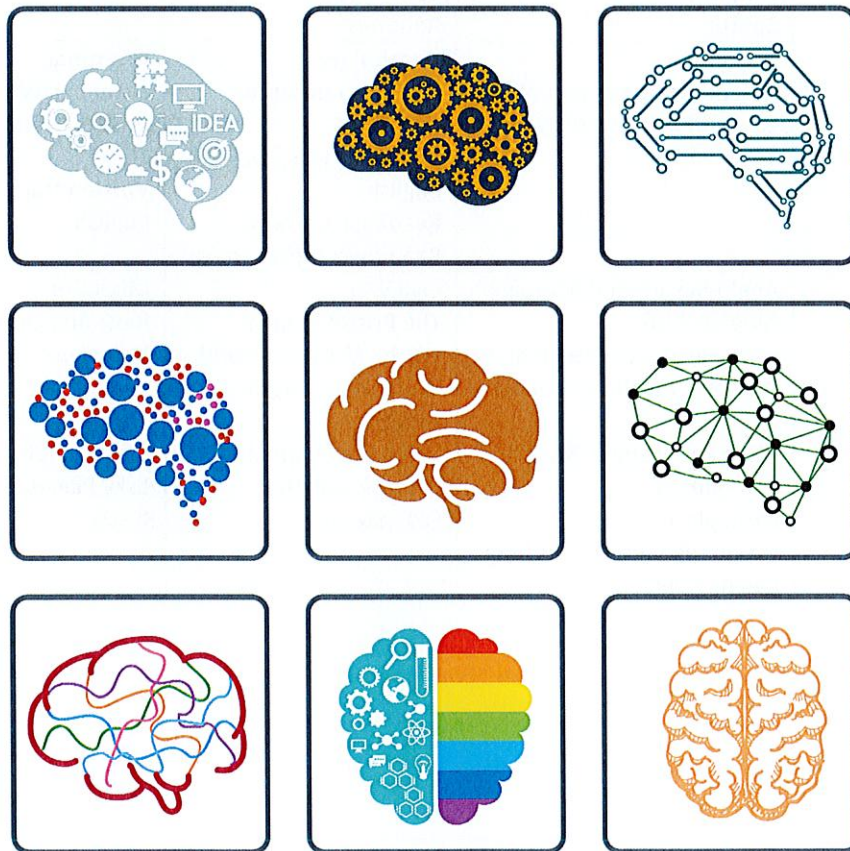


Waseley Hills High School

Y8 EBACC ASSESSMENT PREPARATION

REVISION MATERIALS



Our Topic Lists			
Subject	YR7	YR8	YR9
English	Reading - fiction text Writing - creative writing	Reading - nonfiction text Writing - transactional writing	Reading - fiction text Writing - transactional writing
Maths	Algebraic Thinking Place, Value & Proportion Applications of number Directed number. Fractional Thinking Lines & Angles Reasoning with number	Proportional Reasoning Representations Algebraic techniques Developing number Developing Geometry Reasoning with data	Reasoning with algebra Constructing in 2 & 3 dimensions Reasoning with number Reasoning with geometry Reasoning with proportion Statistical Representations
Science	Introduction to science Interdependence Cells Acids and alkalis Energy	Electricity Metals and non-metals Separating mixtures Elements and the Periodic Table Breathing Work and energy Sound and light	Photosynthesis Earth's resources Speed and motion Magnets Energy changes
Spanish	Descriptions of people and places Having, Doing, Being & Going Question words Family Sports	Having & Being Present & Past Tenses Jobs & School Negatives Partitive Article Comparisons Routines	Past & Future Tenses Injuries Holidays, Routines & Food Identity & Nationality Imperfect Tense School
	Phonics Listening phonics gap-fill Listening/Writing dictation	Vocabulary Written translation English-TL Written translation TL-English Reading true/false Reading comprehension	Grammar Listening/Writing dictation Written translation English-TL Written translation TL-English
History	Anglo-Saxons and Normans Medieval Life Local History (Dependent on the topic taught in school)	Civil War The British Empire World War One/World War Two (Either of these)	Migration Riots and Unrest Holocaust
Geography	Place knowledge: Physical and human Local place Urban regeneration / China Raging rivers	India: Development Extreme weather Ecosystems	Coasts (Global/UK) Risky Places Russia

What are knowledge organisers?

Knowledge organisers contain essential, fundamental knowledge that you **MUST** know in order to be successful in Year 8 and subsequent years. Knowledge organisers will help you to recap, revisit and revise what you have learnt in lessons, enabling you to move the knowledge from your short-term memory to your long-term memory.

Knowledge organisers are also designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as your GCSEs that you will sit in the future.

How can I access the knowledge organisers?

Each subject area has created a knowledge organiser for the topics you will cover over the year. This booklet contains the knowledge organisers for English, Geography, History, Maths, RPE, Science and Spanish. It is important that you keep all of your knowledge organisers somewhere safe, because the knowledge required in Year 7 will also be needed in Years 8-11.

How will the knowledge organisers be used?

You will use your knowledge organisers at times in class, but you will mainly use them to support you with your homework. Most of the time, your teachers will give you specific tasks focused on using your knowledge organiser for your homework, but sometimes they may allow you to pick a way of using them to help revise for a topic.

Knowledge Organisers are very useful in developing your confidence at home with topics you have covered in class. Your teacher will test your understanding of the key knowledge through the Do Now activity in your lessons.

Knowledge Organiser

English

KNOWLEDGE ORGANISER

End of Year exams – Year 8

READING SKILLS – NON-FICTION	
Knowledge:	Key Skills
Non-fiction: literature in the form of prose that describes imaginary events and people.	Retrieval: finding relevant evidence from the text.
Narrative voice: the perspective the story is told from. Stories can be told from different perspectives for a specific effect	Inference: drawing conclusions or making judgments based on hints or clues within a text.
Genre: a category, or type of writing. For example: letters, articles, autobiographies, etc.	Analysis: zooming in on evidence to consider the literal, suggested and symbolic meanings in detail. <i>Analytical verbs include: This implies/ suggests/ conveys/ emphasises/ reveals/ symbolises...</i>
Audience: the people who are addressed by a piece of writing or a speech. The audience is influenced by various factors, such as values, interests, needs, and commitments, that shape their interpretation and action.	Topic sentences: A topic sentence is the WHAT part of our analytical paragraphs- it outlines what we are going to talk about in that paragraph. A successful topic sentence will: > Be short and concise, linking to the key word in the question. > Have one clear focus to explore and a where in the play. > Include a writer's method.
Purpose: the intended impact a writer has. The reason they write as they do depending on the effect they wish to create.	Writer's intent: A writer's purpose is why they write a specific text. They may write to inform, entertain, persuade, or express ideas and feelings about a topic or event. <i>The writer highlights/praises/warns/criticises/argues...</i>
Writer's Methods: The ways in which an author tells their story, including sophisticated language, a sense of purpose and audience, varied sentence structures and a consideration of narrative perspective.	Evaluation: the process of judging or calculating the quality, importance, amount, or value of something. I partially/wholly agree/disagree..., to an extent...

WHAT?

WHAT: Topic sentence

- ☐ Links to the focus of the question, where in the text and the method the writer is using to create meaning.

HOW: Evidence

- ☐ 2-3 short, snappy quotations, embedded in a sentence

WHY: Analysis

- ☐ zoom in at word level
- ☐ explain literal, infer suggested meanings and images created, then what this might represent.

Why: Evaluation of effect

- ☐ What might this moment make the reader think/feel/imagine?
- ☐ What is the writer trying to warn/praise/criticise/highlight to the audience?

Structuring my paragraphs in English



KNOWLEDGE ORGANISER

Aspire, Invest, Respect

WRITING SKILLS – Transactional writing

Rhetoric: writing to influence or persuade an audience using language and structural methods.	Anaphora: rhetorical device that features the repetition of a word or phrase at the beginning of successive sentences, phrases, or clauses.
Genre: a category, or type of writing. For example: letters, articles, autobiographies, etc.	Anecdote: a short story that supports a point in your argument. This can be light-hearted or a serious warning.
Audience: the people who are addressed by a piece of writing or a speech. The audience is influenced by various factors, such as values, interests, needs, and commitments, that shape their interpretation and action.	Pronouns: are substitutes for nouns Inclusive pronouns: first person plural to include the audience (we, our, us) Exclusive pronouns: using third person to exclude (they, them, he, she) Direct address: 2 nd person to speak directly to audience (you)
Purpose: the intended impact a writer has. The reason they write as they do depending on the effect they wish to create.	Imperative language: verbs that give a command or instruction
How can I structure my writing?	
Touch Gloves	Show respect. Establish common ground between you and your reader. E.g. mention an example that everyone has experienced, use a collective pronoun e.g. <i>We all know that...</i> <i>We all care about...</i>
Jab	Introduce the main point of your writing. Establish your opinion/ line of argument clearly. If possible, use a shocking fact or statistic. Perhaps have this as a short paragraph for effect.
Rumble Rumble	Develop your argument with facts, statistics, experience etc. Develop further. Perhaps acknowledge the counter argument, bring in a case study example. <i>E.g. While others may argue...</i>
Jab	Return again to your overall point/ message/ opinion. Make it clear. What do you want to happen? <i>E.g. It is imperative that...</i>
Knock Out	Conclude in a clear, strong way. Make your reader feel that they cannot argue with your point. <i>E.g. The crux of the matter is this: / The solution is clear.</i>

ETHOS
Credibility

PATHOS
Emotion

LOGOS
Logic

Use language to persuade your audience in your argument:

LOGOS: Explore why it is important.

- Clear opening, paragraph links and ending.
- Facts and statistics.
- Comparisons (simile and metaphor).

PATHOS: Appeal to them.

- Imagery and vivid vocabulary.
- Rhetorical questions and repetition.
- Emotive/hyperbolic language
- Stories and inspirational quotes.

ETHOS: Explain why you care and your opinion should be trusted.

- Explain your similarities with your audience to show they can relate to you.
- Build your reputation: what will you do personally?
- Explain your values honestly, and why you think that this view is right.

Punctuation

Period
●
My name's Beth and I was 18 in July.

Question Mark
?
Where are you from?

Exclamation Mark
!
Sit down!

Comma
,
She is your sister, isn't she?

Hyphen
-
My eight-year-old boy loves reading

Apostrophe
'
They're going to the movies tonight.

Parentheses
()
The two brothers (Richard and Sean) were learning how to play

Semicolon
;
My daughter is a teacher; my son is a doctor.

Colon
:
You have two choices: finish the work today or lose the contract.

Punctuation

Period ● My name's Beth and I was 18 in July.	Question Mark ? Where are you from?	Quotation Marks " " " " "I work in Italy," said Jimmy.	Exclamation Mark ! Sit down!
Comma , She is your sister, isn't she?	Hyphen - My eight-year-old boy loves reading	Apostrophe ' They're going to the movies tonight.	Semicolon ; My daughter is a teacher; my son is a doctor.
Colon : You have two choices: finish the work today or lose the contract.	Parentheses () The two brothers (Richard and Sean) were learning how to play guitar.		

Knowledge Organiser

Geography

Remember, your primary source of revision should be your book!

Year 8 revision keyword list:

Use the definition paragraphs I have written to create bullet point notes to aid revision.

Term 1: India and globalisation

Keyword	Definition
India	India is located in south Asia. It has a large coastline on the Indian Ocean. It has the largest population in the world at 1.4 billion people. Three contrasting climates are the tropical monsoon, hot desert and alpine.
Development	How well countries are doing in terms of economy, health and education.
HIC	High Income Country
LIC	Low Income Country
NEE	Newly Emerging Economy
Life expectancy	Average age of death in a place
GNI per capita	Gross National Income per person – how much money people have on average per year
Fertility rate	Average number of children born per woman
Literacy rate	% of people who can read and write in a country
India's development	India is an NEE. There are differences between the urban and rural areas with many people in urban areas being wealthier than those in rural areas. Rural areas have poorer access to healthcare and education than urban and the jobs are limited to agriculture (farming). In urban areas of India there are more high-tech and factory jobs. Literacy levels are higher in urban areas. In all areas, men have more rights than women in general.
Migration	Because of this, many people migrate from rural to urban areas. Many people end up in a squatter settlement, which is poor quality housing put up by the people who live there and at risk of being knocked down. These areas have a wide range of social problems such as lack of access to clean water.
Globalisation	This is the process of the world becoming more connected with each other through trade, transport and the internet. It can have benefits such as cheap clothing and choice of goods for people in HICs, but it can lead to poor working conditions and modern slavery in LICs, along with vast amounts of environmental damage through air and water pollution.
Fast fashion	Clothes that copy expensive fashion and churn out garments very quickly and cheaply for the mass market through websites such as BooHoo and Shein. These are designed to be worn once and thrown away, leading to environmental impacts as they are sent to landfill or LICs to be recycled. The opposite of this is sustainable fashion.

Term 2: Weather and climate.

Keyword	Definition
Weather and climate	Weather is the day-to-day atmospheric conditions whereas climate is the temperature and precipitation over 30 years. The UK has a temperate climate which is mild winters with warm summers. On a climate graph, the bars show the precipitation and the lines show the temperature.

Air pressure	This is the weight of air pushing down on the Earth's surface. It can be low, which means it is less dense with rising air, or high, which means it is more dense and falling.
Cloud types	Stratus is low lying cloud which is low in the atmosphere and often brings drizzle when it blankets the sky. Cumulus clouds look like a cartoon cloud and move fairly quickly across the sky, sometimes bringing a shower. Cirrus clouds are wispy and high in the sky, being made from ice crystals, and cumulonimbus are tall and fluffy clouds that bring heavy rain and sometimes thunderstorms.
Rainfall	Relief rainfall occurs when air moves upwards due to high land, causing the water vapour to condense and precipitation to occur. Convectional rainfall occurs when air is heated rapidly, rises, then cools and condenses, often bringing heavy rain. Frontal rainfall occurs when a warm front meets a cold front, causing the warm front to move upwards, leading to condensation and precipitation.
Tropical storms	These form in the warm oceans between the two tropics, but not on the equator as the spin is not strong enough to create the storm. The ocean must be at least 26°C. They are known as hurricanes, cyclones and typhoons. They have wind speeds of minimum 74mph. On the outside is the banks of cloud, followed by the eyewall which is the worst conditions, followed by the eye which is calm, then the eyewall again and banks of cloud again. They shutdown over land as friction takes away their energy.
Gulf stream	This warm ocean current keeps the UK warmer than our latitudes would suggest when it travels from the Gulf of Mexico. It is under threat because of climate change.

Term 3: The Living World

Keyword	Definition
Ecosystem	An ecosystem is a community of plants and animals interacting in a unique environment. Abiotic are the non-living components such as the climate and soil, whereas biotic are the living components such as the vegetation and animals.
Food chains and webs	A producer creates its own food using the sun's energy, carbon dioxide and water in a process known as photosynthesis. These are plants. The organism that eats these is known as a primary consumer. This is typically an animal. Then come the secondary consumer and tertiary consumer. Together, these organisms make up a food chain. Multiple food chains interacting are known as a food web. Herbivores only eat plants, carnivores only eat animals and omnivores eat both.
Interdependence	Interdependence is when components in an ecosystem rely on each other for survival, for example plants rely on soil as an anchor for roots and for nutrients, and the soil is partly made from decomposed plant material.
Biomes	Biomes are global ecosystems. Examples include the tropical rainforest, which is distributed mostly on the equator and between the two tropics; the hot desert, which is distributed mostly on the two tropics and in the northern hemisphere; the tundra, which is a cold environment found mostly in the north of Russia and Canada. Biomes are so located because of the influence and concentration of the sun's energy, and this leads onto low pressure at the equator leading to much rain, whereas the tropics have mostly high pressure which is dry conditions.
Temperate woodland	The temperate woodland biome is located between 40 and 60°N and S of the equator. It has definite seasons, and is mostly made up of deciduous woodland

	such as oak or ash. It is a relatively wet climate, with mild winters and warm summers. The soil has a high humus content due to the large amounts of leaf litter found on the ground during the autumn and winter.
Plants and animals in the TW	Plants in the temperate woodland include broad-leaved trees such as oak. They lose their leaves in the autumn so they do not get damaged by frost in the winter. In spring many trees exhibit blossom to attract pollinators. Also in the spring bulb plants such as snowdrops and bluebells bloom to take advantage of the sunlight before the trees reduce the light to the ground. Animals in the temperate woodland have adapted by hibernating during the colder winter months. Some animals such as nightingales migrate further south during the winter. Some animals such as squirrels store food during the summer when it is plentiful so it is available during the winter months.

Knowledge Organiser

History

Spot the key words!

Industrial Revolution (18th and 19th Centuries)

c.1750 —  **1747** — Liverpool Britain's busiest slave port

1769 — Richard Arkwright creates first factory

1807 — Slavery abolished in Britain

1830 — Liverpool-Manchester railway opens

1837 — Queen Victoria takes the throne

c.1900

The Industrial Revolution c.1750-c.1900

c. = 'circa'. This means it took place around that time period, it had no concrete beginning or end date.
 Revolution = when something changes so much it can never go back to the way it was before.

At the beginning of this period Britain's population was roughly nine million. It was an agricultural society - this meant that over 50% of the population worked in farming.

However, by the end of the period Britain's population was forty million! Now only 10% of Britons worked on farms and most had moved to the new wonder of the age, factories. Factories were the height of new technology and focused on manufacture - making products out of raw materials using machines e.g. textiles and pottery.



FARMS TO FACTORIES

Transport

1750 - The main form of transport was on foot or by horse. In good weather a journey from Liverpool-London took 3-4 days. Some people were lucky enough to have water transport but very few.

1900 - Transport had completely changed. The railway network was vast and used for both industry and tourism. It links most towns and villages. Liverpool-London = 4hrs 15m. The canal system has flourished and is well used but trains have taken over.



The Brains of the Industrial Revolution - Medicine

The Industrial Revolution sparked a real rise in new thinking and relied on all sorts of invention and genius key people. Let's take medicine as an example:

Florence Nightingale - Famous nurse who revolutionised hospital hygiene/hospital design and made nursing a real profession.

James Simpson - Developed Chloroform, the first anaesthetic (pain killer) allowing for pain free surgery. However, this led to **more infection due to deeper, slower surgery**.

Joseph Lister - Used carbolic acid as the first antiseptic, massively reducing the chance of wound infection after surgery. **Some people refused to use it, it gave them some hands**

Louis Pasteur - Developed 'Germ Theory' that said microscopic bacteria caused things to decay. This had never been proven before. It laid the foundation for discovering what caused disease. **Many people didn't believe him, took time to catch on.**

John Snow - Investigated cholera (severe diarrhoea, deadly) in London. Discovered it spread in dirty water, not foul air.

Edwin Chadwick - Public health report said that urban poor died younger due to filthy conditions.

Case study: Edward Jenner & Smallpox (contagious, major killer)
Vaccination



Working conditions - child labour

Factories were the wonder of the age and made Britain the richest nation on Earth. We produced so much that we sold out goods all over the world. However, the conditions were **never** always pleasant.

Children as young as six or seven were used to work in the factories. They were from poor families who needed money however they could get it. Children's small bodies and limbs were used to climb inside dangerous machines to repair them. This often led to horrific injuries and death

Factories were cold and damp, children were fed very little if anything, their wages were extremely poor and they worked horrendously long hours.

"...if we were even 5 minutes late, we were beaten black and blue by the overseer (boss). There was a boy who...broke both his legs, his eyes were nearly torn out and he broke both arms." - An industrial worker c.1832

Living Conditions

Factories provided better, more stable wages than farming so throughout the period people flocked in huge numbers to the new towns. As a result they grey rapidly and new houses needed to be built. Greedy landlords built cheap, poor housing to maximise their profit.

Back-to-back housing packed many cramped cottages into tiny areas. Many families were forced to share one small house, sometimes even sharing single rooms. Damp, squalid basements were rented to desperate factory workers.

This severe overcrowding led to major disease outbreaks. The main killers were smallpox (like deadly chicken pox), cholera and TB (a killer lung disease).

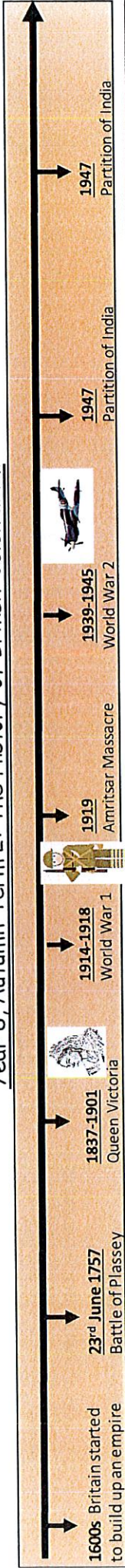
Extreme poverty was part of life in industrial towns.



Word Rich	Definition
Industry	The business of making goods
Revolution	A large change
Population	The amount of people in a certain area.
Steam Engine	A popular and effective form of creating power from steam
Factory	A large building in which manufacturing is done.
Manufacturing	To make something from raw materials
Transportation	The movement of goods or people
Agriculture	Preparing of land to grow crops and raise livestock
Canal	A man-made waterway, commonly used to transport goods during the Industrial Revolution
Technology	A technical process, invention or method
Domestic System	A way of producing goods such as textiles in the home, common before factories became popular.
Cholera	A deadly disease caused by drinking water becoming contaminated with human waste.
Smallpox	A deadly disease
Vaccination	Giving someone a substance that protects them from developing a specific disease.
Antiseptic	Something that kills germs reducing the chance of infection
Carbolic Acid	A type of antiseptic used in 19th C surgery

Word Rich	Definition
Anaesthetic	A substance that numbs an area or puts a patient to sleep so they don't feel pain during an operation
Chloroform	A type of anaesthetic discovered by James Simpson
Infection	When a wound or injury becomes contaminated by microbes
Germs	Bacterial microbes that can cause illness
Public Health	The health and living conditions of the population of an area
Significant	Another word for important
Pollution	When harmful substances are released into the environment
Back to Back	A cheap type of housing from the 19th Century
Slum	A poor and deprived area where people live
Circa	Around a certain time in history, but not a specific date

Year 8, Autumn Term 2: The History of British Colonialism



The Origins of Slavery

During **Elizabethan England** many countries started to explore the world and, if they could, they would take over land and build an **empire**. This was further developed during the **Industrial Revolution** when there were **goods** to be traded and a massive **profit** to be made. This made some cities in Britain incredibly **rich**.

Triangular Trade



Key terms:

Colony- a country under political control of another country.
Manufactured good- goods made using machines.
Raw materials- a basic product in it's natural form.

Why was slavery allowed to take place?

Economic reasons meant to make money.
Religious reasons meant to spread Christianity.
Political reasons to gain more land/power.
Social reasons meant some people had racist attitudes.

What was the experience like for the slaves?

Key terms:
Middle Passage- the journey from West Africa to the Americas
Slave auction- where an auctioneer sold slaves either individually or in small lots.
Scramble- all the unsold slaves were kept in an enclosure, people would buy them and then the enclosure would be opened and the buyers would rush to grab their slave.

Why was slavery abolished?

Political/legal reasons meant anti-slavery campaigns started and demanded government action.
Economic reasons meant some people would not buy goods using raw materials from plantations.
Religious reasons meant some people thought it was against God's will to own another person.
Key individuals campaigned to bring about the end of slavery eg William Wilberforce, Equiano, Granville Sharp & Thomas Clarkson
Beliefs started to change and people starting to question the morality of owning slaves.
Media meant newspapers and books started to discuss the horrors of slavery.

The British Empire.

The Empire started in the late **C16th**. Firstly it was **overseas possessions** and **trading posts** however by **1913** the British Empire was at its **largest** with **23%** of the world's population living in the British Empire.

Indian Independence

During the reign of **Queen Victoria**, Britain used direct control over India.
1919- Amritsar Massacre- a peaceful protest about British control ended in soldiers opening fire and killing **379 men, women and children**.
 Relations turn sour and Gandhi starts a campaign for independence for India. During WW2, India played a significant part in the British army.
1947- Partition happened - it was very difficult to please everyone: Pakistan was formed and there was considerable violence including the **assassination of Gandhi**.
African Independence.

Many African colonies were gained under the rule of **Queen Victoria**. By the end of WW2, many colonies wanted to rule themselves. Since independence many African nations have faced significant problems for example civil war, corrupt governments, famine, poverty and military rule.

Multicultural Britain

Migration- movement from one area to another.
Refugee- forced to leave their country to escape a situation.
Multicultural- containing several cultural or ethnic groups within one country.
Windrush
Empire Windrush brought **492 passengers** from the Caribbean to Britain in **1948**. The experience for many was discrimination, racial tension and financial hardship.

Year 8, Summer Term: The First World War 1914-1918

1833
Slavery abolished by UK

1903 Suffragette movement begins

1912 Titanic sinks

1914-1918
WW1

1933 Hitler's Nazi party come to power

Causes of WW1

Long Term Causes- These were things that had been developing over a number of years that raised tensions between some of Europe's most powerful countries.

M- Militarism= A countries desire to have stronger military than its rivals. This led to arms races.

A- Alliances= Countries on good terms with each other who offer support to each other. There were two main alliances in Europe in 1914.

I- Imperialism= When a country takes over other territory that it does not own in an effort to build an empire.

N- Nationalism= Strong pride in your country that can lead to a dislike of other countries and people believing their country is better than others.

Short Term Causes

The spark that started the war was **assassination of Franz Ferdinand** the heir to the Austro-Hungarian throne by **Gavrilo Princip** a member of a nationalist group called the Black Hand Gang in Sarajevo.

The Austro-Hungarians blamed the Serbian Government and declared war on Serbia. Russia were allies with Serbia and offered to support Serbia.

As a result Austria-Hungary's ally Germany offered to support Austria-Hungary in the fight against Russia and Serbia. Germany knew Russia was in an alliance with France so also declared war on France.

Britain had refused to get involved until Germany invaded Belgium on its way to attack France. Britain had an old agreement to protect Belgium if they were attacked. Italy also agreed to support Germany and Austria-Hungary. The Great War had begun.

Alliance systems in Europe in 1914

Triple Entente

France
Britain
Russia

Triple Alliance

Germany
Austria-Hungary
Italy



Joining Up and Propaganda

When the war started many men rushed to join the army however this did not last and **the government had to launch a propaganda campaign to recruit more men into the army**. The government controlled all information about the war. British were always made to look like heroes and the Germans as cruel. **Newspapers** printed news of victories but defeats were hardly mentioned. Most importantly the government printed lots of **propaganda posters** aiming to make men either feel love for their country, hatred for the enemy or feel guilty about not joining up.

"Pals" battalions were another way the government were able to recruit more men into the army. They thought that fighting alongside friends and neighbours rather than strangers would encourage people to join up - and they were right. Brothers, friends and workmates joined up together. Eventually recruitment slowed down and by 1916 **conscription** was brought in. This meant any man between 18 and 41 could be forced to join the army this led to another 2.5 million joining the army. Some refused conscription as they didn't believe in fighting. These were called **conscientious objectors**.

Life in the Trenches

The fighting on the Western Front during the First World War was fought in trenches. These were ditches dug into the ground that provided soldiers with cover from enemy gun fire they were very unhygienic and scary places to live.

Trench system:

Front line trench. The trench that was closest to the enemy. These were the most dangerous place to be. They were shaped in a zig zag to help protect soldiers from explosions.

Support trench- These were behind the front line trench and extra soldiers were stationed here in case of enemy attacks on the front line. Support trenches had first aid stations called **Regimental Aid Posts** that helped bandage up the wounded.

Reserve Trench- These were further back than support trenches and many of the armies supplies would be kept here.

Communication trenches- these linked together the different rows of trenches and allowed soldiers to move up to different trenches more safely.

Health-

Trench foot- a condition where the foot becomes infected and begins to rot, usually caused by feet being constantly wet and cold.

Trench fever- This was a common illness in soldiers caused by lice bites. **Lice** were little bugs that lived in soldiers clothes and were difficult to get rid of.

Shell shock (see Artillery)

Rats were a common in trenches. They were attracted by soldiers food and dead bodies. A soldiers routine consisted of early starts where they were awake at 5am to "stand to" be alert and ready for an enemy attack. The day was long and at times very boring.

Soldiers on the front line were in the most danger and artillery attacks could happen at any time. Soldiers were given regular **ration** packs of food and were allowed to relax and eat at certain times of day whilst others kept guard.

Armistice- the war stopped on 11th November 1918 after a "cease fire" was agreed after Germany had surrendered.

Weapons and Technology of WW1

Rifles A long gun that was given to all soldiers it was lightweight and could be carried easily a knife called a **bayonet** could be fitted to the end which could be used in close fighting.

Machine Guns One of the wars most deadly weapons. They could fire up to 10 bullets per second. Estimates say that 40% of all British wounds were caused by machine guns.

Artillery These large heavy guns fired bombs into enemy trenches. When they exploded red hot metal splinters called **shrapnel** could injure many more soldiers. They could commonly cause **"shellshock"** a type of "nervous breakdown"

Tanks These bulletproof vehicles could travel over rough ground and crush barbed wire. They caused panic on the battlefield but were very slow (4mph).

Poison Gas- Gas was a terrifying weapon, two of the main types used were **chlorine gas** and **mustard gas**. Gas could leave victims suffocating and in intense pain. Gas became less effective when gas masks were introduced.

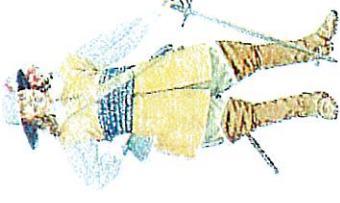
Planes Planes were slow and clumsy, they were used for keeping an eye on what the enemy were doing. They soon began mounting machine guns on them and "bombers" were made to fly over enemy territory to attack from the air.



Year 8 - Spring Term: The Suffragettes



KNOWLEDGE ORGANISER

Title: Witches and The English Civil War Year: 8 AC: 1			
Number	Code	Number	Code
1		20	
2		21	
3		22	
4		23	
5		24	
6		25	
		26	
7		27	
8		28	
9		29	
10		30	
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12		31	
16			
17		32	
18			
A belief in witches had been around since the 13 th century Maleficium is harm caused by magic. Diabolism is devil worship Malleus Maleficarum, was written in 1487 and reprinted 13 times by 1520. The book argued that witches were usually women, who committed terrible crimes. The weather, war and religion were all used as reasons to accuse someone of witchcraft The witchcraze spread through Europe and to America		Long term and short-term causes of the English Civil War Civil war- a war between citizens of the same country Loyalist- those who support the King and his power Parliamentarians- those who support parliament and want to limit the Kings power. New Model Army Charles I believed in the Divine Right of Kings, meaning he believed he was chosen by God to rule Oliver Cromwell was known as Lord Protector and ruled England without instead of a King	
Stereotype – a widely held, fixed image or idea about a person Witches were described as bad tempered and argumentative Witches had familiars – animals that they ‘talked’ to People accused of witchcraft were tortured: types of torture included sleep deprivation, thumb screws, being stretched and the ducking stool. Most found guilty of witchcraft were burnt at the stake.		Battle of Edgehill: 23 October 1642 Battle of Newbury: 20 September 1643 Battle of Marston Moor: 2 July 1644 Battle of Naseby: 14 June 1645	
The Witchcraze came to end with changes to the law, the way people thought, and what they believed in Matthew Hopkins was known as the Witchfinder General and was responsible for the deaths of over 100 people Devil’s marks were used to identify witches – these were usually only bites, sores, spots or moles on someone’s body The Salem Witch Trials took place between 1692 – 1693 in Massachusetts		31 Roundhead 32 Cavalier	
		 	

Knowledge Organiser

Mathematics

Maths

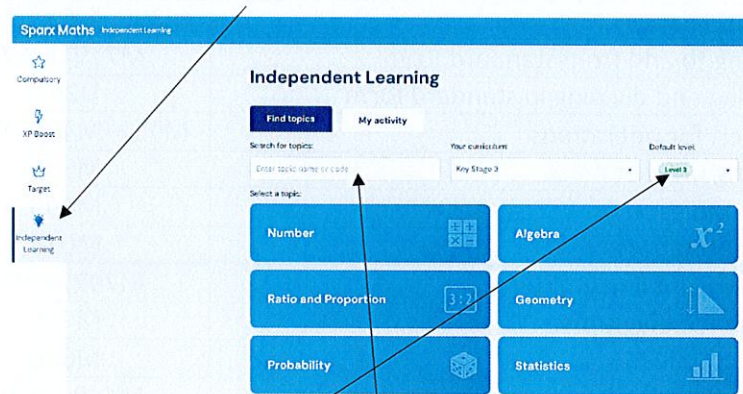
Pupils will be completing their revision for Maths on their homework platform, Sparx Maths. Every topic in the content list (below) for the Year 8 assessments contain at least one Sparx Maths Code to direct pupils to the correct questions and video. All pupils should know their login for Sparx Maths, if they have forgotten, they need to speak to their Maths teacher.

For the KS3 assessments, pupils will be completing two papers in Maths. One non-calculator and the other calculator.

For revision, they should be practicing questions with and without a calculator. Sparx Maths will state whether a calculator can be used.

A step-by-step tutorial on how to search the Sparx Maths Code can be seen below.

1. Login to Sparx Maths (need username and password)
2. Click on independent learning on the left tab.



3. Select your level of difficulty.
4. Type the code into the "search for topics" bar.
5. Click the topic you would like to revise and questions will appear.
6. Click on a question you would like to answer. To answer the question, you will need to click answer in the bottom right.

If you are unsure on how to work out a question, there is a button (picture below) at the bottom of the screen which allows you to watch a video.

 Watch video

Yr8	Sparx Maths Code
Adding and subtracting whole numbers	M928, M347
Multiplying and dividing whole numbers	M187, M354
Adding and subtracting decimals	M429, M152
Rounding numbers	M111, M431
Simplifying ratios	M885
Percentages of an amount	M437
Ordering numbers	M553
Scale diagrams	M112
Similar shapes	M324
Interior and exterior angles	M653
Multiplying and dividing fractions	M157, M110
Dividing with mixed numbers	M265
Simplifying expressions	M813
Index laws ($\times$, $\div$, power to a power)	M120
Converting fractions, decimals and percentages	M264
Expressing one amount as a percentage of another	M235
Area of 2D shapes	M390, M610, M269
Converting to and from standard form	M719, M678
Multiplying and dividing in standard form	U264
Bar models for operations	M952, M409, M637
Converting units of mass	M530
Two-way tables	M899
Plotting coordinates	M618
Plotting straight line graphs	M797, M932
Sample space diagrams	M718
Angles in parallel lines	M606
Scatter graphs	M769, M596
Factorising expressions	M100
Expanding single brackets and simplifying	M792
Expanding double brackets	M960
Finding the nth term of a sequence	M991
Error intervals	M730
Inequalities	M118
Solving equations with a fraction	M647
Venn Diagrams	M829
Percentages with multipliers	M905
Grouped frequency tables	M441

Knowledge Organiser

R.P.E.

Day	Subject : RPE
Date	Period
Class YEAR 8	Code RPE8

TITLE – PEACE & JUSTICE

Students will remember
Students will be able to demonstrate
Key Concepts to check back for: Injustice, pacifism, equality, peace, crime,

Knowledge	Codes	Key information to recall		
		Capital punishment, death penalty, pacifism, injustice		
Word	Definition	Synonym	Antonym	Etymology
PUNISHMENT	the <u>infliction</u> or <u>imposition</u> of a penalty as retribution for an <u>offence</u> .	Penalize, retribution, discipline	Acquittal, remission, clemency	from Old French <i>punissement</i> , from the verb <i>punir</i>
INJUSTICE	absence of justice : violation of right or of the rights of another	Unfairness, inequality	Fair, just	late Middle English: from Old French, from Latin <i>injustitia</i> , from <i>in-</i> 'not' + <i>justus</i> 'just, right'

Contextual Knowledge



Capital Punishment

The death penalty. A criminal is put to death for his or her crime-usually murder. No longer takes place in the UK but is still used in other countries, such as parts of America, parts of Africa and China.

Just War

A just war must fit a certain criteria in order to be "just" (fair). Criteria includes; last resort and that good wins over evil.

Injustice

This is when an individual or group are treated unfairly and do not have equal rights.



KNOWLEDGE ORGANISER

Year 8 – RPE – AC3

WHAT IS WRONG IN THE WORLD & PEACE & JUSTICE		
CODE		KEY KNOWLEDGE
3.1	WHAT IS WRONG IN THE WORLD	The Muslim response to what is wrong in the world, Sawm – fasting during the period of Ramadan. To experience suffering and to think about others.
3.2	WHAT IS WRONG IN THE WORLD	The Buddhist response to what is wrong in the world, Meditation. To focus on what is important in the world and to be considerate of others.
3.3	WHAT IS WRONG IN THE WORLD	The Humanist response to what is wrong in the world, actions. The importance of how we treat others.
3.4	PEACE & JUSTICE	Capital punishment. The arguments for and against the death penalty. Looking at morals and different beliefs and faiths. Looking at how effective it is as a means of controlling crime.
3.5	PEACE & JUSTICE	The death penalty – looking at a case study of a man on death row and how he was reformed.
3.6	PEACE & JUSTICE	War – looking at different attitudes towards war and the possible causes. I war ever justified?
3.7	PEACE & JUSTICE	JUST WAR & HOLY WAR – What criteria has to be met. How does a Just war differ from a Holy war.
3.8	PEACE & JUSTICE	Social Injustice – wrongful actions towards people in society. Examples of social injustice, unfair treatment. Racism, sexism, homophobia, sizeism, people with disabilities, mental health.
3.9	PEACE & JUSTICE	Pacifism – why are people pacifists. Which denomination is pacifist. Would it solve problems if we were all pacifists.



Title WHAT IS WRONG IN THE WORLD & PEACE & JUSTICE

Word	Definition	Synonyms	Antonyms	Etymology
JUSTICE	Bringing about that which is fair	Fair	Unfair, unjust	late Old English <i>iustice</i> 'administration of the law', via Old French from Latin <i>iustitia</i> , from <i>iustus</i> (see just).
JUST WAR	A war that is deemed to be morally or theologically justifiable	Fair war	Unfair, unjust war	Christian theory of the Just War begins around the time of Augustine of Hippo. The Just War theory, with some amendments, is still used by Christians today as a guide to whether or not a war can be justified. War may be necessary and right, even though it may not be good.
HOLY WAR	A war declared or waged in support of a religious cause	Crusade, jihad		A religious war or a war of religion, sometimes also known as a holy war (Latin: <i>sanctum bellum</i>), is a war which is primarily caused or justified by differences in religion and beliefs.
SOCIAL INIJUSTICE	Social injustice refers to wrongful actions against individuals within society	Unfair, unjust, wrong	Fair, just, right	Social justice has been traditionally credited to be coined by Jesuit priest Luigi Taparelli in the 1840s.
PACIFISM	The belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means	Peace - making, non - violence	Pressure, force, violence	early 20th century: from French <i>pacifisme</i> , from <i>pacifier</i> 'pacify'

Knowledge Organiser

Science

Title: Breathing, Elements and the Periodic Table Year: 8 AC: 1			
Number	Elements and the periodic table	Number	Breathing
8	An element is made from only one type of atom.	21	The lungs contain tiny air sacs called alveoli . This gives them a large surface area.
9	A compound is made from two or more types of atom bonded together.	22	The diaphragm moves down causing the lungs to fill with air when you breathe in.
10	A mixture is two or more types of atom that can be separated.	23	Medicinal drugs are taken to make you feel better when you are ill.
11	Mendeleev left gaps in the periodic table to allow for new elements that he predicted would be discovered later.	24	Some recreational drugs are illegal, some are legal. These are drugs not taken for medical reasons.
12	As you go down a group in the periodic table, atomic number increases .	25	Asthma is an illness that affects how the lungs work. It can be treated with inhalers.
13	Group 1 in the periodic table is called the alkali metals . They react vigorously with water.	26	Cigarettes contain nicotine which is addictive.
14	The mass of the reactants is always equal to the mass of the products .	27	A carcinogen is a chemical which can cause cancer.

VOCABULARY

Title Reproduction, Sound and light, Breathing, Elements and the Periodic Table				Year: 8	AC: 1
Word	Definition	Synonyms	Antonyms	Etymology	
Gamete	Are reproductive cells. Male gametes are called sperm. Female gametes are called ova.	Sex cell Egg Sperm	Body cell Somatic cell	From Ancient Greek γαμετή (gametē), meaning "wife"	
Gestation	Gestation period: is the time in which a foetus develops, beginning with fertilization and ending at birth. Typically, nine months for humans.	Pregnancy		Latin <i>gestatio</i> (n-), from <i>gestare</i> 'carry, carry in the womb'	
Periodictable	A way of organising the elements which is used by scientists to group elements with similar properties.			From 1660s as "occurring at regular intervals of time."	
Oscillation	Something that oscillates is something that "vibrates", or repeats the same pattern.	Vibration		From Latin <i>oscillātus</i> , to "swing"	
Longitudinal:	The oscillations are along the same direction as the direction of travel and energy transfer.	Parallel vibrations	Transverse	From Latin <i>longitūdīn-</i> , oblique stem of <i>longitūdō</i> ("length, longitude")	
Transverse	The oscillations are at right angles to the direction of travel and energy transfer.	Perpendicular vibrations	Longitudinal	From Latin <i>transversus</i> 'turned across'	
Rarefaction	Rarefactions are regions of low pressure due to particles being spread further apart		Compression	From Latin <i>transversus</i> 'turned across',	
Compression	Regions of high pressure due to particles being close together		Rarefaction	From Latin <i>comprimere</i> 'press together'	
Diffusion	The spreading of something more widely.	Spread out		From Latin <i>diffusio</i> , 'pour out'	



Title: Year: 8 AC: 2

Number	Metals and non-metals	Number	Separating mixtures
1	Not all metals are magnetic . Iron, cobalt and nickel are magnetic.	19	A mixture is a substance which contains more than one type of chemical element and can be separated.
2	You are able to change the shape of metals as they are malleable .	20	An insoluble substance can be separated from a solution using filtration .
3	Metals are ductile which means they can be drawn out into wires.	22	Liquids with different boiling points can be separated using distillation .
4	An alloy is a mixture of metals selected because of their properties.	23	Chromatography can be used to separate different colours within a dye or ink.
5	Metals in Group 1 of the periodic table are called the alkali metals and react vigorously with water.	24	A solute dissolves within a solvent to form a solution.
6	Metals can be put in order of reactivity in the reactivity series .	25	Solubility can be affected by different factors. For example, temperature.
Number	Work and energy	Number	Separating mixtures
7	Renewable energy resources will not run out. Examples include solar power, wind, tidal and wave power.		
8	Non-renewable energy resources will eventually run out. Examples include fossil fuels and nuclear power.		
9	Work done is measured in joules and can be calculated using the equation: $\text{Work done} = \text{Force} \times \text{Distance}$		
10	Power is measured in watts and can be calculated using the equation: $\text{Power} = \text{energy transferred} \div \text{time}$		
11	Energy cannot be created or destroyed , it can only be transferred from one form to another.		
12	When particles are heated they gain kinetic energy and move around more quickly.		

VOCABULARY

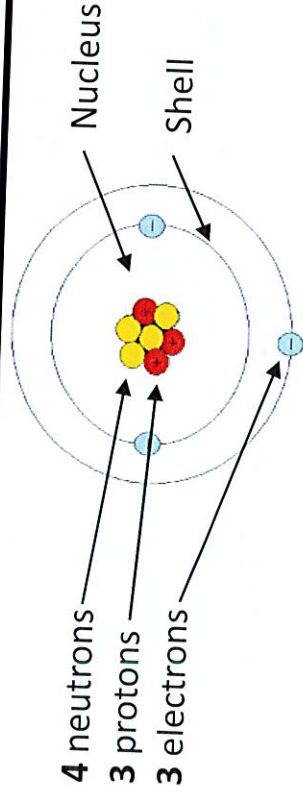
Title				
Word	Definition	Synonyms	Antonyms	Etymology
Magnetic	A material that feels a force when it's in a magnetic field.		Repellent, Repulsive	it is attested from 1630s in the figurative meaning "having powers of attraction"
Reactive	A measure of how much a substance reacts when it is mixed with another substance	Active	Inert, unreactive	1888 as "susceptible to (chemical) reaction"
Alloy	A substance that combines more than one metal or mixes a metal with another non-metal.	Mixture, blend	Pure, unmixed	From Old French <i>aloier</i> , <i>alier</i> "assemble, join"
Temperature	A measure of how hot or cold an object is.	Climate		First recorded in 1525–35, TEMPERATURE is from the Latin word <i>temperātūra</i> a tempering.
Conductor	A material that allows heat energy to easily flow through it.		Insulator	1400–50; <Latin (see <i>conduce</i> , <i>-tor</i>)
Adaptations	Adaptations are features of living organisms that help them survive.	Transformation	Maladaptation	c. 1600, "action of adapting (something to something else)"
Biodiversity	A measure of the range of living organisms within a habitat.	Variety	Resemblance	word-forming element, especially in scientific compounds, meaning "life"; mid-14c., <i>diversite</i> , "variety, diverseness;
Mixture	A mixture contains two or more substances mixed together but not chemically combined.	Blend, concoction	Division, separation	early 15c., "that which results from mixing;" mid-15c. "act of mixing, state of being mixed;" from Old French <i>mixture</i> and directly from Latin <i>mixtura</i> "a mixing,"
Filtration	Filtration is the process of separating solids from liquids using filter paper.	Purification, draining		"act or process of filtering," c. 1600, perhaps from French <i>filtration</i> (1570s), noun of action from <i>filter</i> "to filter" (see <i>filter</i> (v.)).

Knowledge Organiser

Science

Revision Sheets

Y8 - Elements and the Periodic Table



Atom – the smallest part of an element that can exist.

Element – substance made of **only one type** of atom. Can be found on the **Periodic Table**.

Compound – substance made of **two or more**

different types of atom chemically bonded together.

Chemical bond – force of attraction which holds two atoms together.

Molecule – two or more atoms chemically bonded together.

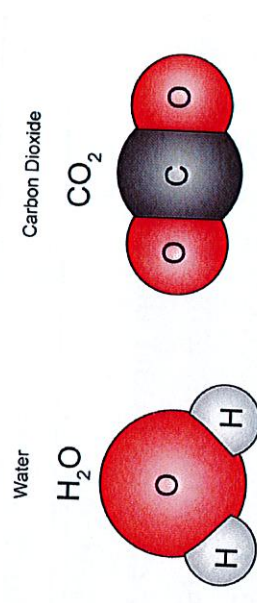
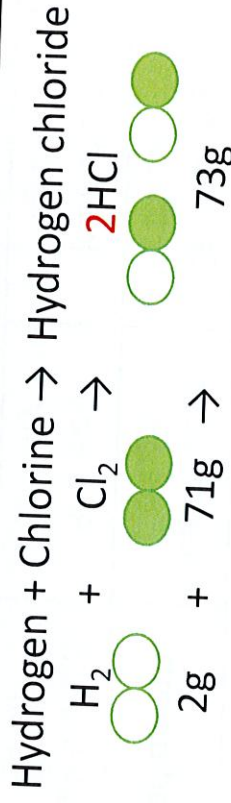
Group – a column of elements on the periodic table. Elements in the same groups have similar properties.

Period – a row of elements on the periodic table.

Atomic number – the number of protons in the nucleus of an element.

Atomic Mass – the number of protons + neutrons in the nucleus of an element.

Law of Conservation of Mass - no atoms are lost or made in a chemical reaction



Trend in Group 1 Physical Properties:

Going down the group:

Melting point and boiling points decrease

Easier to cut – softer

All Group 1 elements are very reactive.

Trend in Group 1 Chemical Properties:

Going down the group:

Elements react more vigorously.

Trend in Group 7 Physical Properties:

Going down the group:

Melting point and boiling points increase

Colours of elements change

Relative Atomic Mass increase

Group 7 Chemical Reactivity:

Going down the group:

Elements react less vigorously.

Y8 - Breathing and Health

Drug - substance that influences the body. E.g. medicines and recreational drugs (tobacco, alcohol, cannabis, ecstasy and heroin)

Depressant slows down messages in the nervous system, which includes the brain, spinal cord and other nerves e.g

Alcohol

Stimulants speed up messages in the nervous system. E.g.

Nicotine

Smoking

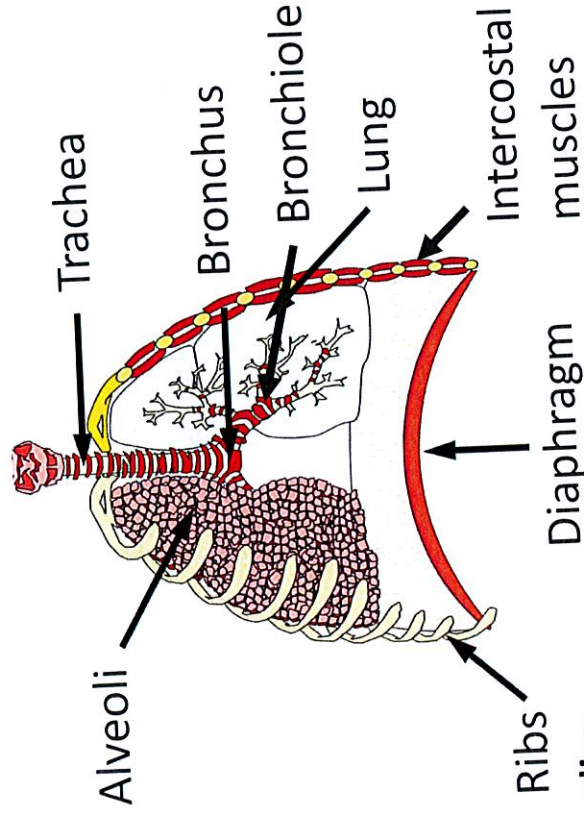
Tar is a carcinogen and can cause mouth, throat and lung cancer

Nicotine is addictive. It causes a smoker to want more cigarettes

Carbon monoxide is a gas that takes the place of oxygen in red blood cells. This reduces the amount of oxygen that the blood can carry which means the circulatory system has to work harder causing heart disease.

Effects of smoking

Short term effects		Long term effects
Bad breath	Continuous cough	Cancers (e.g. throat)
Weak immune system	Reduced fertility	Premature ageing
		Lung disease



Inhaling

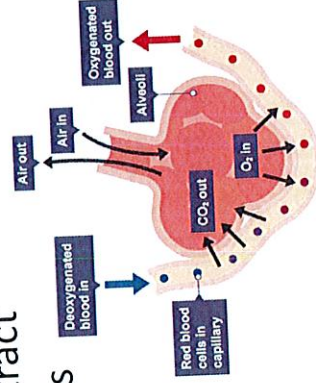
- Diaphragm contracts
- Intercostal muscles contract
- Thorax volume increases
- Pressure decreases
- Air drawn into lungs

Exhaling

- Diaphragm relaxes
- Intercostal muscles relax
- Thorax volume decreases
- Pressure increases
- Air forced out of lungs

Regular exercise strengthens the intercostal muscles and diaphragm which make breathing more efficient.

Asthma is a medical condition in which the lining of the airways from the mouth to the lungs become irritated and swell up.



Y8 - Metals and Non-Metals

Metal + acid $\rightarrow$ salt + hydrogen

Metal + oxygen → metal oxide

Metal + water → salt + hydrogen

Properties of metals

- They have **high melting and boiling points** because the bonding in the giant structure is very strong so large amounts of energy are needed to overcome the bonds
- They are **good conductors** of heat and electricity because their delocalised electrons move and carry an electrical charge.
- They are **shiny** in their appearance
- They are **malleable**
- Other common properties of metals are:
- They are **hard and strong**
- Have a **high density**
- They are **sonorous**

Alloy - adding another element to a pure metal where the atoms are of different sizes. The smaller or bigger atoms distort the layers of atoms in the pure metal. Alloys are harder and stronger than the pure metal.

Reactivity of metals

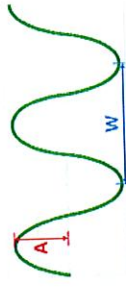
Most reactive	Potassium	Violent reaction
	Sodium	Rapid bubbling
	Calcium	Rapid bubbling but slow at first
	Magnesium	Slow bubbling
	Aluminium	Very slow bubbling
	Zinc	No reaction
	Iron	
	Tin	
	Lead	
	Copper	
	Silver	
	Gold	
	Platinum	
Least reactive		

Groups		Periods																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Li	Be																	H	
Na	Mg	B	C	N	O	F	Ne											He	
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr		
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe		
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn		
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og		

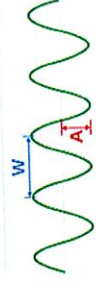
Metals

Non-metals

Y8 - Light and Sound

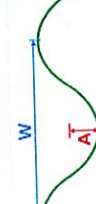


A loud sound with a low pitch



A quiet sound with a high pitch

No sound



A loud sound with a high pitch



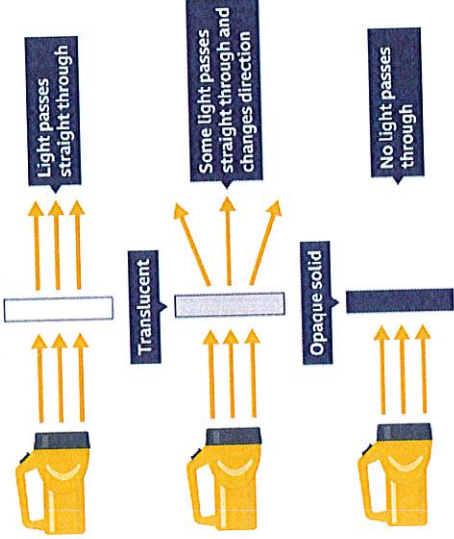
Waves transfer energy from one place to another.

Transverse waves - particles vibrate at right angles to the direction that the wave is moving

- light waves
- EM Spectrum

Longitudinal waves - particles move backwards and forwards a short distance in the same direction as the wave is moving

- Sound waves

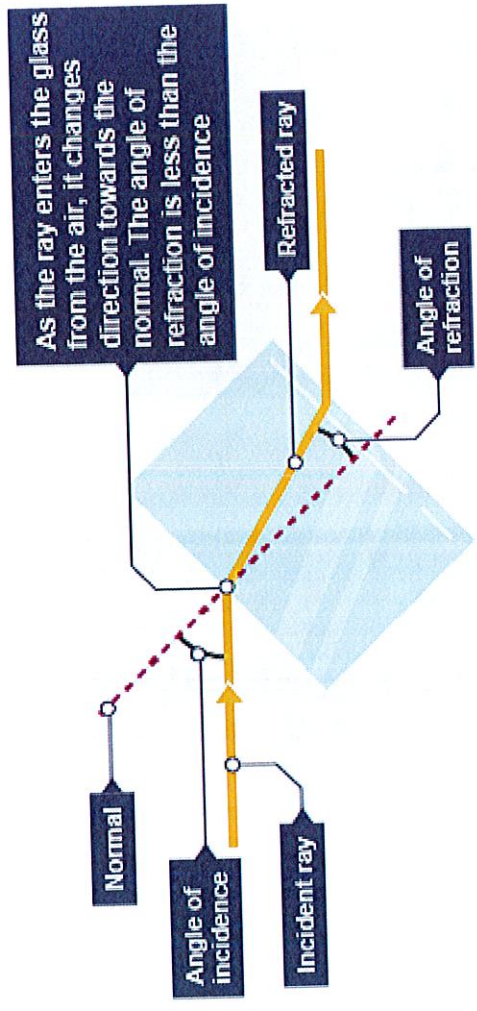
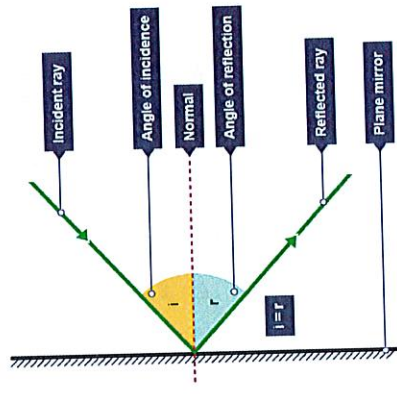


Refraction

Light waves change speed when they pass across the boundary between two substances with a different densities, such as air and glass. This causes them to change direction. The angle the incident ray hits the block is called the angle of incidence, and the angle the refracted ray travels is called the angle of refraction.

The law of reflection

The angle of reflection is equal to the angle of incidence, or simply " $i=r$ ".



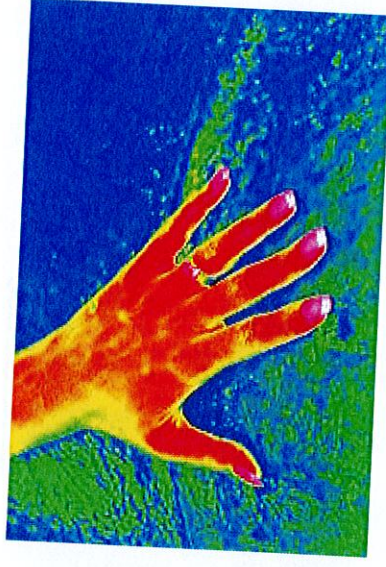
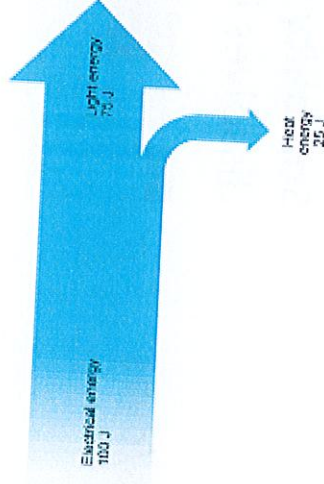
Y8 - Work and energy

Resource
Solar
Tidal
Geothermal
Hydroelectric
Biofuel
Wave
Wind
Coal
Oil
Natural gas
Nuclear fuel

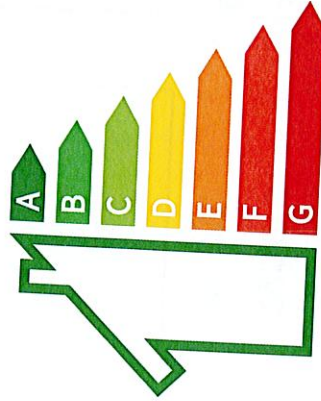
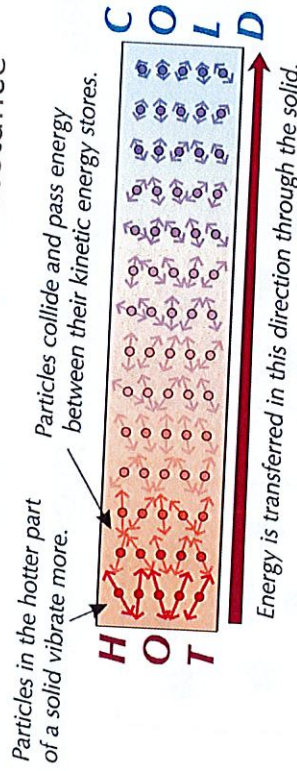
$$\text{Power (W)} = \frac{\text{Energy (J)}}{\text{time (s)}}$$

$$\text{Work done (J)} = \text{Force (N)} \times \text{Distance (m)}$$

A Sankey diagram represents the energy transfer through a device.



Conduction - energy is transferred by the vibrating particles in a substance



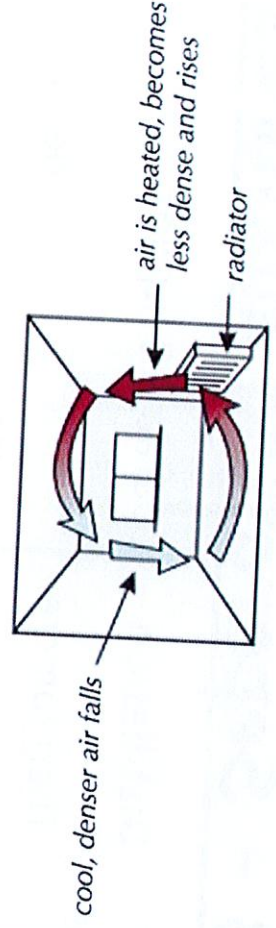
$$\text{Efficiency} = \frac{\text{useful output energy transfer}}{\text{total input energy transfer}} \times 100$$

Radiation - transfer of heat energy by electromagnetic waves without involving particles

Blue = cold

Red = hot

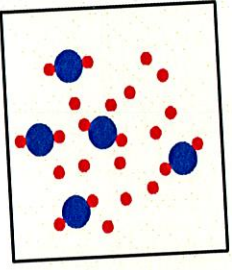
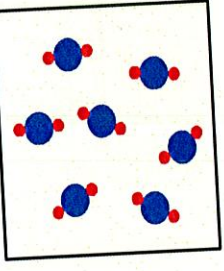
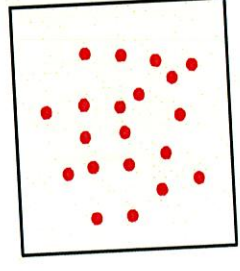
Convection - particles with a lot of thermal energy in a liquid or gas move, and take the place of particles with less thermal energy



y8 - Separating mixtures

Compound

contains two or more different types of atom that are bonded together.

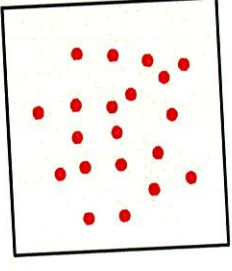


Mixture

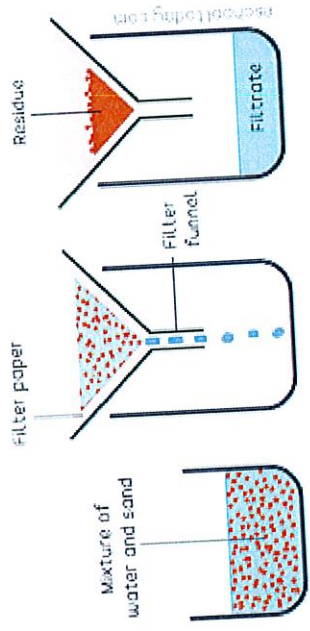
contains two or more substances that can be easily separated.

Element

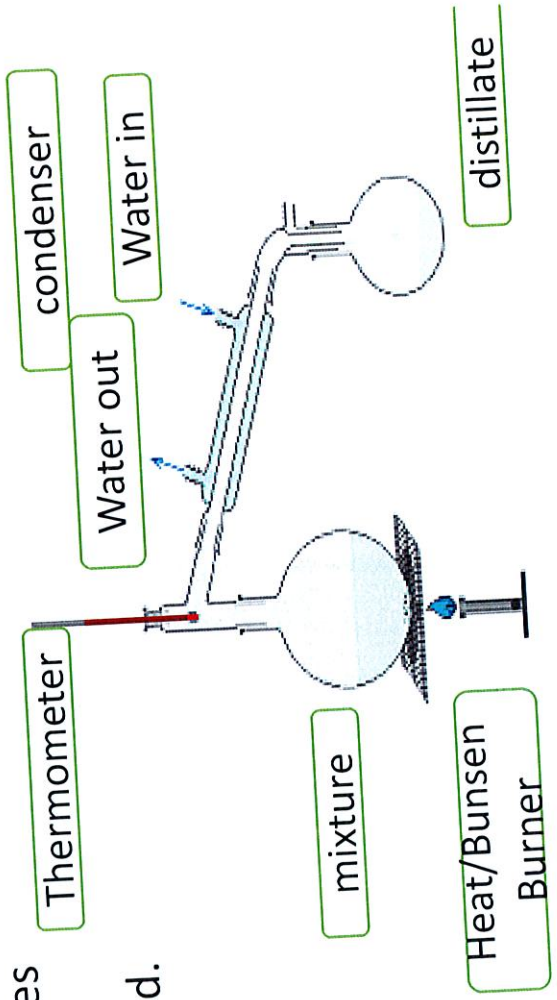
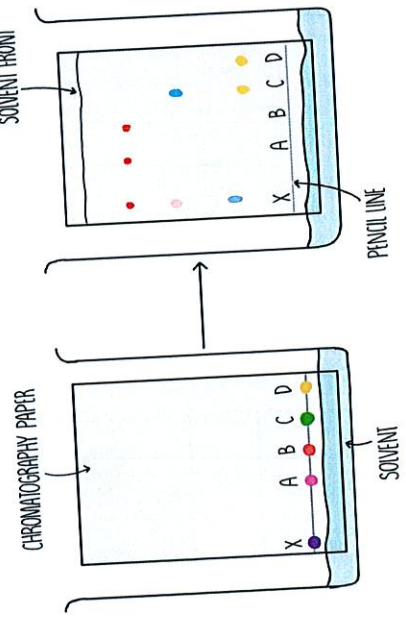
contains only one type of atom.



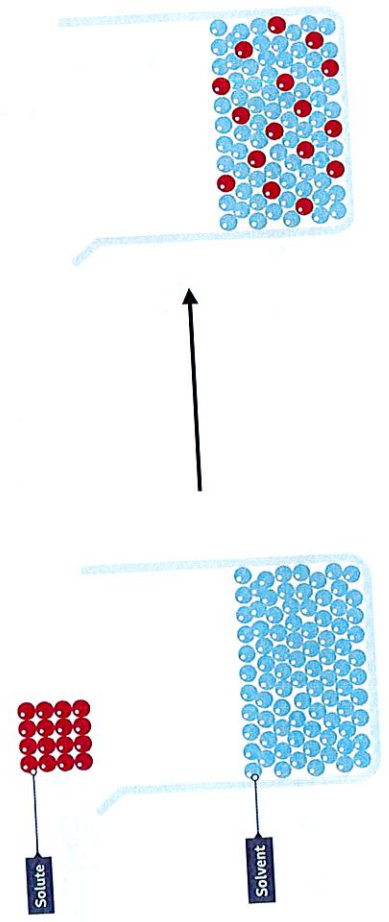
Filtration – separates a solid in a liquid



Chromatography – separates inks/dyes



Solubility model – show how a solid dissolves into a solvent



Y8 - Electricity

				
Cell	Battery	Open Switch	Closed Switch	Filament Bulb
				
Fixed Resistor	Variable Resistor	Voltmeter	Ammeter	Fuse
				
Diode	LED	LDR	Thermistor	

Charge - any particle that carries a positive or negative electrical charge.

Current - the rate of flow of charge. It can be measured using an ammeter

Potential Difference - the difference in the energy between two points in a circuit. It may also be called Voltage. It can be measured using a voltmeter

Resistance - how much a material opposes the flow of current

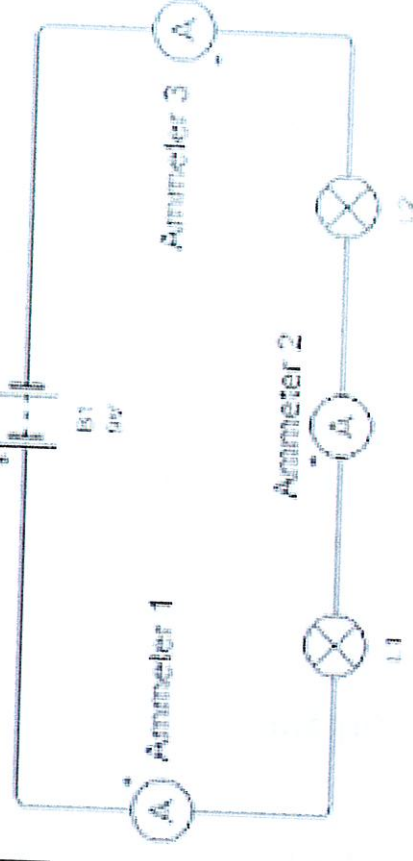
$$\text{Resistance (R)} = \text{potential difference (V)} \div \text{current (I)}$$

Resistance is measured in Ohm's (Ω)

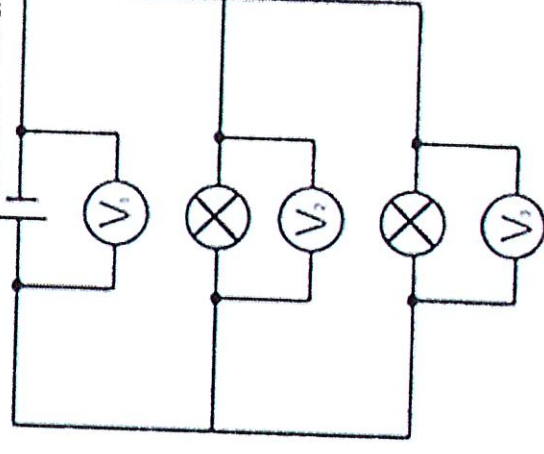
Current is measured in Amps (A)

Potential difference is measured in Volts (V)

In a **series circuit**, the potential difference is shared between components and the current stays the same for each component.



In a **parallel circuit**, the potential difference stays the same for each branch and the current is shared between branches.



Knowledge Organiser

Spanish

Expressing opinions

Me gusta + infinitive or singular noun

Me gustan + plural noun

Eg

Me gusta estudiar.

Me gusta el español.

Me gustan los caramelos.

Forming the definite article (the)

	Masculine	Feminine
Singular	EL	LA
Plural	LOS	LAS

Forming the indefinite article (a some)

	Masculine	Feminine
Singular	UN	UNA
Plural	UNOS	UNAS

School subjects

El colegio - school

El insti—school

El español—Spanish

El dibujo—art

La religion—RPE

La cocina—Food

La música—music

La historia

La geografía

La escuela—school (prim)

Los idiomas—languages

Las matemáticas—maths

Las ciencias—sciences

Los colores

morado

amarillo

rojo

blanco

negro

verde

gris

azúl

Masc	fem	plural
O	A	add S
E	E	add S
Consonant		add ES

marrón

Present tense AR verbs

habLO hablAMOS

habLAS hablÁIS

habLA habLAN

Llevar—to wear

Estudiar—to study

Escuchar—to listen

Grabar—to record

Jugar—to play

Dibujar—to draw

Pintar—to paint

Explorar to explore

Comunicar—to communicate

Hablar—to talk

Cocinar—to cook

Discutar—to discuss

Preguntar—to ask questions

Limpiar—to clean

Lavar—to wash

Present tense ER verbs

comO comeMOS

comES comÉIS

comE comEN

comer—to eat

leer—to read

Asking for things in class

Puedo - Can I

+ ir a los servicios? go to the toilet

+ abrir la ventana? Open the window

+ cerrar la puerta? Shut the door

+ tener un bolígrafo—have a pen
un lápiz—pencil

una regla - a ruler

una goma - a rubber

Una sacapuntas—sharpener

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Hacer—to do to make

hago hacemos

haces hacéis

hace hacen

Uniform

Llevar—to wear

Un uniforme—a uniform

Un vestido—a dress

Un jersey—a jumper

Una corbata—a tie

Una chaqueta a blazer

Una camiseta—a t-shirt

Una camisa—a shirt

Una falda—a skirt

Unos pantalones—trousers

Unos zapatos—shoes

Unos vaqueros—jeans

La ropa - clothes

La ropa de calle—casual clothes

Present tense IR verbs

Escribir—to write

escribo escribiMOS

escribes escribÍS

escribe escriben

Hay v tiene

We use 'hay' to say **there is or there are**

Eg En mi pueblo **hay** un parque, un castillo y un museo.

In my town there is a park, a castle and a museum.

But we use 'tiene' to say 'it has' or 'he/she has'

Eg El hotel **tiene** una piscina. Mi hermano **tiene** un gato.

The hotel has a pool. My brother has a cat.

The irregular verb—to go to IR + a

Voy vamos

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Va van

We need to use **A** after this verb but if we use it with a masculine noun a + el becomes **AL**

Voy al cine. I go to the cinema.

Vamos a la playa. We go to the beach.

We use 'para' to say why someone goes somewhere

Mis padres van al supermercado **para** comprar la comida.

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More useful infinitives

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Salir con mi familia—go out with my friend

pasear el perro—walk the dog

Tener que—to have to + infinitive

Asking questions

quién—who

qué—what

Dónde—where

Cómo—how

Por qué—why

Quieres .. Do you want?

Tienes—Do you have?

Te gustaría—would you like

Idiomatic phrases

Tengo hambre - I am hungry—I am thirsty

Tengo sed—I am thirsty

Tengo sueño - I am tired

Tengo calor/frío—hot/cold

Masculine places in the town (el/un)

Parque—park

Supermercado—supermarket

Mercado—market

Centro comercial—shopping centre

Castillo—castle

Extranjero—abroad

Campo—countryside

Polideportivo—sports centre

Plural (los/unos)

Bares—bars

Hoteles—hotels

Restaurantes—restaurants

Feminine places in the town—(la/una)

Piscina—pool

Iglesia—church

Plaza—square

Ciudad—city

Playa—beach

Isla— island

Costa—coast

Casa de mis abuelos- grandparents house

Plural (las/unas)

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