

YEAR 8



BHA's Knowledge Quest

**Autumn 1
(Sept - Oct)
2026-2027**



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 Science, every week.

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

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

Geography: 1 hour of Seneca per fortnight.

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

PSHE: Independent self quizzing from Knowledge Organiser.

DT: Food Studies- Seneca assignment set as part of each 9-week rotation.

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

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

Timetable

Use this page to copy out your lessons and room numbers

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Dates to remember this half term:

September

October

Attendance record



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

Sparx Check!

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

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

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

Seneca Check!

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

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

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

Language Nut Check!

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

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

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

Independent Study Check!

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

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

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

Homework Log

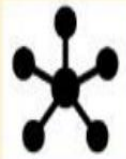
Use this page to record any homework this half term

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Homework Log

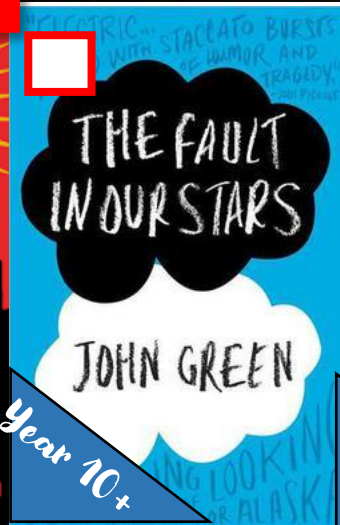
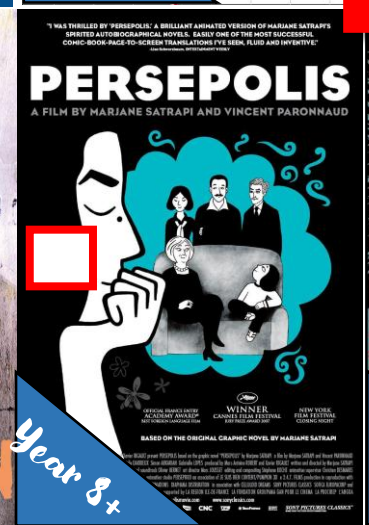
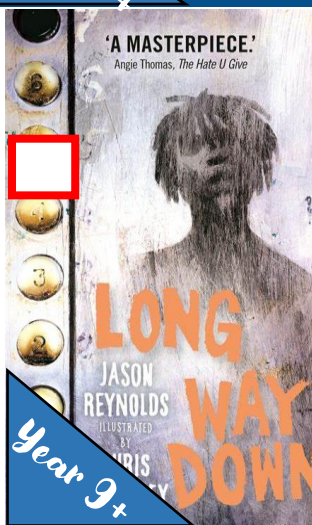
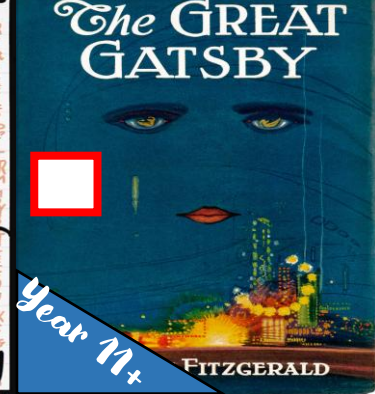
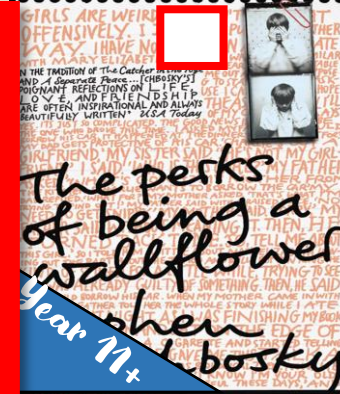
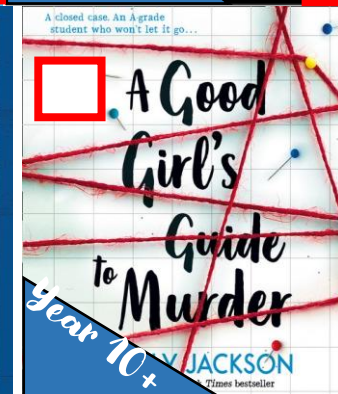
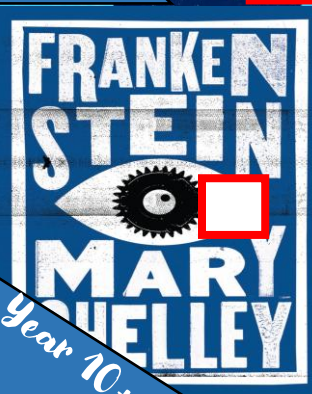
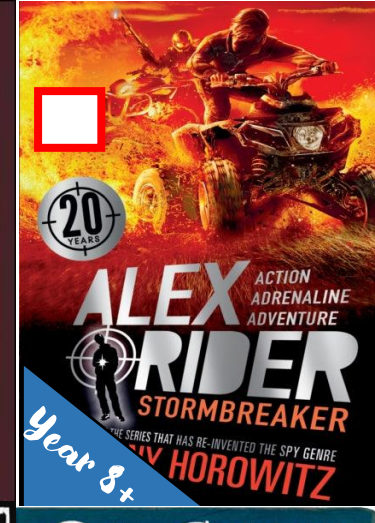
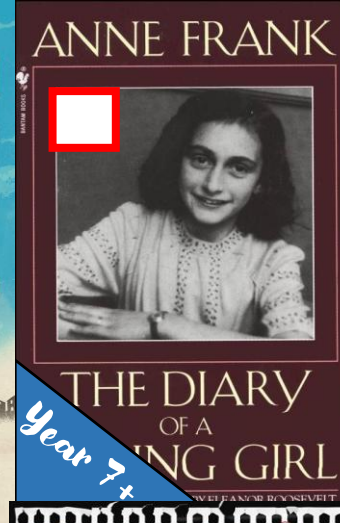
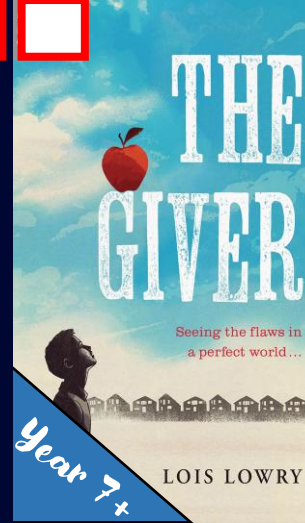
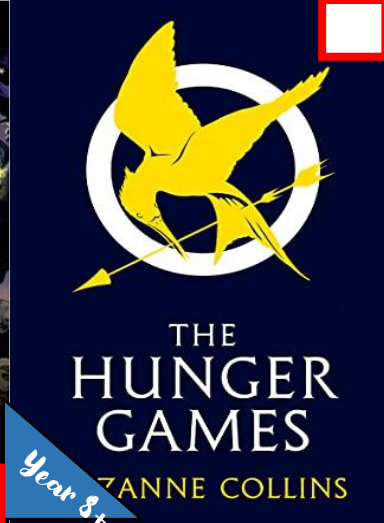
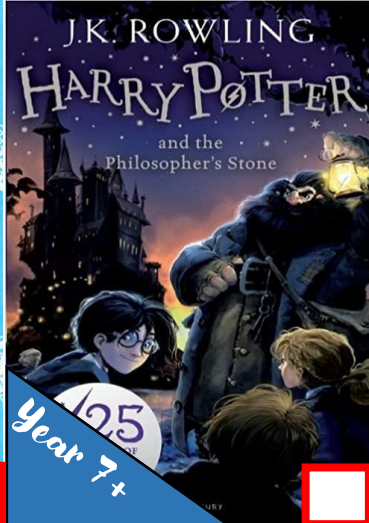
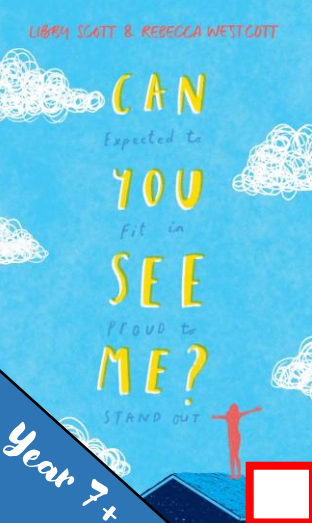
Use this page to record any homework this half term

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	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	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





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YEAR 8

Recommended Reading

DIVERGENT

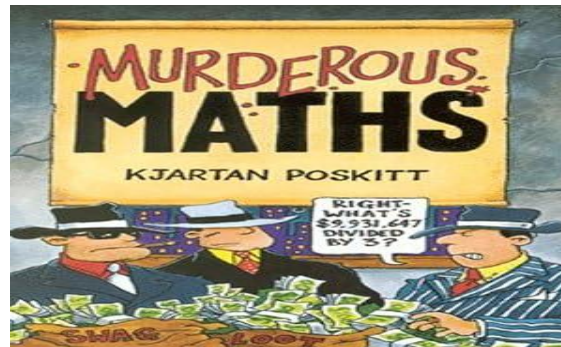
NO. 1 NEW YORK TIMES BESTSELLING AUTHOR
VERONICA ROTH

Divergent follows Beatrice "Tris" Prior, a sixteen-year-old living in a future Chicago where society is divided into five factions, each dedicated to a specific virtue. After taking an aptitude test, Tris learns she is Divergent, someone who fits into multiple factions, a dangerous secret in her world.

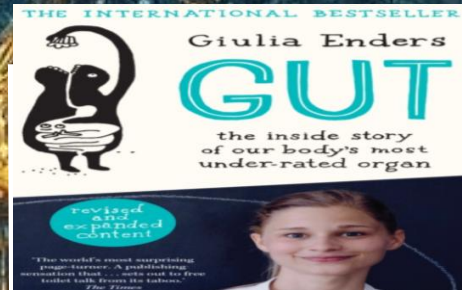
PHILIP PULLMAN

THE RUBY IN THE SMOKE

A determined sixteen-year-old heroine, Sally Lockhart, plunges into Victorian London's criminal underworld after her father dies under mysterious circumstances.



Part of the Murderous Maths series, the book explains tricky mathematical ideas such as solving problems involving food, money, and real-life situations. It breaks down complex concepts into simple steps, making them easier to understand and apply.



The book explains how the gut works, from swallowing and digestion to the complex community of microbes living in the intestines. Enders highlights how gut bacteria affect not only digestion but also the immune system, mental health and even mood.

If the World Were a Village

Imagine 100 people live in the village

The book imagines the entire global population scaled down to a single village of 100 people, making complex world statistics easy to understand. By exploring who these villagers are, where they come from, what languages they speak, how much food, water, education and resources they have, the book highlights global inequalities, cultural diversity, and shared challenges.

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



Year 8 - Other Worlds

Skills for Other Worlds – AO2 – Analysing Structure



You will be analysing the structure of a text.

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

Finding Patterns

Patterns are the key to higher marks in structure:

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



Withholding information.
Giving limited detail.



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



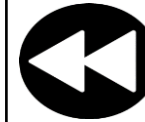
Shifting between different times and places, usually to signal a change in mood or atmosphere.



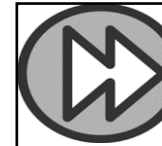
Narrowing of information.
Where the focus zooms into an object/person or location.



Changes in narrative perspective. When the narrative perspective changes from 1st to 3rd person. 'I' to 'we'



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



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



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

Dystopian Conventions	Fantasy Conventions	Typical Characters		Fantasy and Dystopian Effects
• Society is ruled by violence; • People live in fear; • People are watched or monitored by the government; • People are encouraged to think a certain way or believe a particular idea; • Human actions have damaged or destroyed the environment; • Society presents an illusion of a utopian world.	• Magic – used to aid or hinder the hero; • Monsters – used to frighten or create obstacles for the hero; • Battles/War – usually in the end of the journey to create a climax; • Good vs. Evil – a universal message of triumphing over evil.	Dystopian • Hero, villain, helper, false hero; • Dictator/tyrant – a cruel leader that imposes fascist and unfair regimes.	Fantasy • Hero, villain, helper, damsel; • The unexpected ally – a friend that that has to overcome adversity or discrimination.	• <u>Fear</u> – fear of the unknown or evil and a sense of events being possible in our world; • <u>Excitement</u> – excitement in seeing the hero's journey play out; • <u>Mystery</u> – Wonder and Awe – these are caused by the imaginative settings and dangers thrust at the hero; • <u>Greater Social Awareness</u> – we understand how the genres relate to our world and we endeavor to change it.

What do I need to be able to do?

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

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

Keywords

Significant: Place value of importance

Round: Making a number simpler but keeping its value close to what it was

Decimal Place: holders after the decimal point

Overestimate: Rounding up — gives a solution higher than the actual value

Underestimate: Rounding down — gives a solution lower than the actual value

Metric: A system of measurement

Balance: The amount of money in a bank account

Deposit: Putting money into a bank account

Round to powers of 10 and 1 sig figure

R If the number is halfway between we 'round up'

54.95 to the nearest 1000

5000 ↑ 6000

54.75 to the nearest 100

54.70 ↑ 55.00

54.75 to the nearest 10

54.70 ↑ 54.80

3.70 to 1 significant figure is 400

3.7 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.37 to 1 significant figure is 0.4

0.00037 to 1 significant figure is 0.0004

Round to the first non-zero number

Round to decimal places 2.46 192

Focus on the numbers after the decimal point

To 1dp — to one number after the decimal

To 2dp — to two numbers after the decimal

2.46 192 (to 1dp) — is this closer to 2.4 or 2.5

24 ↑ 25

2.46 192 This shows the number is closer to 2.5

2.46 192 (to 2dp) — is this closer to 2.46 or 2.47

246 ↑ 247

2.46 192 This shows the number is closer to 2.46

Estimate the calculation

4.2 + 6.7 ≈ 4 + 7 ≈ 11

The equal sign changes to show it is an estimation

2.14 × 3.1 ≈ 2 × 3 ≈ 60 This is an **underestimate** because both values were rounded down

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

Order of operations

R

Brackets

Operations in brackets are calculated first

Other

operations e.g. powers, roots,

Multiplication/ Division

They are carried out in the order from left to right in the question

Addition/ Subtraction

They are carried out in the order from left to right in the question

Calculations with money

Debit — You have £0 or more in an account

Credit — You have less than £0 in an account



Using a calculator — ensure you are working in the correct units

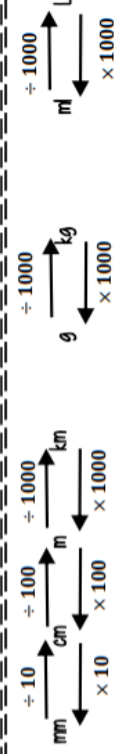
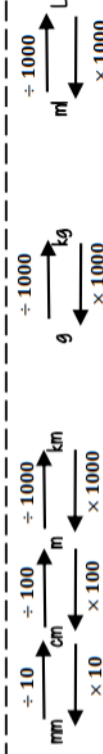
£ 130 + 50p = 130 + 50 (in pence)
= 130 + 0.50 (in pounds)

£1 = 100p



Units are important: Useful Conversions

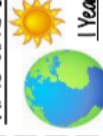
Units are important: Useful Conversions



Metric measures of length

1kilo = 1000 x meter Centi = $\frac{1}{100}$ x meter

1Mili = $\frac{1}{1000}$ x meter



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

Leap Year — 366 days every 4 years

Time and the calendar



12 Months — one year = 52 weeks

31 days — Jan, March, May, July

Aug, Oct, Dec

30 days — April, June, Sept, Nov

28 days — Feb (29 leap year)

1 week — 7 days

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday, Sunday

Use a number line for time calculations!

Onpage Clock



12-hour clock

• Use am (morning) and pm (afternoon)

• Only use hour times up to 12

Digital Clock (24-hour times)

24-hour clock

• 0-11 (morning hours)

• 12-23 (afternoon hours)



Fractions & Percentages

What do I need to be able to do?

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

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

Keywords

Percent: parts per 100 – written using the % symbol

Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.

Fraction: a fraction represents how many parts of a whole value you have.

Equivalent: of equal value

Reduce: to make smaller in value.

Growth: to increase/ to grow

Integer: whole number, can be positive, negative or zero.

Invest: use money with the goal of it increasing in value over time (usually in a bank).

Convert FDP

Convert FDP R

70 out of 100 → 70 squares → 70 'hundredths' → 70 'tenths' → 0.7

Using a calculator: $\frac{70}{100} = 0.7$

Convert to a decimal: $S = D$

This will give you the answer in the simplest form

Convert to a percentage: $\times 100$

Be careful of recurring decimals
e.g. $\frac{1}{3} = 0.33333333$
The dot above the 3

Fraction/ Percentage of amount

Fraction/ Percentage of amount R

Find $\frac{3}{5}$ of £60

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

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

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

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

Convert FDP < and > 100%

Convert FDP < and > 100%

100 hundredths = 10 tenths = 100%

140 hundredths = 14 tenths = 140%

40 hundredths = 4 tenths = 40%

$100\% \div 40\% = 2.5$
 $1 + 0.40 = 1.40$

Percentage decrease: Multipliers

Percentage decrease: Multipliers

100% → 42% → Decrease by 58%

Multiplier: $100\% - 58\% = 42\%$

Less than 1

Percentage increase: Multipliers

Percentage increase: Multipliers

100% → 12% → Increase by 12%

Multiplier: $100\% + 12\% = 112\%$

More than 1

Express as a % - Non-calculator

Express as a % - Non-calculator

7 per every 10 are orange: $\frac{7}{10} = \frac{70}{100} = 70\%$

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

Equivalent fractions

Express as a % - Calculator

Express as a % - Calculator

Rosie: $\frac{13}{30} \times 100 = 43.3333\%$

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

This is the same as $\frac{13}{30} \times 100 = 43.3333\%$

Decimal percentages are still a percentage

Percentage change

Percentage change

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

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

Oil values of change compare to the ORIGINAL value

Difference in value: $\frac{\text{Difference in value}}{\text{Original value}} \times 100$

I bought a house for £180,000, 1 year later sold it for £216,000

Percentage profit: $\frac{36000}{180000} \times 100 = 20\%$

Money made (profit value)

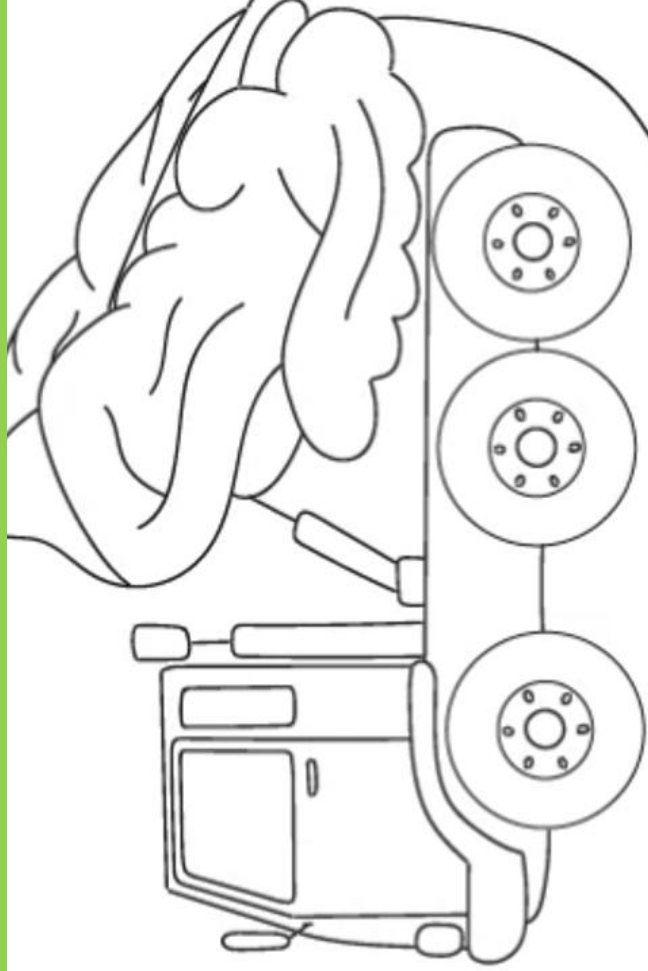
Choose appropriate method

Choose appropriate method

The language and wording of the question is the key

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

Within the 'brain dump', add all the knowledge you can remember from *English* and *Maths* 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.

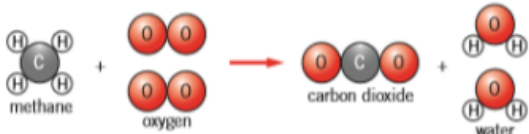


BRAIN DUMP

Knowledge organiser: Compounds. Chemical Reactions

Chemical reactions

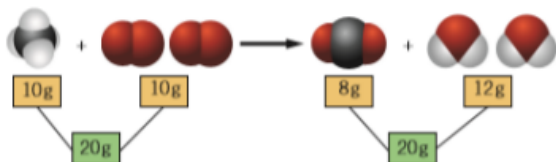
- Word equations can represent a **chemical reaction**:



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

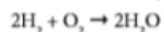
Conservation of mass

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



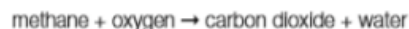
Balanced symbol equations show the amounts of all of the individual atoms in a reaction

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



Combustion

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

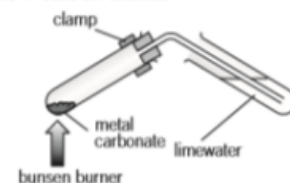


- Hydrogen can also be used as a fuel, this is much better than traditional fossil fuels as it does not produce carbon dioxide:



Thermal decomposition

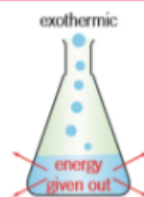
- A **thermal decomposition** reaction is one where the reactants are broken down (decomposition) using heat (thermal energy)
- An example of this is with metal carbonates:
 - zinc carbonate → zinc oxide + carbon dioxide
- We can test for this carbon dioxide by bubbling the gas through limewater, if the limewater turns cloudy, the gas is carbon dioxide



Exothermic and endothermic reactions

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

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



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

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



Compounds

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

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



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

Naming Compounds

Metal + Non-Metal (which contain two elements)

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

E.g.

Copper + Oxygen → Copper Oxide

Lithium + Fluorine → Lithium Fluoride

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

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

E.g.

Copper, Sulfur, Oxygen

Copper Sulfate

Nutrients

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

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

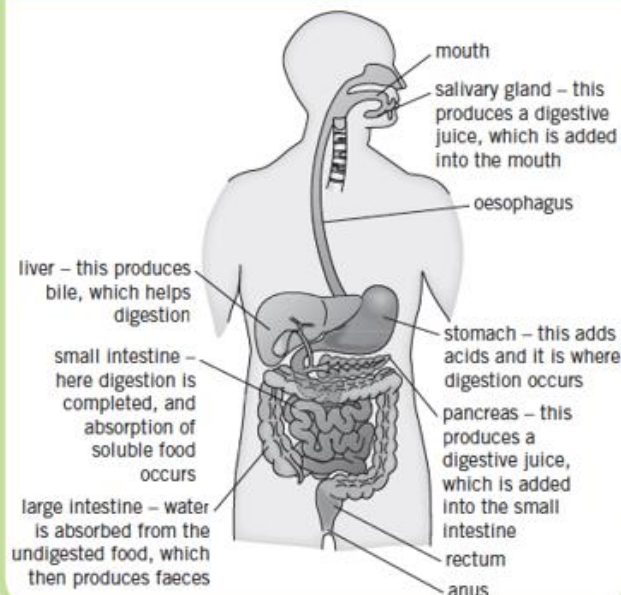
Drugs

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



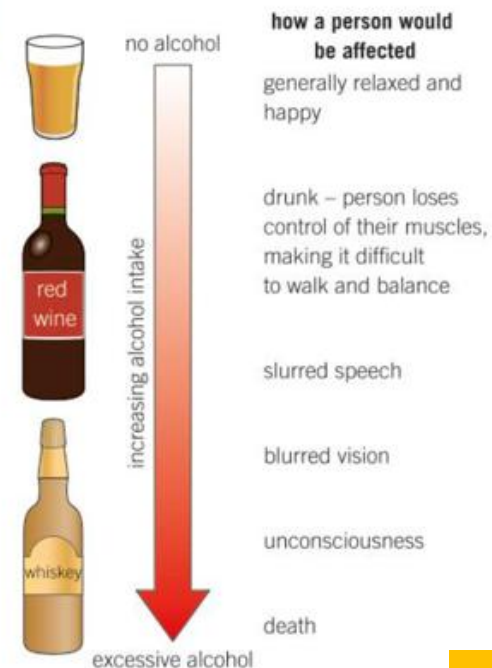
▲ This diseased lung is full of tar. Healthy lungs should be pink.

The digestive system



Enzymes

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



COPS AND ROBBERS

This **retrieval practice tool** will help you test and build your memory of a specific topic in **Science**.



Cops: Write down everything you can remember about the topic from your long-term memory, without looking at notes.

Robbers: Now *“Steal”* missing facts or ideas from the KO you have been studying. This will give you information about the points you need to develop.

Opinions

Me encanta – *I love*

Me gusta mucho

– *I really like*



Me gusta – *I like*



No me gusta – *I don't like*



odio / detesto – *I hate*



Justifications

porque es – *because it's*
dado que es – *because it's*
porque no es – *because it's not*

*será– *it will be*

*fue – *it was*

Intensifiers

muy – *very*

bastante – *quite*

demasiado - *too*

un poco – *a little bit*

Connectives

y - *and*

también – *also*

pero – *but*

sin embargo - *however*

Reasons



divertido – *fun*

interesante – *interesting*

fantástico – *fantastic*

guay – *cool*

genial – *great*



horrible – *horrible*

aburrido – *boring*

difícil – *difficult*

terrible - *awful*

Instructions Escribe – *Write!* Escucha – *Listen!* Mira – *Look!* Lee – *Read!*
Empareja – *Match up!* Traduce – *Translate!* Repite – *Repeat!* Copia – *Copy!*

Questions

Que/Cual es...? *What is it...?*

Como se dice... en ingles / en español? *How do we say... in English/Spanish?*

Classroom language

Hola señor / señorita – *Hello Sir / Miss*

Sí / no – *Yes / No*

Por favor – *Please*

Gracias – *Thank you*

Necesito... – *I need*

un bolígrafo (verde) – *a (green) pen*

el papel – *some paper*

un diccionario– *a dictionary*

una regla – *a ruler*

un cuaderno – *an exercise book*

¿Puede usted repetir?

– *Can you repeat?*

No entiendo – *I don't understand*

¿Puede usted ayudarme?

– *Can you help me?*

¿Puedo ir al baño?

– *Can I go to the toilets?*

He terminado – *I have finished*

¿Puedo quitarme la chaqueta?

– *Can I take my blazer off?*

¿Cómo se dice.... en español / ingles?

– *How do I say in Spanish / English?*

Los Números

uno..... 1

dos..... 2

tres..... 3

cuatro..... 4

cinco..... 5

seis..... 6

siete..... 7

ocho..... 8

nueve..... 9

diez..... 10

treinta..... 30

treinta y uno..... 31

treinta y dos..... 32

treinta y tres..... 33

treinta y cuatro..... 34

treinta y cinco..... 35

treinta y seis..... 36

treinta y siete..... 37

treinta y ocho..... 38

treinta y nueve..... 39

cuarenta..... 40

cuarenta y uno..... 41

cuarenta y dos..... 42

cuarenta y tres..... 43

cuarenta y cuatro..... 44

cuarenta y cinco..... 45

cuarenta y seis..... 46

cuarenta y siete..... 47

cuarenta y ocho..... 48

cuarenta y nueve..... 49

cincuenta..... 50

sesenta..... 60

setenta..... 70

ochenta..... 80

noventa..... 90

ciento..... 100

Year 8 Spanish Unit 1: House & Homelife Knowledge Organiser

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

Key vocabulary

Describing where we live	
vivo/vivimos	I live /we live
en una ciudad/un pueblo	In a town /village
en el campo	in the countryside
en las montañas	in the mountains
en la costa	at the seaside
en una casa adosada	In a semi-detached house
en una casa grande	In a big house
en una casa pequeña	In a small house
en un piso	a flat
en una granja	a farm



Adjectives	
mi casa/piso es	My house/ flat is
grande	big
pequeño/a	small
sucio/a	dirty
limpio/a	clean
moderno/a	modern
bonito/a	pretty
histórico/a	historical
cómodo/a	comfortable
incómodo/a	uncomfortable
feo/a	ugly

las habitaciones – rooms	
en mi casa	in my house
hay	there is
en la planta baja	on the ground floor
en la primera planta	on the first floor
en el sótano	in the basement
un salón	a living room
un desván	a loft
un jardín	a garden
un despacho	an office
un cuato de estar	a living room
un cuarto de baño	a bathroom
un comedor	a dining room
un dormitorio	a bedroom
el dormitorio de mi hermana	my sister's bedroom



Prepositions	
encima	on top
debajo de	underneath
delante de	in front of
detrás de	behind
al lado de	next to
a la izquierda/derecha	to the right/left



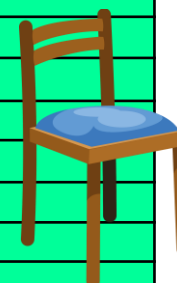
los pasatiempos – hobbies	
chatée	I chatted
escuché	I listened
mandé	I sent
jugué	I played

Big questions

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



los muebles Furniture	
en mi casa	in...
hay/no hay	there is/are/isn't/aren't
(un) sofá	a sofa
(un) horno	an oven
(un) baño	a bath
(un) lavabo	a wash basin
(una) moqueta	a rug
(una) nevera	a fridge
(una) butaca	an armchair
(un) microondas	a microwave
(un) aseo	a toilet
(una) silla	a chair
(una) estantería	a bookshelf
(una) cama	a bed
(un) armario	a wardrobe
(una) mesa de noche	a bedside table
(unas) cortinas	curtains



los pasatiempos	
publiqué	I posted
ví	I watched
navegué	I surfed
Descargué	I downloaded

Intensifiers

bastante - quite
un poco—a little

Useful Grammar

The present tense

To form the present tense

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

Present tense			
	-ar verbs	-er verbs	-ir verbs
I (yo)	o	o	o
you (tú)	as	es	es
s/he (él/ella)	a	e	e
we (nosotros)	amos	emos	imos
you plural (vosotros)	áis	éis	ís
they (ellos/ellas)	an	en	en



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The preterite tense (past tense)

To form the present tense

1. Take the infinitive
2. Take off the endings (-ar/-er/-ir)
3. Add the appropriate endings

Preterite Tense		
	-ar verbs	-er/-ir verbs
I (yo)	- é	- í
you (tú)	- aste	- iste
s/he (él/ella)	- ó	- ió
we (nosotros)	- amos	- imos
you plural (vosotros)	- ásteis	- istéis
they (ellos/ellas)	- aron	- ieron

Past time phrases

ayer	Yesterday
La semana pasada	Last week

Verbs which end in -gar/-car

In the past tense the I form changes in order to keep pronunciation rules.

Therefore – navegar becomes navegué
Descargar becomes descargue



The indefinite article

The indefinite article means a/an in English.

In Spanish they are **un** (masculine) and **una** (feminine)

Example: en mi casa hay **una** cocina y **un** salón

Negatives no – not

To form a negative in Spanish, we simply put “no” in front of the **main verb**.

You do not need un/una after a negative!

No hay piscina

Adjectives and adjective agreement

Adjectives agree with the gender and number of the noun they describe.

Adjectives usually go after the noun

For example: tengo un**a** cocin**a** modern**a** y pequeñ**a**

Adjectives which don't follow the rules!

Some adjectives do not follow the –o/-a rule

Example: adjectives ending in...

- e
- or
- en
- consonants

Sometimes you have to add another letter

Adjective Agreement

Remember that in Spanish, the adjective always agrees in **gender** and **number** with the noun it modifies.

MASCULINE SINGULAR	FEMENINE SINGULAR	MASCULINE PLURAL	FEMENINE PLURAL
serio	seria	serios	serias
paciente	paciente	pacientes	pacientes
trabajador	trabajadora	trabajadores	trabajadoras
joven	joven	jóvenes	jóvenes



Year 8 Spanish Unit 1: House & Homelife – Test your knowledge – Fill in the English

Describing where we live	
vivo/vivimos	
en una ciudad/un pueblo	
en el campo	
en las montañas	
en la costa	
en una casa adosada	
en una casa grande	
en una casa pequeña	
en un piso	
en una granja	

las habitaciones – rooms	
en mi casa	
hay	
en la planta baja	
en la primera planta	
en el sótano	
un salón	
un desván	
un jardín	
un despacho	
un cuato de estar	
un cuarto de baño	
un comedor	
un dormitorio	
el dormitorio de mi hermana	

los muebles Furniture	
en mi casa	
hay/no hay	
(un) sofá	
(un) horno	
(un) baño	
(un) lavabo	
(una) moqueta	
(una) nevera	
(una) butaca	
(un) microondas	
(un) aseo	
(una) silla	
(una) estantería	
(una) cama	
(un) armario	
(una) mesa de noche	
(unas) cortinas	

Adjectives	
mi casa/piso es	
grande	
pequeño/a	
sucio/a	
limpio/a	
moderno/a	
bonito/a	
histórico/a	
cómodo/a	
incómodo/a	
feo/a	

Prepositions	
encima	
debajo de	
delante de	
detrás de	
al lado de	
a la izquierda/derecha	
los pasatiempos – hobbies	
chatée	
escuché	
mandé	
jugué	

los pasatiempos	
publiqué	
ví	
navegué	
Descargué	

How did religious divisions challenge authority?

What caused the Gunpowder Plot?

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



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



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



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



Were the plotters **guilty** or **framed**?

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

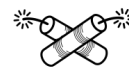
There are 3 different views about what really happened in the Gunpowder Plot:

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

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

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

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



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



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

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



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

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

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



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



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

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

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

Causes of the English Civil War:

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

Who fought for who?

- Royalists:**
 - Supported the King
 - Protestant/Catholic
 - Wealthy landowners
 - Believed in the divine right of kings.
 - Nickname = Cavaliers
- Parliamentarians:**
 - Supported Parliament
 - Protestant/Puritan
 - Most merchants
 - Parliament should have power
 - Nickname = Roundheads

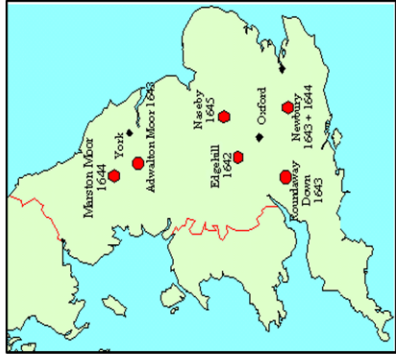


The English Civil War saw both large battles and smaller sieges that took place across the country. Each side, Royalists and Parliamentarians, used **propaganda** to try and gain more support. Therefore, the events that were reported on by both sides gave very different impressions!

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

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

Battles of the English Civil War:



Weapons of the Civil War:

- **The Mortar** – Easy to manoeuvre and can be used by one man alone. Difficult to aim, but destructive.
- **The Cannon** – Heavy and difficult to move. Fired balls of iron or stones. Instilled fear in the enemy.
- **The Musket** – Used gunpowder and a lead ball. Dangerous and clumsy to use.
- **The Pike** – Most commonly used weapon. A long wooden shaft with a steel point at the end.

Birmingham:

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

Why Parliament won:

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

What happened to Charles?

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

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



After the execution of King Charles I in 1649, England became a **republic** – a country which is not ruled by a King or Queen. England's leader was now the **Puritan**, Oliver Cromwell. He took control of England as **Lord Protector** and England became a **military dictatorship** (a country led by it's army).

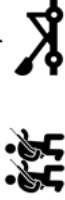
Changes made by Cromwell

Religious		• Crosses must be taken down in towns and villages as they are 'too Catholic'; • Sunday is a strict day of rest; people are only allowed to leave their homes to go to Church.
Social		• Abolishes theatres, closes pubs and bans gambling; • No sport on Sundays.
Political		• Parliament will still exist, but only elected (chosen) members will have power; • The House of Lords is abolished.

Cromwell and Ireland

Ireland had never wanted to be ruled by England, but Cromwell decided to 'sort out the Irish once and for all'.

Cromwell took an army of 12,000 men, landing in Ireland in 1649. He laid siege (attack) to the town of Drogheda and demanded that the Irish Royalist Army surrender or be destroyed. Many people died.



Cromwell earned the nickname 'the curse of Ireland'.



Was Cromwell a hero or villain?

HERO	VILLAIN
 Whilst he was in control, the English Navy defeated the Dutch and Spanish.	 He was a harsh and cruel leader of the army in Ireland.
 Prison conditions were improved. Better care was taken of the mentally ill.	 He didn't give all men the right to vote. He did not want equality.
 He allowed freedom of worship (except for Catholics).	 He closed Theatres and banned Christmas.

The Restoration

Oliver Cromwell died of a disease in 1658. After his death, the people of England were happy to be ruled by a King again. But, it was not easy for Charles II, the son of the executed Charles I, to convince Parliament to allow him to be King.

Charles II wrote to Parliament, with a declaration promising to be a good King and telling Parliament that he didn't want revenge for his father's death.

This declaration is known as the **Declaration of Breda**.

Declaration of Breda

Dear people of England,

I, Charles Stuart, hereby promise that I...

1. *will pay the army;*
2. *anybody who has bought land can keep it;*
3. *will allow religious freedom;*
4. *will keep Parliament;*
5. *will forgive people for past mistakes.*

The Merry Monarch

Charles II was restored to the throne on 29th May, 1660. Due to his love of hunting and partying, he became known as The Merry Monarch.



He made a number of changes to England, including:

1. Charles introduced Champagne to Britain. The expensive French drink was to become very popular. 
2. Charles reopened theatres. More and more comedies were created. 
3. Charles raced his yacht down the River Thames, sparking a fashion for sailing. 
4. Charles declared that any laws passed between 1649 and 1660 (Cromwell's rule) were illegal. 
5. Charles reopened pubs – drinking was no longer illegal and was even available on Sundays. 
6. Gambling was widely available for all. Charles was a fan of card games. 

Key words:

Globalisation 🌐 🚚 📶 - The increasing interconnection of countries through trade, culture, and communication.

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

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

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

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

Outsourcing 🏢 🚚 🌐 - When companies move production to another country to reduce costs.

Trade 🏪 🏠 📦 - The exchange of goods and services between countries.

Supply chain 🏭 🚚 🏪 - The steps involved in producing and distributing a product.

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

Sweatshop 🏭 💧 - A factory with poor working conditions and low wages.

FDI (Foreign Direct Investment) 💰 🌐 🏭 - When businesses invest in other countries, often by setting up factories.

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

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

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

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

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

Interdependence 🌐 🏠 - When countries rely on each other for goods, services, and resources.

Deindustrialisation 🏭 ✖️ - The decline of manufacturing industries in HICs as factories move abroad.

Fair trade 🏠 🏭 - A system that ensures farmers and workers receive fair wages and working conditions.

Sustainability 🌿 🌐 - Meeting the needs of the present without compromising the future.

Lesson 1: How Can We Measure Development?

Summary:

• **Development** means improving people's quality of life 📈 🏠.

📊 📄.

• Countries are grouped as LICs (Low Income) such as Kenya, NEEs (Newly Emerging) such as Brazil, and HICs (High Income) such as the USA.

• We use **indicators** to measure development:

- **GNI per head** 📊 📄
- **Life expectancy** 🕒 📊
- **Literacy rate** 📖 📊
- **Doctors per 1,000 people** 🏥 📊
- **Electricity access** ⚡ 📊

• These help us compare countries and spot patterns 📊.

Lesson 4: How Has Globalisation Changed Our World?

Summary:

• Globalisation spreads culture and businesses (called **cultural diffusion**) 🌐 🏠.

• TNCs like McDonalds expand worldwide 🌐 🏭.

• **Benefits:** jobs, cheaper goods, new ideas 📈 🏠.

• **Challenges:** environmental damage, health risks, cultural loss 🏭 💧.

• Example: McDonald's global menu shows how culture • changes 🌐 🏠.

Lesson 5: How Do TNCs Influence Different Countries?

Summary:

• TNCs (Transnational Corporations) operate in many countries 🌐 🏭.

• They bring:

- **FDI (Foreign Direct Investment)** 💰 🏭
- **Jobs and infrastructure** 🏠 🏭

• But also:

- **Exploitation of workers** 😞 🏭
- **Environmental harm** 🏭 💧
- **Profit leakage** (money goes back to HICs) 💰 🏭

• Example: Texaco in the Amazon - benefits vs serious damage 🌐 🏭.

Lesson 2: How Do Economic Sectors Help Shape Development?

Summary:

• **Sectors of the economy:**

- **Primary:** farming, fishing, mining 🏭 🌿
- **Secondary:** factory work, manufacturing 🏭
- **Tertiary:** services like teachers or hairdressers 🏠
- **Quaternary:** research and technology 📊

• As countries develop, they shift from **primary** → **secondary** → **tertiary** → **quaternary**.

• This is shown in the **Clarke-Fisher model** 📊.

• Example: making a fish finger involves **all four sectors** 🐟 + 🏭 + 🏠 + 📊.

Lesson 3: Why Has Globalisation Happened?

Summary:

• **Globalisation** is the growing connection between countries through **trade, transport, and technology** 🌐 🚚 📶.

• UK cities benefit from being **well connected** with airports, seaports, and railways 🚚 📶.

• These connections create:

- **Social opportunities** 🏠
- **Economic opportunities** 📈
- **Environmental risks** 🏭 💧

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

Summary:

• **Fast fashion** is cheap clothing made quickly 🚚 ⚡.

• Clothes are made in **LICs** like Bangladesh BD.

• Opportunities: jobs, economic growth 📈 🏠.

• Challenges:

- **Unsafe conditions** (e.g. Rana Plaza collapse) 🏭 ⚠️
- **Sweatshops** – low pay, long hours 😞 🏭
- **Environmental damage** – landfill, water use 🏭 💧

• **Supply chains** connect many steps – from cotton fields to shops 🌿 🚚 🏭.

Lesson 7: Can Globalisation Be More Sustainable?

Summary:

• **Sustainability** = meeting today's needs without harming the future 🌿 🌐.

• **Fair Trade** helps farmers earn fair wages and supports community development 🏠 📈.

• Examples: Coffee farmers like Jose from Honduras earn more through Fair Trade 🏠 📈.

• Globalisation can be better if we:

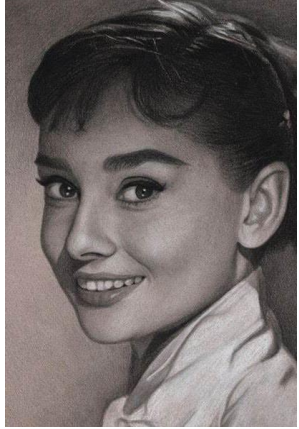
- **Reduce waste** 🗑️
- **Cut carbon footprints** 🌐 📶
- **Support ethical brands** 📈 🏠

Geog your memory/ Hi-story Lane

Use the LANES to recall key information about a particular topic, in **History** and **Geography** without looking 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.

A grid of 20 horizontal lines for writing, arranged in 4 rows and 5 columns. Each row contains 5 lines, and each column contains 4 lines. The lines are light blue and slightly curved, providing a guide for handwriting practice.

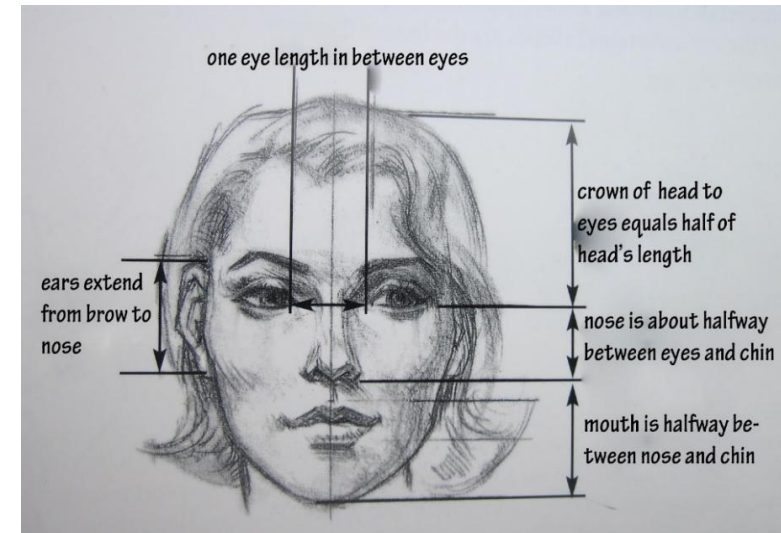
Portraiture



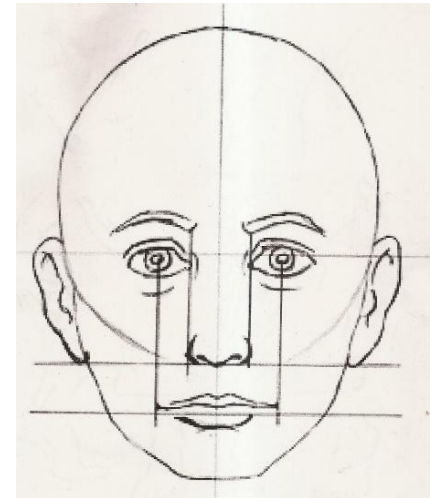
A portrait focusses on the face and it's expression.

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

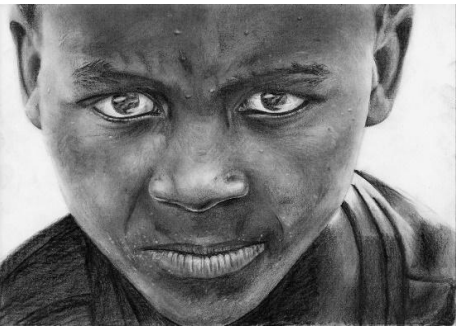
Portraits can be photos, sculptures, pencil studies, prints and paintings etc.



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



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



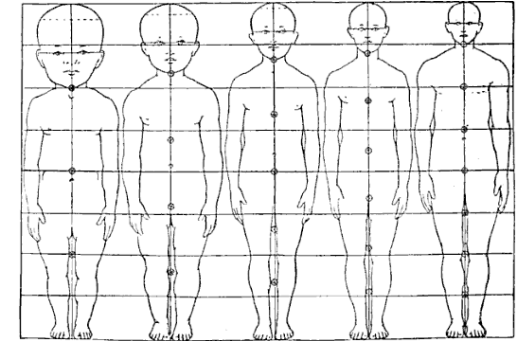
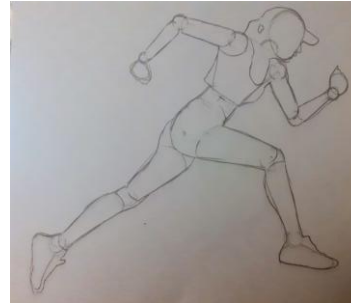
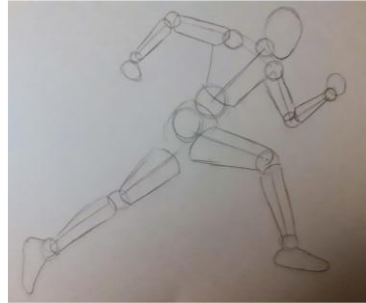
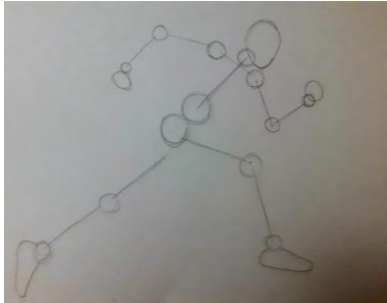
Artists use tone and texture to create a realistic 3D portrait.



Portraiture has recorded history through the ages.



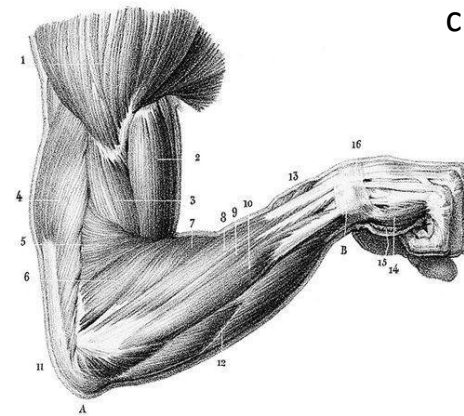
Figure Drawing – The Basics



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

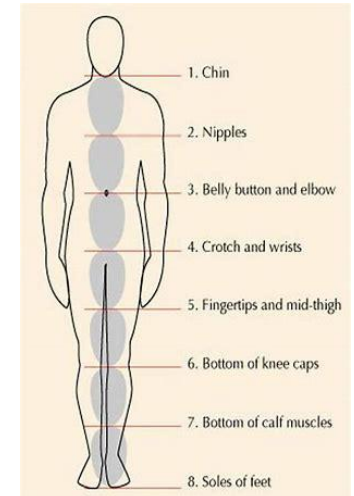


Artists often use wooden mannequins to practice achieving the correct proportions.



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

The proportions of the human body change as you age.



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

Engineering

Year 8 Desk Tidy Storage with USB light: Iterative Design

Vocabulary:
Felling- the process of cutting down trees
Veneer-a thin decorative covering of fine wood applied to a coarser wood or other material
Seasoning-process of drying out or removing moisture from natural wood
Prototype- a draft model to test an idea

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

Resin—synthetic substance used in glues and varnishes

Adhesive- glue
Crating- a technique for drawing accurately using boxes

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

CAD- Computer Aided Design
Tri-Square- used for marking straight lines parallel to a straight edge- not measuring
Coping Saw- cuts curves and is used for think wood or plastic.
Tenon Saw- cuts straight edges on wood only

Glass Paper- smooths wooded surfaces to prepare for painting
Working drawing – an accurate drawing of a design with all the measurements used in manufacturing

Finger Joint- used for box joints. Interlocking fingers.

Butt Joint- pushing two ends of a material together

Dowelling Joint- small wooden rods used to join wood

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

Sustainable—renewable, green design.

Hardwoods



Beech

Oak

Ash

Teak

Comes from deciduous trees

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

Softwoods



Pine

Spruce

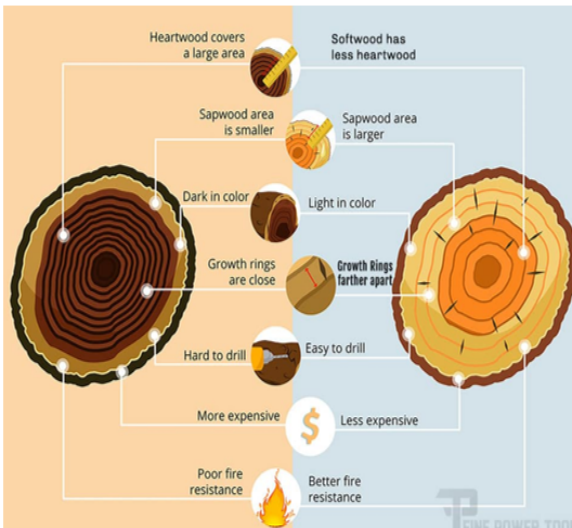
Cedar

Fir

Comes from coniferous trees

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

Hardwoods Vs Softwoods



Hardwood

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

Softwood

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



Aesthetic



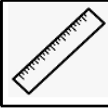
Cost



Client



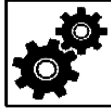
Environment



Size



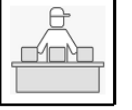
Safety



Function



Material



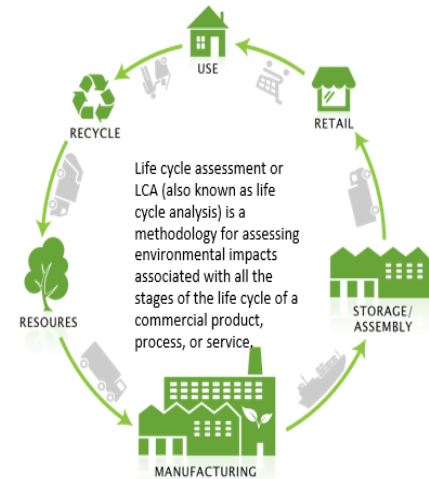
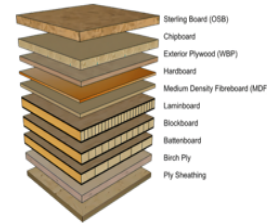
Manufacture

Manufactured Boards

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

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

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

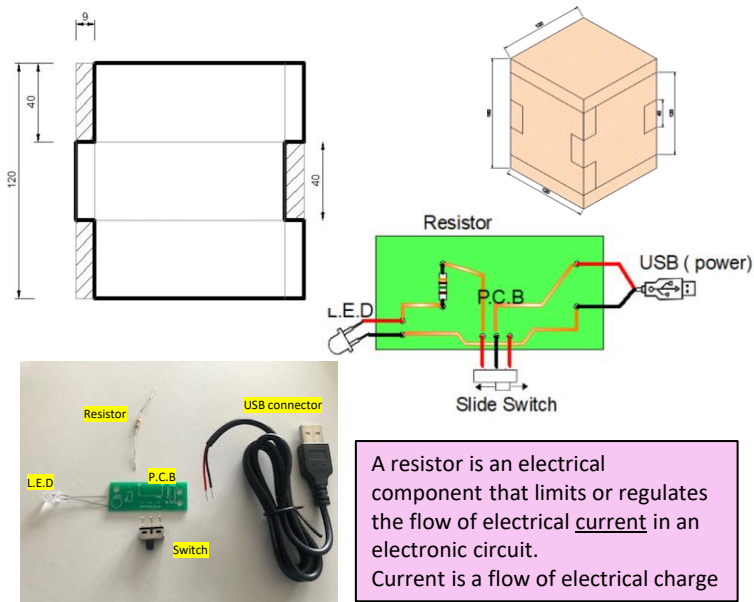
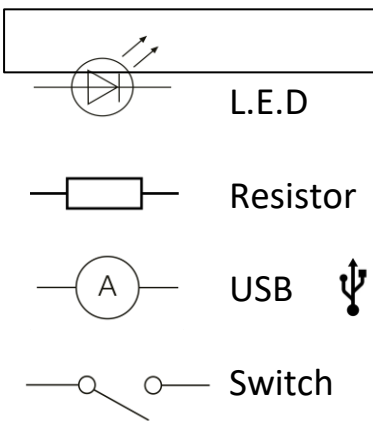


Hardwoods	Softwoods	Manufactured Boards
Generally harder/tougher than other woods. Weak along the grain, strong against	Easier to cut and work with (open grain) Weak along the grain, strong against	Variety of strengths, can be improved due to structure e.g. no grain or alternative grain direction
Trees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



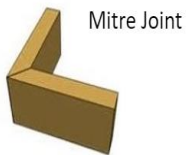
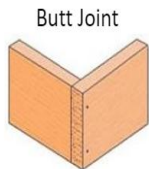
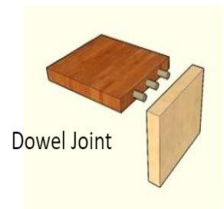
The Forest Stewardship Council® (FSC®) is the world's leading organisation for responsible forest management. They are a global, not-for-profit organisation that brings together experts from environmental, economic and social areas to promote sustainable methods of taking care of forests for future generations.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

Year 8 Desk
Tidy Storage
with USB light:
Iterative
Design



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

Difficulty



Jigs and Templates enable more than one part to be made several times, quality control in batch production.
Bench Hook is for steadying and supporting work, it hooks into the bench vice.

Vice: Used to clamp work to the bench to keep it steady.

Glass Paper is for smoothing work.

Flat Files are also use for smoothing.

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

Pine: A natural softwood.

Acrylic: A type of plastic.

Copper: A conductive metal wire used for electronic circuits.

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

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

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

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

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

Design Situation: A problem that has been identified.

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

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

Ferrous

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

Non-Ferrous

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

Thermoplastic polymers (plastics)

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

Thermoset polymers (plastics)

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

Smart Material

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

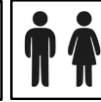
Year 8 Rotation Textiles Knowledge Organiser: Methods of adding colour to fabric



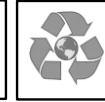
Aesthetics
Manufacture



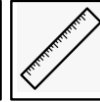
Cost



Client



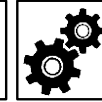
Environment



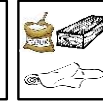
Size



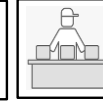
Safety



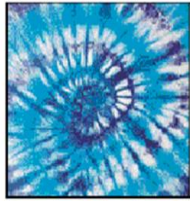
Function



Material



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



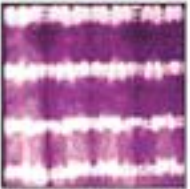
Swirl effect:

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



Striped effect:

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



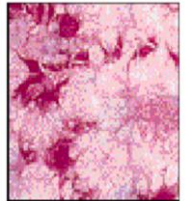
Circle effect:

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



Marble effect:

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

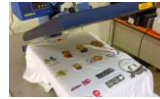


Heat Press/Transfer printing:

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



Heat press



Key words to use in your analysis:

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

What is a source?

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

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

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

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

Annotating design ideas and work of other designers:

Use the following questions to help you annotate your work:

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

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

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



Equipment used:



Inks



Lino cutter



Lino blocks



Ink roller



Wooden blocks

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

KEY TERMS:

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

Decorative components:

Beads



Lace



Sequins



Embroidery threads

Functional components:



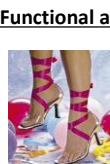
Interfacing



Press studs



Buckle



Velcro



Ribbon



Zip



Buttons

Year 8 Food Studies Rotation

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

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



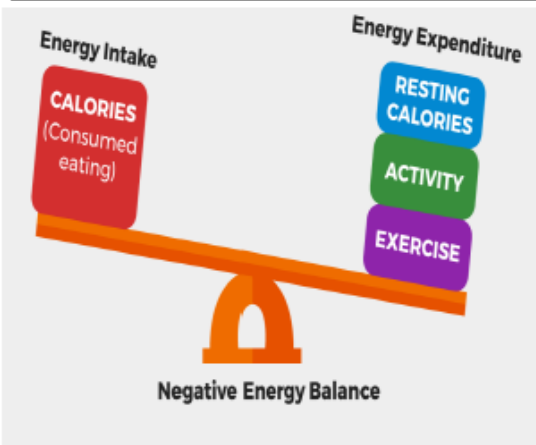
Temperature Zones- cooking food at the right temperature and for the correct length of time will ensure that any harmful bacteria are killed. Bacteria usually grow in the 'Danger Zone' between 8°C and 60°C. Below 8°C, growth slows down. Above 60°C the bacteria start to die.

Pathogenic- bacteria that produces a toxin

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

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

A ROUX= Equal mix of fat and flour



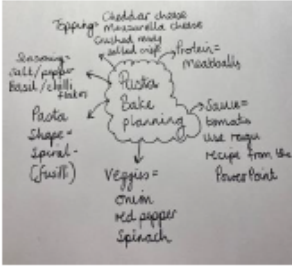
The versatile pasta bake is a comforting, easy dish that can often be pre-assembled, making it a perfect make-ahead meal.

Basic Sauce Recipes

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

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

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



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

Adaptations-

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

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

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

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

Based on the DT subject you are studying, pick 7 words; draw the dual code for it; write a simple definition then an example sentence in the table provided.

Year 8 Subject specific Vocabulary in Technology			
Engineering	Food	Textiles	
•ACCESSFM •Sustainable •Iterate/iterative •Hardwood •Softwood •Manufactured boards •Technology Push •Market Pull	•Pathogen •Temperature •Carbohydrate •Energy •Fibre	•Tie Dye •Decorative •Functional •Cotton •Pattern •Sublimation •Components •Street wear	

Dual code/
definition

Example sentence

Dance Music

Exploring Rhythm, Chords and Metre in Music for Dance

The RHYTHMS of dance music always match the STEPS of the dance: the two are inter-related. Dance music is based on CHORD PATTERNS: mainly PRIMARY CHORDS (I, IV & V(7)) and has a clear MELODY with an ACCOMPANIMENT.

Year 8

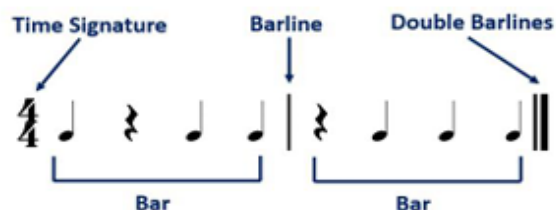
A. Pulse, Time and Metre in Dance Music

The **BEAT** or **PULSE** of dance music is always **REGULAR**. Here is a regular crotchet pulse of 12 beats:



A single **BEAT** is a basic unit of musical time. In dance music, beats are grouped together to make a repeating pattern – normally made up of either twos, threes or fours.

The repeating pattern of beats gives us the **METRE** or the **TIME** of the music, shown by the **TIME SIGNATURE** at the start of a piece of music. Each repetition of the beat-pattern is called a **BAR** and bars are separated by vertical lines called **BARLINES**. A **DOUBLE BARLINE** always comes at the end of a piece of music or section of music.



The **TOP NUMBER** of a time signature tells you how many beats there are in each bar. The **BOTTOM NUMBER** tells you what types or note values these beats are (as divisions of a semibreve = 1):

Homework- Research one dance style from your knowledge organiser and create an information leaflet on your chosen style. Include:

- Characteristics
- Time signature of the style and what notation is used

B. Simple Time in Dance Music

SIMPLE DUPLER METRE: Two beats to a bar



Dance music such as **MARCHES**, the **TANGO** and **IRISH REEL** often use simple duple metre.

SIMPLE TRIPLE METRE: Three beats to a bar



Dance music such as **WALTZES** and the **MINUET**, **COURANTE** and **SARABANDE** from the Baroque Dance Suite often use simple triple metre.

SIMPLE QUADRUPLE METRE: Four beats to a bar



Dance music such as the **TANGO**, the **IRISH REEL**, the **ALLEMANDE** from The Baroque Dance Suite, **AMERICAN LINE DANCE MUSIC** (Country and Western), **DISCO** and **CLUB DANCE** often use simple quadruple metre.

C. Simple and Compound Time

	Simple Time Signatures			Compound Time Signatures		
Duple Metre	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{2}{8}$	$\frac{6}{8}$	$\frac{6}{4}$	$\frac{6}{16}$
Triple Metre	$\frac{3}{4}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{9}{8}$	$\frac{9}{4}$	$\frac{9}{16}$
Quadruple Metre	$\frac{4}{4}$	$\frac{4}{2}$	$\frac{4}{8}$	$\frac{12}{8}$	$\frac{12}{4}$	$\frac{12}{16}$

Dance music such as the **IRISH JIG** and the **GIGUE** from the Baroque Dance Suite often use compound duple metre (6/8) with a "ONE and a TWO and a" feel to the music.

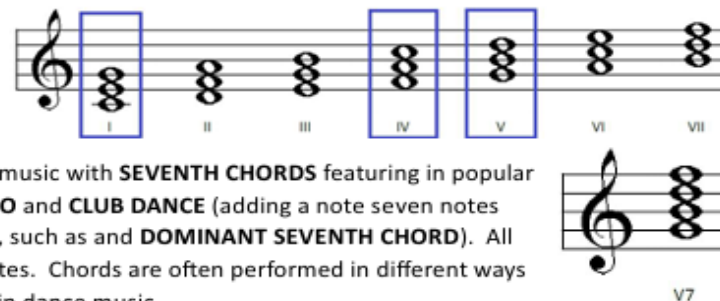
D. Chords in Dance Music

Dance music is based on **CHORD PATTERNS**.

PRIMARY CHORDS:

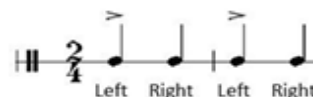
CHORD I, **CHORD IV** and **CHORD V** are most

commonly used in dance music with **SEVENTH CHORDS** featuring in popular dance music such as **DISCO** and **CLUB DANCE** (adding a note seven notes above the root of a chord, such as and **DOMINANT SEVENTH CHORD**). All seventh chords have 4 notes. Chords are often performed in different ways as an **ACCOMPANIMENT** in dance music.



E. Characteristic Rhythms in Dance Music

The **MARCH** has a strong **LEFT**, right, **LEFT**, right rhythm:



The **WALTZ** has a strong **OOM**-cha-cha, **OOM**-cha-cha rhythm:



The **TANGO** has several rhythms:



FOUR-ON-THE-FLOOR is a common rhythm in **DISCO** and more modern dance music:

	1	and a	2	and a	3	and a	4	and a
Cass								
Bass	●		●		●		●	
Drums								
Snare Drums or Hand Claps			●				●	
Hat								
Cymbal	●	●	●	●	●	●	●	●

YEAR 8 DANCE

Contemporary Techniques, Choreography Structures
& Developing a Routine

Developing confident performers and creative choreographers.

PERFORMANCE SKILLS

Use R.A.D.S. to help you perform with clarity, control and confidence.

R



RELATIONSHIP

Be aware of others. Connect with your audience and use spacing, timing and contact sensitively.

A



ACTION

Dance with commitment and clarity. Make your movements purposeful and show a clear intention.

D



DYNAMICS

Use changes in energy, force and quality in your movement. Explore variations in speed, levels, accents and flow.

S



SPACE

Use the space around you effectively. Think about levels, directions, pathways and how you use different areas of the stage.



TOP TIPS FOR PERFORMING

- Warm up your body and mind.
- Focus on posture, control and facial expression.
- Watch others and learn from them.
- Rehearse and take feedback positively.
- The more you practise, the more natural it becomes!

CONTEMPORARY TECHNIQUES

These techniques help you move with control, expression and fluidity in contemporary dance.



FLOOR WORK

Using the floor to roll, slide, spiral and transition. Creates fluidity and connection with the ground.



CONTRACTION & RELEASE

Tensing and curling the body in (contraction) then releasing and expanding out. Creates contrast and expression.



FALL & RECOVERY

Letting your body fall safely then using control to recover. Shows trust, weight and control.



BALANCE

Finding stillness and control on different points of the body. Can be high or low level.



SPIRAL

Moving around a central axis through the spine. Creates fluid, continuous movement.



TRAVEL

Moving from one place to another using different pathways, levels and qualities.



TOP TIP

Use a variety of techniques to create interesting and expressive movement.

CHOREOGRAPHY STRUCTURES

Ways to organise your choreography.

A B A – TERNARY

The material in the middle (B) is different from the start and end (A).

Example: Calm opening (A) – energetic middle (B) – calm ending (A).



BINARY

Two different sections that contrast with each other and do not return.

Example: Section 1 (strong) – Section 2 (soft).

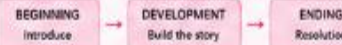


NARRATIVE

Tells a story, idea or theme.

The choreography has a beginning, middle (development) and an ending.

Example: A journey, a challenge, a memory, an emotion.



OTHER STRUCTURES YOU CAN EXPLORE

- **Canon** – Dancers perform the same movement one after another.
- **Unison** – All dancers perform the same movement at the same time.
- **Fragmentation** – A larger phrase is broken into smaller parts and performed in a different order.

DEVELOPING A ROUTINE

A step-by-step guide to creating your own dance.

1

CHOOSE A THEME OR IDEA

Pick something that inspires you – a story, feeling, place or issue.



2

EXPLORE MOVEMENT

Experiment with different contemporary techniques, dynamics, levels and pathways. Make notes or record ideas.



3

SELECT & DEVELOP

Choose the strongest movement ideas and develop them further. Add dynamics, levels and transitions.



4

CHOOSE A STRUCTURE

Decide how you will organise your routine (e.g. ABA, Binary, Narrative). Plan your sections.



5

PUT IT TOGETHER

Link your ideas with fluid transitions. Make sure it flows and has variety in energy, level and space.



6

REFINE & IMPROVE

Rehearse, ask for feedback and make changes. Focus on performance skills (R.A.D.S.).



REMEMBER: A great routine shows your ideas clearly and keeps your audience interested!



KEY REMINDERS

- Use a range of contemporary techniques.
- Plan your choreography with a clear structure.
- Make your dance expressive and original.
- Rehearse regularly and stay focused.
- Be confident and enjoy the process!



KEY VOCABULARY

Contemporary

A style of dance that combines technique, creativity and expression.

Technique

A specific skill or movement used in dance.

Motif

A short movement or phrase that is developed and repeated.

Phrase

A longer sequence of movements with a beginning, middle and end.

Dynamics

The energy, force and quality of movement.

Structure

The way dance material is organised.

Contrast

Using differences in movement, dynamics, levels or space to create interest.

Transition

The way you move from one movement or section to another.

Canon

When dancers do the same movement one after another.

Narrative

Telling a story or communicating an idea through movement.

YEAR 8 DANCE



Dance is a performing art that uses movement to express ideas, communicate and entertain.

KEY SKILLS ACROSS ALL TOPICS



1. PERFORMANCE SKILLS

Strong performance skills help you to communicate your ideas clearly and engage your audience.

THE KEY ELEMENTS OF PERFORMANCE



POSTURE

Maintain alignment, control and extension to show strong technique.



MOVEMENT MEMORY

Learn, retain and perform choreography with accuracy and confidence.



DYNAMICS

Use changes in weight, time, space and flow to add interest and expression.



SPATIAL AWARENESS

Use space effectively at different levels, directions and formations.



PERFORMANCE QUALITY

Focus on facial expression, energy, commitment and connection with your audience.

WHAT THIS LOOKS LIKE

- ✓ Clear technique and control
- ✓ Confident and expressive movements
- ✓ Awareness of the audience
- ✓ Strong energy and focus
- ✓ Commitment to the performance

KEY KNOWLEDGE

- Good performers show control, clarity and confidence.
- Performance quality brings choreography to life.
- Being prepared and practising helps you perform your best.



2. STIMULUS BASED WORK

Using a range of stimuli as a starting point to inspire movement ideas and choreography.

THE PROCESS



EXPLORE

Respond to different stimuli such as images, words, objects, music, places, emotions and stories.



DEVELOP

Experiment with movement ideas and develop them into dance phrases.



CREATE

Choreograph original material individually, in pairs or in groups.



REFLECT

Evaluate your work and the work of others to make improvements.

EXAMPLES OF STIMULI

- Images & art
- Music
- Objects
- Places
- Words
- Emotions
- Stories

KEY KNOWLEDGE

- Stimulus helps to inspire original and creative movement.
- There is no right or wrong way to respond.
- Developing and refining ideas is an important part of choreography.



3. MUSICAL THEATRE – MATILDA THE MUSICAL

Learning dance from a professional musical to build style, performance skills and stagecraft.

KEY LEARNING



THE STORY

Understand the plot, characters and themes of *Matilda the Musical*.



THE STYLE

Explore musical theatre dance style, energy, mood and expression.



THE CHOREOGRAPHY

Learn key routines from the show with focus on timing, technique and performance.



STAGECRAFT

Consider spacing, formations, transitions, set, lighting and how these engage an audience.



PERFORMANCE

Bring it all together in a performance showing confidence, teamwork and commitment.

MATILDA THEMES REFLECTED IN DANCE

- Courage
- Imagination
- Friendship
- Standing up for what is right
- Believing in yourself



KEY KNOWLEDGE

- Musical theatre combines acting, singing and dancing.
- Performance tells the story and connects with the audience.
- Confidence, expression and teamwork are essential.

KEY VOCABULARY

Alignment	Correct body positioning.	Choreography	The art of creating dance.	Musical Theatre	A style of performance that combines acting, singing and dancing.
Control	The ability to move with precision.	Stimulus	Something that inspires movement.	Stagecraft	All the elements used on stage to enhance a performance.
Dynamics	Changes in energy, weight, time and space.	Motif	A short repeated movement idea.	Character	A person in a story or show.
Expression	Showing feeling or emotion through movement.	Canon	When a movement is repeated one after another.	Theme	The main idea or message.

LINKING YOUR LEARNING

- ✓ Use strong performance skills in all your dance work.
- ✓ Let stimuli inspire your ideas and help you be creative.
- ✓ Apply what you learn from *Matilda* to your own performances.
- ✓ Reflect, practise and improve to become the best dancer you can be!



Physical Education Year 8 Football

Tactics

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



Formations

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

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



Turns:

Cruyff turn – drag the ball behind your planted foot.

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

Body feint - trick the opponent without touching the ball.

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

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

Using width

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

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

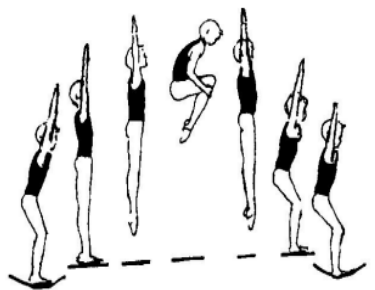


Physical Education Trampolining – Year 8

Basic Jumps

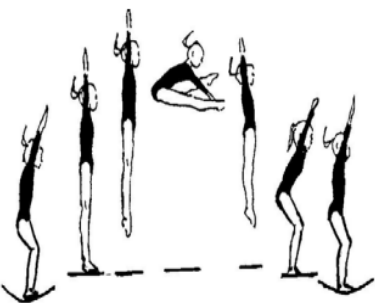
TUCK

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



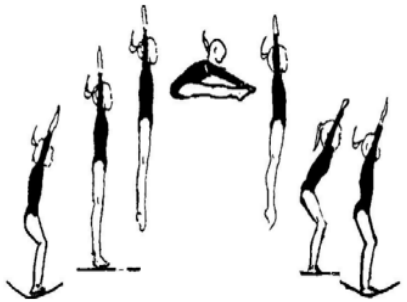
STRADDLE

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



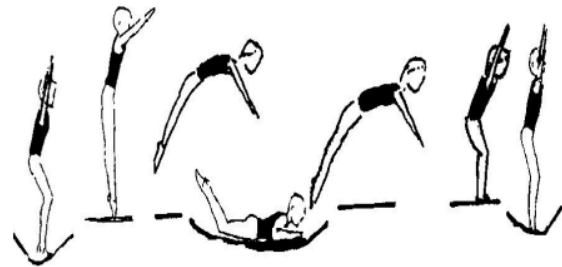
PIKE

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



Landings

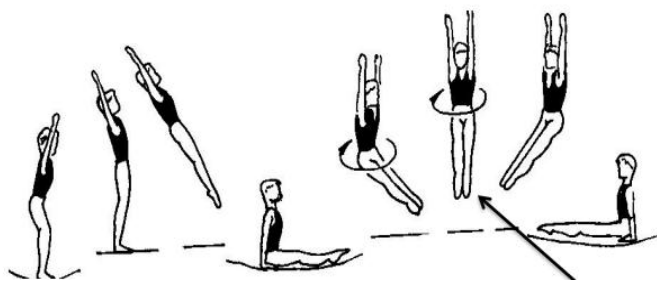
Front landing



TEACHING POINTS

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

Swivel Hips



TEACHING POINTS

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

Back Landing

TEACHING POINTS

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



Year 8 Introduction to Computers Knowledge Organiser

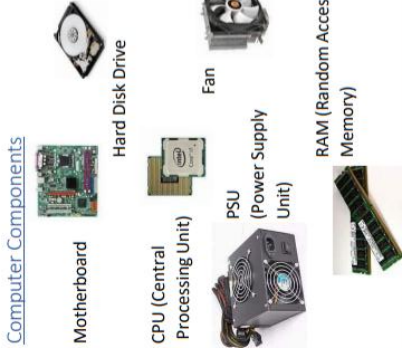
Computer System

A basic, complete, and functional computer. It will include all the hardware and software required to make it functional



Hardware

Computer hardware refers to the **physical parts of a computer and related devices**. Internal hardware devices include motherboards, hard drives, and RAM.



Types of Computer Storage

Storage is a **mechanism that enables a computer to retain data**, either temporarily or permanently. Storage is among the key components of a computer system and can be classified into several forms, although the types we cover are:



Internal Storage:

Most often refers to a **computer's internal** hard drive. This is the primary storage device used to store a user's files and applications. The computer's internal memory, **RAM (Random Access Memory)** and **ROM (Read Only Memory)** is also classed as internal storage.

External Storage:

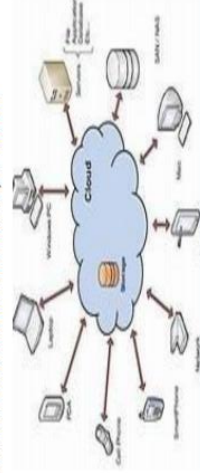
Commonly referred to as an external drive, external storage is storage that's not part of the internal parts of a computer. These drives often connect to the computer using a connection, such as USB (Universal Serial Bus).



Common types of external storage are **Flash Drives (USB Sticks)** and **DVDs**.

Cloud Storage

Cloud storage is a cloud computing model in which data is stored on remote servers accessed from the internet, or "cloud".



Software

Computer software refers to the programs and other operating information used by a computer.

The main piece of software on a computer is the

Operating System

The part of the operating system we see on screen is known as the User Interface.

- **Graphical User Interface (GUI).**
The most popular type of system. They combine menu driven interfaces with icons.
- **Command Line Interface (CLI).**
Users need to learn the commands to make it work.
- **Menu Driven Interface.**
A list of options organised under various headings or menus

Most used Operating Systems (OS)

- Microsoft – Windows
- Apple – iOS
- Google - Android



BIT VALUES

	Largest Value	Size of number (BITS)
HEXADECIMAL	2	1
	4	2
	8	3
	16	4
BINARY	32	5
	64	6
	128	7
	256	8
DECIMAL	512	9
	1,024	10
	2,048	11
	4,096	12
BOOLEAN	8,192	13
	16,384	14
	32,768	15
	65,536	16
NOT	131,072	17
	262,144	18
	524,288	19
	1,048,576	20
OR	2,097,152	21
	4,194,304	22
	8,388,608	23
	16,777,216	24
AND	33,554,432	25
	67,108,864	26
	134,217,728	27
	268,435,456	28
BYTE	536,870,912	29
	1,073,741,824	30
	2,147,483,648	31
	4,294,967,296	32

BINARY ADDITION

$$\begin{array}{r} 0 \quad 1 \quad 0 \quad 1 \\ 0 + 0 + 1 + \\ \hline 0 \quad 1 \quad 1 \quad 1 \quad 0 \end{array}$$


BINARY MULTIPLICATION

	1	0	1	1	(A)
x	1	0	1	0	(B)
+	0	0	0	0	The rightmost 'zero' in B
+	1	0	1	1	The next 'one' in B
+	0	0	0	0	
+	1	0	1	1	
=	1	1	0	1	1
	1	1	0	1	1

0	0	0	0	The rightmost 'zero' in B
0	1	1		The next 'one' in B

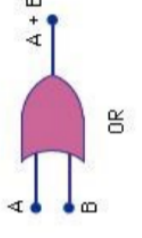
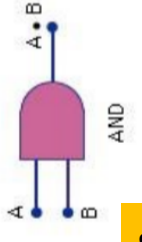
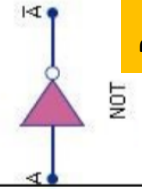
0 1 1 The next 'one' in B

A	0	1
$\bar{A}$	1	0

A	0	0	1	1
B	0	1	0	1
$A \cdot B$	0	0	0	1

A	0	0	1	1
B	0	1	0	1
A + B	0	1	1	1

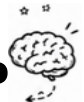
LOGIC GATES & TRUTH TABLES



DECIMAL BINARY HEXADECIMAL

DEC	BIN	HEX
1	1	1
2	10	2
3	11	3
4	100	4
5	101	5
6	110	6
7	111	7
8	1000	8
9	1001	9
10	1010	A
11	1011	B
12	1100	C
13	1101	D
14	1110	E
15	1111	F
16	10000	10
17	10001	11
18	10010	12
19	10011	13
20	10100	14
21	10101	15
22	10110	16
23	10111	17
24	11000	18
25	11001	19
26	11010	1A
27	11011	1B
28	11100	1C
29	11101	1D
30	11110	1E
31	11111	1F
32	100000	20

Have a read through the information on your **PE/ Dance** and **Music** pages and then use the information below to help you create knowledge maps.



THE KNOWLEDGE MAP

Visualise what you know

1. KEY VOCABULARY



2. KEY IDEAS

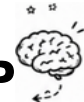


3. IMPORTANT FACTS



TOPIC

4. EXAMPLES



THE KNOWLEDGE MAP

Visualise what you know

1. KEY VOCABULARY



2. KEY IDEAS



3. IMPORTANT FACTS



TOPIC

4. EXAMPLES



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

Knowledge organiser

Key vocabulary

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

Allah The Arabic word for God

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

Caliphate The Islamic community ruled over by the caliph

circumcise To remove a male's foreskin

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

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

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

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

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

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

Jahannam Hell

Jannah Paradise or heaven

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

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

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

monotheism Belief in one God

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

polytheism Belief in many gods

prophet A messenger of God

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

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

Revelation A message revealed by God to humans

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

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

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

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

tawhid Belief in the oneness of God



The Blue Mosque, Istanbul, Turkey.

Key facts

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

Key people

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

Abu Talib Muhammad's uncle

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

Amina Muhammad's mother

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

Fatima Muhammad's daughter, who married Ali

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

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

Isa An important prophet in Islam; Jesus in English

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

Muawiya The successor to Ali as the fifth caliph

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

Musa An important prophet in Islam; in English, Moses

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

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

KEYWORD REVISION

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

Keyword:	Definition:

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

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

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.