

Fowey River Academy  
Year 8 Knowledge Organiser

Summer Quadmester

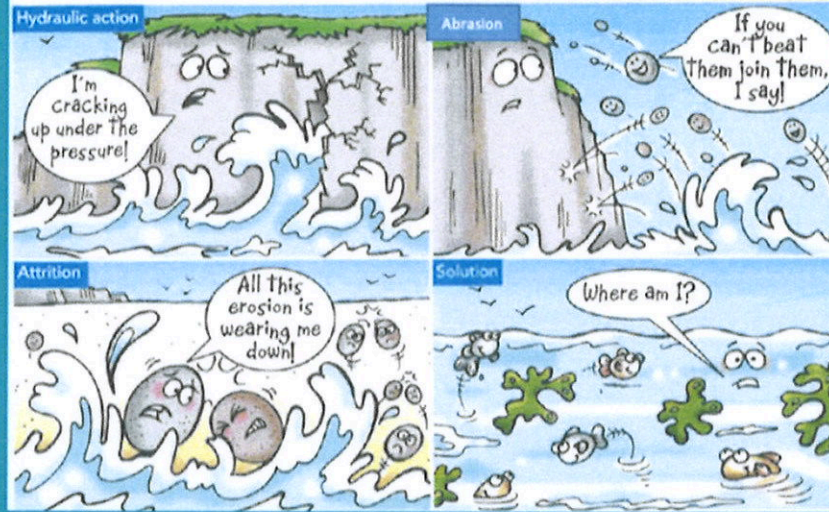
# Fowey River Academy Geography

## Knowledge Organiser – Semester 4 – What happens when land meets the sea? Part 1

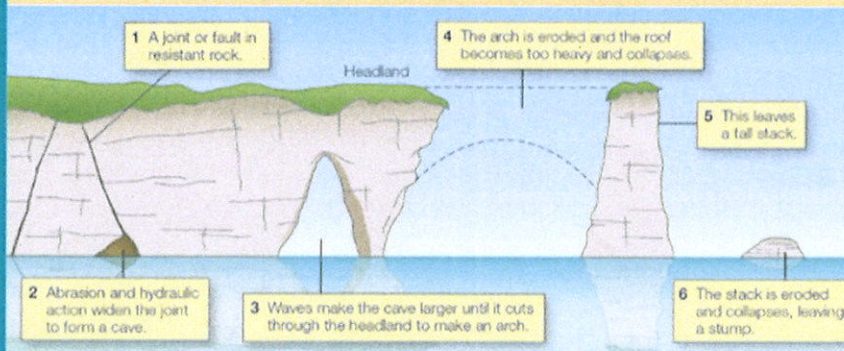
### Key Vocabulary

Coastline	Where the sea meets the shore.
Weathering	A process that changes the structure and appearance of cliffs, by how they are exposed to the atmosphere.
Subaerial erosion	The weathering and movement of the top of a cliff. This is not necessarily caused by the sea.
Hydraulic Action	Force of the water hitting the cliff.
Attrition	Rocks in the sea knocking into each other and the cliff.
Abrasion	Pebbles grinding along a rock platform like sandpaper.
Solution	Sea water dissolving certain types of rock e.g. chalk.
Constructive waves	These waves lead to gently sloping beaches as they have strong swash movement to build up the beach.
Destructive waves	These waves lead to scoured, steep beaches as they have strong backwash movement which removes material from the beach.

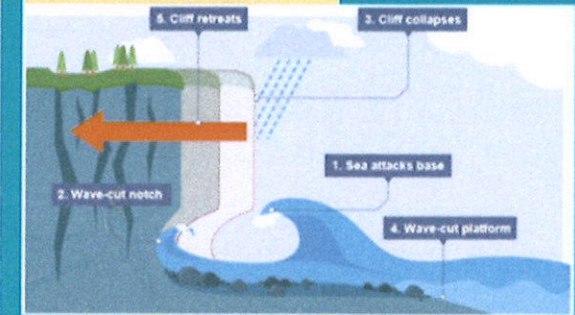
### What forms of erosion take place on the coast?



### Caves, arches, stacks and stumps



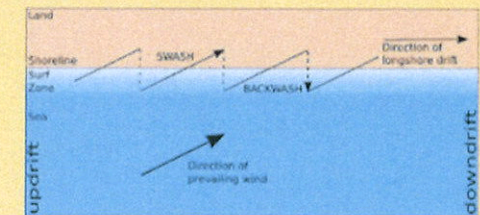
### Wave-cut platform



### Longshore Drift

This is the process of transporting beach material (such as sand and pebbles) along the beach, according to the direction of the waves.

- The prevailing wind pushes a wave up the beach, picking up beach material in the swash.
- The backwash drags the material back down the beach.
- Another wave picks up beach material and moves it up the beach again.
- The backwash moves material back off the beach.
- The process keeps repeating moving sediment up and down the beach.



## Fowey River Academy Geography

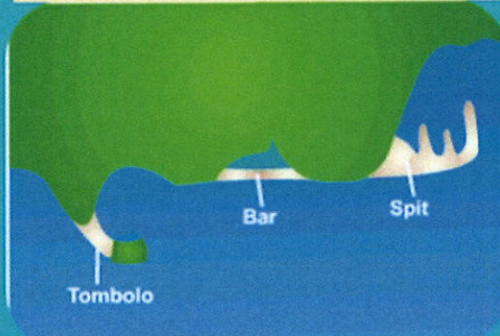
### Key Vocabulary

Deposition	This occurs when waves no longer have the energy to carry the material which then gets dropped.
Spit	Forms when longshore drift pushes material out from the headland.
Bar	Forms when longshore drift pushes material along creating a spit that joins up 2 headlands.
Tombolo	Where a spit joins onto an island.
Hard Engineering	Usually more expensive and involves more dramatic physical structures and changes.
Soft Engineering	Usually involves trying to work more closely with nature and is usually cheaper.



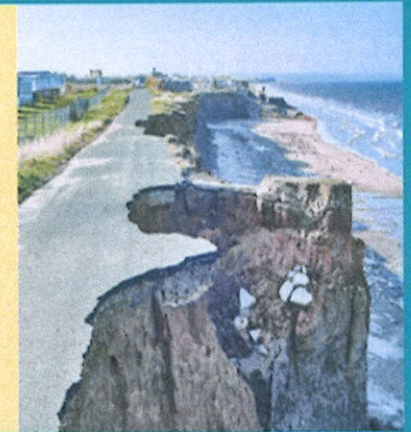
## Knowledge Organiser – Semester 4– What happens when land meets the sea? Part 2

### Diagram to show spits, bars and tombolo's.



### The Holderness Coast

- Fastest eroding coastline in Europe.
- A combination of rock type, prevailing wave direction and storms are all contributing factors.
- Erosion of the cliffs and sea bed here results in 3 million cubic metres of sediment transported south by longshore drift to Spurn Point each year.
- Mostly rural population of about 312,000 and a low population density.
- At Mableton an average of 2m of land is lost each year.



### Coastal Protection

Groynes – hard engineering



+ helps reduce longshore drift by trapping material.  
- Wood groynes have a short lifespan and need replacing every 10-15 years.

Sea wall – hard engineering



+they reflect wave energy and protect the land behind.  
- Can be considered unattractive

Rock armour (rip-rap) – hard engineering



+often considered natural looking  
- Can be expensive if large scale.

Beach recharge – soft engineering



+ maintains the size of the beach which is good at absorbing wave energy.  
- Has to be frequently replaced.

Managed retreat – soft engineering



+ creates salt marshes  
- Often loses farmland and requires compensation to be paid to the land owner.

## Y8 History Summer Knowledge Organiser

### Semester Key Words

Industrial Revolution	A time of great change in Britain between 1750 to 1900
Population	The number of people living in a particular place
Poverty	The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter
Sanitation	Sanitation is the system that disposes of human waste
Industry	The process of making products by using machines and factories
Mass production	The production of many products in one go e.g. textiles
Cholera	Disease caused by contaminated water. Gives diarrhoea, makes people turn black and blue
Overcrowding	Large numbers of people living in a small area
Back to back houses	A housing system that was built around a courtyard where houses were built back to back.
Public Health	Helping people to stay healthy and protecting them from threats to their health

### Key Ideas: Factory working conditions

Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods.

Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children.

Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dowsing them in water butts to keep them awake.

Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

Health: The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

### Who and What?

Richard Trevithick	Built first full-scale working railway steam locomotive
Robert Owen	Made sure his workers at the New Lanark Mill were treated well
Isambard Kingdom Brunel	Built Great Western Railway from London to Bristol and steamships such as the Great Western and the SS Great Britain
Richard Arkwright	First successful cotton manufacturer who built the first water-powered mill
Thomas Newcomen	Built first atmospheric steam engine
John Snow	Made the link between contaminated water and Cholera
James Watt	Improving the steam engine for powering factory machines

### When?

1769	Spinning frame was invented. They were too big to use at home so factories were created.
1781	James Watt developed a new steam engine that could turn a wheel.
1804	Richard Trevithick shows his new invention, the steam train.
1833	Factory Act- Stopped children under 9 working in factories.
1854	John Snow finds that Cholera was caused by contaminated drinking water.
1875	Public Health Act – local councils made to clean up towns and cities

### Key Ideas: Living conditions

Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.

Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.

Waste disposal: gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.

Poor quality housing: houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.

Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.

**Point de départ (pages 78–79)**

Où habites-tu?	<i>Where do you live?</i>	Il fait mauvais.	<i>The weather's bad.</i>
J'habite dans un village.	<i>I live in a village.</i>	Il fait chaud.	<i>It's hot.</i>
J'habite dans une ville.	<i>I live in a town.</i>	Il fait froid.	<i>It's cold.</i>
J'habite dans une grande ville.	<i>I live in a city.</i>	Il y a du soleil.	<i>It's sunny.</i>
J'habite à la campagne.	<i>I live in the country.</i>	Il y a du vent.	<i>It's windy.</i>
J'habite à la montagne.	<i>I live in the mountains.</i>	Il neige.	<i>It's snowing.</i>
J'habite au bord de la mer.	<i>I live at the seaside.</i>	Il pleut.	<i>It's raining.</i>
J'habite en France.	<i>I live in France.</i>	C'est comment?	<i>What is it like?</i>
J'habite en Suisse.	<i>I live in Switzerland.</i>	C'est animé.	<i>It's lively.</i>
J'habite au Maroc.	<i>I live in Morocco.</i>	C'est calme.	<i>It's peaceful / quiet.</i>
Quel temps fait-il sur la photo?	<i>What's the weather like in the photo?</i>	C'est tranquille.	
Il fait beau.	<i>The weather's fine.</i>	C'est ennuyeux.	<i>It's boring.</i>
		C'est joli.	<i>It's pretty.</i>
		C'est nul.	<i>It's awful.</i>

**Unité 1 (pages 80–81) Elle est comment, ta région?**

Qu'est-ce qu'on peut faire dans ta région?	<i>What can you do in your region?</i>	On peut faire les magasins.	<i>You can go shopping.</i>
Dans ma ville ...	<i>In my town ...</i>	On peut aller au cinéma.	<i>You can go to the cinema.</i>
Dans ma région ...	<i>In my region ...</i>	On peut aller à la plage.	<i>You can go to the beach.</i>
On peut manger des crêpes.	<i>You can eat pancakes.</i>	Elle est comment, ta région?	<i>What is your region like?</i>
On peut manger du fastfood.	<i>You can eat fast food.</i>	Il y a des ...	<i>There are (some) ...</i>
On peut visiter des grottes.	<i>You can visit some caves.</i>	Il y a beaucoup de ...	<i>There are lots of ...</i>
On peut visiter le marché.	<i>You can visit the market.</i>	Il n'y a pas de ...	<i>There are no ...</i>
On peut visiter des monuments historiques.	<i>You can visit historic monuments.</i>	bâtiments.	<i>buildings.</i>
On peut faire du canoë-kayak.	<i>You can go canoeing.</i>	champs.	<i>fields.</i>
On peut faire des randonnées.	<i>You can go for walks.</i>	lacs.	<i>lakes.</i>
On peut faire du ski.	<i>You can go skiing.</i>	touristes.	<i>tourists.</i>
		forêts.	<i>forests.</i>
		montagnes.	<i>mountains.</i>
		plages.	<i>beaches.</i>
		voitures.	<i>cars.</i>

Reflexive verbs have a reflexive pronoun before the verb.

**se** *coucher* (to go to bed)

je **me** couche

tu **te** couches

il/elle/on **se** couche

nous **nous** couchons

vous **vous** couchez

ils/elles **se** couchent



*me, te and se shorten to m', t' and s' before a vowel or h: s'habiller to get dressed je m'amuse I am enjoying myself*

**Unité 2 (pages 82–83) Qu'est-ce que tu dois faire à la maison?**

Je pense que c'est juste.	<i>I think it's fair.</i>	Je pense que ce n'est pas juste.	<i>I think it's unfair.</i>
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**Unité 3 (pages 84–85) Ma routine, ta routine**

Je me lève.	<i>I get up.</i>	à sept heures	<i>at seven o'clock</i>
Je prends le petit déjeuner.	<i>I have breakfast.</i>	à sept heures et quart	<i>at quarter past seven</i>
Je me douche.	<i>I have a shower.</i>	à sept heures moins le quart	<i>at quarter to seven</i>
Je m'habille.	<i>I get dressed.</i>	à sept heures et demie	<i>at half past seven</i>
Je me coiffe.	<i>I do my hair.</i>	à sept heures (vingt)	<i>at (20) past seven</i>
Je me lave les dents.	<i>I brush my teeth.</i>	à sept heures moins (dix)	<i>at (10) to seven</i>
Je me couche.	<i>I go to bed.</i>		

**Unité 4 (pages 86–87) J'ai déménagé!**

J'ai déménagé.	<i>I moved house.</i>	Voici ma nouvelle maison.	<i>This is my new house.</i>
J'ai déménagé en ville.	<i>I moved to the town.</i>	C'est un vieux village.	<i>It is an old village.</i>
J'ai déménagé à la campagne.	<i>I moved to the countryside.</i>	Il y a un beau jardin.	<i>There is a beautiful garden.</i>
Voici mon nouveau collège.	<i>This is my new school.</i>	Il y a une belle cuisine.	<i>There is a beautiful kitchen.</i>
		Il y a une vieille église.	<i>There is an old church.</i>

**Unité 5 (pages 88–89) Bienvenue en Corse**

Où habites-tu?	<i>Where do you live?</i>	Qu'est-ce que tu dois faire à la maison?	<i>What must you do at home?</i>
J'habite en Corse.	<i>I live in Corsica.</i>	Je dois faire la cuisine.	<i>I must do the cooking.</i>
La Corse, c'est comment?	<i>What is Corsica like?</i>	Qu'est-ce que tu as fait le weekend dernier?	<i>What did you do last weekend?</i>
C'est vraiment animé.	<i>It's really lively.</i>	Je suis allé(e) à Ajaccio.	<i>I went to Ajaccio.</i>
Qu'est-ce qu'on peut faire en Corse?	<i>What can you do in Corsica?</i>		
On peut faire des randonnées.	<i>You can go hiking.</i>		
À quelle heure est-ce que tu te lèves?	<i>What time do you get up?</i>		
Je me lève à neuf heures.	<i>I get up at 9 a.m.</i>		

**Les mots essentiels High-frequency words**

vraiment	.....	really
très	.....	very
trop	.....	too

**Year 8 French - Summer  
Le monde est petit**

**Essential Question:  
C'est comment ta ville?**

**Stratégie**

**Play your cards right**

- Make yourself a set of little cards – write a French word or phrase on one side, and the English translation on the back.
- Use the cards on your own or with a friend to help learn new words, and how to spell them.

**Unité 2 (pages 82–83) Qu'est-ce que tu dois faire à la maison?**

Qu'est-ce que tu dois faire à la maison?	<i>What must you do at home?</i>	Mon frère doit (laver la voiture).	<i>My brother must (wash the car).</i>
Je dois laver la voiture.	<i>I must wash the car.</i>	Ma sœur doit (ranger sa chambre).	<i>My sister must (tidy her room).</i>
Je dois rapporter l'eau.	<i>I must fetch the water.</i>	Mon frère ne fait rien.	<i>My brother does nothing/ doesn't do anything.</i>
Je dois ranger ma chambre.	<i>I must tidy my bedroom.</i>	Ma sœur ne fait rien.	<i>My sister does nothing/ doesn't do anything.</i>
Je dois garder le bébé.	<i>I must look after the baby.</i>	tous les jours	<i>every day</i>
Je dois nourrir le chien.	<i>I must feed the dog.</i>	souvent	<i>often</i>
Je dois faire la cuisine.	<i>I must do the cooking.</i>	quelquefois	<i>sometimes</i>
Je dois faire la vaisselle.	<i>I must do the washing-up.</i>	le weekend	<i>at weekends</i>
Je ne fais rien.	<i>I do nothing. I don't do anything.</i>	le lundi	<i>on Mondays</i>

**¿En qué trabajas? What's your job?**

Soy...	I am...	jardinero/a	a gardener
camarero/a	a waiter	limpiador(a)	a cleaner
cocinero/a	a cook	peluquero/a	a hairdresser
dependiente/a	a shop assistant	repcionista	a receptionist

**¿Qué tienes que hacer? What do you have to do?**

Tengo que...	I have to...	limpiar habitaciones	clean rooms
ayudar a los clientes	help customers	preparar comida	prepare food
cortar el pelo a los clientes	cut customers' hair	servir en el restaurante	serve in the restaurant
hablar por teléfono	speak on the phone	vender productos en la tienda	sell products in the shop

**Opiniones**

¿Te gusta tu trabajo?	Do you like your job?	monótono	monotonous
(No) Me gusta (nada) mi trabajo porque es...	I (don't) like my job (at all) because it is...	repetitivo	repetitive
creativo	creative	Mi jefe/a es severo/a.	My boss is strict.
estresante	stressful	Los clientes (no) son simpáticos.	The customers are (not) nice.
fácil	easy	Los clientes son horrosos.	The customers are awful.
interesante	interesting		

**¿Qué te gustaría hacer? What would you like to do?**

Me gustaría...	I would like...	Por eso me gustaría ser...	Therefore I would like to be...
No me gustaría (nada)...	I wouldn't like... (at all)	cantante	a singer
trabajar al aire libre	to work in the open air	diseñador(a)	a designer
trabajar con animales	to work with animals	enfermero/a	a nurse
trabajar con niños	to work with children	mecánico/a	a mechanic
trabajar en equipo	to work in a team	periodista	a journalist
trabajar en una oficina	to work in an office	policia	a police officer
trabajar solo/a	to work alone	profesor(a)	a teacher
hacer un trabajo creativo	to do a creative job	veterinario/a	a vet
hacer un trabajo manual	to do a manual job		

**¿Qué tipo de persona eres? What type of person are you?**

En mi opinión, soy...	In my opinion, I am...	organizado/a	organised
Creo que soy...	I believe I am...	paciente	patient
muy / bastante...	very / quite...	práctico/a	practical
ambicioso/a	ambitious	responsable	responsible
hablador(a)	talkative	sociable	sociable
independiente	independent	trabajador(a)	hard-working
inteligente	intelligent		

## Vocabulary mat summer term: Mi trabajo

### ¿Qué tal ayer en el trabajo? How did you get on at work yesterday?

Por la mañana...	In the morning...	escribí SMS a mis amigos	I wrote text messages to my friends
Por la tarde...	In the afternoon...	hablé por Skype™	I talked on Skype™
A la hora de comer...	At lunchtime...	jugué a un videojuego	I played a video game
bebí una botella de cola	I drank a bottle of cola	llegué tarde al trabajo	I arrived late for work
comí una hamburguesa	I ate a hamburger	perdí mi trabajo	I lost my job
dormí un poco	I slept for a bit		
escuché música	I listened to music		

### ¿Cómo es un día típico? What is a typical day like?

Escribo correos.	I write emails.	¿Te gusta tu trabajo?	Do you like your job?
Hago reservas.	I make reservations.	Me encanta mi trabajo	I love my job
Hago entrevistas.	I do interviews.	porque...	because...
Organizo excursiones.	I organise excursions.	es muy práctico	it's very practical
Preparo el programa.	I prepare the programme.	es muy variado	it's very varied
Salgo con los grupos.	I go out with the groups.	Ayer...	Yesterday...
Trabajo con mi equipo.	I work with my team.	conocí a...	I met...
Viajo mucho.	I travel a lot.	fui a...	I went to...
Voy a la oficina.	I go to the office.	hablé con...	I spoke to...
¿Qué idiomas hablas?	What languages do you speak?	organicé una visita para...	I organised a visit for...
Hablo español, inglés y alemán.	I speak Spanish, English and German.	preparé un programa especial	I prepared a special programme
Los idiomas son importantes.	Languages are important.	viajé en helicóptero	I travelled by helicopter

### Palabras muy frecuentes High-frequency words

creo que...	I think / believe that...	un poco	a bit
mi/mis	my	¿qué?	what?
tu/tus	your	¿por qué?	why?
bastante	quite	porque	because
muy	very	por eso	so, therefore

### Estrategia 2

#### Looking for clues to work out meaning

If you don't understand a word, can you work out the meaning by looking for clues? For example, if someone is describing their job they might mention where they work, who they work with, what they do, etc., so you can have a good guess at what their job is even if you don't recognise the word.

Can you guess what someone's job might be if they use these words?

restaurante clientes servir comida ↓ ?	clínica animales operar ↓ ?	instituto niños dar clases ↓ ?	avión pasajeros ayudar ↓ ?
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### Point de départ (pages 78–79)

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J'habite dans une ville.	<i>I live in a town.</i>	Il fait froid.	<i>It's cold.</i>
J'habite dans une grande ville.	<i>I live in a city.</i>	Il y a du soleil.	<i>It's sunny.</i>
J'habite à la campagne.	<i>I live in the country.</i>	Il y a du vent.	<i>It's windy.</i>
J'habite à la montagne.	<i>I live in the mountains.</i>	Il neige.	<i>It's snowing.</i>
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Quel temps fait-il sur la photo?	<i>What's the weather like in the photo?</i>	C'est tranquille.	
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### Unité 1 (pages 80–81) Elle est comment, ta région?

Qu'est-ce qu'on peut faire dans ta région?	<i>What can you do in your region?</i>	On peut faire les magasins.	<i>You can go shopping.</i>
Dans ma ville ...	<i>In my town ...</i>	On peut aller au cinéma.	<i>You can go to the cinema.</i>
Dans ma région ...	<i>In my region ...</i>	On peut aller à la plage.	<i>You can go to the beach.</i>
On peut manger des crêpes.	<i>You can eat pancakes.</i>	Elle est comment, ta région?	<i>What is your region like?</i>
On peut manger du fast-food.	<i>You can eat fast food.</i>	Il y a des ...	<i>There are (some) ...</i>
On peut visiter des grottes.	<i>You can visit some caves.</i>	Il y a beaucoup de ...	<i>There are lots of ...</i>
On peut visiter le marché.	<i>You can visit the market.</i>	Il n'y a pas de ...	<i>There are no ...</i>
On peut visiter des monuments historiques.	<i>You can visit historic monuments.</i>	bâtiments.	<i>buildings.</i>
On peut faire du canoë-kayak.	<i>You can go canoeing.</i>	champs.	<i>fields.</i>
On peut faire des randonnées.	<i>You can go for walks.</i>	lacs.	<i>lakes.</i>
On peut faire du ski.	<i>You can go skiing.</i>	touristes.	<i>tourists.</i>
		forêts.	<i>forests.</i>
		montagnes.	<i>mountains.</i>
		plages.	<i>beaches.</i>
		voitures.	<i>cars.</i>

### Unité 2 (pages 82–83) Qu'est-ce que tu dois faire à la maison?

Qu'est-ce que tu dois faire à la maison?	<i>What must you do at home?</i>	Mon frère doit (laver la voiture).	<i>My brother must (wash the car).</i>
Je dois laver la voiture.	<i>I must wash the car.</i>	Ma sœur doit (ranger sa chambre).	<i>My sister must (tidy her room).</i>
Je dois rapporter l'eau.	<i>I must fetch the water.</i>	Mon frère ne fait rien.	<i>My brother does nothing / doesn't do anything.</i>
Je dois ranger ma chambre.	<i>I must tidy my bedroom.</i>	Ma sœur ne fait rien.	<i>My sister does nothing / doesn't do anything.</i>
Je dois garder le bébé.	<i>I must look after the baby.</i>	tous les jours	<i>every day</i>
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Je dois faire la cuisine.	<i>I must do the cooking.</i>	quelquefois	<i>sometimes</i>
Je dois faire la vaisselle.	<i>I must do the washing-up.</i>	le weekend	<i>at weekends</i>
Je ne fais rien.	<i>I do nothing. / I don't do anything.</i>	le lundi	<i>on Mondays</i>

### Unité 2 (pages 82–83) Qu'est-ce que tu dois faire à la maison?

Je pense que c'est juste.	<i>I think it's fair.</i>	Je pense que ce n'est pas juste.	<i>I think it's unfair.</i>
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### Unité 3 (pages 84–85) Ma routine, ta routine

Je me lève.	<i>I get up.</i>	à sept heures	<i>at seven o'clock</i>
Je prends le petit déjeuner.	<i>I have breakfast.</i>	à sept heures et quart	<i>at quarter past seven</i>
Je me douche.	<i>I have a shower.</i>	à sept heures moins le quart	<i>at quarter to seven</i>
Je m'habille.	<i>I get dressed.</i>	à sept heures et demie	<i>at half past seven</i>
Je me coiffe.	<i>I do my hair.</i>	à sept heures (vingt)	<i>at (20) past seven</i>
Je me lave les dents.	<i>I brush my teeth.</i>	à sept heures moins (dix)	<i>at (10) to seven</i>
Je me couche.	<i>I go to bed.</i>		

### Unité 4 (pages 86–87) J'ai déménagé!

J'ai déménagé.	<i>I moved house.</i>	Voici ma nouvelle maison.	<i>This is my new house.</i>
J'ai déménagé en ville.	<i>I moved to the town.</i>	C'est un vieux village.	<i>It is an old village.</i>
J'ai déménagé à la campagne.	<i>I moved to the countryside.</i>	Il y a un beau jardin.	<i>There is a beautiful garden.</i>
Voici mon nouveau collège.	<i>This is my new school.</i>	Il y a une belle cuisine.	<i>There is a beautiful kitchen.</i>
		Il y a une vieille église.	<i>There is an old church.</i>

Reflexive verbs have a reflexive pronoun before the verb.  
**se** coucher (to go to bed)  
 je **me** couche  
 tu **te** couches  
 il/elle/on **se** couche  
 nous **nous** couchons  
 vous **vous** couchez  
 ils/elles **se** couchent

 me, te and se shorten to m', t' and s' before a vowel or h:  
 s'**h**abiller to get dressed  
 je **m'**amuse I am enjoying myself

### Unité 5 (pages 88–89) Bienvenue en Corse

Où habites-tu?	<i>Where do you live?</i>	Qu'est-ce que tu dois faire à la maison?	<i>What must you do at home?</i>
J'habite en Corse.	<i>I live in Corsica.</i>	Je dois faire la cuisine.	<i>I must do the cooking.</i>
La Corse, c'est comment?	<i>What is Corsica like?</i>	Qu'est-ce que tu as fait le weekend dernier?	<i>What did you do last weekend?</i>
C'est vraiment animé.	<i>It's really lively.</i>	Je suis allé(e) à Ajaccio.	<i>I went to Ajaccio.</i>
Qu'est-ce qu'on peut faire en Corse?	<i>What can you do in Corsica?</i>		
On peut faire des randonnées.	<i>You can go hiking.</i>		
À quelle heure est-ce que tu te lèves?	<i>What time do you get up?</i>		
Je me lève à neuf heures.	<i>I get up at 9 a.m.</i>		

### Les mots essentiels High-frequency words

vraiment	.....	really
très	.....	very
trop	.....	too

## Year 8 French - Summer

### Le monde est petit

### Essential Question: C'est comment ta ville?

### Stratégie

#### Play your cards right

- Make yourself a set of little cards – write a French word or phrase on one side, and the English translation on the back.
- Use the cards on your own or with a friend to help learn new words, and how to spell them.



### Point de départ (pages 80–81)

Où habites-tu?	<i>Where do you live?</i>	Il fait froid.	<i>It's cold.</i>
J'habite ...	<i>I live ...</i>	Il y a du soleil.	<i>It's sunny.</i>
dans un village.	<i>in a village.</i>	Il y a du vent.	<i>It's windy.</i>
dans une ville.	<i>in a town.</i>	Il y a du brouillard.	<i>It's foggy.</i>
dans une grande ville.	<i>in a city.</i>	Il y a des orages.	<i>It's stormy.</i>
à la campagne.	<i>in the country.</i>	Il pleut.	<i>It's raining. / It rains.</i>
à la montagne.	<i>in the mountains.</i>	Il neige.	<i>It's snowing. / It snows.</i>
au bord de la mer.	<i>at the seaside.</i>	C'est comment en été /	<i>What is it like in summer /</i>
sur une île.	<i>on an island.</i>	hiver?	<i>winter?</i>
dans le désert.	<i>in the desert.</i>	C'est ...	<i>It's ...</i>
en France.	<i>in France.</i>	amusant	<i>fun</i>
en Suisse.	<i>in Switzerland.</i>	tranquille / calme	<i>peaceful / quiet</i>
au Maroc.	<i>in Morocco.</i>	ennuyeux / animé	<i>boring / lively</i>
aux Antilles.	<i>in the French Caribbean.</i>	nul / génial / joli	<i>awful / great / pretty</i>
Quel temps fait-il?	<i>What's the weather like?</i>	très	<i>very</i>
Il fait beau.	<i>The weather's fine.</i>	trop	<i>too</i>
Il fait mauvais.	<i>The weather's bad.</i>		
Il fait chaud.	<i>It's hot.</i>		

### Unité 1 (pages 82–83) Elle est comment, ta région?

Dans ma région, il y a ...	<i>In my region, there is / are ...</i>	On peut ...	<i>You / People can ...</i>
un appartement	<i>a flat</i>	manger des crêpes.	<i>eat pancakes.</i>
un bâtiment	<i>a building</i>	visiter les monuments	<i>visit historic monuments.</i>
un champ	<i>a field</i>	historiques.	
un jardin public	<i>a park</i>	visiter des grottes.	<i>visit caves.</i>
un lac	<i>a lake</i>	aller au cinéma.	<i>go to the cinema.</i>
un magasin	<i>a shop</i>	aller à la plage.	<i>go to the beach.</i>
une forêt	<i>a forest</i>	aller en ville.	<i>go to town.</i>
une montagne	<i>a mountain</i>	faire les magasins.	<i>go shopping.</i>
une plage	<i>a beach</i>	faire du canoë-kayak.	<i>go canoeing.</i>
une rivière	<i>a river</i>	faire des randonnées.	<i>go for walks.</i>
un(e) touriste	<i>a tourist</i>	faire du ski.	<i>go skiing.</i>
beaucoup de	<i>lots of</i>	cultiver le coton	<i>to grow cotton</i>
plein de	<i>plenty of</i>	travailler dans les champs.	<i>to work in the fields</i>
peu de	<i>little, not many</i>	acheter des animaux	<i>to buy animals</i>
trop de	<i>too much / too many</i>	aller à l'école	<i>to go to school</i>
		vendre des légumes	<i>to sell vegetables</i>

### Unité 2 (pages 84–85) Qu'est-ce qu'on doit faire pour aider à la maison?

On doit ...	<i>We / People must ...</i>	faire la cuisine.	<i>do the cooking.</i>
Je dois ...	<i>I must ...</i>	faire la vaisselle.	<i>do the washing-up.</i>
Ma sœur / Mon frère doit ...	<i>My sister / My brother must ...</i>	faire la lessive.	<i>do the washing.</i>
garder ma sœur.	<i>look after my sister.</i>	nourrir les animaux.	<i>feed the animals.</i>
garder mon frère.	<i>look after my brother.</i>	son frère / sa sœur	<i>his/her brother / his/her sister</i>
ranger ma chambre.	<i>tidy my room.</i>	On ne doit pas ...	<i>We / People must not ...</i>
rapporter l'eau.	<i>collect the water.</i>	polluer l'eau.	<i>pollute the water.</i>
laver la voiture.	<i>wash the car.</i>		

### Unité 3 (pages 86–87) Ma routine, ta routine

Je me lève.	<i>I get up.</i>	Je me lave les dents.	<i>I clean my teeth.</i>
Je prends le petit déjeuner.	<i>I have breakfast.</i>	Je quitte la maison.	<i>I leave the house.</i>
Je me douche.	<i>I have a shower.</i>	Je me lave.	<i>I have a wash.</i>
Je me coiffe.	<i>I do my hair.</i>	Je me couche.	<i>I go to bed.</i>
Je m'habille.	<i>I get dressed.</i>		

#### TRAPS

**R:** Reflect, don't Rush. The correct answer will often be a summary of the details in the text.

**A:** Alternative words might be used in the questions to express the same idea as the texts.



### Unité 4 (pages 88–89) J'ai déménagé!

j'ai déménagé	<i>I moved house</i>	une chambre	<i>a bedroom</i>
beau / belle / bel	<i>beautiful</i>	un collège	<i>a school</i>
nouveau / nouvelle / nouvel	<i>new</i>	un gymnase	<i>a gym</i>
vieux / vieille / vieil	<i>old</i>	une cantine	<i>a canteen</i>
un appartement	<i>a flat</i>	un copain / une copine	<i>a friend</i>
une maison	<i>a house</i>	un(e) voisin(e)	<i>a neighbour</i>
un salon	<i>a living-room</i>	un(e) petit(e) ami(e)	<i>a boyfriend/girlfriend</i>
un bureau	<i>an office</i>	vivre sans toi	<i>to live without you</i>
une cuisine	<i>a kitchen</i>		

### Unité 5 (pages 90–91) À la découverte d'une nouvelle région

Où est-ce que tu es en vacances?	<i>Where are you on holiday?</i>	Qu'est-ce que tu fais pendant la journée?	<i>What do you do during the day?</i>
Je suis en Corse.	<i>I'm in Corsica.</i>	Je vais à la plage.	<i>I go to the beach.</i>
C'est comment?	<i>What is it like?</i>	Qu'est-ce qu'on doit faire l'après-midi?	<i>What must you do in the afternoon?</i>
C'est très joli.	<i>It's very pretty.</i>	On doit faire la sieste.	<i>You must take a siesta.</i>
À quelle heure est-ce que tu te lèves?	<i>What time do you get up?</i>	Quel temps fait-il?	<i>What's the weather like?</i>
Je me lève à ...	<i>I get up at ...</i>	Il fait chaud.	<i>It is hot.</i>
Où est-ce que tu prends le petit déjeuner?	<i>Where do you have your breakfast?</i>	Qu'est-ce que tu vas faire le weekend prochain?	<i>What are you going to do next weekend?</i>
Je prends le petit déjeuner dans le jardin.	<i>I have breakfast in the garden.</i>	Je vais faire un pique-nique.	<i>I am going to have a picnic.</i>
Qu'est-ce qu'on peut faire ici?	<i>What can you do here?</i>	Qu'est-ce que tu as fait le weekend dernier?	<i>What did you do last weekend?</i>
On peut faire des randonnées.	<i>You can go for walks.</i>	Je suis allé(e) ...	<i>I went ...</i>
		C'était comment?	<i>How was it?</i>
		C'était intéressant.	<i>It was interesting.</i>

### Les mots essentiels High-frequency words

#### Time expressions

le matin	<i>in the morning(s)</i>
le soir	<i>in the evening(s)</i>
le weekend	<i>at the weekend</i>
pendant la journée	<i>during the day</i>
en semaine	<i>during the week</i>
d'habitude	<i>usually</i>

#### Sequencing words

ensuite / puis	<i>then</i>
après	<i>after(wards)</i>

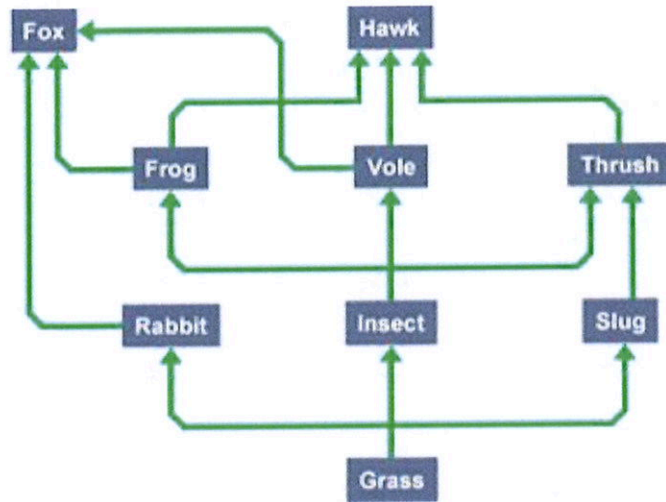
#### Stratégie

##### Play your cards right

Make yourself a set of little cards to help you learn new vocabulary. Think of an activity using your cards and share it with your class.

# Year 8 Science – EQ Would life exist without plants?

## 1 Food webs



## 2 Pollination

### The Pollination Process

**Step 1**  
The flower's petals are bright colours and fragrant scents attract insects.

**Step 2**  
The insect arrives on the flower to collect nectar. This nectar is a sweet liquid which makes perfect insect food.

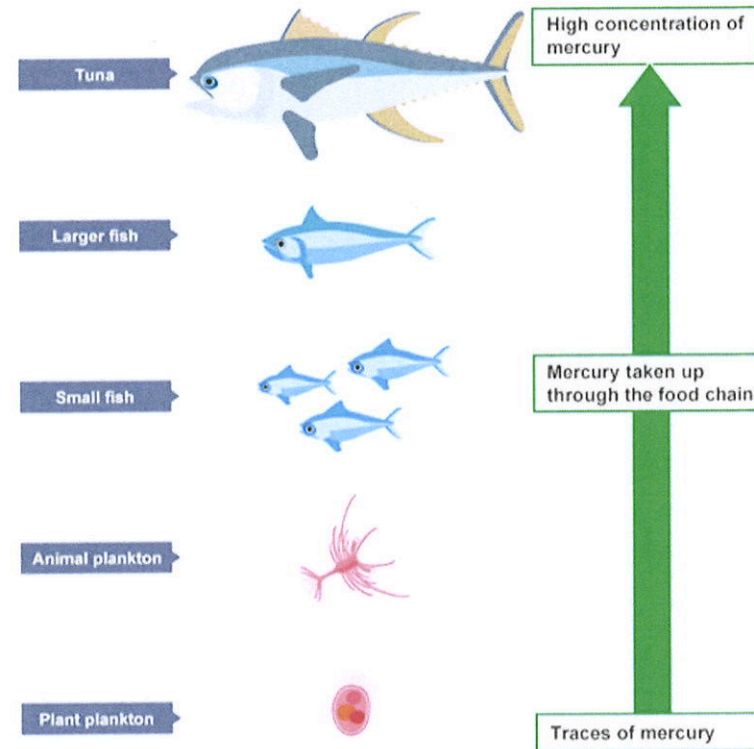
**Step 3**  
As the insect is gathering the nectar, it rubs against the anthers, which rub pollen onto the insect.

**Step 4**  
After the insect is done feeding on the flower's nectar, it gets hungry and gets attracted by another flower's bright colours.

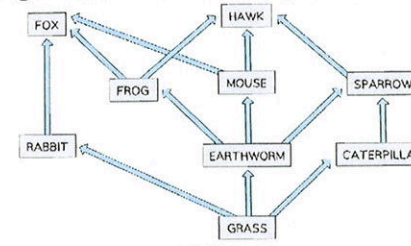
**Step 5**  
As the insect feeds on the nectar in this new flower, the pollen stuck to the insect from the first flower rubs off onto the female parts of the second flower (the stigma).

**Step 6**  
Part of this pollen travels down the style and then into the ovary.

## 3 Bioaccumulation



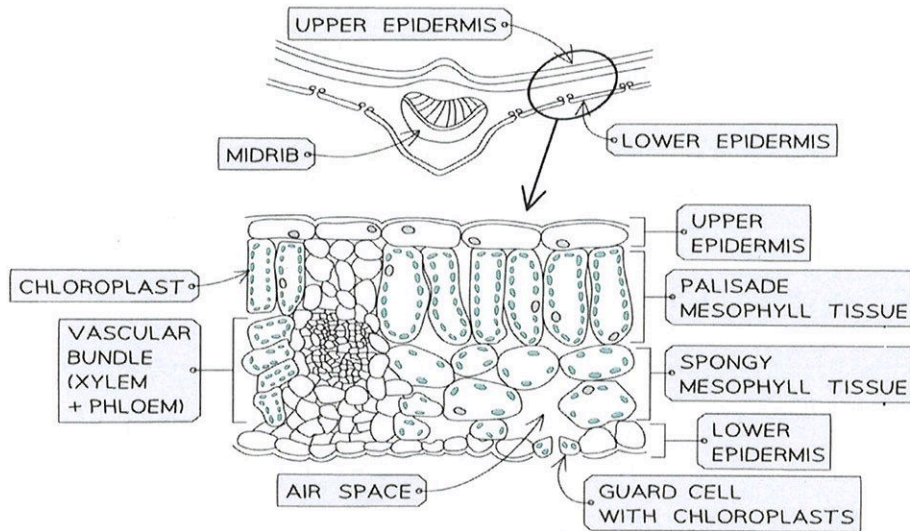
## 4 Organisation & Interdependence



Within a community, each species depends on other species for food, shelter, pollination, seed dispersal etc. If one species is removed it can affect the **whole**. This is called **interdependence**. A **stable** community is one where all the species and environmental factors are in balance so that population sizes remain fairly constant

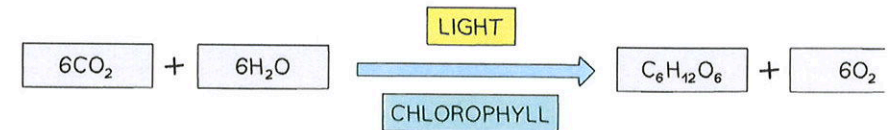
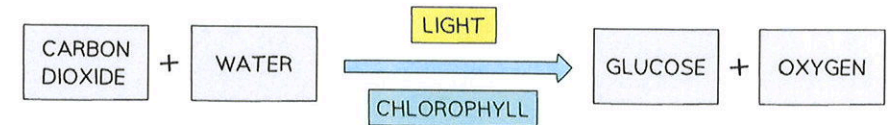
Year 8 Science – EQ Would life exist without plants?

1 Leaf diagram

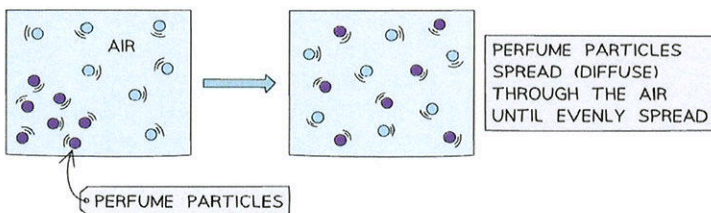


2 Photosynthesis

Photosynthesis occurs in the chloroplast cells. Chlorophyll is the green pigment within the chloroplast organelle.

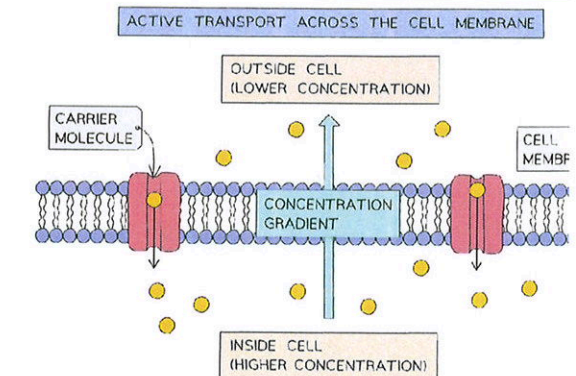
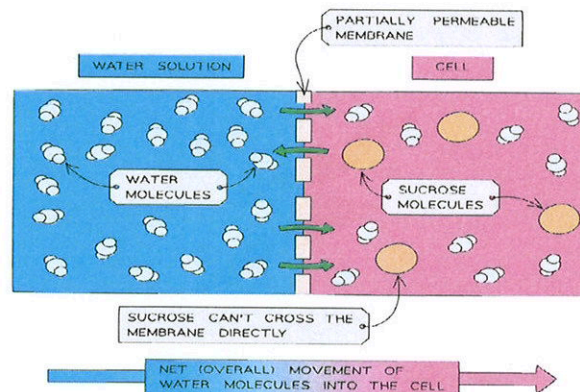


3 Transport in living organisms



Diffusion: movement of particles from an area of high concentration to an area of low concentration.

Osmosis: movement of WATER particles from an area of high concentration to an area of low concentration.



Active transport: Movement of particles from an area of low concentration to an area of high concentration (against the concentration gradient). This process requires energy.

## Year 8 Science – EQ Would life exist without plants?

### Recycling

#### Reusing & Recycling

- Everyday materials such as glass, metal, plastics, ceramics are produced from **natural** but **finite** sources
- Some products made from these materials can be **reused** which saves energy and decreases the environmental impact
- Glass bottles only need to be **washed** and **sterilised** before they can be reused
- Other products cannot be reused in this way but can be processed and **recycled**
- Metals can be melted and **recast** into new shapes
- Sometimes the materials being recycled need to be kept separate, depending on what the use of the recycled material will be
- Iron for example can be recycled together with waste steel as both materials can be added to a blast furnace, reducing the use of iron ore
- Glass that is broken or damaged and cannot be reused is separated by **colour** and **composition** before being recycled
- The glass is then crushed and melted, and remoulded into shape for its new use
- Recycling has advantages and disadvantages

#### Advantages & Disadvantages of Recycling

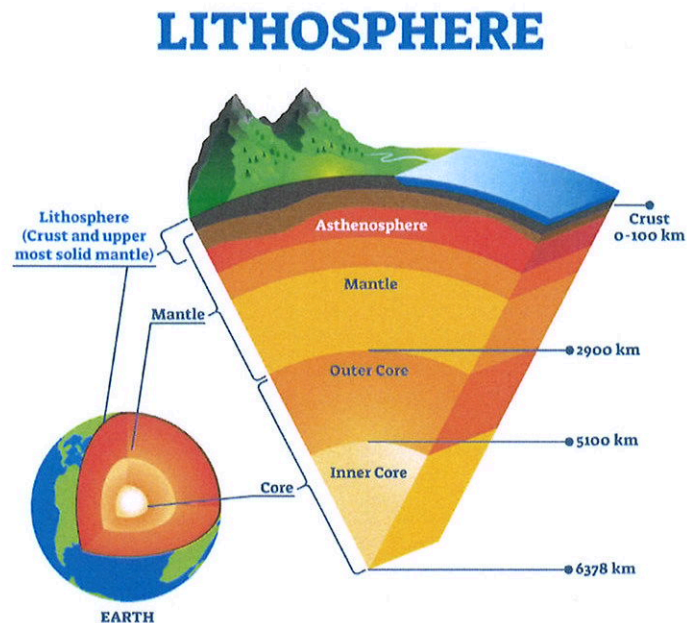
##### Economic Implications

- It is **economically beneficial** to recycle metals, especially those that are costly to extract such as aluminium
- Recycling is fast becoming a **major industry** and provides **employment** which feeds back into the economy

##### Environment

- Mining and extracting metal from ores has **detrimental** effects on the environment and ecosystems
- It is much more **energy efficient** to recycle metals than it is to extract them as **melting** and **re-moulding** requires less energy
- Recycling decreases the amount of waste produced, hence saving space at **landfill** sites and energy in **transport**

### Earth Structure



3

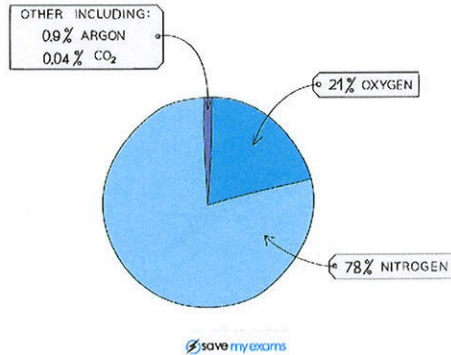
### Earth Structure

Igneous rocks	Sedimentary rocks	Metamorphic rocks
<p>They are formed when magma from inside the Earth erupts and cools on the surface of the Earth due to volcanic activity (extrusive rocks); or when the magma cools inside the Earth to form intrusive rock which may be exposed to weather and erosion later.</p> <p>Extrusive igneous rock formation</p> <p>Intrusive igneous rock formation</p> <p>Examples</p> <p>Basalt (Giant's Causeway) Granite outcrops (Lichenwaring)</p> <p>Uses</p> <ul style="list-style-type: none"> <li>• Pumice (extrusive rock) is used in toothpaste, cosmetic products and cement.</li> <li>• Granite (intrusive rock) is used for making gravestones, statues and countertops.</li> <li>• Basalt (extrusive rock) is used in the construction of buildings and statues.</li> <li>• Gabbro (intrusive rock) is used for flooring, worktops, facing and monumental stones.</li> </ul> <p>Properties and characteristics</p> <ul style="list-style-type: none"> <li>• Resistant to erosion and weather</li> <li>• Shines when polished</li> <li>• Hard</li> <li>• Contains empty spaces</li> </ul>	<p>They are formed when sediments get deposited on the bottom of oceans, seas or lakes. These sediments include eroded rocks and skeletons of sea creatures, which build up.</p> <p>Examples</p> <p>Limestone (Easter Cathedral) Sandstone (paving)</p> <p>Uses</p> <ul style="list-style-type: none"> <li>• Sandstone is used for paving tiles and the construction of buildings and statues.</li> <li>• Limestone is used in toothpaste, to make building materials and statues.</li> <li>• Shale can be used as filler in the production of paint, used in brick making and is sometimes used as a road aggregate.</li> </ul> <p>Properties and characteristics</p> <ul style="list-style-type: none"> <li>• Quite colourful</li> <li>• Nice texture</li> <li>• Reacts to erosion and weather (reacts with dilute acid)</li> <li>• Form in layers or beds</li> </ul>	<p>They are formed when rocks are exposed to pressure and/or heat.</p> <p>Examples</p> <p>Marble (floor) Slate (roof tiles)</p> <p>Uses</p> <ul style="list-style-type: none"> <li>• Marble (formed from limestone) is used for fireplaces, sculptures, gravestones, worktops, chopping boards and ornaments.</li> <li>• Slate (formed from clay) is used for snooker tables, flooring, gravestones and decoration</li> <li>• Schist (formed from shale or sandstone) is used for flooring and garden decorations</li> </ul> <p>Properties and characteristics</p> <ul style="list-style-type: none"> <li>• Resistant to weathering and erosion</li> <li>• Very hard-wearing</li> <li>• Have a "squashed" (foliated or banded) texture</li> </ul>

# Year 8 Science – EQ Would life exist without plants?

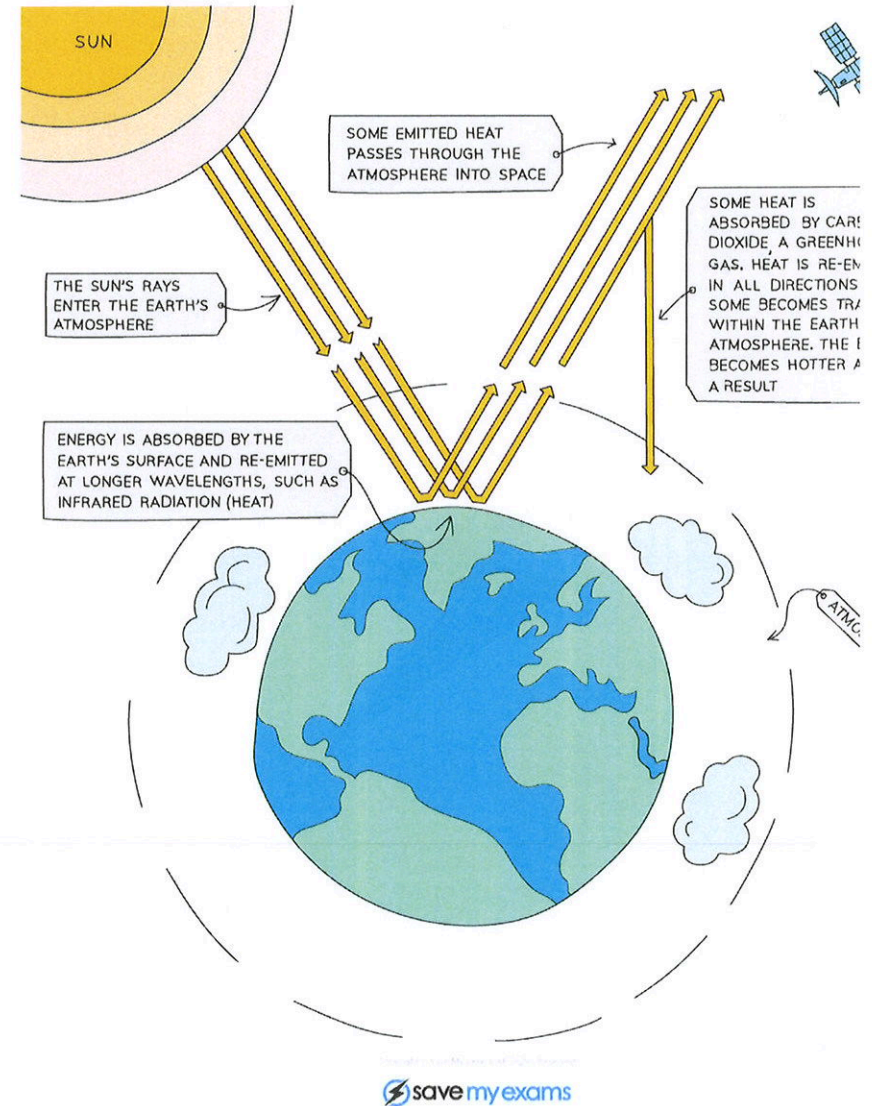
## Atmosphere

The proportion of gases in the atmosphere has not changed much in the past 200 million years.

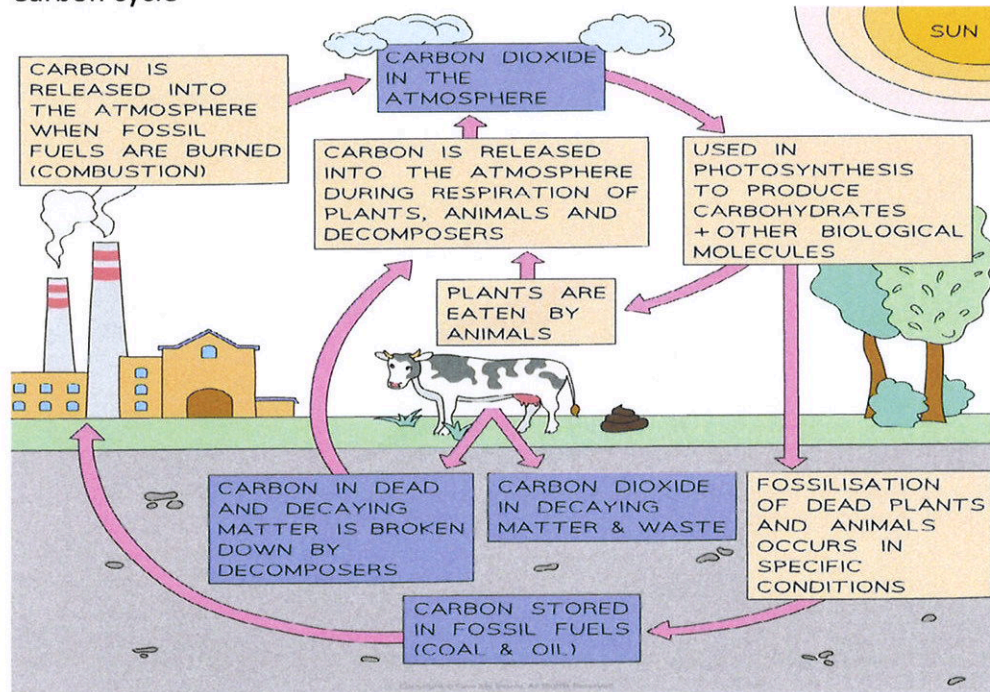


## 2

## Global Warming



## Carbon cycle



# Wörter

## In der Jugendherberge

### • In the youth hostel

die Hausordnung	<i>rules of the house</i>
Man muss vor 22:00 Uhr ins Bett gehen.	<i>You have to go to bed before ten o'clock.</i>
Man muss das Bett machen.	<i>You have to make the bed.</i>
Man muss das Zimmer sauber halten.	<i>You have to keep the room clean.</i>
Man muss vor acht Uhr aufstehen.	<i>You have to get up before eight o'clock.</i>
Man muss abwaschen.	<i>You have to wash up.</i>
Man darf nicht rauchen.	<i>You must not smoke.</i>
Man darf nicht im Zimmer essen.	<i>You must not eat in the room.</i>
Man darf keine laute Musik hören.	<i>You are not allowed to listen to loud music.</i>

## Der Tagesablauf • Daily routine

Ich stehe auf.	<i>I get up.</i>
Ich wasche mich.	<i>I get washed.</i>
Ich dusche mich.	<i>I have a shower.</i>
Ich ziehe mich an.	<i>I get dressed.</i>
Ich frühstücke.	<i>I have breakfast.</i>
Ich gehe aus.	<i>I go out.</i>
Ich komme zurück.	<i>I come back.</i>
Ich esse zu Abend.	<i>I have dinner/the evening meal.</i>
Ich gehe ins Bett.	<i>I go to bed.</i>

## Um wie viel Uhr? • At what time?

um ... Uhr	<i>at ... o'clock</i>
um fünf/zehn/zwanzig nach ...	<i>at five/ten/twenty past ...</i>
um fünfundzwanzig vor ...	<i>at twenty-five to ...</i>
um Viertel nach ...	<i>at quarter past ...</i>
um Viertel vor ...	<i>at quarter to ...</i>
um halb acht	<i>at half past seven</i>

## Wie komme ich zum/zur ...?

### • How do I get to the ...?

Geh/Geht/Gehen Sie ...!	<i>Go ...!</i>
(nach) links	<i>(to the) left</i>
(nach) rechts	<i>(to the) right</i>
geradeaus	<i>straight on</i>
Nimm/Nehmt/Nehmen Sie ...!	<i>Take ...!</i>
die erste Straße links	<i>the first street on the left</i>
die zweite Straße rechts	<i>the second street on the right</i>
Geh an der Ampel links!	<i>Go left at the lights</i>
Geh an der Kreuzung rechts!	<i>Go right at the crossroads.</i>
der Bahnhof	<i>station</i>
der Park	<i>park</i>
die Bushaltestelle	<i>bus stop</i>
die Kirche	<i>church</i>
das Schwimmbad	<i>swimming pool</i>
das Hallenbad	<i>indoor swimming pool</i>
das Museum	<i>museum</i>
der Markt	<i>market (place)</i>
der Lehrer	<i>teacher (male)</i>
die Lehrerin	<i>teacher (female)</i>
das Souvenirgeschäft	<i>souvenir shop</i>
die Imbissstube	<i>snack bar</i>
das Eiscafé	<i>ice cream parlour</i>
vor dem/der ...	<i>in front of the ...</i>
Entschuldigung/Bitte, ...	<i>Excuse me, ...</i>
Danke (sehr/schön)/Vielen Dank.	<i>Thank you very much.</i>
Bitte (sehr/schön).	<i>You're welcome./</i>
Nichts zu danken.	<i>Don't mention it.</i>

## Auf einem Fest • At a festival

der Umzug(-e)	<i>procession, parade</i>
der Festwagen(-)	<i>float (in a parade)</i>
die Band(s)	<i>band, group</i>
das Kostüm(e)	<i>costume, outfit</i>
der Hut(-e)	<i>hat</i>
die Fahne(n)	<i>flag</i>
die Kirmes(sen)	<i>funfair</i>
das Fahrgeschäft(e)	<i>ride (at funfair)</i>
der Imbiss(e)	<i>snack</i>
bunt	<i>colourful</i>
traditionell	<i>traditional</i>
der Trick(s)	<i>trick</i>
das Handy(s)	<i>mobile phone</i>
die Haare (pl)	<i>hair</i>
die Schuhe (pl)	<i>shoes</i>

## Oft benutzte Wörter

### • High-frequency words

zu (zum/zur)	<i>to (to the)</i>
vor	<i>before, in front of</i>
groß	<i>big</i>
lang	<i>long</i>
laut	<i>loud</i>
lecker	<i>tasty</i>
schön	<i>nice, beautiful</i>
toll	<i>great</i>
Das macht Spaß.	<i>That's fun.</i>
Das hat Spaß gemacht.	<i>That was fun.</i>

## Strategie 4

### Improving your pronunciation

By now, you should have a good idea of how German words are pronounced, but it is always good to practise. The vowels often cause problems, especially when there are two together. Link the words to the key phonics you learned in *Stimmt! 1* and say them out loud.

**au** – *sauber* as in *Haus*

**ei** – *Klassenreise* as in *Eis*

**ie** – *Viertel* as in *Biene*

**eu** – *Kreuzung* as in *Freund*

But note that **Museum** is a foreign word (from Latin) and the **e** and **u** are pronounced separately (like 'moo-zay-um').

Sometimes it's hard to recognise that a word is actually made up of two or more words joined together. Each part of the word is said separately. For example, by themselves **gerade** means 'straight' and **aus** means 'out'. Join them together and you have **geradeaus** (straight on) – written as one word, but sounded as two. Similarly, there's a triple **s** in **Imbissstube** – the double **s** belongs to **Imbiss** and the other **s** belongs to **stube** – so it is said as two words.

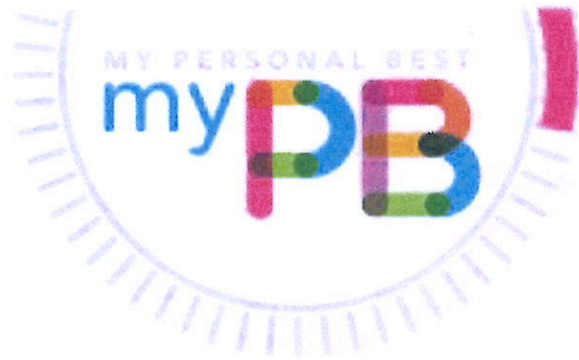
You will recognise some parts of compound words, but with some new words you'll just have to listen carefully and imitate the pronunciation.

Turn to page 132 to remind yourself of the five strategies you learned in *Stimmt! 1* and keep referring to the key sounds. In addition, many online dictionaries have an audio button where you can listen to the correct pronunciation of a word.

## Year 8 German - Summer Klassenreisen machen Spaß!

Essential Question:  
Wie ist das Leben dort?

# COMMUNICATION



READ ALL ABOUT IT

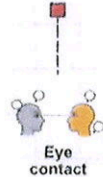
## WHAT IS VOCAL TONE?

DELIVER??

DELIVER??

Vocal tone is the emotion we use when speaking to someone. It can determine the overall meaning of a message.

# NONVERBAL COMMUNICATION



Make **EYE CONTACT**

**FACE** the speaker

**NOD** your head

Wait for the speaker to stop **BEFORE SPEAKING**

Be an **ACTIVE** listener!

**REPEAT BACK** what you heard

**ASK** questions

Keep **HANDS and FEET STILL**

**FOCUS ON** what is being said

**TELL THE SPEAKER** if you understand or don't understand

**IGNORE** distractions

# Macbeth KNOWLEDGE ORGANISER

**Context** – The play was written by William Shakespeare, and was first performed around 1606

**Shakespeare's Time** – Shakespeare wrote at the time of two monarchs: **Queen Elizabeth I** and **James I**. The plays that he wrote during the period of Queen Elizabeth are generally happy and joyful, reflecting the mood at the time. However, darker plays such as *Macbeth* were written in the era of James I, which was far more unstable. For example, the gunpowder plot was the year before.



**James I** – 1606 was early in the reign of James I, who was an admirer of Shakespeare's plays, and a patron of his acting company. It is doubtful, therefore, that Shakespeare had the king in mind when writing a play about Macbeth, a figure from **Scottish ancestry**. Furthermore, King James's family claimed to have descended from a historical figure named Banquo.



**The Divine Right of Kings** – Divine Right asserts that monarchs were appointed from God above, and that any attempt to question them was to question God himself. This was a widely-held view at the time. King James I often quoted divine right to cement his place on the throne. A play involving a good, 'God-given' king, and the demise of a king-slayer would no doubt have gone down well with King James at the time.



**The Role of Women** – Despite the strength of Elizabeth I's reign, society at the time was **patriarchal** – women were considered inferior to men. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands. They were not permitted to own land or enter most professions. They were instead expected to bear children, and be gentle and womanly. Lady Macbeth would therefore be at odds with what was expected of women.



**Witches and the Supernatural** – At the time of Shakespeare, the belief in **witches** and the supernatural was extremely strong, and many so-called 'witches' were burnt at the stake. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the witches' **prophecies**, Macbeth being seemingly 'possessed' and his vivid hallucinations.



**Healthcare and Medicine** – Healthcare and medicine were not as advanced in Shakespeare's age as they are today – there were numerous ailments and diseases that were not yet understood. Furthermore, there were a many wars in which scores of men were killed. Therefore, death was a much more frequent thought for people at the time. The high death count in the play would therefore seem slightly more ordinary!



**Main Characters** – Consider what Shakespeare intended through his characterisation of each of the below...

**Macbeth** – Macbeth is the **lead protagonist** of the play. He is introduced as a Scottish general who is thought to be a **brave and strong** soldier. However, he is easily persuaded to commit the murder of a king that he loves. He becomes a **tyrannical and destructive** king, who responds to all threats (including his own insecurities) through violence and murder.

**Lady Macbeth** – Macbeth's wife, an extremely **ambitious** woman who **lusts for power**. At the beginning of the play, she seems stronger than Macbeth, urging and aiding him to kill Duncan. Later in the play, however, she becomes racked with **guilt and madness**, proving unable to come to terms with what they have done. Her conscience affects her to such a degree that she eventually commits suicide.

**First Scene:** Act I Scene III **Final Scene:** Act V Scene VIII  
**Duncan** – Duncan is the kind and loved King of Scotland who Macbeth murders in order to fulfil his ambition and the witches' prophecy. Duncan is a virtuous King, who is both compassionate and rational – he forms a stark contrast with Macbeth as king. When Duncan dies, order in Scotland is shattered. It is only restored when his son, Malcolm eventually takes the throne.

**First Scene:** Act I Scene V **Final Scene:** Act V Scene V  
**Macduff** – A Scottish nobleman who is **dubious and hostile** towards Macbeth's reign from the beginning. His wife and young son are **murdered by Macbeth**. Macduff leads the battle against Macbeth's tyrannical reign, eventually becoming the man who **kills Macbeth** (in line with the witch's prophecy as he was not of 'woman born.') In doing so, he helps Malcolm to the throne.

**First Scene:** Act I Scene II **Final Scene:** Act II Scene I  
**The Three Witches** – The witches represent **trickery, manipulation** and the **supernatural**. They use charms, spells and prophecies to prompt Macbeth into murdering Duncan. There is some ambivalence over how much of their **power** comes from supernatural abilities, as opposed to knowing the weaknesses of their victim. In any case, they take pleasure in toying with human lives and emotions.

**First Scene:** Act II Scene III **Final Scene:** Act V Scene VIII  
**Banquo** – Banquo is a **brave and noble** gentleman who is a friend and fellow soldier to Macbeth. Banquo is also given prophecies by the witches, but unlike Macbeth, he chooses not to act on them. After being murdered, Banquo's **ghost** returns to haunt Macbeth, causing him a great deal of fright, and reminding him of the path he chose not to take. In accordance with the witches' prophecies, Banquo's descendants later take their place on the throne.

**First Scene:** Act I Scene I **Final Scene:** Act IV Scene I

**First Scene:** Act I Scene III **Final Scene:** Act III Scene IV

**Themes** – A theme is an idea or message that runs throughout a text.

**Unchecked Ambition** – The tale of Macbeth ruthlessly exposes the dangers of ambition when it is not held by moral constraints. Ambition turns Macbeth from a brave and loyal Scottish general into a murderous tyrant. Lady Macbeth is another example of this theme, as she is unable to deal with the acts that she and Macbeth have committed to fuel their ambition, and so commits suicide.



**Fate vs Free Will** – Throughout the play, the audience is frequently forced to question the notion of fate vs free will – does the story pan out the way that it does because it was pre-ordained, or because of the actions that Macbeth chose to take? Macbeth fervently attempts to fight the negative aspects of his fate, and yet it is these very actions (his free will) that cause the predetermined downfall (fate)

**Gender, Masculinity and Femininity** – Lady Macbeth manipulates her husband by questioning his masculinity, as he originally declines to murder King Duncan for the throne. She states that she wishes she could be 'unsexed' so as to give her bravery to commit the deed. Masculinity is frequently associated with raw aggression, and femininity with weakness and kindness.



**Inversion of the Natural Order** – Wherever the natural order is disturbed in Macbeth (the three supernatural witches, the murder of a king) disorder and chaos soon follow. There is only peace when the natural order is restored (Malcolm is seated on the throne). In line with the beliefs of King James, through *Macbeth* Shakespeare expresses that the inversion of the natural order is dangerous and destructive.

**Scene-by-Scene Summary** – Take note of the key quotations from each scene.

Act	Scene	Summary	Key Quotations
Act 1	Scene 1	Three witches meet on a heath. They plot to trick Macbeth at a later time.	<i>Fair is foul and foul is fair, Hover through the fog and filthy air.</i>
Act 1	Scene 2	King Duncan is told of Macbeth's bravery in battle. He tells a messenger to award him Thane of Cawdor.	<i>No more that thane of Cawdor shall deceive... ...And with his former title greet Macbeth.</i>
Act 1	Scene 3	The witches confront Macbeth and Banquo and deliver their prophecies. The messenger arrives to tell Macbeth that he is the Thane of Cawdor.	<i>All hail, Macbeth! hail to thee, thane of Glamis! All hail, Macbeth, hail to thee, thane of Cawdor! All hail, Macbeth, thou shalt be king hereafter!</i>
Act 1	Scene 4	At the Kings' Palace, Duncan names Malcolm (his eldest son) as his successor.	<i>The Prince of Cumberland! that is a step On which I must fall down, or else o'erleap.</i>
Act 1	Scene 5	At Macbeth's castle, Lady Macbeth receives a letter from Macbeth detailing the witches' prophecies. She plans Duncan's murder, but fears that Macbeth is too kind to fulfil his ambition.	<i>You spirits / That tend on mortal thoughts, unsex me here, And fill me from the crown to the toe top-full / Of direst cruelty.</i>
Act 1	Scene 6	Duncan arrives at Macbeth's castle. He professes his love for Macbeth as a dear friend.	<i>Conduct me to mine host: we love him highly, And shall continue our graces towards him. If it were done when 'tis done, then 'twere well It were done quickly...</i>
Act 1	Scene 7	Macbeth has doubts about the assassination. Lady Macbeth tells him of the plot and he then agrees to it.	<i>Is this a dagger which I see before me, The handle toward my hand? Come, let me clutch thee. I have thee not, and yet I see thee clearly. Clean from my hand?</i>
Act 2	Scene 1	Banquo and Fleance arrive. When they depart to bed, Macbeth sees a vision of a dagger leading him towards Duncan's chamber.	<i>Sleep no more, / Macbeth does murder sleep</i>
Act 2	Scene 2	Macbeth emerges from the chamber, visibly shaken. He has forgotten to place the daggers with the chamberlains to oblige the blame. Lady Macbeth must return them.	<i>O horror, horror, horror! Tongue nor heart Cannot conceive nor name thee!</i>
Act 2	Scene 3	Macduff arrives and finds Duncan dead. Macbeth explains that he killed the chamberlains in rage. Duncan's sons flee.	<i>The sovereignty will fall upon Macbeth.</i>
Act 2	Scene 4	Macduff tells Ross, a thane, that Macbeth has been named King.	<i>It is concluded, Banquo, thy soul's flight, If it find heaven, must find it out to-night.</i>
Act 3	Scene 1	Macbeth, fearing the witches' prophecies about Banquo's descendants sitting on the throne, arranges to have Banquo and Fleance killed.	<i>O, treachery! Fly, good Fleance, fly, fly, fly! Thou may'st revenge. O slave!</i>
Act 3	Scenes 2-3	Macbeth tells Lady Macbeth of his plan to kill Banquo. Elsewhere, the murderers kill Banquo, but Fleance escapes.	<i>I pray you, speak not; he grows worse and worse; Question enrages him. At once, good night.</i>
Act 3	Scene 4	Macbeth holds a banquet. He sees the ghost of Banquo and becomes hysterical. The guests are eventually asked to leave by Lady Macbeth.	<i>May soon return to this our suffering country Under a hard ungodly hand</i>
Act 3	Scenes 5-6	The witches are scolded by Hecate for their meddling. Elsewhere, Lennox tells of Macduff gathering an army to fight Macbeth.	<i>beware Macduff, - none of woman born/ Shall harm Macbeth... Great Birnam wood to high Dunsinane hill Shall come against his</i>
Act 4	Scene 1	Macbeth again visits the witches, and through terrible apparitions is given several new prophecies regarding his fate. The witches then vanish.	<i>Macbeth's ripe for shaking, and the powers above Put on their instruments.</i>
Act 4	Scenes 2-3	Macduff's wife and children are murdered by Macbeth's assassins. Macduff and Malcolm unite in order to fight Macbeth.	<i>Out, damned spot; out, I say... Yet who would have thought the old man to have had so much blood in him?</i>
Act 5	Scene 1	A doctor and gentlewoman watch Lady Macbeth sleepwalk. She talks of the murders of Duncan and Banquo, and imagines 'tubborn blood on her hands.'	<i>Make us our march towards Birnam.</i>
Act 5	Scene 2	Lords discuss how the rebel army will gather at Birnam Wood.	<i>I will not be afraid of death and bane, Till Birnam forest come to Dunsinane.</i>
Act 5	Scenes 3-4	Inside, Macbeth boasts that none of woman born can harm him. Macduff and co gather at Birnam Wood.	<i>Life is "a tale / Told by an idiot, full of sound and fury, Signifying nothing"</i>
Act 5	Scene 5	A scream is heard at Macbeth's castle. It is announced that Lady Macbeth is dead (suicide). Macbeth reacts numbly. A messenger reveals that the trees of Birnam Wood are advancing.	<i>But swords I smile at, weapons laugh to scorn, Brandish'd by man that's of a woman born.</i>
Act 5	Scenes 6-7	The battle begins. Macbeth fights without fear, as he believes no man born of woman can harm him. The castle is breached.	<i>Tell thee, Macduff was from his mother's womb Untimely ripp'd.</i>
Act 5	Scene 8	Macbeth and Macduff finally meet. Macduff reveals that he was born by caesarean section (not 'by woman born.'). He kills Macbeth. Malcolm is proclaimed King.	<i>Hail, King of Scotland!</i>

**Dramatic Devices in Macbeth**

<b>Dramatic Irony</b>	<i>'t is a peerless hinman.</i> Duncan trusts Macbeth. The audience knows that Macbeth is plotting Duncan's murder.
<b>Soliloquy</b>	<i>This supernatural soliciting cannot be ill, cannot be good.</i> Macbeth's soliloquy reveals his inner torment.
<b>Aside</b>	<i>The Prince of Cumberland, that is a step that I must fall down.</i> Macbeth reveals his ambition through an aside.
<b>Rhyming Couplets</b>	<i>Away and mock the time, with fairest show/ False face must hide what the heart doth know.</i>

**Features of a Tragedy in Macbeth**

<b>Tragic Hero</b> – A main character cursed by fate and possessed of a tragic flaw (Macbeth).	
<b>Hamartia</b> – The fatal character flaw of the tragic hero (ambition).	
<b>Catharsis</b> – The release of the audience's emotions through empathy with the characters.	
<b>Internal Conflict</b> – The struggle the hero engages in with his/her fatal flaw.	



**E-safety**

E-safety refers to staying safe online, this includes the use of the internet, social media sites and gaming.

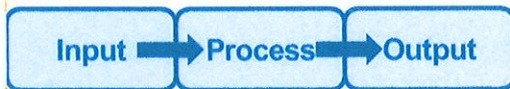
**Top tips for staying safe online:**

1. Don't talk to strangers
2. Don't give out personal information
3. Make sure all social media accounts are set to private.
4. Don't meet anyone online.

**Computer System**

A basic, **complete** and **functional** computer.

It will include all the hardware and software required to make it functional.



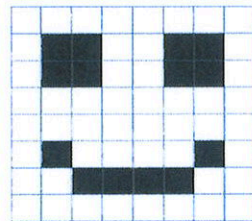
**Binary (Base 2)**

The only thing that computers understand is Binary.

1 = ON  
0 = OFF

8	4	2	1
0	1	0	1

0101 = 5



0	0	0	0	0	0	0	0	0	0
0	1	1	0	0	0	1	1	0	0
0	1	1	0	0	0	1	1	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	1	0	0	0	0	1	0	0	0
0	0	1	1	1	1	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

010111 = 94

128	66	32	16	8	4
0	1	0	1	1	1

**KODU Tools Bar**



**KODU**

When Programming in KODU remember you are giving WHEN and DO commands. **WHEN** being the **Action**, **DO** being the **Reaction**

**Excel (Part 1)**

**Equations:**

Income

=[@[Number of Hours]]\*[@[Hourly Wage]]

Expenditure

=SUM(C3:C6)

Balance

=[@Income]-[@Expense]

**Excel (Part 2)**

**Tools:**

Wrap Text Tool



Format as Table



Fill Cell

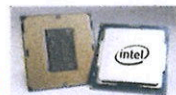


Select All Cells



**Computer Components**

CPU (Central Processing Unit)



Motherboard



Hard Drive Disk



Fan



PSU (Power Supply Unit)



# Year 8 Knowledge Organiser

## SOLVING EQUATIONS

### Key Concept

#### Inverse Operations

Operation	Inverse
+	-
-	+
×	÷
÷	×
$x^2$	$\sqrt{x}$

### Tip

Answers can be:

- Integers
- Decimals
- Fractions
- negatives

### Key Words

**Solve**  
**Equation**  
**Formula**  
**Rearrange**  
**Equal**  
**Inequality**

**Unknown:** A letter which represents a number we do not know the value of.

**Terms:** The numbers and letters in the expression or equation.

**Inverse:** The operation which will do the opposite.

### Examples

$x + 9 = 16$ $-9 \quad -9$ $x = 7$	$x - 12 = 20$ $+12 \quad +12$ $x = 32$	$\frac{x}{3} = 5$ $\times 3 \quad \times 3$ $x = 15$	$2x + 5 = 14$ $-5 \quad -5$ $2x = 9$ $\div 2 \quad \div 2$ $x = 4.5$
--	--	--	--

$\frac{x}{4} - 2 = 4$ $+2 \quad +2$ $\frac{x}{4} = 6$ $\times 4 \quad \times 4$ $x = 24$	$2(3x + 5) = -14$ <b>expand</b> $6x + 10 = -14$ $-10 \quad -10$ $6x = -24$ $\div 6 \quad \div 6$ $x = -4$	$2x + 7 = 5x + 1$ $-2x$ <b>(smallest x term)</b> $+7 = 3x + 1$ $-1 \quad -1$ $6 = 3x$ $\div 3 \quad \div 3$ $2 = x$
--	---	--

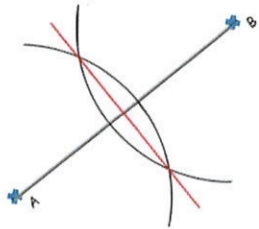
### Questions

- 1)  $x + 8 = 19$       2)  $y - 25 = 15$       3)  $2y = 82$       4)  $\frac{t}{4} = 7$   
 5)  $\frac{p}{2} - 6 = 2$       6)  $3(2x - 3) = 15$       7)  $4x - 8 = 2x + 1$

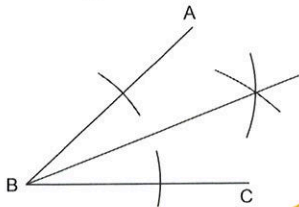
ANSWERS: 1)  $x = 11$ , 2)  $y = 40$ , 3)  $y = 41$ , 4)  $t = 28$ , 5)  $p = 16$ , 6)  $x = 4$ , 7)  $x = 4.5$

# CONSTRUCTIONS

## Key Concept Line Bisector



## Angle Bisector



### Tip

Watch for scales.

For a scale of:  
1 cm = 4 km.

20 km = 5 cm  
6 cm = 24 km

## Key Words

**Compasses**  
**Protractor**  
**Centimetres**  
**Scale**  
**Region**

**Construction:** To draw a shape, line or angle accurately using a compass and ruler.

**Loci:** Set of points with the same rule.

**Parallel:** Two lines which never intersect.

**Perpendicular:** Two lines that intersect at  $90^\circ$ .

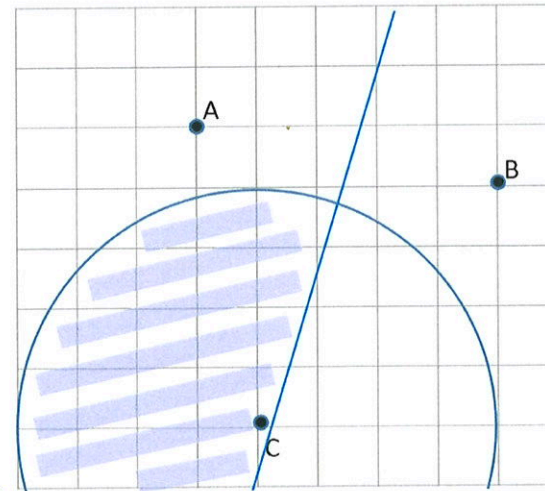
**Bisect:** Divide into two parts.

**Equidistant:** Equal distance.

## Examples

Shade the region that is:

- closer to A than B
- less than 4 cm from C



Line bisector  
of A and B

Circle with  
radius 4cm

## Questions

- 1) Draw these angles then bisect them using constructions:
  - a)  $46^\circ$
  - b)  $18^\circ$
  - c)  $124^\circ$
- 2) Draw these lines and bisect them:
  - a) 6cm
  - b) 12cm

# TYPES OF DATA AND GRAPHS

## Key Concepts

**Discrete data:** data that can be counted  
E.g. How many with certain Hair colour, shoe size, number of children in a class.

**Continuous data:** data that can take any value.  
Data that is **measured**.  
E.g. Height, weight, time.

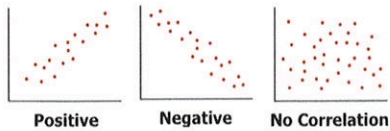
**Qualitative data:** data that describes something.  
E.g. Race, eye colour

**Quantitative data:** data that is in numerical form. E.g. percentages, time.

**Pie charts** use angles to represent, proportionally, the quantity of each group involved.

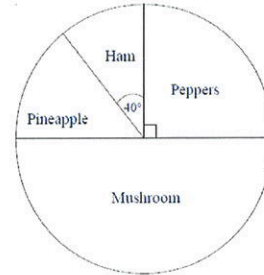
Pie charts can only be compared to one another when the total frequency or populations are given.

**Scatter-graphs** show the relationship between two variables. This relationship is called the **correlation**.



## Key Words

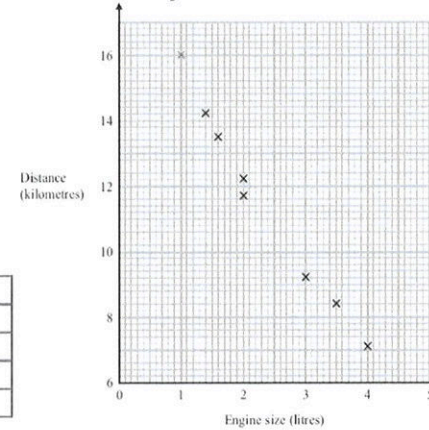
**Data**  
**Discrete**  
**Continuous**  
**Qualitative**  
**Quantitative**  
**Pie chart**  
**Scatter-graph**  
**Correlation**  
**Outlier**  
**Variable**



Topping	Frequency	Angle of Sector
Peppers	18	
Mushroom		
Pineapple		
Ham		

Total=72      360°  
 $360^\circ \div 72$        $\times 5$

## Examples



A scatter-graph is drawn to show the relationship between the engine size of a car and how far it can travel.

It shows negative correlation.

This is an **outlier**.  
It does not match the trend.

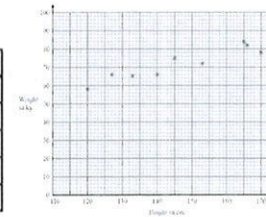
We draw a **line of best fit** through the data points to help estimate readings, based on the data sample.  
For example, estimating the engine size of a car that can travel 11km would be 2.4 litres.

What types of data is each:

- 1) Number of goals scored in a match
- 2) Eye colour
- 3) Time it takes to run 100m
- 4) Length of a car
- 5) Number of pets owned

1) Calculate the angle for each category:

Region	Frequency
Southern England	9
London	23
Midlands	16
Northern England	12
Total	60



2a) What type of correlation is shown?  
b) Using a line of best fit estimate the weight when the height is 135cm.

ANSWERS: 1) Discrete, quantitative 2) Discrete, qualitative 3) Continuous, quantitative 4) Continuous, quantitative 5) Discrete, quantitative

ANSWERS: 1)  $360^\circ \div 60 = 6^\circ$ , Angles =  $54^\circ, 138^\circ, 96^\circ, 72^\circ$  2) a) positive b) 64kg-66kg

# Year 8 Summer : What's So Funny?



<https://www.bbc.co.uk/programmes/p03nshgl>

## **Punchline**

The end line or final joke in a funny story or sketch. Sometimes referred to as the 'big laugh'.

## **Satire**

A type of comedy that pokes fun at a serious issue or tries to undermine people in authority, like the government.

## **Stereotype**

An instantly recognisable 'type' of person which isn't always based in reality. For example, a doctor is posh and wears a white coat; a school caretaker will be grumpy and jangle keys.

## **Suspension of disbelief**

The idea that an audience will always believe in your story, despite it normally being unbelievable.

## **Slapstick**

Humour linked with trips, falls, hits and hurts

## **Caricature**

This is a character that uses a distorted or exaggerated version of a person's features or personality to create a comic effect.

## **Deadpan**

A type of comic delivery with all the usual emotion taken out. Usually a deadpan comic will also keep their facial expressions to a minimum.

## **Escalation**

The process of turning a small joke into a bigger and funnier story, usually with an exaggerated and over-the-top conclusion.

## **Farce**

A fast-paced piece of set comedy that involves a lot of slapstick and usually contains people entering and exiting quickly or mistaking character identities.

## **Absurdity**

Ridiculous or unexpected situations

