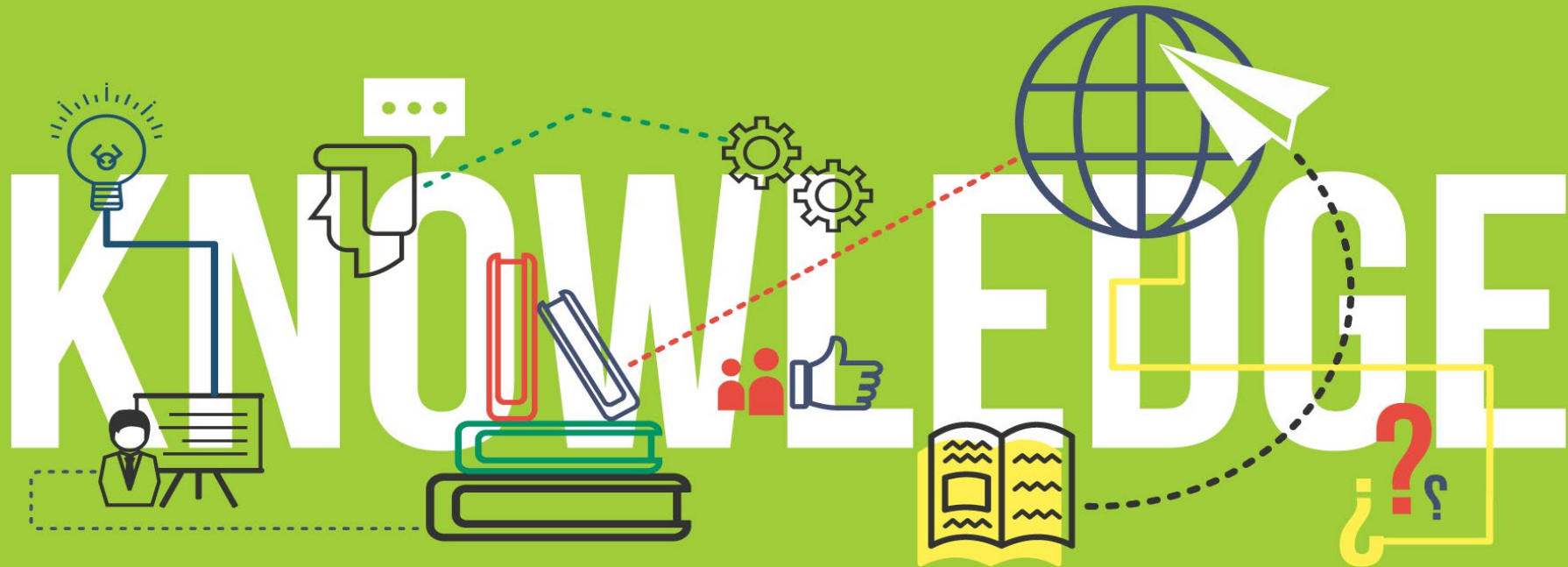


**YEAR 8**

KNOWLEDGE  
ORGANISERS

**Autumn Term** 2024-2025



Background vector created by GraphiqaStock - www.freepik.com

*Helping you to Master the Minimum!*

# Contents

- 2 Introduction -  
What are Knowledge Organisers?**
- 3 How to use Knowledge Organisers**
- 4 Art & Design Knowledge Organiser**
- 5 Classics Knowledge Organiser**
- 6-7 Computer Science Knowledge Organisers**
- 8-12 D&T Knowledge Organisers**
- 13-14 Drama Knowledge Organisers**
- 15-16 English Knowledge Organisers**
- 17-20 French Knowledge Organisers**
- 21-22 Geography Knowledge Organisers**
- 23-26 German Knowledge Organisers**
- 27-29 History Knowledge Organisers**
- 30 Mathematics Knowledge Organiser**
- 31-32 Music Knowledge Organisers**
- 33 Personal Development Knowledge  
Organiser**
- 34 PE Knowledge Organiser**
- 35 Religious Studies Knowledge Organiser**
- 36-39 Science Knowledge Organiser**
- 40-43 Spanish Knowledge Organisers**

## What are Knowledge Organisers?

A Knowledge Organiser specifies the essential knowledge that you need to memorise and retain for a unit of work. It is contained on a single A4 page and organised in a way to aid learning. The knowledge they contain are the building blocks of effective learning; it does not include everything you could and should know about a unit of work but the essential knowledge that you need to memorise.

This booklet contains all of the Knowledge Organisers for the units you will study in your subjects between September and Christmas.

## Why are Knowledge Organisers important?

At secondary school you will study complex ideas and be asked to think in an analytical way; this is what makes learning an enjoyable process. To be able to think about difficult problems and question new ideas, you need know core factual detail to help you think critically. For example, if you have memorised your times tables your brain can focus on a complex Mathematics problem rather than working out  $9 \times 4$ . Being confident in your knowledge of the basics frees up your brain to focus on the complex. Once you have a secure knowledge of a unit of work, future learning is easier. Cognitive Scientists, who study how memory works, have shown us that we learn new information by linking it to knowledge we already have. The more knowledge we have, the easier it is to learn.

Knowledge Organisers are also useful as a reference point if you are struggling to remember information in a lesson or if you have been absent in a lesson. They will help you to be more effective learners.

## How to use Knowledge Organisers effectively

Just having a Knowledge Organiser stuck into your exercise book or having this booklet in your bag will not help your learning.

You need to spend time, both in lessons and at home, memorising the content within them. Your teachers will help you do this by using them in lessons and setting homework tasks based upon them. Learning information can be uncomfortable and difficult but that is okay. That is how we improve.

Making sure we remember knowledge in the long term requires some hard work. You are probably confident with your Times Tables because your primary school teachers tested you on them regularly and you played online games to test yourself. The reason this works, is because you have been doing something called **retrieval practice**. Through the act of remembering, our memory is strengthened and forgetting is less likely. Every time you have to remember information it changes the original memory to make it stronger.

## Retrieval Practice techniques you can use at home:

### Look, Cover, Say, Write, Check

- Exactly as it sounds. Look at a section of the Knowledge Organiser, cover the information you are trying to remember, say it aloud or write it down and then check you are correct. Keep doing this until you consistently get the answers correct. This works particularly when learning new vocabulary.

### Quizzing

- Write your own quiz questions based on the information on your Knowledge Organiser. You could work with your peers or those you live with to quiz you until you have memorised the information.

### Flash Cards

- Create your own set of flash cards. Write a question on one side and the answer on the other. You could even create these online using [quizlet.com](https://www.quizlet.com)

### Mind Dump

- Write down all of the key information you can remember on a topic or unit of work. Compare this to your Knowledge Organiser to see if there is anything you have missed.

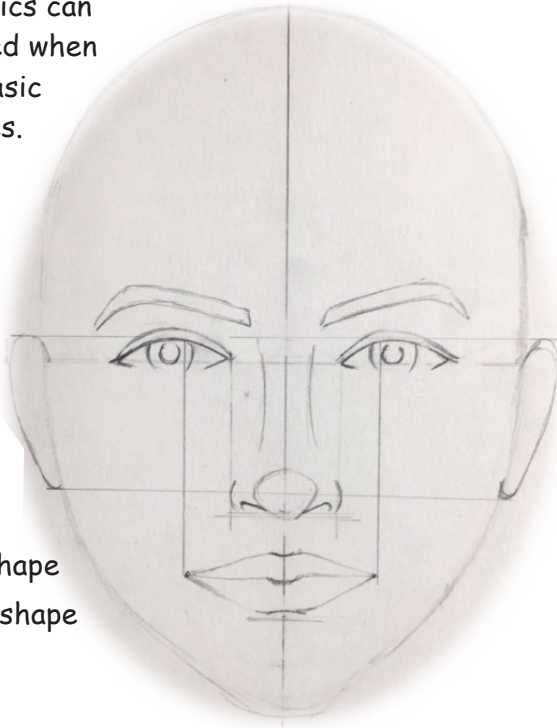
Make sure that you carry out these memorising strategies regularly. Can you remember what you did last week, last month, last term? The more often you recall information from your memory, the stronger that memory becomes.

## Proportional Measurements and Feature Shapes

Individual characteristics can become less complicated when we plan them using a basic structure and guidelines.

They include:

- Line of symmetry
- Eyes  $\frac{1}{2}$  way down
- Nose  $\frac{1}{4}$  from chin
- Bottom of Lips  $\frac{1}{8}$
- Eye Arc/lid/iris/pupil shape
- Eyebrows
- Nose guideline and shape
- Mouth guideline and shape
- Hairline and shape
- Neck and shoulders

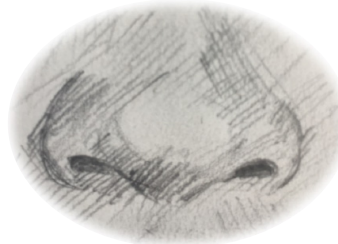
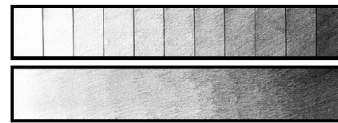


## Tone is the blend of light and shade in an image

Tone helps express space, depth, and form (shape). This can be achieved by creating areas of tone or by blending/fading.

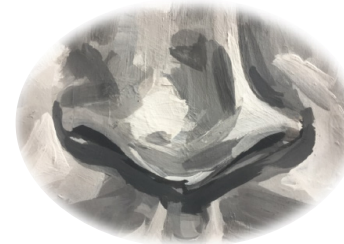
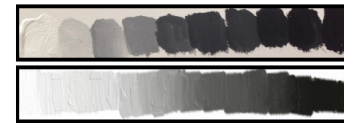
### Drawing Skills

- Hatching-controlling pressure
- Cross hatching (layering hatching)



### Painting Skills

- Mixing and applying varied tones
- Blending tonal areas



## Idea/Context

### CHIAROSCURO

Chiaroscuro is an Italian artistic term used to describe the dramatic effect of contrasting light and dark tones in an artwork.



Caravaggio—Self Portrait

Strong lighting and shadows help create and emphasise three-dimensional volume.

## Drawing and Painting Skills and Techniques

1. Applying proportional portrait measurements
2. Recording accurate feature shapes
3. Using varied weight of line
4. Creating a range of different tones
5. Blend/fade tone to create 3D volume

## Basic Face Shapes

### Oval

Straight sides and equally curved top and bottom

### Round

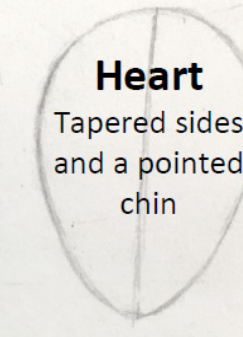
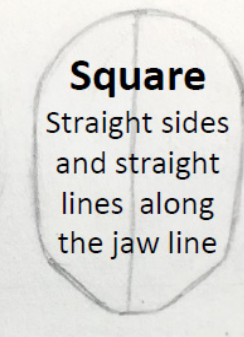
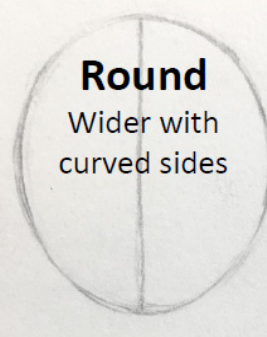
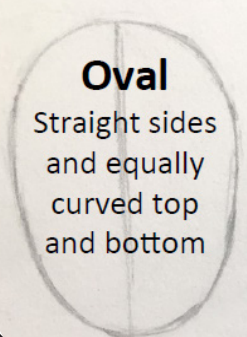
Wider with curved sides

### Square

Straight sides and straight lines along the jaw line

### Heart

Tapered sides and a pointed chin



Vermeer—Girl with a pearl earring



## Key Vocabulary



	STAGE 9			STAGE 10			STAGE 11	
1	<b>agnoscit</b>	recognizes	1	<b>abit</b>	goes out	1	<b>capit</b>	takes, captures
2	<b>celeriter</b>	quickly	2	<b>vos</b>	you plural	2	<b>vir</b>	man
3	<b>cupit</b>	wants	3	<b>vehementer</b>	loudly, strongly	3	<b>civis</b>	citizen
4	<b>dat</b>	gives	4	<b>accipit</b>	accepts	4	<b>verberat</b>	beats
5	<b>dies</b>	day	5	<b>uxor</b>	wife	5	<b>convenit</b>	meets
6	<b>emittit</b>	throws, sends out	6	<b>tacet</b>	is silent, is quiet	6	<b>vale!</b>	Goodbye!
7	<b>fert</b>	brings, carries	7	<b>contentus</b>	satisfied	7	<b>credit</b>	trusts, believes
8	<b>homo</b>	man, human	8	<b>suus</b>	your	8	<b>stultus</b>	stupid
9	<b>hospes</b>	guest	9	<b>exclamat</b>	exclaims	9	<b>de</b>	down from, about
10	<b>ille</b>	that	10	<b>solus</b>	alone	10	<b>sollicitus</b>	worried
11	<b>inspicit</b>	looks at, examines	11	<b>frater</b>	brother	11	<b>favet</b>	favours, supports
12	<b>iterum</b>	again	12	<b>servat</b>	saves	12	<b>senator</b>	senator
13	<b>manet</b>	remains, stays	13	<b>habitat</b>	lives	13	<b>invitat</b>	invites
14	<b>medius</b>	middle	14	<b>semper</b>	always	14	<b>pugna</b>	fight
15	<b>mox</b>	soon	15	<b>imperium</b>	power	15	<b>it</b>	goes
16	<b>offert</b>	offers	16	<b>quam</b>	than	16	<b>promittit</b>	promises
17	<b>ostendit</b>	shows	17	<b>invenit</b>	finds	17	<b>legit</b>	reads
18	<b>post</b>	after	18	<b>portus</b>	harbour	18	<b>primus</b>	first
19	<b>procedit</b>	proceeds, advances	19	<b>liber</b>	book	19	<b>liberalis</b>	generous
20	<b>pulcher</b>	beautiful	20	<b>pax</b>	peace	20	<b>placet</b>	pleases
21	<b>revenit</b>	returns, comes back	21	<b>nos</b>	us, we	21	<b>minime!</b>	no!
22	<b>tradit</b>	hands over				22	<b>nunc</b>	now
						23	<b>murus</b>	wall
						24	<b>noster</b>	our

## Nouns

		1	2	3
1	<b>Nom Sing</b>	-a	-us	-or/is/s/x/r
2	<b>Acc Sing</b>	-am	-um	-em
3	<b>Dat Sing</b>	-ae	-o	-i
4	<b>Nom Plural</b>	-ae	-i	-es
5	<b>Acc Plural</b>	-as	-os	-es
6	<b>Dat Plural</b>	-is	-is	-ibus

- Nominative = Subject
- Accusative = Object
- Dative = To or For

## Verbs

		PRESENT	IMPERFECT	PERFECT
1	<b>I</b>	-o	-bam	-vi
2	<b>You Sing</b>	-s	-bas	-vistis
3	<b>He/She/It</b>	-t	-bat	-vit
4	<b>We</b>	-mus	-bamus	-vimus
5	<b>You Plural</b>	-tis	-batis	-vistis
6	<b>They</b>	-nt	-bant	-verunt

was/were ...ing

.....ed

## Binary Basics

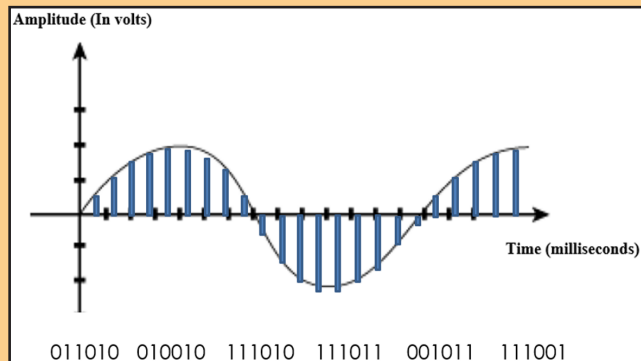
- 1 Binary is base 2.
- 2 Humans count in base 10 because we have 10 fingers.
- 3 Goes up in powers of 2.
- 4 Normal numbers are called denary.
- 5 Example of an 8 bit binary number.

20 =

128	64	32	16	8	4	2	1
0	0	0	1	0	1	0	0

## Sound (Sampling)

- 1 Sampling is recording small chunks of sound at regular intervals.
- 2 Digital processing is changing the binary values in a sound file.
- 3 Sound is represented by measuring the amplitude of a sound wave is measured at regular intervals and stored as a binary value:



## Binary Addition

### THE GOLDEN RULES:

$$0 + 0 = 0$$

$$1 + 0 = 1$$

$$1 + 1 = 10$$

$$1 + 1 + 1 = 11$$

### BINARY ADDITION EXAMPLE:

Number Chart:	16	8	4	2	1
1 <sup>st</sup> Number (11)	0	1	0	1	1
2 <sup>nd</sup> Number (6)	0	0	1	1	0
Remainder	1	1	1		
The Answer (17)	1	0	0	0	1

## Text (ASCII)

- 1 Represents characters (not just letters) in BINARY
- 2 All characters are represented by unique binary numbers.
- 3 If you know the denary, simply convert to binary to find out the ASCII value. E.g:

A	=	128	64	32	16	8	4	2	1
↕		0	1	0	0	0	0	0	1
65									

## Images (Pixels)

- 1 Images are made of pixels.
- 2 Colour depth is the number of colours per pixel.
- 3 Each pixel is represented by a binary number.



24 bit.png  
16,777,216 colors  
98 KB



2 bit.png  
4 colors  
6 KB (-94%)

# Computer Science My Digital World

## Website Quality - how to check?

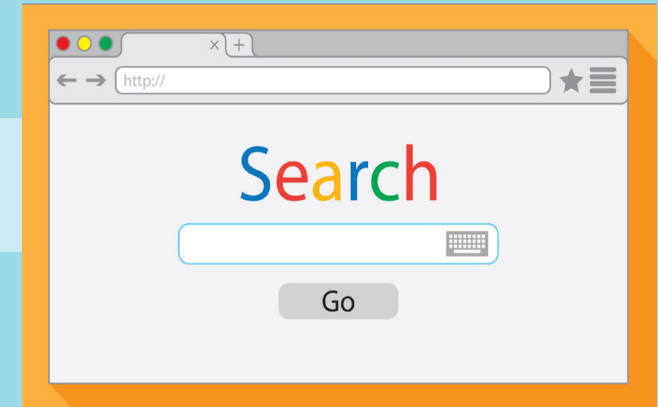
1	All website links work properly.
2	No spelling / grammar mistakes.
3	Website is up to date.
4	The website's information can be found on other websites too.
5	Company's name is part of the website address / URL.
6	The website looks professional.

## Cyber Abuse

1	Collect evidence, use screen shots / snips if you can.
2	Tell a trusted adult (parent / teacher).
3	Try to "block" them.
4	Temporarily suspend your account and give yourself a break.

## Search Engine Hacks

1	-	Shows pages with the FIRST word, but not the second.	Usually shows less results.
2	OR	Shows pages with both words together, and separately.	Usually shows more results.
3	" "	Only brings back words that are next to each other, a phrase.	Usually shows less results.



## Online Dangers

Dangers		Preventions	
1	"Free" illegal software.	1	Good Netiquette (how you behave online).
2	Chatrooms with online friends, not physical friends.	2	Using HTTPS instead of HTTP.
3	Paying for things over a public network.	3	Having an up-to-date VIRUS checker.
4	Using a computer that can access the WHOLE web (dark web included)	4	Have time away from technology, give yourself a break.
5	Being addicted to your digital life.	5	Only use links you know are suitable.
6	Posting images of yourself online.	6	Don't make new friends in chat rooms.

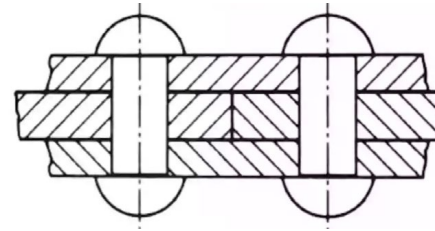
# DT Project: Dakota (CT)



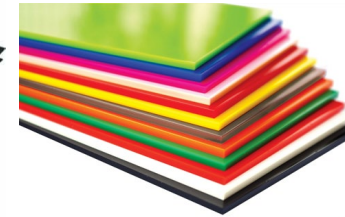
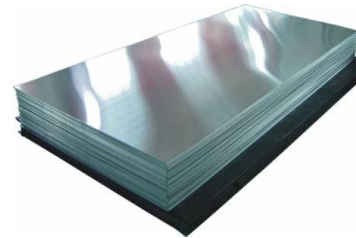
## Key Vocabulary

1	<b>Block-sanding</b>	Using wood block and grades of sand paper to shape and smooth wood in 3D.
2	<b>Centre Punch</b>	Hand tool use with engineers hammer to create dent in metal surface prior to drilling.
3	<b>Coping saw</b>	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
4	<b>Cutting Brake</b>	Machine tool designed to achieve long accurate straight cuts in sheet metal.
5	<b>File</b>	Removes waste on sheet metal. Used to help shape and smooth edges.
6	<b>Letter Stamps</b>	Hand tool used with engineers hammer to indent letter and number forms into surface of sheet metal.
7	<b>Industrial Fan Oven</b>	Oven designed to heat plastic materials (acrylic) to enable it to be shaped in a forming jig.
8	<b>Machine - 3D Printing</b>	CAM machine which creates complex shapes by building up in layers - e.g. propellor
9	<b>Pillar drill</b>	Machine used for drilling holes. In conjunction with a hand vice and/or machine vice
10	<b>Solid Rivet</b>	A mushroom-shaped fastener used to clinch metal sheets together by closing and doming the shank end to create a double headed shape.
11	<b>Spokeshave</b>	Hand tool designed to shape square edges of wood into curves – an ideal sculpting tool.
12	<b>Steel rule</b>	Used to measure when marking out in millimetres (mm).
13	<b>Tin snips</b>	Hand tool designed to cut sheet metal using the shearing method.
14	<b>Try square</b>	Used for marking out to ensure straight lines are 90° from the edge of the wood.

Rivet joint diagram



**Scots pine** - A straight-grained softwood but knotty. Light in colour. Fairly strong but easy to work with. Cheap and readily available.



Aluminium / Duralumin

Acrylic Thermoplastic / polymer

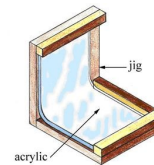


Try square

Steel rule

Tin Snips

Solid rivet



Former/Bending jig

Spoke Shave

Letter stamps

Centre Punch



Belt sander

Pillar drill

Cutting Brake

Fan Oven



## Key Vocabulary

1	<b>Iconic Design</b>	Design that is 'groundbreaking' and one that sets new standards in its field. It is a design that other designers and manufacturers follow, as it becomes a benchmark for other similar products. It stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries. (Technologystudent.com).
2	<b>Powered flight</b>	To achieve lift by means of forward motion.
3	<b>I-C Engine</b>	Piston engine that burns petrol-air mixture in the cylinder to create rotary output (effort).
4	<b>Power to weight ratio</b>	Proportion of power output available relative to the weight (of the engine).
5	<b>Commercial</b>	The ability to make a profit from a given activity.
6	<b>Dakota/ Douglas DC3 /C47</b>	The most important aircraft design in the history of flight with many different type-allocations but all based on the original DC3 iteration.
7	<b>Monocoque design</b>	Where the outer skin is also stressed to bear the load – removing the need for a separate frame.
8	<b>Aerodynamic</b>	A shape that efficiently cuts through the air with the minimum of drag.
9	<b>Monoplane</b>	An efficient aircraft design that uses one pair of wings only.
10	<b>Air cooled Radial engine</b>	An aviation engine using pistons arranged in circle around a single crank and using air flow to cool and maintain optimum operating temperature.
11	<b>Flaps</b>	Extended and hinged sections to the trailing edges of (wings) to increase lift on take-off and slow the plane quicker when landing.
12	<b>Hydraulics</b>	Systems such as the landing gear operated by means of pressurised oil in pipes operating pistons to achieve movement.
13	<b>Rosie the Riveter</b>	Name given to all the women working in WW II factories making machines for the war effort including the Dakota and other aircraft.
14	<b>Centre of Gravity</b>	Developed versions of an original design idea – exemplified with the DC1 becoming the DC2, then the DC3 and then the C47.

## Dakota Iterations



Developed versions (iterations) of an original design idea – exemplified with the DC1 becoming the DC2, then the DC3 and then the C47.



Monoplane v. Biplane



Radial Engine



Rosie the Riveter



Wing flaps

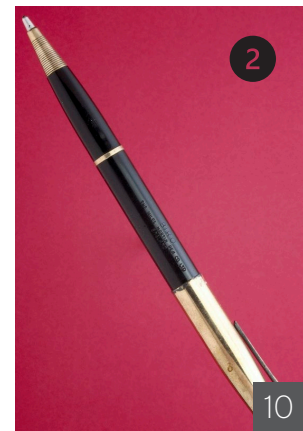
# DT Project Dakota: Design Icons



## Key Vocabulary

1	<b>Anglepoise</b>	Desk lamp 1930's George Carwadine
2	<b>Ballpoint pen</b>	Lazlo Biro* 1930s John Loud 1880s
3	<b>Chanel No5</b>	Perfume 1920's Coco Chanel
4	<b>Coca Cola</b>	Soft Drink 1880's Dr John Pemberton
5	<b>Citroen DS car</b>	1960s Flaminio Bertone
6	<b>Concorde</b>	Supersonic Airliner 1960's SNECMA -BAE- RR
7	<b>Corn Flakes</b>	Breakfast cereal 1900's
8	<b>E type Jaguar</b>	Sports Car 1960s William Lyons
9	<b>FX4 taxi</b>	BMC 1960s
10	<b>Jeans</b>	Levi and Davis Strauss 1870s
11	<b>LBD</b>	Coco Chanel 1920's
12	<b>Mallard</b>	Fastest steam Loco 1930s - Sir Nigel Gresley
13	<b>Mini Skirt</b>	Mary Quant 1960s
14	<b>Route-master</b>	Bus 1960s AEC
15	<b>Spitfire</b>	1930-40s Used in and after World War 2.

## Design Icons



# Food Topic 1: International Cuisine



## Key Vocabulary

1	<b>International</b>	Around the world
2	<b>Cuisine</b>	A style characteristic of a particular country or region with which specific ingredients, cooking methods, equipment and presentation and serving styles are associated.
3	<b>Culture</b>	The characteristics that make up a lifestyle such as language, clothing, food, religion.
4	<b>Climate</b>	Weather conditions in a particular place.
5	<b>Diet</b>	A pattern that shows kinds of food a person, animal or community usually eats.
6	<b>Farming</b>	A place where cattle and other livestock are reared.
7	<b>Traceability</b>	The ability to identify, track and trace a product.
8	<b>Region</b>	A specific area of a country.
9	<b>Seasonal food</b>	Foods grown, reared and harvested in the seasons of the year for the food to be at its best.
10	<b>Lion mark</b>	British hens have been vaccinated against salmonella. High strict code of practice for egg farming.
11	<b>Best before end</b>	The food will be safe to eat but may not be at its best in terms of quality.
12	<b>Modifying / adapting</b>	Changing a particular part of a food.
13	<b>Vegetarian</b>	A person who does not eat meat or fish and sometimes specific dairy products.
14	<b>Sensory evaluation</b>	Evaluating a food using our senses – sight, smell, touch, sound.

Climate controls what foods can be caught, reared or grown.  
Cattle is reared in cooler climates.



A cuisine is a style of cooking from a particular country or region of the world. Different cuisines have different **ingredients, styles and preparation & cooking techniques**. Some examples are shown below. **Staple foods** are crops that grow in particular parts of the world due to their climate and conditions. E.g. wheat in Europe, rice in Asia or maize in South America.



Roast dinner, Fish & Chips, Bakewell Tart.



Sushi, Ramen, Udon Noodles, Jasmine Rice.



Pizza, Pasta, Lasagne, Risotto, Gelato.



Spring Rolls, Stir Fry, Sweet & Sour, Chow Mein.



Chilli Con Carne, Burritos, Tacos, Salsa, Guacamole.



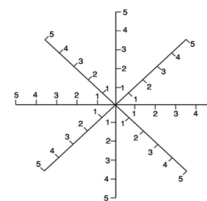
Samosas, Curries, Tandoori chicken/ Nan Breads.



Tapas, Paella, Chorizo, Patatas bravas, tortilla.



France



# Food Topic 2: Diet, Food & Hygiene/Safety



## Key Vocabulary

1	<b>Nutrients</b>	Natural chemical substances in food that are essential for body growth, function and general development.
2	<b>Macro nutrient</b>	Nutrients needed in larger quantities by the body (Fat, Protein & Carbs – sugar/starch/fibre)
3	<b>Micro-nutrient</b>	Nutrients needed in smaller quantities by the body (Vitamins & minerals)
4	<b>Contamination</b>	The presence of harmful microorganisms or chemicals in food
5	<b>4C's</b>	Strict safety measures taken to avoid food poisoning. Cleaning, cooking, chilling of food and cross-contamination.
6	<b>Danger Zone</b>	The temperature in which bacteria can rapidly multiply (5C-63C)

## Food Science - Bread

7	<b>Gluten</b>	A protein which becomes stretchy and elasticated for bread.
---	---------------	---

**Farming Method**  
 0 = Organic  
 1 = Free Range  
 2 = Barn  
 3 = Cage

**Country of Origin**  
 e.g. UK

**Additional standards for Lion Quality eggs**

**Lion Mark**  
 British eggs from hens vaccinated against Salmonella and produced to a strict Code of Practice

**Farm ID**  
 A specific code denoting the actual farm where the eggs were produced

**Best Before Date**



### Key temperatures

**75 degrees Celsius + COOKING**  
 (bacteria is reduced so safe to eat)

**5 – 63 degrees Celsius DANGER ZONE**  
 (bacteria multiplies at the quickest rate)

**0-5 degrees Celsius FRIDGE**  
 Bacteria multiplies slowly

**-18 Degree Celsius FREEZER**  
 Bacteria is dormant

### Deficiency in fibre

A diet lacking in fibre can lead to diverticular disease and increases the risk of bowel cancer.

## 4 Cs of Food Hygiene

	Effective <b>cleaning</b> removes bacteria on hands, equipment and surfaces, helping to stop harmful bacteria from spreading onto food.
	<b>Cooking</b> food at the right temperature and for the correct length of time will ensure that any harmful bacteria are killed. Always check the advice on food packaging and follow the cooking instructions provided.
	<b>Chilling</b> food properly helps stop harmful bacteria from growing
	<b>Cross-contamination</b> is what happens when bacteria or other microorganisms are unintentionally transferred from one object to another. The most common example is the transfer of bacteria between raw and cooked food.

### Eatwell Guide

Check the label on packaged foods. Each serving 100g covers: Energy (kJ/kcal), Fat, Saturates, Carbohydrate, Protein, Fibre, Salt, Sugar.

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Choose wholegrain or higher fibre versions with less added fat, salt, sugar and additives.

Water, lower fat milk, sugar-free drinks including tea and coffee all count. Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose unsaturated oils and use in small amounts.

Choose lower fat and lower sugar options.

Oil & spreads

Choose unsaturated oils and use in small amounts.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Name of the Nutrient	Sources	Function	
<b>Carbohydrates</b> (energy giving food)	Rice, potato, wheat, sugar	Provides energy	
<b>Fats</b> (energy giving food)	Butter, ghee, milk, cheese	Gives more energy compared to carbohydrates	
<b>Vitamins and Minerals</b> (protective food)	Fruits and vegetables	Required for normal growth and development	
<b>Proteins</b> (body building food)	Milk, eggs, meat, fish, soybean	Helps in building and repair of body	



# Year 8 Drama : Dramatic Status



**Status** : Your rank or standing in society. Those with high status have power and/control over others



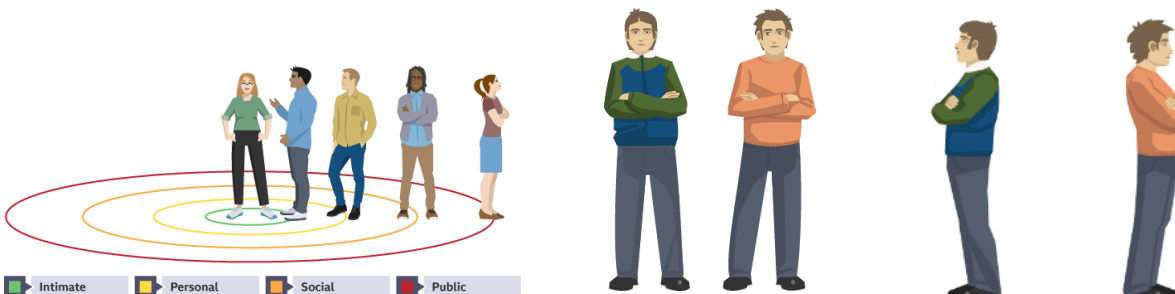
## Key Vocabulary

1	<b>Dramatic Status</b>	is the relative power one character has over another character – this can link to a character’s confidence in different situations. .
2	<b>Proxemics or Spatial relationships</b>	refers to the use of space between actors and how that use of space communicates their relationship to the audience.
3	<b>Status Transaction/ Transfer</b>	where one character’s status changes up or down. Their status can be taken or given away.
4	<b>Duologue</b>	a play or part of a play with speaking roles for only two performers.

## How to communicate status?

1	<b>Levels</b>	refers to the use of different heights, through standing or sitting, to convey meaning on stage. They can be used to signal status and character relationships. For example, a more dominant character (high status) may stand towering over a vulnerable character (low status).
2	<b>Facial expressions</b>	A facial expression conveys an emotion that tells us about the character and the way they react to the situation. A facial expression can also convey the character’s true feelings.
3	<b>Body Language</b>	Communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener.
4	<b>Eye contact or the lack of eye contact</b>	Eye contact is the state in which two people look directly into one another's eyes or avoiding eye contact completely could indicate a strained relationship.
5	<b>Proxemics</b>	The space left between characters
6	<b>Verbal Communication</b>	Use of the voice by altering volume/tone/emphasis or silence

## Proxemics:





# Year 8 Drama : Melodrama



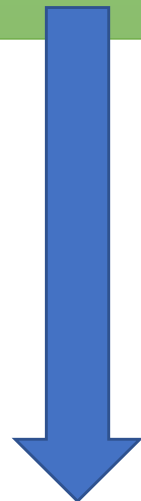
**Melodrama** : a sensational (amazing/shocking) dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions.

## Key Vocabulary

1	<b>ASIDE</b>	when the action freezes and a character speaks directly to the audience.
2	<b>DRAMATIC IRONY</b>	when the audience know something the other characters do not.
3	<b>CAPTIONS</b>	short lines of dialogue visually presented for the audience to read.
4	<b>LANGUAGE</b>	the word choices made by the playwright/performer. Word choices can say a lot about a character, including social class, educational background, emotional state, relationships with others, nationality, and profession.
5	<b>EXPOSITIONAL</b>	Statement that gives a lot of information or explanation.

## Stock Characters

The Hero	The Villain's Assistant
The Heroine	The Rogue
The Villain	Aged Parents



## Narrative Structure

Exposition
Background
Rising Action
Climax
Falling Action
Resolution

## Design in Melodrama

1	<b>Costume</b>	Costume design reinforces stereotypes. Colour might be used symbolically (red for danger, black for the villain, white for purity) and accessories might be added for dramatic effect e.g., a cloak to swish menacingly.
2	<b>Set and Lighting</b>	The set in a melodrama should create an atmosphere. There may be shadowy corners in which a villain could lurk. You may need several doorways for dramatic entrances and exits and thrilling chase sequences. Levels could also create shadowy corners or sudden flashes could add dramatic effect to surprise entrances. Colour again could be used symbolically.
3	<b>Sound and Music</b>	Sound effects can be used in melodrama to add atmosphere – a stormy night, driving rain, howling wind, an advancing steam train. Effects could be added to performer's voices, such as an echo for evil laughter. Fast music might increase the tension for a chase sequence; slow, creepy music might add tension to a dangerous situation.

## Key Vocabulary



1	<b>Dystopia</b>	An imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.
2	<b>Utopia</b>	An imaginary community or society that possesses highly desirable or nearly perfect qualities for its members.
3	<b>Totalitarianism</b>	A government, system or individual which restricts its people's rights and controls their lives in what is called a totalitarian state.
4	<b>Oppression</b>	Cruel or unjust (unfair) treatment.
5	<b>Tyranny</b>	Abuse of power/cruel and unreasonable use of power.

## Key Narrative Terms

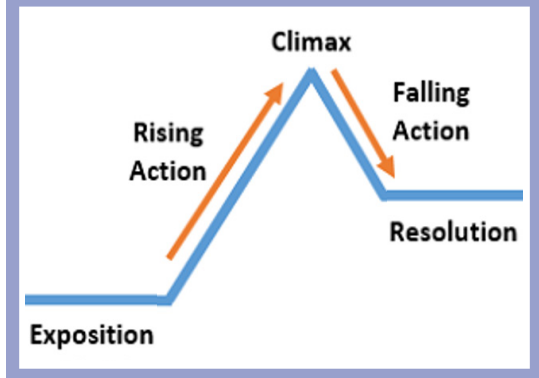


1	<b>Narrative</b>	A written or spoken account of events/a story.
2	<b>Genre</b>	A category of literature e.g. science fiction, gothic, comedy, dystopian.
3	<b>Plot</b>	The main events in the narrative (story)/ the storyline.
4	<b>Theme</b>	An idea that recurs throughout a text, the ideas that the writer wants the reader to think about.
5	<b>Narrative perspective</b>	The point of view that a story is told from: usually first person (I/me) or third person (he, she, they).
6	<b>Atmosphere</b>	The feeling created in a text e.g. 'unsettling', 'hopeful', 'mysterious'. Sometimes called 'mood'.
7	<b>Tension</b>	Something a writer creates and builds in a story to create emotions such as fear and worry for the reader and characters in the story.

## Elements of Structure & Language

1	<b>Analepsis</b>	A past event that is narrated at the present time in the story.
2	<b>Exposition</b>	Introduction of plot, setting or character.
3	<b>Conflict</b>	The conflict in the story is something that goes wrong or a challenge that drives the plot of the story forwards.
4	<b>Climax</b>	The moment that the tension in the narrative reaches its peak.
5	<b>Resolution</b>	(Denouement) the end of the story where the conflict is resolved.
6	<b>Omission</b>	The deliberate 'leaving out' of key information.
7	<b>Foregrounding</b>	A detail or feature the writer draws the reader's attention to.
8	<b>Dialogue</b>	A conversation between two or more people- the words that the people say.
9	<b>Sensory imagery</b>	Creating imagery that appeals to the senses of taste, touch, smell, sight and sound.
10	<b>Metaphor</b>	When a writer describes something in a non-literal way to convey meaning - e.g. describing the branches of a tree to be claws to create a sinister atmosphere.

## The Narrative Arc



## The Central Themes of Dystopian Novels

1	<b>Government control and loss of individual freedom</b>	When people lose their freedom and rights because the government uses force and violence to maintain control over laws, education and privacy.
2	<b>Health/Environmental destruction</b>	Where disease or natural disasters cause destruction that creates a world in which people struggle and suffer.
3	<b>Technological control</b>	Where technology is used to gain control over individuals or groups of people.
4	<b>Gender inequality</b>	A lack of equality between genders.

## Key Vocabulary



1	<b>Revolution</b> (noun)	An overthrow of a system or government in favour of a new one.
2	<b>Communism</b> (noun)	A political system in which all property is owned by the community and each person contributes and receives according to their ability and needs.
3	<b>Capitalism</b> (noun)	A political system in which all property is owned by private owners for profit, rather than by the community.
4	<b>Tyranny</b> (noun)	Abuse of power/cruel and unreasonable use of power.
5	<b>Rebellion</b> (noun)	An act of armed resistance against a government or ruler.
6	<b>Totalitarianism</b> (noun)	A government, system or individual which restricts its people's rights and controls their lives in what is called a totalitarian state.
7	<b>Oppression</b> (noun)	Cruel or unjust (unfair) treatment.
8	<b>Novella</b>	A short novel.
9	<b>Propaganda</b>	Spreading ideas, information or rumours in order to influence people's opinions and manipulate their beliefs.

## Characters

### Pigs:

1	<b>Old Major</b>	A prize-winning pig. He is the one who inspires all the animals to rebel against the humans. <b>He is considered an allegory for (he represents) Karl Marx and also sometimes Vladimir Lenin.</b>
2	<b>Napoleon</b>	A large boar (pig) who becomes the leader of Animal Farm. He is the main villain of the story. He secures his power through fear. <b>He is an allegory for Joseph Stalin.</b>
3	<b>Snowball</b>	He is the pig who challenges Napoleon for leadership. He is a good speaker and organiser. He easily wins the loyalty of most of the animals. <b>He is an allegory for Leon Trotsky.</b>
4	<b>Squealer</b>	He serves as Napoleon's public speaker. He twists and abuses language to excuse and justify Napoleon's actions. <b>He is considered an allegory for propaganda.</b>

### Horses:

1	<b>Boxer</b>	A loyal and dedicated horse. <b>He is an allegory for the working-class people of Russia.</b>
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## Key Information

1	<b>Allegory</b>	A story, picture or character that has a symbolic or hidden meaning. If something is an allegory it represents something else.
2	<b>About the novella</b>	Animal Farm was written in 1945 by George Orwell and is based on the cruel leaders of Europe.
3	<b>What is Animal Farm an allegory for?</b>	The events of the Russian Revolution.

## Language methods often used to persuade and argue

1	<b>Anecdote</b>	A short amusing or interesting story about a real incident or person.
2	<b>Facts</b>	Something that is true / can be proven.
3	<b>Opinion</b>	Something someone thinks.
4	<b>Repetition</b>	Words or phrases that are used more than once.
5	<b>Rhetorical Question</b>	A question used to make a point and have an effect, no answer is expected.
6	<b>Emotive Language</b>	Language used to create emotion in the audience e.g. 'he was depressed, bedraggled and lonely.'
7	<b>Statistics</b>	Facts using numbers / percentages
8	<b>Triplet / List of Three</b>	Three words or phrases used one after the other e.g. he was lonely, nervous and uncertain.
9	<b>Inclusive pronoun</b>	Pronouns used to create a sense of shared experience and link the writer to the audience e.g. "we" and "us".
10	<b>Hyperbole</b>	Obvious exaggeration. e.g. 'I've been waiting forever'
11	<b>Direct Address</b>	Using someone's name or a pronoun such as 'you/your' to speak directly to a particular person or group. "This is your responsibility"



# French

# Super 7s

The little words  
you use a lot



## THE SUPER 7

<b>TIME PHRASES</b> Specify when something is <b>present, past</b> or <b>future</b> or whether we would like something to happen in an ideal world ( <b>conditional</b> ).	<b>VERBS</b> Describe an <b>action, state</b> or occurrence - i.e. a doing, being or happening word.	<b>OPINIONS</b> Explain what <b>we think</b> about the action or state of being - <b>positive</b> or <b>negative</b> .	<b>JUSTIFIERS</b> Allow us to answer the question 'why?' <b>to give a reason</b> for our opinions... usually using 'because'.	<b>QUALIFIERS</b> Words that make our describing words even <b>more interesting</b> .	<b>ADJECTIVES</b> Words that <b>describe</b> nouns (people, places or things).	<b>CONNECTIVES</b> Words which <b>join together</b> two different, but related, parts of a sentence. They allow us to <b>extend</b> and develop our sentences.
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## YEAR 8

### 1. Time Phrases

1	normalement	normally
2	toujours	always
3	parfois	sometimes
4	souvent	often
5	tous les jours	every day
6	en général	in general
7	de temps en temps	from time to time
8	(ne VERB) jamais	never
9	la semaine dernière	last week
10	l'année dernière	last year
11	la semaine prochaine	next week
12	l'année prochaine	next year

### 4. Justifiers

1	parce que (c'est)	because (it is)
2	car (ils / elles sont)	because (they are)
3	parce que (c'était)	because (it was)
4	car (ce serait)	because (it would be)
5	comme	as

### 7. Connectives

1	et	and
2	mais	but
3	aussi	also
4	ou	or
5	avec	with
6	sans	without
7	cependant	however
8	pourtant	however
9	d'un côté	on the one hand
10	de l'autre côté	on the other

### 2. Verbs

1		avoir	to have
2	j'	ai	I have
3	elle/il	a	s/he has
4		être	to be
5	je	suis	I am
6	elle/il	est	s/he is
7		c' est	it is
8		il y a	there is /are
9	j'	étais	I was
10	elle/il	était	s/he was
11		c' était	it was
12		il y avait	there was / were
13	je	veux	I want to
14	je	dois	I must
15	je	peux	I can

### 3. Opinions

1	j'aime	I like
2	je n'aime pas	I don't like
3	j'adore	I love
4	je déteste	I hate
5	à mon avis	in my opinion
6	je voudrais	I would like to
7	je pense que	I think that
8	je crois que	I believe that
9	il me semble que	it seems to me that
10	j'aimais	I liked /used to like
11	j'aimerais	I would like to (Higher)

### 5. Qualifiers

1	très	very
2	assez	fairly
3	beaucoup (de)	a lot of
4	un peu	a bit
5	trop	too (much / many)
6	plus...que	more... than
7	moins...que	less... than
8	aussi...que	as... as
9	vraiment	really
10	presque	nearly / almost
11	complètement	completely
12	généralement	generally

### 6. Adjectives

1	intéressant	interesting
2	ennuyeux	boring
3	amusant	fun
4	bon / mauvais	good / bad
5	cool	cool
6	difficile	difficult
7	facile	easy
8	divertissant	entertaining
9	passionnant	exciting
10	relaxant	relaxing
11	spécial	special
12	incroyable	incredible

### Key Vocabulary



1	le lait	milk
2	l'eau	water
3	le fromage	cheese
4	le pain	bread
5	le poisson	fish
6	la viande	meat
7	les œufs	eggs
8	le poulet	chicken
9	les fruits	fruit
10	les légumes	vegetables
11	les pommes de terre	potatoes

### Core intent:

To be confident and competent in using the verbs 'manger' and 'boire' in the present and past tense.

### Common phrases

1	<b>J'aime le poulet car c'est souvent très savoureux.</b>	I like chicken because it is often very tasty.
2	<b>Normalement je mange du fromage et je bois du lait.</b>	Normally I eat cheese and I drink milk.
3	<b>Hier j'ai mangé du poisson et je l'ai aimé car c'était assez sain.</b>	Yesterday I ate fish and I liked it because it was quite healthy.

### Key Questions

1	<b>Qu'est-ce que tu manges/bois normalement?</b>	What do you normally eat/drink?
2	<b>Qu'est-ce que tu as mangé/bu hier?</b>	What did you eat/drink yesterday?

### Grammar

	de	some
1	de+ le	du (some ms)
2	de + les	des (some pl)
3	de la	(some fs)
4	de l'	(some m/fs)

### Adjectives

1	sain	healthy
2	moins cher	cheaper
3	délicieux	delicious
4	savoureux	tasty
5	fade	tasteless/bland
6	dégoûtant	disgusting
7	cher	expensive
8	malsain	unhealthy

### Present & Past Tense

Subject	Present - manger (eat)	Past - manger (ate)	Present - boire (drink)	Past - boire (drank)
Je (j') = I	mange	ai mangé	bois	ai bu
Tu = you	manges	as mangé	bois	as bu
Il/elle/on = he/she/one	mange	a mangé	boit	a bu
Nous = we	mangeons	avons mangé	buvons	avons bu
Vous = you (pl)	mangez	avez mangé	buvez	avez bu
Ils/elles = they	mangent	ont mangé	boivent	ont bu

### Opinions

1	<b>À mon avis</b>	in my opinion
2	<b>Je pense que</b>	I think that
3	<b>Je l'ai aimé</b>	I liked it
4	<b>J'ai pensé que</b>	I thought that

### Key Vocabulary



1	les huiles	oils
2	les graisses	fats
3	les produits laitiers	dairy products
4	les protéines (la viande/le poisson)	proteins
5	les glucides	carbohydrates
6	les fruits	fruits
7	les légumes	vegetables
8	les bonbons	sweets
9	les gâteaux	cakes
10	le sucre	sugar
11	le sel	salt

### Grammar

#### Quantities

1	trop de	too much
2	beaucoup de	a lot of
3	assez de	enough
4	plus de	more
5	moins de	less

### Core intent:

To be confident and competent in talking about eating and drinking healthily.

### Common phrases

1	Pour être en forme je dois manger beaucoup de légumes.	In order to be healthy I must eat lots of vegetables.
2	Je pense que les bonbons sont plus délicieux que les fruits.	I think that sweets are more delicious than fruit.
3	Pour être en forme il faudrait inclure assez d'huiles car je pense que les huiles sont plus saines que les glucides.	In order to be in shape you should include enough oils because I think that oils are healthier than carbohydrates.

### In order to

Pour + infinitive verb = in order to - e.g

1	Pour être en forme...	To be in shape/healthy...
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#### Modal verbs

2	Je ne dois pas	I must not
3	On ne doit pas	you must not
4	Il ne faut pas	you must not
5	Il faut	you must/it is necessary to
6	Je ne devrais pas	I should not
7	On ne devrait pas	you should not
8	Il ne faudrait pas	you should not

### Key Questions

1	As-tu un régime équilibré?	Do you have a balanced diet
2	Qu'est-ce qu'il faut manger/boire pour être en forme?	What should you eat/drink to be in shape?

### Key verbs

1	manger	to eat
2	boire	to drink
3	éviter	to avoid
4	inclure	to include

### Comparatives

1	Je pense que le lait est plus savoureux que	I find milk tastier than water.
2	Je pense que l'eau est moins savoureuse que le lait	I find water less tasty than milk.
3	Je pense que l'eau est aussi savoureuse que le lait	I find water as tasty as milk.

### Key Vocabulary



1	le sport	sport
2	l'exercice	exercise
3	les boissons gazeuses/sucrées	fizzy/sugary drinks
4	les cigarettes	cigarettes
5	l'alcool	alcohol
6	les drogues	drugs
7	le fast-food	fast food
8	8h par nuit	8hrs a night

### Near future tense

Je vais + infinitive

- 1 Pour mener une vie saine je vais faire de l'exercice.

### Basic conditional tense

Je voudrais + infinitive

- 1 Pour mener une vie saine je voudrais faire de l'exercice.

### Core intent:

To be confident and competent in talking about leading a healthy lifestyle.

### Common phrases

1	Pour mener une vie saine je dois dormir 8h par nuit.	In order to lead a healthy life I must sleep 8hrs a night.
2	Pour mener une vie saine je pense qu' il ne faut pas prendre de drogues car c'est toujours vraiment dangereux.	In order to lead a healthy life I think that you must not take drugs because that is always really dangerous.
3	A l'avenir pour mener une vie saine je ne vais pas boire d'alcool et aussi je voudrais faire plus d'exercice car je pense que ce sera très sain.	In the future in order to lead a healthy life I am not going to drink alcohol and also I would like to do more exercise because I think that it will be very healthy.

### In order to

Pour + infinitive verb = in order to - e.g

- 1 Pour mener une vie saine... To lead a healthy life...

### Modal verbs

2	Je ne dois pas	I must not
3	On ne doit pas	you must not
4	Il ne faut pas	you must not
5	Je ne devrais pas	I should not
6	On ne devrait pas	you should not
7	Il ne faudrait pas	you should not

### Key Questions

- 1 Qu'est-ce qu'il faut faire pour être en forme? What should you do to be in shape?

### Key verbs

1	mener	to lead
2	dormir	to sleep
3	faire	to do
4	fumer	to smoke
5	prendre	to take
6	manger	to eat
7	boire	to drink

### Adjectives

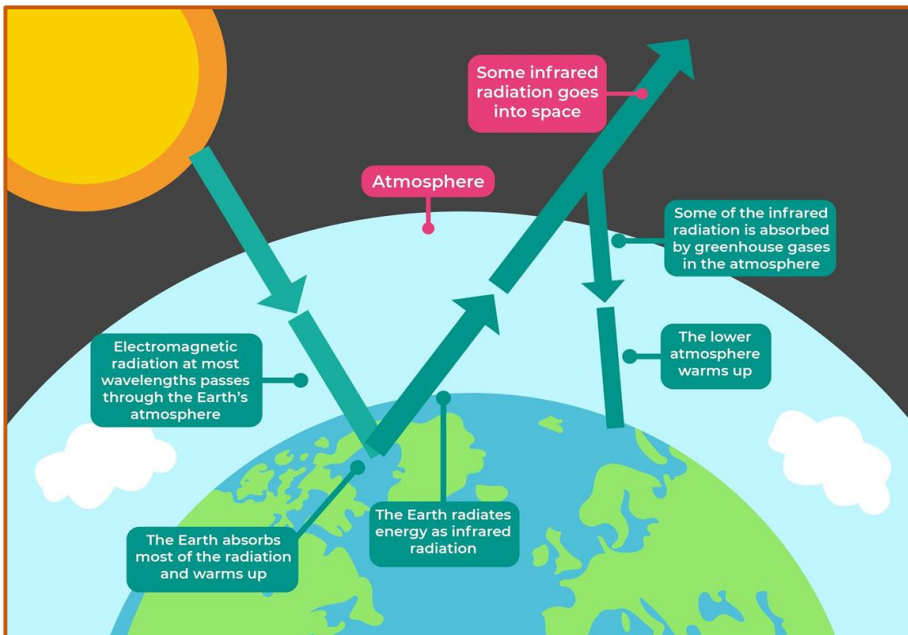
1	sain	healthy
2	raisonnable	sensible
3	une question de bon sens	common sense
4	facile à faire	easy to do
5	difficile à faire	hard to do
6	dangereux	dangerous
7	nocif	harmful
8	malsain	unhealthy

# GEOGRAPHY TOPIC 1: CLIMATE CHANGE

## KEY VOCABULARY

1	<b>Greenhouse Effect</b>	The Earth's atmosphere is very thin and made of a range of different greenhouse gases. The greenhouse gases trap the sun's radiation and heat our Earth's atmosphere. This is what keeps the earth warm enough to sustain life as we know it
2	<b>Adaptation</b>	Adapting to life in a changing climate involves adjusting to actual or expected future climates
3	<b>Mitigation</b>	Actions taken to reduce the long-term risks associated with climate change e.g. reducing greenhouse gas emissions.
4	<b>Greenhouse gases</b>	Carbon dioxide (CO <sub>2</sub> ), methane, water vapour, nitrous oxide and chlorofluorocarbons

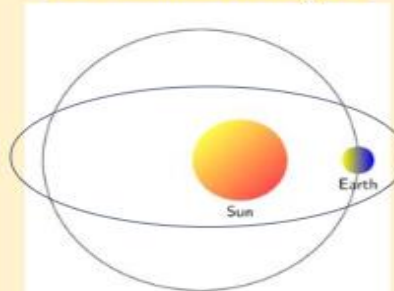
## THE GREENHOUSE EFFECT



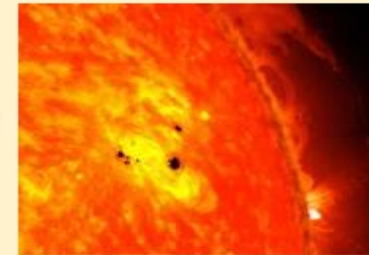
## NATURAL CAUSES OF CLIMATE CHANGE

There are three ways climate change can occur naturally:

### Orbital Change



### Solar Variation



### Volcanic Eruptions



## EVIDENCE OF CLIMATE CHANGE

**Temperature readings:** By looking back at the temperature records over centuries we can see how the temperature has changed.

**Ice cores:** As ice forms bubbles of air are trapped. This allows scientists to measure the CO<sub>2</sub> content in the air at that time.

**Tree rings:** Each year new wood grows on the outside of the tree trunk, forming a ring. Counting the rings will determine its age and the width will give an indication as to how hot or cold the climate was at the time.

**Diaries and paintings:** These show written and picture evidence of the climate in the past.

**Sea ice position** – The location of sea ice and the size can show the temperature and how it has changed.

## ENVIRONMENTAL vs HUMAN EFFECTS

### Environmental effects:

- Melting ice
- Rising sea level
- Ocean warming

### Human Effects:

- Drought
- Clean water availability
- Flooding

## KEY IDEAS - APPLICATION


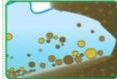
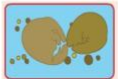
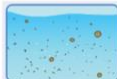
<b>Social Effects</b>	Factors that affect the lives of people or a community e.g. housing, education etc
<b>Economic Effects</b>	Factors that affect wealth and money e.g. unemployment
<b>Environmental Effects</b>	Factors that affect the environment e.g. pollution

# GEOGRAPHY TOPIC 2: Coasts and Oceans




## KEY VOCABULARY

1	<b>Swash</b>	The forward movement of water onto the beach.
2	<b>Backwash</b>	The backwards movement of water onto the beach.
3	<b>Erosion</b>	The wearing away of rock, stone or soil by wave action. This continuous action shapes the coastline.
4	<b>Transportation</b>	The movement of material from one place to another.
5	<b>Deposition</b>	The dropping of material onto the coast.
6	<b>Ecosystem</b>	Community of living organisms and their connections with the climate and the soil
7	<b>Coral Reef</b>	Underwater ecosystem made up of a ridge or mound of coral
8	<b>Marine Pollution</b>	The contamination of the sea by substances that are harmful to living organisms as a result of human activity.
9	<b>Biodegrade</b>	A process that enables a substance to break down into natural materials in the environment without causing harm.
10	<b>Gyres</b>	A circular pattern of ocean currents

## TYPES OF EROSION

<p><b>Hydraulic Action</b></p>  <p>Sea water forced into cracks causes the explosion of trapped air which breaks pieces off rock</p>	<p><b>Abrasion</b></p>  <p>Small material carried in the sea rubs and scrapes against the coastline wearing it away</p>	<p><b>Attrition</b></p>  <p>Large material carried in the sea collides and breaks up</p>	<p><b>Solution</b></p>  <p>Rocks such as limestone are dissolved by the salts and acid in the sea</p>
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## TYPES OF WEATHERING

 <p><b>Mechanical (physical/Freeze-thaw)</b></p>	 <p><b>Biological</b></p>	 <p><b>Chemical</b></p>
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## BEACHES

### PEBBLE

Cliffs are being eroded  
Destructive waves  
Concordant coastlines

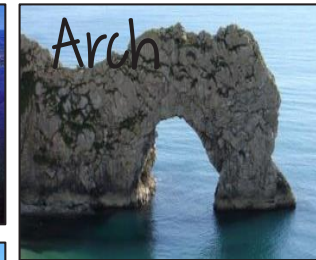


### SANDY

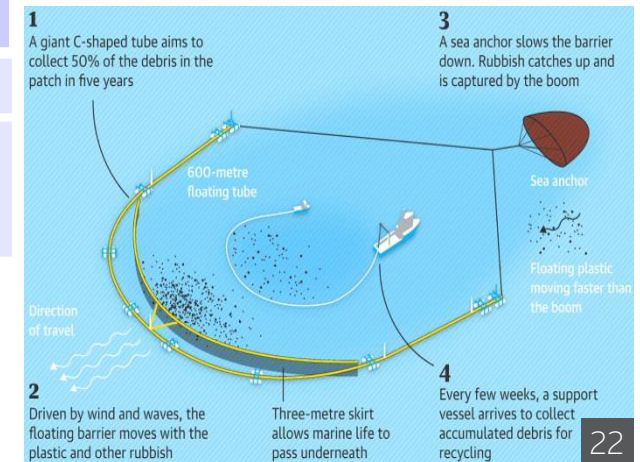
Bays – water is shallow  
Constructive waves  
Discordant coastlines



## COASTAL LANDFORMS



## OCEAN BOOM





## THE SUPER 7

TIME PHRASES	VERBS	OPINIONS	JUSTIFIERS	QUALIFIERS	ADJECTIVES	CONNECTIVES
Specify when something is <b>happening</b> – in the <b>present, past</b> or <b>future</b> or whether we would like something to happen in an ideal world ( <b>conditional</b> ).	Describe an <b>action</b> , state or occurrence – i.e. a doing, being or happening word.	Explain what <b>we think</b> about the action or state of being – <b>positive</b> or <b>negative</b> .	Allow us to answer the question 'why?' <b>to give a reason</b> for our opinions... usually using 'because'.	Words that make our describing words even <b>more interesting</b> .	Words that <b>describe</b> nouns (people, places or things).	Words which <b>join together</b> two different, but related, parts of a sentence. They allow us to <b>extend</b> and develop our sentences.

## YEAR 8

### 1. Time Phrases

1	<b>normalerweise</b>	normally
2	<b>immer</b>	always
3	<b>manchmal</b>	sometimes
4	<b>oft</b>	often
5	<b>jeden Tag</b>	every day
6	<b>ab und zu</b>	from time to time
7	<b>nie</b>	never
8	<b>letzte Woche</b>	last week
9	<b>letztes Jahr</b>	last year
10	<b>nächste Woche</b>	next week
11	<b>nächstes Jahr</b>	next year

### 4. Justifiers

1	<b>weil / da</b>	because (verb to end)
2	<b>denn</b>	because
3	<b>weil / da es .... war</b>	because (it was)
4	<b>weil es .... sein würde</b>	because (it would be)
5	<b>wie</b>	as

### 7. Connectives

1	<b>und</b>	and
2	<b>aber</b>	but
3	<b>auch</b>	also
4	<b>mit</b>	with
5	<b>Jedoch</b>	however
6	<b>oder</b>	or
7	<b>allerdings</b>	however
8	<b>ohne</b>	without
9	<b>trotzdem</b>	nevertheless
10	<b>einerseits</b>	on the one hand
11	<b>andererseits</b>	on the other
12	<b>obwohl</b>	although

### 2. Verbs

1		<b>haben</b>	to have
2	<b>ich</b>	<b>habe</b>	I have
3	<b>sie/er</b>	<b>hat</b>	s/he has
4		<b>sein</b>	to be
5	<b>ich</b>	<b>bin</b>	I am
6	<b>sie/er</b>	<b>ist</b>	s/he is
7		<b>es ist</b>	it is
8	<b>es</b>	<b>gibt</b>	there is / are
9	<b>ich</b>	<b>war</b>	I was
10	<b>sie/er</b>	<b>war</b>	s/he was
11	<b>es</b>	<b>war</b>	it was
12	<b>es</b>	<b>gab</b>	there was / were
13	<b>ich</b>	<b>will</b>	I want to
14	<b>ich</b>	<b>muss</b>	I must
15	<b>ich</b>	<b>kann</b>	I can

### 5. Qualifiers

1	<b>(nicht) sehr</b>	(not) very
2	<b>ziemlich / ganz</b>	quite
3	<b>etwas</b>	a bit
4	<b>zu</b>	too (much / many)
5	<b>mehr... als</b>	more... than
6	<b>weniger...als</b>	less... than
7	<b>wirklich / echt</b>	really
8	<b>fast</b>	nearly / almost
9	<b>total</b>	completely
10	<b>meistens</b>	mostly
11	<b>sowohl... als auch</b>	both... as well as...

### 3. Opinions

1	<b>ich mag</b>	I like
2	<b>ich mag nicht</b>	I don't like
3	<b>ich liebe</b>	I love
4	<b>ich hasse</b>	I hate
5	<b>meiner Meinung nach</b>	in my opinion
6	<b>ich möchte</b>	I would like to
7	<b>ich denke, dass</b>	I think that
8	<b>ich glaube, dass</b>	I believe that
9	<b>es scheint mir</b>	it seems to me that
10	<b>ich mochte</b>	I liked
11	<b>ich würde gern</b>	I would like to

### 6. Adjectives

1	<b>interessant</b>	interesting
2	<b>langweilig</b>	boring
3	<b>lustig</b>	fun
4	<b>gut / schlecht</b>	good / bad
5	<b>toll</b>	great
6	<b>leicht</b>	difficult
7	<b>schwierig</b>	easy
8	<b>unterhaltsam</b>	entertaining
9	<b>spannend</b>	exciting
10	<b>entspannend</b>	relaxing
11	<b>besonders</b>	special
12	<b>unglaublich</b>	incredible

### Key Vocabulary



1	<b>Hobbys</b>	hobbies
2	<b>Fußball/Gitarre spielen</b>	to play football/guitar
3	<b>Musik hören</b>	to listen to music
4	<b>fernsehen</b>	to watch TV
5	<b>schwimmen/ einkaufen gehen</b>	to go swimming/ shopping
6	<b>Gitarre/Klavier spielen</b>	to play the guitar/piano
7	<b>Skifahren</b>	to go skiing
8	<b>im Internet surfen</b>	to surf the internet
9	<b>in einem Chor singen</b>	to sing in a choir
10	<b>ein Buch lesen</b>	to read a book
11	<b>mich mit meinen Freunden treffen</b>	to go out with my friends
12	<b>ins Kino gehen</b>	to go to the cinema
13	<b>meine Hausaufgaben machen</b>	to do my homework

### Core intent:

To be confident and competent in using infinitive verbs to say what you like to do.

### Common phrases

1	<b>Ich mag (gern) Musik hören, denn es ist oft sehr unterhaltsam.</b>	I like to listen to music because it is often very entertaining.
2	<b>Ich hasse meine Hausaufgaben machen, weil es immer wirklich schwierig ist.</b>	I hate to do my homework, because it is always really difficult.
3	<b>Ich mag am liebsten ins Kino gehen, obwohl es meistens ziemlich teuer ist.</b>	Most of all I like going to the cinema although most of the time it is quite expensive.

### Present Tense

Subject	Present - mögen (to play)
<b>Ich = I</b>	mag
<b>Du = you</b>	magst
<b>Er/sie/es/man = he/she/it</b>	mag
<b>Wir = we</b>	mögen
<b>Sie = you (pl)</b>	mögen
<b>Sie = they</b>	mögen

### Key Questions

1	<b>Was machst du gern in deiner Freizeit?</b>	What do you like doing in your freetime?
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### Adjectives

1	<b>unterhaltsam</b>	entertaining
2	<b>spannend</b>	exciting
3	<b>entspannend</b>	relaxing
4	<b>einfach</b>	simple
5	<b>schwierig</b>	difficult
6	<b>anstrengend</b>	tiring
7	<b>teuer</b>	expensive
8	<b>schrecklich</b>	terrible

### Opinions

1	<b>Ich mag</b>	I like
2	<b>Ich mag nicht</b>	I don't like
3	<b>Ich hasse</b>	I hate
4	<b>Ich liebe</b>	I love
5	<b>Ich (mag) gern</b>	I like
6	<b>Ich (mag) lieber</b>	I prefer
7	<b>Ich (mag) am liebsten</b>	I like the most



### Key Vocabulary



#### Ich spiele... = I play...

1	<b>Golf</b>	golf
2	<b>Tennis</b>	tennis
3	<b>Rugby</b>	rugby
4	<b>Basketball</b>	basketball
5	<b>Federball</b>	badminton
6	<b>Fußball</b>	football
7	<b>Klarinette</b>	clarinet
8	<b>Klavier</b>	piano
9	<b>Schlagzeug</b>	drums
10	<b>Gitarre</b>	guitar

#### Ich mache...

1	<b>Leichtathletik</b>	athletics
2	<b>Turnen</b>	gymnastics
3	<b>Karate</b>	Karate

#### Ich gehe...

1	<b>schwimmen</b>	swimming
2	<b>reiten</b>	horseriding
3	<b>segeln</b>	sailing
4	<b>windsurfen</b>	windsurfing
5	<b>wandern</b>	hiking

### Core intent:

To be confident and competent in using the verb to play and a number of other verbs in the present tense.

### Common phrases

1	<b>Normalerweise spiele ich jeden Sonntag Tennis, denn es ist immer wirklich entspannend.</b>	I normally play tennis every Sunday <b>because</b> it is always really <b>relaxing</b> .
2	<b>Meine Schwester fährt nie Ski, weil es sehr anstrengend ist.</b>	My sister <b>never</b> goes skiing because it is very tiring.
3	<b>Mein Bruder und ich machen seit drei Jahren Karate, weil es Spaß macht.</b>	My brother and I do Karate <b>for three years because</b> it is fun.

### Present Tense

Subject	Spielen (to play)	machen (to do)	Gehen (to go)	Fahren (to drive/travel)
<b>Ich = I</b>	spiele	mache	gehe	fahre
<b>Du = you</b>	spielst	machst	gehst	fährst
<b>Er/sie/es/man = he/she/it</b>	spielt	macht	geht	fährt
<b>Wir = we</b>	spielen	machen	gehen	fahren
<b>Sie = you (pl)</b>	spielt	macht	geht	fahrt
<b>Sie = they</b>	spielen	machen	gehen	fahren

### Key Vocabulary



#### Ich fahre

1	<b>Ski</b>	skiing
2	<b>rad</b>	cycling
3	<b>Skateboard</b>	skateboarding
4	<b>Kanu</b>	canoeing

### Key Questions

1	<b>Machst du Sport?</b>	Do you do sport?
2	<b>Spielst du ein Instrument?</b>	Do you play an instrument?

### Time Phrases

#### Present tense time phrases

1	<b>Normalerweise</b>	Normally
2	<b>Heute</b>	today
3	<b>Jetzt</b>	now
4	<b>Jeden Tag</b>	every day
5	<b>montags</b>	Mondays
6	<b>Seit zwei Wochen/ Monaten/ Jahren</b>	for 2 weeks/ months/ years/

### Key Vocabulary



1	<b>Ich habe Musik gehört</b>	I listened to music
2	<b>Ich habe ferngesehen</b>	I watched TV
3	<b>Ich habe Fußball gespielt</b>	I played football
4	<b>Ich habe meine Hausaufgaben gemacht</b>	I did my homework
5	<b>Ich habe getanzt</b>	I danced
6	<b>Ich habe ein Buch gelesen</b>	I read a book
7	<b>Ich habe mich mit meinen Freunden getroffen</b>	I met my friends
8	<b>Ich bin ins Kino gegangen</b>	I went to the cinema
9	<b>Ich bin einkaufen gegangen</b>	I went shopping
10	<b>Ich bin reiten gegangen</b>	I rode a horse
11	<b>Ich bin radfahren</b>	I rode a bike

### Core intent:

To be confident and competent in using a range of hobby verbs in the perfect tense.

### Present Tense

Subject	haben	sein	Past Participle to the end
<b>Ich = I</b>	habe	bin	regular verbs: ge + stem + t (gespielt)
<b>Du = you</b>	hast	bist	
<b>Er/sie/es/man = he/she/it/one</b>	hat	ist	
<b>Wir = we</b>	haben	sind	Irregular verbs e.g. gehen = gegangen
<b>Ihr = you (pl)</b>	habt	seid	
<b>sie/Sie = they/you (formal)</b>	haben	sind	

### Key Questions

1	<b>Was hast du letztes Wochenende gemacht?</b>	What did you do last weekend?
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### Time Phrases

#### Past tense time phrases

1	<b>Neulich</b>	recently
2	<b>Letztes Jahr/ Wochenende</b>	Last year/ weekend
3	<b>gestern</b>	yesterday
4	<b>Vor zwei Jahren</b>	two years ago

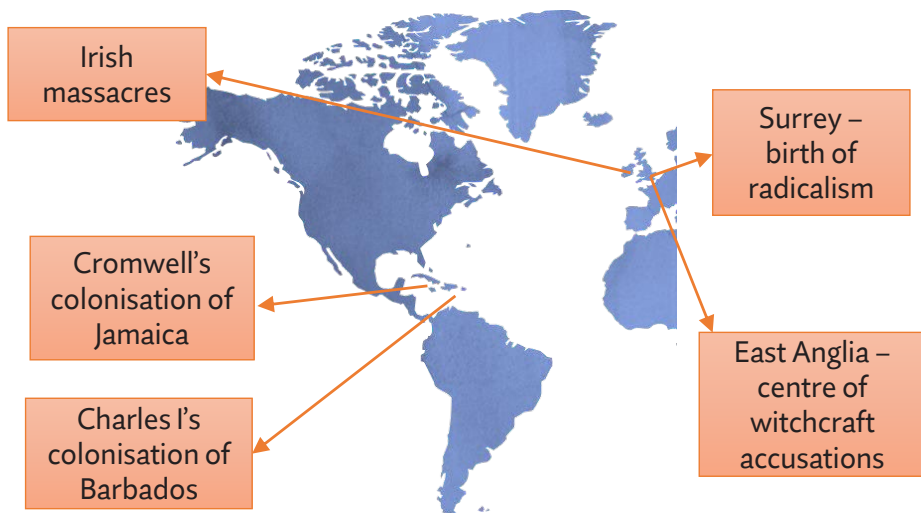
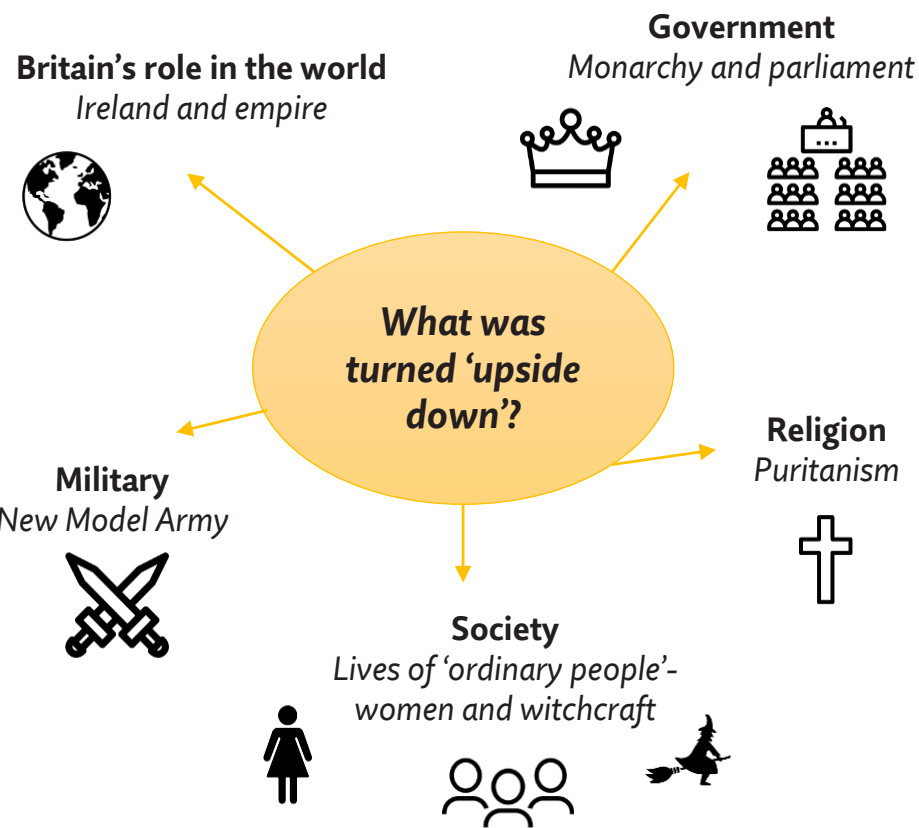
### Common phrases

1	<b>Neulich</b> habe ich <b>Fußball</b> gespielt	Recently I played football.
2	<b>Gestern</b> bin ich <b>radgefahren</b> <b>denn</b> es hat <b>Spaß</b> gemacht.	Yesterday I did biking <b>because</b> it was fun.
3	<b>Letztes Wochenende</b> habe ich mich <b>mit meinen Freunden</b> getroffen <b>und</b> <b>meiner Meinung nach</b> war es <b>wirklich unterhaltsam</b> .	Last weekend I met with my friends <b>and</b> <b>in my opinion</b> it was <b>really entertaining</b> .

# Year 8 History Unit 1: To what extent was England turned 'upside down' by the English Civil War?

## Key Terminology

1	<b>Divine Right of Kings</b>	<i>Belief that a king's power comes from God alone</i>
2	<b>Regicide</b>	<i>Killing a king</i>
3	<b>Interregnum</b>	<i>The period of 1649-1660 when there was no monarch of England; literally "between reign"</i>
4	<b>Republic</b>	<i>A country without a monarchy; England was a republic between 1649 and 1660</i>
5	<b>Lord Protector</b>	<i>The title given to Oliver Cromwell when he ruled between 1649-1658</i>
6	<b>Radicals</b>	<i>Groups who challenged the existing order and wanted change; e.g., Levellers, Diggers, Ranters</i>
7	<b>Colonisation</b>	<i>Invading and taking control of land outside of your own country's border to extend your power</i>
8	<b>Western Design</b>	<i>Cromwell's plan to conquer and take over the entirety of Spanish America</i>



## Key Individuals



**Charles I**  
James I's son and heir; ruled from 1625 and executed in 1649



**Oliver Cromwell**  
Led the opposition to Charles I; ruled as Lord Protector 1649-1658



**Matthew Hopkins**  
Witchfinder-General; involved in witch hunting and trials



**Charles II**  
Charles I's son and heir; restored the monarchy in 1660

# Year 8 History Unit 2: What can we learn from sources about precolonial African Kingdoms?

## Key Vocabulary

1	<b>Precolonial</b>	Before a country was ruled by a colonial power (e.g., independent African Kingdoms before they were ruled as part of a European empire)
2	<b>Empire</b>	A group of countries/states ruled by a single person, government, or country
3	<b>Kingdom</b>	A country, state, or territory ruled by a king or queen
4	<b>Oba</b>	Ruler (king) of the Kingdom of Benin; believed to be descended from the gods
5	<b>Edo</b>	African religion, followed by the population of the Kingdom of Benin
6	<b>Islam</b>	Religion whose followers are Muslims; Muslims believe that Islam was revealed through the Prophet Muhammad
7	<b>Christianity</b>	Religion based on the person and teachings of Jesus Christ
8	<b>Mwene Kongo</b>	Ruler (king) of the Kingdom of Kongo

## Map of African Kingdoms

### The Songhai Empire

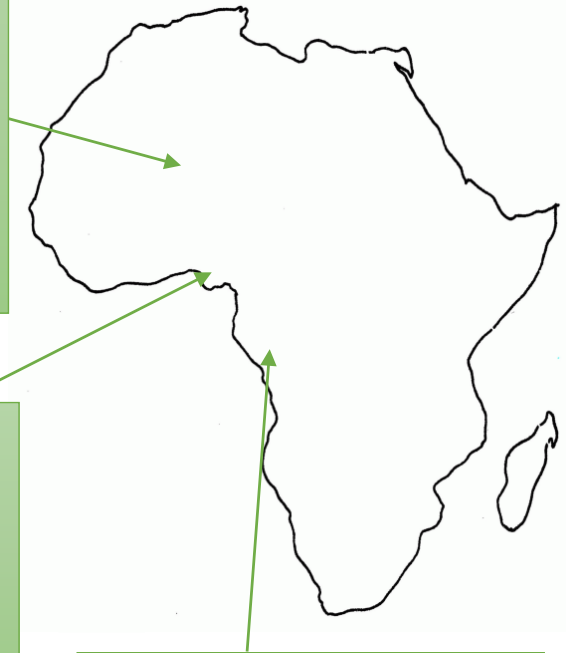
Replaced the Mali Empire and ruled c.1404-1592, in the area south of the Sahara along the River Niger

### The Kingdom of Benin

Ruled from c.1200-1897 in what is now southern Nigeria

### The Kingdom of Kongo

Ruled c.1390-1857 in what is now northern Angola



**c.1200**

Emergence of the Kingdom of Benin

**c.1400**

Songhai breaks free from the Mali Empire

**c.1560s**

English sailor John Hawkins begins trading in enslaved Africans across the Atlantic

**1857**

Kingdom of Kongo becomes part of Portugal's empire

**c.1390**

Emergence of the Kingdom of Kongo

**1491**

The Mwene Kongo is baptised as a Catholic and becomes Afonso I

**1591**

A Moroccan army captures Gao and Timbuktu in the Songhai Empire

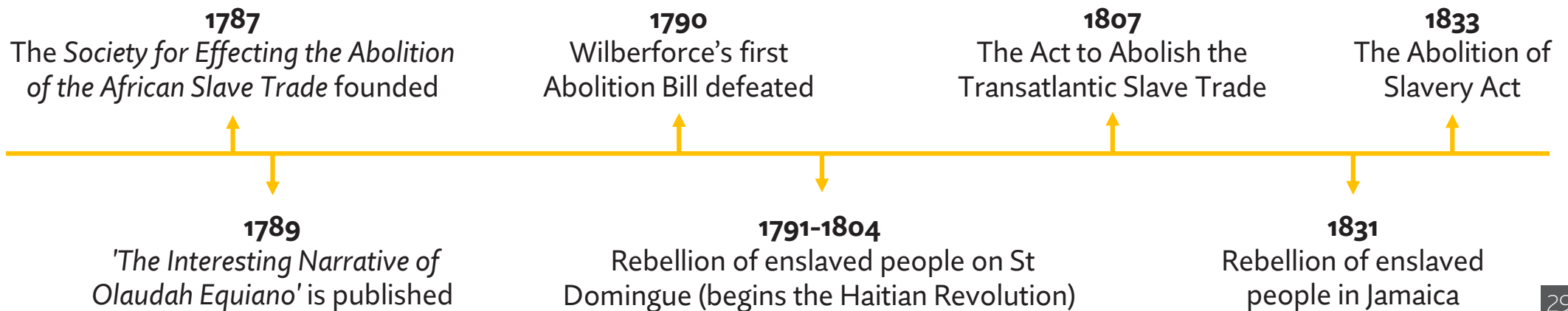
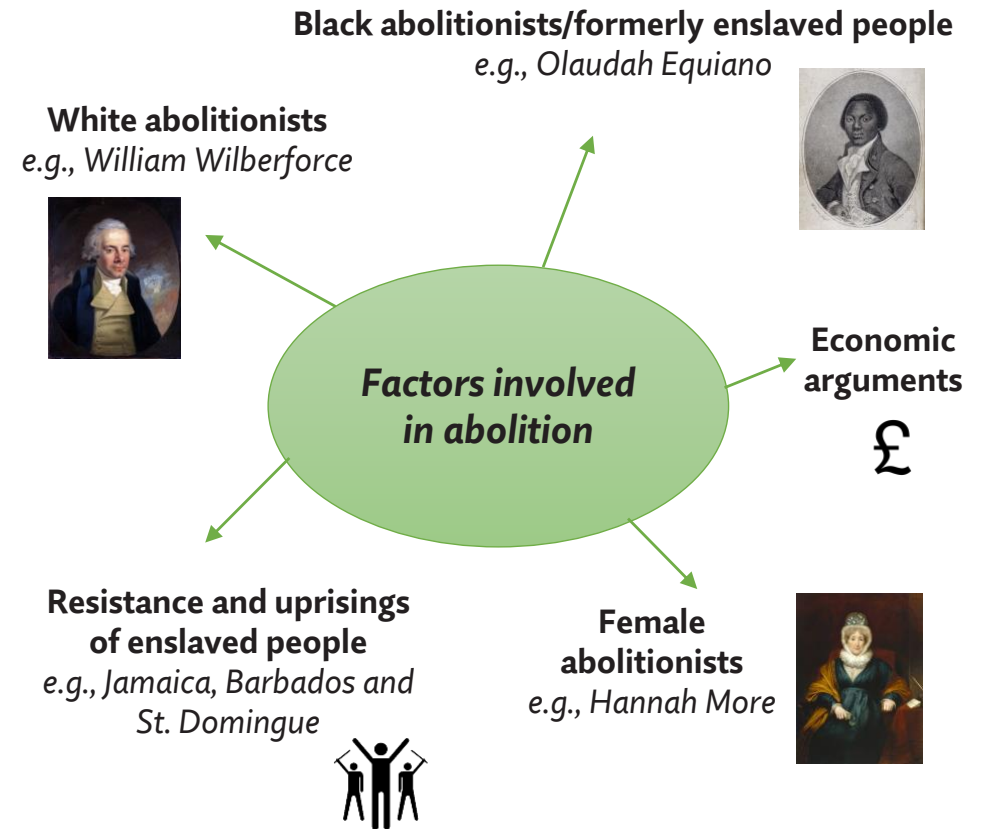
**1897**

The British invade and capture Benin City

# Year 8 History Unit 3: How should we tell the history of the abolition of slavery in Britain?

## Key Vocabulary

1	<b>Transatlantic slavery</b>	The system of slavery involving the 'trade' of <b>enslaved</b> Africans across the Atlantic Ocean and their enslavement
2	<b>Enslaved</b>	A person with no freedom or personal rights; one who is the property of another, either by capture, purchase or birth
3	<b>Abolition</b>	Literally 'bringing to an end'; the campaign to end the transatlantic slave trade and slavery
4	<b>Abolitionist</b>	Someone who supports and campaigns for <b>abolition</b>
5	<b>Chattel slavery</b>	A form of slavery, introduced by Europeans, in which the enslaved person is treated as property belonging to his or her owner and has no rights
6	<b>Plantation</b>	A large area of farmland, or estate, planted with particular crops
7	<b>Compensation</b>	Money awarded to those who owned enslaved people after abolition



# Mathematics *"Talk like a Mathematician"*

## Topic 1 - Rounding & Estimating

1	<b>Rounding</b>	Making a number simpler but keeping its value close to what it was. The result is less accurate, but easier to use.
2	<b>Estimate</b>	Complete the calculation by rounding.
3	<b>Power of 10</b>	The little number by the 10 that tells you how many lots of 10 you need to multiply or divide by e.g $10^2 = 10 \times 10$ .
4	<b>Decimal place</b>	The position of a number after the decimal point.
5	<b>Significant figure</b>	The number of digits needed to represent the value accurately.
6	<b>Error interval</b>	The range of numbers we could have had before the number was rounded.

## Topic 2 - Linear Equations & Inequalities

1	<b>Expression</b>	Terms that are linked together with different operations.
2	<b>Expand</b>	Remove the bracket by multiplying.
3	<b>Factor</b>	A number that divides exactly into another number.
4	<b>Factorise</b>	Put back into brackets by using common factors.
5	<b>Solve</b>	Find an answer for.
6	<b>Equation</b>	A statement with an equals sign in the middle of the two expressions.
7	<b>Inequality</b>	The relationship between two expressions that are not equal.

## Topic 3 - Area, Perimeter & Volume

1	<b>Area</b>	The space inside a 2d solid.
2	<b>Perimeter</b>	The distance around the outside of a 2d solid.
3	<b>Volume</b>	The space inside a 3d solid.
4	<b>Compound shape</b>	A shape made of two or more other shapes.
5	<b>Surface area</b>	The total area of all the faces of a 3d solid.
6	<b>Prism</b>	A 3d solid which has the same face when sliced.
7	<b>Radius</b>	The distance from the centre to the edge of a circle.
8	<b>Diameter</b>	The straight line distance from one side of a circle to the other passing through the centre.
9	<b>Circumference</b>	The distance around the outside of a circle.

## Topic 4 - Sequences

1	<b>Consecutive</b>	Numbers which follow each other in order, without gaps, from smallest to largest.
2	<b>Generate</b>	Follow instructions to create a pattern of numbers.
3	<b>Infinite</b>	Without an end. Not finite.
4	<b>Term</b>	A particular number within a sequence.
5	<b>Linear sequence</b>	Pattern of numbers which go up or down by the same amount each time.
6	<b>Sequence</b>	A list of numbers or objects in a special order.
7	<b>Nth term</b>	A rule that describes a list of numbers (e.g. $2n+1 = 3, 5, 7$ ).
8	<b>Term-to-term rule</b>	A rule which describes how to get from one number to the next in a pattern.

## Musical Techniques/Features



1	<b>Tremolo</b>	A shaking sound on a note.
2	<b>Trill</b>	Rapidly moving between two different notes.
3	<b>Chromatic</b>	Going between white and black notes by step. Can sound creepy or like walking up and down!
4	<b>Ostinato</b>	A small repeated pattern played over and over.
5	<b>Synthesizer</b>	Electronic sounds.
6	<b>Pedal</b>	A long held note underneath the music.
7	<b>Glissando</b>	When one note slides to another either upwards or downwards. Can sound comical.
8	<b>Dissonance</b>	When notes clash with each other. Sounds unpleasant.
9	<b>Tempo</b>	The speed of the music.
10	<b>Pitch</b>	How high or low the music is.
11	<b>Dynamics</b>	The volume of the music (how loud or quiet it is).
12	<b>Leitmotif</b>	Music that represents a character.

## Why use music in film?

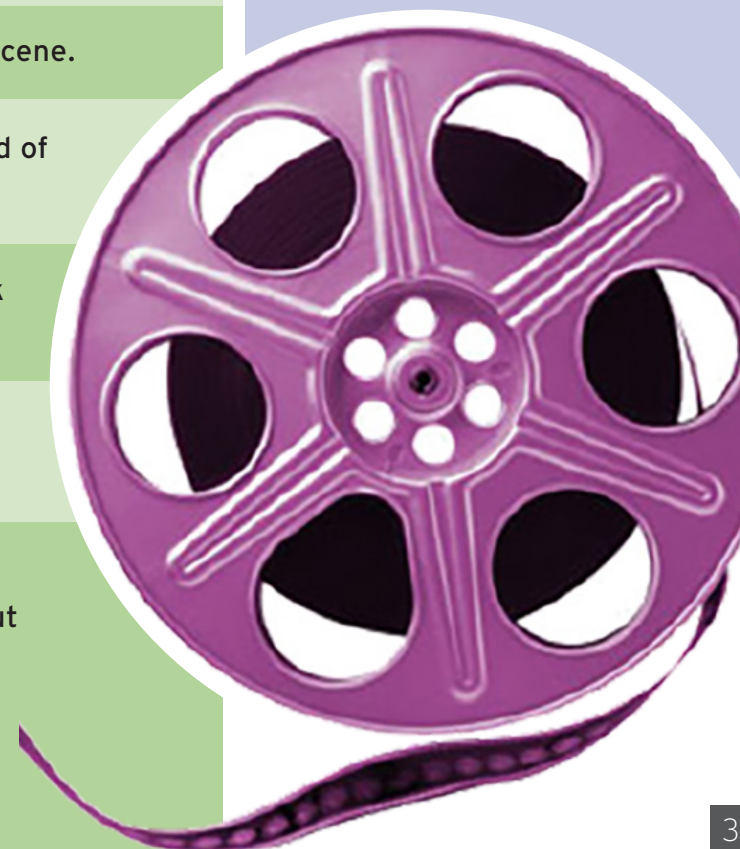
Music is used to enhance the action that we see on screen. It can:

- 1 Build tension.
- 2 Represent a character.
- 3 Set mood of a scene.
- 4 Tell us the mood of a character.
- 5 Be used to trick the audience.
- 6 Emphasise actions.
- 7 Tell us about something about to happen or something we can't see off screen.

## Orchestra in film

Film Music is often recorded with an orchestra in front of the a huge screen showing the film.

The conductor watches the movie and has the orchestra follow their actions.



# Music Variations

## Key Vocabulary



1	<b>Tempo</b>	Fast or slow.
2	<b>Pitch</b>	High or low.
3	<b>Repetition</b>	Repeat notes or sections.
4	<b>Echo</b>	Play as a round.
5	<b>Instrumentation</b>	Change the instruments.
6	<b>Rhythm</b>	Change the note values.
7	<b>Dynamics</b>	Loud or soft.
8	<b>Retrograde</b>	Play it backwards.
9	<b>Inversion</b>	Turn it upside down.
10	<b>Ostinato</b>	Repeated pattern to act as backing.
11	<b>Major</b>	Happy sounding.
12	<b>Minor</b>	Sad sounding.

## Example

### Frere Jacques Theme

The image shows four staves of musical notation for the Frere Jacques theme. Red arrows point to specific elements: the first staff has a red arrow pointing to the treble clef labeled 'Treble Clef'; the second staff has a red arrow pointing to the 4/4 time signature labeled 'Time Signature'; the third staff has a red arrow pointing to the key signature (one sharp) labeled 'Key Signature'; and the fourth staff has a red arrow pointing to the melody line labeled 'Melody'.

How many Variations can you apply to the theme?

## Elements of Music

- 1 Texture
- 2 Tempo
- 3 Timbre
- 4 Dynamics
- 5 Duration
- 6 Pitch
- 7 Structure

## Extension Ideas

- 1 **Mood** Different style.
- 2 **Round** Start at different times.
- 3 **Accent** Play notes louder.
- 4 **Ornamentation** e.g. Trills.
- 5 **Countermelody** New melody.





## Personal Development - Year 8



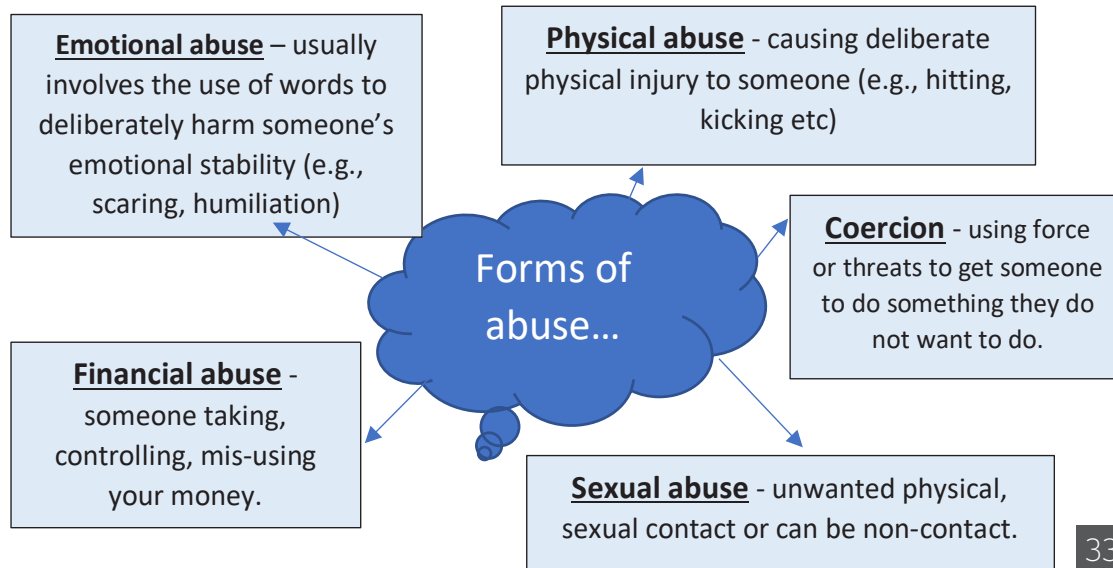
Autumn Term 2024 – Mental Wellbeing and Safety (unhealthy/unsafe relationships)



Key Term	Definition
Emotions	Emotions are <b>feelings</b> that are usually linked to a situation we are in or the people we are with.
Body image	The <b>idea</b> that someone has of what their <b>body looks like</b> .
Self esteem	The extent of a person's <b>belief and confidence</b> in their <b>own ability and value</b> .
Mental health	Mental health affects how we <b>think, feel, and act</b> . It also impacts on how we handle stress, relationships, and make decisions.
Depression	A mental health condition that is characterised by <b>low mood, lack of motivation, and low energy</b> .
Anxiety	A mental health condition that is characterised by <b>excessive worry</b> .
Neurodiversity	Differences in the way that people's brains work. There is a wide range of ways that people perceive and respond to the world.

### Tackling Sexual Harassment

Key question	Response
What is sexual harassment?	Unwanted/uninvited behaviour of a sexual nature. Can be verbal, non-verbal, or physical. Can occur online or offline.
What types of behaviour can be classed as sexual harassment?	Wolf whistling, beeping horns, unwanted staring, uninvited sexual comments, non-consensual touching, sending/sharing sexually explicit images/messages/ videos etc.
Where can I report sexual harassment?	<ul style="list-style-type: none"> <li>To an adult that you trust (in school or out of school)</li> <li>If you are in immediate danger, call the police on 999 (non-emergency – 101)</li> <li>Childline – talk privately to a counsellor (0800 1111)</li> </ul>



# Physical Education Invasion Games

## Key Vocabulary



1	<b>Weight of pass</b>	Considering the amount of force required to make the pass perfectly playable for your team mate.
2	<b>Opposition</b>	(Opposition) The team you are playing against.
3	<b>Decision making</b>	Deciding which skill to use in a given situation.
4	<b>Formations</b>	This allows a team to set up in a planned way with clear positions and roles within the team. This allows the team to function as a cohesive unit.
5	<b>Player to player marking</b>	A style of defence used to ensure every opposing player is being marked.
6	<b>Zonal defence</b>	A style of defence which protects a particular area on the pitch court e.g. box in football, semi circle in netball, hockey, handball.
7	<b>Using width</b>	Playing the ball/frisbee down the channels either side of the pitch/court allows a quicker attack due to there being more space available.
8	<b>Shooting</b>	(not rugby or ultimate frisbee) Using techniques which will increase the likelihood of the ball going in the goal/net and scoring.
9	<b>Change of pace</b>	Increasing the speed of movement when in space in order to stay ahead of defenders when attacking.
10	<b>Passing to control</b>	Playing the ball/frisbee to a team mate in a more favourable position e.g. playing the ball ahead for your team mate to run on to.

(Hockey, Football, Rugby, Basketball, Handball, Netball, Lacrosse, Ultimate Frisbee). An invasion game is where the objective is to attack the opposition's territory and score a goal or points. Fundamental skills and tactics across invasion games are often the same.



## Cross Curricular Vocabulary

These are words which you are/will become familiar with when studying different sports:

1	<b>Resilience</b>	The ability to recover quickly from difficulties.
2	<b>Feedback</b>	Information received to help you improve in future.
3	<b>Diligence</b>	Careful and persistent work.
4	<b>Communication</b>	Sharing information with others
5	<b>Teamwork</b>	Working cooperatively with others.
6	<b>Tactics</b>	A plan to gain advantage or success.
7	<b>Cardiovascular fitness</b>	The ability to exercise without tiring too quickly.

## Key Knowledge

### 1 Key information for success

- Invasion games are played on a pitch or court and teams need to establish attacking and defending positions in order to ensure they effectively cover the space. Different attacking and defending formations can be used according to the strengths of your opponents. When passing the ball/frisbee it is beneficial to play it 'ahead' of the moving player called passing to control and to consider controlling the weight of the pass to ensure its accuracy and to enable your team mate to control it easily.

- When you are in possession of the ball frisbee it is important that you make good decisions and select the skill appropriate to the situation. In order to remain ahead of the opposition and maintain attacking advantage, use a change of pace to move the ball in to space or to enable you to receive the ball/frisbee in a space. Using the width of the pitch/court enables you to find space which makes it easier to keep possession and to attack.

- Invasion games all require you to mark players and this can be done using player-to-player marking or using a system of zonal defence which involves players defending a danger area. Selecting the style of defensive play can depend on your opposition.



## Key Vocabulary



1	<b>Hindi</b>	Third largest religion. It is around 5,000 years old.
2	<b>Hindu</b>	A person who follow Hinduism.
3	<b>Brahman</b>	The supreme God of Hinduism.
4	<b>Brahma</b>	Hindu god of creation.
5	<b>Vishnu</b>	Hindu god of preservation and love.
6	<b>Shiva</b>	Hindu god of destruction (destroyer) and rejuvenation (renewal).
7	<b>Vedas</b>	The most sacred Hindu texts which guide people in their daily lives.
8	<b>Karma</b>	The belief that in each life the person is rewarded or punished for the things that they have said and done in their previous life.
9	<b>Reincarnation</b>	The belief that people are born again after they die, as another living thing.
10	<b>Moksha</b>	The belief that if a person lives a perfect life, they will be freed from birth and death to join the gods.

## Hindi Worship

1	<b>Shrine</b>	<ul style="list-style-type: none"> <li>A holy place connected with the divine spirit, Brahman.</li> <li>May hold a sacred relic or enlightened person.</li> </ul>
2	<b>Puja</b>	<ul style="list-style-type: none"> <li>A form of worship</li> <li>Includes prayers and offerings.</li> </ul>

## Hindi Beliefs

1	<b>Ahimsa</b>	The principle of non-violence. Many Hindus believe being non-violent means showing respect for all life, human, animal, and vegetable.
2	<b>Atman</b>	A Hindu word that means 'soul or spirit'. It refers to the real person inside an individual. When the atman moves on to another life, it is as if it is letting go of the ego and gaining true knowledge.
3	<b>Samsara</b>	The cycle of birth, death, and rebirth that Hindus aim to escape from. Rebirth brings the soul into another life of with the help of good Karma.
4	<b>Pilgrimage</b>	Occurs in all religions, for Hindus the River Ganges is spiritually important.

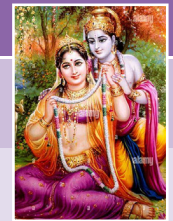
## Hindi Festivals

1	<b>Diwali</b>	<ul style="list-style-type: none"> <li>Hindu festival of lights.</li> <li>Takes place in Oct / Nov.</li> <li>Connected with the Ramayana, victory over evil.</li> </ul>
2	<b>Holi</b>	<ul style="list-style-type: none"> <li>Hindu spring festival of colours.</li> <li>Takes place in March /April.</li> </ul>



## Ramayana Characters

1	<b>Rama</b>	The hero of the Ramayana epic, the human form of the God Vishnu.
2	<b>Sita</b>	Rama's wife and daughter of King Janaka of Mithila.
3	<b>Laksmana</b>	Rama's younger brother.
4	<b>Ravana</b>	The king of Lanka and has 10 heads and 20 arms.
5	<b>Qualities of the male and female characters in Ramayana</b>	<p>Females must be - loyal, pure, loving, courageous, dedicated, have strength of character, selfless, the ideal mother and wife.</p> <p>Males must be - honourable, fearless, courageous, righteous, persistent, brave in any situation, leadership, the ideal leader and father.</p>



## The Story of Ramayana

1	The Ramayana is an ancient Sanskrit epic which follows Prince Rama' quest to rescue his beloved wife Sita from the clutches of Ravana with the help of an army of monkeys.
2	It is traditionally attributed to the authorship of the sage Valmiki and dated to around 500 BCE to 100 BCE.

## Key Vocabulary



1	<b>Acceleration</b>	Speed is increasing.
2	<b>Balanced</b>	Forces acting on an object are equal.
3	<b>Deceleration</b>	Speed is decreasing.
4	<b>Distance</b>	How far an object travels.
5	<b>Gradient</b>	The 'steepness' of a line.
6	<b>Moment</b>	The turning effect of a force.
7	<b>Pressure</b>	Pressure is a measure of how much force is acting over a certain area.
8	<b>Resultant Force</b>	The overall effect of forces acting on an object.
9	<b>Speed</b>	How far an object travels in a given time.
10	<b>Stationary</b>	Not moving.

## Speed

Speed is a measure of how far an object travels in a certain time.

The equation to calculate speed.

$$\text{Speed (m/s)} = \text{distance (m)} / \text{time (s)}$$

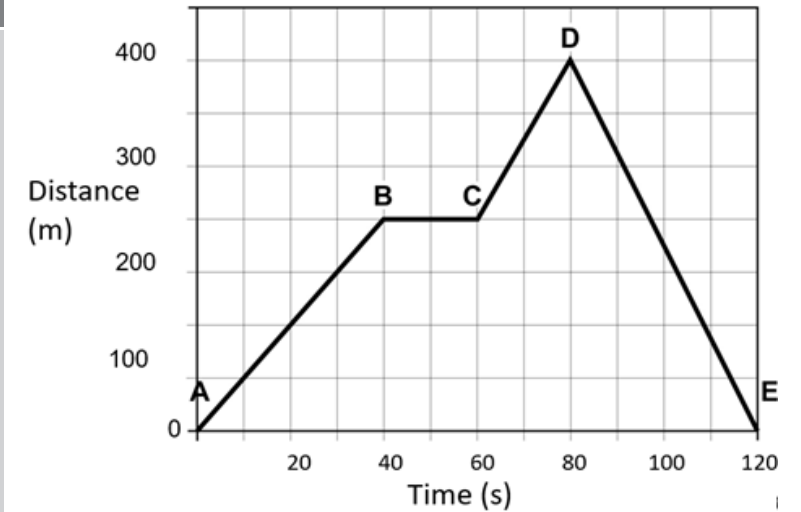
## Distance-time graphs

### Interpreting a distance time graph:

A horizontal line shows that an object is stationary (not moving.)

A straight diagonal line shows that an object is moving at a constant speed.

The steeper the gradient of the line, the faster the object is moving.



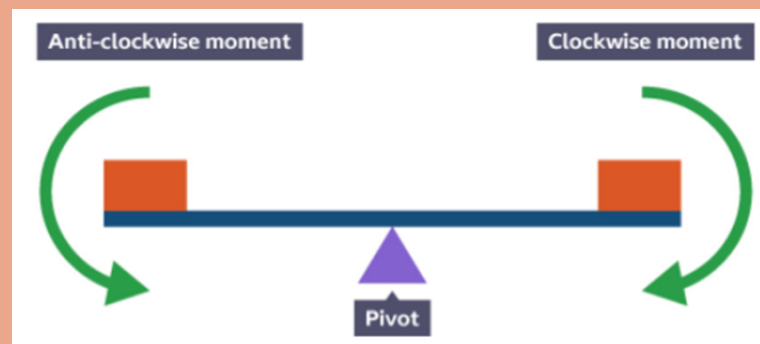
## Moments

A moment is the turning effect of a force. The equation to calculate moments is:

$$\text{Moment (Nm)} = \text{Force (N)} \times \text{distance (m)}$$

## The Principle of Moments

For an object to be balanced, the clockwise moment must equal the anticlockwise moment.



## Pressure in Liquids

As depth increases, water pressure also increases. This is because the deeper an object is there is a larger weight of water pushing downwards from above.

## Calculating Pressure

Pressure is a measure of how much force is acting over a certain area.

The equation to calculate pressure:

$$\text{Pressure} = \text{Force} / \text{Area}$$

# Science Ecosystems 2: Ecology

## Key Vocabulary

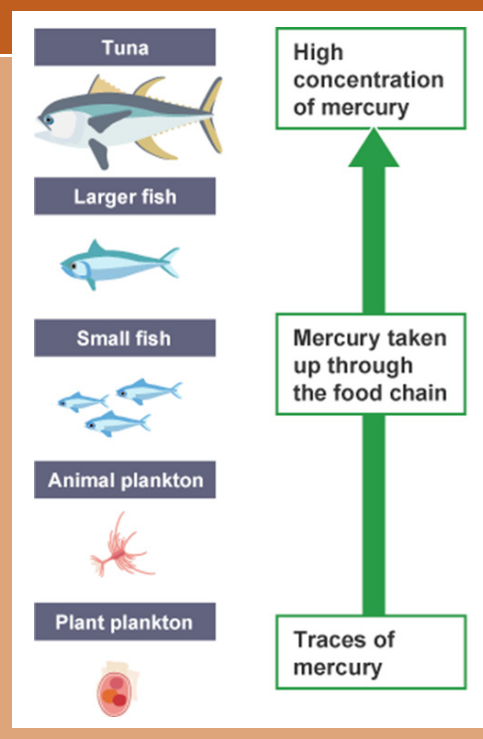


1	<b>Abiotic</b>	Non - living factors.
2	<b>Adaptation</b>	A feature that increases an organisms chance of survival.
3	<b>Bioaccumulation</b>	The build up of toxic substances in a food chain.
4	<b>Biotic</b>	Living factors.
5	<b>Chemosynthesis</b>	Using chemicals to produce food.
6	<b>Consumer</b>	An organism which feeds on plants or other animals.
7	<b>Habitat</b>	The place where an organism lives.
8	<b>Interdependence</b>	How organisms rely on each other for survival.
9	<b>Quadrat</b>	A square frame used to sample a small area of a habitat.
10	<b>Photosynthesis</b>	Using light to produce food.
11	<b>Pollination</b>	When pollen is transferred from the anther of one flower to the stigma of another.
12	<b>Population</b>	The total number of one type of organism in a given place.
13	<b>Predator</b>	An organism that hunts and kills its food.
14	<b>Prey</b>	Animals that are hunted and eaten.
15	<b>Producer</b>	An organism that makes its own food by photosynthesis.

## Bioaccumulation

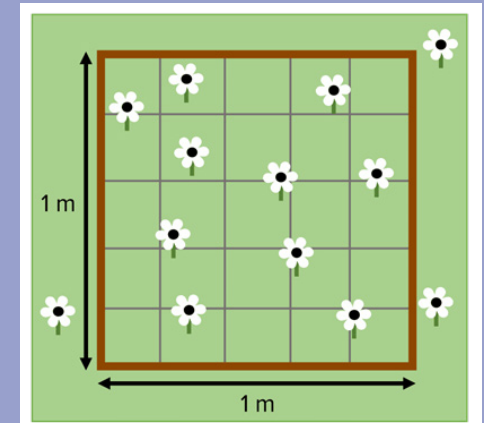
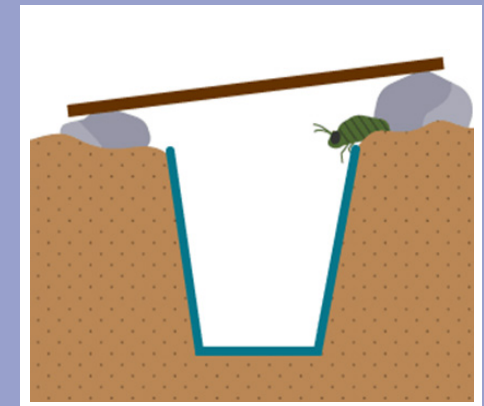
Bioaccumulation occurs when toxic chemicals (toxins) are introduced to a food chain. They may be eaten or absorbed in small amounts by organisms at the bottom of the food chain.

As these organisms get eaten, the toxins are also consumed. The toxins build up (accumulate) at each stage of the food chain.



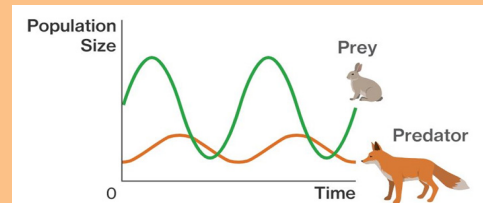
## Sampling

Sampling methods are used to estimate the number of organisms of a certain type in an area.



## Predator - prey cycles

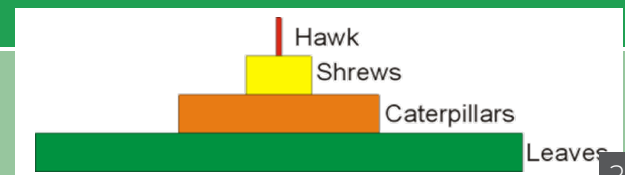
A predator-prey cycle is a graph that shows how the number of predators affects the number of prey and vice-versa.



## Pyramids of number

A pyramid of number shows how many of each organism there are in a habitat.

Pyramids of number are not always a typical pyramid shape.



# Science Waves 1: Sound Waves

## Key Vocabulary



1	<b>Amplitude</b>	The distance from the midpoint of a wave to the peak or to the trough.
2	<b>Compression</b>	An area where particles are closer together.
3	<b>Echo</b>	A sound wave that is reflected.
4	<b>Hertz (Hz)</b>	The units for frequency.
5	<b>Infrasound</b>	Sound waves with frequencies lower than 20 Hz.
6	<b>Frequency</b>	The number of waves per second.
7	<b>Longitudinal</b>	A wave where the vibrations are parallel to the direction of energy transfer.
8	<b>Oscillations</b>	A repeated movement backwards and forwards.
9	<b>Peak</b>	The top of a wave.
10	<b>Rarefaction</b>	An area where particles are spread far apart.
11	<b>Superposition</b>	When two waves add together or cancel each other out.
12	<b>Transverse</b>	A wave where the vibrations are perpendicular to the direction of energy transfer.
13	<b>Trough</b>	The bottom of a wave.
14	<b>Ultrasound</b>	Sound waves with frequencies higher than 20,000 Hz.
15	<b>Vacuum</b>	An area with no particles.
16	<b>Wavelength</b>	Distance between a point on one wave and the same point on the next wave.

## How sound travels

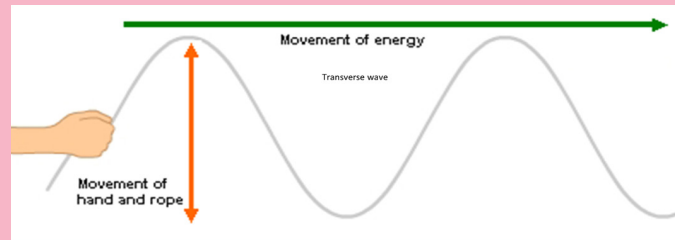
- Sounds are produced when an object vibrates.
- Sound needs a medium (a material) to travel through.
- Sound cannot travel through a vacuum as there are no particles.
- Particles travel faster through a solid than through a fluid (liquid or gas) because the particles in a solid are more closely packed together.



## Transverse and Longitudinal waves

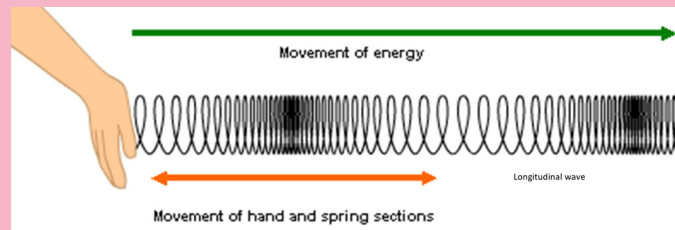
### Transverse wave:

The vibrations (oscillations) of a transverse wave are perpendicular to the direction of energy transfer e.g. light waves.



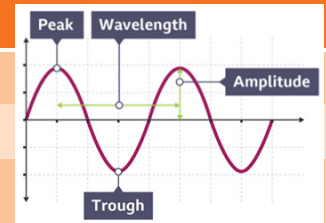
### Longitudinal wave:

The vibrations (oscillations) of a longitudinal wave are parallel to the direction of energy transfer e.g. sound waves.



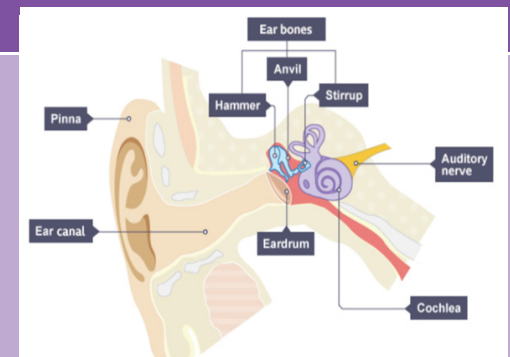
## Features of a wave

1	<b>Peak</b>	The top of a wave.
2	<b>Trough</b>	The bottom of a wave.
3	<b>Wavelength</b>	Distance between a point on one wave and the same point on the next wave.
4	<b>Amplitude</b>	Distance between the midpoint of a wave and the peak or the midpoint and the trough.



## Hearing

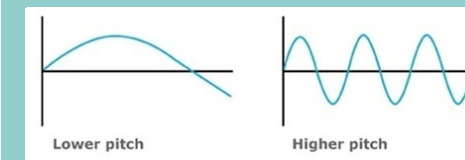
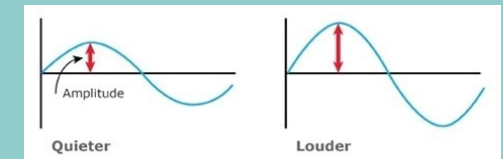
We hear sounds because an object vibrates which makes the air vibrate. This causes the ear drum to vibrate. The cochlea converts these vibrational signals into electrical impulses which travel down the auditory nerve to the brain.



The human hearing range is from 20 - 20,000 Hz.

## Volume and Pitch

The amplitude of a wave tells us how loud a sound is. The higher the amplitude, the louder the sound.



The frequency of a wave tells us the pitch of a sound. The higher the frequency, the higher the pitch of the sound.

## Key Vocabulary



1	<b>Absorb</b>	To take in.
2	<b>Active site</b>	The part of an enzyme where a substrate binds.
3	<b>Balanced diet</b>	A diet consisting of the correct amount of each food group.
4	<b>Benedict's solution</b>	A chemical used to test if sugar (glucose) is present.
5	<b>Bile</b>	A chemical made in the liver that helps break down lipids (fats).
6	<b>Diet</b>	The food and drink consumed by an individual.
7	<b>Digestion</b>	Breaking down large insoluble molecules into smaller soluble molecules.
8	<b>Deficiency</b>	A shortage of a particular nutrient.
9	<b>Enzyme</b>	A biological catalyst that speeds up reaction.
10	<b>Insoluble</b>	A substance that cannot dissolve.
11	<b>Iodine</b>	A chemical used to test if for the presence of starch.
12	<b>Malnutrition</b>	If a person does not receive the correct amount of each nutrient or food group.
13	<b>Obese</b>	If a person has a high excess of body fat that may affect their health.
14	<b>Soluble</b>	A substance that can dissolve.
15	<b>Substrate</b>	The substance that binds with an enzyme to be broken down.
16	<b>Peristalsis</b>	The contracting of muscles (in the oesophagus and small intestine) which helps to push food through the digestive system.
17	<b>Villi</b>	Small finger like projections found in the small intestine.

## Food Tests

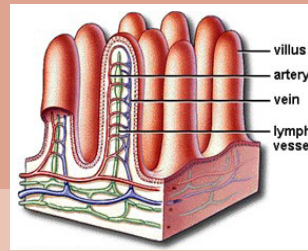
Chemical	Used to test for	Positive result
Iodine	Starch	Blue / black
Benedict's solution	Sugar (glucose)	Brick red

## Balanced Diet



## Adaptations of the Small Intestine

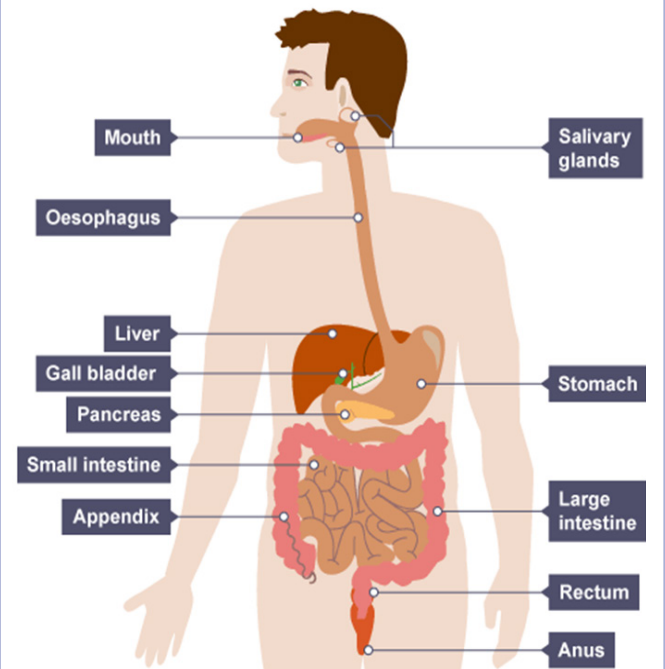
- 1 The villi in the small intestine create a large surface area so more food can be absorbed.
- 2 The villi have a good blood supply so digested food can be carried away in the blood stream.



## Functions of food groups

1	<b>Carbohydrates</b>	A source of energy.
2	<b>Lipids (fats)</b>	Used as an energy store and for insulation.
3	<b>Protein</b>	For growth and repair.
4	<b>Fibre</b>	To help food move through the digestive system.
5	<b>Water</b>	For reactions in the body and to help transport substances.
6	<b>Vitamins and minerals</b>	To keep us healthy.

## Digestive System



### Why digest food?

Digestion is the process of breaking down large insoluble molecules into smaller soluble molecules so that they can travel around the body in the bloodstream.

## Enzymes in Digestion

Type of enzyme	What does it break down?	What is this food group broken into?
Carbohydrase	Carbohydrates	Sugars
Lipase	Lipids	Fatty acids and glycerol
Protease	Protein	Amino acids

# Spanish Super 7s

The little words you use a lot



THE SUPER 7

## TIME PHRASES

Specify **when** something is **happening** - in the **present, past** or **future** or whether we would like something to happen in an ideal world (**conditional**).

## VERBS

Describe an **action**, state or occurrence - i.e. a doing, being or happening word.

## OPINIONS

Explain **what we think** about the action or state of being - **positive** or **negative**.

## JUSTIFIERS

Allow us to answer the question 'why?' to **give a reason** for our opinions... usually using 'because'.

## QUALIFIERS

Words that make our describing words even **more interesting**.

## ADJECTIVES

Words that **describe** nouns (people, places or things).

## CONNECTIVES

Words which **join together** two different, but related, parts of a sentence. They allow us to **extend** and develop our sentences.

### 1. Time Phrases

1	en general	in general
2	de vez en cuando	from time to time
3	nunca	never
4	la semana pasada	last week
5	el año pasado	last year

### 2. Verbs

1	fui	I was / I went
2	fue	it was / s/he went
3	había	there was /were
4	quiero	I want to
5	debo	I must / should
6	puedo	I can

### 3. Opinions

1	pienso que	I think that
2	creo que	I believe that
3	me parece(n) que	it seems to me that
4	me gustó	I liked

### 4. Justifiers

1	ya que (fue)	because (it was)
2	dado que (sería)	because (it would be)
3	como	as

### 6. Adjectives

1	difícil	difficult
2	fácil	easy
3	entretenido	entertaining
4	emocionante	emotional
5	relajante	relaxing
6	especial	special
7	increíble	incredible

### 5. Qualifiers

1	realmente	really
2	casi	nearly / almost
3	completamente	completely
4	generalmente	generally
5	tan...como	as...as

### 7. Connectives

1	o	or
2	u	or (before o)
3	además	moreover
4	sin	without
5	no obstante	nevertheless
6	por un lado	on the one hand
7	por otro lado	on the other



### Key Vocabulary



1	<b>jugar al fútbol/ baloncesto</b>	to play football/ basketball
2	<b>hacer ciclismo</b>	to practise cycling
3	<b>hacer natación</b>	to do swimming
4	<b>hacer equitación</b>	to do horse-riding
5	<b>hacer mis deberes</b>	to do my homework
6	<b>escuchar música</b>	to listen to music
7	<b>ver la tele</b>	to watch TV
8	<b>ir al cine</b>	to go to the cinema
9	<b>ir de compras</b>	to go shopping
10	<b>tocar la guitarra/ el piano</b>	to play the guitar/ the piano
11	<b>navegar por internet</b>	to surf the internet
12	<b>leer un libro</b>	to read a book
13	<b>hablar por teléfono</b>	to talk on the phone
14	<b>salir con mis amigos</b>	to go out with my friends

### Core intent:

To be confident and competent in using a range of hobby verbs in the infinitive with opinions.

### Common phrases

1	<b>Me gusta jugar al fútbol.</b>	I like to play football.
2	<b>Me gustaría ver la tele porque es muy entretenido.</b>	I would like to watch TV because it is very entertaining.
3	<b>Mañana voy a ir al cine ya que será bastante relajante.</b>	Tomorrow I will go to the cinema because it will be quite relaxing.

### Present Tense

Subject (optional)	gustarse (it pleases to me i.e. to like)	
<b>A mi</b>	me gusta	I like
<b>A ti</b>	te gusta	You like
<b>A ella/A él</b>	le gusta	S/he likes
<b>A nosotros</b>	nos gusta	We like
<b>A vosotros</b>	os gusta	You (all) like
<b>A ellas/A ellos</b>	les gusta	They like

### Key Question

1	<b>¿Qué te gusta hacer en tu tiempo libre?</b>	What do you like to do in your free time?
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### Adjectives

1	<b>entretenido</b>	entertaining
2	<b>sociable</b>	sociable
3	<b>exigente</b>	challenging
4	<b>barato</b>	cheap
5	<b>caro</b>	expensive
6	<b>fácil / difícil</b>	easy/difficult
7	<b>relajante</b>	relaxing

### Opinions

1	<b>no me gusta</b>	I don't like
2	<b>odio</b>	I hate
3	<b>me encanta</b>	I love
4	<b>me aburre</b>	It bores me
5	<b>me molesta</b>	It bothers me

### Key Vocabulary



1	<b>juego al fútbol/ baloncesto</b>	I play football/ basketball
2	<b>practico ciclismo</b>	I practise cycling
3	<b>leo un libro</b>	I read a book
4	<b>hablo por teléfono</b>	I talk on the phone
5	<b>salgo con mis amigos</b>	I go out with my friends
6	<b>escucho musica</b>	I listen to music
7	<b>veo la tele</b>	I watch TV
8	<b>toco la guitarra/ el piano</b>	I play the guitar / the piano
9	<b>navego por internet</b>	I surf the internet
10	<b>hago natación/ equitación</b>	I do swimming/ horse-riding
11	<b>hago mis deberes</b>	I do my homework
12	<b>voy al cine</b>	I go to the cinema
13	<b>voy de compras</b>	I go shopping

### Core intent:

To be confident and competent in using a range of hobby verbs in the present tense.

### Key Question

1	<b>¿Qué haces normalmente en tu tiempo libre?</b>	What do you normally do in your free time?
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### Common phrases

1	<b>A menudo juego al fútbol</b>	I often play football.
2	<b>Nunca voy de compras porque es muy caro pero a veces leo un libro</b>	I never go shopping because it is very expensive but sometimes I read a book.
3	<b>Siempre salgo con mis amigos ya que en mi opinión es realmente entretenido</b>	I always go out with my friends because in my opinion it is really entertaining.

### Present Tense

Subject	regular - ar jugar (to play)	regular - er leer (to read)	regular - ir salir (to go out)	hacer (to do)	ir (to go)
<b>Yo = I</b>	juego	leo	salgo	hago	voy
<b>Tú = you</b>	juegas	lees	sales	haces	vas
<b>Ella / él = s/he</b>	juega	lee	sale	hace	va
<b>Nosotros = we</b>	jugamos	leemos	salimos	hacemos	vamos
<b>Vosotros = you pl</b>	jugáis	leéis	salís	hacéis	vais
<b>Ellas/ellos = they</b>	juegan	leen	salen	hacen	van

### Key Vocabulary



1	<b>jugué al fútbol/ baloncesto</b>	I played football/ basketball
2	<b>practiqué ciclismo</b>	I practised cycling
3	<b>navegué por internet</b>	I surfed the internet
4	<b>hablé por teléfono</b>	I talked on the phone
5	<b>escuché musica</b>	I listened to music
6	<b>toqué la guitarra/ el piano</b>	I played the guitar/ the piano
7	<b>vi la tele</b>	I watched TV
8	<b>leí un libro</b>	I read a book
9	<b>salí con mis amigos</b>	I went out with my friends
10	<b>hice natación/ equitación</b>	I did swimming/ horse-riding
11	<b>hice mis deberes</b>	I did my homework
12	<b>fui al cine</b>	I went to the cinema
13	<b>fui de compras</b>	I went shopping

### Core intent:

To be confident and competent in using a range of hobby verbs in the past tense.

### Key Question

1	<b>¿Qué hiciste ayer en tu tiempo libre?</b>	What did you do yesterday in your free time?
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### Common phrases

1	<b>Recientemente</b> jugué al fútbol.	Recently I played football.
2	<b>Ayer</b> practiqué el ciclismo <b>porque es muy divertido</b> .	Yesterday I practised cycling <b>because</b> it is very <b>fun</b> .
3	<b>El fin de semana pasado</b> salí con mis amigos <b>y en mi opinión</b> fue <b>realmente entretenido</b> .	Last weekend I went out with my friends <b>and in my opinion</b> it was really <b>entertaining</b> .

### Present Tense

Subject	regular - ar jugar (to play)	regular - er leer (to read)	regular - ir salir (to go out)	hacer (to do)	ir (to go)
<b>Yo = I</b>	jugué	leí	salí	hice	fui
<b>Tú = you</b>	jugaste	leíste	saliste	hiciste	fuiste
<b>Ella / él = s/he</b>	jugó	leyó	salió	hizo	fue
<b>Nosotros = we</b>	jugamos	leímos	salimos	hicimos	fuimos
<b>Vosotros = you pl</b>	jugasteis	leísteis	salisteis	hicisteis	fuisteis
<b>Ellas/ellos = they</b>	jugaron	leyeron	salieron	hicieron	fueron



## **Year 8 Knowledge Organisers**

Autumn Term 2024-2025