MARSHLAND HIGH SCHOOL

Year 8 Knowledge Organiser

Autumn Term

2020 – 2021

Name:

Form:

West Norfolk Academies Trust

Contents 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.

Self- testing

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

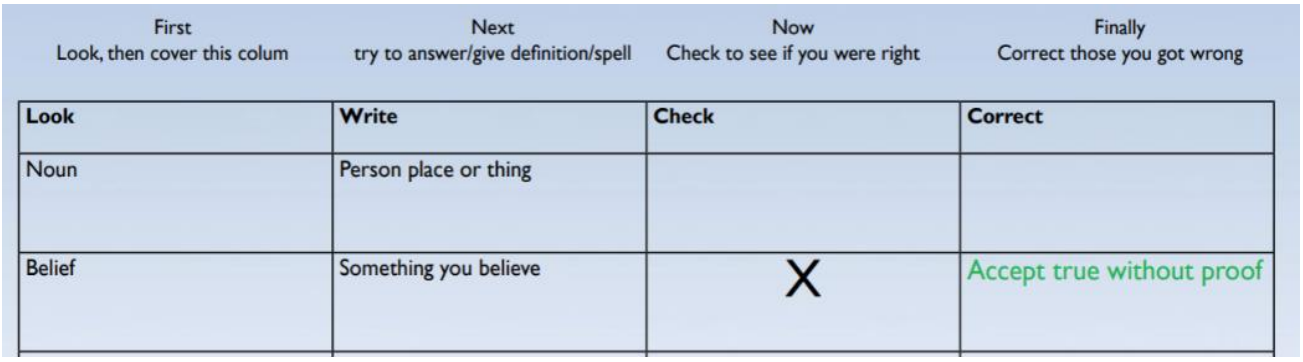
How to self- test with the knowledge organiser

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 colum	Next try to answer/give definition/spell	Now Check to see if you were right	Finally Correct those you got wrong
Look	**Write**	**Check**	**Correct**
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.

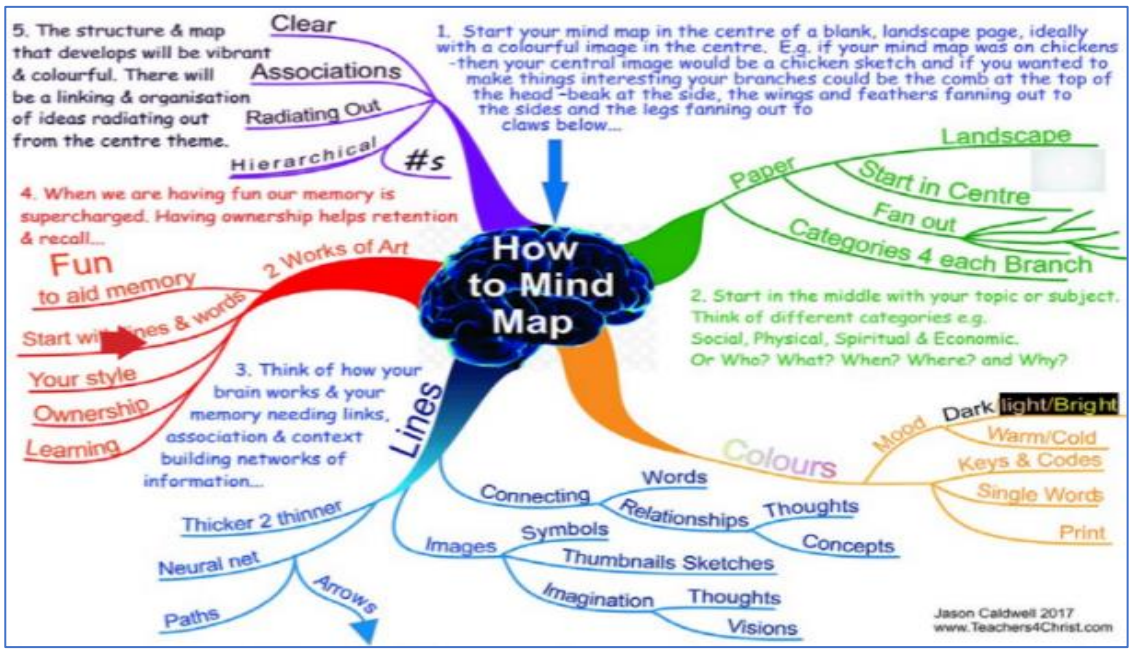
Always remember to check and correct

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.

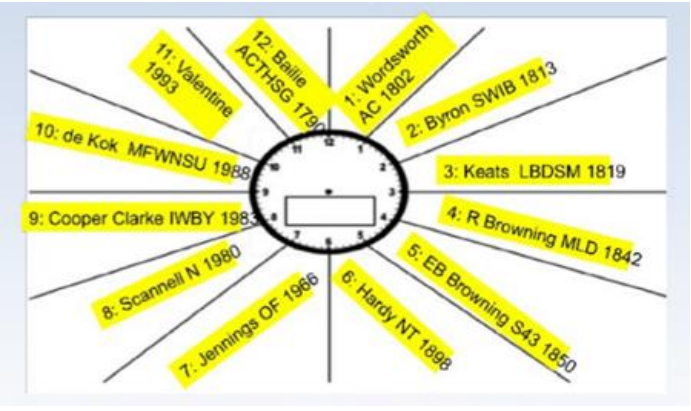


Once you have made your map, cover it and test yourself on different strands, eg. How much of the Lines strand can you recall.

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

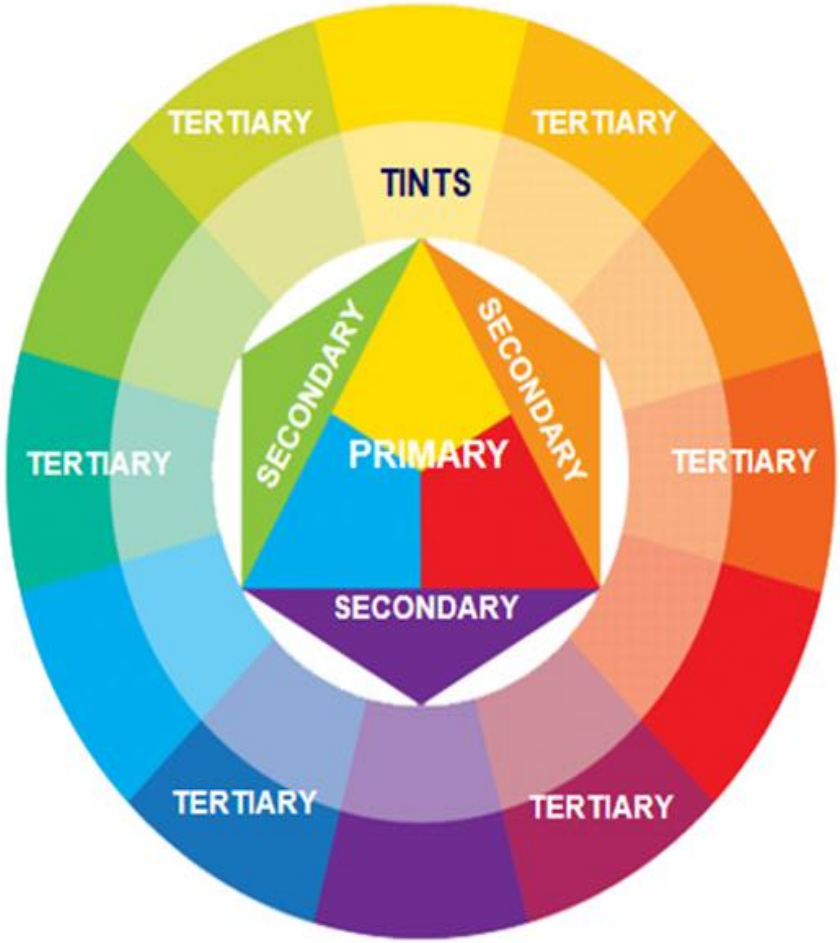
Use this reading log to record the books you read along with how long you have spent reading and the Accelerated Reader quizzes you have completed.

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 – Colour Theory:

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

THE COLOUR WHEEL:



HARMONIOUS:

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

COMPLEMENTARY:

Colours that are opposite each other on the colour wheel.

TRIADIC:

Three colours spaced equally apart on the colour wheel.

WARM COLOURS:

COOL COLOURS:

HOW BLACK AND WHITE CHANGES COLOUR:

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

Art – Observational Drawing – Colour Pencil:

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

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

Essential tips for colour pencil work:

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

Computing – 8.1 HTML Knowledge Organiser

World Wide Web	**Collection of webpages connected together by hyperlinks, using the Internet (usually shortened to WWW).**
Internet	A global network of computers all connected together.
Webpage	A hypertext document connected to the World Wide Web.
Website	A collection of webpages with information on a particular subject.
Web browser	The software which displays a webpage or website on a computer. **Common browsers** include: Internet Explorer, Firefox, Safari, Opera and Chrome.
Uniform Resource Locator (URL)	An address that identifies a particular file or webpage on the Internet
HTML	Hyper Text Markup Language - describes and defines the content of a webpage.
Multimedia	Content that uses a combination of different types of media - eg, text, audio, images.
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Hotspot	An area on a computer screen which can be clicked to activate a function, usually an image or piece of text acting as a hyperlink.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
JPG	The main file type used for images on the World Wide Web - uses lossy compression.

HTML Tag Definition – what does it do?	
<html> Root of a HTML document	<**img**> Image
<**body**> Contents of the page	<**a**> Anchor (used in hyperlinks with **href**)
<**head**> Information about a page <**p**> Paragraph	<**ol**>, <**ul**> Ordered/unordered list <**li**> List item
<**title**> Tab title / defines title	<**table**> Creates and defines table
<**h1**>, <**h2**>, <**h3**> Headings	<**b**>, <**i**>, <**u**> Bold. Italic and Underline

Computer Science – 8.2 Web Authoring Keywords

Web Authoring	Web Authoring is the process of using a graphical interface to create a web page or website. The advantage of using this method as opposed to straight HTML is that you can create the look of the finished product in an easier 'point and click' way. A disadvantage may be that the Web Authoring software generates more, unnecessary code that results in a bigger file size.
Template	A template is a pre-set layout that can be used instead of starting from scratch. This may take less time and look professional, however it may not meet your needs fully.
Response Forms	Interactive element. A way of allowing the user to input information through you website and have that information stored exactly as the user input it.
Interactive menu	Interactive element. Interactive menus can be used as an easy way to navigate a website without the need to remember command line instructions.
Image roll over	Interactive element. An image that allows the user to interact with the page. Usually this occurs when the user hovers the mouse over the image and the image changes in some way.
Web links	Interactive element. Shortcuts to places either within the website or sometimes external links that take the user to a linked website elsewhere.
Site search	Interactive element. A field that searches the site, usually, for keywords or phrases. The benefit of this is that the user is less likely to get 'lost' or frustrated and leave the site to access an alternative.
Audience	Which group of people is the Website being created for? The intended user of the website. This could be an age, gender, situation, religious group, occupation, ability or a mixture of them all.
Purpose	The purpose of a website relates to the reason that the site is in existence. This may be to sell, inform, teach, socially connect, promote, display information etc.
Root Folder	The folder that will contain all of the documents, flies and folders that relate to the website.
E-Safety	E-safety is safe and responsible use of technology on the computer and the internet.
Reliability	Reliability of information often comes down to the source, where you have got the information from. Did you get your information about todays weather from the Met office or Bob down the road? Which is likely to be more reliable? Who/where gave me the information, do I trust it? Why do I trust it?
Sitemap	The underpinning structure and navigation of a website.
Target Audience	When creating a product we often have a target audience in mind. That is, WHO are we making this product for? A website aimed at children may look remarkably different for a website aimed at adults who are sight impaired.
Target Audience needs	Difference audiences will have different needs. For example, certain groups may need more or less colour, can handle different types and complexity of language, use bigger smaller text, need more or less interactive features etc.
Accessibility features	Can everybody access your website? For those who struggle with small text is there a magnifier or narration option? High or low contrast version for those with certain conditions, etc.

Devising and Characterisation

Key to Devising

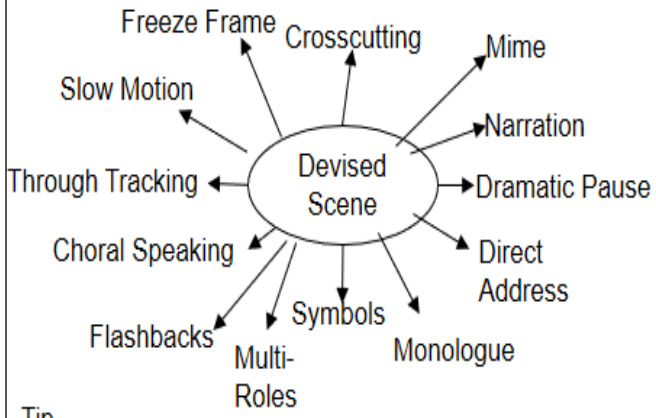
Brainstorm	Brainstorm your ideas with your group, mind maps are a good place to start if you are struggling.
Try Everything	Do not throw out ideas until they have be tried.
Listen	You must listen to everyone and their ideas, work as a group not individuals
Structure	The structure of your play can be changed. Just because you create a scene is a certain way, does not mean the structure has to be set in stone.
Experiment	Experimenting with ideas, techniques, structure and characters will create a better performance
Pick your stage	Pick the style of stage you are going to preform on and keep the position of the audience in mind all the time
Reflect	After every session/ scene reflect on what you have done and where you need to go.

7 States of Tension

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

How can you link Lecoq's ideas of tension into your character?
What state of tension is the character? Does this change? When does this change?

How do I use dramatic devises…
You can use a dramatic devise to add interest in your work, create a particular impression or effect on the audience.



Tip…
You don't have to use all of these in one scene….
Mix them up to create more effect and make it more interesting.

There are two types of Characterisation

- ***Direct characterisation***– this tells the audience the personality of the character
- ***Indirect characterisation-*** shows the audience things that can reveal the personality of a character trough the following 5 aspects…
  1. Speech- what they say. How they say it.
  2. Thoughts- these can be revealed to the audience
  3. Effects on others- how characters react to one another, what they do, how they use proxemics
  4. Action- why they do what they do and how they do it.
  5. Looks- How they look- their costume, makeup and hair style.

Key to Characterisation

Voice	You need make sure that you not only speak clearly but you emphasis in the right place, use pauses, think about the pace you are speaking at- can you be heard? Are you clear
Movement	How you move can define a character. Think about why and how you move on the stage
Body Language and Facial expressions	These need to be clear and strong- is your body language and facial expressions telling the correct story? Do they match?
Proxemics	Are you standing the right distance away from another character?

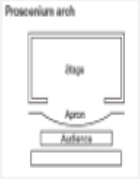
2 Things to Remember

1. Remember rehearsal and develop is key to both devising and characterisation,
2. Remember to make your play age appropriate!!

Design

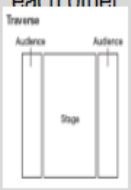
You MUST make sure that the design elements you chose fit your chosen practitioner or genre....

When using s proscenium arch stage, the audience sits on one side only is called a proscenium stage (you might know this as end-on staging). The audience faces one side of the stage directly, and may sit at a lower height or in tiered seating. The frame around the stage is called the proscenium arch.

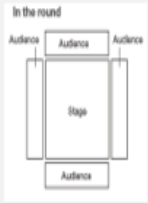


In theatre, a thrust stage (also known as a platform stage or open stage) is one that extends into the audience on three sides and is connected to the backstage area by its upstage end.

A traverse stage is a form of theatrical stage in which the audience is predominantly on two sides of the stage, facing towards each other. ... In some traverse stages, one end of the stage space may also end in audience, making it similar to a thrust or three-quarter round stage.



Theatre-in-the-round also called arena stage, central stage, or island stage, form of theatrical staging in which the acting area, which may be raised or at floor level, is completely surrounded by the audience.



Sound And Music In Performance	
Enhancing a performance	Sound and music can add atmosphere, emphasise action happening on stage, help set the scene, indicate a change of time or location or focus attention onto a character.
What is diegetic sound?	Diegetic sound is sound which is heard by the characters on stage and exists within the world of the play. For example, birds singing, children playing, road noise. The characters may not react to these but they are there creating an atmosphere.
What is non diegetic sound?	These are sounds which exist outside the world of the play and the characters don't appear to hear these. For example, to help create tension a heart beat or dramatic music.

Par Can – light for large areas as it Literally floods the stage

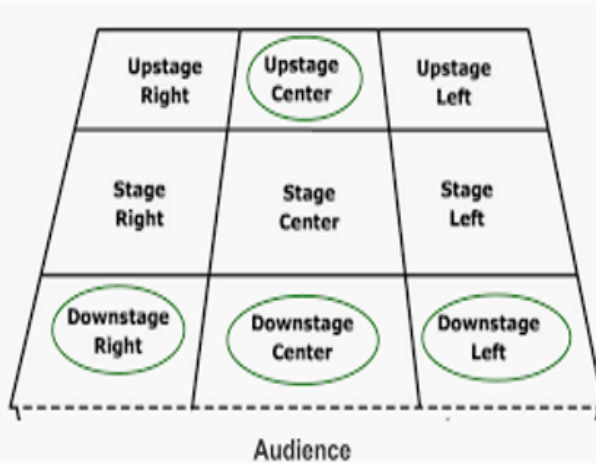
Profile spotlight definite sharp-edged beam, can also be used for gobos.

Fresnel Spotlight soft edged beam, good for smaller areas

Strobe light – quick successive flashing light, making action appear 'jumpy'

Birdie – a tiny lantern good for up lighting facial features and distorting them creating an eerie atmosphere

Moving head – light which moves across the stage, changes colour and can project images using gobos.



Key Lighting Vocabulary	
Gobo	A gobo is a metal stencil which is placed over a to light project an image onto the stage or cyclorama (back wall of the stage) They can project things like words or windows, or the image of sunlight, rain etc.
Gel	To change the colour of light projected on stage a gel is placed in front of the light which creates a coloured filter. They come in a great many colours and shades. Colour is explicitly important and needs real consideration; for example, an evening woodland scene might use blues and greens where as a [redacted]cene would predominantly use
Intensity -when referring to stage lighting	Intensity of lighting is a direct reference to how bright or dim the light is, which can directly impact on mood / atmosphere on stage.

Studying English is about *thinking, noticing, exploring, creating…*

Year 8, Unit 1

Perspective & Point-of-View

Each writer has their own perspective about the world - they see the world in their own unique way. There are things they like and want to celebrate, and there are things that make them angry or sad. There are also things that are really hard to figure out, to make sense of.

This perspective on the world shapes what and how they write. As students of English, we try to understand what the writer's perspective is, and how we see it materialise in their writing.

Writers are influenced by many factors

- historical and geographical contexts
- family and childhood
- income and lifestyle
- science and technology
- significant events such as war or revolution
- other writers and artists

Add your own definitions here:

perspective

influence

historical context

geographical context

significant

heroism

A writer's perspective → influences → all the choices they make in their writing:

I want to write about how life could be better if everybody just...

I want to write about the sorts of feelings people have when...

I want to write about how life is full of situations where...

I want to write about how we could change society by...

I want to write about how the world is full of people who...

I want to write about a common problem we all face...

What **form** will I choose (a play, a novel, a poem?)

What **characters** will I include?

Where will I **set** the main events?

What minor **themes** might I explore?

What **genre** will it be?

How will I make sure it's **convincing**?

Students of English think about how and what we learn about the writer's perspective from the text.

We ask ourselves what each story reveals about the writer and their context.

A Worked Example of Thinking in English

Each writer has their own unique perspective on the world.

A story about WWI, written by a man who actually served on the frontline, will reflect a very personal and authentic experience of war.

Students of English explore texts by tracking ideas and examples

Students of English notice ideas in texts and annotate to show their thinking.

***Journey's End*, end of Act II**

RALEIGH: (excitedly): I say, Stanhope's told me about the raid
OSBORNE: Has he?
RALEIGH: Just you and me and ten men, isn't it?
OSBORNE: Yes, tomorrow, just before dusk. Under a smoke cloud.
RALEIGH: I say, it's most frightfully exciting!
OSBORNE: We shall know more about it after Stanhope sees the Colonel tonight.
RALEIGH: Were you and I picked - specially?
OSBORNE: Yes.
RALEIGH: I say!

The writer characterises Raleigh as naïve - he's excited to be given the chance to show his bravery and heroism ('I say!' + repetition of excitedly/exciting) He should be feeling terrified, angry, sad, full of the realisation that he and his comrades might die.

Osborne says little - shows no emotion. Knows R just doesn't understand. Feels sorry for him. Won't argue with him but also can't indulge his enthusiasm. Osborne is characterised as being much wiser and more experienced - we see contrast between them.

ideas	examples
The hope of glory gave way to disillusionment and trauma	The story focuses on a group of men serving at the frontline. Each of them faces the truth, struggles and survives the trauma in his own way.
Young, inexperienced soldiers were naïve to begin with - they dreamed of heroism.	Each of them is characterised to reflect an aspect of life on the frontline - Raleigh represents this naïvety.
Sherriff could see this in their eagerness to fight.	Sherriff has Raleigh behaving as someone excited by the idea of heroism when he is chosen to go on a raid. He has Raleigh say to Osborne 'I say, it's most frightfully exciting!' He thinks he's going to make a name for himself.
He also knew that these young men soon came to realise the brutal truth of war.	Sherriff has Osborne die in the raid. His writing suggests that Raleigh is crushed emotionally by this.
And many of them were killed. Sherriff thought this a terrible waste of life.	He has Raleigh die too, at the end of the play.

A bit like scientists, we create responses, writing up our findings to share our discoveries with others:

Sherriff seems to have been heartbroken by the terrible realisation he watched so many young men go through, where their excitement for glory turned into disillusionment and trauma. He explores this when Raleigh is told he has been chosen to take part in a raid. The writer characterises Raleigh as naïve here - he is excited to be given the chance to show his bravery and heroism, which we see in the frequent use of exclamations, 'I say!' and in the repetition of excitedly and excitement. He should be feeling terrified, angry, sad, full of the realisation that he and his comrades might die, like Osborne, whose reaction is much more measured. He says little because he doesn't want to upset Raleigh, but he can't share his enthusiasm either.

Topic 1: Getting Ready to Cook

Personal Hygiene – before starting to cook, you need to get yourself ready:

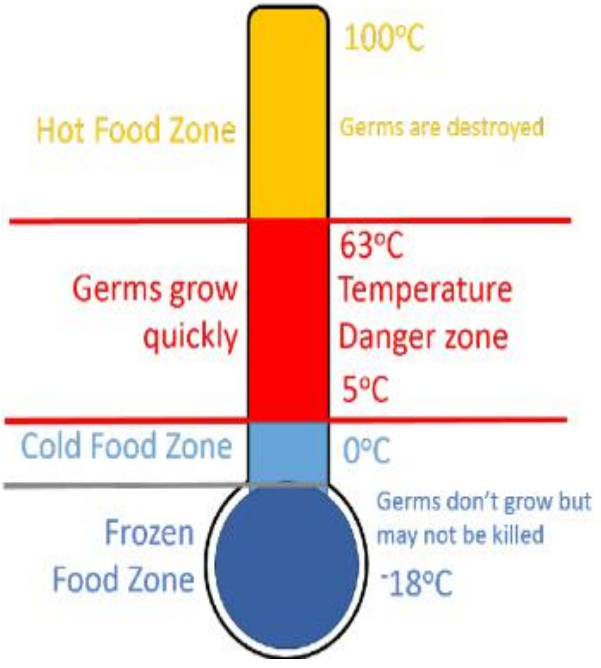
1. Taking off outdoor clothing (coats, blazers, jumpers and ties) and putting on a clean apron
2. Tying up long hair
3. Cleaning hands with hot soapy water

Good personal hygiene will stop you cross-contaminating food with the harmful bacteria that causes food poisoning. When preparing food you should not be eating your ingredients or licking your fingers.

Food Safety – some foods are 'high risk' because, if they are not stored, prepared and cooked properly, there is a high risk of them causing food poisoning. Food poisoning is caused by harmful bacteria (pathogens) which produce toxins when they reproduce. Common pathogens include salmonella (found in raw eggs), campylobacter (found in raw chicken) and E. Coli (found in uncooked meat).

Food Poisoning – when you eat food contaminated by bacteria the consequences can be serious. Symptoms include upset stomachs, headaches and dizziness. Bacteria needs food, moisture, warmth and time to reproduce. To prevent bacterial growth you need to use temperature control - keeping foods out of the 'danger zone' (5-63C) and following the 4Cs:

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



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

Topic 2: Healthy Eating

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

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

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

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

There are also eight guidelines for a healthy lifestyle. They are:

1. Eating at least 5 portions of fruit and vegetables every day
2. Eating higher fibre starchy foods like potatoes, bread, rice or pasta
3. Eating less food high in fats and sugar
4. Eating less salt
5. Eating more fish – including one portion of oily fish
6. Drinking plenty of fluids (at least 6 to 8 glasses a day)
7. Being more active
8. Eating breakfast every day

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

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

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

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

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

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

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

C'était comment ?	How was it?
C'était…	**It was…**
amusant	fun/funny
génial !	great
ennuyeux	boring
cool	cool
sympa	nice
intéressant	interesting
nul	rubbish
Ce n'était pas mal	It wasn't bad

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

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

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

The perfect tense with AVOIR

The perfect tense is used to say what you **did** or **have done** in the **past.**

To form the perfect tense of most verbs, you need:

1. The present tense of the verb AVOIR (to have)
2. A past participle (joué/mangé etc.)

To form the past participle for regular –er verbs, remove the **infinitive -er** ending and replace with **é**
e.g ***regarder*** **–** ***regardé***

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

The perfect tense with ÊTRE

Some verbs use the verb ÊTRE in the perfect tense. One example is ALLER, the verb to go.

1. ÊTRE, present tense	2. Past participle (remember to add an extra **e** for females and **s** for plurals).	
Je suis	allé**(e)**	I went
Tu es	allé**(e)**	You went
Il/Elle/On est	allé**(e)**	He/She/We went
Nous sommes	allé**(e)s**	We went
Vous êtes	allé**(e)s**	You went
Ils/Elles sont	allé**(e)s**	They went

Au parc d'attractions	At the theme park
J'ai bu un coca	I drank a coke
J'ai vu un spectacle	I saw a show
J'ai vu mes personnages préférés	I saw my favourite characters
J'ai fait une balade en bateau	I went on a boat ride
J'ai fait tous les manèges	I did all the rides
J'ai pris des photos	I took photos
Je n'ai pas mangé de glaces	I didn't eat ice creams
Je n'ai pas acheté de souvenirs	I didn't buy souvenirs

Look out for irregular past participles :
boire (to drink) - ***bu*** (drank) prendre (to take) - ***pris*** (took)
voir (to see) - ***vu*** (saw) *faire* (to do) - ***fait*** (did)

French Y8 Autumn term Knowledge Organiser Unit 2: Les fêtes –

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

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

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

The present tense

The present tense is used to talk about what **usually** happens, or what is happening **now.**
Je danse means 'I dance' and 'I am dancing'
To form the present tense of most verbs:

1. Choose the correct subject pronoun (je/tu/il/elle…)
2. Remove the -er/-ir/-re ending from the infinitive verb.
3. Add the appropriate ending from the table below.

Subject pronoun	-er verbs (JOUER)	-ir verbs (FINIR)	-re verbs (VENDRE)
Je/J'	joue	finis	vends
Tu	joues	finis	vends
Il/Elle/On	joue	finit	vend
Nous	jouons	finissons	vendons
Vous	jouez	finissez	vendez
Ils/Elles	jouent	finissent	vendent

Décris la photo	Describe the photo
Sur la photo il y a…	**In the photo there is…**
un homme/une femme	a man/woman
un garçon/une fille	a boy/girl
Il/Elle danse	He/She is dancing
Il/Elle mange…	He/She is eating
Il/Elle chante	He/She is singing
Il/Elle porte…	He/She is wearing
Il fait beau/mauvais	The weather is good/bad

For multiple people: Il**s**/Elle**s** dans**ent**.
The **-s** and **-ent** are silent.

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

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

The near future tense

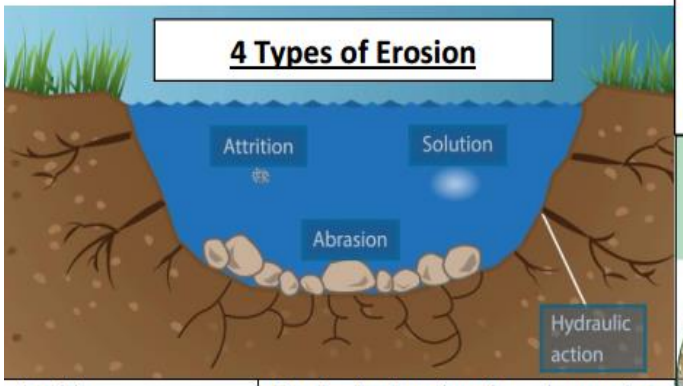
To talk about things that are going to happen, use ALLER in the present tense, followed by an infinitive verb.

ALLER, present tense	Infinitive verb	
Je vais	acheter	I am going to buy
Tu vas	manger	You are going to eat
Il/Elle/On va	boire	He/She/We are going to drink
Nous allons	visiter	We are going to visit
Vous allez	écouter	You (pl.) are going to listen
Ils/Elles vont	choisir	They are going to choose.

Au marché	Au marché
du poisson	some fish
de la salade	some lettuce
de l'eau	some water
des haricots verts	some green beans
un morceau de fromage	a piece of cheese
une tranche de jambon	a slice of ham
un chou-fleur	a cauliflower
une douzaine d'œufs	a dozen eggs
un kilo d'oignons	1kg of onions
un demi-kilo de pommes	½ a kilo of apples
2 kilos de pommes de terre	2kg of potatoes
cent grammes de tomates	100g of tomatoes
six bananes	six bananas

When buying food you can use:
1. the indefinite article: ***une*** *pomme*
2. a number: ***six*** *pommes*
3. a quantity followed by *de:* ***un kilo de*** *pommes*

YEAR 8 Rivers and Coasts



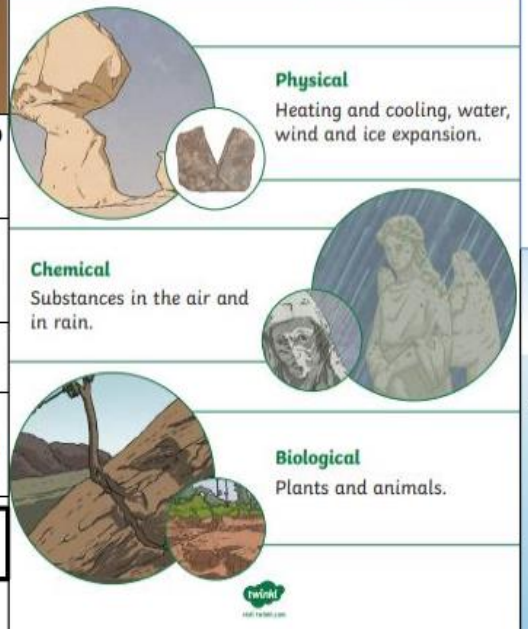
Attrition	Rocks in the river/sea bump into each other, breaking up, becoming rounder/smoother.
Abrasion	Material being carried scrapes river beds/cliffs wearing them down.
Solution/Corrosion	Certain rocks are dissolved by river/sea water.
Hydraulic Action	The force of water expands crack in river banks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

Break it: **Erosion** is the wearing away of rock

Move it: **Transportation** is the movement of material

Make it: **Deposition** is the dropping off of material

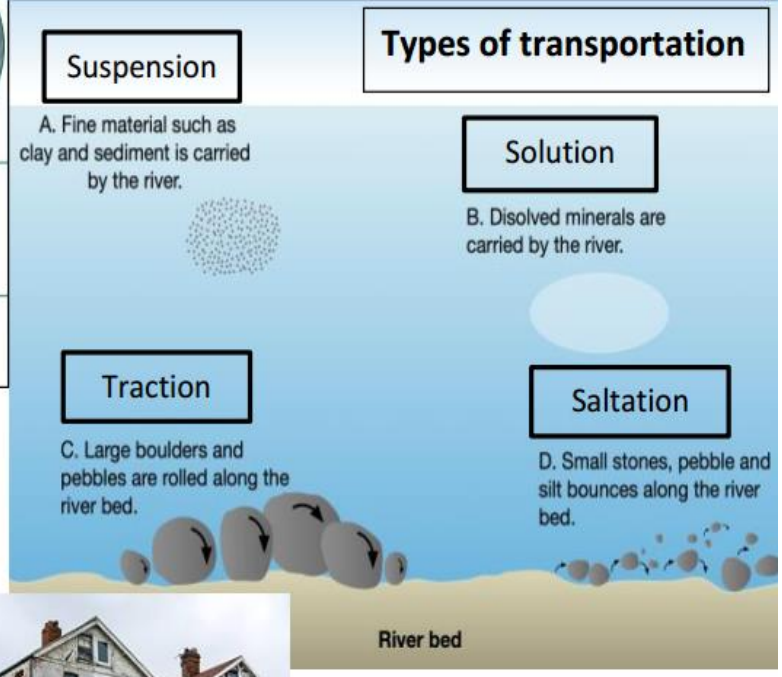
Weathering Types and Causes



Case study - river landforms: River Tees

The River Tees is located in the north of England. The **source** of the River Tees is located in the Pennines and it flows east to its mouth where the river joins the North Sea.

Types of transportation



Coasts Case Study – Happisburgh Norfolk

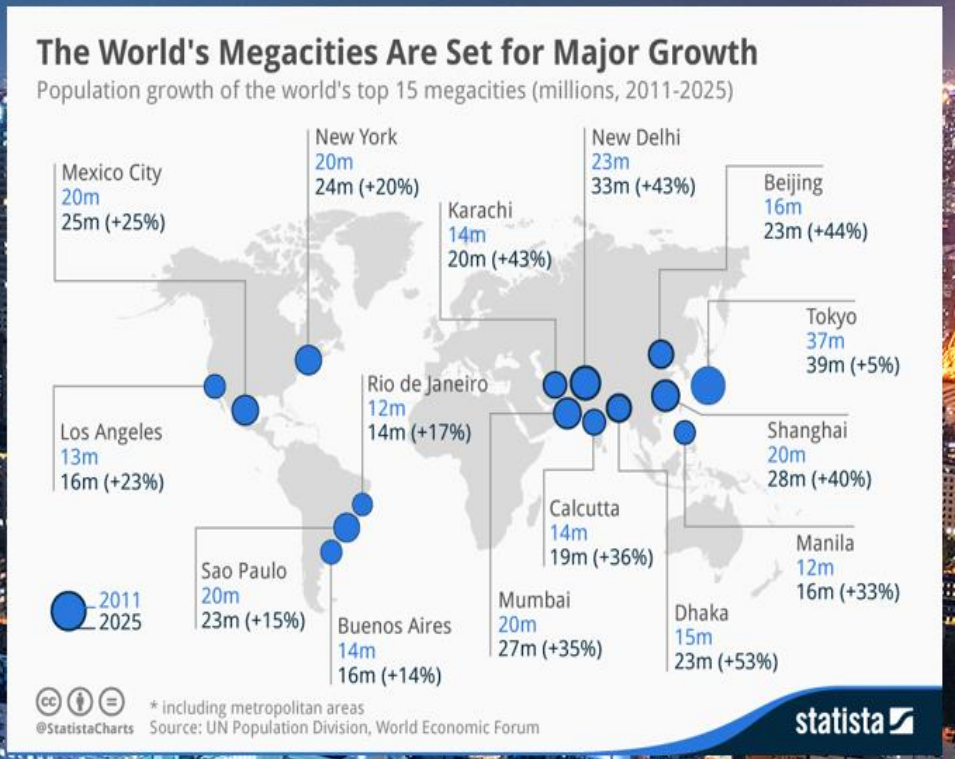
Reasons for coastal management

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

- Rock type – the cliffs are made from less resistant boulder clay (made from sands and clays) which slumps when wet.
- Naturally narrow beaches – these beaches give less protection to the coast as they don't reduce the power of the waves.
- Man-made structures – groynes have been installed to stop longshore drift and build up the beaches in certain places. This narrows unprotected beaches elsewhere even further, as new sand does not come down to replace sand eroded by waves.
- Powerful waves – waves at Happisburgh travel long distances over the North Sea (so have a long fetch) which means they will increase in energy.

Year 8 Geography: Population

Key Term	Definition
Population	The number of people living in a geographical area. The population of the world is approximately 7.8 billion people.
Megacity	A large city with a population over 10 million.
Population density	The number of people per unit of area, usually quoted per square kilometre or square mile.
Birth rate	The number of babies born every year per 1000 people in a population.
Death rate	The number of deaths that occur every year per 1000 people in a population.
Population pyramid	A graphical illustration that shows how many males and females of different age groups are in a population.



Key ideas

The world population is expected to reach **8 billion people by 2023**. Currently the highest levels of population growth are in the continents of Asia and Africa. Population growth in most parts of Europe is slowing or declining.

An **ageing population** occurs due to rising life expectancy and a declining birth rate within a population. This causes an increase in the average age of the population. In **Japan**, the number of people aged 65 years or older nearly has quadrupled in the last forty years, to 33 million, while at the same time the birth rate has declined. This has created social and economic problems for Japan.

The **One Child Policy** was a policy introduced in **China**, between 1979 and 2015, that limited most families to only having one child. The Chinese government was afraid that its birth rate was too high, and it would not be able to care for its population. The policy was relaxed in 2015 and most families are now permitted to have two children.

Y8 German - Autumn Term 1

Regular verbs
With regular verbs, remove the ending –en and add the ending that goes with the pronoun (person).
spielen- to play
spiel(-en)

Ich spiel(e)	*I play*
du spiel(st)	*you play*
er spiel(t)	*he plays*
sie spiel(t)	*she plays*
man spiel(t)	*one plays*
wir spiel(en)	*we play*
ihr spiel(t)	*you (plural) play*
sie spiel(en)	*they play*

haben - *to have*

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

sein – *to be*

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

fahren – *to travel/ ride/ go*

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

schlafen – *to sleep*

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

sehen – *to see*

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

essen – *to eat*

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

treffen – *to meet*

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

lesen – *to read*

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

tragen – *to wear*

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

Jahreszeiten *Seasons*

Früling	*Spring*
Sommer	*Summer*
Herbst	*Autumn*
Winter	*Winter*

Connectives

und	*and*
oder	*or*
aber	*but*
den	*because*

Frequency words

immer	*always*
oft	*often*
manchmal	*sometimes*
selten	*rarely*
nie	*never*

Five key words

Frühling	*Spring*
faulenzen	*to laze around*
er isst	*he eats*
ich treffe	*I meet*
ich fahre	*I travel*

Y8 German - Autumn Term 2

Kleider/ Klamotten
Clothes

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

Was trägst du? *What do you wear? What are you wearing?*

ich trage…	*I wear/ I am wearing*
einen kurzen Rock	*a short skirt*
einen langen Mantel	*a long coat*
einen lockeren Kapuzenpulli	*a casual hoodie*
eine weite Hose	*a baggy pair of trousers*
eine schmale Jeanshise	*a pair of skinny jeans*
ein kariertes Hemd	*a checkered shirt*
ein gepunktetes Kleid	*a spotty dress*
ein gestreiftes T-Shirt	*a stripy T-shirt*
schike Stiefel	*smart boots*

Five key words

die Schuhe *the shoes*

trending *trendy*

ich ziehe mich an *I get dressed*

einige Leute *some people*

viele Kinder *many children*

Wie ist es? *What is it like?*

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

ein erstes Date — *A first date*

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

Wie ist dein Stil?
What is your style?

lässig	*informal*
trendig	*trendy*
sportlich	*sporty*
klassisch	*classic*

ich mache mich fertig — *I get myself ready*

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

High frequency words

wenn	*when/ if*
immer	*always*
zum Beispiel	*for example*
zuerst	*first of all*
seit	*since/ for*
für	*for*
möglich	*possible*
pro Jahr	*per year*
nächstes Jahr	*next year*
teuer	*expensive*
alle	*all/ everyone*
um… zu	*in order to*

Diskussion und Debatte — *Discussion and debate*

Viele/ Einige Leute sagen	*Many/some people say*
Meiner Meinung nach	*In my opinion*
Erstens	*Firstly*
Zweitens	*Secondly*
Schließlich	*Finally*
Du hast gesagt … aber ich denke	*You said… but I think*
Auf der einen Seite	*On the one hand*

Chronology	
1603	Elizabeth 1 dies, James 1 becomes the first Stuart monarch.
1605	Gunpowder plot
1625	Charles I becomes King.
1629	Charles dissolves parliament for the next 11 years. 'Personal rule'.
1633	Charles appoints William Laud as Archbishop.
1634	Charles expands 'ship money'
1637	Leading puritans are mutilated
1637-39	Charles tries to introduce a new Prayer book in Scotland
1640	The Long Parliament
1641	The Grand Remonstrance
1642 Jan.	Charles tries to arrest 5 MPS
1642 March	Parliament takes control of the army.
1642 June	Nineteen Propositions
1642 August	Charles raised his standard at Nottingham- War began.
1642	Battle of Edgehill
1644	Battle of Marston Moor
1645	Battle of Naseby
1645-46	Witch Craze
1646-48	Second Civil War
1649	Execution of Charles
1649-60	Interregnum

Key People	Role
Matthew Hopkins	The Witch finder General
Charles I	Son of James 1
Charles II	The son of Charles I
James I	The first Stuart King
Henrietta Maria	Wife of Charles I
Pym	Organised the Grand Remonstrance.
Robert Catesby	Leader of the Gunpowder plotters.
Guido Fawkes	Gunpowder expert found in the cellar.
Prince Rupert	Nephew of Charles I. In charge of the Royalist Cavalry.
John Bradshaw	Led the trial of Charles I
Oliver Cromwell	Puritan army leader of the roundheads.
Lord Fairfax	Led the New Model Army
William Laud	Appointed Archbishop of Canterbury.
Burton, Prynne and Bastwick	Wrote pamphlets criticising Charles.

Common misconceptions
At least one in 10 – or perhaps as many as one in five – men in England and Wales fought in the Civil War. It has been calculated that loss of life, in proportion to the national population of the time, was greater than in the First World War.
In England, witchcraft became a crime in 1542, a statute renewed in 1562 and 1604. As such, most witches across Europe received the usual penalty for murder – hanging (though in Scotland and under the Spanish Inquisition witches were burned).
The Gunpowder plot was led by Robert Catesby.

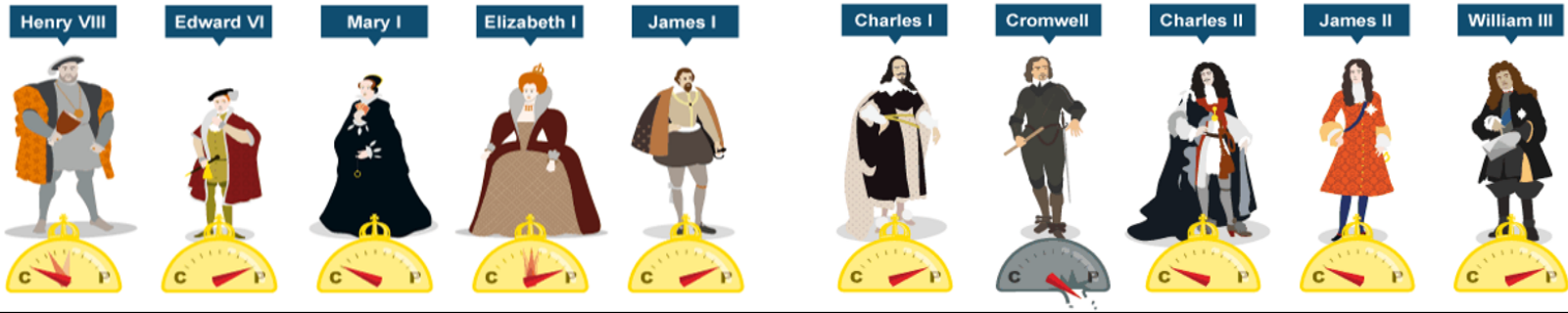
Key discoveries / ideas
In 1533, Henry VIII broke from the church and married the now pregnant Anne Boleyn in a secret ceremony. This solved his heir problem, but Henry was excommunicated by the Pope. The English Reformation had begun.
James I was a Protestant but was tolerant towards the Catholics. However he introduced strict anti-Catholic laws after the Gunpowder Plot. Charles I tried to introduce Arminian changes. Arminianism is a form of Protestantism that has a lot in common with Catholicism. Charles ended up fighting a civil war against Oliver Cromwell – who was a Puritan (a very strict Protestant who wanted to get rid of ritual in church services and lead a plain and simple life).
The printing press is thought to have been invented in Germany by Johannes Gutenberg around 1450 and by the end of the century printed books were available in London. This meant that ideas could be printed and spread quickly.

Useful Websites/books/films/documentaries
https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1
https://kids.britannica.com/kids/article/English-Civil-War/476240#:~:text=The%20English%20Civil%20War%20was,when%20England%20had%20no%20monarch.
https://www.youtube.com/watch?v=KDvQw9SzoV0
https://www.youtube.com/watch?v=cEE1FbHzZt0
https://www.youtube.com/watch?v=bqi0Wd68Mio
https://vimeo.com/290470347

Key words and concepts

1. **Monarch** The king or queen	2. **Roundhead** The term given to the soldiers that fought for Parliament. Named after their short haircuts!	**3. Divine Right** The belief held by Kings & Queens that they had been appointed by God to rule.	4. **Puritan** **A** very strict form of Protestantism. Many MPs were Puritans.	**5. Reformation** A movement in the 16th century which led to the foundation of Protestantism.
6. **Treason** The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.	**7. Cavaliers** The term given to soldiers on horses. They fought for the King in the English Civil War.	8. **Ship Money** A tax normally paid by Costal towns. Charles extended this inland.	9. **Grand Remonstrance** Organised by John Pym. A summary of all the criticisms that Parliament had with the King.	10. **Parliament** Called by the king when he chose. Approved laws and proposed their own. Were supposed to approve all taxes.
11. **Nineteen Propositions** A set of demands that parliament laid out to Charles.	12. **Declaration of Breda** Promises that Charles II made to restore the monarchy.	13. **Republic** A country with elected representatives.	14. **Civil War** A war between citizens of the same country.	15. **Levellers** A group who wished to abolish the monarchy.
16. **Mew Model Army** England's first professional army.	17. **The Long parliament** From 1640 parliament was in session for the next 20 years.	18. **Royalist** Someone who supports the monarchy.	19. **Witch craze** People were accused of witchcraft in larger numbers.	20. **Conspiracy** A secret plan to do something harmful.
21. **Lord Protector** Oliver Cromwell's title.	22. **Regicide** The act of killing a king.	23. **Interregnum** In between kings.	24. **Superstition** Belief in the super-natural.	25. **Tyrant** A cruel and oppressive ruler.

Important images - Catholic or Protestant?



SIMPLIFYING & MANIPULATING ALGEBRA

Key Concept

Formula

$$v = u + at$$

Expression

$$f^2 + f^2 + f^2$$

Equation

$$34 = 12 + 6t$$

Identity

$$c \times c = c^2$$

hegartymaths

Clip Numbers

154-169, 548-550

Key Words

Formula: A rule written using symbols that describe a relationship between different quantities.

Expression: Shows a mathematical relationship whereby there is no solution.

Equation: A mathematical statement that shows that two expressions are equal.

Identity: A relation which is true. No matter what values are chosen.

Tip

When expanding brackets be careful with negatives.

Examples

Simplify:

4a + 3b − a + 2b

= 3a + 5b

Expand and simplify:

$9a - 2(3a - 4)$

$9a - 6a + 8$

$3a + 8$

Factorise:

$9x^2 + 6x$

Factorising is the opposite of expanding brackets

$3x$ is common to both terms

$3x(3x + 2)$

Expand and simplify:

$2(4a + 2b) - 2(a + 3b)$

$8a + 4b - 2a - 6b$

$6a - 2b$

Questions

1) $5x + 3y - 2x + 4y$ 2) $2p - 6q + 2q + 4p$ 3) $12b - 3(2b + 5)$

4) Factorise a) $4x + 10$ b) $8a^2 - 10a$

ANSWERS: 1) $3x + 7y$ 2) $6p - 4q$ 3) $6b - 15$

4) a) $2(2x + 5)$ b) $2a(4a - 5)$

SOLVING EQUATIONS

Key Concept

Inverse Operations

Operation	Inverse
+	−
−	+
×	÷
÷	×
x^2	$\sqrt{x}$

To check your answer, use substitution

Key Words

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

Tip

Answers can be:

- Integers
- Decimals
- Fractions
- negatives

Examples

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

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

Questions

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

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

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

hegartymaths

Clip Numbers
177 – 184

Music

Introduction to Music Technology/Musical Futures

An introduction to the key terms of Music Technology	
DAW	Digital Audio Workstation – a computer programme (for example Garageband, Soundlab, Cubase, Logic) that allows music to be created and recorded.
Audio	Sound that has been recorded
Sample	Taking a pre-recorded piece of audio and using it in another piece of music
Loop	A sample that is repeated
Remix	Reworking a song into a different style.
Key term - Effects	
A process by which a sound can be changed or manipulated	
Reverb	An effect that changes the sound of the space that is performed or recorded in
Delay	An effect that repeats the sound like an echo
EQ	An effect that changes the frequency (tone quality) of the sound
Instruments	
Synthesizer	An electronic instrument that generates sound
Drum Machine	An electronic drum kit
Key term - Texture	
Layered Texture	A texture often referred to in pop and dance music where the texture is developed by adding and removing parts one at a time.

Music Technology Vocabulary	
Multitrack	Multiple tracks of audio layered together
Pan	Moving sound either left or right of the speakers or headphones
Solo	Playing only one track at a time
Mute	Silences a track
Quantization	Moving notes to lock into an accurate rhythmic grid, allowing correction when notes are slightly out of time
Velocity	The volume of each individual note
Overdubbing	Where multiple tracks are recorded separately at different times.
Reverse	The audio is played backwards

Music Technology	
Practical Skills	Learning how to edit and arrange music using computer software.
Listening	Identification and application of vocabulary relating to music technology
	Listening to songs to identify main structural features
Performing	Using a DAW to arrange and record music from pop and dance tracks
Composing	Compose, record and edit simple melodic lines and chord patterns using technology
Contextual knowledge	Short research project based upon Electronic music styles and composers

Music

Introduction to Music Technology/Musical Futures

Key term – Chords/Harmony	
Revising and developing knowledge of chords and triads from previous unit (Y7/2)	
Major Chords	I, IV, V
Minor Chords	ii, iii, vi
Bass line	Recognising the importance of a bass line in supporting the harmony
Key term - Structure	
Learning about the structural sections of a typical song	
Introduction	The opening
Verse	A section where the music is the same, but the lyrics change each time it is heard
Bridge	A section linking two sections, often between the verse and chorus
Chorus	The most memorable section with a catcy hook that is repeated several times during the song
Middle 8	A contrasting section often after the second chorus
Outro	The closing section often fading out.
Instrumental	A section with no lyrics but an instrumental solo

Musical Futures	
Skills	Learning chord sequences and performance techniques on a range of instruments
Listening	Listening to original versions of songs performed to identify performance features
Performing	Performing songs in class using a variety of instruments and voices.

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

Immediate Effects of Exercise on the Body		
	Immediate Effects of Training	**Body System**
1	**Increase** temperature of **synovial fluid** in joints	**The Skeletal System**
2	**Increased** flexibility	
3	**Rise** in muscle **temperature**	**The Muscular System**
4	**Increased** blood flow to muscles	
5	**Increased** flexibility	
6	Muscle **fatigue** and **soreness**, sometimes **cramp** (due to increased lactate production)	
7	**Lactate accumulation**, if oxygen not supplied quick enough due to working anaerobically	
8	**Increased** heart rate, cardiac output and stroke volume	**The Cardiovascular System**
9	**Blood diverted to muscles** from digestion and other systems (**vascular shunting**)	
10	**Increase** in **blood pressure**	
11	**Increased** rate of breathing	**The Respiratory System**
12	**Increased** rate of **gaseous exchange** (uptake of O_2 and production of CO_2)	
13	**Increased** depth of breathing (**tidal volume**)	
14	**Oxygen deficit** (if oxygen supply cannot meet demand)	

Key Vocabulary:

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

Common Misconceptions:

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

Example question:

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

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

Command Word: WHICH

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

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

Command Word: EXPLAIN Requires a justification/exemplification of a point. The answer must contain some linked reasoning

Worked example:

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

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

Applied to different sports…

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

A **1500m runner** may become…not able to run as fast in later laps and record a slower time

What about in your favourite sport?

Indirectly, exercise improves mood and sleep, and reduces stress and anxiety. Problems in these areas frequently cause or contribute to cognitive impairment.

No matter what your current weight, being active boosts high-density lipoprotein (HDL), or "good," cholesterol and decreases unhealthy triglycerides.

Winded by grocery shopping or household chores? Regular physical activity can improve your muscle strength and boost your endurance.

Over 70% of the body's immune cells are produced in the gut, meaning the majority of our immune system is housed in the gut.

From boosting cognitive function to improving outcomes for prostate cancer patients to treating chronic pain, being physically active can improve overall health.

Regular physical activity can keep the muscles around affected joints strong, decrease bone loss and may help control joint swelling and pain.

Exercise should definitely be the mainstay of the prevention and treatment of osteoporosis; often however, physicians don't have enough know-how for evidencebased prescription of exercise.

Resistance exercises strengthen muscles, which, in turn, provide better support and protection for the foot as a whole.

Religious Studies Year 8: Prejudice and Discrimination

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

Key Quotes

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

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

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

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

What is prejudice and why?

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

Racism

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

Sexism

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

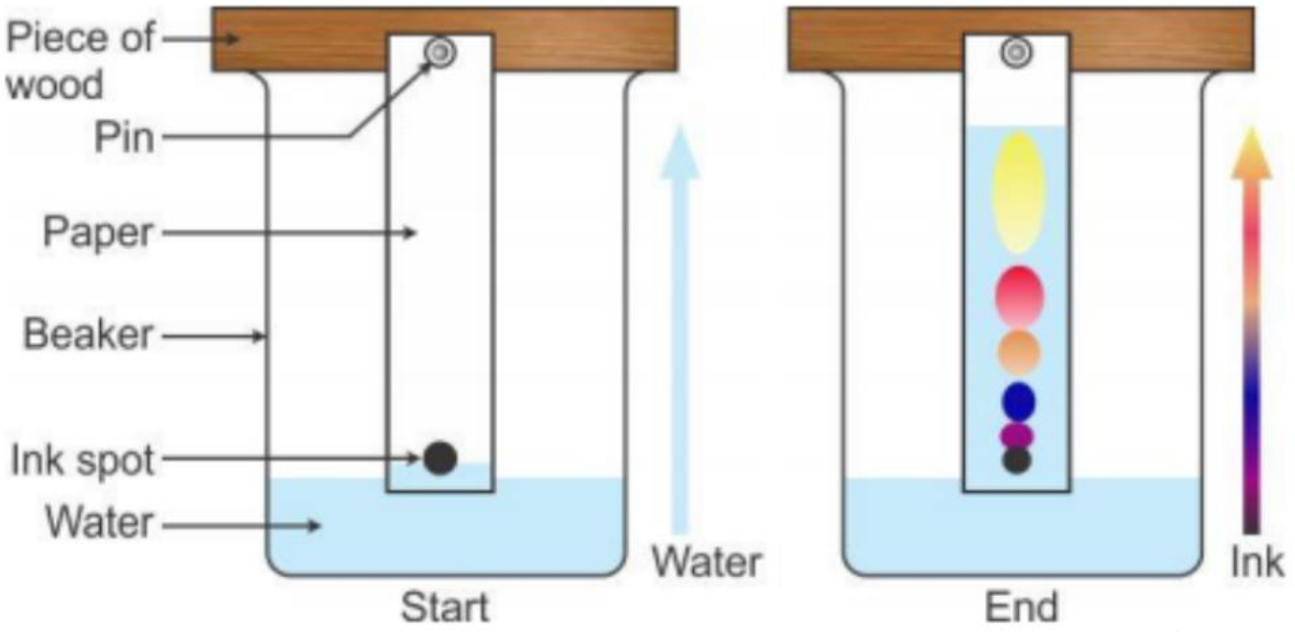
Anti-Semitism

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

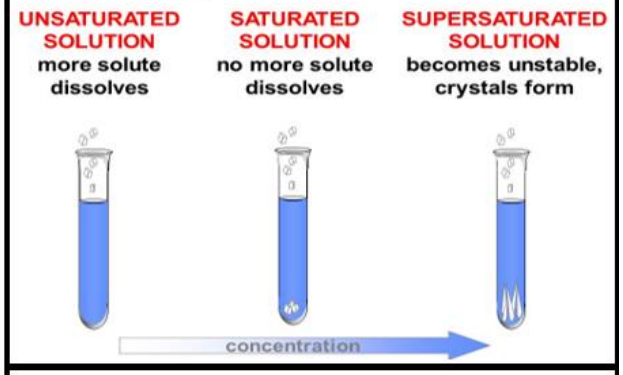
The Caste System

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

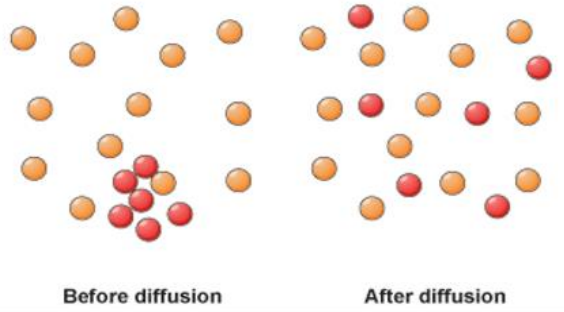
Chromatography – separates mixtures of **soluble** substances



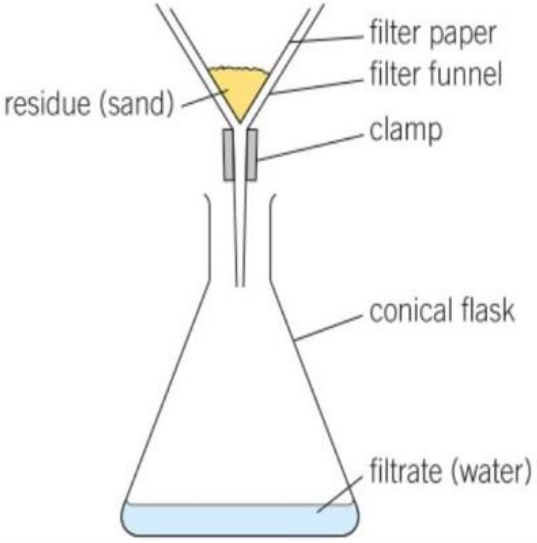
Saturation



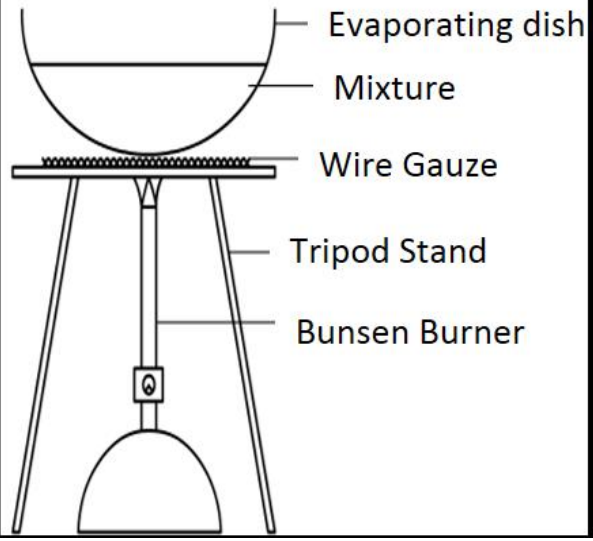
Model of diffusion of ink in water



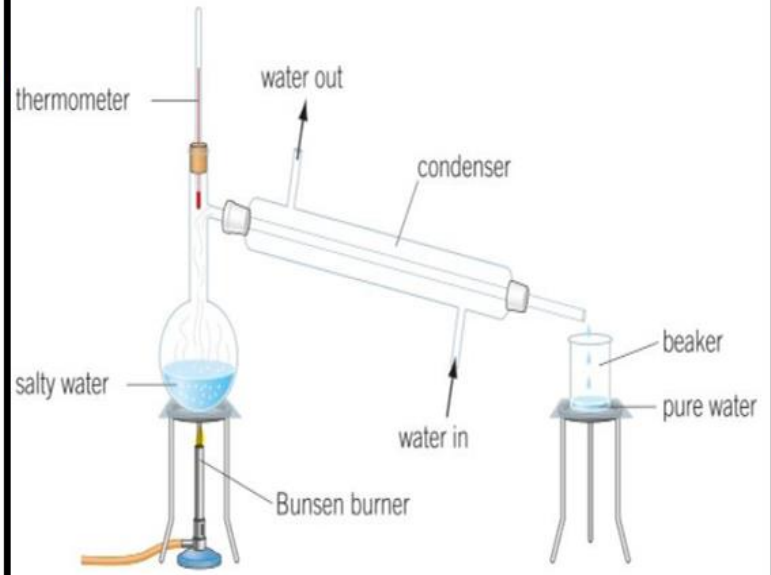
Filtration - separates **insoluble** substances from a liquid



Crystallisation - separates a **soluble** substance from a solution



Distillation - separates a **liquid** from a mixture



Year 8 Chemistry Knowledge Organiser - Solutions

Pressure

Gas pressure is the force exerted by gas particles per unit area of a surface.

Water Pressure

When we go below the surface of the water, it exerts a pressure on our bodies. The **deeper** we go, the **greater the pressure**.

Diffusion

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

Factors affecting diffusion

- temperature
- particle size
- state of diffusing substance

Solubility

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

Factors affecting solubility

- temperature
- type of solute
- type of solvent

Effect of temperature on pressure in gases

When a gas is **heated** the **particles move faster**.
In a container the gas is **trapped** so the particles hit the wall of the container. As they move faster and faster they **hit the walls more often**. The **pressure** on the walls of the container therefore **increases**.

Brownian Motion

Particles in gases and liquids move about **randomly**. This is called **Brownian motion**. Particles are too small to see but we can use a **microscope** and smoke to watch them.

$$\text{Pressure (pascal, Pa)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}}$$

Conservation of Mass

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

Key word	Definition
solvent	a liquid that dissolves substances, *e.g.* water
solute	a substance that is dissolved by a solvent, *e.g.* sugar
solution	a solute dissolved in a solvent, *e.g.* sugar dissolved in water
soluble substance	a substance that will dissolve in solvent, *e.g.* salt (in water)
insoluble substance	a substance that will not dissolve in any amount of solvent, *e.g.* sand mixed with water
dissolve	when particles of a solute are separated and surrounded by a solvent

Tier 2 Vocabulary

Factor
Temperature
Concentration
Dissolving
Separating
Randomly
Soluble

Tier 3 Vocabulary

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

Year 8 Knowledge Organiser Physics – Topic 1 - Energy

Types of material

Transparent - allows light to pass straight through. Image is clear.

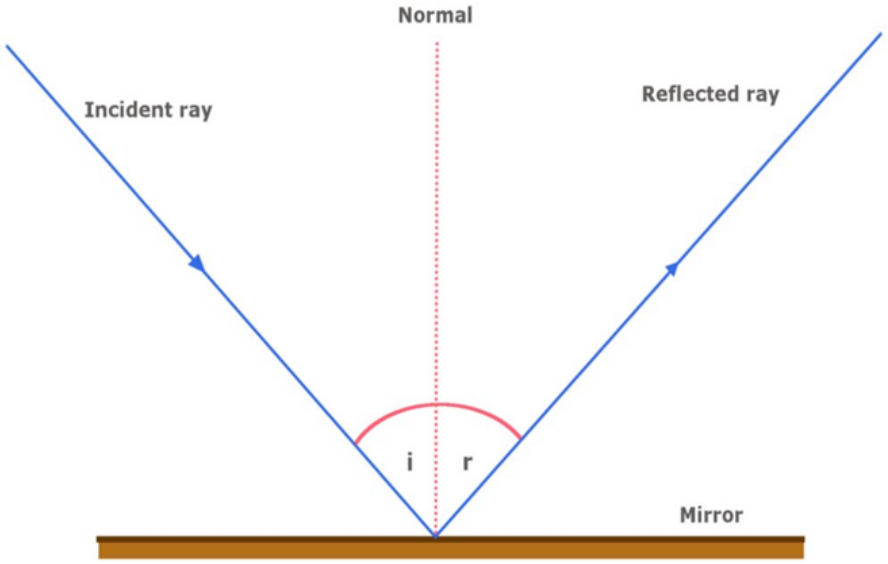
Opaque - blocks light. Light is not transmitted. No image.

Translucent - transmits some light, but image is blurry/fuzzy.

Reflection

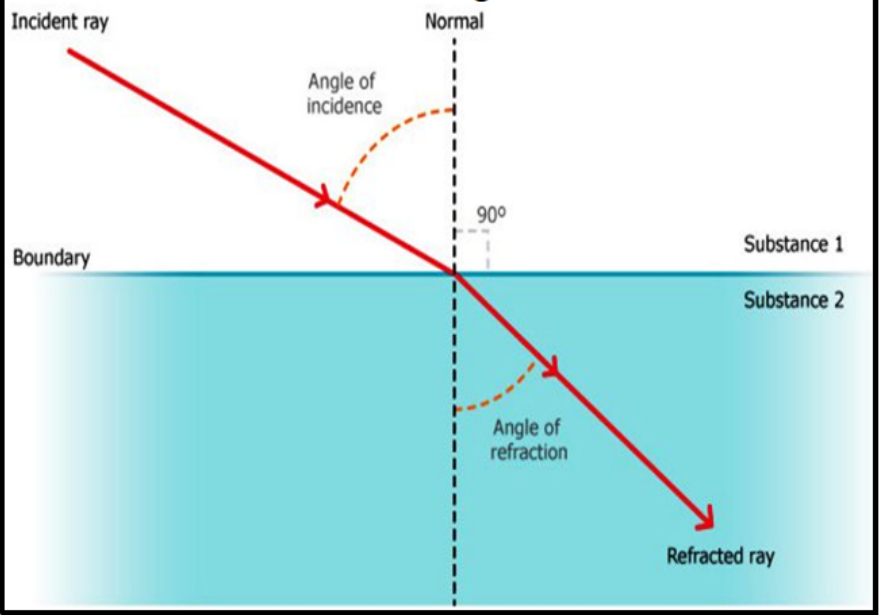
Reflection is when light bounces off of a surface like a mirror.

The law of reflection states that the angle of incidence is equal to the angle of reflection.



Refraction

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



Luminous/non-luminous

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

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

Tier 2 Vocabulary

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

Tier 3 Vocabulary

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

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

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

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

Work done (J) = Force (N) x Distance (m)

Conservation of Energy
Energy can neither be created nor destroyed, only transferred from one form to another.

Energy Pathways/transfers
Heating
Electrical work (current)
Mechanical work
Radiation

National grid
System of transformers and cables that transfer electricity efficiently.

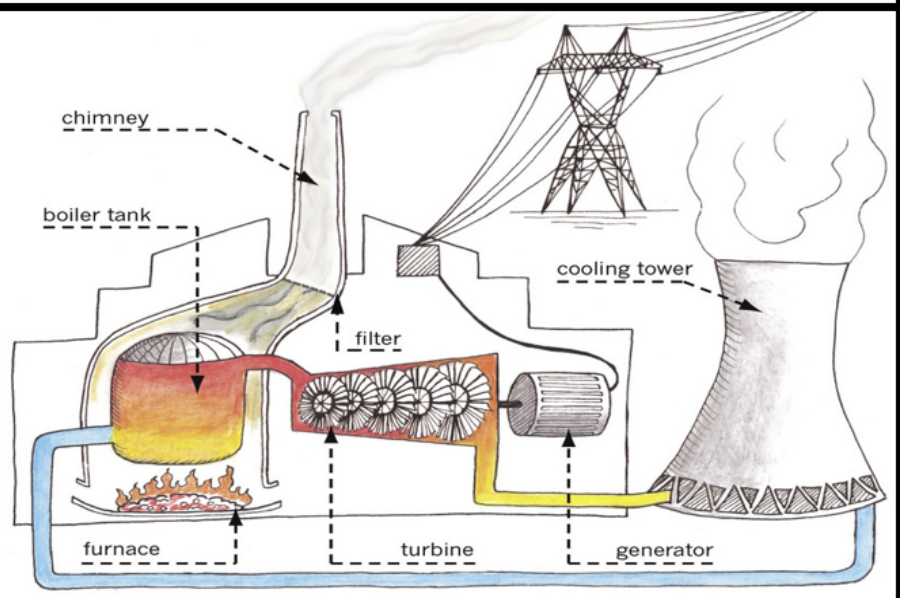
Energy Store	Example
Chemical	Cell, battery, food
Gravitational Potential	A raised object
Electrostatic	Nearby Charged particles
Magnetic	Iron nail in magnetic field
Kinetic	A moving object
Nuclear	Particles in the nucleus
Thermal	A heated object
Elastic Potential	A stretched or squashed object

Renewable energy resources
Renewable means the energy resource is replenished as quickly as it is used.
Wind and solar power are good examples of renewable resources.
Adv: No greenhouse gases are emitted.
Disadv: Unreliable (if no wind/sun).

Fossil fuels. Like coal, oil and gas. Created over millions of years by crushing organic material under sediment.

Adv: Reliable, available.
Disadv: Emits greenhouse gases, non-renewable.

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



D&T - Classification and Properties of Materials:

Classification on Woods	
Hardwood	
Oak, beech, mahogany	•Deciduous trees • Have broad leaves • Slow growing so expensive • Grow nuts or seeds
Softwood	
Pine, cedar and spruce	• Coniferous trees • Have needles • Fast growing so cheaper • Grow berries or fruit
Manufactured boards	
MDF, plywood, chip board	•Made in a factory • Binds wood with a resin • Comes in large sheets not planks

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

Classification on Plastic	
Thermosetting	
Epoxy resin, polyester resin, urea formaldehyde	•Can only be heated and shaped once into a product. • Not recyclable
Thermoplastic	
Acrylic, PVC, polythene, nylon, polypropylene	-Can be heated and shaped repeatedly into different products. - Can be recycled

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

D&T - Health and safety and Hand tools:

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

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.	



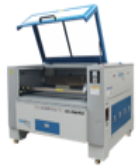




Red: Prohibition Do Not - Stop
Blue: Mandatory Must obey
Yellow; Warning Risk of danger
Green: Safety Means go

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.

D&T - Machinery and CAD CAM:

Machinery					
Pillar Drill	A free standing machine that uses a motor to rotate a drill bit. This drill bit can then be used to cut holes in materials.		**Vacuum former**	A machine used to form sheet plastic into permanent objects using a mould.	
Sander	Is used for shaping and finishing wood. It consists of an electric motor that turns a continuous loop of sandpaper.		**Hegner saw**	A small electrical saw with a thin blade used to cut a variety if thin sheet materials	
Laser Cutter	A CAM machine that engraves and cuts through material using a high powered optical laser		**Vinyl Cutter**	A CAM machine that has a sharp blade to cut out designs on tin self-adhesive plastic	

Specific Language and Terms

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

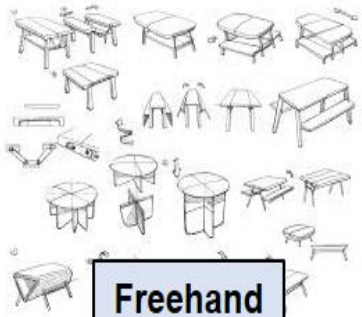
CAD- Computer Aided Design

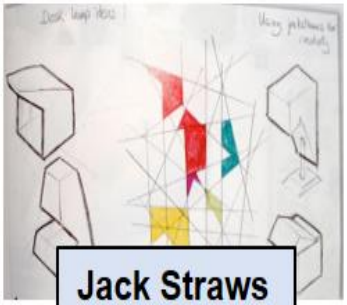
Advantages	Disadvantages
Designs can be created, saved and edited easily, saving time	CAD software is complex to learn
Designs or part of designs can be easily copied or repeated	Software can be very expensive
Designs can be worked on by remote teams simultaneously	Compatibility issues with software
CAD is very accurate	Work can be lost if not backed up
Designs can be rendered to look-realistic to gather public opinion in a range of finishes.	

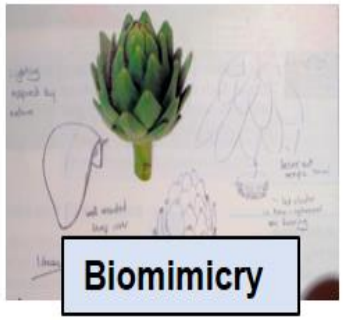
CAM – Computer Aided Manufacture

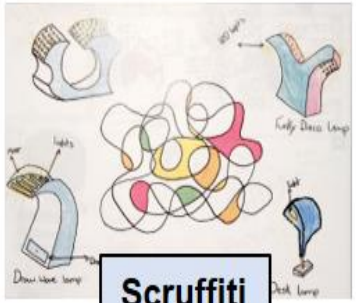
Advantages	Disadvantages
Quick – speed of production can be increased	Training is required to operate CAM
Consistency and accuracy – All parts manufactured are all the same	High initial outlay cost for machines
Less mistakes- there is no human error unless pre programmed	Loss of jobs for people
Cost saving – workforce can be reduced	Production stoppage – if the machines break down, the production would stop

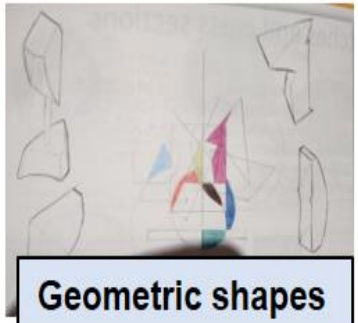
D&T - Creating ideas and Oblique drawing:

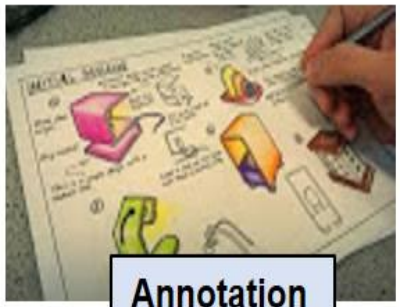

Freehand


Jack Straws


Biomimicry


Scruffiti

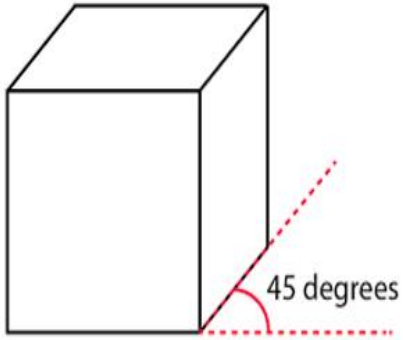

Geometric shapes


Annotation

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.

Oblique Projection

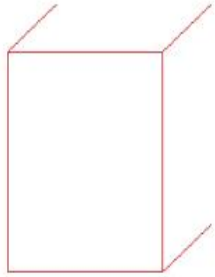


Opposite is a cube that has been drawn in Oblique projection.

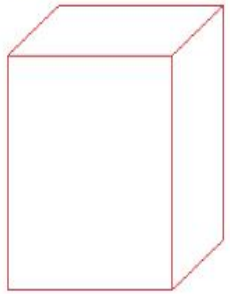
To draw it in oblique projection follow the three main steps below:

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.



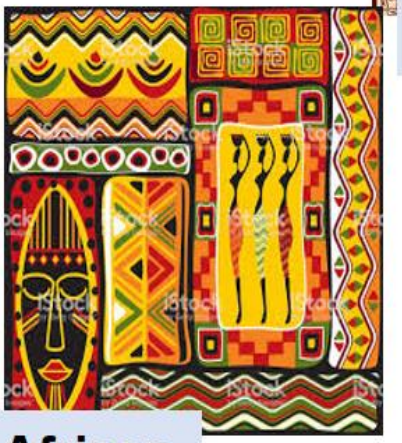
D&T - Art/Design Cultures and ACCESSFM:

British

Aboriginal

Ancient Chinese

Mexican



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

D&T - Mechanical systems and Movement and forces:

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

Mechanisms

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

Forces

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

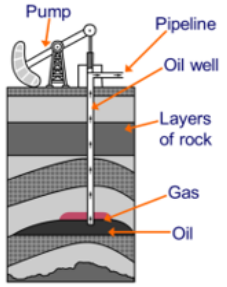
Types of Movement

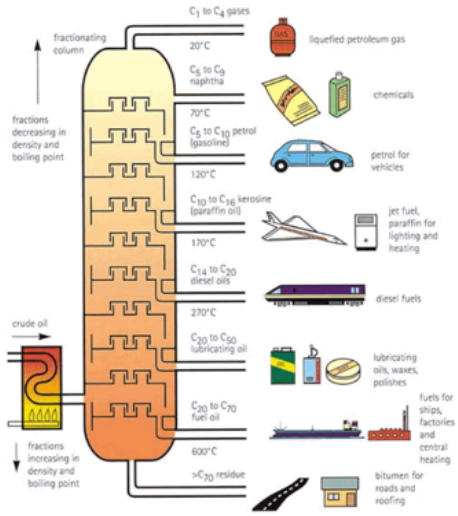
Motion	Definition	Example
Linear	Moves in one direction	Bike, car, train
Oscillating	Swings back and forth	Pendulum, swing 
Reciprocal	Repetitive back and forth linear motion	Sewing machine needle 
Rotating	Moves in a circular motion	Car wheels, pedals 

KS3 Knowledge Organiser – **Year 8 Plastics and Processes**

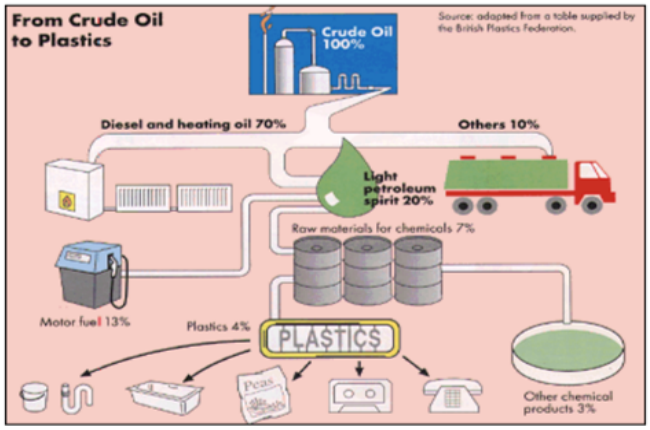
Plastics. The word means easily shaped or moulded
Plastic materials were first used at around 2OOOBC. Plastics can occur naturally in trees or even milk; amber is an example (a resin from trees and insects). Amber was used by early Egyptians to make jewellery and is still used for this purpose today. Today, numerous different plastics are available. Some are still made from natural materials but most modern plastics are manufactured from chemicals obtained from crude oil. Plastics manufacturers convert chemicals into plastics.

Crude Oil is the raw material used for plastic. It is a fossil fuel and once used it cannot be replaced





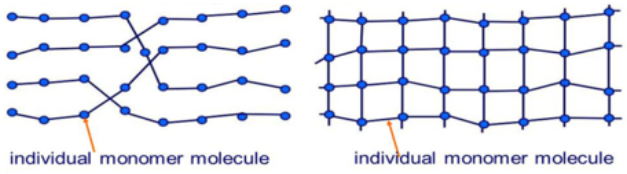
Types of Plastics - Plastics can be divided into three groups, Natural , Thermosetting and Thermoplastics.



Thermoplastics
acrylic (PMMA)
high impact polystyrene (HIPS)
high density polythene (HDPE)
polypropylene (PP)
polyvinyl chloride (PVC)
polyethylene terephthalate (PET)

Thermosetting plastic
epoxy resin (ER)
melamine-formaldehyde (MF)
phenol formaldehyde (PF)
polyester resin (PR)
urea-formaldehyde (UF).

Plastics are long chain polymers Thermoplastic plastics are made of long chains of polymers which don't cross over very often. When heated, the molecules slip easily over one another. Thermosetting plastics also have lots of long chain molecules, but there are links between them. These cross links prevent the molecules from moving over one another.

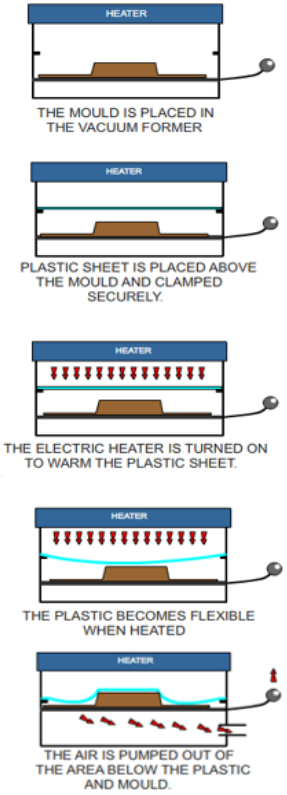


BIOPLASTICS SYMBOL

Polymers / plastics have a reputation of being environmentally unfriendly. They take years and in some cases centuries to decay. However, plastic bags made from Polylactide (PLA) take only five years to decompose.

Containers such as drinking bottles and food containers manufactured from PLA, take slightly longer to decay, as they are manufactured from thinker material. Polylactide is referred to as a 'bioplastic' because of its environmentally friendly nature.

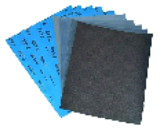
Vacuum Forming Process



MACHINERY USED

	Vacuum former
	Profile cutter
	Jig Saw (Hegner)
	Disc Sander
	Pillar Drill

Materials used

	Wet and Dry abrasive paper
	Coping Saw
	Quartz Clock motor

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