



Year 8 Knowledge Organiser

Autumn Term
2023/24

Name:

Form:

Week 1/A

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Time					
1					
2					
3					
4					
5					

Week 2/B

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Time					
1					
2					
3					
4					
5					

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Autumn Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant staff office, as early as possible, giving details. The only acceptable reasons for absence are unavoidable ones such as illness. Appointments of all kinds should be made out of school time whenever possible.

Punctuality

While some delays are unavoidable, pupils should be punctual to lessons. Anyone arriving late to school must report to the relevant staff office and use the late system in order to get a mark. Late after registration closes is technically an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2023		
Wednesday 6 Sept - Friday 20 Oct 2023	Half-term: Monday 23 – Friday 27 Oct 2023	Monday 30 Oct - Wednesday 20 Dec 2023
Spring Term 2024		
Thursday 4 Jan - Friday 16 Feb 2024	Half-term: Monday 19 – Friday 23 Feb 2024	Monday 26 Feb – Wednesday 27 Mar 2024
Summer Term 2024		
Monday 15 Apr – Friday 24 May 2024	Half-term: Monday 27 – Friday 31 May 2024	Monday 3 Jun - Friday 19 Jul 2024

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Autumn Term 1 Calendar

September 2023		
1	Fri	
2	Sat	
3	Sun	
4	Mon	
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	
10	Sun	
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	
16	Sat	
17	Sun	
18	Mon	
19	Tue	
20	Wed	
21	Thu	
22	Fri	
23	Sat	
24	Sun	
25	Mon	
26	Tue	
27	Wed	
28	Thu	
29	Fri	
30	Sat	

October 2023		
1	Sun	
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	
9	Mon	
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	
15	Sun	
16	Mon	
17	Tue	
18	Wed	
19	Thu	
20	Fri	
21	Sat	
22	Sun	
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	
29	Sun	
30	Mon	
31	Tue	

Autumn Term 2 Calendar

November 2023		
1	Wed	
2	Thu	
3	Fri	
4	Sat	
5	Sun	
6	Mon	
7	Tue	
8	Wed	
9	Thu	
10	Fri	
11	Sat	
12	Sun	
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	
20	Mon	
21	Tue	
22	Wed	
23	Thu	
24	Fri	
25	Sat	
26	Sun	
27	Mon	
28	Tue	
29	Wed	
30	Thu	

December 2023		
1	Fri	
2	Sat	
3	Sun	
4	Mon	
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	
10	Sun	
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	
16	Sat	
17	Sun	
18	Mon	
19	Tue	
20	Wed	
21	Thu	
22	Fri	
23	Sat	
24	Sun	
25	Mon	
26	Tue	
27	Wed	
28	Thu	
29	Fri	
30	Sat	
31	Sun	

Homework Log and Parental Check

Week 1	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 2	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 3	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 4	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 5	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 6	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 7	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Homework Log and Parental Check

Week 8	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 9	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 10	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 11	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 12	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 13	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 14	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reading Log

Use this reading log to keep a record of the books you read during the year. You should also use this reading log to record the books from the Reading Passport that you have read but make sure your tutor records them, too.

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Year 8 Reading Passport

We have created a Reading Passport to inspire students to read some of the best literature available to them. Over the course of the year, we expect students to read as many of the texts included in the passport for their year group as possible.

If students manage to read 7, or more, books from this passport by the end of the year they will receive a certificate. They can, of course, read other books and texts throughout the year and we encourage and support students' wider reading. Students can track which texts they have read using the tick boxes on the next page.

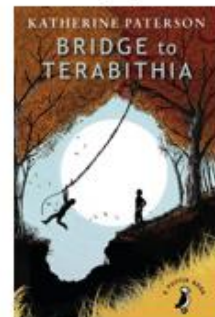
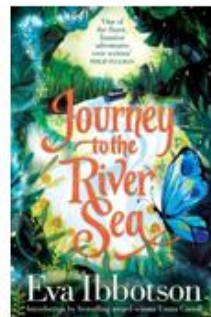
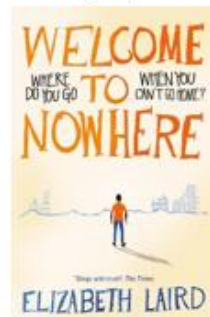
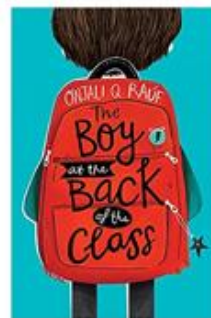
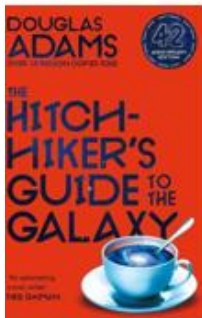
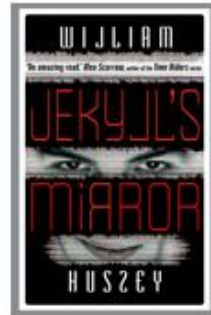
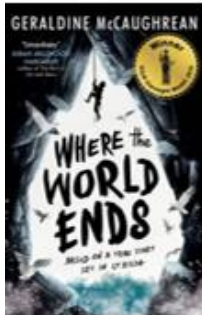
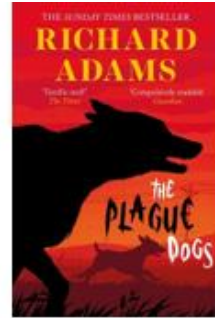
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! We hope that all students will finish Year 11 having read at least 35 incredible books.

The easiest way to get hold of these books is from our school library where children can take them home to read. These texts can also be purchased from Amazon, or from many local bookstores.

Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that children mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.



Year 8 Reading Passport



Instructions for Using Your Knowledge Organiser

Every school day, you should study 1 to 2 subjects from your knowledge organiser for homework lasting at least 1 hour in total.

On pages 8 and 9 there is space for you to record the subjects you have studied to make sure you are giving equal time to all of them. Your parent should sign off your homework each evening on these pages.

Your parent should also sign your reading log on pages 10 and 11. You can use the note pages in this booklet to help with your studies.

You need to bring your Knowledge Organiser to school every day. It will be checked regularly during form time.

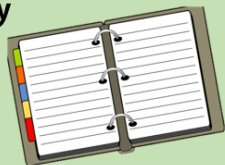
You will be regularly tested on knowledge contained in this booklet in your lessons and through quizzes on Show My Homework.

8 Top Revision Tips

1

Start Early

Last minute cramming is stressful and has limited success.



2

Make a Plan

Work out how much time you have and how much of it you can spend on each subject.



3

Pick a Good Spot

Find a quiet and comfortable spot away from distractions and keep all of your things in one place.



4

Find a Good Method

Choose the best revision methods for you and try to use a mixture of methods for the best results.



5

Takes Breaks

It is possible to work too hard! Your brain needs rest and time to process the information you've studied.



6

Revise with Friends

Talking through what you've learned with a friend can help information stick.



7

Use Past Papers

These are a great way to test yourself and a good way to get used to the exam format



8

Eat Well

You need to maintain a healthy diet to be able to retain information and not lose energy or focus during study.



LONG TERM MEMORY



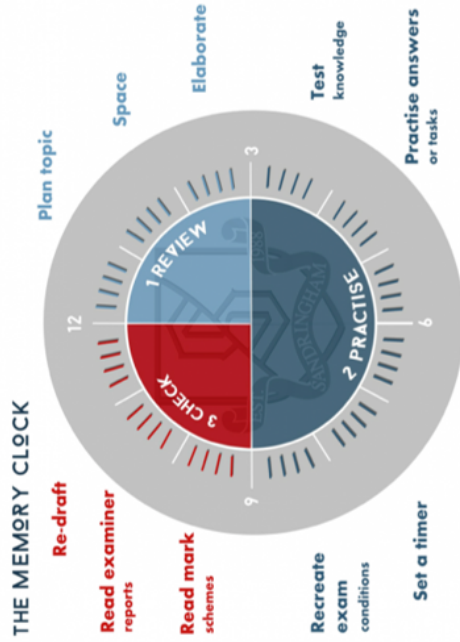
Retrieval Practice

Create your own quizzes based on topics.
Create them, test yourself or get someone to test you, it works!



Deliberate Practice

Apply your knowledge!
Revise it, practice exam questions and then go over using your notes, adding or redrafting!



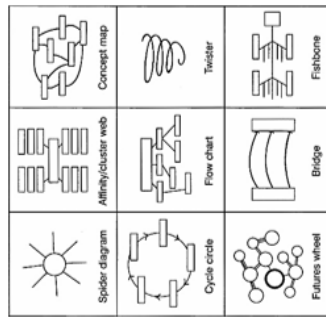
Answer Planning

Practice planning exam question answers.
Bullet point, speed plan and draft key paragraph questions.



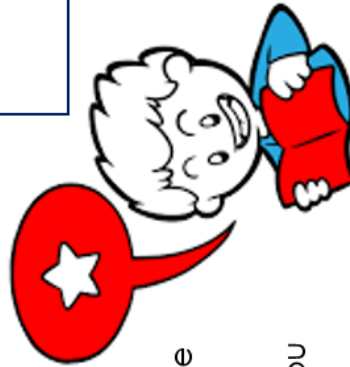
Graphic Organisers

Transform the information into visual revision to create links, show a narrative, identify the causes, consequences and importance.



Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



PRACTICE
MAKES
PERFECT

Practice!
Some find they remember by simply writing the facts over and over again.

Hide and Seek
Read through your knowledge organiser / book, put it down and try and write out as much as you can remember. Then keep adding to it until its full!



Teach it!
Teach someone your key facts and the get them to test you, or even test them!

Flashcards



Create with questions on one side and answers on the other side. Colour code specific topics and quiz yourself.

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



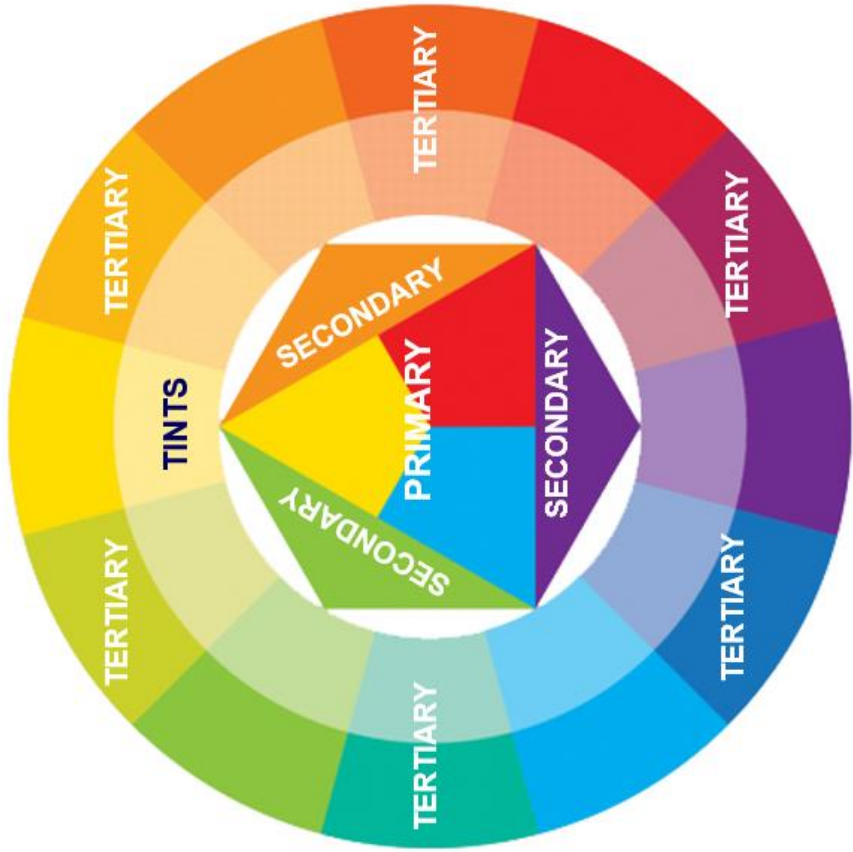
Post its
Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

Year 8 Autumn Term Knowledge Organiser

Art – Colour Theory:

In the visual arts, **colour theory** is a practical guide to colour mixing and the visual effects of specific colour combinations. There are also categories of colours based on the colour wheel for example: primary colour, secondary colour and tertiary colour.

THE COLOUR WHEEL:



HARMONIOUS:
Colours that are next to each other on the colour wheel.



COMPLEMENTARY:
Colours that are opposite each other on the colour wheel.



TRIADIC:
Three colours spaced equally apart on the colour wheel.



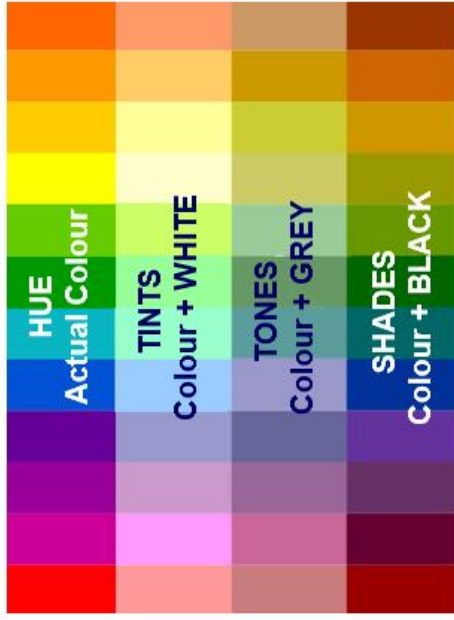
WARM COLOURS:



COOL COLOURS:



HOW BLACK AND WHITE CHANGES COLOUR:



Art Specific Language and Terms

Tonal Gradation

A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.

Colour Blending

The change from one colour to another gradually. The colour change should appear smooth and is achieved when colours are mixed and layered without an obvious line or step between each colour.

Year 8 Autumn Term Knowledge Organiser

Art – Observational Drawing – Colour Pencil:

Art Specific Language and Terms		Colour Blending	The change from one colour to another gradually. The colour change should appear smooth and is achieved when colours are mixed and overlapped without an obvious line or step between each colour.
Tone	The lightness or darkness of something.		
Tonal Gradation	A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.		
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.	Secondary Source Imagery	Using the work or imagery of others to help inspire and influence your own ideas and work.
Proportion	The size relationship between different elements e.g. height compared to width.	Scaling Up	A precise way to transfer and enlarge a small image.
Burnishing	Layering and blending until no paper grain shows through the coloured pencil layers.	Accuracy	The extent to which one piece of work looks like another.

A **tortillon** is a cylindrical drawing tool, tapered at the end and usually made of rolled paper, used by artists to smudge or blend.



Essential tips for colour pencil work:

- Layering complementary colours darkens both colours and reduces their intensity.
- Pressing harder intensifies a hue but does not darken it.
- You can darken a colour by layering its next darkest neighbour over it, for example, purple over red. Use dark brown or dark blue before black, and avoid leaving black as the top layer of any colour.
- To lighten a colour, layer over it with a lighter hue of the same colour before resorting to white.
- To intensify a colour, blend it using a tortillon or stump.
- Burnishing any colour with white will make it lighter, shinier, cooler and hazier.

Key Words	
Diversity	Showing a great deal of variety within a community or area.
Multicultural	A mixture of different races, cultures and ethnic diversity within a region/city/town.
Stereotyping	Labelling all people who belong to a certain group as the same – having a generalised view about the group based on one common feature.
Prejudice	Having negative thoughts about a person or group of people, that are not based on your own experience or on facts.
Discrimination	Treating a person unfairly based on their race, religion, sex, gender or age.
Immigration	The action of moving to live in another country permanently.
Migration	To move from one country or region and settle in another.
Values	Ideas that are important; standards of behaviour that are accepted by a society.

Making connections

How can you link different topics together?

- Prejudice + Discrimination + Stereotyping
British Values + Tolerance
- Multicultural + Diversity + British Values
Migration + Diversity
- Freedom + Multicultural + British Values



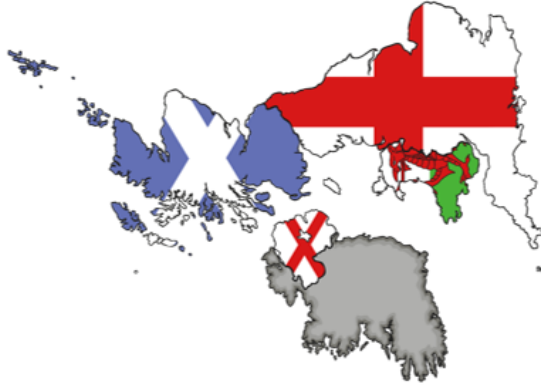
British Values

Freedom
We are free to act and do as we please, as long as we don't break the law or hurt others.

Democracy
Everyone being treated fairly and equally, with an equal chance to speak freely.

Tolerance
People show understanding of others with differing views and opinions, and learn to accept and live together peacefully.

Rule of Law
Everyone is equal in the eyes of the law, and should be treated fairly no matter who they are.



Command Words

Argue	Present a reasoned case
Debate	Present different perspectives on an issue
Outline	Set out main characteristics
Summarise	Present key points without detail

For & against immigration in the UK

- Contribute to UK society by paying taxes
- Immigrants will do work that UK citizens won't
- Immigration encourages multiculturalism and diversity in our culture
- Can take jobs from UK citizens
- There can be language and cultural barriers
- Overpopulation can cause a strain on public services

Brush up on your skills

Giving other people information in order to try and change their opinions and views.

Looking into a topic in detail. Questioning different opinions and seeking to discover a range of other views.

Informing Opinions
Critical Enquiry

Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Autumn Term

Key words	
Custodial	A punishment which involves prison.
Non-Custodial	A punishment that does not involve prison e.g. community service.
Punishment	A consequence for doing something which is considered to be wrong, immoral or illegal.
Justice	To receive appropriate treatment for a particular type of behaviour. Justice is for the victim and the criminal.
Deterrent	To stop someone from doing something again, may also put other people off.
Reform	Transforming people so that they become productive and contributing members of society. They learn from their mistakes and change their characters to become better citizens.

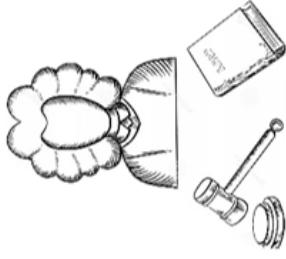
Curfew Order
The offender must remain in a specified place for set periods of time.

Community Punishment Order
Unpaid work for a period of 40-240 hours.

Sentencing Young Offenders

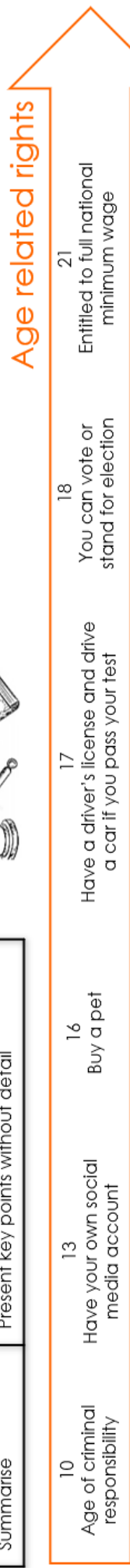
Detention and Training Order
The first half of a sentence is spent in custody while the second half is spent in the community under the supervision of the Youth Offending Team.

Reparation Order
Designed to repair the harm caused by the offence either directly to the victim or indirectly to the community.



Making connections
How can you link different topics together?
Punishment + Reform + Deterrent
Discrimination + Tolerance
Human rights + Justice
Stereotyping + Crime + Justice + Equality

Command Words	
Argue	Present a reasoned case
Consider	Review and respond to given information
Describe	Set out characteristics
Summarise	Present key points without detail



Censorship - Restriction of materials, publications and thoughts.



Positives

Protect young or vulnerable people in society from inappropriate content.



Negatives

Citizens may not be fully informed; relevant and important information could be withheld.

Human Rights & Crime

Right to be innocent until proven guilty

Right to be equal before the law

Right to no unfair detention

Right to a Fair Trial

Crime & Punishment



Key Vocabulary

8.1 Computing – HTML



Key Questions

World Wide Web	Collection of web pages connected together by hyperlinks, using the Internet (usually shortened to WWW).
Internet	A global network of computers all connected together.
Webpage	A hypertext document connected to the World Wide Web.
Website	A collection of webpages with information on a particular subject.
Web Browser	The software which displays a webpage or website on a computer. Common browsers include: Edge, Firefox, Safari, Opera and Chrome.
URL	Uniform Resource Locator - An address that identifies a particular file or webpage on the Internet.
HTML	Hyper Text Markup Language - Describes and defines the content of a webpage.
Multimedia	Content that uses a combination of different types of media - e.g. text, audio and images.
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
JPG	The main file type used for images on the World Wide Web - Uses lossy compression.
Tag	A code that describes how a web page is formatted (e.g. <HTML>, ,).

HTML Tag Definition – what does it do?

<P>

<h2>

<i>

<u>

/



Task

Write out the sentence below and include the html code

Dogs are **very friendly animals**.

They *love* to play fetch!

Computing–8.2 Animation and Video

Key Vocabulary



Animation	Computer animation is creating moving images.
File Type	The way a file is stored on a computer file. It allows the file to run in certain programs.
Clone	Creating an exact copy of an image.
Frame Rate	Changing the speed of the frame to be quicker or slower.
Artistic Text	Use for creative and designer text.
Rotate	Changing the position of an object by turning it.
Gallery	Pre-set images that can be used from a list.
Colour Fill	Selecting an object to add a colour to. The colour wheel is used to select a colour.
Arrange	Placing an object in a certain position. Bring to front, Send to back.
Loop	Repeat an action.
Export	Saving files in a format that can be used by other programs.
Crop	Removing unwanted parts of photographs videos and sound.
Video Editing	Arrangement of images, videos, sounds and text made into a professional video.
Storyboard	A graphic representation of the final product.
Timeline	A graphical representation of a sequence of events.
Overlay	Running alongside another component. Sound can be overlaid on a photo.
Transition	It is an effect to move from one clip to the next during a movie or sound. You can control the speed and effect added. Like fade in or out.

Key Questions



1. What is a suitable file format for exporting a video?
2. What is the name for the effect that can be placed between two video clips?
3. By changing the frame rate from 20/100sec to 75/100sec, what will happen to the animation? (2 marks)

Tasks



- Write a beginners guide for the animation software you have been using.
- Write a beginners guide for the video software you have been using.

Drama-Interpreting Script for Performance

You can use practitioners to influence the style of your chosen performance. For example, using some of the methods or ideas of a particular practitioner in order to give your performance a particular style.



Key Vocabulary	Definition
Script	The text of a play.
Given Circumstances	Facts we know from the script – who, where, when, what and why.
Setting the Scene	This at the beginning of the play and will inform the director and actors how to start the piece, it will show the period, setting and style of the piece.
Subtext	Reading between the lines in order to understand the hidden meaning.
Objective	What a character wants to achieve in the scene.
Super Objective	What the characters want to achieve over the whole play.

Technical Terminology	
Prop	Objects used on stage by actors during a performance.
Costume	A set of clothes worn by an actor in a particular role.
Set	Scenery used to identify the location of a scene / play.
Lighting	The arrangement of theatre lights to achieve dramatic effects.
Sound	The sound used to create atmosphere, emphasise what is happening on stage, set the scene, and indicate time or location.



Brecht

- Plays have a social or political message
- Verfumdungseffekt
- Bare or minimal set, lighting and costume



Stanislavski

- Realistic performance
- Realistic set and lighting
- No breaking of the 4th wall



Kneehigh

- Ensemble
- Music, song, puppetry and dance
- High energy and a playful style



Frantic Assembly

- Story told through movement as well as speech
- Building blocks
- High energy



Greek Theatre

- Actors wear mask.
- The chorus use unison, canon and echo when performing movement and speech.
- Comedy, Tragedy and Satyr



Physical Theatre

- Using movement to tell the story
- Physicalising emotions
- Workings as an ensemble.

Things to Consider		
What is the genre and what is it about?	Is it a drama? Comedy? Does it have a message?	
Who is the audience?	This will affect how you perform the play.	
What style of performance?	This will be influenced by the practitioner you are using.	

Key Questions	
1.	Why is stage lighting used?
2.	Why is music used in performance?
3.	What are the ensemble?
4.	What are transitions?
5.	How can you demonstrate status?

Practise Task:

Choose one of the scripts and...

- Create a set design for one of the plays studied. Draw pictures to show the different locations.
- Create an extended thought track to explain to the audience how one of the characters feels in your chosen script.



Brecht was a Marxist and believed in Communism

Technical Ideologies

Staging

Bare stage. All workings could be seen and any changes to scenery are made in full view of the audience. Using fragments of scenery and single pieces of furniture to suggest whole locations.

Lighting

The stage was flooded with bright white light the entire time regardless of whether the scene was a summer day or winter evening.

Brechtian Techniques

Costume

Often a single item of clothing or prop was all that was used. An actor would frequently change character or costume in front of the audience reinforcing the idea of alienation.

Key Questions

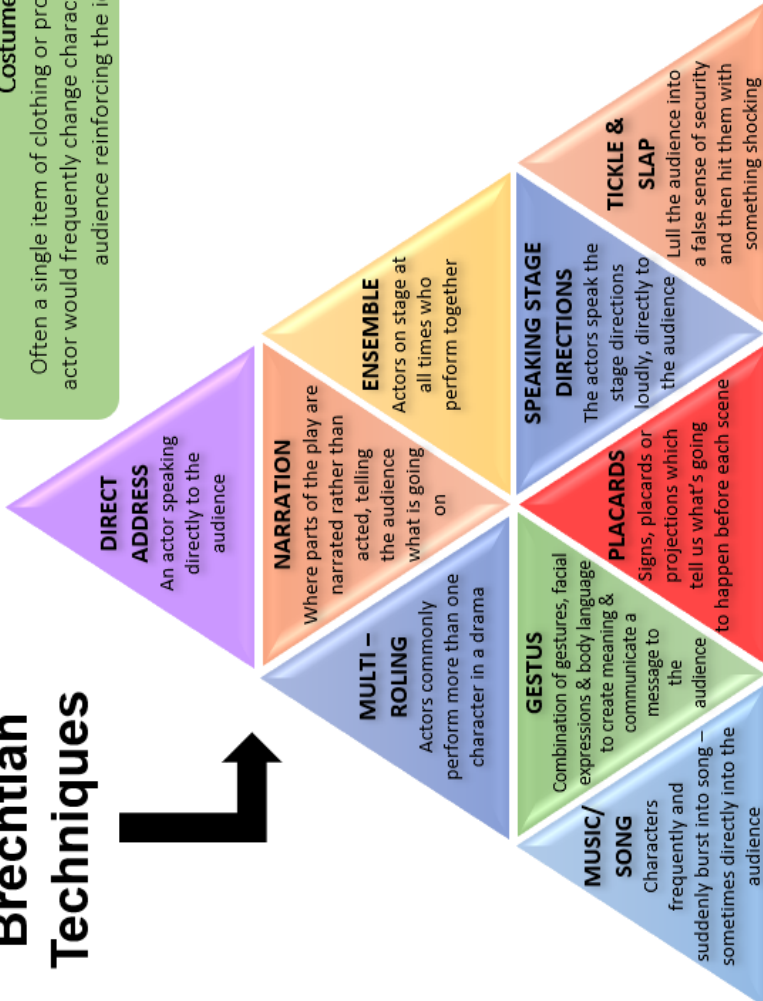
- Which elements make up the V-effect?
- Which Genre was Brecht's work linked to?
- What does didactic mean?
- What influenced Brecht's life and work?

Practice Task

1. Watch the video on Verfremdungseffekt https://www.youtube.com/watch?v=YjyokGJmr_8 describe how you would create the v-effect in a performance.
2. Watch the following performance and list all the Brechtian techniques you see. <https://www.youtube.com/watch?v=kuX08-xA9KQ>

Brecht wanted theatre to be something completely different. He believed that theatre should be political as well as entertaining. He wanted his audiences to be wide awake and critical during the performance. He thought that most audiences of realistic theatre were passive. He wanted them to realise what they saw on stage was happening in a theatre. He sought to provoke an audience into reacting to what they saw on stage, so they would try to change things in the outside world.

Key Vocabulary	Explanation
Verfremdungseffekt or Alienation	Brecht would use techniques which would create distance between actor and spectator, so that his audience would be able to respond to the drama objectively, learn from it not just watch it, and be entertained. This was called Verfremdungseffekt.
Didactic	Didactic theatre just means to educate. Brecht wanted his plays to have educational purpose. They are designed to educate the performers and audience on political and social issues in society.
Archetype	Exaggerated Stereotype.
Epic Theatre	An epic play tells the story as a sequence of events rather than concentrating on an individual character's thoughts and feelings. He used a range of theatrical devices or techniques so that the audience were reminded throughout that they were watching theatre; a presentation of life, not real life itself.
Cross Cutting	Re-ordering of scenes.



Unlike Stanislavski, Brecht wanted to break the 4th wall and include the audience in the performance, he did not want his plays to be watched for entrainment alone, he wanted them to help change society and make it better.

Perspective

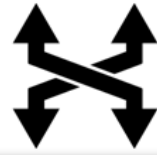
Core Text: *Journey's End* by RC Sherriff

Perspective is shaped by context. The way we understand the world might be similar or completely different to other people's understanding of it. Writers can use their text as a vehicle through which to express their perspective on an issue or subject.

Vocabulary

- Context
- Perspective
- First person perspective
- Third person perspective
- Unreliable narrator
- Authentic
- Propaganda
- Stage directions
- Comparison
- Realism
- Metaphor
- Figurative language
- Imagery
- Methods
- Dialogue
- Rhythm
- Comma

Practise spelling vocabulary words and matching definitions to words.



- A. Real, true, genuine - not a copy.
- B. Considering similarities.
- C. The influences and events related to a text.
- D. Conversation that is written for a book or play.
- E. A pattern of sounds.
- F. Punctuation to separate parts of a sentence.
- G. Language intended to create an image, association that goes beyond the literal meaning.
- H. The narrator is in the story and communicates using pronouns such as I, me, my.
- I. The use of words to create images, an impression or mood.
- J. Anything the writer does on purpose to create meaning.
- K. A direct comparison where one thing is presented as something else.
- L. The way we see something, and our attitude towards it (point of view).
- M. Information, ideas, opinions, or images, presenting one part of an argument in order to influence others.
- N. The attempt to represent subject matter truthfully.
- O. Instructions indicating the movement, position, or tone of voice, or the sound effects and lighting.
- P. The narrator exists outside of the story, referring to characters by name or by pronouns such as he, she, or they.
- Q. A character with a lack of credibility who tells a story.

Test yourself - Cover the vocabulary words. Can you recall each term using the **definitions?**

Challenge: Find examples of imagery used for effect in *Journey's End* or another text. What other methods does the writer use to create meaning?

Answers:
 C – context, L – perspective, H – first person perspective, P – third person perspective, Q – unreliable narrator, A – authentic, M – propaganda, O – stage directions, B – comparison, N – realism, K – metaphor, G – figurative language, I – imagery, J – methods, D – dialogue, E – rhythm, F – comma



Task 1 - From the poem below, identify examples of anaphora, rhetorical questions and figurative language.



Who's for the Game? ~ by Jessie Pope

Who's for the game, the biggest that's played,
The red crashing game of a fight?
Who'll grip and tackle the job unafraid?
And who thinks he'd rather sit tight?

5 Who'll toe the line for the signal to 'Go!'?

Who'll give his country a hand?

Who wants a turn to himself in the show?

And who wants a seat in the stand?

Who knows it won't be a picnic – not much-

10 Yet eagerly shoulders a gun?

Who would much rather come back with a crutch
Than lie low and be out of the fun?

Come along, lads –

But you'll come on all right –

15 For there's only one course to pursue,
Your country is up to her neck in a fight,
And she's looking and calling for you.

Key points about a writer's perspective:

- ★ It is personal, subjective and shaped by context.
- ★ A change in context can change their perspective.
- ★ It is linked closely to themes in the text.



Writers construct characters who may share or challenge the writer's perspective.

Many factors influence writers, including:

- Family and childhood
- Income and lifestyle
- Historical & geographical contexts (time and place)
- Science and technology
- Significant events (war, revolution, etc.)
- Other writers and artists



Realism, Sherriff and Journey's End

Realism is broadly defined as 'the representation of reality'; it is the attempt to represent subject matter truthfully without embellishment or implausibility.

Sherriff served in World War I and he uses his experience to create realistic and believable characters.

Create a list of examples of Sherriff's use of realism. You might include aspects of dialogue, stage directions and sound effects.

Task 2 - How does Pope promote enlisting (signing up for war)? Write a response, in paragraph form, zooming in on Pope's language choices.



Task 3 - Compose a piece of writing inspired by the image below. You could write a narrative or a letter. Write from the perspective of a soldier serving in the trenches.



Making connections: **GENRE & THEME** (from Year 7)
Sherriff develops the themes of the futility of war; courage and cowardice; community and camaraderie in *Journey's End*.



Give examples of how he does this.

Year 8 KS3 Cooking and Nutrition: The Eatwell Guide Part 2 (Protein, Dairy and Fats & Oils)

Prior Learning / Context:

Prior learning includes introduction to the Eatwell Guide and the principles of healthy eating. Basic cooking skills, including knife skills and cooker safety, also completed.

Assessment:

- Retrieval Practice – quizzing, starter/plenary tasks
- Formal knowledge assessments – delivered in time with reporting
- Food preparation skills assessed after every practical

Key Questions:

What two steps can be taken to avoid cross-contamination? (2 marks)

Explain why we should eat less sugary and fatty foods? (2 marks)

What two rules are there for preparing high risk foods safely? (2 marks)

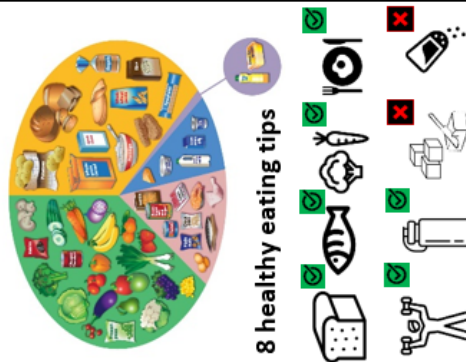
Preventing Food Poisoning (the 4Cs)



Key temperatures

Freeze -18C, Chill 0-5C, Danger Zone 5-63C, Cook 75C+

The Eatwell Guide



Food Safety

Some foods are "high risk" because, if they are not stored, prepared and cooked properly, there is a high risk of them causing food poisoning.

Food Poisoning – when you eat food contaminated by bacteria the consequences can be serious. Symptoms include upset stomachs, headaches and dizziness.

Food Preparation Outcomes:



Future Learning:

- Year 9: Food Choice and cooking traditional dishes
- KS4: AQA GCSE in Food Preparation and Nutrition

Key Vocabulary

Recipe, Nutrition, Cross-Contamination, Food Poisoning, Pathogenic Bacteria, Protein, Amino acids, Saturated and unsaturated fats, Coagulation, Aeration, Coronary Heart Disease

Themes:

- Nutrition and Health
- Food preparation
- Food safety
- Food provenance
- Food choice
- The science of cooking

Science of Cooking

- **Plasticity and shortening** – prevent gluten formation when making pastry
- **Denaturing** of proteins by heat, acid or mechanical means
- **Coagulation** – heating protein to set a mixture
- **Aeration** – role of fats and eggs

Year 9 – Food Choice and cooking traditions

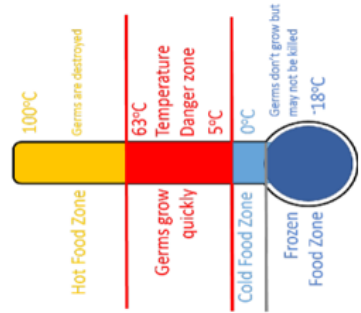
Getting Ready to Cook and Healthy Eating



Following the 4 C's

- 1. Chilling** – When food is kept cold in the fridge (0-5C) bacterial growth slows down. Freezing food (-18C) stops growth but the bacteria will start to grow again when food is defrosted.
- 2. Cleaning** – Removes bacteria from hands and work surfaces in the kitchen.
- 3. Cooking** – Heating food to 75C+ kills bacteria. Once cooked, food should be kept warm above 63C.
- 4. Cross-contamination** – Stops bacteria from spreading from high risk foods to other foods.

Using the correct chopping board is one important way of avoiding cross-contamination. You should also clean your hands after touching raw meat and fish.



We need food for growth and repair of cells, energy, warmth, protection from illnesses and to keep our bodies working properly.

Food is made of 5 nutrients. Each nutrient does a different job in the body. Eating a balanced diet means we get all the nutrients we need for a long and healthy life.

The amount of energy we need depends upon our age, gender, activity level and body size. If we eat more food than we need, and don't use it up by exercising, any energy that's left is turned into fat and we put on weight. If we eat less food than we need, the fat stores are used up and we may end up losing weight.

The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides up different food groups and shows how much of each group is needed. Extra information about the amount of water we need and the labels on food packaging is also provided.



French Y8 Autumn Term Knowledge Organiser Unit 1: Les vacances – Holidays

Tu es allé(e) où?	Where did you go?
Je suis allé(e)	I went to...
Nous sommes allé(e)s...	We went to...
en Allemagne	Germany
en Espagne	Spain
en France	France
en Grèce	Greece
en Italie	Italy
au Maroc	Morocco
au Mexique	Mexico
au Portugal	Portugal
aux États-Unis	USA

Prepositions
en + feminine country
au + masculine country
aux +plural country
à + city name

Avec qui?	Who with?
ma famille	my family
mon collègue	my class/school
mes ami(e)s	my friends
mes parents	my parents
mon frère	my brother
ma sœur	my sister

Tu as voyagé comment?	How did you travel?
J'ai voyagé...	I travelled...
Nous avons voyagé...	We travelled...
en avion	plane
en train	train
en bateau	boat
en voiture	car
en car	coach

Tu es où en vacances ?	Where are you on holiday?
Je suis...	I am...
Nous sommes au bord de la mer à la montagne à la campagne en colo (colonie de vacances) chez mes grands-parents	We are... by the seaside in the mountains in the countryside at a holiday camp At my grandparents' home

Qu'est-ce que tu as fait?	What did you do?
Pendant les vacances...	During the holidays...
J'ai joué au tennis/au foot	I played tennis/football
J'ai mangé des glaces	I ate ice creams
J'ai écouté de la musique	I listened to music
J'ai acheté des baskets	I bought trainers
J'ai regardé un film à la télé	I watched a film on TV
J'ai nagé dans la mer	I swam in the sea
J'ai retrouvé mes amis	I met my friends
J'ai entraîné à la maison	I hung around at home

The perfect tense with AVOIR
 The perfect tense is used to say what you **did** or **have done** in the **past**.
 To form the perfect tense of most verbs, you need:
 1. The present tense of the verb AVOIR (to have)
 2. A past participle (joué/mangé etc.)
 To form the past participle for regular -er verbs, remove the **infinitive -er** ending and replace with **é** e.g. **regarder – regardé**

1. AVOIR, present tense	2. Past participle
J'ai	mangé
Tu as	acheté
Il/Elle/On a	nagé
Nous avons	joué
Vous avez	écouté
Il/Elles ont	visité
	I ate
	You bought
	He/She/We swam
	We played
	You listened
	They visited

Qu'est-ce que tu as visité?	What did you visit?
J'ai visité...	I visited...
Nous avons visité...	We visited...
le château	the castle
le lac	the lake
le musée	the museum
le parc	the park
le stade	the stadium
la cathédrale	the cathedral
la mosquée	the mosque
la chocolaterie	the chocolate shop

Qualifiers	
un peu	a bit
assez	quite
très	very
trop	too
vraiment	really

Sequencers	
d'abord	first of all
ensuite	next/then
puis	then
après	after
finalement	finally

The perfect tense with ÊTRE	
Some verbs use the verb ÊTRE in the perfect tense. One example is ALLER, the verb to go.	
1. ÊTRE, present tense	2. Past participle (remember to add an extra e for females and s for plurals).
Je suis	allé(e)
Tu es	allé(e)
Il/Elle/On est	allé(e)
Nous sommes	allé(e)s
Vous êtes	allé(e)s
Il/Elles sont	allé(e)s
	I went
	You went
	He/She/We went
	We went
	You went
	They went

Au parc d'attractions	At the theme park
J'ai bu un coca	I drank a coke
J'ai vu un spectacle	I saw a show
J'ai vu mes personnages préférés	I saw my favourite characters
J'ai fait une balade en bateau	I went on a boat ride
J'ai fait tous les manèges	I did all the rides
J'ai pris des photos	I took photos
Je n'ai pas mangé de glaces	I didn't eat ice creams
Je n'ai pas acheté de souvenirs	I didn't buy souvenirs
Look out for irregular past participles :	
boire (to drink) - bu (drank)	prendre (to take) - pris (took)
voir (to see) - vu (saw)	faire (to do) - fait (did)

French

Y8 Autumn Term Knowledge Organiser

Unit 2: Les fêtes – Festivals

Quelle est ta fête préférée ?	What's your favourite festival?
Ma fête préférée	My favourite festival is...
c'est...	Christmas
Noël	Easter
Pâques	my birthday
mon anniversaire	All Saint's Day
la Toussaint	Valentine's Day
le Saint-Valentin	New Year
le Nouvel An	Pancake Day
la Chandeleur	Eid
l'Aïd	Carnival
le carnaval	Bastille Day
le 14 juillet	

Pourquoi ?	Why?
Parce que...	Because...
J'aime/J'adore...	I like/I love
Je n'aime pas...	I don't like...
Je déteste...	I hate...
Je préfère...	I prefer...
manger du chocolat	to eat chocolate
acheter des cadeaux	to buy presents
danser et chanter	to sing and dance
faire une soirée	to have a sleepover
pyjama	to visit my cousins
rendre visite à mes cousins	
Parce que c'est...	Because it is...
amusant/ennuyeux/ nul/sympa/ bête	fun/boring/ rubbish/nice/ silly
trop commercial	too commercialised

Comment fêtes-tu ?	How do you celebrate?
Je retrouve mes copains	I meet my friends
Je mange des crêpes	I eat pancakes
Je danse	I dance
Je porte un masque et un déguisement	I wear a mask and a disguise
Je regarde la parade	I watch the parade
Je partage des photos	I share photos

The present tense
The present tense is used to talk about what usually happens, or what is happening now. <i>Je danse</i> means 'I dance' and 'I am dancing' To form the present tense of most verbs:
1. Choose the correct subject pronoun (je/tu/il/elle...)
2. Remove the -er/-ir/-re ending from the infinitive verb.
3. Add the appropriate ending from the table below.

Subject pronoun	-er verbs (JOUER)	-ir verbs (FINIR)	-re verbs (VENDRE)
Je/J'	joue	finis	vends
Tu	joues	finis	vends
Il/Elle/On	joue	finit	vend
Nous	jouons	finissons	vendons
Vous	jouez	finissez	vendez
Ils/Elles	jouent	finissent	vendent

Décris la photo	Describe the photo
Sur la photo il y a...	In the photo there is...
un homme/une femme	a man/woman
un garçon/une fille	a boy/girl
Il/Elle danse	He/She is dancing
Il/Elle mange...	He/She is eating
Il/Elle chante	He/She is singing
Il/Elle porte...	He/She is wearing
Il fait beau/mauvais	The weather is good/bad
For multiple people: Ils/Elles dansent.	
The -s and -ent are silent.	

Au marché	At the market
Vous désirez ?	What would you like?
Je voudrais...s'il vous plaît	I would like...please
Et avec ça ?	Anything else?
C'est tout, merci.	That's everything, thanks.
Ça fait combien ?	How much is it?
Ça fait...euros.	It's...euros.
Voilà.	Here you go.
Bonne journée !	Have a good day!

Qu'est-ce que tu vas faire ?	What are you going to do?
Je vais...	I'm going to...
visiter le marché de Noël	visit the Christmas market
acheter des cadeaux	buy presents
admirer les maisons illuminées	admire the illuminations
écouter des chorales	listen to some choirs
manger une tarte flambée	eat a tart
boire un jus de pomme chaud	drink a hot apple juice

The near future tense	
To talk about things that are going to happen, use ALLER in the present tense, followed by an infinitive verb.	
ALLER, present tense	Infinitive verb
Je vais	acheter
Tu vas	manger
Il/Elle/On va	boire
Nous allons	visiter
Vous allez	écouter
Ils/Elles vont	choisir
	I am going to buy
	You are going to eat
	He/She/We are going to drink
	We are going to visit
	You (pl.) are going to listen
	They are going to choose.

Au marché	Au marché
du poisson	some fish
de la salade	some lettuce
de l'eau	some water
des haricots verts	some green beans
un morceau de fromage	a piece of cheese
une tranche de jambon	a slice of ham
un chou-fleur	a cauliflower
une douzaine d'œufs	a dozen eggs
un kilo d'oignons	1kg of onions
un demi-kilo de pommes	½ a kilo of apples
2 kilos de pommes de terre	2kg of potatoes
cent grammes de tomates	100g of tomatoes
six bananes	six bananas
When buying food you can use:	
1. the indefinite article: une pomme	
2. a number: six pommes	
3. a quantity followed by de : un kilo de pommes	

Year 8 Geography: Population

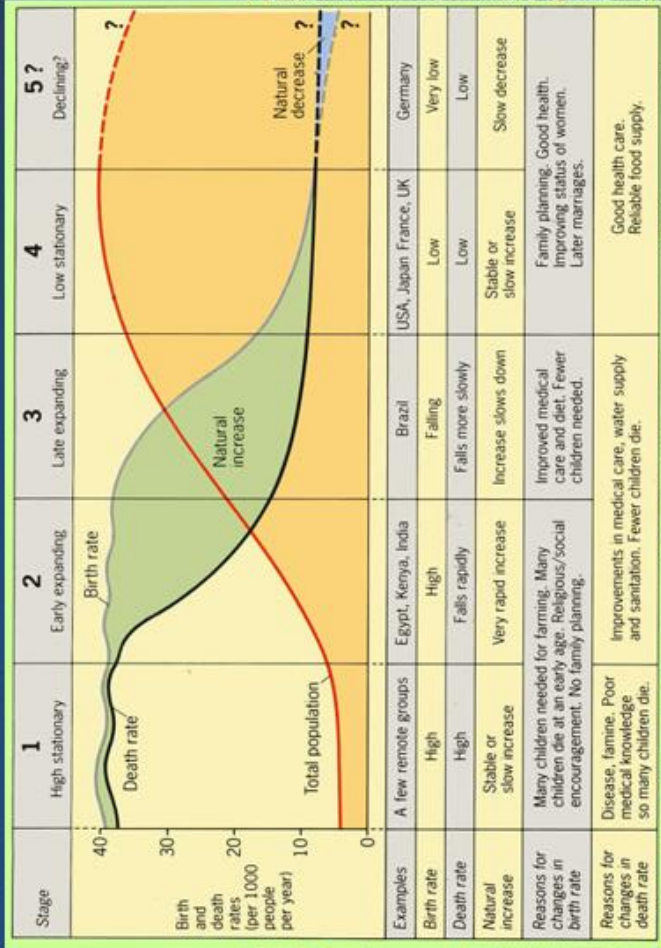
Key Term	Definition
Population	The number of people in a specific area - China has the highest population in the world.
Megacity	A city with a population over 10 million - Tokyo has close to 40 million people, London is <u>NOT</u> a megacity.
Population pyramid	A bar graph showing the number of people in each age bracket.
Birth rate	The number of babies born every year per 1000 people in a population.
Death rate	The number of deaths that occur every year per 1000 people in a population.
Rural to urban migration	People move from villages (rural areas) to cities (urban areas) to live and work there.
Pull factors	Something that attracts people to a city such as cinemas or jobs.
Push factors	Something that makes villages unattractive for people, such as flooding.
Quality of life	How happy people are about their lives, related to people's wellbeing.
Ageing population	A population of an area where the % of older people increases comparing to other age groups.

Prior learning:

1. Define migration and population density. (Term 1 in Year 7)
2. What is the difference between sparsely and densely populated areas? (Term 1 in Year 7)
3. What is used on a choropleth map to show information? (Term 1 in Year 7)

Key tasks:

1. Mark the countries from the DTM model (top right corner on this page) onto the outline map (bottom right corner).
2. Describe the location of Japan in the world (Remember to use compass directions and write the continent, nearby ocean and neighbouring countries).



World map



Types of Erosion — The wearing away of rock	
Attrition	Rocks in the river/sea bump into each other, breaking up, becoming rounder/smoothier.
Abrasion	Material being carried scrapes river beds/cliffs wearing them down.
Solution/Corrosion	Certain rocks are dissolved by river/sea water.
Hydraulic Action	The force of water expands crack in river banks and coastal cliffs.

Task: Draw pictures to show the processes of erosion.

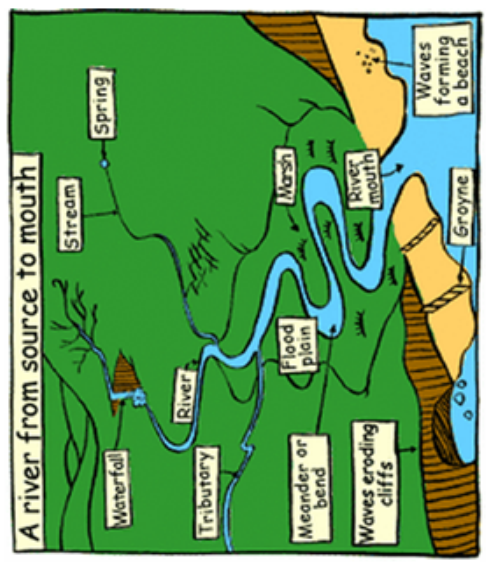
Key Questions:
 What processes change coastlines over time?
 How do people use the coast?
 How are different river landforms created?
 How are coasts and rivers managed?

Weathering Types and Causes

Physical
Heating and cooling, water, wind and ice expansion.

Chemical
Substances in the air and in rain.

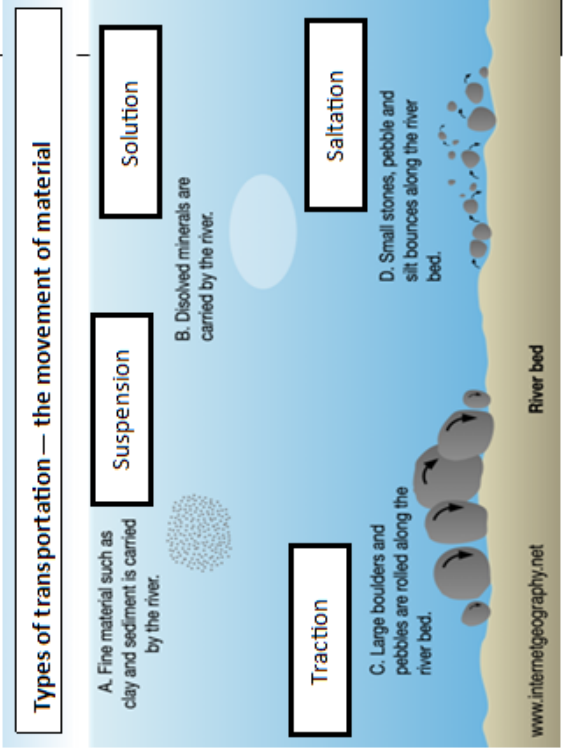
Biological
Plants and animals.



Task: Find examples of each of the landforms shown on this diagram and explain how they are formed.

YEAR 8 Rivers and Coasts

Coasts Case Study – Happisburgh Norfolk



Reasons for coastal management

The coastline is eroding at an average of 2 metres a year.

WHY??

Rock type – The cliffs are made from less resistant boulder clay (made from sands and clays) which slumps when wet.

Naturally narrow beaches – These beaches give less protection to the coast as they don't reduce the power of the waves.

Man-made structures – Groynes have been installed to stop longshore drift and build up the beaches in certain places. This narrows unprotected beaches elsewhere even further, as new sand does not come down to replace sand eroded by waves.

Powerful waves – Waves at Happisburgh travel long distances over the North Sea (so have a long fetch) which means they will increase in energy.



Y8 German – Autumn Term 1

Früher und heute	<i>Then and today</i>
Die Stadt ist / war... alt / modern klein / groß schön / industriell laut / ruhig	<i>The town is/was... old / modern small / big beautiful / industrial noisy / quiet</i>
Die Stadt hat / hatte.... Es gibt / gab... einen Strand einen Marktplatz einen Olympiapark einen Hafen eine Arena eine Skatehalle ein Einkaufszentrum ein Stadion	<i>The town has / had ... There is / was... a beach a town square an Olympic Park a harbour / port an arena a skate hall a shopping centre a stadium</i>

Wo hast du gewohnt?	<i>Where did you stay?</i>
Ich habe ... gewohnt. in einem Hotel in einem Ferienhaus in einem Wohnwagen in einer Jugendherberge auf einem Campingplatz mit Freunden	<i>I stayed... in a hotel in a holiday house in a caravan in a youth hostel on a campsite with friends</i>

Was hast du gemacht?	<i>What did you do?</i>
Ich habe viele Sachen gemacht. Ich habe / Wir haben... Musik gehört. Volleyball gespielt. einen Bootsausflug gemacht. viele Souvenirs gekauft. viel Fisch gegessen. die Kirche gesehen. ein Buch gelesen. Ich bin zu Hause geblieben.	<i>I did a lot of things. I / We ... listened to music. played volleyball. did a boat trip. bought lots of souvenirs. ate lots of fish. saw the church. read a book. I stayed at home.</i>

Wohin bist du gefahren?	<i>Where did you travel?</i>
Ich bin ... gefahren. Ich bin ... geflogen.	<i>I travelled... I flew...</i>
nach Deutschland / Frankreich / Spanien / Amerika / Südafrika / Schottland nach Wien	<i>to Germany / France / Spain / America / South Africa / Scotland to Vienna</i>

Mit wem bist du gefahren?	<i>Who did you travel with?</i>
ich bin ... gefahren. mit meiner Familie mit Freunden	<i>I travelled... with my family with friends</i>

Was hast du noch gemacht?	<i>What else did you do?</i>
Ich bin ... gegangen. an den Strand in die Stadt windsurfen kitesurfen schwimmen Ich bin ... gefahren. Wakeboard Snowboard Ski Banane Ich habe Snowtubing gemacht Ich habe Eistennis gespielt.	<i>I went... to the beach into town windsurfing kite surfing swimming I went... wakeboarding snowboarding skiing banana boating I went snowtubing. I played ice tennis.</i>

Wie ist / war das Wetter?	<i>How is / was the weather?</i>
Es ist / war... sonnig kalt heiß wolkig windig neblig Es regnet. Es schneit. Es donnert und blitzt.	<i>It is / was... sunny cold hot cloudy windy foggy It is raining. / It rains. Is it snowing. / It snows. There is thunder and lightning.</i>

Wann war das?	<i>When was that?</i>
in den Ferien im Sommer / Winter letzten Sommer / Winter heute gestern früher	<i>in the holidays in summer / winter last summer / winter today yesterday then / previously</i>

Oft benutze Wörter	<i>High-frequency words</i>
nur dort zu nicht gar nicht sehr ungefähr viel viele	<i>only there too not not at all very approximately a lot lots / many</i>

Y8 German – Autumn Term 2

Im Kino	At the cinema
der Actionfilm(e)	action film
das Drama (Dramen)	drama
der Fantasyfilm(e)	fantasy film
der Horrorfilm(e)	horror film
die Komödie(n)	comedy
die Liebeskomödie(n)	romantic comedy
der Science-Fiction-Film(e)	science fiction film
der Zeichentrickfilm(e)	cartoon
Ich bin ins Kino gegangen <i>I went to the cinema</i>	
Ich habe zu Hause eine DVD gesehen <i>I watched a DVD at home</i>	

Wie hast du den Film gefunden? What did you think of the film?

Ich habe den Film ... gefunden <i>I thought the film was ...</i>	
furchtbar	awful
blöd	stupid
gruselig	creepy
interessant	interesting
langweilig	boring
kindisch	childish
lustig	funny
romantisch	romantic
schrecklich	terrible
spannend	exciting
unterhaltsam	entertaining
der Schauspieler(-)	actor/s
die Schauspieler(innen)	actress/es

Meinungen	Opinions
das finde ich (un)fair	<i>I think that's (un)fair</i>
das geht mir auf die Nerven	<i>that gets on my nerves</i>
das ist (un)gesund	<i>that's (un)healthy</i>
das ist aktiv	<i>that's active</i>
das ist passiv	<i>that's passive</i>
das macht (un)fit	<i>that makes you (un)fit</i>
das macht Spaß	<i>that's fun</i>
das stimmt (nicht)	<i>that's (not) true</i>
du hast recht	<i>you're right</i>
Ich bin (nicht) süchtig	<i>I'm (not) addicted</i>

Fragen	Questions
Wann?	When?
Wer?	Who?
Wie viel / viele?	How much / many?
Wo?	Where?
Warum?	Why?
Was?	What?
Wie?	How?

Was liest du gern? What do you like reading?

Ich lese gern / nicht gern... <i>I like / don't like to read</i>	
Ich lese lieber <i>I prefer reading</i>	
Ich lese am liebsten <i>I like reading most of all</i>	
der (die) Roman(e)	novel(s)
die Zeitschrift(en)	magazine(s)
die Zeitung(en)	newspaper(s)
das (die) Fantasybuch(-bücher)	fantasy book(s)
das (die) Sachbuch(-bücher)	factual / non-fiction
die Biografie(n)	biography

Wo liest du? Where do you read?

im Bus / Zug	on the bus / train
im Garten / Park	in the garden / park
im Bett	in bed
im Schlafzimmer	in the bedroom
in der Pause / Schule	at break / at school
in der Badewanne	in the bath
auf dem Sofa / Klo	on the sofa / loo
auf dem Hof	on the school yard
auf dem Handy	on the mobile phone
am Computer	on the computer

Im Fernsehen On the TV Was siehst du gern? What do you like watching?

Ich sehe (sehr/nicht) gern... <i>I (really/don't) like watching...</i>	
Ich hasse <i>I hate</i>	
Ich gucke / sehe <i>I watch</i>	
die Dokumentation(en)	documentary
das (die) Musikvideo(s)	music video(s)
die Nachrichten	news
die Seifenoper(n)	soap opera
die Serie(n)	series
die Sportsendung(en)	sports programme

Bist du süchtig? Are you addicted?

eine Stunden pro Tag	an hour a day
zwei bis drei Stunden pro Tag	two to three hours a day
nicht mehr als drei Stunden pro Tag	no more than three hours per day
mehr als... Stunden	more than... hours
nur am Wochenende	only at the weekend
nach den Hausaufgaben	after homework
von 20 bis 22 Uhr	from 8pm to 10pm

Five key words	
er sieht	he watches
der Zeichentrickfilm	cartoon
die Zeitung	newspaper
die Zeitschrift	magazine
am Wochenende	at the weekend

Key discoveries / ideas

In 1533, Henry VIII broke from the church and married the now pregnant Anne Boleyn in a secret ceremony. This solved his heir problem, but Henry was excommunicated by the Pope. The English Reformation had begun.

James I was a Protestant but was tolerant towards the Catholics. However he introduced strict anti-Catholic laws after the Gunpowder Plot.

Charles ended up fighting a civil war against Oliver Cromwell – who was a Puritan (a very strict Protestant who wanted to get rid of ritual in church services and lead a plain and simple life).

The printing press is thought to have been invented in Germany by Johannes Gutenberg around 1450 and by the end of the century printed books were available in London. This meant that ideas could be printed and spread quickly.

Useful Websites/books/films/documentaries

<https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1>

<https://kids.britannica.com/kids/article/English-Civil-War/476240#:~:text=The%20English%20Civil%20War%20was,when%20England%20had%20no%20monarchy.>

<https://www.youtube.com/watch?v=KDvQw9SzoV0>

<https://www.youtube.com/watch?v=cEE1FbHzt0>

<https://www.youtube.com/watch?v=bqj0Wd68Mio>

<https://vimeo.com/290470347>

Chronology		Key People	Role
1603	Elizabeth I dies, James I becomes the first Stuart monarch.	Matthew Hopkins	The Witch finder General
1605	Gunpowder plot	Charles I	Son of James I
1625	Charles I becomes King.	Charles II	The son of Charles I
1645-46	Witch Craze	James I	The first Stuart King
1649	Execution of Charles	Henrietta Maria	Wife of Charles I
1649-60	Interregnum	Robert Catesby	Leader of the Gunpowder plotters.
		Guido Fawkes	Gunpowder expert found in the cellar.
		Oliver Cromwell	Puritan army leader of the roundheads.

Common misconceptions

At least one in 10 – or perhaps as many as one in five – men in England and Wales fought in the Civil War. It has been calculated that loss of life, in proportion to the national population of the time, was greater than in the First World War.

In England, witchcraft became a crime in 1542, a statute renewed in 1562 and 1604. As such, most witches across Europe received the usual penalty for murder – hanging (though in Scotland and under the Spanish Inquisition witches were burned).

The Gunpowder plot was led by Robert Catesby.

Year 8 History Autumn Term

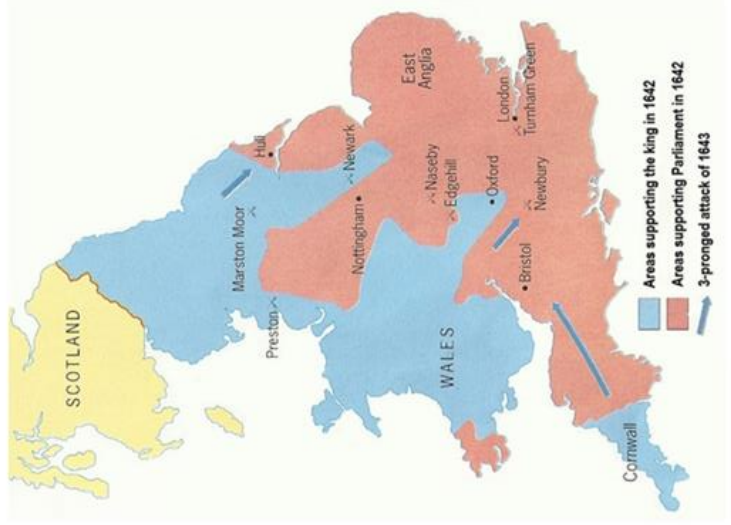
- The Stuarts

Key words and concepts

<p>1. Monarch The king or queen.</p>	<p>2. Roundhead The term given to the soldiers that fought for Parliament. Named after their short haircuts!</p>	<p>3. Divine Right The belief held by Kings & Queens that they had been appointed by God to rule.</p>	<p>4. Puritan A very strict form of Protestantism. Many MPs were Puritans.</p>	<p>5. Reformation A movement in the 16th century which led to the foundation of Protestantism.</p>
<p>6. Civil War A war between citizens of the same country.</p>	<p>7. Cavaliers The term given to soldiers on horses. They fought for the King in the English Civil War.</p>	<p>8. Treason The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.</p>	<p>9. Witch craze People were accused of witchcraft in larger numbers.</p>	<p>10. Parliament Called by the king when he chose. Approved laws and proposed their own. Were supposed to approve all taxes</p>
<p>11. Conspiracy A secret plan to do something harmful.</p>	<p>12. Royalist Someone who supports the monarchy.</p>	<p>13. Lord Protector Oliver Cromwell's title.</p>	<p>14. Interregnum In between kings.</p>	<p>15. Superstition Belief in the super-natural</p>

Important image(s)

Catholic or Protestant?



Year 8 Knowledge Organiser

SOLVING EQUATIONS

Key Concept

Inverse Operations

Operation	Inverse
+	-
-	+
\times	\div
\div	\times
x^2	\sqrt{x}

To check your answer, use substitution

Key Words

Unknown: A letter which represents a number we do not know the value of.

Terms: The numbers and letters in the expression or equation.

Inverse: The operation which will do the opposite.

Tip

Answers can be:

- Integers
- Decimals
- Fractions
- Negatives

Examples

$x + 9 = 16$ -9 -9 $x = 7$	$x - 12 = 20$ +12 +12 $x = 32$	$\frac{x}{3} = 5$ $\times 3 \times 3$ $x = 15$	$2x + 5 = 14$ -5 -5 $2x = 9$ $\div 2 \div 2$ $x = 4.5$
----------------------------------	--------------------------------------	--	--

$\frac{x}{4} - 2 = 4$ +2 +2 $\frac{x}{4} = 6$ $\times 4 \times 4$ $x = 24$	$2(3x + 5) = -14$ expand $6x + 10 = -14$ -10 -10 $6x = -24$ $\div 6 \div 6$ $x = -4$	$2x + 7 = 5x + 1$ -2x (smallest x term) $+7 = 3x + 1$ -1 -1 $6 = 3x$ $\div 3 \div 3$ $2 = x$
--	--	---

Questions

- 1) $x + 8 = 19$ 2) $y - 25 = 15$ 3) $2y = 82$ 4) $\frac{t}{4} = 7$
5) $\frac{p}{2} - 6 = 2$ 6) $3(2x - 3) = 15$ 7) $4x - 8 = 2x + 1$

ANSWERS: 1) $x = 11$, 2) $y = 40$, 3) $y = 41$, 4) $t = 28$, 5) $p = 16$, 6) $x = 4$, 7) $x = 4.5$ or $9/2$

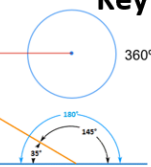
Sparx

M707, M509, M387,
M554, M957

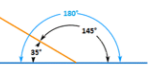
Year 8 Knowledge Organiser

ANGLES (Lines/Points)

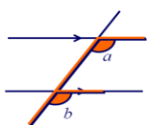
Key Concepts



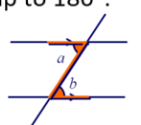
Angles at a point add up to 360° .



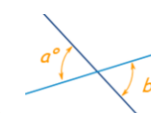
Angles on a straight line add up to 180° .



Corresponding angles are equal.



Alternate angles are equal.



Vertically opposite angles are equal.

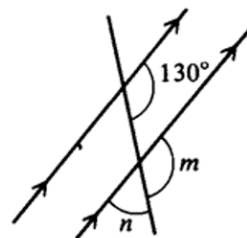
Key Words

Intersect: Two lines which cross.

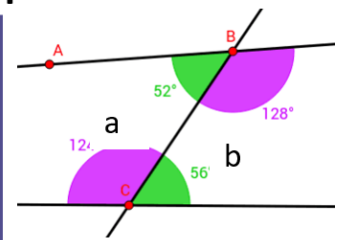
Parallel: Two lines which never intersect. Marked by an arrow on each line.

Transversal: A line which intersects two parallel lines.

Examples



$m = 130^\circ$ as corresponding angles are equal.
 $n = 50^\circ$ as angles on a line add to 180°



$a = 128^\circ$ as alternate angles are equal
 $b = 52^\circ$ as angles on a straight line add up to 180°

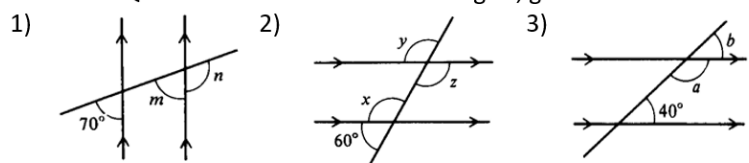
Sparx

M818, M163,
M606

Tip

These angle properties can be used alongside all the other angle properties that you have learnt.

Questions – Find the labelled angles, give reasons.



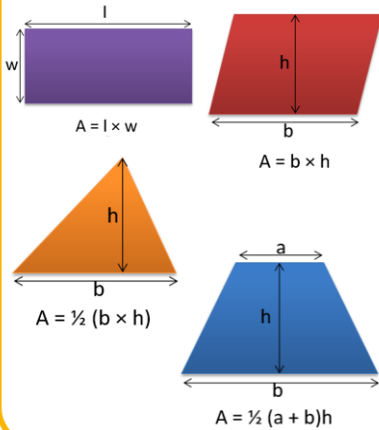
ANSWERS: 1) $m = 70^\circ$, $n = 110^\circ$ 2) $x = 120^\circ$, $z = 120^\circ$, $y = 120^\circ$ 3) $a = 140^\circ$, $b = 40^\circ$

Year 8 Knowledge Organiser

AREA AND PERIMETER

Key Concepts

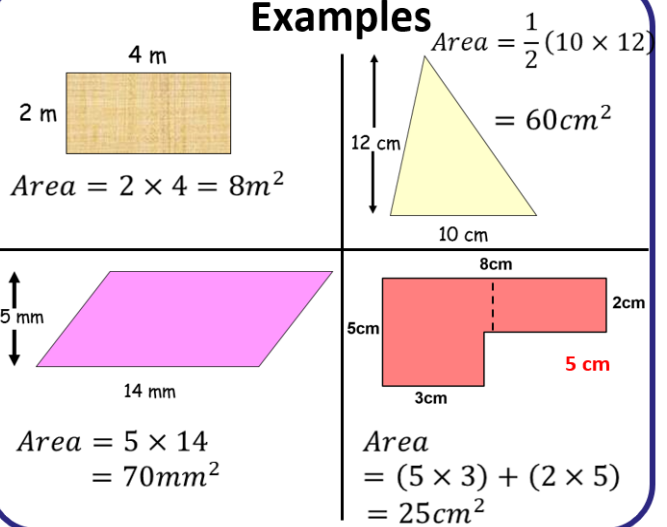
Area



Key Words

Area: The amount of square units that fit inside the shape.
Perimeter: The distance around the outside of the shape.
Dimensions: The lengths which give the size of the shape.
Shapes: Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Examples

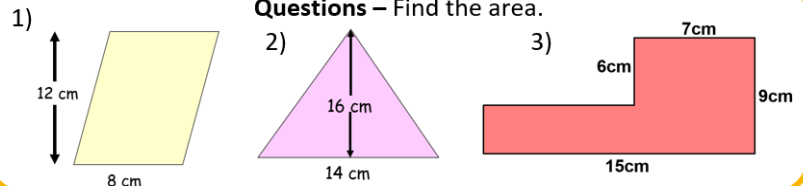


Sparx

M350, M635,
M269, M291,
M610, M996,
M169

Tip

Always remember units. These units are squared for area. mm^2, cm^2, m^2 , etc

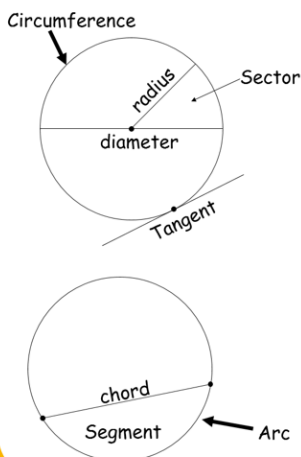


ANSWERS: 1) 96 cm^2 2) 112 cm^2 3) 87 cm^2

Year 8 Knowledge Organiser

CIRCLES AND COMPOUND AREA

Key Concepts

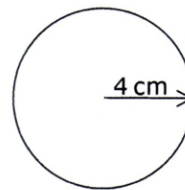


Key Words

Diameter: Distance from one side of the circle to the other, going through the centre.
Radius: Distance from the centre of a circle to the circumference.
Chord: A line that intersects the circle at two points.
Tangent: A line that touches the circle at only one point.
Compound (shape): More than one shape joined to make a different shape.

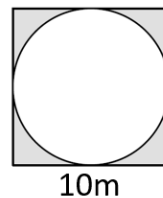
Examples

Find the area and circumference to 2dp.



$Circumference = \pi \times d$
 $= \pi \times 8 = 25.13\text{ cm}$
 $Area = \pi \times r^2$
 $= \pi \times 4^2 = 50.27\text{ cm}^2$

Find shaded area to 2dp.



$Square\ area = 10 \times 10$
 $= 100\text{ m}^2$
 $Circle\ area = \pi \times r^2$
 $= \pi \times 5^2$
 $= 78.54\text{ m}^2$

$Shaded\ area = 100 - 78.54 = 21.46\text{ m}^2$

Sparx

M231, M169

Formula

$Circle\ Area = \pi \times r^2$
 $Circumference = \pi \times d$

Tip

If you don't have a calculator you can leave your answer in terms of π .

Questions

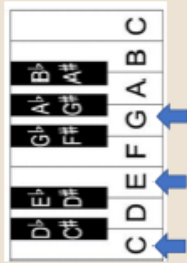
- Find to 1dp the area and circumference of a circle with:
 - Radius = 5cm
 - Diameter = 12mm
 - Radius = 9m
- Find the area & perimeter of a semi-circle with diameter of 15cm.

ANSWERS: 1) a) $A = 78.5\text{ cm}^2, C = 31.4\text{ cm}$ b) $A = 113.1\text{ mm}^2, C = 37.7\text{ mm}$ c) $A = 254.5\text{ m}^2, C = 56.5\text{ m}$ 2) $A = 88.4\text{ cm}^2, P = 38.6\text{ cm}$

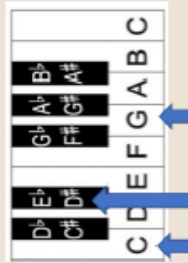
YEAR 8 – UNIT 1 KEYBOARD SKILLS, PART 2

Following on from your previous work on keyboards you will now look at more advanced keyboard techniques to prepare you for future work, more specifically Major Chords, Minor Chords, Chord Progressions and Chord Inversions.

Major Chords are usually described as sounding **HAPPY**. You make a major triad (a 3-note chord) with your right hand by placing your thumb on the note you have been given (so, for example, a 'C' for C Major). Then count up 4 notes (including all black and white keys) and play that note with your Index Finger (Finger '2'). Finally, count up a further 3 notes (including all black and white keys) and play that note for with your 'ring finger' (Finger '4'). So, for a C Major Chord, you would be playing the following notes:



Minor Chords are usually described as sounding **SAD**. You make a major triad (a 3-note chord) with your right hand by placing your thumb on the note you have been given (so, for example, a 'C' for C Minor). Then count up 3 notes (including all black and white keys) and play that note with your Index Finger (Finger '2'). Finally, count up a further 4 notes (including all black and white keys) and play that note for with your 'ring finger' (Finger '4'). So, for a C Minor Chord, you would be playing the following notes:



Chord Progressions are a series of different chords, played one after another, to create a variety of sounds. A progression may involve Major, Minor or a mix of both Major and Minor chords. One of the most common in popular music is the I:V:VIm:IV chord (what is known as the 'Four Chord Song').

Chord Inversions are where you take the notes of a chord and rearrange them into a different order. The standard one is the **ROOT POSITION** chord where the note at the bottom (the one played with your thumb) is the same as the name of the chord (so, for example, a 'C' in C Major). A **FIRST INVERSION** has the second note of the chord at the bottom (so, for example, an 'E' in C Major with the 'G' and 'C' above it). Finally a **SECOND INVERSION** has the third note of the chord at the bottom so, for example, a 'G' in C Major with the 'C' and 'E' above it).

Rhythm in Music Note Values- UK		
Term	Symbol	Value
semibre		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		1/2 + 1/2 = 1
semiquaver		1/4 beat
joined semiquavers		1/4 + 1/4 + 1/4 + 1/4 = 1

Rhythm in Music Rest Values- UK		
Term	Symbol	Value
semibre rest		4 beats of silence
minim rest		2 beats of silence
crotchet rest		1 beat of silence
quaver rest		1/2 beat of silence
semiquaver rest		1/4 beat of silence



YEAR 8 – UNIT 2 PROGRAMME MUSIC

PROGRAMME MUSIC is when music is used to tell a story, portray an item of picture, or something such as a personality. Composers of music throughout history have utilised many of the Elements of Music to create Programme Music, particularly the following:

- **Tempo**, the Musical Word for **Speed** can be used to show how fast something moves such as an animal, or something like a river.
- **Dynamics**, the Musical Word for **Volume** can be used to show how loud an animal is, or how exciting a part of a story is. It may also be used to show emotion.
- **Texture**, the Musical Word for **The Number of Sounds at Any One Time** can be used to show excitement. More sounds will give an air of excitement, or could show something much more frantic.
- **Timbre**, the Musical Word for **The Sound An Instrument Makes** can be used to show a specific emotion, or even try to copy the sounds of animals or sounds of the world.
- **Pitch**, the Musical Word for **The High or Low Sounds Made** can be used to portray size so, for example, a large animal may be shown by a lower pitch whereas a smaller animal may be portrayed by a higher pitch.

EXAMPLES OF PROGRAMME MUSIC

- **The Sorcerer's Apprentice** by the French composer, Paul Dukas is a piece of classical music that tells the story of a young assistant to a powerful magician who tries to use his masters magic to control broomsticks to collect water to save him work. However, it all goes out of control and disaster ensues. This music was used by Walt Disney in his film "Fantasia" where the role of the apprentice was taken by Mickey Mouse.
- **Peterloo Overture** by the British composer, Malcolm Arnold, tells the story of the 'Peterloo Massacre' where, in 1819, a crowd gathered for a peaceful protest in the Peterloo area of Manchester. The local Yeomanry were sent in to break up the protest and arrest the main speaker, Henry Hunt, but, in doing so, they killed 17 and injured over 400. Malcolm Arnold shows this through the use of Percussion, Dynamics and Tonal Clashes before a final section in a major key "in the firm belief that all those that have suffered, and died, in the cause of unity amongst mankind will not have done so in vain" (Arnold)
- **The Planets Suite** by the British composer, Gustav Holst is a series of 7 pieces, each based on a Planet from our Solar System along with a subtitle based on two books he was reading at the time; more specifically "Mars" (*the Bringer of War*), Venus (*the Bringer of Peace*), "Mercury" (*The Winged Messenger*), "Jupiter" (*The Bringer of Jollity*), "Saturn" (*The Bringer of Old Age*), "Uranus" (*The Magician*) and "Neptune" (*The Mystic*). At the time of the composition "Pluto" (*now classified as a Dwarf Planet*) had not been discovered and "Earth" was also omitted.
- **Carnival of the Animals** by the French composer, Camille Saint-Saens is possibly one of the best-known pieces of Programme Music ever written. This is a suite of 14 short pieces and, within, each one, Saint-Saens utilises all the Elements of Music to portray the size, speed, sounds and environments in which they live. Some of these have become firm favourites around the world.
 - **Introduction and Royal March of the Lion** starts the whole suite as the first movement. In this Saint-Saens utilises fanfare-like motifs to show the royal nature of the lion before a grand main theme. He even mimics the lions; roar in music by use of rising and falling sounds.
 - **The Elephant** features a Double Bass, the largest of the String Instruments, in a slow movement with very low, bass, sounds. This shows the size, and the speed at which an Elephant moves.
 - **Aquarium** portrays fish and being underwater with a series of 'tinkling' and 'shimmering' sounds which then descend in pitch as we move below the water.
 - **The Swan** uses one of the most graceful instruments, the cello, in a broad melody whilst the piano plays faster rhythms behind, showing the idea that, while the swan looks very graceful, under the water the feet are moving very fast..



8.1 & 8.2 KS3 Core PE Knowledge Organiser: Immediate Effects of Exercise on the Body

Immediate Effects of Exercise on the Body	
	Body System
	The Skeletal System
1	Increase temperature of synovial fluid in joints
2	Increased flexibility
3	Rise in muscle temperature
4	Increased blood flow to muscles
5	Increased flexibility
6	Muscle fatigue and soreness , sometimes cramp (due to increased lactate production)
7	Lactate accumulation , if oxygen not supplied quick enough due to working anaerobically
8	Increased heart rate, cardiac output and stroke volume
9	Blood diverted to muscles from digestion and other systems (vascular shunting)
10	Increase in blood pressure
11	Increased rate of breathing
12	Increased rate of gaseous exchange (uptake of O ₂ and production of CO ₂)
13	Increased depth of breathing (tidal volume)
14	Oxygen deficit (if oxygen supply cannot meet demand)
	The Muscular System
	The Cardiovascular System
	The Respiratory System

Key Vocabulary:

Skeletal, Muscular, Cardiovascular, Respiratory, Muscles, Lactic Acid (Lactate), Flexibility, Heart Rate, Blood, Breathing, Gaseous Exchange, Oxygen, Carbon Dioxide



Common Misconceptions:

- **Immediate (short term) effects** – The way the body responds as soon as it starts to exercise or responds to an increase of intensity. These changes help to meet the increased demands.
- **Adaptations (long term) effects** – Regular exercise or training will lead to adaptations of the body systems increasing performance in that type of exercise or sport and beneficial to general health.

Example Question:

Q) Which one of the following is a **short-term effect** of exercise on the **cardio-respiratory** system?
A – decrease in heart rate
B – increase in muscle strength
C – decrease in breathing rate
D – increase in blood pressure

Hint - Process of elimination can be good for multiple choice questions where you are unsure of the correct answer. Start by working out which answers are definitely incorrect. Use the keywords in the question to help you.)

Command Word: WHICH
Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following....'

Command Word: EXPLAIN Requires a justification/exemplification of a point. The answer must contain some linked reasoning

Worked Example:

Q) **Explain why sports performers may reduce the intensity they are working at during a game. (4 marks)**

They may experience muscle fatigue (1). This occurs when the muscle is not able to produce the energy it needs for the level of activity, due to an increase in acidity in the muscle cells (1). This slows energy production (1), meaning that the muscles have to reduce the intensity they are working at to allow the muscles time to recover (1).

Applied to Different Sports...

For a **footballer** this may mean... less pace, losing their opponent and less impact on the game.
A **1500m runner** may become...not able to run as fast in later laps and record a slower time.

What about in your favourite sport?

Other positive effects of exercise...



Indirectly, exercise improves mood and sleep, and reduces stress and anxiety. Problems in these areas frequently cause or contribute to cognitive impairment.

No matter what your current weight, being active boosts high-density lipoprotein (HDL), or 'good,' cholesterol and decreases unhealthy triglycerides.

Winded by grocery shopping or household chores? Regular physical activity can improve your muscle strength and boost your endurance.

Over 70% of the body's immune cells are produced in the gut, meaning the majority of our immune system is housed in the gut.

From boosting cognitive function to improving outcomes for prostate cancer patients to treating chronic pain, being physically active can improve overall health.

Regular physical activity can keep the muscles around affected joints strong, decrease bone loss and may help control joint swelling and pain.

Exercise should definitely be the mainstay of the prevention and treatment of osteoporosis; often however, physicians don't have enough know-how for evidencebased prescription of exercise.

Resistance exercises strengthen muscles, which, in turn, provide better support and protection for the foot as a whole.

Random Fact: Exercise makes you feel happier due to increased serotonin levels.

Religious Studies Year 8: Prejudice and Discrimination

What is Prejudice and Why?

Prejudice can lead to discrimination, where a person/group are treated differently. Prejudice is thoughts, discrimination puts it into actions. We usually think of prejudice and discrimination as negative and divisive, but some talk of positive discrimination, where a group is treated more favourably to counteract past prejudices. Why are humans prejudiced? We don't like difference, it can threaten us, make us afraid, or we can be jealous of a group, thinking that we would like to have what they have.

Racism

Racism includes colour prejudice, judging differently because of skin colour, and prejudice based on different nationalities. In the past countries like Britain participated in the slave trade, assuming whites were the superior race. Some Christians misused Bible teachings to justify this. There is continuing acknowledgement of the evils of the slave trade and other forms of racism. Most modern Christians would want to point to Jesus as someone who welcomed everyone regardless of their race. In the 20th century Rev Dr Martin Luther King is an example of a Christian who fought against racism with some success. He was a leader in the Civil Rights Movement and his dream was for equality.



Sexism

Gender prejudice is judging someone differently based on their gender. It is often assumed that women are seen as less important within Islam, with non-Muslims pointing to women wearing burkas as an example of this. However Muslims stress men and women are equal but different. Women have a key role to play in the home, while men have a duty to look after the family financially, but a woman may choose to work – and many Muslim women have become successful in business. Malala Yousafzai is an example of a Muslim who has spoken out for gender equality. Some Muslim countries like Saudi Arabia do have rules which seem to discriminate against women, but other Muslims point out this is about culture, not religion.



Anti-Semitism

Jewish people have too often been treated badly by others, most notably by Nazi Germany, with the Shoah culminating in the death of approximately 6 million Jews in death camps such as Auschwitz. In Europe Jews have been a minority, and the Christian majority often viewed them with suspicion. In medieval times Jews were persecuted in England, and still today there is anti-Semitism around.



The Caste System

Traditionally Indian society was split into 4 castes, Brahmins at the top and Shudras (servants) at the bottom. Movement happened only after death with reincarnation, different castes had different duties and the outcastes were outsiders and treated badly at times. Most modern Hindus dislike the idea of caste, arguing it is tradition not religion and in India negative discrimination due to caste is illegal.

Key Word	Definition
Prejudice	Pre-judging someone before you know them.
Discrimination	Treating someone differently because of e.g. race.
Racism	Prejudice/discrimination based on ethnicity.
Gentile	A term used for someone who is not Jewish.
Anti-Semitism	Treating Jewish people with hostility.
The Shoah	Hebrew name for the Nazi destruction of Jews.
Slave Trade	Usually means black Africans transported and sold as slaves by European nations/North America.
Civil Rights Movement	Fighting for justice for black Americans.
Sexism	Gender prejudice.
Burka / burqa	One-piece veil covering face and body worn by some Muslim women.
Caste system	Classes within traditional Indian (Hindu?) society.
Outcaste	Someone outside the caste system, sometimes called an untouchable.

Key Quotes

Judaism/Christianity: 'All humans created in God's image' (Genesis).

Christianity: Jesus taught the Parable of the Good Samaritan and 'Love your neighbour'.

Christianity: "So there is no difference between Jews and Gentiles, between slaves and free men, between men and women; you are all one in union with Christ Jesus." (St Paul in Galatians 3).

Islam: The Qur'an "Husbands should take good care of their wives'.

Year 8 Knowledge Organiser - Solutions

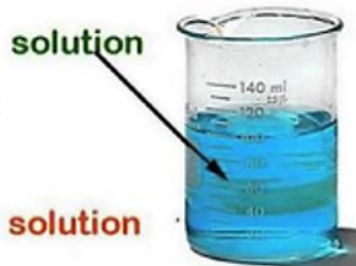
Key word	Definition
Solvent	A liquid that dissolves substances, e.g. water.
Solute	A substance that is dissolved by a solvent, e.g. sugar.
	Task: Give 3 other examples of a solute
Solution	A solute dissolved in a solvent, e.g. sugar dissolved in water.
Soluble Substance	A substance that will dissolve in solvent, e.g. salt (in water).
Insoluble Substance	A substance that will <u>not</u> dissolve in any amount of solvent, e.g. sand mixed with water.
Dissolve	When particles of a solute are separated and surrounded by a solvent.



Solute



+ solvent



solution

Factors Affecting Solubility

- Temperature
- Type of solute
- Type of solvent

Solubility

How easily a substance will dissolve. The solubility of a substance is the **mass** that **dissolves** in a **100 g** of solvent.

Saturation



Tier 2 Vocabulary

Factor
Temperature
Concentration
Dissolving
Separating
Randomly
Soluble

Tier 3 Vocabulary

Particle
Conservation of Mass
Reactant
Product
Solubility
Solvent
Solute
Solution
Diffusion
Filtration
Crystallisation
Distillation
Chromatography

Conservation of Mass

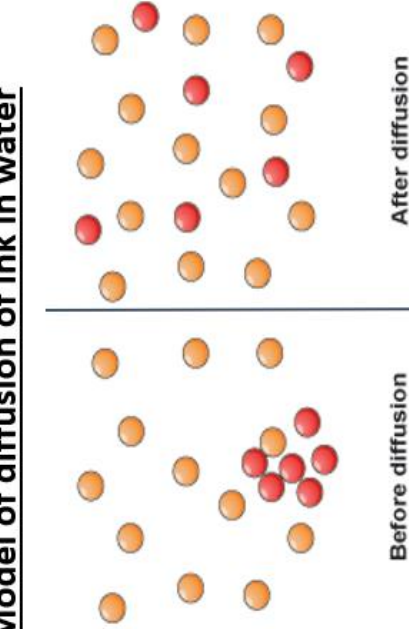
In a chemical reaction, the **total mass of reactants is equal to the total mass of the products.**



Diffusion

The movement of liquid or gas particles from a place of high concentration to a place of low concentration.

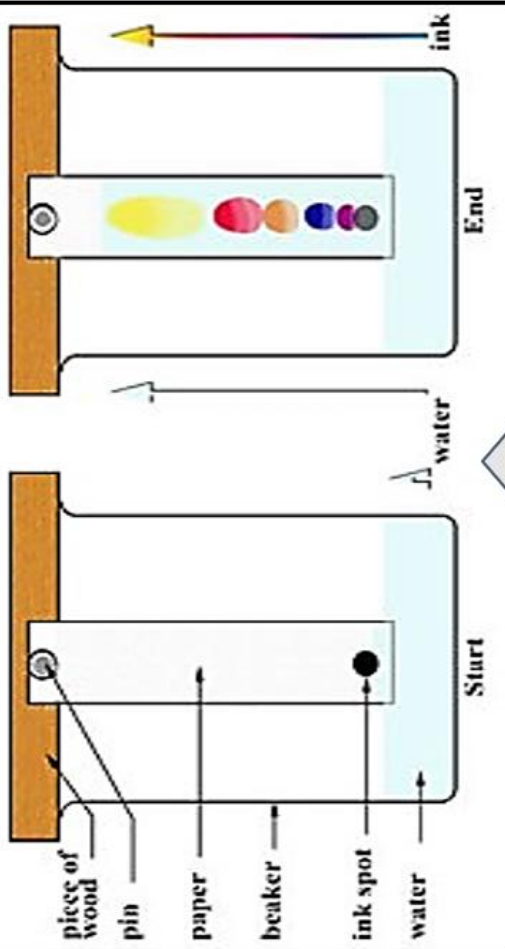
Model of diffusion of ink in water



Factors affecting diffusion

- Temperature
- Particle size
- State (liquid/gas)

Chromatography

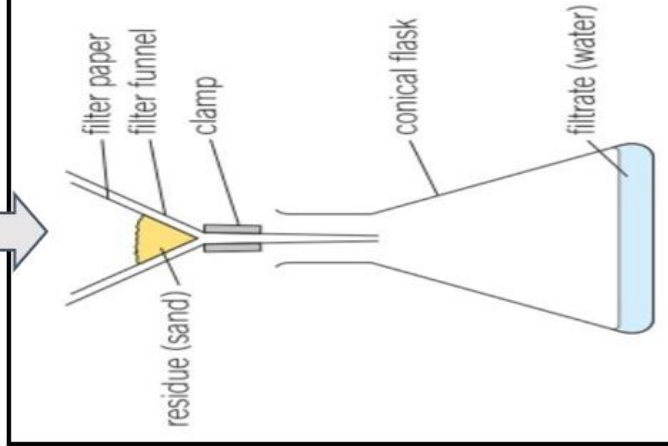


Chromatography

Separates mixtures of **soluble** substances.

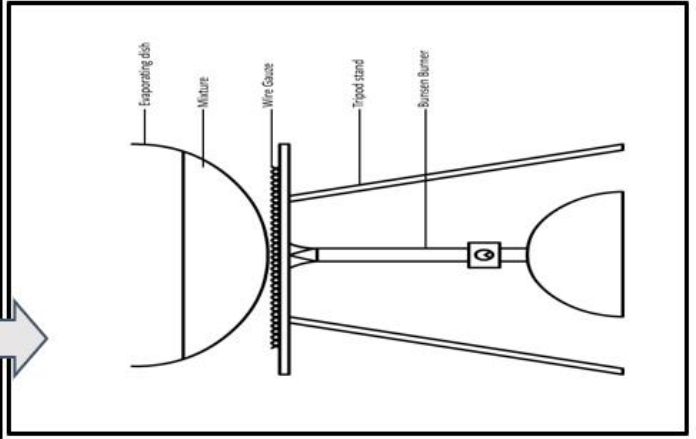
Filtration

Separates a **insoluble** substance from a solution.



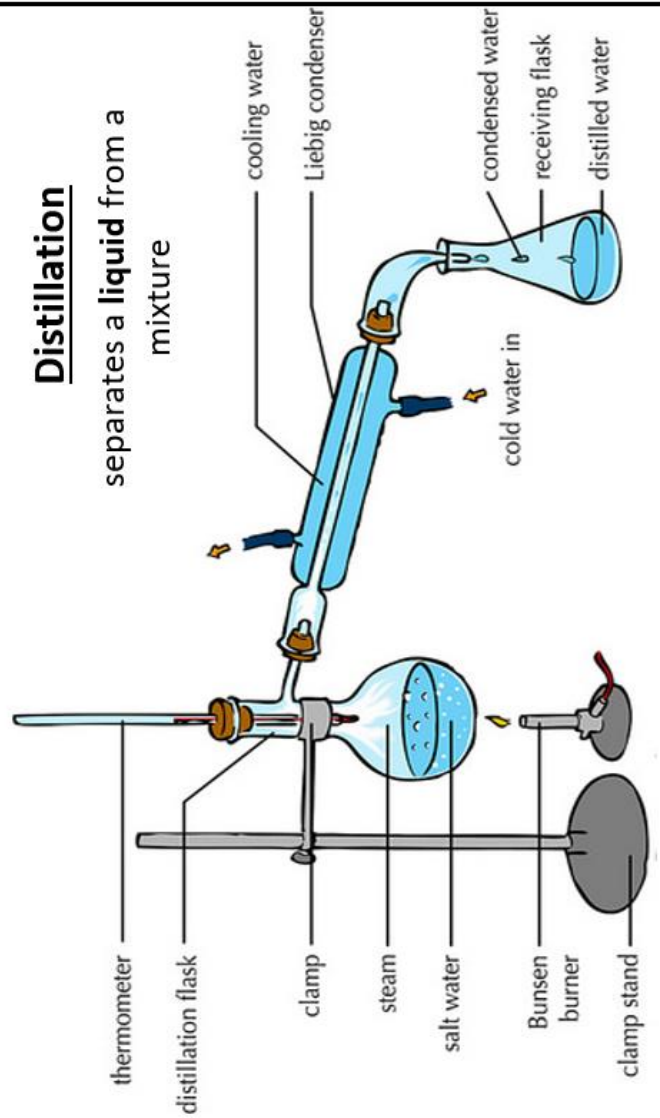
Crystallisation

Separates **soluble** substances from a liquid.



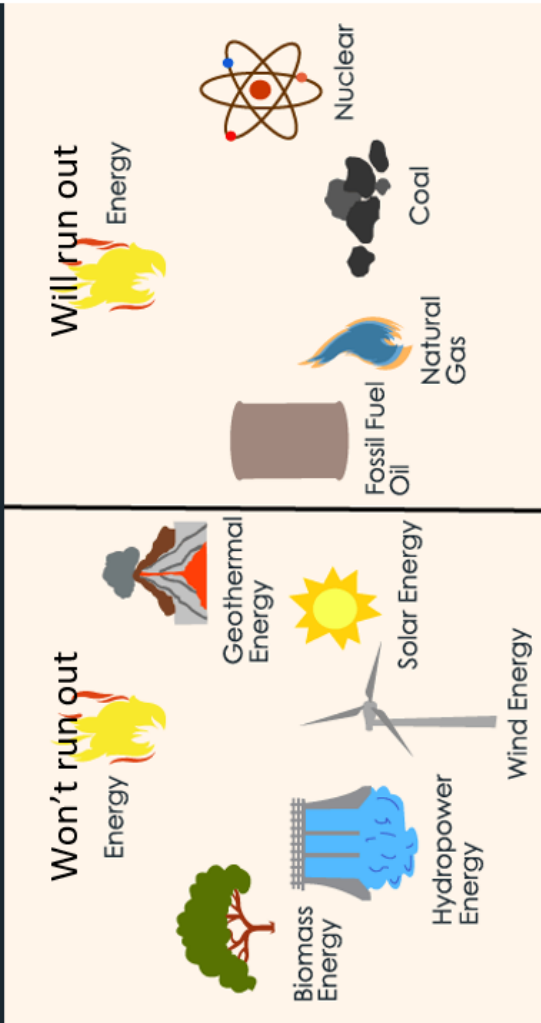
Distillation

separates a **liquid** from a mixture



Year 8 Knowledge Organiser Physics – Topic 1 - Energy

Renewable Non-Renewable



No greenhouse gases are emitted **Reliable/easily available BUT**
BUT Unreliable (if no wind/sun). creates greenhouse gases.

Energy Store	Example
Chemical	Cell, battery, food
Gravitational Potential	A raised object
Electrostatic	Nearby Charged particles
Magnetic	Iron nail in magnetic field
Kinetic	A moving object
Nuclear	Particles in the nucleus
Thermal	A heated object
Elastic Potential	A stretched or squashed object

Conservation of Energy

Energy can neither be created nor destroyed, only transferred from one form to another.

Energy

Energy is a model that describes an object's capacity to do work.

The symbol for energy is E and the unit is the **joule** (or J).

Energy

Pathways/transfers

Heating, Electrical work (current), Mechanical work and Radiation.

Work Done

Work is done when an object is moved a distance d by a force F.

$$\text{Work done (J)} =$$

$$\frac{\text{Force (N)} \times \text{Distance (m)}}{}$$

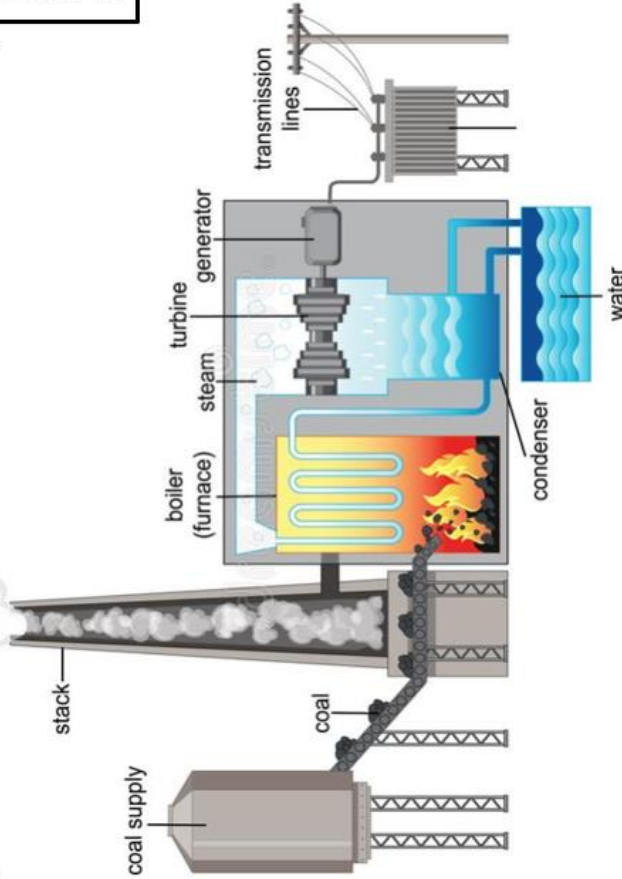
Tier 2 Vocabulary

Capacity
 Charged
 Chemical
 Created
 Destroyed
 Efficiently
 Elastic
 Electricity
 Energy
 Fuel
 Heating
 Mechanical
 Renewable
 Reliable
 Reflection
 Transferred
 Transparent

Tier 3 Vocabulary

Dispersion
 Electrostatic
 Field
 Gravitation
 Greenhouse Effect
 Kinetic
 Luminous
 Magnetic
 Nuclear
 Opaque
 Radiation
 Refraction
 Translucent
 Work

Power stations Water is heated by a fuel source. Water turns into steam. High pressure steam turns turbine, which turns generator and produces electricity.



Luminous/non-luminous

Luminous objects (like the Sun) emit (give off) their own light. Non-luminous objects (like tables) can only be seen when they reflect light.



Non Luminous Object



Luminous Object

National grid

System of transformers and cables that transfer electricity efficiently.



Types of material

Transparent - All light travels through

Opaque - No light travels through

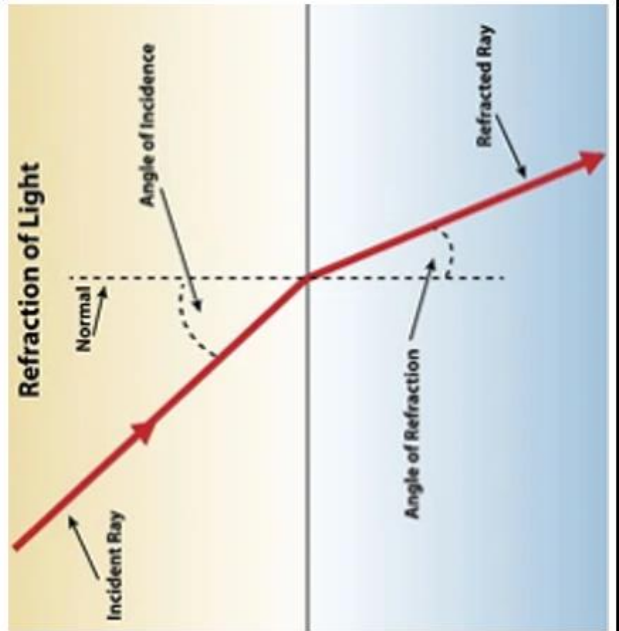
Translucent - Some light travels through

Transparent **Translucent** **Opaque**



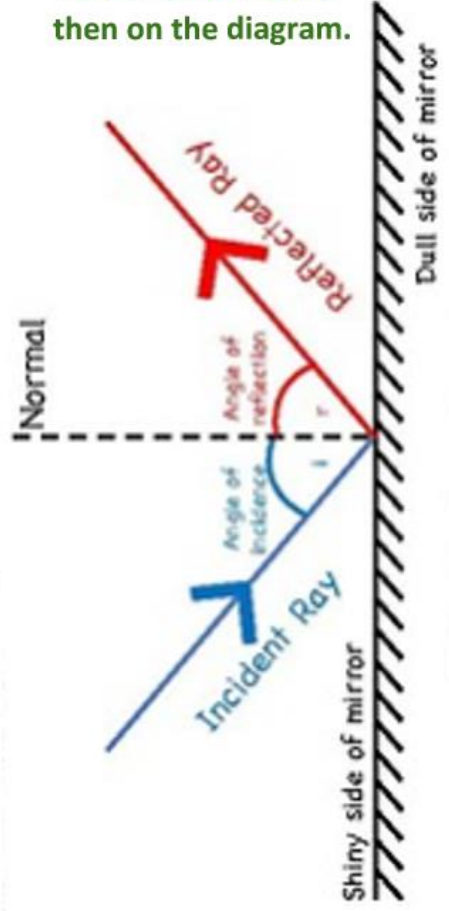
Refraction

When light moves from one material to another, it changes direction.



Reflection

Reflection is when light bounces off of a surface like a mirror.



Task: If the angle of incidence is 45°, what would the angle of reflection be? Show then on the diagram.

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. fui	I went
2. hice	I did
3. fue	it was
4. el año pasado	last year
5. guay	cool

Key vocabulary and questions

¿Adónde fuiste?	Where did you go?
Fui a...	I went to...
Fuimos a...	We went to...
Alemania	Germany
Escocia	Scotland
España	Spain
Francia	France
Grecia	Greece
Gales	Wales
Inglaterra	England
Irlanda	Ireland
Italia	Italy
Portugal	Portugal

Can you use a dictionary to look up more countries?

¿Cómo fuiste/viajaste?	How did you travel?
Fui/Fuimos en...	I/we went by...
avión	plane
tren	train
barco	boat
coche	car
autocar	coach

Can you find out what these other modes of transport are? bicicleta, monopatin, autobús

¿Con quién fuiste?	Who did you go with?
Fui con...	I went with...
mi familia	my family
mi clase/mi insti	my class/school
mis amigos/as	my friends
mis padres	my parents

Can you remember other family members to add? e.g. mi hermano...

¿Qué tiempo hizo?	What was the weather like?
hizo buen tiempo/ml	the weather was good
hizo mal tiempo	the weather was bad
hizo calor/frío	it was hot/cold
hizo sol	it was sunny
hizo viento	it was windy
llovió	it rained
nevó	it snowed

Use these and the activities below to make some sentences using cuando (when).

¿Qué hiciste?	What did you do?
bailé	I danced
compré una camiseta	I bought a T-shirt
descansé en la playa	I relaxed on the beach
mandé/escribí SMS	I sent/wrote texts
monté en bicicleta	I rode my bike
nadé en el mar	I swam in the sea
saqué fotos	I took photos
tomé el sol	I sunbathed
visité monumentos	I visited monuments
bebí una limonada	I drank a lemonade
vi un castillo	I saw a castle
conocí un chico/una chica	I met a boy/girl
comí paella	I ate paella
salí con mis amigos	I went out with friends

¿Cómo te fue?	How was it?
Fue...	It was...
divertido	fun/funny
fenomenal/estupendo	fantastic/brilliant
flipante/genial	awesome/great
guay	cool
regular	okay
un desastre	a disaster
horrible/horroroso	horrible/terrible
me gustó/no me gustó	I liked it/I didn't like it
me encantó	I loved it

Can you justify your opinión using porque? – e.g fue horrible porque llovió

Key grammar – The preterite

Use the preterite to talk about past actions (I went, I ate, I swam).

- Start with the infinitive (ending in -ar/-er/-ir).
- Remove the -ar/-er/-ir ending.
- Add the appropriate ending using the table below.

Examples: Nadar = To swim. Nad- Nadé = I swam
 Beber = To drink Beb- Bebí = he drank

Learn these endings so you can talk about anyone in the past tense.

Useful tip: The endings for -er and -ir verbs are the same in the preterite.





Bailar	To dance	Comer/Subir	To eat/To climb
bailé	I danced	comí/subí	I ate/climbed
bailaste	you danced	comiste/subiste	you ate/climbed
bailó	(s)he danced	comió/subió	s(he) ate/climbed
bailamos	we danced	comimos/subimos	we ate/climbed
bailasteis	you (pl) danced	comisteis/subisteis	you (pl) ate/climbed
bailaron	they danced	comieron/subieron	they ate/climbed




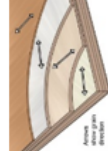
Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. una película	a film
2. un programa	a TV programme
3. más	more
4. menos	less
5. preferir	I prefer
Key vocabulary and questions	
¿Qué haces con tu móvil?	What do you do with your mobile?
chateo con mis amigos	I chat with my friends
comparto vídeos	I share videos
descargo aplicaciones	I download apps
hablo por Skype	I speak on Skype
juego	I play
leo mis SMS	I read my texts
mando SMS	I send texts
veo películas	I watch films
saco fotos	I take photos
escucho música	I listen to music
Look back at how to use the preterite, can you put these into the past tense?	
¿Con qué frecuencia?	How often?
todos los días	every day
a menudo	often
dos o tres veces a la semana	2 or 3 times a week
a veces	sometimes
una vez a la semana	once a week
de vez en cuando	from time to time
nunca	never
Use these to make sentences with the activities above.	

¿Qué hiciste ayer?	What did you do yesterday?
fui al cine	I went to the cinema
hablé por Skype	I talked on Skype
hice gimnasia/kárate	I did gymnastics/karate
jugué en línea	I played online
vi una película	I saw a film
no hice los deberes	I didn't do homework
¿Qué tipo de música te gusta?	What type of music do you like?
Me gusta (mucho)...	I (really) like...
No me gusta (nada)...	I (really) don't like...
Me encanta...	I love...
Odio...	I hate...
el rap	rap
el RnB	RnB
la música clásica	classical music
la música electrónica	electronic music
la música pop	pop music
la música de...'s music
Escucho la música pop	I listen to pop music
Escucho de todo	I listen to everything
Remember to remove el/la before the type of music when you use it with Escucho: <i>Escucho el rap</i>	
¿Cuál es tu cantante/grupo favorito?	What type of music do you like?
Mi cantante favorito/a es...	My favourite singer is...
Mi grupo favorito es...	My favourite group is...
Mi canción favorita es...	My favourite song is...
porque es...	because it is...
porque me gusta/no me gusta...	because I like/don't like...
la letra	the lyrics
el ritmo	the rhythm
la melodía	the tune
Don't forget to use <i>porque</i> to justify your opinions.	

¿Qué tipo de programa prefieres?	What type of TV programme do you prefer?
Prefiero...	I prefer
Me gustan...	I like...
No me gustan...	I don't like...
las comedias	comedies
los programas de deportes	sports programmes
los concursos	gameshows
los documentales	documentaries
los realitys	reality shows
las series (policíacas)	(detective) series
las telenovelas	soaps
porque son...	because they are...
más/menos...que...	more/les...than...
divertidos/as	funny
informativos/as	informative
interesantes	interesting
aburridos/as	boring
emocionantes	exciting
Remember to make your adjectives agree – las telenovelas son divertidas.	
Key grammar – The present tense	
The present tense works the same way as the preterite, but is used to talk about actions you do regularly or something you are doing right now. (I play, I am playing) Here is a reminder of the endings you learnt in Y7:	
Bailar	Comer
bailo	como
bailas	comes
baila	come
bailamos	comemos
bailáis	coméis
bailan	comen
Subir	
subo	
subes	
sube	
subimos	
subís	
suben	

Year 8 – Knowledge Organiser – Design & Technology – Materials

Metals			
Type	Example of	Advantages	Disadvantages
Steel 	Ferrous (Contains iron)	Relatively cheap Widely available Strong/Tough	Rusts Requires a surface finish
Aluminium 	Non-Ferrous (Does not contain iron)	Does not rust Lightweight Easy to cut and shape	Relatively expensive
Copper 	Non-Ferrous (Does not contain iron)	Good conductor of heat and electricity	Corrodes Relatively expensive
Pewter 	Alloy (Mix of multiple metals)	Does not rust Low melting point for easy casting Polishes to a high shine	Relatively expensive Heavier than alternatives

Timber			
Type	Example of	Advantages	Disadvantages
Pine 	Softwood	Cheaper More sustainable as faster growing Widely Available	Knotty Can be weaker than hardwoods Less durable
Oak 	Hardwood	Good aesthetic Extremely durable Easy to maintain High strength	Generally harder to cut and shape More expensive Less sustainable as slower growth rate
Beech 	Hardwood		
Plywood 	Manufactured Board	Available in large sheets Good strength and durability Can be laser cut	More expensive than other board options Edges can splinter

Classification of Metal	
Ferrous Wrought iron, pig iron, mild steel, stainless steels	<ul style="list-style-type: none"> • Contain iron • Magnetic (most) • Rust
Non-Ferrous Copper, tin, silver, gold, aluminium, bronze, nickel	<ul style="list-style-type: none"> • Do NOT contain iron • Are NOT magnetic • Do NOT rust
Alloys Solder, Pewter, Brass	<ul style="list-style-type: none"> • Mixture of more than one element • Combining 2 metal improves properties






Specific Language and Terms	
Durable To be long lasting	Thermal To be able to conduct or insulate heat
Malleable To be bent and shaped	Electrical To be able to conduct or insulate electricity
Strength To withstand forces and breaking	Ductile To be drawn into a wire (stretched)
Toughness To not break or snap	Density A measure of mass per unit volume
Hardness To withstand scratching or denting	Absorbency The ability to take in moisture

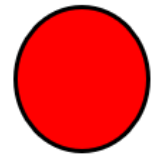
Health & Safety

Specific Language and Terms

PPE	Personal protective equipment
Hazard	A danger or a risk
BSI	British Standards Institute
Kitemark	Assures consumers that the product is safe and has been tested by the BSI
CE mark	Assures consumers that the product meets European safety standards

PPE Equipment






Apron	To protect your clothing from soiling or from being caught in machinery/tools.	
Goggles	Protect your eyes from dust particles or any other flying debris from machining.	
Ear Defenders	To protect your ears when using loud machinery.	
Gauntlets	Protect your hands particularly from heat when brazing or carrying out heat treatments.	
Dust Mask	To protect your breathing when working with dusty or hazardous materials.	



Red: Prohibition Do Not - Stop
 Blue: Mandatory Must obey
 Yellow: Warning Risk of danger
 Green: Safety Means go

Hand Tools:

Tools and Equipment

Try Square	Drawing a line at 90 degrees OR checking a corner is square (90 degrees)	
Tennon Saw	Sawing straight lines in wood	
Hack saw	Sawing straight cuts in metal	
Flat File	Shaping or smoothing a piece metal or plastic	
Vice	Holds work still and secure when cutting, drilling, filing etc	

Walk safely and calmly around the classroom/ workshop.

Keep your work area and floor area clear – keep your belongings hung up.









Follow the teacher's instructions for using equipment carefully.

Report all spillages & clean up properly after yourself.

Make sure that you are wearing the correct PPE equipment for tasks.

Return all equipment to the correct areas of the classroom/ workshop.

Machinery

Pillar Drill		A free standing machine that uses a motor to rotate a drill bit. This drill bit can then be used to cut holes in materials.	Vacuum Former		A machine used to form sheet plastic into permanent objects using a mould.
Disc Sander		Is used for shaping and finishing wood. It consists of an electric motor that turns a disk of sandpaper.	Hegner Saw		A small electrical saw with a thin blade used to cut a variety of thin sheet materials.
Laser Cutter		A CAM machine that engraves and cuts through material using a high powered optical laser.	Vinyl Cutter		A CAM machine that has a sharp blade to cut out designs on tin self-adhesive plastic.
Buffer/ Polisher		A machine that can be used to polish metal and plastics to a high shine.	3D Printer		A CAM machine that prints 3D models using thin layers of plastic.

Specific Language and Terms

Machinery	Mechanical or electrical device designed to be used to perform a function.
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
Software	The programs used by a computer

CAD / CAM

CAD- Computer Aided Design	
Advantages	Disadvantages
Designs can be created, saved and edited easily, saving time.	CAD software is complex to learn.
Designs or part of designs can be easily copied or repeated.	Software can be very expensive.
Designs can be worked on by remote teams simultaneously.	Compatibility issues with software.
CAD is very accurate.	Work can be lost if not backed up.
Designs can be rendered to look-realistic to gather public opinion in a range of finishes.	
CAM – Computer Aided Manufacture	
Advantages	Disadvantages
Quick – speed of production can be increased	Training is required to operate CAM
Consistency and accuracy – All parts manufactured are all the same	High initial outlay cost for machines
Less mistakes- there is no human error unless pre programmed	Loss of jobs for people
Cost saving – workforce can be reduced	Production stoppage – if the machines break down, the production would stop

CAD software programmes:



Creating Ideas and Drawing:



Freehand



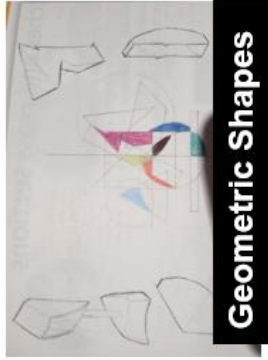
Jack Straws



Biomimicry



Scruffiti



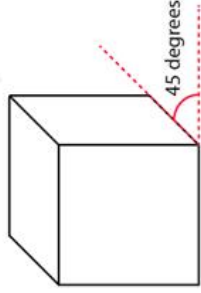
Geometric Shapes



Annotation

Oblique Projection

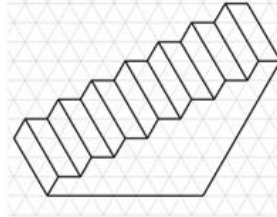
Opposite is a cube that has been drawn in oblique projection.



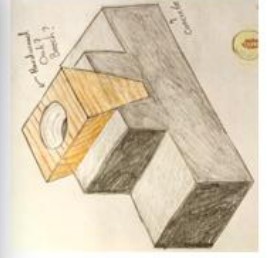
To draw it in oblique projection follow the three main steps below:

1. Draw the front or side view of the object
2. Project 45 degrees lines from each corner
3. Draw the back two lines of the cube in position. Go round the outline of the cube with a fine black pen or dark, sharp pencil.

Isometric Drawing



These stairs have been drawn in isometric.



Isometric Rules:

1. 30 Degrees
2. Parallel lines
3. Drawing to scale
4. Drawing must show 3 sides of the object drawn



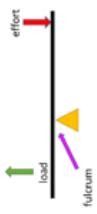
Specific Language and Terms

Oblique Drawing	A projective drawing on an object in 3D where the front face is drawn flat and all other lines are projected at 45 degrees.
Freehand Sketching	Quick sketching without using a ruler. This is to be used to get your first thoughts for ideas down on paper.
Creative Ideas	Thinking outside the box. Different ways to get creative are to use techniques such as Jack straws, Geometric shapes, Scruffiti and Biomimicry.
Annotation	The notes you write around your ideas explaining what they show and how it could be made.
Isometric Drawing	An isometric drawing is a type of 3D drawing that is set out using 30-degree angles. It's a type of drawing in which the same scale is used for every axis, resulting in a non-distorted image.
Construction Lines	A lightly drawn line that allows you to construct a drawing, before committing the final shape to a darker line.
Crating	The drawing of a crate (box) using construction lines that allow a drawing to be created to scale within it.

Specific Language and Terms

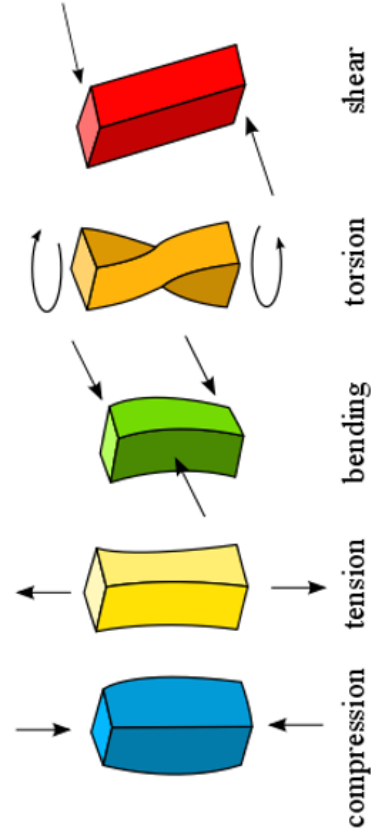
Mechanical System	A mechanical system is a set of physical components that convert an input motion and force into a desired output motion and force. Mechanical systems have at least three elements: input, process and output.
Mechanism	Is a device that transforms input forces and movement into a desired set of output forces and movement.
Machine	A system of mechanisms working together.
Motion	A type of movement.
Force	Is a push or pull in a certain direction that causes a change in speed, direction or shape.

Mechanisms

Mechanism	Definition	Example
Gears	Gears are toothed wheels (cogs) that lock together and turn one another. When one gear is turned the other turns as well.	
Pulleys	Pulleys are like gears, but the wheels do not lock together. The wheels are instead joined together by a drive belt. Pulleys can be used to affect the speed, direction or force of a movement.	
Lever	a rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other.	

Forces

Force	Definition	Example
Compression	A pushing or squashing force	Mattress springs
Tension	A pulling or stretching force	Tug of war rope
Torsion	A twisting force	Turning a screw
Shear	A cutting force caused by two forces in opposite directions very close together	Scissors
Bending	When two forces act in opposite directions	Beam bridge



Types of Movement

Motion	Definition	Example
Linear	Moves in one direction	Bike, car, train
Oscillating	Swings back and forth	Pendulum, swing
Reciprocal	Repetitive back and forth linear motion	Sewing machine needle
Rotating	Moves in a circular motion	Car wheels, pedals

Textiles: Fabrics

1. What is the difference between natural & synthetic fabrics?
2. Why is Lycra ideal for sportswear?
3. Name a natural fabric and list its properties/characteristics.

Natural

Natural fibres are made from **plant** – or **animal-based** fibres and are **Non Finite (renewable)** and **biodegradable**.



Cotton - Plant



Silk – Worm/Animal



Wool – Sheep/Animal

Synthetic

Synthetic fibres are made from **chemically produced polymers/fossil fuels**. Oil and coal are **fossil fuels** and **finite (non renewable) resources**. Once it is used it is not naturally replaced quickly. Extracting and transporting oil can cause **environmental damage** or **pollution**. **Not biodegradable**.



Coal



Oil



Polyester, Acrylic,
Nylon, Lycra



Natural – Cotton Plant

Used for: clothing, towels, bed sheets, shirts, jeans etc.

Properties/Characteristics

- Cool to wear
- Soft to handle
- Good drape
- Versatile: Denim/calico
- Durable & strong
- Creases easily
- Can be washed and ironed/dries slowly
- Absorbent



Frays
Dyes

Natural - Silk Worm

Used for: luxury clothing, nightwear, ties, underwear

Properties/Characteristics

- Warm to wear
- Soft to handle
- Good **lustre**: natural shine due to is woven satin structure
- Light
- Drapes
- Dry clean only – not machine wash!



Frays
Expensive

Natural – Wool

Used for: Jumpers, coats, suits, dresses, blankets, crafts (felt) etc.

Properties/Characteristics

- Fleece from sheep
- Felt does not fray easily
- Not woven – heat bonded
- Has no grain
- Knitted
- No stretch
- Soft or coarse to handle
- Absorbent but can shrink
- Warm & crease resistant
- No drape
- Can be dyed



Synthetic - Polyester

Used for: Fleeeces, sportswear, backpacks, clothing, linings to coats etc.

Properties/Characteristics:

- Very strong
- Flame resistant
- Versatile
- Dries quickly
- Shiny
- Doesn't really crease
- Can be waterproof/non absorbent
- Does not decompose/ not biodegradable
- Thermoplastics
- polymers: Petroleum



Synthetic - Lycra

Used for: Stretchable clothing for sportswear, underwear, socks, surgical supports etc.

Properties

- Lightweight
- Flammable
- Colourful - Can be dyed
- Strong and stretchy
- Retains its shape
- Quick drying
- Smooth and strong
- Resistance to tearing
- Thermoplastic polymer:**
Polyurethane

Textiles Surface Finishes

1. What is the difference between natural and synthetic dyes?
2. Screen printing can be used on what materials?
3. Which surface finish has been used to make the 'Springwood High School' logo?

Applique:
Shapes of one fabric are applied to the surface of another using either hand-embroidery or sewing machine stitches.



Free Motion Embroidery:

Fast.
Intricate designs.
Sewing machine – drawing with threads.
Darning foot – protect your fingers.
Logos, beads, embellishments etc.



Brass Bowls - Tjanting



Batik:

Originates from Asia: Indonesia. The wax is used to draw and create patterns on the fabric. Wax protects parts of the fabrics. Don't absorb the dyes. Wax is removed after the dyeing process.



Hand Dyeing

Natural Dyes:

Positives: Are made from plants. Rich and complimentary colours.

Negatives:

However the colour may vary depending on each batch.

Environmental Issues:

Don't produce toxins so better for the environment.

Can use food waste.



Continuous Dyeing

Synthetic Dyes:

Positives:

Produce long lasting and consistent colour results.

Made from chemical resources.

Negatives:

Chemicals used are toxic & can be harmful to the environment.

Waste water from dyeing process needs to be carefully disposed off.

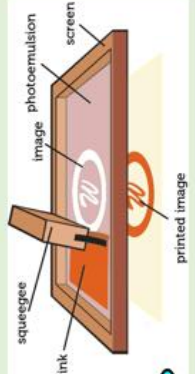


Tie-Dye

Screen Printing:

Process of transferring a stencilled design on to a flat surface using a mesh screen, ink and a squeegee.

Fabric and paper are the most commonly screen-printed surfaces, also possible to print on to wood, metal, plastic, and even glass



Core British Values

- I recognise that it is **unacceptable** to dismiss the **beliefs** and **opinions** of anyone.
- I understand that discussions about **sensitive issues** will be **controlled** and **structured**.

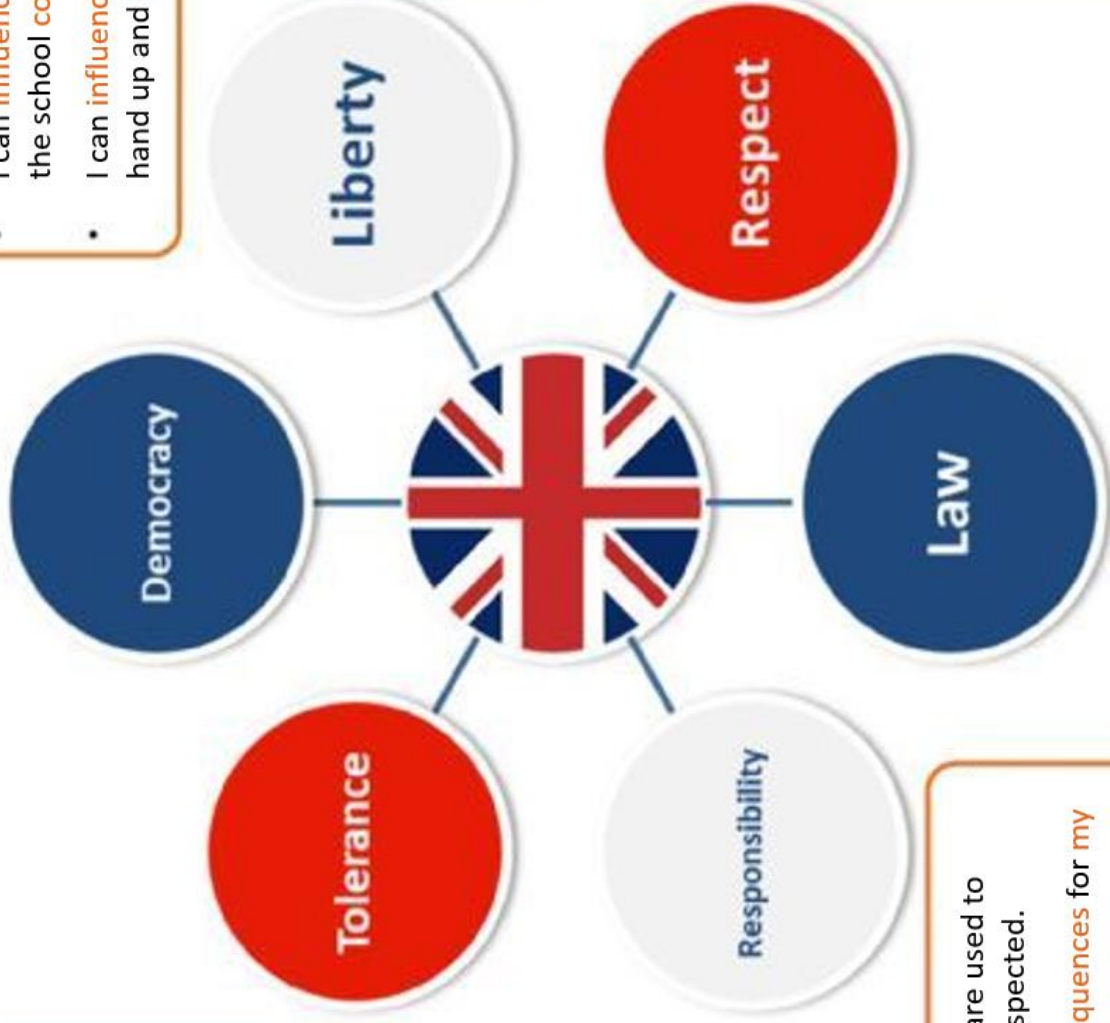
- I recognise that I am as **responsible** for my learning as my teacher.
- I take **responsibility** for all of my **actions** – good or bad.
- We all have a **responsibility** to **promote** and **protect** the wellbeing of others.

- I understand that the school **rules** are used to mirror **society laws** and must be respected.
- I recognise that there will be **consequences** for my actions.

- I can **influence** the way the school runs through the school **council** and by **talking to staff**.
- I can **influence my lessons** through putting my hand up and **responding**.

- I am **free to think** as I see fit.
- I have the **freedom to make choices** that affect me but I recognise that I am **accountable for all my actions**.

- I recognise that **everyone** is **entitled to their opinion** as long as it **does not promote extremism**.
- I understand that everyone is **entitled to a voice** within the classroom.
- I will **listen to others** as I would like to be listened to.

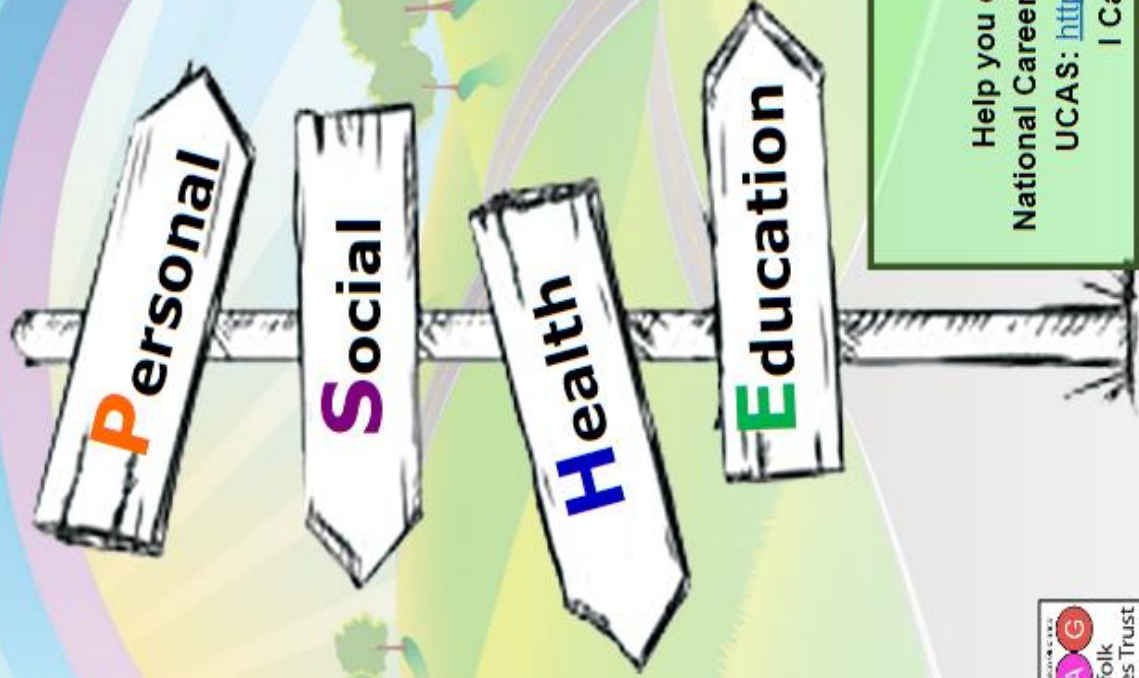


Social - Moral - Spiritual - Cultural



YEAR 8

STAYING SAFE



Theme: E-safety, online safety and exploitation
Organisation: The National Crime Agency's CEOP Education team
Website: www.thinkuknow.co.uk

Theme: Online safety, E-safety and Cyber-bullying
Organisation: Child Net
Website: www.childnet.com/

Theme: Safety, support and abuse
Organisation: Childline
Phone: 0800 1111
Website: www.childline.org.uk

Theme: Crime
Organisation: Crime stoppers
Phone: 0800 555 111
Website: <https://crimestoppers-uk.org/>

Theme: Drugs, addiction and dependency
Organisation: FRANK (National Drugs Helpline)
Phone: 0300 123 6600
Website: www.talktofrank.com/

Theme: Support and help for runaways
Organisation: Runaway Helpline
Phone: 116000
Website: www.runawayhelpline.org.uk

Theme: Health, Wellness and Mental Health
Organisation: NHS
Phone: 111
Website: www.nhs.uk

Theme: Mental Health, Wellness and self-care
Organisation: Young Minds
Text line: 85258
Website: www.youngminds.org.uk

Theme: Healthy teen relationships
Organisation: Act on it
Phone: 01270 250 390
Website: www.actonitnow.org.uk

Theme: LGBTQI+
Organisation: Stonewall
Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality
Organisation: Kite Trust (Cams)
Website: <https://thekitetrust.org.uk/>

Theme: LGBTQ+ Equality
Organisation: Norfolk LBGT+ Project
Phone: 01603 219299
Website: <https://norfolklgbtproject.org.uk/>

Theme: Finance
Organisation: Barclays Life Skills
Website: <https://barclayslifefskills.com/young-people/>

Careers:

Unifrog - www.unifrog.org

Help you choose: <https://helpyouchoose.org/content/>

National Careers Service: <https://nationalcareers.service.gov.uk/>

UCAS: <https://www.ucas.com/explore/career-compass>

I Can Be A: <https://www.icanbea.org.uk>

