide security and a stable environment for children to be raised as Christians.
- Although marriage is important, some Christians believe that God doesn’t want everyone to be married. Jesus himself wasn’t married and some Christians believe they have a vocation from God (for example, being a monk or nun) where marriage is not a requirement.

4b. Similar and different attitudes to sex and sexuality:

Christians hold some key beliefs about sexual relationships, including the belief that a sexual relationship should only take place between a man and a woman who are married to each other.

Alternative Christian views of sexual relationships:

Some Christians believe that, in modern society, some ideas about sexual relationships are outdated. They believe that love is important and should be celebrated in whatever form it occurs. This may allow them to accept cohabitating couples who have a sexual relationship as well as homosexual couples who are in a permanent and stable relationship.

5. Christian attitudes to rights and responsibilities, global issues and interfaith dialogue – Christian beliefs about their responsibility to care for the elderly in their families and community:

Today’s natural world faces many threats, often from humans.

Threats in the world – The world today is being damaged by pollution, global warming and humanity’s excessive use of natural resources. Many animals species are threatened with extinction, while the world’s fast-growing human population is becoming unsustainable.

Christian responses:

1. the Bible teaches that we should care for the world
2. Christians see the world as a sacred gift from God
3. Christianity teaches that human will be judge after death on how they treated the Earth
4. God gave human the responsibility of stewardship of the Earth – caring for it for future generations.

The purpose of the family – Christians believe the family was God’s intention for humans when he created them.

6. Christian beliefs about religion and science – Body and Spirit:

Religion and science ask different kind of questions about the universe and its origins. Most Christians embrace scientific discoveries but in ways that differ according to Christian denomination. Christians believe that God took human form as Jesus Christ and that God is present today through the work of the Holy Spirit and evident in the actions of believers.

6a. Rituals of life and death, including burial, according to Christianity:

All Christians believe there is an afterlife for those who believe in God. Eschatology is the word used for ‘end times’. It can refer to the end of human life or the end of the world.

Funeral Services for Christians are typically held in the church they were affiliated with, and the focus of the service is usually on their religious life. During most Christian funerals, there is a sermon, prayer, reading of Scripture and singing hymns. It is also common for a eulogy or funeral resolution to be read that details the religious life of the deceased. A wake is sometimes held prior to the start of a funeral service. This is a time when close family members come together to view the body and offer support to one another in their time of loss.

A Catholic funeral is slightly different and can be with or without Mass:

Burial Customs - Christians are typically buried in consecrated ground, which is an area that has been blessed or a cemetery where other Christians are buried. In the past, Christians were encouraged not to be cremated but to imitate Jesus' burial in the tomb. However, most Christian denominations now accept cremation as an option.

6b. Similarities and differences of belief between faiths:

Resurrection – Christians believe that death is not end. They believe that the resurrection of Jesus – when he came back to life from the dead – proves life after death.

The Soul – Death is only the end of the body; the soul is immortal.

- Souls that have been saved either go to heaven or to **purgatory** (which is the Catholic idea of a ‘waiting room’, where souls go to be cleansed before entering heaven).
- Souls that have not achieved salvation will go to hell.

Judgement – Christian accept God is just and it is God who will decide the destination of every human’s soul after death. They believe that Jesus is also involved in judgement and will offer every human the opportunity of salvation. Those who refuse will face the ‘Last Judgement’.

Heaven – Heaven is mentioned in the Bible, yet it is rarely described. Some Christians believe heaven is a physical place, but most think it is a spiritual state of being united with God. The Bible teaches there is no sin, sadness or suffering in heaven.

Year 7 – T1 – Physical Education – Athletics

Athletics is made up of 3 disciplines; track (running), throwing and jumping.

Section 1 - Track events include; sprints (100m, 200m, 300m), middle distance (800m, 1500m) and relays.

Sprints:

The most important aspect of a sprint is the start (known as a sprint start) as a poor start can lead to the rest of the runners getting past you.

It is also important that you consider:

- Leg action (driving forward),
- Arm action (powering forward),
- Upright posture.

Middle distance running:

When running a middle or long distance event it is essential to **pace** yourself. This means not sprinting off but running or jogging at a constant speed for the duration of the event.

Sprinting technique:



**100m
record =
9.58secs!**

Record breaking!

	Girls	Boys
100m	11:82	10:80
200m	23:74	22:13
300m	40:35	35:41
800m	02:08:08	01:56:00
1500m	04:29:09	04:04:20
High jump	1.81m	1.97m
Discus	42.06m	55.29m
Shotput	14.34m	18.03m
Javelin	44.81m	65.26m

Section 2 - Throwing events include; discus, javelin, shotput.

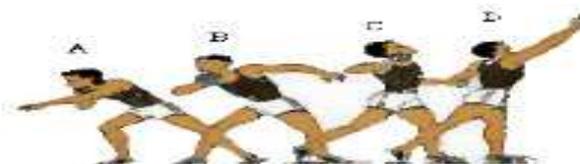
Discus:



Javelin:



Shotput:



Teaching points:

Discus: wide stance, hand on top, spread fingers, swing arm back, release high.
Javelin: stand side on, fully extend arm behind, bring arm forward, transfer weight.
Shotput: stand die on; dirty fingers, clean palm, shot starts in neck and **pushes** through.

Section 3: High jump (scissor kick vs fosbury flop)



Questions:

1. Name the 3 disciplines in athletics and give an example.
2. What is essential in middle and long distance running and what does this mean?
3. Explain what is happening in the diagrams for discus, shotput, javelin.
4. Explain the sprinting technique diagram above.
5. What is the world record for 100m?

Guitar Tab

What is Guitar Tab?

- Tab or tablature is a way of notating or writing down music.
- It shows a graphic representation of the strings and frets on the guitar fretboard.
- Each note is indicated by placing a number, which indicates the fret to play, on the appropriate string.

The Lines

- When reading guitar tab you will see six lines.
- The thickest string on the guitar or bass is the one nearest your chin, with the thinnest string being the closest to the floor.

The Numbers

- The numbers show which **fret** to play – where the number is written will show which string is to be played.
- Frets are the metal strips that run across the fretboard.

Drum Tab

What is Drum Tab?

- When reading drum tab you will see five lines (like the normal staff).
- Instead of having different notes on the staff, each place is a different part of the drum kit.

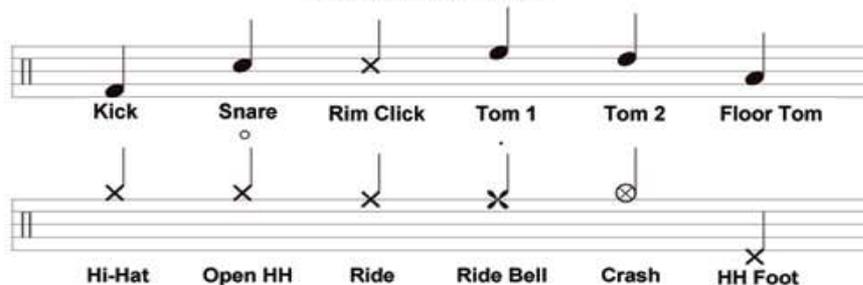
The note heads

- The numbers show which **fret** to play – where the number is written will show which string is to be played.
- Frets are the metal strips that run across the fretboard.

KEYWORDS

1- Melody – The main tune of a song, often sung.	6- Arrangement – the order/structure you choose to play a piece of music
2- Chord – 2 or more notes played simultaneously.	7- Balance – ensuring each part and instrument can be heard, with the main parts playing out.
3- Bassline – the bottom part of a song, played in the bass.	8- Rhythm – a) the combination of different note durations in a piece. b) The instruments that keep the pulse of a song.
4- Riff – a repeated pattern	9- Verse – the parts of a song that change lyrics, telling the story, that precedes a chorus.
5- Hook – a musical idea, often a short riff, passage, or phrase, that is used in popular music to make a song appealing and to "catch the ear of the listener".	10- Chorus – the repeating section of a song, usually following a verse, which sums up the theme of the song.

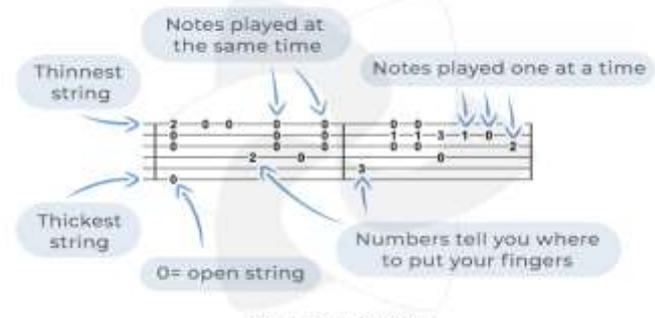
NOTATION KEY



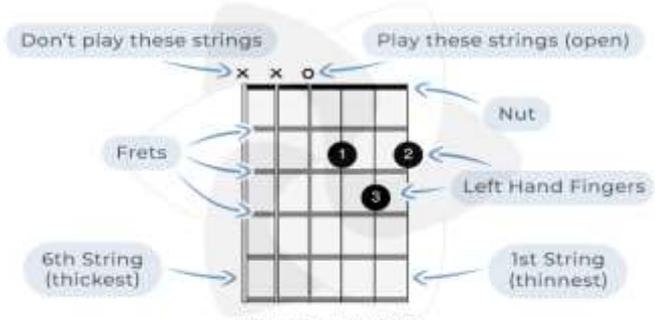
Year 8 Music - T1: Band Skills

7

READING TAB



READING CHORD BOXES



Art Year 8 – Proportion and masks

A. Key Terms

Keyword	Description
1. Proportion	the comparative measurements or size of different parts of a whole.
2. Scale	a ratio of size in a map, model, drawing, or plan.
3. Tonal range	Tone in an artistic context refers to the light and dark values used to render a realistic object, or to create an abstract composition. When using pastel, an artist may often use a colored paper support, using areas of pigment to define lights and darks, while leaving the bare support to show through as the mid-tone .
4. Costume	a set of clothes in a style typical of a particular country or historical period.
5. Distort	pull or twist out of shape.
6. Emphasize	Emphasis is defined as an area or object within the artwork that draws attention and becomes a focal point.
7. Develop	Improve your idea or design

B. Command Words

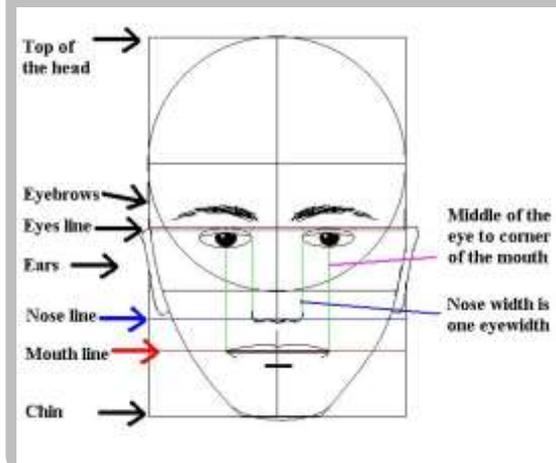
Keyword	Description
8. Study	To examine, consider, investigate, research and show an in-depth understanding of what you have found or experienced.
9. Explore	To investigate, examine and look into with an open mind about what might be found and developed.
10. Create	To conceive, make, craft or design something new or invent something.
11. Analyse	To examine in depth, study thoroughly, question, investigate and consider your own opinion or visual investigation of something

D. Technique based vocabulary

Keyword	Description
12. Papier-mâché	Papier-mâché is a composite material consisting of paper pieces or pulp, sometimes reinforced with textiles, bound with an adhesive, such as glue, starch, or wallpaper paste.
13. Prime	In painting, priming is coating a material in a protective layer of a neutral colour to prepare the surface for the final design.
14. Media	The material and method used to produce a piece of art.
15. Layer	a sheet, quantity, or thickness of material, typically one of several, covering a surface or body.

C. Proportion

18. You must be able to label the proportions on a figure correctly. Revise using the diagram below.



E. Jing Ju Chinese opera masks



E1: Jing ju or Peking opera is a Chinese form of theatre

E2. Masks and face paint are used to show different characters

E3. Each colour shows a specific personality trait.

E4. Bold patterns are used so that the audience can see the characters emotion.

Year 8 – Cooking and Nutrition - Unit 2

	Definition	Keyword
1	Dry heat is applied to a starchy product and the molecules on the surface break down and change colour to brown	Dextrinisation
2	When sugars melt at high heat to change colour to a shade of brown and release sweetness	Caramlisation
3	A protein found in wheat flours, that makes the dough elastic	Gluten
4	An intolerance to Gluten which causes the inflammation of the intestine walls and damage them making nutrient absorption more difficult for the body	Coeliac disease
5	Releases when starch is heated and enables sauces to thicken	Amylase
6	The unravelling of the bonds that hold amino acids together in proteins, and the creation of a different structure of amino acids	Denature
7	The thickness of a liquid	Viscosity
8	When starch particles swell and burst, thickening a liquid	Gelatinisation
9	A yellowy, high-protein wheat that is grown especially for making pasta	Durum wheat
10	The process which separates the different parts of the grain	Milling
11	A coarse-ground flour which comes from wheat	Semolina
12	The whole seed in its natural state, none of the layers have been removed	Whole grain
13	Products which does not have any wheat, rye, barley and sometimes oats	Gluten - free
14	'Firm to the bite' describes the texture of pasta	Al dente
15	When extra vitamins and minerals are added to a food	Fortification
16	Changing raw foods to make them ready to eat or cook, or prepare them as ingredient for other food products	Primary food processing
17	The fragments of grain husks that are separated from flour after milling which can reduce nutritional value	Bran
18	The main part of the grain, a starch and protein supply	Endosperm
19	A carbohydrate made from two sugars molecules	Disaccharide
20	The keyword for how much of the original wheat grain is in the flour and used in products	Extraction Rate
21	A chemical breakdown of sugar to acid, gas or alcohol by bacteria, yeasts or other microorganisms	Fermentation
22	When bread is left to rest in a warm, damp environment to enable fermentation	Proving
23	Part of the grain which provides fat and B vitamins, it is also used to grow new plants	Germ
24	The two names of the proteins which form gluten. They are kneaded and stretched in the production of bread.	Glutenin and Gliadin
25	The impact of carbohydrate food on the blood sugar levels	Glycaemic index
26	The process of gathering or reaping crops	Harvesting
27	Fibre which the body can not absorb	Insoluble fibre
28	To re-knead the dough which knocks out some of the carbon dioxide allowing the yeast to produce more carbon dioxide	Knocks back
29	A method of making pastry where alternative layers of dough and butter are pressed together	Lamination
30	A simple sugar made of small molecules that are easily digested	Monosaccharide
31	The place in which something is derived. Where food comes from	Origin
32	The ability of a fat to produce a characteristic crumbly texture to bakes products, partly pastry	Shortening
33	A polysaccharide and a complex carbohydrate	Starch
34	A type of flour with the highest gluten content	Strong flour
35	When primary food is changed or converted into an ingredient which can then be used to make a food product	Secondary processing
36	Refers to bread, cake and biscuits made without raising agents	Unleavened
37	Contains just the endosperm, the bran and the germ have been removed	White flour
38	A microorganism belonging to the fungi family, made up of single oval cells that reproduce by budding, this means they multiply and the one cell divides into two	Yeast
39	Tiny black bugs that can live and breed in flour	Weevils

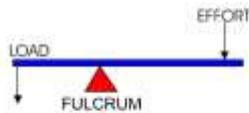
Levers

Levers are used to lift heavy weights with the least amount of effort. In the example opposite, the heavy weight on the left hand side is been lifted by the person because of the lever. The longer the 'rod' the easier it is to lift the weight. Under normal circumstances the person would not be able to lift the weight at all. The *fulcrum* is the place where the rod *pivots* (or rotates).

The *load* is the scientific name for the weight. The *effort* is quite simply the amount of effort used to push down on the rod in order to move the weight.

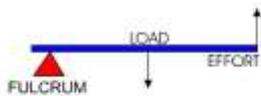
Types of lever

CLASS ONE



The workman uses a trolley to move the large packing case. The fulcrum is the wheel.

CLASS TWO



The gardener uses a wheel barrow to lift tools and garden waste. The load is in the centre of the barrow

CLASS THREE



The fisherman catches the 'fish' which becomes the load at the end of the lever.

The science of elasticity, energy and rubber

Energy is a great subject in science. It covers so many things and I have many other aspects that I hope to share with you soon but one thing that explains energy so well is a simple rubber band; it can demonstrate elasticity, kinetic energy and potential energy and it great to use in some really cool experiments. Here are just a few short facts on the topic.

What is Elasticity?

Elasticity is the ability of an object to return to its original size and shape after it has been stretched or squeezed.

When we pull an elastic object we are applying a force on it called a stress. If we apply too much stress to an object it will eventually reach a limit called its **elastic limit**.



When an object is pulled beyond its elastic limit it cannot return to its original shape.

All objects will eventually lose their elasticity due to wear and tear, friction and stress.

Potential and Kinetic Energy

Potential energy is energy stored within something. Kinetic energy is energy in motion. When we use force to stretch an elastic object, such as an elastic band we are filling it with potential energy. When we let go of the rubber band and it springs back to its original shape, the energy released is Kinetic Energy.

Hooke's law

Extension and compression

Extension happens when an object increases in length, and compression happens when it decreases in length. The extension of an elastic object, such as a spring, is described by Hooke's law:

force = spring constant \times extension

This is when:

force (F) is measured in newtons (N)

spring constant (k) is measured in newtons per metre (N/m)

extension (e), or increase in length, is measured in metres (m)



Year Eight :DRAMA: Elements of Brechtian theatre.

Multi-roling	Performers play more than one character which can be differentiated by changes in movement, posture, gesture, body language, facial expression and voice.	Placards	Often used to give the audience additional information to deepen their understanding and offer them extra information about what they are seeing.
Split roles:	Where more than one performer plays the same character eg four different playing Macbeth to show different sides to his characters.	Singing and dancing	Used to make it clear to the audience that what they are watching is not real life- the style of the singing and dancing should not be polished as in the West End.
Set, costume, props and lighting	Simple in Brechtian theatre-obvious and functional.	Spas	Meaning 'FUN' - Brecht wanted audiences to think about what they were watching and he realised that comedy and satire was an effective way to do this.
Narration	To tell the audience what is going to happen or give scenes a title. Stops the audience feeling emotional about the action if they know what is going to happen.	Montage	Using images and sounds to distort or challenge conventional views of events, issues or situations.
Direct Address	This breaks the fourth wall and has the actors speaking directly to the audience so it stops the illusion of reality.	Satire	Uses humour and sarcasm to expose and mock somebody else's failings.
Coming out of character	Where a performer comes out of a character or role in the middle of a scene to explain what is happening or how they are feeling.	Gestus	Clearly defined gesture or movement performed by the character to demonstrate the essence of the character.
Speaking the stage directions	Used in rehearsals.	Epic theatre	About an event-tries to get the audience to change their mind about something and/or take action about a social injustice they see.

Semaine 1

Le concours de talents • The talent contest

Mon/Notre talent, c'est ...	<i>My/Our talent is ...</i>
chanter	<i>singing</i>
danser	<i>dancing</i>
être pom-pom girl	<i>being a cheerleader</i>
faire de la magie	<i>doing magic</i>
jouer du piano/violon	<i>playing the piano/violin</i>
jouer de la guitare (électrique)	<i>playing the (electric) guitar</i>
Je veux être ...	<i>I want to be ...</i>
chanteur/chanteuse	<i>a singer</i>
danseur/danseuse	<i>a dancer</i>
guitariste	<i>a guitar player</i>
musicien/musicienne	<i>a musician</i>
magicien/magicienne	<i>a magician</i>
Je veux gagner le concours.	<i>I want to win the contest.</i>
J'ai déjà gagné un concours.	<i>I've already won a contest.</i>
un candidat/ une candidate	<i>a contestant</i>
célèbre	<i>famous</i>
une célébrité	<i>a celebrity</i>
une vedette	<i>a (TV/film/music) star</i>
participer (au concours)	<i>to take part (in the contest)</i>

Semaine 3

Donner des instructions et conseils • Giving instructions and advice

Chante plus fort!	<i>Sing louder!</i>
Enlève ton blouson!	<i>Take off your jacket!</i>
Éteins ton portable!	<i>Switch off your mobile phone!</i>
Fais plus d'efforts!	<i>Make more of an effort!</i>
Jette ton chewing-gum!	<i>Throw away your chewing gum!</i>
Regarde la caméra!	<i>Look at the camera!</i>
Souris!	<i>Smile!</i>
Réveille-toi!	<i>Wake up!</i>
Ne fais pas ça!	<i>Don't do that!</i>
N'oublie pas ta casquette!	<i>Don't forget your cap!</i>
Change ton attitude!	<i>Change your attitude!</i>

Semaine 2

Se préparer pour le concours • Getting ready for the contest

Je/Tu dois ...	<i>I/You must ...</i>
remplir la fiche d'inscription	<i>fill in the application form</i>
participer au concours	<i>take part in the contest</i>
faire un clip vidéo	<i>make a video clip</i>
répéter tous les jours	<i>rehearse every day</i>
aller à l'audition	<i>go to the audition</i>
avoir confiance en moi/toi	<i>be confident</i>
Je/Tu peux .../On peut ...	<i>I/You can .../We can ...</i>
répéter chez moi/toi	<i>rehearse at my/your place</i>
faire du babysitting	<i>babysit</i>
Je ne peux pas.	<i>I can't.</i>
Si, tu peux!	<i>Yes, you can!</i>
Je vais t'aider.	<i>I'll help you.</i>
Je dois faire mes devoirs./J'ai trop de devoirs.	<i>I must do my homework./I've got too much homework.</i>
Je n'ai pas de caméra.	<i>I don't have a camcorder.</i>

Semaine 4

Qui est le meilleur? • Who's the best?

Je pense que/qu' ...	<i>I think that ...</i>
Il/Elle est ...	<i>He/She is ...</i>
le/la plus ...	<i>the most ...</i>
le/la moins ...	<i>the least ...</i>
ambitieux/ambitieuse	<i>ambitious</i>
arrogant(e)	<i>arrogant</i>
beau/belle	<i>good-looking</i>
modeste	<i>modest</i>
passionné(e)	<i>passionate</i>
professionnel(le)	<i>professional</i>
sûr de lui/sûre d'elle	<i>confident</i>
travailleur/travailleuse	<i>hard-working</i>
le meilleur/la meilleure	<i>the best</i>
Il/Elle a ...	<i>He/She has ...</i>
le plus de talent	<i>the most talent</i>
la plus belle voix	<i>the nicest voice</i>
Il/Elle a chanté faux/juste.	<i>He/She sang off key/ in tune.</i>

Semaine 5

Les rêves et les ambitions • Dreams and ambitions

J'aime gagner.	<i>I like winning.</i>
Je dois gagner.	<i>I must win.</i>
Je peux gagner.	<i>I can win.</i>
Je veux gagner.	<i>I want to win.</i>
Je voudrais gagner.	<i>I'd like to win.</i>
Je vais gagner.	<i>I'm going to win.</i>
le gagnant/la gagnante	<i>the winner</i>
un jour	<i>one day</i>
content(e)	<i>happy</i>

Semaine 7

Les mots essentiels • High-frequency words

déjà	<i>already</i>
si	<i>if</i>
si	<i>yes (when contradicting someone)</i>
Tu as raison.	<i>You're right.</i>
Tu as tort.	<i>You're wrong.</i>
D'accord?	<i>OK?</i>
plus	<i>more</i>
moins	<i>less</i>
À mon avis, ...	<i>In my opinion, ...</i>
Pour moi, ...	<i>For me, ...</i>

Semaine 6

Special Test : you will only translate from English into French. Revise the spelling of all vocabulary learnt in Trinity 1.

Y8 Spanish T1

Trinity 2 – VivaLibro2– Mod5 Vocabulary Operacion Verano

Semana 1

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

Semana 2

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

Semana 3

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

Semana 4

¿Dónde está...? Where is...?	
la catedral	the cathedral
la estación de tren	the railway station
el minigolf	the minigolf
el parque de atracciones	the theme park
el parque acuático	the water park
la pista de karting	the go-kart track
Dobla a la izquierda.	Turn left.
Toma la primera a la derecha.	Take the first on the right.
Toma la segunda a la izquierda.	Take the second on the left.
Cruza la plaza.	Cross the square.

Semana 5

el zoo	the zoo	Está a la derecha.	It's on the right.
Sigue todo recto.	Keep straight on.	Está a la izquierda.	It's on the left.
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...

Semana 6

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

Palabras muy frecuentes		High-frequency words	
bastante	quite	está	it is
donde	where	muy	very
esta/este	this	también	also, too

Special Test : you will only translate from English into Spanish
Revise the spelling of all vocabulary learnt in Lent 2.

Assessments: Speaking and Listening