



Year 8 Knowledge Organiser

Autumn Term 2026/27

Name:

Form:

Week 1/A

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

Week 2/B

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

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Autumn Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant staff office, as early as possible, giving details. The only acceptable reasons for absence are unavoidable ones such as illness. Appointments of all kinds should be made out of school time whenever possible.

Punctuality

While some delays are unavoidable, pupils should be punctual to lessons. Anyone arriving late to school must report to the relevant staff office and use the late system in order to get a mark. Late after registration closes is technically an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2026		
Thursday, 3 Sept – Thursday, 22 Oct 2026	Half-term: Friday, 23 Oct – Friday, 30 Oct 2026	Monday, 2 Nov – Friday, 18 Dec 2026
Spring Term 2027		
Tuesday, 5 Jan – Friday, 12 Feb 2027	Half-term: Monday, 15 Feb – Friday, 19 Feb 2027	Monday, 22 Feb – Thursday, 25 Mar 2027
Summer Term 2027		
Tuesday, 13 Apr – Friday, 28 May 2027	Half-term: Monday, 31 May – Friday, 4 June 2027	Monday, 7 Jun – Wednesday, 21 Jul 2027

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Autumn Term 1 Calendar

September 2026		
1	Tue	Teacher Training Day
2	Wed	Teacher Training Day
3	Thu	
4	Fri	
5	Sat	
6	Sun	
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	
13	Sun	
14	Mon	
15	Tue	
16	Wed	
17	Thu	
18	Fri	
19	Sat	
20	Sun	
21	Mon	
22	Tue	
23	Wed	
24	Thu	
25	Fri	
26	Sat	
27	Sun	
28	Mon	
29	Tue	
30	Wed	

October 2026		
1	Thu	
2	Fri	
3	Sat	
4	Sun	
5	Mon	
6	Tue	
7	Wed	
8	Thu	
9	Fri	
10	Sat	
11	Sun	
12	Mon	
13	Tue	
14	Wed	
15	Thu	
16	Fri	
17	Sat	
18	Sun	
19	Mon	
20	Tue	
21	Wed	
22	Thu	
23	Fri	Teacher Training Day
24	Sat	
25	Sun	
26	Mon	Half Term
27	Tue	Half Term
28	Wed	Half Term
29	Thu	Half Term
30	Fri	Half Term
31	Sat	

Autumn Term 2 Calendar

November 2026		
1	Sun	
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	
9	Mon	
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	
15	Sun	
16	Mon	
17	Tue	
18	Wed	
19	Thu	
20	Fri	
21	Sat	
22	Sun	
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	
29	Sun	
30	Mon	

December 2026		
1	Tue	
2	Wed	
3	Thu	
4	Fri	
5	Sat	
6	Sun	
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	
13	Sun	
14	Mon	
15	Tue	
16	Wed	
17	Thu	
18	Fri	
19	Sat	
20	Sun	
21	Mon	Christmas Break
22	Tue	Christmas Break
23	Wed	Christmas Break
24	Thu	Christmas Break
25	Fri	Christmas Break
26	Sat	
27	Sun	
28	Mon	Christmas Break
29	Tue	Christmas Break
30	Wed	Christmas Break
31	Thu	Christmas Break

Homework Log and Parental Check

Week 1	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 2	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 3	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 4	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 5	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 6	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 7	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Homework Log and Parental Check

Week 8	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 9	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 10	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 11	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 12	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 13	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 14	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reading Log

Use this reading log to keep a record of the books you read during the year. You should also use this reading log to record the books from the Reading Passport that you have read but make sure your tutor records them, too.

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Year 8 Reading Passport

We have created a Reading Passport to inspire students to read some of the best literature available to them. Over the course of the year, we expect students to read as many of the texts included in the passport for their year group as possible.

If students manage to read 7, or more, books from this passport by the end of the year they will receive a certificate. They can, of course, read other books and texts throughout the year and we encourage and support students' wider reading. Students can track which texts they have read using the tick boxes on the next page.

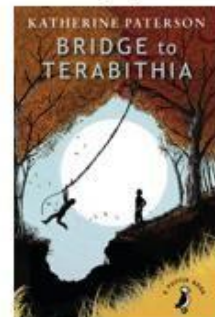
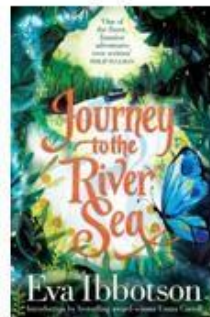
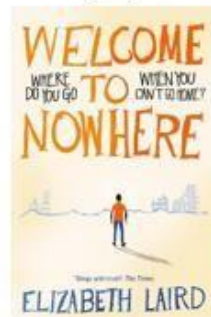
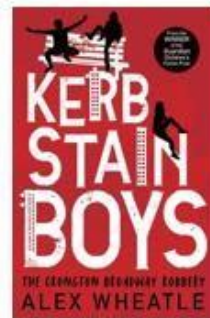
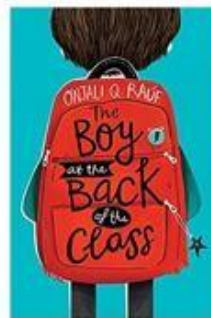
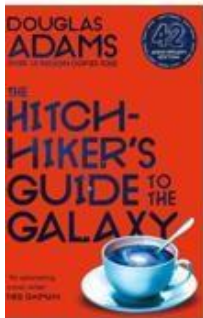
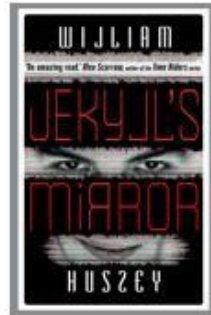
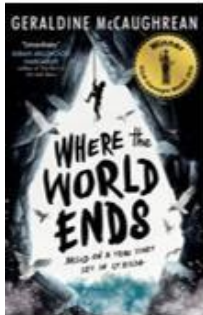
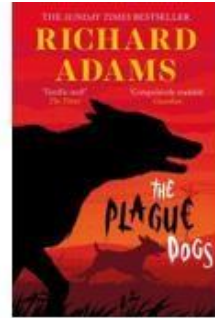
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! We hope that all students will finish Year 11 having read at least 35 incredible books.

The easiest way to get hold of these books is from our school library where children can take them home to read. These texts can also be purchased from Amazon, or from many local bookstores.

Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that children mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.



Year 8 Reading Passport



Instructions for Using Your Knowledge Organiser

Every school day, you should study 1 to 2 subjects from your knowledge organiser for homework lasting at least 1 hour in total.

On pages 8 and 9 there is space for you to record the subjects you have studied to make sure you are giving equal time to all of them. Your parent should sign off your homework each evening on these pages.

Your parent should also sign your reading log on pages 10 and 11. You can use the note pages in this booklet to help with your studies.

You need to bring your Knowledge Organiser to school every day. It will be checked regularly during form time.

You will be regularly tested on knowledge contained in this booklet.

8 Top Revision Tips

1 Start early

Last minute cramming is stressful and has limited success.



2 Make a plan

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



3 Pick a good spot

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



4 Find a good method

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



5 Take breaks

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



6 Revise with friends

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



7 Use past papers

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



8 Eat well

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



LONG TERM MEMORY



Retrieval Practice

Create your own quizzes based on topics.

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



Deliberate Practice

Apply your knowledge!

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

Answer Planning

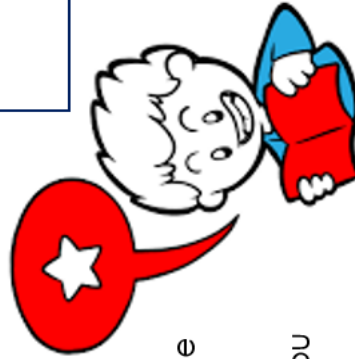
Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.



Read Aloud

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



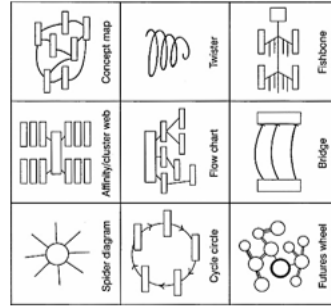
Sketch it

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



Graphic Organisers

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



Flashcards

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



Practice!

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

**PRACTICE
MAKES
PERFECT**

Hide and Seek

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



Record it

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



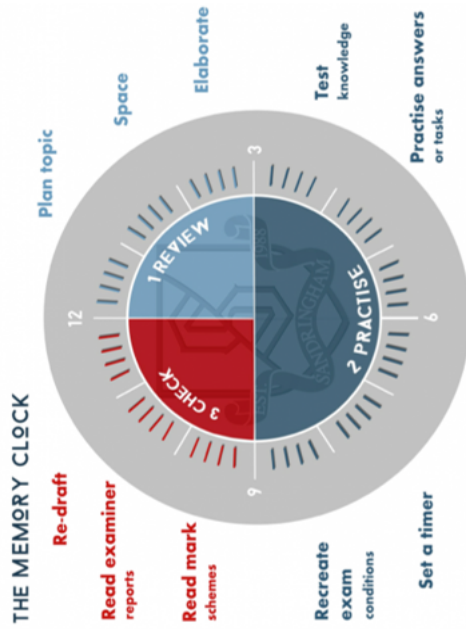
Post it!

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



Teach it!

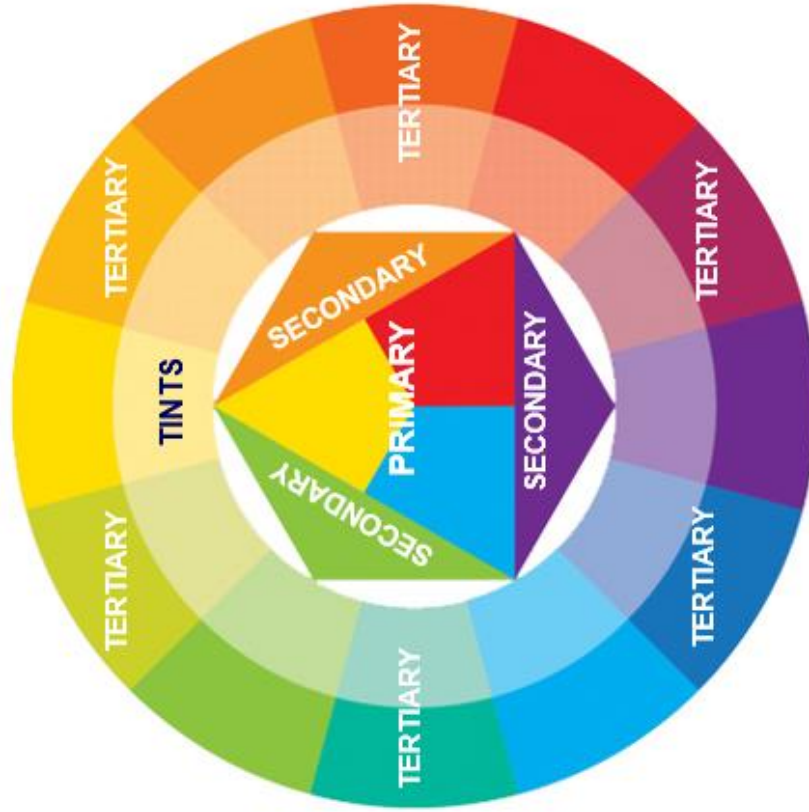
Teach someone your key facts and then get them to test you, or even test them!



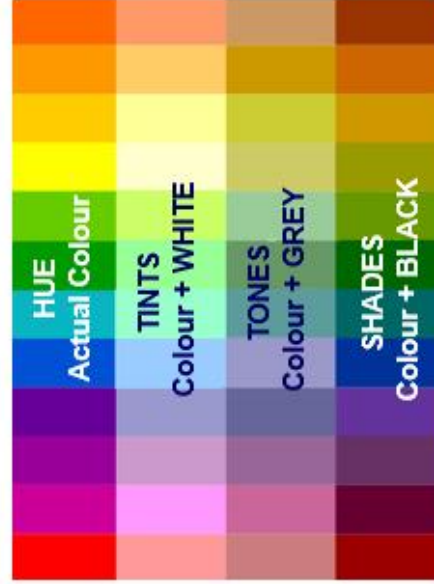
Art – Colour Theory:

In the visual arts, **colour theory** is a practical guide to colour mixing and the visual effects of specific colour combinations. There are also categories of colours based on the colour wheel for example: primary colour, secondary colour and tertiary colour.

THE COLOUR WHEEL:



HOW BLACK AND WHITE CHANGES COLOUR:



Art Specific Language and Terms	
Tonal Gradation	A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.
Colour Blending	The change from one colour to another gradually. The colour change should appear smooth and is achieved when colours are mixed and layered without an obvious line or step between each colour.

HARMONIOUS:
Colours that are next to each other on the colour wheel.



COMPLEMENTARY:
Colours that are opposite each other on the colour wheel.



TRIADIC:
Three colours spaced equally apart on the colour wheel.



WARM COLOURS:



COOL COLOURS:



Art – Observational Drawing – Colour Pencil:

Art Specific Language and Terms			
Tone	The lightness or darkness of something.		Colour Blending
Tonal Gradation	A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.		The change from one colour to another gradually. The colour change should appear smooth and is achieved when colours are mixed and overlapped without an obvious line or step between each colour.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.		Secondary Source imagery Using the work or imagery of others to help inspire and influence your own ideas and work.
Proportion	The size relationship between different elements e.g height compared to width.		Scaling up A precise way to transfer and enlarge a small image.
Burnishing	Layering and blending until no paper grain shows through the coloured pencil layers.		Accuracy The extent to which one piece of work looks like another.

A **tortillon** is a cylindrical drawing tool, tapered at the end and usually made of rolled paper, used by artists to smudge or blend.

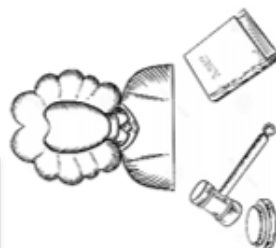


Essential tips for colour pencil work:

- Layering complementary colours darkens both colours and reduces their intensity.
- Pressing harder intensifies a hue but does not darken it.
- You can darken a colour by layering its next darkest neighbour over it, for example, purple over red. Use dark brown or dark blue before black, and avoid leaving black as the top layer of any colour.
- To lighten a colour, layer over it with a lighter hue of the same colour before resorting to white.
- To intensify a colour, blend it using a tortillon or stump.
- Burnishing any colour with white will make it lighter, shinier, cooler and hazier.

Key words	
Custodial	A punishment which involves prison.
Non-Custodial	A punishment that does not involve prison e.g. community service.
Punishment	A consequence for doing something which is considered to be wrong, immoral or illegal.
Justice	To receive appropriate treatment for a particular type of behaviour. Justice is for the victim and the criminal.
Deterrent	To stop someone from doing something again, may also put other people off.
Reform	Transforming people so that they become productive and contributing members of society. They learn from their mistakes and change their characters to become better citizens.

Command Words	
Argue	Present a reasoned case
Consider	Review and respond to given information
Describe	Set out characteristics
Summarise	Present key points without detail



Curfew order

The offender must remain in a specified place for set periods of time.

Community punishment order

Unpaid work for a period of 40-240 hours.



Sentencing Young Offenders

Detention and Training order

The first half of a sentence is spent in custody while the second half is spent in the community under the supervision of the Youth Offending Team

Reparation order

Designed to repair the harm caused by the offence either directly to the victim or indirectly to the community



Making connections

How can you link different topics together?

Punishment + reform + deterrent
Discrimination + tolerance
Human rights + justice
Stereotyping + crime + justice + equality

Age related rights

Age	10	13	16	17	18	21
Age of criminal responsibility	Have your own social media account	Buy a pet	Have a driver's license and drive a car if you pass your test	You can vote or stand for election	Entitled to full national minimum wage	

Censorship - Restriction of materials, publications and thoughts.



Positives

Protect young or vulnerable people in society from inappropriate content.



Negatives

Citizens may not be fully informed; relevant and important information could be withheld.

Human Rights & Crime

Right to be innocent until proven guilty

Right to be equal before the law

Right to no unfair detention

Right to a Fair Trial

Crime & Punishment

Key words	
Diversity	Showing a great deal of variety within a community or area.
Multicultural	A mixture of different races, cultures and ethnic diversity within a region/city/town.
Stereotyping	Labelling all people who belong to a certain group as the same – having a generalised view about the group based on one common feature.
Prejudice	Having negative thoughts about a person or group of people, that are not based on your own experience or on facts.
Discrimination	Treating a person unfairly based on their race, religion, sex, gender or age.
Immigration	The action of moving to live in another country permanently.
Migration	To move from one country or region and settle in another.
Values	ideas that are important; standards of behaviour that are accepted by a society.

British Values

Freedom

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

Democracy

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

Tolerance

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

Rule of law

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



Making connections

How can you link different topics together?

Prejudice + discrimination + stereotyping
British values + tolerance
Multicultural + diversity + British Values
Migration + diversity
Freedom + multicultural + British Values

Command Words

Argue	Present a reasoned case
Debate	Present different perspectives on an issue
Outline	Set out main characteristics
Summarise	Present key points without detail

For & against immigration in the UK

Contribute to UK society by paying taxes

Immigrants will do work that UK citizens won't

Immigration encourages multiculturalism and diversity in our culture

Can take jobs from UK citizens

There can be language and cultural barriers

Overpopulation can cause a strain on public services

Brush up on your skills

Giving other people information in order to try and change their opinions and views.

Critical enquiry

Looking into a topic in detail. Questioning different opinions and seeking to discover a range of other views.

Multicultural Britain

Computing -
Pages to be
added soon.

Computing –
Pages to be
added soon.



Drama- Script Exploration

Structure of a script

- A play script is a piece of writing written for the stage.
- A play script will include a list of characters (at the very beginning).
- It may be divided into acts which are then divided into scenes.
- Sometimes each scene will have a description of the setting at the start and then the characters' dialogue.
- Dialogue is set out with the character's name on the left then the dialogue (without speech marks), some will also have colons or fall stop separating the name and the speech.

Key Vocabulary

Definitions

Act/ Scene	An act is a division or unit of a theatre work, including a play, film, opera, and musical theatre. A scene is a part of an act defined with the changing of characters.
Characters	People acting in a playscript.
Setting	Setting is the time and place (or when and where) of the story.
Narrator	Some scripts include a character called a narrator. These are characters which explain what is going on in the story for the benefit of the audience. They do not have to be a character in the story, but their lines are written in the same way as any other character's.
Audience	The people who watch the performance; those for whom the performance is intended.
Stage directions	These are often written in italics within brackets and are instructions for the actors on stage – these should not be read aloud in performance. These instructions can also be for the technical team with ideas for lighting or sound effects.
Mood	The feeling created on stage during a performance.
Blocking	The stage positions and movement.
Status	The position of importance, power or control in performance.
Adaptation	This is where a text is adapted (changed) for stage, television or film.
Ensemble	This is where all cast members work together in a unified way rather than focussing on individual performances.
Proxemics	This is a term to describe the use of space on stage and how this can suggest relationships between characters for example a couple in love would be very close together.
Atmosphere	Creating the sense of the location.

Main characters

Christopher Boone- Protagonist and autistic
Ed Boone- Christopher's father
Judy Boone- Christopher's mother

Secondary characters

Siobhan - Christopher's teacher at school
Roger Shears - the man his mother had an affair with

Mrs Alexander- Elderly neighbour

Minor character

Mrs Shears- Neighbour his father has a relationship with.

Practice Tasks

1. Can you learn lines ready for a class performance?
2. Could you plan a rehearsal with rehearsal techniques / exercises to enhance the work?
3. Create a character profile for one of the characters from the play.

Key questions

1. Do you know how to lay out a script when writing your own?
2. What is meant by the term subtext?
3. How can we show relationships between characters on stage?
4. What is meant by the term directorial interpretation?
5. What is a rehearsal technique and why do we use these?

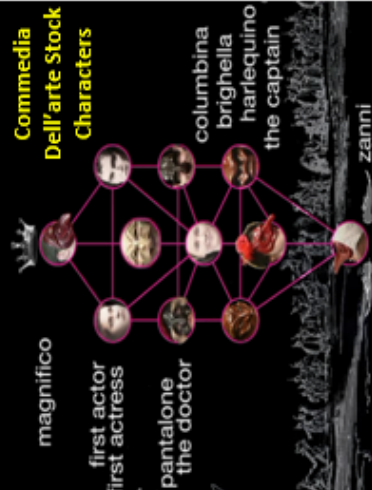
We will be exploring the stage play, Curious Incident of the dog in the Night time. It is a whodunnit play and looks at the relationship of a family. Christopher is a 15 year old who is autistic. He makes it his mission to discover who killed Wellington, the dog. During his investigation he uncovers a family secret and things will never be the same again.



Practice Task

1. Practice your slow motion and miming skills by miming every day activities.
2. Create your own pantomime costume for a chosen character.
3. Watch the video https://www.youtube.com/watch?v=CdA_6BtsXko
4. Write your own script out line for either a Commedia Dell'Arte plot or a pantomime.

Commedia Dell'Arte Stock Characters



History of....

Commedia dell'arte is a form of theatre that began in Italy in the 16th century and is popular to this day. The plays of Commedia dell'Arte were often performed by a small group of actors who travelled around and performed in town squares.

States of Tension

- 1-Exhaustion
- 2-Laid back/Zombie
- 3-Neutral
- 4-Alert
- 5-Suspense/curious
- 6-Passionate/melodramatic
- 7-Tragic

Remember:-

Jacques Lecoq believed that there were 7 levels of tension and if an actor could recognise these then they can use the to build characterisation

Drama Commedia Dell'Arte & Pantomime

History of....

Pantomime was created by JOHN RICH (1692-1761) He was known as the father of pantomime' because he was the first to realise the potential of the Commedia characters.

Key Questions:

1. Name the stock pantomime characters.
2. Describe slapstick comedy?
3. What is direct address and how does it link to clocking the audience?
4. Is Commedia Dell'arte and Complicité non naturalistic or naturalistic theatre, explain your reasoning?

Stock Characters....

- Principal boy/ hero
- Principal girl
- The Dame
- The Double Act
- The Baddie
- The Comedy Figure
- The Good Fairy

Ingredient of Pantomime

- Over the top acting
- Slapstick
- Breaking 4th wall
- Panto good vs. evil
- Audience participation
- Song
- Dance
- Stock characters

Costumes are an essential part of any pantomime; they allow the audience to understand each character and bring the magic of theatre to life.

Theme in a Pantomime

- Self discovery
- Overcoming adversity
- Class issues
- Love
- Family
- Friends
- Integrity
- Bravery

Good Vs. Evil



The side of the stage that actors enter from in a pantomime is vital to the plot

Vocabulary

Definition

Ensemble Actors on stage all the time working as a group.

Stock Characters A stock character is a stereotype; they have certain features that are easily recognisable

Slapstick Comedy based on deliberately clumsy actions and humorously embarrassing events.

Audience participation The active involvement of an audience in a live show or broadcast.

Double Entendre a word or phrase that is open to two interpretations, one of which is usually risqué. Often a favourite pantomime tradition for adults in the audience, the ancient art of double entendre is an established element of the panto form.

Gesture a movement of part of the body, especially a hand or the head, to express an idea or meaning

Gender reversal Gender flipping a character involves making the character canonically a different gender, which means that all the other characters they interact with see them as that gender.

Definition

Vocabulary

Grammelot or gromalot a gibberish style of language

Clocking the Audience a character acknowledges the audience's presence, talking to them directly. This is a device to focus the audience's attention on that character.

Lazzi a physical or verbal gag. They sometimes can add to a plot or relate to the current action, whilst other times they have no relevance to the story and serve as a distraction, a humorous interruption or are used to spotlight a character.

Masks half masks that were originally all made of leather, but now more commonly made of neoprene.

The Commedia masks must show emotion and intelligence as they are covering the face which is the main place emotion can be seen on someone. Masks should be an extension of an actor and their costume, hair and accessories.

Power in the literature: Refugee Boy

English

Writers often show how power works between people, including who has control, who is influenced by others, and who resists that control. These ideas can appear in relationships or situations where one gender has more power than another. In Refugee Boy, power dynamics are shown through the way the government and immigration system control Alem's life. It also shows resistance, as some try to challenge the system.

Vocabulary

- ☐ Flashback
- ☐ Identity
- ☐ Slang/colloquialism
- ☐ Refugee
- ☐ Illegal immigrant
- ☐ Figurative language
- ☐ Evaluation
- ☐ Inference



Check your answers:

Cover the vocabulary words.
Can you recall each term using
the **definitions**?

Practise spelling vocabulary words
and matching definitions to words.

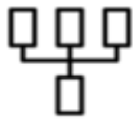
- A. Creative words, like metaphors and similes, to create strong images and deeper meanings for readers.
- B. Judging how effective something is, explaining your opinion, and supporting it with clear reasons and evidence.
- C. Someone who has entered a country illegally or has overstayed their visa and has no legal right to stay.
- D. Working out ideas or meanings from clues in a text, using evidence and your own thinking.
- E. A person forced to leave their country to escape war, persecution (based on race, religion, nationality, or political opinion), or natural disaster.
- F. Informal language (e.g., "Yo momma," "Wicked," "Bad" meaning good) that Alem adopts to fit in with peers at the children's home.
- G. A scene that interrupts the chronological flow of the story to show an event from the past.
- H. The concept of who a person is, which Alem struggles to maintain while being called "refugee boy" or "mongrel"

G - Flashback	F - Slang/colloquialism	E - Refugee	C - Illegal immigrant
A - Figurative language	B - Evaluation	D - Inference	H - Identity

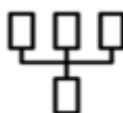
Word Power: Prefixes and Suffixes



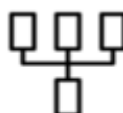
Task 1 a) – write a list of as many words as you can that have the prefixes of ‘pre’, ‘un’, ‘re’ and ‘dis’



Task 1 b) – write a list of as many words as you can that have the suffixes ‘-tion’, ‘-sion’, ‘-cian’, ‘-ful’ and ‘-ship’.



Task 1 c) – Write a list of as many words that you can think of that are compound words, like seagull, butterfly and bookcase.



Task 2 – COMPARISON.

At the start of Year 8, you studied the play Journey’s End. Think about the characters reactions to war. Reflect back on Hibbert. Consider Stanhope’s drinking habit.

Write a comparison on the situations they were trying to escape from in comparison to those that Alem and his family were trying to escape from. Evaluate whose situation was the worst, in your opinion.



Quotes from An Inspector Calls (set in 1912):

“You turned her away from your charity when she most needed help.”

Quotes from Shakespeare plays about power:

Fair is foul and foul is fair

Look like the innocent flower but be the serpent underneath.

Task 3: Understanding how writers show power over other people in literature

3 a) Read through the quotes to the left - these are from some KS4 texts. How do these show people using power?

3 b) Looking at the 3 quotes on the left, which one seems the most sinister? Can you explain why?



Task 4 - Write your own story about escaping from a bad situation. Consider the emotions that you would want to be seen. Use your knowledge of ideas and emotions in Refugee Boy to help you write.



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

Prior Learning / Context:

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

Assessment:

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

Key Questions:

What two steps can be taken to avoid cross-contamination? (2 marks)

Explain why we should eat less sugary and fatty foods? (2 marks)

What two rules are there for preparing high risk foods safely? (2 marks)

Preventing Food Poisoning (the 4Cs)



Key temperatures

Freeze -18C, Chill 0-5C,
Danger Zone 5-63C, Cook
75C+

The Eatwell Guide



8 healthy eating tips



Food Safety

Some foods are "high risk" because, if they are not stored, prepared and cooked properly, there is a high risk of them causing food poisoning.

Food Poisoning – when you eat food contaminated by bacteria the consequences can be serious. Symptoms include upset stomachs, headaches and dizziness.

Science of Cooking

- **Plasticity and shortening** – prevent gluten formation when making pastry
- **Denaturing** of proteins by heat, acid or mechanical means
- **Coagulation** – heating protein to set a mixture
- **Aeration** – role of fats and eggs

Themes:

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

Food Preparation Outcomes:



Future Learning:

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

Key Vocabulary

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

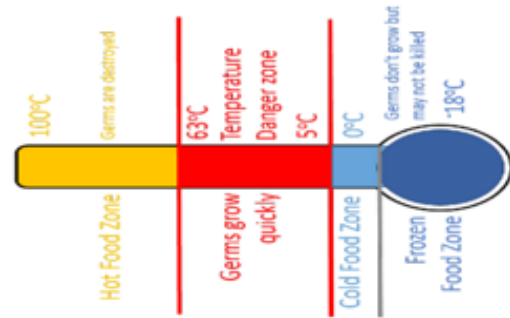
Year 9 – Food
Choice and
cooking
traditions

Getting ready to cook and healthy eating

Following the 4 C's

1. **Chilling** – when food is kept cold in the fridge (0-5C) bacterial growth slows down. Freezing food (-18C) stops growth but the bacteria will start to grow again when food is defrosted
2. **Cleaning** – removes bacteria from hands and work surfaces in the kitchen
3. **Cooking** – heating food to 75C+ kills bacteria. Once cooked, food should be kept warm above 63C
4. **Cross-contamination** – stops bacteria from spreading from high risk foods to other foods

Using the correct chopping board is one important way of avoiding cross-contamination. You should also clean your hands after touching raw meat and fish.



We need food for growth and repair of cells, energy, warmth, protection from illnesses and keep our bodies working properly.

Food is made of 5 nutrients. Each nutrient does a different job in the body. Eating a balanced diet means we get all the nutrients we need for a long and healthy life.

The amount of energy we need depends upon our age, gender, activity level and body size. If we eat more food than we need, and don't use it up by exercising, any energy that's left is turned into fat and we put on weight. If we eat less food than we need, the fat stores are used up and we may end up losing weight.

The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides up different food groups and shows how much of each group is needed. Extra information about the amount of water we need and the labels on food packaging is also provided.



French Y8 Autumn Term Knowledge Organiser Unit 1: Les vacances – Holidays

Tu es allé(e) où?	Where did you go?
Je suis allé(e)	I went to...
Nous sommes allé(e)s...	We went to...
en Allemagne	Germany
en Espagne	Spain
en France	France
en Grèce	Greece
en Italie	Italy
au Maroc	Morocco
au Mexique	Mexico
au Portugal	Portugal
aux États-Unis	USA

Prepositions
en + feminine country
au + masculine country
aux + plural country
à + city name

Avec qui?	Who with?
ma famille	my family
mon collègue	my class/school
mes ami(e)s	my friends
mes parents	my parents
mon frère	my brother
ma sœur	my sister

Tu as voyagé comment?	How did you travel?
J'ai voyagé...	I travelled...
Nous avons voyagé...	We travelled...
en avion	plane
en train	train
en bateau	boat
en voiture	car
en car	coach

Tu es où en vacances ?	Where are you on holiday?
Je suis...	I am...
Nous sommes au bord de la mer	We are... by the seaside
à la montagne	in the mountains
à la campagne	in the countryside
en colo (colonie de vacances)	at a holiday camp
chez mes grands-parents	At my grandparents' home

Qu'est-ce que tu as fait?	What did you do?
Pendant les vacances...	During the holidays...
J'ai joué au tennis/au foot	I played tennis/football
J'ai mangé des glaces	I ate ice creams
J'ai écouté de la musique	I listened to music
J'ai acheté des baskets	I bought trainers
J'ai regardé un film à la télé	I watched a film on TV
J'ai nagé dans la mer	I swam in the sea
J'ai retrouvé mes amis	I met my friends
J'ai traîné à la maison	I hung around at home

The perfect tense with AVOIR
The perfect tense is used to say what you did or have done in the past . To form the perfect tense of most verbs, you need: 1. The present tense of the verb AVOIR (to have) 2. A past participle (joué/mangé etc.) To form the past participle for regular –er verbs, remove the infinitive -er ending and replace with é e.g regarder – regardé

1. AVOIR, present tense	2. Past participle
J'ai	mangé
Tu as	acheté
Il/Elle/On a	nagé
Nous avons	joué
Vous avez	écouté
Ils/Elles ont	visité
	You bought
	He/She/We swam
	We played
	You listened
	They visited

Qu'est-ce que tu as visité?	What did you visit?
J'ai visité...	I visited...
Nous avons visité...	We visited...
le château	the castle
le lac	the lake
le musée	the museum
le parc	the park
le stade	the stadium
la cathédrale	the cathedral
la mosquée	the mosque
la chocolaterie	the chocolate shop

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

Sequencers	
d'abord	first of all
ensuite	next/then
puis	then
après	after
finalement	finally

The perfect tense with ÊTRE		
Some verbs use the verb ÊTRE in the perfect tense. One example is ALLER, the verb to go.		
1. ÊTRE, present tense	2. Past participle (remember to add an extra e for females and s for plurals).	
Je suis	allé(e)	I went
Tu es	allé(e)	You went
Il/Elle/On est	allé(e)	He/She/We went
Nous sommes	allé(e)s	We went
Vous êtes	allé(e)s	You went
Ils/Elles sont	allé(e)s	They went

Au parc d'attractions	At the theme park
J'ai bu un coca	I drank a coke
J'ai vu un spectacle	I saw a show
J'ai vu mes personnages préférés	I saw my favourite characters
J'ai fait une balade en bateau	I went on a boat ride
J'ai fait tous les manèges	I did all the rides
J'ai pris des photos	I took photos
Je n'ai pas mangé de glaces	I didn't eat ice creams
Je n'ai pas acheté de souvenirs	I didn't buy souvenirs
Look out for irregular past participles :	
boire (to drink) - bu (drank)	prendre (to take) - pris (took)
voir (to see) - vu (saw)	faire (to do) - fait (did)

French

Y8 Autumn Term Knowledge Organiser

Unit 2: Les fêtes – Festivals

Quelle est ta fête préférée ?	What's your favourite festival?
Ma fête préférée c'est...	My favourite festival is...
Noël	Christmas
Pâques	Easter
mon anniversaire	my birthday
la Toussaint	All Saint's Day
le Saint-Valentin	Valentine's Day
le Nouvel An	New Year
la Chandeleur	Pancake Day
l'Aïd	Eid
le carnaval	Carnival
le 14 juillet	Bastille Day

Pourquoi ?	Why?
Parce que...	Because...
J'aime/J'adore...	I like/I love
Je n'aime pas...	I don't like...
Je déteste...	I hate...
Je préfère...	I prefer...
manger du chocolat	to eat chocolate
acheter des cadeaux	to buy presents
danser et chanter	to sing and dance
faire une soirée	to have a sleepover
pyjama	to visit my cousins
rendre visite à mes cousins	to visit my cousins
Parce que c'est...	Because it is...
amusant/ennuyeux/ nul/sympa/ bête	fun/boring/ rubbish/nice/ silly
trop commercial	too commercialised

Comment fêtes-tu ?	How do you celebrate?
Je retrouve mes copains	I meet my friends
Je mange des crêpes	I eat pancakes
Je danse	I dance
Je porte un masque et un déguisement	I wear a mask and a disguise
Je regarde la parade	I watch the parade
Je partage des photos	I share photos

The present tense
The present tense is used to talk about what usually happens, or what is happening now . <i>Je danse</i> means 'I dance' and 'I am dancing' To form the present tense of most verbs: 1. Choose the correct subject pronoun (je/tu/il/elle...) 2. Remove the -er/-ir/-re ending from the infinitive verb. 3. Add the appropriate ending from the table below.

Subject pronoun	-er verbs (JOUER)	-ir verbs (FINIR)	-re verbs (VENDRE)
Je/J'	joue	finis	vend <i>s</i>
Tu	joues	finis	vend <i>s</i>
Il/Elle/On	joue	finit	vend
Nous	jouons	finissons	vend <i>ons</i>
Vous	jouez	finissez	vend <i>ez</i>
Ils/Elles	jouent	finissent	vend <i>ent</i>

Décris la photo	Describe the photo
Sur la photo il y a...	In the photo there is...
un homme/une femme	a man/woman
un garçon/une fille	a boy/girl
Il/Elle danse	He/She is dancing
Il/Elle mange...	He/She is eating
Il/Elle chante	He/She is singing
Il/Elle porte...	He/She is wearing
Il fait beau/mauvais	The weather is good/bad
For multiple people: Ils/Elles dansent.	
The -s and -ent are silent.	

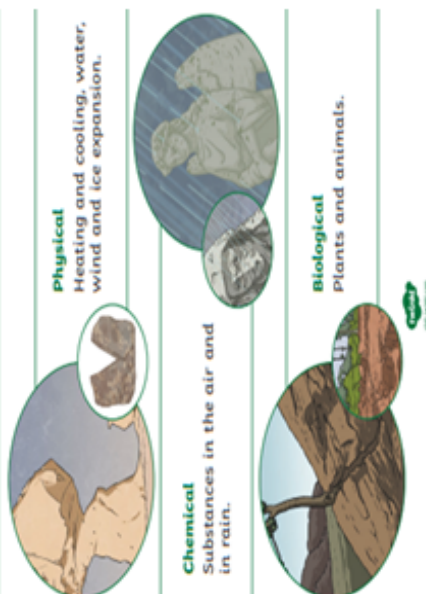
Au marché	At the market
Vous désirez ?	What would you like?
Je voudrais...s'il vous plaît	I would like...please
Et avec ça ?	Anything else?
C'est tout, merci.	That's everything, thanks.
Ça fait combien ?	How much is it?
Ça fait...euros.	It's...euros.
Voilà.	Here you go.
Bonne journée !	Have a good day!

Qu'est-ce que tu vas faire ?	What are you going to do?
Je vais...	I'm going to...
visiter le marché de Noël	visit the Christmas market
acheter des cadeaux	buy presents
admirer les maisons illuminées	admire the illuminations
écouter des chorales	listen to some choirs
manger une tarte flambée	eat a tart
boire un jus de pomme	drink a hot apple juice
chaud	

The near future tense	
To talk about things that are going to happen, use ALLER in the present tense, followed by an infinitive verb.	
ALLER, present tense	Infinitive verb
Je vais	acheter
Tu vas	manger
Il/Elle/On va	boire
Nous allons	visiter
Vous allez	écouter
Ils/Elles vont	choisir
	I am going to buy
	You are going to eat
	He/She/We are going to drink
	We are going to visit
	You (pl.) are going to listen
	They are going to choose.

Au marché	Au marché
du poisson	some fish
de la salade	some lettuce
de l'eau	some water
des haricots verts	some green beans
un morceau de fromage	a piece of cheese
une tranche de jambon	a slice of ham
un chou-fleur	a cauliflower
une douzaine d'œufs	a dozen eggs
un kilo d'oignons	1kg of onions
un demi-kilo de pommes	½ a kilo of apples
2 kilos de pommes de terre	2kg of potatoes
cent grammes de tomates	100g of tomatoes
six bananes	six bananas
When buying food you can use: 1. the indefinite article: une pomme 2. a number: six pommes 3. a quantity followed by de : un kilo de pommes	

Weathering Types and Causes



Task: Find examples of each of the landforms shown on this diagram and explain how they are formed?

YEAR 8 Rivers and Coasts

Coasts Case Study – Happisburgh Norfolk

Reasons for coastal management

The coastline is eroding at an average of 2 metres a year.

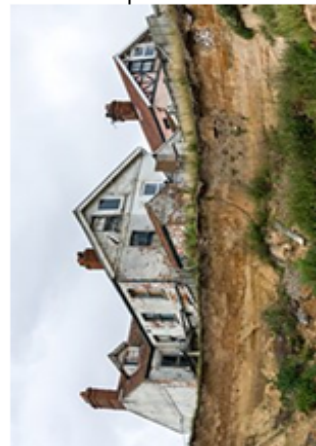
WHY??

Rock type – the cliffs are made from less resistant boulder clay (made from sands and clays) which slumps when wet.

Naturally narrow beaches – these beaches give less protection to the coast as they don't reduce the power of the waves.

Man-made structures – groyne have been installed to stop longshore drift and build up the beaches in certain places. This narrows unprotected beaches elsewhere even further, as new sand does not come down to replace sand eroded by waves.

Powerful waves – waves at Happisburgh travel long distances over the North Sea (so have a long fetch) which means they will increase in energy.



Types of Erosion – the wearing away of rock

Attrition	Rocks in the river/sea bump into each other, breaking up, becoming rounder/smooth.
Abrasion	Material being carried scrapes river beds/cliffs wearing them down.
Solution/Corrosion	Certain rocks are dissolved by river/sea water.
Hydraulic Action	The force of water expands crack in river banks and coastal cliffs.

Task: Draw pictures to show the processes of erosion

Key Questions:

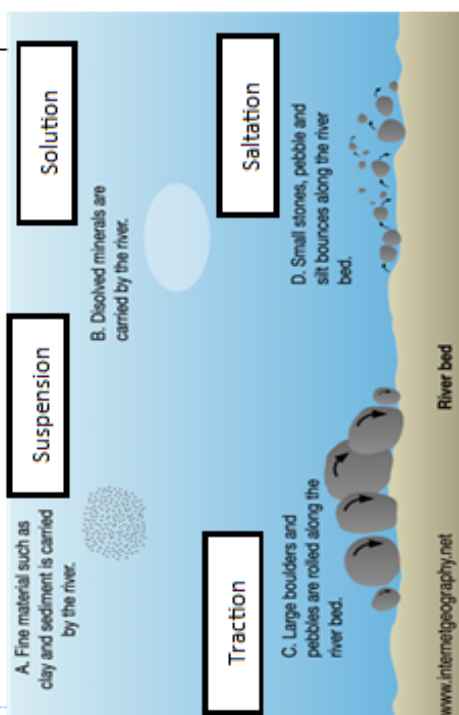
What processes change coastlines over time?

How do people use the coast?

How are different river landforms created?

How are coasts and rivers managed?

Types of transportation—the movement of material



Year 8 Geography: Population

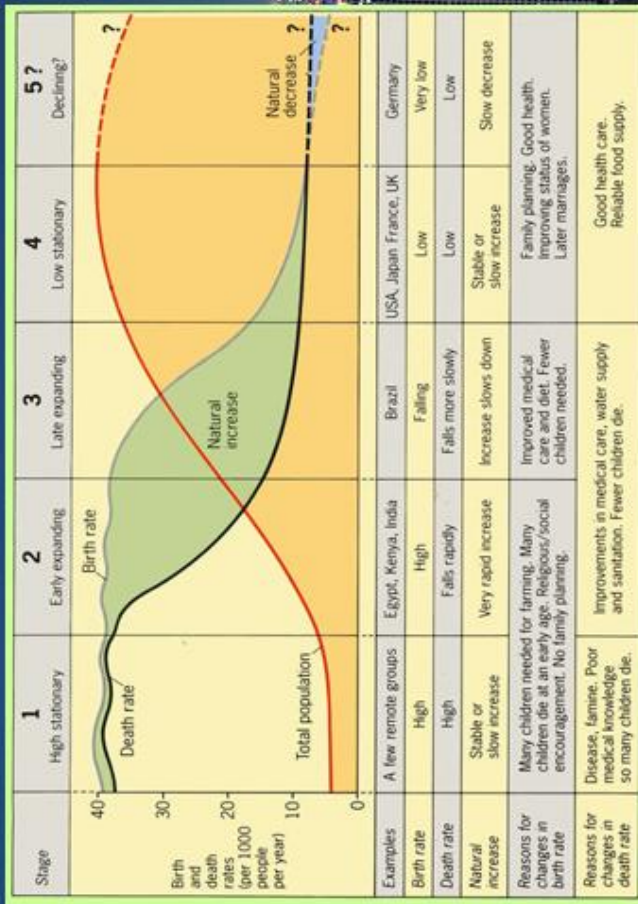
Key Term	Definition
Population	The number of people in a specific area - China has the highest population in the world
Megacity	A city with a population over 10 million - Tokyo has close to 40 million people, London is NOT a megacity
Population pyramid	A bar graph showing the number of people in each age bracket
Birth rate	The number of babies born every year per 1000 people in a population.
Death rate	The number of deaths that occur every year per 1000 people in a population.
Rural to urban migration	People move from villages (rural areas) to cities (urban areas) to live and work there
Pull factors	Something that attracts people to a city such as cinemas or jobs
Push factors	Something that makes villages unattractive for people, such as flooding
Quality of life	How happy people are about their lives, related to people's wellbeing
Ageing population	A population of an area where the % of older people increases comparing to other age groups

Prior learning:

1. Define migration and population density. (Term 1 in Year 7)
2. What is the difference between sparsely and densely populated areas? (Term 1 in Year 7)
3. What is used on a choropleth map to show information? (Term 1 in Year 7)

Key tasks:

1. Mark the countries from the DTM model (top right corner on this page) onto the outline map (bottom left corner).
2. Describe the location of Japan in the world. (Remember to use compass directions and write the continent, nearby ocean and neighbouring countries)



World map



Y8 German – Autumn Term 1

Früher und heute

Die Stadt ist / war...
alt / modern
klein / groß
schön / industriell
laut / ruhig

Then and today

The town is/was...
old / modern
small / big
beautiful / industrial
noisy / quiet

Die Stadt hat / hatte....
Es gibt / gab...
einen Strand
einen Marktplatz
einen Olympiapark
einen Hafen
eine Arena
eine Skatehalle
ein Einkaufszentrum
ein Stadion

The town has / had ...
There is / was...
a beach
a town square
an Olympic Park
a harbour / port
an arena
a skate hall
a shopping centre
a stadium

Wo hast du gewohnt?

Ich habe ... gewohnt.
in einem Hotel
in einem Ferienhaus
in einem Wohnwagen
in einer Jugendherberge
auf einem Campingplatz
mit Freunden

Where did you stay?

I stayed...
in a hotel
in a holiday house
in a caravan
in a youth hostel
on a campsite
with friends

Was hast du gemacht?

Ich habe viele Sachen gemacht.
Ich habe / Wir haben...
Musik gehört.
Volleyball gespielt.
einen Bootsausflug gemacht.
viele Souvenirs gekauft.
viel Fisch gegessen.
die Kirche gesehen.
ein Buch gelesen.
Ich bin zu Hause geblieben.

What did you do?

I did a lot of things.
I / We ...
listened to music.
played volleyball.
did a boat trip.
bought lots of souvenirs.
ate lots of fish.
saw the church.
read a book.
I stayed at home.

Wohin bist du gefahren?

Ich bin ... gefahren.
Ich bin ... geflogen.
nach Deutschland / Frankreich / Spanien /
Amerika / Südafrika / Schottland
nach Wien

Where did you travel?

I travelled...
I flew...

to Germany / France / Spain / America
/ South Africa / Scotland
to Vienna

Mit wem bist du gefahren?

Who did you travel with?

ich bin ... gefahren.
mit meiner Familie
mit Freunden

I travelled...
with my family
with friends

Was hast du noch gemacht?

What else did you do?

Ich bin ... gegangen.
an den Strand
in die Stadt
windsurfen
kitesurfen
schwimmen
Ich bin ... gefahren.
Wakeboard
Snowboard
Ski
Banane
Ich habe Snowtubing gemacht
Ich habe Eistennis gespielt.

I went...
to the beach
into town
windsurfing
kite surfing
swimming
I went...
wakeboarding
snowboarding
skiing
banana boating
I went snowtubing.
I played ice tennis.

Wie ist / war das Wetter?

How is / was the weather?

Es ist / war...
sonnig
kalt
heiß
wolkig
windig
neblig
Es regnet.
Es schneit.
Es donnert und blitzt.

It is / was...
sunny
cold
hot
cloudy
windy
foggy
It is raining. / It rains.
Is it snowing. / It snows.
There is thunder and lightning.

Wann war das?

in den Ferien
im Sommer / Winter
letzten Sommer / Winter
heute
gestern
früher

When was that?

in the holidays
in summer / winter
last summer / winter
today
yesterday
then / previously

Oft benutze Wörter

nur
dort
zu
nicht
gar nicht
sehr
ungefähr
viel
viele

High-frequency words

only
there
too
not
not at all
very
approximately
a lot
lots / many

Y8 German – Autumn Term 2

Im Kino

At the cinema

der Actionfilm(e)	action film
das Drama (Dramen)	drama
der Fantasyfilm(e)	fantasy film
der Horrorfilm(e)	horror film
die Komödie(n)	comedy
die Liebeskomödie(n)	romantic comedy
der Science-Fiction-Film(e)	science fiction film
der Zeichentrickfilm(e)	cartoon

Ich bin ins Kino gegangen *I went to the cinema*
 Ich habe zu Hause eine DVD gesehen
I watched a DVD at home

Wie hast du den Film gefunden?

What did you think of the film?

Ich habe den Film ... gefunden
I thought the film was ...

furchtbar	awful
blöd	stupid
gruselig	creepy
interessant	interesting
langweilig	boring
kindisch	childish
lustig	funny
romantisch	romantic
schrecklich	terrible
spannend	exciting
unterhaltsam	entertaining

der Schauspieler(-)	actor/s
die Schauspielerin(nen)	actress/es

Meinungen

Opinions

das finde ich (un)fair	<i>I think that's (un)fair</i>
das geht mir auf die Nerven	<i>that gets on my nerves</i>
das ist (un)gesund	<i>that's (un)healthy</i>
das ist aktiv	<i>that's active</i>
das ist passiv	<i>that's passive</i>
das macht (un)fit	<i>that makes you (un)fit</i>
das macht Spaß	<i>that's fun</i>
das stimmt (nicht)	<i>that's (not) true</i>
du hast recht	<i>you're right</i>
Ich bin (nicht) süchtig	<i>I'm (not) addicted</i>

Fragen

Questions

Wann?	When?
Wer?	Who?
Wie viel / viele?	How much / many?
Wo?	Where?
Warum?	Why?
Was?	What?
Wie?	How?

Was liest du gern? What do you like reading?

Ich lese gern / nicht gern...	<i>I like / don't like to read</i>
Ich lese lieber	<i>I prefer reading</i>
Ich lese am liebsten	<i>I like reading most of all</i>
der (die) Roman(e)	novel(s)
die Zeitschrift(en)	magazine(s)
die Zeitung(en)	newspaper(s)
das (die) Fantasybuch(-ücher)	fantasy book(s)
das (die) Sachbuch(ücher)	factual / non-fiction
die Biografie(n)	biography

Wo liest du?

Where do you read?

im Bus / Zug	on the bus / train
im Garten / Park	in the garden / park
im Bett	in bed
im Schlafzimmer	in the bedroom
in der Pause / Schule	at break / at school
in der Badewanne	in the bath
auf dem Sofa / Klo	on the sofa / loo
auf dem Hof	on the school yard
auf dem Handy	on the mobile phone
am Computer	on the computer

Im Fernsehen

On the TV

Was siehst du gern? What do you like watching?

Ich sehe (sehr/nicht) gern...	<i>I (really/don't) like watching...</i>
Ich hasse	<i>I hate</i>
Ich gucke / sehe	<i>I watch</i>
die Dokumentation(en)	documentary
das (die) Musikvideo(s)	music video(s)
die Nachrichten	news
die Seifenoper(n)	soap opera
die Serie(n)	series
die Sportsendung(en)	sports programme

Bist du süchtig?

Are you addicted?

eine Stunden pro Tag	<i>an hour a day</i>
zwei bis drei Stunden pro Tag	<i>two to three hours a day</i>
nicht mehr als drei Stunden pro Tag	<i>no more than three hours per day</i>
mehr als... Stunden	<i>more than... hours</i>
nur am Wochenende	<i>only at the weekend</i>
nach den Hausaufgaben	<i>after homework</i>
von 20 bis 22 Uhr	<i>from 8pm to 10pm</i>

Five key words

er sieht	<i>he watches</i>
der Zeichentrickfilm	cartoon
die Zeitung	newspaper
die Zeitschrift	magazine
am Wochenende	at the weekend

Chronology	
1603	Elizabeth I dies, James I becomes the first Stuart monarch.
1605	Gunpowder plot
1625	Charles I becomes King.
1645-46	Witch Craze
1649	Execution of Charles
1649-60	Interregnum

Key People	Role
Matthew Hopkins	The Witch finder General
Charles I	Son of James I
Charles II	The son of Charles I
James I	The first Stuart King
Henrietta Maria	Wife of Charles I
Robert Catesby	Leader of the Gunpowder plotters.
Guido Fawkes	Gunpowder expert found in the cellar.
Oliver Cromwell	Puritan army leader of the roundheads.

Common Misconceptions

At least one in 10 – or perhaps as many as one in five – men in England and Wales fought in the Civil War. It has been calculated that loss of life, in proportion to the national population of the time, was greater than in the First World War.

In England, witchcraft became a crime in 1542, a statute renewed in 1562 and 1604. As such, most witches across Europe received the usual penalty for murder – hanging (though in Scotland and under the Spanish Inquisition witches were burned).

The Gunpowder plot was led by Robert Catesby.

Key discoveries / ideas

In 1533, Henry VIII broke from the church and married the now pregnant Anne Boleyn in a secret ceremony. This solved his heir problem, but Henry was excommunicated by the Pope. The English Reformation had begun.

James I was a Protestant but was tolerant towards the Catholics. However he introduced strict anti-Catholic laws after the Gunpowder Plot.

Charles ended up fighting a civil war against Oliver Cromwell – who was a Puritan (a very strict Protestant who wanted to get rid of ritual in church services and lead a plain and simple life).

The printing press is thought to have been invented in Germany by Johannes Gutenberg around 1450 and by the end of the century printed books were available in London. This meant that ideas could be printed and spread quickly.

Useful Websites/books/films/documentaries

<https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1>

<https://kids.britannica.com/kids/article/English-Civil-War/476240#:~:text=The%20English%20Civil%20War%20was,when%20England%20had%20no%20monarch.>

<https://www.youtube.com/watch?v=KDVQw9SzoV0>

<https://www.youtube.com/watch?v=cEE1FbHzt0>

<https://www.youtube.com/watch?v=bqj0Wd68Mio>

<https://vimeo.com/290470347>

Key words and concepts

1. Monarch The king or queen	2. Roundhead The term given to the soldiers that fought for Parliament. Named after their short haircuts!	3. Divine Right The belief held by Kings & Queens that they had been appointed by God to rule.	4. Puritan A very strict form of Protestantism. Many MPs were Puritans.	5. Reformation A movement in the 16 th century which led to the foundation of Protestantism.
6. Civil War A war between citizens of the same country.	7. Cavaliers The term given to soldiers on horses. They fought for the King in the English Civil War.	8. Treason The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.	9. Witch craze people were accused of witchcraft in larger numbers.	10. Parliament Called by the king when he chose. Approved laws and proposed their own. Were supposed to approve all taxes
11. Conspiracy A secret plan to do something harmful.	12. Royalist Someone who supports the monarchy.	13. Lord Protector Oliver Cromwell's title.	14. Interregnum In between kings.	15. Superstition Belief in the super-natural

Important image(s)

Catholic or Protestant?



Year 8 Knowledge Organiser

SOLVING EQUATIONS

Key Concept

Inverse Operations

Operation	Inverse
+	—
—	+
$\times$	$\div$
$\div$	$\times$
x^2	$\sqrt{x}$

To check your answer, use substitution

Key Words

Unknown: A letter which represents a number we do not know the value of.
Terms: The numbers and letters in the expression or equation.
Inverse: The operation which will do the opposite.

Tip

Answers can be:

- Integers
- Decimals
- Fractions
- Negatives

Examples

$x + 9 = 16$ $-9 \quad -9$ $x = 7$	$x - 12 = 20$ $+12 \quad +12$ $x = 32$	$\frac{x}{3} = 5$ $\times 3 \quad \times 3$ $x = 15$	$2x + 5 = 14$ $-5 \quad -5$ $2x = 9$ $\div 2 \quad \div 2$ $x = 4.5$
--	--	--	--

$\frac{x}{4} - 2 = 4$ $+2 \quad +2$ $\frac{x}{4} = 6$ $\times 4 \quad \times 4$ $x = 24$	$2(3x + 5) = -14$ expand $6x + 10 = -14$ $-10 \quad -10$ $6x = -24$ $\div 6 \quad \div 6$ $x = -4$	$2x + 7 = 5x + 1$ $-2x$ (smallest x term) $+7 = 3x + 1$ $-1 \quad -1$ $6 = 3x$ $\div 3 \quad \div 3$ $2 = x$
--	---	--

Questions

- 1) $x + 8 = 19$ 2) $y - 25 = 15$ 3) $2y = 82$ 4) $\frac{t}{4} = 7$
 5) $\frac{p}{2} - 6 = 2$ 6) $3(2x - 3) = 15$ 7) $4x - 8 = 2x + 1$

ANSWERS: 1) $x = 11$, 2) $y = 40$, 3) $y = 41$, 4) $t = 28$, 5) $p = 16$, 6) $x = 4$, 7) $x = 4.5$ or $9/2$

Sparx

M707, M509, M387,
M554, M957

Year 8 Knowledge Organiser

ANGLES (Lines/Points)

Key Concepts

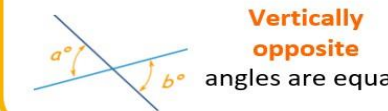
Angles at a point add up to 360° .

Angles on a straight line add up to 180° .



Corresponding angles are equal.

Alternate angles are equal.



Vertically opposite angles are equal.

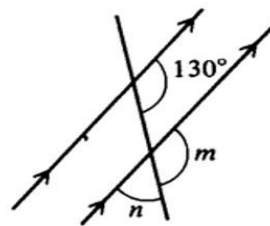
Key Words

Intersect: Two lines which cross.

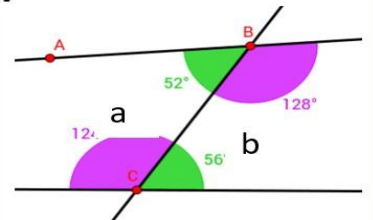
Parallel: Two lines which never intersect. Marked by an arrow on each line.

Transversal: A line which intersects two parallel lines.

Examples

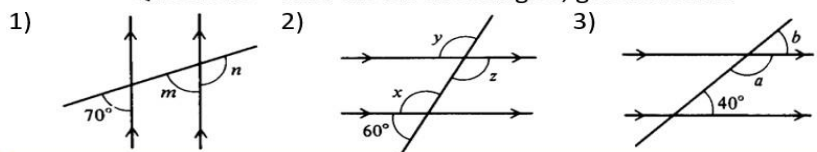


$m = 130^\circ$ as corresponding angles are equal.
 $n = 50^\circ$ as angles on a line add to 180°



$a = 128^\circ$ as alternate angles are equal
 $b = 52^\circ$ as angles on a straight line add up to 180°

Questions – Find the labelled angles, give reasons.



ANSWERS: 1) $m = 70^\circ$, $n = 110^\circ$ 2) $x = 120^\circ$, $y = 120^\circ$, $z = 120^\circ$ 3) $a = 140^\circ$, $b = 40^\circ$

Sparx

M818, M163,
M606

Tip

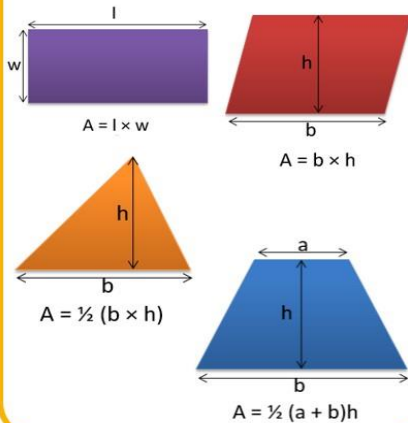
These angle properties can be used alongside all the other angle properties that you have learnt.

Year 8 Knowledge Organiser

AREA AND PERIMETER

Key Concepts

Area



Key Words

Area: The amount of square units that fit inside the shape.

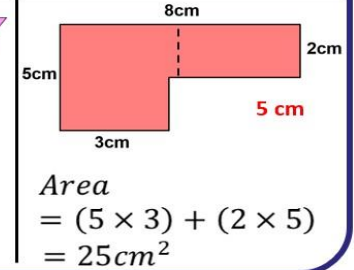
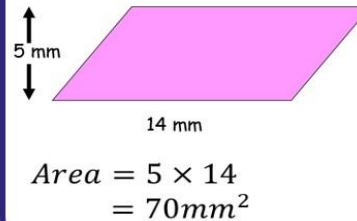
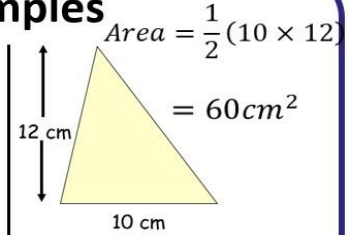
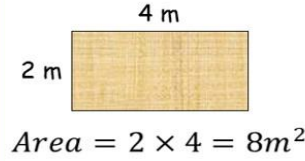
Perimeter: The distance around the outside of the shape.

Dimensions: The lengths which give the size of the shape.

Shapes:

Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Examples

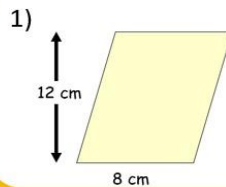


Sparx

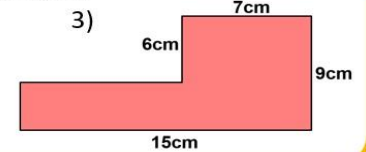
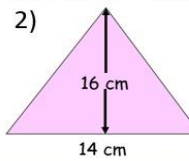
M350, M635,
M269, M291,
M610, M996,
M169

Tip

Always remember units. These units are squared for area. mm^2, cm^2, m^2 , etc



Questions – Find the area.

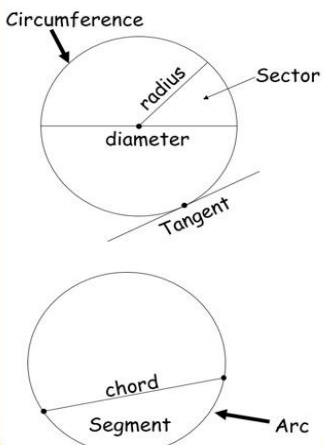


ANSWERS: 1) $96cm^2$ 2) $112cm^2$ 3) $87cm^2$

Year 8 Knowledge Organiser

CIRCLES AND COMPOUND AREA

Key Concepts



Key Words

Diameter: Distance from one side of the circle to the other, going through the centre.

Radius: Distance from the centre of a circle to the circumference.

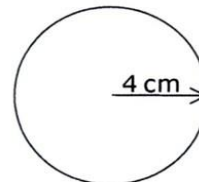
Chord: A line that intersects the circle at two points.

Tangent: A line that touches the circle at only one point.

Compound (shape): More than one shape joined to make a different shape.

Examples

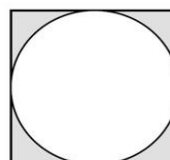
Find the area and circumference to 2dp.



$$\text{Circumference} = \pi \times d = \pi \times 8 = 25.13cm$$

$$\text{Area} = \pi \times r^2 = \pi \times 4^2 = 50.27cm^2$$

Find shaded area to 2dp.



10m

$$\text{Square area} = 10 \times 10 = 100m^2$$

$$\text{Circle area} = \pi \times r^2 = \pi \times 5^2 = 78.54m^2$$

$$\text{Shaded area} = 100 - 78.54 = 21.46m^2$$

Sparx

M231, M169

Formula

$$\text{Circle Area} = \pi \times r^2$$

$$\text{Circumference} = \pi \times d$$

Tip

If you don't have a calculator you can leave your answer in terms of π .

Questions

- Find to 1dp the area and circumference of a circle with:
 - Radius = 5cm
 - Diameter = 12mm
 - Radius = 9m
- Find the area & perimeter of a semi-circle with diameter of 15cm.

ANSWERS: 1) a) $A = 78.5cm^2, C = 31.4cm$ b) $A = 113.1mm^2, C = 37.7mm$ c) $A = 254.5m^2, C = 56.5m$ 2) $A = 88.4cm^2, P = 38.6cm$

YEAR 8— UNIT 1a

BASS CLEF NOTATION

When you were in Year 7 you worked with the Treble Clef and named the notes on the treble clef staff.

But that's just half the fun!!!

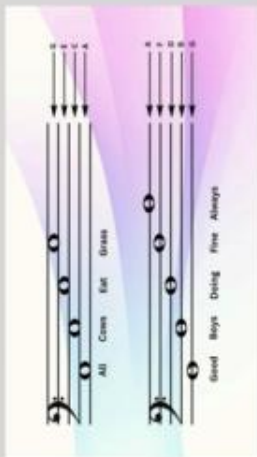
The treble staff works with all the notes that are higher (above 'Middle C' in pitch). However, there are also a whole range of notes lower than 'Middle C' and these are known as instruments on the 'Bass Stave'.

You are still in the situation where we only use the first seven letters of the alphabet (A-G) but to remember the names of the notes in bass clef use the mnemonic "All Cows Eat Grass" for the spaces and "Good Boys Doing Fine Always" for the lines. This is shown on the image above.

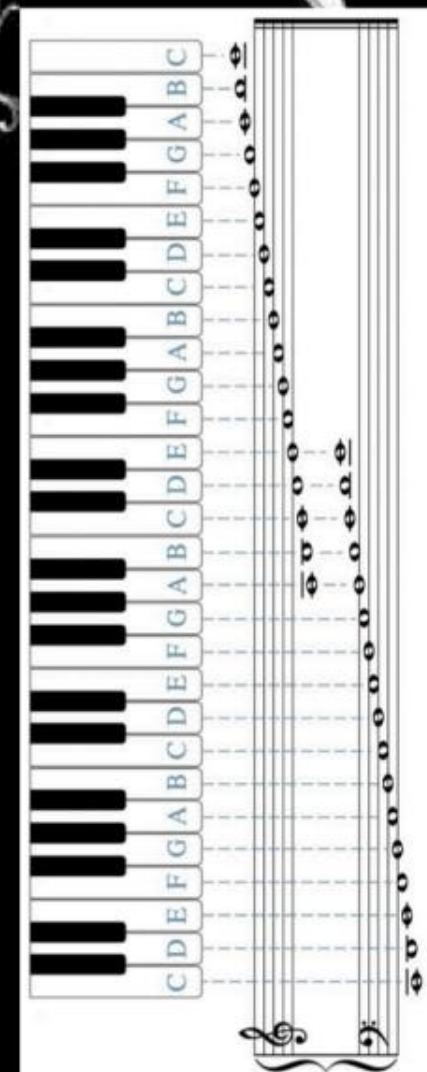
See if you can still find 'Middle-C' on the keyboard - notes on the bass stave are all of those to the left of Middle-C.

All the notation showing rhythm such as semibreves (4), minim (2) and crotchets (1) remain the same as these are duration; it is just the pitch that changes and the names of the notes on the stave.

Next time you listen to a song, listen to the bass line and try to imagine what it would sound like without the bass!



Rhythm in Music Note Values—UK		
Term	Symbol	Value
semibreve		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		$\frac{1}{2} + \frac{1}{2} = 1$
semiquaver		1/4 beat
joined semiquavers		$\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$



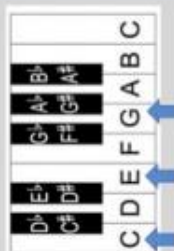
Rhythm in Music Rest Values—UK		
Term	Symbol	Value
semibreve rest		4 beats of silence
minim rest		2 beats of silence
crotchet rest		1 beat of silence
quaver rest		1/2 beat of silence
semiquaver rest		1/4 beat of silence

YEAR 8— UNIT 1b

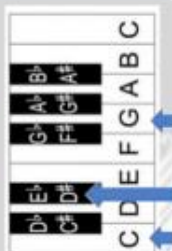
KEYBOARD SKILLS PART 2 - CHORDS

Following on from your previous work on keyboards you will now look at more advanced keyboard techniques to prepare you for future work, more specifically Major Chords, Minor Chords, Chord Progressions and Chord Inversions.

Major Chords are usually described as sounding HAPPY. You make a major triad (a 3-note chord) with your right hand by placing your thumb on the note you have been given (so, for example, a 'C' for C Major). Then count up 4 notes (including all black and white keys) and play that note with your Index Finger (Finger '2'). Finally, count up a further 3 notes (including all black and white keys) and play that note for with your 'ring finger' (Finger '4'). So, for a C Major Chord, you would be playing the following notes:

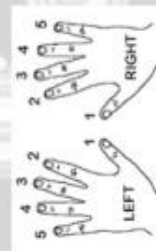


Minor Chords are usually described as sounding SAD. You make a major triad (a 3-note chord) with your right hand by placing your thumb on the note you have been given (so, for example, a 'C' for C Minor). Then count up 3 notes (including all black and white keys) and play that note with your Index Finger (Finger '2'). Finally, count up a further 4 notes (including all black and white keys) and play that note for with your 'ring finger' (Finger '4'). So, for a C Minor Chord, you would be playing the following notes:



Chord Progressions are a series of different chords, played one after another, to create a variety of sounds. A progression may involve Major, Minor or a mix of both Major and Minor chords. One of the most common in popular music is the I:V:VIIm:IV chord (what is known as the 'Four Chord Song').

Chord Inversions are where you take the notes of a chord and rearrange them into a different order. The standard one is the ROOT POSITION chord where the note at the bottom (the one played with your thumb) is the same as the name of the chord (so, for example, a 'C' in C Major). A FIRST INVERSION has the second note of the chord at the bottom (so, for example, an 'E' in C Major with the 'G' and 'C' above it). Finally a SECOND INVERSION has the third note of the chord at the bottom so, for example, a 'G' in C Major with the 'C' and 'E' above it).



WIDER LISTENING

Here are some links to pieces that will extend your knowledge of these topics. Please listen to these at home, perhaps with your parents and family.

- BASS CLEF NOTATION: "All About That Bass" - <https://www.youtube.com/watch?v=EY-hJ9WZ6lk>
- SONG IN A MAJOR KEY: "Hey Jude" by The Beatles in the original Major Key - https://youtu.be/A_MjCqQoLLA?t=54
- SONG IN A MINOR KEY: "Hey Jude" by The Beatles but changed into a Minor Key - <https://www.youtube.com/watch?v=68PuOsdmBsM>
(Can you hear the difference between the two versions - which sounds happier?)



8.1 & 8.2 KS3 Core PE Knowledge Organiser: Immediate Effects of Exercise on the Body

Immediate Effects of Exercise on the Body		
	Immediate Effects of Training	Body System
1	Increase temperature of synovial fluid in joints	The Skeletal System
2	Increased flexibility	
3	Rise in muscle temperature	The Muscular System
4	Increased blood flow to muscles	
5	Increased flexibility	
6	Muscle fatigue and soreness, sometimes cramp (due to increased lactate production)	
7	Lactate accumulation, if oxygen not supplied quick enough due to working anaerobically	
8	Increased heart rate, cardiac output and stroke volume	The Cardiovascular System
9	Blood diverted to muscles from digestion and other systems (vascular shunting)	
10	Increase in blood pressure	The Respiratory System
11	Increased rate of breathing	
12	Increased rate of gaseous exchange (uptake of O ₂ and production of CO ₂)	
13	Increased depth of breathing (tidal volume)	
14	Oxygen deficit (if oxygen supply cannot meet demand)	

Key Vocabulary:

Skeletal, Muscular, Cardiovascular, Respiratory, Muscles, Lactic acid (lactate), Flexibility, Heart rate, Blood, Breathing, Gaseous exchange, Oxygen, Carbon Dioxide



Common Misconceptions:

- **Immediate (short term) effects** – the way the body responds as soon as it starts to exercise or responds to an increase of intensity. These changes help to meet the increased demands.
- **Adaptations (long term) effects** – regular exercise or training will lead to adaptations of the body systems increasing performance in that type of exercise or sport and beneficial to general health.

Example question:

Q) Which **one** of the following is a **short-term effect** of exercise on the **cardio-respiratory** system?

A – decrease in heart rate
 B – increase in muscle strength
 C – decrease in breathing rate
 D – increase in blood pressure

Command Word: WHICH

Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following....'

Hint - Process of elimination can be good for multiple choice questions where you are unsure of the correct answer. Start by working out which answers are definitely incorrect. Use the keywords in the question to help you.)

Command Word: EXPLAIN Requires a justification/exemplification of a point.

The answer must contain some linked reasoning

Worked example:

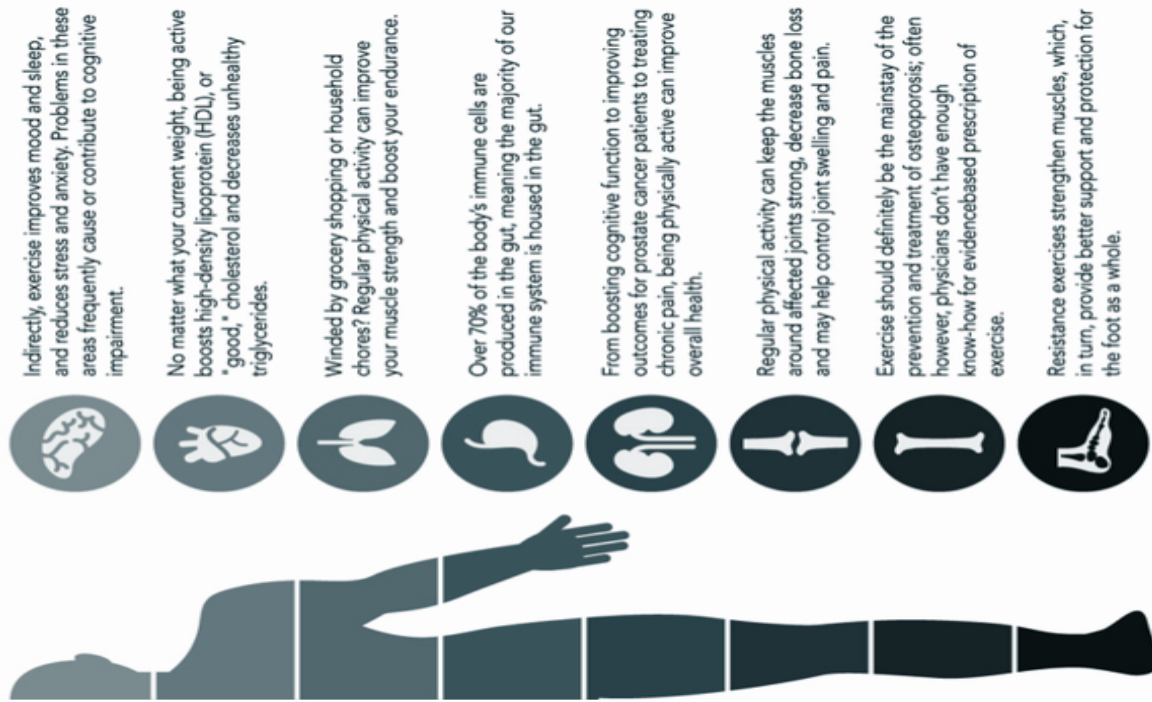
Q) Explain why sports performers may reduce the intensity they are working at during a game. (4 marks)

They may experience muscle fatigue (1). This occurs when the muscle is not able to produce the energy it needs for the level of activity, due to an increase in acidity in the muscle cells (1). This slows energy production (1), meaning that the muscles have to reduce the intensity they are working at to allow the muscles time to recover (1).

Applied to different sports...

For a **footballer** this may mean... less pace, losing their opponent and less impact on the game.

A **1500m runner** may become...not able to run as fast in later laps and record a slower time
What about in your favourite sport?

Other positive effects of exercise...

Random Fact: Exercise makes you feel happier due to increased serotonin levels.

Religious Studies Year 8: Prejudice and Discrimination

What is Prejudice and Why?

Prejudice can lead to discrimination, where a person/group are treated differently. Prejudice is thoughts, discrimination puts it into actions. We usually think of prejudice and discrimination as negative and divisive, but some talk of positive discrimination, where a group is treated more favourably to counteract past prejudices. Why are humans prejudiced? We don't like difference, it can threaten us, make us afraid, or we can be jealous of a group, thinking that we would like to have what they have.



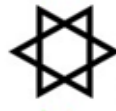
Racism

Racism includes colour prejudice, judging differently because of skin colour, and prejudice based on different nationalities. In the past countries like Britain participated in the slave trade, assuming whites were the superior race. Some Christians misused Bible teachings to justify this. There is continuing acknowledgement of the evils of the slave trade and other forms of racism. Most modern Christians would want to point to Jesus as someone who welcomed everyone regardless of their race. In the 20th century Rev Dr Martin Luther King is an example of a Christian who fought against racism with some success. He was a leader in the Civil Rights Movement and his dream was for equality.



Sexism

Gender prejudice is judging someone differently based on their gender. It is often assumed that women are seen as less important within Islam, with non-Muslims pointing to women wearing burkas as an example of this. However Muslims stress men and women are equal but different. Women have a key role to play in the home, while men have a duty to look after the family financially, but a woman may choose to work – and many Muslim women have become successful in business. Malala Yousafzai is an example of a Muslim who has spoken out for gender equality. Some Muslim countries like Saudi Arabia do have rules which seem to discriminate against women, but other Muslims point out this is about culture, not religion.



Anti-Semitism

Jewish people have too often been treated badly by others, most notably by Nazi Germany, with the Shoah culminating in the death of approximately 6 million Jews in death camps such as Auschwitz. In Europe Jews have been a minority, and the Christian majority often viewed them with suspicion. In medieval times Jews were persecuted in England, and still today there is anti-Semitism around.



The Caste System

Traditionally Indian society was split into 4 castes, Brahmins at the top and Shudras (servants) at the bottom. Movement happened only after death with reincarnation, different castes had different duties and the outcasts were outsiders and treated badly at times. Most modern Hindus dislike the idea of caste, arguing it is tradition not religion and in India negative discrimination due to caste is illegal.

Key Word	Definition
Prejudice	Pre-judging someone before you know them.
Discrimination	Treating someone differently because of e.g. race.
Racism	Prejudice/discrimination based on ethnicity.
Gentile	A term used for someone who is not Jewish.
Anti-Semitism	Treating Jewish people with hostility.
The Shoah	Hebrew name for the Nazi destruction of Jews.
Slave Trade	Usually means black Africans transported and sold as slaves by European nations/North America.
Civil Rights Movement	Fighting for justice for black Americans.
Sexism	Gender prejudice.
Burka / burqa	One-piece veil covering face and body worn by some Muslim women.
Caste system	Classes within traditional Indian (Hindu?) society.
Outcaste	Someone outside the caste system, sometimes called an untouchable.

Key Quotes

Judaism/Christianity: 'All humans created in God's image' (Genesis).

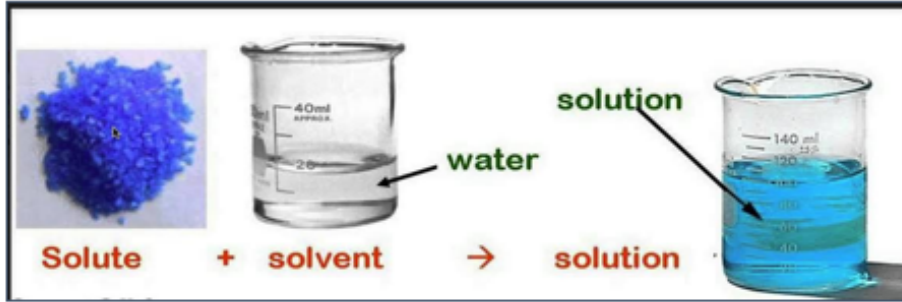
Christianity: Jesus taught the Parable of the Good Samaritan and 'Love your neighbour'.

Christianity: "So there is no difference between Jews and Gentiles, between slaves and free men, between men and women; you are all one in union with Christ Jesus." (St Paul in Galatians 3).

Islam: The Qur'an "Husbands should take good care of their wives".

Year 8 Knowledge Organiser - Solutions

Key word	Definition
Solvent	A liquid that dissolves substances, e.g. water.
Solute	A substance that is dissolved by a solvent, e.g. sugar.
Task: Give 3 other examples of a solute	
Solution	A solute dissolved in a solvent, e.g. sugar dissolved in water.
Soluble Substance	A substance that will dissolve in solvent, e.g. salt (in water).
Insoluble Substance	A substance that will <u>not</u> dissolve in any amount of solvent, e.g. sand mixed with water.
Dissolve	When particles of a solute are separated and surrounded by a solvent.



Factors Affecting Solubility

- Temperature
- Type of solute
- Type of solvent

Solubility - How easily a substance will dissolve. The solubility of a substance is the mass that dissolves in 100g of solvent.

Saturation



Conservation of Mass

In a chemical reaction, the **total mass of reactants is equal to the total mass of the products.**



Tier 2

Vocabulary

Factor
Temperature
Concentration
Dissolving
Separating
Randomly
Soluble

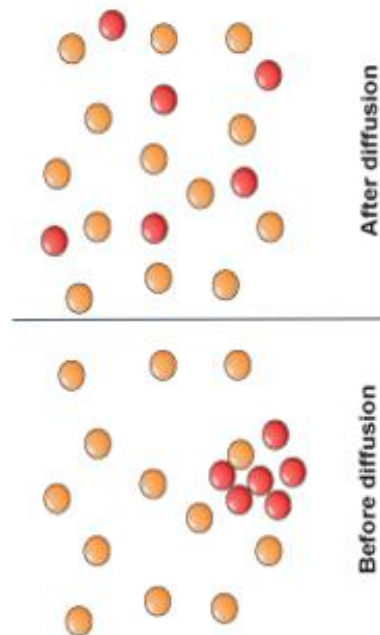
Tier 3

Vocabulary

Particle
Conservation of Mass
Reactant
Product
Solubility
Solvent
Solute
Solution
Diffusion
Filtration
Crystallisation
Distillation
Chromatography

Diffusion - The movement of liquid or gas particles from a place of high concentration to a place of low concentration.

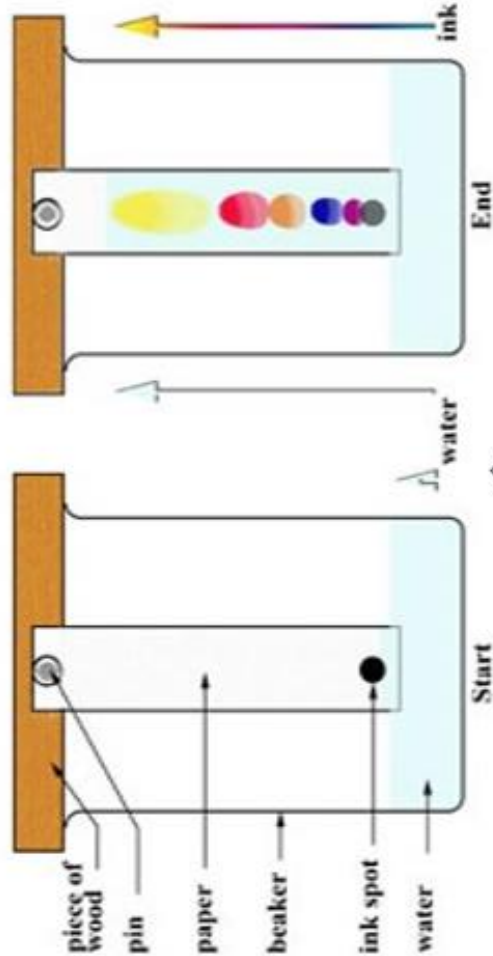
Model of diffusion of ink in water



Factors affecting diffusion

- Temperature
- Particle size
- State (liquid/gas)

Chromatography

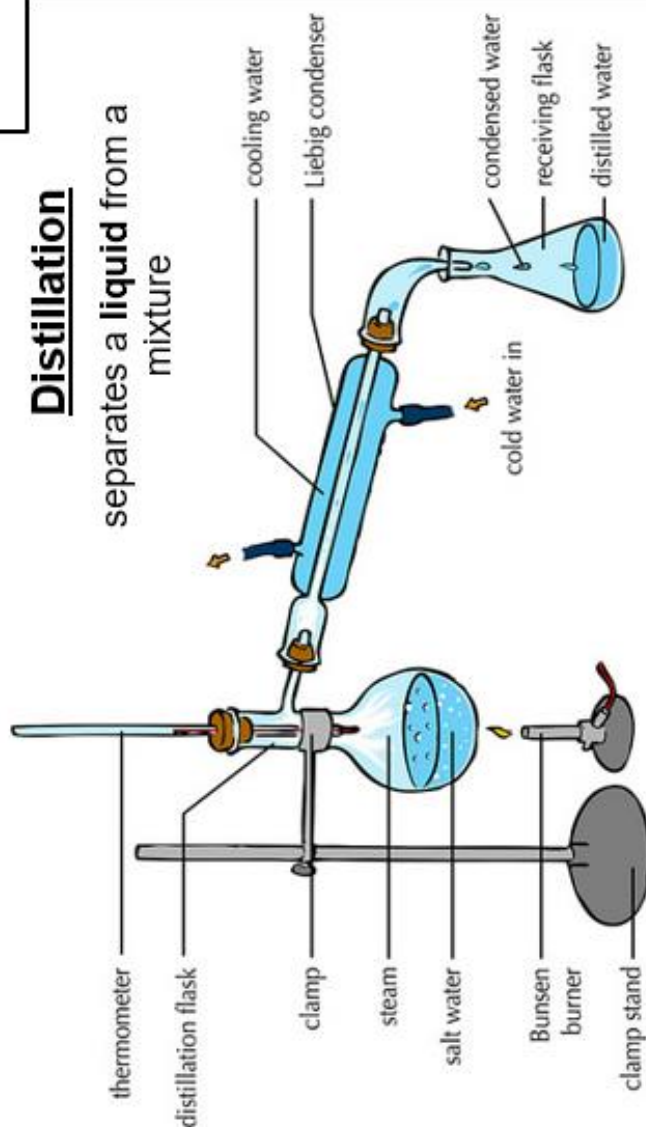


Chromatography

Separates mixtures of soluble substances.

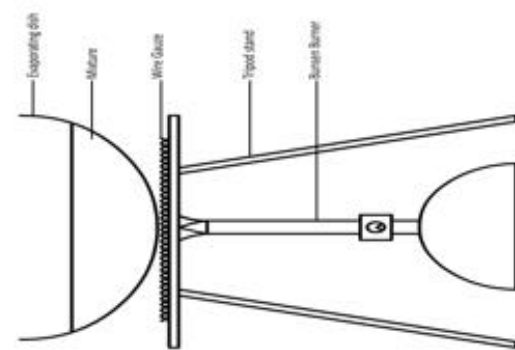
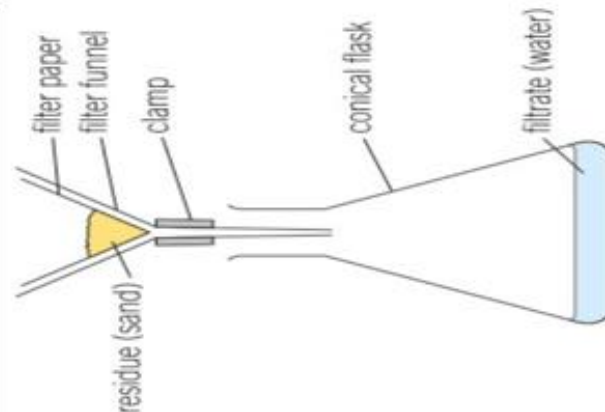
Distillation

separates a liquid from a mixture



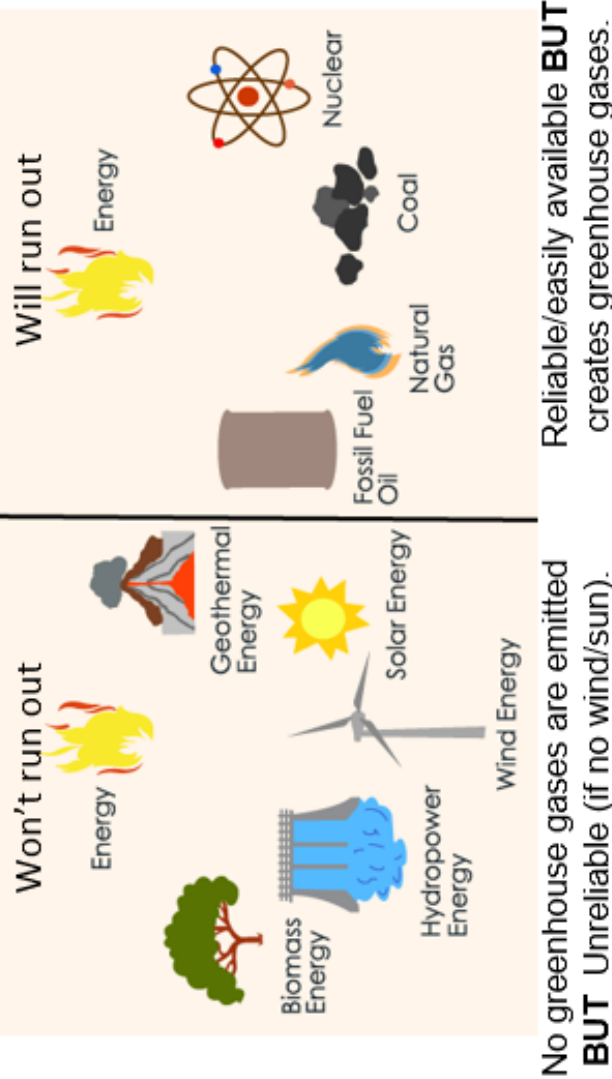
Crystallisation - Separates soluble substances from a liquid.

Filtration - Separates an insoluble substance from a solution.



Year 8 Knowledge Organiser Physics Topic 1 - Energy

Renewable Non-Renewable



Conservation of Energy

Energy can neither be created nor destroyed, only transferred from one store to another.

Energy

Energy is a model that describes an object's capacity to do work.

The symbol for energy is E and the unit is the **joule** (or J).

Energy

Pathways/transfers

Heating, Electrical work (current), Mechanical work and Radiation.

Work Done

Work is done when an object is moved a distance d by a force F.

$$\text{Work done (J)} = \frac{\text{Force (N)} \times \text{Distance (m)}}{1}$$

Tier 2 Vocabulary

Capacity
Charged
Chemical
Created
Destroyed
Efficiently
Elastic
Electricity
Energy
Fuel
Heating
Mechanical
Renewable
Reliable
Reflection
Transferred
Transparent

Tier 3 Vocabulary

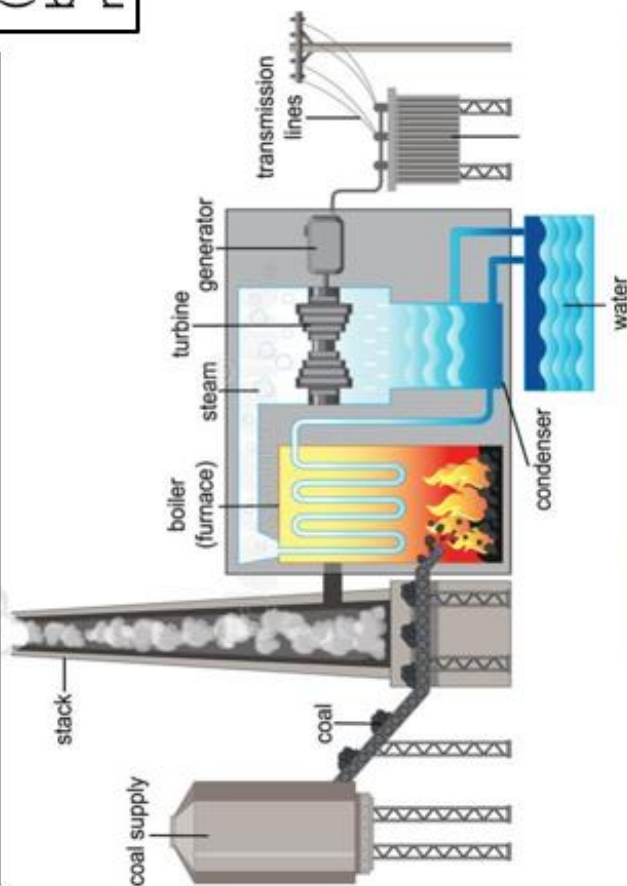
Dispersion
Electrostatic
Field
Gravitation
Greenhouse effect
Kinetic
Luminous
Magnetic
Nuclear
Opaque
Radiation
Refraction
Translucent
Work

Energy Store

Example

Chemical	Cell, battery, food
Gravitational Potential	A raised object
Electrostatic	Nearby Charged particles
Magnetic	Iron nail in magnetic field
Kinetic	A moving object
Nuclear	Particles in the nucleus
Thermal	A heated object
Elastic Potential	A stretched or squashed object

Power stations Water is heated by a fuel source. Water turns into steam. High pressure steam turns turbine, which turns generator and produces electricity.



Luminous/non-luminous

Luminous objects (like the Sun) emit (give off) their own light.

Non-luminous objects (like tables) can only be seen when they reflect light.



Non Luminous Object



Luminous Object

National grid

System of transformers and cables that transfer electricity efficiently.



Types of material

Transparent - All light travels through

Opaque - No light travels through

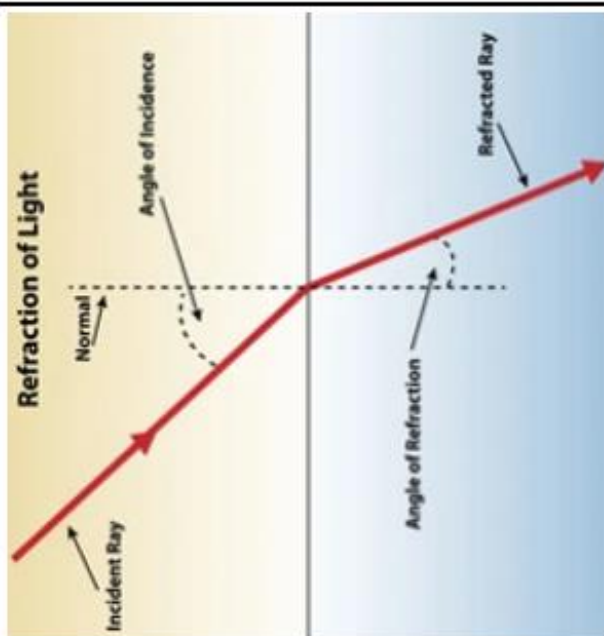
Translucent - Some light travels through

Transparent **Translucent** **Opaque**



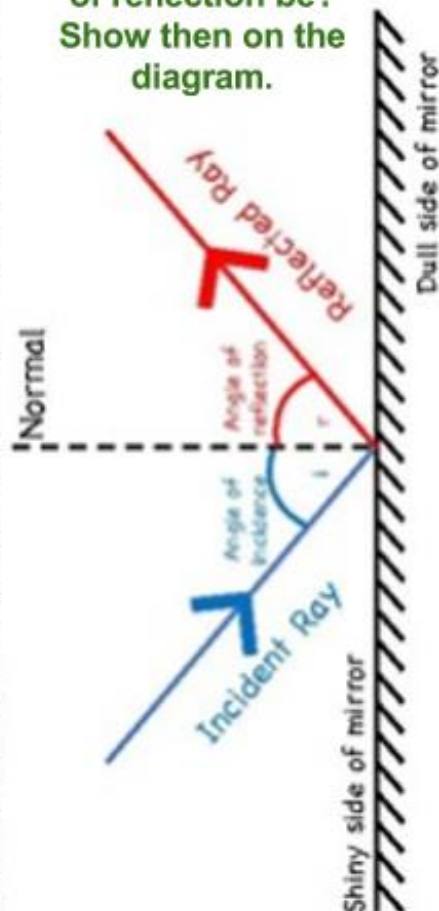
Refraction

When light moves from one material to another, it changes direction.



Reflection

Reflection is when light bounces off of a surface like a mirror.



Task: If the angle of incidence is 45°, what would the angle of reflection be? Show then on the diagram.

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. fui	I went
2. hice	I did
3. fue	it was
4. el año pasado	last year
5. guay	cool

Key vocabulary and questions

¿Adónde fuiste?	Where did you go?
Fui a...	I went to...
Fuimos a...	We went to...
Alemania	Germany
Escocia	Scotland
España	Spain
Francia	France
Grecia	Greece
Gales	Wales
Inglaterra	England
Irlanda	Ireland
Italia	Italy
Portugal	Portugal
Can you use a dictionary to look up more countries?	

¿Cómo fuiste/viajaste?	How did you travel?
Fui/Fuimos en...	I/we went by...
avión	plane
tren	train
barco	boat
coche	car
autocar	coach
Can you find out what these other modes of transport are? bicicleta, monopatín, autobús	

¿Con quién fuiste?	Who did you go with?
Fui con...	I went with...
mi familia	my family
mi clase/mi insti	my class/school
mis amigos/as	my friends
mis padres	my parents
Can you remember other family members to add? e.g. mi hermano...	

¿Qué tiempo hizo?	What was the weather like?
hizo buen tiempo/ml	the weather was good
hizo mal tiempo	the weather was bad
hizo calor/frío	it was hot/cold
hizo sol	it was sunny
hizo viento	it was windy
llovió	it rained
nevó	it snowed
Use these and the activities below to make some sentences using cuando (when).	

¿Qué hiciste?	What did you do?
bailé	I danced
compré una camiseta	I bought a T-shirt
descansé en la playa	I relaxed on the beach
mandé/escribí SMS	I sent/wrote texts
monté en bicicleta	I rode my bike
nadé en el mar	I swam in the sea
saqué fotos	I took photos
tomé el sol	I sunbathed
visité monumentos	I visited monuments
bebí una limonada	I drank a lemonade
vi un castillo	I saw a castle
conocí un chico/una chica	I met a boy/girl
comí paella	I ate paella
salí con mis amigos	I went out with friends

¿Cómo te fue?	How was it?
Fue...	It was...
divertido	fun/funny
fenomenal/estupendo	fantastic/brilliant
flipante/genial	awesome/great
guay	cool
regular	okay
un desastre	a disaster
horrible/horroroso	horrible/terrible
me gustó/no me gustó	I liked it/I didn't like it
me encantó	I loved it
Can you justify your opinión using porque? – e.g fue horrible porque llovió	

Key grammar – The preterite			
Use the preterite to talk about past actions (I went, I ate, I swam).			
1. Start with the infinitive (ending in -ar/-er/-ir).			
2. Remove the -ar/-er/-ir ending.			
3. Add the appropriate ending using the table below.			
Examples: Nadar = To swim. Nad- Nadé = I swam			
Beber = To drink Beb- Bebió = he drank			
Learn these endings so you can talk about anyone in the past tense.			
Useful tip: The endings for -er and -ir verbs are the same in the preterite.			

Bailar	To dance	Comer/Subir	To eat/To climb
bailé	I danced	comí/subí	I ate/climbed
bailaste	you danced	comiste/ subiste	you ate/climbed
bailó	(s)he danced	comió/ subió	s(he) ate/climbed
bailamos	we danced	comimos/ subimos	we ate/climbed
bailasteis	you (pl) danced	comisteis/ subisteis	you (pl) ate/climbed
bailaron	they danced	comieron/ subieron	they ate/climbed

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. una película	a film
2. un programa	a TV programme
3. más	more
4. menos	less
5. prefiero	I prefer

Key vocabulary and questions	
¿Qué haces con tu móvil?	What do you do with your mobile?
chateo con mis amigos	I chat with my friends
comparto vídeos	I share videos
descargo aplicaciones	I download apps
hablo por Skype	I speak on Skype
juego	I play
leo mis SMS	I read my texts
mando SMS	I send texts
veo películas	I watch films
saco fotos	I take photos
escucho música	I listen to music
Look back at how to use the preterite, can you put these into the past tense?	

¿Con qué frecuencia?	How often?
todos los días	every day
a menudo	often
dos o tres veces a la semana	2 or 3 times a week
a veces	sometimes
una vez a la semana	once a week
de vez en cuando	from time to time
nunca	never
Use these to make sentences with the activities above.	

¿Qué hiciste ayer?	What did you do yesterday?
fui al cine	I went to the cinema
hablé por Skype	I talked on Skype
hice gimnasia/kárate	I did gymnastics/karate
jugué en línea	I played online
vi una película	I saw a film
no hice los deberes	I didn't do homework

¿Qué tipo de música te gusta?	What type of music do you like?
Me gusta (mucho)...	I (really) like...
No me gusta (nada)...	I (really) don't like...
Me encanta...	I love...
Odio...	I hate...
el rap	rap
el RnB	RnB
la música clásica	classical music
la música electrónica	electronic music
la música pop	pop music
la música de...	's music
Escucho la música pop	I listen to pop music
Escucho de todo	I listen to everything
Remember to remove el/la before the type of music when you use it with Escucho: <i>Escucho el rap</i>	

¿Cuál es tu cantante/grupo favorito?	What type of music do you like?
Mi cantante favorito/a es...	My favourite singer is...
Mi grupo favorito es...	My favourite group is...
Mi canción favorita es...	My favourite song is...
porque es...	because it is...
porque me gusta/no me gusta...	because I like/don't like...
la letra	the lyrics
el ritmo	the rhythm
la melodía	the tune
Don't forget to use <i>porque</i> to justify your opinions.	

¿Qué tipo de programa prefieres?	What type of TV programme do you prefer?
Prefiero...	I prefer
Me gustan...	I like...
No me gustan...	I don't like...
las comedias	comedies
los programas de deportes	sports programmes
los concursos	game shows
los documentales	documentaries
los realitys	reality shows
las series (policíacas)	(detective) series
las telenovelas	soaps
porque son...	because they are...
más/menos...que...	more/less...than...
divertidos/as	funny
informativos/as	informative
interesantes	interesting
aburridos/as	boring
emocionantes	exciting
Remember to make your adjectives agree – las telenovelas son divertidas.	

Key grammar – The present tense	
The present tense works the same way as the preterite, but is used to talk about actions you do regularly or something you are doing right now. (I play, I am playing) Here is a reminder of the endings you learnt in Y7:	
Bailar	Comer
bailo	como
bailas	comes
baila	come
bailamos	comemos
bailáis	coméis
bailan	comen
Subir	
subo	
subes	
sube	
subimos	
subís	
suben	

Year 8 – Knowledge Organiser – Design & Technology – MATERIALS

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

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

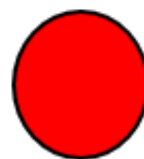
Classification of Metal	
Ferrous	• Contain iron • Magnetic (most) • Rust
Wrought iron, pig iron, mild steel, stainless steels	
Non-Ferrous	• Do NOT contain iron • Are NOT magnetic • Do NOT rust
Copper, tin, silver, gold, aluminium, bronze, nickel	
Alloys	• Mixture of more than one element • Combining 2 metal improves properties
Solder, Pewter, Brass	

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

Health & Safety

Specific Language and Terms

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



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

Hand tools:

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

Walk safely and calmly around the classroom/ workshop.

Keep your work area and floor area clear – keep your belongings hung up

Follow the teacher's instructions for using equipment carefully.

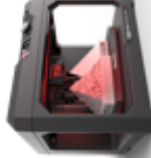
Report all spillages & clean up properly after yourself.

Make sure that you are wearing the correct PPE equipment for tasks.

Return all equipment to the correct areas of the classroom/ workshop.

Machinery

CAD / CAM

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

Specific Language and Terms

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

CAD- Computer Aided Design	
Advantages	Disadvantages
Designs can be created, saved and edited easily, saving time	CAD software is complex to learn
Designs or part of designs can be easily copied or repeated	Software can be very expensive
Designs can be worked on by remote teams simultaneously	Compatibility issues with software
CAD is very accurate	Work can be lost if not backed up
Designs can be rendered to look-realistic to gather public opinion in a range of finishes.	
CAM – Computer Aided Manufacture	
Advantages	Disadvantages
Quick – speed of production can be increased	Training is required to operate CAM
Consistency and accuracy – All parts manufactured are all the same	High initial outlay cost for machines
Less mistakes- there is no human error unless pre programmed	Loss of jobs for people
Cost saving – workforce can be reduced	Production stoppage – if the machines break down, the production would stop

CAD software programmes:



Creating Ideas and Drawing:



Freehand



Jack Straws



Biomimicry



Scruffiti

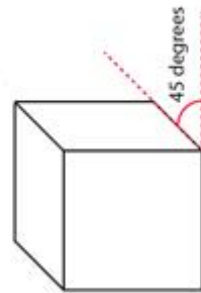


Geometric shapes



Annotation

Oblique Projection

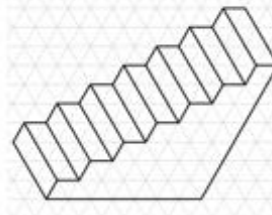


Oblique is a cube that has been drawn in Oblique projection.

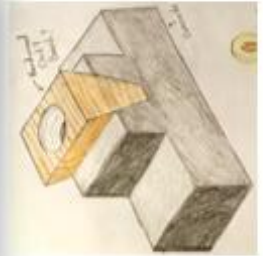
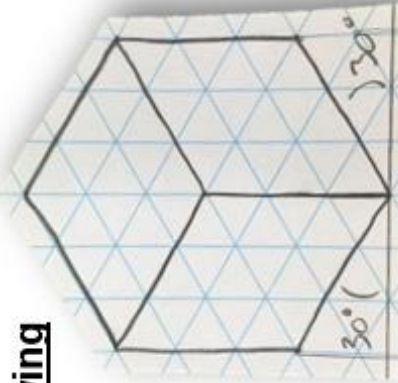
To draw it in oblique projection follow the three main steps below:

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

Isometric Drawing



These stairs have been drawn in isometric.



Isometric Rules:

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

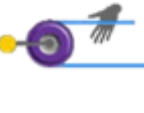
Specific Language and Terms

Oblique drawing	A projective drawing on an object in 3D where the front face is drawn flat and all other lines are projected at 45 degrees
Freehand sketching	Quick sketching without using a ruler. This is to be used to get your first thoughts for ideas down on paper
Creative ideas	Thinking outside the box. Different ways to get creative are to use techniques such as Jack straws, Geometric shapes, Scruffiti and Biomimicry.
Annotation	The notes you write around your ideas explaining what they show and how it could be made.
Isometric Drawing	An isometric drawing is a type of 3D drawing that is set out using 30-degree angles. It's a type of drawing in which the same scale is used for every axis, resulting in a non-distorted image.
Construction Lines	A lightly drawn line that allows you to construct a drawing, before committing the final shape to a darker line
Crating	The drawing of a crate (box) using construction lines that allow a drawing to be created to scale within it.

Specific Language and Terms

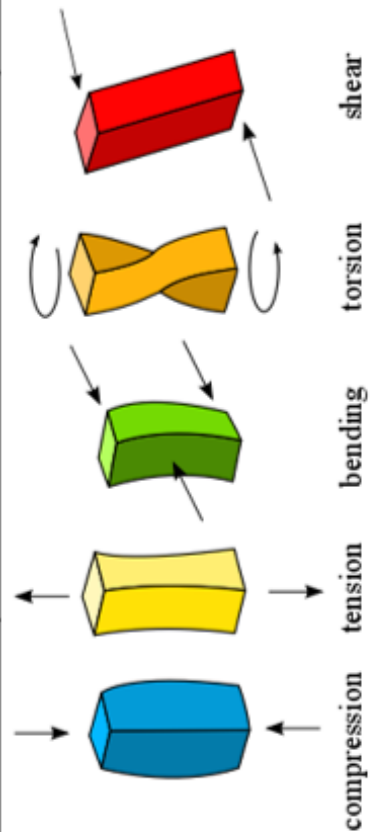
Mechanical system	A mechanical system is a set of physical components that convert an input motion and force into a desired output motion and force. Mechanical systems have at least three elements: input, process and output.
Mechanism	Is a device that transforms input forces and movement into a desired set of output forces and movement.
Machine	A system of mechanisms working together
Motion	A type of movement
Force	Is a push or pull in a certain direction that causes a change in speed, direction or shape.

Mechanisms

Mechanism	Definition	Example
Gears	Gears are toothed wheels (cogs) that lock together and turn one another. When one gear is turned the other turns as well.	
Pulleys	Pulleys are like gears, but the wheels do not lock together. The wheels are instead joined together by a drive belt. Pulleys can be used to affect the speed, direction or force of a movement.	
Levers	a rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other	

Forces

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



Types of Movement

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

Notes

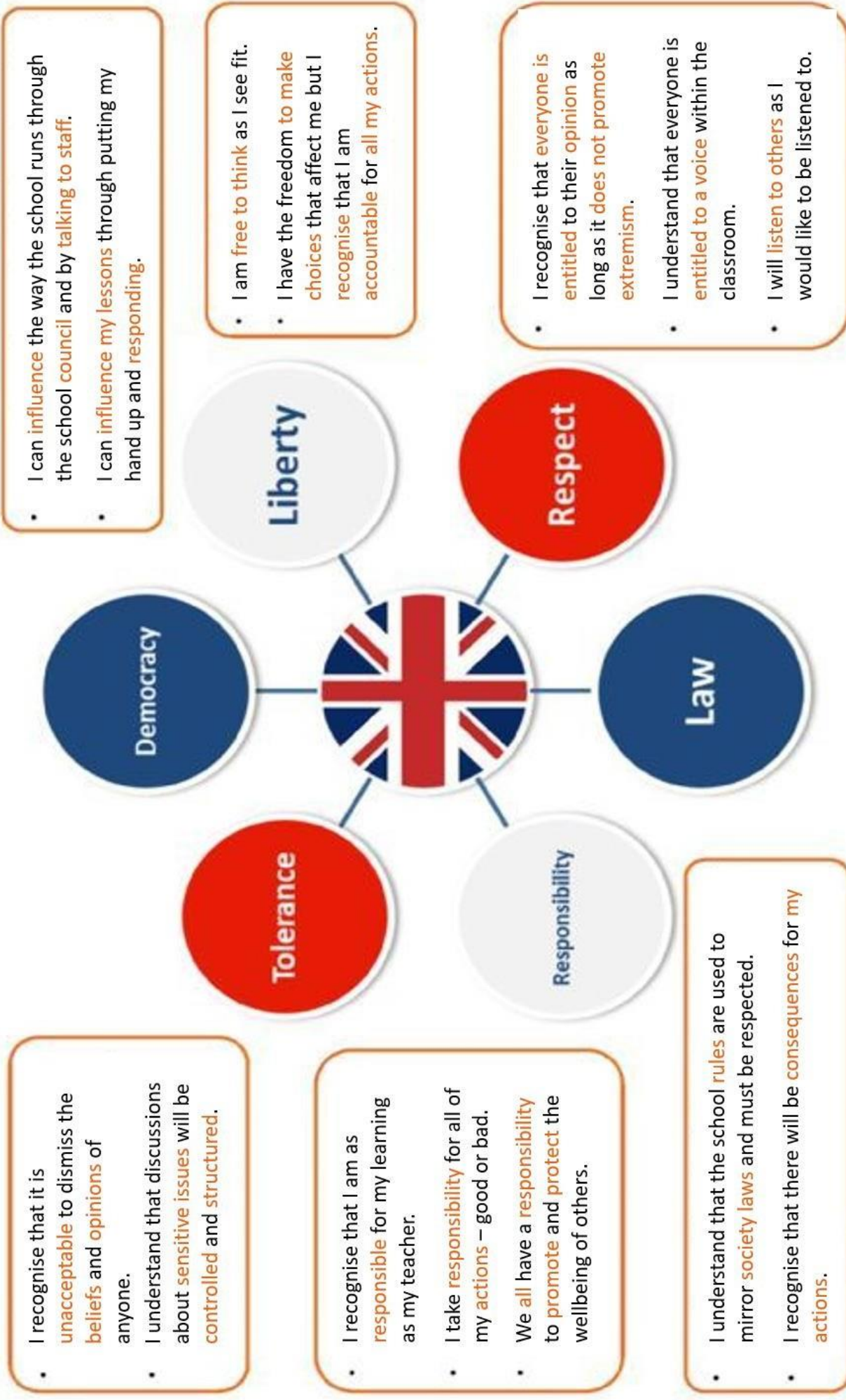
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Notes

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Notes

Core British Values

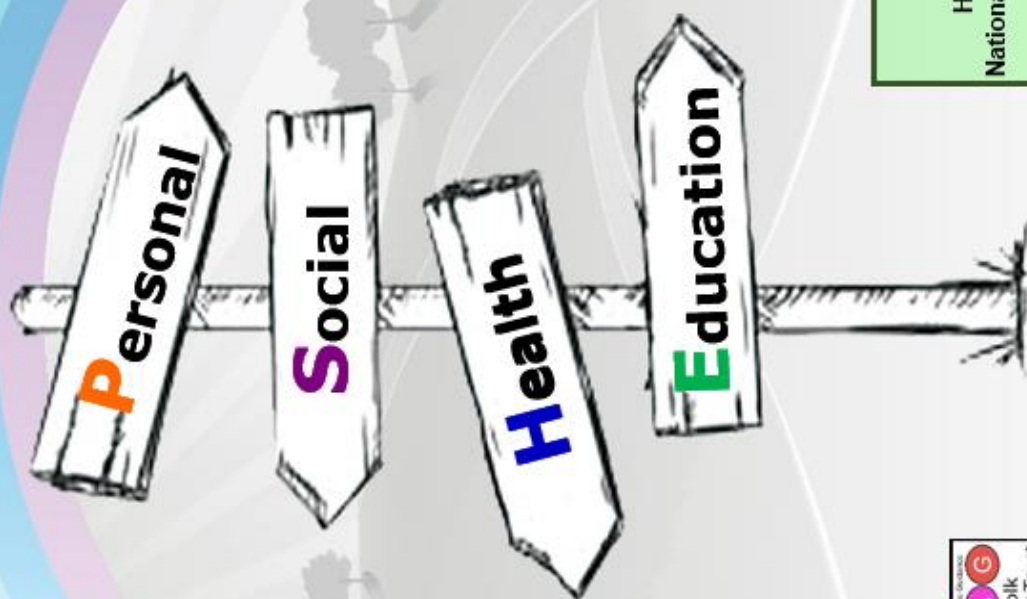


Social - Moral - Spiritual - Cultural



YEAR 8

STAYING SAFE



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

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

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

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

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

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

Theme: Health
Organisation: Chat Health
Website: <https://chathealth.nhs.uk/>

Theme: Health, Wellness and Mental Health
Organisation: NHS
Phone: 111
Website: www.nhs.uk

Theme: Mental Health
Organisation: Kooth
Website: <https://www.kooth.com/>

Theme: Finance
Organisation: Barclays Life Skills
Website: <https://barclayslifeskills.com/young-people/>

Theme: Mental Health, Wellness and self-care
Organisation: Young Minds
Text line: 85258
Website: www.youngminds.org.uk

Theme: Healthy teen relationships
Organisation: Act on it
Phone: 01270 250 390
Website: www.actonitnow.org.uk

Theme: LGBTQI+
Organisation: Stonewall
Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality
Organisation: Kite Trust (Camps)
Website: <https://thekitetrust.org.uk/>
Organisation: Norfolk LGBT+ Project
Phone: 01603 219299
Website: <https://norfolklgbtproject.org.uk/>

Protected Characteristics



Careers:

Unifrog - www.unifrog.org

Help you choose: <https://helpyouchoose.org/content/>

National Careers Service: <https://nationalcareers.service.gov.uk/>

I Can Be A: <https://www.icanbea.org.uk>



