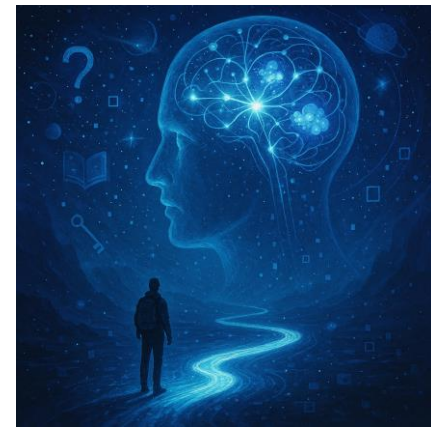
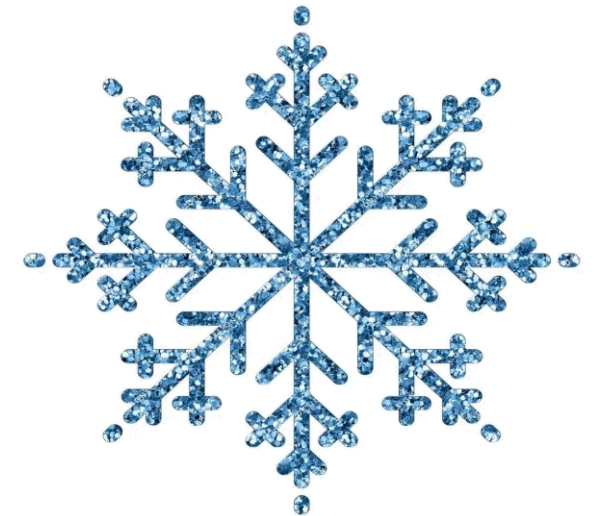


# YEAR 8



## BHA's Knowledge Quest

**Autumn 2  
(Nov - Dec)  
2025-2026**



# 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 Seneca homework, 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. Engineering Seneca assignment to prepare for BBB assessment set as part of the rotation. Independent self-quizzing from Knowledge Organiser.

**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

[illegible]

**Enrichment and Intervention 2025-26**

**Autumn Half Term 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b> 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open
<b>Lunch</b> 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Table Tennis LG	MUGA Year 11 Library Year 10 Yr 8 Table Tennis LG	MUGA Year 10 Library Year 9 Yr 9 Table Tennis LG	MUGA Year 8 Library Year 8 Yr 10 Table Tennis LG	MUGA Year 7 Library Year 7 Yr 11 Table Tennis LG
<b>Period 7</b> Monday Tuesday Thursday 3.30pm – 4.30pm	Yr 7, 8, 9 Keyboard club- Room 36 SW Year 11 Open / MFL Subject Intervention <b>B Block</b> Week 1: <b>C Block</b> Week 2: Year 9 football (Field) WT	Year 11 Science Intervention All years Table tennis (Large Gym) GH All years Basketball (MUGA) WT- <b>New</b> Year 7 and other beginners Latin Club Room 60 AA Year 8 football (Field) JS All years Dance Club (Dance studio) CG All years <i>Hooked on Bristnall</i>	Year 11 English and Maths Intervention Year 7/8 Trampolining (Small Gym) KHA All years Table tennis (Large Gym) WT <b>New</b> Year 10 Football (Field) NK All years Dance Club (Dance studio) JR All years Board Game Club Room 55 AK All years The Rep Theatre – Performing Arts Club Room 16	Year 11 Geography /History Intervention Year 7 Football (Field) NK All years Legacy cohort Latin Club Room 60 AA All years Netball (MUGA) GH <b>New</b> Year 9/10 Trampolining (Small Gym) JS All years <i>The hook and pen society</i> Room 53 JW/LOM/ADI	All years Dungeons and Dragons (MB) Room 5 <b>Yr 10/11 Engineering</b> coursework catch up intervention- By invitation only LN <b>Yr 10/11 Textiles</b> coursework catch up intervention- By invitation only NB/KWK
	All years Chess Club – Room 9 MAG All Years Debate Mate Room 23 BED Sparx Maths Club – Room 15 DHY / RMI All years Table Tennis (Large Gym) NK				
Wednesday Friday 2.35pm – 3.35pm					

	All years Girl's Football (MUGA) JS/NW- <b>New</b> All years Task Master Room 28 GEG All years Science Club Lab 49 SAM/BHO/RHA Year 7 – 9 Masterchef Room 45 ( <b>limited to 15 pupils only</b> ) CCR/MSH/PCR <b>SEND</b> Reading Intervention ADI/LOM Room 2	Room 53 JW All years Beyond the Books (Reading Club) Room 24 FH All years Digital skills Room 30 MCA Year 10 Rock Band- Room 36 SW Basketfields Booster for Year 10 English Room 23 FBA Masterchef ( <b>SEND</b> ) Room 45 CCR/MSH/MCS <b>SEND</b> Y8 Reading Intervention ADI/LOM 33	Room 2 SBW All years Ultimate Uno Club Room 23 QSM All years Scene Stealers Filmmaker Club Room 22 DLA All years Act Up! Drama Club Room 24 SBS Yr 10 GCSE Computer Science students only: Programming practicals Room 62 JM Yr 10 iMedia students only: coursework catch-up Room 10 HA All years- The Articulators Board game articulate for kids RBI/ROOM 38 Year 7, 8, 9 Girls Football WBA <b>SEND</b> Social Society CCR/CST Room 1 <b>SEND</b> WBA Multisports/Football LK	All Years Graphics club KWK 43 Year 7,8,9 Music Rock Band- Room 36 TW Russian Language Club for beginners Room 58 RMI	
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			<b>SEND</b> Homework Club – JRE/MPA Room 31 <b>SEND</b> Y10 Direct Instruction Lit – JPG Room 3	
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Academic	Creative	Physical
<input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Latin Club (new and legacy co horts) <input type="checkbox"/> Chess Club <input type="checkbox"/> Sparx Maths Club <input type="checkbox"/> Geography Club <input type="checkbox"/> Science Club Lab 49 <input type="checkbox"/> Debate Mate <input type="checkbox"/> 'Beyond the Books' Reading Club <input type="checkbox"/> Russian Language Club for Beginners <input type="checkbox"/> Any other subject intervention	<input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Scene stealers film maker club <input type="checkbox"/> Act up! Drama Club <input type="checkbox"/> Ultimate Uno <input type="checkbox"/> Hooked on Bristnall - Crochet club <input type="checkbox"/> The hook and pen society <input type="checkbox"/> The Rep Theatre Performing Arts Club <input type="checkbox"/> Board Game Club <input type="checkbox"/> Dungeons and Dragons <input type="checkbox"/> Graphics Club <input type="checkbox"/> Digital Skills <input type="checkbox"/> Rock Band <input type="checkbox"/> Lunchtime keyboard cub <input type="checkbox"/> Lunchtime vocal choir <input type="checkbox"/> Masterchef <input type="checkbox"/> The Articulators	<input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Football <input type="checkbox"/> Table Tennis <input type="checkbox"/> Basketball <input type="checkbox"/> Netball <input type="checkbox"/> Trampolining <input type="checkbox"/> Dance



# Dates to remember this half term:

November

December

## Attendance record



Week	Attendance %
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

# 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:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
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:	Science Assignments:	History Assignments:	Geography Assignments:
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
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	
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?

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# Homework Log

Use this page to record any homework this half term





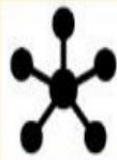








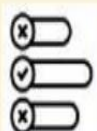




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## Homework Log

Use this page to record any homework this half term

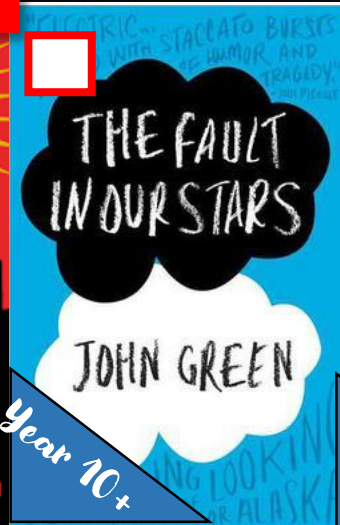
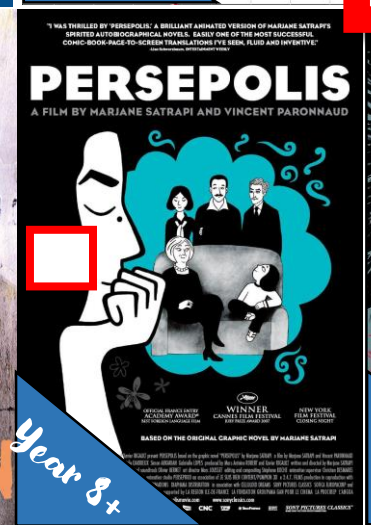
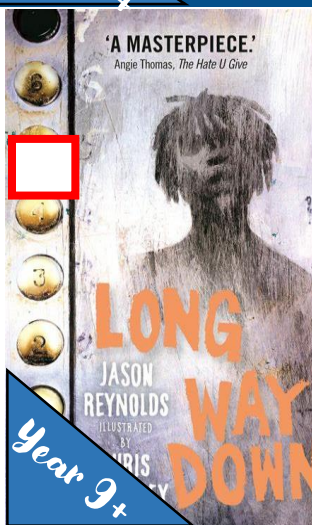
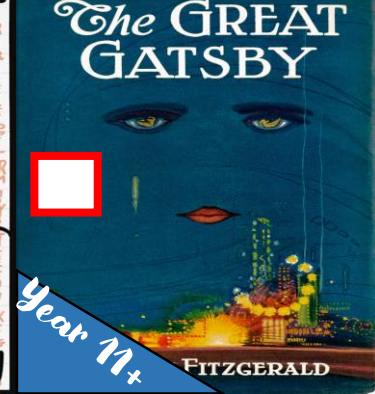
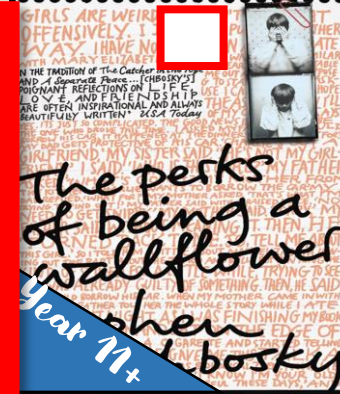
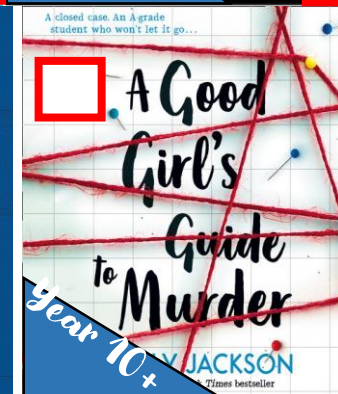
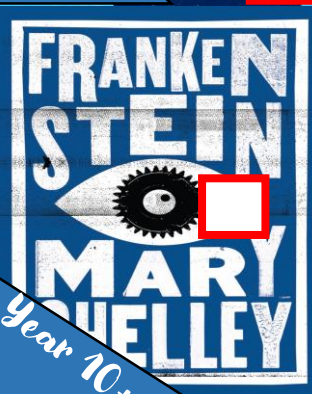
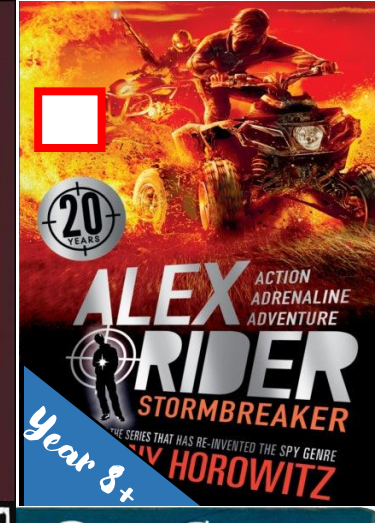
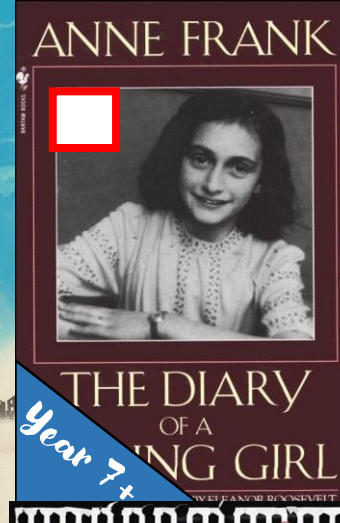
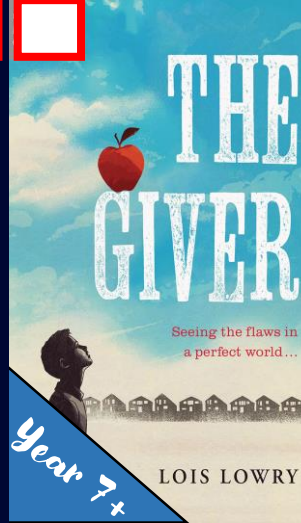
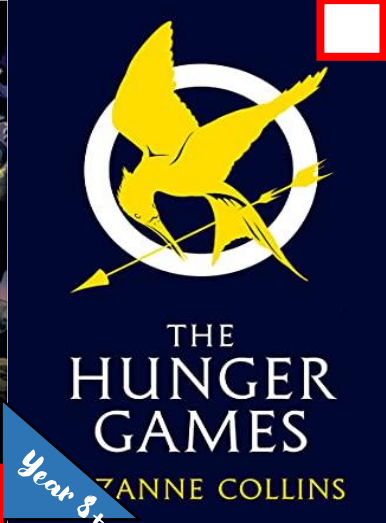
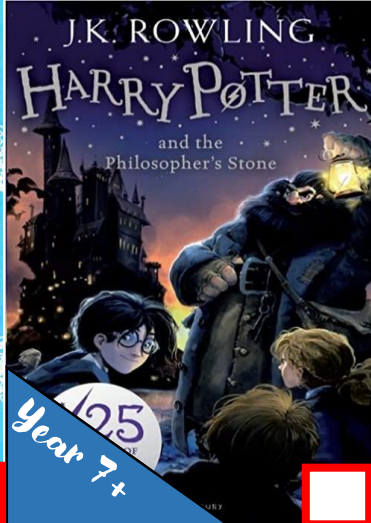
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	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge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

# WORLD MAP







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# Further Reading List

Challenge yourself by reading these topic-related books!

Year 8







## Year 8 - Other Worlds

### Skills for Other Worlds – AO2 – Analysing Structure



### You will be analysing the structure of a text.

You must explain why the text is structured how it is. Discuss: **Beginnings, middles and ends as well as structural methods.**

#### Finding Patterns

Patterns are the key to higher marks in structure:

- What themes are explored and how?
- How do the ideas in the paragraphs connect? Do they juxtapose each other or complement each other?
- Are there any patterns in word types: do the verbs become less or more aggressive/sentimental as the text develops?



**Withholding information.**  
Giving limited detail.



**Cliff hanger** – leaving the reader wanting to know more or wondering what will happen next.



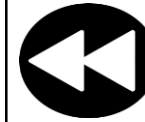
**Shifting** between different times and places, usually to signal a change in mood or atmosphere.



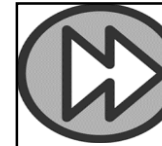
**Narrowing of information.**  
Where the focus zooms into an object/person or location.



**Changes in narrative perspective.** When the narrative perspective changes from 1<sup>st</sup> to 3<sup>rd</sup> person. 'I' to 'we'



**Flashback.** When a narrative or character within a narrative looks back into the past to reflect on something that has happened.



**Foreshadowing.** Clear hints at what will happen in the future.



**Cyclical structure.** When the narrative returns to the start at the end.

Dystopian Conventions	Fantasy Conventions	Typical Characters		Fantasy and Dystopian Effects
<ul style="list-style-type: none"> <li>• Society is ruled by violence;</li> <li>• People live in fear;</li> <li>• People are watched or monitored by the government;</li> <li>• People are encouraged to think a certain way or believe a particular idea;</li> <li>• Human actions have damaged or destroyed the environment;</li> <li>• Society presents an illusion of a utopian world.</li> </ul>	<ul style="list-style-type: none"> <li>• Magic – used to aid or hinder the hero;</li> <li>• Monsters – used to frighten or create obstacles for the hero;</li> <li>• Battles/War – usually in the end of the journey to create a climax;</li> <li>• Good vs. Evil – a universal message of triumphing over evil.</li> </ul>	<b>Dystopian</b> <ul style="list-style-type: none"> <li>• Hero, villain, helper, false hero;</li> <li>• Dictator/tyrant – a cruel leader that imposes fascist and unfair regimes.</li> </ul>	<b>Fantasy</b> <ul style="list-style-type: none"> <li>• Hero, villain, helper, damsel;</li> <li>• The unexpected ally – a friend that that has to overcome adversity or discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Fear</u> – fear of the unknown or evil and a sense of events being possible in our world;</li> <li>• <u>Excitement</u> – excitement in seeing the hero's journey play out;</li> <li>• <u>Mystery</u> – Wonder and Awe – these are caused by the imaginative settings and dangers thrust at the hero;</li> <li>• <u>Greater Social Awareness</u> – we understand how the genres relate to our world and we endeavor to change it.</li> </ul>

# Area of trapezia and Circles

What do I need to be able to do?

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

- Recall area of basic 2D shapes
- Find the area of a trapezium
- Find the area of a circle
- Find the area of compound shapes
- Find the perimeter of compound shapes

## Keywords

**Congruent:** The same

**Area:** Space inside a 2D object

**Perimeter:** Length around the outside of a 2D object

**$\pi$  ( $\pi$ ):** The ratio of a circle's circumference to its diameter.

**Perpendicular:** At an angle of  $90^\circ$  to a given surface

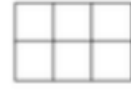
**Formula:** A mathematical relationship/ rule given in symbols. E.g.  $b \times h$  = area of rectangle/ square

**Infinity ( $\infty$ ):** A number without a given ending (too great to count to the end of the number) — never ends

**Sector:** A part of the circle enclosed by two radii and an arc.

## Area — rectangles, triangles, parallelograms

Rectangle



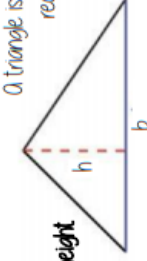
Base x Height

Parallelogram/ Rhombus



Base x Perpendicular height

**R**



Triangle

$\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$

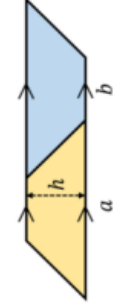
A triangle is half the size of the rectangle it would fit in

## Area of a trapezium

Area of a trapezium

$$\frac{(a + b) \times h}{2}$$

Why?



- Two congruent trapeziums make a parallelogram
- New length  $(a + b) \times \text{height}$
- Divide by 2 to find area of one

## Area of a circle (Non-Calculator)

Read the question — leave in terms of  $\pi$  or if  $\pi \approx 3$  (provides an estimate for answers)



Diameter = 8 cm  
 $\therefore$  Radius = 4 cm

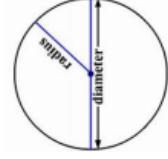
Find the area of one quarter of the circle

$$\begin{aligned} \pi \times \text{radius}^2 \\ &= \pi \times 4^2 \\ &= \pi \times 16 \\ &= 16\pi \text{ cm}^2 \end{aligned}$$

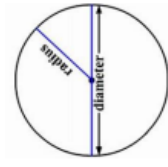
## Area of a circle (Calculator)



How to get  $\pi$  symbol on the calculator



Area of a circle  
 $\pi \times \text{radius}^2$



Area of a circle  
 $\pi \times \text{radius}^2$

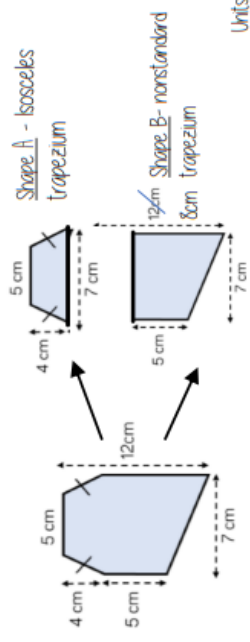


Radius = 4 cm

Circle Area =  $16\pi \text{ cm}^2$   
Quarter =  $4\pi \text{ cm}^2$

## Compound shapes

To find the area compound shapes often need splitting into more manageable shapes first. Identify the shapes and missing sides etc. first



Shape A + Shape B = total area

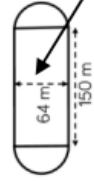
$$\frac{(5 + 7) \times 4}{2} + \frac{(5 + 12) \times 7}{2} = 24 + 45.5 = 69.5 \text{ cm}^2$$

## Compound shapes including circles

Circumference  
 $\pi \times \text{diameter}$

Compound shapes are not always area questions  
For Perimeter you will need to use the circumference

Spotting diameters and radii



This dimension is also the diameter of the semi circles

Don't need to halve this because there are 2 ends which make the whole circle

$$\begin{aligned} \text{Arc lengths} &= \pi \times 64 \\ &= 64\pi \end{aligned}$$

Arc lengths + Straight lengths = total perimeter

$$\begin{aligned} &= 64\pi + 150 + 150 \\ &= (300 + 64\pi) \text{ m} \\ \text{OR} &= 501.1 \text{ m} \end{aligned}$$

Still remember to split the compound shape into smaller more manageable individual shapes first

It is important to round your answer suitably — to significant figures or decimal places. This will give you a decimal solution that will go on forever!



# Representing Data

## What do I need to be able to do?

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

- Draw and interpret scatter graphs
- Describe correlation and relationships
- Identify different types of non-linear relationships
- Design and complete an ungrouped frequency table
- Read and interpret grouped tables (discrete and continuous data)
- Represent data in two way tables

## Keywords

**Variable:** a quantity that may change within the context of the problem

**Relationship:** the link between two variables (items) E.g Between sunny days and ice cream sales

**Correlation:** the mathematical definition for the type of relationship

**Origin:** where two axes meet on a graph

**Line of best fit:** a straight line on a graph that represents the data on a scatter graph

**Outlier:** a point that lies outside the trend of graph

**Quantitative:** numerical data

**Qualitative:** descriptive information, colours, genders, names, emotions etc.

**Continuous:** quantitative data that has an infinite number of possible values within its range.

**Discrete:** quantitative or qualitative data that only takes certain values

**Frequency:** the number of times a particular data value occurs

## Draw and interpret a scatter graph

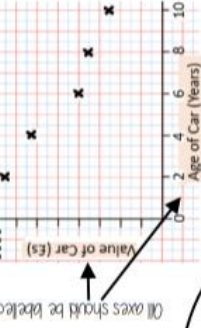
Age of Car (Years)	2	4	6	8	10
Value of Car (£s)	7500	6250	4000	3500	2500

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

"This scatter graph shows as the age of a car increases the value decreases"

The link between the data can be explained verbally

## Linear Correlation



The cars should fit all the values on and be equally spread out



**Positive Correlation**  
As one variable increases so does the other variable

**Negative Correlation**  
As one variable increases the other variable decreases

**No Correlation**  
There is no relationship between the two variables

## The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph

### Things to know

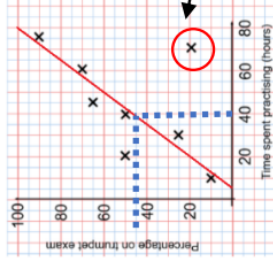
- The line of best fit **DOES NOT** need to go through the origin (The point the axes cross)
- There should be approximately the same number of points above and below the line (It may not go through any points)
- The line extends across the whole graph



It is only an estimate because the line is designed to be an average representation of the data

It is always a straight line

## Using a line of best fit



**Interpolation** is using the line of best fit to estimate values inside our data point

e.g 40 hours revising predicts a percentage of 45

**Extrapolation** is where we use our line of best fit to predict information outside of our data

\*\*This is not always useful – in this example you cannot score more than 100% So revising for longer can not be estimated\*\*

This point is an 'outlier' It is an outlier because it doesn't fit this model and stands apart from the data

## Ungrouped Data

The table shows the number of siblings students have. The answers were

3, 1, 2, 2, 0, 3, 4, 1, 1, 2, 0, 2

2 people had 0 siblings. This means there are 0 siblings to be counted here

Number of siblings	Frequency
0	2
1	3
2	4
3	2
4	1

2 people have 3 siblings so there are 6 siblings in total

**OVERALL there are**  
 $0 + 3 + 8 + 6 + 4$   
**Siblings = 21 siblings**

## Grouped Data

If we have a large spread of data it is better to group it. This is so it is easier to look for a trend. Form groups of equal size to make comparison more valid and spread the groups out from the smallest to the largest value

Cost of TV (£s)	Tally	Frequency
101 - 150	THL II	7
151 - 200	THL THL I	11
201 - 250	THL	5
251 - 300	III	3

We do not know the exact value of each item in a group – so an estimate would be based to calculate the overall total (Midpoint)

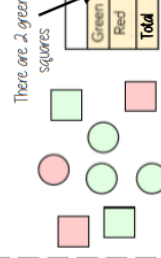
$x$	Weight(g)	Frequency
	$40 < x \leq 50$	1
	$50 < x \leq 60$	3
	$60 < x \leq 70$	5

To make sure all values are included inequalities represent the subgroups

e.g the group includes every weight bigger than 60% up to and including 70%

## Representing data in two-way tables

Two-way tables represent discrete information in a visual way that allows you to make conclusions, find probability or find totals of sub groups



## Using your two-way table

To find a fraction

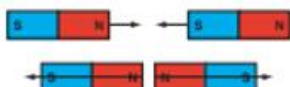
e.g What fraction of the items are red?  $\frac{3}{8}$  items in total

**Warning!** Use your fraction, decimal percentage equivalence knowledge

# Knowledge organiser: Magnetism and Electromagnets

## Magnets

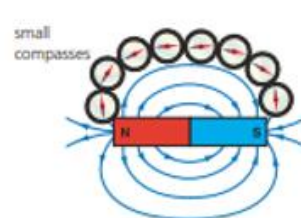
- A **magnet** has two poles, a north and a south pole
  - North poles **attract** south poles
  - South poles **attract** north poles
  - South poles **repel** south poles
  - North poles **repel** north poles



- Magnetic materials** will experience a magnetic force when placed near a magnet, this is a type of non-contact force as the materials do not have to touch for the force to be apparent
- The three magnetic metals are iron, nickel and cobalt

## Magnetic fields

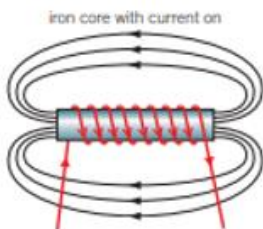
- A **magnetic field** is an area where a magnetic material will experience a force
- A **permanent magnet** will have its own magnetic field
- Magnetic field lines** represent the field, these always travel out of the north pole of the magnet, and into the south pole
- The closer together the magnetic field lines are, the stronger the magnetic field will be
- We can find out the shape of a magnetic field in two ways:
  - Using plotting compasses
  - Using iron filings



- The Earth has its own magnetic field, which acts like a giant bar magnet inside the centre of the Earth
- This magnetic field allows compasses to work when navigating around the Earth

## Electromagnets

- Electromagnets** are made by wrapping a coil of wire around a magnetic **core**
- Electromagnets only work when electricity is flowing through the coil, which means that they can be turned on and off
- Electromagnets are also stronger than **permanent** magnets
- The electromagnet will produce the same magnetic field shape as a bar magnet

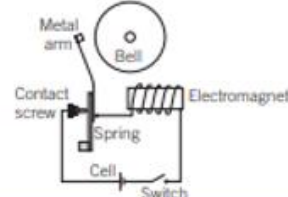


- You can increase the strength of an electromagnet by:
  - Increasing the number of turns on the coil around the core of the electromagnet
  - Increasing the current which is flowing through the coil of wire
  - Using a more magnetic material for the core, e.g. iron rather than aluminium

## Using electromagnets

### Electric Bells

The electromagnet attracts the iron armature  
 ↓  
 When it moves, it breaks the circuit, no longer allowing current to flow  
 ↓  
 The coil and core are no longer magnetic meaning the spring is no longer attracted and returns to its original position  
 ↓  
 The bell is rung once  
 ↓  
 The circuit is complete again, restarting the process

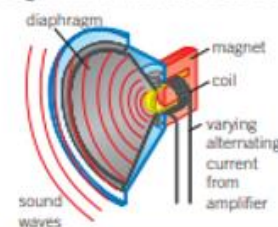


### Circuit breakers

- Circuit breakers detect large changes in current in a house, and will break a circuit
- When a large current flows, the electromagnet becomes strong enough to attract an iron catch which will break a circuit
- They can then be reset and used again
- This makes them suitable as an electrical safety device in a home

### Loudspeakers

- Loudspeakers use an electromagnet in order to generate sound
- A current passes through the coil and creates an electromagnet, this repels another permanent magnet which moves the cone in and out creating sound





## Nutrients

- A **balanced diet** involves eating the right amount of nutrients for your body to function
- Not eating enough of a nutrient means you have an unbalanced diet, and this can lead to a **deficiency**

Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of cells and tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut

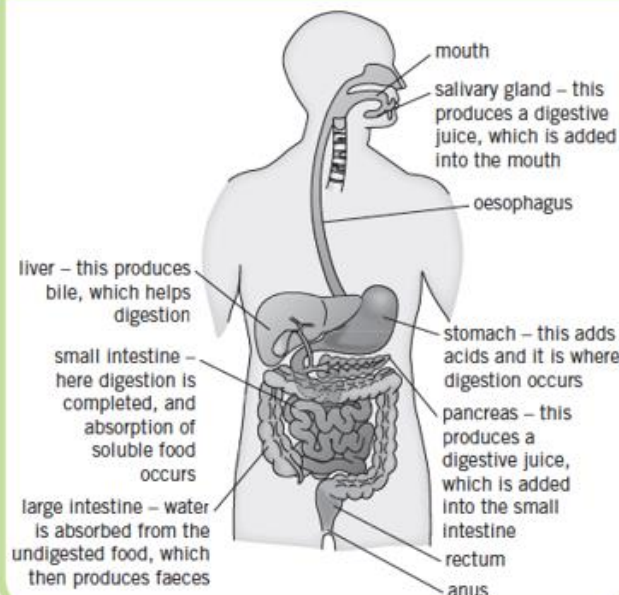
## Drugs

- Drugs** are chemicals that affect the way that our body works
  - Medicinal drugs** are used in medicine, they benefit health
  - If medicinal drugs are not taken in the correct way they can harm health
  - Examples include antibiotics and pain killers
- 
- Recreational drugs** are taken by people for enjoyment
  - Recreational drugs normally have no health benefits and can be harmful for health
  - Examples include alcohol and tobacco
- 
- Drug **addiction** is when your body gets so used to a drug, it feels it cannot cope without it
  - If someone who has an addiction stops taking the drug, they will experience **withdrawal symptoms**



▲ This diseased lung is full of tar. Healthy lungs should be pink.

## The digestive system

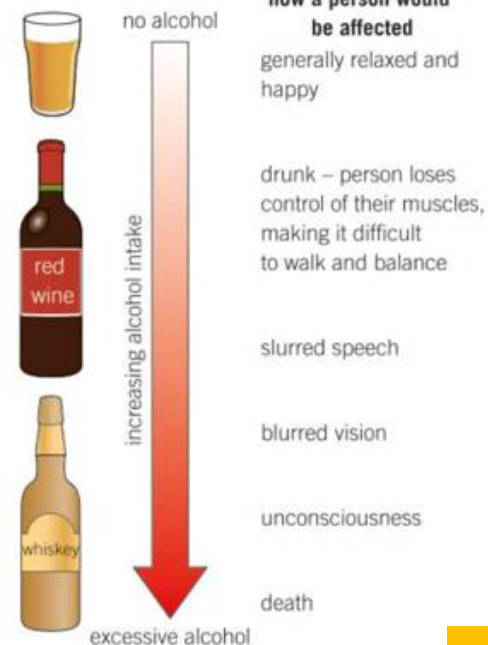


## Enzymes

- Enzymes** are biological **catalysts**, they speed up the digestion of **nutrients**
  - Each enzyme is specific to each nutrient
  - The way the enzyme and nutrient bind with each other is called a **lock and key model**
- 
- Carbohydrases** break **carbohydrates** down into simple sugars
  - Proteases** break **proteins** down into amino acids
  - Lipase** breaks **lipids** (fats) down into fatty acids and glycerol



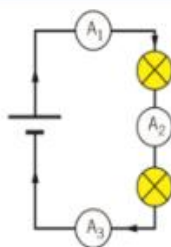
## how a person would be affected



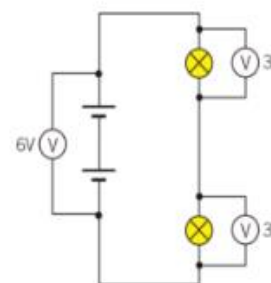
pint of lager	alcopop	glass of wine	shot of vodka
3	1.5	2	1
units of alcohol			

# Knowledge organiser: Electricity

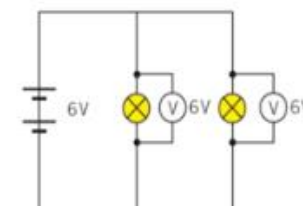
- **Current** is the amount of **charge** flowing per second
- The charges that flow in a circuit are **electrons**, they are negatively charged
- **Electrons** leave the negative end of the **cell** and travel around the circuit to the positive end of the cell
- Current has the unit of Amps (A) and is measured with an **ammeter** (which is placed in series or in the main circuit)



- **Series** circuits only have one loop
- If one component breaks, the whole circuit stops working
- Current is the same everywhere in a series circuit
- The total potential difference from the battery is shared between the components in a series circuit
- Adding more bulbs decreases the brightness of the bulbs

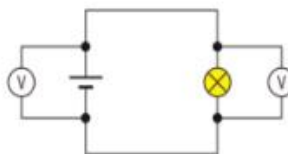


- **Parallel** circuits have more than one loop
- If one component breaks, the rest of the circuit will still work
- Current is shared between the different loops in the circuit
- The potential difference is the same everywhere in the circuit
- Adding more bulbs does not affect the brightness of the bulbs



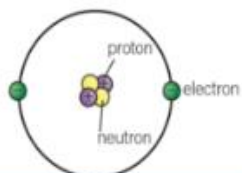
## Potential difference

- **Potential difference** is the amount of energy transferred by the cell or **battery** to the charges
- The value of potential difference tells us about the force applied to each charge and then the energy transferred by each charge to the component which it passes through
- Potential difference has the unit of volts (V) and is measured with a **voltmeter** (which is placed in parallel to the circuit)



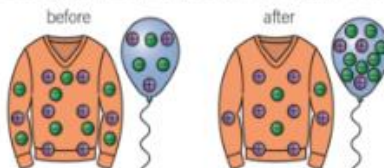
## The atom

- The **atom** consists of a central nucleus with electrons orbiting around the outside in shells
- **Electrons** have a negative charge
- **Protons** are inside the nucleus and have a positive charge
- **Neutrons** are inside the nucleus and have a neutral charge



## Static electricity

- Static electricity is caused by the rubbing together of two **insulators**
- This causes electrons to be transferred, leaving one object with a positive charge, and one object with a negative charge



- Like charges will **repel**, opposite charges will **attract**



## Resistance

- **Resistance** is a measure of how easy or how hard it is for charges to pass through a component in a circuit
- Resistance has the unit of ohms ( $\Omega$ )
- Resistance is calculated by measuring potential difference and current and using the following equation:

$$\text{resistance } (\Omega) = \frac{\text{potential difference (V)}}{\text{current (A)}}$$

- Materials with a high resistance are said to be **insulators**
- Materials with a low resistance are said to be **conductors**



## 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 français / anglais?

– *What is ... in French / English?*

## Les numéros

0	Zero	11	Onze	30	Trente
1	Un	12	Douze	40	Quarante
2	Deux	13	Treize	50	Cinquante
3	Trois	14	Quatorze	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				

# Year 8 French Unit 2: Hometown Knowledge Organiser

**Ways to practise vocabulary:** 1. Look cover, write check 2. Log onto Language Nut 3. Getting people at home to test you 4. Quizlet

## Key vocabulary

### Describing where we live

J'habite	I live
dans	in
le nord	the north
le sud	the south
l'est	the east
l'ouest	the west
le centre / le midi	the centre/midi
le nord-ouest / le sud-est	the north West/South west
en Angleterre	in England
en Ecosse	in Scotland
en Allemagne	in Germany
au Pays de galles	in Wales



### Dans la ville—in the town

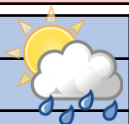
Il y a	There is/are
la patinoire	the ice rink
la piscine	the swimming pool
le stade	the stadium
la discothèque	the disco
le port	the port
la forêt	the forest
la mairie	the town hall
la gare routière	the bus station
le commissariat	the police station
la gare SNCF	the train station
l'église	the church

### Adjectives

ma ville / mon village est	my town/my village is
nul(le)	rubbish
rural(e)	rural
bruyant(e)	noisy
ancien(ne)	old
vieux/vieille	old
affreux	awful

### Le temps—weather

dans ma ville	in my town
il y a du soleil	it is sunny
il y a du vent	it is windy
il y a des orages	it is stormy
il y a des nuages	it is cloudy
il fait beau	it is nice weather
il fait mauvais	it is nasty weather
il y a du brouillard	it is foggy
il pleut	it is raining
il neige	it is snowing



### si... if...

Si	if
s'il fait beau	if it is nice
s'il pleut	if it is raining
je vais au parc	I go to the park
je vais au cinéma	I prefer



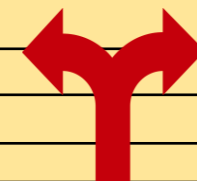
### Big questions

- How do I describe places in the town?
- How do I ask direction in French?
- How do I talk about the weather in French?
- How do I talk about what I visited in French?
- How do I describe my ideal town in French?



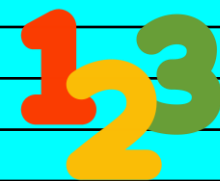
### Les directions

allez tout droit	go straight on
tournez à gauche	turn left
tournez à droite	turn right
prenez la première rue à gauche	take the first street on the left
prenez la deuxième rue à droite	take the second street on the right
traversez le pont	cross the bridge
allez jusqu'aux feux	go to the traffic light
au rond point	at the roundabout
continuez...	continue



### Ordinal numbers

premier/première	first
deuxième	second
troisième	third
quatrième	fourth
cinquième	fifth



### Intensifiers

- très – very
- trop – too
- assez – quite
- un peu – a little

### False Friends

la cave	cellar
l'herbe	grass
la pièce	room
propre	clean/own
sale	dirty

Key verbs

Habiter - to live						
	Present		Past		Future	
Je (I)	habite	I live	ai habité	I lived	vais habiter	I'm going to live
tu (you)	habites	you live	as habité	you lived	vas habiter	you're going to live
il/elle (s/he)	habite	s/he lives	a habité	s/he lived	va habiter	s/he is going to live
nous (we)	habitons	we live	avons habité	we lived	allons habiter	we are going to live
vous (you pl)	habitez	you (pl) live	avez habité	you (pl) lived	allez habiter	you (pl) are going to live
ils/elles (they)	habitent	they live	ont habité	they lived	vont habiter	they are going to live

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

être – to be	
je suis	I am
tu es	you are
il/elle est	s/he is
nous sommes	we are
vous êtes	you (pl) are
ils/elles sont	they are

aller – to go	
je vais	I go/am going
tu vas	you go/are going
il/elle va	s/he goes/is going
nous allons	we go/are going
vous allez	you (pl) go/are going
ils/elles vont	they go/are going

Tricky pronunciation:

droit/droite	Dwah/dwate
brouillard	Bwee-yahr

Useful Grammar

Adjectival agreement

When you are **describing** things or people you must **agree the adjective** to them. If an adjective **ends in a consonant** and you are describing a **feminine noun**, you add an 'e'.

Other endings do not change **UNLESS** you are discussing **more than one person**, then you will need to **add an 's'** in most cases.

**example: mon appartement es grand      ma maison est grande      Les maisons sont grandes**

The perfect tense (passé composé)

To form the passé compose in French we need:

- 1. Present tense of avoir/être
- 2. The past participle

Avoir – to have		être – to be	
J'ai	I have	je suis	I am
tu as	you have	tu es	you are
il/elle a	s/he has	il/elle est	s/he is
nous avons	we have	nous sommes	we are
vous avez	you (pl) has	vous êtes	you (pl) are
ils/elles ont	they have	ils/elles sont	they are

past participles	
-er verbs	- é
- ir verbs	- i
- re verbs	- u

Tricky spelling

Brouillard	Double l
------------	----------

Definite and indefinite articles.

Definite articles mean THE in English.  
Indefinite articles mean A/AN in English

Articles in French				
		Masc	Fem	plu
definite article	the	le	la	les
indefinite article	a	un	une	des

Key Questions	
où habites-tu?	where do you live?
qu'est-ce que tu as fait en ville le week-end dernier?	what did you do in town last weekend?
comment serait ta ville idéale?	what would your ideal town be like?
où est/sont?	where is/are?

# 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?



The Industrial Revolution is a period of change in Britain, where industry, such as cotton, increased. There are many reasons why Britain went through this change. There are three examples below.

The **population** of Britain grew quickly between 1750 and 1900.



There was a big increase of population. However, there was not enough houses. The houses that were built, were not of a good standard. Some houses would have more than 2 families living in it.



There were a lot of diseases around because hygiene was not very good. Diseases such as Typhoid and Diarrhea spread very quickly.

Britain owned **countries overseas**. These gave British factories raw materials such as cotton. They also provided a market for British factory goods.

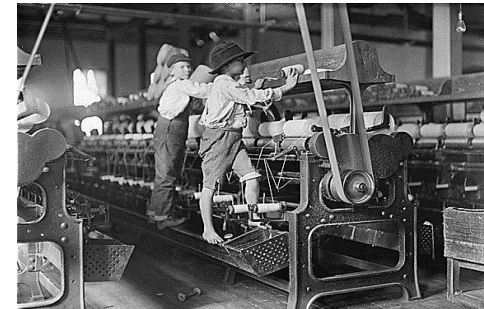


Most houses did not have piped water. The waste from the town polluted the main water sources. Major problems with Cholera.

## The living conditions

Lots of pollution from the factories. The smoke and fog became known as smog in London because of how thick it was. There were piles of rubbish in the streets which caused disease.

Britain had large amounts of **coal** and **iron ore**.

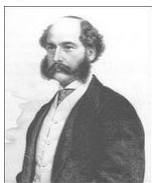


New technologies meant work in the factories was much quicker and easier. However, there were negatives.

The machinery was very good at getting the work done but was very dangerous for the person using them. In the industrial revolution (1750-1900), factories employed children to work the machinery. They were supervised by one adult who was called the master.

"The smallest child in the factories were scavengers.....they go under the machine, while it is going.....it is very dangerous when they first come, but they become used to it."  
**Charles Aberdeen worked in a Manchester cotton factory, written in 1832.**

# Joseph Bazalgette



Famous for: Bazalgette is famous for designing and creating London's first sewage system. This new sewage system was able to move dirty water and rubbish from the city and into the sea. This was important as hygiene began to improve.

Encouraged..

# Jon Snow



Famous for: Making the link between water and the spread of Cholera. Snow used his skill and knowledge to work out that more people were dying from Cholera close to a specific water pump.

Led to..

# Edwin Chadwick



Famous for: Using the work of John Snow to change the way the government dealt with public health. He used the new understanding about how Cholera spread to introduce new public health rules to improve how people lived in England.

Led to..

## Transport Revolution



In 1825, the first passenger railway opened in Newcastle. After this, the railways increased significantly. This was called the transport revolution. This explains how the way we travelled around England changed. This impacted England in these ways:

The government introduced bank holidays in 1871, the train allowed working class people to go on day trips to the beach.

New jobs were created laying tracks and building the railways. There was also new jobs such as train drivers, conductors and porters.

The government could send soldiers by train quickly to stop political unrest and patrol protests around the country.

## The Black Country

The Black Country was the name given to a group of areas in the midlands. This nickname was given because places such as Oldbury and Dudley were known for their iron and coal work. As a result of this work it gave other people in the Midlands a chance to make a change. This included James Brindley and the Canal system, Thomas Telford and his engineering skills.



### The 1848 Public Health Act

This said that local authorities could set up **Boards of Health** that would manage sewers and drains, wells and slaughterhouses, burial grounds and public baths, play areas and parks. It was **not compulsory** and so not all local councils decided to set these up. Nevertheless, it was a step forward in terms of dealing with poor living conditions.

### 1866 Sanitary Act

In 1866 Parliament passed a new Sanitary Act. **This said local health boards were now responsible for the** removal of 'nuisances' to public health including those threats in peoples' houses. This meant the health board could improve or **knock down** slum dwellings. This time the government could make local authorities deal with the problems.

### 1875 Public Health Act

This Act said that every part of the country had to have a public health authority. They had to have a **medical officer** and an **inspector** to make sure that laws on food quality, housing, water supplies and cleansing were being followed. They had wide powers to lay **sewers and drains**, build reservoirs, public baths and toilets.





### Key terms:

**Development:** the economic progress of a country and improvements to quality of life.

**LIC:** low-income country - a developing country that has poor healthcare, few jobs, and poor-quality housing.

**NEE:** newly emerging economy - a country that has begun to get richer and develop quickly.

**HIC:** high-income country; a well-developed country that has good healthcare, lots of well-paid jobs, and good housing.

**GNI:** gross national income; amount of money a country makes in a year.

**Migrant:** a person who moves from one place, to live in another.

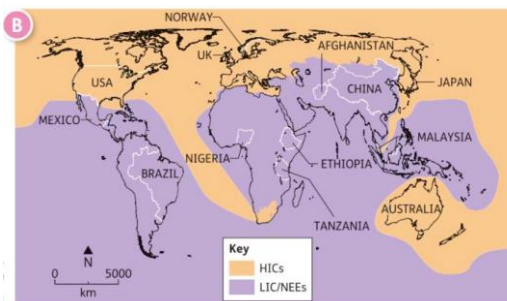
**Resources:** something that has a value or purpose, such as food, water and energy.

**Famine:** an extreme shortage of food, can cause illness and death.





**Food Security:** enough nutritious food for people to stay healthy.

**Quality of Life:** the general well-being of individuals and societies e.g. how happy people are with their lives.


**Fairtrade:** a global organisation that helps farmers get a fair price for the crops and goods they sell.




### FOOD SECURITY - How can food security be increased?

- Increased mechanisation - Tractors and harvesters. 
- Increased use of fertilisers - to help crops to grow. 
- Increased irrigation - watering land. 
- Genetically Modified Foods - Crops being changed to increase the amounts of crops. Make crops, more resistant to diseases/pests. 


### Migration from Mexico to USA due to uneven development:

**Social Opportunities:** E.g. Better life in USA; Better healthcare in USA -Lower Infant Mortality in USA; Better education in USA - Higher literacy rates. 

**Social Challenges:** E.g. Dangerous journey migrating to USA - 'The Beast'; leaving family and friends behind; conditions might not be better in USA.

**Economic Opportunities** E.g. Better paid jobs in USA; More job opportunities in USA; Higher GNI per capita. 

**Economic Challenges:** E.g. Might not be able to get a well paid job in USA; may not be able to pay to apply to live legally in USA.

**Environmental Opportunities** E.g. Mostly temperate climate in USA; Larger land area in USA. 

**Environmental Challenges:** E.g. More pollution in USA.

### Differences in health and healthcare between LICs and HICs



### Causes of Uneven Development

#### Physical

**LANDLOCKED** -Some countries have no access to the sea. They cannot ship goods to other countries to sell and earn money.

**CLIMATE** -If a country suffers drought, it struggles to grow crops for food. There is not enough food, some people become too ill to work.

**FLOODS/DROUGHTS** - Regular storms, floods or droughts, a country will spend money repairing the damage rather than on new development.

#### Historical

**COLONISATION** -Some countries were ruled by other countries in the past.

**CONFLICT** -Many countries have experienced war or conflict. Wars are expensive and lead to loss of life.




#### Economical

**TRADE** -If a country struggles to grow crops, it is not able to sell those crops to other countries.

**EDUCATION** -Some countries do not have good schools or enough teachers. Many people do not get an education, so cannot get a good job and earn good money.

**HEALTHCARE** -Some countries have a shortage of doctors, hospitals and medical supplies. Ill people are not treated and may die. Others remain too ill to work and earn money.




### Advantages of fair trade

- Provides producers with a fair price.
- Ensures workers get reasonable working conditions.
- There are no arguments over price. 
- Workers can secure a better future for themselves and their families - Money invested in housing, schools and farms.
- It creates jobs for local people.
- It could increase sales because customer like to feel they are helping those less fortunate than themselves.

### Disadvantages of fair trade

- The product is usually a higher price than a non fair trade product, so customers may not buy as much.
- The product may be a lower quality.

#### HICs

- Good healthcare, provided free in some countries.
- Modern, clean hospitals and clinics - most up-to-date treatments. 
- People can access treatment easily when needed.
- People with a good income can afford medicines. 
- Vaccinations, especially for children, prevent people from catching life-threatening diseases. 

#### LICs

- Dangerous workplaces can make people ill.
- Dirty polluted water can cause a range of diseases.
- Poor sanitation increases the risk of diseases.
- Lack of healthy food means people are more likely to be ill.
- There are few doctors and hospitals. People cannot afford to travel for treatment.
- Poverty means people cannot afford to pay for medicine.

# DUAL CODING

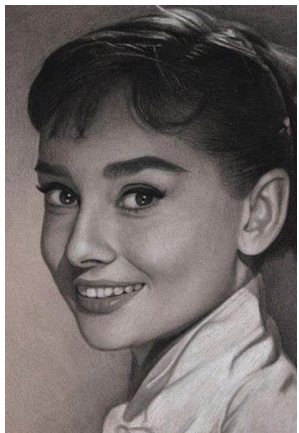
Based on some key knowledge from your *History* and *Geography* knowledge organisers, can you assign different parts of this knowledge to images to help you remember this in the future?  
Consider your images carefully.

Image	Key Knowledge

Image	Key Knowledge



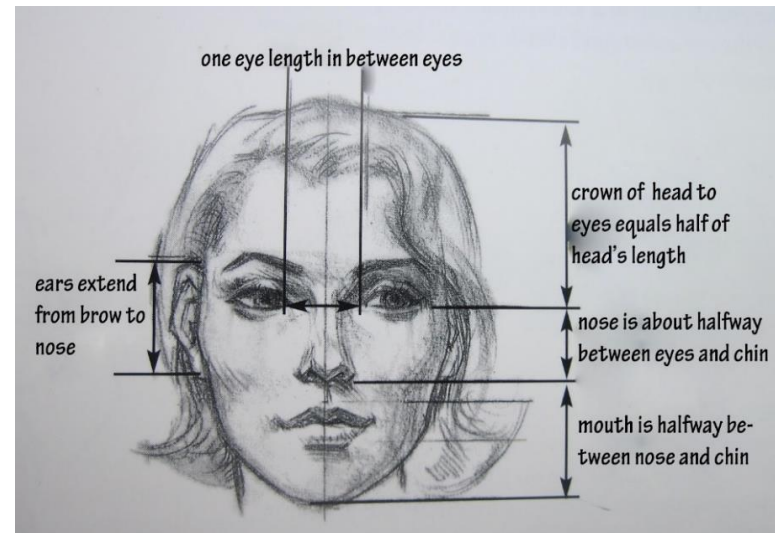
# Portraiture



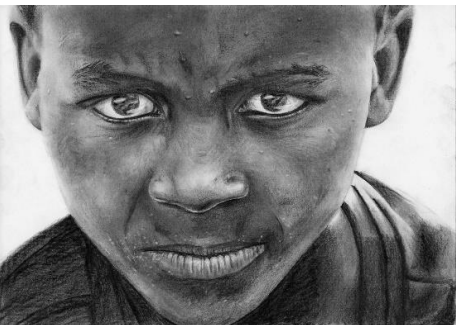
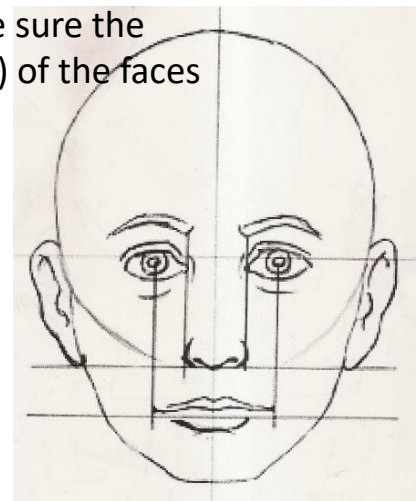
A portrait focusses on the face and it's expression.

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.



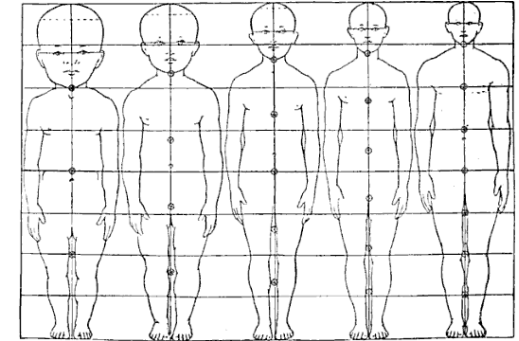
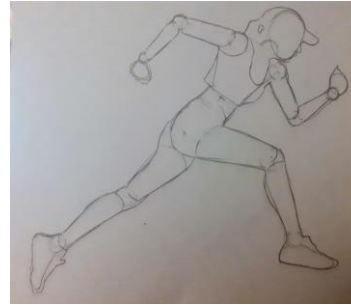
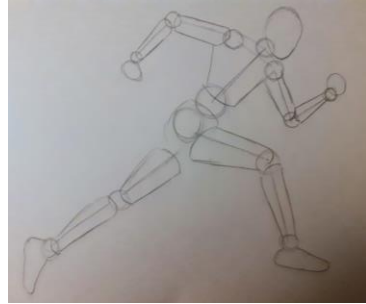
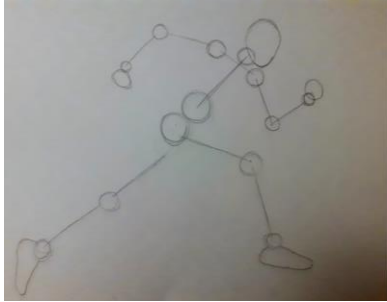
Portraiture has recorded history through the ages.



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



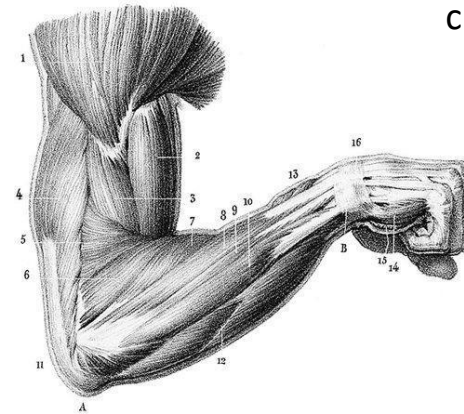
# Figure Drawing – The Basics



- 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.

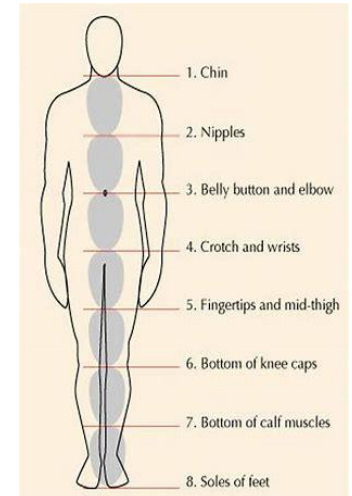


Artists often use wooden mannequins to practice achieving the correct proportions.



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

The proportions of the human body change as you age.



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



Beech

Oak

Ash

Teak

Comes from deciduous trees

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

## Softwoods



Pine

Spruce

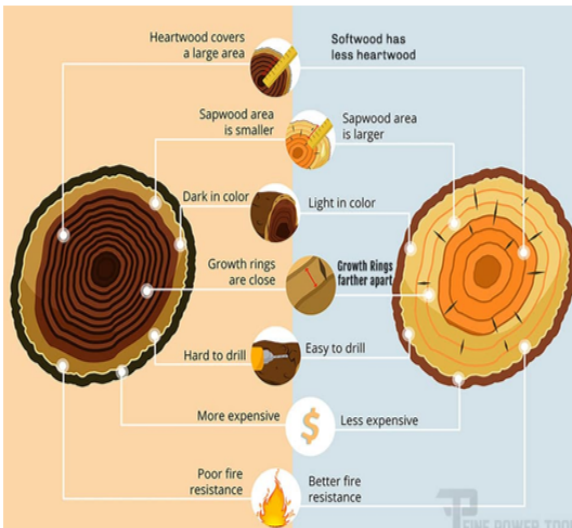
Cedar

Fir

Comes from coniferous trees

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

## 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



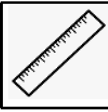
Cost



Client



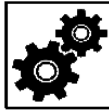
Environment



Size



Safety



Function



Material



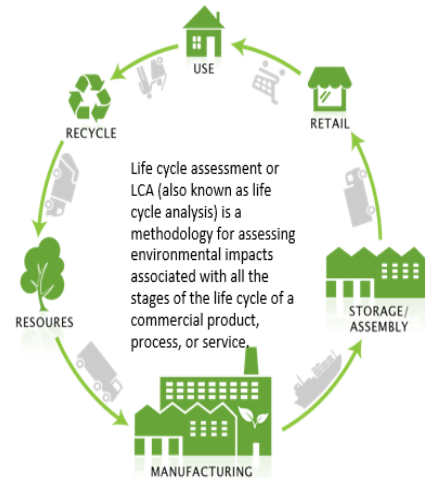
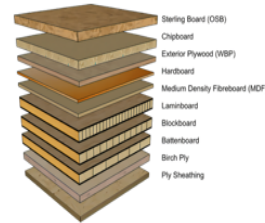
Manufacture

## 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



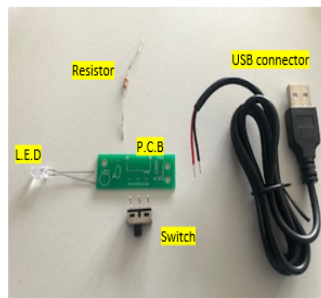
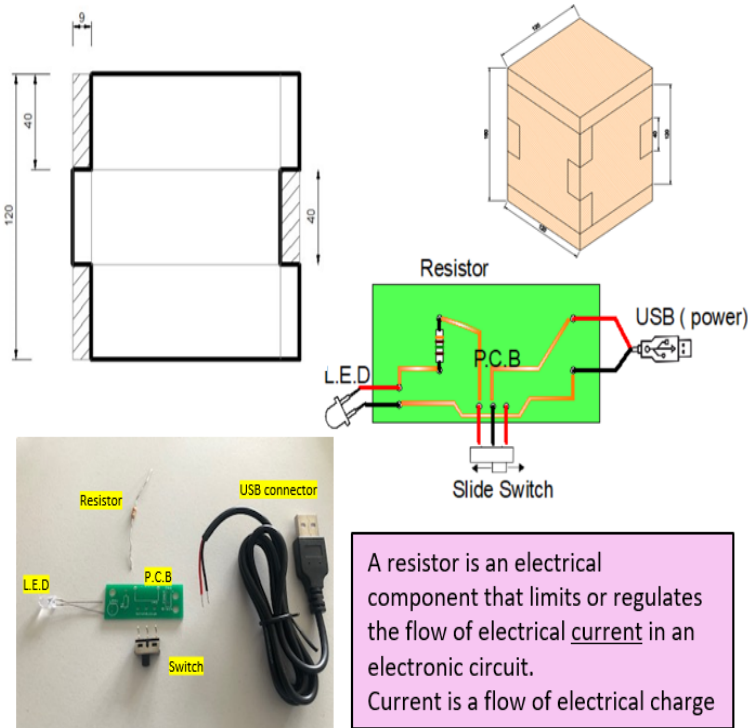
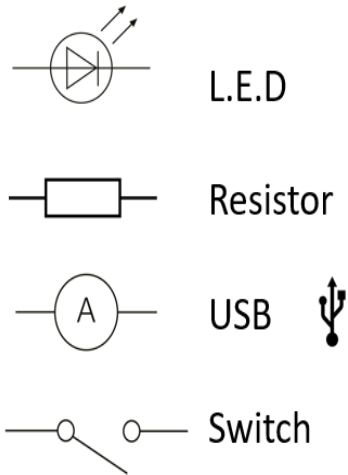
Hardwoods	Softwoods	Manufactured Boards
Generally harder/tougher than other woods. Weak along the grain, strong against	Easier to cut and work with ( open grain) Weak along the grain, strong against	Variety of strengths, can be improved due to structure e.g. no grain or alternative grain direction
Trees 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 than softwood



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 hero is a real person or a main fictional character who combats adversity through feats of <sup>cleverness</sup> 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. <sup>Difficulty</sup> <sup>Enemy</sup>

## 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:** Universal 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.

## 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)

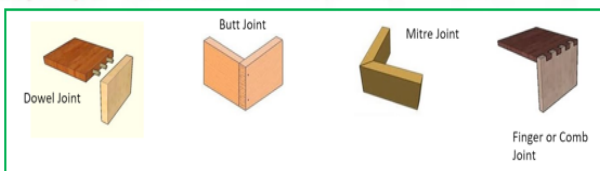
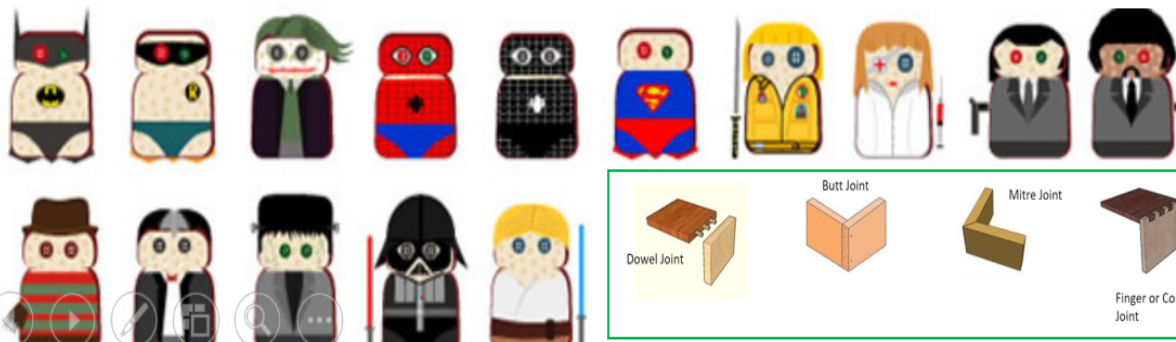
These plastics can be re-heated and re-shaped in various ways. They become moldable after reheating as they do not undergo significant chemical change

## 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



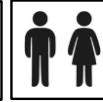
## Year 8 Rotation Textiles Knowledge Organiser: Methods of adding colour to fabric



Aesthetics  
Manufacture



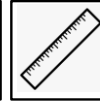
Cost



Client



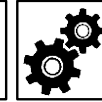
Environment



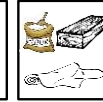
Size



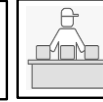
Safety



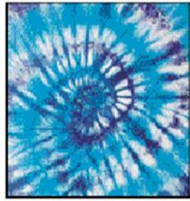
Function



Material



### 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:

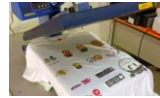
- Place fabric flat on a surface
- Crush the dry fabric tightly to form a ball and secure the shape with string or several rubber bands.

### 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:

- What colours do you use a lot of? What effect does this give?
- Who do you think your designs are aimed at? Why?
- Explain what you like/dislike about your work and why that is.
- What techniques will you use to create your design and why?
- Could different techniques be used to create different effects?
- 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

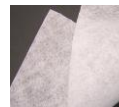


#### Sequins



#### Embroidery threads

### Functional components:



#### Interfacing



#### Press studs



#### Buckle



#### Velcro



#### Ribbon



#### Buttons

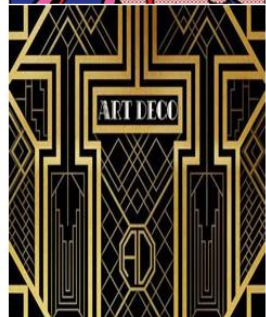
#### Zip



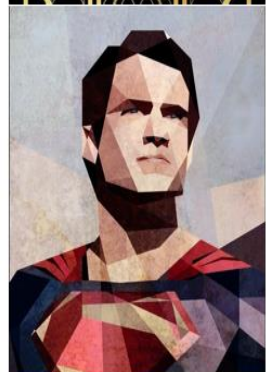




POP ART



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.

## SUBLIMATION PRINTING



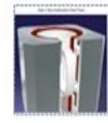
Select a blank. A blank references the mug or other dye-sublimation product that doesn't have an image applied to it yet.



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



Aesthetic



Cost



Client



Environment



Size



Safety



Function



Material



Manufacture



Wally Olins

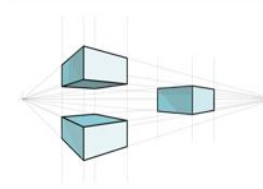


Wally Olins is a British artist who is famous for ... theories on branding and corporate identity.

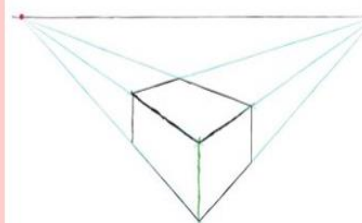


## Branding Definition:

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



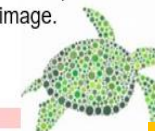
Two Point Perspective:  
Using **two** vanishing points to create a 3D shape



## Logo Design ([technologystudent.com](http://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.

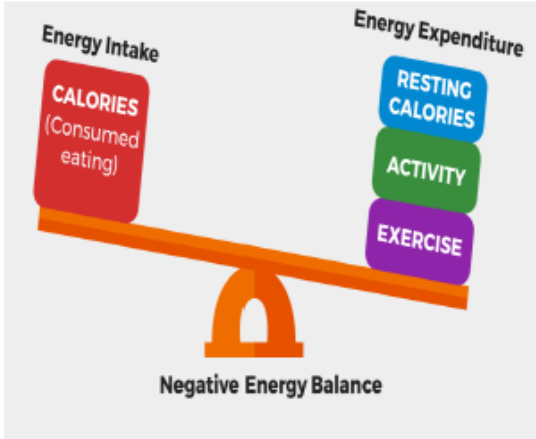


Temperature Zones- cooking food at the right temperature and for the correct length of time will ensure that any harmful bacteria are killed. Bacteria usually grow in the 'Danger Zone' between 8°C and 60°C. Below 8°C, growth slows down. Above 60°C the bacteria start to die.

**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 96°C.

**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.

MEXICAN	CARIBBEAN	FRENCH
CORIANDER CUMIN OREGANO GARLIC POWDER CINNAMON CHILI POWDER	ALLSPICE NUTMEG GARLIC POWDER CLOVES CINNAMON GINGER	NUTMEG THYME GARLIC POWDER ROSEMARY OREGANO HERBES DE PROVENCE
NORTH AFRICAN	CAJUN	THAI
CARDAMOM CINNAMON CUMIN PAPRIKA TURMERIC GINGER	CAYENNE PEPPER OREGANO PAPRIKA THYME ROSEMARY BAY LEAVES	BASIL CUMIN GARLIC GINGER TURMERIC CARDAMOM



# 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.

Page 23

The diagram is a large square divided into 12 equal segments by lines radiating from a central point. In the center is a circular clock face with numbers 1 through 12. Each segment of the square is associated with a rectangular box for notes, located either inside or outside the segment's boundary. The boxes are positioned as follows:

- Segment 1 (top-right): Box inside the segment.
- Segment 2 (right): Box outside the segment to the right.
- Segment 3 (bottom-right): Box inside the segment.
- Segment 4 (bottom): Box inside the segment.
- Segment 5 (bottom-left): Box inside the segment.
- Segment 6 (left): Box inside the segment.
- Segment 7 (top-left): Box inside the segment.
- Segment 8 (top): Box inside the segment.
- Segment 9 (top-right): Box inside the segment.
- Segment 10 (right): Box outside the segment to the right.
- Segment 11 (bottom-right): Box inside the segment.
- Segment 12 (bottom): Box inside the segment.

There is a small vertical line in the top-left segment, near the center.





## A. How did Reggae develop?

REGGAE is one of the traditional musical styles from JAMAICA. It developed from:



Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

## B. Where is Jamaica?



## C. What are Reggae Songs About?

Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The **LYRICS** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **LOVE, BROTHERHOOD, PEACE, POVERTY, ANTIRACISM, OPTIMISM and FREEDOM.**

## D. Offbeat Rhythms & Syncopation

**OFFBEAT RHYTHMS** – Rhythms that emphasise or stress the **WEAK BEATS OF A BAR**. In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a “missing beat feel” to the rhythm and makes the music sound **OFFBEAT**, often emphasised by the **BASS DRUM** or a **RIM SHOT** (hitting the edge of a **SNARE DRUM**) in much Reggae music.

### ONBEAT RHYTHM GRID

Pulse Beat	1	2	3	4	1	2	3	4
“Onbeat” rhythms (strong beats)	↓	↓	↓	↓	↓	↓	↓	↓

### OFFBEAT RHYTHM GRID

Pulse Beat	1	2	3	4	1	2	3	4
“Offbeat” rhythms (weak beats)	↓	↓	↓	↓	↓	↓	↓	↓

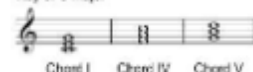
## E. Musical Features of Reggae

**OFFBEAT RHYTHMS AND CHORDS** (see D)  
**SYNCOATED RHYTHMS AND MELODIES** (see D)  
**SUNG LYRICS** (see C)  
**LEAD SINGER** often with **BACKING SINGERS** sometimes singing in **CALL AND RESPONSE** (see F3) accompanied by a Reggae band which often features: **BRASS INSTRUMENTS and SAXOPHONES, ELECTRIC GUITARS, BASS GUITAR, KEYBOARDS, DRUMS AND PERCUSSION INSTRUMENTS. VOCAL AND INSTRUMENTAL IMPROVISATIONS** (see F2)  
**MELODIC RIFFS** (see F5)  
**SLOW, RELAXED** (“chilled!”) **TEMPO**  
**4/4 METRE/TIME SIGNATURE**  
 Most Reggae songs are structured in **VERSE AND CHORUS/POPULAR SONG FORM.**  
**SIMPLE HARMONIES** (see F4)

## F. Reggae Key Words

- MELODY** – The main ‘tune’ of a piece of music, often sung by the **LEAD SINGER**.
- IMPROVISATION** – Previously unprepared performance.
- CALL AND RESPONSE** – Similar to a “Question and Answer” often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.
- SIMPLE HARMONIES** – using a limited number of **CHORDS**, mainly **PRIMARY TRIADS** such as the **TONIC, DOMINANT and SUBDOMINANT** chords.

Key of C major



- RIFF** – A repeated musical pattern. Often the **BASS GUITAR** played repeated **MELODIC BASS RIFFS** in Reggae songs.
- BASS/BASS LINE** – The lowest pitched part of a piece of music often played by the **BASS GUITAR** in Reggae which plays an important role.

## G. Who was Bob Marley?



**BOB MARLEY** was a famous reggae singer,

**SONGWRITER**, and musician who first became famous in his band The Wailers, and later as a **SOLO ARTIST**. He was born Nesta Robert Marley on February 6th, 1945 in Nine Mile, Saint Ann, Jamaica. Although he grew up in poverty, he surrounded himself with music and met some of the future members of The Wailers. Bob Marley became involved in the **Rastafarian movement** and this influenced his music style greatly. Bob Marley and The Wailers worked with several famous musicians before

# R.A.D.S

## Knowledge Organiser Year 8 Dance



**Breakdancing** is a style of street dancing that incorporates coordination, acrobatic and intricate body movements, style, and aesthetics. It evolved from the hip hop movement during the early 1970s and is the most widely known of all hip hop dance styles.

### Key features of street dance:

Accented beats and syncopated rhythms are paired with strong, sharp contractions of the centre of body and other body parts such as the elbows. There's a strong relationship between the different layers of music production, which in turn denotes various movement dynamics.



# MIND MAPS

## HOW TO TAKE NOTES

## MIND MAPPING AND BRAINSTORMING

### ABOUT





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

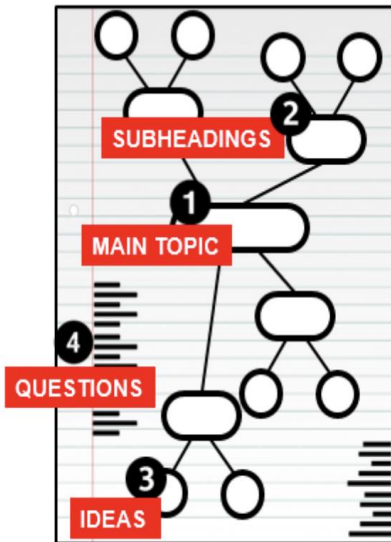
- ✓ Establishes links and relationships between ideas and concepts
- ✓ Can be used to take notes as part of the Cornell Method
- ✓ Effective when working from textbooks or written notes

### HOW

This works far better on paper than 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.



# Tag Rugby – Year 8

## Skills and Techniques:

**Running with the ball** - Carry the ball in two hands, accelerate into spaces, run direct and look to pick gaps in defensive lines. Draw players towards creating space for others to run into.

**Passing (Offloading)** - Pass with accuracy over speed, good communication prevents mistakes. Always be prepared to receive a pass with your hands up ready. Throw a pass you'd like to receive.

**Tackling** - Low body position, shoulder drive below the hip, head safe side, lock arms to prevent leg drive, try to land on the tackled player, release once player is fully grounded.

**Rucking** - Low body position - hips above shoulders, stay on feet if you want to play the ball. Drive opposition players off or create a solid base to play from.

## Pass Types

- Basic pass
- Spin pass
- Pop pass
- Offload
- One handed pass
- Reverse pass

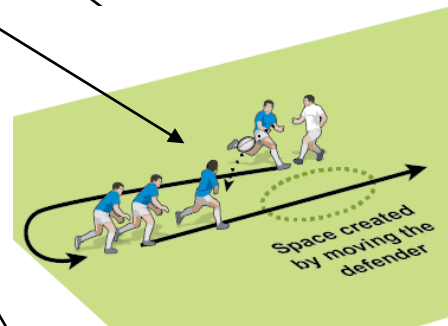
## Tags

### Evading defenders:

- Run into space;
- Bend low and push off on outside foot to change direction;
- Decide whether to run or pass;
- Don't block your tag.

### Defending:

- Bend low to get closer to tag;
- Keep feet shoulder width apart to change direction;
- When successful, hold tag in the air and shout 'tag'.



### Spin pass on the run



- 1 Take the ball early.
- 2 Reposition hands.
- 3 Pull the ball back and open the hips.
- 4 Pass and follow through to target.

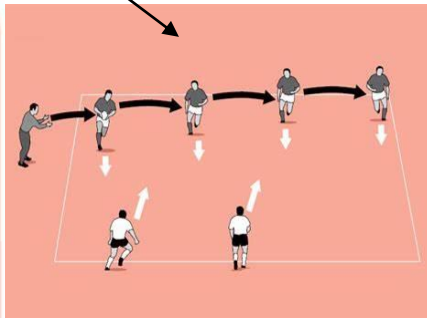
## Positions

### Forwards:

- Prop (open/tight head)
- Hooker
- Second row
- Back row

### Backs:

- Scrum Half
- Fly Half
- Inside Centre
- Outside Centre
- Winger (Left/ Right)
- Fullback

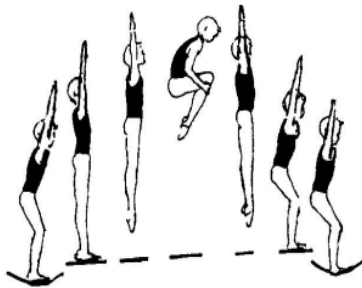


## Physical Education Trampolining – Year 8

### Basic Jumps

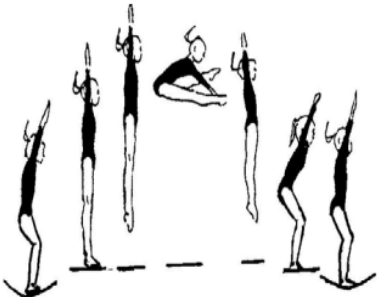
#### TUCK

- Legs together, knees and hips bent to 90 degrees or less.
- Hands grasp shins.
- Ankles remain straight.
- Toes pointed.



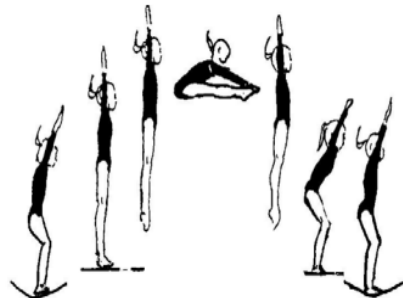
#### STRADDLE

- Legs are apart, at least shoulder width but ideally 90 degrees.
- Knees and ankles extended.
- Toes pointed.

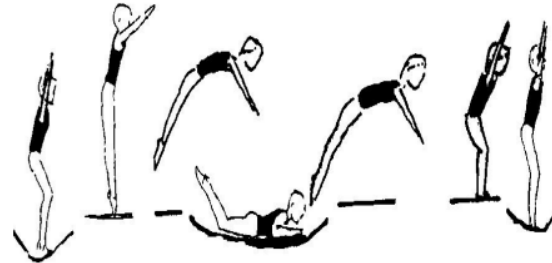


#### PIKE

- Legs remain straight at knees.
- Ideally hands reach out to toes.
- Toes pointed.



### Front landing

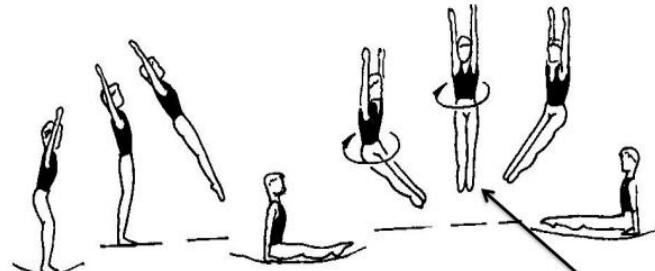


### Landings

#### TEACHING POINTS

- Push feet back so centre of mass remains over cross.
- Vision – focus on end bed.
- Land with whole forearm in contact with the bed.
- Arms, stomach and thighs land at the same time.
- Push with hands to return to feet.

### Swivel Hips



#### TEACHING POINTS

- Attempt to stand up straight between the 2 seat landings by straightening hips after take off.
- Push with hands so arms are up between landings.
- Look from front end to the mat behind you.
- Keep legs tight and straight.

### Back Landing

#### TEACHING POINTS

- Take off for flat back and then pike into the landing.
- Vision – focus on the end frame on the ascent and roof on landing.
- To return to feet – kick upwards and forwards.



# 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: How do Muslims practice their religion in modern society?**

# Knowledge organiser

## Key vocabulary

**adhan** The call to prayer

**Ashura** A festival in which Shi'a Muslims mourn the death of Ali's son Hussein at the Battle of Karbala

**burkini** Swimwear worn by Muslim women to maintain modesty; it was banned in 20 French towns in 2016

**burqa** A cloak that covers the body from head to toe, often with a mesh screen to see through

**Eid ul-Adha** A four-day celebration in the final month of the Islamic year

**Eid ul-Fitr** A three-day celebration after Ramadan

**feminist** Someone who argues for women's rights and believes women are not being treated equally

**Five Pillars** Five important acts of worship in a Muslim's life, which form the basis of the faith

**Hadith** The reported sayings of Muhammad, heard by people during his life and written down in the centuries after his death

**hajj** A pilgrimage to Mecca

**halal** Permitted

**haram** Forbidden

**hijab** A scarf that covers some or all of the head and hair, but not the face

**ihram** The state of holiness or purity entered into by pilgrims before beginning hajj

**imam** A word used by Shi'a Muslims to refer to Ali and his 11 descendants. It also means the leader of prayers in a Sunni mosque

**Islamophobia** A word meaning 'a fear or dislike of Muslims'; disliking and discriminating against Muslims because of their religion

**jihad** Literally, 'struggle'; this can be physical or spiritual

**mihrah** An alcove in a mosque wall showing the direction of Mecca

**militants** Individuals or groups who use violence to spread their ideas

**minaret** A mosque tower from which the muezzin traditionally gives the adhan

**minbar** A platform in a mosque from which the imam delivers his sermon

**muezzin** A person responsible for performing the adhan in a mosque

**niqab** A cloth that covers the head and face except the eyes

**patriarchal** A word used to describe a society where men have more power and control than women

**pilgrimage** A journey taken to a place of religious importance

**prostrating** Bowing with part of the body above the knees touching the floor, e.g. hands

**salah** Prayers that Muslims must perform five times a day

**sawm** Fasting during the month of Ramadan

**secular** Non-religious

**Shahadah** The Muslim declaration of faith – there is no god but God, and Muhammad is his messenger

**Shari'a law** Guidance on all aspects of life for Muslims, from the three main sources of authority – the Qur'an, Sunnah and Hadith

**ummah** The global community of Muslims

**wudu** Ritual washing before prayer

**zakah** The act of giving 2.5 per cent of your savings to charity

## Key facts

- There are five practices, known as the Five Pillars of Islam, that are central to life as a Muslim. The first and most important is the Shahadah (declaration of faith).
- The second pillar is salah (prayer five times a day). In mosques, a muezzin gives the adhan from either inside the mosque or from one of the minarets so that people know it is time to pray. Muslims perform wudu (washing) before praying and pray facing the direction of Mecca.
- During the month of Ramadan, Muslims fast from sunrise to sunset. The 30 days of fasting are followed by a celebration called Eid ul-Fitr. Those who are ill, elderly, young, pregnant or travelling do not have to fast.
- Hajj is a pilgrimage to Mecca that every Muslim tries to undertake during the course of his or her lifetime. Before arriving in Mecca, pilgrims enter the state of ihram and wear white cotton clothes. In order to become a hajji or hajja, pilgrims must circle the Ka'aba, walk or run between the hills of Marwah and Safa, pray for forgiveness on Mount Arafat and stone Satan at Mina. Approximately three million Muslims go on hajj each year. The pilgrimage lasts for five days in the last month of the Islamic year.
- Despite many similarities, Sunni and Shi'a Muslims have different beliefs and practices. Over the course of history, there have been violent clashes between Sunni and Shi'a Muslims, and these continue today.
- Shari'a law (based on the Qur'an, Hadith and Sunnah) teaches Muslims what is halal (permitted). Anything that is not halal is haram (forbidden).
- The question of whether Muslim women should wear a hijab, niqab, burqa or burkini causes much controversy, both within and outside Islam.
- The majority of Muslims view jihad (which means struggle) as a personal struggle to live a good life as a Muslim (the 'greater jihad'). They condemn the views and actions of Islamic militants.
- Five per cent of people in Britain follow Islam. There were some Muslims in Elizabethan England, but most moved to Britain in the second half of the twentieth century. Muslims in Britain today face a number of challenges, including Islamophobia.



Muslims celebrating Eid ul-Fitr.

# 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?**

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

## My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.