YEAR 8

BHA's Knowledge Quest

Summer 1

(Apr- May)

2025-2026

Bristnall Hall Academy

How to use your Knowledge Quest Booklet

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

English: 30 minutes of Sparx Reader, every week.

Maths: 30 minutes of Sparx Maths, every week.

Science: 30 minutes of 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.
Computing: 1 hour of Seneca per fortnight.
All other subjects: Revise the information in this booklet using the revision sheets included with each subject.

Timetable

Use this page to copy out your lessons and room numbers

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

Enrichment and Intervention 2025-26 Summer Term

SUMMER TERM

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 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
Lunch 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Basketball LG	MUGA Year 11 Library Year 10 Yr 8 Basketball LG	MUGA Year 10 Library Year 9 Yr 9 Basketball LG	MUGA Year 8 Library Year 8 Yr 10 Basketball LG	MUGA Year 7 Library Year 7 Yr 11 Basketball LG
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm Wednesday Friday 2.35pm – 3.35pm	Year 11 Open / MFL Subject Intervention Week 1: **B Block** Week 2: **C Block** Year 9 and 10 Football (Field) WT All years Chess Club – Room 9 MAG All Years Debate Mate Room 23 BED Sparx Maths Club – Room 15 DHY / RMI All years Basketball (Large Gym) NK All years Girl's Netball (MUGA) JS/NW- New All years Task Master Room 28 GEG All years Science Club Lab 49 BHO/HOB Yr9 and 10 Science Intervention SAM Year 7 – 9 Masterchef Room 45 (limited to 15 pupils only) CCR/MSH/PCR **SEND** Y7 Reading Intervention ADI/LOM Room 2	Year 11 Science Intervention All years Rounders (MUGA) GH New All years Basketball (Large Gym) WT Year 7 and other beginners Latin Club Room 60 AA All years Cricket (Field) JS New All years Dance Club (Dance studio) CG All years *Hooked on Bristnall* Room 53 JW All years Beyond the Books (Reading Club) Room 24 FH All years Digital skills Room 30 MCA Basketfields Booster for Year 10 English Room 23 FBA Masterchef **(SEND)** Room 45 CCR/MSH/MCS **SEND** Y8 Reading Intervention ADI/LOM 33	Year 11 English and Maths Intervention All years Rounders (MUGA) KHA New All years Dodgeball (Large Gym) WT New All years Cricket (Field) NK New Year 7,8,9 Girls football WBA- Invite only MUGA 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 All years Geography Club 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 and I Media students only: Room 62 JM / Room 10 HA **SEND** Social Society CCR/CST Room 1 **SEND** WBA Multisports/Football LK **SEND** Homework Club – JRE/MPA Room 31 **SEND** Y10 Direct Instruction Lit – JPG Room 3	Year 11 Geography /History Intervention Year 7 and 8 Football (Field) NK All years Legacy cohort Latin Club Room 60 AA All years Pickleball (MUGA) JS New All years *The hook and pen society* Room 53 JW/LOM Year 7,8,9 Music Rock Band- Room 36 TW Russian Language Club for beginners Room 58 RMI	All years Dungeons and Dragons (MB) Room 5 **Yr 10/11 Engineering** coursework catch up intervention- By invitation only LN

Academic	**Creative**	**Physical**
☐ Task Master (will meet all parts of the diploma) ☐ Latin Club (new and legacy co horts) ☐ Chess Club ☐ Sparx Maths Club ☐ Geography Club ☐ Science Club Lab 49 ☐ Debate Mate ☐ 'Beyond the Books' Reading Club ☐ Russian Language Club for Beginners ☐ Any other subject intervention	☐ Task Master (will meet all parts of the diploma) ☐ Scene stealers film maker club ☐ Act up! Drama Club ☐ Ultimate Uno ☐ Hooked on Bristnall - Crochet club ☐ The hook and pen society ☐ The REP Theatre Performing Arts Club ☐ Board Game Club ☐ Dungeons and Dragons ☐ Digital Skills ☐ Rock Band ☐ Masterchef	☐ Task Master (will meet all parts of the diploma) ☐ Football ☐ Basketball ☐ Netball ☐ Dodgeball ☐ Cricket ☐ Rounders ☐ Dance

Dates to remember this half term:

April	May

Attendance record

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

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		
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				
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 what % 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	
Total assignments completed this half term:	

Independent Study Check!

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

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

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

_____

_____

_____

_____

_____

Homework Log

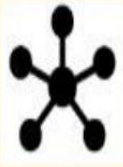
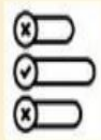
Use this page to record any homework this half term

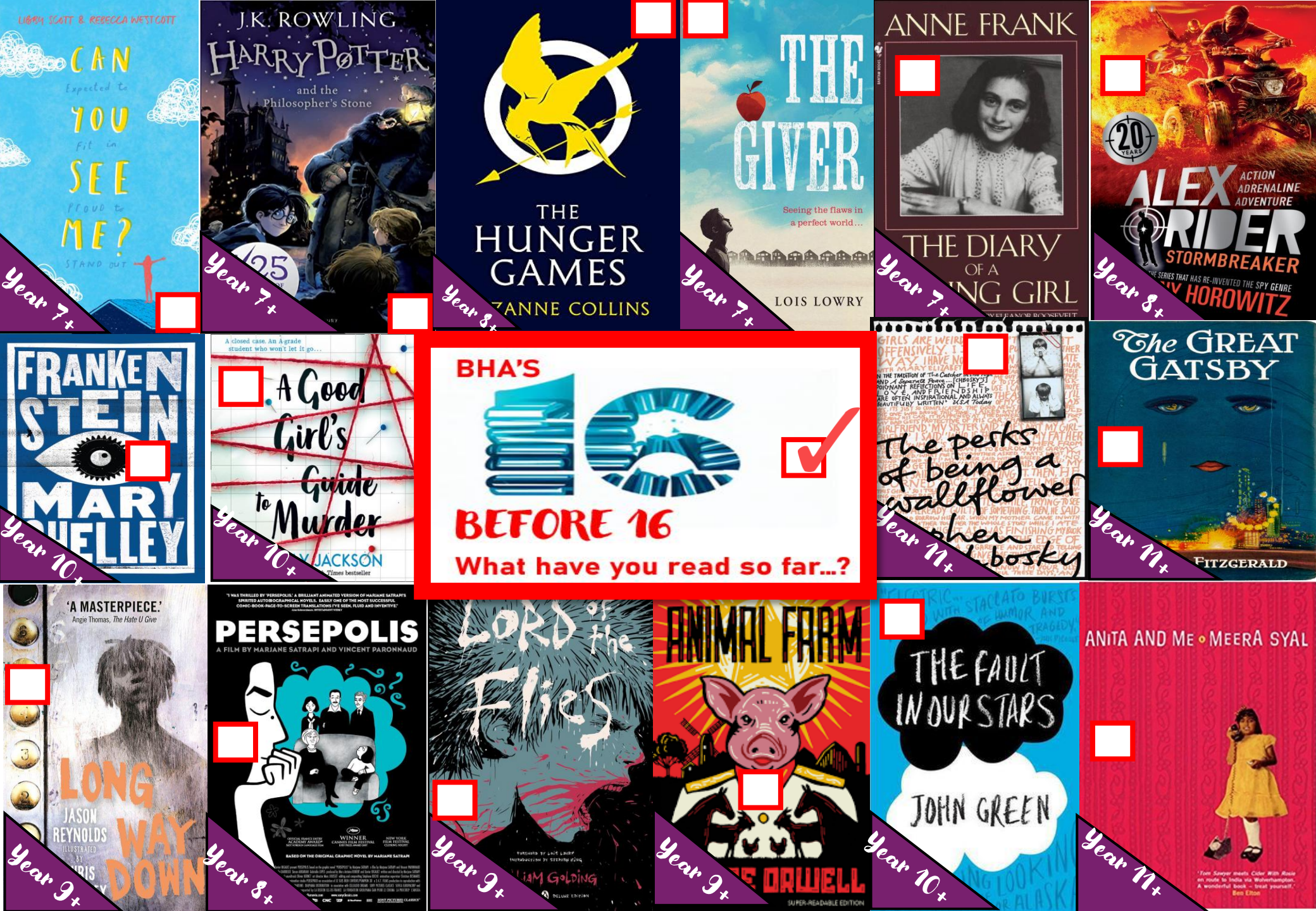
Subject	Date Due:	Additional Notes:

Homework Log

Use this page to record any homework this half term

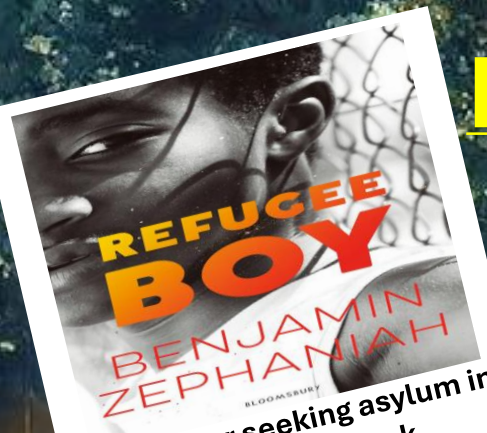
Subject	Date Due:	Additional Notes:

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

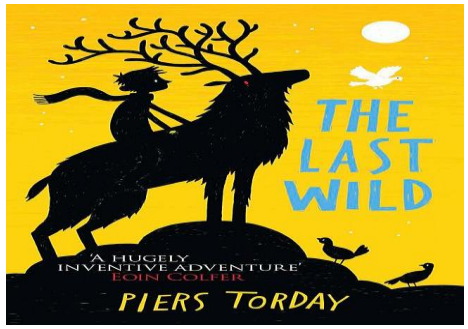

LIBBY SCOTT & REBECCA WESTCOTT
CAN
Expected to
YOU
Fit in
SEE
Proud to
ME?
STAND OUT
Year 7+
J.K. ROWLING
HARRY POTTER
and the
Philosopher's Stone
Year 7+
THE
HUNGER
GAMES
ZANNE COLLINS
Year 8+
THE
GIVER
Seeing the flaws in a perfect world...
LOIS LOWRY
Year 7+
ANNE FRANK
THE DIARY
OF A
NG GIRL
Year 7+
20 YEARS
ALEX
RIDER
ACTION
ADRENALINE
ADVENTURE
STORMBREAKER
THE SERIES THAT HAS RE-INVENTED THE SPY GENRE
HOROWITZ
Year 8+
FRANKEN
STEIN
MARY
SHELLEY
Year 10+
A closed case. An A grade student who won't let it go...
A Good Girl's Guide to Murder
JACKSON
Times bestseller
Year 10+
BHA'S
10
BEFORE 16
What have you read so far...?
GIRLS ARE WEIRD OFFENSIVELY. I...
IN THE TRADITION OF The Catcher...
AND A Separate Peace... [CHBOSKY'S] POIGNANT REFLECTIONS ON LIFE, LOVE AND FRIENDSHIP ARE OFTEN INSPIRATIONAL AND ALWAYS BEAUTIFULLY WRITTEN" USA Today
The perks of being a wallflower
Year 11+
The GREAT
GATSBY
FITZGERALD
Year 11+
'A MASTERPIECE.'
Angie Thomas, The Hate U Give
LONG
WAY
DOWN
JASON
REYNOLDS
ILLUSTRATED
Year 9+
"I WAS THRILLED BY 'PERSEPOLIS': A BRILLIANT ANIMATED VERSION OF MARJANE SATRAPI'S SPIRITED AUTOBIOGRAPHICAL NOVELS. EASILY ONE OF THE MOST SUCCESSFUL COMIC-BOOK-PAGE-TO-SCREEN TRANSLATIONS I'VE SEEN. FLUID AND INVENTIVE."
PERSEPOLIS
A FILM BY MARJANE SATRAPI AND VINCENT PARONNAUD
WINNER
CANNES FILM FESTIVAL
JURY PRIZE AWARD
NEW YORK FILM FESTIVAL
OPENING NIGHT
BASED ON THE ORIGINAL GRAPHIC NOVEL BY MARJANE SATRAPI
Year 8+
LORD of the Flies
WILLIAM GOLDING
Year 9+
ANIMAL FARM
ORWELL
Year 9+
THE FAULT
IN OUR STARS
JOHN GREEN
Year 10+
ANITA AND ME • MEERA SYAL
'Tom Sawyer meets Cider With Rosie en route to India via Wolverhampton. A wonderful book – treat yourself.'
Ben Elton
Year 11+

Contents page

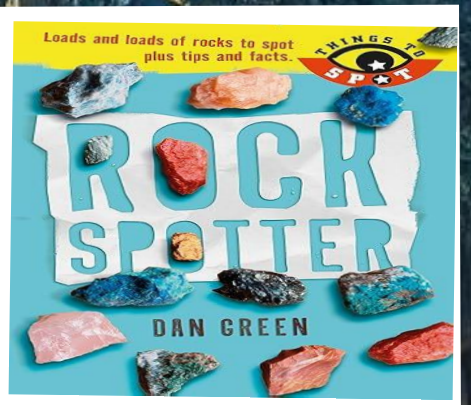
YEAR 8
Recommended Reading



A teenager seeking asylum in the UK. The book explores racism, loss, resilience and social justice.



Set in a future shaped by environmental collapse. With links to climate change and Earth systems, it also explores strong themes of survival, responsibility, and science ethics.



In depth explorations and explanations about igneous, sedimentary and metamorphic rocks.

Explores textiles as storytelling, culture, and identity. It shows how stitch, pattern, and materials communicate meaning.

Maisie Cannon, a Native American girl who, after a serious injury ends her ballet dreams, takes a winter road trip with her family that helps her confront grief, identity, and healing.

Challenge yourself by reading these topic-related books for this half term!

English

Year 8 English

Facing Adversity : Non- fiction reading and comparison

DAFORES T

Direct Address	Referring to the reader directly using the pronouns 'we' or 'you'.
Alliteration	A group of words beginning with the same letter or sound.
Anecdote	Short story to support your ideas
Anaphora	Repetition at the beginning of clauses/sentences
Fact	Something which can be proven to be true.
Opinion	A belief which cannot be proven to be true – someone's own ideas.
Repetition	Repeating words or phrases with intention
Rhetorical question	Any question in a piece of writing which creates an answer in the reader's mind.
Emotive language	Words which create a powerful and emotional response.
Statistics	A fact or a piece of data gained from a study.
Triple	Lists of three things in a sentence.

VEZE-C-VEZE

VIEWPOINT: Give a clear statement about the writer's viewpoint

EVIDENCE: Write your quote and include quotation marks. This must support your point clearly.

ZOOM: Identify a **technique used** from your evidence and layer inferences- literal, metaphorical and symbolic.

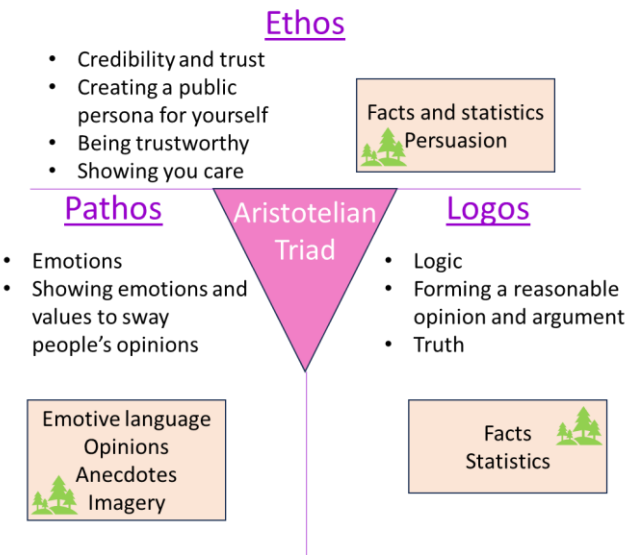
EFFECT: Explore the impact of your chosen quotation upon the reader/audience and consider the writer's purpose.

Connectives

Compare (similar)		Contrast (different)	
Similar to	Equally	However	Conversely
Likewise	As with	Whereas	In contrast
Also	Similarly	Alternatively	Unlike
In the same way		On the other hand	

Key Vocabulary

Adversity (n)- difficult/unpleasant situation
Magnanimous (adj)- forgiving/generous
Caustic (adj)- sarcastic/critical
Culpability (n)- blame/responsibility
Liberation (n)- freedom
Morality (n)- right vs. wrong



Viewpoint

The term refers to how a writer thinks or feels about a topic.
This can be stated explicitly or implicitly.
Alternative words for 'viewpoint' 'opinion' 'point of view' 'attitude' or 'perspective'

Key Vocabulary

Personification- giving a non-human human characteristics/features
Inclusive pronouns- addressing the reader in an inclusive way
Anaphora- repetition at the beginning of sentences/clauses
Modality- a degree of certainty, manner or necessity

YEAR 8 - DEVELOPING NUMBER...

Standard Form

Maths

be able

o do?

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

- Write numbers in standard form and as ordinary numbers
- Order numbers in standard form
- Add/ Subtract with standard from
- Multiply/ Divide with standard form
- Use a calculator with standard form

Keywords

Standard (index) Form: A system of writing very big or very small numbers
Commutative: an operation is commutative if changing the order does not change the result
Base: The number that gets multiplied by a power
Power: The exponent – or the number that tells you how many times to use the number in multiplication
Exponent: The power – or the number that tells you how many times to use the number in multiplication
Indices: The power or the exponent
Negative: A value below zero

ositive powers of 10

lion – 1 000 000 000
x 10 x 10 x 10 x 10 x 10 x 10 x 10 x 10 x 10 = 10^9

Addition rule for indices $10^a \times 10^b = 10^{a+b}$

Subtraction rule for indices $10^a \div 10^b = 10^{a-b}$

umbers between 0 and 1

0.054
5.4×10^{-2}

1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^0	10^{-1}	10^{-2}	10^{-3}
0	0	5	4

A negative power does not mean a negative answer – it means a number closer to 0

Standard form with numbers > 1

Any number between 1 and less than 10 → $A \times 10^n$ ← Any integer

Example
3.2×10^4
$= 3.2 \times 10 \times 10 \times 10 \times 10$
$= 32000$

Non-example
0.8×10^4
$5.3 \times 10^{0.7}$

Negative powers of 10

0.001	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
$1 \times \frac{1}{1000}$	10^1	10^0	10^{-1}	10^{-2}	10^{-3}
1×10^{-3}	0	0	0	0	1

Any value to the power 0 always = 1

Negative powers do not indicate negative solutions

Order numbers in standard form

10^2	10^1	10^0	10^{-1}	10^{-2}	10^{-3}	10^{-4}

6.4×10^{-2}	2.4×10^2	3.3×10^0	1.3×10^{-1}
0.064	240	1	0.13

Look at the power first will the number be = > or < than 1

Use a place value grid to compare the numbers for ordering

Mental calculations

$6.4 \times 10^2 \times 1000$ Not in Standard Form
$= 6.4 \times 10^2 \times 10^3$ Use addition for indices rule
$= 6.4 \times 10^5$

$(2 \times 10^3) \div 4$ Divide the values
$= (2 \div 4) \times 10^3$
$= 0.5 \times 10^3$

$(8) \times 10^5 \times (3)$
$= 24 \times 10^5$ Not in Standard Form
$= 2.4 \times 10^1 \times 10^5$ Use addition for indices rule
$= 2.4 \times 10^6$

Remember the layout for standard form

Any number between 1 and less than 10 → $A \times 10^n$ ← Any integer

Addition and Subtraction

Tip: Convert into ordinary numbers first and back to standard from at the end

$6 \times 10^5 + 8 \times 10^5$

Method 1
= 600000 + 800000
= 1400000
$= 1.4 \times 10^5$

More robust method
Less room for misconceptions
Easier to do calculations with negative indices
Can use for different powers

Method 2
$= (6 + 8) \times 10^5$
$= 14 \times 10^5$ ← This is not the final answer
$= 1.4 \times 10^1 \times 10^5$
$= 1.4 \times 10^5$

Only works if the powers are the same

Multiplication and division

$\frac{1.5 \times 10^5}{0.3 \times 10^3}$ ← Division questions can look like this

$(1.5 \times 10^5) \div (0.3 \times 10^3)$

$1.5 \div 0.3 \times 10^5 \div 10^3$

$= 5 \times 10^2$

For multiplication and division you can look at the values for A and the powers of 10 as two separate calculations

Revisit addition and subtraction laws for indices – they are needed for the calculations

Addition law for indices $a^m \times a^n = a^{m+n}$

Subtraction law for indices $a^m \div a^n = a^{m-n}$

Using a calculator

$1.4 \times 10^5 \times 3.9 \times 10^3$

Use a calculator to work out this question to a suitable degree of accuracy

Input 1.4 and press [×10^x] Then press 5 (for the power)
Press [×]
Input 3.9 and press [×10^x] Then press 3 (for the power)
Press [=]
→ This gives you the solution

Click calculator for video tutorial

To put into standard form and a suitable degree of accuracy

Press [SHIFT] [SETUP] and then press 7 for sci mode
Choose a degree of accuracy so in most cases press 2

Answer: 5.5×10^8

YEAR 8 - ALGEBRAIC TECHNIQUES...

Maths

Brackets, Equations & Inequalities

What do I need to be able to do?

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

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

Keywords

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

Form expressions

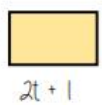
For unknown variables, a letter is normally used in its place

More than – **ADD**
Less than/ difference – **SUBTRACT**

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

Only similar terms can be grouped together

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



t + 2t + 1 + t + 2t + 1 → 6t + 2

Directed numbers

+ + → +

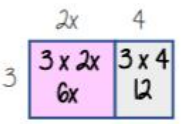
- - → +

+ - → -

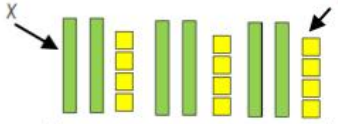
- + → -

e.g a = -5 and b = 2
a^2 = a x a = -5 x – 5 = **25**
b + a = 2 + - 5 = **-3**

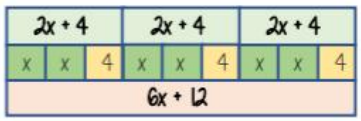
Multiply single brackets 3 (2x + 4)



6x + 12

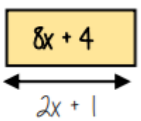


6x + 12



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

Factorise into a single bracket 8x + 4



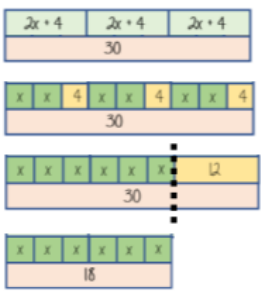
Try and make this the **highest common factor**

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

8x + 4 ≡ 4 (2x + 1)

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

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



3 (2x + 4) = 30

Expand the brackets

6x + 12 = 30
- 12 - 12

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

6x = 18
- 6 - 6

x = 3

Simple Inequalities

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

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

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

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

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

Form and solve inequalities

Two more than treble my number is greater than 11

Find the possible range of values

Form

x → x3 → +2 → 11

3x + 2 > 11

Solve

x ← -3 ← -2 ← 11

x > 3

Check

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

Algebraic constructs

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

Equation
A statement that two things are equal

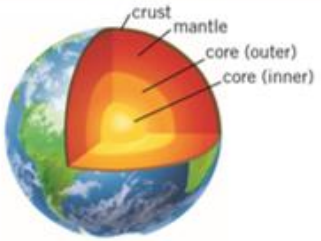
Term
A single number or variable

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

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

Knowledge organiser: The Earth and Rocks

The Earth



The Earth has three main layers:

- The **crust** is rocky and solid
- The **mantle** is made from mainly solid rock but this can flow
- The **outer core** is liquid metal and the **inner core** is solid

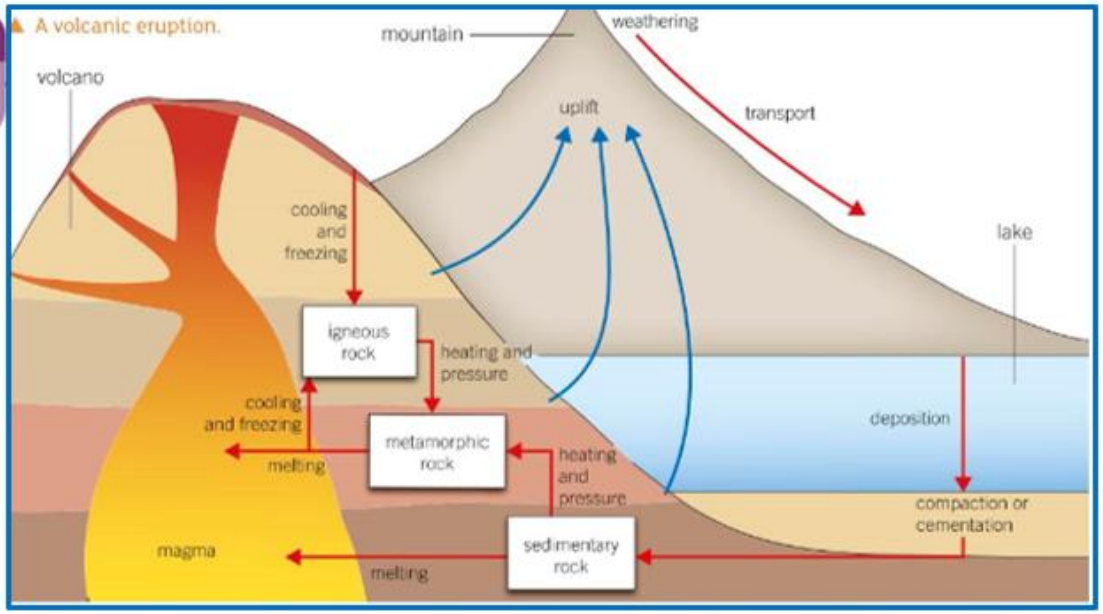
Types of rock

Type of rock	How it is formed	Properties	Uses
sedimentary rock	• sediment piles up in one place and, over many years, sticks together by compaction or cementation • **compaction:** weight of sediments above squeeze them into rocks • **cementation:** another substance sticks the sediments together	• **porous:** made of small grains stuck together so there are holes that water can pass through • soft: easy to break apart the sediments	building materials (e.g. *sandstone* and *limestone*)
igneous rock	• when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together • **magma:** liquid rock underground-cools slowly and forms large crystal • **lava:** liquid rock above the ground-cools quickly and forms small crystals	• **durable** and hard (difficult to damage): the crystals are locked tightly together • not porous: there is no space between crystals	pavement rail tracks
metamorphic rock	• other rocks under that Earth are heated and put under pressure • over time, these rocks become metamorphic	• not porous: there is no space between crystals	marble used for kitchens slate used for roofing tiles

Examples

The rock cycle

The **rock cycle** shows how rocks change and how their materials are recycled over millions of years



Knowledge organiser: Work, moments and pressure

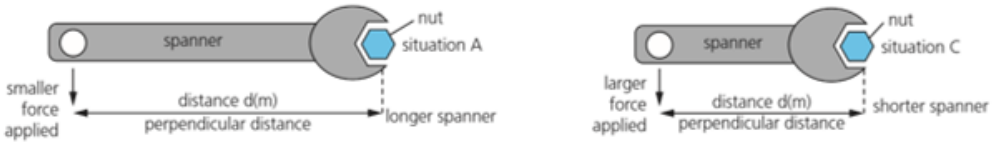
Work

- In physics, **work done** is the energy transferred when a force is used to move an object a certain distance
- Like energy, work is measured in **Joules** (J)
- Work can be done in a a range of situations e.g. lifting a book work is done against gravity, when you slide a book along a table work is done against friction
- We calculate work with the equation:

work done (J) = force (N) × distance moved (m)

- A **simple machine** makes it easier to lift things, they reduce the force needed
- A **force multiplier** uses a smaller **input force** (what you apply) to to generate a larger **output force** (what is created)
- If you increase the distance from the pivot, less input force is needed to be used for the same output force as before
- A **lever** is an example of a force multiplier, a longer lever will require a less input force than a shorter lever to produce the same output force

The physics of unscrewing a tight nut with a spanner



Gas pressure

- **Gas pressure** is caused by the particles of a gas colliding with the wall of the container which they are in
- The more often that the particles collide with the wall of the container, the higher the pressure of the gas will be
- Gas pressure can be increased by:
  - Heating the gas so the particles move more quickly and collide with the container with a higher energy
  - Compressing the gas so there are the same amount of particles within a smaller volume meaning that there are more collisions
  - Increasing the amount of particles within the same volume so there are more collisions

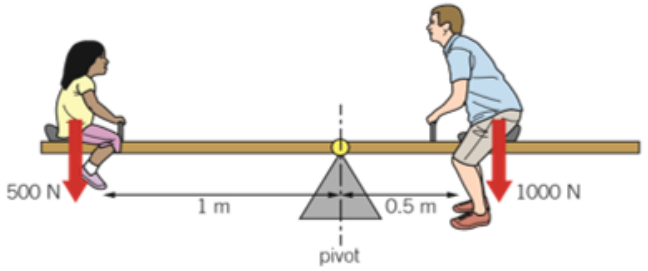
- **Atmospheric pressure** is the pressure which the air exerts on you all of the time, nearer the ground there are more particles weighing down on you so the pressure is greater
- The higher you go, the smaller the atmospheric pressure, this is because there will be less particles weighing down on you

Turning forces

- A **moment** is the turning effect of a force, it is measured in Newton meters
- We can calculate a moment with the equation:

moment (Nm) = force (N) × distance from the pivot (m)

- The size of the moment will increase as the distance from the **pivot** or the size of the force increases
- When an object, such as a seesaw, is balanced, the clockwise and the anticlockwise moments will be equal and opposite, which is known as **equilibrium**
- When forces are equal and opposite to each other, there is no **resultant force**



clockwise moment = force x distance on the right
= 1000 N x 0.5 m
= 500 Nm

anticlockwise moment = force x distance on the left
= 500 N x 1 m
= 500 Nm

Pressure in solids

- The pressure which is exerted on a solid is known as **stress**
- The greater the area over which the force is exerted over, the lower the pressure, this is why snowshoes have a large area to prevent you sinking into the snow
- **Pressure** can be calculated using the following equation:

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

Pressure in liquids

- Liquids are **incompressible**
- The particles in a liquid are already touching, meaning that there is little space between them to compress
- Liquids will transfer the pressure applied to them, this is seen in hydraulic machines
- As the ocean gets deeper, the pressure will increase, this is because the pressure depends on the weight of the water above
- The greater the number of water molecules above, the higher the pressure will be

Opinions

j'adore – *I love*

j'aime bien – *I really like*

j'aime – *I like*

je n'aime pas – *I don't like*

je déteste – *I hate*

Justifications

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

Intensifiers

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

Connectives

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

Reasons

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

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

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

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

Classroom language

Bonjour monsieur / madame – *Hello Sir / Miss*
Oui / non – *Yes / No*
S'il vous plaît – *Please*
Merci – *Thank you*
J'ai besoin de… – *I need a/some…*
stylo (vert) – *(green) pen*
papier – *paper*
dictionnaire – *dictionary*
règle – *ruler*
cahier – *exercise book*
Est-ce que vous pouvez répéter?
– *Can you repeat?*
Je ne comprends pas – *I don't understand*
Est-ce que vous pouvez m'aider?
– *Can you help me?*
Puis-je aller aux toilettes?
– *Can I go to the toilets?*
J'ai fini – *I have finished*
Puis-je enlever ma veste?
– *Can I take off my blazer?*
Qu'est-ce que c'est …. en francais / anglais?
– *What is … in French / English?*

Les numéros

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

Year 8 French Holidays Knowledge Organiser

MFL

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

Key vocabulary

Les pays — countries	
Je vais	I go to
en Allemagne	Germany
en Autriche	Austria
en Ecosse	Scotland
en Espagne	Spain
au Pays de Galles	Wales
en Grèce	Greece
en Angleterre	England
en Irlande	Ireland
en Italie	Italy
aux Etats-Unis	USA

Genres de vacances—Holiday types	
les croisières	cruises
les vacances au bord de la mer	holidays on the coast
les vacances à l'étranger	holidays abroad

avec qui? - who with?	
Je vais avec	I go with
mes amis	my friends
ma famille	my family
mes parents	my parents
ma classe	my class

Tricky spelling

hygiénique	ie vowel cluster

le logement—accommodation	
Je reste/ loge dans	I stay in...
une auberge (de jeunesse)	a (youth) hostel
une caravane	a caravan
un chalet	a chalet
un camping	a campsite
une tente	a tent
des places	pitches (tent)

les installations—facilities	
il y a	there is
un balcon	a balcony
une vue sur la mer	a sea view
la climatisation	air conditioning
une aire de jeux	a play area
un sèche-cheveux	a hair dryer
une piscine chauffée	a heated pool
un terain de pétanque	a bowling green

adjectifs—adjectives	
c'est/c'était	It is/was
de luxe	luxurious
de cinq étoiles	5 star
décrépit(e) (s)	decrepit
étonnant	surprising
thématique	thematic

Big questions

- **Where do I go on holiday?**
- **What types of holiday do I like?**
- **Where do I stay and what's it like?**
- **What do I like to do on holiday?**
- **What did I do last year and what will I do in the future?**
- **What are my ideal holidays?**

les problèmes—problems	
la clé	the key
l'ascenseur	the lift
ne marche pas	doesn't work
est hors de service	out of order
est cassé	broken
il n'y a pas de	there isn't any...
papier hygiénique	toilet roll
eau chaud	hot water
savon	soap
serviettes	towels
il y a	there is/are
cafards/punaises	roaches/bugs

Les activités—activities	
la location de vélos	bike hire
la pêche	fishing
le tir à l'arc	archery
du canoë	canoeing
du ski nautique	waterskiing
des randonnés	hiking
l'accrobranche	high ropes course
la pétanque	bowls

objets trouvés—lost property	
j'ai perdu	I have lost
mon parapluie	my umbrella
mon porte-feuille	my purse/wallet
mon appareil	my camera
mon portable	my mobile

Dans ma valise—in my suitcase	
un maillot de bain	a swimming costume
des lunettes de soleil	sunglasses
un porte-monnaie	a wallet/purse
de l'argent	money

Tricky pronunciation:

vacances	ending (onse)
hygiénique	the accent on the –e (ee-zhee-en-eek)

Useful Grammar

Key Verbs

Aller – to go				
	Past	Present	Near Future	Simple future (H)
Je (I)	suis allé (e)	vais	vais aller	irai
tu (you)	es allé(e)	vas	vas aller	iras
il/elle (s/he)	est allé(e)	va	va aller	ira
nous (we)	sommes allé(e)s	allons	allons aller	irons
vous (you pl)	êtes allé(e)(s)	allez	allez aller	irez
ils/elles (they)	sont allé(e)s	vont	vont aller	irons

Faire – to do/make				
	Past	Present	Near Future	Simple future (H)
Je (I)	ai fait	fais	vais faire	ferai
tu (you)	as fait	fais	vas faire	feras
il/elle (s/he)	a fait	fait	va faire	fera
nous (we)	avons fait	faisons	allons faire	ferons
vous (you pl)	avez fait	faîtes	allez faire	ferez
ils/elles (they)	ont fait	font	vont faire	ferons

The perfect tense (passé compose)

To form the perfect tense we need:

- The correct form of **avoir/être**
- The past participle of the main verb

	avoir	être
Je (J')	ai	suis
Tu	as	es
Il/elle	a	est
Nous	avons	sommes
Vous	avez	êtes
Ils/elles	ont	sont

Key verbs
(avoir in the perfect tense)
voyager = to travel
loger = to stay
prendre = to take
faire = to do
boire = to drink

Key verbs
(être in the perfect tense)
partir = to leave
rester = to stay
rentrer = to come back
sortir = to go out
aller = to go

The Immediate Future Tense –

To form the immediate future we need:

- **The correct form of aller**
- **The infinitive of the main verb**

aller – to go	
Je	vais
Tu	vas
Il/elle	va
Nous	allons
Vous	allez
Ils/elles	vont

The Simple Future Tense –

To form the Simple Future we need:

- **The infinitive of the main verb**
- **Add the endings for avoir onto the infinitive**

Intensifiers
très = very
un peu = a little
trop = too
assez = quite
beaucoup de = a lot of

False Friends

le camping	the campsite
la carte	the map
la location	rental
rester	to stay

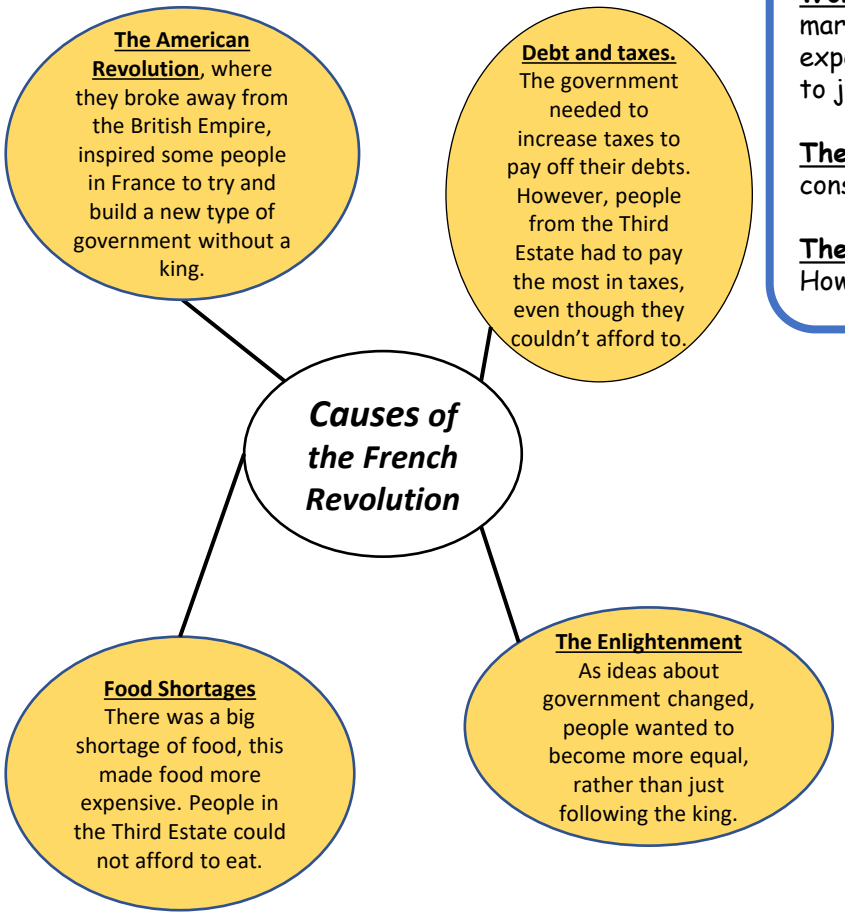
Key Questions	
où vas/est-tu allé en vacances?	Where do/did you go on holiday?
qu'est-ce que tu fais/tu as fait?	What do /did you do (on hols)
c'est/c'était comment?	What was it like?
où loges-tu/as-tu logé?	Where do/did you stay?
comment voyages-tu/tu as voyagé?	How do/did you travel?
où vas-tu aller l'année prochaine?	Where are you going to go next year?

PARENT/ CARER QUIZ

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

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

How can 'ordinary people' influence political change?



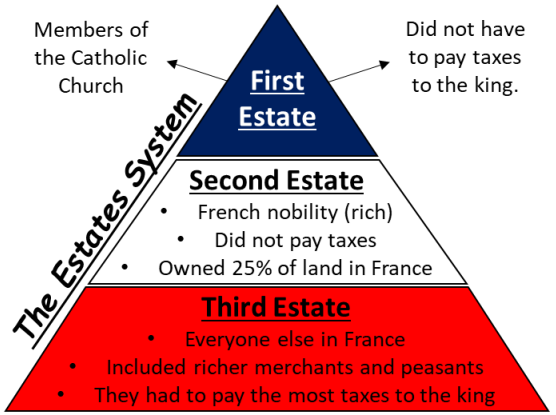
The National Assembly May 1789: The Third Estate were unhappy that they were not invited to the meeting of the Estates General, which the king set up to try and deal with France's financial problems. In response, they set up their own National Assembly.

Bastille July 1789: The Third Estate were fearful that the government were going to attack them, they needed to defend themselves. They went to the Bastille prison to try and get some gunpowder, but the soldiers refused to provide any. This made people angry and they broke into the Bastille. This led to fighting between the two sides.

Women's March on Versailles October 5, 1789: A large group of women in a Paris marketplace began to revolt. They wanted to buy bread for their families, but it was too expensive. They began to march through Paris demanding bread at a fair price. Thousands began to join them on the march as it went on.

The establishment of the Constitutional Monarchy: The National Assembly complete a new constitution, which limits the power of the King. The King has no choice but to accept.

The Flight to Varennes June 1791: The King attempts to flee France to gain foreign support. However, he is captured before he can escape. This erodes trust in the monarchy.



KEY TERMS

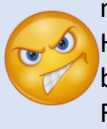
Revolution = A very fast and sometimes violent change to a country's government.
Estates = French people were divided up into groups depending on their social status (e.g. rich, poor)
Ancient Regime = The government and laws in France before the revolution.
Enlightenment = A new way of thinking in science, politics and philosophy that was popular in Europe during the 18th Century.
Constitutional Monarchy = a country ruled by a king with limited power.
Revolutionary Wars = Fighting between France and other European countries trying to bring back the French monarchy.
Centralisation = when decisions are all made by one person/place/group.
Concordat = peaceful agreement with the Pope (leader of the Catholic Church).


After the French Revolution, a **constitutional monarchy** was introduced, where the King would have limited power, but continue to rule France.


Some people were against this as they feel it did not change things enough. Led by Maximilien Robespierre, the **King was executed** in 1792 for betraying his own country. This led to the end of the monarchy in France.


During this time, some European governments e.g. Britain, Austria were scared that the events of the French Revolution would happen in their own country. So, they went to war with France to end the revolution and restore the monarchy. These are known as the **Revolutionary Wars.**


Following this, a dark time known as the **Reign of Terror** started. Anyone who spoke out against the revolution was executed using the guillotine. This included members of the Catholic Church. The Reign of Terror ended when Robespierre was executed in 1794.

After this, a less extreme government called the **Directory** was set up – this was a system where 5 men had control of the political system in France. However, they became unpopular. This was because of the Revolutionary Wars, which made France economically weak.

As the Directory was seen as weak, many people turned to the military for strength. They were led by Napoleon Bonaparte, a respected military commander with success in the Revolutionary Wars. **Napoleon used this to take power of France in 1799.**

Impact of Napoleon Bonaparte of French politics and society

Napoleonic Code:

1804 –

1. **Equality:** The code emphasized that everyone is equal before the law.
2. **Property Rights:** It protected people's right to own and use property.
3. **Legal Certainty:** The code aimed to make laws clear and understandable.

Educational Reforms:

- **Lycées:** established primary schools for boys.
- **Curriculum Focus:** Emphasised science, math, and citizenship
- **Widespread Access:** Aimed to provide schooling to more children.

Centralisation of Power:

- **Appointments:** Chose loyal officials for key positions.
- **Centralised Decision-Making:** Made important decisions from Paris.
- **Organisation**: Made sure laws were followed all across the French Empire.

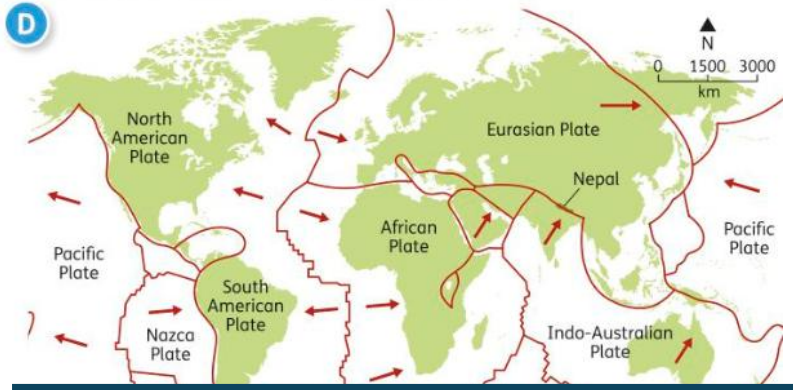
Concordat with the Catholic Church:

- **Agreement:** Napoleon signed a deal, called the Concordat, with the Pope. They agreed to bring back the Catholic Church in France.
- **Peaceful Relations:** Helped calm tensions between the government and the Church.

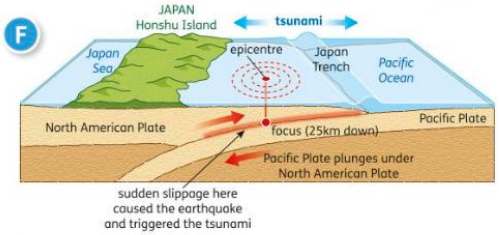
Our Physical World

Key idea: Introducing students to the physical world, plate tectonics, global weather and climate.

1.The main feature of the Atlantic Ocean is the Mid-Atlantic Ridge. It rises over 2000m above the seabed.
2. The deepest part of the Earth is the Mariana Trench, located in the Pacific Ocean. It is 11,000 metres below sea level at it's lowest point, Challenger Deep.



Scientists have developed the theory of plate tectonics to explain how these landforms were created. Earth's solid outer skin, the crust, is divided into may separate slabs called plates, which move very slowly in relation to each other.



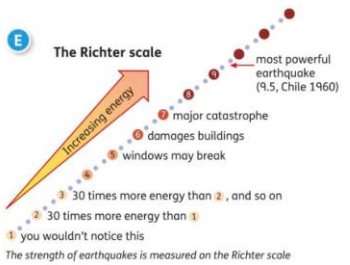
The cause of the Japan tsunami

Tsunamis are caused by **underwater earthquakes.** Shaking of the ground creates waves, which grow as they head towards the coastline. The 2011 tsunami in **Japan** killed 15,000 people, injured 6000 and cost over US$360 billion to repair all the damages.

Key words	Definitions
Latitude	Parallel lines on an atlas drawn north and south of the Equator.
Longitude	Lines on an atlas drawn between the North and South Pole.
Mid-Atlantic Ridge	A mountain chain that runs north-south in the middle of the Atlantic Ocean.
Rift valley	A steep-sided valley formed by the collapse of a central block of land.
Fault	A tear or fracture in the Earth's crust.
Plate tectonics	The theory used to explain the formation of Earth's major landforms.
Crust	The thin, outer layer of Earth, made of rock.
Plate	A slab of Earth's crust.
Earthquake	Sudden violent shaking of the ground.
Epicentre	The point on a ground surface directly above the focus of an earthquake.
Seismic waves	Shockwaves radiating out from the focus of an earthquake.
Seismograph	An instrument that measures and records earthquakes.
Richter scale	The scale used to describe the magnitude (strength) of an earthquake or landslide.
Tsunami	A destructive wave caused by an underwater earthquake or volcanic eruption.
Focus	The point underground where the earthquake is triggered.
Volcano	Typically, cone-shaped landform with a broad base and narrow top, where lave erupts at the Earth's surface.
Crater	The bowl-shaped top of a volcano.
Magma	Melted rock beneath the Earth's surface.
Lava	Magma that erupts above ground.
Vent	A channel through which magma travels to reach Earth's surface.
Hot spot	Small areas where Earth's crust is so thin that hot magma melts and breaks through the rock above it, often building up over time to form an island.
Caldera	A huge volcanic crater that has collapsed following an eruption.
Heatwave	A long period of very high temperatures.
Wildfire	An uncontrolled fire in open countryside or forest.
Tropical storm	A huge powerful storm formed in the tropics.
Monsoon	The seasonal weather pattern experienced in parts of Asia that brings very heavy rain in summer.
Eye	The centre of a tropical storm, where there are calm, dry conditions.

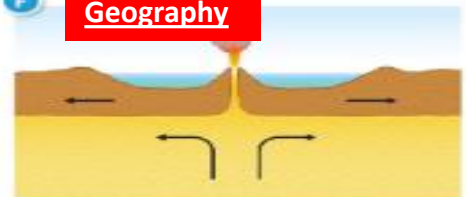
Page 13

Earthquakes are measured by **seismographs**. They record the shaking of the ground on a graph. **The Richter scale** is used describe the magnitude (strength) of an earthquake.



The strength of earthquakes is measured on the Richter scale

Geography

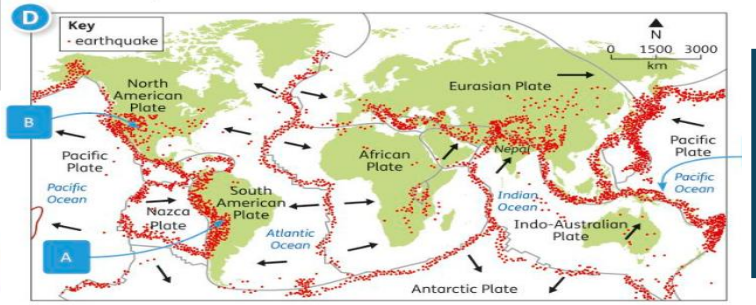


Constructive plate margin – Where two plates move away from each other e.g. the Mid-Atlantic Ridge.

Destructive plate margin – Where two plates move towards each other e.g. at the Mariana Trench.

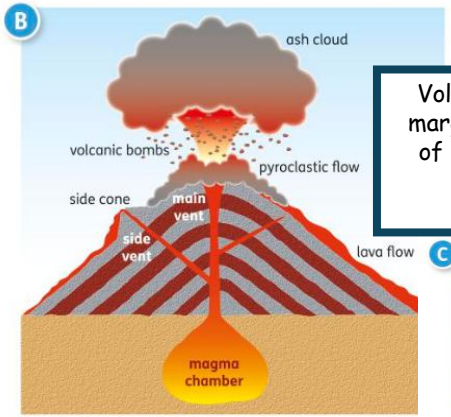
Conservative plate margin – Where two plates slide alongside each other, e.g. San Andreas fault in California.

An **earthquake** happens very suddenly and without warning. The **epicentre** of the 2015 Nepal earthquake (in Asia) was in Kathmandu, the capital city. This explain why 9000 people died and 22,000 were injured.



Global distribution of earthquakes

The vast majority of earthquakes occur at **plate margins** due to the immense pressure the builds up between the plates interacting with each other. As pressure is released, **seismic waves** are sent out causing **earthquakes.**

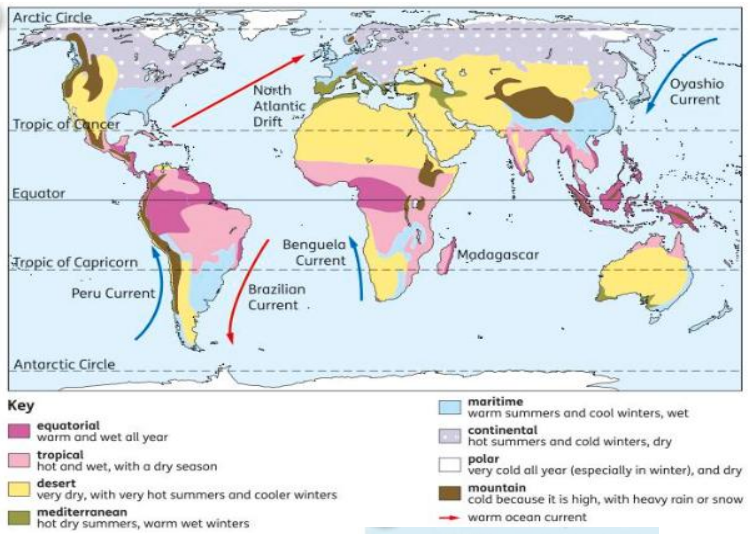


A volcano's internal 'plumbing'

Volcanoes are normally found at **constructive** and **destructive** plate margins. The greatest concentration of volcanoes is around the edge of the Pacific Ocean, this is known as the **'Ring of Fire'.** The 2015 eruption in Kilauea, Hawaii destroyed many homes and forced thousands of people to be evacuated.

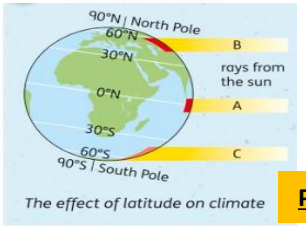
C

Eruption product	Description	Hazard
Ash cloud	Fine particles of ash blasted many kilometres into the atmosphere	• Disrupts air transport as ash can damage jet engines • Smothers farmland • Can suffocate people and animals
Lava	Liquid magma on the ground surface	• Usually moves quite slowly as it cools rapidly in contact with air • If it is extremely hot and runny (as in Hawaii), it flows like a river • Can destroy property, forests and roads
Pyroclastic flow	A deadly mix of burning rocks, ash and gas that surges very quickly down the volcano's sides	• Extremely dangerous • Destroys everything in its path
Volcanic bombs	Chunks of molten rock flung into the air, where they cool before falling back to Earth	• Dangerous to people, who may be hit by the burning rocks • Can damage buildings and set fire to vegetation
Gases	Poisonous gases such as carbon monoxide	• Poisonous gases can be emitted, which can kill people and animals



The world is split into different climate zones, which affect the extreme weather that occurs. This is due to different factors including:

1. **Distance from the sea;**
2. **Ocean currents;**
3. **Latitude.**



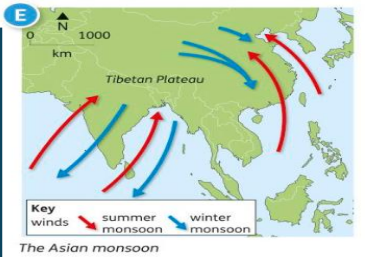
The effect of latitude on climate

Page 14

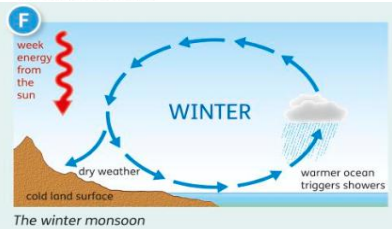
In Summer 2018, Asia experienced heavy rain due to monsoons. They cause problems but people rely on the rain for use in agriculture.

Summer monsoon – land heats up rapidly, air rises which draws in cool air from the ocean causing heavy rains.

Winter monsoon – land is cold in winter, air sinks and moves towards oceans. Air is dry, resulting in low rainfall.



The Asian monsoon



The winter monsoon

Satellite photo of Hurricane Irma *Destruction in Barbuda caused by Hurricane Irma*

Hurricane Irma was the most powerful tropical storm ever recorded. In 2017 it swept through the Caribbean and south-east USA, killing 134 people in Barbuda and causing US$65 billion of damage.

DUAL CODING

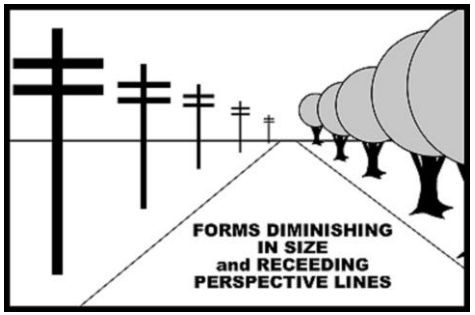
Based on some key knowledge from your ***History*** and ***Geography*** knowledge organisers, can you assign different parts of this knowledge to images to help you remember this in the future? Consider your images carefully.

Image	Key Knowledge

Image	Key Knowledge

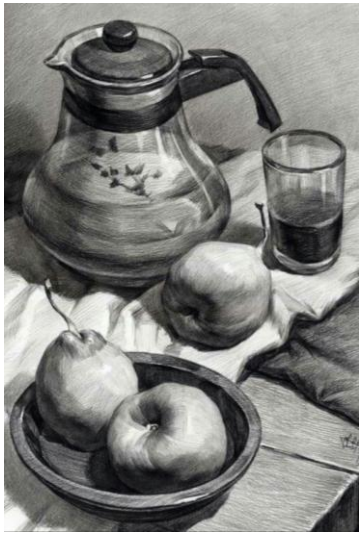
The Six Rules of Pictorial Space

The six rules of pictorial space are the rules artists follow when creating a composition.



LINEAR PERSPECTIVE

The illusion that parallel lines converge as they go further away from you.



SIZE VARIATION

Smaller objects look further away. Larger objects look closer.

DETAIL Closer objects show greater detail than further away objects.

Following the six rules of pictorial space gives a sense of layering and depth to a composition.

POSITION

Placing an object higher on the page makes it appear further away.

OVERLAPPING

When an object over laps another object, it seems closer to the viewer and the object behind appears further away.

TONE

Objects that are further away appear lighter in tone. Objects closer appear darker.

Engineering

Year 8 Desk Tidy Storage with USB light: Iterative Design

Vocabulary:

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

Hardwoods

Comes from deciduous trees

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

Beech
Oak
Ash
Teak

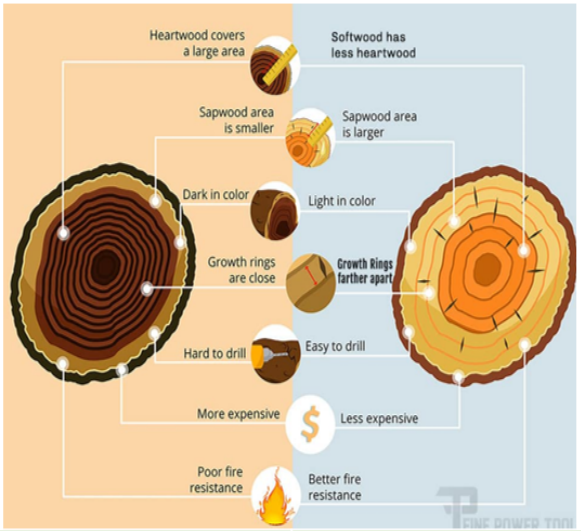
Softwoods

Comes from coniferous trees

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

Pine
Spruce
Cedar
Fir

Hardwoods Vs Softwoods



Hardwood

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

Softwood

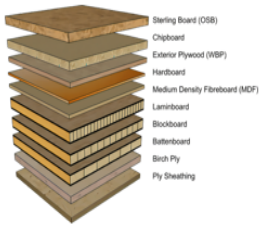
- Lighter in colour
- Lighter weight
- Open grain
- Less expensive
- Lasts for over a decade
- Weather resistant only when treated
- Less environmental impact

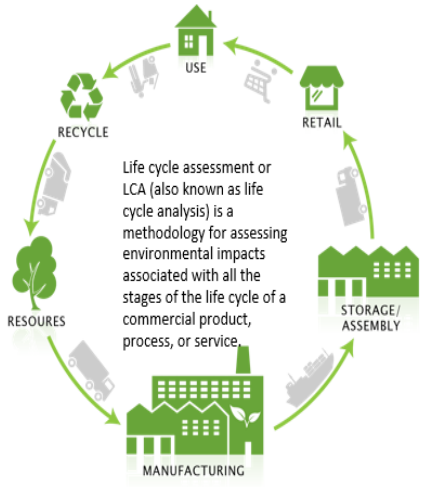
Aesthetic **Cost** **Client** **Environment** **Size** **Safety** **Function** **Material** **Manufacture**

Manufactured Boards

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

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





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

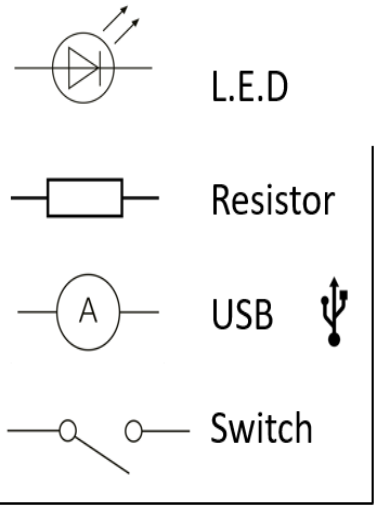
Hardwoods	Softwoods	Manufactured Boards
Generally harder/tougher than other woods. Weak along the grain, strong against	Easier to cut and work with (open grain) Weak along the grain, strong against	Variety of strengths, can be improved due to structure e.g. no grain or alternative grain direction
Trees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

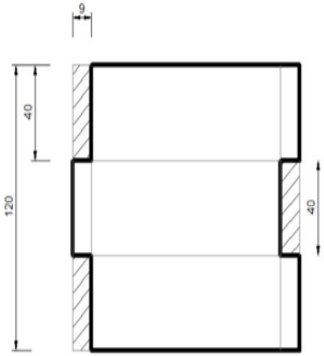
FSC FOREST STEWARDSHIP COUNCIL

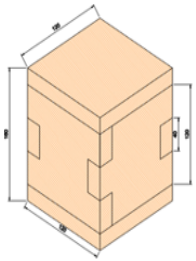
The Forest Stewardship Council® (FSC®) is the world's leading organisation for responsible forest management. They are a global, not-for-profit organisation that brings together experts from environmental, economic and social areas to promote sustainable methods of taking care of forests for future generations.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

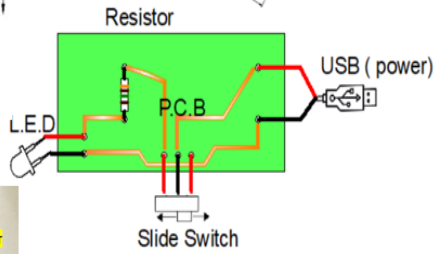
Engineering

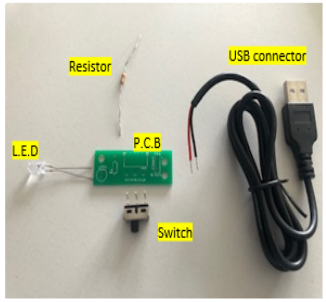
Year 8 Desk Tidy Storage with USB light: Iterative Design











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

Vocabulary

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

Difficulty

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

cleverness

Enemy

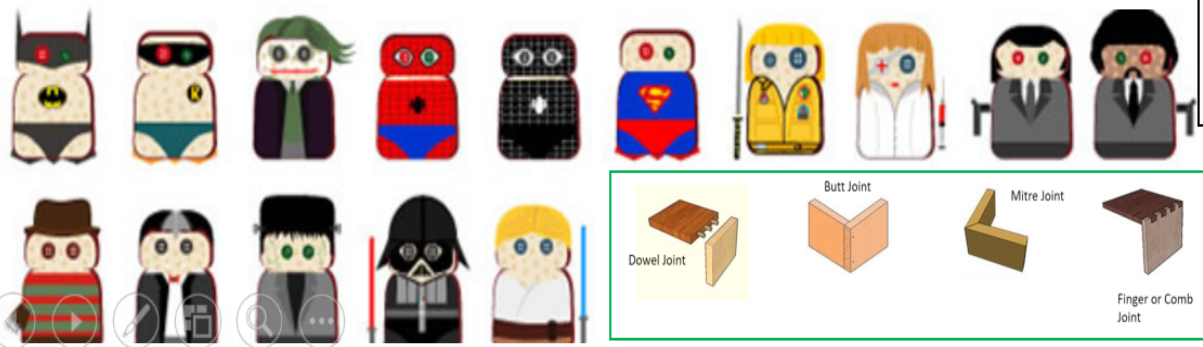
Ferrous
These are metals that contain iron. This means the metal will rust.

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

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

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

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



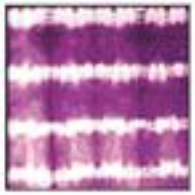
Textiles

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

Aesthetics Cost Client Environment Size Safety Function Material Manufacture

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

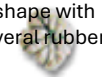
Swirl effect:
- Place fabric on a flat surface.
- Pinch up the centre and twist into a spiral.
- Secure the shape with 2 rubber bands to form 4 sections



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

Circle effect:
- Place fabric flat on a surface
- Pinch the centre of the fabric and pull into a cone shape.
- Using string or rubber bands, bind tightly at intervals from the con 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 presses a transfer onto a printable (Using high temperatures and heavy pressures for a certain amount of time, the transfer is permanently embedded into the product.

Heat press

Key words to use in your analysis:

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

What is a source?
A source can be absolutely ANYTHING you are inspired by! Below is an example of different sources you will use throughout this project:
A theme mind map - Mind map all the things you can think of relating to your topic. Include images if you want to.
Mood Board - Collect images linked to your theme and make into a mood board.
Artist/Designer Analysis - Look at an existing artist or designer and complete an analysis of their work.

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

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

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

Equipment used:

nks

Lino cutter

Lino blocks

Ink roller

Vooden blocks

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

KEY TERMS:
Decorative - to decorate fabric only
Functional - attached for a purpose

Decorative components:

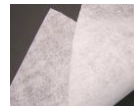
Beads

Lace

Sequins

Embroidery threads

Functional components:



Interfacing

Press studs

Buckle

Velcro

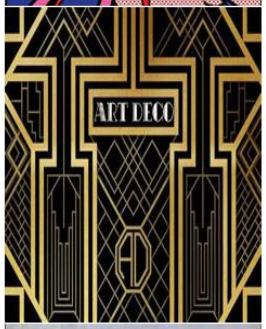
Functional and decorative components:

Ril

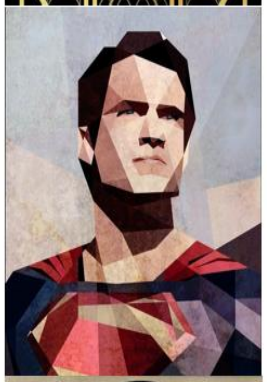
p

Buttons

POP ART



ART DECO



CUBISM

BAUHAUS

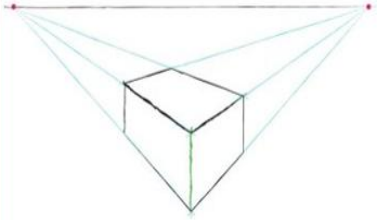
Alberto Alessi

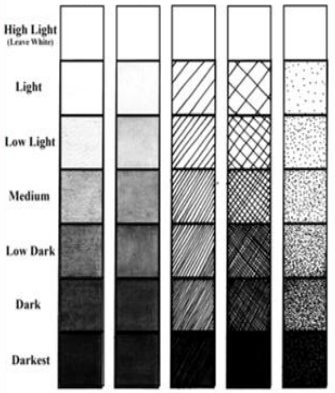
Alberto Alessi was born in Italy and is most famous for his designs for everyday items made from metal and plastic. His designs are unique and stylish, aesthetically pleasing, with key features of his are the use of bright colours and different shape forms.

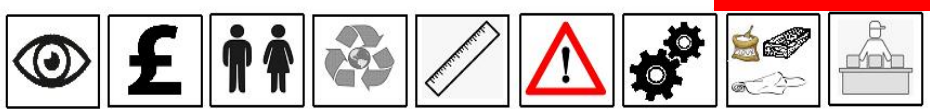
Wally Olins

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

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







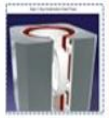
Branding Definition:
The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products

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

Logo Design (technologystudent.com)

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

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

Year 8 Food Studies Rotation

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

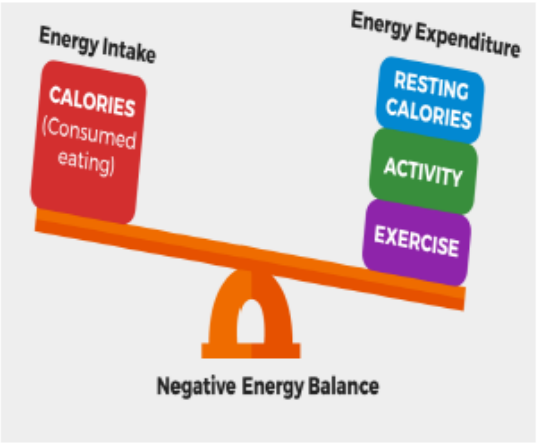
Starchy foods are complex carbohydrates- chains of carbon and hydrogen. They take longer to break down and therefore gives us energy for longer.

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

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

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

A ROUX= Equal mix of fat and flour



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

Basic Sauce Recipes

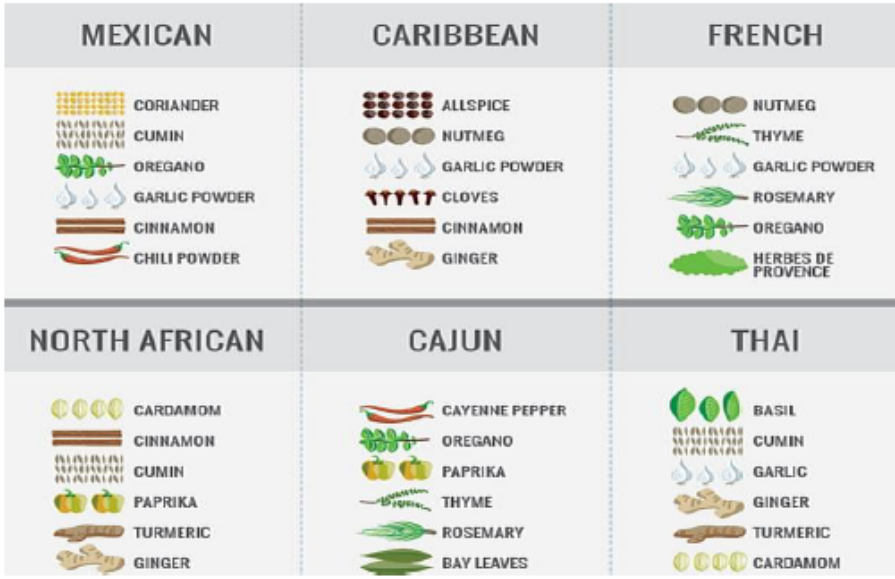
Tomato based sauce- 1 onion, teaspoon of garlic puree, 1 tin chopped tomatoes, fresh basil, salt and pepper

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

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

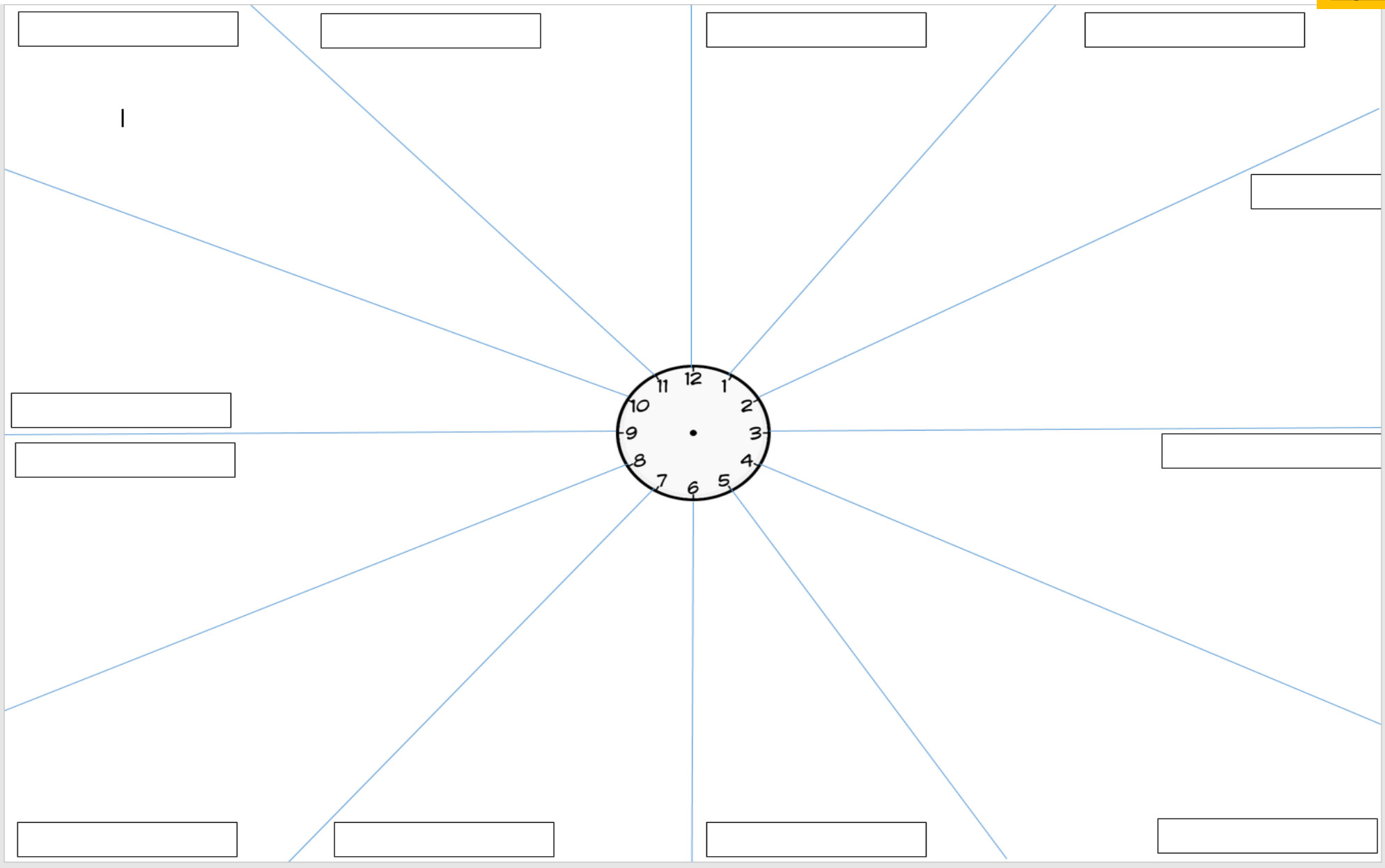
Remember- Protein means any type of meat or fish. Or lentils, beans and Vegetarian alternatives: Quorn Mince/sausage/ chicken style products

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



REVISION CLOCK

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



ALL ABOUT THE BASS

Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns

A. Bass Clef & Bass Clef Notation

STAFF is the name given to the five lines where musical notes are written.

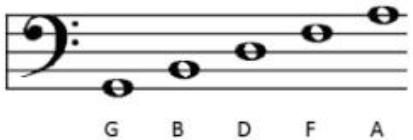
The position of notes on the stave or staff shows their **PITCH** (how high or low a note is).

The **BASS CLEF** is a symbol used to show low-pitched notes on the stave and is *usually* used for the left hand on a piano or keyboard to play the **BASS LINE** and also used by low pitched instruments (*see B.*)

The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

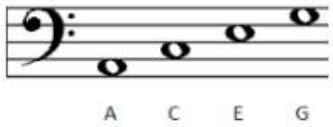
Notes on the **LINES** of the **BASS CLEF**: **G, B, D, F, A**

Green **B**uses **D**rive **F**ast **A**lways

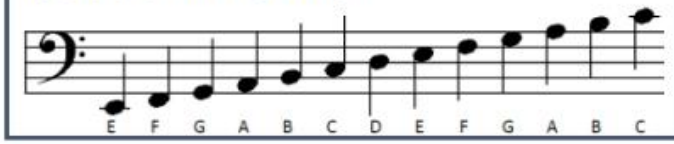


Notes in the **SPACES** of the **BASS CLEF: A, C, E, G**

All **C**ows **E**at **G**rass



Bass Clef **STAFF NOTATION**:



B. Musical Instruments that use the Bass Clef

Left Hand of a **Piano/ Keyboard**

Left Hand & Pedals of an **Organ**

Bassoon

Cello

Double Bass

Trombone

Tuba

Timpani

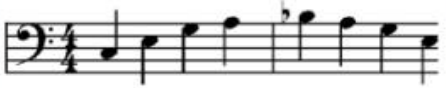
Bass Guitar

Bass (deepest male singing voice)

C. Bass Line Patterns

BASS RIFFS – Short, repeated, 'catchy' and memorable Bass Line Patterns used in Rock, Rap, Hip Hop, R'n'B, and Pop songs often performed on Bass Guitar. Bass Riffs 'fit' with the notes in the chord, but also use other '**EXTRA**' notes (**PASSING NOTES**) to make them more memorable.

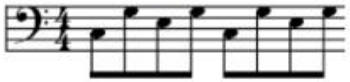
WALKING BASS – used in Jazz, Blues, Rhythm and Blues, and Rock'n'roll, and featuring **a note on every beat**. Using the **ROOT, THIRD** and **FIFTH** of the chord, and '**EXTRA**' notes (called **PASSING NOTES**) to create a smooth bass line often moving mainly by step **(CONJUNCT)**.



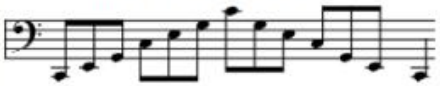
ALBERTI BASS – a type of **ACCOMPANIMENT PATTERN** in the **BASS LINE** using the **ROOT, THIRD** and **FIFTH** notes of a **CHORD** played in a **specific order**:

ROOT	FIFTH	THIRD	FIFTH
Lowest	*Highest*	*Middle*	*Highest*

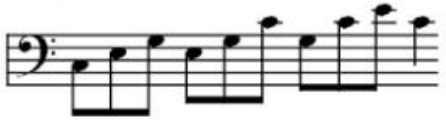
The pattern repeats, but notes change as chord changes and a melody is added 'on top' of the Alberti Bass. Used by Classical composers such as Mozart, especially in solo piano music, as well as modern composers.



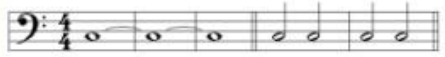
ARPEGGIO: Playing the notes of a chord separately and **in order** *root, third fifth, root, third, fifth etc*, can be ascending (going up) or descending (going down).



BROKEN CHORD – Playing the notes of a chord separately but **not necessarily in strict order** *(e.g., like an Alberti Bass)*, often creating a repeated musical pattern, can be ascending (going up) or descending (going down).



(BASS) PEDAL (POINT/NOTE) – either **SUSTAINED** notes of **LONG DURATION**, or **REPEATED LONG NOTES**, often in **BASS LINE PART**, using the **ROOT** (a **TONIC PEDAL**) or the **FIFTH** (a **DOMINANT PEDAL**). Changing chords, harmonies, and a melody line "fit over the top" of a **PEDAL** note.



Knowledge Organiser Year 8 Dance

Roald Dahl 's **MATILDA THE MUSICAL** is an inspirational musical tale of an extraordinary girl who discovers her superpower and summons remarkable courage. Against all odds, she helps others change their stories, whilst also taking charge of her own destiny. Standing up for what's right, she's met with miraculous results.

History of Vogue

This style of dance arose from Harlem ballroom cultures, as danced by African-American and Latino gay men, from the early 1960s through the 1980s. The Harlem Renaissance shaped a distinctly Latino and African American LGBTQ culture in Harlem from 1920 to 1935. This included advancement in literature, arts and music and demonstration that aspects of identity like race, gender and sexuality can be fluid and intersecting.

Vogue, or voguing, is a highly stylized, modern house dance originating in the late 1980 evolved out of the Harlem ballroom scene of the 1960s. It gained mainstream exposure when it was featured in Madonna's song and video "Vogue" (1990), and when showcased in the 1990 documentary Paris Is Burning. In its modern form, this dance has become a global phenomenon that continues to evolve both stylistically and demographically.

MIND MAPS

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.

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

ABOUT

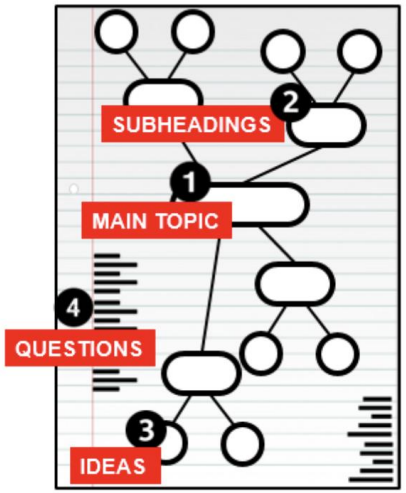
Mind Mapping and Brainstorming is a highly visual method of representing information

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

HOW

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

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



1. Determine **the overall topic** or theme
   - Write this in **the centre of your page** and **circle it**
   - If the main focus of your mind map changes – create an **additional mind map** – do not add the new focus to the mind map that you are already working on.
2. You will need to add **major facts** (**subheadings**) that relate to your main topic
3. Each subheading will have at **least one idea** related to it.
   - Make sure that your **ideas are visually distinct** from your subheadings
4. Use the edges of your document to **write questions**
   - These should **relate to the ideas** in your mind map
   - You could also use these areas to **expand on points** that need additional clarification on the main mind map

Cricket – Year 8

Physical		
Skill	Definition	How do I do this?
Fielding	*To stop a ball so that it is no longer moving. To return it to teammates to prevent runs.*	Move feet to get in line with ball. Use two hands to stop it. Make sure your palms are facing the ball with wide fingers.
Throwing	*To send the ball through the air from your hand.*	Step forward with opposite foot to throwing arm to stay balanced. Use non-throwing arm to point in direction that the ball should go. Point fingers at target as you release.
Catching	*To take hold of the ball in your hands before it bounces*	Watch the ball carefully. Hands out as the ball approaches. Bend your knees as you prepare to catch it. Use wide fingers, eyes on the ball, soft hands to catch. Close your hands around the ball and pull it into your body.
Bowling	*To send the ball underarm towards the wicket from your hand*	Step forward with the opposite foot to your bowling arm in order to stay balanced. Keep your bowling arm straight so that the ball travels straight. Release the ball with fingertips pointing towards the target.
Batting	*To strike the ball away from you with the surface of the bat.*	Fingers and thumb wrapped around the bat handle. Make a 'V' using thumb and forefinger. Dominant hand at the bottom. Feet parallel, shoulder-width-apart. Push the bat straight, swinging arms away from the body.

The cricket forward defensive shot

A forward defensive shot is a deliberate shot that aims to prevent the ball from hitting the wicket or the player's pads.

The cricket straight drive

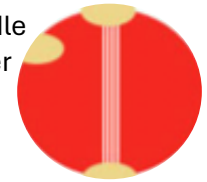
A straight drive is a deliberate shot that aims to hit the ball along the ground to prevent being caught out.

Different Cricket Bowling Grips

Off cutter

Index finger

Middle finger



Leg cutter

Middle finger

Index finger

Thumb

Fast ball

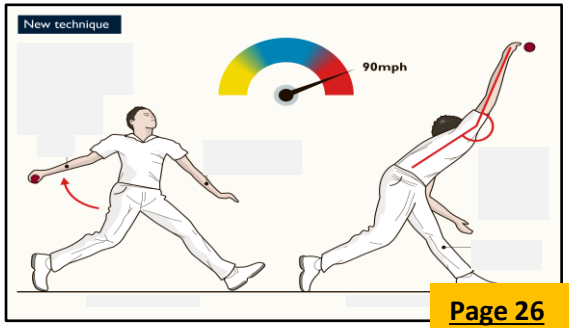
First Two Fingers

Thumb

Slower ball

First Two Fingers

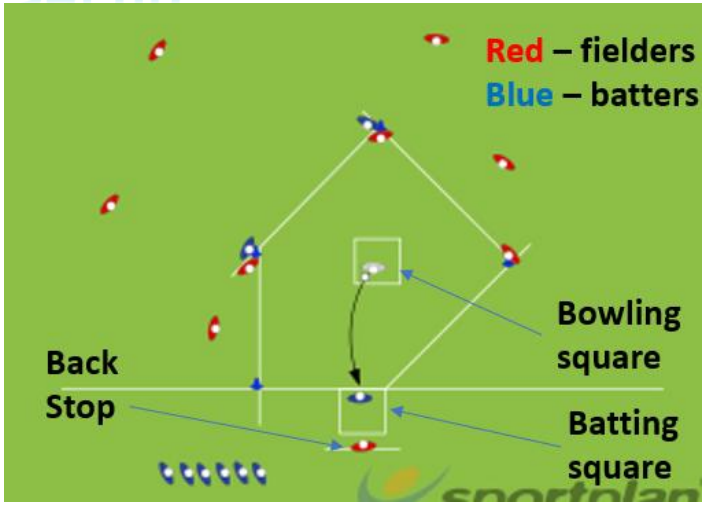
Thumb



ROUNDERS

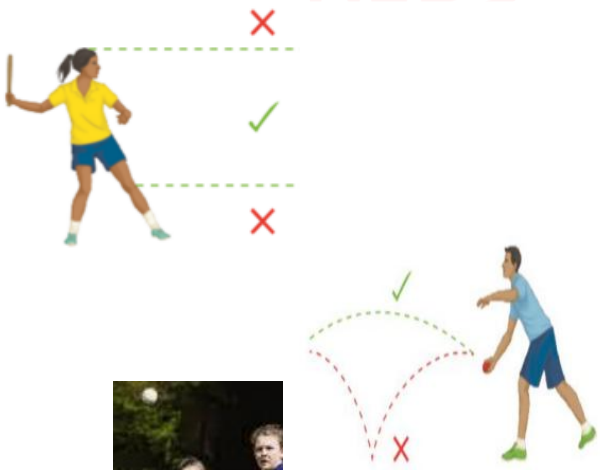
PE

Set up



How to play

One team starts as batters; one team starts as fielders. The bowler bowls to the batter who hits the ball as far as possible and tries to run around all four posts without being stumped out. The fielding team must try and catch the ball to get them out or pass the ball between themselves to try and stump a batter out on a post. Or the ball can get back to the bowler, which means the batters can't run any further. If the batter gets to second post, they score half a rounder. If they get all the way to fourth it's a full rounder. The fielders can stump them out by hitting the post they are running to with the ball, before they reach the post. If the batter did not hit the ball, but makes it to fourth post, that is half a rounder.



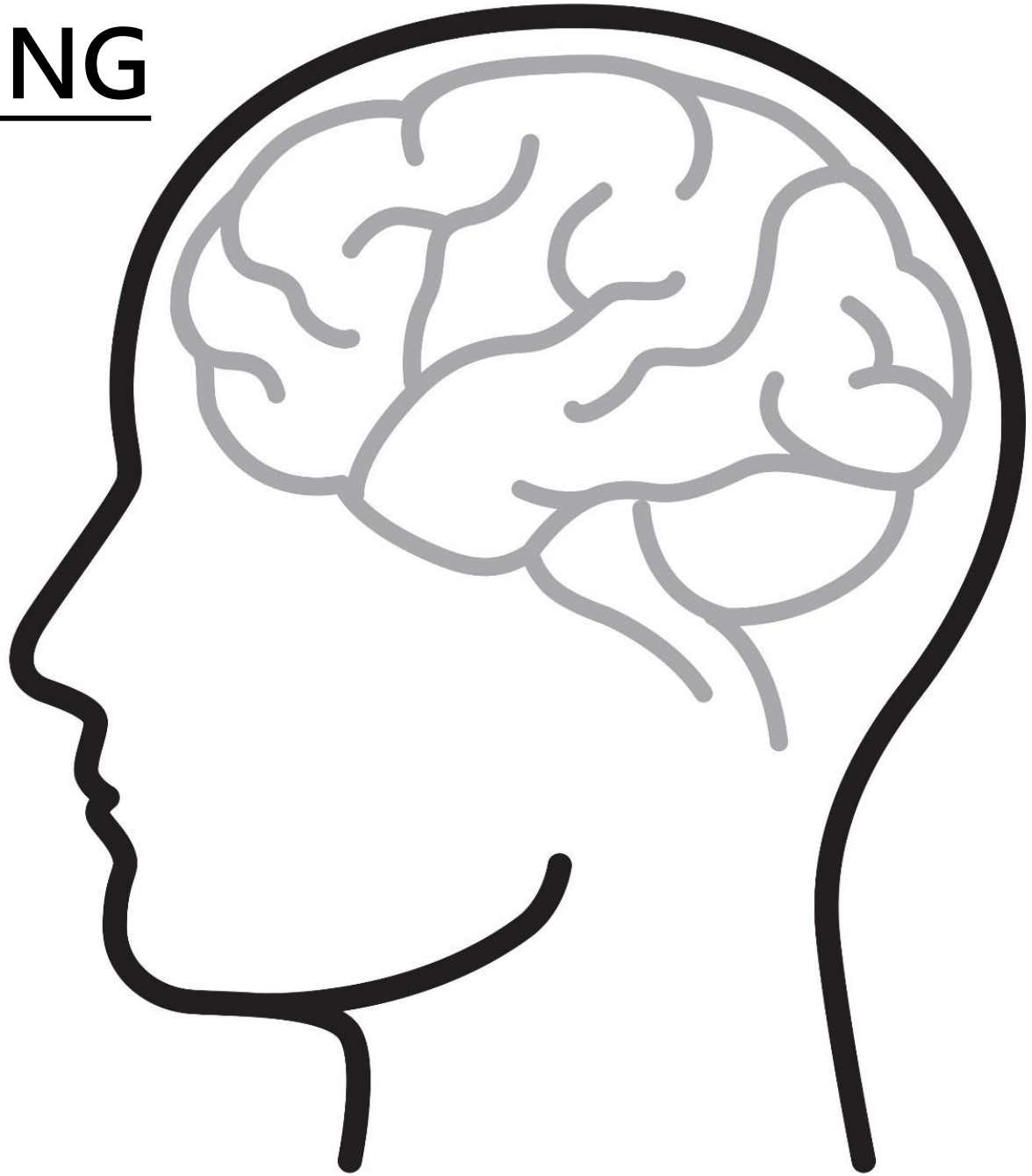
Rules

1. When batting, you must be stood in the batting square and not step out of it.
2. You only get one ball bowled at you, you must run whether you hit it or not.
3. A 'no ball' is above the batter's head or below their knee, the wrong side of their body or too wide. It must be bowled under arm and not bounce before the batter hits it.
4. If you hit the ball behind you, you must wait at first post until the next batter hits, then you can run on.
5. Always take the bat with you when running. You can only use one arm to hold the bat when batting.
6. If you get to 2nd post you score half a rounder, if you get all the way past 4th you score a full rounder.
7. When waiting at a post, you must have one hand on the post at all times. When you run past 4th, you must touch the post with your bat on the way through.
8. Fielders must stand on the inside of the post if on a base, and the fielders around the outside must NOT stand between posts and cause obstruction to batters running.

Skills	Explanation
Batting	To hit the ball the furthest distance and be able to run around all the posts and score a rounder.
Bowling	Accurate bowling is needed so the batters have a chance to hit the ball. It must be bowled within the batter's knee to shoulder on the side they are holding the bat.
Catching	Important for fielders when receiving the ball to stump the posts, to get players out before they reach the posts.
Throwing	Accurate throwing is needed, especially for fielders when passing the ball to other players to stump posts to get the opposition out.
Running	You need speed when on the batting team to be able to get around the posts as quickly as possible to score a half or a full rounder. Fielders need speed to be able to get to the ball quickly when it has been hit far by a batter.

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 did Buddhism begin and what are the key beliefs?

Knowledge organiser

Key vocabulary

ascetic Someone who lives a life of simplicity and self-denial

bhikkhu A Buddhist monk; nuns are called bhikkhunis

Bodh Gaya The holiest site in Buddhism, where Siddhartha meditated under a Bodhi tree and became the Buddha

Brahmins Priests in ancient India who interpreted Queen Maya's dream when she was pregnant with Siddhartha

Buddha The awakened or enlightened one

caste system A series of social classes that determine someone's job and status in society

Dhammapada A Buddhist scripture that contains the teachings and sayings of the Buddha

dharma The Buddha's teachings

dukkha The suffering or dissatisfaction of all living beings

Eightfold Path Eight instructions taught by the Buddha to help people overcome suffering and reach enlightenment

enlightenment The state of being awakened to the truth about life

Five Precepts Five rules that all Buddhists are expected to follow

Four Noble Truths The basis of the Buddha's teachings: all creatures suffer; suffering is caused by selfish desires; suffering can be ended; the way to end suffering is to follow the Eightfold Path

Four Sights Four things seen by Siddhartha when leaving the royal grounds – old age, sickness, death and a holy man

karma The forces that influence people's fortune and future rebirth

laity Buddhists who are not monks or nuns

meditation The practice of focusing the mind

Middle Way A lifestyle between luxury and having nothing at all

missionaries People who spread a religious message to different countries

nirvana A state of bliss experienced by those who have found enlightenment

Pali Canon The main sacred text for many Buddhists which contains the teachings of the Buddha, rules for monks and nuns and the philosophy of Buddhism; also known as the Tipitaka

parable A story used to teach a moral or spiritual lesson

parinirvana A state of complete bliss, entered into by souls that are not reborn

pilgrimage A journey taken to a place of religious importance

samsara The continual process of life, death and rebirth

Sangha The community of Buddhist monks and nuns

Sanskrit An ancient Indian language

scriptures Religious texts

sermon A speech given by a religious leader

stupa A place where the remains of the Buddha were buried

Three Jewels Buddha, dharma, Sangha; also known as the Three Refuges

Three Poisons Greed, hatred and delusion

Key facts

- Buddhism began in India over 2500 years ago. It is now the fourth-largest religion in the world, with approximately 500 million followers. 99% of Buddhists live in Asia. 50% live in China.
- Buddhists believe that everyone is travelling through a cycle of birth, death and rebirth called samsara. A person's actions in this life can affect his or her next one (karma).
- The main sacred text for Buddhists is the Pali Canon, which contains Buddhist philosophy and teachings.
- Buddhism was founded by a prince called Siddhartha Gautama. From childhood, Siddhartha noticed the suffering of other creatures.
- When he was 29 years old, Siddhartha saw four things that changed his view of life: old age, sickness, death and a holy man. He gave up his life of luxury and set out to discover how to end suffering by living as an ascetic.
- Siddhartha eventually realised that denying his body what it needed was as bad as living in luxury. He settled on the Middle Way. Eventually, while sitting under a Bodhi tree, he found enlightenment, nirvana, and became the Buddha.
- The Buddha attracted many followers. They eventually established the Sangha, a community of monks and nuns who dedicate their lives to Buddhism.
- The basis of the Buddha's teachings are the Four Noble Truths: all creatures suffer; suffering is caused by selfish desires; suffering can be ended; the way to end suffering is to follow the Eightfold Path.
- The Eightfold Path is a series of eight steps that Buddhists can follow to help them lead a contented life.
- All Buddhists follow the Five Precepts. Members of the Sangha follow over two hundred more rules, but when they first join there are just five extra rules.
- After the Buddha's death, Buddhism spread to other countries with the help of the Indian Emperor Ashoka, who converted to Buddhism and encouraged it across his large empire.

Key people

Ashoka An Indian emperor who ruled between 272 and 231 BCE and became the first Buddhist ruler

the Buddha The name given to Siddhartha Gautama, an Indian prince born in 563 BCE, after he achieved enlightenment; the central figure of Buddhism

Channa Siddhartha's servant

Devadatta Siddhartha's cousin

Mara The demon Lord who tried to prevent Siddhartha from achieving enlightenment under the Bodhi tree

Maya Siddhartha's mother

Rahula Siddhartha's son

Siddhartha Gautama An Indian prince born in 563 BCE who became the Buddha. He died in 486 BCE

Yashodhara Siddhartha Gautama's cousin and wife

Tian Tan Buddha, also known as the Big Buddha, is a large bronze statue located in Hong Kong. It was completed in 1993.

KEY WORD REVISION

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

Keyword:	Definition:

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

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

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.