Monkton Wood Academy

Independent Study Booklet

Year 8 Terms 5 & 6

Independent study:

Completing Independent Study work that is linked to the learning in your lessons can increase the progress you make at school by an average of five months. (Education Endowment Foundation, 2001)

At MWA students must:

- Complete independent study tasks to the best of your ability
- Submit work by the deadline set by your teacher
- Ask your teacher if you don't understand what to do
- Attend any support sessions offered by your teacher

Your teachers will:

- Set independent study tasks on **Class Charts** for you to complete
- Check that you know how to complete independent study tasks.
- Award positive points for completed tasks

Your parent/guardian could:

- Check what independent study you've been set
- Support you to complete your independent study at home
- Help you find a quiet space at home to complete your independent study

Independent Study at MWA by subject:

Subject	What sort of Independent study tasks will I beseton ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study?What should I do?	What can I do to prepare for the next PPE/assessment window?
English	Approximately 30 minutes per week. You should work independently to learn new vocabulary and revise core knowledge	1. Read a wide variety of texts 2. Build a portfolio of creative writing pieces 3. UseSeneca to consolidate learning	Use the knowledge organisers and your books to revise core knowledge and skills you have been learning.
Maths	Approximately 1 hour per fortnight (30 minutes each week). Your Maths teacher willalways set a study task on SPARX	Complete the extra tasks on the SPARX landing page: **1.** XP Boost- extra questions at the same level of difficulty 2. Target - extra questions at a higher level of difficulty	You will be able to find a revision list for your next assessment on ClassCharts. The list contains some codes that you can enter in the independent learning section on SPARX
Science	Approximately 30 minutes per fortnight. Complete the fortnightly key word and questions sheet.	Self-quizzing using the Science knowledge organisers	Self-quizzing using the Science knowledge organisers
Geography	Approximately 30 minutes perfortnight-you should focus on learning the key words in the Geography knowledge organiser	Complete the following courses on Seneca b!tps;LLseoecalea[□iog.cQmLeo-GB 1. Analysis of Africa 2. Development 3. Ecosystems 4. The world of work 5. Analysis of India 6. Life in an emerging country 7. Tectonics	Learn key words from the knowledge organiser. Look over the content list and revision materials provided on ClassCharts.

Subject	What sort of Independent study tasks will I be seton ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
History	Spend approximately 30 minutes a fortnight usingyour knowledge organiser to make flashcards to help prepare for the in-lesson quiz	UseBBC Bitesize or youtube videos to improve your knowledge of your current topic. Links can be found on Classcharts	Use the revision PowerPoints on Classcharts to make mindmaps and flashcards. Learn the keywords and events on the knowledge orgnanisers
Languages	Spend at least 30 minutes per fortnight learning phrases from the knowledge organiser which we have studied in class	Spend some time practicing French or Spanish on Linguascope. www.linguascope.com Username: mwa Login: happyhippo88	Revise the vocabulary from the knowledge organiser using mind maps and flashcards
OT/Food	You should be measuring and weighing your ingredients in preparation for your next food practicallesson	Use your knowledge organiser to help you revise for your next assessment	Use your knowledge organiser to help you revise for your next assessment
Art	For approximately 30 minutes every fortnight complete extension and embedding tasks or preparation tasks for your next art lesson	Improve your drawing skills- start with simple exercises, like sketching basic shapes or practicing shading then move onto simple still life arrangements	Continue practicing your drawing- it willstrengthen your hand-eye coordination and fine motor skills
Music	For approximately 30 minutes per fortnight use the kn	If you have an instrument at home - practice! Use BBC Bitesize Music resources to explore as broader range of music as possible.	Book a practice room during social times to rehearse and prepare for performance assessments (the rooms are popular so be quick)
Dance & Drama	Drama -you will beexpected to learn line and rehearse performances Dance -you will beexpected to rehearse choreography to prepare for performances	Approach Mrs Gwilliam (Dance) or Mrs Coomer (Drama). Use BBC Bitesize to access additional online revision.	Use the knowledge organisers to revise key content in preparation for a test

Monkton Wood Maths Department

Sparx Independent Study

For all Independent study at both KS3 and KS3 we use an online platform called Sparx.

Students have been created their own personal account usingtheir name and date of birth and willhave created their own password. Students are able to request a password reset should they forget their details.

Spa0< is an intelligent online platform that sets the students work based ontopics that they have previously covered in lessons. So that students continue to build ontheir previous knowledge it sets 40% of the questions on previously taught retrieval practice and 60% of the questions cover the most recent topic.

Spa0< calculates what 1 hour of differentiated homework looks like for each student and willsetthem a range of questions that it deems to be at an appropriate level forthe students. Week by week it adapts based onthe work that they have completed.

We have seen that if parents are 'too helpful'with completing the tasks then it will instinctively increase the difficulty in the following weeks.

Every question on the platform comes with an associated help video, that gives the studen s modelled examples to support them if they get stuck.

The landing page will allow the students to access a range of tasks.

- Compulsory is the homework that **must** be completed. **The students need to get 100% of the questions correct to successfully complete their independent study.**
- XP Boost is an optional set of questions for additional practice at the same level.
- Target is an optional set of questions at a higher level.

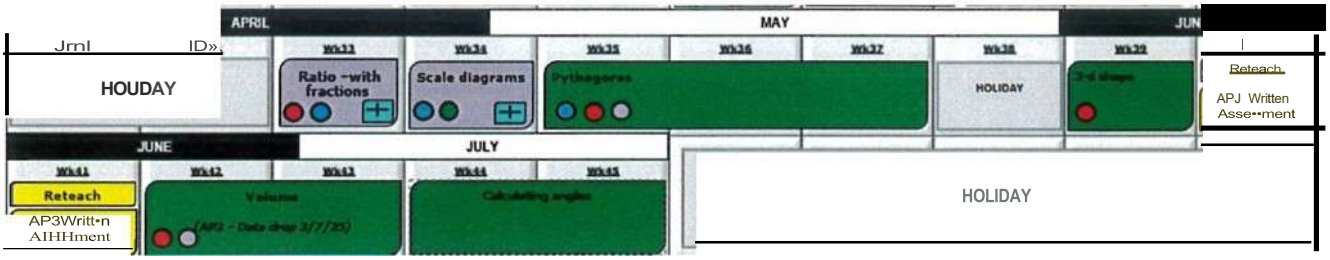
If students struggle, we ask them to speak to their Maths teacher, who can find ways to help them complete these tasks.

Please email any enquiries about this to:

maths.mwa@mwa.clf.uk

Monkton Wood Academy

Year 8 - T5 and T6



Ratio with fractions

Learning objective	Sparx code
Converting between ratios, fractions and percentages	M267

Scale diagrams

Learning objective	Sparx code
Drawing and interpreting scale diagrams	M112
Writing and simplifying ratio	M885

Pythagoras

Learning objective	Sparx code
Calculating with roots and powers	M135
Using Pythagoras	M677
Applying Pythagoras to solve problems	M480
Applying Pythagoras to 3D shapes (extension)	*M147*

3D shapes

Learning objective	Sparx code
Properties of 3D shapes	M767

Volume

Learning objective	Sparx code
Volume of cubes and cuboids	M765
Volume of prisms	M722
Volume of a cylinder (extension)	*M697*

Calculating angles

Learning objective	Sparx code
Vertically opposite angles	M163
Angles in triangles	M351
Angles in polygons	M653

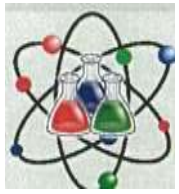
1. What is science?

- Science is about finding explanations for why things happen or what makes things work.
- An **explanation** is not a guess, there has be some basis for it.
- Careful **observation,** including **measurement** where possible, can suggest what may be happening.
- In some cases it is possible to make a change and observe what happens.

2. Hypothesis and prediction

A **hypothesis** is a possible **explanation** or reason for why something happens.

- A **prediction** is what a scientist thinks will happen if **the independent variable** in an experiment is changed.



3. Variables

- The **independent variable** is the variable the scientist changes to observe what happens.
- The **dependent variable** is the one which ismeasured to see if changing the independent variable had an effect.

The **control variables** are kept constant sothat the result can only be the effect of changing the independent variable.

4. Repeats, repeatable and reproducible

- **Repeating** an experiment enables us to calculate an **average** and shows the experiment is **repeatable.** A measurement is **repeatable** if the same scientist uses the same method and gets the same result.
- What people expect to happen can influence what they observe. It is good for the same experiment to be **repeated** by a different person. If they get the same result then the measurement is **reproducible.**

Monkton Wood Academy

Ks3 Science

Scientific method

S. Recording data

- Data should be recorded during any practical work; this is normally in a table. Tables should have:
  - Clear headings with units
  - Independent variable in the first column
  - No units in the body of the table
  - Consistent number of decimal places

6. Graphs

- Data can be displayed in a graph to help identify trendsor correlations.
- Data points should be marked with a cross. The plotted points should fill atleast halfthe paper.
- Axes should be labelled with the variable and the **unit.**
- The line **of best fit** can ignore anomalous **data** and can form a curve,not just a straight line.

7. Averages and decimal places

- Calculating an average in science usually involves finding the mean, but can also include the mode or median value.
- When calculating a mean, make sure the answer never has more decimal places than any of the data values you used.
- When rounding up, use the deciding digit to decide whether to round up or down.

8. Conclusion and evaluation

- A conclusion contains a description and explanation of any trends or patternsin the data. It also looks back at the hypothesis and related prediction to see if they were correct.
- An evaluation looks at the data to see how precise or accurate it is. It identifies any anomalous data and identifies sources of error in the method.

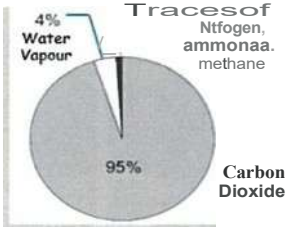
1. Composition of the Earth

The Earth's crust, it's atmosphere and the oceans are the only sources of natural resources for human life!

The Earth has four layers:
- Crust (thin and rocky)
- Mantle (properties of solid but flows easily)
- Outer core (made from nickel and iron)
- Inner core (made from nickel and iron)

2. Composition of the Early Atmosphere

The Earth's early atmosphere was composed of 95% carbon dioxide, 4% water vapour and 1% of trace gases which included Nitrogen, Ammonia and Methane.



Monkton Wood Academy

KS3 Science

Earth & Atmosphere

3. Evolution of Atmosphere

In the 4.5 billion years since the Earth formed it's atmosphere has changed considerably. This has happened in three main stages:

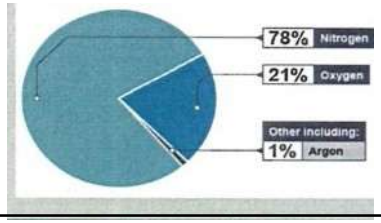
Stage 1 - Volcanoes:
The majority of the early atmosphere was carbon dioxide and water vapour. This was produced by volcanoes. After a time the water vapour condensed and formed the oceans.

Stage 2 - Green plants:
Green plants and algae evolved and used the carbon dioxide for photosynthesis. They also produced oxygen. Basic organisms evolved that were able to use the oxygen.

Stage 3- Complex animals:
The oxygen allowed more complex organisms to form. The ozone layer formed and this allowed further evolution of complex organisms.

4. Composition of the Today's Atmosphere

Nitrogen is the most abundant gas in today's atmosphere at 78%. Today's atmosphere contains 21% Oxygen and 1% Argon.



5. Fossil Fuels

About three-quarters of the electricity generated in the UK comes from power stations fuelled by fossil fuels. Energy from the burning fuel is used to boil water. The steam turns turbines, and these turn electrical generators.

6. Generating Electricity

Crude oil, coal and gas are fossil fuels. They were formed over millions of years from the remains of dead organisms. Coal was formed from dead trees and plant matter. Crude oil and gas were formed from dead marine organisms.

7. Non Renewable Energy Sources

Non renewable energy sources include fossil fuels such as coal, oil and natural gas. These sources are a finite resource, which means when they have been used up, they cannot be replaced. Worryingly, humans are using them faster than they are forming!

8. Renewable Energy Sources

Scientists are trying to find alternative methods of generating electricity using renewable energy sources.

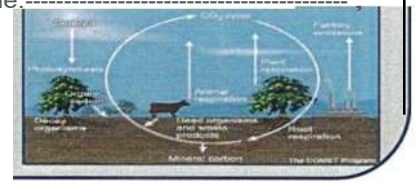
These are energy sources that will not run out or produce carbon dioxide and other greenhouse gases. They are 'cleaner' and more sustainable although they do come with advantages and disadvantages.

9. Renewable Energy Resources

Resource		Disadv.
Wind	no CO_2	Unsightly, not always windy
Solar	No $C0_2$	Expensive, not always sunny
Hydroelectric	No $C0_2$	Destroys habitat
Geothermal	No $C0_2$	Specific locations

10. Carbon Cycle

All cells- whether animal, plant or bacteria - contain carbon. Carbon is passed from the atmosphere (as carbon dioxide) to living things, passed from one organism to the next and returned to the atmosphere as carbon dioxide again. This is known as the carbon cycle.



Monkton Wood Academy

KS3 Science

Earth & Atmosphere

11. Carbon Cycle

Step 1: Removing carbon dioxide from atmosphere
Green plants remove carbon dioxide from the atmosphere by photosynthesis. The carbon becomes part of complex molecules such as proteins, fats and carbohydrates in the plants.

Step 2: Returning carbon dioxide to atmosphere
Organisms return carbon dioxide to the atmosphere by respiration. It is not just animals that respire. Plants and microorganisms do, too.

12. Carbon Cycle

Step 3: Passing carbon from one organism to next
When an animal eats a plant, carbon from the plant becomes part of the fats and proteins in the animal. Microorganisms and some animals feed on waste material from animals, and the remains of dead animals and plants. The carbon then becomes part of these microorganisms and detritus feeders.
Step 4: Returning carbon dioxide to the atmosphere
When fossil fuels are burned (combustion) in factories or transportation, carbon is released into the atmosphere as carbon dioxide gas.

13. Greenhouse Effect

The greenhouse effect is when greenhouse gases (carbon dioxide, methane and water vapour) in the Earth's atmosphere trap radiation from the sun and heat up the planet. Without the greenhouse effect the Earth would be too cold for us to survive on it.

14. Global Warming

The extra greenhouse gases released by human activity lead to the enhanced greenhouse effect. More heat is trapped by the atmosphere, causing the planet to become warmer than it would be naturally. The increase in global temperature this causes is called global warming.

Monkton Wood Academy

KS3 Science

Photosynthesis and Ecosystems

3. Measuring the effect of light intensity on photosynthesis

Method:

1. Leave for five minutes for the pondweed to acclimatise to the new
2. Count the number of bubbles given off in one minute.
3. Move the light 10 cm further back.
4. Leave for five minutes for the pondweed to acclimatise again.
5. Count the number of bubbles given off in one minute.
6. Repeat by moving the lamp away by 10 cm intervals until 50 cm isreached.

4. Habitats and Ecosystems

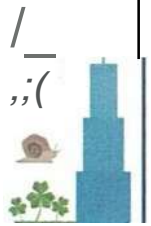
An ecosystem consists of communities of different living things, in single species **populations** livingin their habitats. Examples of these include habitats include coral reefs, marshes and lakes. All the living things **(biotic factors)** and non-living things **(abiotic factors)** in an ecosystem depend upon each other for survival. This interdependence includes through feeding, pollination.

5. Sampling Techniques

Sampling is done to look at the organisms in a population within an ecosystem in a practical way as counting each one individually is not always feasible. This is usually done using quadrats which marks off small areas to then use to estimate the population. A quadrat is usually a square made of wire. It may contain further wires to mark off smaller areas inside, such as 5 x 5 squares or 10 x 10 squares. The organisms underneath, usually plants, can be identified and counted. Quadrats may also be used for slow-moving animals, eg slugs and snails.

6. Food Chains/Biomass

A food chain shows the different species of an organism in an ecosystem, and what eats what. Organisms at each level have different terms:



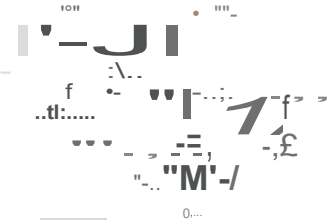
The population of each organism in a food chain can be shown in a bar chart called a pyramid of numbers or a pyramid of biomass where the bars are drawn to scale. Energy is lost to the surroundings as we go from one level to the next, so there are usually fewer organisms at each level jn this food chain.

7. Food Webs

When all the food chains in an ecosystem are joined up together, they form **a food web.** Although it looks complex, it is just several food chains joined together.

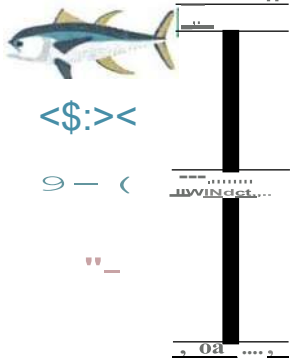
Thisleads to some interesting effects if the population in the food web decreases.

Some animals can just at more of another organism iffood is in short supply, while others may starve and die. This in turn can affect the populations of other .organisms in the food web.



8. Pollution and Pesticides

Some pollutants (including pesticides) quickly break down in the environment whilst others do not. These bio-accumulate in the food chain and damage the organisms in it. The predators at the end of the chain are most effected because compounds cannot be excreted and travel up the food chain.



Skill: What are you *g_etting_ better at?*

Significance Keywords:

Significant	Great or important enough to be worthy of attention
Importance	Havina or being of great value
Remarkable	Worthy of attention at the time or since
Remembered	It was important at some point in history within a collective memorv or aroup
Resulted in change	Has consequences for the future
Resonant	Possible to connect with experiences or situations across ime periods
Revealing	Tells us about some aspect of he past

Change and Continuity Keywords:

Change	Becomes different
Continuity	Stays the same
Short term	Change over a short period of ime immediately after an event
Long term	Change over a long period of time immediately after an event
Turning point	A person or event that results in a bia, quick chanae

Story: What you need to know for the changes in democracy in Britain 1819-1928?

In 1819, Britain was far from a democracy. Only wealthy men could vote, and many ordinary people had no say in how the country was run. When 60,000 peaceful protesters gathered in Manchester demanding the right to vote, soldiers charged at them with swords. **The Peterloo Massacre** left 15 people dead and hundreds injured, but it showed that people were ready to fight for change.

By the 1830s, frustration grew, and in **1838, the Chartists** demanded voting rights for all men, secret ballots, and fair elections. Between 1838 and 1848, they organized huge petitions, with millions signing them. Parliament rejected their demands, but their ideas lived on and influenced future reforms.

While men fought for voting rights, women were still seen as too emotional and weak for politics. From **1850 to 1900,** propaganda and stereotypes painted women as unfit for the vote, portraying them as focused only on the home. But many women fought back.

The Suffragists, led by Millicent Fawcett, campaigned peacefully with petitions and speeches, believing patience would win them the vote. Others, like **the Suffragettes,** had a different view. Led by **Emmeline Pankhurst,** they believed in direct action-smashing windows, setting fire to post boxes, and chaining themselves to railings. Their violent protests gained attention but also angered the public and government.

Finally, **World War I changed everything.** Women took on men's jobs, proving they were capable citizens. In **1918, the Representation of the People Act** gave the vote to some women over 30 and all men over 21. It was a step forward, but not true equality. That came in **1928,** when all women over 21 finally gained the right to vote, making Britain a true democracy.

Key terms:

Democracy	A form of government where the people have a say in how the government is run by voting
Massacre	Deliberately and brutally kill (many people)
Protest	a statement or action expressing disapproval of or an objection to somethina
Government	the group of people with the authority to govern a country or state
Reform	To make changes in something in order to improve it
Campaign	To work in an organised and active way to achieve a (political/social) goal
Suffrage	The right to vote in political elections
Propaganda	Information, can be false, that promotes a political cause or point of view.

1819
The Peterloo Massacre - 60,000 people protested in Manchester

1838-1848
The Chartist Movement - Chartists demanded votes for all men

1850-1900
Attitudes towards women getting the vote was negative

1897
Formation of the Suffragists (NUWSS)

1903
Formation of the Suffragettes (WSPU}

1914-1918
World War 1 - changing attitudes towards women and work

1918
Representation of the People Act - all men had the right to vote, and some women over the age of 30

1928
Representation of the People Act 1928 - all men and women over the age of 21 can vote

Skill: What are you *g_etting_better at?*

Consequence Keywords

Consequence	Results of historical events, situations and chanqes
Impact	A measure of effect or influence
!Trends	Patterns throughout history (long term)
Long Term consequence	Results happening over a long period of time after the event
Short Term conseauence	Results immediately (less than 1 year) after the event

Similarities and Differences Keywords

Similarity	Being similar/like and sharing experiences
Difference	Being different/contrasting and have opposite experiences
Same	Identical, not different
Alternative	A different option or choice
Dramatic	Sudden or striking
Evolve	A slow gradual change
Diversity	A range of difference

Story: What you need to know about the Empire

The act of gaining an Empire was what most European countries wanted in the 1500s. Elizabeth I (Queen of England 1558-1603) wanted more land under her control, as did countries such as Spain and Portugal.

Britain began to build its Empire in the 16th century. At its height in 1922, the British Empire was the largest empire the world had ever seen, covering ¼ of Earth's land surface and ruling over 458 million people. Britain used imperialism to gain power and land beyond its borders. But was this new power for Britain a force for good?

Countries such as India were colonised by the British in 1757. India offered resources such as food, drink, spices, silk and gems. These were taken and sold by the British, gaining them wealth in return. There were positives and negatives regarding Britain's control of India; they increased healthcare and life expectancy for the natives of India, but many were still left poor, starving and some were used as 'slaves'.

Britain has benefitted from its Empire, with wealth, land, soldiers to fight in wars, resources and trade. In the process, it has left other countries weak and without vital resources. The legacy of the Empire has been disputed throughout history. Many feel as though Britain should look back on its imperialism and feel shame, whilst others believe that Britain is a better country for having an Empire. What do you believe?

Key Terms:	
Empire	When one country rules over other countries (e.g. the British Emoire)
Native	Someone from an area
British Raj	Rule by the British Empire in India
Colonies	Refers to countries, regions and islands (such as India and parts of the 'West Indies') that were part of the British Empire and controlled by Great Britain
Mutiny	Disobeying or fighting against the leaders in charoe
Sepoy	An Indian soldier serving under the British orders
Commonwealth	An international organisation consisting of the UK together with some countries that were once part of the British Empire
Racism	Prejudice or discrimination directed against someone of a different race, based on the belief
Imperialism	Extending a country's power and influence through colonisation, use of militarv force and other means

1853 - Newfoundland becomes England's first overseas colony

1620s-1660s - Britain colonise the Caribbean and North America

1707 - Formation of Great Britain (union of England and Scotland)

1757 - British East India Company takes control of Bengal. Start of British rule in India

1788 - Britain colonises Australia

1870-1900 - Britain takes over large parts of Africa (Nigeria, Kenya and South Africa)

1947 - Partition (split) of India leads to independence of India and Pakistan

1949 - The Commonwealth is established

Geography: Year 8 - Unit 3
Will Asia ever be on top?

Word	Meaning	Word	Meaning	Word	Meaning
Development	Positive change over time	**Rural**	the countryside	**Informal settlements**	a densely populated urban area with poor quality housing.
Development indicators	a numerical figure that identifies a level of development eg Gross National Income	**Urban**	built up areas like towns and cities.	**Poverty**	when someone cannot afford basicneeds such as food, housing, water and healthcare.
NEE	Newly emerging economy - a country that has begun to get richer and is developing quickly.	**Urbanisation**	an increasing number of people living in towns and cities compared to the countrvside.	**Standard of living**	access to clean running water, toilets connected to sewers, quality of housing etc.
HDI	a method of measuring development using income, life expectancy and education.	**Push factor**	factors that push people to leave where they live.	**Globalisation**	Countries being connected economically
GNI (+ per capita)	the amount of money a country makes in a year + average salary	**Pull factor**	factors that attract people to an area.	**Foreign investment**	A country allowing a TNC to set up there
Primary sector	includes jobs in which people extract raw materials	**Natural Increase**	when the number of births is higher than the number of deaths the oooulation orows.	**Industrial structure**	The proportion of job sectors in a country and/or over time
Secondary sector	includes jobs in which people make products out of raw materials.	**Rural to Urban migration**	the movement of people from the countryside to towns and cities.	**Bottom-up development**	Where people learn how to help themselves and improve their lives, with a little input to start with
Manufacturing	the making of a product, usually in a factory.	**Tertiary employment**	includes jobs in which people provide a service to others.		
TNC	Transnational Corporation - a company that locates in multinle countries.	**Quaternary employment**	includes jobs in which people research and develnn thinns.		
Industrialls-ation	the process of moving from mainly primary sector jobs (farming) to secondary sector jobs /factories1.	**Megacities**	city with a population of more than 10 million.		

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

0 Shows an expert understanding of the global factors that have led to rapidly changing economies in Asia.
0 Explains the links between urbanisation, industrialisation and globalisatk>nin Asia.
☐ Shows an appreciation on the need for countries to be able to develop their economies.

On track- relative accuracy with occasional support

☐ Accurately locate the continent of Asia on a wor1d map and the countries of India and China.
0 Give an accurate definition of the term NEE and some examples in Asia and around the world.
☐ Accurately assess the distribution of wealth in Asia by describing the distribution of HICs, LICs and NEEs using a choropleth map.
0 Describe and explain how development indicators including GNI, HDI,literacy rates and life expectancy show differing levels of developmenl
0 Accurately compare China's level of development with that of the UK and a UC using development indicators including GNI per capita, HDI, Life expectancy, years in education.
0 Explain why China is a NEE using appropriate development indicators.
☐ Give examples of primary, secondary and tertiary, quaternary industries(jobs).
☐ Give the main causes of rapid development in China - industrialisation - economic zones - manufacturing (TNCs).
0 Explain the positive and negative impacts of rapid development in China.
☐ Accurately describe the process of urbanisation as an increase of people living in towns and cities in India.
☐ Accurately define, name andlocate megacities in India.
☐ Explain how rural to urban migration is caused by push and pull factors.
☐ Accurately describe what life in likein Rural India.
0 Explain how the rise in IT services and quaternary industries is one of the main pull factors for rural to Urban migration in India.
☐ Explain how rapid urbanisation creates uneven development (with the creation of informal settlements).
0 Accurately describe what life is likein the informal settlements.
0 Explain how projects such as the 'Government 15 must haves' and the 'Urban Ultra Poor program' can improve the lives of people in informal setUements.
☐ Assess the success of development across China and India.

Yet to be on track- notindependent and will require regular support

Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffdding.

In addition, students may have needs around: numerical skills and literacy.

Geography: Year 8 - Unit 4
Why do so many people live in the danger zone?

Word	Meaning	Word	Meaning	Word	Meaning
Natural Hazard	The potential threat to humans from a naturally occurring nrocess/event.	**Destructive plate boundary**	denser oceanic crust is subducted under less dense continental crust creating earthquakes and volcanoes	**Long-tenn response**	Something which occurs weeks, months or years after a natural hazard.
Disaster	Occurrence where large numbers of people are affected - and possibly killed/injured	**Construe-tlve plate boundary**	where two oceanic plates move apart, allowing magma to rise through the gap created creating earthquakes and volcanoes.	**Prediction**	Involves trying to forecast when the natural hazard will occur.
Tectonic Hazards	Hazards thatoccur due to the movement of the earth's crust.	**Conserva-tive plate boundary**	where two plate slide in opposite directions **or** in the same direction at different speeds creating earthquakes.	**Preparation**	Putting procedures in place to limit the loss of life and increase the chance of survival.
Earthquake	a sudden, violent shaking *of* the ground from movements of the earth's crust.	**Composite Volcano**	a steep sided volcano made up of layers of lava and ash, only created at destructive plate margins.	**Protection**	Building to a standard and using designs to withstand the natural hazard
Epicentre	the point on the earth surface directly above the focus of an earthquake.	**Shield volcano**	**a** flat volcano, only created at constructive plate margins.	**Atmosph-eric Hazard**	Those to do with the air masses on earth, such as flooding or a heatwave
Focus	the origin of an earthquake beneath the earth's surface.	**Lahars**	a destructive mudflow, usually as a resut of a volcanic eruption	**Slab pull**	New theory of plate movement. Weight of plates pull them into mantle
Magnitude	the strength *of* an earthquake.	**Pyroclastlc Flow**	a dense, destructive mass *of* very hot ash, lava fragments and gases ejected explosively from a volcano and typically flowing at great speed	**Ridge push**	Build-up of new rock at plate boundary moves downward (apart) due to gravity
Oceanic Crust	the thinner, denser part of the earth's crust which underlies ocean basins.	**Primary effect**	An effect which is a direct consequence of the natural hazard.		
Continental Crust	the thicker, less dense part of the earth crust which forms large land masses.	**Secondary effect**	An effect which is a consequence of the primary effects of a natural hazard.		
Convection Currents	the rising and falling *of* heat inside the mantle, causing the movement of the tectonic nlates.	**Immediate response**	Something which usually occurs within the first three days of a natural hazard.		

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

On track - relative accuracy with occasional support

- **0** To define what a natural hazard is.
- **0** To be able to classify different types of hazards - climatic and tectonic.
- **0** To label the structure of the earth.
- **0** To accurately explain plate tectonic theory, caused by convection currents plus slab pull and ridge push
- **0** To accurately explain the processes that create earthquakes and volcanoes using key geographical terminology at constructive, destructive and conservative plate boundaries.
- 0 Explain how composite and shield volcanoes are created.
- 0 Describe the hazards of volcanoes - including gas clouds, lahars and pyroclastic flows.
- 0 To state the primary and secondary effects and the immediate and long-terms responses of specific natural hazards in a HIC and UC.
- D To assess the role of development in the effects and responses to a natural hazard in a HIC and UC.
- **0** To explain the importance of planning, protection and predictions in responding to a natural hazard.
- **0** Discuss why people live in hazardous areas.

Yet to be on track - not independent and will require regular support

Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.

In addition, students may have needs around: numerical skills and literacy.

Face - The Play

Key Information:

- **Title:** Face
- **Author:** Benjamin Zephaniah
- **Genre:** Drama/Play
- **First Published:** 2003
- **Form:** Play {one-act play}
- **Context:** Zephaniah is known for addressing social issues such as racism, identity, and injustice. Face deals with themes of violence, social alienation, and redemption in a modern British context.

Summary of the Play:

Face revolves around a 16-year-old boy, **Martin,** who suffers a severe disfigurement in a violent accident. The play explores Martin's journey as he comes to terms with his physical appearance, the impact on his relationships, and the broader societal views of him. It also delves into the consequences of violence and the impact of social pressures on young people. Through his interactions with others, the play also critiques how superficial society can be, especially in terms of appearance and identity.

Key Messages:

- **The Damage of Violence:** The play suggests that violence, especially among young people, has long-lasting emotional and psychological consequences.
- **Identity is Complex:** The story demonstrates that identity is not defined by external features and that personal growth comes from within.
- **Hope and Change:** Despite Martin's disfigurement, the play offers a sense of hope, suggesting that redemption and self-acceptance are possible, no matter the external circumstances.

Context:

- **Benjamin Zephaniah's Background:**
  - Zephaniah is known for addressing issues such as race, identity, and injustice in his work. His experiences growing up in Birmingham, a multicultural city, influence much of his writing. Zephaniah often focuses on the voices of marginalized people, and Face is no exception, as it tackles themes of social alienation and the consequences of violence.
- **Social and Cultural Context:**
  - Face was written in the early 2000s, a time when issues of youth violence and gang culture were prominent in urban Britain. The play reflects the pressures faced by young people, particularly those from disadvantaged backgrounds, and challenges the stereotypes about youth in society.

Main Characters:

1. **Martin {the protagonist}:**
    1. Mitch is a 16-year-old boy who undergoes a traumatic event that leaves him severely disfigured. The play follows his journey as he tries to understand how to live with his changed appearance and the impact it hason his life.
2. **Mitch's Friends:**
    1. **Mark and Matthew** are other young characters in the play who provide a sense of Martin's past life. Their attitudes and actions reflect the pressures of social acceptance and group behaviour.
3. **Martin's Family:**
    1. Mitch's family, particularly his mother, plays a crucial role in his emotional journey, offering both support and conflict as they navigate the aftermath of his disfigurement.
4. **The People Around Martin:**
    1. Various characters that Martin interacts with, including those who treat him with pity or revulsion, represent the wider societal attitudes that shape his view of himself.

Main Themes:

1. **Appearance vs. Reality:**
    1. The play challenges the audience to consider how society often judges people based on their physical appearance. Martin's disfigurement forces him to face how others perceive him and to reflect on his own self-worth.
2. **Violence and Consequences:**
    1. Zephaniah addresses how violence shapes the lives of young people, particularly in urban areas. Martin's face is disfigured in an act of violence, and the play explores both the immediate and long-term consequences of that violence.
3. **Identity and Self-Perception:**
    1. A central theme is Martin's struggle with his identity after the attack. His external changes force him to reconsider who he is and how he sees himself in a world that places great value on looks.
4. **Social Alienation:**
    1. Martin feels disconnected from society due to his disfigurement, which is compounded by his fear of how others will react. The play shows how people can feel isolated due to circumstances beyond their control.
5. **Redemption and Transformation:**
    1. Martin's emotional and psychological journey points toward the possibility of redemption and personal transformation. He grapples with forgiveness, guilt, and the hope that he can create a better future for himself.

Language and Techniques:

1. Colloquial and Street Language:

I. Zephaniah uses realistic, informal language,ottenreftectingthe vernacular of young people in urban areas. This adds to the authenticity and immediacy of the characters' experiences.

2. Monologues:

1. Martin's monologues, in particular, allow the audience to understand his inner turmoil and struggles with his identity allow.

3. Irony:

1. There's an ironic element in Martin's transformation, where he is both physically changed and emotionally affected by the incident, but his journey is one of discovering his true self beyond his appearance.

4. Characterization:

1. Zephaniah uses the development of Martin and his friends to highlight the varying responses to trauma and the way society constructs identity based on superficial features.

Structure and Style:

•One-Act Play:

- Face is a one-act play, meaning it has a tight, focused structure. The single act emphasizes the intensity of Martin's personal journey, which plays out in a compressed time frame.

•Realistic Dialogue:

- The dialogue is sharp, fast-paced, and true the voices of the characters, allowing Zephaniah to create a sense of immediacy and realism.

•Non-linear Narrative:

- The play shifts between Martin's present struggles and flashbacks to his life before the incident, providing context for his emotional state and relationships.

Key Quotations:

•"Look at me, I'm a monster!" - Martin's self-perception after his disfigurement is a significant emotional moment in the play. It demonstrates the deep impact appearance has on self-esteem.

•"It wasn't me. It wasn't my fault." - Martin's internal conflict and feelings of guilt after the violent incident.

•"What do you see? What do you really see?" - This is a reflection of the ploy's exploration of how appearance affects relationships and identity, and whether people see Martin beyond his disfigurement.

Year 8 Dance

Swansong

Knowledge Organiser

Cbnreographer: Christopher Bruce

Theme: Victor Jara and his time imprisoned by General Pinochet in Chile

Dance styles: Tap, Vaudeville, Contemporary

Trio: Dancing as a group of three

Performance Skills

Eyeline
Exaggeration
Extension
Timing
Musicality
Focus

6 Dance Actions	3 Examples of Space	Choreographic Devices	4 stages of a Warm Up
Jump Turn Travel Gesture Stillness Transfer of weight	**Formations** – the position you dance in **Levels**- low, mid, and high **Pathways**- How you travel to a new formation	**Unison**- all performing the same movement at the same time **Canon**- performing the same movement one after the other	1. Heart Raiser 2. Joint Mobiliser 3. Stretch 4. Strength

Glastonbury 2: Key Terms

Chord: 2 or more notes played at the same time

Lead sheet: Lyrics and chords on one page

Cover song: A version of a song performed by someone else

Remix: Where a producer takes the stem of a song to create a new work with permission of the original artist. Often made to create club or summer remixes.

Producer: the person with the creative mind behind a production of a piece of music

Stems: The final mixdown of all the tracks laid for an instrument or selection of instruments.

Solo: One performer, performing the main melody

Ensemble: A group performance

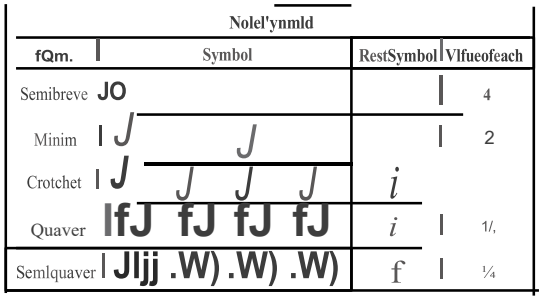
Melody: The main tune of a song

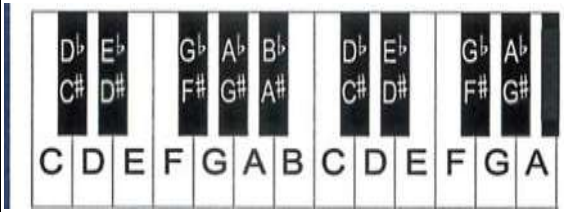
Accompaniment: The music that supports the main tune

TAB: Short for tablature, it is a way of writing music for guitar, bass guitar and ukulele using lines to represent the strings of the instrument

YS Music

Glastonbury 2



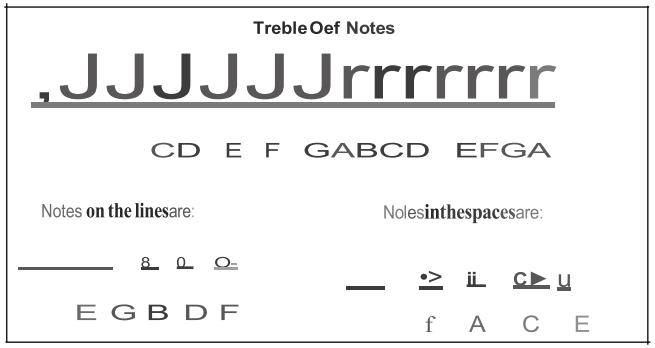


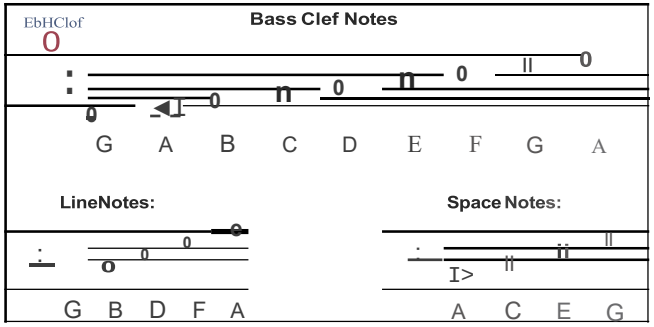
Dynamics - The Volume of the music

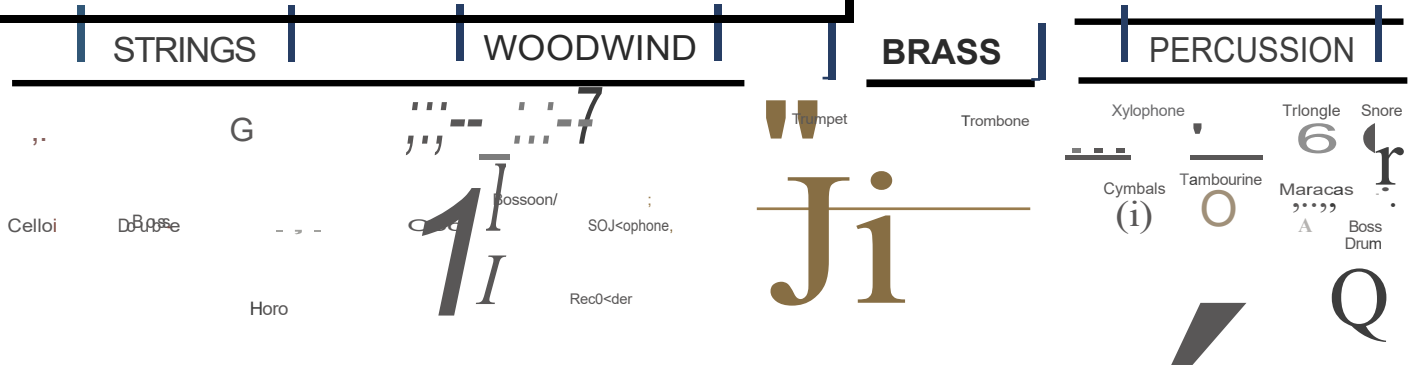
ITALIAN	SIGN	ENGLISH
Piano	*p*	Soft
Forte	*f*	Loud
Mezzo piano	*mp*	Moderately Soft
Mezzoforte	*mf*	Moderately Loud
Pianissimo	*pp*	Very Soft
Fortissimo	*ff*	Very Loud

Pitch - How high or low the sound is

Treble Clef

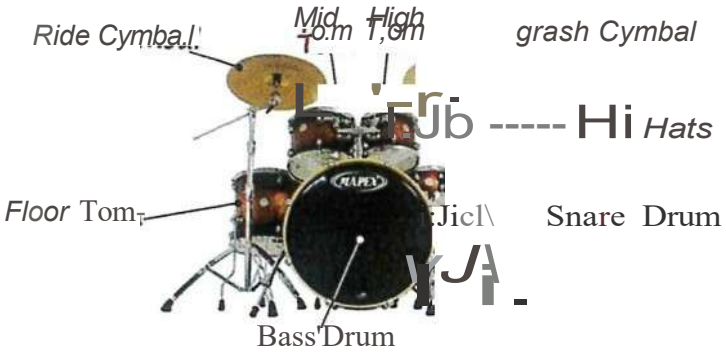


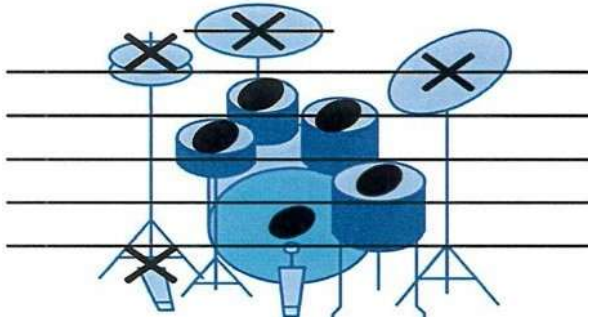




Y8 Music
Glastonbury 2

DRUMKIT



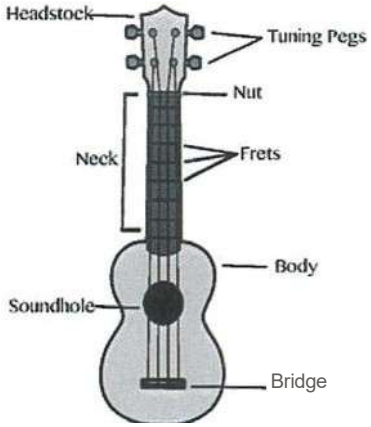


Hi Hats

rJerJe1rJerJe1

Bass drum Snare

UKULELE



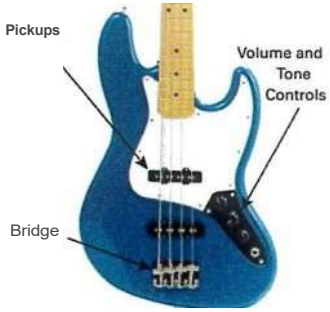
C Am F G

Bfi I I

BASS GUITAR

Frets

Fretboard

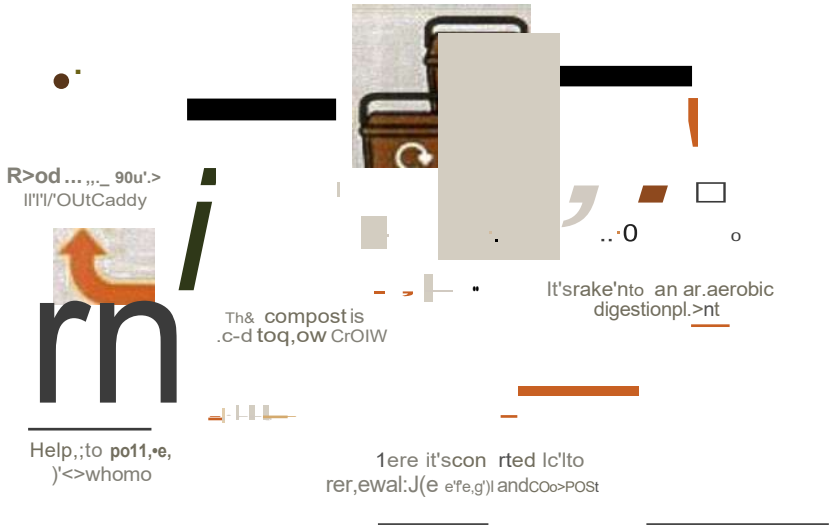


YEARS FOOD

AP3 revision - Summer term

Key Word/term	Definition
Vitamin	Vitamins are nutrients required by the body in small amounts, for a variety of essentia l functions.
Mineral	Minerals are elements that arefound in the earth andfood and essential to life. Minerals can be found in a variety of foods, but some foods are especially abundant in these important nutrients.
Food security	Securing enough affordable and nutritious food to feed the world's population now and in the future
Seasonality	Fruit and vegetables naturally grow in cycles, and ripen during a certain season each year. When they are in season they are harvested.
Fat soluble	vitamins (A, D, E and K) that we ean store in our bodies.
Water soluble	vitamins (B group and C) that are carried to the body's tissues but are not stored in the body.
Micronutrients	needed in the body in tiny amounts. They do not provide energy but are required for a number of important processes in the body.

What should we do with our food waste?



Vitamins

Vitamins are nutrients requiredby the body in small amounts, for a variety of essential functions.

Most vitamins cannot be made by the body, so need to be provided in the diet.

Vitamin	Water or fat soluble?	What it doesin our body (its function)	Food sources
A	Fat	Vision, bone health, skin	
D	Fat	Absorb calcium, strengthens bones, immune system	
E	Fat	Immune system, flushes toxins	
K	Fat	Blood clotting, bone health	
B group	Water	!convert food into energy, createl new blood cells, healthy skin	
C	Water	Healthy skin, wound healing	

	Whatit doesin our body (its function)	Food sources
Calcium	▪ Strong bones and teeth ▪	Milk, cheese, yoghurt, green leafy veg, canned fish
Iron	Keeps red bloodcellshealthy ▪	Red meat,kidney,liver, green leafy veg, wholemeal bread, added to white flour and breakfast cereals, dried apricots, lentils
Sodium	Balances water in the body ▪ Nerve and cell function ▪	Salt (Sodium Chloride), bacon, ham cheese, yeast extract, soy sauce, saltedbutter,ready-made foods, snack foods and take aways
Flouride	Strengthens tooth enamel and bones ▪	Seafood, fish, tea, some tapwater supplies
Iodene	Helps to control body'smetabolic rate	Seafood, vegetables, dairy foods
Phosphorus	▪ Strong bones and teeth Energy release ▪ Makes cell membranes	Wide range of foods

Food Security

- One of the biggest challenges for people involved with food production around the world is food security.
- Meaning, how can we secure enough aiford ble and nutritious food to feet' the world's population now and in thE:: future?

Climate change

- Feeding a growing population is becoming a bigger challenge in many parts of the world.
- This is due in part to climate change. and in particular are affecting people's ability to grow and harvest food.
- **Food security** is a big concern, particularly for people living in developing countries, where more people are reliant on growing and rearing their own food to feed themselves and their families.

Climate change

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- This is due in part to climate change. and in particular are affecting people's ability to grow and harvest food.
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Poverty

There are a number of reasons why people might not have access to affordable and nutritious foods in the UK, including poverty. This includes not having enough money to buy food but also, particularly with soaring energy prices, to pay for the fuel to cook food.

Food security in the UK

- In 2019 approximately 55% of the food consumed in the UK is produced here. The other 45% is imported from Europe and the rest of the world.

Reducing your weekly food bill

- *shop around
- *Eat seasonally
- *Eat dried pulses
- *Make in bulk and freeze
- *Eat oats for breakfast
- *Eat ugly fruit
- "Buy orange sticker foods

Use 'first in first out' food storage

Only prepare the amount of food you need

Use left over food to make other dishes...e.g. Soup; Bubble and Squeak

Discuss in learningpairs (2mins)

Freeze food not needed.

How can we reduce food waste at home?

Plan carefully when shopping

Use food before it goes out of date

Home composting- efficient, easy and clean

Year8

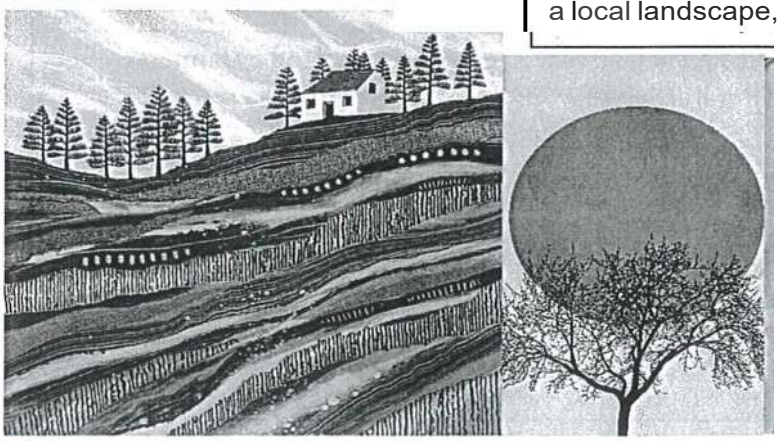
Theme: Landscape and the environment

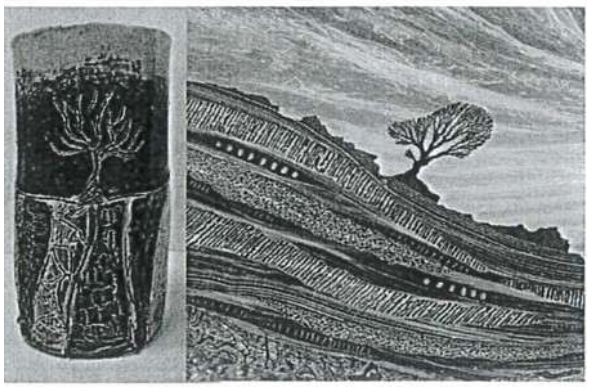
Visual element: Texture/ Perspective

Teohnique: Clay

Aftist: Rebecca Vifl@ent / Boris Draschoff

You will belearning about how artists depict ,landscapes in their Artwork. You will discuss the issues which affect our natural landscapes. You will be introduced to the ;visual e_lement of t_ext re and how to create p r pec iv within your work to illustrate depth and the focal point of your image. You will be researching and exploring the work of thertist ,Rebecca Vin_cef!tii nd Boris Draschoff who create landscapes as their art work. Finally, you will demonstrate all that youhave learnt this project by creating 3D vessel, with clay, inspired by a local landscape, the artists studied and the visual elements.





TASK 1: A03 -Tonal drawing of a tree.

TASK 2: AOl - How have artist used landscapes within their work? What types of landscapes are there? What issues affect our natural landscape?

TASK 3: A02 - Perspective. How do we create perspective within 2D surfaces?

TASK 4: AOl - Critical study on Rebecca Vincent.

Create a double page showing your understanding of the work created by Rebecca Vincent. Complete a copy, images of her work, description, your opinion and how it will influence your work.

TASK 5: A02 -Texture. Look at an images of landscapes: what marks have artist used to describe the texture of the land? Recreate an image using just marks and your understanding of texture.

TASK 6: A03 -Visual mind map - gather images of local landscapes and landmarks to help inspire your final design.

TASK 7: SPOTLIGHT ASSESSMENT: A03 -Tonal drawing of your chosen landmark.

TASK 8: AOl - Critical study on Boris Draschoff.

Create a single page demonstrating your understanding of the work created by Boris Draschoff and his use of shapes and silhouettes.

TASK 9: A03 - Create a high-quality final design for your ceramic vessel, demonstrating your understanding of the artist, the theme and how to apply marks to create texture, depth and form in your final design.

TASK 10: A04 - Produce your final outcome. This will be using clay and using the process of Slabbing.

DOOYA: TASK 11: A04 - EVALUATE your final outcome.

REMEMBER all work that you produce is part of your FINAL GRADE. Therefore, you must complete all work and complete the independent study that is set.

AOl - **33.3% A03 - 33.3% A04 33.3%**

Year8

Theme: Landscape and our environment	Visual element: Texture/ Perspective
Technique: Clay	Artist: Rebecca Vincent/ Boris Draschoff

Artistic Terminology/Vocabulary for Ceramics

1	Landscape	A large area of land, especially in relation to its appearance: Rural landscape, urban landscape, barren landscape.
2	Rural landscape	Rural landscape refers to an area of land that ispredominantly used by farmers, ranchers, and other agricultural activities.
3	Urban landscape	Urban landscape refers to an outdoor environment that is dominated by and influenced by city or town features.
4	Perspective	The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.
5	Texture	The feel, appearance, or consistency of a surface or substance.
6	Mark making	The use of different strokes and marks made using a pencil, brush, or pen, to create textural qualities in a drawing.
7	Sculpture	The art of making two- or three-dimensional representative or abstract forms, especially by use of pottery techniques.
8	Clay	Clay is a type of fine-grained natural soil material containing clay minerals. Clays can be modelled and shaped when wet, due to a molecular film of water surrounding the clay particles, but become hard, brittle and solid upon drying or firing.
9	Score & Slip	To score a pot or piece of clay means to scratch hatch marks on it as part of joining clay pieces together. This is done before brushing on slip and joining the pieces together. The process is often called "score and slip."
10	Slip	Slip is a thick mixture of water and clay and applied with a paint brush to pieces of clay that must be joined, they should be scored first. It is used when joining parts together.
11	Biscuit Firing	Ceramics must be fired (cooked) in a Kiln to make them durable. Firing is the process of bringing clay and glazes up to a high temperature.
12	Glaze	Ceramic glaze is an impervious coating applied to the clay once it has been fired. The Glaze piece is then fired again using a different temperature to allow it to become fused to the ceramic p i e c e through the firing process. Glaze can serve to colour, decorate or waterproof an item. Glaz es may also enhance the underlying design or texture.

Cabot
Learning
FederatJon

Past holidays 8.8 French Vocab list

les participes passés irréguliers?	Irregular past participles
Faire → fait	To do → did
Prendre pris	To take → took
Boire bu	To drink drank
Vair vu	Tosee saw
Lire lu	To read read
Vouloir voulu	To want wanted
Dire dit	To say said
Devenir devenu	To become became
Avoir eu	To have had
Ecrire ecrit	To write wrote

Les opinions	Opinions
C'etait	It was ...
Genial	Great
Fantastique	Fantastic
Interessant	Interesting
Touchant	Moving (emotionally)
Inoubliable	Unforgetable
Incroyable	Incredible
Trop court	Too short
Ennuyeux/barbant	Boring
Trop long	Trop long
Passionnant	Exciting
Emouvant	Emotional

Quand?	When?
Aujourd'hui	Today
Normalement	Normally
D'habitude	isually
Parfois/quelquefois	Sometimes
Pendant la r,ause/ letrajet	During breaktime/the journey
Leweekend	Onthe weekend
Apres le college	After school
deux foispar semaine	Twice a week
souvent	Often
Toujours	Always
Rarernent	Rarely
Detempsen temps	From timeto time
Lelundi	OnMonday
Hier	Yesterday
Recemment	Recently
Le week-end dernier	Last weekend
Lasemaine derniere	Last weel
L'annee derniere	Last year
Ilya unmois	A month ago
Demain	Tomorrow
Bientot	Soon
l'a'	In the re
Le weekend prochain	Next weekend
Lasemaine prochaine	Next week
L'annee prochaine	Next year
Dansun mois	In amonth

Qu'est-ce que tu fais normalement?	What do you do normally?
Se reposer (je me repose)	To relax
Serelaxer • me relaxe	To relax
S'amuser (je m'amuse)	To have fun
	To bathe
	To etdressed
	To etu
	To wash
Se reveiller ·eme reveille	To wake u
S'entendreavec ·e m'entends avec	To eton with
Se brosser les dents/ lescheveux (je me brosse)	To brush teeth/hair
[illegible]	To put on make-up

Quel temps faisait-il?	What was the weather like?
Il faisait beau	It was good weather
Ilfaisait chaud	It was hot
I faisait froid	It was cold
faisait 25 degres	It was 25 degrees
faisait mauvais	It as bad we,
pleuvait	It was raining
neigeait	It was sn01Ning
y avait du vent	It was windy
y avait desnuages	It was doudy
y avait desorages	It was stormy
y avait du brouillard	It was foggy
y avait du soleil	It was sunny

Cabot Learning Federation

Past holidays 8.8 French Vocab list

When	What	Where	How	Whowith	Past auxiliary {AVOIR}	Activities(past participle)	Opinion
Hier Yesterday	Jesuisalle(e) I went	A **Bristol** to/in Bristol	**En voiture** By car	Avec ma famille Withmy family	J'ai (I) Tuas(you) Il a (he) Elle a (she) **Ona** (we - informal) **Nous avons** (we-formal) **Vousavez** (you singular) 11sont (they-male) Elles ont (they female)	fait duski/ dessports nautiques {did skiing/water sports} **achete des souvenirs** (bought souvenirs) **mange des plats typiques** (ate local dishes) **budescocktails** (drank coktails) **joue auvolley de plage** (played beach volley) **visite des monuments** (visited monuments) **pris des photos** (took photos)	C'etait... it was"' Genial great **Fantastique** **Interessant** **Emouvant** emotional **Touchant** moving **Inoubfiable** unforgettable **Incroyable** incredible **Tropcourt**too short **Ennuyeux/barbant** boring **Troplong** too long **Passionnant** exciting
Recemment Recently	Tuasvoyage You travelled	A Londres to/in London	Enferry Byferry	Avecmesparents Withmyparents			
le week-end dernier Last weekend	**Elleestrestee** Shestayed	En **France** to/in France	**Encar** Bycoach	**Avec mes grands-parents** With mygrandparents			
Lasemaine derniere Last week	On a sejourne Westayed in	En Espagne to/in Spain		**Avecmescopains** With myfriends			
le mois dernier Last month		**EnAllemagne** to/in Germany	En avion Byplane	**Avecmon ecole** Withmy school			
l'annee derniere Last year				**Seul(e)**			
Il **ya deuxans** Two years ago		**Au Portugal** To/in Portugal	**Entrain** By train	On my own			
		Aux Etats-Unis To/jn theUSA					

Que temps fais,,:I ii?	What was the weather like?	Past auxiliary {ETRE}	** Remember to agree the past participle in number and gender!*
ii faisait chaud ii faisait froid	It was hot it was cold	Jesuis (I) Tues(you) Il est(he) Elleest(she) Onest(we - informal) Nous somrnes (we-formal) Vousetes (you plural) 11ssont (they- male) Elles sont (they female)	**alle* dans les magasins** (went intothe shops) **parti* tot** (left early) **arrive* atemps** (arrived on time) **rentre* tard** (came back late) **sorti* le soir** (went out in the evening) reste* cinqjours/ une semaine (stayed for five days / one week)
iiyavait du-ii ilyavaitd t	It was sunny It was windy		
iipleuvait ii neigeait	It was raining It was snowing		

*Weather phrases in the **past tense,** it's soeasy! Usethe same phrasesfrom previous topic, and change ii **ya..** >**ily avait...** and **ilfait...**> ii **faisait**...*

8.7 Present Holidays -Spanish Vocab List

ID6ndevas?	Where do you go?
;:rfs / a Londres	I go to Paris/ to London
a Francia	to France
a Espana	to Spain
a Inglaterra	to England
a Escocia	to Scotland
a Irlanda	to Ireland
a Gales	to Wales
a Portugal	to Portugal
a Pakistan	to Pakistan
a Polonia	to Poland
a Somalia	to Somalia
al Caribe	to the Caribbean
al Reino Unido	to the UK
alos Estados-Unidos	to the States
a los Pafses 8ajos	to the Netherlands

Que visitas?	Wheredo you visit?
Visto/ Visitamos	I visit/We visit
la playa	The beach
la piscina	The swimming pool
el centro	The town centre
el museo	The museum
elmercado	The market
el estadio (de futbol/rugby)	The (football/rugby) stadium
el parque de atracciones	The theme park
los monumentos	The monuments
las tiendas	The shops
los cafes	The cafes
los restaurantes	The restaurants
la oficina de turismo	The tourist office

ID6nde te alojas?	Where do you stay?
Me alojo en/ Me quedo en	I stay in
un hotel (de cinco estrellas)	A (five star) hotel
un camping	A campsite
un apartamento	An appartment
una caravana	A caravan
una tienda	A tent
un albergue juvenil	A youth hostel
una caravana estatica	A static caravan
en casa de mis abuelos	At my grand-parents'
un parador	A state-owned luxury hotel
una pension	A B&B

IC6mo viajas?	How do you travel?
Viajo / Viajamos	I travel / We travel
a pie	by foot
en bici	by bike/pushbike
en moto	by motorbike
en coche	by car
en tren	by train
en barco / en crucero	by boat/ bycruiseship
en metro	by tube
en autocar	by coach
en autobus	by bus
en avi6n	bJ'. 12lane

IQue tiemeo hace?	What is the weather like?
Hace buen / mal tiemp.9	It is good /bad weather
Hace calor/frfo	It is hot/cold
Hace sol	It issunny
Hace 29 grados	It is 25 degrees
Llueve	It is raining
Nieva	It is snowing
Hay viento	It iswindy
Ha nubes	There are clouds

IQue haces...?	What do you do ...?
Descansar	To rest
*Divertirse (me divierto)	To have fun (I have fun)
Tomarel sol	To sunbathe
Visitar monumentos	To visit monuments
*Ir a la playa	To go to the beach
*Ir al restaurante	To go to the restaurant
*Ir de compras	To go shopping
*Dar un paseo	To go for walks
Sacar/tomar fotos	To take photos
Comprar recuerdos	To buy souvenirs
*Hacer deporte	To do (play) sports
*Hacer deportes acuaticos	To do water sports
8ailar en la discoteca	To dance in the club

ID6nde esta...?	Where is it...?
Esta lejos	It's far
Esta cerca	It'snearby
Esta a cinco minutos	It's minutes away
Esta afil!Q metros	It'sM!.Q metres away
Siga todo recto	Go straight on
En el semaforo siga todo recto	At the traffic lights go straight on
En la rotonda gira a la derecha	At the roundabout turn right
Gira a la izquierda	Turn left
Gira a la derecha	Turn right
Tome la primera	Take the first
Tome a segunda	Take the second
Cruza el puente	Cross the bridge

8.8 Past holidays SPANISH

Cabot Learning Federation

Las opiniones	Opinions
Fue genial	It was great
Fue fantastico	It was fantastic
Fue interesante	It was interesting
Fue emocionante	It was exciting
Fue inolvidable	It was unforgettable
Fue increible	It was incredible
Fue demasiado corto	It was too long
Fue demasiado largo	It was too short

¿Que tiempo hacia?	What was the weather like?
Hada buen tiempo	It was nice weather
Hada mal tiempo	It was bad weather
Hada sol	It was sunny
Hada calor	It was hot
Hada frfo	It was cold
Hada viento	It was windy
Llovia	It was raining

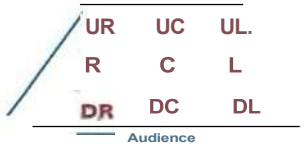
¿Que hiciste durante las vacaciones?	What did you do on holidays?
Fui a la playa	I went to the beach
fui al restaurante	I went to the restaurant
fui de compras	I went shopping
Me quede	I stayed
Bebi	I drank
Vi	I saw
Probe	I tried (food)
Hice deportes acuaticos	I did watersports
Descanse	I rested
Me relaje	I relaxed
Me diverti	I had fun
Visite monumentos	I visited monuments
Di paseos	I went walking
Saque fotos	I took photos
Compre recuerdos	I bought souvenirs
Tome el sol	I sunbathed

La vida cotidiana	Daily life
La gente	People
Los habitantes	Inhabitants
Hablar	To speak
Vivir	To live
Celebrar	To celebrate
Preparar	To prepare
Ir a trabajo	To go to work
Ir al institute	To go to school
Volver a casa	To go back home
Ver la tele	To watch TV
Cenar	To have dinner
Banarse	To have a bath
Ducharse	To have a shower

¿cuando?	When?
Ayer	Yesterday
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes pasado	Last month
El aiio pasado	Last year
Hace dos dias	Two days ago
El otro dia	The other day

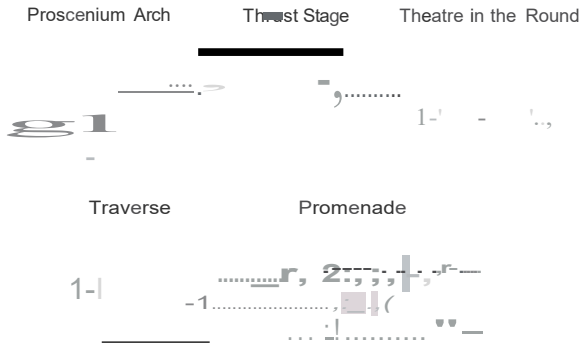
Gesture	A hand action e.g. a wave or a point
Mannerisms	The habits a character has
Body Language	Closed or open to show emotion
Facial Expressions	Showing and emotion with the face
Proxemics	The distance between two characters, which tells the audience how they feel about eachother
Gait	The way the character walks
Posture	Are they standing tall and confident, or are they hunched
Eye Contact	Looking into the eyes of another character
Eye line	Where are they looking with their eyes e.g. the floor
Status	The power dynamic or social hierarchy
Subtext	The meaning beneath the words (what is revealed about the character by the way they say the dialogue.)

This term you will discover how to Describe, Explain, Analyse and Evaluate a piece of Live Theatre from an acting point of view



Vocal Skills

Accent	shows where the character is from
Volume	How loudly or softlyyou speak
Diction	informal/ slang the way in which you pronounce words clearly
Tone	How the voice conveys emotion
Pitch	High or low voice
Pace	Speed of delivering dialogue
Pause	A gap in the words or between lines used for a particular effect
Timing	When the actor says the line e.g. interrupting or comictimin
Emphasis	where a word or sound is exaggerated for effect



Writing Skills

Evaluate	Deciding how successful or unsuccessful the actors were
Describe	Describingl::rlla!specific vocal or physical skillused e.g. worried facial expressions
Explain	ExplainingLl..Q.l:1lthey demonstrated the vocal or physical skill e.g. by scrunching their eyebrows together
Analyse	AnalysingJCdu{they did this, what it showed about the character e.g. this made the character appear concerned about...