

Year 8 Art

Key Vocabulary

Sketch - A rough or unfinished drawing or painting, often made to assist in making a more finished picture.

Proportion - Comparative relation between things or magnitudes as to size, quantity or number.

Refine - To add the finishing touches to something, or to improve something before it is completely finished.

Composition - The considered layout of a piece of work.

Tone - Shade or shadow.

Tonal Shade - Where tone is added, going gradually from dark shadow to white highlight.

Hatching - Shading with closely-drawn parallel lines

Colour gradient - Also known as a colour ramp or colour progression. A gradual blending from one colour to another.

Artist Information

Rousseau was a French self-taught painter who created scenes of jungle environments and nature. His work style was known as "naïve art" as it had a childlike quality, almost like something you would see in a children's story book. His work was always highly detailed with many different layers. Georgia O'Keeffe was an American artist. She was known for her paintings of enlarged flowers, New York skyscrapers, and New Mexico landscapes.

Overview

During this project, students will learn about the creative process of drawing and how to apply this process to creating accurate sketches. Students will be studying the natural world through observations of plants using a variety of different styles and materials. These materials include pencil, pen and coloured pencil crayons. Students will explore techniques such as bold graphic line drawing, tonal shading with pencil, hatching and cross-hatching with pen and the application of colour gradients in coloured pencil crayon. Henri Rousseau will be studied in conjunction with Georgia O'Keeffe, in order to give students a contextual reference for their study. As their final piece, students will be creating a pencil crayon study of a plant or flower of their choosing that will show an application of all skills learnt during this project.

Drawing Tips

Remember to always lightly sketch all work in pencil first, so you are able to erase or correct any mistakes. In order to create effective tonal shade in pencil, make sure you use appropriate shading techniques such as hatching or cross-hatching. For pen work, add tone using hatching that starts close together and gets gradually lighter and further away depending on how dark or light you wish an area to be.

How To Create An Accurate Drawing

1. Work out the proportions of your drawing - where is the halfway point on your image?
2. Section off your page so you can keep the proportions of your drawing correct.
3. Lightly sketch out your outline, making sure to really look at your image.
4. Refine your outline with clearer sketched lines.
5. Start to add in your tone using the material you have chosen - start with your darker areas.
6. Make sure all tone blends gradually and all smaller details are added with thin lines.
7. Refine your drawing.

Key words

Different types of selection Use selection (IF and ELSE) to control the flow of a program.

Data types Data is what the program will use to decide on the sequence and output.

Integer/float

In Computing we have a special name for these numbers (integer and float). Integers are whole numbers and Float is a decimal.

String

A simple way to understand strings is to think of them as a string of letters.

Boolean

Boolean is simply true or false.

While loop A while loop allows for a segment or block of code to be revisited repeatedly. until a condition changes from true to false, at which point the loop stops.

Program A program is simply a sequence of instructions to tell the computer what to do.

Debugging Fixing errors.

Variable A variable is a named piece of memory that holds a value. The value held in a variable can - and usually does - change as the program is running.

Input Allows the user to input information.

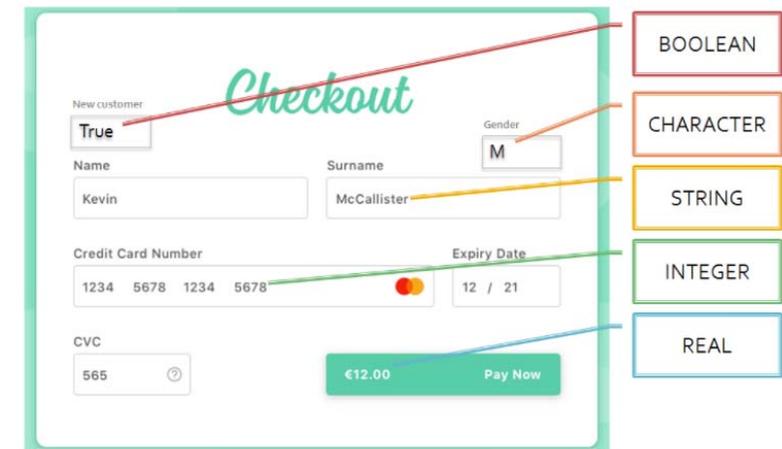
Algorithm A sequence of instructions that are followed by a computer.

Iteration Repeat a sequence of instructions.

Syntax The way that code has to be written so that the computer can understand it.

Python A high level programming language.

Sequence	Instruction 1 ↓ Instruction 2 ✗ Instruction 3 ↓
Selection	If <u>elif</u> else
Iteration	while



Operator	Meaning	Example
==	equal to	7==7
!=	not equal to	6!=7
>	Greater than	7>6
<	Less than	5<8
>=	Greater than or equal to	6>=8
<=	Less than or equal to	7<=7

Input and selection

```
Variable
weather = input("What is the weather like? ")
print("The weather is", weather)
Variable
```

Selection using IF and ELSE

```
weather = input("What is the weather like? ")
if weather == "sunny":
    print("Go outside")
else:
    print("Stay in")
```

Design Technology

Year 8

Subject: Technology

Year: 8

Key Assessments

Knowledge Organiser tests and class work mark.

Core Texts/ Websites

- Design and Technology KS3 class book.
- BBC Bitesize.
- Technologiststudent.com

Use this Knowledge Organiser to prepare for lessons and build your understanding of D&T.

Useful Connectives:

Therefore, however, on the other hand, in my opinion, but, finally, firstly, secondly, thirdly, as well as this, moreover, furthermore, similarly, in contrast to.

Definition

- To label, provide information on the design
- A source that provides ideas
- The person who buys or uses the product
- The appearance of the product
- The place we live, work, socialise in
- The ability to sustain natural resources without impacting future generations
- What a product does, the purpose
- Measured in mms or cms.
- Used to assess environmental impact
- A quick drawing to show
- Assessing whether an idea is successful
- First rough designs in response to the task
- Final drawing of the product being made
- Collection of images to gain inspiration
- Products that are already available
- A list of specific design requirements
- An introduction to the overall task
- The physical matter the product is made from
- Collecting new data first hand (Questionnaire)
- Collecting data that already exists (Websites)
- Computer Aided Design
- Computer Aided Manufacture

Keywords

- Annotate
- Inspiration
- Consumer
- Aesthetics
- Environment
- Sustainability
- Function
- Size
- 6Rs
- Sketch
- Evaluate
- Initial Designs
- Final Design
- Mood Board
- Existing Product
- Design Specification
- Design Brief
- Materials
- Primary Research
- Secondary Research
- CAD
- CAM

Useful Sentence Starters for D&T:

Analyse: to examine a task/product in detail (use who, what, where, when and why).

- This is an example of good design because _____
- It is made from _____
- The target user for the product is _____
- It is made attractive by _____.

Develop: to improve or modify a design or product

- I have developed by ideas by _____
- I have combined the best parts of made design ideas that _____
- I have removed this part of the design/ changed the material because _____
- To improve the design, I need to _____.
- I decided to _____ because _____.

Justify: To give reasons for your decisions

- I think that is a successful design because _____.
- _____ is a suitable material as it is _____.
- The product can be used for an alternative purpose as it _____, therefore _____.
- I believe the choice of material affects the type of consumer because _____.

Evaluation: to assess a product. Identify a products strengths and weaknesses and suggest modification

- The strengths of the product are _____
- The weaknesses of the product are _____
- To improve my product/design, I would _____
- To make my product more environmentally friendly I would _____

Using a Ruler:

Rulers are essential for achieving accurate measurements.

10 Millimeters

100cm = 1000mm

10cm = 100mm

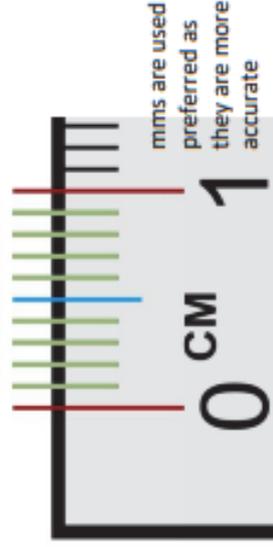
1cm = 10mm

0.1cm = 1mm

● 1cm

● 0.5cm

● 10 Lines per centimeter



mms are used preferred as they are more accurate

Safety in workshop is very important. Signs will be placed around the workshop and on machines.



Red signs tell you something you must not do

Health & Safety



Green signs give you information.



Yellow signs warn you of a potential hazard.



Blue signs tell you something you must do.

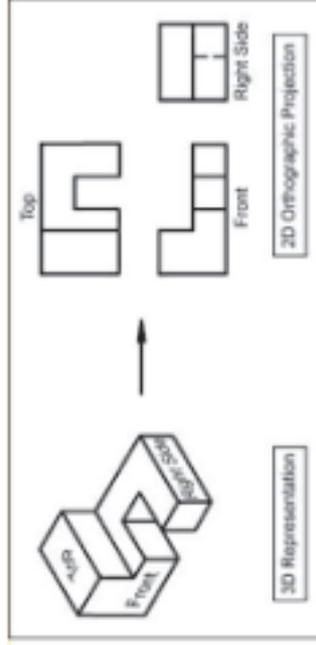
10 Health & Safety Rules in the workshop:

1. Do not run at anytime
2. Tie hair up and tuck loose items away
3. 1 person using a machine at a time
4. Stand behind the yellow line when somebody is on a machine
5. Do not talk to somebody whilst they are on the machine
6. Wear goggles when instructed
7. Wear an apron (ensuring it is tied up)
8. Stack chairs/stools up at the side
9. Put bags/coats under the workbenches
10. Ask if you do not know how to use a tool or machine.

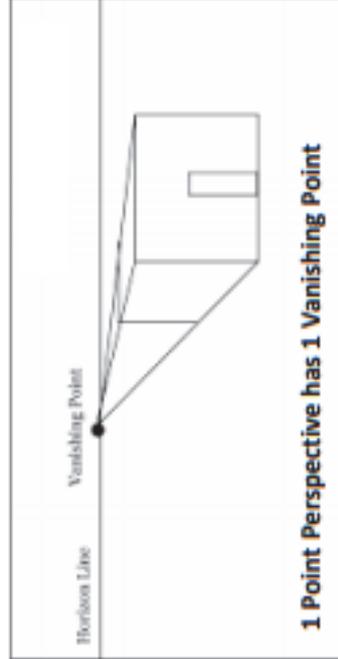
Technical Drawing Styles



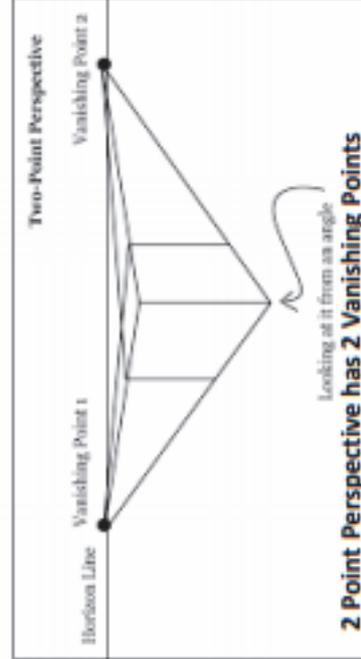
Put instruments on one line
Straight edges should have a space



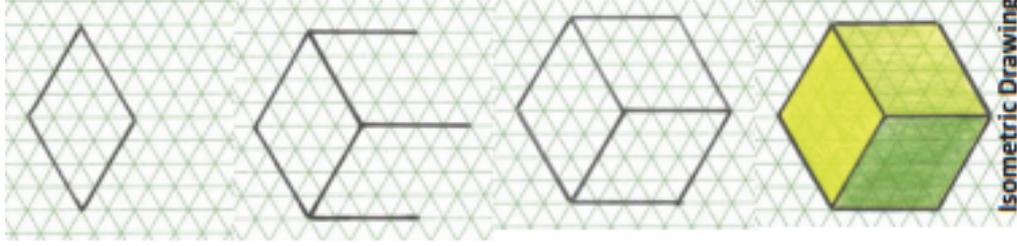
Orthographic Drawings show a 3D product in a 2D way.



1 Point Perspective has 1 Vanishing Point



2 Point Perspective has 2 Vanishing Points



Isometric Drawing

Material Characteristics	
Hardness	resist cutting and indentations to its surface
Toughness	Ability to withstand shock
Strength	The ability to withstand being pulled or stretched, crushed or compressed or twisted.
Elasticity	Ability to be stretched and return to it's original size
Flexibility	The ability to bend without breaking and then spring back to its original shape.
Impact Resistant	Ability to resist sudden shocks
Strength to Weight Ratio	Measure of strength to weight, for instance Aluminium is a light weight material but is strong. Therefore having a high strength-to-weight ratio
Ductility	Ability to be stretched like the length of wire without breaking
Malleability	The ability to be hammered, rolled or pressed into shape without breaking
Durability	Able to last a long time

Using a Ruler:
Rulers are essential for achieving accurate measurements.

1000mm = 1000mm
10cm = 100mm
1cm = 10mm
0.1cm = 1mm

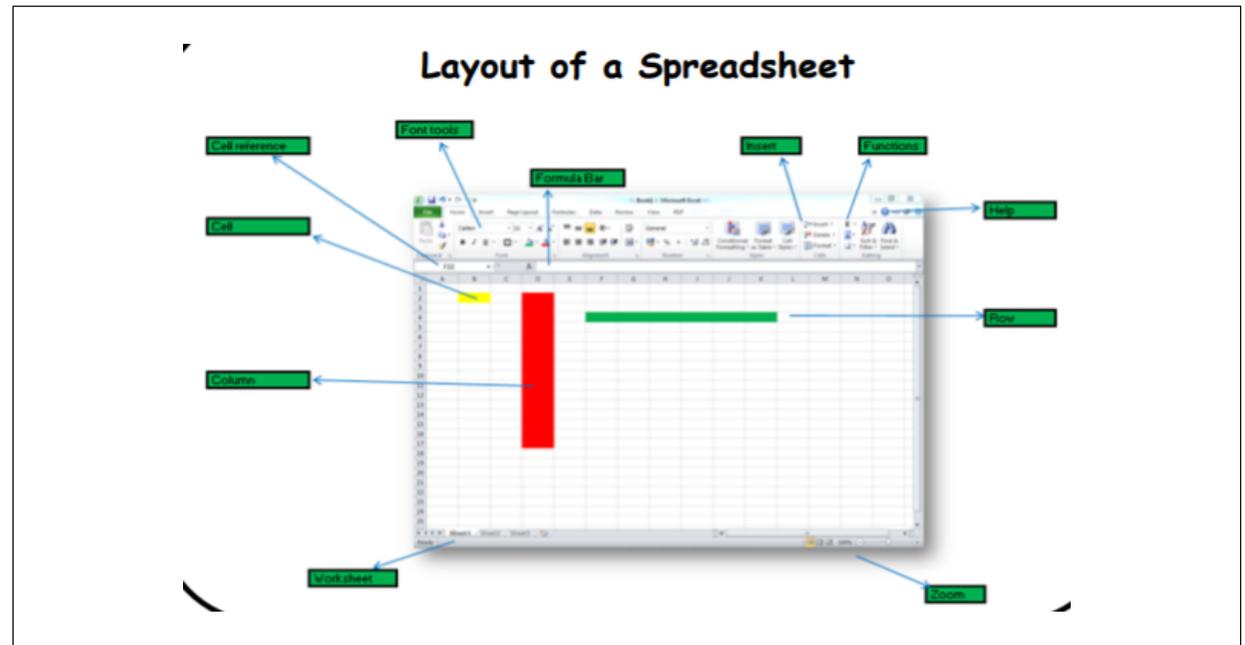
● **1cm**
● **0.5cm**
● **10 Lines per centimeter**

10 Millimeters

mms are used preferred as they are more accurate

KEY VOCABULARY	
Cell	A box in which you can enter a single piece of data.
Cell Reference	The name given to a cell to uniquely identify it, for example, A1.
Formula	An expression which calculates the value of a cell.
Formatting	To change the appearance, layout or organisation of a spreadsheet.
Borders	Form an edge along or beside.
Rows	The range of cells that go horizontally across the spreadsheet/worksheet.
Columns	A vertical series of cells in a chart, table, or spreadsheet.
IF statement	The Excel IF Statement tests a given condition and returns one value for a TRUE result and another value for a FALSE result

Year 8 Computing Spreadsheets



Why do we use spreadsheets? Spreadsheets are used to store information and data. Once we have our information in a spreadsheet, we can run powerful calculations, make graphs and charts and analyse patterns

To make graphs: Highlight your data, click the insert tab at the top of Excel and then pick the chart you need.

Autofill: Click on the cell you want to duplicate, grab the black cross in the bottom right-hand corner and drag it down to the remaining cells. This also works if you want to copy the formulas down as well.

Drama

Features of writing:

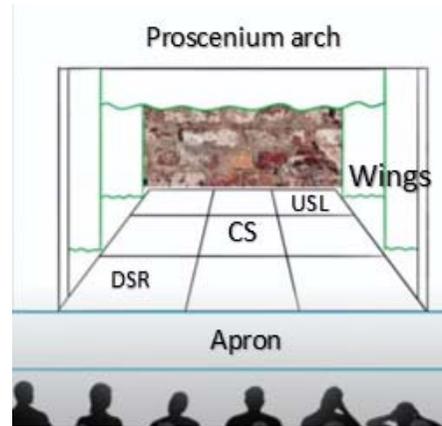
- Setting.
- Characters.
- Plot.
- Conflict.
- Protagonist.
- Antagonist.
- Prequel.
- Sequel.
- Duologue.
- Dialogue.

Acting skills

Vocal

- Pace.
 - Pause.
 - Tone.
 - Volume.
 - Diction.
 - Projection.
- ### Physical
- Facial expression.
 - Eye contact.
 - Posture.
 - Movement/stillness.
 - Gesture.
 - Proxemics.
 - Levels.

The Proscenium Arch:



Sound:

- Diegetic:** a sound from within the world of the play
- Directional:** where the sound comes from
- Distortion:** altering the sound
- Underscore:** music played in the background
- Recorded sound:** sound that has been recorded before the performance
- Live sound:** sound that is performed on the night of the show
- Volume:** how loud the sound is

Features of an effective poster:

- Name of the production.
- Appropriate design to establish genre.
- Where the performance is shown.
- When the performance is shown.
- Ticket information.



Lighting:

<p>Flood</p>	<p>Spot light</p>	<p>Gobo</p>
<p>Gauze</p>	<p>Gels</p>	<p>Projection</p>

Knowledge Organiser: The Tempest

Context:

- During Shakespeare's lifetime, several European countries had started to settle new lands in the Americas forming **colonies**. Some European colonists encountered native people deemed to be "savages" and exploited them. This idea is touched upon in *The Tempest*.
- King James and many people in the 1600s were fascinated by **witchcraft** and **magic**. Two sides of magic are mentioned in *The Tempest*, that of Prospero's "Art" and Sycorax's witchcraft.
- King James also believed in **The Divine Right of Kings** meaning that any attempt to depose a noble ruler, especially a king, went directly against God and would be judged harshly.
- Both King James's parents were killed in politically motivated moves to secure power and an attempt was made on his life through the gunpowder plot. Shakespeare echoes this interest in **usurpation** in the attempted murders in the play.
- During Shakespeare's life there was a fascination in England with the plotting and **political scheming** seen in **Italy**, made famous by the diplomat Machiavelli. Many of his plays involving schemers were set in Italy.

Themes:

- Freedom** – All of the characters seem to be trapped in some way. Some are literally trapped on the island, some are enslaved, others trapped by their birth.
- Empathy & Forgiveness** – While Miranda demonstrates these traits early on, it takes an effort of will on Prospero's part to forgive, rather than take revenge on those who wronged him.
- Nature / Nurture:** The debate that some people are born good or evil, or they are products of experience.

Characters:

- Prospero** – A magician, former Duke of Milan.
- Miranda** – The daughter of Prospero.
- Antonio** – Duke of Milan, Prospero's brother.
- Ariel** – An airy spirit.
- Caliban** – Son of a witch, slave to Prospero.
- Alonso** – King of Naples and father of Ferdinand.
- Ferdinand** – Son and heir of Alonso.
- Sebastian** – King Alonso's brother.
- Gonzalo** – An old, honest lord.
- Trinculo** – a court jester
- Stephano** – a drunken butler.



Plot

Act 1	The tempest and the shipwreck. The history of Prospero and Miranda. The storm explained. Ariel and Caliban introduced. Miranda meets Ferdinand.
Act 2	The survivors of the shipwreck. Alonso grieves for his son. Antonio and Sebastian plot the king's murder. Trinculo and Stephano meet Caliban.
Act 3	Miranda and Ferdinand declare their love. Caliban persuades Stephano and Trinculo to murder Prospero. A frightening banquet for the noblemen.
Act 4	The magical wedding ceremony of Ferdinand and Miranda. Spirit hounds chase Caliban, Stephano and Trinculo.
Act 5	Prospero brings together all the survivors of the shipwreck and forgives them. He restores Ferdinand to Alonso, forgives his brother Antonio, sets Ariel and Caliban free. Prospero gives up his magic to return to his Dukedom in Milan.

Key Literary Vocabulary:

- Simile**- comparing using 'like' or 'as'.
- Metaphor**- saying one thing is another.
- Personification**- make an object human.
- Pathetic fallacy**- weather to create mood.
- Hyperbole**- exaggerated statement.
- Connotation**- associated meaning of word.
- Characterisation**- built up description of character in text.
- Semantic field**- words related in meaning.
- Imagery**- visually descriptive language.
- Iambic Pentameter**- a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable.
- Dramatic Irony** – when the audience knows more than the characters.
- Soliloquy** – a character speaks their thoughts to the audience.
- Monologue** – a long speech by a single character.
- Oxymoron** – contradictory terms together.

Key Quotations:

Caliban: "You taught me language, and my profit on't Is I know how to curse. The red plague rid you For learning me your language!" (I.ii.366–368)

Prospero: "Our revels now are ended. These our actors, As I foretold you, were all spirits, and Are melted into air, into thin air; And, like the baseless fabric of this vision, The cloud-capped towers, the gorgeous palaces, The solemn temples, the great globe itself, Yea, all which it inherit, shall dissolve; And, like this insubstantial pageant faded, Leave not a rack behind. We are such stuff As dreams are made on, and our little life Is rounded with a sleep". (IV.i.148–158)

Symbols:

- Tempest:** a symbol of natural power.
- The supernatural:** The "Art" as "good" magic, and "witchcraft" as "evil" magic.
- Hearts:** Love and reconciliation.
- The crown:** ambition and power.

Additional Vocabulary

Prose
Blank verse
Rhymed verse
Heroic Couplets
Witchcraft
Magic
Colonies
Usurp
Freedom
Gender
Commonwealth
Tragedy
Symbols
Scheming
Nature
Nurture



Key terms

The God of Classical Theism	The Classical idea of what God is like.
Omnipotent	God is all powerful.
Wrath	God's anger.
Hebrews	The ancient people who would end up as members of the Jewish religion.
Omniscient	God is all knowing.
Omnibenevolent	God is all-loving.
Just/ Judge	God is fair & is a fair judge.
Evil	Something that causes pain and suffering.
Genesis	The first book of the Bible. It contains the creation of the world.
Exodus	The second book of the Bible. It contains the story of Moses and the Hebrews in Egypt.
Abraham	The Father of Judaism known for being told to sacrifice his own son.
Moses	Responsible for the Ten Commandments, the Ten Plagues on Egypt and the parting of the Red Sea.
Job	A perfect follower of God who was tested by the Devil in a bet.
Deluge	The name for the flood at the time of Noah.
Noah	Responsible for building the ark to save the animals.
Old Testament	The first half of the Bible detailing the story of the Jewish People.
Bible	A collection of 66 books made up of the Old Testament and the New Testament.
Covenant	A contract with God that had conditions for God and his people.

Key teachings

The God of Classical Theism

The 'classical' idea of God where he is all powerful, all loving and all knowing. This idea of God is shown through the stories of the Old Testament. Some people think that God is not TGOCT and use the Bible to counter this.

Adam, Eve and Creation (for)

In the book of Genesis, God created the world in '7 days' from nothing. He also made Adam from the 'dust of the ground' and Eve from Adam's rib. This shows he is omnipotent.

Adam, Eve and Creation (against)

If God was all powerful, it should not have taken 7 days, it should have been instant. He should not have needed dirt to make Adam either, it should have been from nothing. Also, he should have known Adam and Eve would sin and eat from the tree. He should have stopped it, but maybe he didn't know, so he is not omniscient.

Noah (for)

God flooded the Earth for '40 days and nights' showing his omnipotence. He told Noah and his family to build the Ark to save them. This shows his omnibenevolence.

Noah Against

When God speaks to Noah, the Bible says God 'regretted making man.' This would suggest he made a mistake, so he is not all knowing or he would have made mankind better. Additionally, the flood will have killed innocents and only Noah was saved. God should not have favourites. He is clearly not all loving.

Abraham (for)

God gave Abraham a son to his wife Sarah even though they were infertile. This shows he is benevolent and omnipotent. He also made a covenant with him to keep him safe. Again, this shows love.

Abraham (against)

God made Abraham wait for a son, then asked him to sacrifice the child (Isaac) to prove his faith. If God was omniscient, he would know Abraham would pass the test. This shows he is not loving or all-knowing.

Moses (For)

God showed his power through the Ten Plagues and through parting the Red Sea. He also saved the Hebrews and made a covenant with them to keep them safe so was all loving.

Moses (against)

The Ten Plagues would have killed innocents and the Angel of Death specifically targeted children. This shows God is not omnibenevolent.

Job

Job was a faithful servant of God. The devil had a bet with God that if he made him suffer, Job would give up his faith and reject God.

Key Quotes

Genesis

God made Earth in '7 days' **Genesis**

God made Adam from the 'dirt of the ground' and Eve from 'Adam's rib' **Genesis**

God said you 'must not eat the fruit from that tree' **Genesis**

The Lord God 'banished them from Eden' **Genesis**

'God flooded the world for '40 days and 40 nights' **Genesis**

God said to Abraham 'I will give you as many descendants as stars in the sky' **Genesis**

God said to Abraham 'Sacrifice your son 'Isaac to me' **Genesis**

Exodus

And God 'remembered his promise to the Hebrews' **Exodus**

God sent a 'plague of darkness' **Exodus**

God sent the 'Angel of Death' **Exodus**

Moses lifted his staff and parted the Red Sea' **Exodus**

Moses was given the Ten Commandments including 'do not steal' as part of the covenant **Exodus**

Job

God said 'where were you when I made the foundations of the Earth?' **Job**

Psalms

God knows the 'number of hairs on your head'

GCSE Style Questions

4 Markers

Give two ways that the Old Testament shows God is all powerful (4 Marker).

Give two ways the Old Testament shows God is omniscient (4 Marker).

Give two ways the Old Testament shows God is omnibenevolent (4 Marker).

Explain why some people think God is the God of Classical Theism and why some don't (4 Marker).

Give two contrasting views on God as just (4 Marker).

Explain why people think God is not just (4 Marker).

Explain why some people think God cares about his followers (4 Marker).

5 Markers

Explain two teachings about God as the God of Classical Theism (5 Marker).

Explain why some people think God's Covenant with the Jewish people shows God is loving and why some do not (5 Marker).

Explain two contrasting views on God as all powerful (5 Marker).

Explain how the story of Moses shows God is the God of Classical Theism (5 Marker).

Explain how the story of Abraham shows that God is not the God of Classical Theism (5 Marker).

Give two ways the story of Creation (Genesis) shows God is all knowing (5 Marker).

12 Markers

'God is not the God of Classical Theism' (12 marker).

'God is not all powerful' (12 marker).

'God is not all loving' (12 marker).

'God is not fair' (12 Marker).

'The stories of the Old Testament show God is not all knowing' (12 Marker).

Terminology

Hygiene

Cross-contamination

Food poisoning

Core temperature

Function

Fermentation

Nutrition

Nutrient

Structure

Micro-nutrient

Macro-nutrient

Health

Meat handling

- Wash hands before and after handling raw meat.
- Use separate colour-coded equipment for meat preparation.
- Keep raw meat separate from other ingredients.
- Store raw meat between 0-5 degrees Celsius in the fridge.
- Ensure the core temperature of cooked meat reaches 75 degrees.
- Sanitise work surfaces after meat preparation.

Eatwell guide

Government guidance on how to eat well and be healthy based on the major food groups.



Function of bread ingredients

Strong Flour	Provides the structure of bread and is a source of nutrients.
Water	Binds the ingredients together, activates the yeast.
Yeast	Using fermentation, gives off CO2 allowing the bread to rise during proving and baking.
Salt	Flavours the bread dough.
Sugar	Encourages fermentation with the yeast.

Nutrition

The study of the key nutrients in food, how they are vital for good health and how they work together.
 Macro-nutrients: fat, protein and carbohydrate.
 Micro-nutrients: vitamins and minerals.

Pastry Making – key points for shortcrust pastry

- Keep ingredients cold.
- Use the correct ratio.
- Do not over handle.
- Using the rubbing in method.
- Chill the pastry before using.

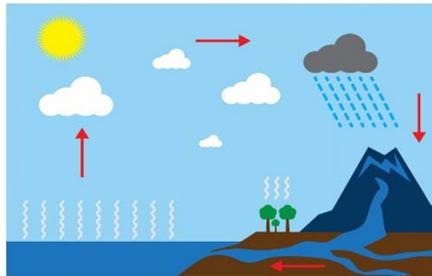
Year 8: Biomes

Biomes

Biome	A large-scale community of plants and animals; global ecosystems.
Latitude	The distance north and south from the equator, measured in degrees.
Equator	A line around the earth which is equidistant from the north and south poles.
Tundra	Biome with low temperatures and low rainfall, typically found 60 – 70 degrees north of the equator.
Desert	Biome with high temperatures and low rainfall, typically found 15 – 30 degrees north and south of the equator.
Tropical Rainforest	Biome with high temperatures and high rainfall, typically found 0-15 degrees north and south of the equator.
Adaptation	A change or feature of an organism which helps it to survive.
Niche	The role played by an organism in a community.

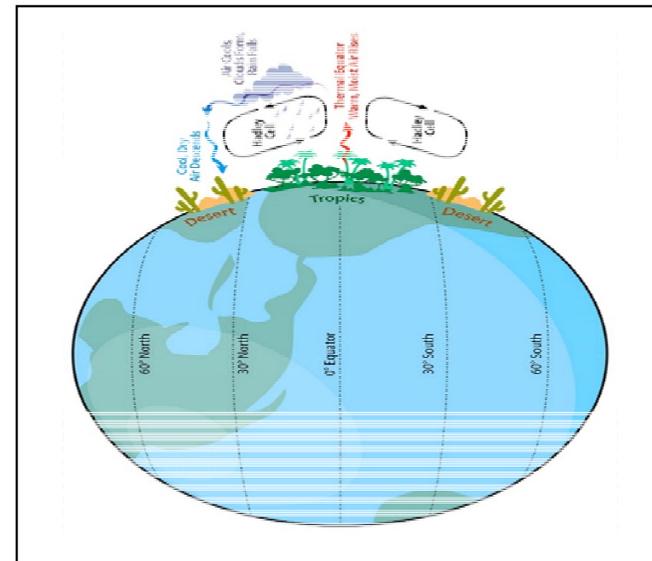
Water Cycle

Climate	The average weather conditions for an area.
Evaporation	High temperature turns liquid water into a gas (water vapor).
Condensation	Cooling temperature turns water vapour into liquid water.
Precipitation	Condensed water which falls from the sky e.g. rain, snow, sleet or hail.



Weather and Seasons

Global Atmospheric Circulation	The movement of cold air to hot air creates wind and redistributes heat around the planet.
Altitude	Distance above sea level.
Tilt	The earth's axis is tilted at 24.3* degrees. This tilt is fixed; it does not change.
Angle	The angle at which the sun strikes the earth depends on latitude. The angle is most direct at the equator, and widest at the poles.
Hadley Cell	The movement of air from the equator to 30 degrees north and south, and back again.





Key people

Royalists

King Charles I

Charles I was king of England between 1625-1649. He believed devoutly in the Divine Right of Kings, often acting without consulting Parliament. His actions led to the start of the English Civil War, which he lost in 1649, resulting in his execution.

Parliamentarians

John Pym

John Pym was a parliamentarian and fierce enemy of Charles I. He often criticised Charles, producing pamphlets opposing the king. He was one of 5 MPs who Charles tried to arrest in 1642.

Oliver Cromwell

Oliver Cromwell was an English leader and Parliamentarian. He led Parliament during the English Civil War, reorganising the army into the New Model Army. He served as Lord Protector of the Commonwealth after Charles' execution from 1653-1658

Richard Cromwell

Son of Oliver Cromwell, he served as Lord Protector after Oliver's death. He only served 9 months before giving up power to make way for the restoration of Charles II to the throne.

Key terms

Divine Right of Kings

The belief that God chooses a king therefore no man can challenge/question a king's word.

Ship Money

A tax traditionally collected from coastal towns. Charles demanded 'Ship Tax' from everyone.

Civil War

A war fought between inhabitants of the same country i.e. Englishmen vs. Englishmen

New Model Army

Cromwell's well-trained, disciplined army that proved effective in battle, beating royalist forces.

Lord Protector

The title Oliver Cromwell took after the execution of Charles I. He had all the powers of a king, without the crown

Parliament

A group in the UK elected by the people. They hold the power to pass laws.

Roundhead

A supporter of Parliament during the English Civil War

Cavalier

A supporter of King Charles I during the English Civil War

Commonwealth

This is the name of England, Ireland, Scotland and Wales from 1649 to 1660 when they were controlled by Cromwell, Lord Protector

Key events

Causes of the Civil War

Religion:

- Charles was married to a Catholic and people feared his children were being brought up as Catholics.
- Puritans dominated Parliament.
- They did not like the Catholic changes to churches by Archbishop Laud.
- The Scots opposed the introduction of a new prayer book and went to war against Charles.

Money:

- Charles ruled without Parliament for eleven years and raised taxes without Parliament's permission.
- Charles introduced ship tax to pay for his failed war against Scotland.
- Charles was forced to pay compensation to the Scots but had limited funds.

Power:

- Charles believed in the Divine Right of Kings – he was appointed by God.
- Charles preferred the advice of his favourite ministers to consulting with Parliament.
- Charles attempted to arrest 5 leading members of Parliament. After this failed, he fled to Nottingham to wage war against them.

Why did Parliament win?

- The New Model Army was introduced in 1645. Soldiers were paid and trained well and all obeyed the 'Laws of the Model Army'.
- Parliament controlled more resources; they controlled the ports and the south of England which was richer in resources.
- Charles' army was led by his nephew Prince Rupert. Though Rupert was an excellent military leader, his soldiers were unruly and did not follow rules.

Cromwell; hero or villain?

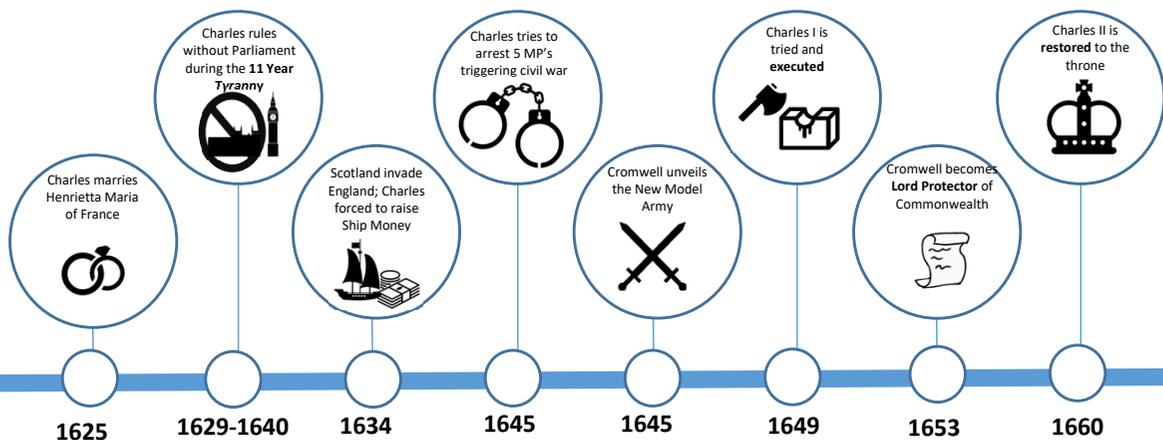
Hero

- Removed the tyrannical Charles I from power.
- Gave parliament more power in decision making.
- He created the country's first professional army – the New Model Army.
- He was well respected amongst his men.
- He was deeply religious – lived a strict puritan lifestyle.

Villain

- Executed an anointed king.
- Slaughtered Irish Catholics in Drogheda.
- Dismissed parliament and ruled as 'Lord Protector'.
- Enforced strict puritan laws on England banning; pubs, theatre, swearing, make-up and Christmas.
- He became incredibly unpopular throughout England.

Timeline





Vocabulary

<i>adest</i>	is here
<i>adsunt</i>	are here
<i>agricola</i>	farmers
<i>audit</i>	hears
<i>clāmor</i>	shout/uproar
<i>contendit</i>	hurries
<i>currit</i>	runs
<i>fābula</i>	play/story
<i>fēmina</i>	woman
<i>hodiē</i>	today
<i>iuvenis</i>	young man
<i>meus</i>	my/mine
<i>multus</i>	much
<i>multi</i>	many
<i>optimus</i>	very good/excellent
<i>petit</i>	makes for/attacks
<i>plaudit</i>	applauds
<i>puella</i>	girl
<i>senex</i>	old man
<i>spectat</i>	watches
<i>stat</i>	stands
<i>turba</i>	crowd
<i>ubi?</i>	where?
<i>urbs</i>	city
<i>venit</i>	comes

Word order

Sentences which refer to **more than one** person or thing require a different form of the word.

Singular	Plural
<i>servus laborat.</i> <i>puella ridet.</i> <i>mercator dormit.</i>	<i>servi laborant.</i> <i>puellae rident.</i> <i>mercatores dormiunt</i>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> ↓ Noun changes to plural </div> <div style="text-align: center;"> ↓ Verb changes to plural </div> </div>

Nouns

The person/place/thing has to change from singular to plural in the sentence. Each of the three declensions have specific endings.

	1 st declension (-a)	2 nd declension (-us)	3 rd declension
Singular	<i>puella</i> <i>ancilla</i> <i>femina</i>	<i>servus</i> <i>amicus</i> <i>dominus</i>	<i>mercator</i> <i>canis</i> <i>leo</i>
Plural	<i>puellae</i> <i>ancillae</i> <i>feminae</i>	<i>servi</i> <i>amici</i> <i>domini</i>	<i>mercatores</i> <i>canes</i> <i>loenes</i>

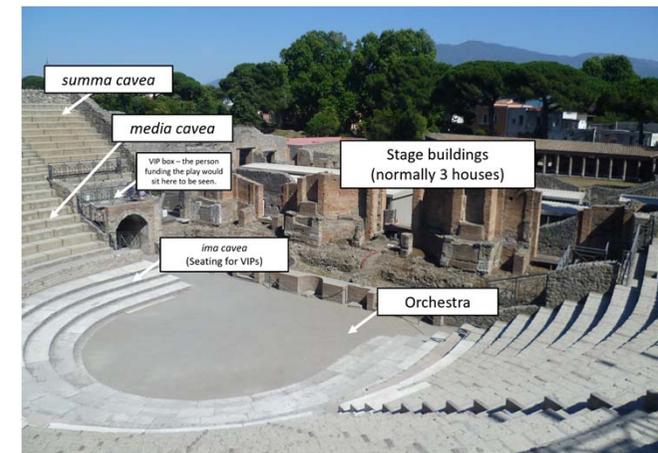
Verbs

In your sentence the verbs (doing words) have to be pluralised too. These words end in **-t** if they are singular, and **-nt** if plural.

Singular	Plural
<i>sedet</i> <i>dormit</i> <i>ambulat</i>	<i>sedent</i> <i>dormiunt</i> <i>ambulant</i>

Ancient Civilisation – The Theatre

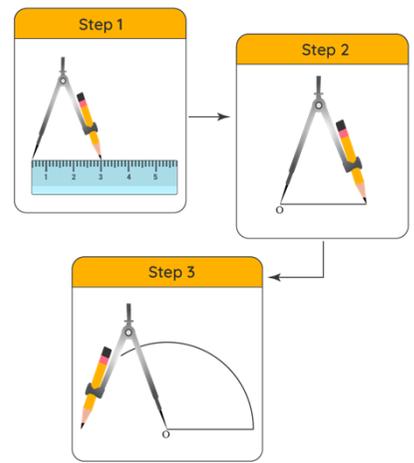
- Plays were not performed everyday in Pompeii but only at special festivals. This meant there was lots of excitement about plays coming to the town.
- On the day of the play, all of Pompeii would shut down for the day; shops would close and no business took place as everyone went to watch.
- Although most people hurried to the theatre to secure seats, wealthy and important citizens had their seats reserved, right at the front of the theatre where the best seats were.
- Admission to the theatre was free as wealthy citizens often funded performances to gain popularity which would be useful in local elections.
- Most of the performance was pantomime and used masks and costumes.



Prior Knowledge Maths

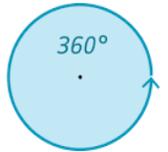


Using a compass



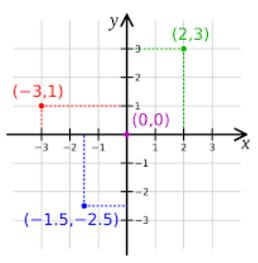
To find a fraction of an amount:

divide by the denominator
multiply by the numerator



360° in a full turn.

Co-ordinates – The *x* value is the first number of a co-ordinate, the *y* value is the second number



Median
The middle number

How to find the Median:
1. Put the numbers from smallest to largest.
2. The number in the middle is the median. If there are two middle numbers, add them and divide by two.

Mean
The average value

How to find the Mean:
1. Add up all the numbers.
2. Divide the sum by the number of values.

E.g. The mean of 3, 2, 10, 5 is

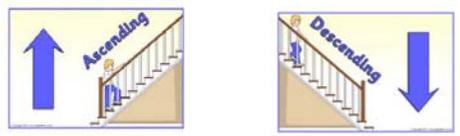
$$\frac{3 + 2 + 10 + 5}{4} = \frac{20}{4} = 5$$

Range
Difference between highest and lowest numbers

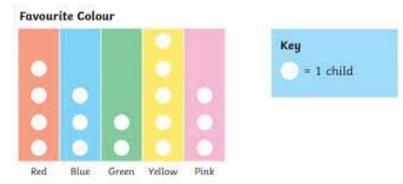
How to find the Range:
1. Put the numbers from smallest to largest.
2. Subtract the lowest value from the largest.

Mode
The most frequent number

Special Cases:
• No Mode if all the numbers occur the same amount of times.
• More than one Mode if more than one number is the most frequent.



A pictogram uses images to show frequencies. Be careful of misleading diagrams.



Drawing an angle

Key point

The class $4 \leq l < 6$ includes all values of length *l* from $l = 4$ cm up to, but not including, 6 cm. The **width** of this class is 2 cm. \leq means 'less than or equal to'.

Pie Chart	A special chart that uses sectors to show relative sizes of data.																	
Two-way table	Divides data into groups in rows across a table and columns down a table. You can calculate totals across and down.	<table border="1"> <thead> <tr> <th></th> <th>Like Skateboards</th> <th>Do Not Like Skateboards</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <th>Like Snowmobiles</th> <td>80</td> <td>25</td> <td>105</td> </tr> <tr> <th>Do not like Snowmobiles</th> <td>45</td> <td>10</td> <td>55</td> </tr> <tr> <th>Totals</th> <td>125</td> <td>35</td> <td>160</td> </tr> </tbody> </table>		Like Skateboards	Do Not Like Skateboards	Totals	Like Snowmobiles	80	25	105	Do not like Snowmobiles	45	10	55	Totals	125	35	160
	Like Skateboards	Do Not Like Skateboards	Totals															
Like Snowmobiles	80	25	105															
Do not like Snowmobiles	45	10	55															
Totals	125	35	160															
Stem and Leaf Diagram	Shows numerical data split into a 'stem' and 'leaves'. The key shows you how to read the values.	<table border="1"> <thead> <tr> <th>stem</th> <th>leaf</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8</td> </tr> <tr> <td>1</td> <td>0, 0, 0, 1, 1, 2, 7, 9</td> </tr> <tr> <td>2</td> <td>5, 5, 7, 7, 8, 8, 9, 9</td> </tr> <tr> <td>3</td> <td>0, 1, 1, 1, 2, 2, 2, 4, 5</td> </tr> <tr> <td>4</td> <td>0, 4, 8, 9</td> </tr> <tr> <td>5</td> <td>2, 6, 7, 7, 8</td> </tr> <tr> <td>6</td> <td>3, 6</td> </tr> </tbody> </table> <p>Key: 6 3 = 63 years old</p>	stem	leaf	0	1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8	1	0, 0, 0, 1, 1, 2, 7, 9	2	5, 5, 7, 7, 8, 8, 9, 9	3	0, 1, 1, 1, 2, 2, 2, 4, 5	4	0, 4, 8, 9	5	2, 6, 7, 7, 8	6	3, 6
stem	leaf																	
0	1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8																	
1	0, 0, 0, 1, 1, 2, 7, 9																	
2	5, 5, 7, 7, 8, 8, 9, 9																	
3	0, 1, 1, 1, 2, 2, 2, 4, 5																	
4	0, 4, 8, 9																	
5	2, 6, 7, 7, 8																	
6	3, 6																	
Inequalities	The relationships between two expressions which are not equal to one another.																	
Statistics	Are values that represent a set of data. Mean, median, mode and range are all statistics.	<ul style="list-style-type: none"> Mean The 'normal' average Add them up and divide by how many there are Median The 'middle' average Put them in order and choose the middle one Mode The 'favourite' average The most common or most popular value 																
Outlier	An extreme value that doesn't fit the pattern of the other values is called an outlier.																	
Line of best fit	A line of best fit shows the relationship between two sets of data.																	
Scatter Graph	A scatter graph shows whether there is a relationship between two sets of data. This is represented with correlation.																	

Prior Knowledge

Maths

Index notation is a way of representing numbers (constants) and variables that have been multiplied by themselves a number of times.

Expanded Form

$$7 \times 7 \times 7 \times 7$$

$$2 \times 2 \times 2 \times a \times a \times a = 2^3 a^3$$

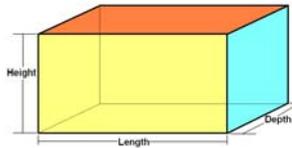
Index form

$$= 7^4$$

Factors are numbers that divide exactly into another number.

Factors of 12: 1, 2, 3, 4, 6, 12

Factors of 16: 1, 2, 4, 8, 16



$$\text{Volume of a cuboid} = \text{Length} \times \text{Width} \times \text{Height}$$

Multiplying Integers Rules

$$\begin{aligned} + \times + &= + \\ - \times - &= + \\ + \times - &= - \\ - \times + &= - \end{aligned}$$

Dividing Integers Rules

$$\begin{aligned} + \div + &= + \\ - \div - &= + \\ + \div - &= - \\ - \div + &= - \end{aligned}$$

Substitution – replace a variable with a value or another variable.

Work out the value of the expression

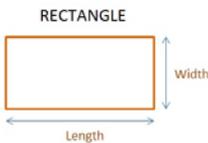
$$5x + y$$

If $x = 4$ and $y = 3$

$$5 \times 4 + 3$$

$$20 + 3$$

$$23$$



Area of rectangle = Length X Width

$$\begin{aligned} \sqrt{1} &= 1 \text{ since } 1^2 = 1 \\ \sqrt{4} &= 2 \text{ since } 2^2 = 4 \\ \sqrt{9} &= 3 \text{ since } 3^2 = 9 \\ \sqrt{16} &= 4 \text{ since } 4^2 = 16 \\ \sqrt{25} &= 5 \text{ since } 5^2 = 25 \\ \sqrt{36} &= 6 \text{ since } 6^2 = 36 \\ \sqrt{49} &= 7 \text{ since } 7^2 = 49 \\ \sqrt{64} &= 8 \text{ since } 8^2 = 64 \\ \sqrt{81} &= 9 \text{ since } 9^2 = 81 \\ \sqrt{100} &= 10 \text{ since } 10^2 = 100 \end{aligned}$$

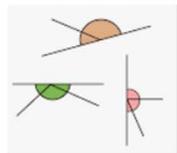
$$\begin{aligned} &\text{multiply} \\ &2(x + 8) \\ &2x + 16 \end{aligned}$$

To expand a bracket means to **multiply each term in the bracket by the expression outside the bracket.**

Collecting like terms is a way of simplifying algebraic expressions. To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting.

$$3y + 2x + 4x - y = 2y + 6x$$

Angles on a straight line always add up to 180°.



B (brackets)

I indices²

D ÷ division

M multiplication \times

A + addition

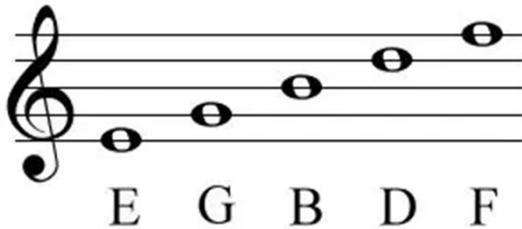
S subtraction $-$

Key Concepts

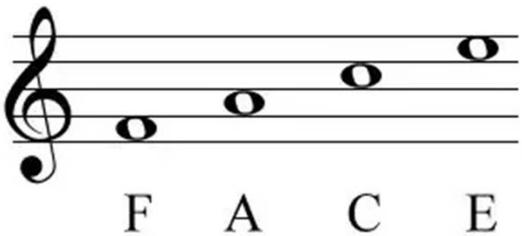
Year 8 – Unit 4 – Expressions and Equations

Expression	An expression uses variables (letters) to stand for numbers.	
Formula	Uses variable and an equals sign (=) to show the relationship between variables.	
Expanding Brackets	Removes brackets from an expression by multiplying each term inside the bracket by the term outside.	
Factorising	Inserts brackets into an expression by finding a common factor of the terms.	$4x + 16$ 4 is a factor of both 4 and 16. $4(x + 4)$
Function	Is a rule that changes one number into another number The function +3 adds 3 to a number.	
Inverse function	Is the reverse or opposite of a function. The inverse function -3 is the reverse of +3.	<p>Add \leftrightarrow Subtract</p> <p>Multiply \leftrightarrow Divide</p> <p>Square \leftrightarrow Square Root</p> <p>Cube \leftrightarrow Cube Root</p>
Equation	Contains an unknown number (a letter) and an '=' sign.	
Solve	An equation means work out the value of the unknown number.	$\begin{aligned} 4x + 3 &= 7 \\ 4x &= 4 \\ x &= 1 \end{aligned}$
Solution	Is the value of the unknown.	$\begin{aligned} 4x + 28 &= 12 \\ 4x &= -16 \\ x &= -4 \end{aligned}$
HCF	Highest Common Factor – the largest value which divides into all terms.	<p>Factors of 6: 1 2 3 6</p> <p>The highest common factor is 6</p> <p>Factors of 18: 1 2 3 6 9 18</p>

Stave Notation - Treble Clef



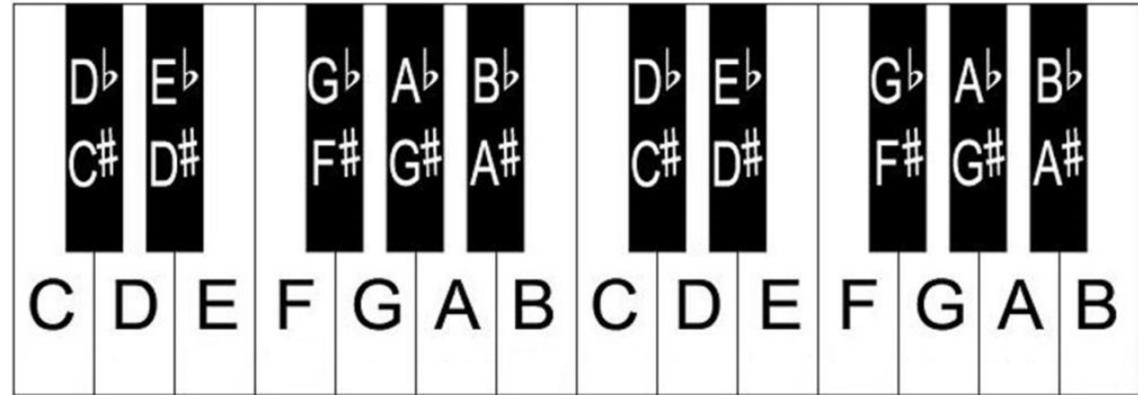
Every Green Bus Drives Fast



FACE in the spaces

Terminology

- Notation
- Bar
- Stave
- Melody
- Phrasing
- Pitch
- Rhythm
- Time signature
- Accidentals
- Structure
- Broken chords
- Style
- Solo
- Accuracy
- Fluency
- Expression



How to build a chord

Use the 1st, 3rd and 5th notes of the scale to build a basic chord.

Example: A B C D E F G

A minor chord = A C E

Ludwig Van Beethoven

German composer, baptised in 1770. Died 1827.

One of the most admired and well known composers in the history of western music. His repertoire spans both the Classical and Romantic period.



Health, Fitness and Exercise

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness or infirmity'. Fitness can be defined as 'the ability to meet the demands of the environment'. Exercise can be defined as 'a form of physical exercise done to improve health or fitness or both'. *Adults* - five sessions of thirty minutes activity per week. The activity should be physical enough to cause the adult to breathe more deeply and to begin to sweat. *Children and young people* - seven sessions of sixty minutes per week. At least two of these sessions should be of high intensity exercise such as running, jumping or cardiovascular based sports.

Consequences of a sedentary lifestyle

If a person does not take part in regular physical activity, exercise or sport then they are at risk of a number of illnesses and negative effects such as weight gain or obesity; heart disease; hypertension (high blood pressure); diabetes; depression; increased risk of osteoporosis and loss of muscle tone.

Lifestyle choices

Other lifestyle choices can affect a person's health in either a positive or negative way. For example, eating a balanced diet means a person is less likely to become ill or put on excess body fat; getting enough sleep is important for the body to rest and brain to function optimally; not smoking as this causes illnesses such as bronchitis and lung cancer and not taking recreational drugs such as alcohol as in the short term it can lead to disorientation and poor decision-making and in the long term can lead to disease.

Component of Fitness

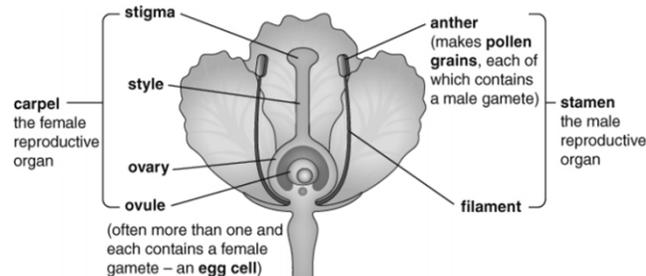
	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack
Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net



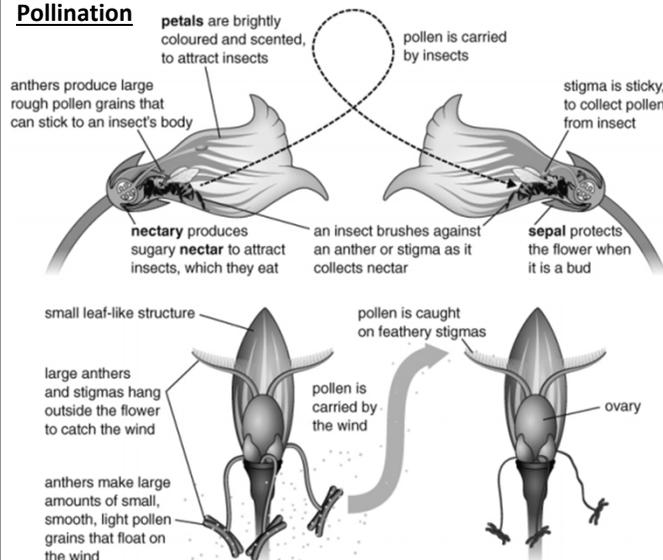
Todmorden High Science K.O. Year 8B Plants and their reproduction

Key term	Definition
Biodiversity	The range of different species of organisms in an area.
Classify	To sort things into groups.
Species	A group of organisms that can reproduce with each other to produce fertile offspring.
Genus	A group of similar organisms. The genus name is the first word in the scientific name for a species.
Gamete	A cell used for sexual reproduction.
Hybrid	An organism produced when members of two different species reproduce with each other.
Variation	The differences between organisms.
Pollination	The transfer of pollen from an anther to a stigma.
Fertilisation	Fusing of a male gamete with a female gamete.
Germinate	When a seed starts to grow.
Chloroplast	A green disc containing chlorophyll. Found in plant cells. Where the plant makes food, using photosynthesis.
Photosynthesis	A process that plants use to make their own food. It needs light to work.
Respiration	A process in which energy is released from substances so it can be used by an organism. All organisms respire.

Structure of a flower



Pollination



Sexual reproduction

This type of reproduction needs two parents. Two gametes fuse to produce a zygote. The cells divide to grow into an embryo, which develops into an adult.

Asexual reproduction

This type of reproduction is when one parent plant is able to produce offspring (e.g. by using runners in strawberries or tubers in potatoes).

Core practical: Photosynthesis (examining stomata)

- Use clear nail varnish and sticky tape to create a print of the underside of a leaf.
- Examine underneath a microscope and identify stomata.
- Produce a biological sketch of observations.



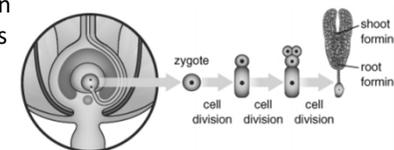
Seed dispersal

A part of the flower forms a fruit. This is used for seed dispersal, which stops the new plants competing with the parent plants for water, nutrients, light and space.

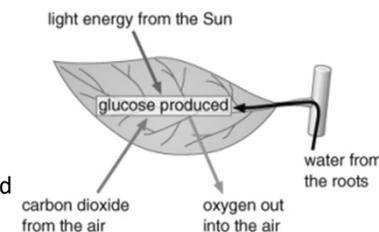
- Some fruits are eaten by animals and the seeds come out in their faeces (e.g. apples).
- Some fruits are carried on the fur of animals (e.g. burdock).
- Some fruits are carried by the wind (e.g. dandelion).
- Some fruits explode, scattering the seeds (e.g. lupins).

Fertilisation

Once on the stigma, a pollen grain grows a pollen tube, which enters the ovule containing an egg cell. The nucleus from the male gamete inside the pollen grain joins with the nucleus inside the egg cell to form a zygote.



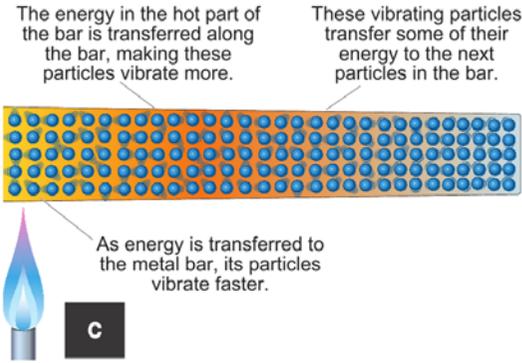
Photosynthesis takes place in the chloroplasts in the leaves. The glucose from photosynthesis is turned into starch to be stored. A growing plant needs light, air, water, warmth and nutrients called mineral salts.



8K - Energy Knowledge Organiser

Key Word	Definition
Degrees Celsius	A unit for measuring temperature.
Internal energy	The sum of the kinetic and potential energy of the particles in a substance.
Thermal energy	Another term for heat energy.
Conduction	The way energy is transferred through solids by heating.
Convection	The way energy is transferred by heating in fluids.
Density	The mass per unit volume. Density = mass / volume.
Emit	To give out.
Infrared radiation	A way of transferring energy by heating that does not need a medium (material). Infrared radiation can travel through transparent things and a vacuum (no particles).
Power	The amount of energy in Joules (J) transferred per second. It is measured in Watts (W).
Sankey diagram	A diagram showing energy transfers, where the width of each arrow is proportional to the amount of energy it represents.
Efficiency	The ratio of useful energy transferred to total energy used.

Conduction



Energy can be transferred through many solid materials by conduction. When a solid is heated, the particles vibrate more.

Convection

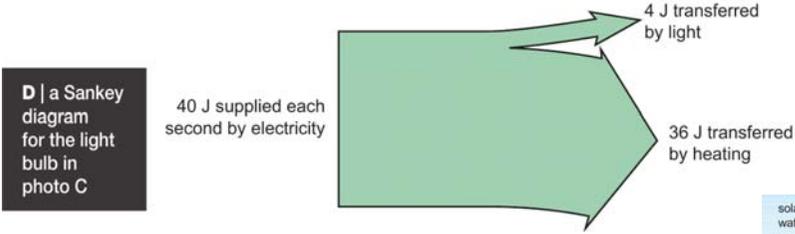


Energy is transferred through fluids (liquids and gases).

Radiation

Energy is transferred to hot objects by radiation. All things emit infrared radiation. The hotter the object is, the more it emits. When radiation hits something, it can be absorbed or reflected.

Sankey diagrams



Energy cannot be created or destroyed, so the total amount of energy supplied must be equal to the total amount transferred or stored.

We can calculate efficiency using the following formula:

$$\text{efficiency} = \frac{\text{useful energy transferred}}{\text{total energy supplied}} \times 100\%$$



¿Cómo es tu barrio/
pueblo/ciudad?

What is your
neighbourhood/town/
city like?

mi barrio/pueblo/ciudad es
my neighbourhood/town/city is
es ... it is
antiguo/a old
bonito/a pretty
grande big
histórico/a historic
importante important
industrial industrial
pequeño/a small
tranquilo/a peaceful

Las ciudades – cities

Cardiff	Cardiff	Lisboa	Lisbon
Dublín	Dublin	Madrid	Madrid
Edimburgo	Edinburgh	Paris	Paris
Londres	London	Roma	Rome

¡OJO!
Adjectives ending in “o” (bonito) will end in “a” in
the feminine form (bonita) , but ones that end in
“e” (importante) don’t change at all

¿Qué hay en tu
pueblo/ o tu ciudad?

What is there in your
town/village or your
city?

en mi pueblo in my town/village
hay there is/are
tiene he/she/it has
ni.....ni neither... nor...
no hay there isn't/aren't
tampoco neither
había there was/were
tenía he/she/it had
he/she/it used to have
es = (it) is
muy very
mucho much

el centro	the city centre.	un/el aeropuerto	a/the airport.	una/la playa	a/the beach.
un/el cine	a/the cinema.	un/el castillo	a/the castle.	una/la estación de autobús	a/the bus station.
un/el parque	a/the park.	un/el monumento	a/the monument.	una/la estación de trenes	a/the train station.
un/la plaza de toros	a/the bullring.	un/el museo	a/the museum.	una/la piscina	a/the swimming pool.
un/el polideportivo	a/the sport centre.	un/el palacio	a/the palace.	una/la catedral	a/the cathedral.
una/la tienda de regalos	a/the gift shop.	un/el parque nacional	a/the national park.	una/la oficina de turismo	a/the tourism office.
un/el estadio	a/the stadium.	un/el puerto	a/the port.	una/la fabrica	a/the factory.
un/el mercado	a/the market.				
un/el café de internet	a/the internet café				

¿Qué se puede hacer
en tu ciudad?

What can you do in
your city ?

Se puede...
You can...

hacer actividades náuticas do water sports
hacer artes marciales do martial arts
hacer senderismo go hiking
ir a la bolera go bowling
ir al cine go to the cinema
ir de compras go shopping
ir de paseo en bicicleta go on a bike ride

ir a la playa go to the beach
ir al restaurant go to the restaurant
jugar al golf play golf
jugar al voleibol play volleyball
jugar al tenis play tennis
ver la cathedral see the cathedral
visitar un castillo visit a castle

¿Adónde vas?

Where are you going?

voy ... I go ...
va ... He/She/It goes...
van ... They go ...
vamos ... We go ...
voy a la estación de I go to the train
trenes/la playa station/the beach
Vamos al centro comercial/ I go to the shopping centre/
cine the cinema

¡OJO!
a + el = al voy al cine – I go to the cinema
a+ la = a la voy a la catedral – I go to the cathedral



<p>¿Por dónde se va al/a la....? <i>Which way is it to the.....?</i></p> <p>¿ Dónde está el/la....? <i>Where is the.....?</i></p>	<p>Las direcciones <i>Directions</i></p> <p>a la derecha <i>to the right</i></p> <p>a la izquierda <i>to the left</i></p> <p>(sigue) todo recto/ <i>(continue) straight on</i></p> <p>toma ... <i>take ...</i></p> <p>la primera a la <i>the first on the</i></p> <p>izquierda/derecha <i>left/right</i></p>	<p>la segunda a la <i>the second on the</i></p> <p>izquierda/derecha <i>left/right</i></p> <p>la tercera a la <i>the third on the</i></p> <p>izquierda/derecha <i>left/right</i></p> <p>baja ... <i>go down ...</i></p> <p>cruza ... <i>cross ...</i></p> <p>dobla ... <i>turn ...</i></p> <p>sube (por) ... <i>go up ...</i></p> <p>tuerce ... <i>turn ...</i></p>	<p>(la piscina) está ... <i>(the swimming pool) is ...</i></p> <p>aquí <i>here</i></p> <p>al final de <i>at the end of</i></p> <p>al lado de <i>next to</i></p> <p>delante de <i>in front of</i></p> <p>enfrente de <i>opposite</i></p>
<p>¿Está cerca/lejos? <i>Is it near/far?</i></p>	<p>está cerca. <i>it's near</i></p> <p>está lejos. <i>it's far.</i></p> <p>está muy cerca. <i>it's very near.</i></p> <p>está bastante cerca. <i>it's quite near.</i></p> <p>está a cinco minutos andando. <i>it's a five-minute walk.</i></p> <p>está a cinco minutos en coche. <i>it's five minutes by car.</i></p> <p>está a (10) kilómetros. <i>It's (10) kilometres away</i></p>	<p>¡OJO!</p> <p>de + el = del cerca del cine – <i>near/close to the cinema</i></p> <p>de+ la = de la lejos de la catedral – <i>far from the cathedral</i></p>	
<p>¿Qué hiciste en tu ciudad? <i>What did do in your city ?</i></p> <p>¿Qué comiste? <i>What did you eat?</i></p> <p>¿Qué bebiste? <i>What did you drink?</i></p>	<p>fui al/a la ... <i>I went to the ...</i></p> <p>visité... <i>I visited ...</i></p> <p>un zoo <i>a zoo</i></p>	<p>comí ... <i>I ate ...</i></p> <p>patatas fritas <i>chips/crisps</i></p> <p>una hamburguesa <i>a hamburger</i></p> <p>un perrito caliente <i>a hot dog</i></p>	<p>bebí ... <i>I drank ...</i></p> <p>un café con leche <i>a white coffee</i></p> <p>una naranjada <i>an orangeade</i></p>
<p>¿Cómo era tu ciudad antes? <i>What was your town / city like before?</i></p> <p>¿Cómo es ahora? <i>What is it like now?</i></p>	<p>era (bastante) aburrida <i>it used to be (quite) boring</i></p> <p>era (muy) peligrosa <i>it used to be (very) dangerous</i></p> <p>estaba sucia <i>it used to be dirty</i></p> <p>había mucha basura <i>there used to be a lot of rubbish</i></p> <p>había mucha contaminación <i>there used to be a lot of pollution</i></p> <p>está limpia <i>it is clean</i></p> <p>hay menos basura <i>there is less rubbish</i></p> <p>hay menos contaminación <i>there is less pollution</i></p> <p>hay parques y espacios públicos muy bonitos <i>there are very nice parks and public spaces</i></p>	<p>había mucha violencia <i>there used to be a lot of violence</i></p> <p>no había medios de transporte público <i>there didn't use to be means of public transport</i></p> <p>no había nada para los jóvenes <i>there didn't use to be anything for young people</i></p> <p>hay una red de transporte muy buena <i>there is a very good transport network</i></p> <p>hay muchas cosas para los jóvenes <i>there are lots of things for young people</i></p> <p>no tiene barrios peligrosos <i>it doesn't have dangerous neighbourhoods</i></p>	