Tytherington SCHOOL

YEAR 8

KNOWLEDGE ORGANISERS

Spring Term 2025-2026

Helping you to Master the Minimum!

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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 Christmas and Easter.

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 x 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 well 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

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.

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Art & Design Textiles TEXTURE

Physical Texture

Physical texture refers to an object's tactile surface. This is how an object feels if you touched it.
For example, wood would look and feel rough and ridged.

Visual Texture

Visual texture refers to how an artist has used different techniques to create the illusion of texture on a flat surface. For example, using a range of mark making (see 5 examples below) with pen to create grain lines in a piece of wood.

The Rule of Thirds

A compositional technique that can be used in all aspects of design. Key elements of a design or image can be lined up with intersecting points of a grid.
The intersecting points are made by splitting the page in 3rds both horizontally and vertically.

Idea/Context

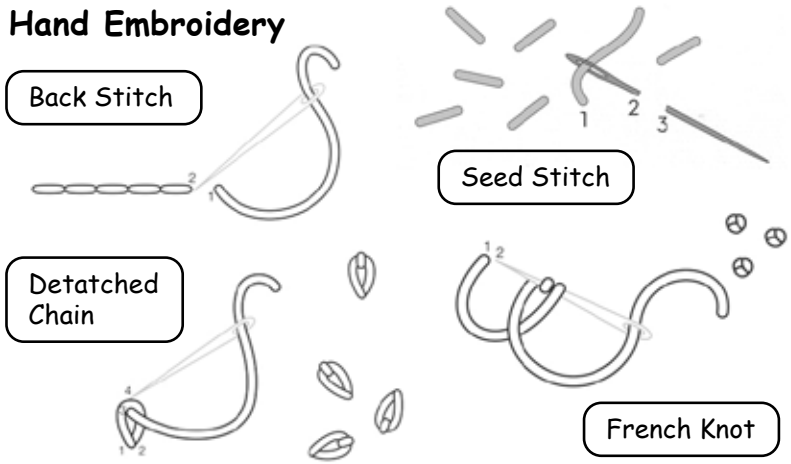
Jane Davies is a painter who creates abstract compositions that focus on shape, texture and quality of line.

Rachael Singleton is a mixed media artist who combines paper, fabric and fibre to create layered surfaces inspired by the natural world.

Skills and Techniques

1. Drawing and Mark Making
2. Compositional skills
3. Surface manipulation techniques (printing, dyeing, collage)
4. Applique and layering
5. Hand embroidery techniques

Hand Embroidery



Key Words

1. Textiles
2. Texture
3. Tactile
4. Observation
5. Tone
6. Composition
7. Rule of Thirds
8. Layer
9. Abstract
10. Surface Manipulation
11. Experiment

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Classics Latin

Key Vocabulary

	STAGE 6	
1	abest	is out
2	aberat	was out
3	cubiculum	bedroom
4	emit	buys
5	ferociter	fiercely
6	festinat	hurries
7	fortis	brave
8	fur	thief
9	intente	carefully
10	libertus	freedman
11	olim	once
12	parvus	small
13	per	through
14	postquam	after
15	pulsat	hits
16	quod	because
17	res	thing
18	scribit	writes
19	subito	suddenly
20	superat	overcomes
21	tum	then
22	tuus	your, yours
23	vendit	sells
24	vituperat	curses

	STAGE 7	
1	cenat	dines
2	conspicit	catches sight of
3	cum	with
4	facit	makes/does
5	heri	yesterday
6	ingens	huge
7	intellegit	understands
8	lacrimat	cries
9	mortuus	dead
10	narrat	tells, relates
11	necat	kills
12	nihil	nothing
13	omnis	all
14	prope	near
15	rogat	asks
16	tacite	quietly
17	tamen	however
18	terret	frightens
19	valde	very much

	STAGE 8	
1	agitat	chases, hunts
2	consumit	eats
3	ducit	leads
4	eum	him
5	facile	easily
6	ferox	fierce
7	gladius	sword
8	hic	this
9	ignavus	cowardly
10	nuntius	messenger
11	pes	foot
12	porta	gate
13	postulat	demands
14	puer	boy
15	pugnat	fights
16	saepe	often
17	sanguis	blood
18	silva	wood
19	spectaculum	show
20	statim	at once
21	totus	whole

	STAGE 9	
1	agnoscit	recognizes
2	celeriter	quickly
3	cupit	wants
4	dat	gives
5	dies	day
6	emittit	throws, sends out
7	fert	carries
8	homo	man, human
9	hospes	guest
10	ille	that
11	inspicit	looks at, examines
12	iterum	again
13	manet	remains, stays
14	medius	middle
15	mox	soon
16	offert	offers
17	ostendit	shows
18	post	after
19	procedit	proceeds, advances
20	pulcher	beautiful
21	revenit	returns, comes back
22	tradit	hands over

Nouns

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

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

Verbs

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

was/were ...ing .....ed

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Computer Science AI

Key Terms

1	**Prompt**	The text entered into an AI model.
2	**AI**	Artificial Intelligence – the ability of a computer to perform tasks commonly associated with humans.
3	**Personal Data**	Data that is identifiable to a person. E.g. name, email address etc. NEVER enter this into an AI model.
4	**Label**	The label is attached to images and videos in an AI database. It says what they are. E.g. a cat in a hat.
5	**Pseudonym**	A fake name. These can be used instead of personal details in AI.
6	**LLM**	Large Language Model. E.g. ChatGPT or BingChat.

Deep Fakes

1. A deep fake is when AI is used to make fake video/audio of a person.

2. Deep fakes can be used for very evil purposes, like fake news and fake evidence.

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Computer Science Python

Comparison Operators (If symbols)

1	==	Equal to
2	<	Smaller than
3	>	Bigger than
4	<=	Smaller than or equal to
5	>=	Bigger than or equal to
6	!=	Not equal to

Data Types

1	**String**	Text, a collection of characters. E.g. A username
2	**Integer (Int)**	Whole number, a number with no decimals. E.g. Number of students in a class.
3	**Float**	Decimal number, a number with decimals. E.g. An amount of money.
4	**Char**	Single character, a single character (anything on a keyboard). E.g. F
5	**Boolean (Bool)**	True or false, a true or false value, 1 or 0. E.g. Banned == True

Key Words

	Programming Key Words:		Example:
1	**print**	Displays something on the screen.	print("Duck eggs")
2	**if**	Used to choose between 2 options.	if 1 < 5: print("1 is bigger than 5)
3	**while**	Loops code while the condition is true	while counter < 10: print("Hello")
4	**Variable**	A container that stores information of a certain datatype.	username = "MLGDavid"

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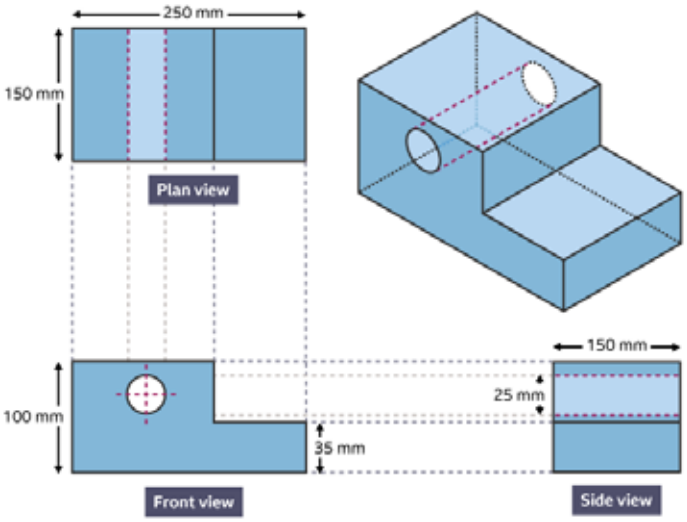
DT Project 2: Passive Speaker Term 2

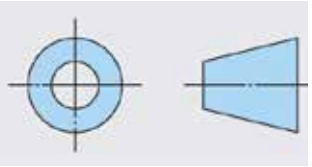
Key Vocabulary

1	**Aesthetics**	How something appeals to the five senses (Look, sound, feel, smell, taste). Shape, colour and texture of a design.
2	**3rd Angle orthographic projection**	A way of showing a 3D object in 2D by drawing it from the front, plan (top) and side views as a minimum.
3	**Computer-aided design (CAD)**	Using computer software to draw, model and simulate the performance of products.
4	**Constraint**	Something that limits what can be done.
5	**Design brief**	A summary of the design opportunity. What you will design and make.
6	**Evaluation**	Reflecting on a design. Looking at what went well and identifying ways that a product could be improved.
7	**Function**	What a product does and how it works.
8	**Passive speaker**	Does not itself use any power but supports the working and output of increased sound.
9	**Specification**	List of all the design criteria that the finished product must meet.
10	**TechSoft 2D Design**	CAD software for 3rd angle orthographic projection and isometric drawing.
11	**Testing**	This can be physical, visual and user testing to check a product will function as intended.



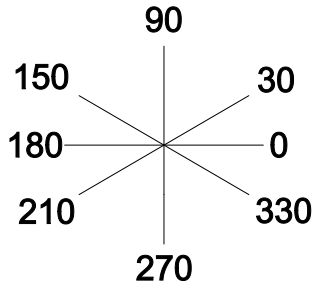
TechSoft 2D Design program & key tools below

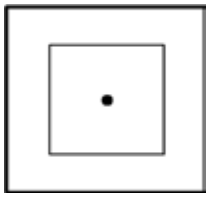
3rd Angle orthographic symbol



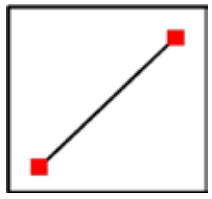
Left – Diagram shows a 3rd Angle Orthographic drawing of the 3D shape in the picture.

Angles for drawing in 2D Design. Input line length in MM's and then an angle for the direction you want the line to go.

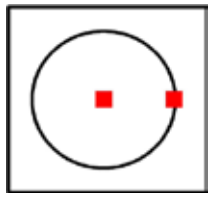




Attach (links to the end of a line)



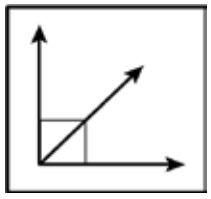
Line



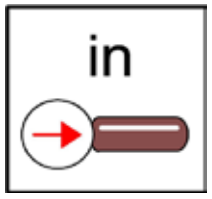
Circle

Delete any

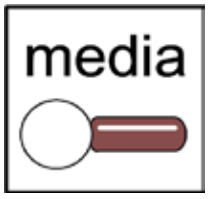
Delete part of a line or object



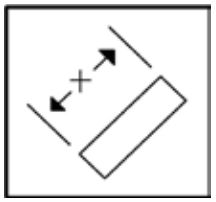
Radial lock



Zoom in



Zoom to media (the whole page)



Dimension lines (add sizes to drawing)

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	**ASIDE**	when the action freezes and a character speaks directly to the audience.
2	**DRAMATIC IRONY**	when the audience know something the other characters do not.
3	**CAPTIONS**	short lines of dialogue visually presented for the audience to read.
4	**LANGUAGE**	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	**EXPOSITIONAL**	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	**Costume**	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	**Set and Lighting**	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	**Sound and Music**	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.

Year 8 Drama: Slapstick

Slapstick comedy refers to **physical theatre comedy** based on deliberately clumsy actions and humorously embarrassing events. This type of humour was popular in the early 1900's and is still popular today.

Characteristics of slapstick

1	**Improbable situations**
2	**Practical jokes**
3	**Chases**
4	**Unrealistic action**
5	**Extreme physicality**
6	**Comical trips or collisions**
7	**Pratfalls**
8	**Over exaggerated acting**
9	**You are reliant on your facial expressions and body language to communicate to the audience**

Famous slapstick performers

Charlie Chaplin

Buster Keaton

Tom and Jerry

The Three Stooges

Laurel and Hardy

Harold Lloyd

Modern slapstick performers

Lee Evans

The Chuckle Brothers

Mr Bean

Itchy and Scratchy

YEAR 8
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English Animal Farm

Tytherington School ENGLISH

Key Vocabulary

1	**Revolution** (noun)	An overthrow of a system or government in favour of a new one.
2	**Tyranny** (noun)	Abuse of power, ruling by creating fear and using cruelty.
3	**Rebellion** (noun)	An act of armed resistance against a government or ruler.
4	**Totalitarianism** (noun)	A government, system or individual which restricts its people's rights and controls their lives in what is called a totalitarian state.
5	**Oppression** (noun)	Cruel or unjust (unfair) treatment.
6	**Novella**	A short novel.
7	**Propaganda**	Spreading ideas, information or rumours in order to influence people's opinions and manipulate their beliefs.
8	**Cyclical structure**	When a story ends in a similar or the same way as it began.
9	**To exploit**	To treat others unfairly and take advantage of them.
10	**Rhetoric**	The art of using language effectively to persuade or influence others.
11	**Dictatorship**	A ruler with total power, usually achieved through force.

Characters

Pigs:

1	**Old Major**	A prize-winning pig. He is the one who inspires all the animals to rebel against the humans. **He is considered an allegory for (he represents) Karl Marx and also sometimes Vladimir Lenin.**
2	**Napoleon**	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. **He is an allegory for Joseph Stalin.**
3	**Snowball**	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. **He is an allegory for Leon Trotsky.**
4	**Squealer**	He serves as Napoleon's public speaker. He twists and abuses language to excuse and justify Napoleon's actions. **He is considered an allegory for propaganda.**

Horses:

1	**Boxer**	A loyal and dedicated horse. **He is an allegory for the working-class people of Russia.**

Key Information

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

Language methods often used to persuade and argue

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

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

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

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)

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

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

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

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French Topic 2: Free Time

UNIT 1: HOBBIES – INFINITIVE STRUCTURES

Key Vocabulary

1	**jouer au football/ basketball**	to play football/ basketball
2	**faire du vélo**	to do cycling
3	**faire de la natation**	to do swimming
4	**faire de l'équitation**	to do horse-riding
5	**faire mes devoirs**	to do my homework
6	**faire du shopping**	to go shopping
7	**écouter de la musique**	to listen to music
8	**regarder la télé**	to watch TV
9	**aller au cinéma**	to go to the cinema
10	**surfer sur Internet**	to surf the internet
11	**lire un livre/ roman**	to read a book/ novel
12	**tchatter sur mon portable**	to chat on my phone
13	**sortir avec mes amis**	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	**D'habitude j'aime jouer au foot**	I usually like to play football.
2	**J'aimerais faire du vélo car c'est vraiment délassant.**	I would like to do / go cycling because it is really relaxing.
3	**Demain je vais regarder la télé car à mon avis ça sera assez ludique.**	Tomorrow I am going to watch TV because in my opinion it will be quite fun.

Present Tense

Subject	Present – aimer (to not like)		
Je (j') = I	**n'**	aime	**pas**
Tu = you	**n'**	aimes	**pas**
Il/elle/on = he/she/one	**n'**	aime	**pas**
Nous = we	**n'**	aimons	**pas**
Vous = you (all)	**n'**	aimez	**pas**
Ils/elles = they	**n'**	aiment	**pas**

Key Question

1	**Qu'est-ce que tu aimes faire normalement pendant ton temps libre?**	What do you normally like to do in your free time?

Adjectives

1	**divertissant**	entertaining
2	**ludique**	fun
3	**exigent**	demanding
4	**gratuit**	free
5	**cher**	expensive
6	**facile/difficile**	easy/difficult
7	**délassant**	relaxing

Opinions

1	**J'adore**	I love
2	**Je déteste**	I hate
3	**Ça m'énerve**	That annoys me
4	**Ça m'ennuie**	That bores me

YEAR 8
KNOWLEDGE ORGANISER

French Topic 2: Free Time

UNIT 2: PRESENT TENSE HOBBIES

Key Vocabulary

1	**Je joue au foot/ basket**	I play football/ basketball
2	**Je joue du piano/ de la guitare**	I play the piano / guitar
3	**J'écoute de la musique**	I listen to music
4	**Je regarde la télé**	I watch TV
5	**Je surfe sur Internet**	I surf the internet
6	**Je tchatte sur mon portable**	I chat on my mobile
7	**Je lis un livre/ roman**	I read a book/ novel
8	**Je sors avec mes amis**	I go out with my friends
9	**Je vais au cinéma**	I go to the cinema
10	**Je fais du vélo**	I do/go cycling
11	**Je fais de la natation / de l'équitation**	I do swimming/ horse-riding
12	**Je fais mes devoirs**	I do my homework
13	**Je fais du shopping**	I do/go shopping

Core intent:

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

Key Question

1	**Qu'est-ce que tu fais normalement pendant ton temps libre?**	What do you normally do in your free time?

Common phrases

1	**Je joue souvent au foot.**	I often play football.
2	**Je ne fais jamais du shopping car c'est très cher mais parfois je lis un libre.**	I never do shopping because it's very expensive but sometimes I read a book.
3	**Je sors toujours avec mes amis car à mon avis c'est vraiment divertissant.**	I always go out with my friends because in my opinion it is really entertaining.

Present Tense

Subject	jouer (to play)	lire (to read)	sortir (to go out)	faire (to do)	aller (to go)
Je (j') = I	joue	lis	sors	fais	vais
Tu = you	joues	lis	sors	fais	vas
Il/elle/on = he/she/one	joue	lit	sort	fait	va
Nous = we	jouons	lisons	sortons	faisons	allons
Vous = you pl	jouez	lisez	sortez	faites	allez
Ils/elles = they	jouent	lisent	sortent	font	vont

YEAR 8
KNOWLEDGE ORGANISER

French Topic 2: Free Time

UNIT 3: PAST TENSE HOBBIES

Key Vocabulary

1	**J'ai joué au foot/basket**	I (have) played football/basketball
2	**J'ai joué du piano/ de la guitare**	I (have) played the piano/guitar
3	**J'ai écouté de la musique**	I (have) listened to music
4	**J'ai regardé la télé**	I (have) watched TV
5	**J'ai surfé sur Internet**	I (have) surfed the
6	**J'ai tchatté sur mon portable**	I (have) chatted on my phone
7	**J'ai lu un livre/roman**	I (have) read a book/novel
8	**J'ai fait du vélo**	I did (have done) cycling
9	**J'ai fait de la natation/ de l'équitation**	I did (have done) swimming/horse-riding
10	**J'ai fait mes devoirs**	I did (have done) my homework
11	**J'ai fait du shopping**	I did (have done)/went shopping
12	**Je suis sorti(e) avec mes amis**	I went out with my friends
13	**Je suis allé(e) au cinéma**	I went to the cinema

Core intent:

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

Key Question

1	**Qu'est-ce que tu as fait récemment pendant ton temps libre?**	What have you done recently in your free time?

Common phrases

1	**Récemment j'ai joué au foot.**	Recently I played football.
2	**Hier j'ai fait du vélo car c'est très ludique.**	Yesterday I did biking because it is very fun.
3	**Le weekend dernier je suis sorti(e) avec mes amis et à mon avis c'était vraiment divertissant.**	Last weekend I went out with my friends and in my opinion it was really entertaining.

Past Tense

Subject	avoir	être	Past participle
Je (j') = I	**ai**	suis	Regular endings er = joué re = lu ir = sorti Verbs of movement take être + agree Je suis allé(e) Je suis sorti(e)
Tu = you	**as**	es	
Il/elle/on = he/she/one	**a**	est	
Nous = we	**avons**	sommes	
Vous = you (all)	**avez**	êtes	
Ils/elles = they	**ont**	sont	

YEAR 8

GEOGRAPHY TOPIC 2: Coasts and Oceans

KEY VOCABULARY

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

TYPES OF EROSION

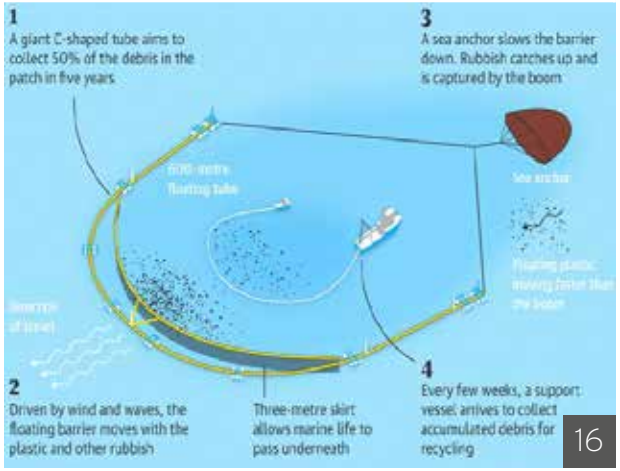
TYPES OF WEATHERING

BEACHES

PEBBLE	SANDY
Cliffs are being eroded Destructive waves Concordant coastlines	Bays – water is shallow Constructive waves Discordant coastlines

COASTAL LANDFORMS

OCEAN BOOM



YEAR 8 GEOGRAPHY TOPIC 3: FANTASTIC PLACES

KEY VOCABULARY

1	**Opportunities**	A time or set of circumstances that makes it possible to do something.
2	**Climate Change**	The long term, global shift in the worlds average weather patterns.
3	**Climate**	The average weather conditions in a place, usually over 30 years. Only temperature and precipitation are measured).
4	**Human development Index**	A composite measurement of human development based on three indicators (years in education, GNI/capita and life expectancy).
5	**Conflict**	A serious disagreement or argument, typically a protracted one- which can result in war.
6	**Global Common**	An area that is accessible to all countries but owned by none. EG Antarctica
7	**Development**	Development refers to the standard of living and how the quality of life varies from place to place.
8	**Population density**	The number of people living in an area. Usually measured in km2.
9	**Population distribution**	How people are spread over an area. Eg evenly or unevenly.

THE MIDDLE EAST

ANTARCTICA

FACTORS THAT INFLUENCE DEVELOPMENT

HUMAN	PHYSICAL
• Rapid population growth • Conflict • Corruption	• Weather and climate • Geographical location • Terrain eg mountainous

IMPACTS OF CONFLICT

- **FEMALE EDUCATION** – In Afghanistan girls were banned from school under Taliban regime.
- **DEATH** – many people are killed or injured during conflicts.
- **CIVILIAN DISPLACEMENT** – Often people are forced to or want to move other areas.
- **HUNGER** – Many people can not afford high food prices during a conflict.

HUMAN RIGHTS ISSUES IN QATAR

- **LAWS ON HOMOSEXUALITY** - Lesbian, gay, bisexual and transgender people in Qatar can face serious legal challenges
- **WOMEN'S RIGHTS** - Women in Qatar must gain permission from male guardians to engage in daily activities and can be prevented from leaving the house without a male.
- **FREEDOM OF EXPRESSION** - Under Qatari law, any opinion which may appear 'biased' or different to the opinion of the law can be punishable by prison or fines.

German Super 7s

The little words you use a lot

THE SUPER 7

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

YEAR 8

1. Time Phrases

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

2. Verbs

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

3. Opinions

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

4. Justifiers

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

5. Qualifiers

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

6. Adjectives

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

7. Connectives

1	**und**	and
2	**aber**	but
3	**auch**	also
4	**mit**	with
5	**jedoch**	however
6	**oder**	or
7	**allerdings**	however
8	**ohne**	without
9	**trotzdem**	nevertheless
10	**einerseits**	on the one hand
11	**andererseits**	on the other
12	**obwohl**	although
13	**sowohl... als auch**	both... as well as...

YEAR 8
KNOWLEDGE ORGANISER

German Topic 2: Free Time

UNIT 1: HOBBIES OPINIONS

Key Vocabulary

1	**Hobbys**	hobbies
2	**Fußball/Gitarre spielen**	to play football/ guitar
3	**Musik hören**	to listen to music
4	**fernsehen**	to watch TV
5	**schwimmen/ einkaufen gehen**	to go swimming / shopping
6	**Gitarre/Klavier spielen**	to play the guitar / piano
7	**Skifahren**	to go skiing
8	**im Internet surfen**	to surf the internet
9	**in einem Chor singen**	to sing in a choir
10	**ein Buch lesen**	to read a book
11	**mich mit meinen Freunden treffen**	to go out with my friends
12	**ins Kino gehen**	to go to the cinema
13	**meine Hausaufgaben machen**	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	**Ich mag (gern) Musik hören, denn es ist oft sehr unterhaltsam.**	I like to listen to music because it is often very entertaining.
2	**Ich hasse meine Hausaufgaben machen, weil es immer wirklich schwierig ist.**	I hate to do my homework, because it is always really difficult.
3	**Ich mag am liebsten ins Kino gehen, obwohl es meistens ziemlich teuer ist.**	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)
Ich = I	mag
Du = you	magst
Er/sie/es/man = he/she/it	mag
Wir = we	mögen
Sie = you (pl)	mögen
Sie = they	mögen

Key Questions

1	**Was machst du gern in deiner Freizeit?**	What do you like doing in your freetime?

Adjectives

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

Opinions

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

YEAR 8
KNOWLEDGE ORGANISER

German Topic 2: Free Time

UNIT 2: PRESENT TENSE HOBBIES

Key Vocabulary

Ich spiele... = I play...		
1	**Golf**	golf
2	**Tennis**	tennis
3	**Rugby**	rugby
4	**Basketball**	basketball
5	**Federball**	badminton
6	**Fußball**	football
7	**Klarinette**	clarinet
8	**Klavier**	piano
9	**Schlagzeug**	drums
10	**Gitarre**	guitar
Ich mache...		
1	**Leichtathletik**	athletics
2	**Turnen**	gymnastics
3	**Karate**	Karate
Ich gehe...		
1	**schwimmen**	swimming
2	**reiten**	horseriding
3	**segeln**	sailing
4	**windsurfen**	windsurfing
5	**wandern**	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	**Normalerweise spiele ich jeden Sonntag Tennis, denn es ist immer wirklich entspannend.**	I normally play tennis every Sunday because it is always really relaxing.
2	**Meine Schwester fährt nie Ski, weil es sehr anstrengend ist.**	My sister never goes skiing because it is very tiring.
3	**Mein Bruder und ich machen seit drei Jahren Karate, weil es Spaß macht.**	My brother and I do Karate for three years because it is fun.

Present Tense

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

Key Vocabulary

Ich fahre		
1	**Ski**	skiing
2	**rad**	cycling
3	**Skateboard**	skateboarding
4	**Kanu**	canoeing

Key Questions

1	**Machst du Sport?**	Do you do sport?
2	**Spielst du ein Instrument?**	Do you play an instrument?

Time Phrases

Present tense time phrases		
1	**Normalerweise**	Normally
2	**Heute**	today
3	**Jetzt**	now
4	**Jeden Tag**	every day
5	**montags**	Mondays
6	**Seit zwei Wochen/ Monaten/ Jahren**	for 2 weeks/ months/ years/

YEAR 8
KNOWLEDGE ORGANISER

German Topic 2: Free Time

UNIT 3: PAST TENSE HOBBIES

Key Vocabulary

1	**Ich habe Musik gehört**	I listened to music
2	**Ich habe ferngesehen**	I watched TV
3	**Ich habe Fußball gespielt**	I played football
4	**Ich habe meine Hausaufgaben gemacht**	I did my homework
5	**Ich habe getanzt**	I danced
6	**Ich habe ein Buch gelesen**	I read a book
7	**Ich habe mich mit meinen Freunden getroffen**	I met my friends
8	**Ich bin ins Kino gegangen**	I went to the cinema
9	**Ich bin einkaufen gegangen**	I went shopping
10	**Ich bin reiten gegangen**	I rode a horse
11	**Ich bin radgefahren**	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
Ich = I	habe	bin	regular verbs: ge + stem + t (**ge**spielt)
Du = you	hast	bist	
Er/sie/es/man = he/she/it/one	hat	ist	
Wir = we	haben	sind	
Ihr = you (pl)	habt	seid	Irregular verbs e.g. gehen = gegangen
sie/Sie = they/ you (formal)	haben	sind	

Key Questions

1	**Was hast du letztes Wochenende gemacht?**	What did you do last weekend?

Time Phrases

Past tense time phrases

1	**Neulich**	recently
2	**Letztes Jahr / Wochenede**	Last year / weekend
3	**gestern**	yesterday
4	**Vor zwei Jahren**	two years ago

Common phrases

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

YEAR 8
KNOWLEDGE ORGANISER

History Unit 4: How did experiences of the British Empire differ across the globe?

Key Vocabulary

1	**Empire**	A group of countries ruled by a single person, government, or country.
2	**Colonies**	A country run by and under the control of another country (e.g., India became a colony of the British Empire).
3	**Settlement**	The process of moving to an area and establishing a permanent new community and society there.
4	**Exploitation**	The act of treating someone or somewhere unfairly, or to make use of their resources, in order to benefit from them.
5	**The British Raj**	The direct rule of India by the British government after 1858.
6	**Indigenous peoples / First Nations peoples**	The First Nations of people who lived in any region or country, and not the later invaders, settlers or immigrants; many continue to live in that region or country.

Why did countries want an Empire?

1	**Economic**	• Access to resources . • Guaranteed markets for trade. • Workers. • Income from tax.
2	**Military**	• Strategic position in the world (e.g., for military bases). • Increased size of an army.
3	**Prestige**	• Power and status. • Rivalry with other nations.
4	**Ideology**	• Nationalism. • Religion (e.g., spreading Christianity). • Racism (e.g., 'civilising' and white supremacy).

The British Empire

1	**South Africa**	• Exploitation – the importance of gold and diamond mining. • The Natives Land Act 1913.
2	**India**	• The 'Jewel in the Crown'. • Exploitation through the railways and textile industries.
3	**Australia**	• Settlement and dispossession of First Nations peoples. • Frontier Wars, Free Settlers and Gold Rushes.

YEAR 8
KNOWLEDGE ORGANISER

History Unit 5: Was the Industrial Revolution "liberty's dawn"?

Key Vocabulary

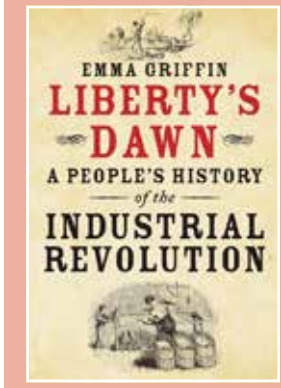
1	**Revolution**	A dramatic and wide-reaching change.
2	**Domestic system**	A system where workers make goods in their own homes; also known as a 'cottage industry'.
3	**Factory**	Where goods are manufactured in large numbers (often mass produced), generally using machinery.
4	**Workhouse**	A place where the poor received food and shelter in return for hard work; conditions were incredibly harsh.
5	**Cholera**	An infectious and often fatal disease, commonly spread through contaminated water.
6	**Liberty**	The state of being free; the power to act as you please.
7	**Trade Union**	An organisation for workers, formed to protect and further their rights and interests'
8	**Economy**	To do with jobs, trade, business and the generation of wealth.

Was it a 'liberty's dawn' for all?

1	**Women**		• Unmarried, single women found work in factories and mills. • Lower wages than men. • Women remain tied to the home.
2	**Children**		• Most children worked - most had a job by age 10. • Long hours, low pay and dangerous jobs in mills, factories and mines.
3	**Working-class men**		• New job opportunities for men. • Better wages than before and full-time employment. • Lack of workers' rights.
4	**Factory**		• New factories emerged and new industries. • Individuals became rich and had an increased say/power.

Liberty's Dawn

In **Liberty's Dawn** Emma Griffin argues that the Industrial Revolution was *'the advent not of a yet 'darker period', but of the dawn of liberty.'*



Timeline

1769 James Watt patents the steam engine

1775 Arkwright patents the Water Frame and uses in his mill

1819 The Peterloo Massacre

1832 Great Reform Act; limited extension of the vote

1833 First Factory Act passed to improve conditions

1834 The Poor Law Amendment Act; workhouses established

1834 The Tolpuddle Martyrs are sentenced to transportation

1848 Major cholera epidemic

1884 The Third Reform Act; two thirds of men could now vote

1888 The Match Girls' Strike

YEAR 8

Mathematics "Talk like a Mathematician"

Topic 5 – Percentages

1	**Percentage**	Amount in each hundred.
2	**Equivalent**	Equal in value.
3	**Increase**	A rise in the size.
4	**Decrease**	Becoming smaller.
5	**Original value**	The first value.

Topic 6 – Functions & Graphs

1	**Parallel**	Lines which lie in the same direction and are always the same distance apart, therefore never touching.
2	**Gradient**	The steepness of a line.
3	**Linear sequence**	A pattern of numbers that increase or decrease by the same amount each time.
4	**Linear graph**	A collection of co-ordinates which form a straight line.
5	**Linear segment**	The part of a line connecting two points.

Topic 7 – Angles

1	**Acute angle**	An angle less than 90 degrees.
2	**Obtuse angle**	An angle greater than 90 degrees but less than 180 degrees.
3	**Reflex angle**	An angle greater than 180 degrees but less than 360 degrees.
4	**Right angle**	A 90-degree angle.
5	**Quadrilateral**	A 2D shape with four straight sides.
6	**Polygon**	A 2D shape made up of only straight sides.
7	**Regular polygon**	A polygon in which all angles are equal, and all sides are equal.
8	**Perpendicular**	Lines which lie at right angles to one another.

Topic 8 – Handling Data

1	**Pictogram**	A chart which uses pictures to represent data.
2	**Bar chart**	A chart using rectangular bars to show how large each value is.
3	**Vertical Line Chart**	A chart using vertical lines to show how large each value is.
4	**Pie chart**	A circular chart in which each sector shows the relative size of each value.
5	**Quantitative Data**	Data that can be counted or measured.
6	**Qualitative Data**	Information that describes something.
7	**Mean**	An average in which all values are added together and divided by how many values there are.
8	**Median**	An average in which all values are placed in ascending order and the middle value is chosen.
9	**Mode**	An average in which the value that appears most often is chosen.
10	**Range**	The difference between the highest and lowest values.

YEAR 8
KNOWLEDGE ORGANISER

Music Cajon

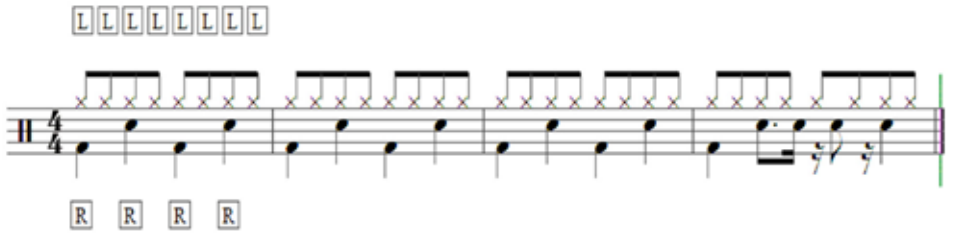
What is a Cajon?

1	A Cajon is a box shaped percussion instrument from Peru.
2	You play the instrument with your hands.
3	Traditionally, it is used for playing Afro-Peruvian and Latin music.
4	In more recent years, the instrument has been used to replace a drum kit, especially due to its small size in comparison.

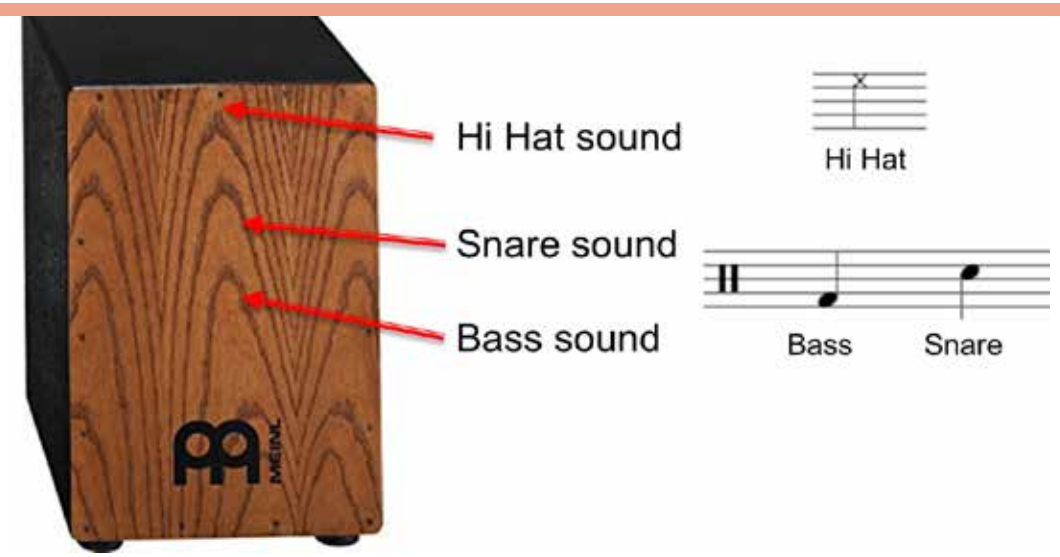
Warm Ups – Rudiments

1	Single Strokes	R L R L R L R L
2	Double Strokes	R R L L R R L L
3	Paradiddle	R L R R L R L L
4	Reverse Paradiddle	R R L R L L R L
5	Inward Paradiddle	R L L R L R R L
6	ParadiddleDiddle	R L R R L L
7	Single Stroke Four	R L R L

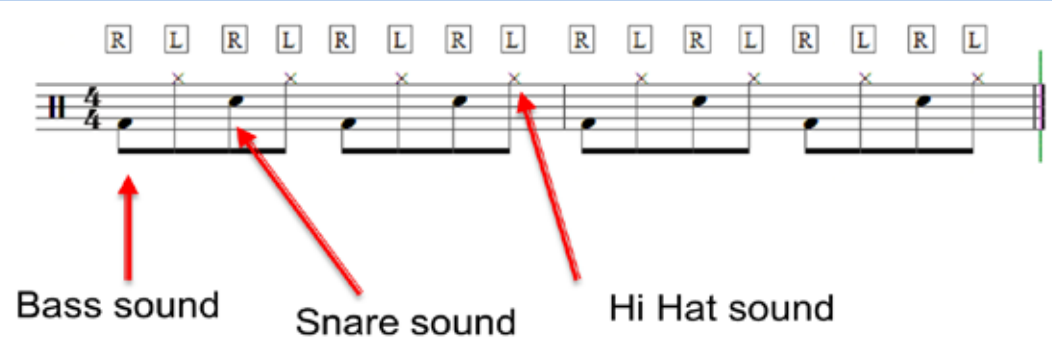
One Kiss – Calvin Harris



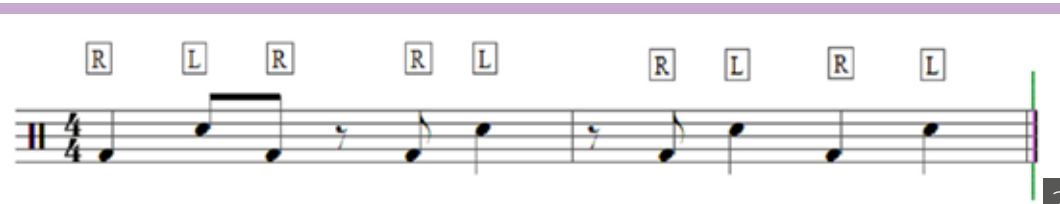
The 3 Main Notes on a Cajon



Crazy – Gnarls Barkley



Valerie – Amy Winehouse



YEAR 8
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Music The Blues

Key Vocabulary

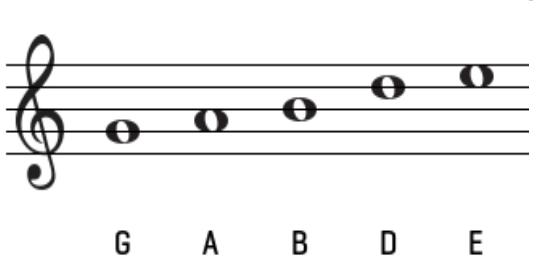
1	**Call and Response**	Leader makes a musical call and the group answers or copies.
2	**Improvisation**	Making up music as you go.
3	**Field Holler**	A song sung by slaves.
4	**Walking Bassline**	Bassline that moves up and down in pitch in a walking style.
5	**Stop Chorus**	Stabbed chords at the start of each bar.
6	**Scat Singing**	A type of vocal improvisation using short nonsense words.
7	**Pentatonic Scale**	A 5 note scale.
8	**Fills**	Short drum solos at the end of bars to fill in a gap.
9	**12 Bar chord progression**	Structure of blues song that has 12 bars with a common chord progression.

I	I	I	I
IV	IV	I	I
V	IV	I	I

12 Bar Blues Chord Progression in C

1 C	2 C	3 C	4 C
5 F	6 F	7 C	8 C
9 G	10 F	11 C	12 G

G major pentatonic scale

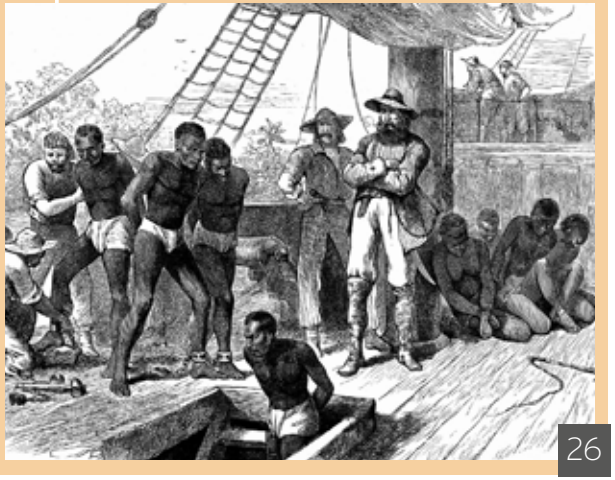


Instrumentation

1	Vocals
2	Acoustic Guitar
3	Electric Guitar
4	Bass
5	Piano
6	Trumpet
7	Saxophone
8	Harmonica

Slavery

1	During the 18th and 19th centuries, thousands of people were taken as slaves from Africa to America.
2	For these Africans life became a nightmare. Many died on their long journey by sailing ship.
3	Those that survived were sold in auctions and put to work on farms in the Southern states of America.
4	The life of slavery was cruel and horrible.
5	To help share their troubles and problems, the slaves would sing songs using call and response. The songs became known as The Blues.



Personal Development- Year 8

Spring Term 2026 – Drugs, Alcohol and Smoking

Key Term	Definition
Nicotine	A **highly addictive** substance that is found in **cigarettes** and other **tobacco products.**
Alcohol	A **psychoactive drug** that is the **active ingredient** in drinks such as **beer, wine and spirits.**
Legal drug	Drugs that can be bought **over the counter** (e.g., paracetamol) or are **prescribed by a health professional** (e.g., antibiotics). Must be used for the purpose that they were prescribed/sold.
Illegal drug	**Highly addictive substances** that are **against the law** to **make, sell, share, possess and use.** For example, heroin, ecstasy, cocaine.
Dependency	When a person feels that they **'need'** to continue to do/take something in order to function normally.
County Lines	Where **illegal drugs** are **transported** from one area to another: usually by **young people/vulnerable adults.** The '**county line'** is the **dedicated mobile phone line** that is used to take to order of drugs. It is a form of **criminal exploitation** and is **against the law**.

The Law

Smoking	• You cannot legally buy cigarettes if you are under 18 • It is illegal for an adult to buy you cigarettes, e-cigarettes or e-liquids, or for a retailer to sell you them if you are under 18 • Smoking is banned in public vehicles that carry someone under 18. • Smoking is banned in enclosed public spaces and places of work.
Vaping	It is against the law the purchase vaping products under the age of 18. Vaping is banned on all public transport (e.g., buses, trains, planes etc) and not permitted in most indoor public places like pubs, restaurants and workplaces.
Alcohol	If you are under 18 it is against the law: • To buy/try to buy alcohol • For someone to sell you alcohol • For an adult to buy alcohol for you • To drink alcohol in a licensed premises (pubs/restaurants). It is against the law to drive if you are over the legal alcohol limit.
Illegal drugs	You could receive an unlimited fine and/or a prison sentence for making, taking, possessing or suppling (or intending to supply) illegal drugs. Some examples of the legal penalties are show below.

Possession or intent to supply any of the substances below can result in an unlimited fine and/or a prison sentence. Maximum sentences are listed below.

	Possession	Intent to supply/Supply
Class A	Seven years	Life sentence
Class B	Five years	Life sentence
Class C	Two years (not including anabolic steroids)	Fourteen years
Psychoactive substance		Seven years

The Impact = **smoking, excessive drinking and drug use** can have **far reaching consequences**. All can impact on **physical health, mental health, relationships, school/work, and finances.** As well as the **legal consequences**.

YEAR 8
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Physical Education Invasion Games

Key Vocabulary

1	**Weight of pass**	Considering the amount of force required to make the pass perfectly playable for your team mate.
2	**Opposition**	(Opposition) The team you are playing against.
3	**Decision making**	Deciding which skill to use in a given situation.
4	**Formations**	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	**Player to player marking**	A style of defence used to ensure every opposing player is being marked.
6	**Zonal defence**	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	**Using width**	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	**Shooting**	(not rugby or ultimate frisbee) Using techniques which will increase the likelihood of the ball going in the goal/net and scoring.
9	**Change of pace**	Increasing the speed of movement when in space in order to stay ahead of defenders when attacking.
10	**Passing to control**	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	**Resilience**	The ability to recover quickly from difficulties.
2	**Feedback**	Information received to help you improve in future.
3	**Diligence**	Careful and persistent work.
4	**Communication**	Sharing information with others
5	**Teamwork**	Working cooperatively with others.
6	**Tactics**	A plan to gain advantage or success.
7	**Cardiovascular fitness**	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.

YEAR 8
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Religious Studies Sikhi

Key Vocabulary

1	**Khanda**		The symbol of the Sikh faith.
2	**Guru Granth Sahib**		The holy scripture for Sikhs and is regarded as the living Guru.
3	**Gurdwara**		The Sikh place of worship.
4	**Khalsa**		A Community of initiated Sikhs who commit to be pure, clear and free from sin. It formulates an initiation ceremony and rules of conduct for Khalsa warriors. Upon initiation, male Khalsa Sikhs are given the title Singh and females Kaur.

Sikhi

1	Sikhi is a monotheistic religion (belief in one god) that originated in India.
2	Fifth largest religion in the world; over 600 years old.

Guru

1	The term Guru comes from the Sanskrit guru, meaning teaching, guide or mentor.
2	The traditions and philosophy of Sikhi were established by ten Gurus from 1469 to 1708.
3	Each Guru added to and reinforced the message taught by the previous, resulting in the creation of the Sikh religion.
4	Guru Nanak was the first Guru and appointed a disciple as a successor.
5	Guru Gobind Singh was the final Guru in human form. Before his death, he decreed that the Guru Granth Sahib would be the final and perpetual Guru of the Sikhs.

The Five Ks

The Five Ks are five items that Guru Gobind Singh commanded Khalsa Sikhs to wear at all times. These aren't just symbols but are articles of faith.

1	**Kesh**		• Uncut hair and beard. • Sign of respect to God's creation.
2	**Kangha**		• Wooden comb to comb the hair.
3	**Kara**		• Iron bracelet, shows oneness of God.
4	**Kachera**		• Undergarment worn originally as part of a military uniform.
5	**Kirpan**		• Dagger or sword only symbolic. • Used to protect those in danger.

YEAR 8
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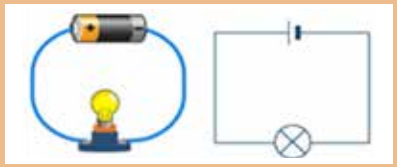
Science Electromagnets 1: Current, Voltage & Resistance

Key Vocabulary

1	**Ammeter**	Used to measure the current in a circuit.
2	**Amperes (Amps)**	The units for current.
3	**Conductor**	A material that allows charge (current) to flow through it easily.
4	**Current**	The rate of flow of charge around a circuit.
5	**Electrons**	Subatomic particles with a negative charge.
6	**Fuse**	A thin piece of wire that breaks if the current is too high in a circuit.
7	**Insulator**	A material that does not allow charge (current) to flow through it easily.
8	**Neutron**	Subatomic particles with no charge.
9	**Ohms**	The units for resistance.
10	**Parallel**	A circuit that contains two or more loops or branches.
11	**Proton**	Subatomic particles with a positive charge.
12	**Resistance**	A measure of how hard it is for electricity to pass through a component.
13	**Static electricity**	The build up of electrical charge on an object.
14	**Series**	A circuit with all components connected in one loop.
15	**Sub-atomic particles**	Particles that make up an atom (protons, neutrons and electrons).
16	**Volts (V)**	The units for voltage.
17	**Voltage (Potential difference)**	A measure of the difference in energy between two parts of a circuit.
18	**Voltmeter**	Used to measure the voltage (potential difference) in a circuit.

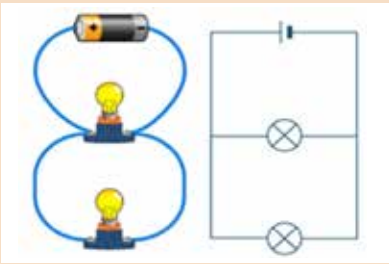
Series & parallel circuits

Series circuit:



- A circuit with all components connected in one loop.
- The current is the same at every point in a series circuit.
- The voltage is shared between components in a series circuit.

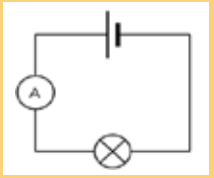
Parallel circuit:

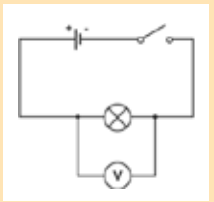


- A circuit that contains two or more loops or branches.
- The current is split between the branches in a parallel circuit.
- The voltage across each branch of the circuit is the same as the voltage produced by the cell / battery.

Key Idea

1	**Current**	• Measured in Amps (A). • Measured using an ammeter. • An ammeter is connected in series.
2	**Voltage (Potential difference)**	• Measured in Volts (V). • Measured using a voltmeter. • A voltmeter is connected in parallel.
3	**Resistance**	• Measured in Ohms (Ω) • Can be calculated using the equation resistance = voltage / current.

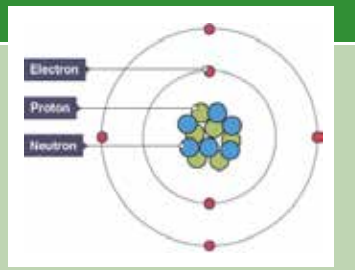




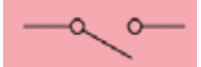
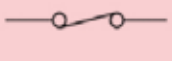
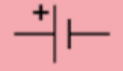
Atomic structure

Atoms are made of three types of sub-atomic particle.

- Protons which have a positive charge.
- Neutrons which have no charge.
- Electrons which have a negative charge.



Circuit symbols

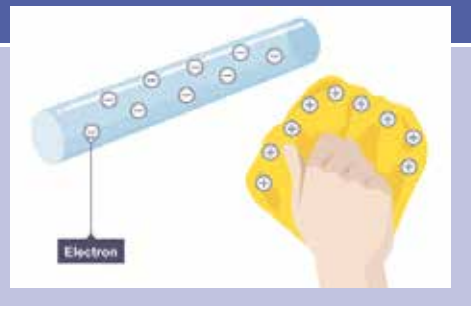
1	**Switch (open)**	
2	**Switch (closed)**	
3	**Cell**	
4	**Battery**	
5	**Resistor**	
6	**Variable resistor**	
7	**Lamp**	
8	**Voltmeter**	
9	**Ammeter**	

Static electricity

When an object becomes charged, electrons are transferred from one object to another.

If an object gains electrons, it becomes negatively charged.

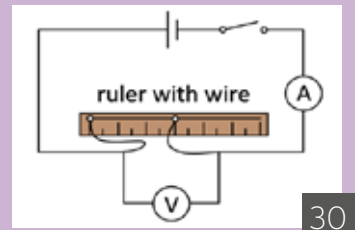
If an object loses electrons, it becomes positively charged.



Resistance of a wire

How does the length of the wire affect resistance?

As the length of the wire increases, the resistance becomes higher.



YEAR 8
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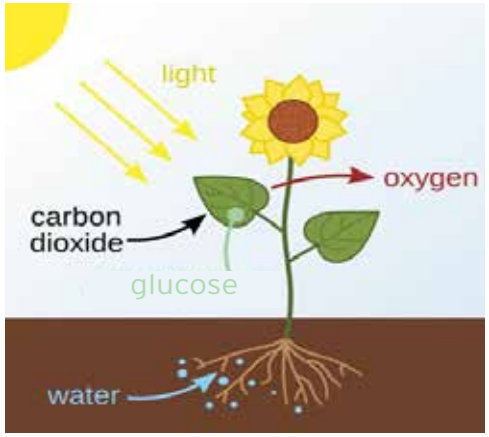
Science Ecosystems 3: Photosynthesis & Respiration

Key Vocabulary

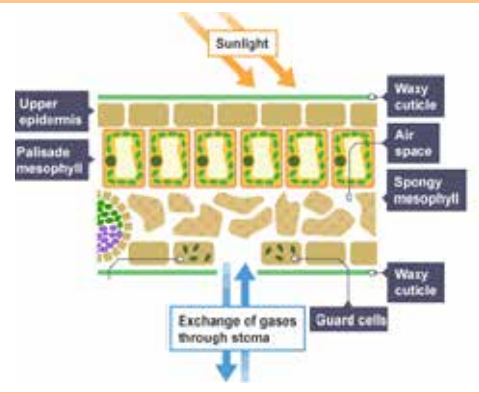
1	**Aerobic**	Takes place in the presences of oxygen.
2	**Anaerobic**	Takes place in the absence of oxygen.
3	**Chloroplast**	Part of plant cell that absorbs light for photosynthesis.
4	**Chlorophyll**	Green chemical found inside chloroplasts.
5	**Fermentation**	Another term for anaerobic respiration in plant cells and yeast.
6	**Glucose**	Sugar used in respiration.
7	**Iodine**	Chemical which turns blue-black in the presence of starch.
8	**Lactic acid**	A product of anaerobic respiration that causes muscle cramp.
9	**Mitochondria**	Part of a cell where aerobic respiration occurs.
10	**Oxygen debt**	When extra oxygen is needed to break down lactic acid.
11	**Palisade cells**	Cells in the upper surface of the leaf with many chloroplasts.
12	**Photosynthesis**	Reaction where plants absorb light to produce glucose.
13	**Respiration**	Reaction which breaks down glucose to release energy.
14	**Spongy mesophyll cells**	Cells in a leaf surrounded by air spaces to allow gas exchange.
15	**Stomata**	Holes on the bottom of the leaf to allow gas exchange.
16	**Yeast**	A microorganism used in the production of bread and alcoholic drinks.

Process of Photosynthesis



How is a leaf adapted for photosynthesis?

1. The palisade layer contains many chloroplasts to absorb light energy for photosynthesis.
2. The spongy mesophyll layer have air spaces around them to allow the diffusion of gases.
3. The stomata allow gases to enter and leave the leaf.
4. The guard cells control the opening and closing of stomata.
5. The leaf is also wide and flat to absorb more light for photosynthesis.



Equations

1	**Photosynthesis**	Carbon Dioxide + Water → Glucose + Oxygen
2	**Aerobic respiration**	Glucose + Oxygen → Carbon Dioxide + Water
3	**Anaerobic respiration in animals**	Glucose → Lactic Acid
4	**Anaerobic respiration in yeast (Fermentation).**	Glucose → Carbon dioxide + Ethanol

Fermentation

1. Yeast are microorganisms that respire anaerobically to produce carbon dioxide and ethanol. This is also called fermentation.
2. Yeast is added to bread dough and produces bubbles of carbon dioxide which makes bread rise.
3. Yeast is used when brewing beer. The yeast produces ethanol which is a type of alcohol.

Comparing aerobic vs. anaerobic respiration

	Aerobic respiration	Anaerobic respiration (in animals)
Reactants	Glucose and oxygen	Glucose
Products	Carbon dioxide and water	Lactic acid
Energy released	More	Less

Evidence for Photosynthesis – Testing for starch

We can prove that a plant produces glucose in photosynthesis by testing to see if a leaf contains starch.

The chemical iodine turns blue/black in the presence of starch. The glucose the plant makes is stored as starch.

YEAR 8
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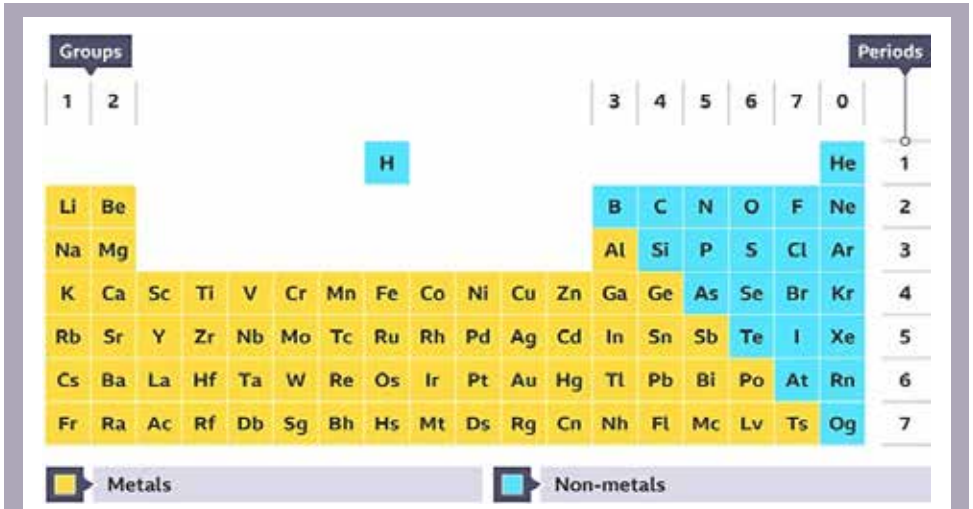
Science Matter 4: Elements and the Periodic Table

Key Vocabulary

1	**Atom**	The smallest part of a substance.
2	**Atomic Mass**	The number of protons + neutrons an element has.
3	**Atomic Number**	The number of protons/electrons an element has.
4	**Chemical Property**	The way an element or compound reacts with other chemical substances.
5	**Compound**	Two or more elements chemically joined together.
6	**Element**	A substance made of one type of atom only.
7	**Formula**	Symbols that tell us how many elements and atoms of each element are in a compound.
8	**Group**	The columns on the periodic table.
9	**Molecule**	Two or more atoms joined together.
10	**Period**	The rows on the periodic table.
11	**Periodic table**	A list of all known elements.
12	**Physical Property**	A property of an element or compound which can be easily seen or measured.

The Periodic Table

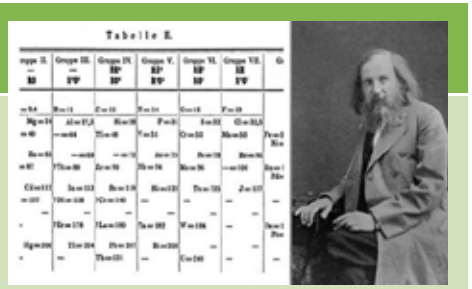


Mendeleev and the Modern Periodic Table

Mendeleev arranged the elements in order of increasing relative atomic mass.

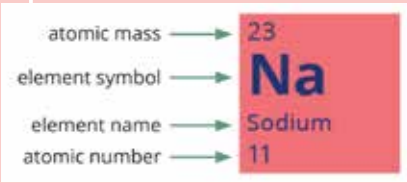
He then arranged the elements by putting those with similar properties into groups.

To make his system work, Mendeleev left gaps for undiscovered elements.



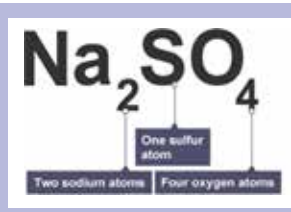
Chemical Symbols

1. **Atomic Mass** = Number of protons + neutrons
2. **Atomic Number** = Number of protons (which is equal to the number of electrons).
3. The first letter of a symbol is always written as a capital letter. Any other letters are written in lowercase.



Chemical Formulae

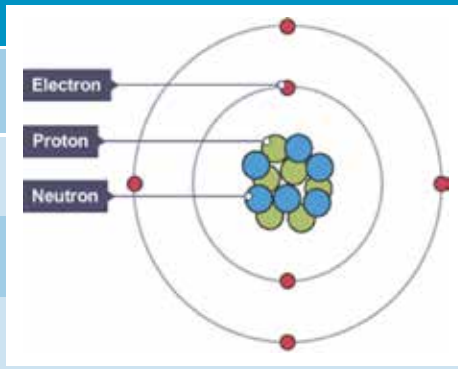
Chemical formulae tell us the number of atoms of each element.



Atomic Structure

Atoms are made of three types of sub-atomic particle.

1. **Protons** which have a positive charge and a mass of 1.
2. **Neutrons** which have no charge and a mass of 1.
3. **Electrons** which have a negative charge and a mass of 0.



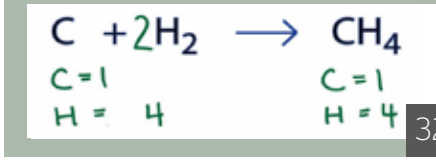
Properties of Chemical Groups

Group	Name	Properties
1	Alkali Metals	Soft, float on water (less dense than water), react violently with water
2	Alkali Earth Metals	Less reactive, more dense and less soft than group 1
7	Halogens	Reactive and Toxic
0	Noble gases	Unreactive

Balancing equations

Chemical equations need to have the same number of atoms in the reactants and the products. This means there is the same number of atoms of each element on both sides of the arrow.

A big number at the front of a compound multiplies all of the atoms in the compound after the number.



YEAR 8
KNOWLEDGE ORGANISER

Spanish Super 7s

The little words you use a lot

THE SUPER 7

TIME PHRASES	VERBS	OPINIONS	JUSTIFIERS	QUALIFIERS	ADJECTIVES	CONNECTIVES
Specify **when** something is **happening** – in the **present**, **past** or **future** or whether we would like something to happen in an ideal world (**conditional**).	Describe an **action**, state or occurrence – i.e. a doing, being or happening word.	Explain **what we think** about the action or state of being – **positive** or **negative**.	Allow us to answer the question 'why?' to **give a reason** for our opinions... usually using '**because**'.	Words that make our describing words even **more interesting**.	Words that **describe** nouns (people, places or things).	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

5. Qualifiers

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

6. Adjectives

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

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

YEAR 8
KNOWLEDGE ORGANISER

Spanish Topic 2: Healthy Living

UNIT 1: FOOD & DRINK

Key Vocabulary

1	**para...**	for...
2	**el desayuno**	breakfast
3	**la comida / el almuerzo**	lunch
4	**la merienda**	afternoon snack
5	**la cena**	dinner
6	**como**	I eat
7	**bebo**	I drink
8	**los cereales**	cereal
9	**la fruta**	fruit
10	**las verduras**	vegetables
11	**la carne**	meat
12	**la pizza/pasta**	pizza/pasta
13	**las patatas fritas**	chips
14	**un bocadillo**	a sandwich
15	**el pescado**	fish
16	**el pan**	bread
17	**el café/el té**	coffee/tea
18	**la leche**	milk
19	**los caramelos**	sweets

Core intent:

To be confident and competent in talking about what you eat and drink in past and present tense and giving your opinions.

Common phrases

1	**Normalmente como cereales y fruta para el desayuno y es delicioso.**	Normally I eat cereal and fruit for breakfast and it is delicious.
2	**Me gusta la pizza porque es muy sabrosa.**	I like pizza because it is very tasty.
3	**Ayer comí pollo con patatas fritas para la cena pero no me gustó porque fue bastante malsano.**	Yesterday I ate chicken and chips for dinner but I didn't like it because it was quite unhealthy.

Past (Perfect) Tense

Subject	Present – comer (to eat)	Past – comer (ate)	Present – beber (to drink)	Past – beber (drank)
I	como	comí	bebo	bebí
you	comes	comiste	bebes	bebiste
he/she/it	come	comió	bebe	bebió
we	comemos	comimos	bebemos	bebimos
you pl	coméis	comisteis	bebéis	bebisteis
they	comen	comieron	beben	bebieron

Key Questions

1	**¿Qué comes / bebes normalmente?**	What do you normally eat/drink?
2	**¿Qué comiste / bebiste ayer?**	What did you eat/drink yesterday?

Time Phrases

1	**Por la mañana / tarde / noche**	in the morning/ afternoon/ evening
2	**Normalmente / generalmente**	normally/ generally

Adjectives

1	**sano**	healthy
2	**delicioso**	delicious
3	**sabroso**	tasty
4	**asqueroso**	disgusting
5	**malsano**	unhealthy

YEAR 8
KNOWLEDGE ORGANISER

Spanish Topic 2: Healthy Living

UNIT 2: HEALTHY EATING

Key Vocabulary

1	el aceite	oil
2	las grasas	fats
3	los lácteos	dairy
4	las proteínas (la carne/el pescado	proteins
5	los carbohidratos	carbohydrates
6	las frutas	fruits
7	las verduras	vegetables
8	los caramelos	sweets
9	los pasteles	cakes
10	el azúcar	sugar
11	la sal	salt

Grammar

Quantities

1	demasiado	too much
2	mucho	a lot of
3	bastante	enough
4	más	more
5	menos	less

Core intent:

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

Common phrases

1	Para mejorar mi dieta debo comer muchas verduras.	In order to be healthy I must eat lots of vegetables.
2	Creo que los caramelos son más deliciosos que las frutas.	I think that sweets are more delicious than fruit.
3	Para mejorar mi dieta se debería incluir bastante grasas porque el aceite es menos malsano que los carbohidratos.	In order to be in shape it is necessary to include enough fats because oil is less unhealthy than carbohydrates.

In order to

Para + infinitive verb = in order to – e.g.

1	Para comer sana...	To eat healthily...
2	Para mejorar mi dieta...	To improve my diet...

Modal verbs

3	No debo	I must not
4	No se debe	You must not
5	No se debería	You must not
6	No puedo	I cannot
7	No se puede	You cannot

Key Questions

1	¿Tienes una dieta sana?	Do you have a health diet?
2	¿Qué haces para mejorar la dieta?	What do you do to improve your diet?
3	¿Qué se puede hacer para mejorar la dieta?	What can you do to improve your diet?

Key verbs

1	comer	to eat
2	beber	to drink
3	evitar	to avoid
4	incluir	to include

Comparatives

1	Creo que las verduras son más sanos que los caramelos.	I think veg are more healthy than sweets.
2	Las frutas son menos sabrosas que los pasteles.	Fruit is less tasty than cakes.
3	El azúcar es tan malsano que la sal.	Sugar is as unhealthy as salt.

YEAR 8
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Spanish Topic 2: Healthy Living

UNIT 3: HEALTHY LIVING

Key Question

1	**¿Qué se puede hacer para llevar una vida sana?**	What can you do to lead a healthy lifestyle?

Key Vocabulary

1	**hacer deporte frecuentemente**	do sport regularly
2	**dormir ocho horas al día**	sleep 8 hours a day
3	**comer...**	eat...
4	**más fruta y verduras**	more fruit and vegetables
5	**menos caramelos**	less sweets
6	**comida basura**	junk food
7	**fumar cigarrillos**	smoke cigarettes
8	**tomar drogas**	take drugs
9	**beber...**	drink...
10	**alcohol**	alcohol
11	**muchos refrescos**	lots of fizzy drinks
12	**agua**	water

Core intent:

To be confident and competent in talking about how to lead a healthy lifestyle.

Common phrases

1	**Para llevar una vida sana se debe hacer deporte frecuentemente.**	In order to live healthily you must do sport regularly.
2	**Pienso que es importante comer menos comida basura porque es tan malsana.**	I think it is important to eat less junk food because it is so unhealthy.
3	**En el futuro voy a beber mucho agua pero no voy a tomar drogas porque son muy peligrosas.**	In the future I am going to drink a lot of water but I am not going to take drugs because they are very dangerous.

In order to

Para + infinitive verb = in order to – e.g.

1	**Para llevar una vida sana**	In order to live healthily
2	**Para mantenerme en forma**	In order to keep myself in shape

Future tense

voy a + infinitive verb = I am going to e.g.

1	**En el futuro voy a comer menos comida basura**	In the future I am going to eat less fast food

Modal verbs

1	**(no) se debe**	you must (not)
2	**(no) se debería**	you should (not)
3	**(no) se puede**	you can (not)
4	**puedo**	I can
5	**debo**	I must
6	**debería**	I should

+ infinitive verb – e.g:

7	**Se debe dormir ocho horas al día**	You must sleep 8 hours a day