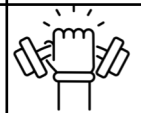
LIGHT HALL KNOWLEDGE MATS
Year 8 Summer 1

The best from everyone, all of the time.

KEY WORD	DEFINITION	IMAGE	IN A SENTENCE	LOOK, COVER, WRITE, CHECK	LOOK, COVER, WRITE, CHECK
cynical	A distrust and criticism of others motivations.		He was a **cynical** person at Christmas time.		
morality	the distinction between right and wrong behaviour.		A person's **morality** can be judged by their actions.		
propaganda	information, biased, used to promote a political view.		There was **propaganda** on TV near the election.		
revolution	Overthrow a government of social order.		A group of rebels planned a **revolution** to take over.		
communism	A political system whereby all of society shares equally.		Few countries in the world are **communist**.		
liberty	Being free in society from restrictions.		**Liberty** is a human right.		
torment	Severe physical or mental suffering.		The prisoner was **tormented** in their cell.		
commandment	A divine ruling from God.		Moses received the **commandments**.		
fable	A short story with animals as characters conveying morals.		Animal Farm is a **fable** about communism.		
hierarchy	A system in society where members are organised.		The Principal is the top of the school **hierarchy**.		
microcosm	A small group/society that has all the features of a large one.		A classroom is a **microcosm** of society.		
reinforce	Strengthen or support an opinion.		You need to **reinforce** your values.		

Animal Farm- Summer A

1. ***There is a list of key vocabulary linked to your studies this half term. Learn the key words and definitions.***
2. ***Below there is a link of key knowledge. Understand what they all are.***

Grammar Knowledge:

Conjunctions [08/04/24]: a conjunction is a part of speech that connects words, phrases, or clauses. Examples include: include and, or, but, because, for, if, and when.

Simple, complex, compound [24/04/24]: Simple sentences contain a single independent clause. Compound sentences also contain only independent clauses - two or more of them. Complex sentences have both an independent and one or more dependent clauses.

Clauses[06/05/24]: A **clause** is a group of words that contain a subject and a verb. You get the independent clause which can be a sentence by itself and does not need more information to clarify and a subordinate clause which depends on information from the independent clause to make sense.

Year 8 Knowledge Mats (#15) Adding and Subtracting Fractions w.b. 24/04/2023

Key Words

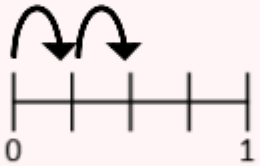
- **Equivalent** – of equal value
- **Improper fractions –** a fraction with a bigger numerator than denominator

Add/Subtract unit fractions

Same denominator

$\frac{1}{12} + \frac{1}{12} - \frac{1}{12} = \frac{2}{12}$

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

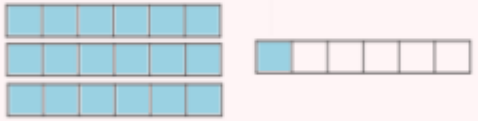


With the same denominator ONLY the numerator is added or subtracted

Add/Subtract from integers

$1 - \frac{2}{6} = \frac{4}{6}$

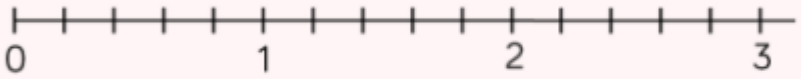
$3 + \frac{1}{6} = 3\frac{1}{6}$



The denominator indicates the number of parts a whole is made up of

Mixed numbers and fractions

$\frac{7}{5}$ Improper fraction



$1\frac{2}{5}$ Mixed number

In this model 5 parts make up a whole

Fractions can be bigger than a whole

Add/Subtraction any fractions

$\frac{4}{5} - \frac{2}{3}$

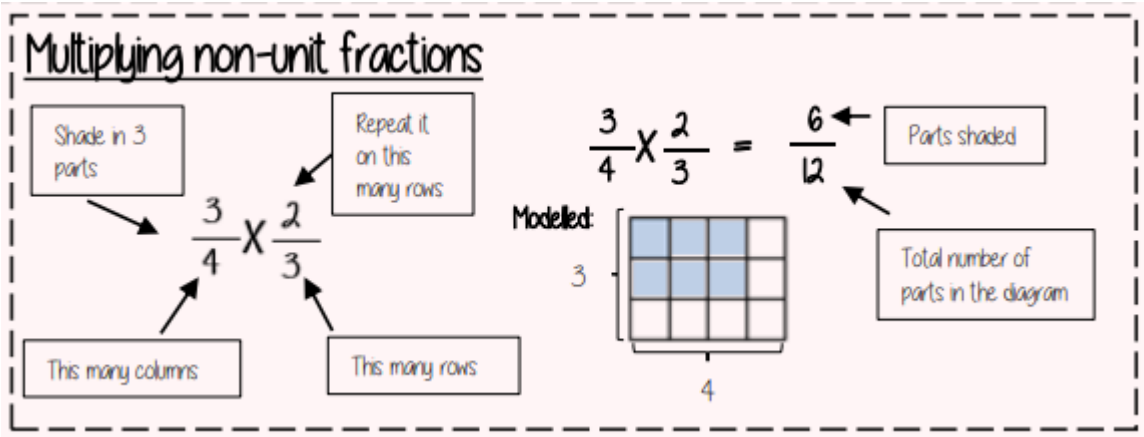
$\frac{12}{15} - \frac{10}{15} = \frac{2}{15}$

Use equivalent fractions to find a common multiple for both denominators

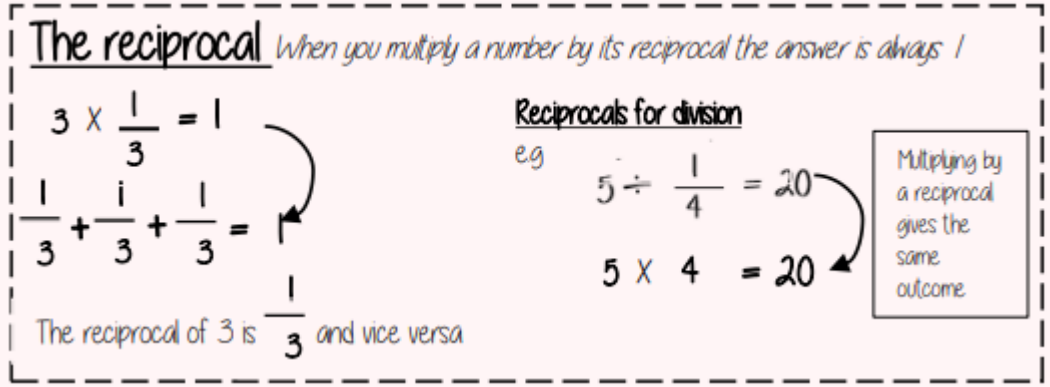
Key Words

- **Non-unit fraction** - A fraction where the numerator is larger than 1
- **Reciprocal** – A pair of numbers that multiply together to give 1

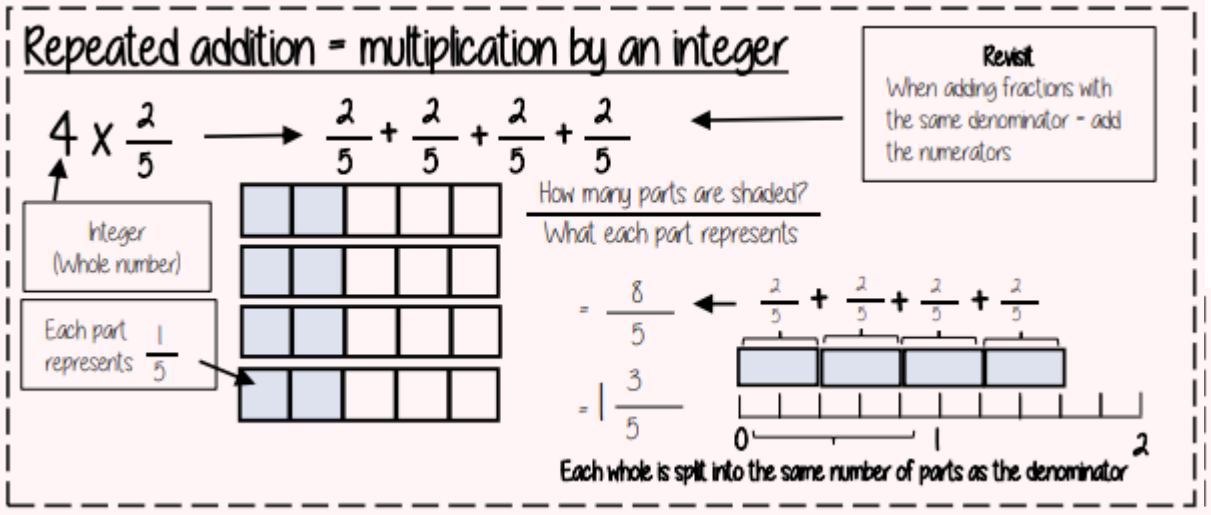
Multiplying non-unit fractions



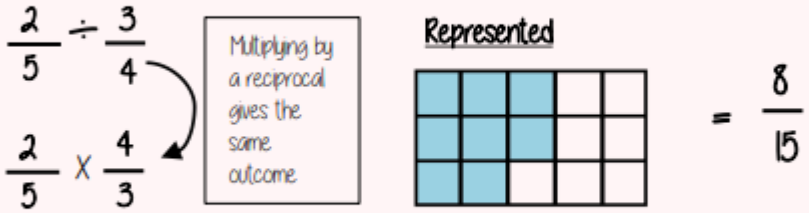
The reciprocal *When you multiply a number by its reciprocal the answer is always 1*



Repeated addition = multiplication by an integer



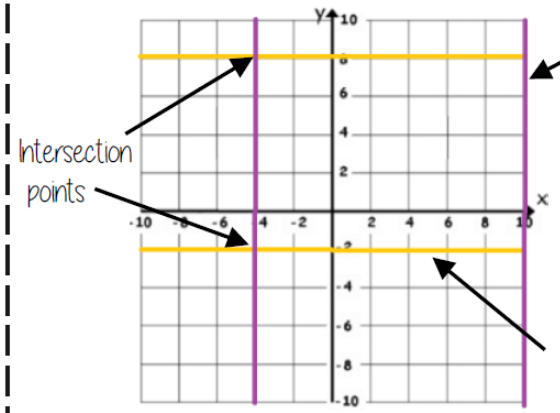
Dividing any fractions *Remember to use reciprocals*



Key Words

- **Gradient** – the steepness of a line **Intercept** –where lines cross.

Lines parallel to the axes



Intersection points

All the points on this line have a x coordinate of 10

'a' can be ANY positive or negative value including 0

Lines parallel to the **y axis** take the form **x = a** and are **vertical**

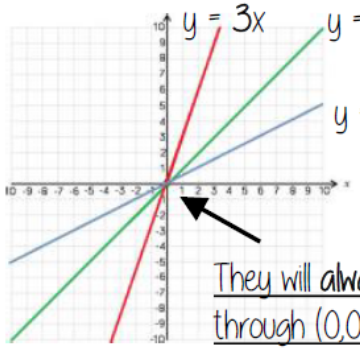
Lines parallel to the **x axis** take the form **y = a** and are **horizontal**

All the points on this line have a y coordinate of -2

e.g (3, -2) (7, -2) (-2, -2) all lay on this line because the y coordinate is -2

Recognise and use the lines y=kx

The value of k changes the steepness of the line



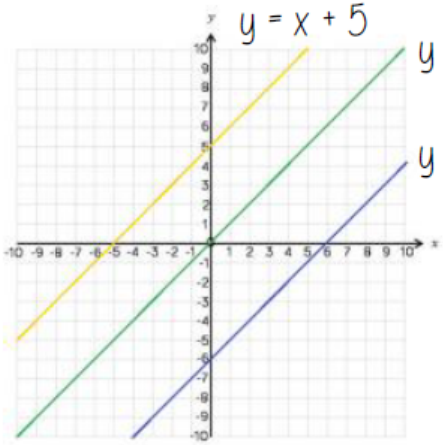
Note: y =x is the same as y= 1x

They will always go through (0,0)

The bigger the value of k the **steeper** the line will be.

The closer to 0 the value of k the closer the line will be to the x axis.

Lines in the form y = x + a



All the lines are **parallel** because the gradients are the same

$y = x + a$

This is the line y=x when the y and x coordinate are the same

This shows the translation of that line.

e.g. y = x + 5

Is the line y=x moved 5 places up the graph

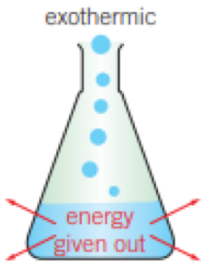
5 has been added to each of the x coordinates

W/c 8th April 2024

Exothermic and endothermic reactions

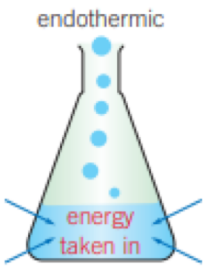
Exothermic reactions involve a transfer of energy from the reactants to the surroundings

- As energy is transferred to the surroundings this will show an increase in temperature
- Examples of exothermic reactions include combustion, freezing, and condensing



Endothermic reactions involve a transfer of energy from the surroundings to the reactants

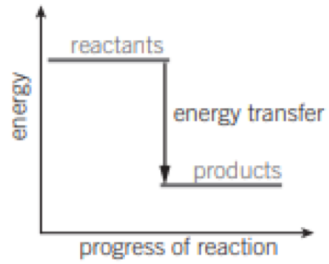
- As energy is taken into the reactants a decrease in temperature will be shown
- Examples of endothermic reactions include thermal decomposition, melting, and boiling



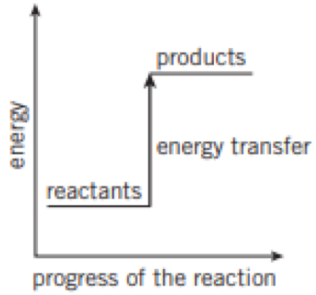
Energy level diagrams

Energy level diagrams show the values of energy between the reactants and the products in a reaction

- If the energy is greater in the reactants than the products then the reaction is exothermic as energy has been given out to the surroundings
- If the energy is lower in the reactants than the products then the reaction is endothermic as energy has been taken in from the surroundings



Exothermic



Endothermic

Bond energies

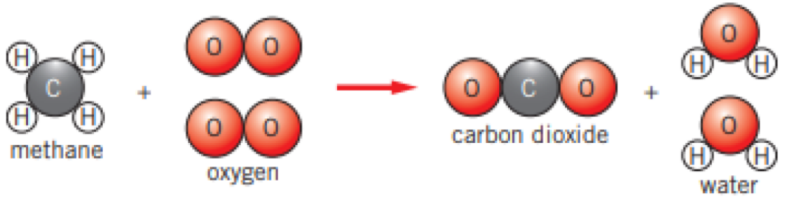
- Energy must be used to break **chemical bonds**, meaning that this reaction is endothermic
- Energy is given out when chemical bonds are made, meaning that this reaction is exothermic
- To see if a reaction is endothermic or exothermic, you must find the difference in the energy needed to break and to make the bonds in the reaction
- If the energy needed to break the bonds is less than the energy given out when making the bonds, the reaction is exothermic
- If the energy needed to break the bonds is more than the energy released when making the bonds, the reaction is endothermic

Key terms Make sure you can write definitions for these key terms.

balanced symbol equation · chemical bond · chemical reaction · combustion · conserved · conservation of mass · decomposition · fuel · endothermic · energy level diagram · exothermic · products · reactants · thermal decomposition

Chemical reactions

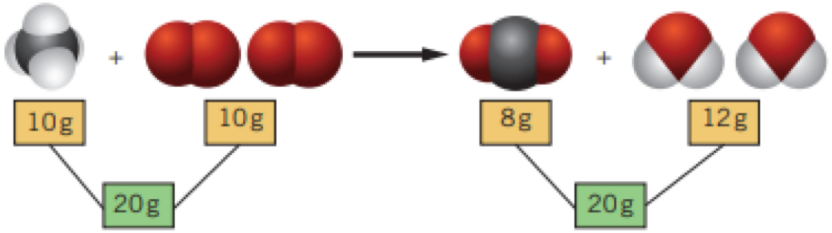
- Word equations can represent a **chemical reaction:**



- The **reactants** are on the left side of the arrow and the **products** are on the right side of the arrow
- We use an arrow instead of an equals sign as it represents that the reactants are changing into a new substance
- In a reaction, the amount of each type of atom stays the same, however they are rearranged to form a new product

Conservation of mass

- In a reaction the mass will be **conserved**, this means that the total mass of the reactants will be equal to the total mass of the products
- If it appears that some of the mass has been lost, this means that a gas has been produced and escaped, accounting for the lost mass



W/c 22nd April 2024

Balanced symbol equations show the amounts of all of the individual atoms in a reaction

- The symbols used are from the Periodic Table
- They also show:
  - Formulae of reactants and products
  - How the atoms are rearranged
  - Relative amounts of reactants and products

$$2H_2 + O_2 \rightarrow 2H_2O$$

Combustion

- **Combustion** is the burning of a **fuel** in oxygen
- A fuel is a substance which stores energy in a chemical store
- Examples of fuels include petrol, diesel, coal and hydrogen
- When a carbon based fuel undergoes combustion, it will produce water and carbon dioxide

methane + oxygen → carbon dioxide + water

- Hydrogen can also be used as a fuel, this is much better than traditional fossil fuels as it does not produce carbon dioxide:

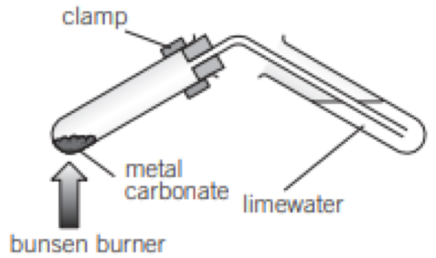
hydrogen + oxygen → water

Thermal decomposition

- A **thermal decomposition** reaction is one where the reactants are broken down (decomposition) using heat (thermal energy)
- An example of this is with metal carbonates:

zinc carbonate → zinc oxide + carbon dioxide

- We can test for this carbon dioxide by bubbling the gas through limewater, if the limewater turns cloudy, the gas is carbon dioxide



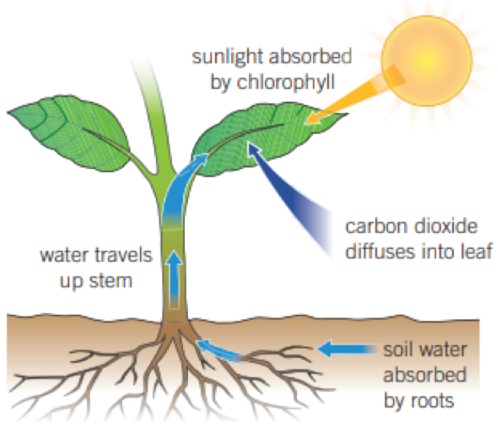
W/c 6th May 2024

Photosynthesis

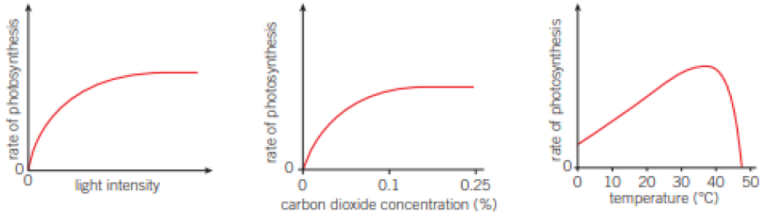
- **Photosynthesis** is the process which occurs in the chloroplasts to produce glucose using sunlight

water + carbon dioxide + sunlight → glucose + oxygen

- Any organism that can use photosynthesis to produce its own food is known as a **producer**, these are not just limited to plants but can include other organisms such as **algae**

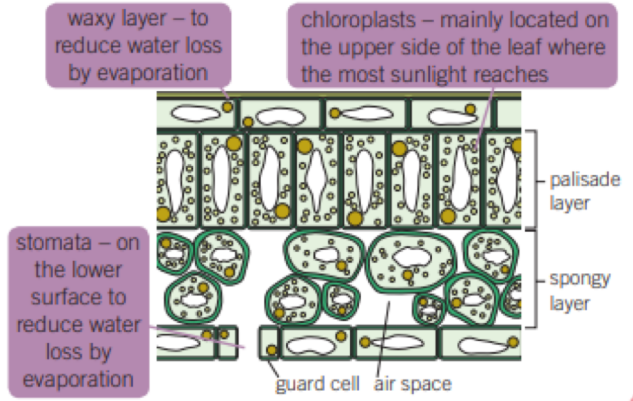


- The rate of photosynthesis can be affected by:
  - Light intensity – the higher the light intensity the higher the rate of photosynthesis up to a point
  - Carbon dioxide concentration – the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point
  - Temperature – the optimum temperature is the temperature at which photosynthesis occurs at the highest rate, before and after this the rate will be less



Leaves

- To best adapt for photosynthesis leaves have a number of adaptations
- They are thin to allow the most light through
- There is a lot of **chlorophyll** to absorb light
- They have a large surface area to absorb as much light as possible



Plant minerals

Plants need minerals for healthy growth, if they do not have enough of these minerals this is known as a **mineral deficiency**

Mineral	What is It used for?	What happens if there is not enough?
nitrates (contain nitrogen)	healthy growth	poor growth and older leaves yellow
phosphates (contain phosphorus)	healthy roots	poor growth, younger leaves look purple
potassium	healthy leaves and flowers	yellow leaves with deadpatches
magnesium	making chlorophyll	leaves will turn yellow

Fertilisers can be used to stop plants from suffering with mineral deficiencies

Key terms Make sure you can write definitions for these key terms.

aerobic respiration · algae · anaerobic respiration · chlorophyll · mineral deficiency · fermentation · fertiliser · haemoglobin · lactic acid · magnesium · nitrates · oxygen debt · phosphates · photosynthesis · plasma · potassium · producer · red blood cells

W/c 20th May 2024

Respiration

- Respiration is the process in which energy is released from the molecules of food which you eat
- Respiration happens in the mitochondria of the cell
- **Aerobic respiration** involves oxygen, it is more efficient as all of the food is broken down to release energy

glucose + oxygen → carbon dioxide + water

- The glucose is transported to the cells in the blood **plasma**
- The oxygen is transported to the cells in **red blood cells**, by binding with **haemoglobin**
- Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled

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- **Anaerobic respiration** is a type of respiration which does not use oxygen, it is used when the body cannot supply the cells with enough oxygen for aerobic respiration
- Anaerobic respiration releases less energy than aerobic respiration

glucose → lactic acid

- The **lactic acid** produced through anaerobic respiration can cause muscle cramps
- Lactic acid will build up if there is not enough oxygen present in the blood supply to break it down. This is known as an **oxygen debt**

Fermentation

- **Fermentation** is a type of anaerobic respiration which occurs in yeast
- Instead of producing lactic acid, yeast produces ethanol, which is a type of alcohol

glucose → ethanol + carbon dioxide

- This process can be used to form alcohol to drink or to allow bread and cakes to rise

Comparing aerobic and anaerobic respiration

	Reactant(s)	Products(s)	Rate of reaction	Energy released
Aerobic respiration	Glucose, oxygen	Carbon dioxide, water	Slow	More
Anaerobic respiration	Glucose	Lactic acid	Fast	Less

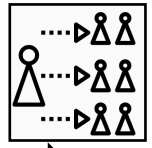
Year 8 Summer 1 –How did settlers change the lives of America's indigenous nations?

w.b. 8th April

1607: The Powhatan nation see the Jamestown settlement created

1776-83 Many Indigenous nations support the British as they lose the American war of Independence

1830: The Indian Removal Act is signed. Forces natives to move onto the Great Plains.



Timeline

1616: Pocahontas of the Powhatan's is taken to England

1763: Pontiac unites northern tribes to fight against the colonists

1823: The US Supreme Court supports the Doctrine of Discovery to allow American claim on Indigenous lands

Enquiry 1: How did the indigenous people live?

w.b. 22nd April

Key terms:

Indigenous-People originating from a certain place or location.

Nomadic- people who don't settle in one place

What I need to know:

- Indigenous people lived in different ways depending which area of America they lived.
- Tribes such as the Cherokee and Powhatan were settled. They farmed, fished and hunted for food.
- Tribe such as the Sioux were nomadic as they lived on the plains and followed the buffalo.
- The buffalo were extremely important to nomadic tribes as they used every part.
- Indigenous nations believed in spirits and that everything had a spirt. They believed these spirts helped guide them through life.

Enquiry 2: How did life change for America's Indigenous nations?

Key terms:

Powhatan – The tribe that helped the settlers of Jamestown.

The Sioux – a powerful Native American tribe.

Royal proclamation – Law to stop the colonial expansion into America.

w.b. 6th May

What I need to know:

- The Powhatan tribe were the first to come across the settlers at Jamestown. The British colonists may not have survived had they not learnt off the Powhatans.
- One of the most significant wars of the 1700s was Pontiac's war against the British colonists. Pontiac's war lasted 3 years.
- The British created the Royal Proclamation in 1763 to stop colonists expanding their land and to appease the natives.
- A peace treaty was signed in 1766, but many colonists were not happy and saw themselves as superior to the Indigenous tribes leading to colonists attacking the indigenous nations.
- In 1830, President Jackson signed the Indian Removal Act, which forced the natives to move west past the Mississippi river. Thousands died on this journey.

Enquiry 3: What happened to the Indians after independence?

w.b.20th May

Key terms:

Treaty- An agreement to end conflict.

Indian Removal Act- Law passed to move the Indigenous nations west.

Little Big Horn – the site of a key battle between the Indians and settlers

Reservation – land kept aside for Indian use – often of a poor quality

What I need to know:

- In the 1776 American war of Independence, many Indigenous nations decided to fight on the British side as the feared colonist expansion.
- When the Americans beat the British, the Indigenous tribes were left with a bleak future.
- American expansion increased straight away and more settlers moved across the land coming into conflict with more Indigenous nations.
- An Indian Frontier was created in 1834, to create a divide between Natives and the Americans.
- In 1861 little Crow and the Sioux tribe rebelled against the government who had broken a treaty to provide them with food.
- The battle of little big horn saw the Indians beat the American army.
- By the mid 1870's nearly all plains Indians were confined to reservations. Their children were often taken from them and placed on reservations.

Beach nourishment	The addition of new material to a beach artificially. Cheap (£500, 000 per 100 metres), easy to maintain, constant maintenance, sand from seabed destroys organisms
Beach reprofiling	Changing the profile or shape of the beach
Dune regeneration	Action taken to build up dunes and increase vegetation to strengthen the dunes and prevent excessive coastal retreat. Maintains natural environment, cheap, time consuming, areas off limit, limited area £200 – £2000 per 100 metres
Gabion	Steel wire mesh filled with boulders. £50,000 pre 100 metres. Cheap, improves cliff management, unattractive, last 5 – 10 years
Groyne	Wooden barrier built out into the sea to stop longshore drift. £150,000 each, cheap, widen beach, unattractive, causes problems down the coast
Hard engineering	Use of concrete and large artificial structures to defend the coast
Managed retreat	Allowing cliff erosion to occur as nature takes its course. Cheap, natural process, loss of land, relocation of people
Rock armour	Large boulders dumped on the beach as part of the coastal defences. £20,000 per 100 metres, quick to build, expensive to transport rock, rocks might not blend in
Sea wall	A concrete wall to reflect the energy of the sea and prevent erosion. £5000 - £10,000 a metre, effective barrier, promenade on top, expensive, high maintenance
Soft engineering	Managing erosion by working with natural processes

w/c 8th April

Homework 2: w/c 22nd April

- **Extreme Environment:** a habitat that is considered very hard to survive in due to its considerably extreme conditions
- **Antarctic Circle:** most southerly of the five major lines of latitude that mark maps of Earth
- **Climate:** the weather conditions prevailing in an area in general or over a long period.
- **Adaptation:** the process of change by which an organism or species becomes better suited to its environment
- **Glaciers:** a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains
- **Exploration:** the action of exploring an unfamiliar area
- **Global Warming:** a gradual increase in the overall temperature of the earth's atmosphere
- **Oil Extraction:** drilling into the Earth to collect oil.
- **Importance:** the state or fact of being of great significance or value
- **Antarctic Treaty:** an agreement to preserve and protect the continent devoted to peace and science

Homework 3: w/c 6th May

Adaptations of a penguin

Physical Adaptations:

- Short, tightly packed feathers to make the penguin streamlined in water
- Heavy solid bones to help them stay underwater when swimming
- Paddle-like flippers to help them swim through water quickly
- Blubber to keep them warm in cold conditions
- Black and white skin allows them to camouflage in the dark ocean and absorb heat to keep warm.

Behavioural Adaptations:

- Form large huddles to stay warm
- Breed in the winter so offspring can reach independence and catch their own food in the summer

Homework 4: w/c 20th May

Antarctic Treaty

The Antarctic Treaty came into force on 23rd June 1961. The objectives are:

- to demilitarise Antarctica:
  - to establish it as a zone free of nuclear tests and the disposal of radioactive waste
  - to ensure that it is used for peaceful purposes only
- to promote international scientific cooperation in Antarctica
- to set aside disputes over territorial sovereignty.

The treaty remains in force indefinitely. The success of the treaty has been down to the growth in membership. Forty six countries have agreed to the treaty. Twenty eight nations, including the UK, have Consultative status. The Treaty parties meet each year at the Antarctic Treaty Consultative Meeting. They have adopted over 300 recommendations and negotiated separate international agreements, of which three are still in use

The three international agreements are:

- Convention for the Conservation of Antarctic Seals (1972)
- Convention on the Conservation of Antarctic Marine Living Resources (1980)
- Protocol on Environmental Protection to the Antarctic Treaty (1991)

Light Hall Knowledge Mat
Y8 Scheme of learning

MFL - French HT5
Mes loisirs et activités sportives – Dynamo 2

On va au ciné?	*Are we going to the cinema?*
Il y a une séance à 14h.	*There's a screening at 2 pm.*
Bonne idée! Je veux bien.	*Good idea! I'd like to.*
Tu rigoles!	*You're kidding!*
Je n'ai pas envie.	*I don't want to.*
Désolé(e). Je ne peux pas ce soir.	*Sorry. I can't this evening.*
Rendez-vous où et à quelle heure?	*Where and when shall we meet?*
Chez moi. / Chez toi.	*At my house. / At your house.*
À 19h.	*At 7 pm.*
À plus.	*See you later.*
À demain.	*See you tomorrow.*
À samedi.	*See you on Saturday*
Je peux vous aider?	*Can I help you?*
Je voudrais trois billets pour ...	*I'd like three tickets for ...*
Deux adultes et un enfant.	*Two adults and one child.*
Ça fait combien?	*How much is it?*
C'est quelle salle?	*Which screen?*

On peut jouer au / à la / à l' / aux ...	*You can play ...*
On peut faire du / de la / de l' / des ...	*You can do ...*
le basket / le billard	*basketball / snooker*
le cyclisme / le vélo	*cycling*
le foot(ball) / le footing	*football / jogging*
le handball / le hockey	*handball / hockey*
le judo / le patin à glace	*judo / ice skating*
le rugby / le ski / le tennis	*rugby / skiing / tennis*
le tennis de table	*table tennis*
le ping-pong	*table tennis*
le volleyball	*volleyball*
la danse / la gymnastique	*dance / gymnastics*
la musculation	*weight training*
la pétanque / les boules	*boules*
la voile / la planche à voile	*sailing / windsurfing*
l'athlétisme / l'équitation	*athletics / horse riding*
les arts martiaux	*martial arts*

Pour être en bonne santé	*To be in good health*
Il faut ...	*It is necessary ...*
travailler dur.	*to work hard.*
manger équilibré.	*to eat healthily.*
boire beaucoup d'eau.	*to drink lots of water.*
avoir de l'assurance.	*to be confident.*
être motivé(e) et déterminé(e).	*to be motivated and determined.*
aller à la salle de fitness.	*to go to the gym.*
dormir huit heures par nuit.	*to sleep for 8 hours a night.*
faire d'autres activités aussi.	*to also do other activities.*
Il ne faut pas ...	*You must not ...*
fumer de cigarettes.	*smoke cigarettes.*
consommer de drogue.	*take drugs.*

Qu'est-ce que tu vas voir?

What are you going to see?

Je vais regarder ...

I'm going to see ...

une comédie — *a comedy*

un film d'animation — *an animated film*

15/04

un film romantique — *a romantic film*

un film d'action — *an action film*

un film d'horreur — *a horror film*

un film de science-fiction — *a sci-fi film*

un film de super-héros — *a superhero film*

Je trouve le tennis/la gymnastique ...	I find tennis / gymnastics ...
amusant(e).	fun.
compliqué(e).	complicated.
divertissant(e).	entertaining.
fatigant(e).	tiring.
intéressant(e).	interesting.
passionnant(e).	exciting.
relaxant(e).	relaxing.
violent(e).	violent.
ennuyeux / ennuyeuse.	boring.
difficile.	difficult.
facile.	easy.
À mon avis / Pour moi ...	In my opinion / For me ...
le footing est plus facile que la natation.	jogging is easier than swimming.
la voile est moins amusante que le ski.	sailing is less fun than skiing

Quels sont tes loisirs?	***What are your hobbies?***
Je bavarde / Je parle avec mes copains.	*I chat/talk to my friends.*
Je fais du cyclisme.	*I go cycling.*
Je fais du vélo.	*I go cycling.*
Je lis.	*I read.*
Je fais de la lecture.	*I do some reading.*
Je nage.	*I swim.*
Je fais de la natation.	*I go swimming.*
Je ne lis pas beaucoup.	*I don't read much.*
Je ne joue jamais à des jeux vidéos.	*I never play videogames.*
Je ne fais rien.	*I don't do anything.*

29/04

Tu as fait des achats?	*Have you made purchases?*
Je suis allé(e) au centre commercial.	*I went to the shopping centre.*
J'ai fait les magasins.	*I went shopping.*
J'ai fait des achats.	*I went shopping.*
J'ai lu une annonce pour les soldes.	*I read an advert for the sales.*
J'ai fait une balade.	*I went for a walk.*
J'ai fait une promenade.	*I went for a walk.*
J'ai attendu une demi-heure.	*I waited half an hour.*
J'ai dépensé trop d'argent.	*I spent too much money.*
J'ai découvert un café.	*I discovered a café.*
J'ai essayé plein de vêtements.	*I tried on lots of clothes.*

13/05

Les parties du corps	Body parts	l'épaule	shoulder
le bras / la jambe	arm / leg	l'œil / les yeux	eye / eyes
le cou	neck	l'oreille	ear
le dos	back	J'ai mal au bras.	I have a sore arm.
le genou	knee	J'ai mal à la gorge.	I have a sore throat.
le nez	nose	J'ai mal à l'œil.	I have a sore eye.
le pied / la main	foot / hand	J'ai mal aux yeux.	I have sore eyes.
le ventre / l'estomac	stomach	J'ai de la fièvre.	I have a temperature.
la bouche	mouth	Je me suis blessé au pied / à la tête / à l'épaule.	I've hurt my foot / head / shoulder.
la gorge	throat	Je me suis blessé(e) aux jambes	I've hurt my legs.
la tête	head		

Chez le docteur	*At the doctor's*	prendre des antidouleurs.	*take painkillers.*
J'ai la grippe.	*I have the 'flu.*	Vous allez bien?	*Are you well?*
J'ai un rhume.	*I have a cold.*	Ça ne va pas.	*I'm not well.*
Il faut ...	*You must ...*	Depuis quand?	*Since when?*
rester au lit.	*stay in bed.*	depuis trois jours	*for three days*
utiliser une crème.	*use a cream.*	depuis hier	*since yesterday*
mettre un pansement.	*put on a bandage.*		
pratiquer des exercices modérés.	*do some gentle exercises.*		

Light Hall Knowledge Mat
Y8 Scheme of learning

Faculty MFL Spanish HT3
Viva 2 Unit 3- Comida

8th April

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

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

22nd April

¿Qué desayunas? What do you have for breakfast?

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

6th May

En el restaurante At the restaurant

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

20th May

Una fiesta mexicana A Mexican party

¿Qué vas a traer/ comprar?	What are you going to bring/buy?
Voy a traer…	I'm going to bring…
quesadillas	quesadillas (toasted cheese tortillas)
limonada	lemonade
Voy a comprar…	I am going to buy…
una lechuga	a lettuce

un pimiento verde/rojo	a green/red pepper
un aguacate	an avocado
un kilo de tomates	a kilo of tomatoes
medio kilo de queso	half a kilo of cheese
200 gramos de pollo	200 grammes of chicken
un paquete de tortillas	a packet of tortilla wraps
una botella de limonada	a bottle of lemonade

¿Y tú? ¿Qué opinas? And you? What do you think?

Pues…	Well…	Eh…	Er…
Depende…	It depends…	A ver…	Let's see…
No sé…	I don't know…	Bueno/Vale…	OK…

Lo siento, pero no entiendo I'm sorry, but I don't understand

¿Qué significa '…'?	What does '…' mean?	¿Puedes hablar más despacio, por favor?	Can you speak more slowly, please?
¿Puedes repetir?	Can you repeat that?		

Palabras muy frecuentes High-frequency words

a las…	at… o' clock	lugar	place
bastante	quite	para	for
día	day	por ejemplo	for example
favorito/a	favourite	pasado/a	last
hora	time	que viene	next

Keywords

1. Moral suffering
2. Natural suffering
3. Buddha
4. Four Noble Truths
5. Eighfold path
6. Enlightenment
7. Adam and Eve
8. Free will
9. Original
10. Holocaus
11. Reincarnation
12. Karma
13. Faith
14. Evil

15/04/2024

Why do people suffer?:

1) Non—religious reasons
-Result of bad choices made.
-Part of life.
- To teach people right from wrong
2) Religious responses to suffering.
Test of faith
Free will (Humans at fault.
Caused by wanting (Buddhist)
Linked to how we have lead our previous lives. (Hinduism)

13/05/2024

Types of suffering-

Moral suffering:
Suffering which is caused by humans: e.g murder/violence
Natural suffering:
Suffering which is caused by nature : e.g volcanoes/earthquakes

29/04/2024

The problem of evil and suffering -

How can an all loving God allow suffering in the world if he is:
Omniscient: All knowing
Omnipotent: All Powerful
Benevolent: All loving
Religious response:
God has given everyone Free Will everyone has a choice to choose how to behave.

Suffering-Year 8

Religious views on suffering

Religious views on suffering
Buddhism
Siddhartha Gautama | Prince who didn't leave the palace until he was 29 | Witnessed four sights of suffering | left the palace in search of answers on how to end suffering | Enlightened under the Bodhi tree- came up with the four Noble truths.

Buddhists believe suffering is caused by wanting things- when we don't get what we want we suffer.
Four Noble Truths- Buddha's teachings on how to overcome suffering:

1. All life involves suffering
2. The cause of suffering is wanting
3. To stop suffering we must stop wanting.
4. To live in the middle way and follow the eightfold path.

Eightfold path – To live in the middle way and follow the eight ways to live a life that limits suffering.

Religious views on suffering
Christianity
Story of Adam and Eve
Adam and Eve

First humans created by God | Told by God not to eat from the T of Knowledge of Good and Evil | tempted by the serpent | disobeyed God and were banished from the garden of Eden | punished with death/ childbirth and working for a living.
Christian responses to suffering

- Punishment of disobe God's orders.
- Misuse of Free Will
- Test of faith to see if you will continue to believe in God through suffering.
- Jesus suffered and therefore everyone will experience suffering.
- God has a plan for all suffering.
- It is a way to allow Christians to help those who are suffering.

RE SKILLS: Concepts | Attitude | Knowledge | Exploration of experience | Skills.

Religious views on suffering

Religious views on suffering Hinduism

1. The law of karma says that every action has consequences.

2. Pain, suffering and any kind of misfortune is not caused by God but human actions.

3. Reward and punishment do not always come in this life. They might come in a future rebirth – eg, a good person might be reborn into a rich family as a reward for good deeds in a previous life.

4. Suffering in this life is because of behaviour in a previous life.

5. The soul (atman) is born into one physical body, and when that body dies it is reborn into another body.

6. This endless cycle of life, death and rebirth is called samsara.

7. It is possible to be released from samsara and to reach moksha, which is union with Brahman (God).

Islam and suffering

*Suffering will rewarded by those who were patient in their trials.

*Suffering can be a punishment for the sins that have been committed.

*Suffering is a test of faith in God.

*Story of Moses and Al- Khidr - Moses appears to perform horrible actions but they are actions that lead to good coming afterwards. | Allah has a plan for suffering and is Just in His actions.

Assessment Success Criteria

RE Skills	Success Criteria
1 mark (Knowledge)	Multiple choice – write down the correct letter and the word next to it.
2 marks (Knowledge – recall)	List 2 answers.
4 marks (Attitude)	Include 2 reasons, BOTH with examples or further explanation.
6 marks (Exploration of experience)	Include 3 different religious responses and an example or further explanation to back it up.
9 marks (Skills)	Include 2 agree and 2 disagree reasons, with an example or further explanation for each. Add a conclusion

Knowledge

Attitudes

Exploration of experience

Skills

BINARY

binary	A number system that contains two symbols, 0 and 1. Also known as base 2.
data	Units of information. In computing there can be different data types, including integers, characters and Boolean. Data is often acted on by instructions.
denary	The number system most commonly used by people. It contains 10 unique digits 0 to 9. Also known as decimal or base 10.
place value	The value of the place, or position, of a digit in a number.

W/c 15th April 24

W/c 29th April 24

128	64	32	16	8	4	2	1

Working out the value of 1010 1000:

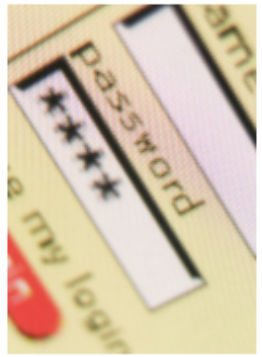
128	64	32	16	8	4	2	1
1	0	1	0	1	0	0	0
1×128 +	**0**×64 +	**1**×32 +	**0**×16 +	**1**×8 +	**0**×4 +	**0**×2 +	**0**×1
128 +	0 +	32 +	0 +	8 +	0 +	0 +	0

So **1010 1000** in binary is equal to **168** in denary.

W/c 13th May 24

 # A more complex IF / ELIF statement might work like this...

```
security = 0
username =""
password =""
while not username:
    username = input("Username:")
while not password:
    password = input("Password:")
if username == "Mr Plaice" and password == "cheese":
    print("Hello, Admin.")
elif username == "Mr Wood" and password == "chutney":
    print("Welcome, Mr Wood.")
elif username == "guest" and password == "visitor":
    print("Welcome, guest.")
else:
    print("Access Denied")
```



W/C 15th April - The 8 Tips for Healthy Eating + Key Food Hygiene Terminology

Key terms

Allergens: Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.

Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.

Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready to eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.

Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.

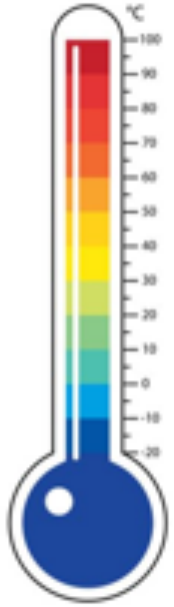
High risk ingredients: Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.

W/C 29th May – Key Temperatures

Temperatures to remember

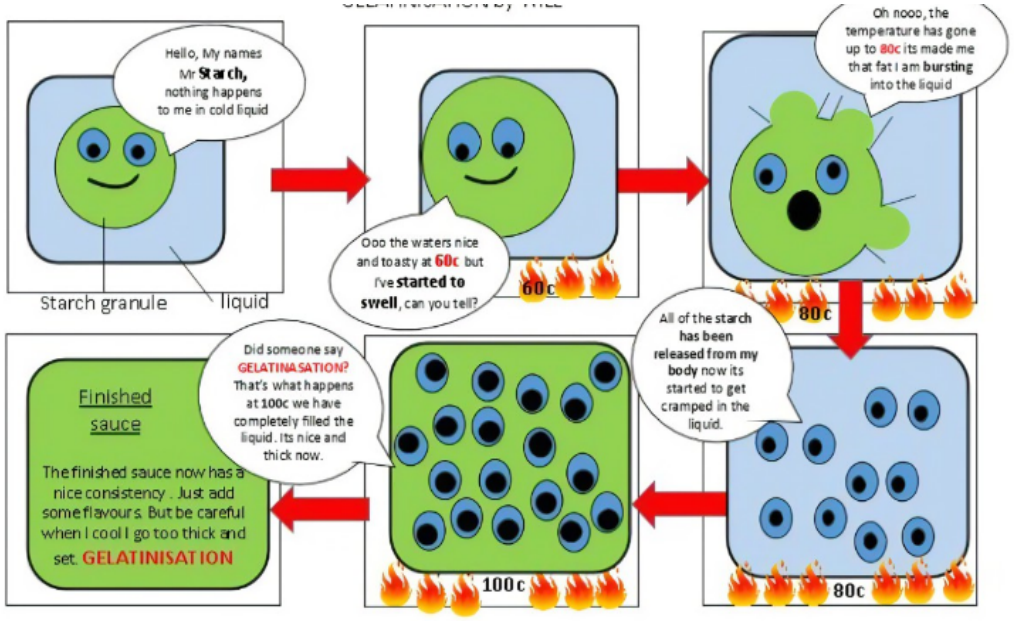
To reduce the risk of food poisoning, good temperature control is vital:

- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



W/C 13th –Food Science Gelatinisation

W/C 21st November – Food Science Gelatinisation - the swelling of starch granules when they are cooked within a liquid until they burst and release starch molecules to thicken a sauce e.g. white sauce for a Lasagne, Pasta Bake or Macaroni Cheese.

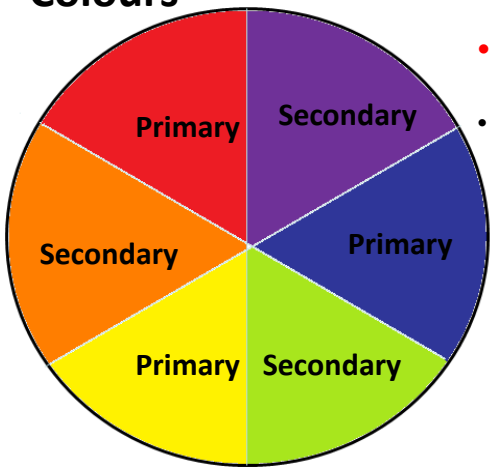


https://www.youtube.com/watch?v=zjyhMzjDaVI

Watch the first 5mins.

w/b 15th April

Colours



The colour wheel is a way of showing primary and secondary colours.

- **Primary colours-** Red, Blue and yellow.
- Secondary colours- Purple, Green and orange.

Complimentary colours are two colours found directly opposite on the colour wheel (for example Red and Green), they are used by graphic designers to make logos and images standout.

Harmonious colours are colours found next to one another on the colour wheel, designers use these to make design ideas which are balanced and easy on the eye. For example Red and orange.

Key terms

w/b 29th April

Graphic techniques Graphic techniques are the methods a designer uses in drawings, such as crating, shading, colouring, and photography

Logo A logo is a small drawing or emblem representing a club, society or company.

Pictorial projection A pictorial projection is an accurate three-dimensional drawing of an object.

Render To render a drawing is to add colouring or shading to it and give it texture to look like the material

Tonal shading The **lightness or. darkness of an object**. It is done by applying various strengths of shading to demonstrate where an object is affected by the light and shadows.

Wb. 13th May

Product Maintenance

Choose the correct words from the options given to complete the following sentences.

maintenance expectancy warranty style batteries Deliberately raw materials environmentally

Many products have a life expectancy based on some degree of maintenance e.g. simple products like personal electrical devices ned to have their batteries changed regularly. Complex products, e.g. cars have very detailed warranty Schedules.

Planned Obselescence is when a product has been deliberately designed to be thrown away after a certain period of time, e.g. Pens, razors, glue sticks. These products are often convenient to use but can use up the same amount of raw materials and energy as more long lasting products and aren't environmentally friendly .

Light Hall Knowledge Mat – Design & Technology Product Design HT5 with GGA Phone Holder

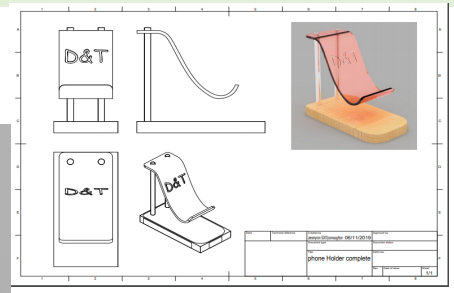
Hardwood	Softwood	Manufactured Wood (man-made)
Deciduous trees that shed the leaves in winter. Trees grow slowly and can have twisted trunks. They are often not replaced once cut down. More expensive	**Coniferous trees** that keep the foliage (leaves/needles) all year round. Grow quickly, replaced once cut down, relatively low cost.	**Manufactured wood** from the waste of cutting down timber – mixed with other materials and formed in boards
Oak, Beech, teak, Ash	Scots pine, Parana Pine, Spruce, Cedar	Plywood, MDF, Chipboard, hardboard, Blockboard
Planks, boards, strips, squares, dowel, half round and quarter round	Planks, boards, strips, squares, dowel, half round and quarter round	Large flat sheets – don't warp or twist easily

w/b 15th April

w/b 29th April

Types of wood / Timber in each category

Stock Form – How it is sold and purchased



w/b 13th May

Tools and Equipment	
Laser Cutter: C.N.C. (Computer Numerical Control) Machine used to cut and engrave on Acrylic, Plywood, Leather	
Tenon Saw – Used to cut straight cuts in timber. Limited thickness that can be cut due to the brass back section at the top of the saw.	
Junior hacksaw : Used to cut small sections and thicknesses in metal	
Scroll saw - Used to cut intricate detail and curved shapes in thin sections of wood	
Battery drill – A portable drill with a battery attachment. Used to drill holes and can be used to inserting and removing screws.	

VARIATIONS

Exploring ways to develop musical ideas

Sections A &B w.b. 15th April

A. Theme and Variations Key Words

MELODY – A tune or succession of notes, varying in pitch, that have an organised and recognizable shape. Often called the main **TUNE** or **THEME** of a piece of music or song and easily remembered.

VARIATION – Where a **THEME** is altered or changed musically, while retaining some of the primary elements, notes and structure of the original. **VARIATION FORM:**

A (Theme) **A1 (Variation)** **A2 (Variation)** **A3 (Variation)** **A4 (Variation)**

B. Augmentation and Diminution – Note Values and Duration

AUGMENTATION – the process of **DOUBLING** the note values (**DURATION**) of a theme as a means of variation.

DIMINUTION – the process of **HALVING** the note values (**DURATION**) of a theme as a means of variation.

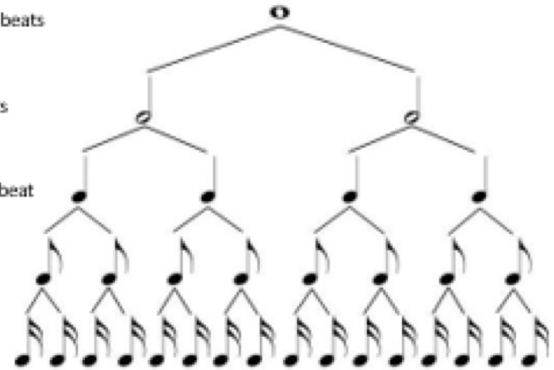
SEMIBREVE = 4 beats

MINIM = 2 beats

CROTCHET = 1 beat

QUAVER = ½ beat

SEMIQUAVER = ¼ beat



w.c. 29th April

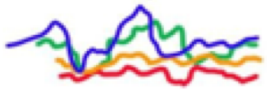
C. Variation Techniques

PITCH – Change the highness or lowness of the theme – play the same notes, but at different pitches *e.g. in different* ***OCTAVES***.

TEMPO – Change the speed of the theme – play it faster or slower.

DYNAMICS – Change the volume of the theme – play it louder or softer.

TEXTURE– Change the amount of sound we hear – play as a **SOLO**, add an **ACCOMPANIMENT** or **CHORDS**, add a **COUNTER-MELODY** (an 'extra' melody that is played or sung at the same time as the main melody, often higher in pitch and sometimes called a **DESCANT**).



TIMBRE AND SONORITY– Change the **SOUND** of the theme – play it on a different instrument.

ARTICULATION – Change the way the theme is played – smoothly (**LEGATO** - shown by a **SLUR**) or short, detached and spiky (**STACCATO** – shown by a dot).

PEDAL – A long (often very long!) note in the bass line of the music over which other parts, including the theme or a variation of the theme can be played. Also called a **PEDAL NOTE** or **PEDAL POINT** and often the **TONIC** note (but can be the **DOMINANT** or other notes).

DRONE – A long or series of repeated (often long) notes using the **TONIC** and **DOMINANT** notes together (a **FIFTH**).

MELODIC DECORATION – Adding extra notes or embellishments to the theme such as trills, turns, mordents (**ORNAMENTS**) or **PASSING NOTES** (extra notes between the main melody notes).

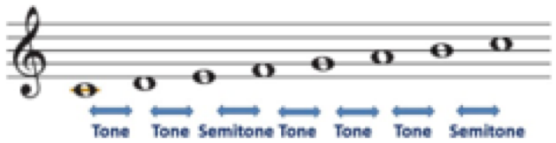
OSTINATO – Adding a repeated musical pattern (rhythmic or melodic) to the main theme as a form of variation.

CANON/ROUND - A song or piece of music in which different performers sing or perform the same THEME starting one after the other.

GROUND BASS – A repeated musical pattern in the bass part upon which chords, and melodies can be performed and varied "over the top" of.

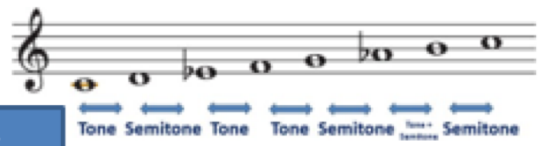
D. Tonality – Major and Minor

TONALITY refers to whether a **THEME** or **MELODY** is in a **MAJOR** or **MINOR** key. Changing the tonality from major to minor or minor to major is one way of providing a variation on the theme of melody. Major and minor scales follow a certain pattern of tones and semitones:



MAJOR SCALE

Sections D & E – w.b. 13th May



MINOR SCALE

E. Inversion and Retrograde

INVERSION – Changing the **INTERVALS** between the notes of a theme so that they are upside down from the original.

RETROGRADE – A variation technique created by arranging the main theme backwards.

RETROGRADE INVERSION – Arranging the "inverted" variation of the theme backwards!