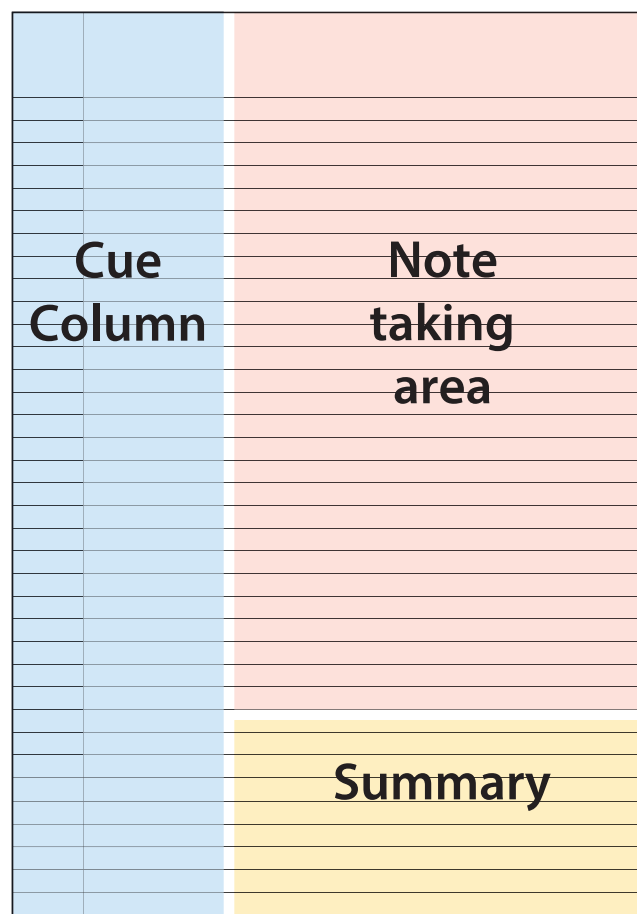


REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Extended Practice Guide- You are expected to spend a minimum of one hour on extended practice each day. There are four subjects to study each day, and the content expectations differ slightly subject to subject. You should spend 20 minutes on each subject. The exceptions to this are Science and Spanish, which you should study for 10 minutes each time they appear on your timetable below. All weekly quizzes should be completed by 8am on Monday Morning. The content for each subject is listed below and you will be assessed on your knowledge in every subject throughout each cycle.

Subject	Quizzing expectation	Subject	Quizzing Expectation
Maths	Sparx maths - Compulsory and target	Geography	Cornell notes and Sparx quiz
English	Cornell notes / Sparx Reader	History	Cornell notes and Sparx quiz
Science	Cornell Notes and Sparx Quiz	Spanish	Quizlet and Weekly Lesson Vocabulary Tests

We use Google Classroom for sharing work outside of the classroom with our students using Class Codes, the content follows our curriculum and is used to support students inside of the classroom. You will only need to log into the Class code once. Here is the link you will need to access Google Classroom: <https://classroom.google.com/> and the Class Code per subject is below:

Google Classroom Class Codes	
Subject	GC Code
Dashboard	asfkxdf
Art & Design	fnocgfe
Creative Tech	ckd22lm
English	yelaiwx
Geography	gqr5y4v
History	ws3smo2
Mathematics	6w3tiaq
Music	bvzibmz
Science	zyoebsr
Spanish	cj6tpyh
Sport Health & Nutrition	bpzt2gu
West Exe Baccalaureate	gz5kskd

Extended Practice timetable- This is your extended practice timetable. You need to complete the tasks for each subject on the timetabled day. Your tutor will check this the following morning. If you have not completed your extended practice for each subject, you will receive a detention carried out later that day.

	10 minutes	10 minutes	20 minutes	20 minutes
Monday	Science	Spanish	English	Maths – Sparx
Tuesday	No extended practice due to period 6.			
Wednesday	Science	Spanish	Geography	Maths - Sparx
Thursday	Science	Spanish	English	History
Friday	Science	Spanish	English	Maths - Sparx

Maths Sparx reminder: Sparx practice is set 8 am on a Thursday morning and 100% of compulsory and Target is to be completed by **8am the following Thursday morning**. There is an expectation that you have completed **50% by Monday 8am** and if you cannot meet that deadline, you will be invited to a support session at breaktime/after school on Monday. You are advised to start the tasks earlier than later. Support will be offered on a Monday and Tuesday at break in Ma1 if you are struggling with any questions. Any student who has not completed 100% by **8am Thursday morning** will be expected to attend Sparx lunch time catch up in MA1.

Sparx Reader:

Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target. There is an expectation that you will have met 50% of your target by the Tuesday. If you have not, you will be invited to a reading support session at breaktime that day. Any student that has not completed their full target by 8am on a Thursday will attend a Sparx reader catch up session in Eng1.



HOUSE WEEK, WEST EXE SCHOOL & BRITISH VALUES

	West Exe School Values	British Values	House Week Activities	Key Questions
House Week 1	<p>Citizenship</p>  <p>Through respect, responsibility and integrity we make the world a better place.</p>	<p>Democracy</p> <p>Understanding how citizens can influence decision-making through the democratic process.</p> <p>Rule of Law</p> <p>Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<ul style="list-style-type: none"> • School Parliament Elections • House Charity Vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	<p>Compassion</p>  <p>Through kindness and empathy we care and show respect for ourselves and others.</p>	<p>Tolerance and Mutual Respect</p> <p>Accepting that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>Importance of identifying and combating discrimination.</p>	<ul style="list-style-type: none"> • Charity Fundraising • Anti-bullying Ambassadors Activities • Green Team Activities • Mental Health • Celebrating Diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	<p>Courage</p>  <p>We are brave in our actions and ambitions in our dreams.</p>	<p>Individual Liberty</p> <p>Understanding that the freedom to choose and hold other faiths and beliefs is protected by law.</p>	<ul style="list-style-type: none"> • Transition Focused Activities • Sports Day • Taster Sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

BULLYING UPDATE - YEAR 8

Stop!

"They're not bullying you because of you, they're bullying you because of how they are"

Jessie J

Bullying affects lots of people and can happen anywhere; at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- Emotional abuse
- Social bullying
- Social media
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying



Bullying includes:

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking your things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you or leaving you out
- Insulting messages or rumours, in person or online
- Threats and intimidation
- Making silent or abusive phone calls
- Sending you offensive texts or messages

Speak

"Blowing out someone else's candles doesn't make yours shine any brighter"

Drake

Speak to someone. No one has a magic wand but we always do our best and we really do care.

*You're not alone,
it's not your fault!*

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

*Don't be afraid to tell an adult.
Telling isn't snitching!*



Support

"You always have to remember that down because you have brought something that they admire"

Zac Efron

What we do at West Exe to deal with bullying:

*Whatever your worry,
it's better out than in!*

Mentoring is having a named person you can go to for support at school.

Peer mentoring is when older students are trained to become buddies providing support and someone to talk to nearer their own age. This helps everyone in school learn that bullying is not acceptable.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at West Exe.



Year 8 : Talking Futures

Community

You don't need to know what job you want in the future. However, starting to explore the possibilities and looking at labour market information to discover what our local and national community needs can be helpful. Use your CareerPilot account to explore some options.



Opportunity

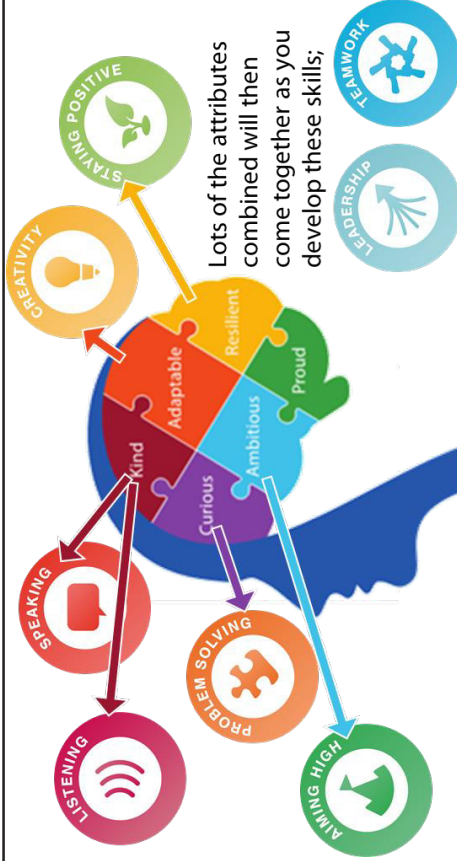
Our promise to you: The Talking Futures offer has lots in store for you this year;

- Assembly on "Careers & Curriculum Choices"
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayre

Success

Our Talking Futures offer supports you to make informed decisions, by nurturing your confidence to think and talk about your future.

Employers tell us that in addition to the qualifications you gain at school, there are certain skills they are looking for. These all fit link to our student attributes, so strive to be your #BestExe every day.

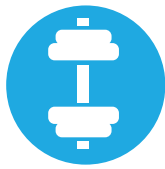


My Ambition Statement

SPORT, HEALTH AND NUTRITION

Opportunities: Fitness suite, PE lessons, Sports clubs, Parkruns, fitness tests, walking/cycling to school.

Healthy choices: 5-a-day; less salt and sugar, more fibre, limit intake of fat, smaller portions.



Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.



Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.



Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.



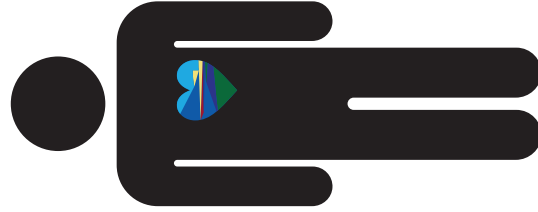
Understand the importance of sleep: 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.



Get Physically Active! Aim to do 60 mins of moderate-vigorous physical activity each day across the week. Take part in activities that develop movement skills, muscles and bones. Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.



Be active daily: Make healthy lifestyle and nutrition choices. Understand the life long benefits and know how to stay healthy.



SPORT, HEALTH AND NUTRITION - Healthy ME

You should choose something from each column each week to focus on in your lesson. Once you have completed the task put a tick next to the activity. You should try to complete all of these over the cycle.

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity. The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport, you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology: Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div data-bbox="1277 524 1453 700" style="text-align: center;"> </div>

YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need water each day.

Sleep

I need hours of sleep.
I could improve my sleep by...

Diet

I could improve my diet by...

Exercise

What exercise could I do?
I need 60 minutes of exercise a day

I could add exercise to my day by...

Mind

What am I worrying about?

Is there anything I can do about it?
No? Let it go.
Yes? Do it now or make a plan about how and when you will do it.

Stressors

What are my stressors?
What stresses me out...

What happens to your mind and body when you feel stressed? Does your heart beat faster? Do your thoughts become confused? Write down all the things you notice.

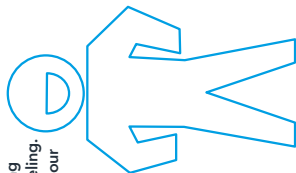
What can you do to influence your body's response to stress?

Power poses

How we are sitting or standing tells our brain how we are feeling. Powerful postures can affect our mood and confidence. Think about someone who is confident or brave. What is their posture like?

Try this posture:

1. Stand/sit tall with your shoulders back
2. Hold your head up
3. Smile



Positive thoughts

Your brain changes based on what you think. We can help our brain to change positively by using positive statements.

Complete the "I am..." in the box with the word you want to become. For example: "I am confident" or "I am calm"

I am...

Mindfulness

Mindfulness helps our brain to be calm and to learn how to focus. Try this mindfulness exercise:



Trace your fingers around your opposite hand.
Breathe in, slide up
Breathe out, slide down

Grateful

When we focus on what we are grateful for our brain notices more of the things which help us to feel happy. Everyday write down one thing you are grateful for. What are you grateful for today?
I am grateful for...

New habits and actions

Visualisation

Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

Tips for learning new skills

- 1 Avoid distractions.
- 2 Make your environment comfortable.
- 3 Get some water to drink.
- 4 Prepare all your equipment and materials.
- 5 Use bright coloured paper and pens.
- 6 Use pictures and diagrams.
- 7 Practice in chunks of time, taking regular breaks.
- 8 Give yourself enough time.

When we are organised we feel calmer. How could you be more organised?

What could you change at home

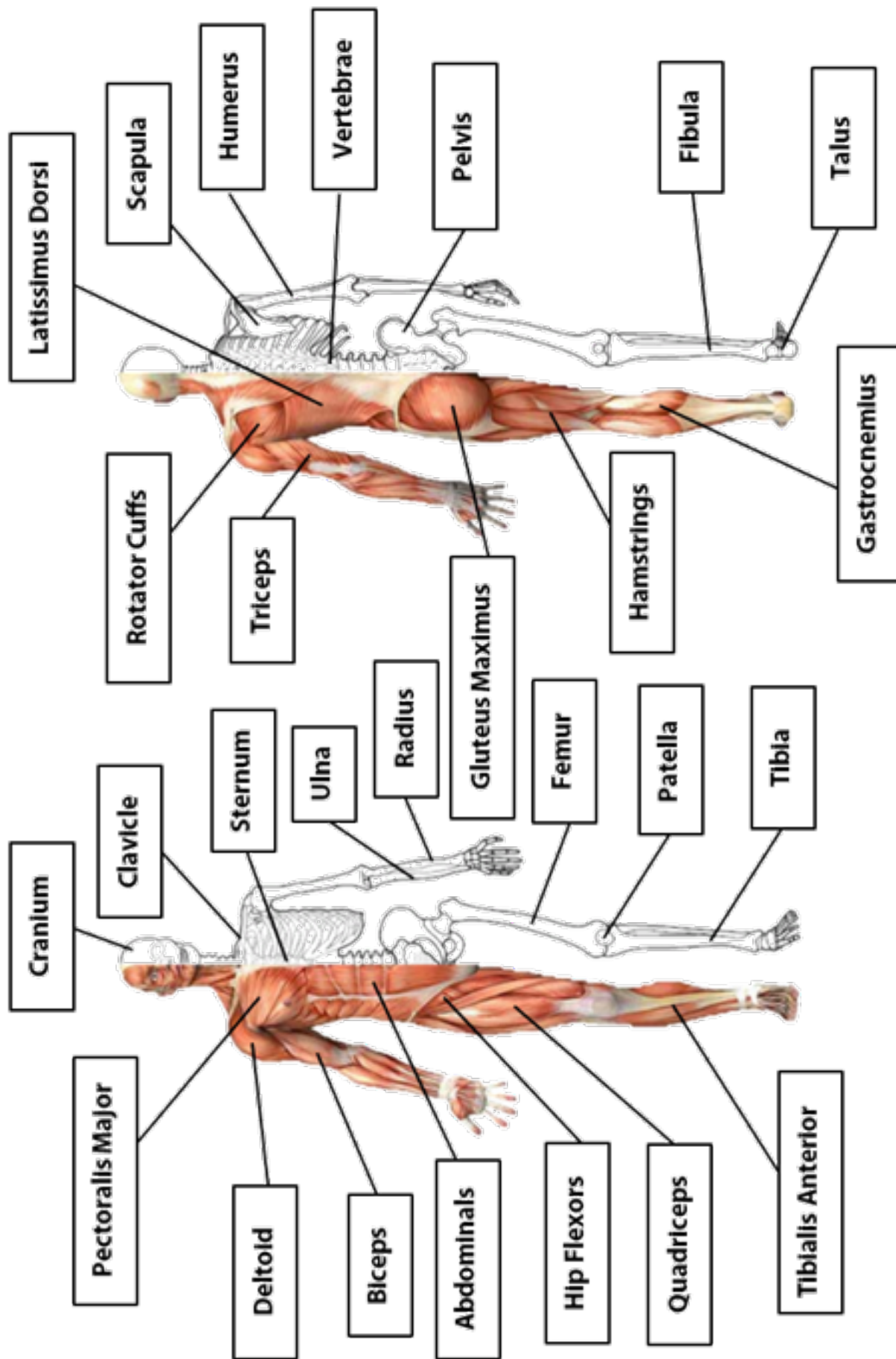
How does technology affect your attention, mood, sleep and memory?

I will change my technology use by...

Your environment influences who you become, what you believe and do. Who can support you?

Environment

SPORT, HEALTH AND NUTRITION - Muscles and Bones



Literacy Marking Codes		Reading Consistencies	
	What it means	Following text at all times	Use your bookmark to follow the text. This way you know exactly where you are when you are asked to read and you won't lose your place during discussion. Use an overlay if you have one.
SP	Incorrect spelling	Switching the reader	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
CL	Use a capital letter	Holding the place	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
O	Missing full stop or other missing punctuation	Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
//	New paragraph	Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.
WW	Wrong word choice		
?	Does this make sense?		
HW	Handwriting is illegible		

The West Exe Canon - a collection of culturally significant texts

Refugee boy - Benjamin Zephaniah 2001

A heart-warming story examining how we treat refugees.

Synopsis: Alem's parents are from two different countries, and these countries are at war with each other. Alem's life is in danger if he lives in either country so he must leave. He comes to Britain looking for a safe haven. Should the British government send him back if they know he will be killed? Can the friends he makes on his journey help and make a difference to his life? They can certainly try!

Context: An asylum seeker is someone who has arrived in a country and asked for a place of safety. In the UK, this means they do not have the same rights as a refugee or a British citizen would.

Suffragette: The Battle for Equality by D. Roberts 2018

An exquisitely illustrated history of the women's suffrage movement.

Synopsis: Covering the whole range of female and male suffragist experiences - from aristocrats to the middle and working class as well as a look at the global struggle for universal suffrage (suffrage means the right to vote).

Context: Women were not allowed to vote, when they asked nicely there were laughed at. The women of the 19th century saw no option to make their words heard in order to get a voice. They went to extraordinary lengths to be heard and their actions changed the face of politics for the western world.

YEAR 8 CYCLE 1 ENGLISH

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
Week 1 - Background	<p>1. Orwell portrays Animal Farm as an allegory for the Russian Revolution/ Soviet Union's early years.</p>	<ul style="list-style-type: none"> Despite being a socialist, George Orwell did not consider the Soviet Union a positive representation of the possibilities of socialist society. The Soviet Union arose in Russia when workers and peasants rebelled against the wealthy/ powerful capitalists/ aristocrats. The new regime took land and industry from private control and put them under government supervision. 	<p>"No animal in England is free. The life of an animal is misery and slavery".</p>	<p>Socialism: all citizens share equally in economic resources as allocated by a democratically-elected government. Exposition: the background information on the characters and setting explained at the beginning of the story.</p> <p>When Farmer Jones is kicked off the farm, this is the inciting incident – the event that starts the journey for the characters.</p>
2. Communism and Socialism	<ol style="list-style-type: none"> Orwell utilises the character of Old Major to persuade his utopian vision for the farm. Orwell powerfully questions the animal's suffering through Old Major's use of persuasive techniques in order for the animals to question the natural order and rebel against those in power. 	<ul style="list-style-type: none"> Under communism, most property and economic resources are owned and controlled by the state (rather than individual citizens); whereas under socialism, all citizens share equally in economic resources as allocated by a democratically-elected government. 	<p>"All animals are equal".</p> <p>"Old Major... was so highly regarded on the farm".</p>	<p>Communism: most property and economic resources are owned and controlled by the state.</p> <p>Capitalism: a country's trade and industry are controlled by private owners for profit.</p> <p>Rising Action: a series of events that build on the conflict and increase the tension, sending the story racing to a dramatic climax.</p>
Rising Action 3. Power and Control	<ol style="list-style-type: none"> Since the rebellion, Orwell presents the animals' naive optimism that Animal Farm has become a place of unity and equality. Orwell utilises the pigs to represent the leaders of the Russian Revolution and the animals are replacing the human capitalist system with their own communist system. 	<ul style="list-style-type: none"> In a democracy the government has less control over how people spend their time and what they believe. People are free to join clubs, political parties and other groups. In a dictatorship there's just one leader who has total control over the party and the country. 	<p>"The pigs did not actually work, but directed and supervised the others."</p> <p>"Four legs good, two legs bad."</p>	<p>Democracy: a form of government where the people share in deciding how things are run.</p> <p>Dictatorship: a form of government where the leader has total power.</p> <p>Climax: The turning point of a story, often the highest point of drama.</p>
4. Fear	<ol style="list-style-type: none"> Orwell wishes to teach the readers that we should not be easily tricked into an opinion, idea or thought just because someone attempts to use propaganda to persuade us. 	<ul style="list-style-type: none"> As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. Soviet citizens often did not have access to basic needs, such as clothing or shoes. The KGB was the primary security agency for the Soviet Union. They worked as both an intelligence agency and a force of 'secret police'. 	<p>"No one believes more firmly than Comrade Napoleon that all animals are equal."</p> <p>"At this... nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball".</p>	<p>Megalomaniac: a person with an obsessive desire for power.</p> <p>Indoctrinate: teach (a person or group) to accept a set of beliefs uncritically.</p> <p>Falling Action: The story begins to move to a conclusion.</p>

YEAR 8 CYCLE 1 ENGLISH

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
5. Inequality, powerful lies	<ol style="list-style-type: none"> Orwell sharply criticises both capitalism and communism. Orwell advocates for freedom and is a committed opponent of communist oppression. 	<ul style="list-style-type: none"> Propaganda of Soviet Union focused on glorifying the Soviet Union and communism. It praised Soviet workers, while others praised Soviet leaders. Propaganda was one of the many ways the Soviet Union tried to control its citizens. 	<p>"No animal shall sleep in a bed with sheets." "All that year the animals worked like slaves."</p>	<p>Inequality: difference in size, degree, circumstances, etc.; lack of equality. Corruption: dishonest behaviour of those in power. Denouement/resolution: where the story comes to an end and issues are solved.</p>
Den 6. Totalitarian regime	<ol style="list-style-type: none"> Orwell's intention is to show us that communist nations will eventually turn into totalitarian regimes. Orwell reinforces the idea that those with power will use the power deceitfully to make themselves greater. Orwell projects the hostility behind Stalin's dictatorship, exemplifying the unjust and corruptness behind his methods of consolidating power. 	<ul style="list-style-type: none"> The leader of Communist Russia, Joseph Stalin, was paranoid of opposition. It was this paranoia that led to the Great Purge where millions of people were executed or sent to labour camps in Siberia. Despite these violent purges, Stalin was idealised. He was worshipped as a great man. Forms of media such as newspapers, posters, statues and radio were used to amplify the successes of the Communist Party and of Stalin. 	<p>"There was no thought of rebellion or disobedience in her mind." "Napoleon was [...] referred to in formal style as "our Leader, Comrade Napoleon."</p>	<p>Totalitarian Regime: government which is overly controlling and requires all citizens to obey. Idealisation: the action of regarding or representing something as perfect or better than in reality.</p>
7. Betrayal and exploitation	<ol style="list-style-type: none"> Orwell skilfully demonstrates the power of lies through his use of graphic imagery to portray the animals' confessions. Orwell wishes to teach the readers that Socialist Russia was not a good representation of socialist principles – instead it was a brutal regime led by a violent dictator who used the power of lies to influence and condemn people. 	<ul style="list-style-type: none"> During the period of time before the Russian Revolution, life for the Proletariat was very difficult. They worked for little pay, often went without food, and were exposed to dangerous working conditions. The Russian Revolution arose in Russia when workers and peasants rebelled against the wealthy/powerful capitalists/ aristocrats. The new regime took land and industry from private control and put them under government supervision. 	<p>"They knew that life nowadays was harsh and bare, that they were often hungry and often cold." "Boxer worked harder than ever. Indeed, all the animals worked like slaves that year."</p>	<p>Proletariat: Russian working class. Exploitation: taking advantage of others. Figurative language: Words used to create an image in the readers mind.</p>
8. The End	<ol style="list-style-type: none"> Orwell illustrates in his dystopian novel his thinly veiled criticism of the Soviet Union and that those in power usually manipulate language to their own benefit. 	<ul style="list-style-type: none"> The Soviet Union ended in 1991. As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. Orwell, unlike many Socialists, was not hooked on the Soviet Union and its policies; nor did he consider the Soviet Union a positive representation of the possibilities of socialist society. He could not turn a blind eye to the cruelties of Soviet Communist Party. 	<p>"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which."</p>	<p>Dystopia: an imagined state or society in which there is great suffering or injustice. Thinly veiled criticism: a criticism of something that is not direct and obvious but easily understood and only partially hidden. Subtext: messages hidden in a text; they are not explicitly shown.</p>

YEAR 8 CYCLE 1 MATHS

Word	Used in context	Definition	Example
Integer	Round 24.6 to the nearest integer .	A whole number.	$\begin{array}{r} 3 \\ 15 \\ -4 \\ -323 \\ \hline \end{array}$
(Rounding to) Significant Figures (Sig. Fig.)	Round 24.6 to one significant figure .	Rounding to the most meaningful digits.	24.6 to 1 sig. fig. is 20 $\begin{array}{r} \cancel{24.6} \\ \hline 20 \end{array}$
(Rounding to) Decimal Places (d.p.)	Round 24.638 to one decimal place .	Rounding to a certain number of digits after the decimal place.	24.638 to 1 d.p. is 24.6 $\begin{array}{r} \cancel{24.638} \\ \hline 24.6 \end{array}$
Estimate	Estimate the value of $63 + 27$	To find a value that is close to the right answer, usually by rounding numbers to 1 sig. fig. first.	$63 + 27 \approx 60 + 30 = 90$
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\begin{array}{r} 2 \\ 12 \\ 3 \\ 13 \\ 15 \\ \hline \end{array}$
Factor	1, 2, 3, and 6 are all the factors of 6.	Any integer (whole number) that divides exactly into another number.	$\begin{array}{r} 6 \\ 16 \\ 23 \\ 23 \\ 210 \\ 210 \\ 45 \\ \hline \end{array}$
Multiple	List the first five multiples of 4.	Any integer (whole number) in the times table of another number.	Multiples of 4: $4, 8, 12, 16, 20$
Lowest Common Multiple (LCM)	Find the lowest common multiple of 6 and 9.	If you list the multiples of these numbers, the lowest common multiple is the smallest number that can be found in both lists.	$6, 12, 18, 24, 30, 36$ $9, 18, 27, 36$ LCM (6, 9) = 18
Highest Common Factor (HCF)	Find the highest common factor of 15 and 33.	If you list the factors of these numbers, the highest common factor is the largest number that can be found in both lists.	$15, 33$ $15: 1, 3, 5, 15$ $33: 1, 3, 11, 33$ HCF (15, 33) = 3
Prime factor decomposition	The prime factor decomposition of 52 is: $2 \times 2 \times 13$	Each number has a unique prime factor decomposition, just like a signature. Multiply prime numbers only to make the number.	$52 = 2 \times 2 \times 13$ $52 = 2 \times 26$ $26 = 2 \times 13$
Product of prime factors	Write 52 as a product of its prime factors .		
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form .	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$

YEAR 8 CYCLE 1 MATHS

Word	Used in context	Definition	Example
Origin	Draw a line that goes through the origin .	The origin is the co-ordinate (0,0).	
Gradient	The line has a positive gradient and that gradient is 3.	The measure of how steep a line is. Represented by an 'm' in the general form $y = mx + c$	$gradient = \frac{\text{change in } y}{\text{change in } x}$
y-intercept	Find the y-intercept of the graph.	Where a straight line graph crosses the y-axis. Represented by 'c' in the general form $y = mx + c$	
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter).	$4x - 7 \quad x^2 - xy^2$
Collect like terms	Collect the like terms in the expression $2x + 5 + 7x + 2$	Collecting together terms whose variables are the same.	$2x + 5 + 7x + 2 \rightarrow 9x + 7$
Co-efficient	The co-efficient of $5x^2$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	$7x \rightarrow$ The co-efficient is 7
Expression	$5x - 3y + 2$ is an expression .	Numbers, symbols and operators (such as + and \times) grouped together.	
Expand	Expand the bracket $2(x + 5)$.	To remove a bracket by multiplying terms.	$2(x + 5) = 2x + 10$
Factorise	Factorise the expression $2x + 10$	Finding what to multiply together to get an expression.	$2x + 10 = 2(x + 5)$
Substitute	Substitute the value $x = 2$ into the expression $5x - 1$	Replacing the variables (letters) with numbers.	$3x$ $3 \times 2 = 6$ $x = 2$
Linear Sequence	The sequence 4, 7, 10, 13, 16 is a linear sequence .	A number pattern which increases (or decreases) by the same amount each time.	10, 9, 8, 7, 6, ... -2, 1, 4, 7, 10, ...
Term (in a sequence)	In the sequence, 2, 4, 6, 8, the number 4 is the second term .	Each number in a sequence is called a term.	
Term-to-term	In the sequence 1, 3, 5, 7, 9, the term-to-term rule is to add 2 to the previous term.	A rule used to allow you to find the next number in a sequence if you know the previous term or terms.	
n^{th} term	Then n^{th} term rule for a sequence is $3n + 1$.	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $+3 \quad +3 \quad +3$ $n^{\text{th}} \text{ term} = 3n + 1$ $4 - 3 = 1$

YEAR 8 CYCLE 1 SCIENCE

Year 8 Combined Science Cycle One	Week One	Week Two
<p>Cells Key Vocabulary:</p> <ol style="list-style-type: none"> Cell membrane: a thin barrier surrounding the cell, that controls what enters and leaves the cell Cell wall: a thicker barrier that strengthens the cell and provides structural support Cells: the basic units from which all living things and their tissues are made of Chloroplasts: a structure inside cells where photosynthesis takes place, making food for the plant Cytoplasm: the jelly-like substance inside the cell where the chemical reactions take place Mitochondria: a structure inside cells where aerobic respiration happens Nucleus: large structure that contains genes that control the activities inside the cell Vacuole: structure inside cells that stores water and nutrients and helps to support the plant by keeping the cells rigid Ribosomes: a structure found inside cells where protein synthesis takes place Specialised cell: a cell with a structure that is adapted for a specific function (job) Tissue: a group of similar cells that work together to perform a certain function 	<p>Cells:</p> <ol style="list-style-type: none"> Most animal and plant cells have the same basic parts: nucleus, cytoplasm, cell membrane, mitochondria and ribosomes. Cells from different tissues have different shapes, sizes and functions to help them do their jobs. These cells are specialised. Plant cells have thick cell walls and may have some other features not found in animal cells: chloroplasts and a permanent vacuole. Animal and plant cells are described as eukaryotic organisms because their DNA is held in the nucleus. Bacteria cells are described as prokaryotic organisms because their DNA is not held in a nucleus. 	<p>Cell transport:</p> <ol style="list-style-type: none"> Dissolved substances move into and out of cells by diffusion and active transport. Water moves in and out of cells by osmosis. Cells have a partially permeable membrane (with small holes) that allows some substances through it but not others. During osmosis water molecules move from where there are more of them (a higher concentration) to where there are fewer of them (a lower concentration). A difference between two concentrations forms a concentration gradient. The bigger the concentration gradient, the faster the rate (speed) of osmosis occurs. Osmosis can cause cell tissues to gain or lose mass.
	<p>Week Three</p> <p>Stem cells:</p> <ol style="list-style-type: none"> New cells may change so they become specialised for different functions. This process is called differentiation. Stem cells are cells that have not undergone differentiation. A cell which has not yet become specialised is called undifferentiated. An embryo develops from a fertilised egg. Cells at early stages in the development of the embryo are embryonic stem cells. Scientists are working on removing embryonic stem cells to stimulate them to become any type of body cell. This could treat illnesses in humans. Some adult stem cells remain in the bodies of adults. These are found in limited numbers at certain locations in the body. 	<p>Week Four</p> <p>The structure of DNA:</p> <ol style="list-style-type: none"> The genetic information is carried in the nucleus of your cells. Inside the nucleus are thread-like structures called chromosomes. These chromosomes are made up of DNA. DNA is made up of a base, phosphate group and sugar. DNA coils together to form a double helix shape. There are four bases: adenine, thymine, cytosine and guanine. To make things simpler, we often call them A, T, C and G. A always pairs with T and G always pairs with C. The matching bases are called complementary base pairs.
<p>The diagram shows two types of cells side-by-side. On the left is an 'Animal cell', which is roughly spherical and contains a large, dark red nucleus, several red bean-shaped mitochondria, and a thin blue cell membrane. On the right is a 'Plant cell', which is rectangular and has a thick, light brown cell wall. It contains a large, clear central vacuole, a dark red nucleus, several red bean-shaped mitochondria, and green oval chloroplasts. Labels with lines point to these various structures for both cell types.</p>		

YEAR 8 CYCLE 1 SCIENCE

Week Five	Week Six	Week Seven
<p>Inheritance:</p> <ol style="list-style-type: none"> When sex cells (gametes) fuse together at fertilisation, they form a single cell called a zygote. The zygote inherits different genetic information from each parent, which produces genetic variation between individuals. Most cells contain a nucleus, in which there are chromosomes that contain the genetic information. A gene is a short piece of DNA at a particular point on a chromosome. The sex of humans is controlled by one pair of sex chromosomes. XY = male XX = female 	<p>Inheritance:</p> <ol style="list-style-type: none"> A gene may come in different forms, called alleles, that produce different variations of the characteristic, e.g. different eye colours. For any gene, a person may have the same two alleles, known as homozygous or two different ones, known as heterozygous. Alleles may be either dominant or recessive. A dominant allele is always expressed, even if only one copy is present. Dominant alleles are represented by a capital letter. A recessive allele is only expressed if the individual inherits two copies and does not have the dominant allele of that gene. Recessive alleles are represented by a lower case letter. 	<p>Evidence of evolution:</p> <ol style="list-style-type: none"> Fossil remains have been found in rocks of all ages. Fossils of the simplest organisms are found in the oldest rocks, and fossils of more complex organisms in the newest rocks. This supports Darwin's theory of evolution, which states that simple life forms gradually evolved into more complex forms. Many living vertebrate animals have the same pentadactyl (five-fingered) limb structure. Although the pentadactyl bone structure is similar, they have developed in different ways, because they have different uses. The similarities in bone structure provides evidence for evolution from a common ancestor.
Week Eight	Week Nine	Week Ten
<p>Evolution:</p> <ol style="list-style-type: none"> Alfred Russel Wallace and Charles Darwin both independently developed theories to explain how evolution happens. The main steps in Darwin's theory of natural selection are: <ol style="list-style-type: none"> Individual organisms within a particular species show a wide range of variation for a characteristic. Individuals with characteristics most suited to the changing environment are more likely to survive and to breed successfully. This is called 'survival of the fittest'. The characteristics (genes) that have enabled these individuals to survive are then passed on to the next generation. 	<p>Health:</p> <ol style="list-style-type: none"> Health is "the state of complete physical, mental and social well being". Microorganisms that cause diseases are called pathogens. Pathogens include: bacteria, viruses, fungi and protists. Different types of disease may interact. This can mean that the presence of one disease can lead to a higher chance of developing another disease. Diseases may be communicable (they can be passed from one person to another), or non-communicable (not passed between people). 	<p>The immune system:</p> <ol style="list-style-type: none"> If pathogens get past the body's natural defences they will cause an infection. However, the body has a second line of defence to stop or minimise this infection. This is called your immune system. Your immune system contains different types of white blood cells, one type are called lymphocytes. Lymphocytes recognise proteins on the surface of pathogens called antigens. Lymphocytes detect pathogens that are foreign to your body and produce antibodies to help destroy them.

YEAR 8 CYCLE 1 GEOGRAPHY

YEAR 8 CYCLE 1 GEOGRAPHY – Weather and Climate Change Knowledge Organiser

WEEK 1

Weather: the day to day conditions of the atmosphere (e.g. temperature, wind, rainfall).
Climate: the average weather conditions over time, usually over a 30-year period.
Water cycle: the cycle of water between the oceans, atmosphere and land.

Precipitation: water droplets in clouds are too heavy and fall as rain, sleet, snow, hail.
Condensation: water vapour is cooled and turns back to water droplets.
Evaporation: water changing from a liquid into a gas (water vapour)
Transpiration: water released from plant leaves into the atmosphere.

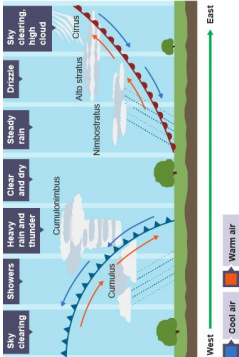
WEEK 2

Relief rainfall: warm moist air forced to rise over mountains, cools and condenses to form clouds and rain
Convictional rainfall: Sun heats the land, creating pockets of rapidly rising warm air. It starts to cool and condense to form clouds. This can produce thunderstorms.
Frontal rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it.
Air masses: a large body of air that travels from one area to another.
Altitude: Measure of the land's height above sea level. Temperature decreases with 1°C every 100m in height.
Latitude: parallel lines on an atlas map drawn north and south of the equator

WEEK 3

Air pressure: the weight of air pushing down on the Earth
Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to unsettled weather.
Cold front: the boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system.
Warm front: the boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system.
Warm sector: the wedge of air between the warm and cold fronts of a depression.
Occluded front: weather pattern in which a cold front overtakes a warm front; associated with the formation of cyclones.

WEEK 4



Anticyclones: high pressure systems in the atmosphere associated with dry, settled periods of weather
Winter anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form.
Summer anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convictional rainfall.

WEEK 5

Storm Desmond (2015)
 Cumbria / NW England
 342.4mm rainfall in 24 hours
 1800 people evacuated
 Estimated cost of £500m
 5200 homes affected by flooding
 One person died in Cumbria and 40 schools closed.
 Malham Cove waterfall briefly flowed again for the first time in living memory.
UK Heatwave (2018)
 2018 became the joint hottest year since 1960.
 38.5°C was recorded in Faversham, Kent on 25 July 2018
 Record number of A&E admissions from heat-related illnesses.
 700 more deaths than average
 Wildfires over moorland
 Lavender grew well.



WEEK 6

Climate change: a long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.
Greenhouse effect: natural warming of the atmosphere as heat given off from the Earth is absorbed by liquids and gases, such as carbon dioxide.



WEEK 7

Natural causes of climate change
Milankovitch cycles: Sometimes the Earth's orbit is more elliptical than circular, the Earth's tilt on its axis changes or the Earth wobbles on its axis, all influencing its global temperature.
Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat.
Volcanic eruptions: Eruptions produce ash and sulphur dioxide which can enter the upper atmosphere. Sunlight can be reflected off this blanket of ash and gas, cooling the planet.

WEEK 8

UK impacts of climate change
 The UK's ten warmest years on record have all occurred since 2002.
 Heatwaves are now 30 times more likely to happen.
 Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk.
 There are 240,000 homes currently in flood risk areas.
 Hotter weather may make growing some crops easier or allow us to grow new ones, such as oranges.
 Climate change likely to increase the likelihood of new diseases such as malaria.

WEEK 9

Worldwide impacts of climate change
 Small islands in the Pacific are losing ground to erosion
 Half of the Great Barrier Reef – one of the biosphere's brightest jewels - is dying due to coral bleaching.
 In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months.
 Bangladesh could lose 20% of its land, leaving 40 million people homeless.
 Climate change will worsen the uneven distribution of water resources in China.
 It would cost \$12 billion to defend the Netherlands from sea level rise.

WEEK 10

International agreements: Paris agreement in 2015, first legally-binding agreement signed by 190 parties. Goal to keep an increase in global average temperature below 2°C.
Carbon capture: removal of CO₂ from power stations and storing it underground.
Water supply: water transfer schemes could be used to take water from an area of surplus to an area of shortage
Reducing risk from sea level rise: areas at risk may need sea defences to protect valuable land from increased coastal erosion.



YEAR 8 CYCLE 1 HISTORY

Year 8 History Knowledge Organiser – Cycle 1 – The Silk Roads	
1	<p>5th Century: Nestorian Christians travel from Greece, Syria and Persia to China.</p> <p>8th Century: Baghdad is founded.</p> <p>9th Century: A university is created at the Great Palace of Constantinople. China makes paper money.</p> <p>10th Century:</p> <ul style="list-style-type: none"> • Baghdad becomes the biggest city in the world. This is known as the Golden Age for the city. • Tang Dynasty ends and China is fragmented. • The Barmakids from Afghanistan travelled to the Abbasid capital of Baghdad. <p>1077: Muslim Seljuk Turks took control of the Holy Land (including Jerusalem).</p> <p>1095: Pope Urban II promised the knights of Europe forgiveness of their sins if they went on a Crusade to win back Jerusalem for Christianity.</p> <p>1096: The First Crusade began.</p> <p>1099: After a long siege, Crusaders captured Jerusalem.</p>
2	<p>Silk Road: ancient trade route that extended from eastern China to the Mediterranean Sea.</p> <p>Trade: the business of buying and selling or bartering (swapping) goods.</p> <p>Persia: country in southwestern Asia.</p> <p>Atlantic: ocean separating North and South America from Europe and Africa.</p> <p>Pacific: ocean extending from the Arctic Circle to the Antarctic regions and from western North America and western South America to eastern Asia and Australia.</p> <p>Dynasty: a powerful group or family that maintains its position for a considerable time.</p> <p>Merchants: buyers and sellers of commodities (goods) for profit.</p> <p>Irrigation: the watering of land by artificial means to help plants / crops grow.</p> <p>Yaks: a large long-haired ox.</p> <p>Scholars: People who study and develop knowledge and learning.</p>
3	<p>Import: to bring (something, such as merchandise) into a place or country from another country.</p> <p>Export: to carry or send something (such as a commodity) to some other place (such as another country).</p> <p>Profits: Money / wealth made from the trading of goods.</p> <p>Inscriptions: Writing on items such as coins, medals and trophies.</p> <p>Extremity: The far reaches of a place.</p> <p>Globalisation: The development of shared trade, culture and beliefs across the world.</p>
4	<p>Wisdom: Valuable knowledge and understanding.</p> <p>Caliphate: The land ruled over by a caliph (a successor of Muhammad as spiritual head of Islam).</p> <p>Astronomy: the study of objects and matter outside the earth's atmosphere (stars and planets) and of their physical and chemical properties.</p> <p>Literature: Important writings and books.</p> <p>Philosophy: The pursuit of wisdom and understanding.</p> <p>Byzantium: city in north western Turkey partly in Europe and partly in Asia.</p> <p>Bulgar: a member of a semi-nomadic warrior tribe.</p> <p>Barbarians: people from a foreign land, culture, or group believed to be inferior (less good), uncivilized (wild), or violent.</p>
5	<p>Currency: Money (coins and notes, etc.)</p> <p>Slavery: The business of capturing and owning human beings.</p> <p>Vikings: Norsemen, plundering (attacking and stealing from) the coasts of Europe in the 8th to 10th centuries.</p> <p>Trafficked: to move vehicles or people through an area or along a route.</p> <p>Pillage: the act of looting or plundering especially in war.</p> <p>Shackles / manacles: a fastened device around the wrists or ankles to stop free movement.</p>
6	<p>12th Century: London has a population of 100,000.</p> <p>1206: The Mongol Empire is formed under the leadership of Genghis Khan.</p> <p>1227: Genghis Khan dies.</p> <p>1346- 1353: The Black Death sweeps across Asia and Europe-killing 30-40% of the population.</p> <p>1350- 1423: Richard Whittington, a London merchant, makes a fortune exporting English cloth to Europe. He brings back luxury silk and velvets to England.</p>
7	<p>Mongolia: a region of eastern Asia between China and Russia.</p> <p>Empire: a collection of land/countries taken over and ruled by a foreign power.</p> <p>Nomads: people who move from place to place.</p> <p>Fiercely: a cruel person.</p> <p>Culture brokers: people who exchange beliefs, ideas and traditions.</p> <p>Heirs: the next-in-line to a position of power (e.g. a kingdom).</p> <p>Steppes: one of the vast, usually level and treeless tracts in south eastern Europe or Asia.</p>
8	<p>Crusade: A holy war.</p> <p>Holy Land: The area of Jesus's birth and life, including the city of Jerusalem.</p> <p>Pope: The leader of the Catholic (Christian) Church.</p> <p>Papal: From / belonging to the Pope.</p> <p>Pilgrims: People who travel to a religious site to worship.</p> <p>Heretics: People whose religious ideas challenge accepted and popular beliefs.</p> <p>Interpretation: a point of view (about the past).</p> <p>Colonialism: the building up of an empire.</p> <p>Saladin: the leader of the Muslim forces during the Third Crusade in the late 1100s.</p> <p>Inference: a judgement based upon evidence.</p>
9	<p>Plague: a highly-contagious deadly disease.</p> <p>Bubonic: plague spread by the bites of fleas.</p> <p>Pneumonic: plague spread through the air (from an infected person).</p> <p>Flagellants: religious extremists who whipped themselves in the hope of preventing the plague.</p> <p>Pandemic: widespread over huge parts of the world.</p> <p>Maritime: of the sea.</p> <p>Lassitude: tiredness.</p> <p>Kaffa: a Genoese cathedral city and a port, located on the Crimean Peninsula of the Black Sea.</p> <p>Mediterranean: a sea between southern Europe and North Africa.</p>
10	<p>Mosque: a building used for public worship by Muslims.</p> <p>Quran: the book composed of sacred writings accepted by Muslims as revelations made to Muhammad by Allah through the angel Gabriel.</p> <p>Mecca: the holiest city in Islam and the capital of Mecca Province in the Hejaz region of western Saudi Arabia</p> <p>Allah: the common name for God in the Arabic language.</p> <p>Shahada: the Muslim belief that "There is no god but God, and Muhammad is the Messenger of God."</p> <p>Muhammad: an Arab religious, social, and political leader and the founder of Islam.</p> <p>Prophet: a person regarded as an inspired teacher or proclaimer of the will of God.</p>

YEAR 8 CYCLE 1 LANGUAGES

Year 8 Spanish- Cycle 1

Week 1		Week 3		Week 4		Week 5	
poco	little, not much	así	like this/that	que	that	él	he
quedar	to meet up, meeting up	ahora	now	sobre	about	ellos	they (m)
antes	before	la gente	The people	creer	to believe, to think	you	I
sin embargo	however	según	according to	poner	to put, putting	ella	she
negro	black (m)	igual	same, equal	pongo	I put, I am putting	ellas	they (f)
negra	black (f)	quizás	maybe	entender	to understand, understanding	mientras	while
ayudar	to help, helping	malo/a	bad, ill (m/f)	la realidad	the reality	mientras que	whereas
libre	free	seguro/a	sure, safe (m/f)	la sociedad	the society	nosotros	we (m)
la pared	the wall	triste	sad	vender	to sell, selling	nosotras	we (f)
aprovechar	to make the most of, making the most of	generalmente	generally	la página	the page	tú	you
pasado	past, last (m)	listo/a	ready, intelligent (m/f)	la noticia	the news item	cambio	change
pasada	past, last (f)	limpio/a	clean (m/f)	esconder	to hide, hiding	el viaje	the trip, journey
máximo	maximum	precioso/a	precious, beautiful (m/f)	el periodista	journalist	el esfuerzo	the effort
el verano	the summer	sucio/a	dirty (m/f)	la entrevista	the interview	el gesto	the gesture
pintar	to paint, painting	contento/a	content, happy (m/f)			el ruido	the noise
						genial	great
						gracioso/a	funny (m/f)
						entonces	so

Week 2		Week 2	
por	around, because of	la canción	the song
año	year	coger	to take, taking
hasta	as far as, up to	cojo	I take, I am taking
tomar	to take, taking	el premio	the prize
además	besides, as well	el concierto	the concert
ganar	to win, winning	el autobús	the bus
intentar	to try (to), trying (to)		
cantar	to sing, singing		

Each week you will need to practise and learn your **Sentence of the Week** as well as your **Vocabulary of the Week**. For your **Vocabulary of the Week** also pay attention to which type of words they are:

Verbs are in VIOLET
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER

YEAR 8 CYCLE 1 LANGUAGES

Year 8 Spanish- Cycle 1

Week 6		Week 7		Week 8		Week 9		Week 10	
decir	to say, saying	permitir	to allow, allowing	mismo/a	same (m/f)	pues	well	en cambio	however, on the other hand
ver	to see, seeing	incluso (si)	even (if)	primero/a	first (m/f)	salir	to go out, going out	la razón	the reason
empezar	to start, starting	decidir	to decide, deciding	propio/a	own (m/f)	salgo	I go out, I am going out	el sueño	sleepiness
empiezo	I start, I am starting	el juego	the game	último/a	last (m/f)	el fin	the end	el miedo	fear
la verdad	the truth	fuerte	strong, loud	segundo/a	second (m/f)	perder	to lose, losing	abierto/a	open
el ejemplo	the example	cubrir	to cover, covering	largo/a	long (m/f)	pierdo	I lose, losing	el éxito	success
todo	all, everything	la fiesta	the party	tercero/a	third (m/f)	la semana	the week	la suerte	the luck
el minuto	the minute	dividir	to divide, dividing	elegir	to choose, choosing	el partido	the match	el calor	the heat
la opinión	the opinion	el costo	the cost	elijo	I choose, am choosing	el pie	the foot	cerrado/a	closed
el alemán	german	repartir	to hand out, share out	compartir	to share, sharing	subir	to go up, going up	trece	thirteen
el/la estudiante	the student	la bebida	the drink	finalmente	finally	inglés	English person (m)	catorce	fourteen
				corto/a	short (m/f)	inglesa	English person (f)	quince	fifteen
				describir	to describe, describing	la entrada	the ticket (for a venue)	dieciséis	sixteen
				el diálogo	the dialogue	recoger	to pick up, picking up	diecisiete	seventeen
				imprimir	to print, printing	el cine	the cinema	dieciocho	eighteen
						el/la jugador(a)	the player (m/f)	diecinueve	nineteen
						el billete	the ticket (for transport)	veinte	twenty

Weeks 11 & 12: revise weeks 1-10



Here you will find **quizlet** sets to help you to learn this language:

YEAR 8 CYCLE 1 ART & DESIGN

Year 8 Cycle 1 - Elements of Art

Use the list of key words to support your learning in art and look through the selection of artist images that we will study through cycle 1.
 Art task: Copy the artist image as a voluntary stretch and challenge task, bring in and stick in your sketchbook.

Key words

The elements of Art are the individual components of Art practice.

Line: Can show the outline of something, create pattern, show movement and create mood within a piece.

Tone: Is the lightness or darkness of something – this could be a shade, or how dark or light a colour appears.

Shape: There are two types of shape organic and geometric.

Organic Shapes: Can be found in nature and often have curves.

Geometric Shapes: Are mathematical and often have straight lines.

Space: Refers to objects and the area around them. Positive space is inside the object and negative space is around the object.

Pattern: A pattern is a design in which lines, shapes, forms or colours are repeated. Patterns can be regular or irregular depending on how the pattern repeats.

Texture: Means how something feels. There are two types of texture: actual texture how something feels through touch and visual texture how something looks by the effects the artist has created.

Form: Is a three-dimensional object such as sculptures or buildings.

		<p>Artists</p> <p>Matisse, Snow Flowers</p> <p>Peter Randall-Page, Seed</p> <p>Bridget Riley, Flames 4</p> <p>Patrick Caulfield, Coloured Still Life</p> <p>Marian Hill, Buzz and Scuttle</p> <p>Henry Moore, The Artist Hand</p>
		
		

Year 8 Cycle 1 DRAMA-Clowning and Commedia dell'Arte

Week 1 and 2	Week 3 and 6	Week 4 and 7	Week 5 and 8	Week 9 and 10
<p>Mime Mime covers: working in silence, or with few sounds or words, to show activities - e.g. painting a wall, opening a door working with dialogue, but miming any props or set - e.g. looking in a mirror, perhaps facing the audience, to put on make up while speaking to another character.</p> <p>Physical Theatre, which also uses mime techniques, and where actors can also mime items of set or props.</p> <p>Exaggeration - to make all your movements and facial expressions MUCH bigger for comic effect.</p> <p>Gesture Gesture covers the use of our arms, head (and sometimes legs) to get an emotion across.</p> <p>Movement Movement covers: where we move to on and around the stage - upstage, downstage, avoiding masking another actor, etc how we move to help with <i>characterisation</i>.</p>	<p>What is Commedia Dell'Arte? Commedia dell'arte means "play of professional artists" OR "comedy of humors". It was a popular form of improvisational theatre which began in Italy in the 15th century (1400s) and is still performed today. All of their performances were outside with few props, unscripted and were free to watch, funded by donations. In a group there were 10 people: 7 men and 3 women. Outside Italy, it was also known as "Italian Comedy". The performances were improvised around a variety of stock conventional situations: adultery, jealousy, old age, love</p> <p>The classic, traditional plot is that the <i>innamorati</i> (lovers) are in love and wish to be married, but one <i>vecchio</i> (elder) or several elders, <i>vecchi</i>, are stopping this from happening, and so they must ask one or more <i>zanni</i> for help. Typically it ends happily with the marriage of the <i>innamorati</i> and forgiveness.</p>	<p>Some of the Characters: Pantalone He is old, mean-spirited greedy, lecherous. Il Dottore He waffles and talks nonsense why use one word when ten will do? He is usually a Doctor, but always gets things wrong. Isabella The desirable, female lover; hopelessly devoted to love. Beautiful, stupid, petulant and spoilt. Flavio The handsome, male lover; hopelessly infatuated with Isabella. Fashionable, vain and melodramatic. Il Capitano Pretentious, self-promoting braggart; ridiculous and cowardly; and a liar he boasts of his imaginary conquests at war. Fancies himself as a winner with the women. Colombina A lady's maid, clever; she manages the plot with wit and benevolence; adored by everyone.</p>	<p>How is Commedia dell'Arte performed? The dialogue and action could easily be made topical and adjusted to make fun of local scandals, current events, or regional tastes, mixed with ancient jokes and punchlines. Characters were identified by costume, masks, and even props, such as the slapstick. Lazzi and Concetti are also used.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key Words: Commedia dell'Arte Stock character Stock situation Innamorati Vecchi Il Dottore Pantalone Il Capitano Zanni Lazzi Concetti Slapstick Mime Exaggeration Acrobatics</p> </div>	<p>Some definitions: Concetti – a speech or comment by a character made directly to the audience. Lazzi - a well rehearsed comic routine that has no relevance to forwarding the plot and is done to get laughs. Slapstick - originally use of an actual stick, now means physical comedy - usually involving people falling over or getting "hurt". Mime - where we act out a scene without speaking. Acrobatics - an entertainer who performs acts that require skill, agility, and coordination, such as tumbling. Exaggeration - using exaggerated facial expressions, physical movements and gestures to show emotion, to tell a story and demonstrate character, in this case, for comic effect Commedia Dell Arte relies on stock characters.</p>

YEAR 8 CYCLE 1 MUSIC

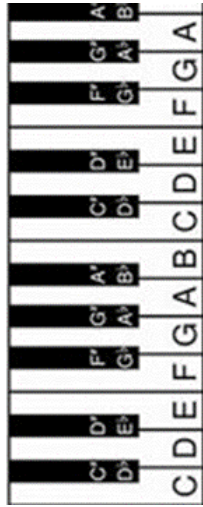
Music Cycle 1 A

Pop Ensemble

Key Vocabulary:
Pitch: A variation of high and low sounds. Pitch increases and decreases by steps of a scale. Scales are major and minor.
Tempo: The speed of the music. Music can change tempo within a piece.
Dynamics: The volume of the music.
Structure: Music is divided into sections. The order of these sections creates a structure. Song structures can include chorus, verse, instrumental etc.
Texture: A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. The layers can interact with each other.
Timbre: Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.
Chords: 3 or more notes played together at the same time that harmonically fit. These can either be major (happy) or minor (sad).
Hook: A musical idea, often a short riff, passage, or phrase, that is used to make a song appealing and to "catch the ear of the listener".
Bridge: Contrasts with verse and chorus.
Verse: Part of a song that moves the story forward or expands on the central theme.
Chorus: Parts of a song that are repeated, usually highlighting the central theme.
Inversion: The notes of a chord arranged in a different order.
Bassline: Lowest line of the music.
Guitar licks: Short solo phrases that can be heard at the ends of some of the vocal phrases.
Fills: Short flourishes used to fill a gap between phrases and are often played on drums.

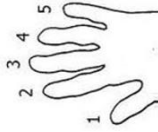
Instrumental support

C is the easiest note to identify – look for the white note on the left of the two black notes.



We will mainly be using our Right Hands to play the keyboard. We number the fingers on our right hand 1 – 5 starting at our thumb to help us.

We will mainly be using our Right Hands to play the keyboard. We number the fingers on our right hand 1 – 5 starting at our thumb to help us make sure that we are holding our hand in the correct position.



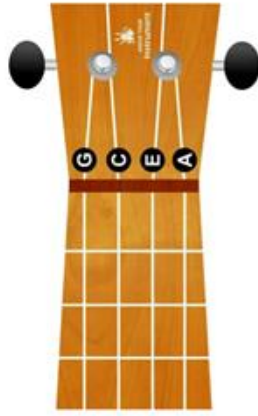
Pop Song Structure:

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B

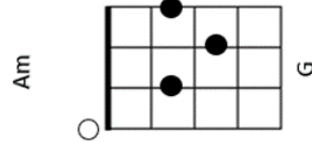
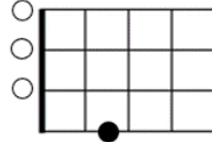
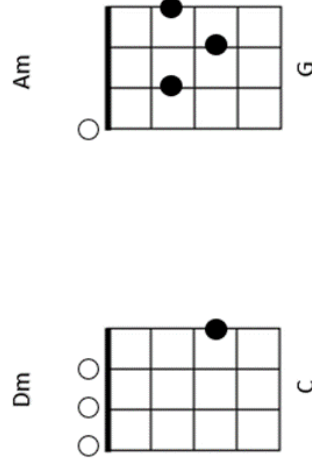
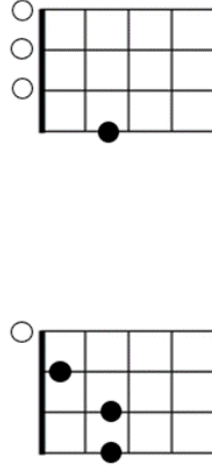
Instrumental Support

Most pop music includes an instrument that can play the chord sequence. E.g. Guitar, Piano or Ukelele.

Ukelele: Has 4 strings - BCEA



The fingers on your left-hand press on different frets on each string to create the correct chord shape. The fingers are labelled 1 – 4 starting from your index finger.



YEAR 8 CYCLE 1 MUSIC

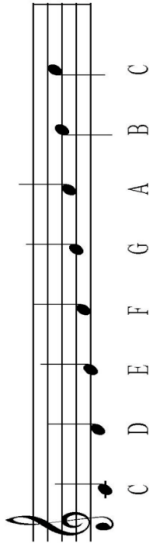
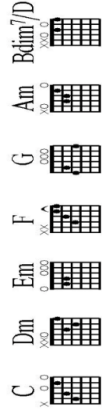
Music Cycle 1 B

4 Chord Pop Song

Key Vocabulary:
Pitch: A variation of high and low sounds. Pitch increases and decreases by steps of a scale. Scales are major and minor.
Tempo: The speed of the music. Music can change tempo within a piece.
Dynamics: The volume of the music.
Structure: Music is divided into sections. The order of these sections creates a structure. Song structures can include chorus, verse, instrumental etc.
Texture: A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. The layers can interact with each other.
Timbre: Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.
Chords: 3 or more notes played together at the same time that harmonically fit. These can either be major (happy) or minor (sad).
Hook: A musical idea, often a short riff, passage, or phrase, that is used to make a song appealing and to "catch the ear of the listener".
Bridge: Contrasts with verse and chorus.
Verse: Part of a song that moves the story forward or expands on the central theme.
Chorus: Parts of a song that are repeated, usually highlighting the central theme.
Inversion: The notes of a chord arranged in a different order.
Bassline: Lowest line of the music.
Guitar licks: Short solo phrases that can be heard at the ends of some of the vocal phrases.
Fills: Short flourishes used to fill a gap between phrases and are often played on drums.

4 Chord Trick

The I-V-vi-IV progression is a common **chord** progression popular across several genres of music. It involves the I, V, vi, and IV chords; for example, in the key of C major, this would be: C-G-Am-F.



1 4 5 6

Then – the 4 chord trick uses chords 1, 5, 6 & 4.
 So

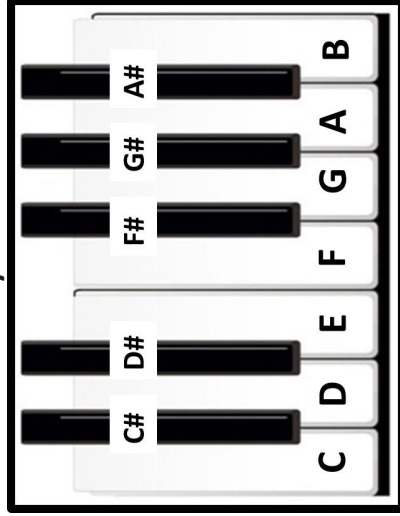
C G Am F

Songs that use the 4 chord trick

- Wherever you will go – The Calling
- You're beautiful – James Blunt
- Can you feel the love tonight – Elton John
- Demons – Imagine Dragons
- Flashlight – Jessie J

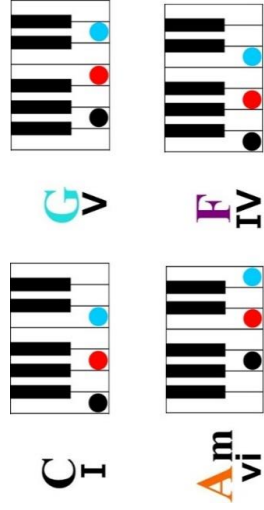
The rise of Pop Music
 The 1960s were a time of creativity and innovation and many new styles of popular music developed in the aftermath of rock and roll.
 Many British pop groups in the 1960s were heavily influenced by American blues and R&B. These included The Beatles and The Rolling Stones.

Keyboard



Notes that make up the 4 chords

The dots are on the notes that make up the 4 different chords. You can use the diagram of the keyboard keys above to work out what the notes are.



YEAR 8 CYCLE 1 WEST EXE BACCALAUREATE

WEST EXE BACCALAUREATE: YEAR 8, CYCLE 1a: BUDDHISM AND SIKHISM

Week 1: Buddhism profile	Week 2: The Buddha's teachings (Dharma)	Week 3: Sikhism profile	Week 4: The Sikh community (Khalsa)	Week 5: Glossary
<p>Symbol</p>  <p>Eight-spoked wheel. This represents the Eightfold Path – the eight ways to live a good life.</p> <p>Time and place of origin</p> <p>Around 2,500 years ago in India.</p> <p>Name of founder</p> <p>Siddhartha Gautama (The Buddha)</p> <p>Names of holy books</p> <p>Tripitaka Dhammapada</p> <p>Places of worship</p> <p>Temples, Monasteries</p> <p>Festivals</p> <p>Wesak; Parinirvana</p> <p>Significant places</p> <p>Lumbini: The birthplace of Siddhartha. Bodh Gaya: Where Buddha reached Enlightenment 535 million Worldwide followers</p> <p>Number of UK Buddhists</p> <p>150 thousand</p>	<p>The Three Universal Truths Anicca (everything changes) Nothing stays the same for ever and each thing depends on everything else. Anatta (no permanent self) Nobody stays the same. We change physically and emotionally as we get older. Dukkha (suffering) The Buddha taught that life can never totally satisfy us and that makes us suffer.</p> <p>The Four Noble Truths</p> <ol style="list-style-type: none"> All life involves suffering. People suffer because they crave (want) more and more. If craving stops, so will suffering. The Middle Way – Living a balanced life. <p>The Eightfold-Path Part 1: Wisdom (panna) Right View Right Intention Part 2: Morality / ethics (sila) Right Speech Right Action Right Livelihood Part 3: Meditation (samadhi) Right Effort Right Mindfulness Right Contemplation</p>	<p>Symbol</p>  <p>Time and place of origin</p> <p>Around 1500 CE in the Punjab (now an area of India and Pakistan).</p> <p>Name of founders</p> <p>Guru Nanak and nine other human gurus</p> <p>Name of holy book</p> <p>The Guru Granth Sahib</p> <p>Place of worship</p> <p>Gurdwaras</p> <p>Festivals</p> <p>Vaisakhi; Diwali; Guru Nanak's Birthday.</p> <p>Significant place</p> <p>Amritsar: Site of Harmandir Sahib (Golden Temple). 30 million Worldwide followers Number of UK Sikhs 430,000</p>	<p>The Sikh community is called the Khalsa. It was established by Guru Gobind Rai during the festival of Vaisakhi in 1699. Sikhs who want to join the Khalsa go through an initiation called the Amrit ceremony. Female members of the Khalsa have the last name 'Kaur' which means 'Princess'. Male members have the name 'Singh' which means 'Lion'. This means that Guru Gobind Rai became Guru Gobind Singh. Members of the Khalsa wear 5 symbols of their faith. These are known as the '5 Ks' or (Panj Kakke). These are: Kesh (uncut hair). This reminds Sikhs that everything is a gift from God. Kangha (comb). Used to keep the uncut hair tidy as a sign of respect. Kara (bracelet). The steel is a symbol of strength. The circle represents the unity of the Khalsa and that God is eternal Kachha (shorts). Remind Sikhs to be prepared and self-controlled and of their duty to help others. Kirpan (sword). A symbol of freedom and the Sikhs' duty to protect the weak.</p>	<p>Buddhism Buddha: Siddhartha Gautama, "the enlightened one". Dharma: The teachings of the Buddha. Enlightenment: Understanding and accepting the true nature of life. Karma: The consequences of actions. Meditation: A way of calming and training the mind. Nirvana: State of peace with no hatred, greed or ignorance Reincarnation: The belief that a person has other lives before and after this one. Sikhism guru: religious teacher; 'gu' means darkness, 'ru' means light. Gurus: The 10 human messengers of God who began the Sikh religion. Khalsa: The pure community of initiated Sikhs. Mul Mantra: Prayer which sets out Sikh beliefs about God. Nishan Sahib: The flag outside a gurdwara. Panj Pyares: The first 5 members of the Khalsa. Sikh: From the word 'sishya' meaning 'disciple'.</p>

YEAR 8 CYCLE 1 WEST EXE BACCALAUREATE

WEST EXE BACCALAUREATE – YEAR 8, CYCLE 1b – THE ENVIRONMENT AND ANIMAL RIGHTS			
Week 6	Week 7	Week 8	Week 9
THE ENVIRONMENT - GLOSSARY			
<p>Awe and wonder: Marvelling at the complexity and beauty of the universe.</p> <p>Carbon footprint: The impact of greenhouse gases on the planet, measured in units of CO₂</p> <p>Conservation: Looking after the environment and protecting animals.</p> <p>Creationism: A belief that God created the Universe.</p> <p>Earth summits: Meetings of international leaders aimed at agreeing ways to reduce pollution and climate change.</p>	<p>Evolution: The belief that life forms have developed from simple to complex creatures.</p> <p>Fossil fuels: Hydrocarbons used as fuels, like gas, petrol and coal</p> <p>Ozone Layer: A layer of ozone in the upper atmosphere that absorbs most of the sun's radiation; it is being destroyed by CFCs.</p> <p>Sustainable development: Development which takes into consideration the impact on the natural world for future generations.</p>	<p>Environment</p> <p>Christianity " ... God created the heavens and the Earth"</p> <p>Islam " ... among his signs is the creation of the heavens and the Earth"</p> <p>Animal rights</p> <p>Christianity " ... not one sparrow is forgotten by God"</p> <p>Islam "Allah... knows its dwelling and resting place"</p>	<p>Week 10</p> <p>ANIMAL RIGHTS - GLOSSARY</p> <p>Factory farming: When animals used for meat or dairy products are kept indoors in very small spaces.</p> <p>Free-range farming: When animals used for food can roam freely outdoors.</p> <p>Natural habitats: The places where species of plants or animals live in the wild.</p> <p>Stewardship: The idea that believers have a duty to look after God's world.</p> <p>Vegan: A person who will not use any animal product.</p>
THREATS TO THE ENVIRONMENT			
<p>ACID RAIN: Rain made acid through pollution in the atmosphere as the result of emissions from factories, vehicles, etc.</p> <p>CARBON EMISSIONS: Release of greenhouse gases, such as carbon monoxide, from vehicles and factories, into the atmosphere.</p>	<p>DEFORESTATION: The cutting down of large amounts of forest, which destroys natural habitats; usually for financial reasons.</p> <p>GLOBAL WARMING: The belief, supported by many scientists, that the world is getting warmer, due to the actions of humans.</p>	<p>GREENHOUSE EFFECT: The Sun's heat is trapped in the lower atmosphere, due to an increase in CO₂, methane and other pollutants.</p> <p>NATURAL DISASTERS: Damage to buildings and the environment caused by nature, e.g. earthquakes, volcanoes and tsunamis .</p>	<p>PESTICIDES: Poisons used to kill insects and pests that attack crops. The pesticide can get into streams and poison the water, killing fish.</p> <p>POLLUTION: A substance that contaminates the environment, such as litter (land pollution) or oil or smog, (water / air pollution).</p>
ETHICAL QUESTIONS ABOUT ANIMAL RIGHTS			
<p>Should we eat animals?</p> <p>YES Animals provide us with protein which we need to stay healthy</p> <p>NO Animals should have the right to life; we don't need to eat meat to be healthy</p>	<p>Should we keep animals captive?</p> <p>YES Breeding programmes help and protect endangered animals</p> <p>NO Wild animals should live in their natural habitat and not be kept in cages</p>	<p>Should we use animals for work?</p> <p>YES The animals are well looked after and can help people in need, or the police</p> <p>NO Animals can be treated badly or overworked, some get injured or even killed</p>	<p>Should we use animals in sport?</p> <p>YES It gives the animals exercise and their owners take good care of them</p> <p>NO Killing foxes, deer and bulls just for entertainment is morally wrong</p>
<p>Should we test on animals?</p> <p>YES It is the best way to find cures for diseases that can kill thousands of people</p> <p>NO Testing is cruel, unnecessary, and often doesn't even benefit humans</p>			

INTRODUCTION OF GRAMMAR

Introduction to Grammar – Knowledge Organiser

Name	Definition	Example
Types of Verb	Verb A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being	The boy ran to the park. I was here long ago.
	Auxiliary Verbs Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of be, do, have or a modal, used with a main verb to form different tenses	She is reading a book. We were going to the beach. I had to eat the cake.
	Modal Verbs These combine with other verbs to express necessity, possibility, and intention.	You should know what modal verbs are. He might not know the milk has gone bad. I ought to stop eating so much cake.
	Participles They are words formed from verbs and look like verbs, <i>but</i> they are used as adjectives (i.e. they describe a noun). Past participles end in 'ed'; present participles end in 'ing'. These will always be non-finite.	In the house, there was a screaming witch. The worried man kept eating the cake. The dying woman reached for the hand of her weeping son.
	Gerunds A gerund is a verb that is acting as noun in a sentence. It's made from a verb by adding 'ing'. Infinitives are the 'to' form of the verb. E.g. to ski Gerunds are the 'ing' form of the verb which acts as a noun.	Skiing is fun. I enjoy skiing.
Finite or Non-finite?	Finite and non-finite verbs All verbs – regardless of their type – are either finite or non-finite when they are used. Finite verbs can only be used in some circumstances – if you change tense, the number or the person it will have to change. Whereas, a non-finite verb can be used in ANY number of circumstances. They won't change even if you alter the tense, the number or the person.	Ben sat on the bench, looking at the ducks. <i>First, identify the verbs...</i> In the park, Ben sat on the bench, looking at the ducks. <i>Then, change the tense...</i> In the park, Ben sits on the bench, looking at the ducks. Sat is finite – It had to change. Looking is non-finite – It didn't need to change
Types/parts of sentence	Main Clause/Simple Sentence A main clause/simple sentence has one – and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A subject is the thing doing the verb.	The crocodile ate my friend. In the desert, scorpions hide. The car crash was unexpected and tragic.
	Object A main clause can have an object, but it doesn't need one. The object is the thing that receives the verb – the subject affects it in some way.	The girl kicked the ball . The man ate all of the cake.
	Imperative sentences Imperative verbs act as an instruction or command. It is a sentence, but it only has a finite verb as the subject is implied. This means it is obvious who the sentence is referring to so that it doesn't need to be stated.	Sit down. Hand me that cake! Tell me when the pain started.
	Compound sentence Two main clauses linked together by a co-ordinating conjunction (FANBOYS). For/And/Nor/But/Or/Yet/So	The chips were delicious, but the fish was foul. I went to the shops to get some cake, so I could eat it for dessert. The man went dancing and the woman played Xbox.
	Complex sentence Made up of two parts: a main clause and one or more subordinate clause . A subordinating conjunction always comes at the start of the subordinate clause.	The boy sat down after he heard the news. Nobody saw the alien because he was invisible.

Complex sentence – subordinate fronted	As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	After he heard the news, the boy sat down. <u>Because he was invisible, nobody saw the alien.</u>
Embedded clause/phrase	Clauses and phrases can be embedded in both main and subordinate clauses. They are <i>usually</i> embedded between the subject and the finite verb (of either the main or the subordinate clause). A comma is needed both before and after the embedded ingredient	Monkeys, <u>that were jumping and calling</u> , surrounded the car. The nun, with whom I recently had a falling out with , prayed to God.
Fragments	A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech.	This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" "Home."
Phrases		
Phrases	Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.	This is a clause: after the school day ended. This is a phrase: after school.
Prepositional Time Phrases	Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause.	Yesterday, it was snowing heavily. It was snowing heavily yesterday.
Prepositional Place Phrases	Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause.	Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill.
Present Participle Phrases (ING)	Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma – BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause.	Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support.
Past Participle Phrases (ED)	As above, but begins with an ED past participle.	Scared he might not make it , the boy ran to the toilet.
Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated.	The young couple hugged, thrilled at the news of their pregnancy. Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded.
Advanced Punctuation		
Semi-colon	Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon.	This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland.
Colon	Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'.	It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey.
Dashes	The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma.	The dash is a versatile tool – it can replace a semi-colon or colon. You might also want to know – if you're <i>really</i> interested – that it can replace commas too.

