Haggerston School

Year 8 Knowledge Organiser Term 1 2023/2024

Aspiration Creativity Character

Knowledge Organiser - Guidance

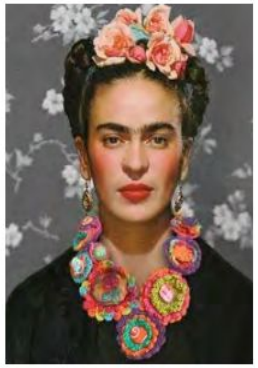
- You must bring your Knowledge Planner to school every day in your school bag.
- You should place your Knowledge Planner on your desk at the start of every lesson so that you can refer to it when instructed by your teacher.
- If you lose your Knowledge Planner, you will need to purchase a replacement one from Student Services.
- In the Study Centre, you will use your Knowledge Planner to study the relevant subject's Knowledge Organiser and learn the information provided.
- Use your blue exercise book to make notes to help revise and learn the information provided in each Knowledge Organiser.

KS3 Knowledge Organiser - Contents

Term 1

FRIDA KAHLO

1907 - 1954



Mexican Artist

Magdalena Carmen Frida Kahlo was a self-taught artist and created a magical realism with surreal influences.

It is estimated that she created around 150 to 200 works during her lifetime. Her earlier works were influenced by Renaissance masters but changed her style increasingly inspired by Mexican folk art with themes of fantasy, naivety and a fascination with violence and death.

Kahlo's reputation grew, and it was announced that her work is natural cultural heritage since 1984. Her life has been an inspiration for movies and ballet plays due to her painful experiences in life.

Periods

Surrealism, Modern Art, Magical Realism, Cubism

Influences

Mexican Culture and Symbolism, Sandro Botticelli, Bronzino.

Famous Works

- What the Water gave Me (1932)
- The Two Fridas (1939)
- Self-Portrait with Thorn Necklase(1940)
- The Broken Column (1944)
- The Wounded Deer (1946)

Self Quiz:

1. Can write a summary of F.Kahlo's biography?
2. What was her work influenced by?
3. What are the most famous works created by F.Kahlo?
4. What is "Magical realism"?

She studied medicine and was going to become a doctor.

Because of a traffic accident at age 18 which badly injured her, she had periods of severe pain for the rest of her life. After this accident, Kahlo no longer continued her medical studies but took up painting. She used ideas about things that had happened to her. Her paintings are often shocking in the way they show pain and the harsh lives of women, especially her feelings about not being able to have children.

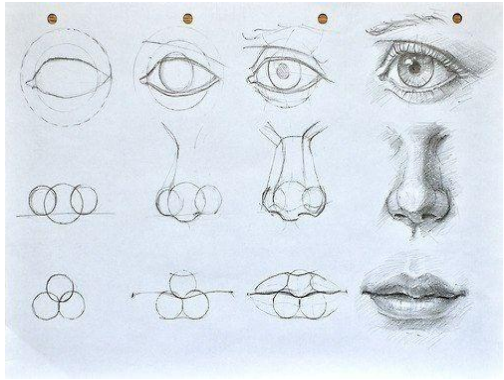
55 of her 143 paintings are of herself. She was also influenced by native Mexican culture, shown in bright colors, with a mixture of realism and symbolism.

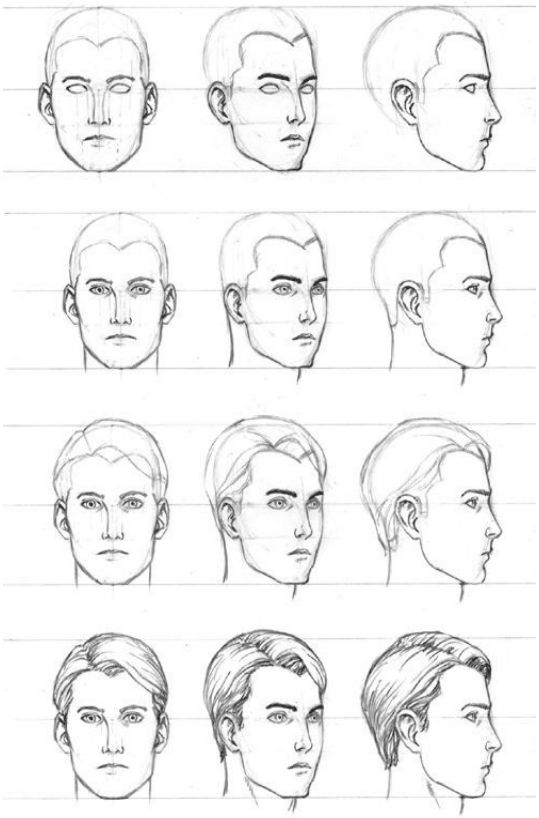
"Magical realism", perhaps the most common term, often refers to fiction and literature in particular, with magic or the supernatural presented in an otherwise real-world or mundane setting.

Practical application of art history:

1. Can you use the step by step guide to draw face features?
2. Using the grid method accurately recreate 3 portraits.
3. Create sketches of the people around you using lines only.
4. Create a drawing of a tonal scale. Can you use tone to create a realistic portrait?
5. Can you create a portrait in the style of "magical realism" (use your imagination)?
6. Can you create a portrait of Frida Kahlo?
7. Write in full sentences WWW and EBI.

Step by step guides





ART

COMPUTER SCIENCE

Data representation

DENARY

Denary is the decimal number system that we are used to. It uses the numbers 0-9 and the column headings go up in powers of 10.

100 (Hundreds)	10 (Tens)	1 (Units)
2	3	8
2 lots of 100	3 lots of 10	8 lots of 1

BINARY

Binary uses the numbers 0 and 2. The column headings go up in power of 2:

128	64	32	16	8	4	2	1
0	1	0	0	0	1	1	1

64 + 4 + 2 + 1 = 71

HEXADECIMAL

Hexadecimal uses 0- F (A=10, B=11, C=12, D=13, E=14, F=15). The headings go up in powers of 16.

16	1
3	D
3 lots of 16	D (13) lots of 1

3* 16 = 48
D (13) * 1 = 13
48+13=61

To convert a binary number to Hexadecimal, split into 2:

8	4	2	1
0	0	1	1

= 3

8	4	2	1
1	1	0	1

= D

BINARY ADDITION

```
    1 0 0 1 0 1 0 1
+   1 1 0 1 1 0 1 1
  1 1 1 1 1 0 0 0 0
  1     1 1 1 1 1
```

This binary addition gives an overflow error as the total does not fit in 8 bits (a byte).

BINARY SHIFT

A binary shift to the left multiplies the number by 2. A binary shift to the right divides it by 2. Below is an 8 bit binary number which has been shifted 2 places to the right.

Original number	1	1	0	0	1	1	0	1
Shifted number	0	0	1	1	0	0	1	1

CHARACTERS

Character sets = the characters that are recognised or represented by a computer system

ASCII = Each character is represented by a 7 bit number with a 0 in front to make it up to a byte.

Extended ASCII = Each character is represented by an 8 bit binary number. This gives 256 different possibilities.

Unicode = Each letter is represented by a 16-bit or 32-bit binary number. This gives at least twice as many character options as ASCII and allows the character set to represent characters and symbols from all languages.

Beginner's Python Cheat Sheet

Variables and Strings

Variables are used to store values. A string is a series of characters, surrounded by single or double quotes.

Hello world

```
print("Hello world!")
```

Hello world with a variable

```
msg = "Hello world!"
print(msg)
```

Concatenation (combining strings)

```
first_name = 'albert'
last_name = 'einstein'
full_name = first_name + ' ' + last_name
print(full_name)
```

Lists

A list stores a series of items in a particular order. You access items using an index, or within a loop.

Make a list

```
bikes = ['trek', 'redline', 'giant']
```

Get the first item in a list

```
first_bike = bikes[0]
```

Get the last item in a list

```
last_bike = bikes[-1]
```

Looping through a list

```
for bike in bikes:
    print(bike)
```

Adding items to a list

```
bikes = []
bikes.append('trek')
bikes.append('redline')
bikes.append('giant')
```

Making numerical lists

```
squares = []
for x in range(1, 11):
    squares.append(x**2)
```

Lists (cont.)

List comprehensions

```
squares = [x**2 for x in range(1, 11)]
```

Slicing a list

```
finishers = ['sam', 'bob', 'ada', 'bea']
first_two = finishers[:2]
```

Copying a list

```
copy_of_bikes = bikes[:]
```

Tuples

Tuples are similar to lists, but the items in a tuple can't be modified.

Making a tuple

```
dimensions = (1920, 1080)
```

If statements

If statements are used to test for particular conditions and respond appropriately.

Conditional tests

```
equals            x == 42
not equal         x != 42
greater than      x > 42
  or equal to     x >= 42
less than         x < 42
  or equal to     x <= 42
```

Conditional test with lists

```
'trek' in bikes
'surly' not in bikes
```

Assigning boolean values

```
game_active = True
can_edit = False
```

A simple if test

```
if age >= 18:
    print("You can vote!")
```

If-elif-else statements

```
if age < 4:
    ticket_price = 0
elif age < 18:
    ticket_price = 10
else:
    ticket_price = 15
```

Dictionaries

Dictionaries store connections between pieces of information. Each item in a dictionary is a key-value pair.

A simple dictionary

```
alien = {'color': 'green', 'points': 5}
```

Accessing a value

```
print("The alien's color is " + alien['color'])
```

Adding a new key-value pair

```
alien['x_position'] = 0
```

Looping through all key-value pairs

```
fav_numbers = {'eric': 17, 'ever': 4}
for name, number in fav_numbers.items():
    print(name + ' loves ' + str(number))
```

Looping through all keys

```
fav_numbers = {'eric': 17, 'ever': 4}
for name in fav_numbers.keys():
    print(name + ' loves a number')
```

Looping through all the values

```
fav_numbers = {'eric': 17, 'ever': 4}
for number in fav_numbers.values():
    print(str(number) + ' is a favorite')
```

User input

Your programs can prompt the user for input. All input is stored as a string.

Prompting for a value

```
name = input("What's your name? ")
print("Hello, " + name + "!")
```

Prompting for numerical input

```
age = input("How old are you? ")
age = int(age)

pi = input("What's the value of pi? ")
pi = float(pi)
```

Python Crash Course

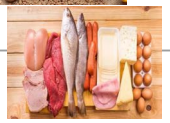
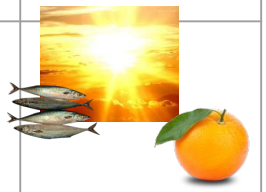
Covers Python 3 and Python 2

nostarchpress.com/pythoncrashcourse

COMPUTER SCIENCE

COOKING & NUTRITION

Year 8 Cooking & Nutrition

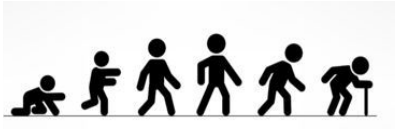
	Nutrient	Function	Source
MACRONUTRIENTS Needed by the body in large amounts	**Carbohydrates**	-Broken into Starch and Sugar -Starch foods are called complex carbohydrates and release energy over a long period of time. -Sugar are called simple carbohydrate. They release energy quickly. Lactose, Fructose and Sucrose are all Sugars.	
	Fibre	-Prevents constipation -Absorbs poisonous waste from digestive food -Stays undigested but helps move digested food through our system	
	Protein	-Helps repair and grow new cells (muscles and body tissue) -Provides some energy	
	Fat	-Insulates the body from the cold -Cushions your bones and organs from any damage caused by knocks. -Stores energy	
MICRONUTRIENTS Needed by the body in small amounts	**Vitamins**	Unlike the other nutrients, they are only needed in small amounts. They are generally used to: -Controls chemical reactions -Keeping the body healthy and preventing some diseases linked to a poor diet -Regulate the function and repair of cells	
	Minerals	Unlike the other nutrients, they are only needed in small amounts. They are genera used to: -Turn the food we eat into energy -Build strong bones and teeth - Control body fluids	
	Water	-Our bodies are 65% water. It is vital for our body to stay hydrated. -Chemical reactions in our cells take place in water. -Waste products are passed out of our bodies in water. -Our blood transports substances that are dissolved in water. -Water is in sweat that cools us down	

Nutrients

Factors affecting food choice: When, how, who and what we eat can all be affected by a number of factors; health, **medical issues**, **stage of life**, personal preference, family, religion, social media, cost, availability, cultural celebrations, lifestyle, ethical and environmental implications etc.

Medical Issues

Lactose Intolerance: The inability to digest the sugar **Lactose** found in Dairy based foods
Gluten Intolerance: The inability to digest the protein **Gluten** found in **Wheat** based foods
Coeliac Disease: Adverse reaction to **gluten** causing the small intestine to become inflamed.
Obesity: The state of being overweight, having too much body **fat** as a result of over eating and not enough exercise. Being obese can result in **High Cholesterol**, this refers to the amount of fat in the veins. As the fat builds up it makes it more difficult for the blood to flow, this is described as **Blood Pressure.** Having high blood pressure or cholesterol increases the risk of an **heart attack.**
The older you get it is more difficult to manage obesity.
Anaemia: Condition where the body does not have enough **iron** and therefore does not produce enough **red blood cells**. More common in females (teenage girls and pregnant women)
Osteoporosis: Condition that causes the **bones** to weaken and become fragile. More common in older people.
Type 2 Diabetes: Issues producing **Insulin** which controls the **blood sugar levels**



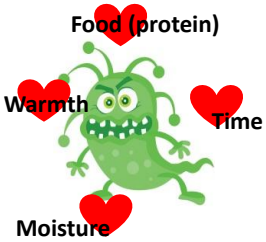
Stages of Life

Babies: Initially fed Milk from either their mother or formula milk which contains the essential nutrients - particularly fat and calcium. After 6 months approx., Babies are given soft pureed food to help swallowing and digestion.
Children 1-4: Meals should be small and regular to sustain energy use; high in protein, fat, complex carbohydrates but low in fibre.
Children 5- 12: Should have a healthy balanced diet (following the EWG) and be active. It is at this stage that children can become obese.
Teenagers: During the change from child to adult muscles begin to grow more rapidly, therefore plenty of protein is needed. Girls may need more Iron as they lose blood during menstruation.
Adults: Need to follow a healthy lifestyle; keeping to 2000 Cals F/2500 Cals M, avoid drinking alcohol, smoking or taking drugs. Exercise should be regular and varied.
Old People: Protein to maintain muscles, calcium to maintain bones and teeth, Vitamin D to maintain skin and absorb calcium, Iron to avoid anaemia, fibre & water to maintain a healthy digestive system.

Food Spoilage

When a food deteriorates in quality or becomes unsafe to eat it is called **spoiled.** This can happen through natural **decay**, **bacterial growth** or **contamination**. If the conditions are correct the rate of spoilage will increase.

Bacteria is harmful **micro-organism** make food **dangerous** to eat. To multiply (and become dangerous) bacteria needs enough food and moisture, the right temperature and enough time. To stop the multiplying of bacteria, you must limit these conditions.



You can use the **4 CS** to do this:

Cross Contamination: preventing bacteria from spreading across different surfaces eg. bacteria from raw meat spreading to ready to eat food.
preventing raw foods (meat) from contacting ready to
Cooking: Kills the bacteria
Chilling: Keeps it dormant (not active)
Cleaning: Kills bacteria, but also prevents food and moisture from being available.

As well as drying hands and surfaces effectively as this takes away the moisture.

Contamination: The transfer and subsequent presence of harmful bacteria or chemicals in food or preparation area. There are 4 types of contamination:

Biological Contamination: Any transfer of bacteria from human, animal or food to food or preparation area. Including sneezing, coughing, blood, pus/transfer of bacteria from animal to their food product -meat, eggs, milk/transfer of bacteria from unclean hands

Cross contamination: is an example of biological contamination, it refers to the transfer of bacteria from raw meat to ready to eat foods

Physical Contamination: when a tangible object (you can see or feel) falls into food eg. hair, finger nails, plasters, plastic, dirt. Physical contaminants can act as vehicles to transfer of bacteria

Chemical Contamination: any transfer of chemicals eg, bleach, pesticides, cleaning product and perfume.

Food & The Wider World: Seasonal Foods

Seasonal Foods are foods that are ready to harvest and eat at certain times of the year eg. Strawberries in the UK in Summer. Seasonal foods are better in nutritional quality, taste and texture and cheaper. Buying seasonal foods reducing **food miles** and **carbon footprint** as you are using food that is naturally available within your country, rather than importing it from other countries. In the UK many foods are imported as they cannot grow in the UK climate and soil conditions.

Food Miles refers to the distance food has travelled from farm to fork. Food that has travelled further has a higher **carbon footprint**

Farmer Markets are markets that sell local goods from **local** farmers and suppliers. Produce is most likely to be organic, **seasonal,** sold/stored in less packaging but also fresher and better in quality and nutritional value. Shopping locally will reduce food miles/carbon footprint as it is using local suppliers.

Carbon Footprint refers to the amount Carbon dioxide created and released into the atmosphere at each stage of processing a food.

Every time a light is turned on or a machine is used or car travels or a fridge is used, energy is used. The production of this energy creates pollution, causing CO2 to be released.

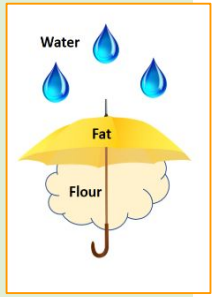
Food Science: Function of Ingredients - FATS

Rubbing in technique:

Jamaican Patties, Shortbread Biscuits, the toppings of an apple crumble and Mini Quiches are all **crumbly in texture** and buttery in flavour. This is because they all contain high amounts of fat - butter.

When **flour is mixed with water, gluten is formed**. Gluten is needed in bread making to give a stretchy dough and an overall chewy texture.

HOWEVER, when **butter is rubbed into flour** (in the rubbing in technique) the fat from the butter coats the flour and acts like a waterproof coating. This means that **less gluten is formed** or **shorter strands of gluten are formed.**



Butter (or FAT) is used as a shortener when making pastry and other baked goods to create a short crumbly texture. That is why shortcrust pastry and shortbread biscuits have 'short' in their name

COOKING & NUTRITION

DRAMA

The Party

The Party – Plot Summary

The protagonist is on school holidays and would like to go out to play. The protagonist's mother has gone to work and has locked the door.

"When it's holidays, she makes me stay in. I have to stay in all day. If I get out – she beats me. When she goes to work, she locks the doors."

Janet Smith is having a party. Janet is a friend from school but the protagonist has not been invited to the party. The protagonist sits by the window and watches the rain.

> "This afternoon I sat by the window. I am staring out. There weren't even any cats about. Too wet for cats. The rain poured down."

The protagonist opens the bedroom window and despite being told to stay in, climbs out into the rain and down from the roof to go to the party.

> "I landed in the puddle in the yard. The water splashed up my socks. My legs stung. My feet burned like bonfires. I tried to wipe my hands on my trousers, but my trousers were soggy like a sponge."

The protagonist arrives at the party completely soaked from the rain. As the protagonist enters Janet's house all the laughter stops and the other children stare.

> "The chatter and laughter stopped. All the kids stared. No-one liked me."

The protagonist is given cake and jelly to eat but they decide to leave.

"The cake clogged up my mouth. The jelly tasted sour. The kids played together. No-one spoke to me. I got down from the chair. "I've got to go," I said."

The protagonist goes home in the pouring rain to wait for their mother to return from work.

> "I came into the cold rain and spits and stings and slaps. The day's gloom will soon deepen into night. I can't get in our house. The door is locked."

Key Words

Drama techniques

Protagonist - The main character

Symbolism - Using something to represent something else. We use symbolism to communicate ideas to the audience in a different more creative way.

Writing techniques

Personification

Assigning human qualities to something that isn't living.

Pathetic fallacy

Using the weather or nature to emphasise human emotion.

Imagery

Descriptions of things that appeal to our senses. They intend to deepen the reader's understanding of the text.

Self Quiz – LOOK, COVER, WRITE, CHECK & CORRECT

Make sure you understand the events in the story and remember the definitions of vocabulary and writing techniques.

Task 1

Chose two moments in the story and think of a way to symbolise them using drama. Use the sentence stem to describe how you would dramatise your ideas and explain what is being communicated to the audience.

When we/ I/ they ___ (describe the drama).

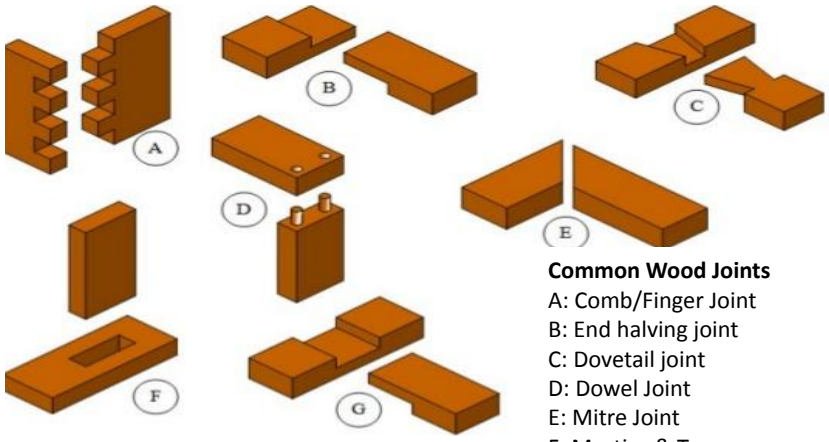
This effectively communicates (explain how it links to the intentions) to the audience.

Example:

I would position the protagonist in the centre surrounded by the other performers who would clap their hands together powerfully in unison to symbolise the force of the rain. As they clap, they would shout repeatedly, "spits, stings, slaps" in an aggressive tone. This effectively communicates the personification in the language and the emotional pain the protagonist feels.

Design and technology year 8

Tools & Equipment



Common Wood Joints

A: Comb/Finger Joint
B: End halving joint
C: Dovetail joint
D: Dowel Joint
E: Mitre Joint
F: Mortise & Tenon
E: Tee halving

Material Characteristics	
Hardness	resist cutting and indentations to its surface
Toughness	Ability to withstand shock
Strength	The ability to withstand being pulled or stretched, crushed or compressed or twisted.
Elasticity	Ability to be stretched and return to it's original size
Flexibility	The ability to bend without breaking and then spring back to its original shape.
Impact Resistant	Ability to resist sudden shocks
Strength to Weight Ratio	Measure of strength to weight, for instance Aluminium is a light weight material but is strong. Therefore having a high strength-to-weight ratio
Ductility	Ability to be stretched like the length of wire without breaking
Malleability	The ability to be hammered, rolled or pressed into shape without breaking
Durability	Able to last a long time

Hardwoods

Type of wood	Description	Usage
American White Oak	A very strong wood Light brown in colour. Open grained Difficult to work with	High quality furniture Beams used in buildings Veneers
Mahogany	An easy to work with materials, Reddish brown in colour	Indoor furniture Shop fittings Bars Veneers
Beech	A straight- grained wood with a fine texture. Light in colour Very hard but easy to work with Can be steam bent	Furniture Toys Too handles
	A very durable oily wood Golden brown in colour. Highly resistant to moisture	Outdoor furniture Boat building Laboratory furniture and equipment

Softwoods

Type of wood	Description	Usage
Spruce	Creamy-white colour Has small hard knots Not very durable	General indoor work Used mainly for kitchens and bedrooms
Scots Pine	A straight-grained wood, but knotty. Light cream/ pale brown in colour Fairly strong but easy to work with. Inexpensive	Readily available for DIY Constructional work and simple joinery work
Parana Pine	Hard and straight grained. Almost knot free. Fairly strong and durable. Expensive Pale yellow in colour with red/ brown streaks	Better quality pine furniture and fittings such as doors and staircases
Yellow cedar	A pale yellow colour with fine even texture Light in weight but stiff and stable	Furniture, amateur aeroplane building, boat building, veneers

Manufactured boards (man made woods)

Type of wood	Description	Usage
MDF medium density fibre board	Smooth even surface. Easily machined and painted or stained. Also available in water and fire-resistant forms	Used mainly for furniture and interior panelling due to its machining qualities. Often veneered or painted
Plywood	A very strong board which is constructed of layers of veneer or plies which are glued at 90degrees to each other. Interior and exterior grades available	Structural panelling in building construction. Furniture making. Some grades used for boat building and exterior work
Hardboard	Avery inexpensive particle board which sometimes has a laminated plastic surface	Furniture backs, covering curved structures. Door panels
Chipboard	Made from chips of wood glued together. Usually veneered or covered in plastic laminate	Kitchen and bedroom furniture when veneered or plastic laminated. Shelving and general DIY work

Computer Aided Design

Advantages of CAD	Disadvantages of CAD
Ideas can be drawn and developed quickly	Expensive to set up
Designs can be viewed from all angles and with a range of materials	Needs a skilled workforce
Some testing and consumer feedback can be done before costly production takes place	Difficult to keep up with constantly changing and improving technology
More accurate drawings can be achieved	Files can be corrupted or lost
Changes can be made to the drawings easily	
Easier to store drawings as digital files that can be sent all around the world in an instant	

DT

ENGLISH

Y8, KO, English Literature, Cycle 1/Term 1

Othello

Themes
Heroism
Love
Order vs. disorder
Reputation
Discrimination
Trust

Plot	
1	Othello and Desdemona get married in secret. Iago uses Roderigo to cause problems with Desdemona's father Brabantio.
2	Iago tricks Cassio into losing his position and reputation.
3	Iago is given a handkerchief by Emilia. This is used to manipulate Othello and Cassio.
4	Iago starts making Othello think that Desdemona and Cassio are lovers.
5	Iago manipulates Othello into believing Cassio and Desdemona are having an affair.
6	Othello kills Desdemona.
7	Roderigo tries but fails to kill Cassio.
8	The truth is revealed by Emilia who is killed by her husband.
9	Othello kills himself to regain his reputation.
10	Iago is punished by being sent to be tortured and killed.

Character	
Othello	Known as the "Moor" he is a general in the army. He is Black and older than Desdemona.
Desdemona	The young, white daughter of a Venetian Senator.
Iago	A soldier. Iago is a jealous, manipulative character.
Emilia	Iago's wife. She develops a close friendship with Desdemona.
Cassio	Othello's friend. He is made lieutenant despite having little military experience.
Bianca	Used by Iago to trick Cassio and therefore also Othello.
Roderigo	Loves Desdemona and is manipulated by Iago.
Brabantio	Desdemona's father. A Venetian Senator (powerful politician).

Settings

Othello is set in the time of wars between **Venice** and **Turkey** that happened in the latter part of the sixteenth century.

Cyprus, which is the setting for most of the action, was a Venetian outpost (a place where they had military buildings) attacked by the Turks in 1570 and conquered the following year.

Venetian = a way to describe someone who is from Venice, Italy
Turk = a way to describe someone who is Turkish, from Turkey

Vocabulary
manipulation
reputation
deception
temptation
secrecy
jealousy
tragedy
betrayal
guilt / guilty
trust
suspicion
loyalty
Machiavellian
revenge
punishment
foreshadowing
nobility
compatible / incompatible
(love) affair
witchcraft
elope
discrimination
prejudice
patriarchal
motif

Context

Written
The play was written in 1603 or 1604 by William Shakespeare. The Jacobean era.

Hamartia
Othello's hamartia (his fatal flaw) is his jealousy. He trusts Iago over his wife and then becomes jealous and obsessed when Iago manipulates him.

Tragic hero
A hero who starts with high, noble status and then falls low, losing everything, caused by fate and hamartia. Othello is a tragic hero.

Race and discrimination
The word 'Moor' now refers to the Islamic Arabic inhabitants of North Africa, but the term was used then for Africans from other regions too. Shakespeare was unusual for his time in writing a play with a central, heroic character who is black. Only Iago explicitly stereotypes Othello.

Roles in the military
The military hierarchy consists of Othello as the top-ranking officer, or general, Cassio as the second in rank, or lieutenant, and Iago as the third-ranking officer, the ancient.

Women - *Society was '**patriarchal**' (led by men). Women were said to be lower than men in The Great Chain of Being. A woman's role in Shakespeare's times was clearly defined. They were expected to marry, to bear children and be subservient to men.*

Y8, KO, English Language, Cycle 1/Term 1

Descriptive techniques (DPRO1)

Technique:	Example:
Personification - a metaphor attributing human feelings to an object.	*As Othello's rage grew, **thunder roared** in the dark Venetian skies.*
Onomatopoeia - words that sound a little like they mean.	*The gravel **crunched** as the Venetian army marched.*
Pathetic fallacy - using the weather to create or reflect a certain mood.	*As Othello's rage grew, thunder roared in the dark Venetian skies.*
Metaphor - a descriptive technique that names a person, thing or action as something else.	*Jealousy is a green-eyed monster.*
Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'.	*Manipulation is a force as powerful as an earthquake.*

Persuasive techniques: AFOREST (DPRO1)

Technique:	Example:
Alliteration – when more than one word in a row starts with the same letter.	*Perilous people persecuted.*
Facts	*Alan Turing died in 1954 having been prosecuted.*
Opinion (expert)	*Professor Clark, of Oxford University, says "…"*
Repetition – repeating a word or phrase.	*Tolerance of different sexualities, tolerance of different religions, tolerance of different ethnicities.*
Emotive Language – appealing to your audience's emotions.	*War hero Alan Turing, who, arguably, won the war for Britain. Persecuted by the country he did so much for.*
Statistics – using numbers and percentages (invent them).	*85% of students bullied due to disability or deformity struggle with their mental health.*
Three (rule of) – using three descriptive words or repeating three times.	*Diversity is inspiring, essential and necessary.*

Sentences (DPRO3,4)

Technique:	Example:
Subject- noun the sentence is about.	*The **waves** danced.*
Verb- word expressing action/ doing.	*The waves **danced**.*
Main clause - Part of a sentence containing one subject and one main verb (makes sense by itself).	***The car stopped** because the lights were at red.*
Subordinate clause - Part of a sentence which does not make sense by itself.	*The car stopped because **the lights were at red.***

Vocabulary (DPRO1)

Non-Fiction Texts	
derogatory	far-right
masculinity	Brexit
representation	empathy
tolerant	sympathy
intolerant	equality
diversity	conflict
empower	Enigma Code
deformity	posthumous
sexuality	pardoning
gender	
fluidity	
stereotype	
prejudice	
subvert	
propaganda	

Sentences (DPRO3,4)

Coordinating Conjunctions - join two main clauses to create a compound sentence	FANBOYS For/And/Nor/But/Or/Yet/So *The majestic bird soared through the clear blue sky **and** the wind whistled melodically.*

How to Structure your Writing: The Body Plan (DPRO2)

Section	Techniques	Starter
The handshake: A powerful introduction	Direct address Refer to the purpose of the piece: *(readers / audience / name of the person if it's a letter')*	*Imagine a world where….*
The brains of the matter: Sound knowledgeable	Facts and statistics The opinion of an expert	*Evidently, …*
Appeal to the heart: An emotive argument	Emotive language Anecdote (personal or about a real/made up other person)	*Take (me / name of person) …*
Kick the opposing argument off the pitch	Acknowledge the other side of the argument but state why your case is stronger	*While some people may say…*
Look to the future: Finish with a call to action	Imperative language Refer to the purpose of the piece: *Readers, as you put down this magazine I want you to…* *Audience members. As you leave this assembly hall today I want you to….(Name of person) as you finish reading this letter I want you to…*	

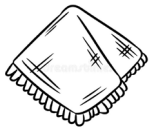
Sentences (DPRO3,4)

Subordinating Conjunctions - start subordinate clauses which help create complex sentences	After, Before, Although, Though, Since, Provided that, Due to, Because, Even though, As, Which, *The ground, **although** it had been raining, was dry.*

ENGLISH

ENGLISH

Quotations	Meaning	Analysis
Act 1 Scene 1 **"An old black ram is tupping your white ewe"** (Iago to Brabantio) 	Iago says this to warn Brabantio (Desdemona's father) that Othello is having a love affair with his daughter.	• The words "black" and "white" introduce race as a theme • "Your" highlights the power men had over women, as though Desdemona belongs to her father • Animal imagery
Act 1 Scene 3 **"She is abused, stol'n from me, and corrupted By spells and medicines"** (Brabantio to his Senators) 	Brabantio says his daughter Desdemona is dead to him. He thinks she has been tricked by Othello who has used black magic spells to steal her away from him.	• Shows Brabantio does not believe Desdemona chose to marry Othello • Suggests Othello has used witchcraft • Violent verbs "abused" "stol'n" (stolen) and "corrupted" convey Brabantio's hurt
Act 2 Scene 3 **"Reputation, reputation, reputation! I have lost the immortal part of myself"** (Cassio to Iago) 	Cassio says this after he has lost his important job in the army. He says that without his reputation he is nothing.	• Repetition and exclamation mark show Cassio's strong feelings of anger and hurt • "immortal" suggests that a reputation lasts forever • Both Cassio and Othello value reputation and care what other people think
Act 3 Scene 3 **"O, beware, my lord, of jealousy! It is the green-eyed monster"** (Iago to Othello) 	Iago tries to sound like he is helping Othello but he is actually manipulating him by making Othello believe that Desdemona has been unfaithful.	• "Green-eyed monster" metaphor suggests that jealousy is such a strong emotion that it consumes the person • "My lord" shows the military hierarchy, with Othello at the top
Act 5 Scene 2 **"Put out the light, and then put out the light"** (Othello to himself)	Othello says this as he convinces himself to kill Desdemona in the final tragic act.	• Wants to kill Desdemona to save his reputation but he still loves her • The "light" symbolises Desdemona's life which he is about to "put out"

Moments to mention	Analysis
Characters calling Othello "the Moor"  "Moor" is a historical term relating to being from Africa or non-white. It refers to Othello's ethnicity and has racist connotations. The play's subtitle is 'The Moor of Venice'.	• Although he is respected due to his high rank in the army, this suggests Othello is an outsider • One interpretation is that his ethnicity (he is black) is seen as foreign by the Venetian characters • In the Elizabethan era there were **prejudiced** views held against people who were foreign. • Shakespeare may have been **criticising** these racist attitudes. • Shakespeare may want the audience to question their views by portraying Othello as a **noble hero** before he is **corrupted** by Iago.
Desdemona's handkerchief  This was a gift to Desdemona from Othello. It is taken by Emilia to give to her husband Iago, who uses it to manipulate Othello by suggesting that Desdemona is having an affair and being unfaithful.	• Handkerchief is symbolic of Othello's love for Desdemonda as it was the first present he bought her • It also symbolises Desdemona herself: her faith and trust in Othello • This prop would have entertained theatre audiences, who see it being used to manipulate Othello (dramatic irony)
Act 3 Scene 3: **Iago's manipulation succeeds**  This scene is a turning point: Iago finally convinces Othello that Desdemona has been unfaithful and had a love affair.	• In the beginning of the play Othello trusted Desdemona completely • Iago successfully manipulates Othello as he has 'proof' that Desdemona has been unfaithful: the handkerchief (this was actually stolen)

ENGLISH

GEOGRAPHY

Population & Migration

Population Distribution:
The world's population is not evenly distributed. Some places are more densely populated than others. In the UK over 82% of the population live in urban areas making it one of the most urbanised countries in the world however population distribution is not even, the South East of England is more densely populated than areas such as Northern Scotland.
The world's population is growing and some countries are experiencing rapid growth whilst others are declining. The world's population is currently over 7.6 billion. There are increasing rates of **urbanisation** across the world. Over half the world's population lives in Asia., although the majority of the population here still live in rural areas this is changing as people move to cities. OVer 50% of China's population now live in cities compared with 20% in 1980. Many of the world's fastest growing cities are in Africa, where population growth and rural - urban migration rates are high. Most cities with low growth rates are in Europe, North America and Japan.
Link to map showing world population distribution.

Factors that affect population distribution:

Physical	Climate	Areas of extreme heat or cold are difficult to farm. A lack of precipitation may mean there is not enough water for farming or drinking. Extreme cold can make working outside hard and difficult to build buildings and roads. Extreme heat can make some diseases such as malaria more common.
	Relief	Steep mountainous land is harder to build on and difficult to access.
	Natural Resources	Some places have beautiful natural scenery that can attract tourists and provide jobs. Many places have easily accessible resources such as oil, minerals or coal which bring industry to an area. Fertile soils provide good locations for farming.
Human	Employment	Jobs and industry can attract people for work opportunities
	Infrastructure	Good transport links will increase jobs opportunities

Key words

Birth rate: the number of births per 1000 people of the population

Death rate: the number of deaths per 1000 people of the population

Densely populated: When there are a large number of people in an area. This usually occurs in towns and cities.

Fertile: Soil that is full of nutrients and easy to grow crops

Intervening obstacles: factors that might affect a person's ability to migrate or their choice of destination.

Migration: the movement of people from one place to another.

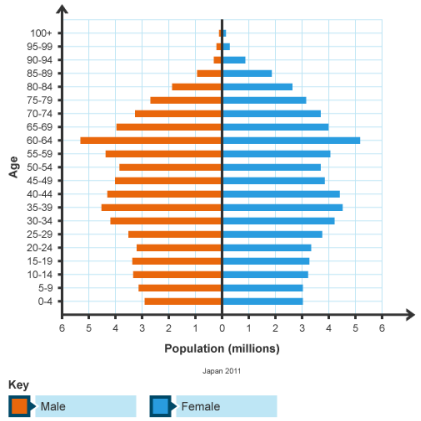
Natural increase: the difference between the birth rate and death rate.

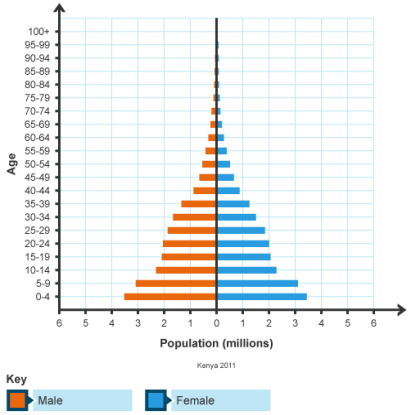
Population Density: The number of people living in an area. Measured in people per km^2

GEOGRAPHY

Population pyramids

These are graphs that show the population structure of a country. They show how many males and females are in each age category and vary over time and place.





Push factor: A reason for leaving a place such as lack of job opportunities.

Pull factor: A reason that attracts people to a new place for example more entertainment & services.

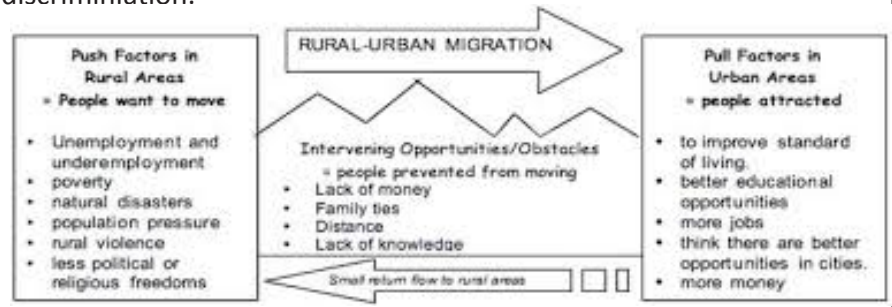
Relief: The height of the land.

Rural -urban migration: when people move from the countryside to the city for work

Sparsely populated: when there are few people in an area, they are spread out. This usually describes the population in rural areas.

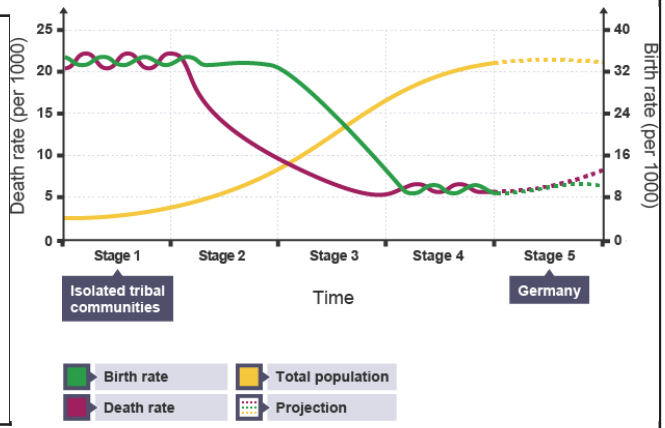
Migration:

People migrate for a number of reasons. This could be voluntary to get a job (**economic migrants**) or forced to avoid persecution and discriminiation.



DTM (link to BBC bitesize)

Changes in birth rate and death rate vary over time and can be linked to development. The demographic transition model is used to show these changes using historical data from countries. It is divided into 5 stages with similar characteristics.



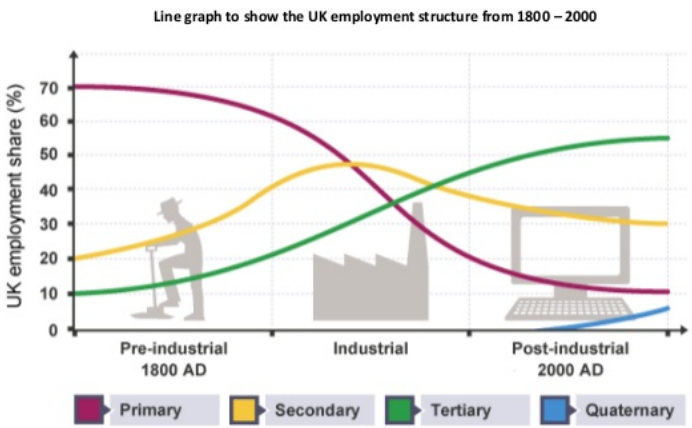
Links: BBC Bitesize , Oak academy Lessons Population; Internet Geography topic pages

GEOGRAPHY

Employment & TNCs

TNC's: A transnational corporation is a large company that operates globally for example Nike, Ford or Apple.

Employment changes over time



Primary Industries – These collect raw materials such as; farming, logging, oil rigging, mining, quarrying etc

Secondary Industries – These manufacture goods into products such as; car manufacturers, food processing plants, toy assembly plants, builders etc

Tertiary Industries – These provide a service such as; teaching, accounting, health care, sales assistants etc

Quaternary – Knowledge and Information services

	Pattern	Why
Primary	High Pre industrial (pre 1800) Lowers during Industrial and post industrial	Agriculture done by hand, Less jobs in farming as machine do work Machines and cheaper to import goods
Secondary	Increases during Industrial (post 1800) Lower during post industrial (post 1840)	Machines do more work again **De-industrialisation** and the decline of the UK industrial base - fewer jobs in primary and secondary industries such as mining and steel making. And manufacturing. These industries were once a primary source of employment and income for the UK – now they have moved abroad. Government Policy to privatise trains, steel, post Globalisation – world more connected cheaper to manufacture abroad – think cost of making t-shirt in UK compared to India
Tertiary	Increases during Industrial and post industrial.	People have more disposable income, so demand banks, sales, retail> this creates jobs. 80% now work in services: retail, hairdressing, IT, Finance, Research
Quaternary	Increases post industrial	Demand for advances in medical and technology

TNCs Overview

Globalisation has resulted in many businesses setting up or buying operations in other countries. When a TNC invests in a country, perhaps by building a factory or a shop, this is called **inward investment**. The US fast-food chain **McDonald's** is a large TNC - it has over 34,000 restaurants in 119 countries.

In many cases TNC's often generate larger profits than the annual GDP (Gross domestic profit) of some of the poorest countries. The largest TNC is Walmart, with a revenue of more than $485 billion - larger than the GDP of Belgium!The number of TNC's has grown rapidly with more TNC's from Asia in the top 10.

New overseas operations may be part of production process in a lower cost location, or a retail outlet to access new markets and increase revenue. Firms can do this either through offshoring when they move part of their operations such as manufacturing to another country or outsourcing when a TNC contracts another firm to produce goods or provide a service.

Much of China's rapid economic growth has been fuelled by western TNCs locating manufacturing plants in its SEZs, creating jobs and boosting exports, taking advantage of China's economic liberalisation since 1978.

GEOGRAPHY

Advantages of TNCs	Disadvantages of TNCs	Key words:
• provide more stable jobs, pay is often higher than in the primary industry as a result. • The **multiplier effect** occurs where other businesses are attracted to the area for example new businesses set up to supply parts to a TNCs factory and the wages of factory workers support local business such as shops. • Increasing connections and trade between countries • More profit is made for the TNC • Taxes paid by the TNC can be reinvested into the country to improve healthcare or education for example. • TNC's often invest in improving infrastructure such as roads and communication which benefits the host country.	• TNCs have been accused of exploiting workers in the LIC/NEE countries by paying them low wages and enforcing long hours. • Outsourcing jobs can lead to job losses in the home country in a processes known as **deindustrialisation**. • Local cultures and traditions can be eroded by TNC brands and western ideas. • Where there are weaker environmental laws or protection TNC's can cause damage to the local area through the pollution of water, land and air. • Overuse of resources in LIC's/NEEs such as water and wood at the expense of the local population. Rainforest deforestation has increased dramatically over the last 50 years. In both Nigeria and Togo 50% of their rainforest has been lost when cut down for timber supplied to manufacturing industries. • There are no guarantees that the wealth from inward investment will benefit the local community. Often, **profits** are sent back to the country where the TNC is based. If it becomes cheaper to operate in another country, the TNC might close down the factory and make local people redundant.	**Deindustrialisation:**the decline of a country's traditional manufacturing industry due to exhaustion of raw materials or competition from NEE's. **HIC:** High income country. A way of classifying countries according to their income. A high income country according to the world bank will have a gross national **income** per capita of US$12,536. **LIC:** A low income country classified by the world bank as a country with an income of less than US$1026 per capita. **Multiplier effect:** the positive spin-off effects that follow on from an initial investment such as a new factory. **NEE:** A newly emerging economy is a country whose income is rapidly increasing as there is an increase in secondary, tertiary or quaternary industry. **Per capita:** per person

Links: BBC Bitesize Oak National lessons The world of work,

HISTORY

History of Enslaved Peoples

Summary: The Transatlantic Slave Trade involved the enforced enslavement of millions of Africans and their transport to the Americas. Enslaved people were often made to work in **inhumane conditions with no wages.** Many were beaten or killed by brutal owners, and had no rights in their new countries. Many didn't survive **the journey.** Countless **African communities were destroyed**, whilst many European nations became extremely wealthy from the profits of the slave trade. We will focus in this module on the experiences of enslaved people throughout this horrific period of history

	Key concepts	
1	The Triangular Trade	The trade in slaves was called the triangular trade, because it made a rough triangle between Europe, Africa and the Americas: 1. Manufactured goods from Europe, e.g. textiles and weapons, were taken to Africa where they were exchanged for slaves; 2. The transport of slaves from Africa to the Americas was known as the 'Middle Passage.' 3. Materials produced as a result of slave labour in the Americas, e.g. sugar, cotton were brought back to Europe
2	Slave ships	Enslaved people were captured in many different ways, including in battles, raids and kidnappings. Others were sold into slavery in order to pay debts. Slave ships were deliberately designed to fit as many slaves on board as possible. Conditions were truly inhuman. Men, women and children were crammed on board with very little food or hygiene facilities. During the long journey to the Americas many died of illness, disease, hunger or injury. Of 12.5 million sent by slave ships between 1526 and 1867, only about 10.7 million arrived.
3	Auctions	Before auctions, slaves were kept in pens where they were washed, covered in grease to make them look healthy and branded to show they were slaves. At auction, enslaved people were sold to the highest bidder. The atmosphere in the auctions was one of a market. Humans being traded as if they were objects. At auction, families were often split up. Buyers would spend most on young, healthy people. For those older people and young children who were not sold, there was then a scramble auction, where prices would be lowered to make sure they were sold.
4	Plantations	After being sold many went to work in plantations, where conditions were exceptionally harsh. Slaves worked from dawn until dusk, with very little food, and were whipped for lack of effort. Slaves who disobeyed even in small ways were severely punished. In some countries slaves could be killed legally. Runaways could be hanged tortured or beaten.

Key words	
Atlantic	The sea that connects Europe, the Caribbean and the Americas
Slave trade	People would exchange goods or money for slaves who were forced to work with no pay.
Africa	A continent containing many different countries, ethnic groups and cultures, where black people were taken from to be enslaved from the 16th-19th Centuries.
Native Americans	These people lived in the Americas before Europeans travelled there.They were the first people to be enslaved by Europeans in the Americas.
Caribbean	A place in the Americas where African slaves worked on plantations, making sugar, rum and tobacco.
Americas	The place where slaves were
Rebellion	An uprising against the state or authority.
Abolition	The end of an event.
Plantations	Slaves were forced to work here, farming and processing crops.
Revolution	A rebellion that overthrows a government or authority.
Enslaved	When an individual is forced to work against their will for no pay , often in bad conditions.
Source	An object or written document that tells a historian more about what happened the past.
Auction	A type of sale where people bid for a product, which goes to the highest price offered.
Scramble Auction	Where a slave trader would set a fixed price for his slaves and buyers rush to grab the best slave.
Branded	Slaves were marked with the owner's initials on their face, chest or back

	Key concepts	
5	Passive resistance and active resistance	Passive resistance: Working very slowly or purposely making mistakes and keeping up African tradition. Active resistance: Resistance through visible forms of protest Active resistance networks: The **Underground Railroad** was a network of secret routes and safe houses in the United States during the early to mid-19th century. Enslaved people would use the network to reach states where slavery was illegal. The network was made up of people who supported abolishing (ending) slavery. It is believed that around 100,000 slaves between 1810 and 1860 escaped using the network, this was incredibly risky for everyone involved.
6	Nat Turner's Rebellion (1831)	This was a rebellion of enslaved people that took place in America, in August 1831. It was led by preacher Nat Turner. The rebels killed between 55 and 65 people, at least 51 of whom were white. The rebellion ended within a few days, but Turner and 120 other black people were killed as a result. Nat Turner was executed on 11th November, 1831. However, many at the time defended his actions and hailed him a hero.
7	Abolition	Throughout the 18th Century, opposition began to gather against the slave trade in Britain, America and parts of Europe. Key abolitionists include: William Wilberforce, Granville Sharp and Thomas Clarkson. Former enslaved people Olaudah Equiano and Ignatius Sancho brought awareness to the horrors of the slave trade through their writing. In 1806, Britain's new Prime Minister Lord Grenville, strongly **supported abolition**. Whilst Britain became a leading force in abolishing slave trade, it cannot be forgotten that Britain had been one of the most active slave-trading nations of all. Britain banned the slave trade in 1807 throughout its empire.

Key developments
1560s - John Hawkins sold the first African slaves.
1750 - 1807 - between a third and a half of Liverpool's trade was with Africa and the Caribbean.
1619 -The first shipload of Africans arrives in Virginia USA
1662 - Virginia passes a law making children of black people slaves in America,
1789 - Olaudah Equiano writes about his life as a slave.
1791 - Haitian Revolution
1807 - End of the slave trade in the British Empire
1831 - Nat Turner's Rebellion
1833 - Abolition of enslavement. (Enslaved people working on plantations for free)

Skills focus:
Sources
How can we use sources to tell us about the past?
What can we infer from sources about the past?
What makes a source useful?
Building an argument around how a sources content affects its utility
Building an argument around how a sources origin affects its utility
Using contextual information to support or challenge a source
Building an argument around how useful a source is to an enquiry

HISTORY

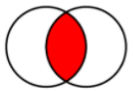
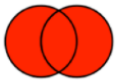
MATHS

Y8, KO, Maths, Cycle 1/Term 1

Prime Numbers	Numbers HM: 28
Between 1-10	2, 3, 5, 7
Between 11-20	11, 13, 17, 19
Between 21-30	23, 29
Between 31-40	31, 37
Between 41-50	41, 43, 47
Between 51-60	53, 59
Between 61-70	61, 67
Between 71-80	71, 73, 79
Between 81-90	83, 89
Between 91-100	97

Multiplying Negatives	Answer HM: 42, 43
Positive x positive =	Positive
Positive x negative =	Negative
Negative x positive =	Negative
Negative x negative =	Positive

Types of Numbers	Numbers HM: 99, 100
Square numbers (first 10)	1, 4, 9, 16, 25, 36, 49, 64, 81, 100
Cube numbers (first 10)	1, 8, 27, 64, 125, 216, 343, 512, 729, 1000

HCF and LCM using Venn Diagrams HM: 28-36	Instruction	Venn Diagram
Find the Highest Common Factor (HCF)	Multiply numbers in the overlap section of the Venn diagram	
Find Lowest Common Multiple (LCM)	Multiply all the numbers in the Venn diagram	

Word	Definition
Integer	A whole number
Square Number	Formed by multiplying an integer by itself
Cube Number	Formed by multiplying an integer by itself three times
Square Root	A value that, when multiplied by itself, gives the number.
Multiple	A number in another numbers times table
Factor	A number that divides exactly into another number
Prime Factor	A factor that is a prime number.
LCM	Lowest common multiple
HCF	Highest common factor
Estimate	An approximate calculation
Term	A single number or letter or numbers and letters multiplied together
Unknown	The letter in an equation
Expand	Multiply out the bracket in the expression
Expression	Terms grouped together using operators
Equation	Numbers, symbols and operators (such as + and ×) with an equals sign.
Solve	Find the value of the unknown

Year 8 Cycle 1

Topics Music of the Caribbean/ Musicals

Element	Core knowledge [this will be in your assessment]
Melody	• Arpeggio - *going through the notes of a chord in order* • Chord tone - *using the notes of a chord to build a tune* • Stepwise - *a melody that moves in steps* • Fill - *a short improvised melody between lines*
Articulation	• Legato - *smooth, joined-up notes* • Staccato - *spiky, detached notes* • Accent - *louder than the notes around it*
Dynamics	• Loud • Quiet • Crescendo - *getting louder*
Texture	• Thick - *many layers of sound* • Thin - *few layers of sound* • Melody and Accompaniment
Structure	• Verse - *repeated section with different lyrics* • Chorus - *repeated section with the same lyrics* • Vamp - *repeat a short section of music*
Harmony	• Chord - *three or more notes together* • Chord sequence - *a series of different chords* • Primary chords - *most common chords in a key (I, IV, V)*
Instrumentation	• Bass guitar - *low instrument, important in Reggae* • Falsetto - *very high male voice* • Backing Vocals - *vocals supporting the lead singer*
Rhythm	• Syncopation - *important notes on an offbeat* • Off Beat - *the 'and' between beats*
Tempo/ **T**ime Signature	• Slow/Fast • BPM - *beats per minute* • 4/4,6/8 - *simple and compound time signatures*

Caribbean Context

- Reggae - Bob Marley
- Calypso - Harry Belafonte
- Dub - King Tubby

Recommended Listening:

- Bob Marley- Legend

Musicals Context

- Showstopper
- Jukebox
- Literary
- Social theme
- Mega Musical
- Andrew Lloyd-Webber

Recommended Listening

- West Side Story
- Hamilton

MUSIC

PE

Year 8 Physical Education – Health, Fitness and Well-Being Cycle 1

Lifestyle choices – the decisions we make about how we live and behave that impact on health.

Diet

Eating healthy	Eating unhealthy
1. Boosts energy levels 2. Reduces the risk of developing serious health conditions 3. Help lose weight	1. Leads to deficiencies 2. Increases weight and % body fat 3. Causes depression with poor body shape

Activity levels

Active lifestyle	Inactive lifestyle
1. Boosts self esteem 2. Reduces stress and anxiety 3. Improves fitness levels	1. Increases risk of disease 2. Decreases muscle mass, strength and energy levels

Work/rest/sleep balance

Good balance	Poor balance
1. Improves mood 2. Increases productivity at work 3. Contributes to quality of sleep	1. Increases the risk of depression 2. Leads to weight gain 3. Increased blood pressure

Well being – a combination of physical, emotional and social health.

Positives effects of training/exercise on:

Physical health

- Stronger bones (increased bone density)
- Lower cholesterol / reduced obesity
- Increase/development of components of fitness
- Increase life expectancy

Emotional health

- To increase self esteem/confidence – increased endorphins released
- Reduced risk of age-related diseases - dementia
- Relieve stress and tension
- Fun/enjoyment / reduced boredom

Social health

- To develop teamwork skill
- To meet new people/friends
- Develop communication skills
- Develop leadership skills

Negative effects of training on:

- Physical health – overexertion leading to heart failure / overuse injuries
- Emotional health – training can lead to injury and cause depression
- Social health – training long hours means less time spent with family.

Recreational drugs – these are taken for pleasure and are legal to those over a certain age.

Smoking

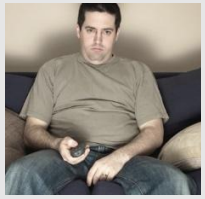
Causes breathlessness and reduces the oxygen-carrying capacity. This affect aerobic ability for endurance events. Smoking (nicotine) increases the risk of lung cancer, bronchitis, pneumonia & emphysema.

Alcohol - contains chemicals which act on the brain affect judgement.

Sedentary lifestyle – a lifestyle with no or irregular physical activity. This includes sitting, reading, watching television & playing video games.

Health risks associated are:

- Heart disease
- Type 2 diabetes
- Obesity
- Osteoporosis
- Depression



- **Explain what measures you can take to try to keep yourself healthy and fit - consider your current lifestyle (4 marks)**
- **Evaluate which of the negative impacts of health and well being is the most dangerous (6 marks)**

Year 8: United in Faith Half Term 1

Key Terms

Transcendent	Existing outside of our world
immanent	Existing within our world
Monotheism	Belief in one all powerful God
Polytheism	Belief in multiple Gods
Tenakh	Collection of Jewish Holy Books consisting of the Torah (Law) Nebi'im (prophets) and Ketuvim (writings)
Shema	The most important Jewish prayer that states belief in God.
Sewa	Serving the community is a way to please God for Sikhs
Ik Onkar	A Sikh Symbol that represents the oneness of god ੴ
Amrit	A ceremony to initiate young Sikh men into the Khalsa, an order of Sikhs who have a responsibility to defend the faith.
Omnipotence	All powerful
Tawhid	The oneness of Allah
benevolent	Good, the absence of evil
Omniscient	All-knowing

Key Concepts

The Holy Trinity: The Christian belief that God can be known in three different forms. The Father, The Son and the Holy Spirit. The Father Is the creator of all things, The Son was the incarnation of God as Human who died to save all humankind from sin and the Holy spirit is the omnipresent force around us.
KQ Can you explain the Christian belief in the Trinity, one God in three parts?

The Trimurti: The Three Hindu Gods who govern our universe. Brahma the creator who brought all life into being, Vishnu the preserver who maintains all life on Earth and Shiva the destroyer who ensures that all things are finite and that new beginnings may occur.
KQ Is Hinduism a monotheistic religion?

The 5 Ks: 5 Items that Sikh's must wear to represent their faith and to be a member of the Khalsa (Sikhs who have been through the Amrit ceremony) they include the Kanga (Comb), Kirpan (Dagger), Kesh (Turban/long hair), Kara (Bangle) and Kercha (undergarment)
KQ Can you explain how a Sikh's belief in God may affect their daily life?

The 99 Names of Allah: In Islam God is known by more than one name. Each of Allah's 99 names is a representation of one of his qualities that humans should aspire to.
KQ Which of the 99 names Allah would you aspire to?

Humanism: Humanism is a system of belief that rejects the supernatural and accepts scientific truth for our existence on earth. They are governed by compassion and reason in their decision making processes and reject the concept of an afterlife. While they are Atheists they still congregate together and still try to model morally good behaviour much the same way a religious believer would.

Useful Quotations

"He is Allah, The one and only; Allah the eternal, absolute, he begot none, nor was he begotten, and there is none like him."
Surah 112 (Relating to Tawhid)

"Hear O Israel, the Lord is our God, the Lord is One. Blessed is His name, whose glorious kingdom is forever and ever" The Shema Prayer of Judaism

"May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all." 2 Corinthians 13:14

A Selection Of Allah's 99 Names

						The Last	The Avenger	The Truth	The first	The just	The Peace	The firm	The one	The guide
The gentle	The mighty	The living	The patient	The humbler	The watcher	The powerful	The hidden	The knower	The creator	The light	The judge	The king	The friend	The wise

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Year 8 Knowledge Organiser: United in Faith half term 2

Key Terms

Five pillar of Islam	The five most important duties of a Muslim.
Muhammad	Considered Gods final prophet ' the seal of the prophet'
Haram	Behaviour which is forbidden
Halal	Behaviour that is permitted
Allah	Arabic name for God
Quran	Muslim holy book revealed to Prophet Muhammad
Hadith	Collections of sayings of Prophet Muhammad
Ummah	The worldwide community of Muslims.

Key Concepts

What experience of God did the prophet of Islam have ?
One night, Mohammad was meditating in a cave when he had a vision. In his vision, an angel came to him. The angel said 'recite!' Mohammad said that he could not read, but then found himself able to understand the words and read them aloud. He walked out of the cave, and heard the angel saying, 'Mohammad! You are God's messenger!'

Belief in Angels: **There are three primary angels in Islam and each of them has a specific role to play in the life of Muslims.** Djibril is the messenger of God who speaks to prophets such as Muhammad (pbuh), Izra'il is the Angel of death who collects souls and takes them to Barzakh and eventually Allah ,Mika'il is in charge of the provision of life , this means he is in charge of nature and the weather.

Prophets in Islam? Muslims believe prophets are human beings chosen by God to carry a message and guidance from God. Muslims believe that God sent many prophets such as Adam, Nuh (Noah) and Musa (Moses)

Why did the Sunni and Shia split occur?
Following the death of the prophet of Islam, the Muslim community disagreed over who should lead the Muslim community. Some Muslims favoured the Prophets closest friend and companion to be the next leader whist other Muslims wanted his son in law to be the ruler.

The five pillars of Islam

Shahadah
is to believe that there is no god but Allah and that Muhammad is his messenger.

Salaah
is prayers, that are performed five times a day. Prayers are said at dawn, mid-day, late-afternoon, sunset and nightfall. Salaah is compulsory on all Muslims

Zakaat
is charity given to the poor and needy. Zakat means "purification."

Saum
is fasting in the Islamic month of Ramadan. It is an obligatory act for most adults. It helps develop self-control and helps to overcome selfishness, greed and laziness. Muslims must abstain from food, drink, and sexual intercourse from dawn to dusk during this month.

Hajj
is is making a pilgrimage to Mecca Muslims make at least once in their life, if it can be afforded. Everyone wears white clothes to show equality

Muslim Greeting

Al-salam 'alaykum
This is how Muslims greet one another it translates as "peace be upon you"

Six Articles of Sunni Islamic faith

Tawhid = belief in the Oneness of God, **Akhirah** = Belief in the afterlife, **Malaikah** = Belief in the angels, Risalah =Belief in the prophets, Kutub = belief in the holy books, Al- Qadr = Belief in pre-destination

Five Roots of Usul-Ad-Din (Shi'a Islam)

Al Tawhid = Belief in the oneness of Allah, Al Nabuwwah= Belief in prophethood and a chain of messengers, Al-Adl = Belief that Allah is fair and just, Al-Immamah = a belief that the leaders within Islam have been chosen by God so therefore hold special significance, Al Mi'ad = Belief in the day of judgement and resurrection.

Science

Energy Knowledge Grid					
	Question	**Answer**		**Question**	**Answer**
1	balanced diet	Eating a variety of foods to provide all the things the body needs.	22	fuel	A substance that contains a store of chemical or nuclear energy that can easily be transferred.
2	diet	The food that you eat.	23	fuel cell	A machine that combines hydrogen and oxygen gases to produce electricity.
3	energy	Something that is needed to make things happen or change.	24	generate	Produce electricity.
4	joule (J)	The unit for measuring energy.	25	hydrogen	A gas that burns.
5	kilojoule (kJ)	There are 1000 joules in 1 kilojoule.	26	natural gas	Fossil fuel formed from the remains of microscopic dead plants and animals that lived in the sea.
6	nutrient	Substance needed in the diet.	27	non-renewable	Any energy resource that will run out because we cannot renew our supplies of it (e.g. oil).
7	atomic energy	A name used to describe energy when it is stored inside materials. Another name for nuclear energy.	28	nuclear fuel	Radioactive metals such as uranium. Nuclear fuels are used in nuclear power stations to generate electricity.
8	chemical energy	A name used to describe energy when it is stored in chemicals. Food, fuel and batteries all store chemical energy.	29	oil	Fossil fuel formed from the remains of microscopic dead plants and animals that lived in the sea.
9	elastic potential energy	A name used to describe energy when it is stored in stretched or squashed things that can change back to their original shapes. Another name for strain energy.	30	renewable	An energy resource that will never run out (e.g. solar power).
10	gravitational potential energy	A name used to describe energy when it is stored in objects in high places that can fall down.	31	uranium	A radioactive metal that can be used as a nuclear fuel.
11	kinetic energy	A name used to describe energy when it is stored in moving things.	32	geothermal power	Generating electricity using heat from rocks underground.
12	law of conservation of energy	The idea that energy can never be created or destroyed, only transferred from one store to another.	33	hydroelectric power	Generating electricity by letting moving water (usually falling from a reservoir) turn turbines and generators.
13	nuclear energy	A name used to describe energy when it is stored inside materials.	34	photosynthesis	Process that plants use to make their own food. It needs light to work.
14	strain energy	A name used to describe energy when it is stored in stretched or squashed things that can change back to their original shapes. Another name for elastic potential energy.	35	solar cell	Flat panels that use energy transferred by light to produce electricity.
15	thermal energy	A name used to describe energy when it is stored in hot objects. The hotter something is the more thermal energy it has.	36	solar panel	Flat plates that use energy from the Sun to heat water.
16	transfer	When energy is moved from one store into another or from one place to another we say it is transferred.	37	solar power	Generating electricity using energy from the Sun.
17	biofuel	A fuel made from plants or animal droppings.	38	solar power station	A large power station that uses the Sun to heat water to make steam. The steam is used to make electricity in a similar way to fossil fuel or nuclear power stations.
18	coal	A fossil fuel made from the remains of plants.	39	wind turbine	A kind of windmill that generates electricity using energy transferred by the wind.
19	electricity	A way of transferring energy through wires.	40	climate change	The changes in weather that will be caused because the Earth is getting hotter (sometimes called 'global warming').
20	fossil	The remains of a dead animal or plant that became trapped in layers of sediment and turned into rock.	41	efficiency	A way of saying how much energy something wastes.
21	fossil fuel	Coal, oil and natural gas – all fuels that were formed from the remains of dead plants and animals.			

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Science

Energy Transfers Knowledge Grid

	Question	Answer		Question	Answer
1	degrees Celsius (°C)	A unit for measuring temperature.	18	thermal conductor	A material that allows internal (thermal) energy to be transferred through it easily.
2	evaporate	When a liquid turns into a gas.	19	thermal imager	A device like a camera that makes images by detecting infrared radiation.
3	internal energy	The energy stored in the movement of particles. Sometimes called thermal energy.	20	thermal insulator	A material that does not allow internal (thermal) energy to be transferred through it easily.
4	joule (J)	A unit for measuring energy.	21	solar cell	A flat plate that uses energy transferred by the light to produce electricity.
5	temperature	How hot something is, usually measured in degrees Celsius.	22	solar panel	A panel that uses energy from the Sun to heat water.
6	thermal energy	Another term for internal energy.	23	appliance	A machine, usually one powered by electricity and used in the home.
7	absorb	'To soak up' or 'to take in'.	24	efficiency	A way of saying how much energy something wastes.
8	conduction	The way energy is transferred through solids by heating.	25	kilowatt (kW)	A unit for measuring power. There are 1000 watts (W) in 1 kilowatt (kW).
9	convection	The way energy is transferred by heating in fluids.	26	power	The amount of energy (in joules, J) transferred every second. It is measured in watts (W).
10	convection current	A flow of liquid or gas caused by part of it being heated or cooled more than the rest.	27	power rating	The number of joules of energy an appliance uses every second.
11	density	The amount of mass that one cubic centimetre of a substance has. Often measured in grams per cubic centimetre (g/cm3).	28	Sankey diagram	A diagram showing energy transfers, where the width of each arrow is proportional to the amount of energy it represents.
12	emit	To give out.	29	watt (W)	A unit for measuring power. 1 watt (W) is 1 joule (J) per second.
13	fluid	A gas or a liquid.	30	kilowatt-hour (kWh)	The amount of energy used by a 1 kilowatt (kW) appliance in one hour. It is equal to 3600 kilojoules (kJ).
14	infrared radiation	A way of transferring energy by heating that does not need a medium (material). Infrared radiation can travel through transparent things and a vacuum (empty space).	31	payback time	The time it takes to get back (in energy savings) the money you spent on making an energy-saving change.
15	medium	Any substance through which something travels.	32	climate change	Changes that will happen to the weather as a result of global warming.
16	radiation	A way of transferring energy by heating. Also known as infrared radiation. Infrared radiation can travel through transparent things and a vacuum (emptyspace).	33	fossil fuel	A fuel formed from the dead remains of organisms over millions of years (e.g. coal, oil or naturalgas).
17	reflect	To bounce off a surface instead of passing through it or being absorbed.			

Science

Food and nutrition Knowledge Grid					
	Question	**Answer**			
1	claim	A statement that is supposed to be true.	21	respiration	A process in which energy is released from substances so it can be used by an organism. All organisms respire.
2	carbohydrate	A nutrient that is used as the main source of energy.	22	transfer	When energy moves from one place to another.
3	constipation	When the intestines get blocked.	23	anaemia	A deficiency disease caused by a lack of iron. Causes tiredness and shortness of breath.
4	diet	The food that you eat.	24	balanced diet	Eating a wide variety of foods to provide all the things the body needs.
5	fat	A nutrient that is stored to be used for energy in the future. It also acts as a thermal insulator.	25	deficiency disease	A disease caused by a lack of a nutrient.
6	fibre	A substance found in food that is not used up by the body. It helps to keep our intestines clean.	26	heart disease	A disease caused by narrowing of the arteries carrying blood to the muscles of the heart, so the heart muscles do not receive enough oxygen.
7	lipid	Fats (and oils) are part of a large group of similar substances called lipids.	27	kwashiorkor	A deficiency disease caused by a lack of protein.
8	mineral (biology)	An element that is a nutrient needed in small quantities for health (e.g. calcium). Minerals are found in foods and soils as compounds called mineral salts.	28	malnutrition	A problem caused by having too much or too little of a nutrient in the diet. Obesity, starvation and deficiency diseases are all examples.
9	mineral (chemistry)	A naturally occurring element or compound that can form distinct grains in rocks.	29	night blindness	A deficiency disease caused by a lack of vitamin A. A person with the disease cannot see very well in dim light.
10	mineral salt (biology)	A compound containing an important element that is needed in small quantities for health (e.g. calcium). Plants get their mineral salts from the soil, animals get them from food.	30	obesity	Being very overweight.
11	nutrient	A substance needed in the diet to provide raw materials for making new substances and for energy release.	31	Reference Intake (RI)	The amount of a nutrient that people are advised to eat in a day.
12	nutrition	The substances that help organisms respire and grow. All organisms need nutrition.	32	rickets	A deficiency disease caused by a lack of calcium (or a lack of vitamin D). It causes weak and poorly shaped bones.
13	oil (biology)	A liquid fat.	33	scurvy	A deficiency disease caused by a lack of vitamin C. Joints hurt, the gums bleed and cuts take a long time to heal.
14	protein	A nutrient used for growth and repair.	34	starvation	A form of malnutrition in which people lack many nutrients.
15	raw material	A substance used to make other substances.	35	absorb	'To soak up' or 'to take in'.
16	starch	A type of insoluble carbohydrate found in plants.	36	anus	The opening at the end of the gut.
17	sugar	A type of soluble carbohydrate. Glucose is an example of a sugar.	37	bacterium	A type of prokaryote microorganism. Plural is bacteria.
18	vitamin	A nutrient needed in small quantities for health (e.g. vitamin C).	38	catalyst	A substance that speeds up a chemical reaction, without itself being used up.
19	fuel	A substance that contains a store of chemical or nuclear energy that can easily be transferred.	39	digestion	A process that breaks food into soluble substances in our bodies.
20	kilojoule (kJ)	A unit for measuring energy. There are 1000 joules (J) in 1 kilojoule (kJ).	40	digestive juice	A liquid containing enzymes that break down food.

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Science

	Question	Answer		Question	Answer
41	digestive system	An organ system that breaks down food.	55	rectum	An organ that stores faeces before they are egested.
42	egestion	When faeces are pushed out of the anus.	56	saliva	A digestive juice. It contains an enzyme that breaks down starch into sugar.
43	elimination	Another term for ‘egestion’.	57	salivary gland	Found in the mouth. It makes saliva.
44	enzyme	A substance that can speed up some processes in living things (e.g. breaking down food molecules).	58	small intestine	An organ in which most digestion happens. The soluble substances produced by digestion are absorbed into the body here.
45	faeces	Waste food material produced by the intestines.	59	soluble	Describes a substance that can dissolve in a certain liquid.
46	food pipe	A non-scientific term for the oesophagus.	60	stomach	An organ containing strong acid that mixes food up and digests proteins.
47	gullet	Another term for ‘oesophagus’.	61	surface area	The total area of all the surfaces of a three-dimensional object.
48	gut	The organs that form the tube running from the mouth to the anus.	62	absorb	‘To soak up’ or ‘to take in’.
49	ingestion	Taking substances into the body. For example, we ingest food using our mouths.	63	diffusion	When particles spread and mix with each other without anything moving them.
50	insoluble	Describes a substance that cannot be dissolved in a certain liquid.	64	microvillus	A fold on the surface of a villus cell. These folds increase the surface area so that digested food is absorbed more quickly. Plural is microvilli.
51	large intestine	An organ in which water is removed from undigested food.	65	model	A way of showing or representing something that helps you to think about it or to find out about it.
52	liver	An organ used to make and destroy substances in your body. It also stores some substances.	66	plasma	The liquid part of the blood.
53	microorganism	An organism too small to be seen with the naked eye.	67	villus	A small finger-like part of the small intestine. These increase the surface area so that digested food is absorbed more quickly. Plural is villi.
54	oesophagus	The muscular tube that leads from the mouth to the stomach. Also called the ‘gullet’.			

Science

Breathing and respiration Knowledge Grid					
	Question	**Answer**		**Question**	**Answer**
1	aerobic respiration	A type of respiration in which oxygen is used to release energy from substances, such as glucose.	19	anomalous result (outlier)	A measurement that does not fit the same pattern as other measurements from the same experiment.
2	carbohydrate	A nutrient that is used as the main source of energy. Examples include starch and sugars.	20	estimate	An approximate answer, often calculated from a sample or using rounded values.
3	combustion	Burning, usually in air. The reaction usually gives out energy by heating the surroundings or by light.	21	mean	An average calculated by adding up the values of a set of measurements and dividing the total by the number of measurements in the set.
4	glucose	An important sugar that is used as a reactant in respiration.	22	outlier	Another term for 'anomalous result'.
5	word equation	An equation in which the names of the reactant(s) are written on the left side, there is an arrow pointing from left to right and the names of the product(s) are written on the right side.	23	range	The difference between the highest and lowest values in a set of data (usually ignoring any anomalous results).
6	alveolus	A small pocket in the lungs in which gases are exchanged between the air and the blood. Plural is alveoli.	24	artery	A blood vessel that carries blood away from the heart.
7	breathing	The movement of muscles that makes the lungs expand and contract.	25	asthma	A condition in which the tiny tubes leading to the alveoli become narrow and start to fill with mucus.
8	bronchus	The trachea splits into two tubes; one bronchus goes into the left lung and the other goes into the right lung. Plural is bronchi.	26	blood vessel	A tube that carries blood around the body.
9	capillary	A thin-walled blood vessel that carries blood from arteries to veins.	27	carbon monoxide	A poisonous gas produced by carbon burning without enough oxygen. Found in cigarette smoke.
10	cilium	A small hair-like structure on the surface of some cells. Plural is cilia.	28	emphysema	A disease in which the lungs cannot take much oxygen out of the air because the walls of the alveoli have broken down.
11	ciliated epithelial cell	A cell in the tubes leading to and from the lungs that has cilia growing on its surface.	29	haemoglobin	The substance that carries oxygen in red blood cells.
12	diaphragm (biology)	An organ containing a lot of muscle tissue, which diaphragm contracts and moves downwards to increase the volume of the chest when inhaling. This then causes the lungs to expand.	30	heart attack	When heart muscle cells start to die.
13	diffusion	When particles spread and mix with each other without anything moving them.	31	heart disease	A disease caused by narrowing of the arteries carrying blood to the muscles of the heart, so the heart muscles do not receive enough oxygen.
14	gas exchange	When one gas is swapped for another. In the lungs, oxygen leaves the air and goes into the blood. At the same time, carbon dioxide leaves the blood and goes into the air in the lungs.	32	mitochondrion	A small structure (organelle) in the cytoplasm of cells where aerobic respiration occurs. Plural is mitochondria.
15	mucus	A sticky liquid produced by certain cells in the body, including some cells found in the tubes leading to and from the lungs.	33	plasma	The liquid part of the blood.
16	surface area	The total area of all the surfaces of a three-dimensional object.	34	red blood cell	A blood cell that carries oxygen.
17	trachea	An organ in the shape of a tube that takes air to and from your lungs. Also called the 'windpipe'.	35	tissue fluid	The liquid formed when plasma leaks out of capillaries, carrying oxygen and food to cells.
18	ventilation	The movement of air in and out of your lungs.	36	vein	A blood vessel that carries blood towards the heart.

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Science

	Question	Answer		Question	Answer
37	gills	A series of flaps of tissue with a good blood supply just behind the head of an organism and used to take oxygen out of water. Fish have gills.	44	tar	A sticky substance found in cigarette smoke, which contains harmful compounds including some that can cause cancer.
38	hydrogen carbonate indicator	An indicator that is pink in water but turns yellow as carbon dioxide is added and the pH drops.	45	aerobic exercise	An exercise in which all the energy needed can be supplied by aerobic respiration.
39	indicator	A substance that changes colour in solutions of different acidity and alkalinity.	46	anaerobic respiration	A type of respiration that does not need oxygen.
40	limewater	A solution of calcium hydroxide. It is clear and colourless but turns 'milky' in contact with carbon dioxide.	47	contract	To get smaller.
41	pH	A numerical scale from 1 to 14 showing how acidic or alkaline a substance is. Acids have a pH below 7, neutral substances have a pH of 7 and alkalis have a pH greater than 7.	48	excess post-exercise oxygen consumption (EPOC)	The need for extra oxygen after exercise to break down lactic acid and replace the oxygen lost from blood and muscle cells.
42	photosynthesis	A process that plants use to make their own food. It needs light to work.	49	oxygen debt	An older term for EPOC.
43	stoma	A tiny hole in a leaf through which gases can diffuse into and out of the leaf. Plural is stomata.			

Science

Muscles and bones Knowledge Grid

	Question	Answer		Question	Answer
1	adaptation	The features something has to allow it to do its job or to survive.	22	bone marrow	Tissue inside bones in which blood cells are made.
2	breathing	The movement of muscles that make the lungs expand and contract.	23	capillary	A thin-walled blood vessel that carries blood from arteries to veins.
3	breathing rate	The number of times you inhale and exhale in one minute.	24	haemoglobin	The substance that carries oxygen in red blood cells.
4	breathing system	The organ system that allows the exchange of gases in the lungs. Also known as the gas exchange system.	25	heart chambers	Spaces inside the heart that the blood moves through as the heart pumps.
5	carbon dioxide	A waste gas produced by respiration.	26	plasma	The liquid part of the blood.
6	cell	The basic unit of all life. All organisms are made of cells.	27	pulse	A feeling of the heart beating that can be felt in arteries.
7	contract	To get smaller. When a muscle contracts it uses energy to get shorter and fatter.	28	pulse rate	The number of times a pulse is felt in a minute.
8	diaphragm	Organ containing a lot of muscle tissue, which contracts and moves downwards to increase the volume of the lungs when inhaling.	29	red blood cells	Blood cells that carry oxygen.
9	excretion	Getting rid of waste. All organisms excrete.	30	vein	A blood vessel that carries blood towards the heart.
10	exhalation	Breathing out.	31	white blood cells	Blood cells that fight micro-organisms.
11	function	Something's job is its function.	32	backbone	Series of small bones (vertebrae) that form a chain to support the main part of some animals' bodies.
12	gas exchange	When one gas is swapped for another. In the lungs, oxygen leaves the air and goes into the blood. At the same time, carbon dioxide leaves the blood and goes into the air in the lungs.	33	cartilage	A slippery substance that is found on the ends of some bones and used to help form some body parts (e.g. ear, nose).
13	gas exchange system	The organ system that allows the exchange of gases in the lungs. Also known as the breathing system.	34	fixed joint	A place where two or more bones meet but cannot move.
14	inhalation	Breathing in.	35	flexible joint	A place where two or more bones meet and can be moved (by muscles).
15	oxygen	A gas that makes up about 21% of the air.	36	fracture	Break.
16	relax	When a muscle relaxes it stops exerting a force and becomes thinner and longer.	37	ligament	A band of tissue that connects bones together.
17	respiration	A process in which energy is released from substances so it can be used by an organism. All organisms respire. There are, however, different forms of respiration.	38	skeleton	The structure that supports an organism and gives it its shape, It is made of 206 bones in an adult human.
18	surface area	The amount of area that the surface of something has.	39	skull	Collection of bones that protect the brain.
19	ventilation	The movement of air in and out of your lungs.	40	tendon	A cord of tissue that connects a muscle to a bone.
20	artery	A blood vessel that carries blood away from the heart.	41	vertebrae	Small bones that form the 'backbone'.
21	blood vessel	A tube that carries blood in the body.			

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SPANISH

Y8 DPR Cycle 1 Knowledge Organiser - Dieta y Salud

1. ¿Qué comes? What do you eat?/ ¿Qué desayunas? What do you have for breakfast? *DPR6,8,9*

Normalmente (Usually) **Siempre** (Always) **Cada día** (Every day) **A veces** (Sometimes) **De vez en cuando** (From time to time) **Ayer** (Yesterday)	**desayuno** (I have for breakfast) **mi hermana desayuna** (my sister has for breakfast) **desayuné** (I had for breakfast	**cereales** (cereal) **yogur** (yoghurt) **tostadas con mantequilla** (toast with butter) **tostadas con mermelada** (toast with jam) **huevos** (eggs) **una manzana** (an apple)
	como (I eat) **mi madre come** (my mum eats) **mi madre y yo comemos** (my mum and I eat) **ceno** (I have for dinner) **almuerzo** (I have for lunch) **comí / cené / almorcé** (I ate/ I had for dinner/ I had for lunch)	**tortilla española** (Spanish omelette) **sopa** (soup) **ensalada** (salad) **patatas fritas** (chips) **carne con patatas** (meat and potatoes) **pescado** (fish) **verduras** (vegetables) **arroz** (rice) **queso** (cheese) **un bocadillo** (a sandwich) **tacos de pollo** (chicken tacos) **paella de marisco** (seafood paella) **gambas al ajillo** (garlic prawns) **calamares** (squid) **pulpo** (octopus) **ceviche** (a traditional Peruvian seafood dish) **fruta** (fruit) **helado** (ice cream)
	bebo (I drink) **mi padre bebe** (my dad drinks) **mi padre y yo bebemos** (my dad and I drink) **bebí** (I drank)	**té** (tea) **café** (coffee) **café con leche** (coffee with milk) **zumo de naranja/ piña** (orange/ pineapple juice) **refrescos** (fizzy drinks) **limonada** (lemonade) **agua** (water) **cerveza** (beer) **vino tinto/ blanco** (red/white wine)

DPR12: Top band language

-***(Me/Le)* gustaría comer…**- *(I/He or she)* would like to eat…

-Si fuera posible, comería *(patatas fritas)* todos los dias - If it were possible, I would eat *(chips)* every day

-Me habría gustado comer *(helado)* ayer- I would have liked to have eaten *(ice cream)* yesterday

2. ¿Cuál es tu comida favorita ? What's your favourite food? *DPR6,8*

Me encanta (I love) **Me gusta bastante** (I quite like) **No me gusta nada** (I don't like at all) **Me repugna** (It disgusts me)	**el pescado** (fish) **el arroz** (rice) **el queso** (cheese) **el paella de marisco** (seafood paella) **el pollo frito** (fried chicken)	**porque es** (because it is)	**delicioso** (delicious) **asqueroso** (disgusting) **sabroso** (tasty) **salado** (salty) **sano** (healthy) **malsano** (unhealthy) **amargo** (bitter) **soso** (bland) **dulce** (sweet) **refrescante** (refreshing) **picante** (spicy)
	la comida mexicana Mexican food) **la comida española** (Spanish food) **la carne** (meat) **la sopa** (soup) **la ensalada** (salad) **la fruta** (fruit)	**porque es** (because it is)	**deliciosa** (delicious) **asquerosa** (disgusting) **sabrosa** (tasty) **salada** (salty) **sana** (healthy) **malsana** (unhealthy) **amarga** (bitter) **sosa** (bland) **dulce** (sweet) **refrescante** (refreshing) **picante** (spicy)
Me encantan (I love) **Me gustan bastante** (I quite like) **No me gustan nada** (I don't like at all) **Me repugnan** (It disgusts me)	**los champiñones** (mushrooms) **los bocadillos** (sandwiches) **los calamares** (squid) **los huevos** (eggs) **los refrescos** (fizzy drinks) **los cereales** (cereal)	**porque son** (because they are)	**deliciosos** (delicious) **asquerosos** (disgusting) **sabrosos** (tasty) **salados** (salty) **sanos** (healthy) **malsanos** (unhealthy) **amargos** (bitter) **sosos** (bland) **dulces** (sweet) **refrescantes** (refreshing) **picantes** (spicy)
	las verduras (vegetables) **las patatas fritas** (chips) **las gambas al ajillo** (garlic prawns) **las galletas** (biscuits)	**porque son** (because they are)	**deliciosas** (delicious) **asquerosas** (disgusting) **sabrosas** (tasty) **saladas** (salty) **sanas** (healthy) **malsanas** (unhealthy) **amargas** (bitter) **sosas** (bland) **dulces** (sweet) **refrescantes** (refreshing) **picantes** (spicy)

DPR6/12: Top band reasons

-**…A mi (madre) le gusta(n)…** My (mum) likes…

- **porque *(contiene/ contienen)* vitaminas** - because (*it contains/ they contain)* vitamins

-**… porque soy *(alérgico/a / vegetariano/a/ vegano/a)*** - because I'm *(allergic/ vegetarian/ vegan)*

-**… porque *(huele horrible/ sabe a perro mojado)*** - because *(it smells horrible/ it tastes like wet dog)*

3. ¿Qué se debe hacer para llevar una dieta sana? (What must you do to have a healthy diet?) *DPR6,8, 11*

Para llevar una dieta sana (To have a healthy diet) **Para llevar una vida saludable** (To lead a healthy lifestyle)	**se debe** (you must) **es importante** (it's important) **es aconsejable** (it's advisable) **es recomendable** (it's recommended) **es esencial** (it's essential)	**comer mucha verdura** (to eat lots of vegetables) **beber mucha agua** (to drink lots of water) **dormir ocho horas** (to sleep for eight hours) **evitar el estrés** (to avoid stress) **hacer ejercicio físico** (to do physical exercise)	**porque contiene vitaminas** (because it contains vitamins) **porque es sano/a** (because it's healthy)
	no se debe (you mustn't)	**comer mucha comida basura** (eat a lot of junk food) **beber mucho alcohol** (drink a lot of alcohol) **tomar mucho azúcar** (have a lot of sugar) **fumar** (smoke) **tomar drogas** (take drugs)	**porque contiene grasas** (because it contains fats) **porque contiene azúcar** (because it contains sugar) **porque tiene sustancias peligrosas** (because it has dangerous substances) **porque es malsano/a** (because it's unhealthy)

DPR12: Top band sentence starters

-En el futuro, (no) debería…
(In the future, I should(n't)…)

-En el pasado, me habría gustado…
(In the past, I would have liked to…)

-Si fuera posible, me gustaría…
(If it were possible, I would like to…)

PRESENT TENSE - AR verbs	PRESENT TENSE - ER verbs	PRESENT TENSE - IR verbs	FREQUENCY EXPRESSIONS
DESAYUNAR (TO HAVE FOR BREAKFAST)	***COMER (TO EAT)***	***BATIR (TO WHIP/ BEAT)***	Hoy en día – Nowadays
Yo desayuno– I have for breakfast	Yo como – I eat	Yo bato – I whip	De momento – At the moment
Tú desayunas – You have for breakfast	Tú comes – You(sg.) eat	Tú bates – You(sg.) whip	Normalmente – Normally
Él / Ella desayuna- He/She has for breakfast	Él / Ella come– He / She eat	Él / Ella bate – He/She whip	Generalmente – Generally
Nosotros(as) desayunamos– We have for breakfast	Nostros(as) comemos – We eat	Nostros(as) batemos – We whip	Todos los días – Every day
Vosotros(as) desayunaís – You(pl.) have for breakfast	Vosotros(as) coméis – You(pl.) eat	Vosotros(as) batís – You(pl.)whip	Hoy – Today
Ellos / Ellas desayunan – They have for breakfast	Ellos / Ellas comen – They eat	Ellos / Ellas baten – They whip	A veces - Sometimes

PRETERITE TENSE - AR verbs	PRETERITE TENSE - ER verbs	PRETERITE TENSE - IR verbs	FREQUENCY EXPRESSIONS
Desayunar (TO HAVE FOR BREAKFAST)	***COMER (TO EAT)***	***BATIR (TO WHIP/ BEAT)***	Ayer – Yesterday
Yo desayuné – I had for breakfast	Yo comí – I ate	Yo batí – I whipped	Anoche – Last night
Tú desayunaste – You(sg.) had for breakfast	Tú comiste – You(sg.) ate	Tú batiste – You(sg.) whipped	La semana pasada – Last week
Él / Ella desayunó – He/ She had for breakfast	Él / Ella comió – He/ She ate	Él / Ella batió – He/ She whipped	El fin de semana pasado – Last weekend
Nosotros(as) desayunamos – We had for breakfast	Nostros(as) comimos – We ate	Nosotros(as) batimos – We whipped	El mes pasado – Last month
Vosotros(as) desayunasteis – You(pl.) had for breakfast	Vosotros(as) comisteis – You(pl.) ate	Vosotros(as) batisteis – You(pl.) whipped	Hace tres semanas – Three weeks ago
Ellos / Ellas desayunaron – They had for breakfast	Ellos / Ellas comieron – They ate	Ellos / Ellas batieron – They whipped	El año pasado – Last year

NEAR FUTURE TENSE- AR verbs	NEAR FUTURE TENSE - ER verbs	NEAR FUTURE TENSE - IR verbs	FREQUENCY EXPRESSIONS
Desayunar (TO HAVE FOR BREAKFAST)	***COMER (TO EAT)***	***BATIR (TO WHIP/ BEAT)***	La próxima semana – Next week
Yo voy a desayunar – I am going to have for breakfast	Yo voy a comer– I am going to eat	Yo voy a batir– I am going to whip	El fin de semana que viene – Next weekend
Tú vas a desayunar– You(sg.) are going to have for breakfast	Tú vas a comer– You(sg.) are going to eat	Tú vas a batir– You(sg.) are going to whip	En cuatro días – In four days
Él / Ella va a desayunar– He/She is going to have for breakfast	Él / Ella va a comer– He/She is going to eat	Él / Ella va a batir– He/She is going to whip	El próximo año – Next year
Nosotros(as) vamos a desayunar– We are going to have for breakfast	Nosotros(as) vamos a comer– We are going to eat	Nosotros(as) vamos a batir– We are going to whip	El próximo mes – Next month
Vosotros(as) vaís a desayunar – You(pl.)are going to have for breakfast	Vosotros(as) vaís a comer– You(pl.)are going to eat	Vosotros(as) vaís a batir – You(pl.)are going to whip	
Ellos / Ellas van a desayunar– They are going to have for breakfast	Ellos / Ellas van a comer– They are going to eat	Ellos / Ellas van a batir – They are going to whip	

SPANISH

LITERACY KNOWLEDGE ORGANISER

SPaG

Grammar: Write in sentences

A sentence is a group of words that make sense. Sentences start with a capital letter and end with a full stop, question mark or exclamation mark. All sentences contain **clauses.** You should try to use a range of sentences when writing. There are three main types of sentences.

Simple sentence: A sentence containing one main clause with a subject and a verb.

He reads.
Literacy is important.

Compound sentence: Two simple sentences joined with a conjunction. Both of these simple sentences would make sense on their own. Varying conjunctions makes your writing more interesting.

He read his book because it was written by his favourite author.
Literacy is important so students had an assembly about reading.

Complex sentence: A longer sentence containing a main clause and one or more subordinate clause (s) used to add more detail. The main clause makes sense on its own. However, a subordinate clause would not make sense on its own, it needs the main clause to make sense. The subordinate clause is separated by a comma (s) and/or conjunction. The clause can go at the beginning, middle or end of the sentence.

He read his book even though it was late.
Even though it was late, he read his book.
He read his book, even though it was late, because it was written by his favourite author.

How can you develop your sentences?

1. Start sentences in different ways. For example, you can start sentences with adjectives, adverbs or verbs.
Adjective: Funny books are my favourite!
Adverb: Regularly reading helps me develop a reading habit.
Verb: Looking at the front cover is a good way to choose a reading book.

2. Use a range of **punctuation**.

3. **Nominalisation**
Nominalisation is the noun form of verbs; verbs become concepts rather than actions. Nominalisation is often used in academic writing. For example:
It is important to **read** because it helps you in lots of ways.
Becomes: **Reading** is beneficial in many ways.

Germany **invaded** Poland in 1939. This was the immediate cause of the Second World War breaking out.
Becomes: Germany's **invasion** of Poland in 1939 was the immediate cause of the outbreak of the Second World War.

Connectives and Conjunctions	
Cause And Effect	Because So Consequently Therefore Thus
Addition	And Also In addition Further (more)
Comparing	Whereas However Similarly Yet As with/ equally/ Likewise
Sequencing	Firstly Initially Then Subsequently Finally After
Emphasis	Importantly Significantly In particular Indeed
Subordinate	Who, despite, until, if, while, as, although, even though, that, which

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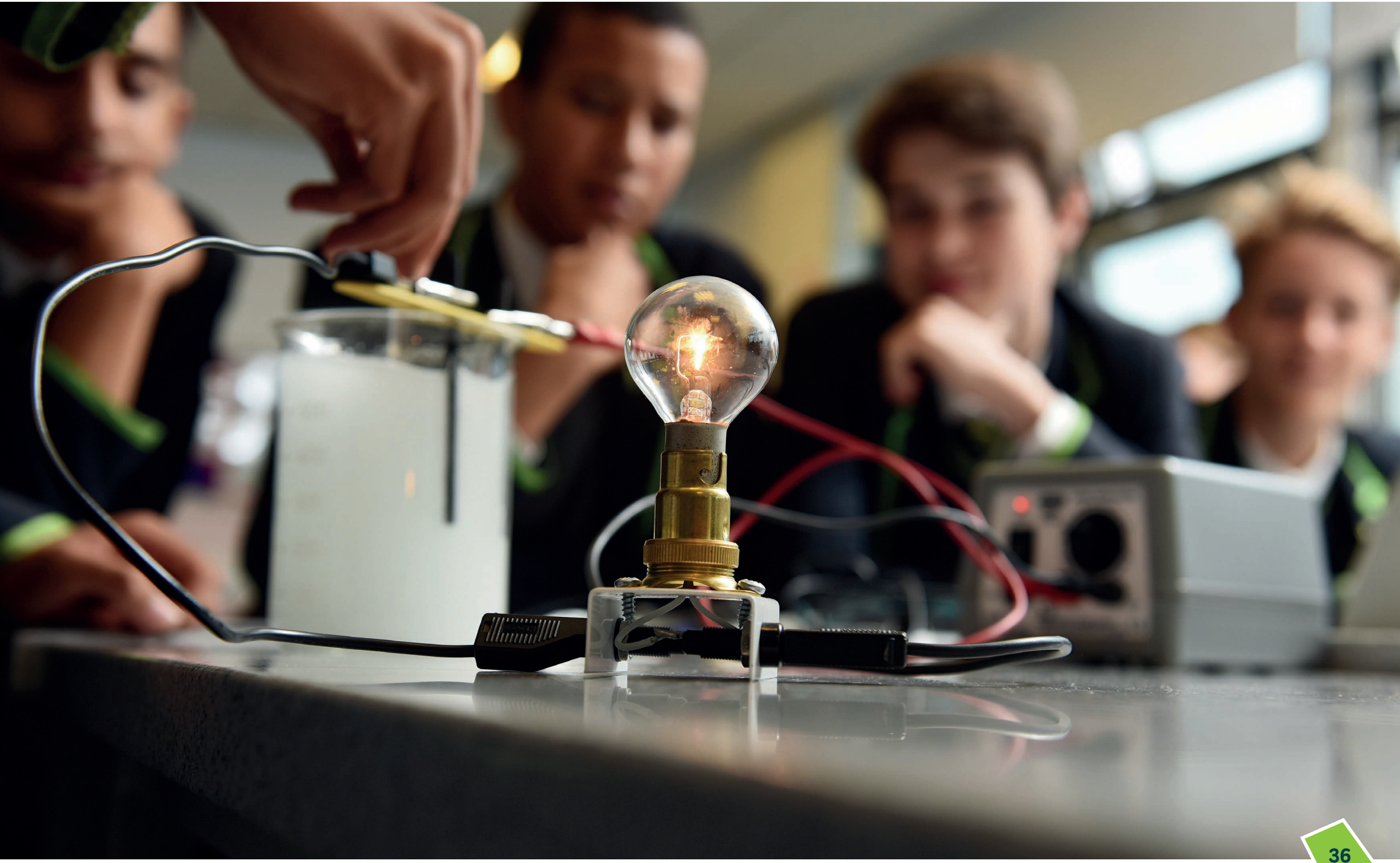

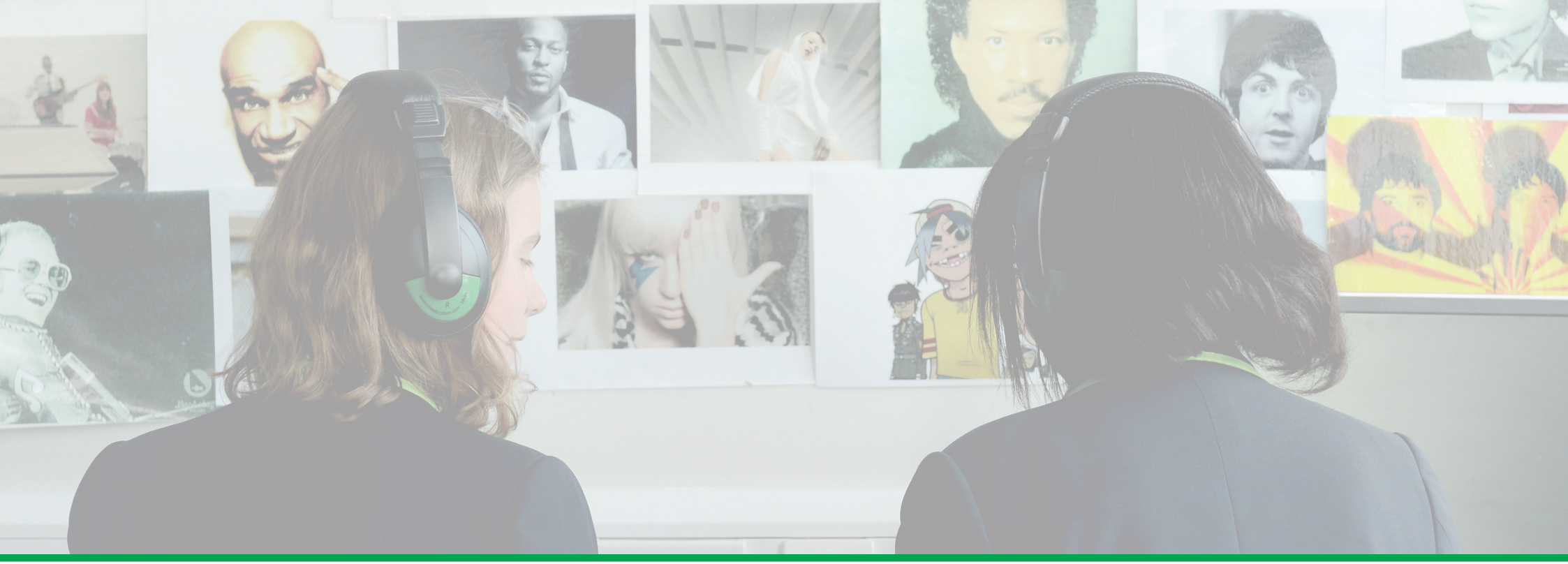

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