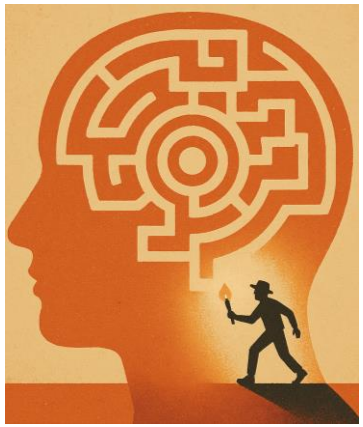
YEAR 8



BHA's Knowledge Quest

Autumn 1
(Sept - Oct)
2025-2026

Bristnall Hall Academy

How to use your

Knowledge Quest Booklet

To support you in making progress in each of your lessons, your teachers have produced Knowledge Organisers which contain all of the main facts, knowledge and information that you need to know to be successful and make progress this half term. There are lots of ways to use these Knowledge Organisers, but the most important thing is that you are revising the knowledge and you are able to recall it in your lessons. Please see below details of how to use this booklet; what your half termly homework looks like and how to secure lots of positive Class Charts points!

English: 30 minutes of Sparx Reader, every week.

Maths: 30 minutes of Sparx Maths, every week.

Science: 30 minutes of Sparx Science, every week.
MFL: 1 list of vocabulary to learn for a test in lesson AND 1 quiz to complete on Language Nut, MFL platform every fortnight.
History: 30 minutes of Seneca revision, every week. Additional revision provided for assessments.
Geography: 1 hour of Seneca per fortnight.
RE: Holistic quiz using Knowledge Organiser and lesson on teams, every 4 weeks.
PSHE: Independent self quizzing from Knowledge Organiser.
DT: Food Studies- Seneca assignment set as part of each 9-week rotation. Flip learning in Graphics and Textiles.

Art: To research/find and create resource images for projects when required.

All other subjects: Revise the information in this booklet using the revision sheets included with each subject.

Timetable

Use this page to copy out your lessons and room numbers

	W1 Mon	W1 Tues	W1 Wed	W1 Thurs	W1 Fri	W2 Mon	W2 Tues	W2 Wed	W2 Thurs	W2 Fri
1										
2										
3										
4										
5										
6										

Dates to remember this half term:

September

October

Attendance record

Term	Attendance %
Autumn 1	
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

Sparx Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the XRP score that you achieved for each subject. Your form tutor will award you additional CC points for the more XRP points you achieve in addition to the set points for each weekly homework.

	Sparx Reader Points:	Sparx Maths Points:	Sparx Science Points:
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Total this half term:			

Seneca Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the titles of the assignments that you complete for each subject and your overall percentage scores. Your form tutor will award you additional CC points for the highest percentages you achieve in addition to the set points for each weekly homework.

	English Assignments:	History Assignments:	Geography Assignments:
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Total assignments completed this half term:			

Language Nut Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write out how many points you have achieved from your weekly homework. Your form tutor will award you additional CC points for the highest scores you achieve in addition to the set points for each weekly homework.

	MFL Homework:
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Total assignments completed this half term:	

Independent Study Check!

Your form tutor and your parent/carer will also check that you are completing your independent study within this booklet. Additional positive CC points will be awarded for beautiful presentation and your ability to demonstrate a strong recall of the knowledge within this booklet.

	End of Half term Form Tutor Check:	**Parent/Carer Check:**
Independent Study Completed?		
Beautiful Presentation?		
Recall of Knowledge?		

Personal Reflection: What are you most proud of within your Independent Study Booklet?

_____

_____

_____

_____

_____

Homework Log

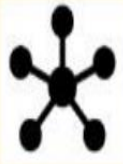
Use this page to record any homework this half term

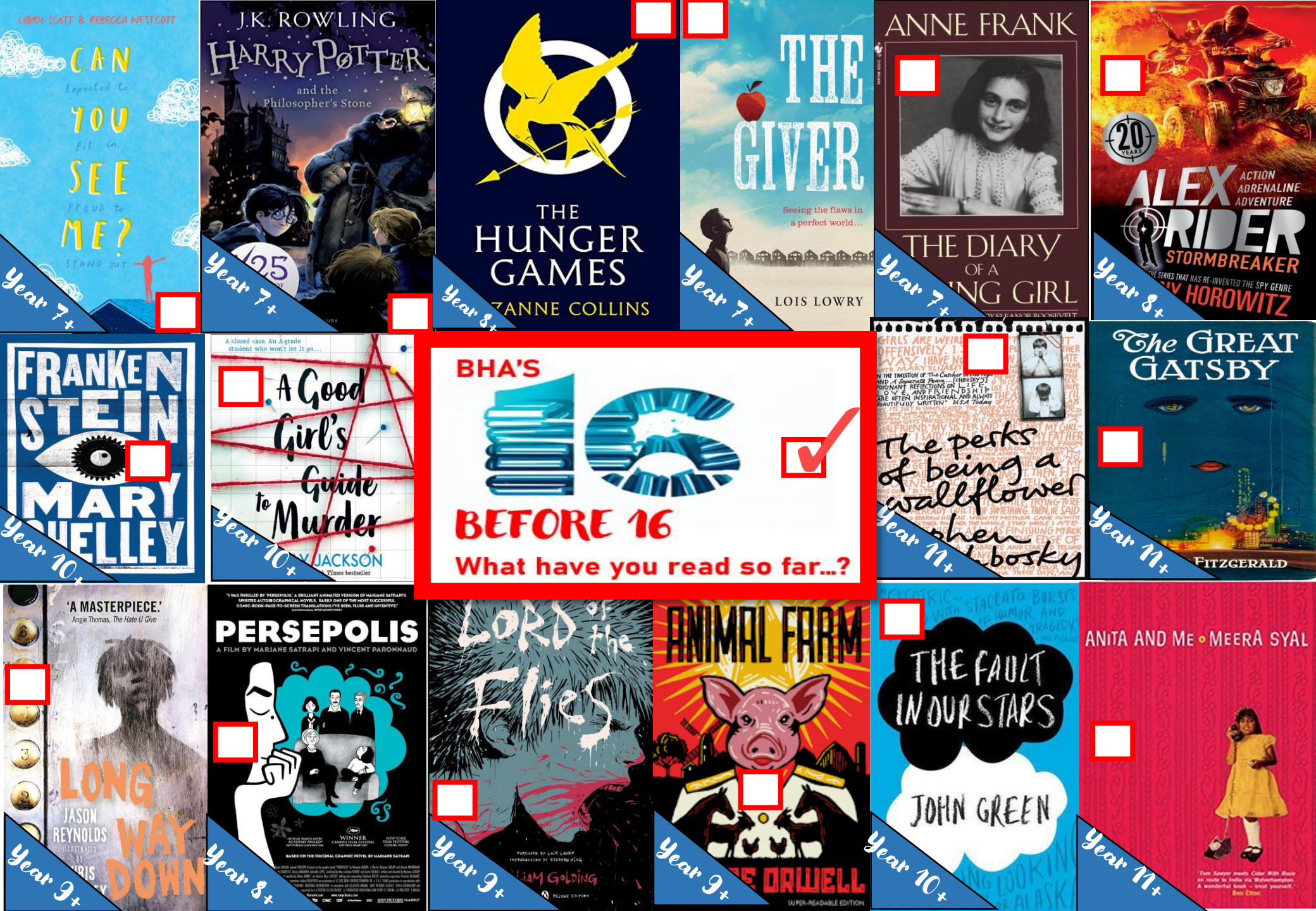
Subject	**Date Due:**	**Additional Notes:**

Homework Log

Use this page to record any homework this half term

Subject	**Date Due:**	**Additional Notes:**

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser. 	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and or information on your flash cards. 	Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser. 	Create a mind map with all the information you can remember from your knowledge organiser. 	Ask a partner or family member to have the knowledge organiser or flash cards in their hands. 
Step 2	Cover or flip the knowledge organiser over and write down everything you remember. 	Try not to use your knowledge organiser to help you 	Add pictures to help support. Then self quiz yourself using the flash cards.. You can write questions on one side and answers on the other. 	Answer the questions and remember to use full sentences. 	Check your knowledge organiser to see if there were any mistakes with the information you have made. 	They can test you by asking you questions on different sections of your knowledge organiser. 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat. 	Use your green pen to check your work. 	Use a parent/carer or friend to help quiz you on the knowledge. 	You can also use family to help quiz you. Keep self quizzing until you get all questions correct. 	Try to make connections that links information together. 	Write down your answers. 


CAN YOU SEE ME?
Year 7+
J.K. ROWLING
HARRY POTTER
and the Philosopher's Stone
Year 7+
THE HUNGER GAMES
Year 8+
THE GIVER
Seeing the flaws in a perfect world...
LOIS LOWRY
Year 7+
ANNE FRANK
THE DIARY OF A
Year 7+
20 YEARS
ALEX RIDER
ACTION ADRENALINE ADVENTURE
STORMBREAKER
Year 8+
FRANKEN STEIN
MARY SHELLEY
Year 10+
A closed case. An A grade student who won't let it go...
A Good Girl's Guide to Murder
Year 10+
BHA'S
BEFORE 16
What have you read so far...?
The perks of being a wallflower
Year 11+
The GREAT GATSBY
FITZGERALD
Year 11+
'A MASTERPIECE.'
Angie Thomas, The Hate U Give
LONG WAY DOWN
JASON REYNOLDS
Year 9+
PERSEPOLIS
A FILM BY MARJANE SATRAPI AND VINCENT PARONNAUD
Year 8+
LORD of the Flies
Year 9+
ANIMAL FARM
Year 9+
THE FAULT IN OUR STARS
JOHN GREEN
Year 10+
ANITA AND ME • MEERA SYAL
Year 11+

Contents page

Further Reading List

Year 8

Challenge yourself by reading these topic-related books!

THE GOTHIC

Gothic with a capital (proper noun):

Refers to a specific genre or movement, e.g. Gothic literature.

Gothic conventions

- Uses of pathetic fallacy (the weather to represent the mood)
- The supernatural
- The inexplicable (events/ideas that can't be explained)
- Vulnerable people (usually women)
- Transformations
- Monsters/creatures
- Omens (hints at something terrible happening)
- Emotionally intense
- Isolated settings

Key Words

- **Convention** – a traditional or common feature of a genre.
- **Archetype** – a character that is typical of the genre.
- **Pathetic fallacy** – when the weather of a story reflects the tone/mood.
- **Foreshadowing** – a hint at future events.
- **Grotesque** – repulsively ugly or distorted.
- **Hypophora –** a question which is asked and then immediately answered.
- **The inexplicable** – unable to be explained.
- **Apprehensive** – nervous and cautious.
- **Ominous** – something threatening or the feeling that something bad will happen.
- **Morose** – gloomy or sullen.
- **Abhorrent** – disgusting and repugnant.
- **Enigmatic** – difficult to understand or mysterious.
- **Desolate** – isolate and barren place.
- **Duality** – two sided or duplicitous; deceiving.

YEAR 8 - PROPORTIONAL REASONING...

Maths

Ratio and Scale

What do I need to be able to do?

By the end of this unit you should be able to:

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved.

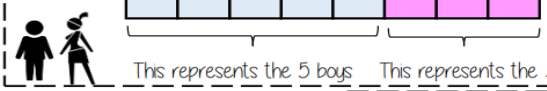
Keywords

Ratio: a statement of how two numbers compare
Equal Parts: all parts in the same proportion, or a whole shared equally
Proportion: a statement that links two ratios
Order: to place a number in a determined sequence
Part: a section of a whole
Equivalent: of equal value
Factors: integers that multiply together to get the original value
Scale: the comparison of something drawn to its actual size

Representing a ratio

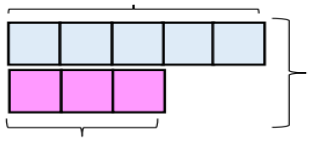
"For every 5 boys there are 3 girls"

This is the "whole" – boys and girls together



This represents the 5 boys | This represents the 3 girls

5:3



This represents the 5 boys

This represents the 3 girls

Double Number Line

This is the "whole" – boys and girls together

Order is Important

"For every dog there are 2 cats"

Dogs: Cats

1:2

The ratio has to be written in the same order as the information is given.

e.g. 2:1 would represent 2 dogs for every 1 cat ✕

Simplifying a ratio

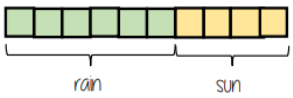
Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4

÷ by 2

3:2



rain | sun

Find the biggest common factor that goes into all parts of the ratio

For **6** and **4** the biggest factor (number that multiplies into them is **2**)

"For every 3 days of rain there are 2 days of sun" – when this happens twice the ratio becomes 6:4

Ratio 1:n (or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of 1:n

The question states that **this part has to be** 1 unit. Therefore **Divide by 4**

4 : 20

1 : 5

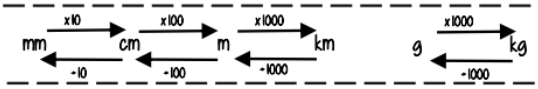
This side has to be divided by 4 too – to keep in **proportion**

H the n part does not have to be an integer for this type of question

Units are important:

When using a ratio – all parts should be in the same units

Useful Conversions



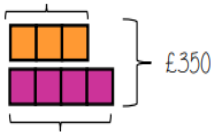
Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4
Work out how much each person earns

Model the Question

James: Lucy

3 : 4



James

£350

Lucy

Find the value of one part

Whole: £350
7 parts to share between
(3 James, 4 Lucy)

£350 ÷ 7 = £50

□ = one part
= £50

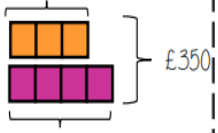
Put back into the question

James: Lucy

(x 50) 3 : 4 (x 50)

£150 : £200

James = 3 x £50 = £150



£350

Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1)

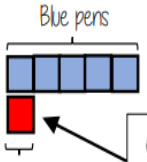
Inside a box are blue and red pens in the ratio 5:1
If there are 10 red pens how many blue pens are there?

Model the Question

Blue : Red

5 : 1

□ = one part
= 10 pens



Blue pens

Red pens

One unit = 10 pens

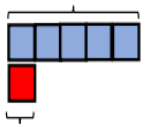
Put back into the question

Blue : Red

(x 10) 5 : 1 (x 10)

50 : 10

Blue pens = 5 x 10 = 50 pens



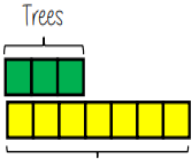
Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

Ratio as a fraction

Trees: Flowers

3 : 7



Trees

Flowers

Ratio

There are **3** parts for trees

Fraction of trees

Number of parts of in group / Total number of parts = 3/10

Fraction

Tree parts **3** + Flower parts **7** = **10**

Pi π

The ratio of a circles circumference to its diameter

YEAR 8 - ALGEBRAIC TECHNIQUES...

Maths

Brackets, Equations & Inequalities

What do I need to be able to do?

By the end of this unit you should be able to:

- Form Expressions
- Expand and factorise single brackets
- Form and solve equations
- Solve equations with brackets
- Represent inequalities
- Form and solve inequalities

Keywords

Simplify: grouping and combining similar terms
Substitute: replace a variable with a numerical value
Equivalent: something of equal value
Coefficient: a number used to multiply a variable
Product: multiply terms
Highest Common Factor (HCF): the biggest factor (or number that multiples to give a term)
Inequality: an inequality compares who values showing if one is greater than, less than or equal to another

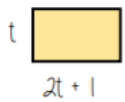
Form expressions

For unknown variables, a letter is normally used in its place

More than – ADD
Less than/ difference – SUBTRACT

e.g. 4 more than t → t + 4
8 less than k → k - 8

Only similar terms can be grouped together



e.g. Find the perimeter of this shape
(Perimeter = length around outside of shape)

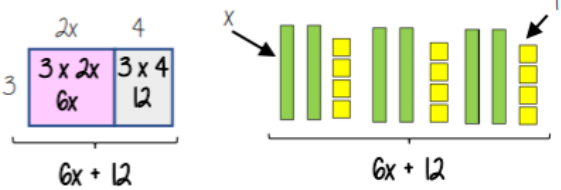
t + 2t + 1 + t + 2t + 1 → 6t + 2

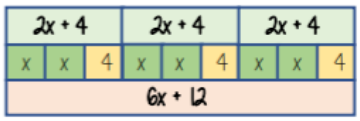
Directed numbers

+ + → +
- - → +
+ - → -
- + → -

e.g. a = -5 and b = 2
$a^2 = a \times a = -5 \times -5 = 25$
b + a = 2 + -5 = -3

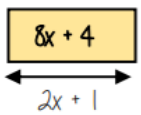
Multiply single brackets 3 (2x + 4)





Different representations of 3(2x+4) = 6x + 12

Factorise into a single bracket 8x + 4



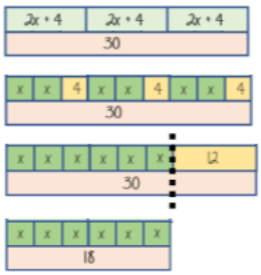
Try and make this the **highest common factor**

The two values **multiply** together (also the area) of the rectangle

8x + 4 ≡ 4 (2x + 1)

Note:
8x + 4 ≡ 2(4x + 2)
This is factorised but the HCF has not been used

Solve equations with brackets 3 (2x + 4) = 30



3 (2x + 4) = 30
Expand the brackets
6x + 12 = 30
- 12 - 12
6x = 18
÷ 6 ÷ 6
x = 3

Substitute to check your answer. This could be negative or a fraction or decimal

Simple Inequalities

< less than
> More than
≤ Less than or equal to
≥ More than or equal to

x < 10
Say this out loud
"x is a value less than 10"

10 > x
Say this out loud
"10 is more than the value"

Note:
x<10 and 10>x represent the same values

x + 2 ≤ 20
"my value + 2 is less than or equal to 20"
x ≤ 18
The biggest the value can be is 18

Form and solve inequalities

Two more than treble my number is greater than 11

Find the possible range of values

Form

x → x3 → +2 → 11

3x + 2 > 11

Solve

x ← -3 ← -2 ← 11

x > 3

Check

This would suggest any value bigger than 3 satisfies the statement
3 x 3 + 2 = 11 ✓
10 x 3 + 2 = 32 ✓

Algebraic constructs

Expression
A sentence with a minimum of two numbers and one maths operation

Equation
A statement that two things are equal

Term
A single number or variable

Identity
An equation where both sides have variables that cause the same answer includes ≡

Formula
A rule written with all mathematical symbols
e.g. area of a rectangle A = b x h

YEAR 8 - ALGEBRAIC TECHNIQUES...

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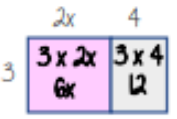

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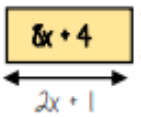

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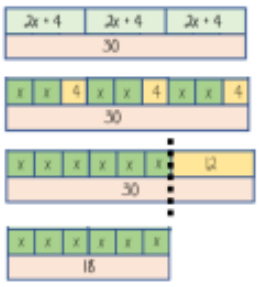

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A rule written with all mathematical symbols
e.g area of a rectangle A = b x h

YEAR 8 - DEVELOPING NUMBER...

Maths

Fractions & Percentages

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert between FDP less than and more than 100
- Increase or decrease using multipliers
- Express an amount as a percentage
- Find percentage change

Keywords

Percent: parts per 100 – written using the / symbol
Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.
Fraction: a fraction represents how many parts of a whole value you have.
Equivalent: of equal value.
Reduce: to make smaller in value.
Growth: to increase/ to grow.
Integer: whole number, can be positive, negative or zero.
Invest: use money with the goal of it increasing in value over time (usually in a bank).

Convert FDP

R

$\frac{70}{100}$ → This also means 70 ÷ 100 → 70 out of 100 squares → 70 "hundredths" = 7 "tenths" = 0.7 → 70 hundredths = 70%

Using a calculator

$\frac{\square}{\square}$ → S⇔D → Convert to a decimal

This will give you the answer in the simplest form

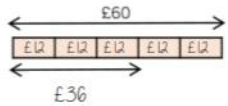
× 100 converts to a percentage

Be careful of recurring decimals
e.g. $\frac{1}{3}$ = 0.3333333
= $0.\dot{3}$
The dot above the 3

Fraction/ Percentage of amount

R

Find $\frac{3}{5}$ of £60



Remember $\frac{3}{5}$ = 60%

10% of £60 = £6
50% of £60 = £30
60% of £60 = £36

Remember $\frac{3}{5}$ = 60% = 0.6

60% of £60
= 0.6 x 60
= £36

Convert FDP < and > 100%

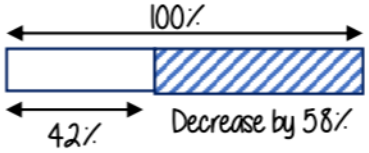
100 hundredths
10 tenths
100%

40 hundredths
4 tenths
40%

140 hundredths
14 tenths
140%

100% + 40%
1 + 0.40
= 1.40

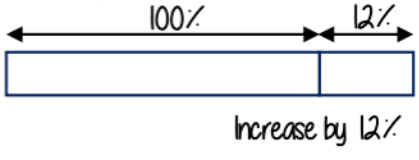
Percentage decrease: Multipliers



100% - 58% = 42%
100 – 058 = 042

Multiplier Less than 1

Percentage increase: Multipliers



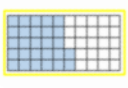
100% + 12% = 112%
100 + 0.12 = 1.12

Multiplier More than 1

Express as a % - Non-calculator

Percent – per hundred

7 per every 10 are orange → $\frac{7}{10}$ → This means that 70 per every 100 are orange → $\frac{70}{100}$ → 70%



27 per every 50 shaded → $\frac{27}{50}$ → 54 per every 100 shaded → $\frac{54}{100}$ → 54%

Denominator 100 | Equivalent fractions

Express as a % - Calculator

Rosie

$\frac{13}{30}$ → $\frac{\square}{\square}$ → $\frac{13}{30}$ → × 100 → 43.3333...%
43%

Can't use equivalence easily to find 'per hundred'

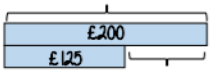
This the same as 13 ÷ 30

Decimal percentages are still a percentage.

Percentage change

I bought a phone for £200
A year later sold it for £125

100%



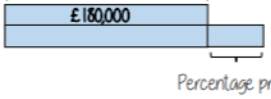
All values of change compare to the ORIGINAL value

Percentage loss
$\frac{75}{200}$ × 100 = 37.5%

Difference in value / Original value × 100

I bought a house for £180,000, I later sold it for £216,000

100%



Percentage profit

Money made (profit value) → $\frac{36000}{180000}$ × 100 = 20%

Choose appropriate method

The language and wording of the question is the key

Have you represented the question in a bar model?
Can you use a calculator?

YEAR 8 — DEVELOPING NUMBER...

Maths

Number Sense

What do I need to be able to do?

By the end of this unit you should be able to:

- Round numbers to powers of 10 and 1 sf
- Round numbers to any dp
- Estimate solutions
- Calculate using order of operations
- Calculate with money, units of measurement and time

Keywords

Significant: Place value of importance
Round: Making a number simpler but keeping its value close to what it was
Decimal: Place holders after the decimal point
Overestimate: Rounding up — gives a solution higher than the actual value
Underestimate: Rounding down — gives a solution lower than the actual value
Metric: A system of measurement
Balance: The amount of money in a bank account
Deposit: Putting money into a bank account

Round to powers of 10 and 1 sig figure

R If the number is halfway between we "**round up**"

5495 to the nearest 1000: 5000 ⬆ 6000

5475 to the nearest 100: 5400 ⬆ 5500

5475 to the nearest 10: 5470 ⬆ 5480

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00037 to 1 significant figure is 0.0004

Round to the first non-zero number

Round to decimal places

2.46192 ← Focus on the numbers **after** the decimal point

"To 1dp" — to one number after the decimal
"To 2dp" — to two numbers after the decimal

2.46192 (to 1dp) - Is this closer to 2.4 or 2.5: 24 ⬆ 25

2.4 6192 This shows the number is closer to 2.5

2.46192 (to 2dp) - Is this closer to 2.46 or 2.47: 246 ⬆ 247

2.46 192 This shows the number is closer to 2.46

Estimate the calculation

Round to 1 significant figure to estimate

$4.2 + 6.7 \approx 4 + 7 \approx 11$ This is an **overestimate** because the 6.7 was rounded up more

The equal sign changes to show it is an estimation

$21.4 \times 3.1 \approx 20 \times 3 \approx 60$ This is an **underestimate** because both values were rounded down

It is good to check all calculations with an estimate in all aspects of maths — it helps you identify calculation errors

Order of operations

R

Brackets Operations in brackets are calculated first
Other operations e.g. powers, roots,
Multiplication/ Division
They are carried out in the order from left to right in the question
Addition/ Subtraction
They are carried out in the order from left to right in the question

Calculations with money

Debit - You have £0 or more in an account
Credit - You have less than £0 in an account

Money calculations are to 2dp

Using a calculator — ensure you are working in the correct units.
£1.30 + 50p = 130 + 50 (in pence)
= 1.30 + 0.50 (in pounds)

£1 = 100p

Units are important: Useful Conversions

mm ⇄ cm ⇄ m ⇄ km: ÷ 10, ÷ 100, ÷ 1000 / × 10, × 100, × 1000

g ⇄ kg: ÷ 1000 / × 1000

ml ⇄ L: ÷ 1000 / × 1000

Units are important: Useful Conversions

mm ⇄ cm ⇄ m ⇄ km: ÷ 10, ÷ 100, ÷ 1000 / × 10, × 100, × 1000

g ⇄ kg: ÷ 1000 / × 1000

ml ⇄ L: ÷ 1000 / × 1000

Metric measures of length

Kilo = 1000 x meter
Centi - $\frac{1}{100}$ x meter
Milli - $\frac{1}{1000}$ x meter

Units of weight/ capacity

Weight = g, kg, t
Capacity (volume of liquid) = ml, L

Time and the calendar

1 Year — the amount of time it takes Earth to go around the sun **365** (and a quarter) **days**
Leap Year — **366 days** (every 4 years)

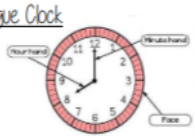
12 Months - one year = 52 weeks
31 days — **Jan, March, May, July, Aug, Oct, Dec**
30 days — **April, June, Sept, Nov**
28 days — **Feb** (29 leap year)

1 week — 7 days
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

1 day — 24 hours
1 hour - 60 minutes
1 minute — 60 seconds

Use a number line for time calculations!

Analogue Clock



12-hour clock
- Use am (morning) and pm (afternoon)
- Only use hour times up to 12

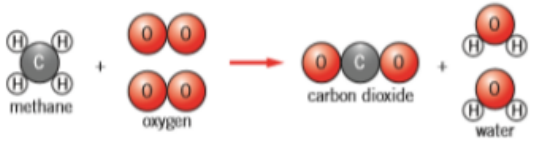
Digital Clock (24-hour times)

24-hour clock
- 0-11 (morning hours)
- 12-23 (afternoon hours)

Knowledge organiser: Compounds. Chemical Reactions

Chemical reactions

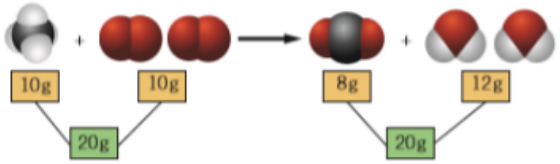
- Word equations can represent a **chemical reaction:**



- The **reactants** are on the left side of the arrow and the **products** are on the right side of the arrow
- We use an arrow instead of an equals sign as it represents that the reactants are changing into a new substance
- In a reaction, the amount of each type of atom stays the same, however they are rearranged to form a new product

Conservation of mass

- In a reaction the mass will be **conserved**, this means that the total mass of the reactants will be equal to the total mass of the products
- If it appears that some of the mass has been lost, this means that a gas has been produced and escaped, accounting for the lost mass



Balanced symbol equations show the amounts of all of the individual atoms in a reaction

- The symbols used are from the Periodic Table
- They also show:
  - Formulae of reactants and products
  - How the atoms are rearranged
  - Relative amounts of reactants and products

$$2H_2 + O_2 \rightarrow 2H_2O$$

Combustion

- **Combustion** is the burning of a **fuel** in oxygen
- A fuel is a substance which stores energy in a chemical store
- Examples of fuels include petrol, diesel, coal and hydrogen
- When a carbon based fuel undergoes combustion, it will produce water and carbon dioxide

methane + oxygen → carbon dioxide + water

- Hydrogen can also be used as a fuel, this is much better than traditional fossil fuels as it does not produce carbon dioxide:

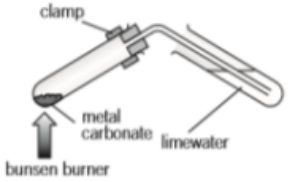
hydrogen + oxygen → water

Thermal decomposition

- A **thermal decomposition** reaction is one where the reactants are broken down (decomposition) using heat (thermal energy)
- An example of this is with metal carbonates:

zinc carbonate → zinc oxide + carbon dioxide

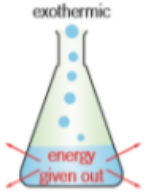
- We can test for this carbon dioxide by bubbling the gas through limewater, if the limewater turns cloudy, the gas is carbon dioxide



Exothermic and endothermic reactions

Exothermic reactions involve a transfer of energy from the reactants to the surroundings

- As energy is transferred to the surroundings this will show an increase in temperature
- Examples of exothermic reactions include combustion, freezing, and condensing



Endothermic reactions involve a transfer of energy from the surroundings to the reactants

- As energy is taken into the reactants a decrease in temperature will be shown
- Examples of endothermic reactions include thermal decomposition, melting, and boiling

Compounds

- **Compounds** are formed when two or more different elements chemically bond together
- The compound will have different **physical properties** to the elements which make up the compound, for example water is a liquid, but it made from oxygen and hydrogen which are both gases
- Compounds are hard to separate and need a chemical reaction to do this

- When naming a compound, we always mention the metal first and the non metal second
- The name of the metal will not change but the name of the non metal will, for example oxygen can change to oxide
- Chemical formulae tells us how many atoms of each element are in the compound in relation to each other

- The small number tells us the number of each element which is in front of the number

Naming Compounds

Metal + Non-Metal (which contain two elements)

1. The metal always goes first.
2. The ending of the non-metal changes to 'ide'.

E.g.

Copper + Oxygen → Copper Oxide

Lithium + Fluorine → Lithium Fluoride

To name compounds which have a metal, non-metal and oxygen (three or more elements)

1. The metal always goes first.
2. The ending of the non-metal changes to 'ate'.

E.g.

Copper, Sulfur, Oxygen

Copper Sulfate

Knowledge organiser: Photosynthesis and respiration

Respiration

- Respiration is the process in which energy is released from the molecules of food which you eat
- Respiration happens in the mitochondria of the cell
- **Aerobic respiration** involves oxygen, it is more efficient as all of the food is broken down to release energy

glucose + oxygen → carbon dioxide + water

- The glucose is transported to the cells in the blood **plasma**
- The oxygen is transported to the cells in **red blood cells**, by binding with **haemoglobin**
- Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled

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- **Anaerobic respiration** is a type of respiration which does not use oxygen, it is used when the body cannot supply the cells with enough oxygen for aerobic respiration
- Anaerobic respiration releases less energy than aerobic respiration

glucose → lactic acid + carbon dioxide

- The **lactic acid** produced through anaerobic respiration can cause muscle cramps
- Lactic acid will build up if there is not enough oxygen present in the blood supply to break it down. This is known as an **oxygen debt**

Fermentation

- **Fermentation** is a type of anaerobic respiration which occurs in yeast
- Instead of producing lactic acid, yeast produces ethanol, which is a type of alcohol

glucose → ethanol + carbon dioxide

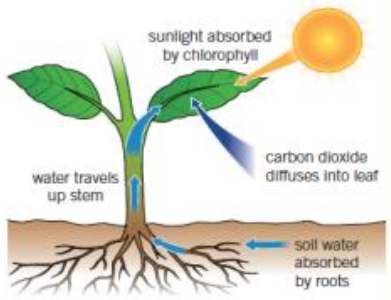
- This process can be used to form alcohol to drink or to allow bread and cakes to rise

Photosynthesis

- **Photosynthesis** is the process which occurs in the chloroplasts to produce glucose using sunlight

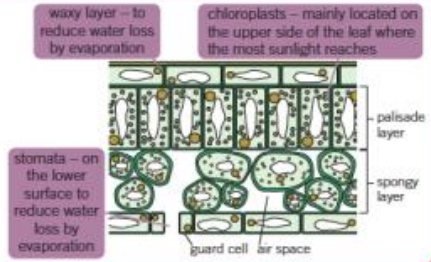
glucose + carbon dioxide → glucose + oxygen

- Any organism that can use photosynthesis to produce its own food is known as a **producer**, these are not just limited to plants but can include other organisms such as **algae**



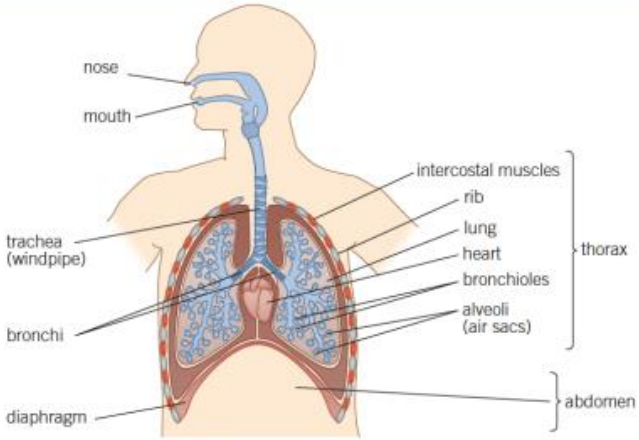
Leaves

- To best adapt for photosynthesis leaves have a number of adaptations
- They are thin to allow the most light through
- There is a lot of **chlorophyll** to absorb light
- They have a large surface area to absorb as much light as possible



Gas exchange and breathing

- **Gas exchange** is the process of taking in oxygen and giving out carbon dioxide
- This occurs in the **respiratory system**
- The proportions of gases in the air we **inhale** and **exhale** changes due to using oxygen in **respiration** and producing carbon dioxide



What happens when you breathe in and out

when you breathe in (inhale)	• muscles between the rubs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs
when you breathe out (exhale)	• muscles between ribs relax • ribs are pulledin and down • diaphragm relaxes and moves up • volume in the chest decrease • pressure inside the chest increases • air is forced out of the lungs

Notes

Opinions

j'adore – *I love*

j'aime bien – *I really like*

j'aime – *I like*

je n'aime pas – *I don't like*

je déteste – *I hate*

Justifications

car c'est – *because it's*
parce que c'est – *because it's*
car ce n'est pas – *because it's not*
*ce sera – *it will be*
*c'était – *it was*

Intensifiers

très – *very*
assez – *quite*
trop - *too*
vraiment - *very*

Connectives

et - *and*
aussi – *also*
mais – *but*
cependant - *however*

Reasons

amusant – *fun*
intéressant – *interesting*
fantastique – *fantastic*
excellent – *excellent*
chouette – *great*

nul – *rubbish*
horrible – *horrible*
ennuyeux – *boring*
affreux – *awful*
terrible - *terrible*

Instructions

Ecrivez – *Write!* Ecoutez – *Listen!* Regardez – *Look!* Lisez – *Read!*
Faites correspondre – *Match up!* Traduisez – *Translate!* Répétez – *Repeat!* Copiez – *Copy!*

Questions

Qu'est-ce que c'est…? *What is it…?*
Comment dit-on.. En anglais/français? *How do we say… in English/French?*

Classroom language

Bonjour monsieur / madame – *Hello Sir / Miss*
Oui / non – *Yes / No*
S'il vous plaît – *Please*
Merci – *Thank you*
J'ai besoin de… – *I need a/some…*
- stylo (vert) – *(green) pen*
- papier – *paper*
- dictionnaire – *dictionary*
- règle – *ruler*
- cahier – *exercise book*

Est-ce que vous pouvez répéter?
– *Can you repeat?*
Je ne comprends pas – *I don't understand*
Est-ce que vous pouvez m'aider?
– *Can you help me?*
Puis-je aller aux toilettes?
– *Can I go to the toilets?*
J'ai fini – *I have finished*
Puis-je enlever ma veste?
– *Can I take off my blazer?*
Qu'est-ce que c'est …. en francais / anglais?
– *What is … in French / English?*

Les numéros

0	Zero	11	Onze	30	Trente
1	Un	12	Douze	40	Quarente
2	Deux	13	Treize	50	Cinquante
3	Trois	14	Quatroze	60	Soixante
4	Quatre	15	Quinze	70	Soixante-dix
5	Cinq	16	Seize	80	Quatre-vingts
6	Six	17	Dix-sept	90	Quatre-vingt-dix
7	Sept	18	Dix-huit	100	Cent
8	Huit	19	Dix-neuf		
9	Neuf	20	Vingt		
10	Dix				

MFL

Year 8 French Unit 1: House &Homelife Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Log onto Languagenut 3. Getting people at home to test you*

Big questions

- How do you say Where is my house?
- How do I describe my house?
- How do I say what furniture I have?
- Where is everything?
- How do I describe my ideal room?
- How do I say what I did yesterday?

Key vocabulary

Describing where we live	
J'habite / nous habitons	I live /we live
dans une ville/un village	In a town /village
à la campagne	in the countryside
à la montagne	in the mountains
au bord de la mer	at the seaside
dans une maison jumelée	In a semi-detached house
dans une grande maison	In a big house
dans une petite maison	In a small house
dans un appartement	In a flat
dans une ferme	On a farm

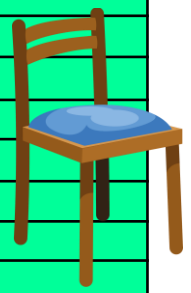
Adjectives	
mon appartement est	My flat is
ma maison est	My house is
grand(e)	big
petit(e)	small
sale	dirty
propre	clean
moderne	modern
beau/belle	pretty
historique	historical
confortable	comfortable
inconfortable	uncomfortable
moche	ugly

Les pièces –rooms	
Dans ma maison	in my house
il y a	there is
au rez-de–chaussée	on the ground floor
au premier étage	on the first floor
au sous-sol	in the basement
un salon	a living room
un grenier	a loft
un jardin	a garden
un bureau	an office
une salle de séjour	a living room
une salle de bains	a bathroom
une salle à manger	a dining room
une chambre	a bedroom
la chambre de mon frère/ma sœur	my sister's bedroom

Prepositions	
sur	on top
sous	underneath
devant	in front of
derrière	behind
à côté de	next to
à droite/gauche	to the right/left

Les passe-temps	
j'ai discuté	I chatted
j'ai écouté	I listened
j'ai envoyé	I listened
j'ai joué	I chatted

Furniture	
Dans ma maison	In my house …
il y a…/il n'y a pas de	there is/are/isn't/aren't
(un) canapé	a sofa
(un) four	an oven
(un) bain	a bath
(un) lavabo	a wash basin
(un) tapis	a rug
(un) frigo	a fridge
(un)fauteuil	an armchair
(une) micro-ondes	a microwave
(une) toilette	a toilet
(une) chaise	a chair
(une) bibliothèque	a bookshelf
(un) lit	a bed
(un) armoire	a wardrobe
(une) table de nuit	a bedside table
des rideaux	curtains



Les passe-temps	
J'ai posté	I played
J'ai regardé	I phoned
J'ai surfé	I surfed
J'ai tchatté	I posted
j'ai téléchargé	I downloaded

Intensifiers

assez—quite

un peu—a little/bit

Useful Grammar

The present tense

To form the present tense:

1. Take the infinitive (-er/-ir/-re)
2. Take off the ending
3. Add the following endings depending on who is doing the verb

er verbs	
I (Je)	-e
you (tu)	-es
s/he (il/elle)	-e
we (nous)	-ons
you plural (vous)	-ez
they (ils/elles)	-ent

The perfect tense (past tense)

To form the perfect tense

1. Take the correct form of avoir in the present tense
2. Add the past participle (-ed in English)

avoir – to have	
(I) J'	ai
(you) tu	as
(s/he) il/elle	a
(we) nous	avons
(you pl) vous	avez
(they) ils/elles	ont

Past Participle endings	
-er verbs	- é
-ir verbs	- i
-re verbs	- u

Past time phrases

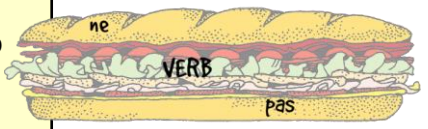
Hier	Yesterday
La semaine dernière	Last week

The indefinite article

The indefinite article means a/an in English.
In French they are **un (masculine)** and **une (feminine)**
Example: dans ma maison il y a une salle da bains

Negatives ne…pas – not

To form a negative in French, then ne…pas has to go around the **main verb**
Il n' y a pas de piscine



Adjectives and adjective agreement

Adjectives agree with the gender and number of the noun they describe.
Adjectives usually go after the noun
For example: J'ai un sylo vert J'ai une voiture verte

Adjectives which don't follow the rules!

Some adjectives go before the noun.
They are known as **BRAGS** adjectives
Beauty
Ranking
Age
Good/bad
Size

False Friends

La cave	cellar
L'herbe	grass
La pièce	room
propre	clean/own
sale	dirty

PARENT/CARER QUIZZES

Ask your parent or carer to quiz you on some of the knowledge from ***English, Maths, Science*** or ***MFL***. Record your scores below and see if you improve each time.

Date	Subject	Score /10	Did you improve from last time?

How did religious divisions challenge authority?

What caused the Gunpowder Plot?

When James I became King of England, the Catholics hoped he would treat them better than Elizabeth had.

Instead James continued the persecution (bad treatment) of Catholics.

He ordered that Catholic priests should be thrown out of England and fined Catholics a lot of money.

A small group of Catholics were so angry about this that they decided to do something dramatic about it.

Were the plotters guilty or framed?

The story seems straightforward. However, some historians believe there is some doubt about whether King James I's government was totally honest about the events.

There are 3 different views about what really happened in the Gunpowder Plot:

View 1: The government actually made up the plot themselves and then framed Guy Fawkes and the other plotters so that they could increase persecution of Catholics.

View 2: The Plot was real and the information on the timeline is the truth.

View 3: There was a plot, but the government knew about it and even encouraged it so that the plotters could be caught 'red-handed'.

1) In May 1604, Robert Catesby began planning the Gunpowder Plot with Guy Fawkes and others.

2) The plan was to kill James when he came to Parliament using gunpowder. They would then kidnap his daughter to make sure she became Catholic.

3) They hired a cellar under the Houses of Parliament and filled it with 36 barrels of gunpowder.

4) Guy Fawkes was given the job of lighting the gunpowder.

5) One plotter was worried as his brother-in-law would be in Parliament, Lord Monteagle. He wrote him a letter warning him not to attend Parliament.

6) Lord Monteagle passed the letter on to Robert Cecil, the King's Chief Minister.

7) On November 4th 1605, Cecil ordered a search of the Houses of Parliament and found Guy Fawkes and the Gunpowder.

8) Fawkes was tortured until he confessed and gave the names of the other plotters.

9) The remaining plotters were caught and were hung, drawn and quartered in 1606.

Knowledge Organiser: How did power change hands in England in the 17th century?

A civil war is when **two sides** in the **same country** go to war against each other. Remember learning about the War of the Roses in Year 7? That is another example of a Civil War.
In the **English Civil War,** *King Charles I* goes to war with his own *Parliament.* The war lasted on and off from 1642-1651.

Causes of the English Civil War:

	Long term	Short term
✝	King Charles believed in the Divine Right of Kings. Anyone who disagreed with him was disagreeing with God.	The Catholic Irish rebelled against the English. The King blamed Parliament, and Parliament blamed the King!
🏛	Parliament wanted the King to share his power with them.	In January 1642, Charles sends 500 soldiers to arrest five Members of Parliament. Parliament are outraged and the King flees London.
£	Parliament voted to give the King less money than previous kings at the start of his reign. Therefore King Charles introduced a new 'Ship Tax' for everyone.	Short of money and supplies, King Charles was forced to sign a humiliating peace treaty with rebellious Scots. He blamed Parliament for his failure to control them.

Who fought for who?

Royalists:
- Supported the King
- Protestant/Catholic
- Wealthy landowners
- Believed in the divine right of kings.
- Nickname = Cavaliers

Parliamentarians:
- Supported Parliament
- Protestant/Puritan
- Most merchants
- Parliament should have power
- Nickname = Roundheads

The English Civil War saw both large battles and smaller sieges that took place across the country. Each side, Royalists and Parliamentarians, used **propaganda** to try and gain more support. Therefore, the events that were reported on by both sides gave very different impressions!

Royalist report of the storming of Cirencester, 1643:
"The numbers of the enemy killed was about 300, although others think more."

Parliamentarian report of the storming of Cirencester, 1643:
"There were not above 20 killed."

Battles of the English Civil War:

Weapons of the Civil War:

The Mortar – Easy to manoeuvre and can be used by one mane alone. Difficult to aim, but destructive.

The Cannon – Heavy and difficult to move. Fired balls of iron or stones. Instilled fear in the enemy.

The Musket – Used gunpowder and a lead ball. Dangerous and clumsy to use.

The Pike – Most commonly used weapon. A long wooden shaft with a steel point at the end.

Birmingham:

Birmingham was a Parliamentarian area, but King Charles wanted to take it for the Royalists. This is because Birmingham had a gun quarter which supplied the Parliamentarian army.

Why Parliament won:

Leadership	• King Charles believed he would win because God was on his side. • Prince Rupert was not a very good general. • Oliver Cromwell was a great general who hardly ever made mistakes.
Military	• Parliaments wore armour for protection. • Royalists lost many of the later battles. • Parliament created the New Model Army.
Money	• Parliament controlled London – the richest area in England. • Charles lost his rich supporters as the war dragged on.
Support	• Parliament had the support of the Navy. • Parliament had the support of Scotland who sent 20,000 soldiers to fight with them.

What happened to Charles?

Charles was put on trial in London on **January 1st 1649**. He was accused of being a ***"tyrant, traitor and murderer; and a public enemy to the Commonwealth of England."***

Charles was found guilty and was executed. This marked the end of the monarchy in England for a while.

Geography Year 8 Autumn Term 1 Knowledge Organiser – Globalisation and Development.

Key words:

Globalisation – The increasing interconnection of countries through trade, culture, and communication.

Development – The progress of a country in terms of wealth, health, well-being and quality of life.

Indicators – Measures used to assess development, such as GNI per head or life expectancy.

Economic sectors – The different types of industries: primary (raw materials), secondary (manufacturing), tertiary (services), quaternary (research).

TNC (Transnational Corporation) – A company that operates in multiple countries (e.g., McDonalds, Texaco, Primark).

Outsourcing – When companies move production to another country to reduce costs.

Trade – The exchange of goods and services between countries.

Supply chain – The steps involved in producing and distributing a product.

Exploitation – The unfair treatment of workers, often in low-wage conditions.

Sweatshop – A factory with poor working conditions and low wages.

FDI (Foreign Direct Investment) – When businesses invest in other countries, often by setting up factories.

GNI (Gross National Income) – The total value of goods produced by a country's people and their businesses.

NEE (Newly Emerging Economy) – A country that is rapidly developing (e.g., China, India).

LIC (Low-Income Country) – A country with a lower level of development and income.

HIC (High-Income Country) – A wealthier, developed country (e.g., UK, USA).

Cultural diffusion – The spread of ideas, customs, and products from one place to another.

Interdependence – When countries rely on each other for goods, services, and resources.

Deindustrialisation – The decline of manufacturing industries in HICs as factories move abroad.

Fair trade – A system that ensures farmers and workers receive fair wages and working conditions.

Sustainability – Meeting the needs of the present without compromising the future.

Lesson 1: How Can We Measure Development?

Summary:

- **Development** means improving people's quality of life.
- Countries are grouped as LICs (Low Income) such as Kenya, NEEs (Newly Emerging) such as Brazil, and HICs (High Income) such as the USA.
- We use **indicators** to measure development:
  - **GNI per head**
  - **Life expectancy**
  - **Literacy rate**
  - **Doctors per 1,000 people**
  - **Electricity access**
- These help us compare countries and spot patterns.

Lesson 2: How Do Economic Sectors Help Shape Development?

Summary:

- **Sectors of the economy**:
  - **Primary**: farming, fishing, mining
  - **Secondary**: factory work, manufacturing
  - **Tertiary**: services like teachers or hairdressers
  - **Quaternary**: research and technology
- As countries develop, they shift from **primary** → **secondary** → **tertiary** → **quaternary**.
- This is shown in the **Clarke-Fisher model**.
- Example: making a fish finger involves **all four sectors**.

Lesson 3: Why Has Globalisation Happened?

Summary:

- **Globalisation** is the growing connection between countries through **trade, transport, and technology**.
- UK cities benefit from being **well connected** with airports, seaports, and railways.
- These connections create:
  - **Social opportunities**
  - **Economic opportunities**
  - **Environmental risks**

Lesson 4: How Has Globalisation Changed Our World?

Summary:

- Globalisation spreads culture and businesses (called **cultural diffusion**).
- **TNCs** like McDonalds expand worldwide.
- **Benefits**: jobs, cheaper goods, new ideas.
- **Challenges**: environmental damage, health risks, cultural loss.
- Example: McDonald's global menu shows how culture
- changes.

Lesson 5: How Do TNCs Influence Different Countries?

Summary:

- **TNCs (Transnational Corporations)** operate in many countries.
- They bring:
  - **FDI (Foreign Direct Investment)**
  - **Jobs and infrastructure**
- But also:
  - **Exploitation** of workers
  - **Environmental harm**
  - **Profit leakage** (money goes back to HICs)
- Example: Texaco in the Amazon – benefits vs serious damage

Lesson 6: Does Fast Fashion Create More Opportunities Than Challenges?

Summary:

- **Fast fashion** is cheap clothing made quickly.
- Clothes are made in **LICs** like Bangladesh BD.
- Opportunities: jobs, economic growth
- Challenges:
  - Unsafe conditions (e.g. Rana Plaza collapse)
  - **Sweatshops** – low pay, long hours
  - **Environmental damage** – landfill, water use
- **Supply chains** connect many steps – from cotton fields to shops.

Lesson 7: Can Globalisation Be More Sustainable?

Summary:

- **Sustainability** = meeting today's needs without harming the future.
- **Fair Trade** helps farmers earn fair wages and supports community development.
- Examples: Coffee farmers like Jose from Honduras earn more through Fair Trade.
- Globalisation can be better if we:
  - **Reduce waste**
  - **Cut carbon footprints**
  - **Support ethical brands**

Introduction to the UK/Skills revision – Year 7

Key terms:

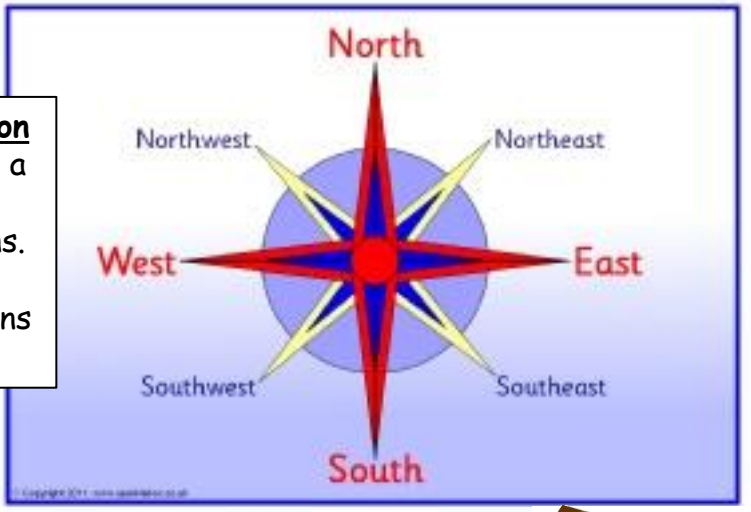
Physical: The branch of geography dealing with **natural features**.

Human: The branch of geography dealing with how **human activity** affects or is influenced by the earth's surface.

United Kingdom: a **group of Islands separated** from the rest of **Europe** by the sea.

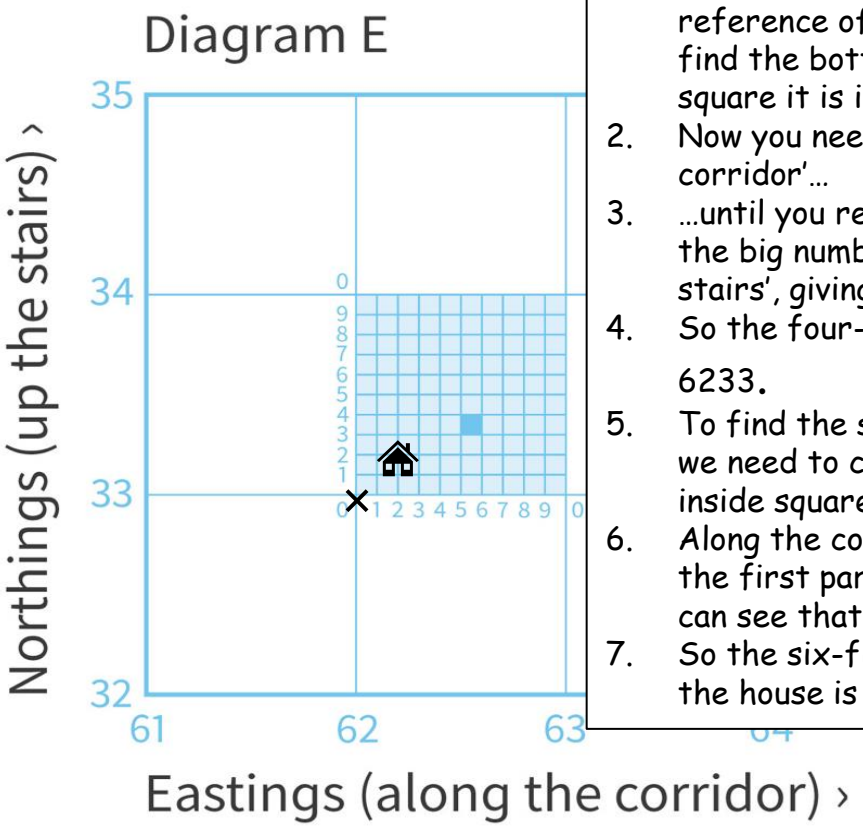
Compass Direction

A compass helps a Geographer give precise directions. There are 8 compass directions in total.

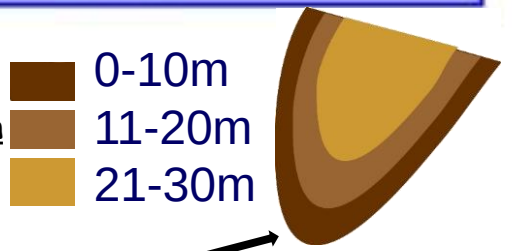


Grid references

1. To find the four-figure grid reference of the house, you need to find the bottom left corner of the square it is in. It is marked with an X.
2. Now you need to go 'along the corridor'…
3. …until you reach the X which gives you the big number 62 and then 'up the stairs', giving you the number 33.
4. So the four-figure grid reference is 6233.
5. To find the six-figure grid references we need to count the small squares inside square 6233.
6. Along the corridor we can see that the first part is 622. Up the stairs we can see that the second part is 332.
7. So the six-figure grid reference for the house is 622332



How can we show relief on a map?



1. **Colour shading**
2. **Spot heights**
3. **Contours**

How is scale shown on a map?

1. A scale line

2. Use ':' which means 'represents' 1 : 25000

This means 1 centimetre/metre/kilometre on the map represents 25,000 centimetres/metres/kilometres on land.

DUAL CODING

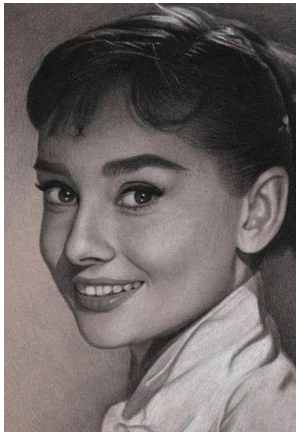
Based on some key knowledge from your ***History*** and ***Geography*** knowledge organisers, can you assign different parts of this knowledge to images to help you remember this in the future? Consider your images carefully.

Image	Key Knowledge

Image	Key Knowledge

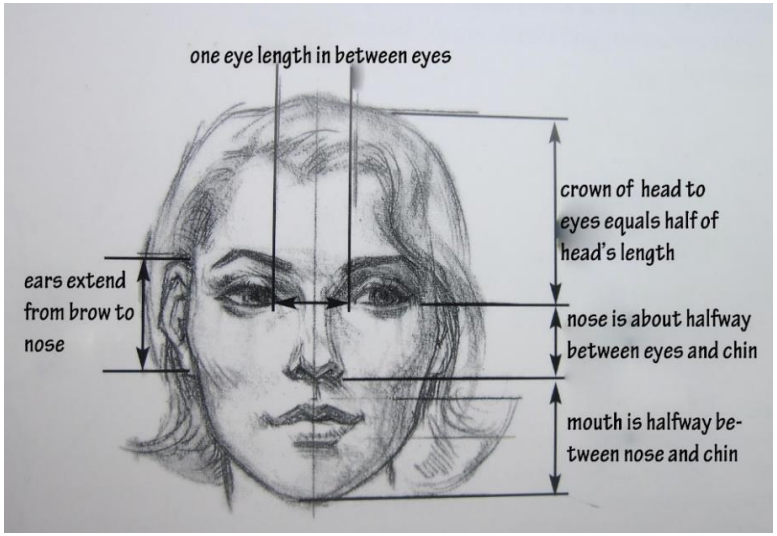
Art

Portraiture

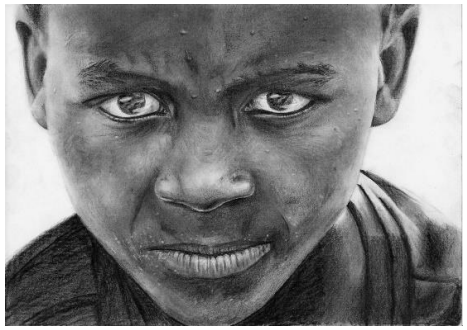


A portrait focusses on the face and it's expression.

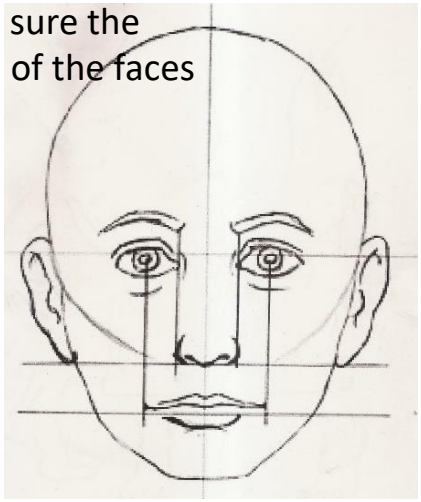
A portrait tries to show how the person truly looks, their personality and even the mood of the person.



Portraits can be photos, sculptures, pencil studies, prints and paintings etc.



Artist use mathematics to make sure the 'proportions' (size and position) of the faces features are correct.

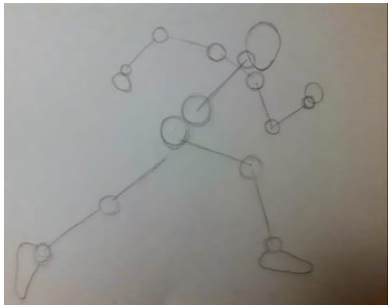


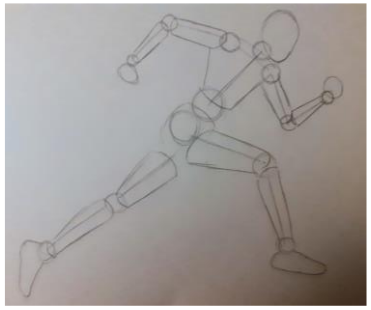
Artists use tone and texture to create a realistic 3D portrait.

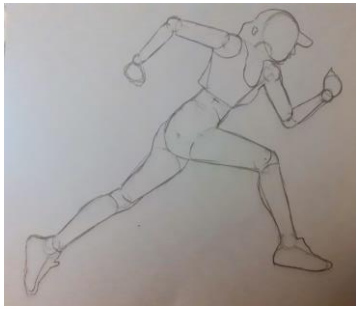
Portraiture has recorded history through the ages.

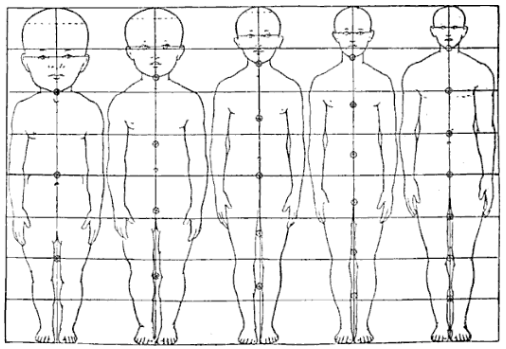
Hyper realism – Art that is so detailed and accurate that it looks like real life.

Figure Drawing – The Basics





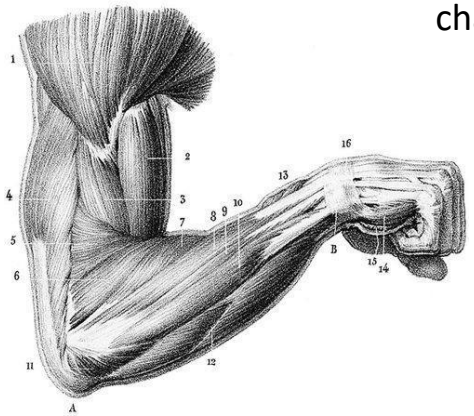




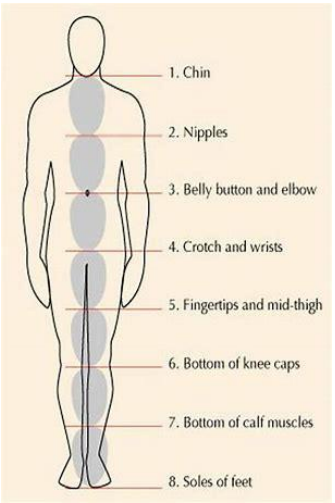
The proportions of the human body change as you age.

- Artists use mathematics and careful measurements to ensure correct proportions.
- They work out the distance between the joints and basic shapes and size of the body segments to ensure correct proportions.

Artists often use wooden mannequins to practice achieving the correct proportions.



Anatomy studies helped artists to work out the true structure of the body and draw it with greater accuracy.



Artists can break down the body into head sized portions to ensure accuracy.

Engineering

Year 8 Desk Tidy Storage with USB light: Iterative Design

Vocabulary:

Felling- the process of cutting down trees
Veneer-a thin decorative covering of fine wood applied to a coarser wood or other material
Seasoning-process of drying out or removing moisture from natural wood
Prototype- a draft model to test an idea
Smart materials-materials that have one or more properties that react to stress, moisture, electric or magnetic fields, light, temperature, pH, or chemical compounds.
Resin –synthetic substance used in glues and varnishes
Adhesive- glue
Crating- a technique for drawing accurately using boxes
Isometric- horizontal lines are at 30 degrees. A technique for drawing in 3D
CAD- Computer Aided Design
Tri-Square- used for marking straight lines parallel to a straight edge- not measuring
Coping Saw- cuts curves and is used for think wood or plastic.
Tenon Saw- cuts straight edges on wood only
Glass Paper- smooths wooded surfaces to prepare for painting
Working drawing – an accurate drawing of a design with all the measurements used in manufacturing
Finger Joint- used for box joints. Interlocking fingers.
Butt Joint- pushing two ends of a material together
Dowelling Joint- small wooden rods used to join wood
Iterative Design- circular design process, continued development and improvement with testing
Sustainable –renewable, green design.

Hardwoods

Comes from deciduous trees

This is a broad-leaved tree which loses its leaves in the winter.

Beech
Oak
Ash
Teak

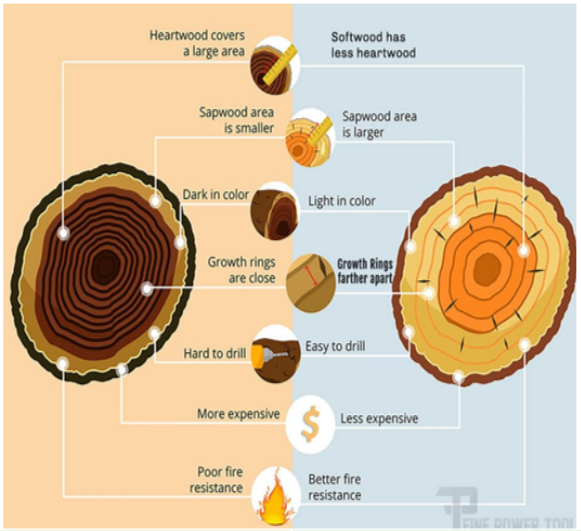
Softwoods

Comes from coniferous trees

This tree is an evergreen(green all year),needle leaved, cone-bearing tree.

Pine
Spruce
Cedar
Fir

Hardwoods Vs Softwoods

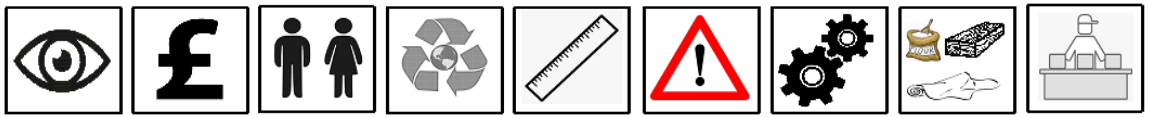


Hardwood

- Darker in colour
- Heavy
- Close grain
- More expensive
- Lasts for several decades
- Natural weather resistance
- More environmental impact

Softwood

- Lighter in colour
- Lighter weight
- Open grain
- Less expensive
- Lasts for over a decade
- Weather resistant only when treated
- Less environmental impact

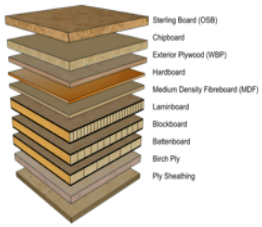


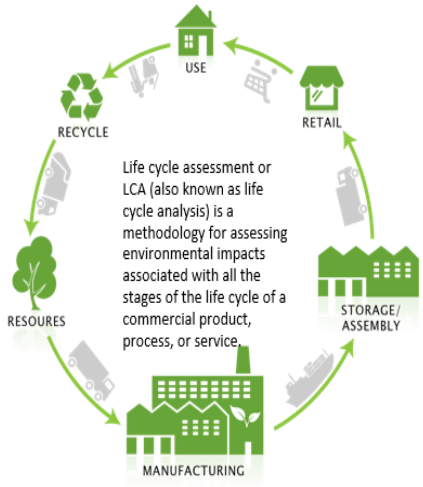
Aesthetic **Cost** **Client** **Environment** **Size** **Safety** **Function** **Material** **Manufacture**

Manufactured Boards

Manmade boards are commonly used in the construction industry, for interior fittings and furniture. They are more stable than natural woods and are less likely to warp and twist out of shape.
The three main types are; plywood's (laminated boards), particle boards and fibreboards. They are all manmade in factories / mills. They are usually composed of natural woods and resins which binds them together.

- Made from using off cuts or recycled wood
- Available in large boards and a wide range of thicknesses
- Are usually painted, laminated or veneered as the surface texture is not as nice as natural wood
- Cheaper than natural woods and environmentally friendly (sustainable)
- Can be cut to the size required and made to order
- Very flat and do not warp or twist like natural woods





Life cycle assessment or LCA (also known as life cycle analysis) is a methodology for assessing environmental impacts associated with all the stages of the life cycle of a commercial product, process, or service.

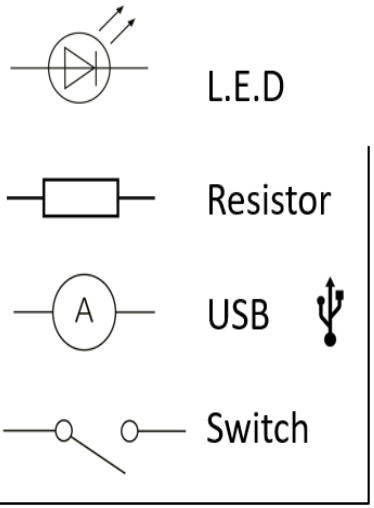
Hardwoods	Softwoods	Manufactured Boards
Generally harder/tougher than other woods. Weak along the grain, strong against	Easier to cut and work with (open grain) Weak along the grain, strong against	Variety of strengths, can be improved due to structure e.g. no grain or alternative grain direction
Trees bear fruits with seeds. Seeds have coverings.	Seeds fall to ground, are not covered e.g. Pine cones	Made in a factory, can use waste from natural wood e.g. chips or fine dust
Leaves fall off in autumn.	Does not loose its needles/pines	Made in a factory using glues, and chemicals
Very long growth time (100+ years)	Grows quickly (30 years)	Made quickly and to order
Usually harder to cut because it is more dense (close grain)	Generally easier to cut	Some are easy to cut but some due to structure are tough.
Less likely to warp or twist	More likely to warp or twist	Flat as a pancake.
Nice aesthetic, rarely painted just wax or varnish	Nice aesthetic, with wax or varnish. Can be painted	Usually painted, laminated or veneered
Very expensive to buy	Cheaper to buy	Can be cheaper that softwood

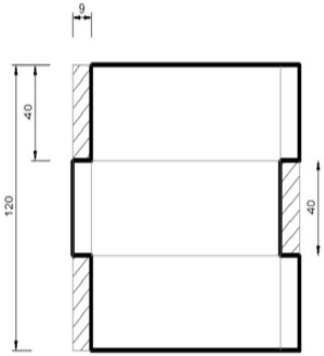
FOREST STEWARDSHIP COUNCIL FSC

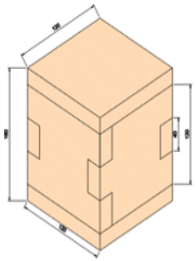
The Forest Stewardship Council® (FSC®) is the world's leading organisation for responsible forest management. They are a global, not-for-profit organisation that brings together experts from environmental, economic and social areas to promote sustainable methods of taking care of forests for future generations.
As part of their mission, the FSC® runs a global certification that ensures that healthy forests are maintained, and the rights of forestry workers and forest dwellers are protected.

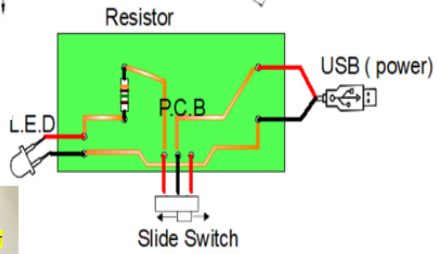
Engineering

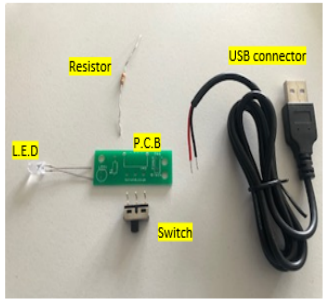
Year 8 Desk Tidy Storage with USB light: Iterative Design











A resistor is an electrical component that limits or regulates the flow of electrical current in an electronic circuit.
Current is a flow of electrical charge

Vocabulary

Jigs and Templates enable more than one part to be made several times, quality control in batch production
Bench Hook is for steadying and supporting work, it hooks into the bench vice
Vice: Used to clamp work to the bench to keep it steady
Glass Paper is for smoothing work
Flat Files are also use for smoothing
M.D.F. Medium Density Fibreboard (Manufactured wood made from wood fibres and glue)
Pine: A natural softwood
Acrylic: A type of plastic
Copper: A conductive metal wire used for electronic circuits.
Conductive: allows electrical current to travel or 'flow' through it
Risk Assessment a process of evaluating the potential risks that may be involved in a projected activity or undertaking.
L.E.D: Light Emitting Diode (a small light to indicate power in a circuit)
Resistor: In electronic circuits, resistors are used to reduce current flow
U.S.B: Univeral Serial Bus; electrical connector
Design Situation: A problem that has been identified.
Design Brief: A statement to explain how you will solve the problem (design situation)
Design Specification: A list of requirements your product must have or include to be successful and solve the design situation.

Difficulty

A hero is a real person or a main fictional character who combats adversity through feats of ingenuity, courage, or strength. The term hero is often used to refer to any gender, though heroine only refers to women. A villain is a character who opposes the hero. They are often the antagonist of the story.

cleverness

Enemy

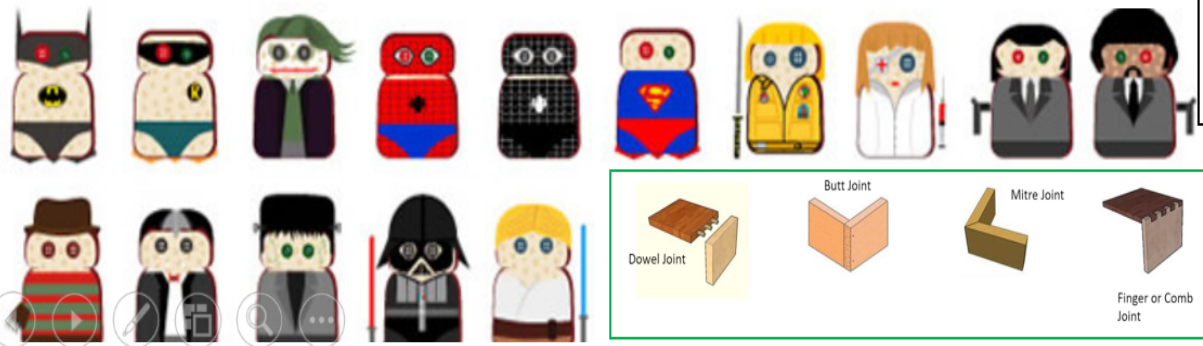
Ferrous
These are metals that contain iron. This means the metal will rust.

Non-Ferrous
These are metals that do not contain iron and therefore do not rust.

Thermoplastic polymers (plastics)
These plastics can be re-heated and re-shaped in various ways. They become moldable after reheating as they do not undergo significant chemical change

Thermoset polymers (plastics)
Once heated and moulded, these plastics cannot be reheated and remoulded. The molecules of these plastics are cross linked in three dimensions, and this is why they cannot be reshaped or recycled.

Smart Material
materials that exhibit (show) a physical change in response to some external stimuli (for example, environment e.g., light or heat) . E.g., shape memory alloy, thermochromic pigment, photochromic pigment



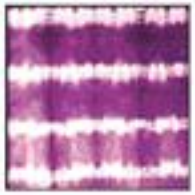
Textiles

Year 8 Rotation Textiles Knowledge Organiser:
Methods of adding colour to fabric

Aesthetics Cost Client Environment Size Safety Function Material Manufacture

Tie dye - A resist method of dyeing fabric, using string or elastic bands

Swirl effect:
- Place fabric on a flat surface.
- Pinch up the centre and twist into a spiral.
- Secure the shape with 2 rubber bands to form 4 sections



Striped effect:
- Starting with a wide edge, pleat the fabric in opposite directions in deep folds forming a concertina effect.
- Bind tightly at intervals along the length of the folded strip with string or rubber bands.

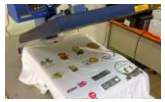
Circle effect:
- Place fabric flat on a surface
- Pinch the centre of the fabric and pull into a cone shape.
- Using string or rubber bands, bind tightly at intervals from the cone centre downwards.

Marble effect:
- Place fabric flat on a surface
- Crush the dry fabric tightly to form a ball and secure the shape with string or several rubber bands.

Heat Press/Transfer printing:

A heat press is a machine used that a transfer onto a printable (material). Using high temperatures and heavy pressures for a certain amount of time, the transfer is permanently embedded into the product.

Heat press



Key words to use in your analysis:

Tone	Aesthetics
Texture	Decoration
Repetition	Structure
Scale	Process
Pattern	Style
Shape	Trend
Connotation	Movement
Colour	Form
Textile Technique	

What is a source?

A source can be absolutely ANYTHING you are inspired by! Below is an example of different sources you will use throughout this project:

A theme mind map - Mind map all the things you can think of relating to your topic. Include images if you want to.

Mood Board - Collect images linked to your theme and make into a mood board.

Artist/Designer Analysis - Look at an existing artist or designer and complete an analysis of their work.

Annotating design ideas and work of other designers:

Use the following questions to help you annotate your work:

1. What colours do you use a lot of? What effect does this give?
2. Who do you think your designs are aimed at? Why?
3. Explain what you like/dislike about your work and why that is.
4. What techniques will you use to create your design and why?
5. Could different techniques be used to create different effects?
6. How does your design fit into the theme?

Block printing - is a method of printing textiles by stamping ink-dipped **blocks,** usually made from wood or linoleum, onto **fabric**.

Block printing has a long history that spans thousands of years. Originating in East Asia, the technique existed in China as one of the earliest surviving woodblock printing methods.
Images and text were cut into blocks of wood and printed onto silk cloth.
Eventually, the printing made its way to paper. Lino blocks are slightly different to wooden blocks and can easily be cut using special tools to create hand made blocks to print with.

Equipment used:

Inks

Lino cutter

Lino blocks

Ink roller

Wooden blocks

Components - Something extra you add to your work other than fabric. Components can be either decorative or functional.

KEY TERMS:

Decorative - to decorate fabric only
Functional - attached for a purpose

Decorative components:

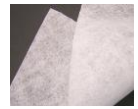
Beads

Lace

Sequins

Embroidery threads

Functional components:



Interfacing

Press studs

Buckle

Velcro

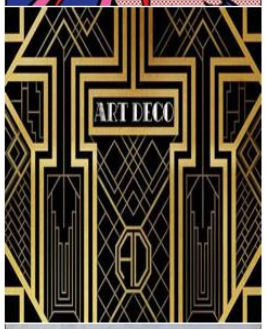
Functional and decorative components:

Ribbon

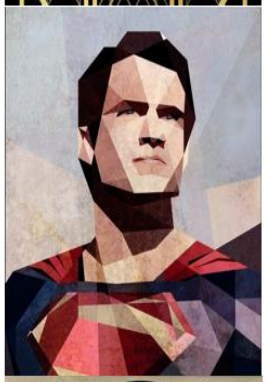
Zip

Buttons

POP ART



ART DECO



CUBISM

BAUHAUS

Alberto Alessi

Alberto Alessi was born in Italy and is most famous for his designs for everyday items made from metal and plastic. His designs are unique and stylish, aesthetically pleasing, with key features of his are the use of bright colours and different shape forms.

Wally Olins

Wally Olins is a British artist who is famous for ... theories on branding and corporate identity.

SUBLIMATION PRINTING

Select a blank. A blank references the mug or other dye-sublimation product that doesn't have an image applied to it yet.

Design work is inkjet printed, using special dye-sublimation inks and transfer paper. The transfer paper is only a temporary stop for the printed image.

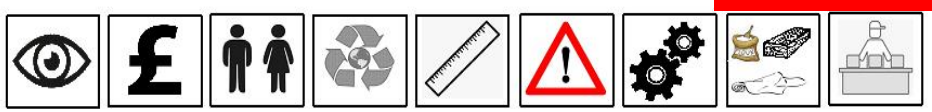
The blank and transfer paper are placed in a heat press. Heat and pressure are applied to transfer the image from the transfer paper to the surface of the blank.

The transfer paper is wrapped around and affixed to the mug or other dye-sublimation product. The image on the transfer paper is mirrored or backwards so text can be read correctly once it has been transferred.

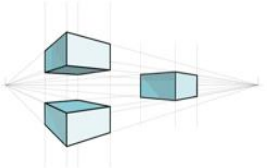
Finished Dye-Sublimation Product.

Vocabulary

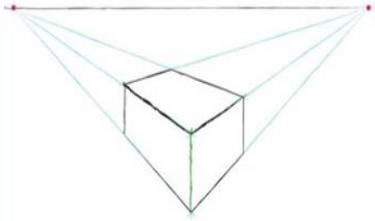
Branding- Wording or design to identify a particular brand e.g. golden arches for MacDonalds
Differentiate- Identify differences between
Distinctive- a characteristic that helps distinguish form another
Tonality- colour scheme and range of tones used in an image
Strategic-planned or calculated aims
Ambient- advertising that makes use of sites or objects other than the established media
Guerrilla- referring to actions or activities performed in an impromptu way
Corporate identity- Self-image of a company
Consultation- Meeting with an expert, formally discussing
Art Movement- a particular style followed by many artists during a specific time (e.g. pop art)
Development- an act of improving, refining, or expanding an idea
Dimension- a measurable extent of a particular kind, such as length, breadth, depth or height
Personification- the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form

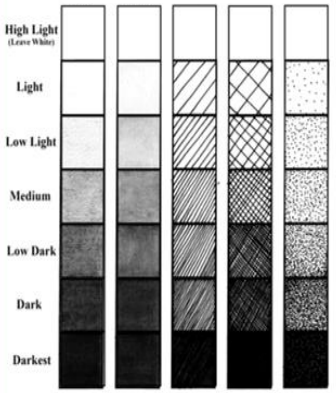


Branding Definition:
The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products



Two Point Perspective:
Using **two** vanishing points to create a 3D shape





Logo Design (technologystudent.com)

1. A successful logo is usually very simple in design.
2. The logo is easy to understand, even at a distance.
3. One or two colours are normally used.
4. Any writing is presented in a simple way and is easy to read.
5. A simple drawing or symbol is sometimes used

Pointillism is a technique of graphics in which small, distinct dots of color are applied in patterns to form an image.

Year 8 Food Studies Rotation

Starchy foods are our main source of carbohydrate and play an important role in a healthy diet. Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat, as shown by the Eatwell Guide. Starchy foods are a good source of energy and the main source of a range of nutrients in our diet. As well as starch, they contain fibre, calcium, iron and B vitamins. Wholegrain varieties of starchy foods and potatoes – particularly when eaten with their skins on – are good sources of fibre. Fibre is the name given to a range of compounds found in the cell walls of vegetables, fruits, pulses and cereal grains. Fibre that cannot be digested helps other food and waste products move through the gut more easily.

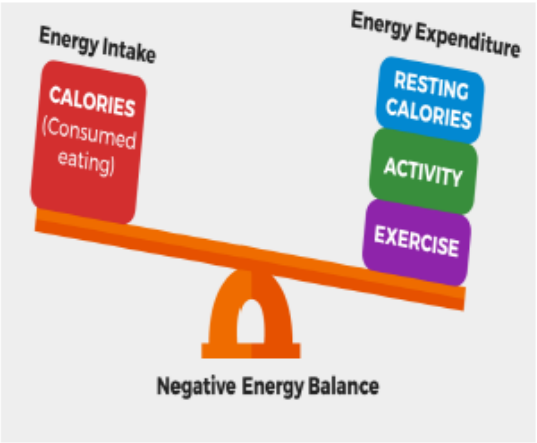
Starchy foods are complex carbohydrates- chains of carbon and hydrogen. They take longer to break down and therefore gives us energy for longer.

Temperature Zones- cooking food at the right temperature and for the correct length of time will ensure that any harmful bacteria are killed. Bacteria usually grow in the 'Danger Zone' between 8°C and 60°C. Below 8°C, growth slows down. Above 60°C the bacteria start to die.

Pathogenic- bacteria that produces a toxin
Binary Fission- the division of a bacteria into 2 and so on to create many.

Flour contains starch, which is a type of carbohydrate. As the starch heats up in the liquid, at about 60°C, the starch granules begin to swell and absorb the liquid. Once the mixture reaches a temperature of around 85°C the starch granules will have absorbed a large amount of water (about five times their own volume of water) and they then bump into each other, eventually bursting and releasing the starch from the granules into the liquid. The starch released into the liquid causes it to thicken. Gelatinisation is complete when the liquid reaches around 96C.

A ROUX= Equal mix of fat and flour



The versatile pasta bake is a comforting, easy dish that can often be pre-assembled, making it a perfect make-ahead meal.

Basic Sauce Recipes

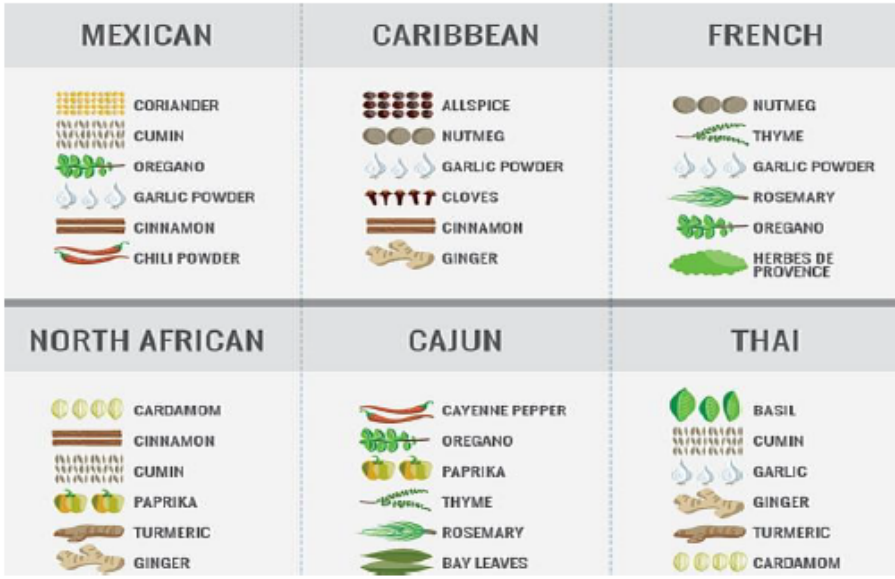
Tomato based sauce- 1 onion, teaspoon of garlic puree, 1 tin chopped tomatoes, fresh basil, salt and pepper

Cheese based sauce- 250ml milk, 25g plain flour, 25g butter, 50g grated cheese

Key skills- bridge and claw, temperature control on the hob, using the grill.

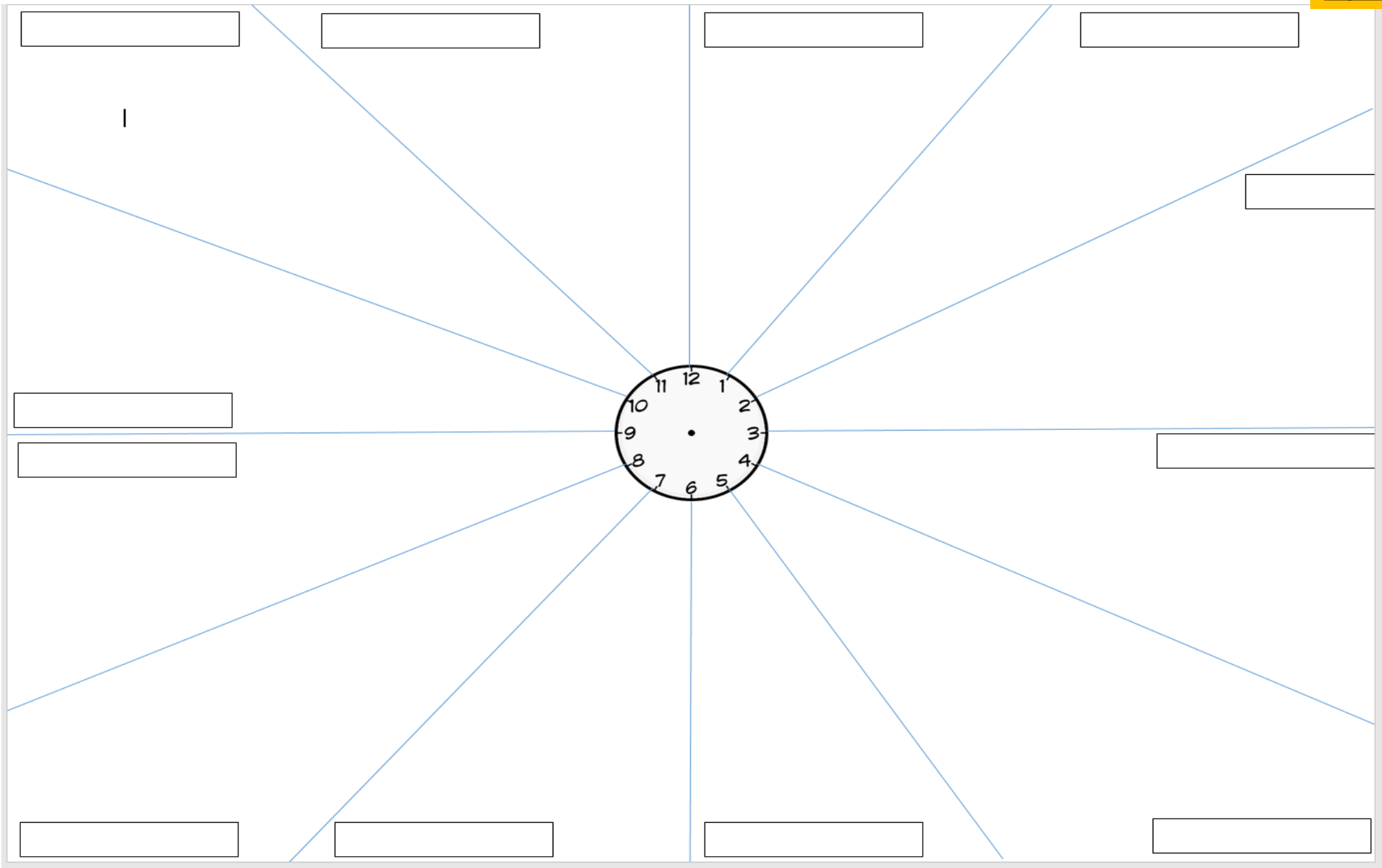
Remember- Protein means any type of meat or fish. Or lentils, beans and Vegetarian alternatives: Quorn Mince/sausage/ chicken style products

Adaptations-
Vegetables- courgette, peppers, spinach, mushroom, peas, sweetcorn
Proteins- chickpeas, quorn mince, chicken, prawns, tuna.
Toppings- mozzarella, fresh basil, chilli flakes, crisps, breadcrumbs.



REVISION CLOCK

Based on your current ***DT*** rotation, complete a revision clock which revises a number of the key pieces of knowledge included both on your knowledge organiser sheet and from your lessons. For each 5 minute section, add a new title and key information.



hooks and riffs

Exploring Repeated Musical Patterns

A. Key Words

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. HOOKS can either be a:

MELODIC HOOK – a HOOK based on the instruments and the singers

RHYTHMIC HOOK – a HOOK based on the patterns in the drums and bass parts or a

VERBAL/LYRICAL HOOK – a HOOK based on the rhyming and/or repeated words of the chorus.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.

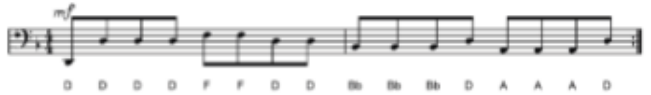
OSTINATO – A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in "classical" and some "World" music.

BASS LINE – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES.

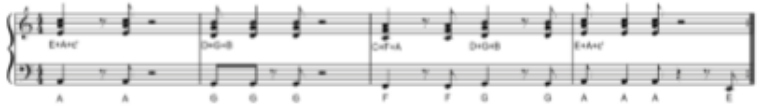
MELODY – The main "tune" of a song or piece of music, played higher in pitch that the BASS LINE and it may also contain RIFFS or HOOKS. In "Classical Music", the melody line is often performed "with" an OSTINATO pattern below.

B. Famous Hooks, Riffs and Ostinatos

Bass Line Riff from "Sweet Dreams" – *The Eurythmics*

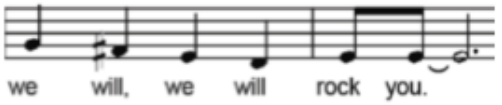


Riff from "Word Up" – *Cameo*

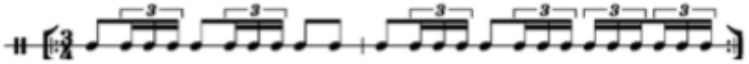


Rhythmic Riff from "We Will Rock You" – *Queen*

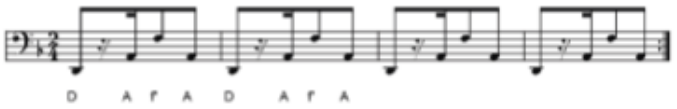
Vocal and Melodic Hook from "We Will Rock You" – *Queen*



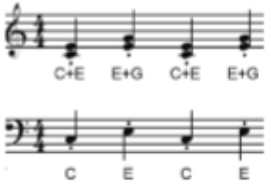
Rhythmic Ostinato from "Bolero" - *Ravel*



Bass Line Ostinato from "Habanera" from 'Carmen' - *Bizet*



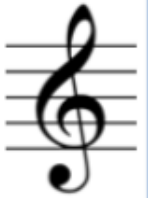
Ostinato from 2nd Movement of Symphony No.101 (The Clock) - *Haydn*



C. Music Theory

REPEAT SYMBOL – A musical symbol used in staff notation consisting of two vertical dots followed by double bar lines showing the performer should go back to either the start of the piece or to the corresponding sign facing the other way and repeat that section of music.

TREBLE CLEF – A musical symbol showing that notes are to be performed at a higher pitch. Also called the G clef since it indicates that the second line up is the note G.



BASS CLEF – A musical symbol showing that notes are to be performed at a lower pitch. The BASS LINE part is often written using the BASS CLEF. Also called the F clef since it indicates that the fourth line up is the note F.

Knowledge Organiser Year 8

- **Canon:** this technique requires dancers to take it in turns to perform a movement that is then identically copied and performed by others.
- **Formation:** to form a certain arrangement, such as two facing lines or a circle, square etc. The position of the dancers.
- **Levels:** refers to high, medium and low. Low levels are close to the ground or with the majority of the body touching the ground • Medium levels are created between the knees and shoulders • High levels are created above the shoulders and head.

Dancing 1970's

Disco dancing is a vibrant and expressive form of social dance that emerged in the 1970s alongside the rise of disco music. It is characterized by its energetic, rhythmic moves, often performed with a sense of freedom and individual style. Disco dancing is enjoyed as a social activity, with or without a partner, in clubs and other venues with flashing lights and loud music.

MIND MAPS

HOW TO TAKE NOTES — **MIND MAPPING AND BRAINSTORMING**

ABOUT

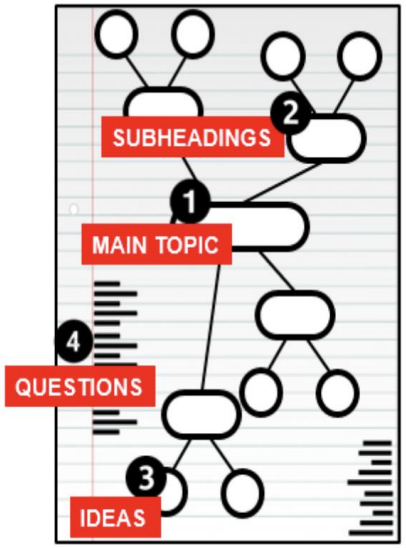
Mind Mapping and Brainstorming is a highly visual method of representing information

- Establishes links and relationships between ideas and concepts
- Can be used to take notes as part of the Cornell Method
- Effective when working from textbooks or written notes

HOW

- This works far better on paper then as a digital method
- Make sure you start in the centre of the page

1. TOPIC
2. SUBHEADINGS
3. IDEAS
4. QUESTIONS



1
- Determine **the overall topic** or theme
- Write this in **the centre of your page** and **circle it**
- If the main focus of your mind map changes – create an **additional mind map** – do not add the new focus to the mind map that you are already working on.

2
- You will need to add **major facts** (**subheadings**) that relate to your main topic

3
- Each subheading will have at **least one idea** related to it.
- Make sure that your **ideas are visually distinct** from your subheadings

4
- Use the edges of your document to **write questions**
- These should **relate to the ideas** in your mind map
- You could also use these areas to **expand on points** that need additional clarification on the main mind map

Mind maps are a great way to revise key information. Have a read through the information on your ***Dance*** and ***Music*** pages and then use the information below to help you create mind maps.

PE

Physical Education Year 8 Football

Tactics

Park the bus	When teams have all their players sitting deep and defending.
All-out-attack	When teams have majority of their players attacking to try and score.
Possession	When teams have control of the ball.
Counter-attack	When a team wins the ball back and starts an attack straight away.
Long ball	When teams attempt to move the ball a long distance with the ball in the end.
Pressing	When teams try to win the ball off the opposition quickly.
Using width	When teams aim to get the ball to their wingers to get crosses into the box.
Man to man	When defenders all have an opposition player to follow and mark.

Turns:

Cruyff turn – drag the ball behind your planted foot.

Drag back - place the bottom of the foot on the ball, roll it backward, and then turn with it.

Body feint - trick the opponent without touching the ball.

Step over - roll your foot over the top of the ball without touching it, to deceive an opposing player.

Dummy - let the ball run through your legs or cut away from the ball and let it go to another player.

Formations

The first number refers to defenders, second number midfielders and last number forwards.

When referring to different formations we don't include the goalkeeper. Different formations include: 442, 433, 4231, 451, 352, 343, 3421, 532, and 523.

Using width

By creating space before receiving a pass, a player will avoid immediate pressure, giving himself time to make good decisions with the ball and a chance to execute them.

Creating width also helps stretch the opponent and forces them into difficult situations.

PE

Physical Education Y8 Table Tennis

Table Tennis Serving Rules Singles

1. The ball must rest freely on the palm
2. The ball should rise vertically for a minimum height of 16 cm (6.3 inches)
3. The first bounce must be on the server's side
4. Keep the ball above the level of the playing surface and behind the end line
5. Don't hide the ball during service

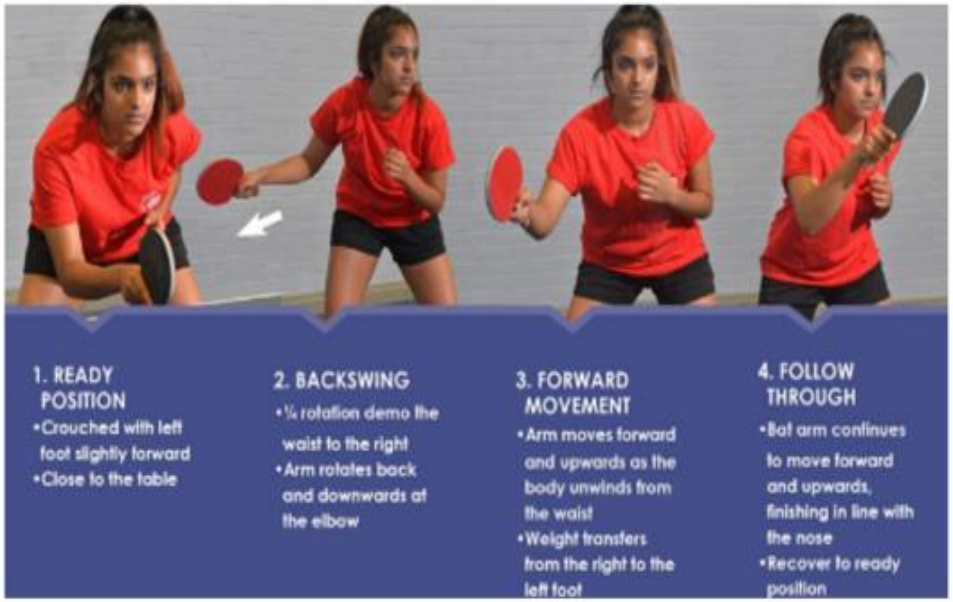
Table tennis block shot

The block shot is a defensive stroke that allows a player to use the speed of their opponent's shot against them. It needs to be completed straight after the bounce to ensure that the player maintains control of the ball

Table tennis forehand smash

The forehand smash is a fast, hard and powerful stroke that aims to force the opponent away from the table or to win a point outright. However, the shot is not always about force and requires the player to use good timing, technique and precision simultaneously

Forehand Drive



Key Skills

Backhand - a stroke done directly in front of the body, with the racket turned so that the back of the hand faces the opponent

Backspin - a type of spin where, if struck with a normal racket position, the ball would not make it over the net

Drop shot - a surprise shot where the ball is placed precisely near the net

Forehand - a stroke done to the right-front (for right-handers) of the body, with the racket in a normal position (palm of hand facing opponent)

Lob - a defensive shot used against high-speed balls, where the ball (usually with unpredictable spin) is returned very high in the air, causing difficulty in timing and technique

Loop - an offensive shot that carries a tremendous amount of topspin

Serve - the beginning of a point where one player strikes the ball after tossing it. Usually used tactically to set up a strong attack

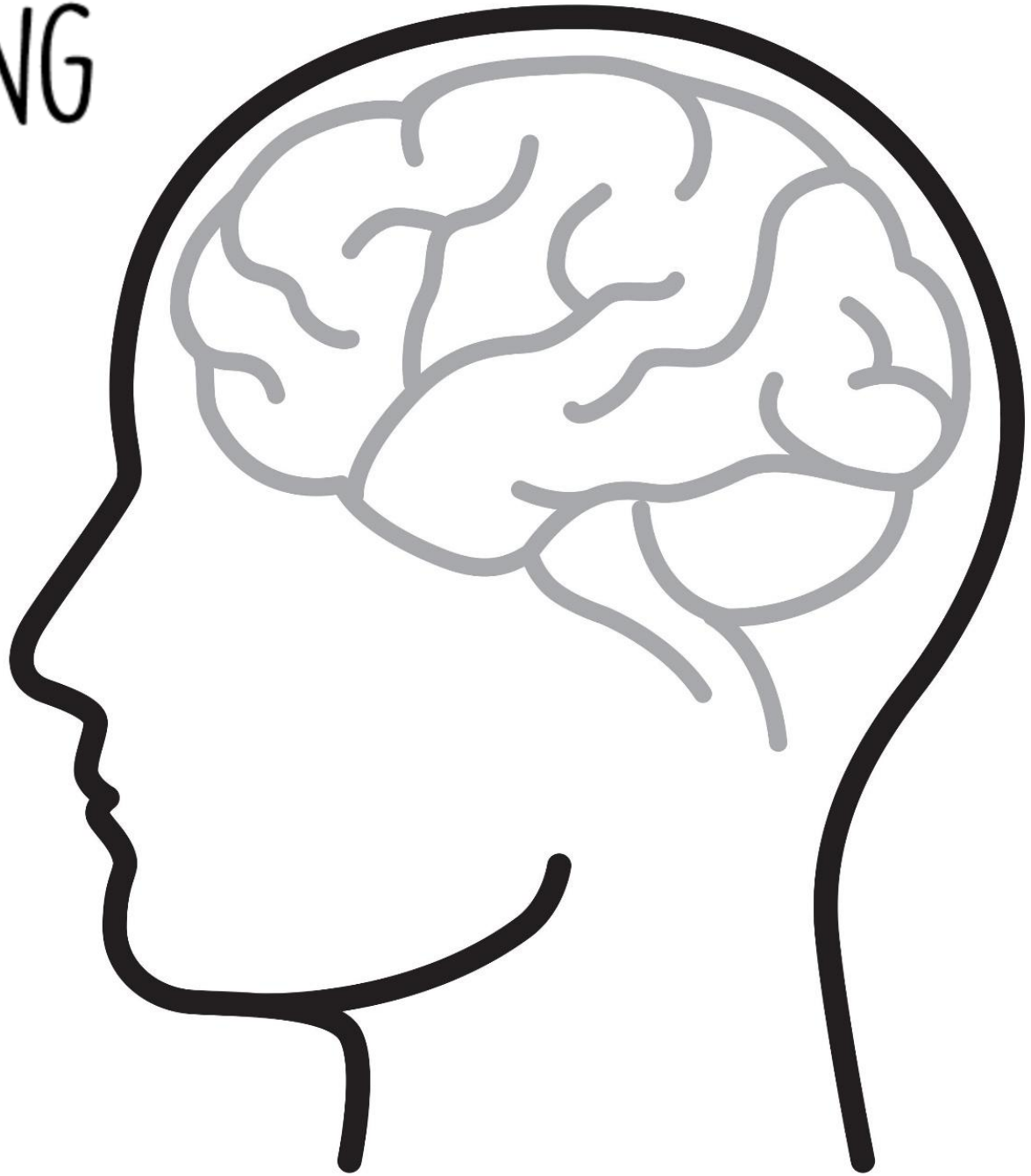
Sidespin - a type of spin where, if struck with a normal racket position, the ball would travel either to the right or left without landing on the table

Smash - an offensive, high-speed shot used against high balls, where the racket is in a normal position to generate the most speed possible. Also called a kill

Topspin - a type of spin where, if struck with a normal racket position, the ball would travel over the opposite side of the table without hitting the surface

BRAIN DUMPING

Within the 'brain', add all of the knowledge you can remember from ***PE*** without looking back at the sheets. Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge you should now continue to revise. Continue this process until you can remember everything on the page.



Year 8: When did Islam begin and what are the key beliefs?

Knowledge organiser

Key vocabulary

99 names of God 99 characteristics of God used by Muslims to try to describe what God is like

Allah The Arabic word for God

caliph The Arabic word for the leader of the whole Muslim community after the death of Muhammad; it literally means 'successor'. Sunni Muslims call the first four caliphs 'Rightly Guided Caliphs'

Caliphate The Islamic community ruled over by the caliph

circumcise To remove a male's foreskin

civil war A war between people of the same nation or region

Constitution of Medina The laws passed by Muhammad in Yathrib when he and his followers first settled there

Day of Judgement A day when all people's faith and deeds will be judged by God

hafiz Someone who has memorised the Qur'an (a man is a hafiz and a woman is called a hafiza)

Hijrah The migration of Muhammad and his followers to Yathrib (Medina) in 622 CE

idol A picture or object that people worship as part of their religion

Jahannam Hell

Jannah Paradise or heaven

Ka'aba A key holy site in Mecca; before Muhammad's time, this building contained 360 idols

Mecca A city in present-day Saudi Arabia; Muhammad was born here in 570 CE

Medina One of the main cities in Arabia in the time of Muhammad (originally called Yathrib); Muhammad and his followers fled here to escape persecution and create a new Muslim community

monotheism Belief in one God

mosque The place of worship for Muslims; it literally means 'place of prostration'

polytheism Belief in many gods

prophet A messenger of God

Qur'an The holy book of Islam, which Muslims believe contains the word of God; it literally means 'recitation'

Ramadan The ninth month of the Islamic year (which is based on the moon)

Revelation A message revealed by God to humans

Shi'a A minority group of Muslims who believe that Ali and his descendants should have succeeded Muhammad as leaders of Islam; the word means 'party of Ali'

shirk The Arabic word for the sin of worshipping anything other than God

Sunni The majority (about 85 per cent) of Muslims across the world who believe that the Rightly Guided Caliphs were rightful successors of Muhammad; the word means 'people of the tradition'

surah A chapter of the Qur'an; there are 114 surahs in total

tawhid Belief in the oneness of God

The Blue Mosque, Istanbul, Turkey.

Key facts

- Islam is the second-largest and fastest-growing religion in the world. It is a monotheistic faith that began in Arabia in the lifetime of the Prophet Muhammad, who was born in Mecca in 570 CE. Islam means 'submission' and Muslim means 'one who submits to God'.
- Muslims believe that Muhammad received revelations over 23 years from God about how people should live. The first revelation was received from the angel Jibril in 610 CE while Muhammad was praying in a cave. This event is known as the Night of Power. The revelations received by Muhammad were memorised by his followers and recorded in a book called the Qur'an after his death.
- Muhammad was a religious and political leader as well as a warrior who ruled first over Medina and then Mecca. He fought against persecution of early Muslims and by the end of his life was the most influential man in the Arabian Peninsula. He gained wide recognition as a prophet and brought previously warring tribes under Islamic rule.
- After Muhammad's death, Islam continued to spread under the rule of the caliphs, and a large Caliphate (empire) was established. However, there was disagreement amongst Muslims over who should succeed Muhammad as leader, which caused the religion to split into two groups: Sunni Muslims and Shi'a Muslims.
- Modern versions of the Qur'an are based on an official Qur'an compiled under the rule of the third caliph, Uthman. The Qur'an is written in Arabic and split into 114 surahs. It is believed to be the word of God and is treated with great respect by Muslims.
- Tawhid – the belief that God is one – is the most important Islamic belief. Anything that goes against tawhid is considered shirk. Muslims often describe God using 99 names, but ultimately Muslims believe that God is beyond anything that humans can describe or imagine.
- Muslims believe that Muhammad was the final prophet sent by God, but they believe God also revealed himself to earlier prophets mentioned in Jewish and Christian scriptures, like Adam, Abraham and Moses. Muslims believe that Jesus was a prophet, but think that viewing him as the Son of God is shirk.
- Muslims believe that there will be a Day of Judgement, when God will send people to paradise (Jannah) or hell (Jahannam) depending on their faith and deeds.

Key people

Abu Bakr The first Rightly Guided Caliph (632–634 CE) and Muhammad's closest companion

Abu Talib Muhammad's uncle

Ali The fourth Rightly Guided Caliph (656–661 CE) and Muhammad's cousin and son-in-law

Amina Muhammad's mother

Bilal A former slave who was one of Islam's first converts

Fatima Muhammad's daughter, who married Ali

Hussein Ali's son, who was killed in the Battle of Karbala

Ibrahim A prophet in Islam, known as Abraham in English.

Isa An important prophet in Islam; Jesus in English

Khadija A wealthy businesswoman and widow who became Muhammad's wife when she was 40 and was also the first to believe his message after the Night of Power

Muawiya The successor to Ali as the fifth caliph

Muhammad The final prophet, who received God's full revelation; he lived from 570–632 CE; Muslims will say or write PBUH after his name to show respect

Musa An important prophet in Islam; in English, Moses

Umar The second Rightly Guided Caliph (634–644 CE)

Uthman The third Rightly Guided Caliph (644–656 CE)

KEYWORD REVISION

Copy some of the definitions of the ***RE*** key vocabulary into the boxes below from your knowledge sheet and then see if you can add in the keywords without looking back at your work. Alternatively, you can do it the other way round and see if you can add in the correct definitions without looking.

Keyword:	Definition:

Fancy some additional Class Charts points? Impress your teachers with any of these BHAmazing pieces of vocabulary, and they will award you extra CC points. Challenge: Can you use them in any sentences and show a member of the Senior Leadership Team?

Word List 1	Word List 2	Word List 3	Word List 4	Word List 5	Word List 6	Word List 7
Myriad (adjective) – many	**Caustic** (adjective) – mean / harsh	**Tension** (noun) – feeling of anxiety or nervousness	**Omniscient** (adjective) – all-knowing	**Sentimental** (adjective) – emotional	**Oppressed** (adjective) – subjected to cruel mistreatment	**Metamorphosis** (noun) – a change / transformation
Assert (verb) – state a fact confidently or forcefully	**Elucidate** (verb) – to make clear	**Oblivious** (adjective) – unaware	**Gullible** (adjective) – believes things easily	**Bawdy** (adjective) – rude or vulgar	**Subservient** (adjective) – obedient / submissive	**Abhorrent** (adjective) – repulsive
Egregious (adjective) - outstandingly bad	**Esoteric** (adjective) – likely to only be understood by a small number or people / obscure	**Naïve** (adjective) – Inexperienced / unaware	**Supercilious** (adjective) – arrogant	**Hypermasculine** (adjective) – overly masculine	**Exploit** (verb) – to use someone for your own good	**Abhor** (verb) – to hate
Erroneous (adjective)- wrong	**Tenuous** (adjective) – weak or fragile	**Pretentious** (adjective) – arrogant	**Tyrannical** (adjective) – a cruel dictator	**Atavistic** (adjective) – has characteristics of an earlier generation	**Epiphany** (noun) – a sudden realization	**Fate** (adjective) – destiny
Engender (verb) – to cause	**Perfunctory** (adjective) – carried out with minimal effort	**Pompous** (adjective) – arrogant	**Brazen** (adjective) – bold, shameless	**Troglodytic** (adjective) – like a caveman	**Façade** (noun) – a front (to 'wear a façade' means you wear a metaphorical mask, covering your true emotions or character)	**Integral** (adjective) – important
Employ (verb) – to make use of	**Moral** (noun) – a lesson	**Privileged** (adjective) – having an advantage over other, usually wealth	**Elusive** (adjective) – mysterious	**Apathetic** (adjective) – indifferent / lazy	**Microcosm** (noun) – a smaller community which represents a larger one	**Demise** (noun) – a person's downfall or death
Salient (adjective) – most noticeable and important	**Autonomy** (noun) – independence	**Compassionate** (adjective) – sympathetic	**Chauvinistic** (adjective) – has an attitude of superiority to opposite sex	**Segregated** (adjective) - separated	**Aloof** (adjective) – stand-offish	**Ridicule** (verb) – to make fun of
Advantageous (adjective) – providing an advantage / beneficial	**Assertive** (adjective) – confidence	**Vindictive** (adjective) – spiteful, cruel	**Materialistic** (adjective) – cares for objects and commodities	**Misogynistic** (adjective) – hateful towards women	**Degenerate** (adjective) – disgusting	**Deride** (verb) – to mock
Galvanize (verb) – to shock or excite someone into action	**Conceited** (adjective) – excessively proud / vain	**Duplicitous** (adjective) – having two sides	**Prophetic** (adjective) – able to accurately predict	**Choleric** (adjective) – quick-tempered, angry	**Depraved** (adjective) – immoral / evil	**Contempt** (noun) – hate
Substantiate (verb) – to provide evidence	**Superior** (adjective) – better than	**Narcissistic** (adjective) – self-obsessed	**Impulsive** (adjective) – rash / careless	**Secular** (adjective) – not religious	Feral (adjective) – wild	**Hysterical** (adjective) – uncontrolled emotion

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.