



BRISTOL
METROPOLITAN
ACADEMY

1 st November 2021	Week A
8 th November 2021	Week B
15 th November 2021	Week A
22 nd November 2021	Week B
29 th November 2021	Week A
6 th December 2021	Week B
13 th December 2021	Week A

Complete your homework on the night stated e.g. if it is a Monday week A you will complete DT and English homework.

Knowledge Organisers 2021-22 Year 8 – Term 2

	Week A	Week B
Monday	English/DT	Science/MFL
Tuesday	Maths/Drama	ICT/PE
Wednesday	Science	English
Thursday	RS/Music	Geography/Art
Friday	History	Maths

How to use your knowledge organiser



Look

What topic/subject are you focusing on?

What task have you been set?

Top tips:

1. Focus on the information you are most unsure of first
2. Follow the timetable in your homework book to make sure you are revisiting subjects equally
3. Don't panic if you don't remember all the information first time, keep revisiting it
4. You can ask your parents/carers to test you/check your work

Self quizzing

You need to create 5 questions (with their answers) about the content on the knowledge organisers.

Top tip! Use subject specific language e.g. function. If you aren't sure what they mean, look it up, ask an adult or ask your teacher.

What do we need carbohydrates for?

- Functions**
- Primary source of energy
 - Store energy for later
 - Build DNA
 - Prevent the body from using proteins as an energy source

What happens if we have too much or too little?

- Excess**
- Tooth decay
 - Type 2 diabetes
 - Weight gain and obesity
 - Hyperglycaemia
- Deficiency**
- Weight loss
 - Lack of energy, tiredness
 - Severe weakness
 - Hypoglycaemia

Questions you might consider:

1. What is a key function of carbohydrates?

It is our primary source of energy.



Write

Complete the task in your homework book.

Make sure to write the date, subject and topic you are focusing on (and underline them).

Revision

Here you are recording key facts/concepts to help you remember them.

Keyword/theme development

Here you are focusing on keywords/ themes and practising memorising them.

Key Events

1	5 th January 1066 - Edward the Confessor dies, leaving no heir to the English throne.
2	6 th January 1066 - Harold Godwinson is crowned King of England.
3	26 th September 1066 - Harold Godwinson, a Viking claiming the English throne, invades England with more than 10,000 men in 200 longships.
4	29 th September 1066 - The Battle of Stamford Bridge. Harold Godwinson, defeats and kills Harold Godwinson, but this takes Harold's army.
5	27 th September 1066 - William Duke of Normandy, invades the South of England.
6	14 th October 1066 - The Battle of Hastings. Harold marches south to meet William, where they battle at Hastings.
7	25 th December 1066 - William is crowned King of England at Westminster Abbey.

See Timeline

You might write these key events out like a timeline.

Key events

5th January 1066
Edward the Confessor dies, leaving no heir to the English throne.

6th January 1066
Harold Godwinson is crowned King of England



Check

Once you have finished go back and check your work against the knowledge organiser. Make any corrections crossing out mistakes with a single line.

Why not ask someone at home to check your work with you?

Key Terms	Definitions
State of matter	Matter is divided into three states: solid, liquid, and gas
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid

Copying these words into your book can help you to remember them.

Contents:

Art Pg 2

ICT Pg 3

Drama – Pg 4

DT – Pg 5

English – Pg 6

Food – Pg 7

French – Pg 8-10

Geog – Pg 11

German - Pg 12-14

History – Pg 15

Maths – Pg 16-17

Music – Pg 18

PE – Pg 19

RS – Pg 20

Science – Pg 21-23

Spanish – Pg 24-26

Textiles - Pg 27

Year 8 Creature & Characters

Content: In this project you will

Knowledge—of different artists who create creatures and characters

Understand—What inspired artists to create their work and how to write about the work

Skills—drawing, collage, painting, clay and showing the influence of other artists in your own work and presentation

Outcome— a 3D monster and watercolour painting



Nicola L Robinson is an illustrator for children's books. She is interested in mythology, history and fairy tales. Her favourite media to work in is 'pen and ink.' She is still working around the UK.

Artists



Alex Lucas is a Bristol based artist, who creates illustrations in a range of media. He also creates murals on walls and garages around the city. Keep an eye out for his artwork!



Cressida Cowell

Keywords

Illustration—a decoration, interpretation or visual explanation of a text.

Texture—used to describe how an object would feel when touched

Complementary Colours—opposite each other on the colour wheel

Assessment

D	Demonstrate a deepening knowledge, understanding and skill
O	On Track—demonstrate some knowledge, understanding and skills
Y	Yet to be on track—developing some knowledge, understanding and skills
A	At an earlier stage—starting to develop some knowledge, understanding and skills

Analysis

All artist research pages should be annotated

Artwork-

- **Artist name**
- Describe the work-what does it look like?
- Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work?
- How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

Evaluation of Your Artwork-

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- How is it relevant to your idea?

Consider

Mythology, Fantasy and Surrealism as sources of inspiration

Year 8 - Networks

Year 7 - Knowledge

Strong Passwords

Prevents unauthorised access to a computer system. A strong password contains: *Uppercase letters, Lowercase letters, Numbers, Symbols, 8 or more characters*

Saving Files

It is important to regularly save files/work so that you do not lose your work.

How to save a file?

1. Save in your documents
2. Save with a relevant file name
3. Saved in an appropriate folder structure
4. Save the file in a folder that is relevant to the topic

Save and Save As

- "Save" updates a file
- "Save As" creates another version of the file

Networks

Computers connected together that share data and resources.

Cloud Storage

Cloud computing is storage that you can access through the Internet

- + Files can be accessed from anywhere
- + You have unlimited storage space and can store for free
- + Allows you to create more local storage
- + Good form of a backup storage
- + Does not require expensive hardware
- You need internet access
- Has the potential to get hacked
- Data could be seen by a third party
- Can be expensive long term



Year 8 - Knowledge

Networks Types

Two or more computers connected together that share data and resources

LAN (Local Area Network)

Network in a small geographical area

Example: Small Office, School

WAN (Wide Area Network)

Network in a large geographical area

Example: The Internet

WPAN (Personal Area Network)

Network centred around a single user

Example: Bluetooth Headset, Hotspot

Advantages of Networks:

- + Sharing files is easier
- + Share hardware (printers)
- + Updates are central
- + User accounts can be stored centrally

Disadvantages of Network:

- Set up could be expensive
- Vulnerable to hacking
- Need specific hardware
- Might need a network manager

Bluetooth

Short range wireless connection

- + Very common connection type and Low power usage
- Low bandwidth and Short range

Wired and Wireless

Wired Networks

Computers connected together using wires.

- + Fast connection
- + More secure than wireless
- Set up could be expensive
- Wires are trip hazards
- Difficult to connect new devices

Wireless Networks

Computers connected together using wireless connections (Wi-Fi).

- + Freedom to move around
- Less secure
- Connection can be interrupted by walls and other electronic devices

Cyber Security

Malware - Any hostile or intrusive softwares

Hacking - People that gain unauthorised access to a computer

Prevention - Passwords, Antivirus, Firewall, Encryption



Yr 8 BMA Drama Knowledge Organiser Term 1 & 2

Theatre Roles

- **Playwright** – a person who writes plays *i.e. Shakespeare*
- **Performer** – entertains the audience
- **Understudy** – a person who learns another's role in order to be able to act at short notice in their absence
- **Director** - oversees and orchestrates the production (a play, an opera, a musical, or a devised piece of work) by combining all aspects of the production
- **Stage manager** - the person responsible for the lighting and other technical arrangements for a stage play.
- **Theatre manager** – has the responsibility for the smooth operational running of the theatre, ensuring it functions effectively and within budget. Manages staff, resources and systems and may also be responsible for leading on marketing and publicity activities.
- **Sound Designer** – designs and creates the sound *i.e. music, sound effects*
- **Set designer** – designs and creates the set
- **Costume Designer** – designs and creates costumes for a production
- **Puppet Designer** – designs and creates puppets for a production
- **Technician** - A theatrical technician is a person who operates technical equipment and systems in the performing arts and entertainment industry.

Terminology (Physical Skills)

- **Gesture** – an action of the body *i.e. pointing a finger or tilting the head*
- **Mannerism** – a habitual movement *i.e. twitching the nose, licking the lips*
- **Body language** – non verbal communication of the body to show emotion
- **Facial expressions** – how the face conveys emotion *i.e. an angry face shows furrowed eyebrows, pursed lips, squinted eyes, scrunched nose and forehead*
- **Proxemics** – how the stage space is used effectively to show something (i.e. relationships between characters)
- **Gait** – how a character moves *i.e. the Villain took big strides across the stage on tip toes lunging with his knees*
- **Energy** – low level or high level
- **Posture** – how a person carries themselves sitting or standing *i.e. – shoulder back, chest out, chin up, feet together*
- **Eye contact & focus** - the state in which two people are aware of looking directly into one another's eyes. Or where the eyes are focused
- **Relationship** – how the character interacts with others on stage

Techniques

- **Freeze – frame** - a frozen scene on stage
- **Role play** - pretending to be someone else, playing a character
- **Step – out** - a character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes.
- **Narration** – the process of telling a story
- **Split stage** - two or more scenes which are performed on stage at the same time
- **Stage configurations** - proscenium arch, thrust stage, In the round, traverse stage, promenade, end-on
- **Breaking the fourth wall** – characters speak to the audience by breaking the imaginary wall between them
- **Characterisation** – how your character appears, speaks, thinks, feels & moves, motivation & context
- **Positions** – *i.e. centre stage, upstage left, upstage right*
- **Blocking** – the movements of an actor
- **Devising** – to plan and create something from an idea or stimulus, target audience
- **Improvise** – create without preparation

Elements of play texts

Language, plot, themes, atmosphere, characters, context, conflict, climax, tension, pace, sound, symbol, interpretation, status

Terminology (Vocal Skills)

- **Accent** – shows where the character is from
- **Volume** – How loudly or softly you speak
- **Diction** – informal / slang the way in which you pronounce words clearly
- **Tone** – how the voice conveys emotion
- **Pitch** – High or low voice
- **Pace** – Speed of delivering dialogue
- **Pause** – used for effect
- **Intonation** – where the pitch goes up at the end of a sentence i.e. a question
- **Timing** – considered carefully for effect
- **Emphasis** – where a word or sound is exaggerated for effect

Year 8 D&T – Night Light Project

A is for **Aesthetics**
C is for **Cost**
C is for **Customer**
E is for **Environment**
S is for **Size**
S is for **Safety**
F is for **Function**
M is for **Material**

Analyse the
Dinosaur Night
Light by using
ACCESS FM

You can use ACCESS FM to analyse existing products, write a specification, annotate designs and to evaluate the final outcome!

Remember to
consider the
sustainability of
your design – try
using the 6 R's!



Pillar Drill



File



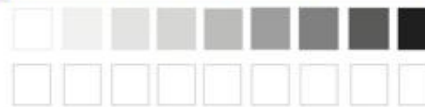
Fret Saw



Soldering Iron



Practice your tonal drawing skill here



Practice your isometric drawing here



Develop Ideas with Sketches

- 1) 'Freehand' means drawing without using any equipment (except a pencil or pen).
- 2) You can combine 2D and 3D sketches to explain details.
- 3) And you can annotate your sketches (add notes) to explain details further, e.g. describing the materials and processes you'd use.



Isometric Drawing Shows Objects at 30°

- 1) Isometric drawing can be used to show a 3D picture of an object.
- 2) It doesn't show perspective (things don't get smaller in the distance), but it's easy to get dimensions right.
- 3) There are three main rules when drawing in isometric:

- Vertical edges are drawn as vertical lines.
- Horizontal edges are drawn at 30°.
- Parallel edges appear as parallel lines.

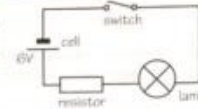
This drawing's been done on isometric dot paper. You could use plain paper and a 30°/60° set square instead.



Electrical Systems Involve Circuits

1) All electrical systems need to have a complete circuit to make them work. Here's a simple circuit:

The circuit isn't complete yet — there's a gap at the switch. When you press the switch down you make a complete circuit. An electric current flows and the lamp comes on.



You can draw diagrams of electrical circuits using symbols to represent the components.

- 2) The materials you use in a circuit have to be conductors — they need to let electricity flow through. E.g. copper is used for the wire that joins the components because it's a good conductor and is ductile.
- 3) Insulators (e.g. PVC) don't let electricity through, so they're used to coat the outside of wires.
- 4) Voltage from a power cell (a battery) or the mains pushes the electric current around a circuit.

- Mains power is used for non-portable products like fridges and televisions.
- Batteries are used in portable products. There are disposable batteries and rechargeable ones.
- Rechargeable batteries are more expensive than disposable batteries, but can be cheaper in the long run as you don't need to keep replacing them. They're built in to some products, e.g. mobile phones.

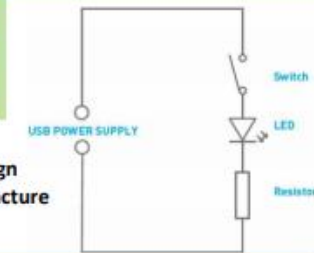
- 5) Resistors are used to reduce the current in a circuit so you don't damage delicate components (e.g. the lamp in the circuit above). Resistance is measured in ohms (Ω). A larger resistance means less current flows.



Acrylic

polymethyl methacrylate (PMMA) is available in a variety of colours. It is a hard, rigid material that weathers well.

Night Light Circuit Diagram



CAD = Computer Aided Design
CAM = Computer Aided Manufacture

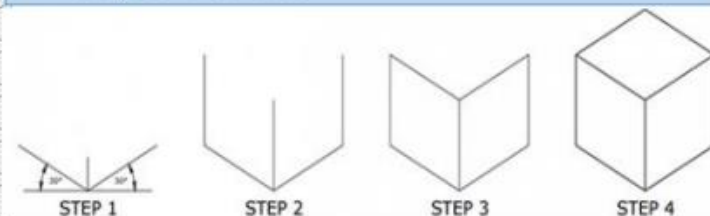
Use modelling to improve your design

Modelling is a good way to solve problems with your design. You can make models using card as it's cheap and easy to work with. When modelling, try out different aspects of your design. For example, you could model just one part of the product separately, to check it works, before going on to the rest.

Test and evaluate each model

After you've made each model, do some tests to check that it's how it should be. Get some potential customers to try it out and give you feedback too.

1. You'll probably find there are some things that don't work out quite how you'd hoped. Write down what the problem is, suggest how to fix it and try out another model.
2. Record how the design develops — take photos of your models.
3. You should evaluate each model, against the design by considering the strengths and weaknesses.





Romeo and Juliet

KNOWLEDGE ORGANISER

Context – The play was written by William Shakespeare, and was first performed around 1594.

Shakespeare's Time – Shakespeare wrote his plays at the time of two monarchs: **Queen Elizabeth I** and **James I**. *Romeo and Juliet* was written relatively early in Shakespeare's career (the bulk of his tragedies were written in the 17th century) yet was extremely popular in his lifetime, as it is now. Shakespeare borrowed heavily from two texts: *The Tragical History of Romeo and Juliet* (1562) and *Palace of Pleasure* (1567).



Religion – The heavy religious presence is evident across several parts of *Romeo and Juliet*. This is reflective of a society across Europe that was deeply religious (predominantly Catholic or Protestant). Several characters demonstrate their **commitment to the church**, such as Romeo and Juliet who choose to marry rather than fornicate, and the Capulets, who are quick to contemplate that Juliet is in a better place (heaven) after she is found 'dead.'



Astrology the Supernatural – At the time of Shakespeare, the belief in both astronomy and the supernatural was far more preeminent than in society today. The reference to **'star-cross'd lovers'** demonstrates the large role of horoscopes and planet positions in being used to predict fate. Also, Romeo and Juliet make reference to the fact that they feel they are being **guided by a supernatural force** (e.g. 'fortune's fool').



Elizabethan England and Italy – Shakespeare frequently engaged with Italy in his plays, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was a place that Shakespeare's contemporaries would have had a keen interest in; it was already an advanced and beautiful place for travel. Shakespeare's depictions of many areas of Italian life at the time are deemed largely accurate.



Patriarchal Society – Society throughout the Middle Ages and at Shakespeare's time was **patriarchal** – women were considered inferior to men. This was also the case in much of Europe, including Italy. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands, so Juliet would be expected to obey her father. Women were not permitted to own land or enter most professions. They were instead expected to bear children, be gentle and womanly.



Healthcare and Medicine – Healthcare and medicine were not as advanced in Shakespeare's age as they are today – there were numerous ailments and diseases that were not yet understood. This makes it much more believable for both the Capulets and Romeo that Juliet could have died so suddenly and so young. The high death count in the play would seem slightly more common in those days!



Main Characters – Consider what Shakespeare intended through his characterisation of each of the below...

Romeo – The son and heir of Lord and Lady Montague. Romeo is **handsome and intelligent**, yet he is also **impulsive** and extremely **sensitive**. Romeo is a **peaceful** character, and is not interested in the violence that goes on around him, choosing instead to focus his energies on love. Although Romeo's love seems fickle (he loves Rosaline at the outset) his commitment can't be debated in the end!

Juliet – The daughter of Capulet and Lady Capulet. Juliet is a **beautiful** young girl (13 years old at the start of the play). Juliet is **caring, compassionate**, and at times demonstrates **courage** (she defies her parents in order to marry Romeo, and drinks the contents of the vial without fully trusting its effects). At times, she shows great **intelligence and wit**, particularly in conversations with her mother.

First Scene: Act I Scene II **Final Scene:** Act V Scene III

First Scene: Act I Scene III **Final Scene:** Act V Scene III

Prince Escalus – The most **powerful** character in the play, with the authority to govern the other characters and administer sentences. He is also a **hinsman** to Mercutio and Paris. As the **seat of Verona**, his main concern throughout most of his appearances are in relation to ensuring that the peace is kept. He is **merciful** in banishing Romeo for the death of Tybalt, as opposed to sentencing him to death.

Mercutio – A **kinsman** to the prince and one of Romeo's closest friends. Mercutio is an extraordinary character in that he has sparkling wit and a vivid imagination. Much of Mercutio's speeches deal in puns and word-play. He appears to see himself as being above the vices of love, choosing instead to view it as misplaced **sexual appetite**. His **hot-headedness** is eventually his downfall.

First Scene: Act I Scene I **Final Scene:** Act V Scene III

First Scene: Act I Scene IV **Final Scene:** Act III Scene I

Montague and Capulet – The **patriarchs** of the Montague and Capulet families, who have held a long and **violent feud** with one another from some time before the play begins. Both seem to deeply love their respective child, yet do not always seem appropriately aware of their emotional wellbeing. For example, Romeo chooses to walk the streets in melancholy rather than share his feelings with his father, and Capulet feels the best thing for Juliet would be a marriage with Paris.

Friar Laurence and the Nurse – Both Friar Laurence and the Nurse act as **guidance counsel** for Romeo and Juliet. They appear to be the two people that Romeo and Juliet **trust** more than any others in the world, as they are the two that they **confide** in. Friar Laurence is **kind and civic-minded** (believing the marriage may heal the feud), whilst the Nurse is **kind and sentimental** (yet at times vulgar). She seems as though she is more of a mother to Juliet than Lady Capulet has ever been.

Themes – A theme is an idea or message that runs throughout a text.

Love – In *Romeo and Juliet*, love is an extremely **overpowering** force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo + Rosaline).



Individual vs Society – Romeo and Juliet are forced to undermine the **oppressive rules of society** at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt.

Violence – Extreme violence takes place sporadically throughout the play. The **feud** between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in **Act 3 Scene 1**, in which both Mercutio and Tybalt are murdered.






Fate – In the first address to the audience, the Chorus states that Romeo and Juliet are **'star-cross'd lovers'**, meaning that fate had intended for their paths to cross, and that fate **controls their actions**. A series of **unfortunate accidents** towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate.

Scene-by-Scene Summary – Take note of the key quotations from each scene.

Prologue	The Chorus speaks of an ancient grudge between two households, from which two 'star-crossed lovers' appear.	<i>From forth the fatal loins of these two foes A pair of star-crossed lovers take their life...</i>
Act 1 Scene 1	A street brawl breaks out between the Montagues and Capulets. The Prince intervenes. He threatens the death sentence for anyone who breaks the peace again.	<i>To old Fire-lovers, our common judgment-place, Once more, on pain of death, all men depart.</i>
Act 1 Scene 2	Paris speaks of his desire to marry Juliet to Capulet. They arrange a masquerade ball so that he can begin to woo her. Peter accidentally invites Romeo and Benvolio.	<i>One fairer than my love? The all-seeing sun Ne'er saw her match since first the world began.</i>
Act 1 Scene 3	Lady Capulet discusses the prospect of Juliet getting married to Paris. She dutifully says that she will look upon him.	<i>'Tis look to like if looking liking move! But no more deep will I endart mine eye! Than your consent gives strength to make it fly.</i>
Act 1 Scene 4	Before the ball, Mercutio mocks Romeo. He gives his 'Queen Mab' speech. Romeo fears the night will set fate in motion.	<i>O, then I see Queen Mab has been with you... She is the fairies' midwife...</i>
Act 1 Scene 5	Romeo and Juliet meet at the ball. They immediately fall for each other – Romeo uses metaphors to compare her to a pilgrim. Tybalt spots Romeo and wants to kill him, but Capulet stops him. Romeo and Juliet learn that they are from warring families.	<i>If I profane with my unworthiest hand This holy shrine, the gentle sin is this: My lips, two blushing pilgrims, ready stand To smooth that rough touch with a tender kiss.</i>
Act 2 Prologue	The chorus returns and delivers a sonnet about the new love.	<i>But passion lends them power, time means, to meet,</i>
Act 2 Scene 1	Benvolio and Mercutio search for Romeo, who has escaped them in the hope of re-finding Juliet.	<i>Go then, for 'tis in vain To seek him here that means not to be found.</i>
Act 2 Scene 2	The famous 'balky scene'. Romeo decides that he cannot go home without seeing Juliet again. He trespasses into her garden, where she appears at a window. They decide that they will wed.	<i>If that thy bent of love be honorable, Thy purpose marriage, send me word tomorrow; By one that I'll procure to come to thee.</i>
Act 2 Scene 3	Romeo visits Friar Laurence to ask if he will wed him to Juliet. Whilst shocked at how fickle Romeo's love is, he agrees.	<i>Thy love did read by rote that could not spell. But come, young waverer, come go with me.</i>
Act 2 Scene 4	Romeo arrives to meet Mercutio and Benvolio. The Nurse and Peter then arrive, and Mercutio makes fun of the Nurse. When Mercutio leaves, Romeo arranges with the Nurse for Juliet to meet him at Friar Laurence's chamber.	<i>The sovereignty will fall upon Macbeth. Bid her devise! Some means to come to shift this afternoon. And there she shall at Friar Laurence' cell Be shrived and married.</i>
Act 2 Scenes 5-6	The Nurse sends Juliet to Friar Laurence's cell, where they are married. The Nurse warns them to love moderately.	<i>But come what sorrow can, it cannot countervail the exchange of joy! That one short minute gives me in her sight.</i>
Act 3 Scene 1	Tybalts duels Mercutio. Romeo tries to make peace, but Tybalt stabs Mercutio dead under Romeo's arm. In rage, Romeo kills Tybalt. The Prince arrives and exiles Romeo.	<i>'A plague o' both your houses' 'A plague o' both your houses', and 'you shall find me a grave man'</i>
Act 3 Scene 2	The Nurse tells Juliet of the fight. Juliet is traumatised by the idea of an exiled Romeo. The Nurse says she knows where he is hiding.	<i>O nature, what hast thou to do in hell! When thou didst bow the spirit of a fiend! In mortal paradise of such sweet flesh?</i>
Act 3 Scenes 3-4	Romeo despairs at hearing of being banished. The Nurse makes a plan for him to visit Juliet before leaving. Elsewhere, Capulet contacts Paris and arranges for Juliet to marry him.	<i>There is no world without Verona walls But purgatory, torture, hell itself. Hence 'banished' is banished from the world.</i>
Act 3 Scene 5	Romeo reluctantly leaves Juliet. Her mother then tells of the marriage to Paris. She rejects it. Capulet threatens to disown her.	<i>Hang thee, young baggage! Disobedient wretch! I tell thee what: get thee to church o' Thursday.</i>
Act 4 Scenes 1-2	Juliet meets Friar Laurence, saying that she would rather kill herself than marry Paris. Friar Laurence proposes the sleeping potion plan. She agrees, returns to her parents, and repents.	<i>Take thou this vial, being then in bed, And this distilled liquor drink thou off.</i>
Act 4 Scene 3	Juliet is scared, but drinks the contents of the vial.	<i>Romeo, Romeo, Romeo! Here's drink, I drink to thee.</i>
Act 4 Scenes 4-5	The Nurse finds Juliet dead on her wedding morning. The family are distraught, but agree to make the funeral arrangements.	<i>O me, O me! My child, my only life, Revive, look up, or I will die with thee!</i>
Act 5 Scene 1	Romeo is told of the death by Balthasar. Romeo decides that he will return to Verona to kill himself. Before doing so, he purchases poison from an apothecary.	<i>Well, Juliet, I will lie with thee tonight. Let's see for means. O mischief, thou art swift!</i>
Act 5 Scene 2	Friar Laurence learns that Romeo has not received his letter informing him of the plan, and is worried. He doesn't know that Romeo now thinks that Juliet is dead.	<i>Unhappy fortune! By my brotherhood, The letter was not nice but full of charge.</i>
Act 5 Scene 3	Romeo finds Juliet's body and kills himself. She awakens and kills herself. Montague and Capulet commit to resolve.	<i>For never was a story of more woe Than this of Juliet and her Romeo.</i>

Dramatic Devices in Romeo and Juliet

Features of a Tragedy in Romeo and Juliet

Dramatic Irony	Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 S1	Tragic Hero – A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet).	
Soliloquy	Juliet's opening speech in A3 S2 in which she pours her heart out over her love for Romeo.	Hamartia – The fatal character flaw of the tragic hero (his passion and impulsiveness).	
Aside	Juliet secretly hopes for the 'villain' Romeo: <i>Villain and he be many miles asunder God pardon him! A3 S5.</i>	Catharsis – The release of the audience's emotions through empathy with the characters.	
Foreshadowing	Friar Laurence: <i>These violent delights have violent ends, And in their triumph die, like fire and powder.</i> A2 S6	Internal Conflict – The struggle the hero engages in with his/her fatal flaw.	

Why do we cook food?

The application of heat in the preparation of a food or mixture may:

- improve digestibility;
- improve appearance, flavour, odour and texture;
- increase the availability of nutrients;
- prevent spoilage;
- increase keeping qualities.

Heat Exchange

As a food is heated, its molecules absorb energy and vibrate more vigorously. The faster they move, the more the temperature of the food rises. If heat is removed, the molecules become less active, reducing the food's temperature.

Heat can be exchanged in three ways:

- conduction;
- convection;
- radiation

Factors that affect food choice

Coeliac – cannot eat products containing gluten.

Lactose intolerance – the body can't digest the sugar lactose in dairy products.

Vegetarian: No meat in the diet

Vegan: No products from animals in the diet e.g. meat, milk or honey.

Religion:

Islam: Requires Halal meat, no alcohol, no pork

Judaism: Requires Kosher food, no meat and dairy together, no pork

Hinduism: No beef

Micro-nutrients

Vitamins and minerals are essential nutrients that your body needs in small amounts to work properly.

Fat-soluble vitamins

Fat-soluble vitamins (vitamin A, D, E and K) are mainly found in: animal fats, vegetable oils, dairy foods, liver and oily fish. While your body needs these vitamins to work properly, you don't need to eat foods containing them every day.

Water-soluble vitamins

Water-soluble vitamins (vitamin C, the B vitamins and folic acid) are mainly found in: fruit and vegetables, grains, milk and dairy foods. These vitamins aren't stored in the body, so you need to have them more frequently. If you have more than you need, your body gets rid of the extra vitamins when you urinate.

Minerals

Minerals include calcium and iron amongst many others and are found in: Meat, cereals, nuts, fish, milk and dairy foods, fruit and vegetables.

Minerals are necessary for 3 main reasons:

Building strong bones and teeth
Controlling body fluids inside and outside cells

Turning the food you eat into energy

Macros**Protein**

Build & Protects Muscle
Found in meat, dairy & some plants

**Fat**

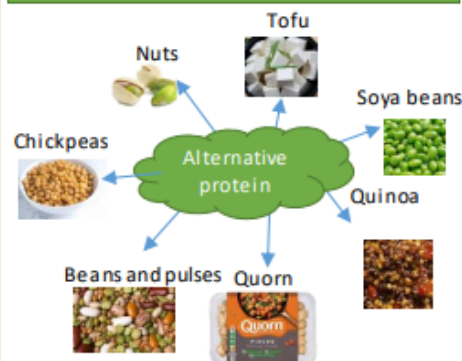
Provides Long Lasting Energy
Found in nuts, oils, dairy & meat

**Carbs**

Quickest Source of Energy
Found in fruits, veggies & grains

**Alternative protein**

Proteins are known as the building blocks of life. In the body, they break down into amino acids that promote cell growth and repair. (They also take longer to digest than carbohydrates, helping you feel fuller for longer and on fewer calories—a plus for anyone trying to lose weight.) You probably know that animal products—meat, eggs, and dairy—are a good source of protein.

**Food Poisoning**

Food poisoning is a disease caused by eating a spoiled or contaminated food. Such food may contain certain microorganisms, toxins or enzymes.

Symptoms of food poisoning:

- Stomach pains and cramps
- Nausea and vomiting
- Diarrhoea
- Fever
- Shivers



Vegetarians and vegans don't consume meat so instead they use protein alternative products which are manufactured in order to provide protein in a diet and protein rich foods.

Protein complementation is when two LBV proteins are eaten together. Examples of protein complementation's are: hummus with pitta bread; nut roast made from a variety of nuts and seeds; vegetable curry and rice; lentil soup and wholemeal bread; baked beans on toast.

LBV proteins - Foods that are deficient in one or more of the essential amino acids are said to have a **low biological value (LBV)**. Foods originating from plants (cereals, nuts, seeds, lentils, beans, pulses)

Setting and thickening (coagulation): Eggs will set when cooked. This is shown when you make a quiche or an egg custard.

Enriching: Eggs add nutritional value to a dish. This is shown when you make egg fried rice.

Raising agent: When whisked, eggs can hold air and become a raising agent. They can make a mixture light in texture, e.g. Chocolate éclairs.

As a glaze and to add colour: Beaten egg can be used as a glaze which turns golden brown on heating. An example is glazing sausage rolls with egg before cooking to give a golden brown finish.

Aeration: Eggs can be whisked to hold air and form a foam. The protein in the egg white becomes stretched and holds the air bubbles. This is shown in making meringues or a whisked sponge. When the meringues or whisked sponge are cooked the protein sets and hardens.

Functions of Eggs

Food Spoilage**Cross-contamination**

Cross-contamination means that bacteria, toxins or food particles were transferred to a food product.

Cross-contamination can cause food poisoning and allergic reactions.

Anaphylactic shock is a life-threatening reaction of the immune system to an allergen.

Food can become contaminated from:

- Waste food and rubbish
- Pest and rodents
- The cook's hand
- Work surfaces and equipment
- Other contaminated foods, including high-risk foods.



Most common allergens:

- Nuts
- Fish and seafood
- Milk
- Eggs



Signs of Food Spoilage- Many species of microorganism and some enzymes can cause food spoilage.

	Bacteria	Yeast	Mould	Enzymes
Food Spoilage	The bacteria <i>Clostridium botulinum</i> produces a toxin which causes meat preserves to bulge. Bacteria can also make meat products look slimy and green in colour.	Ferments sugar in juices and beverages, making them sour, fizzy and foamy.	Create green, white or black coat on food products such as bread, grapes, tomatoes and jams.	Turns bananas, apples, potatoes and other foods brown.

**Key words**

Microorganism- a very small living bacteria.

Toxins- poison of plant or animal origin, especially one produced by or derived from microorganisms

Preserves – something in its original state

Ferments – The process in which yeast produces the gas carbon dioxide and alcohol.

Micros**Vitamins**

Made by Plants & Animals
Found in meat, dairy & plants

Minerals

Consumed by Plants & Animals
Found in meat, dairy & plants

Qu'est-ce que tu manges?	What do you eat?
Le pain	Bread
Le poisson	Fish
Le fromage	Cheese
Le beurre	Butter
Le lait	Milk
Le café	Coffee
Le thé	Tea
Le coca	Coke
Le sucre	Sugar
Le jambon	Ham
Le chocolat chaud	Hot chocolate
La pomme	Apple
La viande	Meat
La confiture	Jam
La glace	Ice cream
Les haricots verts	Green beans
Les légumes	Vegetables
Les frites	Chips
Les chips	Crisps
Les epinards	Spinach
L'oeuf	Egg
L'eau	water



Quand est-ce que tu manges?	When do you eat?
Le petit déjeuner	Breakfast
Le déjeuner	Lunch
Le goûter	Snack
Le dîner	Evening meal/tea

Tu aimes....?
Oui
Non
parce que c'est...
très
assez
un peu
trop
agréable
fantastique
délicieux/euse
savoureux/euse
sain/e
horrible
terrible
doux/douce
aigre
dégoûtant/e
épicé/e
salé
gras/se
bon/ne pour la santé
mauvais/e pour la santé



Remember to think about making your adjectives agree!



Do you like...?
Yes
No
Because it is...
Very
Quite
A bit
too
pleasant
fantastic
delicious
tasty
healthy
horrible
Awful
Sweet
sour
disgusting
spicy
salty
fatty
good for your health
Bad for your health



Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?		What would you like to eat? Can I help you?	
Je voudrais ...		I would like...	
manger/boire		to eat/to drink	
Comme		As	
entrée/plat principal/dessert/boisson		starter/main meal /dessert/drink	
L'addition s'il vous plaît		The bill please	
Un serveur/une serveuse		A waiter/waitress	
Je prends...		I'll take (have)	
Le pourboire		The tip	
C'est tout		That's all	
Merci		Thank you	

Tu voudrais...?	Would you like...?	C'est combien?	How much?
Un paquet de	A packet of	dix	10
Un litre de	A litre of	vingt	20
Un kilo de	A kilo of	trente	30
Un demi kilo de	Half a kilo of	quarante	40
Une bouteille de	A bottle of	cinquante	50
		soixante	60
		soixante-et-un	61
		soixante-dix	70
		soixante-onze	71
		quatre-vingts	80
		quatre-vingt-deux	82
		quatre-vingt-dix	90
		quatre-vingt-douze	92
		cent	100
		deux cents	200

Est-ce que tu aimes...?	Do you like...?
Je préfère	I prefer
J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
À mon avis	In my opinion
Je pense que	I think that

Où habites-tu ? J'habite... dans une maison dans un appartement dans une caravane à la campagne à la montagne au bord de la mer en ville en banlieue dans un village dans le nord dans le sud dans l'ouest dans l'est	Where do you live? I live... In a house In a flat In a caravan In the countryside In the mountains By the sea In a city/town In the suburbs In a village In the north In the south In the west In the east	My home! Year 8 French ARE 8.6 vocab. list		Qu'est-ce qu'il y a dans ta ville? Il y a... La plage La jetée La piscine La patinoire La boucherie La boulangerie La gare La gare routière La librairie La pâtisserie La poste Le centre-ville Le cinéma Le musée Le théâtre Le syndicat d'initiative Le centre commercial Le centre de loisirs Le commissariat Le marché Le supermarché Le stade Le parc d'attractions Le tabac L'hôpital Les monuments Les magasins Les cafés Les restaurants	What is there in your town? There is... The beach The pier The swimming pool The ice rink The butchers The bakery The train station The bus station The book shop The cake shop The post office The town centre The cinema The museum The theatre The tourist information office The shopping centre The leisure centre The police station The market The supermarket The stadium The theme park The newsagent's The hospital The monuments The shops The cafés The restaurants
Où est...? sur sous devant dans derrière entre à côté de en face de près de	Where is...? on under in front of in behind between next to opposite to near to	Qu'est-ce qu'il y a dans ta maison ? Il y a ... il n'y a pas de... Un jardin Un grenier Un bureau Un garage Un salon Une entrée Une cuisine Une chambre Une salle à manger Une salle de bains Une terrasse Des toilettes La chambre de mes parents Au premier étage Au deuxième étage Au rez-de-chaussée	What is there in your house? There is / are... There isn't... A garden An attic An office/study A garage A living room A hall A kitchen A bedroom A dining room A bathroom A terrace Some toilets My parents' bedroom On the first floor On the second floor On the ground floor		
¿Qu'est-ce qu'on peut faire? ¿Qu'est-ce que tu vas faire? On peut... Je vais ... faire de la promenade visiter des musées manger dans un restaurant relaxer sur la plage sortir avec les amis	What can you do? What are you going to do? You can... I am going to... Go for a walk Visit museums Eat in a restaurant Rest on the beach To go out with friends	Qu'est-ce qu'il y a dans ta chambre ? Un lit Un mur Un bureau Un ordinateur Une armoire De la moquette Une étagère Une lampe Une porte Une chaise Une fenêtre Une commode Des posters	What is there in your bedroom? A bed A wall A desk A computer A wardrobe Some carpet A shelf/shelves A lamp A door A chair A window A chest of drawers Some posters	 Cabot Learning Federation	

Year 8 French Knowledge Organiser 8.6

Where I live geographically, Places in town, Phrases that use infinitives.

Opinion starters:

Je pense que	I think that
Je crois que	I believe that
À mon avis	In my opinion
Pour moi	For me
Il me semble	It seems to me

Je pense que Bristol est historique - I think that Bristol is historic

Je crois que Londres est assez industriel – I think that London is quite industrial

Je préfère Bath parce que c'est moins touristique que Liverpool – I prefer Bath because it is less touristy than Liverpool.

Phrases that use infinitives.

An infinitive is the basic form of the verb. In English it starts with to_ to run, to jump, to swim.

In French the verb ends in –re, -er, -ir.

e.g. I like to run – J'aime courir.

On peut – One can

Je vais – I am going to

J'aime – I like

These are followed by an infinitive.

On peut **aller** au centre-ville – One can go to the city centre.

Je vais **manger** dans un restaurant – I am going to eat in a restaurant.

J'aime **jouer** dans le parc - I like to play football in the park.

Aller – to go

I	Je vais – I go / I am going
you	Tu vas – You go / you are going
he/she/it	Il/elle/on va – he goes / he is going
we	Nous allons – we go / we are going
you (pl)	Vous allez – you (pl) go / are going
they	Ils/ells vont – they go / are going



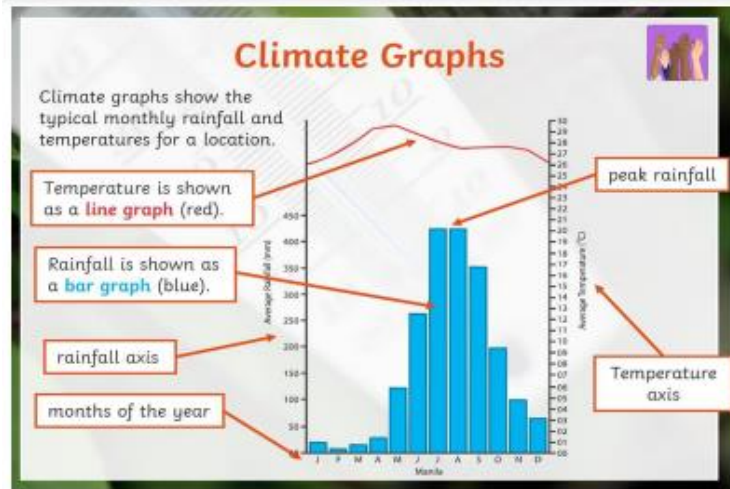
Il y a (there is) and il n'y a pas (there is not) – these phrases are very important to allow us to say what is in our town or city.

Remember! When using il y a, we use a 'de', but no article

e.g. **Il y a** un parc but **il n'y a pas de** parc

It is important to use the correct **article** in front of a noun. This will depend on if we want to say 'a' (indefinite article) or 'the' (definite article), and also in French if the noun is **masculine, feminine, singular or plural**.

Articles	A/some	The
Masculine	Un	Le
Feminine	Une	La
Plural	Des	Les



Makgadikgadi & Nxai Salt Pans

Tourism in Botswana: The Salt Pans in Botswana are one of the largest salt pans in the world.

Okavango River Delta
It is a huge wetland area formed when the Okavango River flows into the Kalahari Desert during seasonal flooding.

National Parks and Game Reserve Safaris

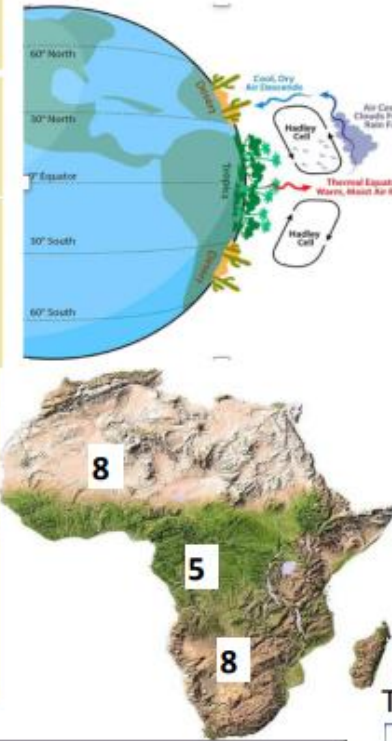
The Central Kalahari Game Reserve is larger than the Netherlands, & is the second largest game reserve in the world.



Year 8 Geography: Term 2

Are Africa's landscapes more than just 'The Lion King'?

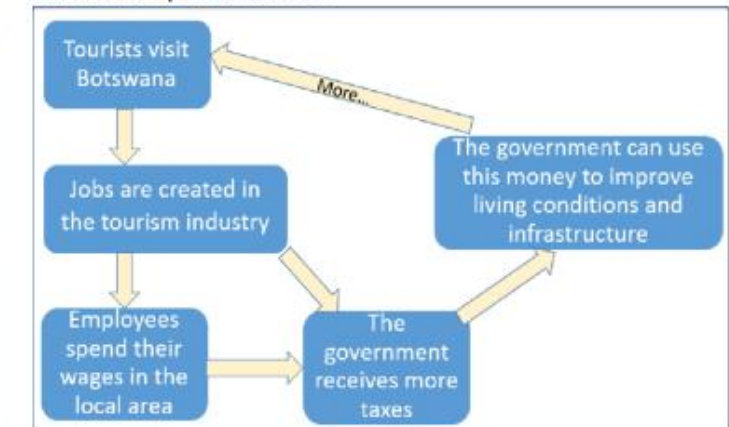
Key Word	Definition
Biome	large area with the same plants, climate and animals
Hot desert	An area with little rainfall, high daily temps. and little vegetation
Savanna	A grassy biome between the rainforest and desert
Tropical rainforest	Found around the Equator. Dense trees, warm temperature and high rainfall.



Atmospherics leading to the location of biomes:

- 1 Incoming radiation from the sun is more focused at the Equator.
- 2 The warm air at the Equator then rises, and evaporates moisture too
- 3 As the air rises, it cools and condenses.
- 4 This creates clouds and convectional rainfall at the Equator.
- 5 This leads to tropical rainforests around the Equator.
- 6 Some air from the Equator is pushed both north and southwards, and is cooled.
- 7 The cool(er) and drier air descends.
- 8 This creates desert conditions around 30° north & south of the Equator.
- 9 Warm air then returns towards the Equator, due to surface winds (Trade winds).


The Multiplier Effect:




	Pros	Cons
Mass Tourism	<ul style="list-style-type: none"> - Lots of jobs created to cater for all of the guests. - Can lead to infrastructure improvement within the country e.g. roads/electricity 	<ul style="list-style-type: none"> - Environmentally unfriendly. Eg lots of water used/wasted. - Places a huge strain on the environmental attractions.
Ecotourism	<ul style="list-style-type: none"> - Less damage environmentally. - More culturally sympathetic. - Aims to support local communities more. 	<ul style="list-style-type: none"> - Small scale so smaller profits. - Still suffers from the general problems of tourism eg leakage of profit out of Botswana.


Food and Drink Year 8 German Term 1 vocab list


Was isst du? das Brot der Fisch der Käse die Butter die Milch der Kaffee der Tee die Cola der Zucker der Schinken heiße Schokolade der Apfel die Fleisch die Marmelade das Eis grüne Bohnen das Gemüse die Pommes die Chips der Spinat das Ei das Wasser	What do you eat? Bread Fish Cheese Butter Milk Coffee Tea Coke Sugar Ham Hot chocolate Apple Meat Jam Ice cream Green beans Vegetables Chips Crisps Spinach Egg water
---	--




Wann isst du? das Frühstück das Mittagessen der Imbiss das Abendessen	When do you eat? Breakfast Lunch Snack Evening meal/tea
--	--

Magst du....? Ja Nein denn es ist... gut fantastisch köstlich lecker/schmackhaft gesund schrecklich furchtbar widerlich würzig salzig fettig Gut für deine Gesundheit enspannend gesellig Eine Herausforderung Es macht Spaß toll/spitze ermüdend Nicht gut für deine Gesundheit ungesund	
--	--



Do you like...? Yes No Because it is... good fantastic delicious tasty healthy horrible awful disgusting spicy salty fatty good for your health relaxing sociable a challenge fun great tiring Bad for your health umhealthy	
--	---

Was möchten Sie essen? Kann ich Ihnen helfen? Ich möchte ... essen/trinken Vorspeise/Hauptgericht/Nachschüssel/Getränk Die Rechnung, bitte Kellner/Kellnerin Ich nehme/ich hätte gern das Trinkgeld Das ist alles Danke	What would you like to eat? Can I help you? I would like... to eat/to drink starter/main meal /dessert/drink The bill please A waiter/waitress I'll take (have) The tip That's all Thank you
---	--



Möchtest du...? eine Packung ein Liter ein Kilo ein halbes Kilo eine Flasche	Would you like...? A packet of A litre of A kilo of Half a kilo of A bottle of
--	--

Was magst du? Ich mag Ich mag...nicht Ich liebe Ich hasse Ich esse lieber Ich denke, dass Meiner Meinung nach	What do you like? I like I don't like I love I hate I prefer eating I think, that In my opinion
--	---

Zahlen	Numbers
zehn	10
zwanzig	20
dreißig	30
vierzig	40
fünfzig	50
sechzig	60
einundsechzig	61
siebzig	70
einundsiebzig	71
achtzig	80
zweiundachtzig	82
neunzig	90
zweiundneunzig	92
hundert	100
zweihundert	200

Term 1 Food and Drink
Year 8 German Knowledge Organiser

Food, prices and quantities. Ordering food in a restaurant.



Verbs and the present tense in German

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (machen, essen, trinken, spielen, haben, sein, etc.). The infinitive ends in **-en or just -n**

Forming the present tense in German

For regular verbs follow the pattern opposite

However, the irregular verbs don't follow the pattern exactly. Your teacher will help you with these. (haben/sein/lesen/fahren)

Opinion phrases help make your work more interesting- have a look at the list on your vocabulary list. Try to use a range of opinions in your work e.g., ich mag (I like), ich denke, dass (I think that)

Comparisons

Add 'er' to the adjective. You can't add the word 'mehr' = more.

Er ist kleiner = he is smaller es ist billiger = it is cheaper

Exceptions are besser (better)/größer(bigger)/älter(older)

Superlative

You add an '-ste' to the adjective, sometimes '-este' to make it easier to say. Fred ist der Kleinste = Fred is the smallest. Ellie ist die Lauteste

Comparing Things

Joe ist älter als Fred = Joe is older than Fred

Joe ist weniger alt als Fred = Joe is less old than Fred

Joe ist so alt wie Fred = Joe is as old as Fred

Joe ist genauso alt wie Fred = Joe is just as old as Fred

	machen	spielen	gehen
ich	mache	spiele	gehe
du	machst	spielst	gehst
er / sie/ man	macht	spielt	geht
wir	machen	spielen	gehen
ihr	macht	spielt	geht
Sie (you)	machen	spielen	gehen
sie (they)	machen	spielen	gehen

Useful verbs

Ich möchte	I would like
Ich hätte gern	I would like to have
Es ist	It is
Wir haben	We have
Wir sind	We are
Gibt es...?	Is there...?

ESSEN	key verbs	TRINKEN
essen		trinken
Ich esse		Ich trinke
Du isst		Du trinkst
Er/sie isst		Er/sie trinkt
Wir essen		Wir trinken
Ihr esst		Ihr trinkt
Sie/sie essen		Sie/sie trinken

My home! Year 8 German ARE 8.6 vocab. list

Wo wohnst du?	Where do you live?	Was gibt es in deiner Stadt?	What is there in your town?	Was kann man in deiner Stadt machen?
In einem Haus	In a house	Es gibt...	There is.....	Use <i>kann</i> + infinitive at the end of the sentence
In einer Wohnung	In a flat	ein Kino	a cinema	Man kann
In der Stadt	In the town	viele Kinos	lots of cinemas	Ins Kino/ Café gehen.
Auf dem Land	In the countryside	ein Café/viele Cafés	a café	Man kann
In den Bergen	In the mountains	einen Nachtclub	a night club	Einkaufen
An der Küste	On the coast	viele Nachklubs	many night clubs	Schwimmen
Am Rande der Stadt	On the edge of town	ein Einkaufszentrum	a shopping centre	Spazieren
In einem Vorort	In a suburb	viele Einkaufszentren	many shopping centres	Essen + <i>GEHEN</i>
In der Stadtmitte	In the town centre	einen Park	a park	What can you do in your town?
In einer Siedlung	On an estate	viele Parks	lots of parks	You can.....
Mit meiner Familie	With my family	grüne Flächen	green spaces	
Mit meiner Mutter	With my Mum	einen Skatepark	a skatepark	
Mit meinem Vater	With my Dad	einen Dom	a cathedral	
Mit meinen Großeltern	With my grandparents	gute/schlechte Verkehrsverbindungen	good/poor public transport	
Im Südwesten	In the Southwest	ein Sportzentrum	a sports centre	
Im Norden	In the north	ein Stadion	a football stadium	
Im Osten	In the east	Eine tolle Fußballmannschaft	a great football team	
Im Süden	In the south	viele Kirchen	lots of churches	
In einer Großstadt	In a city			
In einem Dorf	In a village			

Enquiry

Migration Through Time – Romans to Present Day
 What factors have caused people to come to Britain?
 What have attitudes towards migrants been in Britain?



History – Year 8
 Knowledge
 Organiser
 Term 2

Key Terms

7	migration	Migration is the movement of people from one place to another. This can be internal or international.
8	refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
9	Conquer	To overcome and take control of (a place or people) by military force
10	Factors	Common reasons that cause change.
11	Commonwealth	An international association consisting of the UK together with some states that were previously part of the British Empire.
12	emigration	leaving one's own country to settle permanently in another; moving abroad.
13	racism	Prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
14	Huguenot	French Protestants.
15	Windrush	The people who emigrated from the Caribbean to Britain on the British ship the Empire Windrush in 1948.

Key Causes of Migration

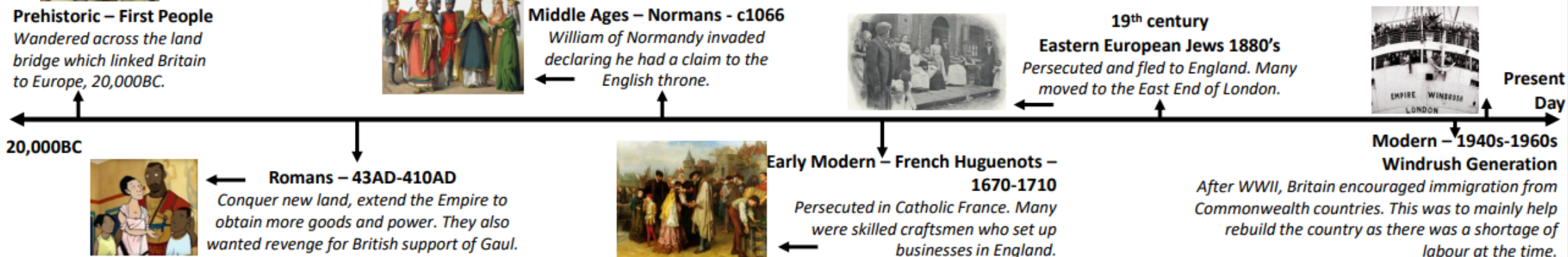
1	Employment	Work/job.
2	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.
3	Empire	When one country rules over other countries, e.g. British Empire

Key Skills

4	change	make or become different than before.
5	similarities	Factors that are similar to each other within a defined period of time.
6	differences	Factors that are different across defined period of time.

Further Your Learning

Learn more about the often untold stories of migrants who came to and shaped the Britain we live in today.
<https://www.ourmigrationstory.org.uk/>

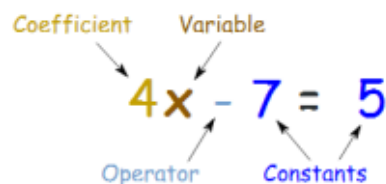
Timeline of Migration

Key ideas

- **The = sign** tells us that everything on one side of this equals sign is **exactly the same** as everything on the other side
- The equation is **balanced**. Both sides are the same.
- **Inverse operations** are used to 'work backwards' through the equation and find the value of the variable
- $\div 3$ and $\frac{\quad}{3}$ are **the same** mathematical operation (dividing by 3)
- **Solving** equations means finding the **value** of the variable

Key words

Inverse - Opposite in effect. The reverse of.



Inverse Operations www.jagsonmaths.com	
Operation	Inverse
+	-
-	+
\times	\div
\div	\times
x^2	\sqrt{x}

Term - In Algebra a term is either a single number or variable, or numbers and variables multiplied together.

Equation - An equation says that two things are equal. It will have an equals sign "="

Operation - A mathematical process such as $+$ $-$ \times \div

Variable - A symbol for a number we don't know yet. It is usually a letter like x or y

Solve - To find a value (or values) we can put in place of a variable that

Solution - A value we can put in place of a variable (such as x) that makes the equation **true**

Balance - When both sides have the same quantity or mass.

Algebraically - Using algebra

Like terms are terms whose variables (such as x or y) with any exponents (such as the 2 in x^2) are the same.

Examples:

$7x$ and $2x$ are **like terms** because they are both " x ".

$3x^2$ and $-2x^2$ are **like terms** because they are both " x^2 ".

But $7x$ and $7x^2$ are NOT like terms (the exponents are different), they are **unlike terms**.

$$5x + 9 + 3x - 2 = 8x + 7$$



This represents the equation $10 = 4 + x$

Therefore the solutions to this equation would be $6 = x$

$$4x = 24$$

$$\frac{4x}{4} = \frac{24}{4} \quad (\text{Divide by 4 on both sides})$$

$$x = 6$$

Solving Two-Step Equations

1. Add or subtract to isolate the variable term.
2. Multiply or divide to solve for the variable.
3. Check your solutions.

Example:

$$3x + 5 = -16$$

$$\begin{array}{r} -5 \quad -5 \quad \text{Subtract} \\ 3x = -21 \end{array}$$

$$\begin{array}{r} \frac{3x}{3} = \frac{-21}{3} \quad \text{Divide} \\ x = -7 \end{array}$$

$$3(-7) + 5 = -16 \quad \text{Check}$$

How to solve Multistep Equations

1. Simplify each side
2. Eliminate the variable from the right side
3. Eliminate the constant term from the left side
4. Divide each side by the coefficient

Example:

$$3(x + 1) = 5 + x$$

$$3x + 3 = 5 + x$$

$$2x + 3 = 5$$

$$2x = 2$$

$$x = 1$$

Example:

$$2(x + 2) - 5 = 3(x + 1)$$

$$2x - 1 = 3x + 3$$

$$-x - 1 = 3$$

$$-x = 4$$

$$x = -4$$

$$\begin{array}{r} 5(x - 4) = 2(x - 11) \\ 5x - 20 = 2x - 22 \\ \underline{-2x} \quad \underline{-2x} \\ 3x - 20 = -22 \\ \underline{+20} \quad \underline{+20} \\ 3x = -2 \\ \underline{\div 3} \quad \underline{\div 3} \\ x = -\frac{2}{3} \end{array}$$

n^{th} term

The n^{th} term is a general rule to find any value in a linear sequence.

First we find the **common difference**, in this example it is **3**

Therefore the sequence follows the same pattern as the **3 times tables**

We write this as **$3n$: 3, 6, 9, 12, 15, 18, ...**

However the sequence has been shifted forward one to begin at 4 so our n^{th} term is:

$$+3n + 1$$

**Key ideas**

A **sequence** is set of things (usually numbers) that are in order

Sequence:



x_n ← term number
term

- x_n is the term
- n is the term number

Example: to mention the "5th term" we write: x_5

Using n^{th} term

Find the first 5 terms in the following sequence

$$3n + 12$$

1 st term	$3(1) + 12$
2 nd term	$3(2) + 12$
3 rd term	$3(3) + 12$
4 th term	$3(4) + 12$
5 th term	$3(5) + 12$

15, 18, 21, 24, 27

Does the number 48 appear in the sequence $3n + 12$?

We need to setup an algebra equation

$$\begin{aligned} 3n + 12 &= 48 \\ -12 &-12 \\ \hline 3n &= 36 \\ +3 &+3 \\ \hline n &= 12 \end{aligned}$$

Because our answer is an integer, this means it does appear in our sequence. It is the 12th term in the sequence.

Does the number 70 appear in the sequence $3n + 12$?

Again, we setup an algebra equation

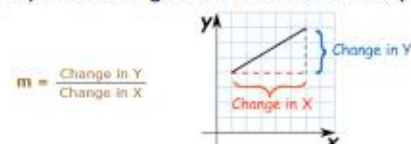
$$\begin{aligned} 3n + 12 &= 70 \\ -12 &-12 \\ \hline 3n &= 58 \\ +3 &+3 \\ \hline n &= 19.3 \end{aligned}$$

Because our answer is not integer, means it does not appear in the sequence.

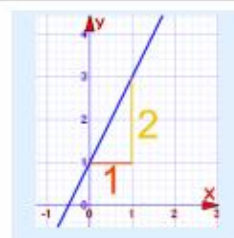
Linear equations make a straight line when graphed.

They are written in the form **$y = mx + c$**

m represents the gradient which is how steep the line is



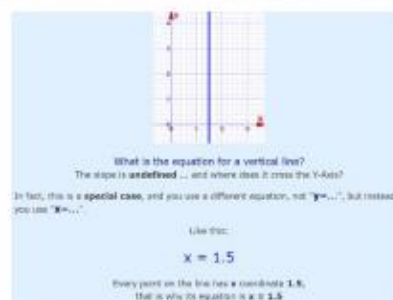
c represents where the graph crosses the y -axis



$$m = \frac{2}{1} = 2$$

$b = 1$ (value of y when $x=0$)

$$\text{So: } y = 2x + 1$$



$$m = \frac{-3}{1} = -3$$

$$b = 0$$

This gives us $y = -3x + 0$

We do not need the zero!

$$\text{So: } y = -3x$$

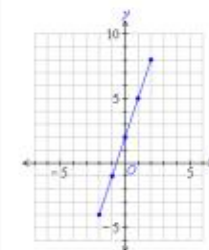
Plotting graphs

To plot a graph we construct a table of values and substitute to generate coordinates

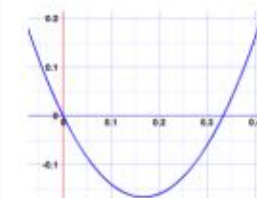
Plot the graph of $y = 3x + 2$.

e.g. when $x = -1$, $y = 3(-1) + 2 = -3 + 2 = -1$

x	-2	-1	0	1	2
y	-4	-1	2	5	8



We can plot quadratic graphs in a similar way. This will produce a curved graph



Baroque – A genre of music popular between 1600 and 1750

Year 8 – Topic 1

Harpsichord – A piano-like instrument where the strings are plucked (Unlike a piano where they are struck)

Sequence – A pattern of notes repeated higher or lower

Ground Bass – A repeating bass part

Polyphony – A texture with layers containing different rhythms



Harpsichord

The Harpsichord was a smaller instrument than modern pianos and couldn't play with much dynamic variation.

Organ

Church or Cathedral organs were used for religious and dramatic kinds of music.



Listening examples

J. S. Bach – Toccata and Fugue

Features - Church Organ - Melodic sequences

Pachelbel – Canon in D

Features – Ground Bass – String Quartet

Handel – Zadok the Priest

Features – Choir and Orchestra – Brass Fanfares

Vivaldi – The Four Seasons

Features – Virtuoso Violin – Represents the seasons



Pachelbel



J.S. Bach

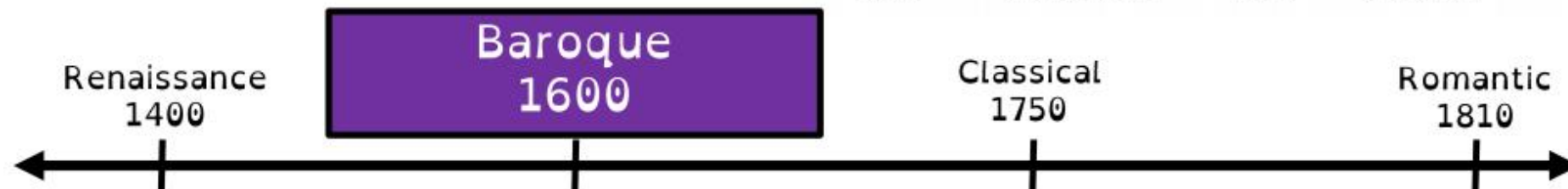


Vivaldi



Handel

Toccata & Fugue Main Motif





Warm Ups

A warm up should be completed before any physical activity to prepare the body. There are two stages...

EXAMPLE

1 Gentle exercise



Jogging for example will increase heart rate and get the muscles moving

2 Stretching



Static and dynamic stretches help get the full range of movement needed so injury is prevented

Cool Downs

A cool down should be completed after exercise to help the body get back to how it was before exercise and aid recovery



EXAMPLE

1 Gentle exercise



Slow jogging for example will decrease the heart rate

2 Stretching



Static and dynamic stretches help stop the muscles becoming stiff and sore

Introduction to Ethics Knowledge Organiser

Picture	Key Concept	Meaning
	Morality	Ways to decide if an action is right or wrong, for example, some people look at the consequence of an action to decide.
	Natural evil	Suffering that is caused by nature, for example floods and earthquakes.
	Moral evil	Suffering caused by humans, for example bullying and murder.
	Free will	Being free to make our own moral choices, God does not control our actions.
	Absolutism	What is right stays the same in ALL situations, for example believing that killing someone is always wrong.
	Relativist	What is right changes depending on the situation, for example believing that killing someone to save many others is the right thing to do.
	Conscientious Objectors	An individual who refuses to perform military service because of their personal beliefs. For example, believing that murder is never justified.

How can we work out what is right?

Consequentialists (or the teleological approach)	Intentionalists (or the deontological approach)
Say that an action is good if the consequences of that action are of benefit to others.	Say that an action is good if the person had good motives for doing it even if the consequences are not all good in the end.
For example: "Giving money to a homeless person is good if the homeless person spends it on food or shelter. However, if the homeless person spends the money on drugs, giving the money was a bad thing to do."	For example: "Helping your friend with their homework is a good thing to do, even if they get a really bad mark because of your help, you had good intentions so it was a good thing to do"

Are there situations when 'doing nothing' is an evil act?

What is a Conscientious Objector?

- Some people refused to join the army, even under conscription.
- These **conscientious objectors** were against the war on moral or religious grounds.
- Some **conscientious objectors** agreed to work in hospital or act as stretcher bearers.
- Those who refused to go were put in prison.
- Conscientious objectors were people who simply did not want to fight in World War One.
- Conscientious objectors became known as 'conscies', 'conchies' or C.O's and they were a sign that not everybody was as enthusiastic about the war as the government would have liked.

Salahuddin Jitmour was stabbed and robbed as he delivered his last pizza of the night. He was a delivery driver for Pizza Hut.

A man names Trey Relford was found guilty of the murder. This is how Abdul-Momin Jitmour responded in court.

Abdul-Mumin Jitmour- A case study in forgiveness

a. My son, my nephew,

b. I'm not angry with you, I don't blame you for hurting my son.

c. I'm angry at the devil, I blame the devil who misguided you and misled you to do such a horrible crime.

Is it right to 'Conscientiously Object' to military service?

✓ "God says it's never OK to kill!"

✗ "...But God says we should fight for what is right!"

✓ "In war, nobody wins! There is always suffering on both sides."

✗ "You have a duty to protect your family and those who are being oppressed!"

✓ "There is always a better way than violence!"

✗ "We can't just let evil spread!"

✓ "There are other ways to help those in battle! (Medic, Engineer etc.)"

✗ "...But you are relying on others fighting so you can make that choice!"

The Freewill Defence

The Soul-Making Defence

The Problem of Evil

(This is an important reason for why many people do not believe in God)

If God was all-knowing (**omniscient**), He would know that we were suffering.

If God was all-powerful (**omnipotent**), He would be able to stop our suffering.

If God was all-loving (**omnibenevolent**), He would want to stop our suffering.

We know evil and suffering exist so how can God exist?

"NO MERCY WILL BE SHOWN TO THOSE WHO SHOW NO MERCY, AND NO FORGIVENESS WILL BE GIVEN TO THOSE WHO CANNOT FORGIVE OTHERS."

Show forgiveness, speak for justice and avoid the ignorant

Do not judge and you will not be judged.
Do not condemn and you will not be condemned.
Forgive and you will be forgiven.

Forgive 70 x 7

Some religious people would say that all evil and suffering is caused by human Freewill.

They believe God created the world it was perfect, people were created, called Adam and Eve and they had **free will**; they were able to choose to make good or bad decisions. The people made bad decisions and disobeyed God which brought suffering and sin into the world so it was no longer perfect. This is called **the Fall**.

This is the same with us today – we can choose to greet people with a high five or a slap. What we **choose** to do will create suffering or happiness in the world. It is up to us to choose to do the right thing to make the world a better place.

God allows people to have **freewill**, and their actions to have consequences, this brings a lot of suffering into the world BUT...people who have **freewill** can make real moral choices. If God had created humans like puppets (without free will) they would never be able to **choose** to do the right thing, it would just be automatic. They would also not be able to **choose** to love God or love other people.

God lets people have **freewill**, even though he knows we will cause suffering. But he thinks it is worth it so we can have **freewill** and real **morality**.

Some religious people would say that evil and suffering are actually good things because they help us learn and develop. This is the way we can make our **souls**.

They believe God created the world but it was **not perfect**. God has deliberately put some **challenges** and **suffering** in our world because through learning from suffering we can develop our own **morality**.

By making mistakes and learning from the consequences we grow and learn not to make that mistake again because it causes suffering and evil to us and others. For example, if you choose not to revise for a test you will be disappointed with your grade, this suffering will help you to revise next time.

These religious believers think that God also **allows** other people to suffer because it gives us an opportunity to help. If we see someone starving, we have an opportunity to learn how to be **compassionate** and share our food. If someone is being bullied we can learn how to have **courage** to stand up for them. If there was no suffering in the world we would never develop these good qualities.

These believers think that there is no suffering in the world, we would never learn how to do the right thing and become good people.

Some religious people would say that the whole point of life is for God to test us so he can know whether to send us to Heaven or Hell.

Some people believe that everyone can choose to do right and wrong, they follow God or the Devil.

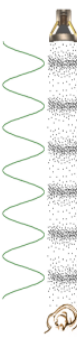
God is in control but he gives the devil permission to tempt people away from him during their lives. The suffering we experience is a test to see if we will continue to follow God when times are hard.

These people think God has picked out just the right amount of suffering for us to go through in our lives. If you suffer a lot, it means God knows you have a strong faith and knows you can handle a difficult test.

The test results come out when the world ends: many people believe there will be a judgement day, the good things you have done will be weighed against the evil things. If there is more good than evil then you will go to Heaven.

Year 8 Block 2 Knowledge Organiser Waves
[Revision Pg: 83 + 90-92 \(85-87 + 91-93\) \(pg 94\)](https://www.bbc.com/news/health-61268161)
<https://www.bbc.com/news/health-61268161>

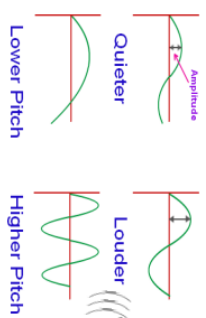
- Sound travels as a longitudinal wave – oscillations parallel to the wave/energy direction
- An oscilloscope then converts this longitudinal wave into a wave that we can interpret to investigate the pitch, volume and frequency
- Sound travels fastest in a solid. Particles can pass energy on quickly because they are arranged in a regular pattern and are tightly packed. Why does light travel slowest in air?



Animal	Hearing range (Hz)	Loudest sound produced (dB)
human	20-20 000	90
dog	40-60 000	113
elephant	10-10 000	117
howler monkey	100-30 000	140
cat	30-50 000	100
bat	3 000-120 000	100

Key Terms	Definitions
Waves	Oscillations or vibrations which have amplitude, wavelength and frequency. The top is the peak/crest and the bottom is the trough. Waves transfer energy but not matter.
Amplitude	The distance from the middle to the top (or bottom) of the wave – often referred to as the height of a wave.
Wavelength	The distance between one peak and the next and determined the pitch (high/low) of a sound.
Frequency	The number of waves passing a specific point every 1 second, measured in Hertz (Hz).
Loudness	Determined by the amplitude of the wave and is measured in decibels (dB).
Pitch	The pitch of a sound depends on the frequency.
Echo	A reflection of sound which can be used to calculate the distance
Ultrasound	Sound with a frequency greater than 20,000Hz, used to determine the depth of the ocean or produce images of inside the human body
Infrasound	Sound with frequency less than 20Hz, used by some animals for communication and by scientists to detect volcanic eruptions

Pitch and Volume
The shorter the wavelength, the higher the pitch.
The bigger the amplitude, the louder the sound.



Speed of sound in air: 340m/s

Microphones

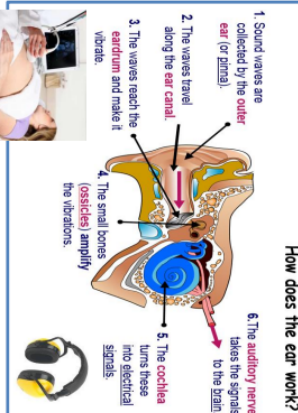
Mobile phones and telephones contain microphones. These devices contain a diaphragm, which does a similar job to an ear drum.

The vibrations in air make the diaphragm vibrate, and these vibrations are changed to electrical impulses.

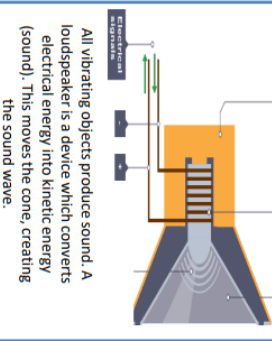
These electrical signals can then be relayed through a loudspeaker.



Detecting Sound



Loudspeakers

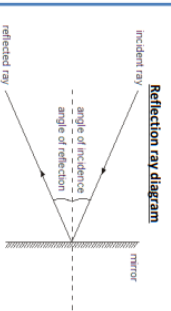


Year 8 Block 2 Knowledge Organiser Waves
[Revision Pg: 83 + 90-92 \(85-87 + 91-93\) \(pg 94\)](https://www.bbc.com/news/health-61268161)
<https://www.bbc.com/news/health-61268161>

Use ray diagrams to show how images are formed – such as mirrors, pinhole cameras and the human eye

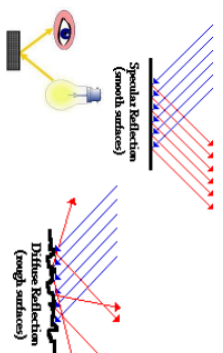
Reflection

- You need light to reflect from an object for you to see it
- When light is reflected from a mirror, the angle of incidence is equal to the angle of reflection. This is the law of reflection.

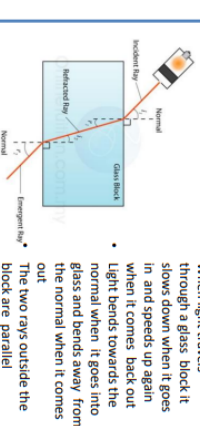


Diffuse scattering and specular reflection

Reflection from a smooth surface is called specular reflection. Reflection from a rough surface is called diffuse scattering.



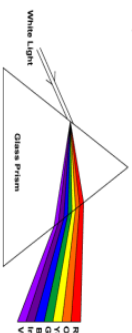
Refraction



- When light travels through a glass block it slows down when it goes in and speeds up again when it comes back out
- Light bends towards the normal when it goes into glass and bends away from the normal when it comes out
- The two rays outside the block are parallel
- The changing direction of light is called refraction
- Light is refracted when it changes speed

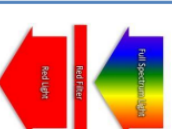
Absorption of light

- White light is made up of seven different colours
- You can use a prism to split white light into a spectrum, this is called dispersion
- The spectrum of white light is continuous, there are no gaps between the colours
- Dispersion happens because different colours of light are refracted by different amounts
- Light with a higher frequency is refracted more than light with a lower frequency. So violet is refracted the most as it has the highest frequency and red is refracted the least.

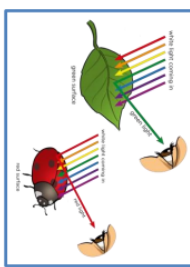


Key Terms	Definitions
Incident ray	The ray of light that hits the mirror or glass
Reflected ray	The ray of light that reflects off the mirror
Normal line	Imaginary line at 90 degrees to the mirror
Angle of reflection	The angle between the normal and reflected ray
Angle of incidence	The angle between the normal and the incident ray
Refraction	When light changes direction as it enters or leaves a different medium (material)
Emergent ray	The ray of light that leaves the glass block
Focus / focal point	The point where light rays cross

A filter removes the colours from white light leaving you with the colour you want, e.g. a red filter transmits red light and absorbs all the others



- A filter removes the colours from white light leaving you with the colour you want, e.g. a red filter transmits red light and absorbs all the others
- Any coloured object reflects the colour that it is and absorbs the rest
- Black objects absorb all colours
- White objects absorb no colours and reflect all the light



Year 8 Block 2 Biology Knowledge Organiser Respiration and gas exchange

Revision guide Pgs: 11-13 (12-14 higher)

<https://www.bbc.com/bitesize/subjects/z48821nv>

Breathing:

We breathe in order to get the oxygen into our bodies and to remove the waste product of carbon dioxide.

Breathing in is called inhalation. When this happens our diaphragm contracts and expands downwards. The intercostal muscles contract and pull the rib cage upwards and outwards. This increases the volume of the chest cavity. The decrease in air pressure inside the lungs causes air to be drawn into the lungs through the trachea.

Breathing out is called exhalation. When this happens our diaphragm relaxes and moves upwards. The intercostal muscles relax and the rib cage moves inwards and downwards. This increases the pressure inside the lungs. This causes carbon dioxide to be forced out of the lungs.

Respiration

Respiration is the process that living organisms use to release energy from glucose. It occurs in the mitochondria within our cells. We get glucose from food that we eat.

The equation for aerobic respiration is:

Glucose + oxygen → carbon dioxide + water + (energy)

The equation for anaerobic respiration is:

Glucose → Lactic acid (+ energy)

The glucose comes from our food and the oxygen comes from the lungs via the blood stream. Carbon dioxide is removed from the body via the bloodstream and then exhaled from the lungs.

We use the energy created for many processes within our body:

MRS NERG → Movement, Respiration, Sensitivity, Nutrition, Excretion, Reproduction, Growth

Year 8 Block 2 Biology Knowledge Organiser Respiration and gas exchange

Revision guide Pgs: 11-13 (12-14 higher)

<https://www.bbc.com/bitesize/subjects/z48821nv>

Key Words:

Aerobic → respiration that uses oxygen

Alveoli → the small air sacs in the lungs that are the site of gas exchange

Anaerobic → respiration performed without oxygen

Asthma → a disease of the respiratory system

Breathing → the process of drawing in oxygen and releasing carbon dioxide

Bronchioles → the small air tubes in the lungs

Bronchus → the 2 main air tubes into the lungs

Calories → the unit of measuring energy in food

Carbon dioxide → the waste gas produced in respiration

Diaphragm → a membrane found at the bottom of the rib cage that helps with breathing

Digestive system → the system that breaks down food into useful molecules

Energy → The useful product of respiration that our bodies use for life processes

Glucose → the sugar used in respiration

Lactic acid → the waste product formed in anaerobic respiration

Lungs → the organs used for breathing

Oxygen → the gas used in respiration

Respiration → the chemical reaction that our bodies use to make energy

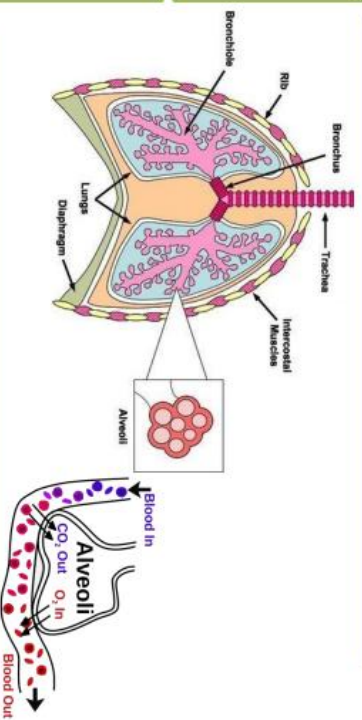
Respiration system → the system used to create energy in our bodies

Trachea → the scientific word for the windpipe

The Respiratory System

The respiratory system is responsible for taking in oxygen and expelling carbon dioxide. The lungs are the organ where this gas exchange occurs. They are made up of many fine air tubes called bronchioles, which terminate in alveoli. Here oxygen diffuses into the bloodstream and carbon dioxide diffuses out.

Lungs are designed for absorbing oxygen as they have a huge surface area (alveoli), a rich blood supply, are moist (gases move in solution), and alveoli walls are thin so the gases do not have far to diffuse.



COPD and Alveoli

Chronic obstructive pulmonary disease (COPD) is a term used for a wide range of conditions including emphysema and chronic bronchitis. Emphysema causes the alveoli to change shape causing the surface area to become smaller. This causes the amount of gas exchange happening in the lungs is reduced. This causes people to become short of breath and they get tired quicker. There is no cure for COPD and it is a progressive condition.

Core Practical: Lung volume and height investigation:

In the core practical an investigation was carried out to see if there was a relationship between height and lung volume.

Apparatus:

Meter sticks were used to measure height

Lung volume bags were used to measure lung volume

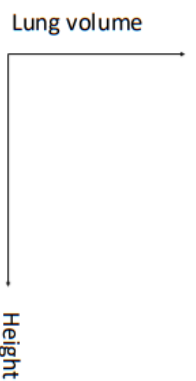


Method:

Each student measured their height and lung volume.

The class results were added to a table.

The results were then used to draw a graph.



Variables:

Independent Variable: height

Dependent variable: lung volume

Control variables: both non smokers, both same age, both non asthmatic

Year 8 Block 2 Knowledge Organiser Light
 Revision Pgs: 84-86 + 88-89 (87-88 + 90 higher)
<https://www.bbc.com/bitesize/subjects/zh2xsbk>

KPI6.1: Describe how light interacts with different materials

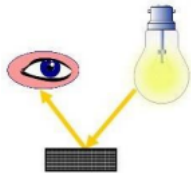
- Light travels as a wave
- Light moves very fast at 300 000 km/s in a vacuum
- Light can travel through gases, some liquids like water and some solids like glass.
- Light can travel through a vacuum, it doesn't need a medium to travel in. This is how light from the sun travels through space to reach the Earth.
- Light moves more slowly the denser the medium, so it's slower in a solid than in a gas.

Transmission of light through materials

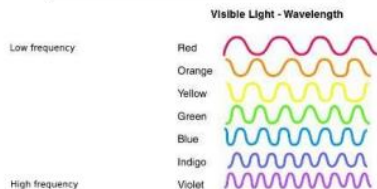
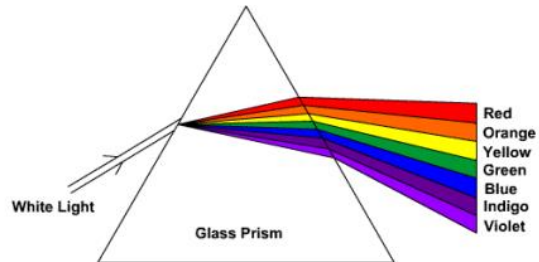
Something that gives out light is luminous e.g. a lamp or the sun



Most objects you see are non-luminous, you see them because they reflect light into your eyes.



- When you look through a window light travels through the glass into your eye, the glass **transmits** the light
- Most of the light goes through the glass but a small amount is absorbed, the material is **transparent**
- Materials like frosted glass or tissue are **translucent**, light travels through them but is scattered so you can't see clearly
- Materials that do not transmit light are **opaque**

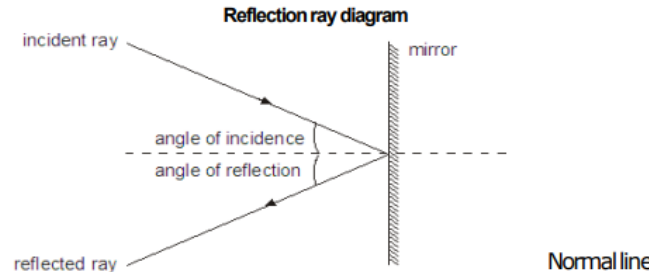


Key Terms	Definitions
luminous	Something that gives out light
transparent	Materials you can see through
translucent	Materials light can travel through but is scattered, so you cannot see clearly
opaque	Materials that do not transmit light, they produce shadows
emit	Gives out light
Light year	The distance light travels in one year
vacuum	Contains no particles

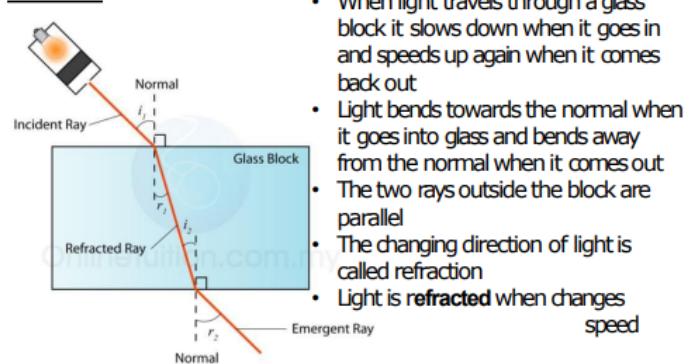
Year 8 Block 2 Knowledge Organiser Light
 Revision Pgs: 84-86 + 88-89 (87-88 + 90 higher)
<https://www.bbc.com/bitesize/subjects/zh2xsbk>

KPI6.2: Use ray diagrams to show how images are formed – such as mirrors, pinhole cameras and the human eye

- You need light to reflect from an object for you to see it
- When light is reflected from a mirror, the angle of incidence is equal to the angle of reflection. This is the **law of reflection**.



Refraction



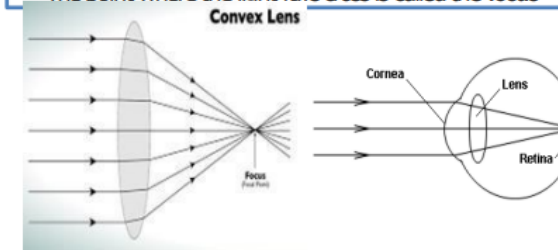
- When light travels through a glass block it slows down when it goes in and speeds up again when it comes back out
- Light bends towards the normal when it goes into glass and bends away from the normal when it comes out
- The two rays outside the block are parallel
- The changing direction of light is called refraction
- Light is **refracted** when it changes speed

Key Terms	Definitions
Spectrum	White light split into its seven colours
Filter	Removes colours from white light
Prism	Pyramid shaped glass object used to split white light
Dispersion	the separation of white light into colours according to wavelength
Pixels	Photosensitive picture elements on a grid at the back of a digital camera

Key Terms	Definitions
Incident ray	The ray of light that hits the mirror or glass block from the ray box
Reflected ray	The ray of light that reflects off the mirror
Normal line	Imaginary line at 90 degrees to the mirror
Angle of reflection	The angle between the normal and reflected ray
Angle of incidence	The angle between the normal and the incident ray
Refraction	When light changes direction as it enters or leaves a different medium (material)
Emergent ray	The ray of light that leaves the glass block
Focus / focal point	The point where light rays cross

Lenses

- There are two types of lenses, **convex** and **concave**
- The lens in your eye is a **convex** or a converging lens
- Light is refracted as it goes into the lens and as it comes out
- The point where the light rays cross is called the **focus**



Food and Drink – Year 8.5 Spanish vocab list

¿Qué comes?	What do you eat?
El pan	Bread
El pescado	Fish
El queso	Cheese
La mantequilla	Butter
La leche	Milk
El café	Coffee
El té	Tea
La cola	Coke
El azúcar	Sugar
El jamón	Ham
El chocolate caliente	Hot chocolate
La manzana	Apple
La carne	Meat
La mermelada	Jam
El helado	Ice cream
Las judías verdes	Green beans
Las verduras	Vegetables
Las patatas fritas / papas	Chips
Las patatas fritas	Crisps
Las espinacas	Spinach
El huevo	Egg
El agua	Water

¿Cuándo comes?	When do you eat?
El desayuno	Breakfast
La comida	Lunch
La merienda	Snack
La cena	Evening meal/tea

¿Te gusta....?

sí...
no...
porque es/son...

muy
bastante
un poco
demasiado
sabroso
delicioso
rico
sano
terrible
asqueroso
picante
dulce
amargo/a
salado
grasiento
bueno para la salud
malo para la salud

**Remember to think
about making your
adjectives agree!**

Do you like...?

Yes...
No...
because it's/they are
Very
Quite
A bit
too
tasty
delicious
delicious
healthy
awful
disgusting
Spicy
Sweet
sour
salty
fatty
good for your health
bad for your health

O – masculine
A – feminine
OS – masc plural
AS – Fem plural



¿Qué quieres comer?

Quiero
Para mí
Para beber
Para comer
Una ración de...
¿Tienes...?
La cuenta, por favor
De primer plato
De segundo plato
De postre
Camarero/a
La propina

What do you want to eat?

I want
For me
To drink
To eat
A portion of...
Do you have...?
The bill, please
For the starter
For the main
For dessert
Waiter/waitress
The tip

¿Te gustaría...?

Un paquete de
Un litro de
Un kilo de
Un medio kilo de
Una botella de

Would you like...?

A packet of
A litre of
A kilo of
Half a kilo of
A bottle of

¿Cuánto cuesta?

diez
veinte
veintiuno
treinta
treinta y uno
cuarenta
cincuenta
sesenta
setenta
ochenta
noventa
cien
dos cientos
quinientos

How much?

10
20
21
30
31
40
50
60
70
80
90
100
200
500

¿Te gusta(n)...?

Prefiero
Me encanta(n)
Me gusta(n)
No me gusta(n)
Odio
En mi opinión
Pienso que

Do you like...?

I prefer
I love
I like
I don't like
I hate
In my opinion
I think that



Desayunar
Comer
Merendar
Cenar

To eat breakfast
To eat lunch
To snack
To eat dinner

My home! Spanish Year 8 - 8.6

¿Dónde vives? Vivo ... en una casa en un apartamento en el campo en las montañas en la costa en la ciudad en las afueras en un pueblo en el norte en el sur en el oeste en el este		Where do you live? I live In a house In a flat In the countryside In the mountains On the coast In the city/town In the suburbs In a village In the north In the south In the west In the east	
¿Dónde está? en debajo de delante de detrás (de) entre al lado de enfrente cerca de		Where is...? On/in under in front of behind between next to opposite near to	
¿Qué se puede hacer? ¿Qué vas a hacer? Se puede... Voy a ... ir de paseo visitar museos comer en un restaurante descansar en la playa quedar con amigos		What can you do? What are you going to do? You can... I am going to... Go for a walk Visit museums Eat in a restaurant Rest on the beach Hang out with friends	

My home! Spanish Year 8 - 8.6	
¿Qué hay en tu casa? Hay.... No hay... Un jardín Un garaje Un salón Un pasillo Un dormitorio Un comedor Un cuarto de baño Una cocina Una terraza Una oficina/un despacho Los baños El dormitorio de mis padres En la primera planta En la planta baja Arriba	What is there in your house? There is / are... There isn't... A garden A garage A living room A hall A bedroom A dining room A bathroom A kitchen A terrace An office/study Toilets My parents' bedroom On the first floor On the ground floor Upstairs
¿Qué hay en tu dormitorio? Una cama Un escritorio Un ordenador Un armario Un estante Una lámpara Una mesa Una puerta Una silla Una televisión Una ventana Una cómoda Una moqueta Unos pósteres	What is there in your bedroom? A bed A desk A computer A wardrobe A shelf A lamp A table A door A chair A television A window A chest of drawers A carpet Some posters

¿Qué hay en tu ciudad? En mi ciudad hay... la playa la piscina la pista de hielo la biblioteca la carnicería la comisaria la mezquita la iglesia la librería el centro el cine el museo el teatro el centro comercial el polideportivo el mercado el supermercado el estadio el parque de atracciones el hospital el puerto los monumentos las tiendas los cafés los restaurantes la oficina de turismo	What is there in your town? In my city there is... The beach The swimming pool The ice rink The library The butchers The police station The mosque The church The book shop The town centre The cinema The museum The theatre The shopping centre The leisure centre The market The supermarket The stadium The theme park The hospital The port The monuments The shops The cafés The restaurants The tourist information office
	

Year 8 Spanish Knowledge Organiser 8.6

Where I live geographically, Places in town, Phrases that use infinitives.

Opinion starters:

Pienso que	I think that
Creo que	I believe that
En mi opinión	In my opinion
Para mí	For me
Me parece que	It seems to me
Encuentro	I find

Pienso que Bristol es histórico - I think that Bristol is historic
Encuentro Londres bastante industrial – I find London quite industrial.

Prefiero Bath porque es menos turístico que Liverpool – I prefer Bath because it is less touristy than Liverpool.

Phrases that use **infinitives**.

An infinitive is the basic form of the verb. In English it starts with to_ to run, to jump, to swim.

In Spanish the verb ends in –ar, –er, –ir.

e.g. I like to run – Me gusta correr.

Se puede	– One can	} These are followed by an infinitive.
Voy a	- I am going to	
Me gusta	- I like	

Se puede ir al centro – One can go to the city centre.

Voy a comer en un restaurante – I am going to eat in a restaurant.

Me gusta jugar al fútbol en el parque - I like to play football in the park.

	Ir – to go
I	Voy – I go / I am going
you	Vas – You go / you are going
he/she/it	Va – he goes / he is going
we	Vamos – we go / we are going
you (pl)	Vais – you (pl) go / are going
they	Van – they go / are going



Hay (there is) and no hay (there is not) – these phrases are very important to allow us to say what is in our town or city. Remember! When using no hay there is no un/una e.g. **Hay un** parque but **no hay** parque

It is important to use the correct **article** in front of a noun. This will depend on if we want to say 'a' (indefinite article) or 'the' (definite article), and also in Spanish if the noun is **masculine, feminine, singular or plural**.

Articles	A/some	The
Masculine	Un	El
Feminine	Una	La
Masc Plural	Unos	Los
Fem Plural	Unas	Las

REMEMBER!

Any practical work you do at home, take photos and this can be classed as homework if there is evidence in your homework book!

Decorative Textile Techniques

Applique is the method of sewing pieces of fabric onto other fabric bases in beautiful designs. You can stitch the applique pieces by hand as well as by sewing machine.



Spray dyeing creates a speckled, graffiti effect on fabric. Try not to spray too close as it will not have the same effect on the fabric.



Dyeing involves adding colour to the fabric by way of soaking it in a solution of dye. You can dye a fabric fully or partially; Batik, tie and dye, shibori dyeing are all variations of dyeing fabric to bring about beautiful patterns on fabric surface.



Rubbings use natural textures to create interesting designs on to fabric, layer different colours to make your design more original.

Shaving foam marbling is a method of creating a marble effect, using shaving foam and acrylic paints. You can mix colours together to create a colourful design. Be careful not to overmix as this could result in to getting an all over brown colour.



Decorative stitches are created by selecting different stitch settings on a sewing machine, these are good to use in different colours to match your creative work. They can be sewn in a curved line as well as just sewing straight.

**Year 8 Textiles Knowledge Organiser****The 4 Rs of sustainability**

The UK wastes around £1 billion of clothing each year, which effects the environment we live in. A way to support the environment is to follow the four Rs of sustainability at home.

Recycle – Making unwanted clothing in to something new i.e. Jeans in to shorts.

Reduce – Buy high quality clothing which will last for longer.

Repair – If there is a rip or hole in your clothing, fix it by hand sewing it or adding a patch.

Reuse – If you no long want your clothing, donate it to a sibling or local charity shop.

Textiles Hierarchy of Key wordsTier 3
Academic keywords.

analyse
embellishment
Woven/ bonded/ knitted
Free machine embroidery
Plain seam
sustainable
function
develop

Tier 2
Valuable keywords used in most lessons every lesson.

Complementary colours
contrast
fastening
compare
iron
context
effect
embroidery
equipment
appliqué
improve

Tier 1
Basic keywords used in almost every lesson.

colour
pattern
thread
design
machine
line
theme
Fabric
shape
Texture
tone
sew

Questions and activities – hints and tips

Summarising a lesson:

Answer the following questions to help you summarise your learning in a lesson. This will help you recap and think again about your learning, and will be useful to look back on in the future.

- What key words did you use in the lesson?
- Can you define those key words and use them in a sentence?
- What new content did you cover?
- How does this link to your previous learning?
- Can you summarise your learning into one sentence?

Revision:

If you have an MCQ approaching, you could create some revision material based on your knowledge organiser.

Can you get down the key information in a spider diagram?

Can you use diagrams, pictures, symbols etc to recall your knowledge?

Knowledge quizzes:

Create a set of questions using the information from your knowledge organiser, or from your lesson.

You could make them about key words, and maybe even give multiple choice answers.

Go over the questions you keep getting wrong.

Try the questions out with those at home, or maybe your teacher could use them for their starter quiz in class.

Keyword Development:

Practise the spellings of key words. Use the look-cover-write-check method to help you.

Can you explain what the key words mean?

Can you link the key words together?

Copy out the key words with their definitions.

What might it look like?

Geography

Topic: Our Place in the World

Thursday 1st October

Lesson Summary:

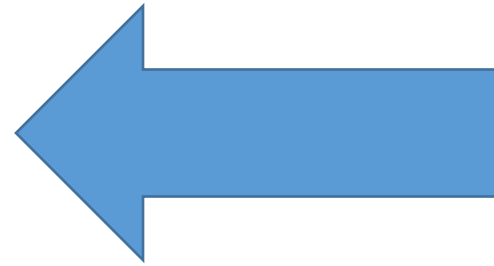
Longitude - the distance, in degrees, E or W of the Prime Meridian.

Latitude - the distance, in degrees, N or S of the Equator.

Today we learnt about how the world is divided up using lines of latitude + longitude. The Equator is an 0° latitude, and the poles are 90° N + S.

This links to our previous learning because now I can say where the continents are using longitude + latitude to find them on a map.

Knowledge Quiz:



Lesson summary:

Science

Topic: Cells

Monday 28th September

Knowledge Quiz:

1.) What is the name of the part of the microscope where the specimen is placed?

A = Stage

2.) How many cells are there in a 'unicellular' organism?

A = one

3.) What does the 'cell membrane' do?

A = controls movement of substances in + out of the cell

4.) Where does photosynthesis take place in a cell?

A = Chloroplast

5.) What is the function of the red blood cells?

A = to carry oxygen



How to present your homework:

Subject written on the left-hand side of the page and underlined.
For example: Food

Topic written on the centre of the page and underlined.
For example: Sugars

One single straight line between both pieces of homework.

Subject: Food Tuesday 25th June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intinsic sugars	
Polysaccharides	

Subject: English

Topic: Macbeth

1. Who are the four most important characters in Macbeth?
Macbeth, Lady Macbeth, Banquo and Macduff.
2. What are three character traits of Banquo?
Gullible, superstitious and ambitious.
3. How would you describe Lady Macbeth?
She is manipulative, cold-blooded and cruel.
4. How is Lady Macbeth two-faced?
She is warm and welcoming to Duncan, and then manipulates her husband to kill him.
5. What is the name of Banquo's son?
Fleance

Date written fully on the right hand side of the page and underlined – this should be the day you complete the homework.

Notes
