

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 semi-transparent, monochromatic style.

**Knowledge Organisers**  
**Year 8**  
**Autumn 2023**

# Knowledge Organisers

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Art

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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.

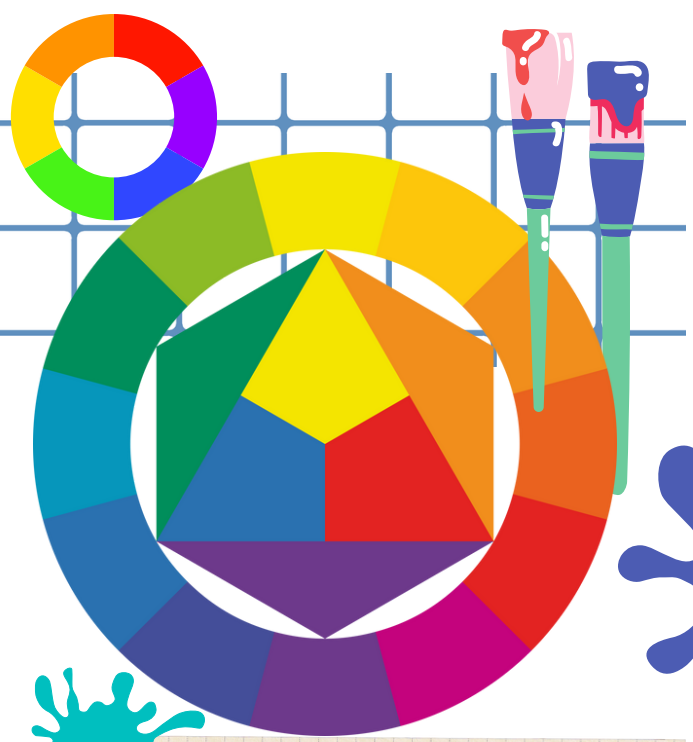
### How the booklet is organised

The knowledge organisers are in alphabetical order by subject.

# Year 8 Knowledge Organiser

## 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 the artist Victoria Potrovitza
- Understand how & why she create her work
- Apply ideas and techniques of the artist
- Using artist style, develop a composition and outcome
- Controlling application/presentation



## KEYWORDS

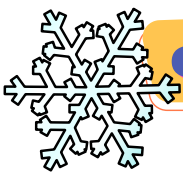
- Cool
- Warm
- Application
- Foreground
- Background
- Complementary
- Primary
- Secondary
- Tertiary
- Highlight
- Abstract
- Shadow
- Shade
- Tone



**Victoria Potrovitza**



**Colour Theory :** The Primary colours are the three main colours. They cannot be made but when missed together they make all other colours. The Secondary colours are made by missing two primary colours together. The Tertiary colours are made by mixing a primary and a secondary colour together. Complementary colours are opposite on the colour wheel. To make a lighter colour you add white, this is called a tint. To make a colour darker you add black, this is called tone.



**cool**

- BLUE
- GREEN
- VOILET



**warm**

- RED
- ORANGE
- YELLOW



# 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")
```

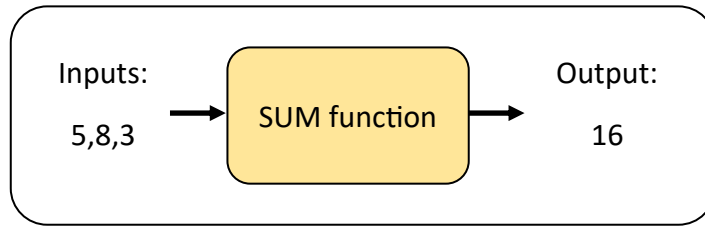
- Repeating instructions is known as **iteration**.
- The indented code is repeated why the expression is still true.
- The un-indented code is not repeated.

```
# 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")
```

# Computing: Spreadsheet software for data analysis

A range of **functions** can be used to analyse data.

A function can be thought of as a machine that takes in some data and converts it into something else.



	A	B
1	Name	Grade
2	Student 1	6
3	Student 2	8
4	Student 3	8
5	Student 4	3
6	Student 5	8
7	Student 6	6
8	Student 7	5
9	Student 8	8
10	Student 9	9
11	Student 10	9
12	Student 11	7
13	Student 12	7
14	Student 13	8
15	Student 14	7

Here is a list of students and their grades. There are 205 students in the list. The last name is in cell A206. Their grade is in B206.

## Functions with a single input

These functions take either a single cell, or range of cells as the input:

- `=AVERAGE( B2: B206)` would find the *mean* grade.
- `=MODE( B2: B206)` would find the most common grade.
- `=MIN( B2: B206)` and `=MAX( B2: B206)` find the lowest and highest grades.
- `=COUNT( B2: B206)` tells you how many cells have numbers in; useful for finding missing data.

## Functions with more than one input

These functions have their inputs separated by a comma:

- `=COUNTIF( B2: B206, ">6")` would find the number of grades that met specified criteria. In this case, all grades higher than 6.
- `=IF( B2>3, "Target met", "Target not met")` would check whether the value in C2 is greater than 3. This is a Boolean expression. If the result is *true*, "Target met" is output. If the value is *false*, "Target not met" is output.
- `=VLOOKUP( B2, D2: E5, 2)` would look in range D2:E5 for student 1's grade and return a value from the second column. B2 is between 4 and 7, so Pass is returned.

	A	B	C	D	E
1	Name	Grade		Grade	Description
2	Student 1	<u>6</u>		0	Fail
3	Student 2	8		4	Pass
4	Student 3	8		7	Merit
5	Student 4	3		9	Distinction



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.

- Greek theatre - Chorus, amphitheatre, masks and movement.
- Medieval - trades, biblical stories and guild.
- Commedia - Exaggeration, masks, body language, characterisation,
- Kabuki - Dance, design, set, costume and make-up.
- Victorian theatre - Stock characters, Melodrama, Shakespeare, globe theatre.
- Naturalism - Stanislavsky, emotional memory, relaxation, character building.
- Brecht - Epic theatre, non- naturalism, placards, alienation.

- Verbatim Theatre
- Using theatre to explore a real-life story
- Exploring the background of characters in order to build on and adapt the characterisation that we use.
- Exploring capital punishment and the Pros/Cons
- Cross-cutting
- Teacher in Role
- Conscious Alley
- Non-naturalism

A midsummers night dream

Key Words

Employability

- A Mid Summers Night Dream is a play written by William Shakespeare.
- Key characters of Egeus, the fairies and Helena and Hermia.
- Stage combat- BEDPAN
- Actioning- Actioning is when an actor uses a verb to describe how the character would deliver the line. Each line could have a different action word
- Proxemics- Using space/distance to show the relationship between characters on stage.
- Animal instincts- a naturalistic techniques, using animal mannerism to help develop a character.

- 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



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















# Year 8 Product Design Knowledge Organiser

## Picture Frame Clock Design

### Key Skills

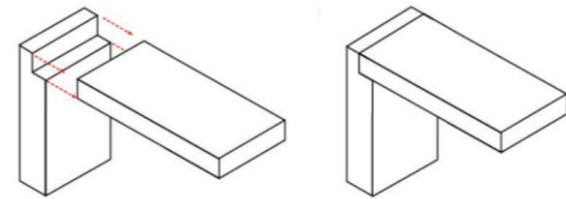
- Responding to a Design Brief & identifying an audience
- Developing CAD skills using 2D Design tools to create a clock face design appropriate for a target audience
- Applying Health & Safety procedures and PPE in the workshop environment
- Identify specific workshop tools and equipment
- Developing 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


### Key Skills

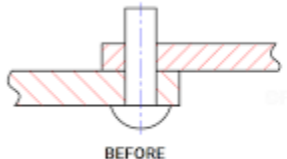
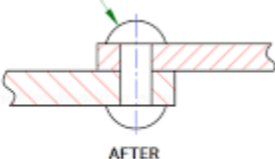
- Responding to a Design Brief
- Identifying a target audience and product function
- Applying Health & Safety procedures and PPE in the workshop environment
- Developing practical skills to shape and manipulate acrylic and aluminium
- Become confident in joining methods suitable for plastics and metals
- Develop an ergonomic design for users
- Identifying specific workshop tools and equipment
- Manufacturing a prototype model
- Finishing materials
- Presentation skills
- Evaluating the manufacturing process


Tools for working with metal and plastic	
 <p>Ball Pein Hammer</p>	 <p>Bench vice</p>
 <p>Steel rule</p>	 <p>Scriber</p>
 <p>Center Punch</p>	 <p>File</p>

Key vocabulary	
Ergonomics	Ergonomics aims to make sure that tasks, equipment, information and the environment fit each worker.
Turning	Turning is the process of using lathes to remove material from the outer diameter of a rotating workpiece.
Diameter	In geometry, a diameter of a circle is any straight line segment that passes through the center of the circle and whose endpoints lie on the circle.
Materials	What something is made from.
Tolerance	Engineering tolerance is the permissible limit or limits of variation in: a physical dimension; a measured value or physical property of a material, manufactured object, system, or service; other measured values
Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
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.

 <p>Metalworking Lathe</p>	 <p>Abrasive Paper</p>	 <p>Buffing Wheel</p>	 <p>Pillar drill</p>
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Aluminium	
	Aluminium is the most abundant metal in the Earth's crust (8.1%) but is rarely found un-combined in nature. It is usually found in minerals such as bauxite and cryolite. These minerals are aluminium silicates.

Joining materials – construction techniques	
<p>A rivet is a permanent mechanical fastener. Before being installed, a rivet consists of a smooth cylindrical shaft with a head on one end. The end opposite to the head is called the tail.</p>	 

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. It has superior weathering properties compared to many other transparent plastics.

# 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

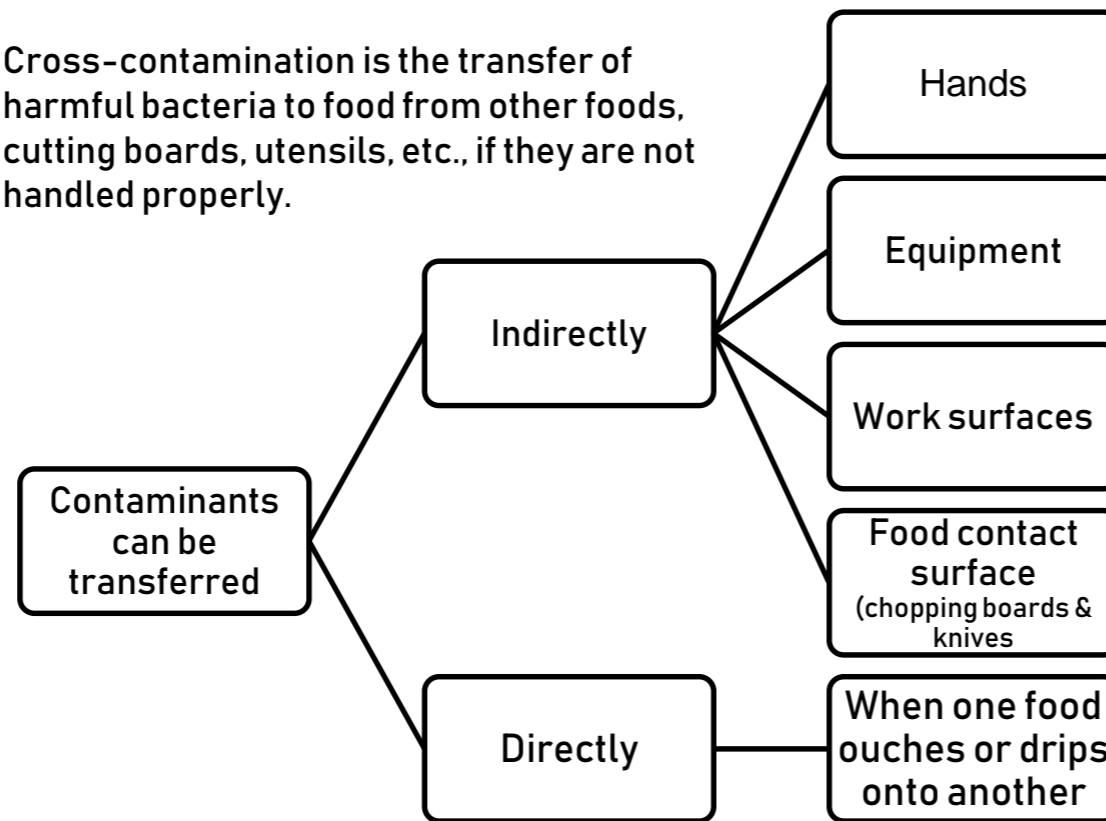
Key vocabulary	
Design Context	The circumstances, problem or setting in which a product will be used.
Design Brief	An written outline which explains the aims and objectives of a project.
Target Audience	The person or people most likely to be interested in your design or product.
Function	What a product 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.

# Year 8 Cooking & Nutrition Knowledge Organiser

## Food Hygiene

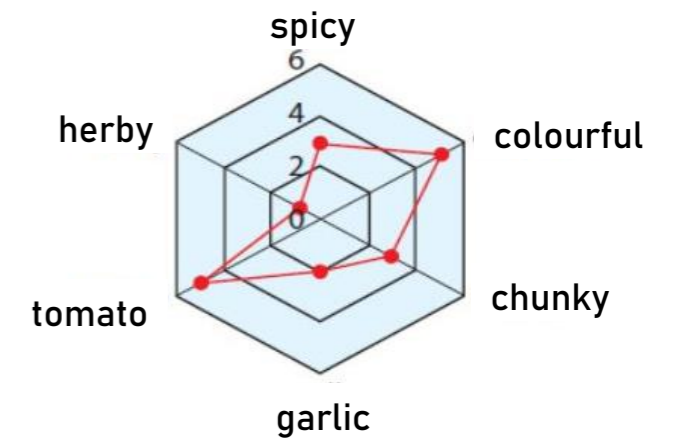


Cross-contamination is the transfer of harmful bacteria to food from other foods, cutting boards, utensils, etc., if they are not handled properly.



## 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.



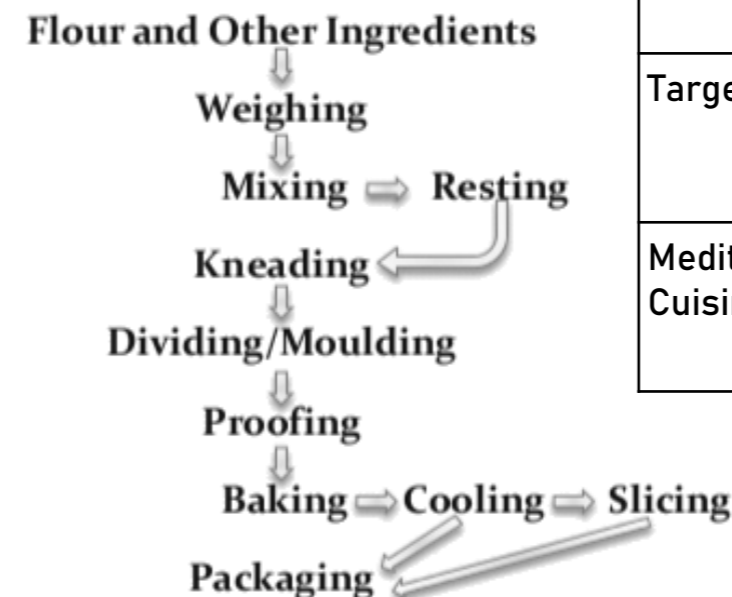
## Hygiene & Safety Rules

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

## Strategies for Choosing Recipes

1. Pick recipes based on common ingredients that are easy to get.
2. Cook things you really want to eat.
3. Check if you have the correct equipment required for making.
4. Do you have the skills to make the dish?
5. Do you have the time to make the dish?

## 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.

# THE WORLD AROUND US

Key Vocabulary	Big Questions!
DOUBLE JOURNEY – an emotional and a physical journey (they literally move whilst being emotionally moved)	<ul style="list-style-type: none"> <li>Can you identify different genres of writing which explore the world around us?</li> <li>Can you identify and recreate the balance of objective and subjective writing in non-fiction text forms?</li> <li>Can you analyse the tone and perspective non-fiction texts come from and craft your own work to demonstrate your perspective on place?</li> <li>Can you make inferences about the use of figurative language in non-fiction texts and use figurative language –n yourself - to evoke feelings about place?</li> <li>Can you identify and discuss the appeal of writing about place to audiences?</li> <li>What are the various purposes of non-fiction writing about place?</li> <li>Can you craft writing for a specific audience and purpose?</li> <li>How do you craft a personal account of your feelings about and experiences in a chosen place?</li> </ul>
PERSPECTIVE – the viewpoint from which we receive the text	
OBJECTIVE – factual	
SUBJECTIVE – biased or personalised	
VICARIOUS – experienced in the imagination through the feelings or actions of another person	
RETROSPECTIVE – looking back (past-tense)	
REFLECTIVE – evaluating past experiences	
DIDACTIC – with the aim to teach	
REVELATION/EPIPHANY – a moment of realisation gained through experience	

## Some GENRES and their CONVENTIONS you'll study this unit

### TV scripts

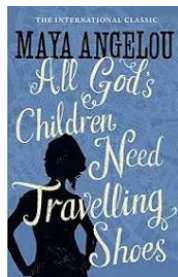
...in the format of a travel documentary usually follow a host or presenter as they travel to a specific location. They sample local food, enjoy local entertainment and see important historical sites. Their perspectives on these events are shared – sometimes through a voiceover (where the host speaks whilst they are busy doing other things on screen), sometimes through dialogue with locals or co-hosts. Such shows usually take an outsider perspective and can generate humour (such as in the show *Travel Man*). They can be both informative and a form of entertainment.

### Travel Guides

...usually have a balance of facts and opinions, with a greater number of the former. They are written to inform in the first instance, but may use some figurative language to enliven the reading experience and generate entertainment. Writing is still really carefully crafted for the ease of use: a good book will be taken on journeys with the reader! Often these texts are didactic (they teach the reader) and help the reader to form an itinerary for their trips, days out and holidays.

### Memoirs

... are first person, usually retrospective (past tense) accounts of a person's life experience. Memoirs – unlike autobiographies – tend to only cover a short duration in a person's life. Unlike guide books memoirs about a person's travel to or experiences in a specific place have a clear narrative structure, in which we follow the author's journey alongside them. These texts are not necessarily read to inform holidays the reader may take – they allow the reader to go on a vicarious journey and are a form of escapism. Successful memoirs are often about locations which the average reader cannot access due to cost or difficulty.



## ALL GOD'S CHILDREN NEED TRAVELLING SHOES

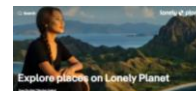
By Maya Angelou

Published in 1986, this is the fifth book in African-American writer and poet Maya Angelou's seven-volume autobiography series. Set between 1962 and 1965, the book begins when Angelou is 33 years old, and recounts the years she lived in Accra, Ghana, with her son; it is an exploration of her African and African-American identities and is double journey text.

## LONELY PLANET WEBSITE

[www.lonelyplanet.com](http://www.lonelyplanet.com)

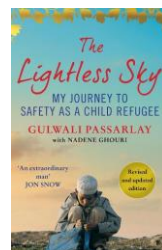
This is the website that has been produced by the Lonely Planet publishing company; they used to exclusively publish and sell travel guides. On the website you can buy their publications, browse destinations and read about people's experiences.



## THE LIGHTLESS SKY

By Gulwali Passerlay

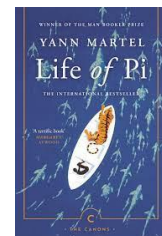
Gulwali Passerlay's memoir recounts how he was – at the age of 12 - sent away from Afghanistan, after his father was killed in a gun battle with the US Army. He made a 12-month odyssey across Europe, spending time in prisons, suffering hunger, making a terrifying journey across the Mediterranean in a tiny boat...



## LIFE OF PI

By Yann Martel

*Life of Pi* is a fantasy adventure novel – the only literary text in the unit. The protagonist, Piscine Molitor "Pi" Patel, a Tamil boy from Pondicherry, survives 227 days after a shipwreck while stranded on a boat in the Pacific Ocean with a Bengal tiger named Richard Parker.



## WANDERLUST

by Robert Moor

This is a practical guide to hiking trails in different parts of the world. It is multimodal (combining images, maps and writing) and inspires readers to take on adventures, showing them how they can be managed.



SOME KEY TEXTS and their contexts



## EAST OF CROYDON

by Sue Perkins

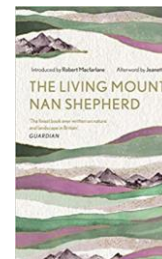
LGBTQ+ hero, Sue Perkins, wrote this book to accompany her TV show; it is a funny, conversational travelogue that enables readers to vicariously visit – with her – the roads less travelled: in South East Asia.



## RED DUST

by Ma Jian

Red Dust is a memoir. Ma Jian turns 30 and is overwhelmed by the desire to escape the confines of his life in Beijing; his personal life is in turmoil: he escapes. Jian's memoir recounts his travels to the furthest borders of China where he re-discovers his country and himself.



## LIVING MOUNTAIN

by Nan Shepherd

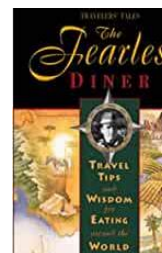
In this masterpiece of nature writing, the trail-blazing writer - Nan Shepherd - describes her journeys into the Cairngorm mountains of Scotland. There she encounters a world that can be breathtakingly beautiful at times and shockingly harsh at others.



## TRAVEL MAN

by Channel 4

This is a travel documentary series which has a fast-paced format that includes light humour and consumer advice. Each episode sees the host take a celebrity to a new location. There try local food and local entertainment as well as going to the tourist sites.



## THE FEARLESS DINER

by Richard Sterling

In this hybrid genre text – combining travel literature and food writing. This pocket companion (a small travel-friendly book) is far bold epics, providing the tips and wisdom needed to find the right places to feast, pick the right dishes to try in different places and generally see the world through food.

### Getting creative and describing place:

Writers who explore the significance of place regularly utilise these strategies to craft their writing:

#### Humour

'I shuffled my way, clumsily, to the rear of the boat, shuffling my buttocks along until I was past the centre line.'

Sue Perkins' *East of Croydon*

#### Sensory Language

'the echoes of tinkling crystal, the clatter of china, the hum and buzz of conversation'

*Fearless Diner* by Richard Sterling

#### Figurative Language (metaphors, similes, personification)

- 'Thirty years in the life of a mountain is nothing – the flicker of an eyelid.'

*The Living Mountain* by Nan Shepherd

- 'how can the cat get his or her bearings without flinging open a full bag of marbles'

*Travel Man* voiceover by Richard Ayoade

#### Facts and Statistics

'...but the path is narrow – it does not go beyond 1m (just over 3 ft.) wide – and cliff-hugging'

*Wanderlust* by Robert Moor

#### Emotive Language

'I long to reach the shore of the lake and plunge my head in its cool water.'

Ma Jian's *Red Dust*

#### Subjective viewpoints

'It is time to take the deeply enjoyable road through Clitheroe, on Lakeland route 210.'

*Great Bus Journeys* by David McKie

# Year 8 Geography

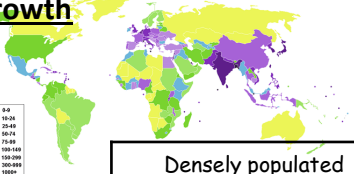
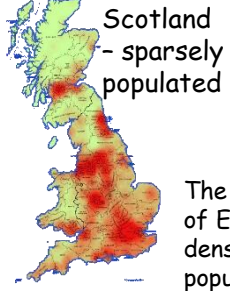
## Unit 1: Population and Migration



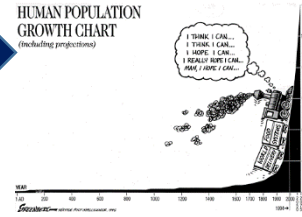
KEYWORDS



### Distribution and Growth

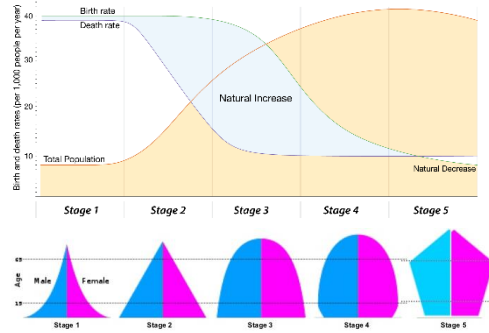


Densely populated	Sparsely populated
Fertile soil Jobs Flat/ gently sloping land Natural resources Good transport links/ close to other places	Too hot/ cold Steep relief Little industry Poor soils Poor transport links



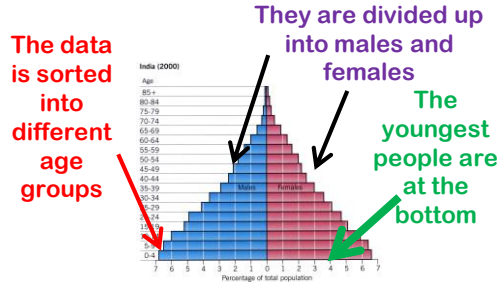
Problems with population growth:  
Overcrowding, distribution of resources (food/water), aging populations

### Pyramids and DTM

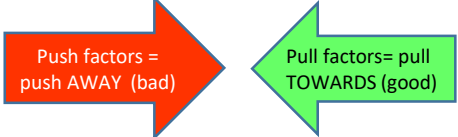


The shape changes based on how develop a country is. This links to the 5 stages of the DTM.  
Factors to consider:  
Family planning, Children needed for farming, Improvements in sanitation and healthcare, Emancipation of women (women's rights), Later marriages, Religious beliefs  
Better food/water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

### Skills= Population pyramids



### Migration



### Migration Examples

Many of the foods, religions, practices, music etc we have in the UK have come from migrants all over the world

**Post-War Migration and the Windrush Generation**  
-Worked for the NHS  
-Helped build the London underground and other transport links  
-Brought culture from all around the world



### Refugees - An example of forced migration



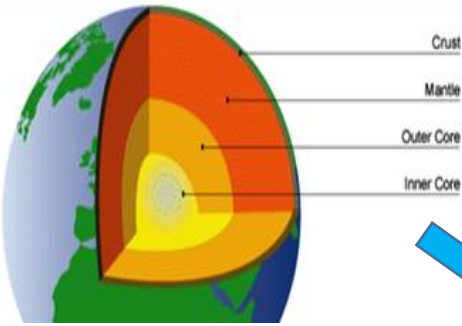
Illegal Migration

### Ageing Populations and the Future

**WHY:** life expectancy has increased due to better health care  
**PROBLEMS:** increase pressure on healthcare and money spent on pensions

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

# Layers Of The Earth



# Year 8 Geography

## Unit 2: Tectonic Landscapes



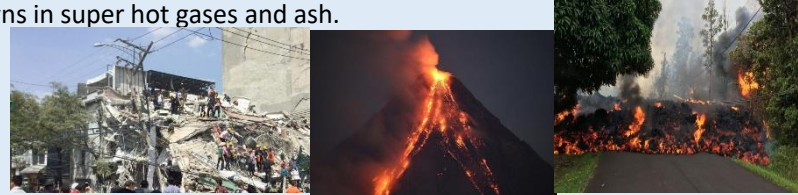
### KEYWORDS



LOOK  
SAY  
COVER  
WRITE  
CHECK

### 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.

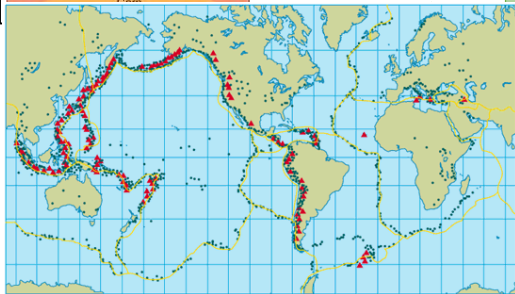
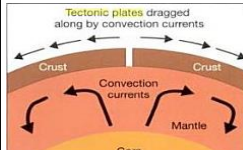
	Definition
Primary Effects	The effects of a disaster that happen immediately. For example People are trapped under rubble in an Earthquake.
Secondary Effect	These are effects that happen a while after the a disaster. For example In an Earthquake fires can start and burn houses down.
Plate Boundary	This 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....

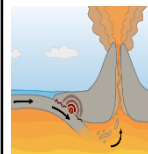


### Lesson 4: Locations and patterns

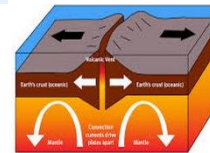
Vols and Equakes are found in LINEAR patterns often near to each other. They often occur on the edges of continents where plate boundaries are found

### Lesson 6

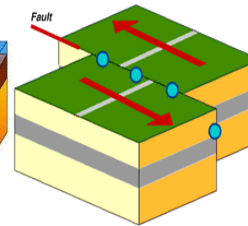
Plate boundaries: DESTRUCTIVE, CONSTRUCTIVE, CONSERVATIVE AND COLLISION



Destructive Oceanic vs Continental



oceanic away from oceanic

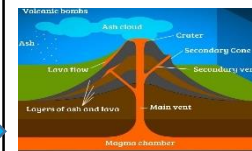


continental sliding past continental

### 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.

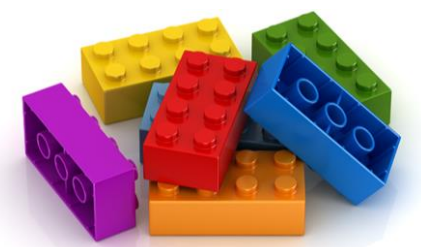


# Wellington History

## Year 8 HT 1 Knowledge Organiser

Was the Elizabethan Era really a 'Golden Age'?

The voyages of exploration or the voyages of exploitation? How did the world begin to change in the 15<sup>th</sup> Century and 16<sup>th</sup> Century?



Was the Elizabethan Era really a 'Golden Age'?

The voyages of exploration or the voyages of exploitation? How did the world begin to change in the 15<sup>th</sup> Century and 16<sup>th</sup> Century?

What and why?

- ✓ You will learn how Elizabeth I avoided invasion and decide if she solved the problems her family created.
- ✓ You will learn about how Columbus' voyages of exploration changed both the New World and Europe.

❖ **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 – what did we study 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.

#### **Battle**

A sustained fight between large organized armed forces.

### 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

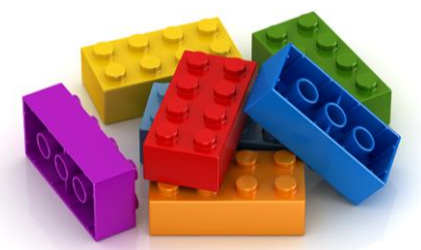
11 August 1586 Mary Queen of Scots was arrested for being part of the Babington Plot and executed a year later

1588 The Spanish attempted to invade England via an Armada, and were defeated at sea

24 March 1603 Elizabeth I died







What and why?

- ✓ You will learn about how the people and the Monarch came into conflict in the 17<sup>th</sup> Century and how power shifted away from the Crown.
- ✓ You will learn about why we began to conquer colonies and our legacy on the modern world.

Stop, think and link: The power of medieval kings

❖ **Want to explore further?**

Book: The English Civil War by Blair Worden

Book: Slimy Stuarts by Terry Deary

Book: The rise and fall of the British Empire by Aaron Wilkes

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

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

<https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/>

<https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1>

**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 do we know about Empires?
- Why did the British want an Empire?

**Keywords**

**Monarch**

A King or Queen of a country that inherits power

**Tax**

Money paid to the Monarch or Government to cover the cost of running the country

**Parliament**

A group of people elected (chosen) by the people of the country; they usually discuss and vote on whether to pass laws and examine the work the government is doing

**Religion**

The worship of a God or supernatural power and the activities connected with this belief

**Civil War**

A war between citizens of the same country

**Catholic**

The oldest and largest branch of Christianity ruled over by the Pope in Rome

**Heir**

Next in line to the throne

**Empire**

When one country rules land outside of it's own borders

**Colony**

Lands belonging to an Empire

**Trade**

The exchange of money and goods

**Nationalism**

Thinking your country is better than all others

**Indigenous**

People who originally live in a land

**Independence**

Being free to run your own affairs

**Missionary**

Someone who wishes to convert others to their religion

**Key events and Key People**

1600 East India Company granted a royal charter

NOVEMBER 5<sup>th</sup> 1605: The Gunpowder Plot

1606 Virginia Company granted a royal charter

MARCH 27<sup>th</sup> 1625: Coronation of King Charles I

1627 Barbados Company granted a royal charter

AUGUST 22<sup>nd</sup> 1642: Start of the English Civil War

JANUARY 30<sup>th</sup> 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 1<sup>st</sup> 1690: The Battle of the Boyne between William of Orange and James II

1756 The beginning of the Seven Years' War

1757 The Battle of Plassey

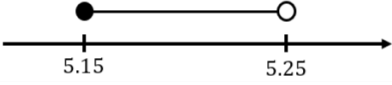


Key Stage 3 Topic 6: Order of Operations

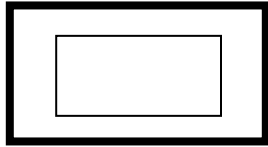
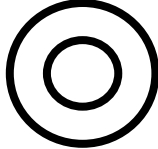
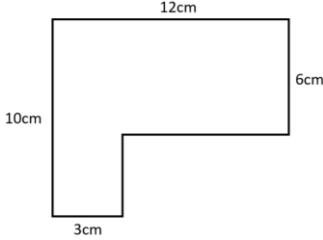
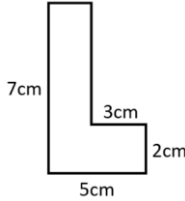
Topic/Skill	Definition/Tips	Example	Non-example
1. Powers	<p>Addition can be thought of as repeated counting.</p> <p>Multiplication can be thought of as repeated addition.</p> <p>Powers/indices can be thought of as repeated multiplication.</p>	$4 + 4 + 4 + 4 + 4 = 4 \times 5$ $4 \times 4 \times 4 \times 4 \times 4 = 4^5$	$2 + 7 \neq 2 \times 7$ $2 \times 7 \neq 2^7$
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>	$10 + 7$ $11 - 8 = 11 + -8$	$12 \times 9$
	<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>	$10 \times 7$ $11 \div 8 = 11 \times \frac{1}{8}$	$12 + 9$
	<p>When working out a long calculation, we follow the idea of BIPS.</p> <p><b>B</b>rackets <b>I</b>ndices <b>P</b>roducts <b>S</b>ums</p>	$12 \div 4 + 3^2 \times (5 - 1)$ $12 \times \frac{1}{4} + 3^2 \times (5 + -1)$ $12 \times \frac{1}{4} + 3^2 \times 4$ $12 \times \frac{1}{4} + 9 \times 4$ $3 + 36$ $39$	$5 - 3 \times 5^2$ $2 \times 5^2$ $10^2$ $100$

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

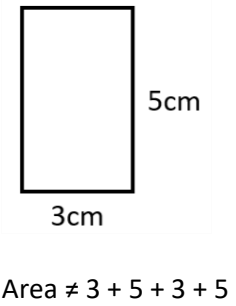
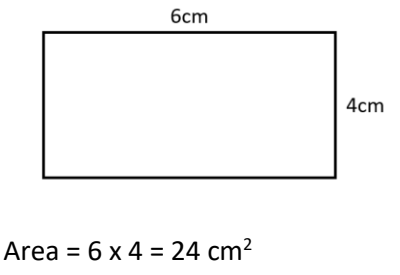
Topic/Skill	Definition/Tips	Example	Non-example
1. Converting simple units	Metric units are what we commonly use to measure things. They follow the decimal system.	1 metre = 100 centimetres 1 kilometre = 1000 metres 1 cm = 10 millimetres	1m = 1000 km 1000m = 1mm
	To convert from a smaller unit to a larger 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.

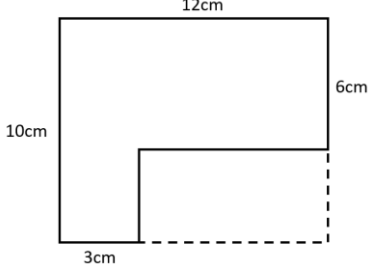
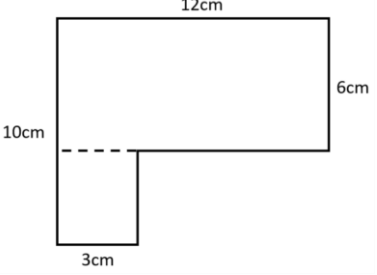
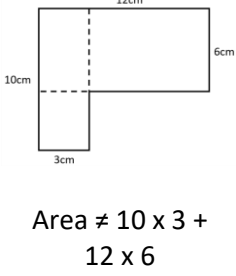
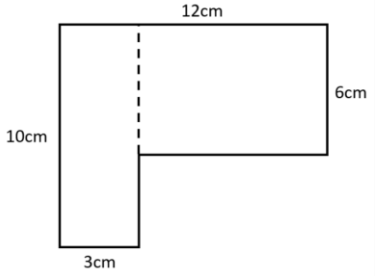
Area is measured in square units.



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

or

Calculating a larger area and subtracting 'missing' parts.



## **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
modern	modern

#### **Comparisons**

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

#### **Intensifiers**

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

#### **Useful phrases**

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

#### **Places in town**

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

#### **Countries (*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
Finalement	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

<u>En mi tiempo libre...</u>	<u>In my free time...</u>
<u>¿Qué haces en tu tiempo libre?</u>	<u>What do you do in your free time?</u>
Bailo salsa	I dance salsa
Chateo en el móvil	I chat on the mobile
Descanso en casa	I rest at home
Escucho música	I listen to music
Hago deporte	I do sport
Juego con el ordenador	I play on the computer
Leo libros	I read books
Mando mensajes	I send messages
Navego por internet	I surf the internet
Salgo con mis amigos	I go out with my friends
Veo la tele	I watch telly
Voy de compras	I go shopping
¿Qué te gusta?	What do you like?
Me chiflan...	I love ( <b>plural</b> )...
Me interesan...	...(b <b>plural</b> ) interests me
Me molan...	I love ( <b>plural</b> )...
Me fascinan...	- fascinates me
Los cómicos	comics
La discoteca	nightclub
Los videojuegos	video games
La video consola	console
El tipo de programa	the type of programme

El deportista	The sports person
El actor/ la actriz	The actor/ actress
El famoso	The celebrity
El rapero	The rapper
El fan	The fan
El artista	The artist
El cantante	The singer
El grupo	The band
La selección nacional ( Team)	The national selection

<u>Los amigos</u>	<u>Friends</u>
tu mejor amigo/a	your best friend
<u>¿Cómo es?</u>	<u>What is he/she like?</u>
Es...	He/She is...
alto/a	tall
bajo/a	short
delgado/a	slim
guapo/a	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...
Deportista	sporty
Generoso/a	generous
Hablador(a)	talkative/chatty
Inteligente	intelligent
Perezoso/a	lazy
Serio/a	serious
Simpático	friendly
Sociable	sociable
Talentoso/a	talented

<u>¿Cómo es su pelo?</u>	<u>What's his/her hair like?</u>
Tiene el pelo...	He/She has...hair
Castaño	brown
Negro	black
Pelirrojo	red
Rubio	blonde
Corto	short
Largo	long
Ondulado	wavy
Rizado	curly

<u>¿De qué color son sus ojos?</u>	<u>What colour are his/her eyes?</u>
Tiene los ojos...	He/She has ...eyes
Azules	blue
Grises	grey
Marrones	brown

<u>Los adjetivos</u>	<u>Adjectives</u>
Aburrido/a	boring
Apasionante	exciting
Diferente	diferente
Difícil	difficult
Divertido	fun
Emocionante	exciting
Estupendo	wonderful
Excelente	excellent
Fácil	easy
Favorito/a	favorite
Lento/a	slow
Rápido/a	quick
Terrible	awful
En mi opinión	in my opinion
Para mí	for me
Porque	because
Puesto que	because
Ya que	as

<u>Los deportes</u>	<u>sports</u>
Los deportes acuáticos	water sports
Badminton	badminton
Baloncesto	basketball
Balonmano	handball
Béisbol	baseball
Fútbol	football
Golf	golf
Rugby	rugby
Tenis	tennis
Voleíbol	volleyball
Hacer/practicar	to do/practise
Atletismo	athletics
Ballet	ballet
Boxeo	boxing
Ciclismo	cycling
Equitación	horse-riding
Gimnasia	gymnastics
Natación	swimming
El equipo	the team
El partido	the game

<u>Más o menos</u>	<u>More or less</u>
¿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...

<u>Palabras muy útiles</u>	<u>Very useful words</u>
nunca	never
pero	but
también	also
y	and
o	or
más	more
menos	less
mejor	better, best

<u>¿Cuándo?</u>	<u>When?</u>
después	afterwards
luego	then
normalmente	normally
por la mañana	in the morning
por la tarde	in the evening
primero	first

## 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 banco	to the bank
A la biblioteca	at the library
La calle	the Street
A la catedral	To the cathedral
Al centro comercial	to the shopping centre
Al estadio	to the stadium
Al hotel	to the hotel
A la iglesia	to the church
Al hospital	to the hospital
Al instituto	to the school
A la mezquita	to the mosque
Al museo	to the museum
Al parque	to the park
Al polideportivo	to the sports centre
Al restaurante	to the restaurant
Al supermercado	to the supermarket
A la tienda de ropas	to the clothes shop
A la bolera	to the bowling alley
A la estación de trenes	to the train station
A la plaza de toros	to the bullring

#### ¿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...

Va a ser... It is going to be...

#### ¿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...

Bailar en la discoteca dance in the disco

Cantar en el coro sing in the choir

Ir a un concierto go to a concert

Ir de compras go shopping

Jugar a los bolos go bowling

Nadar en el mar

Salir go out

Tomar el sol sunbathe

Ver una exposición de arte See an art exhibition

Ver un partido de fútbol watch a football match

Ver una película watch a film

Viajar en tren Travel by train

#### KEY VERBS

##### TENER

Tengo

Tienes

Tiene

Tenemos

Tenéis

Tienen

##### IR

Voy

Vas

Va

Vamos

Vais

Van

##### HACER

Hago

Haces

Hace

Hacemos

Hacéis

Hacen

##### To have

I have

you have

s/he has

We have

you (pl) have

they have

##### to go

I go

you go

s/he has

we have

you (pl) go

they go

##### to do

I do

you do

s/he does

we do

you (pl) do

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?

El fin de semana at the weekend

El finde at the weekend

Esta mañana/tarde this morning/evening

Esta noche tonight

Primero first

Luego then

Después afterwards

Más tarde later

Por último finally

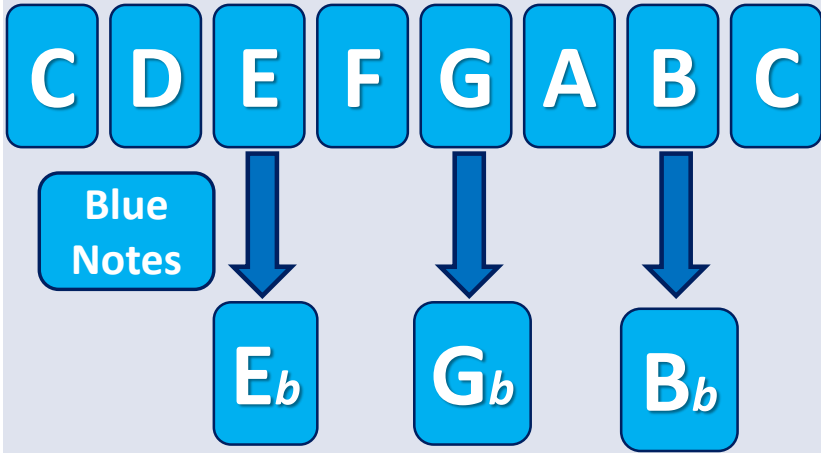
#### Mi semana My week

lunes (Monday), martes (Tuesday), miércoles

(Wednesday), jueves (Thursday), viernes

(Friday), sábado (Saturday), domingo (Sunday)

## 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. 7<sup>th</sup> chords are also very common.

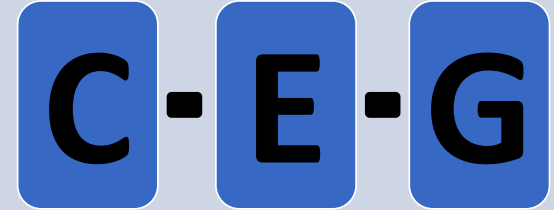
**Triad:** A type of chord that has only 3 notes. You can work out the notes in a triad by playing the chord note, miss a note, play a note, miss a note and play a note.

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

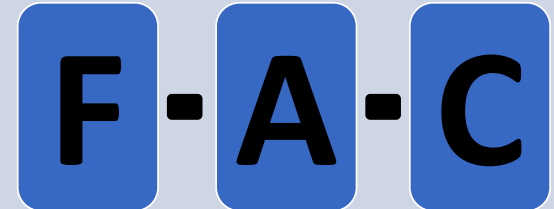
**Tala** – The rhythm. The number of beats are called tals or talas. Talas are cycles of 4 – 16 beats.

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

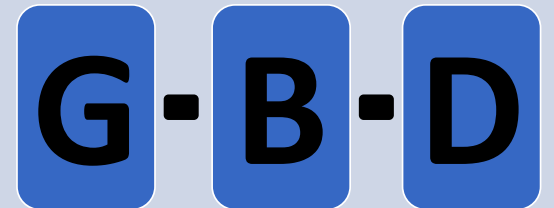
## C triad (Chord I in C major)



## 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).

# Year 8 Unit 1: Health and Wellbeing

## KNOWLEDGE

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions.

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships).

## SKILLS

1. Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.

2. Can express and explain opinions through discussion and written work.

3. Develop empathy with others and an understanding of how to safely and respectfully interact.

4. Is reflective about the knowledge and skills needed for setting realistic targets and personal goals.

5. Work individually and with others to negotiate, plan and take action.

6. Can recognise and reduce risk, minimising harm and getting help.

7. Develop skills of enquiry and advocacy via research and group work





# Y8: Unit 1 Judaism

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

## Knowledge Organiser

### Lesson 1-2

#### **What does it mean to be Jewish today?**

*Judaism is an ancient religion but what does it mean to be a practicing Jew in Manchester today?*

#### **Liberal and Orthodox Jews. What is the difference?**

*Judaism is a faith that can be practiced in very different ways – how and why?*

### Lesson 7-8

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

*The events of the Holocaust are some of the most haunting in history. What happened to the Jews? Why? How could any sort of faith survive?*

### Lesson 3-4

#### **Kosher food laws – what are they?**

*Can you identify what would be considered kosher and not to be kosher and why?*

#### **Is it worth keeping Kosher food laws today?**

*Following Kosher is a mitzvot, which means a rule that must be followed. How easy is that today and what are the benefits?*

### Lesson 9-10:

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

*Within Jewish communities, responsibility is important. What does becoming morally responsible for yourself look like?*

#### **Should Jewish people be considered to be morally superior to others?**

*Tzedakah and Chesed are important teachings in Judaism – what are these teachings and do they make Jews morally good?*

### Lesson 5-6

#### **The History of Judaism – what is the Passover story?**

*The Jewish people were once slaves but what happened to them and what is the story of Passover?*

#### **Modern day slavery lesson.**

*Slavery is something that should be confined to history but unfortunately it isn't. How, where and why is it still happening? We can be done to stop it?*

### Lesson 11-12

#### **End of unit assessment on Judaism and feedback**



# Y8: Unit 2 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

### Lessons 1-2

#### **Islam: what are the foundations of faith?**

*Islam is the second largest faith in the world – what are some of the key elements?*

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

*The 5 pillars are fundamental teachings for Muslims – but would the world be a better place if they were teachings that we ALL followed?*

### Lessons 7-8

#### **Halal and Haram: what is it?**

*Muslims have guidelines about things they can and cannot do. What is permissible and what is seen as not permissible and why?*

#### **How are teachings of Islam portrayed in the media?**

*Exploring Islamophobia in the media – why does it happen? How can we challenge this in every day life?*

### Lessons 3-4

#### **Allah and Muhammad – why are they important?**

*Great focus is placed on Allah and Muhammad by Muslims – what are their beliefs?*

#### **Muhammad: how do his teachings influence Muslims today?**

*Muhammad was a prophet of Allah and an influential figure. What were some of his teachings and how are they influential to Muslims today?*

### Lessons 9-10

#### **Akhirah – what are Muslim views towards life after death?**

*Death is a certainty in life – What are some of the key beliefs held by Muslims and how do Muslims view the next life?*

#### **P4C Life after Death – is it realistic?**

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

*Can you think of arguments on each side of the debate?*

### Lessons 5-6

#### **Mosques – are they more than just a place of worship?**

*Mosques form a focal point in Muslim communities – what do they contain and why?*

#### **Why is a mosque important?**

*How does the mosque feature in the wider community? Case study – Iftar in Old Trafford. If we had to design a mosque for the local community – what should it feature?*

### Lesson 11-12

#### **End of unit assessment on Judaism and feedback**



# Y8: Unit 3 Hinduism

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

## Curriculum Organiser

### Lesson 1-2

#### **Hinduism: what does it mean to be a Hindu today?**

*What are some of the basic practices and beliefs of one of the oldest religions in the world?*

#### **How do Hindus understand God?**

*Hindu's views towards Brahman are very different to the Jewish and Islamic view of God – how and why?*

### Lesson 7-8

#### **Samskaras: What are significant events in the life of a Hindu?**

*Hindu's mark a series of events in their lives. What moments are these and why are they seen to be important?*

### Lesson 3-4

#### **Life after death: How does it work?**

*Hindu's believe in the cycle of rebirth - can you explain key Hindu beliefs about karma, the cycle of samsara and the goal of moksha?*

#### **Representing this view – can you make it into a game?**

*Samsara and how it functions can be quite confusing – can you create a game to illustrate it, with rules and the possibility to play?*

### Lesson 9-10

#### **End of Year exam and feedback**

### Lesson 5-6

#### **The Caste System: What is the perfect way to organise society?**

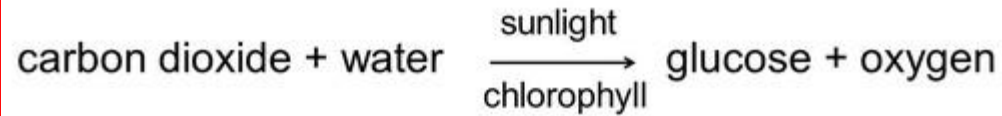
*The Caste System existed to place Indian people into different classes or castes. How did it work and what impact did this have?*

#### **“Life is easier if everyone knows their place.” – Do you agree?**

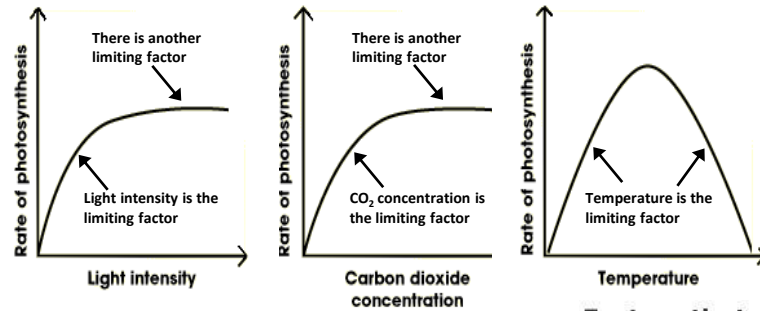
*Are some people more important than others? Is this just a fact of life or are we really all equals?*

# Year 8 Knowledge Organiser : 8B1: Plant Transport

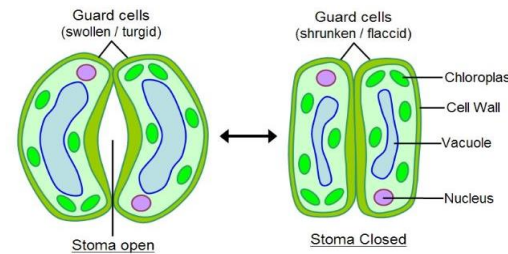
Word equation for photosynthesis



Limiting factors affect the rate of photosynthesis



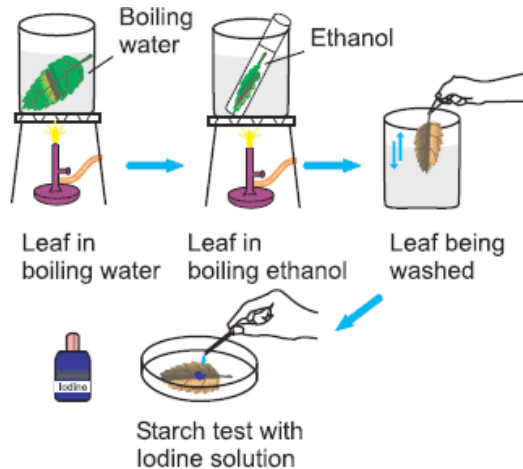
Stomata (pores) control the rate of gas exchange and water loss in leaves



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:

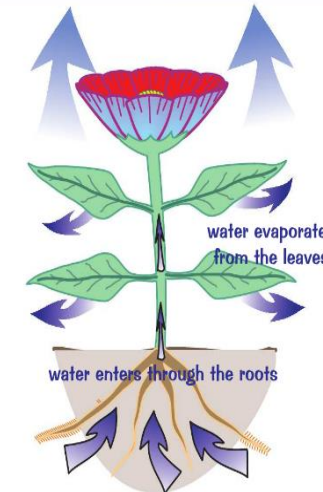
- 1) Made of columns of living cells with small holes in the ends to allow stuff to flow through.
- 2) They transport food substances (mainly dissolved sugars) made in the leaves to growing regions (e.g. new shoots) and storage organs (e.g. root tubers) of the plant.
- 3) The transport goes in both directions.

## 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.



## 8C3 Acids- Part 1

<b>Acid</b>	<b>A substance that dissolves and produces acid particles, H<sup>+</sup> ions and has a pH value below 7</b>
<b>Alkali</b>	<b>A substance that dissolves and produces alkali particles, OH<sup>-</sup> ions and has a pH value above 7</b>
<b>Neutral</b>	<b>A solution that contains equal number of acid and alkali particles and a pH of 7</b>
<b>Indicator</b>	<b>A substance that changes colour and is used to identify solutions as acids, neutral or alkaline</b>
<b>Base</b>	<b>Any substance that reacts with an acid to neutralise it- can be solid or a solution</b>
<b>Neutralisation reaction</b>	<b>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</b>

Common acids	Formula
hydrochloric acid	HCl
sulfuric acid	H <sub>2</sub> SO <sub>4</sub>
nitric acid	HNO <sub>3</sub>
Common alkalis	Formula
sodium hydroxide	NaOH
potassium hydroxide	KOH
calcium hydroxide	Ca(OH) <sub>2</sub>

**D** common laboratory acids and alkalis

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



# 8P1 Knowledge organiser: Forces and Motion

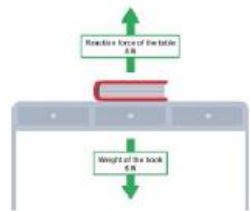
## Force Diagrams

To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.

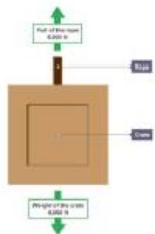
A boat floating



A book on a desk



A crate held up by a rope



## Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force.

For example, what is the resultant force on the lorry below?

$$100\text{N} - 60\text{N} = 40\text{N (to the right)}$$



Remember the resultant force does not tell you what direction the lorry is moving in.

- If the resultant force is in the same direction as the movement of the lorry then the lorry will speed up
- If it is in the opposite direction the lorry will slow down

The larger the resultant force the larger the change in movement.

When a force is applied to an object it can lead to a change in the objects

- **Speed**
- **Direction of movement**
- **Shape (think about a rubber band)**

Forces can also be divided into 2 types, contact forces and non contact forces.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

Gravity	The force of attraction between two objects with mass
Electrostatic	The force between two charged objects
Magnetic	The force that enables a compass to work
Air resistance/ Drag	The force when a material travels through a fluid
Friction	The force when two materials rub together
Upthrust	The upwards force felt by an object in a fluid
Normal contact force	The force that acts at the point of contact between two objects
Tension	The force that is transmitted through a string, rope, cable or wire when it is pulled tight by forces acting from opposite ends.
Elastic	Force exerted by a compressed or stretched spring upon any object that is attached to it

## Balanced Forces

When we talk about the total force acting on object we call this the **resultant force**. When the forces acting in opposite directions are the same size we say the forces are **balanced**. This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed

This is known as Newton's first law.



For example, the resultant force acting on this object is  $5\text{N} - 5\text{N} = 0\text{N}$

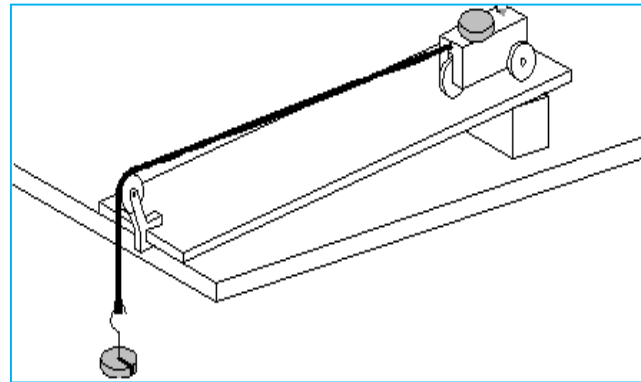
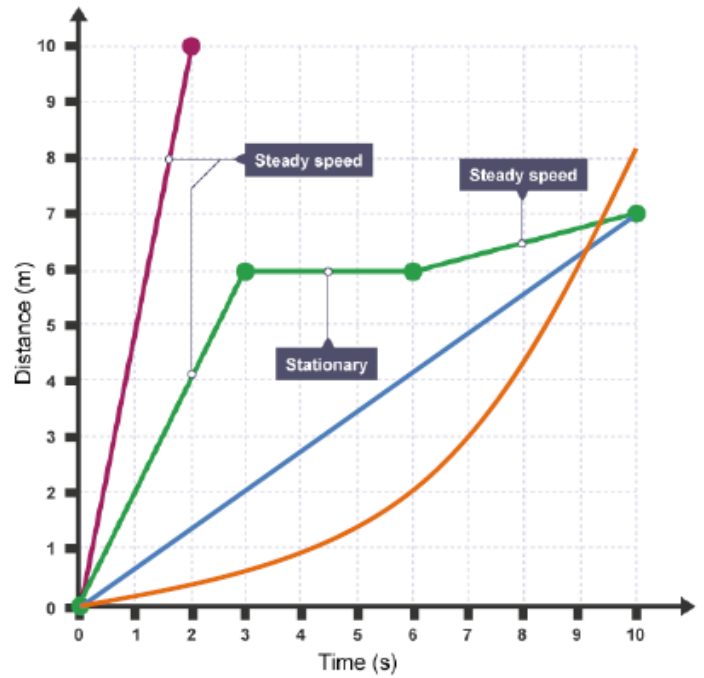
$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$\text{Weight} = \text{Mass} \times \text{GFS}$$

$$F = m \times a$$

**Interpreting Distance-time graphs**

- A straight diagonal line of a distance-time graph shows that the object is travelling at a steady/constant speed.
- A straight horizontal line on a distance-time graph shows that the object is not moving (stationary)
- If a curved line were to appear on a distance-time graph (orange line) this shows the object is accelerating.



**F=ma practical**  
 Independent variable: Mass of trolley  
 Dependant variable: Acceleration of trolley  
 Control variable: Height of ramp, surface of ramp, force on pulley, trolley.  
 Results: As the mass of the car increases the acceleration of the trolley decreases.

20 mph (32 km/h)	6 m	6 m	= 12 metres (40 feet) or three car lengths
30 mph (48 km/h)	9 m	14 m	= 23 metres (75 feet) or six car lengths
40 mph (64 km/h)	12 m	24 m	= 36 metres (118 feet) or nine car lengths
50 mph (80 km/h)	15 m	38 m	= 53 metres (175 feet) or thirteen car lengths
60 mph (95 km/h)	18 m	55 m	= 73 metres (240 feet) or eighteen car lengths
70 mph (112 km/h)	21 m	75 m	= 96 metres (315 feet) or twenty-four car lengths

**Thinking distance**

Distance travelled from seeing the hazard to the moment you react to it

**Braking distance**

Distance travelled from when the brakes are applied to when the car comes to a stop.

**Factors that increase stopping distance:**

- Alcohol/Drugs
- Mobile phones
- Distractions
- High mass car
- High starting speed
- Worn brakes and tyres
- Icy/wet roads

Mass
The amount of <b>matter</b> in an object
<b>Never changes</b>
Measured in <b>kg</b>

Weight
The <b>force</b> acting on an object, due to gravity
Changes depending on the <b>strength of gravity</b>
Measured in <b>N</b>

Newton's 1<sup>st</sup> Law: Motion will not change unless there is a balanced force acting on an object.  
 Newton's 2<sup>nd</sup> Law: The bigger the size of the resultant force on an object, the more the object will accelerate.  
 Newton's 3<sup>rd</sup> Law: If object A pushes on object B, then object B pushes on A with the same force but in the opposite direction.