

# 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.

Day	Date	Subject
Mon	09/09/2024	French
Tue	10/09/2024	English
Wed	11/09/2024	PE
Thu	12/09/2024	Maths
Fri	13/09/2024	Science

Mon	16/09/2024	Geography
Tue	19/09/2023	English
Wed	20/09/2023	Art
Thu	21/09/2023	Maths
Fri	22/09/2023	Science

Mon	23/09/2024	French
Tue	24/09/2024	English
Wed	25/09/2024	Music
Thu	26/09/2024	Maths
Fri	27/09/2024	Science

Mon	30/09/2024	History
Tue	01/10/2024	English
Wed	02/10/2024	PE
Thu	03/10/2024	Maths
Fri	04/10/2024	Science

Day	Date	Subject
Mon	07/10/2024	French
Tue	08/10/2024	Health
Wed	09/10/2024	Drama
Thu	10/10/2024	Maths
Fri	11/10/2024	Science

Mon	14/10/2024	History
Tue	15/10/2024	English
Wed	16/10/2024	DT
Thu	17/10/2024	Maths
Fri	18/10/2024	Science

Mon	21/10/2024	Computing & RS
Tue	22/10/2024	English
Wed	23/10/2024	Geography

Half-term Break

# How to complete your homework

For all subjects except Maths, homework tasks are based around Knowledge Organisers. Maths will be complete through Sparx Maths – see separate sheet for info.

To complete your homework, you must:

1. Check the hand in schedule (previous page) for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. Use the questions and guidance at the back of the booklet to help you – either answer the questions or complete the task which is written there.
4. Complete all of your homework in your homework book, including your Sparx Maths notes. Put the deadline date and subject at the top of the page, so that you can clearly see when the work will be checked by your tutor and teacher.
5. Make sure you remember your homework book **everyday**, it will be checked each morning by your tutor and also in your lessons.

You may be set additional 'optional' homework tasks to complete by your teachers to deepen your knowledge, particularly for revision in the build up to the end of block assessments.

On the next page there are some optional extra ideas for ways you could use your Knowledge Organisers

## What are 'self-quizzing questions'?

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

*“What ions are found in acids?”*

*“Are all acids poisonous?”*

These are examples of self-quizzing questions.

In your homework book, you should write the questions and their answers.

### 2. Acids (pH 1-6)



- **Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen ( $H^+$ ) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

## 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/>
- You can login with your school Microsoft account:

- King's Oak Academy**  
 Brook Road, Kingswood, Bristol, BS15 4JT  
 Bristol e i [Log in to Sparx using Microsoft](#)
- 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 these questions are 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 style of characters

**Understand** – what inspired artists to create their work and how to apply their technique in your own work

**Develop skills** – drawing, shading, mark making, watercolour painting, mix media, showing the influence of multiple artists

**Outcome** – a Tim Burton and Bertolin inspired creature or character painting and a mod roc 3D sculpture.



**Paride Bertolin**

from Milan, Italy, is an artist specialized in character design. Also known as Jab, he creates handmade illustrations with ballpoint pen and realize Graffiti with spray cans as well produce Digital artworks with 2D and 3D Techniques.

The bizarre creatures Paride Bertolin dreams up are scary in design, but the darkness became light-hearted after I noticed their awkward and playful expressions. I find it so endearing to see them looking gawky and stiff, like nervous new acquaintances or someone who hates having their picture taken.

# A R T I S T S



**Tim Burton**

Born August 25, 1958) is an American filmmaker, animator, and artist. Known for pioneering goth culture in the American film industry, Burton is revered for his gothic horror and fantasy films. Burton has displayed his works at many museums in the United States, including The Museum of Modern Art with over 700 drawings, paintings, photographs, storyboards, moving-image works, puppets, maquettes, costumes, and cinematic ephemera. He uses a variety of media including ink, watercolours, ballpoint pens, acrylics and oils.

**Keywords:**

**Illustration:** a decoration, interpretation, or visual explanation of a text, concept, or process, designed for integration in print and digitally published media, such as posters, flyers, magazines, books, teaching materials, animations, video games and films.

**Illustrator:** produce illustration for books etc.

**Filmmaker:** a person who directs or produces films for the cinema or television.

**Animator:** An animator is an artist who creates multiple images, known as frames, which give an illusion of movement called animation when displayed in rapid sequence.

**Maquettes:** model for a larger piece of sculpture, created in order to visualise how it might look and to work out approaches and materials for how it might be made.

**Medium:** can refer to both to the type of art (e.g. painting, sculpture, printmaking), as well as the materials an artwork is made from.

**Digital art:** Digital art is a term used to describe art that is made or presented using digital technology.

**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

## Microsoft Word

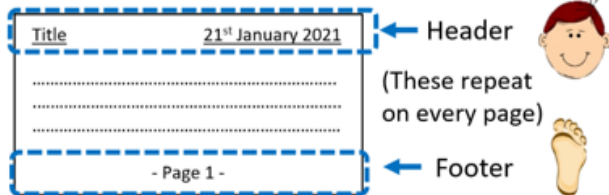
Word processing software  
e.g. for creating letters/essays

## Microsoft Excel

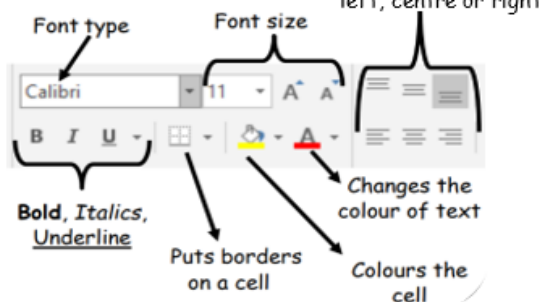
Spreadsheet software used to organise and calculate data, e.g. budget, tracking grades

### Uses of spreadsheets:

- Budget tracker
- Record sport results over a season
- Money use in a business
- Teacher recording student grades



### Formatting



**Formulas** = used to calculate values between different cells e.g.

=A1+B1 (add)                      = A1-B1 (subtract)

=A1\*B1 (multiply)                = A1/B1 (divide)

**Functions** = pre-set formulas that quickly perform a range of complex tasks e.g.

=SUM(A1:A10) - adds up total value

=MAX(A1:A10) - finds the highest value

=MIN(A1:A10) - finds the smallest value

=AVERAGE(A1:A10) - finds the average

**Sort** = organises data, such as alphabetically

A-Z	Z-A	1	Apple
Z-A	A-Z	2	Banana
A-Z	A-Z	3	Carrot

Sort

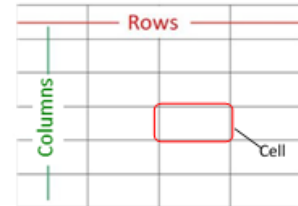
**Filter** = makes it easier to find specific data by only showing certain types of data

Filter	Name	Age	Gender
	Lisa Simpson	8	Female

Filter selected to only show females from database

**Rows** = cells run horizontally

**Columns** = cells run vertically



**Formatting** = changing the appearance of the document, such as: font size, colour and position

**Theme** = having consistent formatting throughout a document.

**Charts/Graphs** = are used to visually represent data to easily compare data and spot patterns

1. Select data
2. Click "Insert"
3. Choose chart



### Bar Chart

Used to show **comparisons**



### Line Graph

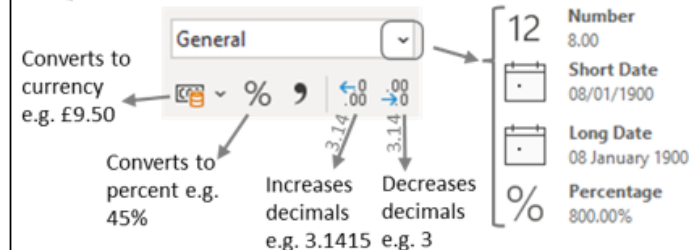
Used to show **trends**



### Pie Chart

Used to show **proportions**

**Data Types** = this is the format of the values in the selected cells.



## 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.

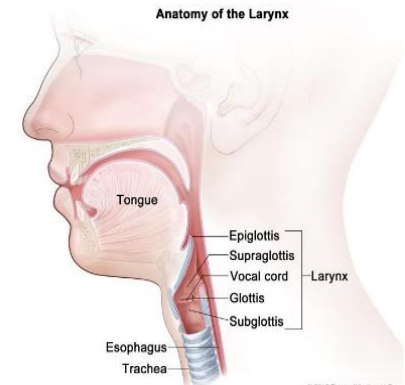
**Articulation-** The definition of articulate is someone capable of speaking easily and clearly.

### 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 Phone speaker Project

## Workshop rules:

1. One voice in the classroom.
2. Only use the machines and tools when told to and shown.
3. Always wear an apron and goggles. Stack up stools in a practical lesson.
4. Don't run or act silly
5. Don't mess with the vices or emergency stop buttons.



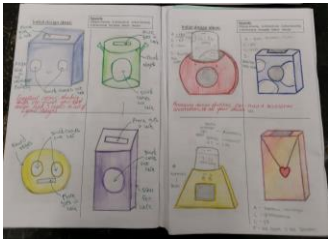
## Design Brief Analysis

Analyse a design brief by asking some questions:

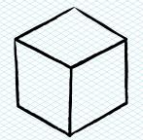
- Who is going to use it?
- What materials could it be made from?
- How much will it cost to make?



## Design sketching



- When drawing your design sketches, make sure they are in 3D and must always be drawn in **PENCIL**.
- When rendering use colouring pencils.
- Get creative with your ideas. Your imagination has no limits.



Try drawing in isometric using isometric grid paper to help you



## Key words:

### Design Brief

- A statement telling you what to do or the problem to solve

### Annotations

- Labelling a design with more details

### Target market

- The customer a product is aimed at

### Isometric drawing

- Drawing in 3D at a 30-degree angle

### Geometric

- Angular lines and shapes

### Quality control

- Testing and checking during manufacture

### Specification

- A list of criteria of what a product needs to achieve

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

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

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

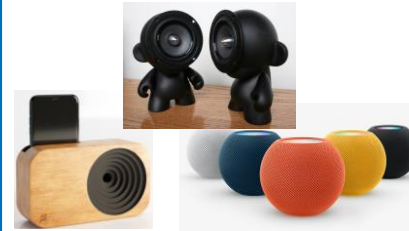
**E** is for **Environment**

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

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

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

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



## Wood or Timber

comes from trees. There are two types of tree.



- **Softwood** - come from coniferous trees. They are usually faster growing, therefore usually more open grained, softer and cheaper. Used mainly for construction. Examples; Pine, Larch, Spruce, Red Cedar.
- **Hardwood** - come from broad leaved trees, they are usually deciduous, which means they lose their leaves in winter. They are usually slower growing, therefore usually tighter grained, harder and more expensive. Often used for furniture. Examples: Oak, Ash, Beech, Mahogany.



There also

- **Manufactured Boards** - are made by gluing wood fibres or veneers together. They come in sheets of standard size and thicknesses. Used for floorboards, worktops, furniture, construction. Examples; mdf, chipboard, plywood



## Product analysis



Analyse the above speaker using **ACCESS FM.**

## Tools and Equipment:



# English

Year 8



Terms 1&2



Modern Texts

Vocabulary Organiser



Number	Word	Definition	Terms	Unit Name
1	<b>Fable</b>	A type of story with animals as characters. It teaches the reader a lesson.	1&2	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.	1&2	Animal Farm
3	<b>Oppression</b>	Cruel or unjust treatment or exercise of authority.	1&2	Animal Farm
4	<b>Manipulate</b>	To control or influence (a person or situation) cleverly for your own benefit.	1&2	Animal Farm
5	<b>Dystopia</b>	an imagined society where there is great suffering or injustice	1&2	Animal Farm
6	<b>Utopia</b>	an imagined place in which everything is perfect	1&2	Animal Farm
7	<b>Hierarchy</b>	a system of organising people into different levels of importance	1&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.	1&2	Animal Farm
9	<b>Tyrant</b>	someone who has total power and uses it in a cruel and unfair way	1&2	Animal Farm
10	<b>Rebellion</b>	a situation where people fight against those who are in charge of them	1&2	Animal Farm
11	<b>Propaganda</b>	Information that is meant to make people think a certain way. The information may not be true	1&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.	1&2	Animal Farm

**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> <small>11</small>

## Year 8 Block 1 French Food and Drink

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



Le pourboire	The tip
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



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



### DANS LE MARCHÉ / SUPERMARCHÉ

Tu voudrais...?	Would you like...?
<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




### Quand est-ce que tu manges?

<b>Le petit déjeuner</b>	Breakfast
<b>Le déjeuner</b>	Lunch
<b>Le goûter</b>	Snack
<b>Le dîner</b>	Evening meal/tea



## Year 8 Geography Knowledge Organiser - Africa

1. Physical feature	Natural feature of the land e.g a river
2. Human feature	Man made feature e.g. a city
3. Africa	A continent made up of 54 different countries 
4. Latitude	Horizontal across the map. The Equator, Tropic of Capricorn and Tropic of Cancer pass through Africa
5. Longitude	Vertical up and down the map. Prime Meridian passes through Africa.
6. Equator	0 degree line of latitude that divides the earth in half
7. Prime Meridian (Greenwich)	0 degree line of longitude that divides the earth in half
8. Diversity	Africa is different in landscapes, people and culture
9. Misconception	A view or opinion that is incorrect because based on faulty thinking or understanding

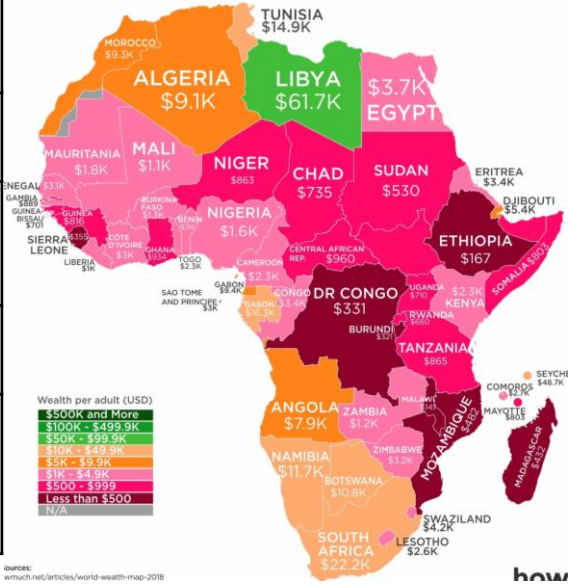
**Did you know?**

Africa is both rich and poor

Some African economies are the fastest growing in the world...with Kenya and Rwanda outperforming many countries in terms of % GNI growth.

Over 400 million people in Africa live in extreme poverty....\$1.90 a day

We can measure how developed a country is by using development indicators. Lots of data is collected from countries around the world. We can use this to compare countries, areas, people



10. GNI per capita	Gross National Income – Dollar value of a country’s final income in a year divided by its population
11. Quality of life	The general well being of people, which includes income, health, education employment, happiness and environment
12. Standard of living	The degree of wealth and owned possessions available to a person or community
13. Development	Complex idea but simply defined as people reaching an acceptable standard of living or quality of life. Can improve over time.
14. Life expectancy	Average age someone is expected to live from birth
15. Infant Mortality rate	Number of deaths of a child before 2 <sup>nd</sup> birthday per 1000
16. Literacy rate	Number of over 16’s who can read and write

SOURCE: [wwwmuch.net/articles/world-wealth-map-2018](http://wwwmuch.net/articles/world-wealth-map-2018)

**Diet** is the term for the food and drink that we consume daily. A diet needs to be both healthy and sustainable. A healthy diet is a **balanced diet**. It provides the necessary **nutrients** needed for healthy body functions and normal physical activity. To keep a balanced diet is to eat a variety of foods to give the body the range of nutrients it needs to stay in top condition. Eating a balanced diet promotes good health and contributes to a healthy lifestyle.

**The Eatwell Guide** is designed to help everyone over the age of two to eat a healthy, balanced diet. It shows how much of each food group should be eaten. The four food groups are:

- potatoes, bread, rice, pasta and other starchy carbohydrates
- fruit and vegetables
- dairy and alternatives
- beans, pulses, fish, eggs, meat and other proteins

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

**Macronutrients:**

- Carbohydrates** - the main energy source for the body.
- Protein** - needed for growth, repair and maintenance of the body.
- Fat** - used for energy and essential vitamins and fatty acids. The body needs these in large amounts and are measured in grams.

**Micronutrients**

- Vitamins**
- Minerals**
- Trace elements**

The body needs these in small amounts and are measured in milligrams or micrograms. In order for the body to function properly it needs a range of vitamins and minerals

The body also needs **dietary fibre** and **water**

Health :  
Food



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland.

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# 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	<i>the idea that an event was caused by developments that came before.</i>
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

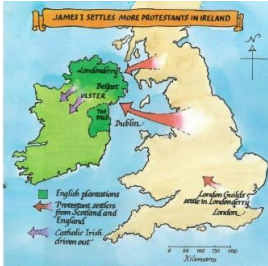
- William invaded because he was a distant cousin of Edward the Confessor and Edward had also promised him the throne
- William wanted to extend his power in a Christian country
- William also wanted to access to Britain's wealth
- Castle Barchin was a Norman motte and bailey castles constructed by the 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

## Year 8: Topics 1 and 2: Migration



### 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



## Key Words

**Improvisation**  
(Making it up on the spot – no planning)

**Syncopation**  
(planning in between the main beats of the bar)

**Triplet**  
(3 notes in 1 beat)

## Year 8 Music Terms 1 & 2 – How does music narrate the struggle for equality?

### Musical Elements

Dynamics = *volume*

Rhythm = *duration of notes*

Tempo = *speed*

Context = *background info about the style*

Structure = *sections*

Melody = *organisation of pitches*

Instrumentation = *instruments & voices*

Texture = *layers*

Harmony = *chords & key*

### Reading Music

SHARP      FLAT      NATURAL

F A C E      E G B D F

A C E G      G B D F A

C D E F G A B C

### Chords

**C Major**      **F Major**      **G Major**

C E G      F A C      G B D

### 12-Bar Blues

C	C	C	C
F	F	C	C
G	F	C	C

### Note Durations

- Semibreve (4 beats)
- Minim (2 beats)
- Crotchet (1 beat)
- Quaver (1/2 beat)
- Semi-Quaver (1/4 beat)

← Harmony

→ Melody

C blues scale

C E<sup>b</sup> F G<sup>b</sup> G B<sup>b</sup> C

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

## Parts of a warm up

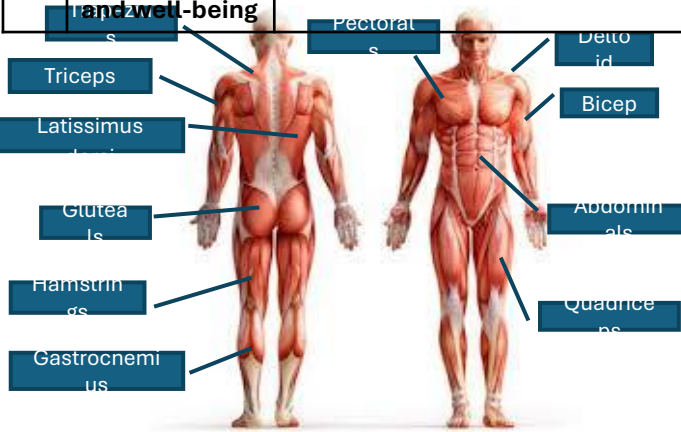
<b>1</b>	<b>Pulse raiser</b>	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
<b>2</b>	<b>Stretch</b>	Stretching the main muscle groups and joints increases their elasticity 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</b>	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce

## 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
<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



# What do the Dharmic faiths believe? **Hinduism Knowledge Organiser**



## NEED TO KNOW WORDS

<b>Polytheist</b>	Belief in many gods
<b>Monotheist</b>	Belief in one god
<b>Deities</b>	Gods
<b>Brahman</b>	Supreme god in Hinduism
<b>Dharma</b>	duty – fulfilling these duties are the first step towards breaking the samsara cycle.
<b>Reincarnation</b>	being 'reborn'
<b>Moksha</b>	The spiritual aim for Hindus is to achieve freedom from the samsara cycle
<b>Mandir</b>	Community temple
<b>Karma</b>	The belief that actions have consequences
<b>Samsara</b>	The cycle of birth and rebirth.
<b>Trimurti</b>	— 3 main aspects of Brahman (Brahma / Vishnu / Shiva)

## Hinduism overview:

Hinduism is over 4,000 years old, making it one of the world's oldest religions. It is made up of a variety of different religious beliefs and practices. It originated near the Indus River in India. The name 'Hindu' comes from the word Indus

## Hindu nature of God.

Hindus believe in one God (Brahman) and they believe he comes in many forms. Hindus believe that there are three gods called the Trimurti who display the 3 aspects of the universal supreme God, Brahman.

## Where do Hindus worship?

Hindus worship in a temple called a Mandir. Mandirs vary in size from small village shrines to large buildings, surrounded by walls. People can also visit the Mandir at any time to pray and participate in the bhajans (religious songs). Hindus also worship at home and often have a special room with a shrine to particular gods.

## Hindu belief in The Trimurti:

Brahman takes many forms. Especially three forms called the Trimurti:

<b>Brahma</b>	is the creator of the world and all creatures. He is usually shown with four heads.
<b>Vishnu</b>	is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms.
<b>Shiva</b>	is the destroyer of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident.

## What are Hinduism's holy books?

Hinduism does not have a single holy book, but many ancient texts and scriptures.

**The Vedas** - a collection of hymns praising the Vedic gods. Veda means 'knowledge'.

**The Ramayana** - long epic poems about Rama and Sita.

**The Mahabharata** - which includes the Bhagavad Gita.

**The Puranas** - a collection of stories about the different incarnations and the lives of saints..



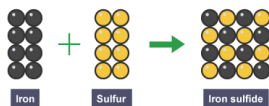
### 1. Chemical Reactions

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**

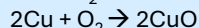
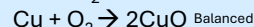


### 2. Chemical Equations

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)  $\text{Cu} + \text{O}_2 \rightarrow \text{CuO}$  (more oxygen needed on right)

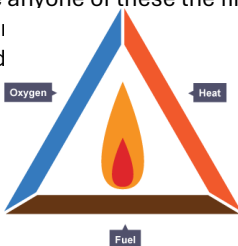


### 3. Combustion

**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. **Co**

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)

### 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**.



## KS3 Science Chemical Reactions

### 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**.

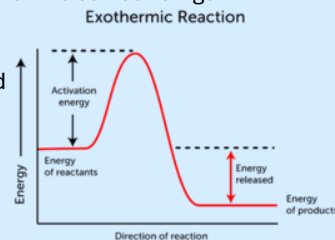
Many metal carbonates can take part in thermal decomposition reactions. Metal carbonates undergo thermal decomposition to produce metal oxides and carbon dioxide.

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.

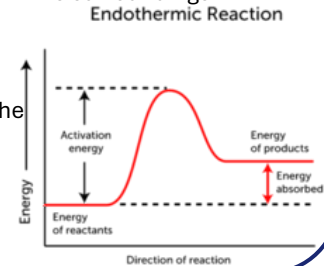
This means that the **reactants** produce both **heat energy** and **products** in the reaction. The **energy level diagram** shows the lower energy in the products.



### 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



### 4. Unbalanced Forces

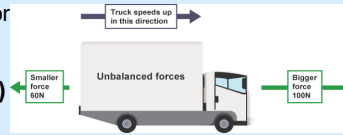
If the forces are unbalanced on an object there are two things that could happen:

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



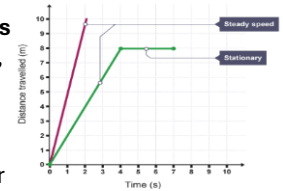
Hot air balloon rising

100N - 60N  
= 40N (to the right)



### 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?

### 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

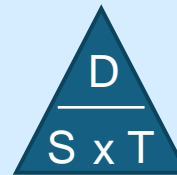
How do you find the average speed of an object?

- 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.  
 $2\text{ km} = 2000\text{ m}$   
 $2000\text{ m} / 100\text{ s} = 20\text{ m/s}$



## KS3 Science Forces and Motion

### 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

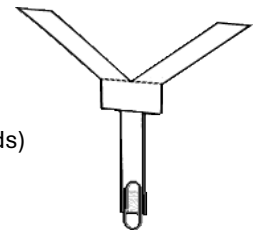
**Scientific Question:** Does wing length affect the time taken to land?

**Independent variable:**  
wing length (cm)


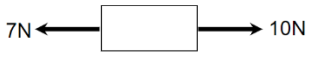
**Dependent variable:**  
time taken to land (seconds)

**Control variable:**  
height dropped from (cm)  
mass of helicopter (g)

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



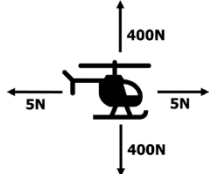
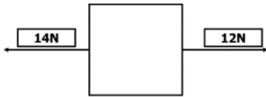
**Week 1 – W/B 9<sup>th</sup> September**

<p>Mon 09/09/2024</p>	<p>French</p>	<p>Look-cover-write-check the “<b>Do you like...?</b>” box in the vocabulary list. You should attempt every word in the list 3-5 times, more if you find a word tricky. Make sure you know the meaning and the spelling.</p>
<p>Tue 10/09/2024</p>	<p>English</p>	<ol style="list-style-type: none"> <li>1. What is a fable?</li> <li>2. What is communism?</li> <li>3. What does oppression mean?</li> <li>4. How can someone manipulate another person?</li> <li>5. What is a dystopia?</li> <li>6. What is a utopia?</li> <li>7. What is a hierarchy?</li> <li>8. What is an allegory?</li> <li>9. Who is a tyrant?</li> <li>10. What is a rebellion?</li> </ol>
<p>Wed 11/09/2024</p>	<p>PE</p>	<ol style="list-style-type: none"> <li>1. State the 3 components of a warm up in the correct order.</li> <li>2. In your own words, explain what it means by the term pulse raiser.</li> <li>3. Give an example of a pulse raising activity.</li> <li>4. Mobilisation in a warm up promotes what?</li> <li>5. The hamstring muscle is located where?</li> <li>6. The medical term for the calf muscle is?</li> <li>7. True or False: the biceps and triceps are found in the lower leg.</li> <li>8. The chemical that your body releases that makes you feel good is called what?</li> <li>9. What is static stretching?</li> <li>10. What is dynamic stretching?</li> </ol>
<p>Thu 12/09/2024</p>	<p>Maths</p>	<p>Remember to write down your workings and bookwork codes in your homework book.</p>
<p>Fri 13/09/2024</p>	<p>Science</p>	<ol style="list-style-type: none"> <li>1. What is a force?</li> <li>2. What is the unit of force?</li> <li>3. Friction is a contact force. True or False?</li> <li>4. Name a different contact force.</li> <li>5. Complete the equation: speed =</li> <li>6. Calculate the resultant force.             <div style="text-align: center; margin: 5px 0;">  </div> </li> <li>7. Calculate the resultant force             <div style="text-align: center; margin: 5px 0;">  </div> </li> <li>8. What is the full name of the scientist that researched forces and gravity? He also has the unit of force named after him.</li> <li>9. What does stationary mean?</li> <li>10. How can friction be helpful?</li> </ol>

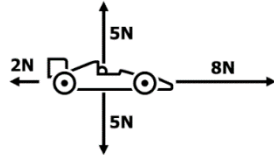
**Week 2 – W/B 16<sup>th</sup> September**

<p>Mon 16/09/2024</p>	<p>Geography</p>	<ol style="list-style-type: none"> <li>1. What is a physical feature?</li> <li>2. What is the keyword for a man made feature?</li> <li>3. Which continent is made up of 54 different countries?</li> <li>4. Give an example of latitude</li> <li>5. Prime Meridian, which passes through Africa, is an example of this</li> <li>6. What is the equator?</li> <li>7. What is diversity?</li> <li>8. What is a misconception?</li> <li>9. Name two African economies that outperformed many countries in terms of % GNI growth</li> <li>10. How much money do people in poverty live on per day?</li> </ol>
<p>Tue 19/09/2023</p>	<p>English</p>	<ol style="list-style-type: none"> <li>1. Can you name a famous fable?</li> <li>2. What is the main idea of communism?</li> <li>3. How can oppression make people feel?</li> <li>4. Why do people manipulate others?</li> <li>5. Can you describe a dystopian world?</li> <li>6. What would you find in a utopian world?</li> <li>7. How does a hierarchy work in a school?</li> <li>8. What is the allegory in "The Tortoise and the Hare"?</li> <li>9. Why is being a tyrant bad?</li> <li>10. What is a famous rebellion in history?</li> </ol>
<p>Wed 20/09/2023</p>	<p>Art</p>	<ol style="list-style-type: none"> <li>1. Who is Tim Burton?</li> <li>2. What is Tim Burton's job?</li> <li>3. What do you notice about Tim Burton's style of work?</li> <li>4. How would you describe Bertolin's artwork?</li> <li>5. Which mark making(s) technique does Bertolin use in his work?</li> <li>6. Give 5 examples of different medium/media that you can use in art.</li> <li>7. Who is an illustrator?</li> <li>8. What media does Tim Burton use in his artwork?</li> <li>9. Compare their style of art, which artist do you prefer – Bertolin or Burton? Why?</li> <li>10. What is an animator?</li> </ol>
<p>Thu 21/09/2023</p>	<p>Maths</p>	<p>Remember to write down your workings and bookwork codes in your homework book.</p>
<p>Fri 22/09/2023</p>	<p>Science</p>	<ol style="list-style-type: none"> <li>1. What are the products for: methane + oxygen → carbon dioxide + water?</li> <li>2. What are the reactants?</li> <li>3. What joins atoms together in a compound?</li> <li>4. What is the scientific term for burning?</li> <li>5. What are the three things needed for a fire?</li> <li>6. What is the reaction called when a substance gains oxygen?</li> <li>7. What does decomposition mean?</li> <li>8. How is an endothermic reaction different to an exothermic reaction?</li> <li>9. What is meant by the independent variable?</li> <li>10. Balance the chemical equation: <math>\_ \text{Cu} + \text{O}_2 \rightarrow \_ \text{CuO}</math></li> </ol>


**Week 3 – WB 23rd September**

<p>Mon 23/09/2024</p>	<p>French</p>	<p>Look-cover-write-check the “<b>In the restaurant</b>” and “<b>when do you eat</b>” boxes in the vocabulary list. You should attempt every word in the list 3-5 times, more if you find a word tricky. Make sure you know the meaning and the spelling.</p>
<p>Tue 24/09/2024</p>	<p>English</p>	<ol style="list-style-type: none"> <li>1. What lesson does a fable teach?</li> <li>2. Why do some people support communism?</li> <li>3. How can we fight against oppression?</li> <li>4. What does it mean to manipulate a situation?</li> <li>5. How is a dystopia different from a utopia?</li> <li>6. What would you like in your utopia?</li> <li>7. What is an example of a hierarchy at home?</li> <li>8. How can you tell if a story is an allegory?</li> <li>9. How does a tyrant act?</li> <li>10. What happens during a rebellion?</li> </ol>
<p>Wed 25/09/2024</p>	<p>Music</p>	<ol style="list-style-type: none"> <li>1. What are the notes of the Blues scale which makes melody in Blues music?</li> <li>2. What is the order of chords in the 12-bar Blues?</li> <li>3. Which notes are in a C Major chord?</li> <li>4. Which notes are in a G Major chord?</li> <li>5. Draw a flat sign</li> <li>6. Draw a natural sign</li> <li>7. What does improvisation mean?</li> <li>8. What does structure mean in music?</li> <li>9. What does harmony mean in music?</li> <li>10. What is a triplet in music?</li> </ol>
<p>Thu 26/09/2024</p>	<p>Maths</p>	<p>Remember to write down your workings and bookwork codes in your homework book.</p>
<p>Fri 27/09/2024</p>	<p>Science</p>	<ol style="list-style-type: none"> <li>1. What does the gradient on a distance-time graph tell you?</li> <li>2. What is streamlining?</li> <li>3. What 3 things are required for combustion?</li> <li>4. What can you use to reduce friction?</li> <li>5. What is the scientific word for burning?</li> <li>6. Heat is used to break down 1 chemical into multiple new products. What type of reaction is this?</li> <li>7. Write the following word equation as a balanced symbol equation: Magnesium + Oxygen --&gt; Magnesium Oxide</li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>8. Calculate resultant force</li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>9. Calculate resultant force</li> </ol>



		 <p>10. Calculate resultant force.</p>
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**Week 4 – WB 30<sup>th</sup> September**

Mon 30/09/2024	History	<ol style="list-style-type: none"> <li>1. What is a colony?</li> <li>2. What is an Empire?</li> <li>3. What is the keyword for being discriminated against because of your religion?</li> <li>4. Who were the Huguenots?</li> <li>5. When did the Huguenots come to Britain?</li> <li>6. Who were effective sailors?</li> <li>7. What was the Iron Bangle Lady evidence of?</li> <li>8. When did the SS Empire Windrush come to Britain?</li> <li>9. Why did William invade?</li> <li>10. What was the St Bartholomew's Day Massacre?</li> </ol>
Tue 01/10/2024	English	<ol style="list-style-type: none"> <li>1. What animals might be in a fable?</li> <li>2. How does communism work in a country?</li> <li>3. What are signs of oppression?</li> <li>4. Can you manipulate someone kindly?</li> <li>5. Why are dystopias often scary?</li> <li>6. How do people treat each other in a utopia?</li> <li>7. What is a hierarchy at work?</li> <li>8. Why do writers use allegories?</li> <li>9. Can you name a famous tyrant?</li> <li>10. What do people want in a rebellion?</li> </ol>
Wed 02/10/2024	PE	<ol style="list-style-type: none"> <li>1. What activity could you suggest as a pulse raiser?</li> <li>2. Label the body with as many muscles that you know:</li> </ol>  <ol style="list-style-type: none"> <li>3. Why is it important to use dynamic stretching in a warm up?</li> <li>4. Why does exercise reduce some risk of illness?</li> </ol>

		<ol style="list-style-type: none"> <li>5. Why do some people use exercise for their mental wellbeing?</li> <li>6. How can joining a sports team be beneficial to you?</li> <li>7. Why does the heart rate increase during exercise?</li> <li>8. An effect of exercise is that your blood pressure rises, is this systolic or diastolic blood pressure?</li> </ol>
Thu 03/10/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 04/10/2024	Science	<ol style="list-style-type: none"> <li>1. Name 3 ways you could tell a reaction is happening</li> <li>2. What is the chemical symbol for Carbon?</li> <li>3. What is the chemical formula for water?</li> <li>4. How do you test for carbon dioxide?</li> <li>5. How does rusting occur?</li> <li>6. What piece of equipment is used to accurately measure the volume of liquids?</li> <li>7. What is a thermometer used to measure/</li> <li>8. What makes a good method?</li> <li>9. What is meant by anomalous data?</li> <li>10. Why do we use tongs?</li> </ol>

### Week 5 – Week beginning 7<sup>th</sup> October

Mon 07/10/2024	French	Look-cover-write-check the “ <b>In the supermarket</b> ” and “ <b>How much</b> ” boxes in the vocabulary list. You should attempt every word in the list 3-5 times, more if you find a word tricky. Make sure you know the meaning and the spelling.
Tue 08/10/2024	Health	<ol style="list-style-type: none"> <li>1. Define the term “diet”.</li> <li>2. In your own words, state what a balanced diet is.</li> <li>3. Approximately how much of your daily intake should be fruits and vegetables?</li> <li>4. What is the Eatwell guide?</li> <li>5. In your own words, what are nutrients?</li> <li>6. Why does the body need nutrients?</li> <li>7. What is protein used for?</li> <li>8. What is fat used for?</li> <li>9. What's the difference between macronutrients and micronutrients?</li> <li>10. Give some examples of carbohydrates.</li> </ol>
Wed 09/10/2024	Drama	<ol style="list-style-type: none"> <li>1. What is an accent?</li> <li>2. Can you think of a famous person or character with a distinctive accent? How does their accent contribute to their identity or the way they are perceived by others?</li> <li>3. What is the difference between an accent and a dialect?</li> <li>4. What is emphasis in speech, and why is it important to stress specific words when communicating a message?</li> <li>5. Describe the role of volume in communication. When might you need to speak loudly, and when might speaking quietly be more appropriate?</li> <li>6. Can you describe a stereotypical Received Pronunciation character. Please consider dress, lifestyle, job role and financial situation.</li> </ol>

		<p>7. How does the pace of your speech affect how well your message is understood? Give an example of when speaking too quickly or too slowly could be a problem.</p> <p>8. Explain the concept of enunciation in speech. Why is being able to speak clearly and easily important in effective communication</p> <p>9. Why is voice projection important when speaking or singing in front of a large audience? Can you provide an example of when you might need to project your voice?</p> <p>10. What is the difference between a monologue and a duologue?</p>
Thu 10/10/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 11/10/2024	Science	<ol style="list-style-type: none"> <li>1. What is an element?</li> <li>2. What is a compound?</li> <li>3. True or false a chemical reaction is usually reversible?</li> <li>4. What is a physical reaction?</li> <li>5. Which state of matter has very weak forces of attraction between particles, which move in a random speed and direction?</li> <li>6. What is the name given to a chemical reaction that gives out heat?</li> <li>7. What is the name given to a chemical reaction that takes in heat?</li> <li>8. True or false: breaking bonds is endothermic?</li> <li>9. How do you calculate the temperature difference in a chemical reaction?</li> <li>10. What piece of equipment would you use to measure the temperature of a chemical reaction?</li> </ol>

**Week 6 – Week beginning 14<sup>th</sup> October**

Mon 14/10/2024	History	<ol style="list-style-type: none"> <li>1. What did the English want to set up in Ireland in order to subdue the Irish?</li> <li>2. What religion was Ireland?</li> <li>3. What happened to potatoes in Ireland in the 1840s?</li> <li>4. Why did Irish migrants come to Britain?</li> <li>5. What did Caribbean people fight for?</li> <li>6. What was immigrant labour needed for?</li> <li>7. Where did the SS Empire Windrush sail from?</li> <li>8. From which former British colonies did other migrants come from in the 20<sup>th</sup> century?</li> <li>9. What low paid jobs did migrants tend to do?</li> <li>10. What was the 'colour bar'?</li> </ol>
Tue 15/10/2024	English	<ol style="list-style-type: none"> <li>1. How is a fable different from a regular story?</li> <li>2. What is a common goal of communism?</li> <li>3. How does oppression affect a community?</li> <li>4. How can you avoid being manipulated?</li> <li>5. What might you see in a dystopian movie?</li> <li>6. What would you hear in a utopian story?</li> </ol>

		<p>7. How do people move up in a hierarchy?</p> <p>8. How does an allegory make you think?</p> <p>9. What does a tyrant want?</p> <p>10. Why do people start a rebellion?</p>
Wed 16/10/2024	DT	<p>1. What are the rules of the workshop?</p> <p>2. Why is it important to analyse a 'design brief'?</p> <p>3. Name 3 pieces of equipment used in the workshop?</p> <p>4. Who is the target market for your speaker?</p> <p>5. What is meant by isometric drawing?</p> <p>6. Why is it important to draw in pencil?</p> <p>7. State 2 health and safety checks before using a belt sander.</p> <p>8. Name the 3 categories of timber</p> <p>9. What does ACCESSFM stand for?</p> <p>10. Draw an isometric cube.</p>
Thu 17/10/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 18/10/2024	Science	<p>1. Which force pulls you to the Earth?</p> <p>2. What 2 'P' words describe what forces do?</p> <p>3. What 'F' can be described as a 'sticking force'?</p> <p>4. What type of force does an object moving through air experience?</p> <p>5. True or false: forces always come as a pair?</p> <p>6. What happens when an unbalanced force acts on an object?</p> <p>7. Do arrows on force diagrams point towards an object or away from an object?</p> <p>8. What factors affect the drag experienced by an object?</p> <p>9. True or false: the faster an object moves through air the more drag it experiences?</p> <p>10. What happens to the temperature of an object that experiences friction?</p>

**Week 7 – Week beginning 21<sup>st</sup> October**

Mon 21/10/2024 4	Computing & RS	<p><b>Computing</b></p> <p>1. What is Microsoft Word used for?</p> <p>2. How do you save a document in Microsoft Word?</p> <p>3. What feature in Microsoft Word helps you check for spelling errors?</p> <p>4. What is a cell in Microsoft Excel?</p> <p>5. How do you add a new sheet in Microsoft Excel?</p> <p>6. What is the purpose of a formula in Excel?</p> <p>7. What is a slide in Microsoft PowerPoint?</p> <p>8. How do you add a new slide in Microsoft PowerPoint?</p> <p>9. What is the purpose of the 'Design' tab in PowerPoint?</p> <p>10. How do you start a slideshow in PowerPoint?</p> <p><b>RS</b></p> <p>1. Which keyword means believing in many Gods?</p>
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		<ol style="list-style-type: none"> <li>2. What is reincarnation?</li> <li>3. What is Samsara?</li> <li>4. Where did Hinduism originate?</li> <li>5. Name one of the Hindu holy books</li> <li>6. How old is Hinduism?</li> <li>7. What is the name of the Supreme God?</li> <li>8. What is a Mandir?</li> <li>9. Who is Vishnu?</li> <li>10. Who is the destroyer of the universe?</li> </ol>
<p>Tue 22/10/202 4</p>	English	<ol style="list-style-type: none"> <li>1. What is the moral of a fable?</li> <li>2. How do people share in communism?</li> <li>3. What can you do if you see oppression?</li> <li>4. What is a way to manipulate a game?</li> <li>5. Why do authors write about dystopias?</li> <li>6. What makes a utopia hard to create?</li> <li>7. Who is at the top of a hierarchy in a kingdom?</li> <li>8. How is an allegory different from a regular story?</li> <li>9. How do people feel under a tyrant's rule?</li> <li>10. What do rebels do in a rebellion?</li> </ol>
<p>Wed 23/10/202 4</p>	Geography	<ol style="list-style-type: none"> <li>1. What can we use to measure how developed a country is?</li> <li>2. According to the map, which country is the most wealthy per adult?</li> <li>3. According to the map, name a country with a wealth of less than \$500 per adult.</li> <li>4. What is the keyword that means the value of a country's final income divided by its population?</li> <li>5. What is 'quality of life'?</li> <li>6. What is 'standard of living'?</li> <li>7. Which keyword can improve over time?</li> <li>8. Which keyword is the average age someone is expected to live to</li> <li>9. Define infant mortality rate</li> <li>10. Define literacy rate</li> </ol>