

Year 8 Knowledge Organiser

**Summer Term
2024/25**

Name:

Form:

Week 1/A

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

Week 2/B

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

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Summer Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant year 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 year office and use the late system in order to get a mark. Late registration is an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2024		
Wednesday, 4 Sept – Thursday, 24 Oct 2024	Half-term: Monday, 28 Oct – Friday, 1 Nov 2024	Monday, 4 Nov - Friday, 20 Dec 2024
Spring Term 2025		
Thursday, 7 Jan – Friday, 14 Feb 2025	Half-term: Monday, 17 – Friday, 21 Feb 2025	Monday, 24 Feb – Friday, 4 Apr 2025
Summer Term 2025		
Monday, 23 Apr – Friday, 23 May 2025	Half-term: Monday, 26 – Friday, 30 May 2025	Monday, 2 Jun - Friday, 22 Jul 2025

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Summer Term Calendar

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

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

Summer Term Calendar

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

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

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 as possible.

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

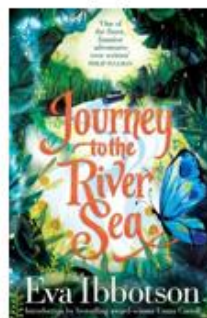
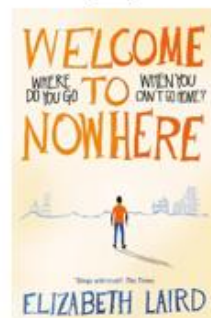
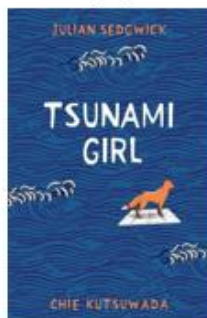
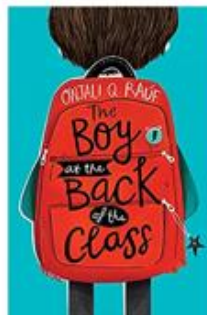
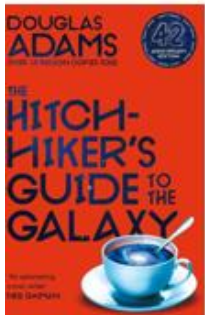
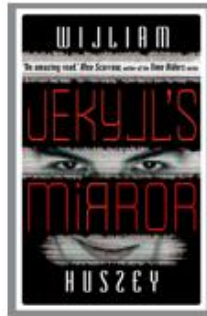
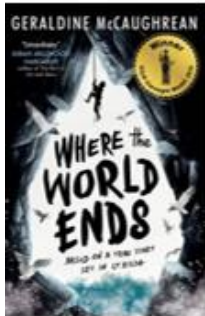
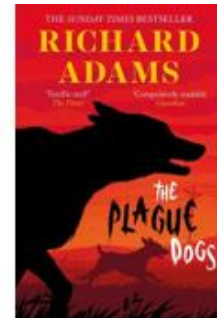
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them as audiobooks. The important thing is to experience a variety of genres, authors and stories! We hope that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

The easiest way to get hold of these books is from our school library where students 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 students 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



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructions for Using Your Knowledge Organiser

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

On pages 5 and 6 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 7 and 8. 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, as it will be checked regularly during form time.

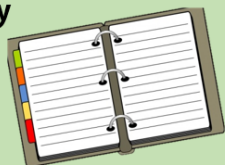
You will be regularly tested on knowledge contained in this booklet in your lessons and through quizzes on Show My Homework.

8 Top Revision Tips

1

Start Early

Last minute cramming is stressful and has limited success.



2

Make a Plan

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



3

Pick a Good Spot

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



4

Find a Good Method

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



5

Takes Breaks

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



6

Revise with Friends

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



7

Use Past Papers

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



8

Eat Well

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



LONG TERM MEMORY



Retrieval Practice

Create your own quizzes based on topics.

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



Deliberate Practice

Apply your knowledge!

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

Answer Planning

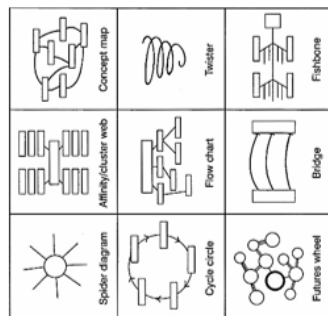
Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.



Graphic Organisers

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



Read Aloud

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



Sketch it

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



PRACTICE
MAKES
PERFECT

Practice!

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

Hide and Seek

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

Teach it!

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



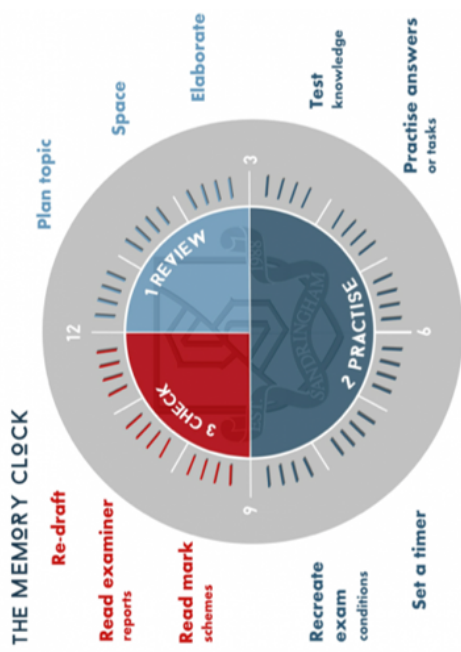
Record it

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



Post it's

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



Flashcards



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

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.	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.
Observation	Looking closely at the original image/source so that all the detail and colour changes are seen and replicated.	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.
Acrylic Paint	Acrylic paint is a fast-drying paint made of pigment suspended in acrylic polymer emulsion.	Poster Paint	Poster paint is a distemper paint that usually uses a type of gum-water or glue size as its binder.
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.	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.

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.

The 4 most versatile brushes:



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			
Culture	Culture is a pattern of behaviour 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.	Mix Media	Mixed media is a term used to describe artworks made from a combination of different media or materials.
Tribal art	Tribal art is the visual arts and material culture of indigenous peoples.	Texture	Texture is the way something feels to the touch, or looks to the eye.

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.



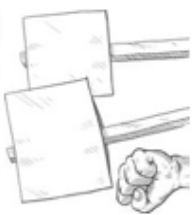
Nils-Udo, Nest.
Influenced by the natural world around us all.

Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term



Debating Important Issues Human Rights



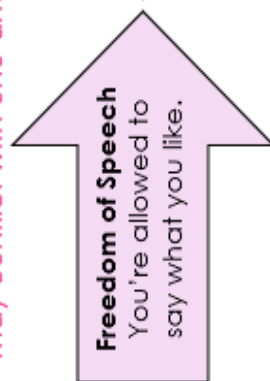
Conflicting Rights

Sometimes human rights can clash, can you make the connection between these rights and how they may conflict with one another?



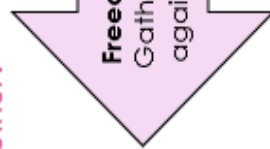
Freedom of Assembly

People are allowed to get together to discuss their views or hold meetings.



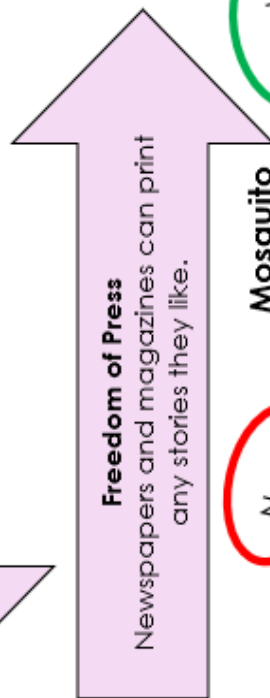
Freedom of Speech

You're allowed to say what you like.



Freedom to Protest

Gather and protest against any issues.



Freedom of Press

Newspapers and magazines can print any stories they like.



Mosquito devices & Human Rights

CASE STUDY

Discrimination against young people
Mosquito Devices

WHAT? A Mosquito device emits an ultrasonic noise generally only audible to people under the age of 25. These are used to deter young people from gathering.

WHO? It has been used by local authorities, schools, companies and private households.

WHY? To repel children by making it too uncomfortable for them to be within earshot of the device.



Making connections

How can you link different topics together?

Human Rights + equality + democracy
Human rights + children + education
Discrimination + prejudice + legislation
Diversity + equality + British values + freedoms

Human rights The basic rights and freedoms that belong to every person in the world, from birth until death.	Civil Liberties These are like human rights but provide additional protection from the government. For example Freedom of Speech.	Freedom of Press Newspapers can print what they like without government interference or censorship.	Censorship Banning or changing materials (newspaper, articles, books etc.) to prevent it being seen by the public.	Freedom The right to act, think or speak as you want, without interference from the government.	Government The winning party in a general election; in the UK this is the party with the most seats. They can form a government and run the country.	Discrimination Treating somebody unfairly or differently because they are different in some way.
--	---	---	--	---	--	--

Waste of money – CCTV would be more efficient and less harmful.

Discriminates all young people not just those causing trouble in the community.

Doesn't solve the issue, just moves crime along to a different location.

Stops intimidation of others in the community.

Helps to keep the community safe for all.

Stops anti-social behaviour.

Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term



There are 45 articles which outline specific human rights that children are entitled to, some of them include...



Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.

REMEMBER... British Values

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

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

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

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



How can we connect Human Rights and British Values?

Are there any similarities?

What are they?

Acronyms to remember!

UNCRC
United Nations Convention on the Rights of the Child
UN
United Nations
HRA
Human Rights Act



Rights vs Responsibilities

All people have rights, which enable them access to certain freedoms but as citizens we also have responsibilities too.

Rights and Responsibilities in school

Attend school regularly and arrive on time	Review the policies of the school
Choose the school they want their children to attend	Ensure that children attend school
Making decision about how the school funding is used	Keep up to date with subject knowledge
Teach to an excellent standard	Follow school rules

Student • Governor
Parent • Teacher

RIGHT

How a person expects or wants to be treated; things you are entitled to.

RESPONSIBILITY

Recognising that you are accountable for your actions; things you are supposed to do.

Obey the law

Right to life

To vote

Freedom of expression

Pay taxes

Freedom of movement

Right to an education

Not to take or infringe on the rights of others

Computing – 8.5 Spreadsheet Key Knowledge

Key Vocabulary

Cell	A rectangular box that can contain any value
Column	A vertical range of cells. Columns have a letter.
Row	A range of cells that go across (horizontal) the spreadsheet, given a number.
Sheet	A single page in a spreadsheet document
Workbook	A collection of sheets
Drop down list	Using data validation to create a list
Formula	A mathematical operation performed on values in the spreadsheet
Function	A function is a set formula that performs calculations using specific values in a particular order
Vlookup	Look up a value and retrieve data from a specific column in table
Nested table	Creating a table within a table that can be sorted separately
If Statement	A function that sees if a condition is met. If it is met a true value is returned if not a false.
Conditional Formatting	This changes the format of a cell based on what condition you enter.
Macro	A mini-program that performs repetitive tasks
What If...	The process of changing the values in cells to see how those changes will affect the outcome of formulas on the worksheet

=Sum	Adds the values of a cell range
=Average	Finds the average value of a range
=Max	Finds the maximum value in a range
=Min	Finds the minimum value in a range
=IF	Used to create an IF statement
=vlookup	Using data validation to create a list

SUM Task

Give an example of how to use SUM

=SUM

Excel Task

Match the Excel keywords to their definitions.

Column	Used to try out different scenarios and make decisions.
Cell	A square box on a spreadsheet where you enter data.
Predict	Go across the spreadsheet and are identified by numbers.
Model	Used to carry out calculations in a spreadsheet.
Cell Reference	Go down the spreadsheet and are identified by letters.
Row	Guess what will happen when changes are made.
Value	The coordinates of a cell e.g. A4.
Label	Text that identifies the contents of a cell.
Variable	A value that is changed in a model to see the effects.
Formula	A number typed into a cell.

Excel Task: Previous Learning

Can you label the spreadsheet based on your learning from year 7

Team name	Won	Lost	Drawn	Played
1 West Ham United	8	0	3	11
2 Leeds United	6	1	4	11
3 Liverpool	5	2	5	12
4 Newcastle United	5	3	2	10
5 Manchester United	5	5	6	14
6 Arsenal	3	2	5	10
7 Norwich City	2	7	4	13
8 Manchester City	0	9	3	12
9				
10				
11				
12				
13				
14				
15				
16				

Computing – 8.6 Database Key Knowledge

Key Vocabulary

Database	A database is a collection of information that is organized so that it can be easily accessed, managed and updated
Record	Collection of fields that represent a single entity, such as a person.
Field	Single item of data about a single record in a database.
Field Names	An assigned name for a field (NAME, ADDRESS, CITY, STATE, etc.) that will be the same in every record.
Data	Computer data is information processed or stored by a computer. This information may be in the form of text documents, images, audio clips, software programs, or other types of data.
Data type	Text e.g. S Jones, Number e.g. 4,6, Currency e.g. £3.00, Boolean e.g. True/False Yes/No, Date e.g. 12/12/2012
Primary Key	A unique piece of information (often an auto number) to give each record its own ID.
Sort	A way of organising the data into alphabetical or numerical order.
Query or Interrogate	Searching the database for a particular information
Database Table	In databases, a collection of records representing a type of item.
Simple query	A query that looks for one piece of information
Complex or multiple query	A query that looks for two or more pieces of information
Filter	A filter in a database hides (filters out) unwanted records displaying only the records you want to see. For example, you might want to see only students that have poor behaviour
Boolean Searches	A method of searching on a computer using terms such as 'and', 'not', and 'or'.
GDPR	General Data Protection Regulations states that all companies or organisations which use customers' personal information must explain how they process this data. GDPR also requires that all information provided uses 'clear and plain language' and is 'concise, transparent, intelligible and easily accessible
Mail merge	The automatic addition of names and addresses from a database to letters and envelopes.

Database Task

Match the Access keywords to their definitions.

Record	<input type="text"/>	Arranging data either alphabetically (A-Z) or numerically
Simple search	<input type="text"/>	Used to gather information before data is entered into a computer
Information	<input type="text"/>	Data that has been given a context and therefore has meaning
Sort	<input type="text"/>	Gathering information from a database for example "how many people have blue eyes?"
Database	<input type="text"/>	A single piece of information about a person or a thing (column)
Field	<input type="text"/>	Raw facts and figures that have no meaning
Data	<input type="text"/>	Searching for information using two sets of criteria "how many people have blue eyes and blonde hair?"
Data capture form	<input type="text"/>	An organised collection of information about a number of related things or individual
Complex search	<input type="text"/>	A set of information about a person or a thing (row)

Data Types Task

Decide which data type would be most suitable for the following data:

Name:

Address:

Phone number:

Email address:

Date of Birth:

Number of children:

Do they own their own home?:

Drama-Interpreting script for performance

Key Vocabulary

Definition

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

Technical Terminology

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

Brecht

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

Stanislavski

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

Kneehigh

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

Frantic Assembly

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

Greek Theatre

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

Physical Theatre

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

Things to Consider

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

Key Questions

- Why is stage lighting used?
- Why is music used in performance?
- What are the ensemble?
- What are transitions?
- How can you demonstrate status?

Practise Task:

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



Proscenium Arch Stage

In the round Stage

Traverse Stage

Thrust stage

Logic will get you from A to B. Imagination will take you everywhere.
Albert Einstein



Drama - Bertolt Brecht 1898-1956

Brecht was influenced by Marxism and believed in Communism



Placards

Technical Ideologies

DIRECT ADDRESS
An actor speaking directly to the audience

NARRATION
Where parts of the play are narrated, rather than acting them, telling the audience what is going on

MULTI-ROLING
Actors commonly perform more than one character in a drama

Brechtian Techniques

GESTUS
Combination of gesture, facial expressions & body language to communicate meaning & a message to the audience

MUSIC/ SONG
Characters frequently and suddenly burst into song – sometimes directly into the audience

PLACARDS
Signs or projections which tell us what's going to happen before each scene.

SPEAKING STAGE DIRECTIONS
The actors speak the stage directions loudly directly to the audience

TICKLE & SLAP
Lull the audience into a false sense of security and then hit them with something shocking

ENSEMBLE
Actors on stage at all times and who perform together

Staging

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

Lighting

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

Costume

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

Gestus



V-effect in action



Key Questions

- What did Brecht give to the name that included, lighting, music, placards, gestus, breaking the 4th wall and showing behind the scene?
- Which genre was Brecht's work linked to?
- What does didactic mean?
- What influenced Brecht's life and work?

Explanation

Verfremdungseffekt translates as: 'to make strange' Brecht would use techniques which would create distance between the actor and the spectator, so that his audience would be able to respond to the drama objectively, learn from it, not just watch it, and be entertained. This was called Verfremdungseffekt.

Didactic theatre just means to educate. Brecht wanted his plays to have educational purpose. They are designed to educate the performers and audience on political and social issues in society.

Exaggerated stereotype.

An epic play tells the story as a sequence of events rather than concentrating on an individual character's thoughts and feelings. He used a range of theatrical devices or techniques so that the audience were reminded throughout that they were watching theatre; a presentation of life, not real life itself.

Re-ordering of scenes.

Key Vocabulary

Verfremdungseffekt or V-effect

Didactic

Archetype

Epic Theatre

Cross Cutting

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

Practice Task

1. Watch the video on Verfremdungseffekt https://www.youtube.com/watch?v=YfyokGJmr_8 describe how you would create the v-effect in a performance.
2. Watch the following performance and list all the Brechtian technique you see. <https://www.youtube.com/watch?v=kuXO8-xA9kQ>

Symbolism

Symbolism is a type of figurative language in which an image, object, idea or symbol is used to represent something other than its literal meaning. Symbols are often hidden within a story, and readers must analyse the meaning of a text to uncover them – a rewarding feature that provides a puzzle to be solved! Our interpretation of such symbols relies on our understanding of the writer's culture and context. Sometimes, we need to do a little research in order to place the symbols within their context.

English

Vocabulary

- ☐ symbolism
- ☐ symbolic
- ☐ metaphor
- ☐ characterisation
- ☐ denotation
- ☐ connotation
- ☐ concrete
- ☐ abstract
- ☐ representation
- ☐ represent
- ☐ conflict
- ☐ transition
- ☐ complex sentences
- ☐ fronting

Practise spelling vocabulary words and matching definitions to words.

- A. a word or phrase used to describe something as if it were something else.
- B. existing in thought or as an idea but not having a physical existence.
- C. To stand for or be an example of.
- D. the process or a period of changing from one state or condition to another.
- E. the use of symbols to represent ideas or qualities.
- F. The literal or primary meaning of a word or image
- G. the way authors create characters and make them believable
- H. existing in a material or physical form
- I. combining one independent clause and at least one dependent clause
- J. the depiction of a thing, person or idea through written, visual, performed or spoken language.
- K. moving clauses to the beginning of a sentence in order to create meaning
- L. an idea or feeling that a word or image reminds us of
- M. a clashing or sharp disagreement
- N. serving as a symbol



Check your answers:

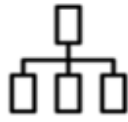
Test yourself - cover the vocabulary words. Can you recall each term using the **definitions?**

symbolism: F / symbolic: N / metaphor: A / characterisation: G / denotation E: / connotation: L / concrete: H / abstract: B / representation: J / represent: C / conflict: M / transition: D / complex sentences: I / Fronting: K

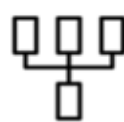
Task 1 - Word Power: Word families



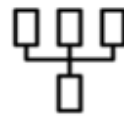
a) 'manipulation' 'manipulated' and 'manipulative' all belong to the same word family. Identify their root.



b) Reverse it! 'Symbol' is the root of a larger word family. Expand the root to create three variations.



c) Expand upon a root word of your choice from the vocabulary page. How many variations can you find?



Colours, symbolism and culture.



Task 2 – Research

Colours are often used as symbols in literature, e.g. green can represent jealousy or nature. Create a colour wheel to show what the above colours represent in our culture. Compare this to the same colours in other cultures. What have you learned?

A Poison Tree

By William Blake

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe;
I told it not, my wrath did grow.

And I waterd it in fears,
Night & morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veild the pole;
In the morning glad I see;
My foe outstretched beneath the tree.

* *wrath*: extreme anger



Task 3: A Poison Tree

- Read the poem through. Then read it once more, looking for a connection to the title.
- The imagery in this poem connects to nature. Find two examples. How do they make you feel?
- Can you figure out what the tree itself symbolises? What it might represent?
- What happens when the 'tree' is watered?
- What is the poet telling us about what happens when you try to repress anger?



Task 4 - Write your own poem centred around an emotion, e.g. jealousy or joy. Choose an object, colour or element of nature to represent your chosen emotion.

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

Prior Learning / Context:

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

Assessment:

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

Themes:

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

Key Questions:

What is the role of fat in the diet?

A 50 year old man has been diagnosed with heart disease and needs to reduce his fat content. Suggest practical ways he could do this? (8 marks)

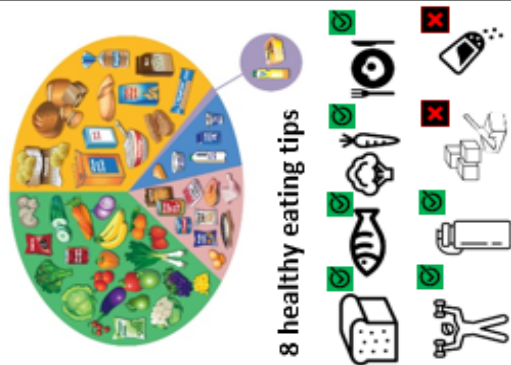
Plan a 3 course meal for someone who is gluten intolerant (5 marks)

Choosing to eat only organic, Fairtrade or free range products is also becoming more popular. Organic foods are produced without any chemicals.

Fairtrade foods are grown by people who receive a good deal for their produce.

Free range farming is when animals are allowed to roam free.

The Eatwell Guide



Fats and Oils

- Animal fats (saturated) and vegetable oils (unsaturated)
- For energy and warmth
- Used to "shorten" food products to make them crumbly.

Adapting recipes

- Common allergies include nuts, fish and sesame seeds.
- People also adapt recipes to take into account their personal preferences or religion.

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

Food Preparation Outcomes:



Future Learning:

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

Key Vocabulary

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

Year 9 – Food Choice and cooking traditions

Topic 5 & 6 Fats & Oils & Adapting recipes.



A small amount of fat is an essential part of a healthy, balanced diet. Fat is a source of essential fatty acids, which the body cannot make itself. It also provides energy and is converted into body fat to keep us warm and protect our vital organs.

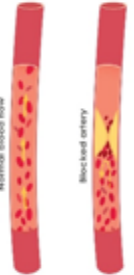
Fat helps the body absorb vitamin A, vitamin D and vitamin E. These vitamins are fat-soluble, meaning they can only be absorbed with the help of fats.

The main types of fat found in food are:

- saturated fats from animal sources, including meat and dairy products, as well as some plant foods, like palm oil and coconut oil
- unsaturated fats found primarily in oils from plants and fish

There's good evidence that replacing saturated fats with some unsaturated fats can help lower cholesterol which is a major cause of heart disease as it can block up your arteries. Too much fat in the diet can also lead to obesity and Type 2 diabetes.

Fat also helps to trap air in a mixture to give a light springy texture (aeration). In cake making, sugar are creamed together and bubble in the mixture to make a stable foam.



For some people, following the Eatwell Guide is more challenging because they cannot, or choose not to, eat some of the food groups.

People with allergies and intolerances are not able to eat some foods because they cause severe reactions or unpleasant symptoms. Common food allergens include fish, nuts and sesame seeds. People with severe allergies should avoid all traces of these food as they can go into anaphylactic shock which can be very serious.

Gluten intolerance means that people need to find alternatives to some starchy foods like bread and pasta. Gluten-free flour is now available in most supermarkets and ready-made gluten-free products are also easier to find in shops.

There are also calcium-fortified dairy alternatives like soya milks, soya yoghurts and soya cheeses which can make good alternatives to dairy products for people with lactose intolerance.

Other people choose not to eat animal products because they are vegetarians or vegans. They do not agree that animals should be slaughtered for food or kept for human food production. There are many high protein alternatives for people who do not eat animal products including Quorn, quinoa and foods made from soya



French Y8 Summer Term

Unit 4/5: Ma région/Le sport – My Area/Sport

Qu'est-ce qu'on peut faire comme sport dans ta région ?	What sport can you do in your area?
Dans ma ville/mon village...	In my town/village...
On peut jouer...	You can play...
au basket	basketball
au billard	snooker
au foot(ball)	football
au handball/volleyball	Handball/volleyball
au tennis (de table)	(table) tennis
au rugby/hockey	rugby/hockey
On peut faire...	You can do...
du footing	jogging
du ski	skiing
du judo	judo
du vélo/du cyclisme	cycling
du patin à glace	ice skating
de la danse	dance
de la gymnastique	gymnastics
de la musculation	weight training
de la natation	swimming
de la voile	sailing
de l'athlétisme	athletics
de l'équitation	horse riding

Prépositions	
Jouer +	au = masc à la = fem
Faire +	du = masc de la = fem
	à l' = vowel aux = plural
	de l' = vowel des = plural

Quelle est ton opinion sur... ?	What's your opinion on... ?
Je trouve le tennis/la danse...	I find tennis/dance...
amusant(e)	fun
compliqué(e)	complicated
divertissant(e)	entertaining
fatigant(e)	tiring
intéressant(e)	interesting
passionnant(e)	exciting
relaxant(e)	relaxing
violent(e)	violent
ennuyeux/ennuyeuse	boring
difficile	difficult
facile	easy

Remember to make sure adjective endings agree for masculine/feminine

J'ai déménagé !	I moved house!
Dans ma nouvelle maison	In my new house
il y a...	there is...
un salon	a living room
un bureau	an office
une cuisine	a kitchen
une salle de bains	a bathroom
trois chambres	3 bedrooms
un jardin	a garden
nouveau/nouvelle	new
beau/belle	beautiful
vieux/vieille	old

The Comparative
You use the comparative to compare two or more things. plus + adjective + que = more ... than moins + adjective + que = less ... than The adjective must agree with the first noun mentioned. La natation est plus amusante que le rugby. Swimming is more fun than rugby. Le football est moins compliqué que la gymnastique. Football is less complicated than gymnastics. In English, we sometimes add -er to the adjective (bigger, easier), but you can't do this in French.

Reflexive Verbs
Some verbs are reflexive and have a reflexive pronoun that goes before the verb. They are often actions you do to yourself, such as verbs you use to talk about daily routine. Se laver To wash oneself Je me lave I wash myself Tu te laves You wash yourself Il/Elle se lave He/she washes his/herself Nous nous lavons We wash ourselves Vous vous lavez You (pl.) wash yourselves Ils/Elles se lavent They wash themselves

Tu es sportif/sportive ?	Are you sporty?
Je suis (assez) sportif/sportive	I'm (quite) sporty
Je ne suis pas (très) sportif/sportive	I'm not (very) sporty
Je joue au rugby	I play rugby
Je fais du judo	I do judo
Je fais de la natation	I do swimming
Je suis membre d'un club/une équipe	I'm a member of a club/team
Je m'entraîne deux fois par semaine	I train twice a week
Mon héroïne sportive est...	My sporting heroine is...
Mon héros sportif est...	My sporting hero is...

Ma routine	My routine
Je me lève à six heures	I get up at 6:00
Je prends le petit déjeuner à six heures dix	I have breakfast at 6:10
Je me douche à six heures et quart	I have a shower at 6:15
Je m'habille à six heures vingt-cinq	I get dressed at 6:25
Je me lave les dents à six heures et demie	I brush my teeth at 6:30
Je me coiffe à sept heures moins le quart	I do my hair at 6:45
Je quitte la maison à sept heures moins cinq	I leave the house at 6:55
Je me lave à dix heures vingt	I wash myself at 10:20
Je me couche à onze heures moins vingt-cinq	I go to bed at 10:35

French Y8 Summer Term 2 Unit 5: Le sport et la santé – Sport & Health

Le corps	The body
le bras	arm
le dos	back
le cou	neck
le pied	foot
le ventre	stomach
le genou	knee
le nez	nose
la jambe	leg
la bouche	mouth
la gorge	throat
la tête	head
l'épaule	shoulder
l'œil/les yeux	eye/eyes
les dents	teeth
les doigts	fingers
l'oreille	ear

Vous allez bien ?	Are you well?
Ça ne va pas.	I'm not well
J'ai mal au bras	My arm hurts
J'ai mal au ventre	I've got stomach ache
J'ai mal à la gorge	I've got a sore throat
J'ai mal à la tête	I've got a headache
J'ai mal à l'oreille	I've got ear ache
J'ai mal aux yeux	My eyes hurt
J'ai mal aux dents	I've got toothache
J'ai un rhume	I've got a cold
J'ai de la fièvre	I've got a temperature
J'ai la grippe	I've got the flu
Je me suis blessé(e)...	I've hurt my ...
... au pied	foot
... à la jambe	leg
... à l'épaule	shoulder
... aux genoux	knees

Qu'est-ce qu'il faut faire ?	What must you do?
Il faut...	You must...
travailler dur	work hard
manger équilibré	eat a balanced diet
manger des fruits et des légumes	eat fruit and vegetables
aller à la salle de fitness	go to the gym
être motivé(e) et déterminé(e)	be determined and motivated
faire du sport	do sport
dormir huit heures par nuit	sleep 8 hours a night
boire de l'eau	drink water
Il ne faut pas...	You mustn't...
consommer de drogue	take drugs
fumer de cigarettes	smoke cigarettes
manger du fastfood	eat fast food

Il faut
Il faut means 'it is necessary to/you must'. It is followed by an infinitive :
Il faut manger des légumes – you must eat vegetables.
Il ne faut pas fumer – you must not smoke

To say something hurts, use 'J'ai mal' + the body part and correct preposition :
masc (le) = au fem (la) = à la vowel (l') = à l' plural (les) = aux

Les conseils	Advice
Il faut...	You must
rester au lit	stay in bed
utiliser une crème	use a cream
mettre un pansement	put on a bandage
prendre des antidouleurs	take some painkillers
boire beaucoup d'eau	drink lots of water

Depuis (since)
Use <i>depuis</i> to say how long you have been ill:
<i>Depuis hier</i> – Since yesterday
<i>Depuis trois jours</i> – For 3 days
<i>Depuis une semaine</i> – For one week

Pour aller...	How do I get to...
au stade/au lac ?	the stadium/the lake?
au centre aquatique ?	the aquatic centre?
au vélodrome ?	the velodrome?
au parking/au restaurant ?	the car park/the restaurant?
au bureau d'information ?	the information office?
à la piste d'athlétisme ?	the athletics track?
à la salle de gymnastique ?	the gymnastics hall?
à la gare SNCF ?	the train station?
à la gare routière ?	the bus station?
à l'hôtel ?	the hotel?
aux courts de tennis ?	the tennis courts?
aux magasins ?	the shops?
aux toilettes ?	the toilets?

Le sport – passé, présent, futur	Sport – past, present, future
Je suis membre d'une équipe locale	I'm a member of a local team
Je joue un match tous les samedis	I play a match every Saturday
Je marque beaucoup de buts	I score a lot of goals
Je gagne un match	I win a match
Je vais être membre de l'équipe nationale	I'm going to be on the national team
Je vais jouer pour la France	I'm going to play for France
Je vais marquer beaucoup d'essais	I'm going to score lots of tries
Je vais gagner la Coupe du Monde	I'm going to win the World Cup
J'ai joué en compétition	I played in a competition
J'ai marqué beaucoup de points	I scored lots of points
J'ai gagné une médaille aux Jeux Olympiques	I won a medal at the Olympics

Les directions	Directions
Allez tout droit	Go straight on
Tournez à droite	Turn right
Tournez à gauche	Turn left
Prenez la première rue à droite	Take the 1 st road on the right
Prenez la deuxième rue à gauche	Take the 2 nd road on the left

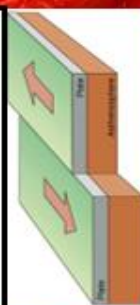
Year 8 Geography: Plate Tectonics

In this space draw a labelled diagram to revise:

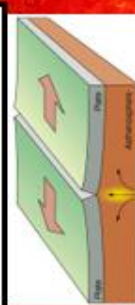
The Structure of the Earth

What is plate tectonic theory?

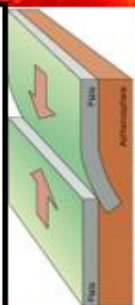
Conservative



Constructive



Destructive



Types of plate margin

Fissure (vent)



Shield

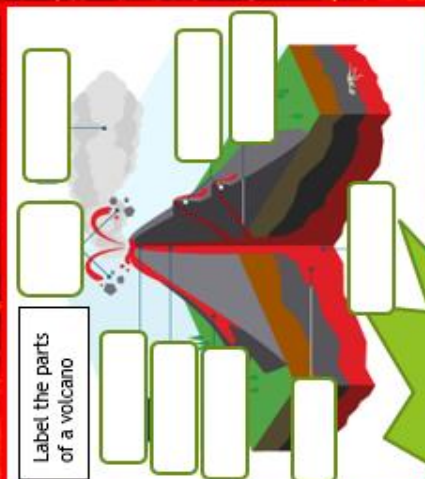


Composite (layers)



Types of volcano

Label the parts of a volcano



What are convection currents?

Volcanic Hazards

Lahars

Pyroclastic flow

Flooding

Ash clouds

Volcanic bombs

Lava flow

Volcanic mudslide

Super-heated explosion

Glacier melt or river overflow

Dense ash plumes

Flying molten rock

Vast river of hot lava

Definition

Why is Alfred Wegener a geography legend?

Key ideas

Earthquakes and volcanoes are primarily found at **plate boundaries**. The plates are like giant rafts that **slowly move** around. At the constructive and destructive margins, **molten magma** is able to force its way to the surface and escape as **lava**.

An **earthquake** is a **sudden shockwave** caused by rocks being under stress from the movements of plates at plate boundaries. Eventually the stress in the rock builds up enough to deform and reach breaking point. At that point, the stored up energy is released in the form of **shockwaves**.

Unlike earthquakes, volcanoes can also have a positive impact on an area. Examples include income from **tourism**, **geothermal energy** and **fertile soil for agriculture**.

What is a tsunami?
How is it linked to tectonic hazards?

Year 8 Geography: Ecosystems and the Economy

Key Term	Definition
Economy	The way in which goods and services are made, sold, and used in a country. There are four sectors included in this.
Primary Sector	The primary sector includes all those activities the end purpose of which consists in exploiting/using natural resources: agriculture, fishing, forestry, mining, deposits.
Secondary sector	Making things (manufacturing) from raw material from the primary sector. Jobs include factory work, steelwork, and building of roads, houses and transport.
Tertiary sector	This involves providing a service to others. Jobs include teacher, nurses and cleaners, but also involves the selling of goods and services.
Quaternary sector	Involves research and development. In this sector people have high-level expertise and skills developing new technology or medical treatment. The recent race to create a vaccination for Covid-19 is an excellent example.

Key Questions

What is the difference between a biome and an ecosystem?

What does sustainability mean?

How can development and ecosystems work together?

What do the words biotic and abiotic mean?

Does Global development come as a cost to our ecosystems?



Tasks

How many ecosystems can you find around your neighborhood?

What products can you find in your home that have come from natural resources?

What could your family do to reduce their impact on ecosystems? Could they make a difference?

Key ideas

An **ecosystem** is the interaction of living and non-living things. Living components include plants and animals. Non-living components are things such as soil, sunlight and rainfall.

A **biome** is a large specific geographical area notable for the its living components. For example, deserts, tropical rainforests and tundra.

Development is the progress of a country in terms of economic growth, use of technology and standard of living. The island of Borneo is ruled by three different countries. The island has suffered huge rates of deforestation, 50% in 70 years. Indonesian Borneo, ruled by dictator Suharto has used the natural resources such as hardwood, as a raw material to trade with and promote economic development. There is widespread damage and habitat loss. Today many areas of rainforest have been cleared for palm oil plantations. Palm oil is used across the world is everyday products such as crisps, bread, biscuits, soap and shampoo.

Y8 German - Summer Term 1/2

Auf einem Fest

At a festival

der Umzug(-e)	<i>procession / parade</i>
der Festwagen (-)	<i>float (in a parade)</i>
die Band (s)	<i>band, group</i>
das Kostüm(e)	<i>costume / outfit</i>
der Hut(-e)	<i>hat</i>
die Fahne(n)	<i>flag</i>
die Kirmes/Kirmsen	<i>funfair</i>
das Fahrkartengeschäft(e)	<i>ride (at a funfair)</i>
der Imbiss(e)	<i>snack</i>
bunt	<i>colourful</i>

Kleider/ Klamotten

Clothes

der Rock	<i>skirt</i>
der Mantel	<i>coat</i>
der Anzug	<i>suit</i>
der Kapuzenpulli	<i>hoodie</i>
die Jeanshose/ die Jeans	<i>jeans</i>
die Hose	<i>trousers</i>
das Kleid	<i>dress</i>
das Hemd	<i>shirt</i>
das T-Shirt	<i>T-shirt</i>
die Schuhe	<i>shoes</i>
die Stiefel	<i>boots</i>
die Sandalen	<i>sandals</i>

Was trägst du?

What do you wear? / What are you wearing?

Ich trage...	<i>I wear/ I am wearing</i>
einen kurzen Rock	<i>a short skirt</i>
einen langen Mantel	<i>a long coat</i>
einen lockeren Kapuzenpulli	<i>a casual hoodie</i>
eine weite Hose	<i>a baggy pair of trousers</i>
eine schmale Jeanshose	<i>a pair of skinny jeans</i>
ein kariertes Hemd	<i>a checkered shirt</i>
ein gepunktetes Kleid	<i>a spotty dress</i>
ein gestreiftes T-Shirt	<i>a stripy T-shirt</i>
schicke Stiefel	<i>smart boots</i>

Wie ist dein Stil?

What is your style?

lässig	<i>informal</i>
trending	<i>trendy</i>
sportlich	<i>sporty</i>
klassisch	<i>classic</i>

Ich mache mich fertig

I get myself ready

Ich style mir die Haare	<i>I style my hair</i>
Ich mache mir die Haare	<i>I do my hair</i>
Ich putze mir die Zähne	<i>I brush my teeth</i>
Ich schminke mich	<i>I put on make-up</i>
Ich ziehe mich an	<i>I get dressed</i>
Ich sehe mich im Spiegel an	<i>I look at myself in the mirror</i>
Ich benutze ein Deo	<i>I put on deodorant</i>
Ich wähle meine Kleider aus	<i>I choose my clothes</i>

Wie ist es?

What is it like?

kurz	<i>short</i>
lang	<i>long</i>
weit	<i>wide-leg/ baggy</i>
schmal	<i>slim-leg/ skinny</i>
schick	<i>smart</i>
locker	<i>casual</i>
kariert	<i>checkered</i>
gepunktet	<i>spotty/ polka dot</i>
gestreift	<i>stripy</i>
glänzend	<i>glittery</i>

ein erstes Date

A first date

Was wirst du machen?

What will you do?

ich werde...	<i>I will...</i>
die Karten im Voraus kaufen	<i>buy the tickets in advance</i>
einen guten Film auswählen	<i>choose a good film</i>
früh ankommen	<i>arrive early</i>
...abholen	<i>pick up...</i>
etwas Schickes anziehen	<i>put on something smart</i>
genug Geld mitnehmen	<i>take enough money with me</i>
mit dem Bus in die Stadt fahren	<i>go by bus to town</i>
ins Kino gehen	<i>go to the cinema</i>
essen gehen	<i>go out to eat</i>

Independent Task:

Describe your dream date/day out with a celebrity.

Y8 German – Verb Table

Regular verbs

With regular verbs, remove the ending –en and add the ending that goes with the pronoun (person).

spielen- to play
spiel(-en)

ich spiel(e)	<i>I play</i>
du spiel(st)	<i>you play</i>
er spiel(t)	<i>he plays</i>
sie spiel(t)	<i>she plays</i>
man spiel(t)	<i>one plays</i>
wir spiel(en)	<i>we play</i>
ihr spiel(t)	<i>you (plural) play</i>
sie spiel(en)	<i>they play</i>

fahren – to travel/ ride/ go

ich fahre	<i>I travel</i>
du fährst	<i>you travel</i>
er fährt	<i>he travels</i>
sie fährt	<i>she travels</i>
wir fahren	<i>we travel</i>
ihr fahrt	<i>you travel (plural)</i>
sie fahren	<i>they travel</i>

schlafen – to sleep

ich schlafe	<i>I sleep</i>
du schläfst	<i>you sleep</i>
er schläft	<i>he sleeps</i>
sie schläft	<i>she sleeps</i>
wir schlafen	<i>we sleep</i>
ihr schlaft	<i>you sleep (plural)</i>
sie schlafen	<i>they sleep</i>

treffen – to meet

ich treffe	<i>I meet</i>
du triffst	<i>you meet</i>
er trifft	<i>he meets</i>
sie trifft	<i>she meets</i>
wir treffen	<i>we meet</i>
ihr trefft	<i>you meet (plural)</i>
sie treffen	<i>they meet</i>

haben - to have

ich habe	<i>I have</i>
du hast	<i>you have</i>
er hat	<i>he has</i>
sie hat	<i>she has</i>
man hat	<i>one has</i>
es hat	<i>it has</i>
wir haben	<i>we have</i>
ihr habt	<i>you have (plural)</i>
sie haben	<i>they have</i>

sehen – to see

ich sehe	<i>I see</i>
du siehst	<i>you see</i>
er sieht	<i>he sees</i>
sie sieht	<i>she sees</i>
wir sehen	<i>we see</i>
ihr seht	<i>you see (plural)</i>
sie sehen	<i>they see</i>

lesen – to read

ich lese	<i>I read</i>
du liest	<i>you read</i>
er liest	<i>he reads</i>
sie liest	<i>she reads</i>
wir lesen	<i>we read</i>
ihr lest	<i>you read (plural)</i>
sie lesen	<i>they read</i>

sein – to be

ich bin	<i>I am</i>
du bist	<i>you are</i>
er ist	<i>he is</i>
sie ist	<i>she is</i>
man ist	<i>one is</i>
es ist	<i>it is</i>
wir sind	<i>we are</i>
ihr seid	<i>you are (plural)</i>
sie sind	<i>they are</i>

essen – to eat

ich esse	<i>I eat</i>
du isst	<i>you eat</i>
er isst	<i>he eats</i>
sie isst	<i>she eats</i>
wir essen	<i>we eat</i>
ihr esst	<i>you eat (plural)</i>
sie essen	<i>they eat</i>

tragen – to wear

ich trage	<i>I wear</i>
du trägst	<i>you wear</i>
er trägt	<i>he wears</i>
sie trägt	<i>she wears</i>
wir tragen	<i>we wear</i>
ihr tragt	<i>you wear (plural)</i>
sie tragen	<i>they wear</i>

Jahreszeiten Seasons

Frühling	<i>Spring</i>
Sommer	<i>Summer</i>
Herbst	<i>Autumn</i>
Winter	<i>Winter</i>

Connectives

und	<i>and</i>
oder	<i>or</i>
aber	<i>but</i>
denn	<i>because</i>

Frequency words

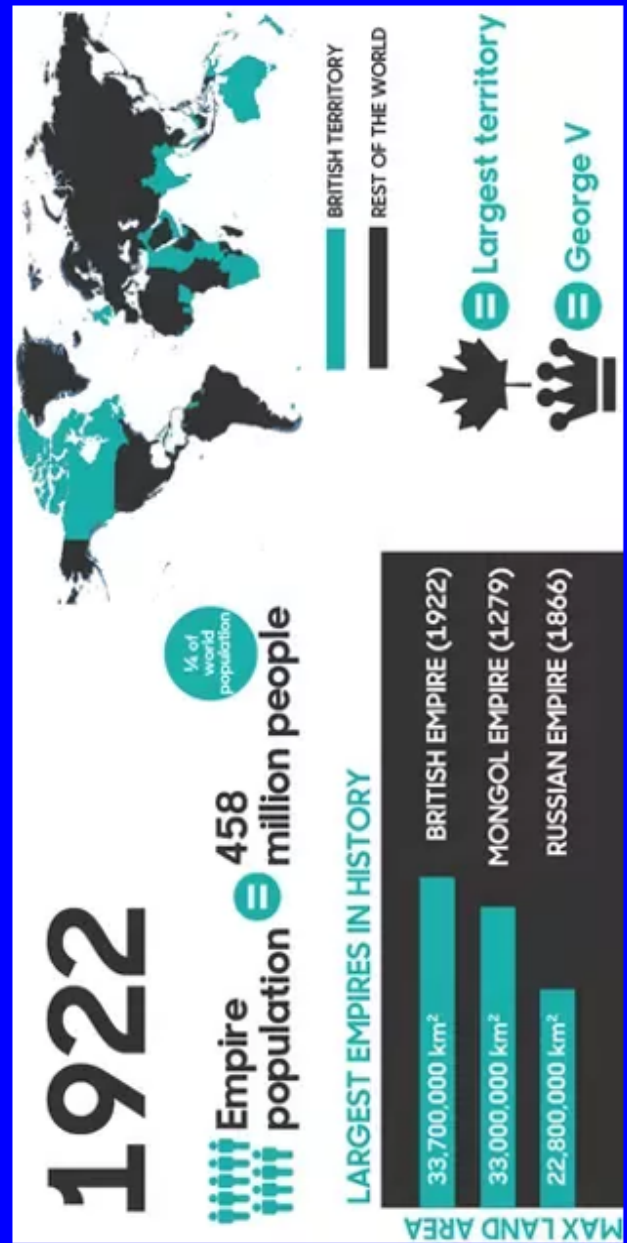
immer	<i>always</i>
oft	<i>often</i>
manchmal	<i>sometimes</i>
selten	<i>rarely</i>
nie	<i>never</i>

Chronology	
1600	East India Company (EIC) set up.
1770	Captain James Cook discovers Australia
1845	The Potato Famine
Mid 1850s	Most of India controlled by the British
1857	Indian mutiny or the War of Independence
1858	First Viceroy put in charge of India

History The British Empire

Key People	Role
Queen Victoria	British monarch from 1837-1901. She gave herself the title 'Empress of India'.
Books/websites/films https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zpiv3j6 https://www.bbc.co.uk/bitesize/topics/z7kvf82 https://www.historybombs.com/free-lessons/8-1-the-british-empire-in-one-take/	
Freedom by Catherine Johnson – 12-year old Nathaniel is a slave, sent to England. Life in London is tough and Nat seizes the first opportunity to escape.	

Key Words	Definition
Empire	A collection of areas of land (or whole countries) that are ruled over and controlled by one leading 'mother' country.
Colony	An area of land controlled by another country.
Blight	A destructive fungal disease which led to the Potato famine.
Pilgrim Fathers	The Pilgrims were the English settlers who came to North America on the Mayflower and established the Plymouth Colony
Mutiny	The act of refusing to follow the orders of a person in authority.
Mugal	Muslim rulers of India from 1500, they lost control by the early 1700s.
Viceroy	Someone who rules in another country or colony on behalf of the monarch.
Plantation	A huge farm that grows cotton, sugar, tobacco; a plantation owner normally used slaves to do the work.
Colonialism	The ideas and methods used to control colonies
Economic exploitation	unfairly taking advantage of other people to increase your own wealth (money).
Culturalism	The belief that the British way of life was better than those of other cultures.
Settler	a person who moves with a group of others to live in a new country or area

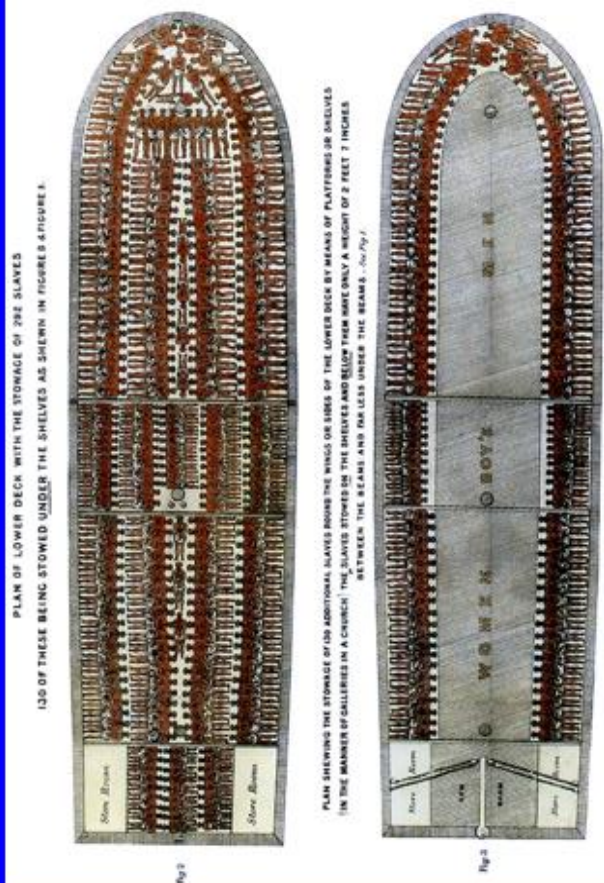


Chronology	
Late 18th century +	Industrial Revolution in Britain – changes from items being made by hand to being produced by machines in factories. Led to the requirement of more natural resources.
1807	Slave Trade Act made it illegal for slaves to be bought and sold in Britain.
1833	Slavery Abolition Act made it illegal for slaves to be bought and sold anywhere in the British Empire.
1865	USA abolishes slavery at the end of the US Civil War by passing the Thirteenth Amendment to the constitution – it was therefore illegal.

Key People	Role
Thomas Clarkson	Clarkson founded 'The Society for Effecting the Abolition of the Slave Trade'. This helped to persuade MP's to pass the Slave Trade Act of 1807, which abolished British trade in slaves.
William Wilberforce	British MP who campaigned for the abolition of slavery in Parliament. (See timeline 1807 and 1833). Wilberforce died three days after the final bill abolishing slavery was passed
Olaudah Equiano	An Ex-Slave who moved to England and wrote a book about being a slave. Many people became aware of how terrible slavery was

Key Words	Definition
Slave	A slave is a person who is owned by another person. Slaves are forced to work and are not paid
Abolish/ Abolition	Abolish/abolition means stop something happening by making it illegal. For slavery the government passed an act abolishing slavery in 1807 (see timeline)
Trade Triangle	The trade triangle was made up of three voyages. A voyage is a trip on a ship. Voyage 1 was from Britain to West Africa carrying manufactured goods. Voyage two was from West Africa to the West Indies carrying slaves, Voyage 3 was from the West Indies to Britain.
Middle passage	The Middle Passage was the second voyage of the Triangular Trade. It went left from Africa to the West Indies.

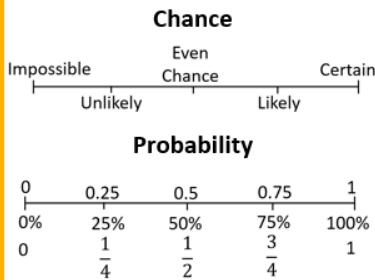
History Slavery



Year 8 Knowledge Organiser

INTRODUCING PROBABILITY

Key Concept



Probabilities can be written as:

- Fractions
- Decimals
- Percentages

Key Words

Probability: The chance of something happening as a numerical value.

Impossible: The outcome cannot happen.

Certain: The outcome will definitely happen.

Even chance: There are two different outcomes each with the same chance of happening.

Expectation: The amount of times you expect an outcome to happen based on probability.

Examples



1) What is the probability that a bead chosen will be **yellow**.

Show the answer on a number line.

$$\text{Probability} = \frac{\text{Number of favourable outcomes}}{\text{Total number of outcomes}}$$

$$P(\text{Yellow}) = \frac{2}{8} = \frac{1}{4}$$



2) How many **yellow** beads would you **expect** if you pulled a bead out and replaced it 40 times?

$$\frac{1}{4} \times 40 = \frac{1}{4} \text{ of } 40 = 10$$

SPARX MATHS

U803, U408,
U510, U683,
U166, U580,
U104

Tip

Probabilities always add up to 1.

Formula

$$\text{Expectation} = \text{Probability} \times \text{no. of trials}$$

Questions

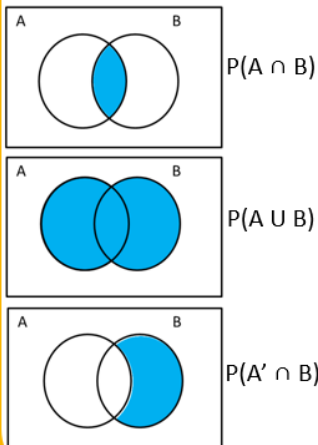
In a bag of skittles there are 12 red, 9 yellow, 6 blue and 3 purple left. Find: a) P(Red) b) P(Yellow) c) P(Red or purple) d) P(Green)

ANSWERS: 1) a) $\frac{12}{30} = \frac{2}{5}$ b) $\frac{9}{30} = \frac{3}{10}$ c) $\frac{18}{30} = \frac{3}{5}$ d) 0

Year 8 Knowledge Organiser

FURTHER PROBABILITY

Key Concept



Key Words

Probability: The chance of something happening as a numerical value.

Impossible: The outcome cannot happen.

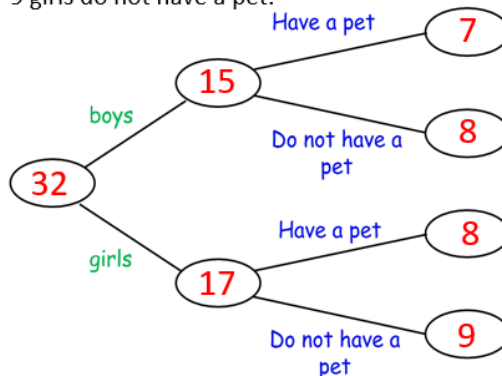
Certain: The outcome will definitely happen.

Even chance: There are two different outcomes each with the same chance of happening.

Mutually Exclusive: Two events that cannot both occur at the same time.

Examples

In Hannah's class there are 32 students.
 15 of these students are boys.
 7 of the boys have a pet.
 9 girls do not have a pet.



$$P(\text{boy}) = \frac{15}{32}$$

$$P(\text{Girl with pet}) = \frac{8}{32}$$

Questions

- 1) Draw a two-way table for the question above.
- 2) Find the probability that a pupil chosen is a boy with no pets.
- 3) A girl is chosen, what is the probability she has a pet?

ANSWERS: 1) $\frac{17}{32}$ 2) $\frac{17}{32}$ 3) $\frac{9}{17}$

Formula

$$P(A \cap B) = P(A) \times P(B)$$

$$P(A \cup B) = P(A) + P(B)$$

$$\text{or (non ME)} \quad P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

Year 8 Knowledge Organiser

REPEATED PERCENTAGE CHANGE

Key Concepts

Calculating percentages of an amount without a calculator:

10% = divide the value by 10
1% = divide the value by 100

Per annum is often used in monetary questions meaning **per year**.

Depreciation means that the value of something is going down or reducing.

Examples

Simple interest:

Joe invests £400 into a bank account that pays 3% **simple interest** per annum.
Calculate how much money will be in the bank account after 4 years.

$$\begin{aligned} 3\% &= £4 \times 3 \\ &= £12 \\ 4 \text{ years} &= £12 \times 4 \\ \text{Interest} &= £48 \\ \text{Total in bank account} &= £400 + £48 \\ &= £448 \end{aligned}$$

Compound interest:

Joe invest £400 into a bank account that pays 3% **compound interest** per annum.
Calculate how much money will be in the bank account after 4 years.

$$\begin{aligned} \text{Value} \times (1 \pm \text{percentage as a decimal})^{\text{years}} \\ &= 400 \times (1 + 0.03)^4 \\ &= 400 \times (1.03)^4 \\ &= £450.20 \end{aligned}$$

SPARX MATHS
U533, U332

Key Words

Percent
Depreciate
Interest
Annum
Simple
Compound
Multiplier

- 1) Calculate a) 32% of 48 b) 18% of 26
- 2) Kane invests £350 into a bank account that pays out simple interest of 6%. How much will be in the bank account after 3 years?
- 3) Jane invests £670 into a bank account that pays out 4% compound interest per annum. How much will be in the bank account after 2 years?

ANSWERS A 1a) 15.36 b) 4.68 2) £413 3) £724.67

Year 8

REARRANGING FORMULAE

Key Concepts

Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

When rearranging we **undo the operations** starting from the last one.

Examples

Rearrange to make r the subject of the formulae :

$$\begin{aligned} Q &= \frac{2r-7}{3} \\ \times 3 & \quad \times 3 \\ 3Q &= 2r - 7 \\ +7 & \quad +7 \\ 3Q + 7 &= 2r \\ \div 2 & \quad \div 2 \\ \frac{3Q+7}{2} &= r \end{aligned}$$

Rearrange to make c the subject of the formulae :

$$\begin{aligned} 2(3a - c) &= 5c + 1 \\ \text{expand} & \\ 6a - 2c &= 5c + 1 \\ +2c & \quad +2c \\ 6a &= 7c + 1 \\ -1 & \quad -1 \\ 6a - 1 &= 7c \\ \div 7 & \quad \div 7 \\ \frac{6a-1}{7} &= c \end{aligned}$$

Rearrange to make a the subject of the formulae :

$$\begin{aligned} \sqrt{\frac{ac}{b}} &= d \\ \text{square} & \quad \text{square} \\ \frac{ac}{b} &= d^2 \\ \times b & \quad \times b \\ ac &= bd^2 \\ \div c & \quad \div c \\ a &= \frac{bd^2}{c} \end{aligned}$$

SPARX MATHS

U585,
U144

Key Words

Rearrange
Term
Inverse

- 1) Rearrange to make a the subject $r = \frac{5a+3}{t}$
- 2) Rearrange to make m the subject $2(2p+m) = 3-5m$
- 3) Rearrange to make x the subject $\sqrt{\frac{4x}{y}} = z$

ANSWERS: 1) $a = \frac{rt-3}{5}$ 2) $m = \frac{3-9p}{4}$ 3) $x = \frac{y^2 z^2}{4}$

YEAR 8 - UNIT 3

MUSIC AROUND THE WORLD PART 1.

It is easy for us to focus on the music that we listen to in our own homes, and music from the country in which we live. However, there is a whole world of music out there, literally!

Music is often described as 'the universal language' and that is because wherever you go on the planet music will be there. It forms the backbone of every culture in the world, whether it be for religious and sacred reasons, to communicate, to dance to, or just to listen to and perform for enjoyment. Whatever the reason there is no doubt it is there. However, music from the different parts of the world can sound very different.

When we discuss 'World Music' what we actually mean is 'Non-Western Music'.

Western Music is a term often used to describe music built on the major and minor scales, chords and harmonies of continents such as Europe and North America.

Non-Western Music is the music from other areas of the world. This can include 'Raga' from India, 'Djembe' from Ghana or 'Gamelan' from Indonesia but, in short, it is music that uses different scales, vocal styles, complex rhythms and performance practices. To us in the UK it may sound 'different' but listen carefully and you will discover some of the most beautiful, and thought-provoking, music on the planet. Spend the time to discover the cultures, religions and lives behind the music and discover an amazing world, literally!

Non-Western Musical Instruments - Traditional Instruments that are used to perform music from other parts of the world.



Sitar.
(from India).



Didgeridoo.
(from Australia)

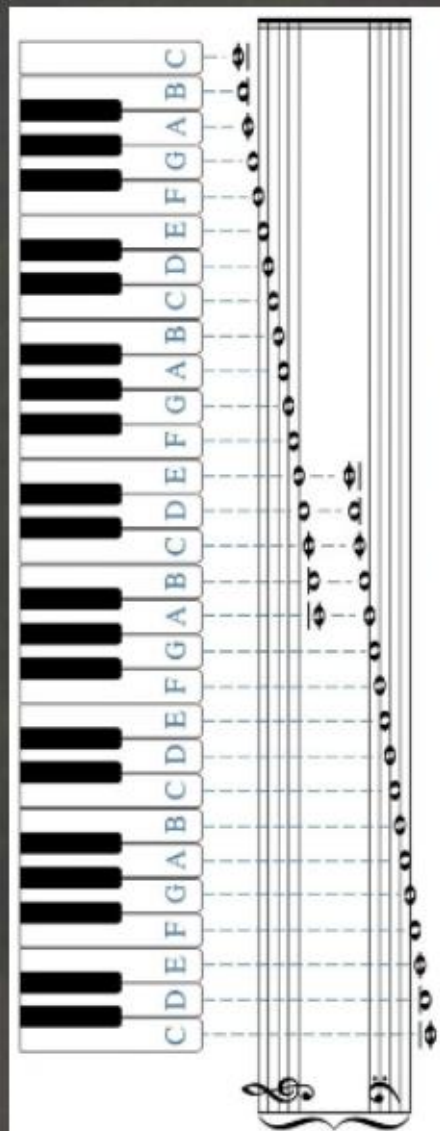


Shakuhachi
(from Japan)



Gamelan
(from Indonesia)

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



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

8.5 KS3 Core PE Knowledge Organiser: Fitness Testing

Fitness Testing		
Component	Test	Protocol
Body Composition	Body Mass Index	The calculation for BMI is as followed: Weight (kg)/ height (m ²). Calculate score with BMI charts.
Coordination	Alternate Hand Wall Toss Test	Stand 2m away from a wall with a tennis ball in your hand. Throw the ball at the wall and catch it with the opposite hand. See how many catches you make in 30s.
Power	Vertical Jump Test	Stand next to a wall and reach up as high as you can marking the highest point of your fingertips. Jump as high as you can making a second mark at the highest point of the jump . Measure the distance between the 2 marks on the wall.
Reaction Time	Ruler Drop Test	An assistant holds a 30cm ruler between your thumb and index finger starting at 0cm, the assistant randomly drops the ruler and you catch it between your thumb and index fingers as quickly as possible. Take note of the cm measurement where it was caught.
Speed	30m Sprint Test	Measure out 30m in a straight line and mark with cones. On the shout of 'Go' run as fast as you can with an assistant timing you.
Balance	Stork Balance Test	Bend one knee and place the sole of the foot against the inside of the standing leg. Raise onto you tiptoes and start timing until you lose balance or the sole of the standing foot touches the floor.
Agility	Illinois Agility Run Test	Set out the course using cones. Start laying down on your stomach. When you hear "go" run and complete the course in the quickest time possible.
Flexibility	Sit and Reach Test	Sitting with legs flat on the ground and feet against the sit and reach box, reach forward as far as you can and record distance on the scale on top of the box.
Muscular Endurance	1-Minute Sit-Up/Press Test	Complete the maximum amount of press ups or sit ups in 1 minute. Count the number that you complete.
Strength	Grip Dynamometer	Hold the dynamometer in your hand with the scale at 0. Squeeze the handle as hard as you can. Record the score on the scale.
Cardiovascular Fitness	12 Minute Cooper Run/swim	Run or swim for 12 minutes counting the number of laps you complete. Multiply the number of laps by the distance of each lap to give you the total distance covered in 12 minutes.

Key Vocabulary	Benefits of fitness testing	Your turn: Attempt these
Aerobic, anaerobic, exercises, stations, terrain, intensity, resistance, fitness testing, training programme, progress, monitor.	<ul style="list-style-type: none"> Allows you to see strengths and weaknesses in current fitness levels Helps plan a training programme to improve fitness/performance Can be used to monitor progress in a fitness programme. 	<ol style="list-style-type: none"> State the tests used to measure muscular endurance. Give an advantage and a disadvantage of the grip dynamometer.

8.6 KS3 Core PE Knowledge Organiser: Methods of Training

Methods of Training			
Method	Description	Fitness component	Sporting Example
Continuous	No rest periods. Exercising at a constant rate. E.g. Running, Cycling, Swimming.	CV fitness	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players
Fartlek	It involves changes of speed. It's a type of continuous training but involves changes in intensity over different intervals. E.g. changing speed or terrain.	CV fitness	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players
Interval	This uses fixed patterns of exercise. It has periods of high intensity exercise and either low intensity or rest. Very structured.	CV fitness & speed	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players, Sprinters
Resistance/Weight	Helps strength and muscular endurance. You are using muscles against resistance. Anaerobic training.	Strength & M. Endurance	Weightlifters, Boxers, Swimmers, Cyclists, Sprinters
Circuit	Stations of specific exercises for a set amount of time before moving on to the next station. Works both aerobic and anaerobic fitness.	M. endurance, strength &/or CV fitness	A Variety of Athletes (Depending on Component of Fitness)
Plyometric	Exercises in which muscles exert maximum force in short intervals of time, with the goal of increasing power.	Power	Sprinters, High Jumpers, Long Jumpers
Misconceptions <ul style="list-style-type: none"> Agility run begins with you laying face down. Fitness tests are used to measure components not improve them Fartlek training can involve a change of pace and/or terrain Circuit training can include skill specific stations and can take many different forms. Weight training can use both machine weights, dumbbells/kettle bells or a persons body weight. 		Discuss - Required to explore the issue/situation/problem that is being assessed in the question context, articulating different or contrasting viewpoints, for example advantages, disadvantages	
		Your Turn: Try these questions	
		1) Identify a training method suitable for a boxer and explain how it would benefit their performance. 2) State 2 characteristics of circuit training.	

Worked example – Ben is a cross country runner. Discuss the use of continuous and fartlek training to improve his performance.

Continuous training involves no rest periods and exercising at a constant rate. (1) Fartlek training involves changes of intensity (speed) or terrain. (1) Both methods of training improve CV fitness (1) which will help Ben run for longer at a higher intensity in his races. (1) Cross country involves running over different surfaces, therefore due to the change in terrain, fartlek training would be more specific for Ben as it replicates his event. (1) The change in intensity could also help him during sprint finishes at the end of the race. (1)



Religious Studies: The Environment

Key Word	Definition
Environment	The natural world, and habitats.
Creation	How did the world / universe come to exist?
Stewardship	Humans have responsibility to look after the world.
Dominion	Humans have power over the world, we rule it.
Global Warming	The increasing temperature of the world, caused by human activities etc.
Climate Change	Changes in temperature i.e. ice age.
Vegetarian	Not eating meat.
Vegan	Not eating meat, dairy, or using animal products
Animal testing	Using animals to test drugs or make up on.
Souls	The spiritual side of a human, may survive death or be a link with God?
Ahimsa	Non-violence / respect for life.
Interconnectedness	Everything is linked together / interdependent.

Key Quotes

Judaism / Christianity: "When I look at the sky, which you have made, at the moon and the stars which you set in their places – what is man, that you think of him; mere man, that you care for him? Yet you made him inferior only to yourself... you appointed him ruler over everything you have made." (Psalm 8)

Hinduism: "Without the killing of all living beings, meat cannot be made available, and since killing is contrary to the principles of ahimsa, one must give up eating meat." (from the Maunsmriti)

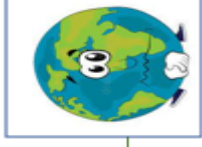
Jainism: "There is no quality of soul more subtle than non-violence and no virtue of spirit greater than reverence for life." (Mahavira)

Greta: "People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction..."

Practice Task: Are religious people less concerned about the environment? Do they just 'leave it to God'?



Religious Studies: The Environment



What are the issues with the environment?

In recent years people have become very concerned about the impact humans are having on the environment and the way we are changing it. Climate change, global warming, deforestation – these are all key areas of concern. Linked to this is the way humans treat animals – vegetarianism, veganism, animal testing... where do we draw the line between use and abuse? Some say the environment is the biggest concern for the 21st century, with our life style causing untold harm for the future.

Christianity, Judaism and God's creation

Jews and Christians believe that God created the universe, but they may disagree about how. Many are happy to accept scientific theories but others follow the traditional accounts in Genesis. However creation happened they believe that humanity was given a special role within the process of creation, above animals and the rest of the environment. Some talk about humans being given dominion, others – probably the majority today – prefer the term 'stewardship' with its idea of looking after God's creation.

A Hindu perspective

Hinduism is an eastern religious tradition which says all living beings contain a soul, which suggests there is greater equality between humans and animals. Life is cyclic, with animals, plants and people all being valued as part of a creation where everything should be in harmony. Ahimsa is a key Hindu principle, and many Hindus are vegetarian as killing animals for meat causes suffering. Cows are seen as especially sacred and are protected by law in India – the Vedas forbid the killing of cows and the cow is seen as more useful to humans alive than dead. In India there are goshallas, or retirement homes for cows.

A Jain perspective

Jains also believe in ahimsa, but seem to take it further. For Jains almost everything is seen as living, with consciousness of some sort, and all life is sacred regardless of race, caste or species. They believe in the principle of interconnectedness, harm done to other beings is seen as harm done to oneself. A Jain monk may wear a mask to stop flies being accidentally swallowed, using a broom to remove bugs gently from their path. Humans are not separate from other life forms and we are certainly not the top of creation.

What do Humanists say ~ some key questions

Do religious beliefs actually hinder someone from looking after the environment? Humanists say we have only one life, it's up to us to make best use of it – does that lead us to take better care of our planet? H4BW = Humanists for a Better World works to protect the environment. Greta Thunberg is seen by some as a modern prophet for environmental issues. Is she religious? She doesn't mention it in her campaigns, so religion seems to be irrelevant. Should religious views, or lack of them, be irrelevant as we work together to save Planet Earth? What should we do to make a difference?

Pathogen- causes an immune response

Pathogen	Example
Virus	Influenza, Measles, HIV
Bacteria	Salmonella, Gonorrhoea, TB



Methods of transmission
Direct contact (touch)

Indirect contact (door handles)

Droplet infection Airborne

Animals (vectors)

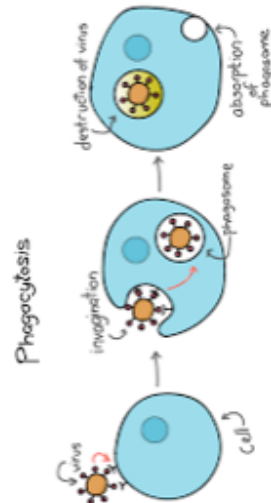
Food and Water consumption

Bodies Defences – Non specific

Mucus, cilia, tears, eyelashes, sebum, skin, scabs, stomach acid.

Phagocytosis- Specific

White blood cells engulf pathogens and destroy them.



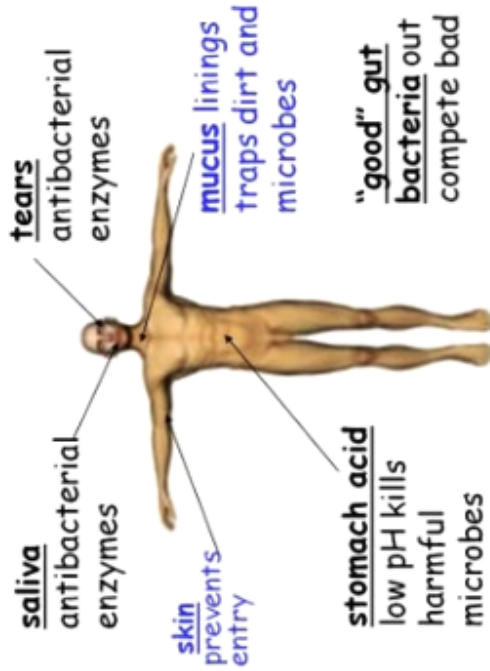
Antigen – identifies a cell as belonging to the body or a pathogen.



Antibiotics-
Drugs that kill BACTERIA e.g. Penicillin

Year 8 Disease and Evolution Knowledge Organiser

First Lines of Defence



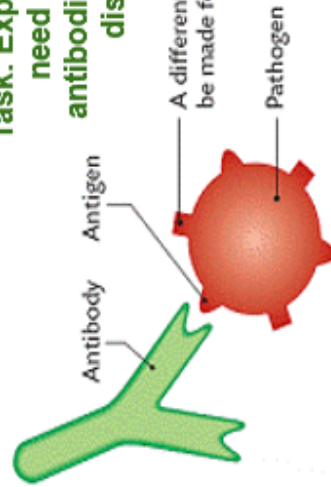
Tier 2 Vocabulary

Variation
Continuous
Discontinuous
Population
Individual
Defences
Characteristic
Transmission
Method
Neutralise

Tier 3 Vocabulary

Evolution
Antigen
Antibody
Phagocytosis
Fossil
Evolution
Mutation
Pathogen

Task: Explain why you need different antibodies for each disease.



Antibodies- stop pathogens entering cells, bind to the antigen on pathogens

Anti toxins- neutralise the toxins

BOTH MADE BY WHITE BLOOD CELLS

Variation- The differences between individuals- caused by genetic mutation

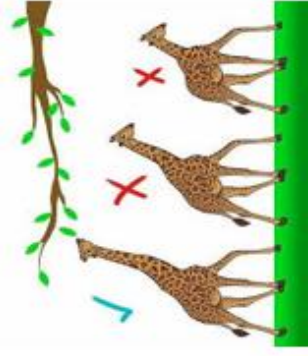
Continuous- Height, length, weight

Discontinuous- Colour, blood group, tongue rolling

Genetic Mutation. DNA that is altered from the original. Can give organisms an advantage eg MRSA , bacteria resistant to antibiotics. Helping them survive and reproduce.



Lamarck- believed the more a characteristic was used the stronger it became in offspring. He even cut the tails off mice to test his theory!



Natural Selection-
Suggested by Charles Darwin

Natural variation within a population allows individuals to outcompete and survive (survival of the fittest). Over time a new species will form

Evolution- the process where one organism develops from an earlier organism

Fossils -
Preserved remains or dead organisms. They allow us to see links from extinct organisms to those alive today.

Darwin – Evolution by Natural Selection

Darwin studied many animals and plants including the Finches of the Galapagos. He developed the theory of Evolution by Natural selection. People did not believe Darwin as the Fossil Record is incomplete and there was no evidence of DNA



Continuous Variation


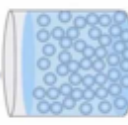
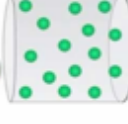
- No distinct categories
- Tends to be quantitative
- Controlled by a lot of genes
- Strongly influenced by the environment

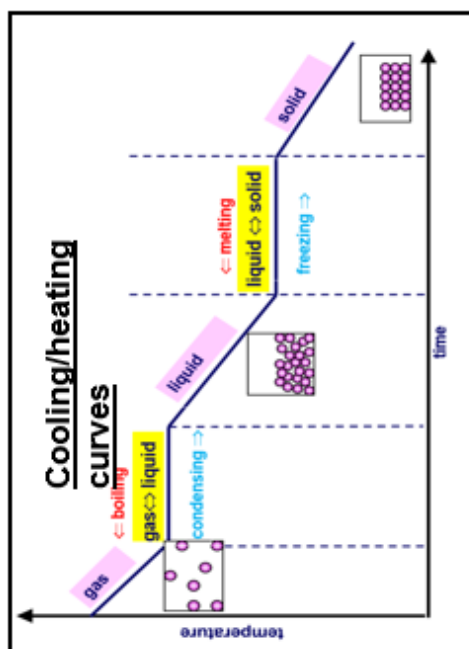
Discontinuous Variation

- Distinct categories
- Tends to be qualitative
- Controlled by a few genes
- Unaffected by the environment

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Year 8 Knowledge Organiser Principles of Chemistry

solid	liquid	gas
		
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume
cannot be squashed	cannot be squashed	can be squashed



Melting point

Temperature at which a solid turns into a liquid. Ice melts at 0°C. **Melting** needs energy from surroundings to break intermolecular forces. The temperature of surroundings decreases

Boiling point

Temperature at which a liquid turns into gas. Water boils at 100°C

Temperature

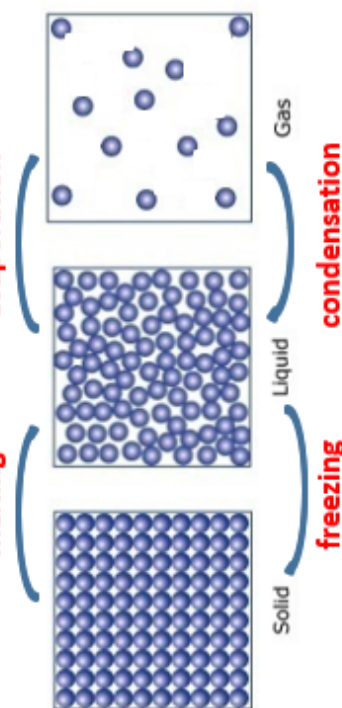
A measure of the average kinetic energy of particles in an object

Particles of the same substance

Particles of water, for example, are exactly the same in ice, water and water vapour. They **do not** change size or shape, only the arrangement of the particles changes.

Changes of State

Task: Explain this using water as an example.



Molecule

A small group of atoms (between 2 and 100) chemically bonded.

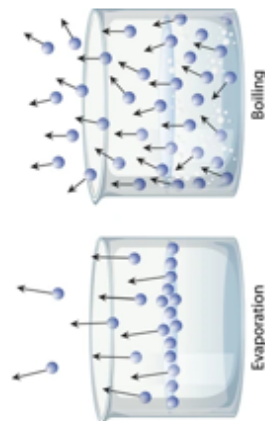
Differences Boiling and Evaporation

Boiling happens at a specific temperature

- Requires additional source of energy e.g. fire

Evaporation occurs at all temperatures

- Only at the exposed surface of the liquid
- Needs energy from surroundings to break intermolecular forces
- The temperature of surroundings decreases



Tier 2 Vocabulary

Metal
Boiling
Evaporation
Condensation
Melting
Freezing
Temperature

Tier 3 Vocabulary

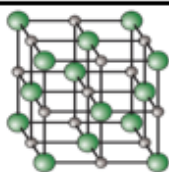
Particle
State of Matter
Sublimation
Molecule
Intermolecular
Giant Structure
Lattice
Endothermic
Exothermic
Energy profile diagram
Activation Energy
Kinetic energy
Element
Period
Group
Atoms
Atomic Number
Mass Number
Protons
Neutrons
Electrons
Nucleus
Shell

Molecular substances

- **Molecular solid** - molecules held in a repeating pattern
- **Molecular liquid** – molecules touching each other
- **Molecular gas** – molecules spread out

Giant structures

- Particles close together in fixed positions and regular pattern
- High melting and boiling point
- Hard & strong



MASS NUMBER
number of protons and number of neutrons

ATOMIC NUMBER
number of protons (= number of electrons)

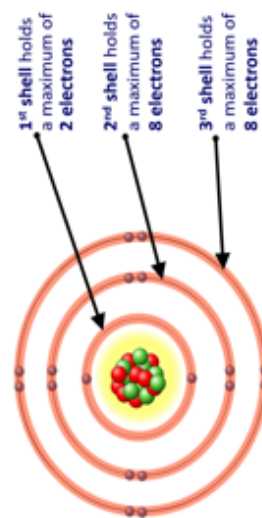
56
Fe
iron
26

Number of electrons in the outer shell of an atom is the Group Number e.g: sodium has an electronic structure 2.8.1 it has 1 electron in its **outer** electron shell, therefore it is in **group 1**.

Number of occupied shells is the Period Number e.g. for sodium **2.8.1** it has **three occupied shells, therefore in period 3**.

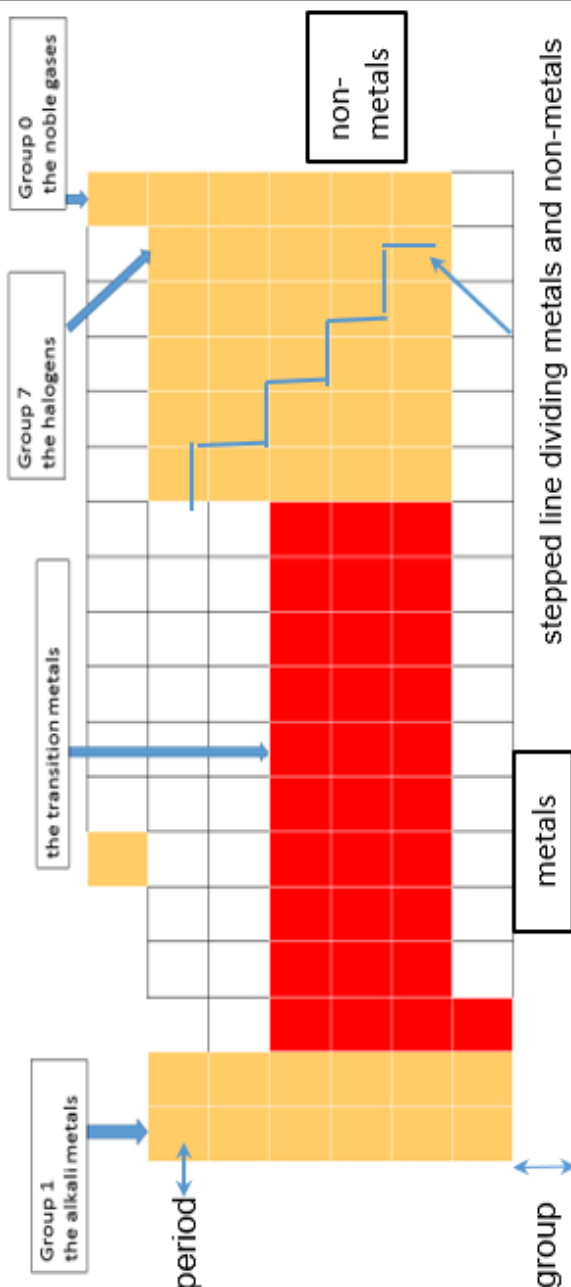
How many electrons per shell?

Electrons will fill the shells nearest the nucleus first.



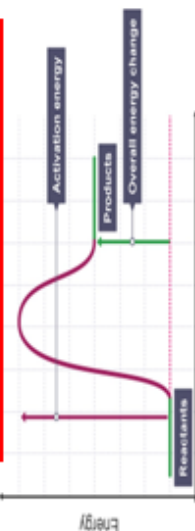
This **electronic structure** is written as **2.8.8**

The nuclear model of the atom it states that atoms consist of **positively charged nucleus** containing **protons and neutrons** surrounded by **shells** containing negatively charged **electrons**.



Energy profile diagram shows energy in reactants and products, the difference in energy between them AND it includes the activation energy. **Activation energy**: The minimum amount of energy that colliding particles must have for them to react

Endothermic energy profile



Exothermic energy profile



Spanish

Y8 Summer Term Knowledge Organiser

Unit 5: Mi región – My Area

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. pequeño/a	small
2. se puede	you can
3. a la izquierda	on the left
4. tiene	it has
5. está	it is (situated)

Key vocabulary and questions

¿Qué casa prefieres?	Which house do you prefer?
Prefiero...porque...	I prefer...because...
Esta casa es...	This house is...
Este piso es...	This flat is...
amplio/a	spacious
antiguo/a	old/old-fashioned
bonito/a	pretty
cómodo/a	comfortable
feo/a	ugly
moderno/a	modern
maravilloso/a	marvellous
pequeño/a	small
enorme	enormous
grande	big
más...que...	more...than
menos...que...	less...than
las otras/los otros	the others
La casa/El piso está...	The house/flat is (situated)...
cerca de la playa	near the beach
en el centro	in the centre
en el campo	in the countryside
en la montaña	in the mountains
There are two verbs that mean 'To be' in Spanish: SER and ESTAR. Do you know when to use each one?	

La casa	The house
Tiene...	(It) has...
No tiene...	(It) doesn't have...
una cocina	a kitchen
un comedor	a dining room
un salón	a living room
un jardín	a garden
un cuarto de baño	a bathroom
tres dormitorios	3 bedrooms
un jacuzzi	a jacuzzi
una piscina	a pool
una chimenea	a fireplace
una terraza	a terrace/balcony
una sala de juegos	a games room
un despacho	an office
Use some of the adjectives from the first box to describe these rooms.	

¿Dónde está...	Where is...
la catedral?	the cathedral?
la estación de trenes?	the train station?
el parque de atracciones?	the theme park?
el minigolf?	the minigolf?
la pista de karting?	the go-kart track
el parque acuático?	the water park?
el zoo?	the zoo?
Sigue todo recto.	Go straight on.
Dobla a la derecha.	Turn right.
Dobla a la izquierda.	Turn left.
Toma la primera calle a la derecha	Take the first road on the right.
Toma la segunda calle a la izquierda	Take the second road on the left.
Cruza la plaza	Cross the square.
Está a la derecha/izquierda	It's on the right/left
What other places in the town can you remember from Y7?	

¿Qué se puede hacer en tu región?	What can you do in your area?
Se puede...	You can...
hacer senderismo	go hiking
ir a la bolera	go to the bowling alley
ir al cine	go to the cinema
ir de compras	go shopping
ir de paseo en bici	go for a bike ride
ir a la playa	go to the beach
ir al restaurante	go to the restaurant
jugar al golf/tenis/voleibol etc.	play golf/tennis/volleyball
ver la catedral	see the cathedral
ver un castillo	see a castle
Se pueden...	You can... (plural)
hacer deportes náuticos	do water sports
hacer artes marciales	do martial arts
Think of other infinitive verbs to use here to say what you can do (comer helados, bailar en la discoteca...).	

Key grammar - Comparatives
Comparatives compare two or more things: (bigger, more modern, smaller, less ugly).
Use comparatives to talk about your preferences: <i>Esta casa es más bonita que las otras</i> This house is prettier/more pretty than the others.
<i>Este piso es menos feo que los otros</i> This flat is less ugly than the others.
Remember to make sure your adjective endings agree for masculine
In English, we sometimes add -er to the adjective to make it a comparative. We can't do this in Spanish and must use more + adjective .

Spanish Y8 Summer Knowledge Organiser Unit 6: El campamento de verano – Summer Camp

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. ayer	yesterday
2. mañana	tomorrow
3. visito	I visit
4. visité	I visited
5. voy a visitar	I'm going to visit

Remember to use time phrases to show clearly which tense you want to use.

Time phrases	
ayer	yesterday
el fin de semana pasado	last weekend
el verano pasado	last summer
el año pasado	last year
hace dos años	two years ago
hoy	today
normalmente	normally
los fines de semana	at the weekend
en verano	in summer
mañana	tomorrow
el fin de semana que viene	next weekend
el año que viene	next year

El campamento de verano – Display work

Imagine you went to a Spanish summer camp last year. Prepare a piece of writing using 3 tenses, opinions and reasons. Use the prompts below to help structure your work:

- Give your name and age and say what you like. (Me llamo... y tengo... años. Me gusta... y me encanta...)
- Say that last year you went to summer camp. (El año pasado fui a un campamento de verano en...)
- Give details about what activities you did there. (En el campamento hice/jugué/fui/canté/monté... y también... Un día hicimos/fuimos...)
- Say what it was like. (Fue...)
- Say what you are going to do next summer and give a reason. (El verano que viene voy a... porque me gusta... y me gustaría...)
- Say what it's going to be like. (Va a ser...)

Key grammar – Using 3 tenses in your work

Try to include past, present and future tense in every piece of writing you do. Here is a reminder of how to form the 'I' form of each tense and some key verbs that don't follow the usual pattern:





	Infinitive	Preterite (past)	Present	Near future
Regular verbs	visitar comer escribir	visité comí escribí	visito como escribo	voy a visitar voy a comer voy a escribir
Stem-changing verbs	jugar	jugué	juego	voy a jugar
Irregular verbs	hacer ir tener ver	hice fui tuve vi	hago voy tengo veo	voy a hacer voy a ir voy a tener voy a ver

¿Qué vas a hacer?	What are you going to do?
Voy a.../Vamos a...	I'm going to/We're going to...
hacer senderismo/escalada	go hiking/ rock climbing
montar a caballo	go horse riding
dormir en tiendas	sleep in tents
ir de pesca	go fishing
hacer piragüismo	go canoeing
hacer surf/windsurf/vela	go surfing/windsurfing/sailing
disfrutar de actividades en la playa	enjoy activities on the beach
hacer cursos en inglés	do a course in English
ir de excursión	go on a trip
cantar y tocar instrumentos	sing and play instruments
visitar museos	visit museums
pintar y hacer teatro	Paint and do drama
Va a ser...	It's going to be...
Me gustaría...+infinitive	I would like to...
Me encantaría...+infinitive	I would love to...

¿Qué hiciste?	What did you do?
El año pasado fui a un campamento de verano	Last year I went to a summer camp
un campamento artístico/lingüístico/científico	an arts/languages/science camp
un campamento de naturaleza	a nature camp
el primer día...	on the first day...
tuve miedo	I was scared
conocí a unos chicos simpáticos	I met some nice kids
hicimos cosas estupendas	we did fantastic things
jugué al fútbol y al voleibol	I played football and volleyball
hice vela y piragüismo	I went sailing and canoeing
dormimos en tiendas	we slept in tents
un día...	one day...
fuimos de pesca	we went fishing
canté y toqué instrumentos	I sang and played instruments
el último día...	on the last day...
fuimos de excursión	we went on a trip
visitamos museos	we visited museums
Fue...	It was...
¡Me encantó!	I loved it!

Year 8 – Knowledge Organiser – Design & Technology – MATERIALS

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

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

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

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

Health & Safety

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



Hand tools:

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

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











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

Walk safely and calmly around the classroom/ workshop.
 Keep your work area and floor area clear – keep your belongings hung up
 Make sure that you are wearing the correct PPE equipment for tasks.
 Follow the teacher's instructions for using equipment carefully.
 Return all equipment to the correct areas of the classroom/ workshop.

Machinery

CAD / CAM

Machinery

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

Specific Language and Terms

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

CAD- Computer Aided Design

Advantages	Disadvantages
Designs can be created, saved and edited easily, saving time	CAD software is complex to learn
Designs or part of designs can be easily copied or repeated	Software can be very expensive
Designs can be worked on by remote teams simultaneously	Compatibility issues with software
CAD is very accurate	Work can be lost if not backed up
Designs can be rendered to look-realistic to gather public opinion in a range of finishes.	

CAM – Computer Aided Manufacture

Advantages	Disadvantages
Quick – speed of production can be increased	Training is required to operate CAM
Consistency and accuracy – All parts manufactured are all the same	High initial outlay cost for machines
Less mistakes- there is no human error unless pre programmed	Loss of jobs for people
Cost saving – workforce can be reduced	Production stoppage – if the machines break down, the production would stop

CAD software programmes:



Creating Ideas and Drawing:



Freehand



Jack Straws



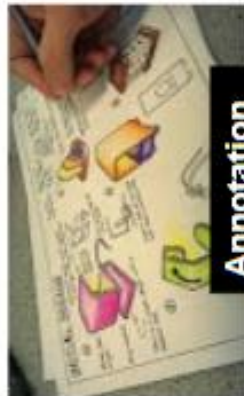
Biomimicry



Scruffiti



Geometric shapes



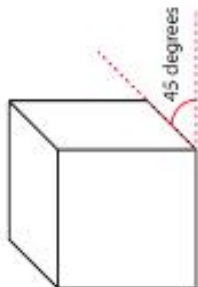
Annotation

Specific Language and Terms

Oblique drawing	A projective drawing of 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.

Oblique Projection

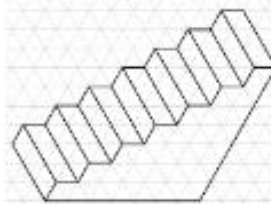
Opposite is a cube that has been drawn in Oblique projection.



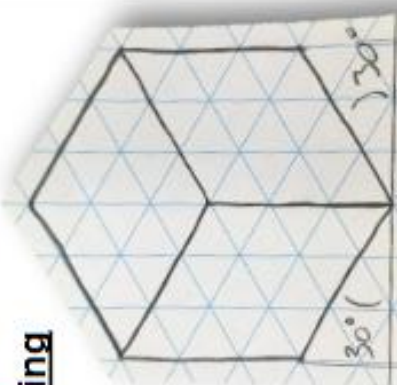
To draw it in oblique projection follow the three main steps below:

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

Isometric Drawing






These stairs have been drawn in isometric.



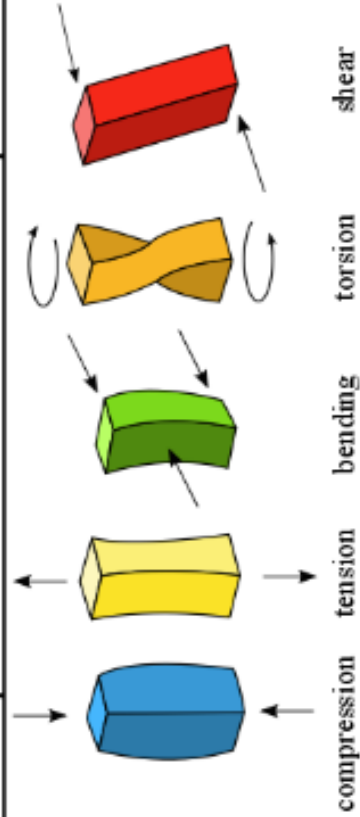
Isometric Rules:

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

Specific Language and Terms		Mechanisms		
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	Definition	Example
Mechanism	Is a device that transforms input forces and movement into a desired set of output forces and movement.	Gears	Gears are toothed wheels (cogs) that lock together and turn one another. When one gear is turned the other turns as well.	
Machine	A system of mechanisms working together	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.	
Motion	A type of 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.	
Force	Is a push or pull in a certain direction that causes a change in speed, direction or shape.			

Forces

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



Types of Movement

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

Notes

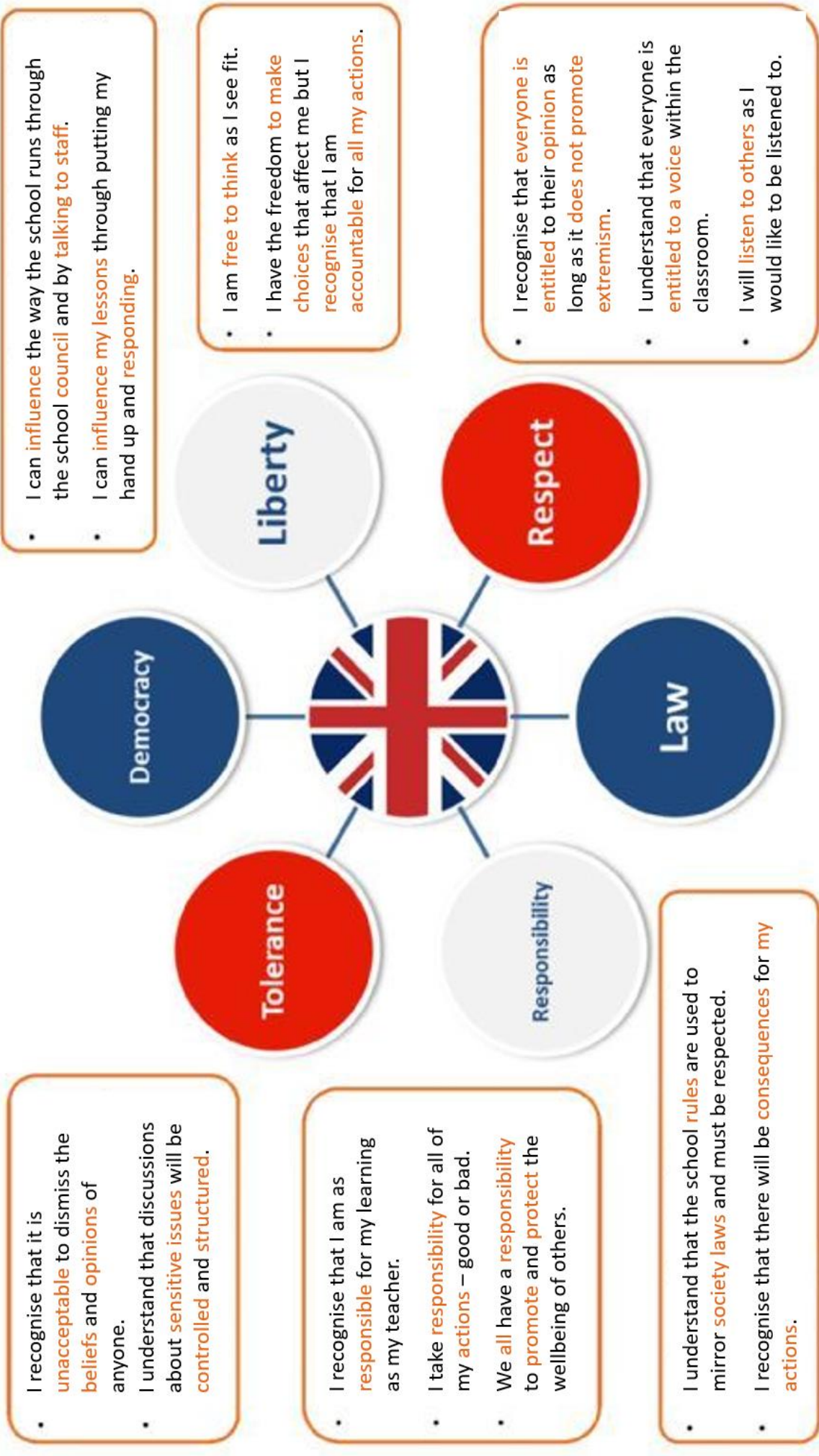
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Notes

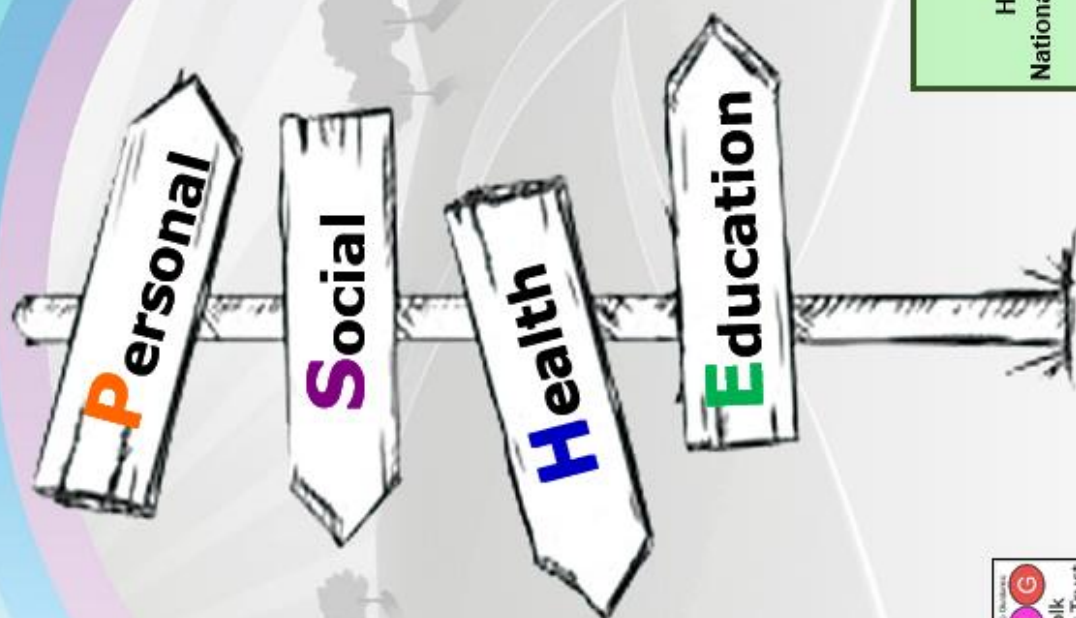
[illegible]

Core British Values



YEAR 8

STAYING SAFE



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

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

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

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

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

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

Theme: Health
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/>

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 (Camps)
Website: <https://thekitetrust.org.uk/>
Organisation: Norfolk LGBT+ Project
Phone: 01603 219299
Website: <https://norfolkigbtproject.org.uk/>

Protected Characteristics



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>

