BRISTOL METROPOLITAN ACADEMY

Knowledge Organisers 2024-25

Year 8 – Term 3

Monday 6th January	Week A
Monday 13th January	Week B
Monday 20th January	Week A
Monday 27th January	Week B
Monday 3rd February	Week A
Monday 10th February	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.

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.

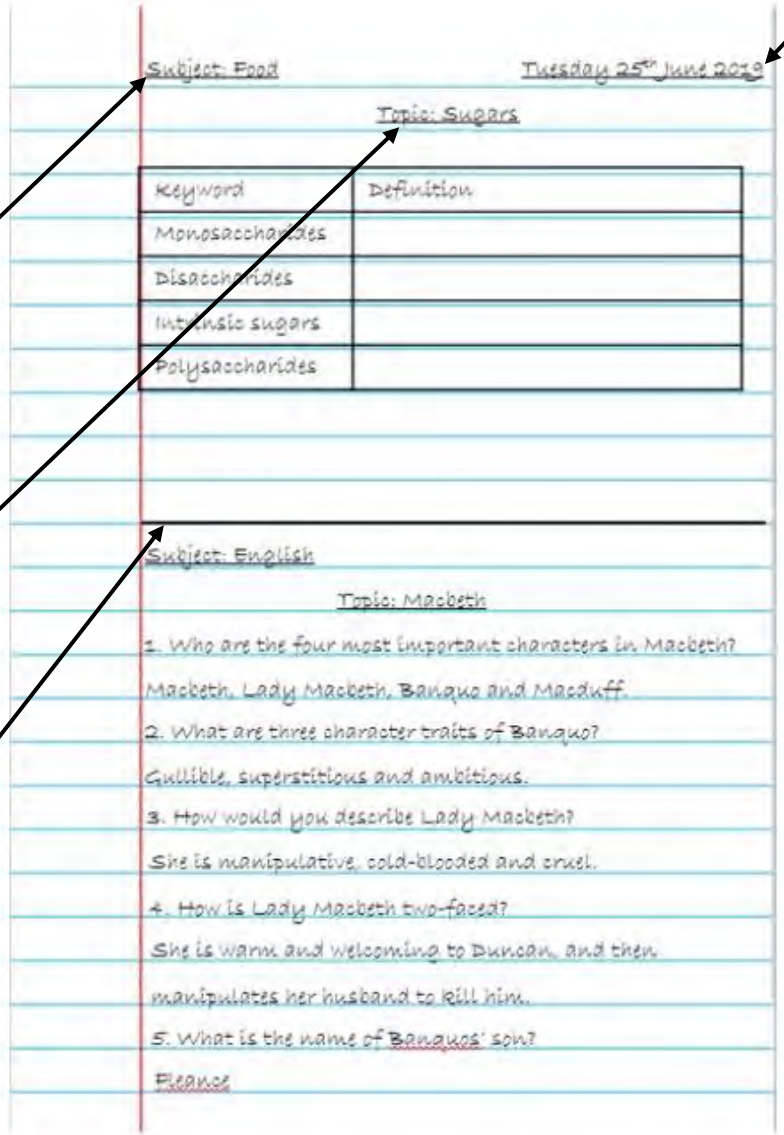
How to present your homework:

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: 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	
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?

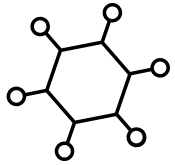
Fleance

Home Learning Strategies to help you revise

Brain Dump

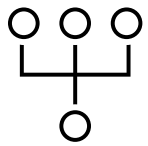
Write down everything you know about o certain topic on a page. Use your KO to add extra notes in a different colour.

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.

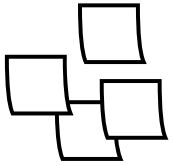
Vocabulary

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

Website Design (HTML) Year 8P (Theme 3) Knowledge Organiser

Key words

Web Browser
Hyper Text Markup Language (HTML)
Hyperlink
Web Page
Website

Hyper Text Markup Language (HTML) is a basic scripting language for building web pages. It uses a set of pre-defined tags that the web browser then interprets and displays them
Common browsers include: Google Chrome, Microsoft Edge, Safari, Firefox.
HTML can be written in specialist software or in a simple text editor like Notepad (++). By simply saving the document with a file extension .HTML, it can be opened and viewed as a webpage from a web browser

Basic tags

Most tags have a start and an end
<html> is the start tag indicating the beginning of the page
</html> is the end tag for the end of the page
A webpage is split into 2 sections:
<head> section contains the web page's properties, including the page title and CSS code
<body> section contains everything that is visible on the page when viewed in a browser

Headings

 is the paragraph tag. Text inside is put in a new paragraph
 This is an example
<h1> indicates the main title of the page (the largest text)
<h2> indicates the next largest text
h3, h4, h5 and h6 are other levels of heading, getting smaller from <h1> being used for the largest text
<h3> This is a title </h3>

Example of basic HTML

```
<html>
<head>
<title> My ace web page </title>
</head>
<body>
<p> Welcome to my web page </p>
</body>
</html>
```

Attributes

Attributes provide additional information about HTML elements. They are expressed in the form name = "value"

```
width="120"
alt = "Picture of a cat"
scr="mypic.gif"
ref="page4.html"
border="1"
```

Tables

HTML tables allow web developers to arrange data into rows and columns.
Tables are organised by row, then each row is divided into divisions
A table starts with a <table> tag and ends with a </table> tag
Each row is defined by a <tr> tag and ended with a </tr> tag
Each division in each row is defined by a <td> tag

Tables Example

```
<table border=1>
<tr> <td> top left </td>
<td> top right <td> </tr>
<tr> <td> bottom left </td>
<td> bottom right <td> </tr>
</table>
```

Top let	Top right
Bottom left	Bottom right

Adding images

The tag for adding an image is <img> with the attribute src (source of the image)
The image must be saved in the same folder as the web page (or a subfolder within it)

```
<img scr = "mypic.jpg" width="500">
<img scr = "homebutton.gif">
```

No end tag is required

Adding hyperlinks

The <a> tag is used for creating links
It requires a Hyperlink reference
It can be applied to some text or an image.
Text Hyperlink:

```
<a href="www.bbc.co.uk"> Click here to go to BBC Website </a>
```

Image Hyperlink:

```
<a href="homepage.html">
  <img src="homebutton.jpg"</a>
```

CSS (Cascading Style Sheets)

Cascading Style Sheets (CSS) can be used to change the style of a whole website, one web page or a single occurrence of an element,
e.g. <h1 style="text-align:center">

Example of CSS written in the Head section:

```
<head>
<style>
body {background-color: powderblue;}
h1  {color: blue;}
p  {color: red;}
</style>
</head>
```

CSS Syntax

Key themes

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

The main themes in *Romeo and Juliet* are:

- love
- fate
- duality (or opposites)

Romeo and Juliet - Plot summary

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

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

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

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

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

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

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

Opposites and oxymorons

"Feather of lead, bright smoke,
COLD FIRE,
sick health!"

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

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

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

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

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

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

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

Imagery and metaphor

"It is the east, and Juliet is the sun."

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

Year 8 D&T – Night Light Project

A is for **Aesthetics**

C is for **Cost**

C is for **Customer**

E is for **Environment**

S is for **Size**

S is for **Safety**

F is for **Function**

M is for **Material**

Analyse the Dinosaur Night Light by using ACCESS FM

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

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

Pillar Drill

File

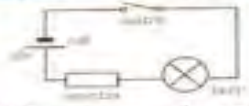
Soldering Iron

Fret Saw

Line Bender

Electrical Systems Involve Circuits

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



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 flexible.

3) Insulators (e.g. PVC) don't let electricity through, so they're used to coat the outside of wires.

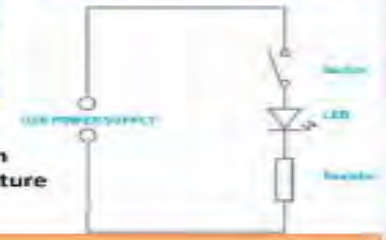
4) Voltage from a power cell (a battery) or the mains pushes the electric current around a circuit.

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

Acrylic

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

Night Light Circuit Diagram



CAD = Computer Aided Design
CAM = Computer Aided Manufacture

Use modelling to improve your design

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

Test and evaluate each model

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

1. You'll probably find there are some things that don't work out quite how you'd hoped. Write down what 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.

Practice your tonal drawing skill here

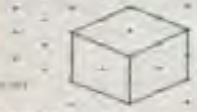
Develop Ideas with Sketches

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



Year 8 | Term 3 Knowledge Organiser | Gothic Literature

1. Antagonist	Character who opposes the main character. Sometimes known as a villain.
2. Unreliable Narrator	A narrator who we cannot trust. They might be crazy or mad.
3. Pathetic Fallacy	When the weather is used to reflect the mood. EG rain = sadness, fog = mystery, sun = joy/happiness
4. Personification	When an inanimate object is given a human quality. EG The wind howled, the door screamed as it opened.
5. Atmosphere	The general mood or feeling of a place. Gothic tends to create eerie or mysterious atmospheres.
6. Foreshadowing	Clues that are given to suggest something that will happen later on.
7. Outsiders	Characters that are excluded from society EG Frankenstein's creature is treated differently because he is manmade.
8. Tension	Feeling on edge about events that are about to happen
9. Climax	The peak of action and intensity
10. juxtaposition	Contrasts between two ideas.

11. Gothic	A literary genre that creates a sense of fear an haunting.
12. Supernatural	Things that are beyond the real world. Eg ghosts, vampires, demons, werewolves.
13. Ominous	The worrying impression that something bad will happen
14. Foreboding	Fearful apprehension
15. Submissive	A character being weaker than others.
16. Isolation	Being alone.
17. Dominance	A character being stronger or more powerful than others.
18. Tyrannical	Leaders that are mad with power and control

Notable Gothic texts (in chronological order)
The Castle of Otranto – Horace Walpole, 1765
Vathek – William Beckford, 1786
Frankenstein – Mary Shelley, 1818
The Hunchback of Notre Dame – Victor Hugo, 1831
The Raven – Edgar Allen Poe, 1845
Wuthering Heights – Emily Bronte, 1847
The Strange Case of Dr Jekyll and Mr Hyde – R.L. Stevenson, 1887
The Picture of Dorian Gray, Oscar Wilde, 1890
Dracula – Bram Stoker, 1897
Rebecca – Du Maurier, 1931
The Woman in Black – Susan Hill, 1983
The Twilight Series – Stephanie Meyer, 2006

How to create the Gothic mood
Features of buildings:
towers, trapdoors, gargoyles, mysterious corridors, tunnels, vaults, strange portraits
Weather: howling wind, thunder and lightning and torrential rain.
Eerie sounds: creaking doors, approaching footsteps, clanking chains, slamming doors, distant howling, strange laughter, toiling bells.
Dark or dim spaces: lights going on and off, flickering candles, dimmed lamps.
Supernatural: curses, hidden books and secret manuscripts, Extreme emotions (isolation and nightmares), Science used for evil purposes, Family curses and secrets

Gothic Adjectives for places:
Ancient Antique Creepy Desolated Distant Dusty Elaborate Eerie Empty Gruesome Isolated Locked Macabre Neglected Ornate Overgrown Peculiar Solitary Untouched Unusual

Gothic Adjectives for people:
Austere Determined Drawn Friendly Helpless Hideous Intimidating Looming Menacing Murderous Pallid Sinister Sleepless Surprised Taken aback Terrifying Treacherous Villainous Vulnerable

Some of the texts you will study: | Gothic Literature

The Woman in Black by Susan Hill	The Woman in Black is a ghost story by Susan Hill, in which Arthur Kipps relates his haunting experiences at Eel Marsh House. In his story, a young Arthur Kipps, a junior solicitor, is sent to settle the affairs of Alice Drablow. He sees a woman dressed in black at her funeral, though apparently no one else does.
The Tell-tale heart by Edgar Allen Poe	It is narrated by a madman who decides to kill the old man he lives with because he can't stand the gaze of the man's strange eye. However, after committing the crime, the narrator becomes convinced he can hear the old man's heart beating and gives away the location of the body.
The Red Room by H G Wells	It follows a confident young sceptic-the unnamed narrator of the story-as he attempts to spend the night in an infamously haunted room in a castle. Owing to the black and red décor of the room the narrator finds it necessary to light several candles to see his way around, but a draft keeps extinguishing the candles faster than he can keep them lit.
Frankenstein by Mary Shelley	Frankenstein tells the story of gifted scientist Victor Frankenstein who succeeds in giving life to a being of his own creation. However, this is not the perfect specimen he imagines that it will be, but rather a hideous creature who is rejected by Victor and mankind in general. The Monster seeks its revenge through murder and terror.

As well as:
The Werewolf by Angela Carter

Click Clack the Rattle Bag by Neil Gaiman

Poetry:
The Cold Earth Slept Below – Percy Bysshe Shelley

Spellbound – Emily Brontë

Gothic writing also includes a lot of poetry. Writers might use methods such as:

Meaning – the main message of the poem
Speaker – the voice of the poem.
Imagery – the words which paint images in the reader's mind.
Simile – indirect comparison (like/as)
Metaphor – direct comparison
Personification – when a non-living object is described as looking like or behaving like a human.
Tone – the feeling/atmosphere of the poem
Structure – the organisation of the poem, its rhyme scheme, the rhythm.
Stanza – grouped lines in a poem

Form – the type of poem – i.e. sonnet, ode.
Caesura – punctuation which occurs mid-line; slows the rhythm.
Enjambment – lack of terminal punctuation, speeding up the poem.
End-stopping – punctuation at the end of a line
Metre – number of beats per line
Plosive – sound made by stopping airflow – b,t,k, d, p; it creates a harsh sound.
Onomatopoeia – a word which sounds like the thing it is describing – i.e. bang
Alliteration – the repetition of the same sound
Sibilance – the repetition of the 's' sound

The term 'gothic' comes from the Germanic tribe 'the Goths', who played a part in the fall of the Roman Empire. The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture in around C3 and replaced it with buildings in the gothic style.

- Medieval Europe (C3-14) is sometimes referred to as the 'Dark Ages' (although this can be contested for a number of reasons.) Some believe that people lived in fear due to superstition and ignorance and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as 'gothic' e.g. Notre Dame.
- Figures from The Age of Enlightenment (C18-19) believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic.
- A group of poets, artists and thinkers called the Romantics challenged this because they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.
- The gothic genre first emerged from the Romantic movement. It used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic.
- Gothic writing transformed into the format of the extremely popular Victorian ghost story.
- Today, we use the term 'gothic' widely to describe art, style, clothing (e.g. Alexander McQueen couture) music and film (e.g. Tim Burton films). The style and genre is very much still alive.

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.

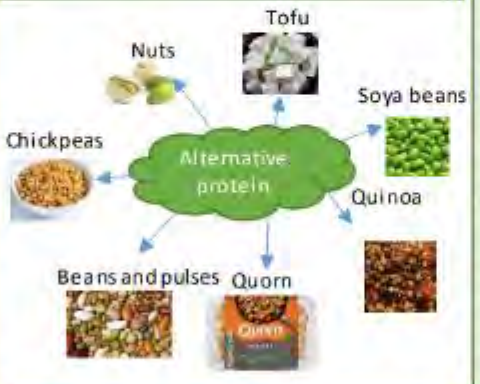
Water-soluble vitamins
Water-soluble vitamins (vitamin C, the B vitamins and folic acid) are mainly found in:
fruit and vegetables, grains, milk and dairy foods
These vitamins aren't stored in the body, so you need to have them more frequently.
If you have more than you need, your body gets rid of the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



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)

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 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.

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

Year 8 Geography

How is Asia changing?

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

Country income groups: GNI per capita

HDI

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

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

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My home! Year 8 German ARE 2 vocab. list

Wo wohnst du?	**Where do you live?**
Ich wohne...	**I live...**
In einem Haus	In a house
in einer Wohnung	In a flat
in einem Wohnwagen	In a caravan
auf dem Land	In the countryside
in den Bergen	In the mountains
an der Küste	On the coast
in der Stadt	In a city/town
am Stadtrand	In the suburbs
in einem Dorf	In a village
im Norden	In the north
im Süden	In the south
im Westen	In the west
im Osten	In the east
Extending our sentences	**Extending our sentences**
Opinion phrases	**Opinion phrases**
Meiner Meinung nach	In my opinion
Ich denke, dass	I think that
Ich glaube, dass	I believe that
Ich finde	I find
Intensifiers	**Intensifiers**
wirklich	Really
sehr	Very
ziemlich	Quite
ein bisschen	A little
Connectives	**Connectives**
weil or denn	Because
auch	Also
aber	But
obwohl	However

Was hast du in deinem Haus?	**What is there in your house?**
Es gibt ... Es gibt keinen,keine,kein	There is / are... There isn't...
einen Garten	A garden
einen Dachboden	An attic
ein Büro	An office/study
eine Garage	A garage
ein Wohnzimmer	A living room
einen Eingang	A hall
eine Küche	A kitchen
ein Schlafzimmer	A bedroom
ein Esszimmer	A dining room
ein Badezimmer	A bathroom
eine Terrasse	A terrace
die Toiletten	The toilets
einen Balkon	A balcony
im ersten Stock	On the first floor
im zweiten Stock	On the second floor
im Erdgeschoss	On the ground floor

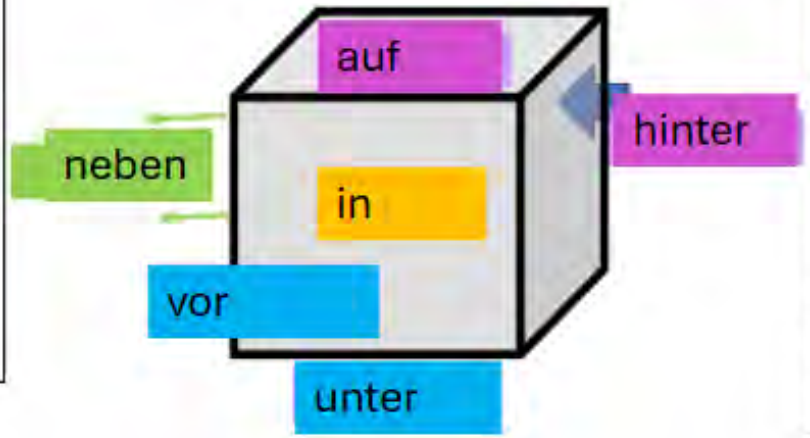
Was hast du in deinem Schlafzimmer?	**What is there in your bedroom?**
ein Bett	A bed
eine Wand	A wall
einen Schreibtisch	A desk
einen Computer	A computer
einen Kleiderschrank	A wardrobe
einen Teppich	A carpet
ein Regal	A shelf/shelves
eine Lampe	A lamp
eine Tür	A door
einen Stuhl	A chair
ein Fenster	A window
eine Kommode	A chest of drawers
die Poster	Some posters

Cabot Learning Federation

My Town! Year 8 German ARE 2 vocab. list

Beschreib dein Dorf/ deine Stadt	**Describe your village/ town**
Es ist...	**It's...**
groß	big
klein	small
historisch	historic
ruhig	peaceful
touristisch	appealing to tourists
industriell	industrial
kulturell	cultural
wichtig	important
lebendig/lebhaft	lively
laut (e)	noisy
verschmutzt	polluted
modern	modern
schön	pretty
hässlich	ugly
neu	new
alt	old
bequem	comfortable
Es ist klein**er** als...	It's small**er** ... than...
Es ist weniger ...als	It's less ... than...
Ich bevorzuge... weil	I prefer... because
E ist mehr/weniger...	it's more/less...

Wo ist...?	**Where is...?**
auf	on
unter	under
vor	in front of
in	in
hinter	behind
zwischen	between
neben	next to
gegenüber	opposite to
In der Nähe	near to



Was besuchst du?	**What do you visit?**
Ich besuche...	I visit...
Wir besuchen...	We visit...
den Strand	The beach
das Schwimmbad	The swimming pool
das Eisstadion	The ice rink
die Metzgerei	The butchers
die Bäckerei	The bakery
den Bahnhof	The train station
den Busbahnhof	The bus station
die Buchhandlung	The book shop
die Konditorei	The cake shop
die Post	The post office
das Stadtzentrum	The town centre
das Kino	The cinema
das Museum	The museum
das Theater	The theatre
das Verkehrsamt	The tourist information office
das Einkaufszentrum	The shopping centre
das Sportszentrum	The leisure centre
die Polizeiwache	The police station
der Markt	The market
der Supermarkt	The supermarket
das Stadion	The stadium
den Freizeitpark	The theme park
das Krankenhaus	The hospital
die Denkmäler	The monuments
die Geschäfte	The shops
das Cafe	The café
das Restaurant	The restaurant

Year 8 German Knowledge Organiser 2

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

Opinion starters:
Ich denke, dass = I think that
Ich glaube, dass = I believe that
Meiner Meinung nach = In my opinion
Für mich = For me
Ich mag = I like/Ich mag...nicht = I don't like
Ich gehe lieber = I prefer going
Ich sehe lieber = I prefer seeing
Ich finde =I find

Ich denke, dass Bristol historisch ist. - I think that Bristol is historic
Ich finde London ziemlich laut.=I find London quite loud
Ich bevoruge Bath, weil Bath ruhiger als Liverpool ist – I prefer Bath because it is quieter than Liverpool.

Phrases that use **infinitives**.
An infinitive is the basic form of the verb. In English it starts with to_ to run, to jump, to swim.
In German, the verb ends in –**en** or **n.** The infinitive goes to the end of the sentence
e.g., I will eat – ich werde essen

Man kann =You can
Ich werde = I will
Ich muss = I must

These are followed by an infinitive.

Man kann in die Stadt gehen– You can go to the town
Ich werde in einem Restaurant essen– I am going to/will eat in a restaurant.
Ich muss einkaufen gehen= I must go shopping

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

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

um...zu + infinitive = in order to

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

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

Enquiry: What was the impact of the Transatlantic Slave Trade at the time?

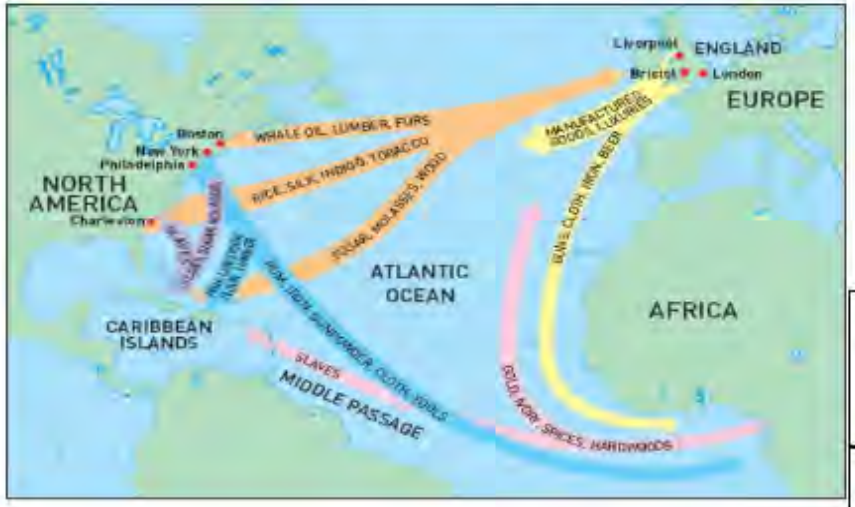
The **transatlantic slave trade** involved the transportation by slave traders of enslaved African people, mainly to the Americas. The **slave trade** regularly used the **triangular trade** route and its Middle Passage, and existed from the 16th to the 19th centuries.

Key Impacts of the Slave Trade

1	**The Human Impact** – The impact the slave trade had on people, including: displacement, dehumanization, death, separation of families, suffering, oppression, economic prospects and racism.
2	**The Economic Impact** – How the slave trade had an impact economically, including: money for industry, the industrial revolution, empire, how Bristol's merchants got very wealthy and money helped build Bristol as a city further.
3	**The Global Impact** – Laid the foundations for empire. Through trade, empire and globalisation.

The Triangular Trade System

Historians have estimated that around 11 million Black people were forcibly taken from Africa to the Americas. Also that about 1 million died during the Middle Passage.



History – Year 8 Knowledge Organiser Topic 3

Key Historical Skills

4	Impact	To have a marked effect or influence.
5	Significance	The impact at the time and how we judge importance through legacy.
6	Historical Evidence	Sources that we use as Historians to make sense of the past.

Further your learning

Find out more about the impact of the Transatlantic Slave Trade on Bristol here: https://www.bristolmuseums.org.uk/stories/bristol-transatlantic-slave-trade/

Key Terms

7	Human Rights	The basics rights and freedoms that belong to all humans.
8	legislation	An act/law.
9	racism	Prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
10	slavery	The system where people are owned by other people.
11	slaver	Somebody who owns or keeps enslaved people.
12	trade	The action of buying and selling services.
13	empire	When one country rules over others.
14	colonies	Countries that are controlled by another country.
15	auction	Where enslaved people were sold off to the highest bidder.
16	Plantation	Large farms forced enslaved people to harvest cotton, rice, sugar, tobacco and other farm produce for trade.
17	resistance	Passive: using peaceful methods to oppose. Active: using violent or illegal methods to oppose.
18	revolt	To take violent action against an establishment.
19	Underground Railroad	The system used to help enslaved people escape.
20	emancipation	Freedom from enslavement.

Key People

						
Mansa Musa	Olaudah Equino	Toussaint Louverture	Harriett Tubman	Romaine-la-Prophestesse	Marie-Jeanne Lamartiniére	Samuel Sharpe

GRAPH OF LINEAR FUNCTION

What you need to know:

Plotting Straight Line Graphs

To plot a straight line graph, you may be given a table or you may need to draw one.

Example: Plot the graph of y = 4x – 2 for the values of x from -3 to 3.

1) Draw a table of values if you have not been given one.

x	-3	-2	-1	0	1	2	3
y							

2) Substitute in your x values to y = 4x – 2, this will give the corresponding y values.

x	-3	-2	-1	0	1	2	3
y	-14	-10	-6	-2	2	6	10

3) Plot the points on the graph.

E.g. (-3, -14), (-2, -10), (-1, -6), (0, -2), ... etc

Identifying the gradient and intercept

The equations of all straight lines can be written in the form:

$$y = mx + c$$

Gradient – The number in front of the x. This tells us how steep the line is.

Intercept – The number on its own. Shows where the line cuts the y axis.

Example: Find the gradient and intercept of the following lines.

1) $y = 5x - 2$ — Grad = 5, Intercept = -2
2) $2y = 4x + 5$ — $y = 2x + 2.5$ — Grad = 2, Intercept = 2.5
3) $x + y = 10$ — $y = -x + 10$ — Grad = -1, Intercept = 10

Rearrange all equations so they are in the form y = mx + c (the y must be isolated)

Key Terms:

Axes: A fixed reference line on a grid to help show the position of coordinates.
Gradient: How steep a graph is at any point.
Y Intercept: Where the graph cuts through the y axis.
Perpendicular: A line that is at 90° to another line. They meet or cross at a right angle.
Parallel: Lines that are the same distance apart. They never cross.
Equation: A mathematical statement containing an equals sign.
Substitute: When a letter is replaced by a number.
Reciprocal: This is found by doing 1 divided by the number.

Remember:

$y = ?$ is a horizontal line which crosses the y axis at ?

$x = ?$ is a vertical line which crosses the x axis at ?

You need to be able to:

- Plot and draw linear graphs from equations and tables of values.
- Identify and interpret the gradient and y intercept of a linear graph in the form y=mx + c.
- Find the equation of a line given its gradient or points it passes through.
- Interpret information presented in a range of linear graphs.
- Find the equations of parallel and perpendicular lines from coordinates and other equations.

GRAPH OF LINEAR FUNCTION

What you need to know:

Calculating the gradient from two points

Calculate the gradient of a line that passes through the points (4,10) and (-3,-11).

Use the formula $\frac{y_2-y_1}{x_2-x_1}$ or $\frac{Change\ in\ y}{Change\ in\ x}$

1) Label your coordinates.
(4,10) and (-3,-11).
x_1, y_1 x_2, y_2
2) Substitute into the formula or your choice.
$\frac{-11-10}{-3-4}$
3) Simplify the fraction.
$\frac{-21}{-7} = 3$

So the gradient of the line joining these two points is **3**.

Parallel and Perpendicular Lines

Parallel lines: The gradient of parallel lines is the same, this is why they never meet.

y = 2x + 1 y = 2x - 4 y = 2x

The gradients are all 2 here so they are all parallel.

If we are told that we want a line parallel to y = 4x + 6 and going through the point (1, 3) then we know that the gradient of our new line is 4 so y = 4x + C. We would then substitute in (1, 3) to calculate the value of C as seen above.

Finding the equation of a line from two points

Find the equation of the line passing through the points (3,1) and (-2,-9).

1) Find the gradient, using the formula. $\frac{y_2-y_1}{x_2-x_1} = \frac{-9-1}{-2-3} = \frac{-10}{-5} = 2$

2) Write out the equation replacing *m* with the found gradient. $y = 2x + c$

3) Substitute in one pair of coordinates and rearrange to calculate the value of c.
$1 = (2 \times 3) + c$
$1 = 6 + c$
$-5 = c$

3) Re-write your equation in the form $y = mx + c$ with your calculated values of m and c. $y = 2x - 5$

Perpendicular lines: The gradient of perpendicular lines is the negative reciprocal, this is why they meet at right angles.

y = 2x y = $-\frac{1}{2}$x

The negative reciprocal of 2 is $-\frac{1}{2}$.

If the gradient of a line was $-\frac{2}{3}$ then the line perpendicular would have a gradient of $\frac{3}{2}$. You could then find the full equation by substituting in a given coordinate using the same method as above.

GRAPH OF LINEAR FUNCTION

Key Words

Intercept: Where two graphs cross.
Gradient: This describes the steepness of the line.
y-intercept: Where the graph crosses the y-axis.
Linear: A linear graph is a straight line.
Quadratic: A quadratic graph is curved, u or n shape.

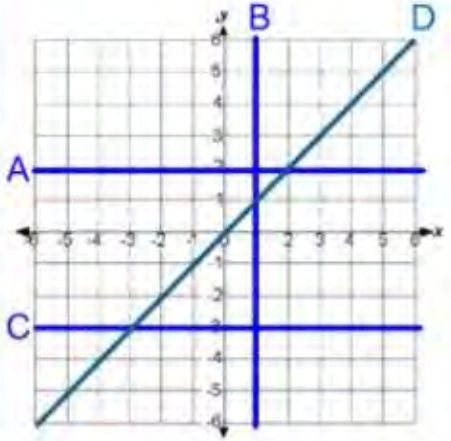
FORMULA

$$Gradient = \frac{difference\ in\ y's}{difference\ in\ x's}$$

Tip

Parallel lines have the same gradient.

Examples

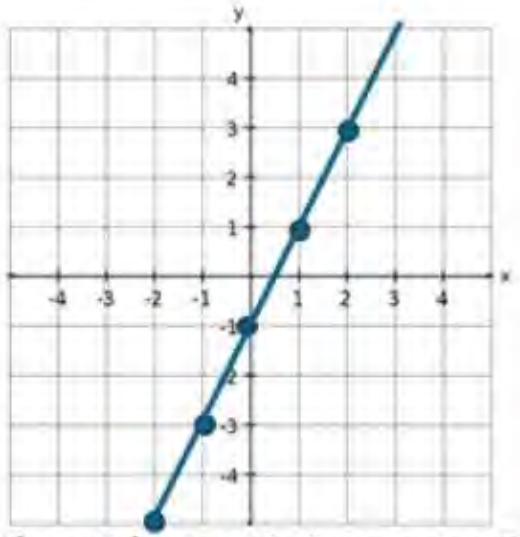


A: $y = 2$ **B:** $x = 1$
C: $y = -3$ **D:** $y = x$

Draw the graph of

$$y = 2x - 1$$

X	-2	-1	0	1	2
Y	-5	-3	-1	1	3



Notice this graph has a gradient of 2 and a $y-$ intercept of -1.

Table of values

In a table of values, the value of *y depends* on the value of *x*. That means that we choose the values for *x* and substitute them into the equation to get the corresponding value for *y*.
The table provides a list of a coordinates the line passes through.

$y = 2x + 5$

To get y double x and add 5

x	-3	-2	-1	0	1	2	3
y	-1	1	3	5	7	9	11

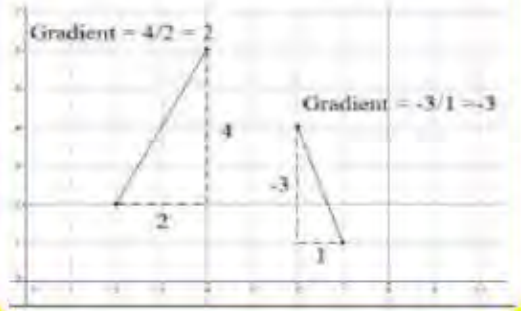
(-3, -1)(-2, 1) (-1, 3) (0, 5) (1, 7) (2, 9) (3, 11)

Gradient of Straight Lines

The gradient of a line is how steep it is.

$$\text{Gradient} = \frac{Change\ in\ y}{Change\ in\ x}$$

The gradient can be positive (sloping upwards) or negative (sloping downwards)



Questions

1) What are the gradient and y-intercept of: a) $y = 4x - 3$ b) $y = 4 + 6x$ c) $y = -5x - 3$
2) Draw the graph of $y = 3x - 2$ for x values from -3 to 3 using a table.

ANSWERS: 1) a) $m = 4, c = -3$
b) $m = 6, c = 4$
c) $m = -5, c = -3$

PERCENTAGES

KEY CONCEPTS

Calculating percentages of an amount without a calculator:

10% = divide the value by 10
1% = divide the value by 100

Calculating percentages of an amount with a calculator:

Amount × percentage as a decimal

Calculating percentage increase/decrease:

Amount × (1 ± percentage as a decimal)

KEYWORDS

Percent
Increase
Decrease
Appreciate
Depreciate
Multiplier
Divide

Calculating a percentage – non calculator:

Calculate 32% of 500g:

10% → 500 ÷ 10 = 50
30% → 50 × 3 = 150
1% → 500 ÷ 100 = 5
2% → 5 × 2 = 10

32% = 150 + 10 = 160g

Calculating a percentage – calculator:

Calculate 32% of 500g:

$Value \times (percentage \div 100)$
$= 500 \times 0.32$
= 160g

Examples

Percentage change:

A dress is reduced in price by 35% from £80. What is its **new price**?

$Value \times (1 - percentage\ as\ a\ decimal)$
$= 80 \times (1 - 0.35)$
= £52

A house price appreciates by 8% in a year. It originally costs £120,000, what is the **new value** of the house?

$Value \times (1 + percentage\ as\ a\ decimal)$
$= 120{,}000 \times (1 + 0.08)$
= £129,600

1) Write the following as a decimal multiplier: a) 45% b) 3% c) 2.7%
2) Calculate 43% of 600 without using a calculator
3) Calculate 72% of 450 using a calculator
4a) Decrease £500 by 6%
b) Increase 65g by 24%
c) Increase 70m by 8.5%

ANSWERS
1a) 0.45 b) 0.03 c) 0.027
2) 258
3) 324
4a) £470 b) 80.6g c) 75.95m

Year 8 Terms 3 & 4: What makes a great composer?

Shaping my musical toolkit

Key Words

Major
Minor
Key Signature
Chromaticism
Composer
Ground Bass
Sequence
Motif
Harpsichord
Chord
Sharp
Flat
Solo
Duet
Trio
Orchestra

Musical Elements

Dynamics	*(volume)*
Rhythm	*(duration of notes)*
Tempo	*(speed)*
Context	*(background info)*
Structure	*(sections)*
Melody	*(organisation of pitches)*
Instrumentation	*(instruments & voices)*
Texture	*(layers)*
Harmony	*(chords & key)*

Note Durations


Minim (2beats)


Crotchet (1 beat)


Quaver (½ beat)


Semiquaver (¼ beat)

Composers & Pieces

• Pachelbel (1653-1706)	Canon in D
• Bach (1685-1750)	Toccata & Fugue
• Mozart (1756-1791)	Eine Kleine Nachtmusik
• Beethoven(1770-1827)	Moonlight Sonata
• Chopin (1810-1849)	Funeral March
• Tchaikovsky (1840-1893)	Dance of the Sugar Plum Fairy

Periods of musical History

- Baroque Era – 1650-1725.
- Classical Era – 1725-1810.
- Romantic Era – 1810-1900.
- 20th Century Era – 1900 onwards.

Instruments & Techniques

Strings	(Violin, Viola, Cello, Double Bass)
Woodwind	(Flute, oboe, clarinet, bassoon)
Brass	(Trumpet, French Horn, Trombone, Tuba)
Percussion	(Timpani, Bass drum, Snare drum, triangle, maracas, bells)
Harpsichord	(keyboard instrument from the Baroque era, before piano)
Pizzicato	(plucking strings)

Knowledge Organiser
PE Term 3: Movement at joints

Anatomical Movements		
1	**Flexion** 	**Decreasing** the **angle** at the joint. 
2	**Extension** 	**Increasing** the **angle** at the joint. 
3	**Adduction** 	Limb moves **towards** the mid-line of **the body.** 
4	**Abduction** 	Limb moves **away from** the mid-line of **the body.** 

5	**Rotation** 	**A circular movement around a fixed joint.** 
6	**Circumduction** 	When the limb moves in a **circle.** 
7	**Dorsi Flexion** 	**Bending** the **foot up** towards the shin. 
8	**Plantar Flexion** 	**Bending** the **foot downward** towards the ground. 

How do religions practice their faith?

Knowledge Organiser

RS

Key terms

Agape
Unconditional love for God and mankind.

Atonement
Doctrine of how humans are forgiven, redeemed and reconciled through the death of Christ.

Baptism
Christian sacrament representing entrance into the Christian faith.

Church
The Holy people of God, the body of Christ or a building where Christians worship.

Worship

An expression or adoration and praise for God. May involve prayer, listening to sermons, or playing music.

Liturgical: Follows a set structure and established rituals, the same every time. E.g. The Eucharist.

Non-liturgical: Does not follow a set text/ritual. No set prayers, people take turns to preach. Seen as modern and appeals to young people.

Informal: Type of non-liturgical; spontaneous. Focuses on importance of the Holy Spirit. Resembles worship practiced by Christians in the first decades. Christians can gather anywhere, not just at Church.

Private Worship: Takes place individually, forms a personal relationship with God. Become popular in modern times as more freedom.

Baptism

Baptism
Believers are washed with water to remove sin and become part of the church community.

Infant's Baptism
Promises made on child's behalf by godparents and parents. Welcomes them into the church and washes
away original sin. Cross is drawn on their head with oil,
the child is dressed in white and a Paschal candle is lit.

Believers Baptism
An adult has chosen for themselves to follow Christianity and they are fully immersed into water to represent cleansing sin and rising u to a new life with Christ.
Baptists only practice this form of baptism as children are too young to understand the meaning

How do religions practice their faith?

Knowledge Organiser

RS

Key terms

Prayer
Communicating with God, either silently or through words of praise, thanksgiving or confession, or requests for God's help or guidance.

Sacrament
Rites and rituals through which the believer receives a special gift of grace. 'An outward sign of an inward grace'.

Secular
Something that is not connected with religion or impacted by religious of spiritual concepts.

Worship
Act of religious honour or devotion.

Celebrations

Christmas

Celebration of the birth of Jesus, where God became human, with a period of time called advent that begins 4 Sundays before. Seen as a time of peace + goodwill.

Christians celebrate it with nativities, Christingle services to show Jesus as the light of the world, carol concerts, exchanging cards, decorating houses, family meals and exchanging gifts.

Easter

Holy Week: Palm Sunday - arrival in Jerusalem, palm leaf crosses exchanged. Maundy Thursday - Last meal with disciples and washed their feet, some priests do this now. Good Friday - death on the cross, mourning.

Easter Sunday: Day of Jesus' resurrection, remembrance and celebration services, cards and Easter eggs are given.

The Church Community

Church in the Local Community

A place of worship and support. Religious events e.g.
prayer meetings, baptisms and marriage. Non-religious
events e.g. toddler groups, food banks, youth clubs.

The Worldwide Church

Church Growth: Up to 2.5 billion Christians worldwide. Books translated into 123 languages.
Mission: Calling of a group or individual to spread their faith; through preaching, or humanitarian work. Evangelism: Many Christians are evangelical, they believe it is important to spread the 'good news' of Christianity with others so that they might be saved.

Year 8 Block 3 Biology Knowledge Organiser Evolution

Revision guide Pgs: 26-29

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

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

DNA

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

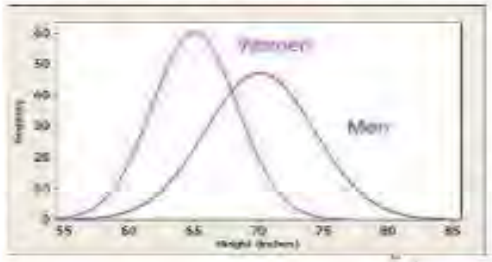
Variation

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

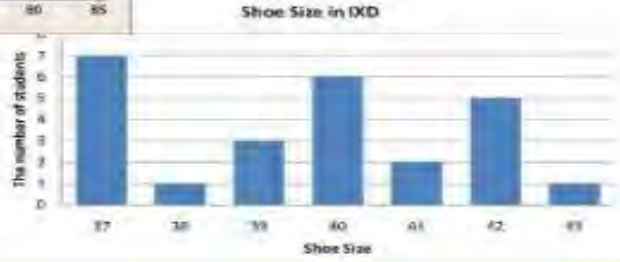
Key Terms	Definition
DNA	Molecule that carries all the instructions needed for an organism
Gene	A short length of DNA that has the information for a characteristic
Chromosome	A structure containing DNA found inside the nucleus of a cell
Variation	Differences between living organisms of the same species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

Measuring variation

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



Continuous variation



Discontinuous variation

Year 8 Block 3 Biology Knowledge Organiser Evolution

Revision guide Pgs: 26-29
https://www.bbc.com/bitesize/subjects/z4882hv

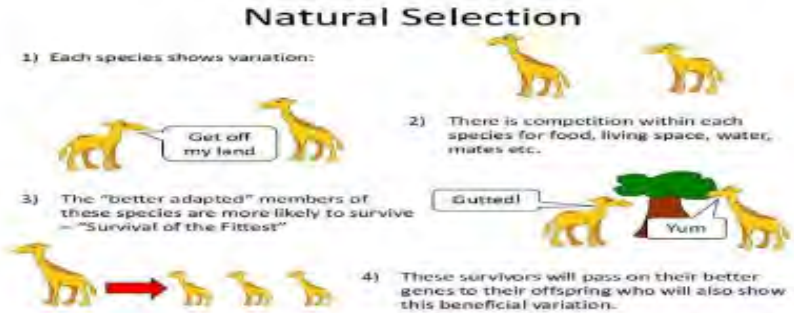
KPI 8.2: Explain how variation allow organisms to compete, and the way this drives natural selection

Organisms compete for resources like food, water, mates, space, light, and minerals.
There are 2 types of competition. Interspecific competition is between individuals of different species and Intraspecific competition is between individuals of the same species.

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

Variation
Variation can be caused by genes e.g. eye colour and your blood group. It can also be caused by environment which means the food you eat, the
chemicals you're exposed to , the way you're brought up. Often variation is a combination of genes and environment e.g. intelligence and weight. Genetic variation always gives rise to discontinuous data where there is a limited set of data e.g. tongue roller or non roller. Continuous data can be of any value and is caused by genetic and environmental factors.

Natural selection
Natural selection states that there is variation within a species.
Some adaptations are better than others. Those with the best adaptations
survive, and the others die.
The survivors can reproduce and have offspring.
Their offspring inherit the genes for the best adaptations, so the organisms population changes over time. This is survival of the fittest. Charles Darwin came up with this theory in the 1800's.



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

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

Year 8 Block 3 Knowledge Organiser Chemical reactions
Revision guide Pgs: 45-48 + 51-54 (48-51 + 54-57 higher)
https://www.bbc.com/bitesize/subjects/znxtyrd

Acid & metal Reactions
When an acid and a metal react together we form a metal salt and hydrogen.
Metal + acid → metal salt + hydrogen
Magnesium + hydrochloric acid → magnesium chloride + hydrogen

Metal carbonate & acid reactions
When an acid and metal carbonate are reacted together they form metal salt, water and carbon dioxide
Metal carbonate + acid → metal salt + water + carbon dioxide
Copper carbonate + hydrochloric acid → copper chloride + water + carbon dioxide

Tests for carbon dioxide and hydrogen

CO_2 – Carbon Dioxide
1. Lit splint is extinguished (goes out) in the presence of CO_2 gas.
2. ime water turns from colourless to cloudy.

H_2 – Hydrogen
Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeak pop sound.

Naming compounds
When naming compounds the Periodic Table shows the different elements that are in a compound.
In metal and acid reactions the compound made is called a salt and it has 2 parts to its name: 1st from the metal, 2nd from the acid.

	Eg
Hydrochloric acid → chloride salts	Sodium chloride
Nitric acid → nitrate salts	Sodium nitrate
Sulphuric acid → sulphate salts	Sodium sulphate

Group 1 – Alkali Metals reactivity
Reactivity increases going down group 1.

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

Thermite reaction:
$Fe_2O_3 + 2Al \rightarrow Al_2O_3 + 2Fe$

Iron oxide + Aluminium --> Aluminium Oxide + Iron

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

Thermite is used to weld train rails together.

Year 8 Block 3 Knowledge Organiser Chemical reactions
Revision guide Pgs: 45-48 + 51-54 (48-51 + 54-57 higher)
https://www.bbc.com/bitesize/subjects/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.

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

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	most reactive
	Sodium	
Electrolysis	Calcium	
	Magnesium	
	Aluminium	
	Carbon	
	Zinc	
Reduction	Iron	
	Tin	
	Lead	
	Hydrogen	
	Copper	
Native	Silver	
	Gold	
	Platinum	least reactive

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.

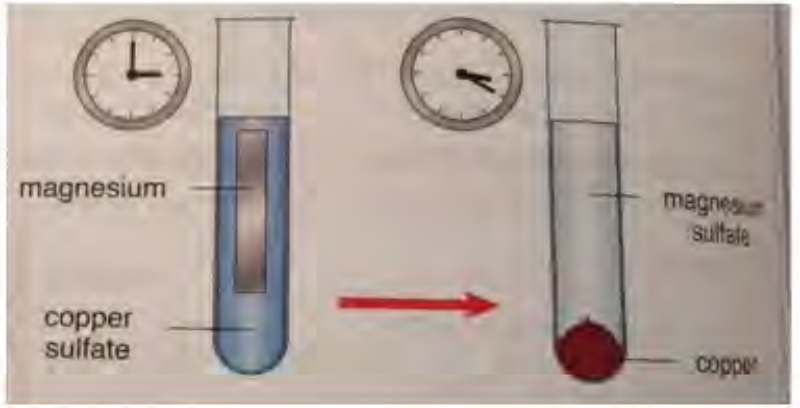
Copper is lower down the reactivity series so it does not displace zinc.

Displacement Reactions

Eg. Magnesium + copper sulphate → magnesium sulphate + copper

We use displacement reactions to determine the reactivity series.

The more reactive metal displaces the less reactive metal.



Metal Extraction

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

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

Anything below carbon is reduced using carbon eg zinc

Anything above carbon is extracted using electrolysis eg sodium

8.7 Present tense holidays
Year 8 Spanish Knowledge Organiser

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

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

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

Example:

Descans**ar** = **to** rest Com**er** = **to** eat viv**ir** = **to** live
Descans**o** = **I** rest Com**emos** = **we** eat viv**en** = **they** live

The present and future tenses

Cabot Learning Federation

The Near Future :
The near future **tense** is used to express something that will be happening in the very near future. It is formed by conjugating the verb **ir** (to go) in the present tense + a + an infinitive.
Example: I'm going to travel by plane > Voy a viajar en avión.

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

Time markers tell us when something happens and help us work out which tense is being used. The following can be used with the future tense.
Mañana - tomorrow
La semana próxima - next week
El fin de semana que viene – next weekend
El próximo mes - next month
El año que viene – next year
En dos años – In two years

8.7 Present Holidays - Spanish Vocab List

¿Dónde vas?	Where do you go?
Voy	I go
a París / a Londres	to Paris / to London
a Francia	to France
a España	to Spain
a Inglaterra	to England
a Escocia	to Scotland
a Irlanda	to Ireland
a Gales	to Wales
a Portugal	to Portugal
a Pakistán	to Pakistan
a Polonia	to Poland
a Somalia	to Somalia
al Caribe	to the Caribbean
al Reino Unido	to the UK
a los Estados-Unidos	to the States
a los Países Bajos	to the Netherlands

¿Qué visitas?	Where do you visit?
Visto / Visitamos	I visit /We visit
la playa	The beach
la piscina	The swimming pool
el centro	The town centre
el museo	The museum
el mercado	The market
el estadio (de fútbol/rugby)	The (football/rugby) stadium
el parque de atracciones	The theme park
los monumentos	The monuments
las tiendas	The shops
los cafés	The cafés
los restaurantes	The restaurants
la oficina de turismo	The tourist office

¿Dónde te alojas?	Where do you stay?
Me alojo en / Me quedo en	I stay in
un hotel (de cinco estrellas)	A (five star) hotel
un camping	A campsite
un apartamento	An appartment
una caravana	A caravan
una tienda	A tent
un albergue juvenil	A youth hostel
una caravana estática	A static caravan
en casa de mis abuelos	At my grand-parents'
un parador	A state-owned luxury hotel
una pensión	A B&B

¿Cómo viajas?	How do you travel?
Viajo / Viajamos	I travel / We travel
a pie	by foot
en bici	by bike/pushbike
en moto	by motorbike
en coche	by car
en tren	by train
en barco / en crucero	by boat / by cruiseship
en metro	by tube
en autocar	by coach
en autobús	by bus
en avión	by plane

¿Qúe tiempo hace?	What is the weather like?
Hace buen / mal tiempo	It is good /bad weather
Hace calor/frío	It is hot/cold
Hace sol	It is sunny
Hace 25 grados	It is 25 degrees
Llueve	It is raining
Nieva	It is snowing
Hay viento	It is windy
Hay nubes	There are clouds

¿Qué haces...?	What do you do...?
Descansar	To rest
*Divertirse (me divierto)	To have fun (I have fun)
Tomar el sol	To sunbathe
Visitar monumentos	To visit monuments
*Ir a la playa	To go to the beach
*Ir al restaurante	To go to the restaurant
*Ir de compras	To go shopping
*Dar un paseo	To go for walks
Sacar/tomar fotos	To take photos
Comprar recuerdos	To buy souvenirs
*Hacer deporte	To do (play) sports
*Hacer deportes acuáticos	To do water sports
Bailar en la discoteca	To dance in the club

¿Dónde está...?	Where is it...?
Está lejos	It's far
Está cerca	It's nearby
Está a cinco minutos	It's 5 minutes away
Está a 300 metros	It's 300 metres away
Siga todo recto	Go straight on
En el semáforo siga todo recto	At the traffic lights go straight on
En la rotonda gira a la derecha	At the roundabout turn right
Gira a la izquierda	Turn left
Gira a la derecha	Turn right
Tome la primera	Take the first
Tome a segunda	Take the second
Cruza el puente	Cross the bridge

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

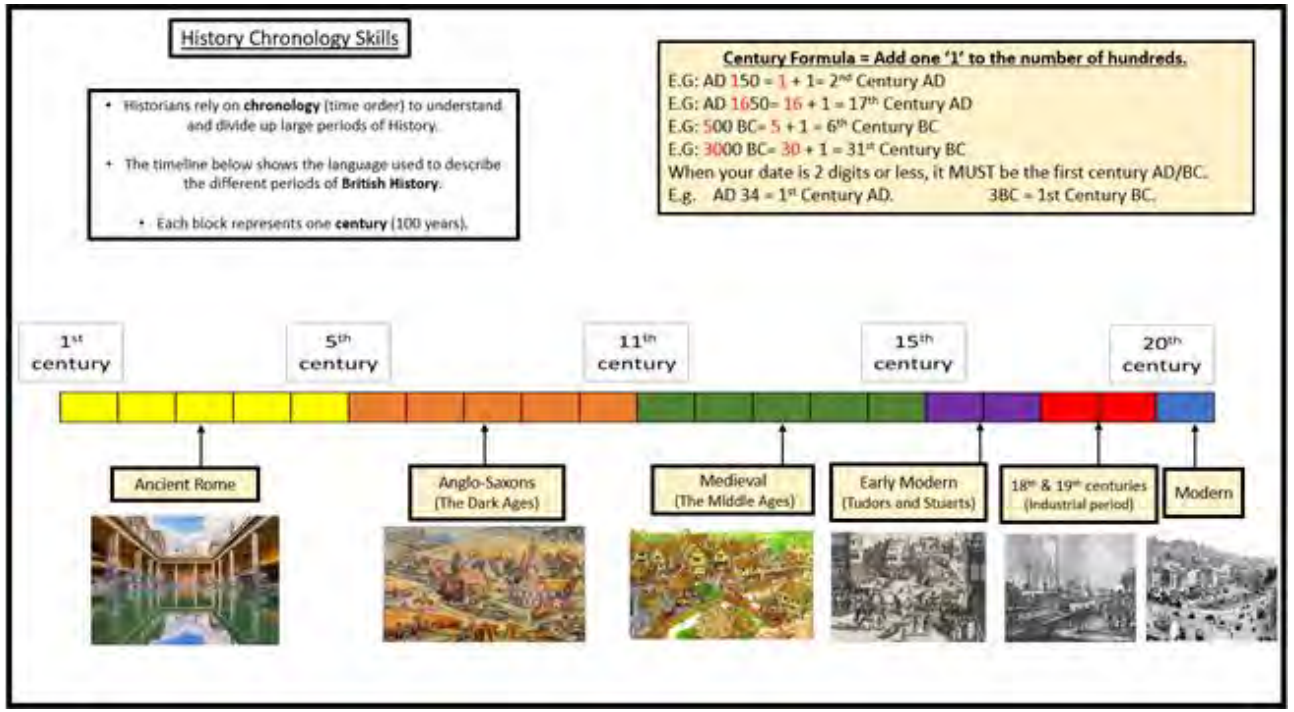
One similarity is…

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 function Free machine 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
Irish Sea
Isle of Man
Dublin
Liverpool
England
Ireland
Cambrian Mts.
The Fens
Birmingham
Ipswich
Wales
Oxford
London
Bristol
Thames
Celtic Sea
130 mi
130 km
Cardiff
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
Norwegian Sea
Iceland
Faroe Islands (Denmark)
Norway
Finland
Russia
400 mi
400 km
60° N
Atlantic Ocean
Scotland
North Sea
Sweden
Estonia
Latvia
Lithuania
(European Russia)
Ural Mountains
Northern Ireland
Netherlands
Baltic Sea
Belarus
Ireland
UK
Belgium
Denmark
Poland
England
Germany
50° N
Wales
Czech Rep
Slovakia
Ukraine
English Channel
Luxembourg
Liechtenstein
Sea of Azov
Kazakhstan
Azores
Switzerland
Austria
Hungary
Romania
Moldova
Madeira Islands
Bay of Biscay
France
Slovenia
Croatia
Bosnia and Herzegovina
Monaco
Serbia
Bulgaria
Black Sea
Caspian Sea
Italy
San Marino
Georgia
Andorra
Montenegro
Macedonia
Corsica (France)
Vatican
Albania
Armenia
40° N
Spain
Sardinia (Italy)
Greece
European Turkey
Turkey
Azerbaijan
Portugal
Balearic Islands
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
Morocco
Israel
Jordan
Libya
30° N
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Thailand
Vietnam
Burma
Laos
Cambodia
Brunei
Singapore
Taiwan
North Korea
South Korea
Nepal
Bhutan
Bangladesh
Pakistan
Afghanistan
Iran
Iraq
Turkey
Saudi Arabia
Yemen
Oman
U.A.E
Israel
Lebanon
Syria
Jordan
Kuwait
Qatar
Bahrain
Uzbekistan
Turkmenistan
Kyrgyzstan
Tajikistan
Sri Lanka
Maldives
Arctic Ocean
Pacific Ocean
Indian Ocean
Atlantic Ocean
ARCTIC CIRCLE
TROPIC OF CANCER
EQUATOR
INTERNATIONAL DATE LINE
MONDAY
SUNDAY
Barents Sea
Norwegian Sea
Kara Sea
Laptev Sea
Bering Sea
Alaska
Aral Sea
Caspian Sea
Black Sea
Lake Baikal
Sea of Okhotsk
Sea of Japan (East Sea)
Yellow Sea
East China Sea
South China Sea
Philippine Sea
Sulu Sea
Celebes Sea
Java Sea
Banda Sea
Arafura Sea
Flores Sea
Timor Sea
Coral Sea
Gulf of Tonkin
Gulf of Thailand
Gulf of Oman
Gulf of Aden
Red Sea
Persian Gulf
Bay of Bengal
Andaman Sea
Arabian Sea
Laccadive Sea
Hainan (China)
Macau (China)
Hong Kong (China)
Ostrov Anzhu (Russia)
Ostrov Sakhalin (Russia)
Kuril Islands (Russia)
Kamchatka Peninsula
Aleutian Islands
Bonin Islands (Japan)
Ryukyu Islands (Japan)
Okinawa (Japan)
Volcano Islands (Japan)
Novaya Zemlya (Russia)
Ural Mts
Socotra (Yemen)
Lakshadweep Islands (India)
Andaman and Nicobar Islands (India)
Phuket (Thailand)
Borneo (Indo.)
Sumatra (Indo.)
Java (Indo.)
Bali (Indo.)
New Guinea (Indonesia)
British Indian Ocean Territory (UK)
1000 mi
1000 km
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EUROPE
ASIA
AFRICA
Algiers
Cairo
Dakar
Accra
Djibouti
Nairobi
Lusaka
Windhoek
Cape Town
Portugal
Spain
Azores (Portugal)
Madeira Is. (Portugal)
Canary Is. (Spain)
Morocco
Algeria
Tunisia
Libya
Egypt
Western Sahara
Mauritania
Mali
Niger
Chad
Sudan
Eritrea
Ethiopia
Somalia
Yemen
Saudi Arabia
Oman
U.A.E.
Qatar
Kuwait
Iraq
Iran
Syria
Turkey
Israel
Jordan
Lebanon
Cape Verde
Senegal
Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Burkina Faso
Benin
Togo
Nigeria
Cote D'Ivoire
Ghana
Cameroon
Central African Rep.
South Sudan
Uganda
Kenya
Rwanda
Burundi
Tanzania
Dem. Rep. of the Congo
Congo
Gabon
Eq. Guinea
Sao Tome & Principe
Cabinda (Angola)
Angola
Zambia
Namibia
Botswana
Zimbabwe
Malawi
Mozambique
Swaziland
South Africa
Lesotho
Madagascar
Mauritius
Reunion (France)
Seychelles
Comoros
Zanzibar (Tanzania)
Djibouti
Socotra (Yemen)
Mediterranean Sea
Red Sea
Gulf of Aden
Arabian Sea
Persian Gulf
Gulf of Guinea
Lake Chad
Nile River
Lake Victoria
Lake Malawi
Mozambique Channel
Atlantic Ocean
Indian Ocean
TROPIC OF CANCER
TROPIC OF CAPRICORN
EQUATOR
PRIME MERIDIAN
MIDDLE EAST
800 mi
800 km
worldatlas
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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/wISEU13mRBE
https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1

DT:

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

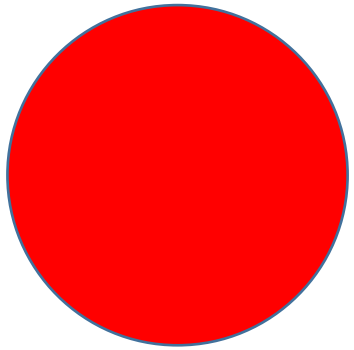
PE

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

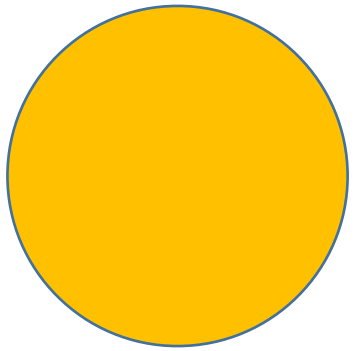
RS

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

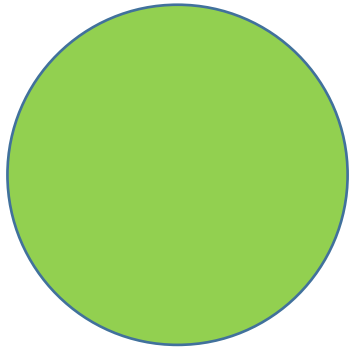
How would you describe your learning in this lesson?



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					