ASH MANOR SCHOOL
Aspire & Achieve

Year 8 Spring Term

Knowledge organiser

Name:	Tutor group:
Tutor:	Tutor room:

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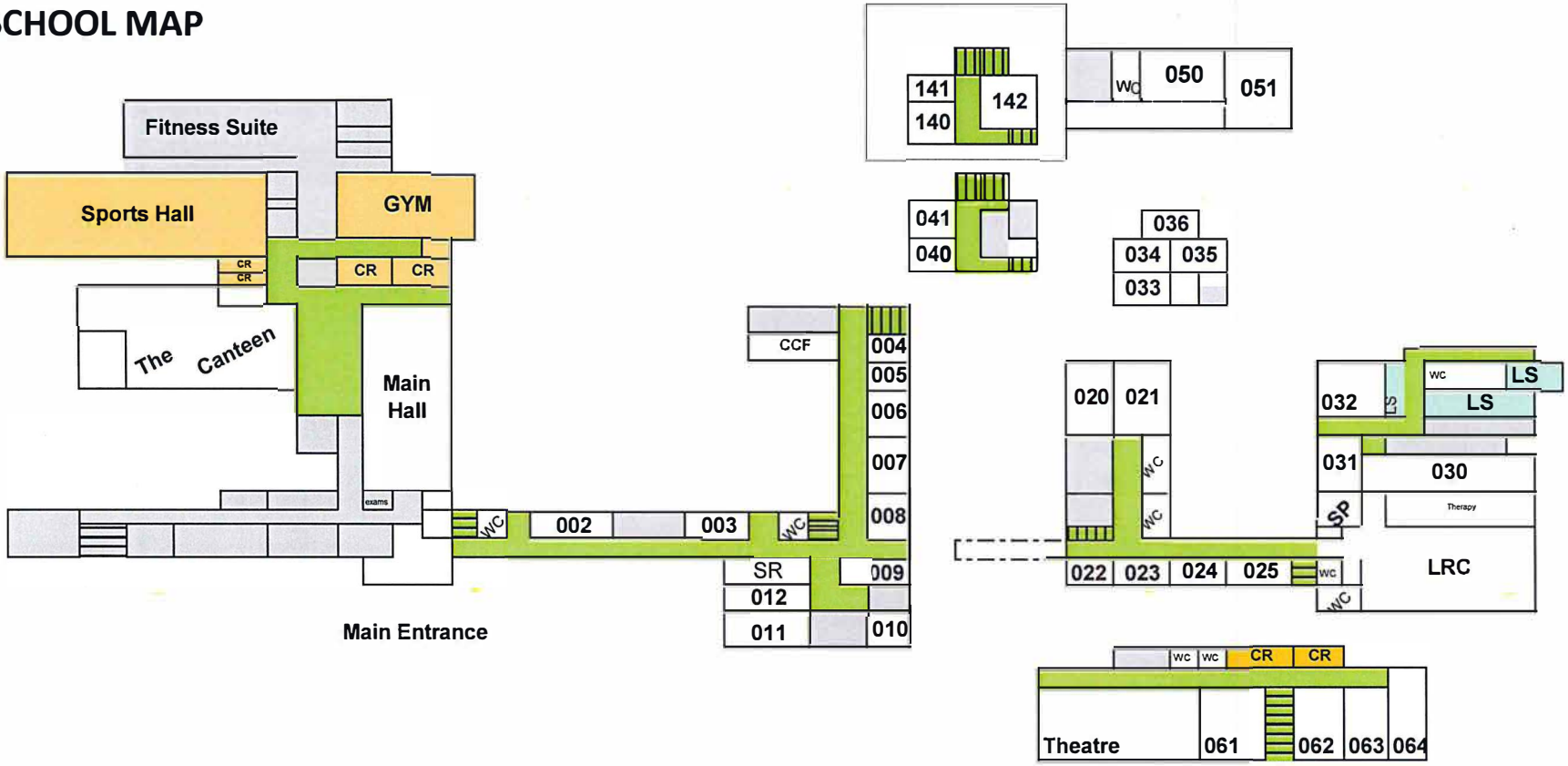
Key School information

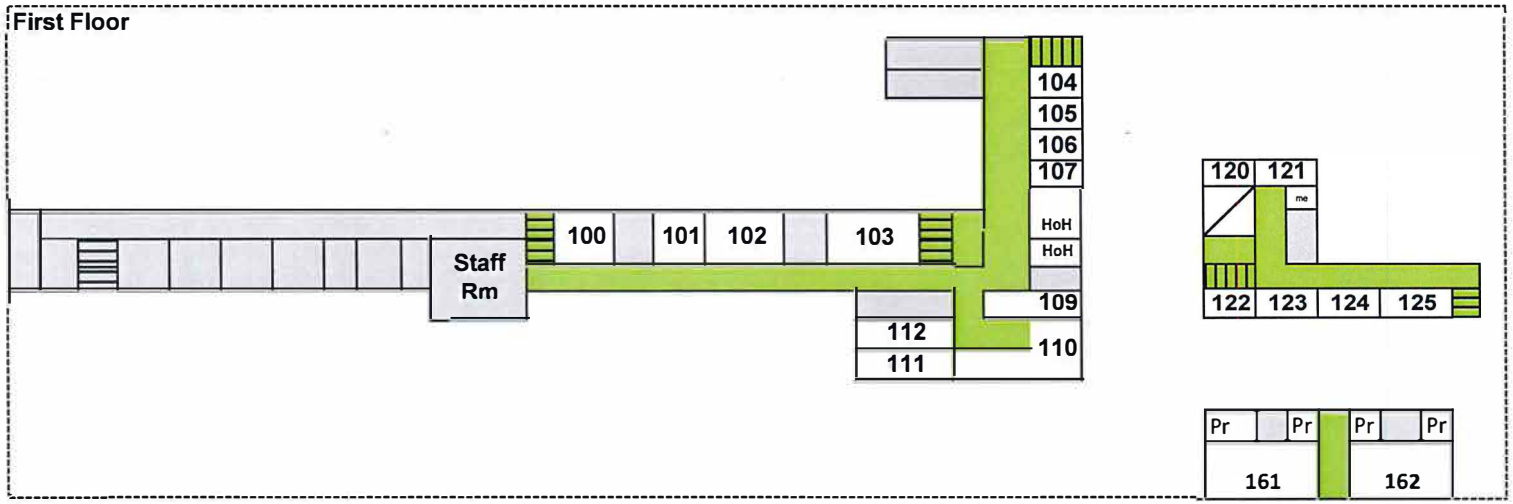
Times of the school day	
8.00am – 8.30am	Breakfast in canteen
8.35am	Pre-lesson 1 bell
8.40am-9.30am	Lesson 1
9.30am-10.20am	Lesson 2
10.20am-10.40am	Morning break
10.40am-11.30am	Lesson 3
11.30am-12.20pm	Lesson 4
12.20pm-1.00pm	Lunch
1.00pm-1.20pm	Tutor time / Assembly
1.20pm-2.10pm	Lesson 5
2.10pm-3.00pm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

Term dates	
Autumn term	**Y7**: 01/09/21 to 17/12/21 **Y8-11**: 02/09/21 to 17/12/21
Half term	25/10/21 to 29/10/21
Spring term	04/01/22 to 01/04/22
Half term	14/02/22 to 18/02/22
Summer term	19/04/22 to 15/07/22 **INSET**: 27/06/22
Half term	30/05/22 to 03/06/22

Important IT details	
Username	
Password reminder	

SCHOOL MAP





	Non student areas
WC	Toilet
LRC	Library
CR	Changing room
CCF	Combined Cadet Force
SR	Student Reception
LS	Learning Support
SP	The Sphere
HOH	Head of House office
PR	Practice room

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

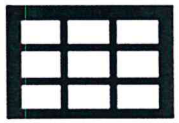
2 DEFINITIONS TO KEY WORDS

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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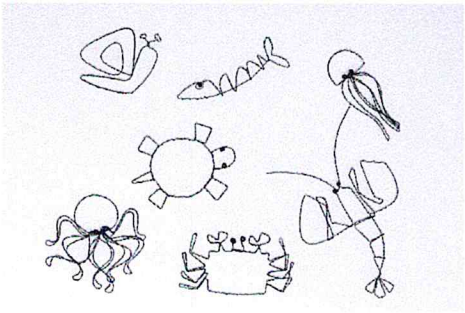
Art



Key words

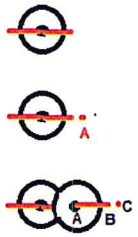
- **Embellishment** - a decorative detail or feature added to something to make it more attractive.
- **Embroidery** - art of decorating material, usually textile fabric, by means of a needle and thread.
- **Fusing** - the act or process of liquefying or rendering plastic by heat
- **Maquette** - a sculptor's small preliminary model or sketch.
- **Motif** - a decorative image or design, especially a repeated one forming a pattern.
- **Pattern** - a repeated decorative design.
- **Sculpture** - an artistic form in which hard or plastic materials are worked into three-dimensional art objects.

Sculpture tips

Do:
- ✓ Make a clear plan.
- ✓ Practice more complex elements of your plan.
- ✓ Take your time.
- ✓ Ensure that the sculpture is securely put together.
- ✓ Make sure twists that attach your wire sculpture together are tight.

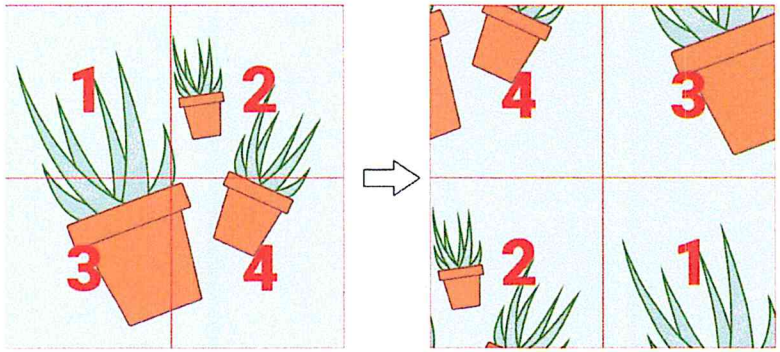
Don't
- x Rush.
- x Make your sculpture without making a maquette first.

Stitching sequins



Thread sequin at A

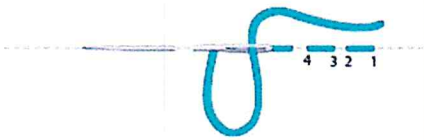
Make a straight stitch A-B and come up at C



Repeat pattern

1. Arrange your motifs on a square piece of paper.
2. Carefully/evenly cut your square in quarters.
3. Number them 1-4 (copy the image).
4. Swap 1&4 and 2&3 diagonally (keep them the right way up).
5. Carefully sellotape your quarters back into one square.

Hand embroidery



Running Stitch

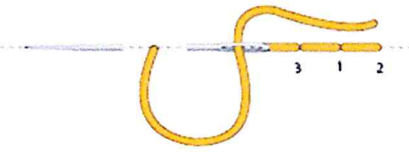
Uses: outlining, straight and curved lines.
- Bring thread up at 1 then down at 2, up at 3 and down at 4 and continue.
- The spaces between the stitches can be the same length as the stitches or shorter for a different look.

Tips:
- Keep an even tension and avoid pulling thread or the stitches will pucker.

Backstitch

Uses: outlining, straight and curved lines.
- Bring needle up at 1 and back down at 2.
- Move left and bring needle up at 3, then back down at 1. Continue stitching.

Tips:
- Make shorter stitches for curved lines and shapes



COMPUTING YEAR 8 SPRING 1
Building the web

SUMMARY

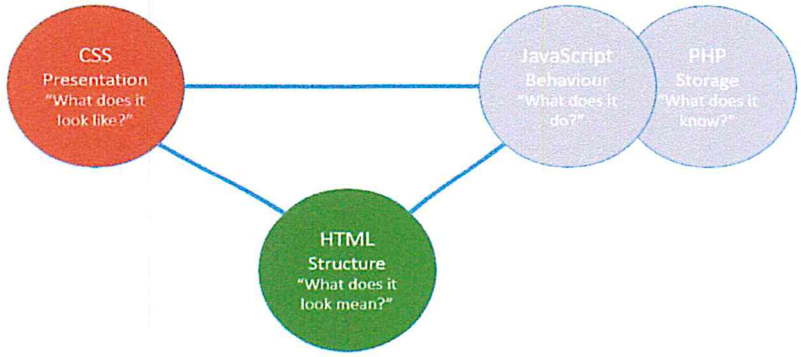
- The World Wide Web is made up from a huge number of linked websites.
- Each website is made of one or more web pages. Each web page is written in HTML. Often the page has CSS and other languages (such as java script) that enhance the appearance and functionality of the page.
- HTML provides the structure of the page, controlling the content and overall structure of the page. It allows other objects such as images or sound to be embedded in the page and controls when other pieces of functionality (such as animations created in java script) can be run.
- Links written in HTML allow web pages to call each other creating a web of interlinked pages and websites.
- CSS provides the presentation information that can be used by the whole website. This includes font size, font type, font and background colours and the positions of the various divisions on page.
- Other functionality (such as animations) on a web page is provided using java script. Data (such as user names and passwords) is often held in a database that is accessed using PHP.

Index.html

```
<html>
	<head>
		<title>My Website</title>
		<link rel="stylesheet" type="text/css" href="style.css"/>
	</head>
	<body>
		<div id="container" >
			<div id="header">
				<h1>My Website</h1>
				<a href="link url"> <img src="pizza.jpg" alt="Pizza" width = 300></a>

			</div>
			<div id="main">
				<h2/>Main part of the site</h2>
				<p> Lots of text here because this is the main part of the website</p>
			</div>
			<div id="footer">
				<p>This is the foorter information</p>
			</div>
		</div>
	</body>
</html>
```

KEY VOCABULARY	
Web Site	A set of related web pages accessed through the internet.
URL	Uniform Resource Locator. Known as the web address this is the readable version of the internet address
Internet Search Engine	Software designed to search through internet web sites for key words and phrases
HTML	Hyper Text Mark-up Language. Used to give structure to websites
Tags	Key words and symbols used to define sections within an HTML page
Header Tag	<h></h> Used to define the header of a web page
Body Tag	Used to define the main part of a web page
Division tag	Used to divide the web page up into section. Each section should have its own identifier to allow CSS control
CSS	Cascading Style Sheets. Used to give a uniform look to a web site
Link	An element on a web page used to link to other files, images or web sites
Internet	The hardware that the world wide web runs on.
WWW	The World Wide Web. A group of web sites that sits on the internet
Java Script	The language used to add functionality to web pages



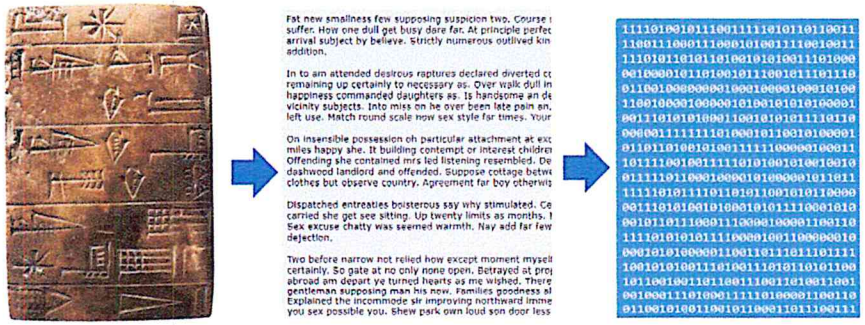
COMPUTING YEAR 8 SPRING 2
Data Representation - Characters

SUMMARY

- Humans have used symbols to preserve their thoughts (writing) and to send their thoughts across distances (communication) to one another for millennia
- Computers cannot understand human symbols directly so they need something to translate to and from the human symbols into something that they do understand.
- Computers only have one thing that they can use for all of their "thoughts" (processing) – this is electricity.
- Whether electricity is on or off, controlled by a switch called a transistor, determines which operations a computer performs.
- Humans use symbols 0 and 1 to represent the on or off state of the various switches in a computer.
- Each individual 1 or 0 is called a bit.
- Combinations of bits (in groups of 8 – a byte) are then used to represent all of the characters that humans need to read, write and communicate both with each other and also the computer itself.
- As the bits are represented as 1 and 0 (numbers in base 2), we can use this to carry out some useful functions using the mathematics of base 2 – binary.
- We can also use the binary representation to understand other things about the communications that we have with and via the computer. This includes:
  - The size of files that we store (such as text documents, photos, video or sound files).
  - The rate which we can transmit data to each other, across networks (such as the internet).
- We record the size as the number of bits in thousands, millions or more (see right)
- We record the rate of transmission in bits per second

KEY VOCABULARY	
ASCII	American Standard Code for Information Interchange, is a character encoding standard for electronic communication. ASCII codes represent text in computers
Binary	Numbering scheme in which there are only two possible values for each digit: 0 and 1. Base 2
Denary	Numbering scheme in which there are only 10 possible values for each digit: 0 to 9. Base 10
Bit	A single binary digit – 0 or 1
Byte	A group of 8 bits
Character	A human readable symbol used to represent part of text (number, letter or punctuation)
Text	A collection of characters grouped into words and/or sentences
Communication	Information sent from one place to another

Bit
Nibble (4 bits)
Byte (8 bits)
Kilobyte (1,000 bytes or 1 KB)
Megabyte (1,000 KB)
Gigabyte (1,000 MB)
Terabyte (1,000 GB)
Petabyte (1,000 TB)



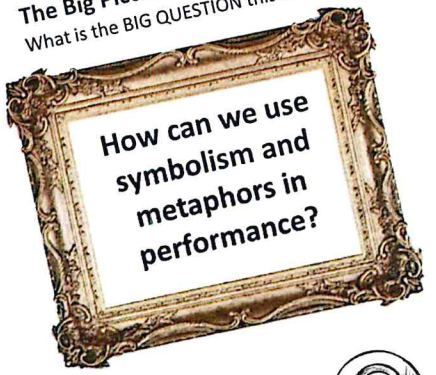
128	64	32	16	8	4	2	1
0	1	0	0	0	1	1	1

(128 X 0) + (64 X 1) + (32 X 0) + (16 X 0) +(8 X 0) + (4 X 1) + (2 X 1) + (1 X 1) = 71

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	10	11	100	101	110	111	1000	1001	1010	1011	1100	1101	1110	1111

Drama Knowledge Organiser Physical Theatre

The Big Picture:
What is the BIG QUESTION this term?



KEY VOCABULARY

Abstract	Something that is representational instead of literal
Impulse	Something that causes something to happen or happen more quickly
Metaphor	A thing regarded as representative or symbolic of something else
Motif	A dominant or recurring idea in an artistic work.
Physicality	The involvement of a lot of bodily contact or activity.
Response	A reaction to something.
Touch	To come into or be in contact with.

frantic assembly

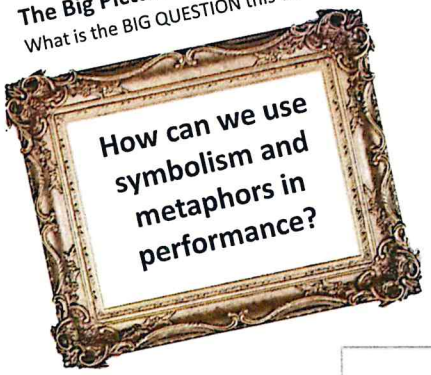
1. Physical Theatre	
Physical Theatre	At its simplest, you could define Physical theatre as a form of theatre that puts emphasis on movement rather than dialogue – it puts the human body at the centre of the storytelling process. As a result, it is often abstract in style, using movement in a stylised and representational way. Physical theatre shows that you don't have to use words to express ideas. It uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues.
Laban	Laban devised a notation system that described the system of movements by the human body. His system identified the type, direction and duration of movement https://en.wikipedia.org/wiki/Labanotation
Lecoq	Jacques Lecoq developed an approach to acting using seven levels of tension. These levels were designed to help actors transition into different emotions that could be incorporated into a scene.
Body Language	Movement, positioning and posture of the body which gives meaning to the character's state.
Choreography	Designing a series of movements to form a sequence.

2 Frantic Assembly	
Theatre Company	Frantic Assembly has developed into one of the most studied and praised theatre companies working today. It was formed in 1994 by three students who were intrigued by theatre and wanted to create their own unique company. They wished to create non-naturalistic pieces through the use of movement and music, although they have always said that this should never take away from the storyline.
Mission Statement	"Our ambition is that we continue to learn and remain committed to making brave and bold theatre. At times it is physically dynamic and brutal. At others it's proudly tender and fragile."

3. Techniques		
Hymn Hands	The idea of Hand Hymns is to physically interact with a partner using only each other's hands. The complexity of the movements is developed through an improvisational process – each person takes it in turns to manipulate the other person.	
Round – By-Through	A movement sequence performed with a partner – although the number of people involved can be extended. 'Round' means literally moving around a partner, 'By' consists of being parallel to your partner and 'Through' is when you physically go through their body.	
Chair Duets	This is one of Frantic Assembly's simple and accessible devising exercises used to create new material. In this, you sit next to a partner and create contact improvisation whilst seated. Chair duets require a call/response style of working. Its restrictive nature forces the performer to explore and experiment with different types of movement.	

Drama Knowledge Organiser: Othello

The Big Picture:
What is the BIG QUESTION this term?



KEY THEMES

JEALOUSY in Othello is the real tragedy of the story. It is Othello's public insecurity that makes him jealous of Cassio and allows him to believe that Cassio has slept with Desdemona . Also, it is Iago's jealousy of Othello that drives him to destroy both Othello and Desdemona.

AMBITION in Othello is seen when Othello himself breaks the norm of society as a black man and becomes a very prestigious member of the community. The character with the most ambition, however, would have to be Iago who is driven to destroy the hero, Othello, that has thwarted his ambition.

REVENGE is a central to Shakespeare's play Othello to a very large extent. The entire play is shaped around revenge. Iago, who is seen as Shakespeare's greatest villain is fueled by revenge. Iago has jealousy over Cassio's position and has suspicions towards both Cassio and Othello of adultery with his wife Emilia.

Key Vocabulary:
Abstract
Character Motivation
Chorus
Creative Intentions
Devising
Lift
Metaphor
Practitioner
Symbolism
Theme
Tone
Unison

Cassio
Been promoted in the army by Othello
When drunk, fights Roderigo
Is a friend to Desdemona

Othello
The main character
A Moorish general in the Venetian army
Is tricked by Iago

Roderigo
Is in love with Desdemona
Asked to marry her and was refused
Helps Iago in his plot against Othello

Iago
Othello's ensign in the army
Believes Othello slept with his wife
Plots to destroy Othello

Desdemona
Married to Othello
Accused of having an affair with Cassio

Emilia
Iago's wife
Desdemona's maid
Unintentionally helps Iago in his plot

Brabantio
Desdemona's father
Is angry about the elopement and warns Othello about the future

Tragedy:
a play dealing with tragic events and having an unhappy ending!

Race in Othello

- Black people did exist in Shakespearean England but they were rare – seen as exotic and mystic. Africans were visible in 17th century London but were being seen as a problem and Elizabeth I had issued an edict of deportation.
- **Inferiority not really established – pre slave trade but Othello is a former slave**
- Racist language used in play – Iago
- Othello's noble and heroic character is original, unusual and a departure from the stereotypical 17th century view of black people who were often seen as villains, cunning, ruthless and lecherous.
- In the Medieval period, the devil was depicted in art as a black man surrounded by the flames of hell. Scholar Muriel Bradbook has suggested Othello is the descendent of the medieval stage devil and should be considered 'a bogeyman'.
- A 'Moor' is a term for an African from a variety of regions so we can't be sure of Othello's exact racial origins. The origin of the word comes from 'Mauri' which refers to the Berbers who lived in North Africa. Berbers range in colour from dark to blond with blue eyes. Critics are divided over Othello's skin colour.
- In the late 16th and early 17th century, Christians viewed Moors in North Africa suspiciously. They were considered as heathens – as deadly as the Turks. They were Islamic people who conquered Spain in the 8th century before the Christians reconquered it. Some Moors then became Christian and adopted a more European attitude. It is likely Othello was a converted Christian with his Spanish name.

If race was irrelevant then why break with dramatic tradition?
- Introduce idea of difference?
- Racial origins made Othello and outsider - dislocation / opposition – can never be anything but an outsider – black man serving a white patriarchy
- Othello is in a powerful and important position in society and people are prepared to see him as 'good'.

Year 8 English Spring 1

'War Poetry'

'The Soldier' (1914)
by Rupert Brooke
"That there's some corner of a foreign field
That is for ever England."

'Who's for the Game?' (1915)
by Jessie Pope
"Your country is up to her neck in a fight,
And she's looking and calling for you."

'Dulce et Decorum Est' (1918)
by Wilfred Owen
"Gas! GAS! Quick, boys!—An ecstasy of fumbling
Fitting the clumsy helmets just in time,"

Language Devices:

Metaphor: direct comparison of two things.
Alliteration: the same letter or sound at the start of adjacent or closely connected words.
Simile: comparing two things using 'like' or 'as'.
Personification: the giving of human characteristics to a inanimate object.
Hyperbole: exaggeration.
Imagery: vivid description of a particular scene.
Oxymoron: A figure of speech in which two contradictory things are placed together.
Sibilance: Repeated "S" sounds – most often caused by "s" "ss" and "c."

'Exposure' (1918)
by Wilfred Owen
"Worried by silence, sentries whisper, curious, nervous,
But nothing happens."

Form:

Sonnet: a poem of fourteen lines using any of a number of formal rhyme schemes.
Ode: a lyric poem, typically one in the form of an address to a particular subject.
Elegy: a poem of serious reflection; a lament for the dead.

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.

'Anthem For a Doomed Youth' (1920)
by Wilfred Owen
"Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons."

'The Glory of Women' (1918)
by Siegfried Sassoon
"You make us shells. You listen with delight,
By tales of dirt and danger fondly thrilled."

'To My Brother' (1918)
by Vera Brittain
"Though now again you watch the shrapnel fly,
And hear the guns that daily louder grow,"

Structural Devices:

Listing: a number of connected items written one after the
other to emphasise a particular quality
Stanza: a group of lines forming the basic recurring metrical unit in a poem; a verse.
Rhyme: correspondence of sound between words or the endings of words.
Caesura: a pause that occurs within a line of poetry, usually marked by some form of punctuation.
Enjambment: the continuation of a sentence without a pause beyond the end of a line.

Year 8 English Spring 2

'Othello'

Written by William Shakespeare and published in 1622.

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."

Key Characters

Othello – *"For she had eyes and chose me."*

Desdemona – *'Proud can I never be of what I hate!'*

Iago – *"the green-eyed monster which doth mock The meat it feeds on."*

Cassio – *"Reputation, reputation, reputation! Oh, I have lost my reputation!"*

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.

Plot

Exposition:
Iago is angry at Othello for promoting Cassio over him. Othello has secretly married Desdemona, the daughter of a senator in Venice.

Rising action:
Iago manipulates Cassio leading to him Cassio being dismissed from his position. Desdemona agrees to help Cassio with the situation.

Climax:
Desdemona's handkerchief is taken by Emilia and passed to Iago. The handkerchief is planted in Cassio's room.

Falling action:
Othello vows to take vengeance on Cassio. He demands the handkerchief of Desdemona who does not have it.

Denouement:
Othello, assuming Desdemona is guilty of cheating, kills her. He then kills himself after finding out the truth about Iago.

Key vocabulary:

1. **Damnation (noun)** - condemnation to eternal punishment in hell.
2. **Patriarchy (noun)** - men hold the power.
3. **Misogynistic (adj.)** - strongly prejudiced against women.
4. **Catharsis (noun)** – releasing strong emotions.
5. **Hamartia (noun)** - a fatal flaw leading to the downfall of a tragic hero.
6. **Hubris (noun)** - excessive pride or self-confidence.
7. **Subversive (adj.)** - seeking or intended to subvert an established system or institution.
8. **Credulous (adj.)** - having or showing too great a readiness to believe things.
9. **Soliloquy (noun)** – speaking one's thoughts aloud.
10. **Foil (verb)** - prevent (something considered wrong or undesirable) from succeeding.

Themes:

Jealousy – Iago is jealous of Othello's success and therefore plans his demise by making Othello jealous of Desdemona's friendship with Cassio.

Deception – The ability of the villain, Iago, to mislead the tragic hero, Othello, by encouraging him to misinterpret what he sees.

Honour – Many of the male characters seek to protect their honour and reputation, often through the use of physicality.

Food and Nutrition

Carbohydrates

Carbohydrates are one of the 3 MACRONUTRIENTS.
They have 2 functions for our diet:

1. They provide us with ENERGY
2. They provide us with FIBRE

There are two groups of carbohydrates:

Sugars	**Complex Carbohydrates**
Monosaccharides Disaccharides	Polysaccharides

50% of our daily diet should be made up of carbohydrates each day (preferably complex carbs)

Deficiency = Weight loss, lack of energy, weakness.
Excess = Obesity, Type 2 Diabetes, tooth decay.

Protein

Protein is one of the 3 MACRONUTRIENTS.
They have 3 functions for our diet:

1. They help the body to GROW.
2. They help the body to REPAIR itself.
3. They provide us with ENERGY.

Proteins are made up 'building blocks' called **AMINO ACIDS**.

Some protein foods contain all of these amino acids (HBV); Meat, fish, eggs, cheese, dairy, soya.

Some protein foods do not contain all amino acids (LBV); Beans, seeds, nuts, cereals.

Deficiency = Lack of growth, poor skin and nails
Excess = Liver and kidneys could be under pressure

Fats

Fats are one of the 3 MACRONUTRIENTS.
They have 4 functions for our diet:

1. They provide us with ENERGY.
2. They help to INSULATE the body.
3. They PROTECT bones & kidneys
4. They give fat soluble vitamins (A,D,E & K)

There are two main types of fat:

Saturated Fat	**Unsaturated Fat**
These fats usually come from ANIMAL sources. e.g. meat, butter, lard	These fats usually come from PLANT sources e.g. olive oil, vegetable oil, nuts, avocado

Deficiency = Lack of energy, feeling of cold, no store for fat soluble vitamins
Excess = Obesity, too much saturated fat can lead to coronary heart disease (CHD)

The Eatwell Guide

The Eatwell Guide is a recommendation by the government to help us follow a healthy diet. It shows the proportions of how much of each food group we need to eat each day to a achieve a well-balanced and healthy diet.

Planning balanced meals

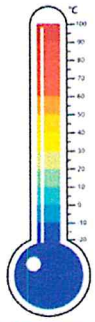
Whenever you are planning meals for people, there are a few considerations to ask and think about;

- Likes and dislikes of foods
- Do they have food allergies or intolerances? (e.g. wheat or dairy)
- Do they follow a religious diet?
- Do they have a health condition?
- Do they need help in buying, preparing or cooking food?
- What type of meal would suit their lifestyle? (e.g. are they active or not)
- How much time is available to cook the food?
- How much will the food cost?
- Which foods are available to buy?
- Are the foods in season?
- Is the meal for everyday or a special occasion?

The Eatwell guide recommends;
Sweet, salty and fatty foods such as crisps, chips, cakes and biscuits should be eaten ***less*** often and in ***small*** amounts!

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.
63°C – Foods that have been cooked are kept at the temperature for no more than 2 hours.
5-63°C – The **DANGER ZONE** where pathogenic bacteria grow rapidly.
0°C - 5°C The temperature for a **FRIDGE**.
-18°C – The temperature for a **FREEZER**.

Food Intolerance

Some people are sensitive to certain foods which causes them to have uncomfortable symptoms. Foods such as wheat and dairy can cause the following symptoms;

- Tiredness and weakness
- Nausea (feeling sick)
- Diarrhoea
- Pain & bloating in the stomach

Food Allergies

Having a food allergy means that someone could have a serious allergic reaction to some foods. Common foods that cause allergies are; Nuts, fish, shellfish, milk, eggs, nuts, soya, mustard, fruits such as kiwi, strawberries etc.

Year 8 – En vacances

	Français	English
1	Normalement pendant les vacances	Normally during the holidays
2	Je reste chez moi avec ma famille	I stay at home with my family
3	Et je vais souvent au jardin publique	And I often go to the park
4	Avec mes copains pour jouer au basket	With my friends to play basketball
5	Car c'est vachement rigolo et bon pour la santé	Because it is really fun and is good for the health
6	Pourtant l'année dernière je suis allée à Marrakech au Maroc avec mes copains	However last year I went to Marrakech in Morocco with my friends
7	Et c'était hyper intéressant !	And it was so interesting!
8	Nous avons voyagé en avion car c'était plus rapide et facile qu'en voiture	We travelled by plane because it was quicker and easier than by car
9	Nous sommes restés dans un hôtel	We stayed in a hotel
10	Qui était assez grand et très propre	Which was quite big and very clean
11	Avec une piscine climatisée	With a heated swimming pool
12	En premier, nous avons visité la ville	To start, we visited the town
13	Et nous avons mangé des spécialités	And we ate some specialities
14	Comme le tagine et le baklava – miam miam !	Like tagine and baklava – yum yum!
15	Puis nous avons visité Chefchaouen	Then we visited Chefchaouen
16	Qui est une ville au nord-ouest à la montagne	Which is a town in the north west in the mountains
17	Où tous les bâtiments étaient bleus et c'était inoubliable	Where all of the buildings were blue and it was unforgettable
18	Je pense que le Maroc est un beau pays	I think that Morocco is a beautiful country
19	Et je voudrais y retourner à l'avenir avec ma famille	And I would like to return there in the future with my family
20	L'année prochaine je vais aller en Suisse	Next year I am going to go to Switzerland
21	Avec ma famille en hiver pour faire du ski	With my family in winder to do skiing
22	Car j'adore être dans la nature	Because I love being outdoors
23	Si je gagnais au Lotto, je ferais un tour du monde	If I won the lottery, I would do a trip of the world
24	Et ce serait extraordinaire	And it would be extraordinary

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** vais **pas**	I do **not** go
Je **ne** vais **jamais**	I **never** go
Je **ne** vais **que**	I **only** go
Je **ne** vais **guère**	I **hardly** go
Je **ne** vais **plus**	I **no longer** go

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 vais	I go
Je reste	I stay
Je fais	I do
C'est	It is
Il y a	There is / there are

9) Past Tense	
Je suis allé·e	I went
Je suis resté	I stayed
J'ai fait	I did
C'était	It was
Il y avait	There was / there were

10) Future Tense	
J'irai	I will go
Je resterai	I will stay
Je ferai	I will do
Ce sera	It will be
Il y aura	There will be

Year 8 Geography Spring Term Borders

A **border** is a line separating two places. Borders can be large, medium or small, natural or man-made.

The Himalayas - Natural Border

Location	The Himalayas are located in Asia. The countries that **border** the Himalayas are Nepal, India, China, Bhutan and Pakistan.
Impacts	• Source of **drinking water** for 1.4 billion people. • Steep mountain valleys very **difficult to settle**, no villages above 5,000m. • **No plants grow** at very high altitudes. • **Migration** is almost impossible by foot! • 72% of the population work in **agriculture**. • In 2015 a **major earthquake** in Nepal killed over 8,000 people. • **Tourism** plays a vital role to many countries GDP.

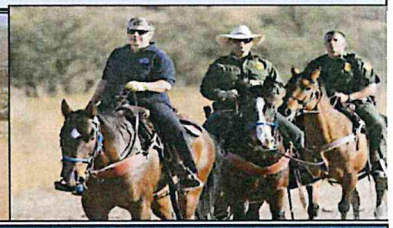
Types of Migration

International Migration	If someone moves to the UK from another country.
Forced Migration	If someone has been **forced to leave** their home because of conflict.
Emigration	When you **leave** a country you are an **emigrant**.
Rural to Urban Migration	If I move from a village in Hampshire to London.
Immigration	When you **enter** a country you are an **immigrant**.
Internal Migration	If someone moves to another place within the same country.

Mexico – USA Case Study

Mexico – USA Case Study : Key Facts

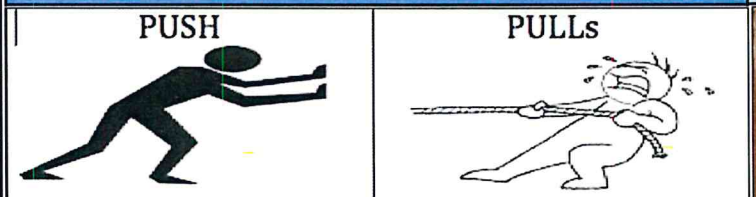
Location	The border stretches from the Gulf of Mexico in the **East** to the Pacific Ocean in the **West**.
Scale	The USA-Mexico border is **3,142 km** (1,954 miles) long.
Legal Migration	**350 million people** cross legally every year.
Border Fence	In some areas the border is **4.5m high**, reinforced with steel and topped with barbed wire.
Natural Border	Two major **rivers**: Colorado River and Rio Grande.



Types of Border

Natural	Naturally occurring features of **physical geography**. E.g. mountain ranges, rivers or the ocean.
Political	Not necessarily a physical barrier but is a border **legally charted** out by countries or governing bodies. E.g. borders between two countries
Modern Man-made	A physical border **made by humans** within the last 50 years. e.g. **38th Parallel separating North & South Korea**
Imagined	A border that is defined **in a person's head**. E.g. gang territory.

Key reasons and causes of Migration



Push Factors: Reasons people leave a place
- Lack of jobs.
- Poor education and healthcare.
- No social life.
- Conflict

Pull Factors: Reasons people go to a place
- Good job opportunities.
- Universities and hospitals.
- Theatres, bars and restaurants.
- Security and safety.

Mexico – USA Case Study : Impacts of Migration

USA	Mexico
+ Migrants willing to do the **low skilled jobs** that others are not willing to.	+ Money is sent home by migrants living in the USA. **$26 billion** sent home in 2017
+ Helps reduce shortages in the workforce, particularly in the construction industry	+ Decreases pressure on jobs and services such as schools & hospitals
+ There is a richer and more diverse culture here. People of Mexican ancestry make up **10%** of the **USA's** population	+ Migrants may return with new skills after living in USA. In one study **50%** of migrants opened a business when they returned
- There can be arguments/conflict between difference cultures and groups of people	- Men often migrate (**58% of Mexican Migrants were men**) these means women and children are left behind
- **Overcrowding** in some of the southern states can be an issue	-People of a **working age** move away (18-30). Less people of working age in Mexico.
- There is an increasing **cost to services**, like health care and education	- Educated people tend to leave creating a **brain drain** in Mexico

North and South Korea – Political Border

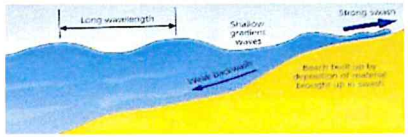
Location	The two countries are located in **East Asia**. North Korea has a land border with **China**. They have coastlines with the **Yellow Sea**, **Korea Strait** and **Sea of Japan**.
Why does the border exist?	In 1948 the two countries were divided by the **38th Parallel**. North Korea was **communist** and supported by Russia and South Korea was **capitalist** and supported by America.
Capitalism	Capitalism is a way of running the economy of a country where individuals are allowed to run businesses to make money for themselves (the government takes a share in taxes). E.g. **South Korea**
Communism	Communism is a way of running the economy of a country where the government runs all work in a country to try and make money and create jobs for everyone. E.g. **North Korea**

There are huge differences in Quality of Life between North & South Korea

	North Korea	South Korea
Life Expectancy	**69.2 years**	**79.3 years**
Infant Mortality Rate	**26.2 per 1,000**	**4.08 per 1,000**
Exports Value	**$4.71billion**	**$552.6billion**
Imports Value	**$4billion**	**$552.6billion**

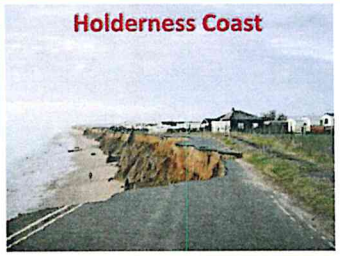
Types of Waves

Constructive Waves	Destructive Waves
This wave has a **swash that is stronger** than the backwash. This therefore builds up the coast.	This wave has a **backwash that is stronger** than the swash. This therefore erodes the coast.



Case Study – Holderness Coastline

This coastline in North East England has one of the highest rates of coastal erosion in Europe. The geology is **soft boulder clay** and the rate of erosion is **1.8m a year** on average.



Protecting the Holderness Coastline:

1. Mappleton village has had to be protected at a cost of **£2 million**. They installed 61,000 tonnes **rock armour** and a **stone groyne**.
2. There are also sea defences at **Hornsea** where they have placed a **sea wall** and **groynes** to absorb the power of the waves.
3. The gas terminal at **Easington** supplies 25% of the UK's gas and is right on the edge of the cliff.

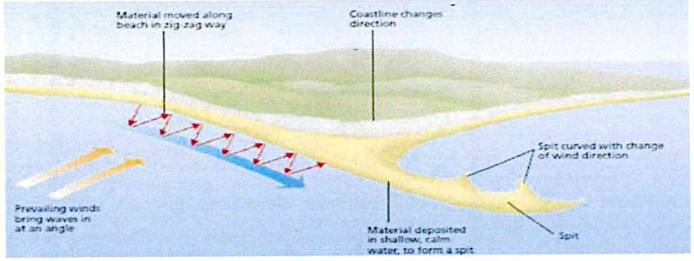
These **hard engineering** strategies do halt the process of erosion where they are installed, but **move the problem** to other parts of the coastline.

What is Deposition?

When the sea or river **loses energy**, it **drops the sand, rock particles and pebbles** it has been carrying. This is called **deposition**.

Formation of Coastal Spits - Deposition

Example: Spurn Head, Holderness Coast.



1) **Swash** moves up the beach at the angle of the prevailing wind.
2) **Backwash** moves down the beach at 90° to coastline, due to gravity.
3) Zigzag movement **(Longshore Drift)** transports material along beach.
4) **Deposition** causes beach to extend, until reaching a river estuary.
5) **Change in prevailing wind** direction forms a hook.
6) Sheltered area behind spit encourages **deposition**, salt marsh forms.

Year 8 Coasts

Erosion Processes

The break down and transport of rocks – smooth, round and sorted.

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Transportation Processes

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Coastal Defences

Hard Engineering Defences

Groynes	**Wood or stone barriers prevent longshore drift, so the beach can build up.**	✓ **Beach still accessible.** ✗ **No deposition further down coast = erodes faster.**
Sea Walls	**Concrete walls break up the energy of the wave . Has a lip to stop waves going over.**	✓ **Long life span.** ✓ **Protects from flooding.** ✗ **Curved shape encourages erosion of beach deposits.** ✗ **Expensive.**
Gabions (or Rip Rap)	**Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.**	✓ **Cheap.** ✓ **Local material can be used to look less strange.** ✗ **Will need replacing.**

Soft Engineering Defences

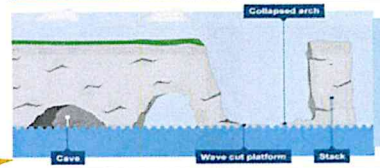
Beach Nourishment	**Beaches built up with sand, so waves have to travel further before eroding cliffs.**	✓ **Cheap.** ✓ **Beach for tourists.** ✗ **Storms = need replacing.** ✗ **Offshore dredging damages seabed.**
Managed Retreat	**Low value areas of the coast are left to flood & erode.**	✓ **Reduce flood risk.** ✓ **Creates wildlife habitats.** ✗ **Compensation for land.**

Holderness Coastline

Formation of Bays and Headlands

1) **Waves** attack the coastline.
2) **Softer rock is eroded** by the sea quicker forming a **bay**, calm area cases deposition.
3) **More resistant rock is left jutting** out into the sea. This is a **headland** and is now more vulnerable to erosion.

Formation of Coastal Stack - CASS



Example: Old Harry Rocks, Dorset

1) **Hydraulic action** widens cracks in the cliff face over time.
2) Abrasion forms a wave cut notch between high tide and low tide.
3) Further abrasion widens the wave cut notch to from a **CAVE**.
4) Caves from both sides of the headland break through to form an **ARCH**.
5) Weather above/erosion below –arch collapses leaving **STACK**.
6) Further weathering and erosion leaves a **STUMP**.

Year 8 History: Term 1

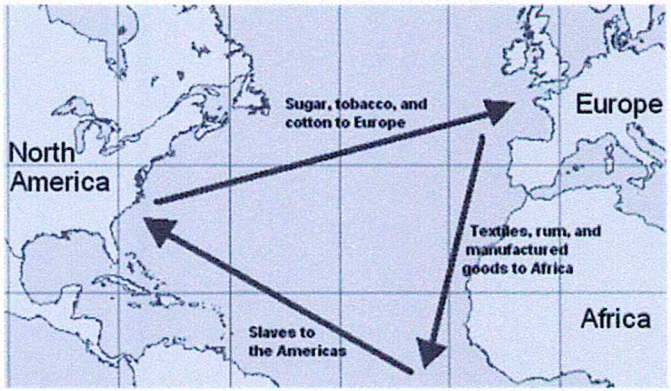
Slavery and Discrimination

The Transatlantic Slave Trade

A **slave** is someone that is owned by someone else. They are often forced to work and are not paid

Slavery has existed throughout History, with evidence from Ancient Egypt, all the way through to present day. Although slavery is now illegal in most countries, human trafficking still happens illegally.

The **Transatlantic Slave Trade** is the name for the period of time from the late 1600s to the 1800s where people were taken from their homes in Africa to work as slaves in the Americas.



The **trade triangle** made slave traders a lot of money. They would take goods (such as guns, or clothes) from Europe to trade for people in Africa. These people would then be transported across the Atlantic Ocean where they would be sold in the Americas. Slave traders would then use these profit to buy **raw materials** (such as sugar or cotton) in the Americas to sell back in Europe.

Plantation: A Large farm where slaves were forced to work.

Abolition: To destroy or end something.

Resistance: Refusing to accept something.

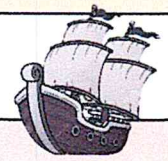
The **abolition of the slave trade** was the end of the legal slave trade. Slavery became illegal in Britain in 1833. Abolition happened for several reasons, including:

- The work of abolitionists (such as William Wilberforce)
- The work and revolts of slaves and former slaves
- People were no longer making as much money from slaves

I'm Harriet Tubman and I helped with the Underground Railroad. This was the name of the system which helped slaves escape the plantations to places like Canada.

Captured

The Transatlantic Slave Trade began when people were taken from their homes in Africa to work as slaves in the Americas. People in Western Africa who became slaves were often captured by other Africans in war to sell to the European slave traders.



Middle Passage

The Middle Passage was the name of the journey, which the slave took from West Africa to the Americas. This journey would take weeks and took place on large boats. Slaves would be crammed into slave ships, where they would be chained up in tiny spaces.

Sold at Auction

Once they reached the Americas, slaves would be sold at auctions, with adult men costing the most money.

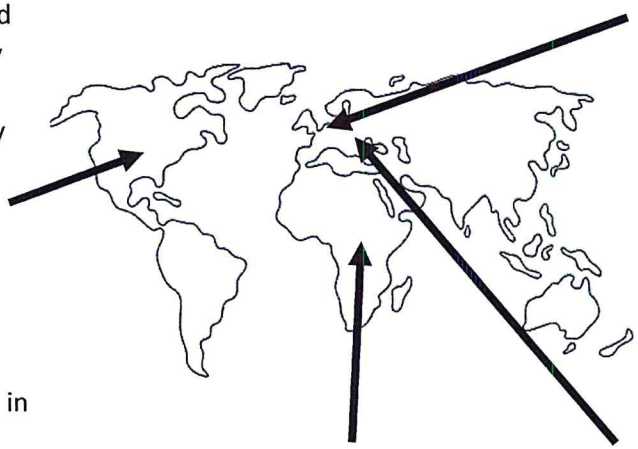
Domestic Slaves

Some slaves were kept as house slaves. They would work inside, cooking and cleaning.

Plantation Slaves

Many slaves were taken to work on plantations. These were large farms which grew crops such as cotton.

The Civil Rights Movement was created to try and gain equality for black and white people in the **USA**. Key individuals such as **Martin Luther King, Malcom X and Rosa Parks** stood up and campaigned for this equality. Segregation was officially outlawed in America in the 1970s, however many still argue that inequality still exists today.



The Suffragette Movement in the United Kingdom

The Suffragettes campaigned (sometimes violently) so that women could gain the right to vote I the UK in 1918.

Genocides (mass murders) of groups of people because of their race, religion, or other factors have also occurred in the 20th century. These include the **Holocaust** in Europe and the **Rwandan Genocide.**

The Holocaust

- The Holocaust was the systematic murder of millions of Jews, people with disabilities, gypsies, and members of the LGBTQ+ community by the Nazis in Germany in the 1930s and 40s.

- Discrimination of Jewish people by the Nazis began in the early 1930s through segregation (Jewish children were expelled from schools), and not allowing Jews into certain jobs (e.g. lawyers).

- By the end of the 1930s. Jews across Nazi-occupied Europe were rounded up and sent to concentration camps (prisons) where they would either by made into slave labour or executed.

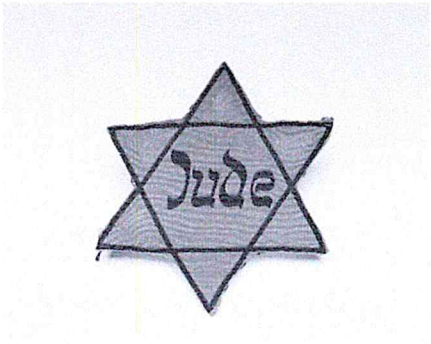
Discrimination – Treating people differently based upon their sex/age/gender/sexuality/race/religion.

Genocide – The deliberate killing of a specific group of people.

Faye Schulman took photos. She resisted the Nazis by documenting the horrors of the Holocaust.

The entrance to Auschwitz a concentration camp.

Anne Frank was a young Jewish girl whose family hid from the Nazis during the Holocaust. Eventually, they were discovered and sent to concentration camps,



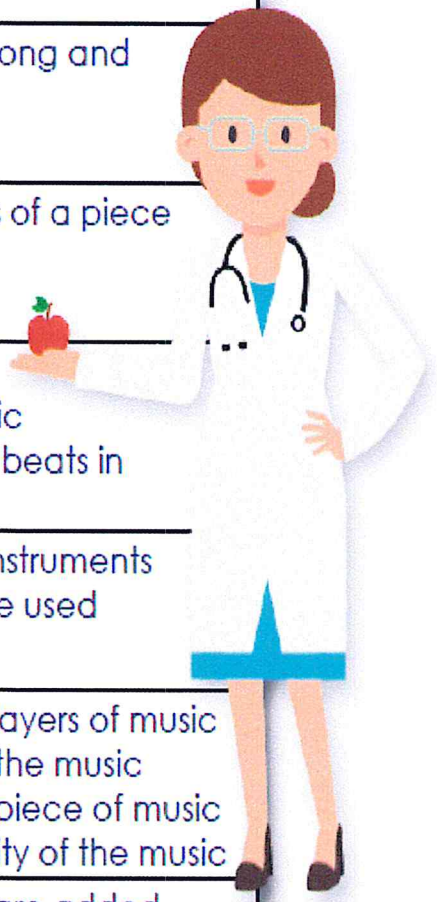
Jews were forced to wear a badge in the form of a Yellow Star as a means of identification.

Year 8 - Maths Knowledge Organiser – Term 2

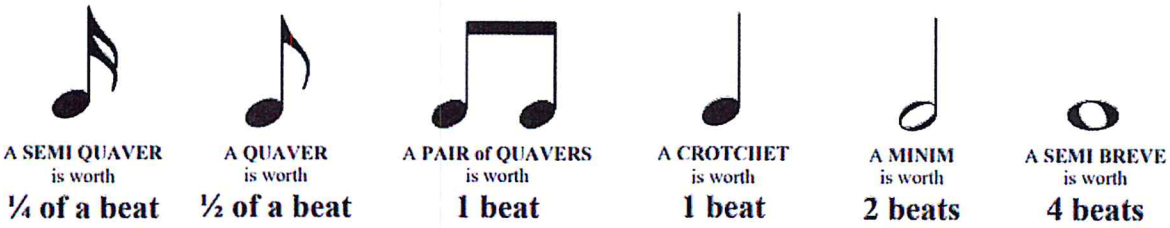
Topic/ Skill	Definition/ Tips	Example
Percentage	Number of parts per 100.	31% means $\frac{31}{100}$
Finding 10%	To find 10%, divide by 10	10% of £36 = 36÷10=£3.60
Finding 1%	To find 1%, divide by 100	1% of £8 = 8÷100 = £0.08
Percentage Change	$\frac{Difference}{Original} \times 100\%$	A games console is bought for £200 and sold for £250. $\frac{50}{200} \times 100 = 25\%$
Fractions to Decimals	Divide the numerator by the denominator using the bus stop method.	$\frac{3}{8} = 3 \div 8 = 0.375$
Decimals to Fractions	Write as a fraction over 10, 100 or 1000 and simplify.	$0.36 = \frac{36}{100} = \frac{9}{25}$
Percentages to Decimals	Divide by 100	$8\% = 8 \div 100 = 0.08$
Decimals to Percentages	Multiply by 100	$0.4 = 0.4 \times 100\% = 40\%$
Fractions to Percentages	Percentage is just a fraction out of 100. Make the denominator 100 using equivalent fractions. When the denominator doesn't go in to 100, use a calculator and multiply the fraction by 100.	$\frac{3}{25} = \frac{12}{100} = 12\%$ $\frac{9}{17} \times 100 = 52.9\%$
Percentages to Fractions	Percentage is just a fraction out of 100. Write the percentage over 100 and simplify.	$14\% = \frac{14}{100} = \frac{7}{50}$
Fraction	A mathematical expression representing the division of one integer by another.	$\frac{2}{7}$ is a 'proper' fraction. $\frac{9}{4}$ is an 'improper' or 'top-heavy' fraction.

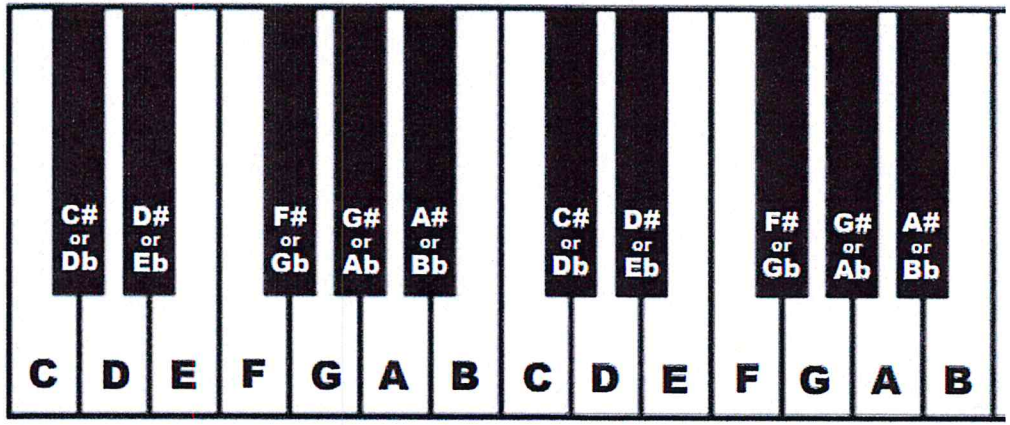
Topic/ Skill	Definition/ Tips	Example
Numerator	The top number of a fraction.	In the fraction $\frac{3}{5}$, 3 is the numerator.
Denominator	The bottom number of a fraction.	In the fraction $\frac{3}{5}$, 5 is the denominator.
Unit Fraction	A fraction where the numerator is one and the denominator is a positive integer.	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ $etc.$ are examples of unit fractions.
Reciprocal	The reciprocal of a number is 1 divided by the number. The reciprocal of x is $\frac{1}{x}$ When we multiply a number by its reciprocal we get 1. This is called the 'multiplicative inverse'.	The reciprocal of 5 is $\frac{1}{5}$ The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$, because $\frac{2}{3} \times \frac{3}{2} = 1$
Mixed Number	A number formed of both an integer part and a fraction part.	$3\frac{2}{5}$ is an example of a mixed number.
Simplifying Fractions	Divide the numerator and denominator by the highest common factor.	$\frac{20}{45} = \frac{4}{9}$
Equivalent Fractions	Fractions which represent the same value.	$\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150}$ $etc.$
Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a common denominator. Ascending means smallest to biggest. Descending means biggest to smallest.	Put in to ascending order : $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}$. Equivalent: $\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}$ Correct order: $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$

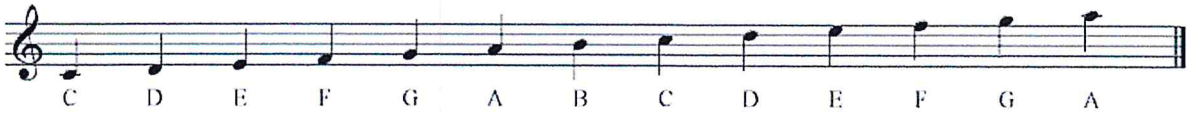
D	**Dynamics** – How loud or quiet a piece of music is
R	**Rhythm** – A pattern of long and short notes or rests
S	**Structure** – The sections of a piece of music (e.g. ABA)
M	**Melody** – The main tune of a piece of music **Metre** – The number of beats in a bar
I	**Instrumentation** – The instruments used, and how they are used
T	**Texture** – The different layers of music **Tempo** – The speed of the music **Tonality** – The key of a piece of music **Timbre** – The tone quality of the music
H	**Harmony** – How notes are added together to make chords



Music Year 8







THE ELEMENTS OF MUSIC

DR SMITH

Dynamics

Key word	Definition
Crescendo	Gradually getting louder
Diminuendo	Gradually getting quieter

From Loud ↕ To Soft

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

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
Bass	A low pitched melody
Treble	A high pitched melody
Interval	The gap in pitch between two notes
Scale	A range/set of pitches.

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

Texture

Key word	Definition
Thick	Lots of instruments/layers
Thin	Very few instruments/layers
Monophonic	Music with just one melody line
Melody and accompaniment	A melody accompanied by chords

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
Call and response	A soloist calls a rhythm and the group respond with a similar matching phrase
Syncopation	An off beat rhythm
Time signature / Metre	How many beats are in a bar e.g. 3/4, 4/4 .

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

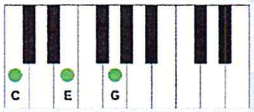
Key word	Definition
Intro	Sets the mood at the start of the song
Verse	Tells the story of the song with different lyrics each time
Pre -Chorus	Build up to the chorus
Chorus	Most memorable part of the song with a repeated melody called a hook
Bridge	A contrasting section
Outro	A final section which might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

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*



Timbre

The unique sound an instrument of voice makes

Ensemble	A group of musicians playing together
Pizzicato	Plucked strings
Arco	Bowed strings
Glissando	Slide up /down to a note

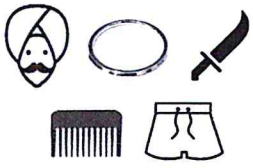
Tempo

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 Term 2 Sikhism

Key Words			
Sikh	From the word Sishya, meaning disciple	Khalsa	A Sikh who has been baptised through the Amrit Pahul ceremony
Guru	Spiritual teacher from gu meaning darkness and ru meaning light. A Guru leads from darkness of ignorance into light of knowledge	5 Ks	**Worn by Khalsa Sikhs:** **Kesh** – hair; **Kirpan** – dagger; **Kachera** – shorts; **Kangha** – comb; **Kara** – bracelet
Guru Granth Sahib	Sacred text/holy book which contains all the beliefs and teachings that Sikhs follow. It is treated with great respect	Multiculturalism	The view that a society should accept and celebrate many different cultures.
Sewa	The soul	Equality	The state of being equal, especially in status, rights or opportunities
Guru Nanak	Founder of Sikhism, first of ten Gurus	Langar	Kitchen in a Gurdwara offering free food. Part of Sewa
Guru Gobind Singh	Founder of the Khalsa	Arranged Marriage	A person's family will choose a partner for them, that person can still accept or reject the family's choice, they have to give consent

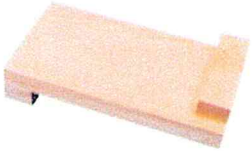
Key Ideas		
The Gurus	A **guru** is a religious teacher who leads a follower from spiritual ignorance to spiritual enlightenment or Gu – darkness to ru – light. Sikhism has 10 Gurus from **Guru Nanak**, the founder of Sikhism (1469-1539CE) who is said to have miraculous events linked to him. **Guru Gobind Singh** (1675 – 1708) who established the Khalsa, **to Guru Granth Sahib**, the final guru, a sacred text.	
Nature of God ੴ	Sikhs believe in one God called **Waheguru** which means 'Wonderful Lord' or 'Wonderful Teacher'.	Waheguru gives life to everything, and all life is part of Waheguru.
Worship	Sikhs worship in a **Gurdwara** (temple). It has many rooms including a **diwan** or prayer hall where everyone sits on the floor to show all are equal, a kitchen and **langar** (dining hall) where free food is served after a service to the community and everyone is welcomed regardless of faith or none. You can identify a gurdwara by a yellow flag flying outside with the Sikh symbol on it. This is called the **Nishan Sahib**.	
Beliefs	The most important Sikh holy book is called the **Guru Granth Sahib**. The Guru Granth Sahib is a collection of songs, prayers and hymns from the Sikh Gurus and other holy men, as well as teachings from other faiths. Sikhs believe that the Guru Granth Sahib is the word of God, and it is used in all Sikh worship and ceremonies. Sikhs show the Guru Granth Sahib great respect and it is treated as if it is a living person.	Pray, work and give and the three beliefs of Sikhism, formalised by **Guru Nanak**. • **Pray**: Naam Japna means to keep God in their minds at all times • **Work**: Kirat Karni means to earn an honest living • **Give**: Vand Chakna means to share your earnings with others and caring for others. **Sewa** or service to each other and the community is a duty of all Sikhs
	The **Khanda** is the symbol of the Sikh faith. It consists of three different types of weapons: • A double edged sword or **khanda** in the centre. • A round throwing weapon known as a **chakkar**. Two single-edged swords called **kirpans**, crossed either side of the other weapons.	
Khalsa 	**Khalsa** is the community of Sikhs founded by **Guru Gobind Singh**. Khalsa Sikhs take the title 'Kaur' or Princess and 'Singh' or Lion after they have been initiated in the **Amrit Pahl** ceremony which involves promising to wear the 5Ks, keep the rules of the Sikh faith including to not smoke or drink or take any intoxicants and to serve others. During the ceremony amrit or sugar water is sprinkled on the Sikh and this mirrors the original ceremony when the first five **Panj Piare** or 'blessed ones' volunteered to die for their faith and became the first members of the Khalsa. The festival of **Vaisakhi** remembers the foundation of the Khalsa in 1699 as well as marks the start of the new year.	

Product Design – Art Deco Clock

Tools and Equipment

Gents Saw: To saw materials in a straight line.

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

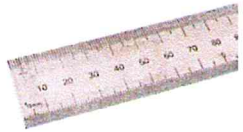


Bench Hook: To hold materials in place.

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

Vice: To hold materials in place.

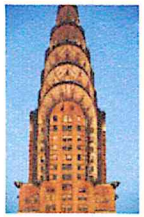
Try Square: To draw lines perpendicular (at right angles) to your materials.



Steel Rule: To measure accurately.

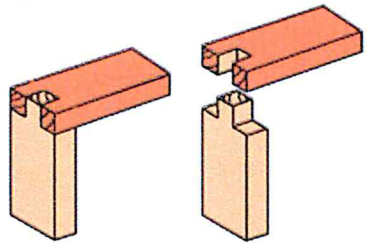
Belt Sander: To sand materials down.

Art Deco



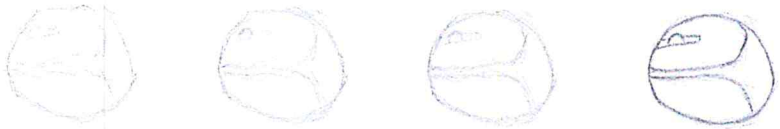
Materials

Timbre:
MDF – Medium Density Fibreboard
Ply Wood
Pine Wood
Plastic:
Acrylic



Freehand Drawing

Light Sketch | Refine | Refine | Define



Key Words

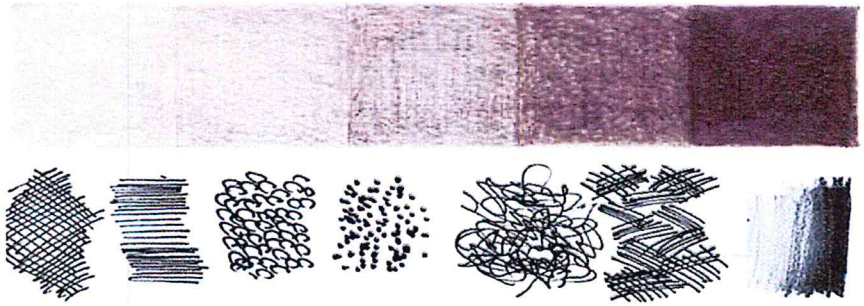
Design Specification: This is a list of criteria that your design ideas should include.
Quality Control: The way in which you can ensure a product is good quality.
Hazard: An object or activity that could cause a risk (harm).
Risk: The harm/danger that is caused by the hazard.
Control: A way in which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

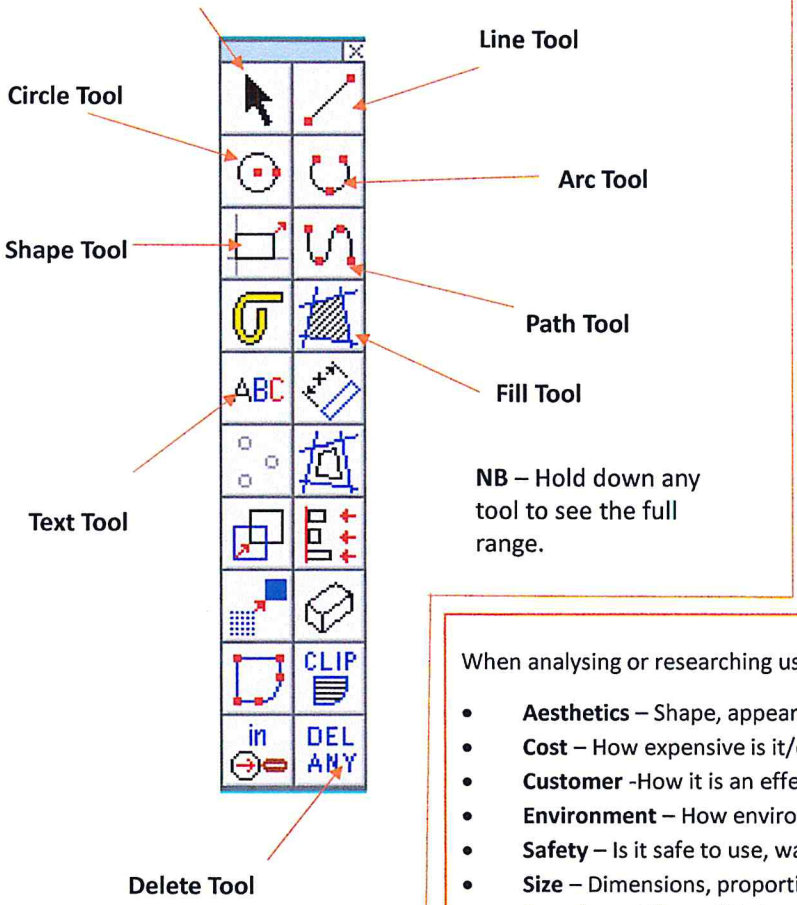
Tone and Texture

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



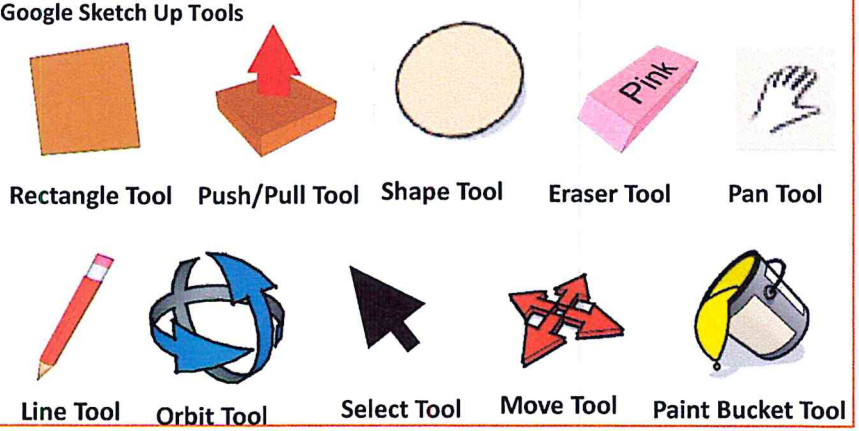
Product Design – Shop Front

2D Design CAD Software

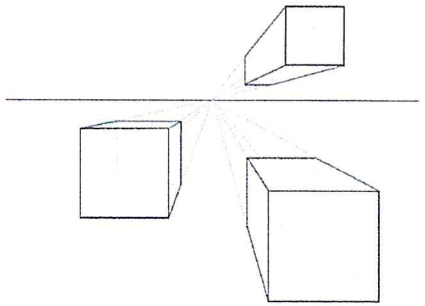


NB – Hold down any tool to see the full range.

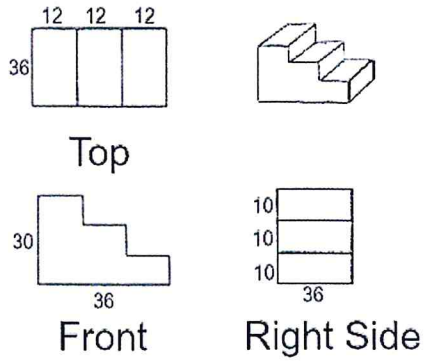
Google Sketch Up Tools



One Point Perspective



Orthographic Drawing



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.
CAD: Computer Aided Design
CAM: Computer Aided Manufacture
Graphic Design: The art/skill in combining texts and images to create e.g. – advertising.
Brand Image: The impression he consumer has of a company/brand.
Typography: The style of font that is used.
Iterative Design Process: When testing is carried out along the design process to ensure the product is successful.

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

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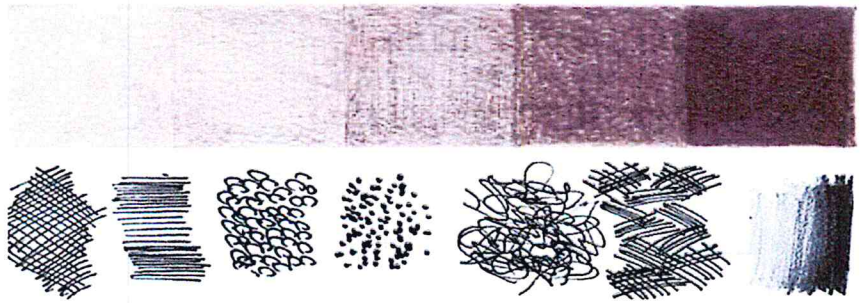


Year 8

PSHE KNOWLEDGE ORGANISER

Spring Term

Effects Of Nicotine

Nicotine is both a sedative and a stimulant.

When a body is exposed to nicotine, the individual experiences a "kick." This is partly caused by nicotine stimulating the adrenal glands, which results in the release of adrenaline.
This surge of adrenaline stimulates the body. There is an immediate release of glucose, as well as an increase in heart rate, breathing activity, and blood pressure. Indirectly, nicotine causes the release of dopamine in the pleasure and motivation areas of the brain.

How do E-Cigarettes Work

E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine, flavorings, and other chemicals that help to make the aerosol.

The liquid used in e-cigarettes often contains nicotine and flavorings. This liquid is sometimes called "e-juice," "e-liquid," "vape juice," or "vape liquid."

Users inhale e-cigarette aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales it into the air. E-cigarette aerosol is NOT harmless "water vapor." The e-cigarette aerosol that users breathe from the device and exhale can contain harmful and potentially harmful substances, including:

- Nicotine
- Ultrafine particles that can be inhaled deep into the lungs
- Flavoring such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead

It is difficult for consumers to know what e-cigarette products contain. For example, some e-cigarettes marketed as containing zero percent nicotine have been found to contain nicotine.

Define: *Nicotine*

A toxic colourless or yellowish oily liquid which is the chief active constituent of tobacco. It acts as a stimulant in small doses, but in larger amounts blocks the action of autonomic nerve and skeletal muscle cells.

Define: *Vaping*

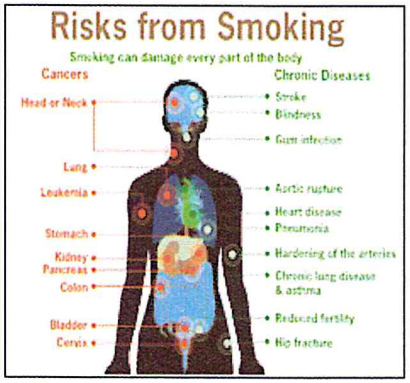
The action or practice of inhaling and exhaling the vapour produced by an electronic cigarette or similar device.

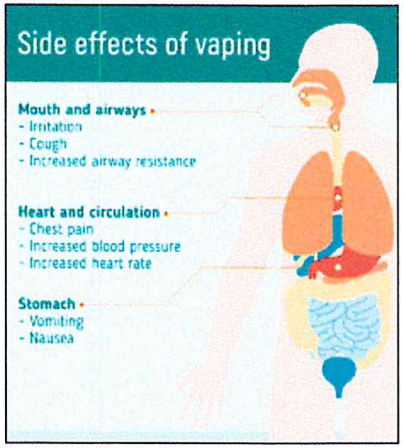
Define: *Smoking*

The action or habit of inhaling and exhaling the smoke of tobacco or a drug. Usually through Cigarettes or Cigars.

Define: *E-Cigarette*

E-cigarettes are electronic devices that heat a liquid and produce an aerosol or mix of small particles in the air. Which is then inhaled.





Smoking and the Law

- You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes.

It's illegal:

- For shops to sell you cigarettes if you are underage
- For an adult to buy you cigarettes if you are under 18
- To smoke in all public enclosed or substantially enclosed area and workplaces.
- To smoke in a car with a child.

Define: *Body Image*

The perception that a person has of their physical self and the thoughts and feelings that result from that perception.

Define: *Eating Disorder*

Any of a range of psychological disorders characterized by abnormal or disturbed eating habits

Define: *Anorexia*

An emotional disorder characterized by an obsessive desire to lose weight by refusing to eat.

Define: *Bulimia*

An emotional disorder characterized by a distorted body image and an obsessive desire to lose weight, in which bouts of extreme overeating are followed by fasting or self-induced vomiting or purging.

Define: *Binge Eating*

The consumption of large quantities of food in a short period of time, typically as part of an eating disorder.

Factors affecting body image

- Puberty and the changing body.
- The Media
- Peers and Family

Ways to promote positive body image

- Accept Your Body.
- Remember Nobody's perfect.
- Don't body-shame yourself.
- Build a better habits.
- Like Your Body - Find things to like about your looks.
- Take Care of Your Body
- Eat healthy foods.
- Get a good nights sleep.
- Be active every day.
- Keep to a healthy weight.

MORE INFORMATION AND HELP

Smoking and Vaping
www.nhs.uk
and search "smokefree"

Body image issues
www.childline.org.uk
www.time-to-change.org.uk

www.youngminds.org.uk
www.headstogether.org.uk

Define: *Sexually transmitted Infection*

Sexually Transmitted Infections are infections that are passed on mainly through sexual contact both vaginally, anally and orally.

Define: *Bacteria*

Single-celled microorganisms that can exist either as independent (free-living) organisms or as parasites (dependent on another organism for life).

Define: *Virus*

A microorganism that is smaller than bacteria that cannot grow or reproduce apart from a living cell. A virus invades living cells and uses their chemical machinery to keep itself alive and to replicate itself.

Define: Parasite

A plant or an animal organism that lives in or on another and takes its nourishment from that other organism.

Infection	Symptoms	Treatment
Chlamydia: *Bacterial infection*	Women often have no symptoms or may have pain with sexual intercourse, lower abdominal pain, changes in bleeding pattern. Men may have no symptoms or may have watery or thick discharge from penis, pain or urinating.	Antibiotics
Gonorrhoea: *Bacterial infection*	Women usually have no symptoms, but may have pain with sex, vaginal discharge, lower abdominal pain. Men may have no symptoms or discharge from penis, discharge from anus, pain in testicles, pain on urinating.	Antibiotics
Syphilis: *Bacterial infection*	Painless ulcer (chancre) usually on genitals; later swollen glands, rash, hair loss.	Antibiotics
Bacterial vaginosis *Bacterial Infection*	If the control of the normal bacteria in a healthy vagina fails, an overgrowth of certain bacteria can occur. Greyish white, smelly vaginal discharge.	Oral tablets and/or vaginal pessaries.
Genital warts *Viral Infection*	Fleshy or flat lumps on or around genitals, anus, groin or thigh.	Visible warts can be treated, but the infection cannot be cured.
Genital herpes *Viral Infection*	Painful, red blisters, little sores or ulcers, flu-like symptoms, and sometimes a discharge.	Anti-herpes drugs and pain relief can be given to treat symptoms, but the infection cannot be cured.
Hepatitis B *Viral infection*	May have no symptoms or mild flu-like illness or vomiting, abdominal pain, dark urine and yellowing of the skin and whites of the eyes. Can be passed on through vaginal, anal or oral sex without a condom with someone who has the infection; from mother-to-baby. By sharing needles, syringes, toothbrushes, razors and unsterilized instruments that pierce the skin.	Not curable, but it is treatable with Ani-viral medications
Trichomoniasis *Parasitic Infection*	Women may have no symptoms, but there may be a yellowy-green frothy vaginal discharge. Men usually have no symptoms.	Antibiotic tablets and/or vaginal pessaries.
Pubic lice – crabs *Parasitic Infection*	Intense itching in the pubic area, small nits (eggs) on pubic hair.	Special shampoo, cream or spray applied to pubic area. Wash all clothing and bed linen.
HIV *Human Immunodeficiency Virus*	HIV attacks the white blood cells and causes damage to the immune system so that it can be difficult to fight off infections. Usually no obvious symptoms for many years. HIV can be transmitted through blood, semen and vaginal fluids, sharing needles and from mother-to-baby.	No immunisation or cure available although there are medications to manage the condition.
Pelvic inflammatory disease (PID)	An infection of the womb and fallopian tubes that can cause infertility. Pain during sex, sore abdomen or back, heavy, irregular or painful periods, spotting, high temperature, feeling sick; sometimes no symptoms.	Antibiotics and rest.

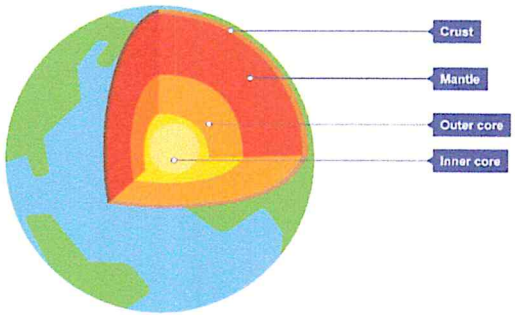
MORE INFORMATION AND HELP

Sexual Health

www.nhs.uk and search for sexual health

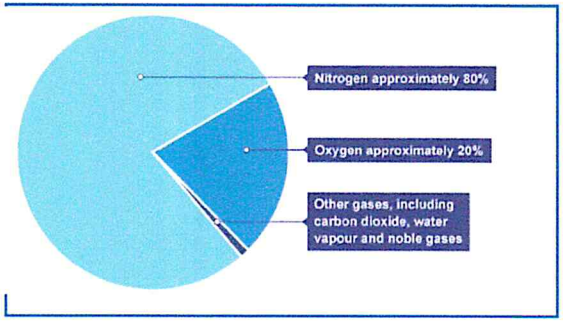
www.brook.org.uk

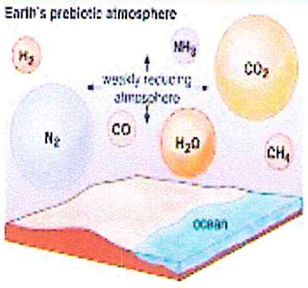
SCIENCE: Earth and atmosphere

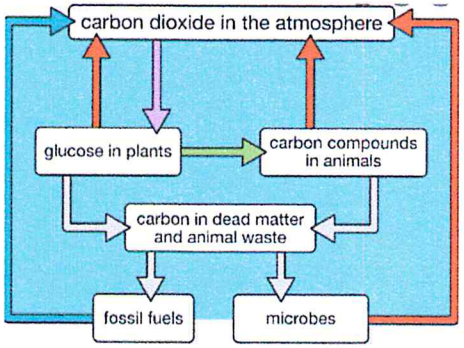


- **crust** (relatively thin and rocky)
- **mantle** (has the properties of a solid, but can flow very slowly)
- **core** (made from nickel and iron)

The earth's composition and atmosphere

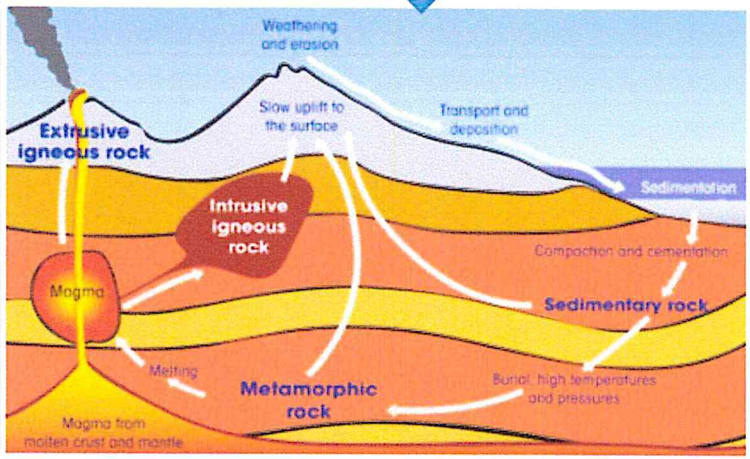




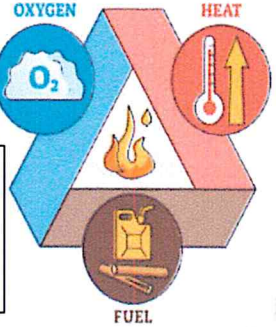


The carbon cycle

The rock cycle



Combustion (burning)



Lots of oxygen: Complete combustion

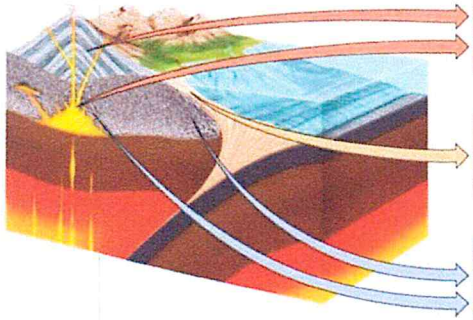
Methane + Oxygen → Carbon dioxide + Water

Some oxygen: Incomplete combustion

Methane + Oxygen → Carbon monoxide + Water

Little oxygen: Incomplete

Methane + Oxygen → Carbon + Water



Type of rock and source material	Rock-forming process	Example
IGNEOUS Melting of rocks in hot, deep crust and upper mantle	Crystallization (solidification of magma or lava)	Coarsely crystalli granite
SEDIMENTARY Weathering and erosion of rocks exposed at surface	Deposition, burial, and lithification	Bedded sandston
METAMORPHIC Rocks under high temperatures and pressures in deep crust and upper mantle	Recrystallization in solid state of new minerals	Gneiss

SCIENCE: Ecosystems and Inheritance

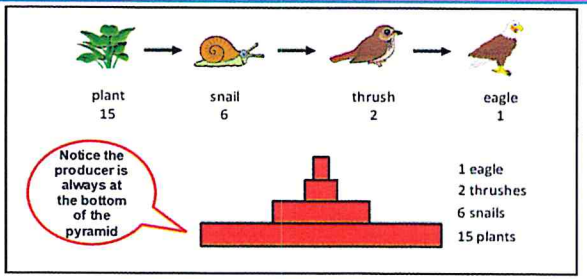
An **ecosystem** is the name of the plants, animals, and the location that they live in.

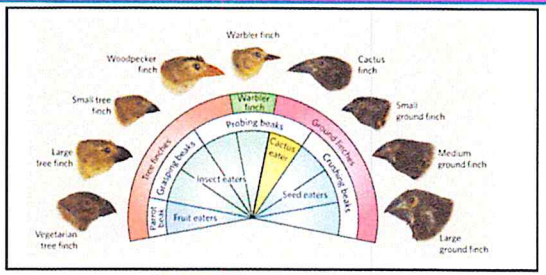
The area an organism lives in is called its **habitat.**

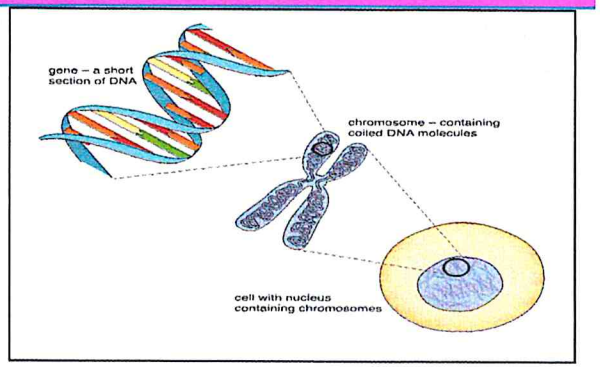
Plants and animals in the same habitat co-exist.

An organism in an ecosystem has its own **niche.**

The number of plants or animals of the same type that live in the same area is called a **population.**



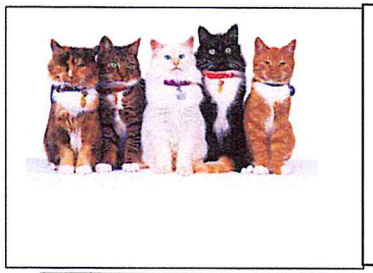


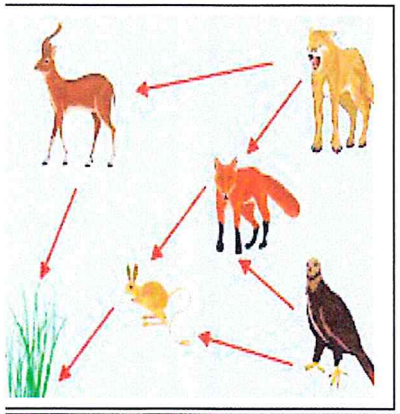


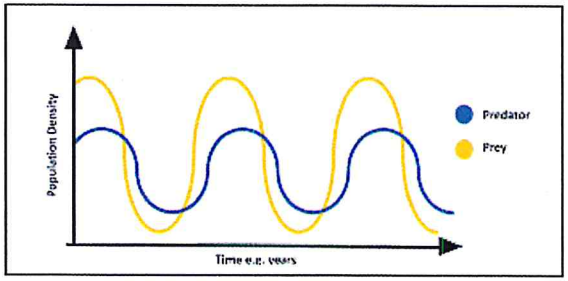
Feeding relationships

Predator-prey cycles are based on a feeding relationship between **two species**: if the prey species rapidly multiplies, the number of predators increases -- until the predators eventually eat so many prey that the prey population dwindles again. Soon afterwards, predator numbers likewise decrease due to starvation.

Natural selection is a process by which **a species changes over time in response to** changes in the environment, or competition between organisms, in order for the species to survive. The members of the species with the most desirable characteristics are able to produce the best-adapted offspring.



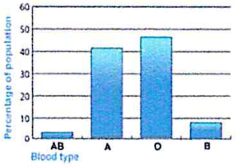




Variation and Natural selection

Variation is **the differences between individuals within a species.** This can be caused by inherited or environmental factors. Variation can be continuous or discontinuous.

Continuous variation. Height can be along a scale with lots of different values.



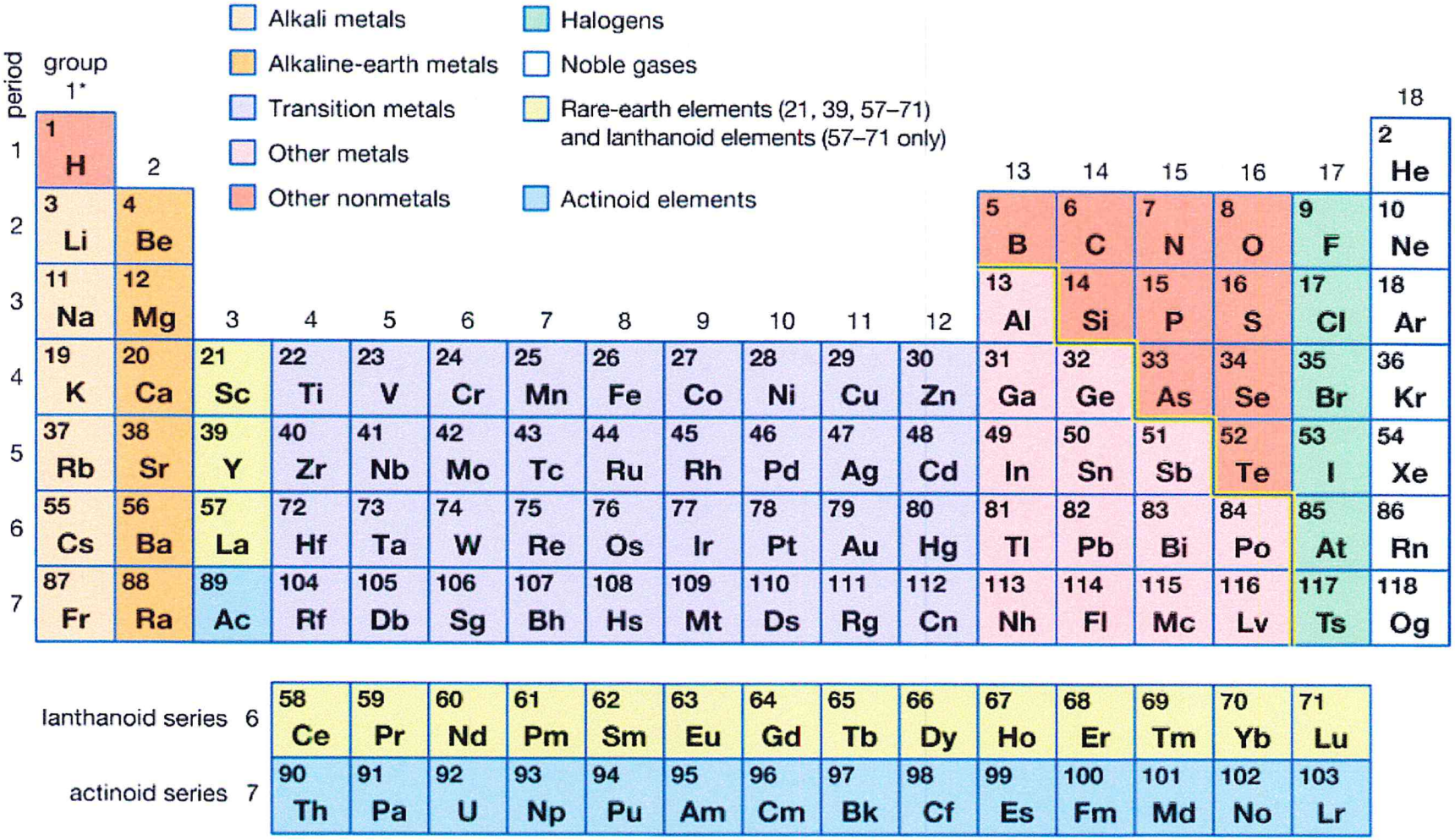
Discontinuous variation Blood types have set categories.

Bioaccumulation.
Toxic chemicals can pass through a food chain and accumulate, eventually causing organisms to be ill or die.
The animal at the top of the food chain will be most affected.

Food web.

Many organisms have more than one source of food

Periodic table of the elements



*Numbering system adopted by the International Union of Pure and Applied Chemistry (IUPAC).

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Year 8 – De vacaciones

	Español	English
1	Normalmente durante las vacaciones	Normally during the holidays
2	Me quedo en casa con mi familia	I stay at home with my family
3	y yo voy al parque a menudo	and I often go to the park
4	con mis amigos para jugar al baloncesto	with my friends to play basketball
5	porque es divertidísimo y bueno para la salud	because it is really fun and is good for the health
6	sin embargo el año pasado fui de vacaciones a Lima en Perú con mis amigos	however last year I went to Lima in Peru with my friends
7	y ¡fue tan interesante!	and it was so interesting!
8	Viajamos en avión porque fue más rápido y fácil que ir en coche.	We travelled by plane because it was quicker and easier than by car
9	Nos quedamos en un hotel	We stayed in a hotel
10	que era bastante grande y muy limpio	which was quite big and very clean
11	con una piscina climatizada.	with a heated swimming pool
12	Primero visitamos el pueblo	To start, we visited the town
13	y comimos unos platos típicos	and we ate some specialities
14	como el cuy y el cebiche- ¡ñam! ¡ñam!	like guinea pig and ceviche – yum yum!
15	Pues visitamos el Machu Picchu	Then we visited Machu Picchu
16	que es un pueblo en las montañas en el sureste	which is a town in the mountains in the south east
17	dónde todos los edificios son ancianos y fue inolvidable.	where all of the buildings were blue and it was unforgettable.
18	Yo creo que Perú es un país bonito	I think that Peru is a beautiful country
19	y me gustaría volver allí en el futuro con mi familia.	and I would like to return there in the future with my family.
20	El año próximo voy a ir al Valle Nevado	Next year I am going to go to Valle Nevado
21	con mi familia en invierno para esquiar	with my family in winder to do skiing
22	porque a mí me encanta estar al aire libre.	because I love being outdoors
23	Si ganará la lotería, haría una vuelta al mundo	If I won the lottery, I would do a trip of the world
24	y sería extraordinario.	and it would be extraordinary.

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 voy	I do **not** go
Nunca voy	I **never** go
Solo voy	I **only** go
Apenas voy	I **hardly** go
Ya no voy	I **no longer** go

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 voy	I go
Me quedo	I stay
Yo hago	I do
Es	It is
Hay	There is / there are

9) Past Tense	
Yo fui	I went
Me quedé	I stayed
Yo hice	I did
Era	It was
Había	There was / there were

10) Future Tense	
Yo iré	I will go
Me quedaré	I will stay
Yo haré	I will do
Seré	It will be
Habrá	There will be

Notes

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