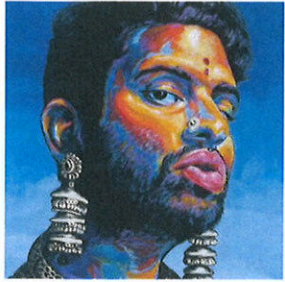


Fowey River Academy  
Year 8 Knowledge Organiser

Autumn Quadmester

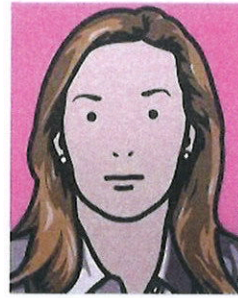
# MEMORY MAT

YEAR 8 - WHO AM I?



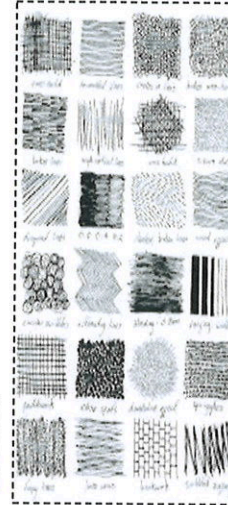
## What is a portrait?

A portrait is a drawing, painting or photograph of a person.



## What is a self portrait?

A self portrait is a drawing, painting or photograph of a person created by themselves.



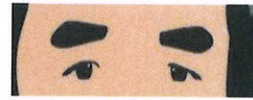
## TECHNIQUES

**Mark making**

- bold confident lines making suggestive marks to emphasize a face shape.



*JULIAN OPIE*



*RAE SENARIGHI*

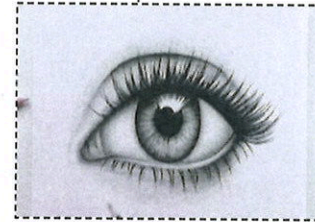
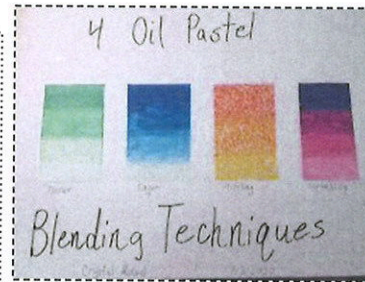
## TECHNIQUES

**Acrylic paint-** working in layers, focusing on the lightest colours first, building up the structure to create the contours of the face.

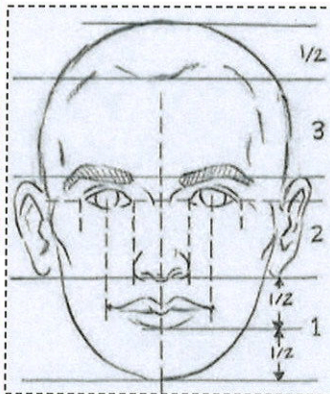


## TECHNIQUES

**Oil Pastel-** simple shapes, especially on the facial features.

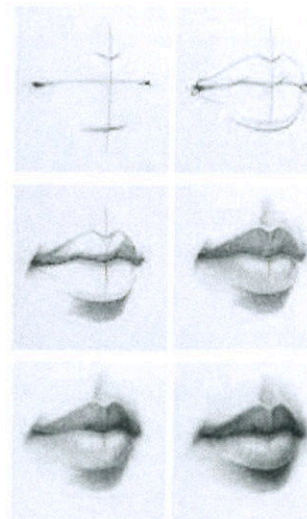


*ALBERTO GIACOMETTI*

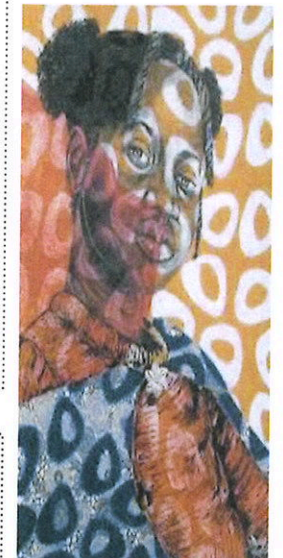


## TECHNIQUES

**Printing and charcoal** - bold simple printed background with a beautiful charcoal portrait sketch over the top.



*DELITA MARTIN*



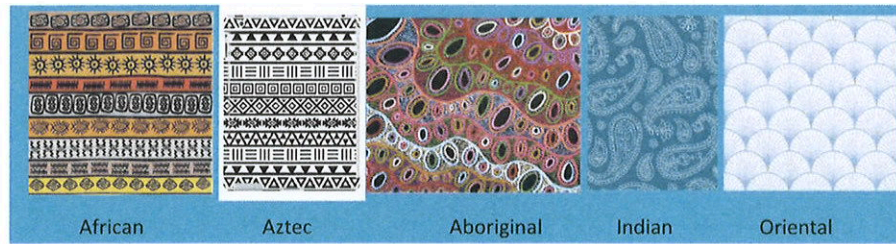
# Memory Mat

## Year 8 Photography- Pattern and Portrait

Portrait- a painting, drawing, photograph, or **engraving** of a person, especially one **depicting** only the face or head and shoulders.

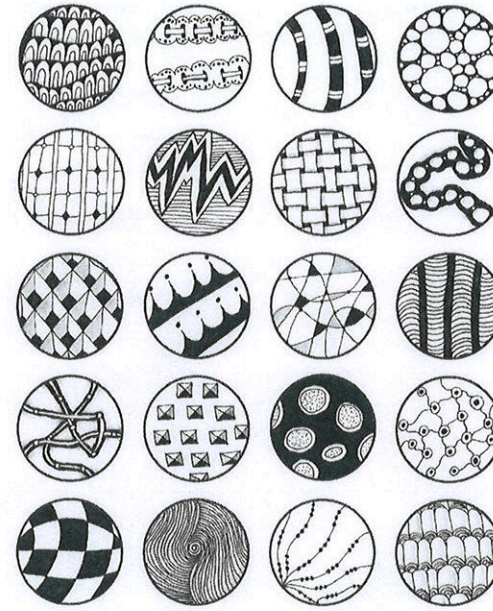
### Photography formal elements:

Line  
Shape and Form  
Texture



What is a cultural pattern?

Different cultures from all over the world utilize patterns to decorate important objects like masks, textiles, sculptures, and even themselves through body art.



### Key words and terminology:

**Pattern:** a repeated decorative design.

**Contact sheet-** A selection of at least 30 photos taken as part of a photoshoot

**Culture:** the ideas, customs, and social behaviour of a particular people or society.

**Texture:** the feel, appearance, or consistency of a surface or substance.

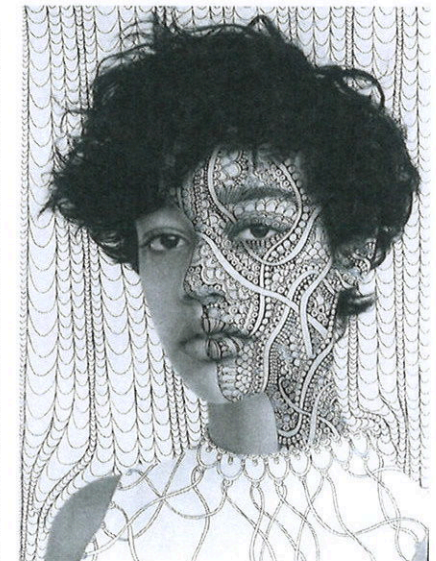
**Exposure:** the amount of light that reaches your camera's sensor, creating visual data over a period of time

## Alana Dee Haynes


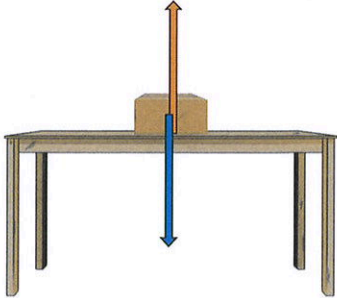
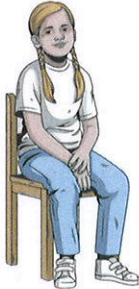
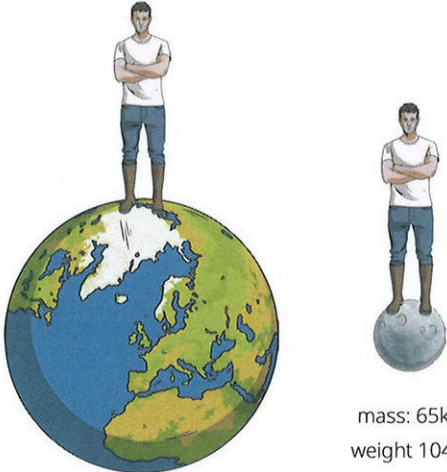
Alana Dee Haynes is an American artist who lives and works in New York City. In a meditative process of repetitive mark-making, Haynes overlays complex patterns and latticework over the forms of found objects and images.

**AO1** EXPLORE  
ANNOTATE  
BEGIN TO LINK A  
**THEME IMAGES**  
ARTISTS  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK  
**RESEARCH**

**AO4** FINAL  
MEANINGFUL PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
**RESPONSE LINKS**  
LINK BETWEEN VISUALS AND ARTISTS  
PRESENTATION **RELEVANT**

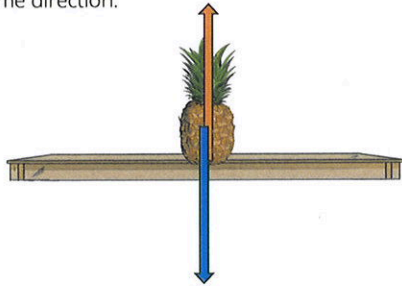


KS3 Forces

Types of Forces	Measuring Forces	Force Diagrams	
<p><b>Contact Forces</b> Contact forces act between objects that are physically touching each other.</p> <p><b>friction</b> – The force between two surfaces that are sliding, or trying to slide, past each other.</p> <p><b>air resistance</b> – The force that acts in the opposite direction to an object's movement as it moves through the air.</p> <p><b>reaction</b> – The force that supports an object on a solid surface.</p>	<p>Forces are measured in newtons (N). Forces can be measured using a newton meter.</p> 	<p>You can't see forces but you can see their effects.</p> <p>We add force arrows to a diagram to show which forces are acting. The arrows show the direction and the size of the force (the longer the arrow, the bigger the force).</p> <p>The force arrows should touch the object in the diagram.</p> 	
<p><b>tension</b> – The force transmitted through a rope, string or wire when pulled by forces acting on each end.</p> <p><b>upthrust</b> – The upward force exerted by a fluid on an object floating in it.</p> <p><b>Non-Contact Forces</b> Non-contact forces act between objects without them physically touching each other.</p> <p><b>gravitational force</b> – The force acting on an object due to gravity.</p>	<p><b>Interaction Pairs</b> Forces always act in pairs.</p> <p>The person's weight pushes down on the chair.</p> <p>The reaction force from the chair pushes the person up.</p> 	<p><b>Mass and Weight</b> The moon has a smaller gravitational field strength than the Earth. This means that an object or person would weigh less on the moon. Their mass would remain the same.</p>  <p>mass: 65kg weight 650N</p> <p>mass: 65kg weight 104N</p>	
<p><b>magnetic force</b> – The force exerted by a magnetic field on a magnetic material.</p> <p><b>electrostatic force</b> – The force that acts between two charged objects.</p>	<p><b>Force Fields</b> Non-contact forces act in fields. The field is the area around the object where the force is exerted.</p> <p>As an object gets farther away from the object exerting a force, the field gets weaker. For example, if a magnetic object is farther from a magnet, it will experience a smaller force of attraction towards the magnet.</p>	<p><b>Mass</b> Mass is the amount of matter an object is made up of. Mass is measured in kilograms (kg).</p> <p>The value of mass will stay the same when the location of the object changes.</p> <p><b>Weight</b> Weight is the total amount of force acting on an object due to gravity. Weight is measured in newtons (N).</p> <p>The value of weight will change depending on the gravitational field strength acting on the object.</p> <p>To calculate weight we use the equation: <b>weight = mass × gravitational field strength</b></p> <p>The gravitational field strength on Earth is 10N/kg.</p>	

**Balanced Forces**

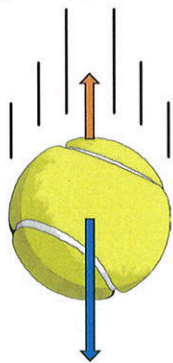
When the forces acting on an object are the same size but in opposite directions, we say that the forces are **balanced**. When this happens, the object is in a state of **equilibrium**. There will be no change to the motion of the object: a stationary object will remain stationary and a moving object will continue to move at a constant speed in the same direction.



**Unbalanced Forces**

**Unbalanced** forces act in opposite directions but are not the same size. One force is greater than the other.

If forces are unbalanced there will be a change in the motion of the object. It may speed up, slow down or change direction.



**Changing Speed**

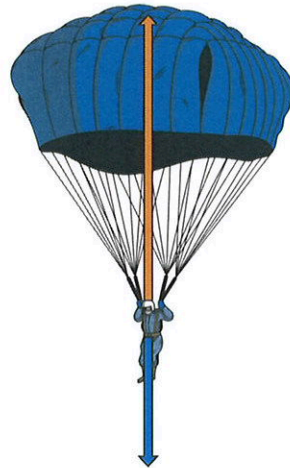
If the driving force is bigger than the resistive forces acting on an object, the object will speed up (**accelerate**).

When the driver presses the accelerator in a car, the driving force increases so the car speeds up.



If the resistive forces on an object are larger than the driving force, the object will slow down.

When the person releases their parachute, the force of air resistance is larger than their weight so they will slow down.



**Reducing Resistive Forces**

**Friction** can be reduced by using **lubrication**. Lubrication is grease or oil that helps two surfaces move past each other more easily.

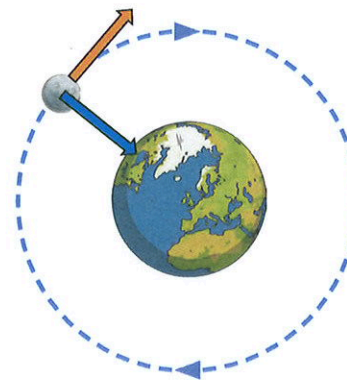
Having a smaller **surface area** in contact with a surface will also reduce the amount of friction.

**Drag forces**, like water resistance and air resistance, can be reduced by making objects more **streamlined**.



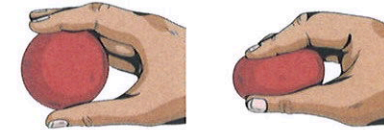
**Changing Direction**

The gravitational field around the Earth keeps the Moon in orbit. The Moon is moving at a constant speed but the Earth's gravity pulls it towards the Earth, so the Moon moves in a circular path around the Earth.



**Changing Shape**

Elastic objects can be compressed or stretched by forces. When an object is changed in these ways, we say it is **deformed**.



The amount that an object is stretched is called the **extension**.



**Hooke's Law**

The extension of some elastic objects can be described by Hooke's law.

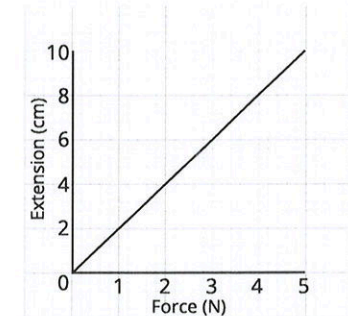
$$\text{force (N)} = \text{spring constant (N/m)} \times \text{extension (m)}$$

**Spring constant** is a measure of the stiffness of a material. It indicates the force needed to change the length of a material by 1m. The greater the spring constant, the greater the force needed to stretch the material.

If you plot the extension of a spring against the force applied to the spring the results give a straight line through the origin.

The graph shows that if you double the force, the extension also doubles.

**Hooke's law** states that extension is **directly proportional** to the force applied.



## Travel Writing Knowledge Organiser

<b>Marco Polo</b>	13 <sup>th</sup> century explorer who travelled from Venice to Asia.	<b>Missouri</b>	A Mid-western state in America that Bryson describes negatively as 'Bad Lands'.
<b>John Steinbeck</b>	Author who travelled America in the 1960s with his dog, Charley.	<b>Lake District</b>	A popular tourist destination in the UK that is popular for its 16 lakes.
<b>Bill Bryson</b>	American writer who travels around the world and wrote Notes From a Small Island about Britain.	<b>Rome</b>	Capital city of Italy.
<b>Elizabeth Gilbert</b>	Travel writer who documented her travels in a search for inner peace.	<b>India</b>	Part of Asia, and once part of the British Empire, famous for the Taj Mahal.
<b>National Geographic</b>	A publication on geographical and world issues that has been publishing since 1888.	<b>Bali</b>	Province of Indonesia.
<b>Suju</b>	A trade city in Ancient China with great wealth and governed by Kubilai Khan.	<b>Ghana</b>	African country.
<b>Kinsay</b>	A city in Ancient China heralded as 'the city of heaven', governed by Kubilai Khan.	<b>Victoria Falls</b>	Famous waterfall, an area of outstanding natural beauty.
	<b>Definitions</b>		
<b>Headline</b>	Title of an article that outlines topic of the article.		
<b>Subheading</b>	A secondary title that provides further information.		
<b>Caption</b>	A short explanation of what a picture or photograph is depicting.		
<b>First person</b>	Using pronouns such as me, we, our, us, I to show a first hand experience.		
<b>Anecdote</b>	Short story that is used as an illustrative example.		
<b>Morality</b>	The extent to which an action is right or wrong.		
<b>Environment</b>	The surroundings or conditions in which we live and operate.		
<b>Tourism</b>	The organisation and operation of holidays and visits to places of interest.		
<b>Culture</b>	Pattern or behaviour shared by a society or group or people.		
<b>Ceremonies</b>	An act or series of acts performed according to fixed rules as part of a social or religious event.		
<b>Tradition</b>	The handing down of a culture's beliefs or customs through generations.		

	<b>Key Terms</b>		
<b>Annotation</b>	Brief, concise notes on a text to show understanding	<b>Noun</b>	Identifies a person, place or a thing.
<b>Pronoun</b>	A word that is used instead of a noun or a noun phrase:	<b>Noun phrase</b>	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
<b>Adjective</b>	Used before a noun, to make the noun's meaning more specific	<b>Tense</b>	The form of a verb that shows the time it happened.
<b>Metaphor</b>	Describe something as if it was something else.	<b>Sentence Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
<b>Simile</b>	a figure of speech involving the comparison of one thing with another thing of a different kind, often using 'like' or 'as'	<b>Personification</b>	A figure of speech in which an object or animal is given human qualities.
<b>Verb</b>	Describes an action	<b>Adverb</b>	Describes a verb
<b>Clause</b>	A clause is a group of words that contain a subject and a verb.	<b>Simple sentence</b>	Has subject and only one verb:
<b>Main clause</b>	An independent clause that makes sense on its own.	<b>Subordinating connective</b>	A word that links a main clause with a subordinating clause.
<b>Emotive Language</b>	Powerful words to evoke emotions e.g. sympathy, empathy, guilt.	<b>Facts</b>	A true statement.
<b>Hyperbolic Language</b>	Exaggerating – it was the worst day ever in the history of the universe.	<b>Opinion</b>	Somebody's opinion or viewpoint.
<b>Imperative sentences</b>	A sentence that commands or demands e.g. Do this, go to....	<b>Rhetorical question</b>	A question that make the reader think
<b>A triple</b>	Three words or phrases for emphasis	<b>Connotation</b>	Like word association, its suggests....
<b>Sensory detail</b>	Sight, sound, taste, touch, smell	<b>Pathetic fallacy</b>	When human characteristics are applied to things – often found in nature.
<b>Semantic field</b>	When a group or words all link to one overall theme.	<b>Alliteration</b>	When the first letter of a word is repeated more than once.

## Fowey River Academy Geography

## Knowledge Organiser – Semester 1 – What is development? Part 2

### Key Vocabulary

Gender inequality	When people are treated differently and given different opportunities just because they are male or female.
Bilateral aid	A government in one country provides aid to the government of a foreign country.
Non-governmental aid	Charities called non-governmental organisations (NGOs) raise money from the public to support development projects in other countries.
United Nations	An organisation of 192 countries. They aim to bring nations together to prevent future conflict.
International Aid	A voluntary donation of money, goods or knowledge from one country to another, often a developed country supporting developing countries.

### Gender Inequality

- One in five teenage girls around the world is denied access to education.
- One in three girls in the lower income countries will be married by their 18<sup>th</sup> birthday.
- Difficulties in pregnancy and childbirth are the leading cause of death for girls aged 15-19 in developing countries.
- Between 2009 and 2013 there were attacks on schools in at least 70 different countries. A number of these attacks were directed at girls, parents and teachers who argued for gender equality in education.
- In the UK there is also inequality. For every £1 earned by a man a woman earns 81p.
- In the largest 350 UK companies, woman only represent 23.5% of the top positions.

## SUSTAINABLE DEVELOPMENT GOALS



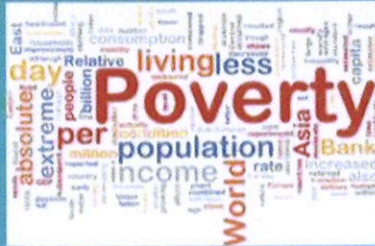
Change lives. For good.

**act:onaid**

### How do countries and organisations support development?

ActionAid is an international NGO which works with over 15 million people in 45 countries. It has been working for a world free from poverty and injustice for over 40 years. Examples of ActionAid's work are as follows:

- **Defending woman's rights** – in Nigeria many families may only pay for boys to go to school. By encouraging girls clubs in Nigeria, it gets the community to understand the importance of education and fewer girls drop out early to marry.
- **Tackling violence against women and girls and securing women's economic justice** – in Rwanda, ActionAid provides cows and seeds to woman in rural areas. This means they can fertilise their gardens and provide milk for their children. Any food that is sold can provide money to reinvest into the community.





## Fowey River Academy Geography

### Key Vocabulary

Development	People reaching an acceptable standard of living or quality of life.
Quality of life	The general well-being of people including income, health, education, employment, and the environment.
Gross National Income (GNI)	The dollar value of a country's final income in a year, divided by its population.
Human Development Index (HDI)	A better measure of development using 3 elements living standards, health and education.
Life expectancy	The average period that a person is expected to live.

### BRICS

Brazil, Russia, India, China and South Africa are all considered to be in a similar process of rapid economic development. These countries are developing at a rapid rate, all at once as they benefit from global inventions and ideas.



## Knowledge Organiser – Semester 1 – What is development? Part 1

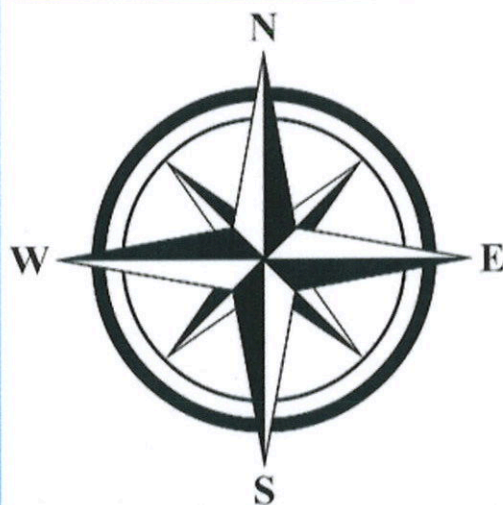
### The Development Compass Rose

**N = Natural** – Questions or observations about the environment. For example: What is the weather like?

**E = Economic** – Questions or observations about money. For example: What jobs are people doing?

**S = Social** – Questions or observations about people. For example: How does culture affect people here?

**W = Who decides?** Questions or observations about who is making the decisions. For example: Do these people have a say?



### What causes poverty?

- **Location** – if a country has no coastline, or access is limited, it can be difficult to trade with other countries.
- **Politics** – politically unstable countries are often in poverty and countries can often be affected by political decisions for decades.
- **War** – war-torn countries' services are continually disrupted, buildings and roads are destroyed, people are killed or forced to flee.
- **Gender Inequality** – when women have fewer rights and less education than men, a country is not fully using its workforce. You will find out more about this in the next lesson.
- **Climate** – in extreme climates it can be difficult to grow crops, which makes food supply unreliable.
- **Natural hazards** – many countries experience earthquakes or volcanoes frequently. The country is then continually rebuilding or recovering from disasters, making it much harder to escape poverty.
- **Access to education and healthcare** – a lack of education can result in a shortage of people to carry out skilled jobs, and it can be harder to maintain high levels of hygiene and health.

### Nepal Fact File



- Nepal is the 12<sup>th</sup> poorest country in the world.
- 2.4 million people live in extreme poverty.
- Nepal is a landlocked country (surrounded by India and the Himalayan mountain range)
- Mountains and hills cover almost 75% of Nepal's land area making it unsuitable to farm and build on.
- About 80% of the population live in rural areas and depend on subsistence farming.
- Gender inequality is a major issue. Rather than attending school, girls are expected to marry at an early age and work in the fields and at home.
- Nepal suffers from natural disasters. Many people lose their homes and even die during earthquakes.

# Year 8 Knowledge Organiser Rounding and estimation

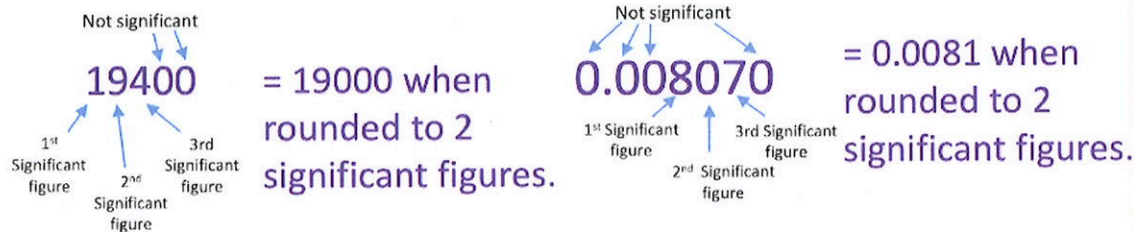
## What you need to know:

### How to round numbers to a given degree of accuracy.

Rounding makes a number simpler but keeps its value close to what it was. If the digit to the right of the rounding digit is less than 5 round down, if it is 5 or more, round up.

### Significant figures.

Significant figures (s.f) start from the first non-zero digit in a number. After that any number (including 0) is the next significant digit.



### How to estimate the solutions to complex calculations by rounding.

To estimate you should round each number in a calculation to 1 significant figure, then calculate.

$$\frac{348 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$$

### How to decide if your solution is an underestimate or overestimate.

Decide if you have made each number bigger or smaller by rounding. When dividing remember that if you divide by a number that has been rounded up, your answer will be an underestimate and vice versa.

## Key Terms:

**Rounding**– Making a number simpler whilst keeping its value close to the original.

**Decimal places**– The number of digits after the decimal point in a number.

**Significant Figures**– The number of digits in a value that carry a meaning to the size of the number.

**Estimate**– Find a value that is close to the right answer by rounding.

$\approx$  - Approximately equal to

**Overestimate**– An estimated value that is higher than the exact value.

**Underestimate**– An estimated value that is lower than the exact value.

## Key Facts:

### Money Calculations

When answering questions to do with money, always round your answer to 2 d.p.

### Rounding in the real world

Journalists use rounded numbers in headlines to make them easier to understand and have more impact.



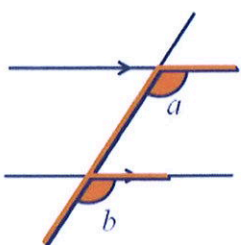
### Checking your answers

It is useful to estimate complex calculations to help you to check your answers are reasonable – you may even use estimation to check you have enough money when shopping for example.

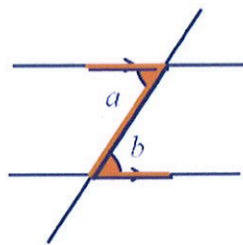
# Year 8 Knowledge Organiser

## PARALLEL LINES AND ANGLES

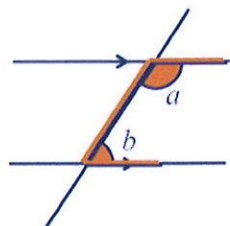
### Key Concepts



**Corresponding** angles are equal.



**Alternate** angles are equal.



**Co-interior** angles add to  $180^\circ$ .

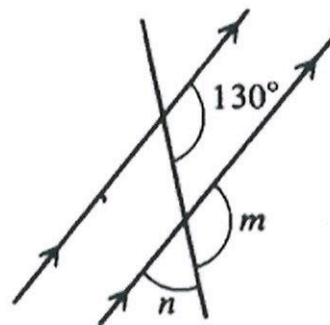
### Key Words

**Intersect:** Two lines which cross.

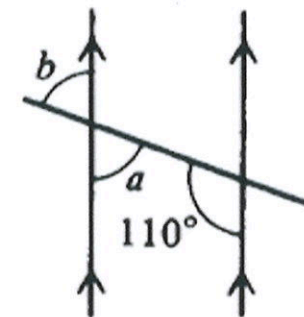
**Parallel:** Two lines which never intersect. Marked by an arrow on each line.

**Transversal:** A line which intersects two parallel lines.

### Examples



$m = 130^\circ$  as corresponding angles are equal.  
 $n = 50^\circ$  as angles on a line add to  $180^\circ$

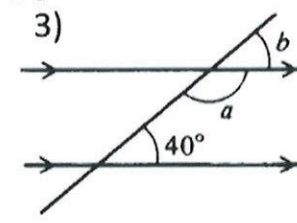
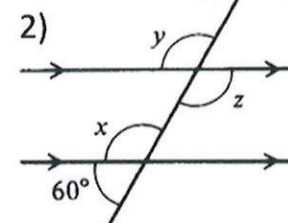
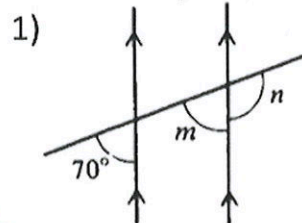


$a = 70^\circ$  as co-interior angles add to  $180^\circ$   
 $b = 70^\circ$  as vertically opposite angles are equal

### Tip

These angle properties can be used alongside all the other angle properties that you have learnt.

### Questions – Find the labelled angles, give reasons.



ANSWERS: 1)  $m = 70^\circ, n = 110^\circ$  2)  $x = 120^\circ, y = 120^\circ, z = 120^\circ$  3)  $a = 140^\circ, b = 40^\circ$

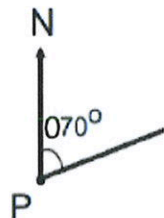
# Knowledge Organiser

## SCALES AND BEARINGS

### Key Concepts

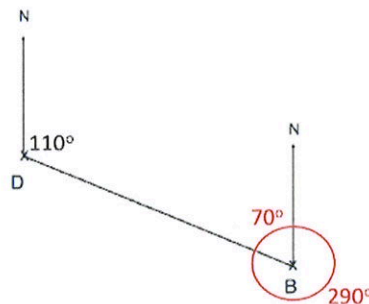
**Scales** are used to reduce real world dimensions to a useable size.

A **bearing** is an angle, measured **clockwise** from the **north** direction. It is given as a **3 digit** number.



### Examples

The diagram shows the position of a boat B and dock D.

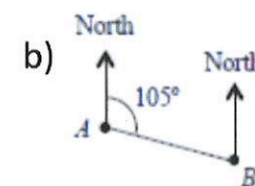
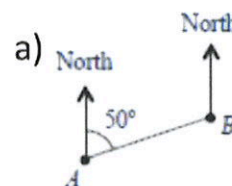


The scale of the diagram is 1cm to 5km.

- Calculate the real distance between the boat and the dock.  
 $6\text{cm} = 6 \times 5$   
 $= 30\text{km}$
- State the bearing of the boat from the dock.  
 $110^\circ$
- Calculate the bearing of the dock from the dock.  
 $180^\circ - 110^\circ = 70^\circ$  because the angles are cointerior  
 $360^\circ - 70^\circ = 290^\circ$  because angles around a point equal  $360^\circ$

**Key Words**  
 Scale  
 Bearing  
 Clockwise  
 North

Find the bearing of A from B  
 (Diagrams not drawn to scale):



ANSWERS: (a)  $230^\circ$  (b)  $285^\circ$

### Point de départ (pages 8–9)

J'habite ...	<i>I live ...</i>	à la campagne.	<i>in the countryside.</i>
en Angleterre / Écosse / Irlande (du Nord).	<i>in England / Scotland / (Northern) Ireland.</i>	en colo (en colonie de vacances).	<i>at a holiday camp.</i>
au pays de Galles.	<i>in Wales.</i>	chez mes grands-parents.	<i>at my grandparents' home.</i>
J'ai / On a ...	<i>I have / We have ...</i>	C'est ...	<i>It is ...</i>
une semaine / deux semaines de vacances	<i>a week / two weeks of holiday</i>	assez	<i>quite</i>
en janvier / février (etc.).	<i>in January / February (etc.)</i>	très	<i>very</i>
à Noël / à Pâques.	<i>at Christmas / Easter.</i>	trop	<i>too</i>
Je suis / Nous sommes en vacances ...	<i>I am / We are on holiday ...</i>	un peu	<i>a bit</i>
au bord de la mer.	<i>at the seaside.</i>	complètement	<i>completely</i>
à la montagne.	<i>in the mountains.</i>	nul / sympa	<i>rubbish / nice</i>
		ennuyeux / intéressant	<i>boring / interesting</i>
		triste / marrant	<i>sad / funny</i>

### Unité 1 (pages 10–11) Qu'est-ce que tu as visité?

Qu'est-ce que tu as visité?	<i>What did you visit?</i>	après	<i>after(wards)</i>
J'ai visité le château.	<i>I visited the castle.</i>	finalement	<i>last of all</i>
J'ai visité le lac.	<i>I visited the lake.</i>	C'était comment?	<i>{ How was it? / What was it like? }</i>
J'ai visité le musée.	<i>I visited the museum.</i>	C'était amusant.	<i>It was fun.</i>
J'ai visité le parc.	<i>I visited the park.</i>	C'était cool.	<i>It was cool.</i>
J'ai visité le stade.	<i>I visited the stadium.</i>	C'était génial.	<i>It was great.</i>
J'ai visité la cathédrale.	<i>I visited the cathedral.</i>	C'était ennuyeux.	<i>It was boring.</i>
J'ai visité la mosquée.	<i>I visited the mosque.</i>	C'était intéressant.	<i>It was interesting.</i>
J'ai visité la chocolaterie.	<i>I visited the chocolate shop.</i>	C'était sympa.	<i>It was nice.</i>
d'abord	<i>first of all</i>	C'était moderne.	<i>It was modern.</i>
ensuite	<i>next</i>	C'était nul.	<i>It was rubbish.</i>
puis	<i>then</i>		

### Unité 1 (pages 10–11) Tu as passé de bonnes vacances?

Pendant les vacances ...	<i>During the holidays ...</i>	j'ai acheté des baskets.	<i>I bought some trainers.</i>
j'ai joué au tennis.	<i>I played tennis.</i>	j'ai regardé des clips vidéo.	<i>I watched video clips.</i>
j'ai mangé des glaces.	<i>I ate ice creams.</i>	j'ai nagé dans la mer.	<i>I swam in the sea.</i>
j'ai retrouvé mes amis.	<i>I met up with my friends.</i>	j'ai traîné à la maison.	<i>I hung around the house.</i>
j'ai écouté de la musique.	<i>I listened to music.</i>		
Qu'est-ce que tu as fait pendant les vacances?	<i>What did you do during the holidays?</i>	J'ai acheté un tee-shirt.	<i>I bought a tee-shirt.</i>
Pendant les vacances ...	<i>During the holidays ...</i>	J'ai acheté des BD.	<i>I bought some comics.</i>
J'ai joué au tennis.	<i>I played tennis.</i>	J'ai regardé des clips vidéo.	<i>I watched video clips.</i>
J'ai joué au foot.	<i>I played football.</i>	J'ai regardé un film à la télé.	<i>I watched a film on TV.</i>
J'ai mangé des glaces.	<i>I ate ice creams.</i>	J'ai nagé dans la mer.	<i>I swam in the sea.</i>
J'ai mangé une pizza.	<i>I ate a pizza.</i>	J'ai retrouvé Léo.	<i>I met up with Léo.</i>
J'ai écouté de la musique.	<i>I listened to music.</i>	J'ai traîné au lit.	<i>I hung around in bed.</i>
J'ai acheté des baskets.	<i>I bought some trainers.</i>	J'ai dormi.	<i>I slept.</i>

## Year 8 French - Autumn Vive les vacances!

### Essential Question: Tu as passé de bonnes vacances?

#### Stratégie

#### Cognates, near-cognates and faux amis

Cognates are spelt the same in French as in English. But remember to learn the correct French pronunciation, as it is usually different from English! How do you pronounce the following?

*le bus le train des photos des souvenirs*

Near-cognates are nearly – but not exactly – the same as English words. Take extra care when learning to spell words like this!

*la musique le passeport le désastre*

Some words look like cognates, but they are faux amis (false friends). What do these words mean in English?

*le car le spectacle rester traîner*

#### Les mots essentiels High-frequency words

##### Qualifiers

assez	<i>quite</i>
très	<i>very</i>
trop	<i>too</i>
un peu	<i>a bit</i>
complètement	<i>completely</i>
vraiment	<i>really</i>

##### Sequencing words

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

##### Connectives

où	<i>where</i>
avec	<i>with</i>

##### Prepositions

au (+ masculine country)	<i>to / in</i>
en (+ feminine country)	<i>to / in</i>
aux (+ plural country)	<i>to / in</i>
chez Tom	<i>at Tom's home</i>

##### Time expressions

pendant	<i>during</i>
normalement	<i>normally</i>
l'année dernière	<i>last year</i>

### Unité 2 (pages 12–13) Qu'est-ce que tu as fait?

Qu'est-ce que tu as fait pendant les vacances?	<i>What did you do during the holidays?</i>	J'ai fait tous les manèges.	<i>I went on all the rides.</i>
J'ai visité un parc d'attractions.	<i>I visited a theme park.</i>	d'abord	<i>first of all</i>
J'ai bu un coca au café.	<i>I drank a cola in the café.</i>	ensuite / puis	<i>then</i>
J'ai pris beaucoup de photos.	<i>I took lots of photos.</i>	après	<i>after(wards)</i>
J'ai vu un spectacle.	<i>I saw a show.</i>	finalement	<i>finally</i>
J'ai fait une balade en bateau.	<i>I went on a boat ride.</i>	C'était ...	<i>It was ...</i>
J'ai vu mes personnages préférés.	<i>I saw my favourite characters.</i>	fantastique / génial / super!	<i>fantastic / great / brilliant!</i>
		amusant / marrant / sympa.	<i>fun / funny / nice.</i>
		intéressant / ennuyeux / nul.	<i>interesting / boring / rubbish.</i>
		Ce n'était pas mal.	<i>It wasn't bad.</i>

**Unité 2 (pages 12–13) Qu'est-ce que tu as fait?**

Qu'est-ce que tu as fait pendant les vacances?	<i>What did you do during the holidays?</i>	J'ai fait tous les manèges.	<i>I went on all the rides.</i>
J'ai visité un parc d'attractions.	<i>I visited a theme park.</i>	d'abord	<i>first of all</i>
J'ai bu un coca au café.	<i>I drank a cola in the café.</i>	ensuite / puis	<i>then</i>
J'ai pris beaucoup de photos.	<i>I took lots of photos.</i>	après	<i>after(wards)</i>
J'ai vu un spectacle.	<i>I saw a show.</i>	finale	<i>finally</i>
J'ai fait une balade en bateau.	<i>I went on a boat ride.</i>	C'était ...	<i>It was ...</i>
J'ai vu mes personnages préférés.	<i>I saw my favourite characters.</i>	fantastique / génial / super!	<i>fantastic / great / brilliant!</i>
		amusant / marrant / sympa.	<i>fun / funny / nice.</i>
		intéressant / ennuyeux / nul.	<i>interesting / boring / rubbish.</i>
		Ce n'était pas mal.	<i>It wasn't bad.</i>

**Unité 3 (pages 14–15) Tu es allé(e) où?**

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

**Unité 4 (pages 16–17) Quel désastre!**

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

**Unité 5 (pages 18–19) Mon voyage extraordinaire!**

Normalement, pendant les vacances ...	<i>Normally, during the holidays ...</i>	Mais l'année dernière, ...	<i>But last year, ...</i>
je vais en colo, à la campagne.	<i>I go to a holiday camp, in the countryside.</i>	j'ai gagné un concours.	<i>I won a competition.</i>
je voyage en car.	<i>I travel by coach.</i>	je suis allé(e) à Vanuatu.	<i>I went to Vanuatu.</i>
je nage dans la piscine.	<i>I swim in the pool.</i>	j'ai voyagé en avion.	<i>I travelled by plane.</i>
je fais du sport.	<i>I do sport.</i>	j'ai nagé dans la mer.	<i>I swam in the sea.</i>
je mange des hamburger-frites.	<i>I eat burgers and chips.</i>	j'ai fait de la voile.	<i>I went sailing.</i>
C'est un peu ennuyeux.	<i>It's a bit boring.</i>	j'ai vu des dauphins.	<i>I saw dolphins.</i>
		j'ai mangé des fruits de mer.	<i>I ate seafood.</i>
		C'était vraiment génial!	<i>It was really great!</i>

## In der Stadt • In town

Es gibt ...	There is ... / There are ...
Es gibt ein/eine/einen ...	There is/are a ...
Es gibt kein/keine/keinen...	There isn't/aren't ...
in der Nähe von ...	near to
in der Nähe ...	nearby
der Bahnhof(-e)	railway station(s)
der Imbiss(-e)/ die Imbissstube(-n)	snack stand(s)
die Kegelbahn(-en)	bowling alley(s)
das Kino(-s)	cinema(s)
die Kirche(-n)	church(es)
der Marktplatz(-e)	market square(s)
der Park(-s)	park(s)
das Schloss(-er)	castle(s)
das Schwimmbad(-er)	swimming pool(s)
die Eisbahn(-en)	ice rink(s)
der Fischmarkt(-e)	fish market(s)
das Kindertheater(-)	children's theatre(s)
der Radweg(-e)	cycle path(s)
das Sportzentrum (die Sportzentren)	sports centre (sports centres)
der Stadtpark(-s)	city/town park(s)
der Wasserpark(-s)	water park(s)

## Oft benutzte Wörter

### • High-frequency words

am Montag	on Monday
am Dienstag	on Tuesday
am Mittwoch	on Wednesday
am Donnerstag	on Thursday
am Freitag	on Friday
am Wochenende	at the weekend
sehr	very
nicht sehr	not very
ziemlich	quite
immer	always
nicht immer	not always
oft	often
nicht oft	not often
nie	never
alles	everything
dort	there
teuer	expensive

## Früher und heute • Then and today

Die Stadt ist/war ...	The town is/was ...
alt/modern	old/modern
klein/groß	small/big
schön/industriell	beautiful/industrial
historisch/touristisch	historic/touristy
laut/ruhig	noisy/quiet
Die Stadt hat/hatte ...	The town has/had ...
Es gibt/gab ...	There is/was ...
einen Strand	a beach
einen Marktplatz	a town square
einen Olympiapark	an Olympic park
einen Hafen	a harbour
eine Arena	an arena
eine Skatehalle	a skate hall
ein Einkaufszentrum	a shopping centre
ein Stadion	a stadium

## Wo hast du gewohnt?

### • Where did you stay?

Ich habe ... gewohnt.	I stayed ...
in einem Hotel	in a hotel
in einem Ferienhaus	in a holiday house
in einem Wohnwagen	in a caravan
in einer Jugendherberge	in a youth hostel
auf einem Campingplatz	on a campsite
bei Freunden	with friends

## Wie bist du gefahren?

### • How did you travel?

Ich bin ... gefahren.	I travelled ...
mit dem Auto	by car
mit dem Reisebus	by coach
mit dem Schiff	by boat
Ich bin geflogen.	I flew.
Ich bin zu Fuß gegangen.	I walked.

## Was hast du gemacht?

### • What did you do?

Ich habe viele Sachen gemacht.	I did a lot of things.
Ich habe/Wir haben ...	I/We ...
Musik gehört.	listened to music.
Volleyball gespielt.	played volleyball.
einen Bootsausflug gemacht.	did a boat trip.
viele Souvenirs gekauft.	bought lots of souvenirs.
viel Fisch gegessen.	ate lots of fish.
die Kirche gesehen.	saw the church.
ein Buch gelesen.	read a book.
Ich bin zu Hause geblieben.	I stayed at home.

## Wann war das? • When was that?

in den Ferien	in the holidays
im Sommer/Winter	in summer/winter
letzten Sommer/Winter	last summer/winter
heute	today
gestern	yesterday
früher	then, previously

## Wohin bist du gefahren?

### • Where did you travel to?

Ich bin ... gefahren.	I travelled ...
nach Deutschland	to Germany
nach Wien	to Vienna

## Mit wem bist du gefahren?

### • Who did you travel with?

Ich bin ... gefahren.	I travelled ...
mit meiner Familie	with my family
mit Freunden	with friends

## Year 8 German -

### Autumn

### Ich liebe Ferien!

### Essential Question:

### Was hast du in den Ferien gemacht?

#### Oft benutzte Wörter

##### • High-frequency words

nur	only
dort	there
zu	too
nicht	not
gar nicht	not at all
sehr	very
ungefähr	approximately
viel	a lot
viele	lots, many

## Wie ist/war das Wetter?

### • How is/was the weather?

Es ist/war ...	It is/was ...
sonnig	sunny
kalt	cold
heiß	hot
wolkig	cloudy
windig	windy
neblig	foggy
Es regnet.	It is raining./It rains.
Es schneit.	It is snowing./It snows.
Es donnert und blitzt.	There is thunder and lightning.

## Was hast du noch gemacht?

### • What else did you do?

Ich bin ... gegangen.	I went ...
an den Strand	to the beach
in die Stadt	into town
windsurfen	windsurfing
kitesurfen	kite surfing
schwimmen	swimming
Ich bin ... gefahren.	I went ...
Wakeboard	wakeboarding
Snowboard	snowboarding
Ski	skiing
Banane	banana boating
Ich habe Snowtubing gemacht.	I went snowtubing.
Ich habe Eistennis gespielt.	I played ice tennis.

## In den Sommerferien

### • During the summer holidays

Was wirst du machen?	What will you do?
Ich werde ...	I will ...
Wir werden ...	We will ...
klettern	climb
im Meer schwimmen	swim in the sea
rodeln	toboggan
im See baden	bathe in the lake
segeln	sail
an den Strand gehen	go to the beach
tauchen	dive
wandern	hike
windsurfen	windsurf
Was kann man dort machen?	What can you do there?
Man kann ... besuchen.	'One'/People/ You can visit ...
Die Stadt ist bekannt für ...	The town is well known for ...
Ich werde (eine Woche) bleiben.	I will stay (for a week).



## De vacaciones On holiday

¿Adónde fuiste de vacaciones?	Where did you go on holiday?	Fui con...	I went with...
el año pasado	last year	mis amigos/as	my friends
el verano pasado	last summer	mi clase	my class
Fui a...	I went to...	mi familia	my family
Escocia	Scotland	mis padres	my parents
España	Spain	¿Cómo fuiste?	How did you get there?
Francia	France	Fui/Fuimos en...	I/We went by...
Gales	Wales	autocar	coach
Grecia	Greece	avión	plane
Inglaterra	England	barco	boat/ferry
Irlanda	Ireland	coche	car
Italia	Italy	tren	train
¿Con quién fuiste?	Who did you go with?	No fui de vacaciones.	I didn't go on holiday.



## Exclamaciones Exclamations

¡Qué bien!	How great!	¡Qué aburrido!	How boring!
¡Qué bonito!	How nice!	¡Qué horror!	How dreadful!
¡Qué divertido!	What fun!/How funny!	¡Qué lástima!	What a shame!
¡Qué guay!	How cool!	¡Qué mal!	How bad!
¡Qué rico!	How tasty!	¡Qué rollo!	How annoying!
¡Qué suerte!	What luck!/How lucky!		



## ¿Qué hiciste? What did you do?

¿Qué hiciste en tus vacaciones de verano?	What did you do on your summer holiday?	No nadé en el mar.	I didn't swim in the sea.
Bailé.	I danced.	El último día de tus vacaciones, ¿qué hiciste?	What did you do on the last day of your holiday?
Compré una camiseta.	I bought a T-shirt.	Bebí una limonada.	I drank a lemonade.
Descansé en la playa.	I relaxed on the beach.	Comí paella.	I ate paella.
Mandé SMS.	I sent texts.	Conocí a un chico/a guapo/a.	I met a cute boy/girl.
Monté en bicicleta.	I rode my bike.	Escribí SMS.	I wrote texts.
Nadé en el mar.	I swam in the sea.	Salí con mi hermano/a.	I went out with my brother/sister.
Saqué fotos.	I took photos.		
Tomé el sol.	I sunbathed.		
Visité monumentos.	I visited monuments.	Vi un castillo interesante.	I saw an interesting castle.



## ¿Cuándo? When?

luego	then	el último día	on the last day
más tarde	later	otro día	another day
después	afterwards	por la mañana	in the morning
el primer día	on the first day	por la tarde	in the afternoon



## ¿Cómo te fue? How was it?

Fue divertido.	It was fun/funny.	Me gustó.	I liked (it).
Fue estupendo.	It was brilliant.	Me encantó.	I loved (it).
Fue fenomenal.	It was fantastic.	¿Por qué?	Why?
Fue flipante.	It was awesome.	porque	because
Fue genial.	It was great.	Hizo buen tiempo.	The weather was good.
Fue guay.	It was cool.	Comí algo malo y vomité.	I ate something bad and vomited.
Fue regular.	It was OK.		
Fue un desastre.	It was a disaster.	Llovió.	It rained.
Fue horrible.	It was horrible.	Perdí mi pasaporte/ mi móvil.	I lost my passport/ my mobile.
Fue horroroso.	It was terrible.		
Fue raro.	It was weird.		



## Palabras muy frecuentes High-frequency words

a/al/a la	to (the)	¿Dónde...?	Where...?
en	by	¿Adónde...?	Where... to?
con	with	¡Qué...!	How...!
mí/mis	my	además	also, in addition
¿Cómo...?	How...?	pero	but

### Estrategia 1

#### Looking up new words

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

Look up the words below in a dictionary. (They are all used in Module 1.) Note down what each word means and what sort of word it is.

Example: espada → sword (noun)

- espada
- descansar
- rico
- salir
- sombrero
- solamente
- ganar
- chocolatina



# Making of the UK Knowledge Organiser

**Henry VIII:** Henry VIII was the son of Henry VIII. Henry was a religious man who had been training to be priest when his brother Arthur died. Henry was crowned King and married Catherin of Aragon. Henry spent most of his reign fighting against the Catholic church and trying to find an heir to carry on the Tudor dynasty,

## Problems?

- Henry VIII needs an heir and has 6 wives trying to find one!
- The Catholic church won't let Henry have a divorce so he can have a legitimate heir to the throne
- The church are taking money from people as a tithe.

## Henry VIII

June  
1491-January  
1547



## What did he do?

- He shut down all of the monasteries and took all of their money
- Henry fell out with the Pope and made himself head of the new Church of England.
- Henry stopped foreign countries getting involved with England's affairs.

## How much change of power was there in the 17th century?

Evidence that there was a big shift in political power during the period:	Evidence that there was NOT a big shift in political power during the period:
In 1642, Civil War broke out in England when Parliament demanded more power from the king. They wanted a fundamental shift in the way that the country was run.	In 1660, King Charles II returned from exile to rule England. This reintroduced the monarchy in England. Charles II also promised that nobody would be punished for their role in the Civil War.
In 1649, King Charles I was executed, when a high court decided that he was guilty of treason. This was the first time that an English king had been sentenced to death by his own people.	Though the Glorious Revolution of 1688 led to a change in ruler as James II was replaced by Mary II and William of Orange, there was no real change in the style of ruling.
Oliver Cromwell ruled England as 'Lord Protector', He acted as head of state and head of government of a new republic. Later power slowly shifted to parliament.	Though the monarchs ruled with the help of Parliament after the Civil War, the high status of the monarchy remained.

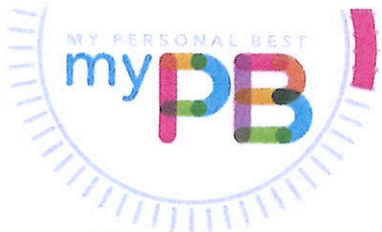
## Charles I and the Civil War

- Charles I was a deeply unpopular monarch.
- Many MPs felt he wanted too much power and wasted too much money on wars and paintings.
- This led to Civil War between the Royalists and the Parliamentarians.
- Eventually Parliament's army, led by Oliver Cromwell won and it was decided that the King would be executed.
- His head was removed in 1649 and Cromwell ruled the country as 'Lord Protector'.
- A strict Puritan Cromwell planned that England would never again have a monarch

## Charles II and the Reformation

- After Cromwell's death many people wanted to bring back the former King's son Charles who had been in exile in France.
- Charles made a number of promises in the Declaration of Breda including religious tolerance and giving more power to parliament.
- The 1660 reformation saw the Stuarts return to power with Charles II as King. Charles was known as flamboyant King who liked to party and loved his spaniel dogs.
- Charles II's popularity meant that we still have a monarchy in place to this day and we haven't had another civil war.
- When Charles II died, his brother, James II proved to be unpopular.
- The Glorious Revolution led to James II losing the throne.
- As a result the monarchy became weaker and Parliament gained more power.

Key Word	Definition
<b>Monarch</b>	A leader of a country i.e. King or Queen.
<b>Heir</b>	The person next in line to the throne who will take over when the current King or Queen dies.
<b>Reign</b>	The period of time that a monarch rules.
<b>Church of England</b>	Henry VIII created the Church of England so that he could divorce his first wife. The catholic church did not permit divorce.
<b>Reformation</b>	The act of changing (reforming) something. In this case the reformation of the church to remove the Pope's control.
<b>Pope</b>	The head of the Roman Catholic Church.
<b>Civil War</b>	A war between the people of the same country.
<b>Divine Right of Monarchs</b>	A belief that rulers were appointed by God and therefore could not be questioned.
<b>Restoration</b>	Returning something to how it used to be before
<b>Settlement</b>	An official agreement / place where people chose to live
<b>Parliament</b>	The place and organisation where politicians discuss how to run the country.
<b>Government</b>	A group of people who help the King to run the country or run it themselves.
<b>Glorious Revolution</b>	When King James II was replaced by his daughter Mary II and her husband William of Orange as rulers of England in 1688.



Life-Skilled through PE



**ENDURANCE**  
Keep going even when things get difficult; Controlling emotions and behaviours

**PERFORMING AT MAXIMUM LEVELS**  
Pushing yourself to see what you are capable of

**RESILIENCE**  
Working through challenges

**EMPATHY**  
Understanding others perspectives  
Being honest and fair



**COMMUNICATION**  
Actively listening and speaking effectively  
Using gestures or hand signals  
Use specialist equipment like a whistle or flag

**SELF MANAGEMENT**  
Organised and independent

**TEAMWORK AND INFLUENCING OTHERS**  
Working with others to accomplish a task  
Encouraging others to achieve



**DECISION MAKING**  
Coming to the right conclusions based on information

**CREATIVITY**  
Using skills or knowledge to solve problems  
Coming up with new ways of doing things

**SELF – ANALYSIS**  
Reflecting on performance and setting targets to improve