BRISTOL METROPOLITAN ACADEMY

Knowledge Organisers 2024-25

Year 8 – Term 1

Monday 9th September	Week B
Monday 16th September	Week A
Monday 23rd September	Week B
Monday 30th September	Week A
Monday 7th October	Week B
Monday 14th October	Week A

Please note: Maths homework will be on an online platform for this term. It will be set and checked weekly separately from the timetable.

Complete your homework on the night stated e.g. if it is a Monday Week A you will complete ICT/DT

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

Contents

This Knowledge Organiser is to help you see the key information for each subject for this term. You can use this to help you both with homework and with revision, supporting your learning at home. In the table below you will find the instructions for each subject to be completed on the correct day.

Subject	Tasks
Maths	Homework question tasks/sets will be set weekly on an online platform. You will have one week to complete this online, before it is checked for competition and the next set is published.
Science	For term 1 this will be directed by your classroom teacher. It could involve an online platform too.
English	Using the separate question booklet, divide your homework book page in half length ways, write the questions out on the left hand side. First, attempt to answer the questions from memory/your own knowledge. Then use your knowledge organiser booklets to check your answers and fill in the missing ones.
MFL	Find the correct date in the KO and the question booklet. With the list of 10 key words for that week, complete the look – say - cover – write – check method in your homework book. Complete this process for each word/phrase 4 times each.
Geog/Hist/RS /DT	Same process as outlined for English above. DT have 5 questions and not 10.
ICT	For term 1, continue to use the KO to do revision/key words etc in your homework books.
Music/Art	For music and art, you will have two practical tasks to complete each term for each subject. These will be found in the question booklets and will be checked by you classroom teacher.

At the back of this booklet, you will find: Sentence starters, a history chronology, DT sentence starters, a periodic table, maps of the world, subject websites, a RAG sheet and a timetable.

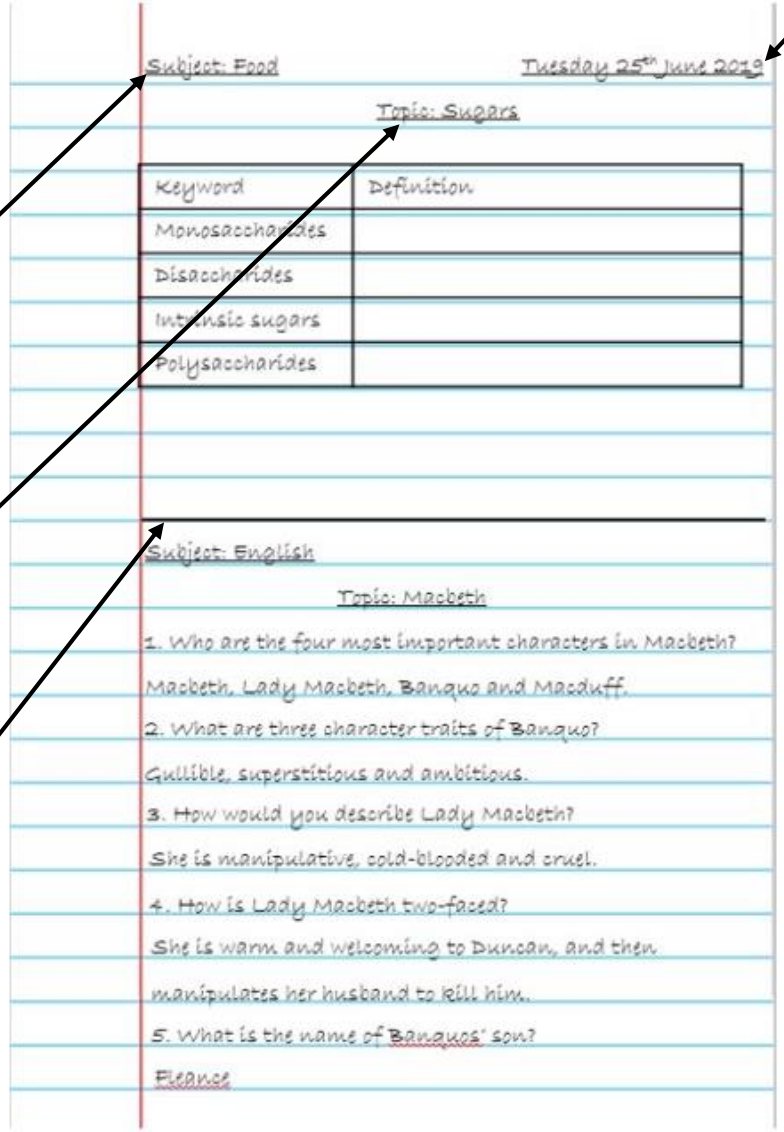
How to present your homework:

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

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

Topic written on the centre of the page and underlined.
For example: <u>Sugars</u>

One single straight line between both pieces of homework.



Subject: Food — Tuesday 25th June 2019

Topic: Sugars

Keyword	Definition
Monosaccharides	
Disaccharides	
Intrinsic 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 Banquos' son?

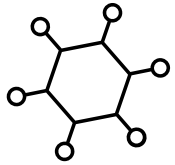
Fleance

Home Learning Strategies to help you revise

Brain Dump

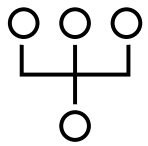
Write down everything you know about o certain topic on a page. Use your KO to add extra notes in a different colour.

Mind Map



Condense a topic showing the important links and connectors between key parts. Use your KO to add in extra notes.

Diagram



Draw a clear diagram for a subject including labels and key features. Make sure you use correct vocabulary and spellings.

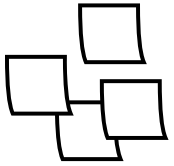
Vocabulary

Learn the key words associated with a topic and commit the word and spelling to memory. Test yourself or ask someone else to test you.

Retrieval Quiz

Write key questions about a topic as well as the answers. Use the content of the KO to help you. Check to see if you can remember the answers without looking.

Compare



Complete a comparison table showing two different sides of a topic. Can you use it to create an argument for one viewpoint?

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

Cressida Cowell

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?

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

Consider

Mythology, Fantasy and Surrealism as sources of inspiration

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!

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

Year 8 - Hardware

Year 7 - Knowledge

Hardware
Any physical component of a computer system.
Internal Hardware: Found inside the computer
External Hardware: Found outside the computer

Peripheral Device
Addition hardware connected externally.

Input Device
Hardware used to put data into a system.

Output Device
Hardware used to present data to a user.

RAM
Primary Memory - Memory accessed directly by the CPU
Volatile memory (lost when the power is off) used to store data in current use. The CPU fetches data from the RAM.

Storage Devices
Secondary Storage - Long term data store
Non-volatile memory (not lost when the power is off)

Magnetic - Data on magnetic disks
+ Relatively cheap
- Can be damaged easily

Solid State - Data on ROM chips
+ Fast, shockproof, energy usage
- Expensive

Optical - Data on disks, read by laser
+ Cheap and portable
- Easily damaged

CPU - ***Hardware component that processes data***
Stands for Central Processing Unit. The processor works by using the "Fetch Decode Execute Cycle".

Embedded System
A computer inside of a larger system
Example: Microwave, Dishwasher, Fridge

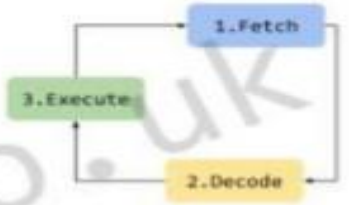
Year 8 - Knowledge

CPU

CPU is a component that processes data

The processor works by using the "Fetch Decode Execute Cycle".

- Instructions are fetched from memory.
- Instructions are then decoded to find out what processing needs to be done.
- Instructions are the executed.



Factors that affect speed

- **Clock Speed -** How fast data is processed in a second
- **Cores -** How many instructions can be processed at once
- **Cache -** Amount of data that can be stored close to the CPU.

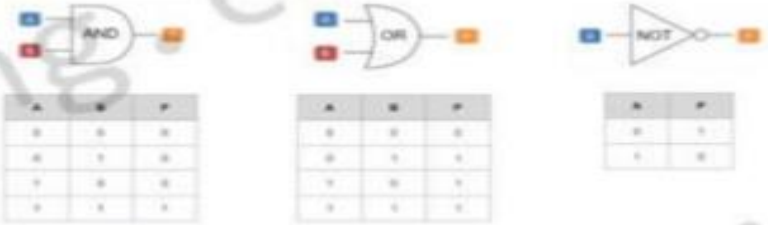
Factors affecting choice

- Cost
- Storage Size
- Physical Size
- Performance
- Reliability

Boolean Logic

Logic Gates - Elements that take inputs and produce outputs

Truth Tables - A table that shows all the input and output combinations of a logic circuit or gate



ROM

Non volatile memory used to data to operate a system e.g. **BIOS**

Virtual Memory

Created as temporary RAM on the storage when the RAM is full.

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.

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 (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*

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

Line Bender

Practice your tonal drawing skill here

Develop Ideas with Sketches

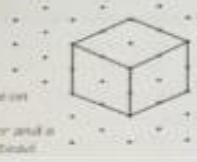
1) 'Freehand' means drawing without using any equipment (except a pencil or pen).
2) You can combine 2D and 3D sketches to explain details.
3) And you can annotate your sketches (add notes) to explain details further, e.g. describing the materials and processes you'd use.

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.

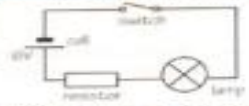
This drawing's been done on isometric dot paper. You could use plain paper and a 30°/60° set square instead.



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.

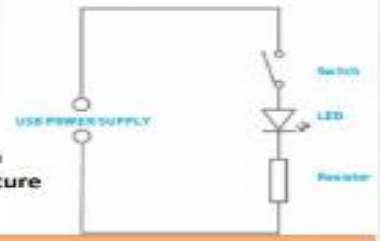
2) The materials you use in a circuit have to be conductors — they need to let electricity flow through. E.g. copper is used for the wire that joins the components because it's a good conductor and is ductile.
3) Insulators (e.g. PVC) don't let electricity through, so they're used to coat the outside 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.

Colour-coded stripes show the resistance.

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

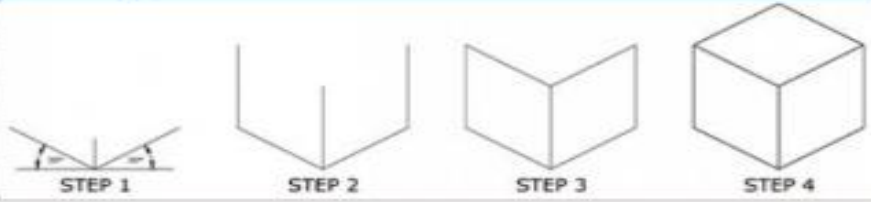
Use modelling to improve your design

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 he 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.



Knowledge Organiser: Animal Farm

Writer's Intent

Orwell wrote *Animal Farm* as a 'fairy story' with the intent of teaching of the dangers of dictatorial regimes. The cyclical nature of the novella illustrates the inevitability of exploitation of the masses if they are not educated. The microcosm of Animal Farm is meant to be representative of what Orwell saw in the tyrannical regimes that were rife in twentieth century Europe.

Key Themes

Totalitarianism
A form of government where the state seeks to control every facet of life. Those in power in care only about maintaining control through any necessary means.

Revolution and Corruption
The revolution in Animal Farm arises out of a hope for a better future. However, corruption occurs due to the pigs' greed.

Class Warfare
The farm animals work so hard that they have no time to educate themselves and consider their exploitation at the hands of their oppressors.

Language as Power
Animal Farm shows how the minority in power uses misinformation to control the thoughts in the lower classes.

The Soviet Union
While Animal Farm condemns all forms of totalitarianism, it is most explicitly an attack on the Soviet Union.

Characters

Old Major	A pig. He creates the ideas behind Animalism and inspires the other animals to rebel. His privileged life has given him the time to think about the ways that humans exploit and enslave animals.	1. Old Major … was so highly regarded on the farm. 2. 'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short.' 3. 'Man is the only creature that consumes without producing.'
Napoleon	A pig. He cares more about his own power than he does about the ideals of the revolution. This leads him to build a totalitarian government based on terror and lies.	1. Napoleon was a large, rather fierce-looking Berkshire boar […] with a reputation for getting his own way 2. Napoleon took them away from their mothers, saying that he would make himself responsible for their education. 3. The dogs flanked the procession and at the head of all marched Napoleon's black cockerel.
Snowball	A pig. Snowball is an intelligent pig, but he is less shrewd in the ways of power than Napoleon. He values the ideals of the revolution but is unable to retain power.	1. Snowball was a more vivacious pig than Napoleon. 2. Snowball also threw on to the fire the ribbons 3. Snowball, who had studied an old book of Julius Caesar's campaigns…was in charge of the defensive operations
Squeeler	A pig. Squealer is a terrific speaker who prioritizes his personal comfort above all else. He represents the propaganda that proliferates tyrannical regimes.	1. he could turn black into white. 2. Squealer was sent to make the necessary explanations 3. Here Squealer looked very sly.
Boxer	A horse. Boxer is honourable but not intelligent. He believes deeply in the revolution and has the strength to overthrow the dictatorship, but not the wit to realise that it *is* a dictatorship.	1. he was not of first-rate intelligence, 2. but he was universally respected for his steadiness of character and tremendous powers of work 3. 'I will work harder.' 'Napoleon is always right'.
Benjamin	A donkey. Alone among the other animals, Benjamin seems to understand what's going on, but he does nothing to stop it. In the end, his inaction comes back to haunt him.	1. Benjamin was the oldest animal on the farm, and the worst tempered. 2. he saw nothing to laugh at. 3. Benjamin, as usual, said that he refused to meddle
Humans	The humans represent the original power structures in place before any revolution occurs. The humans care about profit at the expense of the welfare of their workers who they mistreat.	1. Mr. Jones…was too drunk to remember to shut the popholes 2. Mr. Pilkington, was an easy-going gentleman farmer 3. Mr. Frederick, a tough, shrewd man

Writer's Methods

Cyclical Structure	When conditions at the end of a story are in many ways similar to those at the start.
Symbolism	An object which represents an abstract idea.
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
Setting	The place or surroundings where a scene takes place. It often highlights a key idea or tone for the scene.
Character Arc	The transformation, or inner journey, of a character over the course of a narrative.

Key Context

World War Two	Early twentieth century Europe was at war due to the rise of fascism (particularly in Nazi Germany). This led to Britain allying with the communist Soviet Union – another tyrannical leadership.
Social Democracy	Orwell derided any form of totalitarianism, whether Fascist or Communist. He wished for people to work for their own wealth but with a strong emphasis on helping those in poverty.
Imperialism	A policy of extending a country's power and influence through colonisation.
The Russian Revolution	The Revolution saw the expulsion of the Tsar (king) but the rise of a new tyrannical leadership under the guise of equality.

Knowledge Organiser: Animal Farm

Key Word Glossary			
Word	**Definition**	**Example**	**Word in Action**
Anthropomorphism	A type of personification - Giving animals human characteristics.	The Lion King is an example of **anthropomorphism**, as lions are shown to have a human monarchical society.	
Capitalism	The political ideology of profit. Centred on the individual (person, business, country). Each individual tries to gain as much as possible and give as little as possible.	The western world is built on **capitalism**. Profitability runs the economy.	
Communism	The political ideology of equality. Centred on the group – usually an entire country. Wealth, power, and rights are shared equally between all citizens.	**Communism** is said to be the greatest idea that can never work, because all it takes is one person to exploit the system for it to fail.	
Coup	**An uprising where power is taken forcibly from the rulers.**	The leader was overthrown at the hands of his subjects in a swift and merciless **coup.**	
Cult of Personality	A type of leadership where the leader becomes a figure of love and worship. The focus becomes less about ideas and more about the person.	The head teacher kept order at the school through **a cult of personality.**	
Dictator	A person with supreme authority over a group of people, usually a country. Their word is law.	Kim Jun-Un is an example of a modern-day **dictator**.	
Indoctrination	Where a person or group are taught to believe certain things without questioning them.	The children of Nazi Germany were brainwashed through a process of **indoctrination.**	
Imperative	An order.	"Get out!" is an **imperative** statement.	
Microcosm	Where a large place, often a country, is represented by a much smaller place and aspects of the larger place have been 'shrunk' or distilled into aspects of the smaller place.	The Serengeti in the Lion King is a **microcosm** for society, with the lions representing the ruling class.	
Propaganda	Using language as a means to persuade or control a group of people. Affects their thoughts and behaviour.	The whole country believed that they were under attack due to the relentless government **propaganda.**	
Rhetoric	Language with the purpose to persuade.	The speech was entirely given in **rhetoric**, designed to change the mind of the crowd.	
Totalitarian	A system of government where one person has absolute power and all citizens are subservient.	The animals live in a **totalitarian** regime – they have no rights and live in fear.	
Treachery	Betraying somebody who trusts you, particularly if that person is responsible for you such as your leader.	The **treachery** of the defectors ruined the whole plan.	
Tyranny	The unchecked and particularly cruel use of power to subdue and rule over citizens.	The mad king laughed as he watched his **tyranny** crush the spirits of the people.	

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 foods 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.

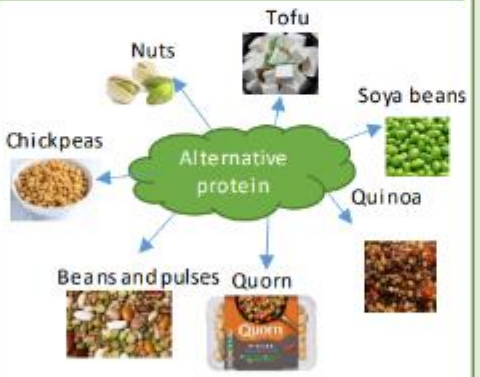
Water-soluble vitamins
Water-soluble vitamins (vitamin C, the B vitamins and folic acid) are mainly found in:
fruit and vegetables, grains, milk and dairy foods
These vitamins aren't stored in the body, so you need to have them more frequently.
If you have more than you need, your body gets rid of the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

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.



Functions of Eggs

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.

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)

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 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.

Geography

Is everything we know about Africa wrong?

Prepare to question everything you think you know about this huge and diverse continent - this theme is all about questioning misconceptions and learning how to find the true stories of people and places

Key Geographical Words

Continent	Alarge landmass surrounded or mainiy surrounded by sea. Divided up into countries
Diverse	Showing a great deal of variation or differences
Biome	Alarge ecosystem sharing characteristics such as climate, vegetation and animals
Misconception	An idea that is wrong because it is based on a misunderstanding
Development	The process of change or improvement over time
Indicators	Ameasure of something, or something that shows a situation
Sustainable	Able to continue into the future with little or no change to the original state
Disease	Illness of a plant, animal or human caused by infection or ill health not accident

Location

Africa is the world's second largest continent by both land area and population. It is home to 54 countries covering a total area of over 30 million Km².

The equator runs through Africa in the middle of the continent..

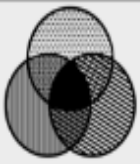
Around one third of Africa is located in the Southern Hemisphere.

Africa makes up about 20% of the world's total land area. The Indian Ocean, the Atlantic Ocean, the Mediterranean Sea and the Red Sea all surround Africa,

Development

A key misconception of Africa is considering the whole continent to be the same, in particular to have the same issues with poverty, poor health and lack of education. In fact, Africa is a **continent of contrasts**.

Development indicators help show the development of a place:

Life Expectancy	Infant Mortality	Birth/Death Rate	Literacy Rate	Gross National Income	Human Development Index
					

Sustainable Development

Sustainable Development is about making a better life for everyone now and for generations to come.

There are **17 Global Goals** (officially known as the Sustainable Development Goals or SDGs).

These goals have the power to create a better world by 2030, by **ending poverty**, **fighting inequality** and addressing the urgency of **climate change**.

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Food and Drink Year 8 German Term 1 vocab list

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

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

Magst du....?	Do you like...?
Ja	Yes
Nein	No
denn es ist...	Because it is...
gut	good
fantastisch	fantastic
köstlich	delicious
lecker/schmackhaft	tasty
gesund	healthy
schrecklich	horrible
furchtbar	awful
widerlich	disgusting
würzig	spicy
salzig	salty
fettig/bitter	fatty/bitter
Gut für deine Gesundheit	good for your health
enspannend	relaxing
gesellig	sociable
eine Hersusforderung	a challenge
Es macht Spaß	fun
toll/spitze	great
ermüdend	tiring
nicht gut für deine Gesundheit	Bad for your health
ungesund	unhealthy

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

Möchtest du...?	Would you like...?
eine Packung	A packet of
ein Liter	A litre of
ein Kilo	A kilo of
ein halbes Kilo	Half a kilo of
eine Flasche	A bottle of
Was magst du?	**What do you like?**
Ich mag	I like
Ich mag...nicht	I don't like
Ich liebe	I love
Ich hasse	I hate
Ich esse lieber	I prefer eating
Ich denke, dass	I think, that
Meiner Meinung nach	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.

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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)

	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...?

Comparisons

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

Er ist klein**er** = he is small**er** es ist billig**er** = it is cheap**er**

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 Klein**ste** = Fred is the small**est.** Ellie ist die Laut**este**

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

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

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 1

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/

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.

Timeline of Migration

Prehistoric – First People
Wandered across the land bridge which linked Britain to Europe, 20,000BC.

Middle Ages – Normans - c1066
William of Normandy invaded declaring he had a claim to the English throne.

19th century
Eastern European Jews 1880's
Persecuted and fled to England. Many moved to the East End of London.

Present Day

20,000BC

Romans – 43AD-410AD
Conquer new land, extend the Empire to obtain more goods and power. They also wanted revenge for British support of Gaul.

Early Modern – French Huguenots – 1670-1710
Persecuted in Catholic France. Many were skilled craftsmen who set up businesses in England.

Modern – 1940s-1960s Windrush Generation
After WWII, Britain encouraged immigration from Commonwealth countries. This was to mainly help rebuild the country as there was a shortage of labour at the time.

Key ideas

- Know how to calculate the three different average. Understand why we have three different types of averages and when it is appropriate to use each. Know that the range is a measure of spread, not an average.
- Be able to construct and interpret bar/pie/pictographs. Always check the context of your data and be careful of misleading statistics!
- Be able to plot scatter graphs and understand correlation does not imply causation

Averages

Frequency: How often something happens, occurs.

Mean: Is a calculated central value .To find it we add together all the values and divide by the number of values.

Median: the middle of a list of an ordered set of numbers.

Mode: the most frequent value in a set of numbers

Range: the difference between the largest value and smallest value in a set of numbers

Ascending: Numbers in order from smallest to largest, increasing.

Descending: Numbers in order from largest to smallest, decreasing.

Grouped data: Data sorted into groups

Modal class: The mode of a set of grouped data

Here is a list of numbers:

9, 3, 3, 5, 2, 6, 6, 4, 6, 2

Mode = the most common number is 6

Mean = $\frac{9+3+3+5+2+6+6+4+6+2}{10} = \frac{46}{10} = 4.6$

Median = 2, 2, 3, 3, 4, 5, 6, 6, 6, 9

Median = 4.5

Range = 9 – 2 = 7

Here is an example of grouped data. The modal class here is 60 < w ≤ 70 as it has the highest frequency.

Weight, w, Kg	Frequency
40 < w ≤ 50	2
50 < w ≤ 60	15
60 < w ≤ 70	18
70 < w ≤ 80	10
80 < w ≤ 90	2

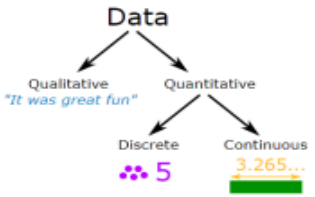
Types of data

Quantitative: Data which can be counted or measured e.g. shoe sizes, heights.

Qualitative: Data which is descriptive e.g. favourite colours, most popular name.

Discrete: Data that is counted and can only take a set value, e.g. shoe size

Continuous: Data that is measured and can take any numerical value in a range, e.g. distance

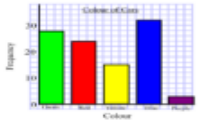


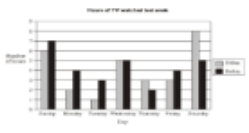
Types of charts

- Label the axis
- Use correct scales
- Charts must have title
- Bars do not touch for discrete data.
- Bars touch for continues data.
- Dual bar charts need a key

Bar Chart: A graphical display of data using bars of different heights.

Pictogram: Uses pictures to represent the frequency of the data





Football Team	Frequency	Degrees
Liverpool	3	3 x 15 = 45°
Birmingham City	7	7 x 15 = 105°
Manchester United	4	4 x 15 = 60°
Arsenal	2	2 x 15 = 30°
Newcastle	8	8 x 15 = 120°
	24	

Degrees per person = $\frac{360°}{\text{Total Number of people}}$

Pie Chart: A chart divided into sectors that shows the relative size of each value. They allow you to quickly compare the size of each category. Generally, pie charts are used to show qualitative data.

Scatter Graphs

Scatter Graph: A graphs of plotted points that shows the relationship between 2 variables.

Line of best fit: is a straight line that best represents the data on a scatter plot

Correlation: When there is a strong link between two variables, they have strong correlation

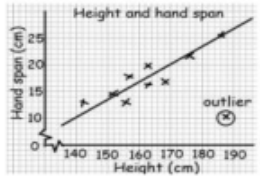
Interpolation: Estimating a value inside the set of data points.

Extrapolate: Estimating a value outside the set of data points.

Outlier: A value which lies outside of most of the other values in a data set e.g. much smaller or larger

Scatter graphs

- Plots two sets of variables.
- Axes do not need to start at zero.
- A line of best fit should go through the centre of the data.
- Sloping upwards is a **positive correlation**, downwards is a **negative correlation**.
- Outliers do not follow the trend of the rest.



Useful Links: https://vle.mathswatch.co.uk/vle/ https://www.bbc.com/bitesize https://mathsmadeeasy.co.uk/ks3-revision/

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

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 – Virtuosic Violin - Represents the seasons

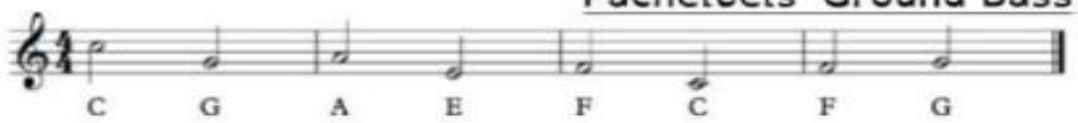

Pachelbel


J.S. Bach


Vivaldi


Handel

Pachelbels' Ground Bass



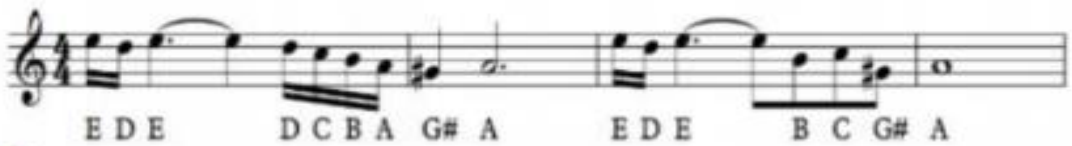
Harpsichord

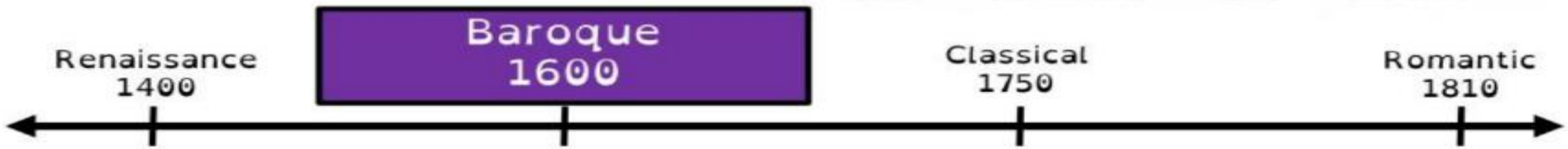
The Harpsichord was a smaller instrument than modern pianos and couldn't play with much dynamic variation.

Organ

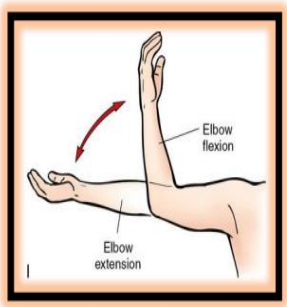
Church or Cathedral organs were used for religious and dramatic kinds of music.

Toccata & Fugue Main Motif

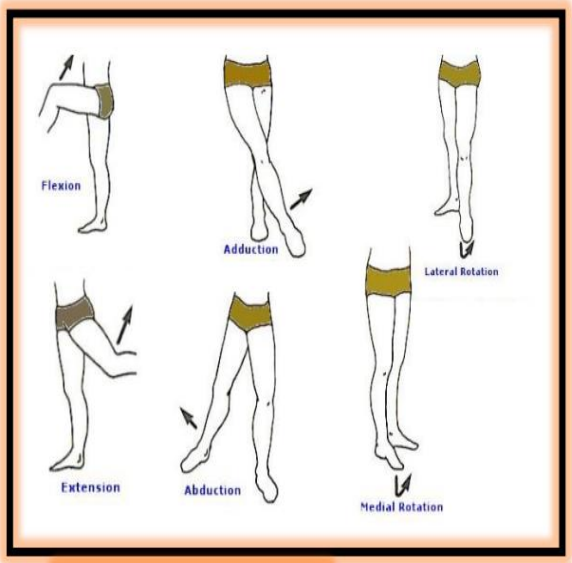


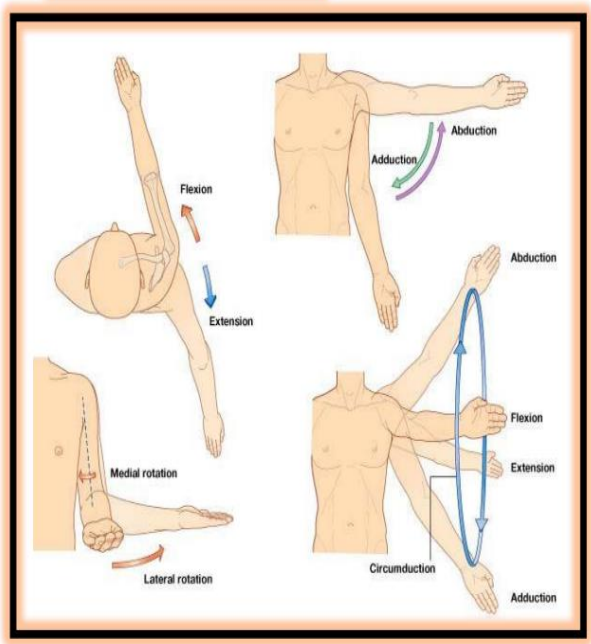


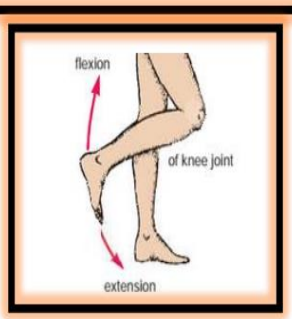
Movements at the joint



Week 1. Elbow
Week 2. Shoulder
Week 3. Hip
Week 4. Knee
Week 5. Ankle







Movement Analysis

Type of data	Description	How to collect it	Example
Qualitative	Qualitative data deals with **descriptions.**	Interviews Observations	Peer observation of use of strategy in a game followed by verbal feedback.
Quantitative	Quantitative data deals with **numbers.**	Questionnaires Surveys	Tally chart of number of shots on target, off target and successful in a game.

Data presentation & feedback

Sports	Tally	No of Students
Basketball	𝍸 I	6
Ice Hockey	𝍸	5
Baseball	IIII	4
Soccer	II	2

- Pie chart
- Tally chart
- Bar graph
- Line graph
- Peer analysis
- Verbal feedback
- Notational analysis

In professional sports, **notational analysis** is the study of movement patterns, strategy and tactics in team sports. Successful patterns of play can be identified and used in subsequent matches.

RS

What do the Dharmic faiths believe? Hinduism Knowledge Organiser

NEED TO KNOW WORDS	
Polytheist	Belief in many gods
Monotheist	Belief in one god
Deities	Gods
Brahman	Supreme god in Hinduism
Dharma	duty – fulfilling these duties are the first step towards breaking the samsara cycle.
Reincarnation	being 'reborn
Moksha	The spiritual aim for Hindus is to achieve freedom from the samsara cycle
Mandir	Community temple
Karma	The belief that actions have consequences
Samsara	The cycle of birth and rebirth.
Trimurti	— 3 main aspects of Brahman (Brahma / Vishnu / Shiva)

Hinduism overview:

Hinduism is over 4,000 years old, making it one of the world's oldest religions. It is made up of a variety of different religious beliefs and practices. It originated near the Indus River in India. The name 'Hindu' comes from the word Indus

Hindu nature of God.

Hindus believe in one God (Brahman) and they believe he comes in many forms. Hindus believe that there are three gods called the Trimurti who display the 3 aspects of the universal supreme God, Brahman.

Where do Hindus worship?

Hindus worship in a temple called a Mandir. Mandirs vary in size from small village shrines to large buildings, surrounded by walls.

People can also visit the Mandir at any time to pray and participate in the bhajans (religious songs).

Hindus also worship at home and often have a special room with a shrine to particular gods.

Hindu belief in The Trimurti:

Brahman takes many forms. Especially three forms called the Trimurti:

Brahma	is the creator of the world and all creatures. He is usually shown with four heads.
Vishnu	is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms.
Shiva	is the destroyer of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident.

What are Hinduism's holy books?

Hinduism does not have a single holy book, but many ancient texts and scriptures.

The Vedas - a collection of hymns praising the Vedic gods. Veda means 'knowledge'.
The Ramayana - long epic poems about Rama and Sita.
The Mahabharata - which includes the Bhagavad Gita.
The Puranas - a collection of stories about the different incarnations and the lives of saints..

Year 8 Block 1 Knowledge Organiser Chemical reactions
Revision guide Pgs: 45-48 + 51 (48-51+54 higher)
https://www.bbc.com/bitesize/subjects/znxtyrd

KPI 4.1: Represent chemical reactions as word equations and apply this to the idea of conservation of mass

Chemical Change vs Physical Change

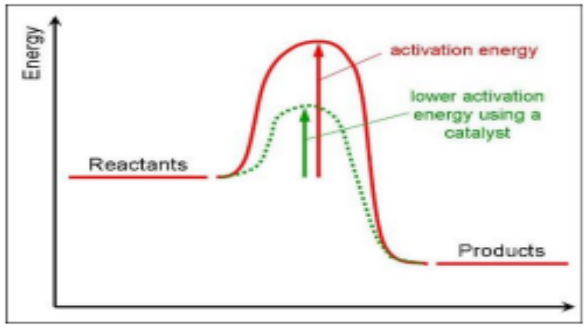
Physical Change
In a physical change, the matter's physical appearance is changed, but no chemical bonds are broken or formed. For example, when water is heated from liquid water to gaseous steam, only the appearance of water is changed – both steam and liquid water have the chemical formula H_2O.

Chemical Change
A chemical change involves a change in the chemical composition. Different elements or compounds are present at the end of the chemical change. Bonds of the reactants are broken down; new bonds are formed after the chemical change to produce new compounds.
A chemical change usually is indicated by:
1. A colour change
2. Emission of a gas
3. An increase or decrease in mass
4. Formation of a new solid

Key terms	Definition
Physical change	A physical change usually refers to a change of state. No chemical bonds are broken or formed in a physical change
Chemical change	A chemical change involves the breaking and forming of bonds. Usually a new chemical (product) is formed afterwards
Catalyst	A catalyst is a substance that speeds up a chemical reaction without being used up itself.

Catalysts:

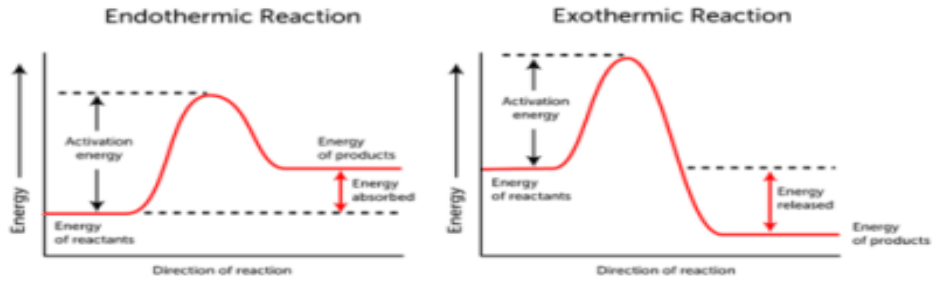
A catalyst is a substance that speeds up a chemical reaction. It does this by lowering the **activation energy**. It is used in industrial processes to lower costs



Exothermic and endothermic reactions:

An **exothermic reaction** is one where energy is given off to the surroundings shown as a temperature increase. The energy needed to break bonds is more than the energy needed to create new bonds.

An **endothermic reaction** is one where energy is absorbed from the surroundings shown as a temperature decrease. This is because more energy is needed to make new bonds is greater than the energy to break bonds.



Year 8 Block 1 Knowledge Organiser Chemical reactions
Revision guide Pgs: 45-48 + 51 (48-51+54 higher)
https://www.bbc.com/bitesize/subjects/znxtyrd

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.

potassium	Please
sodium	send
calcium	Charlie's
magnesium	monkeys
aluminium	and
zinc	zebras
iron	in
lead	lead
copper	cages
silver	securely
gold	guarded!

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.

Key terms	Definition
Combustion	The scientific word for burning
Reactivity series	Metals arranged in order of their reactivity with water, air and acid.

Combustion.

Combustion is the scientific term for burning. There are 3 things that are needed for a fire: **oxygen, fuel** and **heat**. These things form the fire triangle.

There are 2 types of combustion: complete and incomplete.

Complete combustion occurs when there is good supply of oxygen.

The general equation is:

Fuel + oxygen → carbon dioxide + water

Incomplete combustion occurs where there is a lack of oxygen.

The general equation is:

Fuel → carbon monoxide + water + carbon (soot)

Carbon monoxide is a poisonous compound.

Thermal Decomposition:

Thermal decomposition is where a substance is broken down using heat.

A good example is copper carbonate (green)

Copper carbonate → copper oxide + carbon dioxide

Year 8 Block 2 Knowledge Organiser Forces
Revision Pgs: 75-78 (77-81 higher)
https://www.bbc.com/bitesize/subjects/zh2vsbk

A force can be a **push or a pull,** for example when you open a door you can either push it or pull it. You can not see forces, you can only see what they do.

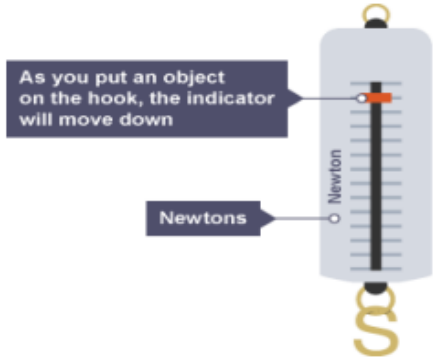
When a force is applied to an object it can lead to a change in the objects

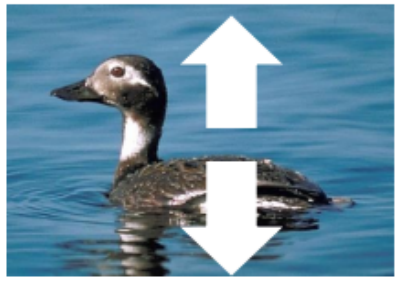
- **Speed**
- **Direction of movement**
- **Shape (think about a rubber band)**

Forces can also be divided into 2 types, contact forces and non contact forces.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

The unit of force is the **Newton (N),** this is named after Sir Isaac Newton, who came up with many theories including those to do with gravity and the three laws of motion. We measure force using a piece of equipment called a Newton metre. See the picture below.





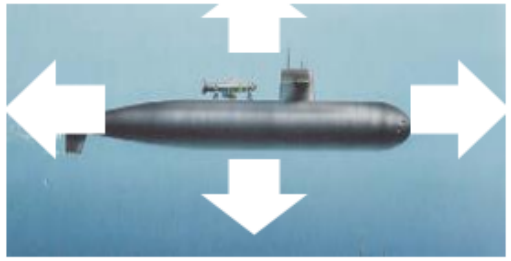
Floating duck

Rising air balloon

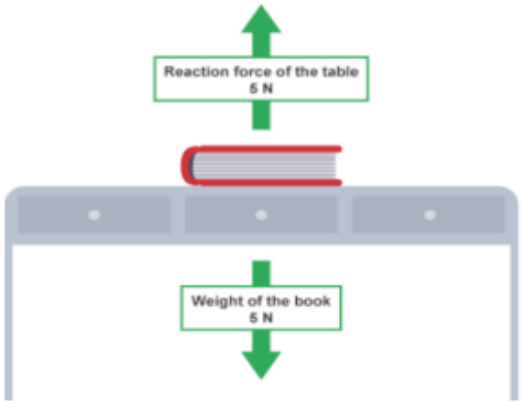
Key Terms	Definitions
Newton	The unit of force
Newton meter	A piece of equipment that can be used to measure the size of the force
Contact Force	A force caused by the contact between two objects
Non Contact Force	A force between two bodies that are not in contact for example gravity
Free body force diagram	A diagram which shows all the forces acting on an object

Force Diagrams

To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body fore diagram should always have labelled arrows.



Submarine at constant speed and depth



Year 8 Block 2 Knowledge Organiser Forces
Revision Pgs: 75-78 (77-81 higher)
https://www.bbc.com/bitesize/subjects/zh2xsbk

Types of force

In the table below different forces are summarised:

Name of Force	What causes it?	Example
Friction	When two objects rub together	Car tyres moving on a road.
Air resistance	When an object rubs against air particles	A sky diver falling through the air
Reaction	A force that acts in the opposite direction	A book on a desk, the force acting up is a reaction force
Weight	The force an object exerts on the ground due to gravity	You will exert a force on the ground, that is your weight
Thrust	The force that drives on objects with an engine	Thrust moves a plane forwards

Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force.

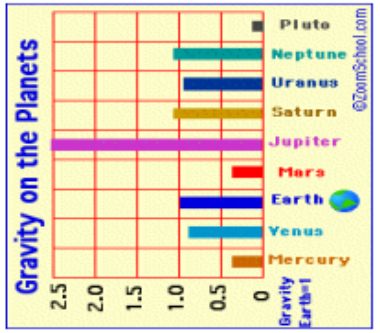
For example, what is the resultant force on the lorry below?

100N-60N= 40N (to the right)

Remember the resultant force does not tell you what direction the lorry is moving in.

- If the resultant force is in the same direction as the movement of the lorry then the lorry will speed up
- If it is in the opposite direction the lorry will slow down

The larger the resultant force the larger the change in movement.



Weight on different Planets

As planets have different masses a person's weight would be different depending which planet they were on. For example, a person's weight on Earth is 1000N. If that same person was on Jupiter their weight would be 2500N.

Balanced Forces

When we talk about the total force acting on object we call this the **resultant force.** When the forces acting in opposite directions are the same size we say the forces are **balanced**. This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed This is known as Newton's first law.

For example, the resultant force acting on this object is 5N-5N=0N

Key Terms	Definitions
Resultant force	The total force acting on an object
Balanced force	When the resultant force on an object is 0
Unbalanced forces	When the resultant force on an object is more or less than 0

8.5 Food and Drink
SPANISH

Cabot Learning Federation

¿Te gusta....? Do you like...?				
OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES
Prefiero I prefer	**el pan** (bread)	**porque es** because it is	**muy** very	**sabroso / rico** (tasty)
Me encanta(n) I love	**el pescado** (fish)	**porque son** because they are	**bastante** quite	**delicioso** (delicious)
Me gusta(n) I like	**el queso** (cheese)		**un poco** a bit	**sano** (healthy)
No me gusta(n) I don't like	**la mantequilla** (butter)		**demasiado** too	**malsano** (unhealthy)
Odio I hate	**la leche** (milk)			**terrible** (awful)
En mi opinión In my opinion	**el café** (coffee)			**asqueroso** (disgusting)
Pienso que I think that	**el té** (tea)			**picante** (spicy)
	la cola (Coke)			**dulce** (sweet)
	el azúcar (sugar)			**amargo** (bitter)
	el jamón (ham)			**salado** (salty)
	el chocolate caliente (hot chocolate)			**grasiento** (greasy)
	la manzana (apple)			**bueno para la salud** (good for your health)
	la carne (meat)			**malo para la salud** (bad for your health)
	la mermelada (jam)			⚠ REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as
	el helado (ice-cream)			
	las judías verdes (green beans)			
	las verduras (vegetables)			
	las patatas fritas (chips)			
	las papas (crisps)			
	las espinacas (spinach)			
	el huevo (egg)			
	el agua (wáter)			

¿Cuándo comes?	When do you eat?
El desayuno	Breakfast
La comida	Lunch
La merienda	Snack
La cena	Evening meal/tea
Desayunar	To eat breakfast
Comer	To eat lunch
Merendar	To snack
Cenar	To eat dinner

EN EL MERCADO / SUPERMERCADO	IN THE MARKET / SUPERMARKET
¿ Te gustaría...?	Would you like...?
Un paquete de	A packet of
Un litro de	A litre of
Un kilo de	A kilo of
Un medio kilo de	Half a kilo of
Una botella de	A bottle of

EN EL RESTAURANTE	IN THE RESTAURANT
¿Qué quieres comer?	What do you want to eat?
De primer plato	For the starter
De segundo plato	For the main
De postre	For dessert
Quisiera	I would like
Para mí	For me
Para beber	To drink
Para comer	To eat
Una ración de...	A portion of...
Camarero/a	Waiter/waitress
¿Tienes...?	Do you have...?
La cuenta, por favor	The bill, please
La propina	The tip

¿Cuánto cuesta?	How much?
diez	10
veinte	20
veintiuno	21
treinta	30
treinta y uno	31
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100
dos cientos	200
quinientos	500
Euros	Euros
Libras	Pounds

8.5 Food and Drink
Year 8 Spanish Knowledge Organiser

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

Cabot Learning Federation

Verbs and the present tense in Spanish

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the ***infinitive*** (comer, beber, jugar, visitar, vivir, ir etc.). The infinitive ends in **–ar**, **-er** or **–ir.**

Forming the present tense in Spanish

Take off the last 2 letters of the infinitive (**–ar**, **-er** or **–ir)** and add the following endings depending on the pronoun:

*Important! There are some key irregulars to learn which don't follow this pattern – ir (as shown here), ser, tener and hacer are really important!

	AR verb	ER verb	IR verb
yo (I)	**-o**	**-o**	**-o**
tu (you)	**-as**	**-es**	**-es**
él/ella (he/she)	**-a**	**-e**	**-e**
nosotros/as (we)	**-amos**	**-emos**	**-imos**
vosotros/as (you all)	**-áis**	**-éis**	**- ís**
ellos/ellas (they)	**-an**	**-en**	**-en**

Comparisons

más - more — La cola es **más** deliciosa que el café

menos - less — El café es **menos** delicioso que la cola

Superlative

El /la más– the most — El queso es **el más** rico

El /la menos – the least — La carne es **la menos** sabrosa

Words come before the noun	Masculine (sing.)	Feminine (sing.)	Masculine plural	feminine plural
A / some	un	una	unos	unas

Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we change the –o to an –a to make it feminine unless there is already an –a then it stays the same and we add an –s to make it plural.

El helado es **delicioso** – La pizza es **deliciosa**

El pan es **asqueroso** – La pasta es **asquerosa**

Other rules :

- **Adjectives which end in – e stay the same when feminine (just add –s to make it plural)**

e.g. El café es terrible – La leche es terrible

- **Adjectives which end in –or change to –ora when feminine**

e.g. El deporte es agotador – La natación es agotadora

- **Adjectives which end in –l (or other consonants) stay the same whe feminine**

e.g. El helado es genial – La mantequilla es genial

Opinion phrases help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. Me gusta (I like)/ Pienso que (I think that)/ En mi opinión (in my opinion).

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 dying 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

Tier 3 'Academic' keywords.
Plain seam, analyse, sustainable, embellishment, Woven/ bonded/ knitted, Free machine embroidery, function, develop

Tier 2 Valuable keywords used in most lessons every lesson.
Complementary colours, contrast, environment, fastening, compare, embroidery, iron, equipment, context, appliqué, effect, improve

Tier 1 Basic keywords used in almost every lesson.
colour, design, shape, machine, pattern, line, Texture, tone, theme, Fabric, thread, sew

Use these in your writing and speaking

Use connectives to link each paragraph!	**Explain an idea:** • Although • Except • Unless • However • Therefore	**Sequencing:** • Firstly • Secondly • Next • Finally • Since
Adding to: • Furthermore • Also • As well as • Moreover	**Cause and effect:** • Thus • So • Therefore • Consequently	**Contrasting:** • Whereas • Instead of • Alternatively • Otherwise • Then again
To empathise: • Above all • Ultimately • Especially • Significantly	**To compare:** • Likewise • Equally • In the same way • Similarly	**Give examples:** • Such as • For example • In the case of • As revealed by • For instance

DESCRIBE

I believe that...
I think that...
The main idea is...

EXPLAIN

This means that...
Therefore...
This maybe because...

JUSTIFY

This is positive because...
This is negative because...
It is useful/not useful because...

ANALYSE

One strength is...
One weakness is...
One argument is...

EVALUATE

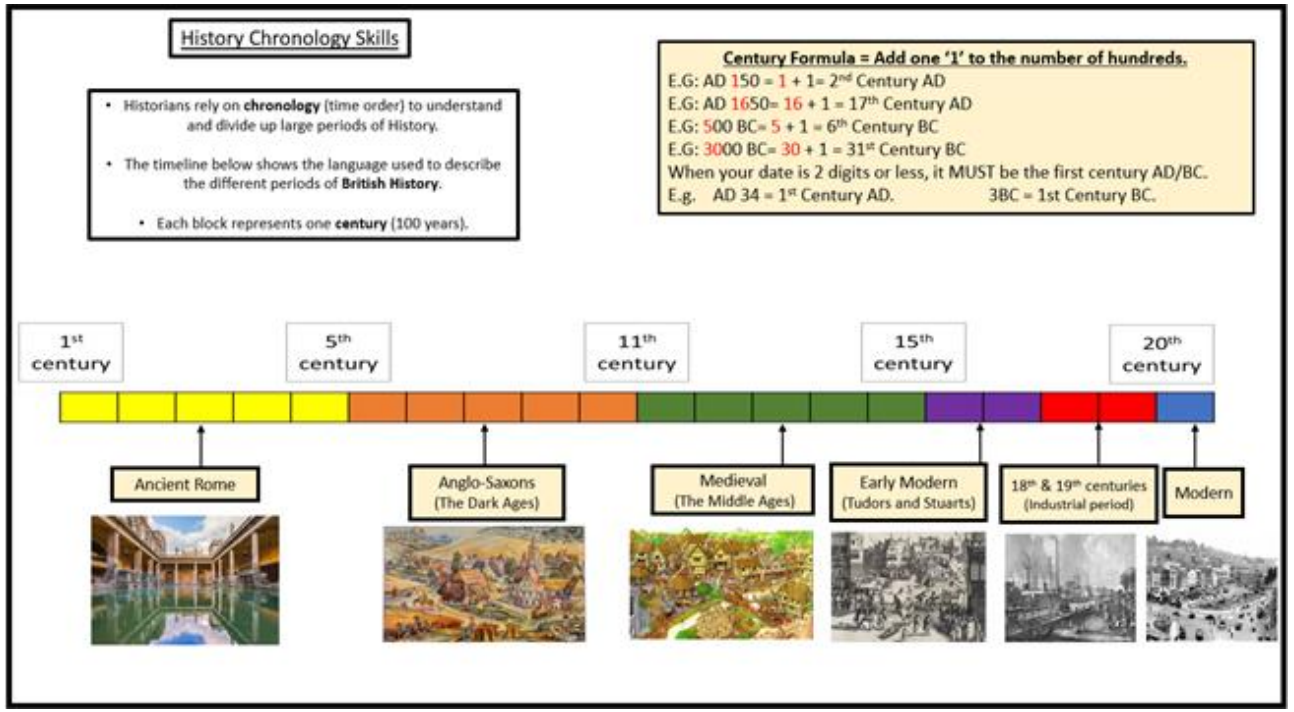
One advantage is...
One disadvantage is...
The best option is...

COMPARE AND CONTRAST

One similarity is...
One difference is...
On the other hand...

Sentence starter phrases

Most people would agree…
Only a fool would think…
We all know…
A sensible idea would be…
The fact is that…
Surely you would agree that…
Without a doubt…
I am certain that…
Some people might argue…
However…
Also…



Use these in your writing and speaking in DT

Design and Technology Keywords

Food and Nutrition	Design and Technology	Textiles
Caramelisation Aeration Amino acids Plasticity Shortening Denaturation Coagulation Gelatinisation Emulsification Pasteurisation	Carbon footprint Planned Obsolescence Iterative Design Tolerance Technology Push Anthropometrics Consumer Social Footprint Ergonomics Forming Processes	Plain seam analyse sustainable embellishment Woven/ bonded/ knitted Free machine function embroidery develop
Unsaturated Protein Radiation Saturated Carbohydrates Conduction Deficiency Digest Convection Cross-contamination Micro-organisms	Aesthetics Target Market Properties Deciduous Coniferous Automation Functionality Primary Source Sustainability Continuous Improvement	Complementary colours contrast environment fastening compare embroidery iron equipment context appliqué effect improve
Claw grip Flavour Texture Aroma Nutrients Energy Appearance Bridge hold Mix Smell	Cost Customer Materials Annotation Product Safety Environment Design User Prototype	colour design shape machine pattern Texture line tone theme Fabric thread sew

Sentence Starters - DT

I have designed…because
My project was about…
I found… during my research
My design is suitable for…
I have learnt how to…
The most enjoyable part of my project was….
The area I found the most challenging was…
Equipment I have used include…
I would improve my work by…
I am pleased with my finished product because…

Sentence Starters- Food and Nutrition

In order to work hygienically/safely I made sure I ….
I worked safely when in the kitchen by...
If I could improve any skill, I would improve...because...
Overall, I am happy/unhappy with my progress/dish because....
The texture of my dish is… this is because…

Sentence starters- Textiles

I have designed….
The context of my design is…
My research is useful because…
By researching, I am able to…..
By researching I have found out….
I researched into….
My design is suitable for…..
My design is based upon…
I have planned to..
The order I will work in is…
The most enjoyable part of m project was…
The area I found most challenging was…
I am most pleased with…
I am pleased with my finished project because…
Equipment I used was…

The periodic table of the elements

1	2											3	4	5	6	7	0
							1 H hydrogen 1										4 He helium 2
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

* The elements with atomic numbers from 58 to 71 are omitted from this part of the periodic table.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.


UNITED KINGDOM
LOW / HILLS / MOUNTAINS
Orkney Islands
Shetland Islands
Prime Meridian
Outer Hebrides
Highlands
Scotland
North Sea
Atlantic Ocean
Inverness
Aberdeen
Ben Nevis
Edinburgh
Northern Ireland
Glasgow
Sunderland
N
United Kingdom (UK)
Londonderry
Belfast
Carlisle
PENNINES
Leeds
Dublin
Irish Sea
Isle of Man
Liverpool
Ireland
England
The Fens
Cambrian Mts.
Birmingham
Ipswich
Oxford
Wales
London
Bristol
130 mi
130 km
Celtic Sea
Cardiff
Thames
Portsmouth
Dover
Plymouth
Exeter
Falmouth
English Channel
Channel Tunnel
France
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EUROPE
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15° W
0°
15° E
30° E
45° E
60° E
ARCTIC CIRCLE
Barents Sea
White Sea
400 mi
400 km
Russia
Iceland
Norwegian Sea
Faroe Islands (Denmark)
Norway
Finland
60° N
Atlantic Ocean
Scotland
North Sea
Sweden
Estonia
Latvia
Lithuania
(European Russia)
Ural Mountains
Baltic Sea
Northern Ireland
Netherlands
Belarus
UK
Belgium
Denmark
Poland
Ireland
England
Germany
Czech Rep
Slovakia
Ukraine
50° N
Wales
English Channel
Luxembourg
Liechtenstein
Austria
Hungary
Romania
Moldova
Sea of Azov
Kazakhstan
Azores
Switzerland
Madeira Islands
Bay of Biscay
France
Slovenia
Croatia
Bosnia and Herzegovina
Monaco
Serbia
Bulgaria
Black Sea
Caspian Sea
Italy
San Marino
Montenegro
Macedonia
Georgia
Andorra
Vatican
Albania
Corsica (France)
Sardinia (Italy)
Armenia
40° N
Spain
Greece
European Turkey
Turkey
Azerbaijan
Balearic Islands
Portugal
Iran
0°
Sicily (Italy)
Malta
Crete (Greece)
Cyprus
Syria
Canary Islands
Algeria
Mediterranean Sea
Lebanon
ASIA
Gibraltar (UK)
PRIME MERIDIAN
Tunisia
15° E
30° E
Iraq
Israel
Jordan
Morocco
Libya
30° N
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Barents Sea
Novaya Zemlya (Russia)
Kara Sea
Laptev Sea
Arctic Ocean
NORTH AMERICA
Norwegian Sea
ARCTIC CIRCLE
Ostrova Anzhu (Russia)
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Russian Federation
Ural Mts
Bering Sea
Alaska
European Russia
Lake Baikal
Ostrov Sakhalin (Russia)
Sea of Okhotsk
Kamchatka Peninsula
Aleutian Islands
EUROPE
Aral Sea
Kazakhstan
Mongolia
North Korea
Caspian Sea
Black Sea
Uzbekistan
Kuril Islands (Russia)
INTERNATIONAL DATE LINE
MONDAY SUNDAY
Turkey
Turkmenistan
Kyrgyzstan
Tajikistan
ASIA
Lebanon
Syria
MIDDLE EAST
China
Yellow Sea
Sea of Japan (East Sea)
Japan
Pacific Ocean
Israel
Iraq
Persian Gulf
Iran
Afghanistan
Nepal
Bhutan
South Korea
Jordan
Kuwait
Qatar
Bahrain
Pakistan
Bangladesh
Hong Kong (China)
Macau (China)
East China Sea
Ryukyu Islands (Japan)
Bonin Islands (Japan)
India
Gulf of Tonkin
TROPIC OF CANCER
Saudi Arabia
U.A.E.
Oman
Gulf of Oman
Burma
Laos
Hainan (China)
Taiwan
Okinawa (Japan)
Volcano Islands (Japan)
Red Sea
Yemen
Gulf of Aden
Arabian Sea
Laccadive Sea
Bay of Bengal
Andaman and Nicobar Islands (India)
Thailand
Vietnam
Philippines
SOUTHEAST ASIA
South China Sea
Lakshadweep Islands (India)
Andaman Sea
Brunei
Philippine Sea
AFRICA
Socotra (Yemen)
Sri Lanka
Phuket (Thailand)
Cambodia
Sulu Sea
Malaysia
Gulf of Thailand
Celebes Sea
New Guinea (Indonesia)
EQUATOR
Maldives
Borneo (Indo.)
Singapore
Sumatra (Indo.)
Java Sea
Indonesia
Banda Sea
British Indian Ocean Territory (UK)
Indian Ocean
Java (Indo.)
Bali (Indo.)
Flores Sea
Savu Sea
East Timor
Arafura Sea
OCEANIA
Coral Sea
AUSTRALIA
1000 mi
1000 km
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Azores (Portugal)
Portugal
Spain
EUROPE
Turkey
Madeira Is. (Portugal)
Algiers
Mediterranean Sea
Syria
ASIA
Tunisia
Israel
Iran
Iraq
MIDDLE EAST
Morocco
Cairo
Canary Is. (Spain)
Algeria
Libya
Egypt
Jordan
Persian Gulf
Kuwait
Western Sahara
TROPIC OF CANCER
Qatar
Atlantic Ocean
U.A.E.
Oman
Saudi Arabia
Mauritania
Nile River
Red Sea
Niger
Arabian Sea
Cape Verde
Senegal
Mali
Eritrea
Chad
Sudan
Yemen
Dakar
Burkina Faso
Benin
Gulf of Aden
Gambia
Lake Chad
Djibouti
Guinea
Guinea-Bissau
Togo
Djibouti
Socotra (Yemen)
Cote D'Ivoire
Nigeria
South Sudan
Ethiopia
Somalia
Sierra Leone
Central African Rep.
Accra
Uganda
Liberia
Ghana
Gulf of Guinea
Cameroon
Indian Ocean
Rwanda
Eq. Guinea
Kenya
0° EQUATOR
Nairobi
Dem. Rep. of the Congo
Sao Tome & Principe
Lake Victoria
Zanzibar (Tanzania)
800 mi
Congo
Tanzania
Gabon
Burundi
800 km
Malawi
Seychelles
Cabinda (Angola)
AFRICA
Lake Malawi
Angola
Comoros
Zambia
15° S
PRIME MERIDIAN
Lusaka
Mozambique Channel
Namibia
Zimbabwe
Mauritius
TROPIC OF CAPRICORN
Botswana
Windhoek
Reunion (France)
Madagascar
Atlantic Ocean
Mozambique
30° S
South Africa
Swaziland
worldatlas
Indian Ocean
Lesotho
Cape Town
60° E
30° W
15° W
0°
15° E
30° E
45° E
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Subject websites

These websites will help you with homework, reading around the subject and revision

English

https://www.sparknotes.com/ - *Macbeth, A Christmas Carol, An Inspector Calls*
https://app.senecalearning.com/ - *Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry*
https://www.bbc.com/bitesize - *Macbeth, A Christmas Carol, An Inspector Calls*

Maths

https://corbettmaths.com/
https://vle.mathswatch.co.uk/vle/
https://www.mathspad.co.uk/

Science:

https://www.bbc.com/bitesize
https://www.senecalearning.com/
https://www.memrise.com/

Geography

Time for Geography - videos (mainly focused on physical processes)
Bitesize
Cool Geography

History

Seneca Learning
BBC bitesize - use Edexcel resources for GCSE.

Art Websites

https://www.tate.org.uk/
https://www.bbc.co.uk/bitesize/subjects/z6f3cdm
https://www.incredibleart.org/

Computer Science and IT.

www.mrahmedcomputing.co.uk

Drama

https://youtu.be/VeTpob9LBM8
https://youtu.be/wlSEU13mRBE
https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1

DT:

http://www.mr-dt.com/
http://technologystudent.com/
https://www.senecalearning.com/

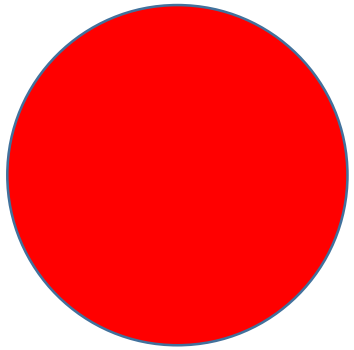
PE

https://www.bbc.com/bitesize/examspecs/ztrcg82
https://sites.google.com/view/ocrgcseperevision/home

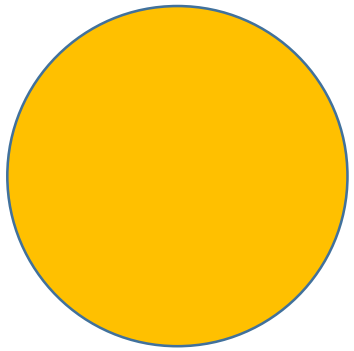
RS

KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt

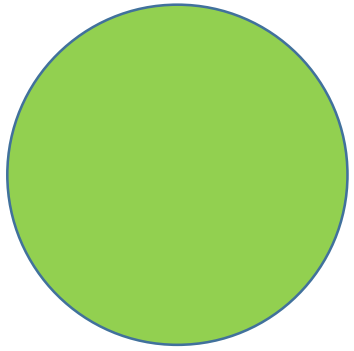
How would you describe your learning in this lesson?



I don’t understand the learning in this lesson and would like some help



I am not confident with the learning in this lesson so might need some extra help.



I am confident with the learning in this lesson and can work independently

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor time					
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lesson 4					
Lunch					
Lesson 5					
Lesson 6					