Knowledge Organisers
Year 8R
Autumn 2020

Knowledge Organisers

Autumn Term Knowledge Organisers still need to be brought to school every day, alongside this one.

Some subjects like Design Technology organise the curriculum on a carousel, as such all the organisers for that subject are in the Autumn Term booklet.

Contents

An introduction to Knowledge Organisers

Art

Computing

Drama

Design Technology (DT)

English

Geography

History

Mathematics

MFL

Music

PSHE

Religion, Ethics and Philosophy (REP)

Science

An Introduction to Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser is a document, usually one side of A4, occasionally two, that contains key facts and information that children need to have a basic knowledge and understanding of a topic, or in some cases a series of topics.

Students are expected to bring their Knowledge Organiser Booklet to school every day. Students will be issued with a new booklet each term. However, it is import they keep the booklets to help with revision for end of year exams.

What are the benefits of knowledge organisers?

The main benefit of knowledge organisers is that they give students and parents the 'bigger picture' of a topic or subject area. Some topics can be complicated, so having the essential knowledge, clear diagrams, explanations and key terms on one document can be really helpful.

Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that nuggets of knowledge within that subject area link together. Making links, essentially, helps information move into our long-term memory.

How can the students use them?

As mentioned earlier, students are expected to bring their Knowledge Organiser Booklet to school everyday. In lessons they can be used in a number of ways, for example, to look up the meaning of key words, spell words correctly and do some additional work if they have finished classwork.

At home knowledge organisers can be used to support homework, independent work and revise for tests and exams. Two quick and easy ways to do this are:

1. Look, cover write, check – look at part of the knowledge organiser, cover it, write as much as you can remember and then check it
2. Word up – Pick out any words you don't understand. Use a dictionary or thesaurus to find the meaning. If they don't help as your teacher.

The more often you do this the better. YouTube has some clips on them; search 'Mr Garner look, cover, write, and check 'and 'Mr Garner word up'

How can parents use them?

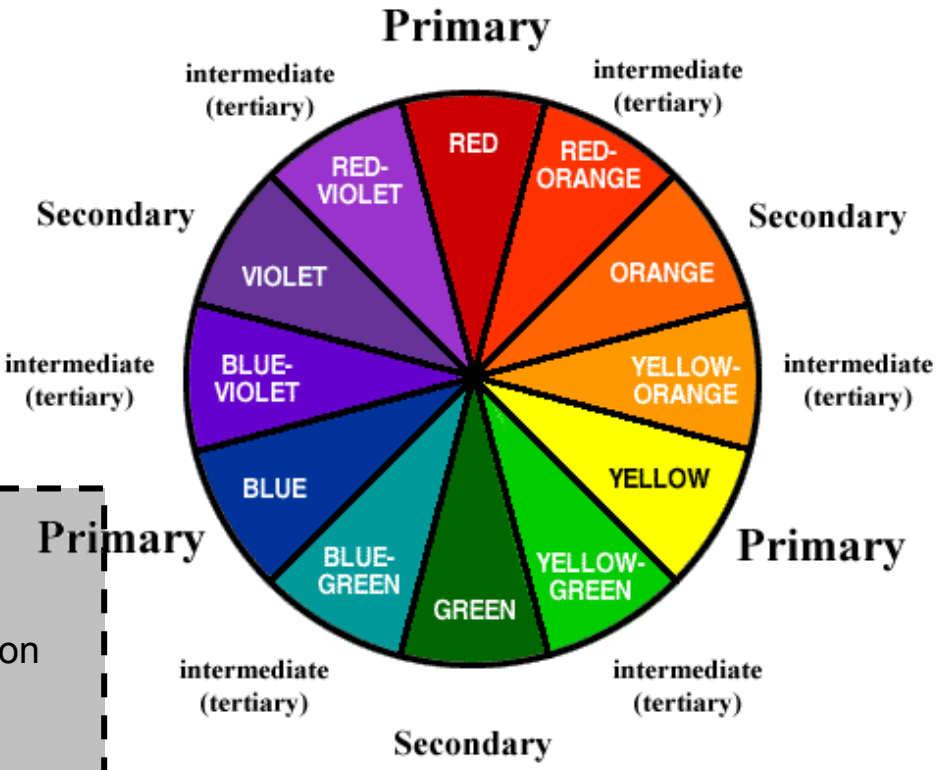
- Read through the organiser with your son/daughter – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they are word perfect.

How the booklet is organised

The knowledge organisers are in alphabetical order by subject.

YEAR 8 ART COLOUR

Knowledge Organiser - Term 1 & 2



KEY WORDS

- Primary
- Secondary
- Tertiary
- Complementary
- Highlight
- Abstract
- Shadow
- Shade
- Tone
- Cool
- Warm
- Application
- Foreground
- Background

SKILLS

- Colour theory
- Colour mixing
- Colour application
- Design
- Presentation
- Composition
- Artist analysis

Colour Theory:

The primary colours are the three main colours. They cannot be made but when mixed together they make all other colours.

The secondary colours are made by mixing two primary colours together

The tertiary colours are made by mixing a primary and secondary colour together.

Complementary colours are opposite on the colour wheel. They contrast each other to have a vibrant look.

To make a lighter colour you add white, this is called a tint.

Artists inspired by colour

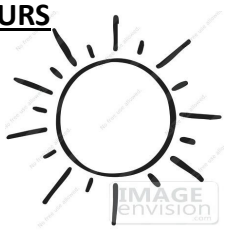
- Claude Monet
- Henri Matisse
- Barbara Rae
- Georgia O'Keeffe
- Mark Rothko
- David Hockney

Warm colours - attract attention and are generally perceived as energetic or exciting.

Cool colours– are generally perceived as soothing and calm.

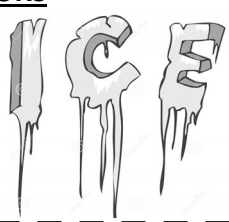
WARM COLOURS

- RED
- ORANGE
- YELLOW



COOL COLOURS

- BLUE
- GREEN
- VIOLET



```
from turtle import *

down()
fd(50)
rt(90)
fd(50)
rt(90)
fd(50)
rt(90)
fd(50)
rt(90)
up()
```

This program draws a square. The **sequence** of instructions is important. If they are in a different order, the outcome of the program will be different.

down() and up() tell the turtle to start and stop drawing.

fd(50) moves the turtle forward 50 steps.

rt(90) rotates the turtle 90 degrees to the right (clockwise)

```
from turtle import *

down()
for i in range(4):
    fd(50)
    rt(90)
up()
```

This program does exactly the same thing. However, it uses a loop to repeat instructions, making it shorter and therefore easier to edit if necessary. This is known as **iteration**.

`for i in range(4):`

means to repeat the instructions that are indented 4 times.

```
from turtle import *

sides = 4
steps = 50

down()
for i in range(sides):
    fd(steps)
    rt(360/sides)
up()
```

The program has been improved further here. It uses two **variables**, *sides* and *steps*.

This makes the program more flexible, by being able to draw shapes of different number of sides.

The number of degrees to rotate has been calculated by an **arithmetic operation**: 360 ÷ sides. We use '/' as the division operator (instead of ÷) in computing.

Computing: Programming with Python

```
from turtle import *

sides = input("How many sides?")
sides = int(sides)
steps = 50

down()
for i in range(sides):
    fd(steps)
    rt(360/sides)
up()

print("I've drawn a shape with",sides,"sides")
```

This time the program asks the user how many sides the shape should be. This is known as **user input** and the answer is stored in the variable *sides*.

Once the shape has been drawn, the program **outputs** text to the screen.

```
from turtle import *

print("Type r for a red shape, or b for blue")
col = input("")
if col == "r":
    color("red")
else:
    color("blue")
```

Finally, the user is given a choice of colours.

The user enters a colour which is stored as variable 'col'

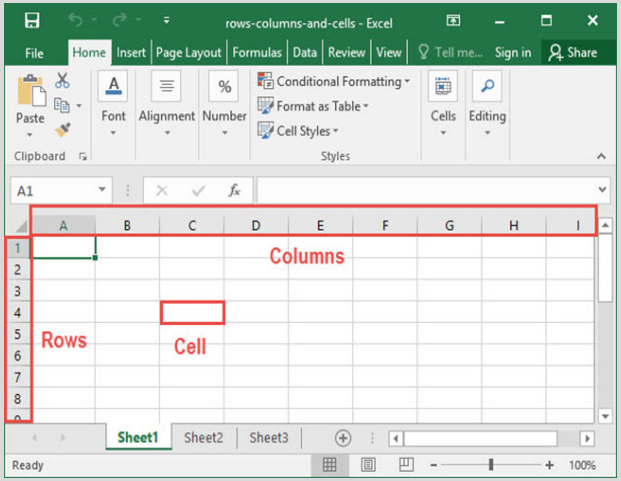
This part of the program uses a **Boolean expression** to compare col variable with 'r'.

If this is *true* (the users types 'r'), the pen colour is red.

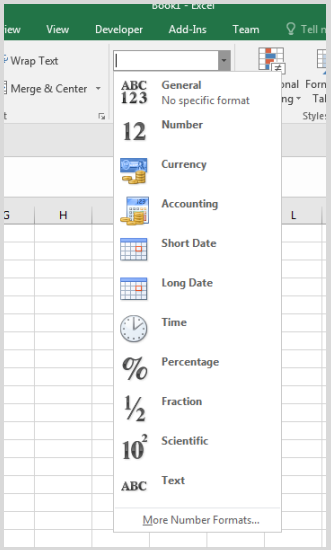
If this is *false* (the user doesn't type 'r'), the pen will be blue. *If... else* statements are known as **selection**.

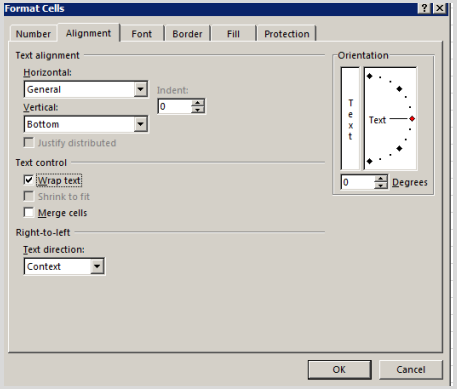
Spreadsheets: 'My Spreadsheets are guaranteed 100% mistake free'

Structure



Formatting





Every cell in a spreadsheet can be formatted to accept different types of data. Highlight the cells and then select the data format you want such as currency.

Basic Spreadsheet Formulas

Examples of basic formulas:
if using Cells B7 and C7:

Addition	=B7+C7
Subtraction =	B7-C7
Multiplication	=B7*C7
Division	=B7/C7

To use basic formula, you must always begin with the = sign.

You can then use the following symbols:

Add +

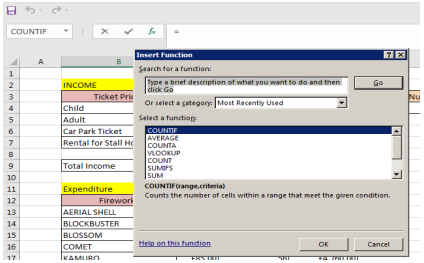
Subtract -

Multiply *

Divide /

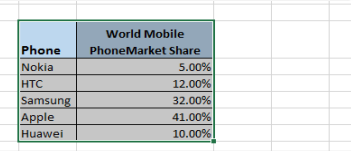
You can also use the SUM function o add up more than one cell such as =SUM(B2:B5)

The formula bar gives you access to more complex functions

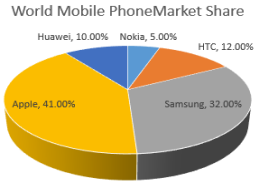


Uses of spreadsheets

1. Create Charts to analyse and present data
2. Financial Analysis of business data
3. Computer Modelling such as Weather Forecasting
4. Project Planning and Time Management



Phone	World Mobile PhoneMarket Share
Nokia	5.00%
HTC	12.00%
Samsung	32.00%
Apple	41.00%
Huawei	10.00%



Drama Knowledge Organiser: Year 8

Humpty Dumpty

- Creating and devising performances based around the theme 'Bullying'.
- Basic technique – Tableaux, thought track and hot seating.
- Improvisation- creating a performance on the spot.
- Using a script to create a character on stage.
- Non-naturalistic performance style.
- Sound scape – creating noise using voice and body as an ensemble.
- Engaging the audience through creating a tense atmosphere on stage.

Soap Opera

- Soap Opera is a genre. A radio or television drama dealing with daily events and real life situations.
- Soap opera have stereotypical characters such as: The grandparent, the naughty teenager, the lad and the strong female.
- Storylines reflect real life issues such as mental health, marriages and death.
- Role on the wall- develop characterisation.
- Crosscutting – Two scenes happening at the same time with a split stage.
- Marking the moment – highlighting an important moment in the play.

Christmas Carol

- An interpretation of the book 'A Christmas Carol' about a rich and selfish man called 'Scrooge'.
- Charles Dickens is a writer, journalist and editor in the 1800's.
- Role-play – acting out scenes from the book to develop characterisation.
- Scrooge- selfish, cruel and stubborn who has pushed his family away. His personality changes after Christmas to a joyful and selfless man who appreciates his family.
- Tiny Tim – A character who is disabled and needs the help of his uncle.
- The Ghosts – Christmas past, present and future.

Blood Brothers

- Willy Russle wrote the play Blood Brothers in the 1970's.
- The main characters are Edward and Mickey; two twins separated by birth.
- Mrs Johnstone and Mrs Lyons demonstrate the class divides in Liverpool at the time. They are both the parents of the boys.
- Linda is both brothers' best friend and Mickey's future wife.
- Prologue – Piece of text before the action explaining what is about to happen.
- Musical theatre- Theatre created with song.

STUDYING DRAMA THROUGH TEXT

- Understanding language and dialogue to interpret plot and character
- Monologues – One-character revealing information to an audience
- Exploring how characters develop as the plot progresses
- What is the purpose of the play? Why was it written?

Borstal

- Borstal is a youth offending prison in the early 1900's.
- Monologue – One speech on stage in character telling the audience about yourself.
- Non- naturalistic style – Tableaux, thought tracking, transitions, ensemble and narration.
- Teacher in role – teacher acting in role to create a sense of realism for the students.
- Script writing – to develop a monologue using stage directions.
- Research into real life people using real life accounts.

KEY WORDS FOR YEAR 8 DRAMA

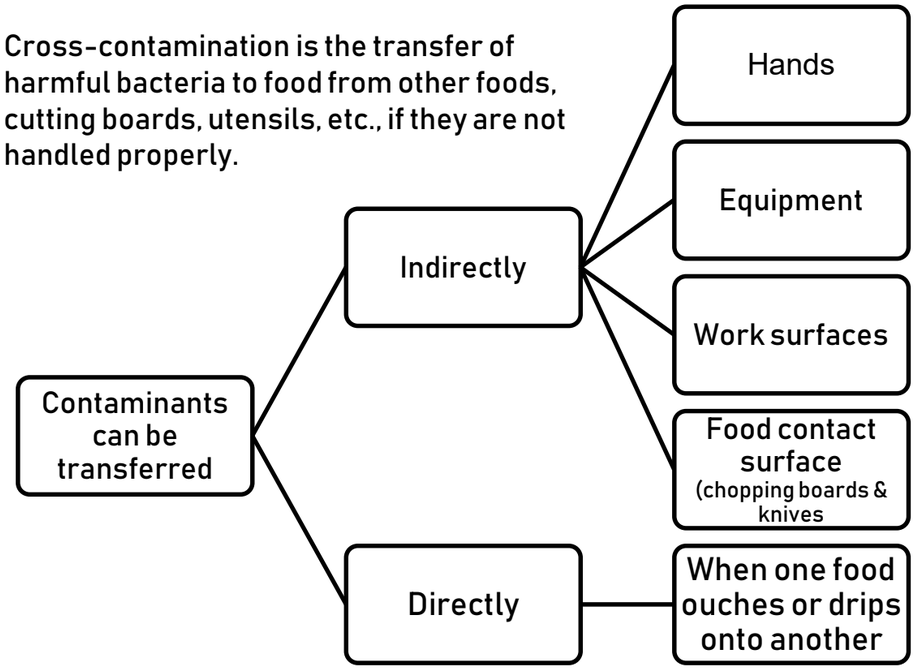
Pitch	Pace	Pause	Volume	Tone	Diction
Choral Speaking	Role on the wall	Gait	Body Language	Facial Expression	Posture
Cross – cutting	Marking the moment	Direct Address	Interpretation of text	Genre	Style

Design Technology Subjects

Year 8 Cooking & Nutrition Mediterranean Cuisine Knowledge Organiser

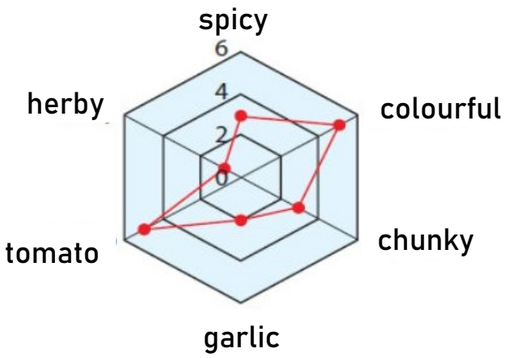
Food Hygiene

Cross-contamination is the transfer of harmful bacteria to food from other foods, cutting boards, utensils, etc., if they are not handled properly.



Sensory Testing/Star Profile Charts

- These kind of tests can be used to find out what people particularly like about a food product to help build up a profile of it according to a range of sensory qualities such as saltiness, smoothness, crispiness, flavour.
- Star profile –This type of test gets testers to describe the appearance, taste and texture of a food product on a star chart.



Hygiene & Safety Rules

Tie up long hair
Wear an apron
Tuck tie in
Wash hands
No running
Use oven gloves when necessary
Clean practical equipment thoroughly

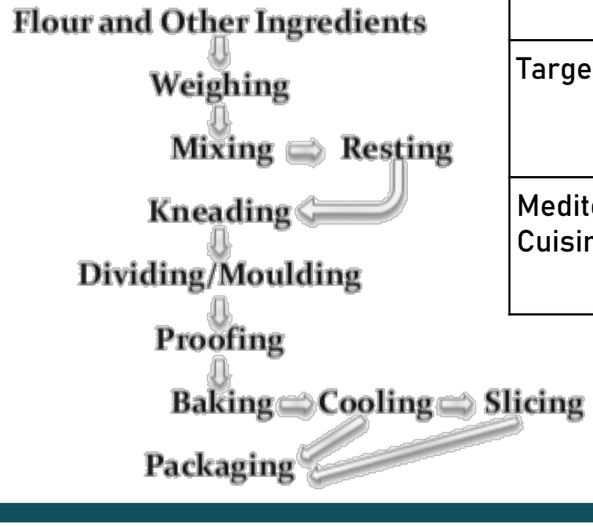
Key abbreviations: Weights and Measurements

L	Litres	
g	Grams	
ml	millilitres	1000ml =1 litre
Kg	kilograms	1000g
Tbsp	tablespoons	15ml
Tsp	teaspoon	5ml
1pt	1 pint	568ml

Example Time Plan

Time	Process	Hygiene & Safety
8:50 – 9:00	Collect all equipment and ingredients. Wash hands.	Is fridge 0°C - 4°C?
9:00 – 9:15	Dice onion, peppers and mushrooms.	Use a green chopping board. Use bridge and claw techniques.
9:15 – 9:30	Thread vegetables onto a skewer. Make dressing.	Ensure skewer has been soaked in cold water.

Bread Production Flow Chart



Key vocabulary

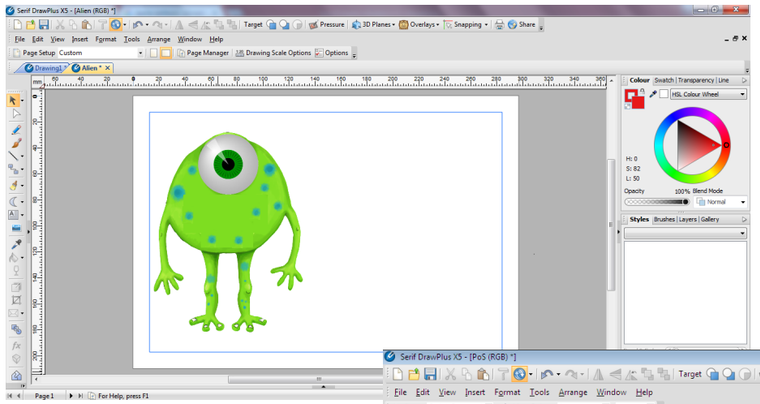
Design Brief	An written outline which explains the aims and objectives and milestones of a design project.
Task Analysis	Breaking a design brief down to understand the requirements of the task.
Target Audience	The person or people most likely to be interested in your design or product.
Mediterranean Cuisine	Food from the countries that surround the Mediterranean Sea.

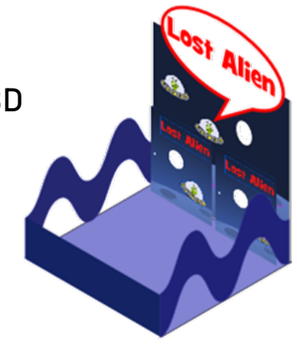
Year 8 Design & Technology (Graphic Products) Knowledge Organiser

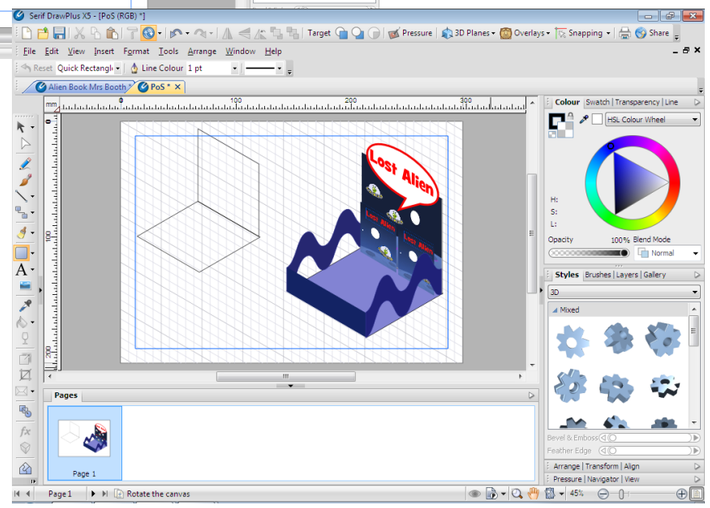
Pop Up Story Book

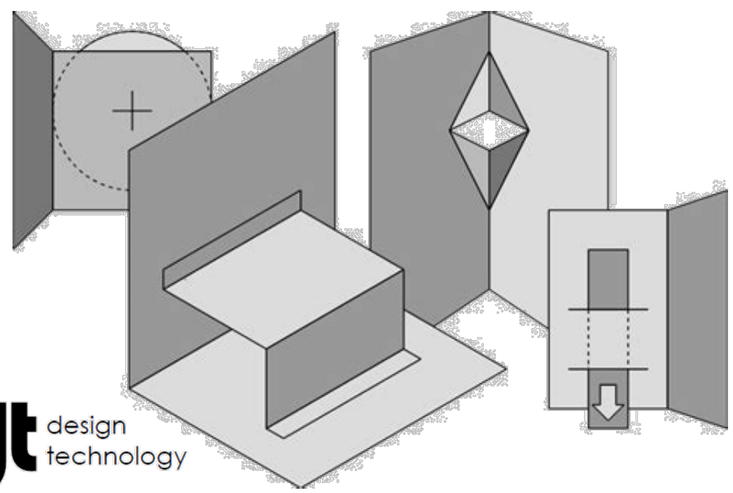
Key Skills

- Responding to a Design Brief
- Analysing & researching information
- Creating a suitable and appealing story idea for an identified target audience
- Developing CAD drawing skills using:
    - Serif Draw Plus
- Manipulating/ editing images & graphics in 2D & 3D
- Rendering shapes, images with colour & texture
- Layout & placement of images and text to scale
- Developing & testing Pop-Up mechanisms
- CAD modelling & presentation skills
- Using a Stanley knife (cutting mat, safety ruler) to cut, score & fold
- Manufacturing with modelling materials (card & paper)
- Marketing - point of sale display design
- Evaluating the design & making process







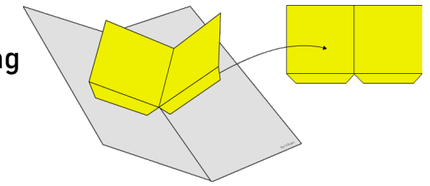


design technology

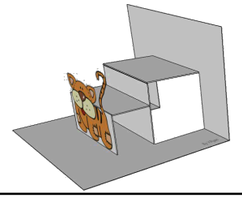
Paper Engineering

Pop-Up mechanisms provide movement to make parts work together

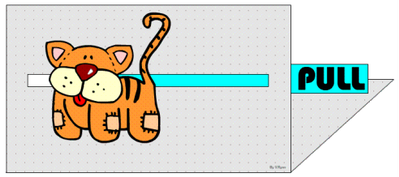
V Folds
Reciprocating movement



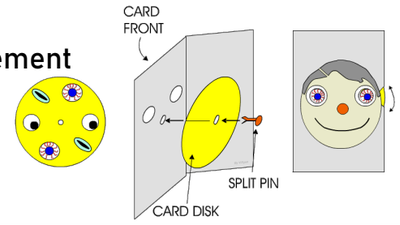
Parallelograms
Reciprocating movement



Pull Strips
Reciprocating movement



Pivots
Rotating movement



Key vocabulary	
Design Brief	An written outline which explains the aims and objectives and milestones of a design project.
Target Audience	The person or people most likely to be interested in your design or product.
Function	What a product does, how it works and what it will be used for?
Aesthetics	How a product or design looks
CAD	Computer aided design
Rendering	The process of adding shading, colour, texture or material to a drawing.
Materials	What something is made from e.g. paper & card.
Modelling	To present ideas to the user (target audience) or client.
Point of sale display	A specialised form of sales promotion found near or next to a checkout to draw the customers' attention to the products,

Year 8 Textiles Knowledge Organiser

Sustainable Children's Toy

Key Skills

- Responding to a Design Brief
- Analysing existing products
- Identifying a target audience
- Designing & annotating to include a range of a range of decorative and construction techniques
- Demonstrating ability to complete decorative techniques:
    - Appliqué (hand)
    - Reverse appliqué (hand)
    - Hand embroidery stitches (running stitch, blanket stitch, French knots)
- Using a sewing machine to complete a range of construction techniques:
    - 3D features
    - Inserting wadding
    - Applying buttons & googly eyes
    - Seams

Product features	
Consideration of a specified target market	Machine appliqué or reverse appliqué
Interactive	Creative & individual
Components used as decoration	Features are in proportion to the body shape
Recycled fabrics used	Accurate machine stitches
3D features	Seam allowance
Hand embroidery	Sustainable

design technology

Health & safety
Follow teacher instructions
Move slowly around the room do not run
Tie long hair back
Hold scissors or shears correctly when walking around the room.
Only one person operating a sewing machine at one time
Never use a sewing machine unless supervised by a teacher/ technician
Turn off the sewing machine when not in use.
Report any injuries or breakages to the teacher immediately

Key vocabulary	
Interactive	Components or features that can be attached/detached or have different textures
Materials	What the product is made from?
Components	The parts/materials/threads needed to make a product.
3D features	Use of wadding to make a feature stand up or raised off the backing fabric
Function	What a product does, how it works and what it will be used for? Is it sensory or educational or both?
Aesthetics	How a product or design looks .
Target Audience	The person or people most likely to be interested in your design or product.
Embroidery	Even stitch widths and lengths completed by hand sewn stitches
Reverse appliqué	A decorative technique whereby a fabric is sewn on the reverse of the top fabric and is visible from the front
Sustainable	Conserving an ecological balance by avoiding the depletion of natural resources.
Appliqué	A decorative technique whereby one material is sewn on top of another by machine
Design Brief	An written outline which explains the aims and objectives and milestones of a design project.

ENGLISH KNOWLEDGE ORGANISER: SHAKESPEAREAN TRAGEDY AND HISTORY

YEAR: 8 UNIT: 2

HAMLET – A REVENGE TRAGEDY

FIRST PERFORMED: circa 1600
PROTAGONIST: Prince Hamlet
SETTING: Elsinore Castle, in Denmark; medieval era

OTHER SIGNIFICANT CHARACTERS:
Claudius: Hamlet's uncle, and the new king; the antagonist who murdered Old Hamlet
Gertrude: Hamlet's mother, the Queen
Horatio: Hamlet's friend and confidant
Ophelia: Hamlet's girlfriend; she is driven mad
Laertes: Ophelia's brother; a foil for Hamlet as he is driven to revenge
Polonius: Father of Ophelia and Laertes; the Lord Chamberlain
The Ghost: Hamlet's father returns to tell him that he was murdered by his brother

THEMES:
- Madness
- Revenge and Delay
- Death
- Parent-child relationships
- Machiavellian politics

WHY THE PLAY IS A TRAGEDY:
Hamlet is a noble prince whose flaw (hamartia) is his inability to enact the revenge on his Uncle that his father wants.

ROMEO AND JULIET – A TRAGIC ROMANCE

FIRST PERFORMED: circa 1595
PROTAGONISTS: Romeo Montague and Juliet Capulet
SETTING: Verona, in Italy; medieval era

OTHER SIGNIFICANT CHARACTERS:
The Capulet family: Juliet's family
The Montague family: Romeo's family; bitter rivals with the Capulets
Tybalt: Juliet's cousin who hates the Montagues
Mercutio: Mercurial and unpredictable (like his name); Romeo's best friend
The Friar: Secretly marries Romeo and Juliet and creates a plan to help them be together after Romeo's banishment

THEMES:
- Love
- Parent-Child relationships
- Family rivalries
- Hastiness

WHY THE PLAY IS A TRAGEDY:
Romeo is a noble man whose flaw (hamartia) is being overhasty and reckless. He makes a lot of decisions that would have benefitted from reflection rather than acting on his emotions – mainly love and anger.

RICHARD III – A HISTORY

FIRST PERFORMED: circa 1593
PROTAGONIST: Richard III
SETTING: England; 1483-1485

OTHER SIGNIFICANT CHARACTERS:
Richmond: The future Henry VII
Edward IV: the dying King
George, Duke of Clarence: the middle of the York brothers who Richard has killed
The Princes: The sons (and heirs) of Edward IV who were famously murdered in the Tower of London
The Duke of Buckingham: a loyal supporter of Richard until he goes too far
There are also a number of significant historical figures, including Duchess Cecily, Elizabeth Woodville, Margaret Beaufort and Anne Neville who all conspire against Richard.

WHY THE PLAY IS AN INTERESTING HISTORY:
This play has influenced how we have viewed Richard III, as a hunchbacked Machiavellian tyrant. He is perhaps the chief suspect in the murder of the princes but not the only one. This play also claims him responsible for many other murders, including his own wife, Anne Neville. There is no historical proof of this. This play can be seen as tutor propaganda because Henry VII, who defeated Richard at the Battle of Bosworth, was Elizabeth I's grandfather. Shakespeare wouldn't have wanted to displease the queen would he!

TRAGIC CONVENTIONS

According to Aristotle, the famous Greek philosopher, a tragedy should feature a tragic hero of noble birth and whose fortunes go from good to bad because of a flaw (hamartia) that they have. The tragic hero always dies as a consequence.

KEY SPELLINGS FOR THIS SCHEME OF WORK

Aristotle	hubris	dialogue	Machiavellian	Elizabethan
tragedy/tragic hero	revenge	gesture	exposition	propaganda
catharsis	soliloquy	stichomythia	climax	political
hamartia	aside	melancholy	denouement	dramaturgical

ENGLISH KNOWLEDGE ORGANISER: TRAVEL WRITING

YEAR: 8 UNIT: 1

TYPES OF TRAVEL WRITING

Guide books: books and websites for tourists or travellers that provides details about a geographic location, tourist destination, or itinerary. It is the written equivalent of a tour guide.

Travel journals and blogs: Generally in diary form, a travel journal contains descriptions of the traveller's experiences, and is normally written during the course of the journey, with the intention of updating friends or family on the journey. Travel journals may be published in printed form, or online as blogs.

Information of travel and destinations can also be found in **travel brochures** and guides. **Reviews** can be found online for destinations. Even **postcards** can be viewed as travel writing as they describe travellers' experiences.

STYLE

INSTRUCTIVE: Providing information

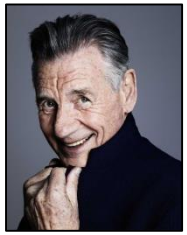
EVOCATIVE: Capturing the emotions of an experience

NARRATIVE: Retelling of events, stories and anecdotes from travel experiences

DESCRIPTIVE: Providing detailed information of the settings, experiences and people met on travel experiences

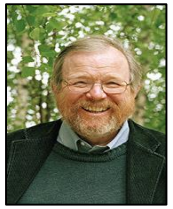
POPULAR TRAVEL WRITERS

MICHAEL PALIN (1943 -)



Michael Palin is a popular English writer, actor and comedian. He found fame as part of Monty Python but later in his career produced a number of travel programmes – and accompanying books – for the BBC. His books include: *Around the World in 80 Days*, *Pole to Pole*, *Himalaya*, *Sahara* and *Brazil*.

BILL BRYSON (1951 -)



Bill Bryson is a very popular travel writer from America. Some of his most popular pieces of travel writing are: *Notes from a Small Island* which is all about the UK and *A Walk in the Woods* which was also made into a film.

GEORGE ORWELL (1903-1950)

While famous for his political and journalistic writing, Orwell travelled extensively. He wrote about the working classes in Northern England in *The Road to Wigan Pier*, about Paris in *Down and Out in Paris*, fighting in the Spanish Civil War in *Homage to Catalonia* as well as his experiences in Burma as a policeman where he had to shoot an elephant to protect the villagers.

CONVENTIONS OF TRAVEL JOURNAL WRITING

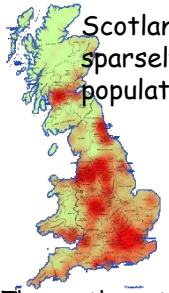
First person narrative	Humour	Clear narrative structure	Exclamation
Detailed descriptions	Facts as well as opinions	References to the senses	Use of the past tense
Temporal (time) connectives	Dramatic tension	Emotive language	Dialogue

KEY SPELLINGS FOR THIS SCHEME OF WORK

Modes	instructive	conventions	juxtaposition	prioritises
guide book	narrative	Structural Analysis	parallel	exposition
blog	evocative	foregrounds	sequence	complication
journal	descriptive	foreshadows	zoom in/zoom out	narrative shift

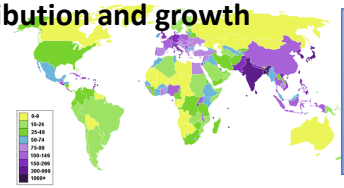
Year 8 Geography
Unit 1: Population and Migration

Lesson 1-3: Distribution and growth



Scotland – sparsely populated

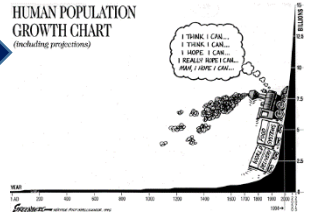
The south east of England= densely populated



UK and world population density

Densely populated	Sparsely populated
Fertile soil Jobs Flat/ gently sloping land Natural resources Good transport links/ close to other places	Too hot/ cold Steep relief Little industry Poor soils Poor transport links

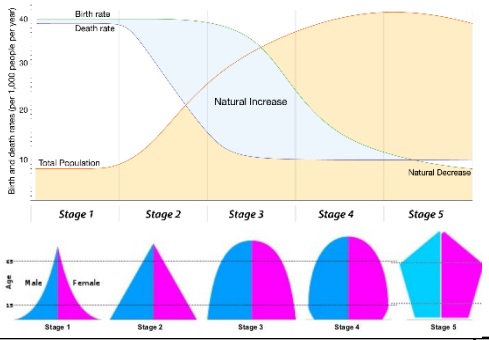
Population growth = overpopulation



Problems with population growth: Overcrowding, distribution of resources (food/water), aging populations

Skills= choropleth maps (see the world map). The darker the colour, the higher the value of an area

Lesson 4-6: Pyramids and DTM



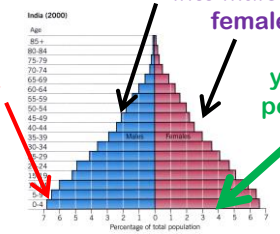
The shape changes based on how develop a country is.
This links to the 5 stages of the DTM.
Factors to consider:
Family planning, Children needed for farming, Improvements in sanitation and healthcare , Emancipation of women (women's rights), Later marriages, Religious believes
Better food/water supply

Skills= Population pyramids

The data is sorted into different age groups

They are divided up into males and females

The youngest people are at the bottom



Lesson 7-8: Aging Population

WHY: life expectancy has increased due to better health care

PROBLEMS: increase pressure on healthcare and money spent on pensions

Lesson 14-15: One Child Policy

1979. To control population/ reduce growth rate

- +ve= famine never happened/ economic growth
- -ve = gender imbalance, abortions, 'little emperors', aging population

Lesson 9-13: Migration

- *Voluntary* = Poland to UK (legal); Mexico to USA (Illegal)
- *Forced*= Refugee (E.G. Darfur/ Syria)

Refugees are forced to migrate due to war/ instability or a natural disaster

Push factors = push AWAY (bad)

Pull factors= pull TOWARDS (good)

Impacts (similar for both types of voluntary migration)

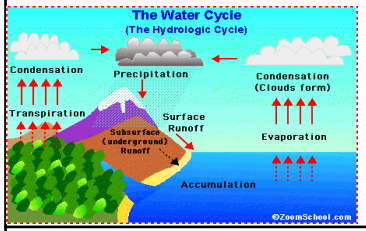
Skills=Histogram

	UK	Poland	People
Advantages	Help economy (jobs/ hard working) Cultural diversity	Less pressure on services Women= more job opportunities	Better paid jobs Money sent back home
Disadvantages	Conflict Overcrowding Pressure on services	Brain drain- less skilled worker Negative effect on economy	Exploitation- work very long hours Families separated

	Definition
Birth Rate	The number of births in a year per 1000 of the total population.
Death Rate	The number of deaths in a year per 1000 of the total population.
Demographic Transition Model	A model showing how populations should change over time in terms of their birth rates, death rates and total population size.
Infant mortality	The average number of deaths of infants under 1 year of age, per 1000 live births, per year.
Life expectancy	The average number of years a person might be expected to live.

Year 8 Geography
Unit 2: River Landscapes

Lesson 1-3



The water cycle is the never ending movement of water from the **air** to the **land**, to the **sea** and back to the air again. This continues over and over. Key transfers of water from these three areas are Surface Runoff, Evaporation, Precipitation and Transpiration.

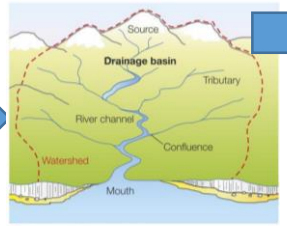
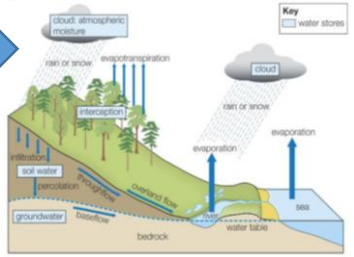
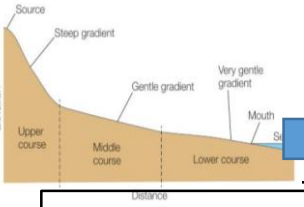


Figure 1 The drainage basin



Lesson 4-6

The **long profile** shows the side view of the river from **source** to **mouth**. It is steepest in the upper course and more gentle in the middle and lower course. However, the river is slower in the upper course – Know why!



Erosion = Abrasion and Hydraulic Action
Transport = Traction Suspension
Deposition = Dropping of material

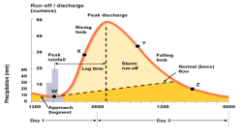
Upper Course landforms like a waterfall is formed when soft rock gets eroded quicker than hard rock and leaves a cliff . Here the soft rock undercuts the hard rock until it collapses into a plunge pool beneath.

Lesson 9-11

Middle course landforms are meanders and sometimes oxbow lakes.
These are bends in a river that get larger to faster moving water and erosion on the outside of the bend.

In the lower course the land is flat on each side of the river, this is where flooding can occur. This is called a floodplain. Farming takes place here and the floods deposit Nutrients which is good for crops.

Flooding can be caused be different features of a drainage basin. Eg steep slopes



Hydrographs!

Lesson 12,14 – 16 HIC FLOODING EXAMPLE

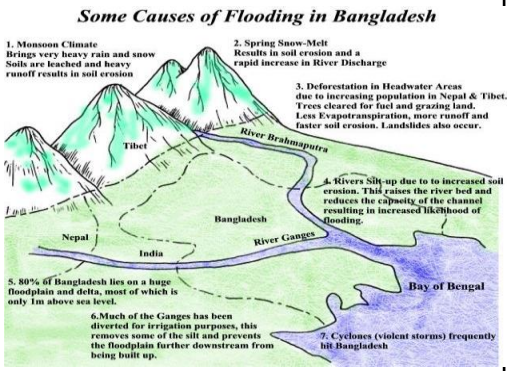
Boscastle floods in 2004 devastated the village in August.
A flash flood caused by natural and human reasons.
The effects were environmental, social and economic.
Since then a number of hard and soft management methods have been used to prevent this happening again.

HARD

SOFT

Lesson 17-18 LIC FLOODING EXAMPLE

Bangladesh flooding in 2012 devastated large parts of this very flat country. Natural and human causes are responsible for this. However, the effects are often a lot more serious – For example people rely on crops for food. Also flood water contaminates well water and cholera spreads.
Despite being a LIC Bangladesh has installed a number of basic but often effective flood protection methods – E.g. Earth Embankments, Stilt houses, Flood shelters and basic warning systems. Each has advantages and disadvantages. Which is best? Which are given by Aid?



KEYWORDS

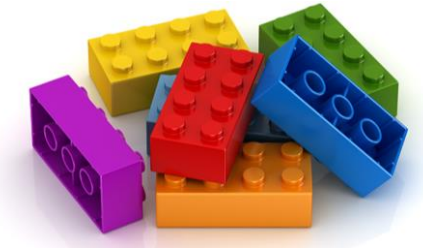
	Definition
Drainage Basin	An area of land drained by a main river channel and it's tributaries.
Water Cycle	Where water is moved from the Air to the Land and then to the Sea in a never ending cycle.
Long Profile	The side view of a river from source to mouth. Then it enters the sea.
Meander	This is a bend in a river in the middle section usually.
Hard Engineering	Where expensive methods using concrete and steel are used to stop flooding.
Soft Engineering	Less expensive natural ways are used to cope with floods.

Wellington History
Year 8 HT 1 Knowledge Organiser

How did we survive invasion during Elizabeth's Golden Age?

The voyages of exploration or the voyages of exploitation?

How did the world begin to change in the 15th Century and 16th Century?



- ✓ What and why? You will learn how Elizabeth I avoided invasion and decide if she solved the problems her family created.
- ○ Stop, think and link: The Tudor Dynasty and Medieval Monarchs.
- ❖ Interpretation assessment – How was the Spanish Armada defeated?

❖ **Want to explore further?**

Book: 50 Things You Should Know about the Tudors by Rupert Matthews
Book: Elizabeth I (History Heroes) by Damien Harvey
Book: Terrible Tudors by Terry Deary

Websites: https://www.english-heritage.org.uk/learn/story-of-england/tudors/
https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm

Key Questions

- Year 7 Chronological recap – themes studied and why.
- What were Elizabeth's early problems?
- How did she deal with threats to the crown?
- Why did Spain want to invade in 1588?
- What was the Spanish plan and why did it fail?
- How diverse was Elizabethan England?
- Was Elizabethan England a Golden Age?
- How did the voyages of exploration change the world?
- How should we remember the voyages of exploration?

Key events and Key People

7 September 1533 Elizabeth was born in Greenwich
17 November 1558 Queen Mary I died
15 January 1559 Elizabeth I was officially crowned queen
1562 Elizabeth I became very ill with smallpox
1577-1580 Sir Francis Drake sailed around the world
1586 The Babington Plot was organised, and discovered by Sir Francis Walsingham
11 August 1586 Mary Queen of Scots was arrested for being part of the Babington Plot and executed a year later
1588 The Spanish attempted to invade England via an Armada, and were defeated at sea
24 March 1603 Elizabeth I died

Keywords

Reformation
A 16th-century movement against the Catholic Church which ended in the establishment of the Protestant Churches.

Armada
A fleet of warships.

Protestant
A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church in accordance with the principles of the Reformation.

'Golden Age'
A period of peace and prosperity in a country.

Heir
A person who inherits something.

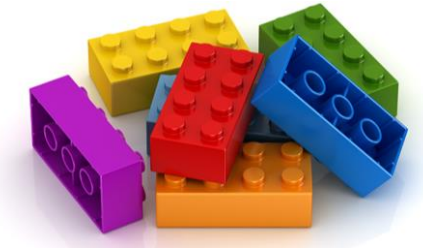
Fireships
Ships painted with tar, filled with combustible material and set alight.

Beacon
A fire or light set up in a high or prominent position as a warning signal.

Martyr
A person who is killed due to his / her beliefs.

Heretic
Someone who disagrees with accepted beliefs.

Wellington History
Year 8 HT 2 Knowledge Organiser
When and why did the monarchy lose control?
How did the Industrial Revolution change peoples lives?



- ✓ What and why? You will learn how the Monarchy lost most of their power in the United Kingdom and how the Industrial Revolution changed peoples lives.
- ○ Stop, think and link: The power of medieval kings
- ❖ Cause and Consequence assessment – How did Parliament become more powerful than the monarchy?

❖ **Want to explore further?**

Book: The English Civil War by Blair Worden
Book: Slimy Stuarts by Terry Deary
Book: Vile Victorians by Terry Deary

Websites: https://www.britannica.com/event/Industrial-Revolution

https://www.youtube.com/watch?v=G0Ycp3SiOLw

Key Questions

- Year 7 Chronological recap – themes studied and why.
- What was the Gunpowder Plot?
- How did Charles I cause a Civil War?
- Who won the Civil War and why?
- Who was Oliver Cromwell and how did he rule Britain?
- Why did Britain bring the Monarchy back?
- What was the Glorious Revolution?
- What was the Bill of Rights?
- What was life like before the Industrial Revolution?
- How did the Industrial Revolution change peoples lives?

Key events and Key People

NOVEMBER 5th 1605: The Gunpowder Plot
MARCH 27th 1625: Coronation of King Charles I
AUGUST 22nd 1642: Start of the English Civil War
JANUARY 30th 1649: The Execution of Charles I
1660: The Restoration of the Monarchy
1688: The Glorious Revolution
1689: The creation of the Bill of Rights
JULY 1st 1690: The Battle of the Boyne between William of Orange and James II

Keywords

Assassination: the murder of someone famous or important

Tyrant: a cruel and oppressive ruler

Civil War: a war between citizens of the same country

Regicide: to kill a King

Revolution: a forcible overthrow of a government or social order

Dictatorship: form of government in which one person or a small group possesses absolute power

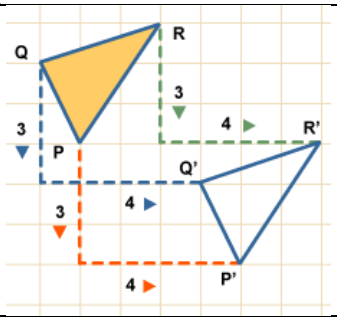
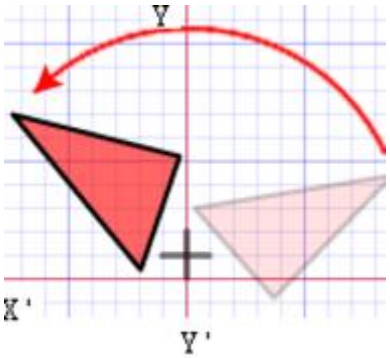
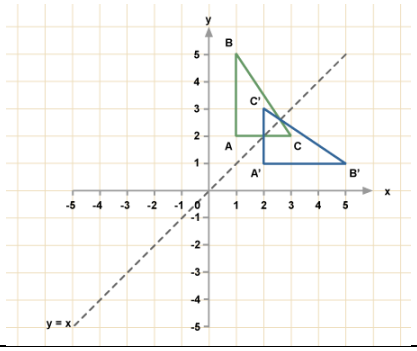
Democracy: government by the people; especially : rule of the majority

Industry: economic activity concerned with the processing of raw materials and manufacture of goods

Wellington School

Mathematics

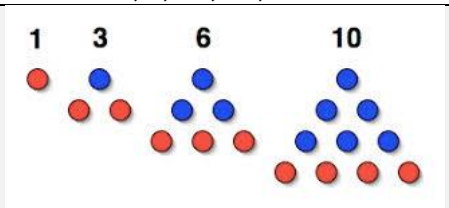
Stage 7: Mathematical Movement

Topic/Skill	Definition/Tips	Example
1. Translation	**Translate** means to **move a shape**. The shape does not change **size** or **orientation**.	
2. Column Vector	In a column vector, the **top** number moves **left (-) or right (+)** and the **bottom** number moves **up (+) or down (-)**	$\binom{2}{3}$ means '2 right, 3 up' $\binom{-1}{-5}$ means '1 left, 5 down'
3. Rotation	The size does not change, but the **shape is turned around a point**. Use tracing paper.	Rotate Shape A 90° anti-clockwise about (0,1) 
4. Reflection	The size does not change, but the shape is '**flipped**' like in a **mirror**. Line $\boldsymbol{x}$ =? is a **vertical line**. Line $\boldsymbol{y}$ =? is a **horizontal line**. Line $\boldsymbol{y = x}$ is a **diagonal line**.	Reflect shape C in the line $y = x$ 
5. Enlargement	The shape will get **bigger or smaller**. Multiply each side by the **scale factor**.	Scale Factor = 3 means '3 times larger = multiply by 3' Scale Factor = ½ means 'half the size = divide by 2'

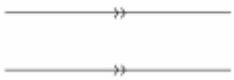
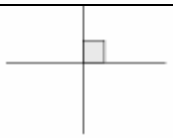
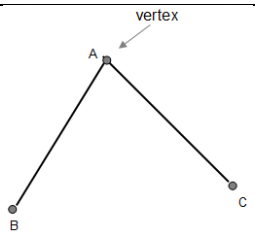
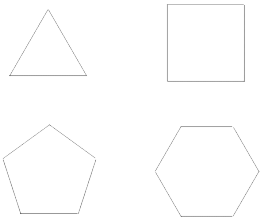
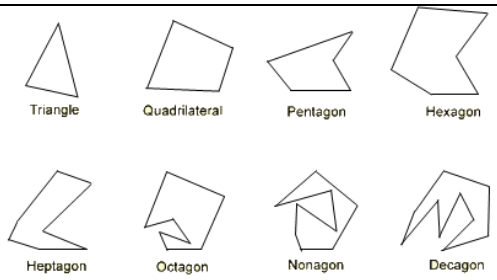
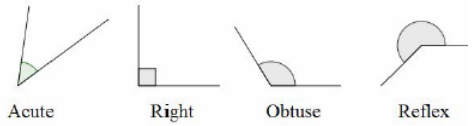
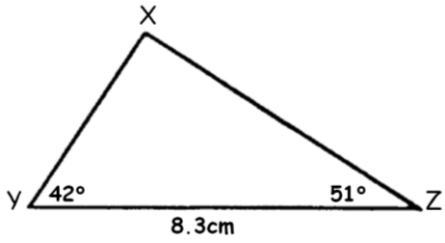
Stage 7: Numbers and the Number System

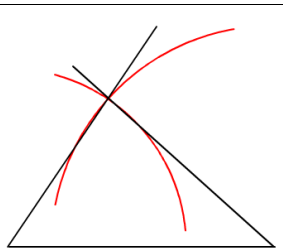
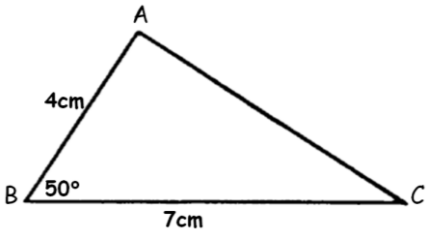
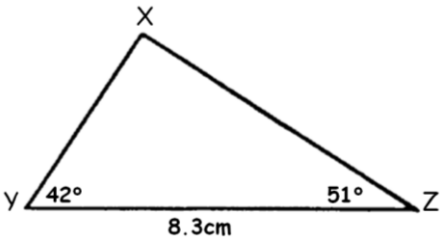
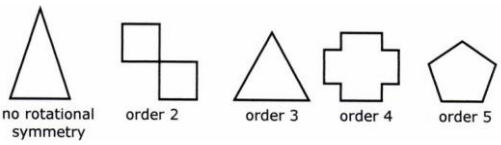
Topic/Skill	Definition/Tips	Example
1. Multiple	The result of multiplying a number by an integer. The **times tables** of a number.	The first five multiples of 7 are: $7, 14, 21, 28, 35$
2. Factor	A number that **divides exactly** into another number without a remainder. It is useful to write factors in pairs	The factor pairs of 18 are: $1, 18$ $2, 9$ $3, 6$
3. Lowest Common Multiple (LCM)	The **smallest** number that is in the **times tables** of each of the numbers given.	The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.
4. Highest Common Factor (HCF)	The **biggest** number that **divides exactly** into two or more numbers.	The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.
5. Prime Number	A number with **exactly two factors, 1 and itself**. The number **1 is not prime**, as it only has one factor, not two.	The prime numbers up to 50 are: $2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31,$ $37, 41, 43, 47$
6. Square Numbers	The number you get when you **multiply a number by itself**.	The first 15 square numbers are 1 x 1 = 1 2 x 2= 4 3 x 3 = 9 4 x 4 = 16 5 x 5 = 25 6 x 6 = 36 7 x 7 = 49 8 x 8 = 64 9 x 9 =81 10 x 10 = 100 11 x 11 = 121 12 x 12 = 144 13 x 13 = 169 14 x 14 = 196 15 x 15 = 225
7. Square Root	The **number you multiply by itself** to get another number. The reverse process of squaring a number.	$\sqrt{36} = 6$ because $6 \times 6 = 36$
8. Cube Numbers	The result of a number being multiplied by itself three times. 5^3 is read as '5 to the power of 3' and means '3 lots of 5 multiplied together'	The first 5 cubes numbers are 1 x 1 x 1 = 1 2 x 2 x 2 = 8 3 x 3 x 3 = 27 4 x 4 x 4 = 64 5 x 5 x 5 =125
9. Cube Root	The **number you multiply by itself and itself again** to get another number. The reverse process of cubing a number.	$\sqrt[3]{125} = 5$ because $5 \times 5 \times 5 = 125$

Stage 7: Sequences

Topic/Skill	Definition/Tips	Example
1. Linear Sequence	A number pattern with a **common difference**.	2, 5, 8, 11… is a linear sequence
2. Term	**Each value** in a sequence is called a term.	In the sequence 2, 5, 8, 11…, 8 is the third term of the sequence.
3. Term-to-term rule	A rule which allows you to **find the next term** in a sequence if you **know the previous term**.	First term is 2. Term-to-term rule is 'add 3' Sequence is: 2, 5, 8, 11…
4. Fibonacci type sequences	A sequence where the next number is found by **adding up the previous two terms**	The Fibonacci sequence is: 1,1,2,3,5,8,13,21,34 ... An example of a Fibonacci-type sequence is: 4, 7, 11, 18, 29 ...
5. Triangular numbers	The sequence which comes from a pattern of dots that form a triangle. 1, 3, 6, 10, 15, 21 ...	

Stage 7: Visualising and Constructing

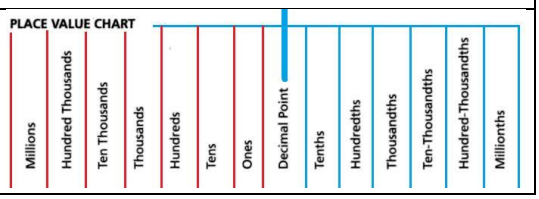
Topic/Skill	Definition/Tips	Example
1. Parallel	Parallel lines never meet.	
2. Perpendicular	Perpendicular lines are at right angles. There is a 90° angle between them.	
3. Vertex	A corner or a point where two lines meet.	
4. Polygon	A **2D** shape with **only straight edges**.	Rectangle, Hexagon, Decagon, Kite etc.
5. Regular	A shape is regular if all the **sides** and all the **angles** are **equal**.	
6. Names of Polygons	**3**-sided = **Triangle** **4**-sided = **Quadrilateral** **5**-sided = **Pentagon** **6**-sided = **Hexagon** **7**-sided = **Heptagon**/Septagon **8**-sided = **Octagon** **9**-sided = **Nonagon** **10**-sided = **Decagon**	
7. Types of Angles	**Acute angles** are less than 90°. **Right angles** are exactly 90°. **Obtuse angles** are greater than 90° but less than 180°. **Reflex angles** are greater than 180° but less than 360°.	
8. Angle and Line Notation	The angle made by points A B and C is ABC. Can use **one lower-case** letter, eg. θ or x The line between two points A and B is AB or BA	 YZ = ZY = 8.3cm XYZ = ZXY = 42°

9. Constructing Triangles (Side, Side, Side)	1. Draw the base of the triangle using a ruler. 2. Open a pair of compasses to the width of one side of the triangle. 3. Place the point on one end of the line and draw an arc. 4. Repeat for the other side of the triangle at the other end of the line. 5. Using a ruler, draw lines connecting the ends of the base of the triangle to the point where the arcs intersect.	
10. Constructing Triangles (Side, Angle, Side)	1. Draw the base of the triangle using a ruler. 2. Measure the angle required using a protractor and mark this angle. 3. Remove the protractor and draw a line of the exact length required in line with the angle mark drawn. 4. Connect the end of this line to the other end of the base of the triangle.	
11. Constructing Triangles (Angle, Side, Angle)	1. Draw the base of the triangle using a ruler. 2. Measure one of the angles required using a protractor and mark this angle. 3. Draw a straight line through this point from the same point on the base of the triangle. 4. Repeat this for the other angle on the other end of the base of the triangle.	
12. Rotational Symmetry	An object has **rotational symmetry** if you can rotate the image around the centre and it looks the same. The number of times that it can be rotated is called the **order of symmetry.**	

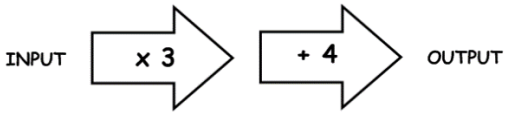
Stage 7: Counting and Comparing

Topic/Skill	Definition/Tips	Example
1. Integer	A **whole number** that can be positive, negative or zero.	$-3, 0, 92$
2. Decimal	A number with a **decimal point** in it. Can be positive or negative.	$3.7, 0.94, -24.07$
3. Negative Number	A number that is **less than zero**. Can be decimals.	$-8, -2.5$
4. Inequality	An inequality says that two values are **not equal**. $a \neq b$ means that a is not equal to b.	$7 \neq 3$ $x \neq 0$
5. Inequality symbols	$\boldsymbol{x > 2}$ means **x is greater than 2** $\boldsymbol{x < 3}$ means **x is less than 3** $\boldsymbol{x \geq 1}$ means **x is greater than or equal to 1** $\boldsymbol{x \leq 6}$ means **x is less than or equal to 6**	State the integers that satisfy $-2 < x \leq 4$. -1, 0, 1, 2, 3, 4
6. Fraction	A mathematical expression representing the **division** of one integer by another. Fractions are written as **two numbers separated by a horizontal line**.	$\frac{2}{7}$ is a 'proper' fraction. $\frac{9}{4}$ is an 'improper' or 'top-heavy' fraction.
7. Numerator	The **top** number of a fraction.	In the fraction $\frac{3}{5}$, 3 is the numerator.
8. Denominator	The **bottom** number of a fraction.	In the fraction $\frac{3}{5}$, 5 is the denominator.
9. Equivalent Fractions	Fractions which represent the **same value**.	$\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150}$ $etc.$
10. Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a **common denominator**. **Ascending** means **smallest to biggest**. **Descending** means **biggest to smallest**.	Put in to ascending order : $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}$. Equivalent: $\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}$ Correct order: $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$

Stage 7: Calculating

Topic/Skill	Definition/Tips	Example
1. Addition	To find the **total**, or **sum**, of two or more numbers. 'add', 'plus', 'sum'	$3 + 2 + 7 = 12$
2. Subtraction	To find the **difference** between two numbers. To find out how many are left when some are taken away. 'minus', 'take away', 'subtract'	$10 - 3 = 7$
3. Multiplication	Can be thought of as **repeated addition**. 'multiply', 'times', 'product'	$3 \times 6 = 6 + 6 + 6 = 18$
4. Division	Splitting into equal parts or groups. The process of calculating the **number of times one number is contained within another one**. 'divide', 'share'	$20 \div 4 = 5$ $\frac{20}{4} = 5$
5. Remainder	The amount '**left over**' after dividing one integer by another.	The remainder of $20 \div 6$ is 2, because 6 divides into 20 exactly 3 times, with 2 left over.
6. BIDMAS	An acronym for the **order** you should do calculations in. BIDMAS stands for **'Brackets, Indices, Division, Multiplication, Addition and Subtraction'**. Indices are also known as 'powers' or 'orders'. With strings of division and multiplication, or strings of addition and subtraction, and no brackets, work from left to right.	$6 + 3 \times 5 = 21, not\ 45$ $5^2 = 25$, where the 2 is the index/power. $12 \div 4 \div 2 = 1.5, not\ 6$
7. Place Value	The **value** of where a **digit** is within a number.	In 726, the value of the 2 is 20, as it is in the 'tens' column.
8. Place Value Columns	The names of the columns that **determine the value of each digit**. The 'ones' column is also known as the 'units' column.	

Stage 7: Algebraic Proficiency

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using **symbols**, **numbers** or **letters**,	$3x + 2$ or $5y^2$
2. Equation	A statement showing that **two expressions are equal**	$2y - 17 = 15$
3. Formula	Shows the **relationship** between **two or more variables**	Area of a rectangle = length x width or A= LxW
4. Simplifying Expressions	**Collect 'like terms'.** Be careful with negatives. x^2 and x are not like terms.	$2x + 3y + 4x - 5y + 3$ $= 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
5. x times x	The answer is x^2 not $2x$.	Squaring is multiplying by itself, not by 2.
6. $p \times p \times p$	The answer is p^3 not $3p$	If p=2, then p^3=2x2x2=8, not 2x3=6
7. $p + p + p$	The answer is 3p not p^3	If p=2, then 2+2+2=6, not $2^3 = 8$
8. Substitution	**Replace letters with numbers**. Be careful of $5x^2$. You need to square first, then multiply by 5.	$a = 3, b = 2$ *and* $c = 5$. Find: 1. $2a = 2 \times 3 = 6$ 2. $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$
9. Expand	To expand a bracket, **multiply** each term **in the bracket** by the expression **outside** the bracket.	$3(m + 7) = 3x + 21$
10. Function Machine	Takes an **input** value, performs some **operations** and produces an **output** value.	
11. Evaluate	**Work** out the answer to	Evaluate 2^3 2 x 2 x 2 = 8

Year 8 French Knowledge Organiser HT1
Ma ville *My town*

Present tense key verbs

j'habite	I live
tu habites	you live
il/elle habite	he/she lives
nous habitons	we live
vous habitez	you (formal) live
ils/elles habitent	they live
je vais	I go
tu vas	you go
il/elle va	he /she goes
nous allons	we go
vous allez	you go
ils /elles vont	they go
on peut + infinitive	you can

Future (conditional) tense

j'aimerais	I would like
je voudrais	I would like
il/elle voudrait	he/she would like
il y aurait	there would be
ce serait	it would be

Connectives and sequencers

mais	but
cependant	however
aussi	also
puis	then
d'abord	firstly
ensuite	next
après	after

Giving an opinion

je pense que	I think that
à mon avis	in my opinion
je préfère	I prefer
j'adore	I love
j'aime	I like
je n'aime pas	I don't like
je déteste	I hate

Adjectives

ennuyeux	boring
rasant	boring
barbant	boring
passionnant	exciting
amusant	fun/funny
confortable	comfortable
douillet	cosy
beau/belle	beautiful
joli	pretty
nouveau/nouvelle	new
modern	modern

Comparisons

plus….que	more …than
moins ….que	less …than

Intensifiers

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

Useful phrases

il y a	there is/there are…
il n'y a pas de	there is/are no…..
on peut + infinitive	you can
on ne peut pas	you cannot

Places in town

un centre commercial	a shopping centre
un centre de loisirs	a leisure centre
un château	a castle
une église	a church
un marché	a market
un parc	a park
un stade	a stadium
une patinoire	an ice rink
une piscine	a swimming pool
des magasins	shops
des musées	museums

Countries

Je voudrais habiter	I would like to live…
en Angleterre	in England
en France	in France
en Espagne	in Spain
en Allemagne	in Germany
en Ecosse	in Scotland
en Australie	in Australia
au Portugal	in Portugal
au Pays de Galles	in Wales
aux Etats-unis	in the USA

Year 8 French
Knowledge Organiser HT2
La technologie

une maison	a house
un appartement	a flat
la rue	the street
à la campagne	in the country
dans un village	in a village
dans une ville	in a town

Rooms in a house

chez moi	in my home
la chambre	the bedroom
la cuisine	the kithcen
le jardin	the garden
la salle à manger	the dining room
la salle de bains	the bathroom
le salon	the living room

Prepositions

devant	in front of
derrière	behind
en face de	opposite
sur	on
sous	under

Intensifiers

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

Giving an opinion

je pense que	I think that
à mon avis	in my opinion
je préfère	I prefer
je trouve ça	I find it
je sui s fan de	I am a fan of
j'ai horreur de	I hate
ça me fait rire	it makes me laugh
ça me fait pleurer	it makes me cry

Present tense key verbs

Je regarde	I watch
Tu regardes	you watch
il/elle regarde	he/she watches
nous regardons	we watch
vous regardez	you (formal) watch
ils/elles regardent	they watch
je vais	I go
tu vas	you go
il/elle va	he /she goes
nous allons	we go
vous allez	you go
ils /elles vont	they go
je fais	I do
tu fais	you do
il/elle fait	he/she does
nous faisons	we do
vous faites	you do
ils/elles font	they do

Weather

Il fait beau	it is nice
Il pleut	it is raining
Il fait chaud	it is hot
Il fait froid	it is cold

On TV

les dessins animés	cartoons
les infos	the news
les jeux télévisés	game shows
la météo	the weather
les séries	series
les documentaires	
les émissions de sport	
les émissions de télé-réalité	

Internet

Je fais des achats en ligne	I do online shopping
Je fais des recherches	I do searches
J'envoie	I send
Je mets à jour	I update
Je joue à des jeux en ligne	I play games on line

Time phrases: When?

le weekend	at the weekend
le matin	in the morning
l'après midi	in the afternoon
le soir	in the evening/at night
samedi matin	on Saturday morning
dimanche après-midi	on Sunday afternoon

Past tense

J'ai discuté	I discussed
J'ai écouté	I listened
J'ai envoyé	I sent
J'ai joué	I played
J'ai posté	I posted
J'ai regardé	I watched
J'ai surfé	I surfed
J'ai tchatté	I chatted
J'ai téléchargé	I downloaded

Connectives and sequencers

cependant	however
aussi	also
puis	then
d'abord	firstly
ensuite	next
après	after
avant	before

Adjectives

ennuyeux	boring
rasant	boring
barbant	boring
passionnant	exciting
amusant	fun/funny
confortable	comfortable
douillet	cosy
assez bien	quite good
chouette	excellent
effrayant	frightening
émouvant	moving
passionnant	exciting
pratique	practical

Activities (Aktivitäten)

Was machst du im Winter ?	**What do you do in winter ?**
Ich spiele…	I play…
Fußball	football
Tennis	tennis
am Computer	on the computer
Ich gehe…	I go…
einkaufen	shopping
ins Kino	to the cinema
Ich fahre Snowboard	I go snowboarding
Ich lese	I read
Ich faulenze	I laze about

Countries (Die Länder)

Amerika	America
England	England
Frankreich	France
Griechenland	Greece
Irland	Ireland
Italien	Italy
Österreich	Austria
Portugal	Portugal
Schottland	Scotland
Spanien	Spain
Wales	Wales

Was hast du gemacht?	**What did you do?**
Ich habe…	
Volleyball gespielt	I played volleyball
Postkarten gekauft	I bought postcards
einen Film gesehen	I saw a film
Croissants/Pizza gegessen	I ate croissants/pizza
Mineralwasser getrunken	I drank mineral water
eine Radtour gemacht	I did a bike ride
Ich bin…	
schwimmen gegangen	I went swimming
ins Café gegangen	I went to the café
Ski/Snowboard gefahren	I went skiing/snowboarding
wander gegangen	I went hiking

Past tense

The Seasons (Die Jahreszeiten)

im Frühling	in the spring
im Sommer	in the summer
im Herbst	in the autumn
im Winter	in the winter

Time Phrases/frequency phrases

für eine Woche	for a week
für zwei Wochen	for 2 weeks
für zehn Tage	for 10 days
manchmal	sometimes
oft	often
nie	never

The Summer Holidays (Die Sommerferien)

Wo warst du in den Sommerferien?	**Where were you in the summer holidays?**
Ich war in (+ country)	I was in (+ country)
Ich war zu Hause	I was at home
Für wie lange?	**For how long?**
Für…	For…
Wie war es?	**How was it?**
Es war…	It was…
Wie was das Wetter?	**How was the weather?**
Es war…	It was…
Es hat geregnet	It rained
Wo hast du gewohnt?	**Where did you stay?**
Ich habe…	I stayed…
in einem Hotel	in a hotel
in einer Ferienwohnung	in a holiday apartment
in einer Jugendherberge	in a youth hostel
in einem Ferienhaus	in a hoiday house
auf einem Campingplatz	on a campsite
bei Freunden	with friends
bei meiner Familie	with my family

…gewohnt.

Weather (Das Wetter)

Wie ist das Wetter?	**What is the weather like?**
Es ist…	It is…
schön	nice
sonnig	sunny
windig	windy
wolkig	cloudy
neblig	foggy
frostig	frosty
heiß	hot
kalt	cold
Es regnet	It's raining
Es schneit	It's snowing
Es donnert und blitzt	It's thundering and lightning

Connectives

und	and
aber	but
denn	because
weil	because
(+verb to end)	

Qualifiers and Intensifiers

sehr	very
ziemlich	quite
ganz	totally
zu	too

Year 8 German Knowledge Organisers

Was hast du gemacht? — What did you do?

Ich habe…

Volleyball gespielt	I played volleyball
Postkarten gekauft	I bought postcards
einen Film gesehen	I saw a film
Croissants/Pizza gegessen	I ate croissants/pizza
Mineralwasser getrunken	I drank mineral water
eine Radtour gemacht	I did a bike ride

Ich bin…

schwimmen gegangen	I went swimming
ins Café gegangen	I went to the café
Ski/Snowboard gefahren	I went skiing/snowboarding
wandern gegangen	I went hiking

The Summer Holidays (Die Sommerferien)

Wo hast du gewohnt? Where did you stay?

Ich habe… — I stayed…

in einem Hotel	in a hotel
in einer Ferienwohnung	in a holiday apartment
in einer Jugendherberge	in a youth hostel
in einem Ferienhaus	in a holiday house
auf einem Campingplatz	on a campsite
bei Freunden	with friends
bei meiner Familie	with my family

…**gewohnt**.

Die Uhrzeit — The time

Wie viel Uhr ist es?	What time is it?
Wie spät ist es?	What time is it?
Es ist zwei Uhr.	It's two o'clock.
Es ist Viertel vor zwei.	It's quarter to two.
Es ist zehn vor zwei.	It's ten to two.
Es ist Viertel nach zwei.	It's quarter past two.
Es ist zwanzig nach zwei.	It's twenty past two.
Es ist halb drei.	It's half past two.

Im Café — In the café

Was möchtest du … ?	What would you like … ?
als Vorspeise	as a starter
als Hauptgericht	as a main course
als Nachtisch	as dessert
Was möchtest du trinken?	What would you like to drink?
Ich möchte …	**I'd like …**
den Fisch.	the fish.
den Salat.	the salad.
die Pizza.	the pizza.
die Tomatensuppe.	the tomato soup.
die Torte.	the cake / gateau.
das Eis.	the ice-cream.
das Hähnchen.	the chicken.
das Steak.	the steak.
einen Milchshake.	a milkshake.
eine Limo.	a lemonade.
ein Mineralwasser.	a mineral water.
Nichts, danke.	Nothing, thanks.

Was isst / trinkst du gern?	***What do you like to eat / drink?***
Ich esse gern …	*I like (eating) …*
Ich esse nicht gern …	*I don't like (eating) …*
Brot.	*bread.*
Joghurt.	*yoghurt.*
Käse.	*cheese.*
Kuchen.	*cake.*
Marmelade.	*jam.*
Schinken.	*ham.*
Ich trinke gern (Saft).	***I like drinking (juice).***
Ich trinke nicht gern (Cola).	***I don't like drinking (cola).***
Was gibt es nicht?	*What isn't there?*
Es gibt …	*There isn't any …*
keinen Joghurt.	*yoghurt.*
kein Brot.	*bread.*

Auf dem Markt — At the market

Bitte sehr?	*Can I help you?*
Haben Sie … ?	*Do you have any … ?*
Äpfel	*apples*
Bananen	*bananas*
Birnen	*pears*
Champignons	*mushrooms*
Erdbeeren	*strawberries*
Karotten	*carrots*
Kartoffeln	*potatoes*
Kirschen	*cherries*
Orangen	*oranges*
Tomaten	*tomatoes*
Trauben	*grapes*
Zwiebeln	*onions*
Ich möchte fünfzig Gramm (Kirschen), bitte.	*I'd like 50 g of (cherries), please.*
hundert Gramm	*100 g*
zweihundert Gramm	*200 g*
zweihundertfünfzig Gramm	*250 g*
fünfhundert Gramm	*500 g*
siebenhundertfünfzig Gramm	*750 g*
ein Kilo	*1 kg*
zwei Kilo	*2 kg*
Sonst noch etwas?	*Anything else?*
Das ist alles.	*That's all.*
Das macht (neun) Euro (fünfzig), bitte.	*That will be (nine) euros (fifty), please.*

Music Year 8 Knowledge Organiser: Improvisation (Autumn Term)

Blue Notes in C Major

C D E F G A B C

Blue Notes

E_b G_b B_b

Chord: 2 or more notes played at the same time. There are many types of chords – major, minor, diminshed, augmented. 7th chords are also very common.

Triad: A type of chord that has only 3 notes. You can work out the notes in a triad by playing the chord note, miss a note, play a note, miss a note and play a note.

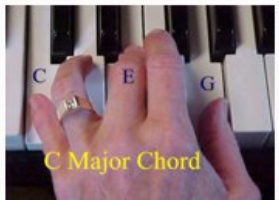
Raga – The melody. Melodic improvisations are based on rags and ragas

Tala – The rhythm. The number of beats are called tals or talas. Talas are cycles of 4 – 16 beats.

Drone– The harmony. In Indian music there are no chords – just drones. This will usually be played on the tambura

Learning to Play the 12-Bar Blues

C / / /	C / / /	C / / /	C / / /
F / / /	F / / /	C / / /	C / / /
G / / /	F / / /	C / / /	C / / /



Interval: the space between one note and another note.

Tone: When the interval between one note and another is 2 steps (that includes the black notes).

Semitone: When the interval between one note and another is 1 step (that includes the black notes).

C triad
(Chord I in C major)

C - E - G

F triad
(Chord IV in C major)

F - A - C

G triad
(Chord V in C major)

G - B - D

Unit 1: Drugs
Year 8

Skills

- Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.
- Express and explain opinions through discussion and written assessments.
- Reflect on the knowledge and skills needed for setting realistic targets and personal goals.
- Work individually and with others to negotiate, plan and take action.
- Analyse and reflect upon action taken and progress made.

Knowledge

Develop awareness about the different families of drugs and their effects.

Develop knowledge about the legal categories of drugs.

Develop our awareness of the prevalence of drug use.

Understand the dangers of drug use and the reasons why people use them.

Understand the UK drug laws.

pshe

Personal Social Health Education

Y8: Unit 1 Judaism

Judaism is one of the oldest religious traditions with Abraham as the 'founding father'. It is a monotheistic religion (i.e. they believe in one God only). Judaism shares a lot of similarities with the religions of Christianity and Islam as will be explored. In this unit of work you will be examining various parts of Jewish history and how these events effect both Jewish traditions, lifestyle and practices today.

Knowledge Organiser

Religions

Lesson 1

What are the key features of Judaism?

What does "a monotheistic religion" mean?
Can you name 5 key features of Judaism?
Find out about 3 new facts not covered in this lesson.

Lesson 4

Judaism and slavery - what is Passover?

What was the Passover story?
Can you give three reasons why the Passover story would make Jewish people think Moses is important?
What are the 10 plagues and what order did they come?

Lesson 7

Bar/Bat Mitzvah- what happens at a coming-of age ceremony?

Why do Jewish children go through a bar/bat mitzvah?
What are key features of a bar mitzvah? What is done/worn? List at least 5
Do you think everyone should have an event where they take on more responsibility? One reason for and one against.

Ethics

Lesson 2

Kosher food laws – why bother?

Can you name two foods that aren't Kosher and why they aren't?
Create a flowchart that shows the process that meat goes through to become kosher.
Give two reasons why Jewish people follow Kosher laws.

Lesson 5

Modern day slavery – does it still happen?

What are three facts about modern slavery?
Explain the link between modern slavery and the history of the Jewish people
Modern slavery provides a better life for some. Give 2 reasons why it is and 2 reasons why it is not.

Lesson 8

What age are we responsible for our behaviour?

Jews follow the 10 commandments, which do you think are the three most important and why?
What new rule would you make that everyone should follow? "Following the 10 commandments make you a better person" Give 2 reasons why it might and 2 reasons why it might not.

Philosophy

Lesson 3

Is it worth being religious?

Jews follow 613 rules but does this make them a better person? Give 3 ideas
What do people gain from having a faith?
Is religion a force for good. Give 2 reasons why it is and 2 reasons why it is not.

Lesson 6

The Holocaust: How has Jewish persecution challenged faith in God?

Why were the Jewish people persecuted in the Holocaust? Can you list at least 3 reasons?
What effect might the Holocaust have on Jewish people today?
How do Jewish people justify their belief in God after the holocaust?

Lesson 9

Are our actions ever truly free?

Can you give two examples of actions out of our control?
Can you give two examples of actions that we DO control?
Create a list of 5 things that you can do to make the lives of those around you better.

**Following these 9 lessons pupils will be assessed and feedback will be given in exercise books.*

Y8: Unit 2 Hinduism

Hinduism is the third biggest religion in the world, existing for around 4000 years. Hinduism is made up of a variety of different religious beliefs and practices which originated near the river Indus in India. In this unit of work, you will learn about the Hindu religion, analyse and understand ethical ideas such as potential consequences of actions and equality among all and philosophical questions surrounding human existence.

Curriculum Organiser

Religions

Lesson 1

Hinduism: What is it all about?

How and where did Hinduism originate?

Describe a day in a life of a typical Hindu teenager.

Give 3 ways that Hinduism is different to Judaism (Unit 1).

Lesson 4

Hindu festivals – what is celebrated?

What is the story behind Diwali?

Name and explain the traditions behind one other Hindu festival.

"Religious festivals are just an excuse for a party". Give 3 reasons to agree and disagree.

Lesson 7

Samskaras – what are significant events in the life of a Hindu?

What does the term samskara mean?

Explain 5 different samskaras.

Compare 3 samskaras with 3 Jewish life events. What are the similarities and differences?

Ethics

Lesson 2

Karma, samsara and rebirth – how does it work?

How do Hindus reach moksha?

Explain the concept of karma and how it relates to the samsara cycle.

Is there any evidence for rebirth? Give 2 reasons for and against.

Lesson 5

Equality P4C - Are some people more important than others?

What is the difference between equality and fairness?

What are the 9 protected characteristics of the Equality Act 2010?

Some people say that we don't need a law to tell us that we're all equal – do you agree or disagree? Explain your view.

Lesson 8

Should we all have goals that benefit others? Or just ourselves?

What are the 4 key goals in a Hindu's life?

Do you think that you are achieving your dharma in life?

"Money doesn't bring happiness" – what would a Hindu say to this?

Philosophy

Lesson 3

How do Hindus understand God?

Explain the difference between monotheism and polytheism. Which is Hinduism?

Explain how the Trimurti represents Brahman.

How might a Hindu's belief in God influence their daily lives?

Lesson 6

The Caste system - What is the perfect way to organise society?

Describe the different levels of the caste system.

What decides the caste that someone is in?

"Life is easier if everyone knows their place." Give 2 reasons to agree and disagree.

Lesson 9

Is this whole world an illusion? What is real?

Explain the terms maya and moksha.

Could a Hindu still be a scientist?

How could the belief in maya influence a Hindu's daily life?

**Following these 9 lessons pupils will be assessed and feedback will be given in exercise books.*

Science

8C3 Combustion Knowledge Organiser

Burning Fuels

Fuels are usually **hydrocarbons** which are burnt to release **energy.**

Examples of fuels are: wood, methane, petrol and diesel.

When a hydrocarbon burns it reacts with oxygen from the air to produce **carbon dioxide** and **water**.

However, when Hydrogen burns it reacts with oxygen from the air to produce water only.

Fire Safety

Flammable

Oxidising

Explosive

The three sides of the fire triangle are: fuel, oxygen and heat.

If you want to put out a fire you remove at least one side of the fire triangle. It is easier to remove the heat or oxygen than the fuel.

Burning Candles

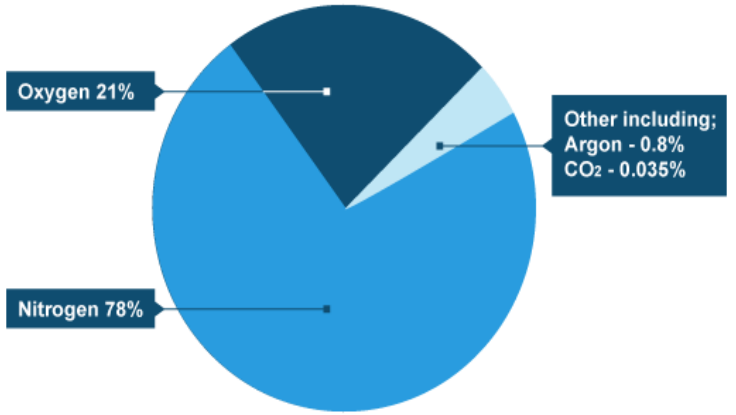
An experiment to find the effect of volume of air on the burning time of a candle.

The method is:

1. Place a small candle on a safety mat.
2. Light the candle.
3. Place a 100 cm^3 beaker over the candle and start the stop clock.
4. Time how long it takes for the candle to go out.
5. Repeat with four more different sized beakers.
6. Repeat each beaker 3 times.

Result: As the size of the beaker increases the time taken also increases.

Gases in the atmosphere



Air Pollution

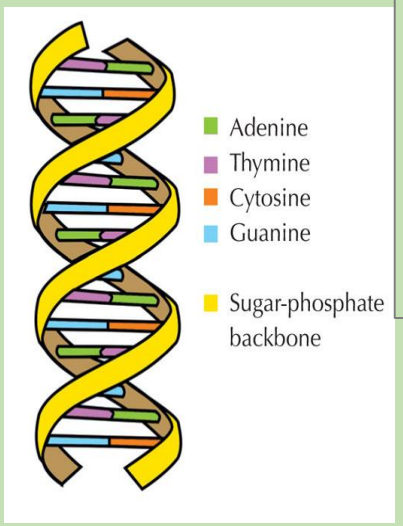
Lots of pollutants are released when fuels burn.

For example;

Carbon dioxide, nitrogen oxides and sulphur dioxide.

These gases cause environmental problems such as acid rain. This happens when sulphur reacts with oxygen to make sulphur dioxide and then it dissolves in rain water to make it acidic

Year 8 Knowledge Organiser : 8A – Genes and inheritance



In DNA, the complementary base pairs are held together by hydrogen bonds.

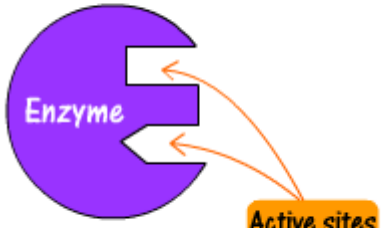
DNA is the molecule which controls our characteristics. It makes up 'genes' which code for proteins

carbohydrase =	breaks carbohydrate into sugar molecules
lipase =	breaks fat into glycerol and fatty acids
protease =	breaks protein into amino acids

Enzymes

Enzymes are biological catalysts. They speed up chemical reactions within the cell.

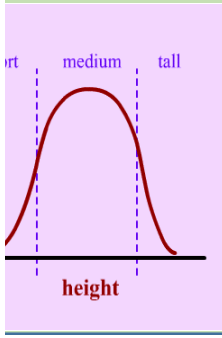
Play

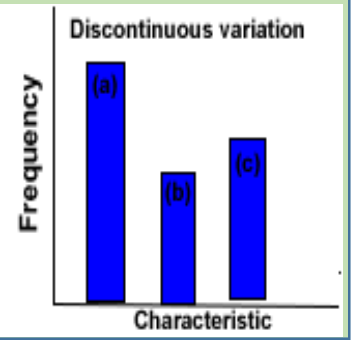


Enzymes are found in the cells of all living things

They are protein machines.

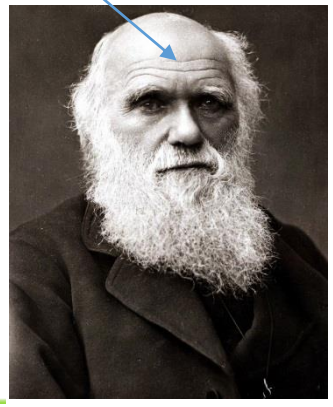
Variation is the difference between members of the same species. It can be caused by environmental or genetic factors.

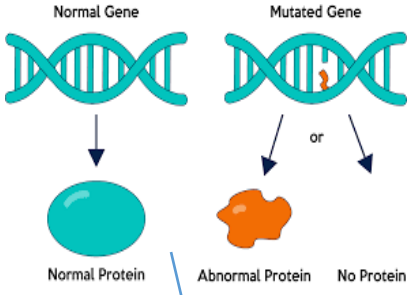




Term	Description
Species	A group of individuals that are physically similar that can produce fertile offspring
Variation	The presence of differences between living things of the same species
Competition	Interaction between groups of organisms seeking to access limited supplies of factors required for life e.g. light, space, food
Natural selection	A process that causes populations to change over time.
Evolution	The change in species over long periods of time
Gene	The basic units of genetic material inherited from our parents. A gene is a section of DNA which controls part of a cell's chemistry - particularly protein production.

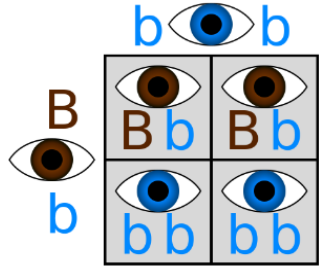
Charles Darwin proposed the theory of 'natural selection' to explain evolution

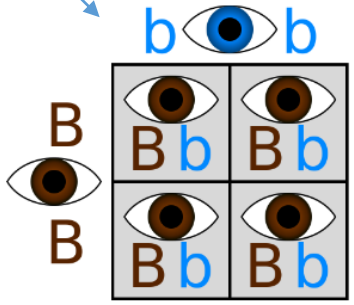




Mutation is the change in the base sequence of DNA.

Punnett squares are used to help you determine what genes the child of two parents will have. Everyone has 2 copies of a certain gene (called an **allele**): 1 copy comes from your mum and 1 copy comes from your dad. But since your mum and dad each have 2 copies, how do you know which ones you will get?





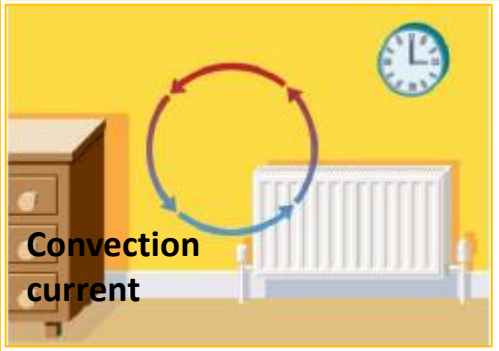
Year 8 P3 Knowledge Organiser : Energy Transfers

Thermal energy vs Temperature

Thermal energy – The total kinetic energy of the particles in a material, measured in joules or J.

Temperature- A measure of the average kinetic energy of the particles in a material. The temperature of an object is to do with how hot or cold it is, measured in degrees Celsius.

e.g. A swimming pool at 30°C is at a lower **temperature** than a cup of tea at 80°C. But the swimming pool contains more water, so it stores more **thermal energy** than the cup of tea.



Energy cannot be created or destroyed, only transferred from one form to another.

Power

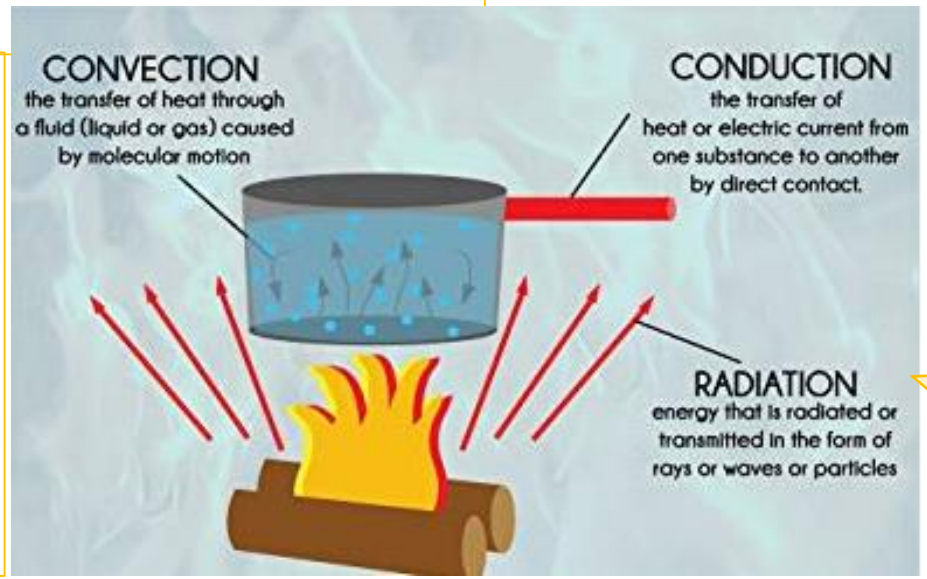
- Power is the rate at which energy is used and is measured in Watts.
- The power of an electrical appliance is shown on the rating plates in Watts

Conduction

Particles bump into nearby particles and make them vibrate more. This passes the thermal energy through the substance by conduction, from the hot end to the cold end.

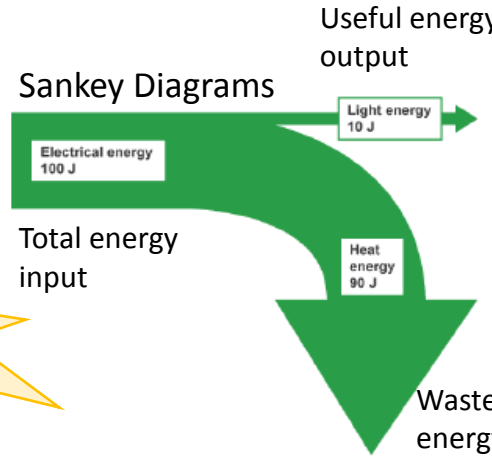
Convection

Particles with a lot of thermal energy in a liquid or gas move apart, the liquid or gas becomes less dense and rises, taking the place of particles with less thermal energy.



Infra-red radiation can travel through a vacuum

Sankey Diagrams

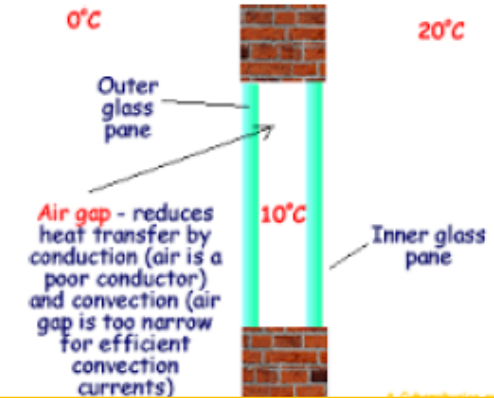


Infra-red Radiation

All objects transfer thermal energy by emitting **infra-red radiation,** the hotter an object is the more infra-red radiation it emits. Infra-red radiation is part of the electromagnetic spectrum.

$$Efficiency\ (\%) = \frac{Useful\ energy\ output}{Total\ energy\ input} (\times 100)$$

$$Power\ (W) = \frac{Energy\ transferred\ (J)}{Time\ taken\ (s)}$$

Specific Heat Capacity is how much energy can be stored as heat in 1kg of material.
Specific Latent Heat is how much energy is required to melt or to evaporate 1kg of material.

Insulation (if a material is a poor conductor we say it is an insulator) is used to reduce energy transfers by heating. You will have some insulation in your own home e.g. double glazed windows or cavity wall insulation. This acts to stop conduction and convection through the walls and roof of your house.