



BRISTOL
METROPOLITAN
ACADEMY

Monday 7th September	Week B
Monday 14th September	Week A
Monday 21st September	Week B
Monday 28th September	Week A
Monday 5th October	Week B
Monday 12th October	Week A
Monday 19th October	Week B

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

Knowledge Organisers 2026-27 Year 8 – Term 1

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

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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:

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	
Intense sugars	
Polysaccharides	

Subject: English Topic: Macbeth

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

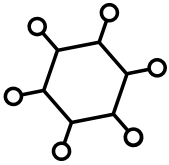
Home Learning Strategies to help you revise

Brain Dump



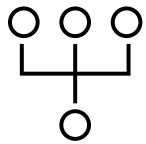
Write down everything you know about a certain topic on a page. Use your KO to add extra notes in a different colour.

Mind Map



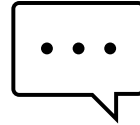
Condense a topic showing the important links and connectors between key parts. Use your KO to add in extra notes.

Diagram



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

Vocabulary



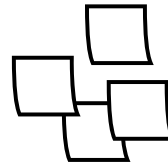
Learn the key words associated with a topic and commit the word and spelling to memory. Test yourself or ask someone else to test you.

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



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 art-work!



Cressida Cowell

Keywords

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

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

Complementary Colours—opposite each other on the colour wheel

Analysis

All artist research pages should be annotated

Artwork-

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

Sentence starters

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

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

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

Evaluation of Your Artwork-

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

Consider

Mythology, Fantasy and Surrealism as sources of inspiration

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

Computer hardware

CPU

- Stands for "Central Processing Unit"
- Processes data and instructions

FDE Cycle:

The CPU processes one instruction at a time. Each instruction is fetched from RAM, then decoded, then executed (run / carried out) – then the cycle repeats.



Factors affecting CPU performance:

- **Clock speed:** The higher the clock speed, the more instructions can be carried out per second.
- **Cores:** Upgrading to a CPU with more cores allows multiple instructions to be carried out at the same time.
- **Cache:** Adding more cache provides quick access to frequently-used data.

5 factors to improve a computer's performance:

1. Increase the clock speed
2. Upgrade to a CPU with more cores
3. Add more cache
4. Use an SSD instead of magnetic storage
5. Add more RAM

RAM (Primary storage)

- Stands for "Random Access Memory"
- Stores the programs and data that the computer is currently using
- If you run out of RAM, you cannot open any more programs, and the computer slows down.

Virtual memory: If a computer runs out of RAM, it can use secondary storage as additional primary storage. Therefore it can continue to run programs, even if the RAM is full. However, a disadvantage of virtual memory is that it is not as fast as RAM.

Secondary storage

Secondary storage is used to permanently store files and programs. There are 3 main types:

1. Magnetic, e.g. a hard drive

Advantages: Low cost per GB

Disadvantages: Easily damaged by magnets or by being dropped

2. Solid state (SSD), e.g. USB stick or MicroSD

Advantages: Very fast read/write speed (best performance), lasts up to 10 years.

Disadvantages: Expensive

3. Optical, e.g. DVD or CD

Advantages: Portable, cheap

Disadvantages: Low capacity, easily scratched or damaged.



Networks

A network is two or more devices that are connected together.

- **LAN** – Local Area Network – covers a small geographical area, e.g. the school
- **WAN** – Wide Area Network – covers a large geographical area, e.g. the internet
- **WPAN** – Wireless Personal Area Network – covers a very small area, e.g. connecting wireless earbuds to your phone.

Methods of connecting

- **Bluetooth:** Short-range connection over the air, e.g. wireless headphones
- **Wi-Fi:** Short-range connection over the air, used to connect devices to the internet
- **Ethernet:** Wires/cables used to link devices such as computers and routers in a LAN
- **4G / 5G:** Used for mobile communications. 5G offers faster speed than 4G.

Advantages of the school using a LAN to connect computers

- ✓ Access files from any computer
- ✓ Send messages
- ✓ Share resources such as printers

Hardware in a LAN

- **Switch** – connects multiple devices within a LAN, using ethernet cables
- **Router** – connects a LAN to a WAN e.g. the internet.
- **Server** – provides services or data to a network





Yr 8 BMA Drama Knowledge Organiser Term 1 & 2

Theatre Roles

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

Terminology (Physical Skills)

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

Techniques

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

Elements of play texts

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

Terminology (Vocal Skills)

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

- 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!



Develop Ideas with Sketches

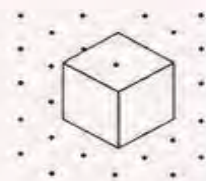
- 1) 'Freehand' means drawing without using any equipment (except a pencil or pen).
- 2) You can combine 2D and 3D sketches to explain details.
- 3) And you can annotate your sketches (add notes) to explain details further, e.g. describe the materials and processes you'd use.



Isometric Drawing Shows Objects at 30°

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

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



Practice your tonal drawing skill here

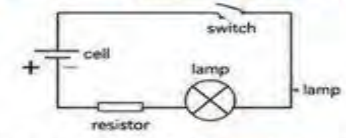


Practice your isometric drawing here



Electrical Systems Involve Circuits

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



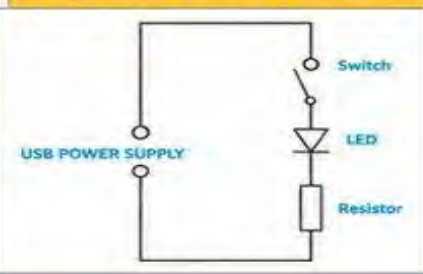
You can draw diagrams of electrical circuits using symbols to represent the components.
 (✓✓✓✓✓ = circuit in 1 way)

- 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 better for 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**.



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

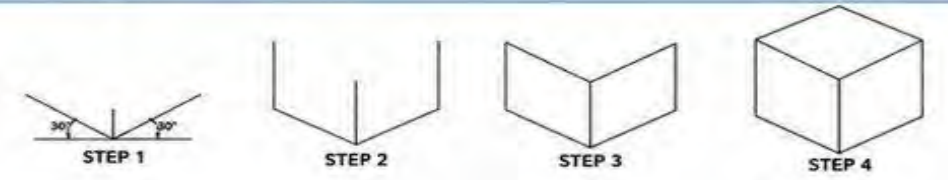
Use modelling to improve your design

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.



Year 8: Unit 1 – Rhetoric and Revolution - Animal Farm

Key Text plot summary by scene/chapter/event

Chapter 1	Farmer Jones treats his animals badly and is drunk.
Chapter 2	Old Major talks to the other animals about his dream of them all running the farm themselves.
Chapter 2	The animals revolt and take over Manor Farm renaming it Animal Farm.
Chapter 5/6	The animals build a windmill to make their work easier.
Chapter 5	Napoleon takes control from Old Major. 7 commandments are written for the animals to live by.
Chapter 9	Boxer becomes ill and is sent away by Napoleon.
Ch 6/8/10	The 7 commandments are gradually changed to benefit the pigs and the farm is named back to Manor Farm.
Chapter 10	The pigs are seen dressed as humans walking on their hind legs.

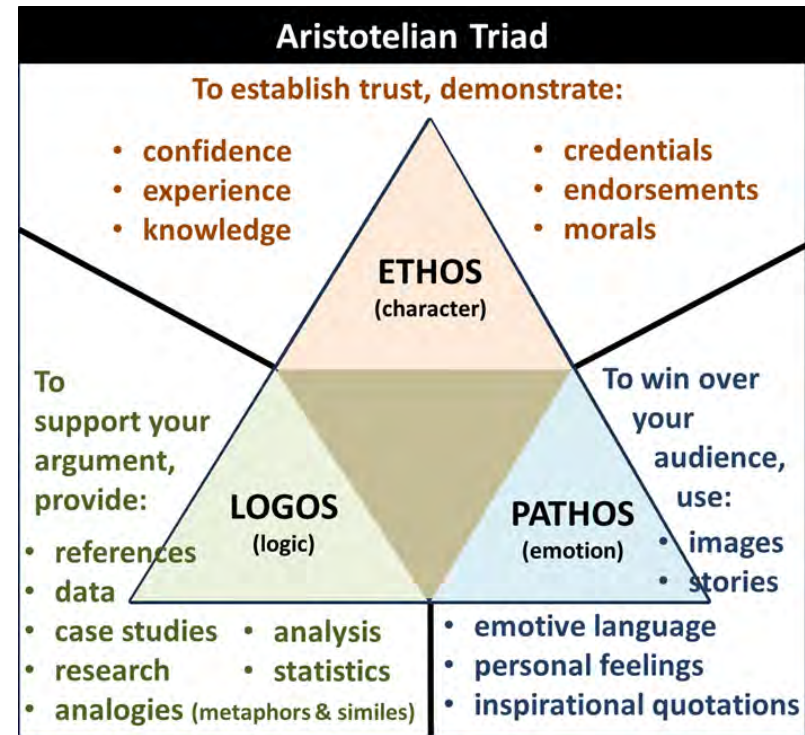
Key Characters and biography:

Farmer Jones	A drunk farmer who owns Manor Farm at the start of the book.
Old Major	Pig who is seen as the leader of the animals and dreams of a farm run by them for them.
Napoleon	Pig who forces others to work for him and becomes a tyrannical leader.
Boxer	Horse who works incredibly hard on the farm and believes all the pigs tell him.
Snowball	Pig who challenges Napoleon for control of the farm after the rebellion
Squealer	Pig who spreads Napoleon's propaganda around the rest of the farm to justify their dominance.

Key themes: **The corruption of power/leadership:** As soon as the farm is run by the animals the pigs begin to take control and give themselves priority amending the rules for their own benefit. **Propaganda:** Squealer manipulates the other animals into changing their memories of what has occurred on the farm. Slogans are used to reinforce their beliefs. **Inequality:** The pigs manipulate the social structure to do the 'thinking' whilst the other animals are to complete manual labour. **Power of Education:** The farm animals are too overworked and uneducated to realise they have been manipulated and simply trust the pigs' authority.

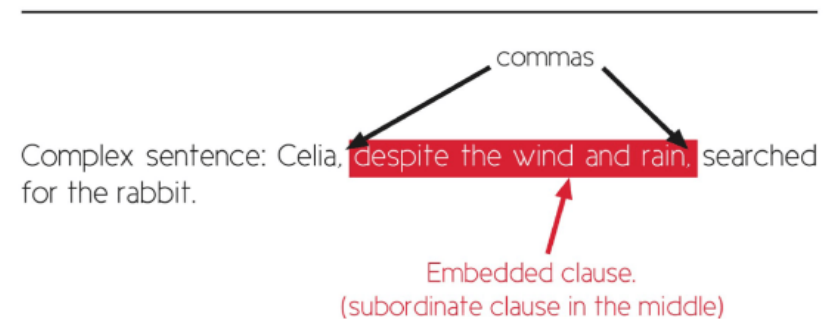
Word	Definition
Dystopia	An imagined society where there is great suffering, injustice, and oppression.
Utopia	An imagined perfect society where everything is fair, peaceful, and ideal.
Dictator	A ruler with complete power, often obtained and maintained by force.
Totalitarian	A system of government that controls every aspect of people's lives and does not allow opposition.
Allegory	A story in which characters and events represent deeper moral or political meanings.
Propaganda	Information, often biased or misleading, used to influence people's opinions.
Inequality	An unfair difference in status, rights, or opportunities between people or groups.
Exploitation	Taking unfair advantage of people or resources for personal benefit.
Rebellion	An act of resisting or fighting against authority or control.
Corruption	Dishonest or immoral behaviour, especially by those in power.
Rhetoric	The art of using language effectively to persuade or influence others.
Revolution	A major and often sudden change, especially in government or social systems.
Ethos	A persuasive appeal based on the speaker's credibility or character.
Pathos	A persuasive appeal to the audience's emotions.
Logos	A persuasive appeal based on logic, facts, and reason.

Writing Mastery / Literacy topics:



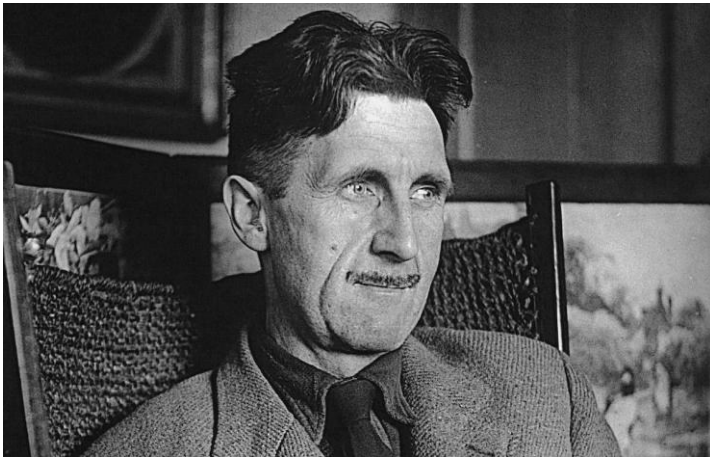
Embedded means 'within'.

An embedded clause is another way of using a subordinate clause – by dropping it into the middle of a sentence. This time you need two commas, one at either side of the clause.



George Orwell

- **George Orwell** was the pen name of **Eric Arthur Blair**, born in **1903** in India and raised in England.
- He became a **famous writer and journalist**, known for his clear, powerful style and strong opinions about fairness and freedom.
- Orwell cared deeply about **justice, truth**, and how **power** can be abused.
- His most famous books are:
 - **Animal Farm** – a story that uses farm animals to show how power can corrupt leaders.
 - **Nineteen Eighty-Four** – a novel about a future where the government controls everything, even people's thoughts.
- Orwell often wrote about **ordinary people, poverty**, and the struggles of everyday life.
- He believed that writing should be **honest, clear**, and used to tell the truth.
- Orwell died in **1950**, but his ideas about power, freedom, and truth are still discussed today.

**The Russian Revolution**

- Before the revolution, Russia was ruled by a **Tsar** (a king) called **Nicholas II**, who had almost total power.
- Most ordinary people were **poor, hungry**, and had **very little say** in how the country was run.
- In **1917**, many Russians became angry about food shortages, unfairness, and the way the country was being led during World War I.
- Protests and strikes spread across the country, and eventually the Tsar was forced to **give up his throne**.
- A political group called the **Bolsheviks**, led by **Vladimir Lenin**, took control later that year.
- The Bolsheviks promised **equality, fairness**, and **better lives** for workers and peasants.
- After taking power, they fought a **civil war** against people who disagreed with them.
- Once they won, the Bolsheviks created a new government based on **communism**, where the state controlled land, factories, and resources.
- Over time, leaders like **Joseph Stalin** became extremely powerful and ruled in a strict, often violent way.
- The revolution changed Russia forever and led to the creation of the **Soviet Union**, which lasted until 1991.

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

Build & Protects
Muscles
(Meat, poultry, fish, & some plants)



Fat

Provides Long
Lasting Energy
(Oils, nuts, avo, butter & cream)



Carbs

Quickest Source of
Energy
(Grains, fruit, veg, sugary liquids)

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. 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; lentilsoup and wholemeal bread; baked beans on toast.

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

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

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

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

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

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

Functions of Eggs

Food Spoilage

Cross-contamination

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

Cross-contamination can cause food poisoning and allergic reactions.

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

Food can become contaminated from:

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

Most common allergens:

- ☐ Nuts
- ☐ Fish and seafood
- ☐ Milk
- ☐ Eggs



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

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

Key words

Microorganism - a very small living bacteria.

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

Preserves - something in its original state

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

Micros



Vitamins
Made by Plants & Animals
(Carrots, spinach, dairy & citrus)



Minerals
Consumed by Plants & Animals
(Banana, dairy & citrus)

Year 8 Geography

Is everything we know about Africa wrong?



- ① Second largest continent.
- ① Made up of 54 countries.
- ① Has the equator, Tropic of Cancer and Tropic of Capricorn running through it.
- ① Surrounded by the Atlantic, Indian and Southern Oceans.
- ① Over 400 million people in Africa live in extreme poverty – that's \$1.90 a day

Keywords

Diversity	Africa is different in landscapes, people and culture.
Development	Positive change over time
Development indicators	A numerical figure that identifies a level of development
Sustainable development	Progress over time that is conducted without the overuse of natural resources, leading to environment damage
Life expectancy	Average age someone is expected to live for
Literacy rate	Number of adults who can read and write
Infant mortality rate	Number of deaths of a child before 2 nd birthday per 1000 people.
Birth/death rate	Number of people born/die per 1000 people
Human development index	A figure between 0-1 that designates the development of a country accounting for life expectancy, levels of education and GNI
Gross National Income (GNI)	The total amount of money earned by a country's people and businesses
Misconception	A view or opinion that is incorrect because it is based on faulty thinking or understanding
Colonisation	Where a foreign power take control of another region



Food and Drink Year 8 German Term 1 vocab list

Was isst du? das Brot der Fisch der Käse die Butter die Milch der Kaffee der Tee die Cola der Zucker der Schinken heiße Schokolade der Apfel die Fleisch die Marmelade das Eis grüne Bohnen das Gemüse die Pommes die Chips der Spinat das Ei das Wasser	What do you eat? Bread Fish Cheese Butter Milk Coffee Tea Coke Sugar Ham Hot chocolate Apple Meat Jam Ice cream Green beans Vegetables Chips Crisps Spinach Egg water	Magst du....? Ja Nein denn es ist... gut fantastisch köstlich lecker/schmackhaft gesund schrecklich furchtbar widerlich würzig salzig fettig/bitter Gut für deine Gesundheit entspannend gesellig eine Herausforderung Es macht Spaß toll/spitze ermüdend nicht gut für deine Gesundheit ungesund	Do you like...? Yes No Because it is... good fantastic delicious tasty healthy horrible awful disgusting spicy salty fatty/bitter good for your health relaxing sociable a challenge fun great tiring Bad for your health unhealthy	Was möchten Sie essen? Kann ich Ihnen helfen? Ich möchte ... essen/trinken Vorspeise/Hauptgericht/Nachschüssel/Getränk Die Rechnung, bitte Kellner/Kellnerin Ich nehme/ich hätte gern das Trinkgeld Das ist alles Danke	What would you like to eat? Can I help you? I would like... to eat/to drink starter/main meal /dessert/drink The bill please A waiter/waitress I'll take (have) The tip That's all Thank you
Wann isst du? das Frühstück das Mittagessen der Imbiss das Abendessen	When do you eat? Breakfast Lunch Snack Evening meal/tea				
		Möchtest du...? eine Packung ein Liter ein Kilo ein halbes Kilo eine Flasche	Would you like...? A packet of A litre of A kilo of Half a kilo of A bottle of	Zahlen zehn zwanzig dreißig vierzig fünfzig sechzig einundsechzig siebzig einundsiebzig achtzig zweiundachtzig neunzig zweiundneunzig hundert zweihundert	Numbers 10 20 30 40 50 60 61 70 71 80 82 90 92 100 200
		Was magst du? Ich mag Ich mag...nicht Ich liebe Ich hasse Ich esse lieber Ich denke, dass Meiner Meinung nach	What do you like? I like I don't like I love I hate I prefer eating I think, that In my opinion		

Term 1 Food and Drink
Year 8 German Knowledge Organiser

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



Verbs and the present tense in German

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

Forming the present tense in German

For regular verbs follow the pattern opposite

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

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

Comparisons

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

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

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

Superlative

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

Comparing Things

Joe ist älter als Fred = Joe is older than Fred

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

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

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

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

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

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

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 Terms

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

Key Causes of Migration

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

Key Skills

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

Further Your Learning

Learn more about the often untold stories of migrants who came to and shaped the Britain we live in today.

<https://www.ourmigrationstory.org.uk/>

Timeline of Migration

Key ideas

- 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

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

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 $60 < w \leq 70$ as it has the highest frequency.

Weight, w, Kg	Frequency
$40 < w \leq 50$	2
$50 < w \leq 60$	15
$60 < w \leq 70$	18
$70 < w \leq 80$	10
$80 < w \leq 90$	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.

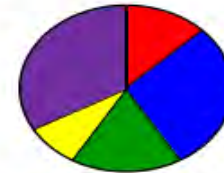
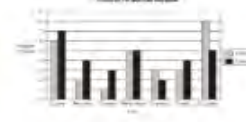
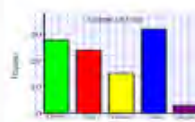
Discrete: Data that is counted and can only take a set value, e.g. shoe size

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

**Types of charts**

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	$3 \times 15 = 45^\circ$
Birmingham City	7	$7 \times 15 = 105^\circ$
Manchester United	4	$4 \times 15 = 60^\circ$
Arsenal	2	$2 \times 15 = 30^\circ$
Newcastle	8	$8 \times 15 = 120^\circ$
	24	

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

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

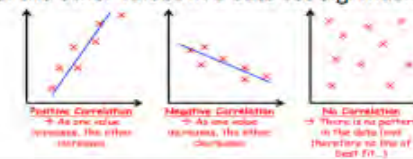
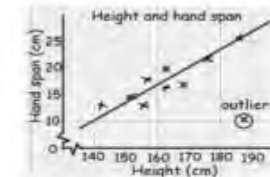
Interpolation: Estimating a value inside the set of data points.

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.



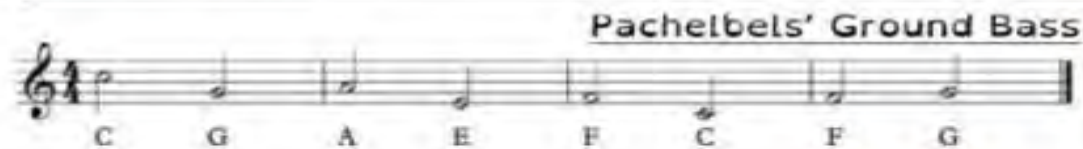
Baroque – A genre of music popular between 1600 and 1750
Year 8 – Topic 1

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

Sequence – A pattern of notes repeated higher or lower

Ground Bass – A repeating bass part

Polyphony – A texture with layers containing different rhythms



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

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



Listening examples

J. S. Bach – Toccata and Fugue

Features - Church Organ - Melodic sequences

Pachelbel – Canon in D

Features – Ground Bass - String Quartet

Handel – Zadok the Priest

Features – Choir and Orchestra - Brass Fanfares

Vivaldi – The Four Seasons

Features – Virtuoso Violin - Represents the seasons



Pachelbel



J.S. Bach

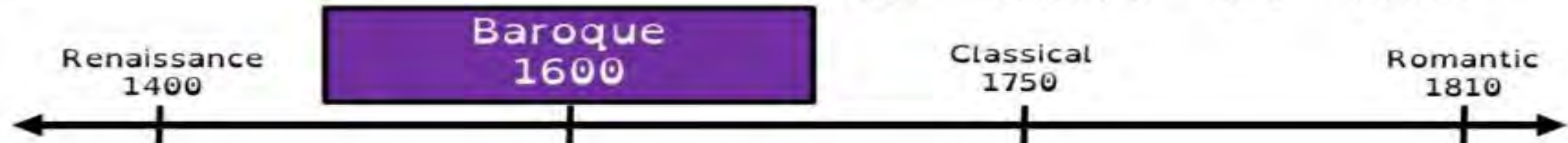
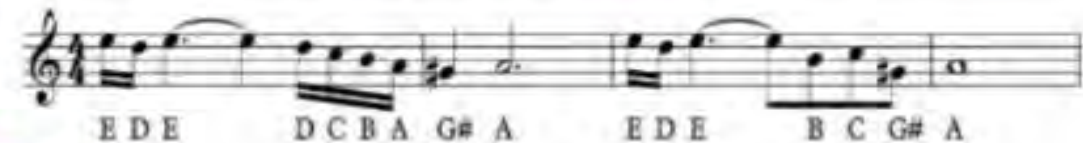


Vivaldi

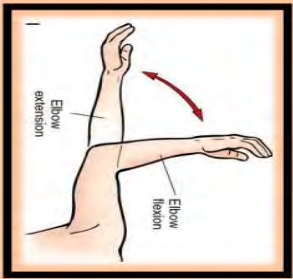


Handel

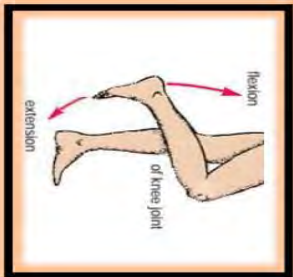
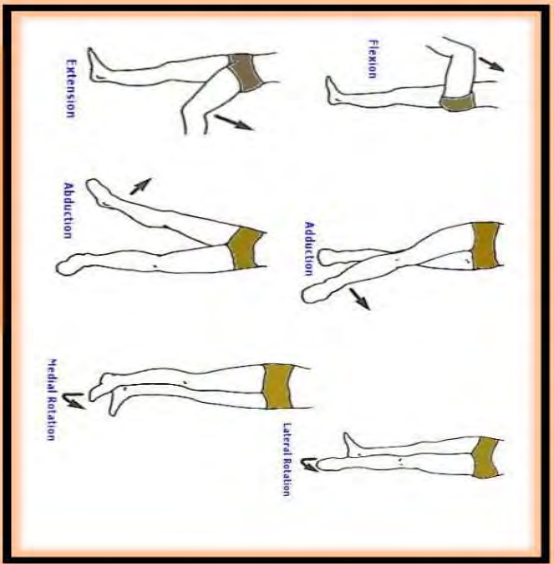
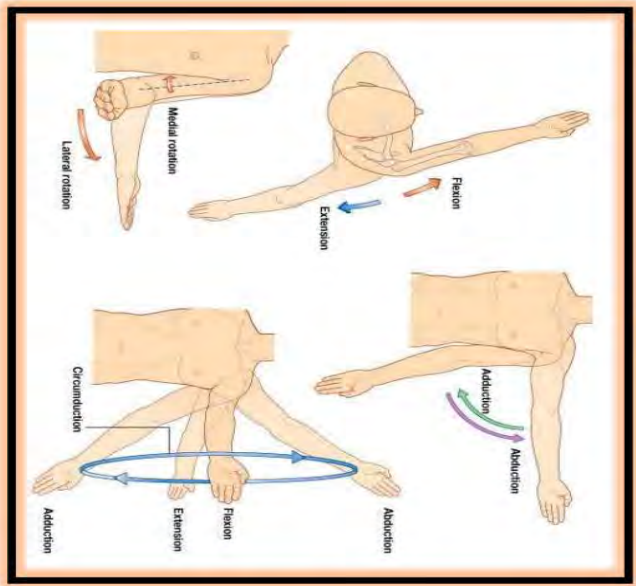
Toccata & Fugue Main Motif



Movements at the joint



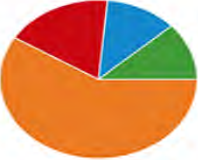
Week 1. Elbow
Week 2. Shoulder
Week 3. Hip
Week 4. Knee
Week 5. Ankle



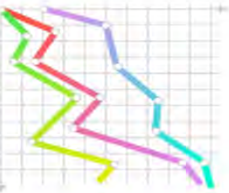
Movement Analysis

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		6
Ice Hockey		5
Baseball		4
Soccer		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.



What do the Dharmic faiths believe?

Hinduism Knowledge Organiser



RS

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/znxttyrd>

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

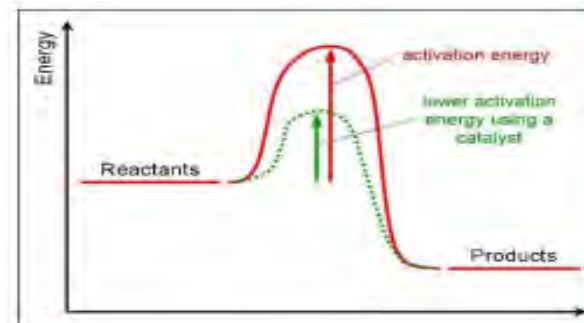
A chemical change involves a change in the chemical composition. Different elements or compounds are present at the end of the chemical change. Bonds of the reactants are broken down; new bonds are formed after the chemical change to produce new compounds. A chemical change usually is indicated by:

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/znxttyrd>

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
sodium
calcium
magnesium
aluminium
zinc
iron
lead
copper
silver
gold

Please
send
Charlie's
monkeys
and
zebras
in
lead
cages
securely
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/zh2xsbk>

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.

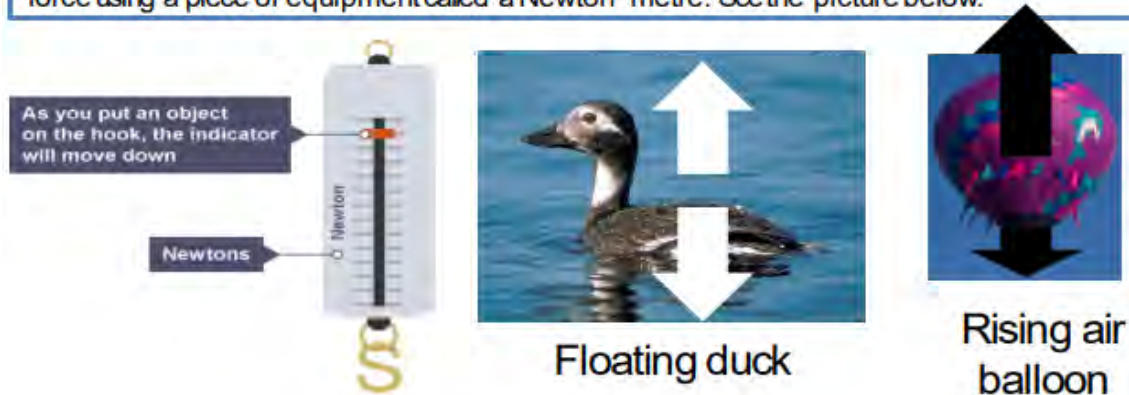
When a force is applied to an object it can lead to a change in the objects

- 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.



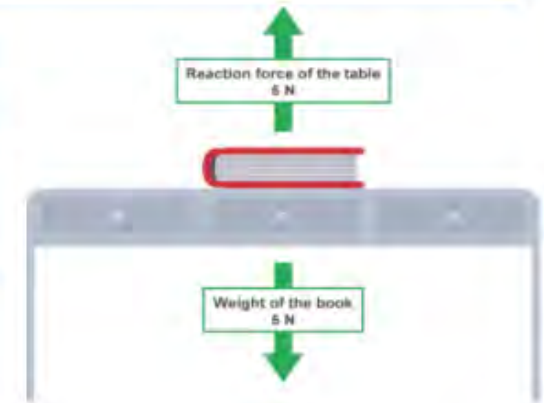
Key Terms	Definitions
Newton	The unit of force
Newton meter	A piece of equipment that can be used to measure the size of the force
Contact Force	A force caused by the contact between two objects
Non Contact Force	A force between two bodies that are not in contact for example gravity
Free body force diagram	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 force diagram should always have labelled arrows.



Submarine at constant speed and depth



Year 8 Block2 Knowledge Organiser Forces
 Revision Pgs: 75-78 (77-81 higher)
<https://www.bbc.com/bitesize/subjects/zh2sblk>

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.

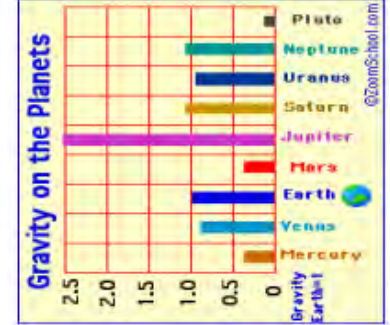
For example, what is the resultant force on the lorry below?



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 an 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 $5\text{N} - 5\text{N} = 0\text{N}$

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



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

¿Cuándo comes? When do you eat?

El desayuno	Breakfast
La comida	Lunch
La merienda	Snack
La cena	Evening meal/tea
Desayunar	To eat breakfast
Comer	To eat lunch
Merendar	To snack
Cenar	To eat dinner



EN EL MERCADO / SUPERMERCADO

¿Te gustaría...?
Un paquete de
Un litro de
Un kilo de
Un medio kilo de
Una botella de

IN THE MARKET / SUPERMARKET

Would you like...?
A packet of
A litre of
A kilo of
Half a kilo of
A bottle of



8.5 Food and Drink SPANISH

EN EL RESTAURANTE

¿Qué quieres comer?

De primer plato

De segundo plato

De postre

Quisiera

Para mí

Para beber

Para comer

Una ración de...

Camarero/a

¿Tienes...?

La cuenta, por favor

La propina

IN THE RESTAURANT

What do you want to eat?

For the starter

For the main

For dessert

I would like

For me

To drink

To eat

A portion of...

Waiter/waitress

Do you have...?

The bill, please

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
doscientos	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.

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

menos - less

La cola es **más** deliciosa que el café

El café es **menos** delicioso que la cola

Superlative

El /la **más** – the most

El /la **menos** – the least

El queso es **el más** rico

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 when 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).

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

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...

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

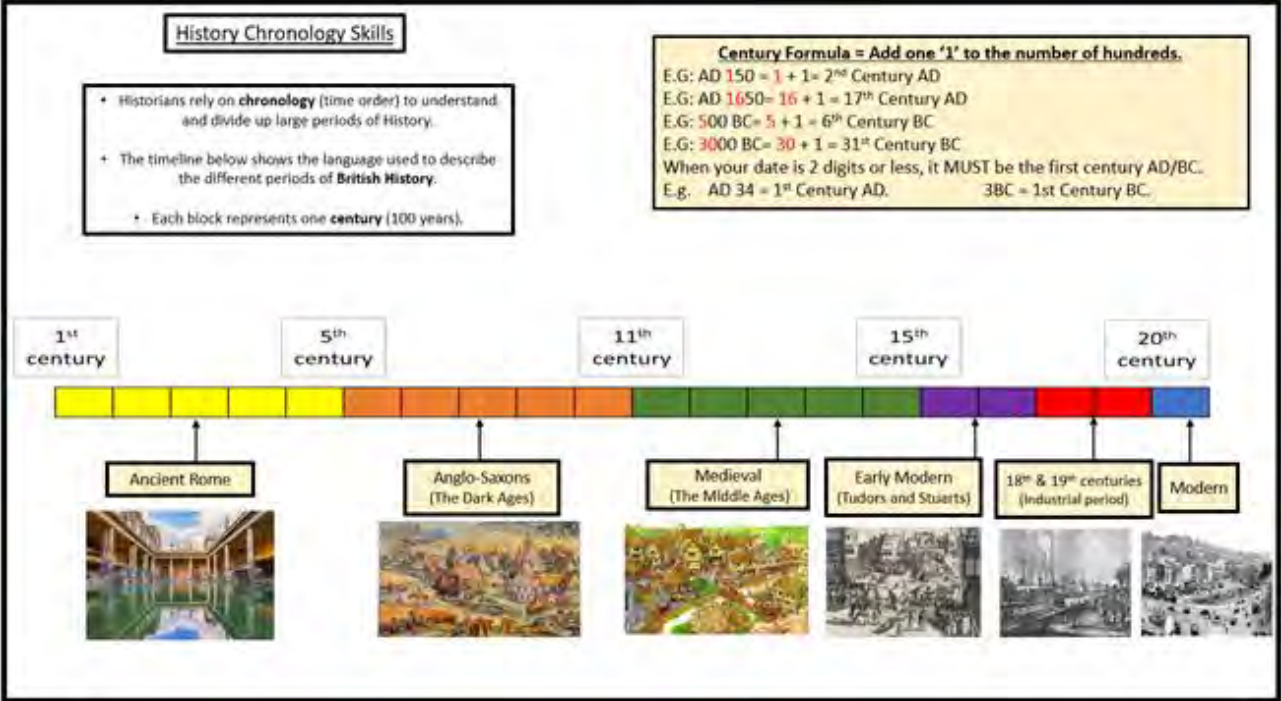


One advantage is...
One disadvantage is...
The best option is...

COMPARE AND CONTRAST



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



Use these in your writing and speaking in DT



Design and Technology Keywords

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



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	
Key relative atomic mass atomic symbol name atomic (proton) number																	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	

* 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.





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

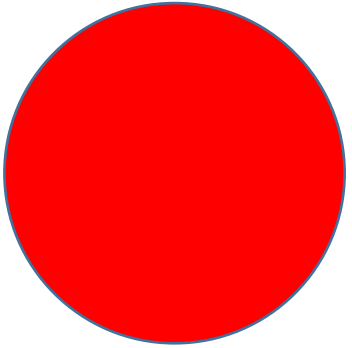
<https://www.bbc.com/bitesize/examspecs/ztrcg82>

<https://sites.google.com/view/ocrgcseperevision/home>

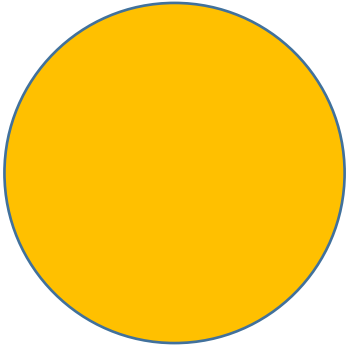
RS

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

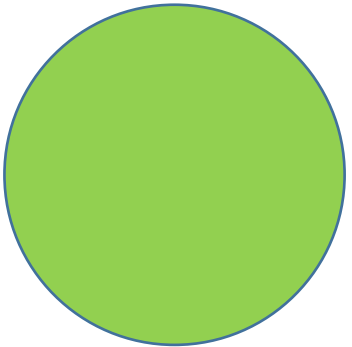
How would you describe your learning in this lesson?



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					