

C3 Knowledge Organiser - Year 8

Name:

Advisory:

Contents

Content	Page
Homework Overview	1
English	2-3
Science	4-6
Geography	7-9
History	10-13
Mandarin	14
Spanish	15-19
Spellings	20-23

Year 8 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 Stretch project
Friday	English (1/2 page) Spanish odd weeks (1/2 page) Mandarin even weeks (1/2 page)	RCWC in homework booklet

w/c 30.03.26 - Section 1: Characters – The Pigs		w/c 13.04.26 - Section 2 - Characters – Other Animals	
Old Major	Wise, old pig. Inspires the rebellion with his rhetoric (persuasion).	Boxer	Devoted citizen and immensely strong. Innocent and naïve.
Napoleon	Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.	Mollie	Shallow and childish. Mainly interested in ribbons and sugar. Deserts the farm.
Snowball	Devoted to animalism and the education of lesser animals. A hero at The Battle of the Cowshed.	Clover	Maternal, caring and loyal. Knows there is hypocrisy but cannot explain it.
Squealer	Mouthpiece of Napoleon. Uses propaganda to control the animals.	Benjamin	Stubborn, cynical & apathetic. Only stirred to action by Boxer's removal.
w/c 20.04.26 - Section 3: Key Concepts		w/c 27.04.26 - Section 4: Context	
Leadership and Corruption	Snowball and Napoleon fight for leadership after Mr Jones is overthrown.	Allegorical Tale	A story with a hidden message. Animal Farm links to the history of the Soviet Union in the 20th century.
Control over the intellectually inferior	The pigs manipulate the other animals on the farm.	Communist Corruption	Workers are promised equality and freedom but are eventually repressed.
Lies and deceit	The 10 commandments are changed to suit the leadership of the farm.	Character Representation 1	Old Major represents Karl Marx, promising communist ideals which will free them from the tyranny of capitalism.
Foolishness and naivety	Boxer represents naivety, working himself to death until the false promise of a better future.	Character Representation 2	Snowball represents Trotsky, a passionate champion of Animalism (Communism) who is expelled by Napoleon.
Violence	Napoleon uses his dogs to intimidate the other animals with the threat of violence.	Character Representation 3	Napoleon follows a similar rise to power as Stalin, using fear and propaganda to control.
w/c 04.05.26 - Section 5: Plot Summary 1		w/c 11.05.26 - Section 6: Plot Summary 2	
1 Old Major's speech	Old Major delivers a speech arguing for a rebellion against the men. The Animals sing 'Beasts of England', a song from Old Major's dream.	6 Building the windmill	The animals work harder than ever. Boxer proves himself to be an inspiration. Napoleon begins trading with humans and hires Mr Whymper.
2 The rebellion	Old Major dies and the pigs adapt his speech, forming the principles of Animalism.	7 Rebuilding the windmill and the executions	Several 'traitors', who confess to being in league with Snowball, are executed. Beasts of England is outlawed.
3 The pigs emerge as leaders	Snowball sets up the Sunday assemblies where Napoleon and Snowball often argue. Napoleon teaches the sheep 'four legs good two legs bad'.	8 The destruction of the windmill	Frederick, with 14 other men, attack the farm and blow up the windmill, which rallies the animals to fight back.
4 Battle of the Cowshed	In October, a group of men try to seize the farm. Led by Snowball's brilliance, the animals repel the attack.	9 Boxer's fate	Boxer is injured and Napoleon sends for a vet. A van <u>arrives</u> , Benjamin learns that Boxer is being slaughtered.
5 Snowball's expulsion	When the Windmill is put to vote, Snowball is expelled from animal farm. Later, Napoleon announces that the Windmill will be built.	10 Pigs and humans come together	The commandments are deleted and replaced with "All animals are equal, but some are more equal than others."

w/c 18.05.26 - Section 7: Key Vocabulary 1		w/c 01.06.26 - Section 8: Key Vocabulary 2	
Reluctant	Unwilling and hesitant; disinclined.	Comrade	A colleague or a fellow member of an organisation.
Integral	Centrally important.	Dejectedly	To do something in a disheartened manner.
Disillusioned	Disappointed in someone or something	Denounced	Publicly declared wrong or evil.
Scathing	Witheringly scornful; severely critical.	Eloquence	Fluent or persuasive speaking or writing.
Abomination	A thing that causes disgust or loathing.	Suppressed	Restrained, prevented from developing or being free.
w/c 08.06.26 - Section 9: Rhetoric Revision		w/c 15.06.26 - Section 10: Rhetorical Structure	
Ethos	the public persona you portray (how you come across)	Hook	an opening sentence intended to catch the reader's attention
Pathos	making your reader / audience feel something – being emotive	Introduction	a way to introduce your key information
Logos	your logical argument and how it is constructed	Main Point	reasons and examples used to argue your view
Direct Address	speaking directly to the reader / audience	Counter and Smash	an opposing view followed by reasons why yours is superior
FORECAST	a mnemonic for remembering rhetorical devices	Conclusion	a summary of your main ideas
w/c 22.06.26 - Section 11: Rhetorical Devices 1		w/c 29.06.26 - Section 12: Rhetorical Devices 2	
Facts and Opinions	Information that can be proven and information that is based on feelings – opinion can be disguised as fact	Anaphora	the repetition of a word or phrase at the beginning of successive phrases or sentences
Rhetorical Question	A question that does not require an answer or leads the audience to a specific answer	Anecdote	a short story that illustrates your point
Repetition	Use of words or phrases multiple times	Alliteration	Repeated initial letter sound, for example, 'teen texting timebomb threatens future literacy'
Emotive Language	Vocabulary that has deeper connotations to be precise and impact the reader	Statistics	Numbers, dates, times, percentages. Used to manipulate facts or show precision of knowledge
Counter and Smash	an opposing view followed by reasons why yours is superior	Triples / Threes	Repeating or listing three times
w/c 06.07.26 - Section 13: Year 8 Review			
Social Justice Poetry	Writers using metaphor and poetic form to explore problems they see in society, such as racism		
Romeo and Juliet	A tragic play by Shakespeare following the misadventures of two 'star-crossed lovers'		
Animal Farm	An allegorical novel by George Orwell examining the rise of Communism in Russia		
Transactional Writing	Non-fiction writing produced to communicate an idea or perspective to an audience		

Spellings:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Rhetoric Hubristic	Morpheme Tempestuous	Epilogue Corruption	Colonialism Analysis	Mythology Quotation	Hierarchy Personification
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Pathetic Fallacy Reluctant	Narrative Integral	Playwright Scathing	Subordinate Eloquence	Onomatopoeia Transactional	Repetition Descriptive

Section 1 - Waves		W.B. 30 th March
Waves	Vibrations that transfer energy and information .	
Transverse Wave	The vibrations are perpendicular to the direction the wave travels . E.g. light waves.	
Longitudinal Waves	The vibrations are parallel to the direction the wave travels . E.g. sound waves.	
Peak or <u>Crest</u>	The top of a wave .	
Trough	The bottom of a wave .	
Wavelength	The distance from one point on a wave to the same point on the next wave .	
Amplitude	The distance from the middle to the top or bottom of a wave .	
Frequency	The number of waves that pass a point each second . Measured in Hertz .	
Section 2 - Sound Waves		W.B. 20 th April
Travel	Sound needs a medium to travel through – the particles pass on the vibrations . Sound cannot travel in a vacuum .	
Speed of sound	340 m/s in air. Much slower than light .	
Speed in states of matter	Sound travels fastest through solids as the particles are closest together . Vibrations passed along quickly .	
Amplitude	Affects the volume of a sound. Larger amplitude (waves look taller) = Louder .	
Frequency	Affects the pitch of a sound. Higher frequency (waves are closer together) = Higher pitch .	
Section 3 - The Ear		W.B. 20 th April
Pinna	Outside part of ear. Funnels sound into auditory canal.	
Ear Drum	Vibrates and passes sound to the ossicles .	
Ossicles	Tiny bones that amplify the sound (hammer, stirrup and anvil).	
Cochlea	Spiral tube that converts vibrations to electrical signals .	
Auditory Nerve	Carries electrical signals from the cochlea to the brain .	

Section 4 - Light Waves		W.B. 27 th April
Travel	In straight lines at 300,000,000 m/s . Can travel in a vacuum .	
Luminous	Object that produces light . E.g. light bulb, <u>torch</u> , <u>the Sun</u> .	
Non-Luminous	Object that does not produce light . Can be seen as it reflects light into our eyes. E.g. book, table, the Moon.	
Reflection	The change in direction of a wave when a wave hits a surface and bounces off . Angle of incidence = angle of reflection .	
Refraction	The change in direction of a wave when it passes from one material into another .	
Dispersion	The splitting up of white light by refraction into a spectrum : red, orange, yellow, green, blue, indigo, violet .	
Section 5 - Colours of Light		W.B. 27 th April
Primary Colours	Red, blue and green .	
Secondary Colours	Made by mixing two primary colours . Cyan = green + blue . Magenta = red + blue . Yellow = red + green .	
White Light	Made by mixing all three primary colours .	
How do we see coloured objects?	An object absorbs all colours apart from one colour which it reflects . E.g. A red objects <u>reflects</u> red light and absorbs all other colours.	
How do coloured filters work?	Transmit the colour of the filter , absorb all other colours . E.g. green filters transmit green light, absorb all other colours.	
Section 6 - The Eye		W.B. 4 th May
Cornea	Refracts light as it enters the eye.	
Pupil	Hole in middle of iris – allows light to enter .	
Iris	Coloured part of eye – controls how much light enters .	
Lens	Focuses light on retina .	
Retina	Detects light and converts it to an electrical signal .	
Optic Nerve	Carries electrical signal from the retina to the brain .	

Section 1 – Genetic Information		W.B. 11 th May
Organisation of Genetic Information	Cells have a nucleus -> contains pairs of chromosomes -> made up of DNA which stores genetic information .	
Chromosomes	Structures made up of long threads of DNA coiled up . Human body cells contain 46 chromosomes organised in 23 pairs .	
DNA	Deoxyribonucleic acid . Molecule made up of two long strands arranged in a spiral . Double helix structure.	
Genes	Short section of DNA . Contains information which controls a characteristic .	
Discovery of DNA	Franklin produced images of DNA using x-ray crystallography . Watson and Crick used these images to make a model of DNA.	
Section 2 - Inheritance		W.B. 18 th May
Gametes	Sex cells . Contain half a set of chromosomes – one from each pair. Sperm and egg in animals. Pollen and ovule in plants.	
Sperm Cell	Male gamete . Produced in testes . Human sperm contain 23 chromosomes .	
Egg Cell	Female gamete . Produced in ovaries . Human eggs contain 23 chromosomes .	
Fertilisation	Nucleus of sperm and egg cell fuse together . Zygote formed which divides repeatedly to form an embryo . Human zygote contains 46 chromosomes .	
Sexual Reproduction	Two parents . Offspring are not identical to each other or parents due to inheriting a mixture of DNA from mother and father.	
Asexual Reproduction	One parent . Offspring are genetically identical to each other and parent. Produces clones .	

Section 3 – Variation & Evolution		W.B. 1 st June
Species	Organisms of the same species can breed together to produce fertile offspring .	
Variation	Differences in characteristics between organisms of the same species .	
Inherited Variation	Variation caused by inheriting genes from your parents or by random genetic mutations .	
Environmental Variation	Variation caused by your surroundings . E.g. diet, education and lifestyle .	
Theory of Evolution	All today's species have evolved from simple life forms that first started to develop over 3 billion years ago .	
Natural Selection	Charles Darwin's theory . Organisms with the most suitable characteristics are more likely to survive and reproduce and pass on the genes for these characteristics to their offspring .	
Section 4 - Extinction		W.B. 8 th June
Extinct Species	No more organisms of that species are left anywhere in the world. E.g. dinosaurs, dodos, woolly mammoths, quaggas .	
Causes of extinction	New predator , new disease , destruction of habitat , competition for food , flooding , drought , volcano eruption , asteroid , temperature change , ice age .	
Endangered Species	Only a small population of the species left in the world. E.g. red squirrel, black rhino, Asian elephant .	
Section 5 – Selective Breeding		W.B. 8 th June
Process	Breed organisms with desirable traits . Select offspring with desirable traits and breed . Keep repeating process.	
Desirable characteristics	Animals – quality meat, large eggs, lots of milk, strong . Plants – resistance to disease, large fruit or flowers .	
Advantages	Higher yield , higher profit for farmers / breeders.	
Disadvantages	Inbreeding can cause genetic problems e.g. short nose dogs .	

Y8 Science Cycle 3 - Sheet 2
Variation & Inheritance

Section 1 – Pressure on Solid Surfaces		W.B. 15 th June
Pressure	Force per unit area.	
Equation	Pressure = Force / Area	
Units	N/m ² or N/cm ²	
Factors affecting pressure	A larger force or a smaller area would give a higher pressure .	
High pressure examples	Drawing pins and knives.	
Low pressure examples	Camels' feet on sand and polar bears' feet on snow.	

Section 2 – Pressure in Liquids		W.B. 22 nd June
Liquid Pressure	Particles collide with the walls of the container and exert a force . Acts in all directions .	
Compressibility	Liquid particles cannot be compressed as the particles are already close together .	
Hydraulic systems	Liquids transfer pressure from a small area piston to a large area piston to create a larger force .	
Relationship with depth	As you go deeper , pressure increases -> caused by the increase in the weight of the column of liquid above.	
Water dams	Thicker at the bottom to withstand higher pressure .	

Section 3 – Pressure in Gases		W.B. 29 th June
Gas particle motion	Particles move randomly in all directions in straight lines at a range of speeds .	
Gas pressure	Particles collide with the walls of the container and exert a force . Acts in all directions .	
Temperature and pressure	Temperature of gas increases -> particles have more K.E. -> move faster -> more frequent collisions with walls -> and larger force exerted -> pressure increases .	
High pressure danger	May cause container to break , burst or explode .	

Section 4 - Moments		W.B. 6 th July
Moment	Turning effect of a force about a pivot .	
Equation	Moment = Force x Distance	
Units	Nm or Ncm	
Lever	Device which increases the distance between the force and the pivot to give a larger moment .	
Balanced moments	Clockwise moments = anticlockwise moments	

Section 5 - Density		W.B. 14 th July
Definition	Mass per unit volume (a measure of how heavy compared to size).	
Particles	Tightly packed particles -> high density .	
States of matter	Solids have high densities . Gases have low densities .	
Equation	density = mass / volume	
Units	kg/m ³ or g/cm ³	
Density of regular solid (e.g. cuboid)	<ol style="list-style-type: none"> 1. Measure length, width and height with a ruler. 2. Calculate volume: length x width x height. 3. Measure mass with a mass balance. 4. Use density equation. 	
Density of irregular solid (e.g. a stone)	<ol style="list-style-type: none"> 1. Fill eureka can with water and insert object. 2. Collect displaced water in a measuring cylinder to measure volume. 3. Measure mass with a mass balance. 4. Use density equation. 	

Y8 Science Cycle 3 - Sheet 3

Pressure, Density & Moments

W/C 1 st June – Section 7		W/C 22 nd June – Section 10	
glacier	a <u>slow moving</u> mass of ice (made from compressed snow)	glacial landform → a corrie	a corrie → large armchair shaped hollow on mountain side → 1. snow collects in a sheltered hollow on the side of a mountain 2. snow is compacted → air squeezed out → becomes glacier 3. back wall of corrie → gets steeper (by freeze-thaw and plucking) 4. base (bottom) of the corrie → gets deeper (by abrasion) 5. glacier → slides downhill → circular movement → 'rotational slip' 6. less erosion at front of glacier → corrie lip formed after ice age → glacier melts → rain fills corrie → tarn lake forms
ice sheet	a large glacier covering large areas of land e.g. the size of a country	arête	two corries erode both sides of mountain → creates a sharp edge
glaciologist	scientist → e.g. studies effects of climate change on melting glaciers	pyramidal peak	three corries erode around mountain → creates sharp mountain peak
glacial	<u>period of time</u> → cooler → last ice age ended 11,700 years ago		

W/C 8 th June – Section 8		W/C 29 th June – Section 11	
interglacial	<u>period of time</u> → warmer → we are currently in a <u>interglacial period</u>	farming	sheep farming on upper slopes → dairy farming on lower slopes
accumulation	more freezing than melting → glacier grows	tourism	Lake District → 18 million visitors a year → spend money while on holiday → boosts local economy by £1.46 billion → tourism creates 18,000 jobs
ablation	more melting than freezing → glacier shrinks	farming	sheep farming on upper slopes → dairy farming on lower slopes
crevasses	huge cracks in a glacier (can be 40 meters deep)	tourism	Lake District → 18 million visitors a year → spend money while on holiday → boosts local economy by £1.46 billion → tourism creates 18,000 jobs

W/C 15 th June – Section 9		W/C 6 th July – Section 12	
erosion	- abrasion → rocks scrape like <u>sand paper</u> → makes other rocks smooth - plucking → glacier freezes around rocks → pulls them out of ground	Conflicts	tourism → damage wildlife e.g. littering, trampling vegetation
weathering	- freeze-thaw weathering → ice expands in rock cracks, breaks up	Conflicts	lots of employment only ' seasonal ' e.g. not paid all year round wealthy people from elsewhere buy 'holiday homes' → increases house prices → locals struggle to afford to buy a home erosion of footpaths, traffic congestion and noise pollution
transportation	- bulldozing → glacier pushes moraine (rocks) as glacier moves	Conflicts	modern farm buildings → ruin beautiful landscape
deposition	- moraine → glacier melts → leaves piles of rocks that were eroded - erratics → large boulders → dropped by melting ice → look out of place		

W/C 13 th July – Section 13	
sustainable management and conservation 😊	' Drive Less See More ' → campaign to reduce traffic congestion
	' Fix the Fells ' → project to reduce footpath erosion
	10 mph speed limit on Lake Windermere (slows water sports) → safer → reduces noise pollution → protects wildlife

C3 History Knowledge Organiser – How do revolutions challenge power and create change?

Week 1 WC 13/04	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.			
	1760-1820 – George III	1820-1830 – George IV	1830-1837 – William IV	1837-1901 Queen Victoria	
Week 2 WC 20/04	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.	
Week 3 WC 27/04	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.	
Week 4 WC 04/05	Food and Famine	<ul style="list-style-type: none"> Wages were very <u>low</u>, family size was large. Poorer families found it hard to BUY food Diet monotonous and lacking in nutrients – mainly bread, butter, potatoes and tea Malnourishment = people prone to disease 			
Week 5 WC 11/05	Housing	<p>Houses were BADLY BUILT</p> <ul style="list-style-type: none"> Built in a hurry to accommodate workers to who came to towns for jobs in the new factories. Back-to-back houses were common – badly ventilated - led to chest infections Built round a court/yard and accessed through an alley – made towns dark and damp places, little sunlight 			

History

Week 6 WC 18/05	Creation of Suffragist NUWSS - 1897	<ul style="list-style-type: none">• The NUWSS, led by Millicent Fawcett, advocated for women's suffrage through peaceful and constitutional means.• Unlike the more militant WSPU, the NUWSS focused on lobbying, public speaking, and organizing petitions to achieve suffrage.• The NUWSS played a crucial role in gaining support for women's suffrage and paved the way for future legislative victories.
Week 7 WC 01/06	Formation of the Suffragettes - 1903	<ul style="list-style-type: none">• Founded by Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU was a militant suffragette organization that played a significant role in the women's suffrage movement.• The WSPU employed tactics such as demonstrations, hunger strikes, and window-smashing to draw attention to the cause and put pressure on the government.
Week 8 WC 08/06	Cat and Mouse Act - 1913	<ul style="list-style-type: none">• The Act was designed to deal with suffragettes who engaged in hunger strikes while imprisoned.• Under this Act, hunger-striking prisoners could be released from prison if their health deteriorated to a dangerous level due to starvation.• Once their health improved, they could be rearrested and returned to prison to complete their sentence.
Week 9 WC 15/06	Representation of the People Acts - 1918 and 1928	<ul style="list-style-type: none">• The Representation of the People Act 1918 was a landmark piece of legislation that partially granted women the right to vote in the UK. It extended voting rights to women over the age of 30 who met certain property qualifications, as well as to all men over 21.• The Representation of the People Act 1928, also known as the Equal Franchise Act, granted equal voting rights to women and men over the age of 21, regardless of property qualifications.

History

Week 10 WC 22/06	MAIN Causes of WW1	<ul style="list-style-type: none">• Militarism - Everyone thought that the bigger and stronger their military was, the safer they'd be — but it actually made war <i>more</i> likely.• Alliances - European countries started making secret deals to protect each other if war broke out. The teams: Triple Entente (Britain, France, Russia) - Triple Alliance (Germany, Austria-Hungary, Italy)• Imperialism - Big countries were competing to grab land, resources, and power around the world — especially in Africa and Asia.• Nationalism - People were fired up with pride for their country (or ethnic group). This made tension rise, especially between Austria-Hungary and Serbia.
Week 11 WC 29/06	Experiences of Soldiers Discrimination	<ul style="list-style-type: none">• Black and brown soldiers of Empire experienced significant racist discrimination from leading politicians, officers and fellow soldiers. They were typically given lower ranking roles in the army.• Gay soldiers who were open about their sexuality were often ostracised. At least 230 fighting men were court-martialled and sent to prison.
Week 12 WC 06/07	Experiences of Soldiers Trenches	<ul style="list-style-type: none">• Soldiers experienced filthy conditions - disease and trench-foot were common. Going 'over the top' of the trench and into battle was extremely dangerous. At the Battle of the Somme in 1916 there were 60,000 casualties this way.
Week 13 WC 13/07	Propaganda	<ul style="list-style-type: none">• Propaganda is information used to promote a particular view or cause. Posters were displayed to make individuals feel a personal responsibility for joining up.

History

Additional Learning:	Soldiers of Empire	<ul style="list-style-type: none">Alongside soldiers from Britain, the government also called on different parts of its Empire for support. Soldiers from Australia, India, Canada, New Zealand and the Caribbean fought in the war. Many of these men were volunteers.
	Indian Soldiers	<ul style="list-style-type: none">Of all the colonies in the British, French and German empires, the Indian subcontinent contributed the highest number of men. 1.5 million Indian men were recruited. Financial incentives were promised and medals were issued. In 1917, when less men volunteered, coercion was used to force Indian soldiers to fight. Water supplies were cut off and women were kidnapped.



Mandarin – Please see the PDF document for a clearer view of the Chinese characters

Year 8 Spanish Cycle 3

Week 1 : Week beg 30.3 ¿Cuál es tu celebración favorita? ¿Por qué? -What is your favourite celebration? Why?				Week 2: Week beg 20.04 ¿Cómo celebras?-How do you celebrate?			
Diría que	I would say that	es	It is	Para celebrar...	In order to celebrate...	Ofrecemos regalos	We give presents
Pienso que/ Creo que	I think that	Muy/ bastante/ tan	Very/ quite/ so	Visitamos a la familia	We visit family	Recibimos juguetes	We receive toys
Mi celebración favorita es	My favourite celebration is	Divertido/a	fun	Comemos platos especiales	We eat special dishes	Preparamos un pastel con velas	We make a cake with candles
La Navidad	Christmas	emocionante	exciting	Rezamos	We pray	Cantamos	We sing
La Nochevieja	Christmas Eve	Tranquilo/a	calm	Tenemos una fiesta	We have a party	Bailamos	We dance
Una boda	A wedding	especial	special	Llevamos trajes y vestidos	We wear suits and dresses	Vemos los fuegos artificiales	We watch fireworks
Una fiesta de cumpleaños	A birthday party	Lo paso bien	I have a great time	Participamos en un desfile	We take part in a parade	Los niños comen caramelos	The children eat sweets
Una fiesta sorpresa	A surprise party	Lo celebramos a lo grande	We celebrate it in a big way	Vamos a la iglesia/ la mezquita	We go to the church/ mosque		
Porque/ dado que/ ya que	because	Feliz cumpleaños/ Feliz Navidad	Happy Birthday/ Happy Christmas	Escuchamos música en vivo	We listen to live music		

Week 3: Week beg 27.04 Háblame de una celebración reciente -Tell me about a recent celebration			
Acabo de celebrar mi cumpleaños	I have just celebrated My birthday	Con mi familia	With my family
Una boda	A wedding	Con mis amigos	With my friends
Una fiesta	A party	Con mi mejor amigo	With my best friend
Una quinceañera	A 15 th birthday party	Con mi madre	With my mum
		No celebro mi cumpleaños debido a mi religión	I don't celebrate my birthday because of my religion

Week 4 : Week beg 4.05 ¿Cómo celebraste? -How did you celebrate?

<u>Para celebrar</u>	<u>In order to</u> celebrate	<u>Comimos</u> pizza	We ate pizza
<u>Fui a la piscina</u>	I went to the pool	<u>Vimos una película</u>	We watched a film
<u>Fuimos al cine</u>	We went to the cinema	<u>Tuve una piñata</u>	I had a piñata
<u>Asistimos a una fiesta en la calle</u>	We attended a street party	<u>Saqué muchas fotos</u>	I took lots of photos
<u>Llevamos disfraces</u>	We wore costumes	<u>Recibí muchos regalos</u>	I received lots of presents

Week 5: Week beg 11.05 Past, present and future tenses (regular tense)REVISION

Week 6: Week beg 18.05 Past, present and future tense (irregular tense) REVISION

<u>Visitar</u>	To visit	<u>Comer</u>	To eat	<u>Ir</u>	To go	<u>Tener</u>	To have
<u>Visito</u>	I visit	<u>Como</u>	I eat	<u>Voy</u>	I go	<u>Tengo</u>	I <u>have</u>
<u>Visité</u>	I visited	<u>Comí</u>	I ate	<u>Fui</u>	I went	<u>Tuve</u>	I had
<u>Voy a visitar</u>	I am going to visit	<u>Voy a comer</u>	I am going to eat	<u>Voy a ir</u>	I am going to go	<u>Voy a tener</u>	I am going to have
<u>Usar</u>	To Use	<u>Escribir</u>	To write	<u>Hacer</u>	To do	<u>Salir</u>	To leave/ go out
<u>Uso</u>	I use	<u>Escribo</u>	I write	<u>Hago</u>	I do	<u>Salgo</u>	I leave/ go out
<u>Usé</u>	I used	<u>Escribí</u>	I wrote	<u>Hice</u>	I did	<u>Salí</u>	I left/ went
<u>Voy a usar</u>	I am going to use	<u>Voy a escribir</u>	I am going to write	<u>Voy a hacer</u>	I am <u>going to do</u>	<u>Voy a salir</u>	I am <u>going to leave/ go out</u>
AR INFINITIVES: Take off AR and add	O=present tense I é=past tense I	ER/IR INFINITIVES: Take off ER/IR and add:	o=present tense I and í past tense I	Irregular verbs	Some of the most common verbs but do not follow the usual pattern	Irregular verbs	Some of the most common verbs but do not follow the usual pattern

Week 7: Week beg 1.06 ¿-Cuál es tu festival preferido? -Which is your favourite festival?

Diría que	I would say that	La Nochevieja	New Years Eve
Pienso que	I think that	La Semana Santa	Holy Week
Mi festival preferido	My favourite festival is	Las Fallas en Valencia	Las Fallas in Valencia
Mi costumbre preferida	My favourite custom	El Día de los Muertos en México	The Day of the Dead in Mexico
es	is	La Nochebuena	Christmas Eve
Los Sanfermines en Pamplona	The running of the bulls in Pamplona	El Eid	Eid
La Tomatina en España	The Tomatina in Spain	El Diwali	Diwali

Week 8: Week beg 8.06 ¿Por qué?

Porque/ ya que	because	Los regalos	The gifts
Me encanta/ Me encantan (more than 1 thing!)	I love	Los trajes y los vestidos	The suits and dresses
La música y las bandas	The music and the bands	Soy	I am
La comida tradicional	The traditional food	Católico/a	Catholic
Los toros	The bulls	Musulmán/a	Muslim
Los juegos	The games	Religioso/a	religious

Week 9: Week beg 15.06 ¿Has visitado un festival en un país hispanohablante? -Have you visited a festival in a Spanish speaking country?

El año pasado	Last year	Con mi familia	With my family
La semana pasada	Last week	Con mis amigos	With my friends
Acabo de ir a	I have just been to	Con mi insti	With my school
Fui a	I went to	Con mis primos	With my cousins
Fuimos a	We went to		
Un festival en España/ México	A festival in Spain/ Mexico		

Week 10 : Week beg 22.06 ¿Qué hiciste? -What did you do?

Allí	There	Pasé tiempo con mi familia	I spent time with my family
Durante el festival/ la fiesta	During the festival/ fiesta	Vi los fuegos artificiales	I watched fireworks
Participé en un desfile	I took part in a parade	Fui a la plaza de toros	I went to the bullring
Compartí platos tradicionales	I shared traditional dishes	Saqué muchas fotos	I took lots of photos
Tiré tomates	I ate tomatoes	Recibí muchos regalos	I received lots of presents

Spanish

Week 11: Week beg 29.06 Past, present and future tenses (regular tense) REVISION				Week 12: Week beg 6.07 Past, present and future tense (irregular tense) REVISION			
Visitar	To visit	Comer	To eat	Ir	To go	Tener	To have
Visito	I visit	Como	I eat	Voy	I go	Tengo	I have
Visité	I visited	Comí	I ate	Fui	I went	Tuve	I had
Voy a visitar	I am going to visit	Voy a comer	I am going to eat	Voy a ir	I am going to go	Voy a tener	I am going to have
Usar	To Use	Escribir	To write	Hacer	To do	Salir	To leave/ go out
Uso	I use	Escribo	I write	Hago	I do	Salgo	I leave/ go out
Usé	I used	Escribí	I wrote	Hice	I did	Salí	I left/ went
Voy a usar	I am going to use	Voy a escribir	I am going to write	Voy a hacer	I am going to do	Voy a salir	I am going to leave/ go out
AR INFINITIVES: Take off AR and add	O=present tense I é=past tense I	ER/IR INFINITIVES: Take off ER/IR and add:	o=present tense I and í past tense I	Irregular verbs	Some of the most common verbs but do not follow the usual pattern	Irregular verbs	Some of the most common verbs but do not follow the usual pattern

Week 13: Week beg 13.07 Key INFINITIVE verbs

Ir	To go	Jugar	To play
Tener	To have	Estudiar	To study
Hacer	To do	Ayudar	To help
Visitar	To visit	Hablar	To talk
Usar	To use	Ver	To watch
Escuchar	To listen	Comer	To eat
Llevar	To wear (or to lead a healthy life)	Beber	To drink
Comprar	To buy	Salir	To go out/ leave

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
Rounding	Estimation	Operations	Expressions	Equations	Sequences
Rhetoric	Hubristic	Morpheme	Tempestuous	Epilogue	Corruption
Gamete	Longitudinal	Urethra	Transverse	Ovaries	Amplitude
Infrastructure	Economy	Agriculture	Settlement	Migration	Plateau
Industrial	Revolution	Overcrowding	Cholera	Contaminated	Cesspit

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
Coordinates	Notation	Simplifying	Perimeter	Rectangle	Triangle
Colonialism	Analysis	Mythology	Quotation	Hierarchy	Personification
Fertilisation	Frequency	Pollination	Luminous	Indicator	Chromosome
Peninsula	Plateau	Glacier	Precipitation	Humidity	Deposition
Monotonous	Malnutrition	Ventilation	Factories	Suffrage	Constitution

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
Compound	Quadrilateral	Symmetry	Transformation	Average	Conversion
Pathetic Fallacy	Reluctant	Narrative	Integral	Playwright	Scathing
Alkali	Genes	Neutralisation	Reproduction	Litmus	Extinction
Erosion	Tributary	Tsunami	Weathering	Seismic	Tremor
Militant	Suffragette	Imprisoned	Starvation	Legislation	Representation

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
Probability	Relative	Frequency	Reverse	Percentage	Interest
Subordinate	Eloquence	Onomatopoeia	Transactional	Repetition	Descriptive
Combustion	Evolution	Oxidation	Species	Decomposer	Hydraulic
Sediment	Renewable	Cartography	Meridian	Lithosphere	Depression
Militarism	Imperialism	Conscription	Propaganda	Soldiers	Recruitment