ASH MANOR SCHOOL
Aspire & Achieve

Year 8 Summer Term

Knowledge organiser

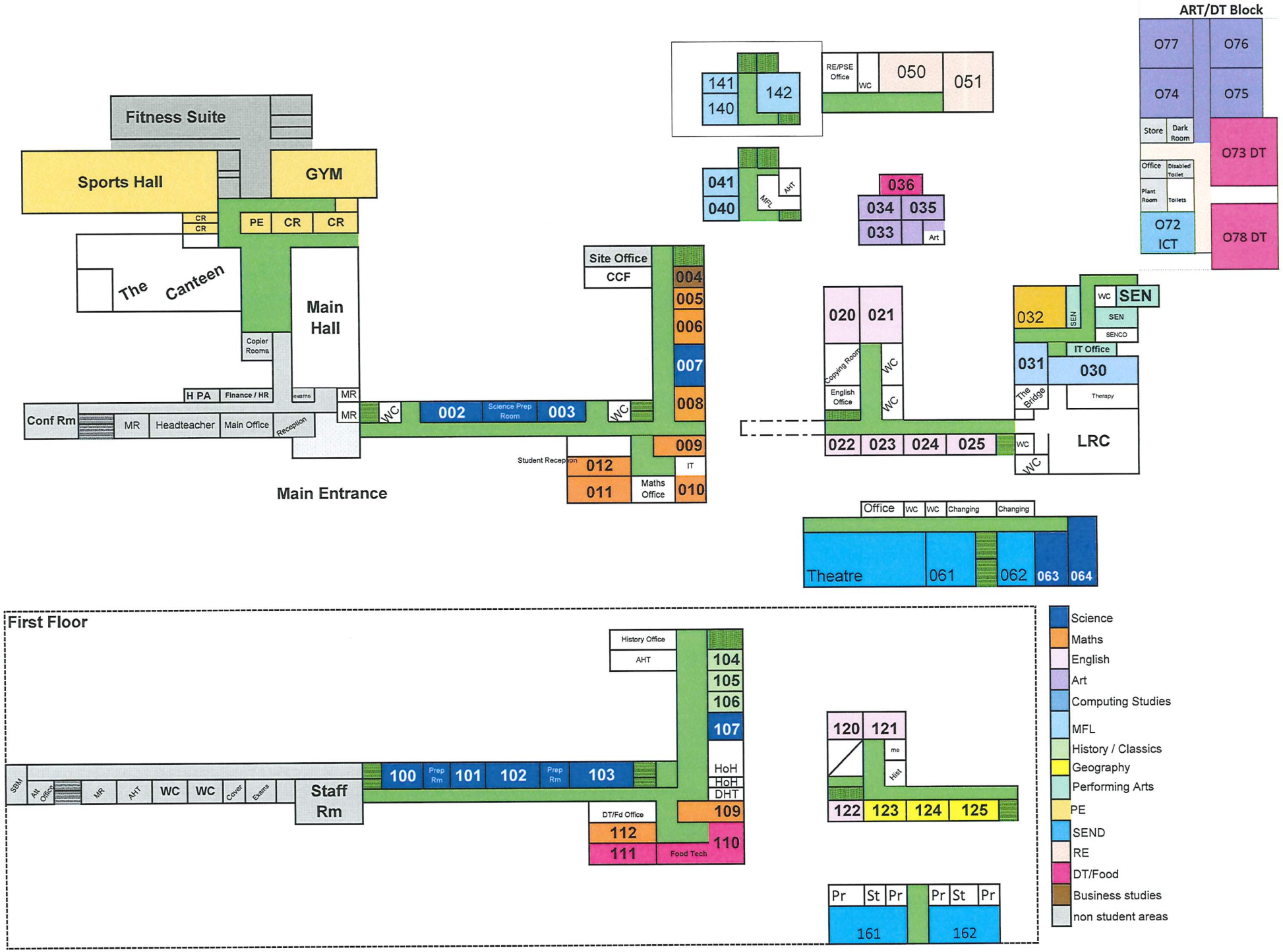
Name:	Tutor group:
Tutor:	Tutor room:

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	



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/

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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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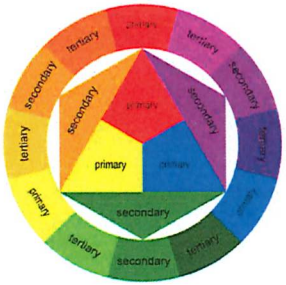
ART

Key words

- **Primary colour** - The primary colours are **red**, **yellow** and **blue**. They can not be made by mixing other colours.
- **Secondary colour** - a colour resulting from the mixing of two primary colours.
- **Tertiary colour** - a colour produced by mixing two secondary colours.
- **Harmonious colours** - are next to each other on the colour wheel, and blend well.
- **Complementary colours** – are opposite each other on the colour wheel and contrast one another.
- **Gradient wash** – a wash of colour going dark to light or changing colour.
- **Stippling** – a mark making technique to create texture.



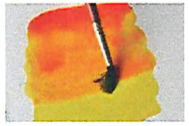
Artist

Louis Masai –
Street artist, who looks at climate change across varying animals and environments. He uses spray paint to build up layers of paints and textures to create his powerful sea pollution murals around the world.



Painting techniques

Stippling – dots and marks built up with different parts of your brush to create texture.



Acrylic wash – watery layers of acrylic paint to build up a back ground.

Self Reflection:

- **Identify** = Look for your WWW/EBI
- **Describe** = Look and write **why** you have identified them as **WWW/ EBI.**
- **Explain** = Look and write explaining how work can be improved.
- **Analyse** = Look and write **why and how** giving detail and relate to key words and features.

Painting bubbles

1. Paint a dark blue curve.
2. Paint a white curve to create a full circle.
3. Blend these with a little bit of water so you can see the background colour.
Dab excess water away with paper towel.
4. Add a small white highlight.

Painting jellyfish

1. Paint the outline of the jellyfish body.
2. Blend this with a little water so that you can see the background colour.
Dab excess water away with paper towel.
3. Add a small white highlight.
4. Add legs in shades of the body colour – paint in different directions to create movement.

Brush skills

Brush size – consider brush size when applying paint to an area. For small areas, use a small brush and tilt the brush up to the tip for really small areas and corners.

Amount of paint – avoid putting too much paint on your brush. Put a small amount and wipe off excess paint.

Use of water – use water to thin paint if it is thick, and to get a wash of colour for a background.

Application of paint – apply the paint in smooth brush strokes, don't over brush one area.

COMPUTING YEAR 8 SUMMER 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:

COMPUTING YEAR 8 SUMMER 2
DATA REPRESENTATION

Binary

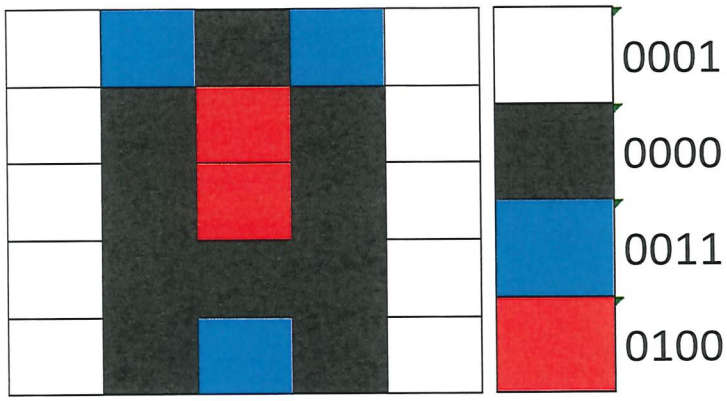
2 state systems

All modern computers use two state systems; electricity on/off, light on/off, magnetised/not-magnetised, pit/Land and others. Binary is a mathematical representation of these two states.

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

(1 x 128) + (0 x 64) + (1 x 32) + (1 x 16) + (0 x 8) + (0 x 4) + (1 x 2) + (1 x 1) = 179

Images



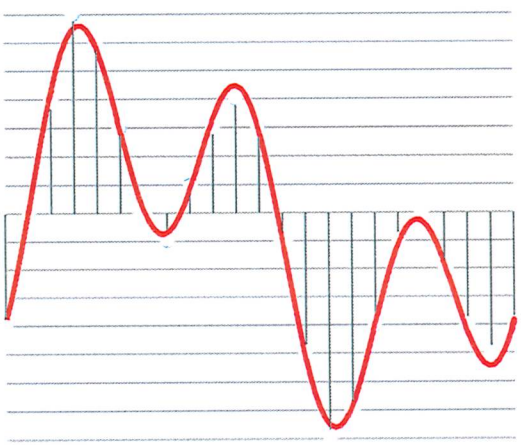
0001	0011	0000	0011	0001
0001	0000	0100	0000	0001
0001	0000	0100	0000	0001
0001	0000	0000	0000	0001
0001	0000	0011	0000	0001

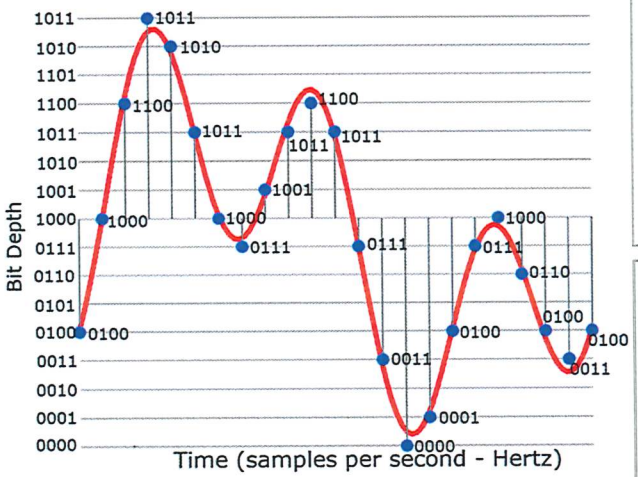
Meta data **010101010100**

00010011000000110001
00010000010000000001
00010000010000000001
00010000000000000001
00010000001100000001

0101010101000001001
1000000110001000100
0010000000001000100
0001000000000100010
0000000000000100010
000001100000001

Sound





Meta data 0100 0100 0101
0100 1000 1100 1011 1010 1011 1000 0111 1001 1011
1100 1011 0111 0011 0000 0001 0100 0111 1000 0110
0100 0011 0100

Meta Data

- Data that describes other data
- **Images**: The height (pixels), width (Pixels) and bit-depth (bits per colour)
- **Sound**: The length of the sample (seconds), Sample rate (Hertz – Per second), Bit Depth (bits per sample point)

Spring

Drama

Year 8

Soap Opera

The GENRE that is 'Soap Opera'…

It is a television or radio drama serial dealing typically with daily events in the lives of the same group of characters.

SOAP OPERA EXAMPLES:

EastEnders, Hollyoaks, Emmerdale Farm, Coronation Street, Neighbours, Home and Away, Doctors

Key Features:

A community of characters

Long-Running Storylines

Slightly stereotyped characters

Melodramatic plot twists

Scenes cross-cut between locations

Main Plot and Sub Plot

Key locations

Emphasis on dialogue

Cliff Hanger Ending

STOCK CHARACTERS:

The Gossip

The Bully Gangster dad

Grumpy Old Man

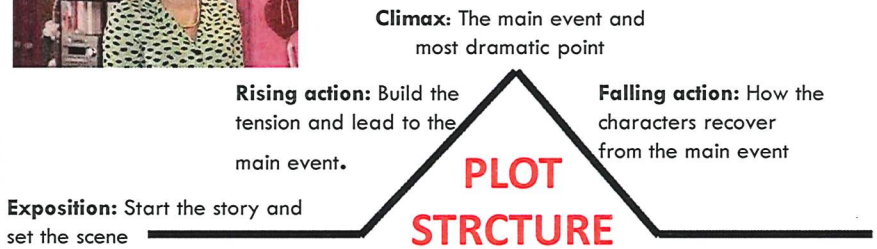
The Bad Family

Loud Bar Staff

The Flirt

Strict Teacher

Kind Vicar



Evaluating Performance

IDEA

Use this **'formula'** whenever you evaluate a **performance** you have **GIVEN** or one you have **EXPERIENCED**

Identify the skill

Describe how you/they used it

Explain **why** focussing on…

Audience Impact

Vocal skills

pitch
pace/tempo
pause
power/volume
tone
Intonation
emphasis

Spatial Skills

Use of space

positioning *on stage*
movement *across stage*
levels
proxemics

Physical Skills

facial expression (face)
gesture (arms/hands)
posture(back/shoulders)
stance (feet)
eye contact/gaze (eyes)
gait (walking style)

What did the audience
THINK?
FEEL?
EXPEREINCE?

Evaluation Words

Successful

Effective

Engaging

Powerful

Summer 1

A VIEW FROM THE BRIDGE

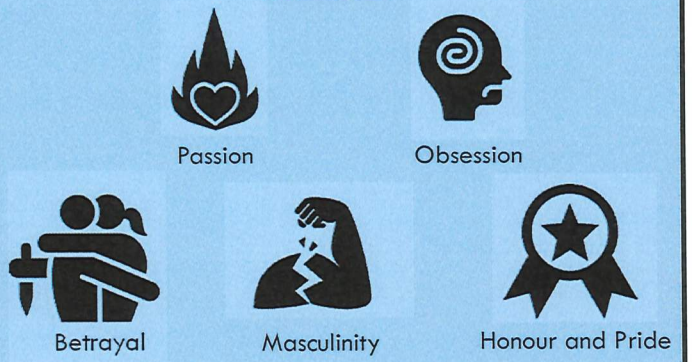
English Literature

Year 8

Why did Miller write the play?

Miller wrote this play as a commentary on the lives of immigrant workers in America. The focus on betrayal and family is a key reflection on the challenges faced by immigrants.

Themes



Tier 2 Vocabulary:

Compassion – sympathetic pity and concern for the sufferings of others.
Abundance – a very large quantity of something.
Morality – the distinction between right and wrong.
Justice – fair behaviour or treatment.
Superficial – existing or occurring at or on the surface.
Patriarchy – a system of society where men hold power.
Conscience – person's moral sense of right and wrong.
Materialism – considering material possessions as superior.
Redemption – the action of saving or being saved from sin.
Exploitation – the action or fact of treating someone unfairly.
Epiphany - a moment of sudden and great revelation.

Context:

Greek Tragedy: Aim is to elicit pity and fear from the audience. These feelings lead to an emotional catharsis at the story's resolution. Miller wrote A View from the Bridge as a tragedy, following the suffering of Eddie, who is destined to meet an unfortunate end. Alfieri serves as the chorus in this tragedy, commenting on the story, interpreting the significance of events, and speaking directly to the audience

Italian Emigration: From the late 19th century though the 1970s, millions of Italians, mostly young men from the agricultural southern part of the country, emigrated to the United States in search of employment.

Red Hook, Brooklyn: Red Hook is a neighbourhood in the southwest corner of Brooklyn. Red Hook is visible from the Brooklyn Bridge, the structure from which the play takes its title. In the first half of the 20th century, Red Hook was populated by dock workers whose jobs, like Eddie Carbone's, included loading and unloading the many cargo ships bringing goods to the ports of New York City.

Tier 3 Vocabulary:

Dramatic Irony – An audience knows more about a situation than the characters involved.
Climax – the highest level of interest and emotional response is achieved.
Monologue – a long speech by one actor.
Stage directions – an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.
Symbolism – the use of symbols to represent ideas or qualities.
The three unities – unity of action, unity of place, and unity of time.
Whodunit – a story or play about a murder in which the identity of the murderer is not revealed until the end.
Rhetoric – the art of effective or persuasive speaking or writing.
Oratory – a long, formal speech.
Coup de theatre – a dramatically sudden action.

Quotations:

"If I stay there they will never grow up. They eat the sunshine."
Marco, Act 1

"It's tough to be alone ... it's tough to love a doll that's not your own."
Rodolpho, Act 1

"I worked like a dog twenty years so a punk could have her."
Eddie, Act 1

"I accuse that one! ... He killed my children! [He] stole the food from my children!"
Marco, Act 2

"You want somethin' else, Eddie, and you can never have her!"
Beatrice, Act 2

"I confess that something perversely pure calls to me from his memory."
Alfieri, Act 2

"He allowed himself to be wholly known and for that ... I love him."
Alfieri, Act 2

Summer 2 English Year 8

Speeches

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?	*Equality is presented as...* *Yousefzaipresents 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?	*Conan Doyle effectively conveys the idea that...* *_____ is purposefully used to craft...*

Successfully

Purposefully

Effectively

Convincingly

Skilfully

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

Modes of persuasion:	
Ethos	• Has more credibility • The speaker may have first hand experience of what they are discussing
Pathos	• Using emotion • The reader feels emotion towards the text.
Logos	• Using logic • Facts and statistics used to inform the audience

Key Speakers:		Aims:
Boris Johnson	COVID 19	UK Prime Minister who persuaded people to stay at home during a pandemic using statistics
Emmeline Pankhurst	Women's right to vote	Suffragette movement leader and was arrested numerous times for her movement. - 'You have to make more noise than anybody else.'
Winston Churchill	World War II	Used emotive language, metaphors and powerful imagery to deliver his speeches with authority and strength. - 'We will fight on the beaches.'
Martin Luther King	American Civil Rights Movement	Led the movement to end segregation across America and was assassinated in 1968. - 'I have a dream...'
Nelson Mandela	Apartheid	First black President of South Africa who fought for equality and helped end apartheid.
Barak Obama	Equality	Former President of the United States of America who promoted a change in attitudes and supported other politicians.
Mala Yousefzai	Right to Education	Education activist who has faced critical injuries due to a shooting, but survived. '57 million children who are out of school.'
Emma Watson	Gender inequality	UN Women's Goodwill Ambassador who aims to end gender inequality. - 'HeForShe'
Greta Thunberg	Climate change	Environmental activist who encourages people to change their behaviour through persuasive devices.

Summer 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:

Manner (the way you feel)

- I must say that…
- It is quite obvious that…
- Without a doubt…
- I strongly believe/disagree/agree
- I feel extremely confident that…
- It is vitally important that…
- I know that…
- In my personal opinion…

Facts

If you look at the report…

- Research suggests…
- After speaking to…
- Based upon…
- Previous events show…
- A percentage of people believe…

Rule of 3

- Firstly, I would like to say how cruel, thoughtless and harmful social media is on teenagers.
- I strongly believe that dogs are the best pets
- because they are loyal, loving and obedient.
- Research suggests that if we….

To Conclude

- In conclusion…
- In summary…
- Overall…
- On the whole…
- After weighing up the
- Evidence,….
- Consequently,….
- To recapitulate…

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?

DAFOREST:

Direct Address
Alliteration/Anecdote
Facts
Opinions
Rhetorical Question/Repetition
Emotive Language
Statistics
Triples

Food and Nutrition

World Cuisine

In the world of food, the word '**cuisine**' means;

"A style of cooking and eating that is characteristic of a particular country or region of the world"

Cuisines around the world have developed over many centuries by;

- Ingredients that are usually grown or gathered **locally** in that area
- Specific **preparation** and **cooking methods**
- Specific cooking **equipment**
- Distinctive **presentation** and/or serving techniques.

Food Sources

In the beginning, food is either **GROWN, GATHERED, REARED** or **CAUGHT**.

Foods that are Grown

Crops, Fruits, Vegetables, Grains

Foods that are Reared

Livestock for meat and dairy produce

Foods that are Gathered

Plants, Berries, Mushrooms, Herbs

Foods that are Caught

Fish, Game, Rabbit, Duck etc.

Food miles

Food miles are a way of attempting to measure **how far food has travelled** before it reaches our plates.
Not only do the miles include getting foods to you, but also getting waste foods *away* from you, and to the landfill!

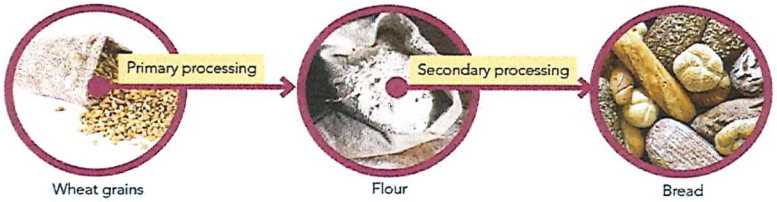
Food Processing

There are two main stages to food processing. They are;

Primary processing: In this stage foods are processed straight after harvest or slaughter to get them ready to be eaten or used in other food products.

AND

Secondary processing: In this stage, primary processed foods are either used on their own or mixed with other foods and **turned into other food products**. E.g. Flour is turned into bread or pasta.



Food Security

The aim of food security is to make sure that all people, at all times have the ability to buy enough safe, nutritious, affordable food to meet the dietary needs.

The worlds population is forecast to exceed 9 billion people by the year 2050. This means that the demand for food is constantly increasing and more food must be produced

Food & the Environment

Effects of climate change on the weather

Drought (lack of rainfall)

Flooding

Severe gales and hurricanes

Higher or lower than normal temperatures

Extreme storms, such as dust, snow, thunder and lightning, cyclones (severe wind storms)

Research shows that food production is responsible for having a major impact on **climate change**.

Many **greenhouse gases** like **carbon dioxide** are released into the earths atmosphere. These gases are trapped in there causing a barrier which causes the earths temperature to rise.

This is known as the '**greenhouse effect**' which is the cause of **global warming**.

Climate change can cause **extreme weather conditions** to develop in different parts of the world. This can/will have negative effects on food production and peoples lives.

The effects of food production are;

- Failed plant crops
- Death of livestock
- Nutrients in soils deplete.

The effects on people are;

Hunger & starvation
Thirst
Air and water pollution
Food supplies affected

Year 8 – Au collège

	Français	English
1	Mon école s'appelle Ash Manor. Elle est située au sud-est de l'Angleterre	My school is called Ash Manor. It is situated in the south east of England
2	et je dirais que c'est grand et assez moderne.	and I would say that it is large and quite modern.
3	Il y a environ mille élèves et une soixantaine de profs qui sont très gentils.	There are around a thousand pupils and sixty teachers who are very kind.
4	En ce qui concerne les bâtiments,	As regards the buildings,
5	Il y a beaucoup de salles de classe, une cantine moderne et une vieille cour	There are lots of classrooms, a modern canteen and an old playground
6	Mais il n'y a pas de gymnase – c'est affreux !	But there isn't a gym – it's awful !
7	J'ai trois ou quatre cours par jour.	I have three or four lessons a day.
8	Les cours commencent à neuf heures moins vingt	Lessons start at twenty to nine in the morning
9	Et ils terminent à quinze heures	And they end at 3 o'clock in the afternoon.
10	J'étudie dix matières dont l'anglais, les maths et les sciences	I study ten subjects including English, Maths and Science.
11	Mais je dois admettre que ma matière préférée c'est le dessin	But I must admit that my favourite subject is Art
12	Car c'est plus créatif que l'histoire	Because it is more creative than History
13	Et le prof n'est pas trop sévère	And the teacher isn't too strict.
14	Dans mon école, il y a beaucoup de règles et je pense que ce n'est pas juste.	In my school, there are lots of rules and I think that is it unfair.
15	Par exemple, il faut être à l'heure et	For example, one must be on time and
16	Il ne faut pas mâcher de chewing-gum.	One must not chew gum.
17	Finalement, il faut porter l'uniforme	Finally, one must wear a uniform
18	Qui est très inconfortable à mon avis	Which is very uncomfortable in my opinion
19	Je dois porter une chemise bleue avec	I must wear a blue shirt with
20	Une cravate à rayures, un pantalon noir	A stripy tie, black trousers
21	Et aussi des chaussures noires.	and black shoes too.
22	Si j'étais la directrice, l'uniforme serait un jean et un pull car c'est vachement plus cool	If I were the headteacher, the uniform would be jeans and a jumper because it is much cooler.

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
pourtant	however

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 facile **que**	**as** easy **as**
le plus utile	**the most** useful
le moins difficile	**the least** difficult

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

6) Negatives	
Je **n'**étudie **pas**	I do **not** study
Je **n'**étudie **jamais**	I **never** study
Je **n'**étudie **que**	I **only** study
Je **n'**étudie **guère**	I **hardly** study
Je **n'**étudie **plus**	I **no longer** study

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	
J'étudie	I study
J'ai	I have
Je porte	I wear
C'est	It is
Il y a	There is / there are

9) Past Tense	
J'ai étudié	I studied
J'ai eu	I had
J'ai porté	I wore
C'était	It was
Il y avait	There was / there were

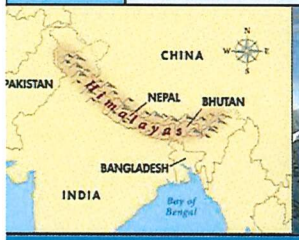
10) Future Tense	
J'étudierai	I will study
J'aurai	I will have
Je porterai	I will wear
Ce sera	It will be
Il y aura	There will be

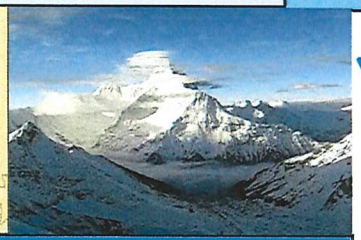
Year 8 Geography Summer Term
Borders

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.





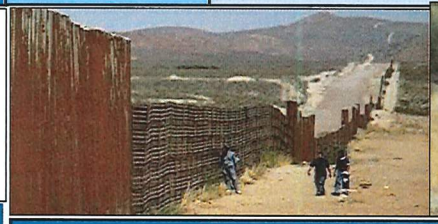
Types of Migration

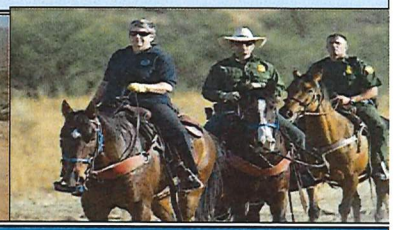
International Migration	If someone moves to the UK from another country.
Forced Migration	If someone has been **forced to leave** their home because of conflict.
Emigration	When you **leave** a country you are an **emigrant**.
Rural to Urban Migration	If I move from a village in Hampshire to London.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

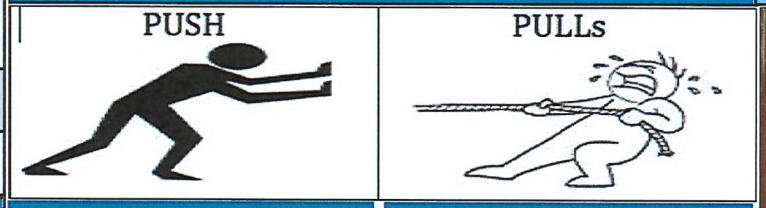




Types of Border

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.

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

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

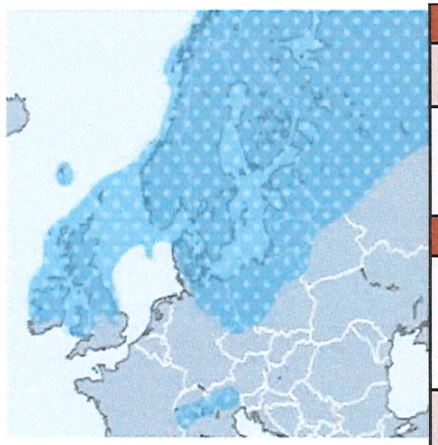
How does ice shape the land?	
Glaciers	A **slowly moving** river of ice that shapes the land as it moves.
The last Ice Age	In the last **Ice Age** most of **Northern Europe** was covered in ice. For example **Scandinavian countries** including **Sweden** and **Finland** were completely covered in ice. Some countries such as the **UK** were partially covered. The ice in the **UK** particularly covered large areas of **Scotland, Wales and Northern Ireland.**

Glacier Key Terms	
Erosion	The **wearing away** of the land due to **ice.**
Plucking	Melted water at the base & sides of the glacier **freeze onto rock**, as the glacier moves the rock gets **pulled away** by the ice.
Abrasion	Pieces of **rock** that are **embedded** (in) the ice because of **plucking, scrape** and **grind** against the land **wearing it away.**

Land shaped by Ice	Land shaped by Rivers
Glaciers create U shaped valleys, there is more **jagged rock** due to **weathering** due to the **cold temperatures**- ***glaciers are more powerful than rivers due to their weight.***	**Rivers** create **V shaped valleys**, there is less jagged rock- ***rivers are less powerful than glaciers.***

Glacial Landforms	
Corrie (e.g. Cadair Idris, Wales)	A **corrie** is an armchair-shaped hollow found on the side of a mountain. This is where a **glacier forms.**

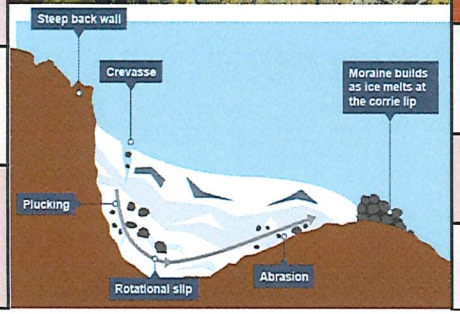
How does a Corrie form?	
1. **Snow collects** in a **sheltered hollow** on the side of a mountain. This is usually on **North-facing** slopes in the northern hemisphere. The **snow doesn't melt** in the summer because it is high up, sheltered and cold.	4. The **base of the corrie** becomes deeper due to **abrasion.**
2. Every **winter**, more snow collects in the **hollow.** This becomes **compacted** and the air is **squeezed** out leaving **ice.**	5. As the **glacier** gets heavier it moves downhill. The glacier moves out of the hollow in a circular motion called **rotational slip.**
3. The **back wall** of the corrie gets **steeper** due to **freeze-thaw weathering** and **plucking.**	6. Due to less **erosion** at the front of the glacier **a corrie lip** is formed.
	7. After the glacier has melted a lake forms in the hollow. This is called a **corrie lake or tarn.**



Ice covered land

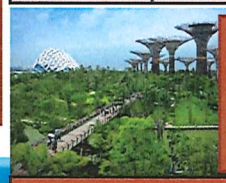
Year 8 Geography Summer Term Amazing Places

In this topic you will learn about some of the world's most amazing places and fascinating geographical phenomena.



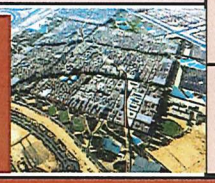
Sustainable Cities	
Sustainability	Meeting the needs of today and meeting peoples' needs in the future.
Sustainable Urban Living	A **sustainable city** offers a **good quality of life** to current residents but doesn't reduce the opportunities for **future residents** to enjoy.

Features of Sustainable Cities	
Water Conservation	**Sustainable Cities** think about how they use **water** to make sure **there is enough in the future.** *E.g. collecting rainwater, turning taps off, installing water meters, installing toilets that use less water.*
Energy Conservation	**Sustainable Cities** think about how they use **energy** to make sure **there is enough in the future.** *E.g. using renewable energy, government incentives, encouraging people to use less electricity in their homes*
Creating Green Spaces	**Sustainable Cities** try and have open and green spaces as much as possible to encourage **healthy lifestyles** and to **reduce CO2.** *e.g. parks and living walls.*
Waste Recycling	**Sustainable Cities** try and **reduce the amount of waste going to landfill** as much as possible to reduce environmental damage and use of resources *e.g. by encouraging recycling, encouraging free cycling and making recycling easier.*



←Singapore

Masdar, UAE→

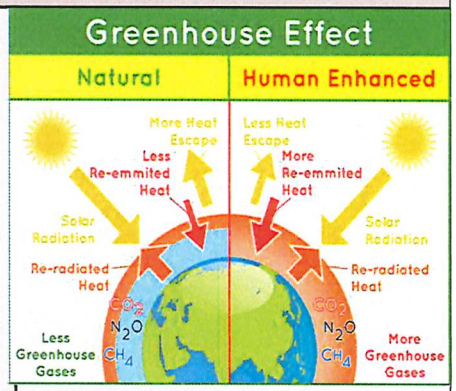


Human Enhanced Greenhouse Effect

Since the **mid-late 20th century, human activities** have caused an **increase in global temperatures**, because of the **enhanced greenhouse effect.**

More CO2/ Methane in the atmosphere due to human activities leads to **more solar radiation being trapped** in the atmosphere leading to **warmer temperatures.**

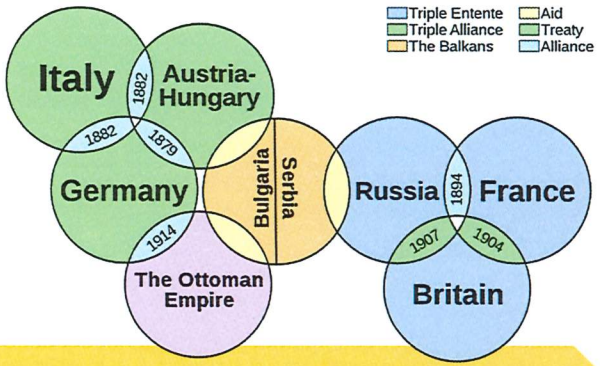
Greenhouse Gasses (CO2, methane etc) trap solar radiation.



Causes of Enhanced Greenhouse Effect	Effects of Increased Global Temperatures
Deforestation: Trees store **CO2** when they are **cut down** this is released into the atmosphere, **trapping more solar radiation.**	**Rising Sea Levels:** As **glaciers melt** because of warmer temperatures this water **returns to the sea** causing flooding in low lying areas such as the **Maldives.**
Agriculture: Farming cows releases **methane** into the atmosphere, this is a **greenhouse gas** which traps more **solar radiation.**	**More extreme weather:** Depending on the location, more **droughts** and **storms/floods** can occur due to changes in global temperatures.
Fossil Fuels: Burning fossil fuels **(coal, oil & gas)** releases **CO2** this is a **greenhouse gas** which traps more **solar radiation.**	**Shrinking Sea Ice: Ice sheets** in the **Arctic** will **shrink** due to warmer temperatures affecting animals such as **Polar Bears.**

Climate Change in the Past	
What is Climate Change?	A change **in global or regional climate patterns,** in particular a change apparent from the **mid to late 20th century onwards** and caused largely by the **increased levels of carbon dioxide** produced by the use **of fossil fuels.**
Historical Climate Change?	In the past (400,000 years) our climate has **naturally** fluctuated (gone up and down). **Interglacial periods:** periods of warmer than average temperatures. **Glacial periods:** periods of colder than average temperatures e.g. Ice Ages.

Natural Causes of Climate Change	
Orbital Changes	*The way the earth orbits the sun changes, **for example** the path of the Earth's orbit around the sun changes from almost a perfect circle to an ellipse (oval) and back again about every 100,000 years. **This leads to** the Earth receiving more/less solar radiation from the sun, **for example** if Earth receives more energy it will warm. Orbital changes may have causes the glacial and interglacial cycles of the quaternary period.*
Volcanic Eruptions	*Major volcanic eruptions eject large quantitates of material **such as** ash and sulphuric acid into the atmosphere. Some of these particles reflect the sun's rays back out to space, so the Earth's surface **cools.** Volcanic activity may cause **short-term changes** in climate. **In 1991 Mt Pinatubo in the Philippines erupted, reducing global temperatures by 1degrees for 2 years.***
Solar Output	*The sun's output of energy is not constant, it changes in short cycles of about 11 years. When there are more sunspots on the sun, the sun's solar output is increased **therefore** leading to a warmer climate. When the sun's solar output is decreased **this leads to** a cooler climate.*



1906	The British produce the first Dreadnought battleship, beginning the naval race.
1907	The Triple Entente is formed of Britain, France and Russia. The countries agreed that they would help each other if a war broke out.
1908	1908: Austria-Hungary takes over Bosnia, angering Russia and Serbia.
1911	France takes over Morocco, which leads the Kaiser to send a gunboat to a port in Morocco, escalating tension.
28th June 1914	Franz Ferdinand and his wife are assassinated in Sarajevo.
28th June 1914	Austria-Hungary declare war on Serbia in retaliation.
1st August 1914	Germany declare war on Russia to protect Austria Hungary.
3rd August 1914	Germany declares war on France and begins the Schlieffen Plan, invading Belgium on its way to capture Paris.
4th August 1914.	Britain declares war on Germany, fulfilling its promise to protect neutral Belgium.

Year 8 History: Term 3

Causes of WW1

Key People:

Franz Ferdinand	The heir to the throne of Austria-Hungary. His murder in 1914 is seen as the final straw which led to war.
Gavrilo Princip	A terrorist for the Serbian Black Hand Gang. He assassinated Franz Ferdinand in June 1914.
Kaiser Wilhelm II	The Emperor of Germany until 1918. He wanted Germany to become the most powerful state in Europe.
Tsar Nicholas II	The Russian Emperor. He made the decision to enter the war to protect Serbia from Austria-Hungary.
King George V	On 4 August, King George V declared war on the advice of his prime minister, H. H. Asquith.

- **Triple Alliance**: A political alliance between Germany, Austria-Hungary, and Italy.
- **Triple Entente**: A political alliance between Britain, France, and Russia.
- **Arms Race**: A competition between countries to make the most weapons and biggest armies.
- **Nationalism:** The belief that your nation is more important or better than others.
- **Imperialism**: When a country wants to take over other countries to create an Empire.
- **Militarism:** The belief that a country should have a very strong military.
- **Dreadnought:** A type of battleship, invented by the British, which was one of the most powerful.

Year 8 History: Term 3

WW1

Life in the Trenches

Trenches were damp and dirty. They were very **muddy, uncomfortable,** and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as **trench foot**.

Rats were a constant problem. They thrived in horrific conditions. Men also lived with lice which made them itch terribly.

Men lived in constant fear of death or injury. They faced **gas attacks, shell fire, snipers**, and **infection.**

Propaganda was used to encourage men to join up. By **1916** men were **conscripted** meaning that all men aged 18-41 had to fight.

During the war**, new technology** was introduced. This included **planes, tanks, machine guns, submarines.** The first tank was created in **1915**, it could get over barbed wire and move through no-man's land.

65 million people fought in WW1

Empire

Great Britain, Germany, Russia and Austria-Hungary all ruled empires. Britain's colonies sent over **two and a half million men** to fight for Britain during the war.

India sent the most soldiers. Colonies as far away as **Canada, Australia, New Zealand, South Africa and Rhodesia** (which is now Zimbabwe) also sent thousands of soldiers.

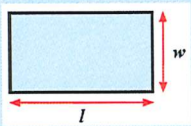
- **Armistice:** An agreement to end fighting.
- **Conscription:** The requirement by law to join the army
- **Front line**: The area where armies engaged in fighting.
- **Trenches:** Ditches dug into the ground where soldiers lived.
- **Propaganda**: False or misleading information to convince someone of an idea.
- **Conscientious Objector:** Someone who refused to go to war.

Aug 1914 Germany invades Belgium	Oct 1914 Battle of Ypres	Dec 1914 Christmas Truce	April 1915 Gas attack at Ypres	April 1915 allied landing at Gallipoli	February 1916 Britain introduces conscription	July 1916 Battle of Somme	July 1917 USA declares war on Germany	November 1918 Armistice signed	June 1919 Treaty of Versailles signed

Year 8 Mathematics Key Information

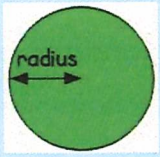
Area of a Rectangle

$A = l \times w$



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

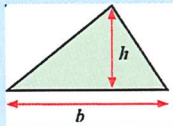
1km = 1000m
1m = 100cm
1cm = 10mm

Prime Number

A number that has exactly 2 factors
2, 3, 5, 7, 11, 13, ...

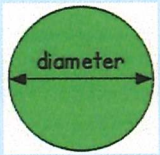
Area of a Triangle

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



Circumference of a Circle

$C = \pi \times d$



Metric Mass Conversions

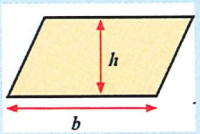
1 tonne = 1000kg
1kg = 1000g
1g = 1000mg

Square Number

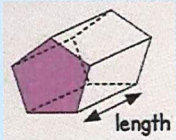
A number multiplied by itself
$5^2 = 5 \times 5 = 25$

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, divided by the number of values

Metric Capacity Conversions

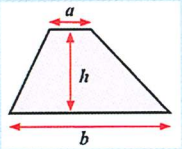
1l = 1000ml
1l = 100cl
1cl = 10ml

Cube Number

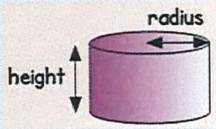
A number multiplied by itself and then itself again
$5^3 = 5 \times 5 \times 5 = 125$

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

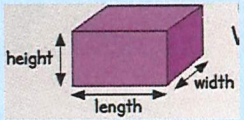
The most common value in the data set

Multiple

The first 5 multiples of 12 are 12, 24, 36, 48 and 60

Volume of a Cuboid

$V = l \times w \times h$



FDP Conversions

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

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

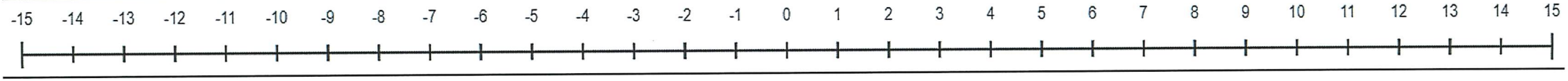
$\frac{1}{3} = 0.\dot{3} = 33.\dot{3}\%$

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

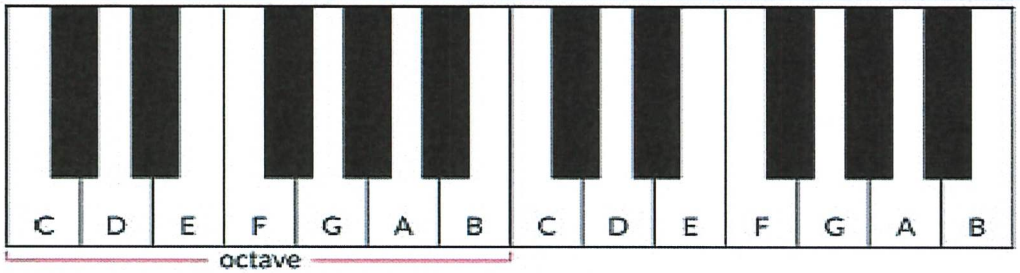
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40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



KEYBOARD SKILLS

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

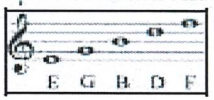


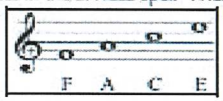
A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano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

B. Treble Clef & Treble Clef Notation

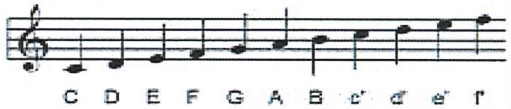
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right 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"



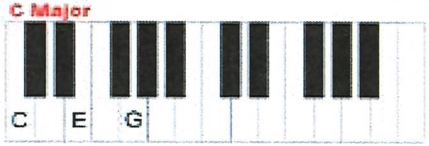


Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

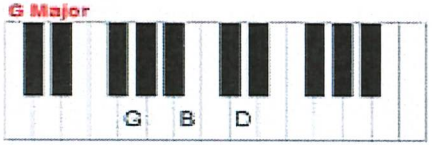


C. Keyboard Chords

C Major



G Major

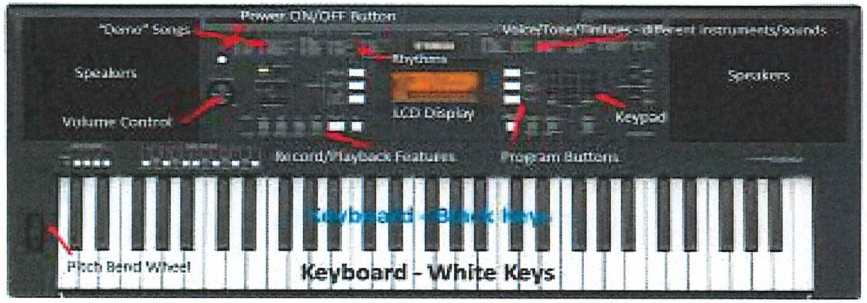


F Major

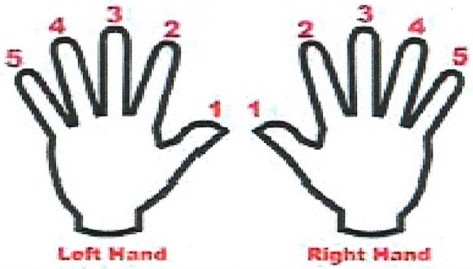
A Minor

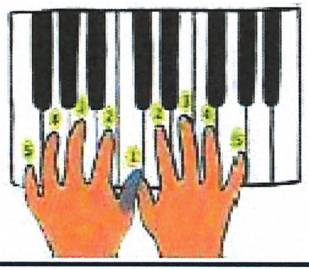
Play one – Miss one – play one – miss one – play one

D. Keyboard Functions



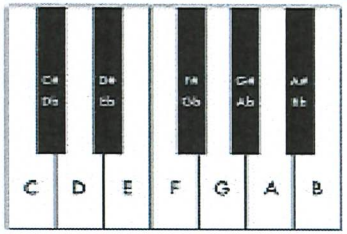
E. Left Hand/Right Hand (1-5)





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

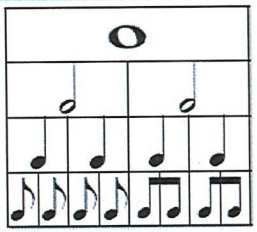
What instruments are playing ?

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

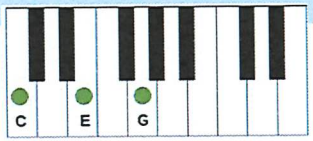
The quality or colour of the sound

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

Summer Term

TEENAGE PREGNANCY

Define: *Teenage Pregnancy*

When a girl aged 13-19 gets pregnant. However, when people talk about 'teen mothers' they are usually talking about ages 12-17. Pregnancy can happen as early as 9, however.

Define: *CSA*

Child Support Agency – this service helps young parents gain funds they are entitled to, for example if one parent is absent.

Recall: *Contraception*

Different items couples can use to avoid unwanted pregnancy

Recall: *Condoms*

Barrier contraceptive and helps prevents STIs

Where to go for help

Speak to your tutor/HoH or the Bridge
Visit your GP or Sexual Health Centre
www.nhs.uk
www.brook.org.uk

ONLINE SAFETY

Define: *E-Safety*

Strategies and systems to help people stay safe online.

Define: *Digital Citizenship*

Accepted ways on behaving whilst engaging in online activity.

Define: *Cyber Bullying*

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Define: *Hacking*

Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.

Define: *Grooming*

When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behavior or radical beliefs.

Define: *Digital Footprint*

The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

PERSONAL SAFETY & FIRST AID

Define: *Personal Safety*

Your level of protection from potential harm. This is what you consider to ensure you minimise or prevent risks to yourself.

Define: *First Aid*

The essential basic medical skills we need to help others who are hurt or in times of emergency. These skills are often used whilst waiting for health professionals to arrive.

DANGER

RESPONSE

AIRWAY

BREATHING

CIRCULATION

Where to go for help:

At School: Student Reception/any teacher
In the Community: Library/other schools

Where to go for more information or advice:

www.nhs.uk
www.sja.org.uk

www.surrey.police.uk
www.hampshire.police.uk
crimestoppers-uk.org

Year 8

PSHE KNOWLEDGE ORGANISER

Summer Term

DISCRIMINATION

Recall:
Discrimination

What is discrimination in simple words?

Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

Define:
Disability Discrimination

Direct discrimination is where you are treated less favourably because of your disability than someone without a disability would be treated in the same circumstances.

Define:
LGBTQ+

LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities

Describe:
Ally

A heterosexual and cisgender person who supports and/or accepts equal civil rights, gender equality, and LGBT social movements, challenging what they perceive as homophobia, biphobia, and transphobia

Understand:
Impact of unintended harm

Just because someone did not intend to be prejudice/discriminatory does not lessen the impact on the person experiencing it.

The appropriate response is to acknowledge your mistake, apologise to the other person and move more carefully in future.

Apply:
Withdraw and report

You won't always want to challenge discrimination directly. The situation could make you feel so unsafe or uncomfortable that all you want to do is walk away - and that's absolutely fine. Withdraw from what's happening and report what you've heard to a teacher, parent or another adult you trust.

Define:
The Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

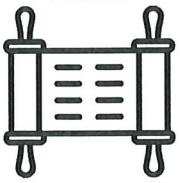
RESPECT
EVERY PERSON MATTERS

Where to go for more information or advice:
Speak to your tutor/HoH/The Bridge

www.childline.org.uk 0800 1111
www.report-it.org.uk
www.gov.uk
www.citizensadvice.org.uk
www.stonewall.org.uk

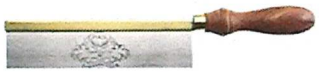
Year 8 Term 3 Judaism

Key Words			
Judaism	The religion of the Jewish people	**Mitzvot**	Jewish laws (there are 613 in total); the singular is mitzvah.
Jew	The word 'Jew' came from the name of the southern kingdom of the promised land – Judah, where many Israelites were living 2700 years ago.	**Pesach/Passover**	A festival when Jews remember the Angel of Death passing over the houses of the Israelites and freedom from slavery.
monotheist	Someone who believes in one God.	**Seder Meal**	A symbolic meal shared by families during Pesach/Passover.
polytheist	Someone who believes in more than one god. At the time that Judaism began polytheists often worshipped statues known as **idols.**	Abraham and Isaac	Patriarchs; Abraham is a prophet who God tested; he was asked to sacrifice his son; God's covenant was that his descendants would be blessed and as many as the stars in the sky
Tanakh	The Jewish holy book. It contains the **Torah** (law) which is the most important holy text for Jews. It also contains the nevi'im (prophets) and Ketuvim (writings). It was written in **Hebrew.**	**Messiah**	A word used to refer to a future king descended from King David who would return Jews to Israel, bring peace, build the Third Temple and have a son who would be his heir. Some Jews are still waiting for the Messiah to come.
Covenant	An agreement or promise between God and people.	Moses	A prophet; led the Hebrews from slavery and was given the 10 Commandments by God

Key Ideas			
History 	Judaism began about **4000** years ago. There are approximately **14 million** Jews in the world today. Over 6 million Jews live in Israel, over 5 million live in the USA and approximately 260,000 live in the UK. There are two main groups or branches in Judaism: **Traditional** (also known as **Orthodox**) and **Progressive** (also known as **Reform**).		
Nature of God 	Jews are **monotheist** and Judaism teaches that there is one **all-powerful God** who created everything and who wants humans to live their lives following his rules.	All Jews believe that they have a special relationship with God. This relationship is called the **covenant**. Jews promise to obey God's laws to say thank you to him for looking after them.	
Worship 	Jews worship God in a **synagogue**. The services in the synagogue are led by a religious leader called a **rabbi**, which means 'teacher' in **Hebrew**. The **Torah** is kept in the **Ark**, a cupboard in a synagogue where the handwritten Torah scrolls are stored. When reading the Torah, Jews use a **Yad** or pointer so they do not touch the sacred text. The **Ner tamid** is a symbolic light in front of, or above the Ark; it means everlasting light.		
Beliefs 	The Jewish **Tanakh** (scriptures) are also important in Christianity where they are referred to as the Old Testament. In Judaism, they are called the Tanakh, which is a Hebrew acronym for the three different parts:		
	The **Torah** which is the first five books, and regarded as the holiest because they contain God's law.	The **Nevi'im** which are the books of the prophets.	**Ketuvim** which are other important writings.
	Shabbat (the Sabbath) is the most important time of the week for Jews. It begins on Friday evenings and ends at sunset on **Saturdays**. During Shabbat, Jews remember that God created the world and on the seventh day he rested. Jews believe God's day of rest was a Saturday.		
Prophets 	**Abraham** is an important figure in the Jewish, Christian, and Islamic religions. He is considered to be the **patriarch**, or founding father, of the nation of Israel. Abraham was tested by God many times and the final test was to **sacrifice** his son, Isaac. Because of his faith and commitment to God, he was promised his descendants would be **blessed** by God and they would be as numerous as the stars in the night sky. **Moses** was saved as a baby by the Pharaoh's daughter, God spoke to him from a burning bush and promised the **Ten Plagues**. These **miraculous** plagues forced the Pharaoh to free the Hebrew slaves. They left Egypt in the **Exodus** and God gave Moses the **Mitzvot** (commandments).		

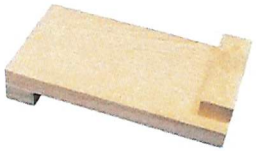
Product Design – Amps

Tools and Equipment



Gents Saw: To saw materials in a straight line.

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

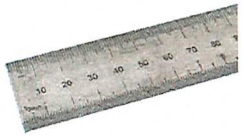


Bench Hook: To hold materials in place.

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.

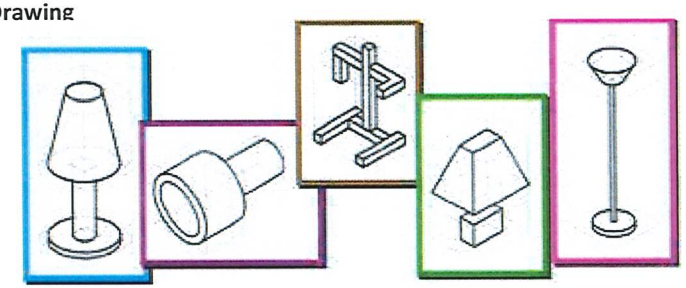
Belt Sander: To sand materials down.

Annotating
All of your work must be accompanied by a brief annotation.
WHAT
What have you done?
What was your inspiration?
HOW
How did you come up with your ideas?
How did you create the piece?
How does the piece link to your artist/designer?
WHY
Why did you make the piece, how does it link to the project?
Why did you make the piece that way?

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

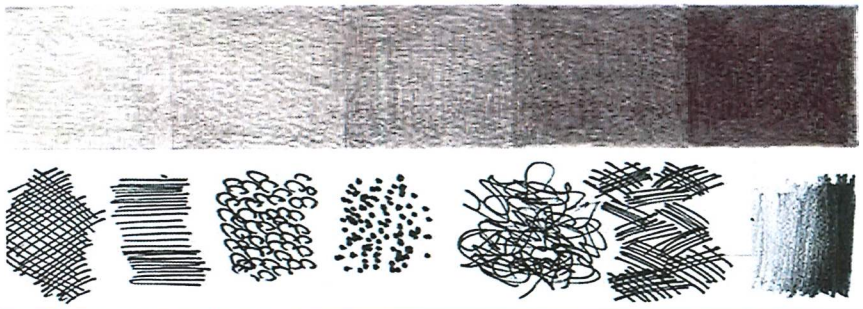
- **Aesthetics** – Shape, appearance, features, colours, design.
- **Cost** – How expensive is it/does it look/would it cost to make?
- **Customer** -How it is an effective product in relation to the user
- **Environment** – How environmentally friendly is it?
- **Safety** – Is it safe to use, was it 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?

3D 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.

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



Science: Waves

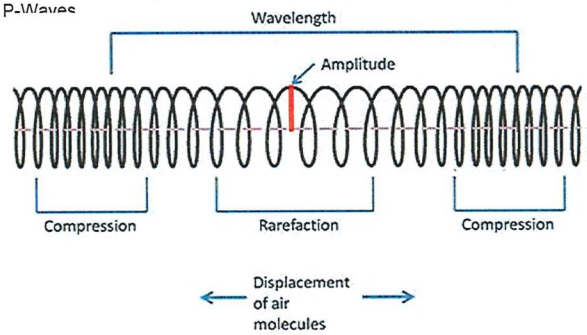
Keyword	Definition
Angle of Incidence	Angle between the normal and incident ray.
Angle of reflection	The angle between the reflected ray and the normal.
Diffuse Scattering	When light is reflected off a surface in all directions.
Dispersion	Spreading out of the different wavelengths of light, caused by refraction of light as it passes through a prism.
Frequency	The number of waves produced each second. The unit of frequency is hertz (Hz).
Amplitude	The maximum height of a wave from the middle of the wave to its peak or trough.
Wavelength	The length of a single wave, measured from one wave peak to the next.
Pitch	The frequency of a sound. Sounds with a high pitch have a high frequency.
Incident Ray	Light ray moving towards a surface or boundary.
Reflected Ray	Light ray leaving a surface or boundary.
Law of reflection	In reflection at a surface, the angle of incidence equals the angle of reflection.
Spectrum	A series of similar waves arranged in order of wavelength or frequency.
Echo	A sound caused by the reflection of a sound wave from a smooth surface back to the listener.

Further Reading:

https://www.bbc.com/bitesize/guides/zq7thyc/revision/1
https://www.bbc.com/bitesize/guides/z8d2mp3/revision/1

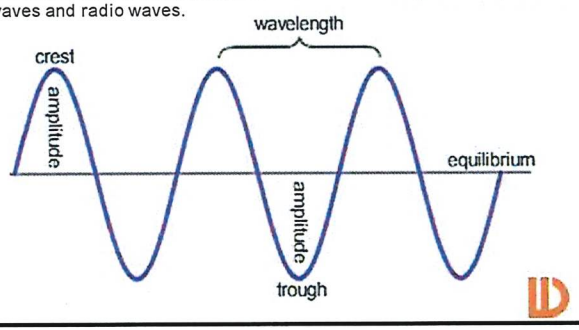
Longitudinal Waves

In longitudinal waves, the vibrations are parallel to the direction of wave travel. Examples are: Sound Waves, Ultrasound Waves, Seismic P-Waves



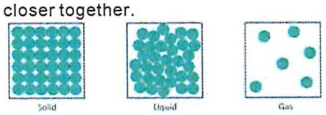
Transverse Waves

In transverse waves, the vibrations are at right angles to the direction of wave travel.
Examples include: Ripples on water, vibrations on a guitar string and a Mexican Wave. Electromagnetic waves such as light waves, micro waves and radio waves.



Speed of Light
300,000km/s
Speed of Sound (air)
343m/s

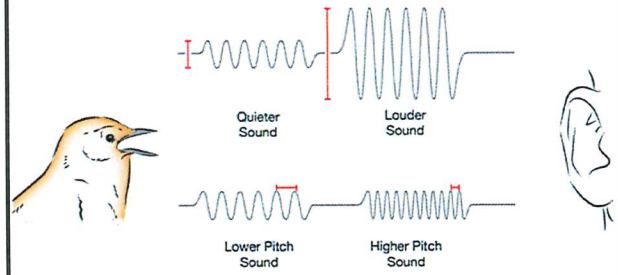
Light can travel through a vacuum but sound cannot. Sound needs a medium to travel through either a solid, liquid or gas. Sound travels fastest in a solid because the particles are closer together.



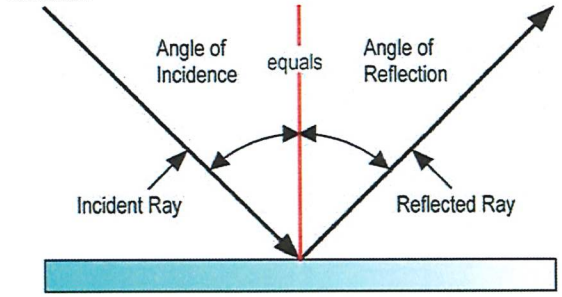
Light waves can travel through a vacuum, but sound waves require particles to travel.

Calculating Speed

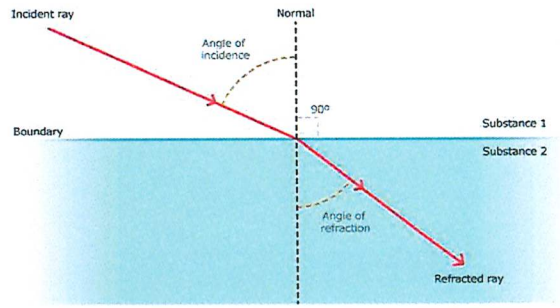
$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$



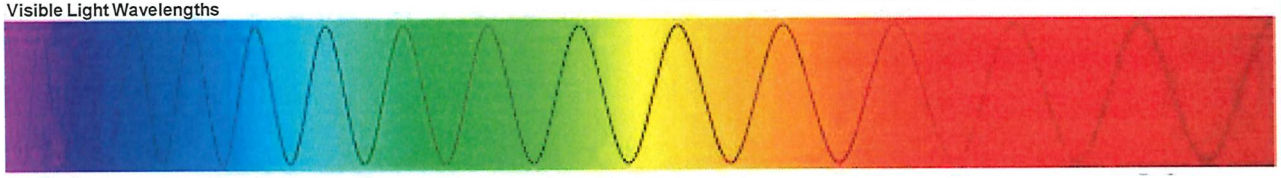
Reflection



Refraction



Visible Light Wavelengths



Science Year 8: Chemical Reactions

Chemical vs physical reactions

Physical reaction

A reaction where no new product is made and is easily reversible. (this means you can change it back)

Chemical reaction

A reaction where a new substance is made and is irreversible (this means that you can't change it back)

Types of reaction

Oxidation Reactions

In an oxidation reaction, a substance gains oxygen. Metals and non metals can take part in oxidation reactions. Metals react with oxygen in the air to produce metal oxides. For example, copper reacts with oxygen to produce copper oxide when it is heated in the air.

Copper + Oxygen → Copper Oxide

$2Cu + O_2 \rightarrow 2CuO$

Thermal Decomposition

Some compounds break down when heated, forming two or more products from one reactant. Many metal carbonates can break down easily when heated:

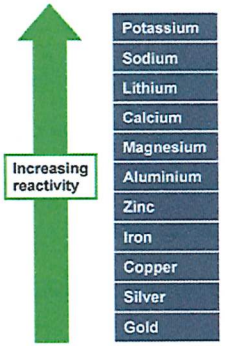
Copper Carbonate → Copper Oxide + Carbon Dioxide

We can test for carbon dioxide using limewater. Limewater is colourless, but turns cloudy when carbon dioxide is bubbled through it.

Reactivity and displacement

Reactivity series

Some metals are very unreactive. This means they don't take part in chemical reactions. For example platinum. Some metals are very reactive and they take part in chemical reactions easily to form new substances.

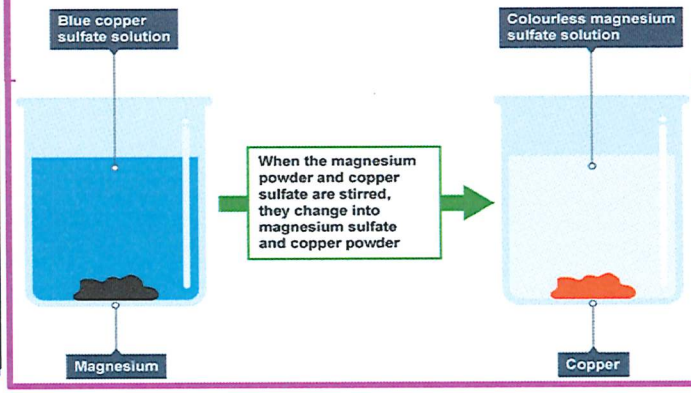


Displacement Reactions

Displacement reactions involve a metal and a compound of a different metal. In displacement reactions, a more reactive metal will displace a less reactive metal from its compound.

Magnesium + Copper Sulfate → Magnesium Sulfate + Copper

Magnesium is more reactive than copper, so it displaces (takes the place of) the copper within the compound.



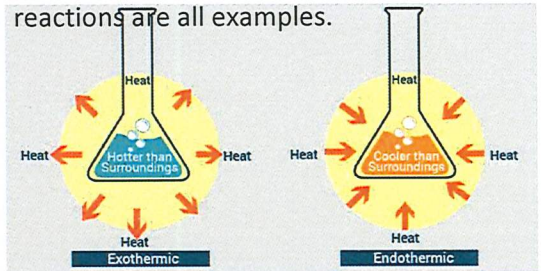
Energy changes

Endothermic Reactions

In an endothermic reaction, thermal energy is taken in from the surroundings, therefore there is a temperature decrease. Thermal decomposition is an example.

Exothermic Reactions

In an exothermic reaction, thermal energy is given out to the surroundings, therefore there is a temperature increase. Combustion, oxidation and neutralisation reactions are all examples.



Keyword	Definition
Exothermic	Reactions that give out heat
Endothermic	Reactions that take in heat
Oxidation	Reaction of other elements with oxygen
Combustion	Burning fuel with oxygen
Fuel	Contain hydrocarbon Compounds. Hydrocarbons are made up of hydrogen and carbon.

The periodic table of the elements

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

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

**** The elements with atomic numbers from 58 to 71 are omitted from this part of the periodic table.***

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

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	however

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 estudio	I do **not** study
Nunca estudio	I **never** study
Solo estudio	I **only** study
Apenas estudio	I **hardly** study
Ya no estudio	I **no longer** study

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 estudio	I study
Yo tengo	I have
Yo llevo	I wear
Es	It is
Hay	There is / there are

9) Past Tense	
Yo estudié	I went
Yo tuve	I had
Yo llevé	I wore
Era	It was
Había	There was / there were

10) Future Tense	
Yo estudiaré	I will study
Yo tendré	I will have
Yo llevaré	I will wear
Seré	It will be
Habrá	There will be

Notes

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