Name and Tutor group:

Year 8 Knowledge Organiser

Term 5

Contents

CORSHAM CHARACTER

INTELLECTUAL VALUES

The pursuit of truth, knowledge and understanding.

Be reflective. Be curious. Be open-minded. Be creative.

PERFORMANCE VALUES

Maximum effort, maximum focus.

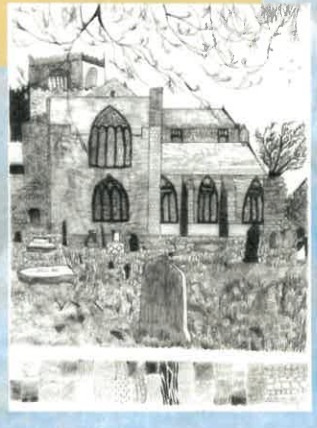
Be resilient. Always Persevere. Contribute to Teamwork. Be ambitious.

DREAM BELIEVE ACHIEVE

Knowledge Organiser – Year 8 Art

WHERE WE LIVE

EXAMPLES OF FINAL OUTCOMES:



YOU WILL LEARN:

Skills to produce a mark-making biro study of a building, which will inform techniques required to create a mixed media study inspired by John Piper. You will learn how to design and create a clay gargoyle.

Why am I learning this?

The foundation skills in this project will enable you to tackle the varied concepts, artists, techniques and processes throughout Year 8.
You will build on your knowledge and skills with each project as they increase in difficulty, enabling you to express yourself in a confident way.

CONTEXTUAL KNOWLEDGE:

John Piper

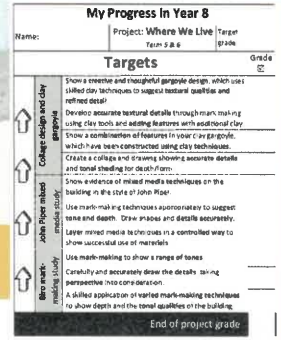
John Piper made artwork often inspired by landscapes and architecture. He used a range of processes to make expressive and energetic landscapes, often exaggerating the formal qualities of line, texture and colour. **Gothic Architecture** is most familiar as the architecture of many of the great cathedrals, abbeys and churches of Europe. Its characteristics include the pointed arch, the ribbed vault and the flying buttress.

Homework Tasks:

Tick when complete ✓

1. Draw an eye.
2. Draw a mouth and nose.
3. Draw an ear.
4. Research Vincent van Gogh.
5. Sunrise/sunset in the style of van Gogh.
6. Create a paper collage of a person.

HOW WELL AM I DOING?



Keywords

Gothic	A style of architecture prevalent in western Europe in the 12th–16th centuries characterized by pointed arches, rib vaults, and flying buttresses.
Architecture	The art or practice of designing and constructing buildings.
Monochrome	Monochrome means one colour.
Mark-making	Different lines, patterns and textures.
Sculpture	Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing.
Gargoyle	A grotesque carved human or animal face or figure projecting from the gutter of a building, typically acting as a spout to carry water clear of a wall.

Information about Gothic Architecture:
https://www.youtube.com/watch?time_continue=1&v=vrdkL7Y8Who&embeds_referring_euri=https%3A%2F%2Fukc-powerpoint.officeapps.live.com%2F&source_ve_path=MTM5MTE4LDM2ODQyLDI4NjY2&feature=emb_logo

Theme park project - Knowledge Organiser

Types of logo

1. Strictly graphical symbol like the Nike "swish" or the McDonalds "Golden arch"

2. A font based logo like Coca Cola, DELL, CNN, Sony or Nokia

3. Combination of font and graphics. This is the most common type of logo designed and most often employed by small to mid size companies.

House style

House style means consistent use of font, logos, colour scheme, and layout on all your documents

Your theme park should have a recognisable style on your brochure, map, tickets, posters, etc

Businesses use consistent house style so you recognise their documents and advertising

Colour palette

Colours help set a mood - for instance consider these colours:

- Orange: Expresses energy, warmth, attention grabbing
- Blue: Seriousness, stability, trust
- Black: Sophistication, technology, power
- Green: Spring, generosity, health

DRAMA – Term 5 Year 8 . Links to History, PC and English

Derek Bentley
Knowledge organiser

Derek Bentley:

- Aged 18 at the time
- Had the metal age of a 12 year old
- Never used any weapons
- Shouted 'Let him have it'

Key words:

Still images
Facial expressions
Hot seating
Characterisation
Vocal skills

Christopher Craig:

- Aged 16 at the time
- Suggested breaking into a warehouse
- Brought weapons with him
- Shot a police officer

At school Derek was described as "borderline feeble-minded"	Derek was diagnosed as epileptic	Derek tried to join the army but was rejected	Derek met Chris Craig	Chris Craig suggested breaking into the warehouse	Derek and Craig are seen	Chris gives Derek weapons	The police are called and climb onto the roof	Sergeant Fairfax askes Craig to "Hand over the gun, lad"
Bentley shouted the ambiguous phrase "Let him have it"	Craig shoots Fairfax in the shoulder	Craig shoots an officer in the head	More police officers arrive	Craig and Derek are charged in court	Craig and Derek are arrested			

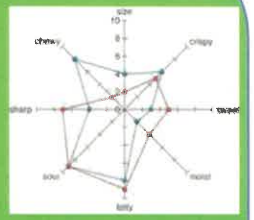
New terminology:

Capital punishment: Receiving the death sentence for a crime committed – being killed for your crimes.
Open questions: Using questions that could have lots of different answers and details not just yes or no answers.
Reconstruction: Acting out a real event after it has happened as close to the real event as possible.

Year 8 Food Knowledge Organiser.

Sensory Analysis

Using technical descriptive words to evaluate food products. Using our senses - taste, texture, aroma and appearance. We often record this information onto a star (sensory) profile.



Discrimination testing These are used to detect differences between two or more products.

Hedonic testing

These are used to see how much we like the products

Healthy eating

What happens if we eat too much fat: • Weight gain, Obesity • Heart disease • Type 2 diabetes	**What happens if we eat too much sugar:** • Tooth decay • Weight gain – obesity
What happens if we eat too much salt: • Raised blood pressure • Increased risk oh heart disease and stroke	**What happens if we don't eat enough fibre:** • Helps digestion and prevents constipation • lower risk of heart disease, stroke, Type 2 diabetes and bowel cancer

Washing Up Routine

RINSE

STACK

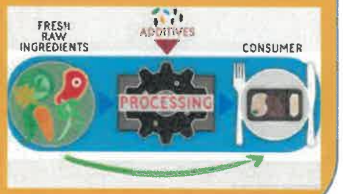
WASH

DRAIN

DRY

Food provenance

Food that is grown, food that is reared.



EatWell Guide

The eatwell guide shows us how much of what we eat should come from each food group. What other information can you see that will help us make healthy choices?

Health and Safety Rules in our Kitchen

- Wash hands thoroughly with soap and hot water
- Tie hair back
- Put on a clean apron
- Blazer and jumper off and roll up sleeves
- Bags under the table and chairs pushed under
- Sensible behaviour
- Listen to instructions
- No running in the kitchen
- Do not cough or sneeze onto food
- Use the correct colour chopping board
- Clear up spills immediately
- Do not mix raw and cooked food on the same board
- Follow the washing up routine

Food Hygiene

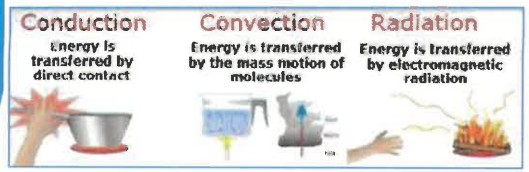
- **Food Poisoning:** Illness caused from eating contaminated food.
- **Bacteria:** Microscopic living organisms – some are good and some are bad!
- **High risk foods:** Foods that are high in protein and high in moisture. These foods need to be cooked and stored correctly to avoid harm

Keywords

- Raising agent
- Obesity
- Type 2 diabetes
- Nutrients
- Balanced diet
- Provenance
- Coronary heart disease
- Conduction
- convection
- Hedonic testing

Practical

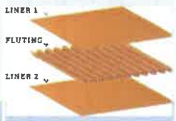
- Pasta bake
- Turkey burgers
- Chocolate brownies
- Pasta/rice salad
- Pineapple upside down cake
- Pizza
- croissants



Year 8 Graphics

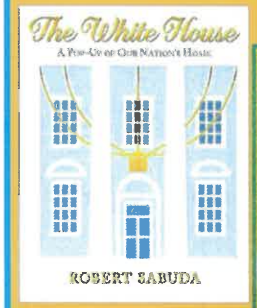
DESIGN AND TECHNOLOGY

Tools, Techniques, Materials and Equipment

Paper		A compliant material made from wood pulp.
Board		Used for packaging, model making, photography and greeting cards.
Colour Rendering		A colour technique used for professional finish in DT.
Scoring		A method to create accurate folds.
Craft knife		To accurately cut paper.

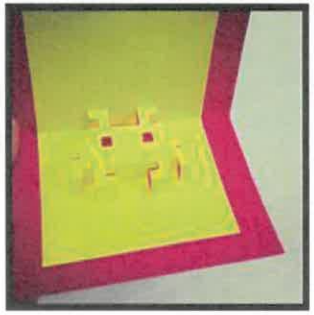
Robert Sabuda

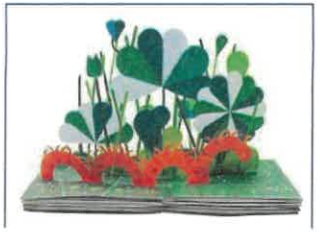
The American illustrator who creates pop-up books.

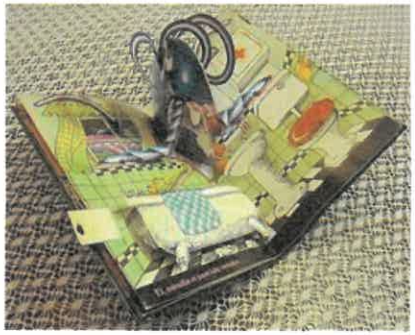


Keywords

- Robert Sabuda
- Product
- Image
- Analyse
- Paper Sizes
- Typography
- Fonts
- Printing
- Processes
- Story Board
- Card
- Mechanisms
- Card Modelling
- Shading
- Rendering
- Rotary
- V-fold
- Internal
- Stand
- Mouth and Slide







Maths in DT:

- Multiplication
- Divide
- Add / Subtract
- Measurement conversion
- Ratios
- Percentages
- Surface area

What is good design?

- Clear ideas
- Annotations
- Measurements
- Content
- Presentation
- Balance

Health and Safety in DT:

- Listen to your teacher's instructions
- Always wear an apron
- Long hair should be tied back
- Don't use equipment you are not trained on
- Always stand up during practical lessons
- When using machines, always wear safety glasses
- Only use the stop button in an emergency
- Work quietly and be sensible and careful at all times

KS3 YEAR 8 D&T RESISTANT MATERIALS

Tools and Equipment

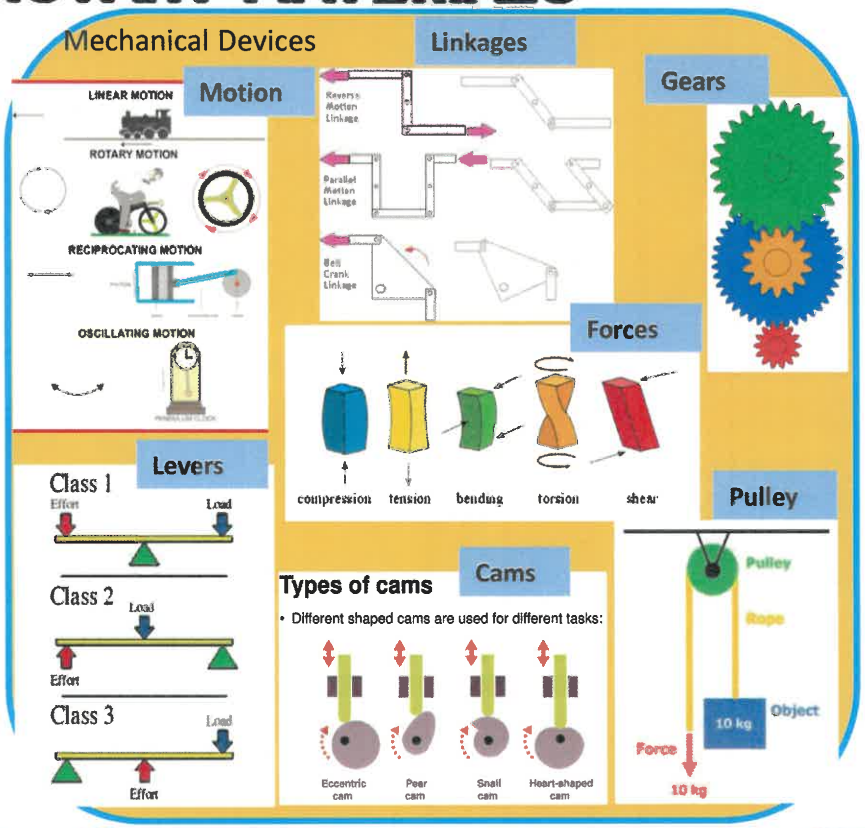
Measuring and marking

Steel rule		An accurate tool for measuring and marking out
Try square		A tool used to check right angles on wood or plastic
Template		A template is a tool used to mark out shapes repeatedly
Jig		A tool used to control the location and/or motion of another tool

Shaping and finishing

Metal file		Used to shape or smooth wood, metal or plastic
Glass paper		An abrasive paper used to smooth the surface or edges of wood
Disc sander		A machine used to smooth the edges of materials

Mechanical Devices



2 point perspective

Cutting

Tenon saw		A hand saw with a stiff back used to cut straight lines in wood – back saw action
Coping saw		A hand saw used to cut complex shapes in wood and plastic
Scroll saw		A machine saw used to cut complex shapes in wood and plastic
Bench hook		Held against the front edge of a bench or table to support work
Pillar drill		A machine used to make holes in materials
Chisel		Used for carving or cutting a hard material such as wood, stone, or metal by hand
Laser cutter		CAM: Laser cutting is the use of a high-powered laser to cut, etch and engrave your material

Traditional wood joints:
- Butt Joint
- Lap / Rebate Joint
- Finger Joint
- Dovetail Joint
- Mitre Joint

Maths in DT:
- Multiplication
- Divide
- Add / Subtract
- Measurement conversion
- Ratios
- Percentages
- Surface area

What is good design?
- Clear ideas
- Annotations
- Measurements
- Content
- Presentation
- Balance

Keywords

Research	Pulley
Design	Linkage
Evaluation	Lever
Wood joint	Motion
Mechanical	Force

Health and Safety in DT:

- Listen to your teacher's instructions
- Always wear an apron
- Long hair should be tied back
- Don't use equipment you are not trained on
- Always stand up during practical lessons
- When using machines, always wear safety glasses
- Only use the stop button in an emergency
- Work quietly and be sensible and careful at all times

KS3 YEAR 8

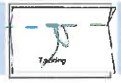
DT TEXTILES

Tools and Equipment

Measuring and marking

Measuring Tape		Fabric tape measure used to measure
Tailor's chalk		A temporary mark on fabric
Template / Pattern		A template / pattern is a tool used to mark out shapes repeatedly

Constructing

Sewing needle		Helps to sew fabric together
Embroidery needle		A needle with a larger eye to accommodate embroidery thread
Sewing machine		Machine sews fabric together
Pins		A temporary method to hold fabric in place
Tacking stitch		A temporary stitch to hold fabric together

Textiles Dyes:

Natural Dyes

- Plants
- Food / spices
- Grass / tree bark / leaves
- Onions / beetroot
- Cochineal

Chemical Dyes

Dyes which are man-made using chemicals: consistent and vibrant.

Fibre Categories:

Natural Fibres

Plant based natural fibres:

- Cotton
- Linen
- Flax
- Coir (coconut)

Animal based natural fibres:

- Wool
- Angora
- Silk

Man-made Fibres

- Polyester
- Acrylic
- Nylon

Fabric Construction:

Woven
Knitted
Bonded

Keywords

Islamic
Religion
Design
Product analysis
Research
Evaluation
Stitch
Scissors
Sewing machine
Customer
Environment
Function
Material
Seam allowance
Hem
Tie-Dye
Printing
Tesselate
UCD
Mordant

Cutting

Fabric shears		Scissors used for cutting fabric
Thread scissors		Scissors used for cutting thread
Stitch ripper		Used for removing sewn stitches from fabric
Pinking shears		Creates a zig zag cut edge for decoration to prevent fraying

Adding Colour

Tie-dye		A type of resist dye
Batik		A type of resist dye which uses wax
Block Printing		Engraved wooden blocks to produce repeat patters
Fabric paint / pens		Paint / pens which can be applied to fabrics

Types of Seams:
Plain
French
Flat felled
Bound
Lapped

Maths in DT:
Multiplication
Divide
Add / Subtract
Measurement conversion
Ratios
Percentages
Surface area

What is good design?
Clear ideas
Annotations
Measurements
Content
Presentation
Balance

Health and Safety in DT:

- Listen to your teacher's instructions
- Always wear an apron
- Long hair should be tied back
- Don't use equipment you are not trained on
- Work quietly and be sensible and careful at all times

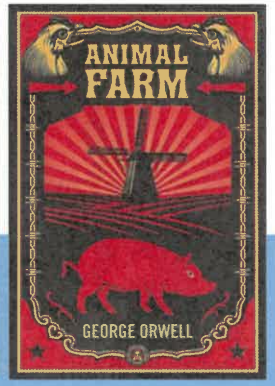
A is for **Aesthetics**
C is for **Cost**
C is for **Customer**
E is for **Environment**
S is for **Size**
S is for **Safety**
F is for **Function**
M is for **Material**

THE CORSHAM SCHOOL

Y8 ENGLISH - ANIMAL FARM

Vocabulary	Definition
Revolution	Forcible overthrow of a government or social order
Animalism	System designed by Old Major for a happy life free of human interference
Commandments	Seven rules by which the animals will live
Unalterable	Cannot be changed or adapted
Equality	Being equal
Untrustworthy	Not being able to trust someone, deceitful
Capitalism	an economic & political system where a country's trade & industry are controlled privately for profit, rather than by the state.
Socialism	An economic & political system where trade & industry are controlled centrally for the good of all
Patriotic	Being devoted to your country
Corruption	Dishonesty or fraudulent behaviour by rulers
Republic	A state where power is held by the people & their elected officials (America is a republic) (Britain is a Monarchy)
Exploitation	Treating someone unfairly to benefit from their work

Terminology	Definition
Symbolism	Use of symbols to represent ideas or qualities
Imagery	Visually descriptive language
Motif	A recurring set of words/phrases or imagery for effect
Allegory	Extended metaphor in which a symbolic story is told
Omniscient third person narrative	All knowing narrator who is not involved in the action but sees it all happening



Context

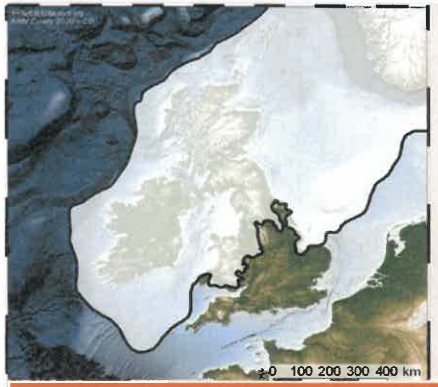
- Orwell was a Socialist.
- He despised the cruelties in the Soviet Union model of socialism.
- The novel is an anti-totalitarian novel.
- Each character represents different historical figures.
- Pig represent educated Russians who took power.
- Moses represents the exploitation of religion in communism.
- The Sheep represent the Russian Masses. The Hens – collective farmers ordered by Stalin to surrender their livelihoods.

An allegorical tale with direct links to the history of the Soviet Union in the early 20th century. The book charts the corruptions of **Communist** ideals of equality, where workers are promised equality and freedom and are eventually repressed and treated as bad, if not worse, as under the previous rule of the **capitalist 'Tsar'**. **Snowball** represents **Trotsky**, a passionate component of **Animalism (Communism)** who is expelled by **Napoleon (Stalin). Napoleon** follows a similar rise to power as **Stalin**, using fear and propaganda to control the masses, including show trials and executions. By the end of the novel, the **ideals of communism** have been so far abused and forgotten, that Napoleon meets and forms agreements with former oppressors. Orwell was a British journalist and author, who wrote two of the most famous political novels of the 20th century 'Animal Farm' and 'Nineteen Eighty-Four'. When Orwell saw a kid whipping a horse, he had an idea: "It struck me that if only such animals became aware of their strength we should have no power over them, and that men exploit animals in much the same way as the rich exploit the working class". This inspired him to write the novel.

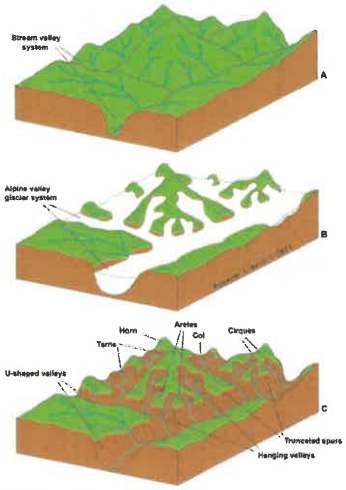
CHAPTER	Guide to events
CH1	The animals hold a meeting to discuss overthrowing the humans. They decide on rules if they are successful.
CH2	The animals run the men off the farm & the Jones' and rename it Animal Farm, destroying signs of slavery
CH3	The animals work hard to collect the harvest, a committee is established & the pigs take more than their share of the rations.
CH4	Jones tries to retake the farm. News of it has spread & neighbouring farmers are worried. The animals win The Battle of the Cowshed.
CH5	Mollie leaves the farm. Napoleon takes over all the decisions.
CH6	The pigs move into the farmhouse, they trade and the animals work hard to farm and build the windmill, overcoming setbacks. A storm destroys the windmill.
CH7	Napoleon starves the hens when they refuse to lay more eggs, he convinces them off a different version of The Battle of the Cowshed.
CH8	The pigs re-read the commandments, change them and get drunk. Frederick buys timber with forged money & blows up the windmill.
CH9	Th piglets go to school, the farm becomes a republic with Napoleon as the President, Boxer looks forward to retiring, his strength fails and he is sent to the slaughterer. Most animals don't realise & whiskey arrives from the money confusing them.
CH10	Time passes, animals die, the conditions are poor for most and the pigs act like humans. The other animals can't tell the animals from the humans.

The world 20,000 years ago (the last ice sheet)

20,000 years ago, the global temperature plummeted and an ice sheet covered most of Europe.



Only the southern half of England was not covered by ice. This meant that all the land that was under the ice was shaped and changed by the ice creating glacial landscapes.
(Humans only started to live in the UK 12,000 years ago)



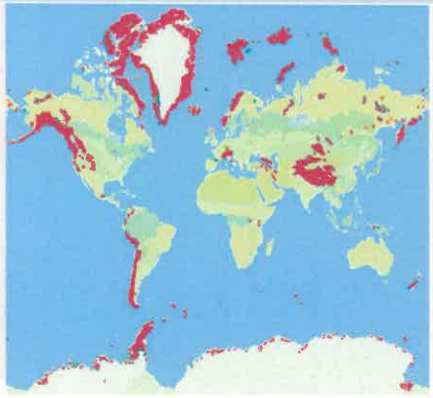
Before glaciation

During glaciation

After glaciation

Where are glaciers today?

A glacier is a river of ice. It flows down hill due to gravity.



Glaciers are found in every continent. They are found in high altitude areas (mountains) and high latitude areas (Antarctica). The UK no longer has any glaciers.

What is a glacier?

How is a glacier formed?	How does a glacier move?
1. Glaciers are formed in cold places where snow falls each year in the winter. 2. Every winter the layer of snow is added to and so the snow gets compacted over 100s of years. 3. Eventually the snow turns to ice and as it gets thicker/heavier it flows downhill due to gravity.	Mountain glaciers can move at around 300m a year. The ice at the bottom of the glacier melts under pressure and helps the glacier slide down the mountain.

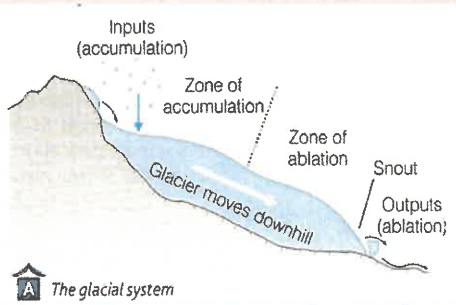
How a glacier changes the landscape

A glacier uses 3 main processes to shape the landscape

Freeze thaw weathering	Water freezes in cracks in rocks, expands and makes the cracks wider so weakens the rocks.
Plucking	Loosened blocks or rocks become frozen to the glacier. As the glacier moves forward, the rocks is plucked from the cliff or ground and moves with the glacier.
Abrasion	Due to plucking, the glacier is full of rocks. These rocks then scrape and grind against the ground and cliff making it deeper and wider.

What is a glacier?

Advancing and retreating glaciers.



A The glacial system

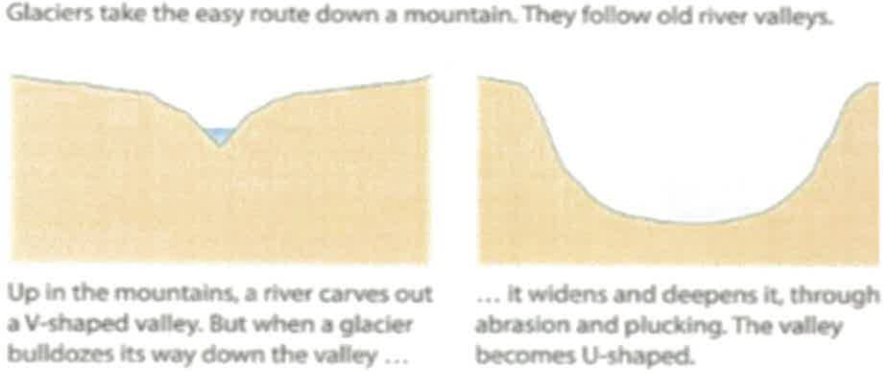
An advancing glacier is a glacier that is getting longer (more ice is being added to it each year than is melting.
A retreating glacier is a glacier that is getting smaller as more ice is melting than is being added. Today most glaciers are retreating.

Year 8 Geography – How did glaciers shape our world?

Year 8 Geography – How did glaciers shape our world?

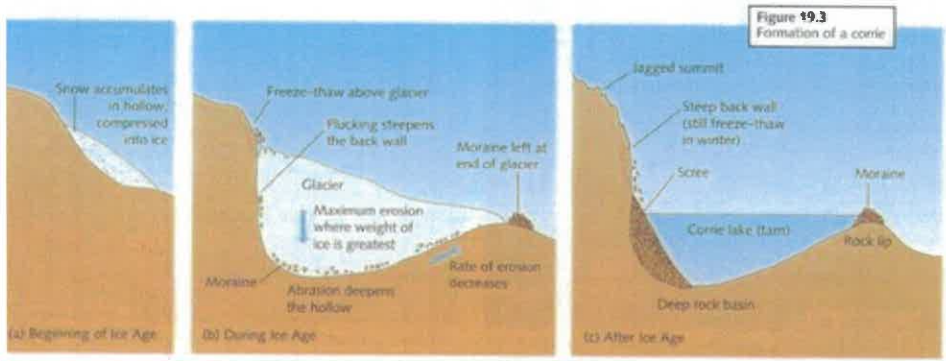
What is a U-Shape Valley?

U shape valleys are formed when a huge glacier slides down a mountain, using abrasion to carve into the valley, changing a v-shape valley into a U-Shape valley.



What is a corrie?

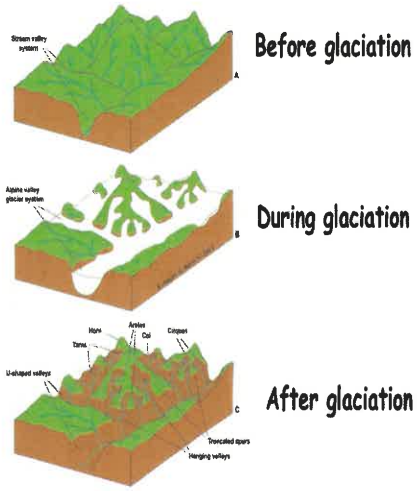
Corries are huge bowl shaped into the mountain. Plucking and abrasion make a deep hollow in the landscape. When the glacier melts the hollow is revealed. A lake may be left called a tarn.



What are depositional landforms from a glacier?

Depositional landforms are formed when the glacier drops the material it carried. This material is called **till**. This often happens when the glacier retreats leaving behind a changed landscape.

Erratics	Drumlins	Moraine
Very large boulders that have been carried a long way by the glacier. When the ice melts the boulder drops.	Smooth egg shape hills that can be 100-800m long. They are usually found in groups and were formed when the glacier moved over the material it dropped.	Debris that has been carried by the glacier forming long ridges made up of till. The moraine can be at the foot of where the glacier used to be or at the side.

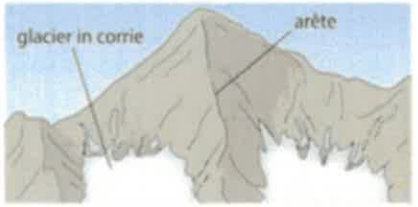


What is an Arete and a pyramidal peak?

Aretes are formed when you have 2 corries back to back creating a sharp looking knife edge.

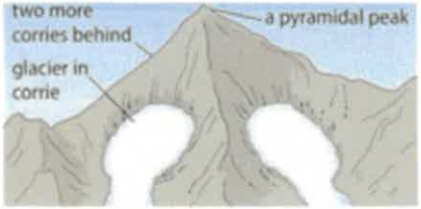
Pyramidal peaks are formed when there are 3 or more corries back to back.

Arête



Sometimes two corries form side by side. The glaciers erode the rock between them, leaving a sharp ridge of rock. It is called an **arête**.

Pyramidal peak



Imagine three or four corries around a mountain top. The glaciers erode their back walls, cutting into the mountain top. It becomes a **pyramidal peak**.

Y8 German course KO

Hallo!	***Meeting and greeting***
Wie heißt du?	*What's your name?*
Ich heiße ...	*My name is ...*
Hallo!	*Hello!/Hi!*
Guten Tag!	*Hello!*
Wie geht's?	*How are you?*
Gut, danke. Und dir?	*Fine, thanks. And you?*
Nicht schlecht.	*Not bad.*
Tschüs!	*Bye!*
Auf Wiedersehen!	*Goodbye!*

Die Zahlen 1–19	***Numbers 1–19***
eins	*1*
zwei	*2*
drei	*3*
vier	*4*
fünf	*5*
sechs	*6*
sieben	*7*
acht	*8*
neun	*9*
zehn	*10*
elf	*11*
zwölf	*12*
dreizehn	*13*
vierzehn	*14*
fünfzehn	*15*
sechzehn	*16*
siebzehn	*17*
achtzehn	*18*
neunzehn	*19*
Wie alt bist du?	*How old are you?*
Ich bin ... Jahre alt.	*I am ... years old.*
Wie alt ist (Julia)?	*How old is (Julia)?*
(Julia) ist ... Jahre alt.	*(Julia) is ... years old.*

Wo wohnst du?	***Where do you live?***
Ich wohne in ...	*I live in ...*
Er/Sie/Es wohnt in ...	*He/She/It lives in ...*
...England	*England*
...Irland	*Ireland*
...Nordirland	*Northern Ireland*
...Schottland	*Scotland*
...Wales	*Wales*
...Deutschland	*Germany*
...Österreich	*Austria*
...der Schweiz	*Switzerland*

Wie bist du?	***What are you like?***
Ich bin ...	*I am ...*
Er/Sie ist ...	*He/She is ...*
faul	*lazy*
freundlich	*friendly*
intelligent	*intelligent*
kreativ	*creative*
launisch	*moody*
laut	*loud*
lustig	*funny*
musikalisch	*musical*
sportlich	*sporty*

Lieblingssachen	***Favourite things***
Mein Lieblingssport ist ...	*My favourite sport is ...*
Mein Lieblingsmonat ist ...	*My favourite month is ...*
Meine Lieblingsmusik ist ...	*My favourite music is ...*
Meine Lieblingszahl ist ...	*My favourite number is ...*
Meine Lieblingssendung ist ...	*My favourite programme is ...*
Meine Lieblingsfußballmannschaft ist ...	*My favourite football team is...*
Mein Lieblingsspiel ist ...	*My favourite game is ...*
Mein Lieblingsland ist ...	*My favourite country is ...*
Mein Lieblingsauto ist ...	*My favourite car is ...*
Was ist dein Lieblingssport?	*What's your favourite sport?*
Was ist deine Lieblingszahl?	*What's your favourite number?*
Was ist dein Lieblingsland?	*What's your favourite country?*

Hast du einen Computer?	***Have you got a computer?***
Ich habe ...	*I have ...*
einen Computer	*a computer*
einen iPod	*an iPod*
einen Fußball	*a football*
eine Gitarre	*a guitar*
eine Wii	*a Wii*
eine Schlange	*a snake*
ein Handy	*a mobile phone*
ein Keyboard	*a keyboard*
ein Skateboard	*a skateboard*

Fragewörter	***Question words***
Wie?	*How?*
Was?	*What?*
Wo?	*Where?*
Woher?	*Where ... from?*
Wer?	*Who?*

Oft benutzte Wörter	*High-frequency words*
und	*and*
(und) auch	*(and) also*
aber	*but*
sehr	*very*
ziemlich	*quite*
nicht	*not*
Was denkst du?	*What do you think?*
Ich denke, ...	*I think ...*
Ich auch!	*Me too!*
Ich nicht!	*Not me!/That's not what I think!*
Was? Du spinnst!	*What? You're joking!*

Haustiere	*Pets*
Hast du ein Haustier?	*Have you got a pet?*
Ich habe ...	*I have ...*
einen Goldfisch	*a goldfish*
einen Hamster	*a hamster*
einen Hund	*a dog*
ein Kaninchen	*a rabbit*
eine Katze	*a cat*
eine Maus	*a mouse*
ein Meerschweinchen	*a guinea pig*
ein Pferd	*a horse*
eine Schlange	*a snake*
einen Wellensittich	*a budgie*
kein Haustier	*no pet*

Eigenschaften	*Qualities*
Wie ist er/sie/es?	*What is he/she/it like?*
Er/Sie/Es ist ...	*He/She/It is ...*
dick/schlank	*fat/thin*
frech/niedlich	*cheeky/cute*
gemein/süß	*mean/sweet*
groß/klein	*big/small*
kräftig	*strong*
schlau	*cunning*
(super)lustig	*(really) funny*
Er/Sie/Es kann ...	*He/She/It can ...*
Italienisch sprechen	*speak Italian*
fliegen	*fly*
Flöte/Fußball/Wii spielen	*play the flute/football/on the Wii*
(schnell) laufen	*run (fast)*
lesen	*read*
Rad fahren	*ride a bike*
schwimmen	*swim*
singen	*sing*
springen	*jump*
tanzen	*dance*

Die Zahlen 20–100	*Numbers 20-100*
zwanzig	*twenty*
dreißig	*thirty*
vierzig	*forty*
fünfzig	*fifty*
sechzig	*sixty*
siebzig	*seventy*
achtzig	*eighty*
neunzig	*ninety*
hundert	*hundred*
einundzwanzig	*twenty-one*
zweiundzwanzig	*twenty-two*

Meine Familie	*My family*
Es gibt ... Personen in meiner Familie.	*There are ... people in my family.*
meine Mutter	*my mother*
mein Vater	*my father*
mein Bruder	*my brother*
mein Stiefbruder/Halbbruder	*my stepbrother/ half-brother*
meine Schwester	*my sister*
meine Stiefschwester/Halbschwester	*my stepsister/half-sister*
meine Eltern	*my parents*
meine Großeltern	*my grandparents*
Hast du Geschwister?	*Have you any brothers and sisters?*
Ich habe zwei Brüder.	*I have two brothers.*
Ich habe drei Schwestern.	*I have three sisters.*
Ich bin Einzelkind.	*I am an only child.*
Ich habe keine Geschwister.	*I have no brothers and sisters.*

Die Farben	*Colours*
schwarz	*black*
weiß	*white*
grau	*grey*
braun	*brown*
rot	*red*
orange	*orange*
gelb	*yellow*
grün	*green*
blau	*blue*
indigoblau	*indigo*
violett	*violet*
lila	*purple*

rosa	*pink*
bunt	*brightly coloured*
hellblau/dunkelblau	*light blue/dark blue*

Haare und Augen	***Hair and eyes***
Er/Sie hat ...	*He/She has ...*
schwarze/braune/blonde/rote Haare	*black/brown/blond/red hair*
kurze/lange/mittellange Haare	*short/long/mid-length hair*
blaue/braune/grüne/graue Augen	*blue/brown/green/grey eyes*

Die Monate	***The months***
Januar	*January*
Februar	*February*
März	*March*
April	*April*
Mai	*May*
Juni	*June*
Juli	*July*
August	*August*
September	*September*
Oktober	*October*
November	*November*
Dezember	*December*

Das Datum	***The date***
Wann hast du Geburtstag?	*When is your birthday?*
am 1. (ersten) Januar	*on 1 January*
am 3. (dritten) Februar	*on 3 Februray*
am 7. (siebten) März	*on 7 March*
am 8. (achten) April	*on 8 April*
am 15. (fünfzehnten) Mai	*on 15 May*
am 29. (neunundzwanzigsten) Juni	*on 29 June*
Ich habe (heute) Geburtstag.	*It's my birthday (today).*

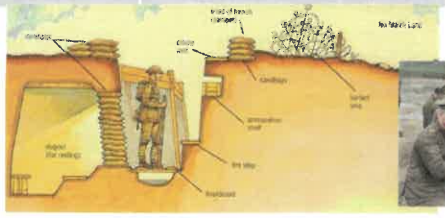
Oft benutzte Wörter	***High-frequency words***
und	*and*
aber	*but*
oder	*or*
ziemlich	*fairly, quite*
sehr	*very*

Enquiry: Why was WW1 called 'The Great War'?

History – Year 8
Knowledge Organiser
Topic 5

Outline: When war broke out between two alliances in Europe in 1914, the conflict became a world war due to the empires that the countries owned around the world. Millions of people were affected by a war which has been called the first industrialised war due to the new technology developed to win.

Date	Events	Description
1882 and 1907	Triple Alliance and Triple Entente	Germany, Austro-Hungary and Italy formed the Triple Alliance in 1882 and France, Russia and Britain formed the Triple Entente in 1907. These were defensive to protect each other from war.
1914	WW1 began	Archduke Franz Ferdinand from Austria was assassinated by a Serbian in Sarajevo. This became the excuse used to launch the war in August.
1916	Battle of the Somme Battle of Jutland	The Somme was a catastrophic battle for Britain. Jutland saw a naval stalemate between Germany and Britain.
1917	Battle of Passchendaele Russia left the war and the USA joined.	Huge loss of life, mainly due to crucial tactical errors in the battle. Russia's revolution led to them making peace with Germany but the USA joined on the Triple Entente side which was crucial to their victory.
1918	WW1 ended	Germany and its allies surrendered in November 1918 and an armistice was signed.



Key individuals

Walter Tull. First Black person to be made a British army officer. He played football for Tottenham before the war. Tull died in the war in 1918.

Edith Cavell Worked as a nurse who helped soldiers from both sides. Was arrested by Germany and executed In 1915.

Wilfred Owen. A soldier who was famous for his poetry about the war. Owen attended a hospital to treat his PTSD. He died In the war in 1918.

The Red Baron. A German fighter pilot who was respected by British pilots. He had over 80 air victories but died in 1918.

Furthering learning
Want to find out more about the First World War?

Key vocabulary:

Alliance system: groups of countries who supported each other in case there was a war.
Arms race: competition between countries to have the most weapons.
Assassination: murder of an important political person.
Conscientious objector: someone who is allowed to avoid fighting and undertakes non-violent work.
Conscription: being forced to join the armed forces.
Empire: territories which are controlled by another more powerful country.
Encirclement: The Triple Alliance feared being surrounded by its enemies in the Triple Entente.
Escalation: before the war broke out, the situation was becoming intense and tension was growing.
Nationalism: a strong attachment to your country where you actively dislike other countries.
No man's land: land between the two side's trenches. Very dangerous to cross.
Recruitment: campaign to encourage men to join the army which often used propaganda.
Remembrance: the act of remembering the past so that it is not forgotten.
Shell shock: the name given to PTSD which was caused by trench warfare,
Stalemate: when neither side is winning
Tank: invented during the war to try and solve the problem of crossing no man's land.
Trench foot: medical problem where constant wet feet led to infection.
Trench warfare: where soldiers dig trenches and attack from these.

Prior learning?
Medieval – 19th century warfare
Role of technology in war

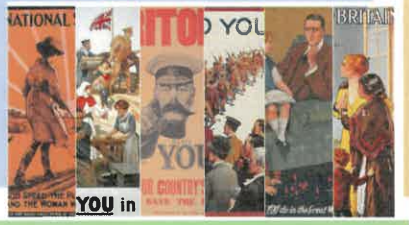
Preparation for a summative assessment

History – Year 8
Knowledge Organiser
Topic 5

Historical skill focus: using evidence

- What is the nature, origin and purpose of a source?
- What makes a source useful?

What to focus on	Starting sentences
What is the NATURE of the source? Does this make it useful? What is the ORIGIN of the source? Does this make it useful? What is the PURPOSE of the source? Does this make it useful?	Source A is useful because... This is shown by... The source is also useful due to its purpose which was to...



Point = One way the source is useful is...
Evidence = This is shown by the nature of the source...
Explain = This is useful because...

British government poster made in 1915

Section B: using evidence
Write at least two paragraphs to answer this question:
How useful is Source A to tell a historian about recruitment for the First World War?

Developing	Secure	Exceeding
I can make inferences using a source. I can ask questions about sources such as who made the source or when it was made	I can explain how a source can be useful/not useful in a PEE paragraph. I am starting to think about the nature, origin and purpose of the source and what its impact could be.	I can explain how useful a source is and then make a judgement based on this information. I can write this in a PEEL paragraph. I can accurately comment on the purpose of a source.

Nature = type of source like a painting or letter
Origin = date made and who made it
Purpose = why it was made = motivate/justify/persuade

Preparation for a summative assessment

History – Year 8
Knowledge Organiser
Topic 5

Historical skill focus: significance

- What makes an event significant?
- How can we judge significance?

Section B: Can you explain significance?

You could **write one or two paragraphs** to explain.

➢ How significant was the fight for democracy in the 19th and 20th centuries?

What to focus on:	Starting sentences
One or two reasons why an event was significant. Think about what makes it important; what happened? Who did it impact? Think about the impact on them and the impact on others.	One reason why this were significant was... This makes it significant because...

Developing	Secure	Exceeding
I can explain a reason for the significance of individuals in a PEE paragraph.	I can explain more than one reason for the significance of individuals in a PEE paragraph. I am beginning to compare different types of significance.	I can explain and compare several reasons for significance in a PEEL paragraph I am beginning to categorise for short and long term significance. I am beginning to judge on which is the most significant area.

Point = One reason for the fight for democracy's significance is...
Evidence = This is shown by when they...
Explain = This is significant because...

YEAR 8 - DEVELOPING GEOMETRY...

@whisto_maths

Angles in parallel lines and polygons

What do I need to be able to do?

By the end of this unit you should be able to:

- Identify alternate angles
- Identify corresponding angles
- Identify co-interior angles
- Find the sum of interior angles in polygons
- Find the sum of exterior angles in polygons
- Find interior angles in regular polygons

Keywords

Parallel: Straight lines that never meet
Angle: The figure formed by two straight lines meeting (measured in degrees)
Transversal: A line that cuts across two or more other (normally parallel) lines
Isosceles: Two equal size lines and equal size angles (in a triangle or trapezium)
Polygon: A 2D shape made with straight lines
Sum: Addition (total of all the interior angles added together)
Regular polygon: All the sides have equal length, all the interior angles have equal size.

Basic angle rules and notation

Acute Angles
0°< angle <90°

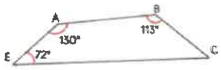
Right Angles
90°

Right angle notation

Obtuse
90°< angle <180°

Reflex
180°< angle <360°

Straight Line
180°



The letter in the middle is the angle
The arc represents the part of the angle

Angle Notation: three letters ABC
This is the angle at B = 113 °
Line Notation: two letters EC
The line that joins E to C

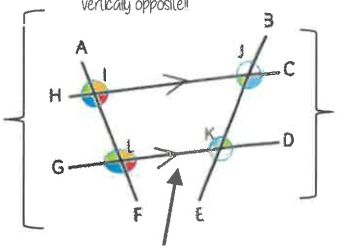
Vertically opposite angles
Equal
Angles around a point
360 °

Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite!!

Lines QF and BE are **transversals** (lines that bisect the parallel lines)

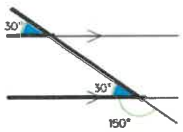
Corresponding angles often identified by their **"F shape"** in position.



Alternate angles often identified by their **"Z shape"** in position

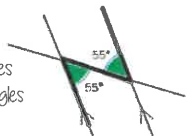
This notation identifies parallel lines

Alternate/ Corresponding angles

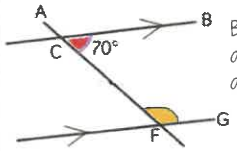


Because alternate angles are equal the highlighted angles are the same size

Because corresponding angles are equal the highlighted angles are the same size



Co-interior angles



Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

Triangles & Quadrilaterals

Link to steps

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

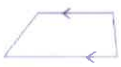
Properties of Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Rhombus
All sides equal size
Opposite angles are equal

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

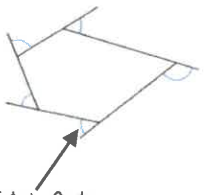


Trapezium
One pair of parallel lines

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

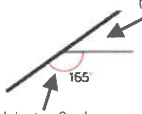
Sum of exterior angles

Exterior angles all add up to 360°



Exterior Angles
Are the angle formed from the straight-line extension at the side of the shape

Using exterior angles



Exterior Angle

Interior Angle

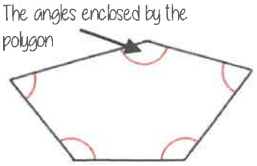
Interior angle + Exterior angle = straight line = 180°
Exterior angle = 180 – 165 = 15°

Number of sides = 360° ÷ exterior angle
Number of sides = 360 ÷ 15 = 24 sides

Sum of interior angles

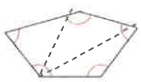
(number of sides – 2) x 180

Interior Angles
The angles enclosed by the polygon



This is an **irregular** polygon – the sides and angles are different sizes

Sum of the interior angles = (5 – 2) x 180



This shape can be made from three triangles
Each triangle has 180°

Sum of the interior angles = 3 x 180
= 540°

Remember this is **all** of the interior angles added together

Missing angles in regular polygons

Exterior angle = 360 ÷ 8 = 45°

Interior angle = $\frac{(8-2) \times 180}{8} = \frac{6 \times 180}{8}$ = 135°

Exterior angles in regular polygons = 360° ÷ number of sides

Interior angles in regular polygons = $\frac{(\text{number of sides} - 2) \times 180}{\text{number of sides}}$

YEAR 8 - DEVELOPING GEOMETRY...

Area of trapezia and Circles

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Recall area of basic 2D shapes
- Find the area of a trapezium
- Find the area of a circle
- Find the area of compound shapes
- Find the perimeter of compound shapes

Keywords

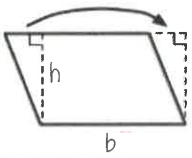
Congruent: The same
Area: Space inside a 2D object
Perimeter: Length around the outside of a 2D object
Pi (π): The ratio of a circle's circumference to its diameter.
Perpendicular: At an angle of 90° to a given surface
Formula: A mathematical relationship/ rule given in symbols. E.g. b x h = area of rectangle/ square
Infinity (∞): A number without a given ending (too great to count to the end of the number) – never ends
Sector: A part of the circle enclosed by two radii and an arc.

Area – rectangles, triangles, parallelograms

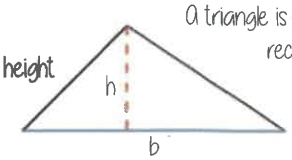
R

Rectangle
Base x Height

Parallelogram/ Rhombus
Base x Perpendicular height



Triangle
½ x Base x Perpendicular height

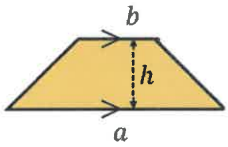


A triangle is half the size of the rectangle it would fit in

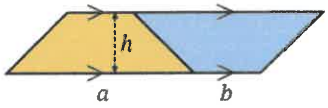
Area of a trapezium

Area of a trapezium

$$\frac{(a+b)\times h}{2}$$



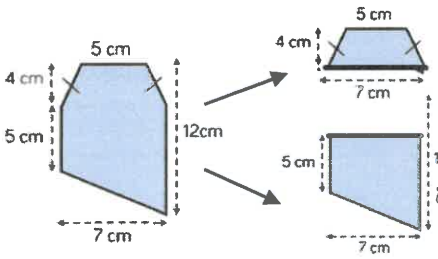
Why?



- Two congruent trapeziums make a parallelogram
- New length (a + b) x height
- Divide by 2 to find area of one

Compound shapes

To find the area compound shapes often need splitting into more manageable shapes first Identify the shapes and missing sides etc first



Shape A - Isosceles trapezium

Shape B- nonstandard trapezium

Units

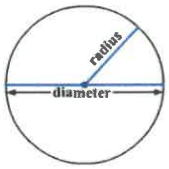
Shape A + Shape B = total area

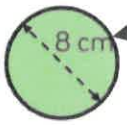
$\frac{(5+7)\times 4}{2} + \frac{(5+8)\times 7}{2} = 24 + 45.5 = 69.5\text{cm}^2$

Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

Area of a circle
π x radius^2





Diameter = 8cm
∴ Radius = 4cm

$\pi \times \text{radius}^2$
$= \pi \times 4^2$
$= \pi \times 16$
$= 16\pi \text{ cm}^2$

Find the area of one quarter of the circle

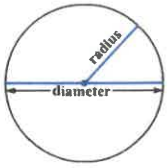
Radius = 4cm

Circle Area = 16π cm^2
Quarter = 4π cm^2

Area of a circle (Calculator)

SHIFT ×10^x

Area of a circle
π x radius^2



How to get π symbol on the calculator

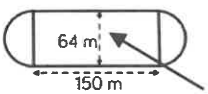
It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Compound shapes including circles

Circumference
π x diameter

Compound shapes are not always area questions. For Perimeter you will need to use the circumference

Spotting diameters and radii



This dimension is also the diameter of the semi circles.

Arc lengths = $\pi \times 64$
$= 64\pi$

Don't need to halve this because there are 2 ends which make the whole circle

Arc lengths + Straight lengths = total perimeter

$= 64\pi + 150 + 150$
$= (300 + 64\pi)$ m
OR = 501.1 m

Still remember to split up the compound shape into smaller more manageable individual shapes first

YEAR 8 - DEVELOPING GEOMETRY...

Line symmetry and reflection

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

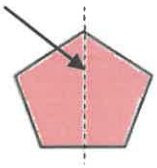
- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

Keywords

Mirror line: a line that passes through the center of a shape with a mirror image on either side of the line
Line of symmetry: same definition as the mirror line
Reflect: mapping of one object from one position to another of equal distance from a given line.
Vertex: a point where two or more-line segments meet.
Perpendicular: lines that cross at 90°
Horizontal: a straight line from left to right (parallel to the x axis)
Vertical: a straight line from top to bottom (parallel to the y axis)

Lines of symmetry

Mirror line (line of reflection)



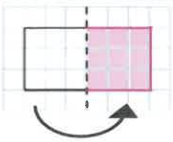
Shapes can have more than one line of symmetry.... This regular polygon (a regular pentagon has 5 lines of symmetry)

Rhombus
two lines of symmetry

Parallelogram
No lines of symmetry

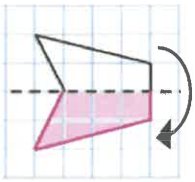
A circle has an infinite amount of lines of symmetry

Reflect horizontally/ vertically (1)



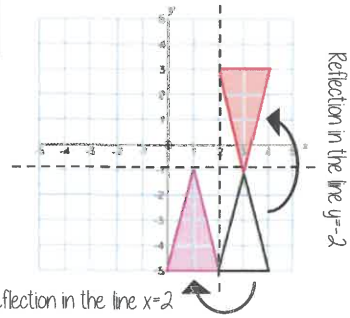
Note: a reflection doubles the area of the original shape

Reflection in a vertical line



Reflection in a horizontal line

Reflection on an axis grid

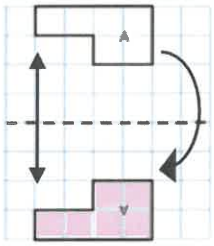


Reflection in the line y=-2

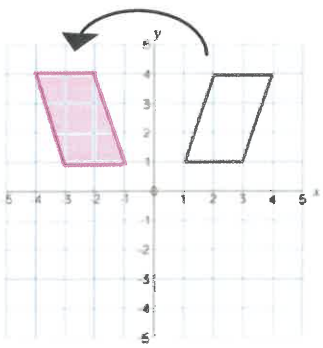
Reflection in the line x=2

Reflect horizontally/ vertically (2)

All points need to be the same distance away from the line of reflection



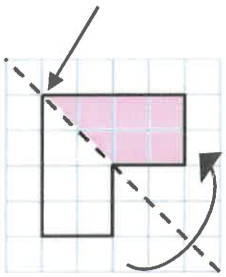
Reflection in the line y axis — this is also a reflection in the line x=0



Lines parallel to the x and y axis
REMEMBER
Lines parallel to the x-axis are y = ____
Lines parallel to the y-axis are x = ____

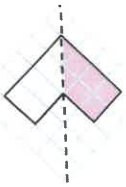
Reflect Diagonally (1)

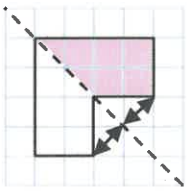
Points on the mirror line don't change position



Fold along the line of symmetry to check the direction of the reflection

Turn your image
If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

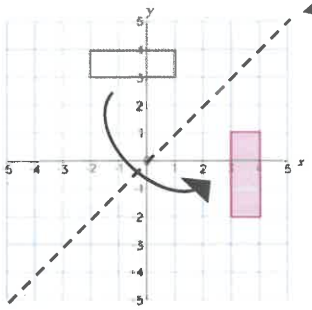




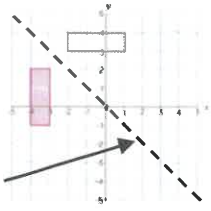
Drawing perpendicular lines
Perpendicular lines to and from the mirror line can help you to plot diagonal reflections

Reflect Diagonally (2)

This is the line **y = x** (every y coordinate is the same as the x coordinate along this line)



This is the line **y = - x**
The x and y coordinate have the same value but opposite sign



Turn your image
If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

Year 8 Music – Knowledge Organiser – **Programme Music**

HISTORICAL CONTEXT

1. Programme music is **descriptive**, suggesting visual images or '**telling a story**'. The descriptive idea or **story-line is known as the programme**.
2. Instrumental music that is free of a programme and exists purely for its own sake is known as absolute music.
3. Although descriptive music had always existed, **orchestral programme music became very popular during the Romantic period** (roughly the 19th century) when music developed close links with **literature and painting.**

4. Musical devices used to express the story or inspiration include:	**Musical motifs** - short melodic or rhythmic ideas used to represent characters or images
	Transformation of themes where a basic theme undergoes changes to mirror a situation
	Orchestral colour - use of instruments to represent characters or images
	Imitation of sounds e.g. birdsong or thunder
	Use of musical elements – dynamics, harmony, tempo, key

Instruments and common associations (Musical Cliché's)

Woodwind	Natural sounds such as bird song, animals, rivers
Brass	Soldiers, war, royalty, ceremonial occasions
Tuba	Large and slow moving things
Harp	Tenderness, love
Glockenspiel	Magic, fairy tales
Timpani/Drums	War, fighting, thunder
Strings	Often used to portray emotions: passion, grief etc.

Key Composers

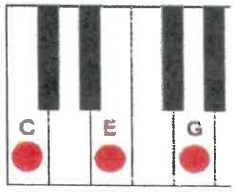
Hector Berlioz – Symphonie Fantastique (1830)
Modest Mussorgsky – Pictures at an Exhibition (1874)
Camille Saint-Saëns – The Carnival of the Animals (1886)
Paul Dukas – The Sorcerer's Apprentice (1897)

DYNAMICS (= Volume)

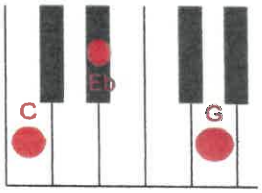
Term	Symbol:	Effect:
pianissimo	*pp*	very soft
piano	*p*	soft
mezzo piano	*mp*	moderately soft
mezzo forte	*mf*	slightly loud
forte	*f*	loud
fortissimo	*ff*	very loud
fortepiano	*fp*	loud then soft
sforzando	*sfz*	sudden accent
crescendo	<	gradually louder
diminuendo	>	gradually softer

TEMPO (= Speed)

Largo	Very Slow
Adagio	Slow
Andante	Walking pace
Moderato	Moderate
Allegro	Fast
Vivace	Lively
Presto	Very fast
Ritardando	Getting slower
Accelerando	Getting faster



MAJOR CHORD
=
Root Note
+ 4 Semitones
+ 3 semitones



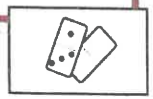
MINOR CHORD
=
Root Note
+ 3 Semitones
+ 4 semitones

YEAR 8 – KNOWLEDGE ORGANISER: Evidence for the Existence of God

KEYWORDS

Atheism/Atheist The belief that God does not exist
Theism/Theist The belief that God does exist
Omnibenevolent God is all-loving
Omnipotent- God is all powerful
Immanent – God is acting within the world today and can be known personally
Eternal – without beginning or end
Creation – The act by which God brings about the existence of the universe
Transcendent – God is outside of space and time.
Cosmological (The First Cause)
Teleological (The argument from design)
Religious Experience (for example Miracles or Conversion)
Moral Argument (knowing right from wrong)
Ontological Argument (God is that which nothing greater can be conceived)

COSMOLOGICAL ARGUMENT (The First Cause)



A deductive argument which seeks to persuade us that God exists based on the idea that there exists in the universe evidence of that everything that exists has a cause. If we go back to the very beginning, we will reach the point where everything began and so reach a **first cause**. That first cause must itself be **uncaused** otherwise we would just go back into an infinite chain of causes. There is only one being which we can say is eternal and uncaused and powerful enough to create an entire universe. That being is GOD.

The first theologian to come up with this argument was **Thomas Aquinas.** It was later developed by Islamic Philosophers and the argument was called the **Kalam** argument.

Objections/Weaknesses

What caused God?

Why can't the universe have always existed if we say the same about God? Just because things in the universe have a cause – it doesn't mean the universe has to have a cause.

The Big Bang gives evidence that it was a spontaneous & random event

How do we know everything in the universe has a cause, have we checked - Aquinas is making claims he cannot prove

RELIGIOUS EXPERIENCE - Miracles

A religious experience has significance for the person who experiences it. It involves a sense of the **holy** or **numinous**. A person may say they had personally 'seen', 'heard' or 'felt' God. The experience cannot be proved, but the individual will be convinced of the reality of what has happened. It might lead to a radical change in behaviour or outlook on life. **Miracles** are events which break the laws of nature. By definition they are events which are seen as 'good'. For example – someone being healed or cured of an illness, a vision or the dead raising.

Weaknesses/Objections - **David Hume** – **1)** *"A wise man proportions his belief to the evidence".* Hume suggests that a wise man considers which side is supported by the most evidence. E.g. if we take the miracle of Jesus walking on water from the bible, there is more evidence to support the fact people cannot walk on water rather than the one time that Jesus did, and so we should not believe it. **2)** He also claims that miracles often come from "ignorant nations", making accounts of miracles unreliable. For example, many of the claims of miracles within the bible are made by poor, uneducated fishermen and peasants, which is not an adequate source. **3)** Finally, He argues that miracles in other religions cancel each other out. Miracles from Hinduism or Buddhism, he argues, cancels out those from Christianity of Islam. As such, Hume suggests that instead of picking just one to believe in, we should deny them all.

Teleological Argument Also known as the argument from design. The name "the teleological argument" is comes from the Greek word ***telos***, meaning "end" or "**purpose**". When arguments speak of the universe being 'ordered', they mean that it shows intelligent design or purpose. Like an architect designing a skyscraper. The universe could not have happened by chance

Thomas Aquinas first came up with the argument in the 13thc
Isaac Newton 17thC argued that the "*thumb alone would convince me of God's existence*"
William Paley 18thC used the analogy of the Watchmaker & the Watch.

Objections; 1) Evolutionary Theory and natural selection show us that development of species and humans is by chance not design. **Charles Darwin. 2) David Hume** – argued that there is flaws in the design – suffering and cruelty in nature lead us to question if God is the all loving designer.

RELIGIOUS EXPERIENCE - Conversion

Religious Experiences are positive and encouraging. The effects of them are permanent and life-changing. For the example of Nicky Cruz; In the 1960s the MauMaus were one of the most feared gangs in New York and Nicky was their leader. By the age of 18 he has committed awful crimes including shooting a young boy. Nicky encountered a Christian man called David. One day while he heard him preaching and he began to think of all the awful things he had done. David asked the crowd *"stand up those who want your life changed"* Nicky went to the front and for the first time ever, prayed. He felt all the fear and hatred leave him. After that he started to regularly attend church, he handed in all his weapons, completed Bible college and went back to his gang to preach the gospel and teach them about God. He had CONVERTED.

REVELATION and ENLIGHTENMENT

While religious people accept that God is transcendent and beyond human understanding most believe that it is possible to know something of God's nature and purposes through **revelation**

Enlightenment means to be 'awakened'. It is a word used to describe a person who has come to understand religious truths, e.g. The Buddha

Special Revelation is where God makes himself known personally through visions or an event. For example St Bernadette had a vision of the Virgin Mary in Lourdes, France.

General Revelation is more indirect, e.g. seeing God through nature. This can also be knowing God through Holy Books or Scripture. **Muhammad** for example had a special revelation on Mount Hira, an angel gave him the words of the Qur'an. Today Muslims use this sacred text to help them to have a closer relationship to Allah and to know how to live a good Muslim life.

Objections **1)** Unfortunately, there is no scientific evidence to support that these are real events. Someone having a vision of God or hearing his voice could be imagining it or suffering from a psychosis. **2)** Most people who have their faith confirmed by religious experiences such as a vision already have a faith – they were always going to believe it to be true. **3)** General Revelations such as holy books provide little evidence as there are so many different holy scriptures out there. Which is the truth?

P2 Chapter 3: Energy
Knowledge organiser

Activate
Question • Progress • Succeed

Work

- In physics, **work done** is the energy transferred when a force is used to move an object a certain distance
- Like energy, work is measured in **Joules** (J)
- Work can be done in a a range of situations e.g. lifting a book work is done against gravity, when you slide a book along a table work is done against friction
- We calculate work with the equation:

work done (J) = force (N) × distance moved (m)

- A **simple machine** makes it easier to lift things, they reduce the force needed
- A **force multiplier** uses a smaller **input force** (what you apply) to to generate a larger **output force** (what is created)
- If you increase the distance from the pivot, less input force is needed to be used for the same output force as before
- A **lever** is an example of a force multiplier, a longer lever will require a less input force than a shorter lever to produce the same output force

The physics of unscrewing a tight nut with a spanner

Radiation

- **Radiation** is a method of transferring energy without the need for particles
- An example of radiation is thermal energy being transferred from the Sun to us through space (where there are no particles)
- This type of radiation is known as **infrared radiation**, it is a type of wave just like light
- The hotter an object is the more infrared radiation it will emit (give out)
- The amount of radiation emitted and absorbed depends on the surface of the object:
  - Darker matte surfaces absorb and emit more infrared radiation
  - Shiny and smooth surfaces absorb and emit less infrared radiation, instead reflecting this
  - The amount of infrared radiation being emitted can be viewed on a **thermal imaging camera**

Energy and temperature

- The **temperature** of a substance is a measure of how hot or cold it is
- Temperature is measured with a **thermometer**, it has the units of degrees Celsius (°C)

- The **thermal energy** of a substance depends on the individual energy of all of the particles, it is measures in Joules (J)
- As all particles are taken into account, a bath of water at 30 °C would have more thermal energy than a cup of tea at 90 °C as there are many more particles
- The faster the particles are moving, the more thermal energy they will have
- When particles are heated they begin to move more quickly
- The energy needed to increase the temperature of a substance depends on:
  - the mass of the substance
  - what the substance is made of
  - how much you want to increase the temperature by

Conduction

- **Conduction** is the transfer of thermal energy by the vibration of particles, it cannot happen without particles
- This means that every time particles collide they transfer thermal energy
- Conduction happens effectively in solids as their particles are close together and can collide often as they vibrate around a fixed point
- Metals are also good **thermal conductors** as they contain electrons which are free to move
- In conduction the thermal energy will be transferred from an area which has a high **thermal energy store** (high temperature) to an area where there is a low thermal energy store (low temperature)
- Gases and liquids are poor conductors as their particles are spread out and so do not collide often, we call these **insulators**

Convection

- **Convection** is the transfer of thermal energy in a liquid or a gas, it cannot happen without particles
- As the particles near the heat source are heated they spread out and become less dense, this means that they will rise
- More dense particles will take their place at the bottom nearest the heat source creating a constant flow of particles
- This is known as a **convection current**
- Convection cannot happen in a solid as the particles cannot flow, they can only move around a fixed point

Key terms Make sure you can write definitions for these key terms.

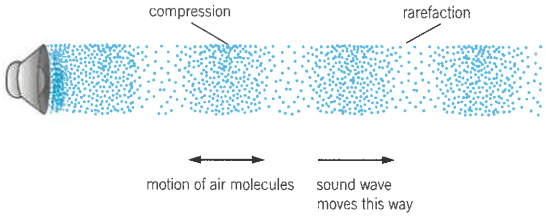
conduction convection convection current force multiplier input force insulator infrared radiation lever output force simple machine temperature thermometer thermal conductor thermal energy store thermal imaging camera work done

P2 Chapter 4: Waves
Knowledge organiser

Activate
Question • Progress • Succeed

Sound waves

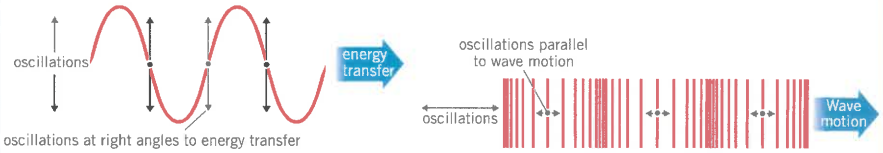
- Any **wave** transfers energy from one place to another
- Sound waves cause particles to vibrate backwards and forwards in the direction of the wave, this produces areas of high pressure (**compression**) and low pressure (**rarefaction**)
- As there are areas where the air pressure is different in a sound wave, we can call sound waves a type of **pressure wave**



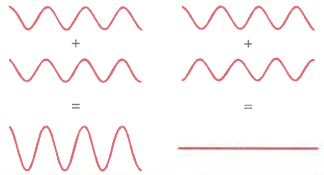
- Sound can be detected with a **microphone**, the microphone will change air pressure into a changing potential difference
- Sound can be produced with a **loudspeaker**, the changing potential difference causes changes in air pressure
- Changes in air pressure will be caused by the diaphragm of the loudspeaker vibrating and causing the movement of the air particles

Types of waves

- **Transverse waves** vibrate at 90° to the direction at which they are travelling, they move up and down as well as forward
- **Longitudinal waves** vibrate in the direction in which they are travelling



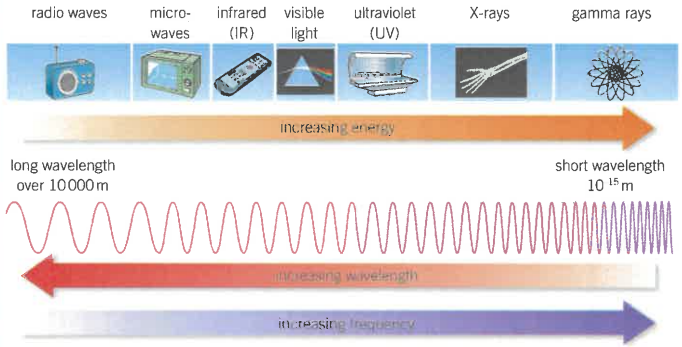
- When waves are put together they **superpose**, this means they will either add together or cancel each other out
- When the waves are in line with one another they add together, increasing the amplitude of the wave
- When the waves are not in line, they will cancel each other out, decreasing the amplitude of the wave



Ultrasound

- Humans can hear sounds with a frequency between 20–20 000 Hz.
- **ultrasound** is any sound with a frequency of higher than 20 000 Hz
- As ultrasound has a high frequency it causes the particles it interacts with to vibrate more quickly, this means that it can be used in:
  - Ultrasonic cleaning – dirt particles are 'shaken' off of objects
  - Physiotherapy – the ultrasound waves causes liquid particles in the body to move more quickly and hence get warmer

Electromagnetic spectrum

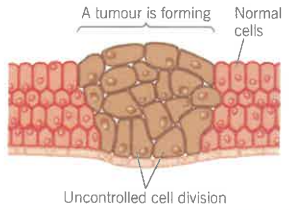


Uses of the electromagnetic spectrum

Radio waves	TV signals
Microwaves	Mobile phones
Infrared	Heating and cooking
Visible light	Photography
Ultraviolet waves	Detecting forgeries, sunbeds
X-rays	Imaging broken bones
Gamma rays	Killing cancer cells

Ionisation

- The higher the frequency of the wave, the higher the energy
- High energy waves can lead to **ionisation**, where electrons are knocked off of atoms in cells
- This can cause mutations in cells if the DNA is affected and this can lead to cancerous tumours forming
- The ionising waves in the electromagnetic spectrum are gamma, X-rays and ultraviolet rays



Key terms Make sure you can write definitions for these key terms.

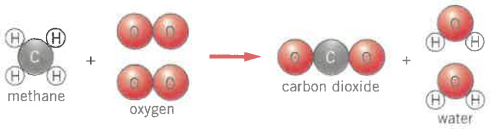
compression, electromagnetic spectrum, gamma rays, infrared, ionisation, longitudinal wave, loudspeaker, microphone, microwaves, pressure wave, radio waves, rarefaction, superpose, transverse wave, ultrasound, ultraviolet, visible light, wave, X-rays

C2 Chapter 6: Reactions
Knowledge organiser

Activate
Question • Progress • Succeed

Chemical reactions

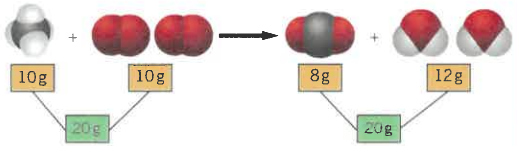
- Word equations can represent a **chemical reaction:**



- The **reactants** are on the left side of the arrow and the **products** are on the right side of the arrow
- We use an arrow instead of an equals sign as it represents that the reactants are changing into a new substance
- In a reaction, the amount of each type of atom stays the same, however they are rearranged to form a new product

Conservation of mass

- In a reaction the mass will be **conserved**, this means that the total mass of the reactants will be equal to the total mass of the products
- If it appears that some of the mass has been lost, this means that a gas has been produced and escaped, accounting for the lost mass



Balanced symbol equations show the amounts of all of the individual atoms in a reaction

- The symbols used are from the Periodic Table
- They also show:
  - Formulae of reactants and products
  - How the atoms are rearranged
  - Relative amounts of reactants and products

$$2H_2 + O_2 \rightarrow 2H_2O$$

Combustion

- **Combustion** is the burning of a **fuel** in oxygen
- A fuel is a substance which stores energy in a chemical store
- Examples of fuels include petrol, diesel, coal and hydrogen
- When a carbon based fuel undergoes combustion, it will produce water and carbon dioxide

methane + oxygen → carbon dioxide + water

- Hydrogen can also be used as a fuel, this is much better than traditional fossil fuels as it does not produce carbon dioxide:

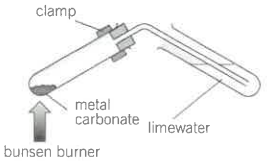
hydrogen + oxygen → water

Thermal decomposition

- A **thermal decomposition** reaction is one where the reactants are broken down (decomposition) using heat (thermal energy)
- An example of this is with metal carbonates:

zinc carbonate → zinc oxide + carbon dioxide

- We can test for this carbon dioxide by bubbling the gas through limewater, if the limewater turns cloudy, the gas is carbon dioxide



Exothermic and endothermic reactions

Exothermic reactions involve a transfer of energy from the reactants to the surroundings

- As energy is transferred to the surroundings this will show an increase in temperature
- Examples of exothermic reactions include combustion, freezing, and condensing

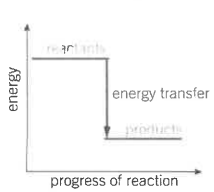
Endothermic reactions involve a transfer of energy from the surroundings to the reactants

- As energy is taken into the reactants a decrease in temperature will be shown
- Examples of endothermic reactions include thermal decomposition, melting, and boiling

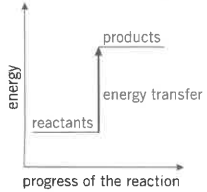
Energy level diagrams

Energy level diagrams show the values of energy between the reactants and the products in a reaction

- If the energy is greater in the reactants than the products then the reaction is exothermic as energy has been given out to the surroundings
- If the energy is lower in the reactants than the products then the reaction is endothermic as energy has been taken in from the surroundings



Exothermic



Endothermic

Bond energies

- Energy must be used to break **chemical bonds**, meaning that this reaction is endothermic
- Energy is given out when chemical bonds are made, meaning that this reaction is exothermic
- To see if a reaction is endothermic or exothermic, you must find the difference in the energy needed to break and to make the bonds in the reaction
- If the energy needed to break the bonds is less than the energy given out when making the bonds, the reaction is exothermic
- If the energy needed to break the bonds is more than the energy released when making the bonds, the reaction is endothermic

Key terms Make sure you can write definitions for these key terms.

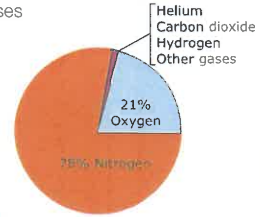
balanced symbol equation · chemical bond · chemical reaction · combustion · conserved · conservation of mass · decomposition · fuel · endothermic · energy level diagram · exothermic · products · reactants · thermal decomposition

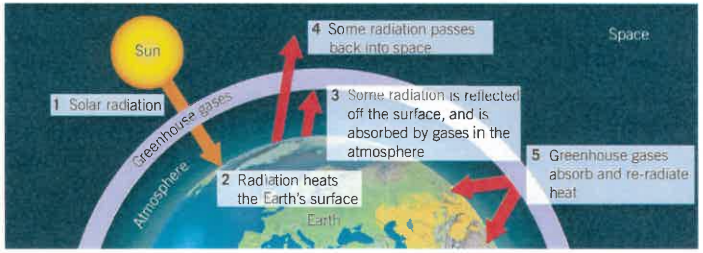
P2 Chapter 7: Earth
Knowledge organiser

Activate
Question • Progress • Succeed

The atmosphere

- The air around us all of the time is known as the **atmosphere**, it is made up of a mixture of gases
- When the Sun heats the Earth's surface, some of the radiation is absorbed and some is reflected back into space
- Some of the gases in the atmosphere absorb radiation that is about to be reflected into space, this keeps the Earth at a warmer temperature than it would be without the atmosphere, this is needed as otherwise it would be too cold for life
- The gases in the atmosphere which absorb and trap this radiation are known as **greenhouse gases**, the most commonly known greenhouse gases are carbon dioxide and methane



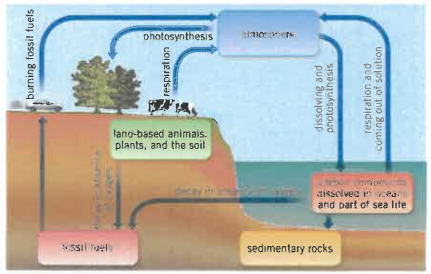


Global warming

- **Global warming** is the gradual increase in temperature of the Earth
- This is closely linked to the rise in carbon dioxide levels in the atmosphere

The carbon cycle

- The **carbon cycle** is the processes by which carbon is naturally transferred to different stores through a range of natural processes
- Carbon is released into the atmosphere through **combustion** of **fossil fuels**, and animal **respiration**
- It is then reabsorbed by plants during **photosynthesis**



Climate change

- Long term changes to weather patterns are known as **climate change**
- This can cause the ice caps to melt, leading to sea levels rising and flooding of low level land
- Graphs alone cannot confirm that humans are the cause, but the majority of scientists now believe that human activity is a very likely cause
- We can help to prevent climate change by:
  - Using renewable energy resources
  - Using cars less
  - Buying and wasting less resources

Extracting metals

- Metals are a **natural resource**, with most being found joined with other elements in compounds
- Naturally occurring metals and their compounds are known as **minerals**
- An **ore** is a naturally occurring rock which contains enough of a mineral to be worth extracting
- An example of an ore is Bauxite, which contains aluminium hydroxide

- When metals are extracted they first have to be separated from other minerals in the ore, then they need to undergo a chemical reaction to separate them from the other element that they are joined to in a compound
- If a metal is below carbon in the reactivity series, it can be extracted by reacting it with carbon in a displacement reaction
- As carbon is more reactive it will take the place of the metal in the compound, leaving the metal on its own:

  carbon + metal oxide → metal + carbon dioxide
  carbon + copper oxide → copper + carbon dioxide
- If the metal is above carbon in the reactivity series, **electrolysis** can be used, this involves separating the metal by using electricity

Reactivity series
magnesium
aluminium
carbon
zinc
iron
lead
copper

Recycling

- **Recycling** is the collecting and processing of materials that have been used so that the resources can be used again
- Recycling can have both advantages and disadvantages:

Advantages	Disadvantages
• Resources will last longer • It uses less energy than extracting new materials • It reduces waste and pollution	• Separating rubbish can be seen as a nuisance • The lorries collecting recycling produce pollution • Some materials are easier to recycle than others

Key terms Make sure you can write definitions for these key terms.

atmosphere carbon cycle climate change combustion electrolysis fossil fuel global warming greenhouse gas mineral natural resource ore photosynthesis recycling respiration

B2 Chapter 9: Ecosystems
Knowledge organiser

Activate
Question · Progress · Succeed

Respiration

- Respiration is the process in which energy is released from the molecules of food which you eat
- Respiration happens in the mitochondria of the cell
- **Aerobic respiration** involves oxygen, it is more efficient as all of the food is broken down to release energy

glucose + oxygen → carbon dioxide + water

- The glucose is transported to the cells in the blood **plasma**
- The oxygen is transported to the cells in **red blood cells**, by binding with **haemoglobin**
- Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled

---

- **Anaerobic respiration** is a type of respiration which does not use oxygen, it is used when the body cannot supply the cells with enough oxygen for aerobic respiration
- Anaerobic respiration releases less energy than aerobic respiration

glucose → lactic acid

- The **lactic acid** produced through anaerobic respiration can cause muscle cramps
- Lactic acid will build up if there is not enough oxygen present in the blood supply to break it down. This is known as an **oxygen debt**

Fermentation

- **Fermentation** is a type of anaerobic respiration which occurs in yeast
- Instead of producing lactic acid, yeast produces ethanol, which is a type of alcohol

glucose → ethanol + carbon dioxide

- This process can be used to form alcohol to drink or to allow bread and cakes to rise

Plant minerals

Plants need minerals for healthy growth, if they do not have enough of these minerals this is known as a **mineral deficiency**

Mineral	What is it used for?	What happens if there is not enough?
nitrates (contain nitrogen)	healthy growth	poor growth and older leaves yellow
phosphates (contain phosphorus)	healthy roots	poor growth, younger leaves look purple
potassium	healthy leaves and flowers	yellow leaves with deadpatches
magnesium	making chlorophyll	leaves will turn yellow

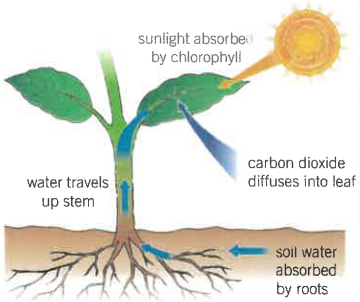
Fertilisers can be used to stop plants from suffering with mineral deficiencies

Photosynthesis

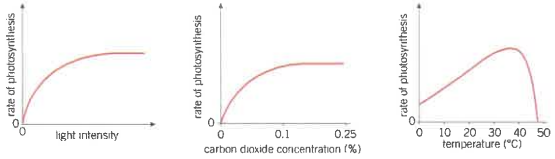
- **Photosynthesis** is the process which occurs in the chloroplasts to produce glucose using sunlight

water + carbon dioxide + sunlight → glucose + oxygen

- Any organism that can use photosynthesis to produce its own food is known as a **producer**, these are not just limited to plants but can include other organisms such as **algae**

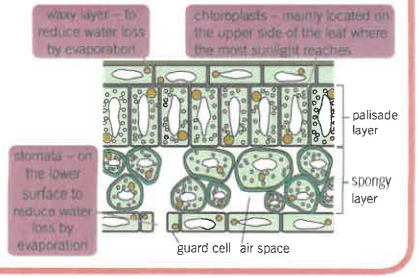


- The rate of photosynthesis can be affected by:
  - Light intensity – the higher the light intensity the higher the rate of photosynthesis up to a point
  - Carbon dioxide concentration – the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point
  - Temperature – the optimum temperature is the temperature at which photosynthesis occurs at the highest rate, before and after this the rate will be less



Leaves

- To best adapt for photosynthesis leaves have a number of adaptations
- They are thin to allow the most light through
- There is a lot of **chlorophyll** to absorb light
- They have a large surface area to absorb as much light as possible



Key terms Make sure you can write definitions for these key terms.

aerobic respiration · algae · anaerobic respiration · chlorophyll · mineral deficiency · fermentation · fertiliser · haemoglobin · lactic acid · magnesium · nitrates · oxygen debt · phosphates · photosynthesis · plasma · potassium · producer · red blood cells

B2 Chapter 10: Genes
Knowledge organiser

Activate
Question · Progress · Succeed

Natural selection

- Scientists believe that the organisms which we see on Earth today have gradually developed over millions of years, this is known as **evolution**
- Charles Darwin came up with the concept of **natural selection**, he said that only the best adapted animals will survive to pass on their **genes**, weaker animals will die out

Organisms show variation in characteristics caused by their genes → Organisms with the best adaptations survive and reproduce, weaker organisms die out and do not pass on their genes → Genes from the successful organisms are passed onto the next generation, passing on their successful characteristics → Over a long period of time the best adaptations continue to be passed on which can lead to a new species being formed

- One example of natural selection can be seen in giraffes, only the giraffes with the longest necks would be able to eat from trees, the ones with shorter necks would not be able to eat and die out
- This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks

Extinction

- A species will become **extinct** when all of a species die out
- The **fossil record** shows us that animals have existed in the past which have now become extinct
- Extinction can be caused by:
  - Changes to the environment
  - Destruction of habitat
  - New diseases
  - Introduction of new predators
  - Increased **competition**
- When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in **biodiversity**
- The more diverse a **population** is, the more likely they are to survive environmental changes

Punnet squares

Possible alleles from father

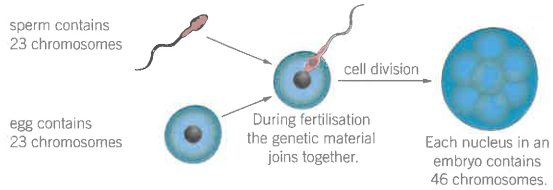
Possible alleles from mother	B (dominant allele for browneyes)	b (recessive allele for blue eyes)
b (recessive allele for blue eyes)	Bb Offspring will have brown eyes as B is dominant	bb Offspring will have blue eyes as both alleles are recessive
b (recessive allele for blue eyes)	Bb Offspring will have brown eyes as B is dominant	bb Offspring will have blue eyes as both alleles are recessive

Genetic modification

- **Genetic modification** is the process which scientists can use in order to alter the genes of an organism
- Examples of this include altering cotton to produce higher yields, altering bacteria genes to produce medicines and altering crops to produce their own insecticides

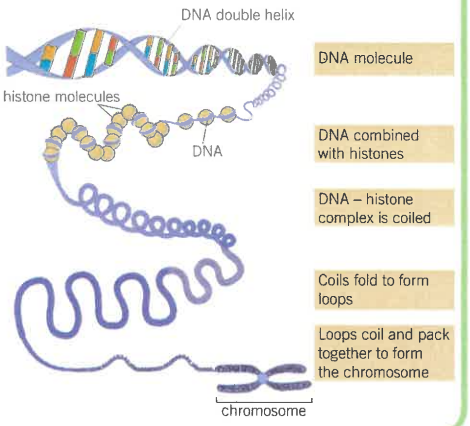
Inheritance

- **Characteristics** are passed along from parents to their offspring
- Half of the genetic information comes from each parent, this is passed on through the sex cells in the process of fertilisation



- **DNA** is the material which contains all of this genetic information

DNA – in the shape of a double helix → Genes – a section of DNA which hold the information for a particular characteristic → **Chromosomes** – long strands of DNA which hold many genes, humans have 46 of these in the nucleus of cells



Genetics

- For every characteristic an organism will have two **alleles**, this is two different genes which can code for the same characteristic, one is inherited from each parent
- **Dominant** alleles will cause the characteristic to be displayed even if they are with another allele, this is represented by a capital letter
- **Recessive** alleles will not be displayed as characteristics unless there are two of the same allele, they are the characteristic least likely to be shown, this is represented by a small letter
- We can predict the inheritance of characteristics using a **Punnet square**

Key terms Make sure you can write definitions for these key terms.

allele biodiversity characteristics chromosome competition DNA dominant evolution extinct fossil record gene genetic modification mutation natural selection population punnet square Punnet square recessive

Y8 Spanish course KO

Saludos	***Greetings***
¡Hola!	*Hello!*
¿Qué tal?	*How are you?*
Bien, gracias.	*Fine, thanks.*
fenomenal	*great*
regular	*not bad*
fatal	*awful*
¿Cómo te llamas?	*What are you called?*
Me llamo…	*I am called…*
¿Dónde vives?	*Where do you live?*
Vivo en…	*I live in…*
¡Hasta luego!	*See you later!*
¡Adiós!	*Goodbye!*

¿Qué tipo de persona eres?	***What sort of person are you?***
Soy…	*I am...*
divertido/a	*amusing*
estupendo/a	*brilliant*
fenomenal	*fantastic*
generoso/a	*generous*
genial	*great*
guay	*cool*
listo/a	*clever*
serio/a	*serious*
simpático/a	*nice, kind*
sincero/a	*sincere*
tímido/a	*shy*
tonto/a	*silly*
tranquilo/a	*quiet, calm*

Mi pasión	***My passion***
Mi pasión es…	*My passion is…*
Mi héroe es…	*My hero is…*
el deporte	*sport*
el fútbol	*football*
la música	*music*
el tenis	*tennis*

¿Tienes hermanos?	***Do you have any brothers or sisters?***
Tengo…	*I have…*
una hermana	*a sister*
un hermano	*a brother*
una hermanastra	*a half-sister/stepsister*
un hermanastro	*a half-brother/stepbrother*
No tengo hermanos.	*I don't have any brothers or sisters.*
Soy hijo único./Soy hija única.	*I am an only child. (male/female)*

Los números 1–31	***Numbers 1–31***
uno	*1*
dos	*2*
tres	*3*
cuatro	*4*
cinco	*5*
seis	*6*
siete	*7*
ocho	*8*
nueve	*9*
diez	*10*
once	*11*
doce	*12*
trece	*13*
catorce	*14*
quince	*15*
dieciséis	*16*
diecisiete	*17*
dieciocho	*18*
diecinueve	*19*
veinte	*20*
veintiuno	*21*
veintidós	*22*
veintitrés	*23*
veinticuatro	*24*
veinticinco	*25*
veintiséis	*26*
veintisiete	*27*
veintiocho	*28*
veintinueve	*29*
treinta	*30*
treinta y uno	*31*

¿Cuántos años tienes?	***How old are you?***
Tengo… años.	*I am… years old.*
¿Cuándo es tu cumpleaños?	*When is your birthday?*
Mi cumpleaños es el… de…	*My birthday is the… of…*
enero	*January*
febrero	*February*
marzo	*March*
abril	*April*
mayo	*May*
junio	*June*
julio	*July*
agosto	*August*
septiembre	*September*
octubre	*October*
noviembre	*November*
diciembre	*December*

¿Tienes mascotas?	***Do you have pets?***
Tengo…	*I have…*
una cobaya	*a guinea pig*
un conejo	*a rabbit*
un gato	*a cat*
un perro	*a dog*
un pez	*a fish*
un ratón	*a mouse*
una serpiente	*a snake*
No tengo mascotas.	*I don't have any pets.*
¿Cómo es?	*What is it like?*
¿Cómo son?	*What are they like?*

Los colores	***Colours***
blanco/a	*white*
amarillo/a	*yellow*
negro/a	*black*
rojo/a	*red*
verde	*green*
gris	*grey*
marrón	*brown*
azul	*blue*
rosa	*pink*
naranja	*orange*

Palabras muy frecuentes	***High-frequency words***
bastante	*quite*
no	*no/not*
mi, mis	*my*
muy	*very*

pero	*but*
también	*also, too*
tu/tus	*your*
un poco	*a bit*
y	*and*
a la derecha	*on the right*
a la izquierda	*on the left*
en el centro	*in the centre/middle*
hay	*there is/there are*
un chico	*a boy*
una chica	*a girl*
creo que	*I think that*

¿Qué te gusta hacer?	***What do you like to do?***
Me gusta…	*I like…*
Me gusta mucho…	*I really like…*
No me gusta…	*I don't like…*
No me gusta nada…	*I don't like at all…*
chatear	*to chat online*
escribir correos	*to write emails*
escuchar música	*to listen to music*
jugar a los videojuegos	*to play videogames*
leer	*to read*
mandar SMS	*to send text messages*
navegar por Internet	*to surf the net*
salir con mis amigos	*to go out with friends*
ver la television	*to watch TV*
porque es…	*because it is…*
porque no es…	*because it is not…*
interesante	*interesting*
guay	*cool*
divertido/a	*amusing, funny*
estúpido/a	*stupid*
aburrido/a	*boring*

¿Qué haces en tu tiempo libre?	***What do you do in your spare time?***
bailo	*I dance*
canto karaoke	*I sing karaoke*
hablo con mis amigos	*I talk with my friends*
monto en bici	*I ride my bike*
saco fotos	*I take photos*
toco la guitarra	*I play the guitar*

Expresiones de frecuencia	***Expressions of frequency***
a veces	*sometimes*
de vez en cuando	*from time to time*
nunca	*never*
todos los días	*every day*

¿Qué tiempo hace?	***What's the weather like?***
hace calor	*it's hot*
hace frío	*it's cold*
hace sol	*it's sunny*
hace buen tiempo	*it's nice weather*
llueve	*it's raining*
nieva	*it's snowing*
¿Qué haces cuando llueve?	*What do you do when it's raining?*

Las estaciones	***The seasons***
la primavera	*spring*
el verano	*summer*
el otoño	*autumn*
el invierno	*winter*

¿Qué deportes haces?	***What sports do you do?***
Hago artes marciales.	*I do martial arts.*
Hago atletismo.	*I do athletics.*
Hago equitación.	*I do/go horseriding.*
Hago gimnasia.	*I do gymnastics.*
Hago natación.	*I do/go swimming.*
Juego al baloncesto.	*I play basketball.*
Juego al fútbol.	*I play football.*
Juego al tenis.	*I play tennis.*
Juego al voleibol.	*I play volleyball.*
¡Me gusta!	*I like it!*
¡Me gusta mucho!	*I like it a lot!*
¡Me gusta muchísimo!	*I really, really like it!*
¡Me encanta!	*I love it!*

Los días de la semana	***The days of the week***
lunes	*Monday*
martes	*Tuesday*
miércoles	*Wednesday*
jueves	*Thursday*
viernes	*Friday*
sábado	*Saturday*
domingo	*Sunday*
los lunes	*on Mondays, every Monday*
los martes	*on Tuesdays, every Tuesday*

Algunas preguntas	***Some questions***
¿Qué…?	*What/Which…?*
¿Cuándo…?	*When…?*
¿Dónde…?	*Where…?*
¿Cómo…?	*How/What…?*
¿Cuántos…?	*How many…?*

Palabras muy frecuentes	***High-frequency words***
con	*with*
cuando	*when*
generalmente	*generally*
mucho	*a lot*
no	*no*
o	*or*
pero	*but*
porque	*because*
sí	*yes*
también	*also, too*
y	*and*
¿Y tú?	*And you?*