

# Knowledge Book

Year 8

**Cycle Two**

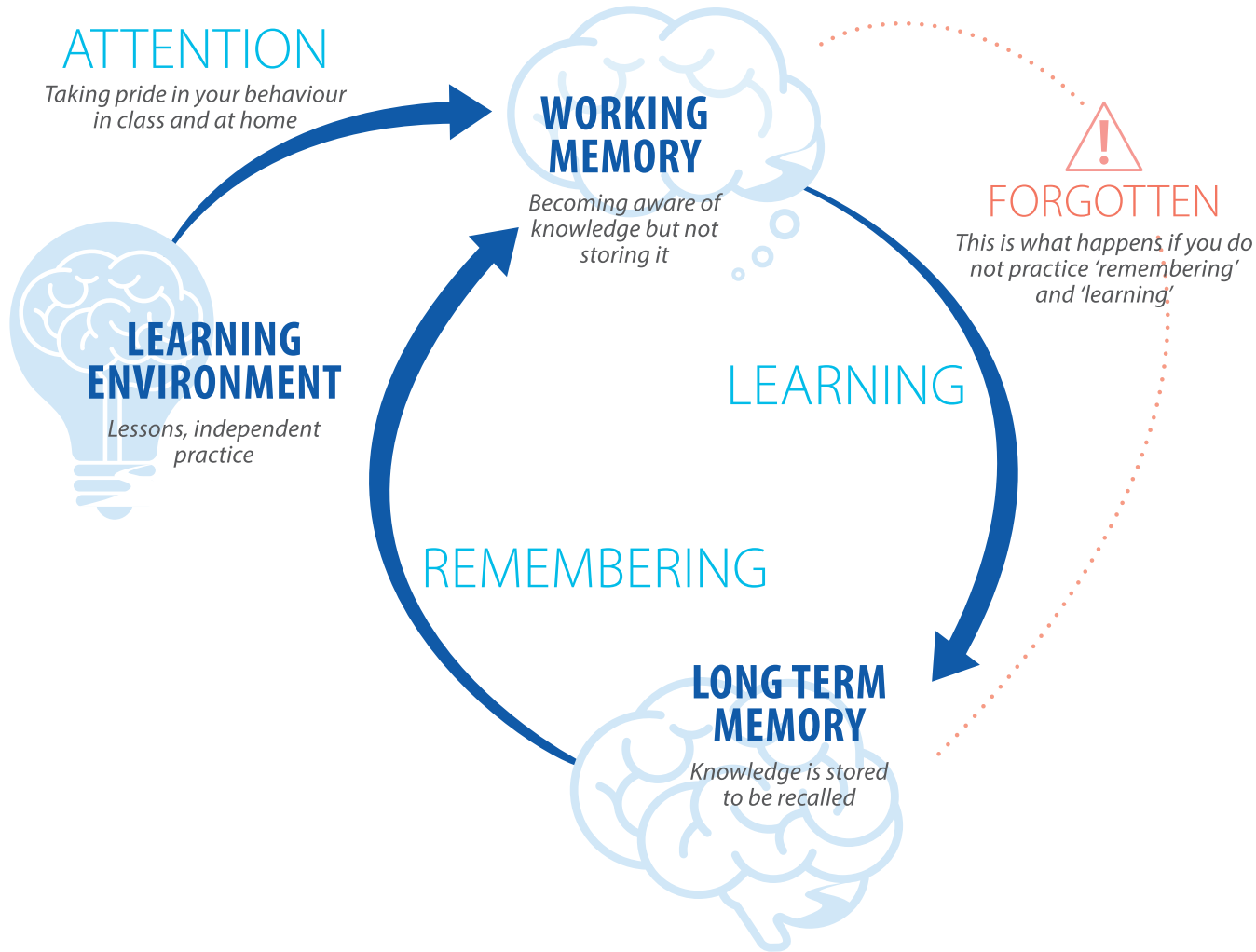
Name:



**West Exe School**

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# THIS IS HOW YOU LEARN



## REMEMBERING: MASTERING YOUR MEMORY

**Learning** is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

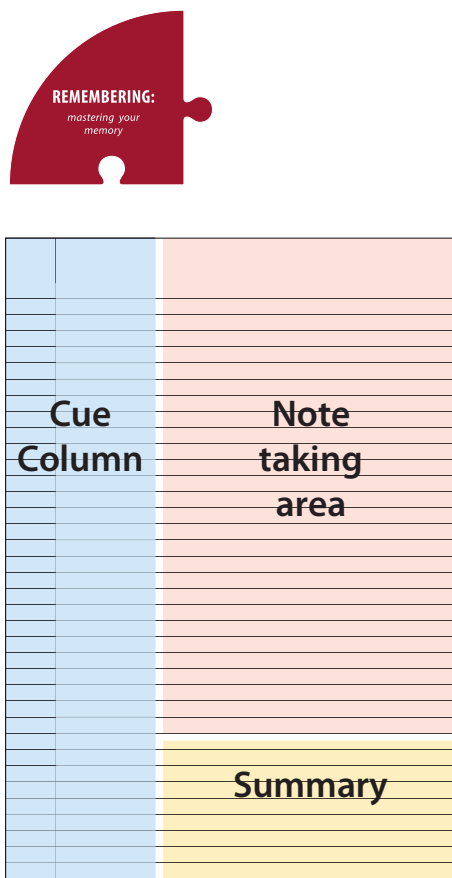
Our ability to learn and remember is enhanced when we engage in activities that test what we remember. 'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.



## 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**.

You are expected to spend a minimum of one hour on extended practice each day, with additional tasks on Friday for the weekend. There are four subjects to study each day, with six on Friday, 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 homework timetable. **All weekly quizzes should be completed by 8am on Monday Morning.** The content of 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	Sparx Quiz	WEB	Cornell notes and Sparx quiz
Spanish	Weekly vocabulary and Language Nut	Creative Tech	Cornell notes and Sparx quiz

### 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 homework for each subject, you will receive a detention to be carried out later that day.

	10 minutes	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Monday	Science	Spanish	English	Maths - SPARX		
Tuesday	Science	Spanish	Geography	Maths - SPARX		
Wednesday	No homework due to The Electives 3:05 - 4:05					
Thursday	Science	Spanish	English	History		
Friday	Science	Spanish	English	Maths - SPARX	Creative Tech	WEB

### Maths Sparx Reminder

Sparx practice is set 8am on a Wednesday morning and 100% of compulsory and Target is to be completed by **8am the following Wednesday 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 your tasks earlier than later. Support will be offered on a Friday and Monday at break in MA1 if you are struggling with any questions. Any student who has not completed 100% by **8am Wednesday morning** will be expected to attend Sparx after school 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.






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## HOUSE WEEK, WEST EXE SCHOOL & BRITISH VALUES

	West Exe School Values	British Values	House Week Activities	Key Questions
House Week 1	<p><b>Citizenship</b></p>  <p>Through respect, responsibility and integrity we make the world a better place.</p>	<p><b>Democracy</b></p> <p>Understanding how citizens can influence decision-making through the democratic process.</p> <p><b>Rule of Law</b></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"> <li>• School Parliament Elections</li> <li>• House Charity Vote</li> </ul>	<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><b>Compassion</b></p>  <p>Through kindness and empathy we care and show respect for ourselves and others.</p>	<p><b>Tolerance and Mutual Respect</b></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. Importance of identifying and combating discrimination.</p>	<ul style="list-style-type: none"> <li>• Charity Fundraising</li> <li>• Anti-bullying Ambassadors Activities</li> <li>• Green Team Activities               <ul style="list-style-type: none"> <li>• Mental Health</li> </ul> </li> <li>• Celebrating Diversity</li> </ul>	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	<p><b>Compassion</b></p>  <p>We are brave in our actions and ambitions in our dreams.</p>	<p><b>Individual Liberty</b></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"> <li>• Transition Focused Activities               <ul style="list-style-type: none"> <li>• Sports Day</li> </ul> </li> <li>• Taster Sessions (being brave and trying new things)</li> </ul>	<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!*

**Speak**

"You always have to remember that bullies want to bring you down because you have 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.**

**ChildLine**  
0800 1111

**NSPCC**  
**HELPLINE**  
0808 800 5000  
help@nspcc.org.uk

# 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.



*One day I think these jobs might be interesting...*

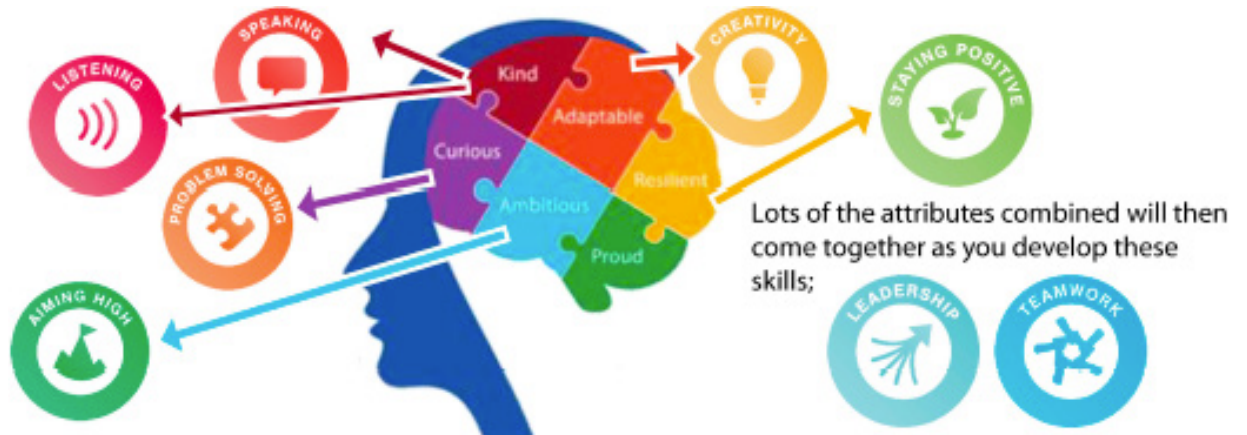
## Opportunity

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

- Assembly on "Careers & Curriculum Choices"
- Employer encounters
- Curriculum choices support and CareerPilot sessions

## 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.



## 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.

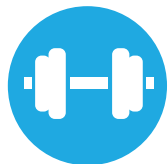
**Healthy body - healthy mind!** Links between physical activity and mental wellbeing. WES 10-a-day.

**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><b>Skill development:</b> 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><b>Attend an after-school club to help you develop and</b> improve these skills further. <input type="checkbox"/></p> <p><b>Developing fitness</b></p> <p>For one of the sports, you are covering in this cycle, <b>identify the main components of fitness needed.</b> <input type="checkbox"/></p> <p><b>Engage in periods of sustained physical activity.</b></p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> <li>1. Aerobic exercise.</li> <li>2. Exercises to strengthen muscles and bones.</li> </ol> <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> <li>• Aim to do 60 mins of moderate-vigorous physical activity each day across the week.</li> <li>• Take part in activities that develop movement skills, muscles and bones.</li> <li>• Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.</li> </ul> <p><b>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</b></p> <p><b>Monitor your screen time for a week.</b> <input type="checkbox"/></p> <p><b>Use equipment safely and hygienically.</b></p> <p><b>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed.</b> <input type="checkbox"/></p> <p><b>Cook a healthy meal from one of the recipes you have done in food this cycle.</b> <input type="checkbox"/></p>	<p>Making appropriate time for <b>rest, relaxation, and sleep</b> - Having routines that support positive mental health.</p> <p><b>Try to get 8-10 hours of good quality sleep a night!</b></p> <p><b>Rules, strategies and tactics.</b> Think about:</p> <ul style="list-style-type: none"> <li>• What are the main <b>rules</b> for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/></li> <li>• Can you give an example of a <b>simple strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>• Can you give an example of a more <b>complex strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>• <b>Give 3 rules you must follow in the kitchen.</b> <input type="checkbox"/></li> </ul> <p><b>Terminology:</b></p> <p><b>Give 3 examples of terminology you have learnt in any of your SHN lessons.</b> <input type="checkbox"/></p> <p><b>Knowledge of muscles and bones</b> - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p><b>Being resilient</b> - positive growth mindset and never give up attitude- always looking to improve! <b>Give an example of how you have demonstrated resilience in your lessons.</b> If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p><b>Leadership</b> - 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"> <li>• <b>Offer to be a leader for a lesson!</b> <input type="checkbox"/></li> <li>• <b>Help another person in a lesson to help them make progress.</b> <input type="checkbox"/></li> <li>• <b>Officiate a game.</b> <input type="checkbox"/></li> <li>• <b>Give feedback and support to another person.</b> <input type="checkbox"/></li> <li>• <b>Motivate and encourage others in a lesson.</b> <input type="checkbox"/></li> <li>• <b>Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching.</b> <input type="checkbox"/></li> </ul> <p><b>Teamwork</b> - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p><b>Give 2 examples of where you have shown good teamwork.</b> <input type="checkbox"/></p> <p><b>Communication</b></p> <p><b>Verbal</b> - give some feedback on a performance - <b>What went well? How could they improve it?</b> <input type="checkbox"/></p> <p><b>Non-verbal</b> - Use of whistle, signals as an official, use of a demonstration - <b>Try to do one of these each week.</b> <input type="checkbox"/></p> <div data-bbox="1615 1219 1789 1394" 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...

**Environment**

Your environment influences who you become, what you believe and do.

Who can support you?

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

I will change my technology use by...

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

What could you change at home

**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?

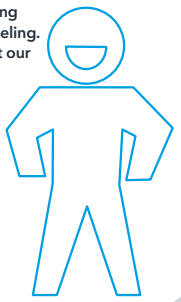
Is there anything I can do about it?

**No?** Let it go.

**Yes?** Do it now or make a plan about how and when you will do it.

**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:

- Stand/sit tall with your shoulders back
- Hold your head up
- Smile

**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?

**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...

**Visualisation**

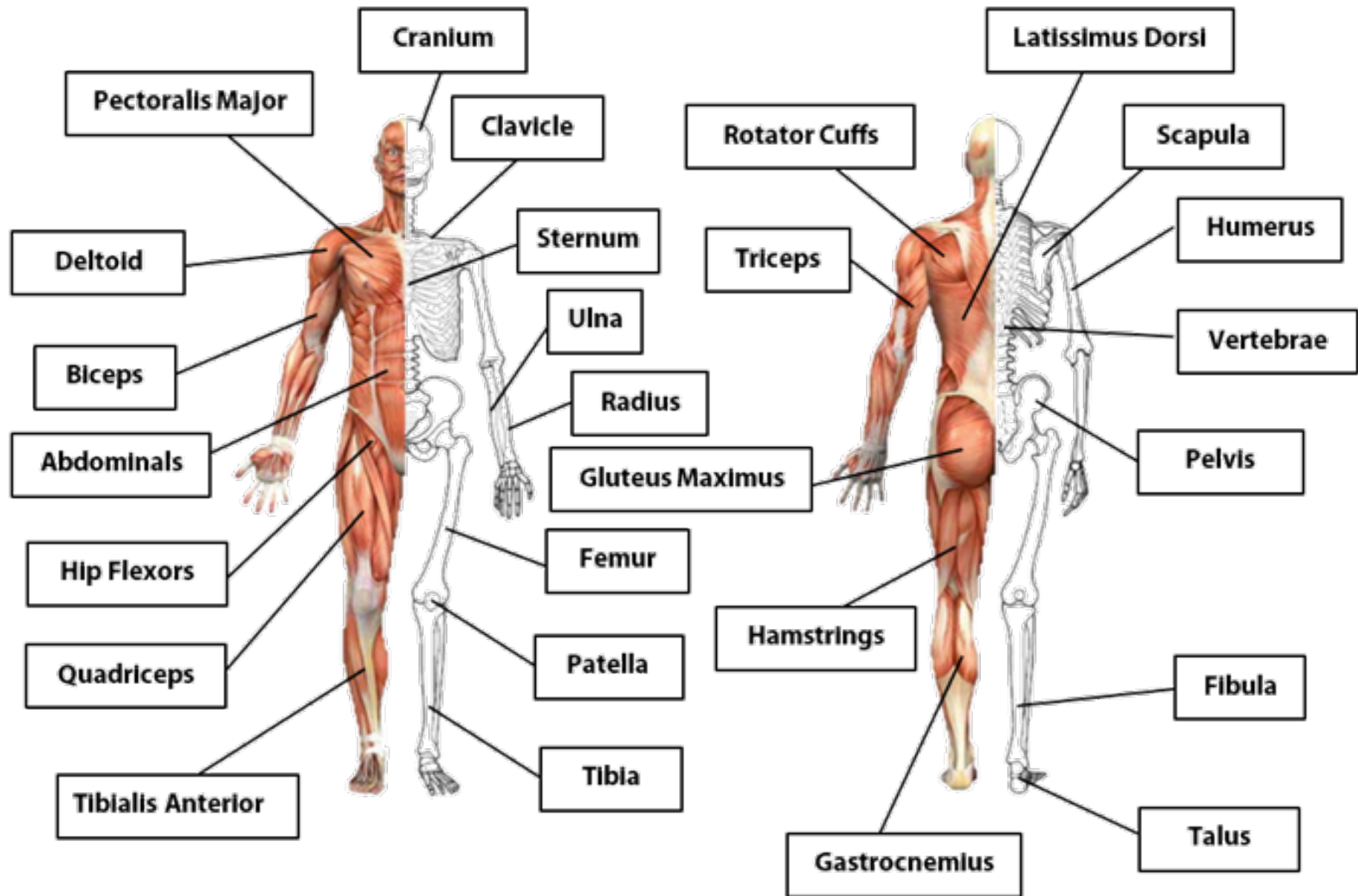
Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

**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.

**New habits and actions**

SPORT, HEALTH AND NUTRITION - Muscles and Bones



## YEAR 8 CYCLE 2 SPORT, HEALTH AND NUTRITION

Week 1 / 2	Week 3 / 4	Week 5 / 6	Week 7 / 8	Week 9 / 10
<p><b>Fitness:</b> The ability to meet the demands of the environment.</p> <p><b><u>Components of health-related fitness:</u></b></p> <p><b>Cardiovascular/Aerobic endurance:</b> The ability of the heart and lungs to supply oxygen to the working muscles</p> <p><b>Muscular endurance:</b> The ability of a muscle or group of muscles to undergo repeated contractions, avoiding fatigue.</p> <p><b>Muscular Strength:</b> Ability to overcome resistance</p> <p><b>Flexibility:</b> The range of movement possible at a joint.</p> <p><b>Body Composition:</b> The percentages of fat, bone, water and muscle in the body</p>	<p><b><u>Components of Skill related fitness:</u></b></p> <p><b>Power:</b> Strength x Speed</p> <p><b>Coordination:</b> The ability to use two or more body parts together smoothly and efficiently</p> <p><b>Reaction Time:</b> Time taken to start responding to a stimulus</p> <p><b>Agility:</b> The ability to change direction quickly whilst maintaining control</p> <p><b>Balance:</b> The ability to hold the body stable by maintaining the centre of mass over the base of support</p> <p><b>Speed:</b> The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.</p>	<p><b><u>Testing the components of Fitness:</u></b></p> <p><b>Cardiovascular/Aerobic endurance:</b> 12 min Cooper run Multi-Stage fitness test</p> <p><b>Muscular endurance:</b> Harvard step test Press up test Sit up test.</p> <p><b>Muscular Strength:</b> 1Rep Max Lift Hand grip dynamometer</p> <p><b>Flexibility:</b> Sit and reach</p> <p><b>Body Composition:</b> BMI calculations, Skinfold callipers, Omeron.</p> <p><b>Power:</b> Standing broad jump Vertical sergeant Jump</p> <p><b>Co-ordination:</b> Alternate ball throw</p> <p><b>Reaction time:</b> Ruler drop test</p> <p><b>Agility:</b> Illinois Agility test</p> <p>Balance: Stork balance test</p> <p><b>Speed:</b> 30m sprint test</p>	<p><b><u>Short term physical effects of exercise</u></b></p> <ul style="list-style-type: none"> <li>• Increased breathing rate, heart rate, stroke volume, cardiac output</li> <li>• Increased blood pressure</li> <li>• Increased body temperature (sweating)</li> <li>• Decreased hydration levels</li> <li>• Muscle fatigue</li> </ul> <p><b><u>Long term physical effects of exercise</u></b></p> <ul style="list-style-type: none"> <li>• Improved cardiovascular endurance</li> <li>• More efficient use of oxygen</li> <li>• Lower blood pressure</li> <li>• Decreased resting heart rate</li> <li>• Increased muscular endurance</li> <li>• Increased muscular strength</li> <li>• Muscle hypertrophy – bigger muscles</li> <li>• Increased red blood cell production</li> <li>• Increased flexibility</li> <li>• Change in body shape</li> <li>• Reduces the chances of you suffering injuries.</li> </ul>	<p><b><u>Health</u></b></p> <p>A state of complete physical, mental and social wellbeing and not merely the absence of disease and infirmity.</p> <p>This means to be healthy you need to be in good physical , social and mental shape.</p> <p>Physical health</p> <p>Mental health</p> <p>Social health</p> <p><b><u>Social effects effects of exercise and participation</u></b></p> <ul style="list-style-type: none"> <li>• Opportunities to socialise/make friends.</li> <li>• Opportunities to work together/ team working.</li> <li>• Encourages co-operation and communication.</li> <li>• Makes you feel valued</li> </ul> <p><b><u>Mental effects of exercise and participation</u></b></p> <ul style="list-style-type: none"> <li>• Reduces stress and anxiety</li> <li>• Release of feel good hormones – serotonin</li> <li>• Feel good about self; self esteem; self worth.</li> </ul>



Literacy Marking Codes

	What it means	What you need to do in green pen
SP	Incorrect spelling	Find the correct spelling and write it in the margin three times
CL	Use a capital letter	Replace the lower case letter with a capital
O	Missing full stop or other missing punctuation	Add the punctuation in the correct place
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place/speaker)
WW	Wrong word choice	The word you have chosen does not fit in this sentence - chose an alternative
?	Does this make sense?	Re-write the sentence so it makes sense
HW	Handwriting is illegible	Re-write the selected words so they are legible and clear

Reading Consistencies

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.
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.
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.
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.
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.

The West Exe Canon - a collection of culturally significant texts

Diary of a Young Girl - Anne Frank (1947)

**Perhaps the most famous personal account of the Holocaust.**

**Synopsis:** Anne's diary begins on her thirteenth birthday, June 12, 1942, and ends shortly after her fifteenth. She is a young girl in hiding from the Nazis. If they find her and her family they will arrest them and take them to a concentration camp.

**Context:** Two secretaries who worked in the building found the books containing Anne's diary entries scattered over the floor of the annex. The diaries were given to Miep Gies, an assistant in Otto's office. When the war ended in 1945, Miep delivered the diary to Otto Frank, who had survived the horrors of the Auschwitz concentration camp.

The Signalman-Charles Dickens (1866)

**A story of supernatural powers and of the men who believe, and struggle not to believe, in them.**

**Synopsis:** The signal man feels he is being haunted by a recurring spirit that he has seen several times at the entrance to the tunnel. With each appearance of the spirit, a tragedy soon follows. What will happen to our narrator in this spooky tale?

**Context:** This book was written in the great age of railways: there was a glamour and mystique about the sheer power of steam locomotives as they thundered down the railway lines criss-crossing the country. So, in this story, the railway and the passing trains are the dominant feature.

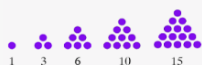

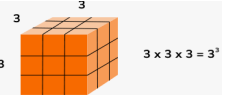






## YEAR 8 CYCLE 2 ENGLISH

YEAR 8 CYCLE 2 MATHS

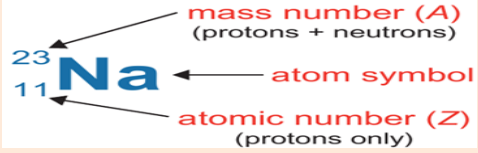
<u>Word</u>	<u>Used in context</u>	<u>Definition</u>	<u>Example</u>
<b>Prime</b>	Which of the following numbers are <b>prime</b> ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
<b>Indices (pl.) / Index (sing.)</b>	Express $3 \times 3 \times 3 \times 3$ in <b>index</b> form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$
<b>Triangular Numbers</b>	What is the 2 <sup>nd</sup> <b>triangular number</b> ?	The result of adding all the previous integers together.	
<b>Square Numbers</b>	What is the 5 <sup>th</sup> <b>square number</b> ?	The result of multiplying a number by itself.	
<b>Cube Numbers</b>	What is the 3 <sup>rd</sup> <b>cube number</b> ?	The result of multiplying a number by itself and then itself again.	
<b>Mixed Number</b>	Express $\frac{12}{5}$ as a <b>mixed number</b> .	A number made up of an integer (whole number) and a proper fraction.	$2 \frac{2}{5} \quad 5 \frac{3}{4} \quad 12 \frac{1}{10}$
<b>Improper Fractions</b>	Express $2 \frac{1}{2}$ as an <b>improper fraction</b> .	A number where the numerator is greater than the denominator.	$\frac{6}{4} \quad \frac{17}{5} \quad \frac{23}{7}$
<b>Simplest Form (Fractions)</b>	Write the fraction $\frac{5}{10}$ in its <b>simplest form</b> .	Smallest possible equivalent fraction where the numerator and denominator have no common factors.	$\frac{24}{30} = \frac{12}{15} = \frac{4}{5}$
<b>Cross-cancelling</b>	By using <b>cross-cancelling</b> , multiply the following fractions and give your answer in its simplest form.	The process of finding a common factor between the numerator of one fraction and the denominator of another fraction and dividing each by this.	$\frac{2}{3} \times \frac{3}{7} = \frac{2 \times 1}{3 \times 7} = \frac{2}{21}$
<b>Percentage</b>	A class contains 10 students, 5 of them are boys. What <b>percentage</b> of the class are boys?	Number of parts per hundred.	$\frac{5}{10} = 50\%$



YEAR 8 CYCLE 2 MATHS

Word	Used in context	Definition	Example
<b>Term</b>	In the expression $4x - 7$ , $4x$ is the <b>x-term</b> and $7$ is the <b>number term</b> .	A single number or variable (letter).	
<b>Variable</b>	The <b>variable</b> in the expression $4x - 7$ is the letter $x$ .	A symbol (usually a letter) that represents an unknown number.	
<b>Co-efficient</b>	The <b>co-efficient</b> of $5x^2$ is $5$ .	A number used to multiply a variable. Variables with no number have a co-efficient of $1$ .	
<b>Equation</b>	The <b>equation</b> only has a variable on one side.	Two collections of terms that are equal.	
<b>(To) Solve</b>	<b>Solve</b> the following equation to find the value for $x$	Finding the value of an unknown variable.	$y + 14 = 20$ $\quad -14 \quad -14$ $y = 6$
<b>Inverse</b>	What is the <b>inverse</b> operation for addition?	The process of undoing a calculation by doing the opposite operation.	
<b>Linear Equations</b>	Solve the <b>linear equation</b> .	An equation where the variable has a power of $1$ .	$y = 6x + 8$
<b>Substitute</b>	<b>Substitute</b> $y = 4$ into the expression: $3y + 6$ .	The process of replacing a variable in an equation, expression or formula with a known value.	$5x + y$ <p>If <math>x = 4</math> and <math>y = 3</math></p> $5 \times 4 + 3$
<b>Inequalities</b>	There are four <b>inequality</b> symbols; $>$ $<$ $\geq$ $\leq$	$>$ means "Greater/more than", $<$ means "Less than", $\geq$ mean "greater than or equal to" and $\leq$ means "less than or equal to".	$6 > 2$ $-2 < 5$ $2x > 6$
<b>Ratio</b>	The <b>ratio</b> of boys to girls in my class is $5 : 4$ .	A ratio says how much of one thing there is compared to another.	
<b>Proportion</b>	What <b>proportion</b> of my class are boys?	A number considered in comparison to the whole amount.	
<b>Direct Proportion</b>	Speed and distance are in <b>direct proportion</b>	When two amounts are in proportion, and one increases as the other increases.	
<b>Scale Factors</b>	Find the <b>scale factor</b> that transforms shape A to Shape B.	The number you multiply one amount by to get to another amount.	

## YEAR 8 CYCLE 2 SCIENCE

Year 8 Combined Science Cycle Two	Week One	Week Two												
<b>Key Vocabulary</b>	<p><b>Atomic structure:</b></p> <ol style="list-style-type: none"> <li>1. Atoms are made up of three smaller parts (called <b>subatomic particles</b>) : <b>protons, neutrons</b> and <b>electrons</b></li> <li>2. At the centre of atoms is a tiny <b>nucleus</b>, containing <b>protons</b> and <b>neutrons</b>.</li> <li>3. <b>Electrons</b> are particles that occupy <b>electron shells</b> arranged around the nucleus.</li> <li>4. The <b>1<sup>st</sup> shell</b> can contain up to 2 electrons.</li> <li>5. The <b>2<sup>nd</sup></b> and <b>3<sup>rd</sup> shells</b> can contain up to 8 electrons.</li> </ol> <table border="1" data-bbox="808 619 1357 826"> <thead> <tr> <th>Particle</th> <th>Charge</th> <th>Mass</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+ 1</td> <td>1</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> </tr> <tr> <td>Electron</td> <td>- 1</td> <td>1/1835</td> </tr> </tbody> </table>	Particle	Charge	Mass	Proton	+ 1	1	Neutron	0	1	Electron	- 1	1/1835	<p><b>Using the periodic table:</b></p> <ol style="list-style-type: none"> <li>1. You can use a <b>periodic table</b> to find the number of <b>subatomic particles</b> each element has.</li> <li>2. The <b>atomic mass number</b> = the number of <b>protons</b> and <b>neutrons</b>.</li> <li>3. To find the <b>number of neutrons</b> in an atom subtract the atomic number from the atomic mass.</li> <li>4. The <b>atomic number</b> = the number of protons and is also the same as the number of electrons. This is because all atoms have <b>no overall charge</b>.</li> </ol> 
Particle	Charge	Mass												
Proton	+ 1	1												
Neutron	0	1												
Electron	- 1	1/1835												
<ol style="list-style-type: none"> <li>1. <b>Atom:</b> the smallest particle of a chemical element that can exist.</li> <li>2. <b>Base:</b> a substance that will react with an acid to form only a salt and water.</li> <li>3. <b>Chemical property:</b> how a substance reacts with other substances.</li> <li>4. <b>Compound:</b> contains two or more types of atom joined together.</li> <li>5. <b>Diatomic:</b> a molecule comprising of just two atoms, such as chlorine Cl<sub>2</sub>.</li> <li>6. <b>Electronic configuration:</b> is the way in which <b>electrons</b> are arranged in an <b>atom</b>.</li> <li>7. <b>Element:</b> contains just one type of atom .</li> <li>8. <b>Inert:</b> does not react.</li> <li>9. <b>Molecule:</b> a particle consisting of two or more atoms joined together by covalent bonding.</li> <li>10. <b>Periodic table:</b> a chart in which the elements are arranged in order of increasing atomic number.</li> <li>11. <b>Physical Property:</b> a description of how a material behaves to forces and energy.</li> </ol>	<p><b>Week Three</b></p> <p><b>Periodic table – groups:</b></p> <ol style="list-style-type: none"> <li>1. The <b>periodic table</b> is arranged so that elements in the same vertical column (<b>group</b>) have similar <b>chemical</b> and <b>physical properties</b>, and show trends in those properties.</li> <li>2. All <b>alkali metals</b> (group 1 elements) have relatively low melting points, are soft and are easily cut. They are also <b>very reactive</b>.</li> <li>3. The <b>halogens</b> (group 7 elements) all exist as <b>diatomic</b> molecules. They are non-metal elements, which are poor conductors of heat and electricity.</li> <li>4. The <b>noble gases</b> (group 0 elements) are colourless, have low melting and boiling points and are poor conductors of heat and electricity. A unique property is that they are all <b>inert</b>.</li> </ol>	<p><b>Week Four</b></p> <p><b>Chemical rates of reaction:</b></p> <ol style="list-style-type: none"> <li>1. For a chemical reaction to occur the <b>reactant</b> particles must <b>collide</b> or '<b>bump</b>' together with enough <b>energy</b> to react.</li> <li>2. The minimum amount of energy needed for a reaction to occur is called its <b>activation energy</b>.</li> <li>3. During <b>successful collisions</b>, this energy helps to <b>break bonds</b>, so that atoms can be rearranged to make new substances (called <b>products</b>).</li> <li>4. In general, reaction rates are increased when:       <ol style="list-style-type: none"> <li>a) the <b>energy</b> of the collisions is increased (by <b>increasing temperature</b>)</li> <li>b) the <b>frequency</b> of collisions is increased (by increasing <b>concentration, pressure or surface area</b>).</li> </ol> </li> </ol>												

## YEAR 8 CYCLE 2 SCIENCE

Week Five	Week Six	Week Seven
<p><b>Investigating rates of reaction:</b></p> <ol style="list-style-type: none"> <li>1. The <b>rate of a reaction</b> is the speed at which <b>reactants</b> are turned into <b>products</b>.</li> <li>2. Reaction rates usually fastest at the start . This is when the concentration of the reactants is greatest.</li> <li>3. Increasing the <b>temperature</b> increases the <b>rate of reaction</b> because the reactant particles speed up and have more energy. They therefore <b>collide</b> more often and have enough <b>activation energy</b>.</li> <li>4. Increasing <b>surface area</b> increases the rate of reaction because more particles are <b>exposed</b>, so collisions occur more often.</li> <li>5. Rates of reaction can be measured by measuring changes in the <b>mass</b> or <b>volume</b> of reactants or products.</li> <li>6. <b>Gas volumes</b> can be measured accurately using a <b>gas syringe</b>.</li> </ol>	<p><b>Acids and alkalis:</b></p> <ol style="list-style-type: none"> <li>1. <b>Chemicals</b> can be either <b>acidic, alkaline</b> or <b>neutral</b>.</li> <li>2. The acidity or alkalinity of a solution can be measured on the <b>pH scale</b>. Most solutions lie between 0 and 14 on the scale.</li> <li>3. Solutions with a <b>pH of 7</b> are <b>neutral</b>. <b>Acidic</b> solutions have pH values <b>less than 7</b> and <b>alkalis</b> have a <b>pH greater than 7</b>.</li> <li>4. The pH of a solution can be found by using <b>indicators</b> –substances that change colour depending on the pH.</li> <li>5. Acids produce an excess of <b>hydrogen ions</b> (H<sup>+</sup>) when they dissolve in water.</li> <li>6. Alkalis produce excess <b>hydroxide ions</b> (OH<sup>-</sup>) in water.</li> </ol>	<p><b>Neutralisation:</b></p> <ol style="list-style-type: none"> <li>1. A <b>chemical reaction</b> (called neutralisation) happens when you mix together an <b>acid</b> and a <b>base</b>.</li> <li>2. In the reaction an acid and a base react to produce a <b>salt</b> and <b>water</b> only.</li> <li>3. <b>Acid + base → Salt + water</b></li> <li>4. The water (H<sub>2</sub>O) is produced from the <b>H<sup>+</sup> ions</b> from the acid reacting with the <b>OH<sup>-</sup> ions</b> from the alkali.</li> <li>5. A <b>neutral solution</b> is made if you add just the right amount of acid and a base together.</li> <li>6. This can be done more than once to find an <b>average volume</b>.</li> </ol>
Week Eight	Week Nine	Week Ten
<p><b>Covalent bonding:</b></p> <ol style="list-style-type: none"> <li>1. A <b>covalent bond</b> is formed when a pair of <b>electrons</b> is shared between two <b>atoms</b>.</li> <li>2. It usually occurs between <b>non-metal atoms</b>.</li> <li>3. These <b>shared electrons</b> are found in the <b>outer shells</b> of the atoms.</li> <li>4. Sharing electrons enables the atoms to form <b>full outer shells</b> of electrons and become more <b>stable</b>.</li> <li>5. <b>Covalent</b> substances typically have: <ol style="list-style-type: none"> <li>a) low melting points</li> <li>b) low boiling points</li> <li>c) poor conductivity of electricity</li> </ol> </li> <li>6. Examples of <b>simple covalent</b> structures include: hydrogen, water, methane, oxygen and carbon dioxide.</li> </ol>	<p><b>Endothermic &amp; Exothermic</b></p> <ol style="list-style-type: none"> <li>1. <b>Chemical reactions</b> can be Endothermic or Exothermic.</li> <li>2. <b>Heat</b> is given <b>out</b> during <b>exothermic</b> reactions.</li> <li>3. <b>Heat energy is taken in</b> during <b>endothermic</b> reactions.</li> <li>4. <b>Activation energy</b> is the <b>minimum amount of energy required</b> for a reaction to take place.</li> <li>5. Energy profiles of both types of reactions.</li> </ol> <div data-bbox="795 1260 1355 1452"> </div>	<p><b>Combustion &amp; Fuels</b></p> <ol style="list-style-type: none"> <li>1. Burning is a type of <b>combustion</b>.</li> <li>2. <b>Fuels</b> react with <b>oxygen</b> in the air during combustion.</li> <li>3. Examples of <b>hydrocarbon fuels</b> are; <b>Diesel, petrol &amp; Kerosene</b>.</li> <li>4. <b>Complete combustion</b> is when there is lots of oxygen to react with hydrocarbon fuels.</li> <li>5. <b>Carbon dioxide</b> and <b>water</b> are products of complete combustion.</li> <li>6. <b>Incomplete combustion</b> is when there is not enough oxygen to react with the hydrocarbon fuels.</li> <li>7. <b>Carbon Monoxide</b> and <b>carbon</b> are a product of incomplete combustion.</li> <li>8. Less energy is given out during incomplete combustion than complete combustion.</li> </ol>



## YEAR 8 CYCLE 2 GEOGRAPHY - Development & Resources

### WEEK 1

**Development:** the process of change by which people reach an acceptable standard of living or quality of life.

**Gross National Income (GNI):** the total value of goods and services in a country as well as income earned from investments overseas.

**Birth and death rate:** the number of people who are born/die in a year per 1000 people

In 2016, the richest 20% consumed 80% of the world's resources.

### WEEK 2

Causes of **uneven development** around the world can be physical and human.

**Physical factors:** climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource

**Human factors:** colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war and conflict, disease and debt.

### WEEK 3



**Quality of life:** the general wellbeing of people which includes income, health, education, employment and the environment.

**North-South divide:** refers to the economic and social differences between Southern England and the rest of Great Britain. The divide cuts through the Midlands.

In the north, life expectancy is lower, there is more unemployment and you are less likely to achieve high grades at school.

### WEEK 4

**Employment structure:** dividing businesses and industries into sectors

**Primary industries:** involve collecting raw materials such as farming, mining & fishing

**Secondary industries:** making the raw material into a product e.g. factory worker

**Tertiary industries:** providing a service e.g. teacher, policeman

**Quaternary industries:** information and technology e.g. space science, pharmaceuticals

### WEEK 5



**Sustainable Development Goals (SDGs):** 17 goals defined by the UN in 2015. These goals call for action by all countries and aim to end poverty, fight inequality and injustice and tackle climate change by 2030.

**Send a Cow:** a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.

### WEEK 6

**Natural resources:** substances found in nature which can be used by humans e.g. wood, minerals and water.

**Non-renewable:** substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.

**Water scarcity:** a lack of freshwater resources available to meet the demands of water use in an area.

**Fossil fuel:** a natural hydrocarbon fuel such as petroleum, coal or gas formed from the fossilised remains of ancient plants and animals.

### WEEK 7



**Crude oil:** naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals.

**The Middle East** region holds 48% of the world's oil reserves and 43% of the world's natural gas.

It has experienced 570 million years of uninterrupted sedimentation, an ideal setting for the creation of **hydrocarbons**.

Oil was discovered in 1908 in what is now Iran.

### WEEK 8



**Russia** produces 20% of the world's natural gas and is the world's leading producer of oil. Russia **exports** steel and aluminium.

About 20% of the world's forests lie in Russia, supplying much of the world's timber including pine and cedar. In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m below the North Pole. Two mini submarines planted a one-metre high titanium Russia flag on the underwater Lomonosov ridge.

### WEEK 9



**Iceland** has the highest percentage of **renewable energy** contributing to its energy mix of any country in the world.

Renewable sources provide 100% of Iceland's electricity and heat. 80% of electricity is generated from **hydropower** and 20% comes from **geothermal power**. Water heated geothermally is used in the majority of Iceland's homes. Iceland uses non-renewable fossil fuels for cars, other transport and some industry. This means CO<sub>2</sub> per person is still high.


### WEEK 10

**Malthus' theory:** examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc). Eventually, population will outstrip food production.

**Boserup's theory:** came in 1965. Suggests population growth is positive and we invent new methods to obtain food when supplies begin to run out e.g. genetically modified crops.



## YEAR 8 CYCLE 2 HISTORY - How should we remember the British Empire?

<p>1 – Key words</p>	<p><b>Empire</b> - A group of countries, people or land controlled and ruled by one single powerful country.  <b>Colony</b> – a country that is part of an Empire  <b>Penal Colony</b> – an area of land or country that is used to house prisoners  <b>Aborigines</b> – a person that has been in a country or region from earliest times  <b>Commonwealth</b> – a group of nations with shared loyalty or government</p>	<p>6 – Wars 1</p> <p>The British didn't easily create their Empire and they often faced opposition from those within the colonies, who wanted rid of the British from their country:  <b>India</b> - Britain started to occupy India in the 18th Century. As Britain gained control over India there were revolts against the British rule. At the Battle of Plassey in 1757, 3000 British soldiers defeated a 40,000 strong Indian and French Army. Small rebellions broke out and 1000's were killed. Eventually Britain managed to stop the revolt and executed many Indians.  <b>South Africa:</b> In 1879 Britain wanted to control more of Africa and started a war against Zululand. Britain sent 16,000 soldiers and an easy victory was expected against the Zulus who were armed with shields and spears. At the Battle of Isandlwana British soldiers were defeated by 20,000 Zulu warriors. Over 1200 British soldiers were killed and although Britain eventually managed to conquer Zululand this was one of the worst defeats Britain had ever faced.  <b>Afghanistan:</b> In 1838 Britain sent an army of 16,000 men to Afghanistan. Although British troops managed to capture the capital Kabul the Afghans kept attacking British troops. Afghans managed to kill Britain's top general, Sir William Macnaghten and paraded his chopped up body in the streets. Of the 16,000 people who had set out on the retreat from Kabul only one man made it back alive.  <b>America:</b> By 1750 Britain controlled 13 different colonies on the Eastern side of America. In 1773 a protest started in Boston against the tax on tea. It quickly escalated and became a major revolt against British rule. On 4th July 1776 the Americans declared their independence from Britain. Britain quickly sent almost 60,000 soldiers to recapture America but after five years of fighting Britain was defeated.</p>
<p>2- Triangular Trade 1</p>	<p><b>What is an Empire?</b>          -An Empire is a group of countries, people or land that is controlled and ruled by one powerful country.          -The British Empire, at its largest, covered <b>13 million miles</b> or <b>22% of the world!</b>          -It controlled over <b>450 million people</b> or 1/5 of the world's population.          -It began in the <b>16th Century</b>, with British forces establishing trading posts overseas and grew all the way through to the 20th Century.</p>	<p>7 – Wars 2</p>
<p>3- British Empire map 1</p>		<p>8- Empire positives</p> <p>-Many of the foods we enjoy today came originally from the countries of the British Empire such as tea, cocoa, chocolate, coffee, rice, curry          -Clean water and sanitation: Britain improved these important services in the Colonies which meant people were generally healthier.          -Raw Materials: Britain benefitted from a plentiful supply of cheap raw materials that could be made into manufactured goods such as rubber, cloth, and woollen goods. This made Britain wealthy.          -Britain left its system of law in the countries it colonised a legacy of good even today.          -Many former Colonies continue to use the democratic system of Parliament introduced by Britain. This is a force for good in the world.          -The colonies provided soldiers to fight for Britain examples being World War 1 and World War 2</p>
<p>4 – British Empire map 2</p>	<p>Some of the main countries in the British Empire were:          Australia, Jamaica, South Africa, Tanzania, Canada, Malaysia, Ireland, New Zealand, Barbados, Sri Lanka, India</p>	<p>9 – Empire negatives</p> <p>-Rebellion: Many people in the colonies were killed when they rebelled against British rule for example the Mau Mau rebellion in Kenya in 1956          -Economies in the Colonies were wrecked because of Britain's hold over transport and raw materials. Britain became rich and powerful at the expense of its colonies          -Many colonial soldiers died fighting for Britain in its wars          -People in the colonies had no resistance to the diseases the British brought with them          -Christianity was often forced on the local people.          -Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in 150 years.</p>
<p>5 Countries of the British Empire</p>	<p><b>Australia</b> - Australia was used as a location for criminals. Criminals would be shipped to Australia, where they would be used as a workforce. The built roads, buildings, houses, shops etc. It also gave people an opportunity to escape poverty and gain wealth in Australia. It was also an important naval base, helping Britain control the seas.  <b>The Caribbean</b> – Because of the warm climate, the Caribbean grew important crops that Britain could not. Therefore sugar, cocoa and coffee were all grown in the Caribbean and taken to Britain. In the middle of the 1800's however, a combination of bad weather and the growth of sugar in America, led to less money being made from the area.  <b>African countries</b> – Britain used the people of Africa as slaves and made a lot of money selling them at auctions. The Gold Coast was important because it held lots of gold, ivory and silver, which were traded for fortunes.  <b>India</b> – India was an important producer of spices and of materials that were traded for money across the Empire.</p>	<p>10 – End of the Empire</p> <p><b>Actions by people in the colonies</b> – There were demonstrations against British rule in the 1920's for failing to honour promises to Egypt and Iraq. Britain allowed Ireland partition (splitting into Northern Ireland and Ireland), it sent out a message to others in the Empire that they could leave. In 1948 there was violence in Palestine aimed at the British. There were strikes in India, Egypt and Kenya against British Rule.  <b>World Events</b> – In 1931, Canada, Australia and New Zealand formed a new Commonwealth. The domination of the USA and Russia after WW2 showed that you didn't need to have an empire to be a world leader. The loss of countries such as Singapore and Burma during WW2, changed people's attitudes on whether Britain could maintain an empire. Britain was heavily in debt to the USA after WW1.  <b>Trade and Economics</b> - India became less important to the British Empire. The cost of keeping a large number of soldiers to defend the empire was too much. It also became clearer that the Empire could no longer provide Great Britain with the military and economic security she needed. Exports focused from Western Europe and the USA, rather than the Empire.</p>

YEAR 8 CYCLE 2 LANGUAGES - Mi Vida Sana

	Spanish	English	Literal English
Week 2	<b>Para mi, la salud es muy importante así que</b> me gusta comer las frutas y las verduras. ¡Ñam ñam!	<b>For me, health is very important and so I</b> like to eat fruit and vegetables. Yummy!	<b>For me, the health is very important so that</b> to me it pleases to eat the fruits and the vegetables. Yum yum!
Week 3	<b>Además, antes de ir al colegio,</b> monto en bici y el fin de semana juego al fútbol <b>con mi equipo que se llama « Los Azules ».</b>	<b>Furthermore, before going to school,</b> I cycle and at the weekend I play football <b>with my team which is called “The Blues”.</b>	<b>Furthermore, before of going to the school,</b> I mount in bike and the end if week I play to the football <b>with my team which itself calls the blues.</b>
Week 4	<b>Sé que</b> hay que hacer ejercicio y beber dos litros de agua cada día. <b>No se debería ni fumar ni comer alimentos salados.</b>	<b>I know that</b> it’s necessary to do exercise and drink 2 litres of water everyday. <b>You shouldn’t smoke or eat salty foods.</b>	<b>I know that</b> there is that to do exercise and to drink two litres of water each day. <b>Not itself should nor to smoke nor to eat foodstuffs salty.</b>
Week 5	<b>Cuando era más joven,</b> me gustaba comer la comida basura <b>y no hacía deporte.</b>	<b>When I was younger,</b> I used to like to eat junk food <b>and I didn’t do sport.</b>	<b>When I was more young,</b> to me it used to please to eat the food junk <b>and not I was doing sport.</b>
Week 6	¡Qué horror! <b>He decidido cambiar y</b> ya llevo una vida más sana <b>que antes.</b>	How awful! <b>I have decided to change and</b> already I lead a healthier lifestyle <b>than before.</b>	What horror! <b>I have decided to change and</b> already I lead a life more healthy <b>than before.</b>
Week 7	En el futuro, comeré menos azúcar <b>y haré más deporte para mantenerme en forma.</b>	In the future, I will eat less sugar <b>and I will do more sport to keep myself fit.</b>	In the future, I will eat less sugar <b>and I will do more sport for to maintain myself in fit.</b>
Week 8	También, me acostaré temprano todos los días <b>porque dormir bastante es esencial.</b>	Also, I will go to bed early every day <b>because sleeping enough is essential.</b>	Also, myself I will lay down early all the days <b>because to sleep enough is essential.</b>
Week 9	Nunca fumaré y no beberé ni cerveza ni vino. <b>Tampoco comeré los alimentos grasos.</b>	I will never smoke and will drink neither beer nor wine. <b>Neither will I eat fatty foods.</b>	Never I will smoke and not I will drink nor beer nor wine. <b>Neither I will eat the foodstuffs fatty.</b>
Week 10	Lo importante es que hago un esfuerzo; <b>ojála que pueda conseguirlo.</b>	The important thing is that I make an effort: <b>hopefully I can achieve it.</b>	It important is that I do an effort; <b>God willing that I can achieve it.</b>
Week 11	<b>De este manera, creo que un día, estaré más sano que una pera.</b>	<b>In this way, I believe that one day I will be as fit as a fiddle!</b>	<b>Of this manner, I believe that one day, I will be more healthy than a pear.</b>



YEAR 8 CYCLE 2 LANGUAGES

Week 1 - Food & drink	
las aceitunas	olives
el agua (con/sin gas)	water (sparkling/still)
el arroz	rice
el bacalao	cod
un bocadillo (de atún/ queso/ jamón)	a (tuna/cheese/ ham) sandwich
el café (con leche/solo)	coffee (white/black)
los calamares	squid
el cordero	lamb
los caramelos	sweets
la carne	meat
la ensalada	salad
las frutas	fruit
las galletas	biscuits
los guisantes	peas
el helado	ice cream
los huevos	eggs
las judías	green beans
la leche	milk
la paella	paella
el pan	bread
los pasteles	cakes
la pasta	pasta
las patatas fritas	chips
el pescado	fish
el pollo	chicken
el refresco	soft drink
la tortilla española	Spanish omelette
las tostadas	toast
las verduras	vegetables
el zumo de naranja	orange juice

Week 2 - My preferences	
me gusta(n)	I like
me encanta(n)	I love
prefiero	I prefer
odio	I hate
comer	to eat
beber	to drink
desayunar	to have breakfast
cenar	to have dinner
tomar	to take (food)
ácido	acidic
amargo	bitter
asqueroso	disgusting
dulce	sweet
malsano	unhealthy
rico	rich/tasty
sabroso	tasty
salado	salty
sano	healthy
bueno para la salud	good for your health
malo para la salud	bad for your health

Week 7 - My future plans	
beberé	I will drink
comeré	I will eat
jugaré	I will play
haré	I will do
iré	I will go
tendré	I will have
seré	I will be
será	It will be
mañana	tomorrow
el fin de semana que viene	next weekend
la semana que viene	next week

Week 3- My fitness	
hago	I do
hacemos	we do
artes marciales	martial arts
atletismo	athletics
baile	dancing
ciclismo	cycling
equitación	horseriding
esquí	skiing
judo	judo
monopatín	skateboarding
natación	swimming
patinaje	skating
piragüismo	canoeing
remo	rowing
taekwondo	taekwondo
vela	sailing
juego	I play
jugamos	we play
al baloncesto	basketball
al balonmano	handball
al fútbol	football
al fútbolín	table football
al rugby	rugby
al tenis	tennis
al voleiból	volleyball

Week 8 - My daily routine	
por la mañana	in the morning
por la tarde	in the evening
luego	then
después	afterwards
ceno	I have dinner
desayuno	I have breakfast
hago mis deberes	I do my homework
me acuesto	I go to bed
me despierto	I wake up

Week 4 – My health	
hay que	it's necessary to
tengo que	I have to
voy a	I'm going to
es importante	it's important to
se debe	you must
se debería	you should
suelo	I tend to
prefiero	I prefer to
beber agua	drink water
hacer deporte	do sport
hacer ejercicio	do exercise
tomar vitaminas	take vitamins
dejar de fumar	stop smoking
comer...	eat...
comida sana	healthy food
comida basura	junk food
evitar...	avoid...
alimentos grasos	fatty foods
alimentos salados	salty foods

me ducho	I shower
me duermo	I go to sleep
me visto	I get dressed
me levanto	I get up
me peino	I comb my hair
me preparo	I get ready
me relajo	I relax
me lavo los dientes	I brush my teeth
voy al insti	I go to school
vuelvo a casa	I get home

Weeks 5 & 6 – My past habits	
cuando era...	when I was...
...pequeño	...little
...más joven	...younger
me gustaba(n)	I used to like
bebía	I used to drink
comía	I used to eat
jugaba	I used to play
hacía	I used to do
iba	I used to go
tenía	I used to have
era	I used to be
era/fue	it was
había	there was
solía beber	I tended to drink
solía comer	I tended to eat
solía jugar	I tended to play
solía ejercitar	I tended to exercise

Week 9 - Negatives	
nunca	never
no	not
tampoco	neither
no...ni...ni	not...nor...
no...jamás	no...longer
nunca jamás	never ever
nadie	no-one

Weeks 10 & 11 – All vocabulary

Week 12 – STW- Identified vocabulary



YEAR 8 CYCLE 2 ART & DESIGN - Portraits

Complete the sentences in your extended practice book on the appropriate week. Then complete what you see, what you think and your opinion about the image in each box. Stretch task: Copy the artist image as a voluntary stretch and challenge task bring in and stick in your sketchbook.

**Week 1&2: Franco Fontana, Urban landscape**



**Week 1:** Complete the following sentences.

A landscape is.....

An urban landscape is.....

A seascape is.....

**Week 2:** Write what you see, what you think and your opinion of this image..

**Week 3&4: David Hockney, Going up Garrowby Hill**



**Week 3:** Complete the following sentences.

What does perspective mean?

Describe one-point perspective .....

**Week 4:** Write what you see, what you think and your opinion of this .....

**Week 5&6: Julie Mehretu, Satdia II**



**Week 5:** Complete the following sentences.

Viewpoint in art and photography means.....

**Week 6:** Write what you see, what you think and your opinion of this image.

**Week 7&8: Angie Lewin, Island Summer**



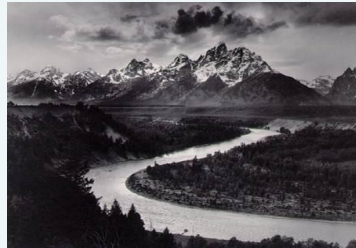
**Week 7:** Complete the following sentences.

The warm colours are.....

The cool colours are.....

**Week 8:** Write what you see, what you think and your opinion of this image.

**Week 9 &10: Anselm Adams, The Tetons and Snake River**



**Week 9:** Complete the following sentences.

Depth of field is.....

Tone means.....

**Week 10:** Write what you see, what you think and your opinion of this image.

**Week 11&12: Kurt Jackson, Through the Summer**



**Week 11:** Complete the following sentence.

This term I have learnt about.....

A key piece of knowledge I have gained is.....

**Week 12:** Write what you see, what you think and your opinion of this image.





## YEAR 8 CYCLE 2 DRAMA

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p><b>Script:</b> The written text of a play, containing; cast lists, stage directions and dialogue.</p> <p><b>Plot:</b> The story that a piece of drama is telling.</p> <p><b>Context:</b> The situation in which the plot takes place. This could include where the play is set, what historical period it takes place in and any important events or ideas that shaped the way that the people of that time and place behaved.</p> <p><b>Characters:</b> The people (or sometimes creatures) who feature in the play. They can be presented in a realistic or stylised way.</p> <p><b>Woosh!</b> A technique to quickly get to know the plot, characters and context of a play.</p> <p><b>Dilemma:</b> A situation in which a difficult choice has to be made between two or more alternatives, especially ones that are equally undesirable.</p>	<p><b>Status:</b> Your importance or power within a group of people <i>job title or unofficial like your place within your friendship group.</i></p> <p><b>High Status Tactics:</b> When playing a high status character you should try to make sure that everything you say intends to either raise your own status (bragging, showing off, one-upmanship) Or puts others down (insults, dismissing, ignoring).</p> <p><b>Low Status Tactics:</b> When playing a low status character you should try to make sure that everything you say intends to lower your own status (apologising, criticising yourself, doubting yourself) Or raises someone else's status (compliments, praise, worshipping).</p> <p><b>Subtext:</b> The unspoken meaning of what your character is saying. You can communicate subtext through your voice, facial expressions, posture, body language and gesture.</p>	<p><b>Blocking:</b> A process that takes place at early rehearsals in which the directors and actors work together to get a basic idea of where the actors are going to move and stand or sit. Basically it is figuring out everyone's positioning throughout each scene of the play.</p> <p><b>Spatial awareness:</b> As a performer you need to be aware of your position in relation to the other actors on stage, the set and the audience.</p> <p><b>Proxemics :</b> The use of space, levels and position to create meaning.</p> <p><b>Stage Directions:</b> The information in the script about entrances and exits, setting and the movement of the actors.</p> <p><b>Style:</b> The style of a play is about the way you approach the script. You might want to make it as realistic as possible or try and make it non-naturalistic.</p> <p><b>Abstract:</b> Making something stylized and different from reality. Abstract drama is often described as non-naturalistic.</p>	<p><b>Character Arc:</b> The inner journey of a character over the course of a story. As performers we have to balance showing this change to the audience whilst making sure the character is still recognisable.</p> <p><b>Fate:</b> The idea that events are outside of the character's control.</p> <p><b>Free will:</b> The idea that the characters have the ability to make decisions that affect their lives.</p> <p><b>Message:</b> What do we think the play is trying to tell the audience. How do we make sure we get this message across to our audience?</p> <p><b>Placards:</b> Written text that can be shown to the audience to influence the way in which they see the play.</p> <p><b>Gestus:</b> A gesture or action that shows the attitude of the character to the situation they are in.</p> <p><b>Breaking the fourth wall:</b> Acknowledging the audience, either by speaking directly to them, physically interacting with them or making eye contact with them.</p>	<p><b>Rehearsal</b> – A process that begins with a read through of the script and ends with a finished performance.</p> <p><b>Lines:</b> The words in a play that your character speaks. You will need to learn these off by heart.</p> <p><b>Cues:</b> These are the moments that come just before your character speaks. They might be another character's line or an action.</p> <p><b>Interpretation:</b> Using everything you have learnt in this cycle to make decisions about how to present your final scene.</p> <p><b>Characterization:</b> The creation of a character from all of the information you have learnt about them and your performance skills.</p> <p><b>Audience awareness:</b> Keeping the position of your audience in mind whilst rehearsing and performing so you are able to see what is going on.</p> <p><b>Dress/Tech rehearsal:</b> A final run through of your performance that includes costume , lighting and sound.</p>

## YEAR 8 CYCLE 2A MUSIC - Music for Video Games

Composing music for video games support

Scan the QR code to visit the BBC Bitesize page with short videos to help you to understand how to compose music for video games, including examples and tips on how to get started.

Test your knowledge about composing for video games by completing the short quiz.



Quiz: Video game music  
Take the quiz to see how much you know about composing video game music!

Take the quiz

**Spooky Game**

Quiet Dynamics  
Slow Tempo  
Thin Texture

String Instruments, Piano, Electric Instruments.

Instruments that can make unusual sounds

Owl sound effects, wind sound effects, animal sound effects.

**Music Cycle 2a****Music for Video Games**

The video game industry is huge and many composers make a living as full time video game music composers.

Music for video games include many different genres such as: Classical Music, Pop, Rock, Metal, Electronic and many more.

An effective score can often turn a good game into a great one.

Composing music for Video Games is similar to composing music for film, and many of the same skills are needed.

**Creating Atmosphere**

When composing think carefully about how to use the different musical elements when composing:

**Dynamics:** Does the atmosphere need loud or quiet music?

**Tempo:** Does the atmosphere need slow or fast music?

**Texture:** Does the atmosphere need lots of instruments or only a few instruments?

**Instrumentation:** What type of instrument fits the chosen atmosphere?

**Timbre:** How will the unique sound of the instrument effect the atmosphere?

**Sound Effects:** What sound effects are going to enhance the atmosphere created?

**Key Vocabulary**

**Leitmotif:** A melody used to represent a character or a theme.

**Ostinato:** A repeated musical pattern

**Chord:** A group of notes that sound together.

**Adaptive Music:** Music unique to video games, with multiple layers that fade in/out as players move around in a game.

**Incidental Music:** The music played underneath action or dialogue, helping to create atmosphere.

**Sound Effects:** Used to help immerse the player into the setting of the game.

**Repetition:** Used to build tension in video games.

**Layers:** Fade in and out depending on what is happening in game.

**Major:** Happy sounding chords and accompanying melodies.

**Minor:** Sad sounding chords and accompanying melodies.

**Conjunct Melody:** Moves in steps in a smooth and connected way.

**Disjunct Melody:** Moves in leaps and jumps.

**Action Game**

Loud Dynamics  
Fast Tempo  
Thick Texture

Brass Instruments, Guitars, Drums, Bass. Instruments that can create loud and bright noise.

Fighting sound effects, cheering/clapping sound effects, running sound effects.







YEAR 8 CYCLE 2B MUSIC - Samba

**Key Facts**

- ✓ Samba comes from Brazil
- ✓ It is used for Carnivals and parades
- ✓ It is for dancing
- ✓ Costumes are usually really colourful and full of feathers and glitter
- ✓ Samba is thought to come from Rio De Janeiro
- ✓ Samba is designed to be played on the move, so it uses 2/4 and 4/4 time signatures (meaning you can walk to it) and acoustic percussion instruments, so electricity is not needed
- ✓ Samba is not written using traditional Western notation, and the rhythms are instead taught orally

**A good Samba performance requires:**

- Eye contact with your leader
- Listening to your own part and how it fits with others
- Enthusiasm
- Concentration / focus
- Improvisation when called upon

1. Rhythmic notation		
Note Symbol	Note Name	Note Value
	Minim	2 beats
	Semibreve	4 beats
	Crotchet	1 beat
	4 semiquavers	4 quarter beats (1 whole beat)
	Pair of quavers	2 half beats (one whole beat)
	Quaver	Half a beat



**Music Cycle 2b**



**Samba**

**Samba Rhythms**



1, 2, 3, 4, 5... ba-na-na



Low, Hi, Low, A-go-go



Have you seen a dog,  
a great, big dog?



Rh-yth-m bo-nan-za x2

Samba has been incorporated into a lot of **modern pop music**. The percussion parts are used as a basis for the songs. The syncopated patterns and polyrhythms are distinctive. On top go the electronic chords, basslines, and vocals.

**Key Vocabulary**

**Groove:** the term given to a samba pattern by the whole band

**Break:** a short pattern that breaks up the groove

**Surdo, Tamborim, Agogo bell, Caixa**

**Reponique:** the names of some Samba instruments

**Count in:** 1, 2, 3, 4

**Call and response:** when the Band leader makes a 'call' and the whole band 'respond'

**Syncopated:** when the music does not emphasise beat 1 or 3 (the usually strong beats) and instead falls off the beat

**Tempo:** the speed of the music

**Ostinato:** short repeated pattern

**Polyrhythm:** when there are multiple rhythms playing over one another

**Surdo:** the bass drum in Samba, it comes in three sizes

**Tamborim:** a handheld, high pitched drum used in Samba

**Ganza:** a metal tube filled with rice, also called a shaker

**Caixa:** the Samba version of a snare drum, it has springs across the bottom to give a punchy sound

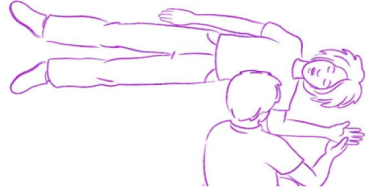
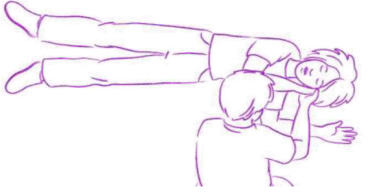
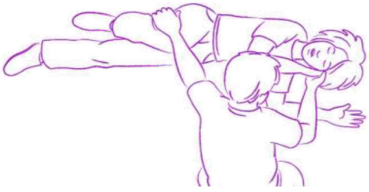


**Repinique:** the drum played by the lead drummer in a Samba band

**Agogo:** a pair of bells, one higher pitched than the other

**Apito:** the whistle used by the leader of a Samba band to give non-verbal cues to the band members



## YEAR 8 CYCLE 2A WEST EXE BACCALAUREATE - First Aid

Week 1		Week 2		Week 3		Week 4		Week 5	
1. Place the arm nearest to you at right angles to the casualty's body		2. Bring the other arm across the casualty's chest and hold the back of their hand against the cheek on your side		3. Lift the leg furthest away from you just above the knee and pull it up, keeping their foot flat on the ground		4. Pull on the far leg whilst supporting their head and roll the casualty towards you on their side		5. Position the upper leg to stop the casualty from rolling on their front. Reopen the airway	
									
Asthma attack		Bites and stings		Bleeding (minor)		Burns and scalds		Choking	
<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>
<ul style="list-style-type: none"> <li>• difficulty breathing</li> <li>• wheezing</li> <li>• difficulty speaking</li> <li>• distress &amp; anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• reassure the casualty</li> <li>• help them use their reliever inhaler</li> <li>• tell them to breathe deeply &amp; slowly</li> <li>• allow them to sit in a comfortable position</li> </ul>	<ul style="list-style-type: none"> <li>• pain, redness or swelling around the site of bite / sting</li> <li>• severity will depend on source of bite / sting</li> </ul>	<ul style="list-style-type: none"> <li>• reassure them &amp; try to brush off the sting</li> <li>• if can, raise the affected part</li> <li>• apply an icepack</li> <li>• if swelling or pain remains, seek medical help</li> </ul>	<ul style="list-style-type: none"> <li>• blood oozing from wound or dripping from nose</li> <li>• even with minor bleeding, shock can be a factor</li> </ul>	<ul style="list-style-type: none"> <li>• clean and dry the wound &amp; cover with an adhesive dressing</li> <li>• sit them down, leaning forward</li> <li>• If bleeding continues, seek medical help</li> </ul>	<ul style="list-style-type: none"> <li>• redness</li> <li>• swelling</li> <li>• blisters</li> <li>• charred skin</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Cold running water 10 mins MINIMUM</u></li> <li>• remove jewellery</li> <li>• apply sterile dressing or cling film</li> <li>• treat for shock if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• difficulty speaking or breathing</li> <li>• red-purple colour around neck and face</li> <li>• pointing to or grasping the mouth or throat</li> </ul>	<ul style="list-style-type: none"> <li>• tell them to try and cough</li> <li>• give up to 5 back blows &amp; then up to 5 abdominal thrusts</li> <li>• repeat cycle up to 3 times</li> <li>• seek medical help</li> </ul>
Electric shock		Fainting		Head injury (concussion)		Seizures		Severe allergic reaction	
<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>	<b>Symptoms:</b>	<b>Actions:</b>
<ul style="list-style-type: none"> <li>• casualty may be unconscious</li> <li>• burns</li> <li>• signs of shock</li> </ul>	<ul style="list-style-type: none"> <li>• try to make the area safe</li> <li>• do not approach the casualty if electrical contact is live</li> <li>• treat any burns</li> <li>• treat for shock</li> <li>• be prepared to resuscitate</li> </ul>	<ul style="list-style-type: none"> <li>• brief loss of consciousness that causes the casualty to fall to the floor</li> <li>• pale, cold skin</li> <li>• sweating</li> </ul>	<ul style="list-style-type: none"> <li>• if they feel faint, help them to lay down</li> <li>• raise their legs</li> <li>• open the windows so they have plenty of air</li> </ul>	<ul style="list-style-type: none"> <li>• impaired consciousness</li> <li>• mild headache</li> <li>• loss of memory</li> <li>• dizziness</li> <li>• nausea on recovery</li> </ul>	<ul style="list-style-type: none"> <li>• monitor their vital signs</li> <li>• don't leave them</li> <li>• take to hospital if get worse</li> <li>• don't allow them to take part in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• sudden unconsciousness</li> <li>• rigid and arching back</li> <li>• convulsions</li> <li>• they may feel tired &amp; fall into a deep sleep</li> </ul>	<ul style="list-style-type: none"> <li>• try to control their fall</li> <li>• make a safe space around them</li> <li>• record time seizure began</li> <li>• place soft object under their head</li> <li>• when seizure ends check for breathing</li> </ul>	<ul style="list-style-type: none"> <li>• red, blotchy skin</li> <li>• swelling of the tongue and throat</li> <li>• difficulty breathing</li> <li>• condition can develop quickly</li> </ul>	<ul style="list-style-type: none"> <li>• dial 999 / 112</li> <li>• help them use their auto-injector</li> <li>• help them sit in a way that allows them to breathe more easily</li> <li>• treat for shock</li> </ul>





## YEAR 8 CYCLE 2B WEST EXE BACCALAUREATE - The Law and Online Safety

WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p><b>Age of criminal Responsibility:</b> The age at which a person can be charged with committing a crime.</p> <p><b>Civil law:</b> The area of the law which deals with disputes between individuals and/or companies.</p> <p><b>Crime:</b> Any action that breaks a law.</p> <p><b>Criminal law:</b> The area of law which deals with actions that go against the laws of the country.</p>	<p><b>Crown Court:</b> A court dealing with serious offences where evidence is presented before a jury (usually) and a judge.</p> <p><b>Innocent until proven guilty:</b> English law says a person is assumed to be innocent unless it can be proved that they committed the crime for which they have been charged.</p> <p><b>Judge:</b> A legally trained official who oversees a case in a Crown Court and decides on the sentence after a guilty verdict.</p>	<p><b>Jury:</b> 12 citizens who hear and see evidence presented in a Crown Court and decide if the defendant is guilty or innocent.</p> <p><b>Laws:</b> The rules of a country.</p> <p><b>Magistrate:</b> An official who hears evidence in a Magistrates' Court and decides if the defendant is guilty or innocent.</p> <p><b>Young offender:</b> A criminal under the age of 18.</p> <p><b>Youth Court:</b> Special courts which deal with offences committed by under 18s.</p>	<p><b>Tips to stay safe online</b></p> <p><b>1. Think before you post</b> Don't upload or share anything you wouldn't want your parents, teachers or future employers seeing. Once you post something, you lose control of it.</p> <p><b>2. Don't share personal details.</b> Keep all personal details private, and check what people can see in your privacy settings.</p> <p><b>3. Watch out for phishing and scams.</b> Phishing is when someone tries to trick you into giving them information, e.g. your password. Never click links from emails or messages that ask you to share your details.</p> <p><b>4. Think about who you're talking to.</b> Even if you like someone you've met online, never share personal information with them.</p> <p><b>5. Keep your device and information secure.</b></p> <p><b>6. Never give out your password.</b> Make sure you pick strong, easy to remember passwords.</p> <p><b>7. Cover your webcam.</b> Some viruses let people access your webcam without you knowing, so keep it covered when not using it.</p>	<p><b>How to spot fake news</b> News posted online or on social media isn't always accurate. Some websites report fake news or things that aren't completely true. This might be accidental or on purpose, maybe because they want people to think a certain way or they make money from people going to their site. Fake news can look real, but there are ways to help you spot it.</p> <p><b>1. Check the source.</b> Check the name of the website and its web address to see if it looks real. Some sites will try to look like other websites so you think they're genuine.</p> <p><b>2. Look for evidence.</b> Find out whether it's being reported on other sites that you know and trust. If it's only being reported on websites you've never heard of, then it might not be true.</p> <p><b>3. Don't decide straight away.</b> Sometimes headlines or stories are designed to scare or interest you. Read what's in the article carefully, ask yourself whether it seems true and why they're saying it.</p> <p><b>4. Ask someone you trust.</b> Ask an adult whose opinion you trust to see what they think. Also, go to them if you're worried about something you've seen online.</p>
<p><b>Why we need laws</b> Laws have three main aims:</p> <p><b>1. Protecting safety:</b> Many laws exist to protect people, e.g. laws against crimes. Health and safety laws aim to keep people safe at work and other places.</p> <p><b>2. Settling disagreements:</b> Judges decide who is right or wrong in disputes over such things as money, property, employment or relationships.</p> <p><b>3. Protecting rights, freedoms and equalities:</b> UK governments have introduced laws to protect people's rights and prevent discrimination. E.g. the Human Rights Act (1998) and the Equality Act (2010).</p>	<p><b>Types of law</b></p> <p><b>Civil law:</b> This mainly deals with disputes between people. E.g., if one person feels their neighbour's trees are too high, they can bring a civil case to request that the judge orders the trees to be cut down.</p> <p>Civil law also involves cases between individuals and companies. E.g., if a person buys a product which is faulty, and the company refuses to pay them a refund, the person can take them to civil court to get their money back.</p> <p>Finally, if two companies disagree about something, e.g., which of them owns the copyright to a new product, they can take the issue to a civil court for a judge to decide.</p>	<p><b>Types of law</b></p> <p><b>Criminal law:</b> This deals with actions that break one of the laws of the country. In the UK, there are three main types of crime:</p> <p><b>Types of crime</b></p> <p><b>1. Crime against a person:</b> where a person is physically hurt in some way; e.g. murder or assault.</p> <p><b>2. Crime against property:</b> where an object is stolen or damaged; e.g. theft or vandalism.</p> <p><b>3. Crime against the state:</b> a crime which affects the security or smooth running of the country; e.g. terrorism or refusing to pay taxes.</p>		

## INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	<b>Verb</b>	A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being. The boy <b>ran</b> to the park. I <b>was</b> here long ago.
	<b>Auxiliary Verbs</b>	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 <b>is</b> reading a book. We <b>were</b> going to the beach. I <b>had</b> to eat the cake.
	<b>Modal Verbs</b>	These combine with other verbs to express necessity, possibility, and intention. You <b>should</b> know what modal verbs are. He <b>might</b> not know the milk has gone bad. I <b>ought</b> to stop eating so much cake.
	<b>Participles</b>	They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). <b>Past participles</b> end in 'ed'; <b>present participles</b> end in 'ing'. These will always be non-finite. In the house, there was a <b>screaming</b> witch. The worried man kept eating the cake. The <b>dying</b> woman reached for the hand of her <b>weeping</b> son.
	<b>Gerunds</b>	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	<b>Finite or Non-finite Verbs</b>	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 <b>sat</b> on the bench, <b>looking</b> at the ducks. <i>Then, change the tense...</i> In the park, Ben <b>sits</b> on the bench, <b>looking</b> at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	<b>Main Clause/ Simple Sentence</b>	A main clause/simple sentence has <b>one</b> - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A <b>subject</b> is the thing doing the verb. The <b>crocodile</b> ate my friend. In the desert, <b>scorpions</b> hide. The <b>car crash</b> was unexpected and tragic.
	<b>Object</b>	A main clause can have an object, but it doesn't need one. The <u>object</u> is the thing that receives the verb - the subject affects it in some way. The <b>girl</b> kicked the <u>ball</u> . The <b>man</b> ate <u>all of the cake</u> .
	<b>Imperative Sentences</b>	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.
	<b>Compound Sentence</b>	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.
	<b>Complex Sentence</b>	Made up of two parts: a <u>main clause</u> and <b>one or more subordinate clause</b> . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause. <u>The boy sat down</u> after he heard the news. <u>Nobody saw the alien</u> because he was invisible.





Types/parts of sentence	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. Because he was invisible, nobody saw the alien.
	Embedded Clause/Phrase	Clauses and phrases can be embedded in both main and subordinate clauses. They are usually 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, that were jumping and calling, 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. <b>Ever.</b> She told me that if I didn't do my homework, she'd put me in detention. <b>Well, whatever.</b> "Where are you going?" "Home."
Phrases	Phrases	Whereas a clause has <b>BOTH</b> a subject and a finite verb, a phrase does not have <b>BOTH</b> 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 <b>when</b> 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 <b>where</b> 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.	<b>Thinking about her hot dinner</b> , the woman shifted on the cold seat. <b>Watching their daughters play football</b> , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	<b>Scared he might not make it</b> , the boy ran to the toilet. The young couple hugged, <b>thrilled at the news of their pregnancy</b> .
	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.	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.



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