



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Knowledge Maps

8C Term 2

A **data collection sheet** is a table or chart for collecting **data**. It has a tally column and a frequency column.

Unit 3 - Key skills:

Unit 3 Statistics

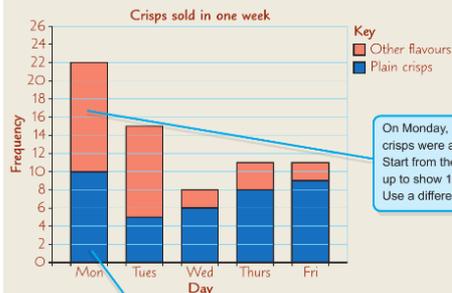
- 3.1 Data collection sheets
- 3.2 Interpreting bar charts
- 3.3 Drawing bar charts
- 3.4 STEM: Pie charts

Worked example

This frequency table shows the numbers of packets of different flavour crisps sold in one week.

| | Mon | Tues | Wed | Thurs | Fri |
|----------------|-----|------|-----|-------|-----|
| Plain crisps | 10 | 5 | 6 | 8 | 9 |
| Other flavours | 12 | 10 | 2 | 3 | 2 |

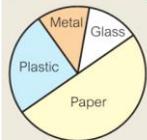
Draw a compound bar chart to show this data.



On Monday, 12 packets of other flavours of crisps were also sold. Start from the top of the blue bar and draw up to show 12. Use a different colour for this part of the bar.

First draw a bar to show plain crisps.

Worked example



This **pie chart** shows the types of waste recycled in one town. The town recycles 10 000 tonnes of paper. How many tonnes of waste does it recycle in total?

Paper = $\frac{1}{2}$ of pie chart

Paper = 10 000 tonnes = $\frac{1}{2}$ of all waste

Total recycled = 10 000 \times 2 = 20 000 tonnes



Mean

= total number of homeworks missed
 \div total number of students

The **modal class** is the group of data with the highest frequency.

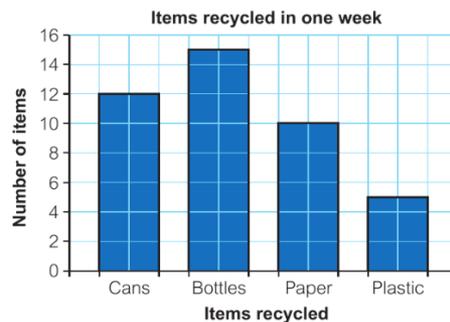
Range = largest value – smallest value

Key Terms – Can you add the definitions (meanings)?

- Mode: _____
- Mean: _____
- Inverse: _____
- Simplify: _____

Unit 3 - Test Your Understanding

The bar chart shows the number of items recycled by a family in one week.

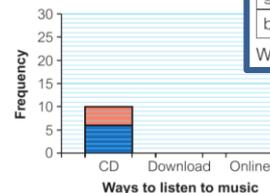


- How many cans were recycled?
- How many plastic items were recycled?
- How many items were recycled in total?
- How many more bottles were recycled than paper items?

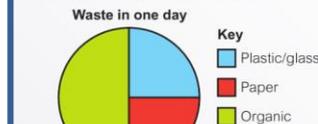
Robin asked 20 Year 8 students and 20 Year 9 students how they usually listen to music.

| | CD | Download | Online |
|--------|----|----------|--------|
| Year 8 | 6 | 12 | 10 |
| Year 9 | 4 | 10 | 14 |

- Copy and complete this compound bar chart for the data.
- What is the most popular way of listening to music for Year 9s?



Real In one day, John recorded the number of items he threw away. Here is a pie chart of his data.



- What fraction of his waste was paper?
- What fraction was organic?
- He threw away 40 organic items. How many items did he throw away altogether?
- How many plastic items did he throw away?

Copy and complete this tally chart.

| Favourite sport | Tally | Frequency |
|-----------------|-------|-----------|
| football | | 14 |
| tennis | | 9 |
| basketball | | |
| netball | | |
| golf | | 12 |
| badminton | | 4 |

Which sport is the mode?

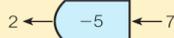
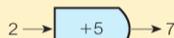
Subject: Maths – 8C (Pi Scheme)
Term: 2
Topic: Units 3-5
Websites and further reading

- Pearson Active Learn: <http://pearsonactivelearn.com>
- Maths Watch: <http://mathswatch.co.uk/>
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zghs34j>
- Numeracy and Foundation level practice questions and answers: <https://corbettmaths.com/5-a-day/gcse1/>

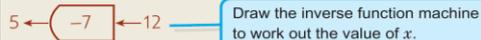
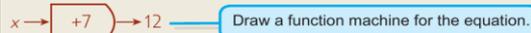
Unit 4 - Key Skills:
Unit 4 Expressions and equations

- 4.1 Simplifying expressions
- 4.2 Functions
- 4.3 Solving equations
- 4.4 Using brackets

Key point

 The function $+5$ adds 5 to a number.

 The **inverse function** is -5 because it reverses the effect of adding 5.

Worked example

 Solve the equation $x + 7 = 12$.

 $x = 5$
 Check: $x + 7 = 5 + 7 = 12$ ✓ Check by substituting $x = 5$ back into $x + 7$.
Worked example

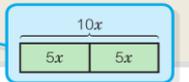
Simplify

a $3 \times 4y$

b $10x \div 2$

a $3 \times 4y = 12y$

b $10x \div 2 = 5x$


3(10 + 7) means $3 \times (10 + 7)$.
You don't need to write the \times sign.
Worked example

 Work out $4 \times (10 + 6)$

$$4 \times (10 + 6) = 4 \times 10 + 4 \times 6$$

$$= 40 + 24$$

$$= 64$$

Simplify

a $5 \times 2x$

b $4 \times 6y$

c $3p \times 5$

d $9t \times 7$

Work out by multiplying out the brackets.

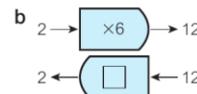
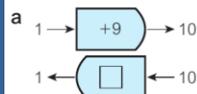
a $5 \times (3 + 9)$

b $2 \times (8 + 5)$

Unit 4 - Test Your Understanding

Match each yellow card with its correct simplified blue card.

| | | | |
|-----------|-----------|----------|------------|
| $2x + 5x$ | $8x - 2x$ | $3x + x$ | $12x - 7x$ |
| $4x$ | $5x$ | $6x$ | $7x$ |

 Write down the missing function for each **inverse function** machine.

 Solve these equations. Check your **solutions**.

a $x + 4 = 10$

b $y + 3 = 15$

c $z + 9 = 11$

d $n - 1 = 5$

e $m - 3 = 7$

f $p - 10 = 6$

Unit 5:

Work out

a $21.54 + 9.34$

b $9.8 + 12.17$

Key point
 $0.5 = \frac{1}{2}$, so multiplying by 0.5 is the same as multiplying by $\frac{1}{2}$, which is the same as dividing by 2.

 For example,
 $14 \times 0.5 = 14 \times \frac{1}{2} = 14 \div 2 = 7$

Work out

a 16×0.5

b 24×0.5

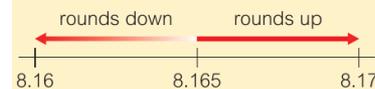
c 38×0.5

d 0.5×62

Key point

When rounding to 2 decimal places, look at the thousandths:

- for 0.005 and above, round up
- for 0.004 and below, round down.



Round each number to 2 decimal places.

a 7.926

b 9.353

c 4.325

Subject: English

Term: 2

Topic: Shakespeare – *A Midsummer Night's Dream*

Plot Summary: What happens in the play?

Four lovers, having an argument in the **Athenian woods** at midnight are confused by fairies who are only trying to help. Throw in some magic, a custody battle over a little boy, and an amateur actor who unsuspectingly becomes the fairy queen's love interest... oh and a magic set of ass's ears... and there you have it - *A Midsummer Night's Dream*, a **comedy!**

- Hermia runs away with Lysander instead of marrying Demetrius.
- The King and Queen of the fairies fight over a little boy.
- Puck muddles up the lovers and causes havoc with a love potion.
- Bottom gets the ears of an ass and Titania falls in love with him.
- Oberon puts things right and wins the little boy from Titania.
- The lovers get married. Bottom's friends put on a play to celebrate.
- The play is about Pyramus and Thisbe.
- The fairies bless the marriages.

Characters

All of the characters come from Athens, Greece. The main characters in *A Midsummer Night's Dream* can be put into three groups:

- **The Fairies**
- **The Mechanicals**
- **The Mortals**

The Fairies live in the woods and control most of the events in the story through their magic.

The Mechanicals are a group of workers who are trying to rehearse a play in the woods to celebrate Duke Theseus's wedding. They are truly comic characters, a bit like clowns.

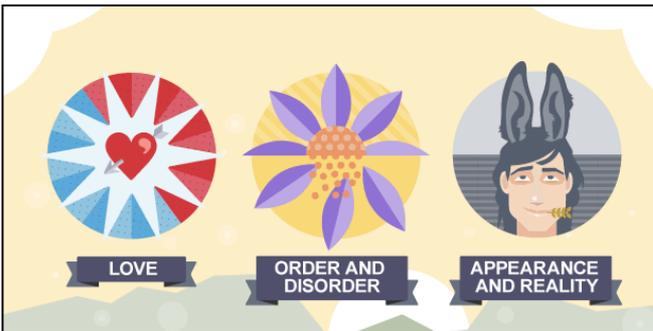
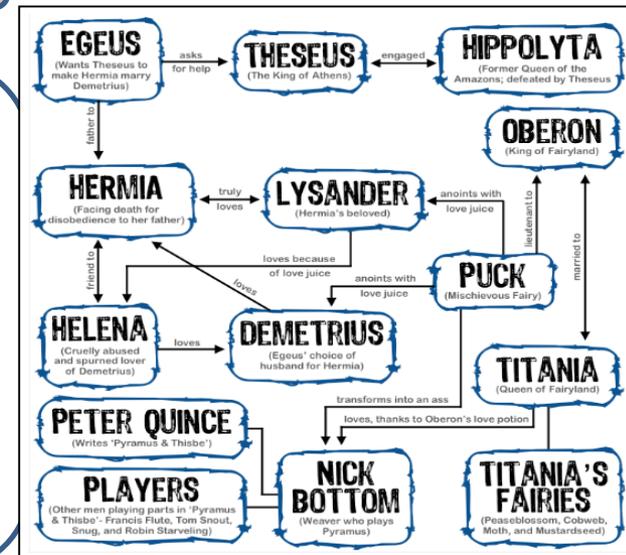
The Mortals are the human characters of the story. Within this group there are four young lovers who find their lives turned upside down by the fairy world in the middle of the night.

The play is one of Shakespeare's 'Comedies'!

Key Themes

Themes are the overarching idea and issues presented by Shakespeare in the play. You might be asked a question such as: "How is the theme of love presented in the play?"

- Love
- Power
- Order & Disorder
- Appearance and Reality
- Magic
- Dreams



Studying Shakespeare's Language: Key Terms

Shakespeare's language can be quite tricky to understand, especially when you start to analyze it. Here are a few important key terms you will need to use when studying Shakespeare's language.

- Alliteration:** A sequence of repeated sounds in a passage of language
- Blank verse:** unrhymed iambic pentameter: a line of five iambs
- Dramatic irony:** This occurs when the audience know more about what is happening than some of the characters themselves know
- Hyperbole:** A figure of speech that relies on exaggeration
- Iamb:** The most common metrical foot in English verse, a weak stress followed by a strong stress E.g. I am I am I am I am I am ('am' being the stressed syllable)
- Iambic pentameter:** A line of five iambic feet. The most common metrical pattern found in English verse
- Metre:** this is the pattern of stressed and unstressed syllables in a line of verse
- Oxymoron:** A figure of speech in which contrasting terms are brought together
E.g. 'sweet sorrow'
- Poetic verse:** A style of speech in Shakespeare's plays using rhyming couplets and a strong rhythmic pulse to the line
- Prose:** Any language that is not patterned by the regularity of some kind of metre
- Pun: a play on words:** two different meanings are drawn out of a single word, usually for comedy
- Rhyming couplet:** A pair of rhymed lines, of any metre
- Simile:** A figure of speech in which one thing is compared to another, indicated by 'like' or 'as'
- Soliloquy:** A dramatic convention which allows a character in a play to speak directly to the audience-as if thinking aloud about motives, feelings and decisions

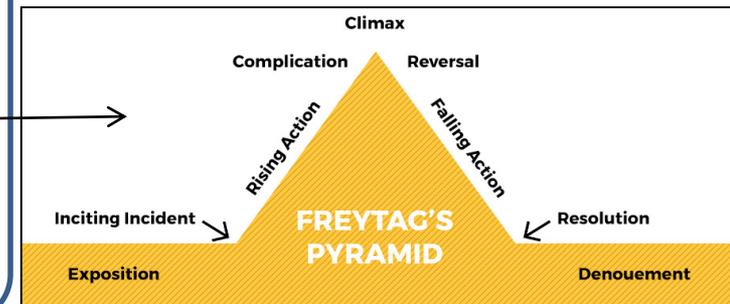
Key Vocabulary:

Comedy
Romance
Magic
Identity
Transformation
Renaissance
Athenian
Carnavalesque
Ambiguity
Individuality



Narrative Structure

Freytag's Pyramid to the right is a simple way of remembering how Shakespeare structured his plays to engage the Elizabethan audience.



Term 2 Key Words

Year 8 (Organisms)

Gas exchange
Respiration
Exhale
Inhale
Diaphragm
Addiction
Nutrients
Deficiency
Digestion
Enzymes

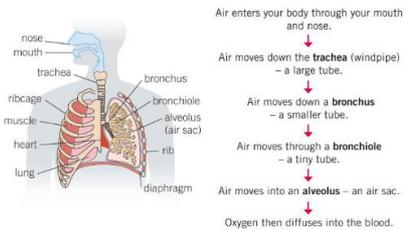
Year 8 (Forces)

Friction
Contact Forces
Newton's
Resistance
Resultant force
Compression
Moment
Pressure

Organisms: 8.3.1 Gas Exchange

Gas exchange is when you breathe in oxygen and breathe out carbon dioxide. It happens in your **lungs**. Your lungs are so important that they need to be protected by the **ribs**. The lungs and the gas exchange system make up the **respiratory system**. The **alveolus** air sac create a large surface area that is only 1 cell thick so that gas exchange occurs quickly and easily.

We **inhale** oxygen and **exhale** carbon dioxide. The oxygen is used in **respiration** to transfer energy, carbon dioxide is a waste product.



Questions

- Complete the following table to show the differences between inhaled and exhaled air. Use the words **less**, **more**, **same**. Words can be used once, more than once, or not at all.

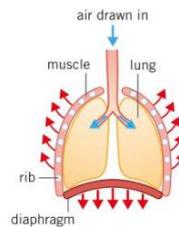
| | Inhaled | Exhaled |
|----------------|---------|---------|
| Oxygen | | |
| Carbon dioxide | | |
| Nitrogen | | |

- Describe in your own words how we inhale and exhale. Include the two gases that are exchanged in the lungs.

Organisms: 8.3.2 Breathing

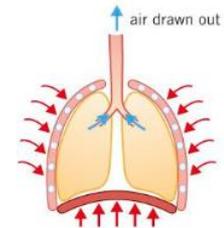
Inhaling

- Muscles between your ribs contract – this pulls your ribcage up and out
- The diaphragm contracts – moves down
- The volume inside your chest increases
- The pressure inside your chest decreases – this draws air into your lungs



Exhaling

- Muscles between your ribs relax – this pulls your ribcage down and in
- The diaphragm relaxes – moves up
- The volume inside your chest decreases
- The pressure inside your chest increases – this pushed air out of your lungs



Organisms: 8.3.3 Drugs

Drugs are a chemical substances that affects the way your body works. There are two types – **medicinal drugs** and **recreational drugs**.

Medicinal drugs are used in medicine to benefit your health, e.g. antibiotics.
 Recreational drugs are drugs that people take for enjoyment, e.g. alcohol or tobacco. Most recreational drugs are illegal.

Organisms: 8.3.4 Alcohol

Alcohol contains a drug called **ethanol**. When you drink alcohol this goes into the bloodstream and to the brain where it affects the nervous system. It is called **depressant** because it slows the body down. **Alcoholics** are people that are dependent on alcohol and have an addiction. Too much alcohol can cause stomach ulcers, heart disease, brain damage and liver damage.

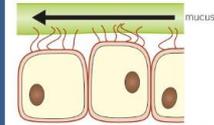
Organisms: 8.3.5 Smoking

Smoking increases chances of breathing problems, cancer, heart attacks and strokes. By breathing in other people's smoke your risk of developing circulatory and respiratory conditions increases. This is known as **passive smoking**. Smoking when pregnant can increase the risk of miscarriage, low-birth-weight babies and affect the development of the fetus. Tobacco in cigarettes contains tar, nicotine (a stimulant drug) and carbon monoxide.

Questions

Drug fact sheet: produce a factsheet about one of the following drugs to share with other members of your class. What does it do? What type of drug is it? Why is it dangerous?

| |
|-------------------------------------|
| Cannabis, cocaine, ecstasy, heroin. |
| |
| |
| |
| |
| |
| |
| |
| |
| |



▲ Smoking makes it harder for ciliated cells to sweep mucus from your airways.



▲ This diseased lung is full of tar. Healthy lungs should be pink.

Organisms: 8.4.1 Nutrients

Nutrients are important substances that your body needs to survive and stay healthy. The types of nutrient are:

- **Carbohydrates** – provide energy
- **Lipids** – provide energy
- **Proteins** – used for growth and repair
- **Vitamins** – which keep you healthy
- **Minerals** – which keep you healthy
- **Water** – needed in all cells and body fluids
- **Dietary fibre** – provides bulk to food to keep it moving through your gut

Eating these in the correct amounts make a balanced diet.



Organisms: 8.4.2 Food tests

We can determine nutrients in food using **food tests**. For most food tests you need a solution of the food. to do this you:

1. Crush the food using a pestle and mortar
2. Add a few drops of water, and mix well



▲ This food solution contains starch.

How to test for starch?

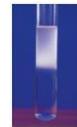
1. Add a few drops of iodine solution to the food solution
2. If the solution turns a dark blue-black colour the food contains starch

How to test for lipids?

1. Rub some food solution onto a piece of filter paper
2. Hold the paper up to the light. If the paper is translucent, the food contains lipids.

or,

1. Add a few drops of ethanol to the food solution
2. Shake the test tube and leave for one minute
3. Pour the ethanol into a test tube of water
4. If the solution turns cloudy, the food contains lipids



▲ This food solution contains lipids.

How to test for sugar?

1. Add a few drops of Benedict's solution to the food solution
2. Heat the test tube in a water bath
3. If the solution turns orange-red, the food contains sugar



▲ This food solution contains sugar.

How to test for protein?

1. Add a few drops of copper sulphate solution to your food solution
2. Add a few drops of sodium hydroxide solution



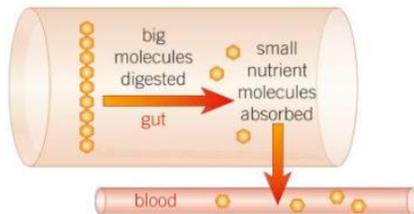
Questions

1. Why do we need lipids (fats) in our bodies? Do some research to find out.
2. Complete the table using these words: **turns blue-black, turns orange-red, makes paper translucent or turns purple.**
3. Describe how to prepare a food solution of a breakfast cereal.

| Nutrient | Colour change if nutrient present |
|----------|-----------------------------------|
| Starch | |
| Lipids | |
| Sugar | |
| Protein | |

8 Organisms: 8.4.4 Digestive System

The **digestive system** is a group of organs that work together to break down food molecules so that they can be absorbed into the bloodstream.



8 Organisms: 8.4.5 Bacteria and enzymes in digestion

Your large intestines contain bacteria, **gut bacteria** helps us to break down our food during digestion. These digestive juices are called **enzymes**. Enzymes chop large molecules into the smaller molecules that they are made from:



Questions

1. To remain healthy you must eat a balanced diet. Draw a line to match the nutrient to its function in the body:

Carbohydrate

Used for growth and repair

Lipids

Needed in small amounts to keep you healthy

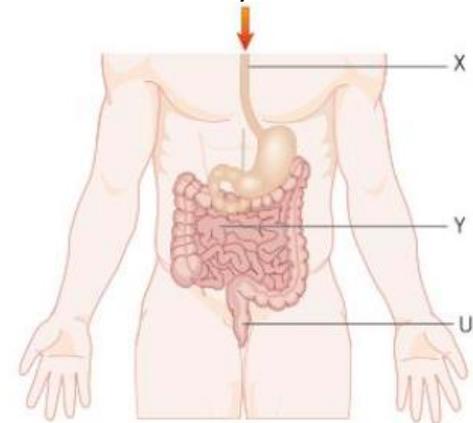
Proteins

Provide energy

Vitamins and minerals Provide a store of energy and are used to insulate the body

2. The diagram shows your digestive system →

- Name structure X.
- State the job of structure Y.
- Which letter represents the structure that stores faeces?
- Describe the job of the stomach in digestion.



Forces: 1.3.1 Friction and drag

Friction is a force, it is a force that causes two objects to grip each other. A **drag force** is the force in air or water that slows an object down, also known as **air** and **water resistance**.

To reduce drag or friction you could use **lubrication** or make an object **streamlined**.

Streamline Shape



Forces: 1.3.2 Squashing and Stretching

When a force squashes an object, they cause **compression**. When they stretch an object, they cause **tension**.

The amount an object can stretch is called the **extension**.



◀ The shape of a bungee cord changes when you stretch it.

Forces: 1.3.2 Squashing and Stretching

A turning force acts at a certain distance from a **pivot**.

The turning effect of a force is called a **moment**. A moment can be calculated in **Newton metres (Nm)**.



▲ These apples are in equilibrium because the clockwise moment equals the anticlockwise moment.

Questions

Complete the sentences:

The force of _____ acts between two solid surfaces in contact that are sliding across each other. The surfaces are _____ and will grip each other. This is why you need to exert a _____ to make something move. There are two drag forces: _____ and _____.

When a moving object is in contact with _____ or _____ particles it has to push them out of the way.

Key words: water, air/gas, friction, force, rough, air resistance and water resistance.

Match the word or phrase and its definition.

- | | |
|-------------------------|-----------------------------------------------------------|
| A: Fluid pressure | 1: a force opposing movement when one surface is liquid |
| B: Atmospheric pressure | 2: a force opposing movement when both surfaces are solid |
| C: Drag | 3: produced by the collision of particles with a surface |
| D: Friction | 4: caused by the weight of air above something |

Forces: 1.4.1 Pressure in gases

Fluid pressure can occur in gases and liquids. Gases and liquids contain atoms or molecules that collide with the surfaces to produce fluid pressure which can act in all directions. Fluid pressure can be calculated using the equation:

$$\text{Fluid pressure (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{area (m}^2\text{)}}$$

Forces: 1.4.2 Pressure in liquids

Water is a fluid, when you swim underwater it exerts a pressure on you. The water molecules are pushing on each other and on surfaces, and this **liquid pressure** acts in all directions. Liquid are **incompressible**, in a sealed syringe the liquid won't squash. They can pass on any pressure applied to them. We use this property of liquids to make hydraulic machines, like brakes in a car.

Forces: 1.4.3 Stress on solids

When you stand on any surface you exert a forces on it because of your weight. Your weight is spread out over the area of your foot. You are exerting a pressure on the ground, called **stress**. You can calculate stress using:

$$\text{Stress (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{area (m}^2\text{)}}$$

Stress can depend on the surface area of a surface, for example, studs on football boots have a small area and produce a bigger stress.

Questions

1. Choose the correct bold words:

A gas exerts a pressure on the walls of its container because the particles **collide with/stick to** the walls. The pressure is exerted in **all/one** direction. As you go deeper into a fluid the pressure **decreases/increases**. To calculate fluid pressure you need to know the **force/mass** and the **area/temperature**.

2. Draw diagrams to explain the size of marshmallows before and after you remove the air around them:

Key question 1: What are plate tectonics?

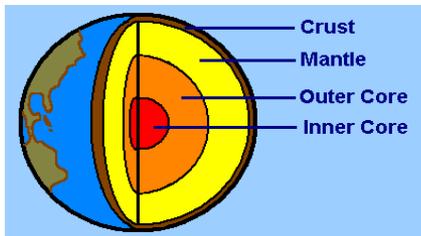
Crust: The thin outer layer of the earth

Mantel: The layer of the earth between the core and the crust

Core: The very hot central part of the earth. *Can be split into the inner and outer core.*

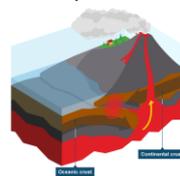
Plates: Large sections of the earth crust.

Convection currents: The process that moves the tectonic plates. This takes place due to the heat from the core.



Key question 2: What causes earthquakes, volcanoes and tsunamis ?

Conservative plate boundary: A conservative plate boundary, occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. Friction is eventually overcome and the plates slip past in a sudden movement. The shockwaves created produce an earthquake.



Destructive plate boundary: This occurs when oceanic and continental plates move together. The oceanic plate is forced under the lighter continental plate. Friction causes melting of the oceanic plate and may trigger earthquakes.

Constructive plate boundary: A constructive plate boundary, occurs when plates move apart. Volcanoes are formed as magma wells up to fill the gap, and eventually new crust is formed.



Key question 3: What are the costs of tectonic hazards?

Here you need to understand how and why tectonic hazards are so disastrous. There are a number of ways that they affect us:

- Impact on people = Social costs
- Impact on money = economical costs
- Impact on the local area = environmental costs



Case studies:

- The Haiti Earthquake 2010
- The Icelandic Volcanic Eruption 2010
- The Japanese Tsunami 2011

You also need to know why tectonic hazards are worse in poor (Less developed) countries.

Websites and further reading:

<http://www.bbc.co.uk/education/guides/zyhv4wx/revision>

<http://exploregography.net/earthquake-case-studies-gcse/>

<http://www.bbc.co.uk/education/guides/zvnbkqt/revision/4>

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/plate_tectonics/revision/3/



Key vocabulary to define and learn:

- | | | | | |
|-------------------|-------------------------|---------------|-----------------|---------------------|
| Inner core | outer core | mantel | crust | convection currents |
| plates | conservative earthquake | constructive | destructive | shield volcano |
| composite volcano | tsunami | super volcano | active volcano | active volcano |
| dormant volcano | | | extinct volcano | |

Key concept 1: What is crime and punishment?

What is a criminal?

crimes?

A person who has committed a crime.

Why do people commit

- Opportunity
- Greed
- Power
- A person's psychological make
- Boredom
- Poverty (being poor)
- To make friends/join a gang

What is crime?

An action which breaks the law and is punishable.



Key concept 2: Punishment through prison

Prisons have four major purposes: **retribution, incapacitation, deterrence** and **rehabilitation**.

- Retribution** means punishment for crimes against society. Taking away criminals' freedom is a way of making them pay a debt to society for their crimes.
- Incapacitation** refers to the removal of criminals from society so that they can no longer harm innocent people.
- Deterrence** means the prevention of future crime. It is hoped that prisons provide warnings to people thinking about committing crimes, and that the possibility of going to prison will discourage people from breaking the law.
- Rehabilitation** refers to activities designed to change criminals into law abiding citizens in the future. Prisons try to offer education so prisoners can succeed when the leave and live better lives.

Key concept 3: Should we use the death penalty (Capital punishment) for serious crimes?

Points for the death penalty:

- Preventing others getting harmed, putting others of committing the crime
- The large costs of prisons
- An eye for an eye, a tooth for a tooth – if you take someone's life should you loose your life?

Points against the use of the death penalty:

- What if the person was innocent?
- What if it was an accidental crime?
- If you kill someone for serious committing a crime then you should be killed – it never ends.

Some examples of where the death penalty is used. China USA India
Russia

Some examples of where the death penalty is not used.
UK, France, Germany

Websites and further reading:



- <http://www.bbc.co.uk/education/subjects/zh3rkqt>
- <http://www.bbc.co.uk/ethics/introduction/>
- <http://www.bbc.co.uk/schools/gcsebitsize/rs/god/knowledgerev1.shtml>



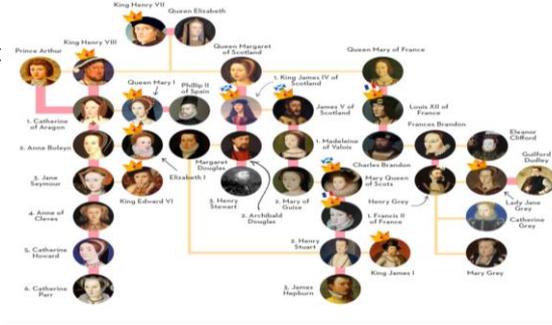
Key vocabulary to define and learn:

| | | | | |
|------------|---------------------|--------------------|----------|--------|
| Punishment | Corporal punishment | Capital punishment | Law | Human |
| rights | justice | reformation | innocent | morals |
| criminal | prison | guilty | trials | ethics |
| judge | Police | Treason | murder | |

Key concept 1: Who were the Tudors?

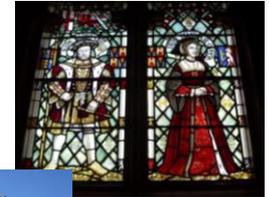
Who were the Tudors?

The **Tudors** were a Welsh-English family that ruled England and Wales from 1485 to 1603. The **Tudors** ruled for 118 years and **Tudor** England saw two of the strongest monarchs ever to sit on the English throne: King Henry VIII and his daughter Queen Elizabeth I.



Key concept 2: Main Issues during the Tudor period

- Succession** – Henry VIII only son died early, the age of the Queen regnant was born!
- Religion** – Henry VIII wanted to divorce his first wife, but the **Catholic Church** and the Pope won't let him. So Henry changes the ENTIRE church to suit his needs... The **Protestant Church of England** is created.



Key concept 3: Catholic Vs. Protestant

The Reformation

Henry VIII broke away from the **Catholic Church** in Rome and closed the monasteries. To help him in his struggle with the Catholic Church, Henry needed help from **Protestants**. He then created the **Church of England** which he became the leader of. Although the **reformation** started with Henry VIII but his children kept changing the religion of the country from Protestant to Catholic and back again!



Websites and further reading:



- <http://www.primaryhomeworkhelp.co.uk/timeline/tudors.htm>
- <http://www.bbc.co.uk/education/topics/zymp34j>
- http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/reformation/revision/4/
- <http://www.historyonthenet.com/the-tudors-monarchs/>

Key vocabulary to define and learn:

Punishment Corporal punishment Capital punishment Law Human
rights justice reformation innocent morals ethics
criminal prison guilty trials jury
judge Police Treason murder

Key Content 1 – Ma journée! (*My day!*)Using time to talk about daily routine

Describing the sequence of a day

Sequencing ideas

Describing what you do at school

Key Content 2 – Miam Miam (*Yum yum – talking about food*)Giving likes and dislikes 

Talking about food and drink

Saying what you eat & drink at school

Key Content 3 – Mon collège idéal (*My ideal school*)

Describing school facilities

Key Content 4 – Mes Matières (*My subjects!*)

Saying what you study

Comparing schools in France and UK

Using time and understanding timetables

Key Content 5 – Mes Profs (*My teachers*)

Using the verb to have – AVOIR

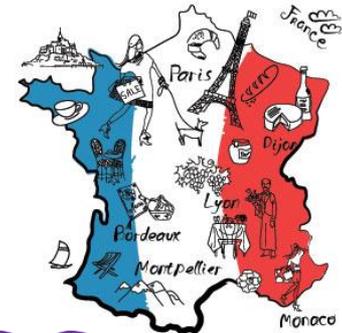
Using the verb to be – ÊTRE

Giving justified opinions

Describing character

Activities

- Surveying others
- Creating a timetable
- Designing an ideal school
- Creating a teacher profile
- Writing a school review

Websites and further reading:Search on www.quizlet.com for 'Studio 1, M2'Use the first module in your textbook and on www.pearsonactivelearn.comUse www.French-games.net to practise and play language gamesUse www.languagesonline.org and go to the French Grammar section to practise AVOIR and ETRE and the regular present tense and extend your knowledge – self-marking exercises.**Key Vocabulary** (See Textbook pages 46 & 47) *For revision you need to be able to understand all the texts on the double pages*

Practise vocabulary at home and/or with a friend at school

Tick off the modules above as you complete them, and make sure you can still do these topics for the End of Unit test. Look over your learning and complete anything missing at home each week: **Look, cover, write, check...**You need: **School Subjects** **Opinions** **Food & drink** **School facilities** **Comparison** **The verb to have 'AVOIR'** **Using the time in French** **The verb to be 'ETRE'** **High Frequency Words:** *J'étudie (I study) Je préfère (I prefer), Je pense que (I think that), Quell heure est-il? (What time is it?), Premier (first), puis (then), après (after) finalement (finally)*

Les matières scolaires • School subjects

| | |
|-----------------------------|-------------------|
| le français | <i>Drama</i> |
| le théâtre | <i>drama</i> |
| la géographie/la géo | <i>geography</i> |
| la musique | <i>music</i> |
| la technologie | <i>technology</i> |
| l'anglais (m) | <i>English</i> |
| l'EPS (f) | <i>PE</i> |
| l'histoire (f) | <i>history</i> |
| l'informatique (f) | <i>ICT</i> |
| les arts plastiques (m) | <i>art</i> |
| les mathématiques/maths (f) | <i>maths</i> |
| les sciences (f) | <i>science</i> |

Les opinions • Opinions

| | |
|------------------------------------|-----------------------------------|
| Tu aimes/Est-ce que tu aimes ... ? | <i>Do you like ... ?</i> |
| J'aime ... | <i>I like ...</i> |
| J'aime beaucoup ... | <i>I like ... a lot.</i> |
| J'aime assez ... | <i>I quite like ...</i> |
| J'adore ... | <i>I love ...</i> |
| Je n'aime pas ... | <i>I don't like ...</i> |
| Je déteste ... | <i>I hate ...</i> |
| C'est ma matière préférée. | <i>It's my favourite subject.</i> |
| Moi aussi. | <i>Me too.</i> |
| T'es fou/folle. | <i>You're crazy.</i> |

Les raisons • Reasons

| | |
|-----------------------------|-----------------------------------|
| C'est ... | <i>It's ...</i> |
| intéressant | <i>interesting</i> |
| ennuyeux | <i>boring</i> |
| facile | <i>easy</i> |
| difficile | <i>difficult</i> |
| génial | <i>great</i> |
| nul | <i>rubbish</i> |
| marrant | <i>fun/funny</i> |
| On a beaucoup de devoirs. | <i>We have a lot of homework.</i> |
| Le/La prof est sympa. | <i>The teacher is nice.</i> |
| Le/La prof est trop sévère. | <i>The teacher is too strict.</i> |

Quelle heure est-il? • What time is it?

| | |
|----------------------------|-------------------------------------------|
| Il est ... | <i>It's ...</i> |
| huit heures | <i>eight o'clock</i> |
| huit heures dix | <i>ten past eight</i> |
| huit heures et quart | <i>quarter past eight</i> |
| huit heures et demie | <i>half past eight</i> |
| neuf heures moins vingt | <i>twenty to nine</i> |
| neuf heures moins le quart | <i>quarter to nine</i> |
| midi | <i>midday</i> |
| minuit | <i>midnight</i> |
| midi/minuit et demi | <i>half past twelve (midday/midnight)</i> |

L'emploi du temps • The timetable

| | |
|------------------------|-------------------------------|
| le lundi | <i>on Mondays</i> |
| le mardi | <i>on Tuesdays</i> |
| le mercredi | <i>on Wednesdays</i> |
| le jeudi | <i>on Thursdays</i> |
| le vendredi | <i>on Fridays</i> |
| À [neuf heures] | <i>At [nine o'clock]</i> |
| j'ai [sciences]. | <i>I've got [science].</i> |
| le matin | <i>(in) the morning</i> |
| l'après-midi | <i>(in) the afternoon</i> |
| le mercredi après-midi | <i>on Wednesday afternoon</i> |
| la récréation/la récré | <i>breaktime</i> |
| le déjeuner | <i>lunch</i> |

La journée scolaire • The school day

| | |
|--------------------------------------|---------------------------------------------|
| On a cours (le lundi). | <i>We have lessons (on Mondays).</i> |
| On n'a pas cours ... | <i>We don't have lessons ...</i> |
| On commence les cours à ... | <i>We start lessons at ...</i> |
| On a quatre cours le matin. | <i>We have four lessons in the morning.</i> |
| On étudie neuf matières. | <i>We study nine subjects.</i> |
| À la récré, on bavarde et on rigole. | <i>At break, we chat and have a laugh.</i> |
| On mange à la cantine. | <i>We eat in the canteen.</i> |
| On finit les cours à ... | <i>We finish lessons at ...</i> |
| On est fatigués. | <i>We are tired.</i> |

Qu'est-ce que • What do you eat?/ tu manges? • What are you eating?

| | |
|--------------------------------|--------------------------------|
| Je mange ... | <i>I eat/I'm eating ...</i> |
| du fromage | <i>cheese</i> |
| du poisson | <i>fish</i> |
| du poulet | <i>chicken</i> |
| du steak haché | <i>beefburger</i> |
| du yaourt | <i>yoghurt</i> |
| de la pizza | <i>pizza</i> |
| de la purée de pommes de terre | <i>mashed potatoes</i> |
| de la glace à la fraise | <i>strawberry ice-cream</i> |
| de la mousse au chocolat | <i>chocolate mousse</i> |
| de la tarte au citron | <i>lemon tart</i> |
| des crudités | <i>chopped, raw vegetables</i> |
| des frites | <i>chips</i> |
| des haricots verts | <i>green beans</i> |
| Bon appétit! | <i>Enjoy your meal!</i> |

Les mots essentiels • High-frequency words

| | |
|--------------------------|----------------------------|
| à | <i>at</i> |
| et | <i>and</i> |
| aussi | <i>also</i> |
| mais | <i>but</i> |
| très | <i>very</i> |
| trop | <i>too</i> |
| assez | <i>quite</i> |
| un peu | <i>a bit</i> |
| pourquoi? | <i>why?</i> |
| parce que | <i>because</i> |
| beaucoup (de) | <i>a lot (of)</i> |
| tous les jours | <i>every day</i> |
| aujourd'hui | <i>today</i> |
| pardon | <i>excuse me</i> |
| merci | <i>thank you</i> |
| est-ce que (tu) ... ? | <i>do (you) ... ?</i> |
| qu'est-ce que (tu) ... ? | <i>what do (you) ... ?</i> |
| avec | <i>with</i> |

Je me prépare • I get myself ready

| | |
|------------------------------|--------------------------------------|
| Je me douche. | <i>I have a shower.</i> |
| Je me fais une crête. | <i>I make my hair spiky.</i> |
| Je me parfume. | <i>I put on perfume/ aftershave.</i> |
| Je m'habille. | <i>I get dressed.</i> |
| Je me brosse les cheveux. | <i>I brush my hair.</i> |
| Je me lave les dents. | <i>I clean my teeth.</i> |
| Je me regarde dans la glace. | <i>I look in the mirror.</i> |
| Je me rase. | <i>I shave.</i> |
| Je me maquille. | <i>I put on make-up.</i> |



Subject: Spanish

Term: 1

Topic: Viva 2; Módulo 2– Todo Sobre Mi Vida (*All about my life*)

Key Content 1 – Mi vida; mi móvil (*My life; my mobile*)

Using VERBS – practising grammar and present/past conjugation

Talking about how you and others use phones/technology

Using FREQUENCY



Key Content 2 – ¿Qué tipo de música te gusta? (*What type of music do you like?*)

Saying what type of music you like

Understanding and giving opinions

Adding reasons to opinions and adding extra detail

Developing cultural awareness of Spanish music/artists



Key Content 3 – ¿Qué te gusta ver en la tele? (*What do you like to watch on TV?*)

Types of TV programme, days of the week

Talking about and explaining preferences

Adding complexity to opinions and justifications

Using the comparative



Key Content 4 – ¿Qué hiciste ayer? (*What did you do yesterday?*)

Use the preterite tense to build descriptions of activities in the past

Connect and sequence ideas to build narrative description

Give opinions in the past and talk about/understand what others do

Activities

- Taking part in a dialogue/interview asking and answering questions in the past and present
- Matching and adapting questions and answers
- Creating and delivering a presentation about your free time activities and preferences
- Complex reading including authentic texts
- Reviewing music/TV in writing giving complex opinions
- Using tenses together
- Creating a Free Time diary or storyboard

Websites and further reading:

Search on www.quizlet.com for 'Viva 2, M2' or 'tiempo libre'

Use the second module in your textbook and on www.pearsonactivelearn.com

Use www.languagesonline.org and use the Grammar sections (The Present Tense) and (The Preterite).

Use www.language-gym.com and do the 'grammar workouts' for preterite and present indicative and the vocabulary activities for 'Leisure' – explore other options too!

If you need even more verb practice – www.conjuguemos.com – grammar practice – you don't need to sign up – use as a guest.

Key Vocabulary (See Textbook pages 46 & 47) *For revision you need to be able to understand all the texts on the double pages*

Practise vocabulary at home and/or with a friend at school

Tick off the modules above as you complete them, and make sure you can still do these topics for the End of Unit test. Look over your learning and complete anything missing at home each week: **Look, cover, write, check...**

You need: **Music types** **TV programmes** **Online/phone activities** **Past hobbies/activities** **Sequence/Time phrases** **Opinion phrases** **Days of the week**

High Frequency Words: Veo (*I watch*), Escucho (*I listen to*) Hago (*I do*), Voy (*I go*), Juego (*I play*), Mi (*my*), Tu (*Your*), Su (*his/her*), para (*for/to*), más...que (*more than*), menos...que (*less than*), por la mañana (*in the morning*), por la tarde (*in the afternoon*), Hice (*I did*), Fui (*I went*), Vi (*I watched*), Escuché (*I listened to*), Jugué (*I played*), es (*it is*), fue (*it was*), pienso que (*I think that*), nunca (*never*), a veces (*sometimes*), todos los días (*everyday*), mucho (*a lot*), muy (*very*), un poco (*a little*), y (*and*), también (*also*), pero (*but*), cuando (*when*), si (*if*)

¿Qué haces con tu móvil? What do you do with your mobile?

| | | | |
|-----------------------------------|-------------------------------|-------------------------|-------------------------|
| Chateo con mis amigos. | I chat with my friends. | Juego. | I play. |
| Comparto mis vídeos favoritos. | I share my favourite videos. | Leo mis SMS. | I read my texts. |
| Descargo melodías o aplicaciones. | I download ringtones or apps. | Mando SMS. | I send texts. |
| Hablo por Skype. | I talk on Skype. | Saco fotos. | I take photos. |
| | | Veo vídeos o películas. | I watch videos or films |

¿Con qué frecuencia? How often?

| | | | |
|------------------------------|---------------------------|------------------|-------------------|
| todos los días | every day | a veces | sometimes |
| dos o tres veces a la semana | two or three times a week | de vez en cuando | from time to time |
| | | nunca | never |

¿Qué tipo de música te gusta? What type of music do you like?

| | | | |
|-----------------------|------------------|-------------------------------|--------------------------------------|
| el rap | rap | ¿Qué tipo de música escuchas? | What type of music do you listen to? |
| el R'n'B | R'n'B | Escucho rap. | I listen to rap. |
| el rock | rock | Escucho la música de... | I listen to... 's music. |
| la música clásica | classical music | Escucho de todo. | I listen to everything. |
| la música electrónica | electronic music | | |
| la música pop | pop music | | |

Opiniones Opinions

| | | | |
|--------------------------------|---------------------------------|----------------------------|--------------------------|
| Me gusta (mucho)... | I like... (very much) | ¿Te gusta la música de...? | Do you like... 's music? |
| Me encanta... | I love... | Me gusta la música de... | I like... 's music. |
| No me gusta (nada)... | I don't like... (at all) | mi canción favorita | my favourite song |
| la letra | the lyrics | mi cantante favorito/a | my favourite singer |
| la melodía | the tune | mi grupo favorito | my favourite group |
| el ritmo | the rhythm | En mi opinión... | In my opinion... |
| porque es guay/trista/horrible | because it is cool/sad/terrible | | |

Me gustan las comedias I like comedies

| | | | |
|-------------------------|--------------------|---------------|-----------------|
| un programa de música | a music programme | el telediario | the news |
| un programa de deportes | a sports programme | más... que... | more... than... |
| un concurso | a game show | divertido/a | funny |
| un documental | a documentary | informativo/a | informative |
| un reality | a reality show | interesante | interesting |
| una comedia | a comedy | aburrido/a | boring |
| una serie policíaca | a police series | emocionante | exciting |
| una telenovela | a soap opera | | |

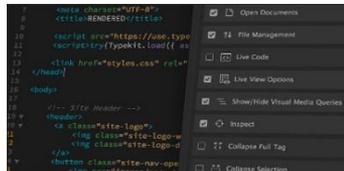
¿Qué hiciste ayer? What did you do yesterday?

| | | | |
|-----------------------------------|----------------------------------|-------------------------|-----------------------------|
| Bailé en mi cuarto. | I danced in my room. | Vi una película. | I watched a film. |
| Fuí al cine. | I went to the cinema. | Salí con mis amigos/as. | I went out with my friends. |
| Hablé por Skype. | I talked on Skype. | No hice los deberes. | I didn't do my homework. |
| Hice gimnasia. | I did gymnastics. | ayer | yesterday |
| Hice kárate. | I did karate. | luego | later, then |
| Jugué en línea con mis amigos/as. | I played online with my friends. | por la mañana | in the morning |
| Jugué tres horas. | I played for three hours. | por la tarde | in the afternoon |
| Monté en bici. | I rode my bike. | un poco más tarde | a bit later |



Key topic 1.1: Website creation using Dreamweaver

- 2.1.1 Define what a web graphic is and how they are used by businesses. Understand the difference between vector and bitmaps. Plan the design of a web graphic.
- 2.1.2 Editing graphics using Adobe fireworks or similar to change the shape, text, colour and alignment.
- 2.1.3 Introduction to Dreamweaver;
- Understand the different choices for businesses that are available for website creation
 - Develop basic Dreamweaver skills such as text alignment, changing colour, inserting pictures and table creation
- 2.1.4 Making hyperlinks with text, images and images hotspots
- 2.1.5 Investigating interactive features on a website;
- Rollover images
 - Animated banners
- 2.1.6 Making a website using Dreamweaver

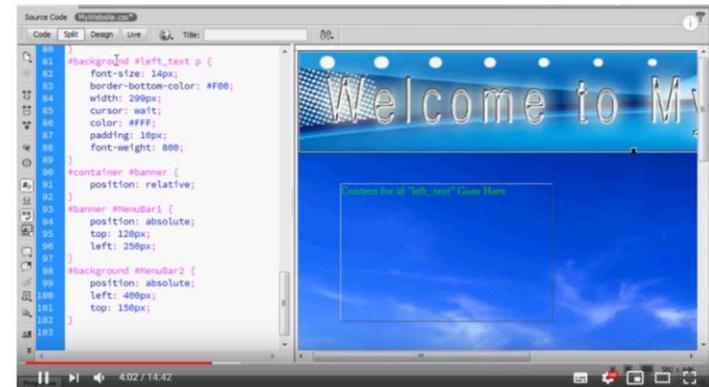


Websites and further reading:

What is dreamweaver: <https://helpx.adobe.com/uk/dreamweaver/how-to/what-is-dreamweaver.html>

What is fireworks: <https://www.adobe.com/uk/products/fireworks.html>

Dreamweaver tutorial: <https://www.youtube.com/watch?v=D-5xpY4zH2c>



Key vocabulary to define and learn:

Vector
Hyperlink

Bitmap
Hotspot

Alignment

Banner

Website

Animation

Key question 1: What is Illustration?



An illustration is a decoration, interpretation or a way to explain a piece of text, or an idea.

- This is done through a variety of media and styles.
- Who is your favourite illustrator?
- What do you like about their work?
- Can you identify features of their drawing style?



Key question 3: What is the character design?

Character design has four main stages.

1. research,
2. development,
3. refine,
4. deliver.



This is achieved through a series of projects which lead to a final piece.

- Can you label each image with the stage it belongs to?



Key vocabulary to define and learn

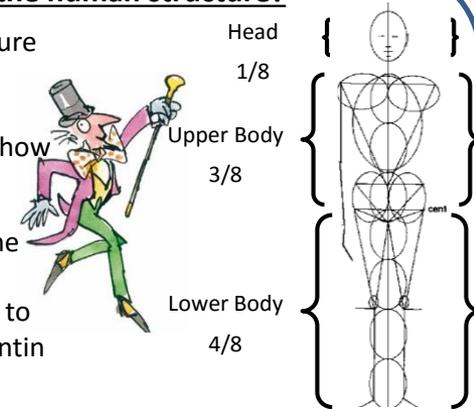
| | | | |
|-------------|----------|----------|----------|
| Proportions | Angles | Style | Position |
| Structure | Tone | Form | Design |
| Process | Movement | Identity | |

Key question 2: How to draw the human structure?

You will learn how to draw the structure of the human body by using simple shapes, lines and proportions.

- These rules can then be applied to show movement.

- Can you recreate this image using the proportions shown?
- Can you add simple lines and colour to create a character in the style of Quentin Blake?



Use this video to help guide you.

https://www.youtube.com/watch?v=85A_F7_N3t0&t=52s

Websites and further reading:

Artists: Quentin Blake, Perry Maple, Axel Scheffler, Cressida Cowell

BBC Bitesize:

<http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/elementsofart4.shtml>

Pinterest: Search "illustration character"

Youtube: <https://www.youtube.com/watch?v=XxNUIRVOMmw&t=612s>

Illustration Challenge:

Use the skills you are practicing in lessons to produce an illustration, inspired by the word *DREAMS*. You can create your own character, background or font.

You can use what ever method you like, but you must show an awareness of the skills on this page.

If you wish to partake, entries must be submitted to Miss Garrett by the last day of term.