

# **Year 8 Knowledge Organiser**

## **Summer Term 2025/26**

**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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# Summer 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

<b>Autumn Term 2025</b>		
Wednesday, 3 Sept – Thursday, 23 Oct 2025	Half-term: Monday, 27 Oct – Friday, 31 Oct 2025	Monday, 3 Nov – Friday, 19 Dec 2025
<b>Spring Term 2026</b>		
Tuesday, 6 Jan – Friday, 13 Feb 2026	Half-term: Monday, 16 Feb – Friday, 20 Feb 2026	Monday, 23 Feb – Friday, 27 Mar 2026
<b>Summer Term 2026</b>		
Monday, 13 Apr – Friday, 22 May 2026	Half-term: Monday, 25 May – Friday, 29 May 2026	Monday, 1 Jun – Tuesday, 17 Jul 2026

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

# Summer Term 1 Calendar

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

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

# Summer Term 2 Calendar

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

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

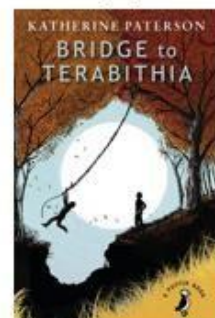
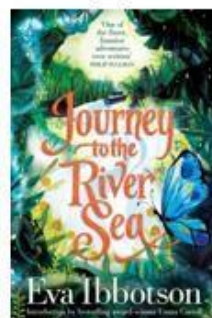
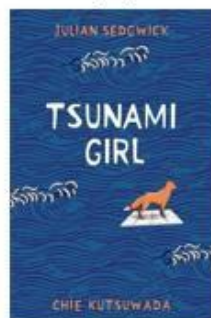
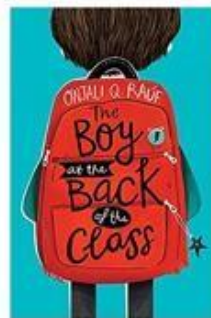
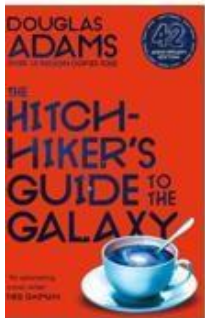
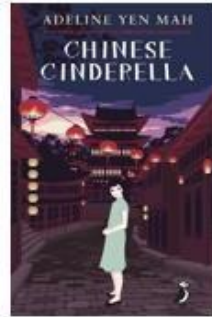
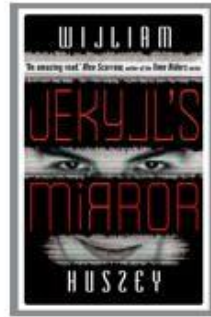
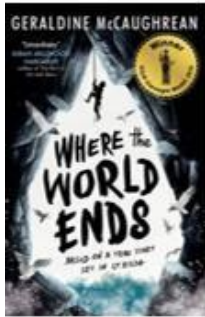
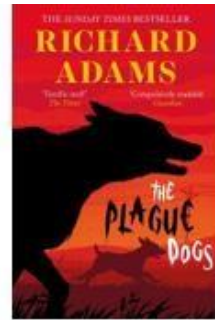
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! 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



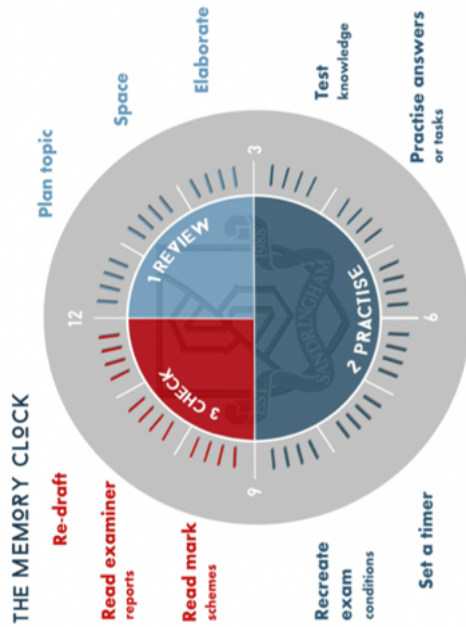
### Retrieval Practice

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!



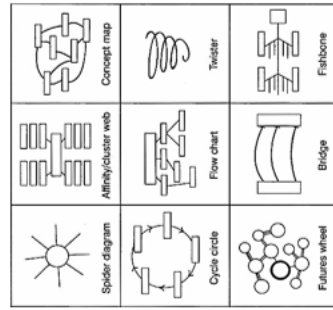
### Answer Planning

Practice planning exam question answers.  
Bullet point, speed plan and draft key paragraph questions.



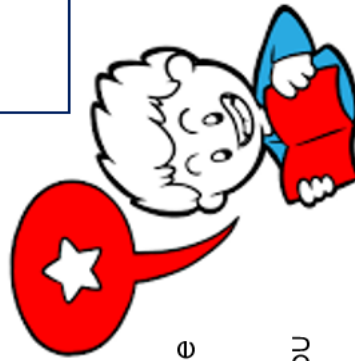
### Graphic Organisers

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



### 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.



**PRACTICE MAKES PERFECT**

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

### 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 its full!



### Teach it!

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

### Flashcards



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

### 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 its

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

## Year 8 Summer Term Knowledge Organiser

### Art – Typography – Painting:

In art, the term **painting** describes both the act of painting, (using either a brush or other implement, such as palette knife, sponge, or airbrush to apply the paint); and the result of the action – the painting as an object.

Art Specific Language and Terms	
<b>Scaling Up</b>	A technique to help enlarge an image accurately. A grid is drawn over the image to be copied and also onto the paper (both to scale). The image is then copied in sections.
<b>Observation</b>	Looking closely at the original image/source so that all the detail and colour changes are seen and replicated.
<b>Acrylic Paint</b>	Acrylic paint is a fast-drying paint made of pigment suspended in acrylic polymer emulsion.
<b>Gouache Paint</b>	Gouache is a type of water-soluble paint that, unlike watercolour, is opaque so the white of the paper surface does not show through.
<b>Colour Blending</b>	The change from one colour to another gradually. The colour change should appear smooth and is achieved when the two colours are mixed and layered smoothly without an obvious step or line.
<b>Layering</b>	Applying paint in stages, starting with lighter base colours and adding darker tones later over the top. Often there can be multiple layers to a painting.
<b>Poster Paint</b>	Poster paint is a distemper paint that usually uses a type of gum-water or glue size as its binder.
<b>Oil Paint</b>	Oil paint is a slow-drying paint that consists of particles of pigment suspended in a drying oil that forms a tough, coloured film on exposure to air.

#### Paintbrush choice:

**Flat brushes** are versatile. Their long bristles can lay smooth patches of color, make long, bold strokes or when using their edges, execute fine crisp lines. Marks made with a flat brush have a distinctive square edge.

**Round brushes** come in pointed and blunt tips. Both can be used to create a linear mark by applying more or less pressure during the stroke; the pointed round brush is ideal for fine detail.

#### The 4 most versatile brushes:



# Year 8 Summer Term Knowledge Organiser

## Art – Colour and Culture:

**Colours** carry deep meanings with them in every **Culture**. Western, Far Eastern, Middle Eastern, Indian, and African **cultures** have stark differences in the symbolism of **colours** within their **cultures**. For example, in some **cultures**, white represents innocence, but in others, it can represent death.

Art Specific Language and Terms		
<b>Culture</b>	<b>Culture</b> is a pattern of behaviour shared by a society, or group of people. Many different things make up a society's <b>culture</b> . These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.	<b>Mix Media</b>
<b>Tribal art</b>	<b>Tribal art</b> is the visual arts and material culture of indigenous peoples.	<b>Mixed media</b> is a term used to describe artworks made from a combination of different media or materials.
		<b>Texture</b> is the way something feels to the touch, or looks to the eye.

## How does Art influence Culture?

Art influences society by changing opinions, instilling values and translating experiences across space and time. Research has shown **art** affects the fundamental sense of self. Painting, sculpture, music, literature and the other arts are often considered to be the archive of a society's collective memory. Art helps preserve what fact-based historical records cannot: how it felt to exist in a particular place at a particular time.

## Examples of Art, Artists and Culture influencing each other:



Jacky Tsai, Reincarnation. Influenced by multiple cultures and popular culture references.



Japanese art influenced the impressionists.



Frida Kahlo, was deeply influenced by indigenous Mexican culture.



Nils-Udo, Nest. Influenced by the natural world around us all.

# Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term



## Debating Important Issues Human Rights



### Conflicting Rights

Sometimes human rights can clash, can you make the connection between these rights and how they may conflict with one another?

**Freedom of Speech**  
You're allowed to say what you like.

**Freedom to Protest**  
Gather and protest against any issues.

**Freedom of Assembly**  
People are allowed to get together to discuss their views or hold meetings.

**Freedom of Press**  
Newspapers and magazines can print any stories they like.

**Mosquito devices & Human Rights**

Nay!

Yay!

### CASE STUDY

Discrimination against young people  
Mosquito Devices

**WHAT?** A Mosquito device emits an ultrasonic noise generally only audible to people under the age of 25. These are used to deter young people from gathering.

**WHO?** It has been used by local authorities, schools, companies and private households.

**WHY?** To repel children by making it too uncomfortable for them to be within earshot of the device.



### Making connections

How can you link different topics together?

Human Rights + equality + democracy  
Human rights + children + education  
Discrimination + prejudice + legislation  
Diversity + equality + British values + freedoms

Human rights

**Human rights**  
The basic rights and freedoms that belong to every person in the world, from birth until death.

**Civil Liberties**  
These are like human rights but provide additional protection from the government. For example Freedom of Speech.

**Freedom of Press**  
Newspapers can print what they like without government interference or censorship.

**Censorship**  
Banning or changing materials (newspaper, articles, books etc.) to prevent it being seen by the public.

**Freedom**  
The right to act, think or speak as you want, without interference from the government.

**Government**  
The winning party in a general election; in the UK this is the party with the most seats. They can form a government and run the country.

**Discrimination**  
Treating somebody unfairly or differently because they are different in some way.

Waste of money – CCTV would be more efficient and less harmful.

Discriminates all young people not just those causing trouble in the community.

Doesn't solve the issue, just moves crime along to a different location.

Stops intimidation of others in the community.

Helps to keep the community safe for all.

Stops anti-social behaviour.

# Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term

**United Nations Convention on the Rights of the Child**

There are 45 articles which outline specific human rights that children are entitled to, some of them include...



Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.

## REMEMBER... 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



How can we connect Human Rights and British Values?

Are there any similarities?

What are they?

### Acronyms to remember!

**UNCRC**

United Nations Convention on the Rights of the Child

**UN**

United Nations

**HRA**

Human Rights Act



Rights and Responsibilities in school

Attend school regularly and arrive on time	Review the policies of the school
Choose the school they want their children to attend	Ensure that children attend school
Making decision about how the school funding is used	Keep up to date with subject knowledge
Teach to an excellent standard	Follow school rules

Student • Governor  
Parent • Teacher

## Rights vs Responsibilities

All people have rights, which enable them access to certain freedoms but as citizens we also have responsibilities too.

**RIGHT**  
How a person expects or wants to be treated; things you are entitled to.

- Right to an education
- Not to take or infringe on the rights of others
- Freedom of expression
- Pay taxes
- Freedom of movement

**RESPONSIBILITY**  
Recognising that you are accountable for your actions; things you are supposed to do.

- Obey the law
- Right to life
- To vote

# Computing – 8.5 Spreadsheet Key Knowledge

## Key Vocabulary

<b>Cell</b>	A rectangular box that can contain any value
<b>Column</b>	A vertical range of cells. Columns have a letter.
<b>Row</b>	A range of cells that go across (horizontal) the spreadsheet, given a number.
<b>Sheet</b>	A single page in a spreadsheet document
<b>Workbook</b>	A collection of sheets
<b>Drop down list</b>	Using data validation to create a list
<b>Formula</b>	A mathematical operation performed on values in the spreadsheet
<b>Function</b>	A function is a set formula that performs calculations using specific values in a particular order
<b>Vlookup</b>	Look up a value and retrieve data from a specific column in table
<b>Nested table</b>	Creating a table within a table that can be sorted separately
<b>If Statement</b>	A function that sees if a condition is met. If it is met a true value is returned if not a false.
<b>Conditional Formatting</b>	This changes the format of a cell based on what condition you enter.
<b>Macro</b>	A mini-program that performs repetitive tasks
<b>What If...</b>	The process of changing the values in cells to see how those changes will affect the outcome of formulas on the worksheet

<b>=Sum</b>	Adds the values of a cell range
<b>=Average</b>	Finds the average value of a range
<b>=Max</b>	Finds the maximum value in a range
<b>=Min</b>	Finds the minimum value in a range
<b>=IF</b>	Used to create an IF statement
<b>=vlookup</b>	Using data validation to create a list

## SUM Task

Give an example of how to use SUM

=SUM

## Excel Task

Match the Excel keywords to their definitions.

<b>Column</b>	<input type="text"/>	Used to try out different scenarios and make decisions.
<b>Cell</b>	<input type="text"/>	A square box on a spreadsheet where you enter data.
<b>Predict</b>	<input type="text"/>	Go across the spreadsheet and are identified by numbers.
<b>Model</b>	<input type="text"/>	Used to carry out calculations in a spreadsheet.
<b>Cell Reference</b>	<input type="text"/>	Go down the spreadsheet and are identified by letters.
<b>Row</b>	<input type="text"/>	Guess what will happen when changes are made.
<b>Value</b>	<input type="text"/>	The coordinates of a cell e.g. A4.
<b>Label</b>	<input type="text"/>	Text that identifies the contents of a cell.
<b>Variable</b>	<input type="text"/>	A value that is changed in a model to see the effects.
<b>Formula</b>	<input type="text"/>	A number typed into a cell.

## Excel Task: Previous Learning

Can you label the spreadsheet based on your learning from year 7

# Computing – 8.6 Database Key Knowledge

## Key Vocabulary

Database	A database is a collection of information that is organized so that it can be easily accessed, managed and updated
Record	Collection of fields that represent a single entity, such as a person.
Field	Single item of data about a single record in a database.
Field Names	An assigned name for a field (NAME, ADDRESS, CITY, STATE, etc.) that will be the same in every record.
Data	Computer data is information processed or stored by a computer. This information may be in the form of text documents, images, audio clips, software programs, or other types of data.
Data type	Text e.g. S Jones, Number e.g. 4,6, Currency e.g. £3.00, Boolean e.g. True/False Yes/No, Date e.g. 12/12/2012
Primary Key	A unique piece of information (often an auto number) to give each record its own ID.
Sort	A way of organising the data into alphabetical or numerical order.
Query or Interrogate	Searching the database for a particular information
Database Table	In databases, a collection of records representing a type of item.
Simple query	A query that looks for one piece of information
Complex or multiple query	A query that looks for two or more pieces of information
Filter	A filter in a database hides (filters out) unwanted records displaying only the records you want to see. For example, you might want to see only students that have poor behaviour
Boolean Searches	A method of searching on a computer using terms such as 'and', 'not', and 'or'.
GDPR	General Data Protection Regulations states that all companies or organisations which use customers' personal information must explain how they process this data. GDPR also requires that all information provided uses 'clear and plain language' and is 'concise, transparent, intelligible and easily accessible
Mail merge	The automatic addition of names and addresses from a database to letters and envelopes.

## Database Task

Match the Access keywords to their definitions.



- Arranging data either alphabetically (A-Z) or numerically
- Used to gather information before data is entered into a computer
- Data that has been given a context and therefore has meaning
- Gathering information from a database for example "how many people have blue eyes?"
- A single piece of information about a person or a thing (column)
- Raw facts and figures that have no meaning
- Searching for information using two sets of criteria "how many people have blue eyes and blonde hair?"
- An organised collection of information about a number of related things or individual
- A set of information about a person or a thing (row)

## Data Types Task

Decide which data type would be most suitable for the following data:

Name:

Address:

Phone number:

Email address:

Date of Birth:

Number of children:

Do they own their own home?:

# Drama-Interpreting script for performance

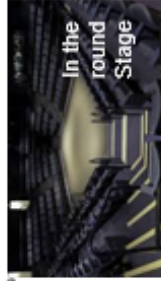
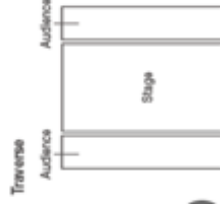
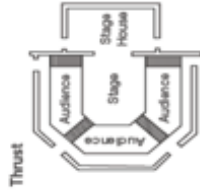
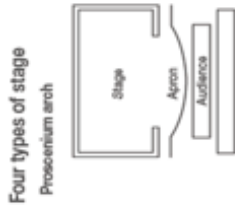
## Key

## Definition

## Vocabulary

<b>Script</b>	The text of a play.
<b>Given Circumstances</b>	Facts we know from the script – who, where, when, what and why.
<b>Setting the scene</b>	This at the beginning of the play and will inform the director and actors how to start the piece, it will show the period, setting and style of the piece.
<b>Subtext</b>	Reading between the lines in order to understand the hidden meaning.
<b>Semiotics</b>	The analysis of signs and symbols to understand how meaning is communicated and interpreted on stage
<b>Objective</b>	What a character wants to achieve in the scene.
<b>Super Objective</b>	What the characters want to achieve over the whole play.

You can use practitioners to influence the style of your chosen performance. For example, using some of the methods or ideas of a particular practitioner in order to give your performance a particular style.



## Technical Terminology

<b>Prop</b>	Objects used on stage by actors during a performance.
<b>Costume</b>	A set of clothes worn by an actor in a particular role.
<b>Set</b>	Scenery used to identify the location of a scene / play.
<b>Lighting</b>	The arrangement of theatre lights to achieve dramatic effects.
<b>Sound</b>	The sound used to create atmosphere, emphasise what is happening on stage, set the scene, and indicate time or location.

## Things to Consider

- What is the genre and what is it about?**  
Is it a drama?  
Comedy? Does it have a message?
- Who is the audience?**  
This will affect how you perform the play.
- What style of performance?**  
This will be influenced by the practitioner you are using.

## Key Questions

- Why is stage lighting used?
- Why is music used in performance?
- What are the ensemble?
- How can you demonstrate status?

## Practise Task:

- Choose one of the scripts and...
- Create a set design for one of the plays studied. Draw pictures to show the different locations. Create an extended thought track to explain to the audience how one of the characters feels in your chosen script.





# Drama - Bertolt Brecht 1898-1956

Brecht wanted theatre to be something completely different. He believed that theatre should be political as well as entertaining. He wanted his audiences to be wide awake and critical during the performance. He thought that most audiences of realistic theatre were passive. He wanted them to realise what they saw on stage was happening in a theatre. He sought to provoke an audience into reacting to what they saw on stage, so they would try to change things in the outside world.

**Brecht was influenced by Marxism and believed in Communism**



**Placards**

## Technical Ideologies



**Staging**  
Bare stage. All workings could be seen and any changes to scenery are made in full view of the audience. Using fragments of scenery and single pieces of furniture to suggest whole locations.

**Lighting**  
The stage was flooded with bright white light the entire time regardless of whether the scene was a summer day or winter evening.

**Costume**  
Often a single item of clothing or prop was all that was used. An actor would frequently change character or costume in front of the audience, reinforcing the idea of alienation.



**Gestus**



**V-effect in action**

- Key Questions**
- What did Brecht give to the name that included, lighting, music, placards, gestus, breaking the 4<sup>th</sup> wall and showing behind the scene?
  - Which genre was Brecht's work linked to?
  - What does didactic mean?
  - What influenced Brecht's life and work?

Key Vocabulary	Explanation
Verfremdungseffekt or V-effect	Verfremdungseffekt translates as: 'to make strange' Brecht would use techniques which would create distance between the actor and the spectator, so that his audience would be able to respond to the drama objectively, learn from it, not just watch it, and be entertained. This was called Verfremdungseffekt.
Didactic	Didactic theatre just means to educate. Brecht wanted his plays to have educational purpose. They are designed to educate the performers and audience on political and social issues in society.
Archetype	Exaggerated stereotype.
Epic Theatre	An epic play tells the story as a sequence of events rather than concentrating on an individual character's thoughts and feelings. He used a range of theatrical devices or techniques so that the audience were reminded throughout that they were watching theatre; a presentation of life, not real life itself.
Cross Cutting	Re-ordering of scenes.

Unlike Stanislavski, Brecht wanted to break the 4<sup>th</sup> wall and include the audience in the performance, he did not want his plays to be watched for entertainment alone, he wanted them to help change society and make it better.

**Practice Task**

1. Watch the video on Verfremdungseffekt [https://www.youtube.com/watch?v=YjokGJmr\\_8](https://www.youtube.com/watch?v=YjokGJmr_8) describe how you would create the v-effect in a performance.
2. Watch the following performance and list all the Brechtian technique you see. <https://www.youtube.com/watch?v=kuX08-xA9kQ>

## 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

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"

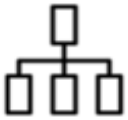


Check your answers:

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

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

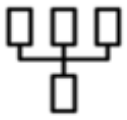
## Word Power: prefixes and suffixes



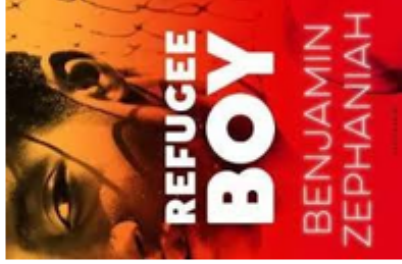
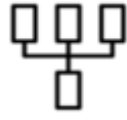
Task 1 a) – write a list of as many words as you can that have the prefixes of ‘pre’, ‘un’, ‘re’ and ‘dis’



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 (P, D, C, E)

### Key Questions:

What is the role of fat in the diet?

A 50 year old man has been diagnosed with heart disease and needs to reduce his fat content. Suggest practical ways he could do this? (8 marks)

Plan a 3 course meal for someone who is gluten intolerant (5 marks)

Choosing to eat only organic, Fairtrade or free range products is also becoming more popular. Organic foods are produced without any chemicals.

Fairtrade foods are grown by people who receive a good deal for their produce.

Free range farming is when animals are allowed to roam free.

### The Eatwell Guide



### 8 healthy eating tips



### Fats and Oils

- Animal fats (saturated) and vegetable oils (unsaturated)
- For energy and warmth
- Used to "shorten" food products to make them crumbly.

### Adapting recipes

- Common allergies include nuts, fish and sesame seeds.
- People also adapt recipes to take into account their personal preferences or religion.

### Themes:

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

### 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

### 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.

### Food Preparation Outcomes:



Year 9 – Food  
Choice and  
cooking  
traditions

# Topic 5 & 6 Fats & Oils & Adapting recipes.



A small amount of fat is an essential part of a healthy, balanced diet. Fat is a source of essential fatty acids, which the body cannot make itself. It also provides energy and is converted into body fat to keep us warm and protect our vital organs.

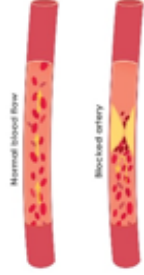
Fat helps the body absorb vitamin A, vitamin D and vitamin E. These vitamins are fat-soluble, meaning they can only be absorbed with the help of fats.

The main types of fat found in food are:

- saturated fats from animal sources, including meat and dairy products, as well as some plant foods, like palm oil and coconut oil
- unsaturated fats found primarily in oils from plants and fish

There's good evidence that replacing saturated fats with some unsaturated fats can help lower cholesterol which is a major cause of heart disease as it can block up your arteries. Too much fat in the diet can also lead to obesity and Type 2 diabetes.

Fat also helps to trap air in a mixture to give a light, springy texture (aeration). In cake making, fat and sugar are creamed together and bubbles of air enclosed in the mixture to make a stable foam.



For some people, following the Eatwell Guide is more challenging because they cannot, or choose not to, eat some of the food groups.

People with allergies and intolerances are not able to eat some foods because they cause severe reactions or unpleasant symptoms. Common food allergens include fish, nuts and sesame seeds. People with severe allergies should avoid all traces of these food as they can go into anaphylactic shock which can be very serious.

Gluten intolerance means that people need to find alternatives to some starchy foods like bread and pasta. Gluten-free flour is now available in most supermarkets and ready-made gluten-free products are also easier to find in shops.

There are also calcium-fortified dairy alternatives like soya milks, soya yoghurts and soya cheeses which can make good alternatives to dairy products for people with lactose intolerance.

Other people choose not to eat animal products because they are vegetarians or vegans. They do not agree that animals should be slaughtered for food or kept for human food production. There are many high protein alternatives for people who do not eat animal products including Quorn, quinoa and foods made from soya



# French Y8 Summer term Knowledge Organiser Unit 4/5: Ma région/Le sport – My area/Sport

Qu'est-ce qu'on peut faire comme sport dans ta région ? Dans ma ville/mon village...	What sport can you do in your area? In my town/village....
<b>On peut jouer...</b> au basket au billard au foot(ball) au handball/volleyball au tennis (de table) au rugby/hockey	<b>You can play...</b> basketball snooker football Handball/volleyball (table) tennis rugby/hockey
<b>On peut faire...</b> du footing du ski du judo du vélo/du cyclisme du patin à glace de la danse de la gymnastique de la musculation de la natation de la voile de l'athlétisme de l'équitation	<b>You can do...</b> jogging skiing judo cycling ice skating dance gymnastics weight training swimming sailing athletics horse riding

Prepositions	
Jouer +	<b>au</b> = masc <b>à la</b> = fem
Faire +	<b>du</b> = masc <b>de la</b> = fem
	<b>à l'</b> = vowel <b>aux</b> = plural
	<b>de l'</b> = vowel <b>des</b> = plural

Quelle est ton opinion sur... ? Je trouve le	What's your opinion on... ? I find
<b>tennis/la danse...</b> amusant(e) compiqué(e) divertissant(e) fatigant(e) intéressant(e) passionnant(e) relaxant(e) violent(e) ennuyeux/ennuyeuse difficile facile	<b>fun</b> <b>tennis/dance...</b> fun complicated entertaining tiring interesting exciting relaxing violent boring difficult easy
Remember to make sure adjective endings agree for masculine/feminine	

J'ai déménagé !	I moved house!
<b>Dans ma nouvelle maison</b>	<b>In my new house</b>
<b>il y a...</b>	<b>there is...</b>
un salon	a living room
un bureau	an office
une cuisine	a kitchen
une salle de bains	a bathroom
trois chambres	3 bedrooms
un jardin	a garden
nouveau/nouvelle	new
beau/belle	beautiful
vieux/vieille	old

The comparative
You use the comparative to compare two or more things. <b>plus</b> + adjective + <b>que</b> = more ... than <b>moins</b> + adjective + <b>que</b> = less ... than The adjective must agree with the first noun mentioned. <b>La natation est plus amusante que le rugby.</b> Swimming is <b>more</b> fun <b>than</b> rugby. <b>Le football est moins compliqué que la gymnastique.</b> Football is <b>less</b> complicated <b>than</b> gymnastics. In English, we sometimes add -er to the adjective (bigger, easier), but you can't do this in French.

Reflexive verbs
Some verbs are reflexive and have a <b>reflexive pronoun</b> that goes before the verb. They are often actions you do to yourself, such as verbs you use to talk about daily routine.
<b>Se laver</b> To wash <b>oneself</b>
<b>Je me lave</b> I wash <b>myself</b>
<b>Tu te laves</b> You wash <b>yourself</b>
<b>Il/Elle se lave</b> He/she washes <b>his/herself</b>
<b>Nous nous lavons</b> We wash <b>ourselves</b>
<b>Vous vous lavez</b> You (pl.) wash <b>yourselves</b>
<b>Ils/Elles se lavent</b> They wash <b>themselves</b>

Tu es sportif/sportive ?	Are you sporty?
<b>Je suis (assez) sportif/sportive</b>	<b>I'm (quite) sporty</b>
<b>Je ne suis pas (très) sportif/sportive</b>	<b>I'm not (very) sporty</b>
Je joue au rugby	I play rugby
Je fais du judo	I do judo
Je fais de la natation	I do swimming
Je suis membre d'un club/une équipe	I'm a member of a club/team
Je m'entraîne deux fois par semaine	I train twice a week
Mon héroïne sportive est...	My sporting heroine is...
Mon héros sportif est...	My sporting hero is...

Ma routine	My routine
<b>Je me lève</b> à six heures	<b>I get up</b> at 6:00
<b>Je prends le petit déjeuner</b> à six heures dix	<b>I have breakfast</b> at 6:10
<b>Je me douche</b> à six heures et quart	<b>I have a shower</b> at 6:15
<b>Je m'habille</b> à six heures vingt-cinq	<b>I get dressed</b> at 6:25
<b>Je me lave les dents</b> à six heures et demie	<b>I brush my teeth</b> at 6:30
<b>Je me coiffe</b> à sept heures moins le quart	<b>I do my hair</b> at 6:45
<b>Je quitte la maison</b> à sept heures moins cinq	<b>I leave the house</b> at 6:55
<b>Je me lave</b> à dix heures vingt	<b>I wash myself</b> at 10:20
<b>Je me couche</b> à onze heures moins vingt-cinq	<b>I go to bed</b> at 10:35

# French Y8 Summer term Knowledge Organiser Unit 5: Le sport et la santé – Sport & health

Le corps	The body	Vous allez bien ?	Are you well?
le bras	arm	<b>Ça ne va pas.</b>	<b>I'm not well</b>
le dos	back	J'ai mal au bras	My arm hurts
le cou	neck	J'ai mal au ventre	I've got stomach ache
le pied	foot	J'ai mal à la gorge	I've got a sore throat
le ventre	stomach	J'ai mal à la tête	I've got a headache
le genou	knee	J'ai mal à l'oreille	I've got ear ache
le nez	nose	J'ai mal aux yeux	My eyes hurt
la jambe	leg	J'ai mal aux dents	I've got toothache
la bouche	mouth	J'ai un rhume	I've got a cold
la gorge	throat	J'ai de la fièvre	I've got a temperature
la tête	head	J'ai la grippe	I've got the flu
l'épaule	shoulder	<b>Je me suis blessé(e)...</b>	<b>I've hurt my...</b>
l'œil/les yeux	eye/eyes	...au pied	foot
les dents	teeth	...à la jambe	leg
les doigts	fingers	...à l'épaule	shoulder
l'oreille	ear	...aux genoux	knees

To say something hurts, use '**J'ai mal**' + the body part and correct preposition :  
 masc (le) = **au**      fem (la) = **à la**      vowel (l') = **à l'**      plural (les) = **aux**

Les conseils	Advice	Depuis (since)
<b>Il faut...</b>	<b>You must</b>	Use <i>depuis</i> to say how long you have been ill:
rester au lit	stay in bed	<i>Depuis hier</i> – Since yesterday
utiliser une crème	use a cream	<i>Depuis trois jours</i> – For 3 days
mettre un pansement	put on a bandage	<i>Depuis une semaine</i> – For one week
prendre des antidouleurs	take some painkillers	
boire beaucoup d'eau	drink lots of water	

Le sport – passé, présent, futur	Sport – past, present, future
Je suis membre d'une équipe locale	I'm a member of a local team
Je joue un match tous les samedis	I play a match every Saturday
Je marque beaucoup de buts	I score a lot of goals
Je gagne un match	I win a match
Je vais être membre de l'équipe nationale	I'm going to be on the national team
Je vais jouer pour la France	I'm going to play for France
Je vais marquer beaucoup d'essais	I'm going to score lots of tries
Je vais gagner la Coupe du Monde	I'm going to win the World Cup
J'ai joué en compétition	I played in a competition
J'ai marqué beaucoup de points	I scored lots of points
J'ai gagné une médaille aux Jeux Olympiques	I won a medal at the Olympics

Qu'est-ce qu'il faut faire ?	What must you do ?
<b>Il faut...</b>	<b>You must...</b>
travailler dur	work hard
manger équilibré	eat a balanced diet
manger des fruits et des légumes	eat fruit and vegetables
aller à la salle de fitness	go to the gym
être motivé(e) et déterminé(e)	be determined and motivated
faire du sport	do sport
dormir huit heures par nuit	sleep 8 hours a night
boire de l'eau	drink water
<b>Il ne faut pas...</b>	<b>You mustn't...</b>
consommer de drogue	take drugs
fumer de cigarettes	smoke cigarettes
manger du fastfood	eat fast food

**Il faut**  
*Il faut* means 'it is necessary to/you must'. It is followed by an infinitive :  
*Il faut manger des légumes* – you must **eat** vegetables.  
*Il ne faut pas fumer* – you must **not smoke**

Pour aller...	How do I get to...
au stade/au lac ?	the stadium/the lake?
au centre aquatique ?	the aquatic centre?
au vélodrome ?	the velodrome?
au parking/au restaurant ?	the car park/the restaurant?
au bureau d'information ?	the information office?
à la piste d'athlétisme ?	the athletics track?
à la salle de gymnastique ?	the gymnastics hall?
à la gare SNCF ?	the train station?
à la gare routière ?	the bus station?
à l'hôtel ?	the hotel?
aux courts de tennis ?	the tennis courts?
aux magasins ?	the shops?
aux toilettes ?	the toilets?

Les directions	Directions
Allez tout droit	Go straight on
Tournez à droite	Turn right
Tournez à gauche	Turn left
Prenez la première rue à droite	Take the 1 <sup>st</sup> road on the right
Prenez la deuxième rue à gauche	Take the 2 <sup>nd</sup> road on the left

# Year 8 Geography: Ecosystems and the Economy

Key Term	Definition
Economy	The way in which goods and services are made, sold, and used in a country. There are four sectors included in this.
Primary Sector	The primary sector includes all those activities the end purpose of which consists in exploiting/using natural resources: agriculture, fishing, forestry, mining, deposits.
Secondary sector	Making things (manufacturing) from raw material from the primary sector. Jobs include factory work, steelwork, and building of roads, houses and transport.
Tertiary sector	This involves providing a service to others. Jobs include teacher, nurses and cleaners, but also involves the selling of goods and services.
Quaternary sector	Involves research and development. In this sector people have high-level expertise and skills developing new technology or medical treatment. The recent race to create a vaccination for Covid-19 is an excellent example.

## Key Questions

What is the difference between a biome and an ecosystem?

What does sustainability mean?

How can development and ecosystems work together?

What do the words biotic and abiotic mean?

Does Global development come as a cost to our ecosystems?



## Tasks

How many ecosystems can you find around your neighborhood?

What products can you find in your home that have come from natural resources?

What could your family do to reduce their impact on ecosystems? Could they make a difference?

## Key ideas

An **ecosystem** is the interaction of living and non-living things. Living components include plants and animals. Non-living components are things such as soil, sunlight and rainfall.

A **biome** is a large specific geographical area notable for the its living components. For example, deserts, tropical rainforests and tundra.

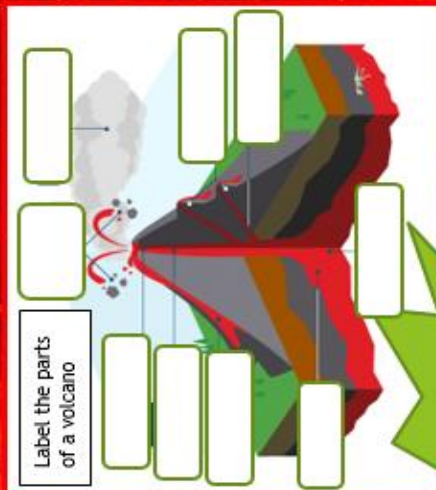
**Development** is the progress of a country in terms of economic growth, use of technology and standard of living. The island of Borneo is ruled by three different countries. The island has suffered huge rates of deforestation, 50% in 70 years. Indonesian Borneo, ruled by dictator Suharto has used the natural resources such as hardwood, as a raw material to trade with and promote economic development. There is widespread damage and habitat loss. Today many areas of rainforest have been cleared for palm oil plantations. Palm oil is used across the world is everyday products such as crisps, bread, biscuits, soap and shampoo.

# Year 8 Geography: Plate Tectonics

Why is Alfred Wegener a geography legend?

In this space draw a labelled diagram to revise:

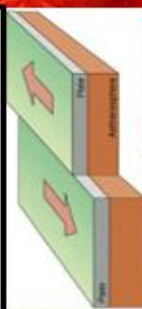
## The Structure of the Earth



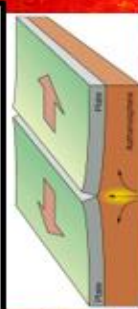
Label the parts of a volcano

What is plate tectonic theory?

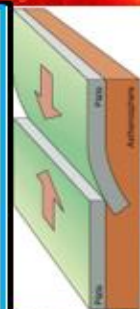
Conservative



Constructive



Types of plate margin



What are convection currents?

Fissure (vent)



Shield



Types of volcano



## Volcanic Hazards

### Definition

Lahars	Volcanic mudslide
Pyroclastic flow	Super-heated explosion
Flooding	Glacier melt or river overflow
Ash clouds	Dense ash plumes
Volcanic bombs	Flying molten rock
Lava flow	Vast river of hot lava

## Key Ideas

Earthquakes and volcanoes are primarily found at **plate boundaries**. The plates are like giant rafts that **slowly move** around. At the constructive and destructive margins, **molten magma** is able to force its way to the surface and escape as **lava**.

An **earthquake is a sudden shockwave** caused by rocks being under stress from the movements of plates at plate boundaries. Eventually the stress in the rock builds up enough to deform and reach breaking point. At that point, the stored up energy is released in the form of **shockwaves**.

Unlike earthquakes, volcanoes can also have a positive impact on an area. Examples include income from **tourism, geothermal energy** and **fertile soil for agriculture**.

What is a tsunami?  
How is it linked to tectonic hazards?

## Y8 German - Summer Term 1/2

### Auf einem Fest

der Umzug(-e)	<i>procession / parade</i>
der Festwagen (-)	<i>float (in a parade)</i>
die Band (s)	<i>band, group</i>
das Kostüm(e)	<i>costume / outfit</i>
der Hut(-e)	<i>hat</i>
die Fahne(n)	<i>flag</i>
die Kirmes/Kirnsen	<i>funfair</i>
das Fahrkartengeschäft(e)	<i>ride (at a funfair)</i>
der Imbiss(e)	<i>snack</i>
bunt	<i>colourful</i>

### At a festival

### Kleider/ Klamotten

der Rock	<i>skirt</i>
der Mantel	<i>coat</i>
der Anzug	<i>suit</i>
der Kapuzenpulli	<i>hoodie</i>
die Jeanshose/ die Jeans	<i>jeans</i>
die Hose	<i>trousers</i>
das Kleid	<i>dress</i>
das Hemd	<i>shirt</i>
das T-Shirt	<i>T-shirt</i>
die Schuhe	<i>shoes</i>
die Stiefel	<i>boots</i>
die Sandalen	<i>sandals</i>

### Clothes

### Was trägst du?

Ich trage...	<i>I wear/ I am wearing</i>
einen kurzen Rock	<i>a short skirt</i>
einen langen Mantel	<i>a long coat</i>
einen lockeren Kapuzenpulli	<i>a casual hoodie</i>
eine weite Hose	<i>a baggy pair of trousers</i>
eine schmale Jeanshose	<i>a pair of skinny jeans</i>
ein kariertes Hemd	<i>a checkered shirt</i>
ein gepunktetes Kleid	<i>a spotty dress</i>
ein gestreiftes T-Shirt	<i>a stripy T-shirt</i>
schicke Stiefel	<i>smart boots</i>

### What do you wear? / What are you wearing?

### Wie ist dein Stil?

<i>What is your style?</i>	
lässig	<i>informal</i>
trendig	<i>trendy</i>
sportlich	<i>sporty</i>
klassisch	<i>classic</i>

### Ich mache mich fertig

Ich style mir die Haare	<i>I style my hair</i>
Ich mache mir die Haare	<i>I do my hair</i>
Ich putze mir die Zähne	<i>I brush my teeth</i>
Ich schminke mich	<i>I put on make-up</i>
Ich ziehe mich an	<i>I get dressed</i>
Ich sehe mich im Spiegel an	<i>I look at myself in the mirror</i>
Ich benutze ein Deo	<i>I put on deodorant</i>
Ich wähle meine Kleider aus	<i>I choose my clothes</i>

### I get myself ready

### Wie ist es? What is it like?

kurz	<i>short</i>
lang	<i>long</i>
weit	<i>wide-leg/ baggy</i>
schmal	<i>slim-leg/ skinny</i>
schick	<i>smart</i>
locker	<i>casual</i>
kariert	<i>checkered</i>
gepunktet	<i>spotty/ polka dot</i>
gestreift	<i>stripy</i>
glänzend	<i>glittery</i>

### ein erstes Date

#### Was wirst du machen?

ich werde...	<i>I will...</i>
die Karten im Voraus kaufen	<i>buy the tickets in advance</i>
einen guten Film auswählen	<i>choose a good film</i>
früh ankommen	<i>arrive early</i>
...abholen	<i>pick up...</i>
etwas Schickes anziehen	<i>put on something smart</i>
genug Geld mitnehmen	<i>take enough money with me</i>
mit dem Bus in die Stadt fahren	<i>go by bus to town</i>
ins Kino gehen	<i>go to the cinema</i>
essen gehen	<i>go out to eat</i>

### A first date

Independent Task: Describe your dream date/day out with a celebrity.

## Y8 German – Verb table

### Regular verbs

With regular verbs, remove the ending –en and add the ending that goes with the pronoun (person).

spielen- to play  
spiel(-en)

ich spiel(e)	<i>I play</i>
du spiel(st)	<i>you play</i>
er spiel(t)	<i>he plays</i>
sie spiel(t)	<i>she plays</i>
man spiel(t)	<i>one plays</i>
wir spiel(en)	<i>we play</i>
ihr spiel(t)	<i>you (plural) play</i>
sie spiel(en)	<i>they play</i>

### fahren – to travel/ ride/ go

ich fahre	<i>I travel</i>
du fährst	<i>you travel</i>
er fährt	<i>he travels</i>
sie fährt	<i>she travels</i>
wir fahren	<i>we travel</i>
ihr fahrt	<i>you travel (plural)</i>
sie fahren	<i>they travel</i>

### schlafen – to sleep

ich schlafe	<i>I sleep</i>
du schläfst	<i>you sleep</i>
er schläft	<i>he sleeps</i>
sie schläft	<i>she sleeps</i>
wir schlafen	<i>we sleep</i>
ihr schlaft	<i>you sleep (plural)</i>
sie schlafen	<i>they sleep</i>

### treffen – to meet

ich treffe	<i>I meet</i>
du triffst	<i>you meet</i>
er trifft	<i>he meets</i>
sie trifft	<i>she meets</i>
wir treffen	<i>we meet</i>
ihr trefft	<i>you meet (plural)</i>
sie treffen	<i>they meet</i>

### haben - to have

ich habe	<i>I have</i>
du hast	<i>you have</i>
er hat	<i>he has</i>
sie hat	<i>she has</i>
man hat	<i>one has</i>
es hat	<i>it has</i>
wir haben	<i>we have</i>
ihr habt	<i>you have (plural)</i>
sie haben	<i>they have</i>

### sehen – to see

ich sehe	<i>I see</i>
du siehst	<i>you see</i>
er sieht	<i>he sees</i>
sie sieht	<i>she sees</i>
wir sehen	<i>we see</i>
ihr seht	<i>you see (plural)</i>
sie sehen	<i>they see</i>

### lesen – to read

ich lese	<i>I read</i>
du liest	<i>you read</i>
er liest	<i>he reads</i>
sie liest	<i>she reads</i>
wir lesen	<i>we read</i>
ihr lest	<i>you read (plural)</i>
sie lesen	<i>they read</i>

### sein – to be

ich bin	<i>I am</i>
du bist	<i>you are</i>
er ist	<i>he is</i>
sie ist	<i>she is</i>
man ist	<i>one is</i>
es ist	<i>it is</i>
wir sind	<i>we are</i>
ihr seid	<i>you are (plural)</i>
sie sind	<i>they are</i>

### essen – to eat

ich esse	<i>I eat</i>
du isst	<i>you eat</i>
er isst	<i>he eats</i>
sie isst	<i>she eats</i>
wir essen	<i>we eat</i>
ihr esst	<i>you eat (plural)</i>
sie essen	<i>they eat</i>

### tragen – to wear

ich trage	<i>I wear</i>
du trägst	<i>you wear</i>
er trägt	<i>he wears</i>
sie trägt	<i>she wears</i>
wir tragen	<i>we wear</i>
ihr tragt	<i>you wear (plural)</i>
sie tragen	<i>they wear</i>

### Jahreszeiten Seasons

Frühling	<i>Spring</i>
Sommer	<i>Summer</i>
Herbst	<i>Autumn</i>
Winter	<i>Winter</i>

### Connectives

und	<i>and</i>
oder	<i>or</i>
aber	<i>but</i>
denn	<i>because</i>

### Frequency words

immer	<i>always</i>
oft	<i>often</i>
manchmal	<i>sometimes</i>
selten	<i>rarely</i>
nie	<i>never</i>

Chronology	
1600	East India Company (EIC) set up.
1770	Captain James Cook discovers Australia
1845	The Potato Famine
Mid 1850s	Most of India controlled by the British
1857	Indian mutiny or the War of Independence
1858	First Viceroy put in charge of India

## History The British Empire

Key People	Role
Queen Victoria	British monarch from 1837-1901. She gave herself the title 'Empress of India'.

### Books/websites/films

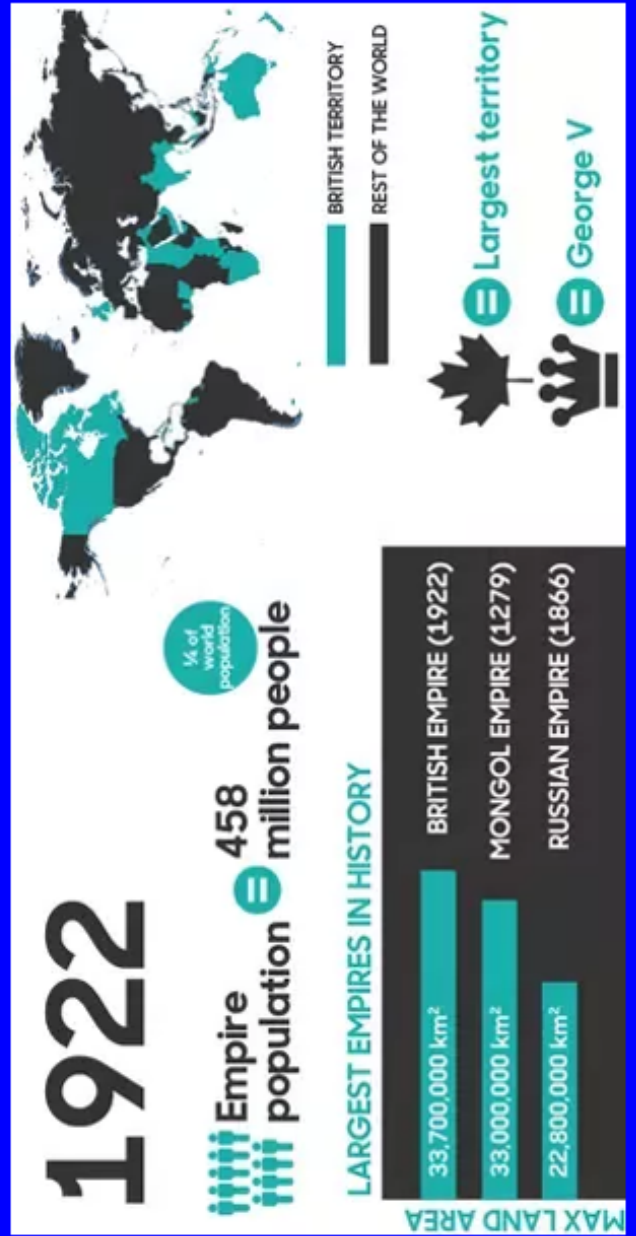
<https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zp1v3j6>

<https://www.bbc.co.uk/bitesize/topics/z7kvf82>

<https://www.historybombs.com/free-lessons/8-1-the-british-empire-in-one-take/>

Freedom by Catherine Johnson – 12-year old Nathaniel is a slave, sent to England. Life in London is tough and Nat seizes the first opportunity to escape.

Key Words	Definition
Empire	A collection of areas of land (or whole countries) that are ruled over and controlled by one leading 'mother' country.
Colony	An area of land controlled by another country.
Blight	A destructive fungal disease which led to the Potato famine.
Pilgrim Fathers	The Pilgrims were the English settlers who came to North America on the Mayflower and established the Plymouth Colony
Mutiny	The act of refusing to follow the orders of a person in authority.
Mugal	Muslim rulers of India from 1500, they lost control by the early 1700s.
Viceroy	Someone who rules in another country or colony on behalf of the monarch.
Plantation	A huge farm that grows cotton, sugar, tobacco; a plantation owner normally used slaves to do the work.
Colonialism	The ideas and methods used to control colonies
Economic exploitation	unfairly taking advantage of other people to increase your own wealth (money).
Culturalism	The belief that the British way of life was better than those of other cultures.
Settler	a person who moves with a group of others to live in a new country or area

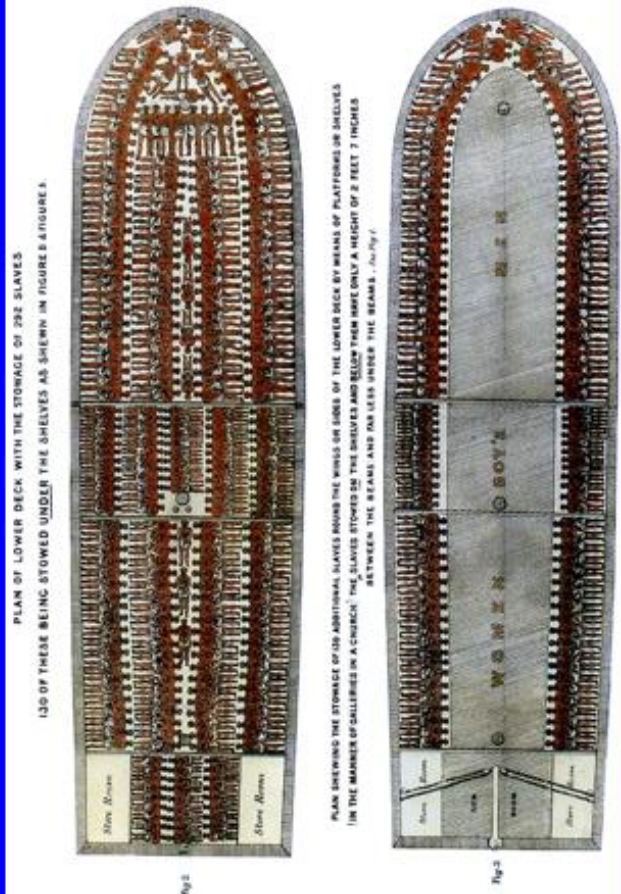


<b>Chronology</b>	
Late 18th century +	Industrial Revolution in Britain – changes from items being made by hand to being produced by machines in factories. Led to the requirement of more natural resources.
1807	Slave Trade Act made it illegal for slaves to be bought and sold in Britain.
1833	Slavery Abolition Act made it illegal for slaves to be bought and sold anywhere in the British Empire.
1865	USA abolishes slavery at the end of the US Civil War by passing the Thirteenth Amendment to the constitution – it was therefore illegal.

<b>Key People</b>	<b>Role</b>
Thomas Clarkson	Clarkson founded 'The Society for Effecting the Abolition of the Slave Trade'. This helped to persuade MP's to pass the Slave Trade Act of 1807, which abolished British trade in slaves.
William Wilberforce	British MP who campaigned for the abolition of slavery in Parliament. (See timeline 1807 and 1833). Wilberforce died three days after the final bill abolishing slavery was passed
Olaudah Equiano	An Ex-Slave who moved to England and wrote a book about being a slave. Many people became aware of how terrible slavery was

<b>Key Words</b>	<b>Definition</b>
Slave	A slave is a person who is owned by another person. Slaves are forced to work and are not paid
Abolish/Abolition	Abolish/abolition means stop something happening by making it illegal. For slavery the government passed an act abolishing slavery in 1807 (see timeline)
Trade Triangle	The trade triangle was made up of three voyages. A voyage is a trip on a ship. Voyage 1 was from Britain to West Africa carrying manufactured goods. Voyage two was from West Africa to the West Indies carrying slaves, Voyage 3 was from the West Indies to Britain where
Middle passage	The Middle Passage was the second voyage of the Triangular Trade. It went left from Africa to the West Indies.

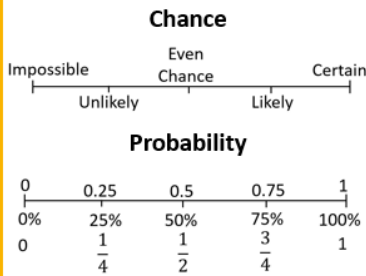
## History Slavery



# Year 8 Knowledge Organiser

## INTRODUCING PROBABILITY

### Key Concept



Probabilities can be written as:

- Fractions
- Decimals
- Percentages

### Key Words

**Probability:** The chance of something happening as a numerical value.

**Impossible:** The outcome cannot happen.

**Certain:** The outcome will definitely happen.

**Even chance:** There are two different outcomes each with the same chance of happening.

**Expectation:** The amount of times you expect an outcome to happen based on probability.

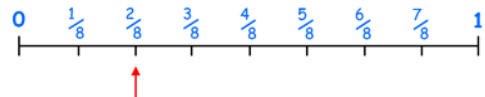
### Examples



1) What is the probability that a bead chosen will be **yellow**.  
Show the answer on a number line.

$$\text{Probability} = \frac{\text{Number of favourable outcomes}}{\text{Total number of outcomes}}$$

$$P(\text{Yellow}) = \frac{2}{8} = \frac{1}{4}$$



2) How many **yellow** beads would you **expect** if you pulled a bead out and replaced it 40 times?

$$\frac{1}{4} \times 40 = \frac{1}{4} \text{ of } 40 = 10$$

**SPARX MATHS**

U803, U408,  
U510, U683,  
U166, U580,  
U104

### Tip

Probabilities always add up to 1.

### Formula

$$\text{Expectation} = \text{Probability} \times \text{no. of trials}$$

### Questions

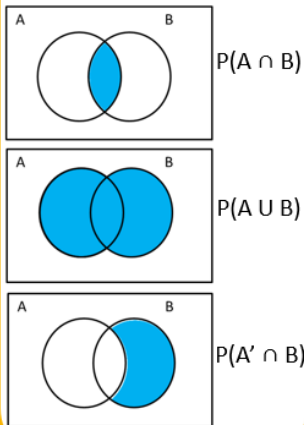
In a bag of skittles there are 12 red, 9 yellow, 6 blue and 3 purple left.  
Find: a) P(Red) b) P(Yellow) c) P(Red or purple) d) P(Green)

ANSWERS: (1) a)  $\frac{12}{30} = \frac{2}{5}$  (b)  $\frac{9}{30} = \frac{3}{10}$  (c)  $\frac{15}{30} = \frac{1}{2}$  (d) 0

# Year 8 Knowledge Organiser

## FURTHER PROBABILITY

### Key Concept



### Key Words

**Probability:** The chance of something happening as a numerical value.

**Impossible:** The outcome cannot happen.

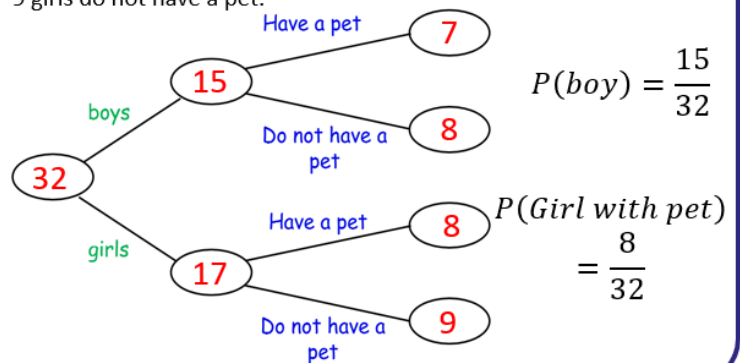
**Certain:** The outcome will definitely happen.

**Even chance:** There are two different outcomes each with the same chance of happening.

**Mutually Exclusive:** Two events that cannot both occur at the same time.

### Examples

In Hannah's class there are 32 students.  
15 of these students are boys.  
7 of the boys have a pet.  
9 girls do not have a pet.



**SPARX MATHS**

U104, U558, U476,  
U748, U981

### Formula

$$P(A \cap B) = P(A) \times P(B)$$

$$P(A \cup B) = P(A) + P(B)$$

$$\text{or (non ME)} \quad P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

### Questions

- 1) Draw a two-way table for the question above.
- 2) Find the probability that a pupil chosen is a boy with no pets.
- 3) A girl is chosen, what is the probability she has a pet?

ANSWERS: (1)  $\frac{17}{32}$  (2)  $\frac{17}{32}$  (3)  $\frac{9}{32}$

# Year 8 Knowledge Organiser

## REPEATED PERCENTAGE CHANGE

### Key Concepts

**Calculating percentages of an amount without a calculator:**

10% = divide the value by 10  
1% = divide the value by 100

**Per annum** is often used in monetary questions meaning **per year**.

**Depreciation** means that the value of something is going down or reducing.

### Examples

#### Simple interest:

Joe invest £400 into a bank account that pays 3% **simple interest** per annum.  
Calculate how much money will be in the bank account after 4 years.

$$\begin{aligned} 3\% &= £4 \times 3 \\ &= £12 \\ 4 \text{ years} &= £12 \times 4 \\ \text{Interest} &= £48 \\ \text{Total in bank account} &= £400 + £48 \\ &= £448 \end{aligned}$$

#### Compound interest:

Joe invest £400 into a bank account that pays 3% **compound interest** per annum.  
Calculate how much money will be in the bank account after 4 years.

$$\begin{aligned} \text{Value} &\times (1 \pm \text{percentage as a decimal})^{\text{years}} \\ &= 400 \times (1 + 0.03)^4 \\ &= 400 \times (1.03)^4 \\ &= £450.20 \end{aligned}$$

**SPARX MATHS**

**U533, U332**

### Key Words

Percent  
Depreciate  
Interest  
Annum  
Simple  
Compound  
Multiplier

- 1) Calculate a) 32% of 48 b) 18% of 26
- 2) Kane invests £350 into a bank account that pays out simple interest of 6%. How much will be in the bank account after 3 years?
- 3) Jane invests £670 into a bank account that pays out 4% compound interest per annum. How much will be in the bank account after 2 years?

ANSWERS A 1a) 15.36 b) 4.68 2) £413 3) £724.67

# Year 8

## REARRANGING FORMULAE

### Key Concepts

#### Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

When rearranging we **undo the operations** starting from the last one.

**Rearrange** to make  $r$  the subject of the formulae:

$$\begin{aligned} Q &= \frac{2r-7}{3} \\ \times 3 & & \times 3 \\ 3Q &= 2r-7 \\ +7 & & +7 \\ 3Q+7 &= 2r \\ \div 2 & & \div 2 \\ \frac{3Q+7}{2} &= r \end{aligned}$$

### Examples

**Rearrange** to make  $c$  the subject of the formulae:

$$\begin{aligned} 2(3a-c) &= 5c+1 \\ \text{expand} & \\ 6a-2c &= 5c+1 \\ +2c & & +2c \\ 6a &= 7c+1 \\ -1 & & -1 \\ 6a-1 &= 7c \\ \div 7 & & \div 7 \\ \frac{6a-1}{7} &= c \end{aligned}$$

**Rearrange** to make  $a$  the subject of the formulae:

$$\begin{aligned} \sqrt{\frac{ac}{b}} &= d \\ \text{square} & & \text{square} \\ \frac{ac}{b} &= d^2 \\ \times b & & \times b \\ ac &= bd^2 \\ \div c & & \div c \\ a &= \frac{bd^2}{c} \end{aligned}$$

**SPARX MATHS**

**U585,  
U144**

### Key Words

Rearrange  
Term  
Inverse

- 1) Rearrange to make  $a$  the subject  $r = \frac{5a+3}{t}$
- 2) Rearrange to make  $m$  the subject  $2(2p+m) = 3-5m$
- 3) Rearrange to make  $x$  the subject  $\sqrt{\frac{4x}{y}} = z$

ANSWERS: 1)  $a = \frac{rt-3}{5}$  2)  $m = \frac{3-5m}{2}$  3)  $x = \frac{y}{4}z^2$

## YEAR 8 - UNIT 3 MUSIC AROUND THE WORLD PART 1

It is easy for us to focus on the music that we listen to in our own homes, and music from the country in which we live. However, there is a whole world of music out there, literally!

Music is often described as 'the universal language' and that is because wherever you go on the planet music will be there. It forms the backbone of every culture in the world, whether it be for religious and sacred reasons, to communicate, to dance to, or just to listen to and perform for enjoyment. Whatever the reason there is no doubt it is there. However, music from the different parts of the world can sound very different. When we discuss 'World Music' what we actually mean is 'Non-Western Music'.

Western Music is a term often used to describe music built on the major and minor scales, chords and harmonies of continents such as Europe and North America. Non-Western Music is the music from other areas of the world. This can include 'Raga' from India, 'Djembe' from Ghana or 'Gamelan' from Indonesia but, in short, it is music that uses different scales, vocal styles, complex rhythms and performance practices. To us in the UK it may sound 'different' but listen carefully and you will discover some of the most beautiful, and thought-provoking, music on the planet. Spend the time to discover the cultures, religions and lives behind the music and discover an amazing world, literally!

Non-Western Musical Instruments - Traditional Instruments that are used to perform music from other parts of the world.



**Sitar.**  
(From India).



**Didgeridoo.**  
(From Australia).



**Shakuhachi**  
(From Japan)



**Gamelan**  
(From Indonesia)

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		1/2 + 1/2 = 1	
semiquaver		1/4 beat	
joined semiquavers		1/4 + 1/4 + 1/4 + 1/4 = 1	



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	

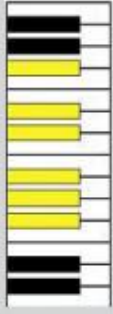
## YEAR 8 - UNIT 3

### THE POWER OF PENTATONIC

The PENTATONIC SCALE is a scale that consists of just 5 notes (compared to Western Music Major and Minor Scales which have 7). It is also unique in that it is heard in so many countries around the world in traditional music that goes back many centuries. The fact that the same type scale has been discovered being used in music that is thousands of years old and from areas so far apart as Africa, Asia and Europe, as well as the music of the Native Americans has many people believing that it has unique qualities and is a series of notes that we know about 'at birth'. The unique sound of 'Pentatonica' where all notes will work together has also led to Pentatonic Scales being used by modern day artists such as Paul McCartney, Jimi Hendrix, Pink Floyd and Avicii.

#### How to Play the Pentatonic Scale

The Pentatonic scales can start on any note and then follow the pattern Tone:Tone+Semitone:Tone:Tone+Semitone:Tone before repeating. However, the easiest way to 'Play Pentatonic' is to use the Black Notes on the Keyboard.



#### Pentatonic Keyboard Performance - "Chinatown"

This piece is based on a Pentatonic Scale that starts on 'C' (used the notes C, D, E, G, A) and is a traditional melody from China. It also incorporates a 'Drone' (Two Notes played together throughout a piece). Drones can be heard on many traditional instruments including the Bagpipes from Scotland. As you play this try to keep the repetitive drone rhythm going throughout.

Piano

Tuba

#### 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.

- INDIAN SITAR: "Pancham Se Gara" (performed by Anoushka Shankar) - <https://www.youtube.com/watch?v=8Cnhc6pmH9Y>
- JAPANESE SHAKUHACHI: "Koden Sugomori" (performed by Mamino Yorita) - <https://www.youtube.com/watch?v=5vZje9artz4>
- PENTATONIC SCALE: "My Girl" (performed by the Temptations) - [https://www.youtube.com/watch?v=C\\_C5jcm-z1w](https://www.youtube.com/watch?v=C_C5jcm-z1w)



## 8.5 KS3 Core PE Knowledge Organiser: Fitness Testing

Fitness Testing		
Component	Test	Protocol
<b>Body Composition</b>	Body Mass Index	The calculation for BMI is as followed: $\text{Weight (kg)} / \text{height (m}^2\text{)}$ . Calculate score with BMI charts.
<b>Coordination</b>	Alternate Hand Wall Toss Test	Stand 2m away from a wall with a tennis ball in your hand. Throw the ball at the wall and catch it with the opposite hand. See how many catches you make in 30s.
<b>Power</b>	Vertical Jump Test	Stand next to a wall and reach up as high as you can marking the highest point of your fingertips. Jump as high as you can making a second mark at the <b>highest point of the jump</b> . Measure the distance between the 2 marks on the wall.
<b>Reaction Time</b>	Ruler Drop Test	An assistant holds a 30cm ruler between your thumb and index finger Starting at 0cm, the assistant randomly drops the ruler and is caught with between the fingers. Take note of the cm measurement where it was caught.
<b>Speed</b>	30m Sprint Test	Measure out 30m in a straight line and mark with cones. On the shout of 'Go' run as fast as you can with an assistant timing you.
<b>Balance</b>	Stork Balance Test	Bend one knee and place the sole of the foot against the inside of the standing leg. Raise onto you tiptoes and start timing until you lose balance or the sole of the standing foot touches the floor.
<b>Agility</b>	Illinois Agility Run Test	Set out the course using cones. Start laying down on your stomach. When you hear go run and complete the course in as quick a time as possible.
<b>Flexibility</b>	Sit and Reach Test	Sitting with legs flat on the ground and feet against the sit and reach box, reach forward as far as you can and record distance on the scale on top of the box.
<b>Muscular Endurance</b>	1-Minute Sit-Up/Press Test	Complete the maximum amount of press ups or sit ups in 1 minute. Count the number that you complete.
<b>Strength</b>	Grip Dynamometer	Hold the dynamometer in your hand with the scale at 0. Squeeze the handle as hard as you can. Record the score on the scale.
<b>Cardiovascular Fitness</b>	12 Minute Cooper Run/swim	Run or swim for 12 minutes counting the number of laps you complete. Multiply the number of laps by the distance of each lap to give you the total distance covered in 12 minutes.

### Key Vocabulary

Aerobic, anaerobic, exercises, stations, terrain, intensity, resistance, fitness testing, training programme, progress, monitor

### Benefits of fitness testing

- Allows you to see strengths and weaknesses in current fitness levels
- Helps plan a training programme to improve fitness/performance
- Can be used to monitor progress in a fitness programme.

### Your turn: Attempt these

- 1) State the tests used to measure muscular endurance
- 2) Give an advantage and a disadvantage of the grip dynamometer

## 8.6 KS3 Core PE Knowledge Organiser: Methods of Training

Methods of Training		
Method	Description	Sporting Example
Continuous	No rest periods. Exercising at a constant rate. E.g. Running, Cycling, Swimming.	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players
Fartlek	It involves changes of speed. It's a type of continuous training but involves changes in intensity over different intervals. E.g. changing speed or terrain.	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players
Interval	This uses fixed patterns of exercise. It has periods of high intensity exercise and either low intensity or rest. <b>Very structured.</b>	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players, Sprinters
Resistance/Weight	Helps strength and muscular endurance. You are using muscles against resistance. <b>Anaerobic</b> training.	Weightlifters, Boxers, Swimmers, Cyclists, Sprinters
Circuit	Stations of specific exercises for a set amount of time before moving on to the next station. <b>Works both aerobic and anaerobic fitness.</b>	A Variety of Athletes (Depending on Component of Fitness)
Plyometric	Exercises in which muscles exert maximum force in short intervals of time, with the goal of increasing power.	Sprinters, High Jumpers, Long Jumpers

**Discuss - Required to explore the issue/situation/problem that is being assessed in the question context, articulating different or contrasting viewpoints, for example advantages, disadvantages**

**Your Turn: Try these questions**  
 1) Identify a training method suitable for a boxer and explain how it would benefit their performance. 2) State 2 characteristics of circuit training.

**Worked example – Ben is a cross country runner. Discuss the use of continuous and fartlek training to improve his performance.**

Continuous training involves no rest periods and exercising at a constant rate. (1) Fartlek training involves changes of intensity (speed) or terrain. (1). Both methods of training improve CV fitness (1) which will help Ben run for longer at a higher intensity in his races. (1). Cross country involves running over different surfaces, therefore due to the change in terrain, fartlek training would be more specific for Ben as it replicates his event. (1) The change in intensity could also help him during sprint finishes at the end of the race. (1)

- Misconceptions**
- Agility run begins with you laying face down.
  - Fitness tests are used to measure components not improve them
  - Fartlek training can involve a change of pace and/or terrain
  - Circuit training can include skill specific stations and can take many different forms.
  - Weight training can use both machine weights, dumb/kettle bells or a persons body weight.



## Religious Studies: The Environment

Key Word	Definition
Environment	The natural world, and habitats.
Creation	How did the world / universe come to exist?
Stewardship	Humans have responsibility to look after the world.
Dominion	Humans have power over the world, we rule it.
Global Warming	The increasing temperature of the world, caused by human activities etc.
Climate Change	Changes in temperature i.e. ice age.
Vegetarian	Not eating meat.
Vegan	Not eating meat, dairy, or using animal products
Animal testing	Using animals to test drugs or make up on.
Souls	The spiritual side of a human, may survive death or be a link with God?
Ahimsa	Non-violence / respect for life.
Interconnectedness	Everything is linked together / interdependent.

### Key Quotes

Judaism / Christianity: "When I look at the sky, which you have made, at the moon and the stars which you set in their places – what is man, that you think of him; mere man, that you care for him? Yet you made him inferior only to yourself... you appointed him ruler over everything you have made." (Psalm 8)

Hinduism: "Without the killing of all living beings, meat cannot be made available, and since killing is contrary to the principles of ahimsa, one must give up eating meat." (from the Maunsmriti)

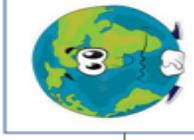
Jainism: "There is no quality of soul more subtle than non-violence and no virtue of spirit greater than reverence for life." (Mahavira)

Greta: "People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction..."

**Practice Task: Are religious people less concerned about the environment? Do they just 'leave it to God'?**



## Religious Studies: The Environment



### What are the issues with the environment?

In recent years people have become very concerned about the impact humans are having on the environment and the way we are changing it. Climate change, global warming, deforestation – these are all key areas of concern. Linked to this is the way humans treat animals – vegetarianism, veganism, animal testing... where do we draw the line between use and abuse? Some say the environment is the biggest concern for the 21<sup>st</sup> century, with our life style causing untold harm for the future.

### Christianity, Judaism and God's creation

Jews and Christians believe that God created the universe, but they may disagree about how. Many are happy to accept scientific theories but others follow the traditional accounts in Genesis. However creation happened they believe that humanity was given a special role within the process of creation, above animals and the rest of the environment. Some talk about humans being given dominion, others – probably the majority today – prefer the term 'stewardship' with its idea of looking after God's creation.

### A Hindu perspective

Hinduism is an eastern religious tradition which says all living beings contain a soul, which suggests there is greater equality between humans and animals. Life is cyclic, with animals, plants and people all being valued as part of a creation where everything should be in harmony. Ahimsa is a key Hindu principle, and many Hindus are vegetarian as killing animals for meat causes suffering. Cows are seen as especially sacred and are protected by law in India – the Vedas forbid the killing of cows and the cow is seen as more useful to humans alive than dead. In India there are goshallas, or retirement homes for cows.

### A Jain perspective

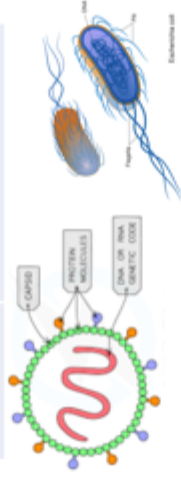
Jains also believe in ahimsa, but seem to take it further. For Jains almost everything is seen as living, with consciousness of some sort, and all life is sacred regardless of race, caste or species. They believe in the principle of interconnectedness, harm done to other beings is seen as harm done to oneself. A Jain monk may wear a mask to stop flies being accidentally swallowed, using a broom to remove bugs gently from their path. Humans are not separate from other life forms and we are certainly not the top of creation.

### What do Humanists say ~ some key questions

Do religious beliefs actually hinder someone from looking after the environment? Humanists say we have only one life, it's up to us to make best use of it – does that lead us to take better care of our planet? H4BW = Humanists for a Better World works to protect the environment. Greta Thunberg is seen by some as a modern prophet for environmental issues. Is she religious? She doesn't mention it in her campaigns, so religion seems to be irrelevant. Should religious views, or lack of them, be irrelevant as we work together to save Planet Earth? What should we do to make a difference?

**Pathogen- causes an immune response**

Pathogen	Example
Virus	Influenza, Measles, HIV
Bacteria	Salmonella, Gonorrhoea, TB



**Bodies Defences – Non specific**

Mucus, cilia, tears, eyelashes, sebum, skin, scabs, stomach acid.

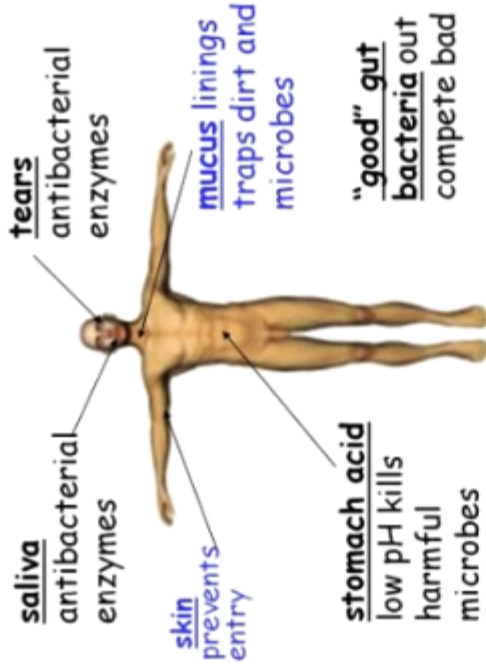
**Methods of transmission**

- Direct contact (touch)
- Indirect contact (door handles)
- Droplet infection Airborne
- Animals (vectors)
- Food and Water consumption

**Antibiotics-**  
Drugs that kill BACTERIA e.g. Penicillin

# Year 8 Disease and Evolution Knowledge Organiser

## First Lines of Defence



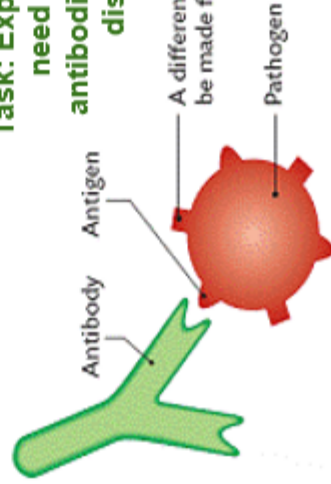
### Tier 2 Vocabulary

- Variation
- Continuous
- Discontinuous
- Population
- Individual
- Defences
- Characteristic
- Transmission
- Method
- Neutralise

### Tier 3 Vocabulary

- Evolution
- Antigen
- Antibody
- Phagocytosis
- Fossil
- Evolution
- Mutation
- Pathogen

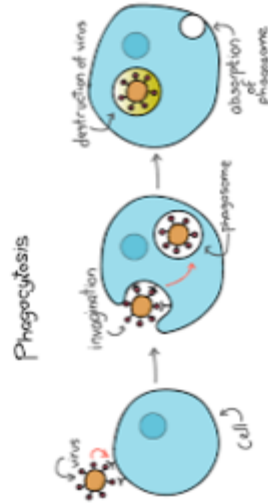
**Task: Explain why you need different antibodies for each disease.**



**Antibodies-** stop pathogens entering cells, bind to the antigen on pathogens  
**Anti toxins-** neutralise the toxins  
**BOTH MADE BY WHITE BLOOD CELLS**

**Phagocytosis- Specific**

White blood cells engulf pathogens and destroy them.



**Antigen** – identifies a cell as belonging to the body or a pathogen.



**Variation-** The differences between individuals- caused by genetic mutation

**Continuous-** Height, length, weight

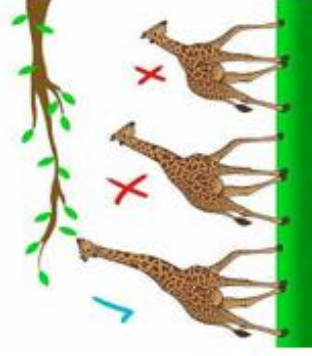
**Discontinuous-** Colour, blood group, tongue rolling

**Genetic Mutation.** DNA that is altered from the original. Can give organisms an advantage eg MRSA , bacteria resistant to antibiotics. Helping them survive and reproduce.

Mutated Gene



**Lamarck-** believed the more a characteristic was used the stronger it became in offspring. He even cut the tails off mice to test his theory!

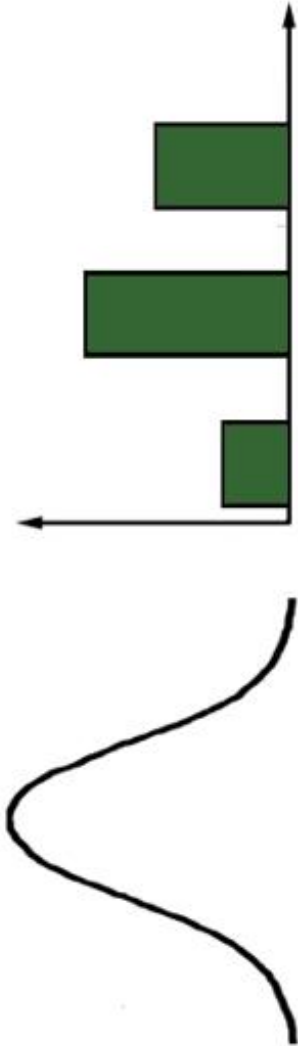


**Natural Selection-**  
**Suggested by Charles Darwin**

Natural variation within a population allows individuals to outcompete and survive (survival of the fittest). Over time a new species will form

**Evolution-** the process where one organism develops from an earlier organism

**Fossils -**  
Preserved remains or dead organisms. They allow us to see links from extinct organisms to those alive today.



**Continuous Variation**

- No distinct categories
- Tends to be quantitative
- Controlled by a lot of genes
- Strongly influenced by the environment

**Discontinuous Variation**

- Distinct categories
- Tends to be qualitative
- Controlled by a few genes
- Unaffected by the environment

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**Darwin - Evolution by Natural Selection**

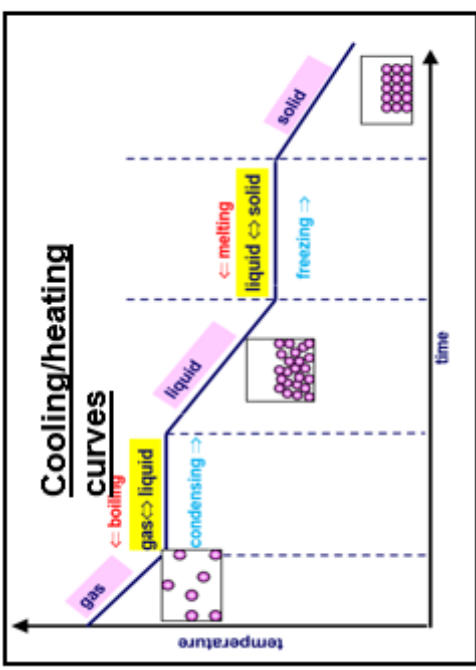
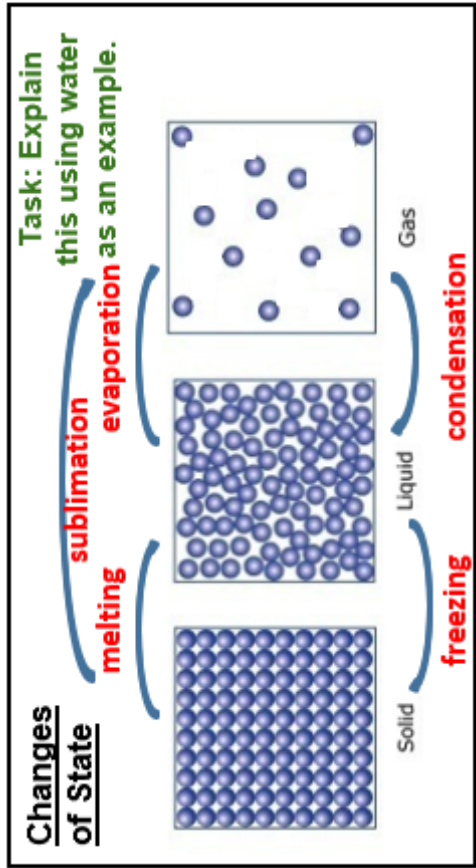
Darwin studied many animals and plants including the Finches of the Galapagos. He developed the theory of Evolution by Natural selection. People did not believe Darwin as the Fossil Record is incomplete and there was no evidence of DNA



## Year 8 Knowledge Organiser Principles of Chemistry

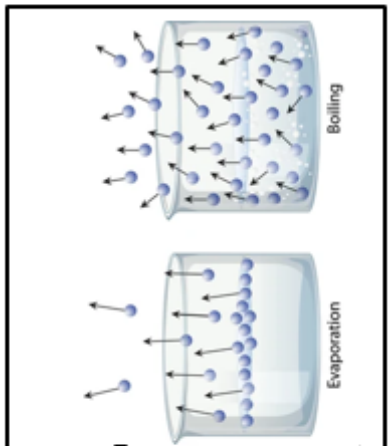
**Particles of the same substance**  
 Particles of water, for example, are exactly the same in ice, water and water vapour. They **do not** change size or shape, only the arrangement of the particles changes.

solid		<ul style="list-style-type: none"> <li><span style="color: red;">●</span> rigid</li> <li><span style="color: red;">●</span> fixed shape</li> <li><span style="color: red;">●</span> fixed volume</li> </ul> <p style="font-size: small; text-align: center;">cannot be squashed</p>
liquid		<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> not rigid</li> <li><span style="color: blue;">●</span> no fixed shape</li> <li><span style="color: blue;">●</span> fixed volume</li> </ul> <p style="font-size: small; text-align: center;">cannot be squashed</p>
gas		<ul style="list-style-type: none"> <li><span style="color: green;">●</span> not rigid</li> <li><span style="color: green;">●</span> no fixed shape</li> <li><span style="color: green;">●</span> no fixed volume</li> </ul> <p style="font-size: small; text-align: center;">can be squashed</p>



**Molecule**  
 A small group of atoms (between 2 and 100) chemically bonded.

**Melting point**  
 Temperature at which a solid turns into a liquid. Ice melts at 0°C. **Melting** needs energy from surroundings to break intermolecular forces. The temperature of surroundings decreases



**Differences Boiling and Evaporation**

**Boiling** happens at a specific temperature

- Requires additional source of energy e.g. fire

**Evaporation** occurs at all temperatures

- Only at the exposed surface of the liquid
- Needs energy from surroundings to break intermolecular forces
- The temperature of surroundings decreases

**Boiling point**  
 Temperature at which a liquid turns into gas. Water boils at 100°C

**Temperature**  
 A measure of the average kinetic energy of particles in an object

### Tier 2 Vocabulary

- Metal
- Boiling
- Evaporation
- Condensation
- Melting
- Freezing
- Temperature

### Tier 3 Vocabulary

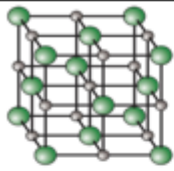
- Particle
- State of Matter
- Sublimation
- Molecule
- Intermolecular
- Giant Structure
- Lattice
- Endothermic
- Exothermic
- Energy profile diagram
- Activation Energy
- Kinetic energy
- Element
- Period
- Group
- Atoms
- Atomic Number
- Mass Number
- Protons
- Neutrons
- Electrons
- Nucleus
- Shell

### Molecular substances

- **Molecular solid** - molecules held in a repeating pattern
- **Molecular liquid** - molecules touching each other
- **Molecular gas** - molecules spread out

### Giant structures

- Particles close together in fixed positions and regular pattern
- High melting and boiling point
- Hard & strong



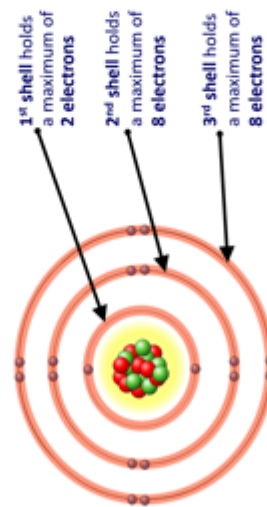
<b>MASS NUMBER</b> number of protons and number of neutrons	56	<b>ATOMIC NUMBER</b> number of protons (= number of electrons)
	<b>Fe</b>	
	iron	26

**Number of electrons in the outer shell of an atom is the Group Number** e.g. sodium has an electronic structure 2.8.1 it has 1 electron in its **outer** electron shell, therefore it is in **group 1**.

**Number of occupied shells is the Period Number** e.g. for sodium 2.8.1 it has **three occupied shells, therefore in period 3**.

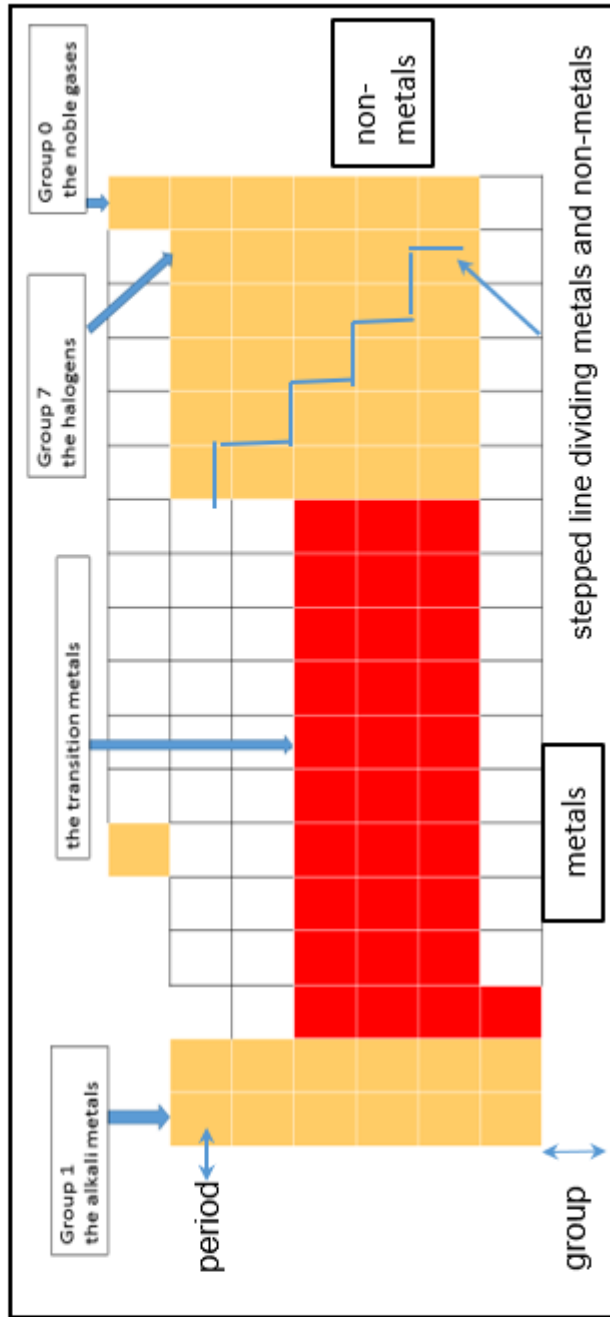
How many electrons per shell?

Electrons will fill the shells nearest the nucleus first.

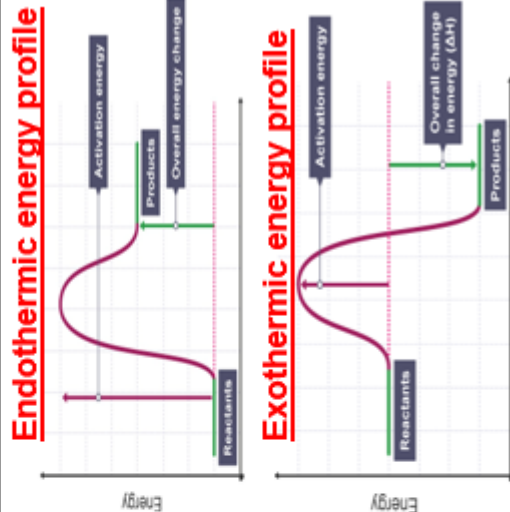


This **electronic structure** is written as 2.8.8

The **nuclear model** of the atom is states that atoms consist of **positively charged nucleus** containing **protons and neutrons** surrounded by **shells** containing negatively charged **electrons**.



**Energy profile diagram** shows energy in reactants and products, the difference in energy between them AND it includes the activation energy. **Activation energy**: The minimum amount of energy that colliding particles must have for them to react



particle	where found in the atom	relative mass	charge
proton	nucleus	1	+1
neutron	nucleus	1	0
electron	shells	0	-1

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. pequeño/a	small
2. se puede	you can
3. a la izquierda	on the left
4. tiene	it has
5. está	it is (situated)

### Key vocabulary and questions

¿Qué casa prefieres?	Which house do you prefer?
Prefiero...porque...	I prefer...because...
Esta casa es...	This house is...
Este piso es...	This flat is...
amplio/a	spacious
antiguo/a	old/old-fashioned
bonito/a	pretty
cómodo/a	comfortable
feo/a	ugly
moderno/a	modern
maravilloso/a	marvellous
pequeño/a	small
enorme	enormous
grande	big
más...que...	more...than
menos...que...	less...than
las otras/los otros	the others
<b>La casa/El piso está...</b>	<b>The house/flat is (situated)...</b>
cerca de la playa	near the beach
en el centro	in the centre
en el campo	in the countryside
en la montaña	in the mountains
<b>There are two verbs that mean 'To be' in Spanish: SER and ESTAR. Do you know when to use each one?</b>	

La casa	The house
Tiene...	(It) has...
No tiene...	(It) doesn't have...
una cocina	a kitchen
un comedor	a dining room
un salón	a living room
un jardín	a garden
un cuarto de baño	a bathroom
tres dormitorios	3 bedrooms
un jacuzzi	a jacuzzi
una piscina	a pool
una chimenea	a fireplace
una terraza	a terrace/balcony
una sala de juegos	a games room
un despacho	an office
<b>Use some of the adjectives from the first box to describe these rooms.</b>	

¿Qué se puede hacer en tu región?	What can you do in your area?
Se puede...	You can...
hacer senderismo	go hiking
ir a la bolera	go to the bowling alley
ir al cine	go to the cinema
ir de compras	go shopping
ir de paseo en bici	go for a bike ride
ir a la playa	go to the beach
ir al restaurante	go to the restaurant
jugar al golf/tenis/voleibol etc.	play golf/tennis/volleyball
ver la catedral	see the cathedral
ver un castillo	see a castle
<b>Se puede... (plural)</b>	<b>You can... (plural)</b>
hacer deportes náuticos	do water sports
hacer artes marciales	do martial arts
<b>Think of other infinitive verbs to use here to say what you can do (comer helados, bailar en la discoteca...).</b>	

¿Dónde está...	Where is...
la catedral?	the cathedral?
la estación de trenes?	the train station?
el parque de atracciones?	the theme park?
el minigolf?	the minigolf?
la pista de karting?	the go-kart track
el parque acuático?	the water park?
el zoo?	the zoo?
Sigue todo recto.	Go straight on.
Dobla a la derecha.	Turn right.
Dobla a la izquierda.	Turn left.
Toma la primera calle a la derecha	Take the first road on the right.
Toma la segunda calle a la izquierda	Take the second road on the left.
Cruza la plaza	Cross the square.
Está a la derecha/izquierda	It's on the right/left
<b>What other places in the town can you remember from Y7?</b>	

Key grammar - Comparatives
Comparatives compare two or more things: (bigger, more modern, smaller, less ugly).
Use comparatives to talk about your preferences: <i>Esta casa es <b>más bonita</b> que las otras</i> This house is <b>prettier/more</b> pretty than the others.
<i>Este piso es <b>menos feo</b> que los otros</i> This flat is <b>less</b> ugly than the others.
Remember to make sure your adjective endings agree for <b>masculine</b>
In English, we sometimes add <b>-er</b> to the adjective to make it a comparative. We can't do this in Spanish and must use <b>more + adjective</b> .

# Spanish Y8 Summer term Knowledge Organiser Unit 6: El campamento de verano – Summer camp

Key spellings	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. ayer	yesterday
2. mañana	tomorrow
3. visito	I visit
4. visité	I visited
5. voy a visitar	I'm going to visit

Time phrases	
ayer	yesterday
el fin de semana pasado	last weekend
el verano pasado	last summer
el año pasado	last year
hace dos años	two years ago
hoy	today
normalmente	normally
los fines de semana	at the weekend
en verano	in summer
mañana	tomorrow
el fin de semana que viene	next weekend
el año que viene	next year

Remember to use time phrases to show clearly which tense you want to use.

## El campamento de verano – Display work

Imagine you went to a Spanish summer camp last year. Prepare a piece of writing using 3 tenses, opinions and reasons. Use the prompts below to help structure your work:

- Give your name and age and say what you like. (Me llamo... y tengo... años. Me gusta... y me encanta...)
- Say that last year you went to summer camp. (El año pasado fui a un campamento de verano en...)
- Give details about what activities you did there. (En el campamento hice/jugué/fui/canté/monté... y también... Un día hicimos/fuimos...)
- Say what it was like. (Fue...)
- Say what you are going to do next summer and give a reason. (El verano que viene voy a... porque me gusta... y me gustaría...)
- Say what it's going to be like. (Va a ser...)

## Key grammar – Using 3 tenses in your work


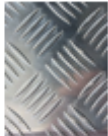


Try to include past, present and future tense in every piece of writing you do. Here is a reminder of how to form the 'I' form of each tense and some key verbs that don't follow the usual pattern:





	Infinitive	Preterite (past)	Present	Near future
<b>Regular verbs</b>	visitar comer escribir	visité comí escribí	visito como escribo	voy a visitar voy a comer voy a escribir
<b>Stem-changing verbs</b>	jugar	jugué	juego	voy a jugar
<b>Irregular verbs</b>	hacer ir tener ver	hice fui tuve vi	hago voy tengo veo	voy a hacer voy a ir voy a tener voy a ver

¿Qué vas a hacer?	What are you going to do?
Voy a.../Vamos a...	I'm going to/We're going to...
hacer senderismo/escalada	go hiking/ rock climbing
montar a caballo	go horse riding
dormir en tiendas	sleep in tents
ir de pesca	go fishing
hacer piragüismo	go canoeing
hacer surf/windsurf/vela	go surfing/windsurfing/sailing
disfrutar de actividades en la playa	enjoy activities on the beach
hacer cursos en inglés	do a course in English
ir de excursión	go on a trip
cantar y tocar instrumentos	sing and play instruments
visitar museos	visit museums
pintar y hacer teatro	Paint and do drama
Va a ser...	It's going to be...
Me gustaría...+infinitive	I would like to...
Me encantaría...+infinitive	I would love to...

¿Qué hiciste?	What did you do?
El año pasado fui a un campamento de verano	Last year I went to a summer camp
un campamento artístico/lingüístico/científico	an arts/languages/science camp
un campamento de naturaleza	a nature camp
el primer día...	on the first day...
tuve miedo	I was scared
conocí a unos chicos simpáticos	I met some nice kids
hicimos cosas estupendas	we did fantastic things
jugué al fútbol y al voleibol	I played football and volleyball
hice vela y piragüismo	I went sailing and canoeing
dormimos en tiendas	we slept in tents
un día...	one day...
fuiimos de pesca	we went fishing
canté y toqué instrumentos	I sang and played instruments
el último día...	on the last day...
fuiimos de excursión	we went on a trip
visitamos museos	we visited museums
Fue...	It was...
¡Me encantó!	I loved it!...

# Year 8 – Knowledge Organiser – Design & Technology – Materials

Metals			
Type	Example of	Advantages	Disadvantages
<b>Steel</b> 	<b>Ferrous</b> (Contains iron)	Relatively cheap Widely available Strong/Tough	Rusts Requires a surface finish
<b>Aluminium</b> 	<b>Non-Ferrous</b> (Does not contain iron)	Does not rust Lightweight Easy to cut and shape	Relatively expensive
<b>Copper</b> 	<b>Non-Ferrous</b> (Does not contain iron)	Good conductor of heat and electricity	Corrodes Relatively expensive
<b>Pewter</b> 	<b>Alloy</b> (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
<b>Pine</b> 	<b>Softwood</b>	Cheaper More sustainable as faster growing Widely Available	Knotty Can be weaker than hardwoods Less durable
<b>Oak</b> 	<b>Hardwood</b>	Good aesthetic Extremely durable Easy to maintain High strength	Generally harder to cut and shape More expensive Less sustainable as slower growth rate
<b>Beech</b> 	<b>Hardwood</b>		
<b>Plywood</b> 	<b>Manufactured Board</b>	Available in large sheets Good strength and durability Can be laser cut	More expensive than other board options Edges can splinter

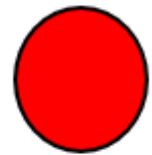
Classification of Metal	
<b>Ferrous</b> Wrought iron, pig iron, mild steel, stainless steels	<ul style="list-style-type: none"> <li>• Contain iron</li> <li>• Magnetic (most)</li> <li>• Rust</li> </ul>
<b>Non-Ferrous</b> Copper, tin, silver, gold, aluminium, bronze, nickel	<ul style="list-style-type: none"> <li>• Do NOT contain iron</li> <li>• Are NOT magnetic</li> <li>• Do NOT rust</li> </ul>
<b>Alloys</b> Soldier, Pewter, Brass	<ul style="list-style-type: none"> <li>• Mixture of more than one element</li> <li>• Combining 2 metal improves properties</li> </ul>

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

## Health & Safety






### Specific Language and Terms

<b>PPE</b>	Personal protective equipment.
<b>Hazard</b>	A danger or a risk
<b>BSI</b>	British Standards Institute
<b>Kitemark</b>	Assures consumers that the product is safe and has been tested by the BSI
<b>CE mark</b>	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

### PPE Equipment

Apron	To protect your clothing from soiling or from being caught in machinery/tools.	
Goggles	Protect your eyes from dust particles or any other flying debris from machining.	
Ear defenders	To protect your ears when using loud machinery.	
Gauntlets	Protect your hands- particularly from heat when brazing or carrying out heat treatments.	
Dust mask	To protect your breathing when working with dusty or hazardous materials.	

## Hand tools:

### Tools and equipment

<b>Try Square</b>	Drawing a line at 90 degrees OR checking a corner is square (90 degrees)	
<b>Tennon Saw</b>	Sawing straight lines in wood	
<b>Hack saw</b>	Sawing straight cuts in metal	
<b>Flat File</b>	Shaping or smoothing a piece metal or plastic.	
<b>Vice</b>	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

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

### Specific Language and Terms

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

## CAD / CAM

CAD- Computer Aided Design		Disadvantages	
<b>Advantages</b>	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		Disadvantages	
<b>Advantages</b>	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**



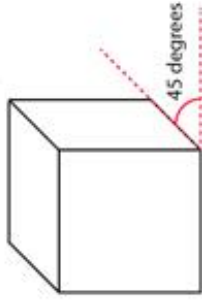
**Geometric shapes**



**Annotation**

## Oblique Projection

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

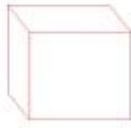


To draw it in oblique projection follow the three main steps below:

2. Project 45 degrees lines from each corner



1. Draw the front or side view of the object

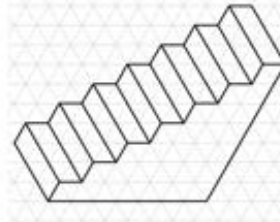


3. Draw the back two lines of the cube in position. Go round the outline of the cube with a fine black pen or dark, sharp pencil.

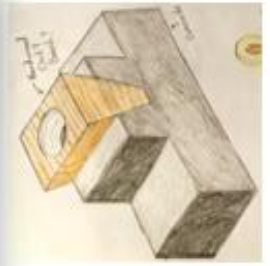
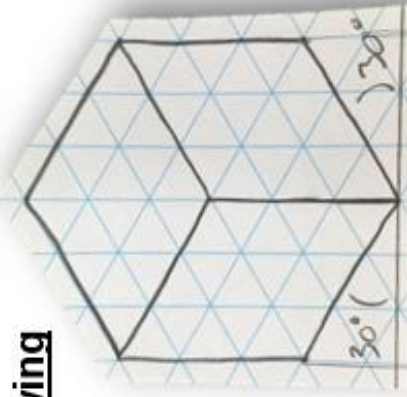
## Specific Language and Terms

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

## Isometric Drawing




These stairs have been drawn in isometric.

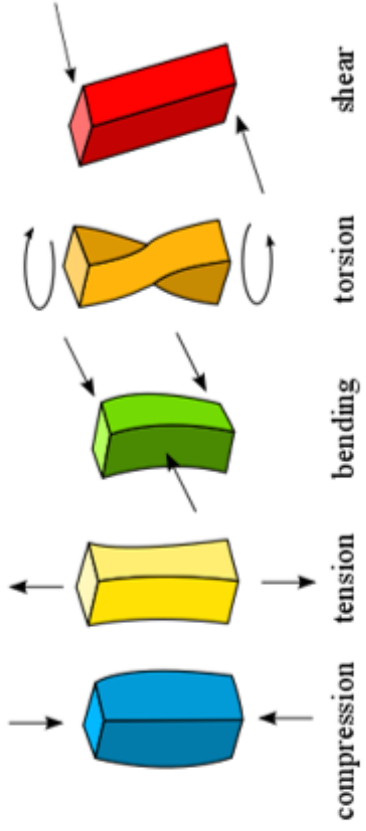


### Isometric Rules:

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

Specific Language and Terms		Mechanisms	
<b>Mechanical system</b>	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.	<b>Mechanism</b>	
<b>Mechanism</b>	Is a device that transforms input forces and movement into a desired set of output forces and movement.	<b>Gears</b>	Gears are toothed wheels (cogs) that lock together and turn one another. When one gear is turned the other turns as well.
<b>Machine</b>	A system of mechanisms working together	<b>Pulleys</b>	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.
<b>Motion</b>	A type of movement	<b>Levers</b>	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
<b>Force</b>	Is a push or pull in a certain direction that causes a change in speed, direction or shape.		

Forces		Types of Movement	
<b>Force</b>	<b>Definition</b>	<b>Motion</b>	<b>Definition</b>
<b>Compression</b>	A pushing or squashing force	<b>Linear</b>	Moves in one direction
<b>Tension</b>	A pulling or stretching force	<b>Oscillating</b>	Swings back and forth
<b>Torsion</b>	A twisting force	<b>Reciprocal</b>	Repetitive back and forth linear motion
<b>Shear</b>	A cutting force caused by two forces in opposite directions very close together	<b>Rotating</b>	Moves in a circular motion
<b>Bending</b>	When two forces act in opposite directions		

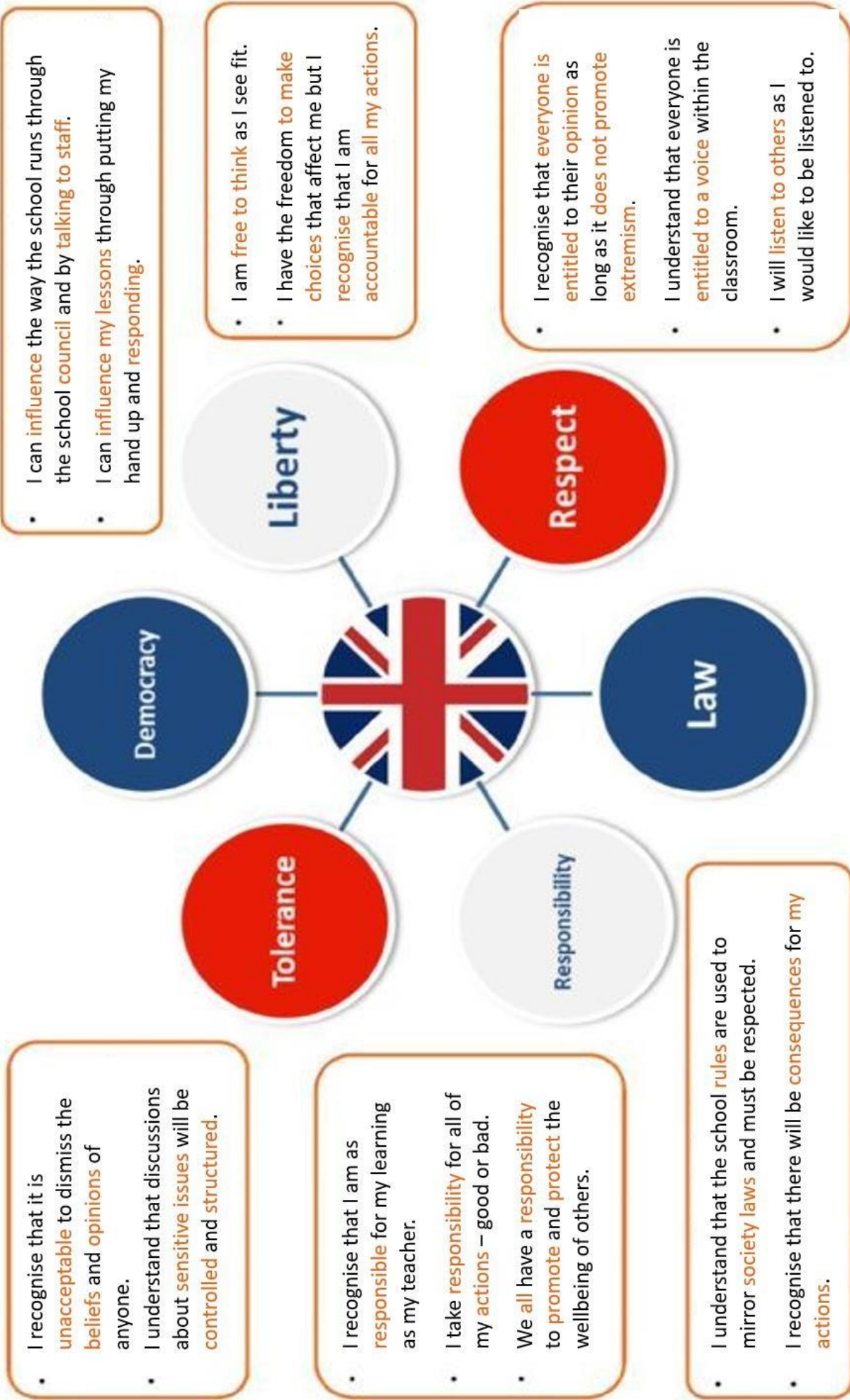






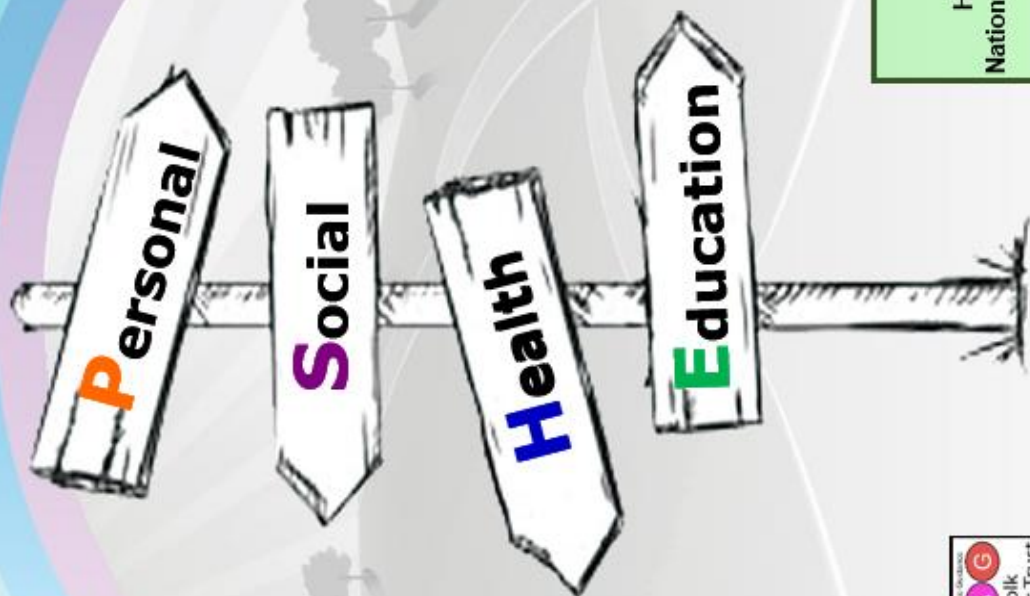


# Core British Values



# 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](http://www.thinkuknow.co.uk)

**Theme:** Online safety, E-safety and Cyber-bullying  
**Organisation:** Child Net  
**Website:** [www.childnet.com/](http://www.childnet.com/)

**Theme:** Safety, support and abuse  
**Organisation:** Childline  
**Phone:** 0800 1111  
**Website:** [www.childline.org.uk](http://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/](http://www.talktofrank.com/)

**Theme:** Support and help for runaways  
**Organisation:** Runaway Helpline  
**Phone:** 116000  
**Website:** [www.runawayhelpline.org.uk](http://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](http://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](http://www.youngminds.org.uk)

**Theme:** Healthy teen relationships  
**Organisation:** Act on it  
**Phone:** 01270 250 390  
**Website:** [www.actonitnow.org.uk](http://www.actonitnow.org.uk)

**Theme:** LGBTQI+  
**Organisation:** Stonewall  
**Website:** [www.stonewall.org.uk](http://www.stonewall.org.uk)

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

### Protected Characteristics



### Careers:

Unifrog - [www.unifrog.org](http://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>



