KNOWLEDGE ORGANISER BOOKLET

YEAR 8 – CYCLE 3

2025-2026

Name:

Tutor Group:

Contents

Instructions for Use

For all of your subjects, there are certain **facts** that you **need** to know in order for you to best understand the content you study in lessons.

In this booklet are ***Knowledge Organisers*** for each subject which contain the core concepts that you have to know to be successful in your lessons.

The **first 15 minutes** of Home Learning is the same in all subjects (apart from Maths) and should be completed in your single **Home Learning exercise book**:


Look: read a specific section of the *Knowledge Organiser*.


Cover: cover it over or put it to one side;


Write: from memory, write out as much of the information as you can remember for that section;


Check: check back with the *Knowledge Organiser*. Anything missing or incorrect, add in purple pen.


Review: information you didn't recall the first time you may wish to check in a different format, such as repeating the process or creating revision cards.

The next lesson, your teacher will check that you have completed this process and you will be quizzed in your subject lesson to see what you can recall.

Instructions for Use : Example

Show My Homework **for Geography says: ‘Knowledge Organiser: How to Read Grid References’.**

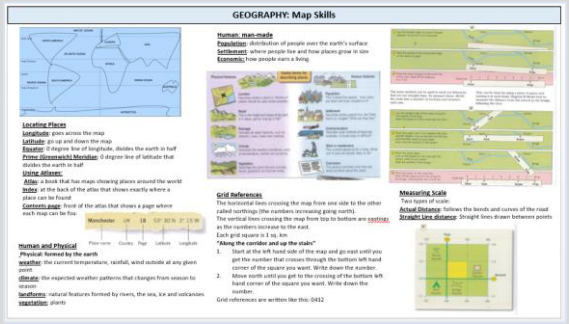
1. L**OOK:** carefully read the section of the *Knowledge Organiser* which you are learning.

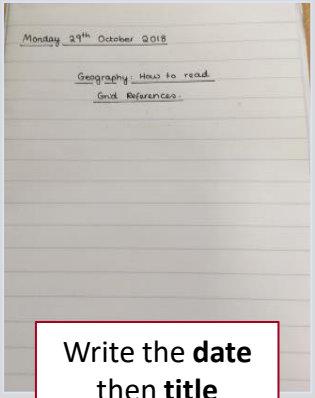
2. **COVER:** cover it over or put it to one side.

3. **WRITE:** write out as many details as you can from memory.

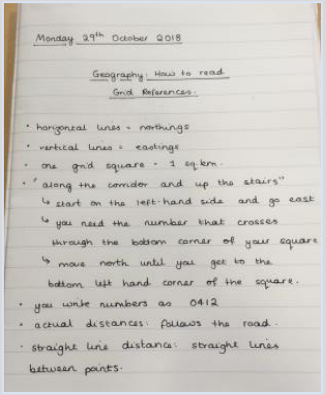
4. **CHECK:** check back over your answer with the *KO*. Anything which is missing or incorrect, add in in **purple pen**.

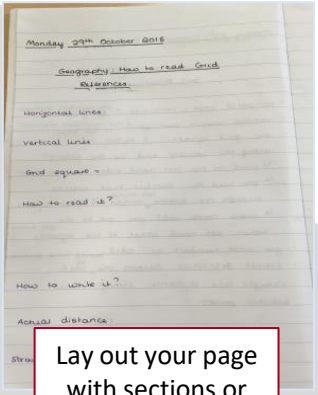
5. **REVIEW:** if you had significant gaps or parts you didn’t understand, repeat the process from Step 1.



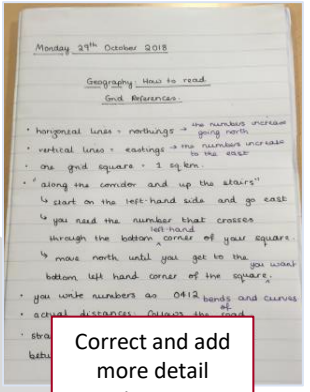


Write the **date** then **title** (**subject: focus**)





Lay out your page with sections or questions to help



Correct and add more detail using your purple pen.

sparx is your Maths homelearning

You do not have a knowledge organiser for maths. This is because the best way to remember and understand mathematics is to do it. Write your Sparx password in the space below so you don't forget it.

Sparx username: .....

Sparx password: .....

How do I log on?

Go to www.sparxmaths.uk. Select ***Kingsbridge Academy*** and enter your username and password.

What do I have to do each week?

Complete all of your Compulsory Section Sparx homework and get it 100% correct. If within your hour of home learning time you should complete the target and optional sections which are designed to help you make better progress in Maths.

How long should it take?

Sparx will adjust your homework so it should take about 1 hour. If you find yourself taking longer than this you should make sure you are coming for help on the difficult bits.

When should I do it?

You should complete your Sparx homelearning in the 4 allocated 15 minute slots in your homelearning timetable

What if I get stuck or can't do it?

You can watch the videos, ask a friend or parent or ask a maths teacher (in person or by email).

Why do I get different questions to my friend?

Sparx creates a custom homework just for you – because you are an individual. We are really pleased that we are able to offer you personalised homework.

Why do I have to do 100%?

We care about you and believe that you deserve to do well in maths. Students who do all questions learn more and get better results.

Shakespeare's *Romeo and Juliet* (Reading): Knowledge Organiser

English

Key Vocabulary

	Word	Example:
	**hierarchy** – things or people being ranked by status	In Elizabethan England all people lived within a strict social **hierarchy**
	character function – the purpose of a character	Juliet's **character function** is to challenge expectations of a patriarchal society
	**character development** – how a character develops (changes)	Juliet's **character develops** in Act 1 from innocent to conflicted
	**tragedy** – a genre where things go horribly wrong for the main character(s), and there is lots of death	Shakespeare's play *Romeo and Juliet* is a tragedy involving two star-crossed lovers.
	**Prologue** - an opening to a story that establishes the context and gives background details.	Shakespeare's **prologue** foreshadows the tragic end for Romeo and Juliet

Other key terms

innocent – not having much experience of life	**obedient –** willing to do what you are told to do
conflicted – confused because you have two or more feelings about something that are opposite	**independent –** not controlled or ruled by anyone else

Writer's Craft

dramatic irony	when the **audience** is aware of things that the **characters** don't know
imagery	the use of words to describe ideas or situations and build a picture in the mind
simile	describing one thing as being another, using *like* or *as*: 'It's like an oven'
metaphor	describing one thing by saying it *is* something else: 'This room is an oven'
oxymoron	Where two words with opposing meanings are used next to each other.
sonnet	a poem (typically a love poem) with 14 lines
soliloquy	A character speaking their thoughts aloud, regardless of any hearers
foreshadowing	to warn or indicate about a future event

Academic Writing

	**hedging language** – words and phrases that are used to present ideas as possible rather than certain.	Shakespeare **could be** presenting Juliet in this way to teach us that… Other words: **may, might, perhaps**
	Introduction – the first paragraph of an essay where you introduce the topic and outline your ideas to answer the essay question.	In 'Romeo and Juliet', Shakespeare explores the topic of… through…

What ideas is the writer exploring?
E.g. Shakespeare presents Romeo as conflicted.

→

How is the writer exploring those ideas?
E.g. Through the use of oxymorons such as …

→

Why are they exploring these ideas in this way?
E.g. Links to Elizabethan era

Shakespeare's *Romeo and Juliet* (Reading): Knowledge Organiser

English

Key Context

	Elizabethan society	England under Queen Elizabeth I (1533-1603) with very strict social rules
	Fate	The development of events outside a person's control, usually predetermined by a supernatural power.
	Great Chain of Being	A Christian **hierarchy** of all things on: God at the top; kings lower, commoners then animals lower still...
	patriarchal society	A type of society that is mostly ruled and controlled by men, in which men hold most of the power.
	role of women	In Shakespeare's time, women were expected to be wives, mothers and caregivers.

Characters

	**Romeo** - son and heir of Montague and Lady Montague. A young man aged 16 years old.
	**Juliet** - daughter of Capulet and Lady Capulet. 13 years old.
	**Friar Lawrence** - a member of a religious group within the Catholic church. Friend to both Romeo and Juliet.
	**The Nurse** - Juliet's nurse who has cared for her since she was born.
	**Lord and Lady Capulet** – Juliet's mother and father. Enemy of Montagues.
	**Lord and Lady Montague** – Romeo's mother and father. Enemy of Capulets.

Plot Overview

Act 1	A fight breaks out between members of the Capulet and Montague houses. Prince Escalus demands all fighting stops. Romeo is in love with Rosaline but she does not feel the same. Capulet talks with Paris about his plans to marry Juliet. By the end of the Act, Romeo and Juliet fall in love and kiss.
Act 2	Romeo stands at Juliet's balcony and they profess their love for each other. Romeo asks Friar Lawrence to complete the marriage in an attempt to end the family feud. Romeo and Juliet are married.
Act 3	Tybalt kills Mercutio (Romeo's friend) and Romeo kills Tybalt (Juliet's cousin' in revenge. Prince Escalus exiles Romeo from Verona. The Capulets order that Juliet is to marry Paris.
Act 4	Juliet visits Friar Lawrence and they plan to fake her death so that she can escape with Romeo. The Capulets discover Juliet's 'death', although the audience know this to be fake. Friar Lawrence sends a message to Romeo to tell him about their plan to fake her death.
Act 5	Romeo does not receive the message from Friar Lawrence about Juliet's plans to fake her death. Romeo finds Juliet apparently dead, and he kills Paris in the graveyard, drinks poison and dies. Juliet awakes to find he has died, and stabs herself. The Capulets and Montagues agree to end their feud.

Key Quotations

'star-crossed lovers' (Prologue)	'my child is yet a stranger in the world' (Act 1, Scene 2)	'ripe to be a bride' (Act 1, Scene 2)
'my only love sprung from my only hate' (Act 1, Scene 5)	'thy name is my enemy' (Act 2, Scene 2)	'These violent delights have violent ends' (Act 2, Scene 6)
'O serpent heart hid with a flowering face!' (Act 3, Scene 2)	'I will not marry yet. And when I do, I swear it shall be Romeo' (Act 3, Scene 5)	'Well, Juliet, I will lie with thee tonight' (Act 5, Scene 1)

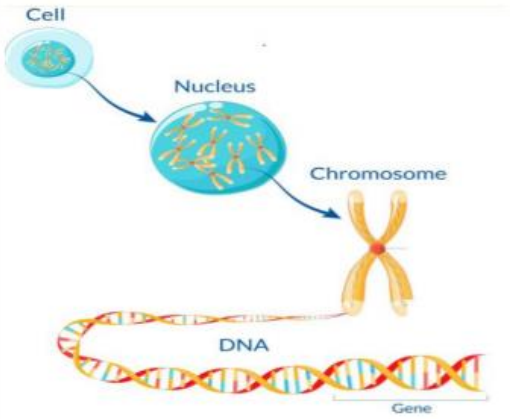
Science – Inheritance and Variation

Lesson 1 Inheritance

The genetic information of all organisms is contained in the nucleus of cells, in chromosomes, made of DNA.

Keywords in order of size (biggest to smallest):

Cell, nucleus, chromosome, DNA, gene



Gene: A section of DNA which codes for a particular characteristic.

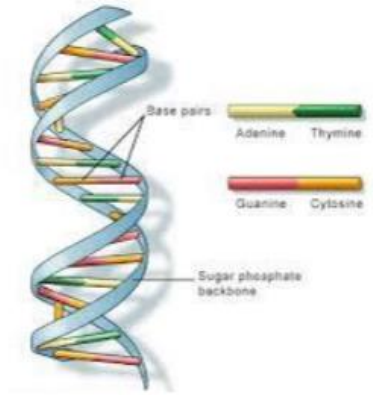
Lesson 2 Discovering DNA

DNA – Deoxyribo**n**ucleic **A**cid

DNA contains coded information that determines inherited characteristics.

DNA is found in the nucleus of cells.

The shape of DNA is a double helix (a spiral made of two strands).



There are 4 DNA bases which hold the two strands together A (adenine), T (Thymine), C (cytosine) and G (guanine).

A always pairs with T, C always pairs with G.

Lesson 3 Extracting DNA

In the practical you will extract DNA from bananas.

Method

1. Put the banana into the plastic bag, seal it and crush for about 2 minutes.
2. Add 10 cm^3 of the buffer solution to the bag with the banana and mix together for 1 minute.
3. Filter the banana mixture.
4. Pour 10 cm^3 of ice-cold 90% ethanol down the side of the beaker into the banana mixture, do not mix or stir.
5. Within a few seconds you should see a white cloudy substance form in the clear layer above the banana mixture.
6. Use a wooden splint to pull strands of this out of the top layer. This is the banana DNA.

Lesson 4 The Human Genome

Chromosomes:

Chromosomes are arranged in pairs; in humans we have 46 chromosomes arranged in 23 pairs.

The Genome: The complete set of genes in an organism.

The Human Genome Project

Scientists have sequenced the order of bases in all of the 30,000 genes of human DNA.
The project started in 1990 and was completed in 2001.

Advantages of the project:

- People's genes can be analysed for any mutations which may cause disease.
- The gene that causes breast cancer was found.
- Improves understanding of how medicines work in the body.
- Helps us to understand evolution of organisms.

Disadvantages of the project:

- May lead to 'designer babies.
- People may be under pressure not to have children or terminate pregnancies.
- Could affect insurance (life, car, medical etc.)
- Personal information is stored on databases.

Lessons 5 and 6 Variation

Variation: The differences which occur between different species and within species.

The differences are inherited through **genes**.

Half an organism's DNA comes from the father, half from the mother.

Each chromosome may have a different version of a gene. E.g. a gene for blue eyes, a gene for brown eyes.

Alleles: Different versions of a gene, that code for different versions of a characteristic.

Identical twins are the only organisms which have identical DNA so no variation.

Inherited variation:

Variation in characteristics that is a result of genetic information from parents. Examples include:

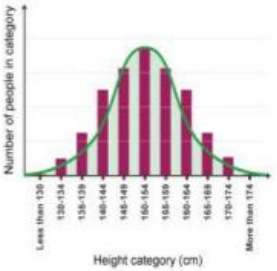
- Eye colour
- Hair colour
- Lobed or lobe less ears
- Ability to roll your tongue.

Environmental variation:

Characteristics of animal and plant species can be affected by factors such as climate, diet, accidents, culture and lifestyle.
If you eat too much food then you will become heavier. Variation caused by the surroundings is called environmental variation. Examples include your language and religion.

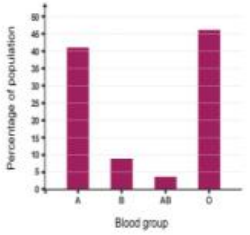
Continuous variation:

Human height is an example.
It ranges from the smallest person on Earth to the tallest. Continuous variation shows characteristics that change gradually over time.
Data is plotted on a **line graph**.



Discontinuous variation:

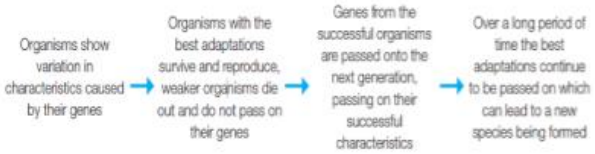
A characteristic of any species with only a limited number of possible values. Eye colour and blood group are examples.
Data is plotted on a **bar graph**.



Lesson 7 Natural Selection

Scientists believe that the organisms which we see on Earth today have gradually developed over millions of years, this is known as **evolution.**

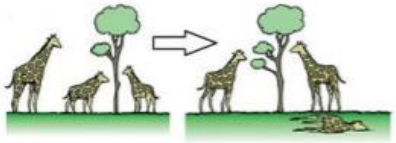
Charles Darwin came up with the concept of **natural selection**, he said that only the best adapted animals will survive to pass on their **genes**, weaker animals will die out.



One example of natural selection can be seen in giraffes.

Only the giraffes with the longest necks would be able to eat from trees

The ones with shorter necks would not be able to eat and die out.
This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks



Lesson 8 Extinction

A species will become extinct when all of a species die out.

The fossil record shows us that animals have existed in the past which have now become extinct

Extinction can be caused by:

- Changes to the environment
- Destruction of habitat
- New diseases
- Introduction of new predators
- Increased competition

Lessons 9 and 10 Biodiversity

Biodiversity is the range of different living things in an ecosystem or on Earth.

The greater the biodiversity the more stable the ecosystem.

The more diverse a population is, the more likely they are to survive environmental changes

When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in biodiversity

Scientists try to prevent extinction by:

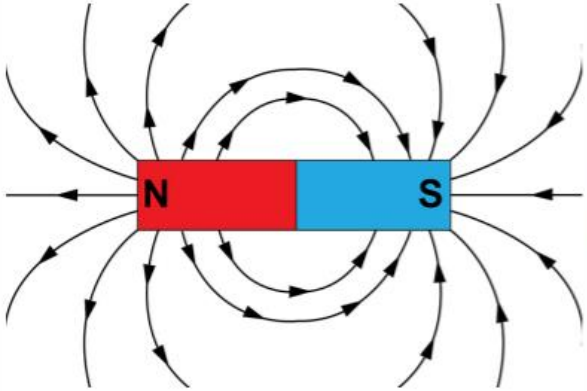
1. Conservation
2. Gene banks
3. Captive breeding

Lesson 1
Magnetic Fields

Magnetism is a non-contact force that can act at a distance

A magnetic field is the region around a magnet where a force may be felt

Every magnet has a North and South pole

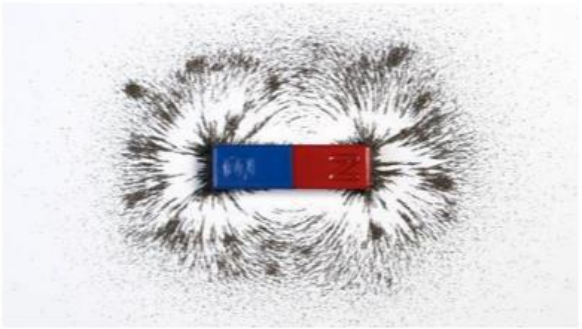


A magnetic field is shown by drawing lines showing the direction the magnetic force would act in

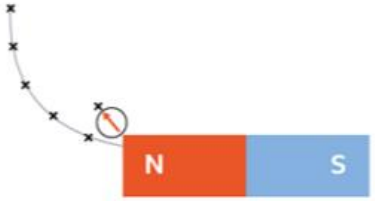
Magnetic field lines are drawn going from North to South

Lesson 2
Experimenting with Magnets

Iron filings can be used to show the shape of a magnetic field



We can also use small compasses called plotting compasses to find the direction of the magnetic field at different points around a magnet



Lesson 3
Interacting Magnets

Magnetic materials like Iron, Nickel and Cobalt are always attracted towards a magnet

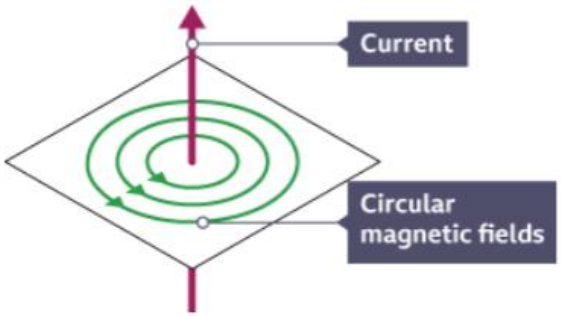
A magnet may be either attracted or repelled by another magnet

Poles of the same type (North-North or South-South) will repel

Poles of the opposite type (North-South or South-North) will attract

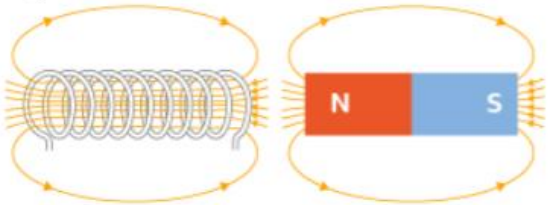
Lesson 4 Electromagnets

An electric current flowing in a wire creates a magnetic field:



The magnetic field gets weaker as you get further from the wire.

If we coil the wire up into a solenoid, the shape of the magnetic field around it is very similar to a bar magnet:



Lesson 5 & 6 Investigating the Strength of an Electromagnet

Hypothesis:
An idea that can be tested by experiment

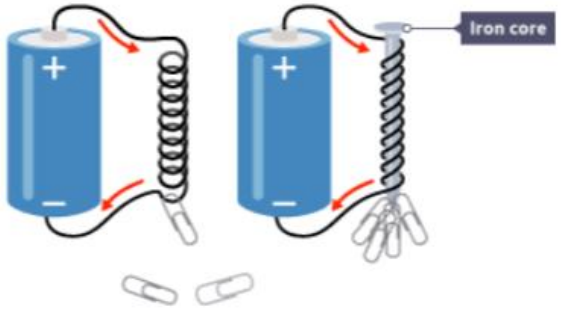
Independent Variable:
The one thing you **change** in an experiment.

Dependent Variable:
The thing you **measure** in an experiment.

Control Variable:
All of the things you **keep the same** in an experiment.

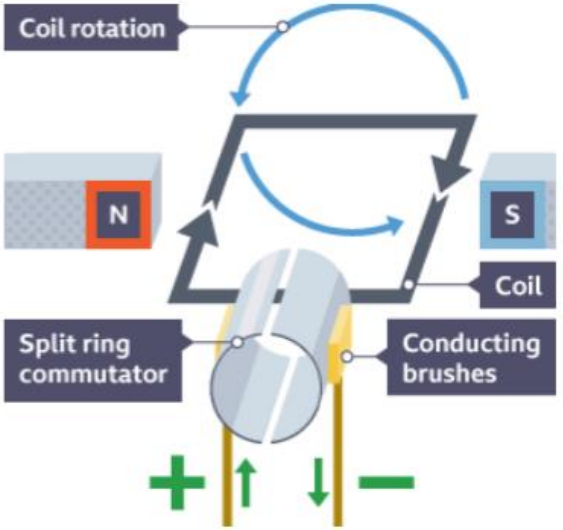
3 main factors affect the strength of an electromagnet:

- The number of turns of wire
- The size of the current
- Adding an iron core



Lesson 7 The Motor Effect

If a current carrying wire is in a magnetic field, it experiences a force. This is called the **motor effect**.

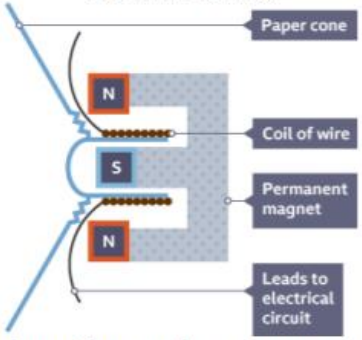


We can use this effect to make an electric motor:

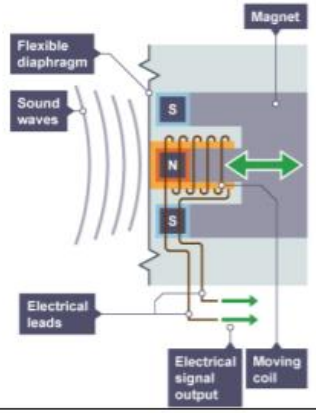
- The current flows in the coil giving it a magnetic field
- The magnetic field of the coil interacts with the magnetic field of the permanent magnet
- This causes the coil to feel a force and rotate
- The rotation is the output of the electric motor

Lesson 8
Uses of Electromagnets

The motor effect is used in speakers and headphones to generate movement and sound waves from electrical current

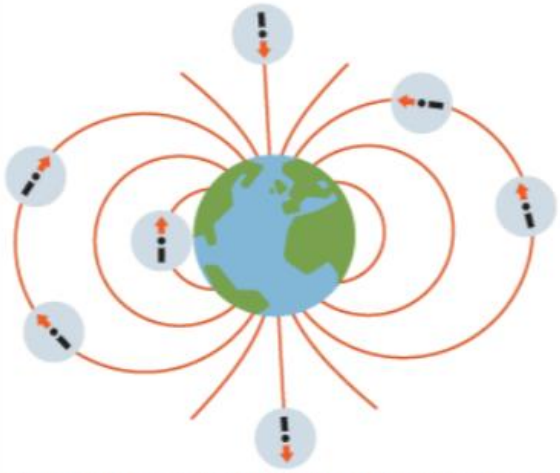


In a microphone, the soundwaves move a magnet in a coil of wire inducing a current



Lesson 9
The Earth's Magnetic Field

The Earth has a magnetic field caused by the movement of liquid iron in its core



The Earth's magnetic field causes the aurorae and protects us from the charged particles from the Sun that cause them

Without the Earth's magnetic field, we wouldn't have an atmosphere

Lesson 10
Making a Magnetic Compass

A magnetised needle that is free to move will follow the lines of the Earth's magnetic field

We can make a compass by floating a magnetised needle on a piece of cork so it is free to move

The compass will align along a line from North to South

Even with GPS, magnetic compasses are still used today for navigation by ships and planes

Lesson 1
Rates of Reaction – Surface Area

Surface Area: The total area of an object.

For a given mass of a solid:

- large lumps have smaller surface area to volume ratios than smaller lumps or powders.

If a large lump is divided or ground into a powder:

- its total volume stays the same
- the area of exposed surface increases
- the surface area to volume ratio increases

- The area of one face of the cube will be: $2 \times 2 = 4\ cm^2$.
- The cube has six faces, so the total surface area is: $4\ cm^2 \times 6 = 24\ cm^2$.

- Each of the small cubes has a face area of: $1\ cm \times 1\ cm = 1\ cm^2$.
- The six faces give a total surface area for each smaller cube of: $6cm^2$.
- There are eight cubes so the total surface area is: $6\ cm^2 \times 8 = 48cm^2$.

The larger the surface area the faster the rate of reaction.

Lesson 2
Rates of Reaction – Temperature

The temperature of an object can be measured using a thermometer.

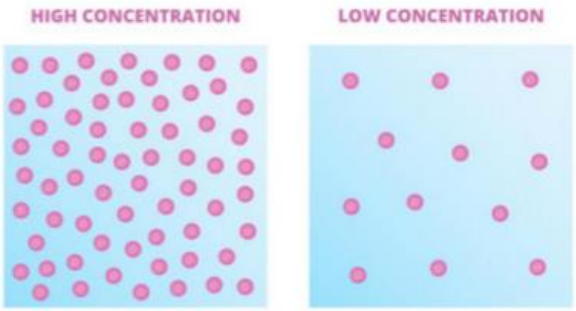
At higher temperatures, particles have more energy and move more.

At lower temperatures, particles have less energy and move less.

The higher the temperature the faster the rate of reaction.

Lesson 3
Rates of Reaction – Concentration

The higher the concentration, the more particles of the substance are present.



A higher concentration solution can be created by dissolving more solute in a certain volume of solvent.

Or

A higher concentration solution can be created by dissolving a certain amount of solute in a smaller volume of solvent.

The higher the concentration the faster the rate of reaction.

Lesson 4
Catalyst

A catalyst:

- increases the rate of a reaction
- does not alter the products of the reaction
- is not chemically changed or used up at the end of the reaction

Catalysts are useful because they can allow reactions to happen at lower temperatures.

The exhaust systems of cars are fitted with catalytic converters.
These help reduce the release of toxic gases from the exhaust pipe. They contain platinum and rhodium, which act as catalysts.

Enzymes are biological catalysts.
They occur naturally in the body and help with digestion.

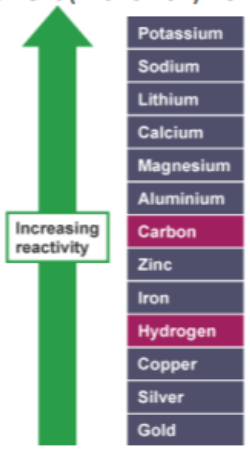
Lesson 5
Extracting Iron with Carbon

Iron is found as a compound within rocks. Iron is generally found bonded to oxygen as a called iron oxide.

Iron is extracted using carbon in a displacement reaction. This is because carbon is cheap and readily available.

iron oxide + carbon → iron + carbon dioxide

This is a type of displacement reaction.
The more reactive element (carbon) is displacing the less reactive element (in this iron) from its compound.



A chemical reaction where oxygen is removed from a compound is called reduction.

This method is called reduction with carbon.

Lesson 6 &
Ceramics & Polymers

Ceramics:
Materials formed from a soft substance which are heated to become hard and durable.

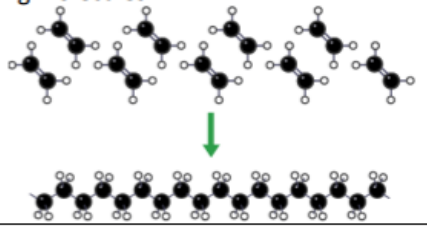
Ceramics are baked in a very hot oven called a kiln. The temperature of kilns can reach temperatures of over 1300 °C.

The starting materials are soft and malleable, meaning they can be shaped.

These new hard ceramic materials have a fixed shape and cannot be bent.

A **polymer** is a very long molecule. Polymers are made up of many repeating units.

Synthetic polymers are manufactured using chemical reactions that join lots of small molecules together to make long molecules.



Lesson 7
Polymers investigation

Independent Variable:
The one thing you **change** in an experiment.

Dependent Variable:
The thing you **measure** in an experiment.

Control Variable:
All of the things you **keep the same** in an experiment.

Mass is measured with a top pan balance and its units are grams (g) or kilograms (kg)

Length is measured with a ruler and its units are centimetres (cm) or meters (m)

Lesson 8
Recycling

Lots of the resources that humans use are **finite**.

This means their supply is limited and they will eventually run out.

Recycling is one way that we can reduce the amount of finite resources being extracted from the Earth.

Recycling an aluminium can into usable aluminium is **much simpler** and uses **less energy** (in the form of electricity) than extracting more aluminium.

Recycling is even more important for materials that are scarce.

Scarce: Not enough to go around.

Lesson 9
Composites: Making Concrete

Composite
A material that is made from two or more different types of material

The materials for a composite material are chosen because they have different properties that combine to make a more useful material.

The properties of each material in the composite are described as complementing each other.

Reinforced concrete
Reinforced concrete is a composite material. It is made by pouring concrete around a mesh of steel cables.

- strong when stretched (because of the steel)
- strong when squashed (because of the concrete)

Fibreglass
Fibreglass is made from a mesh of glass fibres set in a tough polymer.
Strong (glass fibres)
Lightweight (polymer)

Many kayaks are made from fibreglass.

Year 8 New Perspectives : Knowledge Organiser Cycle 3

Artists, architects & designers use perspective to represent and distort space and to shape the built environment.

'Notre Dame Cathedral'
1163
Gothic Architecture

Filippo Brunelleschi's Perspective Technique
1420

Antoni Gaudi
'Casa Batllo'
1906

Antoni Gaudi,
'Sagrada Familia'
Construction began in 1882

'Habitat 67' by
Moshe Safdie Brutalist
Architecture,
1967

Lyonel Feininger,
Painting
1930

Giacomo Costa
Photomontage, 1997

Ian Murphy,
Mixed Media, 2015

Key Vocabulary:

- Architecture= the art or practice of designing and constructing buildings.
- Perspective= Representing 3D objects on a 2D surface to create the illusion of space.
- Depth = Depth in art refers to making objects appear closer or farther away and making a two-dimensional image seem three-dimensional.

Art History- Key Facts:

1. Notre-Dame Cathedral in Paris is a famous Gothic cathedral constructed in the Middle Ages between the 12th and 14th centuries. The cathedral's breath taking stained glass windows, elaborate stone carvings, and soaring spires, which reach heights of over 100 meters, have captivated millions of people worldwide. In 2019, a fire broke and engulfed the spire and most of the roof. Thankfully, firefighters were able to control the blaze and the 860-year-old building is due to reopen this year..

2. Filippo Brunelleschi (1377 – 1446) was an Italian Renaissance architecture. He was so influenced by ancient Roman ruins that he travelled to Rome to study them completing many measurements and drawings on his journey. In the early 1400s, he was one of the first to use linear perspective in his architectural drawings.

3. Antoni Gaudí (1852- 1926) was a Spanish architect famous for his own distinctive style of architecture. Gaudi got his ideas from nature, Neo-Gothic architecture, Art Deco and Oriental . Most of his work is located in Barcelona, including the church of the Sagrada Família.

4. Lyonel Feininger (1871–1956) was an American artist and teacher at the Bauhaus, the school of design, architecture, and applied arts that existed in Germany from 1919 to 1933. He was interested in combining ideas about art, science, and technology.

5. Habitat 67' by Moshe Safdie, is an example of Brutalist architecture. This style of architecture emerged during the 1950's among the reconstruction projects of the post-war era. It is a style with an emphasis on materials, textures and construction. Built in Canada, containing 158 apartments, each with a roof garden. The dramatic complex, with its cubic modules that jut out into the surrounding space, proposed the idea of an urban "village," which Safdie considered a more humane alternative to apartment living.

6. Giacomo Costa is an Italian artist who uses digital software to manipulate and combine photographs in order to create futuristic dystopian landscapes. His artworks have an environmental message about sustainability & reducing the human impact on our world. His photomontages show tall imaginary cityscapes with distorted perspectives.

7. Ian Murphy is a contemporary British Fine Artist who is best known for his atmospheric tonal drawings and mixed media paintings of architectural places.

Year 8 New Perspectives : Knowledge Organiser Cycle 3

Artists, architects & designers use perspective to represent and distort space and to shape the built environment.

Perspective Drawing:

Perspective is the art of representing 3D objects on a 2D surface to create the illusion of space. Have you noticed that things look bigger if they are close to you and smaller if they are further away? This is perspective.

The invention of linear (one-point)-perspective in art is attributed to an architect called **Brunelleschi** in the early 15th century. He observed that with a fixed single point of view, parallel lines appear to converge at a single point in the distance.

Depth = Depth in art refers to making objects appear closer or farther away and making a two-dimensional image seem three-dimensional.

Perspective Painting:

Atmospheric perspective the effect that the atmosphere has on the tone and colour of a landscape when it is viewed over a distance.

3 key techniques to create the illusion of depth and distance in a landscape:

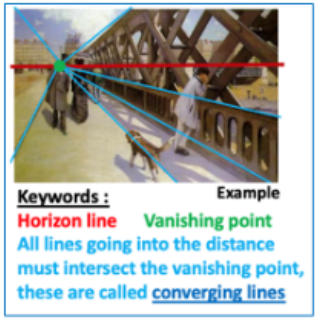
1. **The size of object**s become smaller the further they are from the viewer.
2. **There is less details in objects** that are further away from the viewer.
3. **The colours of objects** begin to fade the further they are from the viewer.

Famous Architecture:

1. St Pauls Cathedral (London) by Sir Christopher Wren. *Style = Baroque.*
2. Big Ben (London) by Augustus Pugin. *Style = Neo-Gothic.*
3. The Gherkin (London) by Norman Foster. Style = Neo-futurism.
4. The Burj Al Arab (Dubai) by Tom Wright. *Style = Structural Expressionism.*
5. Sagrada Família (Spain) by Antoni Gaudí. *Style = Art Nouveau.*
6. Walt Disney Concert Hall (Los Angeles) by Frank Gehry. *Style = Deconstructivist.*

Perspective Key Terms:

- Linear (one point) Perspective
- Vanishing Point, Horizon Line
- Parallel Lines, Converging Lines
- Depth, Distance



Painting Key Terms:

- Atmospheric perspective
- There are 3 components in a landscape painting - The Foreground, Mid-ground & Background
- Monochromatic colour= tints and shades of one colour


1


2


3


4


5


6

Computer Science

Year 8 - HTML Knowledge Organiser

What is the World Wide Web?

The internet is a global network of computers. The World Wide Web is the part of the internet that can be accessed through websites. Websites consist of webpages which allow you to see information.

A Search Engine

These are commonly mixed up with a browser by students. A search engine is actually a webpage that is used to search using keywords the Internet. These powerful webpages makes finding and accessing information on the internet quick and easy.

A Browser

Websites are accessed using a web browser. A browser is a program designed to display the information held on a website. Every website has an address at which it can be found, a bit like a house address.

Internet Explorer
Internet Explorer was once the most widely used web browser, but it is not used any more.

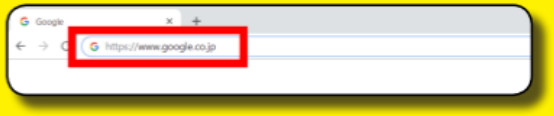
Safari
Safari is the default browser on Apple devices.

Firefox
Mozilla Firefox, or simply Firefox, is a free and open-source web browser

Chrome
Google Chrome browser is an open source program for accessing the World Wide Web and running Web-based applications.

Web Address

Each website has its own unique address that is used to host all its information, and that you can type into the address bar to find the page.
Every browser has a location (usually at the top) that shows you the address of pages, in Chrome it looks like this:



http – Each address contains the prefix 'http:' which tells the computer to use the hyper text transfer protocol for communicating with the website. The browser then connects to the internet, finds the website at its address and downloads the information stored there onto our computer for us to view.
www – World Wide Web – This means the page is located on a server and is available globally on the Internet.

Common HTML Tags

Html uses tags to tell the browser how to format text and images. A tag uses this syntax **<open a tag>** then it must be closed with a / later **</close a tag>**.

<html> ... </html>	The root element. ...
<head> ... </head>	The document head. ...
<title> ... </title>	The page title. ...
<body> ... </body>	The page's content. ...
** ... **	A section heading. ...
** ... **	A paragraph. ...
**<a> ... **	A link. ...
<img>	An image.

Transferring information via the internet

The internet is a global network of computers, some of which are called web servers. A web server is a computer which holds websites for other computers linked to the internet to access.
Holding a website is known as 'hosting'. A web server may host one or many websites and webpages. Sending information to a web server is known as **uploading**. Receiving information from a web server is known as **downloading**.

Hyper Text Markup Language - HTML

Webpages are created in a simple language called **HTML**. This is downloaded from the Internet and arrives at your computer and is interpreted by your Browser.

More Info...

If you are interested in doing more Web Design visit: https://www.w3schools.com/

Computing

Using ICT

Year 8 Audacity Knowledge Organiser

Sound manipulation in Audacity. Record and edit a Radio Advert

Audacity®

Digital Sound

Sounds created on a computer exist as digital information encoded as audio files. Sound input through a microphone is converted to digital for storage and manipulation. Digital sound is broken down into thousands of samples per second. Each sound sample is stored as binary data.

Compression

Compression is a useful tool for reducing file sizes. When images, sounds or videos are compressed, data is removed to reduce the file size. This is very helpful when streaming and downloading files. Compression can be lossy or lossless. Lossless compression means that as the file size is compressed,
the audio quality remains the same - it does not get worse. Lossy compression permanently removes data.

Shortcut Keys

CTRL+N	New Project
CTRL+O	Open Project
CTRL+S	Save Project
CTRL+Z	Undo
CTRL+X	Cut
CTRL+C	Copy
CTRL+V	Paste
F1	Selection Tool
F2	Envelope Tool
F3	Editing Tool
F4	Zoom Tool
F5	Timeshift Tool
F6	Multi Tool
SPACE	Play/Stop
CTRL+1	Zoom In
CTRL+2	Zoom Normal
CTRL+3	Zoom Out
CTRL+F	Fit In Window

Editing Audio

The following are examples of programs that can be used to edit audio:

- **Audacity**
- **Adobe Audition**
- **GarageBand**

Key Words

Audio sample
A digital representation of a sound.

Amplitude
The maximum height of a wave from the middle of the wave to its the crest or trough.

Binary
A number system that contains two digits, 0 and 1. Also known as base 2.

Bit rate
In computing, the number of bits processed per second.

Buffer
A temporary area of computer memory used to store data for running processes.

Downloading
To copy a file from the internet onto your computer or device.

File formats
The way that a specific file type is saved, eg. A picture file is different from a text document. Different file formats have different file extensions, eg. *.jpg or *.txt).

Sample rate
How many samples of data are taken per second. This is normally measured in hertz, eg an audio file usually uses samples of 44.1 kHz (44,100 audio samples per second).

Common features of audio editing software

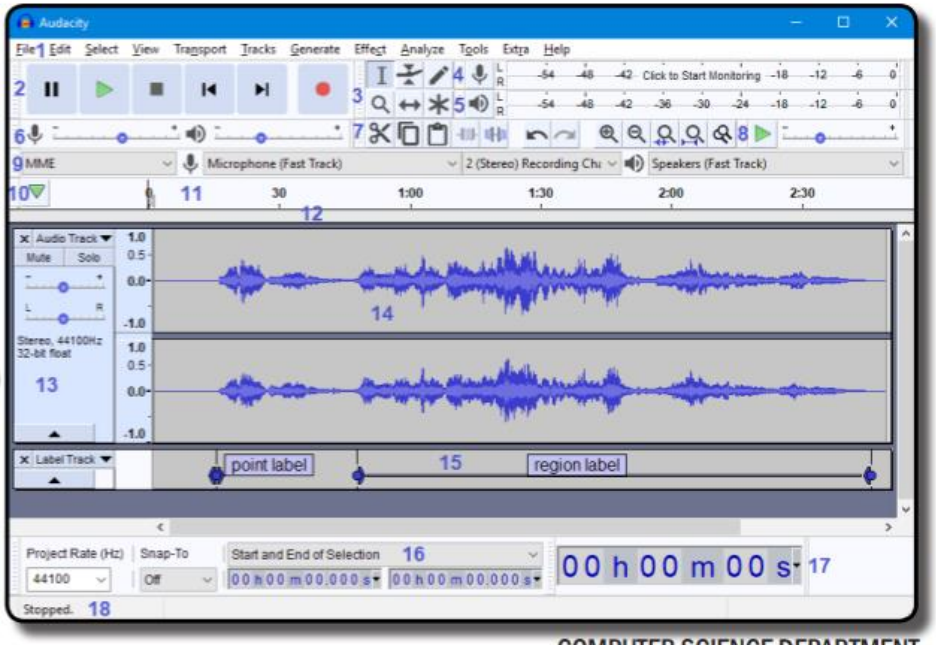
Not all audio editing software packages share the same features, but most enable you do the following:

- record, playback and edit audio
- cut and trim - remove audio from the start or end, or choose the best bit and delete the rest
- remove background noise, eg hissing
- normalise or remove spikes and dips in volume
- save or output audio in different file formats and at different quality settings
- tag audio – add information about the audio to the file, eg author and credits

Audio file formats

Audio can be recorded in several different file formats, the most common ones are:

- **MP3**
- **AAC**
- **WMA**
- **WAV**
- **FLAC**
- **OGG**



KINGSBRIDGE COMMUNITY COLLEGE

COMPUTER SCIENCE DEPARTMENT

Computing

Physical Skills – 'Acting Stick Man'

Facial Expressions
Facial expressions are the way the face moves to convey an emotional state.

Gestures
Gesture is the way people communicate with their hands or other parts of the body.

Posture
Posture is way in which an actor holds their body. For example, Mary stood with a slumped posture to show she was old.

Gait
Gait is a person's manner of walking. For example, John walked with a wide gait.

Eye Contact
Eye contact is when two actors look directly into one another's eyes. It can be used to reveal the status and relationship between characters.

Body Language
Body language is using your body to convey the characters feelings or personality.

Proxemics
Proxemics are the space used by actors on stage between other actors to show relationship and status.

Vocal Skills

Tone	Tone suggests your mood and your intention towards the listener, e.g. happy or sad.
Pace	the speed at which someone speaks, e.g. the speed of response in an argument.
Pause	a dramatic pause used to create tension or a certain mood during a performance
Volume	How loud or quiet an actor delivers their lines
Accent	The choice of accent (usually regional or geographic) to convince the audience of a setting or characters background
Emphasis	the pressure on individual words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning of a sentence as well as the feeling behind it.
Projection	is the strength of speaking or singing whereby the voice is used powerfully and clearly to ensure an audience can hear all dialogue.

Year 8 – Cycle 3
Naturalism

Stanislavski Techniques

Given Circumstances
This is where the actor asks themselves questions about their character and their situation, for example where their scene is set, when it is set, who they are and what they are doing.

Magic If
The Magic If helps the actor imagine what they would do if they were in the shoes of their character. E.g. What would you do **if** you lost your keys.

Emotion Memory
Is where the actor uses real emotins that they have experinecd to help make their performances on stage more truthful and realistic. It is a way of rbinging more genuine emotion to the scene by remembering a time in your life when you felt something similar.

Naturalism

Naturalism was developed between the late 19th to early 20th century. It is a style of theatre which aims to create "reality" on the stage, making it believable for the audience

Dramatic Conventions

Re-enactment: drama that is based on real events, people and moments in history. Using photographs and witness statements to explore questions like; what happened? Who did it happen to? What changed after it happened?

Objective: this is what the character is trying to *achieve* in the scene. This can change a number of times in the whole play – or even in the scene.

Scripted Drama : is when the actors have all the words and stage directions written down for them.

Characterisation: The act of changing voice, body language, movement, gesture etc when in role is called characterisation. All people are different. The actor must use their skills to portray a character consistently throughout their performance.

Year 8 – Cycle 3 - The Red Shoes - Process Drama

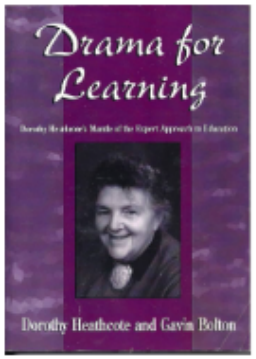
The Red Shoes is a wordless novel which explores societal issue of not fitting the stereotype of others and how we treat others with different views or characteristics to ourselves.

We can use the story to explore topics like:

- Inclusion
- Segregation
- Isolation
- Equality

Process Drama

Process drama is a method of teaching and learning drama where both the students and teacher are working in and out of role. As a teaching methodology, process drama developed primarily from the work of Brian Way, Dorothy Heathcote and Gavin Bolton and through the work of other leading drama practitioners.



Two Types of Improvisation

Actors use improvisation when they devise and create drama. There are two types of improvisation.
Spontaneous improvisation is when the actors simply make it up on the spot, without any preparation at all.
Prepared improvisation is when the actors stop the improvisation and choose the best bits and refine and make them better by going over them over and over.

Dramatic Conventions

Flashback: Flashbacks **interrupt the chronological order of** the main narrative to take a reader back in time to the past events in a character's life. How do we **signal** that to an audience?

Monologue: An uninterrupted speech that is said by **ONE** character.

A monologue could be delivered to another character on stage, to the audience **(DIRECT ADDRESS)** or to themselves.

Duologue: A speech between **TWO** characters.

Duologues include spoken language but might also include stage directions as the words are spoken. **Dialogue** is the word for spoken words between multiple characters .

Counter play: A scene showing the opposite of the other scenes in the play. This highlights the **contrast** from the original drama. For example, a play about love, following a play about hate. The drama is about poverty and the counter play shows the characters finding wealth.

Writing in role: Writing a letter or diary account in the first person as a character or role. Writing in role can help create believability of a character or a **narrative** and can be used as a **stimulus.**

Physical Theatre – using our bodies to create still images, shapes and movement and soundscape (a montage of sounds that create an atmosphere or suggest an event, time or place.)

Teacher in role: The teacher takes on a role and students react to that role **(Whole group role play)**.

For example, the teacher as a character in the story. The teacher as a witness to an event we are exploring

Dramatic Tension: Is the thing that keeps the audience engaged and wanting to know 'what happens next'.

The dramatic tension could be linked to a **task** the characters are trying to do or the **time** they are trying to do it in or a conflict of **ideas (objectives)** between the characters.

Lesson 1 Types of industry

Primary
This involves the extraction of *raw materials* or natural resources from the land. Examples include farming, mining, fishing

Secondary
This involves *manufacturing*. This would involve taking the raw materials and converting them into new products. Examples include car manufacturers, food production or building companies

Tertiary
This involves with providing a service. Examples include would be hairdressers, banks, supermarkets or cinemas.

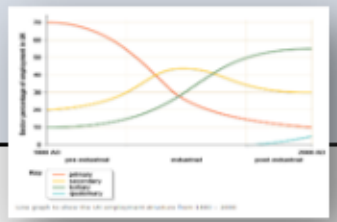
Quaternary
This sector involves jobs working R and D (Research and Development) and other hi-tech industries. These people are highly skilled and educated .

Each sector is connected, they can't exist without each other

1. What type of industrial sector is farming?
2. What type of industrial sector is a doctor?
3. What is the type of industrial sector which is defined as hi tech research and design?
4. Secondary industry is sometimes known as m_____
5. How are the sectors linked?

Lesson 2 UK industrial change

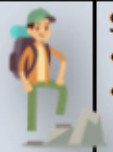
As a country becomes more developed, it is likely that the: Percentage of **primary and secondary** workers will decrease due to **mechanisation.** In 1800, most people in the UK worked in primary industry e.g. farming. But due to the industrial revolution and the increasing use of machinery, more people began to work in **Secondary** industries and fewer in Primary. However, this declined due to **cheap imports.** The percentage of **tertiary sector** workers will increase due to **education.**. In recent times, a new, highly skilled Quaternary sector has appeared.



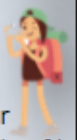
1. What was the largest industrial sector in the UK in 1800s?
2. Why did it decline? Mec_____
3. What was the largest industrial sector in the UK in 1900s?
4. Why did it decline? Che____ from N_ _ and L_ _
5. What is the largest industrial sector today?

Lesson 3 Industry in the 21st Century

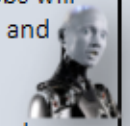
Loss of primary and secondary industry
This led to a large number of "**brownfield sites**" of derelict factories.



Tourism
Tourism is the fastest growing industry in the UK. It accounts for 11% of UK total employment and 10% of UK GDP. Some old factories/ quarries have been regenerated into Eden Project and Adrenalin Quarry.



The service industry is changing...
People still need shops and other services but many of these jobs will be replaced with automation and online shopping.



Service Industry
People will still be required to do jobs, but they will probably do them more efficiently, safely and quickly with the help of **technology with the use of robots, AI and drones**

1. What is the word used to describe old factories and businesses that have closed and are now derelict?
2. What is the fastest growing industry in the UK?
3. What % does it contribute to the UK GDP?
4. What is a negative impact of online shopping?
5. What is a benefit of robots and AI?

Lesson 4 Growth of the quaternary

Science parks are usually located on
- The edge of cities
- They have good access to public transport and motorway
- They have lots of green space
- Space for expansion
- Near universities

Cambridge Science park is located in the **east of UK**
It is **north of London**
It is close to the **M11 and M25**

Science Parks carry out Research and Design. They design new products (prototypes). These are not mass produced here though.

The quaternary industry is sometimes referred to the **knowledge economy** as they develop ideas and original unique products

1. What is the quaternary industry sometimes referred to as?
2. What does R and D mean?
3. Where do Science Parks usually locate (relative to a city)?
4. What other infrastructure do they need to be close to?
5. Science Parks do not mass produce products, but they may develop p_____

Lesson 5 Rise of the China

Before 1978, **China** was a relatively poor country. 88% of people live in absolute poverty.

In 1978 the government introduced a number of reforms, including the creation of **Special Economic Zones**, which boosted the economy and modernised the country. Foreign companies could now invest. It is now the world's second largest economy after the USA.

Most people work in manufacturing. This has lift 500 million people out of poverty and improved their lives. However, some of these jobs are low paid.
China is now the largest emitter of CO_2. There is wide spread local water, air and land pollution.

1. In 1978 what % of China's population was in absolute poverty? _____
2. Since 1979 China now lets foreign companies in_____
3. People have got jobs in man_____
4. How many people are lifted out of poverty?
5. What has been a disadvantage?

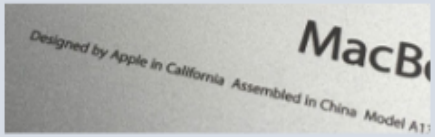
Lesson 6 Apple: A TNC Case Study

Transnational Corporation are large companies that operate all over the world.
They usually have their Headquarters in a HIC. They research and design new ideas and products in Science Parks in HICs.

However, they make/ manufacture their products in LIC/ NEE due to the cheap labour (workers) and lack of environmental laws. This allows them to pay less.

They do give people jobs, invest in infrastructure and improve the economies of LIC/NEEs.

However they have been accused of exploiting people and environments.



1. What does TNC stand for...
2. Where do they carry out their R and D?
3. Where do they set up their manufacturing?
4. State one social benefit to NEE/ LIC
5. State one economic benefit to HIC

Lesson 7 Your smart phone

The Apple iPhone is designed in California, USA (a HIC) in the headquarters and using technology developed in science parks. This is the quaternary sector.

Raw materials are mined (primary sector) and then made into the different components in at least 10 different countries

All these components are then assembled in a factory in China (this is in an SEZ) which is an NEE. Apple take advantage of the cheap labour (workers) and relaxed environmental laws. This is secondary sector.

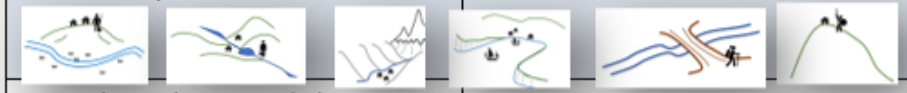
The iPhone is then sent to countries all over the work but mostly in HICs. This is the tertiary sector.

1. Which sector is the iPhone designed in?
2. Which sector is the iPhone manufactured in?
3. iPhones are sold in shops and online. Which sector is this?
4. Where is the iPhone assembled?
5. Why is it assembled here?

Lesson 8 Impacts of industry

	People	Environment
HIC	People **lost their jobs** in primary and secondary industries And may have a lower quality of life	The loss of industry meant there are a lot of **derelict factories** Air quality has improved
LIC/NEE	People have got **new jobs** People have an **income** People are **exploited** ,work long hours and have low wages	There has been increased air, water and land **pollution** from the new secondary industries
Whole world	TNCs promote trade **positive relationships/peace.** between different countries	**more emissions** Companies are **extracting even more raw materials**

1. State one negative social impact of industry in HIC
2. State one positive social impact of industry in LIC
3. State one negative environmental impact of industry in LIC
4. State one negative environmental impact of industry in HIC
5. State one positive environmental impact of industry in HIC

Lesson 10 Site and settlement	Lesson 11 Settlement, function and industry	Lesson 12 settlement growth and land use	Lesson 13 Why settlements change
A **settlement** is a place where people live e.g. village, town, city A **site** is the land the settlement is built on Most settlements have a **primary function** or **industry** (the reason people settled here although this changes over time) The **function** of a settlement helps to identify the economic and reasons for development of a place The original functions include • Defensive points • Bridging points • Natural harbours • Wet points • Dry points • Flat valley floors 	Dartmouth is natural harbour and defensive point which has developed into tourist and military port. Totnes has a castle, bridge point and market town Kingsbridge is a market town. Kingsteignton is a bridging point Newton Abbot had fort and was a manufacturer of wool. Most large cities in the UK are either natural harbours (Cardiff, Belfast) and located on the coast, close to a natural resource such as coal, tin or iron ore (Leeds/ Sheffield). Or they are bridging points such as London.	Settlers choose sites which had a combination of **good farmland,** access to water or a protected cove Farmers would come into the settlement to sell their produce at a **market**. Other permanent businesses were started up such as butchers / bakers. Towns really started to expand in the **Industrial Revolution.** Factories set up in settlements near **natural resources** or on the **coast.** Even more people migrated in from the countryside to get jobs. New businesses and services set up **CBD** is the oldest part of a city **Inner city** has low value housing and old factories **Inner Suburbs** have slight large houses **Suburbs** have the largest houses **New industrial** areas locate on the outskirts 	Settlements along the **River Thames** were small **farms** (including those on the Greenwich peninsular) The Romans made London a **bridging point** and then developed into **docks** **Secondary industry** (light manufacturing/ gas storage/ factories) developed along the River Thames and including the Greenwich Peninsular. However, the river was **too shallow to accommodate large containerships** and the secondary industry started to **locate in NEE** The Greenwich Peninsular has been regenerated into leisure, tourism, offices and tertiary services. 
1. A place where people live is known as a … 2. The place which is chosen is called a … 3. What are high places which are easy to defend called? 4. What are narrow parts (which were easy to cross) of a river called ? 5. Why were places on the coast usually chosen?	1. What was the original function of Kingsbridge? 2. What was the original function of Dartmouth? 3. Name a raw material that cities in the UK developed next to. 4. What was the function of lots of our coastal settlements? 5. What was the original function of London?	1. Where is the oldest part of a settlement found? 2. Where is the oldest manufacturing industry located? 3. What does CBD stand for? 4. What has happened to the CBD overtime? 5. Where does the new hi-tech industry locate?	1. What was the original function/ industry that occurred in this part of London 2. What industry developed in the 1800s and 1900s? 3. What happened to that industry? 4. What industry occurs here today? 5. Why did the docks close?

Lesson 14 Sustainable London

Cities have large carbon footprints from travel, waste, buildings, energy consumption.
London has tried to become more sustainable through the use of:

Congestion Charging which charges motorists £11.50 to drive into the city.
Public Transport is efficient and cheap. Buses and taxis run on **natural gas and hydrogen.**
Brownfield sites are being regenerated into new developments
BedZED is a housing community that aims to be carbon neutral.

1. What is the charge called to encourage motorists not drive into London?
2. What does public transport run on in London?
3. What can they do to derelict land in London?
4. Which way do the windows face in BedZED?
5. Why do they face this way?

Lesson 15 Growth of Lagos

Lagos is a **very important city in Nigeria and Africa.**
It's original function was a small fishing village as it was a natural harbour. The Portuguese developed it into a **port.**
It is now a megacity (pop. 14.8m) has the **fourth-highest GDP in Africa**

One of the **largest and busiest seaports on the continent.**

Nigeria has large reserves of **crude oil** (unprocessed) TNCs such as **Shell** have located here to mine the oil (Primary Industry). **Unilever** are also located here and make household chemicals (Secondary Industry).

It is one of the fastest growing cities in the world. This is due to rural to urban migration
Nollywood is fast growing film industry

1. Lagos is the capital city of Nigeria **True or false**
2. What was Lagos' original function?
3. What is the key term used to describe people moving from countryside to cities?
4. What natural resource is exported from Lagos?
5. What is the name of the film industry in Lagos?

Lesson 16 Makoko

Makoko is an informal settlement located under the 3rd City Bridge in Lagos.
It is home to at least 85,000 people.
It is an informal settlement meaning that the government do not provide rubbish collection, water or toilets or sewers.

Houses are made out of what ever people can find.

People work in jobs in the (informal sector) such as fishing. Other people work in informal services such as selling water, fire wood/ charcoal or fixing boat engines.

Some Charities have set up schools but they only have 80 places.

1. Where has Makoko been built?
2. Name two jobs that people may do?
3. Why do people live here?
4. What does the government not supply to Makoko?
5. What % of children go to school?

Glossary

Write the definition of each of these words

Brownfield site

CBD

Derelict

Function

Informal settlement

Knowledge Economy

Primary Industry

Quaternary

Science Parks

Suburb

Secondary industry

Site

Settlement

Sustainable

Tertiary industry

Knowledge organiser - Cycle 3 – Transatlantic Trade in Enslaved People

Timeline of key events

Date	Event
1560s onward	Start of British involvement in the **Transatlantic trade** in enslaved people. Remember that slavery has existed in many cultures throughout history.
1700-1800	6 million Africans **enslaved** and taken to Americas
1787	**Thomas Clarkson** launches campaign against slavery
1804	Successful fight for independence by **enslaved people** in Haiti. Haiti becomes an independent country.
1807	The trade in **enslaved people** in the British empire is banned.
1833	Slavery **Abolition** Act – A law that banned **slavery** in the British empire.
1861-65	American Civil War – The Union (Northern states) win and slavery is **abolished** in USA

Key people

Thomas Clarkson		English **abolitionist** who helped campaign against the slave trade in the British Empire.
Olaudah Equiano		Ex-slave turned **abolitionist**, worked closely with other anti-slavery **campaigners** who had escaped.
Toussaint Louverture		**Freedom fighter** who helped lead the successful revolution in and free **the enslaved people** in Haiti, the former French colony.
Mary Prince		**Campaigner**. First woman to present an anti slavery petition to parliament. She wrote a book which detailed her experiences.

Key terms

Note: Language is **very important** in this unit for two reasons.

1. You will come across language in sources that was commonly used at the time that is highly offensive and must not be used today.
2. The words and terms used to describe this topic often come from the people who enslaved people and are therefore offensive. We need to make sure we use language that is specific and emphasises that terrible nature of slavery.

Key Word	Definition
slavery	The state of being **enslaved** (not free)
enslaved person	A person that has no freedom, is forced to work without pay and treated with no respect. We use this term rather than 'slave' to show that they were people who had been forced into this way of life, it was not, and is not, normal for anyone to be enslaved.
Transatlantic slavery	Transatlantic = across the Atlantic, i.e. between the west coast of Africa and the Americas. This phrase is used to describe the trade in **enslaved people** 1500s-1900. It was at its height in the 1700s
triangular trade	The three part trading journey between Europe, Africa and America.
middle passage	The journey from Africa to the Americas on which enslaved people were transported in terrible conditions.
plantations	Huge farms, growing a single crop, that used enslaved people to complete the work. Main crops = cotton, sugar, tobacco
resistance	Fighting back - refusing to accept or obey. **Enslaved people** used many forms of resistance, from actually fighting to purposely working slowly, or running away.
freedom fighters	Enslaved people that fought for their freedom. They are often referred to as rebels but shouldn't be as this makes what they did sound like a bad thing.
Maroons	Enslaved people who became **freedom fighters** e.g. in the British colony Jamaica where they successfully fought for their freedom.
campaign	Organised course of action to achieve a goal
abolition	To formally bring something to an end. This is known as being abolished

Key Question: Why did slavery end?

Resistance

Freedom fighters fought back. There were revolutions in places like Haiti. Individual people Equiano and Prince campaigned and wrote books. There were every day acts of resistance like running away, working slowly and breaking tools

Economy

Enslavement is used because it is a way to make money. As crops that used to be only grown in the Americas became available from Europe it was cheaper to get them from there. Freedom fighters' resistance also cost a lot of money to try and deal with

Moral

Due to the campaigning of **abolitionists** like **Equiano**, **Prince** and **Clarkson**, people were forced to acknowledge the terrible living and working conditions that **enslaved people** had and began to realise it was wrong.

Knowledge organiser - Cycle 3 – WW1

History

Timeline of key events

Date	Event
28th June 1914	**Assassination** of Arch-Duke Franz Ferdinand in Sarajevo
28th July 1914	Start of WWI, Britain joins 4th August
December 1914	On Christmas Day 1914, troops put down their weapons and met in No Man's Land.
January 1916	Britain introduces **conscription**
July-September 1916	Battle of Somme- over half a million casualties. 20,000 British soldiers are killed on the first day
6th April 1817	America declares war on Germany
11 Nov 1918	The **armistice** is signed (ceasefire). This marks the end of WW1 after four years of bitter fighting

Key people

Field Marshal Douglas Haig		Commander of British Army during WWI. Some see him as a hero, others call him the 'Butcher of the Somme' as so many died.
General Ludendorff		Commander of the German Army during WWI
David Lloyd George		British Prime minister from 1916-1922. Helped negotiate the **armistice** which brought WW1 to an end
Kaiser Wilhelm II		Last emperor of Germany . Leader of Germany for the duration of WWI. Abdicated in 1918 following the signing of the **armistice**.

Key terms

Key Word	Definition
militarism	the belief that a country should maintain a strong military and be prepared to use it aggressively.
nationalism	A belief in your nation (country) and a desire to see it succeed in all things (war, trading, power etc).
alliances	Agreements that if one country in the alliance was attacked, the others in the alliance would help them.
imperialism	The belief that you need to have or grow an empire to succeed as a country
Triple Alliance	**Alliance** formed in 1882 between Germany, Austria-Hungary and Italy.
Triple Entente	**Alliance** made in 1907 between Britain, France and Russia in response to the creation of the Triple Alliance
propaganda	Propaganda is exaggerated or even false information that is published in order to influence people.
conscription	All men aged 18-41 forced to register for Military service. Britain introduced this in Jan 1916.
trenches	Name given to the series of deep ditches dug for defence. Soldiers fought and lived in these on the front line during WWI.
morale	How good or bad a person feels about a situation
inevitable	Something that cannot be avoided
armistice	A formal agreement by both sides to temporarily end any fighting
assassination	A murder carried out for political rather than personal reasons
interpretations	Historians views of the past. They will all be based on facts but will differ due to the attitudes of the society in which they live, or the evidence that they have chosen to focus on.
Front/ Front line	The line along which the two opposing armies met. E.g. The soldiers were sent to the western front.

Key Question: Why have historians changed their interpretations of General Haig?

1920s: Britain had just won the war and people felt very patriotic. People looked on **Haig** as a hero who had helped that happen. His leadership helping to win major battles like the Somme and the Hundred Days Offensive. Historians writing at this time tended to focus on the lives of 'great leaders' - the people in charge. This meant that less importance was placed on the lives of the ordinary people whose lives were lost or affected by the tactics that **Haig** used to help win the war so were more likely to see him as a hero.

1960/70s: In the 1960s, historians started looking at historical events and the role the 'many' (ordinary soldiers) played, rather than the 'few' (generals and leaders). People were also far less supportive of wars (supporting peace) and therefore were more likely to be critical of anything that could be seen as a military 'failure'. The British Empire had also started to decline so there was less **nationalist** feeling towards the WW1 and historians focused on experiences of soldiers fighting on the front rather than the generals who led them which led them to be more critical of people like **Haig**

Y8Fr LC3 : Sentence Builder 1 : Future plans - jobs - Qu'est-ce que tu veux faire comme travail?

Opinion	Noun	Connective	Time marker	Verb phrase	Noun	Connective	Future tense	Adjective
J'aime (I like) **J'adore (I love)** **Je n'aime pas (I don't like)** **Je déteste (I hate)**	**les** sciences **les** langues (MFL) **les** maths **le** dessin (art) **le** théâtre **l'**anglais (English) **l'**EPS (PE) **l'**histoire (History) **l'**informatique (ICT) **la** technologie **la** géo	**donc (so)** **alors (so)**	**à l'**avenir (**in the** future) **un** jour (one day) **dans le** futur (**in the** future)	**je vais** devenir (**I'm going** to become) **je vais être (I'm going to be)** 	militaire (soldier) journaliste (journalist) vétérinaire (vet) médecin (doctor) architecte (architect) dentiste (dentist) secrétaire (secretary) scientifique (scientist) professeur/professeure (teacher) avocat/avocate (lawyer) écrivain/écrivaine (writer) employé/employée de bureau (office worker) directeur/directrice (manager) acteur/actrice (actor/actress) animateur/animatrice (activity leader) coiffeur/coiffeuse (hairdresser) policier/policière (police officer) mécanicien/mécanicienne (mechanic) informaticien/informaticienne (IT technician)	**parce que (because)**	**ce sera (It will be)**	intéressant (interesting) fascinant (fascinating) génial (great) éducatif (educational) chouette (great)

Y8Fr LC3 : Sentence Builder 2 : My ambitions - Quelles sont tes ambitions ?

<table>
<tr><th>Future marker</th><th>verb</th><th>infinitive phrase</th><th>noun</th><th>connective</th><th>adjective</th></tr>
<tr><td>Mon ambition
(My ambition)

Mon rêve
(My dream)

Mon but
(my goal)</td><td>est
(is)</td><td>de travailler dans
(to work in)

de faire carrière dans
(to have a career in)</td><td rowspan="2">les arts et la culture (arts and culture)

les médias (the media)

les sciences (science)

l’hôtellerie (hotels)

l’informatique (computing)

le commerce (business)

le sport et les loisirs (sports and leisure)

la technologie (technology)

la restauration (catering)

la médecine et la santé (medecine and health)

  </td><td rowspan="2">car c’est un métier
(because as a job it’s)</td><td>stimulant
(stimulating)

bien payé
(well paid)

enrichissant
(enriching)

créatif

intéressant</td></tr>
<tr><td>Je ne veux pas
(I don’t want)</td><td colspan="2">travailler dans
(to work in)

faire carrière dans
(to do a career in)</td><td>fatigant
(tiring)

stressant

mal payé
(badly paid)

monotone
(dull)

affreux
(awful)</td></tr>
</table>

Y8Fr LC3 : Sentence Builder 3 : Next steps - Qu'est-ce que tu vas faire après avoir fini le collège?

Time phrase	future tense	noun	connective	reason	extra clause
Après avoir fini **mes** examens (after having finished **my** exams) **A l'**avenir (**in the** future) Avant **d'**aller **à l'**université (before going **to** university) 	**je vais** étudier (**I'm going to** study) **je vais faire (I'm going to do)** REMINDER: **je vais** **tu vas** **il/elle/on va** **nous allons** **vous allez** **ils vont** **elles vont**	**au** lycée (**at** sixth form college) **à l'**université (**at** university) **l'**anglais/**les** maths (English/maths) **un** apprentissage (an apprenticeship) **du** bénévolat (some volunteering) **une** année sabbatique (**a** gap year) **un** stage **en** entreprise (work experience)	**car**	**ce sera** fascinant (**it will be** fascinating) **ce sera** important **pour ma** carrière (**it will be** important **for my** career) **ce sera** essentiel **pour moi** (it will be essential **for me**) **je veux** aider **les** gens (**I want to** help people) **je veux** découvrir **le** monde **I want to** discover **the** world) **je veux** travailler **à l'**étranger (**I want to** work abroad) **je veux** voyager (**I want to** travel) **c'est ma** passion (it's **my** passion) **ça m'**intéresse (**it** interests **me**)	**j'ai** hâte de le faire (I can't wait to do it) **je suis très** impatient(e) (**I'm very** excited)

Y8Fr LC3 : Sentence Builder 4 : Celebrations : Qu'est-ce que tu fais pour célébrer ton anniversaire ?

Time marker	infinitive	present tense	verb		subordinate clause
Normalement (Normally) **D**'habitude (usually) Tous **les** ans (every year)	**pour** fêter noël (**to** celebrate Christmas) **pour** fêter **mon** anniversaire (**to** celebrate **my** birthday)	**je** reçois **des** cadeaux (**I** receive presents) **je** mange **au** restaurant (**I** eat in **a** restaurant) **je** danse (**I** dance) **je** mange **trop de** chocolat (**I** eat **too much** chocolate) **je** regarde **un** film **au** ciné (**I** watch **a** film **at the** cinema) **je fais du** bowling (**I do** bowling) **on va en** vacances (**we go on** holiday) **on** mange **un** grand repas (**we** eat **a** big meal) **on** célèbre **en** famille (**we** celebrate **with the** family) **on fait la** fête (**we have a** party)	**je** fais la-fête (**I** celebrate) 	**avec (with)**	**mes** parents (**my** parents) **ma** famille (**my** family) **mes** grandparents (**my** grandparents) **mes** amis (**my** friends) **mon** meilleur ami (**my** best friend - m) **ma** meilleure amie (**my** best friend - f)

Y8Fr LC3 : Sentence builder 5 : Last year or next year ? Que fais-tu pour les fêtes ?

Time marker	infinitive	past tense	connective	future tense	future	superlative
L'année dernière (last year)	**pour** fêter noël (**to** celebrate Christmas) **pour** fêter **mon** anniversaire (**to** celebrate **my** birthday)	**j'ai** reçu **des** cadeaux (**I** received presents) **j'ai** mangé **au** restaurant (**I** ate **in a** restaurant) **j'ai** mangé **trop de** chocolat (I ate too much chocolate) **j'ai** regardé **un** film **au** ciné (**I** watched **a** film **at the** cinema) **j'ai fait du** bowling (**I did** bowling) **on est** allés **en** vacances (**we** went on holiday) **on a** mangé **un** grand repas (**we** ate **a** big meal) **on a** célébré en famille (**we** celebrated **with the** family) **on a fait la** fête (**we had a** party)	mais **l'**année prochaine (but next year) 	**je vais** recevoir **des** cadeaux (**I'm going to** receive presents) **je vais** manger **au rest**aurant (**I'm going to** eat **in a rest**aurant) **je vais** manger **trop de** chocolat (**I'm going to** eat **too much** chocolate) **je vais regarder un** film **au** ciné (**I'm going to** watch **a** film **at the** cinema) **je vais faire du** bowling (**I'm going to do** bowling) **on va** aller **en** vacances (**we are going to** go **on** holiday) **on va** manger **un** grand repas (**we're going to** eat **a** big meal) **on va** célébrer **en** famille (**we're going to** celebrate **as a** family) **on va faire la** fête (**we're going to** have **a** party)	**ce sera (it will be)**	mieux (better) pire (worse)

Year 8 Learning Cycle 3 Sentence Builder 1: ordering food in a café

¿Cuánto cuesta una pizza por favor? – How much does a pizza cost please?

<table>
<tr><th>Verb</th><th>Article</th><th>Noun</th><th>Manners</th><th>Question</th><th>Answer</th><th>Manners</th></tr>
<tr><td rowspan="4">quisiera = I would like
tomo= I take</td><td>un = a
el = the</td><td>bocadillo de queso = cheese sandwich
bocadillo de jamón = ham sandwich
refresco = fizzy drink
zumo de naranja = orange juice
zumo de manzana = apple juice
plátano = banana
pastel = cake
helado de chocolate = chocolate icecream
helado de fresa = strawberry icecream</td><td rowspan="4">por favor = please</td><td rowspan="2">¿Cuánto cuesta?
=
How much is it?</td><td rowspan="2">Cuesta…euros
=
it costs … euros</td><td rowspan="4">gracias = thank you</td></tr>
<tr><td>una = a
la = the</td><td>hamburguesa = hamburger
pizza = pizza
ensalada = salad
sopa de tomate = tomato soup
paella = paella</td></tr>
<tr><td>unos = some
los = the</td><td>caramelos = sweets</td><td>¿Cuánto cuestan?
=
How much are they?</td><td>Cuestan… euros
=
they cost … euros</td></tr>
<tr><td>unas = some
las = the</td><td>patatas fritas = chips
tapas = tapas
  </td></tr>
</table>

Year 8 Learning Cycle 3 Sentence Builder 2: Describing Healthy and Unhealthy Diets

¿Por qué comes este? – Why do you eat this?

Time Phrase	Verb	Demonstrative	Noun	Con	Verb	Adjective
Normalmente = normally	como = I eat bebo = I drink evito = I avoid	**este/esta/estos/estas = this (thing/stuff)** **ese/esa/esos/esas = that (thing/stuff)**	fruta = fruit verdura = veg pescado = fish carne = meat hidratos de carbono = carbs agua = water carne roja = red meat comida basura = junk food comida rápida = fast food postres = puddings patatas fritas = chips refrescos = fizzy drinks caramelos = sweets grasa = fat azúcar =sugar sal = salt vitaminas = vitamins	**porque = because**	**(no) es= it is(n't)** **(n) son = they are(n't)**	san@ = healthy malsan@ = unhealthy delicio@ = delicious sabros@ = tasty
Ayer = yesterday	comí = I ate bebí = I drank evité = I avoided					
En el futuro = **In the** future	voy a comer = I am going to eat voy a beber = I am going to drink voy a evitar = I am going to avoid					

Year 8 Learning Cycle 3 Sentence Builder 3:

¿Con qué frecuencia lo comes? – How often do you eat it?

Direct Object Pronoun	Verb	Time Phrase	Connective	Indirect Object Pronoun	Verb
lo = it (masc sing) **la = it (fem sing)** **los = them (masc pl)** **las = them (fem pl)**	como = I eat bebo = I drink tomo = I take evito = I avoid comí = I ate bebí = I drank tomé = I took evité = I avoided voy a comer = I am going to eat voy a beber = I am going to drink voy a tomar = I am going to take voy a evitar = I am going to avoid	**todos** los días = **every** day **cada** día = **each** day dos **veces** a la semana = two **times** a week tres **veces** al mes = three **times** a month a menudo = often a **veces** = sometimes de vez en cuando = now and again **casi nunca = almost never** **nunca = never** **normalmente = normally** **ayer = yesterday** **en el** futuro = **in the** future	**porque = because**	**me = (to/for) me** **te = (to/for) you (s)** **le = (to/for) him** **nos = (to/for) us** **os= (to/for) you (pl)** **les = (to/for) them**	ayuda = he/she/it helps daña = he/she/it damages

Year 8 Learning Cycle 3 Sentence Builder 4:

¿Cómo es tu rutina diaria? – What is your daily routine like?

Time Phrase	Verb	Time Phrase	Verb	Time Phrase
Todos los días = every day **Normalmente = normally**	me despierto = I wake myself up me levanto = I get myself up me ducho = I shower myself me visto = I dress myself me lavo = I wash myself me acuesto = I put myself to bed desayuno = I breakfast ceno = I dine	**Antes de = Before**	Despertarse = to wake self Levantarse = to get self up Ducharse = to shower self Vestirse = to dress self Lavarse = to wash self Acostarse = to put self to bed Desayunar = to breakfast Cenar = to dine	**luego = then** **más tarde = later** a la una = at one o'clock a las dos = a two o'clock a las tres = at three o'clock a las cuatro = at four o'clock a las cinco = at five o'clock a las seis = at six o'clock a las siete = at seven o'clock a las ocho = at eight o'clock a las nueve = at nine o'clock a las diez = at ten o'clock a las once = at eleven o'clock a mediodía = at midday a medianoche = at midnight
Ayer = Yesterday	me desperté = I woke myself up me levanté = I got myself up me duché = I showered myself me vestí = I got myself dressed me lavé = I washed myself me acosté = I put myself to bed desayuné = I had breakfast cené = I had dinner			
Mañana = Tomorrow **En el** futuro = **In the** future	voy a despertarme = I am going to wake myself up voy a levantarme = I am going to get myself up voy a ducharme = I am going to shower myself voy a vestirme = I am going to dress myself voy a lavarme = I am going to wash myself voy a acostarme = I am going to put myself to bed voy a desayunar = I am going to breakfast voy a cenar = I am going to dine	**Después de = After**		

Year 8 Learning Cycle 3 Sentence Builder 5:

¿Cuáles deportes haces? – What sports do you do?

Time Phrase	Verb	Noun	Location	People
todos los días = **every** day **cada** día = **each** day dos **veces** a la semana = two **times** a week tres **veces** al mes = three **times** a month a menudo = often a **veces** = sometimes de vez en cuando = now and again **casi nunca = almost never** **nunca = never** **normalmente = normally** **ayer = yesterday** **mañana = tomorrow** **en el futuro =** **in the future**	juego = I play jugué = I played voy a jugar = I am going to play	**al** fútbol = **at** football **al** tenis = **at** tennis **al** golf = **at** golf **al** béisbol = **at** baseball **al** b**al**oncesto = **at** basketball **al** rugby = **at** rugby **al** críquet = **at** cricket **al** voleibol = **at** volleyball	**en el** instituto = **in the** school **en el** parque = in the park **en la** playa = **on the** beach **en la** piscina = **in the** swimming pool **en la** pista de patinaje = **in the** skatepark **en el** polideportivo = **in the** sports centre	**con mis** amigos = **with my** friends **con mi** equipo = **with my** team **con mi** escuela = **with my** school **con mi** familia = **with my** family
	hago = I do **hice = I did** **voy a hacer = I am going to do**	deporte = sport natación = swimming equitación = horseriding surf = surfing ciclismo = cycling esquí = skiing escalada = climbing senderismo = hiking atletismo = athletics boxeo = boxing buceo = diving remo = rowing skate = skateboarding patinaje (sobre hielo) = (ice) skating artes marciales = martial arts		

Ensemble Performance

1. Key Vocabulary

Term	Definition
Ensemble	A group of musicians performing together.
Rhythm	The pattern of sounds and silences in music.
Tempo	The speed of a piece of music, measured in BPM (Beats Per Minute).
Dynamics	The volume of music.
Melody	A sequence of musical notes that form the main tune.
Harmony	The combination of different musical notes played together.
Chord Progression	A sequence of chords played in a piece of music.
Timing	Playing notes and rhythms at the right moment to stay in sync with others.
Blend	How well different instruments and voices mix together in an ensemble.
Stage Presence	How a performer presents themselves confidently on stage.

2. Ensemble Skills

☑ How to Perform Well in a Band:

- **Listen to Each Other** – Stay in sync by following the rhythm section.
- **Keep Consistent Timing** – Use a metronome if needed.
- **Balance Sound Levels** – Ensure no instrument overpowers the rest.
- **Communicate Non-Verbally** – Use eye contact and gestures.
- **Practice Transitions** – Make sure chord changes and section shifts are smooth.

🎯 Challenge:

- Experiment with dynamics to add contrast to the performance.
- Work on improvisation within the chosen song.

3. Musicianship Skills

- **Musical Expression:** Use dynamics and articulation to bring emotion to a performance.
- **Arranging:** Adapt a song by changing tempo, key, or adding harmonies.
- **Improvisation:** Create melodies or solos within a song structure.
- **Leadership:** Take on a leading role in rehearsals, helping others stay in time and in tune.

4. Assessment Criteria

☑ By the end of this unit, you will be able to:

- Play a complete song as part of an ensemble.
- Show good timing and coordination with other musicians.
- Perform confidently with appropriate stage presence.
- Respond to feedback to improve your performance.

🎯 **Challenge:** Try arranging a song in a different style (e.g., turning a pop song into an acoustic version).

Year 8 Cycle 3 Sport and PE Knowledge Organiser

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 & 12
Goal setting – performance and outcome	**SMART principles**	**Information processing**	**Guidance – visual, verbal, mechanical & manual**	**Feedback – Intrinsic & extrinsic**	**Application & review**
To improve, athletes and their coaches set goals to work towards. There are two types, performance goals and outcome goals. Setting goals help athletes physically & mentally. **Performance goals** – These are personal benchmarks that athletes use to improve small aspects of their own performance. e.g. A cyclist may try to change their position slightly to be more aerodynamic or a golfer may try to relax her/his grip ever so slightly in the swing. **Outcome goals** – These form actual data, where the end result is all that matters. e.g. The actual time the athlete finished in or the distance the athlete threw. e.g. The actual % possession the team had in offence. 	Once goals are set, the following principles should be followed: **S – Specific** – The goals should be targeted towards the actual sport, the actual skill needed or the type of fitness required. **M – Measurable** – The goal will need to be recorded and compared against data to see if it is working? **A – Accepted** – Do the athlete and coach agree to the goal? **R – Realistic** – is it possible? Can the goal be completed in the time given? **T – Time-bound** – There must be a time given to achieve this goal. 	Information processing – the process an athlete/performer goes through when they make and act upon a decision. There are 4 parts: 1. **Input** – this is what the performer sees, feels, hears from their environment. The performer 'chooses' which input to focus on. 2. **Decision-making** – the performer selects a response, a movement or a skill from memory. 3. **Output** – the skill/movement specific muscles are selected and activated. 4. **Feedback** – the performer feels, sees or receives the feedback from the output; was it successful or not? 	This is the method used to give information to the athlete/performer. **Visual** – we can give information through videos, pictures, court/pitch markings or by live demonstrations. **Verbal** – A coach or captain describes how to perform a skill or set of skills. **Mechanical** – these are aids/tools used to help the performer e.g. harnesses in climbing or floats in swimming. **Manual** – This is where the coach physically supports the athlete/performer to show them the correct movement pattern. 	Feedback is the information a performer/athlete receives during or after a performance. **Intrinsic** – This is feedback the athlete receives from within i.e. he/she just 'knows' based on previous performances. This can be positive and/or negative. **Extrinsic** – This is feedback received from coaches, fellow athletes, video or spectators. 	Athletes are motivated by different things, from within themselves and/or by external factors. Goal setting is the outcomes of SMART principles are dependent upon the athlete's motivation to succeed. Coaches, team-mates and other support systems can help. As a performer becomes more experienced, he/she is able to draw upon more feedback to help the information processing (4 part) sequence. 

My PE Targets

Cycle 1	Knowledge Organiser score:	Emerging	Developing	Secure	Mastery
My Target:					
Cycle 2	**Knowledge Organiser score:**	**Emerging**	**Developing**	**Secure**	**Mastery**
My Target:					
Cycle 3	**Knowledge Organiser score:**	**Emerging**	**Developing**	**Secure**	**Mastery**
My Target					

How to make a SMART target in PE

- Read the assessment band that you have been awarded
- Self-assess the most important area for you to develop out of Head, Heart and Hands
- Choose one bullet point from the band above that you are going to try and focus on in the next cycle

Examples of Targets

- This cycle I am going to try and work with different students in my group
- To demonstrate respect to others I am going to focus on listening when they are talking
- To show resilience even when practices get more challenging
- To improve my cardiovascular fitness by attending fitness suite club
- To improve my skill level by attending Badminton club

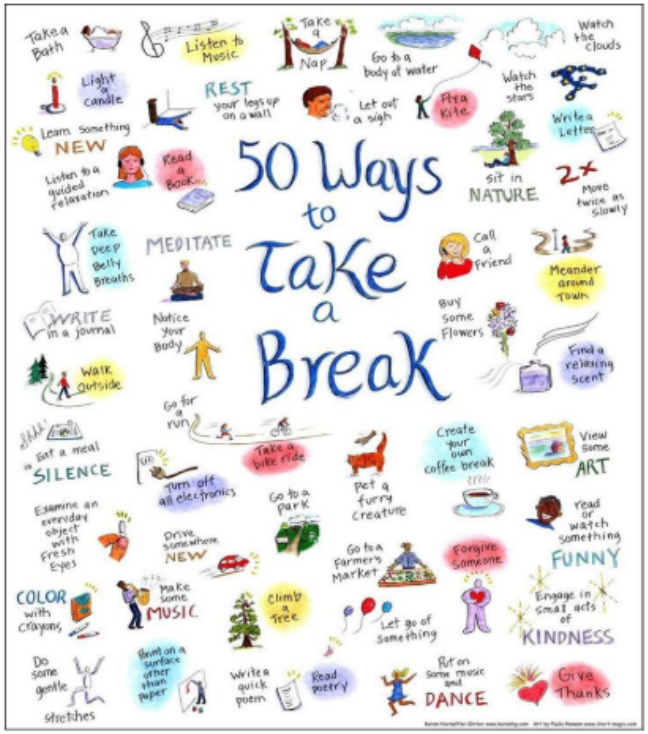
PSHE: How can I look after my well- being?

Key terms:

Mental health		**This refers to how we feel, how well we're coping with daily life or what feels possible at the moment.**
Good mental health		Having good **emotional** and **mental** health is when we are in control of our thoughts, feelings, and behaviour. We are able to cope with life's challenges, and we mostly feel good about ourselves and have good relationships with others.
Mental health		Relating to the mind
Physical		Relating to the body as opposed to the mind.
Emotions		These are also called **feelings.** They can be affected by situations and our relationships with others
Healthy coping strategy		Good things we can do to help us to manage our most intense, thoughts and emotions.

Take a break: do something you enjoy

Try to plan some activities that you enjoy and which will take your mind off things, whether that's texting or face-timing a friend, watching a film, reading a book or going for a walk.



PSHE: How we can we look after our well-being?

Support at school

- Your tutor
- Your Raising Standards Lead
- Your Inclusion Lead
- Your PSHE teacher / PSHE team including Mrs Joyce
- Ms Ray and Miss Lee (in charge of safeguarding)
- Any teacher

Peer led student support:
•Your 6th from Mental Health Ambassador
•Your 6th form student leaders – email Mrs Joyce

Wellbeing support at lunchtime:
•Monday break 2 in RE3– see the well-being mentors drop in for a chat, advice, or just come and spend some time in a relaxed, safe environment
•Thursday break 2 Equality and Diversity group
•Just Dance in the hall Friday Break 2

There are lots of places to get advice and support online.

ChildLine:
www.childline.org.uk Phone: 0800 1111

Young Minds:
www.youngminds.org.uk

Samaritans:
www.samaritans.org Phone: 116 123

In a crisis, text 'Shout' to 85258

5 minute mental wellbeing actions

These are simple, free actions you can do daily.
Many take very little time or energy, and most can be done in less than five minutes.

- **Breathe – take a few deep breaths**
- **Have a glass of water**
- **Have a healthy snack**
- **Do a 5 minute burst of exercise**
- **Connect with someone you care about – give them a hug, send them a message**
- **Take a moment to be still and present**

EH4MH EARLY HELP 4 MENTAL HEALTH

'10 a day' choices towards balancing our mental health

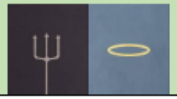
RE: How do we make good decisions?

RE

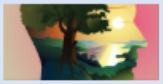
1. Key Terms

Rabbi 	A Jewish religious teacher
Torah 	The Jewish Holy Book
Synagogue 	A Jewish place of worship
Mitzvot 	Jewish laws. There are 613 mitzvot in the Torah.
Covenant 	A special agreement between Jews and God
Monotheism 	The belief in only one God.
Shabbat 	A time of spiritual renewal and rest. It begins on Friday at sunset and ends at nightfall on Saturday.

2. More Key Terms

Morality 	Principles and standards determining which actions are right and wrong.
Moral Dilemma 	A situation where a person must make a decision about what is right or wrong to do.
10 Commandments 	These are 10 rules found in the Old Testament e.g. thou shalt not kill
Old Testament 	The first half of the Bible, before Jesus.
Kosher 	A term for food that is permitted in Judaism
Trayf 	A term for food that is forbidden in Judaism
Conscience 	An inner feeling of whether something is right or wrong.

3. A Few More Key Terms!

Free will 	The idea that we are free to make our own choices and decisions
Determinism 	The idea that we are not free to make our own decisions, everything is predetermined.
Behaviourism 	The idea that decisions we think we make are influenced so much by our past experiences that we are not making decisions at all
Human Nature 	The things that humans are said to have naturally e.g. characteristics or the way we think, feel and act.
Democracy 	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.

4. Judaism

- People who follow Judaism are called Jews
- There are around 14 million Jews around the world.
- Jews worship at a place called a synagogue and their services are led by a Rabbi.
- Jews believe in only one God.
- Some of their teachings are the same as Christians e.g. the 10 commandments
- The main symbol of Judaism is the star of David

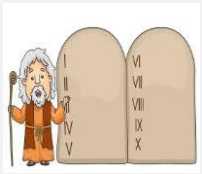
RE: How do we make good decisions?

RE

5. 10 Commandments

- These are 10 key rules which both Christians and Jews follow. They are:

1. You shall have no other Gods before me
2. You shall make no idols
3. You shall not take the name of the Lord you God in vain
4. Keep the Sabbath day holy
5. Honour your father and mother
6. You shall not murder
7. You shall not commit adultery
8. You shall not steal
9. You shall not bear false whiteness against your neighbour
10. You shall not covet.



6. Jewish Laws

- Perhaps the most well-known Jewish religious practice is that of eating only foods that are "kosher." (permitted).
- The opposite of kosher is treifah, which is used to describe actions and food that are forbidden.
- These are called the laws of kashrut (Jewish dietary laws)

Kosher permitted	Trayf forbidden
Ritually slaughtered beef, sheep, goats and deer with no flaws or diseases	Pork, camel, rabbit, rodents, reptiles, and any animal that died of natural causes
Chicken, turkey, quail, geese	Eagle, hawk, vulture (birds of prey)
Salmon, tuna, carp, herring, cod (all fish that have fins and scales)	Crab, lobster, octopus, clam, swordfish, sturgeon
Meat eaten separately from dairy	Meat with dairy (e.g., cheeseburger, burger with a milkshake, chicken cordon bleu, etc.)
Wine or grape juice made under Jewish supervision	Any other wine and grape juice
Soft cheese and kosher hard cheese	Most hard cheese

7. Moses

- One of Judaism's great figures is Moses. The first five books of the Bible were written by him.
- Moses is the link between God and the Hebrews, communicating with the early Jews and giving them God's guidance.
- Jews believe Moses was a prophet (messenger of God)
- Jews believe Moses is the one who received God's 'law' (Torah). This is not law in the modern sense but rather teaching, instruction, or guidance.
- The most famous of these commandments are the Ten Commandments which as you know are followed by Christians.
- But there are actually 613 commandments covering every part of life including law, family, and personal hygiene and diet.

8. Conscience

- An inner feeling of whether something is right or wrong.
- Christians believe that God gave humans a conscience so that they could work out for themselves what actions and thoughts are morally right or wrong .
- Christians believe they can then choose to follow their conscience or go against it because they have free will

9. Free will and Determinism

- Free will is the philosophical idea that you are free to make your own decisions.
- Determinism is the philosophical idea that you are not free to make your own decisions, and all actions and consequences are predetermined (decided before hand)
- People may argue that we are determined by our human nature or by our past experiences (behaviourism)
- Religious believers might argue that there is a genuine purpose to life, and many would say that God has a plan for everyone, however many others would also believe that God gave them free will

10. Democracy

- Democracy is a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
- Democracy literally means ruled by the people.
- In the UK, we live in a representative democracy which means we vote for MPs to sit in the house of commons and represent our best interests.

Year 8 Engineering – Pewter casting

The Brief: A local gift shop would like you to design and manufacture a keyring or pendant to be sold in their shop. They would like you to use natural forms as inspiration and consider the packaging.

The Task: Use CAD, CAM and casting techniques to produce a keyring or pendant.

CAD CAM:

2D design - CAD	Computer software for drawing flat parts
Laser cutter - CAM	A machine which cuts and engraves with a laser

Melting point of Pewter: 170°c - 230°c

The Design Criteria: A list of targets that you set for yourself to achieve with your product.

The Engineering Design Process:
Response to brief Research
Design criteria Ideas
Compare to design criteria
Develop
Test
Make Test Modify Test Evaluate

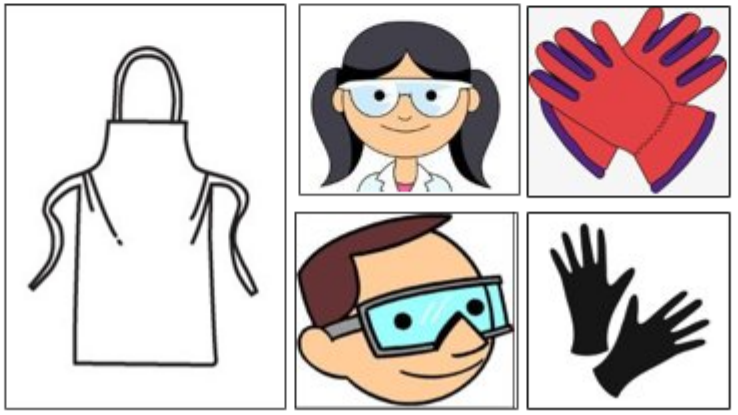
Materials:
Pewter (Non-Ferrous Alloy) – a malleable metal alloy. It is traditionally composed of 85–99% tin, mixed with copper, antimony, bismuth, and sometimes silver or lead, although the use of lead is less common today. Pewter is 100% recyclable.

MDF (Manufactured board) – an engineered wood product made by breaking down recycled hardwood or softwood residuals and then gluing the fibers back together with a resin. The MDF is laser grade MDF.

The Making Stages:
Audit and measure
CAD mould
CAM production
Cutting Pewter
Preparing mould
Heating Pewter
Casting Pewter
Remove excess
Emery
Buff Polish Drill

Key words:
Alloy Casting
Ferrous Non ferrous
Malleable
Composition
Iterative
Modifications
Sustainability
ore

Health and Safety:



Assessment:
A range of theory tasks and practical assessment

Year 8 Engineering – Pewter casting

Hack Saw

Heat proof gloves

Senior hack saw

Scribe

Brasso

Blow Torch

Buffer

Hand vice

Needle files

Pillar Drill

Pewter casting ladle

Emery paper

File

2D design

Laser cutter

Pewter

KEY Vocabulary

- sewing machine
- needle
- pin / pinned /pinning
- scissors
- Embroidery thread
- thread/ threaded/ threading
- Conductive thread
- Circuit Diagram
- Iron
- Tack/tacked/tacking
- Stitch/ stitches
- Sew/sewn/ sewing/ sewed
- LED Light Emitting Diode

Day of the Dead Knowledge Organiser

During Day of the Dead, or Día de Muertos, October 31 through November 2, families gather together to remember and honour their deceased loved ones. A sacred, joyous time, Day of the Dead traditions include food and flowers, visits with family members, prayers, and stories about those who have died.

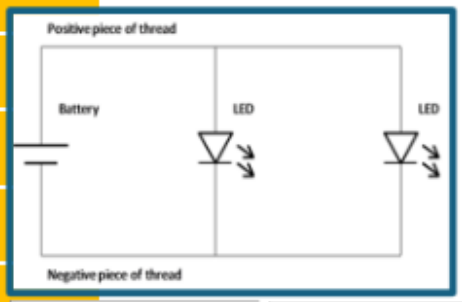
How to thread a needle

How to sew on a button

RISK ASSESSMENT

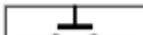
Hazard	Risk	Risk Assessment	Risk Control
What things might cause harm or damage?	What harm or damage might the hazard cause?	How likely is it that an accident might happen? (%)	What should be done to prevent the accident happening?

How to make a simple circuit

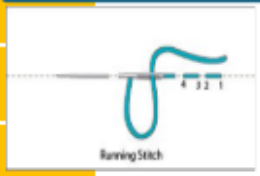


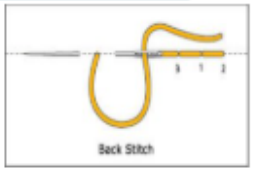
A **light-emitting diode (LED)** is a semiconductor device that emits **light** when an electric current is passed through.

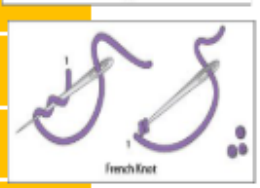
Conductive thread can carry current the same way that wires can

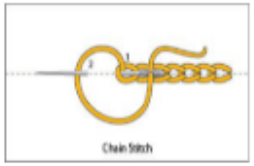


A **switch** controls the current flow through the circuit.









Quality Control

Identify 5 tests for quality control

- Even stitches
- Strong stitches
- Size
- Quality of stitching
- Placement of embellishment
- Neatness

Knowledge Organiser

How much dietary fibre do we need?

The NHS recommended daily intake for dietary fibre is:

2–5-year olds, about 15g

5–11-year olds, about 20g

11–16-year olds, about 25g

16 year olds and older, about 30g

1/3 OF THE DIET SHOULD COME FROM STARCHY FOODS

SACN recommends that the dietary fibre intake for adults should be 30g each day. However, if a person has a digestive disorder such as irritable bowel syndrome (IBS) then they may need to alter their fibre intake.

The sources of dietary fibre in the diet

Insoluble fibre: whole grain cereals, wholemeal bread, bran, nuts, corn, oats, fruit and vegetables (especially the skins).
Soluble fibre: oats, barley, rye, most beans and peas, fruit such as bananas and apples, and root vegetables such as carrots.

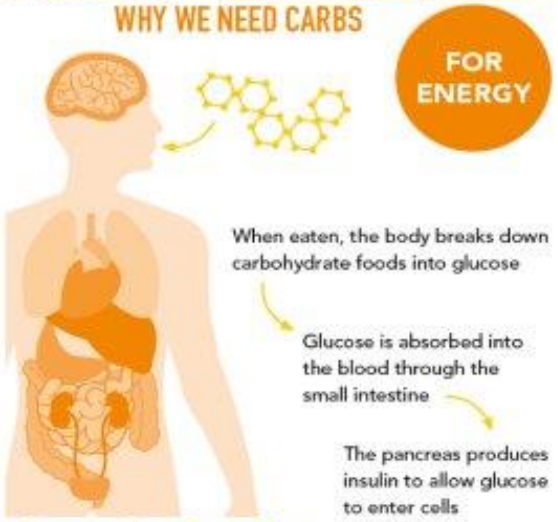
Biological raising agent

Yeast is a living organism grown commercially for bread making and alcohol production. Yeast can bought either fresh or dried.

Yeast + moisture + oxygen + food + time will produce masses of carbon dioxide gas bubbles. Bread needs lots of gas bubbles to raise the dough so yeast is the perfect raising agent when bread making.

To make bread the yeast is added to strong flour and water to form a dough. After kneading the dough must be left to rise or 'prove' in a **warm** environment allowing the yeast to do its work. The yeast is activated by the warmth, oxygen and moisture found in the dough and it feeds on the natural sugars in the flour creating the carbon dioxide gas bubbles. This process is called fermentation.

As the dough rises the gluten strands in the flour form a complex mesh trapping the gas bubbles which creates a soft, spongy doubled in size dough. Traditional bakers knock back the risen dough and give it a second proving. This helps give a better flavour and creates a uniform, finer texture to the finished bread.



The key nutrients in the diet

Nutrients are chemicals found in food which give the body nourishment and are needed for the maintenance of life. The body needs nutrients to perform its daily functions properly. Health problems might occur if any one of these nutrients is lacking in a person's diet.

There are two main types of nutrients:

Macronutrients refer to carbohydrates, protein and **fat** which the body needs in large amounts. They are measured in grams.

Micronutrients refer to vitamins, minerals and trace elements which the body needs in small amounts. They are measured in mg (milligram) or µg (microgram).

The body also needs dietary fibre and water.

Gelatinisation

What happens to carbohydrate

The change that starches undergo during cooking is called **gelatinisation**. When starch and liquid are heated together visible changes occur. The starch granules absorb water causing them to soften and swell up, and this makes the liquid mixture thicken. The thickness of a starch-based sauce is determined by the ratio of starch to liquid. It must be stirred continuously to prevent lumps from forming. Gelatinisation occurs at 66°C and above.

Roux based sauces

A roux is a combination of fat and flour cooked for a particular length of time, depending on the colour of the sauce required. The example on page 173 uses a white roux sauce with milk as the liquid. To make an infused sauce, ingredients such as herbs, carrot, peppercorns and onion are gently heated in milk and or stock in order to flavour the liquid. The flavoured liquid is then used to make the roux.

Basic ingredients in white roux sauces include fat, flour, liquid and seasoning. Other ingredients such as cheese, parsley and mushrooms may be added for flavouring.

The proportion of liquid to flour depends upon the desired consistency of the sauce. If too much liquid is used the sauce will not be as thick as required; if too little is used the sauce will be too thick.

A white sauce can be made using the one-stage method. All the weighed and measured ingredients are placed in a pan and brought to the boil until thickened, or alternatively placed in a jug and cooked in a microwave oven.

types of vegetarian include;

- lacto-vegetarians eat dairy products but not eggs, poultry, meat, fish or seafood
- lacto-ovo vegetarians eat egg and dairy products but not poultry, meat, fish or seafood
- vegans do not eat any foods from animal origin. This includes meat, fish, dairy foods and honey.

COELIAC DISEASE

Coeliac disease is triggered by gluten (a collective term for protein found in cereals, wheat, rye and barley) and causes the body's immune system to attack its own tissues.

Foods that are naturally gluten-free such as rice, corn, maize, potato, buckwheat, polenta, soya and millet can be made into flours which can be used in gluten-free dishes.

All types of plain meat, fish, eggs, cheese, milk, most yoghurts, fruits, vegetables and pulses (peas, beans and lentils) are also naturally gluten-free and can be eaten freely on a gluten-free diet.

Foods such as bread, biscuits, cakes, couscous and pastas must be avoided.

Gluten can also be found in custard powders, thickening starch, some cheese spreads and sauces.

Gluten-free products are widely available and their packaging carries a special symbol.

LACTOSE INTOLERANCE

Lactose intolerance means that the person must avoid cow milk. This can be replaced with other milks such as hazel, hemp, almond, rice or soya milk. Lactose-free products such as cheese are also available.

People with lactose intolerance cannot digest the milk sugar, lactose, because of an enzyme deficiency in the body. The body digests lactose using a substance called lactase to break down lactose into two sugars called glucose and galactose, which can then be easily absorbed into the bloodstream. People with lactose intolerance do not produce enough lactase, so lactose stays in the digestive system where it is fermented by bacteria, leading to the production of various gases, causing the symptoms associated with lactose intolerance.

Many processed foods contain lactose. Lactose intolerant people should read the labels to check.

Understanding how ingredients work

FLOUR	provides bulk and volume in baked products and, through gelatinisation, will thicken liquids.
FAT	gives food products flavour, moisture, colour and traps air.
EGGS	add colour, flavour, will set a liquid and aerate cake and some dessert mixtures.
SUGAR	adds flavour, colour and texture to food. A biscuit will not be crisp if sugar is not used in the mix.
BAKING POWDER	with moisture and heat will produce carbon dioxide bubbles causing a cake/biscuit mixture to rise.
YEAST	given food, moisture, warmth and time produces carbon dioxide bubbles enabling bread dough to rise.