

# Year 8 Block 1 Knowledge Organisers

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

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# Block 1 Homework Hand in schedule

Homework will be checked first thing each morning in tutor time. You will need to come to school each day with your homework book and Knowledge Organisers. The table shows which subject you will hand in on each day.

Week 1:		Set-up and Trial Week
Day	Date	Subject
Mon	11/09/2023	French
Tue	12/09/2023	English
Wed	13/09/2023	PE
Thu	14/09/2023	Maths
Fri	15/09/2023	Science
Mon	18/09/2023	Geography
Tue	19/09/2023	English
Wed	20/09/2023	Art
Thu	21/09/2023	Maths
Fri	22/09/2023	Science
Mon	25/09/2023	French
Tue	26/09/2023	English
Wed	27/09/2023	Music
Thu	28/09/2023	Maths
Fri	29/09/2023	Science
Mon	02/10/2023	History
Tue	03/10/2023	English
Wed	04/10/2023	PE
Thu	05/10/2023	Maths
Fri	06/10/2023	Science
Mon	09/10/2023	French
Tue	10/10/2023	Health
Wed	11/10/2023	Drama
Thu	12/10/2023	Maths
Fri	13/10/2023	Science
Mon	16/10/2023	History
Tue	17/10/2023	Computing
Wed	18/10/2023	DT

Half-term Break		
Day	Date	Subject
Mon	30/10/2023	English
Tue	31/10/2023	Science
Wed	01/11/2023	French
Thu	02/11/2023	Maths
Fri	03/11/2023	Art
Mon	06/11/2023	English
Tue	07/11/2023	Science
Wed	08/11/2023	Geography
Thu	09/11/2023	Maths
Fri	10/11/2023	Music
Mon	13/11/2023	English
Tue	14/11/2023	Computing
Wed	15/11/2023	History
Thu	16/11/2023	Maths
Fri	17/11/2023	DT
Mon	20/11/2023	English
Tue	21/11/2023	Science
Wed	22/11/2023	Geography
Thu	23/11/2023	Maths
Fri	24/11/2023	Drama



## How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.

To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

### Learning Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – read, cover, say, write and check to learn the correct spellings of key terms

### Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

### Reflecting on learning:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

### Revision:

- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

### General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

## Maths Homework – Sparx Maths

### What is Sparx Maths?

- Sparx Maths is an online platform we use at King’s Oak Academy, it can be accessed at <https://www.sparxmaths.uk/>
- Each weekly task on Sparx is made up of questions linked to learning in the classroom (either past, current or future) plus some times table questions.
- This should take approximately one hour per week (if it takes longer one week then it will take less time in future weeks).
- Each question has a short video you can watch if you are getting stuck.
- For each question, write down the **bookwork code, your working, and the answer** in your homework book. **You should also mark your own work.**
- You will be able to redo a question if you get it wrong. This is where you have the biggest opportunity to learn.
- To **successfully complete** your Sparx homework you need to achieve **100% completion** each week, meaning you need to get **every question correct**.
- This is because questions are set at **exactly the right level for you**.

### What if I get stuck and keep getting a question wrong?

Remember this is the point where you are going to learn the most!

- Attempt each question before watching the video.
- Show your working out in your book.
- Watch the video.
- Copy down the method shown in the video into your book.
- Try the question again. Show your working out in your book.
- Copy the question in your book.
- Ask your Maths teacher to help you **before** it is due in.

### You can gain ‘Positive Points’ for your Sparx work by;

- a) Completing Sparx homework early.
- b) Completing the optional XP boost questions.
- c) Completing the optional target questions.
- d) Completing independent learning tasks based on topics you find difficult.

### Year 8 Curriculum:

Question topics will be set by your Maths teacher to make sure that they fit with the topics you are studying each term, as set out in the table here:

	Term 1	Term 2	Term 3 and Term 4	Term 5 and Term 6
Year 8	Delving into data Angle Interpreting & comparing Averages Scatter graphs AP1	Formalising algebra Solve equations Sequences (nth term) Graphs of linear functions, $y = mx + c$ AP2 (DOOYA)	Proportional relationships Percentages Convert between fractions, decimals & percentages Ratio – with linear functions & fractions Scale diagrams	Geometrical reasoning Pythagoras 3D shape Volume Angle, constructing triangles AP3 (DOOYA)

# Year 8 Art: Creatures & Characters

## Content: In this project you will

**Develop knowledge-** of some different styles of characters

**Understand-**what inspired artists to create their work and how to write about the work

**Develop skills-** drawing, shading, painting with ink, showing the influence of other artists in your own work and presentation

**Outcome-** a Tim Burton inspired Creature/Character in clay.



Kate Olivia Malone MBE in London, is a British studio potter, ceramic artist and judge, along with Keith Brymer Jones, on BBC2's The Great Pottery Throw Down presented by Sara Cox. Malone is known for her large sculptural vessels and rich, bright glazes.

## A R T I S T S



Tim Burton is an American director, producer, artist, writer, and animator. He is known for his dark, [gothic](#), and [eccentric](#) horror and fantasy films such as [Beetlejuice](#) (1988), [Edward Scissorhands](#) (1990), [The Nightmare Before Christmas](#) (1993). Burton has often worked with actor Johnny Depp. His characters have large bulbous eyes and he uses a dark colour pallet that reflects the gothic style.



## Keywords:

**(Self)Portrait-**representation of a person/representation of the artist by himself

**Shading/Tone-**dark, light, flat, smooth, graduated, contrasting

**Symbolism-** using an object to represent a meaning

## Assessment:

**(D) Demonstrate a deepening-** knowledge, understanding and skills

**(O)On Track- Demonstrate some-** knowledge, understanding and skills

**(Y)Yet to be on Track- developing some-** knowledge, understanding and skills

**(A)Earlier Stage-**minimal knowledge, understanding and skills

## Analysis

All artist research pages should be annotated

### Artwork-

- **Artist name**
- Describe the work-what does it look like? Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

### Sentence starters

I like/dislike the way the artist has used...because  
I think the colour scheme used is effective because...  
I think the artist has been inspired by...because

### Evaluation of Your Artwork-

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- How is it relevant to your idea?

### Sentence starters

The technique I have used is...  
The skill/technique I found most difficult was...because...  
I think my work is successful because...



# Year 8 Computing Block 1

## Computer Components | RAM, Hard drive & CPU

### RAM

Stores the programs, parts of the operating system and the files currently being used.

RAM is volatile, meaning that the data is not stored when the computer system is switched off.



### Hard drive

Stores all the programs, operating systems and files needed for the computer system to run.

The hard drive is non-volatile, meaning that the data is stored even when the computer system is switched off.

This is an example of secondary storage



### CPU (Central processing unit)

Fetches, decodes and executes instructions.



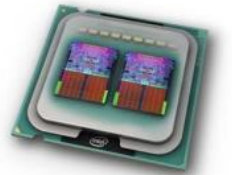
### Cores

The number of independent processors in the CPU which run the fetch decode execute cycle simultaneously.

Dual core: 2 independent processors in the CPU working simultaneously.

Quad core: 4 independent processors in the CPU working simultaneously.

Simultaneously: At the same time.



### Clock speed

The number of fetch decode execute cycles a CPU can perform per second. This is measured in hertz (Hz).

1Hz – 1 cycle per second

1KHz – 1000 (thousand) cycles per second

1MHz – 1,000,000 (million) cycles per second

1GHz – 1,000,000,000 (billion) cycles per second



## Computer Components | ROM & Virtual Memory

### ROM



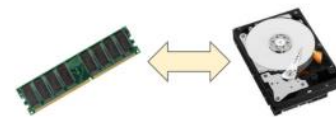
#### What is it for?

You can't start your computer without it! It stores instructions (e.g. your BIOS) which are needed to "boot up" the computer.

#### 3 Key points

1. ROM is **non-volatile!** (Content is stored, even when the PC is switched off).
2. The content of the ROM **never changes (or hardly ever!)**
3. **You can't expand** (increase) how much ROM you have.

### Virtual Memory

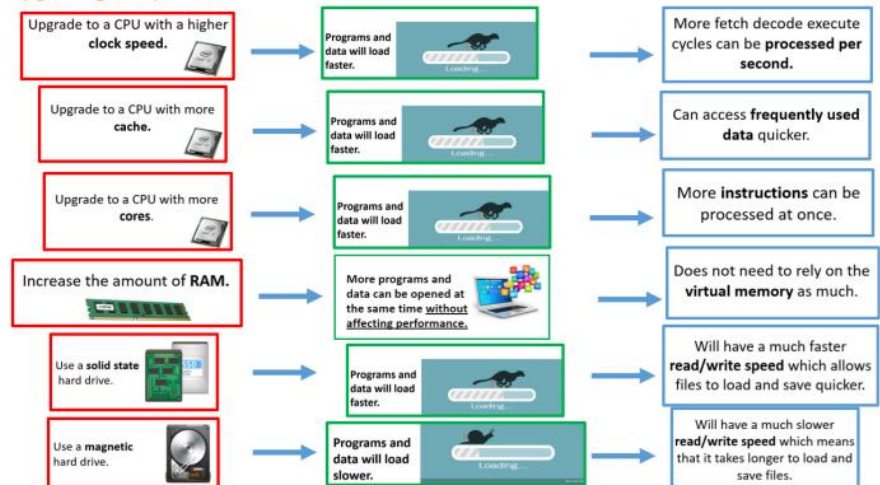


Memory (RAM) ↔ Secondary Storage (Hard drive)

Virtual memory is used when RAM is full.  
Part of the secondary storage is used as virtual memory (temporary RAM).  
Data from RAM is moved to the secondary storage to make space in the RAM for new data.  
When data in virtual memory is needed, it is moved back to the RAM.

Advantage	Disadvantage
Allows you to run more programs at the same time without needing to buy more RAM.	Virtual memory is slower to access data compared to RAM. This will make loading programs slower compared to using RAM.

### Upgrading components



# Secondary Storage | Solid state, Magnetic & Optical storage

## Secondary storage

Is **permanent** storage needed in a computer system to store programs, operating system or files.

Computer systems need them in order to store all of the data needed for the computer to run.



### Optical storage

Is any storage method in which data is written and read with a laser. CDs, DVDs and Blu-Ray are examples of this type of storage.

Advantages: Cost effective and very portable

Disadvantages: Not very durable and has a limited capacity



### Magnetic storage

Data is stored by magnetising the surface of flat, circular plates called platters. These platters rotate at a very high speed.

Advantages: Cost effective due to having a larger capacity than solid state.

Disadvantages: Not as durable due to moving parts and reads/writes data slower in comparison to solid state.



### Solid state storage

Uses microchips to store data instead of magnetised disks and does not contain any moving parts.

Advantages: More durable and can read and write data much faster than magnetic storage. It is also more energy efficient.

Disadvantages: Less cost effective in comparison to magnetic because it has a much smaller capacity. It also has a limited read/write lifespan.

# Secondary Storage | Factors when choosing secondary storage



## Capacity

The amount of data a component can hold (measured in bytes).



## Durability

How robust/hard wearing the storage device is.

For example, does it get scratched/damaged easily?

Which storage devices are likely to survive if you drop it on a hard floor or drop it in water?



## Portability

How easy the storage device can be used on other devices.

For example, a CD can be easily played on many different devices.



## Data transfer speed (Read/write speed)

How fast a component can read or write data to another component (such as the RAM and hard drive).

Read – Access/load the data from a component

Write – Adding/saving the data to a component



## Cost effective

Good value for money.

Different storage devices can be more cost effective depending on the situation. For example:

Optical storage is cost effective when you need to make multiple copies of a file for other people to use (for example a film or some music)

Magnetic is cost effective when you need lots of storage space.

Solid state is cost effective if you need high performance in order to be productive in your job. Remember that time is money!





## Drama Year 8 - Voice

### Vocal skills and definitions!

**Accent-** A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

**Projection-** Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly.

**Pause-** A moment of silence/break in speech.

**Emotions-** Vocalising how you are feeling through emotions within your voice.

**Emphasis-** Choosing to stress particular words to convey meaning.

**Pace-** How fast or how slowly you speak.

**Volume-** How loud or quietly you speak.

**Pitch-** How high or low your voice is.

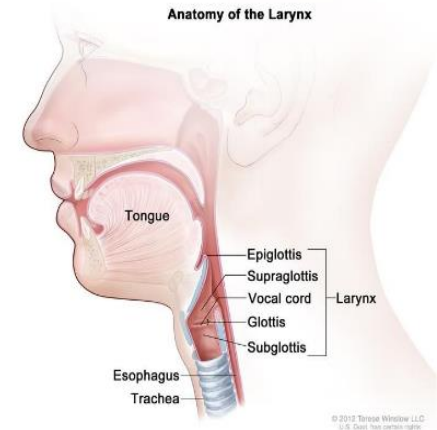
**Articulation-** The definition of articulate is someone capable of speaking easily and clearly.

### What are vocal chords and how do we use them?

**Vocal chords** are two very thin bands of muscle that are stretched across **the** inside of **the** larynx. When we breathe in, **the vocal chords** open to let air pass through **the** larynx, into **the** trachea, and down to **the** lungs. When we breathe out and want to talk, **the vocal chords** close.

To make words, the diaphragm pushes up air, larynx pushed sound/air out and the tongue shapes the sound to make the words.

In drama, it is vital to take care of your vocal chords, so do everything you can to try and avoid pushing through pain.



# Year 8 Design Technology

## Block 1: Textiles

In DT during Block 1 we will be completing a unit on **Textiles**. This will include developing our skills in sewing by hand by making 'Scrappy Monsters'. When designing or evaluating a product in DT we use ACCESSFM to help us remember the key requirements of any product.

- 'Textiles' is a general term to describe a product made from **fabric**.
- Fabrics are made from **fibres**.
- Individual fibres are weak, so they are spun and twisted together to make **yarn**.
- **Fibres** may be **natural or synthetic**.
- Some fibres and fabrics may be treated with flame retardants to reduce the risk of fire.



We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

### ACCESS FM - Helpsheet

**A** is for **Aesthetics**



**Aesthetics** means **what does the product look like?**  
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

**C** is for **Cost**



**Cost** means **how much does the product cost to buy?**  
How much does it: Cost to buy? Cost to make?  
How much do the different materials cost? Is it good value?

**C** is for **Customer**



**Customer** means **who will buy or use your product?**  
Who will buy your product? Who will use your product?  
What is their: Age? Gender?  
What are their: Likes? Dislikes? Needs? Preferences?

**E** is for **Environment**



**Environment** means **will the product affect the environment?**  
Is the product: Recyclable? Reuseable? Repairable? Sustainable?  
Environmentally friendly? Bad for the environment?  
**6R's of Design:** Recycle / Reuse / Repair / Rethink / Reduce / Refuse

**S** is for **Size**



**Size** means **how big or small is the product?**  
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?  
Would it be improved if it was bigger or smaller?

**S** is for **Safety**



**Safety** means **how safe is the product when it is used?**  
Will it be safe for the customer to use? Could they hurt themselves?  
What's the correct and safest way to use the product? What are the risks?

**F** is for **Function**



**Function** means **how does the product work?**  
What is the product's job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

**M** is for **Material**



**Material** means **what is the product made out of?**  
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

### • Natural Fibres

- come from animals or plants.
- Animal fibres include wool, silk, alpaca, angora, camel hair, cashmere and mohair.
- Plant fibres include cotton, linen, jute and hemp.

Examples:

- **Cotton** - from plants, strong, durable, absorbent, creases easily. Common types; denim, calico, flannelette, used for underwear, shirts and blouses, T-shirts and jeans.
- **Wool** - from sheep, warm, soft, absorbent, crease resistant. Common types; felt, flannel, used for jumpers, suits, dresses and carpets.
- **Silk** - from the cocoon of silk moth, smooth, lustrous and strong. Common types; chiffon, organza, crepe and velvet, used for dresses, shirts and ties.

### • Synthetic Fibres

- made by people, usually from oil or chemicals.
- Oil is a fossil fuel. A finite resource. Extracting, processing and transporting oil can cause environmental damage and pollution.
- Large-scale industrial processes are used.
- Synthetic fibres are not usually biodegradable.

Examples:

- **Polymide (Nylon)** - from two different chemical monomers, strong, durable, warm, creases resistant. Used for tights, sportswear, upholstery and carpets.
- **Polyester** - from coal and oil, strong, durable, elastic, creases resistant. Used for sportswear, mixed with cotton in shirts and trousers.
- **Elastane (Lycra)** - from the polyurethane chemicals, high extension and elasticity (stretch). Used to improve comfort and appearance when added to other fabrics. Used for sportswear, underwear, socks and suits.

# English

## Year 8



### Block 1 Modern Texts



## Vocabulary Organiser



Number	Word	Definition	Term	Unit Name
1	<b>Fable</b>	A type of story with animals as characters. It teaches the reader a lesson.	Term 1	Animal Farm
2	<b>Communism</b>	Communism is the political belief that all people are equal and that workers should control the means of producing things.	Term 1	Animal Farm
3	<b>Oppression</b>	Cruel or unjust treatment or exercise of authority.	Term 1	Animal Farm
4	<b>Manipulate</b>	To control or influence (a person or situation) cleverly for your own benefit.	Term 1	Animal Farm
5	<b>Dystopia</b>	an imagined society where there is great suffering or injustice	Term 1	Animal Farm
6	<b>Utopia</b>	an imagined place in which everything is perfect	Term 1	Animal Farm
7	<b>Hierarchy</b>	a system of organising people into different levels of importance	Term 2	Animal Farm
8	<b>Allegory</b>	a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.	Term 2	Animal Farm
9	<b>Tyrant</b>	someone who has total power and uses it in a cruel and unfair way	Term 2	Animal Farm
10	<b>Rebellion</b>	a situation where people fight against those who are in charge of them	Term 2	Animal Farm
11	<b>Propaganda</b>	Information that is meant to make people think a certain way. The information may not be true	Term 2	Animal Farm
12	<b>Totalitarian</b>	A political system in which those in power have complete control and do not allow people freedom to oppose them.	Term 2	Animal Farm

## Animal Farm, Non-Fiction & Oracy Knowledge Organiser

### Key Vocabulary

**Utopia** - an imagined place or state of things in which everything is perfect.

**Dystopia** - an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.

**Bias** - leaning for or against someone or something, especially in a way considered to be unfair.

**Ideology** - a system of ideas and ideals, usually relating to economics or politics

**Corruption** - Dishonest behaviour by those who hold power. They may lie and deceive to get more power.

**Rebellion** A rebellion is a situation in which people fight against those who are in charge of them.

**Propaganda** - Information that is meant to make people think a certain way. The information may not be true.

**Communism** - A type of government whose aim is to share wealth individual people do not own land, factories, or machinery. Instead, the **government owns** these things. Everyone is supposed to **share** the wealth that they create.

**Commandments** - a divine rule, a rule that should be obeyed strictly

**Tyranny** - cruel and oppressive government or rule.

**Oppression** - cruel or unjust treatment by an authority over a less powerful group

**Subversion** - undermining the authority of the leader/government

**Dissembling** - conceal or disguise one's true feelings or beliefs.

**Alarmist** - someone who exaggerates a danger causing needless worry or panic.

**Sensationalist** - presenting stories in a way that provokes public interest or excitement, but isn't always accurate.

**Polarizing** - divisive, causing sharp division between two groups of different ideas/beliefs

**Fake News** - false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke

**Post-Truth** - when appeals to emotion and personal beliefs have more influence on public opinion than measurable facts

**Democracy** - a system of government by the whole population where leaders are voted for and elected

**Totalitarianism** - a system of government that has total control over its people

### Literary Terms

**Narrator** - the character telling the story

**Theme** - a major idea that is explored throughout a story

**Setting** - when/where a story is set

**Protagonist** - the main character

**Satire** - the use of humour, irony or exaggeration, to criticize people's stupidity or shortcomings

**Denouement** - the final stage of the story structure, when the events of the story are resolved

**Irony** - a figure of speech in which you say one thing but mean another

**Dialogue** - speech between characters

**Allegory** - A story with a deeper meaning - often moral. It teaches you a lesson about life.

**Fable** - a short story that conveys a moral message about life. Usually has animals as characters

### Oracy Terminology

**Simile** - a comparison between two objects using 'like' or 'as' e.g. *her eyes sparkled like diamonds*

**Metaphor** - a comparison between two objects without using 'like' or 'as' e.g. *her eyes were diamonds*

**Connotation** - an idea or feeling associated with a word e.g. red connotes anger, danger, passion, etc.

**Rhetoric** - the art of effective or persuasive speaking or writing, using figures of speech and other techniques

**Ethos** - A form of argument based on character or authority

**Pathos** - A form of argument based on emotions: fear, desire, sympathy, anger, hope, etc.

**Logos** - A form of argument based on logic, including facts and statistics

**Hyperbole** - Exaggeration for effect

**Noun types** - abstract, concrete and collective nouns can be used for effect

**Adverbs** - used for clarity e.g. surely, certainly, obviously

**Discourse markers** - words and phrases used to link, contrast or illustrate ideas e.g. moreover, although, etc

**Direct address** - when the speaker speaks directly to the audience e.g. using the word 'you'

**Collective pronouns** - refers to a group e.g. they, we, us, etc.

**Parenthesis** - brackets or dashes around a subordinate clause which adds clarity or further explanation



**Verbs and the present tense in French**

**The infinitive**

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (regarder, manger, boire, finir, jouer, avoir, être, etc.). The infinitive ends in **-er, -ir or -re**.

**Forming the present tense in French**

Take off the last 2 letters of the infinitive (**-er, -ir or -re**) and add the following endings depending on the pronoun:

	ER verb	IR verb	RE verb
je	-e	-is	-s
tu	-es	-is	-s
il / elle/ on	-e	-it	/
nous	-ons	-issons	-ons
vous	-ez	-issez	-ez
ils/elles	-ent	-issent	-ent

**Adjective agreement.**

Remember adjectives have to agree with the noun they are describing. Normally we add an **-e** to make it feminine unless there is already an e and we add an **-s** to make it plural.

\*But be careful! :

- Adjectives which end in **-f** change to **-ve** feminine
- Adjectives which end in **-ux or -ur** change to **-se** in feminine.
- Adjectives which end in **-il** change to **-ille** in the feminine.

Check out the examples below:

Il est délicieux – elle est délicieuse  
 Il est sain – elle est saine  
 Il est savoureux – elle est savoureuse  
 Il est gras – elle est grasse

**Comparisons**

Plus (...) que - more (...) than le coca est **plus** sucré **que** le lait  
 Moins (...) que - less (...) than la viande est **moins** saine **que** le poisson























**Superlative**

Le /la plus - the most le citron est **le plus** aigre  
 Le /la moins - the least l'eau est **la moins** calorique

**Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. **J'aime (I like)/je pense que (I think that)/ à mon avis (in my opinion).**

In French there are different ways of saying 'some'. See the box to the right.	Words come before the noun	masculine (sing.)	feminine (sing.)	feminine singular (vowel)	masculine plural	feminine plural
	some	<b>du</b>	<b>de la</b>	<b>de l'</b>	<b>des</b>	<b>des</b>

## Year 8 Block 1 French Food and Drink

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES	
<b>Je préfère</b> I prefer	 <b>le pain</b> (bread)	<b>parce que c'est</b> because it is	<b>très</b> very	<b>agréable</b> (pleasant)	
	 <b>le poisson</b> (fish)			<b>délicieux/euse</b> (delicious)	
	 <b>le fromage</b> (cheese)			<b>fantastique</b> (fantastic)	
<b>J'adore</b> I love	 <b>le beurre</b> (butter)			<b>assez</b> quite	<b>savoureux/euse</b> (tasty)
	 <b>le lait</b> (milk)			<b>un peu</b> a bit	<b>sain/e</b> (healthy)
<b>J'aime</b> I like	 <b>le café</b> (coffee)				<b>horrible</b> (horrible)
	 <b>le thé</b> (tea)				<b>terrible</b> (awful)
	 <b>le coca</b> (coke)			<b>trop</b> too	<b>doux/douce</b> (sweet)
<b>Je n'aime pas</b> I don't like	 <b>le sucre</b> (sugar)				<b>aigre</b> (sour)
	 <b>le jambon</b> (ham)				<b>dégoûtant/e</b> (disgusting)
	 <b>le chocolat chaud</b> (hot chocolate)				<b>épicé/e</b> (spicy)
<b>Je déteste</b> I hate	 <b>la pomme</b> (apple)			<b>salé</b> (salty)	
	 <b>la viande</b> (meat)			<b>gras/se</b> (fatty)	
	 <b>la confiture</b> (jam)			<b>bon/ne pour la santé</b> (good for your health)	
<b>À mon avis</b> In my opinion	 <b>la glace</b> (ice-cream)			<b>mauvais/e pour la santé</b> (bad for your health)	
	 <b>les haricots verts</b> (green beans)			<b>REMEMBER TO MAKE THE</b>	
<b>Je pense que</b> I think that	 <b>les légumes</b> (vegetables)	<b>ADJECTIVES AGREE WITH THE</b>			
	 <b>les frites</b> (chips)	<b>NOUN</b>			
	 <b>les chips</b> (crisps)				
	 <b>les épinards</b> (spinach)				
	 <b>l'oeuf</b> (egg)				
	 <b>l'eau</b> (water)				

AU RESTAURANT	IN THE RESTAURANT
<b>Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?</b>	<b>What would you like to eat? Can I help you?</b>
<b>Comme entrée</b>	For the starter
<b>Comme plat principal</b>	For the main
<b>Comme dessert</b>	For dessert
<b>Comme boisson</b>	For drinks
<b>Je voudrais</b>	I would like
<b>Manger/boire</b>	To eat/ to drink
<b>Je prends...</b>	I'll take (have)
<b>Un serveur/ une serveuse</b>	A waiter/ waitress
<b>L'addition s'il vous plaît</b>	The bill, please
<b>Le pourboire</b>	The tip
<b>C'est tout</b>	That's all
<b>Merci</b>	Thank you



C'est combien ?	How much?
dix	10
vingt	20
vingt et un	21
trente	30
trente et un	31
quarante	40
cinquante	50
soixante	60
soixante-et-un	61
soixante-dix	70
soixante-onze	71
quatre-vingt	80
quatre-vingt-deux	82
quatre-vingt-dix	90
quatre-vingt-douze	92
cent	100
deux cents	200



Quand est-ce que tu manges?	When do you eat?
<b>Le petit déjeuner</b>	Breakfast
<b>Le déjeuner</b>	Lunch
<b>Le goûter</b>	Snack
<b>Le dîner</b>	Evening meal/tea



DANS LE MARCHÉ/ SUPERMARCHÉ	IN THE MARKET / SUPERMARKET
<b>Tu voudrais...?</b>	<b>Would you like...?</b>
<b>Un paquet de</b>	A packet of
<b>Un litre de</b>	A litre of
<b>Un kilo de</b>	A kilo of
<b>Un demi kilo de</b>	Half a kilo of
<b>Une bouteille de</b>	A bottle of











# Year 8: Topics 1 and 2: Migration

5000BC

The Bronze Age – arrivals begin to permanently settle

450AD

The Angles and Saxons arrive from Denmark and Northern Germany

1066AD

The Normans conquer England and Jews arrive

1570s

French Huguenots (Protestants) flee France and come to England

1948

The ship SS Empire Windrush brings black migrants from the West Indies

BC

AD

800,000 BC

First settlers arrive during the Stone Age

43 AD

Romans arrive and rule until they leave in 410AD

793AD

Vikings begin to raid and settle

1290

All Jews in Britain are forced to leave

1840s-1850s

The Irish potato famine leads to large numbers of Irish migrating to the UK

1960s

Large numbers of Indian, Pakistani and Bangladeshi immigrants begin to arrive

## Keywords in History

**Causation** *the idea that an event was caused by developments that came before.*

**Change** Something that is different to before

**Continuity** Something that stays the same over time

**Effect** The result of something

**Evidence** Sources become evidence when they are interpreted by an historian to make sense of the past

**Impact** A marked effect or influence

**Importance** Something being of great significance or value

**Interpretation** The process by which we describe, analyse, evaluate and create an explanation of past events

## Migration topic specific keywords

**Colonies** Countries, regions and islands that were part of the British Empire

**Commonwealth** An international association consisting of the UK together with some states that were previously part of the British Empire

**Empire** When one country rules over other countries

**Racism** Prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior

**Refugee** A displaced person who has been forced to cross national boundaries and who cannot safely return home

**Religious Persecution** Being discriminated against, and sometimes physically attacked and killed, because of religious beliefs

**Huguenots** Protestants, mainly from France, Netherlands and Belgium

## Why did the Romans come to Britain?

- Britain's soil was fertile and allowed the Romans to grow various crops
- Precious metals, such as tin, could be found
- Evidence of the Iron Bangle Lady shows that migration from as far away as North Africa to Britain was happening at this time

## Why did the Vikings come to Britain?

- Life in Denmark, Norway and Sweden (where the Vikings were from) was tough – too many people and not enough land. This encouraged raiders
- Merchants who traded with the Vikings spoke of the fertile lands and precious metals
- The Vikings were effective sailors

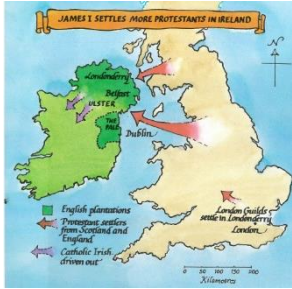


## The Norman Invasion and arrival of Jews

- William invaded because he was a distant cousin of Edward the Confessor and Edward had also promised him the throne
- William wanted to extend his power in a Christian country
- William also wanted to access to Britain's wealth
- Castle Barchin was a Norman motte and bailey castles constructed by the Norman lord Walter of Douai between the Norman conquest of England in 1066 and 1086
- Discrimination against the Jews meant they were pushed from their original homeland, and settled around the world
- William the Conqueror invited Jews to be money lenders
- Attitudes towards Jews became increasingly hostile, and King Edward I expelled them in 1290

## Why did the Huguenots come to England?

- They were a minority Protestant group, living in Catholic areas. They were targets for discrimination and persecution
- The St Bartholomew's Day Massacre in 1572 led to mass migration of Huguenots to England
- When they came to England, they were experienced cloth merchants and were important to the textile industry



## Why were plantations set up in Ireland in the 16<sup>th</sup> and 17<sup>th</sup> centuries?

- The English wanted to establish Ireland as a colony, and set up plantations in order to subdue the Irish
- Ireland was also a Catholic country, and the new settlers were Protestant – the English wanted to make Ireland a Protestant country

## How did the Industrial Revolution lead to Irish migration?

- Ireland was part of the British Empire
- Many people were desperately poor – the Catholic population was growing, but there was not enough work to go round and the rents charged by the Protestant landlords, were high
- Many poor Irish people relied on potatoes which grew easily in Ireland – however in the 1840s a disease destroyed many potatoes, leaving millions starving
- As a result, approximately one million starved to death, and another million emigrated to the USA, Canada and Britain
- Britain was an attractive destination as it was so close and there was a huge demand for labour which Irish migrants were able to fill



## Why did people migrate to Britain in the 20<sup>th</sup> century?

- After WWII, there was more migration to Britain – there were many refugees and Britain offered work opportunities, particularly to migrants from countries in the British Empire
- Many Caribbean people fought for the ‘motherland’ (Britain) during WWII, and Britain wanted to ‘reward’ them for their help.

Useful links:

<https://www.bbc.co.uk/bitesize/guides/zt8tyrd/revision/1> - useful summary of all the topics  
<https://www.bbc.co.uk/teach/class-clips-video/history-ks3--gcse-migration/zkn8vk7> – video clips

## Windrush

- Life in the Caribbean was hard – there had been a devastating hurricane in 1944 and the price of sugar was at an all time low
- Large parts of Britain had been devastated by war and needed rebuilding
- Immigrant labour was desperately needed – for rebuilding, and from 1948, the brand new NHS
- 1948 – SS Empire Windrush sailed from Jamaica to Britain with 500 Black Caribbean passengers ready to start a new life in the UK
- It was the start of more large scale movement of non-white people to the UK for the first time.



## Other migrants in the 20<sup>th</sup> century

- Migrants have come from many places for various reasons over the course of the 20<sup>th</sup> century
- By 1955, 10000 people moved from South East Asia to escape violence
- People from Nigeria, Gambia and Sierra Leone (former British colonies) who made a huge contribution to WWII, migrated to Britain from 1948
- Further immigration from Ireland in the 1960s-1970s
- Cypriots moved to escape violence between Turkey and Greece when the island was split

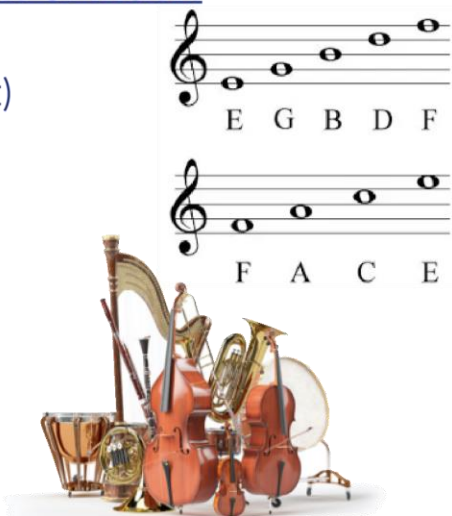
## How were migrants treated?

- Most immigrants found only low paid jobs as cleaners, ticket collectors and hospital porters
- Blatant racism when trying to rent houses (signs like ‘No Blacks, No Irish, No Dogs’ were sadly very common)
- There were no laws preventing racism – so to get housing or jobs would depend on the racist attitudes to landlords or company bosses. This became known as the ‘colour bar’ – black people were barred from progress because of their ethnicity

# Maestros and Masterpieces (Baroque Music)

## The Elements of Music




- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft)
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



## Key Composers & Pieces

- *Tocatta and Fugue* by J.S. Bach
- *Canon* by Pachelbel
- *Zadok the Priest* by Handel



SHARP		= RAISES 1/2 TONE
FLAT		= LOWERS 1/2 TONE
NATURAL		= CANCELS OUT PREVIOUS # OR b

## Key Words

- **Chromaticism** - moving up or down in semitones.
- **Scale** - an organised sequence of notes, stepwise.
- **Ostinato** - a repeated pattern (e.g. rhythm).
- **Motif** - a short musical phrase.
- **Sequence** - a repeating motif, moving up/down in pitch.
- **Melody** - the main tune.
- **Baroque** - A genre of music, popular between around 1600 and 1750.
- **Harpsichord** - A piano-like instrument without dynamic changes.
- **Ground Bass** (Ostinato) - A repeating bass part.

## A Minor Chord

### Chords

Playing 2 or more notes  
at the same time.



Harpsichord

### Am





# Key Stage 3 Knowledge Organiser – Year 8 Core PE Block 1: Anatomy & Physiology

## Parts of a warm up

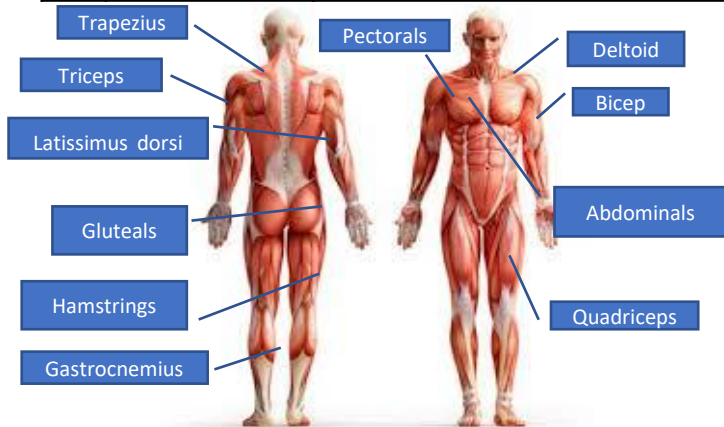
<b>1</b>	<b>Pulse raiser</b>	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
<b>2</b>	<b>Stretch</b>	Stretching the main muscle groups and joints increases their elasticity and mobility so that they are less likely to be strained. Dynamic stretching is a form of stretching whilst moving and therefore not holding a stretch e.g. lunges. Static stretching is holding a stretch for 8-10 seconds (before exercise).
<b>3</b>	<b>Mobilisation</b>	Gently moving the joints through a full range of movement to promote synovial fluid the helps to lubricate the joint e.g. shoulder rotations. Shoulder rotations, open and close the gate, ankle plantar and dorsi flexion.











## Effects of exercise

<b>4</b>	<b>Heart rate increases.</b>	During exercise the heart rate increases so that sufficient blood is taken to the working muscles to provide them with enough nutrients and oxygen. An increase in heart rate also allows for waste products to be removed.
<b>5</b>	<b>Blood pressure increases.</b>	Your heart starts to pump harder and faster to circulate blood to deliver oxygen to your muscles. As a result, systolic blood pressure rises.
<b>6</b>	<b>Endorphins are released into the blood.</b>	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce your perception of pain. Endorphins also trigger a positive feeling in the body, similar to that of morphine.

## Benefits of exercise

<b>7</b>	<b>Physical health and well-being</b>	Improves fitness levels, heart function and efficiency of the body systems e.g. cardio-vascular system. Reduced risk of some illness e.g. diabetes, helps to prevent obesity, enables you to carry out everyday tasks without getting tired.
<b>8</b>	<b>Mental health (emotional) and well-being</b>	Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.
<b>9</b>	<b>Social health and well-being</b>	Provides opportunities to socialise/make friends, encourages cooperation, teamwork and mental resilience.



	Muscle	Static stretch		Muscle	Static stretch
<b>10</b>	<b>Triceps</b>		<b>15</b>	<b>Biceps</b>	
<b>11</b>	<b>Hamstring</b>		<b>16</b>	<b>Deltoids</b>	
<b>12</b>	<b>Pectorals</b>		<b>17</b>	<b>Abdominals</b>	
<b>13</b>	<b>Quadriceps</b>		<b>18</b>	<b>Gastrocnemius</b>	
<b>14</b>	<b>Gluteals</b>		<b>19</b>	<b>Latissimus dorsi</b>	

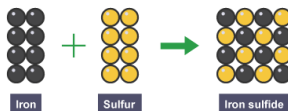
## Structure of a PE lesson

1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down



### 1. Chemical Reactions

Atoms are rearranged in a chemical reaction.



The substances that:

- react together are called the **reactants**

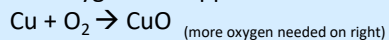
- are formed in the reaction are called the **products**

The atoms in a compound are chemically joined together by strong **forces** called **bonds**. This is why the properties of a compound are different from the elements it contains. A **word equation** shows the names of each substance involved in a reaction, and must not include **chemical symbols**.

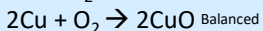
### 2. Chemical Equations

A **balanced** equation gives more information about a chemical reaction because it includes the **symbols** and **formulae** of the substances involved. There are two steps in writing a balanced equation: 1. replace the name of each substance with its symbol or formula 2. Use numbers to ensure the number of each element is equal on both sides.

For example: Copper + Oxygen → Copper Oxide



(more copper needed on left)  $\text{Cu} + \text{O}_2 \rightarrow 2\text{CuO}$

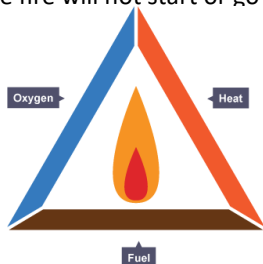


### 3. Combustion

**Combustion** is the scientific term for burning. There are 3 things that are needed for a fire: oxygen, fuel and heat. These things form the fire triangle. If you remove anyone of these the fire will not start or go out. **Complete combustion**

occurs when there is good supply of oxygen. The general equation is:

Fuel + oxygen → carbon dioxide + water



### 4. Incomplete combustion

**Incomplete combustion** is another form of combustion which occurs where there is a lack of **oxygen**. Water vapour and carbon dioxide are still produced, but two other **products** are also produced: carbon monoxide, CO, a colourless toxic gas and particles of carbon, which appear as soot and smoke, and which cause breathing problems.

The general **equation** is:

Fuel → carbon monoxide + water + carbon (soot)

King's Oak  
ACADEMY

KS3 Science

## Chemical Reactions

### 5. Oxidation

Combustion is an example of a type of reaction called **oxidation**. In an oxidation reaction, a substance gains oxygen.

Metals react with oxygen in the air to produce metal oxides. Metal oxides are **bases** they react with acids and **neutralise** them. Some metal oxides dissolve in water to produce **alkaline** solutions.

Non-metals react with oxygen in the air to produce non-metal oxides. Non-metal oxides are **acids**.

### 6. Thermal Decomposition

Some compounds break down when heated, forming two or more products from one reactant. This type of reaction is called **thermal decomposition**.

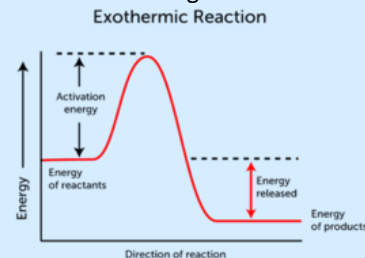
Many metal carbonates can take part in thermal decomposition reactions. Metal carbonates undergo thermal decomposition to produce metal oxides and carbon dioxide.

Thermal decomposition is an example of an **endothermic** reaction, a reaction that gains energy from the surroundings.

### 7. Exothermic Reactions

An **exothermic** reaction is one where energy is released to the surroundings shown as a temperature increase of the surroundings.

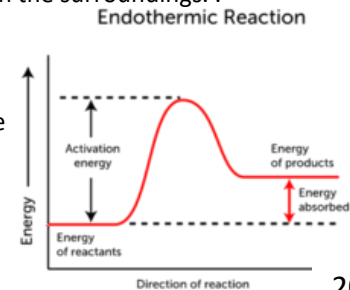
This means that the **reactants** produce both **heat energy** and **products** in the reaction. The **energy level diagram** shows the lower energy in the products.



### 8. Endothermic Reactions

An **endothermic** reaction is one where energy is absorbed from the surroundings shown as a temperature decrease in the surroundings.

This means that the **reactants** combined with **heat energy** produce **products** in the reaction. The **energy level diagram** shows the higher energy in the products.



### 1. Forces

A force is a **push** or a **pull** that changes the **shape, speed** or **direction** of an object. You cannot see forces but you can see the effects of them.



The unit of force is the **Newton (N)** named after Sir Isaac Newton. He came up with many theories including those to do with gravity and the **three laws of motion**. We measure force using a piece of equipment called a Newton metre.



### 4. Unbalanced Forces

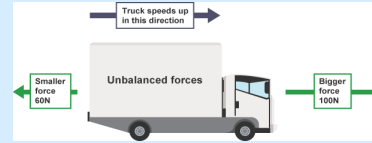
If the forces are unbalanced on an object there are two things that could happen:

1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force



Hot air balloon rising

$100\text{N} - 60\text{N}$   
 $= 40\text{N (to the right)}$



### 2. Types of Force

Forces can be divided into two types: contact and non-contact.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

Examples of forces include **push, pull, friction, air resistance, water resistance, thrust, upthrust, reaction, weight, magnetism, gravity, lift and tension**.

### 3. Balanced Forces

When we talk about the total force acting on object we call this the **resultant force**. When the forces acting in opposite directions are the same magnitude (size) we say the forces are **balanced**.

This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed

For example, the vertical resultant force acting on the duck is  $5\text{N} - 5\text{N} = 0\text{N}$



Floating duck



Submarine at constant speed and depth

### 5. Speed, Distance and Time

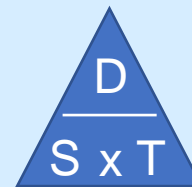
How do you find the average speed of an object?

- 1) Measure the distance travelled
- 2) Measure the time taken to travel that distance

Average speed = distance / time

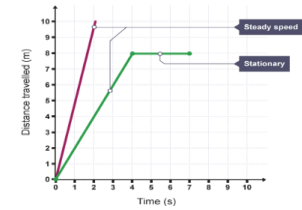
Worked example:

Q) A car travels 2 km in 100 s.  
Calculate its average speed.  
 $2\text{ km} = 2000\text{ m}$   
 $2000\text{ m} / 100\text{ s} = 20\text{ m/s}$



### 6. Distance Time Graphs

In a distance-time graph, the gradient of the line is equal to the speed of the object. The greater the gradient (and the steeper the line) the faster the object is moving.



You can calculate the speed of an object by calculating the gradient of the line (distance travelled / time taken). The speed of the object shown by the green line is  $8\text{m}/4\text{s} = 2\text{m/s}$ . Is the purple line travelling faster or slower?

### 7. Reducing forces for the better

Friction opposes the direction of motion, making it more difficult to move.



**This can be helpful:**

- Your shoes and the floor to stop you slipping
- Tyres and the road to prevent skidding
- Brakes and the wheel to slow you down

**This can be unhelpful:**

If you do not lubricate your bike chain using oils, friction between the chain and the axles make it difficult to pedal.

Like friction, air resistance and water resistance forces can also be reduced. This is known as streamlining.

### 8. Investigating Forces

**Scientific Question:** Does wing length affect the time taken to land?

**Independent variable:**

wing length (cm)

**Dependent variable:**

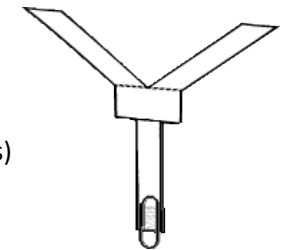
time taken to land (seconds)

**Control variable:**

height dropped from (cm)

mass of helicopter (g)

**Conclusion:** The longer the wings, the greater the force of air resistance.



KS3 Science

Forces and Motion