

C2 Knowledge Organiser - Year 8

Name:

Advisory:

Hard work | Integrity | Fairness

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Year 7 Homework Overview

Day	Subject	Type
Monday	Geography and History	RCWC in homework booklet
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader
Thursday	Science	Sparx Science
Friday	English (1/2 page) Spanish odd weeks (1/2 page) Mandarin even weeks (1/2 page)	RCWC in homework booklet

w/c 8 th <u>December</u> - Section 1: Romeo and Juliet - Context 1:		w/c 15 th December - Section 2: Romeo and Juliet - Context 2	
The Globe Theatre	The theatre in which Shakespeare's plays were performed; is notable for its round structure and lack of roof.	Queen Elizabeth	Reigned 1533-1603 ; as a female monarch defied expectations of patriarchal society .
Lord Chamberlain's Men	The acting company to which Shakespeare belonged.	Patriarchal Society	Women denied all political rights ; were subject to their husbands / fathers .
Stratford-Upon-Avon	The location in which Shakespeare was born and raised .	Shakespearean Tragedy	Play dealing with tragic events ; possesses unhappy ending involving downfall of a character.
Anne Hathaway	The woman who Shakespeare married in 1582 ; he famously left her his "second best bed" in his will.	Tragic Hero	High status character(s); sympathetic; inevitable downfall (their deaths).
w/c 5 th January - Section 3: Romeo and Juliet - Genre Conventions		w/c 12 th January - Section 4: Romeo and Juliet - Key Themes	
Conflict	Between good and evil ; external conflict (e.g. violence); internal conflict (e.g. emotions).	Honour/ loyalty	Importance of kinship / family loyalty ; affects male behaviour and violence .
Hamartia	Fatal flaw (weakness); leads to downfall of hero.	Religion	Impacts characters' attitudes / choices .
Catastrophe	A disastrous conclusion ; contains tragic waste e.g. death of innocent people .	Fate/Free will	The idea that characters' destinies are decided against the choices they make.
Peripeteia	Turning point ; hero's fortunes reverse .	Love	Love in the play is powerful, brutal and dangerous .
w/c 19 th January - Section 5: Romeo and Juliet - Language Techniques		w/c 26 th January - Section 6: Romeo and Juliet - Key Terms	
Imagery	Language which creates vivid sensory ideas .	Foreshadowing	Where something is hinted at throughout a text before it happens.
Personification	Attributing human / living qualities to something non-human / living.	Contrast	Where words / scenes / ideas differ extremely from one to the next .
Juxtaposition	Placement of two ideas, statements or things next to one another for contrasting effect .	Dramatic Irony	Where things are revealed to the audience before they are to the characters, increasing tension .
Oxymoron	Combination of words which have opposite meanings .	Soliloquy	When a character, thinking they are alone , speaks their thoughts aloud .
Symbolism	Use of symbols to represent ideas or qualities .	Chorus	Group of actors who comment on the action through song , throughout the play.

w/c 2 nd February - Section 7: Poetic Techniques		w/c 9 th February - Section 8: Dramatic Techniques	
Sonnet	Poem of 14 lines with a strict rhyme scheme , associated with love / romance in conflict .	Characterisation	The creation or construction of a fictional character; how they are portrayed and perceived .
Stanza	A verse or " paragraph " within a poem.	Aside	A device when a character speaks to the audience while other characters are on stage.
Metre	The rhythm structure of a line of poetry (like a beat).	Monologue	A long speech by one person .
Rhyme	When words within the poem have the same sound .	Motif	A reoccurring image or idea in a piece of literature.
w/c 23 rd February - Section 9: Romeo and Juliet – Context 3		w/c 2 nd March - Section 10: Romeo and Juliet – Names and places	
Religious Turmoil	Shakespeare was writing when England became a Protestant nation , having broken away from the control of the Catholic Church .	Montague	The name of Romeo's family : characters include Lord and Lady Montague and Benvolio.
Courtly Love	Courtly love should be polite, ceremonious, restrained, courteous and those involved should be in love with the idea of being in love .	Capulet	The name of Juliet's family : characters include Lord and Lady Capulet and her cousin Tybalt.
Romeus and Juliet	Romeo and Juliet is, in fact, an adaptation of earlier stories, including a poem by Arthur Brooks.	Verona	The location in which the play is set .
Italy/Verona	Many believed that those living in Italy had " hotter " temperaments, leading to greater passion .	Mantua	The location in which Romeo is exiled .
w/c 9 th March - Section 11: Romeo and Juliet – Key Themes 2		w/c 16 th March - Section 12: Romeo and Juliet – Key Vocabulary	
Individual vs Society	Romeo and Juliet struggle against parents'/society's expectations.	Unrequited Love	A love which is not returned .
Role of women	Women were believed to naturally maternal and caring ; they were the property of the men in their lives.	Aggression	Feelings of anger and hostility , often leading to violence .
Masculinity	Men were permitted into the public sphere . Their pride and honour were upheld through violence .	Honour	High respect or self-esteem .
Violence	Acts of physical and emotional violence are the motives for many key moments in the play.	Patriarch	A male figure of authority , particularly within a family .
w/c 23 rd March - Section 13: Romeo and Juliet – Word Classes			
Noun	Words that name people, places, things and ideas.		
Verb	Words that show an action.		
Adjective	Words that describe nouns.		
Adverb	Words that describe verbs or adjectives (usually end in <u>-ly</u>)		
Pronoun	Can be substituted for a noun or noun phrase.		

Section 1 - Photosynthesis		WB. 08/12/25
Photosynthesis	A chemical reaction in which plants use energy to change carbon dioxide and water into glucose and oxygen . It occurs in chloroplasts .	
Chlorophyll	Green pigment in chloroplasts. Absorbs light energy required for photosynthesis.	
Uses of Glucose	For respiration to release energy . Stored as starch for using later. Making other substances e.g. cellulose, lipids and proteins .	
Word Equation	carbon dioxide + water $\xrightarrow{\text{light energy}}$ glucose + oxygen	
Symbol Equation	$6 \text{ CO}_2 + 6 \text{ H}_2\text{O} \xrightarrow{\text{light energy}} \text{C}_6\text{H}_{12}\text{O}_6 + 6 \text{ O}_2$	
Limiting Factors	A factor that affects the rate of photosynthesis e.g. light intensity, carbon dioxide concentration and temperature .	
Investigating Rate	Use pondweed . Count number of bubbles of oxygen produced in given time. More bubbles = faster rate .	
Section 2 - Testing Leaves for Starch		WB. 15/12/25
Starch	Some glucose produced by photosynthesis is stored as starch for later use.	
Iodine Solution	Red-brown liquid which turns blue-black in the presence of starch .	
Testing Leaves	Heat in boiling water to soften . Heat in boiling ethanol to remove colour from leaves. Wash leaves. Add iodine solution with pipette.	
Safety Precautions	Ethanol is highly flammable . Keep away from Bunsen flame.	
Variegated Leaves	Green parts – have starch – photosynthesis occurring. Yellow parts – no starch – photosynthesis not occurring.	

Section 3 – Structure of Leaves		WB. 05/01/26
Palisade Tissue	Where most photosynthesis occurs. Palisade cells are tightly packed and contain many chloroplasts .	
Spongy Tissue	Cells are loosely packed and there are air spaces which allow carbon dioxide to diffuse throughout the leaf.	
Stomata	Little holes in the underside of leaves. Allows carbon dioxide to diffuse into leaf.	
Guard Cells	Control opening and closing of the stomata to control water loss .	
Xylem Vessels	Transport water and minerals from roots to leaves.	
Phloem Vessels	Transport sugars around the plant.	
Section 4 – Healthy Plant Growth		WB. 12/01/26
Root Hair Cells	Absorb water and minerals from the soil. Have root hairs to increase surface area to increase rate of absorption.	
Water	Needed for photosynthesis , keeping plant upright and rigid and cooling the plant when water evaporates .	
Minerals	Nitrates, magnesium, phosphates and potassium .	
Fertilisers	Chemicals containing minerals added to the soil .	
Eutrophication	Fertilisers are washed into lakes . Algae grows and blocks sunlight . Other plants die and are broken down by bacteria . Bacteria reduce oxygen levels and other organisms die.	
Pesticides	Toxic chemicals sprayed on crops to kill pests e.g. insects and weeds .	
Bioaccumulation	Build-up of toxic chemicals as they are passed up a food chain as they cannot be broken down or excreted .	

Y8 Science Cycle 2 - Sheet 1

Plants & Photosynthesis

Section 1 – Circuit Components

WB. 19/01/26

Cell		Energy source for the circuit. Store of chemical energy.
Battery		Two or more cells connected together.
Bulb		Current heats the filament so it gives out light.
Switch		Allows circuit to be switched on (closed) and off (open).
Resistor		Reduces the flow of current by increasing resistance in circuit.
Ammeter		Measures current in a circuit. Connect in series with components.
Voltmeter		Measures potential difference of a component. Connect in parallel around the component.

Section 2 – Electrical Circuits

WB. 26/01/26

How do circuits work?	There must be an energy source and a complete circuit for current to flow. Electrons move through wires and transfer energy.
Series circuits	<p>Have one loop.</p> <p>If one component breaks, others switch off.</p> <p>Adding more bulbs makes them dimmer.</p>
Parallel circuits	<p>Have more than one loop.</p> <p>If one component breaks, components in other loops stay on.</p> <p>Adding more bulbs in other loops has no effect on brightness.</p>
Current	Rate of flow of charge. Measured in amps (A).
Potential difference (P.D.)	The energy transferred per unit charge. Measured in volts (V).
Resistance	A measure of how hard it is for current to pass through a component. Measured in ohms (Ω).
Equation	Potential Difference = Current \times Resistance. $V = I \times R$.

Section 3 – Magnets

WB. 02/02/26

Bar magnet	A permanent magnet with a north pole and a south pole. Like poles repel. Unlike poles attract.
Magnetic field around a bar magnet	<p>Field lines go from north to south.</p> <p>Field is strongest at the poles.</p> <p>Field gets weaker further away from the magnet.</p>
Investigating a magnetic field	Use iron filings or a plotting compass.
Magnetic materials	Iron, nickel, cobalt and steel (an alloy of iron).
Temporary magnets	Magnetic materials behave like magnets when placed in a magnetic field. Iron is soft and loses magnetism easily after. Steel is hard and keeps magnetism longer.
Compass	Contains a tiny bar magnet. Points towards Earth's north pole.
Earth's magnetic field	Created by moving iron in the Earth's core.

Section 4 – Electromagnets

WB. 09/02/26

Solenoid		A long coil of wire.
Electromagnet		Created by passing a current through a solenoid. Behaves like a bar magnet but you can switch it on and off.
How to increase the strength of an electromagnet	<p>Increase the current.</p> <p>Increase the number of coils.</p> <p>Use a soft iron core.</p>	
Uses of electromagnets	Sorting metals for recycling, moving objects in scrapyards, electric motors, levitating trains, relay circuits.	

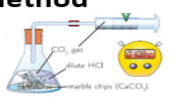


Y8 Science Cycle 2 - Sheet 2

Electricity & Magnetism

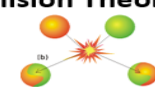
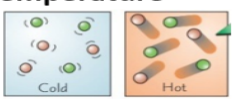
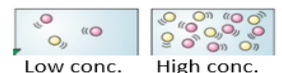
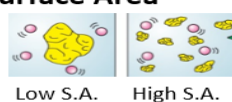
Section 1 – Chemical Equations WB. 23/02/26

Reactants	Substances which react together . Found on left side of equation.
Products	Substances produced in a reaction. Found on right side of equation.
Word Equation	Uses names of substances . e.g. iron + oxygen -> iron oxide
Symbol Equation	Uses chemical formulas of substances . e.g. $4 \text{ Fe} + 3 \text{ O}_2 \rightarrow 2 \text{ Fe}_2\text{O}_3$
Balancing Symbol Equations	Must be the same number of atoms of each element on each side of the equation . Balance equations by putting large numbers in front of formulas.
Conservation of Mass	Mass is conserved (stays the same) in a reaction . No atoms are lost or made . Total mass of reactants = total mass of products .

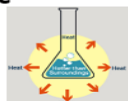

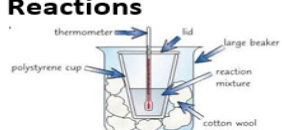
Section 2 – Measuring Rate of Reaction WB. 02/03/26

Rate of Reaction	How quickly a reaction happens. Measure how quickly the reactants are used up or the products are formed .
Gas Syringe Method 	Use if a gas is produced .
	Add reactants to a conical flask . Connect rubber bung and gas syringe . Start stopwatch . Measure volume of gas produced at regular time intervals .
Mass Loss Method 	Use if a gas is produced .
	Add reactants to a conical flask on a mass balance . Start stopwatch . Measure loss of mass at regular time intervals .
Disappearing Cross Method 	Use if a solid precipitate is produced which turns mixture from transparent to opaque .
	Add reactants to a conical flask on paper with a black cross . Start stopwatch . Time how long it takes for cross to disappear .

Section 3 – Factors Affecting Rate of Reaction WB. 09/03/26

Collision Theory 	For two particles to react , they must collide and must have sufficient energy to make the collision successful . More frequent collisions = faster rate of reaction.
Temperature 	Higher temperature = faster rate of reaction . Particles have more energy so move faster and collide more frequently .
Concentration 	Higher concentration = faster rate of reaction . More particles in the same volume so more frequent collisions .
Surface Area 	Smaller pieces of solid = larger surface area = faster rate of reaction . More solid particles are exposed so more frequent collisions .
Catalysts	A substance which increases the rate of a reaction but does not get used up in the reaction.

Section 4 – Exothermic and Endothermic Reactions WB. 16/03/26

Exothermic Reactions 	Transfers energy to the surroundings. Causes an increase in temperature . Examples – combustion , respiration and neutralisation .
Endothermic Reactions 	Takes in energy from the surroundings. Causes a decrease in temperature . Examples – thermal decomposition , photosynthesis and ice packs .
Investigating Reactions 	Add reactants to an insulated container to reduce heat loss to the surroundings . Use a thermometer to measure temperature at the start and end of the reaction. Temperature increase = exothermic Temperature decrease = endothermic

Geography

W/C 8 th December - Section 1 – Development		W/C 12 th January – Section 4 – Development	
development	to improve a place → e.g. better education, health care and jobs	development gap	when one place is more developed than another → development gap
sustainable	sustainable development → does not harm planet for future people	causes of uneven development	physical factors → harsh climate, natural disasters, raw materials economic factors → debt, wars, corruption historical factors → colonialism → slavery, resources removed
GDP	Gross Domestic Product → total money made in a country → in one year → shown in dollars	industry	processing raw materials and manufacturing goods (in factories)
GNI	Gross National Income → same as GDP → but also includes money from business in foreign countries → shown in dollars.	globalisation	increases in movements of goods, people and communication

W/C 15 th December – Section 2 – Development		W/C 19 th January - Section 5 – Development	
literacy rate	percentage of people who can read and write	TNC	Transnational Corporation → factories in more than one country
people per doctor	ratio to compare number of people and doctors → lower ratios in HICs	infrastructure	connections in a country → roads, internet, power lines, water pipes
safe water	percentage of people who have access to safe, clean water	advantages of TNCs ☺•	create jobs, education and training for employees, multiplier effect, improve infrastructure, money to government → development
HDI	Human Development Index → combines wealth, health and education data → gives score between 1 and 0 → 1 = most developed	disadvantages of TNCs ☹•	low pay for workers, economic leakage, deplete natural resources, pollution e.g. Coca Cola, Kerala → water pollution

W/C 5 th January – Section 3 – Development		W/C 26 th January – Section 6 – Development	
birth rate	number of live births (per 1,000 people) → high in LICs	DTM stage 1	stage 1 → e.g. Tribes → birth and death rates are high → population low → lots of disease and famine, no contraception
death rate	number of deaths (per 1,000 people) → high in LICs	DTM stage 2	stage 2 → e.g. Afghanistan → birth rate high, death rate decreasing → population increasing → more money for healthcare and food
infant mortality	number of babies who do not survive to age of 1 (per 1,000 live births)	DTM stage 3	stage 3 → e.g. India → birth rate and death rate decreasing → population increasing → better living conditions, more contraception
life expectancy	average age that a person is likely to live to (in a particular place)	DTM stage 4	stage 4 → e.g. The UK → birth rate and death rate low → population high → free vaccinations → infant mortality rate is low
HDI	Human Development Index → combines wealth, health and education data → gives score between 1 and 0 → 1 = most developed	DTM stage 5	stage 5 → e.g. Japan → birth rate below death rate → population decreasing → death rate increasing slightly → aging population

Geography

W/C 2 nd February – Section 7 – Development (India)		W/C 2 nd March – Section 10 – Glaciation	
population	over 1.3 billion (increasing rapidly)	landscape	an area of land with distinct features e.g. glaciated landscape
GNI per capita	over \$6000 (per person)	landform	a natural feature e.g. a <u>corrie</u>
DTM	stage 3	altitude	the height above sea level
life expectancy	70	relief	height difference between highest and lowest point on a landscape
literacy rate	74%	upland	areas of land at higher elevation e.g. mountains
people per doctor	1 doctor for every 1000 people	lowland	areas of land at a lower elevation e.g. the mouth of a river
HDI	0.65	longest river UK	UK → River Severn → Wales and England → 354 km long

W/C 9 th February – Section 8 – Development (UK)		W/C 9 th March – Section 11 – Glaciation	
population	over 67 million (increasing slowly)	igneous rocks	formed from cooled magma e.g. basalt
GNI per capita	over \$40,000 (per person)	sedimentary rocks	from compressed fossils and rocks at bottom of ocean e.g. limestone
DTM	stage 4	metamorphic rocks	rocks changed into harder rocks by heat and pressure e.g. marble
life expectancy	81	weathering	weakening of rocks
literacy rate	99%	erosion	wearing away and breaking up of rocks and soil
people per doctor	6 doctors for every 1000 people	transportation	moving material from one place to another
HDI	0.93	deposition	when material is dropped or left behind (e.g. pieces of rock)

W/C 23 rd February – Section 9 – Glaciation		W/C 16 th March – Section 12 – Glaciation	
glacier	a <u>slow moving mass of ice</u> (made from compressed snow)	interglacial	period of time → <u>warmer</u> → we are currently in a <u>interglacial period</u>
ice sheet	a large glacier covering large areas of land e.g. the size of a country	accumulation	more freezing than melting → glacier grows
glaciologist	scientist → e.g. studies effects of climate change on melting glaciers	ablation	more melting than freezing → glacier shrinks
glacial	<u>period of time</u> → cooler → last ice age ended 11,700 years ago	crevasses	huge cracks in a glacier (can be 40 meters deep)

W/C 23rd March – Section 13 – Glaciation

glaciers → ice age

distribution → 20,000 years ago → glaciers covered most of the UK

glaciers → today

distribution → high latitudes and high altitudes e.g. poles and mountains

glaciated landscapes

no longer covered by glaciers anymore → but these areas were once carved/shaped by glaciers during the last ice age → e.g. Lake District

C2 History Knowledge Organiser – How do revolutions challenge power and create change?

Week 1 W/C 8 th December	Revolution	The forcible overthrow of a government or social order, in favour of a new system.	Racial Hierarchy	A system or social order based on the belief that some racial groups are either superior or inferior to other racial groups.
Week 2 W/C 15 th December	Haitian Revolution	Enslaved population faced brutal conditions and wanted freedom – harsh slavery, violence, and lack of rights created deep resentment.	Influence of Enlightenment ideas and French Revolution – ideals of liberty and equality inspired enslaved and free Black people to fight for independence.	
Week 3 W/C 5 th January	American Revolution	Desire for self-government and independence – Enlightenment ideas and resentment of British control led to calls for freedom.	Taxation without representation – Colonists were taxed by Britain (e.g., Stamp Act, Tea Act) but had no voice in Parliament.	
Week 4 W/C 12 th January	French Revolution	Social inequality and unfair taxation – The Third Estate (common people) carried the tax burden while nobles and clergy enjoyed privileges.	Economic crisis and Enlightenment ideas – Food shortages, debt, and new ideas about liberty and equality pushed people to demand change.	
Week 5 W/C 19 th January	Industrial Revolution 1750-1900	The rapid development of industry that occurred in Britain in the late 18th and 19th centuries. The changes happened mainly because of one invention: the steam engine. This made production of goods much faster.		
Week 6 W/C 26 th January	1760-1820 – George III	1820-1830 – George IV	1830-1837 – William IV	1837-1901 Queen Victoria

History

Key changes during the Industrial Revolution

		1750s	1900
Week 7 W/C 2 nd February	Manpower	<ul style="list-style-type: none"> The population was 11 million 15% of population lived in urban areas The majority of people were farmers 	<ul style="list-style-type: none"> The population was 40 million 85% lived in urban areas More people began to work in factories.
Week 8 W/C 9 th February	Materials	<ul style="list-style-type: none"> Fabrics and metals were made at home Materials like cotton were spun at home. 	<ul style="list-style-type: none"> Factories produced fabrics + metals. Machines like the Spinning Jenny were invented (1764). This increased the production of threads.
Week 9 W/C 23 rd February	Market	<ul style="list-style-type: none"> By 1783, Britain had built a large empire with colonies in America and the Caribbean. 	<ul style="list-style-type: none"> By 1900, Britain had an empire that covered a quarter of the world's land surface. The colonies served as an important market for goods.

How was the Industrial Revolution linked to Empire + slavery?

Week 10 W/C 2 nd March	Cotton	Cotton was picked by enslaved people in America and transported to cities like Liverpool and Manchester. The cotton industry suffered during the American Civil War of 1861-1865.
Week 11 W/C 9 th March	Colonies	British colonies could be used as a source for raw materials, as well as a place to sell manufactured goods.

Working + Living Conditions

Week 12 W/C 16 th March	Wages + Hours	Wages were very low.. Hours were very long -typically 14-16 per day.	Houses	Rented by the room, cramped. Badly built. Damp. No kitchens or bathrooms.
	Illness	Cholera and Typhoid were both deadly illnesses, caused by drinking dirty water.	Water _ waste	Water came from a standpipe in the street. Could be contaminated. Toilets were cesspits, shared by the entire street.

The Factory Act

Week 13 W/C 23 rd March	In 1833 the Government passed a Factory Act to improve conditions for children working in factories. It said that no children under the age of 9 should work in factories, children should have 2 hours of schooling per day and that factories should be inspected to make sure the new rules were being followed.
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Mandarin – Year 8 – C2 – Week 1 (08/12): Hobbies			Mandarin – Year 8 – C2 – Week 3 (05/01): Negative statement & present tense		
看书	kàn shū	to read	不	bù	no
听音乐	tīng yīn yuè	to listen to music	不看	bú kàn	not to look/see
买东西	mǎi dōng xi	to go shopping	不买	bù mǎi	not to buy
上网	shàng wǎng	to surf the Internet	不是	bú shì	isn't
唱歌	chàng gē	to sing	我不买东西。	Wǒ bù mǎi dōng xi.	I am not shopping.
爱好	ài hào	hobby	我的爱好不是看书。	Wǒ de ài hào bú shì kàn shū.	My hobby is not reading.
你的爱好是什么？	nǐ de ài hào shì shén me?	What is your hobby?	我不是美国人。	Wǒ bú shì měi guó rén.	I am not an American.
我的爱好是…	Wǒ de ài hào shì …	My hobby is …	今天	jīn tiān	today
我的爱好是看书	Wǒ de ài hào shì kàn shū.	My hobby is reading.	今天我上网。	Jīn tiān wǒ shàng wǎng.	I am surfing the internet today.
妹妹的爱好是听音乐。	Mèi mei de ài hào shì tīng yīn yuè.	Younger sister's hobby is to listen to music.	我今天上网。	Wǒ jīn tiān shàng wǎng.	I am surfing the internet today.
哥哥的爱好是上网	Gē ge de ài hào shì shàng wǎng.	Older brother's hobby is surfing the Internet.	她今天很忙，不上网。	Tā jīn tiān hěn máng, bú shàng wǎng.	She is very busy today, not surfing the Internet.
姐姐的爱好是唱歌	Jiě jie de ài hào shì chàng gē.	Older sister's hobby is singing.	Grammar: the time when you do something comes before the verb, which means it is at the very beginning of a sentence or straight after the subject. This is different from English.		
Grammar: In Chinese, the possessive is made by adding 的 de after the pronoun or noun, eg 你的			不 (bù) changes its original tone into 2nd tone when it is followed by the 4th tone character. eg 不看 bú kàn		

Mandarin – Year 8 – C2 – Week 5 (19/01): I like watching TV			Mandarin – Year 8 – C2 – Week 7 (02/02): The use of 也		
看电影	kàn diàn yǐng	to watch films	也	yě	also; too
看电视	kàn diàn shì	to watch TV	也喜欢	yě xǐ huān	also like
玩儿	wánr	to play	也不喜欢	yě bù xǐ huān	also dislike
电脑	diàn nǎo	computer	游戏	yóu xì	game
玩儿电脑游戏	wánr diàn nǎo yóu xì	to play computer games	上网玩电脑游戏	shàng wǎng wánr yóu xì	play computer games online
玩儿滑板	wánr huá bǎn	to play skateboard	上网听音乐	shàng wǎng tīng yīn yuè	listen to music online
喜欢	xǐ huan	to like	上网看电影	shàng wǎng kàn diàn yǐng	watch films online
不喜欢	bù xǐ huan	to dislike	上网买东西	shàng wǎng mǎi dōng xī	online shopping
你呢?	nǐ ne?	How about you?	妈妈也喜欢上网买东西。	mā ma yě xǐ huān shàng wǎng mǎi dōng xī.	Mum also likes online shopping
他喜欢上网看电影。	tā xǐ huān shàng wǎng kàn diàn shì.	He likes watching TV online.	我也喜欢看电视。	Wǒ yě xǐ huān kàn diàn shì.	I also like to watch TV.
哥哥喜欢玩儿电脑游戏。	Gē ge xǐ huān wánr diàn nǎo yóu xì.	Older brother likes to play computer games.	她也喜欢看书。	Tā yě xǐ huān kàn shū.	She also likes to read.
妈妈不喜欢看电视。	Mā ma bù xǐ huān kàn diàn yǐng.	Mum dislike to watch TV.	弟弟也不喜欢玩儿电脑游戏。	Dì di yě bù xǐ huān wánr diàn nǎo yóu xì.	Younger brother also dislikes playing computer games.
Culture: 喜 xǐ means 'happy'. Double happiness formed the character 囍 xǐ, is a common Chinese symbol seen at celebrations, especially weddings. It is a tradition from the Tang Dynasty (618 – 907 ce)			Grammar: 也 means “also” or “too”. Its position is always just before the verb in Chinese sentences – it is not as flexible as English. eg 我也喜欢		

Mandarin – Year 8 – C2 – Week 9 (23/02): Sports			Mandarin – Year 8 – C2 – Week 11 (09/03): Can you swim?		
做	<u>Zuò</u>	to do	会	<u>huì</u>	can (do something skilled)
运动	<u>yùn dòng</u>	sports	不会	bú huì	can not
做运动	<u>zuò yùn dòng</u>	to do sports	我会踢足球。	wǒ huì tī zú qiú.	I can play football.
踢	<u>tī</u>	to play by foot	爸爸会打篮球。	Bà ba huì dǎ lán qiú.	Dad can play basketball.
踢足球	<u>tī zú qiú</u>	to play football	妹妹会跑步。	Mè mei huì pǎo bù	Younger sister can run.
打	<u>dǎ</u>	to play by hand	我会骑自行车。	Wǒ huì qí zì xíng chē.	I can ride a bike.
打篮球	<u>dǎ lán qiú</u>	to play basketball	我不会游泳。	Wǒ bú huì yóu yǒng.	I cannot swim.
打乒乓球	<u>dǎ pīng pāng qiú</u>	to play table tennis	他不会打乒乓球。	Tā bú huì dǎ pīng pāng qiú.	He cannot play table tennis.
打网球	<u>dǎ wǎng qiú</u>	to play tennis	哥哥不会打网球。	Gē ge bú huì dǎ wǎng qiú.	Older brother cannot play tennis.
跑步	<u>pǎo bù</u>	to run	姐姐不会打球。	Jiě jie bú huì dǎ qiú,	Older sister cannot play ball games.
游泳	<u>yóu yǒng</u>	to swim	打球	<u>dǎ qiú</u>	to play ball games
骑	<u>qí</u>	to ride	我不会打网球。	Wǒ bú huì dǎ wǎng qiú.	I can't play tennis.
自行车	<u>zì xíng chē</u>	bike	你会游泳吗?	Nǐ huì yóu yǒng ma?	Can you swim?
骑自行车	<u>qí zì xíng chē</u>	to ride a bike	吗	ma	a question word
Grammar: 谁 can be used at the beginning or end of a question, wherever the answer to “who” is required. Make your answer by taking out the question word and replacing it with the subject (name, pronoun etc).			The verb 会 refers to a skill rather than being physically able to do something. To make the negative, you just put 不 bù in front of 会 huì.		

Mandarin – Year 8 – C2 – Week 12 (23/03):
I surf the internet on Mondays

星期	xīng qī	week
星期一	xīng qī yī	Monday
星期二	xīng qī èr	Tuesday
星期三	xīng qī sān	Wednesday
星期四	xīng qī sì	Thursday
星期五	xīng qī wǔ	Friday
星期六	xīng qī liù	Saturday
星期日	xīng qī rì	Sunday
星期天	xīng qī tiān	Sunday
星星	xīng xīng	star
我星期六买东西。	Wǒ xīng qī liù mǎi dōng xī.	I go shopping on Saturdays.
他星期天看电视。	Tā xīng qī tiān kàn diàn yǐng.	He watches TV on Sunday.
你星期三跑步。	Nǐ xīng qī sān pǎo bù.	You go running on Wednesday.
星期一我做运动。	Xīng qī yī wǒ zuò yùn dòng.	I do sports on Mondays.

Year 8 Spanish Cycle 2

Week beg 8/12 Week 1: Most important infinitive verbs				Most important present tense verbs			
Comer	To eat	Tener	To have	Soy muy activo	I am very active	Evito alcohol	I avoid alcohol
Beber	To drink	Tomar	To take	Tengo mucho estrés	I have a lot of stress	Bebo leche	I drink milk
Evitar	To avoid	Vivir	To live	Hago ejercicio	I do exercise	Como verduras	I eat vegetables
Llevar	To lead (a healthy life)	Ir	To go	Llevo una vida sana	I lead a healthy life	Veo mucha tele	I watch a lot of TV
Fumar	To smoke	Salir	To go out	Nunca fumo	I never smoke	Necesito descansar	I need to relax
Hacer	To do / make	Practicar	To practice				
Dormir	To sleep	Descansar	To relax				

Week beg 5/1 Week 2: ¿Qué comes y bebes?				¿Qué comes y bebes?			
Normalmente como carne	I normally eat meat	Bebo leche	I drink milk	... porque es sano	...because it is healthy	Como arroz con pollo	I eat rice with chicken
Siempre como jamón	I always eat ham	Bebo agua	I drink water	...porque es rico	...because it is tasty	Como bocadillos de queso	I eat cheese sandwiches
Como hamburguesas	I eat hamburgers	Bebo zumo de naranja	I drink orange juice	...porque soy vegetariano/a	...because I am vegetarian	Como tapas	I eat tapas
Como pan	I eat bread	Bebo café	I drink coffee	...porque soy vegano/a	...because I am vegan	Como alimentos saludables	I eat healthy foods
Como mucha sal	I eat a lot of salt	Bebo té	I drink tea	Me gusta la comida basura	I like junk food	Como pescado	I eat fish
Nunca como huevos	I never eat eggs	Bebo zumo de manzana	I drink apple juice	Tener una dieta equilibrada	To have a balanced diet	Como ensalada de fruta	I eat fruit salad

Week <u>beg 19/1</u> Week 3: ¿Llevas una vida sana?				¿Llevas una vida sana?			
Diría que	I would say that	Veo mucha tele	I watch a lot of TV	Como una dieta equilibrada	I eat a balanced diet	Soy muy activo/a	I am <u>very</u> active
Llevo una vida sana	I lead a healthy life	Tengo mucho estrés	I have a lot of stress	Bebo <u>mucho</u> agua	I drink a lot of water	Nunca practico deportes	I never play sports
No llevo una vida sana	I don't lead a healthy life	Soy perezoso/a	I am lazy	Soy fuerte	I am strong	Soy malsano/a	I am <u>unhealthy</u>
Hago mucho ejercicio	I do a lot of exercise	Como mucha comida basura	I eat a lot of fast food	Soy débil	I am weak	Nunca bebo alcohol	I <u>never drink</u> alcohol
Nunca fumo	I never smoke	Bebo muchos refrescos	I drink a lot of fizzy drinks	Evito comida <u>basura</u>	I avoid fast food	Evito <u>refrescos</u>	I avoid fizzy drinks

Week <u>beg 2/2</u> Week 4: Most important infinitive verbs				Near future tense			
Comer	To eat	Tener	To have	Para llevar una vida sana	In <u>order to</u> lead a healthy life	Voy a <u>practicar</u> deportes	I am going to do sports
Beber	To drink	Tomar	To take	Voy a <u>evitar</u>	I am going to avoid	Voy a <u>hacer más</u> ejercicio	I am going to do more exercise
<u>Evitar</u>	To avoid	Vivir	To live	Voy a comer	I am going to eat	No <u>voy a tomar</u> drogas	I am not going to take drugs
<u>Llevar</u>	To lead (a healthy life)	<u>Ir</u>	To go	Voy a <u>beber</u>	I am going to drink	Vamos a comer	We are going to eat
<u>Fumar</u>	To smoke	<u>Salir</u>	To go out	No <u>voy a fumar</u>	I am not <u>gong</u> to smoke	Vamos a <u>beber</u>	We are going to drink
Hacer	To do / make	<u>Practicar</u>	To practice	No voy a <u>beber alcohol</u>	I am not going to drink alcohol	No <u>vamos a fumar</u>	We are not going to smoke

Week <u>beg</u> 23/2 Week 5: ¿Cómo es tu rutina diaria?				¿Cómo es tu rutina diaria?			
Siempre me ducho	I always have a shower	...a las seis y media	At 6.30am	Me preparo	I get ready	Me cepillo los dientes	I brush my teeth
Siempre me baño	I always have a bath	...a las siete menos cuarto	At 6.45am	Me peino	I do my hair	Me lavo los dientes	I brush my teeth
A veces me visto	Sometimes I get dressed	...a las siete en punto	At 7.00am <u>exactly</u>	Me maquillo	I do my make-up	Me voy a la cama	I go to bed
Primero me despierto	First, I wake up	...a las siete y cuarto	At 7.15am	Vuelvo a casa	I return home	Me acuesto	I go to bed
Salgo de casa	I leave home						

Week <u>beg</u> 9/3 Week 6: ¿Qué te pasa?				¿Qué te pasa?			
Me duele la cabeza	My head hurts	Tuve un accidente	I had an accident	Hay que dormir	It is necessary to sleep	Me duele el brazo	My arm hurts
Me duele la garganta	My throat hurts	Necesito tomar medicina	I need to take medicine	Hay que tomar medicina	It is necessary to take medicine	Me duelen los dientes	My teeth hurt
Me duelen los ojos	My eyes hurt	Necesito ir al médico	I need to go to the doctor	Me duele la garganta	My throat hurts	Me duelen los pies	My feet hurt
Me duelen las piernas	My legs hurt	Tengo que ir al dentista	I <u>have to</u> go to the dentist	Me duele el cuerpo	My body hurts	Estoy mal	I am bad
Estoy enfermo/a	I am ill/sick	Tengo que descansar	I <u>have to</u> relax	Me duele el estómago	My stomach hurts	Estoy cansado/a	I am tired

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
1. Coefficient	1. Term	1. Brackets	1. Expand	1. Factorise	1. Substitute
2. Hierarchy	2. Patriarchal	2. Revenge	2. Soliloquy	2. Juxtaposition	2. Oxymoron
3. Newton	3. Friction	3. Movement	3. Direction	3. Resistance	3. Weight
4. Drought	4. Xerophyte	4. Succulent	4. Irrigation	4. Overgrazing	4. Inequality
5. Conqueror	5. Conquistador	5. Soldiers	5. Montezuma	5. Quetzalcoatl	5. Technotitlan

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
1. Simplify	1. Inequality	1. Solution	1. Function	1. Sequence	1. Polygon
2. Dramatic Irony	2. Rhetoric	2. Chorus	2. Characterisation	2. Stanza	2. Rhyme
3. Gravitational	3. Stationary	3. Tension	3. Gases	3. Evaporating	3. Solution
4. Industrialisation	4. Urbanisation	4. Literacy	4. Poverty	4. Globalisation	4. Sustainability
5. Pyramid	5. Surrendered	5. Entrepreneur	5. Company	5. Manhattan	5. Merchant

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
1. Triangle	1. Quadrilateral	1. Parallelogram	1. Rhombus	1. Trapezium	1. Rectangle
2. Metre	2. Turmoil	2. Unrequited	2. Honour	2. Quotation	2. Anecdote
3. Solvent	3. Insoluble	3. Saturated	3. Photosynthesis	3. Chlorophyll	3. Iodine
4. effect	4. dioxide	4. Methane	4. Deforestation	4. Mitigation	4. Renewable
5. Mughal	5. Tolerant	5. Prospered	5. Accountant	5. Diwani	5. Jaget Seth

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
1. Square	1. Circle	1. Radius	1. Diameter	1. Circumference	1. Chord
2. Anaphora	2. Superlative	2. Contrast	2. Sonnet	2. Symbolism	2. Catastrophe
3. Bioaccumulation	3. Starch	3. Stomata	3. Eutrophication	3. Xylem	3. Phloem
4. Accumulation	4. Ablation	4. Plucking	4. Abrasion	4. Corrie	4. Pyramidal
5. Imperialism	5. Colonialism	5. Famine	5. Drought	5. Cartridge	5. Mutiny