Home Learning Booklet

Knowledge Goals Year 8
Half Term 2

How to self-test

Mind mapping

- Mind mapping is simply a diagram to visually represent or outline information.
- Use information gathered from your knowledge goals booklet to create mind maps, make sure to use colour and images, keep writing to the bare minimum.

How to mind map:

Information for parents on knowledge retrieval

Flash cards

Use your knowledge goals booklet to make flash cards. Write the questions on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic.

How to mind map:

How should students use the Knowledge Goals booklets?

Your Knowledge Goals booklet provide the essential knowledge that you need to learn in each subject this half term. You are **expected to spend 30 minutes per subject per week 'learning' the content**. You will be assessed during lessons using 'low stake' quizzing. **Your teacher may choose to set you additional homework.**

How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

Subject Index

Suggested Homework Schedule (1 hour of independent study per night).

To help you get organized, we have planned out your weekly home learning to cover all subjects. You may choose to create your own version:

Week A

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Art	English Language	Physics
Tuesday	Biology	Technology	Maths
Wednesday	Chemistry	Spanish	Music
Thursday	Computer Science	Geography	RS
Friday	Design Technology	History	PE

Week B

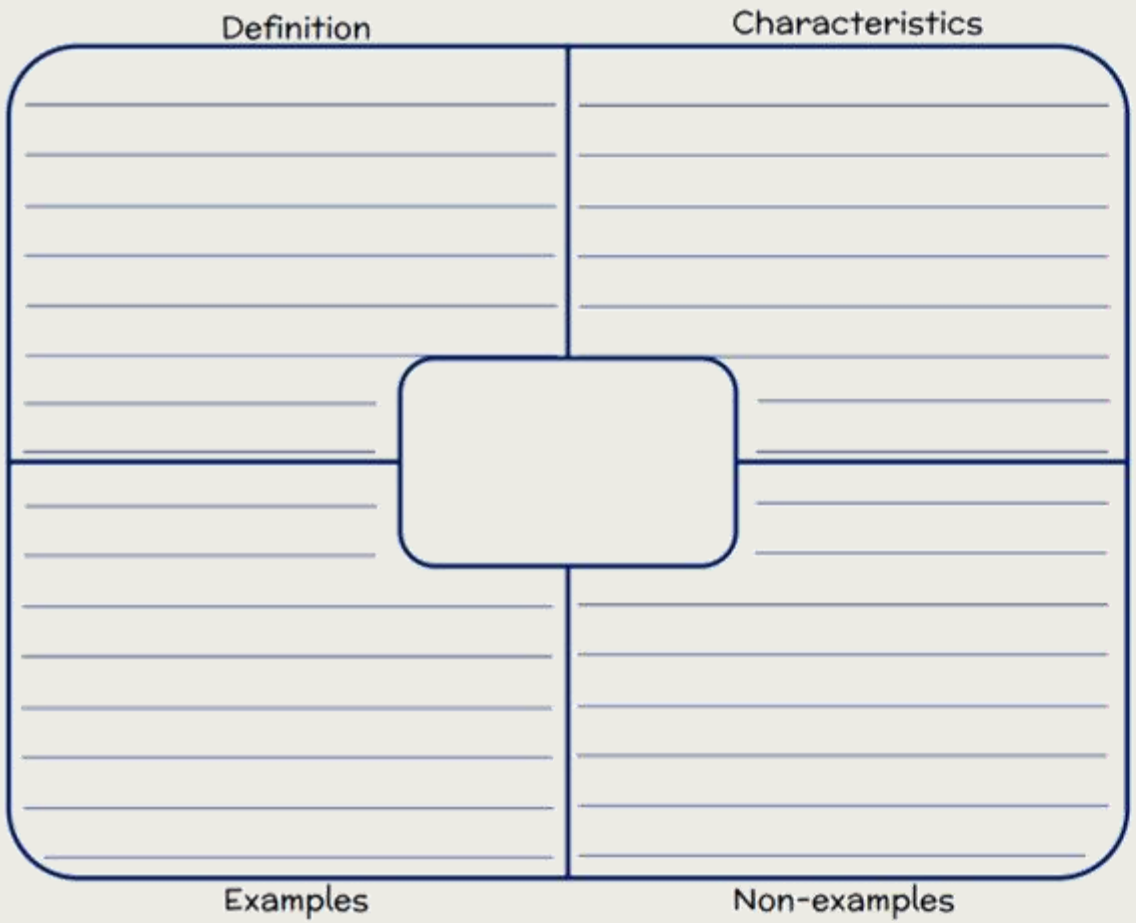
Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Drama	Personal Development	Teir 2 Vocab
Tuesday	Maths	English	Physics
Wednesday	Chemistry	English	Music
Thursday	Teir 2 Vocab	Maths	Biology
Friday			

Literacy Tier 2 Vocabulary

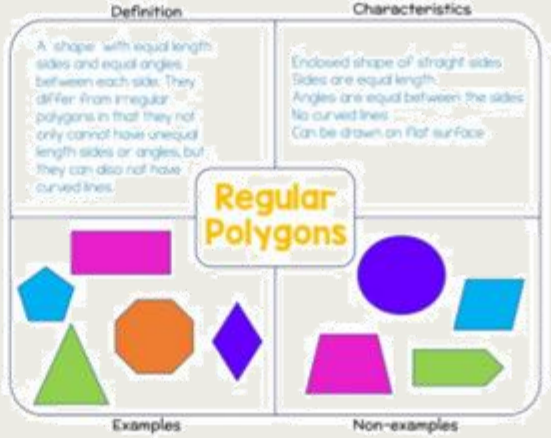
These words are all ‘tier 2’ words; in other words, they are seen as ‘academic vocabulary’ and if you know them, can understand them and use them, you will do better in your exams and be able to communicate more precisely and effectively in life.

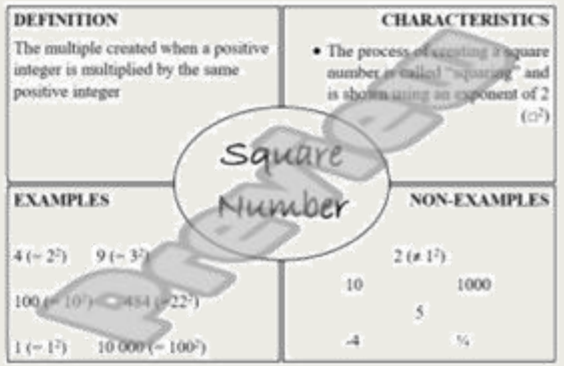
#	Key word	Definition
1	Significant	
2	Regional	
3	Analogy	
4	Implication	
5	Enquiry	
6	Pressure	
7	Adjacent	
8	Enhance	
9	Formal	
10	Impact	

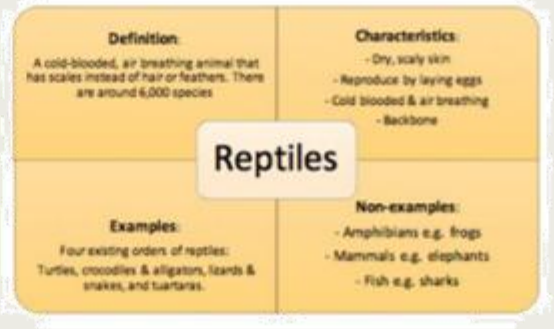
Literacy Tier 2 Frayer Model



examples







Have a go at creating a Frayer Model for each of the 6 tier 2 words from this term (blank templates are at the back of the booklet for you to complete this activity).

Watch this video for more information
https://youtu.be/Dvb3TrGqCaA

Knowledge Goals: Art

Project overview

Using **seascapes** as your subject you will create an A3 painting using techniques inspired by **traditional Chinese ink paintings** and more **modern watercolour** techniques based on the work of **John Palmer** and **Peter Rothwell.** You will research the history and techniques of traditional Chinese ink painting and create a research page based on this. You will learn about what **tone** is, and practice creating a full range of tone before applying that to your seascape painting. You will also learn and practice how to create texture using watercolour paint.

When and where did ink painting originate?

- Ink painting is created with a **brush on rice paper or silk** and uses different concentrations of **black ink.**
- It emerged in **Tang dynasty (618-907) in China**, and scholars spent years perfecting the brush strokes and techniques.
- The skills of ink painting spread to other countries in Asia such as **Japan and Korea.**
- The paintings were normally created on **long scrolls.**
- Collectors would often add **poems** and their seal would be added with a **stamp and red ink.**
- With this style of painting it is important to portray **the spirit of the subject** rather that creating a life-like painting.

How to plan a layout for your ink painting research page

Use one of the page layouts below

Key terms

Focal Point - the area in the composition to which the viewer's eye is naturally drawn.

Tone – How light or dark something is

Knowledge Goals: Art

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Focal Point	The are of an image that draws the eye.
2	Tone	How dark or light colour is.
3	Seascape	A photograph, painting, or other work of art which depicts the sea.
4	Subject	The topic, focus or image within a piece of art.
5	Line	A path between two points that can vary in width, length and direction.
6	Style	Style is determined by the characteristics that describe the artwork, such as the way the artist employs form, colour, and composition.
7	Observational	To draw or paint a subject as accurately as possible, by looking at it.

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Knowledge Goals: Biology – Digestion

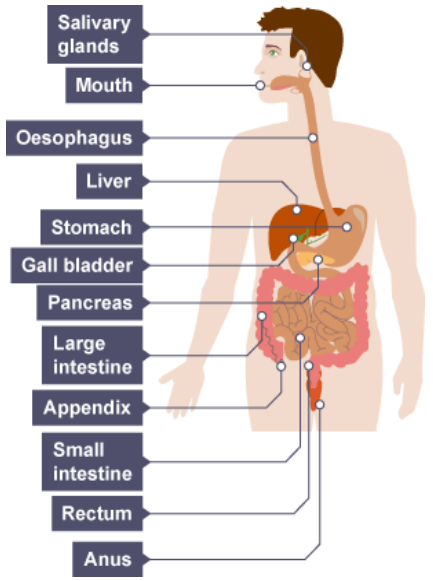
Mouth - Food is chewed and mixed with saliva. Teeth help to break the food into smaller chunks.
Gullet - Food passes down this tube.
Stomach - Food is mixed with digestive juices and acids. Digestive juices in the liver and pancreas are added.
Small intestine - Digestion is completed. Small molecules of nutrients pass through the intestine wall into the bloodstream.
Large intestine - Only food that cannot be digested gets this far. Water passes back into the body, leaving solid waste called faeces.
Rectum - Faeces are stored here until they leave the body.
Anus - This is a muscular ring through which faeces pass out of your body.

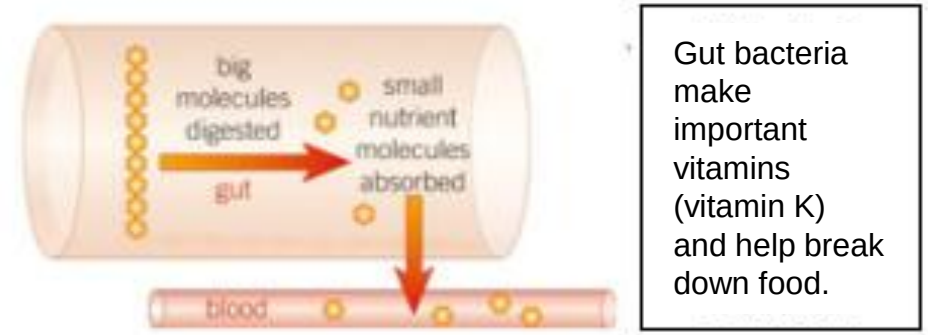
Unhealthy diet
The amount of energy you need depends on your age, body size, gender, and fitness. If you eat more than your body needs for movement (work), it becomes stored as fat (overweight).
Underweight people suffer from lack of energy.
Overweight people have an increased risk of:

- Heart disease
- Strokes and some cancers
- Diabetes
- Arthritis
- High blood pressure
- Vitamin deficiencies (e.g., vitamin D deficiency can lead to weak bones – rickets)

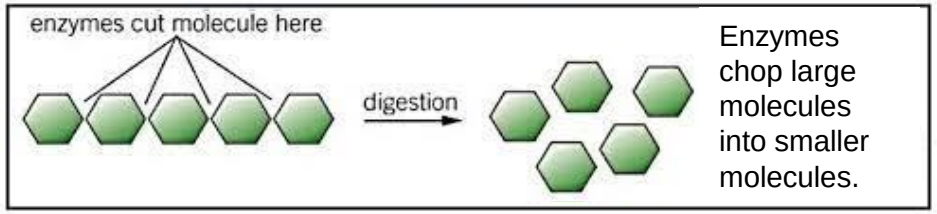
7 different types of nutrients

- Carbohydrates – Simple carbohydrates provide a quick source of energy. Complex carbohydrates release energy more slowly.
- Lipids (fats and oils)
- Proteins
- Vitamins
- Minerals
- Water – Needed in all cells and body fluids.
- Dietary fibre





Gut bacteria make important vitamins (vitamin K) and help break down food.



Enzymes chop large molecules into smaller molecules.

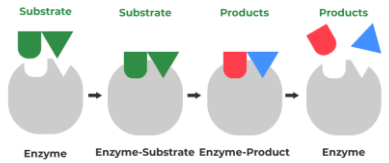
- The small intestine has a thin wall, covered in **villi**.
- These structures increase the surface area for absorption.
- Villi also contain blood capillaries to carry away absorbed food molecules.

Carbohydrates are digested in the mouth (saliva), stomach, and small intestine.

Proteins are digested in the stomach and small intestine.
Acid in the stomach helps digestion and kills harmful microorganisms.

Lipids are digested in the small intestine.
This is helped by bile (a substance made in the liver).

Lock and key mechanism



Knowledge Goals: Biology – Digestion

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	bile	Substance that breaks fat into small droplets.
2	carbohydrate	Nutrients that provide the body's main source of energy. There are two types; simple (sugars) and complex (starch).
3	deficiency	A lack of minerals that causes poor growth.
4	digestion	Process in which large food molecules are broken down into small molecules.
5	enzymes	Substances that speed up the chemical reactions of digestion (biological catalysts).
6	lipid	Nutrient that provides a store of energy and insulates the body.
7	minerals	Essential nutrients needed in small amounts to keep you healthy.
8	vitamins	Essential nutrients needed in small amounts to keep you healthy; sources are fruit and vegetables.
9	nutrients	Essential substance that your body needs to survive, provided by food.
10	proteins	Nutrient your body uses to build new tissue for growth and repair.
11	kilojoule (kJ)	A unit used to measure energy gained from food and is equal to 1000 joules.
12	obesity	Abnormal or excessive fat accumulation that presents a risk to health.
13	starvation	Extreme case of not eating sufficient food.
14	malnutrition	Not eating enough of the right foods to maintain a balance of the nutrients needed.

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Knowledge Goals: Chemistry - Elements

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	atom	The smallest part of an element that can still be recognised as that element
2	element	A substance made from only one kind of atom; it cannot be broken down chemically into any simpler substance
3	compound	A substance made from two or more elements chemically bonded together
4	chemical formula	Chemical symbols and numbers that show which elements, and how many atoms of each, a compound is made up of
5	ratio	Link between two values – for example if the first value is twice the second value, the ratio is 2:1
6	reactant	Starting substance in a chemical reaction
7	product	Substance made in a chemical reaction
8	polymer	A large molecule made up of a very long chain of smaller molecules
9	monomer	A small molecule that becomes chemically bonded to other monomers to form polymers
10	composite	A material made from two or more different materials, each of these often having very different properties
11	ceramic	An inorganic (non carbon-based) non-metallic solid

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Knowledge Goals: Computer Science – Data Representation

Character sets, such as ASCII and Unicode, are used in computers to represent symbols such as letters, numbers and punctuation marks in binary.

Converting denary (base 10) to binary (base 2)

Converting 30 to binary

Step 1: Write down the binary placeholders.

32	16	8	4	2	1

Step 2: Find the largest placeholder that is less than or equal to the denary number. Write a 1 underneath this placeholder.

32	16	8	4	2	1
	1				

Step 3: Subtract placeholder from the original number

30-16 = 14

Step 4: Repeat this process with the result until you're left with 0

32	16	8	4	2	1
	1	1			

14-8 = 6

32	16	8	4	2	1
	1	1	1		

6-4 = 2

Converting binary (base 2) to denary (base 10)

Converting 100101 to denary

Step 1: Write the placeholders over your binary number (start on the right):

32	16	8	4	2	1
1	0	0	1	0	1

Step 2: List all the placeholders with 1 underneath:

- 32
- 4
- 1

Step 3: Add up your list

32+4+1 = 37

Converting denary (base 10) to binary (base 2) - continued

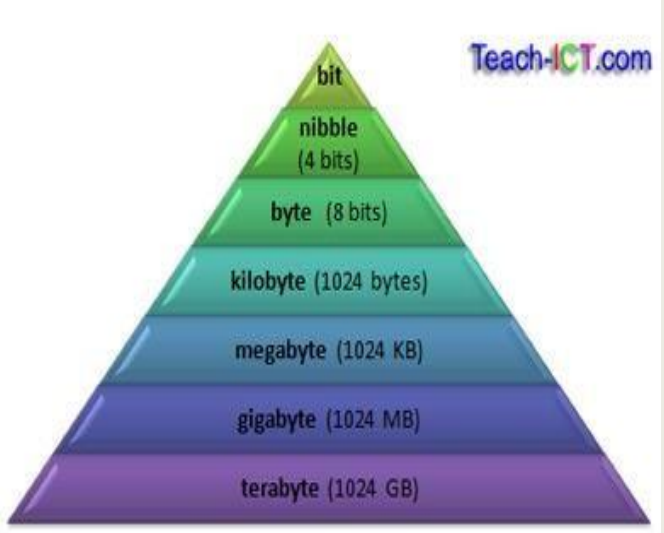
32	16	8	4	2	1
	1	1	1	1	

2-2 = 0

Step 5: Fill in the remaining placeholders with 0s

32	16	8	4	2	1
0	1	1	1	1	0

Therefore 30 in base 2 is **011110**



In binary, 8 bits (individual 1s and 0s) make up a byte. The prefixes:

- kilo
- mega
- giga
- tera

are used to express increasingly large quantities of bytes.

Bitmap images

Bitmap images use a grid of pixels, each with an assigned colour, to represent an image.

00	00	00	00	00
00	11	11	11	00
00	11	11	11	00
00	00	10	00	00
00	00	10	00	00
01	01	01	01	01

A bitmap image with a colour depth of 2 bits and a resolution of 5x6

Metadata is text information about an image. For example:

- Date
- GPS Location
- Camera model

Knowledge Goals: Computer Science – Introduction, what is a Computer?

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Binary	A base two number system used by computer systems made up of switches which are either on(1) or off (0).
2	Denary/Decimal	A base ten number system which uses the number 0 -9.
3	Bit	Short for binary digit. The smallest nit of memory in a computer system which can be either on(1) or off (0).
4	Byte	A eight bits. The equivalent storage of a single character e.g. “D”.
5	ASCII	American Standard Code for Information Interchange. It is a 7-bit character code where each individual bit represents a unique character.
6	Resolution	The number of pixels and image contains. The more pixels the greater the detail.
	Colour depth	The number of colours which can be represented in an image.
7	Compression	The process of reducing the amount of storage or bandwidth needed to represent a file.

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Knowledge Goals: Drama- Sweeney Todd

🎭 Dramatic Techniques & Conventions

- **Thought-Tracking**: Internal monologue to reveal character motivations
- **Conscience Alley**: Exploring moral dilemmas through spoken debate
- **Reportage**: Presenting scenes as stylised news or documentary
- **Slow Motion**: Enhancing dramatic impact and audience focus
- **Marking the Moment**: Highlighting key moments with freeze frame or narration

🏛 Contextual Understanding

- **Historical Context**: Victorian-era justice system, poverty, sanitation, gender roles
- **Social Themes**: Revenge, justice, morality, power abuse

📜 Themes to Explore

- **Revenge vs Justice**: The destructive cycle of personal vengeance
- **Power & Corruption**: Abuse by figures of authority
- **Morality**: Where is the line between survival and monstrosity?
- **Identity & Disguise**: Characters hiding their true selves or intentions

🎞 Plot Overview

- Follows Sweeney Todd, a barber returning to London after wrongful imprisonment.
- Todd seeks revenge on Judge Turpin, who destroyed his family.
- In partnership with Mrs. Lovett, Todd disposes of victims via meat pies, resulting in macabre success.
- Themes of justice, revenge, and corruption run throughout the story.

Knowledge Goals: Drama- Sweeney Todd

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Thought tracking	a technique where an actor steps out of a scene to share the character's inner thoughts and feelings with the audience, often while the other characters remain frozen in a tableau.
2	Conscience alley	a technique used to explore a character's internal conflict and decision-making process
3	Reportage	a theatrical form that uses factual, journalistic material, like interviews, news reports, and historical documents, to create a dramatic narrative.
4	Discipline	physical discipline refers to the actor's controlled and skilful use of their body to convey character, emotion, and narrative
5	Posture	the position in which someone holds their body when standing or sitting
6	Social	relating to society or its organisation.
7	Historical	of or concerning history or past events. (especially of a novel or film) set in the past.

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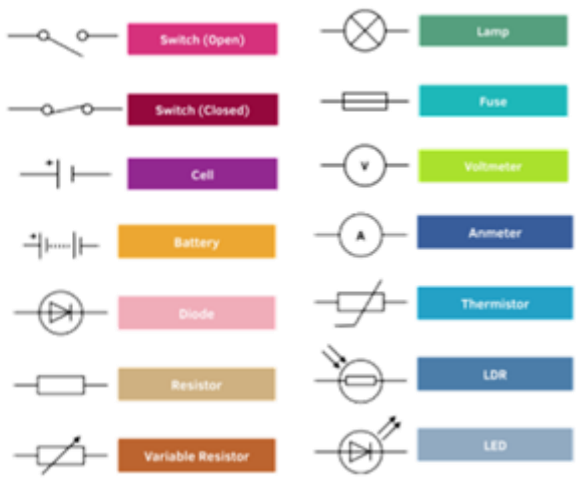
Knowledge Goals: Electronics

Health and Safety
It is really important we ASSESS the RISK and REDUCE the RISK of Injury by LISTENING To the TRAINING and following the correct PPE usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

Symbols to recognise



Input	Function	Use
Light-dependent resistor (LDR)	The resistance changes as the light level changes, and the change in resistance can be used as an input	Solar garden lights and street lighting
Thermistor	The resistance changes as the temperature changes, and the change in resistance can be used as an input	Fridges, central heating systems and freezers to maintain temperatures

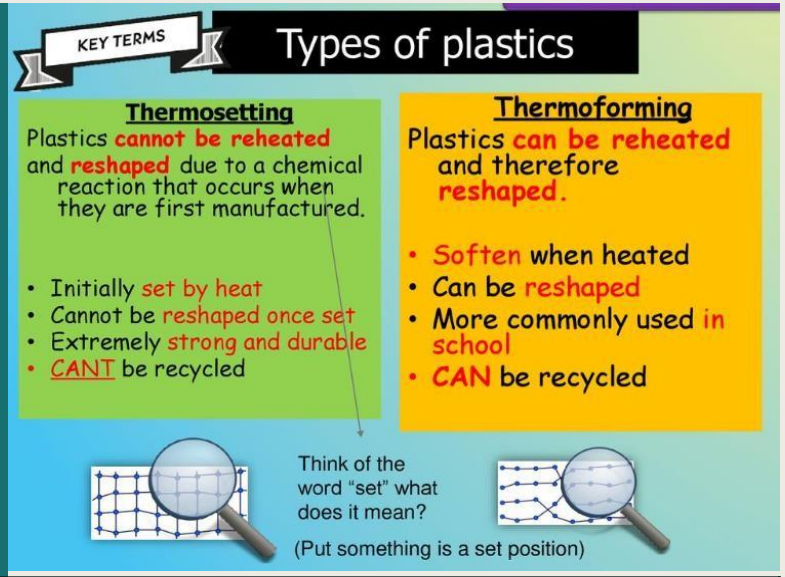
Process	Function	Use
Switch	A switch can either allow or prevent electrical power from flowing round a circuit	Any device that needs power to be turned on and off
Resistor	To limit the flow of current - they are made to restrict current flow in varying degrees (resistance)	It helps control the flow of current and protects delicate components from being overloaded

Output	Function	Use
Speaker	Uses pulses of electricity to move an electromagnet that vibrates to create sound	Headphones and radios
Light-emitting diode (LED)	A long-lasting, low-power light	Torches, lamps and power indicators

Wire strippers: Remove the plastic coating from the wire to expose the wire to attach with soldering to other components

Solder- using a soldering iron it attaches two components together

Polymers



JIG: A production aid to make sure that every time the material is shaped to the same angle

CAM
Computer Aided Manufacture

Laser cutter

Laser cutting works by directing the output of a high-power laser The focused laser beam is directed at the material, which then cuts the material leaving an edge with a high-quality surface finish. In school we mainly cut and engrave on Plywood and Acrylic

The steps in any system

Knowledge Goals: Electronics

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Solder	A metal alloy used to bond metal components on circuit boards. It is melted in place using a Soldering Iron, which heats up the solder to about 250^{o}C. Solder then melts around the components and returns to a solid very quickly after the Iron has been removed.
2	Light Emitting Diode	The Light Emitting Diode (LED) is a semi conducting component that emits light when an electrical current passes through it.
3	Resistor	A Resistor is an electronic component that restricts the flow of electricity within a circuit. This allows other components that require a specific amount of electricity to work and not be damaged with too much current.
4	Thermoforming and Thermosetting polymers	Polymers (plastics) can be split into two categories - thermoforming, which can be moulded repeatedly when heated and thermosetting, which is formed and set in shape for good. No amount of heat can remould it.
5	CAM – Laser cutter	Computer Aided Manufacturing is the process of using software and automated machinery to manufacture products. The Laser Cutter cuts or etches onto wood or acrylic based on the design in the software.
6	Jig	A device that holds a product and allows the tool in use to be used in a specific area, such as drill holes or shape formers
7	Current	The flow of charged particles through wires or electrically conductive material that allows devices or simple electrical components to be powered up.

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Knowledge Goals: English Lang

TEXT SELECTION	CORE ASSESSMENT SKILLS AND WHAT STUDENTS ARE AIMING TO BE ABLE TO WRITE:
• War of the Worlds • Northern Lights • Boy in Striped Pyjamas - TMA • Buddy • Coran Boy • Fat Boy Swim • Mortal Engines • The Machine Gunners • Across the Barricade • The Outsiders • Face • Role of Thunder Hear My Cry • Refugee Boy	(WTL/S) Analyse writer's techniques – language and structure (ST) Use subject terminology (E) Use of evidence to support points (ERA): Explore effect on reader/audience Throughout the extract, the focus shifts from the outward description of Iorek Byrnison, his behaviour and dialogue, to the fearful reaction of the humans around him. This shift in focus encourages the readers to feel the fear that Iorek inspires. Pullman describes how Lyra's heart 'thumped' and 'skin shivered all over' in terror, after Farder Coram calls to Iorek. The focus also shifts to the reaction of the bartender who 'shuts the door in alarm' as Iorek 'lurches towards him'. The focus shift to the reaction of those around Iorek creates a sense of fear for the reader and helps them empathise with the other characters. Because the focus is on the characters' fear of Iorek, it creates an atmosphere of dread and anxiety.

Home Learning Tasks:

1) Complete 15 minutes of reading every night, using your AR book.
2) Complete the vocabulary acquisition quizzes, set on Teams every fortnight.
3) Using this knowledge organiser, learn and review the key ingredients of crafting effective narratives.
4) Read at least one text from the wider reading list!

Hitchhiker's Guide to the Galaxy: The Trilogy of Four by Douglas Adams	**All the Light We Cannot See by Anthony Doerr**	**All the Broken Places- John Boyne**	**Once by Morris Gleitzman**	**Explorers: Amazing Tales of the World's Greatest Adventurers (DK Explorers) by Nellie Huang**
Dosh by Robert Swindells	**The Amber Spyglass by Philip Pullman (Young Adult)**	**La Belle Sauvage by Philip Pullman (Young Adult)**	**Jane Eyre by Charlotte Bronte**	**Night by Elie Wiesel**
Number The Stars by Lois Lowry	**Dear Nobody by Berlie Doherty**	**The Book Thief by Markus Zusak**	**The Diary of a Young Girl by Anne Frank**	**Weirdstone of Brisingamen by Alan Garner**
The Subtle Knife by Philip Pullman (Young Adult	**Northern Lights: The definitive guide to auroras by Tom Kerss**	**The Unbeliever by Robert Dale Parker**	**The Lion, the Witch and the Wardrobe by C. S. Lewis**	**Feather Boy by Nicky Singer**

Knowledge Goals: Food Technology

Seasonality and Food Miles

What are seasonal foods?

Seasonal food is the time of year when food is at its best, in terms of flavour or harvest.

Many foods are available all year, as they are imported from other countries.

When local seasonal food is available it tends to be fresher and cheaper - there has been less travel/storage from farm to fork.

Food – a fact of life 2012

Micronutrients

Needed in **small amounts** to help the body function properly

Vitamin	Food Sources
Vitamin A	Carrot, sweet potato, milk, eggs
Vitamin B complex	Whole grains, legumes, nuts and seeds, meat, eggs, dairy
Vitamin C	Citrus fruits, strawberry, bell peppers, tomatoes
Vitamin D	Fatty fish, fish liver oil, egg yolk, mushrooms
Vitamin E	Wholegrain foods, nuts and seeds, avocado
Vitamin K	Green leafy vegetables, broccoli, cauliflower, cabbage, meat, fish, eggs

Macronutrients

Needed in **large amounts** to help the body to function properly

Fat

Function:
Energy
Warmth
Protection of organs

Sources

Saturated Fat (Bad Fats)	Unsaturated Fat (Good Fats)
Meat	Avocado
Processed Foods	Nuts
Lard	Olive oil

Saturated Fats - solid at room temperature and are from animal sources. Unsaturated fats are liquid at room temperature and are vegetable sources..

Too much	Too little
• Obesity • Type 2 diabetes • Heart Disease	• Fat soluble vitamin deficiencies

Carbohydrates

Function:
Energy

Sources:
Bread
Pasta
Rice
Wheat
Potatoes
Cereals

Sugars:
Cakes
Sweets
Fizzy drinks

We should consume no more than 30g of sugar per day

Too much	Too Much
• Obesity • Type 2 diabetes • Heart Disease	• Tooth decay • Type two diabetes • Obesity

Protein

Function:
Growth and Repair
Energy

Sources:

Plant	Animal
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much	Too little
• Turns to fat if not turned into energy	• Anaemia • Slow growth in children

Water

Keeps us hydrated.

Source

Drinks, fruit and vegetables, soup.

Function	Too little
• Controls body temperature. • Gets rid of waste in the body.	• Dehydration leads to headaches, irritability and loss of concentration.

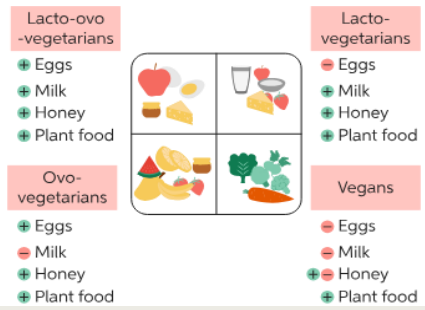
Fibre

Function:
It helps with digestion
It helps to get rid of waste

Source:
Wholegrain,
Whole wheat,
Wholemeal cereals,
Peas and beans

Too Little
- Constipation
- Bowel Cancer

Vegetarianism



\+ Yes, they eat these foods

\- No, they **do not** eat these foods

Food Poisoning

Knowledge Goals: Food Technology

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Nutrient	A substance that provides nourishment essential for the maintenance of life and for growth
2	Fibre	Dietary fibre is plant material that cannot be digested by the human body. Dietary fibre helps the digestive system to move food through the intestines and push the waste material out of the body.
3	Paste	A combination of a ground, mashed, or pureed food ingredient and some type of liquid.
4	Seasonality	Seasonality of food refers to the times of the year when a given type of food is at its peak, either in terms of harvest or its flavour.
5	Food miles	The distance food has travelled to get to your plate. Food must travel from the farm it is grown on or the factory it is made in to a supermarket or shop to be sold
6	Marinade	A mixture of oil, wine, spices, or similar ingredients, in which meat, fish, or other food is soaked before cooking in order to flavour or soften it.
7	Vegetarianism	The practice of not eating meat or fish, especially for moral, religious, or health reasons.

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Knowledge Goals: French

Où vas-tu en vacances?	*Where are you going for the holidays?*
Je vais …	*I'm going …*
au bord de la mer	*to the seaside*
à la campagne	*to the country*
à la montagne	*to the mountains*
au Parc Disneyland	*to Disneyland*
à Paris	*to Paris*
dans les Pyrénées	*to the Pyrenees*
sur la Côte d'Azur	*to the Côte d'Azur*
en Bretagne	*to Brittany*
dans les Alpes	*to the Alps*
en Provence	*to Provence*
dans le Jura	*to the Jura mountains*
Je reste à la maison.	*I'm staying at home.*

C'est dans quelle direction?	*Which way is it?*
Pour aller …?	*How do I get …?*
au marché	*to the market*
à la gare	*to the station*
à l'église	*to the church*
aux magasins	*to the shops*
Vous …	*You …*
allez tout droit	*go straight ahead*
tournez à gauche	*turn left*
tournez à droite	*turn right*

En ville	*In town*
l'arrêt de bus	*the bus stop*
la banque	*the bank*
la boulangerie	*the baker's*
le centre commercial	*the shopping centre*
le cinéma	*the cinema*
l'église	*the church*
la gare	*the station*
l'hôtel	*the hotel*
l'hôtel de ville	*the town hall*
le jardin public	*the park*
le marché	*the market*
le parking	*the car park*
la piscine	*the swimming pool*
le pont	*the bridge*
la poste	*the post office*
le restaurant	*the restaurant*
le supermarché	*the supermarket*
le théâtre	*the theatre*

Les courses	*Shopping*
Bonjour, monsieur/ madame/ mademoiselle.	*Hello (sir/madam/ miss).*
Vous désirez?	*What would you like?/ Can I help you?*
Je voudrais …	*I'd like …*
… un cadeau pour …	*… a present for …*
… s'il vous plaît.	*… please.*
Voilà.	*Here you are.*
Ça fait combien?	*How much is it?*
Merci.	*Thank you.*
Au revoir.	*Goodbye.*

Pour combien de temps?	*For how long?*
Pour …	*For …*
un week-end	*a weekend*
une semaine	*a week*
dix jours	*ten days*
deux semaines	*two weeks*
un mois	*a month*

Où?	*Where?*
à côté du cinéma	*beside the cinema*
après le pont	*over the bridge*
dans le jardin public	*in the park*
derrière la poste	*behind the post office*
devant la gare	*in front of the station*
en face de l'église	*opposite the church*
entre l'hôtel et la banque	*between the hotel and the bank*
sur la place du marché	*on the market square*

Au Quick	*At the fast-food restaurant*
Vous désirez?	*What would you like?*
Je voudrais …	*I'd like …*
un poulet-dip	*chicken fingers*
un hamburger	*a burger*
un fishburger	*a fishburger*
un cheeseburger	*a cheeseburger*
un toastie	*a toasted sandwich*
avec …	*with …*
des cornichons	*gherkins*
du fromage	*cheese*
du jambon	*ham*
du ketchup	*ketchup*
des oignons	*onions*
de la salade	*salad*
Et avec ça?	*And to go with it?*
un Coca	*a Coca-Cola*
un café	*a coffee*
une eau minérale gazeuse/non gazeuse	*a mineral water fizzy/still*
C'est tout?	*Is that all?*
Oui, c'est tout.	*Yes, that's all.*

Qu'est-ce que tu vas faire?	*What are you going to do?*
Je vais …	*I'm going …*
aller à la pêche	*to go fishing*
faire une balade à vélo	*to go for a bike ride*
faire du camping	*to go camping*
faire du cheval	*to go riding*
faire de la natation	*to go swimming*
faire de la planche (à voile)	*to go windsurfing*
jouer aux cartes	*to play cards*
jouer avec mes copains	*to play with my friends*
jouer au foot(ball)	*to play football*
jouer à l'ordinateur	*to play on the computer*
jouer au tennis	*to play tennis*
jouer au volley(-ball)	*to play volleyball*

Encore des nombres	*Some more numbers*
soixante	*60*
soixante-cinq	*65*
soixante-dix	*70*
soixante-quinze	*75*
quatre-vingts	*80*
quatre-vingt-un	*81*
quatre-vingt-cinq	*85*
quatre-vingt-dix	*90*
quatre-vingt-quinze	*95*
cent	*100*

Au camping	*At the campsite*
une caravane	*a caravan*
un pique-nique	*a picnic*
la plage	*the beach*
l'eau	*the water*

J'achète …	*I am buying …*
une BD	*a comic book*
des bonbons	*some sweets*
une bouteille de parfum	*a bottle of perfume*
un CD	*a CD*
du chocolat	*some chocolate*
une montre	*a watch*
un porte-clés	*a key ring*
un poster	*a poster*
un souvenir	*a souvenir*
un tee-shirt	*a T-shirt*

Knowledge Goals: French

Half Term 2: Tier 3 Vocabulary		
1	SSC	Symbol-Sound Correspondence: the sound that letters or combination of letters make in a language
2	cognate	A cognate is a word which looks the same or very similar to a word in English. E.g.: le cinéma, le football
3	connective	A word which links sentences together. E.g.: and, but
4	Opinion verb/ phrase	A verb or a phrase which you use to give an opinion: I like, I dislike, in my opinion etc...
5	Justifier	A way of giving a reason, a justification of an opinion. I like …. because it is...
6	qualifier	A word which changes the intensity of an adjective: quite, very, extremely...
7	adjective	A describing word: big, small, green, interesting, amusing etc...
8	Time phrase	A phrase used to say when something is happening: normally, on Mondays, yesterday, next weekend...
9	Tenses	Past, present, future, conditional
10	Infinitive	A verb as you find it in the dictionary: to play, to eat. This is the form of the verb when it is not used with a pronoun (I, he, she...)

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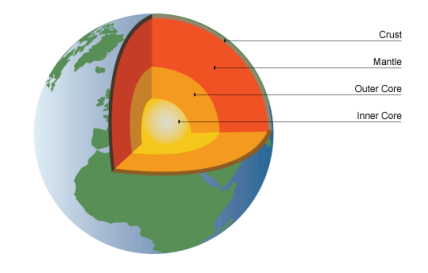
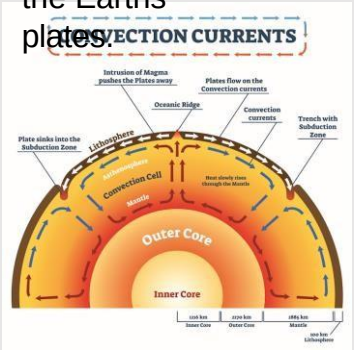
Knowledge Goals: Geography
I'm all shook up!

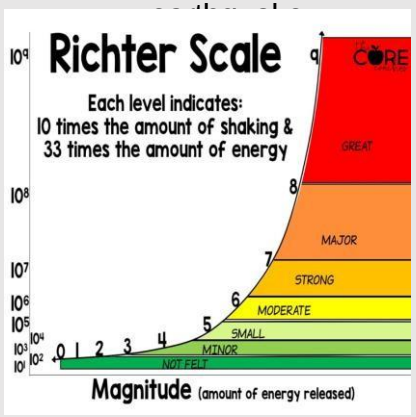
Layers of the Earth



Convection currents are movements in the mantle driven by the heat from the core. These currents in the mantle are thought to be the mechanism behind the movements of the Earths plates.

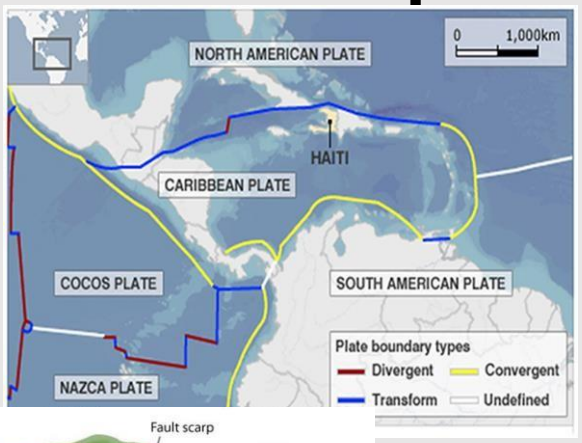


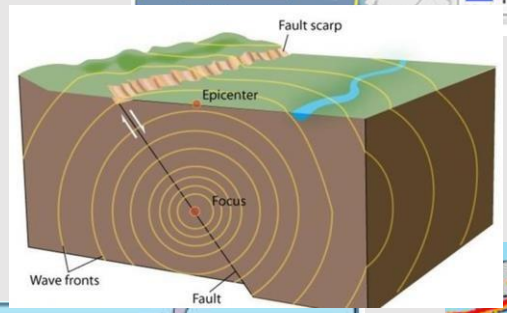
Haiti – Earthquake case study
On the 12 Jan 2010, a devastating earthquake measuring 7 on the Richter scale struck close to Haiti's capital, Port-au-Prince. The earthquake occurred close to a destructive plate boundary, between the Caribbean and North American plates. The earthquakes focus was 13 km underground with the epicentre just 25 km from Port-au-Prince. Haiti suffered a large number of serious aftershocks following the main



Find out more!

Eyjafjallajökull – Volcanic eruption case study
In 2010, an eruption began at Eyjafjallajökull volcano in Iceland. To find out more about the impacts and responses to this eruption, follow the QR code!





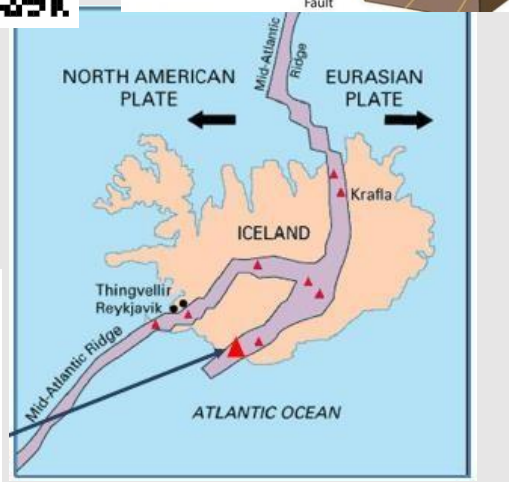
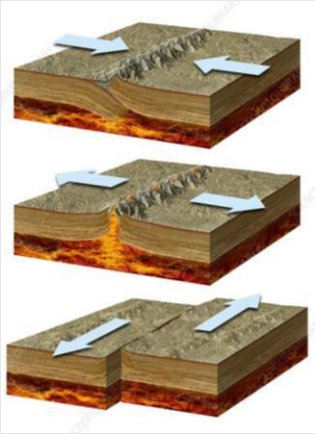
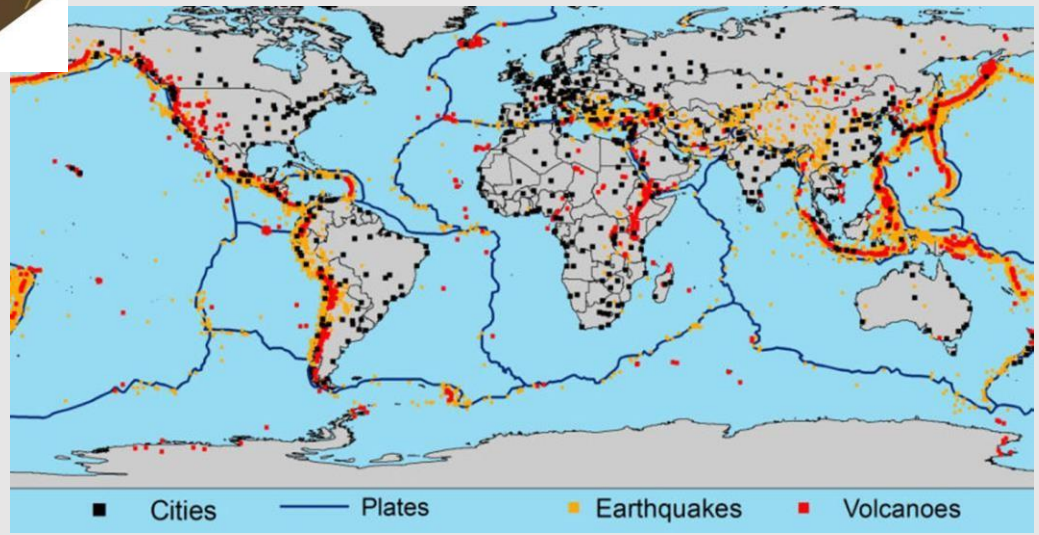


Plate boundaries – there are three main types of plate boundary: destructive, constructive and conservative. As plates meet, they interact in different ways, depending on the directions the plates are travelling in and whether they are made up of continental or oceanic crust.



Most tectonic hazards (earthquakes, volcanic eruptions, tsunamis etc) occur along plate boundaries. The map below shows the distribution of earthquakes and volcanoes, as well as the outline of the Earths major tectonic plates.



Knowledge Goals: Geography
I'm all shook up!

Half Term 2: Tier 3 Vocabulary

#	Key word	Definition
1	Mantle	The mantle is the largest layer of the earth, lying between the crust and the outer core.
2	Plate boundary	Areas where the plates meet are called boundaries. There are different types of plate boundary, such as constructive and destructive.
3	Continents	A continent is a large solid area of land. Earth has seven continents.
4	Tectonic plates	The outermost layer of the earth is called the crust and it is broken into large pieces called tectonic plates.
5	Convection currents	Heat rising from the Earth's core into the mantle, moving the mantle in currents which in turn move the tectonic plates.
6	Earthquake	An earthquake is caused by the movement of parts of the Earth's crust, its outermost layer. They happen millions of times a year, but most are so small people don't even feel them. But powerful earthquakes can cause landslides, tsunamis, flooding, and other dangerous events.
7	Volcanic eruption	When a volcano erupts, hot gases and melted rock from deep within Earth find their way up to the surface. This material may flow slowly out of a fissure, or crack, in the ground, or it may explode suddenly into the air.
8	Volcanic ash	Volcanic ash is a mixture of rock, mineral, and glass particles expelled from a volcano during a volcanic eruption.
9	Seismometer	An instrument that measures motions of the ground, including those generated by earthquakes.
10	Richter scale	A measure of the energy and size of an earthquake. A logarithmic scale from 0-10. Each one up is ten times larger than the previous.

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Year 8 Knowledge Goals – Enslavement

c. 1200 The beginning of the Kingdom of Benin

1492 Christopher Columbus arrives in Caribbean

1564 John Hawkins begins enslaving Africans

1672 Royal African Companyset up

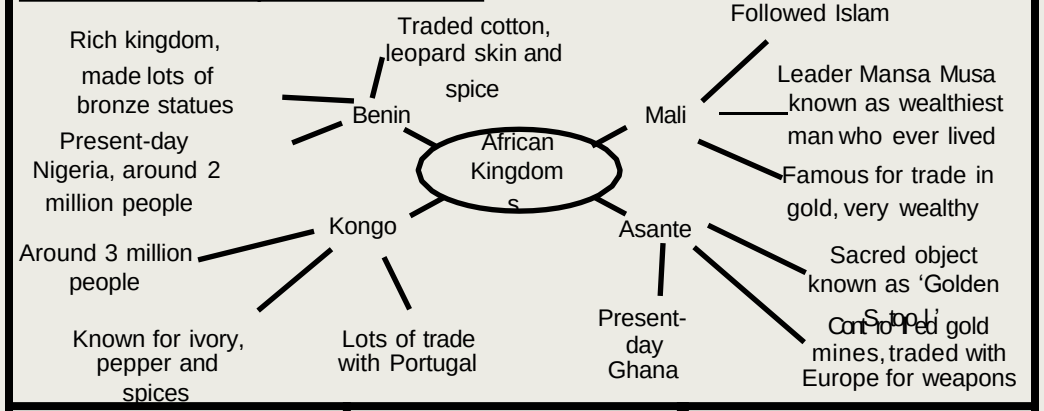
1713 Treaty of Utrecht

1787 Society for the Abolition of the Slave Trade established

1791 Haitian Revolution begins

1807 Abolition of the Slave Trade Act

What was life like in pre-colonial Africa?



How did people resist enslavement?

Examples of open resistance against enslavement:

- Antigua (1736)
- Tacky's Revolt (1760)
- Haitian Revolution (1791-1804)
- Grenada (1796)

What caused the transatlantic slave trade and how was it organised?

- 1492: Christopher Columbus arrived in Caribbean, made Europeans aware of Americas.
- Could provide economic benefit – Portugal and Spain began to set up colonies.
- 1500 onwards: Portugese and Spanish begin to take people from Africa.
- Wanting to challenge Spanish, Elizabeth I sent John Hawkins to raid Spanish ships. Began to enslave Africans too.
- As British colonies grew, more labour was needed.
- Triangular trade used.

What was life like for the enslaved?

- 1500-1800: largest forced migration in history.
- Upon arrival in Americas, many sold at auctions. Traders put oil on skin to make them look healthier.
- Often branded.
- Worked on plantations. From 1798, could only work for 14 hours a day.
- However, most plantation owners ignored and days were more likely 18 hours long.
- In producing sugar, had to work with dangerous machinery that could severely injure.
- Harsh punishments if they did not do as asked by the plantation owners.

What was Lancaster's role in the transatlantic slave trade?

- 1700-1800: 122 ships sailed from Lancaster to Africa.
- Fourth-largest port during transatlantic slave trade.
- Ships built in Brockbank's shipyard in the city.
- Merchants linked to Lancaster involved in capture and sail of around 30,000 people.
- Goods came from the West Indies – sugar, dyes, rice, spices, coffee, rum and later cotton.
- Young men from Lancaster's slave-trading families worked as agents in West Indies.
- Profits financed much of the building in the city.

What caused the abolition of the slave trade in Britain?

Causes	Detail and Evidence
Abolitionist campaign	• Petitions sent to Parliament – 519 sent in 1792. • Societies set up to promote abolitionist cause – 1787. • Individuals – William Wilberforce, Thomas Clarkson, Granville Sharpe, Hannah Moore.
Formerly enslaved	• Olaudah Equiano – book published in 1789 detailing his experiences. • Ignatius Sancho – Wrote letters detailing enslaved life, published in 1780.
Enslaved rebellions	• Created fear of revolts by enslaved. • Defeat of British in Saint Domingue (Haiti) in 1798 created concern.
Economic reasons	• Price of buying enslaved in Africa rising, but selling price not rising as quick. • World over-supply of sugar, cheaper could be bought from Brazil and Cuba. • Wage-labour brought more profit for people.
Religious	• Evangelical Christian movement challenged morality of slavery.

Knowledge Goals: History Enslavement

Half Term 2: Tier 3 Vocabulary		
#	**Key word**	**Definition**
1	Abolition	The act of getting rid of a system or practice.
2	Pre-colonial	The period of history in a country before it was taken over by another.
3	Plantation	A large piece of land where crops such as cotton, tobacco and sugar are grown.
4	Triangular Trade	The name given to the three main voyages of the transatlantic slave trade. British enslavers would sail from ports to West Africa to exchange goods for enslaved people. These people were then taken across the Atlantic to the Americas to work. The enslavers then brought goods grow in in the Americas back to Britain.
5	Rebellion	An act of armed resistance against those in charge.
6	Enslavement	The action of making someone be a slave.
7	Transatlantic	A journey crossing the Atlantic Ocean. In this case, this would be the journey from Africa to the Americas. This was also known as the 'Middle Passage'.
8	Colony	A territory which has been taken over and is under the control of another country.
9	Chattel slavery	An enslaved person and their children are owned by another, and treated like property rather than a human being.
10	Emancipation	To be freed from the status of an enslaved person.

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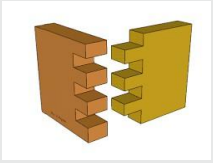
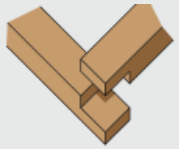
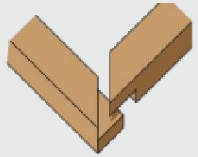
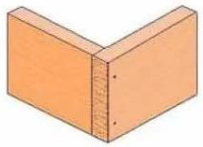
Knowledge Goals: Materials

Wood Joints

Finger	Half-Lap	Half-Lap Mitre	Butt
			

Scales of production

One off production – These products are expensive at cost price, sometimes bespoke, and often take a long time to make and cost of materials & labour are high. Many prototypes are 'one off products'.

Batch production – these products are identical and produced in small batches, daily, weekly, monthly or when needed. They can range in cost priced. Production normally runs from between 2 - 10k.

Mass production – These products are produced in very high volumes, 10k +. They are normally products that are in high demand and can range in expense, cars are a good example.

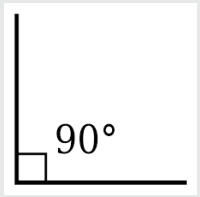
Continuous production – These items are normally very cheap to but make and could be considered 'throwaway'. These factories are often found in developing countries where land for factories and equipment are cheaper.

Just in time production (JIT) – This scale of production relies on the product been manufactured to a time schedule. This allows raw materials to be delivered at an exact time for production and then manufactured and are shipped straight to distribution /retailers. Apple INC uses JIT production.

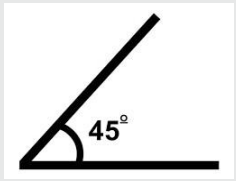
Plan of Manufacture: The steps to manufacture the product in order inclusing health and safety and Quality Control

Maths

90 degrees



45 degrees



Saws

Tenon Saw
For straight lines

Mitre Saw
Sawing 45 degrees

Health and Safety

It is really important we ASSESS the RISK and REDUCE the RISK of Injury by LISTENING To the TRAINING and following the correct PPE usage

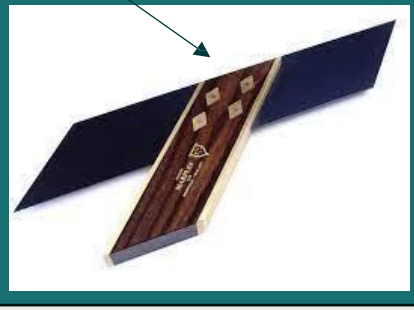
- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

Cross-headed screwdriver

Engineers square

Router

Mitre-Square



Scribe

Knowledge Goals: Materials

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Half-Lap Mitre Joint	A half lap joint involves joining two same-sized pieces of material by removing half the thickness of each piece where they connect. A half-lap mitre joint means the front of the pieces are mitred at 45 degrees
2	Scales of Production	The scale of production refers to the volume or quantity that a product will be produced at
3	Criteria	A standard by which something may be judged or decided if successful
4	Mitre	a joint made between two pieces of wood or other material where they are cut at 45 degrees so when put together make 90 degrees (a right angle)
5	Tenon saw	A hand cutting tool that is suitable for straight lines
6	Router	A router is a tool that's used to make cuts or “hollow out” a piece of wood, plastic, MDF, or even, in some cases, metal. A router can cut grooves, make fancy edges, or help you cut patterns.
7	Mitre square	A marking out tool used in woodworking and metalworking for marking and checking 45 degree angles

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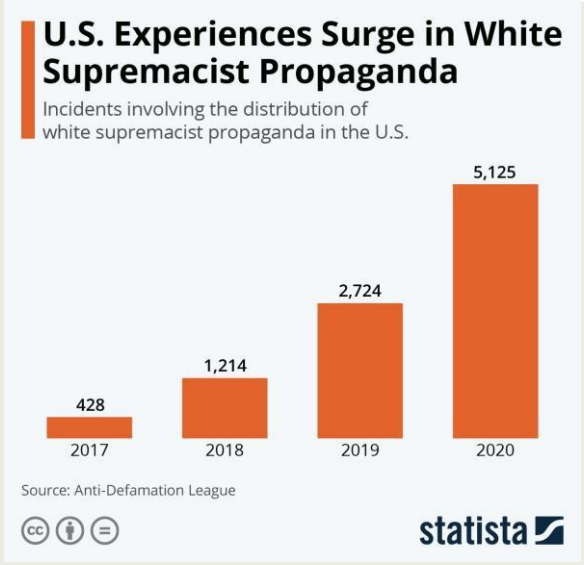
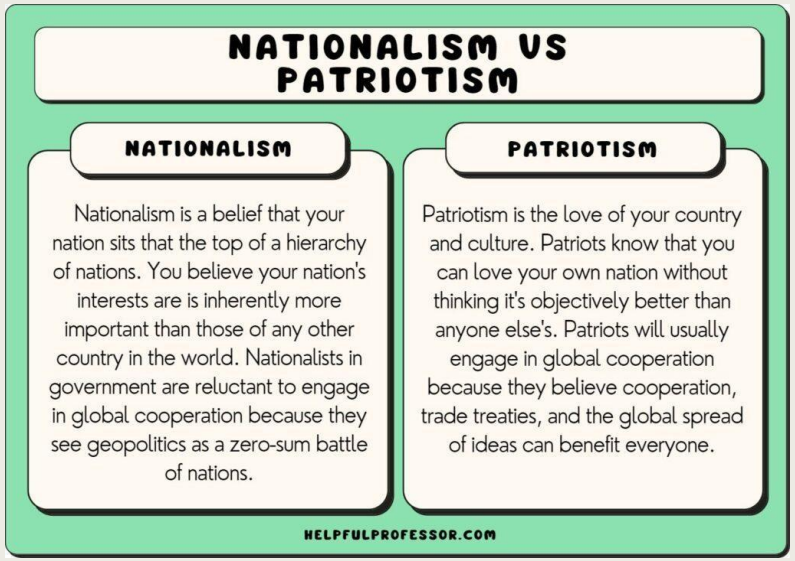
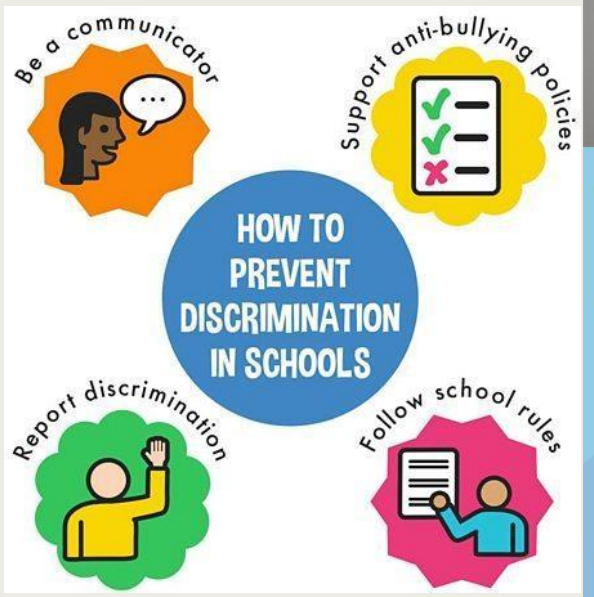
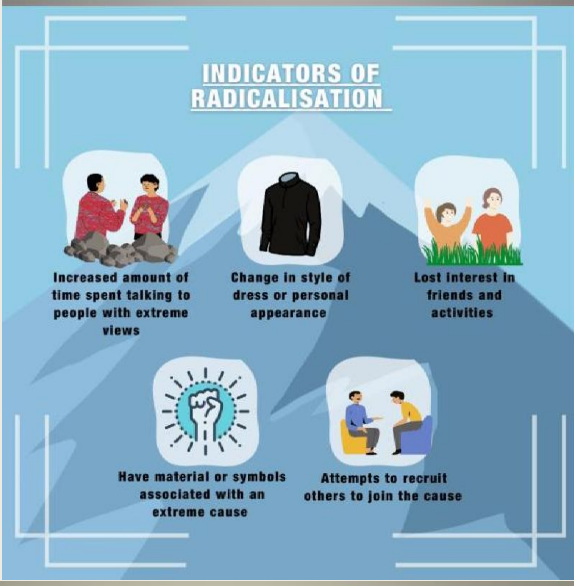
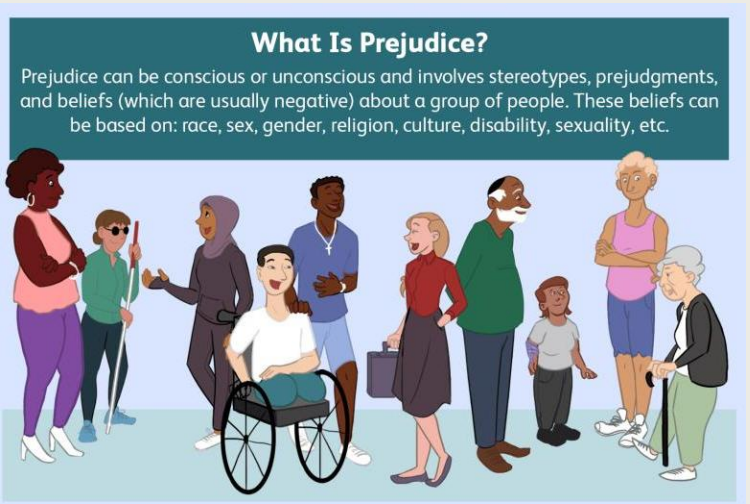
Knowledge Goals: PDEV

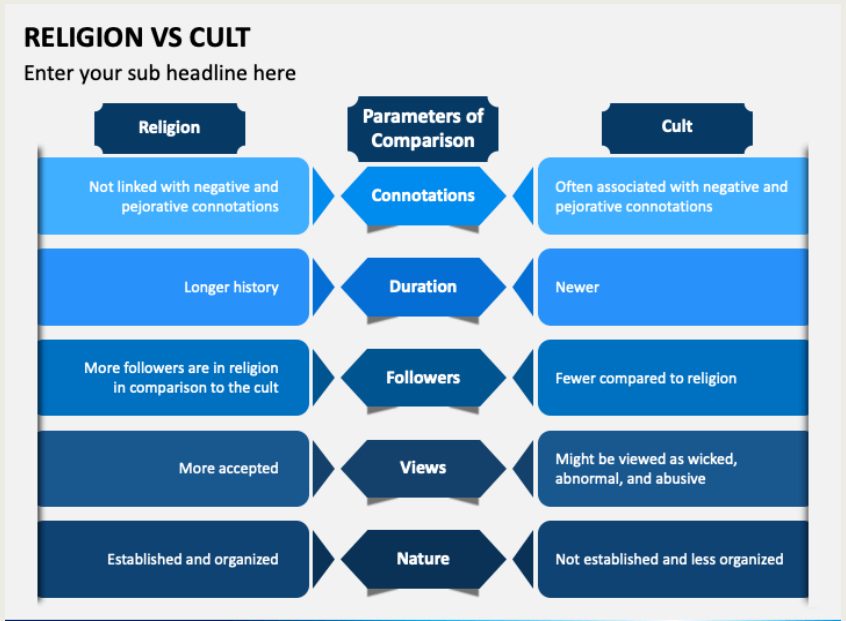


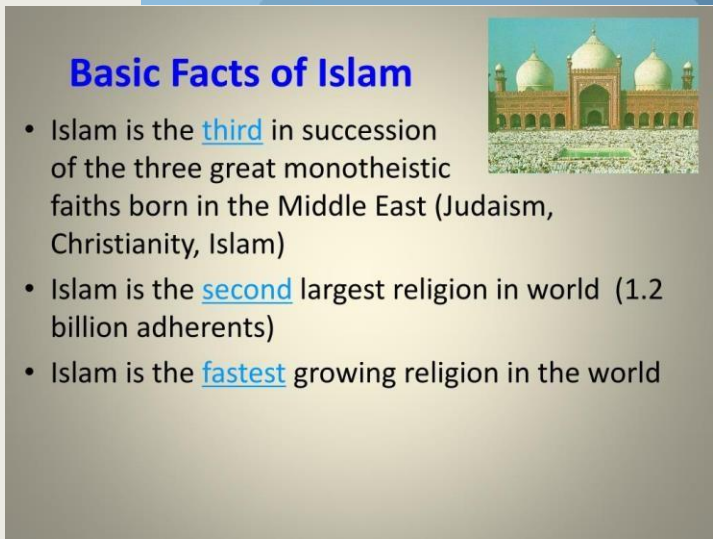












Knowledge Goals: PDEV

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Racism	the idea that certain ethnicities are or behave differently and can be treated with prejudice .
2	Extreme nationalism	thinking your country and its people are the best, to the extent that you are prejudiced towards people from other countries.
3	Extremist group	a group who believe very strict ideas about how they are superior to other people in society.
4	Radicalisation	when a person starts to believe the radical ideas that these groups are telling them. They become 'radicalised'.
5	Cult	A group vulnerable people are often persuaded to join, who can 'brainwash' you with their ideas and may take your money and stop you seeing family members.
6	Religion	A person's belief group, which they usually choose to be in and don't usually take money from them or stop them seeing family.
7	Brainwashing	the process of pressurizing someone into adopting radically different beliefs by using systematic and often forcible means.
8	Sharia Law	Strict Islamic law with harsh punishments which some Muslims try to stick to.
9	Extremism	Holding very 'out there' views, at the extreme end of religion or politics.
10	Radicalisation	When a person starts to believe the extreme ideas that their religion or political groups are telling them, they become 'radicalised'.
11	prejudice	having certain thoughts or beliefs about a certain type of people because of one or more of their characteristics e.g. hair colour, clothing, accent.
12	discrimination	Acting on your prejudices and treating someone differently.

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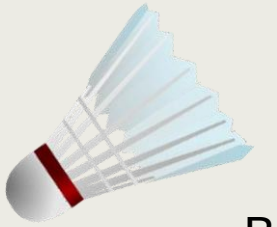


Knowledge Goals: PE

Badminton

- **Serving –** I know the rules concerning service areas .I can perform both the Backhand and Forehand serves over a modified net.
- **The Clears –** I can hit the shuttle high and with power over a modified net.
- **The Drop Shot –** I can land the shuttle towards the front of the court, over a modified net.
- **The Smash –** I can perform the smash using good technique and clear the modified net.
- **Net Play–** I show good technique and land the shuttle close to the net.
- **Game Play –** I am able to score correctly during a game

Hockey

- **Ball Control –** I consistently use the stick to control the ball at increasing speeds and demonstrate changes of direction and pace in my work.
- **Passing –** I can assess the technique of others and can offer assistance to improve technique. My reception position is low providing a "long bar" to stop the ball.
- **Dribbling –** I can move with the ball in front of me either using short taps or rolling the ball with increasing speed.
- **Tackling –** I can increasingly use the block tackle effectively in structured practice to breakdown another player's control of the ball.
- **Game Situations –** I take advantage of taking free hits quickly to help my team gain ground up the pitch.

Football

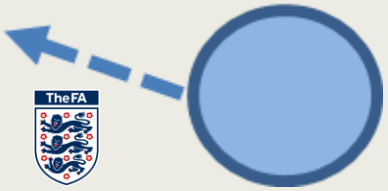
- **Ball Control –** I can control the ball comfortably with my feet and use other body parts but not always with control.
- **Passing –** I can pass the ball accurately using my inside foot while not under pressure over a moderate distance.
- **Defending –** I can *pressure* an opponent quickly and successfully tackle them in a 1v1.
- **Dribbling –** I can dribble the ball with control when it is close to me and not under *pressure*.
- **Shooting –** I can accurately shoot from a moderate distance using the inside of my foot.
- **Game Situations –** I move into space in games and communicate with teammates and can maintain *possession* for short periods when the ball is at my feet.

Netball

- **Passing –** I am able to pass the ball accurately using a chest, shoulder and bounce pass and identify what pass should be selected for certain situations.
- **Footwork –** I am able to demonstrate a good pivot technique when catching the ball and looking for my next pass.
- **Attacking skills –** I can change direction to create a space to receive the ball.
- **Defending skills –** I am able to mark a player with a ball demonstrating a knowledge of the rules; i.e. a 3 foot mark.
- **Game Situations –** I can demonstrate an understanding of both an attacking and a defending position and where all positions can go on the court.

Gymnastics

- **Floor** – I can perform an individual 6-8 action sequence including a variety of balances and linking movements, showing control and tension.
- **Jumps** – I can perform flight movements (pike & straddle) from the springboard or trampette.
- **Apparatus** – I can perform an astride, through vault and a neckspring off the end of the box.
- **Performance -** I can perform simple movements and balances as part of a pair.



Rugby

- **Evasion/Support Play** – I understand the 2nd 'principle of play' – support and can demonstrate this during drills.
- **Passing & Catching** – I can catch a ball on the move that is passed accurately to me and then pass it to a team mate holding depth in attack and moving onto the ball at pace I can perform a 'loop' pass and manipulating defences
- **Tackling/Defensive Strategies** – I can tackle an opponent using the side tackle and front tackle at speed
- **Rucks & Mauls** – I can form a ruck and maul to successfully secure possession.
- **Game Play** – I understand the different positions and the attributes needed to perform them. I understand the setup of 3-man uncontested scrums.

Knowledge Goals: PE

Half Term 2: Tier 3 Vocabulary

#	Key word	Definition
1	Long Bar	Method of stopping the ball with the stick low parallel to the ground
2	Free Hits	The “free hit” is awarded to a player when that person is fouled on the field of play by an opposing player.
3	Block Tackle	In this type of tackle, a player can dispossess an opposing player by stopping the ball with their stick parallel to the ground.
4	Flow	One movement flows seamlessly into the next
5	Drift Defence	The defence goes “up and out” as a defensive line to pressure the opponents
6	Magic Diamond	Lines of running for a "Diamond shape" attack system. The waves of players provide a number of different options.

Badminton

Football

Hockey

Netball

Rugby Union

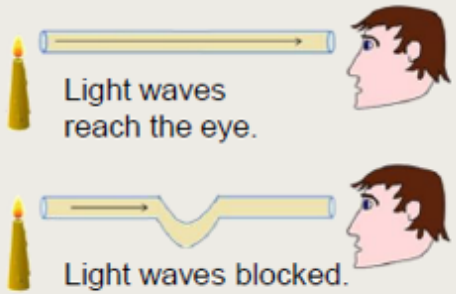
Notes:

Knowledge Goals: Physics – Waves (light)

Properties of light

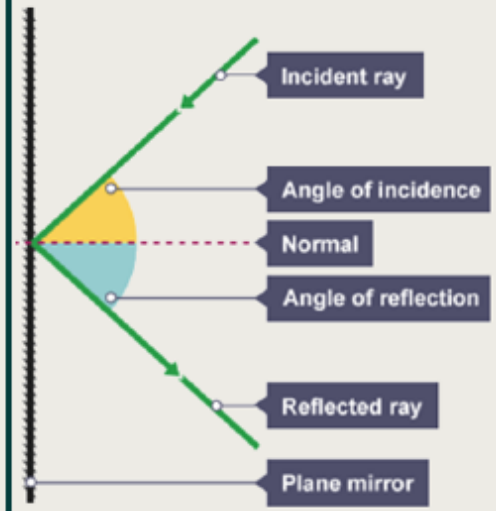
1. Light can travel through a vacuum. This is why we can see light from distant stars and galaxies.

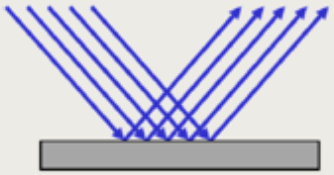
2. Light travels in straight lines.



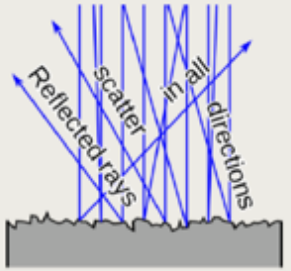
3. Light travels at 300 000 km/s. The speed of sound in air in 330 m/s. This is why we see the light from a firework before we hear it.

The **Law of reflection** states that the angle of incidence is equal to the angle of reflection.



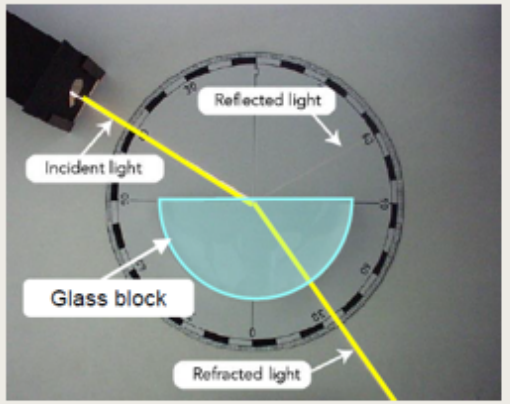


Specular reflection
Smooth or polished surfaces scatter light in a single direction.

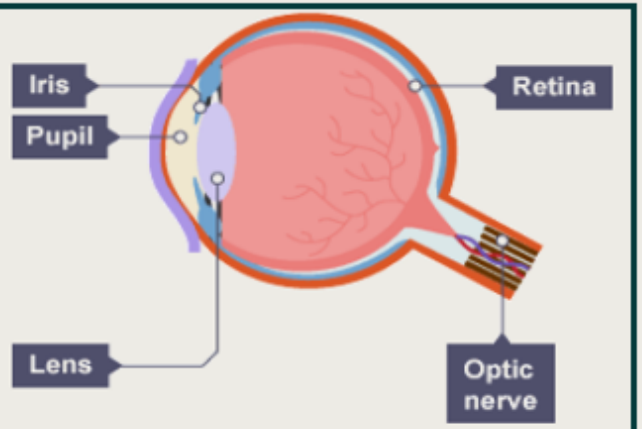


Diffuse reflection
Rough surfaces scatter light in lots of directions.

Refraction
When light enters a more dense material at an angle it slows down and changes direction.



The eye
Light enters the eye through a hole (the **pupil**). The **cornea** and **lens** help to focus the light onto the **retina**. The **iris** is the coloured part of the eye; it contains muscles that adjust the pupil to control the amount of light entering the eye. The **sclera** is the tough opaque outer coating (the "white of the eye". Signals from the **retina** are sent to the brain via the **optic nerve**.

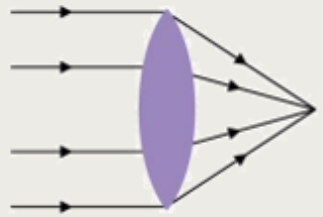


Lenses
A lens is a specially shaped pieces of glass or transparent plastic, that is used to focus light.

A convex lens is made from a transparent material that bulges outwards in the middle on both sides. Light is refracted as it passes into, then out of, the lens.

Focusing light is important for getting clear images in our eye or in photographs, because images that are not focused appear blurred.

Convex lens

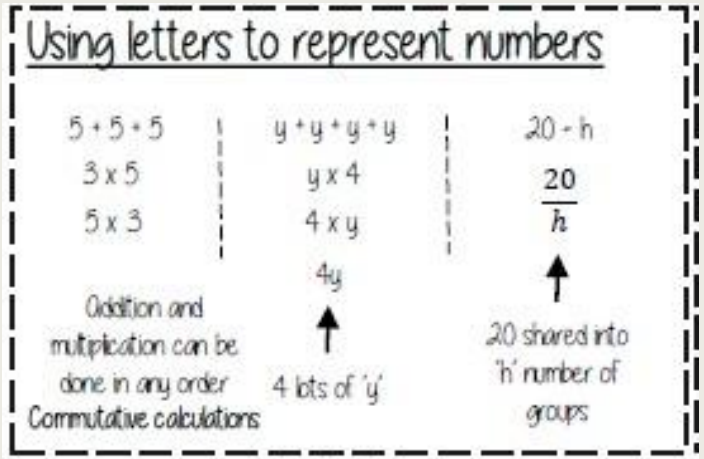


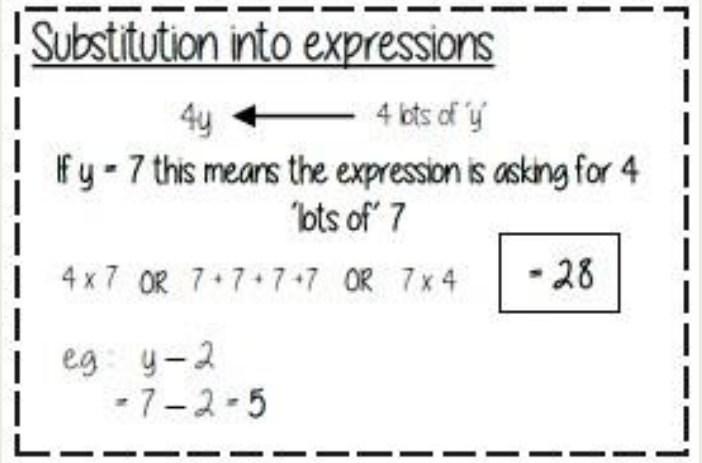
Knowledge Goals: Physics – Waves (light)

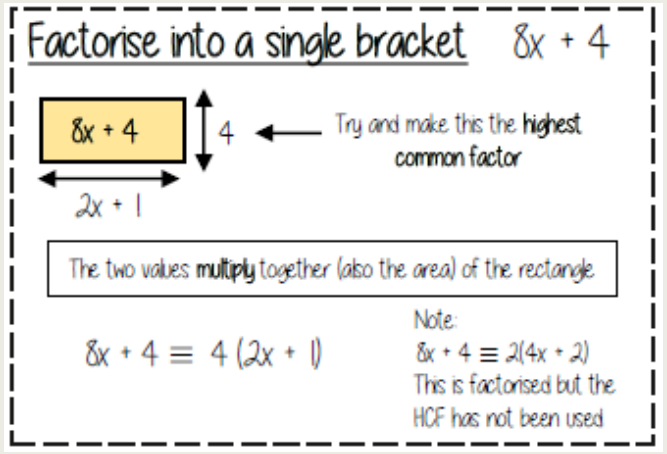
Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	incident ray	The incoming ray.
2	reflected ray	The outgoing ray.
3	normal line	From which angles are measured, at right angles to the surface.
4	angle of reflection	Angle between the normal and reflected ray.
5	angle of incidence	Angle between the normal and incident ray.
6	refraction	Change in the direction of light going from one material into another.
7	absorption	When energy is transferred from light to a material.
8	scattering	When light bounces off an object in all directions.
9	transparent	A material that allows all light to pass through it.
10	translucent	A material that allows some light to pass through it.
11	opaque	A material that allows no light to pass through it.
12	convex lens	A lens that is thicker in the middle which bends light rays towards each other.
13	concave lens	A lens that is thinner in the middle which spreads out light rays.

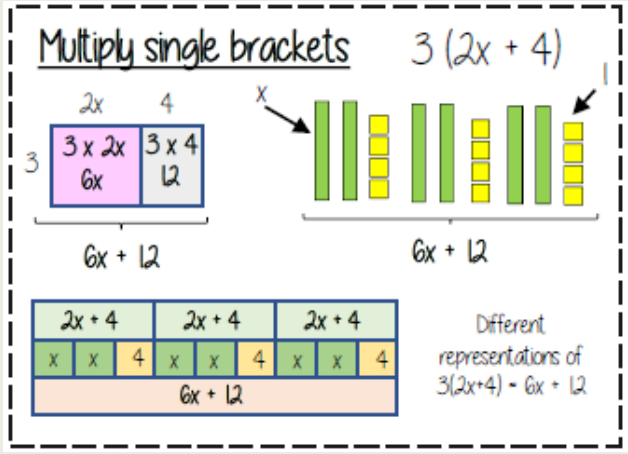
Knowledge Goals: Maths

Unit 3 – Algebraic Manipulation		
Topic	Video	Resource
Using the conventions of algebra	Watch this	Complete this Check your work
Simplifying expressions (collecting like terms)	Watch this	Complete this Check your work
Expanding a bracket	Watch this	Complete this Check your work
Factorising	Watch this	Complete this Check your work
Simple substitution	Watch this	Complete this Check your work



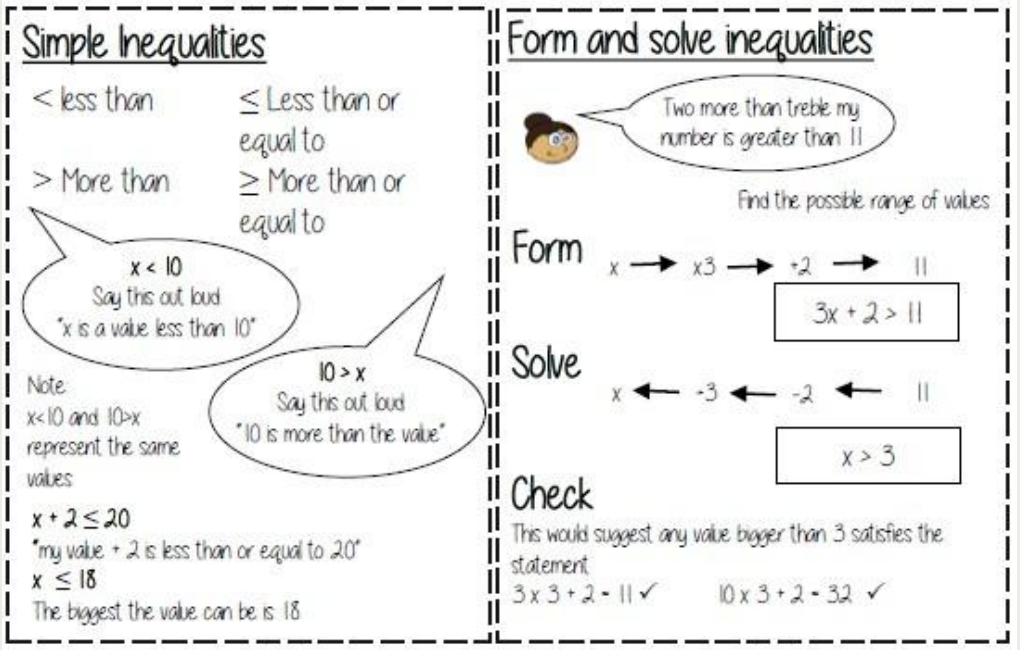


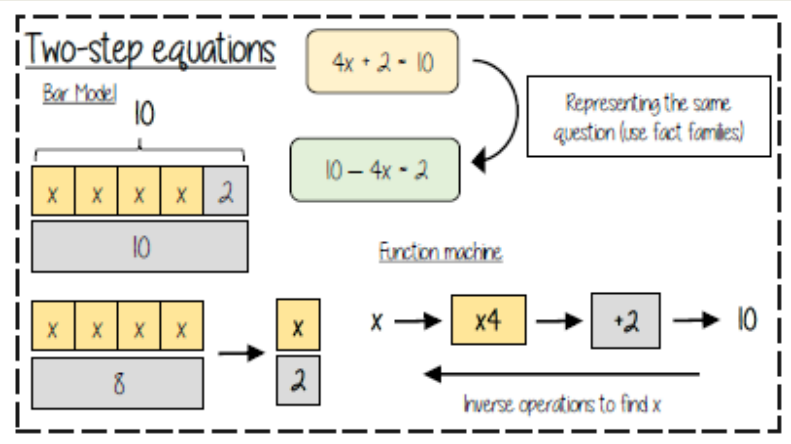


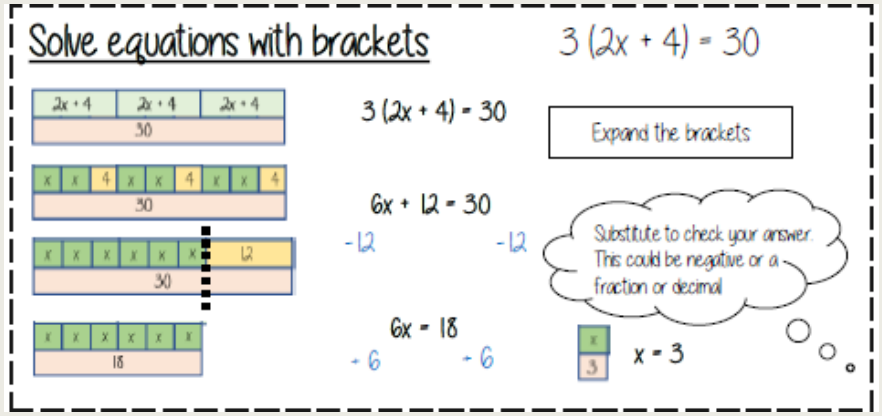


Knowledge Goals: Maths

Unit 4 – Solving Linear Equations		
Topic	Video	Resource
Solving one step equations	Watch this	Complete this Q1 only Check your work
Solving two step equations	Watch this	Complete this Q2- Q5 Check your work
More difficult	Watch this	Complete this Check your work
Forming and Solving Equations	Watch this	Complete this Check your work
Inequalities	Watch this	Complete this Check your work







Knowledge Goals: Maths

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Inverse operation	Inverse operations are opposite operations. They are the operation that reverses the effect of another operation. For example, addition is the inverse operation of subtraction and multiplication is the inverse operation of division .
2	Equation	An equation says that two things are equal. It will have an equals sign (e.g. x + 3 = 7).
3	Variable	A Variable is a symbol for a number we don't know yet. It is usually a letter like x or y.
4	Coefficient	A Coefficient is a number used to multiply a variable (e.g. 4x means 4 times x, so 4 is a coefficient).
5	Term	A Term is either a single number or a variable, or numbers and variables multiplied together (e.g. 4x is a term)
6	Expression	An Expression is a group of terms (the terms are separated by + or − signs), (e.g. 4x + 3 is an expression).
7	Unknown	A number that we do not know. In an equation it is the variable that we are solving for.

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Knowledge Goals: Philosophy, Religion & Ethics Philosophy

The moral argument

The argument states that all people have an instinctive sense of what is right and wrong. Even remote tribes which have limited contact with the outside world still have a sense of morality.
The argument claims that because all people have this sense of what is right and wrong, such a sense must have come from someone or something outside ourselves.

Find out more!

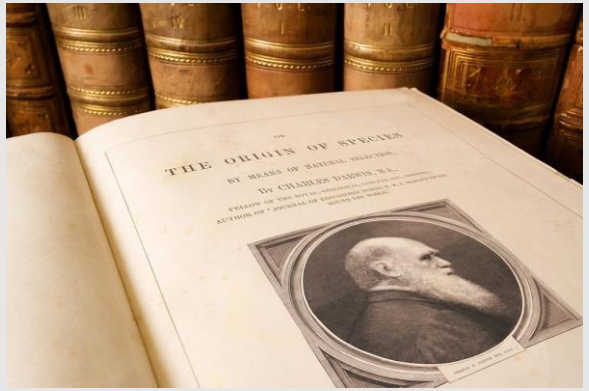
Science & Religion

What do the creation stories mean for humans?

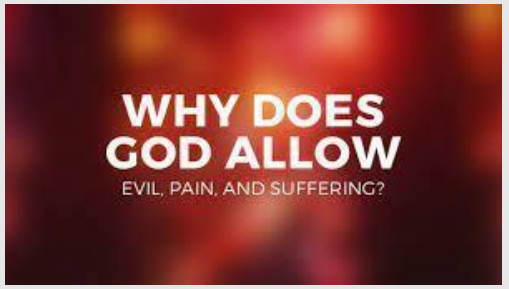
What do scientists believe?

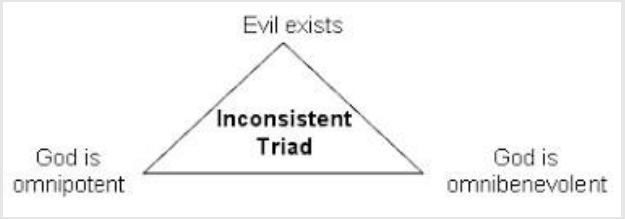
Is the Big Bang theory compatible with Christianity?

Is the theory of evolution compatible with Christianity?



The problem of evil and suffering





Questions raised by the existence of evil and suffering in the world

What does the presence of evil and suffering say about God's love, power and purpose?

Is there a purpose to suffering?

Is suffering the price humans pay for free will?

How do different religions respond to evil and suffering?

How do individuals respond to evil and suffering?

Knowledge Goals: PRE - Philosophy

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	**OBE**	Out of Body Experience
2	**Reality**	Something is real
3	**Illusion**	Something appears real but is not real
4	**Inconsistent Triad**	3 concepts which contradict each other
5	**Omnipotent**	All powerful
6	**Omniscient**	All knowing
7	**Omnibenevolent**	All loving
8	**Moral**	Right or wrong
9	**Design Argument**	An argument based upon the concept of complexity in the world
10	**Big Bang and**	Scientific theories about the origins of the universe and human life.

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Knowledge Goals: Music

Gamelan Music

What does Music from Indonesia sound like?

Gamelan music is from Indonesia (in particular the islands of Java and Bali). Their music is very important in village life for bringing people together and it is thought to be a very spiritual experience. In this topic, you will learn about the ways that Gamelan music is written and performed. You will learn about the importance of scales and the variety of instruments that are used. You will learn what a heterophonic texture is and how it is created in the Gamelan, and then you will develop your understanding through performance and composition tasks.

Heterophonic Texture

A heterophonic texture is created when a variation of the main melody is played at the same time (over the top of the original melody).

Some of the ways in which the melody is varied is through decoration (with the use of ornaments) or sometimes by playing the melody at a different tempo or in a different key (where the set group of notes used to play the melody is different)

What is an interlocking melody?

Interlocking melodies are achieved when different parts alternate with each other to create a complete melody. This is a common technique used in Gamelan music. You have tried this with a Western piece of music. This is a traditional piece of Gamelan known as Kotèkan.

Instruments of the Gamelan

	
BONANG	KEMPUL & GONGS
	
SARON	KENDANG

What does Gamelan sound like?

Gamelan music is played at celebrations, religious events and entertainments such as dance performances. Performances are very important in village life for bringing people together and expressing their feelings in a culture where it often cannot be done publicly. The Gamelan is thought to be magical and spiritual – players treat their instruments with respect and would never step over them as they believe they are tied to heaven.

The word gamelan means ‘to hit with a hammer’ so it is not surprising that the gamelan is mainly made up of percussion instruments. Sometimes a player or singer will have the chance to ornament a melody, but they are expected to follow strict rules. The players nearly always learn the music by heart; they don’t use notes on paper to remember it.

Gamelan music uses two types of scale: the seven-note pelog scale and the five-note slendro.

Great Composers

Wayang Sasak
Rangsang

Riza Achadin
Kebo Giro

Knowledge Goals: Music

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Gamel	A hammer used in Gamelan to strike the instruments
2	Cycle	When a melody is repeated over and over again
3	Balungan	The main melody in Gamelan music
4	Pelog	A seven-note scale based on the notes C, Db, Eb F, G, Ab, and Bb
5	Slendro	A five-note scale based on the notes C, D, E, G and A
6	Interlocking Melody	When different parts alternate with each other to create a complete melody
7	Polyphonic	A type of texture where there are different melodies playing at the same time

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Knowledge Goals: Spanish

Estrategia

Looking up new words

Dictionaries can tell you a lot about new words. Most of them use these abbreviations: *nm, nf, adj, vt, prep*. For example, *nm* tells you a word is a masculine noun; *vt* tells you it's a verb. What do you think the others tell you?

Look up the words below in a dictionary. (They are all used on page 33.) Note down what each word means and what sort of word it is. For example: **joven** = *young* (adjective).

joven · tiempo · vida · triste · decir · pensar

¿Adónde vas?	*Where are you going (to)?*
Voy …	*I'm going …*
al centro comercial	*to the shopping centre*
al cine	*to the cinema*
al estadio	*to the stadium*
al parque	*to the park*
al salón recreativo	*to the amusement arcade*
a la bolera	*to the bowling alley*
a la discoteca	*to the disco*
a la playa	*to the beach*

Mi semana	*My week*
el lunes	*Monday*
el martes	*Tuesday*
el miércoles	*Wednesday*
el jueves	*Thursday*
el viernes	*Friday*
el sábado	*Saturday*
el domingo	*Sunday*

¿Qué vas a hacer?	*What are you going to do?*
Voy a …	*I'm going …*
bailar	*to dance/go dancing*
ir de compras	*to go shopping*
jugar al fútbol	*to play football*
jugar al futbolín	*to play table football*
jugar a los bolos	*to go bowling*
tomar el sol	*to sunbathe*
ver un partido de fútbol	*to see a football match*
ver una película	*to see a film*

¿Qué vas a hacer hoy?	*What are you going to do today?*
esta mañana	*this morning*
esta tarde	*this evening*
esta noche	*tonight*
primero	*first*
luego	*then*
después	*afterwards*
más tarde	*later*
por último	*finally*

Este fin de semana	*This weekend*
(No) Voy a …	*I'm (not) going …*
Vamos a …	*We're going …*
escuchar música	*to listen to music*
ir al balneario	*to go to the spa*
ir al casino	*to go to the casino*
ir a la peluquería	*to go to the hairdresser's*
salir	*to go out*
ver la televisión	*to watch television*

¿Te gustaría salir?	*Would you like to go out?*
¿Te gustaría …?	*Would you like …?*
ir al parque	*to go to the park*
ir a la bolera	*to go to the bowling alley*
ir de compras	*to go shopping*
¿A qué hora?	*At what time?*
a la una	*at one o'clock*
a las tres	*at three o'clock*
a las cinco y cuarto	*at quarter past five*
a las seis y media	*at half past six*
a las siete menos cuarto	*at quarter to seven*
a las ocho	*at eight o'clock*
a las nueve	*at nine o'clock*

¿Dónde quedamos?	*Where shall we meet?*
delante de la discoteca	*in front of the disco*
detrás del centro comercial	*behind the shopping centre*
en el parque	*in the park*
en la bolera	*in the bowling alley*
en la calle	*in the street*
en tu casa	*at your house*
De acuerdo.	*OK.*
Vale.	*OK.*
Muy bien.	*Fine.*
No tengo ganas.	*I don't feel like it.*
¡Ni hablar!	*No way!*
¡Ni en sueños!	*In your dreams!*
Bueno …	*Well …*
Pues …	*Well …*

A ver …	*Let's see …*
Hasta luego.	*See you later.*
Adiós.	*Goodbye.*
Hasta pronto.	*See you soon.*

¿Quieres salir?	*Do you want to go out?*
¿Quieres …?	*Do you want …?*
chatear por internet	*to chat online*
ir a la discoteca	*to go to the disco*
ir de compras	*to go shopping*
jugar a los bolos	*to go bowling*
jugar al fútbol	*to play football*
salir	*to go out*
ver un partido de fútbol	*to watch a football match*
ver una película	*to watch a film*
Lo siento, no puedo.	*I'm sorry, I can't.*
No puedo salir.	*I can't go out.*
¿Por qué?	*Why?*
Porque …	*Because …*
no quiero	*I don't want to*
no tengo dinero	*I don't have any money*
no tengo tiempo	*I don't have any time*
Tengo que …	*I have to …*
hacer mis deberes	*do my homework*
lavarme el pelo	*wash my hair*
ordenar mi dormitorio	*tidy my room*
pasear al perro	*walk the dog*

Los problemas …	*Problems …*
Tengo un problema.	*I have a problem.*
¿Qué voy a hacer?	*What am I going to do?*
Mis padres dicen que …	*My parents say …*
¡No es justo!	*It's not fair!*
Soy demasiado joven.	*I'm too young.*
¿Qué le puedo decir a mi madre?	*What can I say to my mother?*

… y las soluciones	*… and solutions*
Estoy de acuerdo con tu padre.	*I agree with your father.*
Eres demasiado joven para ir a la discoteca.	*You're too young to go to the disco.*
Tienes que …	*You must …*
pensar en tu hermano	*think of your brother*
presentar el amigo a tu madre	*introduce your friend to your mother*
salir más	*go out more*

Palabras muy útiles	*Very useful words*
primero	*first*
después	*afterwards*
luego	*then*
a (al)	*to (to the)*
delante de	*in front of*
detrás de	*behind*
para	*for, (in order) to*
¿dónde?	*where?*
mi, tu, su (mis, tus, sus)	*my, your, his/her*

Knowledge Goals: Spanish

Half Term 2: Tier 3 Vocabulary		
1	SSC	Symbol-Sound Correspondence: the sound that letters or combination of letters make in a language
2	cognate	A cognate is a word which looks the same or very similar to a word in English. E.g.: le cinéma, le football
3	connective	A word which links sentences together. E.g.: and, but
4	Opinion verb/ phrase	A verb or a phrase which you use to give an opinion: I like, I dislike, in my opinion etc...
5	Justifier	A way of giving a reason, a justification of an opinion. I like …. because it is...
6	qualifier	A word which changes the intensity of an adjective: quite, very, extremely...
7	adjective	A describing word: big, small, green, interesting, amusing etc...
8	Time phrase	A phrase used to say when something is happening: normally, on Mondays, yesterday, next weekend...
9	Tenses	Past, present, future, conditional
10	Infinitive	A verb as you find it in the dictionary: to play, to eat. This is the form of the verb when it is not used with a pronoun (I, he, she...)

Notes:

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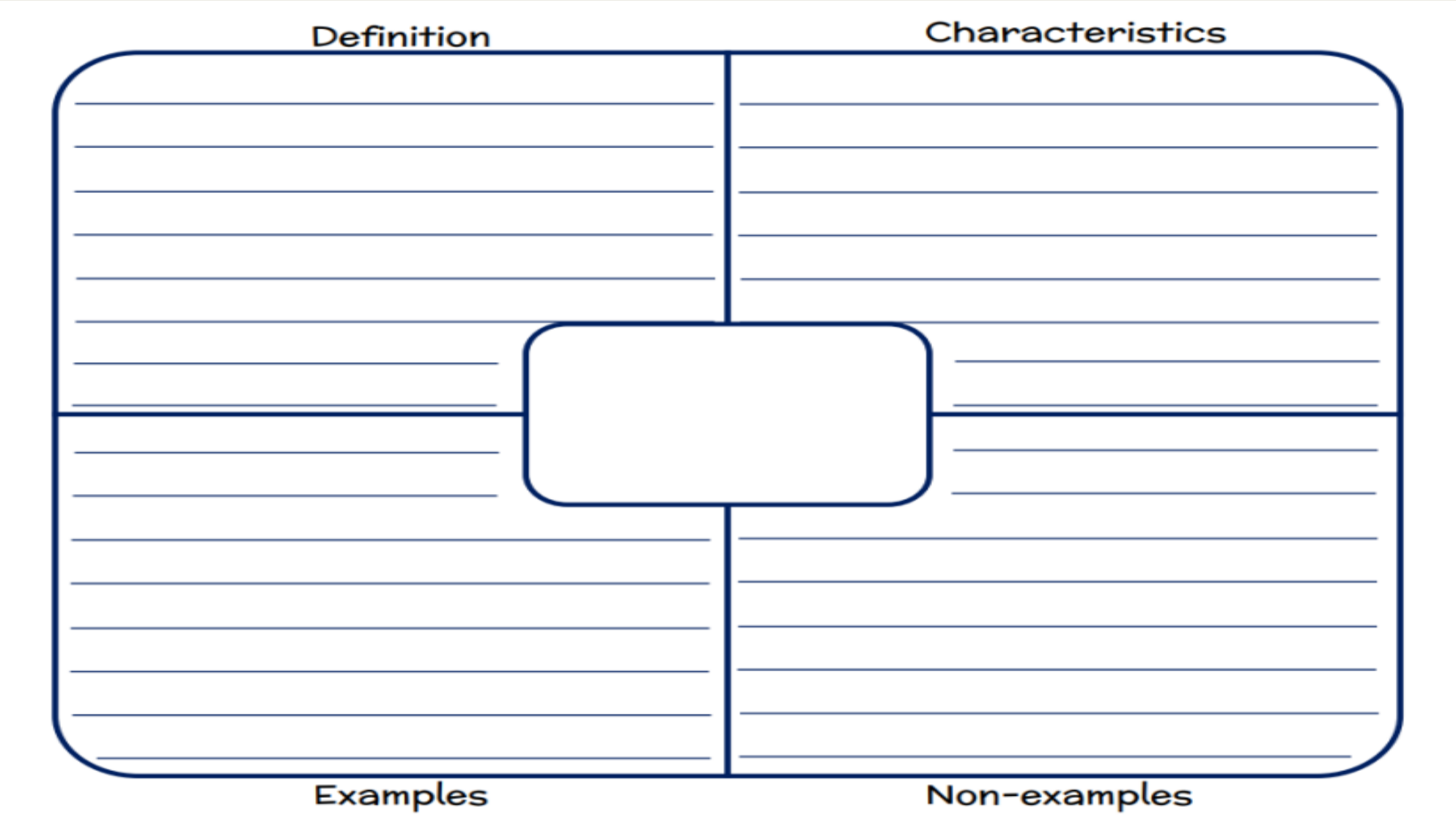
Frayer Model Template



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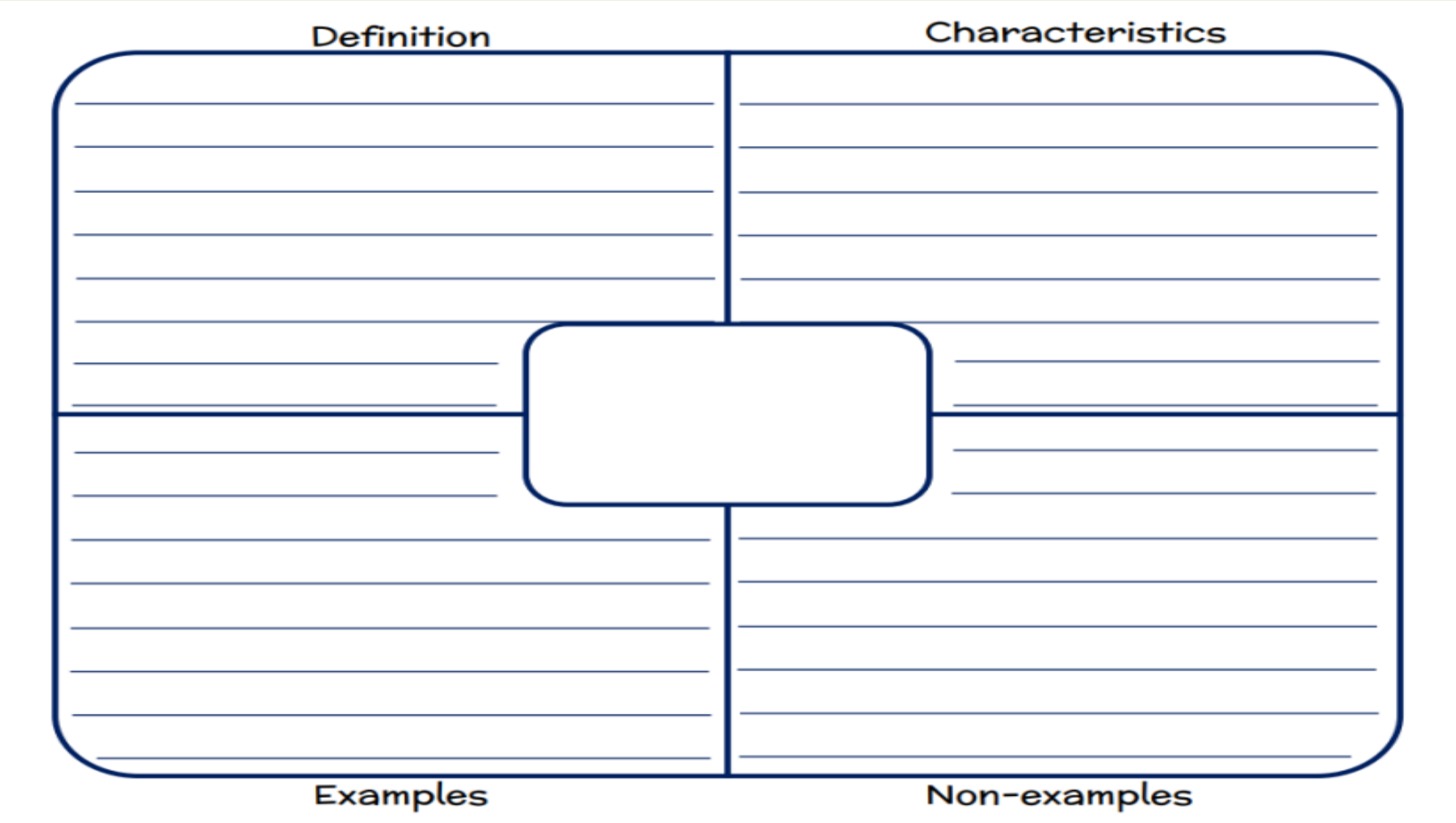

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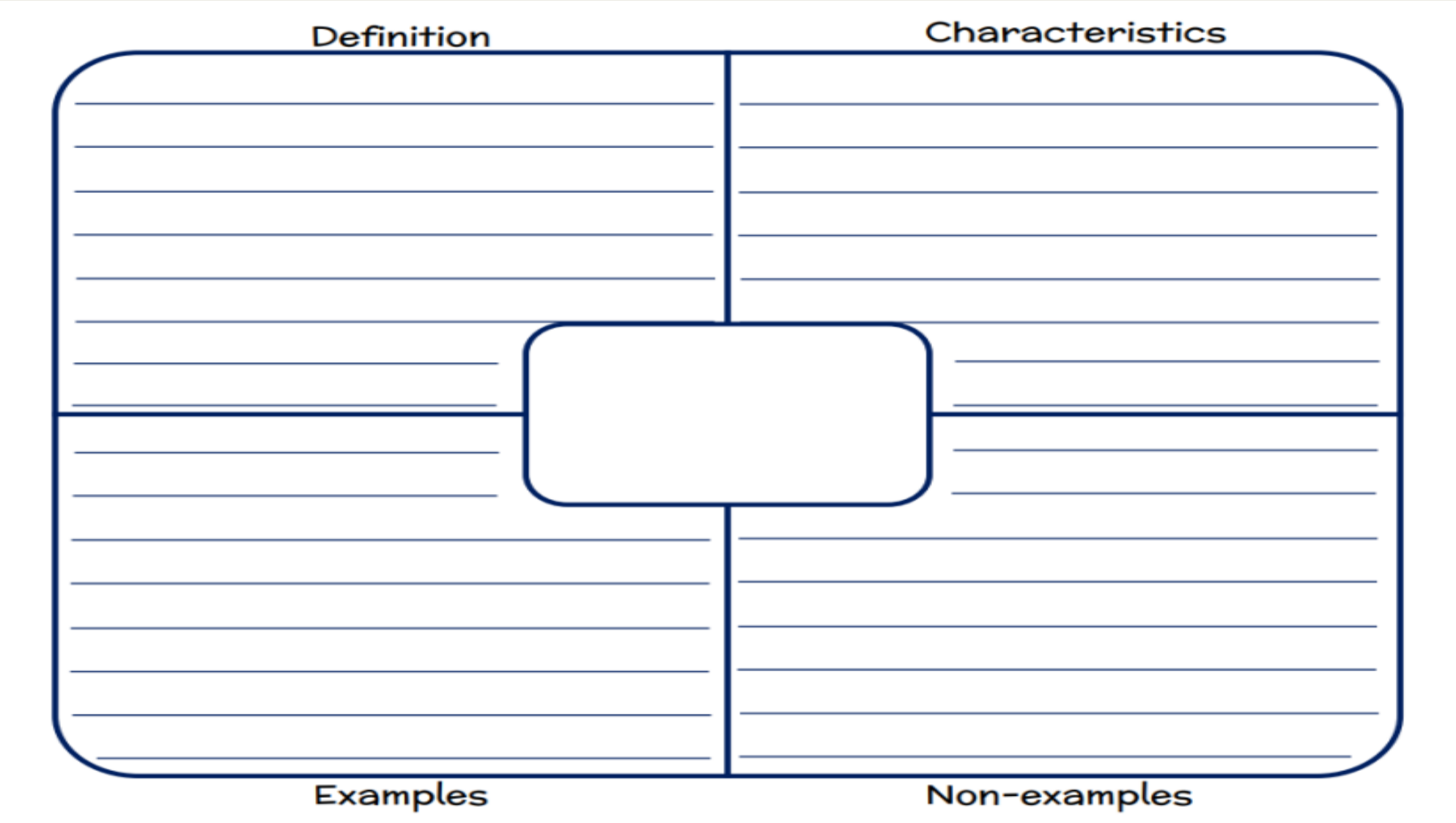

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