



# **Year 8 Knowledge Organiser**

## **Summer Term 2020/21**

**Name:**

**Form:**

## Contents Page

Page	Content
3	Instructions
4 – 5	How to Self-test
6 – 7	Homework log and parental check
8 – 9	Reading log
10 – 11	Art
12 – 13	Citizenship
14 – 15	Computing
16 – 17	Drama
18 – 19	English
20 – 21	Food
22 – 23	French
24 – 27	Geography
28 – 29	German
30 – 31	History
32 – 33	Mathematics
34 – 35	Music
36 – 37	P E
38 – 39	R E
40	Science - Biology
41	Science – Chemistry
42 – 43	Spanish
44 – 49	Technology
50 – 51	Notes page

## **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 6 and 7 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 8 and 9.

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 in your lessons and through quizzes on Show My Homework.

## **How to self-test with your Knowledge Organiser**

You can use your Knowledge Organiser in a number of different ways but you should not just copy from the organiser. Use the following tips and guidance to help you get the most out of learning and revising your subject knowledge.

These are some possible tasks you could try:

- Ask someone to write questions for you
- Write your own challenging questions, leave them overnight and try answering them the next day
- Create mind maps
- Create flash cards
- Put the key words into new sentences
- Look, write, cover and check
- Write a mnemonic
- Use the 'clock' template to divide the information into smaller sections
- Give yourself a spelling test
- Give yourself a definition test
- Draw images and annotate/label them with extra information
- Do further research on the topic
- Create fact files
- Create flowcharts
- Draw diagrams

## The Importance of Self-testing

The Knowledge Organisers are designed to help you learn a wide range of knowledge which will, in turn, mean you are more prepared for your lessons and make even better progress.

To get the most out of your Knowledge Organiser you should be learning sections and then self-testing.

## Look, Cover, Write, Check, Correct

This should be familiar to you from primary school.

First Look, then cover this column	Next try to answer/give definition/spell	Now Check to see if you were right	Finally Correct those you got wrong
<b>Look</b>	<b>Write</b>	<b>Check</b>	<b>Correct</b>
Noun	Person place or thing		
Belief	Something you believe	X	Accept true without proof

## Questions/Answers, Answers/Questions

Ask a parent, carer, study partner to write you questions (or answers) and then you write the answer (or possible question that would respond to that answer).

You can also write your own questions but if you do this leave it until the next day before you answer them to see what you can remember after a break.

**Always remember to check and correct**

## Flashcards

These are a very good and simple self-testing tool.

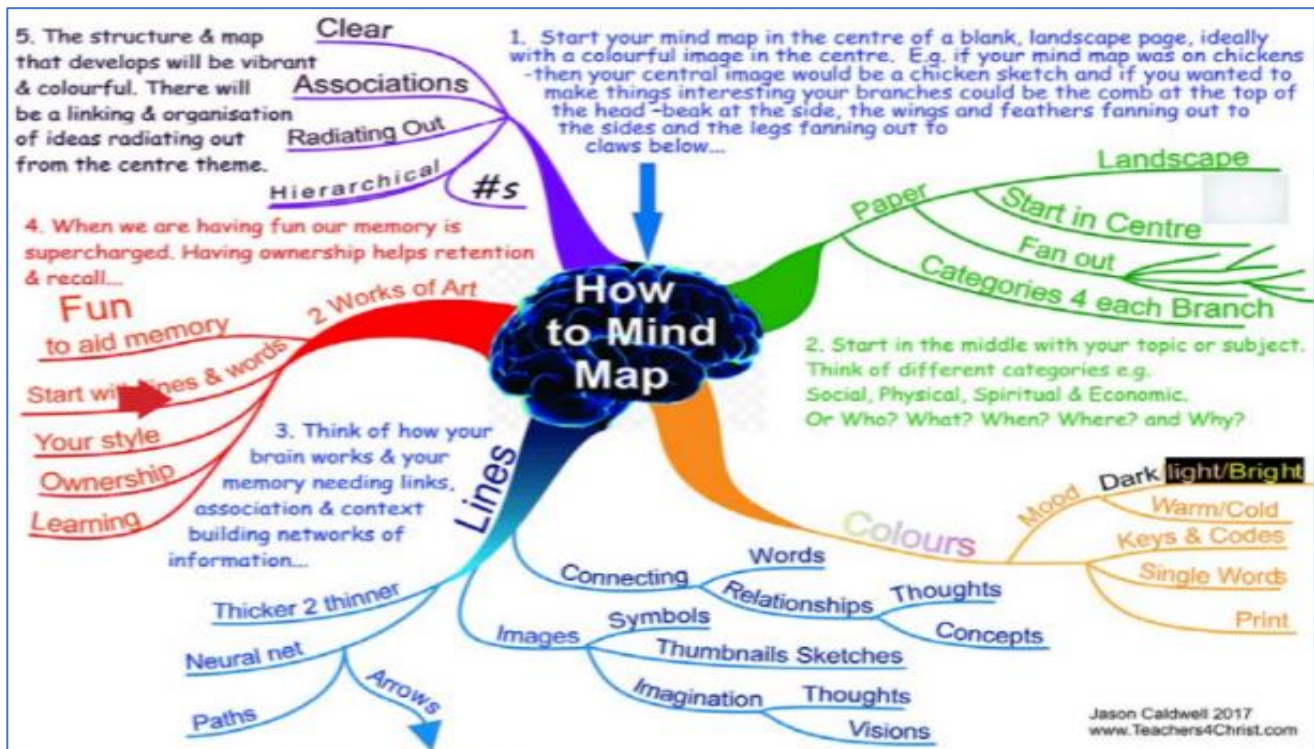
To make your own, take some card and cut into rectangles roughly 10cm x 6cm. Write the key word on one side and the definition on the other.

Then go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.

## Mind Maps

Mind mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

Once you have made your map, cover it and test yourself on different strands, e.g. how much of the 'Lines' strand can you recall.



## Clock Learning

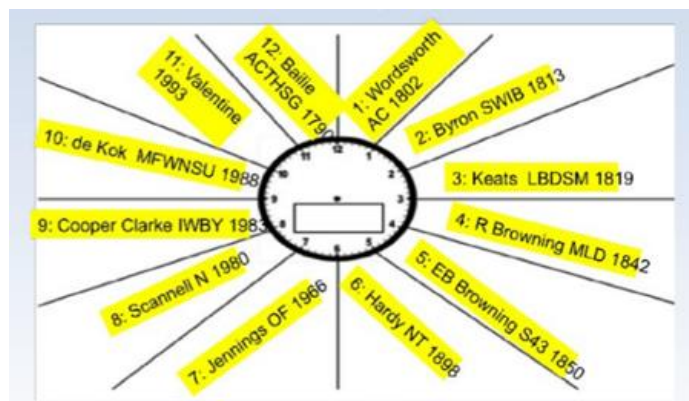
For this technique, draw a basic clock.

Take a subject or topic and break it down into 12 sub-categories.

Make notes in each segment of the clock. Revise each part for 5 minutes.

Now the clock over and try and write out as much information as you can from one of the segments.

Clocks can also be used to help to visualise a timeline



## 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 record the books you read along with how long you have spent reading and the Accelerated Reader quizzes you have completed.

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Book(s) read (title and author)	Total time spent reading	Parent/Guardian /Staff signature
1										
2										
3										
4										
5										
6										
7										



## Reading log

Use this reading log to record the books you read along with how long you have spent reading and the Accelerated Reader quizzes you have completed.

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Book(s) read (title and author)	Total time spent reading	Parent/Guardian /Staff signature
8										
9										
10										
11										
12										
13										
14										

# 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>Colour Blending</b>
<b>Observation</b>	Looking closely at the original image/source so that all the detail and colour changes are seen and replicated.	<b>Layering</b>
<b>Acrylic Paint</b>	Acrylic paint is a fast-drying paint made of pigment suspended in acrylic polymer emulsion.	<b>Poster Paint</b>
<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>Oil Paint</b>

## 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:



**Filbert**

**Bright**

**Round**

**Flat**

# 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 behavior 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.



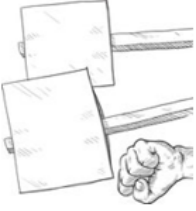
Nils-Udo, Nest. Influenced by the natural world around us all.

# Y8 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term

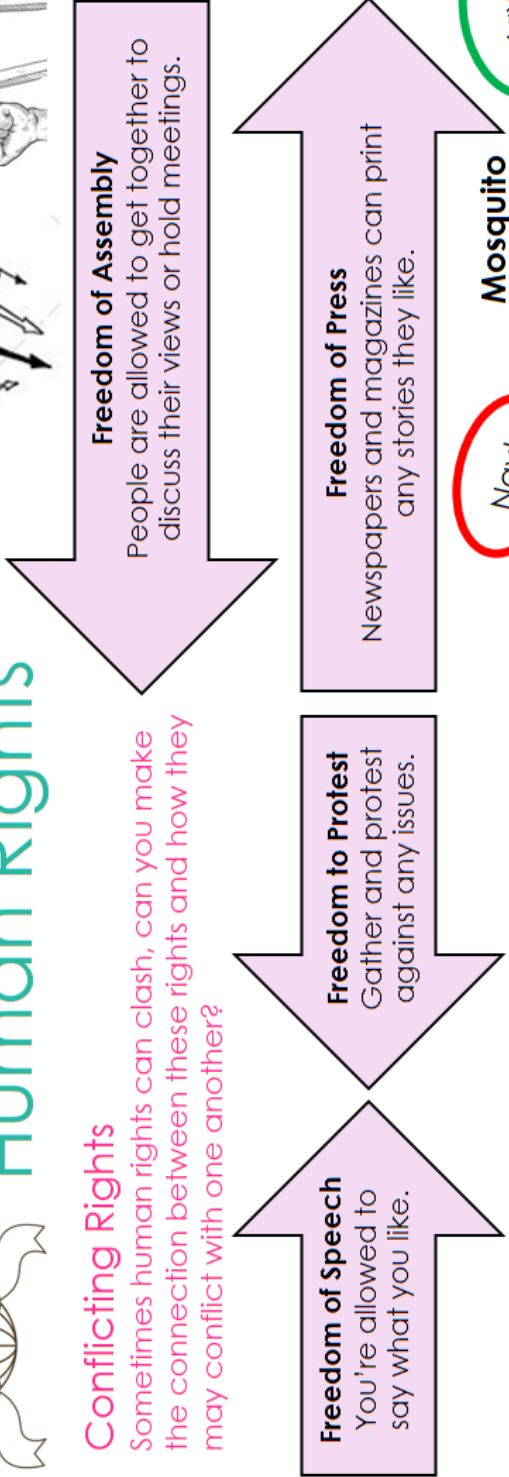


## Debating Important Issues Human Rights



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

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



### Mosquito devices & Human Rights

#### 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

<b>Human rights</b> The basic rights and freedoms that belong to every person in the world, from birth until death.
<b>Civil Liberties</b> These are like human rights but provide additional protection from the government. For example Freedom of Speech.
<b>Freedom of Press</b> Newspapers can print what they like without government interference or censorship.
<b>Censorship</b> Banning or changing materials (newspaper, articles, books etc.) to prevent it being seen by the public.
<b>Freedom</b> The right to act, think or speak as you want, without interference from the government.
<b>Government</b> 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.
<b>Discrimination</b> 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...

- 12** RESPECT FOR CHILDREN'S VIEWS  
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
- 13** SHARING THOUGHTS FREELY  
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.
- 19** PROTECTION FROM VIOLENCE  
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.
- 31** REST, PLAY, CULTURE, ARTS  
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



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

Rights and Responsibilities in school

Student • Governor  
Parent • Teacher

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

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 vs Responsibilities

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

- Obey the law
- Right to life
- To vote

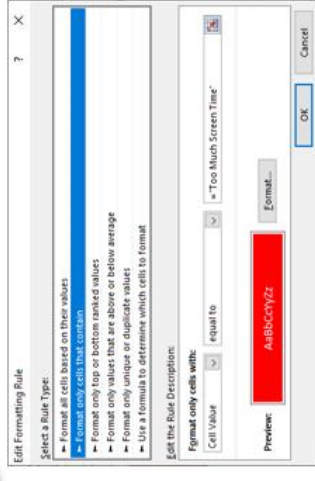
**RIGHT**  
How a person expects or wants to be treated; things you are entitled to.

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

# 8.5 Spreadsheet Knowledge Organiser

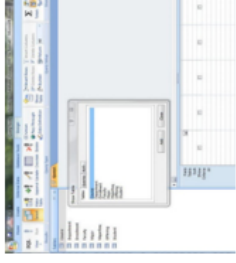
Row	A range of cells that go across (horizontal) the spreadsheet, given a number.
Column	A vertical range of cells. Columns have a letter.
Cell	A rectangular box that can contain any value
Sheet	A single page in a spreadsheet document
Workbook	A collection of sheets
Formula	A mathematical operation performed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

## Key Formulas



# 8.6 Database Knowledge Organiser

Database	A database is a collection of information that is organized so that it can be easily accessed, managed and updated.
Field	Single item of data about a single record in a database.
Record	Collection of fields that represent a single entity, such as a person.
Database Table	In databases, a collection of records representing a type of item.
Mail merge	The automatic addition of names and addresses from a database to letters and envelopes.
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	<b>Text</b> e.g. S Jones, <b>Number</b> e.g. 4,6, <b>Currency</b> e.g. £3.00, <b>Boolean</b> e.g. True/False Yes/No, <b>Date</b> e.g. 12/12/2012
Query or Interrogate	Searching the database for a particular information.
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.'
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 good attendance.



AND

OR

NOT



Field

DATABASE



QUERY

Boolean



# Drama-Interpreting script for performance

Using practitioners to influence the style of performance  
 You can use some of the methods or ideas of a particular practitioner, or more than one, in order to give your performance a particular style.

## Interpreting Script Vocabulary

<b>Script</b>	The text of a play
<b>Given</b>	Facts we know from the script – who, where, when etc.
<b>Circumstances</b>	An instruction in the script that can be about the set, lighting, how an actor looks or speaks etc.
<b>Stage Directions</b>	Speech between characters
<b>Dialogue</b>	Reading between the lines in order to understand the hidden meaning
<b>Subtext</b>	What a character wants to achieve

## Things to Consider

<b>What is type of play and what is it about?</b>	Is it a drama? Comedy? Does it have a message?
<b>Who is the audience?</b>	This will affect how you perform the play
<b>What style of performance?</b>	This will be influenced by the practitioner you are using

### Brecht

- Play has a social or political message
- V effect
- Bare or minimal set, lighting and costume

### Physical Theatre

- Using movement to tell the story
- Canon and unison
- Physicalising emotions

### Stanislavski

- Realistic performance
- Realistic set and lighting
- No breaking of the fourth wall

### Kneehigh

- Ensemble
- Music, song, puppetry and dance
- High energy and a playful style

Remember the choices you make about how to present your play can change the ordinary to the extraordinary....





# Drama - Devising & Verbatim Theatre

## Devising Techniques

A method of theatre-making in which the script originates from a performing ensemble (team) working collaboratively. Often using improvisation to develop the script.

**Naturalistic Improvisation**

When an actor performs a character as if they are a real person with real memories and beliefs. This requires 'empathy' (when an actor puts themselves in the character's shoes).

**Mime**

Suggesting action, character or emotion without words, using gesture, expression and movement. Effective mime requires the actor to:

- Have complete belief in what is being mimed
- Apply imaginative and convincing movement / facial expression
- Maintain size / shape / weight / location / positioning of objects that are mimed.

**Monologue**

When the character is speaking his or her thoughts aloud, directly addressing another character, or speaking to the audience. Effective monologues require:

- Eye Contact with the audience
- Vocals & movement to suit the character
- Emotional sincerity

**Transitions**

How performers creatively move from one scene to another.

## Verbatim Theatre

- Verbatim theatre takes the words of real people and puts them into the context of a play.
- Sometimes the interviewer's questions are included to create dialogue.
- Sometimes the questions are removed to create a monologue.
- The words are usually gathered by interviewing people and recording their responses.
- The words can also be gathered from interviews that have been broadcast on the television or radio.

## 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.

## Performance Skills

The feelings expressed on a character's face.

**Facial Expression**

The way in which a character communicates using gestures, movements and mannerisms.

**Body Language**

The way in which the voice is used to present emotion using Tone (Emotion) / Pitch (High or Low) / Pace (Speed) / Volume (Loud or Quiet) / Accent (Region).

**Space**

The area between and around the actors / The theatre space in which the drama takes place.

**Levels**

Characters being visually higher or lower on stage than other characters.

**Proxemics**

Communicating to the audience what the relationship of the characters is like through the use of space/distance.

**Tension**

When the character is tense / The concept of making the audience want to know what will happen next.

**Semiotics**

The signs and symbols created on stage, that an audience finds meaning from (visual and audible).

**Character**


A person represented by the actor.


**Dialogue**

Speech / Conversation between two or more people.

# Studying English is about thinking, noticing, exploring, creating...

## Year 8, Term 3 – Symbolism

A **symbol is something that represents an idea**. For example, here in the UK, this symbol represents the idea that ‘we should not enter’; it is a ‘no entry’ sign. 

Our language and culture are full of symbols, some of them dating back to a time before most people could read. We might think of banners and emblems used in battle, or the signs we see on pubs. 

Popular idioms such as ‘it’s raining cats and dogs’ are also symbols – this one symbolises that the weather is bad because it is raining heavily.

Over time, literature has also evolved to contain many **shared symbols** – things that people who read a lot can easily recognise and interpret.

For example, many writers use light to symbolise something positive, like hope or truth. Darkness often symbolises melancholy or secrecy, or danger.

**When reading a text, we can work out which meaning a symbol might have by thinking about the rest of the text to see which interpretation makes the most sense.** Often symbols carry more than one meaning anyway, so it could be that every interpretation is valid in a particular text.

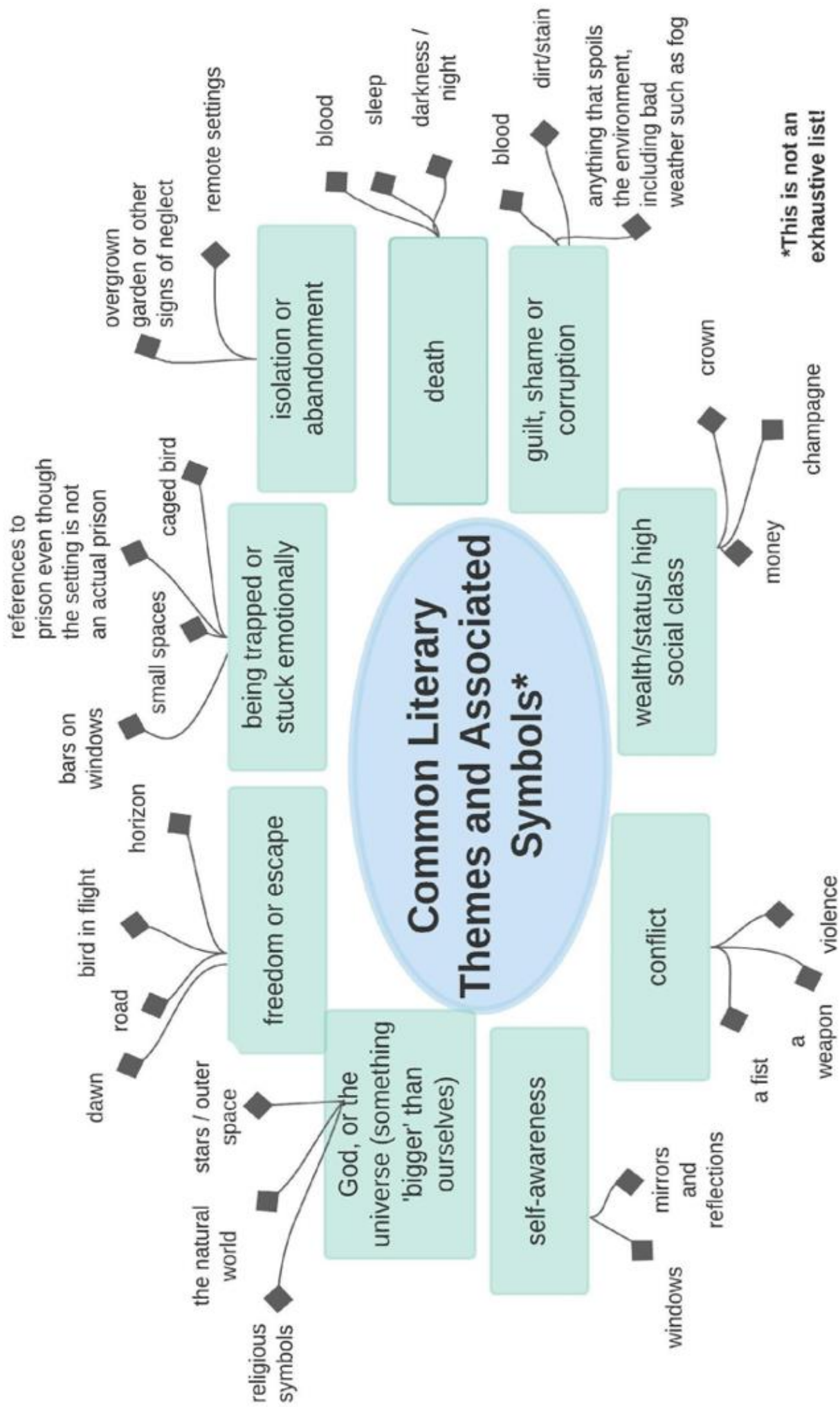
**In *Lord of the Flies*, the signal fire might symbolise hope because it expresses the boys’ hopes of being rescued.** When the fire is allowed to burn out, that might symbolise that all hope is lost. The boys might not really believe in the chances of rescue any more and are committed to living their lives on the island, where savagery is becoming more and more normalised. So, by knowing the story, we interpreted that the signal fire could symbolise hope.

When interpreting small details, we tend to use tentative language.

### Explaining symbols:

The writer’s inclusion of... [e.g. the signal fire] might symbolise...

The x [e.g. signal fire] might symbolise...



# Topic 5: Fats and Oils

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.

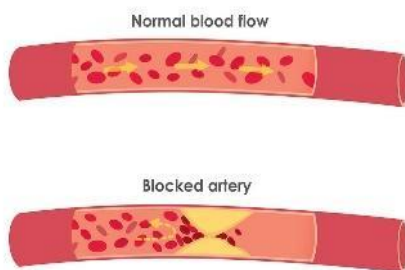


Fat helps the body absorb vitamin A, vitamin D and vitamin E. These vitamins are fat-soluble, meaning they can only be absorbed with the help of fats.

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

As part of a healthy diet, you should try to cut down on foods and drinks high in saturated fats and replace some of them with unsaturated fats, for example using a low-fat spread instead of butter or olive oil instead of lard.



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.

Fats are used to spread on bread, as a cooking medium and for shortening and aeration. Deep-fat and shallow frying are popular ways of cooking food that add colour, flavour and texture to food - but it also adds unnecessary calories.

Shortening is when you add fat to biscuits or pastry to give them a crumbly texture. When fat is rubbed into the flour using the fingertips, it surrounds the flour particles with a waterproof coating – fats with high levels of plasticity, for example butter, are best for this. This stops water becoming absorbed and gluten being formed (the protein in flour). Gluten makes dough stretchy and baked products chewy and is ideal in bread making but not desirable in pastry which should be melt-in-the-mouth.

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.



# Topic 6: Adapting Recipes

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.



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 outside during the day rather than being kept indoors in large numbers (intensive farming). Some people are also concerned about food production and the environment – saying we should look for alternatives to rearing cattle such as eating insects (entomophagy).

People also adapt recipes to take account of their personal preferences (their likes and dislikes) or their religion, to make them cheaper, to make them healthier or to add variety to their diet.

# 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....	Quelle est ton opinion sur... ? Je trouve le	What's your opinion on....? I find
On peut jouer... au basket au billard au foot(ball) au handball/volleyball au tennis (de table) au rugby/hockey	You can play... basketball snooker football Handball/volleyball (table) tennis rugby/hockey	Je trouve le tennis/la danse... amusant(e) complicqué(e) divertissant(e) fatigant(e) intéressant(e) passionnant(e) relaxant(e) violent(e) ennuyeux/ennuyeuse difficile facile	tennis/dance... fun complicated entertaining tiring interesting exciting relaxing violent boring difficult easy
On peut faire... 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	You can do... jogging skiing judo cycling ice skating dance gymnastics weight training swimming sailing athletics horse riding	Remember to make sure adjective endings agree for masculine/feminine	
<b>Prepositions</b>			
Jouer + à la = fem de la = masc de la = fem	à l' = vowel aux = plural de l' = vowel des = plural		
Tu es sportif/sportive ?	Are you sporty?	Ma routine	My routine
Je suis (assez) sportif/sportive Je ne suis pas (très) sportif/sportive Je joue au rugby Je fais du judo Je fais de la natation Je suis membre d'un club/une équipe Je m'entraîne deux fois par semaine Mon héroïne sportive est... Mon héros sportif est...	I'm (quite) sporty I'm not (very) sporty I play rugby I do judo I do swimming I'm a member of a club/team I train twice a week My sporting heroine is... My sporting hero is...	Je me lève à six heures Je prends le petit déjeuner à six heures dix Je me douche à six heures et quart Je m'habille à six heures vingt-cinq Je me lave les dents à six heures et demie Je me coiffe à sept heures moins le quart Je quitte la maison à sept heures moins cinq Je me lave à dix heures vingt Je me couche à onze heures moins vingt-cinq	I get up at 6:00 I have breakfast at 6:10 I have a shower at 6:15 I get dressed at 6:25 I brush my teeth at 6:30 I do my hair at 6:45 I leave the house at 6:55 I wash myself at 10:20 I go to bed at 10:35
<b>The comparative</b>			
You use the comparative to compare two or more things.			
<p><i>plus</i> + adjective + <i>que</i> = more ... than</p> <p><i>moins</i> + adjective + <i>que</i> = less ... than</p> <p>The adjective must agree with the first noun mentioned.</p> <p><b>La</b> natation est <i>plus amusante que</i> le rugby. Swimming is more fun than rugby.</p> <p><b>Le</b> football est <i>moins compliqué que</i> la gymnastique. Football is less complicated than gymnastics.</p> <p>In English, we sometimes add -er to the adjective (bigger, easier), but you can't do this in French.</p>			
<b>Reflexive verbs</b>			
Some verbs are reflexive and have a reflexive pronoun that goes before the verb.			
They are often actions you do to yourself, such as verbs you use to talk about daily routine.			
Se laver	To wash oneself		
Je me lave	I wash myself		
Tu te laves	You wash yourself		
Il/Elle se lave	He/she washes his/herself		
Nous nous lavons	We wash ourselves		
Vous vous lavez	You (pl.) wash yourselves		
Ils/Elles se lavent	They wash themselves		
<b>J'ai déménagé ! I moved house!</b>			
Dans ma nouvelle maison il y a...	In my new house there is...		
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		

# 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	Ca ne va pas.	I'm not well
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

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**

Les conseils	Advice
<b>Il faut...</b>	<b>You must</b>
rester au lit	stay in bed
utiliser une crème	use a cream
mettre un pansement	put on a bandage
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

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

# Ecosystems and Economy Knowledge Organiser

<u>Economic Sector</u>	<u>Description</u>
<u>Primary Sector</u>	Raw materials (natural resources) are extracted from the land or sea. The jobs in this sector include, farmers, miners, those who work in the fishing industry, forestry workers.
<u>Secondary Sector</u>	Making things (manufacturing) from raw materials. Jobs include factory workers, steelworkers, and builders of house, roads and railways.
<u>Tertiary Sector</u>	Providing a service to others. Jobs include teachers, doctors, refuse collectors and shop assistants.
<u>Quaternary Sector</u>	Involves research and development. In this sector people have high-level expertise and skills such as developing new technology, or new types of medical treatments or financial management support and advice.

<u>Command words</u>	
<u>Describe</u>	give a detailed account of the features of something without interpreting the information.
<u>Explore</u>	describe in detail and note impact.
<u>Examine</u>	make clear the details/meaning of; look in particular at reasons, causes and effects; account for; give reasons; justify.
<u>Assess</u>	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.
<u>Identify</u>	Name/select/recognise

An **ecosystem** is the interaction of **living** and **non-living** things in an environment.

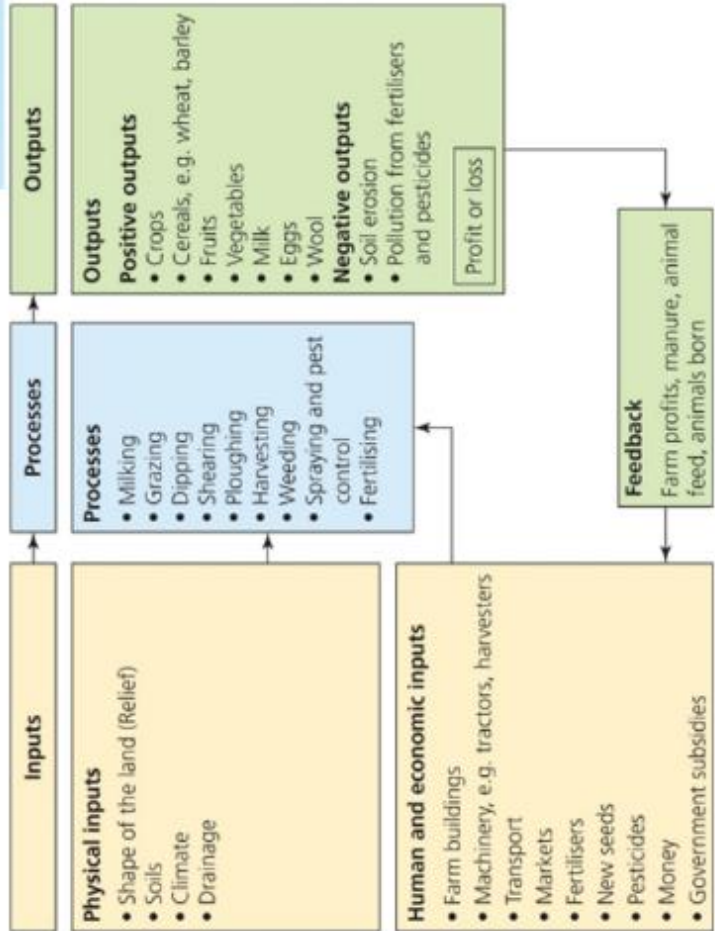
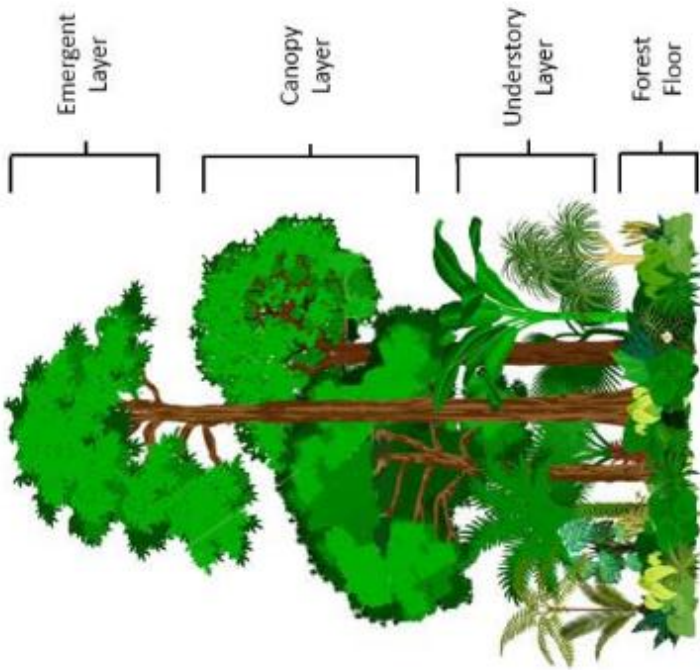
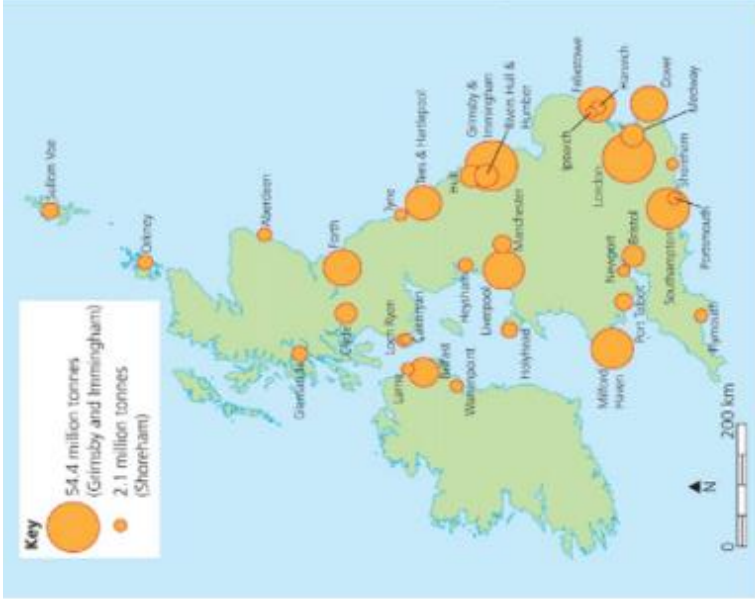
**Living** components of an ecosystem are the **plants and animals**.

**Non-living** components of a ecosystem are things such as: **soil, sunlight, rainfall, rocks etc.**

A **biome** is a specific geographic area notable for the species, (plants and animals) living there. For example Coniferous and Deciduous Forests, Deserts, Mediterranean, Tropical Rain Forests.

<u>Positives of development</u>	<u>Negatives of development</u>
Access to health care and education.	Loss of traditional way of life
Electricity	Demands of urban living
Clean running water	Destruction of the rainforest
Lower infant mortality	Loss of biodiversity
Higher life expectancy	Pollution
Access to paid work	Creation of monocultures





**The farm as an economy system**

**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 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 loss of habitat. Today, many areas of rainforest have been cleared for Palm Oil Plantations.

# YEAR 8 Plate Tectonics

## MEDC TSUNAMI CASE STUDY -

### JAPAN 2011

### Japan gets 1/3 of the world's NATIONAL SCALE earthquakes every year



On 11<sup>TH</sup> March 2011, the 4<sup>th</sup> largest earthquake ever recorded (9.3) struck 100km off the coast of Sendai, northern Honshu in Japan (shallow 20km focus).

Japan is located at the boundary of 3 plates (Eurasian, Pacific and Philippine). It is a destructive oceanic-continental boundary (the Pacific plate subducts 90mm per year under the Eurasian plate) with links faults running directly into Japan. The Eurasian plate suddenly slipped upwards 5-10cm, later identified as due to a clay layer point of weakness.

Japanese Meteorological Agency detected the earthquake and used televised warnings just after the rapid P-waves arrived but before the more damaging S waves.

40% of Japan's coastline has sea walls up to 10m high to protect from tsunamis - easily overwhelmed, water surged up to 10km inland, flooding over 500km<sup>2</sup>.

Resulting displacement of seawater caused a tsunami to spread in all directions at 100s of kilometres per hour - hit the coast of Sendai just 30mins after the quake.

Japan's tsunami warning system kicked in, but people along a 3000km long stretch of coastline had just 8 minutes to escape (Japan's population is concentrated in coastal regions).



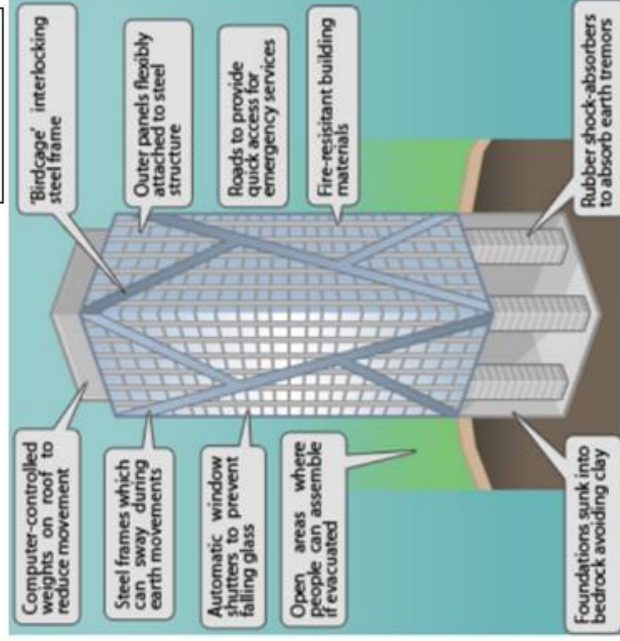
Fissure (vent)



Shield

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

<b>Tectonic benefits</b>	
Fertile soil	
<b>Geothermal energy</b>	
<b>Tourism</b>	
<b>Natural resources</b>	



Composite (layers)

## ANATOMY OF AN EARTHQUAKE

AN EARTHQUAKE IS THE SHAKING OF THE GROUND CAUSED BY SUDDEN MOTIONS ALONG FAULTS, OR FRACTURES IN THE EARTH'S CRUST

**FAULT**  
A FRACTURE IN THE ROCKS THAT MAKE UP THE EARTH'S CRUST

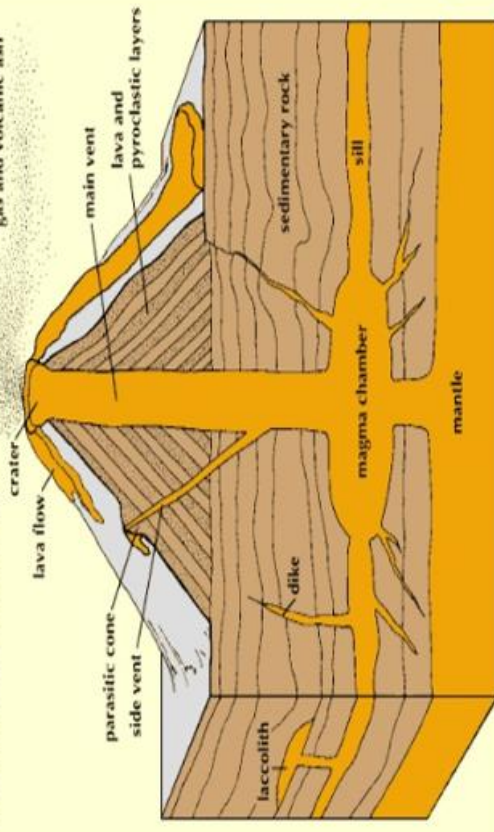
**EPICENTER**  
THE POINT AT THE SURFACE OF THE EARTH DIRECTLY ABOVE THE FOCUS

**FOCUS (HYPOCENTER)**  
THE POINT WITHIN THE EARTH WHERE AN EARTHQUAKE OR TYPICALLY STARTS

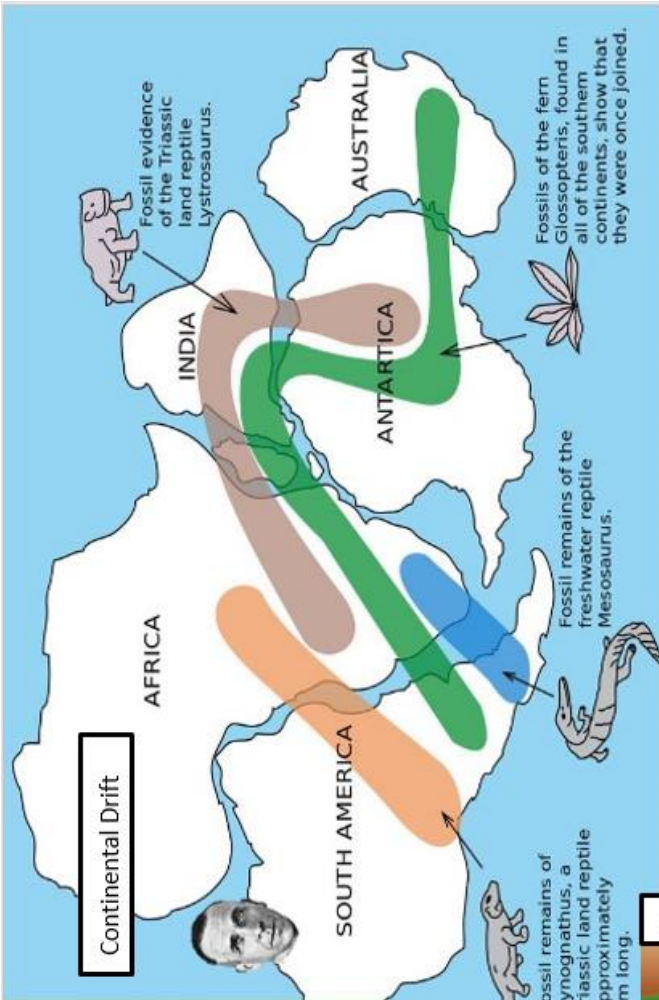
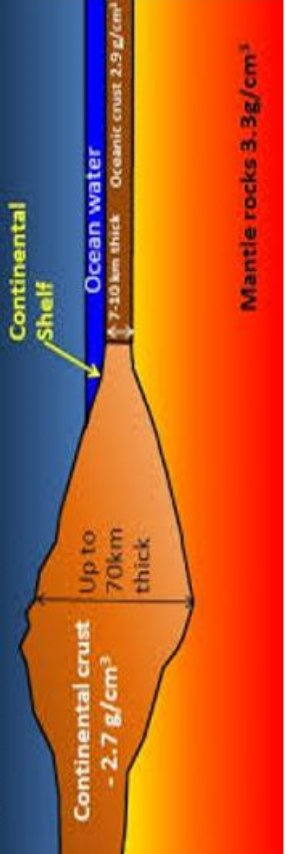


## Sections of a volcano

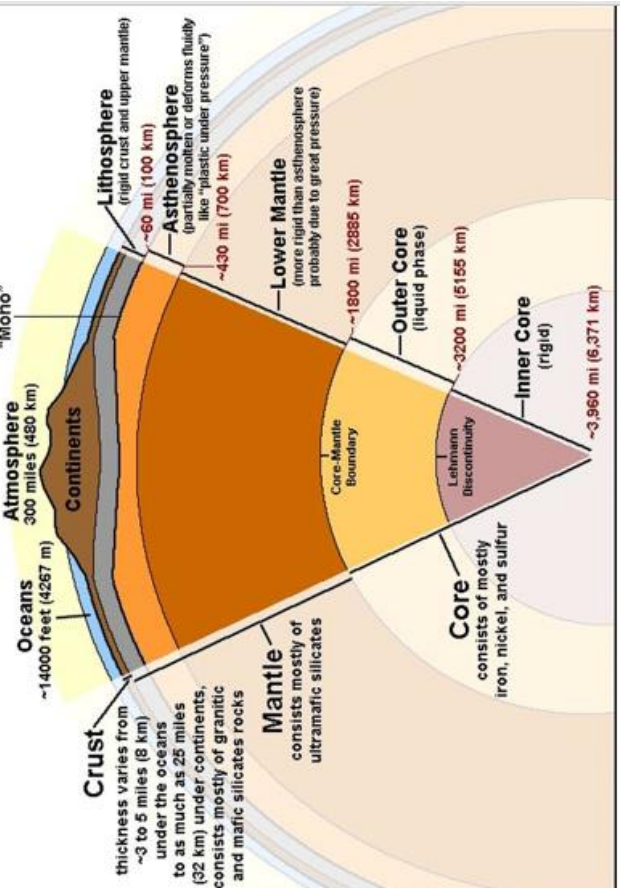
CROSS SECTION OF A VOLCANO



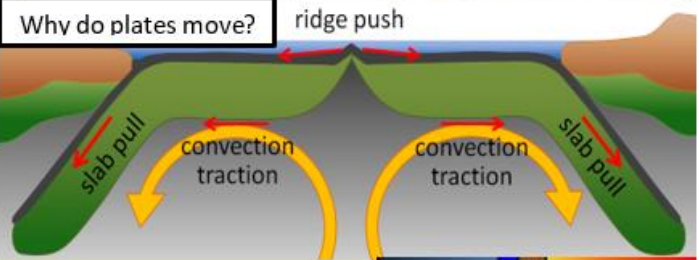
COMPARING CRUST TYPES



## Structure of the Earth



## Why do plates move?



**1. Was gibt es in deiner Stadt?**  
 der Bahnhof / der Park / der Marktplatz  
 die Kirche / die Imbissstube / die Kegelbahn  
 das Kino / das Schwimmbad / das Schloss  
 Es gibt einen/keinen ...  
 Es gibt eine/keine ...  
 Es gibt ein/kein ... (for neut. nouns)

**What is there in your town?**  
 the railway station / the park/ the market square  
 the church / the snack stand / the bowling alley  
 the cinema / the swimming pool / the castle  
 There is a / no ... (for masc. nouns - der)  
 There is a / no ... (for fem. nouns - die)  
 There is a / no ... (for neut. nouns - das)

**2. Was möchtest du kaufen?**  
 Ich möchte ... (kaufen).  
 Du möchtest ... (kaufen).  
 Er/Sie möchte ... (kaufen).  
 einen Kuli  
 einen Schlüsselanhänger  
 einen Aufkleber  
 eine Tasse  
 eine Postkarte  
 eine Kappe  
 ein Freundschaftsband  
 ein Trikot  
 ein Kuscheltier  
 Was kostet das?  
 Das kostet (3) Euro (40).

**What would you like to buy?**  
 I would like (to buy) ...  
 You would like (to buy) ...  
 He/She would like (to buy) ...  
 a ball pen  
 a key ring  
 a sticker  
 a cup  
 a post card  
 a (baseball) cap  
 a friendship bracelet  
 a (football) shirt  
 a cuddly toy  
 What does it cost?  
 That costs (3) Euro (40).

**3. Was möchtest du? Was möchten Sie?**  
 Etwas zu essen/trinken?  
 Ich möchte ...  
 Ich hätte gern ...  
 zweimal Bratwurst (mit ...), bitte.  
 der (... einen) Hamburger  
 der (... einen) Tee  
 die (... eine) Bratwurst  
 die (... -) Pommes  
 das ... (ein) Eis  
 das (... ein) Mineralwasser

**What would you like? (informal and formal)**  
 Something to eat/drink?  
 I would like ...  
 I would like to have ...  
 2 times fried sausage (with ...), please.  
 the (... a) hamburger  
 the (... a) tea  
 the (... a) fried sausage  
 the (... -) fries  
 the (... an) ice cream  
 the (... a) sparkling water

**4. Was wirst du in den Sommerferien machen?**  
 Ich werde ... / Wir werden ...  
 segeln / klettern / wandern  
 tauchen / windsurfen / rodeln  
 an den Strand gehen  
 im See baden  
 im Meer schwimmen  
 In den Sommerferien werde ich mit ...  
 Wir werden nach ... fahren  
 Wir werden ... Wochen bleiben  
 Wir werden ... und auch ...  
 Dort gibt es ... und ..., aber kein ...  
 Man kann dort ... und ...  
 Am Montag / Freitag ...  
 Ich möchte auch ...

**What will you do in the summer holidays?**  
 I will ... / we will ...  
 sail / climb / hike  
 dive / windsurf / toboggan  
 go to the beach  
 bathe in the lake  
 swim in the sea  
 In the summer holidays I will ... with ...  
 We will go to ...  
 We will stay ... weeks.  
 We will ... and also ...  
 There is ... there, but no ...  
 You can ... there and ...  
 On Monday / Friday ...  
 I would also like to ...

**1. Was für eine Person ist...?**  
 Meiner Meinung nach ist ... (name) ...  
 frech  
 willensstark  
 freundlich  
 selbstbewusst  
 geduldig  
 launisch  
 klug  
 liebevoll  
 faul  
 eifersüchtig

**What kind of person is...?**  
 In my opinion, ... (name) is ...  
 cheeky  
 strong willed  
 friendly  
 confident  
 patient  
 moody  
 clever  
 caring  
 lazy  
 jealous

**2. Beschreibe die anderen Darsteller.**  
 Die Tochter / Enkelin ist ...  
 Der Sohn / Enkel hat ...  
 Die Chefin ist ...  
 Der Stalljunge ist ...  
 Das Pferd hat ...  
 schwarzes Fell  
 lange rote Haare  
 kurze braune Haare  
 sportlich / nervig / gemein / lustig  
 ... hat eine Glatze  
 ... trägt eine Brille  
 ... ist verletzt / humpelt

**Describe the other characters.**  
 The daughter / granddaughter is ...  
 The son / grandson has ...  
 The boss (female) is ...  
 The stable boy is ...  
 The horse is ...  
 black fur  
 long red hair  
 short brown hair  
 sporty / annoying / mean / funny  
 ... is bald headed  
 ... wears glasses  
 ... is injured / limps

**3. Eine Filmkritik**  
**Einleitung**  
 Der Film heißt ...  
 Der Titel des Films ist ...  
 In dem Film geht es um ...  
 Thema des Films ist ...  
**Filmbeschreibung**  
 Die Hauptpersonen sind ...  
 Die Geschichte handelt von ...  
**Meinung**  
 Ich finde den Film ...  
 gut / schlecht / interessant / uninteressant  
 spannend / langweilig / lustig / traurig  
 überraschend / monoton  
 Meine Lieblingsfigur ist ...  
 Ich mag ...  
 Ich mag nicht ...  
 Meine Lieblingsszene ist ...  
 Ich würde den Film dir empfehlen / nicht empfehlen, weil ...  
 der Film so spannend ist  
 der Film so langweilig ist  
 die Geschichte toll ist / nicht so gut ist  
 die Schauspieler gut sind  
 die Schauspieler nicht so gut sind.  
 Ich mir der Film (nicht) gefallen hat.

**A film review**  
**Introduction**  
 The film is called ...  
 The title of the film is ...  
 The film is about ...  
 The theme of the film is ...  
**Film description**  
 The main people are ...  
 The story is about ...  
**Opinion**  
 I find the film ...  
 good / bad / interesting / not interesting  
 exciting / boring / funny / sad  
 surprising / monotonous  
 My favourite character is ...  
 I like ...  
 I don't like ...  
 My favourite scene is ...  
 I would recommend / not recommend the film because ...  
 the film is so exciting.  
 the film is so boring.  
 the story is great / is not so good.  
 the actors are good.  
 the actors are not so good.  
 I enjoyed (didn't enjoy) the film.

# Y8 German – Summer Term 1

## In der Jugendherberge

die Hausordnung	<i>rules of the house</i>
Man muss vor 22:00 Uhr ins Bett gehen.	<i>You have to go to bed before ten o'clock.</i>
Man muss das Bett machen.	<i>You have to make the bed.</i>
Man muss das Zimmer sauber halten.	<i>You have to keep the room clean.</i>
Man muss vor acht Uhr aufstehen.	<i>You have to get up before eight o'clock.</i>
Man muss abwaschen.	<i>You have to wash up.</i>
Man darf nicht rauchen.	<i>You must not smoke.</i>
Man darf nicht im Zimmer essen.	<i>You must not eat in the room.</i>
Man darf keine laute Musik hören.	<i>You are not allowed to listen to loud music.</i>

## *In the youth hostel*

## 5 Key Words

halb sieben	<i>half past six</i>
Viertel	<i>quarter</i>
Das macht Spaß	<i>it is fun</i>
die Haltestelle	<i>(bus) stop</i>
man muss	<i>you have to</i>

## Der Tagesablauf

ich stehe auf.	<i>I get up.</i>
Ich wasche / dusche mich.	<i>I get washed / shower.</i>
ich ziehe mich an.	<i>I get dressed.</i>
Ich frühstücke.	<i>I have breakfast.</i>
Ich gehe aus.	<i>I go out.</i>
Ich komme zurück.	<i>I come back.</i>
Ich esse zu Abend.	<i>I have dinner.</i>
Ich gehe ins Bett.	<i>I go to bed.</i>

## *Daily routine*

## Wie komme ich zum / zur ...?

Geh / Geht / Gehen Sie ...!	<i>Go ...!</i>
(nach) links	<i>(to the) left</i>
(nach) rechts	<i>(to the) right</i>
geradeaus	<i>straight on</i>
Nimm / Nehmt / Nehmen Sie ...!	<i>Take ...!</i>
die erste Straße links	<i>the first street on the left</i>
die zweite Straße rechts	<i>the second street on the right</i>
Geh an der Ampel links!	<i>Go left at the traffic lights.</i>
Geh an der Kreuzung rechts!	<i>Go right at the crossroads.</i>
der Bahnhof	<i>station</i>
der Park	<i>park</i>
die Bushaltestelle	<i>bus stop</i>
die Kirche	<i>church</i>
das Schwimmbad	<i>swimming pool</i>
das Hallenbad	<i>indoor swimming pool</i>
das Museum	<i>museum</i>
der Markt	<i>market (place)</i>
der Lehrer	<i>teacher (male)</i>
die Lehrerin	<i>teacher (female)</i>
das Souvenirgeschäft	<i>souvenir shop</i>
die Imbissstube	<i>snack bar</i>
das Eiscafé	<i>ice cream parlour</i>
vor dem / der...	<i>in front of the ...</i>
Entschuldigung / Bitte, ...	<i>Excuse me, ...</i>

## *How do I get to the ...?*

## Um wie viel Uhr?

um ... Uhr	<i>at ... o'clock</i>
um fünf / zehn / zwanzig / nach...	<i>at five / ten / twenty past...</i>
um fünfundzwanzig vor...	<i>at twenty-five to...</i>
um Viertel nach ...	<i>at quarter past</i>
um Viertel vor...	<i>at quarter to</i>
um halb acht	<i>at half past seven</i>

## *At what time?*

## 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/Kirmesen	<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*

## Oft benutzte Wörter

zu (zum / zur)	<i>to (to the)</i>
vor	<i>before, in front of</i>
groß	<i>big</i>
lang	<i>long</i>
laut	<i>loud</i>
lecker	<i>tasty</i>
schön	<i>nice</i>
toll	<i>great</i>
Das macht Spaß.	<i>That's fun.</i>
Das hat Spaß gemacht.	<i>That was fun.</i>

## *High-frequency words*

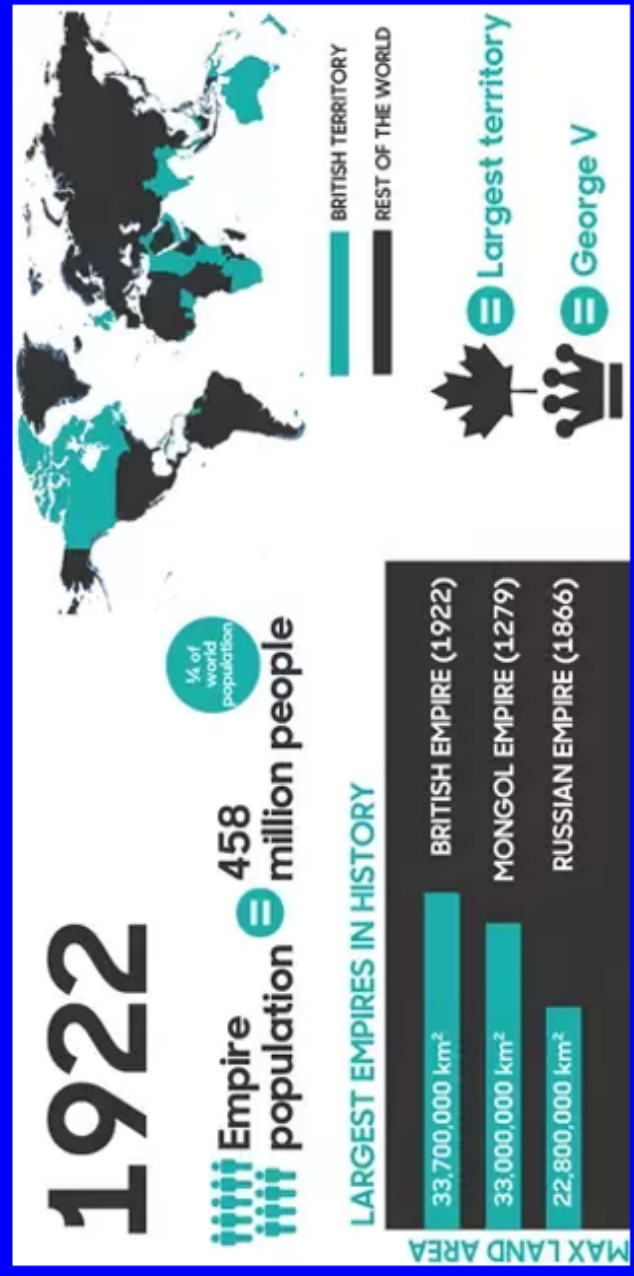
Chronology	
1600	East India Company (EIC) set up.
1757	Battle of Plassey
1770	Captain James Cook discovers Australia
1807	Slave Trade abolished by British Parliament
1833	Slavery abolition Act
1845	The Potato Famine
Mid 1850s	Most of India controlled by the British
1857	Indian mutiny or the War of Independence
1858	First Viceroy put in charge of India
1879	Zulu War
1899	Boer War

Key People	Role
Queen Victoria	British monarch from 1837-1901. She gave herself the title 'Empress of India'.
Robert Clive	Clive was the East India company's military commander. He spent years in India fighting the French and rival Indian princes for control.
Thomas Clarkson	Born in Wisbech. A leading campaigner against the slave trade
William Wilberforce	A British politician and leader of the movement to abolish the slave trade.
Olaudah Equiano	A former slave, writer and abolitionist from the Eboe region of the Kingdom of Benin.

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
Lascar sailors	Indian sailors who served on board British ships.
Mutiny	The act of refusing to follow the orders of a person in authority.
Sepoy	An Indian soldier serving British authorities.
Mughal	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.
Abolish	To bring to an end; for example, the slave trade.

Books/websites/films
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.
<a href="https://www.bbc.co.uk/bitesize/topics/zsnnp34j">https://www.bbc.co.uk/bitesize/topics/zsnnp34j</a>
<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-empire/znkkt39">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-empire/znkkt39</a>

## History The British Empire



Chronology	
1773	Boston Tea Party
1775	Start of the American Revolutionary War
1776	US Declaration of Independence
1883	End of the American Revolutionary War
1789	French Revolution
1793	Execution of Louis XVI and Marie Antoinette
1804	Napoleon crowned emperor of France
1815	Battle of Waterloo
1819	Peterloo Massacre

Key People	Role
<b>John Hancock</b>	The President of the US Congress and first signature on the Declaration of Independence.
<b>George Washington</b>	American General in the Revolutionary War who became the first President of the United States (1789-97).
<b>Louise XVI</b>	King of France (1774-1792)
<b>Marie Antoinette</b>	King Louis XVI's Austrian wife and queen.
<b>Maximilien Robespierre</b>	One of the leaders of the French Revolution. Often held responsible for the period known as 'The Terror'.
<b>Napoleon Bonaparte</b>	Emperor of France post-Revolution.

## History

## The US & French Revolutions

### Common misconceptions

Marie Antoinette never said 'Let them eat cake' upon learning that the peasants had no bread to eat. The phrase had been recorded many years earlier but it came to signify the disregard of the monarchy for the ordinary person.

When the protesters stormed the Bastille, they didn't intend for it to get as aggressive as it did. They were just looking for gunpowder and supplies. There were also only seven prisoners being held there at the time.



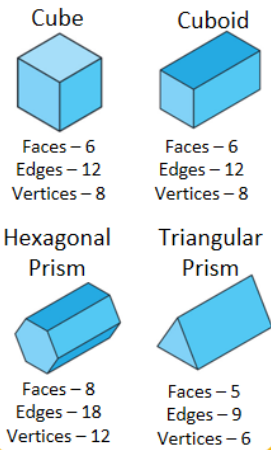
Key Words	Definition
"No taxation without representation"	A slogan of the US revolution. The concept that taxing the American colonists was unlawful as they were not represented in Parliament.
Third Estate	Most of the population of France – everyone who wasn't clergy (First Estate) or nobility (Second Estate).
Liberté	French for "Liberty" (freedom). One of the three ideals of the revolution.
Égalité	French for "Equality". One of the three ideals of the revolution.
Fraternité	French for "Fraternity" (brotherhood or friendship). One of the three ideals of the revolution. "Liberté, Égalité, Fraternité" is still the slogan of the French Republic today.
Guillotine	A new method of execution by decapitation.
Peterloo	A massacre of peaceful protesters by British soldiers at St. Peter's Field in Manchester. The name is a play on words of the Battle of Waterloo which happened four years earlier.

LEFT: The breakdown of the Estates System in France before the Revolution.

# Year 8 Knowledge Organiser

## 3D SHAPES, CAPACITY AND VOLUME

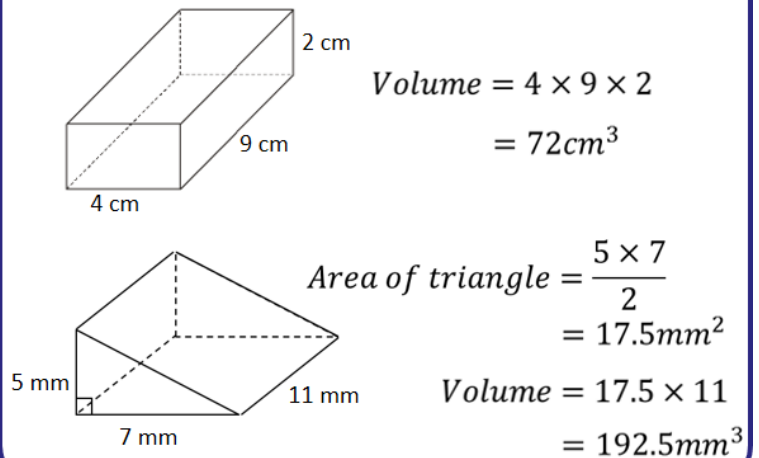
### Key Concept



### Key Words

**Volume:** The amount of space that an object occupies.  
**Capacity:** The amount of space that a liquid occupies.  
**Cuboid:** 3D shape with 6 square/rectangular faces.  
**Vertices:** Angular points of shapes.  
**Face:** A surface of a 3D shape.  
**Edge:** A line which connects two faces on a 3D shape.

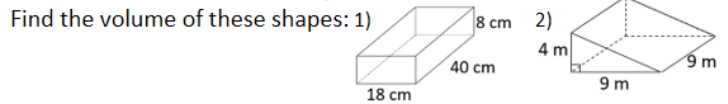
### Examples



hegartymaths  
Clip Numbers  
568-571,698,699

**Tip**  
Remember the units are cubed for volume.

### Questions



### Formula

Cuboid Volume =  $l \times w \times h$   
Prism Volume = area of cross section  $\times$  length

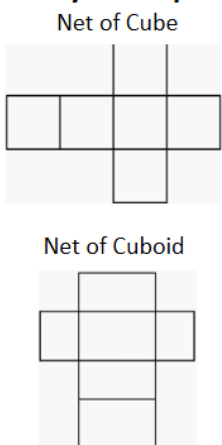
ANSWERS: 1) 5760 cm<sup>3</sup> 2) 162 m<sup>3</sup>

# MATHEMATICS

## Year 8 Knowledge Organiser

### 3D GEOMETRY – PLANS & ELEVATIONS

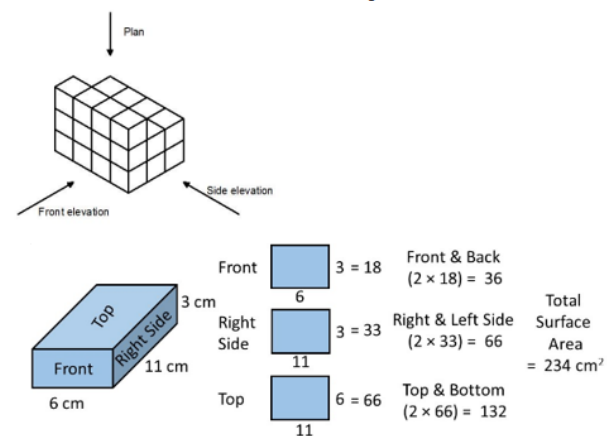
### Key Concept



### Key Words

**Isometric:** A visual way to represent 3D objects.  
**Plan view:** Viewing an object from above.  
**Front Elevation:** Viewing an object from the front.  
**Side Elevation:** Viewing an object from the side.  
**Surface Area:** Finding the total area of each face of a 3D object.

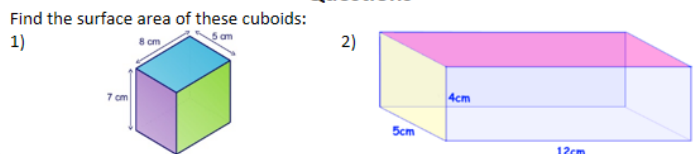
### Examples



hegartymaths  
Clip Numbers  
837-844, 584

**Tip**  
Remember the units are squared for surface area.

### Questions



**Formula**  
Cuboid Surface area =  $2lw + 2wh + 2hl$

ANSWERS: 1) 262 cm<sup>2</sup> 2) 256 cm<sup>2</sup>



# Year 8 Knowledge Organiser

## PRESENTING DATA

### Key Concept

#### Types of chart

- Tally chart/Frequency Table - A record of how often each value in a set of data occurs.
- Pictogram - shows information as pictures, must have a key to show how much each picture is worth 🚗 = 4 cars
- Bar Chart - x - axis shows the type of data, y - axis shows the frequency for each type of data.
- Pie Chart - Remember there are 360° around a point
- Line Graph - A graph that uses points connected by straight lines to show how data changes in values (usually over time)

hegartymaths

Clip Numbers  
425 - 333

#### Tips

Bar charts have gaps between the bars and each bar is the same width.

Frequency = Total.

### Examples

There are 90 people altogether so we share the 360° between them. Each person is worth 4°

$$\frac{360}{90} = 4$$

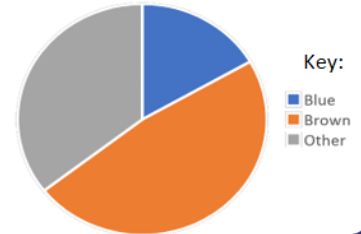
Eye colour	Frequency
Blue	15
Brown	43
Other	32
	= 90

$$\times 4 = 60$$

$$\times 4 = 172$$

$$\times 4 = 128$$

$$= 360$$



### Questions

Show this data in a

- Tally chart
- Pictogram
- Bar chart
- Pie chart
- Why would a line graph be an inappropriate way to show this data?

Age	Frequency
11	17
12	11
13	8

ANSWERS: (d) Angles 170°, 110°, 80°. (e) Line graphs show how something changes over time, this is data collected at one time.

# MATHEMATICS

## Year 8 Knowledge Organiser

### INTERPRETTING DATA

### Key Concept

#### Types of data

- Primary Data** - collected by you.
- Secondary Data** - collected by someone else.
- Quantitative Data** - numerical data (numbers)
- Qualitative Data** - non-numerical data (e.g. eye colour)
- Continuous Data** - data that can take any numerical value within a given range.
- Discrete Data** - data that can take only specific values within a given range.
- Grouped Data** - data that can be organised in categories

### Key Words

- Frequency:** Total.
- Mean:** Total of data divided by the number of pieces of data.
- Mode:** The value that occurs most frequently.
- Median:** Middle number when they are in order.
- Range:** Difference between the largest and smallest values.

#### Tips

- There can be more than one mode.
- Range is a measure of spread, not an average.

### Examples

5, 9, 9, 9, 11, 12, 13, 15, 16

#### Averages

$$\text{Mean} = \frac{5 + 9 + 9 + 9 + 11 + 12 + 13 + 15 + 16}{9} = \frac{99}{9} = 11$$

Median = 11 (The middle number in the ordered list shown above)

Mode = 9 (This number occurs most often)

#### Measure of Spread

Range = 16 - 5 = 11 (Largest number - smallest number)

### Questions

- Find the mean, mode, median and range of:
  - 3, 12, 4, 6, 8, 5, 4
  - 12, 1, 10, 1, 9, 3, 4, 9, 7, 9
- a) You collect some data about the people in your Maths class. Is this primary or secondary data?  
 b) Height is an example of [quantitative/qualitative] [continuous/discrete] data  
 c) Shoe size is an example of [quantitative/qualitative] [continuous/discrete] data

ANSWERS: (1) a) Mean = 6, Mode = 4, Median = 5, Range = 9  
 b) Mean = 6.5, Mode = 9, Median = 8, Range = 11  
 (2) a) Primary b) quantitative continuous, c) quantitative discrete

hegartymaths

Clip Numbers  
404 - 410, 413-  
421, 392-393

# MUSIC

## Film Music

<b>The Orchestra</b>	
Revisiting families and instruments of the orchestra. (Y7/T3)	
<b>Key term - Sonority</b>	
Developing the ability to recognise how different types of sounds and combinations of sounds help create atmosphere and mood. (Y7/T3)	
<b>Key term - Texture</b>	
Developing the knowledge about how different and contrasting textures add to the feel of the music (7/T3)	
<b>Key term - Dynamics</b>	
Developing knowledge regarding how variation in dynamics help create tension and a sense of expectation in film music (Y7/T1, Y7/T3)	
<b>Key term - Melody</b>	
Revision of key melodic terms (Y7/T1, Y7/T2, Y8/T2)	
<b>Key term – Chords/harmony</b>	
In addition to chords already covered in previous units, harmonic techniques that help create more dramatic effects will be learned.	
<b>Dischords and dissonance</b>	Chords with notes that clash to create dramatic effect
<b>Pedal notes</b>	Long held low pitched notes at the bottom of the texture that create tension
<b>Inverted Pedal notes</b>	Long held high pitched notes at the top of the texture that create tension
<b>Diminished chords and intervals</b>	A classic unresolved chord and the Aug 4 <sup>th</sup> /Dim 5 <sup>th</sup> interval often used to create tension in film music

<b>Vocabulary specifically used in music for film and TV</b>	
<b>Leitmotif</b>	A frequently recurring short melodic or harmonic idea which is associated with a character or event in a film.
<b>Diegetic Music</b>	Music within a film that both audience and characters can hear - e.g. a band playing onstage in a nightclub scene
<b>Non-Diegetic Music</b>	Music within a film that is added 'over the top' of the action for just the audience to hear
<b>Mickey-Mousing</b>	Where the music precisely fits the action in part of a film - most common in cartoons.
<b>Borrowed music</b>	Music that was originally composed for another reason but has been used within a film.
<b>Soundtrack</b>	The term used for any music recorded for a motion picture film.
<b>Other musical vocabulary</b>	
<b>Ostinato</b>	A repeated melodic or rhythmic phrase
<b>Fanfare</b>	A short, loud piece of music played for a special event or to herald the arrival of someone important.

<b>Listening</b>	Identification of different features of film music and how musical elements are used through a varied selection of music from from sound tracks
<b>Performing</b>	Performing music from existing films
	Arranging music from existing films to create a suitable soundtrack to a movie clip
<b>Composing</b>	Improvising and composing music to accompany a film music clip
<b>Contextual Knowledge</b>	Research project on famous film composers

## 8.5 KS3 Core PE Knowledge Organiser: Fitness Testing

### Fitness Testing

Component	Test	Protocol
Body Composition	Body Mass Index	The calculation for BMI is as follows: $\text{Weight (kg)} / \text{height (m}^2\text{)}$ . Calculate score with BMI charts.
Coordination	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.
Power	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.
Reaction Time	Ruler Drop Test	An assistant holds a 30cm ruler between you 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.
Speed	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.
Balance	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.
Agility	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.
Flexibility	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.
Muscular Endurance	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.
Strength	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.
Cardiovascular Fitness	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.
<b>Key Vocabulary</b>		
<p>Aerobic, anaerobic, exercises, stations, terrain, intensity, resistance, fitness testing, training programme, progress, monitor</p>		<p><b>Benefits of fitness testing</b></p> <ul style="list-style-type: none"> <li>Allows you to see strengths and weaknesses in current fitness levels</li> <li>Helps plan a training programme to improve fitness/performance</li> <li>Can be used to monitor progress in a fitness programme.</li> </ul>
		<b>Your turn: Attempt these</b>
		<ol style="list-style-type: none"> <li>State the tests used to measure muscular endurance</li> <li>Give an advantage and a disadvantage of the grip dynamometer</li> </ol>

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

### Methods of Training

Method	Description	Fitness component	Sporting Example
<b>Continuous</b>	<b>No rest periods.</b> Exercising at a <b>constant</b> rate. E.g. Running, Cycling, Swimming.	<b>CV fitness</b>	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players
<b>Fartlek</b>	<b>It involves changes of speed.</b> It's a <b>type of continuous training</b> but involves changes in intensity over different intervals. E.g. changing speed or terrain.	<b>CV fitness</b>	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players
<b>Interval</b>	<b>This uses fixed patterns of exercise.</b> It has periods of high intensity exercise and either low intensity or rest. <b>Very structured.</b>	<b>CV fitness &amp; speed</b>	Marathon Runners, Swimmers, Long-Distance Cyclists, Games Players, Sprinters
<b>Resistance/Weight</b>	<b>Helps strength and muscular endurance.</b> You are using muscles <b>against resistance.</b> <b>Anaerobic</b> training.	<b>Strength &amp; M. Endurance</b>	Weightlifters, Boxers, Swimmers, Cyclists, Sprinters
<b>Circuit</b>	<b>Stations of specific exercises</b> for a set amount of time before moving on to the next station. <b>Works both aerobic and anaerobic fitness.</b>	<b>M. endurance, strength &amp;/or CV fitness</b>	A Variety of Athletes (Depending on Component of Fitness)
<b>Plyometric</b>	Exercises in which muscles exert <b>maximum force</b> in <b>short intervals</b> of time, with the goal of <b>increasing power.</b>	<b>Power</b>	Sprinters, High Jumpers, Long Jumpers
<p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>Agility run begins with you lying face down.</li> <li>Fitness tests are used to measure components not improve them</li> <li>Fartlek training can involve a change of pace and/or terrain</li> <li>Circuit training can include skill specific stations and can take many different forms.</li> <li>Weight training can use both machine weights, dumb/kettle bells or a persons body weight.</li> </ul>			
<p><b>Worked example – Ben is a cross country runner. Discuss the use of continuous and fartlek training to improve his performance.</b></p> <p>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.</p>		<p><b>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</b></p> <p>Your Turn: Try these questions</p> <p>1) Identify a training method suitable for a boxer and explain how it would benefit their performance. 2) State 2 characteristics of circuit training.</p>	

# Religious Studies: War and Peace

## What are the causes of conflict?

Humans can always find something to argue over, arguments can develop into violence and, when you have different countries involved, into armed conflicts and war. Jealousy, fear, greed, a struggle for land are all causes of conflict – religion can be a cause but it is not the cause of all wars.



### Just War and Christianity

In the early years of Christianity most Christians were probably pacifists, but as time passed and rulers became Christians there were times when fighting was seen as necessary, the lesser of two evils.

Thomas Aquinas drew up a series of conditions for Just War, for example war should only be fought to promote the good and avoid evil and the methods used must be proportional to success. Many Christians still consider World War 2 to be an example of a Just War.



### The Islamic Concept of Jihad

This is much misunderstood! Muslims talk about Greater Jihad and Lesser Jihad. The more important Greater Jihad does not involve weapons, it is a conflict every Muslim is involved in as they fight the devil within. If they are tempted to eat during Ramadan –fighting that temptation is Jihad. Lesser Jihad may involve weapons in a fight to defend Islam / Muslims but there are strict conditions which need to be met, for example it must be a last resort. Despite the claims of some, a terrorist attack does not meet the conditions for Jihad.

### Pacifism

Some say violence is always wrong, no matter what the circumstances. Many Christians suggest Jesus was probably a pacifist. In the twentieth century Mohandas Gandhi, a Hindu, was one of the best known pacifists who showed that it is possible to change the world without resorting to violence. He campaigned against racism in South Africa and helped achieve Indian independence using non-violent protests methods and following the principle of ahimsa. Martin Luther King followed his example.

### Terrorism

The twenty-first century has made us all aware of the evils of terrorism. September 11<sup>th</sup> 2001 was when planes were flown into the World Trade Centre causing the Twin Towers to collapse. In Europe London was targeted in 2007, and again in 2017. Paris suffered in 2015 and Brussels in 2016. Innocent people lost lives, and those of all faiths and of none have spoken out against terrorism.

### Sikhism

Sikhism is a religion that stresses the idea of equality, they believe that God the creator has made one humanity, no one is born better than anyone else and all religious traditions are valid. Sikhs have sometimes suffered violence from others, they value pacifism but most see war as sometimes justified.



<b>Key Word</b>	<b>Definition</b>
War	Fighting between groups to resolve issues.
Civil War	War within a country.
Peace	An absence of conflict.
Pacifism	Refusing to take part in war / violence.
Just War	A war that is seen as justified, necessary and fair.
Holy War	Fighting for a religious cause.
Jihad	Striving against evil for the sake of Allah.
Greater Jihad	A personal, internal struggle against the devil.
Lesser Jihad	An outward struggle to defend Islam / Muslims.
Thomas Aquinas	Christian thinker, drew up Just War principles.
Terrorism	Unlawful use of violence to achieve a political goal.
Ahimsa	Non-violence / respect for life.

### **Key Quotes**

In the Bible Jesus said 'Put away your sword' when he was arrested and one of his disciples tried to defend him. Jesus also said 'Blessed are the Peacemakers, they are children of God' but when he visited the Temple in Jerusalem he was angry at the money changers reacting with some violence.

In the Qur'an it says "Fight in the way of Allah against those who fight against you, but begin not hostilities. Lo! Allah loveth not aggressors."

Gandhi is said to have stated 'An eye for an eye makes the whole world blind.'

## Pathogen- causes an immune response

Pathogen	Example
Virus	Influenza, Measles, HIV
Bacteria	Salmonella, Gonorrhoea, TB
Fungus	Athlete's Foot, Ringworm, Thrush
Protist	Malaria

### Methods of transmission

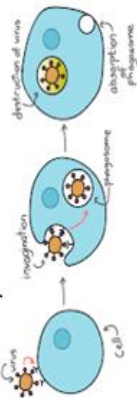
Direct contact (touch)  
 Indirect contact (door handles)  
 Droplet infection  
 Airborne  
 Animals (vectors)  
 Food and Water  
 Inoculation

### Bodies Defences – Non specific

Mucus, cilia, tears, eyelashes, sebum, skin, scabs, Stomach Acid.

### Phagocytosis- Specific

White blood cells engulf pathogens and destroy them.



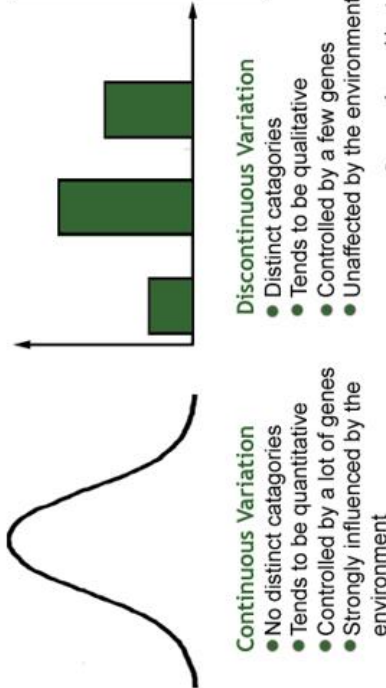
**Antigen** – identifies a cell as belonging to the body or a pathogen.

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



## Year 8 Disease and Evolution Knowledge Organiser

**Variation**- The differences between individuals- caused by genetic mutation  
**Continuous**- Height, Length, weight  
**Discontinuous**- Colour, Blood group, tongue rolling



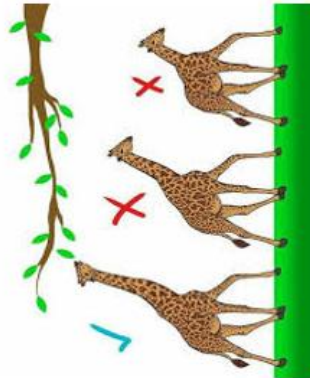
**Continuous Variation**

- 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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### Natural Selection-

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

### Mutated Gene



**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

### Tier 2 Vocabulary

Variation  
 Continuous  
 Discontinuous  
 Population  
 Individual  
 Defences  
 Characteristic  
 Transmission  
 Method  
 Neutralise

### Tier 3 Vocabulary

Evolution  
 Antigen  
 Antibody  
 Phagocytosis  
 Fossil  
 Evolution  
 Mutation  
 Pathogen



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

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

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


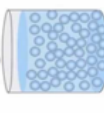

### Darwin – Evolution by Natural Selection

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



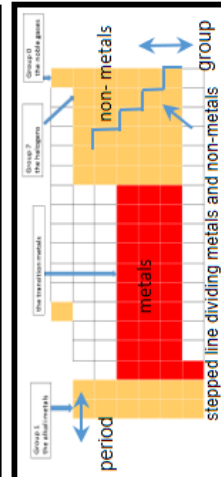
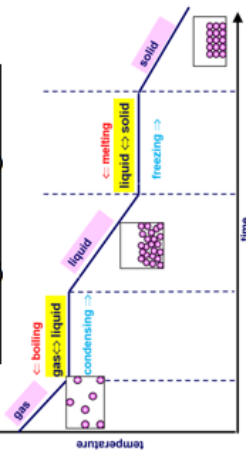
## States of matter

<b>solid</b>  rigid fixed shape fixed volume cannot be squashed	<b>liquid</b>  not rigid no fixed shape fixed volume cannot be squashed	<b>gas</b>  not rigid no fixed shape no fixed volume can be squashed
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## Particles of the same substance

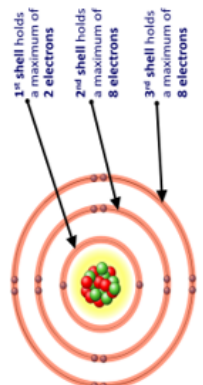
They **do not** change size or shape, only the arrangement of the particles changes.

## Cooling/heating curves



## How many electrons per shell?

Electrons will fill the shells nearest the nucleus first.



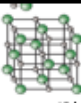
This electronic structure is written as 2.8.8

## Year 8 Knowledge Organiser – Principles of Chemistry

### Molecule

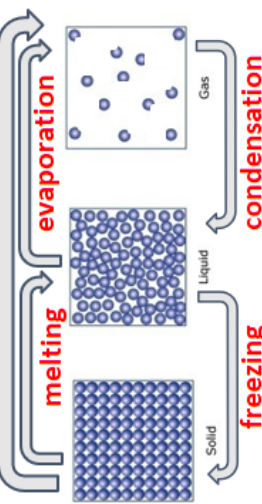
A small group of atoms (between 2 and 100) chemically bonded.

### Giant structures



- Particles close together in fixed positions
- Regular pattern (lattice)
- High melting and boiling points
- Hard & strong

### Changes of State



### Boiling point

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

### Melting point

Temperature at which a solid turns into a liquid. Ice melts at 0°C. **Melting** needs energy to break intermolecular forces.

### Differences Boiling and Evaporation

**Boiling** happens at a specific temperature, the boiling point. **Evaporation** occurs at all temperatures at the surface of a liquid.

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

**MASS NUMBER** = number of protons and neutrons

**ATOMIC NUMBER** = number of protons (= number of electrons)

Example: **Fe** (Iron) has a mass number of 56 and an atomic number of 26.

**Group number** = number of outer electrons

## Tier 2 Vocabulary

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

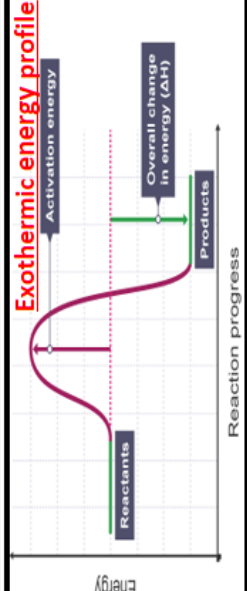
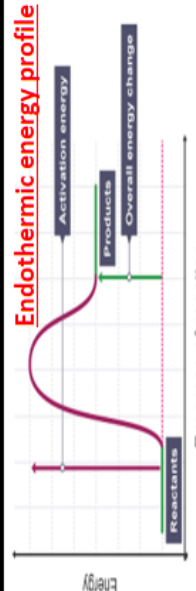
## Tier 3 Vocabulary

- 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

**Energy profile diagram** shows energy in change from reactants to products including activation energy.

### Activation energy

The minimum energy needed to start a chemical reaction.



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...
<b>No tiene...</b>	<b>(It) doesn't have...</b>
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?
<b>Se puede...</b>	<b>You can...</b>
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 pueden...</b>	<b>You can... (plural)</b>
hacer deportes náuticas	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:

*Esta casa es **más bonita que las otras***

This house is **prettier/more pretty than** the others.

*Este piso es **menos feo que los otros***

This flat is **less ugly than** the others.

Remember to make sure your adjective endings agree for **masc fem**

In English, we sometimes add **-er** to the adjective to make it a comparative. We can't do this in Spanish and must use **more + adjective**.

# 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

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

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

**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
conoci 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 Design and Technology Knowledge Organiser 2020

## Classification and Properties of Materials:

Classification on Woods		Classification on Metal		Classification on Plastic	
<b>Hardwood</b>		<b>Ferrous</b>		<b>Thermosetting</b>	
Oak, beech, mahogany	<ul style="list-style-type: none"> <li>Deciduous trees</li> <li>Have broad leaves</li> <li>Slow growing so expensive</li> <li>Grow nuts or seeds</li> </ul>	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>	Epoxy resin, polyester resin, urea formaldehyde	<ul style="list-style-type: none"> <li>Can only be heated and shaped once into a product.</li> <li>Not recyclable</li> </ul>
<b>Softwood</b>		<b>Non-Ferrous</b>		<b>Thermoplastic</b>	
Pine, cedar and spruce	<ul style="list-style-type: none"> <li>Coniferous trees</li> <li>Have needles</li> <li>Fast growing so cheaper</li> <li>Grow berries or fruit</li> </ul>	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>	Acrylic, PVC, polythene, nylon, polypropylene	<ul style="list-style-type: none"> <li>Can be heated and shaped repeatedly into different products.</li> <li>Can be recycled</li> </ul>
<b>Manufactured boards</b>		<b>Alloys</b>			
MDF, plywood, chip board	<ul style="list-style-type: none"> <li>Made in a factory</li> <li>Binds wood with a resin</li> <li>Comes in large sheets not planks</li> </ul>	Solder, Pewter, Brass	<ul style="list-style-type: none"> <li>Mixture of more than one element</li> <li>Combining 2 metal improves properties</li> </ul>	    	

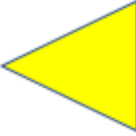
## Specific Language and Terms

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

# Year 8 Design and Technology Knowledge Organiser 2020

## Health and safety and Hand tools:

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.

Tools and equipment	
Try Square	Drawing a line at 90 degrees OR checking a corner is square (90 degrees)
Tennon Saw	Sawing straight lines in wood or plastic (not metal)
Coping saw	Sawing curve lines in wood or plastic (not metal)
Flat File	Shaping or smoothing a piece of wood, metal or plastic.
Vice	Hold work still and secure when drilling.

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.  
 Make sure that you are wearing the correct PPE equipment for tasks.  
 Return all equipment to the correct areas of the classroom/ workshop.  
 Report all spillages & clean up properly after yourself.

# Year 8 Design and Technology Knowledge Organiser 2020

## Machinery and CAD CAM:

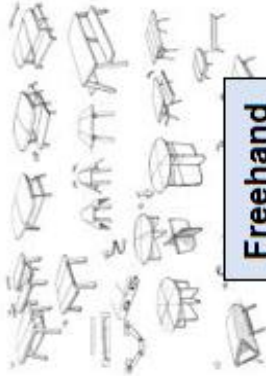
Machinery			
<b>Pillar Drill</b>	A free standing machine that uses a motor to rotate a drill bit. This drill bit can then be used to cut holes in materials.		<b>Vacuum former</b> A machine used to form sheet plastic into permanent objects using a mould.
<b>Sander</b>	Is used for shaping and finishing wood. It consists of an electric motor that turns a continuous loop 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

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



## Creating ideas and Oblique drawing:



**Freehand**



**Jack Straws**



**Biomimicry**



**Scruffiti**

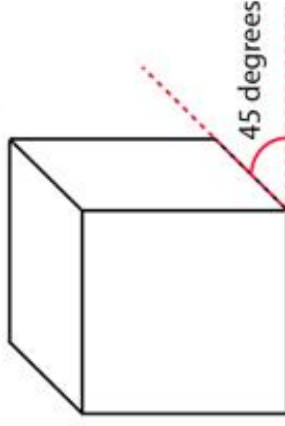


**Geometric shapes**



**Annotation**

## Oblique Projection

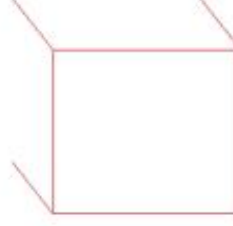


Opposite is a cube that has been drawn in Oblique projection.

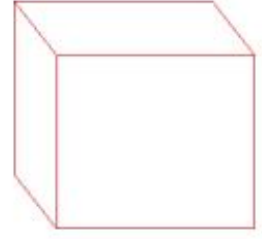
To draw it in oblique projection follow the three main steps below:



1. Draw the front or side view of the object.



2. Project 45 degrees lines from each corner



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

## Specific Language and Terms

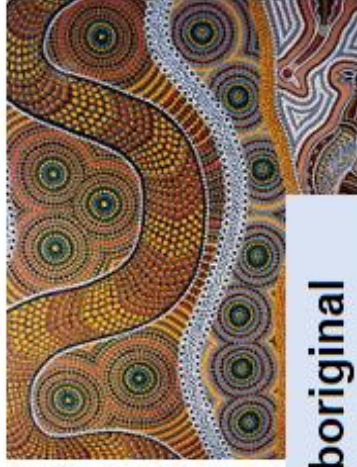
Oblique drawing	A projective drawing on an object in 3D where the front face is drawn flat and all other lines are projected at 45 degrees
Freehand sketching	Quick sketching without using a ruler. This is to be used to get your first thoughts for ideas down on paper
Creative ideas	Thinking outside the box. Different ways to get creative are to use techniques such as Jack straws, Geometric shapes, Scruffiti and Biomimicry.
Annotation	The notes you write around your ideas explaining what they show and how it could be made.

# Year 8 Design and Technology Knowledge Organiser 2020

## Art/Design Cultures and ACCESSFM:



**British**



**Aboriginal**



**Mexican**



**Ancient Chinese**



**African**

### Access FM

We use ACCESS FM to help write a **specification** and to help **analyse** and describe an already **existing product**

**A** is for **Aesthetics**  
**C** is for **Cost**  
**C** is for **Customer**  
**E** is for **Environment**  
**S** is for **Size**  
**S** is for **Safety**  
**F** is for **Function**  
**M** is for **Material**

### Specific Language and Terms

**Culture**

Culture is a pattern of behaviour shared by a society, or group of people. Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.

**Product Analysis**

A detailed examination of a product

**Specification**




Stating precise requirements of a design











# Year 8 Design and Technology Knowledge Organiser 2020

## Mechanical systems and Movement and forces:

Specific Language and Terms	
<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>	Is a device that transforms input forces and movement into a desired set of output forces and movement.
<b>Machine</b>	A system of mechanisms working together
<b>Motion</b>	A type of movement
<b>Force</b>	Is a push or pull in a certain direction that causes a change in speed, direction or shape.

Mechanisms		
Mechanism	Definition	Example
<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>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>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	

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

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# Notes Page

# Notes Page