LIGHT HALL KNOWLEDGE MATS
Year 8 Spring 1

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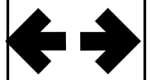
The best from everyone, all of the time.

KEY WORD	DEFINITION	IMAGE	IN A SENTENCE	LOOK, COVER, WRITE, CHECK	LOOK, COVER, WRITE, CHECK
Unrequited	A feeling of love not returned.		In their relationship, the love was **unrequited**.		
Patriarchal	A male-dominated society.		Women feel controlled in a **patriarchal** society.		
Hamartia	A flaw leading to the downfall of a hero.		His **hamartia** is that he cares too much.		
Analyse	Examine something in detail.		The detective **analysed** the scene.		
Mutiny	A rebellion against authority.		The students started a **mutiny** against the school.		
Feud	A prolonged and bitter argument.		In their friendship, this was their biggest **feud**.		
Tragedy	A play with tragic events and a tragic ending.		Fairy tales are sometimes **tragedies**.		
Hubris	Excessive pride and self-confidence.		His **hubris** made him irritating.		
Riot	A violent disturbance of peace by a crowd.		In the streets, they started a **riot**.		
Resolution	The end of a story or play.		It is time for a **resolution** to begin.		
Ardently	Very enthusiastically or passionately.		He **ardently** opposed the war.		
Antithesis	A person or thing that is the direct opposite of another.		Salty and sweet are the **antithesis** of each other.		

Romeo and Juliet- Spring 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:

Main clause [13/01/25]: a complete sentence with a subject and a verb.
Subordinate clause: adds extra information to the main clause.
Independent clause: a clause that is a complete thought and must have a subject and a verb that agree.

Adverbs [27/01/25]: these are words that modify the verb being used. Adverbs can be used to show manner (how something happens), degree (to what extent), place (where), and time (when).

Pronouns [10/02/25]:
Personal pronouns are short words used to replace yourself or a person's name (the noun being used), such as I, she, he, you, we, us and them.

Light Hall Knowledge Mat Spring 1 English Year 8

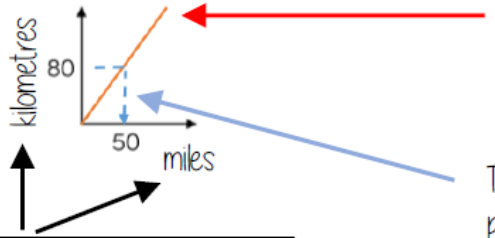
Year 8 Knowledge Mats (#9) - Maths — Real Life Graphs — w.b. 13/01/2025

Key Words

- **Y intercept –** where the line meets the y-axis
- **Gradient –** the steepness of the line
- **Conversion –** changing one variable to another

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare – then find the associated point by using your graph.
Using a ruler helps for accuracy
Showing your conversion lines help as a "check" for solutions

Labelling of both axes is vital

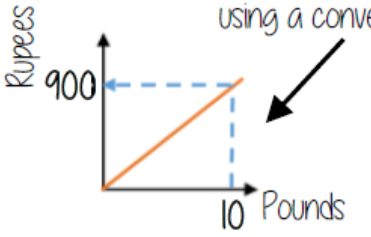
Conversion between currencies

£1 = 90 Rupees ← Currency is directly proportional

For every £1 I have 90 Rupees

£1 = 90 Rupees
× 10 ↓ ↑ × 10
£10 = 900 Rupees

Currency can be converted using a conversion graph



Convert 630 Rupees into Pounds

£1 = 90 Rupees
× 7 ↓ ↑ × 7
£7 = 630 Rupees

630 ÷ 90 = 7

Real life graphs

A plumber charges a £25 callout fee, and then £12.50 for every hour.
Complete the table of values to show the cost of hiring the plumber.

Time (h)	0	1	2	3	8
Cost (£)	£25				£125

The y-intercept shows the minimum charge.
The gradient represents the price per mile

In real life graphs like this values will always be positive because they measure distances or objects which cannot be negative.

Direct Proportion graphs

To represent direct proportion the graph must start at the origin.

When you have 0 pens this has 0 cost.
The gradient shows the price per pen.

A box of pens costs £2.30
Complete the table of values to show the cost of buying boxes of pens.

Boxes	0	1	2	3	8
Cost (£)		£2.30			

Year 8 Knowledge Mats (#10) — Decimals — w.b. 27/01/2025

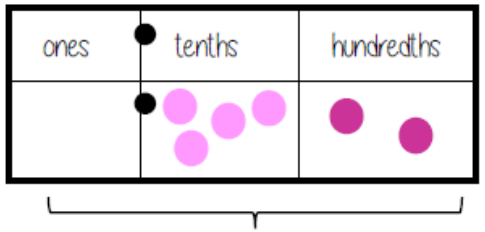
Key Words

- **Significant figure –** a digit that gives meaning to a number.
- **Place holder** – We use zero as a place holder

Decimals

We say "nought point five two"

Five tenths and two hundredths



0 ones, 5 tenth and 2 hundredths

$0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$

$= 0 + 0.5 + 0.02$

$= 0.52$

Round to decimal places

2.46192 ← Focus on the numb after the decimal p

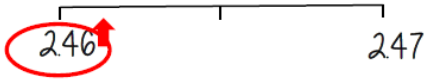
"To 1dp" – to one number after the decimal

"To 2dp" – to two numbers after the decimal

2.46192 (to 1dp) - Is this closer to 24 or 25

2.4 6192 This shows the number is closer to 25

2.46192 (to 12dp) - Is this closer to 246 or 247



2.46 192 This shows the number is closer to 246

Round to 1 significant figure

370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

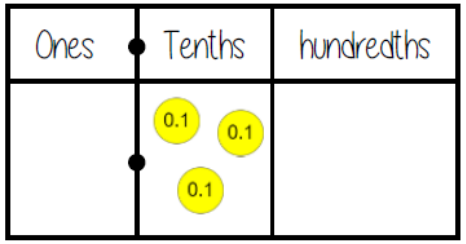
0.37 to 1 significant figure is 0.4

0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

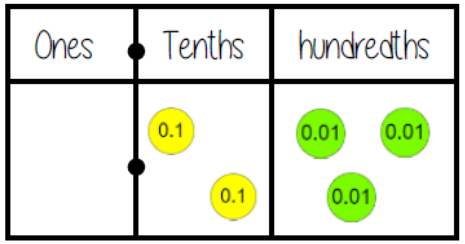
Comparing decimals

Which the largest of 0.3 and 0.23?



$0.3 > 0.23$

"There are more counters in the furthest column to the left"



0.30
0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

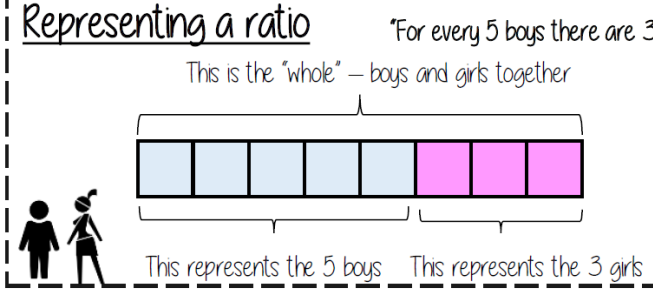
Year 8 Knowledge Mats (#11) Ratio w.b. 10/02/2025

Key Words

- **Ratio** – a statement of how two numbers compare.
- **Equivalent** –of equal value.

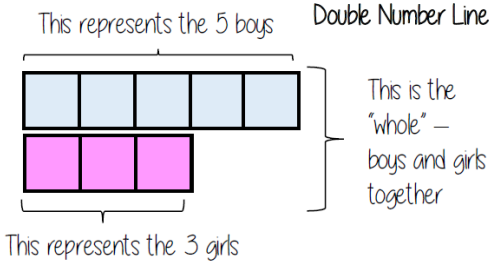
Representing a ratio

"For every 5 boys there are 3 girls"



5:3

Double Number Line



Order is Important

"For every dog there are 2 cats"

Dogs: Cats

1:2

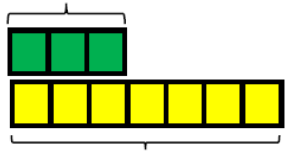
The ratio has to be written in the same order as the information is given.

e.g. 2:1 would represent 2 dogs for every 1 cat. ✗

Ratio as a fraction

Trees: Flowers

3 : 7



Ratio

There are 3 parts for trees

Fraction of trees

Fraction

$$\frac{\text{Number of parts of in group}}{\text{Total number of parts}} \rightarrow \frac{3}{10}$$

Tree parts 3 + Flower parts 7 = 10

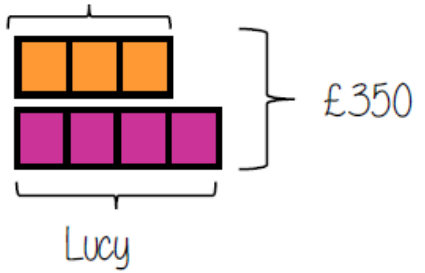
Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4.
Work out how much each person earns

Model the Question

James: Lucy

3 : 4



Find the value of one part

Whole: £350

7 parts to share between

(3 James, 4 Lucy)

£350 ÷ 7 = £50

□ = one part

= £50

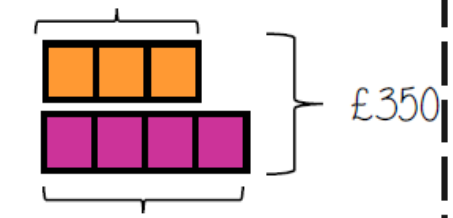
Put back into the question

James: Lucy

(x 50) 3 : 4 (x 50)

£150:£200

James = 3 x £50 = £150



Lucy = 4 x £50 = £200

W/c 13th January 2025 - Science

Elements and atoms

- An **element** is a substance that only contains one type of atom, it is found on the **Periodic Table**
- Each element has it's own unique chemical symbol which is the same in every language, these are also found on the Periodic Table
- An **atom** is the smallest part of which an element can be broken down into
- As there are around 100 types of elements that can occur naturally, there are around 100 different atoms

Compounds

- **Compounds** are formed when two or more different elements chemically bond together
- The compound will have different **physical properties** to the elements which make up the compound, for example water is a liquid, but it made from oxygen and hydrogen which are both gases
- Compounds are hard to separate and need a chemical reaction to do this

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- When naming a compound, we always mention the metal first and the non metal second
- The name of the metal will not change but the name of the non metal will, for example oxygen can change to oxide
- Chemical formulae tells us how many atoms of each element are in the compound in relation to each other

CH_4 → 1 carbon, 4 hydrogens

CO_2 → 1 carbon, 2 oxygens

- The small number tells us the number of each element which is in front of the number

Polymers

- **Polymers** are long chains of groups of atoms which are repeated many times
- Natural polymers are not man-made and include wool, cotton, starch and rubber
- Synthetic polymers are man-made and include polythene, polystyrene and nylon

Mixtures

A mixture is formed when two or more elements or compounds are present without being chemically bonded together.

The substances which have been mixed are not present in specific amounts or ratios like they are in a compound, e.g. two hydrogen atoms for each oxygen atom in water. They can be in any combination, e.g. for a mixture of sand and water you could have any amount of sand with any amount of water.

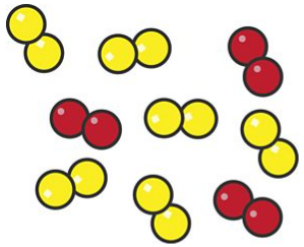
In a mixture, the two ingredients can be separated using physical processes, without chemical reactions. This is because they are not chemically bonded together.

Here are some examples:

- A mixture of sand and water can be separated using **filtration**.
- A solution of salt and water can be separated using **crystallisation** or **distillation**.
- A mixture of iron filings and sulfur powder can be separated using a **magnet**.

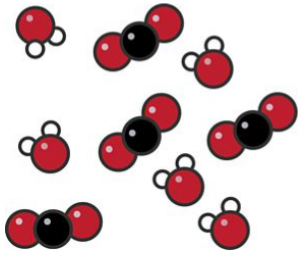
Particle diagrams - mixtures

A particle diagram of a mixture can include atoms and molecules, but they are not bonded together.



This particle diagram shows **air**.

- Air is a mixture which is made mainly of nitrogen molecules (yellow) and oxygen molecules (red).



This particle diagram shows a mixture made up of **water** and **carbon dioxide**.

- The water molecules each have two white hydrogen atoms and one red oxygen atom (H_2O).
- The carbon dioxide molecules each have one black carbon atom and two red oxygen atoms (CO_2).

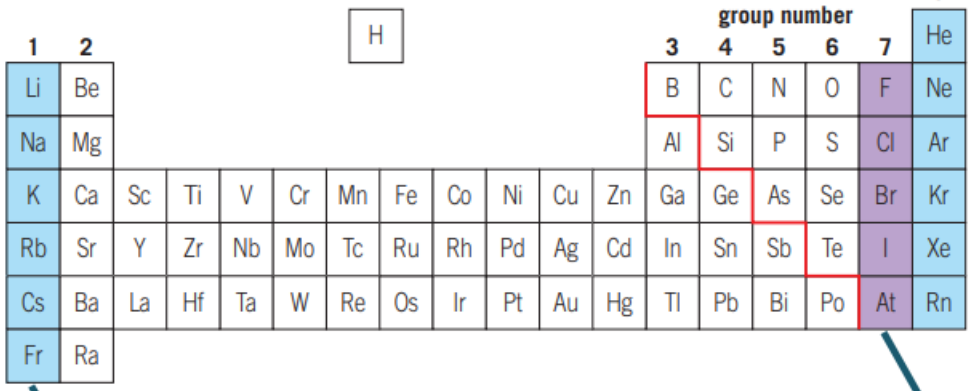
Familiarise yourself with the following keywords:

atom *alkali metals* *compound* *displacement reaction* *element* *group* *Group 1* *Group 7* *Group 0* *halogen* *noble gas* *period* *Periodic Table* *physical properties* *polymer* *trend*

W/c 27th January 2025

Groups and periods

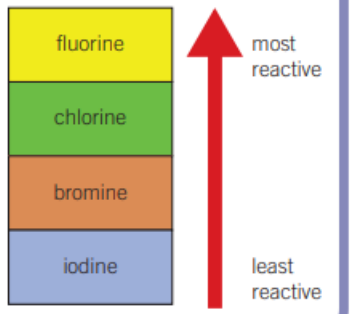
- **Groups** are the columns in the Periodic Table, they go downwards
- **Periods** are the rows in the Periodic Table, they go sideways
- Elements in the same group normally follow the same trends in properties such as melting point, boiling point and reactivity
- By placing these elements into these groups, scientists can make predictions about their properties



Group 0

- **Group 0** elements are known as the **noble gases**
- They are all non metals with low melting and boiling points, meaning all are gases at room temperature
- The boiling point decreases going down the group
- All of the group 0 elements are unreactive
- When electricity is passed through the gas, they emit a brightly coloured light, this can be seen in neon signs

Halogens



Group 1

- **Group 1** elements are also known as the **alkali metals**
- They share similar properties with other metals such as:
  - Being shiny when freshly cut
  - Being good conductors of electricity and heat
- Group 1 metals are much softer than other metals and also have much lower melting and boiling points
- Group 1 elements react with water to form alkali solutions

  lithium + water → lithium hydroxide + hydrogen
  metal + water → metal hydroxide + hydrogen

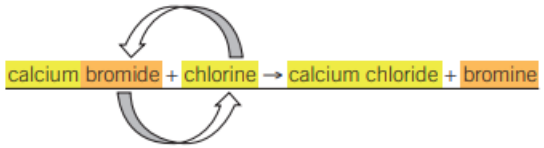
- The further down the group that the metal is, the more vigorous the reaction will be. This is called a **trend**
- Another trend seen in Group 1 is with the boiling and melting points: the further down the group, the lower the boiling and melting points are

Group 7

- **Group 7** elements are also known as the **halogens**
- They share similar properties with other non metals such as:
  - Having low melting and boiling points
  - Not conducting electricity
  - Moving down the groups the elements have an increased melting and boiling point
- The halogens also react in a similar way to one another, for example with iron:

  iron + chlorine → iron chloride
  iron + bromine → iron bromide

- Halogens can undergo **displacement reactions**, this is where a more reactive halogen will take the place of a less reactive halogen
- The most reactive halogens are at the top of the group, and the least reactive halogens are at the bottom of the group
- If the most reactive halogen is on its own, it will take the place of the less reactive halogen in a compound



Familiarise yourself with the following keywords:

Make sure you can write definitions for these key terms.

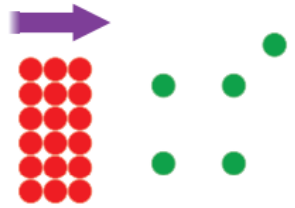
atom
alkali metals
compound
displacement reaction
period
noble gas
Periodic Table
element
group
physical properties
Group 1
polymer
Group 7
trend
Group 0
halogen

W/c 10th February 2025

Friction and drag

- **Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction

- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
- Both drag and friction are forces so they are measured in **Newtons** (N)



A solid moves through a gas.

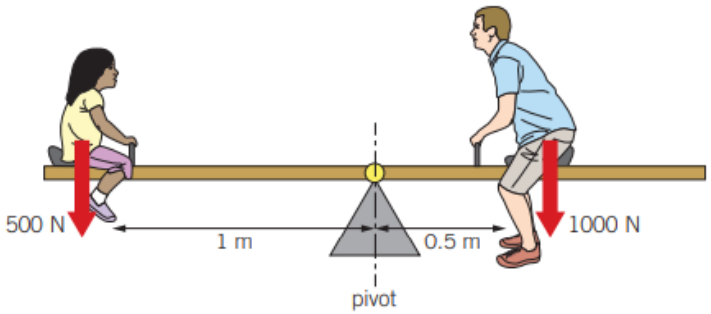
A solid moves through a liquid.

Turning forces

- A **moment** is the turning effect of a force, it is measured in Newton meters
- We can calculate a moment with the equation:

moment (Nm) = force (N) × distance from the pivot (m)

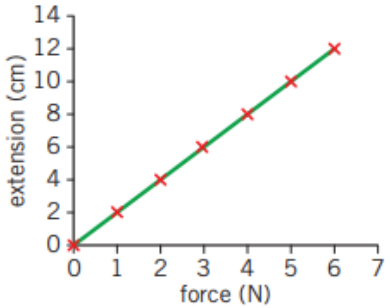
- The size of the moment will increase as the distance from the **pivot** or the size of the force increases
- When an object, such as a seesaw, is balanced, the clockwise and the anticlockwise moments will be equal and opposite, which is known as **equilibrium**
- When forces are equal and opposite to each other, there is no **resultant force**



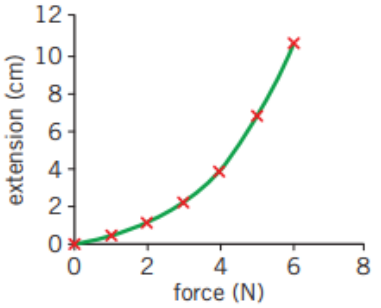
clockwise moment = force × distance on the right
= 1000 N × 0.5 m
= 500 Nm
anticlockwise moment = force × distance on the left
= 500 N × 1 m
= 500 Nm

Hooke's law

- Some objects, like springs, can be stretched, the amount that they stretch is known as their **extension**
- A force needs to be applied to the spring for it to be stretched, we can achieve this by adding masses which exert the force weight
- A spring will continue to stretch until it passes it's **elastic limit**
- If an object obeys **Hooke's law** it will have a **linear relationship**: if the force applied to the spring is doubled, the extension will double too
- If an object does not obey Hooke's law, it will not have a linear relationship



This graph shows how the extension of a spring changes as you pull it



This graph shows the relationship between force and extension

History - Year 8 – Spring 1 – How did the British Empire transform the world?

1600: East India Company formed

1757: British East India Company rule begins in India- Battle of Plassey

1773: Boston Tea Party- $2 million of tea dumped in response to Tea Act

1776: America declares independence

April 1919: The Amritsar massacre

Timeline

1607: John Smith and the Virginia Company establish Jamestown

1732: There were 13 colonies set up on the East Coast of America

1774: Intolerable Acts passed to show British power in America

1888, Cecil Rhodes, tricked the King of Matabeleland

1947: British rule in India ends

Enquiry 1: Why did the British want an empire?

WB. 13th Jan

Key words:

Empire: A group of countries ruled over by another country.

Colony: A country or area controlled by another country and occupied by settlers from that country.

Colonist= Individual who lives in a colony owned by the British Empire

- There were a number of reasons the British wanted an empire including: trade as British merchants were importing goods from all over the world; military; exploration; British beliefs as they believed it was their 'duty' to civilize their colonies.
- There were both positives and negatives of British rule in India including the death of 19 million Indians as a result of famine and the building of 2900 hospitals and 2900 miles of railroads.
- The Scramble for Africa began in 1880 and by 1900 European countries had taken over 90% of African land. The impact led to brutality across Africa including the massacre of 1500 Matabele by Cecil Rhodes.

Enquiry 2: How did the British colonise America?

WB. 27th Jan

Key words:

Plantation= A farm that mostly grows crops

Roanoke: A colony set up in 1585. Later known as the Lost Colony of Roanoke

Native Americans: a member of any of the indigenous peoples of North, Central, and South America.

- Jamestown was the first successful settlement.
- By 1732 there were 13 colonies on the East Coast of America.
- Laws were created by the British Parliament and enforced by the Governor.
- In the south, the colonies used slavery to massively increase their profits.
- America quickly grew in wealth, which also meant that there was a big difference between rich, poor and slaves.
- America benefitted greatly from the enlightenment. Individuals such as Benjamin Franklin opened schools, libraries and philosopher societies. As a result, people became smarter and enjoyed new liberties.

Enquiry 3: Why did the Americans fight for independence?

WB. 10th Feb

Key words:

Independence: The act of being a free country

Revolution: A big change

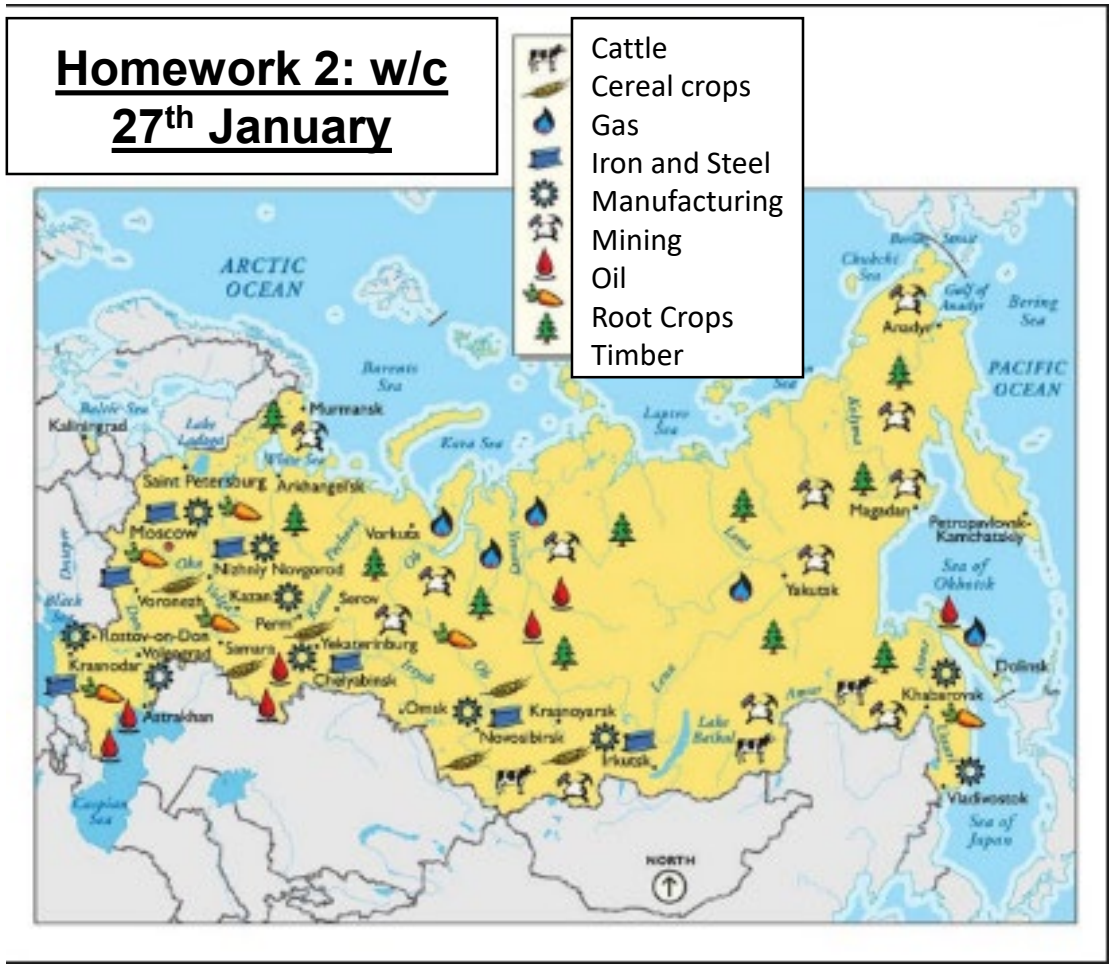
Sons of Liberty: A group who protested against British rule.

- Britain defeated France in the 7 years war. As a result they were able to gain control of more land in America.
- Britain passed a number of acts to tax the Americans to pay off the debts. This angered the Americans as they had no say in these rules.
- A group called the Sons of Liberty was created to protest against these new laws. They demanded 'No taxation without representation!'
- In 1776 Thomas Paine published 'Common Sense'.
- In the summer of 1776 the colonies met and agreed a declaration of Independence. Britain responded by declaring war.

Homework 1: w/c 13th January

	QUESTION	ANSWER
1.	What is the capital city of Russia?	Moscow
2.	How many people live in Moscow?	11.5 million people (allow 11 or 12 million also)
3.	Russia is 2 times bigger than which country?	The USA
4.	Russia has 14 neighbouring countries name 4.	Norway, Finland, Estonia, Latvia, Lithuania, Poland, Belarus, Ukraine, Georgia, Azerbaijan, Kazakhstan, Mongolia, North Korea and China (ANY 4)
5.	Lots of people are moving from the countryside to live in the city, what is the name of this type of migration?	rural - urban migration
6.	The use of leaded petrol in Russia causes health problems name one.	Brain damage, particularly in children
7.	What is the name for people who move from place to place?	nomads
8.	What is the name of the particular group of people who live in Siberia and move around?	The Nenet
9.	What is the key term for the ecosystem where the layer under the soil is permanently frozen?	The tundra
10.	Name 2 animals found living in the Siberian tundra.	Caribou, polar bears & Arctic foxes.

Homework 2: w/c 27th January



Light Hall Knowledge Mat Spring 1 **Geography**
Year 8 **Europe**

Homework 3: w/c 10th February

What is the Ukraine crisis?

Ukraine is a Texas-size country wedged between Russia and Europe. It was part of the Soviet Union until 1991, and since then has been a less-than-perfect democracy with a very weak economy and foreign policy that wavers between pro-Russian and pro-European.

(CIA)

This all began as an internal Ukrainian crisis in November 2013, when President Viktor Yanukovych rejected a deal for greater integration with the European Union (here's why this was **such a big deal**), sparking **mass protests**, which Yanukovych attempted to put down violently. Russia backed Yanukovych in the crisis, while the US and Europe supported the protesters.

Since then, several big things have happened. In February, anti-government protests toppled the government and ran Yanukovych **out of the country**. Russia, trying to salvage its lost influence in Ukraine, invaded and annexed **Crimea** the next month. In April, pro-Russia separatist rebels began seizing territory in eastern Ukraine. The rebels shot down **Malaysian Airlines flight 17** on July 17, killing 298 people, probably accidentally. Fighting between the rebels and the Ukrainian military intensified, the rebels started losing, and, in August, the Russian army overtly invaded eastern Ukraine to support the rebels. This has all brought the relationship between Russia and the West to its lowest **point** since the Cold War. Sanctions are pushing the Russian economy to the brink of recession, and more than 2,500 Ukrainians have been **killed**.

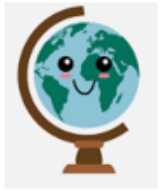
A lot of this comes down to Ukraine's centuries-long history of Russian domination. The country has been divided more or less evenly between Ukrainians who see Ukraine as part of Europe and those who see it as intrinsically linked to Russia. An internal political **crisis** over that disagreement may have been inevitable. Meanwhile, in Russia, Putin is pushing an imperial-revival, nationalist worldview that sees Ukraine as part of greater Russia — and as the victim of ever-encroaching Western hostility.

Light Hall Knowledge Mat — MFL - French HT3
Y8 Scheme of learning — Mes vacances – Dynamo 2

Où habites-tu? — *Where do you live?*

J'habite ...	*I live ...*
en Angleterre	*in England*
en Écosse	*in Scotland*
en Irlande (du Nord).	*in (Northern) Ireland.*
au pays de Galles.	*in Wales.*
J'ai / On a ...	*I have / We have ...*
une semaine / deux semaines de vacances	*a week / two weeks of holiday*
en janvier / février (etc.).	*in January / February (etc.)*
à Noël / à Pâques.	*at Christmas / Easter.*
Je suis / Nous sommes en vacances ...	*I am / We are on holiday ...*
au bord de la mer.	*at the seaside.*
à la montagne.	*in the mountains.*
à la campagne.	*in the countryside.*
en colo (en colonie de vacances).	*at a holiday camp.*
chez mes grands-parents.	*at my grandparents' home.*

06/01



Tes vacances passées — *Your past holidays*

Tu es allé(e) où en vacances?	*Where did you go on holiday?*
Tu es allé(e) en vacances avec qui?	*Who did you go on holiday with?*
Je suis allé(e) en vacances avec ...	*I went on holiday with ...*
ma famille	*my family*
mes parents	*my parents*
mes copains.	*my friends.*
On est allé(e)s / Nous sommes allé(e)s...	*We went ...*
en Espagne	*to Spain*
en France	*to France*
en Grèce	*to Greece*
au Maroc	*to Morocco*
aux Etats-Unis	*to the USA*
Tu as voyagé comment?	*How did you travel?*
J'ai voyagé ...	*I travelled ...*
On a / Nous avons voyagé ...	*We travelled ...*
en avion / en bateau.	*by plane / by boat.*
en bus / en car.	*by bus / by coach.*
en train / en voiture.	*by train / by car.*

20/01

C'est ... — *It is ...*

assez	*quite*
très	*very*
trop	*too*
un peu	*a bit*
complètement	*completely*
nul / sympa	*rubbish / nice*
ennuyeux / intéressant	*boring / interesting*
triste / marrant	*sad / funny*

Séquenceurs — *Sequencers*

d'abord	*first of all*
ensuite / puis	*then*
après	*after(wards)*
finalement	*finally*

Opinions dans le passé

C'était ...	*It was ...*
fantastique	*fantastic*
génial	*great*
super!	*brilliant*
amusant	*fun*
marrant	*funny*
sympa	*nice.*
intéressant	*interesting*
ennuyeux	*boring*
nul.	*rubbish.*
Ce n'était pas mal.	*It wasn't bad.*

Qu'est-ce que tu as fait pendant les vacances? — *What did you do during your holidays?*

Pendant les vacances ... — *During the holidays ...*

j'ai joué au tennis.	*I played tennis.*
j'ai mangé des glaces.	*I ate ice creams.*
j'ai retrouvé mes amis.	*I met up with my friends.*
j'ai écouté de la musique.	*I listened to music.*
j'ai acheté des baskets.	*I bought some trainers*
j'ai regardé des clips vidéo.	*I watched video clips.*
j'ai nagé dans la mer.	*I swam in the sea.*
j'ai traîné à la maison.	*I hung around the house.*
J'ai visité un parc d'attractions.	*I visited a theme park.*
J'ai bu un coca au café.	*I drank a cola in the café.*
J'ai pris beaucoup de photos.	*I took lots of photos.*
J'ai vu un spectacle.	*I saw a show.*
J'ai fait une balade en bateau.	*I went on a boat ride.*
J'ai vu mes personnages préférés.	*I saw my favourite characters.*
J'ai fait tous les manèges.	*I went on all the rides.*

03/02

Quel désastre!

J'ai oublié mon passeport.	*I forgot my passport.*
J'ai cassé mon portable.	*I broke my phone.*
J'ai perdu mon porte-monnaie.	*I lost my purse.*
J'ai choisi le poisson.	*I chose the fish.*
J'ai beaucoup vomi.	*I vomited a lot.*
Je suis tombé(e) sur la plage.	*I fell over on the beach.*
Je suis resté(e) au lit.	*I stayed in bed.*
On a raté l'avion.	*We missed the plane.*
On est arrivés en retard.	*We arrived late.*
Je n'ai pas acheté de souvenirs.	*I didn't buy any souvenirs.*
Je n'ai pas pris de photos.	*I didn't take any photos.*
Je ne suis pas sorti(e).	*I didn't go out.*
Quel désastre!	*What a disaster!*
Quelle horreur!	*How horrible!*

Normalement, pendant les vacances ... — *Normally, during the holidays ...*

je vais en colo,	*I go to a holiday camp*
je vais à la campagne.	*I go in the countryside.*
je voyage en car.	*I travel by coach.*
je nage dans la piscine.	*I swim in the pool.*
je fais du sport.	*I do sport.*
je mange des hamburger-frites.	*I eat burgers and chips.*
C'est un peu ennuyeux.	*It's a bit boring.*

Mais l'année dernière, j'ai gagné un concours... — *But last year, I won a competition..*

je suis allé(e) à Vanuatu.	*I went to Vanuatu.*
j'ai voyagé en avion.	*I travelled by plane.*
j'ai nagé dans la mer.	*I swam in the sea.*
j'ai fait de la voile.	*I went sailing.*
j'ai vu des dauphins.	*I saw dolphins.*
j'ai mangé des fruits de mer.	*I ate seafood.*
C'était vraiment génial!	*It was really great!*

Light Hall Knowledge Mat
Y8 Scheme of learning

Faculty MFL Spanish HT3

Viva 2 Unit 3- Comida

6th January

¿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

¿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?		

20th January

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

3rd February

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

7th Jan 2025

1. God
2. Atheist
3. Theist
4. Agnostic
5. Omnipotent
6. Omniscient
7. Benevolent
8. Omnipresent
9. Design argument
10. (Teleological)
11. William Paley
12. Cosmological argument
13. Big Bang Theory
14. Christian creation

Beliefs about God

Theist: Belief in the existence of God.

Agnostic: Unsure about God- we can never know if God exists.

Atheist: The belief that God does not exist.

Christianity:

*God is one but in three (Trinity)
*God is the father, the son and the Holy spirit.
*God came down as Jesus in human form
*God is all powerful
*God created the world and everything in it.

Sikhism

*Only one God
*Eternal Truth is God's name
*Creator of all loving things
*Timeless and formless
*He is eternal and beyond birth and death.

Hinduism:

*Many Gods and Goddesses all come from one main God: Brahman
*Trimurti-3 Gods that are the most important (Brahma, Vishnu and Shiva)
*Brahma: Creator of all things
*Vishnu: Preserver of all things
*Shiva: Destroyer of all things
*God is eternal and beyond time

Key terms about God.

Omniscient: God is all knowing
Omnipotent: God is all Powerful
Benevolent: God is all loving
Omnipresent: God's presence is everywhere
Eternal: God has no beginning or end.
Infinite: God is immeasurable and has no limits

20th Jan 2025

Religious views about God

Judaism

*G-d has no gender
*Only one G-d
*Can not be divided in to different persons
*Is omnipresent and omnipotent
*Punishes the bad and rewards the good.
*G-d is personable and accessible.
*G-d speaks to people but in unexpected ways.

* Buddhists do not believe in a God.

Islam

*Only one God called Allah
*Unseen God- no images of God
*Most merciful and compassionate
*Master of the day of judgement
*creator of the heavens and the earth.
*Can not be compared to anything.

3rd Feb 2025

Does God exist?

Do you think God exists?

YES:
-Creator of the world
-All powerful being
-Answers prayers

NO:
-No evidence/ proof of God
-Big Bang created the world
-Too much suffering in the world

Why would someone disagree with these opinions?

Does God exist? Y8

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

Different arguments about God's existence

The design argument- Teleological

- William Paley came up with the design argument to prove the existence of God.
- He uses the idea of designed objects needing a:

-purpose
-designer
-complexity
-regularity

- He compared manmade objects to natural objects.
- He used a watch to compare it to the world.
- Natural objects – like sun/moon etc have a purpose and are complex and have regularity.
- Therefore natural objects need a designer- something very powerful.
- This powerful being must be God- God exists.

The Cosmological argument-

- Thomas Aquinas came up with the cosmological argument.
- He also tried to prove God exists by saying everything has a cause and effect'
- He uses the teaching of the Big Bang theory to prove God's existence.
- He argues the Big Bang did not just appear/ occur.
- It was caused by God- God caused the atoms and particles to collide and cause the Big bang.
- Therefore God caused the universe to appear
- Therefore God exists.

Science creation 	Christian creation
-Big Bang created the world. -Humans are in existence because of evolution. - The Big Bang was an explosion of atoms and particles that made the universe come in to existence.	-Creationism- the belief that the universe was created by God -God created the world and everything in 6 days. - God rested on the 7th day. - Adam and Eve were the first humans created by God.

Assessment Success Criteria

1 mark - Knowledge	Multiple-choice question – write down the correct letter of the answer and the word next to it.
3 marks - Attitudes	Include 2 reasons and 2 examples
5 marks -Concepts	Include 3 technical terms and what each term means.
6 marks – Exploration of Experience	Include the 3 different beliefs, their meanings AND a reason why someone may have that belief.
9 Marks - Skills	Include 2 reasons to AGREE and 2 reasons to DISAGREE with an example/further explanation for each. Add a conclusion.

Knowledge 

Exploration of experience

Attitudes 

Concepts

Skills

W/c 6th January 2025 - ICT

Key Terms

This half term we are focusing on Data Representation. Below are the main terms we will be using, you need to learn the word, be confident using the word in a sentence and know its definition

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 20th January 2025

Converting Denary to Binary

This is an example of how to convert a number (denary) to binary. This method can be reversed. You need to be confident using this method

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 3rd February 2025

Compression

Compression is about making something smaller. There are two methods that we will be focusing on – LOSSY & LOSSLESS

Lossy Compression	LossLess Compression
Some data is removed permanently to reduce the file size and the data stored	files are reduced in size without the loss of data
Lossy makes the file a lot smaller	lossless compression does not usually achieve the same file size reduction as lossy compression
Its suitable for video and images that are on the internet	Isn't suitable for online images or videos as the file size will still be to large
Not suitable for printed documents or text based ones as the quality is smaller	The most suitable for code and text based documents as data isn’t permanently deleted.

Light Hall Knowledge Mat – FOOD

W/C 6th January - The 8 Tips for Healthy Eating + Key Food Hygiene Terminology

W/C 20th January – Key Words

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.

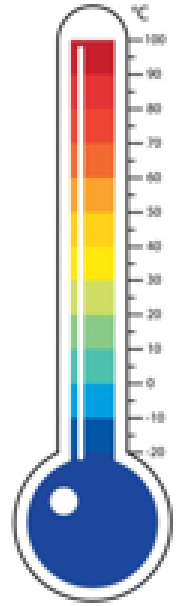
Millard Reaction- Maillard reaction produces flavour and aroma during cooking process when food rich in protein and carbohydrates are heat. Example the smell from baked cookies.

W/C 3rd February – 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.



YEAR 8- SPRING 1 MUSIC

WC 6th Jan Section A

WC 20th Jan Section B

WC 30th Jan Sections C+D

WC 3rd Feb Sections E+F

SOUNDTRACKS

Exploring Film Music

A. The Purpose of Music in Film

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

D. Leitmotifs

LEITMOTIF – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a "subtle hint" to the listener *e.g. the "Jaws" Leitmotif*

B. How the Elements of Music are used in Film Music

PITCH AND MELODY – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound.
DYNAMICS – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to 'shock the listener'.
HARMONY – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for "good" and **DISSONANT HARMONY OR CHARDS** for "evil". **SEVENTH CHORDS** often used in Westerns soundtracks.
DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense.
TEXTURE – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles.
ARTICULATION – **LEGATO** for flowing or happy scenes, **STACCATO** for 'frozen' or 'icy' wintery scenes. **ACCENTS (>)** for violence or shock.
RHYTHM & METRE – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for "Big Themes" in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds *e.g. horses.*

C. Film Music Key Words

SOUNDTRACK – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.
MUSIC SPOTTING – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.
STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.
CLICK TRACKS – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of 'clicks' (often heard through headphones) – used extensively in cartoons and animated films.
DIEGETIC FILM MUSIC – Music within the film for both the characters and audience to hear *e.g. a car radio, a band in a nightclub or sound effects.*
NON-DIEGETIC FILM MUSIC – Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as **UNDERSCORE** or **INCIDENTAL MUSIC**.

E. History of Film Music

Early films had no soundtrack **("SILENT CINEMA")** and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920's and used existing music **(BORROWED MUSIC** – music composed for other (non-film) purposes) from composers such as Wagner and Verdi's operas and ballets. In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIEMENTAL MUSIC** was sometimes used in the 1960's and 1970's. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

F. Film Music Composers and their Soundtracks

Jerry Goldsmith
Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien

John Williams
Star Wars
Jaws
Harry Potter
Indiana Jones
Superman, E.T.

James Horner
Titanic
Apollo 13
Braveheart
Star Trek II
Aliens

Ennio Morricone
The Good, The Bad and The Ugly
For a Few Dollars More
The Mission

Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider Man

Hans Zimmer
The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die

Bernard Hermann
Psycho
Vertigo
Taxi Driver