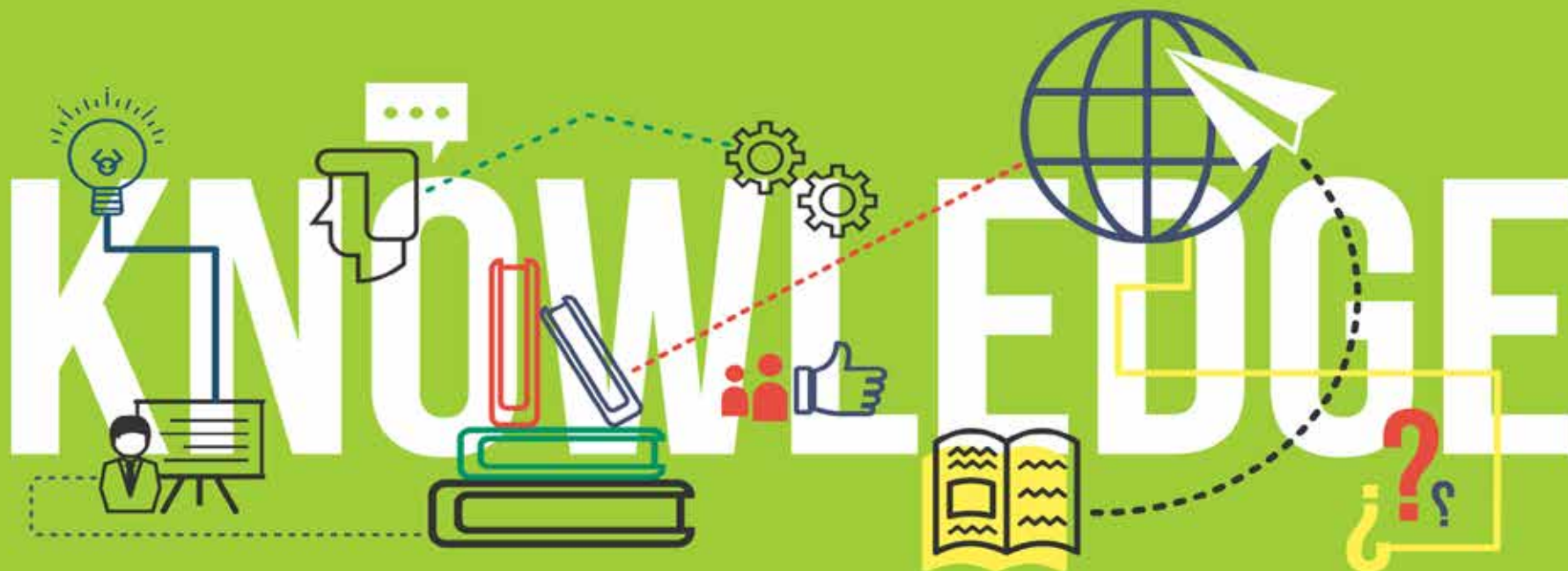


YEAR 8

KNOWLEDGE
ORGANISERS

Autumn Term 2026-2027



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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 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 9×4 . 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

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.

Art & Design Skulls

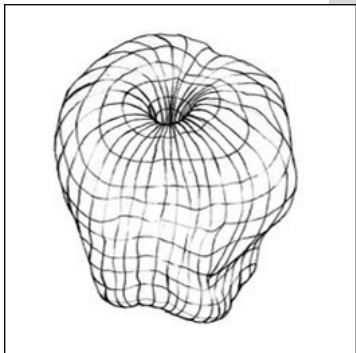
Contour Line Drawing

is the foundation of all drawing. These lines are used to create the outline of a form.



Cross Contour Line Drawing

are lines which travel across the surface of a form. Cross contour lines may be horizontal or vertical, or both, but always describe the three-dimensionality of an object/surface e.g. a curved line would describe a rounded surface.



Skills and Techniques

1. Contour/cross contour line drawing of skulls/bones
2. Painting tonal backgrounds in preparation for drawing
3. Cutting using a craft knife

Layering

Overlapping different media and techniques to improve the qualities of line, tone and texture.

Outcome

The outcome of this project is inspired skulls and the work of Henry Moore. We will combine our knowledge of contour line drawing with paint across three sketchbook pages to create a layered similar to the example picture here.



Idea / Context

Henry Moore

An English artist who is best known for his semi-abstract sculptures of reclining figures.



Moore's work based on an elephant skull depicts the complex landscape qualities of its inner forms. It suggests they reminded him of Yorkshire landscape of his youth.



Classics Latin

Key Vocabulary



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

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

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

- 1 "Free" illegal software.
- 2 Chatrooms with online friends, not physical friends.
- 3 Paying for things over a public network.
- 4 Using a computer that can access the WHOLE web (dark web included)
- 5 Being addicted to your digital life.
- 6 Posting images of yourself online.

Preventions

- 1 Good Netiquette (how you behave online).
- 2 Using HTTPS instead of HTTP.
- 3 Having an up-to-date VIRUS checker.
- 4 Have time away from technology, give yourself a break.
- 5 Only use links you know are suitable.
- 6 Don't make new friends in chat rooms.

Computer Science Binary

Binary Basics

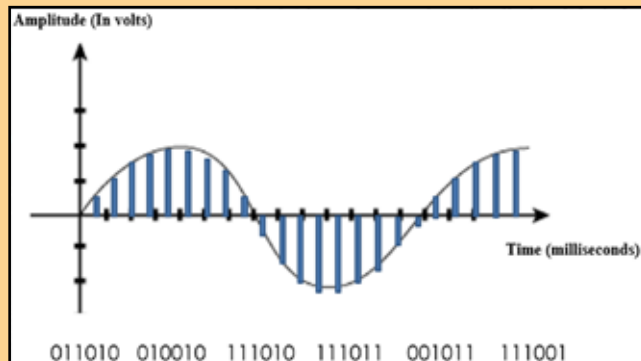
- 1 Binary is base 2.
- 2 Humans count in base 10 because we have 10 fingers.
- 3 Goes up in powers of 2.
- 4 Normal numbers are called denary.
- 5 Example of an 8 bit binary number.

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 st Number (11)	0	1	0	1	1
2 nd 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
65		0	1	0	0	0	0	0	1

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%)

DT Project 1: Aluminium Elephant (Term 1)



Key Vocabulary

1	Blast furnace	Iron is extracted from ore by heating it.
2	Metal burr	Unwanted raised edge that can be sharp. Often removed with a file.
3	CO2	Carbon dioxide. Contributes to global warming/environmental issues.
4	Eames Elephant	Designed by Charles and Ray Eames in 1945 originally out of plywood.
5	Heat	Metal is extracted from the ore using heat.
6	Mining	Mining is the extraction of materials and minerals from the ground.
7	Ore	A type of rock containing metal.
8	Sustainability	Metal is considered a non-renewable resource.
9	Template	Used for marking out identical shapes multiple times. Simplest form of technique that can be used in batch production.

Ferrous metals – contains iron (These examples are also technically an alloy as they contain other elements such as carbon)

Cast iron Uses: Vices, manhole covers, kitchen pans (Le Creuset).

Mild steel (low carbon steel) Uses: Car bodies, steel building frames

High carbon steel Uses: Tools, scissors

Non-Ferrous metals - does not contain iron

Aluminium Uses: Drinks cans, ladders, car bodies.

Copper Uses: Plumbing supplies, electrical cables.

Alloys – a mixture of metals and other elements

Stainless steel (Iron, carbon & Chromium) Uses: Sinks, medical equipment, knives and forks.

Brass (copper & zinc) Musical instruments, house fittings, decorative objects.



Coping saw



Pop rivet gun



Pop rivet



Letter punch



Know where the stop buttons are.



Long hair? Wear a hair net.



Remove jewellery and ties.



Wear apron & fasten up.



Wear eye protection.

Ensure no one else is in your machine safe zone



Combination plier



Anvil



Centre punch



Engineers vice



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

How to communicate status?

1	Levels	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	Facial expressions	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	Body Language	Communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener.
4	Eye contact or the lack of eye contact	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	Proxemics	The space left between characters
6	Verbal Communication	Use of the voice by altering volume/tone/emphasis or silence

Proxemics:





Year 8 Drama : Playing for Laughs



This unit focuses on understanding and performing comedic scripts.
You will explore how comedy works on stage and develop the skills needed to deliver humorous performances effectively.

Types of Comedy

1	SLAPSTICK	Physical comedy involving exaggerated movements, falls, and accidents.
2	SATIRE	Comedy that mocks or criticises people, politics, or society to highlight flaws.
3	PARODY	A humorous imitation of a well-known style, person, or work.
4	WORDPLAY	Clever use of language, puns, and double meanings to create humour.

What is Exaggeration?

Exaggeration means making actions, expressions, or voices bigger and more dramatic than usual to make something funnier. It helps the audience clearly see the humour.

What are Pitch Glides?

Pitch glides are when your voice slides from high to low or low to high. They can make a character sound silly, dramatic, or exaggerated – perfect for comedy!

How Can We Make Our Voices Sound Funny?

1	Use pitch glides	sliding your voice up or down for comic effect.
2	Change pace	speak faster or slower than normal.
3	Use volume	whisper or shout unexpectedly.
4	Add accents or character voices	
5	Use rhythm	repeat words or phrases for emphasis.

Tips for success

1	Be bold and take creative risks.
2	Rehearse timing carefully – comedy relies on precision.
3	Use exaggerated movement and voice to enhance humour.
4	Support your group and respond to others on stage.
5	Stay in character, even when the audience laughs!

What are the parts of a script?

1	DIALOGUE	what characters say
2	STAGE DIRECTIONS	instructions for movement, voice, and action
3	CHARACTER NAMES	who is speaking
4	SCENE HEADINGS	where and when the action takes place
5	PARENTHETICALS	notes on how a line should be delivered

What is Comic Timing?

Comic timing is the precise moment an actor delivers a line or action to create the greatest comedic effect. It involves:

1. Pausing before a punchline.
2. Reacting quickly or slowly for contrast.
3. Using silence or rhythm to build tension and release laughter.

English Crafting Dystopian Fiction

Key Vocabulary

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

Key Narrative Terms

1	Genre	A category of literature e.g. science fiction, gothic, comedy, dystopian.
2	Story	The sequence of events.
3	Plot	The sequence of events with causality.
4	Causality	Cause and effect - one event happens because of another.
5	Theme	An idea that recurs throughout a text, the ideas that the writer wants the reader to think about.
6	Obstacle	The problems the characters face in the story - they could be internal, external or environmental.
7	Protagonist	The main character whose story we follow.
8	Antagonist	The character, group, force or problem that stands in the way of the protagonist achieving their goal.
9	Narrative perspective	In a story this refers to the point of view the story is told from: who is telling the story and how they see things. There are different types of perspective e.g. first person, third person, omniscient, limited.
10	Atmosphere	The feeling created in a text e.g. 'unsettling', 'hopeful', 'mysterious'. Sometimes called 'mood'.
11	Tension	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	Analepsis	A past event that is narrated at the present time in the story.
2	Exposition	Introduction of plot, setting or character.
3	Conflict	The conflict in the story is something that goes wrong or a challenge that drives the plot of the story forwards.
4	Climax	The moment that the tension in the narrative reaches its peak.
5	Resolution	(Denouement) the end of the story where the conflict is resolved.
6	Omission	The deliberate 'leaving out' of key information.
7	Foregrounding	A detail or feature the writer draws the reader's attention to.
8	Dialogue	A conversation between two or more people- the words that the people say.
9	Sensory imagery	Creating imagery that appeals to the senses of taste, touch, smell, sight and sound.
10	Metaphor	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	Government control and loss of individual freedom	When people lose their freedom and rights because the government uses force and violence to maintain control over laws, education and privacy.
2	Health / Environmental destruction	Where disease or natural disasters cause destruction that creates a world in which people struggle and suffer.
3	Technological control	Where technology is used to gain control over individuals or groups of people.
4	Gender inequality	A lack of equality between genders.

French Super 7s

The little words
you use a lot



12

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

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

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

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)

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

Key Questions

1	Qu'est-ce que tu manges/bois normalement?	What do you normally eat/drink?
2	Qu'est-ce que tu as mangé/bu hier?	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	À mon avis	in my opinion
2	Je pense que	I think that
3	Je l'ai aimé	I liked it
4	J'ai pensé que	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...
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

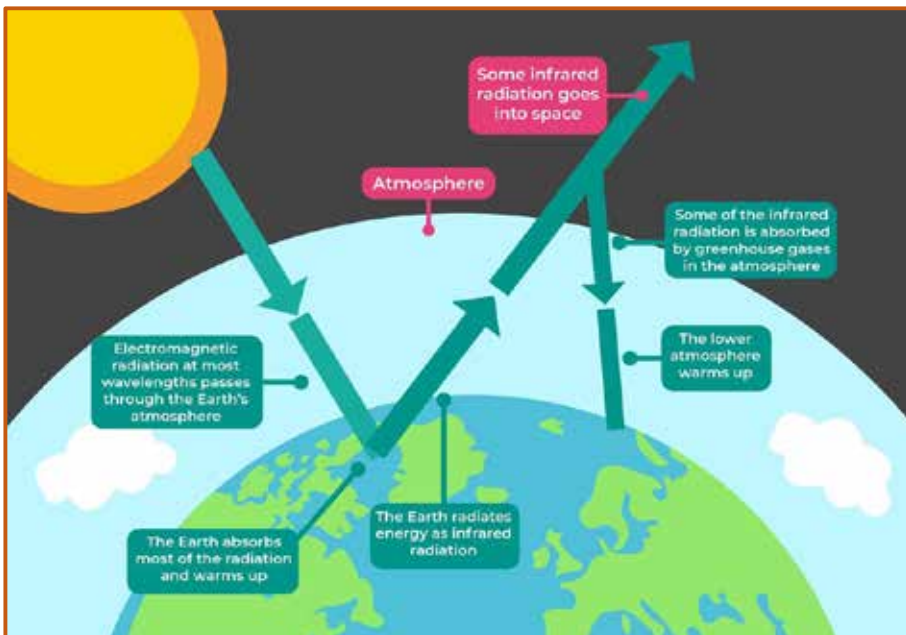
Adjectives

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

KEY VOCABULARY

1	Greenhouse Effect	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	Adaptation	Adapting to life in a changing climate involves adjusting to actual or expected future climates
3	Mitigation	Actions taken to reduce the long-term risks associated with climate change e.g. reducing greenhouse gas emissions.
4	Greenhouse gases	Carbon dioxide (CO ₂), methane, water vapour, nitrous oxide and chlorofluorocarbons

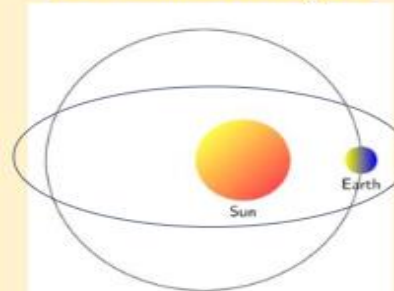
THE GREENHOUSE EFFECT



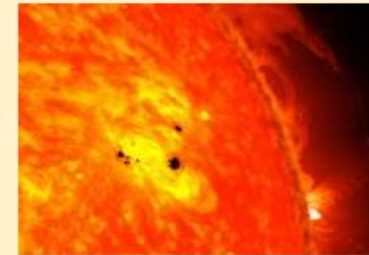
NATURAL CAUSES OF CLIMATE CHANGE

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 CO₂ 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

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

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

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

TYPES OF WEATHERING

		
Mechanical (physical/freeze-thaw)	Biological	Chemical

BEACHES

PEBBLE

Cliffs are being eroded
Destructive waves
Concordant coastlines



SANDY

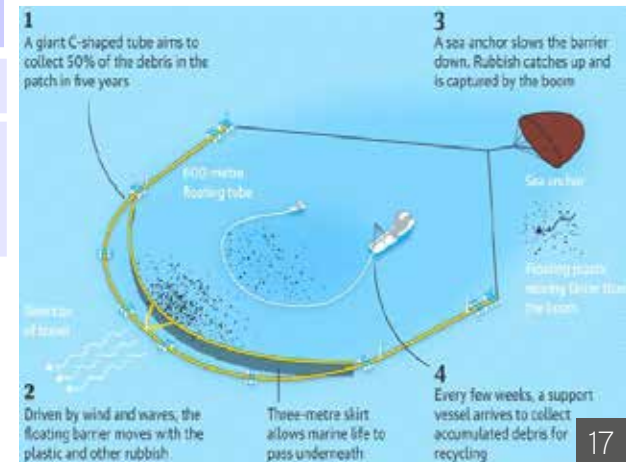
Bays – water is shallow
Constructive waves
Discordant coastlines



COASTAL LANDFORMS



OCEAN BOOM



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

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

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...

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

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

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

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

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

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/

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 radfahren	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 (gespielt)
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/ Wochenende	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 .

History Unit 1: How did the English Civil War turn England upside down?

Key Vocabulary



1	Divine Right of Kings	Belief that a king's power comes from God alone.
2	Regicide	Killing a king.
3	Interregnum	The period of 1649 - 1660 when there was no monarch of England; literally "between reign".
4	Republic	A country without a monarchy; England was a republic between 1649 and 1660.
5	Lord Protector	The title given to Oliver Cromwell when he ruled between 1649-1658.
6	New Model Army	Cromwell's well trained, professional army.
7	Colonisation	Invading and taking control of land outside of your own country's border to extend your power.
8	Restoration	When Charles Stuart was invited back to England to become King Charles II in 1660.

Key Individuals

1	Charles I James I's son and heir; ruled from 1625 and executed in 1649. 	2	Oliver Cromwell Led the opposition to Charles I; ruled as Lord Protector 1649-1658. 	3	Matthew Hopkins Witchfinder-General; involved in witch hunting and trials. 	4	Charles II Charles I's son and heir; restored the monarchy in 1660. 
---	--	---	--	---	--	---	--

What was turned upside down?

1	Britain's role in the world		Involvement in Ireland and changing approaches to colonisation and empire.
2	Government	 	The relationship between the monarchy and parliament, and the change from a monarchy to a republic.
3	Military		The development of the New Model Army.
4	Society	  	Impact of war on ordinary people, the changing roles of women and growth of witchcraft accusations.
5	Religion		Religious tensions in the build up to war and the growth of Puritanism under Cromwell.

HISTORY
Tytherington School

1	Precolonial	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	Empire	A group of countries/states ruled by a single person, government, or country.
3	Kingdom	A country, state, or territory ruled by a king or queen.
4	Oba	Ruler (king) of the Kingdom of Benin; believed to be descended from the gods.
5	Edo	African religion, followed by the population of the Kingdom of Benin.
6	Islam	Religion whose followers are Muslims; Muslims believe that Islam was revealed through the Prophet Muhammad.
7	Christianity	Religion based on the person and teachings of Jesus Christ.
8	Mwene Kongo	Ruler (king) of the Kingdom of Kongo.

1 The Songhai Empire

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

2 The Kingdom of Benin

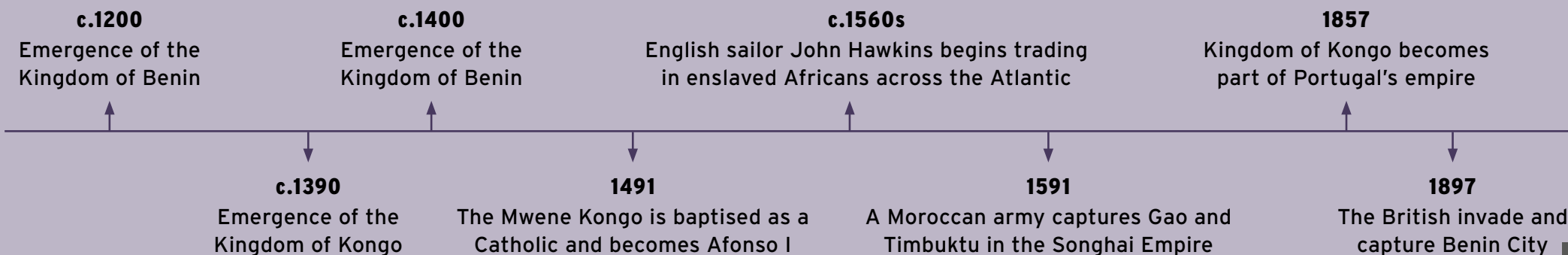
Ruled from c.1200-1897 in what is now southern Nigeria.

3 The Kingdom of Kongo

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



Timeline



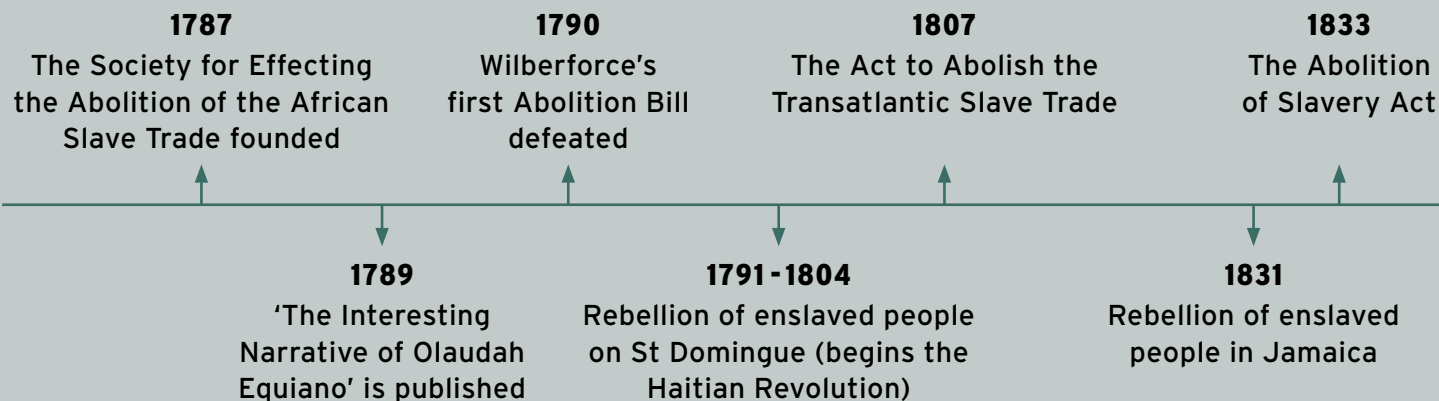
History Unit 3: How should we tell the history of the abolition of slavery in Britain?

Key Vocabulary



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

Timeline



Factors involved in abolition

- 1 **Black abolitionists / formerly enslaved people**
e.g., Olaudah Equiano



- 2 **White abolitionists**
e.g., William Wilberforce



- 3 **Economic arguments**
e.g., plantations were becoming less profitable



- 4 **Female abolitionists**
e.g., Hannah More



- 5 **Resistance and uprisings of enslaved people**
e.g., Jamaica, Barbados and St. Domingue



Mathematics *"Talk like a Mathematician"*

Topic 1 – Rounding & Estimating

1	Rounding	Making a number simpler but keeping its value close to what it was. The result is less accurate, but easier to use.
2	Estimate	Complete the calculation by rounding.
3	Power of 10	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	Decimal place	The position of a number after the decimal point.
5	Significant figure	The number of digits needed to represent the value accurately.
6	Error interval	The range of numbers we could have had before the number was rounded.

Topic 2 – Linear Equations & Inequalities

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

Topic 3 – Area, Perimeter & Volume

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

Topic 4 – Sequences

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

Music in Film

Musical Techniques/Features



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

Why use music in film?

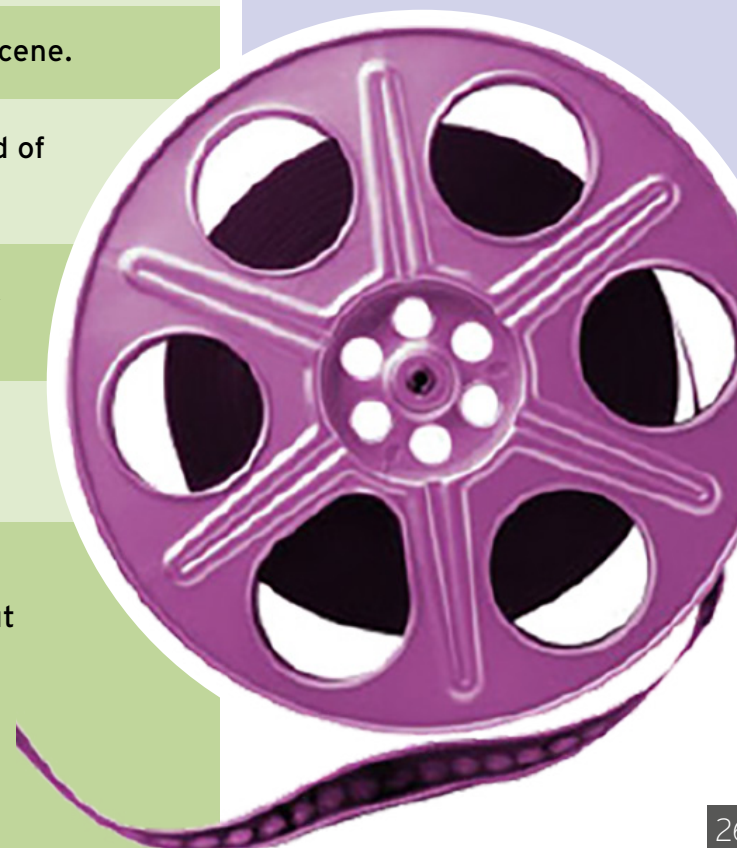
Music is used to enhance the action that we see on screen. It can:

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

Example

Frere Jacques Theme

Treble Clef

Time Signature

Key Signature

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 2026 – Wellbeing and Safety (unhealthy/unsafe relationships)



<u>Key Term</u>	<u>Definition</u>
Online Safety Act	A set of laws that aim to make the internet safer for people in the UK, especially children.
Body image	The idea that someone has of what their body looks like .
Self esteem	The extent of a person's belief and confidence in their own ability and value .
Mental health	Mental health affects how we think, feel, and act . It also impacts on how we handle stress, relationships, and make decisions.
Depression	A mental health condition that is characterised by low mood, lack of motivation, and low energy .
Anxiety	A mental health condition that is characterised by excessive worry .

Tackling Sexual Harassment

<u>Key question</u>	<u>Response</u>
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?	- To an adult that you trust (in school or out of school) - If you are in immediate danger, call the police on 999 (non-emergency – 101) - Childline – talk privately to a counsellor (0800 1111)



Emotional abuse – usually involves the use of words to deliberately harm someone's emotional stability (e.g., scaring, humiliation)

Physical abuse - causing deliberate physical injury to someone (e.g., hitting, kicking etc)

Coercion - using force or threats to get someone to do something they do not want to do.

Forms of abuse...

Financial abuse - someone taking, controlling, mis-using your money.

Sexual abuse - unwanted physical, sexual contact or can be non-contact.

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.



Key Vocabulary



1	Hindi	Third largest religion. It is around 5,000 years old.
2	Hindu	A person who follow Hindi.
3	Brahman	The supreme God of Hindi.
4	Brahma	Hindu god of creation.
5	Vishnu	Hindu god of preservation and love.
6	Shiva	Hindu god of destruction (destroyer) and rejuvenation (renewal).
7	Vedas	The most sacred Hindu texts which guide people in their daily lives.
8	Karma	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	Reincarnation	The belief that people are born again after they die, as another living thing.
10	Moksha	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	Shrine	- A holy place connected with the divine spirit, Brahman. - May hold a sacred relic or enlightened person.
2	Puja	- A form of worship - Includes prayers and offerings.

Hindi Beliefs

1	Ahimsa	The principle of non-violence. Many Hindus believe being non-violent means showing respect for all life, human, animal, and vegetable.
2	Atman	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	Samsara	The cycle of birth, death, and rebirth that Hindus aim to escape from. Rebirth brings the soul into another life with the help of good Karma.
4	Pilgrimage	Occurs in all religions; for Hindus the River Ganges is spiritually important.

Hindi Festivals

1	Diwali	- Hindu festival of lights. - Takes place in Oct / Nov. - Connected with the Ramayana, victory over evil.
2	Holi	- Hindu spring festival of colours. - Takes place in March /April.



Ramayana Characters

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



The Story of Ramayana

1	The Ramayana is an ancient Sanskrit epic which follows Prince Rama's 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.

Science Forces 2: Motion & Pressure

Key Vocabulary



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

Speed

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

The equation to calculate speed.

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

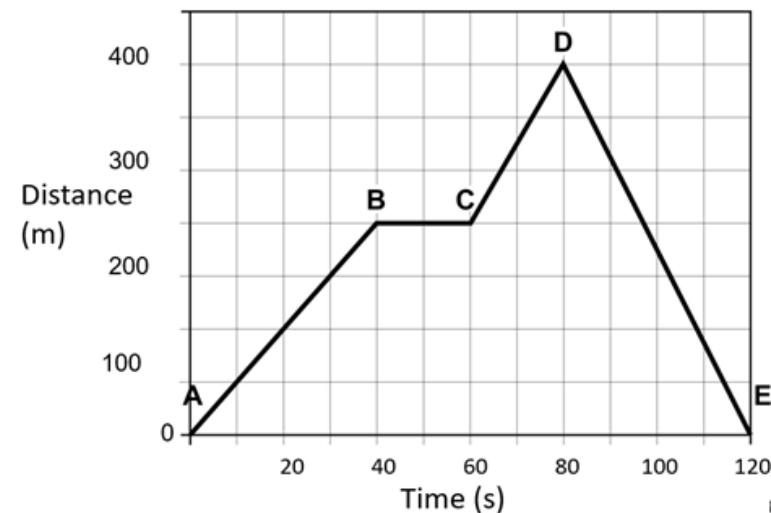
Distance-time graphs

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.



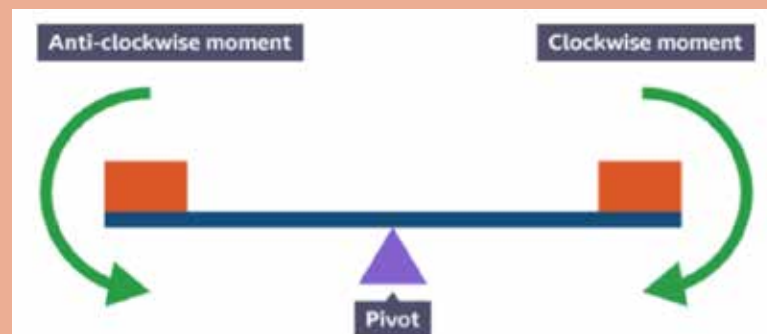
Moments

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

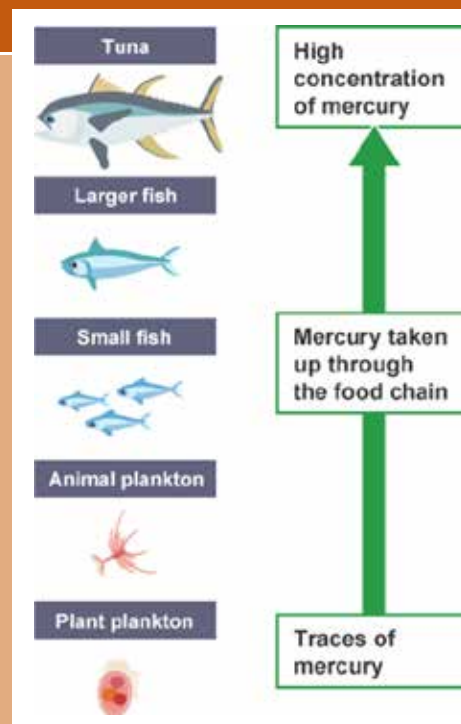


1	Abiotic	Non - living factors.
2	Adaptation	A feature that increases an organisms chance of survival.
3	Bioaccumulation	The build up of toxic substances in a food chain.
4	Biotic	Living factors.
5	Chemosynthesis	Using chemicals to produce food.
6	Consumer	An organism which feeds on plants or other animals.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

Bioaccumulation

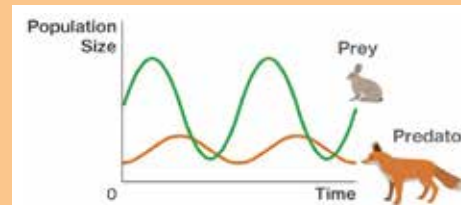
Bioaccumulation occurs when toxic chemicals (toxins) are introduced to a food chain. They may be eaten or absorbed in small amounts by organisms at the bottom of the food chain.

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



Predator - prey cycles

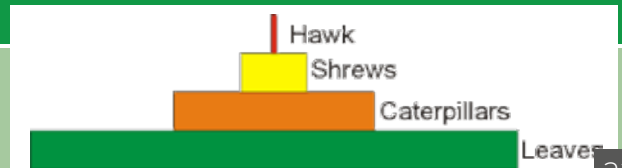
A predator-prey cycle is a graph that shows how the number of predators affects the number of prey and vice-versa.



Pyramids of number

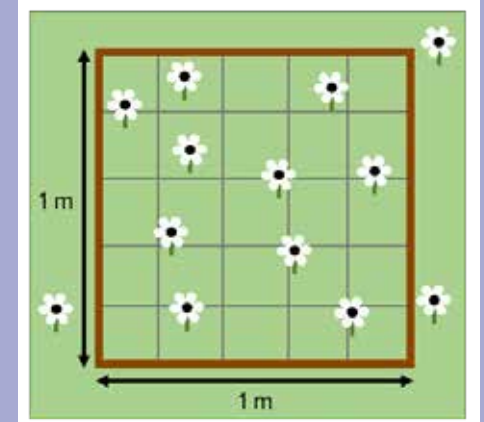
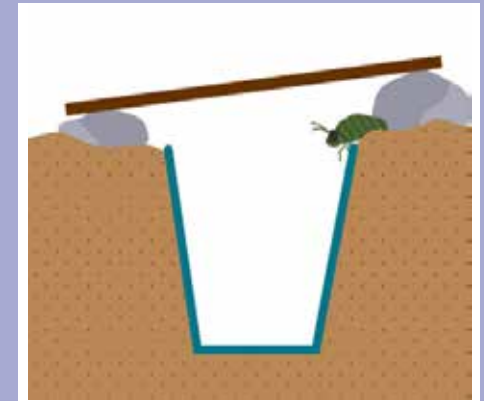
A pyramid of number shows how many of each organism there are in a habitat.

Pyramids of number are not always a typical pyramid shape.



Sampling

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



Science Waves 1: Sound Waves

Key Vocabulary



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

How sound travels

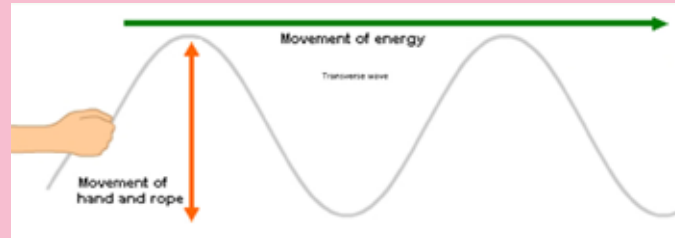
- Sounds are produced when an object vibrates.
- Sound needs a medium (a material) to travel through.
- Sound cannot travel through a vacuum as there are no particles.
- Particles travel faster through a solid than through a fluid (liquid or gas) because the particles in a solid are more closely packed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



Transverse and Longitudinal waves

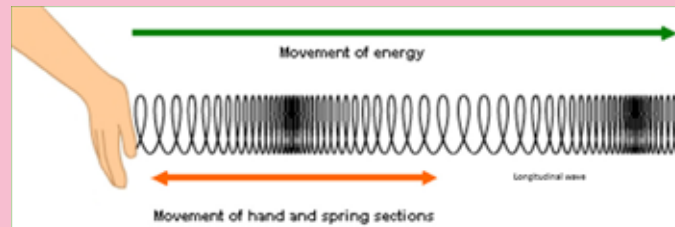
Transverse wave:

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



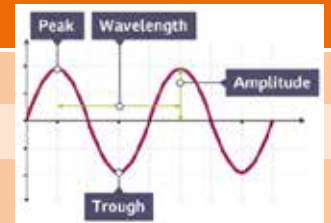
Longitudinal wave:

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



Features of a wave

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



Hearing

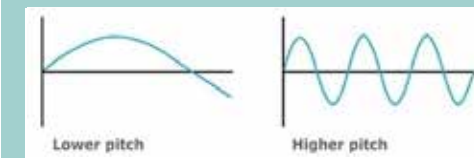
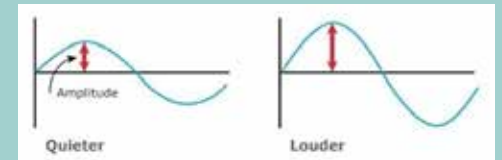
We hear sounds because an object vibrates which makes the air vibrate. This causes the ear drum to vibrate. The cochlea converts these vibrational signals into electrical impulses which travel down the auditory nerve to the brain.

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.

Science Organisms 2: Nutrition & Digestion

Key Vocabulary



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

Food Tests

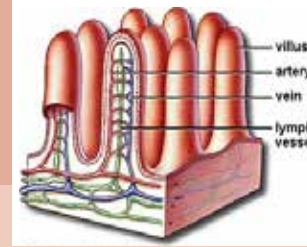
Chemical	Used to test for	Positive result
Iodine	Starch	Blue / black
Benedict's solution	Sugar (glucose)	Brick red

Balanced Diet



Adaptations of the Small Intestine

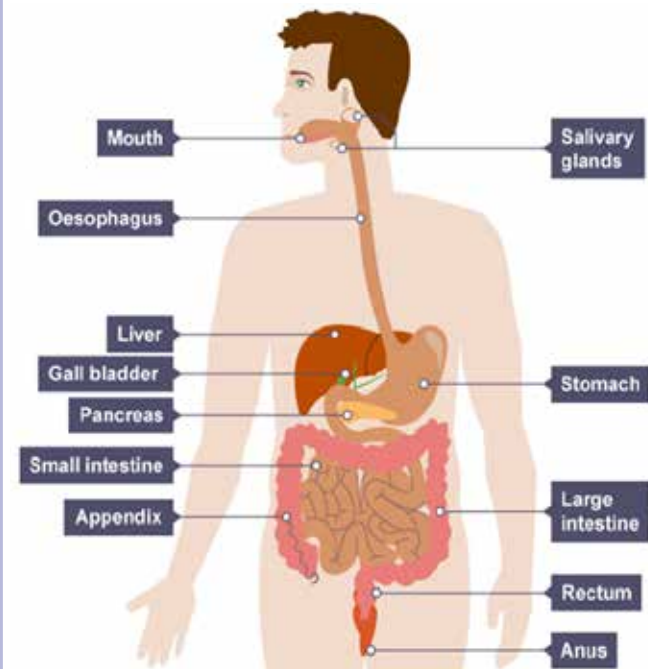
- The villi in the small intestine create a large surface area so more food can be absorbed.
- The villi have a good blood supply so digested food can be carried away in the blood stream.



Functions of food groups

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

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

Key Vocabulary -
countries

1	ir a	to go to
2	viajar a	to travel to
3	España	Spain
4	Escocia	Scotland
5	Irlanda	Ireland
6	Alemania	Germany
7	Italia	Italy
8	Francia	France
9	Holanda	Holland
10	Gales	Wales

Key Vocabulary -
transport

1	Viajo en	I travel by
2	Fui en	I went by
3	Tren	train
4	Avión	plane
5	Coche	car
6	Barco	boat
7	Autobús	bus

Core intent:

To be confident and competent in talking about holiday destinations and transport in the present and past.

Common phrases

1	Normalmente viajo a España para mis vacaciones pero el año pasado fui a Francia con mi familia.	Normally I travel to Spain for my holidays but last year I went to France with my family.
2	El año pasado fui a Alemania con mis amigos y fui en avión sin embargo el viaje fue incómodo.	Last year I went to Germany with my friends and I went by plane it was uncomfortable.
3	Normalmente viajo en tren pero el año pasado fui en coche además fue lento.	Normally I travel by train but last year I travelled by car and it was slow.

Present & Past Tense

Subject	Present viajar (to travel)	Past (travelled)	Present ir (to go)	Past (went)
Yo = I	viajo	viajé	voy	fui
Tú = you	viajas	viajaste	vas	fuiste
Ella / él = s/he	viaja	viajó	va	fue
Nosotros = we	viajamos	viajamos	vamos	fuimos
Vosotros = you pl	viajáis	viajasteis	vais	fuisteis
Ellas/ellos = they	viajan	viajaron	van	fueron

Key Questions

1	¿Adónde vas de vacaciones normalmente? ¿Cómo viajas?	Where do you normally go on holiday? How do you travel?
2	¿Adónde fuiste de vacaciones el año pasado? ¿Como fue?	Where did you go on holiday last year? How was it?

Time Phrases

1	normalmente	normally
2	a veces	sometimes
3	cada año	each year
4	el año pasado	last year
5	hace dos años	two years ago
6	nunca	I never

Adjectives

1	rápido	fast
2	lento	slow
3	largo	long
4	incómodo	uncomfortable
5	relajante	relaxing

Spanish Topic 1: Holidays

UNIT 2: PAST TENSE ACTIVITIES AND WEATHER

Key Vocabulary



1	Visité monumentos	I visited monuments
2	Compré recuerdos	I bought souvenirs
3	Descansé	I relaxed
4	Tomé el sol	I sunbathed
5	Charlé con mis amigos/mi familia	I chatted with my friends/family
6	Escuché música	I listened to music
7	Saqué fotos	I took photos
8	Comí...	I ate...
9	Bebí...	I drank...
10	Leí un libro	I read a book
11	Vi la tele	I watched TV
12	Fui de compras	I went shopping
13	Fui al cine	I went to the cinema
14	Fui a la playa	I went to the beach
15	Nadé en el mar/la piscina	I swam in the sea/pool

Time Phrases

1	El año pasado	Last year
2	El primer/segundo/último día	On the first/second/last day
3	El lunes/martes etc	On Monday/Tuesday etc

Core intent:

To be confident and competent in talking about past tense activities and weather in the past tense.

Common phrases

1	El año pasado viajé a España con mi familia y fue fenomenal.	Last year I travelled to Spain with my family and it was great.
2	El último día saqué fotos porque hizo buen tiempo y en mi opinión fue muy relajante.	On the last day I took some photos because the weather was nice and in my opinion it was really relaxing.
3	Lo que más me gustó fue cuando compré recuerdos ya que fue muy entretenido.	What I liked the most was when I bought souvenirs because it was very entertaining.

Key Questions

1	¿Qué hiciste de vacaciones?	What did you do on holiday?
2	¿Qué tiempo hizo?	What was the weather like?

Opinions

1	Fue...	It was
2	Me gustó	I liked
3	Lo que más me gustó fue...	The thing I liked most was...

Past Tense

Subject	visitar (to visit)	comer (to eat)	Ser/Ir (to be/to go)
Yo = I	visité	comí	fui
Tú = you	visitaste	comiste	fuiste
Ella / él = s/he	visitó	comió	fue
Nosotros = we	visitamos	comimos	fuimos
Vosotros = you pl	visitasteis	comisteis	fuisteis
Ellos/ellas = they	visitaron	comieron	fueron

Weather

1	Hizo mal tiempo	it was bad weather
2	Hizo buen tiempo	it was good weather
3	Hizo sol	it was sunny
4	Hizo frío	it was cold
5	Hizo calor	it was hot
6	Hizo viento	it was windy
7	Llovió	it rained
8	Hubo tormenta	it was stormy

Spanish Topic 1: Holidays

UNIT 3: IDEAL HOLIDAYS AND ACCOMMODATION

Key Vocabulary - accommodation



1	Iría a ..	I would go to
2	Me quedaría en	I would stay in..
3	Sería	it would be
4	un albergue juvenil	a youth hostel
5	un hotel de cinco estrellas	a 5 star hotel
6	una pensión	a B&B
7	un apartamento	an apartment
8	un camping	a campsite
9	una villa	a villa

Key Vocabulary - activities



1	iría...	I would go
2	viajaría	I would travel
3	iría/viajaría a España	I would go/travel to Spain
4	iría de compras/ al cine/a la playa	I would go shopping/ to the cinema/beach
5	comería...	I would eat
6	bebería...	I would drink
7	tomaría el sol	I would sunbathe
8	visitaría monumentos	I would visit monuments
9	sacaría fotos	I would take photos
10	me quedaría en	I would stay in...

Core intent:

To be confident and competent in talking about an ideal holiday and accommodation using the conditional tense.

Common phrases

1	Para mis vacaciones ideales viajaría a España.	For my ideal holidays I would travel to Spain.
2	En España visitaría los monumentos y sacaría fotos.	In Spain I would visit the monuments and take photos.
3	Me quedaría en un hotel de cinco estrellas ya que en mi opinión sería una experiencia inolvidable.	I would stay in a 5 star hotel because in my opinion it would be an unforgettable experience.

The Conditional Tense

Infinitive + ía = I would...

e.g. ir = to go ir + ía → iría = I would go

1	Iría a España	I would go to Spain
Me gustaría + infinitive = I would like to...		
1	Me gustaría	I would like to
2	Me gustaría ir a España	I would like to go to Spain

Key Questions

1	¿Cómo serían tus vacaciones ideales?	What would your ideal holidays be like?
---	---	---

Justifiers

1	porque	because
2	ya que	because/ since
3	dado que	given that

Adjectives

1	una experiencia...	a... experience
2	fascinante	fascinating
3	inolvidable	unforgettable
4	especial	special
5	fantástico	fantastic

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Year 8 Knowledge Organisers

Autumn Term 2026-2027