



**BRISTOL
METROPOLITAN
ACADEMY**

28 th February 2022	Week A
7 th March 2022	Week B
14 th March 2022	Week A
21 st March 2022	Week B
28 th March 2022	Week A
4 th April 2022	Week B

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

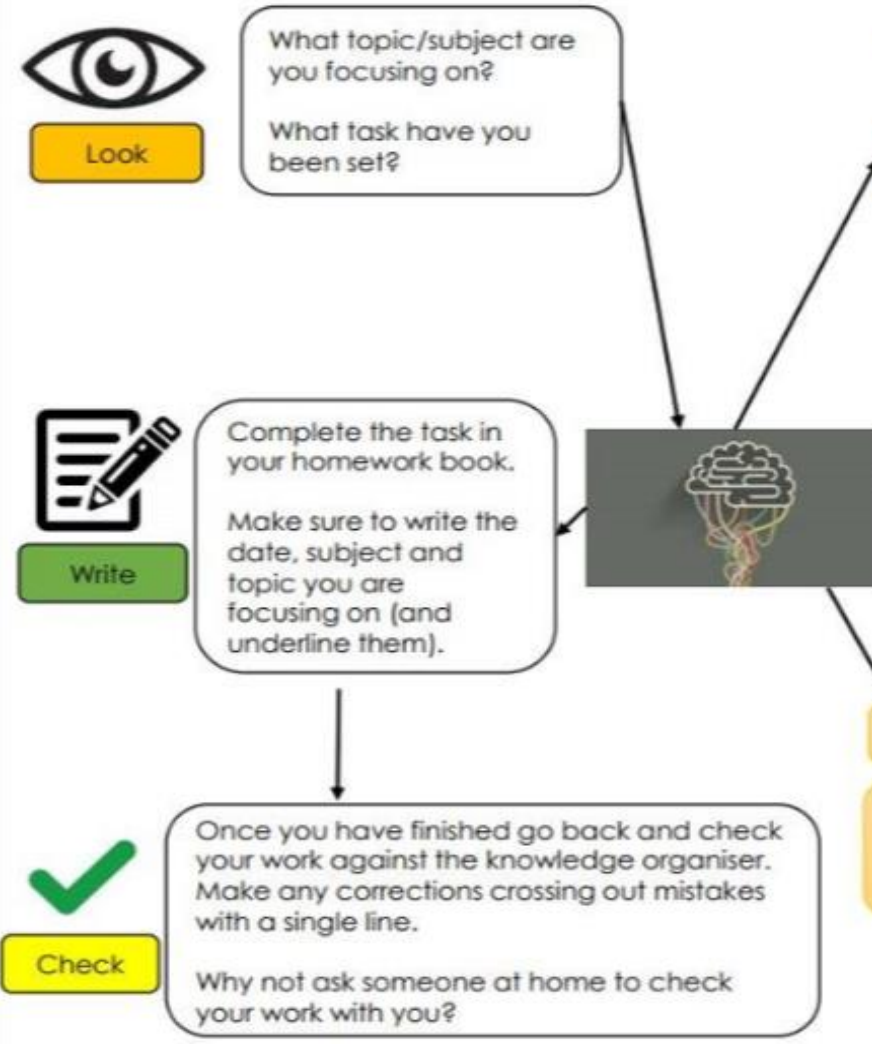
Knowledge Organisers 2021-22 Year 8 – Term 4

	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

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

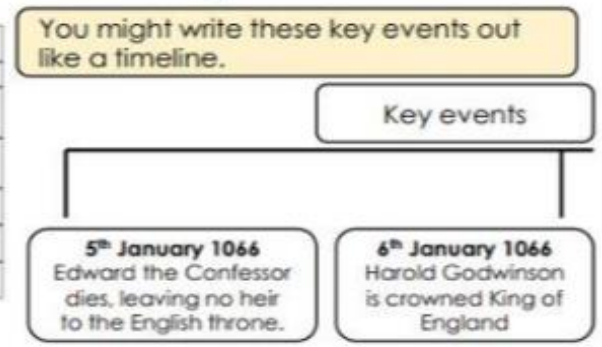
Questions you might consider:

1. What is a key function of carbohydrates?

It is our primary source of energy.

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 loses 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.



Key Terms

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	Drama – Pg 4	Food – Pg 8	German - Pg 12 - 13	Music – Pg 17	Science – Pg 20-21
ICT Pg 3	DT – Pg 5	French – Pg 9 - 10	History – Pg 14	PE – Pg 18	Spanish – Pg 22-23
	English – Pg 6 - 7	Geog – Pg 11	Maths – Pg 15-16	RS – Pg 19	Textiles - Pg 24

Year 8 Our Environment



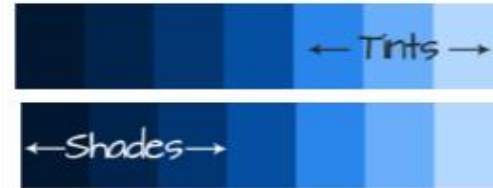
Content: In this project you will develop knowledge of environmental issues.

Understand- what inspired artists to create their work and how to critically analyse their work.

Develop skills- in observational drawing, colour theory, painting and visual communication.

Outcomes- Art works inspired by environmental issues and the Artists you have studied.

- Keywords:**
- Climate Change
 - Graffiti
 - Extinction
 - Environment
 - Habitat
 - Street Art



Andy Warhol's "Endangered Species" series includes 10 silkscreen prints. The animals were listed on the endangered at the time they were made in 1983. Andy Warhol made these prints to raise awareness about the endangered species. Andy Warhol is a famous artist from the Pop Art movement. He used images found in popular culture and used an industrial printing method to make his work.



A
R
T
I
S
T
S



NeverCrew are a Swiss based street artist duo; Christian Rebecchi and Pablo Togni. The mural above 'Exhausting Machine' was created for the Vancouver Mural Festival in 2016. Nevercrew's art work explores the issues of climate change and pollution and the effect it is having on nature. You can find more information about their work at their website. <https://nevercrew.com/about>

In colour theory, a **tint** is a mixture of a colour with white, which reduces darkness, while a **shade** is a mixture with black, which increases darkness.



Complementary colours are pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter.

Year 789 - Data Representation

Number Bases

Denary

Base 10 Numbers - 23, 5

Binary

Base 2 Numbers -
01010101

128	64	32	16	8	4	2	1	
0	0	0	0	1	0	1	0	= 10
0	0	1	1	1	1	1	0	= 62
1	0	0	0	1	1	1	1	= 143
0	0	0	0	0	0	0	1	= 1
1	1	1	1	1	1	1	1	= 255

Binary Arithmetic

Rules of Addition

- 0 + 0 = 0
- 0 + 1 = 1
- 1 + 0 = 1
- 1 + 1 = 0 Carry 1
- 1 + 1 + 1 = 1 Carry 1

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

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

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

OVERFLOW ERROR

When an extra bit is created to represent a number

Storage Units

The more bits of Binary you use, the higher the file size.

+8	↓	Bit		
+1000	↓	Byte	↑	x8
+1000	↓	Kilobyte	↑	x1000
+1000	↓	Megabyte	↑	x1000
+1000	↓	Gigabyte	↑	x1000
	↓	Terabyte	↑	x1000

2Mb to Bits								
2	x	1	0	0	0	=		
2	0	0	0					
2	0	0	0	x	1	0	0	0
2	0	0	0	0	0	0		
2	0	0	0	0	0	0	x	8
1	0	0	0	0	0	0	0	0
2Mb = 10000000 Bits								

ASCII TABLE

Decimal	Hex	Char	Decimal	Hex	Char	Decimal	Hex	Char
0	0	NULL	32	20	SPACE	64	40	@
1	1	START OF HEADING	33	21	!	65	41	A
2	2	START OF TEXT	34	22	"	66	42	B
3	3	END OF TEXT	35	23	#	67	43	C
4	4	END OF TRANSMISSION	36	24	\$	68	44	D
5	5	ENQUIRY	37	25	%	69	45	E
6	6	ACKNOWLEDGE	38	26	&	70	46	F
7	7	BELL	39	27	'	71	47	G

ASCII and Unicode

ASCII

7 bit ASCII used to represent 128 characters in binary. Only enough for English language.

Unicode

Created to extend binary values for other languages using 16 bit numbers. This allows for 65,536 characters to be encoded.

A S C I I																	
C	=	67	=	0	1	0	0	0	0	1	1	=	8	bits	8	x	4
A	=	65	=	0	1	0	0	0	0	0	1	=	8	bits	=	32	bits
T	=	84	=	0	1	0	1	0	1	0	0	=	8	bits	32	/	8
!	=	33	=	0	0	1	0	0	0	0	1	=	8	bits	=	4	bytes
U N I C O D E																	
✓	=	0	0	0	0	1	0	0	1	1	1	1	1	0	1	0	(2554)
籍	=	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	(4167)

Representing Images

Pixel - Small dot on of colour on an image

Resolution - Amount of pixels on an image

Colour/Bit Depth - Amount of bits in each pixel (amounts of colours available)

Factors that affect the quality and file size:

Increasing resolution and colour depth means the quality will improve. It also means the file size will increase.

Working out file size:

File size (bits) = Resolution x Bit Depth

0	1	1	1	0
1	1	1	1	1
0	0	1	0	0
0	0	1	0	0
0	1	1	0	0



Drama Year 8 Term 4 Knowledge organiser

Romeo and Juliet - Plot summary

Romeo and Juliet is a play written by Shakespeare. It is a tragic love story where the two main characters, Romeo and Juliet, are supposed to be sworn enemies but fall in love. Due to their families' ongoing conflict, they cannot be together, so they kill themselves because they cannot cope with being separated from one another. *Romeo and Juliet* is a Shakespearean **tragedy**.



- Two wealthy families, the Montagues and the Capulets, have another brawl in the city of Verona. The Prince and the townspeople cannot cope with the constant fighting so the Prince declares that the next person to break the peace will be killed.
- Romeo Montague and his friends gatecrash a Capulet party and Romeo meets Juliet Capulet. He falls in love with her instantly. They are shocked to discover they are sworn enemies due to their feuding families. Friar Laurence marries Romeo and Juliet.
- Romeo goes to celebrate his marriage with his friends, Mercutio and Benvolio, but gets into a fight with Juliet's cousin, Tybalt. Tybalt kills Mercutio and Romeo avenges his death by killing Tybalt.
- The Prince banishes Romeo because he killed Tybalt. Both Romeo and Juliet are heartbroken.
- Capulet, Juliet's father, decides she should marry Paris. Juliet refuses and goes to Friar Laurence where they come up with a plan for Romeo and Juliet to be together.
- Juliet fakes her death and lies in a tomb waiting for Romeo to come so they can run away together. Romeo doesn't receive the message about the plan, so thinks Juliet has actually died. He goes to Verona and sees Juliet in her tomb, 'dead'.
- Romeo drinks poison so he can be with Juliet in death. She wakes up to discover Romeo is dead. Juliet kills herself with his dagger.
- The Capulet and Montague families vow never to argue again.

Key themes



The most obvious theme in *Romeo and Juliet* is that of love, but the play deals with many other important ideas too. Shakespeare invites us to examine the importance of fate, death, honour, friendship and duality. All of these themes are still relevant today, which is why the play is still popular after all these years.

The main themes in *Romeo and Juliet* are:

- love
- fate
- duality (or opposites)

The prologue introduces the theme of fate when the lovers are called **"star-crossed"** and **"death-marked"**. This means that the events of their lives, and their deaths, are somehow already decided.

There are lots of incidences throughout the play when the main characters refer to omens that hint at their tragic ending. For example, before the Capulet party, Romeo feels worried that something bad is **"hanging in the stars"**. Later when Juliet looks at Romeo from the balcony she is upset that she sees him **"as one dead in the bottom of a tomb"**.

We know from the start of the play that the lovers will die, and the events all lead to this tragic end.

The very first word of this play is **"two"**, and throughout the play we are presented again and again with pairs of people and concepts. In terms of people we have Capulets and Montagues, Romeo and Juliet, Tybalt and Benvolio. As you can see, sometimes the pairs are complementary and work together. Other times they are opposites. We also see duality in the main ideas the play deals with. For example, love and hate, war and peace, home and exile. Perhaps Shakespeare was trying to show us that everything is part of a whole.

The main theme of love is introduced at the very beginning by the Chorus who tells the audience that this is a play about **"star-crossed lovers"**. When we first meet Romeo he is love-sick for Rosaline and talks to Benvolio about how painful love can be.

During the Capulet's party, we are presented with 'love at first sight' when Romeo and Juliet fall instantly for each other. The romantic love between the couple develops throughout the play and for them love ultimately leads to death.

We also see the strength of love between friends when Mercutio stands up to take Romeo's place in a fight with Tybalt.

Parental love is also explored when Capulet suggests that his daughter is too young to marry Paris. He is protective of Juliet. Later when Tybalt dies, Capulet brings the wedding between her and Paris forward, as he thinks this celebration will ease her grief.

Opposites and oxymorons



In this play, two families are at war, the Capulets and Montagues. These two sides can be seen as opposites. Throughout the play, Shakespeare highlights other opposites that we find in life:

- life and death
- love and hate
- light and dark

This emphasises the hate and the love that exists between the two families.

When words with contradictory meanings are placed side by side, it is called an oxymoron. Again, they highlight the contradiction between Romeo and Juliet's love against the backdrop of their warring families.

Imagery and metaphor



Imagery in *Romeo and Juliet* is vivid and often poetic. It adds to the feelings that the characters express and often makes the language of the play beautiful and romantic. For example, when Romeo spots Juliet on her balcony, instead of saying 'Oh, she looks nice!' he says **"It is the east, and Juliet is the sun."** This image of Juliet as the sun shows us how bright she appears to him. The sun is necessary for life, so perhaps Romeo is suggesting that Juliet is essential for his life.

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



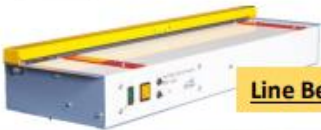
Soldering Iron



Fret Saw



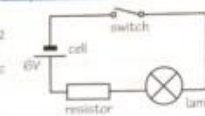
Line Bender



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 **durable**.
- 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.

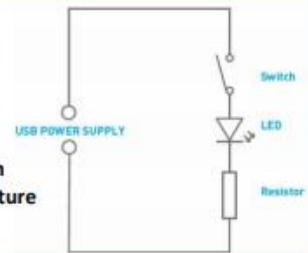
- 5) **Resistors** are used to **reduce** the current in a circuit so you don't damage delicate components (e.g. the lamp in the circuit above). Resistance is measured in **ohms** (Ω). A **larger** resistance means **less** current flows.

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.

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.



Practice your isometric drawing here

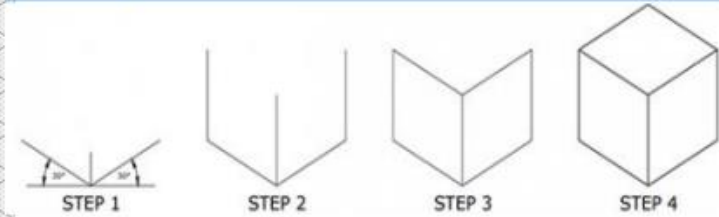


Isometric Drawing Shows Objects at 30°

- 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.



Poems	Summary	Key Themes
Sonnet 43 - Elizabeth Barratt Browning	The speaker uses a traditional Petrarchan love sonnet form to list the ways in which she has unconditional love for her fiancé.	<ul style="list-style-type: none"> Romantic and idealistic love Conventional love poem Religion
Valentine - Carol Ann Duffy	The speaker presents their lover with the unconventional valentine gift of an onion and explains their reasoning behind this. They reject traditional displays of love and instead highlight the realities of an everyday relationship.	<ul style="list-style-type: none"> Realistic portrayal of love Unconventional approach to love Romance Heartache
I Love Me Mudder - Benjamin Zephaniah	The speaker celebrates his mother and all that she has encouraged him to achieve when they moved to England from their home country. The speaker feels valued by his mother and, in turn, is inspired to value everyone.	<ul style="list-style-type: none"> Parental relationships Maternal love Cultural identity Importance of family connection
My Father Thought It - Simon Armitage	Autobiographical poem in which the speaker reminisces about an incident in which he had his ear pierced as a teenager and his father's reaction to it. While at the time, the speaker thinks his father has outdated views, looking back as a 29 year old man, he now has more of an understanding of where his father was coming from.	<ul style="list-style-type: none"> Parental relationships Paternal love Identity Coming of age
Alone - Maya Angelou	The speaker has an epiphany in which she realises that human suffering can be addressed through friendship and community. She believes that relationships and 'togetherness' are the key to the common good for all people.	<ul style="list-style-type: none"> Importance of community Human suffering Togetherness vs. being alone
Nuptials - John Agard	The speaker looks to nature as a source of inspiration for a long and successful marriage. He emphasizes the importance working together and not struggling to do things alone.	<ul style="list-style-type: none"> Romantic connection Importance of togetherness vs. being along

Literary Terms and Devices	
Metaphor	A comparison where one thing is said to be another.
Personification	Giving human features to inanimate objects.
Alliteration	When the same consonant sound (not the same letter) is repeated at the beginning of words.
Assonance	When the same vowel sound is repeated throughout a line of poetry.
Rhyme	Words at the end of a line which sound the same.
Rhythm	The beat and pace of a poem.
Stanza	A group of lines forming a section (verse) in a poem.
Enjambment	The continuation of a sentence without a pause beyond the end of the line.
Caesura	A break between words in a line usually through punctuation.
Free verse	Poetry that does not have a regular rhyme or rhythm.
Sonnet	A poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.
Phonetic spelling	When words are spelt in the way that they are pronounced.

Important Vocabulary			
Dialect	A form of language specific to a city or area.	Idealistic	An unrealistic and overly positive idea.
Maternal	Having the qualities of a mother.	Familial	Relating to family members.
Unconditional	The person doing or giving something does not require anything back in return.	Epiphany	A moment of sudden realisation and understanding.
Autobiographical	When an author writes about his or hers own life.	Devotion	Dedication something to a person or cause.
Reminisce	To talk or write about past events that you remember with pleasure.	Regret	To have a sense of sorrow about events in the past
Culture	The ideas and behaviours of a particular group in society.	Conventional	Based on what is generally done or believed.

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

Celiac – 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
Builds & Protects Muscle
Found in meat, dairy & some plants



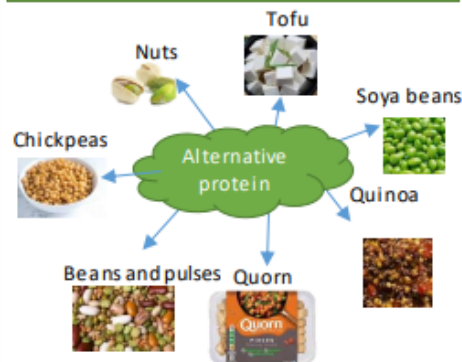
Fat
Provides Long Lasting Energy
Found in meats, oils, dairy & most



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
- Pests 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 Clostridium botulinum 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.



My Holiday experiences! Year 8 French ARE 3 Vocab list



<p>les participes passés irréguliers? Faire → fait Prendre → pris Boire → bu Voir → vu Lire → lu Vouloir → voulu Dire → dit Devenir → devenu Avoir → eu Écrire → écrit</p>	<p>Irregular past participles ? To do → did To take → took To drink → drank To see → saw To read → read To want → wanted To say → said To become → became To have → had To write → wrote</p>	<p>Quand? Aujourd'hui Normalement D'habitude Parfois/quelquefois Pendant la pause/ le trajet Le week-end Après le collège deux fois par semaine souvent Toujours Rarement De temps en temps Le lundi</p>	<p>When? Today Normally Usually Sometimes During breaktime/the journey On the weekend After school Twice a week Often Always Rarely From time to time On Monday</p>	<p>Qu'est-ce que tu fais normalement? Se reposer (je me repose) Se relaxer (je me relaxe) S'amuser (je m'amuse) Se baigner (je me baigne) S'habiller (je m'habille) Se lever (je me lève) Se laver (je me lave) Se réveiller (je me réveille) S'entendre avec (je m'entends avec) Se brosser les dents/ les cheveux (je me brosse) Se doucher (je me douche) Se maquiller (je me maquille)</p>	<p>What do you do on holidays? To relax To relax To have fun To bathe To get dressed To get up To wash To wake up To get on with To brush teeth/hair To shower To put on make-up</p>
<p>Les opinions C'était Génial Fantastique Intéressant Touchant Inoubliable Incroyable Trop court Ennuyeux/barbant Trop long Passionnant Émouvante Triste</p>	<p>Opinions It was ... Great Fantastic Interesting Moving (emotionally) Unforgettable Incredible Too short Boring Trop long Exciting Emotional sad</p>	<p>Hier Récemment Le week-end dernier La semaine dernière L'année dernière Il y a un mois Demain Bientôt A l'avenir Le week-end prochain La semaine prochaine L'année prochaine Dans un mois</p>	<p>Yesterday Recently Last weekend Last week Last year A month ago Tomorrow Soon In the future Next weekend Next week Next year In a month</p>	<p>Il faisait quel temps? il faisait beau il faisait mauvais il faisait chaud il faisait froid il faisait gris il faisait nuageux il y avait du soleil il y avait du vent il y avait du brouillard il y avait de l'orage il pleuvait il neigeait il geleait</p>	<p>What was the weather like? The weather was nice The weather was bad It was hot It was cold It was grey / overcast It was cloudy It was sunny It was windy It was foggy It was stormy It was raining It was snowing It was icy</p>



A **verb** is a doing, being or having word. e.g. to speak, to eat, to be.
Reflexive verbs in French are verbs which usually mean an action done to yourself (e.g. straighten your hair, brush your teeth, etc.). Many are regular -er verbs and they need an extra **reflexive pronoun**.

Subject pronouns	Reflexive pronoun
je (I)	me
tu (you)	te
il (he), elle (she), on (we)	se
nous (we)	nous
vous (you) (pl)	vous
ils/elles (they)	se

Examples:

Se lisser les cheveux - to straighten one's hair
Je **me** lisse les cheveux > I straighten my hair
Se brosser les dents - to brush one's teeth
On **se** brosse les dents > we brush our teeth
Se doucher - to shower
Tu **te** douches le matin ou le soir? Do you shower in the morning or in the evening?

The perfect tense:

You can talk about the past by using the **perfect tense** (*le passé composé*). The perfect tense has 3 parts:

1. The subject pronoun (eg. Je, nous)
2. The auxiliary (*avoir* or *être*)
3. The past participle

To form the past participle, take off the infinitive endings (-er, -ir or -re) and add the following endings instead:

-ER verbs > - é

-IR verbs > - i

-RE verbs > - u

Examples:

J'**ai** achet**é** des baskets au centre commercial. I **have bought** trainers at the shopping mall.

Hier il **a** jou**é** au foot dans le parc. Yesterday he **played** football in the park.

Tu **es** all**é** en ville hier? You **went** to town yesterday?

The 2 auxiliary verbs are AVOIR or ÊTRE.

- Use **AVOIR** with most verbs.
- Use **ÊTRE** with **reflexive verbs** and **DR. MRS VANDERTRAMP verbs**. [*Devenir* (to become), *Revenir* (to come back), *Monter* (to go up), *Retourner* (to return), *Sortir* (to go out), *Venir* (to come), *Aller* (to go), *Naître* (to be born), *Descendre* (to go down), *Entrer* (to enter), *Rentrer* (to go home/to return), *Tomber* (to fall), *Rester* (to remain), *Arriver* (to arrive), *Mourir* (to die), *Partir* (to leave).]

AVOIR	ÊTRE
J' ai	Je suis
Tu as	Tu es
Il /elle a	Il /elle est
Nous avons	Nous sommes
Vous avez	Vous êtes
Ils /elles ont	Ils /elles sont

Remember!

When using être to form the perfect tense your past participle must agree with the subject pronoun.

Add -e if feminine e.g. elle est all**é**e

Add -s if plural e.g. ils sont all**é**s

Add -es if feminine plural eg. elles sont all**é**es

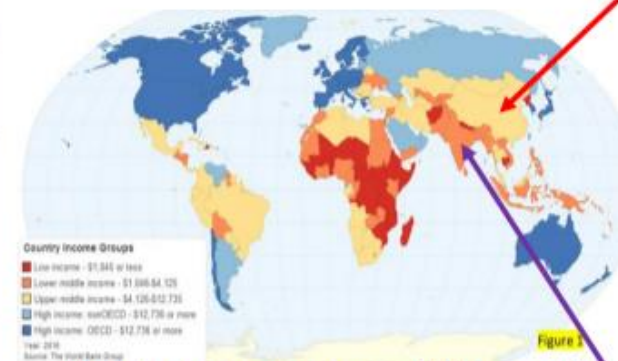
Keywords	
Development	A process of change that improves the standards of living of people in a country
NEE	Newly emerging economy (not yet fully developed but making progress at a rapid rate)
Global	The world
Globalisation	The process by which the world is becoming increasingly interconnected
Transnational Corporation (TNC)	A huge company that does business in several countries
Urbanisation	An increase in the proportion of people living in urban areas in a country
Human Development Index (HDI)	Combines three measures of development: life expectancy, average number of school years and GNI per capita. This produces a number between 0-1, where 1 is the highest HDI score.
GNI per capita	The value of a country's goods and services, divided by the number of people living in that country
BRICs	5 economies working together to develop and grow their economies - Brazil, Russia, India, China, South Africa
Push factor	Negative things that make people want to move to a new area e.g. war
Pull factor	Positive aspects that attract people to move to a place e.g. employment opportunities

Year 8 Geography

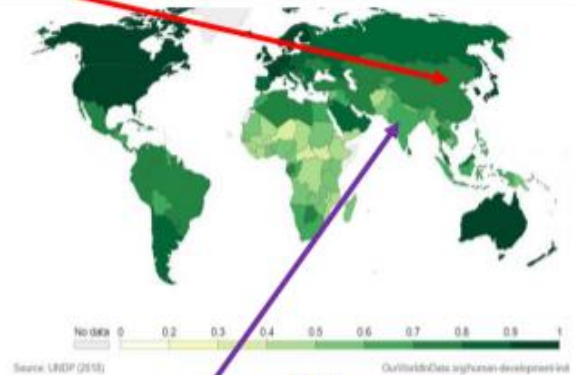
How is Asia changing?



How has China developed?	Advantages of China's growing industry	Problems with China's growing industry
A huge population = large workforce	Factories offer lots of jobs which reduces unemployment	Factory smoke harming the rural industry
Has 12% of the world's mineral resources	Workers pay tax which helps the government to provide other services	People work long days and sometimes in poor conditions



Country income groups: GNI per capita



HDI



Rapid development in India has led to urbanisation. This has had positive and negative impacts:

Positive	Negative:
More people have access to clean water and medical care in cities	Air pollution has increased from industry and transport developments
Wages have increased and TNCs employ thousands of people	Poor working conditions and claims of exploitation



8.7 German Present tense holidays vocab. list

<p>Wohin fährst du Ich reise ... Ich fahre... nach Berlin/ London nach Frankreich nach Spanien nach England nach Schottland nach Irland nach Polen nach Deutschland nach Österreich nach Wales nach Italien in die Schweiz in die Türkei in die Karibik nach Amerika</p>	<p>Where do you travel? I travel... I go ... To Paris / to London To France To Spain To England To Scotland To Ireland To Poland To Germany To Austria To Wales To Italy To Switzerland To Turkey To the Caribbean To the States</p>	<p>Wo bleibst du? Ich bleibe in einem Hotel einer Ferienwohnung auf einem Campingplatz einer Jurte einem Wohnwagen einem Zelt einer Jugendherberge einem Mobilheim bei meinen Großeltern</p>	<p>Where do you stay? I stay in.. A hotel A holiday flat A campsite A yurt A caravan A tent A youth hostel A static caravan At my grand-parents'</p>	<p>Was machst du in den Ferien? Sich entspannen (ich entspanne mich) Spaß haben/es macht Spaß sich sonnen Denkmäler besuchen zum Strand gehen ins Restaurant gehen einkaufen gehen spazieren gehen Fotos machen Souvenirs kaufen Wassersport machen</p>	<p>What do you do on holidays? To relax (I relax) To have fun (it is fun) To sunbathe To visit monuments To go to the beach To go to the restaurant To go shopping To go for walks To take photos To buy souvenirs To do water sports</p>
<p>Wie fährst/reist du? zu Fuß mit dem Fahrrad mit dem Motorrad mit dem Auto/Wagen mit dem Zug mit dem Schiff mit der U-Bahn mit dem Reisebus mit dem Bus mit dem Flugzeug</p>	<p>How do you travel? On foot By pushbike By motorbike By car By train By boat By tube/underground By coach By bus By plane</p>	<p>In der Stadt Ich besuche Wir besuchen der Supermarkt die Brücke das Schwimmbad das Eisstadion die Stadtmitte das Kino das Museum das Theater das Verkehrsamt das Einkaufszentrum das Freizeitzentrum der Markt das Stadion der Freizeitpark das Krankenhaus die Monumente die Geschäfte die Kirche der Bahnhof</p>	<p>In the town I visit... We visit... The supermarket The bridge The swimming pool The ice rink The town centre The cinema The museum The theatre The tourist information office The shopping centre The leisure centre The market The stadium The theme park The hospital The monuments The shops The church The train station</p>	<p>Wo ist...? Es ist weit Es ist in der Nähe Es ist 5 Minuten von hier entfernt Es ist à 300 Meter entfernt Gehen Sie geradeaus An der Ampel Zum Kreisverkehr Gehen Sie links Gehen Sie rechts Nehmen Sie die erste/zweite Straße über die Brücke</p>	<p>Where is...? It's far It's nearby It's 5 minutes away It's 300 metres away Go straight on At the traffic lights To the roundabout Go left Go right Take the first / second road over the bridge</p>
<p>mit der Straßenbahn = by tram mit der Fähre = by ferry</p>				<p>Wie ist das Wetter? Es ist schön Es ist heiß Es ist sonnig Es ist kalt Es ist 25 Grad Es ist schlecht Es regnet Es schneit Es ist windig Es ist wolzig Es gibt einen Regenbogen</p>	<p>What is the weather like? It is good weather It is hot It is sunny It is cold It is 25 degrees It is bad weather It is raining It is snowing It is windy It is cloudy There is a rainbow</p>

Year 8.7 KO Present tense Holidays

Present tense and Future tense.

gehen = to go

ich gehe = I go
 du gehst = you go (familiar)
 er/sie/es geht = he/she/it goes
 wir gehen = we go
 ihr geht = you go
 Sie gehen = you go (polite)
 sie gehen = they go

fahren = to go/drive/travel

ich fahre = I go
 du fährst = you go (familiar)
 er/sie/es fährt = he/she/it goes
 wir fahren = we go
 ihr fahrt = you go
 Sie fahren = you go (polite)
 sie fahren = they go

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 German, the verb ends in **-en** or **n**. The infinitive goes to the end of the sentence

e.g., I will eat – ich werde essen

Man kann = You can

Ich werde = I will

Ich muss = I must

} **These are followed by an infinitive.**

Man kann in die Stadt gehen – You can go to the town

Ich werde in einem Restaurant essen – I am going to/will eat in a restaurant.

Ich muss einkaufen gehen = I must go shopping

Pronoun	werden – to become (need to form future tense)
I	ich werde
you	du wirst
he/she/it	er/sie/es wird
we	wir werden
you (pl)	ihr werdet/Sie werden (polite + pl)
they	sie werden



ins Einkaufszentrum gehen to go to the shopping centre
 radfahren to cycle
 mit meinen Freunden ausgehen to go out with friends
 ins Kino gehen to go to the cinema
 die Museen besuchen to visit museums
 einkaufen gehen to go shopping

um...zu + infinitive = in order to

Ich gehe ins Einkaufszentrum, um einkaufen zu gehen – I go to the shopping centre to go shopping.

Ich gehe zum Park, um Fußball zu spielen – I go to the park, in order to play football.

Why are we learning about this?

The British Empire covers over 400 years of British History. It was the largest empire in history. We are going to learn how the British Empire impacted different locations around the world and how the legacy of the empire still impacts peoples' lives today.

Key Events





1	1500s - England begins to establish itself as a naval power and looks to control more land.
2	1612 – East India Company began a small empire of trading posts in India.
3	1770 – Captain James Cook landed his ship in Australia
4	1807 - Slave trade outlawed (but does not outlaw slavery itself)
5	1833 - Slavery abolished in British Empire
6	1842 – Britain took control of Hong Kong after the opium wars with China
7	1857 - Rebellion in India (Indian Mutiny). British government took over India from the East India Company, start of the British Raj.
8	1901 – Australian independence from the British Empire.
9	1919 – The Amritsar massacre takes place in India.
10	1947 – Indian gains independence from the British Empire.
11	1919 - British government massacred a peaceful gathering at Amritsar, India.
12	1947 - India and Pakistan given independence.
13	1997 - Hong Kong was handed back to China.



The British Empire was so large it was said: "the sun never sets on the British Empire"

History
Year 8 Term 4
We need to talk about the British Empire.

Why did Britain want an Empire?

Trade (and money) 	The British could make huge amounts of money from trading across the Empire. They could also access resources which otherwise were not available to them.
Warfare 	The British used soldiers from around the Empire in their army.
Political power and influence 	The British became one of the most powerful countries in History. Even today, Britain is far more powerful than its size suggests.
Religion 	The British tried to spread Christianity across the Empire, often ignoring local religions and cultures.

Key Terms

14	Aboriginals	The people native to Australia. They have lived there for over 60,000 years
15	The British Raj	Period of British rule in India after 1857. From the Hindi word for reign.
16	colony	A country that is controlled by an empire. E.g. India, South Africa, Australia, Canada.
17	Commonwealth	A group of countries that were once part of Britain's Empire that associate with each other today.
18	empire	When one country rules over other countries. E.g The British Empire.
19	mutiny	Disobeying or fighting against the leaders in charge.
20	native	Some from an area.
21	opium	An addictive illegal drug from the juice of the opium poppy.
22	partition	The action or state of dividing or being divided into parts.
23	Sepoy	An Indian soldier serving under British orders.

History Skills Focus

Similarities and differences	We will be explaining how similar and different the impacts of the British Empire were on different colonies.
Consequence	What were the results/impacts of the British Empire on the colonies.

Keywords

Percent: parts per 100 – written using the % symbol
Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals
Fraction: a fraction represents how many parts of a whole value you have.
Equivalent: of equal value.
Reduce: to make smaller in value.
Growth: to increase/ to grow
Integer: whole number, can be positive, negative or zero.
Invest: use money with the goal of it increasing in value over time (usually in a bank)

Fraction/ Percentage of amount



Find $\frac{3}{5}$ of £60

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

Remember $\frac{3}{5} = 60\% = 0.6$

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

60% of £60 = 0.6 x 60 = £36

Fractions – on a diagram

The denominator is represented by EQUALLY sized parts – this is split into quarters

Fractions – on a number line

One whole split into 18 equal parts
 18 is the denominator

This point is at the 6th part
 6 is the numerator

$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$

Quarters

One quarter (one whole split into 4 equal parts) = $\frac{1}{4} = 0.25$
 Twenty five hundredths

One whole = 1
 One half = 0.5
 One quarter = 0.25

Convert FDP

$\frac{70}{100}$ → This also means 70 out of 100 squares → → 70 hundredths = 70%

Using a calculator → $\frac{70}{100} = 0.7$
 This will give you the answer in the simplest form

Convert to a decimal
 * 100 converts to a percentage

Be careful of recurring decimals
 eg $\frac{1}{3} = 0.333333$
 $\frac{3}{10} = 0.3$
 The dot above the 3

Convert FDP < and > 100%

100 hundredths = 10 tenths = 100%
 40 hundredths = 4 tenths = 40%

140 hundredths = 14 tenths = 140%

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

Percentages on a hundred grid

100% = a whole = 100 hundredths

7 tenths = 7 out of 10 = 70%

6 tenths and 3 hundredths = 63 hundredths = 63%

Express as a percentage

27 per every 100 shaded = $\frac{27}{100}$

54 per every 100 shaded = $\frac{54}{100}$

54%

$\frac{13}{30} \rightarrow \frac{13}{30} \times 100 = 43.3333...%$
 43%

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

Decimal percentages are still a percentage.

Percentage change

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

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

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

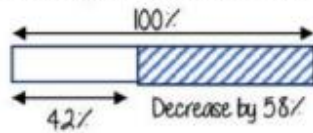
Percentage profit = $\frac{36,000}{180,000} \times 100 = 20\%$

Difference in value / Original value * 100

Choose appropriate method

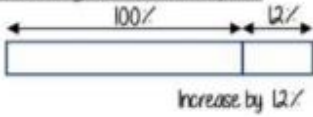
The language and wording of the question is the key

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

Percentage decrease: Multipliers

$$100\% - 58\% = 42\% \quad \text{Multiplier Less than 1}$$

$$100 - 58 = 42$$

Percentage increase: Multipliers

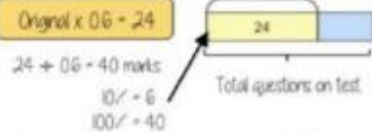
$$100\% + 12\% = 112\% \quad \text{Multiplier More than 1}$$

$$100 + 12 = 112$$

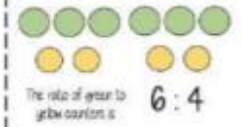
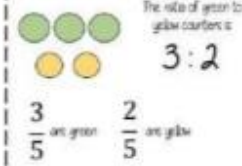
Find the original value**Percentage calculations**

$$\text{Original amount} \times \text{Multiplier} = \text{Final Value}$$

In a test Lucy scored 60% of her questions correctly Her score was 24. How many questions were on the test.



A car sold for a profit of £3000 with a profit of 20%. How much was the car originally?

**Proportion**

$$\frac{6}{10} = \frac{3}{5} \quad \text{6:10 reduces to 3:5}$$

$$\frac{4}{10} = \frac{2}{5} \quad \text{The proportion remains the same}$$

There are five parts in this ratio: 2 blue + 3 yellow = 5 total



The fraction painted blue is $\frac{2}{5}$ and the fraction painted yellow is $\frac{3}{5}$

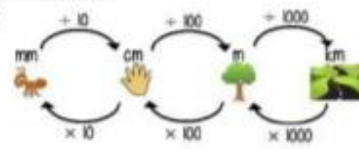
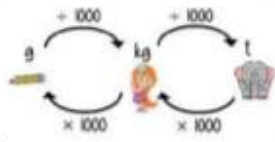
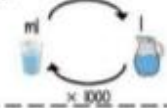
This can be used to write other fraction facts

Blue is $\frac{2}{3}$ of yellow.

Yellow is $\frac{3}{2}$ of blue.

We can also write this as an equivalence relationship.

3 blue are equal to 2 yellow or $3b=2y$

Metric conversions**Length****Mass****Capacity**

M - thousand
Centi - hundredth
Milli - thousandth

Metric measures

Length Common units of length or distance are

Millimetres (mm) - 'M' prefix means one thousandth or $\div 1000$

Centimetres (cm) - 'Cent' prefix means one hundredth or $\div 100$

Metres (m)

Kilometres (km) - 'Kilo' prefix means a thousand $\times 1000$

Mass (Weight)

Grams (g)

Kilograms (kg) - 'Kilo' prefix means a thousand $\times 1000$

Tonnes (t)

Capacity

Millilitres (ml) - 'M' prefix means one thousandth or $\div 1000$

Litres (l)

Length the distance from one point to another

Mass a measure of how much matter is in an object

Capacity the amount an object can contain (normally liquids)

Volume the amount of 3-dimensional space an object takes up (units of length cubed)

Convert to change a value or expression from one value to another

Imperial a system of weights and measures originally developed in England

Metric a system of measuring that replaced the imperial system to fall in line with the rest of Europe

Proportion values of two items that increase in the same ratio

Time and the calendar

1 Year - the amount of time it takes Earth to go around the sun 365 (leap a quarter) days
Leap Year - 366 days every 4 years

12 Months - one year = 52 weeks
31 days - Jan, March, May, July, Aug, Oct, Dec
30 days - April, June, Sept, Nov
28 days - Feb (29 leap year)

1 Week - 7 days
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

1 Day - 24 hours
1 Hour - 60 minutes
1 Minute - 60 seconds

Use a number line for time calculations!

Digital Clock

12-hour clock
• Use am (morning) and pm (afternoon)
• Only use four lines up to 12

Digital Clock (24-hour times)

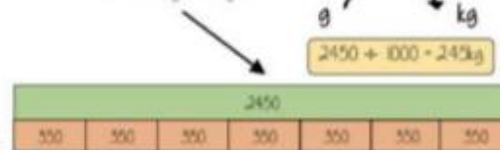
0-11 (morning hours)
12-23 (afternoon hours)

Metric calculations

A package weighs 350g. How much will 7 packages weigh?
Give your answers in kilograms



The final weight is in grams

**Calculations tips**

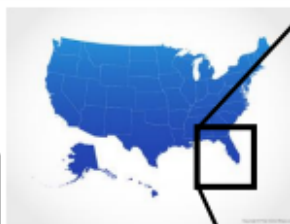
- Do all calculations in the same unit (often the smaller measurement)
- Read for the units of your answer
- Do all conversions of units at the same time
- Represent your image pictorially where possible

The Blues – A genre of music that was born in America in the 1930s
 Year 8 – Topic 2

12 Bar Blues – A chord sequence used in most blues Music

Improvisation – Making up music on the spot

Walking Bassline – A bass line that moves up and down in pitch taking small, regular steps



The Deep South
 The Blues was created in an area of America called the Deep South where there was a large population of African Slaves working on cotton, tobacco and sugar plantations.

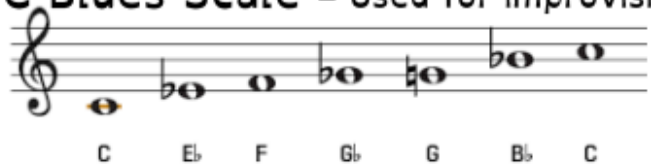


Harmonica
 Used for improvising

Chord Sequence

Play each chord 4 times per box. The order of your notes in your chords doesn't matter, just the combination of correct pitches.

C Blues Scale – Used for improvising



Acoustic Guitar
 Used for Chords



Walking Bassline

C E G A Bb A G E C E G A Bb A G E
 F A C D Eb D C A C E G A Bb A G E
 G B D E F A C D C E G A C C C



Upright Bass
 Used for basslines

'AAB' Lyrics
 'A' lines are the same, 'B' line is different but rhymes with 'A'
 A
 A
 B



12 Bar Blues

C	C	C	C
F	F	C	C
G	F	C	C

PRINCIPLES OF TRAINING



Basic – FITT

FREQUENCY

How often you train

INTENSITY

How hard you train

TIME

How long you train for

TYPE

What type of training you do



FREQUENCY



INTENSITY



TIME



TYPE

Advanced - SIVRPAR

SPECIFICITY – Training should be specific to the individual's sport, activity or fitness goal

INDIVIDUAL DIFFERENCES/NEEDS – The programme should be designed to meet the individual training goals and needs

VARIATION – It is important to do different activities in training to prevent boredom

REST & RECOVERY – A sports performer needs to rest to allow their body to recover and repair

PROGRESSIVE OVERLOAD – In order to progress training needs to be demanding enough to cause the body to adapt, improving performance

ADAPTATION – How the body reacts to training loads by increasing its ability to cope with those loads

REVERSIBILITY – When training stops, training effects are reversed

REVISION

What is Islam?

Islam	Peace, through submission to God
Prophet	Messenger of Allah, for example, Mohamed was the final prophet.
Tawhid	Oneness of God, everything is connected to God, nobody can fully understand Allah
Shirk	Believing anything is equal to Allah, Making decisions that should be made by God, or putting your own will before God's
Ummah	Worldwide family of Muslims
Allah	One God, who has no equal.

Islam is the religion - means submission
Muslim - followers of Islam - one who submits to the will of Allah
Allah - Arabic name for God
Salam - Peace (peace within comes when people submit to the will of Allah)

Key belief
Shahadah - "I bear witness that there is no God but Allah, and that Mohamed (PBUH) is the prophet of God."

Muslims have 99 names for Allah, but their crucial belief is in the unity or oneness of Allah - this is known as **TAWHID**

Some examples of the 99 names of Allah:
 The Knower
 Most Gracious
 Most Merciful
 The King
 The Holy One
 The Source of Peace
 The Keeper of Faith,
 The Guardian
 The Almighty,
 The Sustainer,

The Qu'ran
 Muslims believe it is the final word of Allah (God) and is perfect.
 The Qu'ran is the holiest text in Islam.
 It was given to Mohamed by the Angel Gabriel over 23 years.
 Muslims believe that Allah has given them a complete guide for how to live their life.



The Hadith
 A collection of the sayings of the Prophet Mohamed (pbuh)



Eid-Al-Fitr

Eid-ul-Fitr

This festival comes at the end of **Ramadan**. Muslims give thanks to God for helping them to fast and giving them the Qur'an. It is a time of forgiveness. Muslims gather at the mosque to pray in the morning. They give presents to one another and enjoy festival food. They give to the poor so they can celebrate too.

Eid-ul-Adha

This festival comes at the end of the time of **Hajj**. It is the festival of sacrifice and recalls the story of Abraham. Muslims kill animals at this festival to show they are ready to give their lives to God. Meat is shared with friends, family and the poor.



Eid Al-Adha

5 Pillars of Islam

1. Shahadah	Belief Saying: "There is no God but Allah, and Mohamed is his messenger" To become a Muslim, you must recite this statement three times in front of witnesses. You must believe and understand what you are saying.
	
2. Salat	Prayer Muslims should pray five times a day. In Islamic countries a person will call people to pray from the Mosque. Muslims bow in prayer to show respect and submission to Allah.
	
3. Zakat	Charity Muslims purify their money by giving 2.5% away (after essential bills. After essential bills) Muslims believe that everything we have has been loaned to us by Allah. It is one way to submit to Allah and support the Ummah.
	
4. Sawm	Fasting Muslims fast during the holy month of Ramadan. During daylight hours Muslims do not eat, drink, smoke, have sex or fight. Fasting from food and drink teaches self discipline and empathy for the poor.
	
5. Hajj	Pilgrimage If they can, Muslims try to go to Mecca once in their lifetime. Everyone wears white to show that they are equal
	

The life of Prophet Mohamed (pbuh)

Mohamed (pbuh) was born in Mecca in 570CE. His father died before he was born. His mother died when he was 6. When he grew up he became a trader. People said he was honest in business.

He married his employer, a rich and independent woman called Khadijah. Mohamed's family believed in one God, but this was unusual at the time.

One night, Mohamed was in a cave praying when he heard the words of Allah, spoken by the angel Jibril (Gabriel). Mohamed (pbuh) had never been taught to read or write, but he told others the exact words that Allah had said. These words were written down: This became the Quran.

Mohamed began to preach to the people. He said "stop worshipping all these statues. There is only one God." But the people of Mecca would not listen to him. They tried to kill him, so when he was invited to, he journeyed to a city called Medina. This is called the hijra.

In Medina, Mohammed (pbuh) was welcomed and he had the first mosque built so that people could go there to worship Allah. He became the leader of the new community: The Ummah.

Mohammed (pbuh) died when he was 63. He was buried in Medina and a mosque was later built around his tomb.

6 Articles of Faith (pillars of Iman)

1. Belief in Allah as the one and only God (Tawhid) Tawhid means there is only one God, and he is the creator of all things, pure monotheism. Believing in Tawhid means that everything is connected to Allah, nothing is secular. Allah is not born, and He has no son or daughter. Allah has no equal, because of this He should be worshipped and obeyed.	2. Belief in Angels (Al-Malaa'ika) Angels were created from light, before humans were even created, for the purpose of worshipping Allah. Angels are workers of Allah. They do whatever Allah tells them to do. They pray and worship and glorify Allah, some carry the throne of Allah, some help Muslims in times of need, others sit on our shoulders and write down all the good and bad deeds that we may do.	3. Belief in the holy books (Al-Kitab) This is the belief in the Holy books of Islam that have been sent by Allah to guide us. 3 of them have been translated or added to, so they are not completely Allah's Message anymore. They are the Torah, The Gospels and the Psalms. The only book left perfectly is the Qur'an, because it is the last message Allah will send to us. In it Allah tells us that the Quran is the 'completion of our faith.'
4. Belief in the Prophets (Risalah) Risalah means prophethood. Allah has always been guiding people through His prophets. All the prophets and messengers came with the same message: to submit to Allah by obeying and worshipping Him. Prophets include Adam, Noah, Abraham, Ishmael, Isaac, Lot, Jacob, Joseph, Moses, David and Jesus, and ended with Muhammad, the final prophet (peace be upon them all). There are 25 prophets mentioned in the Quran, but there could be many more that were not mentioned.	5. Belief in the Day of Judgement (Akhirah) Muslims believe we will all have to answer to Allah on the Day of Judgement, when we will be judged according to how we lived our lives. A person who obeys and worships Allah will be rewarded with a place of happiness in Paradise (Jannah); the person who does not will be sent to Hell, (Jahannam) a place of punishment and suffering. Allah is the most merciful so he will forgive many sins on Judgement day	Belief in Predestination (Al-Qadr) Allah knows our destiny. Yet we have Free Will Allah already knows everything that will happen in the end, including who will go to Heaven and Hell. However we are also free to choose right and wrong. Muslims believe this is because Allah is outside of time, so he can see all things at once.



What the Prophet taught:

People who live good lives will go to paradise. Those who get rich by making others suffer will go hell.

There is only one God. Idols should be destroyed.

Stop having wars and feuds, and to settle our quarrels through the law.

Muhammad said all people are "equal like teeth on a comb", whatever their colour or background.

People with money should help the poor. "He is not a Muslim who eats his fill while his brother goes hungry"

- Mohamed taught that people must not -
1. Act out of anger.
 2. Hate, envy or provoke each other.
 3. Spy on each other or betray each other's trust.
 4. Drink alcohol or gamble.
 5. Cheat each other.
 6. Charge interest on money loaned to those in need.
 7. Pay bribes to get what is lawfully not yours.
 8. Kill unwanted babies either before or after birth.
 9. Be cruel to animals.

The Growth of Islam
 Second largest religion
 Fastest growing religion
 It spread along the trade routes
 Many Muslim countries became rich from selling oil.

Sunni and Shia
 The split occurred 1400 years ago, following the death of Mohamed in Medina. Muslims who wanted to select his successor, or Caliph, by following the traditional Arab custom (Sunna) formed into a group known as Sunnis. Others insisted the Prophet had selected his cousin and son-in-law Ali as the next leader. This group was called Shia Ali, or 'Party of Ali'.

Conflict in Islam
 Islam would be a more powerful force if countries worked together. Iran is a Shi'ite country and Iraq is Sunni.
 Iran wanted Shi'ites everywhere to fight for power but Iraq didn't want this. Hundreds and thousands died in the war about this.
 Some Muslim countries want an Islamic Government others don't.



Year 8 Block 3 Biology Knowledge Organiser Evolution

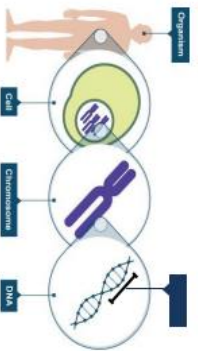
Revision guide Pgs: 26-29

<https://www.bbc.com/bitesize/subjects/z4882hv>

KPI 9.1: Identify variation between individuals of a species and state the differences between species, describing the difference between continuous and discontinuous variation.

DNA

- All the instructions to make organisms are kept in coded form on a very long molecule called DNA.
- DNAs is kept in the nucleus of every cell.
- The molecule is so long it is twisted and folded into tiny structures called chromosomes so it can fit inside the nucleus.
- It has a ladder like structure and is a double helix.
- A short length of chromosome which codes for a characteristics called a gene.
- There are four bases in DNA- A, T, C, G. A only pair with T, C only pair with G.
- As the sequence of the bases differ, the protein produced differ. This account for many variations.



Variation

- The differences between living things of the same species known as variation.
- Variation can be caused by differences in genes or differences in the environment.
- Some variation is caused by a mixture of both genes and environment.

Year 8 Block 3 Biology Knowledge Organiser Evolution

Revision guide Pgs: 26-29

<https://www.bbc.com/bitesize/subjects/z4882hv>

KPI 8.2: Explain how variation allow organisms to compete, and the way this drives natural selection

Organisms compete for resources like food, water, mates, space, light, and minerals.

There are 2 types of competition. Interspecific competition is between individuals of different species and Intraspecific competition is between individuals of the same species.



Organisms have special features known as adaptations to help them survive in their environment. For example polar bears are white so they are camouflaged in the snow.

Variation

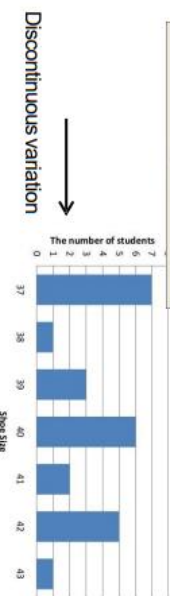
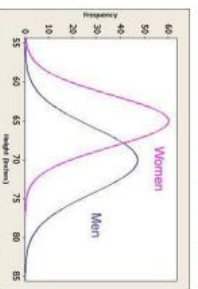
Variation can be caused by genes e.g. eye colour and your blood group. It can also be caused by environment which means the food you eat, the

chemicals you're exposed to, the way you're brought up. Often variation is a combination of genes and environment e.g. Intelligence and weight. Genetic variation always gives rise to discontinuous data where there is a limited set of data e.g. tongue roller or non roller. Continuous data can be of any value and is caused by genetic and environmental factors.

Key Terms	Definition
DNA	Molecule that carries all the instructions needed for an organism
Gene	A short length of DNA that has the information for a characteristic
Chromosome	A structure containing DNA found inside the nucleus of a cell
Variation	Differences between living organisms of the same species
Continuous variation	Differences that can take any value, e.g. height
Discontinuous variation	Differences that can only take set values, e.g. blood groups

Measuring variation

- Continuous variation is variation that can take any value (e.g. height or weight).
- Continuous variation should always be shown on a line graph.
- Discontinuous variation is variation that can only take set values (e.g. shoe size or blood group).
- Discontinuous variation should always be shown on a bar chart.

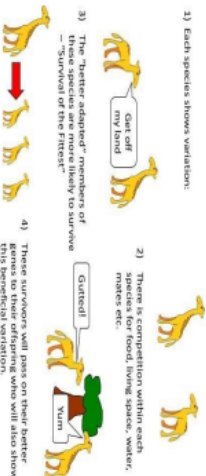


Natural selection

Natural selection states that there is variation within a species. Some adaptations are better than others. Those with the best adaptations survive, and the others die.

The survivors can reproduce and have offspring. Their offspring inherit the genes for the best adaptations, so the organisms' population changes over time. This is survival of the fittest. Charles Darwin came up with this theory in the 1800's.

Natural Selection



Key Terms	Definition
Adaptation	Something which helps an organism to survive in their environment, e.g. humps for storing water
Habitat	The environment that an organism lives in

Adaptation

- Every animal has evolved gradually over millions of years to become well suited, or adapted, to its habitat.
- These adaptations are specific to the environment of the animal and are essential for survival.
- An animal must be able to find food, breed and navigate its way around its habitat if it is to survive.

Year 8 Block 3 Knowledge Organiser Chemical reactions

Revision guide Pgs: 45-48 + 51-54 (48-51 + 54-57 higher)

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

Acid & metal Reactions

When an acid and a metal react together we form a metal salt and hydrogen.

Metal + acid → metal salt + hydrogen

Magnesium + hydrochloric acid → magnesium chloride + hydrogen

Metal carbonate & acid reactions

When an acid and metal carbonate are reacted together they form metal salt, water and carbon dioxide

Metal carbonate + acid → metal salt + water + carbon dioxide

Copper carbonate + hydrochloric acid → copper chloride + water + carbon dioxide

Tests for carbon dioxide and hydrogen

CO₂ – Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO₂ gas.
2. lime water turns from colourless to cloudy.

H₂ – Hydrogen

Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeak pop sound.

Thermite reaction:



Iron oxide + Aluminium --> Aluminium Oxide + Iron

Aluminium is higher than Iron in the reactivity series so it displaces iron from iron oxide.

Thermite is used to weld train rails together.



Year 8 Block 3 Knowledge Organiser Chemical reactions

Revision guide Pgs: 45-48 + 51-54 (48-51 + 54-57 higher)

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

Chemical and physical properties

Elements in different groups have their own properties. Physical properties refer to physical characteristics such as how their colour and their states. Chemical properties refer to how the elements react when they form new bonds.

Reactivity Series:

The reactivity series is the order of metals based on their reactions with water, air and acid. We can use this to predict the products in a reaction.



In displacement reactions the metal that is higher up the reactivity series will form a salt.

For example:

Magnesium + copper sulphate → magnesium sulphate + copper

The magnesium is higher up the reactivity series so it displaces copper and takes its place.

Zinc sulphate + copper → no reaction.

Copper is lower down the reactivity series so it does not displace zinc.

Naming compounds

When naming compounds the Periodic Table shows the different elements that are in a compound.

In metal and acid reactions the compound made is called a salt and it has 2 parts to its name: 1st

from the metal, 2nd from the acid.

Hydrochloric acid → chloride salts

Nitric acid → nitrate salts

Sulphuric acid → sulphate salts

Eg
Sodium chloride
Sodium nitrate
Sodium sulphate

Group 1 – Alkali Metals reactivity

Reactivity increases going down group 1.

Element	Observations
Lithium, Li	Fizzes steadily, slowly becomes smaller until it disappears
Sodium, Na	Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears
Potassium, K	Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion

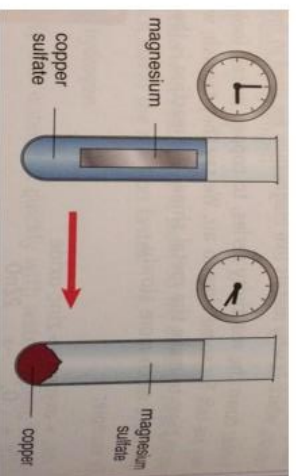
Key Word	Definition
Displacement	A reaction where a more reactive metal take the place of a less reactive metal.
Reactivity	A description of how quickly or vigorously a material reacts.
Reactivity series	A list with metals that shows how reactive they are

Displacement Reactions

Eg. Magnesium + copper sulphate → magnesium sulphate + copper

We use displacement reactions to determine the reactivity series.

The more reactive metal displaces the less reactive metal.



Metal Extraction

We use the reactivity series to help us decide how to extract metals from their ores.

Anything below hydrogen is found on its own (native) eg gold

Anything below carbon is reduced using carbon eg zinc

Anything above carbon is extracted using electrolysis eg sodium



8.7 Present tense holidays Year 8 Spanish vocab. list

<p>¿Dónde viajas? Viajo ... Voy...</p> <p>a París / a Londres a Francia a España a Inglaterra a Escocia a Irlanda a Gales a Portugal a Pakistán a Polonia a Somalia al Caribe al Reino Unido a los Estados-Unidos a los Países Bajos</p>	<p>Where do you travel? I travel... I go ...</p> <p>to Paris / to London to France to Spain to England to Scotland to Ireland to Wales to Portugal to Pakistan to Poland to Somalia to the Caribbean to the UK to the States to the Netherlands</p>	<p>¿Dónde te alojas? Me alojo en...</p> <p>un hotel (de cinco estrellas) un camping un apartamento una caravana una tienda un albergue juvenil una caravana estática en casa de mis abuelos un parador una pensión</p>	<p>Where do you stay? I stay in..</p> <p>A (five star) hotel A campsite An apartment A caravan A tent A youth hostel A static caravan At my grand-parents' A state-owned luxury hotel A B&B</p>	<p>¿Qué haces de vacaciones? Descansar Divertirse (me divierto) Tomar el sol Visitar monumentos Ir a la playa Ir al restaurante Ir de compras Dar un paseo Sacar/tomar fotos Comprar recuerdos Hacer deporte Hacer deportes acuáticos Bailar en la discoteca</p>	<p>What do you do on holidays? To rest To have fun (I have fun) To sunbathe To visit monuments To go to the beach To go to the restaurant To go shopping To go for walks To take photos To buy souvenirs To do (play) sports To do water sports To dance in the disco</p>
<p>¿Cómo viajas? a pie en bici en moto en coche en tren en barco en metro en autocar en autobús en avión</p>	<p>How do you travel? by foot by pushbike by motorbike by car by train by boat by tube by coach by bus by plane</p>	<p>¿Qué visitas? Visito... Visitamos...</p> <p>la playa la piscina la pista de hielo el centro el cine el museo el teatro el centro comercial el polideportivo el mercado el estadio el parque de atracciones el hospital los monumentos las tiendas los cafés los restaurantes la oficina de turismo</p>	<p>Where do you visit? I visit... We visit...</p> <p>The beach The swimming pool The ice rink The town centre The cinema The museum The theatre The shopping centre The leisure centre The market The stadium The theme park The hospital The monuments The shops The cafés The restaurants The tourist information office</p>	<p>¿Dónde está...? Está lejos Está cerca Está a cinco minutos Está a 300 metros Siga todo recto En el semáforo siga todo recto En la rotonda gira a la derecha Gira a la izquierda Gira a la derecha Tome la primera / la segunda Cruza el puente</p>	<p>Where is...? It's far It's nearby It's 5 minutes away It's 300 metres away Go straight on At the traffic lights go straight on At the roundabout turn right Turn left Turn right Take the first / second Cross the bridge</p>
			<p>¿Qué tiempo hace? Hace buen tiempo Hace calor/frío Hace sol Hace 25 grados Hace mal tiempo Llueve Nieva Hay viento Hay nubes</p>	<p>What is the weather like? It is good weather It is hot/cold It is sunny It is 25 degrees It is bad weather It is raining It is snowing It is windy There are clouds</p>	



8.7 Present tense holidays
Year 8 Spanish Knowledge Organiser

There are three types of verbs in Spanish and in their infinitive form they end in:
 -ar -er -ir

The present tense : Depending on the pronoun, we change the ending of the verb using the table below :

Pronouns	-ar	-er	-ir
yo (I)	-o	-o	-o
tú (you)	-as	-es	-es
él (he), ella (she)	-a	-e	-e
Nosotros/nosotras (we)	-amos	-emos	-imos
Vosotros/vosotras (you) (pl)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

Example:

Descansar = **to** rest Comer = **to** eat vivir = **to** live
 Descanso = **I** rest Comemos = **we** eat viven = **they** live

The present and future tenses



The Near Future :

The near future **tense** is used to express something that will be happening in the very near future. It is formed by conjugating the verb **ir** (to go) in the present tense + a + an infinitive.

Example: I'm going to travel by plane > Voy a viajar en avión.

English	To go (present)	"a"	Infinitive
I am going to go	Voy	a	ir
You are going to play	Vas	a	jugar
He/she is going to visit	Va	a	visitar
We are going to swim	Vamos	a	nadar
You (pl.) are going to read	Váis	a	leer
They are going to do	Van	a	hacer

Time markers tell us when something happens and help us work out which tense is being used. The following can be used with the future tense.

- Mañana - tomorrow
- La semana próxima- next week
- El fin de semana que viene – next weekend
- El próximo mes - next month
- El año que viene – next year
- En dos años – In two years

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

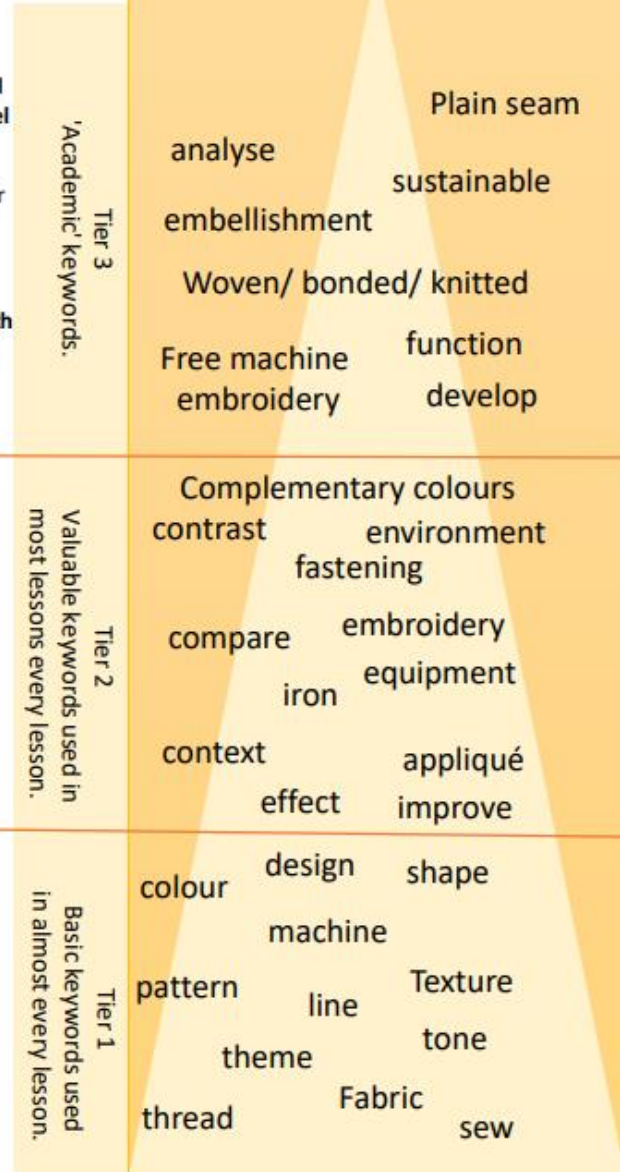


The 4 Rs of sustainability

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 words



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 assessment 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 Thursday 1st October
Topic: Our Place in the World

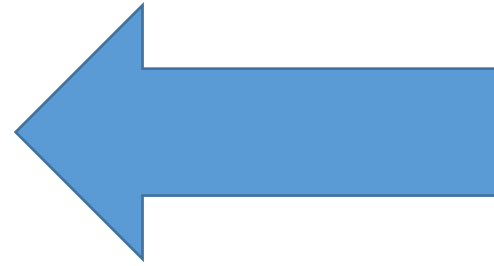
Lesson Summary:

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.



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

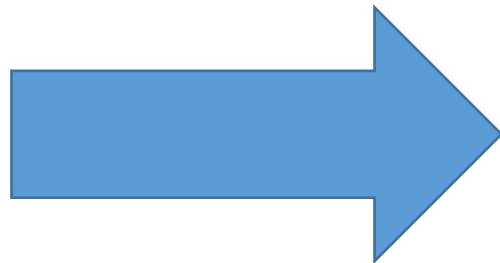
4.) Where does photosynthesis take place in a cell?

A = Chloroplast

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

A = to carry oxygen

Knowledge Quiz:



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
