



The Hyndburn Academy

The best in everyone™

Part of United Learning

Year 8 End of Year Assessment Booklet



Revision
Topics



Revision
Tips



Sparx
Help

A message from Miss Merchant

Dear Student

Mid-Year Assessments

This booklet has been put together to help you prepare fully for your End of Year Assessments which are taking place from the **17th - 23rd June**. These are important assessments which your teachers will use to see whether you are working towards your full potential and to identify areas where you may need support to do so. As a result, it is critical that you prepare yourself fully to show your best on these assessments.

Use the following pages to form a revision timetable which will ensure you have looked over all the relevant information before your assessment. If you are not sure about any of the topics or content listed then please speak to your teacher and ask for more guidance. They will be happy to help!

When revising try to use a variety of strategies and formats to ensure you have materials to help you. This could include making mind maps, writing out key term definitions (and testing yourself!), doing practice questions on Seneca or Sparx, making flashcards with key facts, watching YouTube videos, and much more. When used together they will ensure you are fully prepared for your assessments.

Don't forget to also use your knowledge organisers.

Have a look for more tips on BBC Bitesize by following this link: Top Revision Techniques for Exams - <https://tinyurl.com/4ptxdeuy>

Remember, the effort that you put in will be reflected in your achievements. We are all here to support you to achieve your full potential and if you need any additional guidance or have any concerns please speak to your subject teacher, form tutor, or Head of Year.

All the best,
Miss Merchant
Assistant Head Teacher

Assessment Timetable

Assessment Timetable

Date	Exam	Year Group	Length	Period
Wednesday 17th June	English Writing	Year 8	45mins	P4
Thursday 18th June	Maths Paper 1	Year 8	45mins	P4
Friday 19th June	Science - Biology	Year 8	45mins	P1
Friday 19th June	Science Chemistry	Year 8	30 mins	P4
Monday 22nd June	Maths Paper 2	Year 8	45mins	P2
Monday 22nd June	English Reading	Year 8	50 mins	P4
Tuesday 23rd June	Science Physics	Year 8	30 mins	P1

* History/Geography/RE/Spanish exams will be taken in lesson time - Your teacher will advise the dates

HABIT - Get into the habit of working in a regular routine.

PLAN - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.

PLACE - Make sure that you work in the best possible environment:

- The room should be well lit to reduce eye strain.
- Quiet with few distractions - no TV or phones.
- Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
- Identify a set time and place for studying - most people study best in the mornings and evenings, but you need to work out the best time for yourself.

ORGANISATION

- Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
- Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.

VARIETY

- Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
- Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
- As the exam draws nearer have 'key words' which trigger your memory.
- Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.

RELAX - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.

HONESTY - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.

PERSEVERE - Don't give up: it really is not a long time and it will be worth it!

Goodluck!

English



Assessment Format:

Reading: 50 minutes (40 marks) Writing: 45 minutes (40 marks)

Reading

In this section of the paper, you will answer a question on a dystopian extract. You will be expected to discuss moments, evidence, quotations you can recall from the extract your question is about.

Reading procedural knowledge you will be tested on your ability to:

- Read questions carefully and maintain a focus on the question.
- Present an idea and ideas about the text and give reasons and evidence for the idea(s) which form a developed and coherent response.
- Select a range of relevant evidence and references from different parts of the text to support ideas, integrated into the response, and linked together.
- Identify methods used by a writer such as symbolism, simile, and metaphor.
- Provide a detailed explanation of the impact of the writer's method(s), making links between different parts of the texts.
- Zoom in on words and phrases that help answer the question and show a clear understanding of your knowledge.
- Infer meaning and provide connotations.
- Use a range of appropriate subject terminology/vocabulary specific to the genre/text type and specifically refers to the writer's intent.

Writing

You will complete a piece of creative writing and be tested on the procedural knowledge below.

Writing procedural knowledge you will be tested on your ability to:

- Your ability to craft sentences carefully.
- Your ability to write in a clear, cohesive way.
- Your ability to use varied vocabulary and the accurate spelling of words.
- Your ability to punctuate for effect and with accuracy.
- Your ability to engage your reader, using pathos, logos and ethos.
- Your ability to use creative writing methods such as simile, metaphor, personification and pathetic fallacy.
- Your ability to use paragraphs which are shaped for effect.

Maths

Your End of Year Assessment for Maths will consist of 2 papers. Each paper will be out of 45 marks.

Paper 1 – 45 minutes

Paper 2 – 45 minutes)

To prepare yourself for the assessment you can use the booklets that we have used in class, along with the Independent Practice section of Sparx.

The topics that you need to revise, and the related Sparx codes are:

Unit	Topic	Sparx topics
8.01	Powers and Roots	M135
8.02	Prime Factorisation	M322, M823, M108
8.03	Rounding	M994, M131, M878
8.04	Fractions	M410, M671, M601, M835, M931, M157, M197, M110, M265, M645, M619
8.05	Solving equations	M707, M509, M387, M554, M634, M647, M401 M957,
8.06	Angles in parallel lines	M163, M606
8.07	Circumference	M595, M169
8.08	Direct proportion	M478, M681
8.09	Fractions, decimals and percentages	M267, M958, M264, M553,
8.10	Percentage calculations	M437, M905, M235, M476, M533, M528
8.11	Ratio 1	M885, M543, M267, M801, M525
8.12	Area of circles	M705, M231, M430, M303, M269, M996
8.13	Statistics 1 (Presenting and interpreting data)	M210, M899, M597, M644, M460, M738, M140, M183, M574, M165, M648,
8.14	Averages and spread	M940, M934, M328, M841, M440

Your assessment could also include some topics from Year 7, so you may want to brush up on some of these topics also:

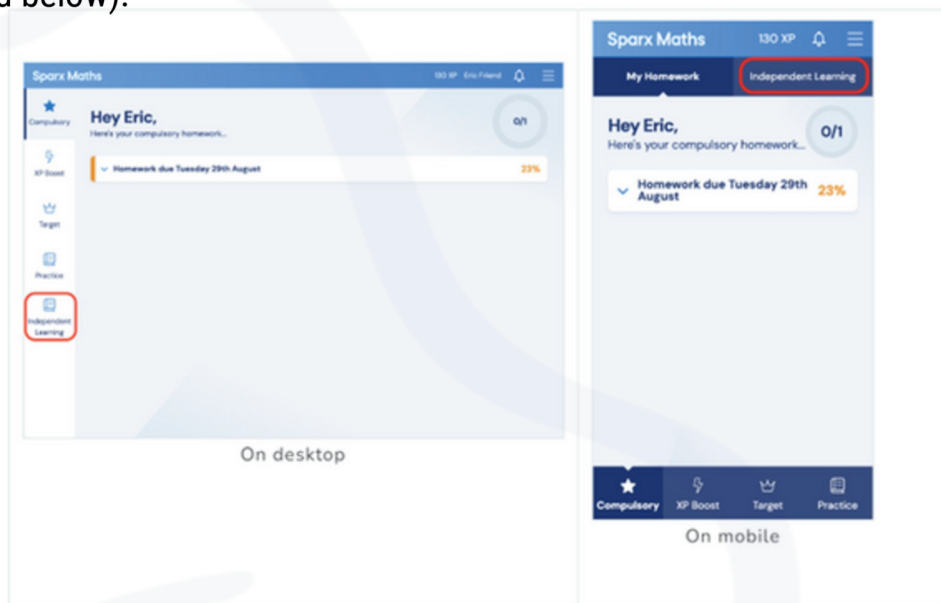
Unit	Topic	Sparx topics
7.01	Numerical skills	M763, M704, M522, M527, M111, M431, M878, M106, M288
7.02	Order of operations	M521
7.03	Introduction of algebra	M813, M795, M531, M417, M327, M208, M979, M707, M242
7.04	Prime, factors and multiples	M227, M823, M698, M322
7.05	Expanding and factorising	M237, M792, M100
7.06	Addition and subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690
7.08	Mean	M940
7.09	Multiplication and division	M113, M911, M187, M803, M462, M354, M873, M262
7.10	Area of triangles and quadrilaterals	M900, M390, M291, M610, M269, M996, M705
7.11	Fraction manipulation	M158, M410, M671, M939, M601
7.12	Adding and subtracting fractions	M835, M931
7.13	Comparing and ordering fractions	M335
7.14	Fractions of amounts	M695
7.15	Polygons	M276, M523
7.16	Angles	M502, M541, M780, M331, M818, M351, M679, M319
7.17	Coordinates	M618, M230, M622, M797
7.18	Time	M892, M627, M963, M747, M515

Sparx

Revising Independently with SPARX

STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).



You can choose to work on any topic by:

- Typing one of the following in the Search for topics field:
 - The name of a topic
 - A keyword
 - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

STEP TWO: Choosing the right work

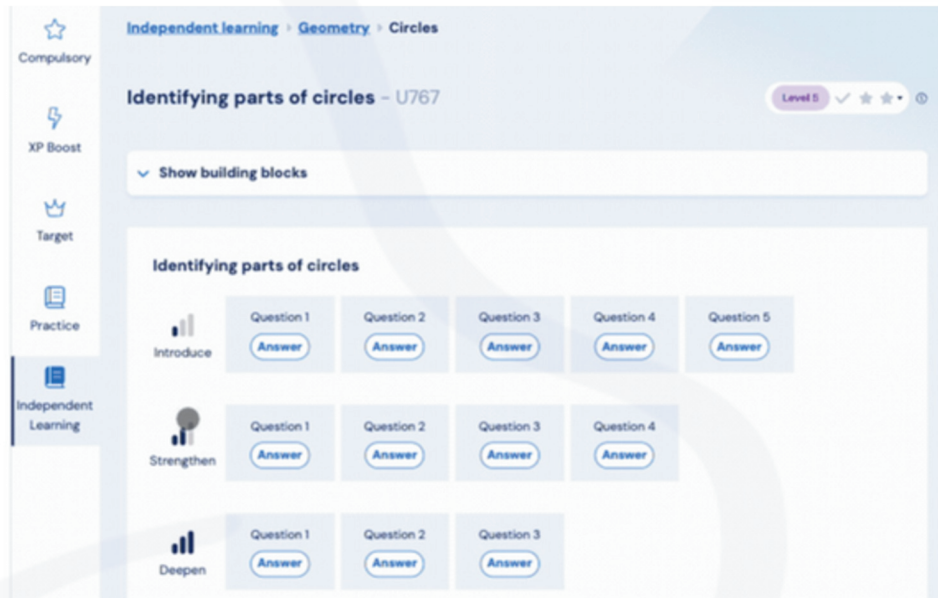
The difficulty level will be in line with that of your normal homework.

You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

Sparx

Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.



You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

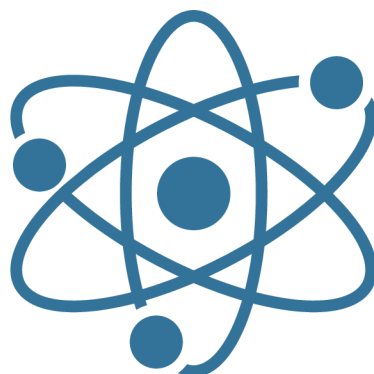
Science

Assessment Format:

You will sit three papers.

Biology 45mins, Chemistry 30mins and Physics 30mins.

Calculators and periodic table provided.



Topics that will be covered in the assessment.

Biology

Cells, organelles, microscopes/magnification, diffusion, tissues, organs and organ systems, gas exchange, digestion, reproduction/variation where taught.

Ecological relationships and classification; food chains/webs, interdependence, sampling, biodiversity, adaptation, natural selection, extinction; digestion and nutrition, balanced diet, food tests, enzymes, and energy needs.

Chemistry

Particles, states of matter, changes of state, pure/impure substances, mixtures, dissolving, separating techniques, elements/compounds, conservation of mass and simple word equations.

Materials and Earth; ceramics, polymers, composites, Earth structure, rock cycle, fossil fuels, carbon cycle, atmosphere, climate change; periodic table, atoms/elements/compounds, symbols/formulae, groups/periods, metals/non-metals, and patterns in reactivity

Physics

Forces, force diagrams, balanced/unbalanced forces, speed, distance-time graphs, weight, pressure, energy transfers, conservation, conduction, convection, radiation, fuels, and resources.

Light and space; reflection, refraction, colour, eye, mirrors, pinhole camera, gravity in space, seasons, stars/galaxies; electricity and magnetism, circuits, current, potential difference, resistance, conductors/insulators, static electricity, magnetic fields, electromagnets, and motors.

Working scientifically will appear across all papers: variables, planning safe methods, hazards and risks, tables, graphs, means, anomalies, conclusions, evaluation, SI units, and using and rearranging equations.

How to revise: learn key definitions, practise diagrams, practise equations, explain "why" using science, and complete retrieval questions little and often. You can use Sparx and ask your teacher for practice questions. Use the revision guide you were provided at the start of the year.

Geography

Assessment Format:

1 x 45 minute assessment

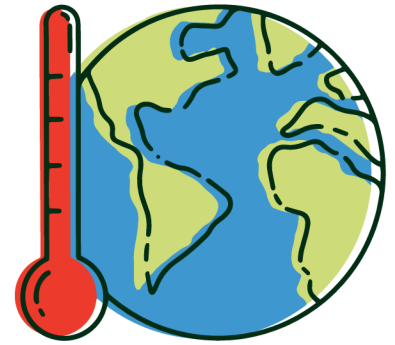
Topics covered in the assessments:

8.01 Population

8.02 Coasts

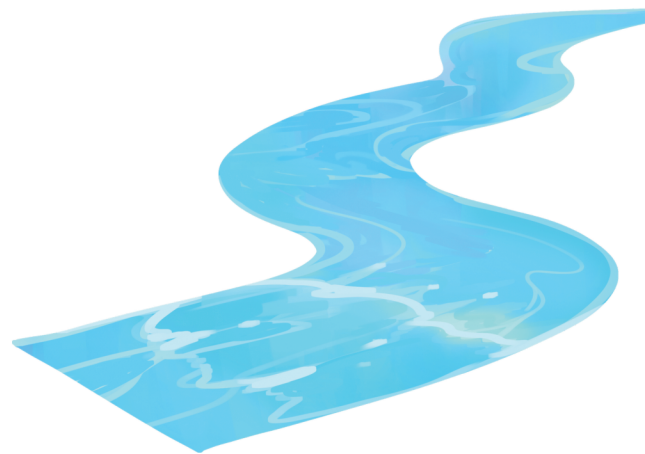
8.03 Ecosystems

8.04 Tectonics



Revision

- Complete the revision topics and practice questions set on Seneca
- Use your knowledge organiser for key terms and processes
- Use BBC Bitesize - KS3 Geography - Coasts
- Make revision mind maps and notes to supplement your learning.
- https://www.bbc.co.uk/bitesize/topics/z6bd7ty_
- Use BBC Bitesize - KS3 Geography - Population



History

Assessment Format:

1 x 45 minute paper

Topics covered in the assessment:

8.01 The Tudors

8.02 England: A world turned upside down

8.03 The transatlantic slave trade

8.04 A time of revolutionary change



You will be assessed on your knowledge of these topics. You will also be assessed on your historical skills, for example putting events in chronological order and analysing sources and interpretations. You will also have to complete a piece of historical writing.

Revision Resources

- Seneca
- Exercise books
- Knowledge organiser
- BBC bitesize



RE

Assessment Format:

1 x 45 minute paper

The first part will consist of multiple-choice questions in which you should select the correct answer.

The second part will consist of shorter descriptive questions where you must make a point and describe the topic of the question.

Finally, the third part will be a longer answer question where you will write two Point, Evidence, Explain paragraphs about the given topic.

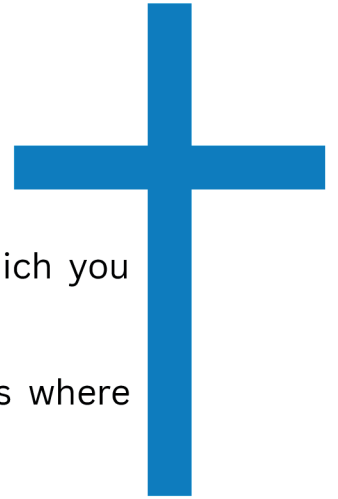
Topics covered:

8.01 Islam

8.02 Hindu Dharma

Revision Resources

- Seneca
- Exercise books
- Knowledge Organiser
- BBC bitesize



Spanish

Assessment Format:

Paper 1: Receptive skills (reading and listening) 30 minutes

Paper 2: Writing 30 minutes

Topics covered in the Assessment:

Receptive Skills

Section A - Listening

- Types of books
- Languages
- Types of transport & countries
- Future plans Jobs/activities)
- Describe the jobs of family members
- Positive and negative aspects of different jobs

Section B - Reading

- Types of lodgings
- Free time activities
- Healthy eating/lifestyle
- Ambitions
- Jobs
- Future career plans

Writing

- Free-time activities
- A holiday in the past
- Daily routine
- Job in the future



8.03: Social Justice: Non - Fiction Rhetoric

Subject-Specific Vocabulary

1	rhetoric	(n) the art of effective persuasion, especially in speaking
2	ethos	(n) the appeal to credibility
3	logos	(n) the appeal to logic and reasoning
4	pathos	(n) the appeal to emotion
5	rhetorical device	(np) a technique used in writing or speech to achieve a persuasive effect
6	anecdote	(n) a short, interesting story about a real incident or person
7	personal pronoun	(np) a short word used as a substitute for the proper name of a person
8	subordinating conjunction	(np) a word that joins a dependent clause to a main clause
9	emotive language	(np) words or phrases used to stir emotions in the audience
10	anaphora	(n) the repetition of the same words at the start of successive sentences or clauses
11	rhetorical question	(np) a question that is used to make a point, rather than get an answer
12	allusion	(n) an expression that refers to another person or thing
13	parallelism	(n) two or more phrases or clauses in a sentence that have the same grammatical structure
14	analogy	(n) a comparison between one thing and another, typically for the purpose of explanation or clarification

Thematic Vocabulary

15	social justice	(np) the fair and equal treatment of all people in society
16	advocate	(n) a person who publicly supports a cause (v) publicly recommend or support
17	gender equality	(np) the idea that everyone should be treated fairly and have the same chances, regardless of gender
18	suffrage	(n) the right to vote in elections
19	activist	(n) a person who takes action or campaigns to bring about political or social change
20	age discrimination	(np) when a person is treated differently because of their age
21	representation	(n) including different types of people in literature, films, politics, sport, etc. so that all different groups are represented
22	moral integrity	(np) having the courage to do what we believe is right
23	civil rights	(np) the right that every person has to political and social freedom and equality

Academic Vocabulary

24	tone	(n) the attitude or feelings that a speaker or writer expresses through their words
25	perspective	(n) an attitude towards something; an opinion
26	counter-argument	(n) an argument or set of reasons put forward to oppose another argument
27	fact	(n) a thing that is known or proved to be true
28	statistic	(n) a numerical fact; a piece of data obtained from a study
29	thesis	(n) a statement, opinion or a theory that is put forward to be proved in an essay



8.05 : Dystopian Fiction

Subject - Specific Vocabulary

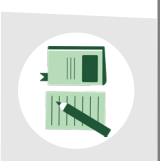
1	dystopian fiction	(np) a genre of fiction that describes an imaginary place or society in which there is great suffering or injustice
2	mood	(n) a literary method used by writers to evoke certain feelings in readers through words and descriptions
3	semantic field	(np) a group of words or phrases that are connected by topic or meaning
4	figurative language	(np) a collective term for descriptive language that conveys meaning in a non - literal way
5	imagery	(n) a literary method used to create a particular image to convey the key ideas, messages or themes in a text
6	repetition	(n) when a single word, or a group of words, is repeated
7	expanded noun phrase	(np) a group of words made up of a noun and words to describe that noun
8	participle phrase	(np) a phrase that uses the participle form of a verb (- ed or -ing) to describe a noun
9	complex sentence	(np) a sentence that contains a main (independent) clause and one or more subordinate (dependent) clauses
10	subordinating conjunction	(np) a word that joins a dependent clause to a main clause
11	foreshadowing	(n) when the writer gives hints of what is to come later in the story
12	dialogue	(n) a conversation between two or more people as a feature of a book, play or film

Thematic Vocabulary

13	utopia	(n) an imagined place or society in which everything is perfect
14	dystopia	(n) an imagined place or society in which there is great suffering or injustice
15	totalitarian	(adj) a political system in which those in power have complete control and do not allow people freedom to oppose them
16	propaganda	(n) information, especially of a biased or misleading nature, used to promote a particular cause or point of view
17	dehumanisation	(n) the process of treating or regarding someone as less than human, for example by denying them independence
18	rebellion	(n) resistance against authority or control
19	foreboding	(n) a feeling that something bad will happen
20	societal norms	(np) the unwritten rules of behaviour that are considered acceptable in a group or society
21	cautionary tale	(np) a story that serves as a warning

Academic Vocabulary

22	convention	(n) a way in which something is usually done
23	summary	(n) a brief account of the main points of something
24	subvert	(v) to overturn or undermine something that is established



8.01: Population

Population distribution

1	population density	(n) the number of people who live within one square kilometre (km ²)
2	population distribution	(n) how people are spread out over a particular area
3	densely populated	(n) many people per km ²
4	sparsely populated	(n) few people per km ²

Population change

1	birth rate	(n) the number of live births per 1,000 people in a population per year
2	death rate	(n) the number of deaths per 1,000 people in a population per year
3	natural increase	(n) the difference between the birth rate and death rate
4	population explosion	(n) the rapid increase in the world's population since the 1950s
5	overpopulation	(n) when the number of people in a region exceeds the capacity of that region's resources to support them

Managing population

1	ageing population	(n) a population with a high and increasing proportion of people aged 65 and over, often due to low birth rates and longer life expectancy
2	youthful population	(n) a population with a high proportion of young people (typically under the age of 15), often found in countries with high birth rates and lower life expectancy

Population structure



1	population structure	(n) the number/proportion of people in each age range, for each gender
2	population pyramid	(n) a graphical representation of a country's population structure, showing the distribution of different age groups and sexes
3	working - age population	(n) the group of people typically aged 15 –64 who are considered old enough to work and support the economy
4	young dependents	(n) children and young people aged 0 –14 who are usually not working and depend on others for care and support
5	elderly dependents	(n) older adults, usually aged 65 and over, who are often retired and may rely on others or the government for financial and healthcare support

Migration

1	voluntary migration	(n) when people choose to move to another place, often for reasons such as better job opportunities, education or lifestyle
2	forced migration	(n) when people are made to move due to conflict, natural disasters, persecution or other dangers beyond their control
3	international migration	(n) when people move from one country to another
4	internal migration	(n) when people move within the same country, e.g. from rural areas to cities
5	push factor	(n) factor that makes people want to leave an area
6	pull factor	(n) factor that makes people want to move to an area
7	source country	(n) the home country of a migrant
8	host country	(n) the destination country for a migrant



8.01: Population



Factors influencing population distribution

1. relief of the land
 2. availability of natural resources
- 1 physical**
3. climate
 4. fertility of soil
 5. access to fresh water
- 2 human**
1. transport network
 2. job opportunities
 3. investment in basic and wider services

Factors affecting birth and death rates

- 1 birth rate**
1. cost of childcare
 2. access to contraception
 3. children seen as an economic asset
 4. average age of marriage
- 2 death rate**
1. access to safe drinking water
 2. access to food
- 3 both**
1. access to healthcare
 2. infant mortality rate
 3. access to education
 4. war

Population structure and development

- 1 developing countries**
1. high birth rates, so a large young dependent population
 2. a lower life expectancy, so a small elderly dependent population
- 2 developed countries**
1. a declining birth rate, so a small young dependent population
 2. a rising life expectancy, so a large elderly dependent population

Ageing population

- 1 Advantages**
1. the grey pound
 2. family support with childcare
 3. jobs in health and social care
- 2 Disadvantages**
1. pressure on public services, including healthcare
 2. strain on housing supply
 3. increased tax revenue required for pensions
- 3 Management strategies**
1. increasing the retirement age
 2. increasing tax for the working - age population
 3. access to free or funded childcare

Youthful population

- 1 Advantages**
1. large future workforce
 2. increased tax revenue in the future
 3. future business development
- 2 Disadvantages**
1. strain on natural resources
 2. overpopulation
 3. education requirements
- 3 Management strategies**
1. investing in healthcare
 2. family planning
 3. investment in education
 4. improving women's rights

Factors affecting migration

Push factors	Pull factors
war and conflict	peace (no war)
low wages	higher wages
education difficult to access	good education system
droughts and water scarcity	better access to healthcare
gender inequality	good job opportunities



8.02: Coasts

Wave features

1 swash	(n) the movement of a wave up the beach. The direction is dependent upon the wind direction.
2 backwash	(n) the movement of water down a beach. This is caused by gravity and happens at 90 degrees to the shore.
3 constructive wave	(n) waves that have a strong swash and a weak backwash. Deposition is the dominant process.
4 destructive wave	(n) waves that have a weak swash and a strong backwash. Erosion is the dominant process.
5 fetch	(n) the distance a wave has travelled
6 prevailing wind	(n) the direction that the wind usually comes from in a particular area over a long period of time

Weathering and erosion

1 hydraulic action	(n) the erosion caused by the force of the water hitting the rocks, which traps and compresses air in the cracks and causes the cracks to weaken and break
2 abrasion	(n) the erosion caused when rocks and sediment carried by waves (or a river) are thrown against a cliff or riverbank
3 attrition	(n) the erosion caused when rocks and sediment carried by waves (or a river) hit each other and cause each other to break into smaller pieces
4 weathering	(n) the slow breakdown of rocks while they are in place

Geology

1 geology	(n) the scientific study of the Earth, including its structure, materials (such as rocks and minerals) and the processes that act upon it
2 igneous rock	(n) rocks formed from the cooling and crystallisation of molten rock. Examples include basalt and granite.
3 metamorphic rock	(n) rocks formed when very high temperature and pressure cause existing rocks to change. Examples include slate and marble.
4 sedimentary rock	(n) rocks formed when sediments of rock are transported, deposited, compacted and cemented together in layers. Examples include chalk, clay and limestone.

Coastal processes

1 transportation	(n) the movement of sediment
2 deposition	(n) when waves drop the sediment they are transporting, either due to a loss of energy or change in the direction of the coastline
3 longshore drift	(n) the process by which sediment (such as sand and pebbles) is transported along a coastline by the action of waves. It creates beaches.

Headlands and bays

1 resistant	(a) does not easily erode or wear away
2 headland	(n) a piece of land that sticks out into the sea and is usually made of hard, resistant rock
3 bay	(n) a curved or indented area of the coastline where the land curves inward

Alternating hard and soft rock → destructive waves → hydraulic action → soft rock less resistant → erodes quickly → hard rock more resistant → erodes slowly → soft rock retreats → bay forms → hard rock remains → headland forms

Caves, arches, stacks and stumps

1 cave	(n) a hollow or opening in a cliff face, usually at the base, formed when waves erode a weakness in the rock, such as a fault or crack
2 arch	(n) a natural bridge of rock with an opening underneath, formed when a cave is eroded all the way through a headland.
3 stack	(n) a tall, isolated pillar of rock that is left standing in the sea after the roof of an arch collapses
4 stump	(n) the remains of a collapsed stack, which has been eroded by waves down to a small, flat rock just above or below sea level

Weakness or crack in headland → destructive waves → hydraulic action and abrasion → cave formed → headland erodes through → arch formed → unsupported roof collapses → vertical stack left → stack collapses leaving a stump



8.02: Coasts



Beaches and longshore drift

1 sand	(n) loose material made up of fine rock particles, usually smaller than 2 mm in diameter
2 shingle	(n) loose, rounded pebbles and small stones found on beaches, usually between 2 mm and 200 mm in size
3 sediment	(n) solid material that is moved and deposited in a new location
4 beach	(n) a landform made of loose material, such as sand, pebbles or shingle, that lies along the edge of a sea, ocean or lake
5 longshore drift	(n) the process by which sediment (such as sand and pebbles) is transported along a coastline by the action of waves. It creates beaches.

Direction of prevailing wind at an angle → swash happens at an angle → transports material up the beach → backwash takes material down the beach at 90 degrees → due to the force of gravity → process repeats → sediment moves across the beach → zigzag pattern

Coastal management

1 soft engineering	(n) adaptations to work with nature beach nourishment — Sand and shingle from elsewhere are added to the beach. managed retreat - Engineers do nothing, people are moved and the coast is left to erode and flood naturally.
2 hard engineering	(n) human-made structures that help to deal with coastal erosion seawalls — concrete walls that reflect the waves' energy back out to sea groynes — wooden posts that trap sediment and interrupt longshore drift

Other threats to the coast

1 plastic pollution	(n) when plastic waste ends up in the environment, especially in the sea
2 sewage pollution	(n) when untreated or poorly treated wastewater (including human waste) is released into rivers or the sea
3 oil spill	(n) when oil accidentally leaks into the sea, usually from a ship or drilling platform
4 sea level rise	(n) the increase in the average level of the world's oceans
5 sustainability	(n) meeting the needs of the present without compromising the ability of future generations to meet their own needs

Coastal erosion case study: Happisburgh, Norfolk coast

Background: Norfolk coast in between Cromer and Sea Palling. A small village with a population of approx. 1400 people.

Vulnerability: soft boulder clay, long fetch, longshore drift, limited sea defences

Impacts	Management strategies
homes destroyed or had to be knocked down	1950s: groynes and revetments
roads lost to the sea	
car parks relocated	2000s: rock armour
homes valued at £1 on Beach road	2007 onwards: managed retreat
farmland lost: 1 field per year	
businesses lost, e.g. caravan parks	



8.03: Ecosystems



Classification of Ecosystem

1 ecosystem	(n) A community of living organisms interacting with each other and their environment in a particular area.
2 biome	(n) A large - scale ecosystem and an area of the world that, because of a similar climate, have similar landscapes, animals (fauna) and plants (flora).
3 habitat	(n) The place where an organism lives.
4 biodiversity	(n) The variety of plants and animals found in a particular ecosystem or biome.
5 sustainability	(n) Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Features of an Ecosystem

1 flora	(n) The plants of a particular region, habitat or geological period.
2 fauna	(n) The animals of a particular region, habitat or geological period.
3 food chain	(n) A diagram that models the feeding relationships between populations.
4 food web	(n) A network of interconnected food chains showing how energy and nutrients flow between different organisms in an ecosystem.
5 organism	(n) Something that is living or used to be alive.
6 interdependence	(n) Interdependence refers to the way that species, places, environments and systems are connected, and how a change in one can impact others.
7 adaptation	(n) A feature or characteristic that helps a plant or animal survive and reproduce in its environment.

Climatic Features

1 climate	(n) The average weather conditions of an area over thirty years.
2 temperature	(n) A measure of how hot or cold something is, often recorded in degrees Celsius (°C).
3 precipitation	(n) Water falling to the ground in all forms (rain, snow, sleet or hail).
4 climate graph	(n) A visual that shows the average monthly temperature and rainfall for a particular location, allowing us to see patterns in climate throughout the year.
5 solar insolation	(n) The amount of the sun's energy received at the Earth's surface in a specific place and time.

Major Global Biomes

1 tundra	(n) A cold, treeless biome found at high latitudes or at high altitudes, where the ground is frozen for most of the year (permafrost).
2 hot desert	(n) A dry biome with very low rainfall, high daytime temperatures and sparse vegetation, such as the Sahara Desert.
3 temperate forest	(n) A forest biome found in regions with moderate temperatures and rainfall, usually with four distinct seasons.
4 savannah grasslands	(n) A large open area covered mainly with grasses and scattered trees, found in tropical or subtropical regions (savannah).
5 tropical rainforest	(n) Found in both the northern and southern hemisphere mainly on or around the equator. Vegetation is vast and varied, climate is humid, hot and wet year - round.



8.03: Ecosystems



Biome 1: The Taiga, Russia

1	taiga	(n) A cold forest biome found in northern regions, made up mainly of coniferous (pine) trees; also called a boreal forest.
2	permafrost	(n) Ground that remains continuously frozen for two or more consecutive years, often found in polar and subarctic regions.
3	deciduous	(adj) Trees or plants that shed their leaves annually.
4	evergreen	(adj) Trees or plants that retain their leaves throughout the year.
5	logging	(n) The cutting down of trees to sell the wood for profit (legally or illegally).
6	deforestation	(n) The permanent removal of trees, often to make space for farming or construction.
7	Indigenous communities	(n) Groups of people who are the original inhabitants of a region and have distinct cultural traditions, languages, and ways of life that are closely connected to their natural environment.

Location: Northern Hemisphere, along the Arctic circle: Siberia, Russia.

Features: Low biodiversity, infertile soils, very cold and dry climate.

Animal and plant adaptations: Moose and black spruce tree

Threats	Management strategies
Logging	Selective logging
Mining and energy resources	Mine zoning
Tourism	Low impact tourism
Threats to Indigenous communities	Cultural protection

Biome 2: The Coral Triangle, Philippines

1	coral reef	(n) A large underwater structure made of the skeletons of coral polyps, providing habitat for many marine species.
2	polyp	(n) A small, soft - bodied organism that builds coral skeletons; the basic living unit of a coral reef.
3	colony	(n) A group of organisms of the same species living closely together, often for mutual benefit.
4	Marine Protected Areas (MPAs)	(n) Specific zones in the ocean where human activities such as fishing, mining, and tourism are restricted or carefully managed.
5	ecotourism	(n) Tourism directed towards natural environments, intended to support conservation efforts and observe wildlife responsibly.

Location: Shallow tropical waters, around coastlines and islands.

Features: High biodiversity, warm water 23- 29°C, shallow clear water 60m or less.

Animals and plant adaptations: Clown fish, sea turtle, seagrass

Threats	Management strategies
Coral bleaching	MPAs
Overfishing	The Bantay Dagat sea patrols
Pollution from land	Funding reef- positive businesses
Tourism	Green fins ecotourism



8.04: Tectonics

Structure of the Earth

1	crust	(n) the rocky, outer layer of earth made up of rock and minerals
2	mantle	(n) a layer of dense rock found below the crust
3	outer core	(n) a liquid layer of mostly molten metals that lies between the mantle and inner core
4	inner core	(n) a solid ball of metals that lies at the centre of earth
5	continental crust	(n) parts of Earth's crust that are found below landmasses
6	oceanic crust	(n) parts of Earth's crust that are found below oceans

Theory

1	tectonic plates	(n) individual sections of the Earth's crust and the upper mantle that lies beneath it
2	plate boundary	(n) locations where tectonic plates meet and interact
3	convection currents	(n) the movement of fluids because of temperature differences
4	subduction	(n) the process where one tectonic plate slides beneath another and sinks into the mantle, usually when a denser oceanic plate meets a lighter continental plate
5	continental drift	(n) a theory that proposed earth's continents were once one landmass (supercontinent) that gradually drifted apart over time
6	Pangaea	(n) a supercontinent made up of all the world's land masses before they were broken up into the different continents we recognise today
7	geological timescale	(n) a timeline that shows the history of the Earth, divided into eons, eras, periods and epochs
8	era	(n) a major division of time within an eon, marked by significant changes in Earth's life and landforms

Volcanoes and Earthquakes

1	shield volcano	(n) a wide, gently sloping volcano formed by runny (low viscosity) lava that flows easily over long distances, building a shape similar to a warrior's shield
2	composite volcano	(n) a tall, steep - sided volcano made of alternating layers of ash and thick, sticky lava; these volcanoes often produce explosive eruptions
3	lava	(n) molten rock that has erupted onto the Earth's surface from a volcano and begins to cool and solidify
4	magma	(n) molten rock located beneath the Earth's surface in the mantle or crust, which can rise through cracks and erupt as lava
5	geothermal energy	(n) energy produced by heat from beneath the Earth's surface, often used for electricity or heating
6	epicentre	(n) the point on the Earth's surface directly above the focus; it is usually where the shaking is felt most strongly and where the most damage occurs
7	focus	(n) the point inside the Earth's crust where the earthquake starts; it is the place where the rocks first break and release energy in the form of seismic waves
8	seismic waves	(n) waves of energy that travel through the Earth during an earthquake
9	Moment Magnitude Scale	(n) a modern scale used to measure the total energy released by an earthquake (Mw)
10	seismometer	(n) the instrument that detects and measures ground vibrations caused by seismic waves (earthquakes)



8.04: Tectonics

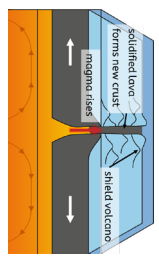
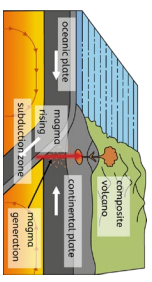
Living Near Volcanoes

Opportunities	Challenges
fertile soils	volcanic eruptions
geothermal energy	gases
tourism	ash clouds

Preparing for Earthquakes

	Advantages	Disadvantages
Earthquake resistant buildings	designed to withstand shaking and therefore are less likely to collapse	expensive to build
Earthquake drills	people can react quickly and calmly without panic	people can forget proper actions if drills are not repeated regularly or if they do not feel realistic enough
Training emergency services	response teams can mobilise quickly and respond more efficiently	requires significant time, funding, technology and ongoing training
Land use planning	keeps people away from the most dangerous fault lines or areas	difficult and costly to move communities

Types of Plate Boundaries

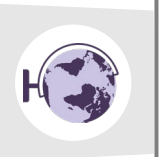
1 constructive	(n) a type of tectonic plate boundary where two plates move apart, allowing magma to rise and create new crust, often forming mid - ocean ridges or rift valleys	
2 destructive	(n) a type of tectonic plate boundary where an oceanic plate is forced beneath a continental plate (subduction); this process destroys crust, generates magma, and often leads to explosive volcanic eruptions	
3 conservative	(n) a type of tectonic boundary where two plates slide past each other horizontally, often causing earthquakes	
4 collision* (additional)	(n) a type of tectonic plate boundary where two continental plates move towards each other and collide	

Earthquake Case Study : Nepal 2015

Location: Asia, landlocked, between India and China, in the Himalayan mountain range.

Magnitude, focus and epicentre: Gorkha earthquake 7.8 Mw. Collision boundary between the Indian and Eurasian plates. Focus depth 15 - 16km (shallow). Epicentre was 80km northwest of Kathmandu, the capital city.

Effects	Responses
8,773 people were killed and over 23,000 injured	ActionAid supported more than 150,000 people and provided food to over 18,500 families and emergency shelter to 7,000 families
600,000 homes were destroyed	The Oxfam International programme helped more than 600,000 people; provided clean water, sanitation, food and shelter
7000 schools were damaged or destroyed	Disasters Emergency Committee (DEC) raised £87 million from 13 charities which was used to rebuild schools with earthquake resistance



8.05: Weather and Climate



Weather and Climate

1	weather	(n) the short term atmospheric conditions in a specific place at a specific time.
2	climate	(n) the average weather conditions of an area over thirty years.
3	temperature	(n) a measure of how hot or cold the air is. It is usually measured in degrees Celsius (°C) using a thermometer.
4	precipitation	(n) water falling to the ground in all forms (rain, snow, sleet or hail).
5	weather map	(n) a map that shows the current or predicted weather conditions over an area using symbols, colours and numbers. It can show things like temperature, rain, wind direction and pressure.
6	air pressure	(n) the force exerted by the weight of air pressing down on the Earth's surface.

Factors Affecting the Climate

1	latitude	(n) how far north or south a place is from the Equator.
2	altitude	(n) the height above sea level.

Low- Pressure Systems

1	depression	(n) another term for a low - pressure system, air is rising resulting in cloudy, wet, and windy weather.
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How the air is moving: air is rising; it cools and condenses causing high levels of precipitation. Air pressure here is lower than the surrounding area.

Weather Conditions	Positive Impacts	Negative Impacts
unsettled and changeable intense thunderstorms high winds heavy rainfall high cloud cover	<ul style="list-style-type: none"> Rainfall refills 2146 reservoirs in the UK. Wind farms will generate more energy. 	<ul style="list-style-type: none"> Storm Babet (Oct 2023) caused over 5,000 homes to flood across the UK. 22% of homes in the UK have suffered some storm damage in the last five years.

Air Masses in the UK

1	air mass	(n) a large body of air with similar temperature and humidity throughout. Air masses bring distinct weather depending on where they come from.
2	prevailing wind	(n) the main or most common wind direction in a place over a long period of time.
3	tropical maritime	(n) wind from the southwest brings wet weather. with warm temperatures in the summer, but mild in the winter.
4	tropical continental	(n) wind from the southeast brings dry weather with hot temperatures in the summer, but mild in the winter.
5	polar continental	(n) wind from the northeast brings dry weather with cold temperatures in the summer and often freezing conditions in the winter.
6	polar maritime	(n) wind from the northwest brings wet weather with cold temperatures.
7	arctic maritime	(n) a very cold and moist air mass that forms over the Arctic Ocean and brings cold, windy weather with snow or sleet to the UK.

High- Pressure Systems

1	anticyclone	a large area of high air pressure where air sinks and spreads outwards, usually bringing calm, dry and settled weather.
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How the air is moving: an area of sinking air, it has little moisture and clouds do not form. Where the air pressure is higher than the surrounding area.

Weather Conditions	Positive Impacts	Negative Impacts
calm weather cloudless sky little to no rainfall light wind hot weather in the summer (heatwaves) frost and fog in winter	<ul style="list-style-type: none"> Heatwaves lead to increased visitor numbers at beaches and outdoor leisure sites including Blackpool and Skegness. 	<ul style="list-style-type: none"> Heatwaves and drought lead to lower crop production. Wetland wildlife such as birds and newts lose habitats from land drying up.



8.05: Weather and Climate



Low - Pressure System Case Study: Storm Éowyn UK 2025

Location: January 2025, western parts of the UK, Northern Ireland, Scotland and North - West England

- Red weather warnings in Scotland and Northern Ireland.
- 102mph wind in Scotland.
- 80- 90mph winds in Northern Ireland.
- Northern England and Wales —under amber and yellow weather warnings for wind and rain.

Impacts	Responses
In Scotland, around 290,000 homes lost power because of storm damage.	NIE Networks deployed crews of over 400 engineers to inspect and repair damaged power infrastructure around the clock.
Over 1,000 flights were cancelled across UK and Irish airports.	Holiday or visitor attractions like Silent Valley Reservoir in Northern Ireland took months to fully reopen as restoration and safety checks continued long after the storm.
Two people lost their lives due to falling trees in Ireland and Scotland.	Public text alerts and emergency messages were sent to millions of people warning of life - threatening winds and urging people to stay indoors to protect lives.
More than 10,000 trees and other woodland were severely damaged; many historic trees over 200 years old fell across the region.	The National Trust appealed for donations to support tree replanting and climate adaptation work.

High - Pressure System Case Study : Palisades Wildfire USA 2025

Location: January 2025, west coast USA, Los Angeles and California.

- A long drought and very dry vegetation acted as fuel for wildfires.
- Warm, dry winds made the fire spread quickly across steep slopes.
- Wildfire burned over 23,000 acres in the Pacific Palisades and surrounding areas.

Impacts	Responses
12 confirmed fatalities were attributed to the Palisades Fire.	Around 105,000 people were evacuated from Palisades and neighbouring areas at the height of the fire.
The Palisades Fire burned approximately 23,448 acres of land in Los Angeles County before it was fully contained on January 31, 2025.	Firefighting efforts included over 7,500 emergency personnel and support from US and international crews alongside local departments working round the clock to contain the blaze.
The Palisades Fire caused estimated direct economic losses between \$5.2 billion and \$10.1 billion .	Insurance companies paid out more than \$4.2 billion in claims.
It destroyed 6,837 homes in Pacific Palisades and surrounding communities.	The US Environmental Protection Agency (EPA) cleared 2.6 million tonnes of hazardous materials from properties destroyed by the fires.



8.06: The Geography of East Africa

Human and Physical Geography in East Africa

Africa is the second - largest continent by land area in the world.

It covers about 20% of the Earth's land area.

Africa is the second - largest continent by population in the world.

It is home to over 1.4 billion people.

Africa consists of 54 recognised countries, the most of any continent.

Eastern Africa is a region within Africa.

1	human geography	(n) the study of how people and their activities are distributed across Earth's surface and how they interact with their environment
2	physical geography	(n) part of geography concerned with the study of natural features and processes of Earth's surface, including landforms, climate, ecosystems and natural hazards
3	relief	(n) the shape of the land surface and its height above sea level
4	inland	(n) areas that are located away from the coast or sea
5	agriculture	(n) the practice of farming; including growing crops and raising animals for food and other products
6	fertile soil	(n) soil rich in nutrients
7	tourism	(n) the activity of traveling to and visiting places for pleasure

Theme 1: Cities in East Africa

1	population density	(n) the number of people who live within 1km ²
2	population distribution	(n) how people are spread out across a given area
3	major city	(n) a large and important urban area with a high population, significant economic activity and key services
4	densely populated	(n) many people per km ²
5	sparsely populated	(n) few people per km ²

Theme 2: Migration in East Africa

1	source country	(n) the home country of a migrant
2	host country	(n) the destination country for a migrant
3	push factor	(n) factor that makes people want to move to an area
4	pull factor	(n) factor that makes people want to leave an area
5	internal migration	(n) when people move within the same country, e.g. from rural areas to cities
6	international migration	(n) when people move from one country to another
7	economic migration	(n) voluntary migration for economic benefits e.g. jobs, wages
8	forced migration	(n) when people are made to move due to conflict, natural disasters, persecution or other dangers beyond their control
9	voluntary migration	(n) when people choose to move to another place, often for reasons such as better job opportunities, education or lifestyle
10	remittance	(n) money that migrants send back to family or friends in their home country, usually to support living costs such as food, housing and education

Theme 3: Tourism in East Africa

1	primary industry	(n) industries which collect or extract natural resources from the environment, such as farming or fishing
2	secondary industry	(n) industries which manufacture goods into products, such as builders, car manufacturers or food processing
3	tertiary industry	(n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers
4	quaternary industry	(n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists
5	employment	(n) when people are in work, being paid to do a job, receiving a wage and paying tax
6	economy	(n) the system of producing, selling and using goods and services in a society



8.06: The Geography of East Africa



Theme 4: The Nile and Water in East Africa

1	dam	(n) a structure built across a river or stream to block or control the flow of water. It creates a reservoir behind it
2	hydroelectric power	(n) the use of fast flowing water to turn turbines which produce electricity
3	irrigation	(n) the artificial supply of water to land or crops to help them grow, especially when there is not enough rainfall
4	delta	(n) a low - lying area of land at the mouth of a river where it splits into smaller channels and deposits sediment
5	distributaries	(n) a smaller river channel created where a river splits, often to form a delta
6	confluence	(n) the point at which two or more rivers meet
7	tributary	(n) a smaller river that joins a larger river
8	economic development	(n) the process of improving the economic and social factors and infrastructure of a country or region
9	displacement	(n) when people are forced to move away from their homes, often due to conflict, natural disasters, or development projects
10	stakeholders	(n) a person with an interest in or concern about something

Theme 5: Coastal Management in East Africa

1	port	(n) a place on the coast where ships load and unload goods and passengers
2	mangrove	(n) a type of tree or shrub that grows in coastal, salty water
3	trade	(n) the exchange of goods and materials between countries
4	settlement	(n) an area where people live in a community
5	coastal erosion	(n) the process by which waves, currents and tides wear away land along the coastline
6	deforestation	(n) the process of cutting down trees
7	climate change	(n) the change in the Earth's long - term weather patterns, including precipitation, wind and temperature
8	unsustainable	(adj) something that cannot be maintained over time because it uses resources faster than they can be replaced or causes long - term harm
9	pollution	(n) the introduction of harmful substances or waste into the environment, which can damage ecosystems and living organisms
10	beach nourishment	(n) when sand and shingle from elsewhere are added to the beach

Theme 6: Tectonics in East Africa

1	earthquake	(n) the sudden shaking of the Earth's surface
2	volcano	(n) an opening in the earth's crust through which material can erupt
3	rift valley	(n) a rift or spreading zone is an area where two tectonic plates are moving apart, causing the Earth's crust to thin, crack and allowing magma to rise from the mantle to create new crust
4	plate boundary	(n) locations where tectonic plates meet and interact
5	focus	(n) the point inside the Earth's crust where the earthquake starts. It is the place where the rocks first break and release energy in the form of seismic waves
6	geothermal energy	(n) energy produced by heat from beneath the Earth's surface, often used for electricity or heating
7	lava	(n) molten rock that has erupted onto the Earth's surface from a volcano and begins to cool and solidify



8.06: The Geography of East Africa



Theme 7: Ecosystems in East Africa

1	ecosystem	(n) a community of living organisms interacting with each other and their environment in a particular area
2	biome	(n) a large - scale ecosystem and an area of the world that, because of a similar climate, have similar landscapes, animals (fauna) and plants (flora)
3	habitat	(n) the place where an organism lives
4	biodiversity	(n) the variety of plants and animals found in a particular ecosystem or biome
5	adaptation	(n) a feature or characteristic that helps a plant or animal survive and reproduce in its environment
6	climate	(n) the average weather conditions of an area over thirty years
7	migration	(n) the regular movement of animals from one place to another, often seasonally, in search of food, water, breeding grounds or more suitable living conditions
8	savanna	(n) a large open area covered mainly with grasses and scattered trees, found in tropical or subtropical regions

Theme 8: Extreme Weather in East Africa

1	weather	(n) the short - term atmospheric conditions in a specific place at a specific time
2	climate	(n) the average weather conditions of an area over thirty years
3	precipitation	(n) water falling to the ground in all forms (rain, snow, sleet or hail)
4	high - pressure system	(n) an area of sinking air where the air pressure is higher than the surrounding area
5	drought	(n) a long period of unusually low rainfall, which leads to a shortage of water
6	groundwater	(n) the storage of water in the rock layer
7	borehole	(n) a deep, narrow hole drilled into the ground to access underground water (groundwater) for use by people
8	crop yield	(n) the number of crops produced on a given area of land, usually measured in tonnes per hectare (t/ha)
9	famine	(n) an extreme shortage of food affecting large numbers of people, leading to widespread hunger and malnutrition

Opportunities and Challenges in East Africa

- _____ Economic migration from rural Tanzania to Mombasa Kenya
- _____ Sarari, coastal and mountain tourism in Tanzania
- _____ The Grand Ethiopian Renaissance Dam (GERD)
- _____ Coral reef, mangrove damage and coastal erosion along the East African coast
- _____ Tectonic activity in the Great Rift Valley
- _____ Biodiversity in the Serengeti
- _____ Extreme droughts in the Horn of Africa (climate change)



8.01: The Tudors

Key Vocabulary

1 annulment	(n) to declare that a marriage never actually existed
2 armada	(n) fleet of Spanish warships
3 counter - reformation	(n) the Catholic fights against the spread of Protestantism
4 dissolution	(n) the ending of an organisation
5 heretic	(n) someone with religious views that disagree with official Church teaching
6 indulgences	(n) a payment to the Catholic Church to forgive a person's sins
7 papal bull	(n) an official order from the Pope
8 plot	(n) secret plan or scheme, often to do something harmful or illegal
9 reformation	(n) a movement which led to a break with the Catholic Church and the beginning of the Protestant Church
10 vestments	(n) robes worn by priests

Power

The control a person or group has in a country.

For example, Henry VIII disliked the power of the pope and his refusal to grant an annulment.

This includes threads such as succession.

Key Individuals

Henry VII	founder of the Tudor dynasty
Henry VIII	Tudor King 1509–47 who started the Protestant Reformation
Katherine of Aragon	first wife of Henry VIII and mother of Mary I
Mary I	Catholic Queen of England 1553–1558
Anne Boleyn	second wife of Henry VIII and mother of Elizabeth I
Edward VI	Protestant successor of Henry VIII 1547–1553
Elizabeth I	Protestant Queen of England 1558–1603
Mary Queen of Scots	Catholic cousin of Elizabeth I executed in 1587
Francis Drake	first Englishman to circumnavigate the globe
Walter Raleigh	established the first English colony of Roanoke
Walsingham	Elizabeth I 'spymaster'

Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, Mary I was a devout Catholic.

This includes threads such as the role of women.

Connectivity

The act of joining or being linked to somewhere, someone or something else.

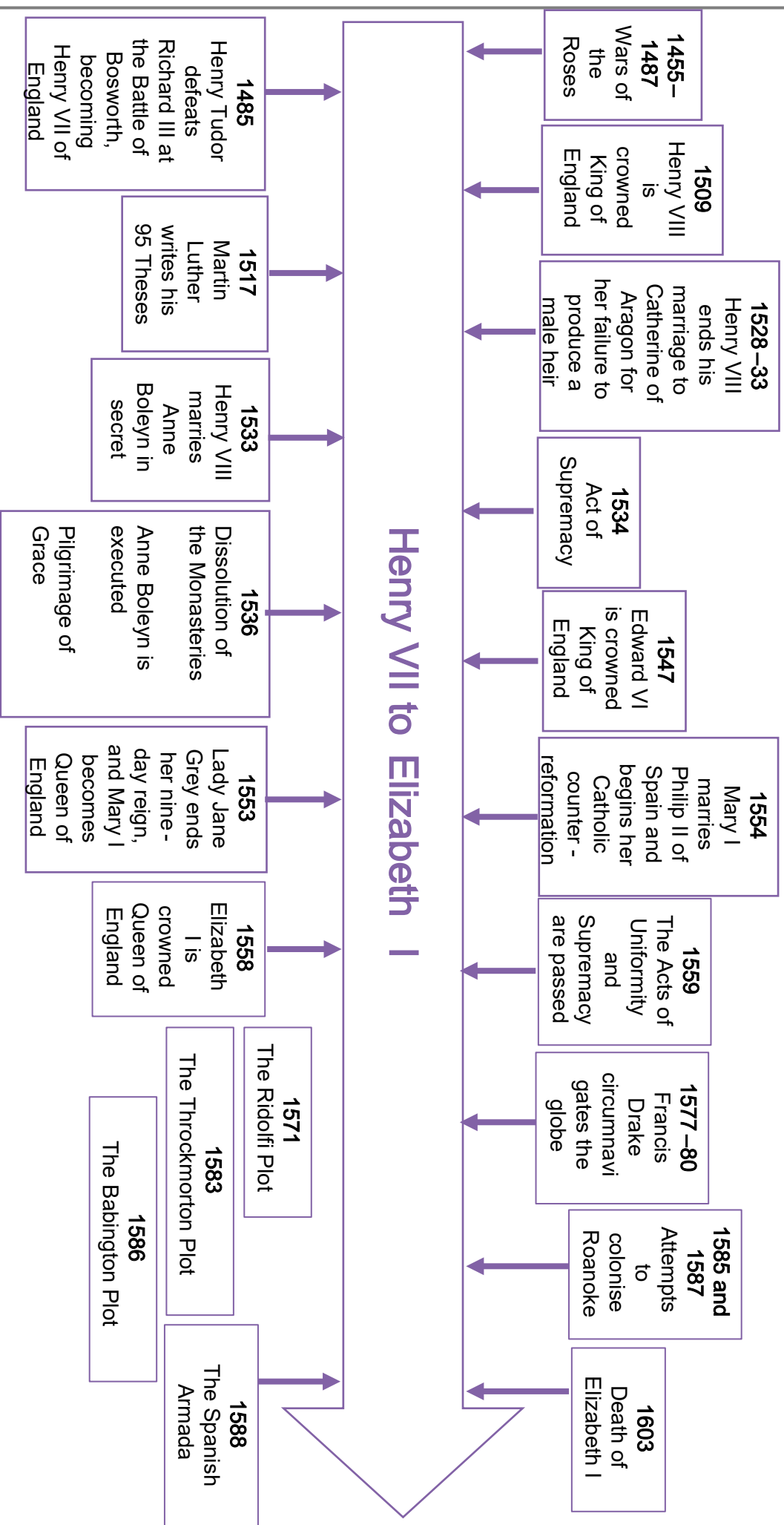
For example, we have evidence of African Tudors in the court of Henry VIII.

This includes threads such as medicine.



8.01: The Tudors

Chronology



8.02 England: A World Turned Upside Down

Key Vocabulary

1	army	(n) an organised force for fighting
2	commonwealth	(n) a group of people organised under a single government
3	dissenters	(n) people who disagree with or oppose something, especially a religious or political authority
4	flank	(n) side
5	interregnum	(n) a period between reign
6	regicide	(n) the deliberate killing of a monarch, or the person responsible for doing so
7	republic	(n) a form of government where power is held by elected individuals and not a monarch
8	restoration	(n) the return of a monarch to the throne
9	treason	(n) a crime against the monarch or state
10	union	(n) the joining together
11	witch	(n) a person believed to have magic powers used for evil

Themes and Threads

Power	Identity	Connectivity
<p>The control a person or group has in a country</p> <p>For example, a cause of the Civil War was the struggle for power between Parliament and King Charles I.</p> <p><i>This includes threads such as warfare and protest.</i></p>	<p>The qualities and characteristics that make a person who they are and what they value as important</p> <p>For example, Oliver Cromwell was a Puritan, and this affected his rule as Lord Protector.</p> <p><i>This includes threads such as beliefs.</i></p>	<p>The act of joining or being linked to somewhere, someone or something else</p> <p>For example, the Act of Union in 1707 created the United Kingdom.</p> <p><i>This includes threads such migration.</i></p>

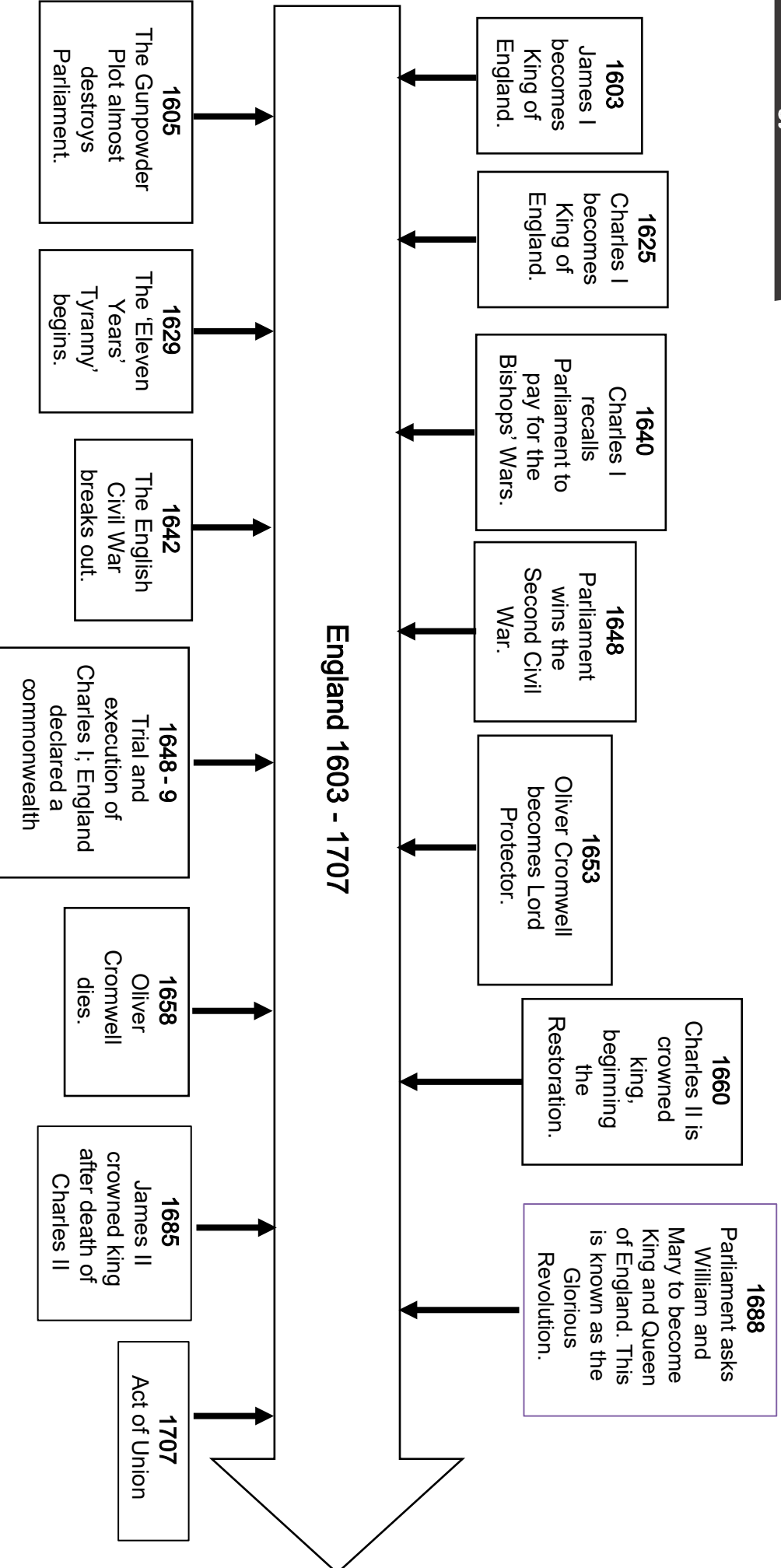
Key Individuals

Charles I	King of England 1625-1649, executed for treason
Oliver Cromwell	Leader of the New Model Army who became Lord Protector in 1653
Thomas Fairfax	Commander of the New Model Army
Prince Rupert	Nephew of Charles I who led the Cavalier cavalry
Richard Cromwell	Son of Oliver Cromwell who succeeded his father as Lord Protector in 1658
Charles II	Eldest son of Charles I and heir to the throne
James II	Catholic younger brother of Charles II, crowned king in 1685
William III and Mary II	Protestant daughter of James II and her husband, who were invited by Parliament to take the throne



8.02 England: A World Turned Upside Down

Chronology



8.03 Transatlantic Slave Trade

Key Vocabulary

1 Act	(n) a law or formal decision made by parliament or leaders of a country.
2 Abolish	(v) to formally put an end to something.
3 Auction	(n) public or private sale where goods, property, or services are sold to the highest bidder.
4 Enslave	(v) to force someone to remain in conditions such as slavery.
5 Resistance	(n) refusal to accept or obey something.
6 Oppression	(n) denying individuals or groups their rights, freedom, or dignity.
7 Trade	(n) the exchange of good, services or resources between people, businesses or countries.
8 Transatlantic Slave Trade	the forced migration of 12 million Africans to European colonies in the Americas.

Themes and Threads

Power	Identity	Connectivity
<p>The control a person or group has in a country.</p> <p>For example, the Americas and Europe had the power of enslaved people who worked on plantations.</p> <p><i>This includes threads such as empire and protest.</i></p>	<p>The qualities and characteristics that make a person who they are and what they value as important.</p> <p>For example, the beliefs of the Quakers were used as an argument to abolish slavery.</p> <p><i>This includes threads such as beliefs.</i></p>	<p>The act of joining or being linked to somewhere, someone or something else.</p> <p>For example, the slave trade involved the forced migration of enslaved people from Africa to the Americas.</p> <p><i>This includes threads such migration and trade</i></p>

Key Individuals

William Wilberforce	MP who introduced bills in Parliament to abolish slavery.
Olaudah Equiano	Former enslaved person and a member of the Sons of Africa group.
Thomas Clarkson	One of the first men to join the Abolition Committee. Collected evidence in the horrors of the slave trade.
Mary Prince	The first black women to publish her experiences of slavery in her autobiography.



8.04 Time of Revolutionary Change

Key Vocabulary

1 Agriculture	(n) farming animals and crops.
2 Domestic	(n) work in the home.
3 Dual burden	(n) when a person (typically women) have responsibility in paid employment as well as unpaid work in the home.
4 Enclosure	(v) land surrounded by a barrier.
5 Exhibition	(n) an event at which objects are put out in a public space for people to look at.
6 Industrial Revolution	(n) The shift from farming societies to factory based production using new technology and transport.
7 Innovation	(n) improving something or creating something that is a new technology.
8 Progress	(n) an improvement or change in a positive direction.
9 Rural	(n) countryside
10 Urban	(n) towns and cities
Language of change	major/significant/continuity
Extent of change	rapid/gradual/slow
Rate of change	Long term, short-term, turning point
Impact of change	

Themes and Threads

Power

The control a person or group has in a country.

For example, factory owners had control over their workers.

This includes threads such as class systems and protest.

Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, the industrial revolution created a 'dual burden' for working class women.

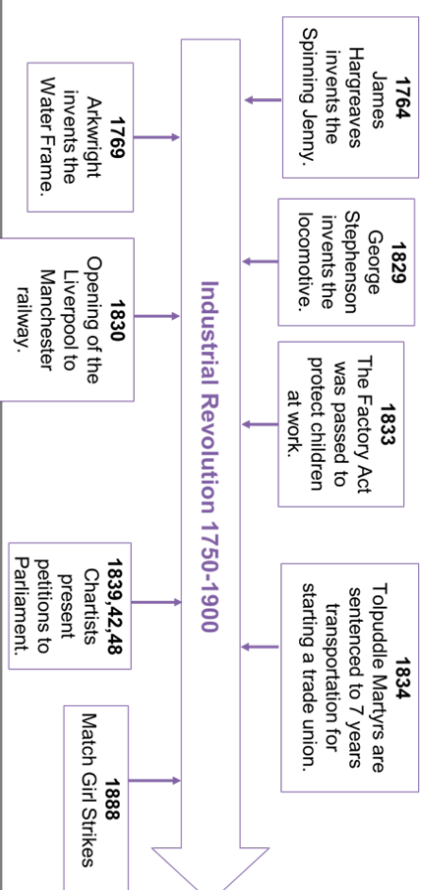
This includes threads such as women.

Connectivity

The act of joining or being linked to somewhere, someone or something else.

For example, goods produced in factories were traded across the UK and wider world.

This includes threads such as migration and trade.



1	Abu Bakr	The first Caliph chosen by Sunni Muslims after Muhammad's death
2	Ali	Muhammad's cousin and son-in-law, considered by Shia Muslims as his rightful successor
3	Allah	The Arabic word for God in Islam
4	burqa	A full-body covering worn by some Muslim women for reasons of modesty
5	caliph	A leader in Sunni Islam who succeeded Muhammad in leading the Muslim community
6	charity	Giving to those in need, especially through zakat
7	Constitution of Medina	A document created by Muhammad to establish peace and cooperation in Medina
8	Eid-al-Fitr	A festival marking the end of Ramadan
9	Fatima	Muhammad's daughter, especially respected in Shia Islam
10	Hadith	Recorded sayings and actions of Muhammad
11	Haji	A pilgrimage to Makkah that Muslims aim to complete once in their lifetime
12	hijab	A headscarf worn by some Muslim women as a sign of modesty
13	Hijrah	The migration of Muhammad and his followers from Makkah to Medina
14	imam	A leader in Shia Islam or someone who leads prayer in Sunni Islam
15	Islam	A monotheistic religion revealed to the Prophet Muhammad
16	Jahannam	Hell; a place of punishment after death for those who reject faith or do wrong
17	Jannah	Paradise; a place of reward after death for the righteous
18	Kaaba	The sacred cube-shaped structure in Makkah that Muslims face during prayer
19	Khadija	Muhammad's first wife and the first person to accept Islam
20	Makkah	The birthplace of Muhammad and the holiest city in Islam

Religious Authority

Qur'an	The holy book of Islam, believed to be the literal word of God
Surah	A chapter of the Qur'an
Muhammad	The final prophet in Islam, believed to have received the Qur'an
Sunnah	The example of Muhammad's life used as a guide by Muslims

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



21	Medina	The city where Muhammad established the first Muslim community
22	modesty	A principle in Islam often expressed through clothing and behaviour
23	Muhammad	The final prophet in Islam, believed to have received the Qur'an
24	niqab	A face veil worn by some Muslim women as part of modest dress
25	prophet	A messenger chosen by God to deliver His message
26	Qur'an	The holy book of Islam, believed to be the literal word of God
27	Ramadan	The ninth month of the Islamic calendar, observed with fasting
28	salah	Ritual prayer performed five times a day
29	sawm	Fasting from dawn to dusk during Ramadan
30	Seal of the Prophets	A title for Muhammad, indicating he is the final prophet
31	shahada	The Islamic declaration of faith
32	Sharia	Islamic law derived from the Qur'an and Sunnah
33	Shia	A branch of Islam that believes Ali was Muhammad's rightful successor
34	shirk	The sin of associating partners with Allah
35	Sunnah	The example of Muhammad's life used as a guide by Muslims
36	Sunni	The largest branch of Islam, following the elected caliphs
37	Surah	A chapter of the Qur'an
38	tawhid	The belief in the oneness of Allah
39	ummah	The global Muslim community
40	wudu	Ritual washing before prayer
41	zakat	Compulsory act of charity, for those who can afford it



Introduction to the Dharmic Faiths

Key Vocabulary

1	atman	The Hindu idea of the soul, the true self, which is reincarnated through a cycle of many lifetimes.
2	Bhakti Yoga	Hindu spiritual path of devotion focusing on loving and worshipping the divine.
3	Brahman	(In Hindu Dharma) the one, divine ultimate reality.
4	Buddha	A title meaning "Enlightened One." It refers to Siddhartha Gautama.
5	Buddhism	Dharmic faith that teaches people how to end suffering by following the Buddha's teachings.
6	dastar	A turban worn by some Sikhs to show respect for their faith and identity.
7	dharma	Often translated as 'duty', it includes human behaviour, justice and living in harmony with the world.
8	Diwali	Hindu festival of lights celebrating the victory of good over evil in the Ramayana.
9	Gurdwara	A Sikh place of worship where people pray, sing and share food.
10	Guru	A spiritual teacher. In Sikhi, there were ten human Gurus who taught important lessons.
11	Hindu	A person who follows Hindu Dharma.
12	Hindu Dharma	A Dharmic faith that teaches people how to live well by following their duty (dharma), seeking truth and aiming for spiritual freedom (moksha).
13	Jnana Yoga	A spiritual path in Hindu Dharma that focuses on learning about God through study, thinking and wisdom.
14	karma	In Hindu Dharma, the idea that actions and choices have consequences: good actions lead to positive outcomes in future lives and bad actions lead to suffering.
15	Karma Yoga	A spiritual path in Hindu Dharma that focuses on doing your duty and helping others without being selfish.
16	Krishna	Hindu deity known for his wisdom, kindness and playful nature (an avatar of Vishnu). He taught Arjuna in the Bhagavad Gita.

Religious Authority Introduced

Bhagavad Gita	(One of many Hindu sacred texts) narrative in which Lord Krishna teaches Arjuna about life, duty, and making good choices.
Vedas	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers and teachings.
Siddhartha Gautama (The Buddha)	A man who became the Buddha after discovering how to overcome suffering.
Guru Nanak	The first Sikh Guru and the founder of Sikhi.

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Introduction to the Dharmic Faiths

Key Vocabulary



17	mandir (or temple)	Hindu place of worship where people go to pray and take part in religious ceremonies.
18	moksha	Freedom from the cycle of birth, death and rebirth (the ultimate goal in Hindu Dharma), where the soul (atman) becomes one with ultimate reality.
19	mukti	Freedom from the cycle of birth and death; a goal in Sikhi.
20	nirvana	A peaceful state of mind in Buddhism where there is no more suffering or desire.
21	Raja Yoga	A spiritual path in Hindu Dharma that focuses on controlling your mind (meditation) and connecting with your inner self.
22	samsara	Cycle of birth, life, death and rebirth in Hindu belief.
23	sari (or saree)	A traditional piece of clothing worn by many women in South Asia, often wrapped around the body.
24	Sikh	A follower of Sikhi, a dharmic faith that teaches equality, honesty and helping others.
25	Sikhi	A dharmic faith that teaches equality, honesty and helping others. Started by Guru Nanak.
26	Vaisakhi	Sikh festival celebrating the start of the Khalsa (the Sikh community) in 1699. It's also a harvest festival in parts of India, especially the Punjab.



Study of Hindu Dharma

Key Vocabulary



1	Brahman	The one, divine ultimate reality. Everything comes from Brahman and returns to it.
2	Atman	The Hindu idea of the soul – the true self that lives on after the body dies.
3	Moksha	Freedom (liberation) from the cycle of birth, death and rebirth (the ultimate goal in Hindu Dharma), where the soul becomes one with the divine.
4	Deity	Preferred term for a god or goddess. In Hindu Dharma, there are many deities, each representing aspects of Brahman.
5	Monotheism	Belief in one God. Some followers of Hindu Dharma include monotheistic ideas, even though there are many deities.
6	Polytheism	The belief in many gods.
7	Pantheism	The belief that God is present in everything; in nature, people, and the universe.
8	Brahma	Hindu deity of creation, part of the Trimurti (Brahma, Vishnu, and Shiva).
9	Vishnu	Hindu deity known as the protector of the universe (one of the Trimurti). He appears in many forms (avatars) to help restore balance in the world.
10	Shiva	Hindu destroyer deity. He helps make way for the new and brings balance (one of the Trimurti).
11	Trimurti	Three main deities in Hindu Dharma (Brahma the creator, Vishnu the protector, and Shiva the destroyer), who together keep the universe in balance.
12	Avatar	A deity appearing on Earth in human or animal form to help restore balance and protect good.
13	Vedas	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers, and teachings.

Religious Authority Introduced

Bhagavad Gita	One of many Hindu sacred texts. A narrative in which Lord Krishna teaches Arjuna about life, duty, and making good choices.
Vedas	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers and teachings.
Dharma	A person's duty; doing what is right for you, your role, and your community.

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.



Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



Study of Hindu Dharma

Key Vocabulary



14	Bhagavad Gita	Sacred Hindu text where Lord Krishna teaches Arjuna about life, duty, and making good choices.
15	Dharma	(In Hindu Dharma) a person's duty; doing what is right for you, your role, and your community.
16	Sanatana Dharma	A name many Hindus use for their traditions, meaning "eternal (or universal) duty". Universal values that are believed to be true for all people.
17	Varnashrama Dharma	Hindu idea that people should follow their individual duties based on their stage of life (ashrama) and their role in society (varna).
18	Varna	The four traditional groups in Hindu society (Brahmins, Kshatriyas, Vaishyas, and Shudras), each with different roles and duties.
19	Ashrama	The four stages of life in Hindu Dharma (student, householder, retiree, and spiritual seeker) each with its own duties.
20	Mandir	(or temple) A place where many Hindus go to pray, worship and take part in religious ceremonies.
21	Murti	Statue or image of a deity used in Hindu worship to help people focus.
22	Puja	Hindu act of worship that includes offering prayers, flowers, food and light to a deity.
23	Ramayana	Ancient Hindu story about Prince Rama, his wife Sita, and his battle against the demon king Ravana.
24	Diwali	Festival of lights celebrating the victory of good over evil in the Ramayana. Many Hindus light lamps, share sweets and enjoy fireworks.
25	Namakarana	Hindu baby naming ceremony, where the child's name is chosen and blessings are given.
26	Samsara	Cycle of birth, death, and rebirth in Hindu belief. People aim to break free from this cycle by living a good life.
27	Karma	Idea that actions and choices have consequences; good actions bring good results, and bad actions bring bad results, this follows the atman (soul) into the next life.
28	Ahimsa	Hindu principle of non-violence: not hurting others in actions, words or thoughts.
29	Caste	Traditional system in Hindu society that grouped people into different roles (Varna), like teachers, protectors, or traders, based on birth.
30	Dalit	People who were traditionally outside the caste system in India. Many Dalits have faced unfair treatment, but today the term is used with pride by those working for equality.



Year 8 Science Revision — Ecology, classification & biodiversity

8BE: relationships in ecosystems, adaptations, conservation and sampling

1

Food chains and webs

- Food chains start with a producer and end with a consumer.
- Arrows show the direction of energy transfer.
- Food webs show linked food chains in one ecosystem.
- Toxic chemicals can build up through a food chain: bioaccumulation.

Adaptation and survival

- Adaptations help organisms compete for resources and survive.
- Variation can lead to natural selection over many generations.
- Environmental changes, disease, predators or competition can cause extinction.

Biodiversity and conservation

- Biodiversity is the variety of living organisms on Earth.
- Conservation protects food webs, future medicines, food supply and cultural/moral value.
- Seed banks/gene banks preserve genetic material for the future.

Decay and sampling

- Decomposers break down dead material and recycle nutrients.
- Warmth, oxygen and moisture speed up decay.
- Quadrats estimate populations using random samples, mean and total area.

Year 8 Science Revision — Matter, diffusion & pressure

8PM: particle model, fluids, pressure, upthrust and changes of state

2

Diffusion

- Particles move from high concentration to low concentration.
- Diffusion happens in liquids and gases, not solids.
- It is faster at higher temperatures and faster in gases than liquids.

Particles and state changes

- Solids: particles touch, ordered, vibrate in fixed positions.
- Liquids: particles mostly touch, random, move freely.
- Gases: particles far apart, random, move freely and quickly.
- Melting/freezing/boiling/condensing are reversible physical changes.

Pressure in fluids

- Fluids are liquids or gases and exert pressure normal to surfaces.
- Atmospheric pressure decreases with altitude.
- Liquid pressure increases with depth because there is more liquid above.

Floating and sinking

- Liquid pressure causes upthrust.
- An object sinks if weight is greater than maximum upthrust.
- An object floats when upthrust equals weight.

Year 8 Science Revision — Digestion, nutrition & plant processes

8BD and 8BP: food, enzymes, absorption, respiration, photosynthesis and leaves

3

Balanced diet

- A well-rounded diet provides the necessary energy and nutrients.
- The seven essential nutrients include carbohydrates, proteins, fats, minerals, vitamins, fiber, and water.
- Consuming too little or too much energy may result in starvation or obesity.

Digestion and absorption

- Digestion converts large, insoluble food particles into small, soluble molecules.
- Enzymes involved include carbohydrase, which breaks down starch into sugars; protease, which breaks proteins into amino acids; and lipase, which splits lipids into fatty acids and glycerol.
- The villi in the small intestine provide an extensive surface area and a thin barrier for efficient exchange.

Food tests

- Test for starch: iodine solution turns a blue-black colour if starch is present.
- Test for sugar: Benedict's solution heated over 60 degrees Celsius changes to red if sugar is present.
- Test for fat: adding ethanol followed by water results in a cloudy white appearance, or Sudan III forms a red layer.
- Test for protein: Biuret reagent turns purple if protein is present.

Photosynthesis and respiration

- Photosynthesis carbon dioxide + water → oxygen + glucose
- Aerobic respiration oxygen + glucose → carbon dioxide + water
- Leaves are thin, equipped with chloroplasts, and have stomata to facilitate gas exchange.
- Roots take in water through osmosis and absorb minerals using active transport.

Year 8 Science Revision — Periodic table, formulae & reactions

8CP: atoms, elements, compounds, equations and conservation of mass

4

Atoms, elements and compounds

- Atoms contain protons, neutrons and electrons.
- An element contains one type of atom.
- A compound contains different elements chemically joined by bonds.

Symbols and formulae

- Chemical symbols start with a capital letter; second letter is lowercase.
- Small numbers in formulae show how many atoms are present, e.g. CO_2 .
- CO is carbon monoxide; Co is cobalt - capital letters matter.

The periodic table

- Elements are ordered by atomic number.
- Rows are periods; columns are groups.
- Elements in the same group have similar properties.
- Group 1 reactivity increases down the group; Group 7 reactivity decreases down the group.

Reactions and equations

- Reactants → products; never use an equals sign.
- Atoms are rearranged, not created or destroyed.
- Total mass of reactants is equal to total mass of products.
- Balanced equations have the same number of each atom on both sides.

Year 8 Science Revision — Materials, rocks & the Earth

8CM: ceramics, polymers, composites, rocks, recycling and atmosphere

5

Ceramics, polymers and composites

- Ceramics are hard, heat-resistant and brittle.
- Polymers are long-chain molecules; many are durable, unreactive and electrical insulators.
- Composites combine materials to make more useful properties, e.g. reinforced concrete.

Rocks

- Igneous rocks form when magma cools; slow cooling = large crystals, fast cooling = small crystals.
- Sedimentary rocks form by transport, deposition, sedimentation, compaction and cementation.
- Metamorphic rocks form when other rocks are changed by heat and pressure.

Recycling resources

- Earth's resources are limited.
- Recycling glass, metals, paper and some plastics saves raw materials and often uses less energy.
- Sorting, transport and quality limits can make recycling difficult.

Atmosphere and climate

- Greenhouse gases trap thermal energy and keep Earth warm.
- Burning fossil fuels releases carbon dioxide and increases the greenhouse effect.
- Global warming can cause melting ice, rising sea levels and habitat changes.

Year 8 Science Revision — Electricity, static charge & magnetism

8PE: circuits, resistance, electric fields, magnets, electromagnets and motors

6

Current, potential difference and resistance

- Current is the flow of charge, measured in amps (A).
- Potential difference is energy difference, measured in volts (V).
- Resistance reduces current and is measured in ohms (Ω).
- Resistance = potential difference \div current.

Series and parallel circuits

- Series circuits have one loop; current is the same everywhere.
- Adding cells increases current; adding components increases resistance.
- Parallel circuits have branches; current is shared and other bulbs can stay lit if one breaks.

Static electricity

- Rubbing insulators can transfer electrons and charge objects.
- Like charges repel; opposite charges attract.
- Charged objects create electric fields and can exert non-contact forces.

Magnetism and electromagnets

- Magnetic materials include iron, cobalt, nickel and steel.
- Opposite poles attract; like poles repel. Repulsion proves an object is a magnet.
- Electromagnets can be turned on/off and made stronger with more turns, an iron core or a bigger current.
- Motors use the motor effect: current in a magnetic field makes a wire/coil move.

Unit 5: Holidays

5.4 Hableme de tus mejores/últimas vacaciones -

Tell me about your best/last holiday

Mis mejores/últimas vacaciones fueron...	My best/last holidays were...
Durante las vacaciones de verano	During the summer holidays
Durante las vacaciones de Navidad	During the Christmas holidays
El año pasado	Last year
El primer/segundo día	On the first/second day

5.5.1 ¿Qué haces normalmente en vacaciones? -

What do you normally do on holidays?

¿Dónde vas de vacaciones ?	Where do you go on holiday?
Normalmente	Normally
En general	In general
Voy / Vamos a	I / we go to
Viajo / viajamos	I / we travel
Me relajo / nos relajamos	I relax / we relax

5.5.2 ¿Qué tipo de vacaciones prefieres? -

What type of holidays do you prefer?

Prefiero/me encanta(n)/me gusta(n)	I prefer / I love/ I like
Las vacaciones activas	Active holidays
Las vacaciones relajadas	Relaxing holidays
Las vacaciones culturales	Cultural holidays
Quedarme en Inglaterra	To stay/staying in England
Explorar	To explore/exploring
El tiempo (el sol)	The weather (the sun)
La comida	The food

5.6.1 ¿Qué planes tienes para las próximas vacaciones -

What are your plans for the next holidays?

Este verano	This summer
Este año	This year
Voy/Vamos a + Infinitive	I'm/We're going
Quiero + Infinitive	I want
Me gustaría / quisiera (+Infinitive)	I/We would like
Pasar una semana/ un fin de semana	To spend a week/weekend
Relajarme	To relax
Alojarme	To stay (accommodation)

5.6.2 ¿Cómo serían tus vacaciones ideales? -

What would your ideal holiday be?

Me gustaría/ quisiera	I would like
Ir a	To go (to)
Pasar un mes en	To spend a month (in)
(Este) es mi sueño	This is/It's my dream
Sería...	It would be...

Unit 6: Going Out And Staying In

6.1.2 ¿Qué te gusta hacer en tu tiempo libre? - What do you enjoy doing in your free time?

En mi tiempo libre	In my free time
Me opasiona (+ noun or infinitive) Me opasiona el esquí acuático / Me opasiona practicar el esquí	I have a passion for I am passionate about water ski / I am passionate about practising water ski
Desde hace... años	For ... years

6.2.1 ¿Qué planes tienes para el fin de semana? - ¿Qué vas a hacer este fin de semana? - What are you going to do at the weekend?

Este fin de semana	This weekend
Voy a (+ infinitive)	I'm going to (+ verb/activity)

6.2.2 ¿Quieres ir al cine el sábado por la tarde? - Do you want to go out Saturday afternoon?

¿Quieres + infinitive?	Do you want (to)...?
Salir conmigo	To go out with me
El sábado por la tarde/noche	Saturday afternoon/evening
¿A qué hora?	At what time?
A las ocho / a las ocho y media	At eight o'clock / at half past eight
Si buena idea	Yes, good idea
De acuerdo, vale	OK
Quizá(s)	Maybe
No me apelece	I don't fancy it
Lo siento, no puedo	Sorry, I can't

6.3.1 ¿Qué prefieres ver en la tele? - What do you prefer watching on tv?

Prefiero / me gusta ver	I prefer to watch
Las noticias	The news
Los documentales	Documentaries
Las telenovelas	Soap operas
Los concursos	Gameshows
Las series americanas	(American) series
Los realitys	TV reality programmes
Las emisiones deportivas	Sport's programmes
¿Qué tipo de película te gusta ?	What genre of films do you like?
Las películas históricas	Historic films
Las películas de acción	Action films
Las películas de ciencia ficción	Science fiction films
Las películas de fantasía	Fantasy films
Las comedias	Comedies
Las películas de terror	Horror films
¿Te gusta... ?	Do you like...?
¿Cuál es tu programa de televisión favorito?	What is your favourite TV programme?
Son...	They are...

Unit 6: Going Out And Staying In

6.3.2 ¿Qué tipo de música prefieres? - What type of music do you prefer?

Escucho/prefiero	I listen to/I prefer
Me gusta/prefiero escuchar	I like listening to/I prefer listening to
El rap / rock / heavy metal / reguetón	Rap / rock / metal / regeton
El pop / la música pop	Pop
La música electrónica / clásica	Electronic music / Classical music
Mi cantante / artista / grupo favorito/a	My favourite singer / artist / band
La letra	The lyrics
La melodía	The tune

6.5 Vamos de fiesta - Let's party

¿Qué vas a comprar ?	What are you going to buy?
¿Qué vas a llevar a la fiesta?	What are you going to bring to the party?
Voy / va / vamos a comprar	I'm going to buy
Voy / va / vamos a llevar	I'm going to wear
Bisutería, joyas	Jewellery
Un pantalón	Trousers
Uños vaqueros	Jeans
Un traje	A suit
Un vestido	A dress
Una falda	A skirt
Una chaqueta	A jacket
Una camisa	A shirt
Zapatillas de deporte / deportivas	Trainers
La comida	Food
Una tarta	A cake
Papas fritas	Crisps
Bocadillos	Sandwiches
Chocolate	Chocolate
Bebidas (gaseosas)	(fizzy) drinks

6.6 Role Plays

¿(en qué) Puedo ayudarle?	Can I help you?
En la tienda	In the shop
¿Tiene... ?	Do you have...?
Un espejo	A mirror
Otra talla	Another size
¿Qué talla necesita?	Which size do you want?
Quisiera	I would like
Una talla más grande / pequeña	A bigger size / smaller size
¿Dónde está(n)?	Where is.../where are...?
¿Cuánto es?	How much does that cost?
Son... euros	It costs...
En el restaurante	At the restaurant
¿Cuántas personas?	How many people?
Una mesa para dos/tres personas	A table for two/three people
La cuenta, por favor	Please
¿Tiene menú ?	Do you have a menu?
No tengo (tenedor, cuchillo, cuchara)	I don't have (a fork/knife)
Hoy un problema	There is a problem

Unit 7 : Daily Routine, Health & Fitness

7.1.1 ¿Cómo es tu rutina diaria? - What's your daily routine like?

Me levanto	I get up
Me lavo	I have a wash
Me lavo los dientes	I brush my teeth
Me ducho	I shower
Desayuno	I have breakfast
Voy al instituto	I go to school
Termino el instituto	I leave school
Vuelvo a casa	I return home
Meriendo	I have a snack
Ceno	I eat dinner
Me relajo	I relax
Me acuesto	I go to bed
A las...	At ... o'clock
A las ... y cuarto / y media	At quarter / half past ...
A las ... menos cuarto	At quarter to ...

7.1.2 ¿Qué cambiarías de tu rutina?

Cambiaría mucho/poco	I would change a lot/little
Me gustaría (+infinitive)	I would like
Me gustaría poder (+infinitive)	I would like to be able
Levantarme	To get up
Acostarme	To go to bed
Volver a casa	To return home
Tener más tiempo	To have more time
Pronto	Early
Tarde	Late
Antes/ más pronto	Earlier
(Una hora) más tarde	(An hour) later

7.1.3 ¿Qué hiciste ayer?

Me levanté a las...	I got up at...
Me duché	I showered
Fue...	It was...

7.2.1 ¿Llevas una vida sana?

¿Estás en forma?	Are you fit?
(No) Estoy en (buena) forma / estoy sano/a	I'm (not) fit/healthy
(No) Llevo una vida sana	I am (not) healthy/I lead a healthy life
Bebo suficiente/poca agua	I drink enough/little water
Bebo muchas bebidas gaseosas	I drink a lot of fizzy drinks
(No) como sano	I (don't) eat healthily
Como demasiados caramelos	I eat too many sweets
Como pescado (muy) a menudo	I eat fish (very) often
(No) como suficiente verdura	I (don't) eat enough vegetables
Como fruta dos veces al día	I eat fruit twice a day
Me encanta la comida rápida	I love fast food
(No) soy activo/a	I am (not) active
Duermo ocho horas (al día)	I sleep eight hours per night

Unit 7 : Daily Routine, Health & Fitness

7.2.2 ¿Qué debemos hacer para llevar una vida sana? & ¿Qué vas a hacer para mantenerte en forma? - What should we do to keep healthy?

Para llevar una vida sana	To have a healthy life
Para mantenerse en forma	To stay fit
Voy a (+infinitive)	I'm going to
Debemos (+infinitive)	We should
Se debe (+infinitive)	One/you should
Hay que (+infinitive)	We must
Comer equilibradamente	To eat a balanced diet
Comer más/menos	To eat more/less (fewer)
Beber más	To drink more
Dormir más	To sleep more
Evitar	To avoid

7.3.2 En el médico - At the doctor's

¿Qué le pasa ?	What's the matter?
¿Dónde le duele ?	Where does it hurt?
¿En qué puedo ayudarle ?	How can I help?
¿Desde hace cuánto tiempo ?	Since when?
Desde hace (un día/dos días)	For (a day/two days)
Debe	You must
Tomar un jarabe	Have/take some cough syrup
Tomar pastillas	Have/take pills
Tomar este medicamento/medicina	Take this medication
Ir al dentista	Go to the dentist
Ir a la farmacia	Go to the pharmacy
Dormir	Sleep
¿Qué me recomiendan ?	What do you recommend?

7.3.1 ¿Qué te pasa?

¿Dónde te duele ?	Where does it hurt?
Tengo dolor de/en (+artículo)... Tengo dolor de cabeza Me duele(n) la cabeza (los brazos)	My ... hurts
Cabeza (la)	Head
Garganta (la)	Throat
Pierna (la)	Leg
Brazo (el)	Arm
Cuello (el)	Neck
Espalda (la)	Back
Pie (el)	Foot
Ventre (el)	Stomach
Oído(s) (el/los)	Ears
Ojo(s) (el/los)	Eyes
Diente(s) / muela(s) (el/los; la/las)	Teeth
He vomitado	I've been sick
Me he quemado con el sol	I have a sunburn
Tengo un resfriado	I have a cold
Tengo la gripe	I have flu
Tengo la fiebre	I have a fever
Tengo tos	I have a cough

Unit 8: School and Future plans

8.1.1 ¿Cómo es tu instituto? - What is your school like?

Es un colegio/instituto mixto	It's mixed school
Es un colegio de chicas/chicos	It's an all-girls/boys school
Está en/cerca de...	It is situated n/close to...
Hoy... edificios	There are... buildings
Llevamos uniforme	We wear a school uniform

8.1.2 ¿Qué actividades extraescolares haces? & ¿Cómo es un día típico en tu instituto?

What do you do? & What is a typical day at school like?

Tenemos... clases al día	We have... lessons a day
El día empieza a las ...	The day starts at...
El día termina a las...	The day finishes at...
Después del instituto	After school
Hay muchas actividades y clubs	There are activities and clubs
Una actividad extracurricular	An extra-curricular activity
Se puede	You can
Participar en el coro	Participate in the choir

8.1.3 ¿Qué opinas de las reglas de tu instituto? -

What do you think about the school rules?

Hay demasiadas reglas/normas	There are too many rules
Hay que (+infinitive)	You have to...
No se puede (+infinitive)	You're not allowed to...
Masticar chicle	Chew chewing gum
Fumar	Smoke
Ser puntual	Be on time
Llegar tarde	Be late
Escuchar al/a la profe	Listen to the teacher
Acosar a los demás	Bully others
Utilizar el móvil	Use a mobile phone
Tener un piercing	Have a piercing
Llevar maquillaje	Wear make up

8.1.4 ¿Qué cambiarías? - What would you change?

(No) cambiaría muchas cosas	I would (not) change a lot
Las reglas/normas son	The rules are
Me gustaría (+infinitive)	I would like
Llevar vaqueros	To wear jeans
Llevar zapatillas de deporte	To wear trainers
Llevar maquillaje	To wear make up
Llegar más tarde	To arrive later
Terminar las clases antes	To finish lessons earlier
Utilizar mi móvil	To use my mobile phone

Unit 8: School and Future plans

8.2.1 ¿En qué trabaja(n)? ¿Qué hacen tus padres? - What do your parents do?

MI madre/padre es...	My mum/dad is...
Cocinera/o	A cook
Enfermera/o	A nurse
Bombera/o	A firefighter
Dependiente	A salesperson/shop assistant
Camarera/o	Waiter/waitress
Médica/o	Doctor
Obrera/o	Builder
Electricista/o	Electrician
Conductor/a, conductor (de taxi/de bus)	(Taxi/bus) driver
Abogada/o	Lawyer
Mecánica/o	Mechanic
Profesora/profesor	Teacher
Madre/padre a tiempo completo	Stay-at-home mum/dad
Trabaja en	He/she works
Una oficina / una fábrica / al aire libre	In an office/a factory/outside
Está en paro	S/he is unemployed
Está jubilada/o	S/he is retired

8.2.2 ¿Qué les gusta de su trabajo?

Le encanta su trabajo	He/she likes his/her job
No le gusta su trabajo	He/she does not like his/her job
Trabaja con otros	He/she works with others
Trabaja con niños	He/she works with children
Trabaja sola/o	He/she works alone
No le gusta (+infinitive)	He/she likes/doesn't like
Tiene que (+infinitive)	He/she has to/must
Limpia	To clean
Cocinar	To cook
Hablar con los clientes	To speak with customers
Trabajar al aire libre	To work outside
Trabajar con el ordenador	To work on a computer
Ayudar a los demás	To help others
Tiene muchas responsabilidades	He/she has lots of responsibilities
Un buen sueldo	A good salary

Unit 8: School and Future plans

8.2.2 ¿Qué les gusta de su trabajo?

Me gustaría/quiero ser	I would like/want to be
Espero ser	I hope to be
Piloto	A pilot
Ingeniera/o	An engineer
Cantante	A singer
Bailarina/bailarín	A dancer
Programadora/programador	A programmer
Deportista profesional	A professional sportsperson
Tener mi propio negocio	Have my own business
Viajar por todo el mundo	Travel the world
Sería	That would be...
MI sueño	My dream

8.4 ¿Qué harás en el futuro / dentro de 5-10-20 años? - What will you do in the future / in 5-10-20 years from now?

Dentro de 5-10-20 años	In five/ten/twenty years
Voy a (+Infinitive)	I'm going to ...
Quiero (+Infinitive)	I want to...
Espero (+Infinitive)	I hope to ...
Me gustaría/quisiera (+Infinitive)	I would like to...
Casarme	To get married
Tener hijos	To have children
Tener una casa/un coche	To have a house/car
Tener mi propio negocio	To have my own business
Vivir en el extranjero	To live abroad
Estudiar en la universidad	To study at university
Viajar por todo el mundo	To travel
Ser feliz	To be happy/rich
Ser rica/o y famosa/o	To be rich and famous
Tendré	I will have
Podré (+ Infinitive)	I will be able to



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