





Knowledge Organisers
Year 8
Autumn 2021

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 important 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 ask 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

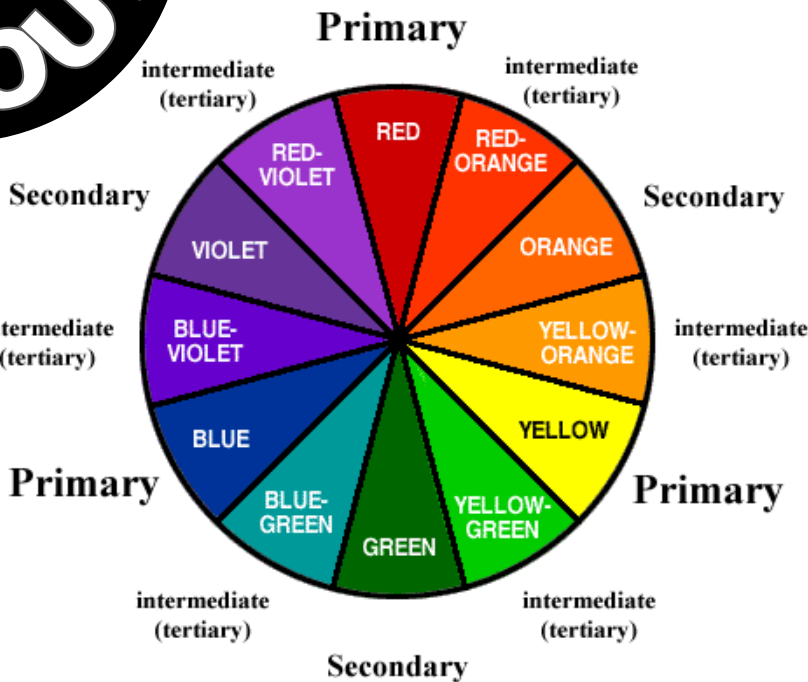
Cool

Warm

Application

Foreground

Background



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.

To make a colour darker you add black, this is called a shade.

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.

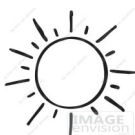
Cool colours - are generally perceived as soothing and calm.

WARM COLOURS

RED

ORANGE

YELLOW



COOL COLOURS

BLUE

GREEN

VIOLET



SKILLS

Can demonstrate understanding of colour theory and mixing

-Use/know key colour words

-Apply colour theory in their colour studies

Take colour inspiration from artists

-Understand how & why they create their work

-Apply ideas and techniques of the artist

Develop a composition and outcome

--Using artist style, following plan

-Controlling application/presentation

OPTIMISM - CLARITY - WARMTH



FRIENDLY - CHEERFUL - CONFIDENCE



EXCITEMENT - YOUTHFUL - BOLD



CREATIVE - IMAGINATIVE - WISE



TRUST - DEPENDABLE - STRENGTH



PEACEFUL - GROWTH - HEALTH



BALANCE - NEUTRAL - CALM



Year Eight Programming: Python

- In programming, putting writing code to put text on the screen is called **output**. In Python, we use the `print` command.
- The red text beginning with `#` is called a comment and is ignored by the computer. It is a message to programmers to let them know what the code does.

```
# print puts text on the screen
print("Welcome")
```

- The program asks a question and waits for the user to type. We call this **input**.

```
print("What is your password?")
# input() waits for the user to type
# What they type is given the label 'pwd' for later use
# This is called a variable
pwd = input()
```

- **Selection** is when the program takes a different path depending on the state of variables.
- A **Boolean expression** is a statement that can be **true** or **false**.
- `len(pwd) < 8` is the Boolean expression in this code.

```
# The program checks the number of characters in pwd
# If it is less than 8...
if len(pwd) < 8:
    print("Please enter a longer password")
# If not...
else:
    print("Password length OK")
```

- Repeating instructions is known as **iteration**.
- The indented code is repeated why the expression is still true.
- The un-indented code is not repeated.

```
# You can repeat this until 8 characters are entered
while len(pwd) < 8:
    print("Password not long enough")
    print("Pease enter again")
    pwd = input()
print("Password length OK")
```

Spreadsheet Reference



Formula view

	A	B	C	D	E
1	Product	Price	Tax rate	Tax amount	Selling price
2	Sprocket	£10.00	20%	=B2*C2	=B2+D2

A spreadsheet is a document that has a tabular layout.

It is split into boxes **cells**.

Cells have an address or **cell reference**. A1 and E2 are cell references.

Normal view

	A	B	C	D	E
1	Product	Price	Tax rate	Tax amount	Selling price
2	Sprocket	£10.00	20%	£2.00	£12.00

Spreadsheets are used for performing calculations.

A computer user has created a spreadsheet to calculate the price of products after tax has been added.

- Cell A2 is a **text label** as it contains data that will not be used in any calculation.
- B2 is a **numeric variable** as the user could change the price. It has **currency formatting**. This means the user doesn't need to type the £ symbol and pence — they will be displayed automatically.
- C2 is another numeric variable, but this time uses **percentage formatting**.
- Cells D2 and E2 contain **formulas**. These are calculations that always begin with the = symbol. They use cell references in their calculations, so if the data in the cells changes, the answer automatically updates too.

Formula operator	Description
+	Addition
-	Subtraction
*	Multiplication
/	Division

Spreadsheet information

1. Use a formula for every calculation. Never do them in your head or use a calculator!
2. Spreadsheets are the most useful tool on a computer. Almost everyone can benefit from using them. Learn how to use one!
3. There are 17,179,869,184 cells on Excel. That's over 17 billion!

Blood Brothers

- Willy Russel 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.

Soap Opera

- Students will understand the basic features of a soap opera.
- Over exaggerated.
- Very dramatic and over the top storylines.
- Understanding/creating setting and plot within a performance.
- Creating and sustaining character using skills such as- Gait, Voice, Facial Expressions and Gesture.
- Identify and explain key elements of soap operas and effectively explain and perform stereotypical characters.
- Exploring new skills such as, Marking the Moment and Cross-Cutting.

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.

Anne Frank

- Exploring a historical event/person(s)
- Utilising Brecht's techniques: Explanatory captions, placards, illustrations, songs, narration, third-person narration, stage directions, breaking the fourth wall, multi-role, split-role
- 'Epic Theatre'
- Bertolt Brecht
- Socio-political issues
- Realism
- Catharsis

Key Words

- 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
- Important Practitioner:
➤ Bertolt Brecht

Employability

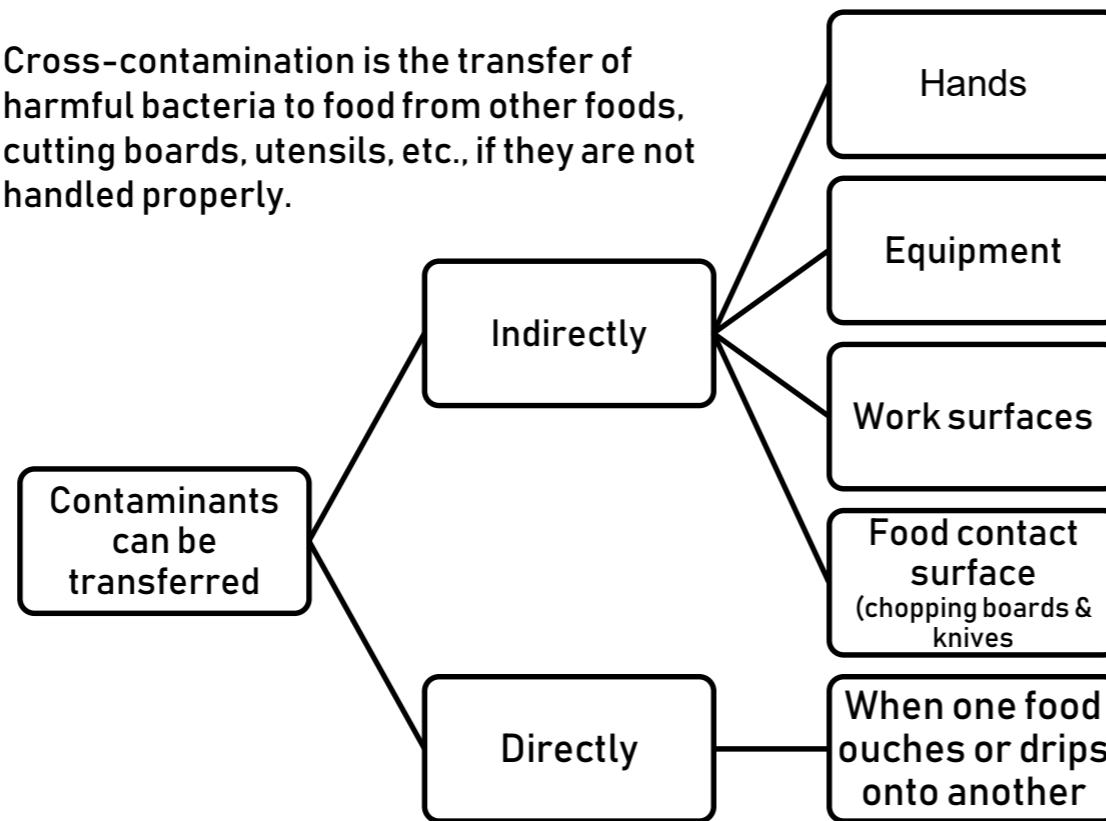
- Team work
- Collaboration
- Listening Skills
- Creative Thinking
- Leadership
- Focus
- Concentration
- Positivity
- Confidence
- Self-Belief
- Problem solving
- Reflection
- Refining work
- Independence

Year 8 Cooking & Nutrition Mediterranean Cuisine Knowledge Organiser

Food Hygiene

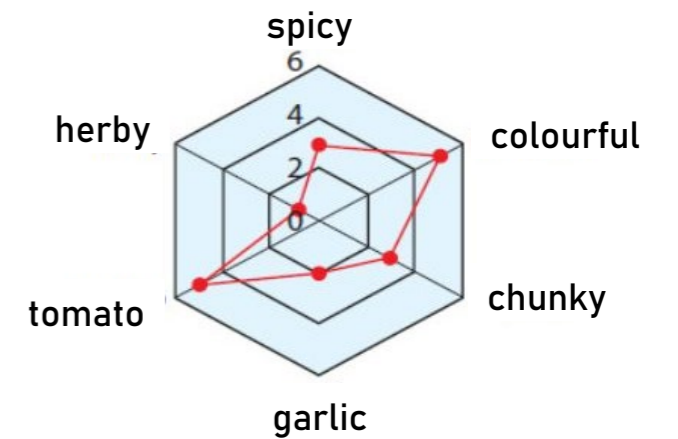


Cross-contamination is the transfer of harmful bacteria to food from other foods, cutting boards, utensils, etc., if they are not handled properly.



Sensory Testing/Star Profile Charts

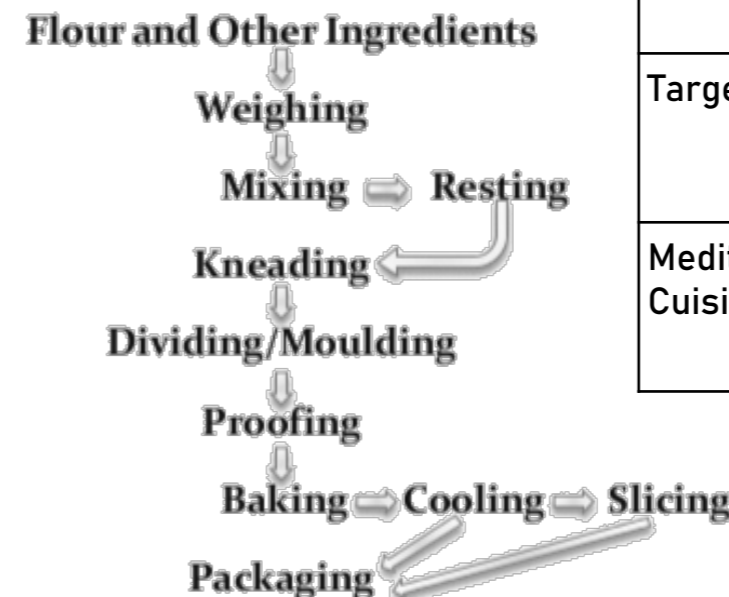
- These kind of tests can be used to find out what people particularly like about a food product to help build up a profile of it according to a range of sensory qualities such as saltiness, smoothness, crispiness, flavour.
- Star profile - This type of test gets testers to describe the appearance, taste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

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.

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.



Year 8 Product Design Knowledge Organiser

Picture Frame Clock Design

Key Skills

- Responding to a Design Brief & identifying an audience
- Developing CAD skills using 2D Design tools to create a clock face design appropriate for a target audience
- Applying Health & Safety procedures and PPE in the workshop environment
- Identify specific workshop tools and equipment
- Developing practical skills to create lap & rebate joints to join materials
- Knowledge of specific timbers & their origins
- Inserting a clock mechanism
- Prototype modelling including finishing & presentation skills
- Evaluating the manufacturing process

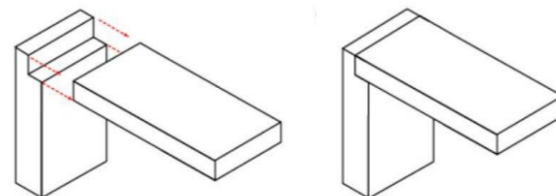
Tools for working with Timber	
 Try square	 Bench vice
 Steel rule	 Marking gauge
 Tenon saw	 File
 Belt & Disc Sanders	 Coping Saw
 Bench hook	 Pillar drill

Key vocabulary	
Function	What a product does, how it works and what it will be used for?
Target Audience	The person or people most likely to be interested in your design or product.
Wood grain	Wood grain is the pattern made by the wood fibres in trees when it grows.
Materials	What something is made from.
Clock mechanism	This is the engine of a watch that makes the clock and its functions work.
Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
Modelling	To present ideas in 2D & 3D to the user (target audience) or client.
Prototype	A prototype is a model that is built to test to see if it is successful or whether it needs further modification or improvements.
PPE	Personal protective equipment are items
Timber is a natural material with imperfections, knots and grain – always sand with the grain	
Softwood 	From coniferous trees that are evergreen, which are faster to grow and are less expensive than hardwoods. Softwoods are a sustainable material as the resource can be regrown and not depleted. Softwoods are strong and easy to work with.
Manufactured boards are timber produced by gluing wood layers or wood fibres together.	
Medium Density Fibreboard 	Medium Density Fibreboard or also known as MDF is made from wood fibres which are glued together. MDF has a smooth even surface which makes it easier to work than natural timber.

Joining materials – construction techniques

Lap & Rebate joints

A lap or rebate joint is where two pieces of material overlap. This joint can be used to join wood, plastic, or metal.



Year 8 Product Design Knowledge Organiser

Pizza Cutter Ergonomic Design

Key Skills

- Responding to a Design Brief & identifying an audience
- Applying Health & Safety procedures and PPE in the workshop environment
- Understand the key working properties of acrylic and aluminium
- Investigate temporary and permanent joining methods
- Identify specific workshop tools and equipment
- Developing practical skills to create
- Prototype modelling including finishing & presentation skills
- Evaluating the manufacturing process





Belt & Disc Sanders

Ball Pein Hammer

Tools for working with metals and plastics	
 Engineers square	 Bench vice
 Steel rule	 Centre Lathe
 Hacksaw	 File
 Wet and Dry Sandpaper	 Pillar drill

Key vocabulary	
Function	What a product does, how it works and what it will be used for?
Target Audience	The person or people most likely to be interested in your design or product.
Lathe	A lathe is a machining tool that is used primarily for shaping metal or wood. It works by rotating the workpiece around a stationary cutting tool.
Materials	What something is made from.
Ergonomic	Ergonomics is the application of psychological and physiological principles to the engineering and design of products, processes, and systems.
Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
Modelling	To present ideas in 2D & 3D to the user (target audience) or client.
Prototype	A prototype is a model that is built to test to see if it is successful or whether it needs further modification or improvements.
PPE	Personal protective equipment are items such as goggles and aprons.

Joining materials – construction techniques
<p>Rivets: Rivets are used to join plates together and they have been used for hundreds of years. Before the widespread use of welding.</p>

 Aluminium	Aluminium is a silvery-white, lightweight metal. It is soft and malleable. Uses. Aluminium is used in a huge variety of products including cans, foils, kitchen utensils, window frames, beer kegs and aeroplane parts.
 Acrylic	Acrylic is a transparent plastic material with outstanding strength, stiffness, and optical clarity. Acrylic sheet is easy to fabricate, bonds well with adhesives and solvents, and is easy to thermoform.

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:
 - Tie dye
 - Appliqué
 - Hand embroidery stitches (running stitch, blanket stitch)
- Using a range of construction techniques:
 - 3D features
 - Inserting wadding
 - Applying buttons & googly eyes
 - Sewing seams on the sewing machine
- Understanding the properties of materials:
 - Natural fibres & organic fabrics



Product features	
Consideration of a specified target market	Appliqué or reverse appliqué
Engaging & stimulating	Creative & individual
Recycled materials & components as decoration	Features are in proportion to the body shape
Organic Cotton fabric	Accurate machine stitches
3D features	Seam allowance
Hand embroidery	Sustainable

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	
Design Context	The circumstances, problem or setting in which a product will be used.
Design Brief	An written outline which explains the aims and objectives of a 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? Is it sensory or educational or both?
Sustainable	Conserving an ecological balance by avoiding the depletion of natural resources.
Organic Cotton	Cotton that is produced without the use of chemical fertilizers, pesticides, or other artificial chemicals that can pollute the environment and be harmful to the producer.
Fairtrade	When producers in developing countries are paid a fair price for their work.
Materials	What the product is made from?
Components	The parts/materials/threads needed to make a product.
Interactive	Components or features that can be attached/detached or have different textures
3D features	Use of wadding to make a feature stand up or raised off the backing fabric
Aesthetics	How a product or design looks .
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
Appliqué	A decorative technique whereby one material is sewn on top of another by machine
Tie dye	Patterns in cloth created by tying parts so its resists the dye.

TYPES OF TRAVEL WRITING	STYLE	POPULAR TRAVEL WRITERS	
<p>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.</p> <p>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.</p> <p>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.</p>	<p>INSTRUCTIVE: Providing information</p> <p>EVOCATIVE: Capturing the emotions of an experience</p> <p>NARRATIVE: Retelling of events, stories and anecdotes from travel experiences</p> <p>DESCRIPTIVE: Providing detailed information of the settings, experiences and people met on travel experiences</p>	<p>MICHAEL PALIN (1943 -)</p> <p>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: <i>Around the World in 80 Days, Pole to Pole, Himalaya, Sahara and Brazil.</i></p>	
<p>MA JIAN (1953-)</p> <p>Ma Jian was born in China where he worked as a journalist and photographer. In the 1980s, he was accused of being a dissident and then spent three years travelling across China on foot; his travelogue <i>Red Dust</i> records these experiences. He has since written a number of novels and short stories and continues to work as a journalist. Jian moved to London in 2001 and is now a British citizen. He was exiled by the Chinese government in 2011 and can no longer return there to visit his family.</p>		<p>MA JIAN (1953-)</p> <p>Ma Jian was born in China where he worked as a journalist and photographer. In the 1980s, he was accused of being a dissident and then spent three years travelling across China on foot; his travelogue <i>Red Dust</i> records these experiences. He has since written a number of novels and short stories and continues to work as a journalist. Jian moved to London in 2001 and is now a British citizen. He was exiled by the Chinese government in 2011 and can no longer return there to visit his family.</p>	
		<p>GEORGE ORWELL (1903-1950)</p> <p>While famous for his political and journalistic writing, Orwell travelled extensively. He wrote about the working classes in Northern England in <i>The Road to Wigan Pier</i>, about Paris in <i>Down and Out in Paris</i>, fighting in the Spanish Civil War in <i>Homage to Catalonia</i> as well as his experiences in Burma as a policeman where he had to shoot an elephant to protect the villagers.</p>	

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

HAMLET - A REVENGE TRAGEDY

ROMEO AND JULIET - A TRAGIC ROMANCE

RICHARD III - A HISTORY

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.

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

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.

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!

Year 8 Geography

Unit 1: Population and Migration

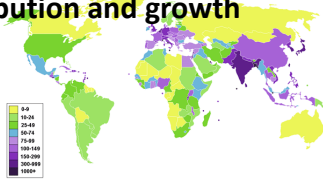
KEYWORDS



Lesson 1-3: Distribution and growth

Scotland - sparsely populated

The south east of England = densely populated



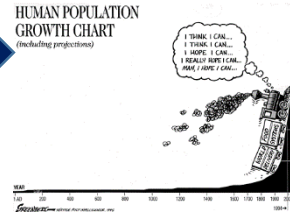
Densely populated	Sparsely populated
Fertile soil Jobs Flat/ gently sloping land Natural resources Good transport links/ close to other places	Too hot/ cold Steep relief Little industry Poor soils Poor transport links

UK and world population density

Population growth = overpopulation

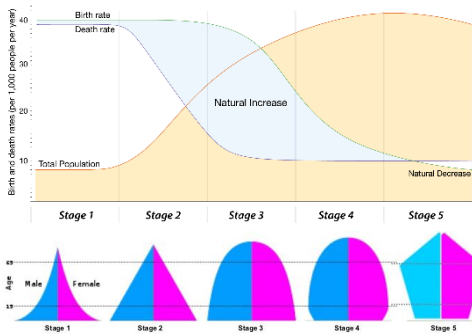
Problems with population growth:
Overcrowding, distribution of resources (food/water), aging populations

HUMAN POPULATION GROWTH CHART (including projections)



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

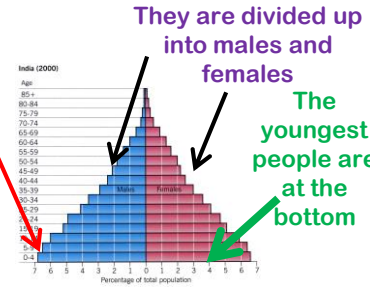
Lesson 4-6: Pyramids and DTM



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 beliefs, 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



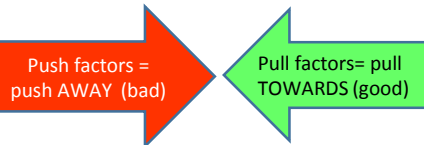
Lesson 14-15: One Child Policy

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



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.

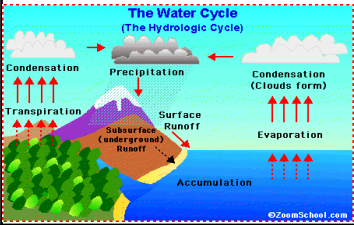
Year 8 Geography

Unit 2: River Landscapes

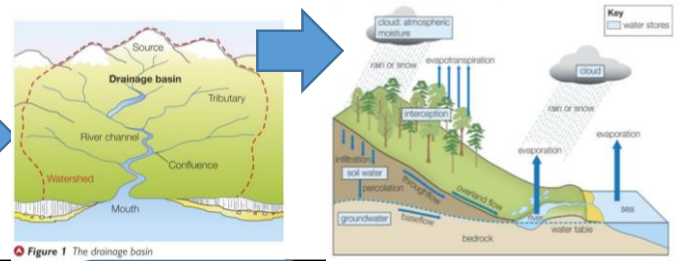
KEYWORDS



Lesson 1-3

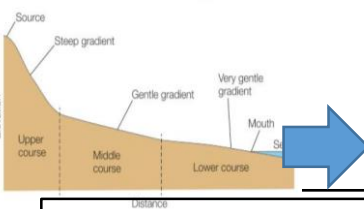


The water cycle is the never ending movement of water from the **air** to the **land**, to the **sea** and back to the air again. This continues over and over. Key transfers of water from these three areas are Surface Runoff, Evaporation, Precipitation and Transpiration.



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

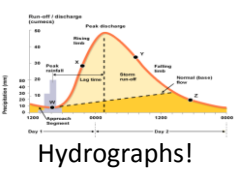
Upper Course landforms like a waterfall is formed when soft rock gets eroded quicker than hard rock and leaves a cliff. Here the soft rock undercuts the hard rock until it collapses into a plunge pool beneath.

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.

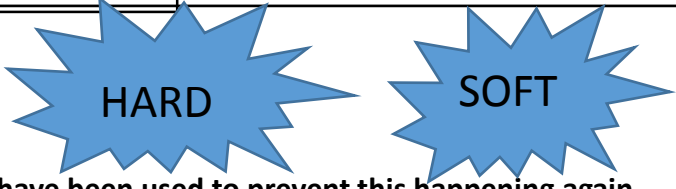
In the lower course the land is flat on each side of the river, this is where flooding can occur. This is called a floodplain. Farming takes place here and the floods deposit Nutrients which is good for crops.

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



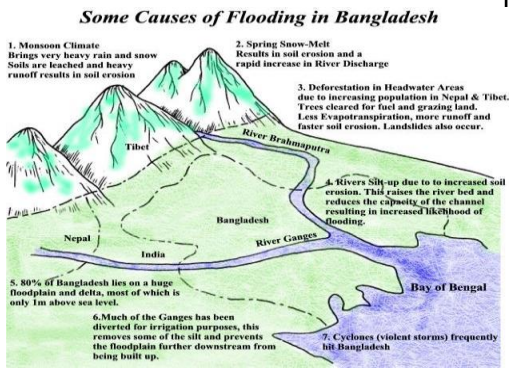
Lesson 12,14 – 16 **HIC FLOODING EXAMPLE**

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.



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?



	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.



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?

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.

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



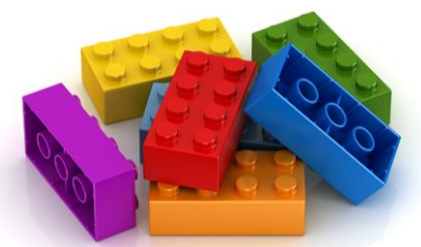


Wellington History

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?

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



Key events and Key People

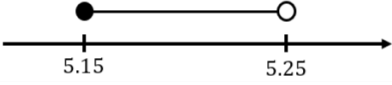
- NOVEMBER 5th 1605: The Gunpowder Plot
- MARCH 27th 1625: Coronation of King Charles I
- AUGUST 22nd 1642: Start of the English Civil War
- JANUARY 30th 1649: The Execution of Charles I
- 1660: The Restoration of the Monarchy
- 1688: The Glorious Revolution
- 1689: The creation of the Bill of Rights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

Key Stage 3 Topic 6: Order of Operations

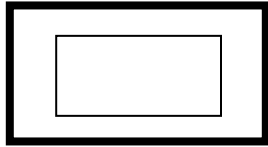
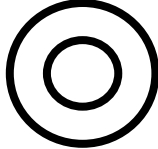
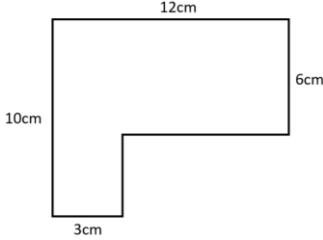
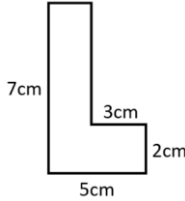
Topic/Skill	Definition/Tips	Example	Non-example
1. Powers	<p>Addition can be thought of as repeated counting.</p> <p>Multiplication can be thought of as repeated addition.</p> <p>Powers/indices can be thought of as repeated multiplication.</p>	$4 + 4 + 4 + 4 + 4 = 4 \times 5$ $4 \times 4 \times 4 \times 4 \times 4 = 4^5$	$2 + 7 \neq 2 \times 7$ $2 \times 7 \neq 2^7$
2. Order of Operations	<p>A <u>sum</u> is a calculation which can be written as addition of two or more values.</p> <p>Subtraction can be written as the sum of a negative.</p>	$10 + 7$ $11 - 8 = 11 + -8$	12×9
	<p>A <u>product</u> is a calculation which can be written as addition of two or more values.</p> <p>Division can be written as the product of the reciprocal.</p>	10×7 $11 \div 8 = 11 \times \frac{1}{8}$	$12 + 9$
	<p>When working out a long calculation, we follow the idea of BIPS.</p> <p>Brackets Indices Products Sums</p>	$12 \div 4 + 3^2 \times (5 - 1)$ $12 \times \frac{1}{4} + 3^2 \times (5 + -1)$ $12 \times \frac{1}{4} + 3^2 \times 4$ $12 \times \frac{1}{4} + 9 \times 4$ $3 + 36$ 39	$5 - 3 \times 5^2$ 2×5^2 10^2 100

Key Stage 3 Topic 7: Rounding and Estimation

Topic/Skill	Definition/Tips	Example	Non-example
1. Rounding to 'place value'	<p>When rounding to 'place value', we can round numbers to the nearest 10, 100, 1 000 etc. as well as 1, 2, 3, ... decimal places.</p> <p>When the following digit is 0-4, we round down.</p> <p>When the following digit is 5-9, we round up.</p>	<p>48 754 (nearest thousand) 49 000</p> <p>541 387 (nearest thousand) 541 000</p> <p>0.8564 (2 d.p.) 0.86</p> <p>72.7601 (3 d.p.) 72.760</p>	<p>48 754 (nearest ten) 48 800</p> <p>0.054 (2 d.p.) 0.06</p>
2. Rounding to significant figures	<p>The first significant figure of a number is the first non-zero number.</p>	<p>5 is the first significant figure of these numbers:</p> <p>56 234</p> <p>0.00517</p>	<p>5 is not the first significant figure of these numbers:</p> <p>45 034</p> <p>2.563</p>
	<p>We then round as normal, including all zeros that indicate the size of the number.</p>	<p>45 678 345 = 45 700 000 (3s.f.)</p> <p>0.071 85712 = 0.072 (2s.f.)</p>	<p>23 785 ≠ 24 (2s.f.)</p> <p>0.0351244 ≠ 0.0350000 (2s.f.)</p>

<p>3. Bounds</p>	<p>A rounded number can take certain values on a number line.</p> <p>The greatest value is called the <u>upper bound</u>.</p> <p>The least value is called the <u>lower bound</u>.</p> <p>A filled circle means that value is allowed.</p> <p>A hollow circle means that value is not allowed.</p>	<p>A number rounded to 2 s.f. is 5.2.</p> <p>Represent the upper and lower bounds on a number line.</p>  <p>This can also be written as:</p> $5.15 \leq n < 5.25$	
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Key Stage 3 Topic 8: Perimeter and Area

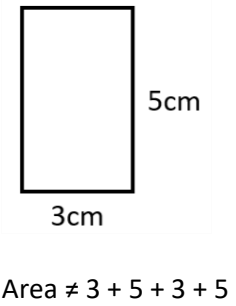
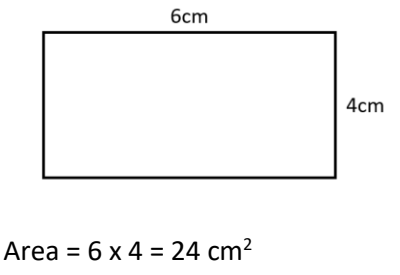
Topic/Skill	Definition/Tips	Example	Non-example
1. Converting simple units	Metric units are what we commonly use to measure things. They follow the decimal system.	1 metre = 100 centimetres 1 kilometre = 1000 metres 1 cm = 10 millimetres	1m = 1000 km 1000m = 1mm
	To convert from a smaller unit to a larger unit, we divide. To convert from a larger unit to a smaller unit, we multiply.	4500 cm in metres: $4500 \div 100 = 45$ m 2.75 cm in millimetres: $2.75 \times 10 = 27.5$	7 m to km: $7 \times 1000 = 7000$ 12m to cm: $12 \div 100 = 0.12$
2. Perimeters of compound shapes	The perimeter of a shape is the total distance around the outside edge of a shape. It is usually calculated by adding up the lengths of each side.	The thicker lines form the perimeter of this shape. 	Both black edges are not the perimeter. 
	To calculate the perimeter of compound shapes, we often need to find missing sides.	 Perimeter = $12 + 10 + 3 + \underline{4} + \underline{9} + 6$	 $P = 7 + 5 + 3 + 2$
3. Estimating Basic Quantities	Learn and remember basic lengths that can support estimation.	The height of a door frame is roughly 2m tall. The width of one of your fingers is around 1cm. Your handspan is about ... cm. Your arm length is about ... cm.	

4. Areas of compound shapes

Area is the amount of space inside a shape.

The area of a rectangle is the base x height.

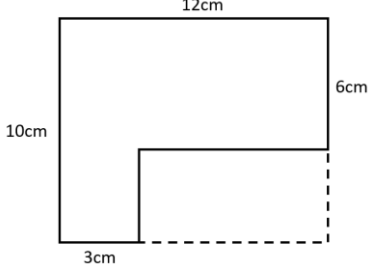
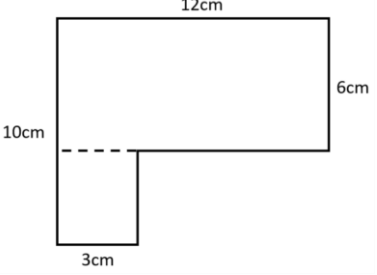
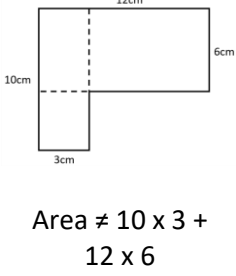
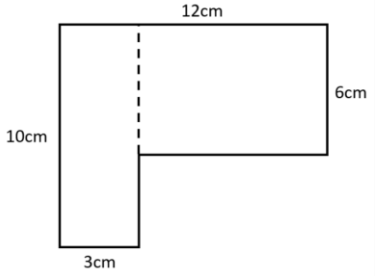
Area is measured in square units.



Area of compound shapes can be made by calculating separate areas and adding them together

or

Calculating a larger area and subtracting 'missing' parts.



Key Stage 3 Topic 9: Equations and Inequalities

Topic/Skill	Definition/Tips	Example	Non-example
1. Solving linear equations	An inverse operation is the mathematical 'opposite' operation.	The inverse of addition is subtraction. The inverse of multiplication is division.	The inverse of adding 4 is not dividing by 4. The inverse of multiplying by 2 is not dividing by -2.
	When solving equations, we use the inverse operation. We solve them in the reverse order. We use fractional form for divisions which don't divide exactly.	$4x - 3 = 8$ $+3 \quad +3$ $4x = 11$ $\div 4 \quad \div 4$ $x = \frac{11}{4}$	$\frac{x + 5}{3} = 9$ $-5 \quad -5$ <p>(Wrong order)</p> $\frac{x + 5}{3} = 9$ $\div 3 \quad \div 3$ <p>(Not inverse)</p>
2. Solving linear equations involving expanding brackets	This follows the exact same procedure as above. You can either divide first (to avoid multiplying out the brackets) or Expand the brackets first and then proceed as normal. Dividing first sometimes simplifies the problem, sometimes it makes it more challenging.	$5(x + 4) = 23$ $5x + 20 = 23$ $-20 \quad -20$ $5x = 3$ $\div 5 \quad \div 5$ $x = \frac{3}{5}$ $7(x - 3) = 56$ $\div 7 \quad \div 7$ $x - 3 = 8$ $+3 \quad +3$ $x = 11$	$4(x + 2) = 14$ $-2 \quad -2$ <p>(Need to either expand the brackets or divide by 4 first)</p>

<p>3. Solving linear equations with unknowns on both sides</p>	<p>This follows the same techniques as above, however first we must get all the unknowns on one side.</p> <p>It doesn't matter which side – look to add values where possible.</p>	$ \begin{array}{r} 7x - 8 = 10 - 2x \\ +2x \qquad +2x \\ 9x - 8 = 10 \\ +8 \quad +8 \\ 9x = 18 \\ \div 9 \quad \div 9 \\ x = 2 \end{array} $ $ \begin{array}{r} 7x + 5 = 13x - 2 \\ -7x \qquad -7x \\ 5 = 6x - 2 \\ +2 \qquad +2 \\ 7 = 6x \\ \div 6 \quad \div 6 \\ \frac{7}{6} \\ x = \frac{7}{6} \end{array} $	$ \begin{array}{r} 10x - 1 = x + 7 \\ \div x \qquad \div x \\ (Dividing by x will \\ not remove it from \\ both sides) \end{array} $
<p>4. Solving linear inequalities</p>	<p>This follows the same procedure as solving equations, except we write the inequality symbol instead of an equals sign.</p> <p>*Note: there is another difference but we will not cover this yet*</p>	$ \begin{array}{r} 8 - 3x \geq 4 + 2x \\ +3x \qquad +3x \\ 8 \geq 4 + 5x \\ -4 \quad -4 \\ 4 \geq 5x \\ \div 5 \quad \div 5 \\ \frac{4}{5} \geq x \end{array} $	$ \begin{array}{r} 6x + 25 < 14x - 23 \\ -6x \qquad -6x \\ 25 < 8x - 23 \\ +23 \qquad +23 \\ 48 < 8x \\ \div 8 \quad \div 8 \\ x < 6 \end{array} $ <p>(Be careful with the final step).</p>

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
mais ma mère pense que	but my Mum thinks that
mais mon frère dit que	but my brother says that

Adjectives

ennuyeux	boring
rasant	boring
barbant	boring
passionnant	exciting
amusant	fun/funny
confortable	comfortable
douillet	cosy
beau/belle	beautiful
joli	pretty
nouveau/nouvelle	new
moderne	modern
<u>Comparisons</u>	
plus....que	more ...than
moinsque	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 (*pays*)

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

Prepositions

dans	in/inside
sur	on/on top
sous	under
entre	between
à côté de	next to
en face de	facing/opposite

Year 8 French Knowledge

Organiser HT2

Using the Perfect Tense

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 suis d'accord	I agree
je ne suis pas d'accord	I don't agree

Present tense key verbs

Je visite	I visit
Tu visites	you visit
il/elle/on visite	he/she visits
nous visitons	we visit
vous visitez	you (formal)
visit	
ils/elles visitent	they visit
Je peux	I can
Je fais	I do
Je vais	I go

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 –ER verbs

J'ai visité	I visited
J'ai mangé	I ate
J'ai envoyé	I sent
J'ai admiré	I admired
J'ai regardé	I watched
J'ai acheté	I bought
J'ai rencontré	I met

Past tense – IR verbs

J'ai fini I finished

Past tense – RE verbs

J'ai attendu I waited

Past tense – irregular verbs

J'ai pris	I took
J'ai bu	I drank
J'ai vu	I saw
J'ai fait	I did

Making negatives

Je n'ai pas visité	I didn't visit
Je n'ai pas mangé	I didn't eat
Je n'ai pas envoyé	I didn't send
Je n'ai pas admiré	I didn't admire
Je n'ai pas regardé	I didn't watch
Je n'ai pas acheté	I didn't buy
Je n'ai pas rencontré	I didn't meet

Connectives and sequencers

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

Adjectives

C'était comment? What was it like?

C'était...	It was...
J'ai trouvé ça...	I found it...
bien	good
bizarre	weird
cool	cool
cher	expensive

effrayant	scary
ennuyeux	boring
fabuleux	fabulous
génial	great
horrible	horrible/terrible
intéressant	interesting
marrant	funny/a
lough	
nul	rubbish
Ce n'était pas mal.	It wasn't bad

Les mots essentiels - High frequency words

À quelle heure	what time?
Quand?	When?
Combien?	How much?how many?
Combien de temps?	How much time?
Où?	Where?
Qui?	Who?
Alors, donc	so, therefore
car/parceque	because
dernier/dernière	last
beaucoup de	a lot of
Un peu	a bit

Year 8 Spanish Knowledge Organiser:

HT1 My free time

En mi tiempo libre... In my free time...

¿Qué haces en tu tiempo libre?

What do you do in your free time?

Bailo	I dance
Chateo por internet	I chat on the internet
Escucho música	I listen to music
Hago deporte	I do sport
Juego con el ordenador	I play sport
Mando mensajes	I send messages
Salgo con mis amigos	I go out with my friends
Voy de compras	I go shopping
¿Qué te gusta?	What do you like?
Me gusta...	I like...
Me interesa...	I'm interested in...
Me encanta...	I love...
el fútbol	football
la música	music
la natación	swimming

Me gustan...	I like (plural)...
Me interesan...	...(b plural) interests me
Me encantan...	I love (plural)...
los cómicos	comics
los videojuegos	videogames
las hamburguesas	hamburgers

¿Qué no te gusta?	What don't you like?
No me gusta la música	I don't like music
Odio el fútbol	I hate football
No me interesan los cómicos	I'm not interested in comics

¿Cuándo? When?

después	afterwards
luego	then
normalmente	normally
por la mañana	in the morning
por la tarde	in the evening
primero	first

Los amigos

tu mejor amigo/a

¿Cómo es?

like?

Es...	He/She is...
alto/a	tall
bajo/a	short
delgado/a	slim
guapo/a	good looking, attractive

¿Cómo es tu carácter? What kind of person is he/she?

Es...	He/she is...
No es...	He/She isn't...
Nunca es...	He/She is never...
divertido/a	fun
generoso/a	generous
hablador(a)	talkative/chatty
inteligente	intelligent
perezoso/a	lazy
serio/a	serious

¿Cómo es su pelo?

What's his/her hair like?

Tiene el pelo...	He/She has...hair
castaño	brown
negro	black
pelirrojo	red
rubio	blonde
corto	short
largo	long
ondulado	wavy
rizado	curly

¿De qué color son sus ojos?

What colour are his/her eyes?

Tiene los ojos...	He/She has ...eyes
azules	blue
grises	grey
marrones	brown
verdes	green

Friends

your best friend

What is he/she

like?

Es...	He/She is...
alto/a	tall
bajo/a	short
delgado/a	slim
guapo/a	good looking, attractive

¿Cómo es tu carácter? What kind of person is he/she?

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inteligente	intelligent
perezoso/a	lazy
serio/a	serious

Mi rutina diaria

My daily routine

¿Qué haces por la mañana?

What do you do in the morning?

Por la mañana ...	In the morning...
me despierto	I wake up
me levanto	I get up
me ducho	I shower
me peino	I brush my hair
me visto	I get dressed
desayuno	I have breakfast
voy al instituto	I go to school

¿Qué haces por la tarde?

Por la tarde...	In the afternoon...
hago mis deberes	I do my
homework	
ceno	I have dinner
veo la televisión	I watch TV
me lavo los dientes	I brush my teeth
me acuesto	I go to bed

Nacionalidades

¿Cuál es tu nacionalidad? What is your nationality?

Soy... I am...

argentino/a	Argentinian
chileno/a	Chilean
colombiano/a	Columbian
escocés/escocesa	Scottish
español/a	Spanish
estadounidense	American
galés/galesa	Welsh
inglés/inglesa	English
irlandés/irlandesa	Irish
mexicano/a	Mexican

Más o menos

More or less

¿Quién es más alto/a?
Who is taller?

¿Quién es menos alto/a?
Who is less tall/shortest?

...es más viejo/a que...
...is older than...

...es más joven que...
...is younger than...

Palabras muy útiles

Very useful words

nunca	never
pero	but
también	also
y	and
o	or
más	more
menos	less
mejor	better, best

Year 8 Spanish Knowledge Organiser:

HT2 Town and Making Plans

Describing my house

En mi casa hay.. in my house there is..

Un dormitorio	a bedroom
Una cocina	a kitchen
Un salón	a living room
Un jardín	a garden
Un cuarto de baño	a bathroom
Un comedor	a dining room

¿Adónde vas?

Where are you going to

Voy.. I'm going..

al castillo	to the castle
al cine	to the cinema
al centro comercial	to the shopping centre
al estadio	to the stadium
al museo	to the museum
al parque	to the park
al polideportivo	to the sports centre
a la bolera	to the bowling alley
a la discoteca	to the disco
a la estación de trenes	to the train station
a la piscina	to the swimming pool
a la plaza de toros	to the bullring
a la playa	to the beach

Mi semana My week

lunes (Monday), martes (Tuesday), miércoles (Wednesday), jueves (Thursday), viernes (Friday), sábado (Saturday), domingo (Sunday)

¿Qué se puede hacer?

What can you do?

Se puede... you can...

¿Qué vas a hacer?

What are you going to do?

Voy a... I'm going to...

¿Qué te gusta hacer?

What do you like to do?

Cuando hace sol me gusta...

when it's sunny I like to...

Cuando hace frío me gusta..

when it's cold I like to...

Si hace sol me gusta..

If it's sunny I like to...

Si hace frío me gusta...

If it's cold I like to...

¿Te gustaría salir? Do you want to go out?

Me gustaría... I would like to...

All followed by an infinitive such as:

Bailar	dance/go dancing
Chatear por internet	chat online
Ir a la discoteca	go to the disco
Ir de compras	go shopping
Jugar al fútbol	play football
Jugar a los bolos	go bowling
Salir	go out
Tomar el sol	sunbathe
Ver un partido de fútbol	watch a football match
Ver una película	watch a film

KEY VERBS

<u>TENER</u>	<u>To have</u>
Tengo	I have
Tienes	you have
Tiene	s/he has
Tenemos	We have
Tenéis	you (pl) have
Tienen	they have

<u>IR</u>	<u>to go</u>
Voy	I go
Vas	you go
Va	s/he has
Vamos	we have
Vais	you (pl) go
Van	they go

<u>HACER</u>	<u>to do</u>
Hago	I do
Haces	you do
Hace	s/he does
Hacemos	we do
Hacéis	you (pl) do
Hacen	they do

Making excuses

Lo siento, no puedo

I'm sorry, I can't

No puedo salir

I can't go out

No tengo dinero

I don't have any money

No tengo tiempo

I don't have time

No quiero

I don't want to

Tengo que...

I have to...

Hacer mis deberes

Do my homework

Ordenar mi dormitorio

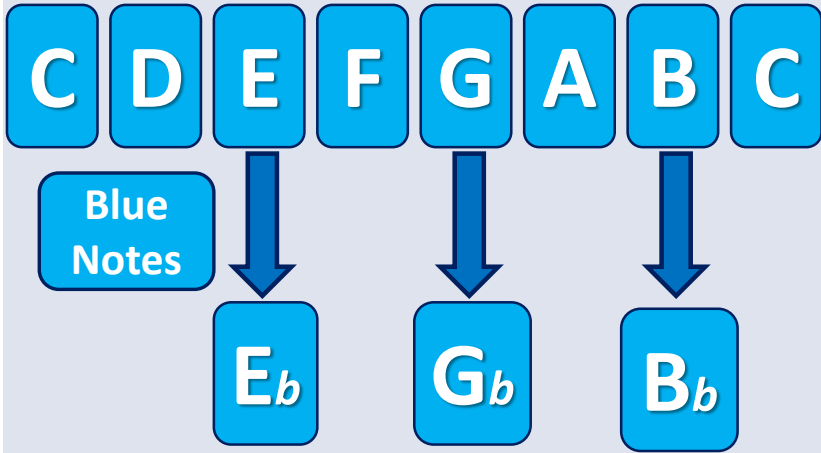
Tidy my room

Qué vas a hacer hoy?

What are you going to do today?

Esta mañana/tarde	this morning/evening
Esta noche	tonight
Primero	first
Luego	then
Después	afterwards
Más tarde	later
Por último	finally
A la una	at one o'clock
A las tres	at 3 o'clock
A las cinco y cuarto	at quarter past five
A las seis y media	at half past six
A las siete menos cuarto	at quarter to seven
A las ocho	at eight o'clock
A las nueve	at nine o'clock

Blue Notes in C Major



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

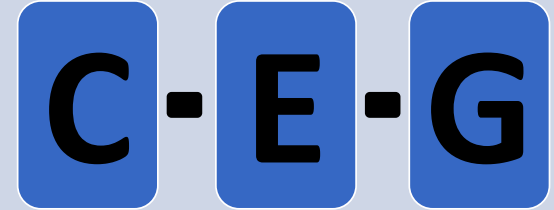
Triad: A type of chord that has only 3 notes. You can work out the notes in a triad by playing the chord note, miss a note, play a note, miss a note and play a note.

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

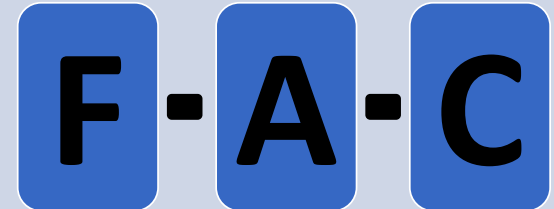
Tala – The rhythm. The number of beats are called tals or talas. Talas are cycles of 4 – 16 beats.

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

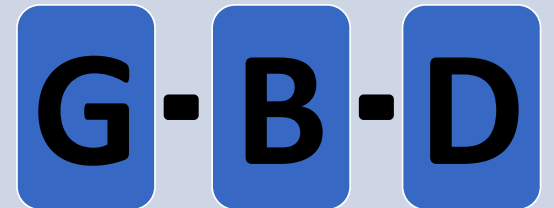
C triad (Chord I in C major)



F triad (Chord IV in C major)

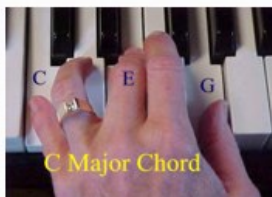


G triad (Chord V in C major)



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).

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.





Y8: Unit 1 Judaism

Knowledge Organiser

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. Alongside this, you will consider how Jews have been treated throughout history and how their experiences compare to modern ethical issues.

Religion

Lesson 1

What are the key features of Judaism?

What does a "monotheistic religion" mean?

Can you name key features and beliefs of Judaism?

Lesson 4

Judaism and slavery - what is Passover?

What is the story of Passover?

Can you give three reasons why the Passover story makes Moses important for Jewish people?

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 identify what would be considered kosher and not to be kosher and why? Can you give two reasons why Jewish people follow Kosher laws?

Lesson 5

Modern day slavery – does it still happen?

What circumstances create situations of modern slavery?

Can you explain the link between modern slavery and the history of the Jewish people?

"Modern slavery provides a better life for some" Can you give reasons why some may argue it does and reasons why it does not?

Lesson 8

What age are we responsible for our behaviour?

Jews have 613 rules in the Torah. These include the 10 commandments. Which of these rules do you think are still important and why?

Philosophy

Lesson 3

Is it worth being religious?

Orthodox Jews follow 613 rules but does this make you a better person?

What do people gain from having a faith?

"Religion is a force for good" Can you give reasons why it is and 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?

What impact does the Holocaust have on Jewish people today?

How do Jewish people justify their belief in God after the Holocaust?

Lesson 9

Why be good?

Can religions like Judaism make us good?

Do we need religion and the beliefs that come with them to influence our behaviours for the better?

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

8C3 Acids- Part 1

Acid	A substance that dissolves and produces acid particles, H^+ ions and has a pH value below 7
Alkali	A substance that dissolves and produces alkali particles, OH^- ions and has a pH value above 7
Neutral	A solution that contains equal number of acid and alkali particles and a pH of 7
Indicator	A substance that changes colour and is used to identify solutions as acids, neutral or alkaline
Base	Any substance that reacts with an acid to neutralise it- can be solid or a solution
Neutralisation reaction	A reaction between an acid and alkali or an acid and base. Salt and water are produced in this reaction and the solution finishes with pH of 7

Common acids	Formula
hydrochloric acid	HCl
sulfuric acid	H_2SO_4
nitric acid	HNO_3
Common alkalis	Formula
sodium hydroxide	NaOH
potassium hydroxide	KOH
calcium hydroxide	$Ca(OH)_2$

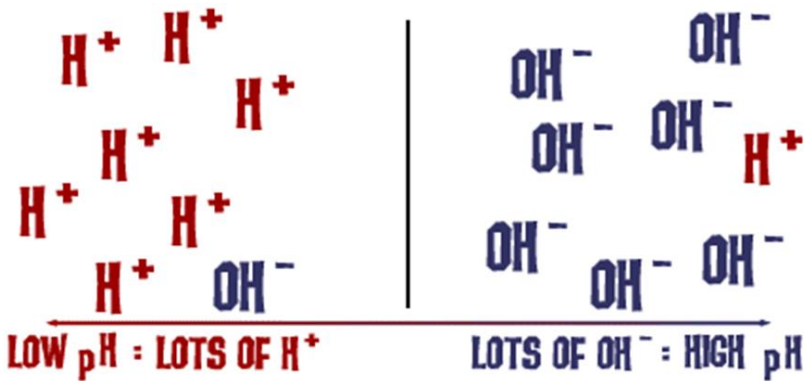
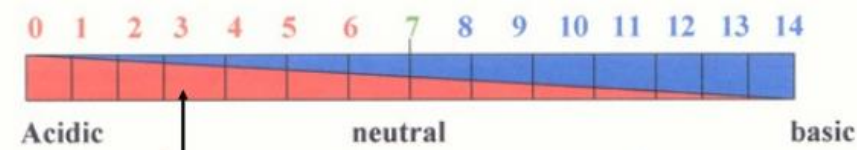
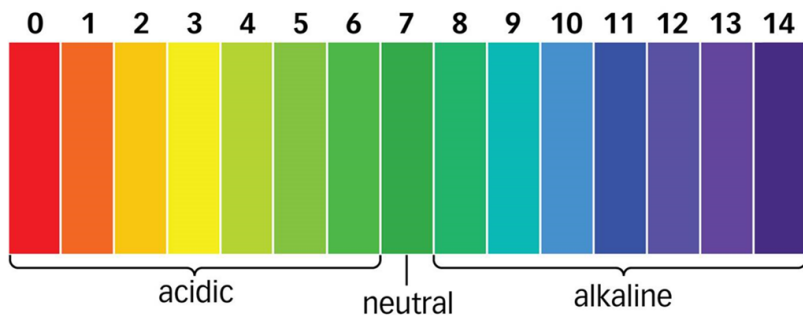
D common laboratory acids and alkalis

indicator	litmus	phenolphthalein
colour in alkaline solutions	blue	pink
colour in acidic solutions	red	colourless

8C3 Acids- Part 2

The pH scale

It measures the acidity or alkalinity of a solution

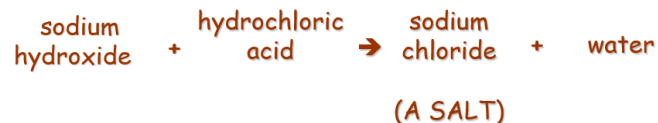


Neutralisation – what happens.

When a base and an acid react together, this equation is followed:

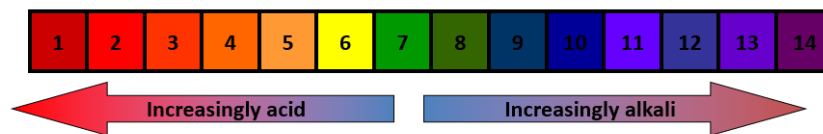
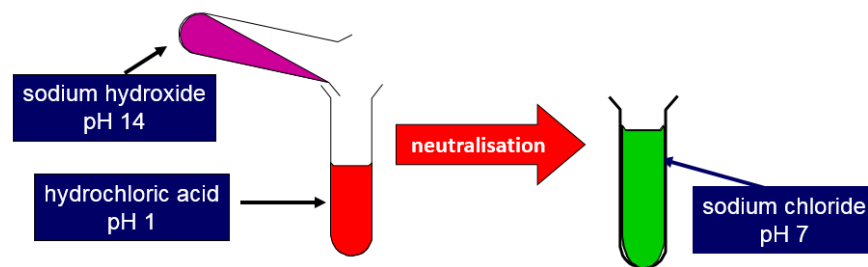


An example reaction



Each acid will make its own family of salts.

Acid	Salt formed
hydrochloric acid	chloride
sulfuric acid	sulfate
nitric acid	nitrate

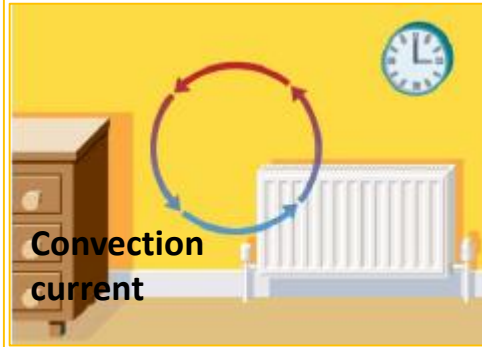


Year 8 P3 Knowledge Organiser : Energy Transfers

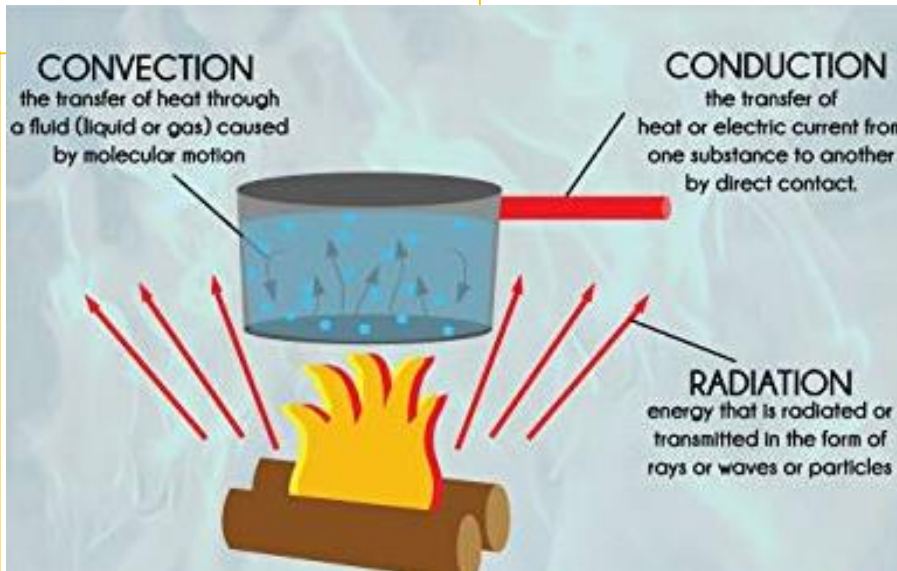
Power

- 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

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

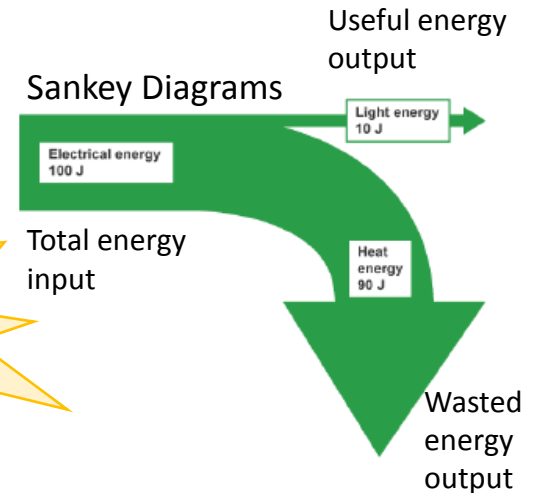


Convection current



Infra-red radiation can travel through a vacuum

Sankey Diagrams



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.

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

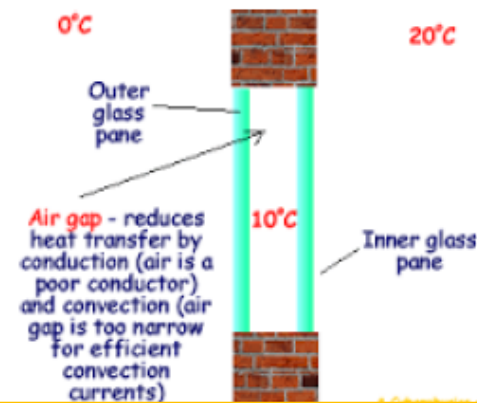
All objects transfer thermal energy by emitting **infra-red radiation**, the hotter an object is the more infra-red radiation it emits. Infra-red radiation is part of the electromagnetic spectrum.

$$\text{Efficiency (\%)} = \frac{\text{Useful energy output}}{\text{Total energy input}} (\times 100) \quad \text{Power (W)} = \frac{\text{Energy transferred (J)}}{\text{Time taken (s)}}$$

Specific Heat Capacity is how much energy can be stored as heat in 1kg of material.

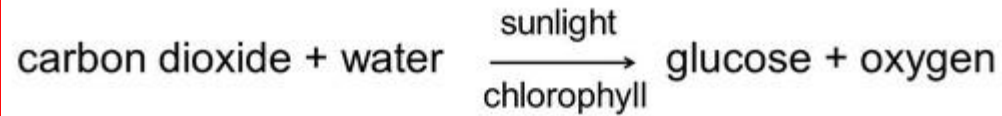
Specific Latent Heat is how much energy is required to melt or to evaporate 1kg of material.

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.

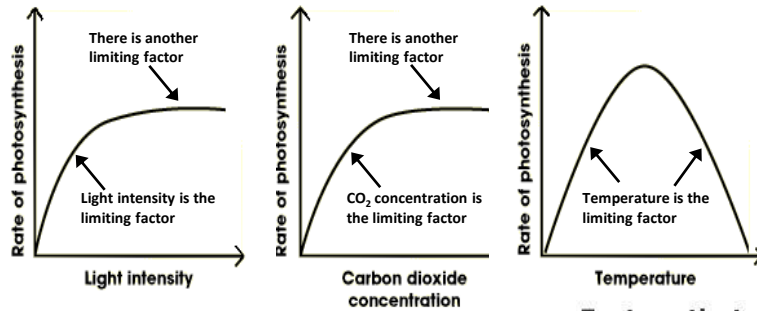


Year 8 Knowledge Organiser : 8B1: Plant Transport

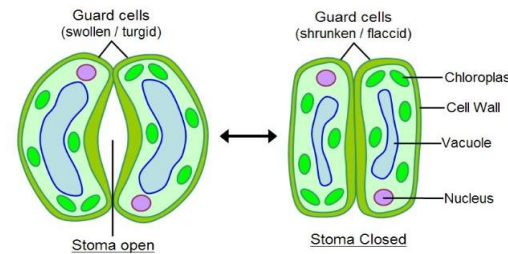
Word equation for photosynthesis



Limiting factors affect the rate of photosynthesis



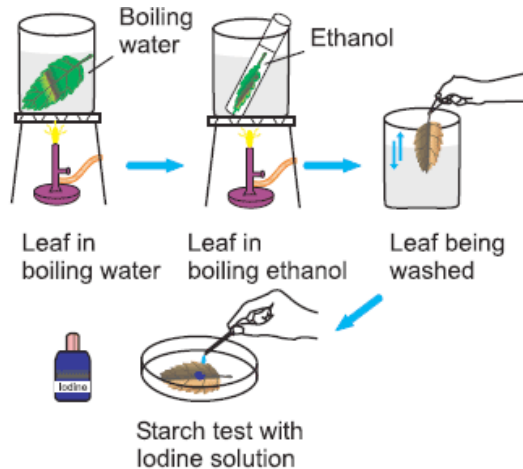
Stomata (pores) control the rate of gas exchange and water loss in leaves



Factors that affect transpiration rate

Factor	Description	Explanation
Light	Transpiration increases in bright light	The <i>stomata</i> open wider to allow more carbon dioxide into the leaf for photosynthesis. More water is therefore able to <i>evaporate</i> .
Temperature	Transpiration is faster in higher temperatures	Evaporation and <i>diffusion</i> are faster at higher temperatures.
Wind	Transpiration is faster in windy conditions	Water vapour is removed quickly by air movement, speeding up diffusion of more water vapour out of the leaf.
Humidity	Transpiration is slower in humid conditions	Diffusion of water vapour out of the leaf slows down if the leaf is already surrounded by moist air.

Starch test to identify the products of photosynthesis



Phloem Tubes Transport Food:

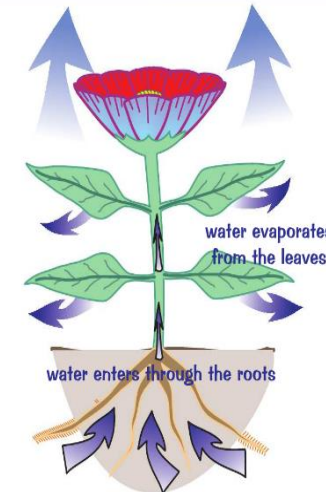
- 1) Made of columns of living cells with small holes in the ends to allow stuff to flow through.
- 2) They transport food substances (mainly dissolved sugars) made in the leaves to growing regions (e.g. new shoots) and storage organs (e.g. root tubers) of the plant.
- 3) The transport goes in both directions.

Xylem Tubes Take Water UP:

- 1) Made of dead cells joined end to end with no end walls between them and a hole down the middle.
- 2) They carry water and minerals from the roots to the stem and leaves in the transpiration stream (see below).



Transpiration is the Loss of Water from the Plant



- 1) Transpiration is caused by the evaporation and diffusion (see page 11) of water from inside the leaves.
- 2) This creates a slight shortage of water in the leaf, and so more water is drawn up from the rest of the plant through the xylem vessels to replace it.
- 3) This in turn means more water is drawn up from the roots, and so there's a constant transpiration stream of water through the plant.
- 4) Transpiration is just a side-effect of the way leaves are adapted for photosynthesis. They have to have stomata in them so that gases can be exchanged easily. Because there's more water inside the plant than in the air outside, the water escapes from the leaves through the stomata.