

# YEAR 8

## CURRICULUM INFORMATION FOR TERM 1

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**CRAMLINGTON**   
**LEARNING VILLAGE**

WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING

# WHAT IS A KNOWLEDGE ORGANISER?

A knowledge organiser sets out the most important facts and ideas that teachers believe pupils need to study in their subject during each term or topic. Pupils will use it to support their learning, memorise information and revise the key ideas for each of their topics before key assessments. For parents they are a simple way to know what is being taught and a handy way to test your child's understanding too!

## HOW ARE KNOWLEDGE ORGANISERS USED?

They are used inside and outside of lessons to structure the knowledge that we expect pupils to develop and retain over time.

They are designed to help pupils make sense of what they learn in lessons, allowing them to complete more challenging tasks.

They should give pupils the opportunity to feel more expert or specialist in a subject, and learn more for themselves.

They help to make homework more meaningful and to link it directly to what is learned in lessons.

They help to develop the techniques needed to memorise information, ready for GCSEs.

Knowledge organisers are useful for memorisation techniques and teachers will help pupils to understand ways to use these for revision.

## HOW DOES OUR MEMORY WORK?

Your brain stores information in both our long term and short term memories. Our short term memory is our 'working memory'-we use it for day to day thinking and problem solving and only store memories in here for a short amount of time. Our long term memory contains information that we know really well, and our short term memory 'calls it up' when we feel we need to use it. If we don't memorise information, our short term memory soon forgets it. Also, if we try to remember too much information in too short a period we overload our short term memory- this can affect our ability to think clearly and lead us to make mistakes.

If you have any questions about the content of these knowledge organisers then please direct your enquiries to Mr Clark.

# Year 8 Art

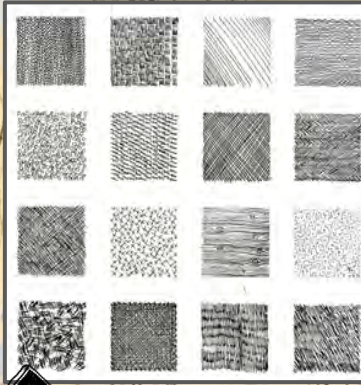
These are the skills and facts that you need to know and use in your environment and issues project

## Making objects look 3D

To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

## Markmaking

To make your drawings look more realistic, you should try to use different marks to show textures and surfaces. You can do this by changing the direction, pressure or length of your marks.



## Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB (hard black) in the middle of the scale.



## Still Life

A still life is a group of inanimate objects - such as bottles or plants.

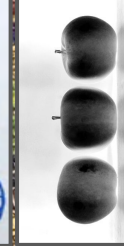
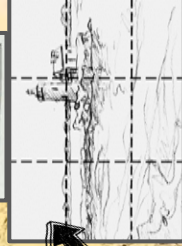
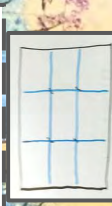


## Composition

This is the way that you place or position your objects. There are several different composition rules which are useful to know.

**Rule of Thirds.** You divide up your paper horizontally and vertically into 9 equal sections, and by placing the focus of your image where the lines intersect, you create a balanced composition.

The **Rule of Odds** suggests that an odd number of subjects in an image is more interesting to look at than an even number, and your eye is more likely to move around the image.



## Colour Vocabulary

**Primary colours** are the 3 main colours. They cannot be made, but are used to make all other colours.

**Secondary colours** are made by mixing 2 primary colours.

**Tertiary colours** are made by mixing a primary and secondary colour together.

**Complementary colours** are opposite on the colour wheel.



**Harmonious colours** are next to each other on the colour wheel. **Tint** - when you add white to a colour to make it lighter

**Shade** - when you add black to a colour to make it darker



## Art Formal Elements

**Colour** **Line** **Tone**  
**Texture** **Form** **Shape** **Pattern**

## Art Technique Key Words

<b>Media/Medium</b>	The materials and tools used by an artist to create a piece of art
<b>Technique</b>	The way an artist uses tools and materials to create a piece of art
<b>Composition</b>	Where you place objects on the page
<b>Highlight</b>	The bright or reflective area on an object or piece of art
<b>Shadow/shade</b>	The darker areas within a piece of art or object
<b>Proportion</b>	The size relationship between different parts - eg height compared to width

# Year 8-Environment and Issues

Project specific information

## Brief overview of topic

In this project you will explore the theme of the environment and issues affecting society. You will work from primary and secondary sources in a range of media to develop your drawing techniques. You will investigate the work of artists who are inspired by issues, explore composition and create your own work in response to theirs.

## Great books about the environment

How to Give Up Plastic - Will McCallum  
 Under the Weather - Tony Bradman  
 The End of the Wild - Nicole Helget

## Places/people to visit

The Great North Museum - Hancock  
 The Discovery Museum, Newcastle  
 The Centre for Life, Newcastle  
 Tynemouth Beach - Longsands  
 Dr Kemp - CLV Science Department

## Websites

[BBC.co.uk/Plasticswatch](http://BBC.co.uk/Plasticswatch)  
[sas.org.uk](http://sas.org.uk)  
[nationalgeographic.com](http://nationalgeographic.com)  
[Washedashore.org](http://Washedashore.org)



## Artists who are inspired by environmental issues



Shepard Fairey



Mandy Barker



Washed Ashore Project



Tan Zi Xi



Hannah Tofts



Hulá

## Environment and Issues Project Key Words

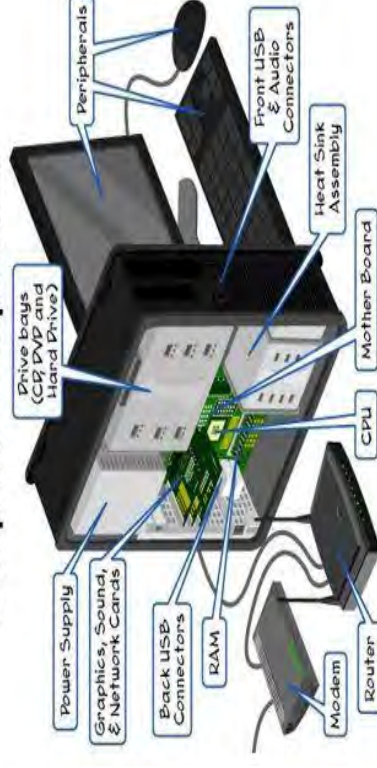
<b>Environmental</b>	All the physical surroundings on earth are called the environment. The environment includes everything living and everything nonliving. Environmental relates to the natural world and the impact humans have on it.
<b>Ecological</b>	This is a branch of biology that deals with the relations of organisms to one another and to their physical surroundings.
<b>Atmosphere</b>	The atmosphere is the air—the layer of nitrogen, oxygen, and other gases that surrounds Earth.
<b>Hydrosphere</b>	All the oceans and other bodies of water on Earth make up the hydrosphere. The hydrosphere also includes the water in the air, such as that in clouds.
<b>Recycling</b>	This is when you convert waste materials into reusable materials.
<b>Sustainability</b>	Using materials in a way that will not damage the environment is called sustainable use. This avoids the depletion of natural resources in order to maintain an ecological balance
<b>Plastics</b>	A man-made material made from a wide range of organic polymers such as polyethylene, PVC, nylon, etc. that can be moulded into shape while soft, and then set into a rigid or slightly elastic form.
<b>Pollution</b>	Pollution happens when the environment is contaminated, poisoned or dirtied by waste, chemicals, and other harmful substances. This can be in the sea, on land and in the air.
<b>Litter</b>	Unwanted and discarded rubbish such as paper, cans, and bottles left lying in an open or public place.
<b>Non-Renewable</b>	A natural resource or source of energy existing in finite quantity which is not capable of being replenished.
<b>Decompose</b>	To decay or cause to break down into component elements or simpler parts.
<b>'Great-Pacific Garbage Patch'</b>	The Great Pacific Garbage Patch, also described as the Pacific trash vortex, is a collection of marine debris in the Central North Pacific Ocean discovered between 1950 and 1988.
<b>Habitat</b>	The natural home or environment of an animal, plant, or other organism.
<b>Ecotystem</b>	An ecosystem is made up of all of the living and nonliving things in an area.

# KS3 Computing Knowledge Organiser HT1 – I’m a Computer Hardware Engineer

COMPUTING HARDWARE VOCABULARY	
<b>Hardware</b>	The components kept inside a computer.
<b>Peripheral</b>	A device which can add extra functionality to a computer system. Peripherals can either input or output data from the computer.
<b>Input</b>	A peripheral device which takes data from the real world and enters it into a computer systems.
<b>Output</b>	A peripheral device which takes data from a computer system and presents it into the real world.
<b>Motherboard</b>	Connects all components in the computer together.
<b>Processor (CPU)</b>	Performs any calculation and fetches, decodes and executes instructions.
<b>RAM</b>	Short term (volatile) memory, which stores currently in-use programs and instructions.
<b>Hard Drive</b>	Devices that store all the data and applications on a computer when the power is turned off.
E-SAFETY VOCABULARY	
<b>Cyber Bullying</b>	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
<b>Netiquette</b>	Correct or acceptable way of communication on the internet.
<b>Cyberstalking</b>	Repeated use of electronic communication to harass or frighten someone.
<b>Online Grooming</b>	Deliberate act taken to befriend and create an emotional connection with a child, resulting in not good intentions.
<b>Cyberpal</b>	A friend who you only communicate with through the internet or cyberspace.

COMMON PERIPHERALS		
Input	<b>Mouse</b>	Controlling a pointer on a screen.
	<b>Keyboard</b>	Typing commands/text.
	<b>Scanner</b>	Taking a digital copy of a document.
	<b>Microphone</b>	Records real-life sound and makes it into a digital sound.
Output	<b>Screen/Projector</b>	Displays visual information from a computer.
	<b>Printer</b>	Making a real-life, physical copy of a document.
	<b>Speaker/Headphones</b>	Outputs digital sound.
	<b>Motor</b>	Outputs movement,
Storage	<b>External Hard Drive</b>	Used in computers/games consoles – largest capacity for portable storage.
	<b>Memory Stick</b>	Used for transferring data easily.
	<b>SD Card</b>	Regularly used in cameras/phones – very small memory with fast access.
	<b>CD</b>	Usually used for files that shouldn't be changed (eg. games, albums)

**Computer Components**







## Context

Roughly 10 million soldiers lost their lives in World War I, along with seven million civilians. The horror of the war and its aftermath altered the world for decades, and poets responded to the brutalities and losses in new ways. Just months before his death in 1918, English poet Wilfred Owen famously wrote, "This book is not about heroes. English Poetry is not yet fit to speak of them. Nor is it about deeds, or lands, nor anything about glory, honour, might, majesty, dominion, or power, except War. Above all I am not concerned with Poetry. My subject is War, and the pity of War."

## Key Poems

DULCE  
THE SOLDIER  
MANHUNT  
WHO'S FOR THE GAME  
EXPOSURE  
THE MAN HE KILLED

## Key Themes

WAR  
VIOLENCE  
DEATH  
PROPAGANDA  
PATRIOTISM  
REALITY

'Gasp! Gasp! Quick, boys!'

'If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs'

'Only then would he let me trace  
The frozen river which ran through his face'

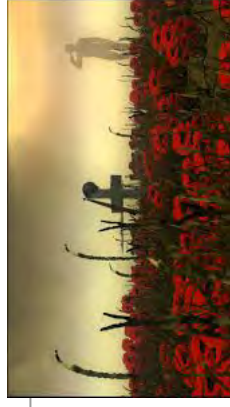
'Then I widened the search,  
Traced the scarring back to its source

to a sweating, unexploded mine  
buried deep in his mind'

If I should die, think only this of me:  
That there's some corner of a foreign field  
That is forever England.

'Who's for the game, the biggest that's played'  
'Come along, lads'

'Our brains ache, in the merciless iced east winds  
that knive us'



## Key Terms

Meaning

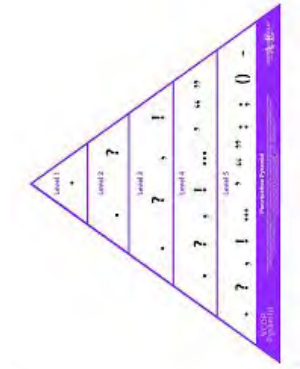
Poem	A piece of writing in which the words are arranged in separate lines and are chosen for their sound and for the images and ideas they suggest.
Poet	A person who writes poems
Stanza	A group of lines in poems forming a unit (a bit like a paragraph)
Blank Verse	Unrhymed lines, each with a pattern of five unstressed syllables, alternating with five stressed ones.
Free verse	A type of poetry written without a fixed pattern or meter or rhyme
Rhyme	Words that rhyme have the same last sound
Rhythm	A strong pattern of sounds, words, or musical notes that is used in music, poetry, and dancing.
Tone	The author's attitude toward a subject
Imagery	The use of concrete details that appeal to the five senses
Simile	Two unlike things are directly compared using the words like or as
Metaphor	Implied comparison between two unlike things





### Key terms:

- Protagonist
- Antagonist
- Theme
- Chapter
- Quotation
- Analysis
- Narrative
- Perspective or point of view
- Setting
- Characters
- Plot
- Structure



### Connectives:

And, but, also, because, therefore, furthermore, in addition, on the other hand, similarly, moreover, after, when, finally, nevertheless, so, although.

### Writing a PEE paragraph.

- P- Point.** Make your idea or impression clear.
- E- Evidence.** Select a quotation from the text.
- E- Explanation.** Explain what the quotation reveals or tells us. How does it support your point?
- L/K- Language or Key word.** Are there any important words in the quotation? Are there any language techniques?

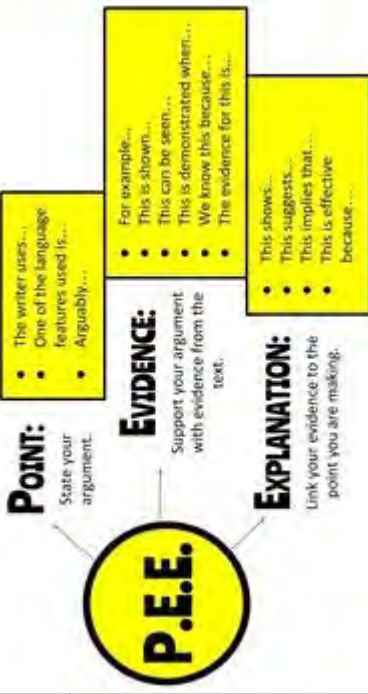
### Implicit vs. Explicit meaning

- Explicit:** The obvious meaning that is being communicated.
- Implicit:** The subtle meaning that is being conveyed. 'Reading between the lines' to see what is being suggested or hinted at.

### Assessments you may complete:

**Reading Assessment:**  
You will be given an extract of the novel to analyse in detail. You will have to write PEE paragraphs exploring things like: character, theme or mood and atmosphere.

**Writing Assessment:**  
You will use a section of the novel as inspiration for your own creative piece. This could be: writing in role, continuing the narrative or a descriptive piece.





# Year 8 French Ht1 & 2- Mon temps libre

## Les verbes importants

	to play	faire	to do
jouer			
Je joue	I play	Je fais	I do
Tu joues	You play	Tu fais	You do
Il/elle joue	He/she/it plays	Il/elle fait	He/she/it does
Nous jouons	We play	Nous faisons	We do
Vous jouez	You play	Vous faites	You do
Ils/elles jouent	They play	Ils/elles font	They do

J'ai joué- I played

J'ai fait- I did

Je vais jouer- I am going to play

Je vais faire- I am going to do

Je voudrais jouer- I would like to play

Je voudrais faire- I would like to do



Je joue **au** + sport

Je fais **du** +  
masculine sport

Je fais **de la** +  
feminine sport

Je fais **de l'** + sport  
beginning with a vowel

Le foot  
Le rugby  
Le tennis  
Le volley  
Le hockey  
Le golf

La natation  
La danse  
La gymnastique  
Le karaté  
L'équitation  
L'athlétisme

C'est- it is

C'était- it was

Ce serait- it would be

Ce sera- it will be

## I can...

name 5 types of TV programme and film in French

name 10 types of TV programme/ 10 genres of film in French

use the past tense of common irregular verbs (all skills- G3)

Give my opinion of what a film was like using the past tense (S/W-G3)

## Je regarde...



Les films de guerre - war films

Les films d'amour- romances

Les films d'horreur- horror films

Les films d'aventure- adventure films

Les comédies- comedies

Les films de science-fiction- sci-fi films

Les films fantastiques- fantasy films

Les films musicaux- musicals

Les Westerns- Westerns

Les films policiers- thrillers

Les émissions sportives- sports shows

Les dessins-animés- cartoons

Les actualités/informations- the news

Les feuilletons- soaps

Les documentaires- documentaries

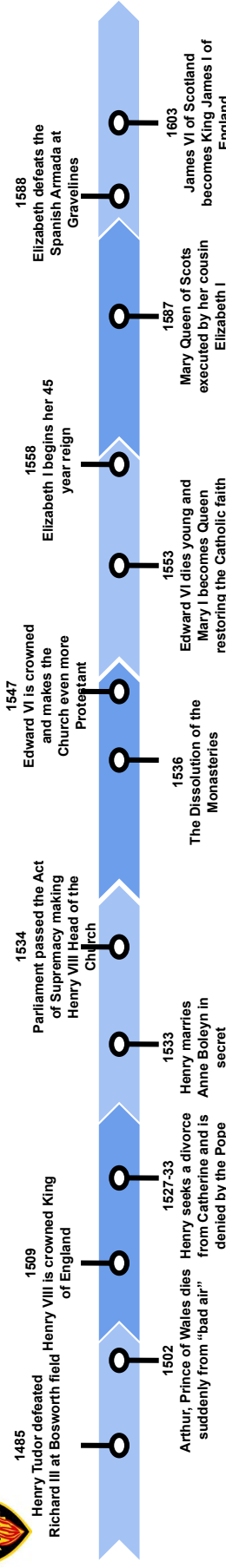
Les jeux télévisés- game shows

La télé-réalité- reality TV



# Humanities

# Year 8 - The Tudor Dynasty



### Key Idea 1 - Why did Henry break with Rome?

1. In order to gain a divorce from Catherine of Aragon
2. So that he can marry again and produce a son (with Anne Boleyn)
3. So that he can take back the taxes (tithe) paid to the Pope. This will pay for wars in France
4. So that he can show his power over the Church in England

*NB - Henry does not much agree with Protestant ideas about corruption and superstition*

### Key Idea 2 - How did Henry take control of the Church?

1. Henry used Parliament to help him create laws
2. The Act of Supremacy (1534) is the main law passed by Parliament which says that Henry is the Supreme Head of the Church in England.
3. Henry executes anyone (including friends like Thomas More) who deny that he is Head of the Church.
4. Henry dissolves (closes and sells) the monasteries.

### Key People

- Henry VII 1485-1509 - first Tudor King
- Catherine of Aragon - Henry VIII's first wife
- Edward VI - sickly child King son of Henry VIII
- Mary I 1553-58 - staunch Catholic
- Philip II of Spain - mightiest ruler of the Christian world, King of Spain and Holy Roman Emperor.
- Pope in Rome - Head of the Catholic Church
- Protestants - people who protest at the Catholic church's corruption and superstition (Martin Luther)
- Henry VIII 1509-1547 - 6 wives, forceful personality
- Anne Boleyn - mother of Elizabeth I
- Elizabeth I 1558-1603 - the 'Virgin Queen'
- Mary Queen of Scots - executed by cousin Elizabeth



### Key Idea 3 - Was there a Mid-Tudor crisis?

1. Edward VI was only 9 when he inherited the throne and was directed by Protectors.
2. Edward VI reformed the church to create a Protestant church.
3. Mary I was a Catholic and married to the Spanish king Philip II, but they had no children.
4. Elizabeth was a Protestant who created a 'middle way' church.
5. Elizabeth never married or created an heir.

### Key Idea 4 - Why did tensions with Spain increase?

1. Religious differences
2. Piracy
3. England's support to the Netherlands
4. Execution of Mary Queen of Scots who was a Catholic.

### How do the English defeat the Spanish Armada?

1. Lighter faster ships
2. Poor preparation by the Spanish
3. Tactics such as fireships
4. Storms which destroy Spanish galleons



## Key Idea 1 – What is suffering?

Suffering is a 'problem' for everyone. We all suffer no matter how lucky we are. Human beings experience pain, illness, loss, and finally death. This suffering can be caused by humans or by nature for example crime or natural disasters.

Most of us have not experienced a major natural disaster but we all experience suffering in our lives. Even being bored, angry or jealous could be a form of suffering.

Suffering is often divided into **TWO** categories:

**NATURAL** – suffering caused by the natural world

**MORAL** – suffering caused by humans



## Key Idea 3 - How do Buddhists explain suffering and how to stop it?

Buddhism began as a response to suffering. Siddhartha Gotama set out to find the causes of suffering because he was shocked when he encountered suffering having experienced a life being hidden from it.

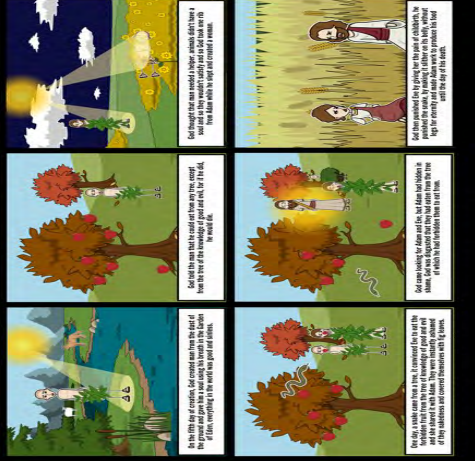
The Four Noble Truths are the Buddha's teachings on suffering, its cause and how it can be overcome:

1. **Dukkha** – suffering is part of life and everybody will experience it
2. Suffering is caused by craving and impermanence – Buddha argued humans are constantly craving things and, until they get them, this makes them suffer as they are unhappy. **Anicca** is the Buddhist view that nothing last, since what people crave does not last, they suffer when they lose it.
3. There is a cure to suffering – the Buddha taught that becoming enlightened will mean, after death, a Buddhist is free from all forms of suffering as they will no longer be reborn. Instead they will reach **Nirvana**.
4. The Eightfold Path - the way to Nirvana is set out in the Eightfold Path. This contains a set of eight things that a Buddhist must try to do in their lives.
  - **Right View** – seeing things as they really are
  - **Right Intention** – having the right goals
  - **Right Action** – behaving morally
  - **Right Speech** – being positive in what we say, not lying or gossiping
  - **Right Livelihood** – having a job that causes no harm to others
  - **Right Effort** – being positive and enthusiastic
  - **Right Mindfulness** – having mental control
  - **Right Concentration** – using meditation to keep the mind calm and clear



## Key Idea 2 – How does suffering challenge religion?

Suffering can be a challenge for theists because if God is omnipotent and benevolent then many people argue God would have the power and desire to end suffering. Explaining why suffering exists in a world where God is has been a focus for many different religions.



Atheists argue that if God really did exist and was these things then there would be no suffering as God would act to stop it. Not all religions that believe in God agree with this and many have tried to explain how suffering and God can exist at the same time.

For Christians, suffering is explained by the story of Adam and Eve in the book of Genesis. Not all Christians believe that this story is **LITERALLY TRUE** but they do think that the story provides a message about suffering being created by **HUMANS NOT GOD**. Christians believe humans were given **FREE WILL** by God to choose their own actions so God cannot be blamed for the suffering that human actions create.

## Key Idea 4 - How do Sikhs explain suffering and how to stop it?

Sikhism grew as a response to the sufferings of people in India. Guru Nanak and those who followed him attempted to teach how people can live together peacefully, in a way that minimises the sufferings caused by inequality.

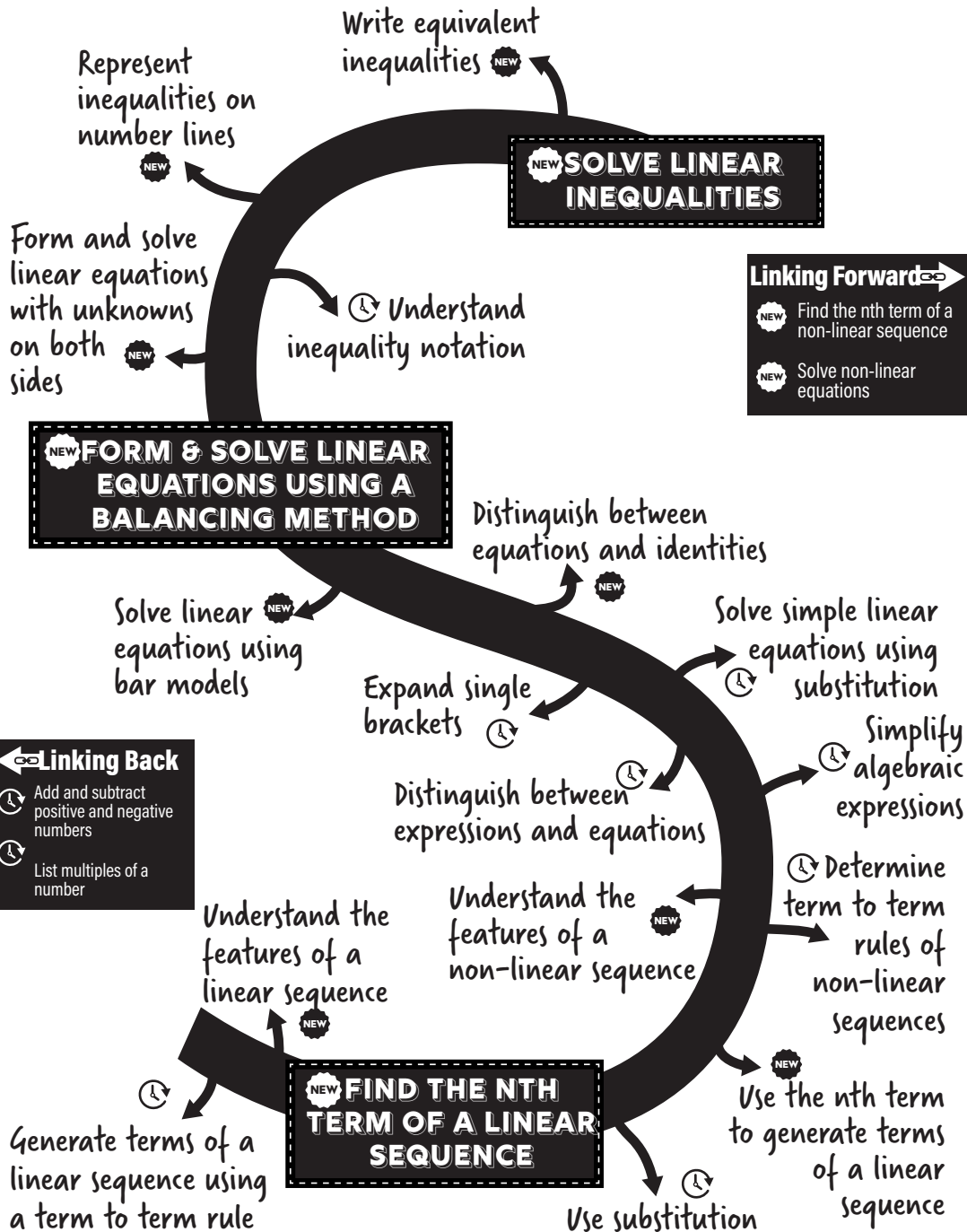
Sikhism teaches that all people are equal and there are many examples of equality in the religion. One example is the setting up the **langar** system. This is the community kitchen which is attached to the Sikh place of worship (**Gurdwara**) and which provides food for everyone in need. Another example of equality is Sikh beliefs about women. Guru Nanak and his successors gave women an equal status with men. This was very unusual at the time.

The Gurus taught that since God is in the world and inside every human being, it is only by engaging with the world that human beings can truly worship God. A person who is gurmukh does not act out of selfishness but, by focusing on God, acts out of compassion for others. **Sewa** refers to **selfless service**. This means it is work carried out without any thought of reward or personal benefit. All Sikhs are encouraged by the Guru Granth Sahib to perform Sewa. This might mean that Sikhs:

- Donate money to a local charity or set up one of their own. Khalsa Aid is an example and works to support the homeless
- Carry out voluntary work in the Gurdwara, perhaps by running school visits or donating food for the langar



# YEAR 8 AUTUMN 1



# YEAR 8 AUTUMN 2

Round numbers to a given number of decimal places **NEW**

**NEW** ROUND NUMBERS TO A GIVEN NUMBER OF SIGNIFICANT FIGURES

Estimate answers to calculations by rounding to one significant figure

Express a range of possible values a number may have been before it was rounded as an inequality **NEW**

Estimate answers to calculations by rounding

**Linking Forward** Plot graphs of quadratic functions **NEW**

Round numbers to the nearest integer, ten, hundred or thousand

Recognise equivalent linear relationships

Recognise place value

**NEW** LINK THE GRADIENT & Y-INTERCEPT OF A LINEAR GRAPH & ITS EQUATION

Identify whether linear graphs are parallel or perpendicular from their gradients **NEW**

## Linking Back

- Recognise properties of special quadrilaterals
- Work out areas of quadrilaterals
- Represent inequalities on a number line
- Identify linear and non-linear sequences

Plot and identify horizontal and vertical lines on the Cartesian plane

Identify parallel and perpendicular lines

Represent a linear relationship between two variables algebraically **NEW**

Calculate the gradient of a linear graph **NEW**

**NEW** REPRESENT A LINEAR RELATIONSHIP BETWEEN TWO VARIABLES GRAPHICALLY

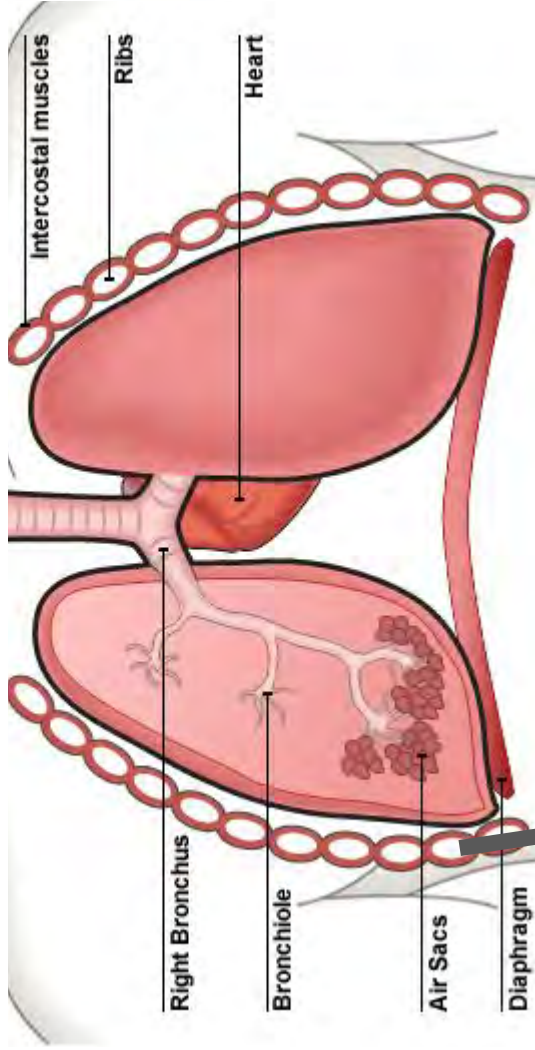
Identify linear and non-linear graphs **NEW**

Plot and identify coordinates

Work out the coordinates of the midpoint of a line segment

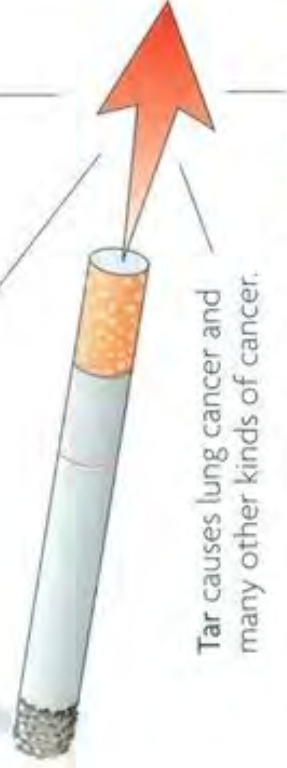
Represent inequalities on the Cartesian plane **NEW**

# 8 BIO 3



Nicotine is addictive.

Carbon monoxide reduces the oxygen-carrying capacity of the blood.



Tar causes lung cancer and many other kinds of cancer.



## Respiration in animals

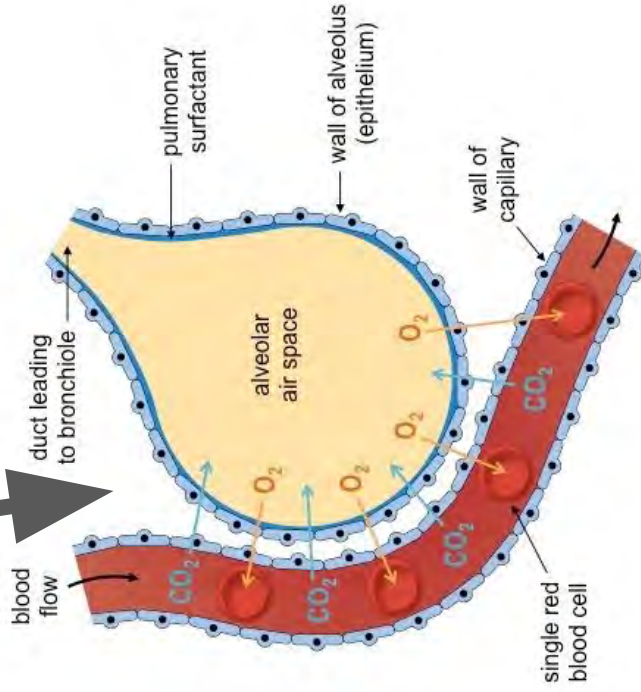
When an animal cell is getting enough oxygen and glucose, it carries out **aerobic respiration**.

**glucose + oxygen** → **carbon dioxide**

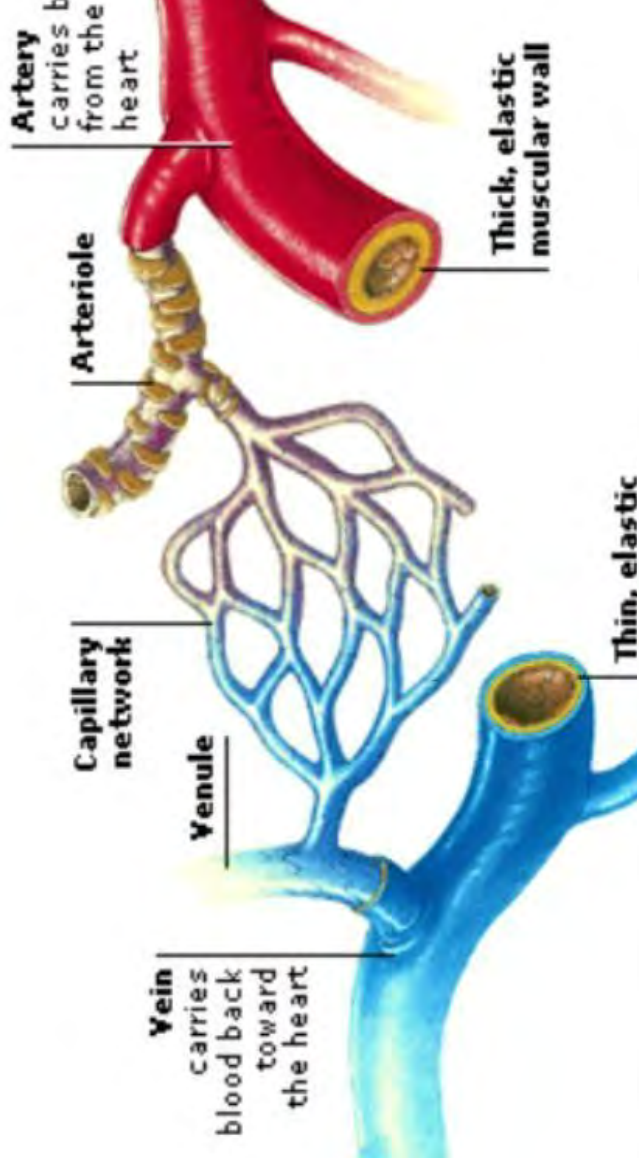
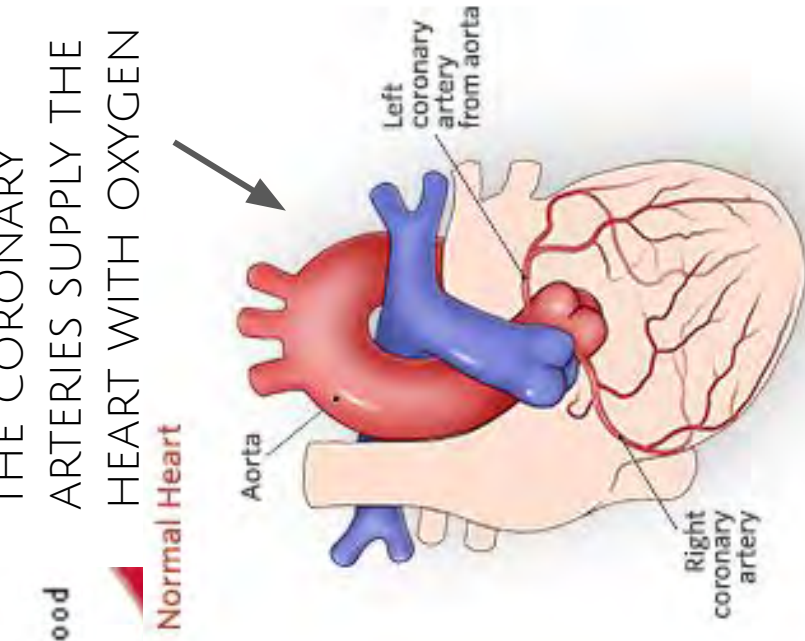
**+ water (+ energy)**

When the animal cell does not have the necessary oxygen to break down glucose molecules, it has to carry out **anaerobic respiration**. This can occur in muscle cells during strenuous exercise.

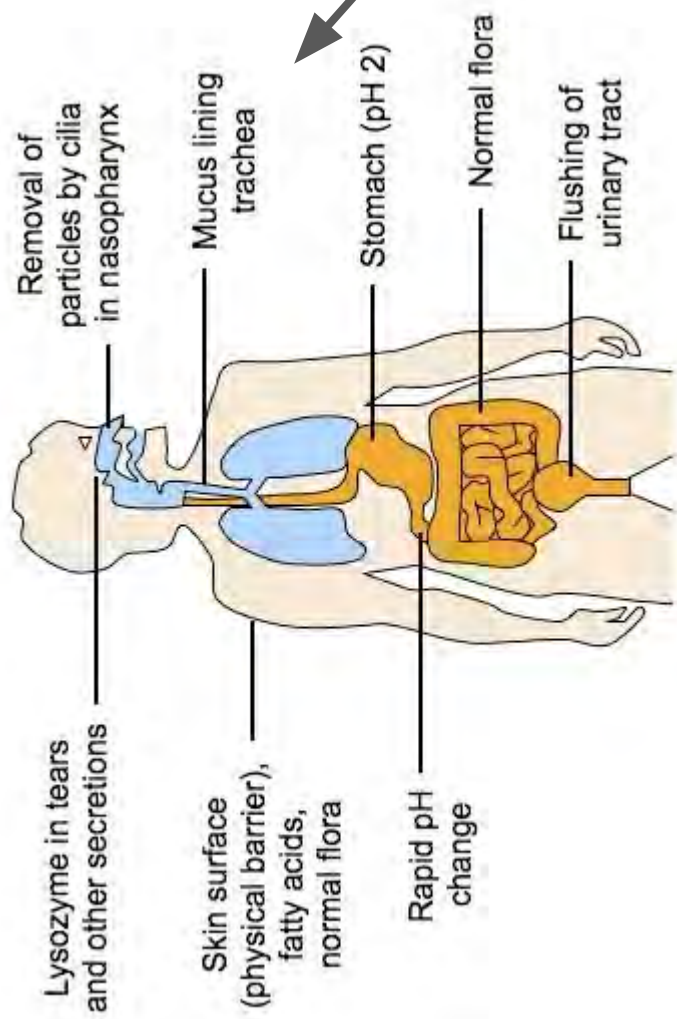
**glucose** → **lactic acid (+ energy)**



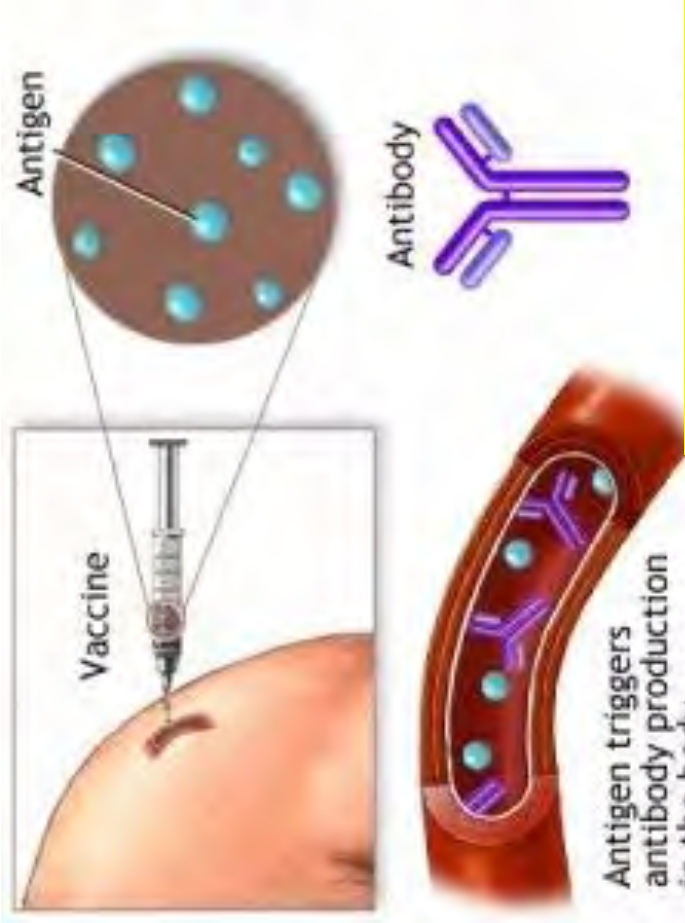
# THE CORONARY ARTERIES SUPPLY THE HEART WITH OXYGEN



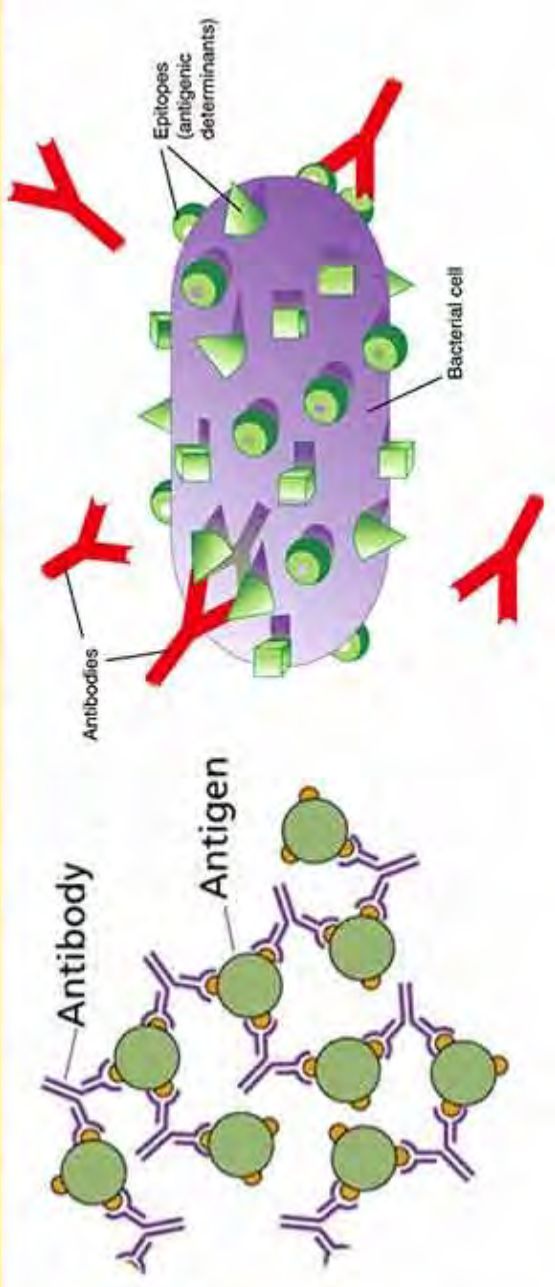
# FIRST LINES OF DEFENCE AGAINST INFECTION.



VACCINES  
CONTAIN DEAD  
OR WEAKENED  
FORMS OF THE  
INFECTION



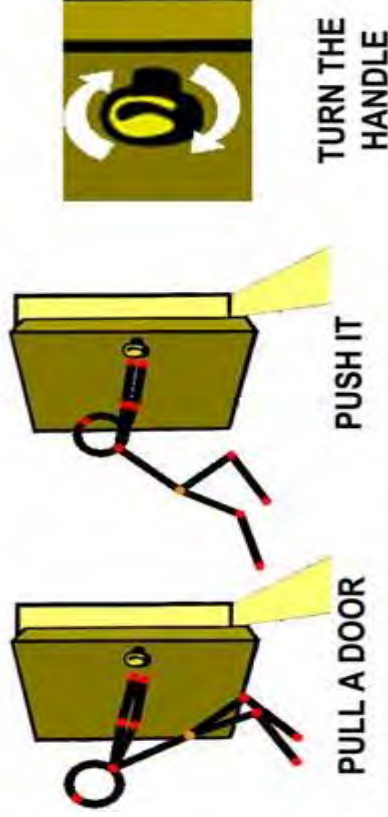
## Differences Between Antigen and Antibody





# 8PHYS3 - FORCES

# Newton's Laws of Motion



1) An object continues in its state of rest or motion unless an external force is applied to it

2) The greater the mass of an object, the greater the amount of force is needed to accelerate it

3) For every action, there is an equal and opposite reaction

## Forces

### The Effects of a Force

- It can make a stationary object move
- It can make a moving object speed up
- It can change the direction of a moving object
- It can slow down a moving object
- It can stop a moving object
- It can change the shape of an object

Forces are **PUSHES**, **PULLS** and **TWISTS**. What different types of forces are there?

Friction
Air resistance
Gravity
Nuclear
Electrostatic
Tension
Compression
Upthrust
Magnetism
Thrust

Small forces can be measured using a device called a **NEWTONMETER**.

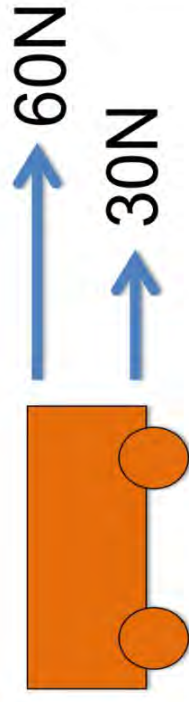
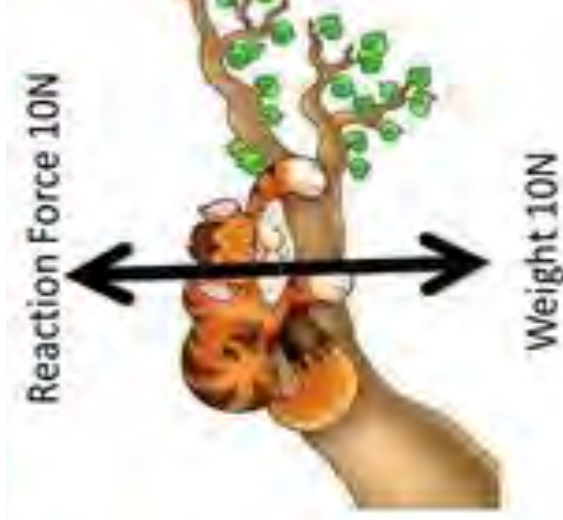
The units of force are **NEWTONS (N)**.

When drawing force diagrams **ALWAYS** include **ARROWS** to show the **DIRECTION** a force is acting in.

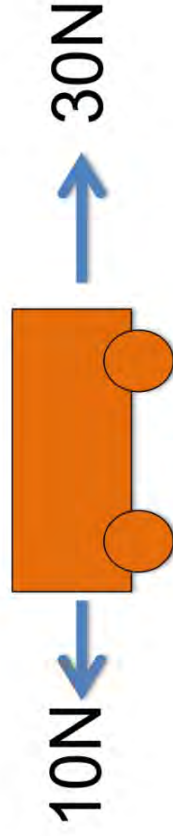
Remember, **FRICTION** always acts in the **OPPOSITE DIRECTION** to the way an object is moving.

Remember, **GRAVITY** always **PULLS DOWN** on an object.

# RESULTANT FORCES



= 90N to the right



= 20N to the right

Are the forces balanced? Yes

What is the size and direction of the resultant force? 0N

10N - 10N = 0N The forces cancel each other out because they are the same size but act in opposite directions.

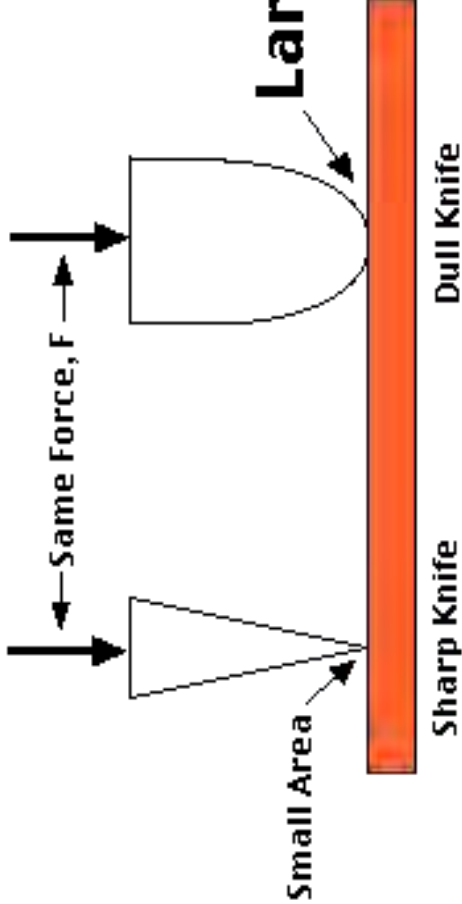
How is the cat affected?

The cat carries on being still, because there is no resultant force to change his motion.

# PRESSURE

# SPEED

$$\text{Distance} = \text{Speed} \times \text{Time}$$



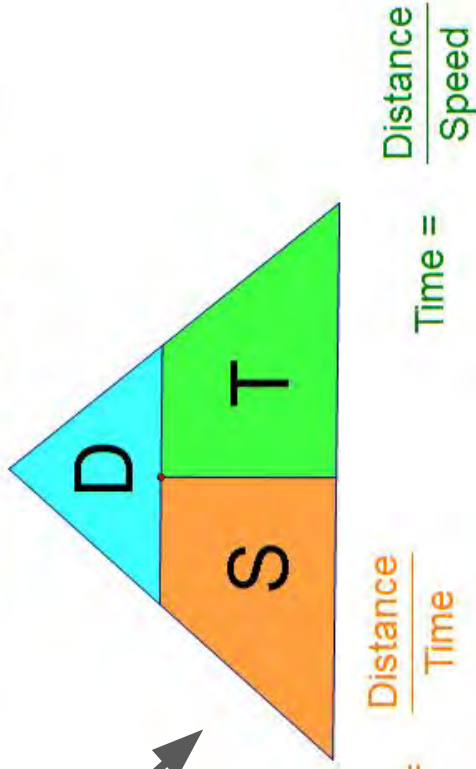
The sharp knife exerts a **large pressure** on the surface, due to the **small area of contact**.

$$\frac{\text{Force}}{\text{Area}} = \text{Pressure}$$

The dull knife exerts a **small pressure** on the surface, due to the **large area of contact**.

$$\frac{\text{Force}}{\text{Area}} = \text{Pressure}$$

# Area



# DISTANCE TIME GRAPHS

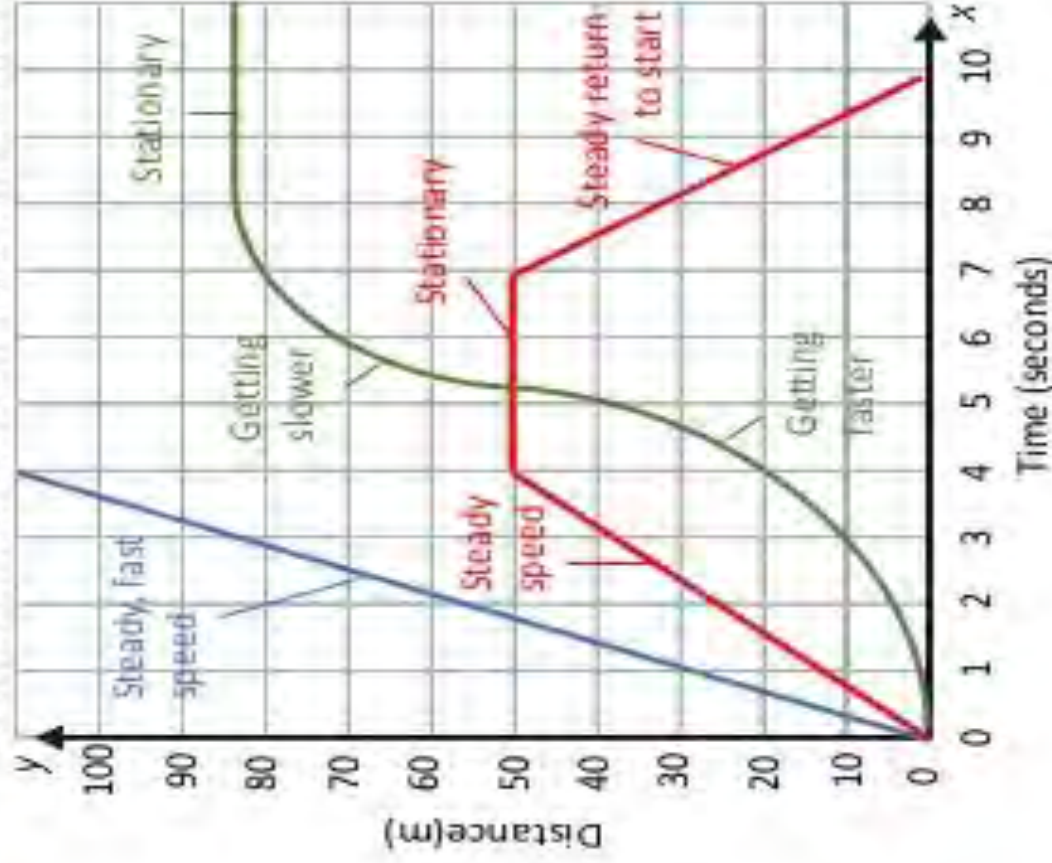
When looking at distance time graphs some journeys may not end up back at the destination. Sometimes the lines may be curved and the shape of the curve can tell us how something is changing.

The **blue line** shows a fast, steady speed but no return.

The **red line** show a journey with a stop and a return

The **green line** shows **acceleration**, then **deceleration** and finally a stop some distance away

GRAPH SHOWING DIFFERENT TYPES OF MOVEMENT



# Year 8 Module 1.1

## VERBOS ESENCIALES

ESTAR- to be (location or mood)	SER- to be (general)	TENER- to have	HACER- to do
ESTOY	SOY	TENGO	HAGO
ESTAS	ERES	TIENES	HACES
ESTA	ES	TIENE	HACE

## Donde estas?- where are you? Donde esta...? where is...?

estoy	en	Barcelona
estas		Madrid
esta		Buenos Aires Newcastle

### Adjectives with ESTAR

MASCULINE	FEMININE	ENGLISH
blanco	blanca	white
nervioso	nerviosa	nervous
raro	rara	strange
serio	seria	serious
tonto	tonta	silly, stupid
tranquilo	tranquila	quiet, calm
enfermo	enferma	ill
loco	loca	crazy

### Adjectives with SER

MASCULINE	FEMININE	ENGLISH
alto	alta	tall
simpatico	simpatica	kind/nice
bajo	baja	short
alegre	alegre	cheerful
tranquilo	tranquila	quiet, calm
interesante	interesante	interesting
rico	rica	rich
famoso	famosa	famous

## I can...

Recognise, understand and use four essential Spanish verbs: **ESTAR, SER, TENER** and **HACER**

Recognise, understand and use the following phonic sounds: a/o, i/e, l/lI, co/ca/cu (+ vowel), ci/ce, que and qui

Understand and explain adjectival agreement

Conjugate **AR** verbs in the present 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular

### Present tense AR verbs – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular

yo (I)	o	1. Remove the -ar from the infinitive
tu (you)	as	2. Add one of the endings, e.g. bailar- to dance
el (he)	a	I dance: bail + o → bailo
ella (she)	a	You dance: bail + as → bailas He/she dances: bail + a → baila

a	alto	e	elefante	i	idea	o	yo	u	universo	ll	libro llamar
ca	casa	co	comer	cu	cuerpo	ce	cerca	ci	cierto	z	zona
ga	ganar	go	gol	gu	preguntar	ge	gente	gi	imaginar	j	ojo
ñ	mano	v	celebrar	rr	perro	h	hablar	que	porque	gu	guerra
español	n	ver	b	r	r	pero	hablar	que	quiero	guitarra	guitarra

# Year 8 Spanish 1.1

## VOCABULARY

- learning what it means to know a word from recognition, to pronunciation, spelling and using the word in sentence
- high-frequency vocabulary relevant to the context
- mixed word class vocabulary sets (10 words per week)

## GRAMMAR

- to be, being: **ESTAR**- location/mood, **SER**- general characteristics
- to have/having- **TENER** (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)
- indefinite articles, singular and plural nouns
- adjectives- gender and agreement
- yes/no questions with raised intonation
- AR verbs in the present (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)

## PHONICS (SSC- Sound-symbol

### correspondence)

- learn sounds for vowels in Spanish- a, e, i, o, u
- Contrast SSC 'l' and 'll'
- Learn hard 'c': ca, co, cu and cu + a vowel
- learn soft 'c': ce, ci

## SPEAKING

- describing locations
- say what people are like (at the moment)
- say what people are like (in general)
- say what people do/have
- use specific phonic sounds: a, o, e, i, u, /ll, ca, cu, co, hard 'c' + vowel, que and qui

## READING

- understanding short sentences with familiar language and essential verbs: **ESTAR**, **SER** and **TENER**
- recognising and understanding **AR** verbs conjugated in the present (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular)

## LISTENING

- understanding specific phonic sounds: a, o, e, i, u, /ll, ca, cu, co, hard 'c' + vowel, que and qui
- understanding questions through raised intonation

## WRITING

- producing short sentences with familiar language essential verbs: **ESTAR**, **SER** and **TENER** in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular

## HOME LEARNING

- **Learning:** key vocabulary 1/cycle (quizlet based)
- **Activities:** language nut

