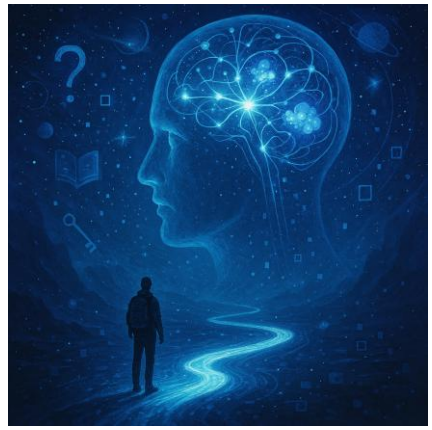
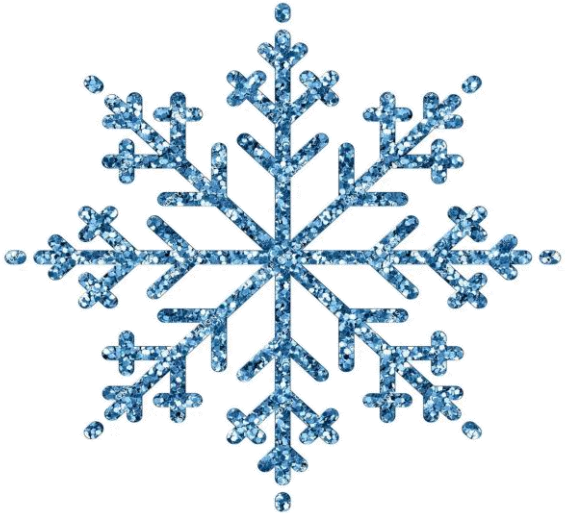
YEAR 8



BHA's Knowledge Quest

Autumn 2
(Nov - Dec)
2026-2027



Bristnall Hall Academy

How to use your

Knowledge Quest Booklet

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

English: 30 minutes of Sparx Reader, every week.

Maths: 30 minutes of Sparx Maths, every week.

Science: 30 minutes of Seneca 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

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

Enrichment and Intervention 2026-27 Term One

Autumn Term

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am
Lunch 12.45pm – 1.15pm	Yr 9 MUGA Yr 11 Library Yr 11 Rock Band- SWE- Room 36 Yr 7 Table Tennis Yr 7-10 Art Club EF Room 26	Yr 11 MUGA Yr 10 Library Yr 8 Table Tennis Yr 8 – Cyber Girls Competition - room 62 – JMole (Start OCT)	Yr 10 MUGA Yr 9 Library Y7-10 Singing Stars- SWE- Room 36 Yr 9 Table Tennis Yr 8 – Cyber Girls Competition - room 62 – JMole (Start OCT)	Yr 8 MUGA Yr 8 Library Yr 10 Table Tennis Yr 8 – Cyber Girls Competition - room 62 – JMole (Start OCT)	Yr 7 MUGA Yr 7 Library Yr10/11 Music Coursework catch- up SWE- Room 36 Yr 11 Table Tennis
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Geography /History Intervention Yr 7 –10 Sparx Maths Club – EMU / RMI Room 10 Yr 7–10 Cooking Club MS/CC Room 45	Year 11 English and Math Intervention Yr 7 – 10 Contemporary Dance Club CG Dance Studio Yr 7 – 10 Digital Skills MCA Room 43 Yr 7–10 Crochet Club JWE Room 53	Year 11 Open / MFL Subject Intervention Week 1: **C Block** Week 2: **B Block** Yr 7–10 Chess Club XIS Rm 12 Yr7-10 Latin Club for Beginners AA Room 58 Yr 7–10 Crochet Club JWE Room 53/54	Year 11 Science Intervention Yr 7-10 Rep Theatre – Performing Arts Club Room 38 Yr 10 Rock Band SWE- Room 36 Yr7-10 Learn Russian RM Room 57	Y7-Y11 SEND Master Builder LOM Lower School Hall Y7-Y11 SEND BHA Mic Drop BKA/NBI Room 3 Y7-Y11 Dungeons and Dragons PCR Room 5
Wednesday Friday 2.35pm – 3.35pm	Term 1 full but sign up for term 2 available Yr 7 Football LSM/EBR Field Yr 7-10 Trampolining GHO Small Gym Yr 7 – 10 Table tennis ADA Large Gym Yr 7 – 10 Science Experimental Club JTA / SEL Room 48 Yr 7 – 10 Sparx Reader Club LOM/ADi Room 31 Yr 7- 10 Karaoke Club JRO Dance Studio	Yr 7 – 10 Beyond the Books- Reading Club FHU Room 24 Yr 7 – 10 Fantastic Films and Brilliant Books- Writing Reviews FBA- Room 23 Yr 8 Football WTH Field Yr 7-10 Netball GHO Large Gym Yr7-10 Basketball JSM MUGA Yr 7-10 Board Game Club KGO Room 38 SEND Cooking Club MS / CCR Room 45 Y10iMedia Skills Lab HA Room 10	Yr 7-10 Studio G- Tech Club SWS Room 43 Yr 7 – 10 The Forum- Debate and Ideas Society BED Room 38 Yr 7 – 10 The story Forge Creative Writing Club SBS Room 24 Yr 7 – 10 Uno Club QSM Room 23 Yr10 Science Intervention ASI Room 40 Yr 9/10 Football JSM/WTH Field Yr 7 – 10 Netball ADA MUGA Yr 7 – 10 Make a War Film Club DL Room 22 Yr 7 – 10 Homework Club KJO/JRE Room 15 with laptops Yr 7 – 10 Boards of Fame- Board game club MSH/NBI Room 55 Yr 7 – 10 WBA Multi Skills SJO Back Playground	Yr7-10 Latin Club Legacy Cohort AA Room 60 Yr10 Geography Intervention SHO Room 1 Yr 7–10 Girls Football ADA Field Yr 7–10 Trampolining GHO Small Gym Yr 7–10 Basketball JSM MUGA Yr 7–10 Table tennis WTH Large Gym Y7-10 Task Master, GEG Room 28 Y7–10 Boccia Ballers HCL/NBI Dance Studio SEND Art Attack CC/MS Room 3 Y10 Additional Reading Comprehension (Invite Only) Room 53, LOM/ADi	Y7-Y11 Friday Film Club Room 16 RBE
			Y10 Additional Literacy JPG Room 52 Y10 Computer Science - JMole – Room 62/10 (Invite Only) KS3/4 – Pilot School – Room 62 – J Mole/H Anderson (Limited Spaces) To launch later		

Academic	**Creative**	**Physical**
☐ All Intervention Classes or Coursework catch up ☐ Beyond the books reading club ☐ Chess Club ☐ Fantastic Films and Brilliant Books Review ☐ The Forum Debate and Ideas Society ☐ Homework Club ☐ Latin Club (Beginners and Legacy) ☐ Learn Russian Club ☐ Science Experimental Club ☐ Sparx Maths ☐ Cyber Girls Computing ☐ Task Master	☐ Digital Skills ☐ REP Theatre - Performing Arts ☐ Rock Band ☐ Studio G Tech Club ☐ Singing Stars Lunch Club ☐ Art Lunch Club ☐ Crochet Club Tue/Wed ☐ Cooking Club ☐ Make a War Film Club ☐ Dungeons and Dragons ☐ The Story Forge Creative Writing Club ☐ Friday Film Club ☐ Mic Drop ☐ Art Attack ☐ Masterbuilder The Big Build- Lego Club ☐ Boards of Fame – Board Game club ☐ Uno Club ☐ Task Master	☐ Contemporary Dance ☐ Football ☐ Trampolining ☐ Table Tennis ☐ Basketball ☐ Netball ☐ Boccia Ballers ☐ WBA MultiSkills ☐ Task Master

Dates to remember this half term:

November

December

Attendance record



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

Sparx Check!

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

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

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

Seneca Check!

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

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

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

Language Nut Check!

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

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

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

Independent Study Check!

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

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

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

_____

_____

_____

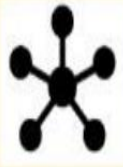
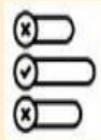
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Homework Log

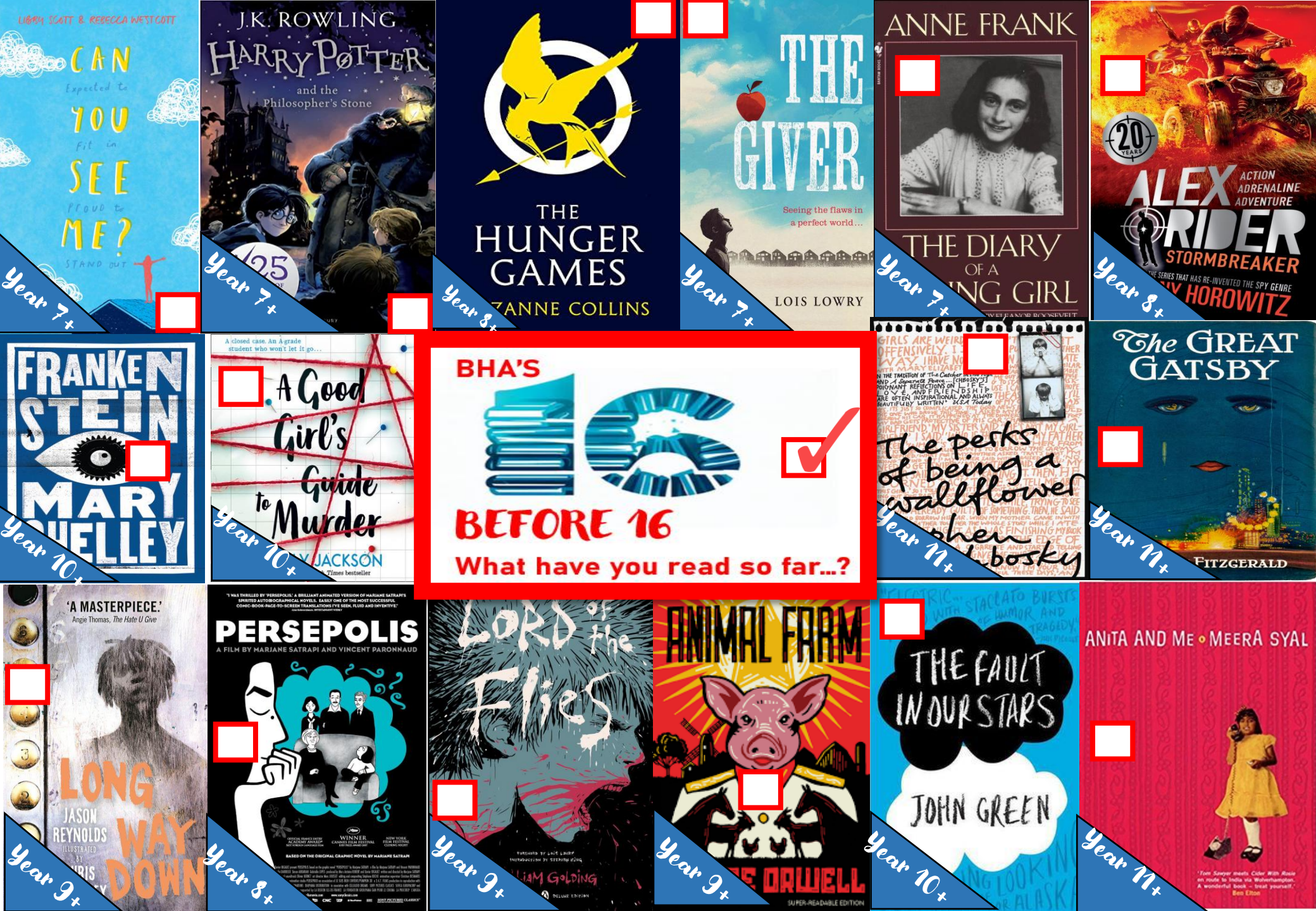
Use this page to record any homework this half term

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

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



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Year 7+
Year 7+
Year 8+
Year 7+
Year 7+
Year 8+
Year 10+
Year 10+
BHA'S
BEFORE 16
What have you read so far...?
Year 11+
Year 11+
Year 9+
Year 8+
Year 9+
Year 9+
Year 10+
Year 11+

Contents page

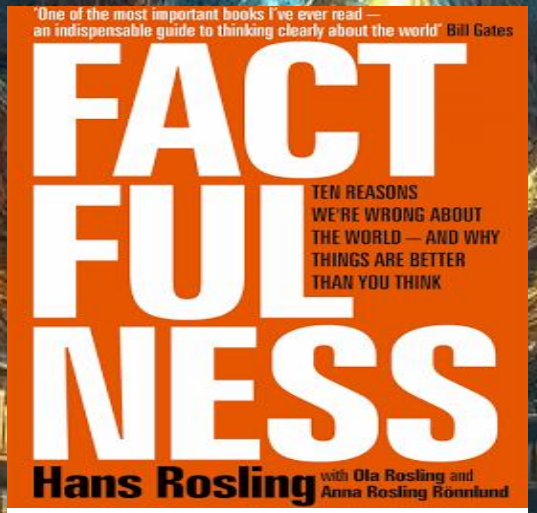
Subject	Page
Recommended Reading	1
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BRAIN DUMP	5
Science	6-7
COP AND ROBBERS	8
MFL	9-12
History	13-14
Geography	15
Geog your memory/ Hi-story Lane	16
Art	17-18
Engineering	19-20
Textile	21
Catering	22
DT RETRIEVAL	23
Music	24
Dance	25
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Computing	28
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RE	30
KEY WORDS	31
VOCABULARY	32-33

YEAR 8

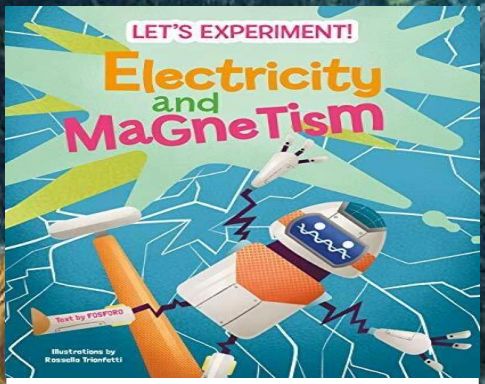
Recommended Reading



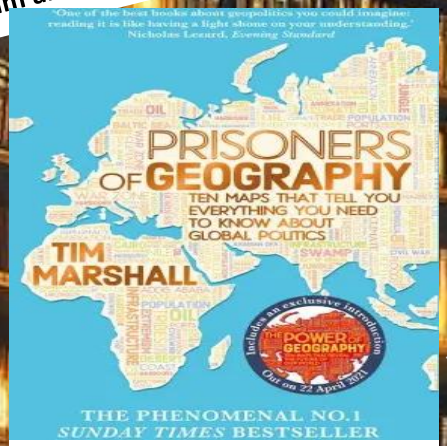
A classic Gothic novel about a vampire who travels from Transylvania to England in search of new victims. As Dracula's power grows, a group of determined friends must work together to stop him and save those he threatens.



The book challenges common misconceptions about the world and shows how data can help us see global issues more accurately. Through real-life examples and statistics, it explains why the world is often better than we think and teaches readers how to think more critically about information.



A hands-on science book that helps children explore how electricity and magnetism work through simple, fun experiments. It combines practical activities with clear explanations to make scientific concepts easy to understand.



The book explores how geography shapes the decisions, opportunities and challenges faced by nations around the world. Using examples from different regions, the book explains how mountains, rivers, resources and borders continue to influence global politics and international relations.



The Victorian novel that explores the lives of people in an industrial town where facts and practicality are valued above imagination and emotion. Through its characters, the story highlights the effects of inequality, harsh working conditions and the importance of compassion and humanity.

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

THE GOTHIC



Gothic with a capital (proper noun):

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



Gothic conventions

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

Key Words

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

YEAR 8 - DEVELOPING GEOMETRY...

Maths

Area of trapezia and Circles

What do I need to be able to do?

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

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

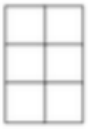
Keywords

Congruent: The same
Area: Space inside a 2D object
Perimeter: Length around the outside of a 2D object
Pi (π): The ratio of a circle's circumference to its diameter.
Perpendicular: At an angle of 90° to a given surface
Formula: A mathematical relationship/ rule given in symbols. E.g. b x h = area of rectangle/ square
Infinity (∞): A number without a given ending (too great to count to the end of the number) – never ends
Sector: A part of the circle enclosed by two radii and an arc.

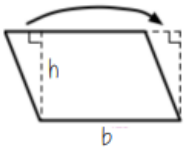
Area – rectangles, triangles, parallelograms

R

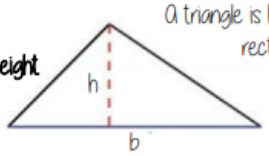
Rectangle
Base x Height



Parallelogram/ Rhombus
Base x Perpendicular height



Triangle
½ x Base x Perpendicular height

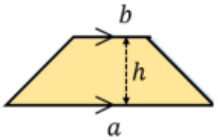


A triangle is half the size of the rectangle it would fit in

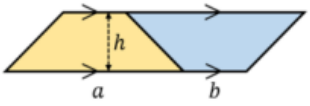
Area of a trapezium

Area of a trapezium

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



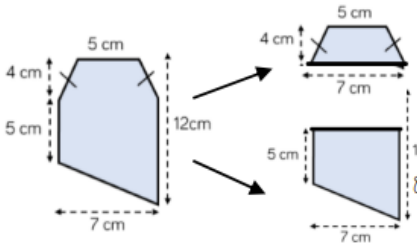
Why?



- Two congruent trapeziums make a parallelogram
- New length (a + b) x height
- Divide by 2 to find area of one

Compound shapes

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



Shape A - Isosceles trapezium

Shape B- nonstandard trapezium

Units

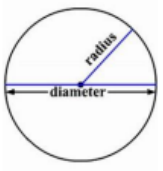
Shape A + Shape B = total area

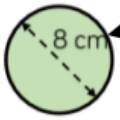
$\frac{(5+7)\times 4}{2}$ + $\frac{(5+8)\times 7}{2}$ = 24 + 45.5 = 69.5cm²

Area of a circle (Non-Calculator)

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

Area of a circle
π x radius²





Diameter = 8cm
∴ **Radius** = 4cm

π x radius²
= π x 4²
= π x 16
= 16π cm²

Find the area of one quarter of the circle

Radius = 4cm



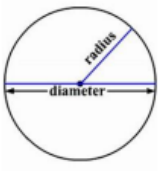
Circle Area = 16π cm²
Quarter= 4π cm²

Area of a circle (Calculator)



SHIFT ×10^x

Area of a circle
π x radius²



How to get π symbol on the calculator

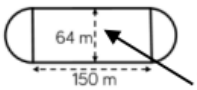
It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Compound shapes including circles

Circumference
π x diameter

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

Spotting diameters and radii



This dimension is also the diameter of the semi circles

Arc lengths = π x 64
= 64 π

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

Arc lengths + Straight lengths = total perimeter

= 64 π + 150 + 150
= (300 + 64 π) m
OR = 501.1 m

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

YEAR 8 - REPRESENTATIONS...

Maths

Representing Data

What do I need to be able to do?

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

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

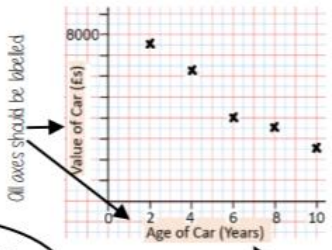
Keywords

Variable: a quantity that may change within the context of the problem
Relationship: the link between two variables (items) E.g. Between sunny days and ice cream sales
Correlation: the mathematical definition for the type of relationship
Origin: where two axes meet on a graph
Line of best fit: a straight line on a graph that represents the data on a scatter graph
Outlier: a point that lies outside the trend of graph
Quantitative: numerical data
Qualitative: descriptive information, colours, genders, names, emotions etc
Continuous: quantitative data that has an infinite number of possible values within its range
Discrete: quantitative or qualitative data that only takes certain values
Frequency: the number of times a particular data value occurs

Draw and interpret a scatter graph

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

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

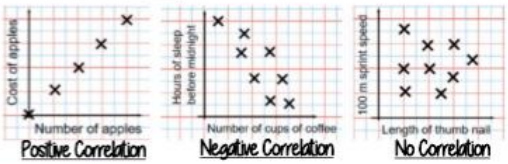


"This scatter graph show as the age of a car increases the value decreases"

The link between the data can be explained verbally

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

Linear Correlation



Positive Correlation
As one variable increases so does the other variable

Negative Correlation
As one variable increases the other variable decreases

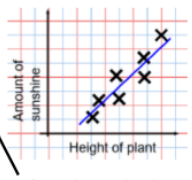
No Correlation
There is no relationship between the two variables

The line of best fit

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

Things to know:

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



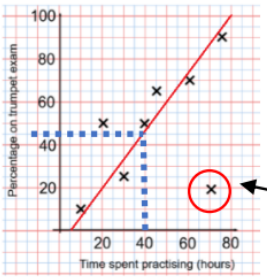
It is only an estimate because the line is designed to be an average representation of the data

It is always a **straight line.**

Using a line of best fit

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

e.g. 40 hours revising predicts a percentage of 45



Extrapolation is where we use our line of best fit to predict information outside of our data
This is not always useful – in this example you cannot score more that 100%. So revising for longer can not be estimated

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

Ungrouped Data

The number of times an event happened

The table shows the number of siblings students have. The answers were
3, 1, 2, 2, 0, 3, 4, 1, 1, 2, 0, 2

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

Number of siblings	Frequency	
0	2	0
1	3	3
2	4	2 + 2 + 2 + 2 OR 2 x 4 = 8
3	2	3 + 3 OR 3 x 2 = 6
4	1	4

Best represented by discrete data (Not always a number)

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

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

Grouped Data

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

Discrete Data
The groups do not overlap

Cost of TV (£)	Tally	Frequency
101 - 150	𝍸 ||	7
151 - 200	𝍸 𝍸 |	11
201 - 250	𝍸	5
251 - 300	|||	3

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

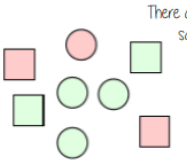
Continuous Data
To make sure all values are included inequalities represent the subgroups

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

e.g. this group includes every weight bigger that 60Kg up to and including 70Kg

Representing data in two-way tables

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



There are 2 green squares

There are 5 green shapes

	Squares	Circles	Total
Green	2	3	5
Red	2	1	3
Total	4	4	8

There are 8 items in total

Using your two-way table

To find a fraction
e.g. What fraction of the items are red? **3 red items** but **8 items in total** = $\frac{3}{8}$

Interleaving Use your fraction, decimal percentage equivalence knowledge

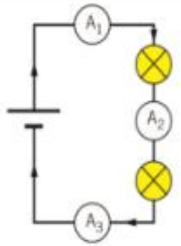
Within the 'brain dump', add all the knowledge you can remember from ***English*** and ***Maths*** without looking back at the sheets. Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge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



BRAIN DUMP

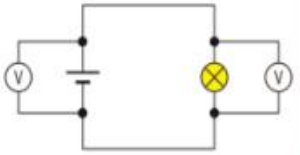
Knowledge organiser: Electricity

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

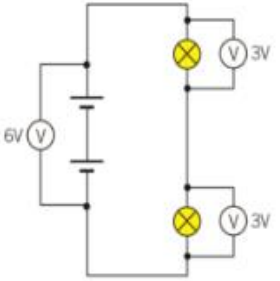


Potential difference

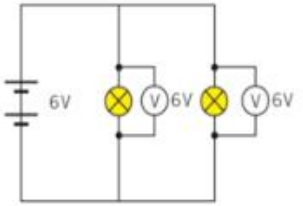
- **Potential difference** is the amount of energy transferred by the cell or **battery** to the charges
- The value of potential difference tells us about the force applied to each charge and then the energy transferred by each charge to the component which it passes through
- Potential difference has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



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

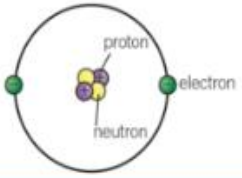


- **Parallel** circuits have more than one loop
- If one component breaks, the rest of the circuit will still work
- Current is shared between the different loops in the circuit
- The potential difference is the same everywhere in the circuit
- Adding more bulbs does not affect the brightness of the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



The atom

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



Static electricity

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



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



Resistance

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

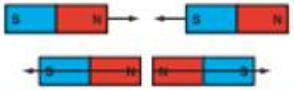
$$\text{resistance } (\Omega) = \frac{\text{potential difference (V)}}{\text{current (A)}}$$

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

Knowledge organiser: Magnetism and Electromagnets

Magnets

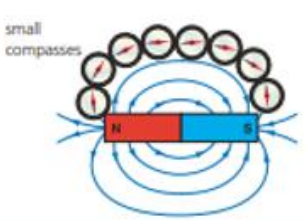
- A **magnet** has two poles, a north and a south pole
  - North poles **attract** south poles
  - South poles **attract** north poles
  - South poles **repel** south poles
  - North poles **repel** north poles



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

Magnetic fields

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

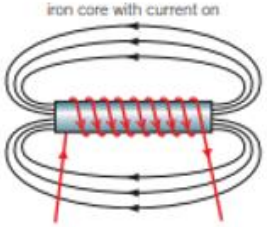




- The Earth has its own magnetic field, which acts like a giant bar magnet inside the centre of the Earth
- This magnetic field allows compasses to work when navigating around the Earth

Electromagnets

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



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

Using electromagnets

Electric Bells

The electromagnet attracts the iron armature

↓

When it moves, it breaks the circuit, no longer allowing current to flow

↓

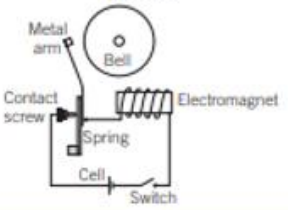
The coil and core are no longer magnetic meaning the spring is no longer attracted and returns to its original position

↓

The bell is rung once

↓

The circuit is complete again, restarting the process

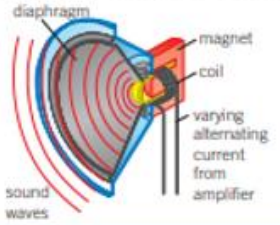


Circuit breakers

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

Loudspeakers

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



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.

MFL

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	treinta	30
dos	2	treinta y uno	31
tres	3	treinta y dos	32
cuatro	4	treinta y tres	33
cinco	5	treinta y cuatro	34
seis	6	treinta y cinco	35
siete	7	treinta y seis	36
ocho	8	treinta y siete	37
nueve	9	treinta y ocho	38
diez	10	treinta y nueve	39
once	11	cuarenta	40
doce	12	cuarenta y uno	41
trece	13	cuarenta y dos	42
catorce	14	cuarenta y tres	43
quince	15	cuarenta y cuatro	44
dieciséis	16	cuarenta y cinco	45
diecisiete	17	cuarenta y seis	46
dieciocho	18	cuarenta y siete	47
diecinueve	19	cuarenta y ocho	48
veinte	20	cuarenta y nueve	49
veintiuno	21	cincuenta	50
veintidós	22	sesenta	60
veintitrés	23	setenta	70
veinticuatro	24	ochenta	80
veinticinco	25	noventa	90
veintiséis	26		
veintisiete	27	ciento	100
veintiocho	28		
veintinueve	29		

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
incomodo/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



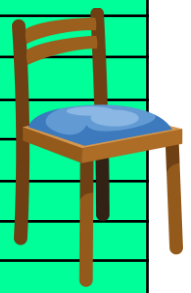
los pasatiempos – hobbies	
chatée	I chatted
escuché	I listened
mandé	I sent
jugué	I played

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?

MFL

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



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

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 una cocina moderna y pequeña

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

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



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

MFL

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	
incomodo/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	

Knowledge Organiser: The Industrial Revolution 1500-1750

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

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



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

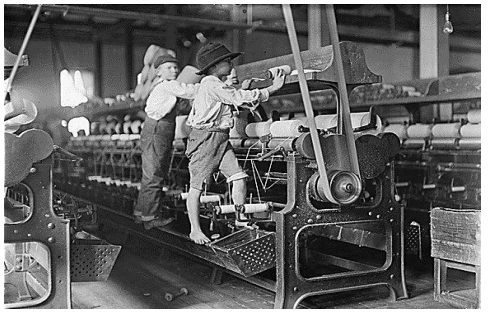


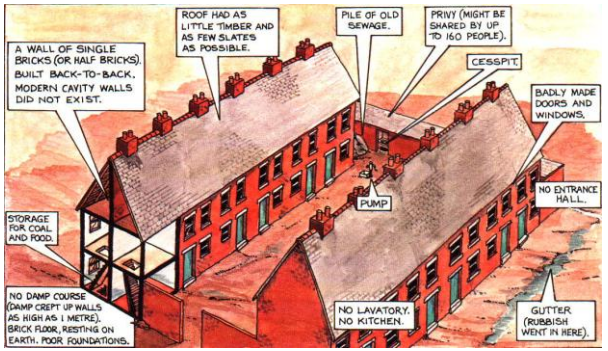
Britain had large amounts of **coal** and **iron ore**.



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

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





The living conditions

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

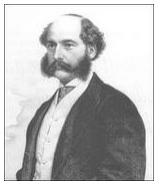
The machinery was very good at getting the work done but was very dangerous for the person using them. In the industrial revolution (1750-1900), factories employed children to work the machinery. They were supervised by one adult who was called the master.

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

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

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

Joseph Bazalgette



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

Encouraged...

Jon Snow



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

Led to...

Edwin Chadwick



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

Transport Revolution



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

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

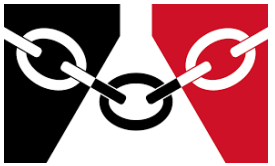
New jobs were created laying tracks and building the railways. There was also new jobs such as train drivers, conductors and porters.

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

The Black Country



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



Led to...

The 1848 Public Health Act

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

1866 Sanitary Act

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

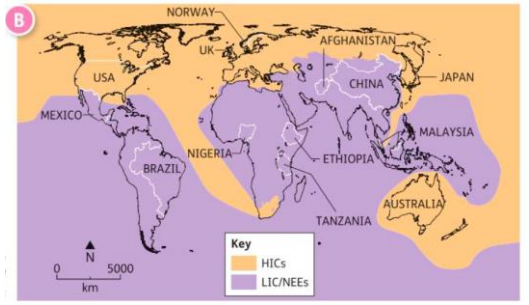
1875 Public Health Act

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

Our Unequal World- Year 8

Geography

Key terms:
Development: the economic progress of a country and improvements to quality of life.
LIC: low-income country – a developing country that has poor healthcare, few jobs, and poor-quality housing.
NEE: newly emerging economy – a country that has begun to get richer and develop quickly.
HIC : high-income country; a well-developed country that has good healthcare, lots of well-paid jobs, and good housing.
GNI: gross national income; amount of money a country makes in a year.
Migrant: a person who moves from one place, to live in another.
Resources: something that has a value or purpose, such as food, water and energy.
Famine: an extreme shortage of food, can cause illness and death.
Food Security: enough nutritious food for people to stay healthy.
Quality of Life: the general well-being of individuals and societies e.g. how happy people are with their lives.
Fairtrade: a global organisation that helps farmers get a fair price for the crops and goods they sell.



FOOD SECURITY – How can food security be increased?

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

Migration from Mexica to USA due to uneven development:

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

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

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

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

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

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

Causes of Uneven Development

Physical	Historical	Economical
LANDLOCKED -Some countries have no access to the sea. They cannot ship goods to other countries to sell and earn money. CLIMATE -If a country suffers drought, it struggles to grow crops for food. There is not enough food, some people become too ill to work. FLOODS/DROUGHTS - Regular storms, floods or droughts, a country will spend money repairing the damage rather than on new development.	COLONISATION -Some countries were ruled by other countries in the past. CONFLICT -Many countries have experienced war or conflict. Wars are expensive and lead to loss of life.	TRADE -If a country struggles to grow crops, it is not able to sell those crops to other countries. EDUCATION -Some countries do not have good schools or enough teachers. Many people do not get an education, so cannot get a good job and earn good money. HEALTHCARE -Some countries have a shortage of doctors, hospitals and medical supplies. Ill people are not treated and may die. Others remain too ill to work and earn money.

Advantages of fair trade

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

Disadvantages of fair trade

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

Differences in health and healthcare between LICs and HICs

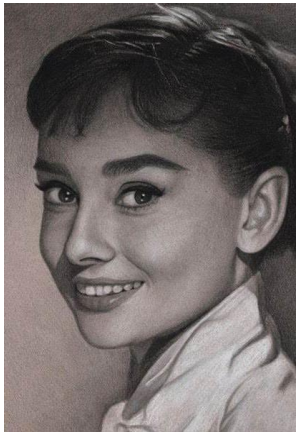
HICs	LICs
• Good healthcare, provided free in some countries. • Modern, clean hospitals and clinics - most up-to-date treatments. • People can access treatment easily when needed. • People with a good income can afford medicines. • Vaccinations, especially for children, prevent people from catching life-threatening diseases.	• Dangerous workplaces can make people ill. • Dirty polluted water can cause a range of diseases. • Poor sanitation increases the risk of diseases. • Lack of healthy food means people are more likely to be ill. • There are few doctors and hospitals. People cannot afford to travel for treatment. • Poverty means people cannot afford to pay for medicine.

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.

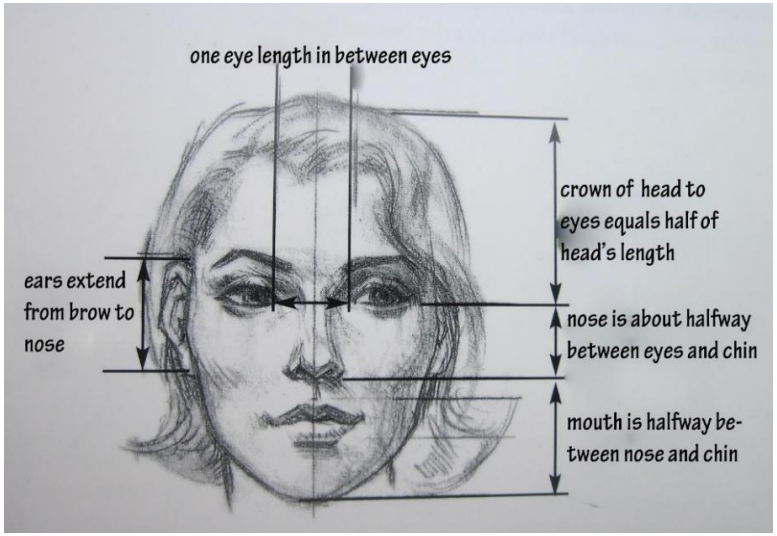
Art

Portraiture



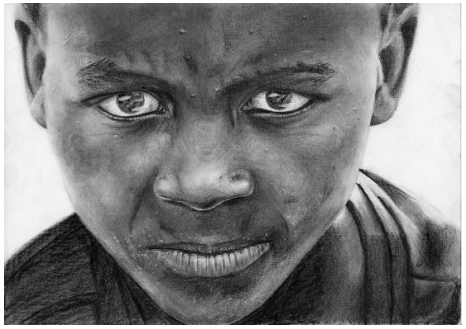
A portrait focusses on the face and it's expression.

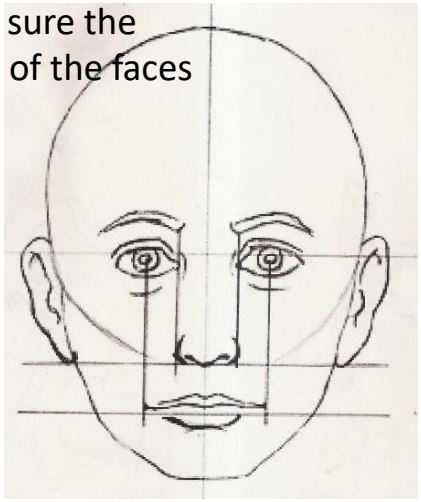
A portrait tries to show how the person truly looks, their personality and even the mood of the person.



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

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





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





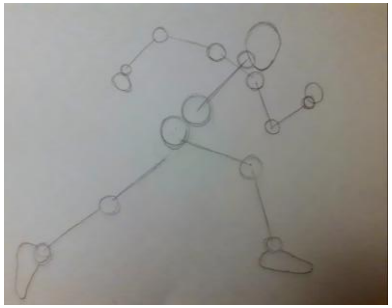


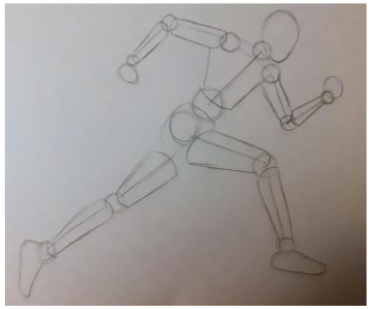
Portraiture has recorded history through the ages.

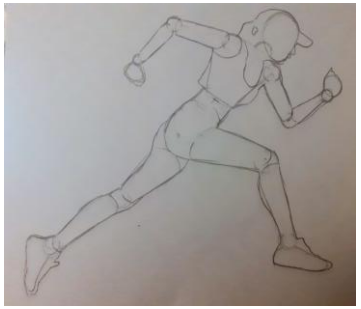
Hyper realism – Art that is so detailed and accurate that it looks like real life.

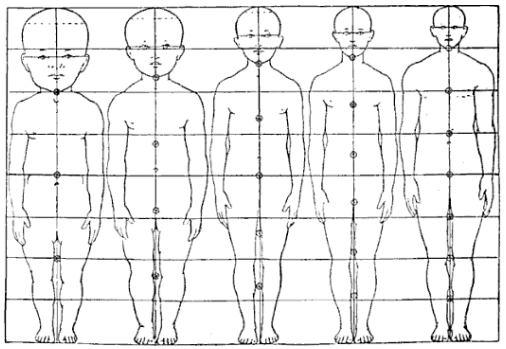


Figure Drawing – The Basics









The proportions of the human body change as you age.

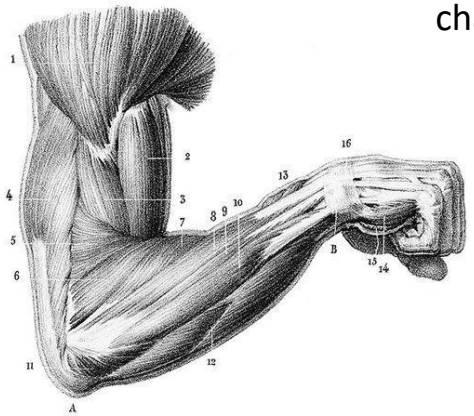
- Artists use mathematics and careful measurements to ensure correct proportions.
- They work out the distance between the joints and basic shapes and size of the body segments to ensure correct proportions.



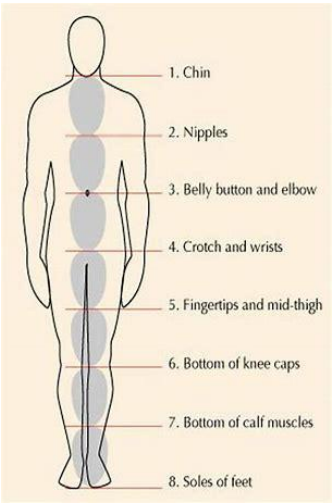


Artists often use wooden mannequins to practice achieving the correct proportions.





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



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

Engineering

Year 8 Desk Tidy Storage with USB light: Iterative Design

Vocabulary:

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

Hardwoods



Comes from deciduous trees

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

Beech
Oak
Ash
Teak

Softwoods

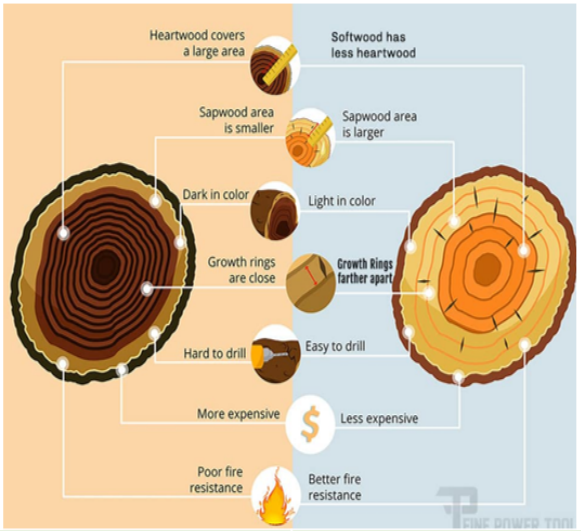


Comes from coniferous trees

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

Pine
Spruce
Cedar
Fir

Hardwoods Vs Softwoods



Hardwood

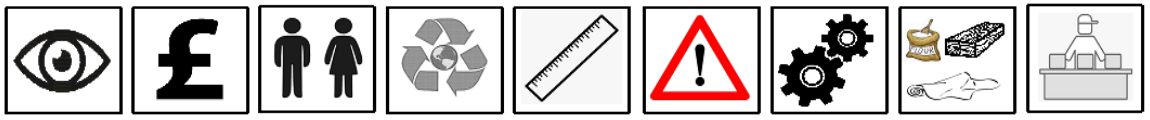


- Darker in colour
- Heavy
- Close grain
- More expensive
- Lasts for several decades
- Natural weather resistance
- More environmental impact

Softwood



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

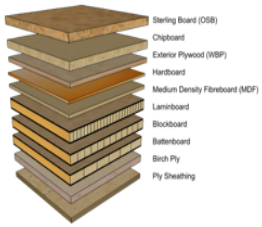


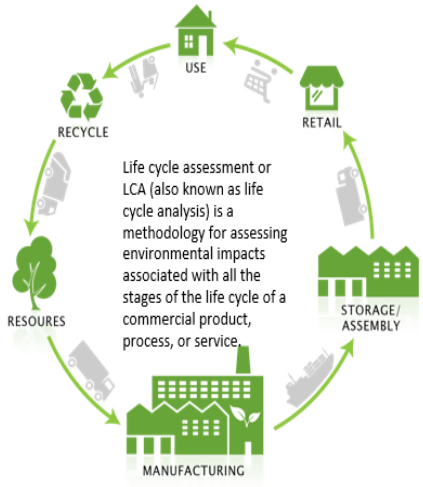
Aesthetic **Cost** **Client** **Environment** **Size** **Safety** **Function** **Material** **Manufacture**

Manufactured Boards

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

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





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

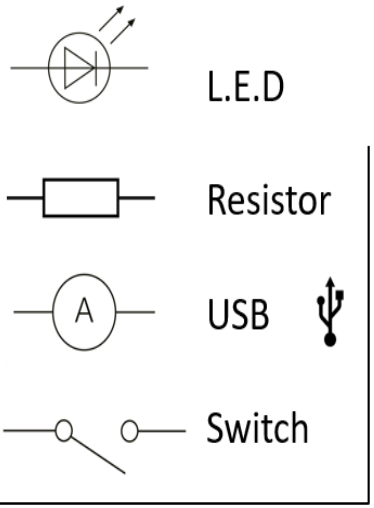
Hardwoods	Softwoods	Manufactured Boards
Generally harder/tougher than other woods. Weak along the grain, strong against	Easier to cut and work with (open grain) Weak along the grain, strong against	Variety of strengths, can be improved due to structure e.g. no grain or alternative grain direction
Trees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

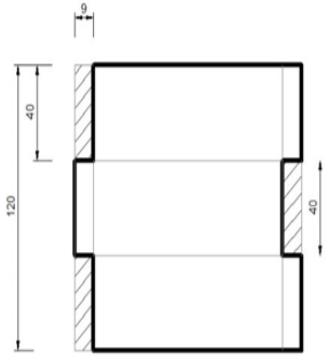
FOREST STEWARDSHIP COUNCIL FSC

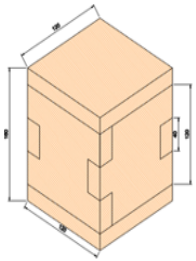
The Forest Stewardship Council® (FSC®) is the world's leading organisation for responsible forest management. They are a global, not-for-profit organisation that brings together experts from environmental, economic and social areas to promote sustainable methods of taking care of forests for future generations.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

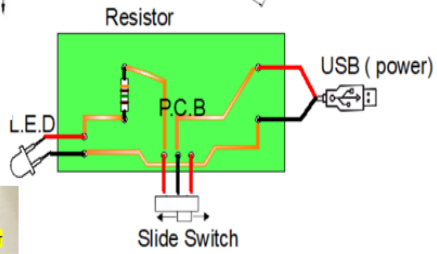
Engineering

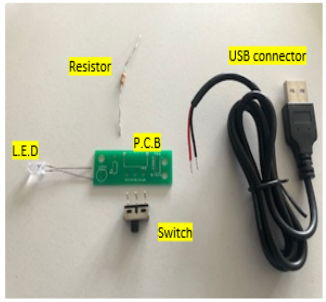
Year 8 Desk Tidy Storage with USB light: Iterative Design











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

Vocabulary

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

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

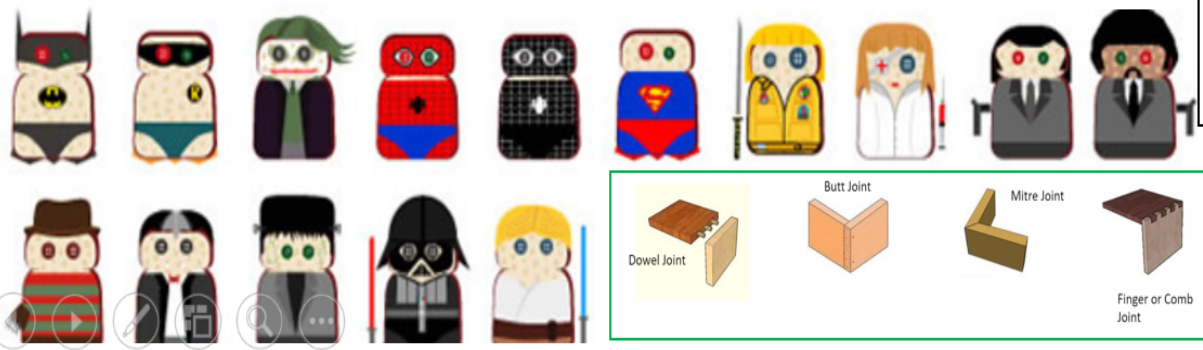
Ferrous
These are metals that contain iron. This means the metal will rust.

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

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

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

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



Textiles

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

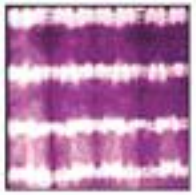


Tie dye - A resist method of dyeing fabric, using string or elastic bands



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





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





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





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



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





Heat press





Key words to use in your analysis:

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

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

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

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

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

Annotating design ideas and work of other designers:

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

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

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







Equipment used:



Inks



Lino cutter



Lino blocks





Ink roller





Wooden blocks

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

KEY TERMS:

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

Decorative components:

Beads



Lace



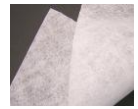
Sequins





Embroidery threads

Functional components:





Interfacing



Press studs



Buckle

Velcro

Functional and decorative components:



Ribbon



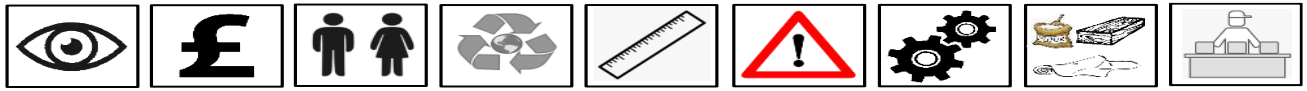
Zip





Buttons

Year 8 Food Studies Rotation

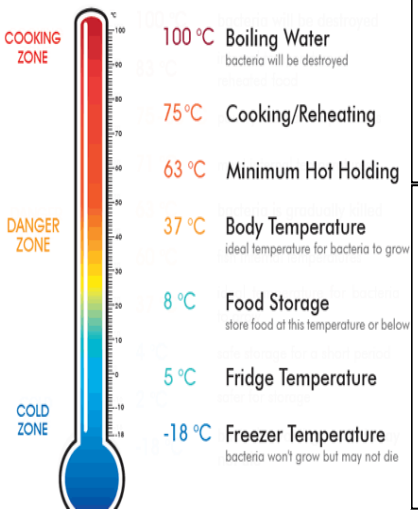


Temperature



Pathogen





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.

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

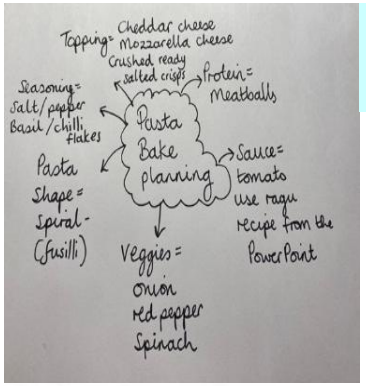
The versatile pasta bake is a comforting, easy dish that can often be pre-assembled, making it a perfect make-ahead meal.

Basic Sauce Recipes

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

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

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



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

Adaptations-

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

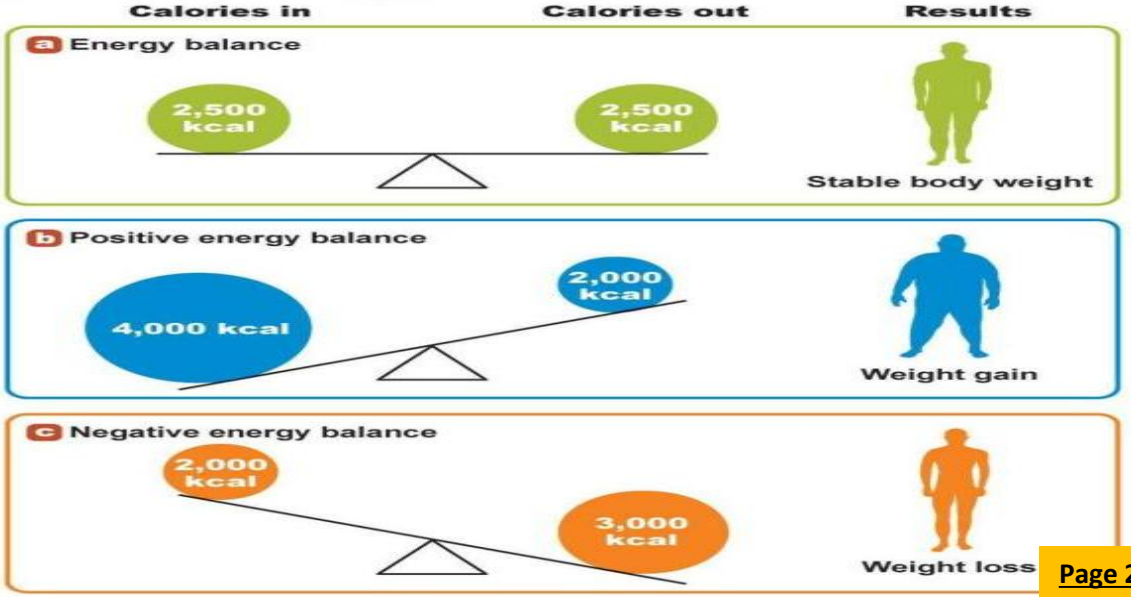
Starchy foods are our main source of carbohydrate and play an important role in a healthy diet. Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat, as shown by the Eatwell Guide. Starchy foods are a good source of energy and the main source 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 Carbohydrate



Energy





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

All That Jazz

Exploring Jazz and The Blues



African Music

European Music





Work-songs & Spirituals

Combined African **SYNCOPATIONS** and **POLYRHYTHMS** with hymn-tunes from the white settlers from Europe.
Based on African **CALL AND RESPONSE** pattern with leader (**UNISON**) singing the "call" answered by a chorus (**HARMONY**) singing the "response" (answer).

The Blues

Simple, personal, and strongly felt lyrics in **A-A-B** form.
Built on a chord progression called the **TWELVE BAR BLUES** (using **CHORDS I, IV & V**) and some **SEVENTH CHORDS**.
Uses the **BLUES SCALE** for vocal and instrumental **IMPROVISATIONS**. Melodies are often **SYNCOPATED** with instrumental **BREAKS** at the end of each vocal line.
Famous Blues singers include *Bessie Smith, Sarah Vaughan, Ella Fitzgerald, Billie Holiday.*

Ragtime

Performed on a solo piano with a leaping **VAMP** accompaniment in the left hand against **SYNCOPATED** offbeat and **CHROMATIC** melodies in the right hand.
Longer pieces of ragtime often broken down into different sections for variety. *Scott Joplin* was the most famous ragtime composer whose works include: *"The Entertainer", "Maple Leaf Rag" and "Ragtime Dance"*.

Dixieland/Trad/New Orleans Jazz

Small ensembles of 5-6 players on instruments such as drums, banjo, cornet, trombone, string bass, clarinet etc. Based on a traditional "song" but "played around" with by solo performers adding **IMPROVISATIONS** and **COUNTER MELODIES**
Soloists accompanied and 'backed' by a "**RHYTHM SECTION**". *Famous Dixieland Jazz artists include Duke Ellington, Bix Beiderbecke, Louis Armstrong.*

Swing

Larger ensembles of 10+ with a "leader" who wrote down and arranged the music for players. Sections included rhythm (piano and drums/ bass), reeds trumpets and trombones. **CHROMATIC SCALE** often used in Swing. Uses **SOLOISTS** who **IMPROVISE** against the **ENSEMBLE** in **COLLECTIVE IMPROVISATION**. Often characterised by a **SWING** rhythm which is easy to **DANCE** to. Often based on a **WALKING BASS LINE**. *Glenn Miller is probably the most famous swing band leader (and Trombonist) and his well-known piece "In the Mood".*

Bebop

Bebop developed in 1940's as swing declined in popularity. Characterised by fast tempo, tricky chord changes and emphasis placed on **VITRUOSIC IMPROVISATION** with improvisation contests.
Bands returned to 5 or 6 members and Bebop was listened to rather than danced to.
Famous Bebop musicians include *Charlie Parker* and *Dizzy Gillespie.*

Free/Modal Jazz

Slower Tempo than Swing and Bebop.
More laid-back feel and relaxed mood.
Continued the jazz tradition of a **SOLOIST(S)** backed by **RHYTHM SECTION. IMPROVISATION** still a key feature but more emphasis on **TIMBRE** and **SONORITY**. Based on a set of chords (often 12-bar blues or 32 bars) and based on **MODES** (a type of **SCALE**) *e.g., Dorian Mode, Lydian Mode etc.* Famous Modal Jazz artists include *Miles Davis, John Coltrane.*





A. Jazz and Blues Key Words

RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.
IMPROVISATION – music created 'on the spot' (previously unprepared performance)
SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. **C7** = C , E, G (triad) + **B flat**.
SWING/SWUNG RHYTHM – performing a regular 'straight' rhythm with a 'lilt' in a "**ONE** and **A**, **TWO** and **A**" style (using **TRIPLETS**) common in swing music.

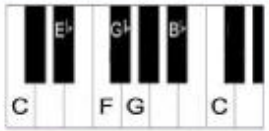
B. The Twelve Bar Blues

Some or all of these chords can be **SEVENTH CHORDS (7)**

CHORD I	CHORD I	CHORD I	CHORD I
CHORD IV	CHORD IV	CHORD I	CHORD I
CHORD V	CHORD IV	CHORD I	CHORD I

C. The Blues Scale

BLUES SCALE – a series of notes often used within improvisations in blues music *(the Blues Scale on C is shown to the right).*
BLUE NOTES – additional or extra sharpened or flattened notes in a melody.



D. Instruments of Jazz and Blues





Homework- Create an information leaflet on Jazz n Blues music. Include the following:

Characteristics, history and key musical features of the style.

YEAR 8 DANCE

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

KEY SKILLS ACROSS ALL TOPICS

Technique · Memory · Focus · Confidence · Expression · Creativity

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.
Control	The ability to move with precision.	**Stimulus**	Something that inspires movement.
Dynamics	Changes in energy, weight, time and space.	**Motif**	A short repeated movement idea.
Expression	Showing feeling or emotion through movement.	**Canon**	When a movement is repeated one after another.

Musical Theatre	A style of performance that combines acting, singing and dancing.
Stagecraft	All the elements used on stage to enhance a performance.
Character	A person in a story or show.
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!

PE

Tag Rugby – Year 8

Skills and Techniques:

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

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

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

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

Pass Types

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

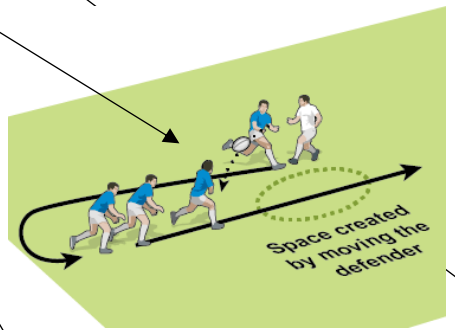
Tags

Evading defenders:

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

Defending:

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





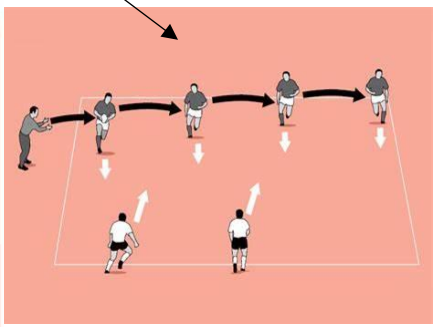
Positions

Forwards:

Prop (open/tight head);
Hooker;
Second row;
Back row.

Backs:

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



PE

Physical Education Y8 Table Tennis

Table Tennis Serving Rules Singles

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



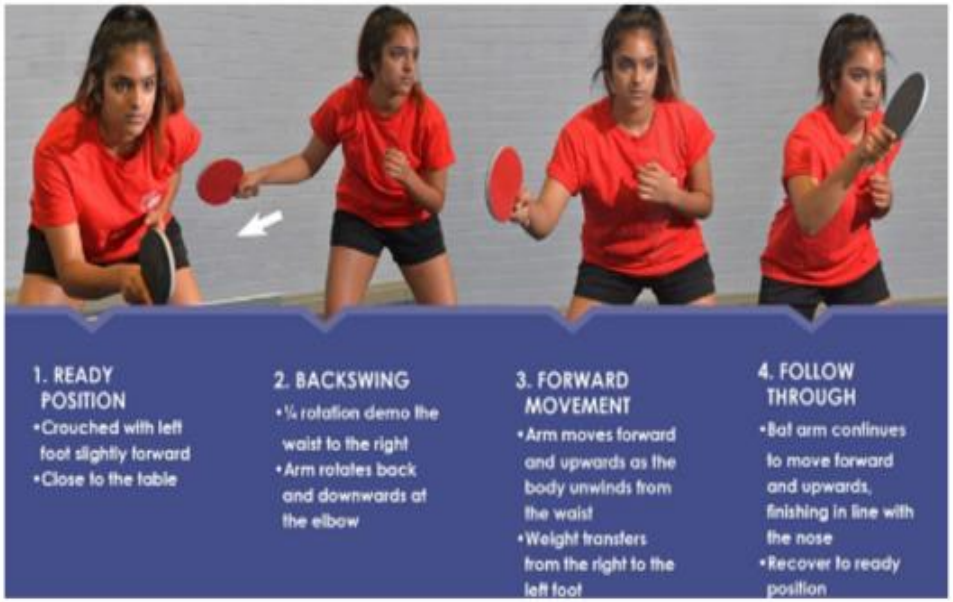
Table tennis block shot

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

Table tennis forehand smash

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

Forehand Drive



Key Skills

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

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

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

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

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

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

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

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

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

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

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

INPUT → PROCESS → OUTPUT

Hardware

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

Computer Components

Motherboard





Hard Disk Drive

CPU (Central Processing Unit)



Fan





PSU (Power Supply Unit)



RAM (Random Access Memory)

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:

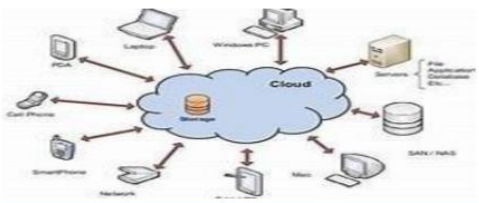
Commonly referred to as an external drive, external storage is storage that's not part of the internal parts of a computer. These drives often connect to the computer using a connection, such as USB (Universal Serial Bus).



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

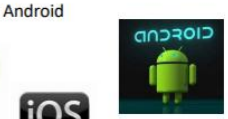
The part of the operating system we see on screen is known as the User Interface.

- 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





Apple

BIT VALUES

Largest Value	Size of number (BITS)
2	1
4	2
8	3
16	4
32	5
64	6
128	7
256	8
512	9
1,024	10
2,048	11
4,096	12
8,192	13
16,384	14
32,768	15
65,536	16
131,072	17
262,144	18
524,288	19
1,048,576	20
2,097,152	21
4,194,304	22
8,388,608	23
16,777,216	24
33,554,432	25
67,108,864	26
134,217,728	27
268,435,456	28
536,870,912	29
1,073,741,824	30
2,147,483,648	31
4,294,967,296	32

HEXADECIMAL BINARY DECIMAL BOOLEAN NOT OR AND BIT BYTE

BINARY ADDITION

0	1	0	1
0 +	0 +	1 +	1 +
0	1	1	1 0

BINARY SUBTRACTION

0	- 0	=	0	
0	- 1	=	1	borrow 1
1	- 0	=	1	
1	- 1	=	0	

BIT or Binary Digit is the smallest value that can be represented in a computer. Binary is represented as either a 1 or a 0.

BINARY MULTIPLICATION

			x	1	0	1	1	(A)
				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	0	

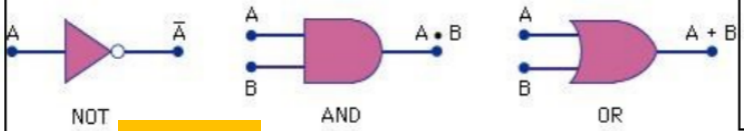
- 1 or 0 = bit
- 8 bits = byte
- 1000 bits = kilobit (1Kb)
- 1000 bytes = kilobyte (1KB)
- 1000 kilobytes = 1 megabyte (1MB)
- 1000 megabytes = 1 gigabyte (1 GB)
- 1000 gigabytes = 1 terabyte (1 TB)

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

A	0	0	1	1
B	0	1	0	1
A • 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/ Computing*** 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

TOPIC

3. IMPORTANT FACTS

4. EXAMPLES

THE KNOWLEDGE MAP

Visualise what you know

1. KEY VOCABULARY

2. KEY IDEAS

TOPIC

3. IMPORTANT FACTS

4. EXAMPLES

Year 8: How do Muslims practice their religion in modern society?

Knowledge organiser

Key vocabulary

adhan The call to prayer

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

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

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

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

Eid ul-Fitr A three-day celebration after Ramadan

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

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

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

hajj A pilgrimage to Mecca

halal Permitted

haram Forbidden

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

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

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

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

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

mihrab An alcove in a mosque wall showing the direction of Mecca

militants Individuals or groups who use violence to spread their ideas

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

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

muezzin A person responsible for performing the adhan in a mosque

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

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

pilgrimage A journey taken to a place of religious importance

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

salah Prayers that Muslims must perform five times a day

sawm Fasting during the month of Ramadan

secular Non-religious

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

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

ummah The global community of Muslims

wudu Ritual washing before prayer

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

Key facts

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



Muslims celebrating Eid ul-Fitr.

KEYWORD REVISION

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

Keyword:	Definition:

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

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

My BHAmazing vocabulary, written in sentences:

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