

YEAR 8

CURRICULUM INFORMATION FOR TERM 2

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.

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Key Techniques to spot in texts	Key skills used in lessons:
Hyperbole Rhetorical questions Anecdote Statistics Imperative/command Personal pronouns Direct address Superlative Repetition Emotive Language	Skimming and scanning Information retrieval Analysis and Inference Squeezing quotes Zooming in on key words Looking for implicit meaning Comparing two texts- similarities and differences

What?

We will explore a range of non-fiction texts throughout this half term. We will look at texts about travel, famous people and the environment. The texts we will look at will often span centuries and link due to a theme or topic. The reason for this is because in the GCSE Language exam, you need to be able to compare and contrast ideas, themes and messages an author discusses between two different texts.

Why?


- Non fiction texts are part of your English Language GCSE and these skills are worth 30% of the grade so we are working on the skills needed for GCSE now
- Reading non-fiction gives us a greater understanding of the world around us and how different events shape who we are.

Type of question	How to tackle this question
Retrieval skill and scan-and find (3 marks)	Read Skim and Scan Find
Impression of... (10 marks)	Impression + evidence + suggestion
How does... (10 marks)	Writers technique + evidence + suggestion
Synthesis- looking at two texts and comparing (10)	Similarities Vs differences

FICTION	VS	NONFICTION
When it comes to books, there is an easy way to quickly classify all of them into two categories and say that some are fiction, while the rest are nonfiction. The same classification can also apply to television, plays, or films, but the terms "fiction" and "nonfiction" are still heard most often in literature.		
DEFINITION	DEFINITION	DEFINITION
When you are talking about FICTION, you are talking about the plot, the characters and the setting that are created by the	When it comes to books, there is an easy way to quickly classify all of them into two categories and say that some are fiction, while the rest are nonfiction. The same classification can also apply to television, plays, or films, but the terms "fiction" and "nonfiction" are still heard most often in literature.	NONFICTION refers to stories that are based on events that actually happened in reality, the characters are real people,

Wider reading

Bill Bryson- Notes on a Big Country. New release: The Body
Adam Kay- This is Going to Hurt
Greta Thunberg- No one is too small to make a difference
David Attenborough- Adventures of a young naturalist



How will I be assessed?

Reading Assessment: you will do a practice reading paper

You will get one text and you will have to answer 4 questions

Time for assessment: 1 hour

Year 8 French HT3 - En ville !



I can...

Assessment : reading

Describe places in town

Use 'you can' and 'you can't' + infinitive

Give directions to places in town

Use past tense to describe a recent visit

Dans	ma	ville	il y a	une poste - a post office une banque - a bank une piscine - a swimming pool
------	----	-------	--------	--

On peut	faire	du shopping
On ne peut pas	aller visiter	au parc les musées

Adjectifs

Grand/e - big
Petit/e - small
Moderne
Vieux/Vielle - old
Joli/e - pretty
Beau / belle - beautiful
Pollué/e - polluted
Tranquille - quiet
Bryant/e - noisy
Animé/e - lively
Historique - historical

Les endroits en ville

une poste - a post office
une banque - a bank
une piscine - a swimming pool
une boulangerie - a bakery
une bibliothèque - a library
une gare - a train station
une patinoire - an ice rink
une église - a church
une boucherie - a butchers
un parc - a park
un stade - a stadium
un magasin - a shop
un centre commercial - a shopping centre
un centre de loisirs - a leisure centre

Les directions

À la gauche - to the left
À la droite - to the right
Tout droit - straight ahead
Derrière - behind
Devant - in front
En face de - opposite
À côté de - next to
Tournez - turn

Le passé

J'ai visité - I visited
J'ai acheté - I bought
J'ai regardé - I watched
J'ai fait * - I did
Je suis allé(e) * - I went

*Irregulars

Year 8 Half Term 3

VOCABULARY

- Places in town
- Adjectives
- Directions
- Prepositions (in front / behind etc.)

GRAMMAR

- Il y a
- Negatives
- Modal verbs
- Perfect Tense
- Irregular verbs
- Prepositions (au / à la / aux)

CULTURE

- Exploring francophone cities
- Using geographical skills

SPEAKING

- Use extended sentences to describe your town
- Use varied adjectives to describe your bedroom
- Use past tense to describe a recent visit

READING

- understanding extended passages with familiar and unknown language
- understanding negative structures
- understanding complex opinions and reasons

LISTENING

- understanding extended passages with familiar language
- understanding negative structures
- understanding complex opinions and reasons

WRITING

- producing extended sentences with familiar language
- producing longer sentences with complex opinions and connectives
- show an understanding of adjectival agreement

ASSESSMENT

- **Reading:** comprehension about a town

HOME LEARNING

- **Learning:** key vocabulary 1/cycle
- **Activities:** language nut

Year 8 French Ht3 - en ville

I can...

Say what there is in my town and where

Talk about the places you can/can't visit

Use the past tense to say where I went

En ville, il y a...

La/une boulangerie -

bakery

La/une Poste - Post office

Le/un supermarché -

supermarket

Le/un cinéma - cinema

Le/un stade - stadium

Le/un parc - park

La/une bibliothèque - library

Le/un musée - museum

Le/un centre commercial -

shopping centre

Le/un centre sportif -

sports centre

La/une piscine - swimming

pool

La/une patinoire - Ice-rink

L'église - church

La/une gare - train station



B. A. G. S

M

F

MPL

FPL

beautiful

beau

belle

beaux

belles

old

vieux

vieille

vieux

vieilles

good

bon

bonnes

bons

bonnes

bad

mauvais

mauvaise

mauvais

mauvaises

small

petit

petite

petits

petites

big

grand

grandes

grands

grandes

Adjectives that go BEFORE the noun

I go	To (masc.)	To (fem.)	To (vowel)	To (plural)
Je vais	au	à la	à l'	aux

Past tense: j'ai + past participle (é)

Useful irregulars:

Je suis allé(e) - I went

C'était - it was

On peut + infinitive:

You can...

On ne peut pas +

infinitive:

You can not...



Key Idea 1

To identify the properties of triangles, quadrilaterals and parallel lines, using them to calculate missing angles.

Key Idea 2

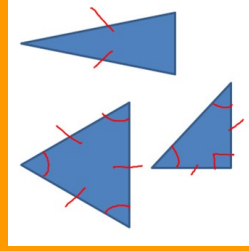
To construct accurately triangles and quadrilaterals.

Key Idea 3

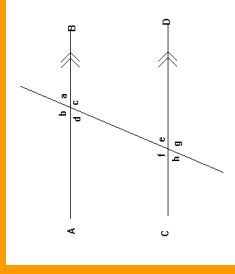
To find the area of increasingly complex shapes, including trapezia.

Key vocabulary

- triangle** - a shape with three sides;
- a **scalene triangle** has 3 unequal sides.
- an **equilateral** has 3 equal sides
- an **isosceles triangle** has 1 pair of equal sides.
- quadrilaterals** - any shapes with four sides:
Examples are: **rhombus, rectangle, kite, parallelogram, trapezium, square, arrowhead.**
- acute** - less than 90 degrees,
- obtuse** - more than 90 but less than 180 degrees.
- reflex** - more than 180 degrees
- right angled** - 90 degrees exactly
- straight** - exactly 180 degrees.
- corresponding angles** - occupy the same relative position at each intersection.
- alternate angles** - occupy the opposite relative position at each intersection.
- supplementary angles** - two angles that add to 180 degrees.
- transversal** - a line with intersects two other lines.
- Intersects** - cuts across
- bisects** - cuts in half
- congruent** - exactly the same in shape, but can be moved in position.
- diagonal** - a line going from one corner to the other of a shape.
- protractor** - used to measure angles.

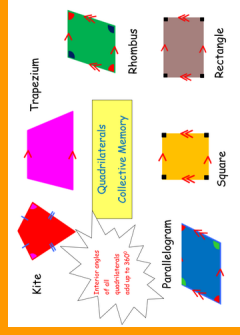


Define triangles and use key notation

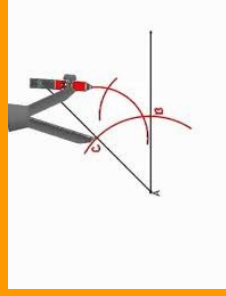


Angles on parallel lines

Key Methods



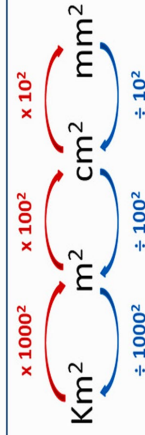
Quadrilaterals



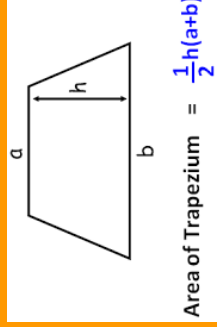
Constructions

Converting AREA Units

AREA consists of Square Units, so we need to SQUARE all our Lengths.



Converting square units



Finding the area of a trapezium

Spring 1

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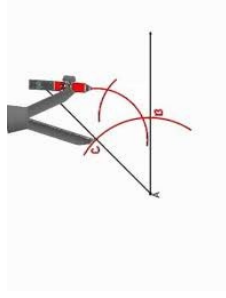
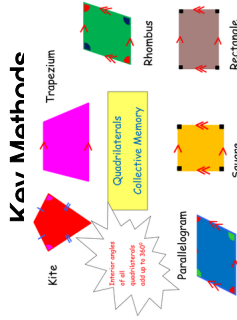
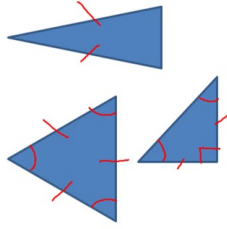
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Key Idea 2

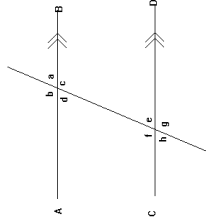
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Defining triangles and using key notation



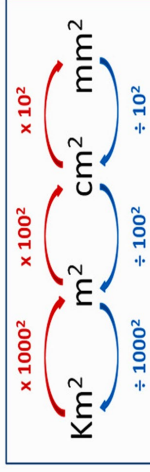
Angles on parallel lines

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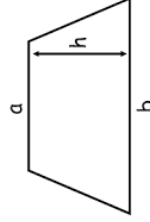
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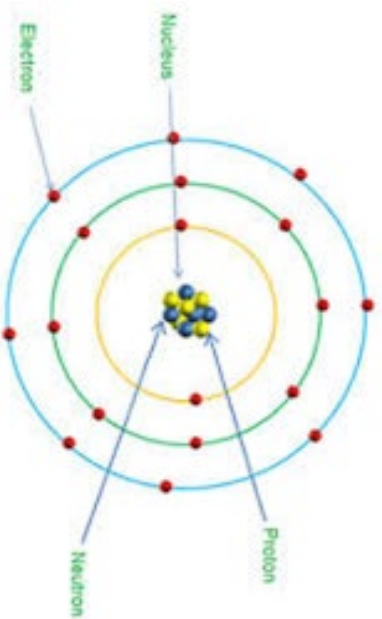
Converting square units



Area of Trapezium = $\frac{1}{2}h(a+b)$

Finding the area of shapes including a trapezium

Structure of the atom



Key vocabulary

- Acid** - a substance with a pH between 1 and 6. Acids neutralise alkalis.
- Alkali** - a substance with a pH between 7 and 14. Alkalis neutralise acids.
- Atom** - the smallest particle of a chemical element that can exist.
- Chemical** - a substance obtained from a chemical process or used to get a chemical result. Irreversible reaction.
- Combustion** - a chemical process in which substances combine with oxygen
- Compound** - Two or more elements chemically joined together.
- Displacement** - chemical reaction in which a more reactive element displaces a less reactive element from its compound.
- Electron** - a particle that has a negative charge of electricity and travels around the nucleus of an atom.
- Element** - made up of one type of atom only.

8 Chem 3

PHYSICAL CHANGE VERSUS CHEMICAL CHANGE

A physical change is the change of matter that occurs without changing the chemical composition of matter

A chemical change is the change of chemical composition of matter

Usually reversible

Usually irreversible

New products are not formed

New products are formed

Some changes occur when heating or cooling is done

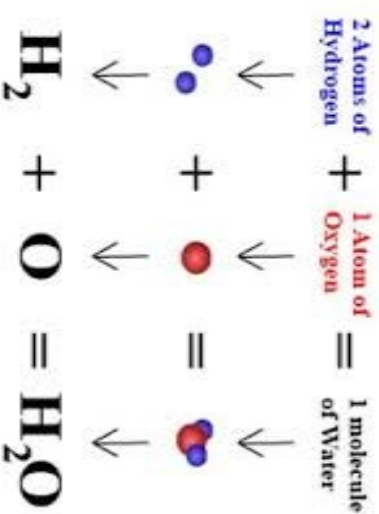
Changes always involve absorption or release of energy

Changes have no effect on the chemical bonds of molecules of a substance

Have a direct effect on the chemical bonds of molecules in a substance

Visit www.pedlaa.com

ELEMENTS:		
COMPOUNDS:		
MIXTURES:		



Atomic Number	6	Atomic Mass	12.01
Chemical Symbol	C	Chemical Name	Carbon

Metals are on the right hand side.
Non metals are on the left hand side

Key Vocabulary

Group - the vertical columns in a periodic table.

Mixture - two or more substances that are mixed together but not chemically combined.

Molecule - One or more atom bonded together.

Nucleus - the central part of an atom that consists of protons and neutrons.

Neutralisation - Acid and Alkali react together to produce a Salt and water.

Periods - The horizontal rows in a periodic table

Product - Substance formed as a result of a chemical reaction.

Proton - an atomic particle that is found in the nucleus of an atom and carries a positive charge.

Properties - a characteristic of a substance that is observed during a reaction.

Physical - reversible reaction where no new product is formed

Reactant - on the left hand side of a word equation, they are what are needed in the reaction.

Equations:

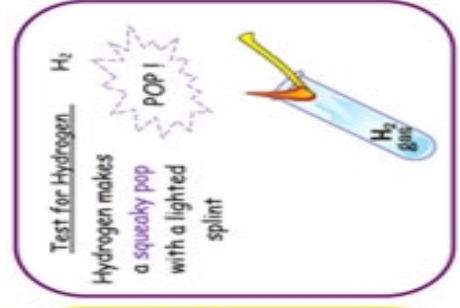
Metal + Water → Metal hydroxide + hydrogen
 Metal + Oxygen → Metal oxide
 Metal + Acid → Salt + hydrogen
 Acid + Alkali → Salt and water

Periodic Table of the Elements

1	2											18
1	2											2
H Hydrogen 1.01	He Helium 4.00											Ne Neon 20.18
3	4											10
Li Lithium 6.94	Be Beryllium 9.01											F Fluorine 19.00
5	6											16
B Boron 10.81	C Carbon 12.01											O Oxygen 16.00
7	8											17
N Nitrogen 14.01	O Oxygen 16.00											Cl Chlorine 35.45
9	10											18
F Fluorine 19.00	Ne Neon 20.18											Ar Argon 39.95
11	12											36
Na Sodium 22.99	Mg Magnesium 24.31											Kr Krypton 84.80
13	14											54
Al Aluminium 26.98	Si Silicon 28.09											Xe Xenon 131.29
15	16											86
P Phosphorus 30.97	S Sulphur 32.06											Rn Radon 222.02
17	18											118
Cl Chlorine 35.45	Ar Argon 39.95											Og Oganesson [294]
19	20											35
K Potassium 39.10	Ca Calcium 40.08											Br Bromine 79.90
21	22											53
Sc Scandium 44.96	Ti Titanium 47.88											I Iodine 126.90
23	24											85
V Vanadium 50.94	Cr Chromium 51.99											At Astatine 209.98
25	26											117
Mn Manganese 54.94	Fe Iron 55.85											Ts Tennessine [294]
27	28											119
Co Cobalt 58.93	Ni Nickel 58.69											120
29	30											121
Cu Copper 63.55	Zn Zinc 65.38											122
31	32											123
Ga Gallium 69.72	Ge Germanium 72.63											124
33	34											125
As Arsenic 74.92	Se Selenium 78.97											126
35	36											127
Br Bromine 79.90	Kr Krypton 84.80											128
37	38											129
Rb Rubidium 85.47	Sr Strontium 87.62											130
39	40											131
Y Yttrium 88.91	Zr Zirconium 91.22											132
41	42											133
Nb Niobium 92.91	Mo Molybdenum 95.95											134
43	44											135
Tc Technetium 98.91	Ru Ruthenium 101.07											136
45	46											137
Rh Rhodium 102.91	Pd Palladium 106.42											138
47	48											139
Ag Silver 107.87	Cd Cadmium 112.41											140
49	50											141
In Indium 114.82	Sn Tin 118.71											142
51	52											143
Sb Antimony 121.76	Te Tellurium 127.6											144
53	54											145
I Iodine 126.90	Xe Xenon 131.29											146
55	56											147
Cs Caesium 132.91	Ba Barium 137.33											148
57	58											149
La Lanthanum 138.91	Ce Cerium 140.12											150
59	60											151
Pr Praseodymium 140.91	Nd Neodymium 144.24											152
61	62											153
Pm Promethium 144.91	Sm Samarium 150.36											154
63	64											155
Eu Europium 151.96	Gd Gadolinium 157.25											156
65	66											157
Tb Terbium 158.93	Dy Dysprosium 162.50											158
67	68											159
Ho Holmium 164.93	Er Erbium 167.26											160
69	70											161
Tm Thulium 168.93	Yb Ytterbium 173.05											162
71	72											163
Lu Lutetium 174.97	Hf Hafnium 178.49											164
73	74											165
Yb Ytterbium 173.05	Ta Tantalum 180.95											166
75	76											167
Re Rhenium 186.21	W Tungsten 183.85											168
77	78											169
Ir Iridium 192.22	Pt Platinum 195.08											170
79	80											171
Au Gold 196.97	Hg Mercury 200.59											172
81	82											173
Tl Thallium 204.38	Pb Lead 208.98											174
83	84											175
Bi Bismuth 208.98	Po Polonium [209]											176
85	86											177
At Astatine 209.98	Rn Radon 222.02											178
87	88											179
Fr Francium 223.02	Ra Radium 226.03											180
89	90											181
Ac Actinium 227.03	Th Thorium 232.04											182
91	92											183
Pa Protactinium 231.04	U Uranium 238.03											184
93	94											185
Np Neptunium 237.05	Pu Plutonium 244.06											186
95	96											187
Am Americium 243.06	Cm Curium 247.07											188
97	98											189
Bk Berkelium 247.07	Cf Californium 251.08											190
99	100											191
Es Einsteinium 257.10	Fm Fermium 257.10											192
101	102											193
Md Mendelevium 258.10	No Nobelium 259.10											194
103	104											195
Lr Lawrencium [262]	Rg Roentgenium [289]											196
105	106											197
Uu Ununpentium [288]	Uub Ununhexium [289]											198
107	108											199
Uuh Ununheptium [289]	Uuo Ununoctium [290]											200
109	110											201
Uuq Ununquadium [290]	Uuq Ununquadium [291]											202
111	112											203
Rg Roentgenium [289]	Cn Copernicium [285]											204
113	114											205
Nh Nihonium [286]	Fl Flerovium [289]											206
115	116											207
Mc Moscovium [289]	Lv Livermorium [293]											208
117	118											209
Ts Tennessine [294]	Og Oganesson [294]											210

Naming salts:

Hydrochloric acid = Metal chloride
 Sulfuric acid = Metal sulfate
 Nitric acid = Metal nitrate



Reactivity Series:

potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt



Test for Oxygen O_2

Oxygen relights a glowing splint

Test for Carbon dioxide CO_2

Carbon dioxide gas

Limewater (clear/colourless)

Limewater (cloudy/milky)

Displacement Reactions:

If the metal is higher up the reactivity series it will displace the non metal from the less reactive metal.

Example 1:

Magnesium + Iron chloride → Magnesium chloride + iron

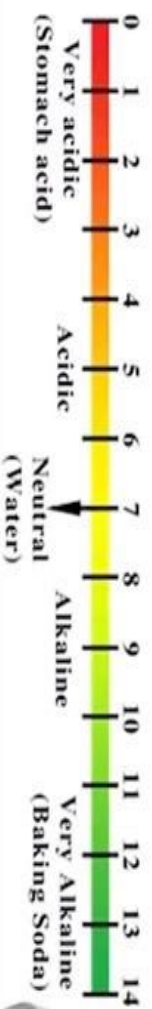
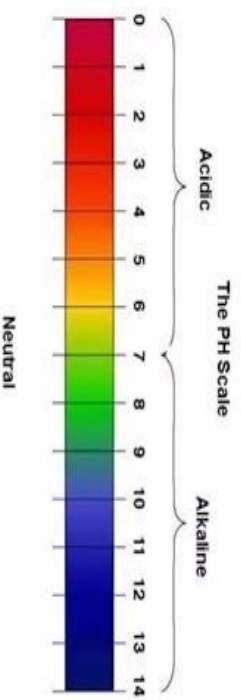
The magnesium can displace the chloride from Iron as it higher up the reactivity series therefore more reactive.

Example 2:

Magnesium + Sodium chloride → No reaction

Magnesium cannot displace the chlorine from sodium as it is lower down the reactivity series therefore less reactive than sodium.

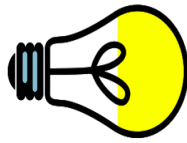
The pH scale



8Phys3 - Energy

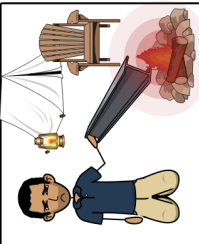
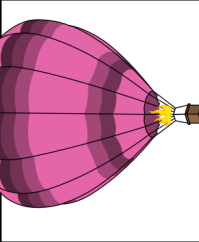
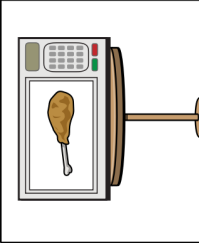
- 9 Stores of Energy**
- Heat (thermal)
 - Kinetic
 - Nuclear
 - Sound
 - Light
 - Chemical
 - Electrical
 - Gravitational potential
 - Elastic potential

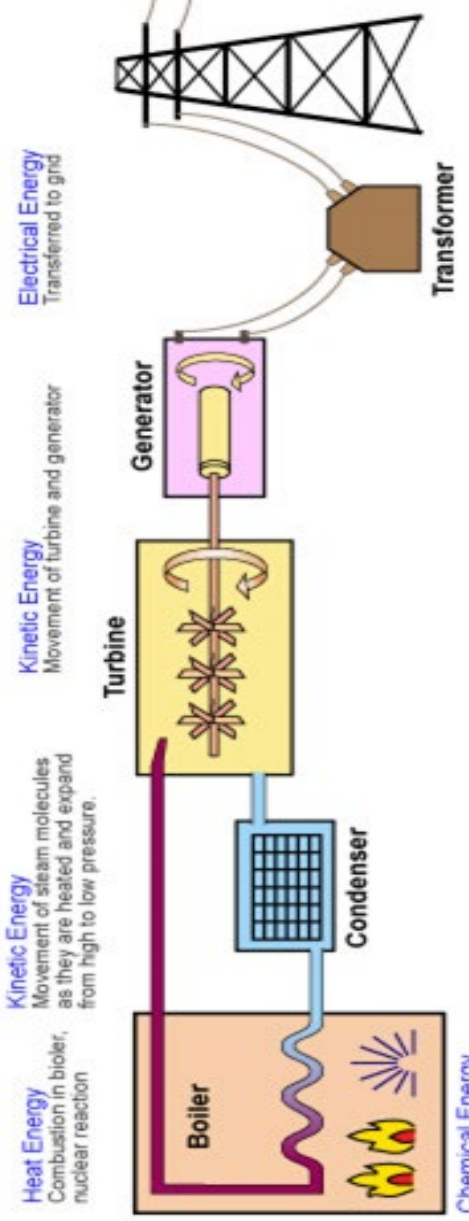
Energy is measured in Joules (J) or kilojoules (kJ)



$$\text{Total ENERGY} = \text{Joules (J)}$$

Joules (J)
kilo - thousand
kilojoule (kJ) - 1000 J

<p>Conduction</p> <p>The transfer of thermal energy from one material to another by direct contact.</p> <p>If you use a metal stick for fire your hand will get hot because the heat transfers from the fire to the metal to your hand.</p> 	<p>Convection</p> <p>The transfer of thermal energy by the circulation or movement of a liquid or gas.</p> <p>In a hot air balloon, the hot gas from the fire raises the balloon.</p> 	<p>Radiation</p> <p>When energy is absorbed by the surface it heats the surface.</p> <p>Using a microwave creates radiation to heat up food in your microwave.</p> 
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How is energy efficiency calculated?

The energy efficiency of a device can be calculated using this formula:

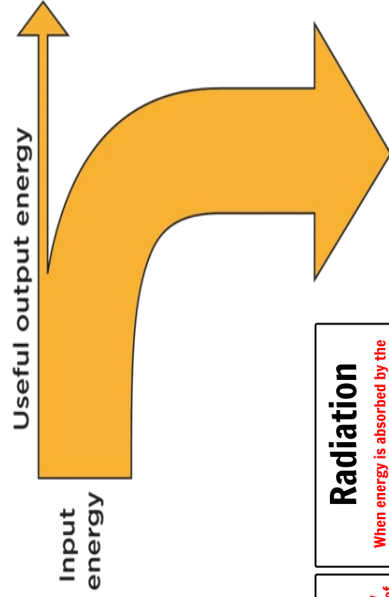
$$\text{energy efficiency} = \frac{\text{useful output energy}}{\text{total input energy}}$$

- Useful energy is measured in Joules (J).
 - Total energy is measured in Joules (J).
 - Energy efficiency does not have any units.
- It is a number **between 0 and 1** which can be converted into a percentage by multiplying by 100.

Energy is neither created nor destroyed.

It can be **transferred** from one **object** to another or transformed from one form to another.

Law of conservation of energy.



Wasted output energy

Fossil fuels (coal/oil/gas) release carbon dioxide into the atmosphere when they are burned in cars and power stations.



Calculating Work Done (J)

- The equation for power-

A force acting through a distance

Word Equation

$$\text{Power} = \frac{\text{Work Done}}{\text{Time Taken}}$$

Dimensions

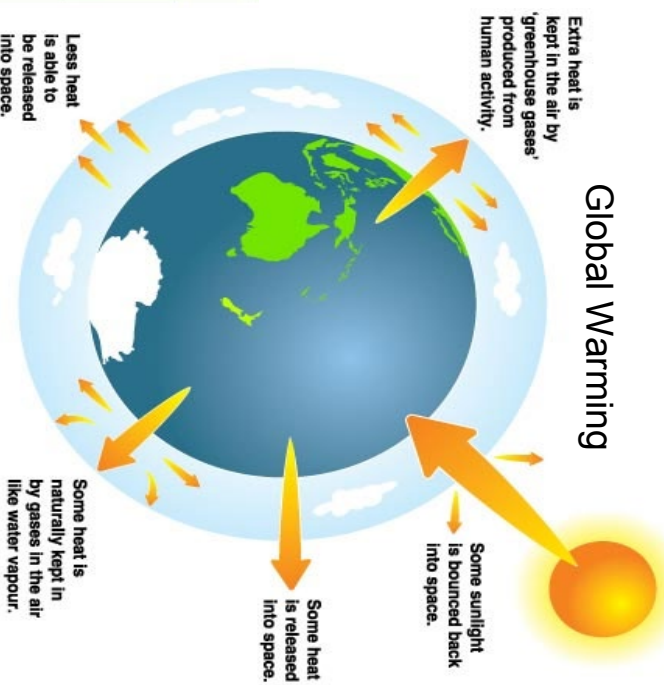
$$P = W / t$$

Units

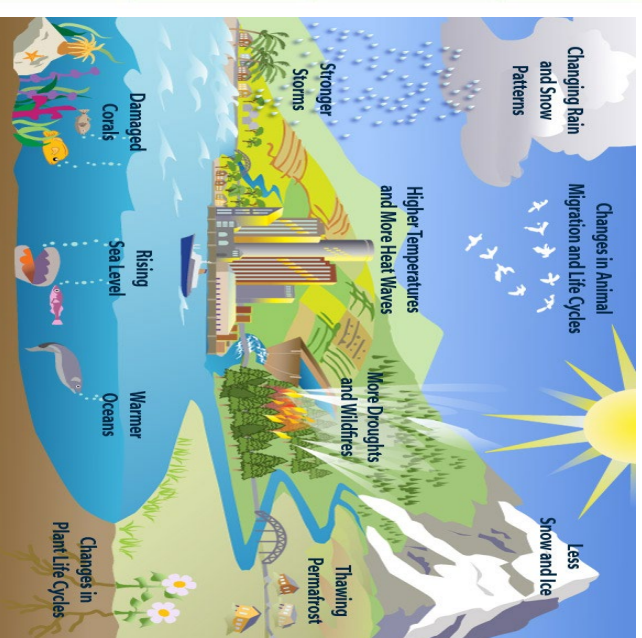
$$\text{Watt} = \text{Joule} / \text{second}$$

Work = Force x Distance

Global Warming



Climate Change



Method	How it works	Advantages	Disadvantages
Solar	- Solar cells turn the sun's energy into electricity	- No fuel costs - Renewable - No Pollution	- High initial costs - Only works in sunlight - Energy must be stored
Tidal Energy	- Waves are constantly moving - Water flows through turbines.	- No fuel costs - Renewable - No Pollution - Generates energy 24/7/365	- Expensive to construct - Needs proper location
Wind	- Wind blows giant fans that generate electricity	- No fuel costs - Renewable - No Pollution	- High cost of construction <i>and</i> maintenance - Needs a windy location
Geothermal	- The earth's core is hot - Heat turns water into steam - Steam turns turbines.	- No fuel costs - No pollution - Generates energy 24/7/365	- Geothermal stations are expensive to build - Needs to be set up in very specific places around the world
Hydro-electric	- Dams are built. - Water flows through turbines.	- No fuel costs (free once in place) - Renewable (infinite supply) - No Pollution - Generates energy 24/7/365	- Expensive to construct - Changes the environment
Biofuels	- Plant matter is broken down and releases bioethanol and biodiesel	- Can replace, or be blended with, petrol - Reduced pollution by 50-90%	- Decreased fuel efficiency - Uses potential food

Year 8 HT2 - Las Fiestas!

Assessment : reading and translation French & English

Describe different Spanish festivals in Spanish

Research Spanish Festivals

Give complex opinions about festivals

Me gustaría celebrar	la Navidad la Semana Santa la Tomatina San Fermín el Carnaval Las Fallas	porque sería	muy bastante un poco	interesante fascinante emocionante divertido
comería me gustaría probar	Paella Churros Pan de muerto			
haría	la corrida			
iría	a España a Valencia			

Las Fiestas Importantes

La Navidad - Christmas
La Semana Santa- Easter
La Tomatina- tomato-throwing Festival
San Fermín - running of the Bulls
El Carnaval - Carnival!
Las Fallas- fireworks festival in Valencia

Useful Conditionals:

Iría- I would go
Comería- I would eat
Celebraría - I would celebrate
Me gustaría probar
-I would like to try
Querría - I would want
Tendría- I/it would have
Habría - there would be
Haría- I would do

Las frases de opinión

I like - me gusta
I would like- me gustaría
I love - me encanta(n)
I would love - me encantaría
I hate - odio
I would hate - odiaría
I don't like - no me gusta(n)
I would not like (no me gustaría)



Verbos importantes

<u>Ser- to be</u>	<u>tener-to have</u>	<u>hacer-to do</u>	<u>ir-to go</u>
soy	tengo	hago	voy
eres	tienes	haces	vas
es	tiene	hace	va
somos	tenemos	hacemos	vamos
sois	tenéis	hacéis	vais
son	tienen	hacen	van

I can...



Year 8 Half Term 3

VOCABULARY

- Locations of houses
- Rooms of the house
- Furniture
- Compass points
- Justifying opinions

GRAMMAR

- Il y a
- Negatives
- Basic connectives and intensifiers
- Je voudrais + infinitive
- Revision of gender concepts and adjective agreement

CULTURE

- knowing French names and names of cities
- Using a French website (immo.fr or similar) to look at houses and vocabulary in context

SPEAKING

- Use simple sentences to describe where you live
- Use basic adjectives and verbs to describe your bedroom
- Use je voudrais + infinitive to say where you would like to live

READING

- understanding short sentences with familiar language
- understanding longer sentences with basic connectives
- understanding basic opinions and reasons

LISTENING

- understanding short sentences with familiar language and opinions
- understanding sentences basic connectives
- familiar words from authentic sources

WRITING

- producing short sentences with familiar language (some without support)
- producing longer sentences with connectives
- giving basic opinions and reasons

ASSESSMENT

- **Reading:** text from a French person
- **Writing:** translation French English

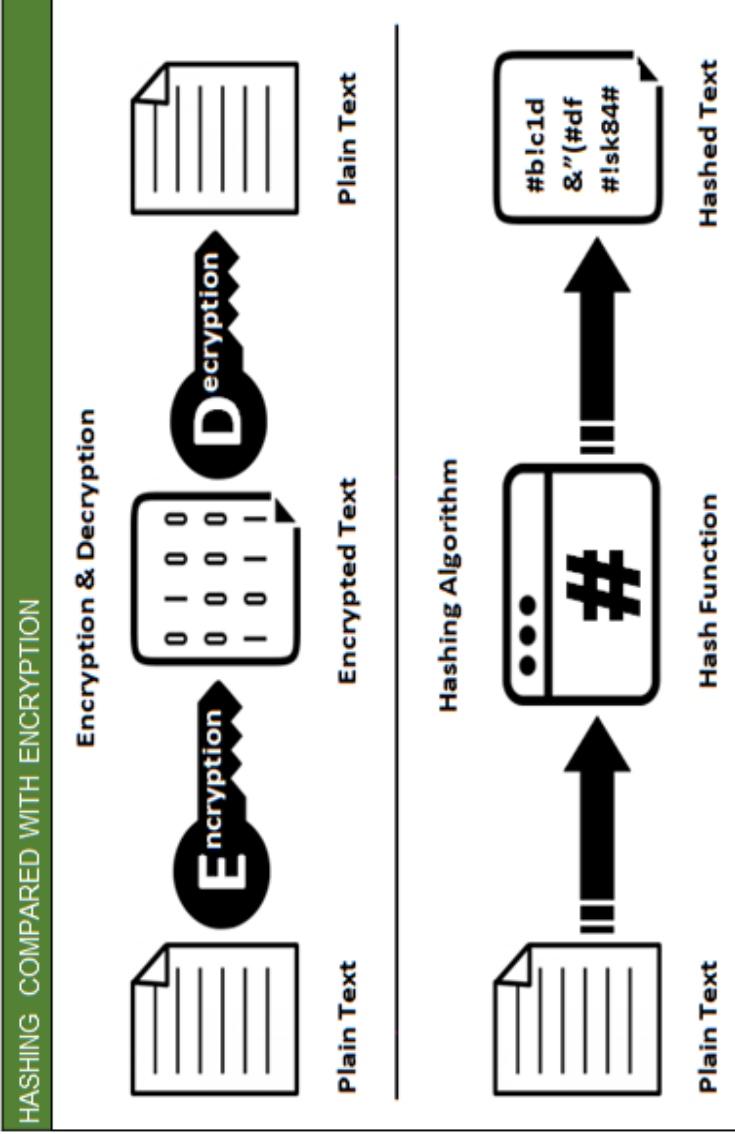
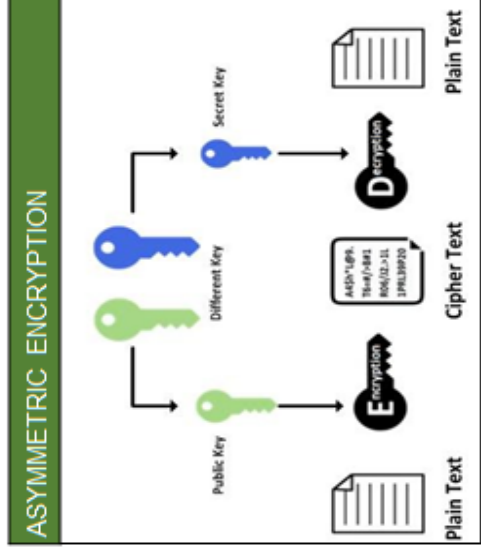
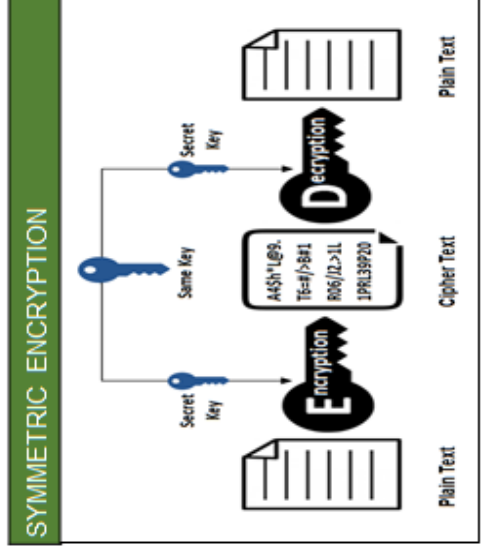
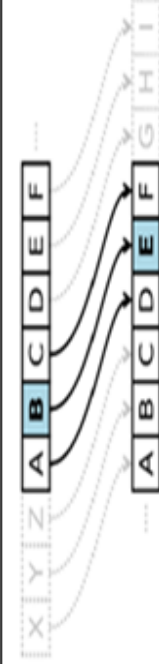
HOME LEARNING

- **Learning:** key vocabulary 1/cycle
- **Activities:** language nut



SECURE Computer Science Encryption

KEY VOCABULARY	
Encryption	Changing data before transmission so someone can only decipher it with the appropriate key to unlock information. Interceptors would find the message unintelligible.
Key	A cryptographic key is a string of bits used by a cryptographic algorithm to transform plain text into cipher text or vice versa. This key remains private and ensures secure communication.
Symmetric Key Encryption	A secret key algorithm (sometimes called a symmetric algorithm) is a cryptographic algorithm that uses the same key to encrypt and decrypt data.
Asymmetric Key Encryption	Asymmetric cryptography, also known as public key cryptography, uses public and private keys to encrypt and decrypt data. The keys are simply large numbers that have been paired together but are not identical (asymmetric).
Cipher	A system of writing that prevents most people being able to understand the message – there are many famous ciphers which have been used throughout history – The Caesar Cipher being the most famous.
Hashing	A hash is a string or number generated from a string of text. The best hashing algorithms are designed so that it's impossible to turn a hash back into its original string. MD5 is the most widely known hashing function.



Year 8 Spanish - Las Fiestas

Las fiestas importantes:

- La Navidad - Christmas
- La Semana Santa - Easter
- La Tomatina - tomato-throwing festival
- San Fermín - the running of the bulls
- El Carnaval - Carnival!
- Las Fallas - fire-works festival in Valencia



Useful conditionals

- Iría - I would go
- Comería - I would eat
- Celebraría - I would celebrate
- Me gustaría probar - I would like to try
- Querría - I would want
- Tendría - I/it would have
- Habría - there would be
- Haría - I would do

I can...

Describe different Spanish festivals in Spanish

Research Spanish festivals

Give complex opinions about Spanish fiestas

Las frases de opinión

I like	Me gusta (n)
I would like	Me gustaría
I love	Me encanta(n)
I would love	Me encantaría
I hate	Odio
I would hate	Odiaría
I don't like	No me gusta (n)
I would not like	No me gustaría

Ser - to be
 Soy - I am
 Eres - you are
 Es - he/she is
 Somos - we are
 Sois - you are
 Son - they are

Tener - to have
 Tengo - I have
 Tienes - you have
 Tiene - he/she has
 Tenemos - we have
 Tenéis - you have
 Tienen - they have

Hacer - to do
 Hago - I do
 Haces - you do
 Hace - he/she does
 Hacemos - we do
 Hacéis - you do
 Hacen - they do

Ir - to go
 Voy - I go
 Vas - you go
 Va - he/she goes
 Vamos - we go
 Vais - you go
 Van - they go



the singular	the plural
el	los
la	la

