

Home Learning Booklet



Knowledge Goals Year 8 Half Term 5

How to self-test

Mind mapping

- Mind mapping is simply a diagram to visually represent or outline information.
- Use information gathered from your knowledge goals booklet to create mind maps, make sure to use colour and images, keep writing to the bare minimum.

How to mind map:



Information for parents on knowledge retrieval



Flash cards

Use your knowledge goals booklet to make flash cards. Write the questions on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic.

How to mind map:



How should students use the Knowledge Goals booklets?

Your Knowledge Goals booklet provide the essential knowledge that you need to learn in each subject this half term. You are **expected to spend 30 minutes per subject per week 'learning' the content**. You will be assessed during lessons using 'low stake' quizzing. **Your teacher may choose to set you additional homework.**

How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

Subjects

Suggested Homework Schedule (1 hour of independent study per night if you have not been set homework by your class teacher). To help you get organized, we have planned out your weekly home learning to cover all subjects. You may choose to create your own version:

Week A

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Art	English Language	Physics
Tuesday	Biology	Technology	Maths
Wednesday	Chemistry	Spanish	Music
Thursday	Computer Science	Geography	RS
Friday	Design Technology	History	PE

Week B

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Drama	Personal Development	Teir 2 Vocab
Tuesday	Maths	English	Physics
Wednesday	Chemistry	English	Music
Thursday	Teir 2 Vocab	Maths	Biology
Friday			

Literacy Tier 2 Vocabulary

These words are all 'tier 2' words; in other words, they are seen as 'academic vocabulary' and if you know them, can understand them and use them, you will do better in your exams and be able to communicate more precisely and effectively in life.

#	Key word	Definition
1	appropriate	
2	amend	
3	assume	
4	commission	
5	discriminate	
6	deduce	
7	emphasis	
8	facilitate	
9	occupy	
10	policy	

Watch this video for more information
[Lisa Stevens' Intricate Ceramic Sculptures Embrace Aquatic Beauty \[Video\] In 2024](#)
[| Ceramic sculpture, Ceramics, Intricate](#)
[\[pinterest.com\]](#)

Knowledge Goals: Art

Project overview

Using sealife as your inspiration, you will design and make a decorative ceramic trinket dish. You will be inspired by the detailed work of ceramic artist Lisa Stevens, producing a research page on her work. Your drawing and design skills will develop as you produce drawings from secondary sources, and design ideas. You will learn how to analyse and assess your work to develop and produce the best outcome. The final outcome will be a highly decorative, trinket dish made from clay.

Key terms

Ceramics - pots and other articles made from clay hardened by heat.

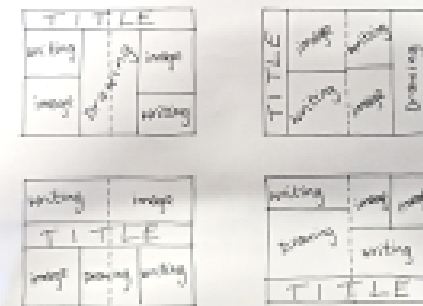
Trinket dish - A trinket dish is a small, shallow container, often decorated with pretty designs and colours.

Form - A shape in 3 dimensions

Lisa Stevens

- Creates ceramic sculptures
- Based in Bristol
- Previously worked as a sculptor for Aardman Animations
- Takes inspiration from coral reefs, flowers, geology, moss, and lichen
- Among her body of work are seashell-like bowls with varying configurations of flowers and aquatic shapes painted in vibrant greens and oranges.

Creating an Artist research page



INCLUDE:

1. Hand drawn title in appropriate lettering
2. Your drawn copy of the artist's work OR your own work in his style
3. 2-4 colour printouts, labelled correctly (see handout)
4. Information in your own words
5. Your opinions about the artist's work with reasons



Knowledge Goals: Biology – Photosynthesis

- **Photosynthesis** is a process that occurs in the leaves of a plant.

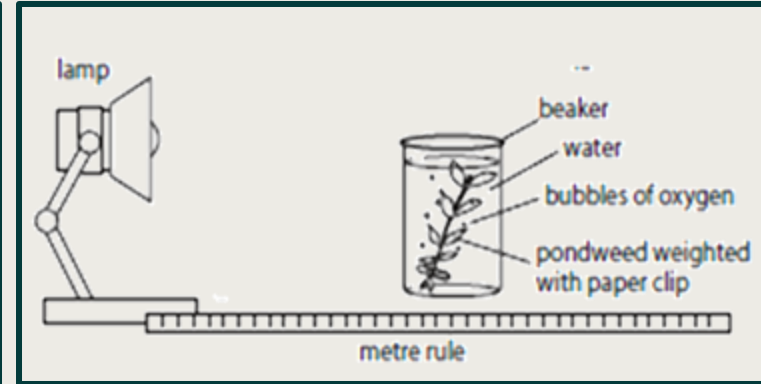


- During photosynthesis, the **chlorophyll** in leaves help convert **carbon dioxide** and **water** into the products **oxygen** and **glucose**.
- The glucose acts as a vital source of **food** for the plant.
- Carbon dioxide, water and light are all needed for photosynthesis to take place.

Without photosynthesis, life as we know it would come to an end, as almost every food chain depends on it.

Photosynthesis provides organisms with oxygen, a gas that many living things need. Oxygen is a product of photosynthesis and is needed for **respiration**, which releases energy.

Glucose is a useful molecule that is made during the process of photosynthesis. The glucose is used in respiration, which releases energy.



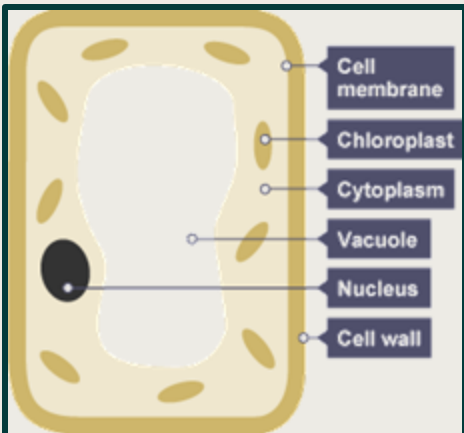
We can investigate how light intensity affects the rate of photosynthesis by using the equipment in the diagram above.

Independent variable – Light intensity.

Dependent variable – Number of bubbles of oxygen produced in one minute.

Control variables – Temperature, volume of water.

Hypothesis – The higher the light intensity, the more oxygen bubbles made.



Photosynthesis takes place inside plant cells in small organelles called **chloroplasts**.

Chloroplasts contain a green substance called **chlorophyll**.

These are the things that plants need for photosynthesis:

- carbon dioxide
- water
- light (a source of energy)

These are the things that plants make by photosynthesis:

- glucose
- oxygen

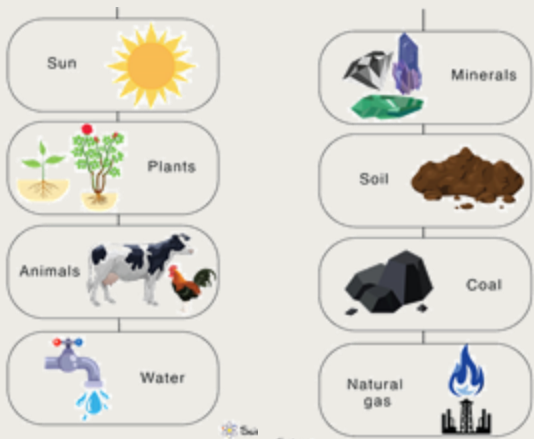
Word equation for photosynthesis: **carbon dioxide + water → glucose + oxygen**

Knowledge Goals: Chemistry – Earth's Resources

The Earth's resources

Natural resources vital to our survival include:

- plants
- animals
- land
- fossil fuels
- metal ores
- water



Renewable

Non-renewable

Damaging our planet

Increase in the human population has resulted in increased pollution and damage to our environment.

Activities causing damage:

- Mining for coal, metal ores, and precious gems
- Crude oil extraction
- Deforestation
- Over-fishing the seas
- Intensive farming
- Use of pesticides and fertilisers

Extracting metals

Metals are found in rocks (**ores**) in the Earth's crust which must be processed to get the pure metal. This is called extraction and can involve several different steps, including chemical reactions.

Recycling

Recycling is the collection and processing of waste materials to make new products.



Advantages

Earth's resources will last longer.

Uses less energy than using new materials.

Reduces waste going to landfill.

Reduces pollution.

Disadvantages

Some people think separating rubbish is a nuisance.

Lorries that collect recycling create pollution.

Some sorting of recycling needs to be done by hand – this takes time.

Infrastructure is needed to recycle materials.

Unreactive metals

Silver, gold and platinum are found as elements in rocks. To extract the metal from the ore, the rock is crushed, and the metal is then melted out.

Reactive metals

Most of the metals found in ores are combined with other elements in **compounds**. For example, malachite is an ore which contains copper carbonate.



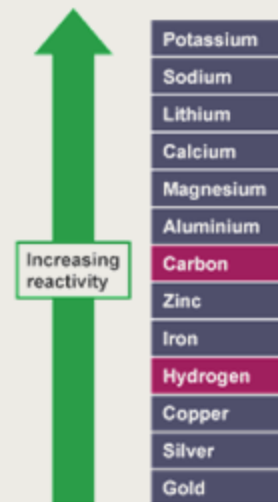
Malachite ore

Different methods are used to extract a metal depending on its position in the **reactivity series**.

- Any metal **below carbon** in the reactivity series (e.g. zinc, iron, and copper) can be displaced from its compound by carbon.
- If a metal is **above carbon** in the reactivity series (e.g. aluminium, magnesium, sodium), it will be extracted from its ore by **electrolysis**.

An electric current is passed through the compound to split up the metal and the oxygen

- **Electrolysis** is an expensive process as the mineral must be heated to high temperatures, so it melts (lots of energy is needed). Greenhouse gases may also be produced.

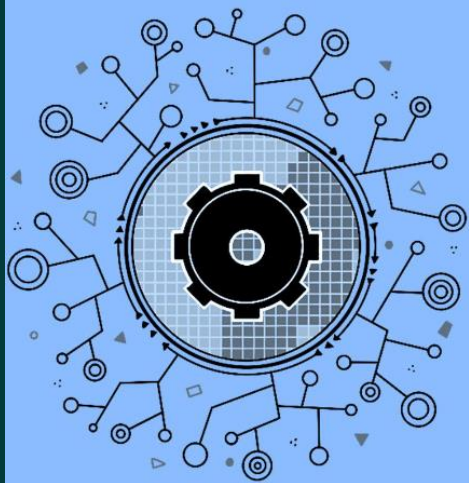


The reactivity series



PLEASE RECYCLE THESE ITEMS

Knowledge Goals: Computer Science



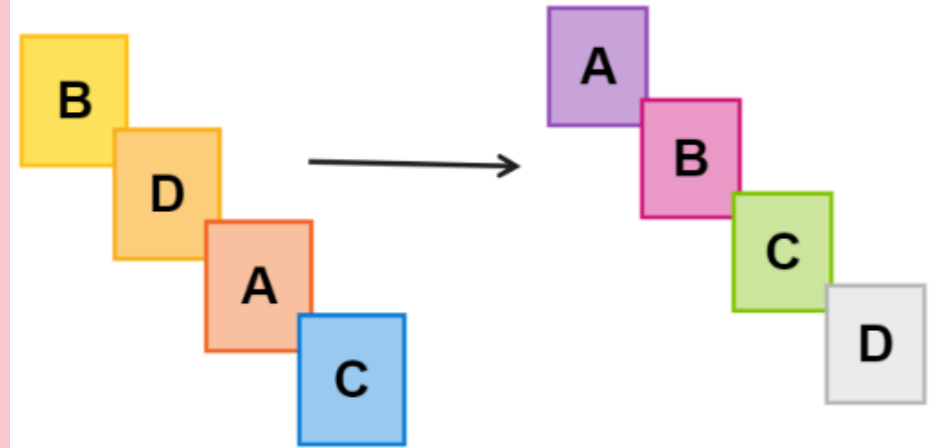
Algorithm

[al-gə-ri-thəm]

A set of instructions for solving a problem or accomplishing a task.

Sorting Algorithms:
These are used to put data into the correct order

Sorting Algorithms



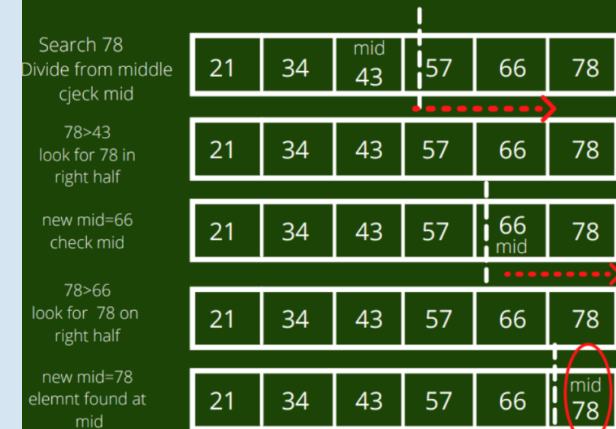
Flowcharts:

A flowchart is a graphical way to represent an algorithm. They are made up of key symbols; different shapes mean different things within the algorithm:

Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

Searching Algorithms:
These are used to find a value in a set of data:

BINARY SEARCH



Knowledge Goals: Drama

Knowledge Goals: English



PLOT	CHARACTERS	THEMES AND CONTEXT
<p>Act 1: Hermia and Lysander love each other but are not allowed to marry, so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius so Helena tells Demetrius about the plan. They follow Hermia and Lysander into the forest.</p> <p>Act 2: In the forest, Oberon and Titania are arguing.</p> <p>Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. Lysander falls madly in love with Helena.</p> <p>Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.</p> <p>Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.</p>	<p>Puck – Also known as Robin Goodfellow, Puck is Oberon's jester, a mischievous fairy who delights in playing pranks on mortals.</p> <p>Lysander - A young man of Athens, in love with Hermia.</p> <p>Demetrius - A young man of Athens, initially in love with Hermia and ultimately in love with Helena.</p> <p>Hermia - Egeus's daughter, a young woman of Athens. Hermia is in love with Lysander and is a childhood friend of Helena.</p> <p>Helena - A young woman of Athens, in love with Demetrius.</p> <p>Bottom - The overconfident weaver chosen to play Pyramus in the craftsmen's play for Theseus's marriage celebration.</p> <p>Oberon - The king of the fairies.</p> <p>Titania - The beautiful queen of the fairies.</p> <p>Egeus - Hermia's father, who brings a complaint against his daughter to Theseus.</p> <p>Theseus - The heroic duke of Athens, engaged to Hippolyta.</p> <p>Hippolyta - The legendary queen of the Amazons, engaged to Theseus.</p>	<p>Love: Shakespeare explores the lighter side of love in A Midsummer Night's Dream. Love makes us behave in strange ways – the lovers fight in a most uncivilised way in the woods. It can bring out the best and bravest qualities in a character – Hermia risks her life for love. Lovers often feel invincible against a world that doesn't understand them, just as Hermia and Lysander stand alone against Athens's law. Love can make us ridiculous – Helena asks a boy to treat her like a dog, whilst Titania falls in love with a donkey. Love can be cruel – Helena and Demetrius fall desperately in love with someone who doesn't love them back. Love also has a powerful magical quality: falling in love can be like being under a spell.</p> <p>Appearance and Reality: Sometimes things are not quite what they seem. Sometimes we fail to see situations as they really are. People often pretend to be something that they're not, hiding their true selves for one reason or another. Shakespeare was really interested in this idea and explored it in many of his plays. This theme is usually referred to as appearance and reality.</p> <p>Order and Disorder: Much of the comedy of A Midsummer Night's Dream comes from the chaos created when the natural order of things is disrupted. But there's a darker side too. There's not one character that isn't relieved when Oberon finally restores the midnight world to a happier one by day</p>

Knowledge Goals: Technology - Electronics

Health and Safety
It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running


Symbols to recognise

	Switch (Open)		Lamp
	Switch (Closed)		Fuse
	Cell		Voltmeter
	Battery		Ammeter
	Diode		Thermistor
	Resistor		LDR
	Variable Resistor		LED


Input	Function	Use
Light-dependent resistor (LDR)	The resistance changes as the light level changes, and the change in resistance can be used as an input	Solar garden lights and street lighting
Thermistor	The resistance changes as the temperature changes, and the change in resistance can be used as an input	Fridges, central heating systems and freezers to maintain temperatures

Process	Function	Use
Switch	A switch can either allow or prevent electrical power from flowing round a circuit	Any device that needs power to be turned on and off
Resistor	To limit the flow of current - they are made to restrict current flow in varying degrees (resistance)	It helps control the flow of current and protects delicate components from being overloaded

Output	Function	Use
Speaker	Uses pulses of electricity to move an electromagnet that vibrates to create sound	Headphones and radios
Light-emitting diode (LED)	A long-lasting, low-power light	Torches, lamps and power indicators



Wire strippers: Remove the plastic coating from the wire to expose the wire to attach with soldering to other components



Solder- using a soldering iron it attaches two components together

KEY TERMS

Types of plastics

Thermosetting
Plastics **cannot be reheated** and **reshaped** due to a chemical reaction that occurs when they are first manufactured.

- Initially **set by heat**
- Cannot be **reshaped once set**
- Extremely **strong and durable**
- **CANT** be recycled

Thermoforming
Plastics **can be reheated** and therefore **reshaped**.

- **Soften** when heated
- Can be **reshaped**
- More commonly used in **school**
- **CAN** be recycled


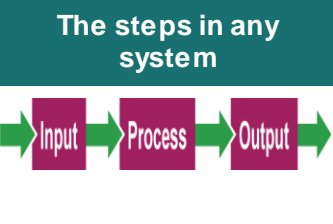
Think of the word "set" what does it mean?
(Put something in a set position)

JIG: A production aid to make sure that every time the material is shaped to the same angle

CAM Computer Aided Manufacture

Laser cutter

Laser cutting works by directing the output of a high-power laser. The focused laser beam is directed at the material, which then cuts the material leaving an edge with a high-quality surface finish. In school we mainly cut and engrave on Plywood and Acrylic

Knowledge Goals: Food Technology

Seasonality and Food Miles

What are seasonal foods?

Seasonal food is the time of year when food is at its best, in terms of flavour or harvest.

Many foods are available all year, as they are imported from other countries.

When local seasonal food is available it tends to be fresher and cheaper - there has been less travel/storage from farm to fork.

Food - a fact of life 2012

REDUCING FOOD MILES!

Food Miles are how we calculate how far food has to travel before it reaches our plates.

How To Help!

- 1) Buy local products
- 2) Recycle food scraps
- 3) Grow your own
- 4) Eat foods in season
- 5) No plastic packaging
- 6) Buy foods that have good assurance logos, for example FAIRTRADE

Micronutrients

Needed in small amounts to help the body function properly

Vitamin	Food Sources
Vitamin A	Carrot, sweet potato, milk, eggs
Vitamin B complex	Whole grains, legumes, nuts and seeds, meat, eggs, dairy
Vitamin C	Citrus fruits, strawberry, bell peppers, tomatoes
Vitamin D	Fatty fish, fish liver oil, egg yolk, mushrooms
Vitamin E	Wholegrain foods, nuts and seeds, avocado
Vitamin K	Green leafy vegetables, broccoli, cauliflower, cabbage, meat, fish, eggs

Macronutrients

Needed in large amounts to help the body to function properly

Fat

Function: Energy, Warmth, Protection of organs

Sources:

Saturated Fat (Bad Fats)	Unsaturated Fat (Good Fats)
Meat	Avocado
Processed Foods	Nuts
Lard	Olive oil

Saturated Fats - solid at room temperature and are from animal sources. Unsaturated fats are liquid at room temperature and are vegetable sources..

Too much	Too little
<ul style="list-style-type: none"> Obesity Type 2 diabetes Heart Disease 	<ul style="list-style-type: none"> Fat soluble vitamin deficiencies

Carbohydrates

Function: Energy

Sources: Bread, Pasta, Rice, Wheat, Potatoes, Cereals

Sugars: Cakes, Sweets, Fizzy drinks

We should consume no more than 30g of sugar per day

Too much	Too Much
<ul style="list-style-type: none"> Obesity Type 2 diabetes Heart Disease 	<ul style="list-style-type: none"> Tooth decay Type two diabetes Obesity

Protein

Function: Growth and Repair, Energy

Sources:

Plant	Animal
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Sources: Plant, Nuts, Quorn, Beans, Lentils; Animal, Eggs, Fish, Meat

Too much	Too little
<ul style="list-style-type: none"> Turns to fat if not turned into energy 	<ul style="list-style-type: none"> Anaemia Slow growth in children

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

<p>Function</p> <ul style="list-style-type: none"> Controls body temperature. Gets rid of waste in the body. 	<p>Too little</p> <ul style="list-style-type: none"> Dehydration leads to headaches, irritability and loss of concentration.
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Fibre

Function: It helps with digestion it helps to get rid of waste

Source: Wholegrain, Whole wheat, Wholemeal cereals, Peas and beans

Too Little

- Constipation
- Bowel Cancer

Vegetarianism

Lacto-ovo-vegetarians

- Eggs
- Milk
- Honey
- Plant food

Lacto-vegetarians

- Eggs
- Milk
- Honey
- Plant food

Ovo-vegetarians

- Eggs
- Milk
- Honey
- Plant food

Vegans

- Eggs
- Milk
- Honey
- Plant food

+ Yes, they eat these foods

- No, they do not eat these foods

Food Poisoning

Types of Food Poisoning

Food poisoning comes from many sources, including bacteria, viruses, and fungi.



Listeria
fresh milk, unwashed produce



E. coli
fecal contamination



Campylobacter
undercooking, unhygienic kitchen



Salmonella
undercooking, poor hygiene



Abdominal pain

Diarrhea

Fever

Nausea Vomiting

Knowledge Goals: French

Mots

Le petit déjeuner

Je mange....	<i>I eat...</i>
un croissant	<i>a croissant</i>
un fruit	<i>a piece of fruit</i>
un pain au chocolat	<i>a 'pain au chocolat'</i>
une baguette	<i>a French loaf</i>
du pain	<i>bread</i>
du pain grillé	<i>toast</i>
de la confiture	<i>jam</i>
des céréales	<i>cereals</i>
Je bois ...	<i>I drink ...</i>
du café	<i>coffee</i>
du chocolat chaud	<i>hot chocolate</i>
de l'eau	<i>water</i>
du jus d'orange	<i>orange juice</i>
du lait	<i>milk</i>
du thé	<i>tea</i>
Je ne mange rien.	<i>I don't eat anything.</i>
Je ne bois rien.	<i>I don't drink anything.</i>

Le déjeuner

les entrées	<i>starters</i>
les carottes râpées	<i>grated carrot</i>
les œufs	<i>eggs</i>
un pamplemousse	<i>grapefruit</i>
le saucisson	<i>salami</i>
une salade verte	<i>green salad</i>
le plat	<i>main course</i>
la viande	<i>meat</i>
le bifteck	<i>steak</i>
le poulet	<i>chicken</i>
un steak haché	<i>burger</i>
le jambon	<i>ham</i>
le poisson	<i>fish</i>
avec...	<i>with ...</i>
des frites	<i>chips</i>
des pâtes	<i>pasta</i>
des pommes de terre	<i>potatoes</i>

du riz

Je ne mange pas de poisson/viande/frites.

Les légumes

l'ail (m)	<i>garlic</i>
la carotte	<i>carrot</i>
le champignon	<i>mushroom</i>
le chou-fleur	<i>cauliflower</i>
le haricot (m)	<i>bean</i>
l'oignon (m)	<i>onion</i>
les petits pois	<i>peas</i>
la tomate	<i>tomato</i>

Les desserts

un fruit	<i>a piece of fruit</i>
le gâteau	<i>gâteau/cake</i>
une mousse au chocolat	<i>a chocolate mousse</i>
la compote de pommes	<i>apple purée</i>
une tartelette	<i>a small flan</i>
un yaourt	<i>a yoghurt</i>
du fromage	<i>cheese</i>

Les fruits

l'ananas (m)	<i>pineapple</i>
la banane	<i>banana</i>
le citron	<i>lemon</i>
la fraise (les fraises)	<i>strawberry (strawberries)</i>
la pêche	<i>peach</i>
les raisins	<i>grapes</i>
la pomme	<i>apple</i>
la poire	<i>pear</i>
l'orange (f)	<i>orange</i>
la cerise (les cerises)	<i>cherry (cherries)</i>

rice

I don't eat any fish/meat/chips.

Vegetables

<i>garlic</i>
<i>carrot</i>
<i>mushroom</i>
<i>cauliflower</i>
<i>bean</i>
<i>onion</i>
<i>peas</i>
<i>tomato</i>

Puddings

<i>a piece of fruit</i>
<i>gâteau/cake</i>
<i>a chocolate mousse</i>
<i>apple purée</i>
<i>a small flan</i>
<i>a yoghurt</i>
<i>cheese</i>

Fruits

<i>pineapple</i>
<i>banana</i>
<i>lemon</i>
<i>strawberry (strawberries)</i>
<i>peach</i>
<i>grapes</i>
<i>apple</i>
<i>pear</i>
<i>orange</i>
<i>cherry (cherries)</i>

Combien?

Je voudrais ...	<i>I would like ...</i>
un kilo	<i>1kg</i>
cinq cent grammes	<i>500g</i>
deux cent cinquante grammes	<i>250g</i>
deux cent grammes	<i>200g</i>
cent grammes	<i>100g</i>
une boîte de ...	<i>a tin of ...</i>
un paquet de ...	<i>a packet of ...</i>
un tube de ...	<i>a tube of ...</i>
un pot de ...	<i>a pot of ...</i>
une bouteille de ...	<i>a bottle of ...</i>
Et avec ça?	<i>Anything else?</i>
C'est tout?	<i>Is that all?</i>
Oui, c'est tout.	<i>Yes, that's all.</i>

Les magasins

la boulangerie	<i>baker's</i>
la boucherie	<i>butcher's</i>
la charcuterie	<i>delicatessen</i>
la pâtisserie	<i>cake shop</i>
le supermarché	<i>supermarket</i>

Au snack

les boissons	<i>drinks</i>
un coca	<i>coca-cola</i>
une limonade	<i>lemonade</i>
l'eau minérale	<i>mineral water</i>
une glace	<i>ice-cream</i>
Bonjour.	<i>Hello.</i>
Je voudrais ...	<i>I would like ...</i>
Vous avez choisi?	<i>Have you chosen?</i>
Prenez-vous une entrée/un dessert?	<i>Are you having a starter/pudding?</i>
Je ne prends pas de dessert.	<i>I am not having pudding.</i>

At the fast food restaurant

<i>drinks</i>
<i>coca-cola</i>
<i>lemonade</i>
<i>mineral water</i>
<i>ice-cream</i>
<i>Hello.</i>
<i>I would like ...</i>
<i>Have you chosen?</i>
<i>Are you having a starter/pudding?</i>
<i>I am not having pudding.</i>

Knowledge Goals: French

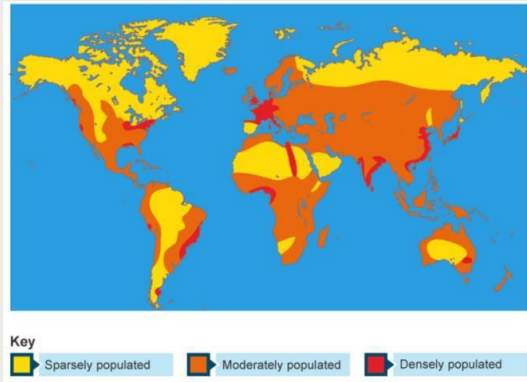
Half Term 4: Tier 3 Vocabulary

#	Key word	Example
1	Connective	Et, aussi, mais, car, parce que, par contre, cependant
2	Opinion Verbs	J'aime, j'adore, je préfère, je n'aime pas, je déteste
3	Justifications	parce que / car c'est / ce n'est pas...
4	Qualifier	un peu, assez, très, vraiment
5	Adjective	Intéressant, rapide, confortable, pratique, barbant, ennuyeux, lent, cher
6	Time Phrase	Ce matin, cet après-midi, ce soir, aujourd'hui, le week-end prochain
7	Tenses	Past - J'ai visité / j'ai mangé / j'ai acheté / j'ai bu / j'ai vu / j'ai fait / je suis allé / c'était Present - Je vais / je mange / je fais / je bois / je joue Future - Je vais aller / je vais visiter / je vais faire / je vais manger Conditional (would) - je voudrais + verb

Knowledge Goals: Geography – How did we get to 8 billion people?

Population density

refers to the number of people living in an area. It is worked out by dividing the number of people in an area by the size of the area. If there are few people living in an area this means that it is **sparsely populated**, while a **densely populated** area has many people living there.

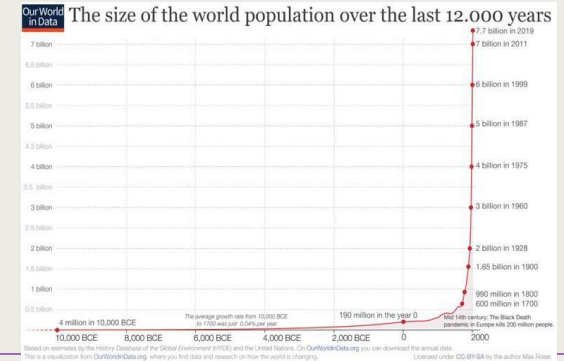


Population changes

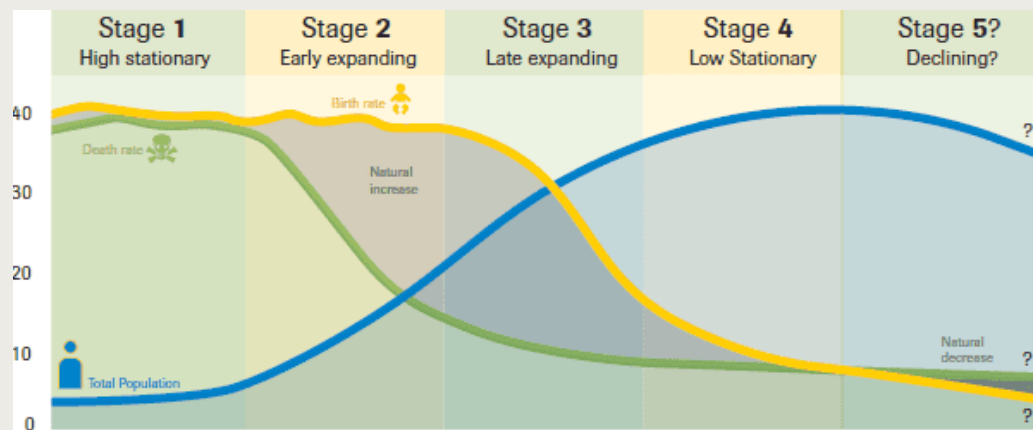
The world's population has changed over time. During the 1st century AD, the world population was about 300,000 people. The current population is over 8 billion, and most of the growth has taken place within the last 100 years.

What causes population to change?

Births deaths migration
Overtime, as healthcare has improved, death rates have continued to fall. The introduction of vaccines has also helped to protect people from diseases. As a result, **life expectancy** has increased.



Demographic Transition Model



The demographic transition model describes how population growth happens when people get access to health care, education and secure food supplies.

- Babies survive which means death rate drops and life expectancy increases;
- Birth rates fall more slowly so the population grows,
- Birth rate falls below the death rate and the population begins to shrink.

Population Pyramids

Population structures are shown using population pyramids. A population structure refers to the number of males and females in each age group that are found within a specific place.

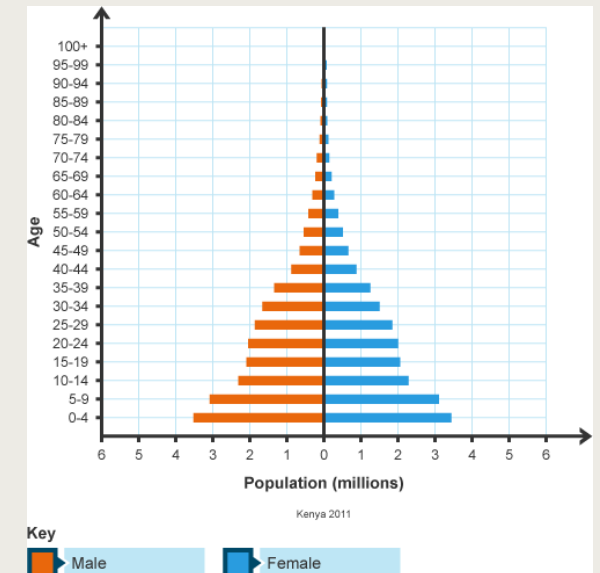
What does this mean?

A wide base means there are lots of young people, and suggests a **high birth rate**.

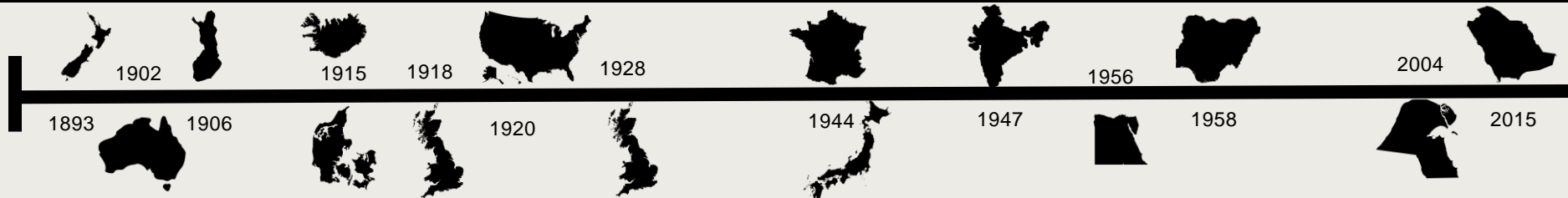
A narrow base means a smaller proportion of young people, suggesting a **low birth rate**.

A thin middle, short pyramid means a smaller ageing population, suggesting that there is not a **long-life expectancy**.

While improvements in healthcare have historically lowered death rates, increased access to contraception has lowered birth rates.



Year 8 Knowledge Goals – Suffrage



Why didn't women have the vote?

Traditionally, men and women had different roles in life. Men were more likely to have an education, earn money and participate in the wider world, where women were expected to look after the family and home. Women's rights were very limited in every aspect of life.

Why does voting matter?

Voting is your chance to have a say on the laws of your country. It is a way of making your voice heard. For women in particular, voting is an important step towards greater equality with men. There's no guarantee that the candidate you vote for will win the election, but at least you'll have tried. If you can't vote, it's harder to have your opinions taken seriously by people in government. Elected officials generally pay more attention to people who can vote them into office than those who can't vote at all. That's why the right to vote is so important.

How did the campaign start?



In 1897 the NUWSS (Suffragists) was set up in Britain by Millicent Garrett Fawcett. Their policy was to be persistent but peaceful.

The Suffragists presented more petitions to parliament and held marches and public meetings to spread the word.

Why did it change?



Women were getting impatient for the vote, leading to the creation of the WSPU in 1903 by Emmeline and Christabel Pankhurst.

They were known as Suffragettes and their motto was "Deeds not Words". They held huge rallies and caused uproar at political meetings to bring attention to their cause.

What actions did they take?

They became increasingly militant in their tactics, some historians even label the WSPU as terrorists. The Suffragettes took drastic actions such as hunger strikes while in prison, setting fires to property and slashing paintings in ~~was it~~ **successful?**

The vote was granted in 1918 to women over 30 who owned property. Equal enfranchisement was granted in 1928 to women over 21.

Is it a problem today?

Winning the right to vote was a major victory. Voting finally gave women a say. Now, when women voiced their concerns, politicians had to pay attention if they wanted women to vote for them. However the fight for women's rights continued.

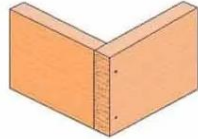
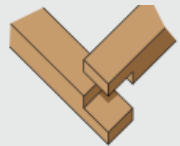
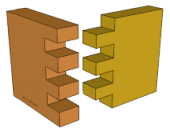
The 1960s was the era for women's liberation. Women were tired of not being treated as equals in the work place and society. Institutionalised sexism was a big contributor to the founding of the NOW.

Women were making progress but there is still a long way to go. The last part of the globe to grant women the vote was the Middle East. Women of Saudi Arabia were the last to gain the vote in 2015! They were only allowed to drive from 2018.

Knowledge Goals: Technology - Materials

Wood Joints

Finger Half-Lap Half-Lap Mitre Butt



Scales of production

One off production – These products are expensive at cost price, sometimes bespoke, and often take a long time to make and cost of materials & labour are high. Many prototypes are 'one off products'.

Batch production – these products are identical and produced in small batches, daily, weekly, monthly or when needed. They can range in cost priced. Production normally runs from between 2 - 10k.

Mass production – These products are produced in very high volumes, 10k +. They are normally products that are in high demand and can range in expense, cars are a good example.

Continuous production – These items are normally very cheap to but make and could be considered 'throwaway'. These factories are often found in developing countries where land for factories and equipment are cheaper.

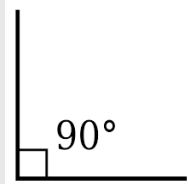
Just in time production (JIT) – This scale of production relies on the product been manufactured to a time schedule. This allows raw materials to be delivered at an exact time for production and then manufactured and are shipped straight to distribution /retailers. Apple INC uses JIT production.



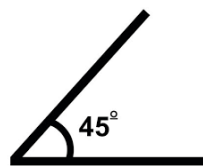
Plan of Manufacture: The steps to manufacture the product in order including health and safety and Quality Control

Maths

90 degrees



45 degrees



Saws

Tenon Saw
For straight lines



Mitre Saw
Sawing 45 degrees



Health and Safety

It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

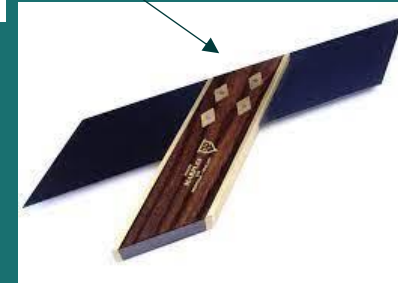


Cross-headed screwdriver

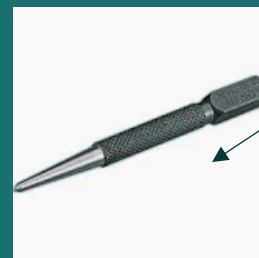


Engineers square

Mitre-Square



Scribe



Router



Knowledge Goals: Maths

Unit 8 Ratio		
Topic	Video	Resource
Using ratio notation & write a ratio as simply as possible	Watch This	Ratio Quick online practice Ratio Clues Puzzle
Sharing in a ratio	Watch This Also Watch This	Ratio sharing the total Check your answers
Direct proportion & inverse proportion	Watch This Watch This Indirect	Direct worksheet Check your answers Indirect worksheet Check your answers
Fractions and ratio	Watch This	Worksheet Check your answers Worksheet 2 Check your answers 2 Bitesize Ratio Quiz Ratio Quiz

Sharing a whole into a given ratio R

James and Lucy share £350 in the ratio 3:4.
Work out how much each person earns

Model the Question

James: Lucy
3 : 4

Lucy
£350 ÷ 7 = £50

□ = one part = £50

Find the value of one part
Whole: £350
7 parts to share between (3 James, 4 Lucy)

Put back into the question

James: Lucy
3 : 4

(x 50) (x 50)
£150 : £200

James = 3 x £50 = £150
Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1) R

Inside a box are blue and red pens in the ratio 5:1
If there are 10 red pens how many blue pens are there?

Model the Question

Blue : Red
5 : 1

□ = one part = 10 pens

Put back into the question

Blue pens = 5 x 10 = 50 pens
Red pens = 1 x 10 = 10 pens

Blue: Red
5 : 1
(x 10) (x 10)
50 : 10

There are 50 Blue Pens

Inverse Proportion

As one variable is multiplied by a scale factor the other is divided by the same scale factor

Examples of inversely proportional relationships

Time taken to fill a pool and the number of taps running

Time taken to paint a room and the number of workers

T is inversely proportional to G. When T=2 then G=20

T	1	2	8
G	40	20	5

÷ 2
x 4
x 2
÷ 4

Direct Proportion

As one variable changes the other changes at the same rate. R

4 cans of pop = £2.40

2 cans of pop = £1.20

12 cans of pop = £7.20

x 0.5
x 3
x 3
x 50

This multiplier is the same in the same way that this would be for ratio

Sometimes this is easiest if you work out how much one unit is worth first
eg 1 can of pop = £0.60

Knowledge Goals: Maths

Unit 9 – Percentages		
Topic	Video	Resource
Fractions to percentages to decimals	Watch This	FDP Mixture Worksheet Check your answers Matching FDP Game Matching Game
Percentages of amounts	Watch This	Percentages of amounts Odd Percent Out
Percentage increase/decrease with & without a calculator	Watch This Watch This Calculator	Worksheet Check your answers Worksheet Check Your Answers
Reverse percentages	Watch This	Reverse Percentage

Find the percentage of an amount (Mental methods)

The whole represents 100%

10% = $\frac{1}{10}$ of the whole

50% = $\frac{5}{10}$ = $\frac{1}{2}$ of the whole

20% = $\frac{2}{10}$ = $\frac{1}{5}$ of the whole 5% = $\frac{1}{20}$ of the whole

Find 65% of 80

Method 1
 $65\% = 10\% \times 6 + 5\%$
 $= (8 \times 6) + 4$
 $= 52$

Method 2
 $65\% = 50\% + 10\% + 5\%$
 $= 40 + 8 + 4$
 $= 52$

For bigger percentages it is sometimes easier to take away from 100%

Find the percentage of an amount (Calculator methods)

Using a multiplier
 Find 65% of 80

Fraction, decimal, percentage conversion
 $65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = 52$

Using the percent button
 Find 65% of 80

Type 65
 Press **SHIFT** **(%)**
 Press **⊗** 80 and then press =

This brings up the / button on screen
 You will see 65%

You can also use the calculator to support non calculator methods and find 1/ or 10/ then add percentages together

"of" can represent 'x' in calculator methods

Percentage change

I bought a phone for £200
A year later sold it for £125

Percentage loss
 $\frac{75}{200} \times 100 = 37.5\%$

I bought a house for £180,000, I later sold it for £216,000

Percentage profit
 $\frac{36000}{180000} \times 100 = 20\%$

Difference in value $\times 100$
Original value

Percentage decrease: Multipliers

100% - 58% = 42%

Multiplier Less than 1
 $100 - 0.58 = 0.42$

Percentage increase: Multipliers

100% + 12% = 112%

Multiplier More than 1
 $100 + 0.12 = 1.12$

Knowledge Goals: Music

1. Folk music	traditional music, which will vary depending upon country of origin
2. Sea Shanty	a traditional song originally sung by sailors
3. unaccompanied	a melody which is played without background music
4. accompanied	background music which is played for a melody
5. Folk instruments	Instruments which play folk music, such as accordion, tin whistle, harp, fiddle, guitar
6. TAB	is a form of musical notation indicating instrument fingering rather than musical pitches
7. pitch	position of a note on a stave, ranging from low to high in sound
8. melody	a tune
9. bass line	a low sounding section of music
10. chord	a number of musical notes played or sung at the same time
11. minor	music of a sad sound, chords use a minor 3 rd interval
12. major	music of a happy sound, chords use a major 3 rd interval
13. riff	a short repeated catchy pattern
14. rhythm	a series of sounds or movements
15. pulse	a regular beat
16. beat	the repeated note value of the time signature
17. time signature	two numbers written at the start of a piece of music which tell you how many beats are in each bar
18. bars	one small segment of music that holds a certain number of beats
19. ensemble	a group of musicians who perform together
20. solo	an individual musician who performs on their own

Knowledge Goals: Music

- *Many folk songs are hundreds of years old and were passed down orally through several generations. Often songs were memorized as people couldn't read or write
- *Folk songs are often related to national culture as people learn songs from the same country as their grandparents
- *Folk songs often commemorate historical and other events so as can learn from the past by studying the lyrics
- *Folk songs can evolve over time and lyrics to songs might be different in different regions so there are many versions. Often we don't even know who wrote the song in the first place. Most folk songs are anonymous

*Some folk songs originated from doing boring work such as planting, weaving and milling. Some are for entertainment and some for story and history-telling. Some are about war

*English folk songs are linked to sea-shanties (see Voice and Songs 2), Jigs, Hornpipes and Morris Dancing



*Ralph Vaughan-Williams (see English Composer 2) collected English folk songs

*In the 1960s, there was a revival of folk music and this is called contemporary folk music. Folk rock was also popular

Hilaire Belloc

*Belloc (1870—1953) was a writer and poet who grew up in West Sussex and lived in Shipley. He bought the wind-mill there.

*He loved Sussex songs, collected them and wrote many. Local historian, Chris Hare, has been learning about his work in a lottery funded project.

*Visit belloc-broadway.org.uk to hear some of his songs and find out more

Simon and Garfunkel

*Simon and Garfunkel were an American folk rock duo—one of the best-selling music groups of the 1960s



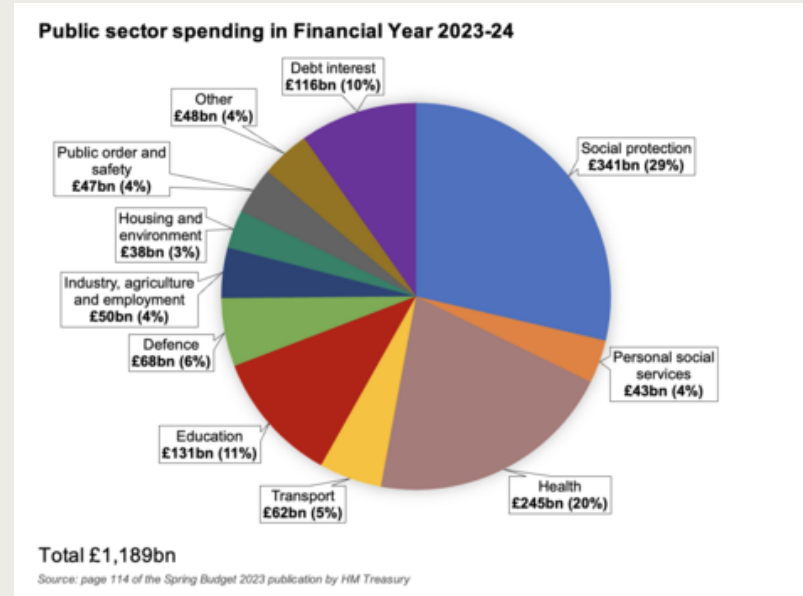
*They were inspired by English folk songs.

*Listen to: The Sound of Silence (1965), Mrs Robinson (1968), Bridge Over Troubled Water (1970) and Parsley, Sage, Rosemary and Thyme (1966)

Anonymous	The writer, artist and/or composer are unknown
Jig	A lively dance with leaping movements
Hornpipe	A lively dance associated with sailors usually performed by one person
Morris Dancing	A form of English folk dance. The dances usually wears bells and hold handkerchiefs. They sometimes bang sticks together. Morris dancers are usually all men!

Knowledge goals: PDev

Company Name				
Beautiful Vase Company, West Midland, DY6 7DF				
Employee No	Employee Name	Process Date	NI Number	
9473	Mr G Ellington	31/02/19	HG658902F	
Payments		Line units	Line Rate	Amount
Salary			3000.00	3000.00
Bonus			100.00	100.00
Commission			250.00	250.00
Expenses			10.50	10.50
Deductions		Amount		
Period Pay		33500.50		
PAYE Tax		4524.00		
National Insurance		3177.60		
Healthcare		1000.00		
Student Loan		1680.00		
EE Pension		1000.00		
ER Pension		1680.00		
Mr G Ellington		This Period	Year to Date	
54 Skylark Close St Johns Leeds YK7 7GH		Pay	3000.00	Pay
		PAYE Tax	452.40	PAYE Tax
		National Insurance	317.76	National Insurance
		EE Pension	100.00	EE Pension
		ER Pension	168.00	ER Pension
Pay Method	Period No	Dept	Tax Code	Pay Period
Bank	10	01	1185L	Month
Net Pay				2380.89



How income tax levels in England, Wales and Northern Ireland* will change from April

Band	Current	New	Rate
Personal allowance	First £12,570 earned**	Frozen until 2028	0
Basic rate	£12,571 to £50,270	Frozen until 2028	20%
Higher rate	£50,271 to £150,000	£50,271 to £125,140	40%
Additional rate	Over £150,000	Over £125,140	45%

*Scotland sets its own bands and rates

**Reduced by £1 for every £2 earned between £100,000 and £125,140



Public sector expenditure on services, 2022-23



The function with the largest expenditure in 2022-23 was social protection, with a total of **£318.8 billion**.



The function with the second largest expenditure in 2022-23 was health, with a total of **£211.6 billion**.



General public services
£163.7 billion
Of which: public sector debt interest **£128.4 billion**



Economic affairs
£125.0 billion
Of which: transport **£43.6 billion**



Education
£105.5 billion

The total public sector expenditure on services in 2022-23 was **£1,067.5 billion**.



Total public sector expenditure on services in real terms (Table 4.3)



Defence
£55.5 billion



Public order and safety
£43.9 billion



Housing and community amenities
£17.8 billion



Recreation, culture and religion
£14.0 billion



Environment protection
£13.9 billion



In nominal terms, spending in nine functions (excluding EU transactions) increased in 2022-23.



**English
Schools'
Athletic
Association**

Knowledge Goals: PE

Athletics



Throwing: Shot Putt, Discus, Javelin

- Grip** – I am able to grip each throwing implement correctly and understand how to grip them slightly different to suit my own needs.
- Stance** – I am able to use the Power Position and have my Toe, Knee and Chin in alignment.
- Movement** – I can use my body to rotate and then transfer power through my legs and arms to throw the Javelin, Discus and Shot Putt.
- Delivery & Release** – I am able to throw the Javelin, Discus and Shot Putt with good technique and follow through with speed after release with some consistency.

Jumping: Long Jump, Triple Jump, High Jump

- Warm Up** – I can warm up by gradually increasing intensity and more specifically for jumping.
- Run Up** – I am able to measure my run up using an appropriate distance and show good posture before take-off.
- Take Off** – I am able to take off from one foot using an active foot landing and then drive the free knee up and forwards at take off.
- Flight** – I can start to use an advanced technique a hitch kick when in flight to gain extra distance.
- Landing** – I can land with my heels first, absorb my knees on landing and begin to bring my arms down

Sprinting: 100m, 200m, 300m, Hurdles



- Warm Up** – I can warm up by gradually increasing intensity and more specifically for sprinting.
- Start Technique** – I am able to set up using a 4 point start having watched a suitable demonstration and then accelerate with control.
- Acceleration** – I understand that my body needs to be in align and use my arms like a piston to increase my acceleration.
- Maintenance & Finish** – I can maintain excellent posture under more demanding situations and run tall using a pocket to socket arm action.

Endurance: 800m, 1500m

- Warm Up** – I can warm up by gradually increasing intensity and more specifically for endurance events.
- Technique** – I can demonstrate an effective running technique over a longer distance using an effective technique that is both relaxed and rhythmical.
- Pacing** – I can run a variety of distances and pace myself using previous experience or with the help of a stopwatch.
- Tactics** – I am able to judge the correct pace to run depending on my own ability and increase/slow it down depending on how I feel during the race.

Knowledge Goals: PE

Half Term 5: Tier 3 Vocabulary

#	Key word	Definition
1	Aerobic Exercise	Exercise with Oxygen
2	Anaerobic Exercise	Exercise without Oxygen
3	Fosbury Flop	A jumping technique in High Jump
4	The V grip	A type of grip in Javelin
5	Chin, Knee, Toe	Body position when setting up for throwing events; shot put & discus
6	Split Time	Some runners use splits to see if they're pacing a distance evenly and staying on track to hit a specific goal
7	4-point start	A sprint start position involving both hands and feet
8	Pocket to Socket	A sprint technique involving the arm action

Notes:

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Athletics – skills
& techniques



English Schools
Athletics
Association

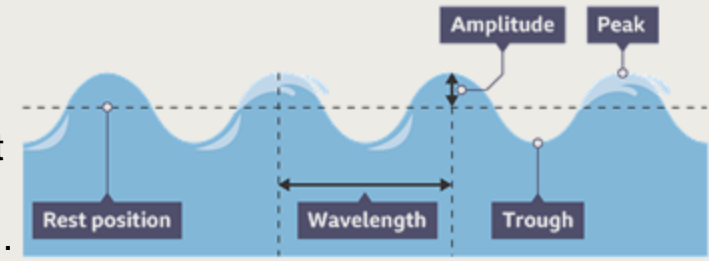
Knowledge Goals: Physics – Wave effects & wave properties

Exploring sound

Sounds are **vibrations**. The number of vibrations of each second is called the frequency and is measured in units called hertz (Hz). Humans can hear sounds up to 20 000 Hz. Sounds above this are called **ultrasound**.

Describing waves

When a stone is dropped in a pond, the surface of the water moves up and down from the normal rest position. The maximum distance away from the rest position is called the **amplitude**. The distance from one wave peak to the next is called the **wavelength**.



Using sound

- Ultrasounds are rapid vibrations. They can be used to clean delicate objects such as old coins or jewellery. They can also be used in medical imaging (to see broken bones or a fetus).
- Ultrasounds are also used in nature – bats use them to navigate.
- Speakers contain small electromagnets which can make a diaphragm vibrate to create sounds. They convert electrical signals to vibrations.
- Microphones use a magnet attached to a diaphragm to convert sound vibrations into electrical signals.

Exploring light

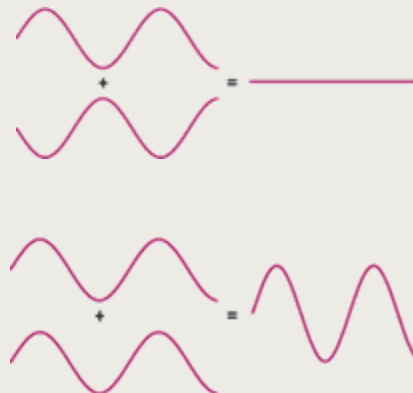
Visible light is made from waves of different wavelengths. Red light has the longest visible wavelength and violet light has the shortest.



Superposition

When waves meet they combine. This is called superposition. Superposition can make a bigger wave, or cause it to cancel out.

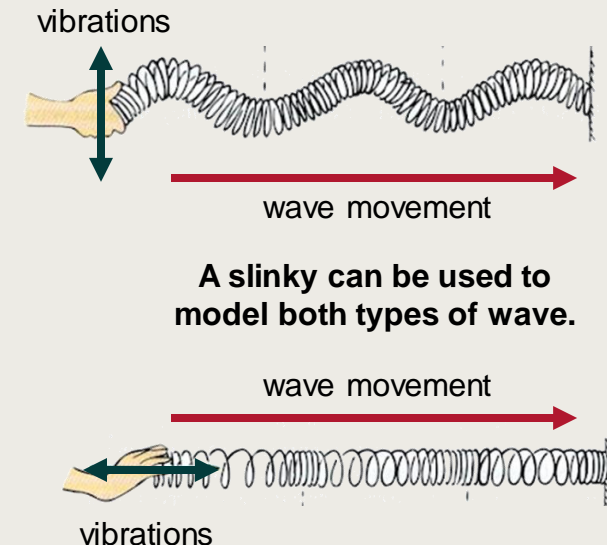
Some headphones use a microphone to measure ambient sounds, and create the exact shape of the wave needed to cancel out the noise.



Types of wave

In **transverse** waves the vibrations are across the direction of the wave movement. Examples include water waves, light, and S-waves in earthquakes.

In **longitudinal** waves, the vibrations are in the same direction as the wave movement. Examples include sound waves, and P-waves in earthquakes.





Knowledge Goals: PRE What we learn from Islam?



THE NATURE OF ALLAH

Muslims believe in one God, Allah, whose word was received by the Prophet Muhammad on behalf of humankind. Belief in Allah's oneness means that Allah must be the creator of everything since he is the only God. It also means that Allah must be all-powerful and in control of everything and that Allah must be present in the universe He has created.

Many Muslims understand this to be THE MOST important belief in Islam as it is this belief that motivates Muslims to follow his commandments,

"Allah has promised those who believe (in him) and do good deeds that for them is forgiveness and great reward."

In the Qur'an a number of different names are used for Allah. These names, or adjectives, give Muslims an insight into the nature of what Allah is like.

Many Muslims commit these names to memory and are able to pray and meditate using these names.

THE PROPHET MUHAMMAD

Muhammad is the final prophet in Islam, known as the 'Seal of the Prophets'. Muslims believe that the Qur'an is formed from God's revelations to Muhammad, given through the Angel Jibril.

According to Islamic belief, no further prophets will come after him.

Key events in Muhammad's life

- Muhammad was born around AD570 into the Quraysh tribe in Arabia. At this time, people worshipped many gods within their tribes.
- Muhammad was orphaned and brought up by his uncle, Abu Talib.
- Muhammad married Khadijah.
- Following the Night of Power, Muhammad began preaching, which made the leaders of Makkah angry.
- Muhammad left Makkah to live in Madinah.
- There was a war in Makkah between Muhammad and the Quraysh tribe, and Muhammad won. He smashed all the statues of gods in the Ka'aba, teaching Muslims that they should believe in one God, Allah.

ANGELS

Most Muslims believe that angels were created before humans with the purpose of following the orders of Allah and communicating with humans.

Angels are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.

Angels can appear in human form and there are some who have specific roles:

They act as messengers to the prophets.

They take care of people.

They record everything a person does, and this information is used on the Day of Judgement.

Izrail, the Angel of Death, takes people's souls to God when they die.

They welcome Muslims into Paradise and also supervise the pits of Hell

Angel Jibril always brings good news. He is mentioned in both the Qur'an and the Hadith and he brought the Qur'an to the Prophet Muhammad.

THE MOSQUE

There are over 2.5 million Muslims in the UK and over 1,500 mosques. The mosque is a place to gather for prayers, to study and to celebrate festivals. It can also be used to house schools and community centres.

The first mosque was the Prophet Muhammad's home in Medina, Saudi Arabia

Although mosques vary in design and size, the purpose is always to provide a place where Muslims may join together to perform prayer together. Muslims may pray anywhere as long as it's a clean place. However, praying in a mosque gives Muslims a sense of community.

THE 5 PILLARS



PRAYER (SALAH)

Salah is the second Pillar of Islam for Sunni Muslims, and the first of the Ten Obligatory Acts for Shi'a Muslims.

Salah means 'prayer and connects Muslims to Allah.

Muslims must pray five times a day, mainly in the mosque or at home.



Knowledge Goals: Spanish

Palabras

Las comidas

¿Qué desayunas?
 ¿Qué comes?
 ¿Qué meriendas?
 ¿Qué cenas?
 Desayuno ...
 Como ...
 Meriando ...
 Ceno ...
 carne con verduras
 cereales
 fruta
 galletas
 magdalenas
 pasta
 patatas fritas
 pescado con ensalada
 pizza
 pollo
 tostadas
 un bocadillo
 ¿Qué bebes?
 Bebo ...
 Cola Cao
 té
 zumo de naranja
 No meriando.
 No desayuno nada.
 Nunca como.
 ¿A qué hora desayunas/cenas?
 Desayuno a las ocho.
 Como a mediodía.
 Ceno después de las nueve.
 siempre
 generalmente

Meals

What do you eat for breakfast?
What do you eat for lunch?
What do you eat for tea?
What do you eat for supper/dinner?
For breakfast I eat ...
For lunch I eat ...
For tea I eat ...
For supper/dinner I eat ...
meat with vegetables
cereal
fruit
biscuits
fairly cakes
pasta
chips
fish with salad
pizza
chicken
toast
a sandwich
What do you drink?
I drink ...
Cola Cao (drinking chocolate)
tea
orange juice
I don't have tea.
I don't have anything for breakfast.
I never have lunch.
At what time do you have breakfast/dinner?
I have breakfast at eight o'clock.
I have lunch at midday.
I have dinner after nine o'clock.
always
usually

normalmente
 a veces
 de vez en cuando
 todo el tiempo

Los números

cien
 ciento diez
 doscientos
 trescientos
 cuatrocientos
 quinientos
 seiscientos
 setecientos
 ochocientos
 novecientos
 mil

En el mercado

¿Qué quieres?
 un kilo de ...
 dos kilos de ...
 medio kilo de ...
 quinientos gramos de ...
 jamón
 manzanas
 peras
 queso
 tomates
 uvas
 zanahorias
 un cartón de leche
 un chorizo

una barra de pan
 una botella de agua
 una lechuga

¿Algo más?
 Sí, quiero ...
 por favor
 Nada más, gracias.
 ¿Cuánto cuesta?
 Un euro.
 Dos euros y veinte céntimos.
 Ochenta céntimos.

normally
sometimes
from time to time
all the time

Numbers

100
 110
 200
 300
 400
 500
 600
 700
 800
 900
 1000

At the market

What would you like?
a kilo of ...
two kilos of ...
half a kilo of ...
500 grams of ...
ham
apples
pears
cheese
tomatoes
grapes
carrots
a carton of milk
a chorizo (spicy Spanish sausage)
a baguette/loaf of bread
a bottle of water
a lettuce

Anything else?
Yes, I'd like ...
please
Nothing else, thanks.
How much is it?
One euro.
€2,20.
Eighty cents.

En mi casa

Comemos en el comedor.
 Escuchamos música en el dormitorio.
 Estudiamos.
 Hablamos con mamá en la cocina.
 Leemos libros en el jardín.
 Vemos la televisión en el salón.

Mi dormitorio

En mi dormitorio hay ...
 un armario
 un equipo de música
 un ordenador
 una alfombra
 una cama
 una estantería
 una lámpara
 una mesa
 una puerta
 una silla
 una televisión
 una ventana
 pósters

Las preposiciones

encima de
 a la derecha de
 a la izquierda de
 debajo de
 delante de
 al lado de
 detrás de
 entre
 a la derecha del armario
 al lado de la cama
 en las paredes

In my house

We eat in the dining room.
We listen to music in the bedroom.
We study.
We talk to mum in the kitchen.
We read books in the garden.
We watch television in the living room.

My bedroom

In my bedroom there's ...
a wardrobe
a hi-fi
a computer
a rug
a bed
a shelf/shelves
a lamp
a table
a door
a chair
a television
a window
posters

Prepositions

on
to the right of
to the left of
under
in front of
beside
behind
between
to the right of the wardrobe
beside the bed
on the walls

En mi dormitorio

¿Qué haces en tu dormitorio?
 Mando mensajes.
 Escucho música.
 Bebo Coca-Cola.
 Duermo mucho.
 Veo la televisión.
 Juego con el ordenador.
 Estudio a veces.
 Hablo por teléfono.
 Leo libros.
 Como bocadillos.
 Navego por internet.

Palabras muy útiles

siempre
 a veces
 normalmente
 somos

In my bedroom

What do you do in your bedroom?
I send text messages.
I listen to music.
I drink Coca-Cola.
I sleep a lot.
I watch television.
I play on the computer.
I study sometimes.
I talk on the phone.
I read books.
I eat sandwiches.
I surf the net.

Very useful words

always
sometimes
normally
we are

Estrategia

Spot the stems!

Spanish verbs can seem very complicated, because they have a lot of different endings. You'll find them easier to learn if you can recognise the first part of the verb, which usually stays the same. For example, **vivo**, **vives**, **vive**, **vivimos** all start with **viv-**. This is called the **stem** of the verb.

Here are some other stems from Chapter 4. Which verbs do they belong to?

est- habl- com-

Knowledge Goals: Textiles

Frayer Model Template

Definition	Characteristics
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Examples	Non-examples

