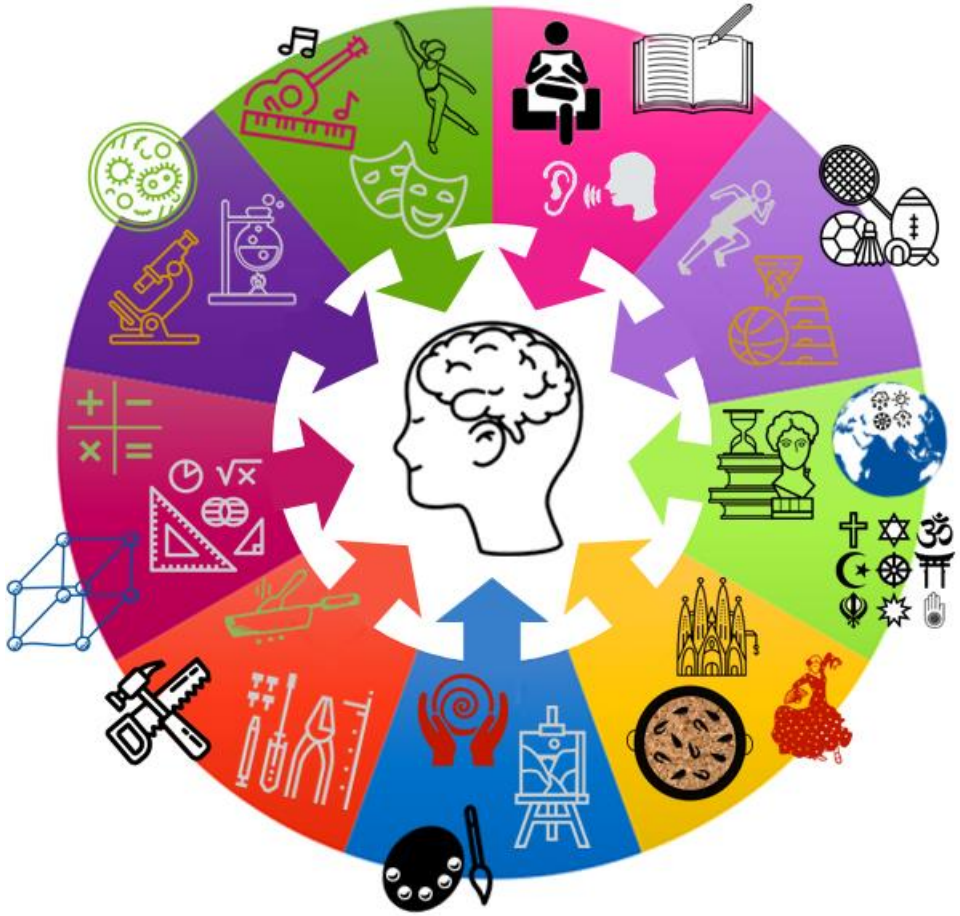
Year 8 – Grammar Stream Knowledge Organisers



Term 5

Swindon Academy 2022-23	
Name:	
Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

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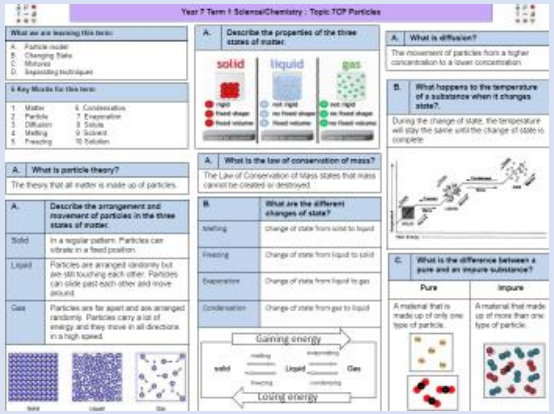
Using your Knowledge Organiser and Quizzable Knowledge Organiser

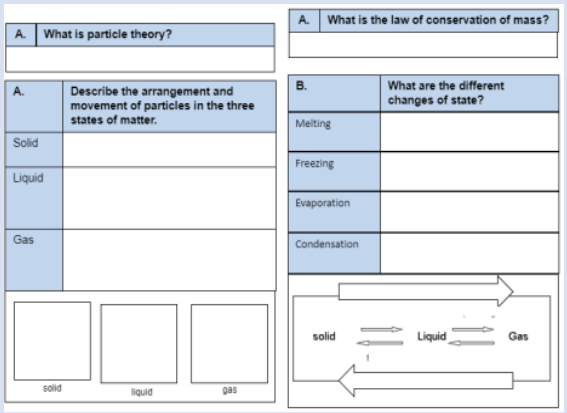
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

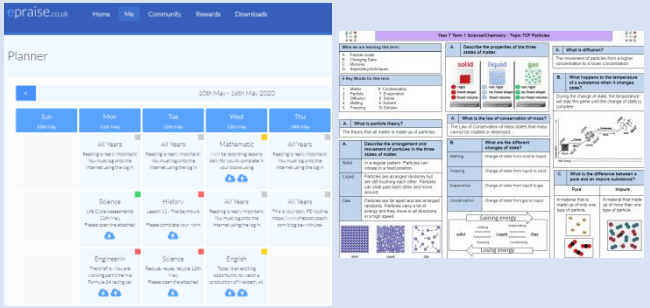
Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

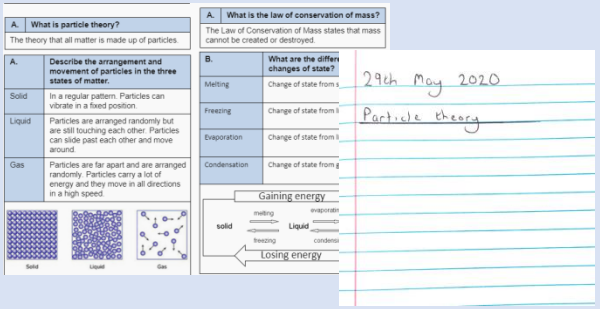
Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.



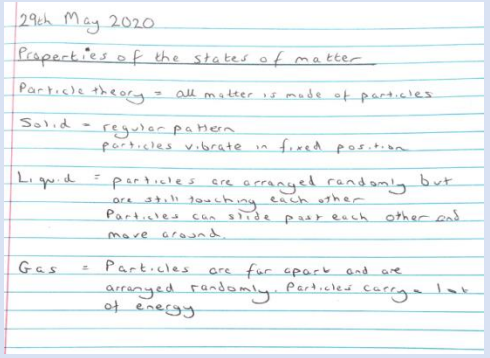
Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.



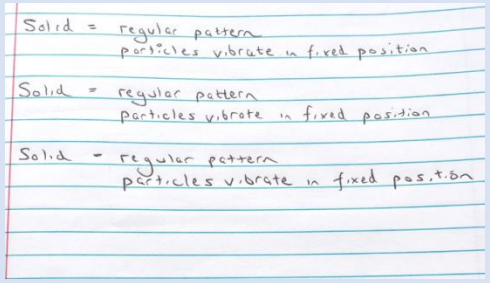
Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.



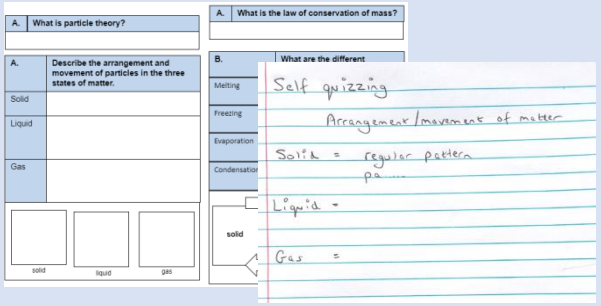
Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.



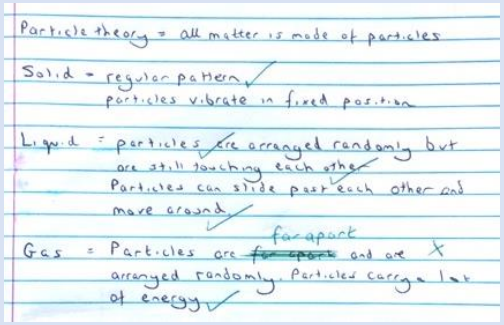
Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.



Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.



Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

‘Animal Farm’: Knowledge Organiser

Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals’ first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker’s yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

Characters

Napoleon
‘a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.’

Snowball
‘a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.’

Squealer
‘with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.’

Boxer
‘an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together… in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.’

Biographical information

1	‘Animal Farm’ was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	‘Animal Farm’ was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	‘Animal Farm’ is an allegory for the events of the Russian Revolution.

Key words

allegory – 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.

tyrant – someone who has total power and uses it in a cruel and unfair way. A **tyranny** is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

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

harvest – the time when crops are cut and collected from fields.

corrupt – when people use their power in a dishonest way order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as **treacherous**.

declarative: describes something that makes information known. A statement

hierarchy: a system of organising people into different levels of importance

imperative: a command.

‘Animal Farm’: Knowledge Organiser

Chapter breakdown

1	The animals gather to _____. He gives them a _____ _____.
2	The animals _____ and _____ Jones. The _____.
3	The animals’ first _____ is a _____. The pigs keep _____ _____.
4	The Battle of the _____: _____ _____.
5	_____ and _____ debate the _____. _____ uses _____ _____ _____. Napoleon _____ _____ _____.
6	Work begins on the _____. The _____ _____ _____. _____ _____ _____.
7	Work on the _____ _____. Napoleon demands _____ _____. Napoleon _____ _____ _____.
8	Napoleon betrays Mr. Pilkington _____ to Mr. Frederick. Frederick _____. Frederick _____ _____. The animals _____. The _____ _____.
9	Boxer is _____.
10	The pigs are _____. They _____ _____ _____. There is _____ _____ _____and the _____ _____ _____.

The seven commandments

1	Whatever goes upon _____ legs is an _____.
2	Whatever goes upon _____ legs, or has _____, is a _____.
3	No animal shall _____ _____.
4	No animal shall _____ in a _____.
5	No animal shall _____ _____.
6	No animal shall _____ any other _____.
7	All animals are _____.

Characters

Napoleon
‘a large, rather _____ Berkshire boar, the only _____ on the farm, not much of a _____, but with a _____ for getting his own way.’

Snowball
‘a more _____ pig than _____, _____ in _____ and more _____, but was not considered to have the same _____ of _____.’

Squealer
‘with very _____ cheeks, _____ eyes, _____ movements, and a _____ voice. He was a _____ _____, and when he was _____ some difficult point he had a way of _____ from side to side and _____ his _____ which was somehow very _____. The others said of Squealer that he could turn _____ into _____.’

Boxer
‘an _____ beast, nearly _____ hands high, and as _____ as any _____ ordinary horses put together… in fact he was not of first-rate _____, but he was universally _____ for his _____ of character and _____ powers of _____.’

Biographical information

1	‘Animal Farm’ was written in _____.
2	It was written by _____ _____.
3	_____ was born in _____.
4	‘Animal Farm’ was _____ by the events of _____.
5	_____ wanted to write about the _____ _____ of _____ during _____.
6	‘Animal Farm’ is an _____ for the events of the _____ _____.

Key words

allegory – _____ _____ _____ _____ _____

tyrant – _____ _____. A **tyranny** is _____ _____ _____.

rebellion – _____. _____ _____ _____

harvest – _____ _____.

corrupt – _____ _____ _____

propaganda – _____. _____ _____.

cult of personality – a cult of personality is _____ _____

treacherous – I_____ _____.

declarative: _____ _____.

hierarchy: a _____ _____ _____.

imperative: a _____.

Year 8 Grammar Term 5 Biology : Topic 9BB Biological Systems and Processes

B. What benefits come from regular exercise?

Regular training has the following effects:

- Heart muscles are strengthened
- **Cardiac output** increases
- Resting **heart rate** is lower (fewer beats needed because heart muscles are stronger)
- Recovery (returning to resting heart rate) happens more quickly after exercise

Why do you breathe quicker during exercise?

More oxygen is required as body is working harder.

C. What is a drug?

A drug is a substance that affects the way your body works

C. What are the 2 types of recreational drugs, and what effect do they have on the body?

Stimulants

- Stimulants cause the nervous system to carry nerve impulses faster
- They can increase reaction times
- But can also speed up heart rate, and put strain on the body

Examples include: Caffeine, Cocaine, Ecstasy

Depressants

- Depressants cause the nervous system to slow down
- They can decrease reaction times
- They can stop vital organs working, and stop parts if the brain working

Examples include: Alcohol. Heroin, Solvents

D. What is Respiration?

Respiration is a chemical reaction that releases energy from food molecules.

Why is respiration important?

An organism can the use the energy produced by respiration is several different ways including:

1. To build large molecules from smaller ones (grow)
2. To move
3. To keep warm

What are the 2 types of respiration?

	Aerobic	Anaerobic
Main difference?	With Oxygen	Without Oxygen
Where does it take place?	Mitochondria	Cytoplasm
What is the equation?	glucose + oxygen → carbon dioxide + water	In animals: **glucose → lactic acid** In plants/yeast: **glucose → ethanol and carbon dioxide**
Which produces the most energy?	Aerobic respiration produces more energy	Anaerobic produces less energy

D. What happens when Lactic Acid builds up in muscles from anaerobic respiration?

If lactic acid builds up in muscle cells it causes fatigue.

How does the body get rid of lactic acid?

We continue to have an elevated heart rate and breathing rate after exercise so that more oxygen enters the cells. This oxygen reacts with the lactic acid removing it from our muscles allowing them to work efficiently again.

D. What is fermentation?

When plants/yeast respire anaerobically, they produce ethanol and carbon dioxide.

What are the uses of fermentation?

It is useful as the ethanol can be used to make alcoholic drinks and the carbon dioxide is what makes bread rise.

E. Who discovered DNA?

Rosalind Franklin and **Maurice Wilkins** 1952

Using x-ray photography, Franklin and Wilkins produced high-resolution photographs of DNA fibres. They used these to deduce that DNA had a **helical** structure and that the outside of the molecule contained **phosphates**

James Watson and **Francis Crick** 1953

Using the x-ray data from Wilkins and Franklin, and using models, Watson and Crick managed to discover the double-helix structure of DNA. They and Wilkins were awarded the Nobel Prize in 1962.

E. What is DNA?

Deoxyribonucleic acid – the genetic material of all organisms

What is a double helix?

Two helical strands wound around each other

Year 8 Grammar Term 5 Biology : Topic 9BB Biological Systems and Processes

B.	What benefits come from regular exercise?
Why do you breathe quicker during exercise?	

C.	What is a drug?

C.	What are the 2 types of recreational drugs, and what effect do they have on the body?	

D.	What is Respiration?
Why is respiration important?	

What are the 2 types of respiration?		
Main difference?		
Where does it take place?		
What is the equation?		
Which produces the most energy?		

D.	What happens when Lactic Acid builds up in muscles from anaerobic respiration?
How does the body get rid of lactic acid?	

D.	What is fermentation?
What are the uses of fermentation?	

E.	Who discovered DNA?

E.	What is DNA?
What is a double helix?	

Year 8 Grammar Term 5 Biology : Topic 9BB Biological Systems and Processes

E. What makes up DNA?

- DNA has a **double helix** structure with two sugar-phosphate backbones wound around each other.
- Pairs of complementary **bases** connect the two backbones (strands)

What are the 4 bases and how are they paired?

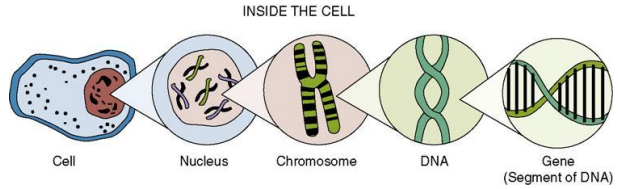
- The bases are **adenine**, **thymine**, **cytosine** and **guanine** (A, T, C, and G)
- A has a **complementary shape** to T
- C has a **complementary shape** to G

What are Chromosomes?

DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)

What are Genes?

A short section of DNA which codes for characteristics



E. What are the different types of reproduction and how are they different?

	Sexual reproduction	Asexual reproduction
How many parents?	2 parents	1 parent
Will offspring inherit features from parents?	Offspring have features of both parents	Offspring are clones of the 1 parent

E. What is Heredity?

Heredity is the process by which genetic information is transmitted from one generation to the next

What is a Genetic Disease?

Genetic diseases are passed on from parents to children through their genetic material. Children will be born with the disease

E. What is Gestation?

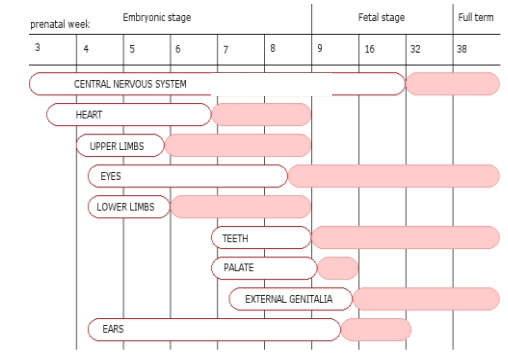
Gestation describes the development of a foetus in the womb.

What does a foetus need to develop?

In order to do all of this growing, the foetus needs to get **nutrients** and **oxygen**.

How does a foetus get what it needs to develop?

Since they can't eat or breathe, they get this from the mother's blood.
Nutrients and oxygen **diffuse** from the mother's blood into the baby's blood vessels, then **umbilical cord** in the **placenta**.



What is the Placenta?

An organ which develops during pregnancy, and supplies the developing foetus with oxygen and nutrients, while also removing waste.

What is the Umbilical cord?

A tube which connects the baby to the placenta.

E. How can an expectant mother's behaviour affect her unborn baby?

The mother's behaviour during gestation can affect the development of the unborn baby because of the transfer of substances across the placenta.

What problems can be caused by different drugs during gestation?

Cigarettes

- Reduces the **volume of oxygen** which reaches the baby's cells, affecting their ability to release energy. (**Nicotine narrows blood vessels, Carbon monoxide in smoke inhibits red blood cells from carrying oxygen)**
- Increases the risk of **premature** (early) birth, **stillbirth** (death of the foetus), **cot death** (death of the new-born) and **low birth weight** caused by growth impairment
- Children whose mothers smoked during gestation are more likely to experience:
  - learning disorders
  - behavioural problems
  - low IQ
  - asthma

Alcohol

- **Physical** defects e.g. small head size, low birth weight
- **Cerebral palsy** (movement and coordination problems)
- **Behavioural** differences including **autistic** traits and attention-deficit hyperactivity disorder (**ADHD**)
- Problems with **organs** including the liver, kidneys, and heart
- **Learning difficulties**

Other illegal drugs

Neonatal abstinence syndrome occurs when a mother has taken a drug which causes **dependency**, during gestation. The baby is born with a dependency on the drug.

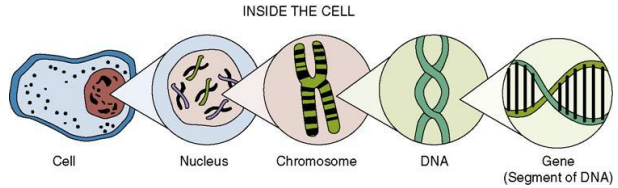
Year 8 Grammar Term 5 Biology : Topic 9BB Biological Systems and Processes

E. **What makes up DNA?**

What are the 4 bases and how are they paired?

What are Chromosomes?

What are Genes?



E.	What are the different types of reproduction and how are they different?	
How many parents?		
Will offspring inherit features from parents?		

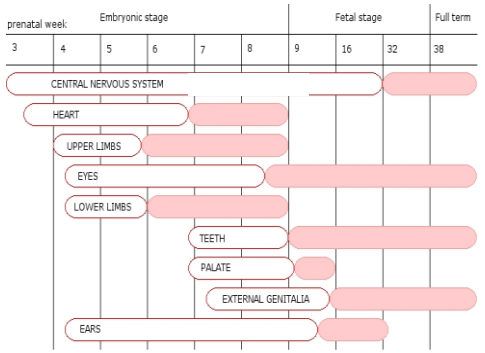
E. **What is Heredity?**

What is a Genetic Disease?

E. **What is Gestation?**

What does a foetus need to develop?

How does a foetus get what it needs to develop?



What is the Placenta?

What is the Umbilical cord?

E. **How can an expectant mother's behaviour affect her unborn baby?**

What problems can be caused by different drugs during gestation?

Cigarettes	Alcohol
	Other illegal drugs

Year 8 Grammar Term 5 Chemistry : Topic 9CR Energetics and Rates

What we are learning this term:

A. Types of reaction
B. Catalysts
C. Energy in Reactions

5 Key Words for this term

1. Decomposition
2. Oxidation
3. Exothermic
4. Endothermic
5. Displacement

A. What is a chemical reaction?

The breaking of bonds in reactants and making of bonds to for products. A new substance is formed

A. What is Thermal Decomposition?

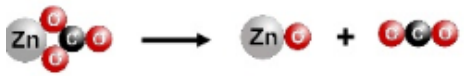
Thermal decomposition is a chemical reaction where heat is used to break down a substance.

Does a thermal decompostion reaction give out energy, or take in energy from its surroundings?

Thermal decomposition is an endothermic reaction - it takes in energy. Because thermal decomposition is endothermic, it means bonds are being broken.

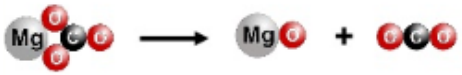
Examples: Zinc Carbonate → Zinc Oxide + Carbon dioxide

$ZnCO_3 \rightarrow ZnO + CO_2$



Magnesium carbonate → Magnesium Oxide + Carbon dioxide

$MgCO_3 \rightarrow MgO + CO_2$



A. What is Combustion?

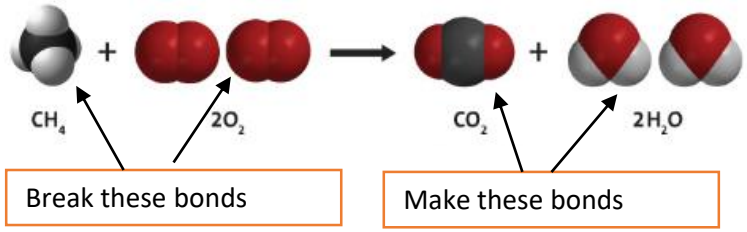
A chemical reaction where a fuel reacts with oxygen to make carbon dioxide and water

Does a combustion reaction give out energy, or take in energy from its surroundings?

Combustion is a exothermic reaction- it gives energy into the surroundings. Because combustion is exothermic, it means bonds are being made

Examples: methane + oxygen → carbon dioxide + water

$CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$



A. What is oxidation?

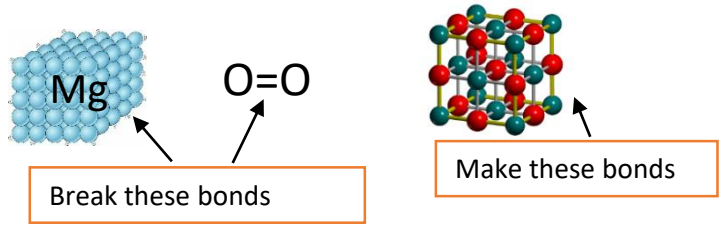
Oxidation is a chemical reaction where an element or compound reacts with oxygen

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Oxidation reactions are mostly exothermic reactions- giving energy to the surrounding. Because oxidation reactions are exothermic, it means that bonds are being made.

Examples: Magnesium + Oxygen → Magnesium Oxide

Mg + Oxygen → MgO



Year 8 Grammar Term 5 Chemistry : Topic 9CR Energetics and Rates

What we are learning this term:

A. Types of reaction
B. Catalysts
C. Energy in Reactions

5 Key Words for this term

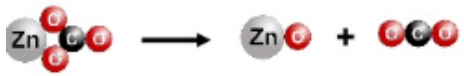
1.
2.
3.
4.
5.

A. What is a chemical reaction?

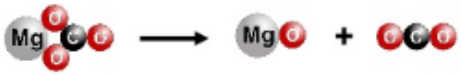
A. What is Thermal Decomposition?

Does a thermal decompostion reaction give out energy, or take in energy from its surroundings?

Examples: Zinc Carbonate →



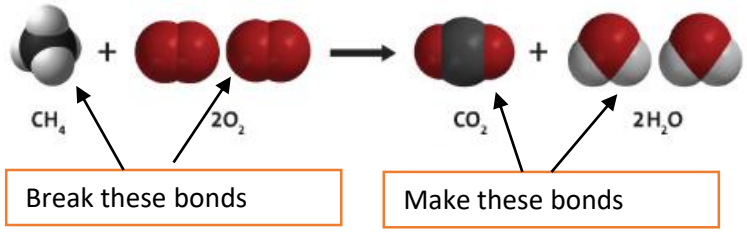
Magnesium carbonate →



A. What is Combustion?

Does a combustion reaction give out energy, or take in energy from its surroundings?

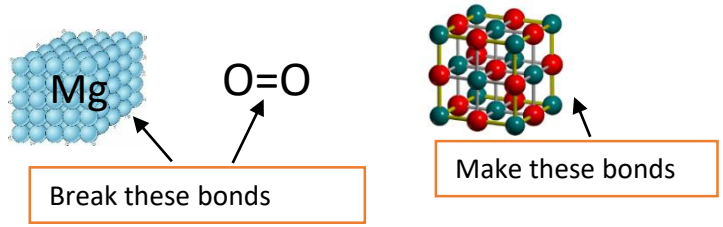
Examples: methane + oxygen →



A. What is oxidation?

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Examples: Magnesium + Oxygen →

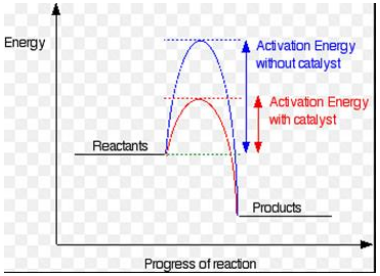


Year 8 Grammar Term 5 Chemistry : Topic 9CR Energetics and Rates

B.	What 2 things do you need for a successful reaction to happen?
1. Particles to collide	
2. Enough energy for a reaction to occur (activation energy)	

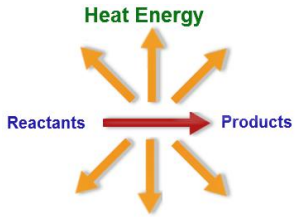
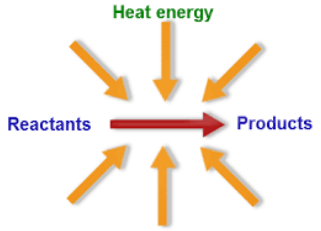
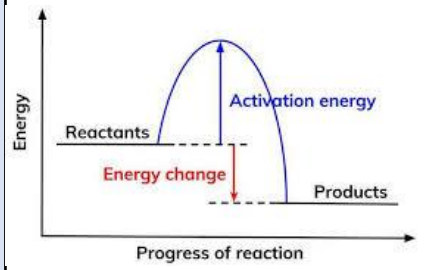
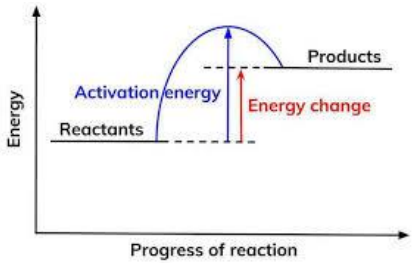
B.	What is the rate of a reaction?
The rate of reaction is the speed at which a chemical reaction is happening. This can vary hugely from reaction to reaction.	
What factors can affect rate of reaction?	1.Changing temperature 2.Changing the concentration of a solution 3.Changing the surface area of a solid 4. Adding a catalyst

B.	What is a catalyst?
A catalyst is a substance which speeds up a chemical reaction without being used up. • They are specific to each reaction	

B.	How do catalysts work?
Catalysts speeds up a reaction by: • Lowering the activation energy • this means that there are more **successful collisions** • Therefore a faster reaction.	
How can you show this on a reaction profile?	
	

B.	Why aren't catalysts written in the chemical equation of a reaction?
Catalysts are not included in a chemical equation as they are not used up in a chemical reaction.	

C.	What is Activation energy?
The minimum energy required for a successful collision between reactants	
What is a reaction profile?	
A graph which show the energies of the reactants and products at different stages of the chemical reaction	

C.	What are exothermic and endothermic reactions?	
	Exothermic reactions	**Endothermic Reactions**
What are they?	An exothermic reaction is a reaction in which energy is transferred from the reacting substances to their surroundings	An endothermic reaction is a reaction in which energy is transferred to the reacting substances from their surroundings.
		
Do things warm up or cool down?	Temperature **increases**: Energy is transferred to surroundings	Temperature **decreases**: Energy is absorbed from the surroundings
Bond making or breaking?	Bond **making** is an exothermic process	Bond **breaking** is an endothermic process
Reaction profile		

Year 8 Grammar Term 5 Chemistry : Topic 9CR Energetics and Rates

B.	What 2 things do you need for a successful reaction to happen?
1.	
2.	

B.	What is the rate of a reaction?
What factors can affect rate of reaction?	1. 2. 3. 4.

B.	What is a catalyst?

B.	How do catalysts work?
How can you show this on a reaction profile?	

B.	Why aren't catalysts written in the chemical equation of a reaction?

C.	What is Activation energy?
What is a reaction profile?	

C.	What are exothermic and endothermic reactions?	
	Exothermic reactions	**Endothermic Reactions**
What are they?		
Do things warm up or cool down?		
Bond making or breaking?		
Reaction profile		

Year 8 Grammar Term 5 Physics : Topic 9PF Forces in action

What we are learning this term:

A. Forces
B. Moments
C. Springs
D. Energy transfers in mechanical systems
E. Balanced forces in mechanical systems

5 Key Words for this term

1. Internal
2. Work
3. Equilibrium
4. Deformation
5. Moment

C.	What do these terms mean?
Deformation	Changing of shape by a force
Compression	Changing the shape by squashing
Tension	Changing the shape by stretching

D.	What is Internal energy?
Internal energy = kinetic energy of the particles + potential energy of the particles.	
Kinetic energy	All matter is made of particles that are moving
Potential energy	Energy due to the relative position of particles, and the attraction between particles.

A Forces: Newtons Laws

What is a Resultant Force?	The overall force of 2 or more forces acting in different directions
What is Newton's First Law	• A stationary object stays stationary unless a resultant force acts on it. • A moving object keeps moving at a constant speed unless a resultant force acts on it.
What is Newton's Second Law	• A **resultant force** acting on an object causes acceleration, • This depends on the size of the resultant force and the mass of the object. This formula shows the link: $F_R = m \times a$ F_R is the **resultant force** measured in newtons, m is the **mass** of the object measured in kilograms, a is the **acceleration** of the object measured in metres per second per second (m/s/s).
What is Newton's Third Law	• Forces are always caused by an interaction between **two** objects. • Each force has an equal and opposite reaction

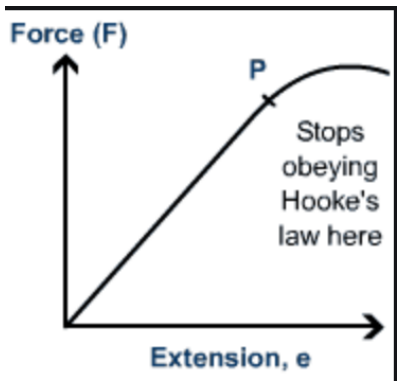
All	What Unit is usually used?
Force	N (newton)
Energy	J (joule)
Distance	m (metre)
Moments	Nm (newton metres)

D. Work Done

$$work\ done = force \times distance\ moved\ in\ the\ direction\ of\ the\ force$$

Applying a force to get an object to move is one way to transfer energy between stores. Transferring energy is also known as '**doing work**'.	Work is done (energy is transferred) when elastic objects are? • Extended • Compressed	What is the amount of work done? The amount of elastic potential energy stored in the elastic object

C. Hookes Law is a linear relationship



What does Hookes law state?

The extension/compression of an elastic object is directly proportional to the force applied.

What is the elastic limit?

When the material stretches to the point that it does not return to its original length

What is a linear relationship?

The relationship between variables produces a straight line. If one doubles the other doubles

Year 8 Grammar Term 5 Physics : Topic 9PF Forces in action

What we are learning this term:
A. Forces B. Moments C. Springs D. Energy transfers in mechanical systems E. Balanced forces in mechanical systems

5 Key Words for this term
1. . 2. 3. 4. . 5.

C.	What do these phrases mean?
Deformation	
Compression	
Tension	

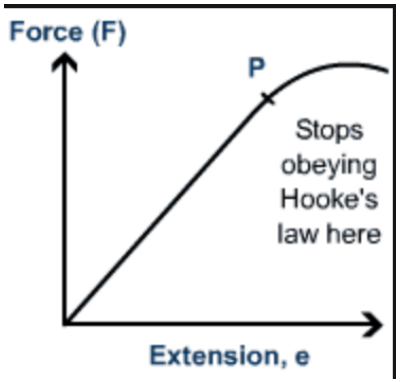
D.	What is Internal energy
Internal energy =	
	All matter is made of particles that are moving
	Energy due to the relative position of particles, and the attraction between particles.

A	Forces: Newtons Laws
What is a Resultant Force?	
What is Newton's First Law	
What is Newton's Second Law	
What is Newton's Third Law	

All	What is the Unit usually used?
Force	
Energy	
Distance	
Moments	

D.	What is the equation for Work Done?	
Applying a force to get an object to move is one way to transfer energy between stores. Transferring energy is also known as '**doing work**'.	Work is done (energy is transferred) when elastic objects are ?	What is the amount of work done?

C.	Hookes Law is a linear relationship

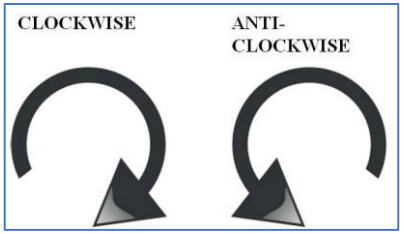


What does Hookes law state?
What is the elastic limit?
What is a linear relationship?

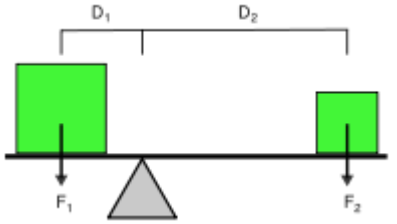
E.	Turning effects
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the moment of the force?	
The size of the forces turning effect	
How can you increase the moment of a force?	
• Increase the force • Increase the perpendicular distance from the pivot	

E.	What are levers are what are the parts of them?
Levers involve turning, or rotation. Levers allow forces applied to be multiplied	
Pivot	Levers have a pivot, a fixed centre of rotation
Effort	The force applied to a lever
Load	The output force of the lever

E.	Equation to calculate the moment of a force
$moment = force \times perpendicular\ distance\ from\ pivot$	
Moments are measured in a compound measure using the units for force and distance, usually newtonmetres, Nm.	

E.	Moments	
Ways to describe the direction of moments of a force		

E.	Moments
Key terms	**Definitions**
lever	A simple machine that multiplies applied forces (efforts) through rotation around a pivot.
rotation	Turning, with a fixed centre of rotation. Rotation can be clockwise or anticlockwise – see diagram.
turning effect	The rotation of a lever caused by a force (effort OR load force).
moment	Another, more formal, name for 'turning effect of a force'. *See equation*.
perpendicular	At right angles to.
equilibrium	Describes a lever that is NOT rotating because the clockwise and anticlockwise moments are equal.

E.	When does equilibrium in lever systems happen?
• When a lever is at **equilibrium**, it is NOT rotating. • Equilibrium happens when: the clockwise moments = the anticlockwise moments	
	
• The forces in each direction are not necessarily equal, but the *moments* of the forces in each direction are equal at equilibrium. • Where there are multiple forces in one direction (clockwise or anticlockwise), the TOTAL moment in one direction is found by adding up the moments of each force in a particular direction.	

Year 8 Grammar Term 5 Physics : Topic 9PF Forces in action

E.	Turning effects
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the moment of the force?	
How can you increase the moment of a force?	

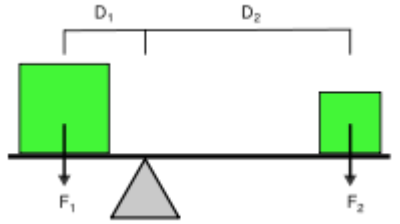
E.	What are levers and what are the different parts?
Levers involve turning, or rotation. Levers allow forces applied to be multiplied.	
Pivot	
Effort	
Load	

E.	What is the equation to calculate the moment of a force?
Moments are measured in a compound measure using the units for force and distance, usually newtonmetres, Nm.	

E.	Moments	
What ways describe the direction of moments of a force?		

E.	Moments
Key terms	**Definitions**
lever	
rotation	
turning effect	
moment	
perpendicular	
equilibrium	

E.	When does equilibrium in lever systems happen?



- The forces in each direction are not necessarily equal, but the *moments* of the forces in each direction are equal at equilibrium.
- Where there are multiple forces in one direction (clockwise or anticlockwise), the TOTAL moment in one direction is found by <u>adding up</u> the moments of each force in a particular direction.

Geography Knowledge Organiser: Year 8 Term 5 Ecosystems

Background:

1. An ecosystem is a community of things that are linked together to make up a type of environment. ***(A, B)***
2. An ecosystem contains biotic (living) and abiotic (non-living) parts. ***(B)***
3. The climate of an ecosystem is very important as it influences what you will find there. ***(C)***
4. The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. ***(C, D)***
5. The rainforest biome has some distinctive features. ***(F)***
6. However, deforestation is a major challenge facing rainforests world-wide. ***(E)***
7. The deserts world-wide also have some key characteristics. ***(G)***
8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. ***(H)***

A.	**Classification of ecosystem *(4)***
Ecosystem	A community of things linked together in an environment.
Biome	An ecosystem on a large scale that covers parts of continents and whole countries.
Habitat	A place where plants and animals live. Example: a pond, or hedgerow.
Biodiversity	The amount of variety of life there is in a place.

B.	**Features of an ecosystem *(3)***
Biotic	The living parts of an ecosystem. Examples: plants, animals, humans.
Abiotic	The non-living parts of an ecosystem. Examples: soil, climate, river.
Food chain	A diagram that shows what is eating what in an ecosystem.

C.	**Climatic features *(4)***
Climate graph	A graph showing rainfall and temperature in a place over a whole year.
Precipitation	Any form of water falling from the sky.
Convectional rainfall	Rain that is produced when warm air rises, cools and condenses, forming clouds and then rainfall.
High pressure	Areas where air is sinking, this air has little moisture, thus condensation can not happen.

F.	**Rainforest features *(4)***
Rainforest layers	Forest floor, understorey, canopy, emergent layer.
Nutrient cycle	Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.
Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.

G.	**Desert characteristics *(4)***
Diurnal range	Differences between the highest day and lowest night time temperature.
Nocturnal	Animals only come out at night.
Cactus	Long root systems to get as much water as possible from dry ground.
Camel	Webbed feet to help walk in sand.

D.	**Major global biomes *(4)***
Tundra *(2)*	1. Found at the far north and south of the planet. 2. A cold ecosystem, little rainfall.
Hot desert *(2)*	1. Found along the Tropic of Cancer and the Tropic of Capricorn. 2. Hot environments with little rain.
Tropical rainforest *(2)*	1. Found in places along the Equator. 2. Hot and humid environments with huge amounts of rainfall.
Temperate forest *(2)*	1. The main biome of the UK and other places along the same lines of latitude. 2. Warm summers, mild winters. No extremes of temperature, rainfall.

E.	**Deforestation in the rainforest *(6)***
Deforestation	The cutting down and removal of forest. This happens due to many factors.
Logging	Cutting down trees to sell the wood for a profit, sometime this is done illegally.
Cattle ranching	Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.
Slash and burn	A type of farming where you cut down a small area of trees, burn the vegetation and then grow crops on this land.
Soil erosion	When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.
Indigenous tribes	A group of people who live traditional lives in places (like the rainforest).

H.	**Opportunities and challenges for development in the Sahara desert**
Where	The Sahara is found in Northern Africa.

Opportunities *(2)*:	**Challenges *(2)***
1. In Algeria, oil extraction accounts for 60% of the GDP. 2. Farming in Egypt happens because the Aswan dam provides water all year round to grow crops and providing an income for farmers.	1. Extreme temperatures can cause illness or death because of dehydration. 2. Water is scarce and so farming can be unreliable meaning an unreliable income for farmers.

Geography Knowledge Organiser: Year 8 Term 5 Ecosystems

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8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. ***(H)***

A.	**Classification of ecosystem *(4)***
Ecosystem	
Biome	
Habitat	
Biodiversity	

B.	**Features of an ecosystem *(3)***
Biotic	
Abiotic	
Food chain	

C.	**Climatic features *(4)***
Climate graph	
Precipitation	
Convectional rainfall	
High pressure	.

F.	**Rainforest features *(4)***
Rainforest layers	
Nutrient cycle	
Drip tip leaves	

G.	**Desert characteristics *(4)***
Diurnal range	
Nocturnal	
Cactus	
Camel	

D.	**Major global biomes *(4)***
Tundra *(2)*	
Hot desert *(2)*	
Tropical rainforest *(2)*	
Temperate forest *(2)*	

E.	**Deforestation in the rainforest *(6)***
Deforestation	
Logging	
Cattle ranching	
Slash and burn	
Soil erosion	
Indigenous tribes	

H.	**Opportunities and challenges for development in the Sahara desert**
Where	

Opportunities *(2)*:	**Challenges *(2)***

Year 7 T5 History : Year 8 Unit 5 Age of Exploration

What we are covering: Age of Exploration

We will be studying: How this helped to kickstart the Industrial Revolution (E, F) ,The lives of slaves on plantations and how this compares to those of factory workers during the Industrial Revolution (G), Factors that contributed to the abolition of slavery and the slave trade (H), Developments in transport during the Industrial Revolution (I).

E. Why did Britain's population increase so rapidly after 1750?

Improvements in farming After 1750 farmers produced more food and people had the opportunity to enjoy a healthier diet (fruit, veg, dairy and meat). All the proteins and vitamins helped the body to fight disease.	**Edward Jenner** – in 1796, Jenner discovered how to vaccinate against one of Britain's worst diseases – smallpox. Gradually, more and more people were treated until 1870 when vaccination was made compulsory for all. Smallpox disappeared.	**Improvements in Public Health**– After the 1860's councils began to clean up towns and cities. Clean water supplies and sewers were installed, better housing was built too.	**Super Soap**- after 1800 cheap soap became readily available. Soap is a powerful germ-killer (although before the 1860's (at this time) people did not know that germs caused disease.	**Medical advancements**– After 1870, doctors started to use anaesthetics (numbs pain) and antiseptics (kills germs) to make operations safer and cleaner. Fewer patients died of shock, pain or infection.

F. Causes of the Industrial Revolution

Population growth – Rapid growth in population. The more people there are the more goods they buy. Increase in population provided source of labour – workers.
Raw materials – Lots of iron to make machines, railways and cannons, coal to drive steam engines in the factories and clay to supply the pottery industry. Raw materials for new machines/inventions were available, either home produced or imported
Farmers grew more food – They are producing more food for the growing population, particularly for those in towns who cannot grow their own food. Farm workers are earning more and so have more money to spend on goods produced by industry.
Empire and Trade– Traders make more money and invest it in improving British industry and transports. Traders bring in raw materials like cotton from America. People overseas buy lots of British goods e.g. cotton cloth. This keeps the factories and workers busy back in Britain.
British transport improved – Better transport (canals and railways) makes raw materials cheaper and makes the supply more reliable. It also enlarges the markets and makes the finished goods cheaper. Improved transport allows new ideas and inventions to spread more quickly.
Talented Entrepreneurs and Inventors– Britain has great inventors (e.g. Arkwright) who have ideas about how to improve industry. Entrepreneurs can see how to make money out of these new ideas and invention.

G. How did the lives of slaves and factory workers compare?

Slaves	Factory Workers
Families were deliberately split up	Labourers worked 12- to 14-hour days, six days a week. When demand increased it could be up to19 hours
Owners gave their slaves new names, and some owners branded their initials onto the slaves' skin	The noise of the machines caused workers to lose their hearing, and the dust and cotton fibres that filled the air caused lung diseases.
Working in sugar cane and rice plantations was exhausting, but tobacco plantations tended to be less demanding.	Factory owners kept strict discipline, docking the wages of employees who broke factory rules.
One of the worst jobs was working in the salt ponds of the Turks and Caicos Islands, where standing for long hours in the saltwater caused blisters and boils to spread across slaves' legs	Poor families depended upon the extra income provided by their children – children would start work as young as 5 (as scavengers and piecers)
Small minority of slaves were taken into the plantation owners house, where they worked as cooks, servants or cleaners – some given a basic education	Children had to work right next to moving machinery, and if their arms or leg got caught, they could lose a limb – they would be beaten with a leather strap for not working hard enough/being disobedient.

H Other factors in the abolition of slavery and the slave trade

Slave Rebellions	The Maroons – escaped slaves who ran away from their plantations into the mountains There were 2 wars and the Maroons were cheated out of their peace agreement, arrested and transported out of Jamaica	Nat Turner's – Organised an uprising which resulted in the murder of the plantation owner and his family and the murder of 51 other white people. Turner was arrested, convicted and hanged along with 16 of his followers. This resulted in harsher laws against slaves.	Haitian Revolution – most successful slave rebellion. Resulted in the foundation of Haiti. The slaves rebelled killing thousands of whites and burning down sugar plantations. The slaves succeeded and declared their independence in 1804.
Sugar Boycotts	- After Parliament rejected the abolition bill in 1791, abolitionists took action by sidestepping Parliament entirely and calling for a boycott on Britain's largest import, slave-grown sugar. - An anti-sugar pamphlet by William Fox published in 1791 sold 70,000 copies in four months - by 1792, 400,000 people in Britain were boycotting sugar - The boycott spread rapidly until by 1794 it is estimated that well over 300,000 families had joined - Grocers reported that demand had fallen by a third		
Economy	- Less people were buying slave-grown sugar from the West Indies because they were able to get cheaper and more ethical sugar from countries such as Cuba and Brazil. This led to the plantation owners in the West Indies losing business. - It became clear to the plantation owners that it was actually cheaper to employ ex-slaves as waged labourers than to own slaves who had to be housed and fed. With a smaller market for their cargoes there was less profit for the slave traders in the West Indies.		

I. How did developments in transport improve people's lives in Britain?	
Canals	**Railways**
• People knew that it was far easier to transport goods over water than it was over land • A horse could pull a barge with ten times more weight on than if the horse was pulling a cart – fewer horses pulling more goods = profitable • Francis Egerton the Duke of Bridgewater had seen how effective canals were for transporting raw materials so he decided to link some coal mines that he owned in Worsley by a canal to the city of Manchester where the coal was used for iron and ship making (The Bridgewater Canal). • Made it easier to transport coal to Manchester - the price of coal in the city halved and the Duke of Bridgewater made huge amounts of money – this inspired others to want to build canals.	• Trains were a cheaper, more efficient and more effective way of travelling than canals - could travel at 15 miles an hour which was far faster than the couple of miles an hour a horse could walk carrying a barge • Trains could carry 50 tonnes of goods - far more than a horse could pull on a barge • Trains could be used to carry passengers and up to 600 passengers would be carried on it every journey - people could go to places that they would have never been able to before • It allowed fresh dairy and agricultural produce from rural areas to be delivered to towns and cities • Trains were a financial success and people suddenly realised that railways could provide huge profits – investors spend huge amounts of money on railways.

Year 7 T5 History : Year 8 Unit 5 Age of Exploration

What we are covering: Age of Exploration

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E.	Why did Britain's population increase so rapidly after 1750?			
Improvements in farming	**Edward Jenner** –	**Improvements in Public Health**–	**Super Soap**-	**Medical advancements**–

F.	Causes of the Industrial Revolution
Population growth –	
Raw materials –	
Farmers grew more food –	
Empire and Trade–	
British transport improved –	
Talented Entrepreneurs and Inventors–	

G. How did the lives of slaves and factory workers compare?	
Slaves	**Factory Workers**

H	Other factors in the abolition of slavery and the slave trade		
Slave Rebellions	The Maroons –	Nat Turner's –	Haitian Revolution – .
Sugar Boycotts			
Economy			

I. How did developments in transport improve people's lives in Britain?	
Canals	**Railways**

Year 8 Religious Education: The Philosophy of Religion

A. *Can you define these key words?*

Key word	Key definition
Omnipotent	The belief that God is all-powerful
Omniscient	The belief that God is all-knowing
Omnibenevolent	The belief that God is all-loving
Theism	The belief in God
Atheism	Disbelief or lack of belief in God
Agnosticism	The belief that nothing can be known about the existence or nature of God
Empirical evidence	Evidence for something based on observation or experience
Analogy	A comparison between things that have similar features, often used o help explain a principle or idea.
Theodicy	An argument which defends God against the problem of evil.
Fallacy	A mistaken belief, especially one based on unsound arguments.

B. *Design Argument*

- This is the argument for the existence of God based on evidence of design in the world.
- Examples of design include purpose and regularity in the world. For example, the laws of physics mean the planets move around the sun in a regular and ordered way. The human eye has all the complex structures to enable it to fulfil a purpose- vision

C. *Cosmological Argument*

- **This is t**he argument for the existence of God which argues that God is the cause of the universe.
- Things in the world must have a cause – if a door opens then something must have opened it – this argument suggests that there must have been a first cause to begin life in the universe and that first cause is God.
- Something cannot come from nothing, therefore something must have caused the world into existence. Without a first cause there could be no second cause etc.

D. *The Problem of Evil*

- **This is t**he argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.
- If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God.
- The problem of evil is frequently known as the inconsistent triad.
- The inconsistent triad is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.

E. *Religious Experience*

- **This is a**n experience which has a religious meaning for the person who experienced it.
- Religious experiences are where you experience God. It can include visions / dreams where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just feeling the presence of God/ Near death experiences
- Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.

F. Criticisms

Design Argument

- God is supposed to be perfect therefore how can there be flawed design such as corruptions in DNA which cause cancers or damage to bodies
- The 'Design' of the world may be coincidence. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a random coincidence. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just coincidence

Cosmological Argument

- Just because something is true of the part, it does not mean it is true of the whole- eg a brick is small, so a wall is small.
- Our understanding of the universe is limited to the world around us – because things require a cause in this world, does not mean that the entire universe requires a first cause.
- If the existence of God as a 'necessary' being without a cause can be a fact, why can't the universe itself just be a 'brute fact'?

Theodicies

- Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin.
- God gave humans free will, and through free will humans can choose evil.
- Some people argue that experiencing the bad in the world allows humans to grow and develop.
- Do we need evil to understand what good is? If we lived in a world that was all red, we wouldn't have an understanding of what red really meant. So if we lived in a world that was only good, would we understand what good really meant?

Religious Experience

- There is no evidence that people who claim to have had religious experiences are telling the truth.
- Factors such as certain foods, drugs and alcohol make people have strange feelings.
- There have been times when there seems to be an increase in reported religious experiences.
- If God is able to give people religious experiences that they cannot deny, why doesn't He give them to everyone so there is no doubt that God exists?
- People who have religious experiences have often had some form of religious upbringing. Could this mean that they are more likely to think that a mysterious experience has an obvious explanation?

Year 8 Religious Education: The Philosophy of Religion

A. *Can you define these key words?*

Key word	Key definition
Omnipotent	
Omniscient	
Omnibenevolent	
Theism	
Atheism	
Agnosticism	
Empirical evidence	
Analogy	
Theodicy	
Fallacy	

B. *Design Argument*

- This is the argument for the existence of God based on evidence of _____ in the world.
- Examples of design include purpose and regularity in the world. For example_____ mean the planets move around the sun in a regular and ordered way. The human eye has all the_____ structures to enable it to fulfil a purpose- vision

C. *Cosmological Argument*

- **This is t**he argument for the existence of God which argues that God is the _____.
- Things in the world must have a _____ – if a door opens then something must have opened it – this argument suggests that there must have been a _____ to begin life in the universe and that first cause is _____.
- _____cannot come from _____, therefore something must have caused the world into existence. Without a first cause there could be no _____ cause etc.

D. *The Problem of Evil*

- **This is t**he argument that the existence of _____ undermines belief in an omnipotent and _____ God.
- If God is meant to be omnibenevolent, omnipotent and _____ then the existence of evil cancels out one of these attributes of God.
- The problem of evil is frequently known as the _____.
- The _____ is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.

E. *Religious Experience*

- **This is a**n experience which has a _____ meaning for the person who experienced it.
- Religious experiences are where you experience God. It can include _____ where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just _____the presence of God/ Near death experiences
- _____at Lourdes had religious experiences where the _____ spoke to her.

F. Criticisms

Design Argument

- God is supposed to be _____ therefore how can there be flawed design such as _____ in DNA which cause cancers or damage to bodies
- The 'Design' of the world may be _____. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a _____ Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just _____

Cosmological Argument

- Just because something is true of the _____, it does not mean it is true of the _____- eg a brick is small, so a wall is small.
- Our understanding of the universe is limited to the world around us – because things require a _____in this world, does not mean that the entire _____ requires a first cause.
- If the existence of God as a '_____' being without a cause can be a fact, why can't the universe itself just be a '_____'?

Theodicies

- Many religions explain the _____ of evil in the world – such as in _____ with Adam and Eve and the original sin.
- God gave humans _____, and through free will humans can choose evil.
- Some people argue that experiencing the_____ in the world allows humans to grow and _____.
- Do we need _____ to understand what _____ is? If we lived in a world that was all red, we wouldn't have an _____ of what red really meant. So if we lived in a world that was only _____, would we understand what good really meant?

Religious Experience

- There is no _____ that people who claim to have had religious experiences are telling the truth.
- Factors such as certain _____ and _____ make people have strange feelings.
- There have been times when there seems to be an increase in reported _____ experiences.
- If God is able to give people religious experiences that they cannot _____, why doesn't He give them to everyone so there is no _____ that God exists?
- People who have religious experiences have often had some form of religious _____. Could this mean that they are more likely to think that a mysterious experience has an obvious _____?

Year 8 Term 5 SPANISH Knowledge organiser: Topic = Yo y mi mundo

What we are learning this term:

A. Describing morning routines
B. Describing afternoon and evening routines
C. Personality descriptors
D. Relationships at home
E. Relationships at home
F. Film vocabulary

6 Key Words for this term

1. Mi rutina diaria	4. las relaciones
2. el mundo	5. las soluciones
3. llevarse bien con	6. puntos de vista

A. Lo que hago por las mañanas – What I do in the mornings

la rutina	routine
desayunar	to have breakfast
despertar(se)	to wake up
duchar(se)	to shower
ir al instituto	to go to school
lavar(se) los dientes	to brush your teeth
levantar(se)	to get up
peinar(se)	to brush your hair
vestir(se)	to get dressed
a menudo	often
a veces	sometimes
antes	before
después	afterwards
durar	to last
inmediatamente	immediately
luego	then/later
mientras	while
nunca	never

B. Lo que hago por las tardes y por las noches – What I do in the afternoons and evenings

acostar(se)	to go to bed
cambiar de ropa	to get changed
cenar	to have dinner
hacer los deberes	to do homework
merendar	to snack
pasear al perro	to walk the dog
relajar(se)	to relax
volver a casa	to return home
cuando llego a casa	when I get home
cuando me apetece	when I feel like it
si mis padres me dejan	if my parents let me
si tengo tiempo	if I have time
siempre que puedo	whenever I can

C. Personalidad

trabajador	Hard working
hablador	Talkative
tranquilo	Quiet
serio	Serious
simpático	Friendly/nice
deportista	Sporty
estudioso	Studious
sociable	Sociable
Antipático	Unfriendly
Bastante	Quite
Un poco	A little bit
Siempre	Always
De vez en cuando	From time to time
Nunca	never
Sería	He/she would be
Tendría	He/she would have

Key Verbs

Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
Me aguanto I stand / bear	Me llevo bien con I get on well with	Cuido de I care for	Pienso I think
Te aguantas You stand / bear	Te llevas bien con You get on well with	Cuidas de You care for	Piensas You think
Se aguanta S/he stands / bears	Se lleva bien con S/he gets on well with	Cuida de s/he cares for	Piensa s/he thinks
Nos aguantamos We stand / bear	Nos llevamos bien We get on well with	Cuidamos de We care for	Pensamos We think
Se aguantan They stand / bear	Se llevan bien con They get on well with	Cuidan de They care for	Piensan They think

D. ¡Te he dicho que no! – I've told you no!

estricto/a	strict
incompatible	incompatible
injusto/a	unfair
justo/a	fair
razonable	reasonable
a todas horas	all the time
el conflicto	conflict
el lio	mess
el permiso	permission
la regla	rule
raras veces	rarely
siempre	always
deprisa	fast / quickly

E. ¡Te he dicho que no! – I've told you no!

aguantar(se)	to stand / bear
criticar	to criticise
discutir	to argue
enfadarse	to get angry
Gritar	to shout
pelearse	to fight / argue
respetar	to respect
llegar a casa	to arrive home
llevarse bien con	to get on well with
llevarse mal con	to get on badly with
volver a casa	to return home
estar de acuerdo	to agree with
estar en contra	to be against

F. En busca de un mundo mejor – In search of a better world

las películas de acción	action films
las películas del Oeste	Westerns
las películas de amor	romantic films
las películas de artes marciales	martial arts films
las películas de ciencia ficción	science fiction films
los dibujos animados	animated films
las comedias	comedies
las películas de guerra	war films
las películas de terror	horror films
las películas policiacas	Police films
emocionantes	exciting
graciosas	Funny
interesantes	Interesting
infantiles	Chlidish
divertidas	Fun
inteligentes	Intelligent
tontas	Silly/stupid
aburridas	boring

Year 8 Term 5 SPANISH Knowledge organiser: Topic = Yo y mi mundo

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6 Key Words for this term

1. Mi rutina diaria
2. el mundo
3. llevarse bien con
4. las relaciones
5. las soluciones
6. puntos de vista

A. Lo que hago por las mañanas – What I do in the mornings

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_____	to wake up
duchar(se)	_____
_____	to go to school
lavar(se) los dientes	_____
_____	to get up
peinar(se)	_____
_____	to get dressed
a menudo	_____
_____	sometimes
antes	_____
_____	afterwards
durar	_____
_____	immediately
luego	_____
_____	while
nunca	_____

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acostar(se)	_____
_____	to get changed
_____	
cenar	_____
_____	to do homework
merendar	_____
_____	to walk the dog
relajar(se)	_____
_____	to return home
cuando llego a casa	when I get home
_____	
_____	when I feel like it
si mis padres me dejan	if my parents let me
si tengo tiempo	_____
_____	whenever I can

C. Personalidad

trabajador	_____
_____	Talkative
tranquilo	_____
_____	Serious
simpático	_____
_____	Sporty
estudioso	_____
sociable	Sociable
_____	Unfriendly
Bastante	_____
_____	A little bit
Siempre	_____
_____	From time to time
Nunca	_____
_____	He/she would be
_____	He/she would have

Key Verbs

Aguantar(se) To stand / bear	Llevarse bien con – to get on well with	Cuidar de To care for	Pensar To think
_____ I stand / bear	_____ I get on well with	_____ I care for	_____ I think
_____ You stand / bear	_____ You get on well with	_____ You care for	_____ You think
_____ S/he stands / bears	_____ S/he gets on well with	_____ s/he cares for	_____ s/he thinks
_____ We stand / bear	_____ We get on well with	_____ We care for	_____ We think
_____ They stand / bear	_____ They get on well with	_____ They care for	_____ They think

D. ¡Te he dicho que no! – I've told you no!

_____	strict
incompatible	incompatible
_____	unfair
justo/a	fair
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a todas horas	all the time
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E. ¡Te he dicho que no! – I've told you no!

aguantar(se)	_____
criticar	to_____
discutir	_____
enfadarse	_____
Gritar	_____
pelearse	_____
respetar	_____
llegar a casa	_____
llevarse bien con	_____
llevarse mal con	_____
volver a casa	_____
estar de acuerdo	_____
estar en contra	_____

F. En busca de un mundo mejor – In search of a better world

_____	action films
_____	Westerns
_____	romantic films
_____	martial arts films
_____	science fiction films
_____	animated films
_____	comedies
_____	war films
_____	horror films
_____	Police films
_____	exciting
_____	Funny
_____	Interesting
_____	Chlidish
_____	Fun
_____	Intelligent
_____	Silly/stupid
_____	boring


Year 8 Art Term 5: Topic : Inner Self


What we are learning this term:

A. Research and Key Words
B. Drawing
C. Mind Mapping
D. Designing
E. Making
F. Decorating

A.	Key word for this term?
Key word	Key definition
1. Sculpture	A 3D artwork
2. Materials	What an artwork is made from
3. Formal Elements	The building blocks for Art
4. Mental Health	Psychological and emotions wellbeing
5. Ceramic	Objects made from clay and the fired in a kiln.
6. Artist study	Drawing a piece of artist work
7. Tone	Lightness and darkness within art.
8. Pinch Pot	Creating a small vessel with clay- like a small pot.

D. Mind Mapping for Inner Self

Use the space below to design and create your own mind map for Inner Self.

Goals
-Get amazing GCSE grades
-Bungie jump

Strengths
- Kind
- Sporty
- Ambitious
- Funny

Inner Self

Emotions
-Happy
-Cheerful

Weakness
-Face my fear of heights

B. What equipment do you need to complete a successful grid method?

1. Sharp pencil
2. Ruler
3. Image you are drawing and plain paper.

C. Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)

Similarities:
- 1. Both made from ceramic
- 2. Both outcomes explore emotions
- 3. Both made using the pinch pot technique

Differences
- 1. Anya hopes to make people smile with her work
- 2. Eva tried to portray a dark emotion
- 3. Eva creates her objects based on what humans feel on the inside.

E.	Step by step to making a pinch pot and then score and slip:
1.	Roll the clay in your hands, you are wanting to warm and smooth it through.
2.	Next, with your thumb, press lightly to make an indentation.
3.	Continue this process until the indentation become a small hole.
4.	Be careful to not make the edges too thin. You want to have a sturdy bottom and strong edges.
5.	To make the score and slip effective, take a clay tool. Carve into the top of the edges you would like to join together with the tool.
6.	Next, add slip. Slip is like clay glue. It is watery paste clay.
7.	Add the slip and join edges together, making sure to smooth any bumps or holes. This might prevent a good seal.
8.	You have now, successfully created a pinch pot with score and slip.

Use the images below to help with step by step to making a pinch pot

Images of tools.




D.	Tools needed for working with clay:
1	Clay
2	Wooden board
3	Rolling pin
4	Slats
5	Clay tools
6	Plastic bags
7	Sponges or wipes
8	Spray water


Year 8 Art Term 5: Topic : Inner Self


What we are learning this term:
A. Research and Key Words B. Drawing C. Mind Mapping D. Designing E. Making F. Decorating

A.	Key word for this term?
Key word	Key definition
1. Sculpture	
2. Materials	
3. Formal Elements	
4. Mental Health	
5. Ceramic	
6. Artist study	
7. Tone	
8. Pinch Pot	

D.	Mind Mapping for Inner Self

Use the space below to design and create your own mind map for Inner Self.

Inner Self

B.	What equipment do you need to complete a successful grid method?
1. 2. 3.	

C.	Similarities and differences between Eva Funderberg and Anya Stasenko (Images on top banner)
Similarities: • . • . • .	Differences: • . • . • .

E.	Step by step to making a pinch pot and then score and slip:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Use the images below to help with step by step to making a pinch pot

Images of tools.

D.	Tools needed for working with clay:
1	
2	
3	
4	
5	
6	
7	
8	

Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser

What we are learning this term:

A. Workshop Tools B. Materials C. CAD D. CAM E. Memphis Design Movement

A. Workshop Tools

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

Timbers come from **trees**

Scots pine – which you used for your clock base – is a **softwood**

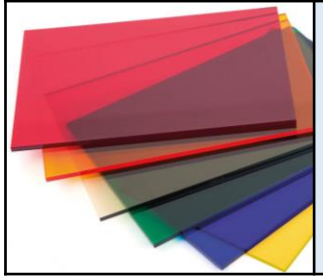
Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

Plywood – which you used as your Memphis shapes – is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**



Acrylic – which you used as your Memphis shapes – is a **polymer**

Polymers come in sheets, graduals and filament

C. CAD

Computer-aided design (CAD) is the process of using **computer software** to create **2D** or **3D designs**.

Advantages of CAD	Disadvantages of CAD
Designs can be **created**, **saved** and **edited** quickly, saving time	CAD takes a **long time** to **learn**
Designs or parts of design can be easily viewed from **different angles**, **copied** or **repeated**	Software can be **very expensive**
CAD is **very accurate**	CAD files can become **corrupted** or **lost**

D. CAM

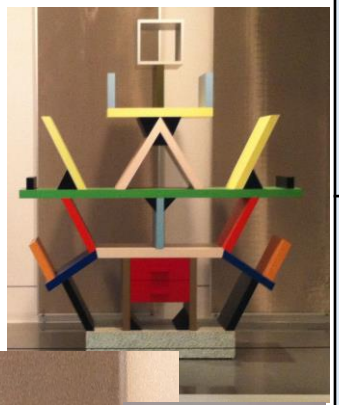
By using **computer aided manufacture (CAM),** designs can be sent to **CAM machines** such as **laser cutters and 3D printers**

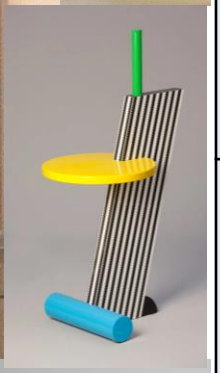
Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be **increased**	CAM takes a **long time** to **learn**
Consistency – All parts manufactured are all the **same**	High initial cost can be **very expensive**
CAM is **very accurate**	Production **stoppage** – If the machines break down, the production will **stop**

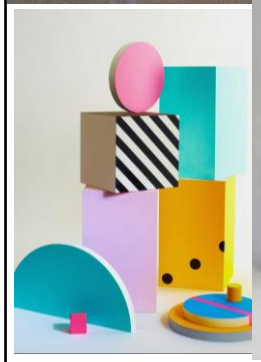
E. Memphis Design Movement

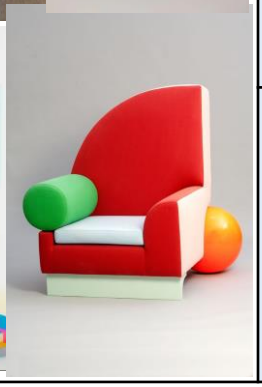
The **Memphis Design** movement was a collection of designers and artists that wanted to create something to break the rules of **traditional design** and still function in the sense of traditional design.

The idea was for the products to be **bright, colourful, playful.**









Key Designer

Ettore Sottsass

Key Features:

Crazy patterns; animal print, geometric, pinstripes. Strange shapes thrown together. **Contrast!**

Colours:

Bright, bold, Contrasting primary and secondary colours. Black patterns.

Line Styles:

Very geometric; rectangles, triangles, squares, circles and arcs.

Year 8 PRODUCT DESIGN Term 5 Knowledge Organiser

What we are learning this term:

A. Workshop Tools B. Materials C. CAD D. CAM E. Memphis Design Movement

A. Workshop Tools







B. Materials

Timbers come from **trees**

Scots pine
Softwoods

Manufactured Boards come from **wood pulp**

Plywood

Manufactured Boards

Polymers come from **crude oil**

Acrylic –

Polymers

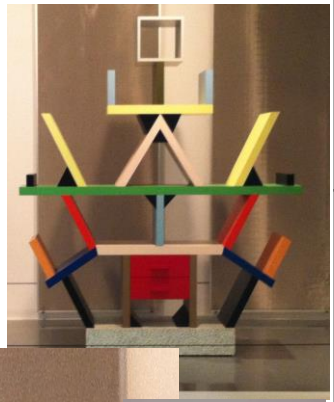
C. CAD

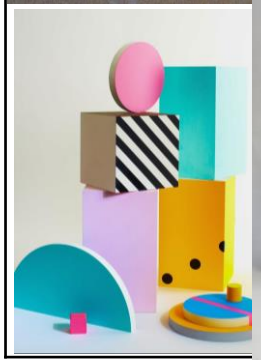
Advantages of CAD	Disadvantages of CAD

D. CAM

Advantages of CAM	Disadvantages of CAM

E. Memphis Design Movement


Key Designer

Key Features:

Colours:

Line Styles:

Year 8 Term 5 : Topic = Planning a Healthy Meal

What we are learning this term:

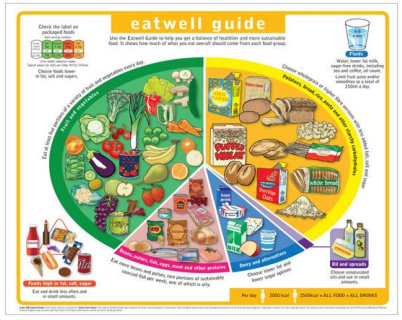
A. Health, safety and hygiene in the kitchen
B. The Eatwell guide and nutrients
C. Design Ideas
D. Weighing
E. Practical skills
F. Evaluation Work

6 Key Words for this term

1 Hygiene
2 Health
3 Food Poisoning
4 Balanced
5 Nutritional
6 Target Market

A. What are the three macronutrients in the diet?

Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.



B. *Can you give 5 reasons for why someone should eat healthily?*

1 to avoid obesity
2 it can be less expensive
3 to keep a healthy heart
4 to keep your body fit
5 it can make a positive impact on your family

A. *What is cross contamination and how can it be prevented?*

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning.

B. *What is the image on the left showing and how is it used?*

In the photo you can see a food temperature probe. You use it to check that food it cooked. First you need to make sure that the probe is clean, then you insert it into the thickest part of the food and then check the temperature. If the food is cooked it can be served, if the food is not the correct temperature it needs to be cooked for longer.

C. *Can you list 5 reasons for why we cook food and why it is important?*

Rule	Why it is important
• 1 to get rid of bacteria on the food	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 5 to make it look more appetising or change its use

E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that grow and repair your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project

Year 8 Term 5 : Topic = Planning a Healthy Meal

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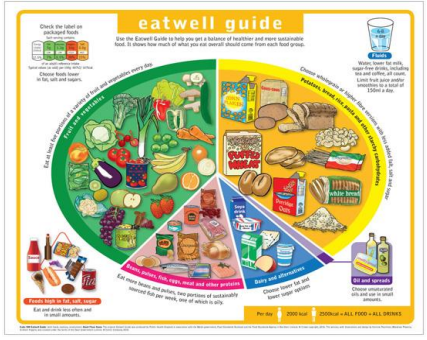


B. *Can you give 5 reasons for why someone should eat healthily?*

1
2
3
4
5

A. *What is cross contamination and how can it be prevented?*

B. *What is the image on the left showing and how is it used?*

C. *Can you list 5 reasons for why we cook food and why it is important?*

Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

E.	Keywords
Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	

Year 8 Music: Music and Media: The Power of Advertising — Term 5

What we are learning this term:

A. Orchestra Instruments
B. How to write a perfect Evaluation
C. Playing the Keyboard / Chords
D. What are the musical elements?
E. What are the music symbols – Note Values
F. Keywords
G. How to read music – treble clef and bass clef

6 Key Words for this term

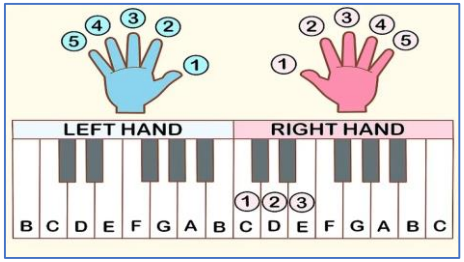
1 Slogan
2 Tagline
3 Jingle
4 Underscore
5 Voiceover
6 Target Audience

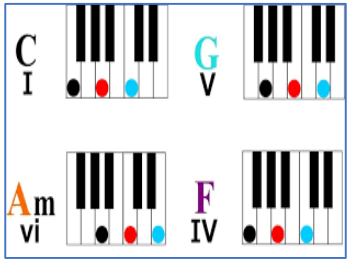
A — Instruments of the Orchestra

B — How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

C — Playing the Keyboard / Chords





D — What are the musical elements?

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

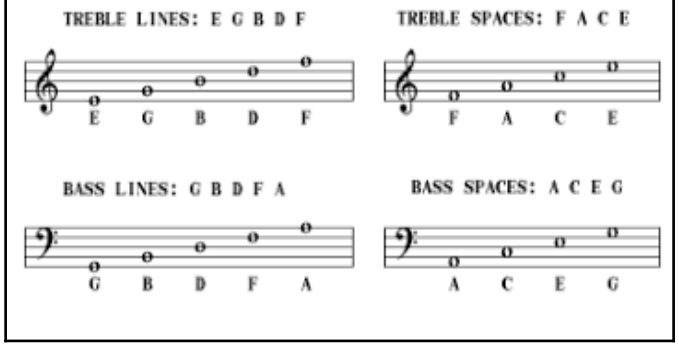
E — What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	3/4 beat	𝄾.

F — Keywords

Media	the main **means of mass communication** (broadcasting, publishing, and the Internet)
Slogan	a **short, memorable phrase** used in advertising
Tagline	**A catchphrase** used in advertising
Target Audience	The group of people a **product is aimed at**.
Media Outlet	The **outlets where adverts would be used** to gain the attention of customers. E.g. Magazines, TV adverts etc
Jingle	A **short catchy tune**, used to catch the ear of the listener.
Voiceover	The **speech / speaking**
Underscore	**The music in the background /** creating the mood of the advert
Lyrics	The **words** in a piece of music
Composer	A **person who writes music**
Composing	**Writing music** that is original

G — How to read music – treble clef and Bass Clef



Year 8 Music: Music and Media: The Power of Advertising — Term 5

What we are learning this term:

A. Orchestra Instruments
B. How to write a perfect Evaluation
C. Playing the Keyboard / Chords
D. What are the musical elements?
E. What are the music symbols – Note Values
F. Keywords
G. How to read music – treble clef and bass clef

6 Key Words for this term

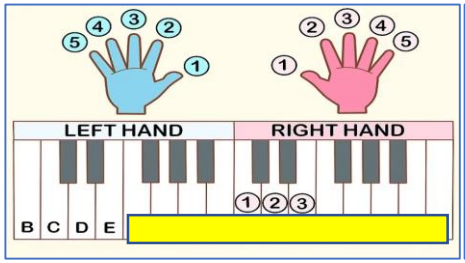
1 [ ] 4 [ ]
2 [ ] 5 [ ]
3 [ ] 6 [ ]

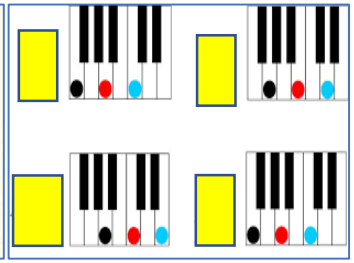
A — Instruments of the Orchestra

B — How to write a perfect Evaluation?

1	[ ]
2	[ ]
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	[ ] improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

C — Playing the Keyboard / Chords





D — What are the musical elements?

[ ]	Sound quality
[ ]	High or low sounds
[ ]	How many sounds
[ ]	Fast or slow
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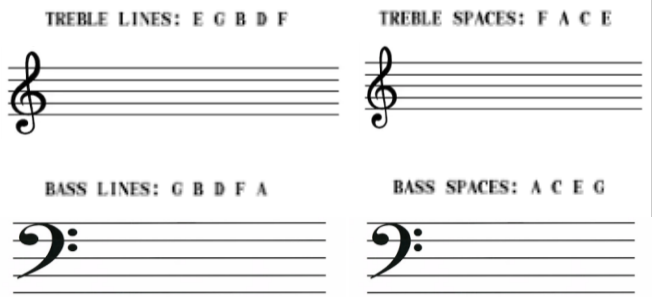
E — What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
[ ]	[ ]	[ ]			[ ]	6 beats	
	[ ]	2 beats		[ ]	Dotted Minim, Dotted Half Note	3 beats	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]	1½ beats	[ ]
	[ ]	1/2 beat	[ ]	[ ]	[ ]	¾ beat	[ ]

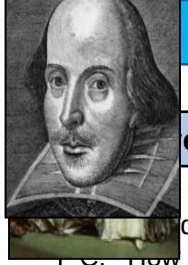
F — Keywords

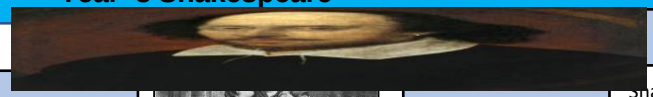
Media	the main **means of mass communication** (broadcasting, publishing, and the Internet)
	a **short, memorable phrase** used in advertising
Tagline	
	The group of people a **product is aimed at**.
Media Outlet	
	A **short catchy tune**, used to catch the ear of the listener.
	The **speech / speaking**
	The music in the background / creating the mood of the advert
Lyrics	
	A **person who writes music**
Composing	

G — How to read music – treble clef and Bass Clef



Year 8 Shakespeare



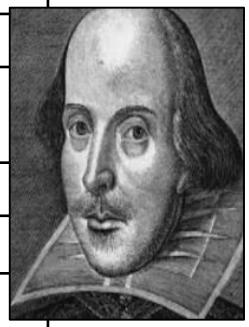


e are learning this term:

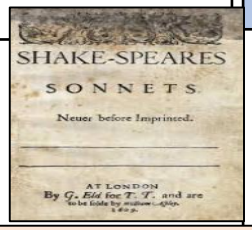
- to speak using iambic pentameter.
- difference between a tragedy and a comedy.
- How to perform a Shakespeare play using Elizabethan style performance techniques.

Top Ten Facts:

1	Shakespeare's three children were called Susanna, Hamnet and Judith.
2	In total, Shakespeare wrote 154 sonnets and around 40 plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an octagon, with eight sides.
5	Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6	Shakespeare's first play was called Henry VI.
7	Another theatre that Shakespeare's plays were performed in was Blackfriars Theatre.
8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9	A Midsummer Night's Dream is Shakespeare's most performed play.
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
Iambic pentameter	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character:
Comedy	Are generally identifiable as plays full of fun, irony and dazzling wordplay.
Lord Chamberlain's Men	The UK's first all male theatre company – with direct links to the history of William Shakespeare – presenting Shakespeare's work as he first saw it; all male, in the open air and with Elizabethan costume, music and dance.
Sonnet	A 14 line poem.
Rhyming Couplet	A rhyming couplet is made up of two lines of verse which rhyme with one another. The two lines of a rhyming couplet usually come together to form one complete thought or idea.
Bard	A professional storyteller.
Antagonist	The villain of a play. Shakespeare's villains include: Lay Macbeth and Richard III.



The History of:

William Shakespeare (1564-1616) was a British **playwright and poet** (he wrote plays and poems).He is often considered to be the most **talented writer** of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16th and 17th centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include **Romeo and Juliet, Macbeth, Hamlet and Much Ado About Nothing.**

William Shakespeare Timeline

1564: Shakespeare is born in Stratford-upon-Avon

1582: Shakespeare married Anne Hathaway.

1592: The earliest records of Shakespeare in London.

1593: Shakespeare's first poems were published.

1594: Shakespeare's first plays were performed by Lord Chamberlain's men.

1594: Shakespeare's first plays were performed by Lord Chamberlain's men.

1611: He retired back to Stratford-upon-Avon.

1616: William Shakespeare died.

Year 8 Shakespeare

What we are learning this term:

A. How to speak using iambic pentameter.
B. The difference between a tragedy and a comedy.
C. How to perform a Shakespeare play using Elizabethan style performance techniques.

Top Ten Facts:

1	Shakespeare's three children were called S……H……..and J……..
2	In total, Shakespeare wrote 154 sonnets and around …. plays.
3	He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4	The Globe Theatre was shaped like an ……., with eight sides.
5	Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6	Shakespeare's first play was called ……..
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8	Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
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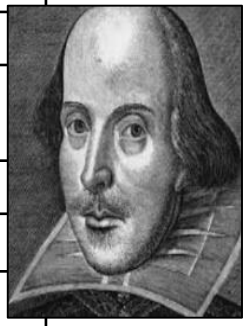
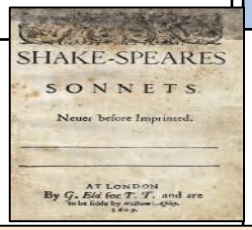
10	Some believe that Shakespeare never existed, and was a different writer using a pen name.



C.	
	Shakespeare's theatre, originally built of wood until the fire on London when it was burnt down and then re-built.
	A rhythm structure, used most commonly in poetry, that combines unstressed syllables and stressed syllables in groups of five.
	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character:
	Are generally identifiable as plays full of fun, irony and dazzling wordplay.
	The UK's first all male theatre company – with direct links to the history of William Shakespeare – presenting Shakespeare's work as he first saw it; all male, in the open air and with Elizabethan costume, music and dance.
	A 14 line poem.
	A rhyming couplet is made up of two lines of verse which rhyme with one another. The two lines of a rhyming couplet usually come together to form one complete thought or idea.
	A professional storyteller.
	The villain of a play. Shakespeare's villains include: Lay Macbeth and Richard III.



The History of:

……(1564-1616) was a British ……(he wrote plays and poems).He is often considered to be the most ……of all time. His plays and poems are still studied and performed 400 years later. Shakespeare lived in the **16th and 17th centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays. Some of his most famous plays include ……

William Shakespeare Timeline

1564: Shakespeare is born in Stratford-upon-Avon

1592: The earliest records of Shakespeare in London.

1593: Shakespeare's first poems were published.

1594: Shakespeare's first plays were performed by Lord Chamberlain's men.

1616: William Shakespeare died.

SWINDON ACADEMY READING CANON

Year 7

- The Canterbury Tales
- War Horse
- Adventures of a Young Naturalist
- A Monster Calls
- The Pearl
- Number the Stars
- The Hunger Games
- Chinese Cinderella
- Sir Gawain and the Green Knight

Year 8

- The Dark Lady
- Trash
- The Diary of a Young Girl
- Ghost Boys
- The Amazing Maurice
- The Bone Sparrow
- Salt to the Sea
- The Giver
- Witch Child

Year 9

- Skin
- I am Malala
- Noughts and Crosses
- Liccle Bit
- Fahrenheit 451
- The Black Flamingo
- One
- Simon vs the Homo Sapiens Agenda
- Long Way Down
- Northern Lights
- The Boy Who Steals Houses
- The Woman in Black
- The Book Thief

Year 10

- The Underground Railroad
- The Curious Incident of the Dog in the Night-Time
- The Hate U Give
- Rani and Sukh
- Pigeon English
- The Boxer
- 1984
- Orangeboy
- The Outsiders
- The Art of Being Normal
- A Selection of Short Stories
- To Kill a Mockingbird

#ReadingisPower