ASH MANOR SCHOOL
Aspire & Achieve

Year 8 Autumn Term

Knowledge organiser

Name:	Tutor group:
Tutor:	Tutor room:

Pg 2	**Key school information**
Pg 3	**School map**
Pg 4-5	**How to use knowledge organisers**
Pg 6	**Art**
Pg 7-8	**Computing**
Pg 9-10	**Drama**
Pg 11-15	**English**
Pg 16	**Food and Nutrition**
Pg 17-18	**French**
Pg 19-20	**Geography**
Pg 21-22	**History**
Pg 23	**Maths**
Pg 24-25	**Music**
Pg 26-27	**PSHE**
Pg 28	**Philosophy and Religious Studies**
Pg 29	**Product Design**
Pg 30-32	**Science**
Pg 33-34	**Spanish**
Pg 35-37	**Red, Amber, Green pages**
Pg 38-42	**Notes pages**

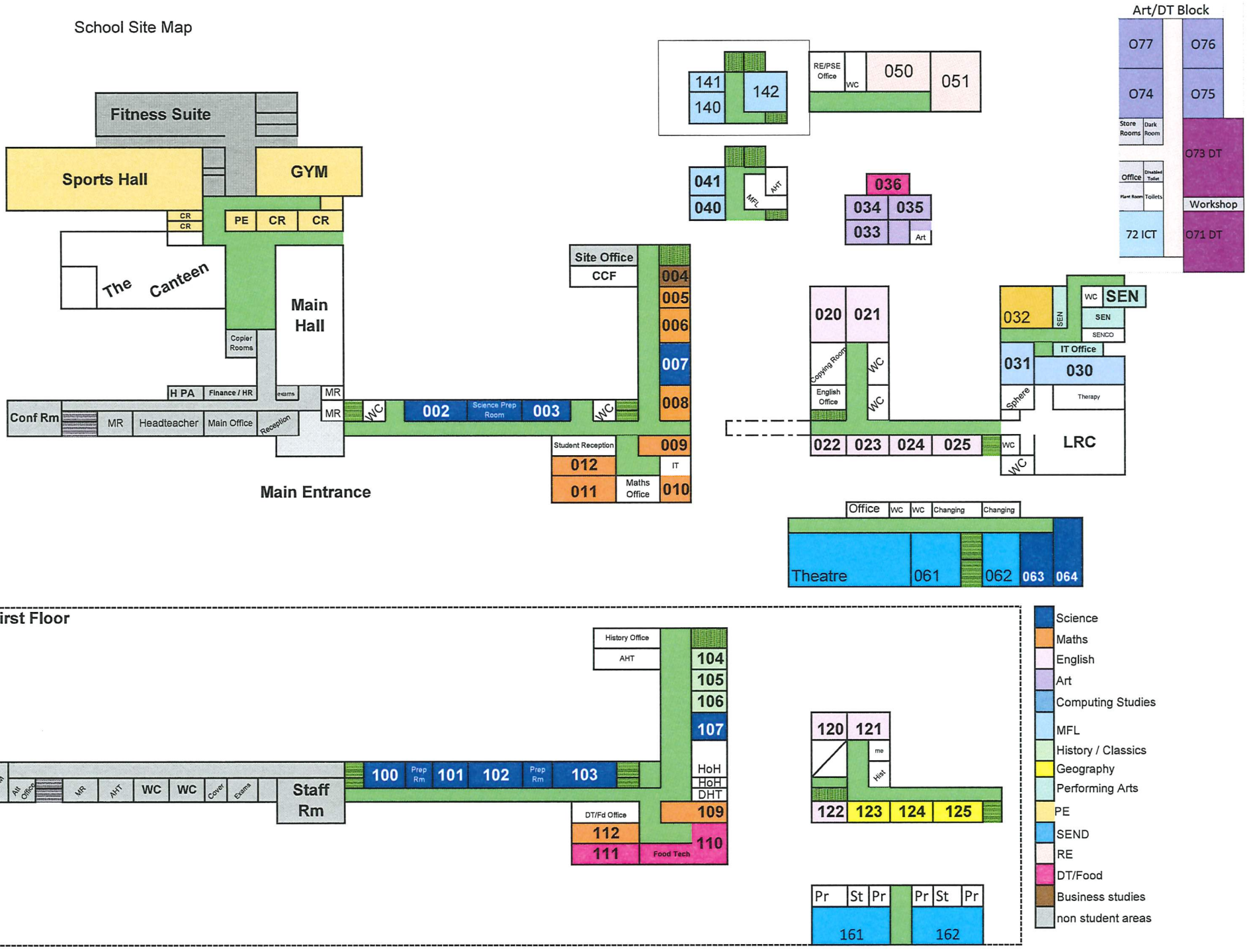
Key School information

Times of the school day	
8.00am – 8.30am	Breakfast in canteen
8.35am	Pre-lesson 1 bell
8.40am-9.30am	Lesson 1
9.30am-10.20am	Lesson 2
10.20am-10.40am	Morning break
10.40am-11.30am	Lesson 3
11.30am-12.20pm	Lesson 4
12.20pm-1.00pm	Lunch
1.00pm-1.20pm	Tutor time / Assembly
1.20pm-2.10pm	Lesson 5
2.10pm-3.00pm	Lesson 6
3.00pm-4.00pm	Extended learning and extra-curricular clubs

Term dates	
Autumn term	**Y7**: 04/09/23 to 15/12/23 **Y8-11**: 05/09/23 to 15/12/23
Half term	23/10/23 to 27/10/23
Spring term	03/01/24 to 28/03/24
Half term	12/02/24 to 16/02/24
Summer term	15/04/24 to 19/07/24
Half term	27/05/24 to 31/05/24

Important IT details	
Username	
Password reminder	

School Site Map



shared\office\school site map

How to use Knowledge Organisers – a step by step guide

Knowledge organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long term. You must have this for every lesson – it is part of your equipment.

1 LOOK, COVER, WRITE, CHECK

LOOK AND STUDY A SPECIFIC AREA OF YOUR KNOWLEDGE ORGANISER

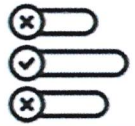
COVER OR FLIP THE KNOWLEDGE ORGANISER OVER AND WRITE DOWN EVERYTHING YOU REMEMBER

CHECK WHAT YOU HAVE WRITTEN DOWN. CORRECT ANY MISTAKES IN GREEN PEN AND ADD ANYTHING YOU MISSED. REPEAT

2 DEFINITIONS TO KEY WORDS

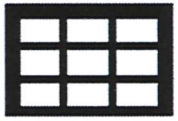
WRITEDOWN THE KEY WORDS AND DEFINITIONS

USE YOUR KNOWLEDGE ORGANISERS AFTERWARDS TO HELP YOU



USE YOUR GREEN PEN TO CHECK YOUR WORK

3 FLASH CARDS



USE YOUR KNOWLEDGE ORGANISER TO CONDENSE AND WRITE DOWN KEY FACTS AND OR INFORMATION ON YOUR FLASH CARDS

ADD PICTURES TO HELP SUPPORT. THEN SELF QUIZ YOURSELF USING THE FLASH CARDS.YOU CAN WRITE QUESTIONS ON ONE SIDE AND ANSWERS ON THE OTHER

USE A PARENT/CARER OR FRIEND TO HELP QUIZ YOU ON THE KNOWLEDGE

KNOWLEDGE ORGANISERS ARE ALSO AVAILABLE ON THE SCHOOL'S WEBSITE:
https://www.ashmanorschool.com/

How to use Knowledge Organisers – a step by step guide

Knowledge organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long term. You must have this for every lesson – it is part of your equipment.

4 SELF QUIZZING

USE YOUR KNOWLEDGE ORGANISERS TO CREATE A MINI QUIZ. WRITE DOWN QUESTIONS USING YOUR KNOWLEDGE ORGANISER

ANSWER THE QUESTIONS

YOU CAN ALSO USE FAMILY TO HELP QUIZ YOU. KEEP SELF QUIZZING UNTIL YOU GET ALL QUESTIONS CORRECT

5 MIND MAPS

CREATE A MIND WITH ALL THE INFORMATION YOU CAN REMEMBER

CHECK YOUR KNOWLEDGE ORGANISERS TO SEE IF THERE WERE ANY MISTAKES WITH THE INFOMRATION YOU HAVE MADE

TRY TO MAKE CONNECTIONS THAT LINKS INFORMATION TOGETHER

6 PAIRED RETRIEVAL

ASK A PARTNER OR FAMILY MEMBER TO HAVE THE KNOWLEDGE ORGANISER OR FLASH CARDS IN THEIR HANDS

THEY CAN TEST YOU BY ASKING YOU QUESTIONS ON DIFFERENT SECTIONS OF YOUR KNOWLEDGE ORGANISER

WRITE DOWN YOUR ANSWERS IN YOUR PRACTICE BOOKS

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https://www.ashmanorschool.com/

Art

Yellena James

Yellena James is an artist and designer from Sarajevo. She creates highly detailed and intricate works of art that are inspired by our environment, natural forms and organic shapes.

Key words:

Contrasting colours – colours that are **opposite** on the colour wheel. They make each other stand out.

Harmonious colours – colours that are **next to** each other on the colour wheel. They can be blended together.

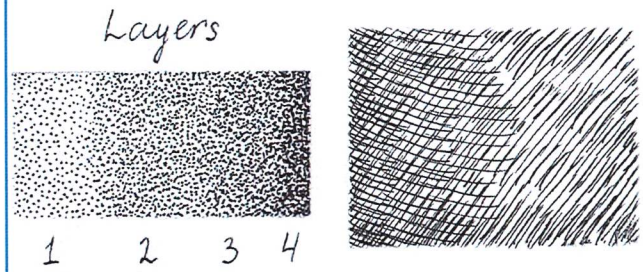
Primary colours – colours that cannot be made. They are used to mix secondary and tertiary colours.

Secondary colours – colours that are made by mixing two primary colours together.

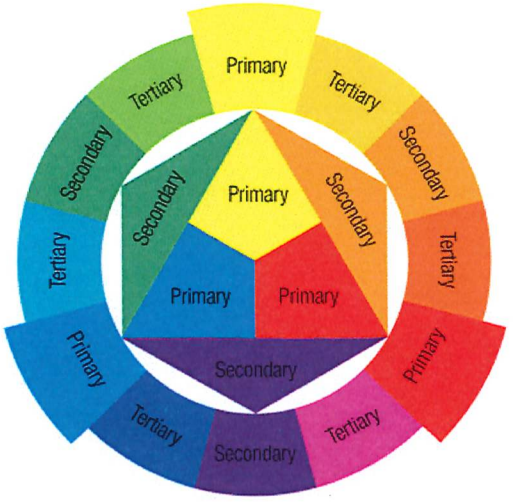
Tertiary colours – made by mixing equal amounts of a primary and secondary colour together.

Tone – how light or dark a colour is.

Applique – The ornamentation added to a textile image (sequins, threads etc.)



Mark making can be used to add texture to your work. Or it can be used with pen/pencil as an alternative to tonal pencil drawing.

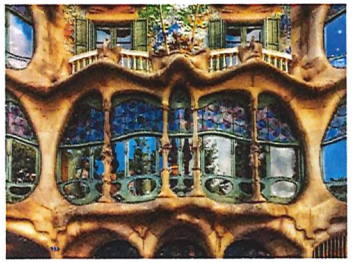


Mixing brown = secondary + primary

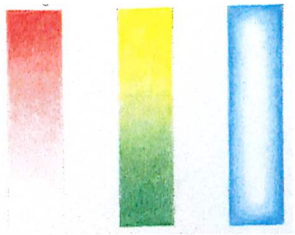
Architecture: the designing of buildings

Robert Dunlavey

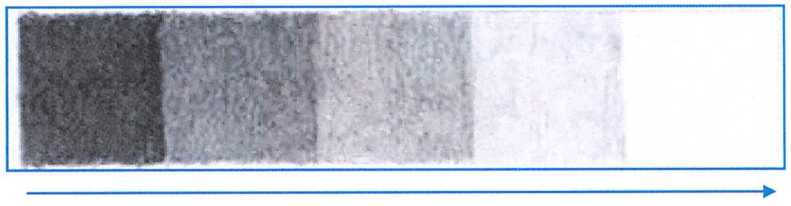
Antoni Gaudi



Colour blending



Blend colour pencil in light soft layers.



Heavy pencil pressure — Light pencil pressure

COMPUTING YEAR 8 AUTUMN 1
PYTHON PROGRAMMING

SEQUENCE
- A set of instructions that follow one after another

SELECTION
- A point in a computer program when a decision is made to do one thing or another

ITERATION
- A repeat of a group of instructions within a computer program

Python instructions	
`myVar = 0`	A variable is a place to store values. Variables can be set to a value.
`myVar = myVar + 1`	Variable values can be changed as the program runs.
`print(myVar)`	Variables can be printed to the screen
`myVar = input("Enter a value")`	The user can be asked to enter a value.

Python selections	
`if myVar == 50:` `  print("it is 50")`	"If" lets the program check a variable and do something only if the condition is met.

`if myVar == 50:`
`  print("it is 50")`
`elif myVar == 40:`
`  print("it is 40")`
`else:`
`  print("other value")`
	"if" can also have an "else" so that one of two different things is done depending on whether the condition is met or not

Python iterations	
`for x in range(myVar):` `  print("repeat this")`	Repeat a set of instructions a given number of times (in this case the number of times in the value of the variable)
`while myVar < 50:` `  print("repeat this")`	Repeat a set of instructions while a condition (in this case) depending on the value of the variable, is met. Then stop

Mathematical Operators	
`myVar = myVar + 10`	Add to the value in a variable
`myVar = myVar - 10`	Subtract from the value in a variable
`myVar = myVar * 10`	Multiply the value in a variable
`myVar = myVar / 10`	Divide the value in a variable
`myVar = NxtVar % 2`	Modulus gives the remainder. In this case when divided by 2
`myVar = NxtVar // 2`	Div gives the whole number value from the division

Variable data types	
`myInt = 10`	Integer: a whole number
`myFlt = 10.5`	Float: Number with a decimal point
`myStr = "Abc321"`	String: a group of letters and numbers in quotes.
`myBool = True`	Boolean: True or False
`myArray = [2,4,6,8]`	Array: a set of integers
`myArray = ["ab","cd","ef"]`	Array: a set of strings
`myArray = [1.1,2.3,3.5]`	Array: a set of floats

Logical Operators	
`If myVar == 50:`	Is it equal to
`If myVar > 50:`	Is it greater than
`If myVar < 50:`	Is it less than
`If myVar >= 50:`	Is it greater than or equal to
`If myVar <= 50:`	Is it less than or equal to
`If myVar != 50:`	Is it NOT equal to

AND
Only true if all conditions are true:
If x > 5 AND x < 10:

OR
Only true if one conditions is true:
If x > 5 OR y > 10:

NOT
Only true if the condition is NOT true:
If NOT x > y:

YEAR 8 AUTUMN 2
SPREADSHEETS

Spreadsheets are used to store information and data. Once we have our information in a spreadsheet we can run powerful calculations, make graphs and charts and analyse patterns.

Other uses for spreadsheets –
- Modelling and Planning
- Home/Business Finance and Budgeting
- Wages/Invoices
- Predictions / Simulations / Calculations
- Creating charts and graphs

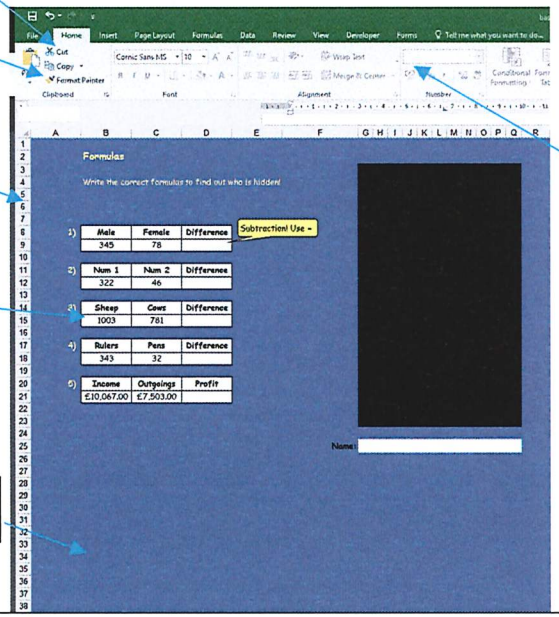
Active Cell

Column (Letter)

Rows (Number)

Text label

Worksheet



Formula Bar

GOLDEN RULES:

Every formula starts with an =

Cell References begin with a letter and finish with a number e.g. A1

A range is a selection of cells e.g. A2:F4

KEY VOCABULARY:

A **FORMULA** allows you to quickly make calculations and get totals of multiple Cells, Columns, or Rows in a spreadsheet

A **FUNCTION** is a complex formula such as VLOOKUP or IF

CONDITIONAL FORMATTING allows you to apply formatting to specific cells based on their values

KEY FORMULAS/FUNCTIONS:

= SUM - Adds a range of cells together

= AVERAGE – Finds an average for a range of cells

= MIN – Finds the smallest value in a range

= MAX – Finds the highest value in a range

= COUNT = Counts cells if they meet a condition

= IF – a logical function to return a value IF a condition is true or another IF a condition is false e.g. = IF(A2>B2, "OVER BUDGET", "OK")

NOTES:

Drama: WIB Knowledge Organiser

Stimulus

NARRATIVE

The Woman in Black is a ghost story by Susan Hill, in which Arthur Kipps relates his haunting experiences at Eel Marsh House. The tale begins on Christmas Eve, when Arthur's step-children invite him to tell a ghost story. Arthur is too disturbed by his memories to share his story aloud, so he writes it down.

In his story, a young Arthur Kipps, a junior solicitor, is sent to settle the affairs of Alice Drablow. He sees a woman dressed in black at her funeral, though apparently no one else does. At Eel Marsh House, a house beyond a causeway, Arthur is haunted by noises and sightings of the woman. Eventually a local man, Sam Daily, reveals the full story of the haunted house. He explains that a child dies each time the woman in black is seen: an explanation which proves to have terrible consequences.

CONTEXT

Victorian Gothic - tropes included psychological and physical terror; mystery and the supernatural; madness, doubling, and heredity curses. The Victorian Gothic moves away from the familiar themes of Gothic fiction - ruined castles, helpless heroines, and evil villains - to situate the tropes of the supernatural and the uncanny within a recognisable environment.

Motherhood – Many women in the Victorian era who had babies out of wedlock were deemed to be 'fallen women'. A 'fallen woman' was a woman who was no longer considered to be worthy of polite society. Unmarried women who became pregnant had extremely limited choices and, for many, the only possible route was to give up their child.

Style

Woman in Black is an example of the GENRE Horror. Themes that can be found in WIB are Good Vs Evil, Madness, Revenge and Supernatural.

Theme	
Genre	
Non-naturalistic	
Horror / Gothic	
Macabre	
Melodramatic	

Reflective Skills

Artistic Intentions ☐	What is the purpose of your design? How will you ensure that this is shown through you design aspect? Why would you like to show this through your design aspect?
Mood and Atmosphere ☐	What is the mood and atmosphere you wish to create? How do you intend to do this? Why is it important to show this?
Semiotics ☐	What design aspects have you included when considering semiotics? How will you highlight these aspects during a performance? Why is it important to have these symbols / signs?
Versatile ☐	In what different ways can you use your design aspect? How will you make your design aspect versatile? Why would you like to make this design aspect versatile?
Impact ☐	What impact do you want on the audience? What do you want them to think about or feel? How does your design aspect follow your intentions? Why is it important to make the audience react in this way?

Drama: WIB Knowledge Organiser

Colour

White: innocence, purity, clean, virtue
Black: dark, mystery, elegant, formal, evil, mourning
Red: love, anger, bold, powerful, warning
Blue: calm, medical, sad, cold, intelligence
Yellow: happy, hopeful, sick, sun, desert
Orange: energetic, happy, vitality, sunset, heat
Green: abundance, nature, money
Purple: royalty, wealth, spirituality, dreams
Grey: moody, conservative, lifeless, industrial
Brown, beige, or tan: dull, low class, boring, earthy, old

WHAT?

- **What is your idea?**
- **What** themes would you represent?
- **What** design aspect would you use?

My idea is to…/

The performance/script explores the themes of…

One aspect of my design is to use…

How?

- **How** do you plan to use a design aspect?
- **How** will you represent your chosen theme?
- **How** will an actor use or be affected by your design aspect?

★ *I plan to use [design aspect] when....*
★ *I will use… to represent the theme of…*
★ *An actor on stage will [use / wear a / be lit by / will react to]…*

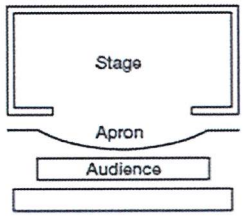
Why?

- **Why** do you think this is a good idea?
- **Why** is it important to highlight this theme?
- **Why** will this design aspect contribute to the intentions of the performance?

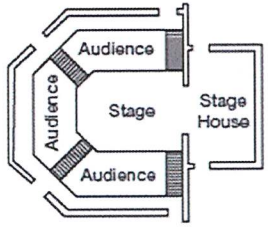
★ *I think this will be effective because it will communicate…*
★ *This is important to highlight because…*
★ *The use of [design aspect] will contribute to the intentions of the performance because…*

Four types of stage

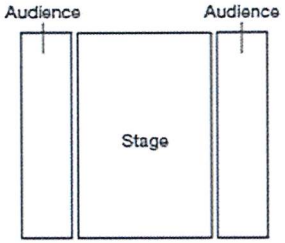
Proscenium arch



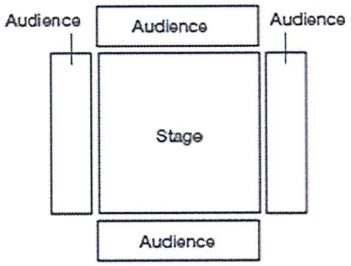
Thrust



Traverse



In the round



Set Design	Lighting	Costume	Sound
Stage Type	Coverage	Garment	Diegetic / Non Diegetic
Materials and Condition	Intensity and Transition	Fabric	Direction
Style and Setting	Angle and Shadow	Condition, Cut and Fit	Volume and Transitions
Set Items	Specials / SFX	Style / Period	Music
Set Dressing and Props		Hair and Make-Up	SFX
		Accessories and Shoes	Recorded / Live

WORLD WAR ONE

Autumn English Year 8

POETRY

Evaluation: the process of judging or calculating the importance, or value of something

What?	What is the writer trying to tell us about the character/theme/setting?	*Outsiders are portrayed as...* *Sassoon presents conflict through...*
How?	How do they use language/structure to do this? How do key words/phrases show this?	*The listing/imagery/enjambment ...* *This crafts/emphasises/constructs...*
Why?	Why are they doing this? Why did they choose that language?	*Owen skillfully conveys the idea that...* *Convincingly, Pope embodies...*

Successfully

Purposefully

Effectively

Convincingly

Skilfully

Key vocabulary:

Oppressive (a) inflicting harsh and authoritarian treatment.
Antipathy (n) a deep-seated feeling of aversion.
Exploitation (n) the action or fact of treating someone unfairly in order to benefit from their work.
Persistence (n) the fact of continuing in an opinion or course of action in spite of difficulty or opposition.
Adversity (n) a difficult or unpleasant situation.
Repression (n) the action of subduing someone or something by force.
Suffering (n) the state of undergoing pain or hardship.

The reader feels: disapproval, appalled, bemused, disgusted, challenged, relieved, justice, injustice, celebratory, overjoyed, catharsis, worried, horrified, indignant, supportive, vindicated, trepidation.

Terminology:

1. **Listing:** a number of connected items written one after the other to emphasise a particular quality.
2. **Stanza:** a group of lines forming the basic recurring metrical unit in a poem; a verse.
3. **Rhyme:** correspondence of sound between words or the endings of words.
4. **Caesura:** a pause that occurs within a line of poetry, usually marked by some form of punctuation.
5. **Enjambment:** the continuation of a sentence without a pause beyond the end of a line.
6. **Sonnet:** a poem of fourteen lines using any of a number of formal rhyme schemes.
7. Ode: a lyric poem, typically one in the form of an address to a particular subject.
8. **Elegy:** a poem of serious reflection; a lament for the dead.
9. **Imagery:** vivid description of a particular scene.
10. **Semantic field:** the use of a group of words that all link to the same topic.

Themes

conflict

outsiders

bravery

patriotism

Context:

War Poetry: The young soldier poets of the First World War established war poetry as a literary genre. In 1914 hundreds of young men in uniform took to writing poetry as a way of striving to express extreme emotion at the edge of experience.
WWI: World War I was an international conflict that in 1914–18 embroiled most of the nations of Europe along with Russia, the United States, the Middle East, and other regions. The war was virtually unprecedented in the slaughter, carnage, and destruction it caused. World War I began on June 28, 1914.
Propaganda: Propaganda in wartime must seek to demoralize enemy morale. A primary objective of propaganda aimed at enemy nations is to break down their will to fight. It seeks to lower the enemy's will to resist and it does this in several ways.

Autumn English Year 8

Writing: composing a text for a purpose

The purpose of a text can be defined as:

- **To persuade**
- **To argue**
- **To advise**
- **To inform**

Top tips

- Remember that all sentences and names start with a **capital letter.**
- Always write in complete sentences.
- Include descriptive detail to set the scene for the reader.
- Use a variety of sentence starters and vocabulary.
- Write with a range of punctuation.

Ways to start sentences - Persuasive Writing:

Phrases using that:

- I believe that . . .
- It strikes me that . . .
- There is no doubt that . . . (There can be no doubt that . . .)

Rhetorical questions:

- Is it any wonder that . . . ?
- Don't you think . . . ?
- Isn't it clear that . . . ?
- Isn't it the case that . . . ?
- Does anyone really believe that . . .?

Other phrases to start a sentence with:

- In my opinion . . .
- As everyone knows . . .
- My own view is . . .

Phrases to use when providing evidence

- For example,
- I cite, as an example . . .
- My evidence to support this is . . .
- I would draw your attention to . . .
- I would refer to . . .

Phrases to finish off with:

- In conclusion,
- It is my sincere belief that . . .

Punctuation

. **Full stop –** ends a sentence
, **comma –** separates ideas
: **Colon –** introduces a list
; **semi-colon –** separates clauses
! **Exclamation mark –** adds emphasis
? **Question mark -** interrogative
" " **Speech marks –** indicates speech
- **Hyphen –** shows connection
... **Ellipsis –** creates mystery/intrigue

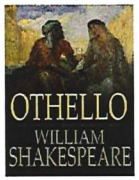
Word types

Noun – Person, place, thing
Pronoun – In place of a noun 'you'
Verb – an action or state
Adjective – describes a noun
Adverb – describes a verb
Preposition – shows the relationship between objects
Determiner – used in front of a noun to show the type 'the' 'a'
Conjunctions – joining words

Hook	Exposition/Setting	Rising Action/ Complication	Climax	Falling action/ denouement	Satisfying ending
What will you say to get the audience's attention? Use a compelling image or story? Say something challenging or powerful about the issue? Greet people?	Give the background - why should your topic matter to people? What is its history? Why is it relevant to this particular audience? This might involve sharing some research data, too.	Establish the fact that this is a burning issue. What will happen if things don't change? What is at risk? What are the potential challenges which might arise?	What is the single most important argument in your favour? What will draw emotion, engagement and agreement from people?	Begin to paint a vision of what can happen if things begin to change - why should the audience be hopeful? What signs are there that good things are happening?	What are your solutions to this issue? What practical things would you like to see happening? How can people help by changing their attitudes, behaviours, habits?

Common Errors

- **Affect/Effect –**
  Affect=verb Effect=noun
- **Whose/Who's –**
  Whose=possession Who's=who is
- **Its/It's –**
  Its=possession it's=it is
- **Your/You're –**
  Your=possession You're=you are



Autumn English Year 8

Evaluation: the process of judging or calculating the importance, or value of something

What?	What is the writer trying to tell us about the character/theme/setting?	*Othello is presented as...* *Shakespeare presents dominance through...*
How?	How do they use language/structure to do this? How do key words/phrases show this?	*The listing/imagery/juxtaposition ...* *This crafts/emphasises/constructs...*
Why?	Why are they doing this? Why did they choose that language?	*Shakespeare effectively conveys the idea that...* *_____ is purposefully used to craft...*

Successfully

Purposefully

Effectively

Convincingly

Skilfully

Key vocabulary:

Flaw (n) a mark, blemish, or other imperfection which mars a substance or object.
Morality (n) principles concerning the distinction between right and wrong or good and bad behaviour.
Justice (n) just behaviour or treatment.
Femininity (n) qualities or attributes regarded as characteristic of women.
Contrition (n) the state of feeling remorseful and penitent.
Relentless (adj) unceasingly intense.
Turmoil (n) a state of great disturbance or uncertainty.
Conscience (n) a person's moral sense of right and wrong.

The reader feels: disapproval, appalled, bemused, disgusted, challenged, relieved, justice, injustice, celebratory, overjoyed, catharsis, worried, horrified, indignant, supportive, vindicated, trepidation.

Key quotations:

- **Iago (1,1) –** "But I will wear my heart upon my sleeve"
- **Brabantio (1,2)** – "Damned as thou art, thou hast enchanted her!"
- **Iago (1,3) -** But for my sport and profit. I hate the Moor"
- **Othello (3,3) –** "O, now, for ever/Farewell the tranquil mind; farewell content."
- **Emilia (4,3) –** "But I do think it is their husbands' faults/If wives do fall."
- **Othello (5,2) –** "I kissed thee ere I killed thee: no way but this, Killing myself, to die upon a kiss."

Themes

manipulation

jealousy

deception

honour

Characters:

Othello
Desdemona
Iago
Cassio
Roderigo
Brabantio
Emilia
Bianca
Duke of Venice
Lodovico
Gratiano
Montano

Context:

Female subordination – Women expected to be ruled by men. Many men saw women as possessions, and fathers expected to choose husbands for their daughters. They were believed to be intellectually inferior to men and incapable of rational thought and rarely received an education.
Setting – Venice was a popular Elizabethan setting for plays about intrigue, love, affairs and revenge. It had a reputation of wealth and sophistication, but was also perceived as a place of loose morals.
Cyprus, a geographically isolated setting, is the 'warlike island' that is used to mirror the tragic events of the play.
Religion – The nationalism of the English Renaissance was reinforced by Protestantism. Shakespeare's plays are free from direct religious sentiment, but their emphases are Protestant.

ASH MANOR SCHOOL LRC

Reading Tracker

BOOKS I'VE READ

STAR RATING

Recommended Reads

Recommended Reads

Books don't just go with you, they take you where you've never been

#READINGCHALLENGE

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Reading Tracker

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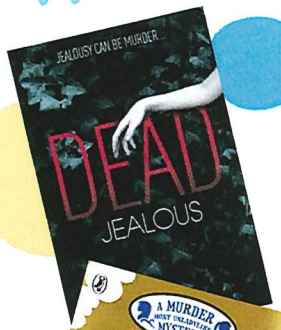
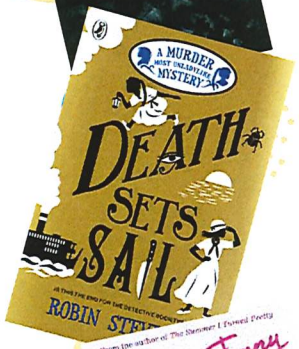
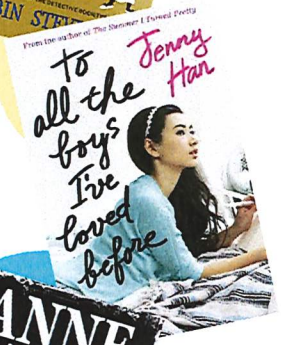
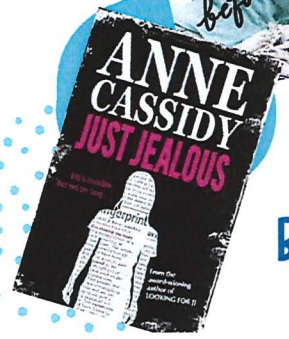
STAR RATING

Recommended Reads









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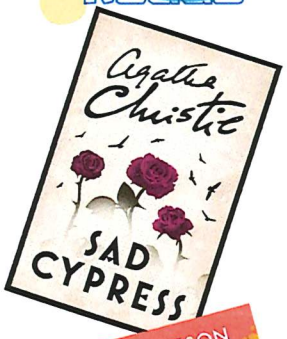

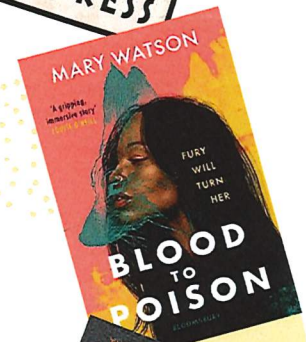

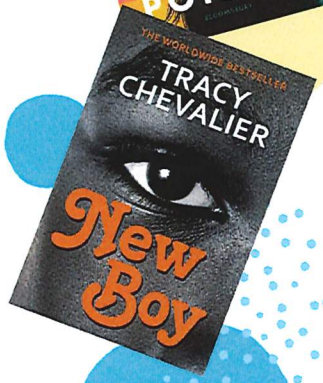

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#READINGCHALLENGE

Food and Nutrition

Food Safety

Bacteria: Microscopic organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic). Others are necessary for food production, e.g. to make cheese and yogurt.

Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready to eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests.

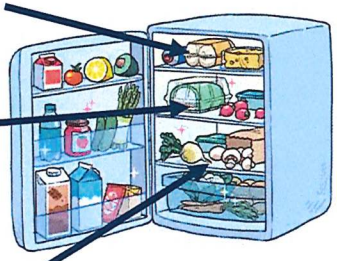
Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms

High risk Food: Food which contains harmful pathogenic bacteria that could cause food poisoning if not stored, prepared or cooked properly. E.g. meat, fish, dairy,

Food Storage

Cheese, dairy and egg-based products
At the top of the fridge.

Cooked meats
Cooked meats should always be stored above raw meats to prevent contamination from raw meat.



Raw meats and fish
Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Shopping and Budgeting

There are a number of food choices and factors that influence how, why and what people choose to eat;

When shopping for food, it is important to set a budget of how much you are able to spend.

It is sometimes easy to go over budget due to impulse buying.

Impulse buying is the sudden and immediate purchase of a product without any pre-shopping intention.

In short, think of impulse buying as the power of temptation!

Impulse buys when food shopping can happen while you are feeling hungry.

You could be tempted to buy foods that you do not really need and end up spending more than you need!

1. Shop around. Understanding different outlets and shopping around can help you find good offers so you can save money.

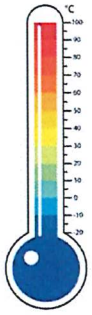
2. Look out for 'Buy One Get One Free' (BOGOF)

3. Try shops own brand and value ranges.

4. Buy foods that are in season.

5. Ready meals vs Homemade food.

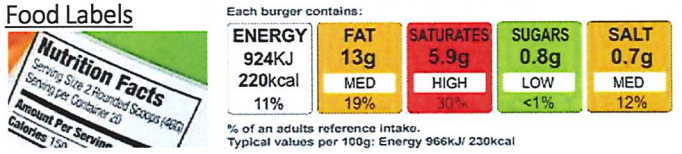
Temperatures



There are important temperatures to know when storing, preparing, cooking and serving food. Without them, there would be an increased risk of food poisoning and food waste.

75°C – High risk foods should be cooked and reheated to 75°C to ensure pathogenic (harmful) bacteria have been killed.
5-63°C – The **DANGER ZONE** Pathogenic bacteria grow rapidly.
0°C - 5°C The temperature for a **FRIDGE.**
-18°C – The temperature for a **FREEZER.**

Food Labels



Nutrition labels on food help us to make good food choices. They protect us from ill health and provide nutritional information to help towards a healthy, balanced diet.
Some nutrition labels use red, amber and green colour coding. This information tells you at a glance if the food is high, medium or low in calories, saturated fat, sugar and salt.

Year 8 French – Chez moi

By the end of this topic, you will be able to produce this text in your own, adapted form. On the following pages, you will find the various sentence builders which will help you adapt this text and produce your own.

	Français	*Dodgy English*	**English**
1	En ce moment, j'habite dans **un assez petit village** qui s'appelle **Ash**.	*In this moment, I live in a quite small village which itself calls Ash,*	At the moment, I live in a village called Ash which is quite small
2	C'est au **sud-ouest de Londres** en **Angleterre.**	*It-is at the south-west of London in England.*	It is to the south west of London in England.
3	J'y habite depuis **4** ans dans une maison jumelée	*I there live since 4 years in a house twinned*	I have lived there for four years in a semi-detached out
4	Avec **ma famille, mon chien et mon chat**.	*With my family, my dog and my cat*	With my family, my dog and my cat.
5	Dans **ma maison**, il y a **six** pièces y inclus **un salon, une cuisine et trois chambres**	*In my house, it there has six rooms there inlcudes a living room, a kitchen and there bedrooms*	In my house there are six rooms including a living room, kitchen and three bedrooms
6	cependant il n'y a pas de **cav**e – quelle dommage !	*however it not there has not of basement – what shame!*	however there isn't a basement – what a shame!
7	À Ash on peut **aller au gymnase pour faire du sport.**	*A Ash one can go to the gym in order to do some sport*	In Ash, you can go to the gym to do sport.
8	Je peux aussi **visiter un musée ou une église**,	*I can also visit a museum or a church*	I can also visit a museum or a church
9	mais malheureusement **tous les jours** il n'y a pas de grande chose à faire.	*But unfortunately all the days it not there has of big things at to do*	But unfortunately there isn't much to do everyday
10	Quand j'étais plus jeune, j'habitais à **Birmingham** .	*When I was more young, I used to live at Birmingham.*	When I was younger, I used to live in Birmingham.
11	Personnellement, je pense que **c'était mieux**	*Personally, I thing that it was better*	Personally, I think that it was better
12	car **il y avait plus de magasins**	*Because it there had more of shops*	Because there were more shops
13	Donc, on ne pouvait jamais s'ennuyer.	*So one not could never oneself bore*	So you could never get bored
14	Pourtant à l'avenir, je vais habiter **dans la capitale, Londres**	*However at the future, I am going to live in the capital, London*	However in the future, I am going to live in the capital, London
15	car **je peux y faire beaucoup de choses intéressantes**.	*Because I can there to do lots of things interestings.*	Because I can do lots of interesting things there.

The Top 10

1) Time Phrases/Sequencers	
Tout d'abord	First of all
Puis	Then
Ensuite	Then
Finalement	Finally
Aujourd'hui	Today

2) Connectives	
et	And
mais	But
ou	Or
car / parce que	Because
however	pourtant

3) Opinions and Reasons	
Je pense que	I think that
Je crois que	I believe that
Je dirais que	I would say that
Il faut que je dise que	I must say that
A mon avis	In my opinion

4) Comparison	
plus grand **que**	tall**er than**
moins démodé **que**	**less** outdated **than**
aussi beau **que**	**as** beautiful **as**
le plus calme	**the** calm**est**
le moins petit	**the least** small

5) Qualifiers	
très	very
un peu	a little bit
assez	quite
trop	too
vraiment	truly

6) Negatives	
Je **ne** suis **pas**	I am **not**
Je **n'**ai **pas** de	I do **not** have any
Je **ne** suis **que**	I am **only**
Je **ne** suis **jamais**	I am **never**
Je **ne** suis **plus**	I am **no longer**

7) Modal Verbs	
Je peux	I can
Je dois	I must
Je veux	I want
Je voudrais	I would like
Il faut	It is necessary

8) Present Tense	
Je suis	I am
J'ai	I have
J'habite	I live
C'est	It is
Il y a	There is / there are

9) Past Tense	
J'étais	I used to be / I was
J'avais	I used to have
J'habitais	I used to live
C'était	It was
Il y avait	There was / there were

10) Future Tense	
Je serai	I will be
J'aurai	I will have
J'habiterai	I will live
Ce sera	It will be
Il y aura	There will be

Year 8 Geography Autumn Term
Tectonic Hazards

What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

The structure of the Earth

The Crust	Varies in thickness (5km to 100km). Made up of several large tectonic plates.
The Mantle	Thickest layer (2,900km). Heat and pressure cause the rock is in a liquid state (magma). Movement in the magma is caused by convection currents.
The Inner and Outer Core	Hottest layer (5000 degrees C). Made of iron and nickel and is 4 x denser than the crust. Inner core is solid whereas outer core is liquid.

Causes of Earthquakes

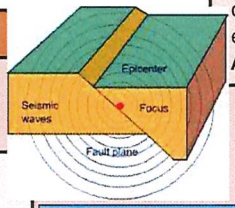
Earthquakes are caused when two plates are moving due to **convection currents** in the mantle. The plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

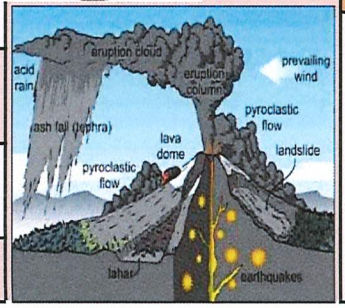
The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

The point at which pressure is released is called the **FOCUS**.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide are released.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1,000°C). They travel at over 100 mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.





Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

1. Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2. When lower parts of the mantle molten rock (magma) heat up they become **less dense** and **slowly rise**.
3. As they move towards the top they cool down, become **more dense** and **slowly sink**.
4. These **circular movements** of semi-molten rock are **convection currents.**
5. Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

Types of Plate Margins

Destructive Plate Margin

When the denser ocean plate subducts beneath the continental plate, friction causes it to **melt and become molten magma.** The magma forces its ways up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes.**

Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range. A good example is the **Mid Atlantic Ridge.**

Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the **San Andreas Fault, USA.**

Why do people live in areas at risk from tectonic hazards?

Many people live close to volcanoes or in areas vulnerable to earthquakes.

WHY?

- They've **always** lived there so moving means leaving family, jobs etc.
- In HICs **monitoring** and **protection** can mean the risk is less.
- The **minerals** from volcanic **ash** make volcanic **soil** very **fertile** attracting **farmers.**
- Volcanoes are **tourist attractions,** many people nearby work in the tourist industry **e.g. Mount Etna** receives hundreds of thousands of visitors when erupting.

Managing Tectonic Hazards

Monitoring	Prediction
Earthquakes: seismometers and **lasers** monitor earth movement. Can give **small** but vital amount of **warning** before a **large earthquake** occurs.	**Earthquakes: cannot** reliably be **predicted.** But scientist can **forecast where** they may occur by monitoring the movement of plates.
Volcanoes: scientists can monitor signs that tell us a **volcano** may **erupt** e.g. **small earthquakes,** escaping **gas,** changes in the **shape** of the volcano.	**Volcanoes: can be predicted** if scientists **monitor** volcanoes closely using **thermal imaging.**
Planning	**Protection**
Future developments can **avoid high-risk areas.** **Emergency Services** can prepare by **practicing** rescuing people from collapsed buildings.	**Earthquakes:** new buildings can use reinforced concrete that **absorb** earthquake energy. **Cross-bracing.** Automatic **shut-off valves** for gas.
People can be **educated** so they know what do to do. Governments plan **evacuation routes** to get people away quickly & safely.	**Volcanoes:** buildings can be **strengthened** so they are less likely to collapse under weight of ash. **Trenches** built to divert lava– not successful.

LIC Earthquake Case Study: Nepal 2015

CAUSES

On a **destructive** plate margin the **Indo-Australian** plate is being subducted underneath the **Eurasian** plate. On **25th April 2015** a **7.8** magnitude earthquake occurred.

EFFECTS/IMPACTS

P: 9,000 deaths, **22,000** injuries, **$5billion** worth of damage, **2 million** left without water.
S: 4 million homeless, the earthquake triggered **avalanches** on **Mt Everest** killing **18 people.** Lack of clean water caused a **typhus** outbreak.

RESPONSES

I: India & China sent teams to rescue trapped people, people tried to recover the dead & treat injured but **damaged roads** made this hard, **130,000** emergency shelters set up by **Red Cross**
L-T: World Bank gave **$500million** for earthquake-proof buildings, repair roads. **2 years on** not all water is back.

HIC Earthquake Case Study: New Zealand 2016

CAUSES

A **destructive margin** and **conservative margin** the **Pacific Plate** is subducting beneath the **Australian** plate to the north and sliding past it to the south. On **14th November 2016** this caused a **7.8** magnitude.

EFFECTS/IMPACTS

P: 2 deaths, 50 injured, **$8.5billion** worth of damage, **60** people needed emergency housing
S: 100,000 landslides, **10** farms evacuated, **tsunami** generated with waves around **5m** leaving debris up to **250m** inland.

RESPONSES

I: Tsunami warning quickly issued, **power restored** within a few hours, **hundreds** places in emergency shelters.
L-T: $5.3million funding provided by **Kaikoura District Council** to help with rebuilding. New water pipe built earthquake proof, roads/rail reopened in **2 years.**

India's Population

How has India's population changed?

India has a population of **1.3billion.** India's population grew steadily between 1900-1950 and since 1960 the population has grown rapidly.

Natural Increase

India is experiencing **natural increase.** This is where the **Birth Rate** of a country is **higher than** the **Death Rate** of a country- so the population naturally increases.

Why has India's population increased?

India has a **high birth rate** and a **lowering death rate.**
Reasons for high birth rate: There is a tradition of **early marriage** in India- women then start having children earlier. Many people live in **poverty/work in subsistence farming** this means children are needed to help provide for the family. **Cultural norms-** it is culturally normal to have **large families.**
Reasons for lowering death rate: as **India is developing rapidly, healthcare** is improving, more diseases are **immunised** against, **diets** have improved and **sanitation (cleanliness)** has improved. This has all resulted in a **longer life expectancy.**

India's Population Distribution

Trend: India's population is **unevenly distributed.** Population density is **highest** around the coast.
Evidence: for example in the big coastal cities such as **Mumbai.**
Anomaly: However there is a large number of people in the North of **India** in the capital **New Delhi.**

India's Location/Physical Features/Importance

Location	In the **Northern Hemisphere,** in the continent of **Asia** to the **south.** Has borders with 6 countries including *China, Nepal & Bangladesh.* Has a coastline with the **Indian Ocean.**
Physical Features	Very **varied landscape. Himalayan** mountains to the North, **Thar Desert** in the NW and large areas of **forest.** Large rivers such as **The Ganges.**
Importance	Regionally: India has the **2nd biggest population in Asia** and the **biggest economy in South Asia-** so it plays a major role in trade & politics here. Globally: India **exports** many services including **IT** and **medicines** around the world. It is a member of the **G20.**

Year 8 Geography Autumn Term
India

Quality of Life In India

Quality of life= the standard of health, comfort, and happiness experienced by an individual or group. Overall the people of India's QoL has improved since developing economically.

How has QoL Improved?		
Life Expectancy	The average age someone can expect to live to in India	Has **increased** from **54** to **67** between 1980-2010
Literacy Rates	The % of adults who can read & write in India	Has **increased** from **41%** to **69%**
Slum Dwellers	% of urban population living in slums	Has **decreased** from **48%** to **29%**

Why? More people with higher incomes -> more tax paid to govt. -> more funding for healthcare/education -> improved schooling/hospitals

Have all Indian's seen the same improvement?

Rural India (70% of the population)	Urban India (30% of the population)
Life Expectancy: **66**	Life Expectancy: **71**
Literacy rates: **66%**	Literacy rates: **81%**
Access to piped water: **16%**	Access to piped water: **80%**
Infant Mortality Rate: **46** per 1,000	Infant Mortality rate **28** per 1,000

Why? Most people in **rural India** work in **subsistence agriculture** (farm for themselves & family- no profit) -> low incomes -> low tax paid -> less income for healthcare/education

India's Economy

Key Point: India has **rapidly developed economically** i.e. India has got **richer!** Their **GDP (Gross Domestic Product)** and **Incomes** have risen rapidly since the **1980s.**

India's Industrial Structure (where people work) has changed dramatically since the 1980's.

Primary Sector	People who work to remove raw materials from the ground e.g. **farming, mining, fishing.** Typically **Low incomes.**	The no. of people working in the primary sector in India has **decreased.** *Education has improved, more rural to urban migration.*
Secondary Sector	People who work in **factories** turning raw materials into products e.g. cars, food. Typically **middle incomes.**	The no. of people working in the secondary sector in India has **increased.** *More urban dwellers, higher income. More TNCs.*
Tertiary Sector	People who work in the **service** sector. **E.g.** teachers, shop keeper, taxi driver, doctor etc. Typically **middle-higher incomes.**	The number of people working in the tertiary sector has **increased.** *Better education, higher wages, more TNCs.*

TNCs have played a big part in helping India to economically develop (get richer).

TNCs: Trans-National Company companies that are based in more than country around the world e.g. **McDonalds, BT, Nike. Hindustan Unilever** has helped India grow economically by providing jobs in the **manufacturing** industry. But it has brought disadvantages too!

Advantages for India	**Disadvantages** for India
Provides jobs for **16,000,** generates tax for India through **$4.5billion** of sales, runs **charity projects; Project Shakti** to help poorer people.	Unilever is **British-Dutch company** most **profits leave India, Environmental** issues including **mercury** in water.

Environmental Impacts of Economic Development

Air Pollution	- More factories, more car ownership are all leading to more air pollution in India. - **Delhi** is the **most polluted city in the world.** - India has **13** of the **20 most polluted cities in the world.** - More than **8 million** cars on the road and **1,400** new cars **added daily.** - **4.4million** children in **Delhi** have irreversible **lung damage.** - **CO2** from **cars & factories** contributing to **climate change.**
Water Pollution	- This is particularly a problem in cities. The population in cities has grown rapidly because of **rural to urban migration** the sewer and water systems haven't been able to keep up. - Only **40%** of rubbish is collected and factories often put their waste into rivers. - This has led to severe water pollution issues. - River Yamuna, in New Delhi has suffered heavily from pollution.- causing diseases like cholera/typhoid. - 75-80% of water pollution comes from domestic sources (peoples homes).

Key Geography Skill: SO WHAT?!

When you are explaining- think **so what?!** Use **connectives** to develop your explanations further. e.g. *Rapid economic development in India has led to higher incomes **this means that** people pay more tax to the government **this leads to** the government having more funds to develop key infrastructure **such as** roads, railways and rubbish collection.*

Year 8 History: Term 1

The Tudors and Africa

1485 – Henry VII became king.

1509 – Henry VIII became king.

1534 – The break from Rome.

1547 – Edward VI became king.

1553 – Mary I became Queen.

1558 – Elizabeth I became Queen.

1559 – Elizabeth's Religious Settlement.

1603 – Elizabeth I dies. End of the Tudor era.

Wars of the Roses – A war between the Houses of Lancaster and York over who should be king. It ended in 1485, when Henry Tudor defeated Richard III at the Battle of Bosworth. Henry Tudor became Henry VII. This ended the Middle Ages.

Henry VIII – The son of Henry VII. He became king in 1509. He was very clever, spoke and read several languages (e.g. French, Latin and Greek), wrote music, and played lots of sports (such as tennis, and jousting). Henry VIII was a devout Catholic for most of his life (the Pope called him the 'Defender of the Faith'), until he broke from Rome.

Wives of Henry VIII – Henry VIII had 6 wives: Katherine of Aragon (divorced), Anne Boleyn (beheaded), Jane Seymour (died), Anne of Cleves (divorced), Katherine Howard (beheaded), Katherine Parr (survived).

Edward VI – Henry VIII's only son who became king when his father died. Edward VI was a Protestant and made changes to the church including destroying stained glass windows, allowing priests to marry, and making priests speak in English instead of Latin (1549). He made Lady Jane Grey Queen when he died.

Lady Jane Grey – Jane ruled for 9 days before she was arrested by Mary I and beheaded for treason.

Mary I – Mary was the oldest daughter of Henry VIII and became Queen after Edward VI. She was very Catholic and burnt Protestants 284 at the stake. This was more people than Henry VIII (81), but far less than her husband's father, Charles V of Spain (30,000). Mary was nicknamed 'Bloody Mary'.

Elizabeth I – Elizabeth was the second child of Henry VIII and became Queen when Mary I died in 1558. She tried to make Catholics and Protestants happy by following the 'Middle Way' in her Religious Settlement. This included putting the Bible in English, but also allowing Catholic decorations in churches.

The English Reformation

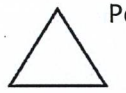
Also known as the 'break from Rome'. Henry VIII chose to make England a Protestant country for a number of reasons, including:

1. Henry wanted an **heir and a spare** (and his wife Katherine of Aragon was too old to get pregnant!).

2. Henry fell in love with **Anne Boleyn** (and the Pope wouldn't let Henry VIII have a divorce from his first wife).

3. Henry wanted more **money** and if he closed down the Catholic monasteries (like churches), Henry could take their money. This was called the Dissolution of the Monasteries (1536).

4. Henry wanted more **power**, as Henry VIII didn't like that Catholics listened to the Pope instead of him.



5. Lots of Henry's friends and **advisors** (including Anne Boleyn) were Protestant.

Catholicism – A type of Christianity. Catholics believed that the **Pope** was in charge of the Church (and God's representative on Earth). They also believed the Bible should be written in Latin, that churches should be expensively decorated and that priests were special.

Protestantism – A new type of Christianity in the 1500s, set up by the German monk Martin Luther to protest the Catholic Church. Protestants believed that churches should be simply decorated, that priests weren't special, that the Pope shouldn't be in charge of the church, and that the Bible should be written in whichever language the person reading it spoke (such as English).

Provenance – Nature, Origin, and purpose of a source.

Nature – What a source is.

Purpose – Why a source was made.

Origin – Who produced the source, when and where.

Content – What the source says/shows.

Historians then **infer** what they can work out from the source.

Speech by British Prime Minister **Harold Macmillan**, **1960**, **to the South African Parliament.**

'... The wind of change in blowing through this [African] continent...'

Why explore the world?

Naval Power –In the 1500s, England's navy was so good that longer journeys could safely be made.

Empire – Spain had already begun to explore the world, and England wanted to compete.

Weakening Spain – Elizabeth I went to war with Spain in 1587 and wanted to attack their colonies around the world.

Trade – Explorers discovered new things which could be sold for profit, such as spices, sugar, and tobacco.

Colony – Land taken over and run by another country.

Empire – A collection of countries, which are all controlled by the same person/government.

Explorers – People who explored the world for a job. English explorers included Sir Walter Raleigh and Sir Francis Drake (who circumnavigated, or sailed around, the whole world).

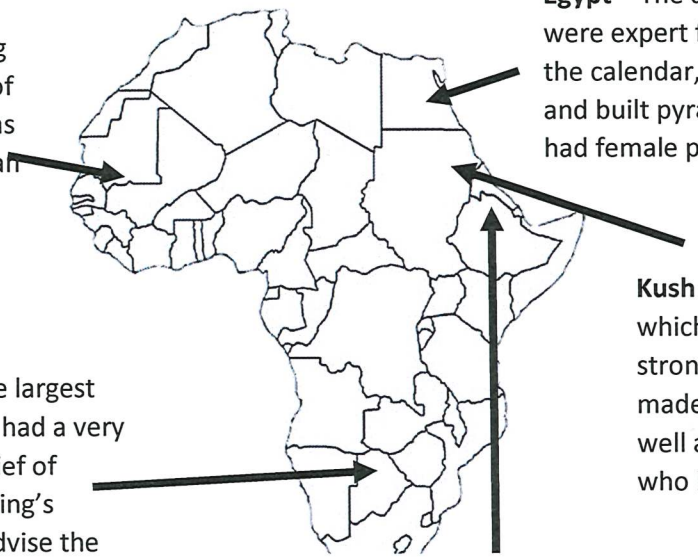
Eurocentric – The idea that historians have focussed on European history, instead of the History of the rest of the world.

Scramble for Africa – A period of time in the 1800s, when countries in Europe (such as Britain and France) competed to take control of the different parts of Africa.

Decolonisation – The period of time that European countries withdrew their control of African countries for various reasons (including African contributions in the World Wars, rebellions, and the belief that countries should be able to govern themselves).

Civilised – A society that is very developed/modern for the period of time.

Mali – An African kingdom, which in the 14th century was incredibly rich. The king Mansa Musa was one of the richest men that has ever lived (controlling an estimated $400bn).



Egypt – The ancient Egyptians were expert farmers, invented the calendar, hieroglyphics, and built pyramids. They even had female pharaohs.

Kush – An African kingdom which was famous for their strong tools and weapons made out of gold and iron, as well as Queen Amanishahitu who led armies into battle.

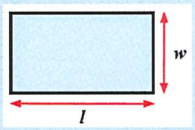
Mutapa – One of the largest African kingdoms. It had a very powerful army, a chief of medicine, and the 'king's wives' who would advise the king.

Aksum – An African kingdom which developed important trading routes with the Romans and Ancient India. They were considered one of the greatest powers of their time.

Year 8 Mathematics Key Information

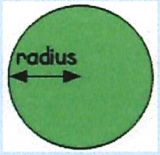
Area of a Rectangle

$A = l \times w$



Area of a Circle

$A = \pi \times r^2$



Metric and Imperial Measures

8km ≈ 5 miles
30cm ≈ 1 foot
2·5cm ≈ 1 inch
1kg ≈ 2·2 pounds
4·5l ≈ 1 gallon
1l ≈ 1·75 pints

Metric Length Conversions

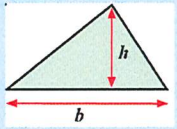
1km = 100m
1m = 100cm
1cm = 10mm

Prime Number

A number that has exactly 2 factors
2, 3, 5, 7, 11, 19, ...

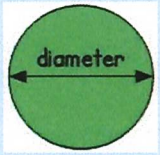
Area of a Triangle

$A = \frac{1}{2} \times b \times h$



Circumference of a Circle

$C = \pi \times d$



Metric Mass Conversions

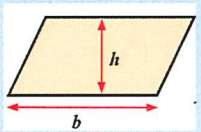
1 tonne = 1000kg
1kg = 1000g
1g = 1000mg

Square Number

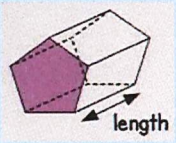
A number multiplied by itself
$5^2 = 5 \times 5 = 25$

Area of a Parallelogram

$A = b \times h$



Volume of a Prism



$V = area\ of\ cross - section \times length$

Mean

The total of the data set, divide by the number of values

Metric Capacity Conversions

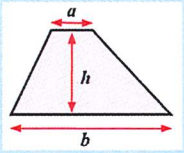
1l = 1000ml
1l = 100cl
1cl = 10ml

Cube Number

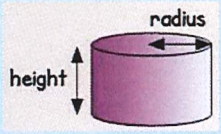
A number multiplied by itself and then itself again
$5^3 = 5 \times 5 \times 5 = 125$

Area of a Trapezium

$A = \frac{1}{2} \times (a + b) \times h$



Volume of a Cylinder



$V = \pi \times r^2 \times h$

Median

The middle value, when in the data set is in order

Mode

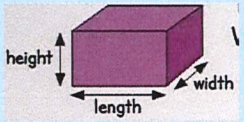
The most common value in the data set

Multiple

The first 5 multiples of 12 are 12, 24, 26, 48 and 60

Volume of a Cuboid

$V = l \times w \times h$



FDP Conversions

$\frac{1}{2} = 0.5 = 50\%$

$\frac{1}{4} = 0.25 = 25\%$

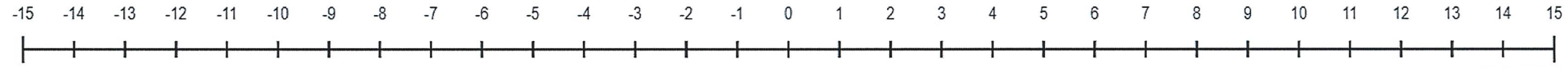
$\frac{1}{3} = 0.\dot{3} = 33.\dot{3}\%$

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Factor

The factors of 12 are 1, 2, 3, 4, 6 and 12

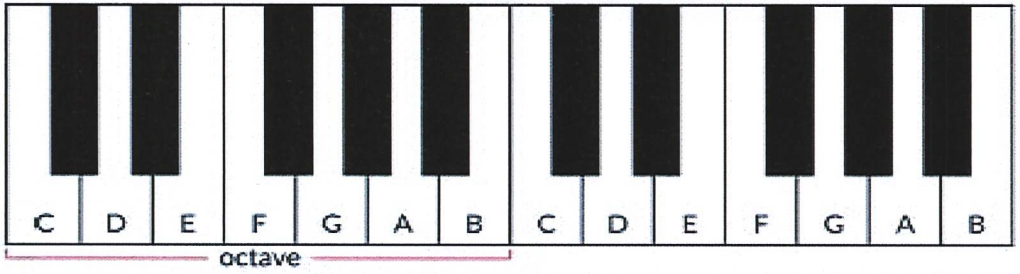
For anything else you want to know, have a look at CorbettMaths



KEYBOARD SKILLS

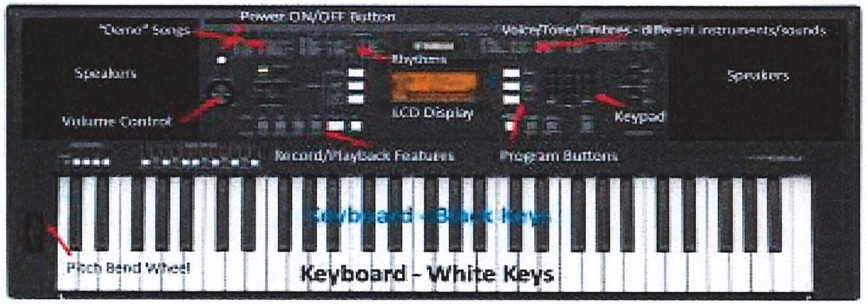
Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

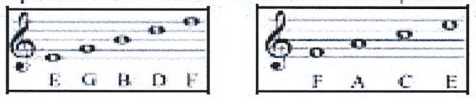
D. Keyboard Functions



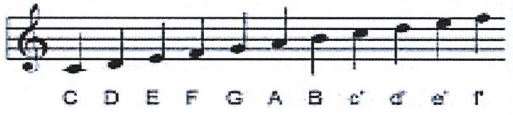
B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



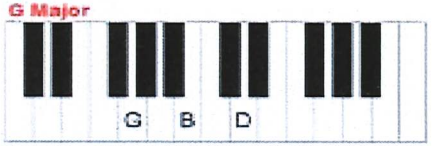
Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



C. Keyboard Chords

C Major

G Major

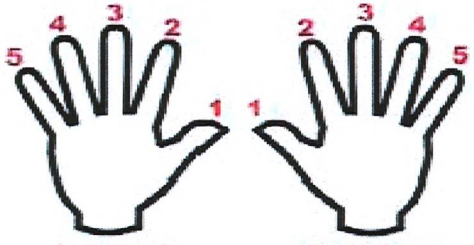


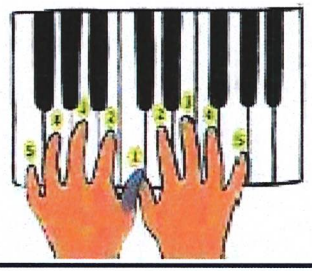
F Major

A Minor

Play one – Miss one – play one – miss one – play one

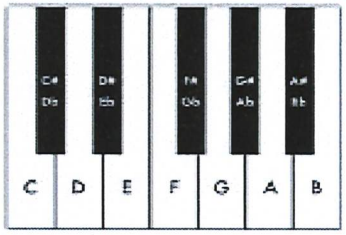
E. Left Hand/Right Hand (1-5)





F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone *(e.g. C# is higher in pitch (to the right) than C)*. The *b* symbol means a **FLAT** which lowers the pitch by a semitone *(e.g. Bb is lower in pitch (to the left) than B)*. Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



Dynamics

Key word	Definition
Crescendo	Gradually getting louder
Diminuendo	Gradually getting quieter

From Loud

- *ff* Fortissimo
- *f* Forte
- *mf* Mezzo-Forte
- *mp* Mezzo-Piano
- *p* Piano
- *pp* Pianissimo

To Soft

Melody

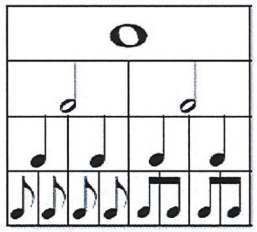
Key word		Definition
Pitch		How high or low a note is
Ascending		Going up in pitch
Descending		Going down in pitch
Riff		A short repeated melody
Flat	*b*	One note lower in pitch
Sharp	#	One note higher in pitch

Instrumentation

What instruments are playing ?	
Instrument families	
Strings	Violin – Guitar – Cello – Double Bass
Brass	Trumpet – Trombone - Tuba
Woodwind	Clarinet – Saxophone – Bassoon
Percussion	Drum kit – Timpani - Tambourine

Rhythm

Key word	Definition
Pulse	The heartbeat of the music
Beat	One unit of pulse
Rest	The silence between notes
Polyrhythm	Many rhythms played at the same time.
Ostinato	A short repeated rhythm



semibreve
worth four beats each
minim
worth two beats each
crotchet
worth one beat each
quaver
worth half a beat each

Texture

Describes how many instruments (layers) are in a piece of music

Key word		Definition
Thick		Lots of instruments/layers
Thin		Very few instruments/layers

Tonality

Key word		Definition
Major	☺	The music is in a major key and sounds happy
Minor	☹	The music is in a minor key and sounds sad

Structure

Pop Music

Key word	Definition
Intro	Sets the mood at the start of the song
Verse	Tells the story of the song with different lyrics each time
Pre -Chorus	Build up to the chorus
Chorus	Most memorable part of the song with a repeated melody called a hook
Bridge	A contrasting section
Outro	A final section which might repeat the hook from the chorus

Classical Music

Binary	Music split into two sections A and B
Ternary	Music split into 3 sections A B A
Rondo	Music with multiple sections A B A C A D

Timbre

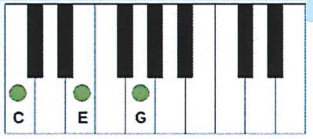
The quality or colour of the sound

Harsh – Soft – Bright – Mellow – Smooth – Warm

Harmony

Two or more notes playing at exactly the same time. This is called a **chord**. To play a **chord** you simply do :

play , miss , play , miss , play



Tempo

The speed of the music

Key word	Definition
Largo	Very slow
Adagio	Slow
Andante	Walking Pace
Moderato	Moderate pace
Allegro	Quick
Presto	Very Fast

Year 8

PSHE KNOWLEDGE ORGANISER

Autumn Term

MENTAL WELLBEING

Define: *Mental Wellbeing*

Mental wellbeing describes your mental state - how you are feeling and how well you can cope with day-to-day life. Our mental wellbeing is dynamic. It can change from moment to moment, day to day, month to month or year to year.

Define: *Emotional Literacy*

The ability to understand and express feelings.
Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them.

Define: *Primary Emotions*

There are 5 primary emotions but over 600 words in the English language for different emotions. The primary emotion groups are:

1. Joy
2. Anger
3. Sadness
4. Disgust
5. Fear

Define: *Mental Illness*

Mental illnesses comprise of a broad range of problems, with different symptoms. However, they are generally characterized by some combination of abnormal thoughts, emotions, behaviour and relationships with others.

They can only be diagnosed by a Doctor or Mental Health Professional

Signs of good mental wellbeing

- Feeling relatively confident in yourself and have positive self-esteem
- Feeling and express a range of emotions
- Building and maintaining good relationships with others
- Feel engaged with the world around you
- Live and work productively
- Cope with the stresses of daily life
- Adapt and manage in times of change and uncertainty

Things that can affect our mental wellbeing

Everyone is different and what affects someone's mental wellbeing won't necessarily affect others in the same way. Everyone will have times when they have low mental wellbeing, where they feel stressed, upset or find it difficult to cope.
Common life events that can affect your mental wellbeing include:

- loss or bereavement
- loneliness
- relationship problems
- issues at work
- worry about money

However there are times when there is no discernable reason for the way a person feels which can be extremely frustrating.

There are some factors that may make people more vulnerable to experiencing a period of poor mental wellbeing. These may have happened in the past or might still be happening now:

- Childhood abuse, trauma, violence or neglect
- Social isolation or discrimination
- Homelessness or poor housing
- A long-term physical health condition
- Social disadvantage, poverty or debt
- Unemployment
- Caring for a family member or friend
- Significant trauma as an adult, such as military combat, being involved in a serious accident or violent crime

Signs of poor mental wellbeing

- Erratic changes in mood and behavior.
- Distancing from friends and family.
- Loss of interest in things that they used to be interested in.
- Excessive sleeping or not sleeping.
- Increased alcohol consumption.
- Poor concentration and being easily distracted.
- Finding it hard to make decisions.
- Feeling overwhelmed by things & tearfulness.
- Finding it difficult to control your emotions
- Irritability and short temper or aggression

The Importance of Positive Relationships

Connecting with others can help us to feel a greater sense of belonging and can help to challenge feelings of loneliness.

- **Make time for the people you love.** Keeping regular contact with friends and family, whether it's face-to-face, on the phone or by text, can strengthen your relationships.
- **Join a group.** Think of the things you like to do, such as drawing, gardening or sport and look for local groups. Meeting others with a shared interest can increase your confidence and build your support network.
- **Talk about the way you feel.** Opening up to a trusted friend or family member can help you to feel listened to and supported. Just acknowledging your feelings by saying them out loud can help.
- **Use peer support.** If you're finding things difficult, talking to people who have similar feelings or experiences can help you to feel accepted.

The Importance of Self Care

At times people may feel guilty for spending time on themselves. But it's essential for mental wellbeing and can help people to be more resilient.

Some self care techniques include

- Mindfulness
- Doing something you enjoy
- Relaxation techniques
- Get outdoors and fresh air
- Exercise

If someone is living with a mental health problem, taking steps to look after their mental health can help you improve your wellbeing.
Strategies can include:

- Talking to someone
- Knowing triggers and warning signs
- Keeping a mood diary
- Building your self esteem.

Where to get more help and support

- Parents and trusted family.
- School Staff and Wellbeing Team
- Your Doctor or Practice Nurse
- MIND - https://www.mind.org.uk Help line - **0300 123 3393** open 9am to 7pm, Monday to Friday or Text: 86463
- Young Minds - https://youngminds.org.uk Text: 85258 or Parents Helpline: 0808 802 5544
- Stem4 - https://stem4.org.uk/

Year 8

PSHE KNOWLEDGE ORGANISER

Autumn Term

CONSENT

Define:
Sexual Consent

The giving of permission by a person to engage in any form of sexual activity

Define:
Affirmative Consent

Consent is only given when a person agrees verbally to engage in sexual activities

Define:
Coercion

The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.

Define:
A person who is a minor

A person who is under the age of 18 and legally considered a child.

Consent is:	
1	**Freely given.** It's not okay to pressure, trick, or threaten someone into saying yes.
2	**Reversible.** It's okay to say yes and then change your mind — at any time!
3	**Informed.** You can only consent to something if you have all the facts.
4	**Enthusiastic.** You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.
5	**Specific.** Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).

When can consent not be given?	
1	**When a person is drunk or high,** to the point that they are unable to speak or look after themselves.
2	**Asleep or Passed Out** – if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!
3	**They are Underage –** Legally a person under the age of 16 cannot give consent to any sexual activity.
4	**Mental disability or learning difficulties** which mean they are unable to fully understand what they are consenting to.

Who Can you turn to for help and Support

Parents or trusted family members	The Police / Community support officers
School Safe Guarding Team or any member of staff.	
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk
Childline	Helpline: 0800 1111(24 hours, every day) https://www.childline.org.uk

CONTRACEPTION

Define:
Combination Methods

Contraceptive methods which use both hormonal and barrier methods to prevent pregnancy.

Define:
Contraception

Methods that are used to prevent pregnancy from occurring during sexual activity.

Define:
Natural Methods

Contraceptive methods which do not use hormones or barriers, mostly focused on fertility awareness

Define:
Hormonal Methods

Contraceptive methods with use hormones to prevent pregnancy, usually used by Women only.

Define:
Barrier Methods

Contraceptive methods which prevent pregnancy by stopping the sperm from reaching the egg.

Things to Remember

- Contraception is a personal choice.
- You may need to try more than one to find what works best for you.
- You will need to consult your Doctor for most contraceptive methods.

Where to get more help and support

- Your Doctor
- Community Nurse
- School Nurse
- NHS Online
- www.helathforteens.co.uk
- www.brook.co.uk

Year 8 Term 1 Hinduisms / Sanatana Dharma

Key Words			
Ahimsa	Belief in non-violence and having respect for life. This includes avoiding physical, emotional and mental harm	Deity	God or Goddess
Gandhi	Famous Hindu political activist from India who believed in ahimsa	Karma	Actions: good or bad
Sanatana Dharma	A more accurate name for the religion than Hinduism	Mandir	Temple
Atman	The soul	Puja	Worship and paying respect to deities
Brahman	The one supreme God	Reincarnation	Belief that after death the atman (soul) is reborn into a new life
The Trimurti	Brahma, Vishnu, Shiva the three main aspects of Brahman	Vedas	Sacred Texts

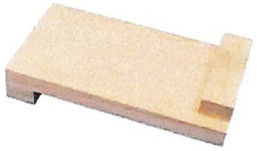
Key Ideas		
Sanatana Dharma	Sanatana Dharma is the more accurate name for the religion and way of life that is popularly called Hinduism. It is a belief system that begin around 5000 years ago in the Indus Valley in India. The Hindu Dharma has evolved over time and there is a great deal of diversity within the religion. It is the third largest religion, with around 750 million followers.	
Nature of God	Hinduism teaches that there is one God (**Brahman**) with many forms. Brahman is an energy that fills the universe and is far too complex for the human brain to comprehend. Hindus understand Brahman through the many deities of Hinduism	The 3 main aspects of Brahman are known as the **Trimurti** (tri =3, murti = an image of God). These are: • **Brahma** – the creator • **Shiva** – the regenerator • **Vishnu** – the protector Vishnu is believed to have visited earth in living forms (**AVATARS**) to destroy evil. Some avatars were in animal form, others were human. **Rama** and **Krishna** are the most well known and popular incarnations of Vishnu.
Worship	Hindu worship is often referred to as **puja**. It can be performed at home or in the temple (the **Mandir**). Most Hindu families have a home **shrine** because worship is seen as part of daily life. Shrines and temples contain **murti** – statues or images of the **deities**. However, Hindus do not worship statues – they ring a bell before worshipping to symbolise calling on God's presence. Hindu worship often involves making offerings such as food or flowers.	
Beliefs	Hindus view all life as sacred: all living beings are manifestations of **Brahman** (God) and all living beings have an **Atman** (soul). For this reason vegetarianism and veganism is common in Hindu culture: roughly 30% of the population of India is vegetarian.	**Ahimsa** is an ethical belief in non- violence. Hindus like Gandhi, practice ahimsa when they protest. They are careful to do no harm to others or animals.
	Hindus believe in **reincarnation** but the purpose of live is **Moksha** – to be released from the cycle of rebirth or samsara and achieve ultimate **spiritual liberation.**	**Karma** or actions link to Hindu ethical beliefs. Karma, whether good or bad, can be generated by thoughts, speech and actions and will affect rebirth.
Vedas	Hindu sacred texts (known as **The Vedas**) offer Hindus guidance on things they should do (**niyamas**) and things they should avoid doing (**yamas**) in order to live a good life and increase the chance of a favourable rebirth in future lives. The ten yamas listed in the Vedas are: ahiṃsā (non-violence) satya (not lying, avoiding deceptiveness and, instead, being truthful), asteya (not stealing) brahmacharya (chastity, marital fidelity or sexual restraint) aparigraha (avoiding greed and clinging), kṣamā (patience and forgiveness) dhṛti (fortitude) dayā (compassion) ārjava (non-hypocrisy, sincerity) and mitāhāra: measured diet. Yamas are 'negative duties': they focus on what one has a duty to avoid doing. Niyamas are 'positive duties': recommended activities and habits for healthy living, spiritual enlightenment and liberated state of existence. They are: 1. Śauca: purity, clearness of mind, speech and body 2. Santoṣa: contentment, acceptance of others and of one's circumstances as they are, optimism for self 3. Tapas: austerity, self-discipline, persistent meditation, perseverance 4. Svādhyāya: study of self, self-reflection, introspection of self's thoughts, speeches and actions 5. Īśvarapraṇidhāna: contemplation of the Ishvara (God/Supreme Being, Brahman, True Self, Unchanging Reality),and understanding of the supreme consciousness	

Product Design – Cars

Tools and Equipment

Gents Saw: To saw materials in a straight line.

Coping Saw: To saw thin pieces of materials in curved lines.

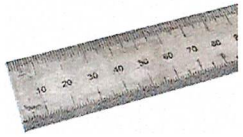


Bench Hook: To hold materials in place.

Pillar Drill: To drill holes into materials in different sizes.

Vice: To hold materials in place.

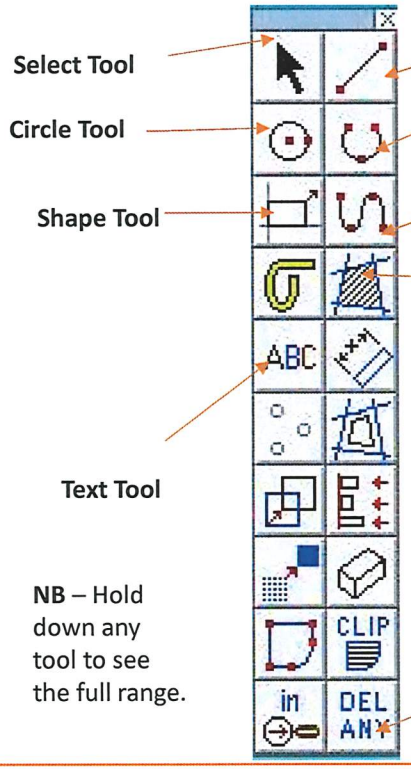
Try Square: To draw lines perpendicular (at right angles) to your materials.



Steel Rule: To measure accurately.

Belt Sander: To sand materials down.

2D Design CAD Software



Key Words

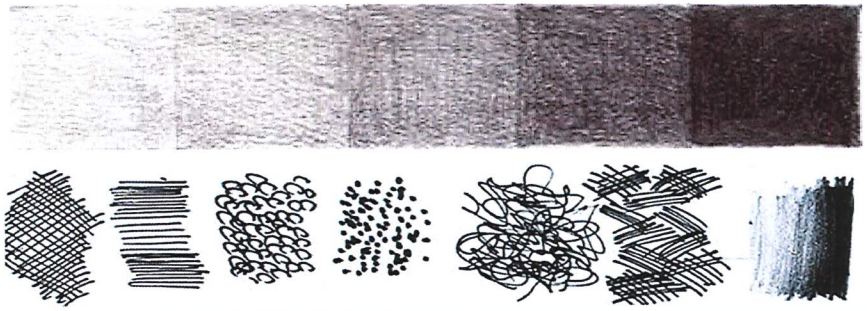
Design Specification: This is a list of criteria that your design ideas should include.
Quality Control: The way in which you can ensure a product is good quality.
Hazard: An object or activity that could cause a risk (harm).
Risk: The harm/danger that is caused by the hazard.
Control: A way in which you can prevent the risk from happening.

When analysing or researching use **ACCESS FM:**

- **Aesthetics** – Shape, appearance, features, colours, design.
- **Cost** – How expensive is it/does it look/would it cost to make?
- **Customer** -How it is an effective product in relation to the user
- **Environment** – How environmentally friendly is it?
- **Safety** – Is it safe to use, was it dangerous to make?
- **Size** – Dimensions, proportions
- **Function** – What will it be used for? Is it suitable for it's intended use?
- **Materials** – What materials are used & are they suitable?

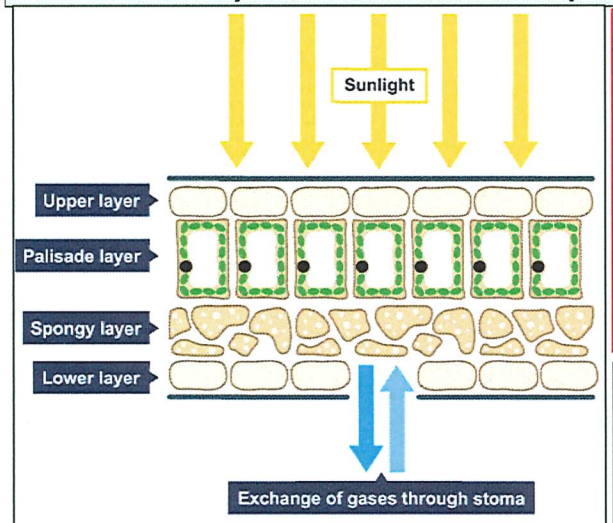
Tone and Texture

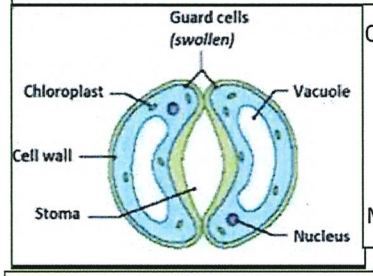
Different marks/tones can be used to render a design idea to make it look 3D.

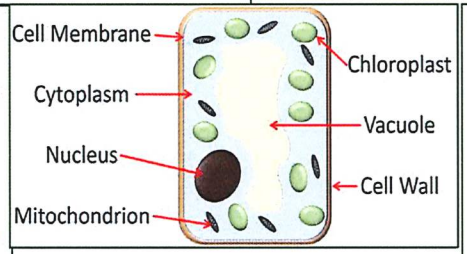


Year 8 Science

Photosynthesis and Respiration





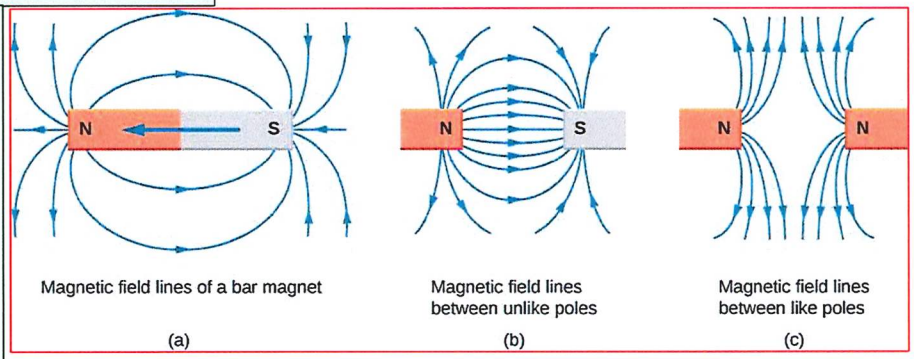


Aerobic Respiration

Respiration is a chemical reaction which releases energy. All cells respire. Aerobic respiration takes place in the mitochondria.

Anaerobic Respiration

Does not release as much energy as aerobic respiration

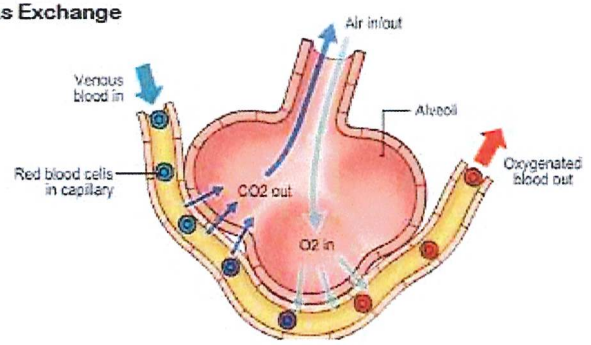


Water + carbon dioxide→ glucose + oxygen

Glucose + oxygen → water + carbon dioxide

Glucose → lactic acid

Gas Exchange



The alveoli are adapted to make gas exchange in the lungs happen easily and efficiently.

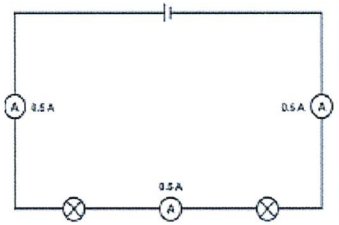
- Alveoli give the lungs a large surface area.
- Alveoli have think cells walls (just one cell thick)
- Alveoli are surrounded by lots of blood capillaries.

Electricity and magnetism

Series Circuit

In series circuits:

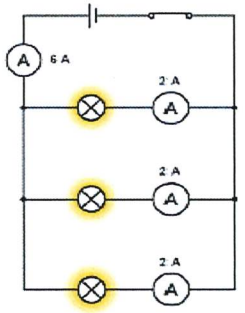
- You get several components one after another.
- If a component breaks, the circuit is broken and all the other components stop working.
- The current is the same everywhere in a series circuit no matter where you put the ammeter – it will give the same reading.



Parallel Circuit

In parallel circuits:

- Different components are connected on different braches.
- If a component breaks, the components on the different braches keep working.
- Unlike series, the lamps stay bright If you add more lamps in parallel.
- Current is shared between the components.



Electric Charge

Some particles carry an electric charge. In electric wires these particles are called electrons. An electric current is a flow of charge, and in a wire this will be a flow of electrons.

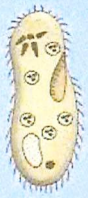
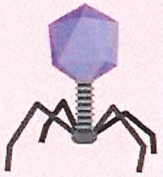
For an electric current to flow we need:

- Something to transfer the energy to the electrons, such as a cell, battery or power pack.
- A complete path for the electrons to flow through (a complete circuit).

Electromagnets. When an electric current flows in a wire, it creates a magnetic field around the wire. This effect can be used to make an **electromagnet**.

Year 8 Science

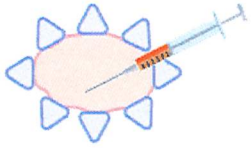
Microorganisms

CELLULAR (LIVING)				ACELLULAR
				
Parasites *(e.g. helminthes)* ⇒ Tapeworm	**Protozoa** *(e.g. plasmodia)* ⇒ Malaria	**Fungi** *(e.g. tinea)* ⇒ Athlete's foot	**Prokaryote** *(i.e. bacteria)* ⇒ Leprosy	**Virus** *(e.g. HIV)* ⇒ AIDS

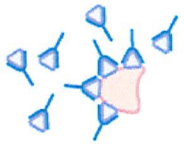
METHOD OF TRANSMISSION	EXAMPLES OF DISEASES SPREAD IN THIS WAY
DROPLETS IN AIR	COMMON COLD, INFLUENZA
FOOD OR WATER	CHOLERA, TYPHOID, DYSENTERY
TOUCHING CONTAMINATED SURFACES	ATHLETES FOOT, SALMONELLA (CAN BE TRANSMITTED ON THE FEET OF FLIES WHO LAND ON FOOD THAT IS THEN EATEN)
INSECT BITES	MALARIA, DENGUE FEVER

Physical barriers – Skin, nose hairs, ear wax.
Chemical barriers – Stomach acid, tears, mucus

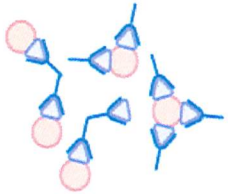
Syringe injects an altered form of the pathogen



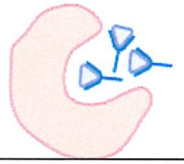
White blood cells release complementary antibodies to the specific antigen



They attach and clump pathogens together



White blood cells engulf the pathogens. Phagocytosis occurs



Investigative skills

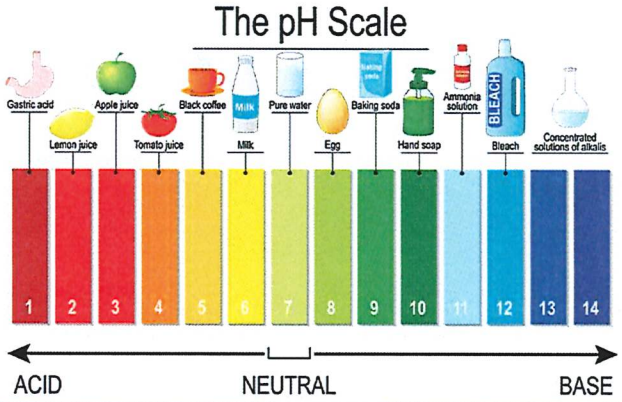
Hypothesis – state and explain your **prediction**

Independent – the variable that is **changed**

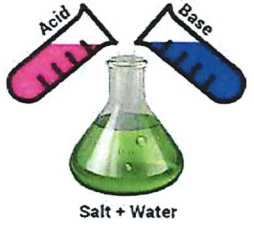
Dependent – the variable that is **measured**

Control – the variable that stays the **same**

Acids



Acid + metal	Salt + H_2
Acid + metal hydroxide	Salt + H_2O
Acid + metal oxide	Salt + H_2O
Acid + metal carbonate	Salt + H_2O + CO_2
Acid + metal hydrogen carbonate	Salt + H_2O + CO_2
Acidic oxide + base	Salt + H_2O



1	2											3	4	5	6	7	0
							1 **H** hydrogen 1										4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	Elements with atomic numbers 112 – 116 have been reported but not fully authenticated						

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Year 8 Spanish – Mi Barrio

By the end of this topic, you will be able to produce this text in your own, adapted form. On the following pages, you will find the various sentence builders which will help you adapt this text and produce your own.

	Español	*Dodgy English*	English
1	En este momento, vivo en **un pueblo bastante pequeño** que se llama **Ash**.	*In this moment, I-live in a town quite small which itself called Ash.*	At the moment, I live in a village called Ash which is quite small
2	Está al **suroeste** de Londres en Inglaterra.	*It is at the southwest of London in England.*	It is to the south west of London in England.
3	Vivo aquí desde hace **4** años en una casa adosada	*I-live here since it makes 4 years in a house connected*	I have lived there for four years in a semi-detached out
4	Con **mi familia, mi perro y mi gato**.	*With my family, my dog, and my cat.*	With my family, my dog and my cat.
5	En **mi casa**, hay **seis** habitaciones incluso **un salón, una cocina y tres dormitorios**	*In my house, there are six rooms including a living room, a kitchen, and three bedrooms*	In my house there are six rooms including a living room, kitchen and three bedrooms
6	Sin embargo no hay sótano - ¡qué pena!	*However not there is basement – what shame!*	however there isn't a basement – what a shame!
7	En Ash se puede **ir al polideportivo para hacer deporte**.	*In Ash, one can go to the sports centre in order to do sport*	In Ash, you can go to the gym to do sport.
8	También, puedo **visitar un museo o una iglesia,**	*Also, I-can visit a museum or a church*	I can also visit a museum or a church
9	pero desafortunadamente **no hay mucho que hacer cada día**.	*But unfortunately no there is much that to do each day.*	But unfortunately there isn't much to do everyday
10	Cuando era más joven, vivía en **Birmingham**	*When I-was more young, I-usedtolive in Birmingham.*	When I was younger, I used to live in Birmingham.
11	Personalmente, pienso que era **mejor**	*Personally, I-think that it-was better*	Personally, I think that it was better
12	ya que habían **más tiendas**,	*Because there-were more shops*	Because there were more shops
13	así que nunca nos aburrimos.	*So never ourselves bored.*	So we could never get bored
14	De todas maneras, en el futuro voy a vivir **en la capital Londres**	*Of all manners, in the future I-go to to live in the Capital London*	However in the future, I am going to live in the capital, London
15	ya que allí **puedo hacer muchas cosas interesantes.**	*Because there I-can to do much things interestings*	Because I can do lots of interesting things there.

The Top 10

1) Time Phrases/Sequencers	
Primero	First of all
Pues	Then
Después	Then
Finalmente	Finally
Hoy	Today

2) Connectives	
y	and
pero	but
o	or
porque	because
sin embargo	pourtant

3) Opinions and Reasons	
Yo pienso que	I think that
Yo creo que	I believe that
Yo diría que	I would say that
Tenqo que decir que	I must say that
En mi opinión	In my opinion

4) Comparison	
más grande **que**	tall**er than**
menos anticuado **que**	**less** outdated **than**
tan bonito **que**	**as** beautiful **as**
lo más tranquilo	**the** calm**est**
lo menos pequeño	**the least** small

5) Qualifiers	
muy	very
un poco	a little bit
bastante	quite
demasiad@	too
De verdad	truly

6) Negatives	
No soy	I am **not**
No tengo	I do **not** have any
Tampoco soy	I am ... **neither**
Nunca soy	I am **never**
Ya no soy	I am **no longer**

7) Modal Verbs	
Yo puedo	I can
Yo debo	I must
Yo quiero	I want
Quisiera	I would like
Tengo que	It is necessary

8) Present Tense	
Yo soy	I am
Yo tengo	I have
Yo vivo	I live
Es	It is
Hay	There is / there are

9) Past Tense	
Yo era	I used to be / I was
Yo tenía	I used to have
Yo vivía	I used to live
Era	It was
Había	There was / there were

10) Future Tense	
Yo seré	I will be
Yo tendré	I will have
Yo vivré	I will live
Seré	It will be
Habrá	There will be

Notes

Notes

Notes

Notes

Notes