

# YEAR 8



## BHA's Knowledge Quest

**Summer 2**  
**(Jun- Jul)**  
**2025-2026**



# How to use your Knowledge Quest Booklet

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

**English:** 30 minutes of Sparx Reader, every week.

**Maths:** 30 minutes of Sparx Maths, every week.

**Science:** 30 minutes of Seneca homework, every week.

**MFL:** 1 list of vocabulary to learn for a test in lesson AND 1 quiz to complete on Language Nut, MFL platform every fortnight.

**History:** 30 minutes of Seneca revision, every week. Additional revision provided for assessments.

**Geography:** 1 hour of Seneca per fortnight.

**RE:** Holistic quiz using Knowledge Organiser and lesson on teams, every 4 weeks.

**PSHE:** Independent self quizzing from Knowledge Organiser.

**DT:** Food Studies- Seneca assignment set as part of each 9-week rotation. Engineering Seneca assignment to prepare for BBB assessment set as part of the rotation. Independent self-quizzing from Knowledge Organiser.

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

**Computing:** 1 hour of Seneca per fortnight.

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



## Enrichment and Intervention 2025-26 Summer Term

### SUMMER TERM

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b> 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open
<b>Lunch</b> 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 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
<b>Period 7</b> Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Open / MFL Subject Intervention <b>Week 1:</b> <b>B Block</b> <b>Week 2:</b> <b>C Block</b> 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 Gvm) NK All years Girl's Netball (MUGA) JS/NW- <b>New</b>	Year 11 Science Intervention All years Rounders (MUGA) GH <b>New</b> All years Basketball (Large Gym) WT Year 7 and other beginners Latin Club Room 60 AA All years Cricket (Field) <b>JS New</b> All years Dance Club (Dance studio) CG All years <i>Hooked on Bristnall</i> 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 ( <b>SEND</b> ) Room 45 CCR/MSH/MCS <b>SEND</b> Y8 Reading Intervention ADI/LOM 33	Year 11 English and Maths Intervention All years Rounders (MUGA) KHA <b>New</b> All years Dodgeball (Large Gym) WT <b>New</b> All years Cricket (Field) NK <b>New</b> 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 <b>SEND</b> Social Society CCR/CST Room 1 <b>SEND</b> WBA Multisports/Football LK <b>SEND</b> Homework Club – JRE/MPA Room 31 <b>SEND</b> 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 <b>New</b> All years <i>The hook and pen society</i> 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 <b>Yr 10/11 Engineering</b> coursework catch up intervention- By invitation only LN
<b>Wednesday</b> Friday 2.35pm – 3.35pm	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 <b>(limited to 15 pupils only)</b> CCR/MSH/PCR <b>SEND</b> Y7 Reading Intervention ADI/LOM Room 2				

	Creative	Physical	
<b>Academic</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Master (will meet all parts of the diploma)</li> <li><input type="checkbox"/> Latin Club (new and legacy cohorts)</li> <li><input type="checkbox"/> Chess Club</li> <li><input type="checkbox"/> Sparx Maths Club</li> <li><input type="checkbox"/> Geography Club</li> <li><input type="checkbox"/> Science Club Lab 49</li> <li><input type="checkbox"/> Debate Mate</li> <li><input type="checkbox"/> 'Beyond the Books' Reading Club</li> <li><input type="checkbox"/> Russian Language Club for Beginners</li> <li><input type="checkbox"/> Any other subject intervention</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Master (will meet all parts of the diploma)</li> <li><input type="checkbox"/> Scene stealers film maker club</li> <li><input type="checkbox"/> Act up! Drama Club</li> <li><input type="checkbox"/> Ultimate Uno</li> <li><input type="checkbox"/> Hooked on Bristnall - Crochet club</li> <li><input type="checkbox"/> The hook and pen society</li> <li><input type="checkbox"/> The REP Theatre Performing Arts Club</li> <li><input type="checkbox"/> Board Game Club</li> <li><input type="checkbox"/> Dungeons and Dragons</li> <li><input type="checkbox"/> Digital Skills</li> <li><input type="checkbox"/> Rock Band</li> <li><input type="checkbox"/> Masterchef</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Master (will meet all parts of the diploma)</li> <li><input type="checkbox"/> Football</li> <li><input type="checkbox"/> Basketball</li> <li><input type="checkbox"/> Netball</li> <li><input type="checkbox"/> Dodgeball</li> <li><input type="checkbox"/> Cricket</li> <li><input type="checkbox"/> Rounders</li> <li><input type="checkbox"/> Dance</li> </ul>

# Dates to remember this half term:

June

July

## Attendance record



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

# Sparx Check!

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

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

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

# Seneca Check!

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

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

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

# Language Nut Check!

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

In the boxes below, write out 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:
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Total assignments completed this half term:</b>	

# Independent Study Check!

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

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

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

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## Look, Cover, Write, Check

## Definitions to Key Words

## Flash Cards

## Self Quizzing

## Mind Maps

## Paired Retrieval

Step 1

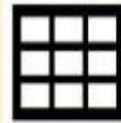
Look at and study a specific area of your knowledge organiser.



Write down the key words and definitions.



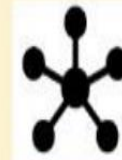
Use your knowledge organiser to condense and write down key facts and or information on your flash cards.



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.



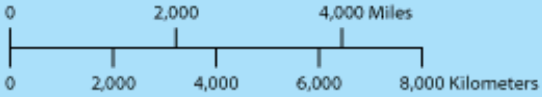
Write down your answers.



# WORLD MAP



- |                           |                     |                       |                                  |
|---------------------------|---------------------|-----------------------|----------------------------------|
| 1. Netherlands            | 10. Austria         | 20. Ghana             | 29. Liechtenstein                |
| 2. Belgium                | 11. Hungary         | 21. Togo              | 30. Montenegro                   |
| 3. Luxembourg             | 12. Serbia          | 22. Benin             | 31. Kosovo                       |
| 4. Switzerland            | 13. Moldova         | 23. Cameroon          | 32. Palestinian Territories      |
| 5. Slovenia               | 14. North Macedonia | 24. Equatorial Guinea | 33. St. Vincent & the Grenadines |
| 6. Croatia                | 15. Albania         | 25. Rwanda            |                                  |
| 7. Bosnia and Herzegovina | 16. Cyprus          | 26. Cambodia          |                                  |
| 8. Czechia                | 17. Lebanon         | 27. Panama            |                                  |
| 9. Slovakia               | 18. Guinea-Bissau   | 28. Malawi            |                                  |



LIBBY SCATT & REBECCA WEST COTT

CAN YOU SEE ME?

Expected to fit in. Proud to stand out.

Year 7+

J.K. ROWLING

HARRY POTTER and the Philosopher's Stone

Year 7+

THE HUNGER GAMES

SUZANNE COLLINS

Year 8+

THE GIVER

Seeing the flaws in a perfect world...

LOIS LOWRY

Year 7+

ANNE FRANK

THE DIARY OF A YOUNG GIRL

Year 7+

20 YEARS

ACTION ADRENALINE ADVENTURE

ALEX RIDER STORMBREAKER

THE SERIES THAT HAS RE-INVENTED THE SPY GENRE

JAY HOROWITZ

Year 8+

FRANKENSTEIN

MARY SHELLEY

Year 10+

A Good Girl's Guide to Murder

RYAN JACKSON

Year 10+

BHA'S

BEFORE 16

What have you read so far...?

THE PERKS OF BEING A WALLFLOWER

STEPHEN CHANDLER

Year 11+

The GREAT GATSBY

FITZGERALD

Year 11+

'A MASTERPIECE!'

Angie Thomas, The Hate U Give

LONG WAY DOWN

JASON REYNOLDS

Year 9+

PERSEPOLIS

A FILM BY MARIJANE SATRAPI AND VINCENT PARONNAUD

Year 8+

LORD OF THE FLIES

WILLIAM GOLDING

Year 9+

ANIMAL FARM

GEORGE ORWELL

Year 9+

THE FAULT IN OUR STARS

JOHN GREEN

Year 10+

ANITA AND ME

MEERA SYAL

Year 11+

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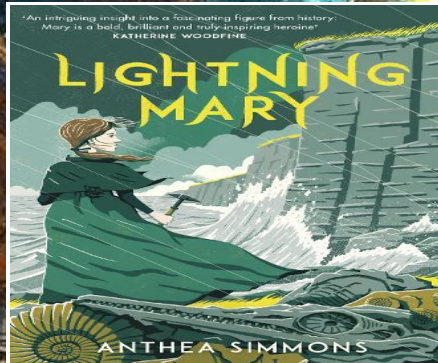
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**YEAR 8**

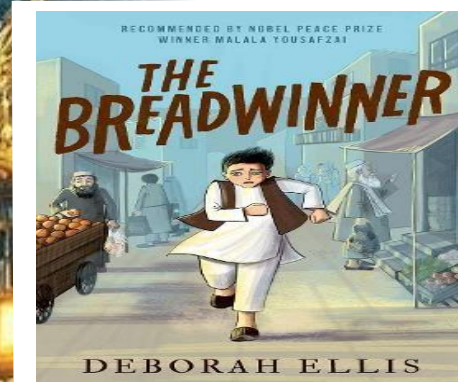
# Recommended Reading



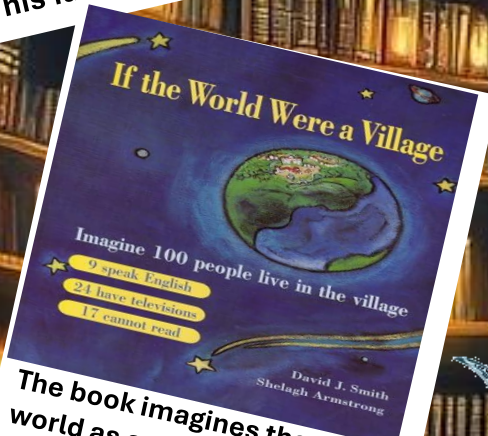
Ghost Boys follows Jerome, a Black boy killed by a police officer, who returns as a ghost to witness the impact of prejudice and injustice on his family and community.



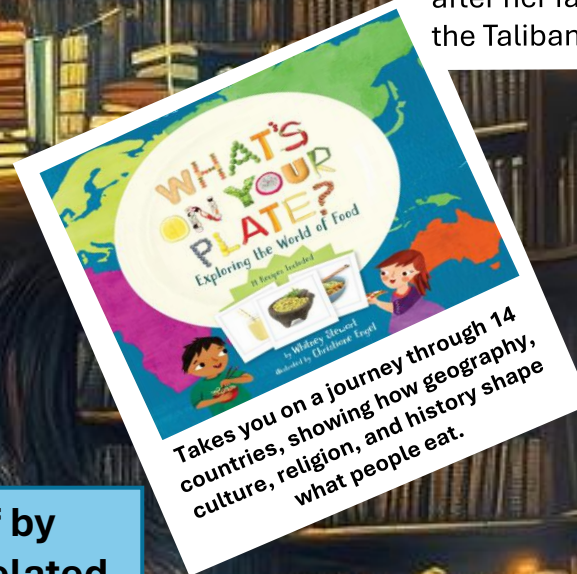
Lightning Mary tells the story of Mary Anning, a baby who miraculously survives a lightning strike that kills several villagers. This dramatic beginning becomes a symbolic spark that fuels her lifelong fascination with the natural world.



Parvana, who disguises herself as a boy to support her family after her father is arrested by the Taliban.



The book imagines the entire world as a village of 100 people, helping you understand population, resources, inequality, and daily life across different countries..



Takes you on a journey through 14 countries, showing how geography, culture, religion, and history shape what people eat.

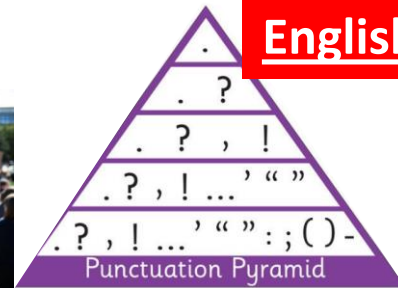
Challenge yourself by reading these topic-related books for this half term!

# Prejudice and Protest Knowledge Organiser

## Key Definitions

**Pre-ju-dice (noun)** pre-judged - An opinion that is not based on reason or actual experience.

**Protest (noun)** - A statement or action expressing disapproval of or objection to something.



**Non-fiction texts** are texts that are based in truth or true events.

They can include:

- Letters
- Speeches
- Travel journals
- Autobiographies/biographies
- Leaflets
- Articles
- Essays
- Reports
- Reviews

**Use critical verbs to discuss the writer's intentions:**

- Educate
- Challenge
- Warn
- Expose
- Dismantles
- Criticise
- Magnify

**Example:**

*The writer criticise teenage behaviour through the headline of the article.*

## Essential Persuasive Writing Methods

Direct address, anecdotes, alliteration, anaphora, facts, opinions, repetition, rhetorical questions, emotive language, statistics, triples. You can remember these with the acronym **DAFORREST**.

**Direct Address:** Using 'you,' 'our,' 'we' or 'us' to appeal to the audience on a personal level.

e.g. *You must surely realise when...*

**Anecdote:** A personal story

e.g. *When I was younger, I remember when...*

**Alliteration:** Repetition of letters at the start of words to create an effect

e.g. *When will our wonderful leaders wake up to our wounded world?*

**Fact:** Stating something which is true.

e.g. *The greenhouse effect refers to the way the Earth's atmosphere traps and absorbs solar energy.*

**Opinions:** Expressing your viewpoint

e.g. *I believe the time is ripe for...*

**Rhetorical questions:** Using questions that makes you think

e.g. *Have you ever stopped to consider...?*

**Repetition:** repeating words or phrases for emphasis

e.g. *For too long this has been the case, for too long we have suffered, for too long...*

**Emotive Language:** Words to spark emotions:

e.g. *Fear and worry are at the centre of the problem...*

**Statistics:** Using numbers to support your argument

e.g. *Recent studies indicate that 60% of people...*

**Triple:** a list of three adjectives to emphasise a point.

e.g. *Today, we fight against the brutal, devastating and inhumane laws.*



## Connectives/Discourse Markers

These words will help structure and develop your writing.

- Firstly
- Secondly
- Thirdly
- Next
- Meanwhile
- Subsequently
- Finally
- In conclusion



# Rotation & Translation

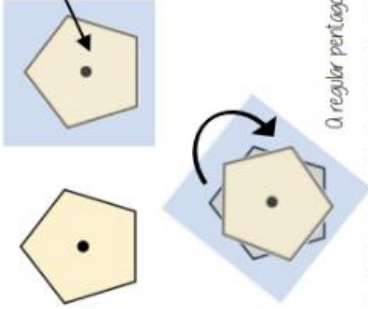
What do I need to be able to do?

- By the end of this unit you should be able to:
- Identify the order of rotational symmetry
  - Rotate a shape about a point on the shape
  - Rotate a shape about a point not on a shape
  - Translate by a given vector
  - Compare rotations and reflections

### Keywords

- Rotate:** a rotation is a circular movement
- Symmetry:** when two or more parts are identical after a transformation
- Regular:** a regular shape has angles and sides of equal lengths
- Invariant:** a point that does not move after a transformation
- Vertex:** a point two edges meet
- Horizontal:** from side to side
- Vertical:** from up to down

### Rotational Symmetry

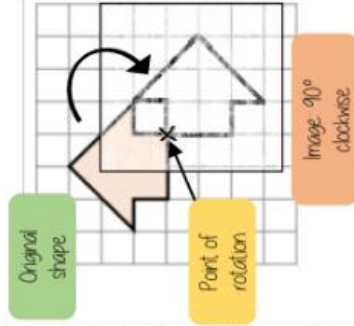


A regular pentagon has rotational symmetry of order 5

Tracing paper helps check rotational symmetry

- Trace your shape (mark the centre point)
- Rotate your tracing paper on top of the original through  $360^\circ$
- Count the times it fits back into itself

### Rotate from a point (in a shape)



Original shape

Point of rotation

Image  $90^\circ$  clockwise

1 Trace the original shape (mark the point of rotation)

2 Keep the point in the same place and turn the tracing paper

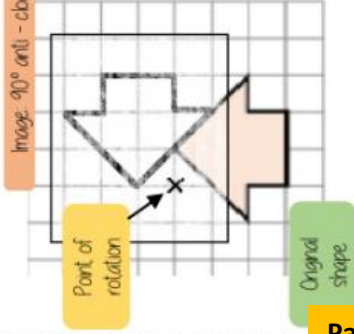
3 Draw the new shape



Clockwise

Anti-Clockwise

### Rotate from a point (outside a shape)



Point of rotation

Original shape

Image  $90^\circ$  anti-clockwise

1 Trace the original shape (mark the point of rotation)

2 Keep the point in the same place and turn the tracing paper

3 Draw the new shape

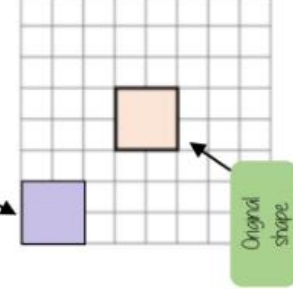
### Translation and vector notation



How far left or right to move  
Negative value (left)  
Positive value (right)

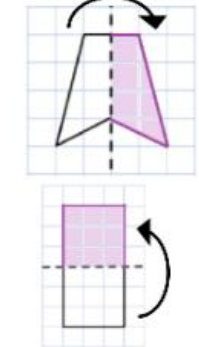
How far up or down to move  
Negative value (down)  
Positive value (up)

Translation  $\begin{pmatrix} -3 \\ 3 \end{pmatrix}$



Every vertex has been translated by the same amount

### Compare rotations and reflections

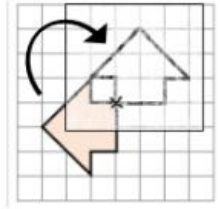


**R** Reflections are a mirror image of the original shape

Information needed to perform a reflection  
- Line of reflection (Mirror line)

Rotations are the movement of a shape in a circular motion

Information needed to perform a rotation  
- Point of rotation  
- Direction of rotation  
- Degrees of rotation



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

- By the end of this unit you should be able to:
- Solve speed, distance, time questions
  - Use distance time graphs
  - Solve density, mass, volume problems
  - Solve flow problems
  - Use flow graphs
  - Interpret rates of change and their units

### Keywords

Convert: change

Mass: a measure of how much matter is in an object. Commonly measured by weight

Origin: the coordinate (0, 0)

Volume: the amount of 3D space a shape takes up

Substitute: putting numbers where letters are — replacing numbers into a formula

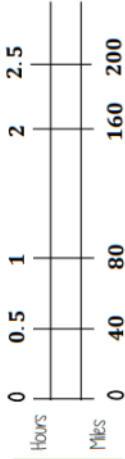
### Speed, Distance, Time

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

'per' for every

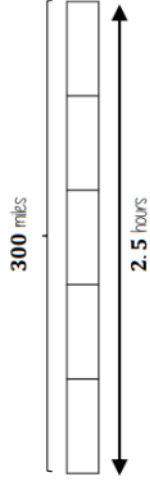
eg 80 miles per hour (mph)

Travel 80 miles every hour



You can use a double number line to help you calculate distance

eg A boat travels at a constant speed for 2.5 hours it travels 300 miles.



Bar models can help to calculate mph

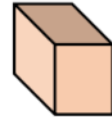
Each part is half an hour  
Each part is 60 miles

### Density, Mass, Volume

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

$$\text{volume} = \frac{\text{mass}}{\text{density}}$$

$$\text{mass} = \text{volume} \times \text{density}$$



$$\text{volume of prism} = \text{Area of cross section} \times \text{Depth}$$

**R**

### Flow problems & graphs



This will fill at a constant rate, then as the space decreases it will speed up and the neck of the bottle fill at a faster constant speed



The cylinder will fill at a constant speed



Units are important. Ensure any volume calculations are the same unit as the rate of flow



### Speed, Distance, Time



Before calculations — make sure you are working in the same units as the speed

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

$$\text{distance} = \text{speed} \times \text{time}$$

Learn or learn how to rearrange the formula for speed, distance and time

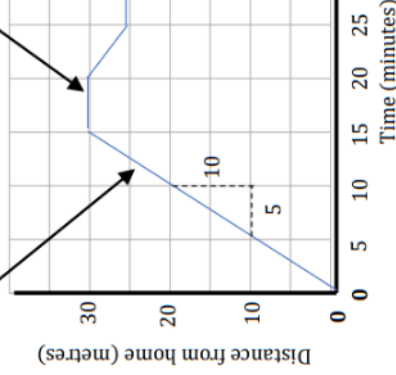
Substitute in the variables given

### Distance — Time graphs

The steeper a gradient the faster the speed

$$\frac{10}{5} = 2 \text{ metres per min}$$

Horizontal lines represent staying still



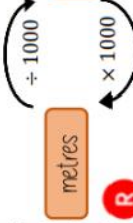
The distance coming closer to home shows the return journey

Units are important  
Metres per minute

### Rates of change & units

Common rates of change relationships

Revisit your conversions between units of length and capacity



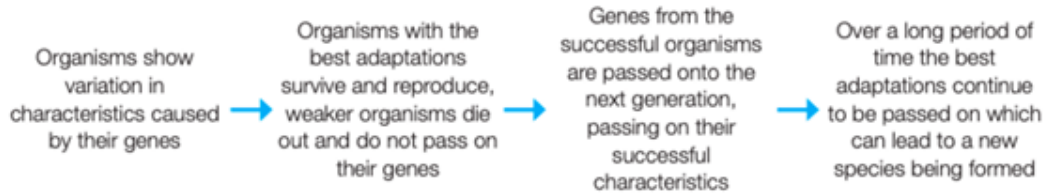
Speed: miles per hour

Exchange rates: euros per pounds

Density: mass per volume

## Natural selection

- Scientists believe that the organisms which we see on Earth today have gradually developed over millions of years, this is known as **evolution**
- Charles Darwin came up with the concept of **natural selection**, he said that only the best adapted animals will survive to pass on their **genes**, weaker animals will die out



- One example of natural selection can be seen in giraffes, only the giraffes with the longest necks would be able to eat from trees, the ones with shorter necks would not be able to eat and die out
- This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks

Year 8  
knowledge  
organiser:  
Variation and  
introduction  
to natural  
selection

## Extinction

- A species will become **extinct** when all of a species die out
- The **fossil record** shows us that animals have existed in the past which have now become extinct
- Extinction can be caused by:
  - Changes to the environment
  - Destruction of habitat
  - New diseases
  - Introduction of new predators
  - Increased **competition**
- When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in **biodiversity**
- The more diverse a **population** is, the more likely they are to survive environmental changes

## Variation

- The differences in characteristics of living things is known as **variation**
- There is a large amount of variation between different **species**, but within species many more characteristics are shared
- Even though two organisms may look the same, they will always have variation between them

Inherited variation	Environmental variation
<ul style="list-style-type: none"> <li>• Is anything that comes directly from your parents, anything that you inherit</li> <li>• Examples can include lobe less or lobed ear lobes and eye colour</li> </ul>	<ul style="list-style-type: none"> <li>• Is any type of variation that is caused by your surroundings</li> <li>• Factors that can cause environmental variation include diet, education and lifestyle</li> </ul>

- Environmental factors can also impact inherited factors, for example a poor diet can affect height or your exposure to the sun can affect skin tone
- Characteristics which are inherited and not affected by environmental variation include natural eye colour, blood group and genetic diseases

## Adaptations

- **Adaptations** are characteristics which organisms have developed to best survive in their surroundings
- Organisms with the best suited adaptations can breed and pass these on
- Those who are not best adapted will die out and not be able to pass on their genes

Notes

## Opinions

j'adore – *I love*



j'aime bien – *I really like*



j'aime – *I like*



je n'aime pas – *I don't like*



je déteste – *I hate*



## Justifications

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

## Intensifiers

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

## Connectives

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

## Reasons



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



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

## Instructions

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

## Questions

Qu'est-ce que c'est...? *What is it...?*

Comment dit-on.. En anglais/français? *How do we say... in English/French?*

## Classroom language

Bonjour monsieur / madame – *Hello Sir / Miss*

Oui / non – *Yes / No*

S'il vous plaît – *Please*

Merci – *Thank you*

J'ai besoin de... – *I need a/some...*

stylo (vert) – *(green) pen*

papier – *paper*

dictionnaire – *dictionary*

règle – *ruler*

cahier – *exercise book*

Est-ce que vous pouvez répéter?

– *Can you repeat?*

Je ne comprends pas – *I don't understand*

Est-ce que vous pouvez m'aider?

– *Can you help me?*

Puis-je aller aux toilettes?

– *Can I go to the toilets?*

J'ai fini – *I have finished*

Puis-je enlever ma veste?

– *Can I take off my blazer?*

Qu'est-ce que c'est .... en français / anglais?

– *What is ... in French / English?*

## Les numéros

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

# Year 8 French Holidays Knowledge Organiser

**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

<b>Tricky spelling</b>	
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 terrain 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 chaude	hot water
savon	soap
serviettes	towels
il y a	there is/are
cafards/punaises	roaches/bugs

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	sunlasses
un porte-monnaie	a wallet/purse
de l'argent	money

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 randonnées	hiking
l'accrobranche	high ropes course
la pétanque	bowls



<b>Tricky pronunciation:</b>	
vacances	ending (onse)
hygiénique	the accent on the -e (ee-zhee-en-eek)

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	iront

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	faites	allez faire	ferrez
ils/elles (they)	ont fait	font	vont faire	feront

The perfect tense (passé composé)

To form the perfect tense we need:

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

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

Intensifiers

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

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

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

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

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?

# EQ: How can we tell the story of Britain's journey to democracy?

## Timeline

1819	The Peterloo Massacre. 60,000 working class people visited Manchester to hear Henry Hunt speak about parliamentary reform. The authorities ordered a cavalry charge to clear the crowd and 15 working class people were killed.
1832	One in five men - those whose homes had a lease of £10 or more per year - got the vote. Seats were created for MPs in new industrial towns such as Birmingham
1867	The Great Reform Act gave the vote to all householders (men) and lodgers who paid rent of £10 a year or more.
1868	The first meeting of the TUC (Trade Unions Congress)
1908	A march was organised in response to Asquith's refusal to consider giving women the vote. It turned violent and became known as 'Black Friday'.
1909	Marion Wallace Dunlop becomes the first imprisoned suffragette to go on hunger strike.
April 1913	The 'Cat and Mouse' Act introduced. This Act released hunger strikers early and they were then recalled to prison once their health had recovered
June 1913	Emily Wilding Davison is killed after she steps out in front of the King's horse at Epsom Derby
July 1914	The outbreak of World War One brings a suspension to the WSPU's and NUWSS's campaigns.
Feb. 1918	The Representation of the People Bill is passed, allowing women over the age of 30 and men over the age of 21 to vote.
July 1928	The Representation of the People Act entitles everyone over the age of 21 to vote.

## Key Words

<b>Chartists</b>	a working-class movement for political reform in the United Kingdom
<b>Massacre</b>	When a group of defenceless people are killed.
<b>Trade Union</b>	An organisation of workers who represent, fight for and protect the rights of the workers. They use strikes as a means of protest.
<b>NUWSS</b>	National Union of Women's Suffrage Societies.
<b>WSPU</b>	Women's Social and Political Union
<b>Suffragist</b>	Believed in peaceful and lawful methods to gain the vote
<b>Suffragette</b>	A more radical movement that used extreme, and sometimes violent methods, in order to get their message heard.
<b>Petition</b>	A formal written request, signed by many people, to encourage Parliament to debate votes for women.
<b>Militant</b>	To use violent and destructive methods in support of votes for women.
<b>Arson</b>	The criminal act of deliberately setting fire to property.
<b>Black Friday</b>	Suffragettes organised a march after Asquith's went back on his promise consider giving women the vote. Policemen and male bystanders met the women with violence. Hundreds were badly hurt.
<b>Martyr</b>	A person who dies because of their religious or political beliefs.
<b>Force-feeding</b>	A mixture of milk & eggs forced through a tube that went down the nose & into the stomach.
<b>Hunger strike</b>	To refuse to eat as a protest. Prisoners would become very weak and unwell.
<b>Cat and Mouse Act</b>	The imprisonment and release of suffragettes who went on hunger strike.
<b>Suffrage</b>	The right to vote in public elections.
<b>Propaganda</b>	False or misleading information used to promote a particular point of view.

## Significant people



**Henry Hunt:** A politician who in his campaign argued for annual parliaments, universal suffrage, the secret ballot. Famous for being the main speaker at the event known as the Peterloo Massacre.



**Tolpuddle Martyrs,** six English farm labourers who were sentenced (March 1834) to seven years' transportation to a penal colony in Australia for organizing trade-union activities in the Dorset village of Tolpuddle.



**Emmeline Pankhurst** formed The Women's Social and Political Union (WSPU) or Suffragettes. They adopted the motto: 'DEEDS NOT WORDS' and used more militant methods such as arson, pouring acid on golf courses and throwing stones through MP's windows.



**Emily Davison** became a martyr for the suffragette cause when she was knocked down by the king's horse at the 1913 Derby.



**Feargus O'Connor:** a Chartist leader who made Chartism the first specifically working class national movement in Great Britain. He wanted the end of rotten boroughs and a fairer voting system.



**Sophia Duleep Singh** a prominent suffragette campaigner. As a daughter of a Maharaja overthrown by the British in India and a goddaughter of Queen Victoria, she used her fame and courage to fight for gender equality.



**Millicent Fawcett** was the leader of the National Union of Women's Suffrage Societies (NUWSS) or suffragists. They believed in achieving change through parliamentary process - talking to MP's, collecting petitions, peaceful marches and giving out leaflets to gain support.



**Prime Minister Herbert Asquith** was against giving women the vote and argued that giving in to violence would only encourage other groups who wanted change to use violence.

**Key terms:**

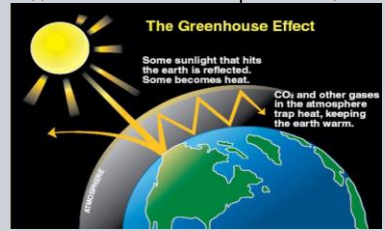
- Global** - relating to the whole world.
- Sustainable** - providing for people now, without damaging the environment for future generations.
- Decompose** - the breaking down of a material.
- Greenhouse Effect** - the trapping of the Sun's energy within the Earth's atmosphere causing the planet to heat up.
- Fossil fuel** - a natural fuel such as coal, oil or gas that is made up of dead living organisms (plants and animals).
- Tourist** - a person who is visiting a place for pleasure.
- Tourism** - the industry (business) of organising and providing for people who go on holiday.
- Wilderness area** - a wild area that has had limited impact from humans.
- Conflict** - a serious disagreement between two groups of people. This can often lead to violence, fighting and war.
- Refugee** - a person who is forced to leave their country because of war, persecution or natural disaster.

**Climate change.**

**Causes:** Climate change is nothing new and it has been going on since the Earth formed, however, since 1850 the Earth's temperature has risen by 1 Degree Celsius. Some of this can be caused by **natural causes** such as volcanic eruptions, however scientists believe the **burning of fossil fuels** releasing CO2 and **cattle farming** releasing methane is one of the most significant causes as this leads to **The Greenhouse Effect**.

- Impacts:**
- Glaciers are melting causing sea levels to rise by 20cm since 1900.
  - Weather is becoming more extreme and unpredictable.
  - Coastal areas are at risk from flooding.
  - Some animals are losing their natural habitats.

**Greenhouse effect:** Figure 1 shows how the Greenhouse Effect increases the temperature of the Earth.



**Responses:** there are two ways that we can stop climate change - **mitigation** and **adaptation**

- Mitigation - stopping the cause:**
- Stop burning fossil fuels.
  - Eat less meat - animals create methane.
  - Use renewable energy e.g. solar power.
- Adaptation - dealing with the effects:**
- Build bigger sea defences to protect from rising sea levels.
  - Move inland away from coastal areas.
  - Grow different crops.

**Conflict.**

A conflict involves a violent clash between two or more opposing groups.

- Syria.**
- Syria is in the Middle East;
  - 400,000 people have been killed during the conflict;
  - 27% of houses have been damaged or destroyed;
  - 5 million refugees have fled the country;
  - Schools and hospitals have been destroyed;
  - Electricity supplies have been cut;
  - The number of exports has fallen dramatically;
  - Lack of water for irrigation has led to food shortages;
  - Gas pipelines, roads and railways have been destroyed.



**Plastic.**

**What is plastic?**

Plastic is a long-lasting resource that is made from oil. It is useful for many different items and we use it pretty much every day. However it takes a long time to decompose and this causes damage to the environment. Some plastics will not decompose for over 500 years.

**Reducing plastic waste.**

There are many ways that we can reduce plastic waste and protect our environment. Some examples include:

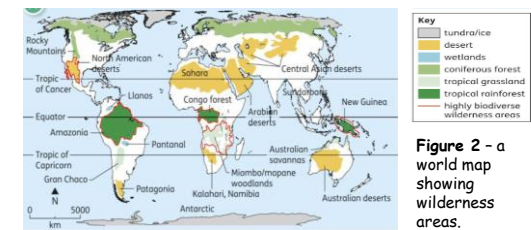
- Recycling plastics - e.g. in our Council recycling bins.
- Reusing plastic - e.g. 'Bags for Life' that can be used over and over.
- Reducing the amount of plastic we use - e.g. McDonalds has introduced paper straws into its UK restaurants.

**Geography**



**Wilderness areas.**

A **wilderness area** is basically a 'wild place' that has had little development from humans. **Figure 2** shows wilderness areas around the world. Wilderness areas are important because they produce and filter fresh-water, forested biomes absorb carbon dioxide and reduce global warming, and they are home to thousands of species of plants and animals.



**Figure 2 - a world map showing wilderness areas.**

**The Pantanal.**

- The Pantanal is the world's largest tropical wetland area.
- It covers almost 200,000 km<sup>2</sup>.
- During the rainy season, 80% of the land is flooded.
- It is one of the most biodiverse regions in the world with 3500 species of plants and 1000 species of birds.
- The WWF help to manage The Pantanal in a sustainable way.



**Tourism.**

The global tourism industry was worth over \$7.6 trillion.

In 2017, over 1.3 billion people travelled to other countries for holidays.



Tourism provides local people with jobs in construction, transport, hotels and cafes.

In 2017, over 18 million people travelled from the UK to Spain..

Sustainable tourism involves taking steps to reduce the negative impacts of tourism.

Tourist attractions can often have their natural environment damaged e.g. tourists dropping litter on beaches.

# 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



**Personal Info:**

Vladimir Gvozdev is a Russian artist who was born in 1966. He has many exhibitions in Russia, but his art is collected all around the world.



# Vladimir Gvozdev

## Steam Punk Artist



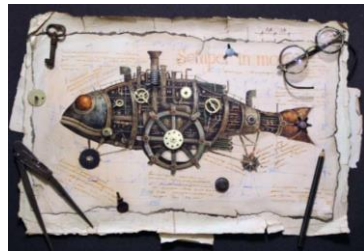
**Materials:** He creates paintings, graphics and sculptures. Incorporating collaged elements including paper, feathers and metal elements such as cogs, keys and padlocks.

**Subject Matter:**

Fantastical steampunk animal illustrations are part of his project called "Machinery".

**Colour Palette:**

Rusty neutral tones reminiscent of rusting machinery, and the green blue tones of oxidizing metals.



**Influences:**

- Surrealism.
- Steam Punk.



**Process:** Vladimir fuses various mechanical parts such as gears, wheels and pulleys with the anatomy of animals to create unique and charming creatures. His works look like the notes and experiments of an eccentric Steampunk Scientist. He creates detailed technical drawings of the animals he wants to create, (beautifully framed in boxes containing, gears, instruments and all sort of little trinkets, that give them a fantastically Antique look).

**Year 8 Desk Tidy Storage with USB light: Iterative Design**

**Vocabulary:**

**Felling**- the process of cutting down trees

**Veneer**-a thin decorative covering of fine wood applied to a coarser wood or other material

**Seasoning**-process of drying out or removing moisture from natural wood

**Prototype**- a draft model to test an idea

**Smart materials**-materials that have one or more properties that react to stress, moisture, electric or magnetic fields, light, temperature, pH, or chemical compounds.

**Resin** –synthetic substance used in glues and varnishes

**Adhesive**- glue

**Crating**- a technique for drawing accurately using boxes

**Isometric**- horizontal lines are at 30 degrees. A technique for drawing in 3D

**CAD**- Computer Aided Design

**Tri-Square**- used for marking straight lines parallel to a straight edge- not measuring

**Coping Saw**- cuts curves and is used for think wood or plastic.

**Tenon Saw**- cuts straight edges on wood only

**Glass Paper**- smooths wooded surfaces to prepare for painting

**Working drawing** – an accurate drawing of a design with all the measurements used in manufacturing

**Finger Joint**- used for box joints. Interlocking fingers.

**Butt Joint**- pushing two ends of a material together

**Dowelling Joint**- small wooden rods used to join wood

**Iterative Design**- circular design process, continued development and improvement with testing

**Sustainable** –renewable, green design.

## Hardwoods



Beech

Oak

Ash

Teak

Comes from deciduous trees

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

## Softwoods



Pine

Spruce

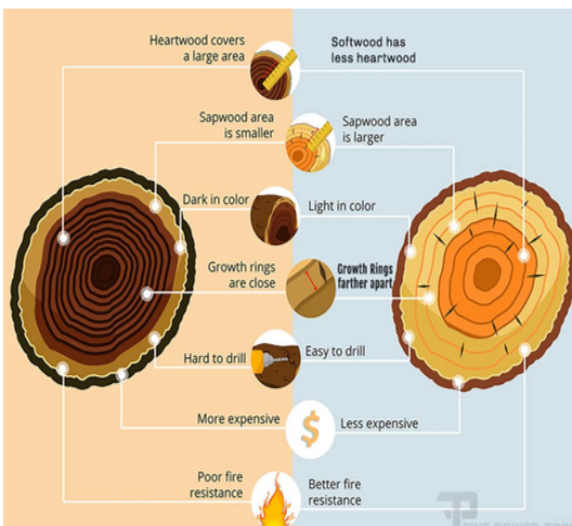
Cedar

Fir

Comes from coniferous trees

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

## Hardwoods Vs Softwoods



### Hardwood



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

### Softwood



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



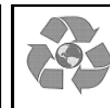
Aesthetic



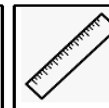
Cost



Client



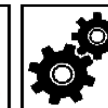
Environment



Size



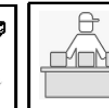
Safety



Function



Material



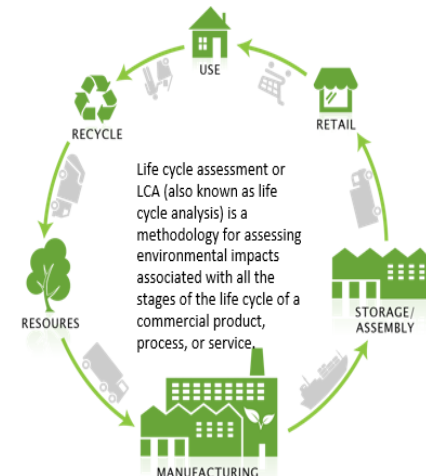
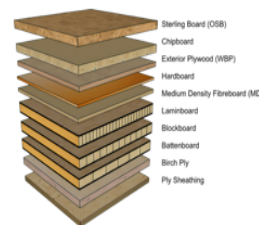
Manufacture

## Manufactured Boards

Manmade boards are commonly used in the construction industry, for interior fittings and furniture. They are more stable than natural woods and are less likely to warp and twist out of shape.

The three main types are; plywood's (laminated boards), particle boards and fibreboards. They are all manmade in factories / mills. They are usually composed of natural woods and resins which binds them together.

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



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.

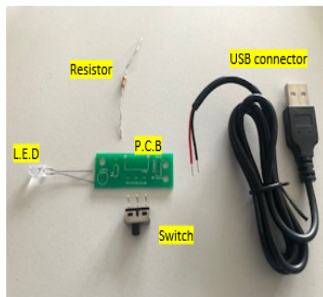
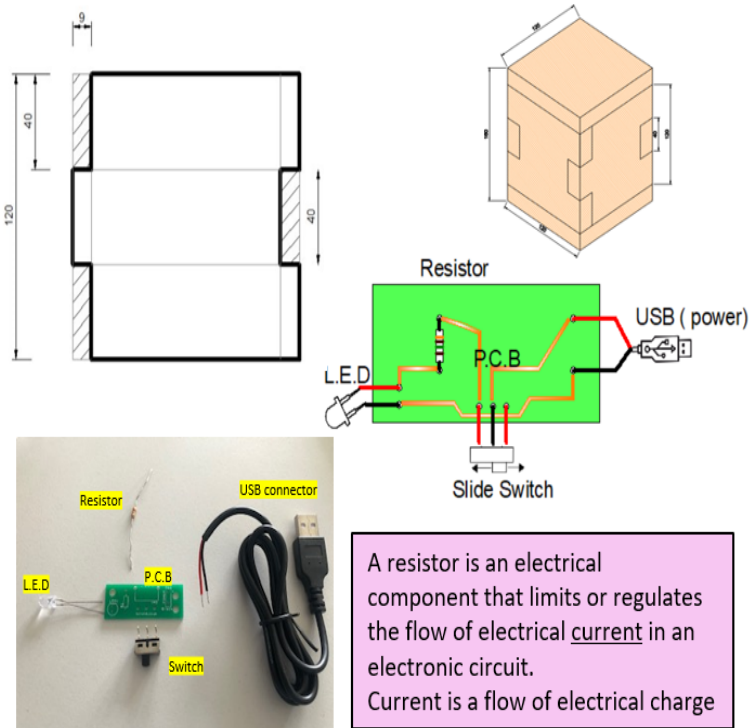
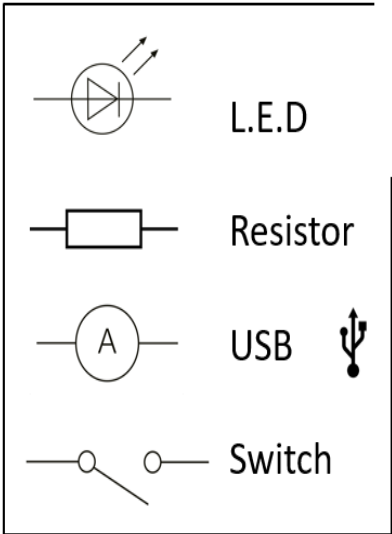
Hardwoods	Softwoods	Manufactured Boards
Generally harder/tougher than other woods. Weak along the grain, strong against	Easier to cut and work with ( open grain) Weak along the grain, strong against	Variety of strengths, can be improved due to structure e.g. no grain or alternative grain direction
Trees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



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

# Engineering

Year 8 Desk Tidy Storage with USB light: Iterative Design



A 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 used for smoothing

**M.D.F.** Medium Density Fibreboard ( Manufactured wood made from wood fibres and glue)

**Pine:** A natural softwood

**Acrylic:** A type of plastic

**Copper:** A conductive metal wire used for electronic circuits.

**Conductive:** allows electrical current to travel or 'flow' through it

**Risk Assessment** a process of evaluating the potential risks that may be involved in a projected activity or undertaking.

**L.E.D:** Light Emitting Diode ( a small light to indicate power in a circuit)

**Resistor:** In electronic circuits, resistors are used to reduce current flow

**U.S.B:** Universal Serial Bus; electrical connector

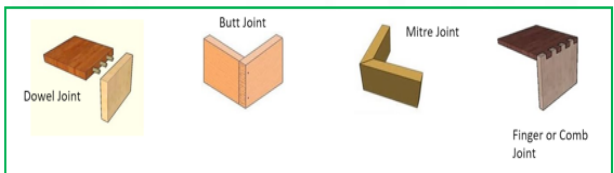
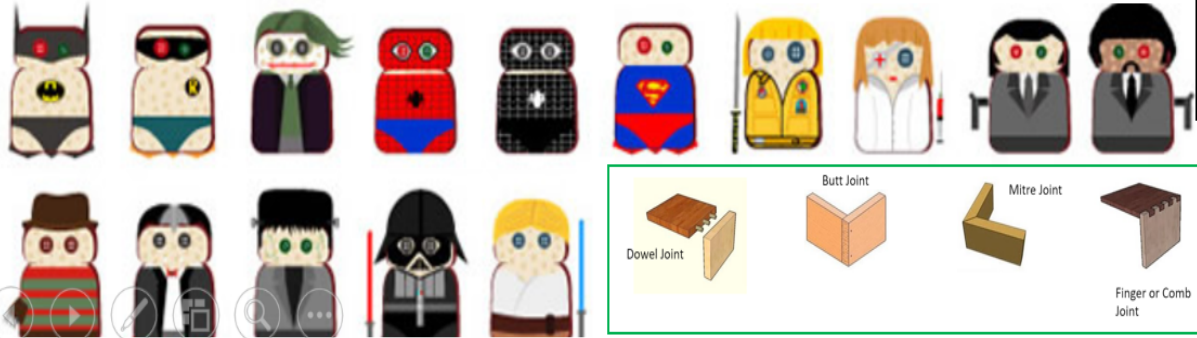
**Design Situation:** A problem that has been identified.

**Design Brief:** A statement to explain how you will solve the problem ( design situation)

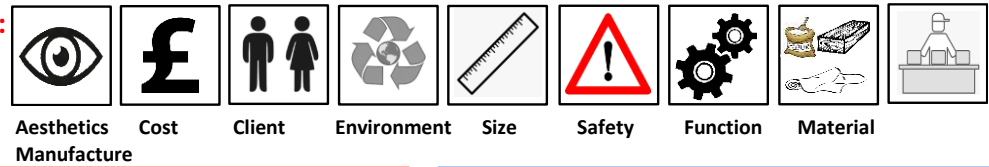
**Design Specification:** A list of requirements your product must have or include to be successful and solve the design situation.

<b>Ferrous</b>	These are metals that contain iron. This means the metal will rust.
<b>Non-Ferrous</b>	These are metals that do not contain iron and therefore do not rust.
<b>Thermoplastic polymers ( plastics)</b>	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
<b>Thermoset polymers ( plastics)</b>	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.
<b>Smart Material</b>	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

A hero is a real person or a main fictional character who combats adversity through feats of cleverness, 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. Difficulty



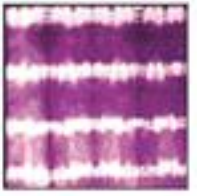
## Year 8 Rotation Textiles Knowledge Organiser: Methods of adding colour to fabric



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



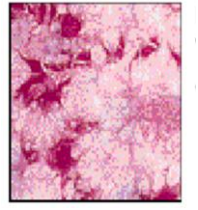
- Swirl effect:**
- Place fabric on a flat surface.
  - Pinch up the centre and twist into a spiral.
  - Secure the shape with 2 rubber bands to form 4 sections



- 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.



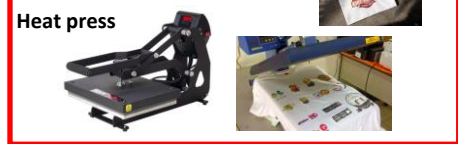
- Circle effect:**
- Place fabric flat on a surface
  - Pinch the centre of the fabric and pull into a cone shape.
  - Using string or rubber bands, bind tightly at intervals from the centre downwards.



- 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.



- 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?

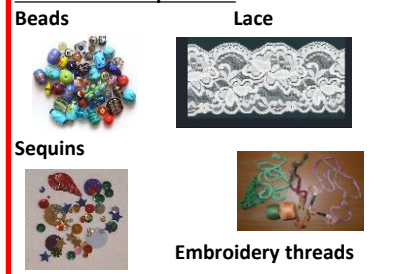
### Block printing - is a method of printing textiles by stamping ink-dipped blocks, usually made from wood or linoleum, onto fabric.

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.



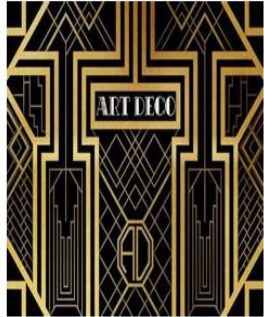
**Components** - Something extra you add to your work other than fabric. Components can be either decorative or functional.

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

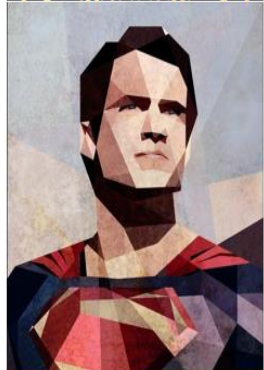




POP ART



ART DECO



CUBISM



BAUHAUS



Alberto Alessi



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

SUBLIMATION PRINTING



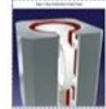
Select a blank. A blank references the mug or other dye-sublimation product that doesn't have an image applied to it yet.



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



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



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



Finished Dye-Sublimation Product.



Wally Olins



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



Aesthetic



Cost



Client



Environment



Size



Safety



Function



Material

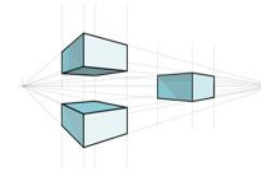


Manufacture



Branding Definition:

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

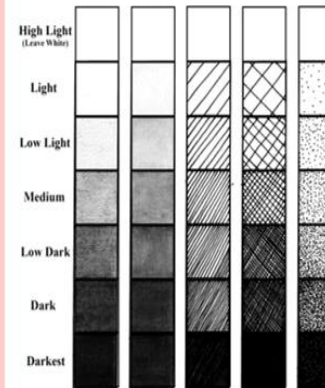
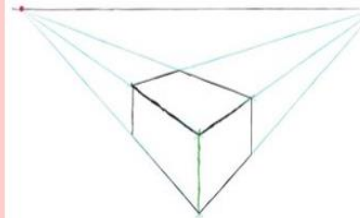


Two Point Perspective: Using two vanishing points to create a 3D shape



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](http://technologystudent.com)

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

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



Year 8 Food Studies Rotation

**Starchy foods are our main source of carbohydrate and play an important role in a healthy diet.**

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

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



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

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

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

**A ROUX= Equal mix of fat and flour**



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

Basic Sauce Recipes

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

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

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

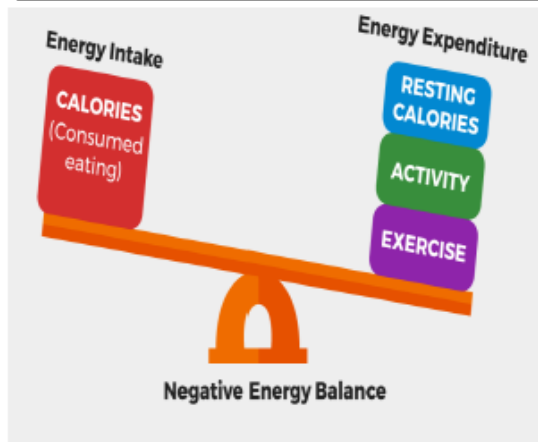
**Remember- Protein means any type of meat or fish. Or lentils, beans and Vegetarian alternatives: Quorn Mince/sausage/ chicken style products**

Adaptations-

**Vegetables-** courgette, peppers, spinach, mushroom, peas, sweetcorn

**Proteins-** chickpeas, quorn mince, chicken, prawns, tuna.

**Toppings-** mozzarella, fresh basil, chilli flakes, crisps, breadcrumbs.



MEXICAN	CARIBBEAN	FRENCH
<ul style="list-style-type: none"> <li>CORIANDER</li> <li>CUMIN</li> <li>OREGANO</li> <li>GARLIC POWDER</li> <li>CINNAMON</li> <li>CHILI POWDER</li> </ul>	<ul style="list-style-type: none"> <li>ALLSPICE</li> <li>NUTMEG</li> <li>GARLIC POWDER</li> <li>CLOVES</li> <li>CINNAMON</li> <li>GINGER</li> </ul>	<ul style="list-style-type: none"> <li>NUTMEG</li> <li>THYME</li> <li>GARLIC POWDER</li> <li>ROSEMARY</li> <li>OREGANO</li> <li>HERBES DE PROVENCE</li> </ul>
NORTH AFRICAN	CAJUN	THAI
<ul style="list-style-type: none"> <li>CARDAMOM</li> <li>CINNAMON</li> <li>CUMIN</li> <li>PAPRIKA</li> <li>TURMERIC</li> <li>GINGER</li> </ul>	<ul style="list-style-type: none"> <li>CAYENNE PEPPER</li> <li>OREGANO</li> <li>PAPRIKA</li> <li>THYME</li> <li>ROSEMARY</li> <li>BAY LEAVES</li> </ul>	<ul style="list-style-type: none"> <li>BASIL</li> <li>CUMIN</li> <li>GARLIC</li> <li>GINGER</li> <li>TURMERIC</li> <li>CARDAMOM</li> </ul>

# 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.

The diagram is a large square divided into 12 equal segments by lines radiating from a central clock face. The clock face is a circle with numbers 1 through 12 around its perimeter and a central dot. Each segment is a 30-degree wedge. There are 12 empty rectangular boxes, one in each segment, intended for students to write a title and key information for that 5-minute revision period. The boxes are located at the outer edge of each segment. The top-left segment contains a small vertical line character.

# SAHARAN SOUNDS

African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of **PERCUSSION** instruments and use a wide variety of drums (called **MEMBRANOPHONES**). Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community.



**Characteristic Rhythms and Metres. Traditional Rhythm Patterns & Repetition and Ostinato**

**REPETITION** and **CYCLIC RHYTHMS** used to organise music. A repeated rhythm pattern (**OSTINATO** or **TIMELINE**) is used as a basis for **IMPROVISATION** to “hold the piece together”. Use of **SYNCOPATION**, **POLYRHYTHMS** (shown below right), **CYCLIC RHYTHMS** and **CROSS-RHYTHMS** (shown below left). **MASTER DRUMMER** can give musical ‘cues’ to performers to change rhythms during a performance and can also choose to **ACCENT** different beats within a **RHYTHM CYCLE**.

**Pitch & Melody and Harmony & Tonality**

Most African melodies are based on a “limited number of pitches” - four, five, six or seven note **SCALES** and are normally short and simple, often expanded by **REPETITION** and **IMPROVISATION**. The pitch in African drumming is largely determined by the tuning of the drums. African singers often create vocal harmony by singing in thirds, fourths or fifths. **UNISON** and **PARALLEL OCTAVE** harmony is also common. The basic form of African Vocal Music is **CHORAL SINGING** known as **CALL AND RESPONSE** where one singer (**SOLOIST**) or small group of singers sings a line and the whole group (**CHORUS**) makes a reply (often a fixed **REFRAIN**) – like a “musical conversation” – in alternation with the “lead singer”. The soloist often **IMPROVISES**. African singers often “shout words” (**VOCABLES**) and male and female singers enjoy using their highest **VOCAL REGISTER** known as **FALSETTO**. African singing can be accompanied by instruments but can also be unaccompanied (**A CAPPELLA**).

**Ornamentation**

The **MASTER DRUMMER** can elaborate and decorate his solo drum part with **ACCENTS** and playing in a technically demanding style to “show off” to the rest of the drum ensemble and audience.

**Texture**

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture.

**Dynamics**

Since African Drumming is often performed outside and at social gatherings and celebrations, the dynamics are generally **LOUD (FORTE - f)** or **VERY LOUD (FORTISSIMO - fff)**, but like changes in tempo, can be indicated by the **MASTER DRUMMER**.

**Tempo**

**FAST** – designed for dancing and social gatherings – tempo will match the dance steps. The **MASTER DRUMMER** can both establish the tempo as well as speed up (**ACCELERANDO**) or slow down (**DECELERANDO**) or even set a new tempo with musical ‘cues’.

**Ensemble**

A **MASTER DRUMMER** often leads giving signals to the rest of the group to change rhythms or sections of the piece and can also control the **TEMPO**. He often **IMPROVISES** highly complicated rhythms and can indicate the ending of a piece of music as well as playing the “**CALL**” to **CALL AND RESPONSE SECTIONS** which are ‘responded’ by the drum ensemble.

**Form & Structure and Phrasing**

The structure of a piece of African drumming depends on the **MASTER DRUMMER** and has no fixed or determined length, entirely dependent on the rhythms used.

**Origins and Cultural Context of the Traditional Music**

African Drumming is ‘traditional’ and handed down via the **ORAL TRADITION** (not written down). Not performed ‘at a concert’, rather everyone joins in by dancing or playing an instrument, singing or clapping. Combines other art forms and heard at special occasions and celebrations. Many Africans believe that music serves as a link to the spirit world.

**Musical Characteristics of Folk Music**

Traditional drums such as the **DJEMBE**, **TALKING DRUM** and **DUNDUN** remain popular in African music today, often combined with a number of percussion instruments, stringed instruments and woodwind instruments. **RHYTHM** remains a key feature of African drumming.

**Impact of Modern Technology on Traditional Music**

African music has been a major influence on the development of popular music contributing rhythms, structures, melodic features and the use of improvisation to such styles as blues, gospel and jazz, brought over to America by slaves. High quality recordings of traditional African music are now possible with advanced recording techniques

**Artists, Bands & Performers of African Drumming**

**Bolokada Conde**

**Ladysmith Black Mambazo**



Other percussion instruments such as clappers, maracas, scrapers, gongs and xylophones (called **BALAFONS**) produce their sound by vibration and are known as **IDIOPHONES**.

**Instrumentation – Typical Instruments, Timbres and Sonorities**



Stringed instruments (**CHORDOPHONES**) such as bows, lyres, zithers, harps and the **KORA** are popular as well as some woodwind instruments (**AEROPHONES**) such as whistles, flutes, reed pipes, trumpets and horns.

# **Year 8 Dance:**

## **Matilda the Musical**

In 1988, British children's author Ronald Dahl wrote the original novel Matilda. Matilda The Musical is the spectacular theatre show.

The spell-binding story follows childhood genius Matilda Wormwood as she dreams of escaping to a life much different from her own. Neglected by her parents, Matilda finds solace in books and her love of literature. On her journey she is confronted by the menacing headmistress Miss Trunchbull – nicknamed The Trunchbull – with the former athlete single-handedly running a reign of terror across the school. However, despite being misunderstood by her family and the hardship she faces, Matilda finds a friend in her teacher Miss Honey and discovers she has the power to change her destiny.

Skills used in Musical dance work: Characterisation, body language, facial expression, projection, movement memory, spatial awareness and confidence.



# MIND MAPS

## HOW TO TAKE NOTES

## MIND MAPPING AND BRAINSTORMING

### ABOUT

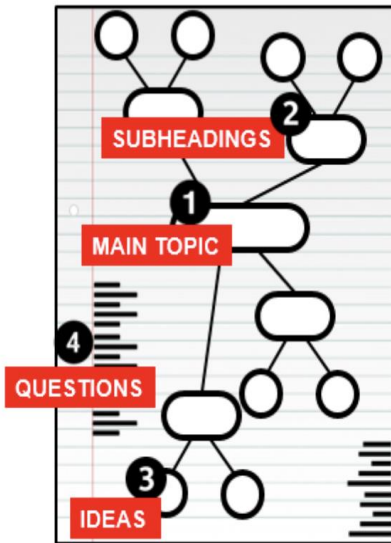
Mind Mapping and Brainstorming is a highly visual method of representing information

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

### HOW

This works far better on paper than as a digital method

Make sure you start in the centre of the page



1 Determine the overall topic or theme  
Write this in the centre of your page and circle it

If the main focus of your mind map changes – create an additional mind map – do not add the new focus to the mind map that you are already working on.

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

3 Each subheading will have at least one idea related to it.

Make sure that your ideas are visually distinct from your subheadings

4 Use the edges of your document to write questions  
These should relate to the ideas in your mind map

You could also use these areas to expand on points that need additional clarification on the main mind map

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

# Year 8 Athletics



## Relay baton exchange technique

Pass with Right, Receive with Left.  
 The “up sweep” involves the incoming athlete passing the baton upward into the receiving hand.  
 With the “down sweep” method, the baton is passed downward into the receiving hand.  
 Keep your hand straight with your palm wide open.  
 Start running before you receive the baton, this way you can be jogging and then accelerate off when you have the baton.  
 The runner passing you the baton can shout 2run2 when you should start moving ready to receive.  
 Don't look behind waiting for the baton, look forwards ready to run, they will place the baton in to your hand.



## Sprint start technique

### “On your marks” –

- Rear knee should be level with front foot;
- Form a V behind the lines with your hands;
- Arms shoulder width apart, head slightly in front of hands.

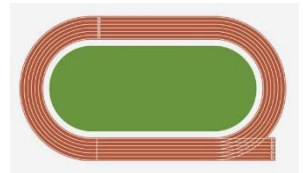
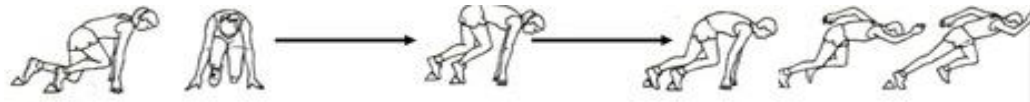
### “Get set” –

- Raise hips up higher than shoulders;
- Lift legs at the knees;
- Body weight on hands and feet equally.

### “GO!” –

- Drive back knee forwards and extend front knee;
- Lean forwards;
- Don't become upright TOO early.

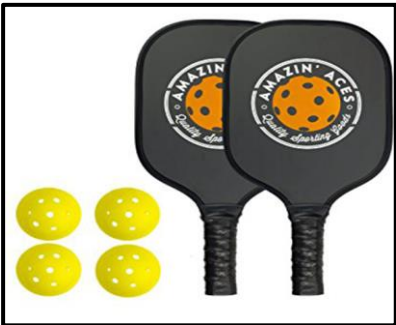
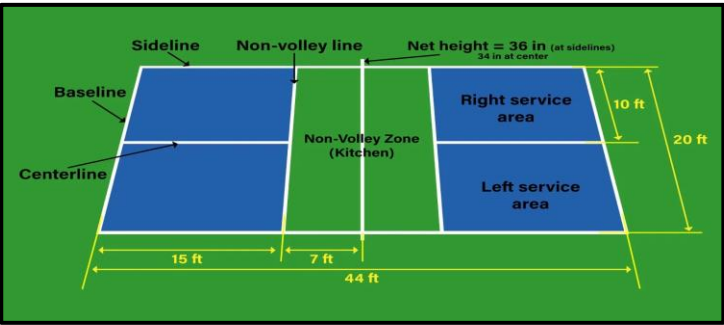
Key words
Coordination; Reaction time; Strength; Speed; Timing; Flexibility; Stamina; Accelerate; Pace; Relay; Evaluate; Improve; Technique.



<b>Running</b>	An action to move as quickly as possible using the correct technique with both your arms and legs.
<b>Jumping</b>	The ability to propel your body into the air to gain as much height, distance or both.
<b>Throwing</b>	The ability to propel an object through the air as far as possible.

**Rules - Each individual discipline has its own specific set of rules and competitors are expected to abide by these to ensure that the competition is fair.**

# Pickleball



## Basic Rules

**HOW THE GAME IS PLAYED**  
The game can be played as singles or doubles. Players use a pickleball bat and pickleball to play.

**SCORE**  
Game is played to 11 points.

**POINTS**  
A point can only be won by the serving team/player. A ball that hits the line, or goes past the line is considered OUT.

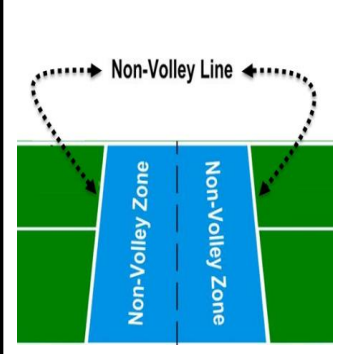
**SERVICE**  
Services are diagonal, like tennis, starting on the right-hand side and alternating.

**DOUBLE BOUNCE RULE**  
Each team must play their first shot off the bounce. That is, the receiving team must let the serve bounce and the serving team must let the return of the serve bounce before playing it. From this point, players can then volley.

**GENERAL OPEN PLAY**  
The struck ball, whether volleyed or hit after a single bounce, must cross to the opponents side of the court.

**VOLLEYS**  
Volleys are only allowed when both of the player's feet are behind the non-volley zone line. Also, the point is lost if the volleyer's momentum carries the player into the NON-VOLLEY ZONE after volleying.

## Non-Volley Zone (The Kitchen)

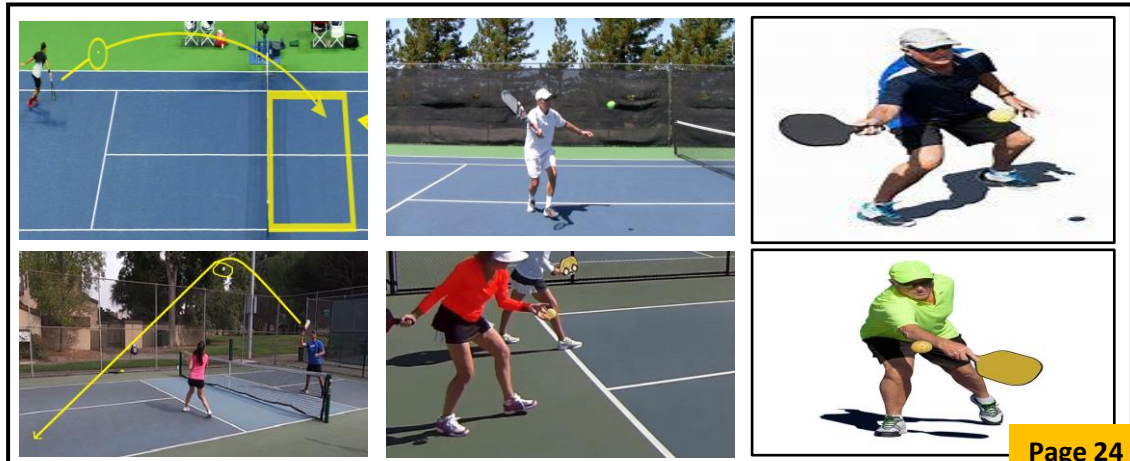


The purpose of this area is to make gameplay more challenging.

Players **cannot** volley the ball whilst any part of their body is in this area.

If a player has volleyed the ball and their momentum carries them into this zone afterwards, they lose the point.

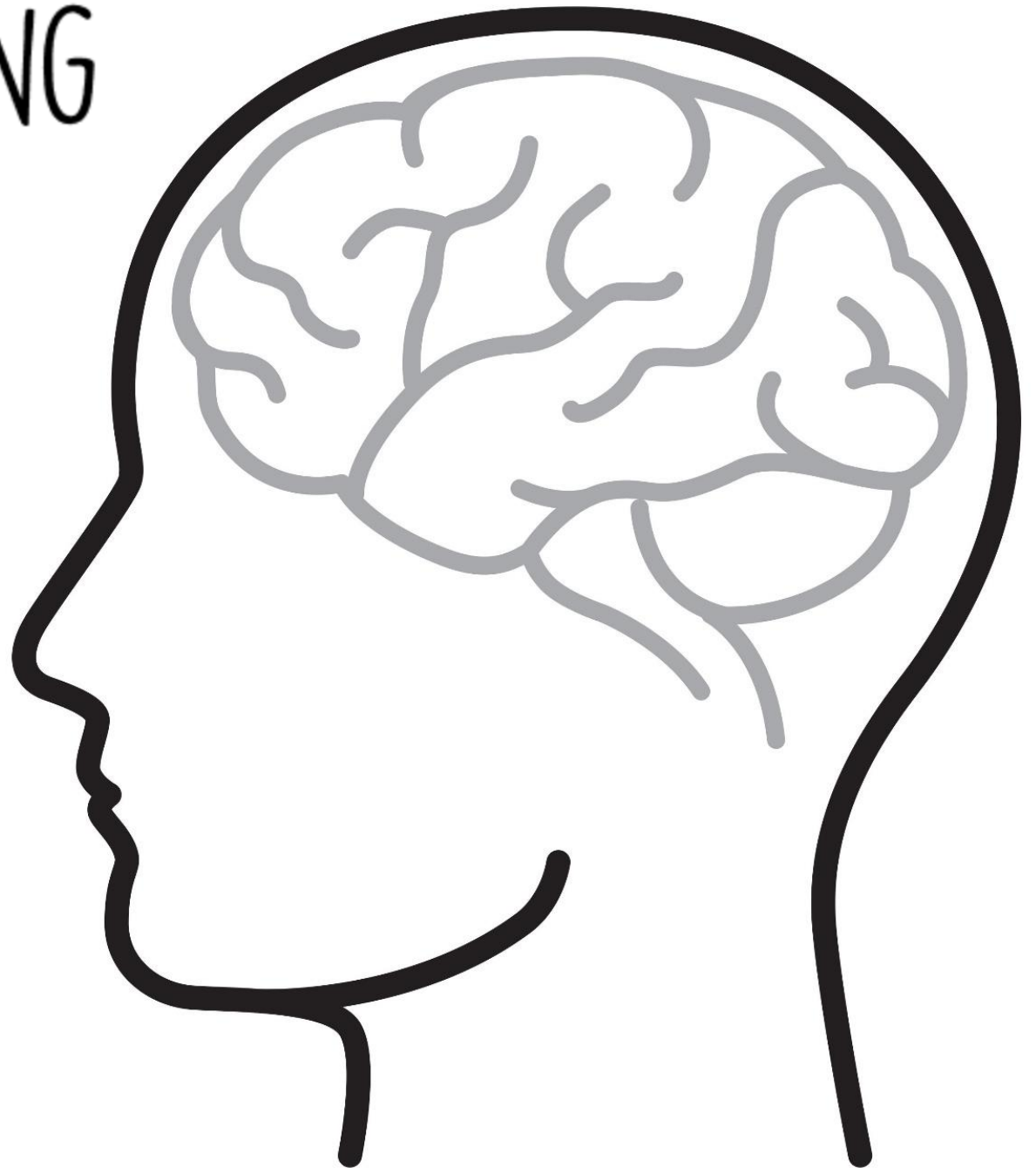
Skills	
Skill	Definition
Serve	An act of hitting the ball to start play.
Volley	To hit the ball while it is in flight before it has had a chance to bounce.
Forehand	A shot made by swinging the racket across one's body with the hand moving palm-first.
Backhand	A shot made by swinging the racket with the back of the hand moving towards the direction of the stroke.
Drop shot	A softly hit shot, usually with backspin, which drops close to the net
Lob shot	The aim is to lob the shuttle over your opponent and aim the ball as near the baseline as possible •



# 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 Sum 2- How do Buddhists practice their religion?

## Knowledge organiser

## Key vocabulary

**bardo** A state of being that exists between death and rebirth

**bhavacakra** A particular Tibetan Buddhist mandala depicting the cycle of samsara

**Bodhisattva** A person who has found enlightenment but is reborn to help others

**Dalai Lama** The leader of Tibetan Buddhism, believed to be an incarnation of the Bodhisattva Avalokitesvara

**jhana** A state of absorption – a stage on the path to nirvana through meditation

**Kathina** A festival of gratitude to the Sangha

**lama** A senior monk or teacher in Tibetan Buddhism

**lotus** A flower and key symbol in Buddhism; also used to describe a position used in meditation

**Mahayana** A school of Buddhism that believes in Bodhisattvas and that the term 'Sangha' applies to all Buddhists

**mandala** A circular pattern that has symbolic meanings and is used to help people meditate

**mantra** A sacred phrase that is chanted during meditation

**Thai Forest Tradition** A form of Theravada Buddhism that encourages monks and nuns to retreat into the forest to practise meditation in complete solitude

**thangkas** A Tibetan Buddhist painting on cotton or silk

**Theravada** A school of Buddhism that views the Sangha as very important

**Vassa** The period of the rainy season, when monks stay in their monasteries

**Wesak** A festival to commemorate the Buddha's birth, enlightenment and death; also known as Buddha Day



Golden statue of Guanyin, a female bodhisattva who embodies the compassion of all Buddhas, at Lushan Temple, China.

## Key facts

- Two of the main schools of Buddhism are Theravada and Mahayana. They share many similarities, but Theravada Buddhists place greater emphasis on the Sangha.
- The third main school of Buddhism is Tibetan Buddhism. Tibetan Buddhists have slightly different beliefs, including the belief that between death and rebirth people spend time in a state called bardo.
- The leader of Tibetan Buddhism is the Dalai Lama, who was forced into exile after China invaded Tibet in the 1950s.
- Meditation is a key practice of Buddhists. This involves being still and focusing the mind.
- Buddhists honour the Buddha in art such as huge statues and sculptures and symbolic images such as mandalas.
- The key Buddhist festivals are Wesak (marking the Buddha's birth, enlightenment and death), Vassa (when monks remain in their monasteries during the rainy season) and Kathina (when people celebrate the end of the rainy season by bringing gifts to the monks).
- There are four main sites of Buddhist pilgrimage: Lumbini, Bodh Gaya, Sarnath and Kusinara. These are where Siddhartha was born, enlightened, and as the Buddha taught his first sermon and entered parinirvana.
- The spread of Buddhism in the twentieth century was helped by several inspiring leaders including Maha Ghosananda and Thich Nhat Hanh.
- There are more than 200,000 Buddhists in the UK today. Significant places include the Chithurst and Samye Ling monasteries.

## Key people

**Dalai Lama** The spiritual leader of Tibetan Buddhism

**Maha Ghosananda** A senior monk in Cambodia who helped rebuild the country after war

**Thich Nhat Hanh** A famous Vietnamese monk who now lives in France



The Golden Wheel of Dharma and Deer sculpture, The Jokhang Temple (most sacred temple in Tibet).



The Dalai Lama is the spiritual leader of the Tibetan people.

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

## My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.