

Knowledge Organiser

YEAR
8

“ Practice creates
confidence,
confidence empowers you ”

Celebrating
Our Inspiring
Olympic
Achievements



SKY BROWN
OLYMPIC
SKATEBOARDER



CHARLOTTE WORTHINGTON
AND KYE WHYTE
OLYMPIC
BMXERS



TOM PIDCOCK
OLYMPIC
MOUNTAINBIKER



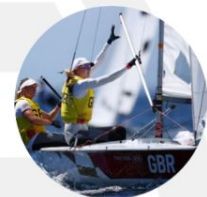
ADAM PEATY
OLYMPIC
SWIMMER



MAX WHITLOCK
OLYMPIC
GYMNAST



HANNAH MILLS
AND
EILIDH
MCINTYRE
OLYMPIC
SAILING
DUO



THE ENGAGED MIND STAYS SHARP.
BE ENGAGED IN THE HERE AND NOW.

Knowledge Organisers at Redmoor Academy

WHY?

Why do we have knowledge organisers?

Your knowledge organisers help you to be successful in many ways. Firstly, they make clear the key elements needed in a topic to have an excellent understanding of it. If you know these elements, your teacher will help you to understand them.

WHAT?

What are my teachers' expectations of me?

In year 7 and 8 your teachers will give you homework that means you will be spending 20 minutes a week learning information from your knowledge organiser for each subject. In year 9 this will be 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Your knowledge organiser exercise book is where you will complete your practising. Each time you revise and practise, you should put the subject as the title and the date. Rule off when you have completed your revising for that subject. Teachers and form tutors will be regularly checking that you are revising.

HOW?

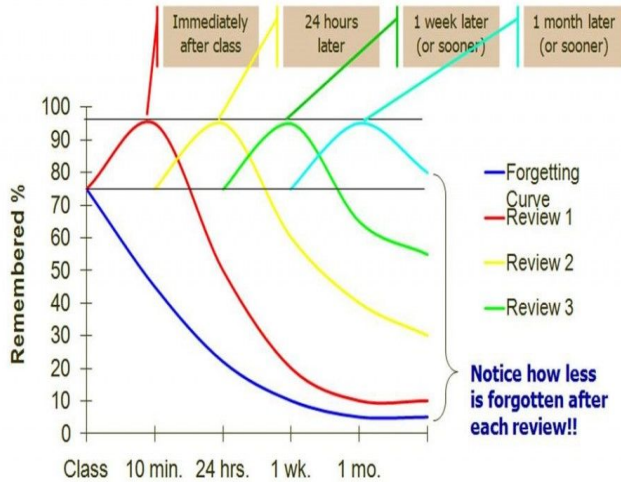
How will my teachers use them?

Each subject will set homework once a week that will help you to learn your knowledge organiser. They will also test you once a week on certain parts to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure that the knowledge stays in your memory. Over time you will build on this knowledge to make sure that you know everything you need to for your subject. Sometimes you may have high stakes quizzes, where teachers will set a certain score that you have to reach to be successful.

How will they help me revise?

When it comes to GCSEs, you have lots of information to remember. Your knowledge organisers will gradually build up this knowledge over 5 years to help support you in year 11 so that when you revise, you are just recalling knowledge that you have already stored. Also, you will have practised lots of revision techniques whilst revising your knowledge organisers over the past 5 years, which will help prepare you for the final exams.

How we learn at Redmoor



Why reviewing your learning is so important

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it. So we need to be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resource summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts



Retrieval practice

Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: [Link to the Learning Scientists](#)

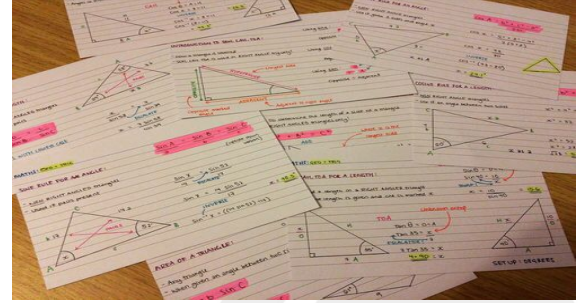
How we learn at Redmoor

Flash cards

Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.

Once you have created your flash cards, you need to think about how you will use them effectively. There is a link below to Leitner system of using flashcards:

[YouTube: The Leitner Method](#)



Dual coding



Dual coding is the process of combining verbal materials with visual materials.

Simply take information that they are trying to learn, and draw visuals to go with it

Learn more about dual coding here:

[Link To The Learning Scientists](#)

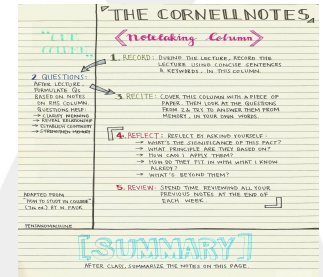
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

Cornell Notes

This method can be used in your revision books as a great method to get you to 'think' about your revision.

Simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary



THINK HARD, WORK HARD, GO FAR

How we learn at Redmoor

Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

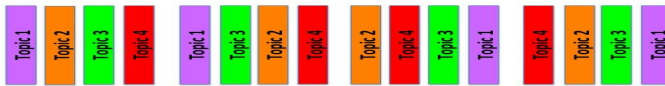
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Massed presentation



Spaced and interleaved presentation



Mind Maps

Mind mapping is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

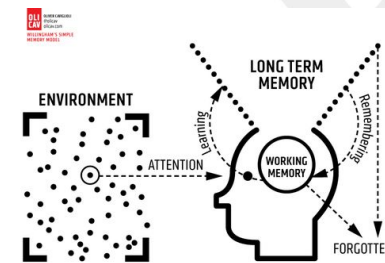
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



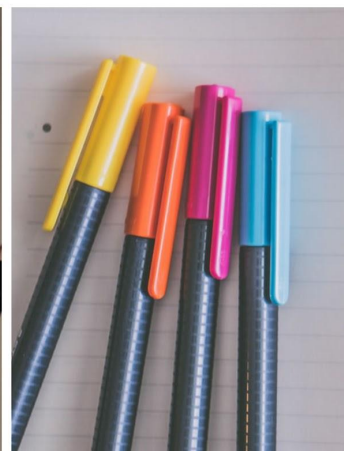
Useful links:

- The learning scientists: <https://www.learningscientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb>
- Seneca: <https://www.senecalearning.com/>



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Equipment

all students must have...



Mobile phones are not to be used in lessons without staff permission
 No photos or videos to be taken without permission
 No school related images or videos to be uploaded on to social media

- Black or blue pen
- Pencils
- Ruler - 30cm
- Protractor
- Compass
- Rubber
- Pencil Sharpener
- Purple pen
- Scientific calculator
- Coloured crayons
- Student Organiser
- Knowledge Organiser
- Locker Key

Redmoor English Department: The Art of Descriptive Writing

BIG QUESTION: What's the point of punctuation?	
Apostrophe	Can be used to show ownership or indicate a missing letter.
Colon	Used to indicate the start of a list
Semi-colon	Used to separate two standalone clauses within a sentence. They cause the reader to pause for longer than a comma but not as long as a full stop.
Question mark	Used at the end of a sentence, when asking a question.
Exclamation mark	Used at the end of an exclamatory sentence to show strong emotion.

BIG QUESTION: How can sentences be manipulated to create effects?	
Simple	A simple sentence contains just one clause (with a subject and one verb). Simple sentences are effective when used sparingly as they are straightforward and direct.
Compound	A compound sentence is formed when you join two main clauses that make sense on their own with a connective. In a compound sentence the clauses are often linked by connectives such as 'and', 'but', 'so' etc.
Complex	A complex sentence contains one main clause and one or more subordinate clause that relies on the main clause to make sense.
Paragraphs	<p>Paragraphs are just a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing.</p> <p>When writing about a new TIME or about a different PLACE, When writing about a new TOPIC or about or as a new PERSON.</p>

Sentence Upgrades	
-ing	Grabbing her bag, the woman stormed out of the shop.
Preposition	Under the dark clouds, the lampost gleamed.
Adverb	Cautiously , the girl reached out to grab the gun.
Connective	Despite the weather, the girl went outside.
-ing	Grabbing her bag, the woman stormed out.

BIG QUESTION: How are words powerful?	
Adjective	An adjective describes a noun. E.g <i>'the tall building.'</i>
Alliteration	Alliteration occurs when you use the same letter at the start of words that are next to, or near, each other. E.g <i>'Daniel doesn't like dentists.'</i>
Emotive Language	Words that make the reader feel an emotional response such as anger, sadness, joy or sympathy. E.g <i>'the innocent boy broke his leg when the nasty bully pushed him over.'</i>
Metaphor	A metaphor is when you describe someone or something as if it were something else, without using the words 'like' or 'as'. E.g <i>'you are my sunshine.'</i>
Personification	Personification occurs when you give human <u>characteristics</u> to something that isn't human. E.g <i>'the sun smiled at us.'</i>
Onomatopoeia	A word that sounds like the thing it describes. E.g 'Bang' or 'buzz'.
Simile	A simile is a comparison of two things by using the words 'like' or 'as'. E.g <i>'she was as sweet as a honeybee.'</i>
Superlative	A superlative indicates that something is the best or most extreme of its kind. Usually formed by adding '-est' to the end of an adjective. E.g 'smallest', 'happiest' 'longest'.

BIG QUESTION: Why does structure matter?	
Cyclical Structure	If you use a cyclical structure then it means your description ends by making a link back to the beginning.
Varied Sentence lengths.	Shorter sentences can alter the pace of your writing. Complex sentences can alter the rhythm. For single, sudden ideas you want to draw attention to, a single sentence or single word paragraph works brilliantly.
First Person Perspective	Written as if the narrator is a character, observing or taking part in the scene..
Third person perspective	Written as if the narrator is talking about the characters and events, but not necessarily a character in them.
Omniscient narrator	A narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.

Sentence Upgrades	
Pair of adjectives	Strong and bright , the sun shone onto the forest below.
Triple noun	Owls, crickets, mice : the woods were alive with noise.
Triple adjective	Thin, bare, skeletal : the trees hung over her.
Verb adverb	Perched precariously on the branch, the bird sang.
-ed	Petrified , the woman stood fixed to the spot.

Redmoor English Department: Poetry - World War 1 Poetry (1914-1918)

THE BIG QUESTIONS	
1.	Why does poetry even matter?
2.	How are words powerful?
3.	Why do form and structure matter?
4.	What can we learn about the human condition from studying these poems?
5.	How are ideas about conflict explored here?

CONTEXT: WORLD WAR I	
1914	The year the war began.
Trenches	Long, narrow ditches dug into the ground. Soldiers lived in them.
No man's land	Disputed ground between the trenches of two opposing armies.
Gas	A toxic chemical used as a weapon for the first time during this war.
Shells	Metal projectiles filled with explosives.
Shell Shock	The post traumatic stress disorder many soldiers suffered from.
1918	The year the war ended.

VOCABULARY BOOST	
Word	Definition
Condemn	To criticise something or someone strongly.
Coerce	To persuade someone forcefully to do something that they may not want to do.
Enlist	To join the armed forces, or to ask for an get help or support from someone.
Expose	To remove what is covering something so it can be seen, or to bring to public notice.
Pastoral	Writing which gives an idealised version of life in the countryside.
Patriotic	Showing love for your country and being proud of it.
Propaganda	Ideas, information, opinions or images that give one half of the argument.
Psychological	Relating to the human mind and feelings.
Reality	The state of things as they are, rather than as they are imagined to be.

CONTEXT: THE POEMS	
'Who's for the Game?'	<ul style="list-style-type: none"> Written by Jessie Pope in 1915 - an English poet who wrote motivational poems during the war Upbeat and aimed at getting men to enlist for war by using questions and comparisons to persuade Other poets, like Owen and Sassoon, found her work distasteful
'The Soldier'	<ul style="list-style-type: none"> Written by Rupert Brooke, a poet known for his sonnets about the beauty of England, in 1915 The poem is narrated by a soldier who is telling the listener what to think of him should he die Conveys the patriotic feelings of Britain in the early years of the war
'Suicide in the Trenches'	<ul style="list-style-type: none"> Written by Siegfried Sassoon, a soldier and one of the most famous WW1 poets The poem tells the story of a young soldier who commits suicide - it shows war's psychological effects The poet himself spent time in hospital with Shell Shock
'Dulce et Decorum Est'	<ul style="list-style-type: none"> Written by Wilfred Owen, also a soldier who personally experienced the horrors of war The poem focuses on a soldier who sees another man die in a gas attack right in front of him The poet spent time in hospital with Shell Shock and was killed during the last week of the war

BIG QUESTION: How are words powerful?	
Direct address	Is when a speaker talks directly to the reader or audience.
Imagery	Descriptive language which creates clear images - this could be religious imagery, natural imagery etc.
Imperative	An order or command. Also, something that is very important or urgent.
Irony	The use of words that actually say the opposite of what they really mean.
Metaphor	A phrase which describes one thing as if it is something else.
Personification	When you give an animal, thing or object qualities that only a human can have.
Symbolism	Where an image or object represents something else.
Tone	An attitude of a writer toward a subject or an audience.

BIG QUESTION: Why do form and structure matter?	
Caesura	A break within a line of poetry where there is punctuation to create a pause.
Enjambment	The continuation (spilling over) of a line of poetry onto the next without a pause from punctuation at the end.
Rhyme scheme	The pattern of rhyme within a poem.
Rhythm	This is the beat of the poem, made up of stressed and unstressed sounds.
Sonnet	A poem with 14 lines traditionally about love, usually ending with a rhyming couplet.
Volta	A turn in the thought or argument of the poem - it can be a dramatic shift in emotion

Redmoor English Department: Novel - *Of Mice and Men*

BIG QUESTION: How does John Steinbeck create an engaging narrative?		
George	Frustrated, devoted, a dreamer.	Represents the importance of friendship.
Lennie	Childlike, physically powerful.	Represents innocence in the face of cruelty.
Candy	Unloved, an outcast.	Represents how society mistreats the elderly.
Curley	Insecure, jealous, unmerciful.	A symbol of violence.
Curley's Wife	Seductive, objectified, lonely.	A symbol of patriarchal oppression.
Slim	Non-judgemental, wise.	Represents compassion and wisdom.
Crooks	Proud, lonely, cynical.	Represents the isolating effects of racism.
Carlson	Heartless, insensitive.	Represents how actions can be disconnected from emotion.

BIG QUESTION: Why do you think Steinbeck wrote this novel?	
John Steinbeck	Grew up as middle class and spent his summers working on ranches near his home in California. He often wrote stories with moral messages (allegories).
The Great Depression	Started in 1929 with the stock market crash. Led to a period of great poverty and unemployment across the USA. A third of America's population became unemployed and many suffered from poverty, hunger and disease.
The American Dream	The idea that if you work hard enough, you can achieve anything. Every American can achieve freedom, equality and opportunity.
Gender	In the 1930s married women were expected to stay at home, look after the children and give up their jobs if their husband wanted them to.
Darwinism	'Survival of the fittest': the weak will be placed aside as the powerful take the opportunities.
Racism	The Jim Crow Laws made racial segregation legal in America. They lasted until 1968 and denied African Americans the right to vote, hold jobs and get an education or other opportunities.
Disability	The mentally disabled were often seen as a burden on society. In some states, having a low IQ (intelligence test) score meant that people were sterilised (stopped from having children).

BIG QUESTION: What can we learn about the human condition by studying this novel?	
Dreams	The novella teaches us that dreams are fragile but can keep people motivated.
Loneliness	The novella indicates that loneliness can destroy a person's spirit. Friendship overcomes this.
Discrimination	Racism, sexism, ageism and prejudice towards the disabled is damaging.
Death	The novella shows that people and animals can be treated without care and humanity.

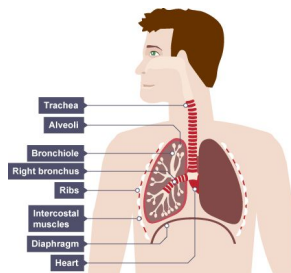
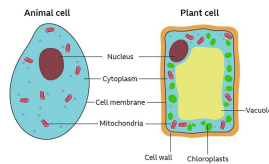
BIG QUESTION: How are Steinbeck's words powerful?	
Animal Imagery / zoomorphism:	When the writer gives animal characteristics (features) to a human or non-animal.
Colloquialism:	Language we use in ordinary and informal conversations.
Connotation:	An idea or feeling which a word makes you think of or suggests.
Semantic field:	A group of words that can be connected to the same topic or theme.
Symbolism:	The use of a symbol or image to represent something else.

BIG QUESTION: Why do form and structure matter?	
Allegory:	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
Cyclical structure:	A story's ending which links back to the beginning by repeating words, ideas, settings or actions.
Foreshadowing:	When the writers gives a hint about what's to come later in the story.
Microcosm:	This is where the world is represented on a smaller scale.
Tragedy:	A genre of drama or literature where the hero is brought down by his/her own flaws, a defect in their character.

VOCABULARY BOOST	
Word	Definition
Hierarchy	A system in which people or things are put at various levels or ranks according to their importance.
Idealism	Believing that very good things can be achieved, particularly when they don't seem likely to other people.
Isolation	The state of being alone or away from others.
Migrant	A person who moves from one place to another to find work or better living conditions.
Misogyny	Feelings of hating women, or the belief that men are much better than women.
Predatory	A person or organisation that is eager to gain something out of someone else's weakness or suffering.
Prejudice	An unreasonable dislike of a particular group of people, person or thing.
Status	A position or rank in relation to others.

Redmoor Science Department

Biology - Cells & Organs



BIG QUESTIONS:

1. What are we made of?
2. How do we move?
3. How does the body exchange gases with the environment?
4. Why do we have a digestive system?
5. How can drugs affect your body?

3. How does the body exchange gases with the environment?

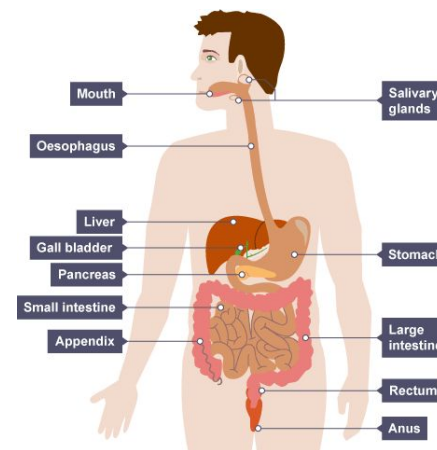
Respiratory system	Organ system where air is taken into and out of the body, gas exchange happens.
Breathing	(Ventilation) Process of moving air into and out of the lungs.
Oxygen	Gas breathed in and needed to carry out aerobic respiration.
Carbon dioxide	Waste gas produced by cells and breathed out.

1. How do we move?

Cell	Basic building block of all organisms.
Cell membrane	Surrounds the cell and controls what enters and leaves.
Cell wall	Surrounds the cell and gives it support.
Cytoplasm	Jelly-like substance where chemical reactions take place.
Nucleus	Controls activities of the cell and contains genetic information (DNA).
Vacuole	Contains cell sap.
Mitochondria	The site where aerobic respiration takes place.
Chloroplasts	Contain chlorophyll and carry out photosynthesis.
Diffusion	Movement of particles from a higher concentration to a lower concentration.
Unicellular	Organism made up of only one cell.

4. Why do we have a digestive system?

Digestive system	A group of organs that break down food from larger molecules to smaller ones.
Nutrients	Essential substances the body needs to carry out vital functions.
Balanced diet	Eating foods that contain nutrients in the correct amount.
Enzymes	Biological catalysts that speed up chemical reactions.

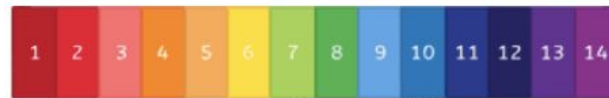


2. How do we move?

Tissue	Group of cells with a similar structure and function that work together to carry out a job.
Organ	Group of different tissues that work together to carry out a job.
Organ system	Group of different organs which work together to carry out a job.
Joints	Bones are linked together by ligaments. Joints allow the skeleton to move.
Muscles	Muscles are attached to bones by tendons. Muscles contract (shorten) to allow bones to move.
Antagonistic muscles	A pair of muscles that act on a joint. As one contracts the other relaxes.

5. How can drugs affect your body?

Drug	A substance that has an effect on the body.
Depressant	A drug that slows down messages in the brain and along nerves.
Stimulant	A drug that speeds up messages in the brain and along nerves.
Asthma	A condition that causes the airways of the respiratory system to become narrowed and filled with mucus.
Nicotine	The addictive substance found in tobacco smoke.
Alcohol	A depressant that is found in wines, spirits and beers. Also known as ethanol.



BIG QUESTIONS:

1. What are chemical reactions?
2. What are the patterns in chemical reactions of acids?
3. How do acids, alkalis and bases behave?

1. What are chemical reactions?

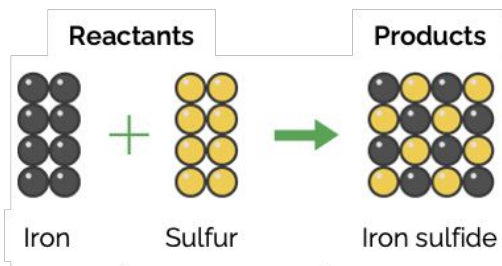
Chemical reaction	A process where by the atoms of substances are rearranged to make a different substance.
Word equation	An equation in which only the names of the reactants and products are used to model a reaction.
Reactants	Substance(s) present at the start of a chemical reaction.
Products	Substance(s) formed from a chemical reaction.
Combustion	The process of burning by heat.
Thermal decomposition	Type of reaction in which a compound breaks down to form two or more substances when it is heated.
Oxidation	The gain of oxygen, or loss of electrons, by a substance during a chemical reaction.
Displacement reaction	Reaction where a less reactive element is displaced from its compound by a more reactive element.
Chemical bond	The chemical link that holds molecules together.

2. What are the patterns in chemical reactions of acids?

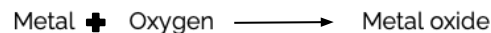
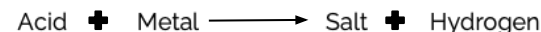
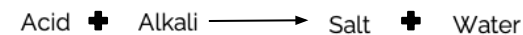
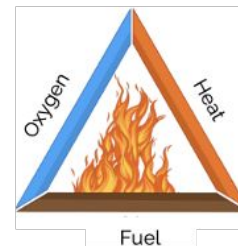
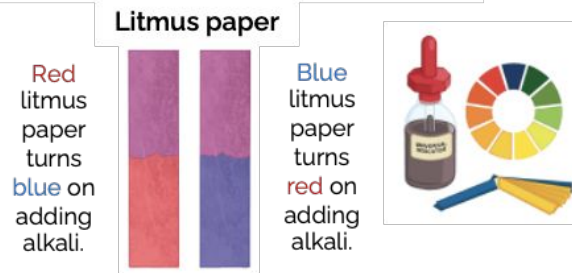
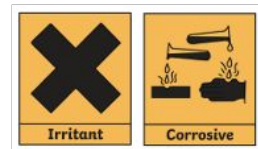
Acid	Substance which has a pH below 7. Have a high concentration of hydrogen ions (H ⁺).
Base	A substance which has a pH above 7. React with acids to neutralise it and produce a salt.
Alkali	A base that is soluble in water.
Corrosive	Able to damage metal, stonework, clothes and skin. Strong acids and alkalis are corrosive.
Neutralisation reaction	Reaction between an acid and an alkali that produces a substance with a neutral pH. A salt and water are also formed.
Salt	Substance produced by the reaction between an acid and a base.

3. How do acids, alkalis and bases behave?

Indicator	A substance that has different colours, depending upon the pH of the solution it is in.
Neutral substance	Substance with a pH of 7.
Litmus paper	An indicator that can be red or blue. Red litmus turns blue in alkalis, while blue litmus turns red in acids.
pH	Scale of acidity or alkalinity. A pH (power of hydrogen) value below 7 is acidic, a pH value above 7 is alkaline.
Universal indicator	An indicator solution that produces many different colour changes corresponding to different pH levels.
Catalyst	A substance that changes the rate of a chemical reaction without being changed by the reaction itself.



All acids are irritants and corrosive.



French

Tu aimes quelles matières? What subjects do you like?

Phonics (1)	Opinion phrase (2)	School Subject (3)			Quality Vocab (4)	Reason (5)	
<p>e [uh] é [ay] è [eh] ç [ss] an [on] th [t] in [an] ui [we] ai [ay] qu [kuh] tion [see-on] oi [wa]</p>	<p>Ma matière préférée est (My favourite subject is) Mes matières préférées sont (My favourite subjects are) J'adore (I love) J'aime bien (I really like) Je préfère (I prefer) Je n'aime pas (I don't like) Je déteste (I hate) Je ne supporte pas (I can't stand)</p>	<p>l'anglais (English) le français (French) les sciences (Science) les maths (Maths) les travaux manuels (Design Tech) l'espagnol (Spanish) le théâtre (Drama)</p>	<p>le dessin (Art) l'EPS (PE) la religion (ME) la cuisine (Cooking) l'informatique (Computing) l'histoire (History) la géo (Geography)</p>	<p>car (because) parce que (because) puisque (as)</p>	<p>pour moi (for me) je pense que (I think that) j'estime que (I reckon that) la plupart du temps (most of the time) je suis l'opinion que (in my opinion) je dirais que (I would say that) heureusement (fortunately) malheureusement (unfortunately)</p>	<p>c'est (it is) ce n'est pas (it isn't) ça peut-être (it can be)</p>	<p>important (important) utile (useful) inutile (useless) difficile (difficult) facile (easy) barbant (boring) une perte de temps/énergie (a waste of time/energy)</p>
						<p>J'aime le prof (I like the teacher) Je déteste le prof (I hate the teacher) il y a trop de devoirs (there's too much homework) ce n'est pas mon tasse de thé (it's not my cup of tea) le prof explique bien (the teacher explains well)</p>	

Décris ton horaire du temps Describe your timetable

Time Phrase	Time	Verb	Noun
<p>Le lundi (on Monday) Le mardi (on Tuesday) Le mercredi (on Wednesday) Le jeudi (on Thursday) Le vendredi (on Friday)</p>	<p>à huit heures at 8 o'clock à neuf heures at 8 o'clock à dix heures at 10 o'clock à sept heures trente at half past 7 à six heures et quart at quarter past 6</p>	<p>j'ai on a</p>	<p>sciences (science) anglais (English) dessin (Maths)</p>
<p>Le collège commence (School starts) Le collège finit (School finishes) Les cours commencent (Lessons start) La pause déjeuner commence (Lunch starts) La récré commence (Breaktime starts)</p>			

Qu'est-ce que tu vas faire après avoir quitté le collège? What are you going to do when you leave school?

Time Phrase	Future structure	Infinitive	
<p>Après avoir quitté le collège Redmoor After leaving Redmoor L'année prochaine (next year) A l'âge de dix huit ans (When I am 18) A l'avenir (In the future)</p>	<p>je vais I am going je voudrais I would like j'ai l'intention de I intend je veux I want je ne vais pas I am not going to je ne veux pas (I don't want to)</p>	<p>aller (to go)</p>	<p>au lycée (to college) à l'université (to university)</p>
		<p>faire (to do)</p>	<p>un apprentissage (an apprenticeship)</p>
		<p>devenir (to become) être (to be)</p>	<p>professeur (teacher) médecin (doctor) fermier (farmer)</p>

History

Economic Study

1500-modern day

Social:
relating to
society or
the people

Political:
relating to
the
government /
ruling elite

Economic:
relating to
money or the
wealth of a
country

The Transatlantic Slave Trade

- 1492:** Columbus lands in the Caribbean
- 1562:** John Hawkins takes first ship of slave to West Indies
- 1619:** Transatlantic Slave Trade in North America begins with first ship full of enslaved Africans docking in Virginia colony (now USA)
- 1772:** Somerset case - court ruling that no slave could be forcibly removed from Britain
- 1789:** publication of Olaudah Equiano's autobiography
- 1807:** The slave trade is abolished by Great Britain
- 1833:** Slavery is abolished in all British colonies
- 1839:** Amistad slave ship rebellion
- Exploration:** travelling to find new parts of the world
- Trade Triangle:** the slave trade system Europe/Africa/America
- Abolition:** to oppose or end something
- Overseer:** a person who supervised the enslaved or factory workers
- Olaudah Equiano:** a man who was previously enslaved who wrote about his life
- Thomas Clarkson:** campaigned for abolition of slavery
- Granville Sharp:** used legal means to try to abolish slavery
- William Wilberforce:** MP who campaigned to abolish slavery

The Industrial Revolution

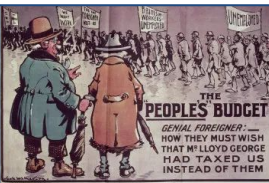
- 1600s - 1700s** Enclosure Acts
- 1712:** Newcomen develops steam powered pump
- 1761:** Bridgewater Canal opens
- 1765:** James Watt's steam engine
- 1770:** The Spinning Jenny invented by Hargreaves,
- 1771:** Arkwright builds Cromford Mill textile factory
- 1790s:** Canal Mania - huge investment and construction begins
- 1840's:** Railway Mania - huge investment and construction begins
- Industrial Revolution:** change from an agrarian economy to manufacturing
- Steam power:** using pressure from heating water to power machines
- Iron:** main metal used in manufacturing, steel is an alloy of this
- Canal:** transporting heavy good by water
- Turnpike Trust:** Private toll roads
- Domestic System:** manufacturing items in the home
- Factory System:** manufacturing in a specially constructed building
- Industry:** The process of making products by using machines and factories
- Mass production:** The production of many products in one go e.g. textiles
- Richard Arkwright:** pioneered the factory system
- George Stephenson:** engineer and railway pioneer
- Rural:** countryside areas/settlements
- Urban:** town or city areas/settlements

Poverty

- Poverty:** the state of not having enough resources for a minimum standard of living
- Textiles:** Cloth or clothing production by spinning and weaving
- Apprentice:** an child (sometimes orphans) who worked in factories in return for food and lodging
- Workhouse:** a place where poor people could get food and shelter in return for work
- Depression:** severe downturn in the economy, causes mass unemployment
- General Strike:** when several sectors go on strike at the same time
- Liberal Reforms:** Measures to help the poor
- 1906-1914**
- Pension:** A weekly amount of money given to people over 70 (originally 5 shillings)
- National insurance:** A form of tax to pay for health and unemployment insurance
- Welfare:** the health, happiness, and fortunes of a person or group.
- Welfare State:** the government provides some level of basic support for welfare of its citizens

Empire

- Empire:** collection of colonies ruled by one state with means to gain power
- Colony:** an area controlled by a foreign power as part of an empire
- Imperialism:** a policy to extend a country's power and influence by building an empire
- 1497-1763:** English seamen reached places Europeans had not previously been. Britain then set up colonies and used them to trade all over the world
- 1783-1924:** By 1924 Britain controlled a fifth of the land in the world.
- After 1924:** After the World War One it became increasingly difficult for Britain to hold on to the Empire



Geography - Fantastic Places

Antarctica

- Antarctica is the world's southernmost continent. It is the location of the geographic South Pole.
- Antarctica is the world's fifth largest continent by size; 14.2 million km². It is about twice the size of Australia.
- About 98% of Antarctica is covered by ice, this averages about 1.5 miles in thickness.
- Antarctica is the coldest, driest and windiest continent on earth.
- It's population is only about 2000 people, who are temporary scientists and research teams.



Japan

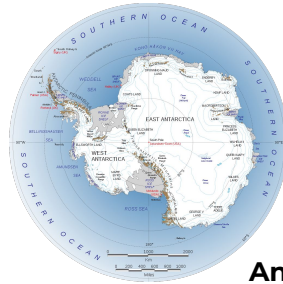
Japan is an Island country located off the eastern coast of Asia.

- It is bordered by the sea of Japan to the west and the Pacific Ocean to the east.
- Japan is an archipelago of 6,852 Islands.
- The five main Islands are Hokkaido, Honshu, Kyushu, Shikoku and Okinawa.
- About 126 million people live in Japan. It is the 11th most populated country in the world.



Largest settlements in Antarctica

1. McMurdo Station (USA)
2. Frei Station (Chile)
3. Amundsen-Scott (USA)
4. Mimy - (Russia)
5. Esperanza - Argentina



Animal Adaptations

Deserts

- Deserts are mainly found around the Tropics of Cancer and Capricorn, between 15° and 30° north and south of the equator.
- Deserts are found in North Africa, central Australia and towards the south west of the USA. Deserts are often found on the west coast of continents.
- Deserts have extreme temperatures. During the day temperatures may reach 50 degrees whilst at night it may fall to below 0 degrees.
- Deserts have less than 250 mm of rainfall per year. The rain can be unreliable. Several years can pass between rainfall events.

Fat is stored in the hump of the camel. This provides energy in times of food shortage in the desert. They don't store water in their humps!

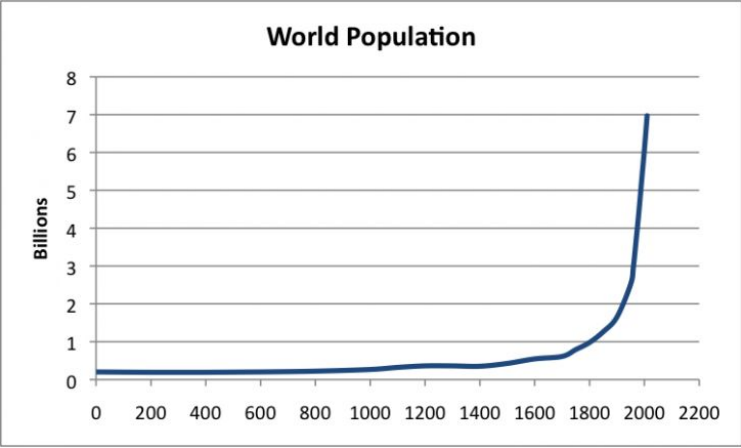
Camels have two rows of eyelashes which are long and slit-like nostrils which help keep out the sand being blown around in the desert.



Thick fur on the top of the body for shade, and thin fur elsewhere to allow easy heat loss in high desert temperatures.

Large padded feet which allows them to spread their weight on the sand.

Geography Population and Migration



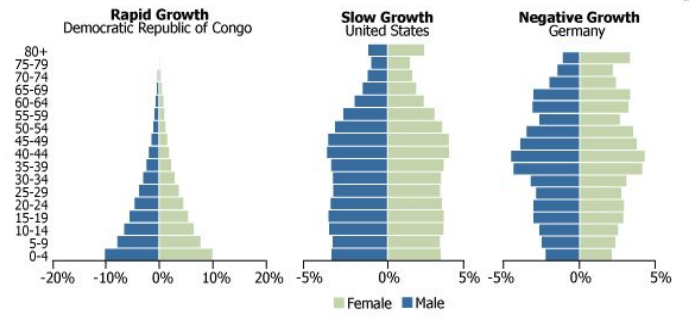
You need to be able to explain what has happened to World Population over time. Study the graph above and make some notes.

There is a 2000 km border between the USA and Mexico as illegal migration is a huge problem. U.S. Border Patrol guards the border and tries to prevent illegal immigrants from entering the country. Illegal migration costs the USA millions of dollars for border patrols and prisons.

Many Americans believe that Mexican immigrants are a drain on the economy. They believe that migrant workers keep wages low which affects Americans.

However other people believe that Mexican immigrants benefit the economy by working for low wages. Mexican culture has also enriched the USA border states with food, language and music.

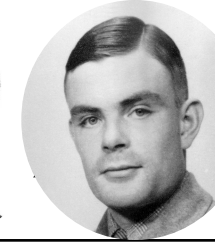
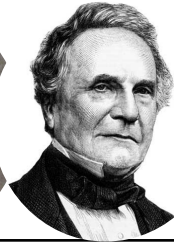
Key Term	Definition
Population	All the inhabitants of a particular place. E.g The population of the UK is just over 65 million.
Migration	The movement of people from one place to another, usually to live or to work.
Life Expectancy	The average period (years) that a person would expect to live. This varies from country to country.
Birth Rate	The number of live births per 1000 people per year.
Death Rate	The number of deaths per 1000 people per year.
Natural Increase	Birth Rate is higher than Death Rate so the population grows.
Natural Decrease	Death Rate is higher than Birth Rate so population lowers.
Immigration	The movement of people in to a country to live or to work.
Emigration	The movement of people out of a country to live or to work.
Exponential Growth	When the rate of growth increases all the time creating an ever steeper upward curve.
Population Density	The number of people living in a given area. E.g 350 people per KM squared.
Sparsely Populated	A low number of people living in a given area. E.g 3 people per KM squared.
Urban	Relating to towns or cities.
Rural	Relating to the countryside.
Push Factor	Factors that make you want to leave an area E.g War, famine, lack of education.
Pull Factor	Factors that make you come to a certain area E.g low levels of crime, better quality housing.



Population pyramids show the makeup of a country in terms of age and gender. Look at the following website and make comparisons between the population pyramids of poor and rich countries.
<https://www.populationpyramid.net/world>

Year 8 Computing

Where it all began



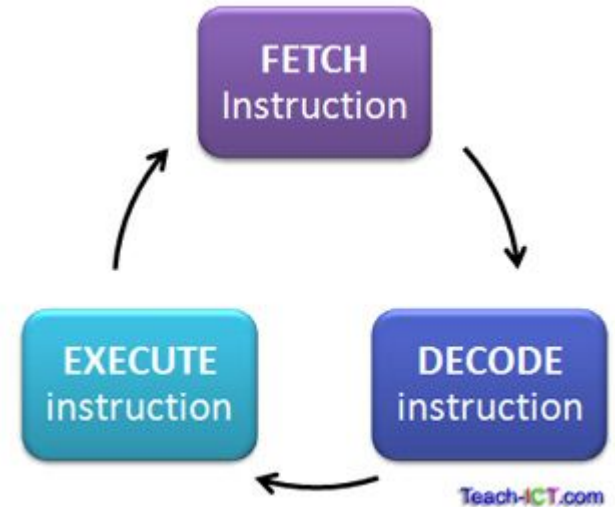
Key people in the history of Computing

Ada Lovelace (1815-1852)	Ada is considered the first computer programmer. She was the first to realise that a computer could be programmed to follow a series of simple instructions to perform a calculation, long before computers even existed
Charles Babbage (1791-1871)	Developed plans for two different types of computer long before computers were invented. His first, the Difference Engine, was partially completed in the early 1830s.
Alan Turing (1912-1954)	During World War II, he developed a machine that helped break the German Enigma code which some said shortened the war by upto 2 years and saved an estimated 14 million lives. His work prepared the way for modern computers.
Joan Clarke (1917-1996)	A mathematician best known as being the only woman to work as a code-breaker at Bletchley Park during the Second World War. She worked closely with Alan Turing to break the German Enigma code and ensure that many lives were saved.
John Von Neumann (1903-1957)	Invented a key technology that is still the basis for how all computers work today. This technology is called the Von Neumann architecture.
Dorothy Vaughan (1910-2008)	Worked at NASA as a computer but soon understood that her job was under threat from new electronic computers. She lead the way for herself and other black women to learn to program by teaching herself and then her colleagues to ensure their jobs were safe. She became the first black female supervisor at NASA and her work helped to ensure that projects such as the moon landing were a success.
Katherine Johnson (1918-2020)	A mathematician whose calculations as a NASA employee were critical to the success of the first space flights. She checked the calculations of the computers and worked out the flight paths for spacecraft for more than three decades
Margaret Hamilton (1936-present)	Worked for NASA on the Apollo spacecraft as head of Software Engineering. She wrote the code for the spacecraft that first landed on the moon
Mark Dean (1957-present)	Known by many as the inventor of the PC. He invented lots of the key technologies still used in modern PCs including the colour monitor (screen) and the first GigaHertz processor.
Sir Tim Berners Lee (1955-present)	Inventor of the World Wide Web. He invented the idea of web sites and web pages and wrote the code for the first web browser.

Year 8 Computing

Computer Hardware

Internal Parts of a Computer (Inside the box)	
Motherboard	The main circuit board of a computer that holds most of the components of the computer together.
Processor/CPU	This processes all the instructions in the computer needed to perform a task. It follows the fetch-decode-execute cycle picture on the right.
Random Access Memory (RAM)	A temporary storage for the computer. It stores unsaved works and open programs.
Hard Drive	A storage device that holds data permanently for when the computer is switched off.
Graphics Card	Processes all of the instructions to do with graphics on the screen. Takes the load off the CPU.
Power Supply Unit	The part of the computer that gives power and electricity to all of the other parts.



Different Types of Storage	
Optical	A type of storage that uses a laser to make marks on a disk to store data permanently. These marks can be read by a laser to put data back into a computer.
Magnetic	A type of storage that uses magnetism to magnetise parts of a disk to store data.
Solid State	A type of storage that has no moving parts. It uses electricity and switches to store data.

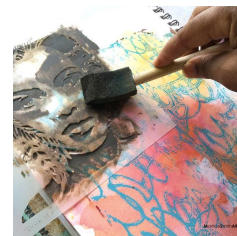
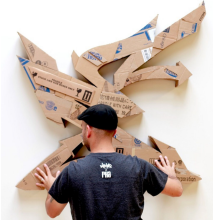
Types of Software	
Applications	The programs on the computer that do something useful for you as a human being.
Utilities	The programs on your computer that are responsible for how the computer runs and is maintained.
Operating System	The software that manages and runs all of the hardware on your computer.

Year 8 Art - Graffiti

Can graffiti be transformed into valuable art?

Alecks Cruz is a successful artist that uses graffiti style lettering to create his sculptures. His work is showcased in galleries across the world.

1. Born in Chicago in 1984, Alecks is a self-taught visual artist and **graphic** designer
2. 2011 when Alecks began gaining local recognition by winning design competitions.
3. He explores the **composition** of individual letters and the unique beauty that each character has to offer.
4. Alecks took his love for graffiti art and constructs cardboard graffiti pieces that quickly became his **trademark**.
5. His work shows arrows, barcodes and colours that pop out with hard angles, straight sides and swooping edges.



How is graffiti created?

Typography is the art of designing and arranging letters. It started as a craft in the 15th century with the invention of the printing press and has gradually evolved into an art form in its own right with modern digital technologies offering more creative possibilities.

The term '**Font**' was originally used to identify the design elements in a typeface e.g. **bold**, underlined, or *italic*. Bold type can add an emphasis or strength to a font. Underlined type is an effective way of emphasizing the title of a document. It can also be used to call attention to an important section of text. *Italic* type can also emphasise an important word or passage of text

Serifs are the extended corners at the ends of a letter and like all good design, they evolved naturally. They originated in the stone-carved letters of the Ancient Romans.

Serif fonts are the most legible and are commonly used for large blocks of text. Their wide horizontal baseline emphasizes the line of text for the eye and makes reading more comfortable.

Sans-serif fonts are simply fonts without serifs ('sans' means 'without' in French). They are also sometimes called Gothic



Is graffiti an acceptable art form?

- **Graffiti** art as a term refers to images or text painted usually onto buildings, typically using spray paint. Graffiti is marks, scratchings or drawings made on a surface in a public place.
- Graffiti art has its origins in 1970s New York, when young people began to use spray paint and other materials to create images on buildings and on the sides of subway trains. Such graffiti can range from bright graphic images (wildstyle) to the stylised monogram (tag).
- Today, many graffiti are very complicated mixtures of writing and pictures. When done without a property owner's permission it is considered **vandalism**. Sometimes it is just a person's name or a word. Sometimes it is as a public **political protest**.

A **stencil** is device for applying a pattern, design, words, etc. to a surface, consisting of a thin sheet of cardboard, metal, or other material from which figures or letters have been cut out, a coloring substance, ink, etc., being rubbed, brushed, or pressed over the sheet, passing through the **perforations** and onto a surface.

Year 8 Art - Cultural Art

What is culture?

Culture is the **characteristics** and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

"Culture **encompasses** religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things," Cristina De Rossi.

Who are the native Americans?



- Native Americans lived in the United States for a very long time before Christopher Columbus discovered America.
- The first people to live in a land are called **indigenous peoples**.
- The Native Americans were grouped into tribes or nations usually based on the area they lived in and their culture such as their religion, customs, and language.
- The Native Americans did not write down or record their history, so we have to find out about their history in other ways.



Evolving from simple cave drawings and carvings traditional American Indian art grew to include intricate art in such forms as jewelry, beadwork, weaving, pottery, paintings, carvings, masks, quillwork (embroidery), and totem poles. Throughout their history their art has reflected their culture, lifestyle, and environment.



What is Aboriginal culture?

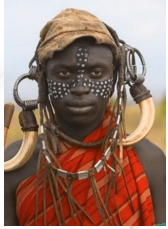
- Aboriginal Australians is a western term for the people who are from the Australian mainland and many of its islands
- Aborigines have lived in Australia for over 40,000 years, and it is believed that they came from areas of Asia. These original Australians were hunter-gatherers.
- The didgeridoo is one of the world's oldest musical instruments and is made from limbs and tree trunks hollowed out by termites.
- Dream time refers to the Indigenous understanding of the world's creation.



How do different cultures use Art and Symbolism?

What are the five elements of African art?:

There are 5 elements of African art that are used to describe the aesthetics of African art. These are:



1. Resemblance to a human figure.
2. Shiny and unflawed skin.
3. Youthfulness representing vitality and fertility.
4. Reserved demeanor representing a person in control.
5. Balance and proportion through material choices.

- There are 54 countries in Africa - and 9 territories -with a total of more than 1.1 billion people living on the continent, which is 15% of the world's total population.
- Most of the African people are Christians and Muslims. In North Africa and many West African countries are Islamic.
- There are also almost 10% of Africans that follow **traditional religious rituals** which means they have traditional healing rituals such as bone-throwing, 'magic' and herbal medicine and celebrating the spirit of the **ancestors**.
- In Africa, you will find some of the largest mammals on this planet.



Year 8 Design - Memphis Design

Why is Karim Rashid one of the most influential product designers of our time?

- Karim Rashid is an Egyptian-born and Canadian-raised industrial designer.
- His designs include **luxury** goods, furniture, lighting, surface design, brand **identity** and packaging.
- Time magazine has described him as the "most famous **industrial** designer in all the Americas" and the "Prince of Plastic".
- He is based in New York City, as well as Belgrade, Miami and Mexico.
- He has over 3000 designs in production and has won over 300 awards.



Design Movements



What makes a successful designer?

Designers must take in to consideration a wide variety of factors in order for their products to be successful and actually sell!! ACCESSFM is a mnemonic used to help designers analyse other products. It is also helpful to use as a criteria or checklist when designing new ideas.

Aesthetics

What does it look like? What makes it appealing?



Customer

Who would buy the product?



Cost

How much do you think it costs?



Environment

What are the impacts on the environment? Can it be recycled?



Size

What are the dimensions? Does it make it easy/hard to use?



Safety

How has the product been made safe to use?



Function

What does the product do? What's the purpose of the product?



Materials

What materials have been used?



Why was Memphis a radical movement?

- In the early 80s, Italian designer and architect Ettore Sottsass founded Memphis, a group of artists and designers who became known for their bright and bold furniture design
- Although many people ridiculed their work, the Memphis group were **groundbreaking**. Their use of clashing colours, **haphazard** arrangements and brightly coloured plastic laminate was previously unseen. At the time, objects were usually designed to be **functional**, not decorative. Memphis changed this with a more creative approach to design, where they poked fun at everyday objects by designing them in a way that was unusual.
- One of the members of the Memphis group, Nathalie Du Pasquier, collaborated with Danish company HAY to create Memphis-esque patterned bags in 2013. A year later, she designed a collection for the fashion company American Apparel. Elsewhere in fashion, Memphis' work has served as the inspiration for fashion collections by designers such as Dior and Missoni.



Why make a prototype?

A **prototype** is an early sample, model, or release of a product built to test a **concept** or process. Making a **prototype** can highlight unknown **physical**, **technical** or **financial** issues. It is not meant to be the final version, it's the rough draft form of the product. It will often have **elements** that demonstrate how the product will work, even though the prototype may not have the functionality that the final product will have after it is professionally **manufactured**.



Year 8 Design- Product Design

What is a design brief?

A design brief is a written explanation - given to a designer - outlining the **aims**, **objectives** and **milestones** of a design project.

A thorough design brief is a critical part of the design process. It helps develop trust and understanding between the client and designer.

The **client** is usually the person who has identified the *need* for the new idea. It is also crucial designers make use of *market research* and fully understands the *needs and wants* of the 'user' or 'customer base' they are designing for.

The design brief ensures that important design issues are considered and questioned *before* the designer starts work. It may contain some functional requirements: **aesthetics**, materials, safety and quality considerations and other design **constraints**.

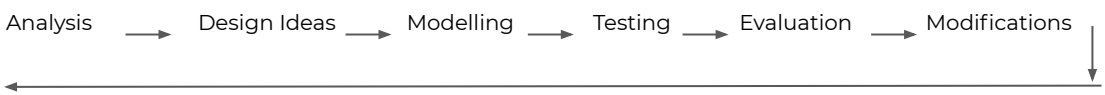


How can designers refine their ideas to lead to success?

- S** Substitute - Replace a part of your product/idea with another
- C** Combine
Combine ideas, processes or products into one more efficient idea
- A** Adapt
Adapt an existing idea to solve a problem you had before
- M** Modify
Modify an aspect of your situation or problem, try magnifying or minimising them
- P** Put to another use
Put current processes or products that were intended for a specific purpose to another use
- E** Eliminate
Eliminate or simplify an idea to improve it, but also to identify it's most important aspect
- R** Reverse
Reverse the orientation, direction of a process or product, do things the other way around.

How does iterative design lead to success?

Iterative design is a circular design process that models, evaluates and improves designs based on the results of testing. Most product designers use this to improve ideas and is often used when designers are creating something for a client. Manufacturers cannot risk investing large amounts of money into the production of a product that has not had **adequate** design, modelling, testing, prototyping and evaluation.



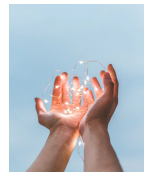
Inspiration or imitation, what's the difference?

Inspiration is the process of being mentally stimulated to do or feel something, especially to do something **creative**.

Inspiration gives us the energy to create new designs and to work hard to ensure they fit with our image or vision. It is when we are inspired that we produce our best work. Inspiration assists us with brainstorming, mapping out new ideas and with bringing these new ideas to life.

In design, inspiration can be sourced from many places. Some examples are:

- A theme or topic eg. nature
- An **era** or time in history
- Looking at the work of others eg. Using a source like Pinterest
- Our surroundings and environment



Drama Keywords

Thought Tracking	Thoughts of a character are heard out loud, usually in a tableau. 'Tracking their thoughts' in the moment.
Dialogue	The words said in a play - conversations between characters.
Monologue	A section of the script spoken by a single actor alone on stage.
Hot seating	'Hot seated'- The actor answers questions about their feelings, thoughts- as the character. Like an interview.
Projection	For your voice to be used loudly and clearly.
Tone of voice	The emotion HEARD in your voice of this character.
Physicality	The mannerisms & body language of a person, especially when over-the-top or exaggerated.
Spotlight	A 'Spot'/Circle of Light in a small area- to focus on less actors & smaller space.
Backlight	Light coming from upstage, behind the scenery or actors, to separate them from the background.

Drama techniques, skills and lighting.

Year 8 Drama: Unit 1 - Creating Character Knowledge Organiser (Term 1a- Sept-Oct)

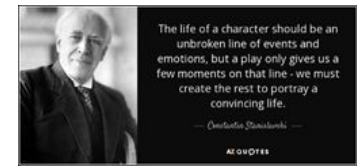
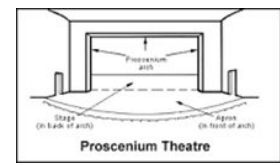
Context:

Creating Character:

- **'Stereotype Characters'**- We will be exploring 'everyday characters' in our society & how we can show them in Drama performance through voice (how you will speak), gesture (how you will move your arms, hands), expression (how you will use your face) & body language (how you will sit, your posture, as this character.)
- **To create your new character-** You will be using your knowledge of character skills & techniques from Year 7; for example 'Shipwrecked' Script work & 'Encountering An Alien'. Remembering your use of voice, gesture, interaction with other characters & your use of written dialogue (words spoken of the character.)
- You will be writing, setting & giving ideas for blocking (Performing) this monologue as your character, including your feelings, emotions & thoughts as this character.
- This term, we will need to lots of discussions of our performance ideas, with drawings of our set designs (what will be on stage), costume designs (what the actors will wear), prop design (what they will use on stage) & lighting design (the lights that fill the stage, to create different locations & atmosphere.)

Use of Practitioners, Performance Spaces:

Performance Space: *Proscenium Arch* - An arch/frame is created & the Audience have one view point.



Practitioner: Stanislavski - He wanted people to experiment to create a character. He believed that you should use everyday language to create a natural/ realistic play, using real settings and 'ordinary' people.

Drama Keywords

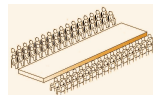
Tableau(x)	A dramatic picture, frozen in time with two or more people.
Levels	Gives a stage more visual interest. They allow different characters the opportunity to communicate different status, locations or the audience to see areas more clearly.
Status	The power difference between two or more characters.
Expression	Use of facial expressions to SHOW how you feel.
Ad Lib	Improvisation by an actor - speaking outside the lines of a script.
Gobo	A thin metal plate which goes into the light to create an effect/shape. E.g. windows, foliage

Drama techniques, skills and lighting.

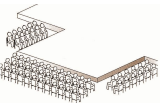
Performance Spaces:

Performance Space:

Traverse - Form of staging where the audience is on either side of the acting area.



Thrust - The stage projects into the auditorium so that the audience is seated on at least two sides of the extended piece.



Year 8 Drama: Unit 2 - WW1 Knowledge Organiser (Term 1b- Jan-Feb)



Key Knowledge:

- Your Research from WW1 (1914-1918)- looking at the trenches (long, narrow ditches where the soldiers lived), the soldiers writing letters "Dear Lorna, I am writing to you on Christmas Day to pray that you are well & to keep strong...", the comradeship (the friendship in Battle, in the Trenches)
- You will be exploring your ideas through comic strip designs with drawings & descriptions of ideas, with character ideas of skills; voice, body language, gesture.
- You will also look at Script work- setting, blocking the dialogue of all the characters. This will organise the space, using split-staging & drama techniques. This is similar to that of setting 'Shipwrecked'.
- Due to not being in the studio, you will develop your imagination, looking at samples of performance work with skills & techniques, for you to describe in your work. You will also receive regular peer feedback & communicate your ideas in class discussions.
- Think about Stanislavski (A Drama Practitioner who wanted actors to be as real as possible as their characters. 'What if?' 'What if I was this soldier, how would I feel fighting for my country? Leaving my family behind & not knowing when I would see them again?' This will create realism.

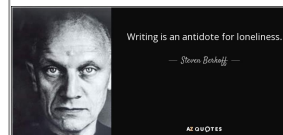
Practitioners:

Practitioners:

Stanislavski - According to Stanislavski an actor only portrays a character truthfully if he actually experiences the feelings specific to a scene. Therefore you have to use empathy to create your character and scene.

**WHEN WE ARE ON
STAGE, WE ARE IN THE
HERE AND NOW**

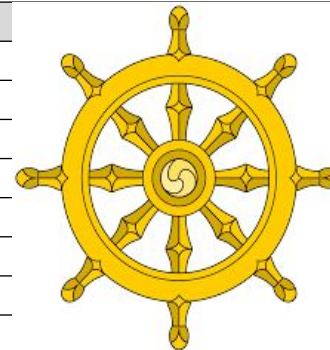
CONSTANTIN STANISLAVSKI



Berkoff- Use the actors themselves to create images. Use of physical theatre, Movement, to create environments And physicality to create character.

Morals and Ethics - Pursuit of Happiness

Dhamma	The teachings of the Buddha and the Universal Law . Important to Buddhists because by following it they will reduce their own suffering and the suffering of others, which is the ultimate aim of Buddhism	
Three Marks of Existence	1. Anicca (impermanence): Everything changes and nothing lasts forever . Failure to recognise this leads to clinging and suffering, whereas awareness of it results in letting go of attachment and suffering.	
	2. Anatta (no fixed self): There is no 'you' that is permanent or eternal. Awareness of this can help you become less angry when someone harms 'you'.	
	3. Dukkha (unsatisfactoriness of life, suffering): Suffering is an inevitable part of life and can only be overcome by becoming enlightened.	
The early life of the Buddha	Siddhartha Gautama was born an Indian prince around 2500 years ago. He grew up surrounded by luxury and never experienced hardship or suffering.	
The Four Sights	Siddhartha came across a sick man, old man, dead man and holy man . These inspired him to give up his life of luxury and leave his wife and child.	
The Buddha's Enlightenment	Siddhartha meditated under a tree and was tempted by the demon Mara . Over three watches of the night he became enlightened and from then on known as the Buddha.	
Nibbana	Literally means ' blown out. ' Freedom from suffering and rebirth.	
Four Noble Truths	1. The truth of suffering (dukkha): Life is full of suffering.	
	2. The truth of the causes of suffering : Suffering is caused by craving (tanha) and also by the Three Poisons of ignorance, greed and hatred .	
	3. The truth of the end of suffering : Suffering can be ended by ending craving and the three poisons. When a person ends suffering they become enlightened and achieve nibbana .	
	4. The truth of the path to end suffering : The path end suffering is the Middle Way and consists of eight practices (the Eightfold Path) that are sometimes grouped into three sections (the Threefold Way).	
The Threefold Way and Eightfold Path	Aspect of Eightfold Path	Explanation
	Right Speech	Speak truthfully and kindly.
	Right Action	Practice the five moral precepts.
	Right Livelihood	Have a job that does not cause suffering.
	Right effort	Work hard to become enlightened.
	Right mindfulness	Become aware of yourself and the world
	Right concentration	Develop focus and concentration.
	Right understanding	Understand the dhamma.
	Right intention	Follow the path with the right intention.
Key quote	<i>"But if any one goes for refuge to the Buddha, the Dhamma and the Sangha he perceives with proper knowledge the four noble truths: suffering; the cause of suffering, the end of suffering and the noble eightfold path leading to the end of suffering."</i> The Buddha in the Dhammapada verses 190-191	



Humanism - Morals and Ethics



HOW CAN I BE HAPPY?

<u>Key Concepts</u>	<u>Definition</u>
Empathy	Trying to consider what it feels like to be in someone else's position.
Humanism	A philosophical worldview that seeks to answer important questions about ethics, meaning and purpose from a non religious point of view.
Philosophy	Thinking about and discussing important questions about purpose and meaning.
Happiness	Being content or fulfilled in your life.
Worldview	The way in which humans interpret the world around them.
Ethics	The rules by which we base our moral decisions.



"You don't need religion to have morals. If you can't determine right from wrong, then you lack empathy, not religion."
Anonymous



<u>Key words</u>	<u>Meaning</u>
Atheist	A person who disbelieves or lacks belief in the existence of God or gods.
Agnostic	A person who believes that nothing is known or can be known of the existence or nature of God.
Theist	The belief in the existence of the Supreme Being or deities
Humanist	An advocate or follower of the principles of humanism.
Secular	Unrelated to religion or non-religious.

Key terms

Call and Response	Where the leader of the group plays a pattern which the rest of the band then repeat back
Master Drummer	The leader of the percussion group who leads the changes of the patterns
Ostinato	A repeated rhythmic or melodic pattern
Polyrhythm	Where several rhythms are played simultaneously
Syncopation	Where the rhythm emphasises the weak beats of the bar
Texture	The layers of sound within a piece
Timbre	The different tonal qualities of sounds



Djembe are hand drums, where playing in the centre of the skin makes a 'bass' sound and playing the edge creates a 'tone' sound.

Dundun are a type of talking drum as the tension of the outer strings can change the pitch of the drum.



Dundun



BandLab terms:

- 1) **Loop** - a repeated melodic or rhythmic pattern
- 2) **Drum machine** - a digital way of creating the beats for a track
- 3) **Backbeat** - emphasising weak beats 2 and 4 in a drum track
- 4) **Track** - one layer of recording in a technology piece
- 5) **Bpm** - beats per minute - the tempo of a piece
- 6) **Balanced phrasing** - phrases of equal length
- 7) **DAW** - Digital Audio Workstation - a place to mix your tracks
- 8) **Stereo** - a full sound as you would hear through both ears
- 9) **Key** - the tonality of the music
- 10) **Triad** - a three-note chord made from the 1st, 3rd and 5th of the scale of the root note (1st)

Talking Drum



Talking drums were historically used to communicate over distance. They are played with curved sticks and squeezed to change pitch.

BIG question: How should we listen to music?

COMPONENTS OF FITNESS

Cardiovascular Fitness – being able to exercise the whole body for long periods of time

Agility – Change direction quickly with control

Speed – the rate in which you perform a movement

Strength – the amount of force a muscle can generate

Power – performing a forceful movement as quickly as possible

Coordination – moving two or more body parts together

Muscular Endurance - repeatedly using the same muscles without them getting tired.

Balance - maintaining your body stable when static or moving.

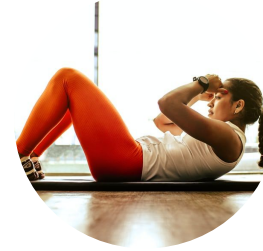
Flexibility - the range of movement at a joint.

Body Composition - percentage of bone, muscle and fat.

Reaction time - ability of your body to reaction to a stimulus.

FITNESS TESTS - CAN YOU LINK THE FITNESS TEST TO THE COMPONENTS OF FITNESS BEING TESTED?

- 12 Minute Cooper Run
- Standing Stork Test
- Bleep Test
- Sit and Reach Test
- 1 Minute Press Up Test
- BMI
- 1 Minute Sit Up Test
- 30 Meter Sprint
- Illinois Agility Test
- Vertical Jump
- Ruler Drop Test
- Hand Grip Test
- Standing Broad Jump
- Alternate Hand Wall Throw Test



METHODS OF TRAINING

Continuous – working with no rest over a long period of time

Interval– periods of high intensity work and rest

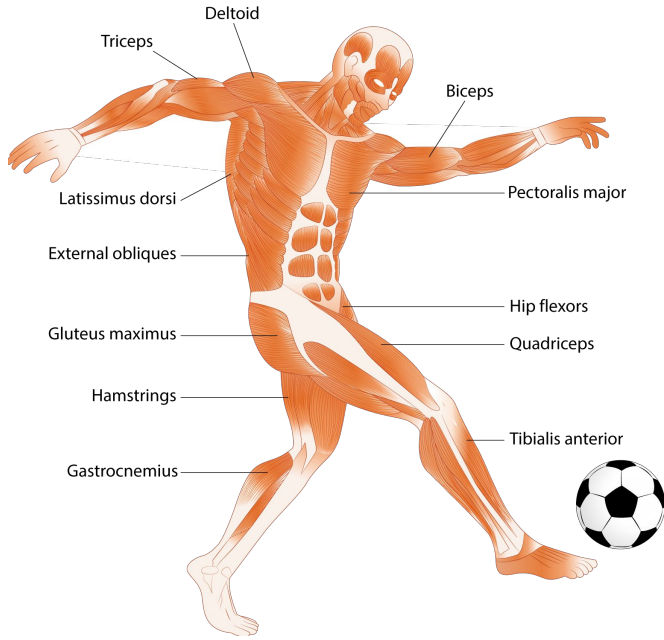
Resistance – uses free weights or machine to improve strength and power

Circuit – a series of stations to improve specific components of fitness

Fartlek – ‘speed play’. Continuous running of a variety of intensities and terrains.

Plyometric – explosive movements to improve power

Muscular System

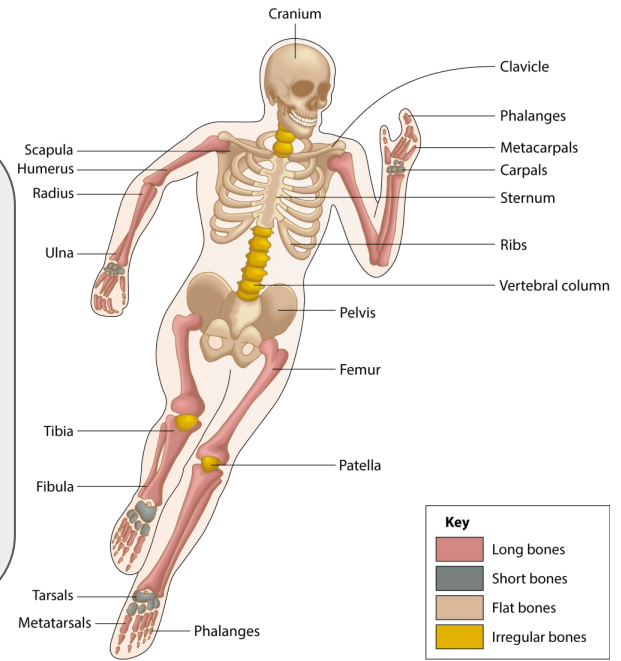


YEAR 8 PE - BODY SYSTEMS

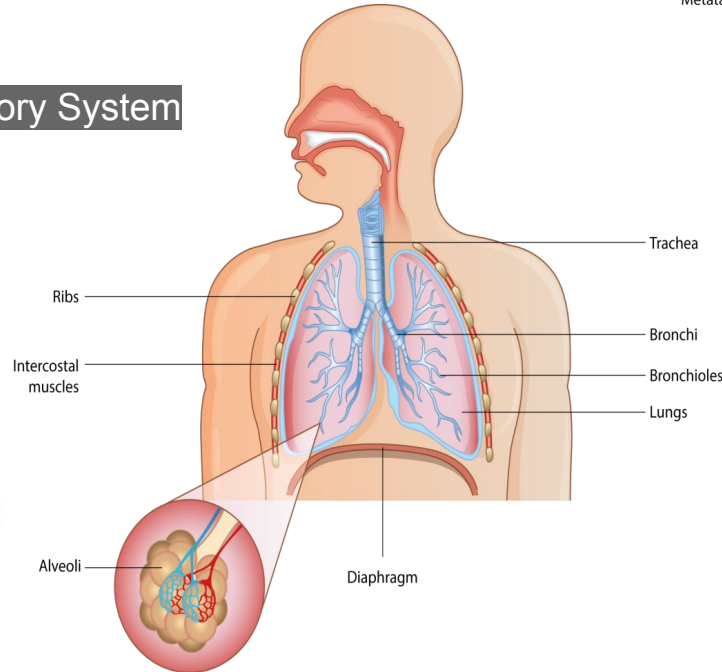
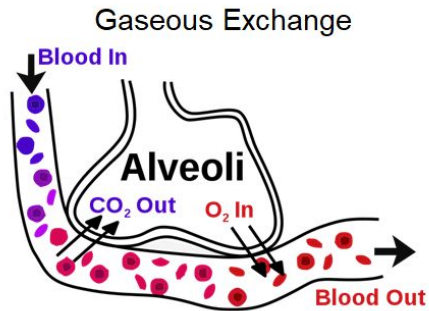
Questions

1. You will need to know the muscles and bones. Get someone at home to quiz you.
2. Name the main gases we breathe in and breath out.
3. How many chambers are in the heart?

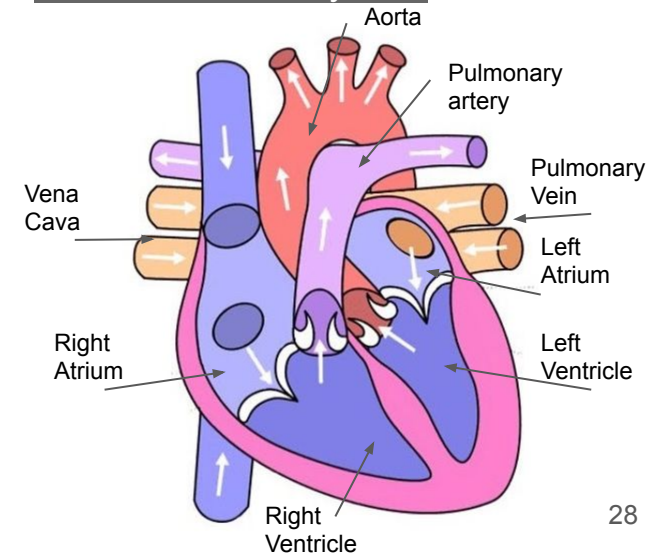
Skeletal System



Respiratory System



Cardiovascular System



Literacy



“IF YOU ARE GOING
TO GET ANYWHERE IN
LIFE, YOU HAVE TO READ
A LOT OF BOOKS.”

Roald Dahl

Questions to become an active reader...

Which sentences could help you to sum up the entire passage?

What do you think is going to happen next?

What did you think about as you read?

What else do you know about the topic?

What questions do you have about the book?

Which words do you not know or understand?

What clues from the passage help you to remember what has already happened?

How could you describe what you have just read to someone else?

Key Vocabulary for book discussions

Narrator	A character who recounts the events of a novel.
1 st person narration	A type of narrative in which the main character relates their story from their own perspective, for example, the text would read 'I went to school.'
2 nd person narration	A type of narrative where the story is told in the voice of the onlooker, which is you, the reader. For example, the text would read 'You went to school.'
3 rd person narration	A type of narrative where the story is told using a third-person pronoun such as 'he' or 'she'. For example, the text would read 'She went to school.'
Unreliable narrator	A narrator that is not trustworthy,
Fable	a short story, typically with animals as characters, conveying a moral.

Key Vocabulary for Talking Points

Communism	A type of government where its goal is to form a society where everything is shared equally.
Democracy	A type of government that rules through being elected by the people
Dictatorship	When a country is ruled by a single ruler with total power over a country
Monarchy	When a King / Queen / Emperor is the head of a country

ABC Sentence Starters

ADD: To add a new idea to what someone else has been saying:

I would like to add to this...

I would have to agree with you because...

We might also consider...

We might also consider...

BUILD: To build on what someone else has been saying:

This could be developed by considering...

This links to...because...

Building onto this...

Taking this one step forward...

CHALLENGE: To challenge someone's ideas and offer the opposite viewpoint:

I would challenge this idea because...

From another perspective you might argue that...

Although I can see why ___ thinks... I disagree because...

On the other hand this idea could be challenged because...

Maths Term 1 Number Sense

Keywords	Definition
Prime Number	Has only 2 factors, 1 & itself. 2 is the only even prime number 1 is not a prime number
Prime Factorisation	Finding which prime numbers multiply together to make an original number.
Positive / Negative Integers	Whole numbers greater or less than zero. eg. 2 21 2002 -2 -21 -2002
Significant Figures	The most important digit(s) in a number, highest place value
Product	The answer when two or more values are multiplied together.
Index Form	7^4 (number to a power)
Standard Form	Number between 1 & $< 10 \times 10^x$

BEARINGS

- A Bearing is a direction of travel between 2 points
- It is always measured from the north point
- Written using 3 digits e.g. 020° rather than 20°
- Bearing are measured clockwise

Always 3 digits **Sentence Structure Important** **Angle clockwise from North**

$75^\circ \rightarrow 075^\circ$
 $4^\circ \rightarrow 004^\circ$

The bearing of B from A is 075°

Lines North are Parallel

From A to B

075° 310°

Prime Numbers	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

Prime Factorisation

Write the number

Write any pair of factors

Continue until all factors are prime

Write the factors from smallest to largest

$40 = 2 \times 2 \times 2 \times 5$

Prime factorisation = $2^3 \times 5$ in **index** form

Multiplying/Dividing Integers

OUT OF means divide

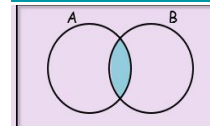
Same Signs -
POSITIVE

$(+)(+)$ $(-)(-)$

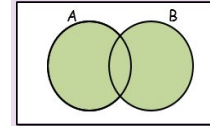
Different Signs -
NEGATIVE

$(+)(-)$ $(-)(+)$

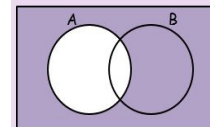
Venn Diagrams



The **intersection** is where two sets overlap.
 $A \cap B$
 This means **A and B**. **AND rule**



If you put two sets together, you get the **union**.
 $A \cup B$
 This means **A or B**. **OR rule**



The **complement of A** is the region that is not A.
 A'
 This means **not A**.

Rounding to significant figures

3 2 6 8
 3 0 0 0

Round to 1 significant figure
 First non-zero digit
 Most important digit / most worth
 Replace rest of digits with 0's

0.0402 Significant as are non-zero integers

0.0402 Significant 0 as between digits/numbers

Leading Zeros, do not count as a Significant Figure

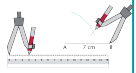
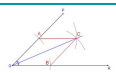

Replace **OF** with x multiply

SUM = answer when adding

Maths Angles and Parallel Lines

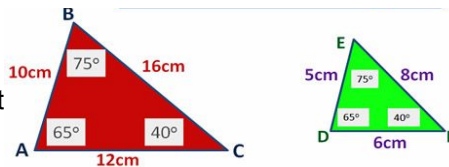
Key Words

Definition

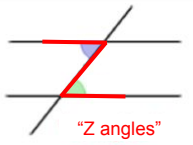
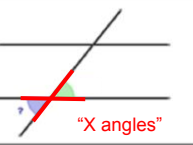
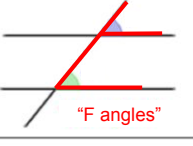
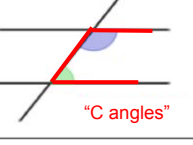

Surface Area	Surface area is the sum of the areas of all faces (or surfaces) on a 3D shape
Construct 	Draw using: ruler & compass or protractor
Angle Bisector 	a line that cuts an angle in half
Perpendicular Bisector 	a line at 90° to another that cuts it in half
Similar Triangles	Same proportion, same angles, different lengths (scale factor of another)
Congruent Triangles	Are identical in size. Proof: SSS, ASA, SAS, AAS, RHS s-side a-angle h-hypotenuse
Area	Amount of space taken by a 2D shape. Measured in squares
Volume	Amount of space taken by a 3D shape. Measured in cubes
Capacity	Amount of liquid something can hold. Measured in litres/ml

Similar Shape

- Same shape
- Side lengths different **BUT** in proportion
- Angles the same

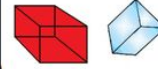


Angles - Parallel Lines

	Relationship	Properties
	Alternate Angles	Equal
	Relationship	Properties
	Vertically Opposite Angles	Equal
	Relationship	Properties
	Corresponding Angles	Equal
	Relationship	Properties
	Co-interior Angles	Add up to 180°
	Relationship	Properties
	Angles on a straight line	Add up to 180°

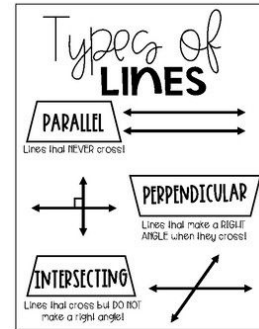
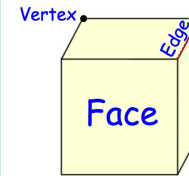
Prism

A prism has two ends that are exactly the same size and shape.



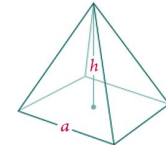
Pyramid

A pyramid has triangular sides which meet at one point called a vertex.



Volume of Pyramid

$\frac{1}{3}$ base area x height



Volume

Find area of cross-section* x height or length

Cuboid:	Area of cuboid x length width x height x length
Triangular Prism	Area of triangle x length $\frac{1}{2}$ base x height x length
Cylinder	Area of circle x length πr^2 x length

