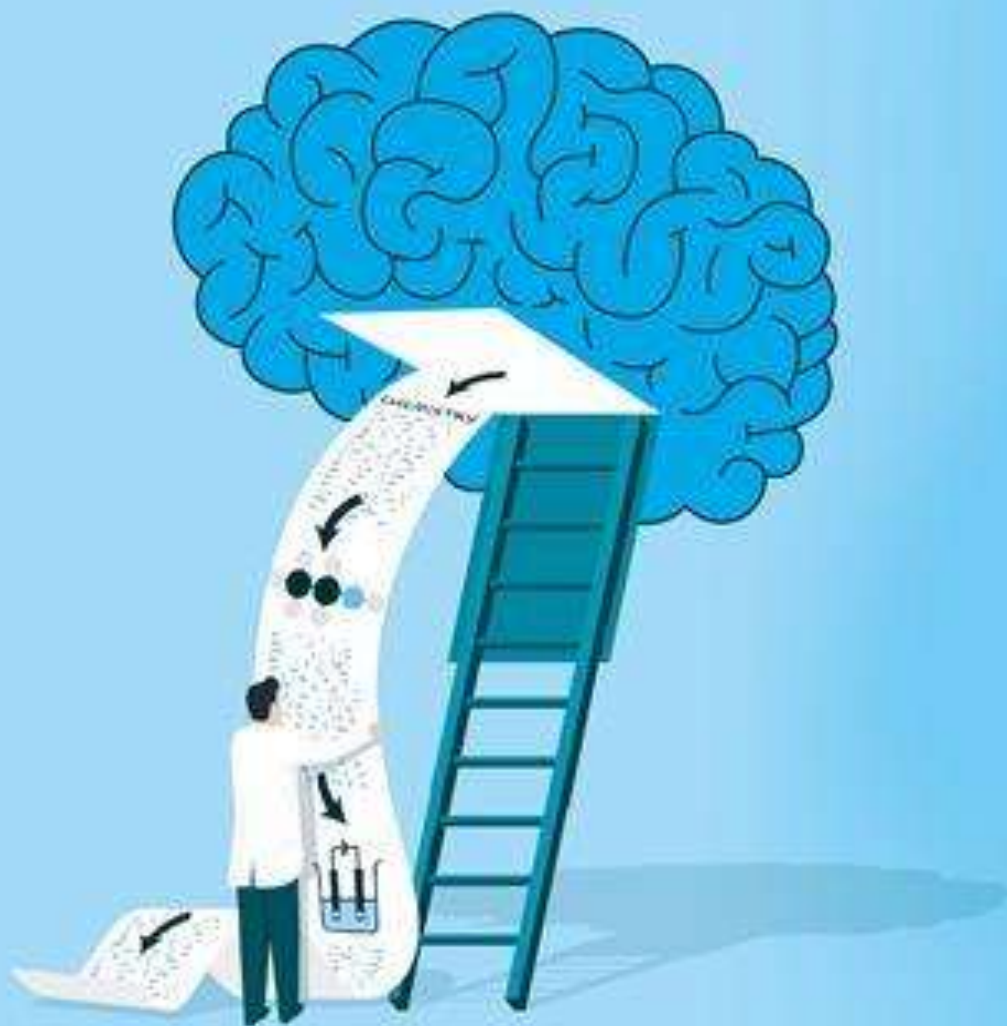


Revision Booklet



YEAR 8

Cycle 2

Name:

Team

What is Assessment Week?

Assessment week takes place in week 11 of our 12 week learning cycles.

During assessment week, you will sit assessments in all of your subjects throughout the week.

The purpose of assessment week is to uncover how well you have grasped key ideas. It also highlights areas we need to work on still and where you are ready for more stretch and challenge in your learning!

One of the best ways you can prepare for your assessment to revise a little and often in the run up for your assessment.

Use this revision pack to help you focus your revision both outside and inside school!

You should also prepare on the day by making sure you get plenty of sleep, eating a good breakfast and staying hydrated. Remember, you have got this!

How to Revise Videos:

- Cornell Notes https://www.youtube.com/watch?v=nX-xshA_0m8
- Flashcard Quizzing <https://www.youtube.com/watch?v=TjPFZaMe2yw>
- Look, Cover, Write, Check <https://www.youtube.com/watch?v=WSaRUa-tPxs>
- Concept Mapping <https://www.youtube.com/watch?v=sZJj6DwCqSU>
- <https://www.youtube.com/watch?v=IUEqM-4BP4w>

Assessment dates:

All assessments will take place in week 11, week commencing 16th March, unless stated otherwise in the table below! Your teacher will tell you what your assessment will involve before the date, e.g. assessment of a practical piece of work, evaluation of a performance or a written test.

	8a1	8a2	8a3
English	Tues 17 th	Tues 17 th	Tues 17 th
Maths	Tues 17 th , Thurs 19 th	Tues 17 th , Thurs 19 th	Tues 17 th , Thurs 19 th
Science	Wed 18 th	Wed 18 th	Wed 18 th
History	Mon 16 th	Tues 17 th	Weds 18 th
Geography	Mon 16 th	Thurs 19 th	Thurs 19 th
Spanish	Tues 17 th	Mon 16 th	Mon 16 th
Art- Coursework due:	Fri 20 th	Fri 20 th	Fri 20 th
Music	Weds 18 th	Mon 16 th	Weds 18 th
Computing	Mon 16 th	Thurs 19 th	Weds 18 th
Drama	Thurs 19 th	Mon 16 th	Mon 16 th
Sport	Thurs 19 th	Thurs 19 th	Thurs 19 th
Nutrition	Fri 13 th	Tues 17 th	Mon 16 th

Lesson Question		Learning Review- Write your answers in the boxes below			
Why is rhetoric effective when writing letters?					
How can I master confused words?					
How do writers use brackets and dashes to show parenthesis?					
How does audience, purpose and form change the way I write non-fiction writing?					
How do I use personal pronouns and write an introduction?					
How do I present a balanced argument with 'supportive' paragraphs?					
How do I create an 'against' paragraph?					
How do I create a balanced argument?					
How do I create an effective conclusion?					
How do I plan and write from scratch?					
How is my writing marked in the Final assessment (mark scheme):					
	1-5	6-10	11-15	16-20	21-25
Communication is convincing and compelling. The tone of your writing is matched to purpose and audience.	Little written to purpose	sometimes	Often (tense and person are matched consistently)	mostly	consistently
Uses ambitious vocabulary. Uses a range of linguistic devices.	Little written to purpose	sometimes	Often (using 4 or more new words from the scheme)	Mostly (At least 3 devices utilised)	consistently
Overall structure, paragraph structure and range of sentence structures used for effect	Little written to purpose	sometimes	Often (at least 3 or 4 paragraphs, subordinate clauses used)	mostly	Consistently (in 4 or 5 paragraphs)
A wide range of punctuation used accurately.	Little written to purpose	sometimes	often	Mostly (including direct speech)	Consistently (brackets, ⁴ speech-marks and semi-colons)

Sparx Independent Learning Codes

To revise maths:

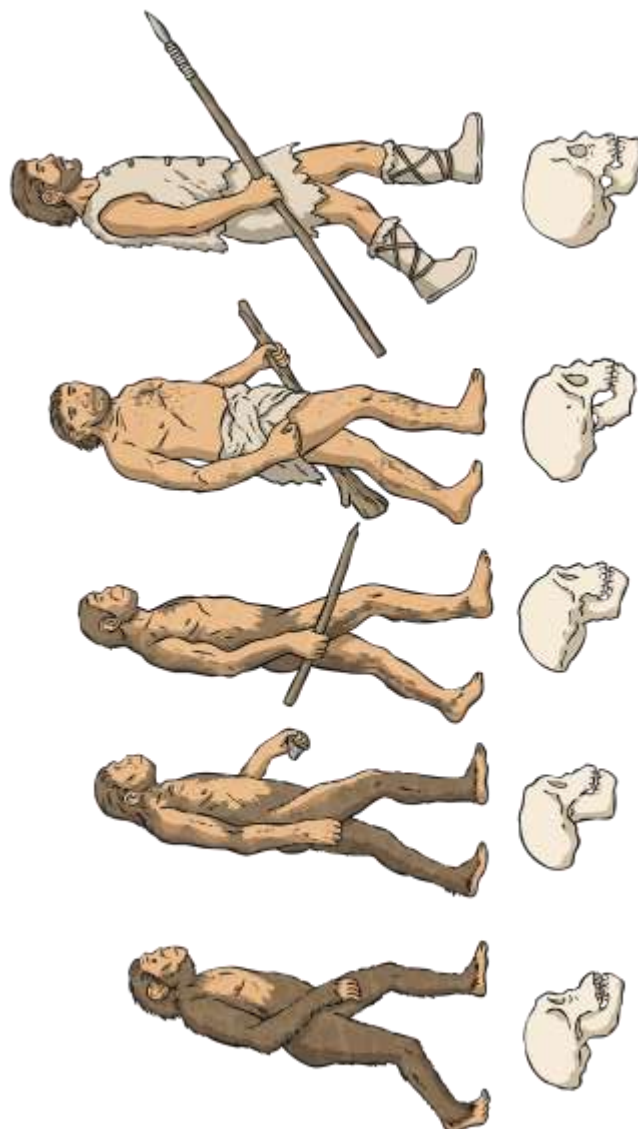
You will need a device to log in to Sparx and some paper to write down your bookwork codes and method.

1. Choose your topic from the list below.
2. Log into Sparx homework
3. Select "Independent Learner"
4. Search for the code on the right in search bar, for example "U435".
5. Try the questions.

If an objective is too easy, move onto later questions or a different topic. Don't waste time going over what you already know!

Objective	Code
Finding common multiples	M227
Understand cubes and roots	M135
Product of prime factors	M108
Find the HCF	M698
Rounding and estimation	M878
Using positive indices rules	M608
Factorising (common factor)	M100
Expand and simplify single brackets	M792
Plotting a straight line	M932
Solve linear equations	M634, M554
Representing inequalities on a number line	M384
Solve linear inequalities.	M118, M732
Simplifying a fraction by cancelling all common factors	M671
Convert improper fractions to mixed numbers	M601
Adding and subtracting fractions	M835
Ordering fractions	M335
Find fraction of an amount from a diagram	M158
Calculate a percentage of an amount using multipliers	M905
Find a percentage of amount (non-calc)	M437
Solve real-life problems involving percentages.	M476
Sharing in a ratio.	M525
Solving problems with ratio	M801
Write ratios as a fraction	M267
Speed calculation	U151

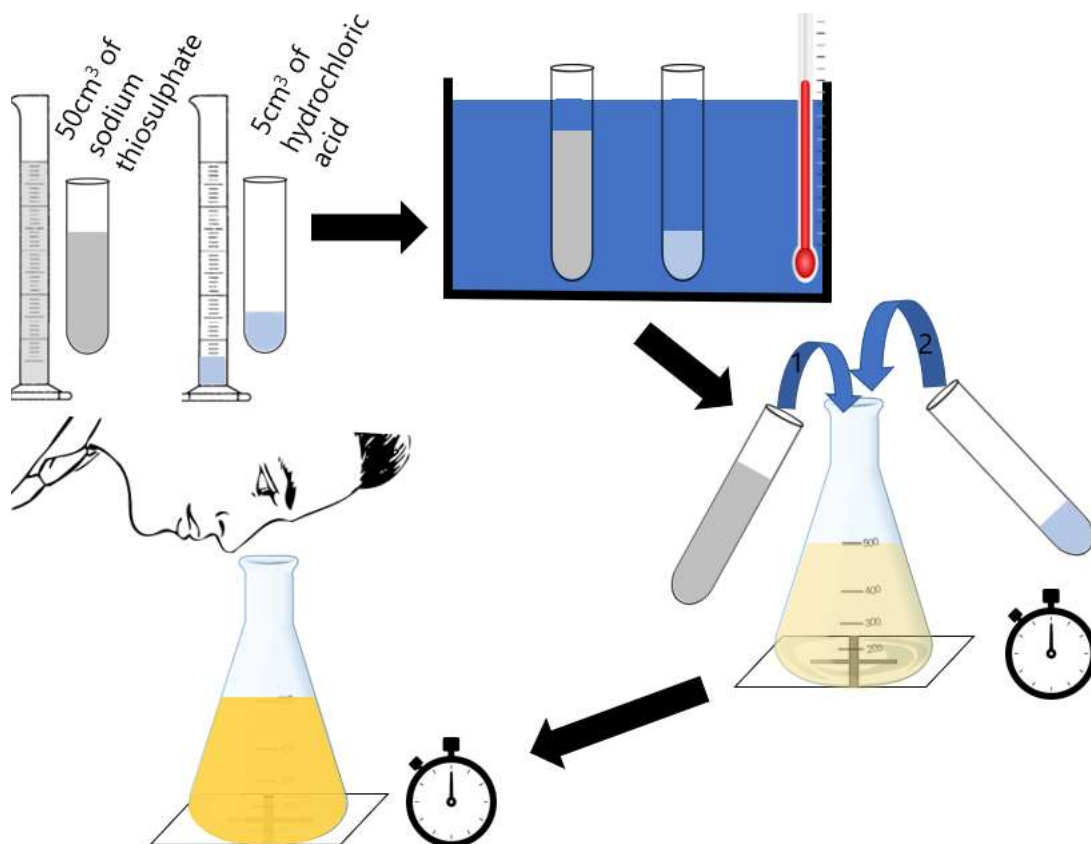
Key term	Definition
Evolution	
Adaption	
Mutation	
Variation	



Rates of reaction practical

Aim: To investigate the effect of temperature on rate of reaction

Equipment list:



Expected results:

ANNOTATION GUIDE

Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts. If you want to develop your artistic language look at the a 'Write Like an Artist Page'

There are several reasons annotation may be used, for example, to:

- ✓ Analyse the work of an inspirational artist or designer
- ✓ Record a technique
- ✓ Record ideas
- ✓ Explain the thinking behind an idea
- ✓ Analyse the success of a technique, idea or composition
- ✓ Explain how a particular artist or designer's style or technique has influenced your work

Use this when annotating your experiments and process work:

- ☐ Clearly state what technique or material you used
- ☐ Explain why you tried it
- ☐ Describe what worked well
- ☐ Identify what didn't work and why
- ☐ Explain how this experiment will influence your next steps



Use these to show understanding and critical reflection:

- ☐ Explain the intention behind your idea (what you wanted to show)
- ☐ Describe how your choices support that intention (colour, composition, technique)
- ☐ Evaluate the success of the outcome
- ☐ Identify clear improvements for next time
- ☐ Connect your decisions to your theme and artist influences

USE THESE WORDS TO WRITE AND SPEAK

LINE

Contour - Bold - Fine - Wavy - Jagged - Curved - Directional - Implied - Parallel - Vertical - Horizontal - Diagonal - Contour - Chaotic - Calm - Unpredictable - Basic - Frantic

LIKE AN...

ARTIST

SHAPE

Organic - Geometric - Abstract - Irregular - Regular - Angular - Curved - Symmetrical - Asymmetrical - Flat - 2D - 3D

TEXTURE

Rough - Smooth - Bumpy - Soft - Glossy - Matt - Grained - Polished - Shiny - Furry - Silky - Coarse - Fluffy - Sharp - Thin - Thick - Warm - Cold - Bare - Washed - Fake - Plastic

FORM

Spherical - Cylindrical - Cubic - Volumetric - Solid - Hollow - Angular - Curved - Concave - Convex - Realistic - Abstract

COMPOSITION

Balanced - Unbalanced - Symmetrical - Asymmetrical - Focal Point - Foreground - Background - Overlapping - Layered - Centred - Rule of Thirds - Negative Space - Depth

TOPE

Light - Dark - Soft - Harsh - Contrasting - Muted - Monochrome - Graduated - Subtle - Dramatic

COLOUR

Primary - Secondary - Warm - Cool - Complementary - Contrasting - Harmonious - Muted - Vibrant - Pastel - Earthy - Monochrome - Bold

MOOD

Intense

Chaotic - Tense - Aggressive - Disturbed - Dramatic - Explosive - Passionate - Turbulent - Violent - Overwhelming - Shocking

Dark

Dark / Mysterious Eerie - Sinister - Melancholic - Gloomy - Mysterious - Haunting - Foreboding - Isolated - Dystopian - Bleak - Shadowy - Tragic - Surreal

Peaceful / Calm

Tranquil - Serene - Calming - Gentle - Still - Meditative - Dreamy - Balanced - Harmonious - Soothing - Soft - Idyllic - Subtle

Emotional / Reflective

Nostalgic - Sentimental - Introspective - Thoughtful - Lonely - Poignant - Bittersweet - Reflective - Honest - Raw - Expressive - Sad - Hopeful

Uplifting / Energetic

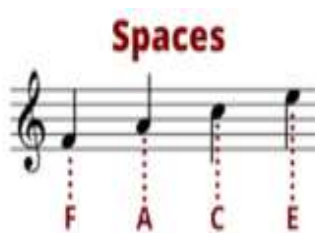
Joyful - Playful - Energetic - Exciting - Positive - Radiant - Fun - Vibrant - Celebratory - Optimistic - Exuberant - Animated - Bright

Ambiguous / Complex Conflicted – Ambiguous – Uncertain – Mysterious – Surreal – Disorienting – Unsettling – Tense – Elusive – Paradoxical – Intriguing – Thought-provoking

Take it to the next level and use similes and metaphors in your writing. For example, to use a simile we would use 'as' and 'like'. This page is useful like the way a friend whispers you advice in moments of mind-blanked panic. Or to use a metaphor, we get rid of the 'like' and 'as' and just confidentially go for it! **This page is a gift from the art universe determined to help me succeed.**

Music

Term	Definition	Example
Pitch	How high or low a sound is	See notation guide below
Rhythm	A pattern of sounds, often with different durations	See note value grid below
Duration	The length of a sound	See note value grid below
Dynamics	How loud or quiet the music is	<i>Piano</i> = quiet <i>Forte</i> - loud
Tempo	The speed of the music	<i>Andante</i> - walking pace <i>Allegro</i> - running pace
Timbre	The colour of sound - how instruments and pieces of music can sound different from each other	Words to describe timbre might include: <i>bright, deep, rich, mellow, piercing, shrill....</i>
Melody	A sequence of musical notes - the tune!	Links to pitch!
Texture	Layering or combining different sounds or rhythms at the same time.	
Harmony	A combination of notes played together	A chord or a bass line underneath a melody
Structure / form	How a piece is organised	Verse / chorus / verse
Chord	Playing more than one note at the same time	



quaver ½ beat	crotchet 1 beat	minim 2 beats	semibreve 4 beats
= 1 beat			



Blues Music



Famous Blues Artists

Robert Johnson, Muddy Waters, BB King, Howlin' Wolf, John Lee Hooker and Bessie Smith

🎵 Origins of Blues Music

Where? South America

When? Late 19th Century

Who created it? African American communities

Developed from: Spirituals, work songs

Themes: homesickness, poverty, hard times, sadness....that is why they are called *The Blues*!



Key Instruments Used

Voice

Piano

Guitar (electric or acoustic)

Bass Guitar/ Double Bass

Drums

Trumpet / Saxophone (occasionally)



Why is Blues Important?

It influenced many musical styles including: Jazz, Rock and Roll, Rock, Pop

Artists influenced by Blues Music include:

The Rolling Stones, Elvis Presley, Led Zeppelin, Jimi Hendrix

🎵 Key Musical Features

12-bar blues pattern using 3 different chords (see below)

Moderate tempo (speed)

4/4 time

Walking Bassline

Improvisation

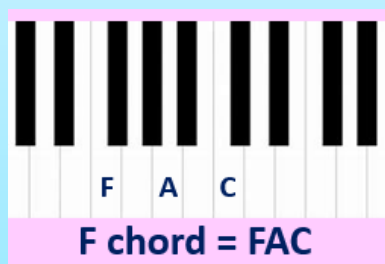
Sad lyrics



Improvisation - creating something 'in the moment'

The 12 Bar Blues Pattern (in C Major)

C	C	C	C
F	F	C	C
G	F	C	C



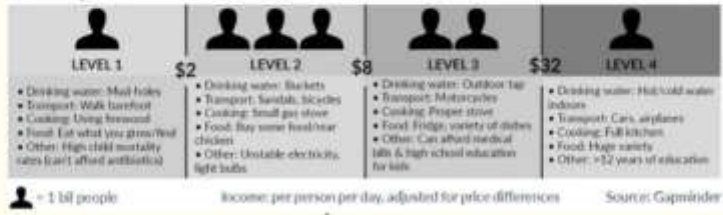
History				
Add examples to the table below	Political dominance	Economic exploitation	Culturalism and racism	Resistance
India	The East India Company used policies to take land from Indian People e.g. Doctrine of Lapse after 1848 After WWI Britain passed laws to stop Indian protests			
Ireland		Food was exported during the Famine in the		
Africa				

History

What was the British Empire? By 1921, the British Empire ruled over 25% of the world's population. Empire Day was celebrated during George V's reign (1910–1936). Queen Victoria ruled from 1837–1901, during the height of empire.	How did the Industrial Revolution fuel the Empire? Manchester became 'Cottonopolis' in the 1800s, importing cotton from India. Steamships and railways helped Britain control trade routes. Factories needed raw materials like cotton, sugar, and rubber from colonies.	Why did Britain want an empire? Britain wanted gold, spices, and cotton to increase wealth. Missionaries aimed to spread Christianity and British values. The Empire competed with France and Spain for global power.
How did a British company begin building an empire in India? The East India Company was founded in 1600 by Queen Elizabeth I. Robert Clive won the Battle of Plassey in 1757, gaining Bengal. The 1770 Bengal famine killed up to 10 million people.	How did Indians resist the East India Company? • Tipu Sultan resisted British attacks until his death in 1799. • The 1857 Rebellion was sparked by religious and cultural tensions and the result of long-term British rules. • The Doctrine of Lapse allowed Britain to seize land without heirs.	How did the British Raj change the lives of Indian people? • Queen Victoria became Empress of India after 1857. • General Dyer ordered troops to fire at Jallianwala Bagh in 1919. • Railways were built to move troops and export goods like cotton.
How did England colonise Ireland? Henry II invaded Ireland in 1171 and became Lord of Ireland. Elizabeth I sent Protestant settlers to Ulster and Munster in 1593. Cromwell invaded in 1649, killing thousands and seizing land.	What was the impact of British rule on Ireland? • The 1801 Act of Union joined Ireland and Britain into one country. • The 1840s Great Famine killed over 1 million people. • Irish language and culture were suppressed in schools and courts	How did Irish people resist British rule? • The 1798 Rebellion was led by Wolfe Tone and the United Irishmen. • Daniel O'Connell campaigned for Catholic rights in the 1820s. • The 1829 Catholic Emancipation Act allowed Catholics in Parliament.
Why was Africa partitioned? The Berlin Conference (1884–85) divided Africa among Europeans. Africa was rich in gold, diamonds, palm oil, and rubber. Quinine and Maxim guns helped Europeans colonise Africa.	How did colonisation affect South Africa? • Cecil Rhodes founded the British South Africa Company in 1889. • King Lobengula was tricked into signing away land rights in 1888. • Rhodesia was created in 1895, displacing Ndebele and Shona people.	What is the legacy of the British Empire? • English is an official language in India and Nigeria. • Railways and legal systems in colonies were based on British models. • Borders drawn by Britain caused later conflicts, like in Nigeria (1967–70).



Geography

Year 8 - Geography- Cycle 2	Week 1 – Development indicators	Week 2 - Causes of uneven development
Key vocabulary Development: the process of change by which people reach an acceptable standard of living or quality of life. Resources: are things that people use. Some resources are essential for survival, whilst others are needed to maintain a standard of living. 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.	The World Development Indicators is a compilation of relevant, high-quality, and internationally comparable statistics about global development and the fight against poverty. E.g. GNI per capita, Literacy Rate. In 2016, the richest 20% consumed 80% of the world's resources. Causes of uneven development around the world can be physical and human.  Source: Gapminder	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, conflict, disease and debt.
Week 3 – National Variations 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 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 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.
Key Terms Sustainable: Meeting the needs of the current generation without compromising the ability of future generations to meet their own needs. 	Week 6 – Resources 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 – The Middle East 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 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 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 CO2 per person is still high.	Week 10 – Theories Malthusian 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. Boserupian 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.

Spanish

Year 8 Spanish Cycle 1 vocabulary

Week 1		Week 2	
poco	little, not much	por	around, because of
quedar	to meet up/meeting up	un año	year
antes	before	hasta	as far as, up to
sin embargo	however	tomar	to take/taking
negro	black (m)	además	besides, as well
negra	black (f)	ganar	to win/winning
ayudar	to help/helping	intentar	to try (to)/trying (to)
libre	free	cantar	to sing/singing
la pared	wall	una canción	song
aprovechar	to make the most of/ making the most of	coger	to take/taking
		cojo	I take/am taking
pasado	past, last (m)	un premio	prize
pasada	past, last (f)	un concierto	concert
el máximo	maximum	el autobús	bus
el verano	summer		
pintar	to paint/painting		

Week 3		Week 4	
así	like this/that	que	that
ahora	now	sobre	about
la gente	people	creer	to believe/believing
según	according to	poner	to put/putting
igual	same, equal	pongo	I put/am putting
quizás	maybe	entender	to understand/ understanding
malo/a	bad, ill (m/f)		
seguro/a	sure, safe (m/f)	la realidad	reality
triste	sad	la sociedad	society
generalmente	generally	vender	to sell/selling
listo/a	ready, intelligent (m/f)	una página	page
limpio/a	clean (m/f)	una noticia	news item
precioso/a	beautiful (m/f)	esconder	to hide/hiding
sucio/a	dirty (m/f)	el/la periodista	journalist
contento/a	happy (m/f)	una entrevista	interview

Week 5		Week 6		Week 7	
él	he	decir	to say/saying	permitir	to allow/ allowing
ellos	they (m)	ver	to see/seeing		
yo	I	empezar	to start/starting	incluso (si)	even (if)
ella	she	empiezo	I start/am starting	decidir	to decide/ deciding
ellas	they (f)			un juego	game
mientras (que)	while (whereas)	la verdad	truth		
nosotros/as	we (m/f)	un ejemplo	example	fuerte	strong, loud
tú	you	todo	all, everything	cubrir	to cover/ covering
un cambio	change	un minuto	minute		
un viaje	trip, journey	una opinión	opinion	una fiesta	party
un esfuerzo	effort	el alemán	German	dividir	to divide/ dividing
un gesto	gesture	el estudiante	student (m)		
el ruido	noise	la estudiante	student (f)	el costo	cost
genial	great			repartir	to hand out/ handing out
gracioso/a	funny (m/f)				
entonces	so			una bebida	drink

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

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

Spanish

Week 8		Week 9	
mismo/a	same (m/f)	pues	well
primero/a	first (m/f)	salir	to go out/going out
propio/a	own (m/f)	salgo	I go out/am going out
último/a	last (m/f)	el fin	end
segundo/a	second (m/f)	perder	to lose/losing
largo/a	long (m/f)	pierdo	I lose/am losing
tercero/a	third (m/f)	una semana	week
elegir	to choose/choosing	un partido	match
elijo	I choose/am choosing	un pie	foot
compartir	to share/sharing	subir	to go up/going up
finalmente	finally	un inglés	English person (m)
corto/a	short (m/f)	una inglesa	English person (f)
describir	to describe/describing	una entrada	ticket (for venue)
un diálogo	dialogue	recoger	to pick up/picking up
imprimir	to print/printing	recojo	I pick up/am picking up
		el cine	cinema
		un jugador	player (m/f)
		el fútbol	football
		un billete	ticket (for bus)
Week 10			
en cambio	however, on the other hand	cerrado/a	closed (m/f)
una razón	reason	trece	thirteen
el sueño	sleepiness	catorce	fourteen
el miedo	fear	quince	fifteen
abierto/a	open (m/f)	dieciseis	sixteen
el éxito	success	diecisiete	seventeen
la suerte	luck	dieciocho	eighteen
el calor	heat	diecinueve	nineteen
		veinte	twenty

Spanish

Week 1		Week 2	
el paso	step	ir	to go / going
atrás	backward	voy	I go / am going
adelante	forward	vas	you go / are going
la pena	sadness	va	s/he goes / is going
el apoyo	support	vamos	we go / are going
la risa	laughter	porque	because
la intención	intention	¿por qué?	why?
la alegría	happiness, joy	parte	part
la izquierda	left	el mundo	world
la derecha	right	mañana	tomorrow
el ánimo	encouragement	descubrir	to discover / discovering
la vergüenza	embarrassment		
la tristeza	sadness	extranjero	abroad
la rabia	anger	visitar	to visit / visiting
la traducción	translation	divertido	fun (m)
así que	so	divertida	fun (f)
Week 3		Week 4	
para	for, in order to	más	more
van	they go / are going	dice	s/he says / it says
un país	country	la vida	life
tomar	to take/drink	mejor	better
presentar	to present/presenting	mil	thousand
el tema	topic, issue	ganar	to win, to earn
pronto	soon	crecer	to grow / growing
próximo	next (m)	desaparecer	to disappear/ disappearing
próxima	next (f)		
enseñar	to teach/teaching	suficiente	enough, sufficient
la costa	coast	la altura	altitude
una compra	purchase	la lluvia	rain
una copa	glass, drink	seco	dry (m)
un paseo	stroll, outing	seca	dry (f)
una tapa	lid, cover	la frontera	border
Week 5		el clima	climate
Revision of Cycle 1 Vocabulary		el paisaje	landscape
Week 6		Week 7	
poco	little, few	ya	already
dejar	to leave / leaving	pasar	to pass, to spend
el lado	side	conocer	to (get to) know
crear	to create / creating	conozco	I (get to) know
publicar	to publish / publishing	ofrecer	to offer / offering
un comentario	comment	ofrezco	I offer
ayer	yesterday	la cultura	culture
enviar	to send / sending	apenas	hardly, barely
la red	network	sufrir	to suffer / suffering
una foto	photo	romper	to break / breaking
encima	above	los Estados Unidos	United States
		un accidente	accident

Week 8		Week 9	
casi	almost	me	myself
traer	to bring / bringing	te	yourself
traigo	I bring / am bring	poner	to put on / putting on
olvidar	to forget / forgetting	llamar	to call / calling
la salud	health	presentar	to present, introduce
cuidar	to care / caring	levantar	to get up / getting up
un novio	boyfriend	demasiado	too much, too many
una novia	girlfriend	despertar	to wake up / waking up
un cumpleaños	birthday	un espejo	mirror
		un vestido	dress
		un pantalón	trousers
Week 10		desayunar	to have breakfast / having breakfast
Revision of Cycle 2 Vocabulary			

Present tense verb endings



	AR	ER	IR
I	o	o	o
You	as	es	es
He/she/it	a	e	e
We	amos	emos	imos
They	an	en	en

Step-by-step guide

1. Find the infinitive (unchanged form ending in **AR/ER/IR**)
2. Remove the **AR/ER/IR**
3. Add the ending for to the person you would like to do the action.
4. Example:

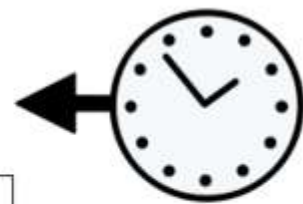
I speak

Habl**ar** (to speak, speaking)

Habl**ar** → habl

Add 'o' → hablo

Past tense verb endings



	AR	ER/IR
I 	é	í
You 	aste	iste
He/she/it 	ó	ió
We 	amos	imos
They 	aron	ieron

Step-by-step guide

1. Find the infinitive (unchanged form ending in **AR/ER/IR**)
2. Remove the **AR/ER/IR**
3. Add the ending for to the person you would like to do the action.
4. Example:

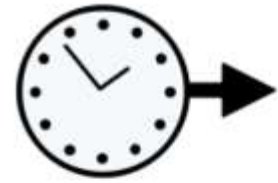
They spoke

Habl**ar** (to speak, speaking)

Habl**ar** → habl

Add '**aron**' → habl**aron**

CYCLE 2



Future Tense (Ir + a + Infinitive)

Ir (to go – choose voy, vas, va, vamos, van) + a + infinitive → "Going to (do something)"

Person doing the action (who is GOING TO.....)	Ir (to go) conjugated	+ a	+ Infinitive	Example Sentence
I 	voy	a	estudi ar	Voy a estudiar. (I am going to study.)
You 	vas	a	viaj ar	Vas a viajar. (You are going to travel.)
He/She/It 	va	a	com er	Va a comer. (He/She is going to eat.)
We 	vamos	a	jug ar	Vamos a jugar. (We are going to play.)
They 	van	a	sal ir	Van a salir. (They are going to go out.)

Definition: Slicing or the action of cutting something.	Characteristics There are three types of cutting tools: Single point cutting tool. Double point cutting tool. Multi-point cutting tool.
Examples: Slicing an apple using the bridge cut..	Non-examples Grating some lemon using the grater.

Cutting

Definition: How to take care of your body and reduce risks of infection and diseases.	Characteristics Cleaning your body every day and washing your hands regularly.
Examples: Washing your hands with soapy water before and after handling food.	Non-examples Not washing and sneezing into hands and then handling food.

Personal Hygiene

Definition: Something that is harmful has a bad effect on your body/mind.	Characteristics Wearing protective equipment when handling any harmful substances
Examples: Asbestos, Formaldehyde, Hazardous/Toxic Air Pollutants, Lead. Mercury.	Non-examples Washing up liquid and hand soap and sun cream.

Harmful Substances

Definition: The condition of being protected from or unlikely to cause danger, risk, or injury.	Characteristics Lead by example and ensure your follow key safety instructions and be positive and Strong communication.
Examples: Making sure hair is tied back and make sure knives are pointed down when carrying them.	Non-examples Talking to someone about their weekend when they should concentrating on what they are cooking .

Safety

Definition: Eating healthy means following a healthy eating routine eating specific healthy foods.	Characteristics Adequacy, balance, calorie control, moderation, and variety.
Examples: Protein, carbohydrates, fats and oils	Non-examples Exercising regularly. Eating McDonalds.

Healthy Diet

Term	Topic(s)	Definition
Event	Mobile App Development	Events control the flow of a program or app. For example, <i>clicking a button</i> triggers an event that runs some code to perform an action. For example, a user could click a button to change the background colour of a screen, or display a message.
User-centred Design	Mobile App Development	Apps are designed to be easy to learn and easy to use by users from different backgrounds, age groups, and abilities. User-centred design is the process of creating an app that <i>puts the needs and requirements of the user first</i> .
Debugging	Mobile App Development	When we run code, we will find errors. Debugging is the process of finding out what is causing the errors, and correcting the code so that the errors no longer occur.
Variable	Mobile App Development	A container that holds a value; the value can change if required. For example, a program might ask for a user's name. When the user enters their name (the <i>value</i>), it can be stored within a variable (called <i>username</i> , for example). The code for this might look like this: username = input("What is your name?")
Decomposition	Mobile App Development	Decomposition is the process of breaking down a large problem, into smaller, manageable chunks.
Block-based programming	Mobile App Development	Programs that use a visual interface to create an app. Examples are Scratch, App Lab. Elements that represent code are dragged into place. No coding is required.
Text-based programming	Mobile App Development	Programs that require a user to type in code to create an app. There are many programming languages used for different purposes. Two of the most popular programming languages are Python and Java. You can see a list of the most popular languages around the world here: https://www.tiobe.com/tiobe-index/
Web-based App	Mobile App Development	A web-based app uses the internet to provide access to an app. In our lessons, we accessed our app creations on a mobile device via the internet. We were able to share these creations using a shareable link.
Basic Shapes	Vector Graphics	In our work with <i>vector graphics</i> , we created basic shapes using tools for rectangles , circles , and polygons . Using the polygon tool, we were able to create triangles, pentagons, and other multi-sided shapes.
Shape operations	Vector Graphics	We used multiple operations on the shapes that we created, including select, move, resize, rotate, duplicate.
Advanced operations	Vector Graphics	We used fill, outline, layers, and grouping to arrange multiple shapes into larger creations. Examples created were robots, houses, cars, cityscapes.
Paths	Vector Graphics	In vector graphics, objects are created using <i>nodes</i> or <i>handles</i> , which are joined together with a line called a <i>path</i> . This allows us to create complex, detailed graphics that scale without loss of quality.

Drama Vocabulary: Revise the Drama Techniques below as you will need to use some of these in your Drama Assessment. Look up the definitions, if you need to.

- Thought Tracking
- Choral Speaking
- Tableaux
- Narration
- Mime
- Physicality
- Vocal work
- Characterisation

Read through the criteria for Drama below and consider where you can improve in your end of Cycle 2 Assessment. You will be marked on three areas: **Rehearsal, Performance and Feedback**

DRAMA CRITERIA for Assessment

1.Rehearsal/Responding - devising and bringing a script to life

25-33 Empowering, helping others to fulfil potential

17-24 On task

9-16 Variable

1-8 Obstructive

2.Performance - sharing work with your peers in class

25-33 Convincing and courageous - performing to whole class with total focus and attention to detail

17-24 Committed throughout the performance

9-16 Some elements of the performance effective

1-8 Unconvincing

3. Giving feedback and reviewing the work in lesson - verbally and written

25-33 Thoughtful and perceptive comments using Drama vocabulary

17-24 Productive and positive comments using drama vocabulary

9-16 Able to comment on some aspects of others' work

1-8 General comments made about the work

Revision Booklet



YEAR 8
CYCLE 2