

A large, light blue watermark of the Wellington School crest is centered in the background of the page. It features the same lion and 'W' design as the official crest, but in a lighter, semi-transparent color.

# Knowledge Organisers

## Year 8

### Summer 2022

# Knowledge Organisers

## 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

\*Some subjects have Knowledge Organisers which last two terms or a year, therefore it will be the same as in past booklets.

# 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 to bring each term. However, it is important they keep the old 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.

# Knowledge Organiser - Term 2 & 3



- INDIA
- AFRICAN
- NATIVE AMERICAN
- CELTIC
- ISLAMIC
- CHINESE
- MAORI
- JAPANESE
- ABORIGINAL
- MEXICAN
- AZTEC



- 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 tinte.



- Skills**
- Pattern and symbolism
  - Printmaking
  - Culture understanding/application
  - Development of mixed media skills

- Artists inspired by colour**
- Claude Monet
  - Henri Matisse
  - Barbara Rae
  - Georgia O'Keeffe
  - Mark Rothko
  - David Hockney

Warm colours - perceived as energetic or exciting.

attract attention and are generally energetic or exciting.

Cool colours- are generally perceived as soothing and

generally perceived as soothing and

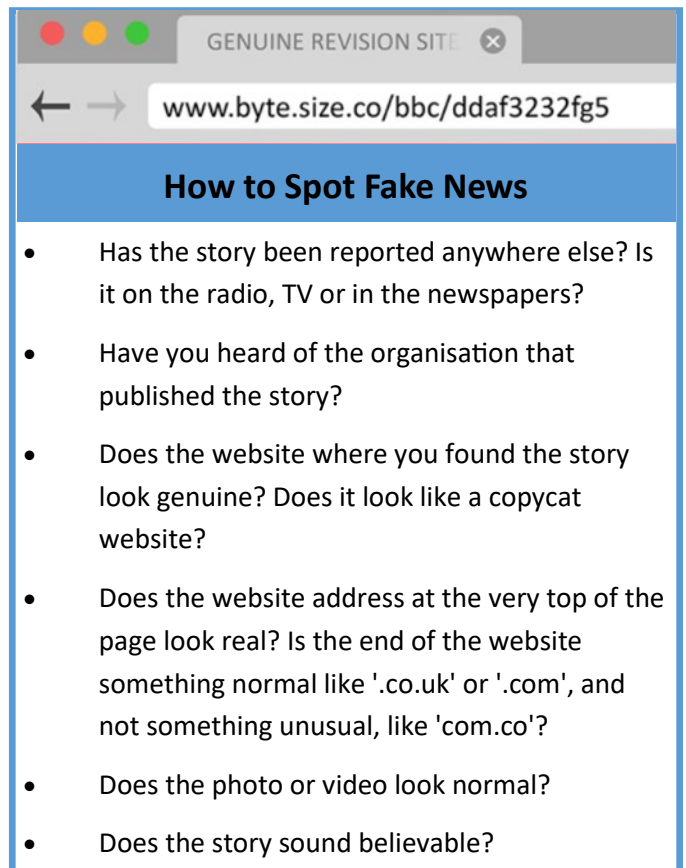
- WARM COLOURS**
- RED
  - ORANGE
  - YELLOW

- COOL COLOURS**
- BLUE
  - GREEN
  - VIOLET

## Computer Misuse Act 1990

The CMA was made law in 1990 and has been updated several times since. It outlines four offences:

1. Unauthorised access to computer material.
2. Unauthorised access to computer material with intent to commit further crime.
  - Fraud or blackmail could be committed with the information found out
3. Unauthorised modification of computer material
  - This means changing programs or data on a computer.
  - Using malware, such as viruses and trojans.
4. Making, supplying or obtaining anything that can be used to assist in hacking a computer system.
  - This means creating, distributing or knowingly getting malware.



The screenshot shows a browser window with the address bar containing 'www.byte.size.co/bbc/ddaf3232fg5'. The page title is 'GENUINE REVISION SITE'. The main heading is 'How to Spot Fake News'. Below the heading is a list of seven bullet points providing tips on identifying fake news.

### How to Spot Fake News

- Has the story been reported anywhere else? Is it on the radio, TV or in the newspapers?
- Have you heard of the organisation that published the story?
- Does the website where you found the story look genuine? Does it look like a copycat website?
- Does the website address at the very top of the page look real? Is the end of the website something normal like '.co.uk' or '.com', and not something unusual, like 'com.co'?
- Does the photo or video look normal?
- Does the story sound believable?

# Computing: The Impact of Computers on Society

How society has been shaped by information technology

## Why are Games so Addictive?

Tactics used by games designers to keep you playing:

1. They are often free.
2. Earn rewards for playing.
3. Punishments for not playing.
4. Notifications to remind you to play.
5. Use an in-game currency to buy game enhancements.
6. Progression points, such as XP.
7. Endless games.
8. Complete levels with a scoring system, such as stars.
9. Daily rewards that increase as you play more.
10. Global league tables.



## Copyright

### Key words:

**Copyright** is a law to protect creators of work from other people stealing it.

**Work** can mean pieces of literature, photographs, artwork, music, video software etc.

**Plagiarism** is passing off somebody else's work as yours.

**Public domain** work is not protected by copyright law.

**Creative commons licences** allow certain things to be done to work. This is decided by the owner.

**Attribution** is giving the owner credit for the work.

Blood Brothers	Soap Opera	Theatre through the ages
<ul style="list-style-type: none"> <li>• Willy Russel wrote the play Blood Brothers in the 1970's.</li> <li>• The main characters are Edward and Mickey; two twins separated by birth.</li> <li>• Mrs Johnstone and Mrs Lyons demonstrate the class divides in Liverpool at the time. They are both the parents of the boys.</li> <li>• Linda is both brothers' best friend and Mickey's future wife.</li> <li>• Prologue - Piece of text before the action explaining what is about to happen.</li> <li>• Musical theatre- Theatre created with song.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the basic features of a soap opera.</li> <li>• Over exaggerated.</li> <li>• Very dramatic and over the top storylines.</li> <li>• Understanding/creating setting and plot within a performance.</li> <li>• Creating and sustaining character using skills such as- Gait, Voice, Facial Expressions and Gesture.</li> <li>• Identify and explain key elements of soap operas and effectively explain and perform stereotypical characters.</li> <li>• Exploring new skills such as, Marking the Moment and Cross-Cutting.</li> </ul>	<ul style="list-style-type: none"> <li>• Greek theatre - Chorus, amphitheatre, masks and movement.</li> <li>• Medieval - trades, biblical stories and guild.</li> <li>• Commedia - Exaggeration, masks, body language, characterisation,</li> <li>• Kabuki - Dance, design, set, costume and make-up.</li> <li>• Victorian theatre - Stock characters, Melodrama, Shakespeare, globe theatre.</li> <li>• Naturalism - Stanislavsky, emotional memory, relaxation, character building.</li> <li>• Brecht - Epic theatre, non- naturalism, placards, alienation.</li> </ul>
Anne Frank	Key Words	Employability
<ul style="list-style-type: none"> <li>• Exploring a historical event/person(s)</li> <li>• Utilising Brecht's techniques: Explanatory captions, placards, illustrations, songs, narration, third-person narration, stage directions, breaking the fourth wall, multi-role, split-role</li> <li>• 'Epic Theatre'</li> <li>• Bertolt Brecht</li> <li>• Socio-political issues</li> <li>• Realism</li> <li>• Catharsis</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Pace</li> <li>• Pause</li> <li>• Volume</li> <li>• Tone</li> <li>• Diction</li> <li>• Choral Speaking</li> <li>• Role on the wall</li> <li>• Gait</li> <li>• Body Language</li> <li>• Facial Expression</li> <li>• Posture</li> <li>• Cross - cutting</li> <li>• Marking the moment</li> <li>• Direct Address</li> <li>• Interpretation of text</li> <li>• Genre</li> <li>• Style</li> </ul> <p style="text-align: center;"><u>Important Practitioner:</u> ➤ Bertolt Brecht</p>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Collaboration</li> <li>• Listening Skills</li> <li>• Creative Thinking</li> <li>• Leadership</li> <li>• Focus</li> <li>• Concentration</li> <li>• Positivity</li> <li>• Confidence</li> <li>• Self-Belief</li> <li>• Problem solving</li> <li>• Reflection</li> <li>• Refining work</li> <li>• Independence</li> </ul>

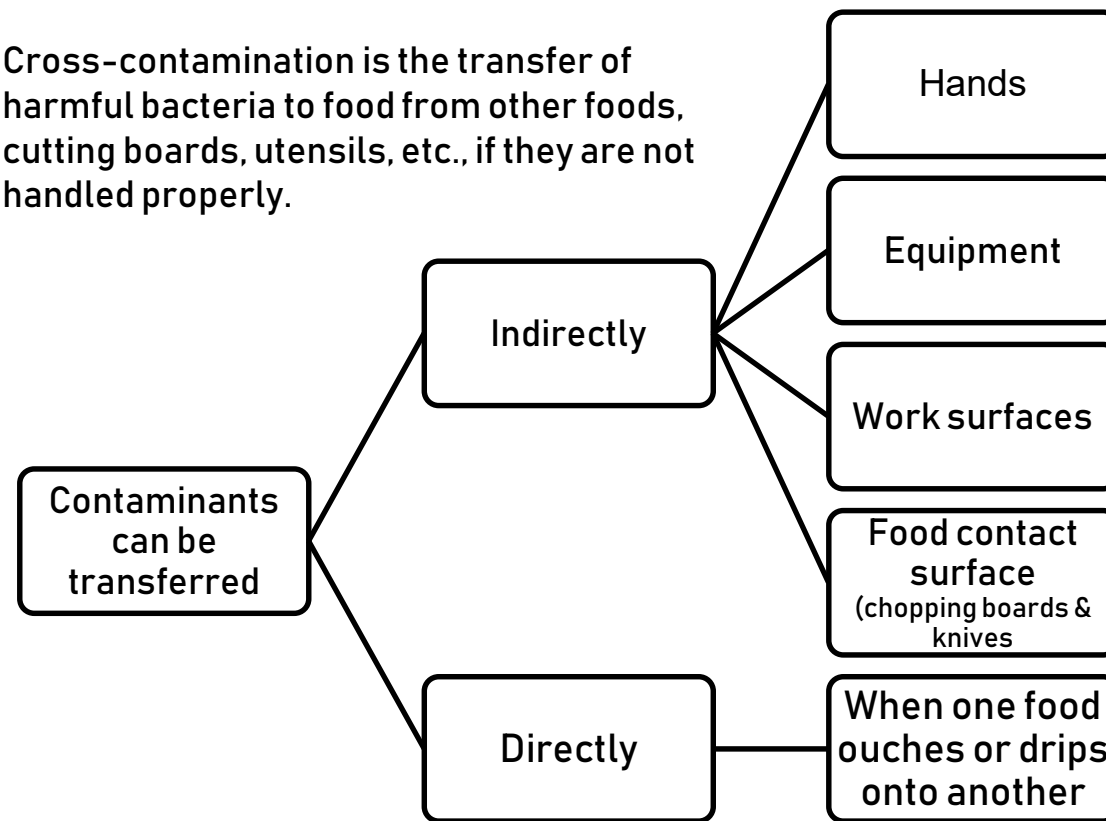


# Year 8 Cooking & Nutrition Mediterranean Cuisine Knowledge Organiser

## Food Hygiene

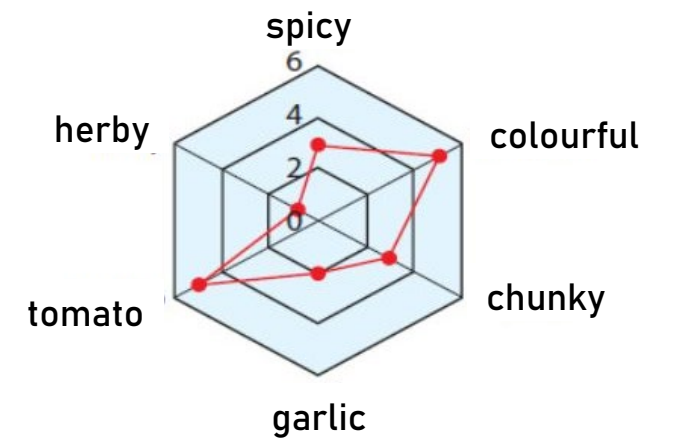


Cross-contamination is the transfer of harmful bacteria to food from other foods, cutting boards, utensils, etc., if they are not handled properly.



## Sensory Testing/Star Profile Charts

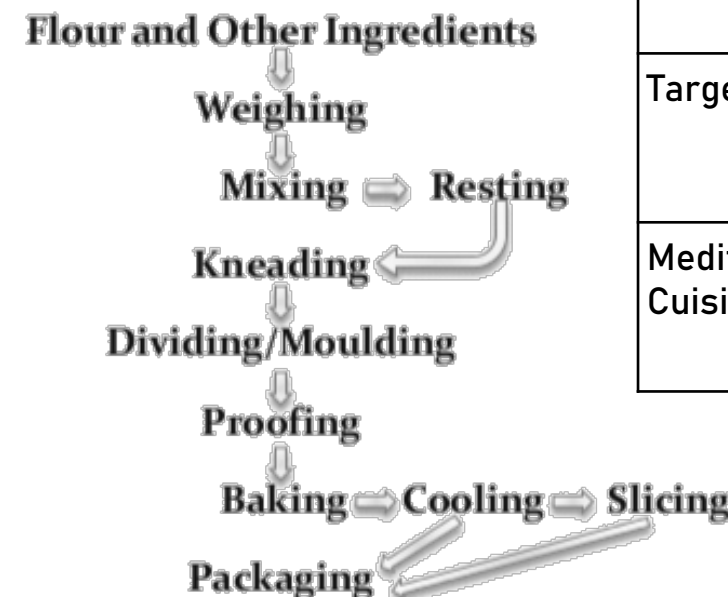
- These kind of tests can be used to find out what people particularly like about a food product to help build up a profile of it according to a range of sensory qualities such as saltiness, smoothness, crispiness, flavour.
- Star profile - This type of test gets testers to describe the appearance, taste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



## 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.











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 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

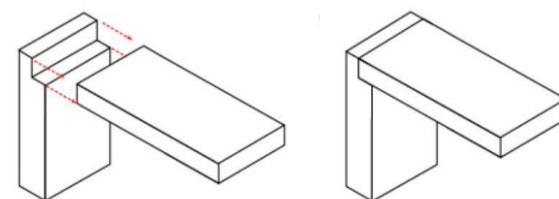
Tools for working with Timber	
 Try square	 Bench vice
 Steel rule	 Marking gauge
 Tenon saw	 File
 Belt & Disc Sanders	 Coping Saw
 Bench hook	 Pillar drill

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



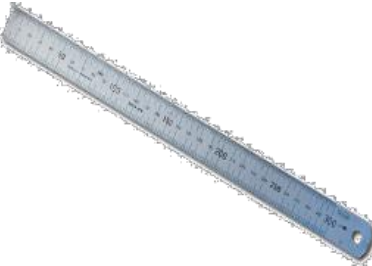


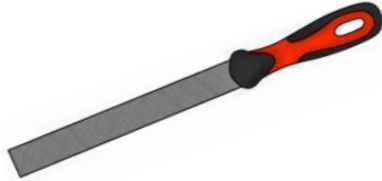


### Key Skills

- 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.

 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.

### Joining materials – construction techniques

#### Rivets:

Rivets are used to join plates together and they have been used for hundreds of years. Before the widespread use of welding.

# 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.

**ROMANTIC POETRY**

- Popular poetry of the late 18<sup>th</sup> and early 19<sup>th</sup> century
- The genre was introduced and developed by William Wordsworth and Samuel Taylor-Coleridge
- Wordsworth's *Lyrical Ballads* (1798) is the first major collection of Romantic Poetry
- Romantic poems celebrated the natural world
- Romantics thought we could learn from nature and understand life better from its example
- Romantics were fascinated by the human mind and imagination

**FAMOUS ROMANTIC POETS**

- William Wordsworth (1770-1850)
- Samuel Taylor Coleridge (1772-1834)
- William Blake (1757-1827)
- P.B. Shelley (1792-1822)
- Lord Byron (1788-1824)
- John Keats (1795-1821)

**‘JERUSALEM’ BY WILLIAM BLAKE**

- This poem was written by Blake by 1820
- It celebrates the past beauty of England by comparing it to the Holy land of Jerusalem
- It is a poem that fears the impact of industrial change on beautiful, rural England

**KEY QUOTES:**

- 'dark satanic mills'
- 'England's green and pleasant land'
- 'Bring me my chariot of fire!'

**‘OZYMANDIAS’ BY P.B. SHELLEY**

- This sonnet was written by P.B. Shelley in 1818
- Shelley wrote this poem, inspired by the discovery of the statue of Ramesses II in Egypt. He wrote it before the statue had even arrived in the British Museum in London, where you can still see it today
- Rameses was a tyrant who had immense power in Egypt; he fought many wars and built many monuments to celebrate this power
- Ozymandias is the Greek name for Ramesses II.

**KEY QUOTES:**

- 'Two vast and trunkless legs'
- 'Look on my works, ye Mighty, and despair!'

**‘SONGS OF INNOCENCE AND EXPERIENCE’ BY WILLIAM BLAKE**

- These collections of poems were counterparts to each other: *Songs of Innocence* was published in 1789 and the *Songs of Experience* in 1794.
- Blake explored childhood innocence in his first collection and then explored the adult world of 'experience' and suffering in a time of industrialisation and war. Here are some examples...

**‘THE LAMB’ (INNOCENCE) AND ‘THE TYGER’ (EXPERIENCE)**

These poems use animal symbolism to explore the innocence of childhood (*The Lamb*) compared to the corruption and industrialisation of the Victorian era (*The Tyger*)

**KEY QUOTES**

**The Lamb:** 'Little Lamb, God bless thee!'

**The Tyger:** 'Tyger tiger, burning bright/In the forests of the night'

**‘THE CHIMNEY SWEEPER’ POEMS**

These poems explore the experiences of young chimney sweepers. Blake criticises how institutions like the Church would justify this child labour through religion with working be the behaviour of good boys.

**KEY QUOTES**

**The Chimney Sweeper (Innocence):** 'If all do their duty they need not fear harm'

**The Chimney Sweeper (Experience):** 'They clothed me in the clothes of death'

**KEY SPELLINGS FOR THIS SCHEME OF WORK**

Romanticism	ballad	symbolism	pastoral
sublime	sonnet	refrain	radical
beautiful	meter	enjambment	persona
awesome	rhyme	caesura	speaker



**GOthic CONVENTIONS**

- Elements of both the horror and romance genres
- Texts feature sinister settings like castles, dungeons, secret passages, etc. Sometimes they feature vast landscapes too - Frankenstein has chapters set in the Swiss mountains and the Arctic!
- The weather is often used to create fear: storms, thunder, lightning, mist and fog are all common examples
- Curses, secrets, hauntings and bad omens are amongst the supernatural conventions of the genre
- Typical character types are ghosts, vampires, monsters, doppelgangers and scientists. This was because of people's greater supernatural beliefs and their increasing curiosity into the possibilities of scientific discover

**FAMOUS OLDER GOTHIC NOVELS**

*The Castle of Otranto* by Horace Walpole (1764) - the first Gothic novel  
*Northanger Abbey* by Jane Austen (1817)  
*Frankenstein* by Mary Shelley (1818)  
*Dracula* by Bram Stoker (1897)  
*Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson (1886)

The genre has continued to be popular because readers enjoy being scared and discovering the truth of many of the mysteries gothic texts hold!

**FRANKENSTEIN**

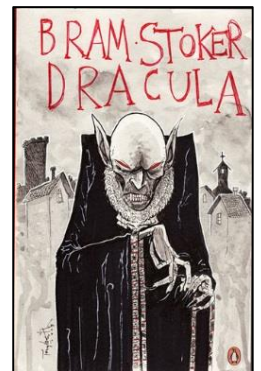
This famous novel features the tale of a young doctor, Victor Frankenstein, who due to bereavement decided to try and recreate life. He uses body parts that he gathers and creates a means of using electricity to bring his 'monster' to life. Victor is immediately scared of his monster and abandons it - this makes for a very interesting discussion of who the real 'monster' of the novel is.



**DRACULA**

Dracula is probably the most famous vampire in literature! A young lawyer travels to Castle Dracula in Transylvania; he quickly realises though that the gentleman that lives there has effectively made him a prisoner. After nearly being attacked by female vampires, Jonathon escapes and returns to England.

However, soon in England, people start becoming ill and dying... and with two little red marks appearing on their necks...



**DR. JEKYLL AND MR. HYDE**

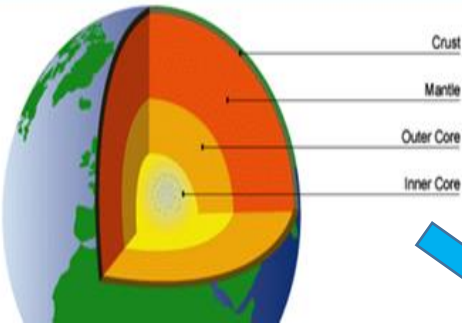
Dr. Jekyll is a doctor and scientist who is very good friend with a lawyer called Mr. Utterson. However, Jekyll starts behaving very unusually and seems incredibly depressed. This change seems to tie-in with the sudden introduction of a criminal called Mr. Hyde who scares everybody who meets him, although little else is known about him. Who could this strange man be?



**KEY SPELLINGS FOR THIS SCHEME OF WORK**

supernatural	grotesque	isolation	isolation	morality
imprisonment	monstrosity	abandonment	abandonment	criminality
power	haunting	abjection	abjection	deformity
sublime	trope	ancestral curse	ancestral curse	science

# Layers Of The Earth



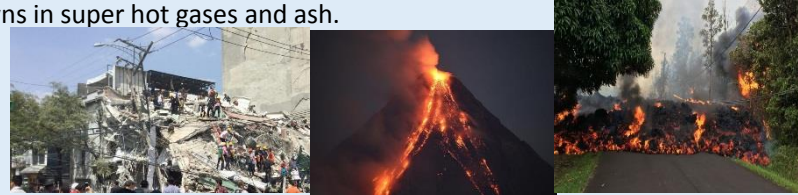
# Year 8 Geography

## Unit 4: Tectonic Landscapes



### Lesson 1-2 To identify Volcanoes and Earthquakes as hazards and to understand the structure of the Earth.

Vols and Equakes can cause different and similar general effects – For example volcanoes can create fires but so can earthquakes. However so effects are different. For example Earthquakes can create buildings to collapse but Vols can cover towns in super hot gases and ash.



The Earth has 4 basic layers to it. CRUST, MANTLE, OUTER CORE AND INNER CORE. All have different thicknesses, temperatures and made from different materials. It is hottest at the core which is a solid ball of Iron and Nickel while the only fully liquid layer is the Outer Core. The mantle is the thickest layer and the crust is the coolest and thinnest.

## KEYWORDS



LOOK  
SAY  
COVER  
WRITE  
CHECK

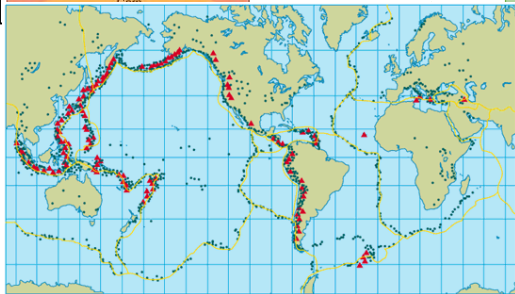
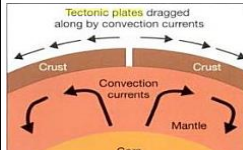
	Definition
Primary Effects	The effects of a disaster that happen immediately. For example People are trapped under rubble in an Earthquake.
Secondary Effect	These are effects that happen a while after the a disaster. For example In an Earthquake fires can start and burn houses down.
Plate Boundary	This is where there is a crack in the earth's crust, it is a dividing line. The plates can move.
Responses	Prediction, planning and protection can be put in place so we know how to react/respond to a disaster.

### Lesson 3-4: The Theory of plate tectonics and the location patterns of Vols and Equakes.



Did the continents ever fit together? Wegner said they did and they have drifted apart....

Evidence has found that convection cells move the plates in different directions....

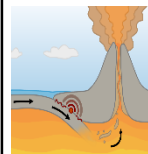


### Lesson 4: Locations and patterns

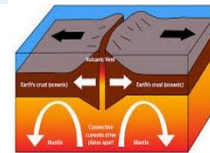
Vols and Equakes are found in LINEAR patterns often near to each other. They often occur on the edges of continents where plate boundaries are found

### Lesson 6

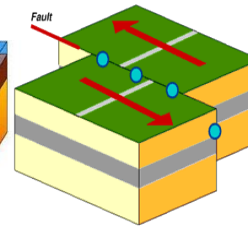
Plate boundaries: DESTRUCTIVE, CONSTRUCTIVE, CONSERVATIVE AND COLLISION



Destructive Oceanic vs Continental



oceanic away from oceanic



continental sliding past continental

### Lessons 7-9

Two examples of Earthquakes – LIC Haiti 2010 in the Caribbean and a HIC example of Japan in 2011. Both had severe effects however, Haiti was less prepared and the damage was more serious due to it being very poor. Japan coped better even though it was a big event. It was prepared and buildings were stronger.

### Lesson 10-Composite and Shield differences, and the key parts to volcano



Crater, Cone  
Vent, Ash  
Magma Chamber  
Lava,

### Lesson 11- 14

LIC Example: Volcanic eruption in the Congo – Nyiragongo

HIC Example: Mt Etna in Italy.



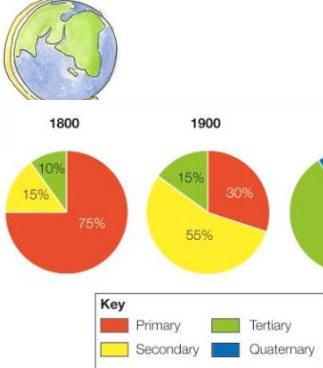
# Year 8 Geography

## Unit 3: Economic Activities



LOOK  
SAY  
COVER  
WRITE  
CHECK

KEYWORDS



**Lesson 1-2:** Economic activities are split into 4 categories, primary, secondary, tertiary, quaternary.

**Lesson 17:**

- In the past, the UK's economy was based on farming. Two types- arable and pastoral farming
- During industrialisation, the UK moved to the secondary sector
- De-industrialisation (factories and industry moving to elsewhere)
- The UK then moved into tertiary and quaternary sectors

**Lesson 2-4:** When choosing a site for a factory to locate, the following factors need to be considered:

**Raw materials-** These are the things that are made into something

**Labour-** These are the workers who work at the factory

**Power-** This is the energy used to make the factory work

**Transport-** This is how the natural resources and finished products are moved

**Market-** This is the place where the finished products are sold

**Site-** This is where the factory is located

**Lessons 10-15:** Shopping patterns, high street change and Altrincham fieldwork.

Out of town shopping centres (like the TC) led to a decline in UK high streets, especially Altrincham, resulting in many empty shops. Altrincham has changed its high street to attract more people back to it.

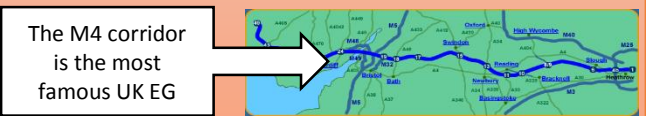
Methodologies carried out during Alt. fieldwork. These were presented as a **bi-polar graph** and **bar chart**.

	HOW?	WHY?	POSITIVES?	NEGATIVES?
Land Use Mapping				
Environmental Quality				
Pedestrian Counts				



**Lesson 5-6:** 'Made in China' China now produces goods for the world. This has given China much more money, but has harmed the environment

**Lesson 16:** High tech industries: These are advanced industries, that develop new things. They are located near business/science parks and Universities so they can recruit a highly skilled workforce.



**Lesson 18:** Modern industries, like quarries, can be made more sustainable. This means that the damage they do to the environment can be reduced. One way to do this is by turning old quarries into nature reserves.

	Definition
<b>Primary</b>	collecting or producing raw materials e.g coal miner, farmer
<b>Secondary</b>	making something using the processed raw materials. Manufacturing products. e.g a joiner
<b>Tertiary</b>	Selling services or skills. e.g banking or retail jobs
<b>Quaternary</b>	Providing information services. E.g. research and development jobs, government

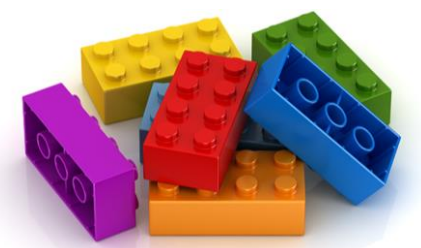


# Wellington History

## Year 8 HT 5 Knowledge Organiser

How was slavery abolished by the Americans and the British?

Has Britain (and Manchester) done enough to confront its links to the Slave Trade?



- ✓ What and why? To study the variety of reasons for the ending of the slave trade and the impact of slavery on the modern world. You will also consider whether Britain has done enough to acknowledge the impact of slavery.
- Stop, think and link: Why did the Slave Trade develop? What impact did slavery have?

### ❖ Want to explore further?

Book: Underground to Canada by Barbara Smucker

Book: Brit(ish) On Race, Identity and Belonging by Afua Hirsch

Book: The Interest How the British Establishment Resisted the Abolition of Slavery by Michael Taylor

Documentary:

<https://www.bbc.co.uk/iplayer/episodes/b063db18/britains-forgotten-slave-owners>

### Key Questions

- Why did the British abolish slavery?
- How was abolition different in the USA?
- Did life change after the abolition of Slavery in the USA?
- Did life change after the abolition of Slavery in British colonies?
- How important was slavery to the Industrial Revolution?
- How should we remember the Slave Trade?
- How does Quarry Bank Mill confront its links to slavery?
- Should Britain do more to confront its link to the Slave Trade?

### Keywords

#### **Abolish**

To stop something happening by making it illegal

#### **Abolitionist**

Someone involved in public campaigning to end slavery and the slave trade

#### **Boycott**

Refusal to purchase a particular product as an act of protest

#### **Labour**

Physical work done by people

#### **Middle Passage**

The second voyage of the Triangular Trade

#### **Petition**

A written request made to the government asking for change

#### **Plantation**

Fields where crops were grown

#### **Quaker**

A Christian group

#### **Slavery**

A slave is a person who is owned by another person. Slaves are forced to work and are not paid.

#### **Society for the Abolition of the Slave Trade**

Group formed in 1781 to campaign for an end to the slave trade

#### **Civil War**

War between two groups within one country

### Key events and Key People

**Ignatius Sancho:** Well known 18th century black Briton, and the first to vote in an election

**William Grenville:** Prime Minister of Britain from 1806-1807

**Olaudah Equiano:** Freed slave who lived in London as a prominent antislavery campaigner

**Thomas Clarkson:** Leading campaigner against slavery and the slave trade

**1582:** First English Slavery voyage to Africa

**1660:** Royal African Company is founded

**1787:** Thomas Clarkson sets up the Abolition of Slavery Committee

**1789:** Olaudah Equiano publishes his autobiography

**1791:** The slave rebellion on St Domingue

**1804:** The slaves on St Domingue win the rebellion

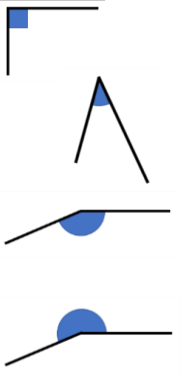
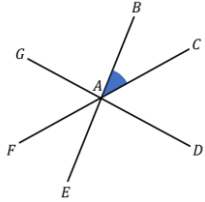
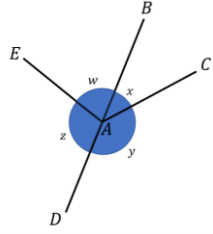
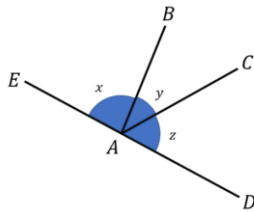
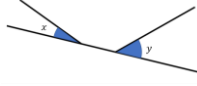
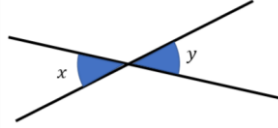
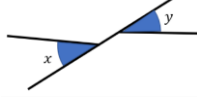
**1807:** The Slave Trade is abolished in Britain

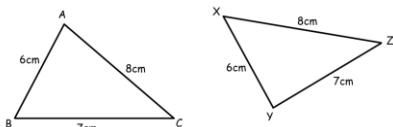
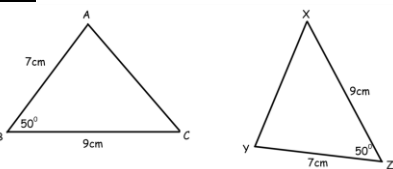
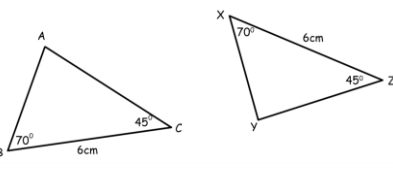
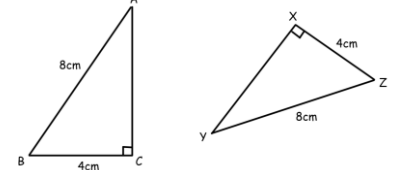
**1833:** Slavery abolished in Britain's Empire

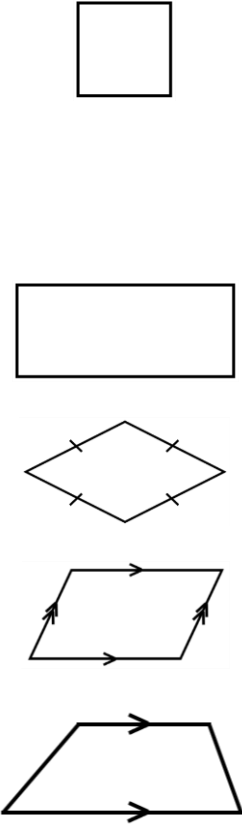
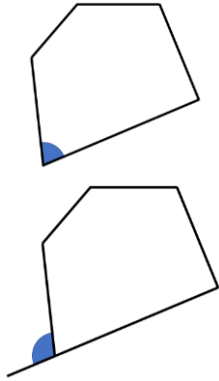
**1861-1865:** The American Civil War is fought between Northern and Southern States. The North defeats the South and Slavery is officially abolished in the USA.



Key Stage 3 Topic 15: Angles

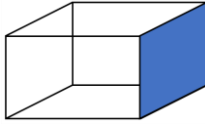
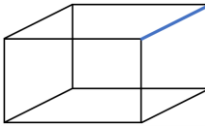
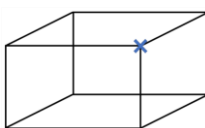
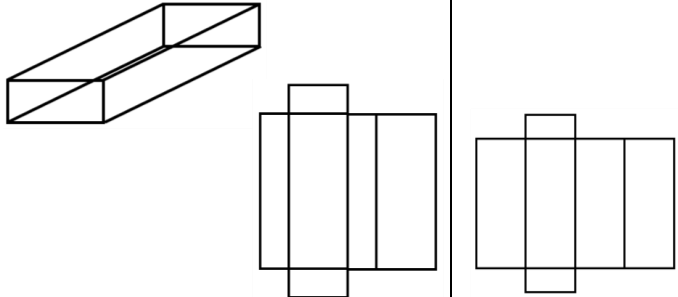
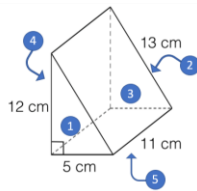





Topic/Skill	Definition/Tips	Example	Non-example
1. Introduction to angles	<p>A <u>right angle</u> is <math>90^\circ</math>.</p> <p>An <u>acute angle</u> is less than <math>90^\circ</math>.</p> <p>An <u>obtuse angle</u> is between <math>90^\circ</math> and <math>180^\circ</math>.</p> <p>A <u>reflex angle</u> is between <math>180^\circ</math> and <math>360^\circ</math>.</p>		
	<p>Angles are labelled using three letters. They are determined by the lines forming the angle with the middle letter being where the angle 'is'.</p>	 <p>The labelled angle is <math>\angle BAC</math></p>	<p>The labelled angle across is not angle A.</p>
	<p>Angles around a point add up to <math>360^\circ</math>.</p>	 <p><math>w + x + y + z = 360</math></p>	
	<p>Angles on a straight line add up to <math>180^\circ</math>.</p>	 <p><math>x + y + z = 180</math></p>	 <p><math>x + y \neq 180</math></p>
	<p>Vertically opposite angles are equal.</p> <p>'Vertically' is used as the angles are around a single vertex.</p>	 <p><math>x = y</math></p>	 <p><math>x \neq y</math></p>

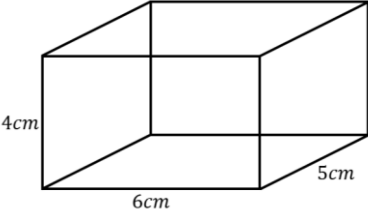
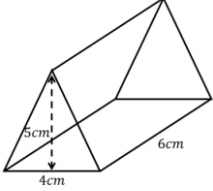
2. Angles in triangles	Angles in a triangle add up to 180°.		
3. Properties of triangles	<p>A <u>scalene triangle</u> has all lengths and angles of different sizes.</p> <p>An <u>isosceles triangle</u> has two equal lengths and angles.</p> <p>An <u>equilateral triangle</u> has all equal lengths and angles (60°).</p> <p>A <u>right-angled triangle</u> is either scalene or isosceles but contains a right-angle.</p>		
	<p>Two shapes are <u>congruent</u> if they have all properties exactly the same (other than orientation).</p> <p>Two triangles are congruent if you can match up:</p> <p>SSS (Side, Side, Side)</p> <p>SAS (Side, included Angle, Side)</p> <p>ASA (Angle, included Side, Angle)</p> <p>RHS (Right angle, Hypotenuse, Side)</p>	<p><u>SSS</u></p>  <p><u>SAS</u></p>  <p><u>ASA</u></p>  <p><u>RHS</u></p> 	
4. Angles in quadrilaterals	Angles in a quadrilateral add up to 360°.		

<p>5. Properties of quadrilaterals</p>	<p>A square is a special rectangle (all sides are same length).</p> <p>A square is a special rhombus (all angles are the same size).</p> <p>A rectangle is a special parallelogram (all angles are right-angles).</p> <p>A rhombus is a special parallelogram (all lengths are the same size).</p> <p>A parallelogram is a special trapezium (two pairs of parallel sides).</p> <p>A trapezium has four sides and one pair of parallel lengths.</p>		
<p>6. Properties of polygons</p>	<p>An interior angle of a polygon is an angle on the inside of a shape.</p> <p>An exterior angle is formed by extending an edge and measuring the angle.</p> <p>The sum of interior angles for an <math>n</math>-sided polygon is:  <math display="block">180(n - 2)</math></p> <p>The sum of exterior angles for an <math>n</math>-sided polygon is:  <math display="block">360</math></p>	 <p>The sum of a heptagon (7-sided shape) is:  <math display="block">180(7 - 2) = 180 \times 5 = 900</math></p>	

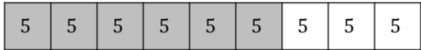


### Key Stage 3 Topic 13: 3D Shapes

Topic/Skill	Definition/Tips	Example	Non-example
1. 3D Shapes and Vertices, Edges and Faces	A <u>face</u> is a two-dimensional surface on a 3D shape.		
	An <u>edge</u> is where two faces meet on a 3D shape.		
	A <u>vertex</u> is where multiple edges meet on a 3D shape.		
	A <u>prism</u> is a polyhedron with a constant cross-section.	Cuboids, cubes, triangular prisms etc. are all prisms.	A cylinder is not a prism as it is not a polyhedron (3D shape with straight edges and vertices).
2. Nets	The <u>net</u> of a shape is the two-dimensional representation of a 3D shape.  The edges of the 3D shape must match with the net.		
3. Surface Area	<u>Surface area</u> is the total amount of space that is used on the outside of the shape.  When calculating the surface area of a 3D shape, we label each face and then calculate the areas systematically.	 <ul style="list-style-type: none"> <li>1  <math>\frac{5 \times 11}{2} = 30\text{cm}^2</math></li> <li>2  <math>\frac{5 \times 11}{2} = 30\text{cm}^2</math></li> <li>3  <math>11 \times 13 = 143\text{cm}^2</math></li> <li>4  <math>11 \times 12 = 132\text{cm}^2</math></li> <li>5  <math>11 \times 5 = 55\text{cm}^2</math></li> </ul>	

<p>4. Volumes of Prisms and Cylinders</p>	<p><u>Volume</u> is the amount of 3D space occupied by an object.</p> <p>To calculate the volume of a prism or cylinder, you multiply the area of the cross-section by the length.</p>	 <p style="text-align: center;"><math>Vol = 4 \times 6 \times 5</math></p>	 <p style="text-align: center;"><math>Vol \neq 5 \times 4 \times 6</math></p>
---	--	--	--

Key Stage 3 Topic 14: Ratio

Topic/Skill	Definition/Tips	Example	Non-example
1. Introduction	A <u>ratio</u> is a way of comparing the relative size of two or more quantities.	20:40  1:5:4  $\frac{1}{2}:5:61.3$	$\frac{3}{7}$
	Ratios are in their <u>simplest form</u> when the terms are coprime integers.	4:5  3:6:8  25:16	$1:\frac{1}{2}$  36:12:48
2. Unit Ratios	Ratios can be written so that one part is 1, typically $1:n$ or $n:1$ .  When written as a unit, ratios may not be written in their simplest form.	1:4  $\frac{5}{2}:1$  1:20.2	16:4  $\frac{1}{3}:\frac{1}{2}$
3. Sharing Ratios	Quantities can be shared into a ratio.  We must look at the total number of parts and then share the quantity amongst them.	Share £45 in the ratio 6:3.  $45 \div 9 = 5$ $6 \times 5 = 30 \quad 3 \times 5 = 15$  $£30:£15$	Share £210 in the ratio 7:3.  $210 \div 7 = 30$ $210 \div 3 = 70$  $£30:£70$
4. Proportional Reasoning	Two quantities are in proportion if there is a multiplicative relationship. This typically involves a scale factor.	A film character is 160cm tall. A toy company makes a doll of them that is 12cm tall. How tall would the toll be of a character that is 180cm?  $S.f. = \frac{12}{160} \quad \frac{12}{160} \times 180 = 13.5$	
5. Maps and Scales	When using ratios with maps, remember that each term must be in the same units.	A distance on a map is 3cm. The scale is 1:10 000. What is the actual distance in km?  $3 \times 10000 = 30000cm = 300km$	

**Year 8 French Knowledge**  
**Organiser HT5**

**Intensifiers**

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

**Giving an opinion**

je pense que	I think that
je crois que	I believe

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

Je suis fan de	I'm a fan of
J'ai horreur de	I hate

**Complex justifications**

Ils me font peur	They frighten me
Ils me font rire	They make me laugh
Ça me plait	It pleases

me

Ça m'énerve	It annoys
-------------	-----------

me

Ça me rend...	It makes
me...	

**Sequencers and Time phrases**

D'abord	First of all
Avant	Before
Après	After
Puis	Then
Ensuite	Next
Finalement	Finally

Quand	When
Si	If

**Adjectives**

Drôle/marrant	funny
rigolo(te)	funny
amusant	fun
passionant	exciting
ennuyeux/barbant	boring
effrayant	scary
pénible	annoying
casse-pied	annoying
gentil(le)	nice/kind
sympa	nice
intelligent(e)	intelligent

**Frequency Words**

Normalement	Normally
En general	In general
D'habitude	Usually
Toujours	Always
Tout le temps	all the time
De temps en temps	From time to time

Souvent	Often
Parfois/Quelquefois	Sometimes
Rarement	Rarely

**Verbes essentiels**      **Key verbs**

<b><u>ALLER</u></b>	<b><u>TO GO</u></b>
Je vais	I am going/I go
Tu vas	You go/You are going
Il/elle va	He/She is going/He/She goes
On va	We are going/we go

**ETRE**

Je suis
Tu es
Il/elle est

**TO BE**

I am
You are
He/she is

**AVOIR**

J'ai
Tu as
Il/elle a

**TO HAVE**

I have
You have
He/she has

**FAIRE**

Je fais
Tu fais
Il/elle fait

**TO DO**

I do
You do
He/she does

**Using the past tense**

Hier	Yesterday
La semaine dernière	Last week
Je suis allé(e)	I went
Nous sommes allé(e)s	We went
J'ai visité	I visited
J'ai regardé	I watched
C'était	It was...

**Using the future tense**

Ce weekend	This weekend
Cet été	This summer
Je vais aller	I'm going to go
Je vais visiter	I'm going to visit
Je vais regarder	I'm going to watch
Ça va être	It's going to be

**Using the conditional tense**

Je voudrais..	I would like
Mes parents voudraient	My parents would like
Ce serait	It would be

**Les mots essentiels** High frequency words

Avec	with
Bien	well
Comme d'hab	as usual
En plus	in addition
Ensemble	together
Même	same
Ou	or
Partout	everywhere
Plutôt	rather
Sinon	otherwise
Surtout	especially
Souvent	often
Tout(e)	all, every



**Year 8 French Knowledge  
Organiser HT6 End of Year  
revision**

**Basic verbs 1<sup>st</sup>- 3rd person**

J'ai I have  
Tu as You have  
Il/elle/on a He/She/  
(we) have

Je suis I am  
Tu es You are  
Il/elle/on est He/She  
(we) are

J'habite I live  
Tu habites You live  
Il/elle/on habite He/she  
(we) live

J'aime I like  
Tu aimes You like  
Il/elle/on aime he/she  
(we) like

J'adore I love  
Tu adores You love  
Il/elle/on adore He/She  
(we love)

Je regarde I watch  
Tu regardes You watch  
Il/elle/on regarde He/She  
(we) watch

Je pense I think  
Tu penses You think  
Il/elle/on pense He/she  
(we) think

Je vais I am  
going/I go  
Tu vas You go/You  
are going  
Il/elle va He/She is  
going/He/S  
he goes  
On va We are  
going/we  
go

Je fais I do  
Tu fais You do  
Il/elle fait He/she  
does  
On fait we do

**Giving an opinion**

je pense que I think that  
je crois que I believe

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

Je suis fan de I'm a fan of  
J'ai horreur de I hate

**Making comparisons**

Plus que more than  
Moins que less than

**Complex justifications**

Ils me font peur They  
frighten me  
Ils me font rire They make  
me laugh  
Ça me plaît It pleases  
me  
Ça m'énerve It annoys  
me  
Ça me rend... It makes  
me...

**Adjectives**

Joli(e) pretty  
Vieux/Vielle old  
Douillet cosy  
Bel/belle beautiful  
Drôle/marrant funny  
rigolo(te) funny  
amusant fun  
passionant exciting  
ennuyeux/barbant boring  
effrayant scary  
pénible annoying  
casse-pied annoying  
gentil(le) nice/kind  
sympa nice  
paresseux/se lazy

**Frequency and Time markers**

Aujourd'hui Today  
En general In general  
D'habitude Usually  
Toujours Always  
Tous les jours everyday  
De temps en temps From time  
to time

Souvent Often  
Parfois/Quelquefois Sometimes  
Rarement Rarely  
Quand When  
Si If  
Puis then

**Using the past tense**

Hier soir Last night  
La semaine dernière Last week  
Je suis allé(e) I went  
Nous sommes allé(e)s We went  
J'ai visité I visited  
J'ai regardé I watched  
C'était It was...

**Using the future tense**

Ce weekend This  
weekend  
Cet été This  
summer  
Je vais aller I'm going to  
go  
Je vais visiter I'm going  
to visit  
Je vais regarder I'm going  
to watch

Ça va être It's going  
to be

**Using the conditional tense**

Je voudrais I would like  
Mes parents voudraient  
My parents  
would like  
Ce serait It would be



## Year 8 Spanish Knowledge Orgnaiser

### Las vacaciones - Holidays

#### ¿Adónde fuiste? Where did you go (to)?

el año pasado...	Last year...
Fui a...	I went to...
Alemania	Germany
Argentina	Argentina
Cuba	Cuba
Escocia	Scotland
España	Spain
Francia	France
Gales	Wales
Grecia	Greece
India	India
Inglaterra	England
Irlanda	Ireland
Italia	Italy
México	Mexico
Pakistán	Pakistan
Portugal	Portugal
República Dominicana	the Dominican Republic

#### ¿Cómo fue? What was it like?

Fue...	It was...
estupendo	fantastic
genial	brilliant
guay	great, cool
aburrido	boring
horrible	awful
un desastre	a disaster

#### ¿Con quién fuiste? Who did you go with?

Fui...	I went...
con mi familia	with my family
con mis padres	with my parents
con mis amigos	with my friends

#### ¡Buen viaje!

<u>¿Adónde fuiste de vacaciones?</u>	
Fui a Madrid	I went to Madrid
<u>¿Cómo fuiste? ¿Cómo fuiste?</u>	
Fui...	I went
a pie	on foot
en autocar	by bus
en avión	by plane
en barco	by boat
en bicicleta	by bike
en coche	by car
en monopatín	by skateboard
en tren	by train

#### Las estaciones

<u>la primavera pasada</u>	last Spring
el verano pasado	last Summer
el otoño pasado	last Autumn
el invierno pasado	last Winter

#### ¿Qué hiciste?

Bailé	I danced
Descansé	I had a rest/break.
Escuché música	I listened to music
Fui de excursión	I went on a trip
Jugué al voleibol en la playa	I played volleyball on the beach
Mandé mensajes	I sent messages
Monté en bicicleta	I rode my bike
Saqué fotos	I took photos
Tomé el sol	I sunbathed
Visité monumentos	I visited monuments

#### ¿Qué tal lo pastaste?

iLo pasé bomba!	I had a fantastic time
iLo pasé fenomenal!	I had a wonderful time
iLo pasé guay!	I had a wonderful time!
iLo pasé bien!	I had a good time!
iLo pasé mal!	I had a bad time!
iLo pasé fatal!	I had an awful time

#### Duración

##### ¿Cuánto tiempo pasaste allí?

Pasé	I spent...
diez días	ten days
una semana	a week
dos semanas	two weeks
una quincena	two weeks
un mes	a month

#### Duration

#### Mis vacaciones

Generalmente...

Normalmente...

Me quedo en casa

Salgo con mis amigos

Por la noche

Vamos a la cafetería

Voy a España

Pero el año pasado...

fui a Cuba

fuimos en avión

fuimos a un restaurante italiano

hice excursiones muy interesantes

jugué al fútbol

pinté

#### My holidays

Usually...

Normally...

I stay at home

I go out with my friends

In the evening

We go to the café

I go to Spain

But last year...

I went to Cuba

We went by plane

We went to an Italian restaurant

I went on very interesting trips

I played football

I painted

#### Palabras muy útiles

##### Very useful words

a	to
con	with
en	in, by
¿Cómo?	How?
¿Adónde?	where (to)
¿Quién?	Who? Whom?
¿Qué?	What?

#### El tiempo

Había buen tiempo	It was good weather
Había calor	It was hot
Había frío	It was cold
Había tormenta	It was stormy
Había niebla	There was fog
Llovía	It was raining
Nevaba	It was snowing

**Year 8 Spanish Knowledge**  
**Organiser HT6 End of Year**  
**revision**

**Basic verbs 1<sup>st</sup>- 3rd person**

Tengo	I have
Tienes	You have
Tiene	He/She has
Soy/Estoy	I am
Eres/estás	You are
Es/está	He/She/it is
Vivo	I live
Vives	You live
Vive	He/she lives
Me gusta	I like
Te gusta	You like
Le gusta	he/she likes
Me encanta	I love
Te encanta	You love
Le encanta	He/She loves
Veo	I watch
Ves	You watch
Ve	He/She watches
Pienso	I think
Piensas	You think
Piensa	He/she thinks
Voy	I go/I am going
Vas	You go/You are going
Va	He/she goes/ He/She is going
Vamos	We go/We are going

Hago	I do
Haces	You do
Hace	He/she does
Hacemos	we do

**Giving an opinion**

pienso que	I think that
creo que	I believe that
en mi opinion	in my opinion
prefiero	I prefer
lo encuentro	I find it
estoy de acuerdo	I agree
no estoy de acuerdo	I don't agree
Odio	I hate

**Making comparisons**

Más... que	more... than
Menos... que	less... than
Tan... como	as... as

**Adjectives**

Bonito/a	pretty
Viejo/a	old
Acogedor(a)	cosy
Hermoso/a	beautiful
gracioso/a	funny
divertido	fun
emocionante	exciting
aburrido/a	boring
fácil	easy
fastidioso/a	annoying
amable	nice/kind
sympa	nice
perezoso/a	lazy

**Frequency and Time markers**

Hoy	Today
Por lo general	In general
Generalmente	Usually
siempre	Always
todos los días	everyday
De vez en cuando	From time to time
A menudo	Often
A veces	Sometimes
Casi nunca	Rarely
Cuando	When
Si	If
Luego	then

**Using the past tense**

Anoche	Last night
La semana pasada	Last week
Fui	I went
Fuimos	We went
Visité	I visited
Comí	I ate

Era	It was...
-----	-----------

**Using the future tense**

Este fin de semana	This weekend
Este verano	This summer
Voy a ir	I'm going to go
Voy a visitar	I'm going to visit
Voy a comer	I'm going to watch

Va a ser	It's going to be
----------	------------------

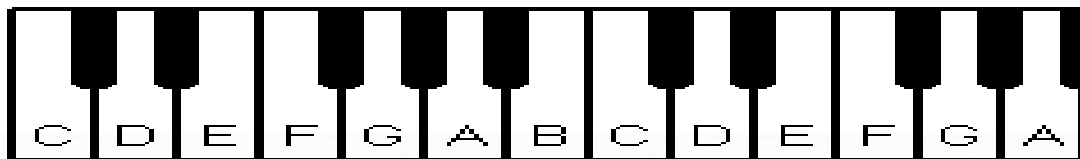
**Using the conditional tense**

Me gustaría	I would like
Sería	It would be

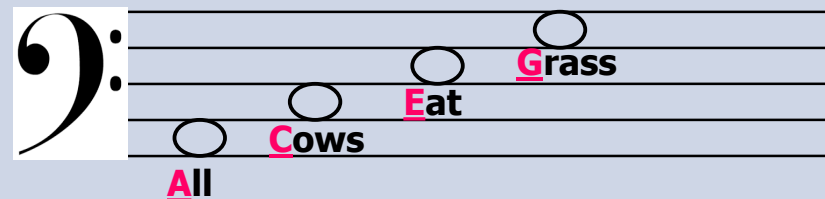
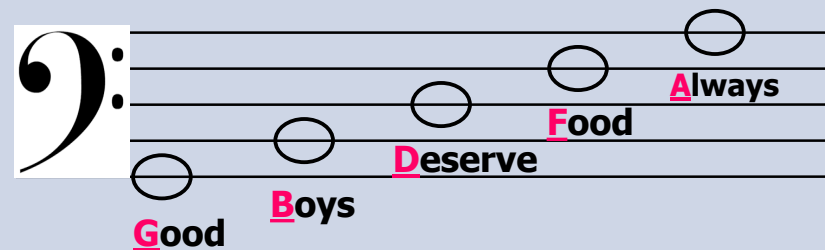


## Music Year 8 Knowledge Organiser: Musical Theatre (Summer Term)

<b>Overture</b>	A piece of music to open the musical, often including some of the key themes from the show.
<b>Solo</b>	A song sung by one member of the production
<b>Duet</b>	A song sung by two of the main members of cast
<b>Chorus</b>	A number where everyone on the show performs together
<b>Dance</b>	An extended dance number of any type
<b>Action</b>	A song which moves the story or plot forward
<b>Character</b>	A song which allows the character to express their feelings.
<b>Finale</b>	The final piece of music in a musical—usually recycles common themes from throughout the production.



### BASS CLEF NOTATION



### Greased Lightnin' Chord Structure

C	C	C	C
F	F	C	C
G	F	C	C

# Unit 4: Citizenship

## Year 8

### Skills

- Is reflective about the knowledge and skills needed for setting realistic targets and personal goals.
- Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.
- Can express and explain opinions through discussion and written assessments.

### Knowledge

Develop knowledge and understanding about political parties and their policies and understand how campaigns work





# Y8: Unit 3 Islam

Islam is the second largest religion in the world with over 1 billion followers worldwide and probably, the most misunderstood. There are around 2 million Muslims in Britain with accounts for around 2.7% of the population. In this unit of work you will explore Islamic beliefs, practices and how the religion of Islam influences the lives of people everyday. This opens a wider debate on issues such as the use of violence, what happens when we die and whether places of worship are actually important and needed in the 21<sup>st</sup> century.

## Curriculum Organiser

### Religions

#### Lesson 1

##### Islam: What is it all about?

*Can you identify key beliefs and practices of the religion of Islam?*

*The 5 pillars are vital. Can you identify each one, including it's Arabic term and explain why each is important?*

#### Lesson 4

##### Muhammad: Why is he important?

*Did Muhammad have an easy life? Give examples to illustrate this.*

*Can you give examples as to why Muhammad was a good individual, family man, leader and teacher?*

*Can you give reasons why He is an important Prophet in Islam?*

#### Lesson 7

##### Why go to a Mosque?

*Can you give different examples of how a mosque is used?*

*Can you give different examples of what you might find in a Mosque?*

### Ethics

#### Lesson 2

##### Should the 5 Pillars be compulsory for all?

*Can you give 1 example for each pillar as to why it might be a positive if we ALL followed it?*

*Can you give 1 examples for each pillar as to why it might not be a positive for us all to follow it?*

#### Lesson 5

##### Charlie Hebdo: Do acts of terror represent the religion of Islam?

*Why is it wrong to draw Allah & Muhammad What has happened previously as a result?*

*Do you think we should all have the right to offend others, regardless of their faith and beliefs?*

#### Lesson 8

##### Halal and Haram: Is it misunderstood?

*Can you describe, and give examples of things that are halal, haram and mashbooh in the religion of Islam?*

### Philosophy

#### Lesson 3

##### Who is Allah?

*Can you give examples of things that Muslims cannot do to describe Allah and why?*

*Can you describe what the idea of Tawhid is and give quotes that illustrate this key belief in God?*

#### Lesson 6

##### Jihad: is violence ever OK?

*"Fight in the name of Allah" Can you give and consider different interpretations of this?*

*Can you give examples of rules left by Muhammad regarding Jihad?*

*Does violence ever solve anything?*

#### Lesson 9

##### Islam and Life after Death – unrealistic?

*What do Muslims believe happens to us when we die?*

*Would you say it is a realistic belief about what may happen after our death?*

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

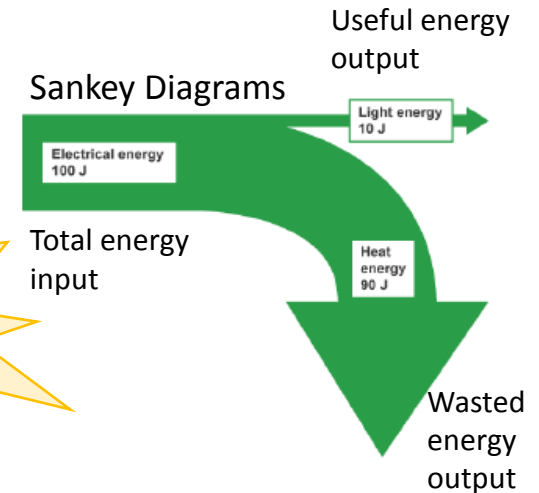
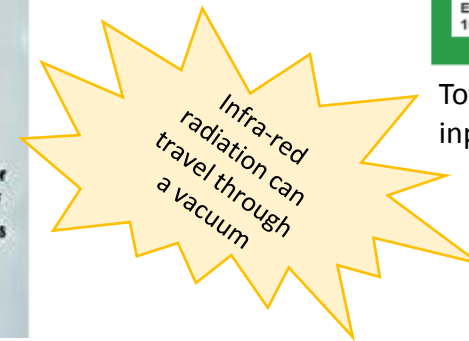
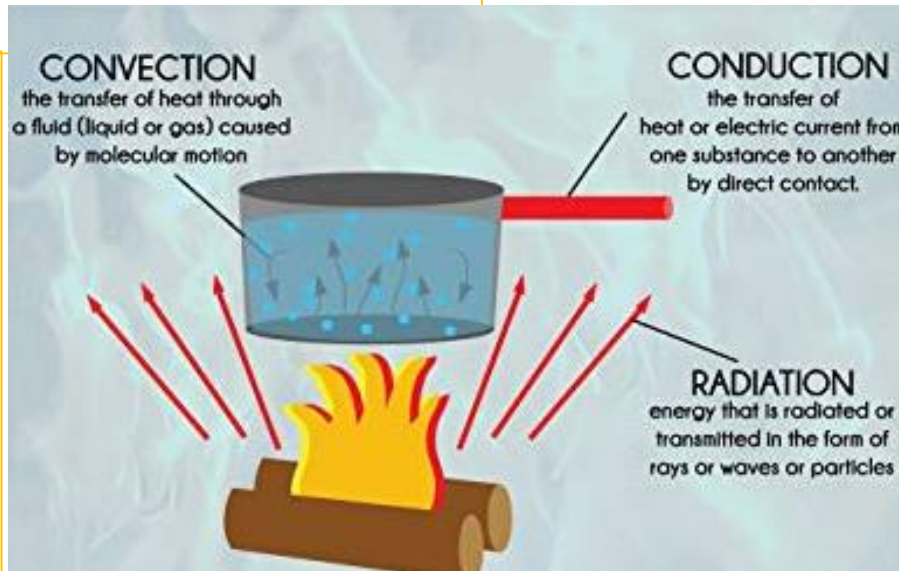
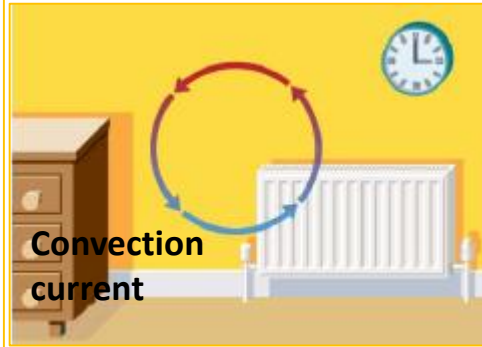


# Year 8 P3 Knowledge Organiser : Energy Transfers

## 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.



## 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

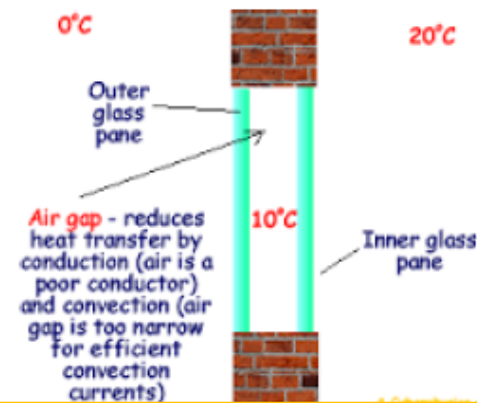
All objects transfer thermal energy by emitting **infra-red radiation**, the hotter an object is the more infra-red radiation it emits. Infra-red radiation is part of the electromagnetic spectrum.

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

**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.



## 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

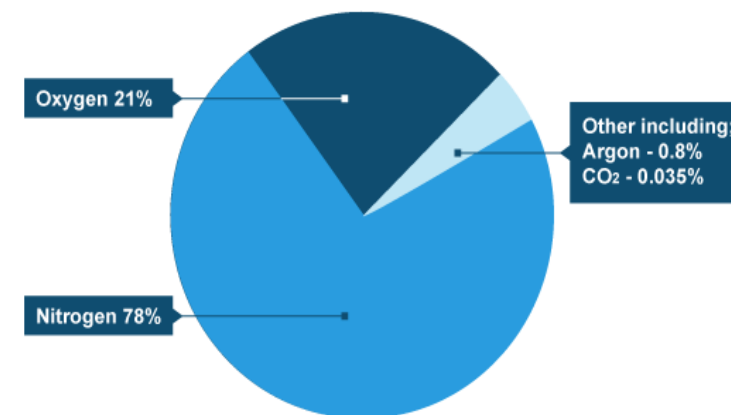
An experiment to find the effect of volume of air on the burning time of a candle.

The method is:

1. Place a small candle on a safety mat.
2. Light the candle.
3. Place a 100 cm<sup>3</sup> 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.

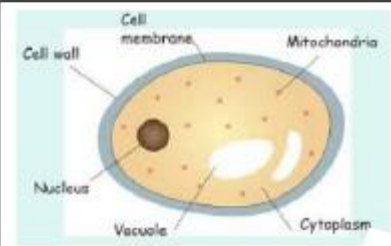
These gases cause environmental problems such as acid rain. This happens when sulphur reacts with oxygen to make sulphur dioxide and then it dissolves in rain water to make it acidic



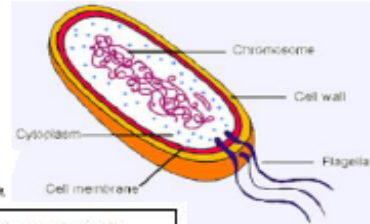
# Year 8 Knowledge Organiser : Health and Disease

**Pathogens** are microorganisms that cause infectious disease. Pathogens may be viruses, bacteria, protists or fungi. They can be spread by direct contact, by water or by air. Bacteria and viruses may reproduce rapidly inside the body.

Fungi can also cause disease, by growing on living tissue (for example, athlete's foot is caused by a fungus).

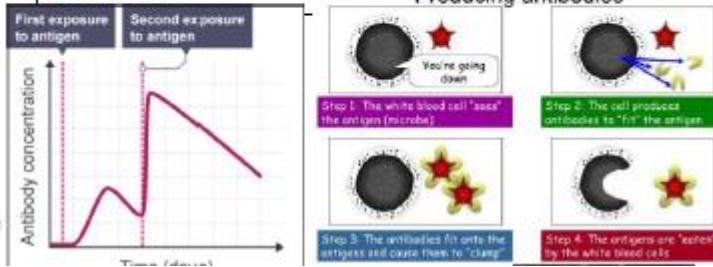
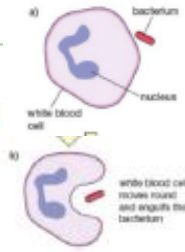


Bacteria reproduce rapidly and can release poisonous chemicals, called toxins, that damage our cells. Examples of diseases caused by pathogenic bacteria include cholera, tuberculosis (TB) and food poisoning.



## The specific defence system:

White blood cells help to defend against pathogens by: phagocytosis, antibody production & antitoxin production.

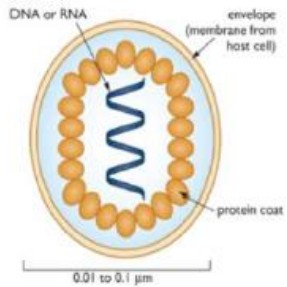


**Antibiotics**, such as penicillin, are medicines that help to cure bacterial disease by killing infective bacteria inside the body. It is important that specific bacteria should be treated by specific antibiotics. The emergence of strains resistant to antibiotics is of great concern. Antibiotics cannot kill viral pathogens.

**Painkillers** and other medicines are used to treat the symptoms of disease but do not kill pathogens.



Viruses need a host to survive. They cause disease symptoms by reproducing inside cells, and bursting the cell from the inside. This releases them, so they can be passed onto other host cells or other people (e.g. by coughing or sneezing out mucus that contains the viruses).



The non-specific defence systems of the human body against pathogens include the skin, nose, trachea and bronchi & stomach.

## First Lines of Defence



FACTS

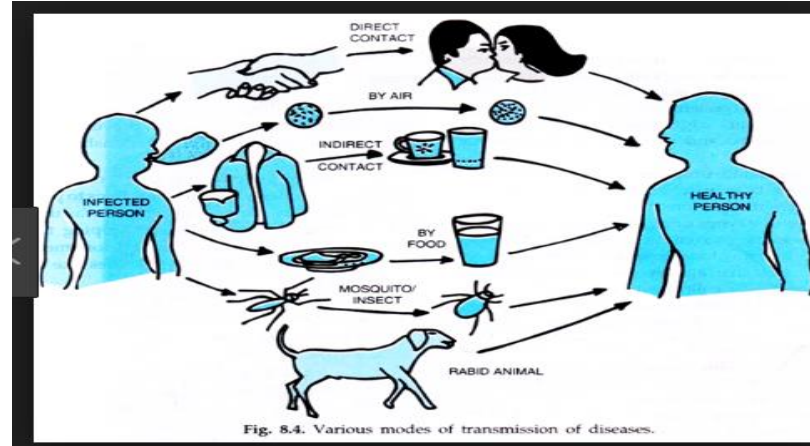
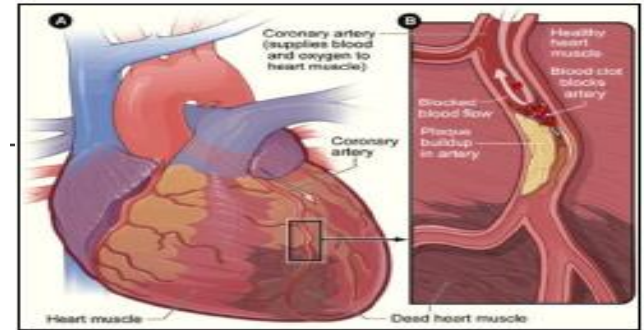


Fig. 8.4. Various modes of transmission of diseases.

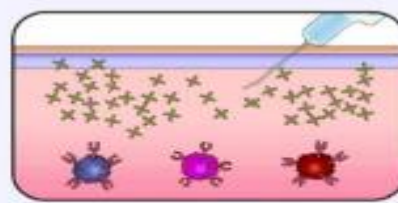
In **coronary heart disease** layers of fatty material build up inside the coronary arteries, narrowing them. This reduces the flow of blood through the coronary arteries, resulting in a lack of oxygen for the heart muscle.



**Health** is the state of physical and mental well-being. Diseases, both communicable and non-communicable, are major causes of ill health. Other factors including diet, stress and life situations may have a profound effect on both physical and mental health.



Weakened or harmless version of pathogen is introduced into your body



2. White cells respond to presence of pathogens.

**Vaccination** involves introducing small quantities of dead or inactive forms of a pathogen into the body to stimulate the white blood cells to produce antibodies. If the same pathogen re-enters the body the white blood cells respond quickly to produce the correct antibodies, preventing infection. The spread of pathogens can be reduced by immunising a large proportion of the population