Year 8 Knowledge Organiser

Autumn Term 2025/26

Name:

Form:

West Norfolk Academies Trust

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					

Contents Page

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 2025		
Wednesday, 3 Sept – Thursday, 23 Oct 2025	Half-term: Monday, 27 Oct – Friday, 31 Oct 2025	Monday, 3 Nov – Friday, 19 Dec 2025
Spring Term 2026		
Tuesday, 6 Jan – Friday, 13 Feb 2026	Half-term: Monday, 16 Feb – Friday, 20 Feb 2026	Monday, 23 Feb – Friday, 27 Mar 2026
Summer Term 2026		
Wednesday, 13 Apr – Friday, 22 May 2026	Half-term: Monday, 25 May – Friday, 29 May 2026	Monday, 1 Jun – Tuesday, 17 Jul 2026

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Autumn Term 1 Calendar

September 2025		
1	Mon	Teacher Training Day
2	Tue	Teacher Training Day
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	
29	Mon	
30	Tue	

October 2025		
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	Teacher Training Day
25	Sat	
26	Sun	
27	Mon	Half Term
28	Tue	Half Term
29	Wed	Half Term
30	Thu	Half Term
31	Fri	Half Term

Autumn Term 2 Calendar

November 2025		
1	Sat	
2	Sun	
3	Mon	
4	Tue	
5	Wed	
6	Thu	
7	Fri	
8	Sat	
9	Sun	
10	Mon	
11	Tue	
12	Wed	
13	Thu	
14	Fri	
15	Sat	
16	Sun	
17	Mon	
18	Tue	
19	Wed	
20	Thu	
21	Fri	
22	Sat	
23	Sun	
24	Mon	
25	Tue	
26	Wed	
27	Thu	
28	Fri	
29	Sat	
30	Sun	

December 2025		
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	Christmas Break
23	Tue	Christmas Break
24	Wed	Christmas Break
25	Thu	Christmas Break
26	Fri	Christmas Break
27	Sat	
28	Sun	
29	Mon	Christmas Break
30	Tue	Christmas Break
31	Wed	Christmas Break

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.
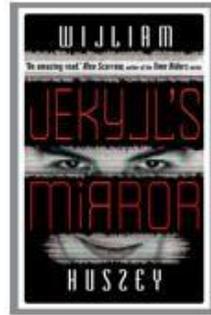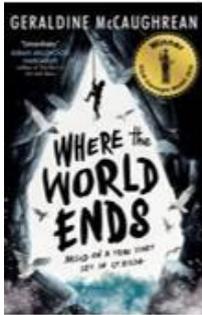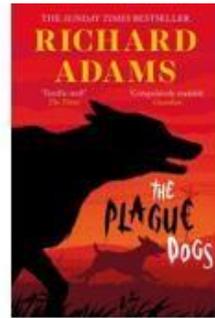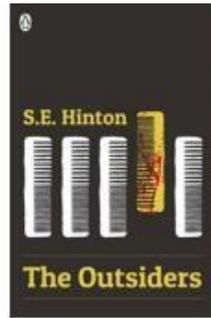
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! 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

Licce Bit — Alex Wheatle ☐
The Outsiders — S.E. Hinton ☐
Animal Farm — George Orwell ☐
Goggle-Eyes — Anne Fine ☐
The Plague Dogs — Richard Adams ☐

Where the World Ends — Geraldine McCaughrean ☐
Jekyll's Mirror — William Hussey ☐
Oh My Gods — Alexandra Sheppard ☐
Chinese Cinderella — Adeline Yen Mah ☐
Coram Boy — Jamila Gavin ☐

The Hitch-Hiker's Guide to the Galaxy — Douglas Adams ☐
The Boy at the Back of the Class — Onjali Q. Raúf ☐
Wink — Rob Harrell ☐
Kerb Stain Boys — Alex Wheatle ☐
Mister Creecher — Chris Priestley ☐

Look Both Ways — Jason Reynolds ☐
Tsunami Girl — Julian Sedgwick, Chie Kutsuwada ☐
Welcome to Nowhere — Elizabeth Laird ☐
Journey to the River Sea — Eva Ibbotson ☐
Bridge to Terabithia — Katherine Paterson ☐

Be Resilient: How to Build a Strong Teenage Mind for Tough Times — Nicola Morgan ☐

West Norfolk Academies Trust

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.

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 Take 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.

THE MEMORY CLOCK
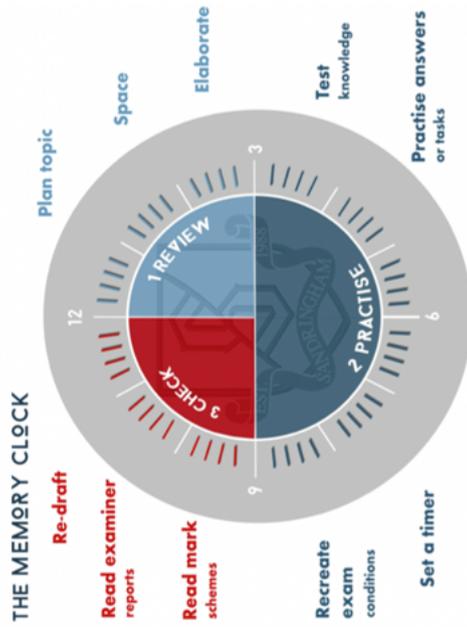
Plan topic
Space
Elaborate
Test knowledge
Practise answers or tasks

1 REVIEW
2 PRACTISE
3 CHECK

Re-draft
Read examiner reports
Read mark schemes
Recreate exam conditions
Set a timer

Retrieval Practice

Create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it works!

LONG TERM MEMORY

Tips

Deliberate Practice

Apply your knowledge!

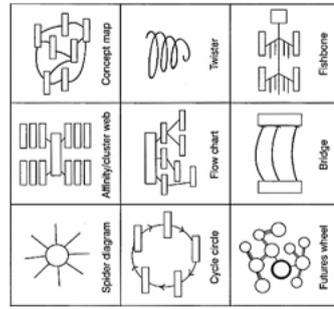Revise it, practice exam questions and then go over using your notes, adding or redrafting!

Flashcards

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

Flash Cards

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

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

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!

Answer Planning

Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.

TIME TO PLAN

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.
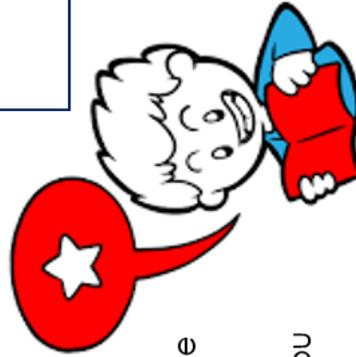
Graphic Organisers

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

Spider diagram
Affinity/cluster web
Concept map
Cycle circle
Flow chart
Twister
Futures wheel
Bridge
Fishbone

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!

PRACTICE MAKES PERFECT

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.

HOW BLACK AND WHITE CHANGES COLOUR:

HUE
Actual Colour

TINTS
Colour + WHITE

TONES
Colour + GREY

SHADES
Colour + BLACK

Art Specific Language and Terms

Term	Definition
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.

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:

Year 8 Autumn Term Knowledge Organiser

Art – Observational Drawing – Colour Pencil:

Art Specific Language and Terms

Tone	The lightness or darkness of something.	**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.
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.	**Secondary Source imagery**	Using the work or imagery of others to help inspire and influence your own ideas and work.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.	**Scaling up**	A precise way to transfer and enlarge a small image.
Proportion	The size relationship between different elements e.g height compared to width.	**Accuracy**	The extent to which one piece of work looks like another.
Burnishing	Layering and blending until no paper grain shows through the coloured pencil layers.		

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.

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

Year 8 Spring Term Knowledge Organiser

Art – Typography– Printmaking:

Printmaking is the process of creating artworks by printing, normally on paper. Printmaking normally covers only the process of creating prints that have an element of originality, rather than just being a photographic reproduction of a image or a painting.

Art Specific Language and Terms

Typography	Typography is the art and technique of arranging type to make written language legible, readable, and appealing when displayed.	Screen printing	A printing technique where a mesh or screen is used to transfer ink onto a surface, except in areas made impermeable to the ink by a blocking stencil.
Lino-cut printing	Lino-cut printing is a form of printmaking where the printing plate is cut into lino. The lino-cut is then inked, a piece of paper placed over it, and then run through a printing press or pressure applied by hand to transfer the ink to the paper.	Graphic Designer	Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and designs for advertisements, brochures, magazines, and branding.

Craig Ward

Nicolas Girard

Ronald Hunter

Typographical Art:

Lewis Durrant

Year 8 Spring Term Knowledge Organiser

Art – Typography– The Art of Lettering:

Art Specific Language and Terms

Typography	Typography is the art and technique of arranging type to make written language legible and appealing when displayed.
Typographer	A Typographer is someone who designs a typeface or who arranges type.
Kerning	kerning is the process of adjusting the spacing between letters.
Leading	leading is the space between individual lines of type.
Display Typeface	A display typeface is a typeface that is used for visual impact, rather than for extended passages of text.
Script Typeface	Script fonts can be formal scripts, derived from 17th century formal writing or styles that look informal or handwritten as well as calligraphic scripts which emulate calligraphy.

Typography:

David Carson is an American graphic designer. He is best known for his innovative magazine design, and use of experimental typography. He was the art director for the magazine Ray Gun and was perhaps the most influential graphic designer of the 1990s.

Types of Font:

Sans-serif:
(without flicks)

Serif:
(with flicks)

Sans is the French word for without.

AaBbCc

AaBbCc

Weight and Size:

Changing the **weight** or **size** of type changes the emphasis

Year 8 Summer Term Knowledge Organiser

Art – Typography– Painting:

In art, the term **painting** describes both the act of painting, (using either a brush or other implement, such as palette knife, sponge, or airbrush to apply the paint); and the result of the action – the painting as an object.

Art Specific Language and Terms

Scaling Up	A technique to help enlarge an image accurately. A grid is drawn over the image to be copied and also onto the paper (both to scale). The image is then copied in sections.	
Observation	Looking closely at the original image/source so that all the detail and colour changes are seen and replicated.	
Acrylic Paint	Acrylic paint is a fast-drying paint made of pigment suspended in acrylic polymer emulsion.	
Gouache Paint	Gouache is a type of water-soluble paint that, unlike watercolour, is opaque so the white of the paper surface does not show through.	
Colour Blending	The change from one colour to another gradually. The colour change should appear smooth and is achieved when the two colours are mixed and layered smoothly without an obvious step or line.	
Layering	Applying paint in stages, starting with lighter base colours and adding darker tones later over the top. Often there can be multiple layers to a painting.	
Poster Paint	Poster paint is a distemper paint that usually uses a type of gum-water or glue size as its binder.	
Oil Paint	Oil paint is a slow-drying paint that consists of particles of pigment suspended in a drying oil that forms a tough, coloured film on exposure to air.	

The 4 most versatile brushes:

Filbert

Bright

Round

Flat

Paintbrush choice:

Flat brushes are versatile. Their long bristles can lay smooth patches of color, make long, bold strokes or when using their edges, execute fine crisp lines. Marks made with a flat brush have a distinctive square edge.

Round brushes come in pointed and blunt tips. Both can be used to create a linear mark by applying more or less pressure during the stroke; the pointed round brush is ideal for fine detail.

Year 8 Summer Term Knowledge Organiser

Art – Colour and Culture:

Colours carry deep meanings with them in every **Culture**. Western, Far Eastern, Middle Eastern, Indian, and African **cultures** have stark differences in the symbolism of **colours** within their **cultures**. For example, in some **cultures**, white represents innocence, but in others, it can represent death.

Art Specific Language and Terms

		Mix Media	Mixed media is a term used to describe artworks made from a combination of different media or materials.
Culture	Culture is a pattern of behavior shared by a society, or group of people. Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.	**Texture**	Texture is the way something feels to the touch, or looks to the eye.
Tribal art	Tribal art is the visual arts and material culture of indigenous peoples.		

How does Art influence Culture?

Art influences society by changing opinions, instilling values and translating experiences across space and time. Research has shown **art** affects the fundamental sense of self. Painting, sculpture, music, literature and the other arts are often considered to be the archive of a society's collective memory. Art helps preserve what fact-based historical records cannot: how it felt to exist in a particular place at a particular time.

Examples of Art, Artists and Culture influencing each other:

Jacky Tsai, Reincarnation.
Influenced by multiple cultures and popular culture references.

Japanese art influenced the impressionists.

Frida Kahlo, was deeply influenced by indigenous Mexican culture.

Nils-Udo, Nest.
Influenced by the natural world around us all.

Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Autumn Term

Sentencing Young Offenders

Community punishment order
Unpaid work for a period of 40-240 hours.

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

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

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

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.

Command Words

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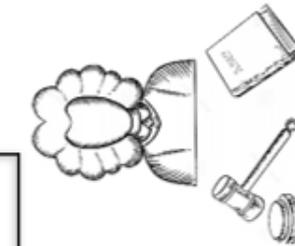
Making connections

How can you link different topics together?

Punishment + reform + deterrent
Discrimination + tolerance
Human rights + justice
Stereotyping + crime + justice + equality

Age related rights

10	13	16	17	18	21
Age of criminal responsibility	Have your own social media account	Buy a pet	Have a driver's license and drive a car if you pass your test	You can vote or stand for election	Entitled to full national minimum wage

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 a Fair Trial

Right to no unfair detainment

Crime & Punishment

Y8 CITIZENSHIP KNOWLEDGE ORGANISER   Autumn Term

British Values

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

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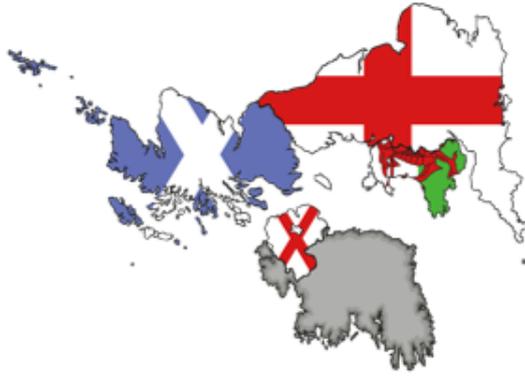Everyone is equal in the eyes of the law, and should be treated fairly no matter who they are

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

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

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.

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

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

For & against immigration in the UK

Contribute to UK society by paying taxes

Immigrants will do work that UK citizens wont

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

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

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

Multicultural Britain

8.1 Computing – HTML

Key Vocabulary

Term	Definition
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>, ,).

Key Questions

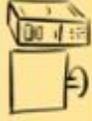| HTML Tag	Definition – what does it do?
<P>	
<h2>	
<b>	
<i>	
<u>	
/	

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

| Term	Definition
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 fame 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
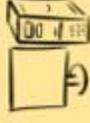
1. What is a suitable file format for exporting a video?

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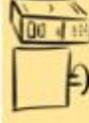
Write a beginners guide for the animation software you have been using.

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

Drama- Script Exploration

Structure of a script

- A play script is a piece of writing written for the stage.
- A play script will include a list of characters (at the very beginning).
- It may be divided into acts which are then divided into scenes.
- Sometimes each scene will have a description of the setting at the start and then the characters' dialogue.
- Dialogue is set out with the character's name on the left then the dialogue (without speech marks), some will also have colons or fall stop separating the name and the speech.

Main characters

Christopher Boone- Protagonist and autistic
Ed Boone- Christopher's father
Judy Boone- Christopher's mother

Secondary characters

Siobhan- Christopher's teacher at school
Roger Shears- the man his mother had an affair with
Mrs Alexander- Elderly neighbour

Minor character

Mrs Shears- Neighbour his father has a relationship with.

Practice Tasks

1. Can you learn lines ready for a class performance?
2. Could you plan a rehearsal with rehearsal techniques / exercises to enhance the work?
3. Create a character profile for one of the characters from the play.

Key questions

1. Do you know how to lay out a script when writing your own?
2. What is meant by the term subtext?
3. How can we show relationships between characters on stage?
4. What is meant by the term directorial interpretation?
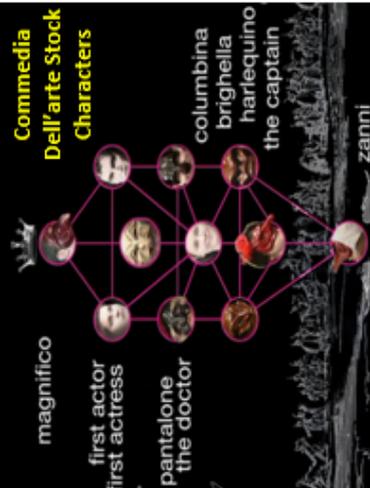5. What is a rehearsal technique and why do we use these?

We will be exploring the stage play, Curious Incident of the dog in the Night time. It is a whodunnit play and looks at the relationship of a family. Christopher is a 15 year old who is autistic. He makes it his mission to discover who killed Wellington, the dog. During his investigation he uncovers a family secret and things will never be the same again.

Key Vocabulary	Definitions
Act/ Scene	An act is a division or unit of a theatre work, including a play, film, opera, and musical theatre. A scene is a part of an act defined with the changing of characters.
Characters	People acting in a playscript.
Setting	Setting is the time and place (or when and where) of the story.
Narrator	Some scripts include a character called a narrator. These are characters which explain what is going on in the story for the benefit of the audience. They do not have to be a character in the story, but their lines are written in the same way as any other character's.
Audience	The people who watch the performance; those for whom the performance is intended.
Stage directions	These are often written in italics within brackets and are instructions for the actors on stage – these should not be read aloud in performance. These instructions can also be for the technical team with ideas for lighting or sound effects.
Mood	The feeling created on stage during a performance.
Blocking	The stage positions and movement.
Status	The position of importance, power or control in performance.
Adaptation	This is where a text is adapted (changed) for stage, television or film.
Ensemble	This is where all cast members work together in a unified way rather than focussing on individual performances.
Proxemics	This is a term to describe the use of space on stage and how this can suggest relationships between characters for example a couple in love would be very close together.
Atmosphere	Creating the sense of the location.

Drama
Commedia Dell'Arte & Pantomime

Ingredient of Pantomime
- Over the top acting
- Slapstick
- Breaking 4th wall
- Panto good vs. evil
- Audience participation
- Song
- Dance
- Stock characters

Costumes are an essential part of any pantomime; they allow the audience to understand each character and bring the magic of theatre to life.

History of….
Pantomime was created by JOHN RICH (1692-1761) He was known as the father of pantomime' because he was the first to realise the potential of the Commedia characters.

Theme in a Pantomime
Self discovery
Overcoming adversity
Class issues
Love
Family
Friends
Integrity
Bravery

Stock Characters….
Principal boy/hero
Principal girl
The Dame
The Double Act
The Baddie
The Comedy Figure
The Good Fairy

Key Questions:
1. Name the stock pantomime characters.
2. Describe slapstick comedy?
3. What is direct address and how does it link to clocking the audience?
4. Is Commedia Dell'arte and Complicité non naturalistic or naturalistic theatre, explain your reasoning?

GOOD ENTER FROM STAGE RIGHT

BAD ENTER FROM STAGE LEFT

Good Vs. Evil

Upstage Right	Upstage Center	Upstage Left
Center Stage Right	Center Stage	Center Stage Left
Downstage Right	Downstage Center	Downstage Left

The side of the stage that actors enter from in a pantomime is vital to the plot

Vocabulary	Definition
Ensemble	Actors on stage all the time working as a group.
Stock Characters	A stock character is a stereotype; they have certain features that are easily recognisable
Slapstick	Comedy based on deliberately clumsy actions and humorously embarrassing events.
Audience participation	The active involvement of an audience in a live show or broadcast.
Double Entendre	a word or phrase that is open to two interpretations, one of which is usually risqué. Often a favourite pantomime tradition for adults in the audience, the ancient art of double entendre is an established element of the panto form.
Gesture	a movement of part of the body, especially a hand or the head, to express an idea or meaning
Gender reversal	Gender flipping a character involves making the character canonically a different gender, which means that all the other characters they interact with see them as that gender.

States of Tension
1-Exhaustion
2-Laid back/ Zombie
3-Neutral
4-Alert
5-Suspense/ curious
6-Passionate/ melodramatic
7-Tragic

Remember:-
Jacques Lecoq believed that there were 7 levels of tension and if an actor could recognise these then they can use the to build characterisation

History of….
Commedia dell'arte is a form of theatre that began in Italy in the 16th century and is popular to this day. The plays of Commedia dell'Arte were often performed by a small group of actors who travelled around and performed in town squares.

Commedia Dell'arte Stock Characters
magnifico
columbina
brighella
harlequino
the captain
first actor
first actress
pantalone
the doctor
zanni

Practice Task
1. Practice your slow motion and miming skills by miming every day activities.
2. Create your own pantomime costume for a chosen character.
3. Watch the video https://www.youtube.com/watch?v=CdA_6BtsXko
4. Write your own script out line for either a Commedia Dell'Arte plot or a pantomime.

Vocabulary	Definition
Grammelot or gromalot	a gibberish style of language
Clocking the Audience	a character acknowledges the audience's presence, talking to them directly. This is a device to focus the audience's attention on that character.
Lazzi	a physical or verbal gag. They sometimes can add to a plot or relate to the current action, whilst other times they have no relevance to the story and serve as a distraction, a humorous interruption or are used to spotlight a character.
Masks	half masks that were originally all made of leather, but now more commonly made of neoprene. The Commedia masks must show emotion and intelligence as they are covering the face which is the main place emotion can be seen on someone. Masks should be an extension of an actor and their costume, hair and accessories.

English

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.

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

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 including lists and direct address

A. language intended to create an image, association, or other effect in the mind of the listener or reader that goes beyond the literal meaning

B. the narrator communicates using first person

C. great admiration earned by an important achievement

D. a quality that combines respect, being proud, and honesty

E. the use of words to create images, an impressions or mood

F. anything the writer does on purpose to create meaning

G. a direct comparison of two unrelated things that, nevertheless, share a common quality or characteristic

H. the way we see something, and our attitude towards it (point of view)

I. information, ideas, opinions, or images, often only giving one part of an argument with the intention of influencing people's opinions

J. the attempt to represent subject matter truthfully

K. instructions indicating the movement, position, or tone of an actor, or the sound effects and lighting.

L. the narrator exists outside the events of the story, and relates the actions of the characters by referring to their names or by the third-person pronouns he, she, or they

M. a character who tells a story with a lack of credibility

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: Use a dictionary to check your responses.

Practise spelling vocabulary words and matching definitions to words.

Vocabulary

☐ context
☐ perspective
☐ first person perspective
☐ third person perspective
☐ unreliable narrator
☐ authentic
☐ propaganda
☐ stage directions
☐ comparison
☐ realism
☐ metaphor
☐ figurative language
☐ glory
☐ honour
☐ imagery
☐ methods
☐ dialogue
☐ rhythm
☐ comma

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.

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

Who' 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.

West Norfolk Academies Trust

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

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

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

The Eatwell Guide

8 healthy eating tips

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.

Preventing Food Poisoning (the 4Cs)

FIGHT BAC!
Keep Food Safe From Bacteria
CLEAN
SEPARATE
COOK
CHILL

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

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)

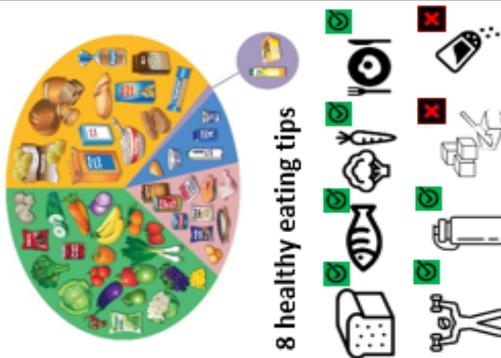What two rules are there for preparing high risk foods safely? (2 marks)

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.

Food Preparation Outcomes:

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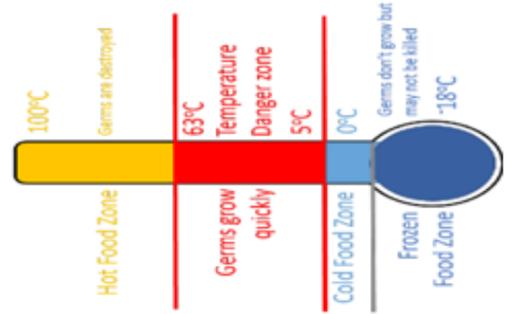
We need food for growth and repair of cells, energy, warmth, protection from illnesses and keep our bodies working properly.

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.

Eatwell Guide

Temperature Danger zone
- 100°C — Hot Food Zone — Germs are destroyed
- 63°C
- 5°C — Germs grow quickly
- 0°C — Cold Food Zone
- -18°C — Frozen Food Zone — Germs don't grow but may not be killed

carbohydrates
minerals
proteins
fats
vitamins

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

Tu es allé(e) où? / Where did you go?

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?

Avec qui?	Who with?
ma famille	my family
mon collège	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?

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?

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

Qu'est-ce que tu as fait? / What did you do?

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 traîné 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	I ate
Tu as	acheté	You bought
Il/Elle/On a	nagé	He/She/We swam
Nous avons	joué	We played
Vous avez	écouté	You listened
Ils/Elles ont	visité	They visited

Qu'est-ce que tu as visité? / What did you visit?

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

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

Sequencers

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

C'était comment? / How was it?

C'était comment?	How was it?
C'était…	It was…
amusant	fun/funny
génial!	great
ennuyeux	boring
cool	cool
sympa	nice
intéressant	interesting
nul	rubbish
Ce n'était pas mal	It wasn't bad

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)	I went
Tu es	allé(e)	You went
Il/Elle/On est	allé(e)	He/She/We went
Nous sommes	allé(e)s	We went
Vous êtes	allé(e)s	You went
Ils/Elles sont	allé(e)s	They went

Au parc d'attractions / At the theme park

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)
- voir (to see) - vu (saw)
- prendre (to take) - pris (took)
- 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?

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

Pourquoi ? / Why?

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 pyjama	to have a sleepover
rendre visite à mes cousins	to visit my 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?

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.**
Je danse 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

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

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?

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 illuminés	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	I am going to buy
Tu vas	manger	You are going to eat
Il/Elle/On va	boire	He/She/We are going to drink
Nous allons	visiter	We are going to visit
Vous allez	écouter	You (pl.) are going to listen
Ils/Elles vont	choisir	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*

A river from source to mouth

Spring, Stream, Waterfall, Tributary, River, Marsh, Flood plain, Meander of bend, River mouth, Waves forming a beach, Groyne, Waves eroding cliffs

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

Weathering Types and Causes

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

Biological – Plants and animals.

Chemical – Substances in the air and in rain.

Types of Erosion — the wearing away of rock

Attrition	Rocks in the river/sea bump into each other, breaking up, becoming rounder/smoother.
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?

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.

Types of transportation— the movement of material


Solution

Suspension

Saltation

Traction

A. Fine material such as clay and sediment is carried by the river.

B. Dissolved minerals are carried by the river.

C. Large boulders and pebbles are rolled along the river bed.

D. Small stones, pebble and silt bounces along the river bed.

River bed

www.internetgeography.net
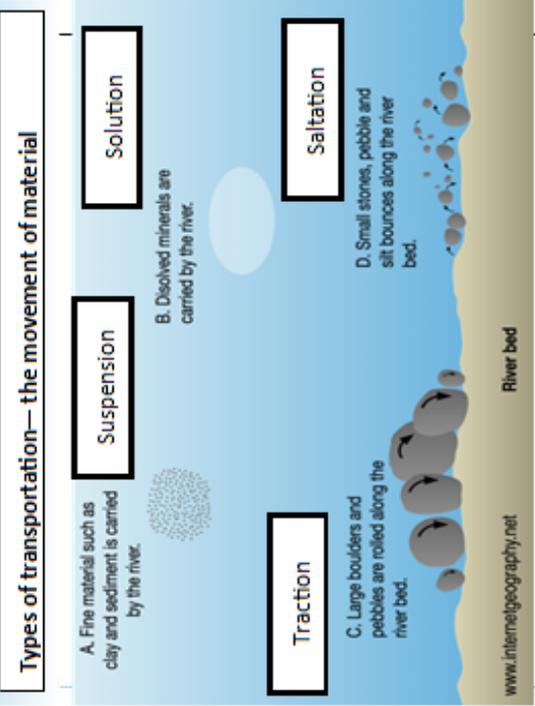
Year 8 Geography: Population

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 NOT 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

Demographic Transition Model (DTM)

Stage	1 High stationary	2 Early expanding	3 Late expanding	4 Low stationary	5 ? Declining?
Examples	A few remote groups	Egypt, Kenya, India	Brazil	USA, Japan France, UK	Germany
Birth rate	High	High	Falling	Low	Very low
Death rate	High	Falls rapidly	Falls more slowly	Low	Low
Natural increase	Stable or slow increase	Very rapid increase	Increase slows down	Stable or slow increase	Slow decrease
Reasons for changes in birth rate	Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning.		Improved medical care and diet. Fewer children needed.	Family planning. Good health. Improving status of women. Later marriages.	
Reasons for changes in death rate	Disease, famine. Poor medical knowledge so many children die.	Improvements in medical care, water supply and sanitation. Fewer children die.		Good health care. Reliable food supply.	

World map

Key tasks:

1. Mark the countries from the DTM model (top right corner on this page) onto the outline map (bottom left corner).
2. Describe the location of Japan in the world. (Remember to use compass directions and write the continent, nearby ocean and neighbouring countries)
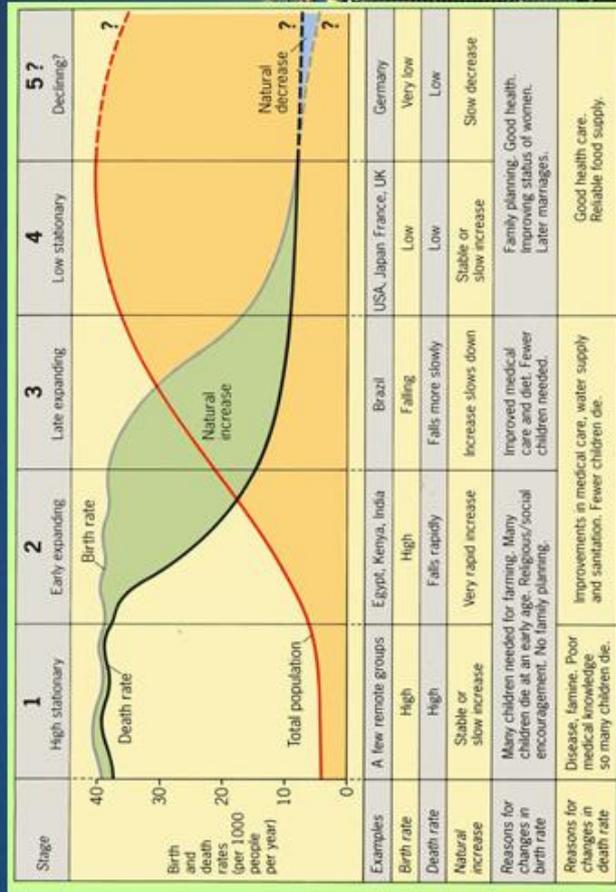
Y8 German – Autumn Term 1

Früher und heute — *Then and today*

Die Stadt ist / war... — *The town is/was...*
alt / modern — *old / modern*
klein / groß — *small / big*
schön / industriell — *beautiful / industrial*
laut / ruhig — *noisy / quiet*

Die Stadt hat / hatte.... — *The town has / had ...*
Es gibt / gab... — *There is / was...*
einen Strand — *a beach*
einen Martkplatz — *a town square*
einen Olympiapark — *an Olympic Park*
einen Hafen — *a harbour / port*
eine Arena — *an arena*
eine Skatehalle — *a skate hall*
ein Einkaufszentrum — *a shopping centre*
ein Stadion — *a stadium*

Wo hast du gewohnt? — *Where did you stay?*

Ich habe ... gewohnt. — *I stayed...*
in einem Hotel — *in a hotel*
in einem Ferienhaus — *in a holiday house*
in einem Wohnwagen — *in a caravan*
in einer Jugendherberge — *in a youth hostel*
auf einem Campingplatz — *on a campsite*
mit Freunden — *with friends*

Was hast du gemacht? — *What did you do?*

Ich habe viele Sachen gemacht.
— *I did a lot of things.*
Ich habe / Wir haben... — *I / We ...*
Musik gehört. — *listened to music.*
Volleyball gespielt. — *played volleyball.*
einen Bootsausflug gemacht. — *did a boat trip.*
viele Souvenirs gekauft.
— *bought lots of souvenirs.*
viel Fisch gegessen. — *ate lots of fish.*
die Kirche gesehen. — *saw the church.*
ein Buch gelesen. — *read a book.*

Ich bin zu Hause geblieben.
— *I stayed at home.*

Wohin bist de gefahren?

— *Where did you travel?*
Ich bin ... gefahren. — *I travelled...*
Ich bin ... geflogen. — *I flew...*

nach Deutschland / Frankreich / Spanien /
Amerika / Sudafrika / Schottland
— *to Germany / France / Spain / America
/ South Africa / Scotland*
nach Wien — *to Vienna*

Mit wem bist du gefahren?

— *Who did you travel with?*
ich bin ... gefahren. — *I travelled...*
mit meiner Familie — *with my family*
mit Freunden — *with friends*

Was hast du noch gemacht?

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

Wie ist / war das Wetter?

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

Wann war das? — *When was that?*

in den Ferien — *in the holidays*
im Sommer / Winter — *in summer / winter*
letzten Sommer / Winter — *last summer / winter*
heute — *today*
gestern — *yesterday*
früher — *then / previously*

Oft benutze Wörter — *High-frequency words*

nur — only
dort — there
zu — too
nicht — not
gar nicht — not at all
sehr — very
ungefähr — approximately
viel — a lot
viele — lots / many

Y8 German – Autumn Term 2

Im Kino — At the cinema

German	English
der Actionfilm(e)	action film
das Drama (Draymen)	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

German	English
Ich bin ins Kino gegangen	I went to the cinema
Ich habe zu Hause eine DVD gesehen	I watched a DVD at home

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

Ich habe den Film … gefunden — *I thought the film was …*

German	English
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 Schauspielerin(nen)	actress/es

Meinungen — Opinions

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

Fragen — Questions

German	English
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?

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

Wo liest du? — Where do you read?

German	English
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?

German	English
Ich sehe (sehr/nicht) gern…	I (really/don't) like watching…
Ich hasse	I hate
Ich gucke / sehe	I watch
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?

German	English
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

German	English
er sieht	he watches
der Zeichentrickfilm	cartoon
die Zeitung	newspaper
die Zeitschrift	magazine
am Wochenende	at the weekend

HISTORY: Anglo-Saxon and Norman England

Core Knowledge

- The Romans left in 410 AD because of attacks on the Empire, including Anglo-Saxon invasions of Britain.
- **Pull factors** Saxons were pulled to Britain due to climate, raw materials such as iron, silver, tin and copper.
- It was easy to travel due to rivers.
- **Push Factors** Anglo Saxons society was competitive. It was very important for kings to explore, conquer new lands also their homeland often flooded.
- The Viking King Cnut was also king of Denmark and Norway.
- Edward the Confessor became King of England in 1042. He was a Saxon but was the stepson of King Cnut.

Key Words

Witan	The advisors of the Anglo-Saxon king
Earls	Rich and powerful landowners.
Earldom	The area of land controlled by Earls.
Thegn	Smaller landowners.
Ceorl	Ordinary people who owned just enough land to grow food on.
Thrall	Anglo-Saxon slave
heir	A person legally entitled to the property or rank of another on that person's death.
The Feudal system	A system of land control.
Oath	A sacred promise.
Housecarl	Harold Godwinson's elite soldiers
Fyrd	Harold Godwinson's inexperienced soldiers
Senlac hill	The area of land occupied by Harold's army at the Battle of Hastings
Bayeux Tapestry	70 metre long cloth created in the 1070s depicting events before, during and after the battle of Hastings.
Domesday book	A survey ordered by King William
Motte and Bailey castle	a fortification with a wooden or stone keep situated on a raised area of ground called a motte, accompanied by a walled courtyard, or bailey, surrounded by a protective ditch and palisade.

Feudal Pyramid of Power

KING

LAND → NOBLES

MONEY AND KNIGHTS

LAND (fief) → KNIGHTS vassals

PROTECTION and MILITARY SERVICE

LAND and protection → PEASANTS

FOOD AND SERVICES

Contenders for the throne in 1066

Harold Godwinson	William	Harald Hardrada	Edgar Atheling
Earl of Wessex	Duke of Normandy	King of Norway	Great-nephew of King

Chronology

410 AD/CE	The last Roman leaders left Britain as Anglo-Saxons began to invade
793 AD/CE	First Viking invasion of Britain
865 AD/CE	The Danelaw was established
1016 AD/CE	King Cnut became the first Viking to rule a united England
1042 AD/CE	King Edward the Confessor made England Anglo-Saxon again
January 1066	Edward the Confessor dies with no heir
September 1066	Harald Hardrada and Vikings invade England in the North
20th September	Battle of Fulford Gate – Vikings defeat Morcar and an English army
25th September	Battle of Stamford Bridge – Harold defeated Harald Hardrada– English victory
14th October	Battle of Hastings – Norman victory. Harold Godwinson is killed.
December 1066	William the Conqueror is crowned King of England
1069	Harrying of the North
1085	Creation of the Domesday book

Independent Task:

Make a list of reasons why William won the Battle of Hastings using the information on the Google Classroom or your own research.

Diagram of a Motte and Bailey Castle

Bridge – from the motte to the bailey

Drawbridge – to the entrance to the bailey

Bailey – large walled area where the soldiers and animals lived

Keep – the safest place in the castle

Palisade – these were made of wood and formed a fence

Motte – defensive mound of earth

Moat – this made it harder to reach the walls
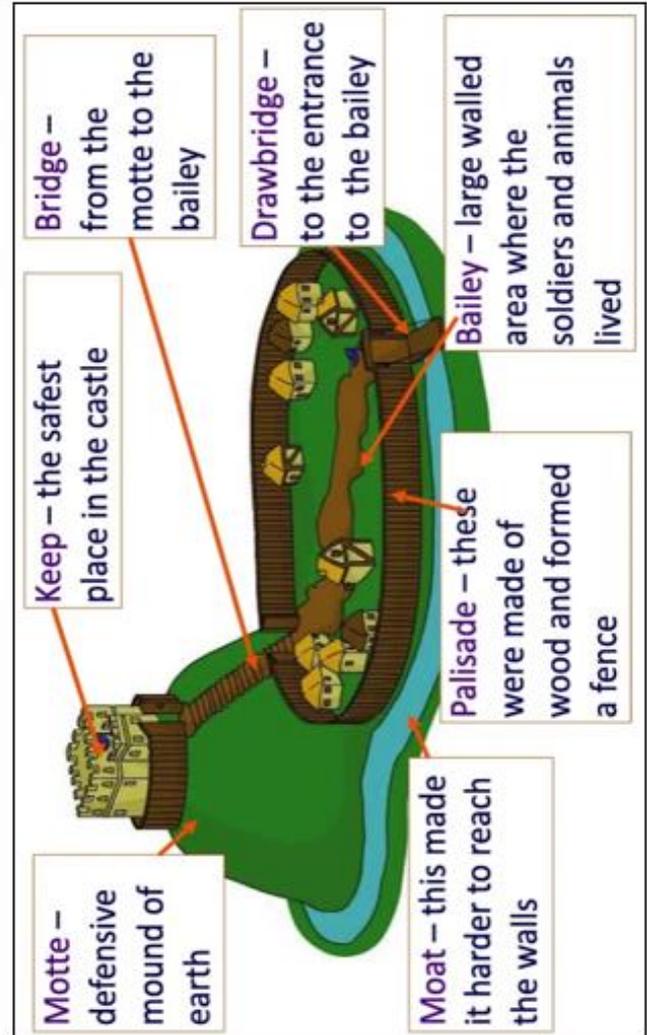
Year 8 Knowledge Organiser
SOLVING EQUATIONS

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

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

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

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

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.
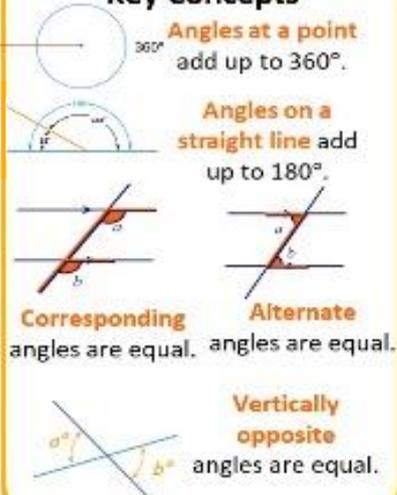
Key Words
Intersect: Two lines which cross.

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

Transversal: A line which intersects two parallel lines.
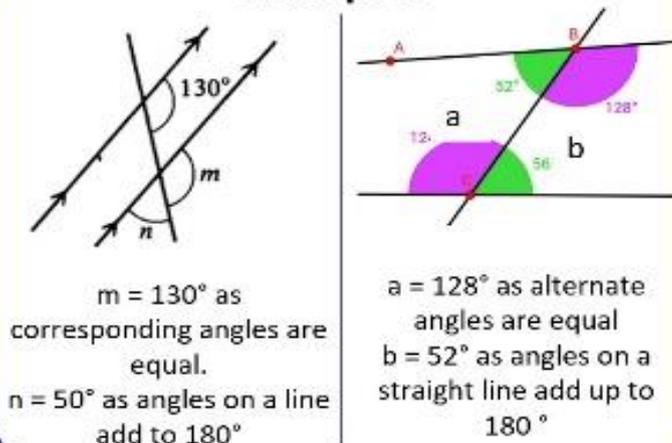
Tip
These angle properties can be used alongside all the other angle properties that you have learnt.

Examples

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

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

Questions – Find the labelled angles, give reasons.
1)   2)   3)
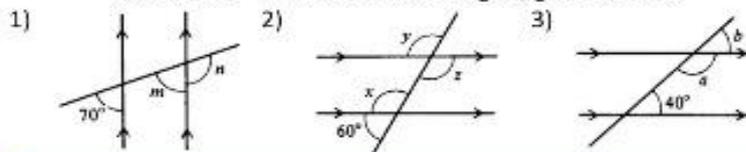
ANSWERS: 1) m = 70°, n = 110° 2) x = 120°, y = 120°, z = 120° 3) a = 140°, b = 40°.

Year 8 Knowledge Organiser
AREA AND PERIMETER

Key Concepts
Area

$A = l \times w$

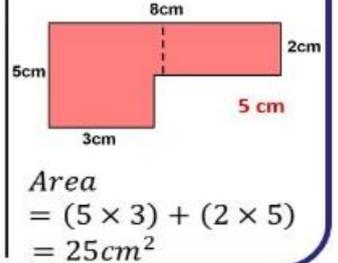$A = b \times h$

$A = \frac{1}{2}(b \times h)$
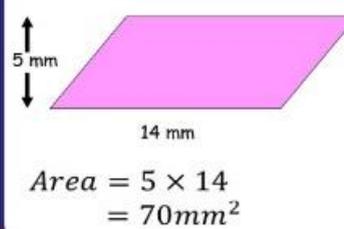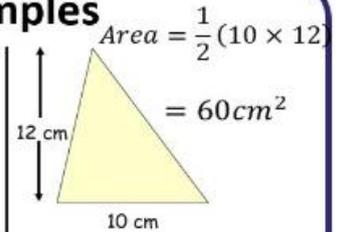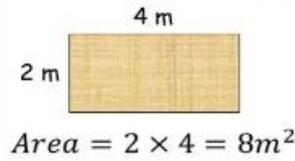
$A = \frac{1}{2}(a + b)h$
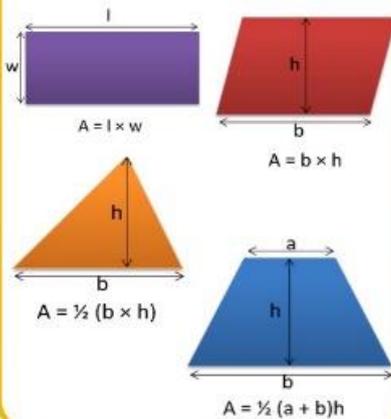
Key Words
Area: The amount of square units that fit inside the shape.
Perimeter: The distance around the outside of the shape.
Dimensions: The lengths which give the size of the shape.
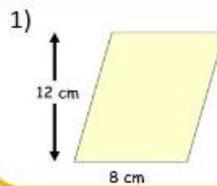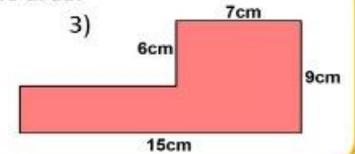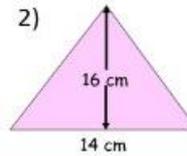**Shapes:** Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Examples

4 m, 2 m
$Area = 2 \times 4 = 8m^2$

12 cm, 10 cm
$Area = \frac{1}{2}(10 \times 12)$
$= 60cm^2$

5 mm, 14 mm
$Area = 5 \times 14$
$= 70mm^2$

8cm, 2cm, 5cm, 5 cm, 3cm
$Area$
$= (5 \times 3) + (2 \times 5)$
$= 25cm^2$

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

Questions – Find the area.

1) 12 cm, 8 cm

2) 16 cm, 14 cm

3) 7cm, 6cm, 9cm, 15cm

ANSWERS: 1) 96 cm² 2) 112 cm² 2) 87 cm²

Year 8 Knowledge Organiser
CIRCLES AND COMPOUND AREA

Key Concepts

Circumference, radius, diameter, Sector, Tangent

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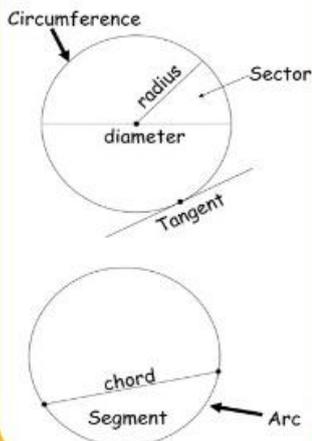
Key Words
Diameter: Distance from one side of the circle to the other, going through the centre.
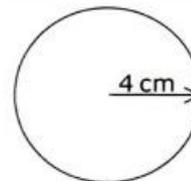**Radius:** Distance from the centre of a circle to the circumference.
Chord: A line that intersects the circle at two points.
Tangent: A line that touches the circle at only one point.
Compound (shape): More than one shape joined to make a different shape.
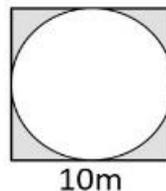
Examples

Find the area and circumference to 2dp.

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

Find shaded area to 2dp.

10m
$Square\ area = 10 \times 10$
$= 100m^2$
$Circle\ area = \pi \times r^2$
$= \pi \times 5^2$
$= 78.54\ m^2$
$Shaded\ area = 100 - 78.54 = 21.46m^2$

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

ANSWERS: 1) a) A = 78.5cm², C = 31.4cm b) A = 113.1mm², C = 37.7mm
c) A = 254.5m², C = 56.5m   2) A = 88.4cm², P = 38.6cm

YEAR 8— UNIT 1a

BASS CLEF NOTATION

When you were in Year 7 you worked with the Treble Clef and named the notes on the treble clef stave.
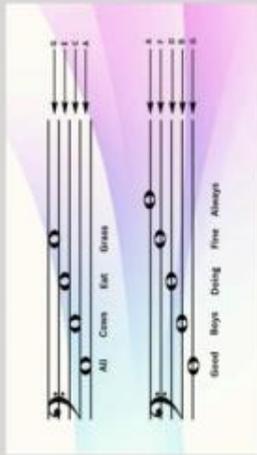
But that's just half the fun!!!

The treble stave works with all the notes that are higher (above 'Middle C' in pitch). However, there are also a whole range of notes lower than 'Middle C' and these are known as instruments on the 'Bass Stave'.

You are still in the situation where we only use the first seven letters of the alphabet (A-G) but to remember the names of the notes in bass clef use the mnemonic "All Cows Eat Grass" for the spaces and "Good Boys Doing Fine Always" for the lines. This is shown on the image above.

See if you can still find 'Middle-C' on the keyboard - notes on the bass stave are all of those to the left of Middle-C.
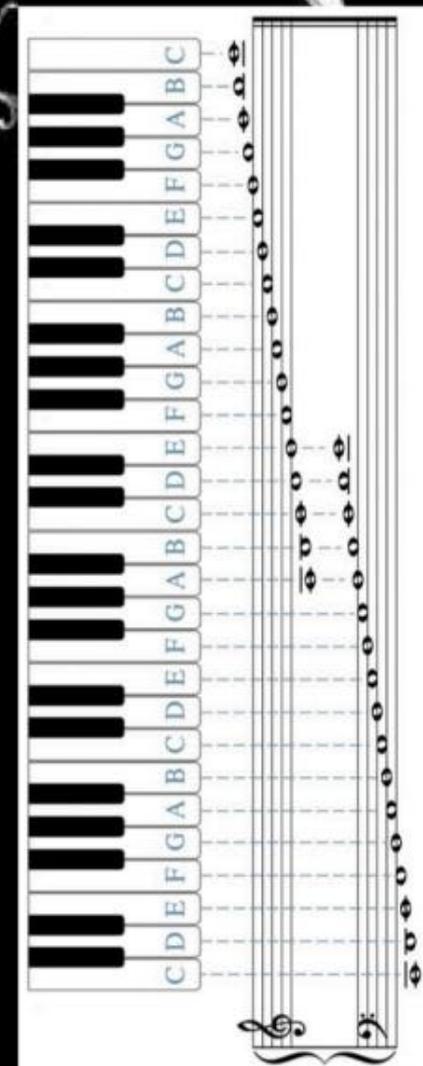
All the notation showing rhythm such as semibreves (4), minim (2) and crotchets (1) remain the same as these are duration; it is just the pitch that changes and the names of the notes on the stave.

Next time you listen to a song, listen to the bass line and try to imagine what it would sound like without the bass!

Rhythm in Music
Rest Values—UK

Term	Symbol	Value
semibreve 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

Rhythm in Music
Note Values—UK

Term	Symbol	Value
semibreve		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

YEAR 8— UNIT 1b

KEYBOARD SKILLS PART 2 - CHORDS

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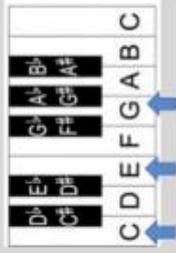
Minor Chords are usually described as sounding SAD. You make a major triad (a 3-note chord) with your right hand by placing your thumb on the note you have been given (so, for example, a 'C' for C Minor). Then count up 3 notes (including all black and white keys) and play that note with your Index Finger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

WIDER LISTENING

Here are some links to pieces that will extend your knowledge of these topics. Please listen to these at home, perhaps with your parents and family.

- BASS CLEF NOTATION: "All About That Bass" - https://www.youtube.com/watch?v=EY-hJ9WZ6lk
- SONG IN A MAJOR KEY: "Hey Jude" by The Beatles in the original Major Key - https://youtu.be/A_MJCqQoLLA?t=54
- SONG IN A MINOR KEY: "Hey Jude" by The Beatles but changed into a Minor Key - https://www.youtube.com/watch?v=68PuOsdmBsM (Can you hear the difference between the two versions - which sounds happier?)

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

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.

Immediate Effects of Exercise on the Body

	Immediate Effects of Training	Body System
1	Increase temperature of **synovial fluid** in joints	**The Skeletal System**
2	**Increased flexibility**	
3	**Rise** in muscle **temperature**	**The Muscular System**
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	**The Cardiovascular System**
9	**Blood diverted to muscles** from digestion and other systems (**vascular shunting**)	
10	**Increase** in **blood pressure**	
11	**Increased** rate of breathing	**The Respiratory System**
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)	

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.

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….'

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.)

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

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?

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

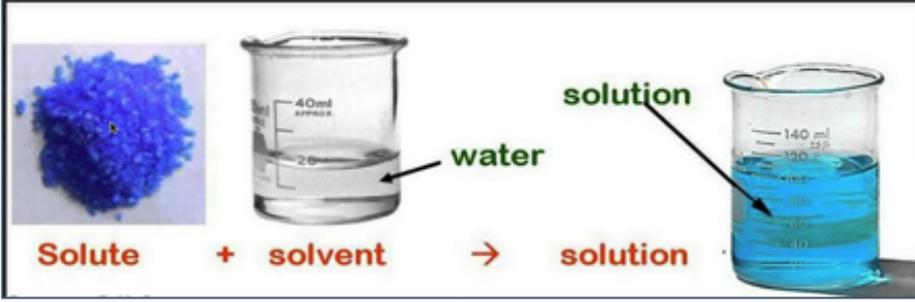Judaism/Christianity: 'All humans created in God's image' (Genesis).

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'.
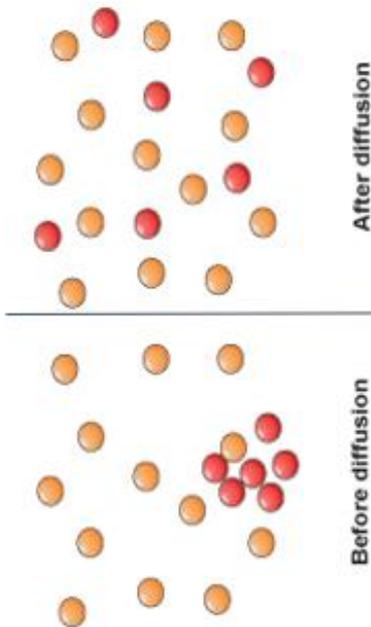
Year 8 Knowledge Organiser - Solutions

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

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 100g of solvent.

Saturation

UNSATURATED SOLUTION more solute dissolves	SATURATED SOLUTION no more solute dissolves	SUPERSATURATED SOLUTION becomes unstable, crystals form

concentration

Solute + solvent → solution

water

solution

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

Mercuric oxide 100 g

Mercury 93 g

Oxygen 7 g

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.

Chromatography

Labels: piece of wood, pin, paper, beaker, ink spot, water, Start, End, ink

Chromatography
Separates mixtures of **soluble** substances.

Diffusion

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

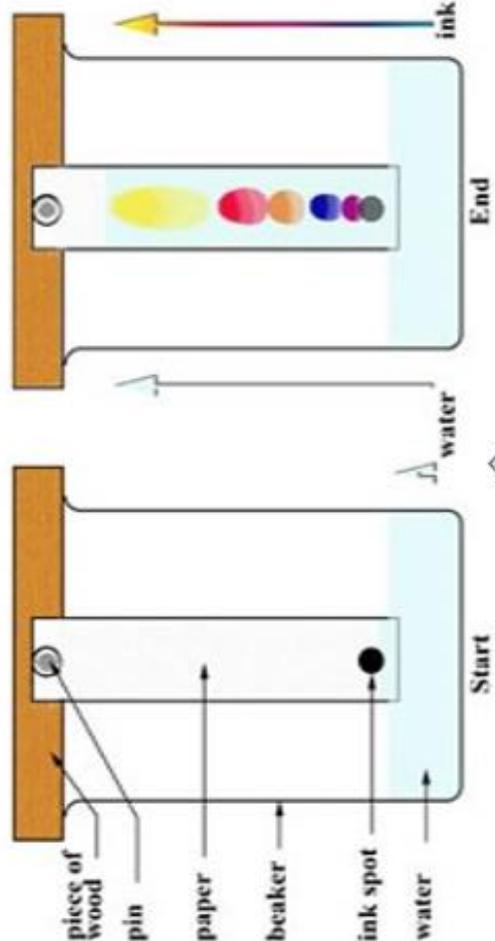## Factors affecting diffusion
- Temperature
- Particle size
- State (liquid/gas)

Model of diffusion of ink in water

Before diffusion   After diffusion

Filtration - Separates an insoluble substance from a solution.

Labels: filter paper, filter funnel, clamp, conical flask, residue (sand), filtrate (water)
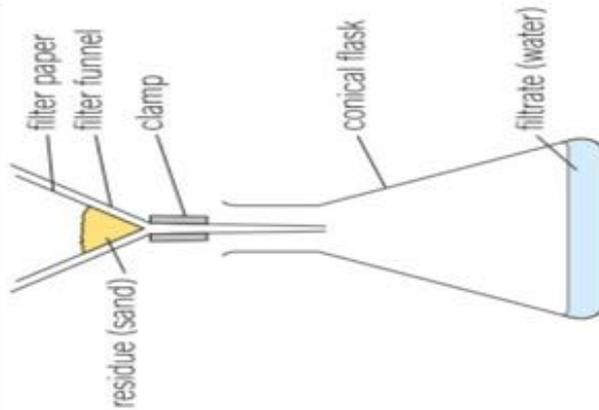
Crystallisation -
Separates soluble substances from a liquid.

Labels: Evaporating dish, Mixture, Wire Gauze, Tripod stand, Bunsen Burner

Distillation
separates a liquid from a mixture

Labels: thermometer, distillation flask, clamp, steam, salt water, Bunsen burner, clamp stand, cooling water, Liebig condenser, condensed water, receiving flask, distilled water, cold water in
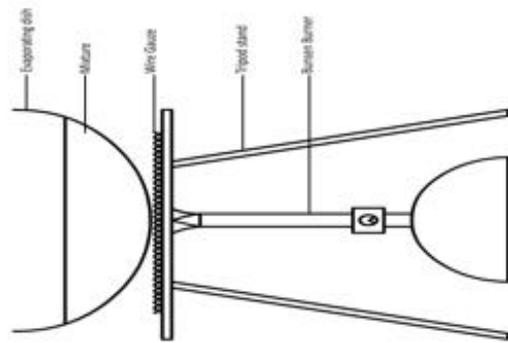
Year 8 Knowledge Organiser Physics Topic 1 - Energy

Renewable / Non-Renewable

Renewable	Non-Renewable
Won't run out	Will run out
Biomass Energy, Geothermal Energy, Solar Energy, Wind Energy, Hydropower Energy	Fossil Fuel Oil, Natural Gas, Coal, Nuclear
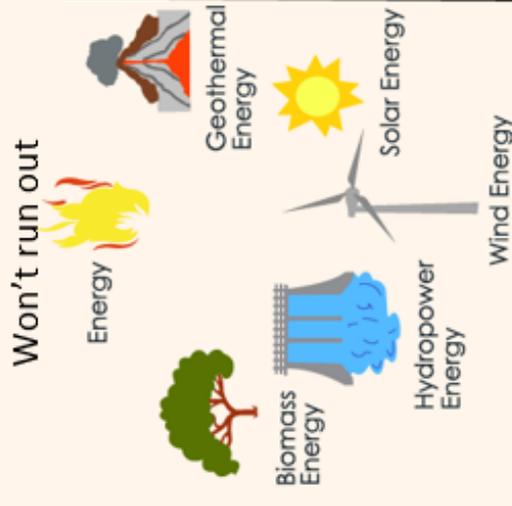
No greenhouse gases are emitted **BUT** Unreliable (if no wind/sun).

Reliable/easily available **BUT** creates greenhouse gases.

Conservation of Energy

Energy can neither be created nor destroyed, only transferred from one store 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.

Work done (J) = Force (N) x Distance (m)

Energy Store / Example

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

Tier 2 Vocabulary

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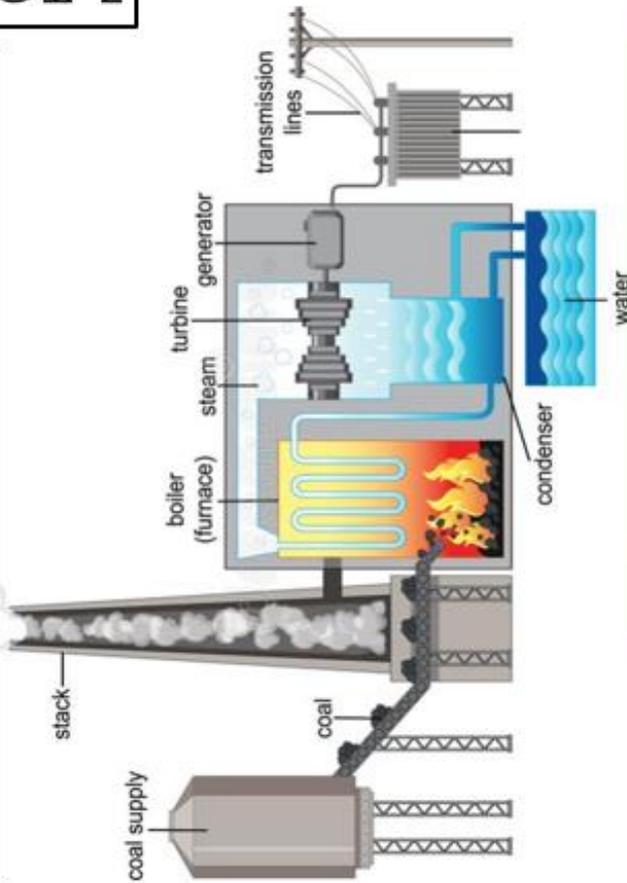Reflection
Transferred
Transparent

Tier 3 Vocabulary

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

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

Types of material

Transparent - All light travels through

Opaque - No light travels through

Translucent - Some light travels through

Tranparent   Translucent   Opaque

National grid

System of transformers and cables that transfer electricity efficiently.

Power stations

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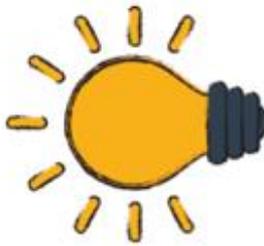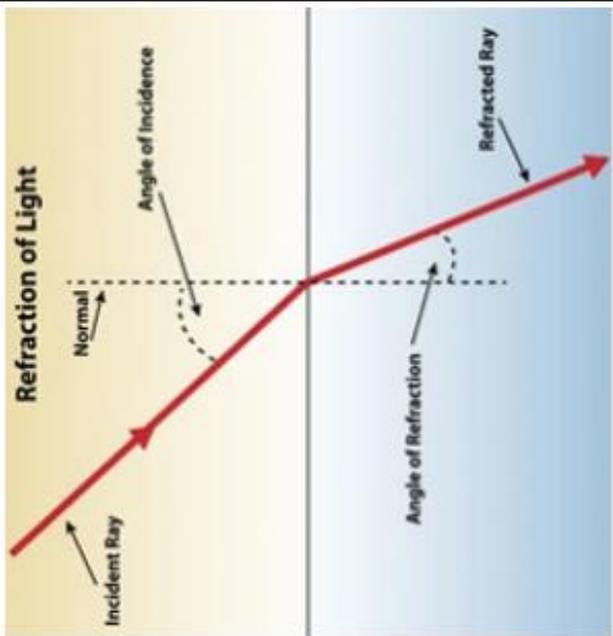
stack

transmission lines

generator

turbine

steam

boiler (furnace)

coal

coal supply

condenser

water

Reflection

Reflection is when light bounces off of a surface like a mirror.
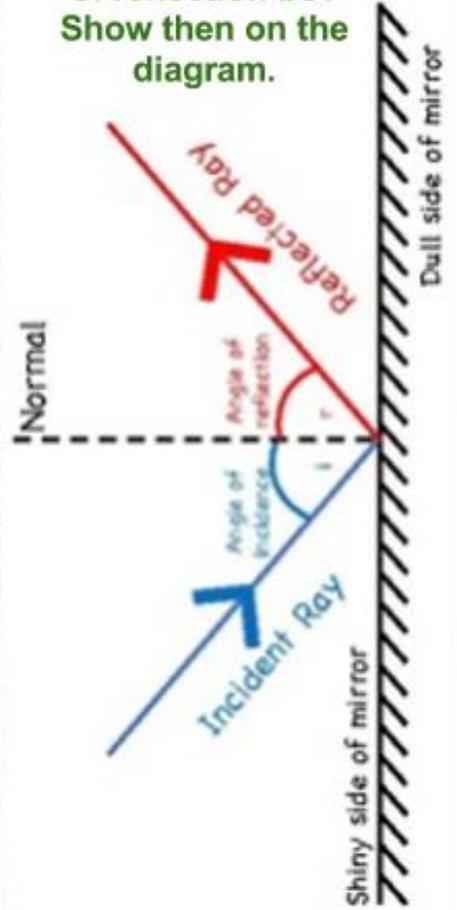
Task: If the angle of incidence is 45°, what would the angle of reflection be? Show then on the diagram.

Normal

Reflected Ray

Angle of reflection

Angle of incidence

Incident Ray

Shiny side of mirror

Dull side of mirror

Refraction

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

Refraction of Light

Normal

Angle of Incidence

Incident Ray

Angle of Refraction

Refracted Ray

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, monopatín, 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 opinion 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).

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

Examples: Nadar = To swim. Nad- Nadé = I swam
Beber = To drink Beb- Bebió = 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

Spanish   Y8 Autumn Term Knowledge Organiser   Unit 2: El tiempo libre – Free time

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. prefiero	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: *Escucho el rap*	

¿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 *porque* 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 comedías	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	Subir
bailo	como	subo
bailas	comes	subes
baila	come	sube
bailamos	comemos	subimos
bailáis	coméis	subís
bailan	comen	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	Good aesthetic, Extremely durable, Easy to maintain, High strength	Generally harder to cut and shape, More expensive, Less sustainable as slower growth rate
Plywood	Manufactured Board	Available in large sheets, Good strength and durability, Can be laser cut	More expensive than other board options, Edges can splinter

Specific Language and Terms

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

Classification of Metal

Ferrous	Wrought iron, pig iron, mild steel, stainless steels	• Contain iron • Magnetic (most) • Rust
Non-Ferrous	Copper, tin, silver, gold, aluminium, bronze, nickel	• Do NOT contain iron • Are NOT magnetic • Do NOT rust
Alloys	Solder, Pewter, Brass	• Mixture of more than one element • Combining 2 metal improves properties

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	
Beech	Hardwood		Generally harder to cut and shape, More expensive, Less sustainable as slower growth rate
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	• Contain iron • Magnetic (most) • Rust	
Non-Ferrous		
Copper, tin, silver, gold, aluminium, bronze, nickel	• Do NOT contain iron • Are NOT magnetic • Do NOT rust	
Alloys		
Solder, Pewter, Brass	• Mixture of more than one element • Combining 2 metal improves properties	

Specific Language and Terms

Term	Definition	Term	Definition
Durable	To be long lasting	Thermal	To be able to conduct or insulate head
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

Machinery

CAD / CAM

Machinery

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.
Disc Sander		Is used for shaping and finishing wood. It consists of an electric motor that turns a disk of sandpaper.
Laser Cutter		A CAM machine that engraves and cuts through material using a high powered optical laser
Buffer/ Polisher		A machine that can be used to polish metal and plastics to a high shine.

Vacuum former		A machine used to form sheet plastic into permanent objects using a mould.
Hegner saw		A small electrical saw with a thin blade used to cut a variety if thin sheet materials
Vinyl Cutter		A CAM machine that has a sharp blade to cut out designs on tin self-adhesive plastic
3D Printer		A CAM machine that prints 3D models using this layers of plastic

CAD- Computer Aided Design

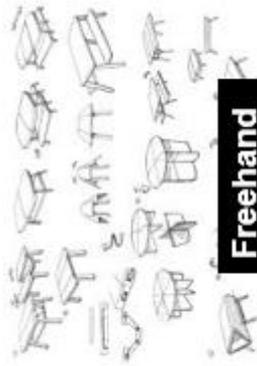| Advantages	Disadvantages
Designs can be created, saved and edited easily, saving time	CAD software is complex to learn
Designs or part of designs can be easily copied or repeated	Software can be very expensive
Designs can be worked on by remote teams simultaneously	Compatibility issues with software
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

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 software programmes:
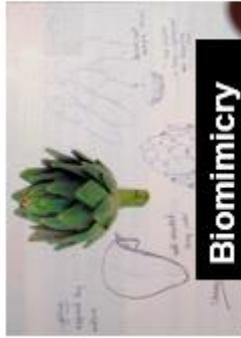
KS3 Knowledge Organiser – Year 8

Creating Ideas and Drawing:

Freehand
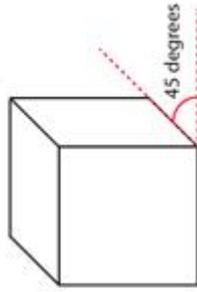
Jack Straws

Biomimicry
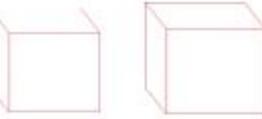
Scruffiti

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:

45 degrees

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.
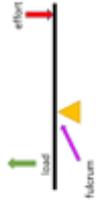
Isometric Drawing

30°

30°

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.

KS3 Knowledge Organiser – Year 8   Mechanical Systems and Movement and Forces
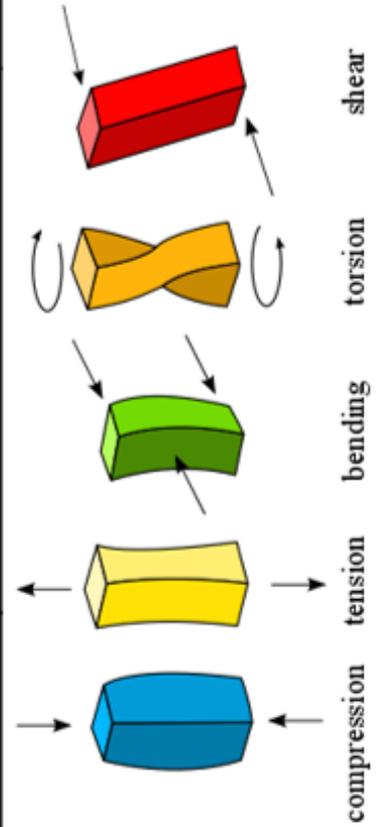
Specific Language and Terms

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.	
Levers	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	

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

Forces

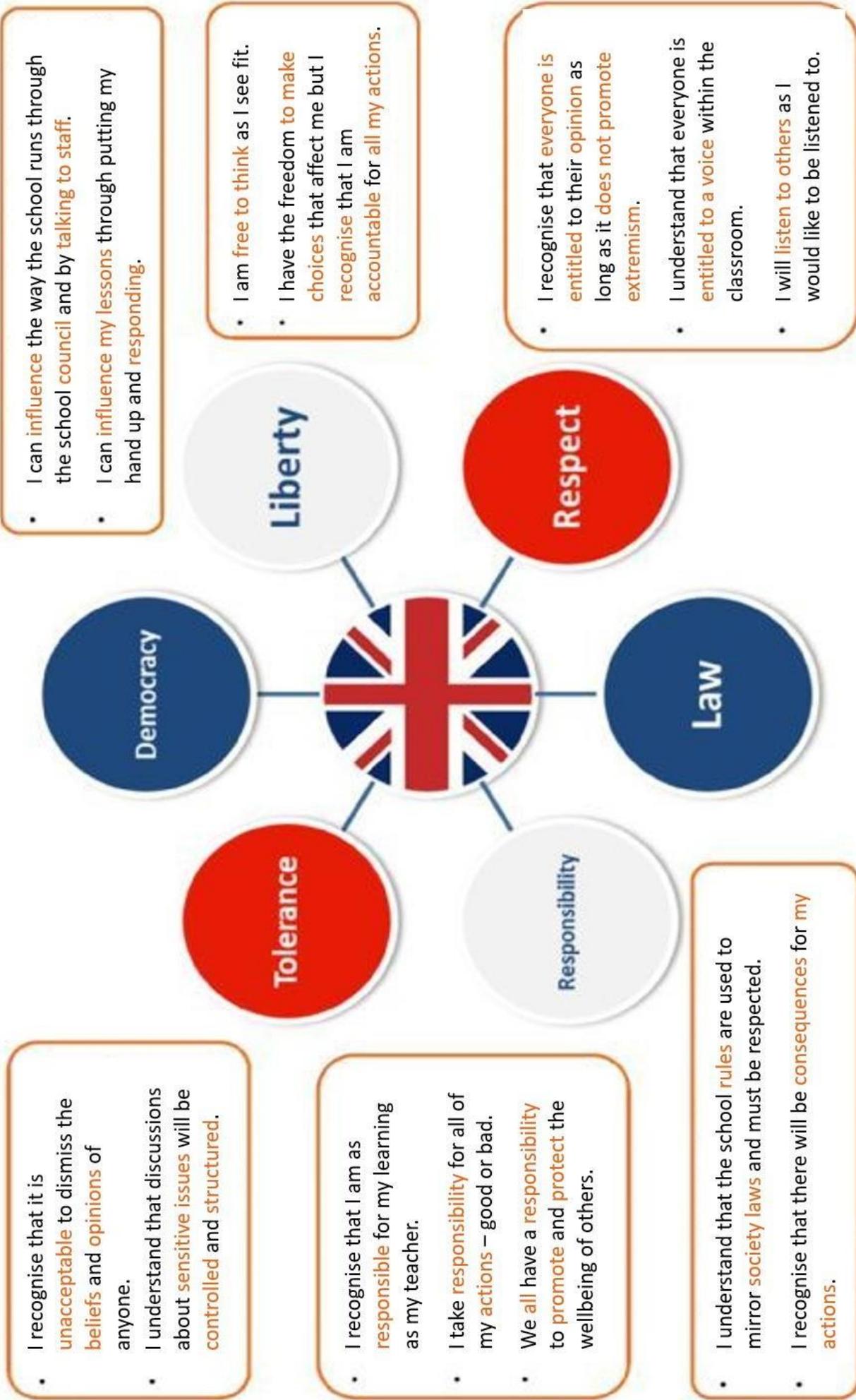| Force	Definition	Example
Compression	A pushing or squashing force	Mattress springs
Tension	A pulling or stretching force	Tug of war rope
Torsion	A twisting force	Turning a screw
Shear	A cutting force caused by two forces in opposite directions very close together	Scissors
Bending	When two forces act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

compression   tension   bending   torsion   shear

Notes

Notes

<u>Notes</u>

Core British Values

Liberty
- 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.

Respect
- 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.

Democracy

Law

Tolerance
- 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.

Responsibility
- 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.

Social - Moral - Spiritual - Cultural

YEAR 8
STAYING SAFE

Personal
Social
Health
Education

Theme: Finance
Organisation: Barclays Life Skills
Website: https://barclayslifeskills.com/young-people/

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 (Cambs)
Website: https://thekitetrust.org.uk/
Organisation: Norfolk LBGT+ Project
Phone: 01603 219299
Website: https://norfolklgbtproject.org.uk/

Protected Characteristics

Race
Gender Reassignment
Marriage & Civil Partnership
Disability
Pregnancy & Maternity
Age
Sexual Orientation
Sex (Gender)
Religion or Belief
Equality Act 2010

Careers:
Unifrog - www.unifrog.org
Help you choose: https://helpyouchoose.org/content/
National Careers Service: https://nationalcareers.service.gov.uk/
I Can Be A: https://www.icanbea.org.uk

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
Organisation: Chat Health
Website: https://chathealth.nhs.uk/

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

Theme: Mental Health
Organisation: Kooth
Website: https://www.kooth.com/

ASPIRE
PSHE at ST CLEMENT'S HIGH SCHOOL
SHS PSHE
CEIAG West Norfolk Academies Trust
PSHE