

# Home Learning Booklet



## Knowledge Goals Year 8 Half Term 6

# 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 if you have not been set homework by your class teacher).

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			

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# 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	emphasis	
2	illustrate	
3	register	
4	cite	
5	dimension	
6	perspective	
7	revenue	
8	sufficient	
9	notion	
10	confer	

# Literacy Tier 2 Frayer Model

examples

Definition	Characteristics
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<div style="border: 2px solid blue; border-radius: 15px; width: 100px; height: 40px; margin: 0 auto;"></div>	
Examples	Non-examples
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Definition	Characteristics
<p>A shape with equal length sides and equal angles between each side. They differ from irregular polygons in that they not only cannot have unequal length sides or angles, but they can also not have curved lines.</p>	<p>Enclosed shape of straight sides Sides are equal length Angles are equal between the sides No curved lines Can be drawn on flat surface</p>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; color: yellow; font-weight: bold;">Regular Polygons</div>	
<p>Examples</p> 	<p>Non-examples</p> 

Definition:	Characteristics:
<p>A cold-blooded, air breathing animal that has scales instead of hair or feathers. There are around 6,000 species</p>	<ul style="list-style-type: none"> <li>- Dry, scaly skin</li> <li>- Reproduce by laying eggs</li> <li>- Cold blooded &amp; air breathing</li> <li>- Backbone</li> </ul>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; font-weight: bold;">Reptiles</div>	
<p>Examples:</p> <p>Four existing orders of reptiles: Turtles, crocodiles &amp; alligators, lizards &amp; snakes, and tuataras.</p>	<p>Non-examples:</p> <ul style="list-style-type: none"> <li>- Amphibians e.g. frogs</li> <li>- Mammals e.g. elephants</li> <li>- Fish e.g. sharks</li> </ul>

DEFINITION	CHARACTERISTICS
<p>The multiple created when a positive integer is multiplied by the same positive integer</p>	<ul style="list-style-type: none"> <li>• The process of creating a square number is called "squaring" and is shown using an exponent of 2 (<math>a^2</math>)</li> </ul>
<div style="border: 1px solid gray; border-radius: 50%; padding: 10px; display: inline-block;">Square Number</div>	
EXAMPLES	NON-EXAMPLES
<p>4 (<math>= 2^2</math>)    9 (<math>= 3^2</math>)</p> <p>100 (<math>= 10^2</math>)    484 (<math>= 22^2</math>)</p> <p>1 (<math>= 1^2</math>)    10 000 (<math>= 100^2</math>)</p>	<p>2 (<math>\neq 1^2</math>)</p> <p>10            1000</p> <p>5</p> <p>-4            <math>\frac{1}{4}</math></p>

Definition	Characteristics/Features
<p>A change beginning around 1750 where a greater number of goods were produced in large factories rather than in homes or small family businesses.</p>	<ul style="list-style-type: none"> <li>• improved agricultural production</li> <li>• increase in population and number of cities</li> <li>• steam-driven machinery used for transport and goods production</li> <li>• use of coal as an energy source</li> <li>• greater availability of iron</li> </ul>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Industrial Revolution</div> 	
<p>• First mechanical reaper in 1834.</p> <p>• Increase city size and density: London increased from 5 million in 1700 to nearly 9 million by 1800.</p> <p>• Mass production of goods occurs:</p> <ul style="list-style-type: none"> <li>o Britain: textile manufacture centralised to mills by 1780s</li> <li>o USA: by 1914, the USA was producing more steel than Britain, Germany, France and Austria-Hungary combined.</li> </ul>	<ul style="list-style-type: none"> <li>• isolated communities with a hunter-gatherer economy</li> <li>• people living as subsistence farmers on small plots</li> <li>• people working fields by hand</li> <li>• transport predominately by horse and cart</li> </ul>
Examples	Non-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  
[Lisa Stevens' Intricate Ceramic Sculptures Embrace Aquatic Beauty \[Video\] In 2024](#)  
[| Ceramic sculpture, Ceramics, Intricate](#)  
[\[pinterest.com\]](#)

# Knowledge Goals: Art

## Project overview

Using sealife as your inspiration, you will design and make a decorative ceramic trinket dish. You will be inspired by the detailed work of ceramic artist Lisa Stevens, producing a research page on her work. Your drawing and design skills will develop as you produce drawings from secondary sources, and design ideas. You will learn how to analyse and assess your work to develop and produce the best outcome. The final outcome will be a highly decorative, trinket dish made from clay.

## Key terms

**Ceramics** - pots and other articles made from clay hardened by heat.

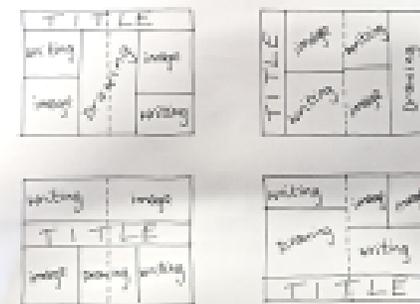
**Trinket dish** - A trinket dish is a small, shallow container, often decorated with pretty designs and colours.

**Form** - A shape in 3 dimensions

## Lisa Stevens

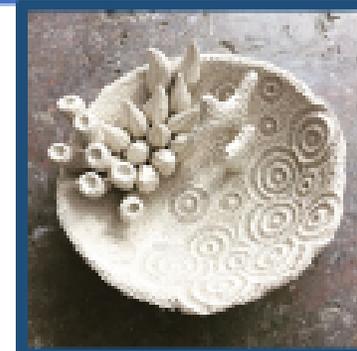
- Creates ceramic sculptures
- Based in Bristol
- Previously worked as a sculptor for Aardman Animations
- Takes inspiration from coral reefs, flowers, geology, moss, and lichen
- Among her body of work are seashell-like bowls with varying configurations of flowers and aquatic shapes painted in vibrant greens and oranges.

## Creating an Artist research page



### INCLUDE:

1. Hand drawn title in appropriate lettering
2. Hand drawn copy of the artist's work OR your own work in his style
3. 2-4 colour printouts, labelled correctly (see handout)
4. Information in your own words
5. Your opinions about the artist's work with reasons





# Knowledge Goals: Biology – Working scientifically - enquire

## Collecting data

When collecting data in an investigation, your data needs to be organised in a **table**.

You should always make sure your columns have a **heading** with **units**, see the example below:

Test tube	Volume of gas collected (mL)			
	Repeat 1	Repeat 2	Repeat 3	Mean
A				
B				
C				

Investigations need to be **repeated**, the more times the better! Usually 3 times is enough, then you can calculate a **mean** (average).

The bigger your sample size, the better – it means you'll get more **reliable** results. When considering a sample size you also need to consider time, if your sample is too big then it may take you too long to test!

## Devise questions

When designing an investigation, you need to think of a question to investigate, for example – 'How does the light intensity affect the rate of photosynthesis?'

1. Identify an independent variable.
2. Identify a dependent variable
3. Write a question linking the variables "How does .... affect ....."

## Plan variables

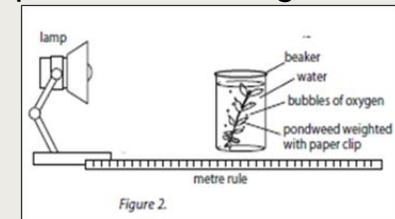
- Decide how to change the independent variable - what equipment do you need?
- Decide how to measure the dependent variable - what equipment do you need?
- Decide what you need to keep the same (the control variables) and how you can do that e.g. controlling temperature by using a water bath and thermometer.

## Testing hypotheses

Scientists come up with an explanation for their observations, this explanation is called a **hypothesis**. A hypothesis can be tested to see if it is correct. For example:

Hypothesis – increasing light intensity increases the rate of photosynthesis.

This can be tested by measuring the oxygen production in pondweed, using the following equipment:



Scientists also make a prediction on what their results will show. This is a possible outcome (what they think will happen) based off their scientific knowledge. After the investigation, we can make a conclusion and say whether our prediction was correct. For the example above:

**Prediction** – The more light there is, the more oxygen there will be.



# Knowledge Goals: Chemistry – Working scientifically - communicate



## Communicate ideas



- Use scientific instead of everyday words
- Write in the right style for the audience – e.g. bullet points for instructions
- Draw a diagram if it helps, using pencil and a ruler
- Include evidence (e.g. a results table or other data)
- Check your spelling carefully
- If you decide to write in paragraphs, make sure one paragraph = one point
- Use the link words you have learned e.g. 'therefore ...', 'one reason is...', 'to summarise...' etc.

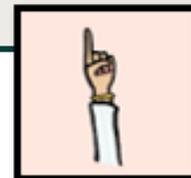
An example of communicating an idea in year 8 science is explaining how periodic table groups contain elements with similar properties

## Construct explanations

- Write down what you want to explain
- Write down any observations you have made or what scientific ideas you know about that will help your explanation (a diagram might also help)
- Make sure you have clearly included the **evidence** for your idea
- Explain why the evidence supports your idea

For example, in year 8 you might have to explain why some metals can be extracted from their ore by heating with carbon, but some metals cannot

## Justify opinions



- State your opinion clearly about the issue or decision
- State the facts or data or scientific theory that supports your decision
- Be prepared to accept other sound scientific opinions or alternative facts
- Explain how your evidence supports your opinion
- Explain how your evidence does not support the other opinion

For example, in year 8 you might have to justify which separating method would be best for separating salt from salty water

## Critique a claim



### When doing this, we must ask ourselves ...

- Is the claim clearly stated ?
- What is the **evidence** used for the claim and is it accurate and relevant ?
- What **reasoning** was used to link the evidence to the claim ?

An example of a claim you might investigate in year 8 is 'taller people have bigger lung volumes'



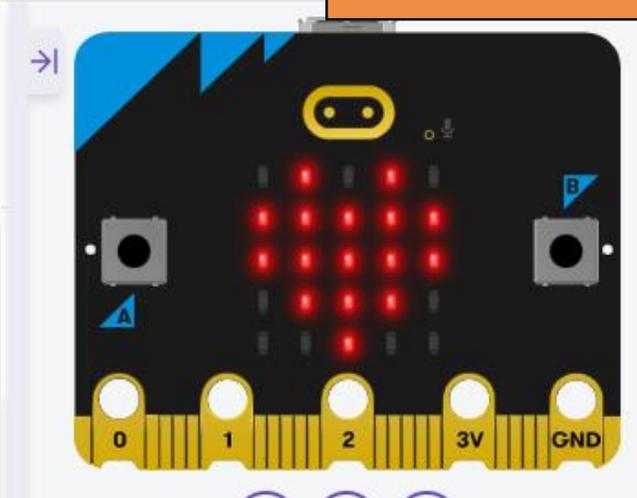
# Knowledge Goals: Computer Science

## MICRO PYTHON:

Micro Python is a version of the Python programming language which works on the MicroBit mini-computer!

Untitled project

```
1 # Imports go at the top
2 from microbit import *
3
4
5 # Code in a 'while True:' loop repeats forever
6 while True:
7     display.show(Image.HEART)
8     sleep(1000)
9     display.scroll('Hello')
10
```



## Selection & Iteration:

Python can choose what code you want it to run by using "if" statements. It can also run your code repeatedly, or *iterate*, by using **while** loops:

```
from microbit import *

while True:
    if button_a.is_pressed():
        display.show(Image.YES)
    elif button_b.is_pressed():
        display.show(Image.NO)
```

## Using Buttons:

You can program the MicroBit to sense button presses, and run code in accordance with that:

### Button was pressed

Choose button: A

```
while True:
    if button_a.was_pressed():
        display.scroll('A')
```

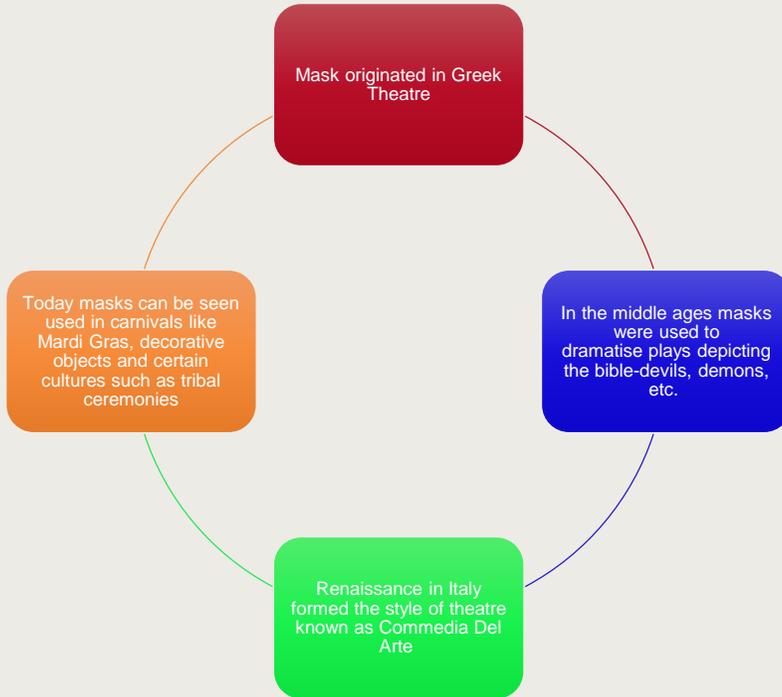
### Button is pressed

Choose button: A

```
while True:
    if button_a.is_pressed():
        display.scroll('A')
```



# Knowledge Goals: Drama (Masks)



A mask can represent many things:

- An emotion
- A character
- A characteristic (eg. Greed, creepiness, kindness, blind etc).
- A universal character stereotype
- A conscious narrator (knows the storyline and is there to help the audience understand too).

- When wearing a mask the body suits the needs of the mask
- Body language and gesture are the two main skills for the actor when wearing a mask.
- Upon entering the stage the actors body should reflect the mask, they should walk to the front of the stage and “Clock” the audience. Stand and look directly at them. Hold this for 5 seconds.
- Think about the character that represents the mask.
- You may resort to stereotypes.
- There can be no speaking when performing in mask.
- You must always face the front.



# Knowledge Goals: English

ABOUT THE TOPIC/GENRE	CONVENTIONS	HOW TO IMPROVE AT HOME
<p><b>This unit will give you the opportunity to learn more about the world of media, while revisiting key skills that we have used this year. You will look at how film scenes are put together and the dramatic elements that directors have to consider. You will look at how scenes from books come to life in film. You will design your own film scene and use your powers of description. This unit will also give you a taste of some of the things that you could learn if you choose to study Media Studies for GCSE.</b></p>	<p>6 Dramatic Elements used to create atmosphere in a scene:</p> <p>Light Dark Stillness Movement Silence Sound</p>	<p>Create your own dictionary of powerful descriptive language – 1 word for each letter of the alphabet.</p> <p>Do punctuation quizzes online to make sure that you know how to use wider range of punctuation types (with accuracy). Search BBC Bitesize ‘KS3 GRAMMAR’ or click the link below: <a href="#">Grammar - KS3 English - BBC Bitesize</a> for tips.</p> <p>Improve your descriptive writing by taking a photo (or finding a photo) and practise describing everything that you can see. Try to use similes, metaphors and personification in your descriptions.</p>
KEY TERMINOLOGY/TECHNIQUES	CORE ASSESSMENT SKILLS	STUDENTS ARE AIMING TO BE ABLE TO WRITE:
<p><b><i>Media, publishing, interactive, narrative, descriptive, genre, review, audience, demographics, psychometrics, mise en scene, storyboard, focus (shift, widened, narrowed), angle, director’s interpretation, focus shift, foregrounding, wide shot</i></b></p>	<p>AV            Use ambitious, challenging vocabulary</p> <p>ALT            Apply language/literary techniques</p> <p>AP            Accurate/ambitious punctuation</p> <p>SV            Sentence variety (including varying sentence openings)</p>	<p>The sun-kissed beach was a veritable haven. Soft, white sand stretched lazily from one end of the coastline to the other, inviting visitors to take off their shoes and dip their toes in the cool water.</p> <p>Warm sunshine beat down on my skin as I walked along the smooth shoreline, enjoying the salty ocean breeze that greeted me with each step. In the distance, I could see boats anchored in the harbour- their masts swaying gracefully with the rhythm of the waves.</p>



# Knowledge Goals: Technology - 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

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

**KEY TERMS**

## Types of plastics

**Thermosetting**  
Plastics **cannot be reheated** and **reshaped** due to a chemical reaction that occurs when they are first manufactured.

- Initially **set by heat**
- Cannot be **reshaped once set**
- Extremely **strong and durable**
- **CANT** be recycled

**Thermoforming**  
Plastics **can be reheated** and therefore **reshaped**.

- **Soften** when heated
- Can be **reshaped**
- More commonly used in **school**
- **CAN** be recycled

**Polymers**



Think of the word "set" what does it mean?  
(Put something in a set position)



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

**CAM**  
Computer Aided Manufacture

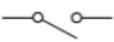
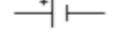
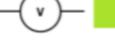
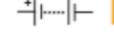
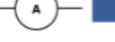
**Laser cutter**

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






## Symbols to recognise

	Switch (Open)		Lamp
	Switch (Closed)		Fuse
	Cell		Voltmeter
	Battery		Ammeter
	Diode		Thermistor
	Resistor		LDR
	Variable Resistor		LED



# 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

**REDUCING FOOD MILES!**

Food Miles are how we calculate how far food has to travel before it reaches our plates.

**How To HELP!**

- 1) Buy local products
- 2) Recycle food scraps
- 3) Grow your own
- 4) Eat foods in season
- 5) No plastic packaging
- 6) Buy foods that have good assurance logos, for example FAIRTRADE

## 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**

<b>Saturated Fat (Bad Fats)</b>	<b>Unsaturated Fat (Good Fats)</b>
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
<ul style="list-style-type: none"> <li>Obesity</li> <li>Type 2 diabetes</li> <li>Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>Fat soluble vitamin deficiencies</li> </ul>

**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
<ul style="list-style-type: none"> <li>Obesity</li> <li>Type 2 diabetes</li> <li>Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>Tooth decay</li> <li>Type two diabetes</li> <li>Obesity</li> </ul>

**Protein**

**Function:** Growth and Repair, Energy

**Sources:**

<b>Plant:</b> Nuts, Quorn, Beans, Lentils	<b>Animal:</b> Eggs, Fish, Meat
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Too much	Too little
<ul style="list-style-type: none"> <li>Turns to fat if not turned into energy</li> </ul>	<ul style="list-style-type: none"> <li>Anaemia</li> <li>Slow growth in children</li> </ul>

**Water**  
Keeps us hydrated.

**Source**  
Drinks, fruit and vegetables, soup.

<b>Function</b> <ul style="list-style-type: none"> <li>Controls body temperature.</li> <li>Gets rid of waste in the body.</li> </ul>	<b>Too little</b> <ul style="list-style-type: none"> <li>Dehydration leads to headaches, irritability and loss of concentration.</li> </ul>
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**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

<b>Lacto-ovo-vegetarians</b> <ul style="list-style-type: none"> <li>Eggs</li> <li>Milk</li> <li>Honey</li> <li>Plant food</li> </ul>		<b>Lacto-vegetarians</b> <ul style="list-style-type: none"> <li>Eggs</li> <li>Milk</li> <li>Honey</li> <li>Plant food</li> </ul>
<b>Ovo-vegetarians</b> <ul style="list-style-type: none"> <li>Eggs</li> <li>Milk</li> <li>Honey</li> <li>Plant food</li> </ul>		<b>Vegans</b> <ul style="list-style-type: none"> <li>Eggs</li> <li>Milk</li> <li>Honey</li> <li>Plant food</li> </ul>

+ Yes, they eat these foods

- No, they do not eat these foods

## Food Poisoning

### Types of Food Poisoning

Food poisoning comes from many sources, including bacteria, viruses, and fungi.



**Listeria**  
fresh milk, unwashed produce



**E. coli**  
fecal contamination



**Campylobacter**  
undercooking, unhygienic kitchen



**Salmonella**  
undercooking, poor hygiene



Abdominal pain, Diarrhea, Fever, Nausea Vomiting



# Knowledge Goals: French

## Mots

### Le petit déjeuner

Je mange....	<i>I eat...</i>
un croissant	<i>a croissant</i>
un fruit	<i>a piece of fruit</i>
un pain au chocolat	<i>a 'pain au chocolat'</i>
une baguette	<i>a French loaf</i>
du pain	<i>bread</i>
du pain grillé	<i>toast</i>
de la confiture	<i>jam</i>
des céréales	<i>cereals</i>
Je bois ...	<i>I drink ...</i>
du café	<i>coffee</i>
du chocolat chaud	<i>hot chocolate</i>
de l'eau	<i>water</i>
du jus d'orange	<i>orange juice</i>
du lait	<i>milk</i>
du thé	<i>tea</i>
Je ne mange rien.	<i>I don't eat anything.</i>
Je ne bois rien.	<i>I don't drink anything.</i>

### Le déjeuner

les entrées	<i>starters</i>
les carottes râpées	<i>grated carrot</i>
les œufs	<i>eggs</i>
un pamplemousse	<i>grapefruit</i>
le saucisson	<i>salami</i>
une salade verte	<i>green salad</i>
le plat	<i>main course</i>
la viande	<i>meat</i>
le bifteck	<i>steak</i>
le poulet	<i>chicken</i>
un steak haché	<i>burger</i>
le jambon	<i>ham</i>
le poisson	<i>fish</i>
avec...	<i>with ...</i>
des frites	<i>chips</i>
des pâtes	<i>pasta</i>
des pommes de terre	<i>potatoes</i>

du riz

Je ne mange pas de poisson/viande/frites.

### Les légumes

l'ail (m)	<i>garlic</i>
la carotte	<i>carrot</i>
le champignon	<i>mushroom</i>
le chou-fleur	<i>cauliflower</i>
le haricot (m)	<i>bean</i>
l'oignon (m)	<i>onion</i>
les petits pois	<i>peas</i>
la tomate	<i>tomato</i>

### Les desserts

un fruit	<i>a piece of fruit</i>
le gâteau	<i>gâteau/cake</i>
une mousse au chocolat	<i>a chocolate mousse</i>
la compote de pommes	<i>apple purée</i>
une tartelette	<i>a small flan</i>
un yaourt	<i>a yoghurt</i>
du fromage	<i>cheese</i>

### Les fruits

l'ananas (m)	<i>pineapple</i>
la banane	<i>banana</i>
le citron	<i>lemon</i>
la fraise (les fraises)	<i>strawberry (strawberries)</i>
la pêche	<i>peach</i>
les raisins	<i>grapes</i>
la pomme	<i>apple</i>
la poire	<i>pear</i>
l'orange (f)	<i>orange</i>
la cerise (les cerises)	<i>cherry (cherries)</i>

*rice*

*I don't eat any fish/meat/chips.*

### Vegetables

<i>garlic</i>
<i>carrot</i>
<i>mushroom</i>
<i>cauliflower</i>
<i>bean</i>
<i>onion</i>
<i>peas</i>
<i>tomato</i>

### Puddings

<i>a piece of fruit</i>
<i>gâteau/cake</i>
<i>a chocolate mousse</i>
<i>apple purée</i>
<i>a small flan</i>
<i>a yoghurt</i>
<i>cheese</i>

### Fruits

<i>pineapple</i>
<i>banana</i>
<i>lemon</i>
<i>strawberry (strawberries)</i>
<i>peach</i>
<i>grapes</i>
<i>apple</i>
<i>pear</i>
<i>orange</i>
<i>cherry (cherries)</i>

### Combien?

Je voudrais ...	<i>I would like ...</i>
un kilo	<i>1kg</i>
cinq cent grammes	<i>500g</i>
deux cent cinquante grammes	<i>250g</i>
deux cent grammes	<i>200g</i>
cent grammes	<i>100g</i>
une boîte de ...	<i>a tin of ...</i>
un paquet de ...	<i>a packet of ...</i>
un tube de ...	<i>a tube of ...</i>
un pot de ...	<i>a pot of ...</i>
une bouteille de ...	<i>a bottle of ...</i>
Et avec ça?	<i>Anything else?</i>
C'est tout?	<i>Is that all?</i>
Oui, c'est tout.	<i>Yes, that's all.</i>

### Les magasins

la boulangerie	<i>baker's</i>
la boucherie	<i>butcher's</i>
la charcuterie	<i>delicatessen</i>
la pâtisserie	<i>cake shop</i>
le supermarché	<i>supermarket</i>

### How much/ how many?

<i>I would like ...</i>
<i>1kg</i>
<i>500g</i>
<i>250g</i>
<i>200g</i>
<i>100g</i>
<i>a tin of ...</i>
<i>a packet of ...</i>
<i>a tube of ...</i>
<i>a pot of ...</i>
<i>a bottle of ...</i>
<i>Anything else?</i>
<i>Is that all?</i>
<i>Yes, that's all.</i>

### Au snack

les boissons
un coca
une limonade
l'eau minérale
une glace
Bonjour.
Je voudrais ...
Vous avez choisi?
Prenez-vous une entrée/un dessert?
Je ne prends pas de dessert.

### At the fast food restaurant

<i>drinks</i>
<i>coca-cola</i>
<i>lemonade</i>
<i>mineral water</i>
<i>ice-cream</i>
<i>Hello.</i>
<i>I would like ...</i>
<i>Have you chosen?</i>
<i>Are you having a starter/pudding?</i>
<i>I am not having pudding.</i>

# Knowledge Goals: French

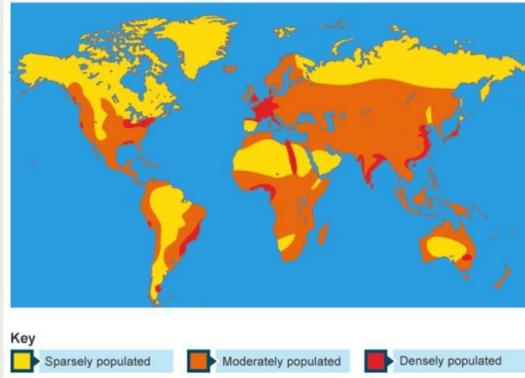
## Half Term 4: Tier 3 Vocabulary

#	Key word	Example
1	Connective	Et, aussi, mais, car, parce que, par contre, cependant
2	Opinion Verbs	J'aime, j'adore, je préfère, je n'aime pas, je déteste
3	Justifications	parce que / car c'est / ce n'est pas...
4	Qualifier	un peu, assez, très, vraiment
5	Adjective	Intéressant, rapide, confortable, pratique, barbant, ennuyeux, lent, cher
6	Time Phrase	Ce matin, cet après-midi, ce soir, aujourd'hui, le week-end prochain
7	Tenses	Past - J'ai visité / j'ai mangé / j'ai acheté / j'ai bu / j'ai vu / j'ai fait / je suis allé / c'était Present - Je vais / je mange / je fais / je bois / je joue Future - Je vais aller / je vais visiter / je vais faire / je vais manger Conditional (would) - je voudrais + verb

# Knowledge Goals: Geography – How did we get to 8 billion people?

## Population density

refers to the number of people living in an area. It is worked out by dividing the number of people in an area by the size of the area. If there are few people living in an area this means that it is **sparsely populated**, while a **densely populated** area has many people living there.



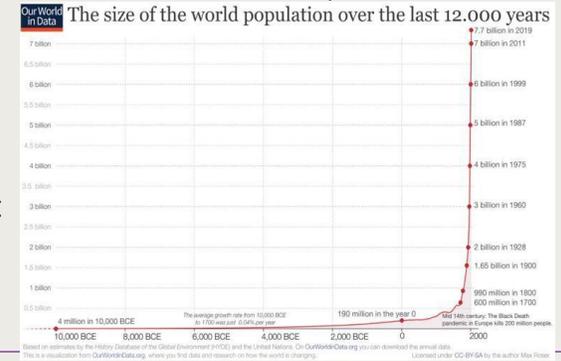
Key  
■ Sparsely populated    ■ Moderately populated    ■ Densely populated

## Population changes

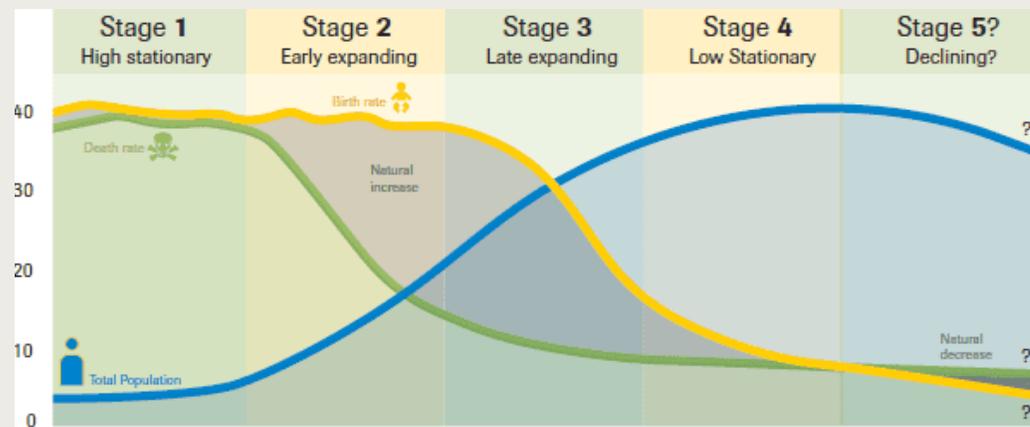
The world's population has changed over time. During the 1st century AD, the world population was about 300,000 people. The current population is over 8 billion, and most of the growth has taken place within the last 100 years.

### What causes population to change?

Births deaths migration  
 Overtime, as healthcare has improved, death rates have continued to fall. The introduction of vaccines has also helped to protect people from diseases. As a result, **life expectancy** has increased.



## Demographic Transition Model



The demographic transition model describes how population growth happens when people get access to health care, education and secure food supplies.

- Babies survive which means death rate drops and life expectancy increases;
- Birth rates fall more slowly so the population grows,
- Birth rate falls below the death rate and the population begins to shrink.

## Population Pyramids

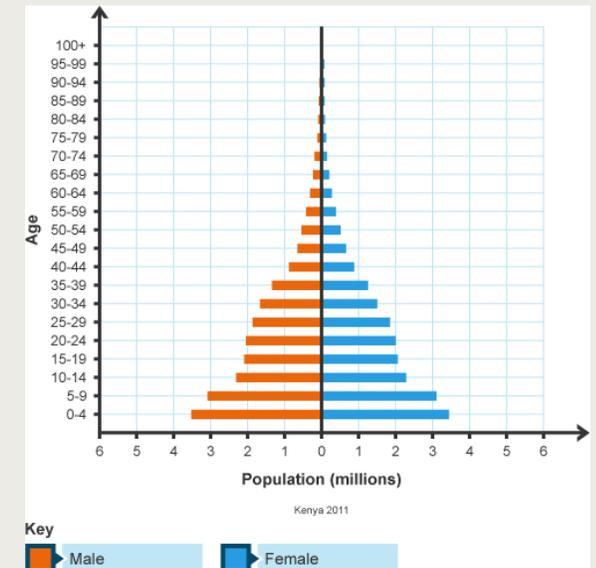
Population structures are shown using population pyramids. A population structure refers to the number of males and females in each age group that are found within a specific place.

### What does this mean?

A wide base means there are lots of young people, and suggests a **high birth rate**.  
 A narrow base means a smaller proportion of young people, suggesting a **low birth rate**.

A thin middle, short pyramid means a smaller ageing population, suggesting that there is not a **long-life expectancy**.

While improvements in healthcare have historically lowered death rates, increased access to contraception has lowered birth rates.



Key  
■ Male    ■ Female



# Year 8 Knowledge Goals – World War One



1882  
Triple Alliance  
created

1907  
Triple  
Entente  
created

28<sup>th</sup> June 1914  
Assassination of  
Franz Ferdinand

28 July 1914  
World War  
One begins

1916  
Conscription  
introduced

1<sup>st</sup> July 1916  
Battle of the  
Somme begins

11<sup>th</sup> November 1918  
Armistice ends World  
War One

## Causes of World War One

### Militarism

Germany and the UK wanted the most powerful navy in the world. Britain adopted the 'two-power- standard, meaning their navy had to be at least as big as the second and third largest combined. Germany tried to compete with this, so Britain made their ships even more powerful – called Dreadnoughts.

### Imperialism

By 1900, Britain had the largest empire in the world ruling over 400 million people. Germany had only been formed in 1871, but wanted to compete with Britain. In 1901, Kaiser Wilhelm II made a speech saying he wanted Germany to have 'a place in the sun'. Germany and France got into conflict in 1911 over Morocco.

What  
caused  
World  
War  
One?

### Alliances

In 1882 Germany, Austria-Hungary and Italy created the Triple Alliance. This meant they promised to protect each other if one of them was attacked. In 1907 Britain, France and Russia created the Triple Entente. This surrounded Germany, making them feel threatened.

### Nationalism

Serbia believed in itself as a strong race of people, but in 1908 Austria-Hungary had taken Bosnia when they had wanted to join Serbia. In 1914, the Black Hand was formed, who wanted Austria-Hungary to leave Bosnia. On 28 June 1914, the Black Hand assassinated the Austrian Archduke Franz Ferdinand and his wife. Russia had previously promised to support Serbian nationalism

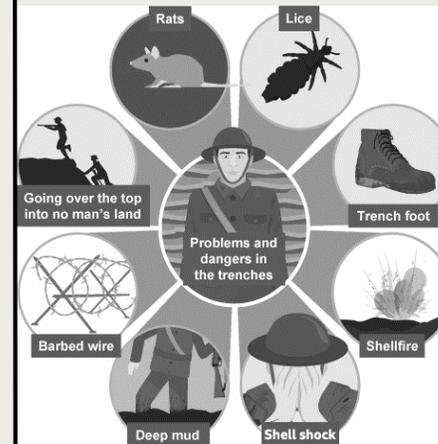
## Why did men sign up for the war?

In August 1914, Lord Kitchener realized Britain needed a bigger army. He tried to encourage men to sign up in various ways.

- Propaganda posters, making men feel proud to fight for their country. 54 million posters were issued.
- 8 million letters were sent.
- 20,000 speeches were given by military spokesmen.
- Pals Battalions – encouraging men to join up with their friends. One famous one was the Accrington Pals, with around 700 men from Lancashire signing up.

By the end of 1914, over 1.1 million men had signed up. However, some men refused to fight for moral or religious reasons, saying their consciences would not allow them to kill. These people were known as conscientious objectors.

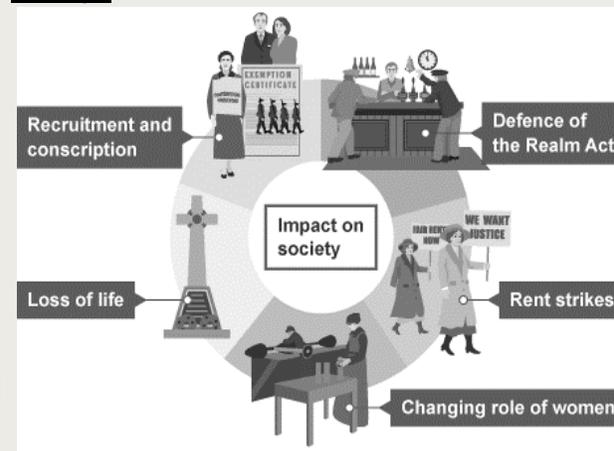
## What was life like in the trenches?



## Were 'lions led by donkeys' at the Battle of the Somme?

Yes because...	No because...
<ul style="list-style-type: none"> <li>• Haig's plan to destroy German defences with a seven day artillery bombardment failed.</li> <li>• Nearly 20,000 British deaths on first day, with over 620,000 British and French casualties.</li> <li>• Five month battle, with only 6 miles of land gained.</li> </ul>	<ul style="list-style-type: none"> <li>• German's suffered 500,000 casualties, with experienced soldiers killed.</li> <li>• Pressure was relieved on Verdun – one of key aims of the battle.</li> <li>• The British used new tactics – the creeping barrage, tanks, aerial reconnaissance.</li> </ul>

## How did World War One impact British society?



### Defence of the Realm Act (DORA)

- Became law 8 August 1914. Allowed the government to do anything necessary to help the war effort and protect country.
- Censorship of newspapers, striking banned, working day extended, no talking about military matters in public.

### Rent strikes

- Demands for war workers in industrial areas increased demand for housing. Rents massively increased.
- Led to protests, such as in Glasgow when 25,000 joined in. Government responded with Rent Restriction Act in 1914 – freezing rent at 1914 levels.

### Changing role of women

- Before war, women's role was considered to be in the home.
- With men signing up for war, female employment increased. Especially in factories – by 1917, roughly 80% weaponry and ammunition was made by women known as the 'Mmunitionettes'.
- 1915: Women's Land Army created.
- Voluntary Aid Detachment (VAD) provided field nursing.
- Women's Army Auxiliary Corps (WAAC) – women employed in armed services.

### Loss of life

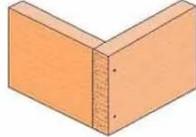
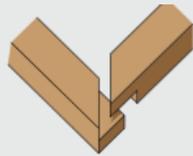
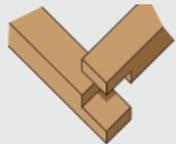
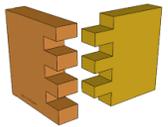
- 880,000 died, 6% of the adult male population.
- Many towns, villages and cities began creating memorials for the Fallen.



# Knowledge Goals: Technology - 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.

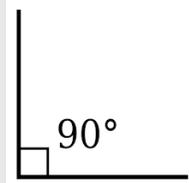
**Just in time production (JIT)** – This scale of production relies on the product been manufactured to a time schedule. This allows raw materials to be delivered at an exact time for production and then manufactured and are shipped straight to distribution /retailers. Apple INC uses JIT production.



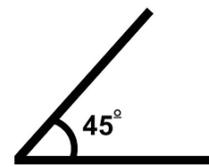
**Plan of Manufacture:** The steps to manufacture the product in order including health and safety and Quality Control

## 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

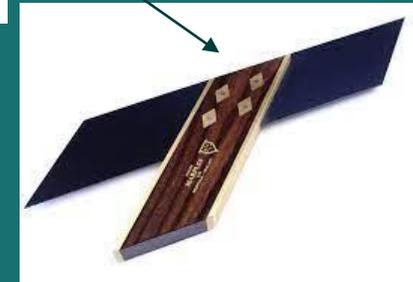


Cross-headed screwdriver



Engineers square

Mitre-Square



Scribe



Router



# Knowledge Goals: Maths

Unit 8 - Angles		
Topic	Video	Resource
Angles on a straight line and around a point	<a href="#">Watch this</a>	<a href="#">Complete this</a> <a href="#">Check your work</a>
Angles in parallel lines	<a href="#">Watch this</a>	<a href="#">Complete this</a> <a href="#">Check your work</a>
Angles in polygons	<a href="#">Watch this</a>	<a href="#">Complete this</a> <a href="#">Check your work</a>

### Alternate/ Corresponding angles

Because alternate angles are equal the highlighted angles are the same size.

Because corresponding angles are equal the highlighted angles are the same size.

### Co-interior angles

Because co-interior angles have a sum of  $180^\circ$  the highlighted angle is  $110^\circ$ .

As angles on a line add up to  $180^\circ$  co-interior angles can also be calculated from applying alternate/ corresponding rules first.

### Sum of interior angles

$(\text{number of sides} - 2) \times 180$

**Interior Angles**  
The angles enclosed by the polygon

Sum of the interior angles =  $(5 - 2) \times 180$

This shape can be made from three triangles  
Each triangle has  $180^\circ$

Sum of the interior angles =  $3 \times 180 = 540^\circ$

Remember this is **all** of the interior angles added together

This is an **irregular** polygon - the sides and angles are different sizes

### Basic angle rules and notation R

**Acute Angles**  
 $0^\circ < \text{angle} < 90^\circ$

**Obtuse**  
 $90^\circ < \text{angle} < 180^\circ$

**Reflex**  
 $180^\circ < \text{angle} < 360^\circ$

**Right Angles**  
 $90^\circ$

Right angle notation

**Straight Line**  
 $180^\circ$

The letter in the middle is the angle  
The arc represents the part of the angle

**Angle Notation:** three letters ABC  
This is the angle at B =  $113^\circ$

**Line Notation:** two letters EC  
The line that joins E to C.

**Vertically opposite angles**  
Equal

**Angles around a point**  
 $360^\circ$

### Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite!

Lines OF and BE are **transversals** (lines that bisect the parallel lines)

Corresponding angles often identified by their "F shape" in position

Alternate angles often identified by their "Z shape" in position

This notation identifies parallel lines

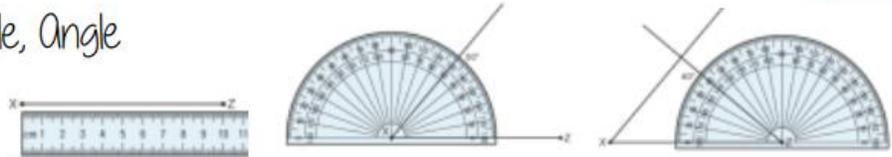
# Knowledge Goals: Maths

Unit 9 – Constructions		
Topic	Video	Resource
Loci and constructions	<a href="#">Watch this</a>	<a href="#">Complete this</a> <a href="#">Check your work</a>

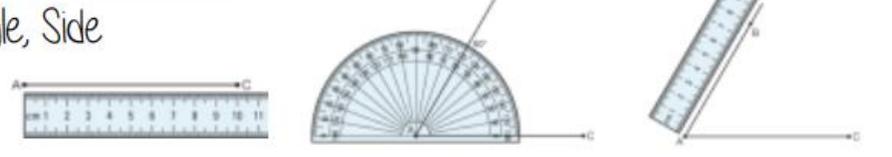
Triangles & Quadrilaterals

Link to steps → 

Side, Angle, Angle



Side, Angle, Side



Side, Side, Side





# Knowledge Goals: Music

## FOLK MUSIC

(Exploring Harmony and Accompaniments)

### A. History of Folk Music

Folk Music is **TRADITIONAL** music of the people performed by the people themselves and played within their own communities. Folk Music was passed on **ORALLY** (through speech or song) from one generation to the next – the **ORAL TRADITION** (passed down by word of mouth), and many Folk Songs were not originally written down. The Industrial Revolution of the 18<sup>th</sup> and 19<sup>th</sup> Centuries destroyed communities so many of the traditional Folk Songs were lost. Attempts were made to collect these songs and *Cecil Sharp* published a 'written down' collection of English Folk Music in 1907 which had taken a lifetime to collect. During the 1950's a great **FOLK MUSIC REVIVAL** began and bands in the 1970's 'mixed together' Folk and Rock (**FOLK ROCK**) as a type of musical **FUSION** e.g., *Lindisfarne*, *Steeleye Span*. Other musicians created more modern and commercial **ARRANGEMENTS** of Folk Songs such as *Ralph McTell's "Streets of London"* in 1975. Folk Music influenced bands such as *The Beatles* and artists such as *Paul Simon* and modern-day groups such as *The Corrs* use traditional Folk Music in their songs.

Cecil Sharp



The Corrs



Lindisfarne

Ralph McTell

### B. Types of Folk Music

People from different countries and cultures have their own **FOLK MUSIC**. However, although it may sound different, **FOLK SONGS** are often include **WORK SONGS**, including **SEA SHANTIES**: songs sung at sea by sailors, the rhythm of these helped the sailors haul the ropes that hoisted the sails, and songs about **EVERYDAY LIFE**, **THE SEASONS**, **BATTLES AND WARS**, **SHEPHERD'S SONGS** and **LULLABIES** (cradle songs). People also sang Folk Songs to help them forget their aches and pains e.g., *shepherds sang about their sheep and lambs and the bitter weather to help keep their spirits high*. Folk Music can also be **INSTRUMENTAL**, often used for dancing, entertainment, celebration, and religious ceremonies. Dancing to Folk Music still happens such as **MORRIS DANCERS** or **MAYPOLE DANCING**.



Morris Dancing



Maypole Dancing

### C. Folk Song Accompaniments

**TONIC PEDAL - A (BASS) PEDAL (POINT/NOTE)** is a note of long duration, often held in the bass part (lower down the keyboard) which uses the **TONIC** note, over which the melody line and chords will "fit" e.g.



**DRONE - A form of musical accompaniment consisting of continuous sounding pitched notes, usually a FIFTH apart (5 notes), again, often in the bass part e.g.**



**OSTINATO - A repeated musical pattern as an accompaniment, often using notes of the CHORD and rhythm patterns from the song e.g.**

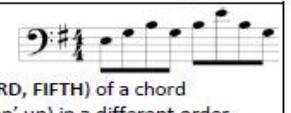


**CHORDS - Many Folk Songs use PRIMARY CHORDS (CHORD I, CHORD IV and CHORD V) and sometimes the SECONDARY CHORDS of CHORD III and CHORD VI as a musical accompaniment. The notes of a CHORD can be performed in different ways to create different accompaniments:**

As a **TRIAD** (all three notes (ROOT, THIRD, FIFTH) performed together, the ROOT sometimes in the BASS part acting as BASS LINE).



As a **BROKEN CHORD** - a way of playing the notes (ROOT, THIRD, FIFTH) of a chord separately ('broken' up) in a different order, ascending (going up) or descending (going down).

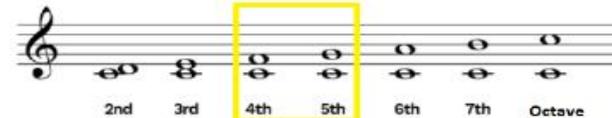


### D. Harmony in Folk Music: Intervals

**ACCOMPANIMENT - Music that accompanies either a lead singer or melody line. This can be instrumental performed by members of a Folk Band but also vocal often known as the "backing" provided by backing singers. (see C for different forms of accompaniments).**

**HARMONY - The effect produced by two or more pitched notes sounding together at the same time e.g., a chord or triad creates harmony or a lead singer and backing singers singing different melodies or parts 'in harmony' (COUNTER MELODY)**

**INTERVAL - The distance between two musical notes. The intervals of a FOURTH and FIFTH are common in Folk Music.**



As an **ARPEGGIO** - playing the notes of a chord ascending or descending (ROOT, THIRD, FIFTH) in order, but separately.



As an **ALBERTI BASS** - a way of playing the notes of a chord in the order: lowest (ROOT), highest (FIFTH), middle (THIRD), highest (FIFTH), repeated several times as a bass line **ACCOMPANIMENT**



### F. Instruments, Timbres and Sonorities of Folk Music

Many **FOLK SONGS** are often performed **UNACCOMPANIED** (with no instrumental accompaniment) = **A CAPPELLA**. However, the following instruments are often used in Folk Music:

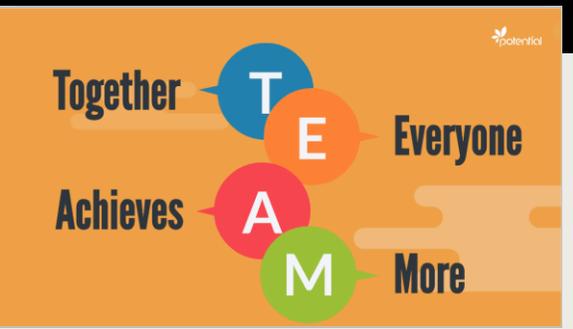
Penny/Tin Whistle	Harmonica or Mouth Organ	Acoustic Guitar	Northumbrian Pipes	Accordion	"Fiddle" (Violin)	Mandolin	Banjo	Concertina



# Knowledge goals: PDev



- ## 11 EXAMPLES OF ENTREPRENEURIAL SKILLS
- @EntrepreneurCastle
1. BUSINESS MANAGEMENT SKILLS
  2. TEAMWORK AND LEADERSHIP SKILLS
  3. COMMUNICATION AND LISTENING
  4. CUSTOMER SERVICE SKILLS
  5. FINANCIAL SKILLS
  6. ANALYTICAL AND PROBLEM-SOLVING SKILLS
  7. CRITICAL THINKING SKILLS
  8. STRATEGIC THINKING AND PLANNING SKILLS
  9. TECHNICAL SKILLS
  10. TIME MANAGEMENT AND ORGANIZATIONAL SKILLS
  11. BRANDING, MARKETING AND NETWORKING SKILLS



## Fighting homophobia and transphobia in schools

A groundbreaking French case study

OECD and SOS homophobie tested the impact of school interventions to combat homo- and transphobia

**SOS homophobie**  
Main French association in the fight against anti-LGBTI+ discrimination and violence.

+ 10,000 students (13-18 years old) from the Paris region in France, between 2018 and 2022.

Without school interventions, student receptiveness to LGBTI+ inclusion is limited

**Only 54% of students** consider that being LGBTI+ is not a choice.

**Only 43% of students** stated that an LGBTI+ student would not be alienated in their class.

School interventions have a lasting impact making students more receptive to LGBTI+ inclusion

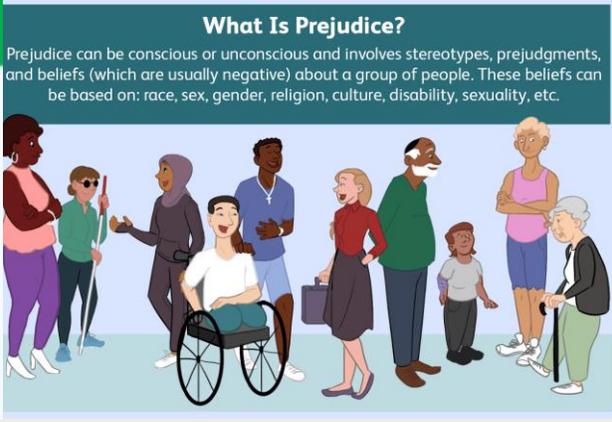
Being receptive of LGBTI+ inclusion means:

- Understanding what it means to be LGBTI+
- Being aware of the consequences of anti-LGBTI+ harassment
- Showing positive attitudes towards LGBTI+ people

One month after the school interventions...

- 64% increase Talking about LGBTI+ issues with school staff
- 20% increase Awareness of the consequences of anti-LGBTI+ harassment in middle schools
- 16% increase Receptiveness to LGBTI+ inclusion in high schools

This positive effect continues for at least three months after the session



## ACCESSIBILITY and reasonable adjustments

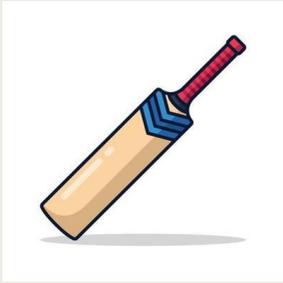
### Reasons to take action

**Around 14.1 million people in the UK have a disability - that's 1 in 5 of us.**

The reasonable adjustment duty applying to public service providers under the Equality Act 2010 is 'anticipatory', meaning they are expected to foresee requirements of disabled customers and the adjustments needed to allow disabled people to access the services or facilities they provide. Failure to meet that duty, could result in civil action being taken against the service provider.



# Knowledge Goals: PE



## Cricket

**Fielding** - I show good footwork and consistently field using the long barrier position during a game

**Bowling** - I am able to bowl the ball at a reasonable line & length.

**Batting** - I can use the drive to accurately place the ball between fielders

**Game Situations** - I can think about where to place the ball when batting and bowling, and field effectively to put the batter under pressure.



*International  
Cricket Council*



## Rounders

**Throwing/Catching** – I can throw a rounders ball fairly accurately and consistently to others in a game situation, demonstrating underarm and overarm throws.

**Fielding** – At times I can use the long barrier technique to stop a ball under pressure.

**Bowling** – I can bowl over the correct distance and use a variety of speeds.

**Batting** – I can hit the ball when it is bowled at me frequently under pressure and the ball goes a moderate distance.

**Game Situation** – I know the playing positions in rounders, but only feel comfortable playing some of them. I can select and accurately replicate a very good range of skills to outwit an opponent.



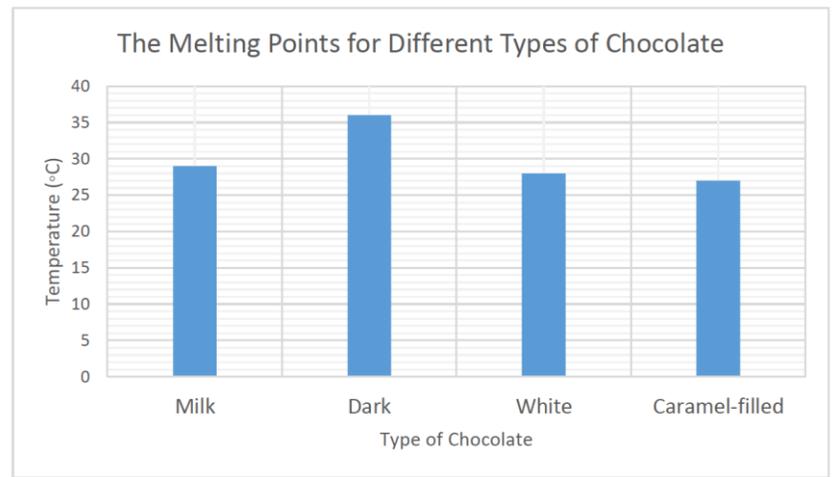


# Knowledge Goals: Physics – Working scientifically - analyse

There are two typical graphs that you will draw in scientific investigations - bar charts and scatter graphs.  
Normally, it is the **average** result that is plotted.

**Bar charts** – These are used when either what you changed (independent) or what you measured (dependent) are not numerical for example car colour, type of metal or type of wood.

Example 1: Do all types of chocolate have the same melting temperature?



The bars should be of an equal width and should be separated by a small gap.

**Success criteria:**

The type of chocolate is **non-numerical** therefore a bar chart is drawn.

There is a chart title.

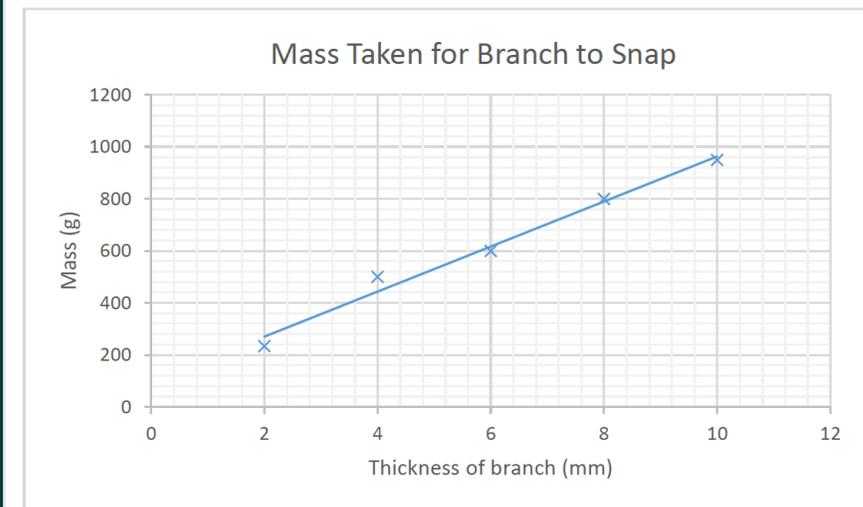
The independent variable is on the y-axis, dependent variable on the x-axis.  
Units included.

Each bar is the same width.

There is equal space between the bars.

**Scatter graphs** - These are used when both what you changed and what you measured are numerical.

Example 2: Does the thickness of a branch affect how much mass it can hold before it snaps?



**Success criteria:**

**Both variables (thickness and mass) are numerical** so a scatter graph is drawn.

There is a chart title.

The independent variable is on the y-axis, dependent variable on the x-axis. Units included.

The numbers are going up in equal amounts in the x and y axis

An x has been drawn for each point.

A line of best fit has been drawn.

## Dig Deeper

Observation and measurement skills: <https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/zm37jsg#zqvqwnb>

Types of Data: <https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/zxkh6g8#zhwsp4j>

Graphs and charts: <https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/zhmbvwx#z3fdkty>

Bias in Science: <https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/zybm7yc#zvr6m39>





# Knowledge Goals: PRE What we learn from Islam?



## THE NATURE OF ALLAH

Muslims believe in one God, Allah, whose word was received by the Prophet Muhammad on behalf of humankind. Belief in Allah's oneness means that Allah must be the creator of everything since he is the only God. It also means that Allah must be all-powerful and in control of everything and that Allah must be present in the universe He has created.

Many Muslims understand this to be THE MOST important belief in Islam as it is this belief that motivates Muslims to follow his commandments,

*"Allah has promised those who believe (in him) and do good deeds that for them is forgiveness and great reward."*

In the Qur'an a number of different names are used for Allah. These names, or adjectives, give Muslims an insight into the nature of what Allah is like.

*Many Muslims commit these names to memory and are able to pray and meditate using these names.*

## THE PROPHET MUHAMMAD

Muhammad is the final prophet in Islam, known as the 'Seal of the Prophets'. Muslims believe that the Qur'an is formed from God's revelations to Muhammad, given through the Angel Jibril.

According to Islamic belief, no further prophets will come after him.

### Key events in Muhammad's life

- Muhammad was born around AD570 into the Quraysh tribe in Arabia. At this time, people worshipped many gods within their tribes.
- Muhammad was orphaned and brought up by his uncle, Abu Talib.
- Muhammad married Khadijah.
- Following the Night of Power, Muhammad began preaching, which made the leaders of Makkah angry.
- Muhammad left Makkah to live in Madinah.
- There was a war in Makkah between Muhammad and the Quraysh tribe, and Muhammad won. He smashed all the statues of gods in the Ka'aba, teaching Muslims that they should believe in one God, Allah.

## ANGELS

Most Muslims believe that angels were created before humans with the purpose of following the orders of Allah and communicating with humans.

Angels are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.

**Angels can appear in human form and there are some who have specific roles:**

They act as messengers to the prophets.

They take care of people.

They record everything a person does, and this information is used on the Day of Judgement.

Izrail, the Angel of Death, takes people's souls to God when they die.

They welcome Muslims into Paradise and also supervise the pits of Hell

Angel Jibril always brings good news. He is mentioned in both the Qur'an and the Hadith and he brought the Qur'an to the Prophet Muhammad.

## THE MOSQUE

There are over 2.5 million Muslims in the UK and over 1,500 mosques. The mosque is a place to gather for prayers, to study and to celebrate festivals. It can also be used to house schools and community centres.

The first mosque was the Prophet Muhammad's home in Medina, Saudi Arabia

Although mosques vary in design and size, the purpose is always to provide a place where Muslims may join together to perform prayer together. Muslims may pray anywhere as long as it's a clean place. However, praying in a mosque gives Muslims a sense of community.

## THE 5 PILLARS



## PRAYER (SALAH)

Salah is the second Pillar of Islam for Sunni Muslims, and the first of the Ten Obligatory Acts for Shi'a Muslims.

Salah means 'prayer and connects Muslims to Allah.

Muslims must pray five times a day, mainly in the mosque or at home.





# Knowledge Goals: Spanish

## Palabras

### Las comidas

¿Qué desayunas?

¿Qué comes?

¿Qué meriendas?

¿Qué cenas?

Desayuno ...

Como ...

Meriando ...

Ceno ...

carne con verduras

cereales

fruta

galletas

magdalenas

pasta

patatas fritas

pescado con ensalada

pizza

pollo

tostadas

un bocadillo

¿Qué bebes?

Bebo ...

Cola Cao

té

zumos de naranja

No meriando.

No desayuno nada.

Nunca como.

¿A qué hora desayunas/cenas?

Desayuno a las ocho.

Como a mediodía.

Ceno después de las nueve.

siempre

generalmente

### Meals

*What do you eat for breakfast?*

*What do you eat for lunch?*

*What do you eat for tea?*

*What do you eat for supper/dinner?*

*For breakfast I eat ...*

*For lunch I eat ...*

*For tea I eat ...*

*For supper/dinner I eat ...*

*meat with vegetables*

*cereal*

*fruit*

*biscuits*

*fairly cakes*

*pasta*

*chips*

*fish with salad*

*pizza*

*chicken*

*toast*

*a sandwich*

*What do you drink?*

*I drink ...*

*Cola Cao (drinking chocolate)*

*tea*

*orange juice*

*I don't have tea.*

*I don't have anything for breakfast.*

*I never have lunch.*

*At what time do you have breakfast/dinner?*

*I have breakfast at eight o'clock.*

*I have lunch at midday.*

*I have dinner after nine o'clock.*

*always*

*usually*

normalmente  
a veces  
de vez en cuando  
todo el tiempo

### Los números

cien  
ciento diez  
doscientos  
trescientos  
cuatrocientos  
quinientos  
seiscientos  
setecientos  
ochocientos  
novecientos  
mil

### En el mercado

¿Qué quieres?  
un kilo de ...  
dos kilos de ...  
medio kilo de ...  
quinientos gramos de ...  
jamón  
manzanas  
peras  
queso  
tomates  
uvas  
zanahorias  
un cartón de leche  
un chorizo

una barra de pan  
una botella de agua  
una lechuga

¿Algo más?

Sí, quiero ...

por favor

Nada más, gracias.

¿Cuánto cuesta?

Un euro.

Dos euros y veinte

céntimos.

Ochenta céntimos.

*normally*  
*sometimes*  
*from time to time*  
*all the time*

### Numbers

100  
110  
200  
300  
400  
500  
600  
700  
800  
900  
1000

### At the market

*What would you like?*  
*a kilo of ...*  
*two kilos of ...*  
*half a kilo of ...*  
*500 grams of ...*  
*ham*  
*apples*  
*pears*  
*cheese*  
*tomatoes*  
*grapes*  
*carrots*  
*a carton of milk*  
*a chorizo (spicy*  
*Spanish sausage)*  
*a baguette/loaf of bread*  
*a bottle of water*  
*a lettuce*

*Anything else?*

*Yes, I'd like ...*

*please*

*Nothing else, thanks.*

*How much is it?*

*One euro.*

*€2,20.*

*Eighty cents.*

### En mi casa

Comemos en el comedor.

Escuchamos música en el dormitorio.

Estudiamos.

Hablamos con mamá en la cocina.

Leemos libros en el jardín.

Vemos la televisión en el salón.

### Mi dormitorio

En mi dormitorio hay ...

un armario

un equipo de música

un ordenador

una alfombra

una cama

una estantería

una lámpara

una mesa

una puerta

una silla

una televisión

una ventana

pósters

### Las preposiciones

encima de

a la derecha de

a la izquierda de

debajo de

delante de

al lado de

detrás de

entre

a la derecha del

armario

al lado de la cama

en las paredes

### In my house

*We eat in the dining room.*

*We listen to music in the bedroom.*

*We study.*

*We talk to mum in the kitchen.*

*We read books in the garden.*

*We watch television in the living room.*

### My bedroom

*In my bedroom there's ...*

*a wardrobe*

*a hi-fi*

*a computer*

*a rug*

*a bed*

*a shelf/shelves*

*a lamp*

*a table*

*a door*

*a chair*

*a television*

*a window*

*posters*

### Prepositions

*on*

*to the right of*

*to the left of*

*under*

*in front of*

*beside*

*behind*

*between*

*to the right of the*

*wardrobe*

*beside the bed*

*on the walls*

### En mi dormitorio

¿Qué haces en tu dormitorio?

Mando mensajes.

Escucho música.

Bebo Coca-Cola.

Duermo mucho.

Veo la televisión.

Juego con el

ordenador.

Estudio a veces.

Hablo por teléfono.

Leo libros.

Como bocadillos.

Navego por internet.

### Palabras muy útiles

siempre

a veces

normalmente

somos

### In my bedroom

*What do you do in your bedroom?*

*I send text messages.*

*I listen to music.*

*I drink Coca-Cola.*

*I sleep a lot.*

*I watch television.*

*I play on the*

*computer.*

*I study sometimes.*

*I talk on the phone.*

*I read books.*

*I eat sandwiches.*

*I surf the net.*

### Very useful words

*always*

*sometimes*

*normally*

*we are*

## Estrategia

### Spot the stems!

Spanish verbs can seem very complicated, because they have a lot of different endings. You'll find them easier to learn if you can recognise the first part of the verb, which usually stays the same. For example, **vivo**, **vives**, **vive**, **vivimos** all start with **viv-**. This is called the **stem** of the verb.

Here are some other stems from Chapter 4. Which verbs do they belong to?

est-

habl-

com-









