ASH MANOR SCHOOL
Aspire & Achieve

Year 8 Spring Term

Knowledge organiser

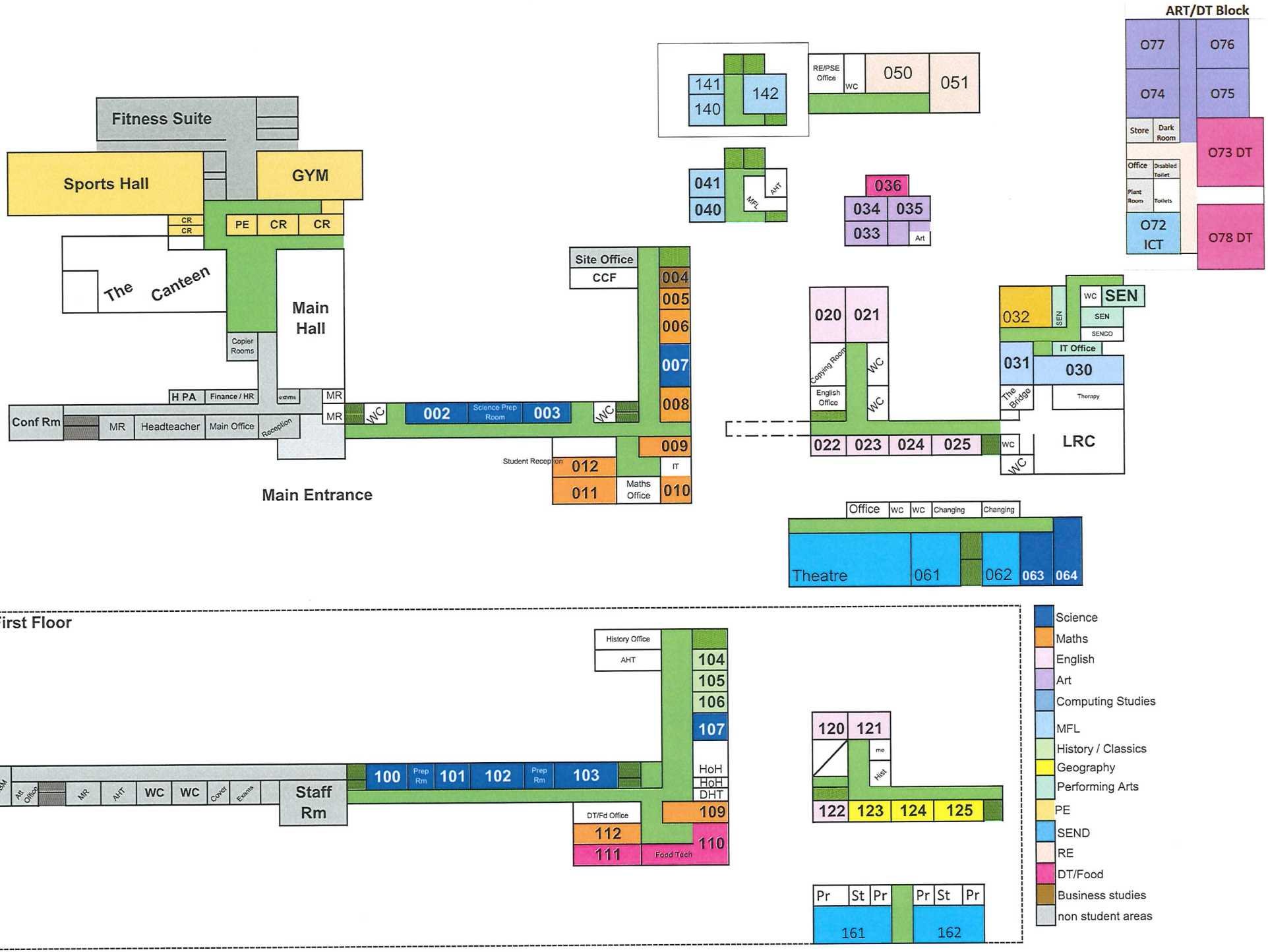
Name:	Tutor group:
Tutor:	Tutor room:

Key School information

Times of the school day	
8.00am – 8.30am	Breakfast in canteen
8.35am	Pre-lesson 1 bell
8.40am-9.30am	Lesson 1
9.30am-10.20am	Lesson 2
10.20am-10.40am	Morning break
10.40am-11.30am	Lesson 3
11.30am-12.20pm	Lesson 4
12.20pm-1.00pm	Lunch
1.00pm-1.20pm	Tutor time / Assembly
1.20pm-2.10pm	Lesson 5
2.10pm-3.00pm	Lesson 6
3.00pm-4.00pm	Extended learning and extra-curricular clubs

Term dates	
Autumn term	**Y7**: 04/09/23 to 15/12/23 **Y8-11**: 05/09/23 to 15/12/23
Half term	23/10/23 to 27/10/23
Spring term	03/01/24 to 28/03/24
Half term	12/02/24 to 16/02/24
Summer term	15/04/24 to 19/07/24
Half term	27/05/24 to 31/05/24

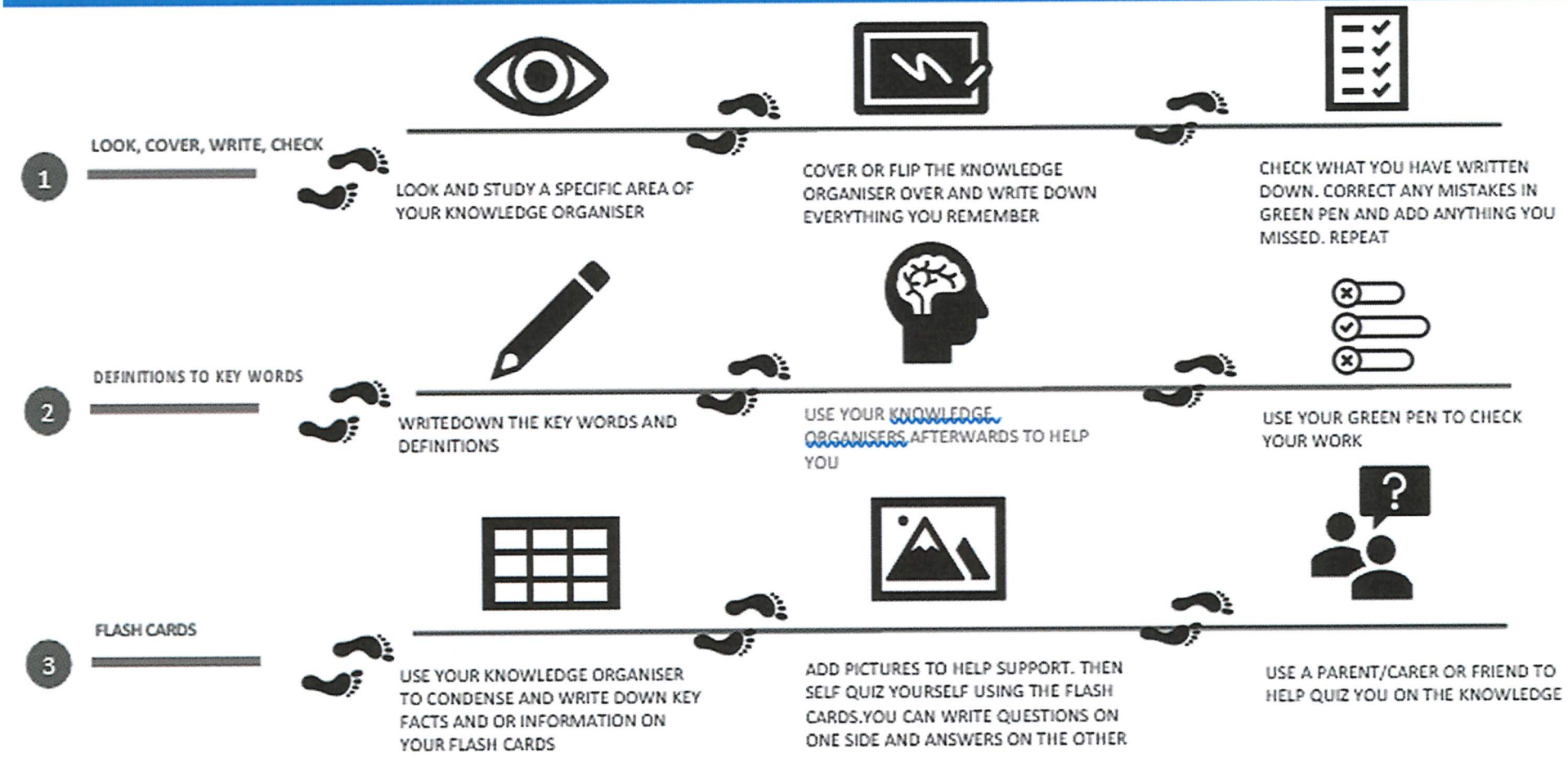
Important IT details	
Username	
Password reminder	



shared\office\school site map

How to use Knowledge Organisers – a step by step guide

Knowledge organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long term. You must have this for every lesson – it is part of your equipment.



KNOWLEDGE ORGANISERS ARE ALSO AVAILABLE ON THE SCHOOL'S WEBSITE:
https://www.ashmanorschool.com/

How to use Knowledge Organisers – a step by step guide

Knowledge organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long term. You must have this for every lesson – it is part of your equipment.

4 SELF QUIZZING

USE YOUR KNOWLEDGE ORGANISERS TO CREATE A MINI QUIZ. WRITE DOWN QUESTIONS USING YOUR KNOWLEDGE ORGANISER

ANSWER THE QUESTIONS

YOU CAN ALSO USE FAMILY TO HELP QUIZ YOU. KEEP SELF QUIZZING UNTIL YOU GET ALL QUESTIONS CORRECT

5 MIND MAPS

CREATE A MIND WITH ALL THE INFORMATION YOU CAN REMEMBER

CHECK YOUR KNOWLEDGE ORGANISERS TO SEE IF THERE WERE ANY MISTAKES WITH THE INFOMRATION YOU HAVE MADE

TRY TO MAKE CONNECTIONS THAT LINKS INFORMATION TOGETHER

6 PAIRED RETRIEVAL

ASK A PARTNER OR FAMILY MEMBER TO HAVE THE KNOWLEDGE ORGANISER OR FLASH CARDS IN THEIR HANDS

THEY CAN TEST YOU BY ASKING YOU QUESTIONS ON DIFFERENT SECTIONS OF YOUR KNOWLEDGE ORGANISER

WRITE DOWN YOUR ANSWERS IN YOUR PRACTICE BOOKS

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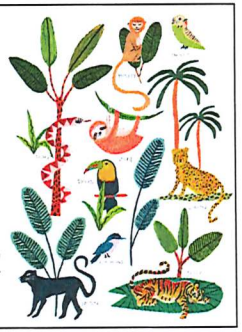
ART

Key words

- **Embellishment** - a decorative detail or feature added to something to make it more attractive.
- **Embroidery** - art of decorating material, usually textile fabric, by means of a needle and thread.
- **Fusing** - the act or process of liquefying or rendering plastic by heat
- **Motif** - a decorative image or design, especially a repeated one forming a pattern.
- **Pattern** - a repeated decorative design.

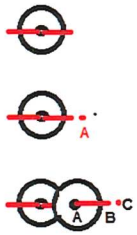
Amber Davenport - Textile artist and illustrator.
She designs her pieces through painting **motifs** and turning them into repeated patterns and designs for products.



Art Nouveau:
Art Nouveau style is **inspired by the natural world, characterized by organic shapes, arches and curving lines.**
Common motifs include stylized versions of leaves, flowers, vines, insects, animals, and other natural elements
Architecture link - Antoni Gaudi.

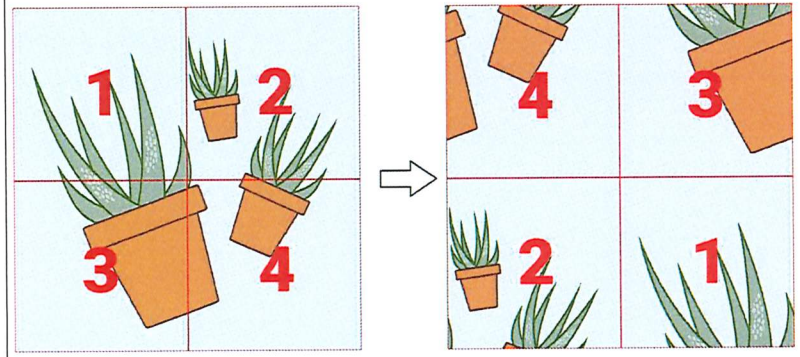
Key words:
Organic - curvy and similar to those found in nature, such as plants and animals.
Stylized - depicted or treated in a mannered and non-realistic style.

Stitching sequins



Thread sequin at A

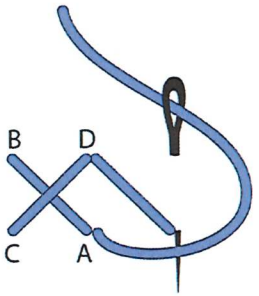
Make a straight stitch A-B and come up at C



Repeat pattern

1. Arrange your motifs on a square piece of paper.
2. Carefully/evenly cut your square in quarters.
3. Number them 1-4 (copy the image).
4. Swap 1&4 and 2&3 diagonally (keep them the right way up).
5. Carefully sellotape your quarters back into one square.

Hand embroidery



Cross Stitch

Uses: borders, filling, decorative
- Bring thread up at one and down at 2, up at 3 and down at 4
- stitch in a row for a uniformed effect or randomly for a different look.

Tips:
- Try and keep the 1-2 stitch in the same direction if stitching in a row.

Running Stitch

Uses: outlining, straight and curved lines.
- Bring thread up at 1 then down at 2, up at 3 and down at 4 and continue.
- The spaces between the stitches can be the same length as the stitches or shorter for a different look.

Tips:
- Keep an even tension and avoid pulling thread or the stitches will pucker.

Backstitch

Uses: outlining, straight and curved lines.
- Bring needle up at 1 and back down at 2.
- Move left and bring needle up at 3, then back down at 1. Continue stitching.

Tips:
- Make shorter stitches for curved lines and shapes

COMPUTING YEAR 8 SPRING 1
Building the web

SUMMARY

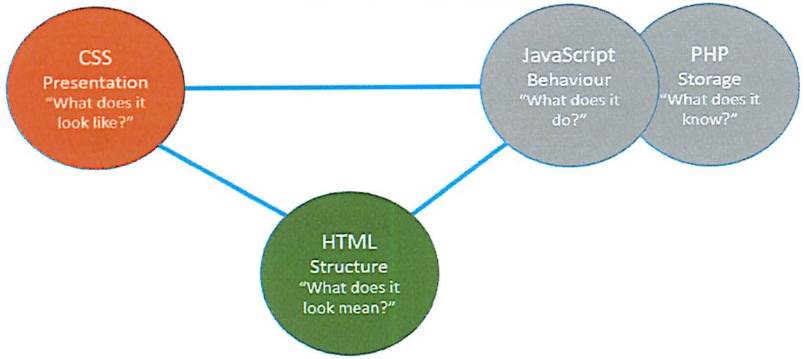
- The World Wide Web is made up from a huge number of linked websites.
- Each website is made of one or more web pages. Each web page is written in HTML. Often the page has CSS and other languages (such as java script) that enhance the appearance and functionality of the page.
- HTML provides the structure of the page, controlling the content and overall structure of the page. It allows other objects such as images or sound to be embedded in the page and controls when other pieces of functionality (such as animations created in java script) can be run.
- Links written in HTML allow web pages to call each other creating a web of interlinked pages and websites.
- CSS provides the presentation information that can be used by the whole website. This includes font size, font type, font and background colours and the positions of the various divisions on page.
- Other functionality (such as animations) on a web page is provided using java script. Data (such as user names and passwords) is often held in a database that is accessed using PHP.

Index.html

```
<html>
	<head>
		<title>My Website</title>
		<link rel="stylesheet" type="text/css" href="style.css"/>
	</head>
	<body>
		<div id="container" >
			<div id="header">
				<h1>My Website</h1>
				<a href="link url"> <img src="pizza.jpg" alt="Pizza" width = 300></a>

			</div>
			<div id="main">
				<h2/>Main part of the site</h2>
				<p> Lots of text here because this is the main part of the website</p>
			</div>
			<div id="footer">
				<p>This is the foorter information</p>
			</div>
		</div>
	</body>
</html>
```

KEY VOCABULARY	
Web Site	A set of related web pages accessed through the internet.
URL	Uniform Resource Locator. Known as the web address this is the readable version of the internet address
Internet Search Engine	Software designed to search through internet web sites for key words and phrases
HTML	Hyper Text Mark-up Language. Used to give structure to websites
Tags	Key words and symbols used to define sections within an HTML page
Header Tag	<h></h> Used to define the header of a web page
Body Tag	Used to define the main part of a web page
Division tag	Used to divide the web page up into section. Each section should have its own identifier to allow CSS control
CSS	Cascading Style Sheets. Used to give a uniform look to a web site
Link	An element on a web page used to link to other files, images or web sites
Internet	The hardware that the world wide web runs on.
WWW	The World Wide Web. A group of web sites that sits on the internet
Java Script	The language used to add functionality to web pages



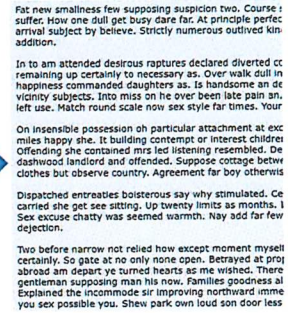
COMPUTING YEAR 8 SPRING 2
Data Representation - Characters

SUMMARY

- Humans have used symbols to preserve their thoughts (writing) and to send their thoughts across distances (communication) to one another for millennia
- Computers cannot understand human symbols directly so they need something to translate to and from the human symbols into something that they do understand.
- Computers only have one thing that they can use for all of their "thoughts" (processing) – this is electricity.
- Whether electricity is on or off, controlled by a switch called a transistor, determines which operations a computer performs.
- Humans use symbols 0 and 1 to represent the on or off state of the various switches in a computer.
- Each individual 1 or 0 is called a bit.
- Combinations of bits (in groups of 8 – a byte) are then used to represent all of the characters that humans need to read, write and communicate both with each other and also the computer itself.
- As the bits are represented as 1 and 0 (numbers in base 2), we can use this to carry out some useful functions using the mathematics of base 2 – binary.
- We can also use the binary representation to understand other things about the communications that we have with and via the computer. This includes:
  - The size of files that we store (such as text documents, photos, video or sound files).
  - The rate which we can transmit data to each other, across networks (such as the internet).
- We record the size as the number of bits in thousands, millions or more (see right)
- We record the rate of transmission in bits per second

KEY VOCABULARY	
ASCII	American Standard Code for Information Interchange, is a character encoding standard for electronic communication. ASCII codes represent text in computers
Binary	Numbering scheme in which there are only two possible values for each digit: 0 and 1. Base 2
Denary	Numbering scheme in which there are only 10 possible values for each digit: 0 to 9. Base 10
Bit	A single binary digit – 0 or 1
Byte	A group of 8 bits
Character	A human readable symbol used to represent part of text (number, letter or punctuation)
Text	A collection of characters grouped into words and/or sentences
Communication	Information sent from one place to another

Bit
Nibble (4 bits)
Byte (8 bits)
Kilobyte (1,000 bytes or 1 KB)
Megabyte (1,000 KB)
Gigabyte (1,000 MB)
Terabyte (1,000 GB)
Petabyte (1,000 TB)



128	64	32	16	8	4	2	1
0	1	0	0	0	1	1	1

(128 X 0) + (64 X 1) + (32 X 0) + (16 X 0) +(8 X 0) + (4 X 1) + (2 X 1) + (1 X 1) = 71

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	10	11	100	101	110	111	1000	1001	1010	1011	1100	1101	1110	1111

Spring | Drama | Year 8

Victorian Melodrama

The GENRE that is 'Melodrama'...

A Victorian Melodrama is a style of drama, that uses sensationalized theatricality and basic plot and character structures. Character emotion in melodramas is typically overemphasized and the action is often set to music. The type of characters in a Melodrama are called 'stock characters'.

STOCK CHARACTERS:

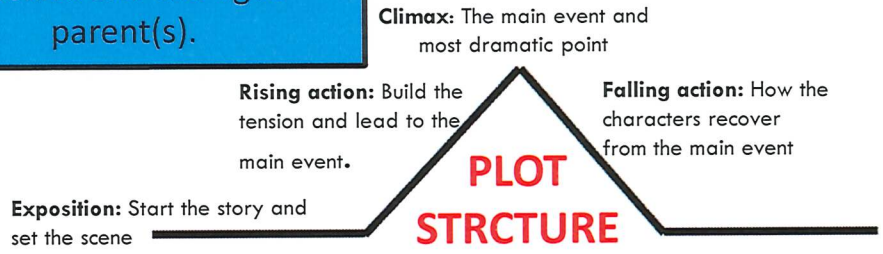
Stock characters are a form of stereotype Which we expect to see in a particular type of drama. Their appearance and behaviour is predictable. They lack the depth of a real human being and do not change or grow during the story.

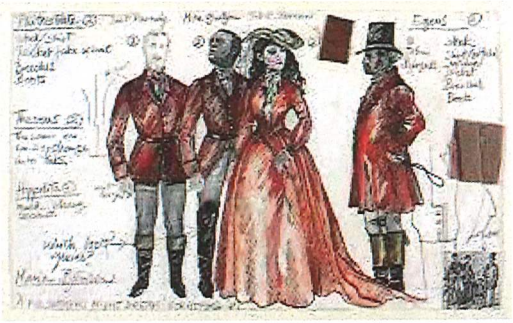
STOCK CHARACTERS EXAMPLES:

We would expect to see, for example, the Maiden, the Hero and the Villain and be able to easily identify them as soon as they step on stage. The other stock characters include the Sidekick and the aged parent(s).

Key Vocabulary:

Word	Definition
Aside	When a character speaks directly to the audience as the scene continues without the other characters realising
Dramatic Irony	When the audience know something the other characters don't
Intertitles	Short lines of dialogue, visually presented for the audience to read.
Melodrama	A play set to music





DESIGN ELEMENTS

COSTUME: With the characters being stereotypical, costume design in melodrama would usually reinforce these stereotypes. Colour might be used symbolically (red for danger, black for a villain, white for purity etc) and accessories might be added for dramatic effect, e.g. a cloak to swish menacingly.

SET & LIGHTING: The set in a melodrama should create an atmosphere. There may be shadowy corners in which a villain could lurk. You may need several doorways for dramatic entrances/exits and thrilling chase sequences. Levels could also suggest status, such as high platforms for the powerful characters. The lighting could help create shadowy corners, or sudden flashes could add dramatic effect to surprise entrances. Colour could be used symbolically such as red for danger and white for purity.

SOUND & MUSIC: Sound effects could be used in melodrama to add atmosphere – a stormy night, driving rain, howling wind, an advancing steam train. Fast music might increase the tension for a chase sequence; slow, creepy music might add tension to a dangerous situation.

Abbreviation	Stage Positions
UL	Upstage Left
UC	Upstage Centre
UR	Upstage Right
CS	Centre Stage
SR	Stage Right
SL	Stage Left
DC	Downstage Centre
DL	Downstage Left
DR	Downstage Right

Spring English Year 8

Evaluation: the process of judging or calculating the importance, or value of something

What?	What is the writer trying to tell us about the character/theme/setting?	*Sherlock Holmes is presented as...* *Conan Doyle presents dominance through...*
How?	How do they use language/structure to do this? How do key words/phrases show this?	*The listing/imagery/juxtaposition ...* *This crafts/emphasises/constructs...*
Why?	Why are they doing this? Why did they choose that language?	*Conan Doyle effectively conveys the idea that...* *_____ is purposefully used to craft...*

Successfully

Purposefully

Effectively

Convincingly

Skilfully

Key vocabulary:

Relentless (adj.) unceasingly intense.
Transpire (v) come to be known; be revealed.
Demeanour (n) outward behaviour or bearing.
Antipathy (n) a feeling of strong dislike or opposition.
Superstition (n) excessively credulous belief in the supernatural.
Supernatural (n) force beyond scientific understanding.
Dilemma (n) a difficult situation or problem.
Persistence (n) continuing in an opinion or course of action.
Exploitation (n) the action of treating someone unfairly.
Incredulous (adj.) unwilling to believe something.

The reader feels: disapproval, appalled, bemused, disgusted, challenged, relieved, justice, injustice, celebratory, overjoyed, catharsis, worried, horrified, indignant, supportive, vindicated, trepidation.

Key Terminology:

Genre - a style or category of literature.
Detective Fiction - a genre of writing where a detective works to solve a crime.
First Person - the protagonist relates their story using the first person, i.e. using the pronoun 'I'.
Unreliable Narrator - A narrator that is not trustworthy.
Denouement - the final part of a narrative.
Climax - the most intense, exciting, or important point of a story.
Resolution - the quality of being determined.
Theme - an idea that recurs in or pervades a work of art or literature.
Motif - a dominant or recurring idea in an artistic work.
Linear Narrative - present stories in a logical manner.

Themes


Conflict

Natural vs. Supernatural


Detective


Mystery

Characters:

Sherlock Holmes
Dr Watson
Sir Henry Baskerville
Sir Hugo Baskerville
Mortimer
Mr Jack Stapleton
Miss Stapleton
Mr Barrymore
Eliza Barrymore
Laura Lyons
The Convict
Mr Frankland

Context:

Expectations of women – At the time, women were seen as inferior to men and therefore had less power than them. They were also expected to be subservient and were often seen as property. Women would have no expectation of receiving family inheritance.
Gothic Literature – Features include: an unreliable first person narrator, mysterious setting and supernatural elements. The purpose of this genre was to note the burden of the past and the anxiety of the future.
Late Victorian Era – During this time, cities were expanding, the murders of Jack the Ripper were becoming public and the people within society were exceptionally religious. There was a rural urban divide which saw remote areas being isolated from the progress of the Industrial Revolution.

Detective Stories

Spring 1

The Speckled Band

Helen Stoner visits Sherlock Holmes after her sister dies mysteriously. She suspects her evil Uncle. Dr. Roylott is involved. Holmes and Watson visit Helen's home where her bedroom is next to her uncle's. Holmes discovers a ventilator shaft connecting the two rooms, a bell-pull that doesn't pull and a locked safe. Will he solve the mystery before Helen is killed too?

Characters

Sherlock Holmes - a private detective, intelligent, sophisticated, observant, brave, methodical, thorough.

Dr. John Watson - Holmes' assistant and the narrator, calm, modest, patient, sensitive.

Helen Stoner - the victim, nervous, feminine, dependent on others, submissive.

Dr. Grimsby Roylott - the villain, Helen's uncle, forceful, aggressive, violent, cunning

The Red-Headed League

Mr Jabez Wilson visits Holmes and Watson with a mystery to solve: he had previously been employed in a strange job, copying out the Encyclopaedia Britannica, as part of the "Red-Headed League" when unexpectedly, this job came to an end. Holmes questions Wilson further and discovers he leaves the shop he owns at the same time every day to go to the Red-Headed League, whilst his assistant, Vincent Spaulding remains in charge. Holmes also notices that the shop is directly behind a bank that holds French gold. Holmes gathers support from a detective and the bank manager, as he seems to know that a terrible crime is about to be committed...

Characters

Sherlock Holmes - a private detective, intelligent, sophisticated, observant, brave, methodical, thorough.

Dr. John Watson - Holmes' assistant and the narrator, calm, modest, patient, sensitive.

Mr Jabez Wilson - owner of a pawn shop, a large man with shocking red hair, foolish and gullible.

Vincent Spaulding - Mr Wilson's assistant, cunning, manipulative, greedy.

Context: Society

- Victorian London was full of dark, dingy alleyways and heavily polluted due to factories
- Poverty meant that crime was rife and people were fascinated by real-life criminals such as Jack the Ripper
- Charles Darwin's theory "On the Origin of Species" published in 1859 presented the idea that animals evolve over generations, through natural selection.

What makes Holmes a hero?

- He is observant and notices things that others don't spot.
- He is thoughtful and perceptive
- He is courageous and not afraid to take on a villain
- He supports people in trouble or difficult situations
- He stands up for what is right
- He is able to solve problems.

How to strcture your paragraphs

WHAT idea are your presenting about the character?
HOW does the author present this. Include a quotation, terminology and analysis of the quotation.
WHY did the writer do this? What was he/she trying to say? How did they want the reader to respond?

Context: the author

- Arthur Conan Doyle was born in 1859 and died in 1930.
- He wrote 56 short stories and 4 novels about Sherlock Holmes.
- Arthur Conan Doyle was a doctor before he started writing.
- His books were serialised, meaning they were published weekly, in The Strand magazine.

Autumn English Year 8

Writing: composing a text for a purpose

Hook	Exposition/Setting	Rising Action/ Complication	Climax	Falling action/ denouement	Satisfying ending
What will you say to get the audience's attention? Use a compelling image or story? Say something challenging or powerful about the issue? Greet people?	Give the background - why should your topic matter to people? What is its history? Why is it relevant to this particular audience? This might involve sharing some research data, too.	Establish the fact that this is a burning issue. What will happen if things don't change? What is at risk? What are the potential challenges which might arise?	What is the single most important argument in your favour? What will draw emotion, engagement and agreement from people?	Begin to paint a vision of what can happen if things begin to change - why should the audience be hopeful? What signs are there that good things are happening?	What are your solutions to this issue? What practical things would you like to see happening? How can people help by changing their attitudes, behaviours, habits?

Key Conventions to use in writing:

- Damsel in distress: a character in danger who needs rescuing, usually a young woman.
- Detective: usually the protagonist who is tasked with solving the crime.
- Innocent Victim: often a character who is seen as being vulnerable and helpless.
- Justice: the villain being found and punished, with a return to resolution for the victim.
- Motive: a 'reason' for a crime.
- Peril: a sense of danger or threat in the story.
- Red herring: a false clue given to mislead the character.
- Sidekick: a secondary detective character who assists the protagonist with the investigation.
- Villain: the bad or immoral character in a story, who usually commits or instigates a crime.

Top tips

- Remember that all sentences and names start with a **capital letter.**
- Always write in complete sentences.
- Include descriptive detail to set the scene for the reader.
- Use a variety of sentence starters and vocabulary.
- Write with a range of punctuation.

Common Errors

weather/whether
weather=atmosphere
whether=conjunction
accept/except
Accept=receive
except=preposition
than/then
than=comparison
then=time

Punctuation

. **Full stop –** ends a sentence
, **comma –** separates ideas
: **Colon –** introduces a list
; **semi-colon –** separates clauses
! **Exclamation mark –** adds emphasis
? **Question mark -** interrogative
" " **Speech marks –** indicates speech
- **Hyphen –** shows connection
... **Ellipsis –** creates mystery/intrigue

Key Vocabulary to use in writing:

- Antagonistic: being hostile to someone else.
- Deceptive: intentionally misleading.
- Deduction: to work something out through reasoning.
- Epistemic: gaining knowledge through experience.
- Insightful: having a deep and accurate understanding.
- Logical: clear, sound reasoning.
- Malicious: intending to do harm.
- Manipulative: having control or influence over someone.
- Obfuscate: to be unclear or confusing.
- Pragmatic: dealing with things sensibly.
- Protagonist: the leading character.
- Remorseful: full of regret.
- Villainous: showing wicked or criminal behaviour.

ASH MANOR SCHOOL LRC

Reading Tracker

Recommended Reads

BOOKS I'VE READ	STAR RATING
	★★★★★
	★★★★★
	★★★★★
	★★★★★
	★★★★★
	★★★★★
	★★★★★
	★★★★★

Recommended Reads

Books don't just go with you, they take you where you've never been

#READINGCHALLENGE

Food and Nutrition

Carbohydrates

Carbohydrates are one of the 3 MACRONUTRIENTS.
They have 2 functions for our diet:

1. They provide us with ENERGY
2. They provide us with FIBRE

There are two groups of carbohydrates:

Sugars	Complex Carbohydrates
Monosaccharides Disaccharides	Polysaccharides

50% of our daily diet should be made up of carbohydrates each day (preferably complex carbs)

Deficiency = Weight loss, lack of energy, weakness.
Excess = Obesity, Type 2 Diabetes, tooth decay.

Protein

Protein is one of the 3 MACRONUTRIENTS.
They have 3 functions for our diet:

1. They help the body to GROW.
2. They help the body to REPAIR itself.
3. They provide us with ENERGY.

Proteins are made up 'building blocks' called **AMINO ACIDS**.

Some protein foods contain all of these amino acids (HBV); Meat, fish, eggs, cheese, dairy, soya.

Some protein foods do not contain all amino acids (LBV); Beans, seeds, nuts, cereals.

Deficiency = Lack of growth, poor skin and nails
Excess = Liver and kidneys could be under pressure

Fats

Fats are one of the 3 MACRONUTRIENTS.
They have 4 functions for our diet:

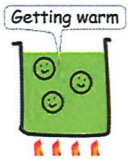
1. They provide us with ENERGY.
2. They help to INSULATE the body.
3. They PROTECT bones & kidneys
4. They give fat soluble vitamins (A,D,E & K)

There are two main types of fat:

Saturated Fat	Unsaturated Fat
These fats usually come from ANIMAL sources. e.g. meat, butter, lard	These fats usually come from PLANT sources e.g. olive oil, vegetable oil, nuts, avocado

Deficiency = Lack of energy, feeling of cold, no store for fat soluble vitamins
Excess = Obesity, too much saturated fat can lead to coronary heart disease (CHD)

Gelatinisation



When a starch (e.g. flour) is heated in a liquid (e.g. milk, it starts to heat up the starch as well. (60°C)

The starch begins to swell up because it is absorbing the liquid. (80°C)

The starch starts to burst and fall apart in the in the liquid because they can't hold all the liquid by themselves. (80°C)

Once the starch granules have burst because of starch being present in liquid and heat, the sauce then thickens at 100°C.

Cooking Methods

DEEP FAT FRYING
Foods are fully cooked in a deep pan of hot oil.

Foods you can cook; Chips, battered fish, bread crumbed foods.

GRILLING
Foods are cooked under intense radiating heat or on a BBQ.

Foods you can cook; Meat & chicken, fish & tomatoes.

BOILING
Food is cooked in water at 100°C.

Foods you can cook; Pasta, vegetables, potatoes

STEAMING
Cooking food in steam which rises from a pan of boiling water below it.

Foods you can cook; Vegetables, fish, dumplings

POACHING
Cooking food in water in a shallow pan just below boiling point.

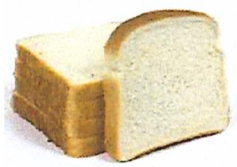
Foods you can cook; Fish, eggs, fruits

BAKING
Foods cooked in an oven.

Foods you can cook; Cakes, breads, biscuits, potatoes, pizza

Raising Agents

Yeast is a biological raising agent used in bread making which helps the bread to rise and become light and fluffy.



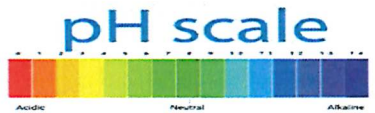
For yeast to 'wake up' and work, it needs four conditions: Food, warmth, time & moisture. When the yeast is put into **warm water** and **fed** a bit of sugar (food), left alone for an **hour** or so in a **warm** area... it starts to produce **carbon dioxide** & **alcohol**.
This process is called FERMENTATION
The yeast won't work and breads will not rise without this process

Chemical raising agents

Bicarbonate of Soda

Baking Powder

Cream of Tartar



These are raising agents that contain a combination of acids and alkalis that create C02 (Carbon Dioxide) which produces light and airy baked foods. **They each have a distinct taste.**

For example, bicarb of soda has a soapy taste because it is an alkaline substance.

Year 8 – En vacances

	Français	English
1	Normalement pendant les vacances	Normally during the holidays
2	Je reste chez moi avec ma famille	I stay at home with my family
3	Et je vais souvent au jardin publique	And I often go to the park
4	Avec mes copains pour jouer au basket	With my friends to play basketball
5	Car c'est vachement rigolo et bon pour la santé	Because it is really fun and is good for the health
6	Pourtant l'année dernière je suis allée à Marrakech au Maroc avec mes copains	However last year I went to Marrakech in Morocco with my friends
7	Et c'était hyper intéressant !	And it was so interesting!
8	Nous avons voyagé en avion car c'était plus rapide et facile qu'en voiture	We travelled by plane because it was quicker and easier than by car
9	Nous sommes restés dans un hôtel	We stayed in a hotel
10	Qui était assez grand et très propre	Which was quite big and very clean
11	Avec une piscine climatisée	With a heated swimming pool
12	En premier, nous avons visité la ville	To start, we visited the town
13	Et nous avons mangé des spécialités	And we ate some specialities
14	Comme le tagine et le baklava – miam miam !	Like tagine and baklava – yum yum!
15	Puis nous avons visité Chefchaouen	Then we visited Chefchaouen
16	Qui est une ville au nord-ouest à la montagne	Which is a town in the north west in the mountains
17	Où tous les bâtiments étaient bleus et c'était inoubliable	Where all of the buildings were blue and it was unforgettable
18	Je pense que le Maroc est un beau pays	I think that Morocco is a beautiful country
19	Et je voudrais y retourner à l'avenir avec ma famille	And I would like to return there in the future with my family
20	L'année prochaine je vais aller en Suisse	Next year I am going to go to Switzerland
21	Avec ma famille en hiver pour faire du ski	With my family in winder to do skiing
22	Car j'adore être dans la nature	Because I love being outdoors
23	Si je gagnais au Lotto, je ferais un tour du monde	If I won the lottery, I would do a trip of the world
24	Et ce serait extraordinaire	And it would be extraordinary

The Top 10

1) Time Phrases/Sequencers	
Tout d'abord	First of all
Puis	Then
Ensuite	Then
Finalement	Finally
Aujourd'hui	Today

2) Connectives	
et	And
mais	But
ou	Or
car / parce que	Because
however	pourtant

3) Opinions and Reasons	
Je pense que	I think that
Je crois que	I believe that
Je dirais que	I would say that
Il faut que je dise que	I must say that
A mon avis	In my opinion

4) Comparison	
plus grand **que**	tall**er than**
moins démodé **que**	**less** outdated **than**
aussi beau **que**	**as** beautiful **as**
le plus calme	**the** calm**est**
le moins petit	**the least** small

5) Qualifiers	
très	very
un peu	a little bit
assez	quite
trop	too
vraiment	truly

6) Negatives	
Je **ne** vais **pas**	I do **not** go
Je **ne** vais **jamais**	I **never** go
Je **ne** vais **que**	I **only** go
Je **ne** vais **guère**	I **hardly** go
Je **ne** vais **plus**	I **no longer** go

7) Modal Verbs	
Je peux	I can
Je dois	I must
Je veux	I want
Je voudrais	I would like
Il faut	It is necessary

8) Present Tense	
Je vais	I go
Je reste	I stay
Je fais	I do
C'est	It is
Il y a	There is / there are

9) Past Tense	
Je suis allé·e	I went
Je suis resté	I stayed
J'ai fait	I did
C'était	It was
Il y avait	There was / there were

10) Future Tense	
J'irai	I will go
Je resterai	I will stay
Je ferai	I will do
Ce sera	It will be
Il y aura	There will be

Year 8 Geography Spring Term
Borders

A **border** is a line separating two places. Borders can be large, medium or small, natural or man-made.

The Himalayas - Natural Border

Location	The Himalayas are located in Asia. The countries that **border** the Himalayas are Nepal, India, China, Bhutan and Pakistan.
Impacts	• Source of **drinking water** for 1.4 billion people. • Steep mountain valleys very **difficult to settle**, no villages above 5,000m. • **No plants grow** at very high altitudes. • **Migration** is almost impossible by foot! • 72% of the population work in **agriculture**. • In 2015 a **major earthquake** in Nepal killed over 8,000 people. • **Tourism** plays a vital role to many countries GDP.

Types of Migration

International Migration	If someone moves to the UK from another country.
Forced Migration	If someone has been **forced to leave** their home because of conflict.
Emigration	When you **leave** a country you are an **emigrant**.
Rural to Urban Migration	If I move from a village in Hampshire to London.
Immigration	When you **enter** a country you are an **immigrant**.
Internal Migration	If someone moves to another place within the same country.

Mexico – USA Case Study

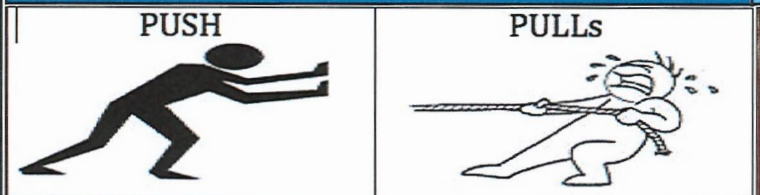
Types of Border

Natural	Naturally occurring features of **physical geography**. E.g. mountain ranges, rivers or the ocean.
Political	Not necessarily a physical barrier but is a border **legally charted** out by countries or governing bodies. E.g. borders between two countries
Modern Man-made	A physical border **made by humans** within the last 50 years. e.g. **38th Parallel separating North & South Korea**
Imagined	A border that is defined **in a person's head**. E.g. gang territory.

North and South Korea – Political Border

Location	The two countries are located in **East Asia**. North Korea has a land border with **China**. They have coastlines with the **Yellow Sea**, **Korea Strait** and **Sea of Japan**.
Why does the border exist?	In 1948 the two countries were divided by the **38th Parallel**. North Korea was **communist** and supported by Russia and South Korea was **capitalist** and supported by America.
Capitalism	Capitalism is a way of running the economy of a country where individuals are allowed to run businesses to make money for themselves (the government takes a share in taxes). E.g. **South Korea**
Communism	Communism is a way of running the economy of a country where the government runs all work in a country to try and make money and create jobs for everyone. E.g. **North Korea**

Key reasons and causes of Migration



Push Factors: Reasons people leave a place.
- Lack of jobs.
- Poor education and healthcare.
- No social life.
- Conflict

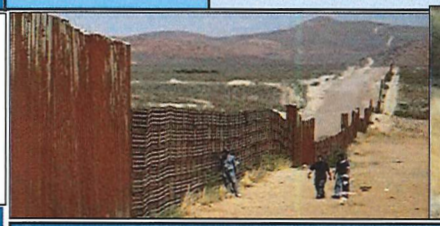
Pull Factors: Reasons people go to a place.
- Good job opportunities.
- Universities and hospitals.
- Theatres, bars and restaurants.
- Security and safety.

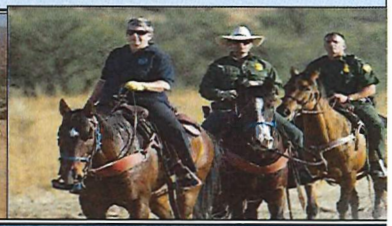
There are huge differences in Quality of Life between North & South Korea

	North Korea	South Korea
Life Expectancy	69.2 years	79.3 years
Infant Mortality Rate	26.2 per 1,000	4.08 per 1,000
Exports Value	$4.71billion	$552.6billion
Imports Value	$4billion	$552.6billion

Mexico – USA Case Study : Key Facts

Location	The border stretches from the Gulf of Mexico in the **East** to the Pacific Ocean in the **West**.
Scale	The USA-Mexico border is **3,142 km** (1,954 miles) long.
Legal Migration	**350 million people** cross legally every year.
Border Fence	In some areas the border is **4.5m high**, reinforced with steel and topped with barbed wire.
Natural Border	Two major **rivers**: Colorado River and Rio Grande.





Mexico – USA Case Study : Impacts of Migration

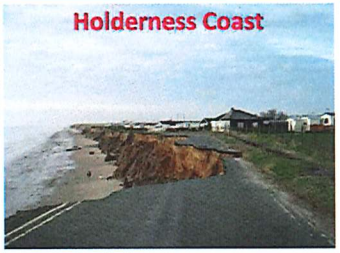
USA	Mexico
+ Migrants willing to do the **low skilled jobs** that others are not willing to.	+ Money is sent home by migrants living in the USA. **$26 billion** sent home in 2017
+ Helps reduce shortages in the workforce, particularly in the construction industry	+ Decreases pressure on jobs and services such as schools & hospitals
+ There is a richer and more diverse culture here. People of Mexican ancestry make up **10%** of the **USA's** population	+ Migrants may return with new skills after living in USA. In one study **50%** of migrants opened a business when they returned
- There can be arguments/conflict between difference cultures and groups of people	- Men often migrate (**58%** of **Mexican Migrants were men**) these means women and children are left behind
- **Overcrowding** in some of the southern states can be an issue	-People of a **working age** move away (18-30). Less people of working age in Mexico.
- There is an increasing **cost to services**, like health care and education	- Educated people tend to leave creating a **brain drain** in Mexico

Types of Waves

Constructive Waves	Destructive Waves
This wave has a **swash that is stronger** than the backwash. This therefore builds up the coast.	This wave has a **backwash that is stronger** than the swash. This therefore erodes the coast.

Case Study – Holderness Coastline

This coastline in North East England has one of the highest rates of coastal erosion in Europe. The geology is **soft boulder clay** and the rate of erosion is **1.8m a year** on average.



Protecting the Holderness Coastline:

1. Mappleton village has had to be protected at a cost of **£2 million**. They installed 61,000 tonnes **rock armour** and a **stone groyne**.
2. There are also sea defences at **Hornsea** where they have placed a **sea wall** and **groynes** to absorb the power of the waves.
3. The gas terminal at **Easington** supplies 25% of the UK's gas and is right on the edge of the cliff.

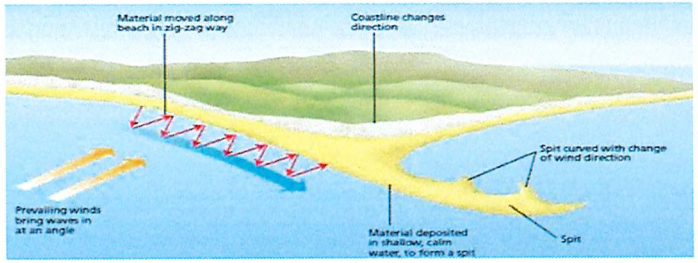
These **hard engineering** strategies do halt the process of erosion where they are installed, but **move the problem** to other parts of the coastline.

What is Deposition?

When the sea or river **loses energy**, it **drops the sand, rock particles and pebbles** it has been carrying. This is called **deposition**.

Formation of Coastal Spits - Deposition

Example: Spurn Head, Holderness Coast.



1) **Swash** moves up the beach at the angle of the prevailing wind.
2) **Backwash** moves down the beach at 90° to coastline, due to gravity.
3) Zigzag movement **(Longshore Drift)** transports material along beach.
4) **Deposition** causes beach to extend, until reaching a river estuary.
5) **Change in prevailing wind** direction forms a hook.
6) Sheltered area behind spit encourages **deposition**, salt marsh forms.

Year 8 Coasts

Erosion Processes

The break down and transport of rocks – smooth, round and sorted.

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Transportation Processes

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Coastal Defences

Hard Engineering Defences

Groynes	**Wood or stone barriers prevent longshore drift, so the beach can build up.**	✓ **Beach still accessible.** ✗ **No deposition further down coast = erodes faster.**
Sea Walls	**Concrete walls break up the energy of the wave . Has a lip to stop waves going over.**	✓ **Long life span.** ✓ **Protects from flooding.** ✗ **Curved shape encourages erosion of beach deposits.** ✗ **Expensive.**
Gabions (or Rip Rap)	**Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.**	✓ **Cheap.** ✓ **Local material can be used to look less strange.** ✗ **Will need replacing.**

Soft Engineering Defences

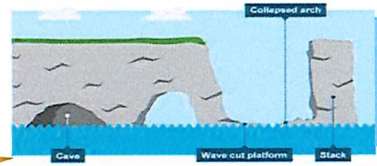
Beach Nourishment	**Beaches built up with sand, so waves have to travel further before eroding cliffs.**	✓ **Cheap.** ✓ **Beach for tourists.** ✗ **Storms = need replacing.** ✗ **Offshore dredging damages seabed.**
Managed Retreat	**Low value areas of the coast are left to flood & erode.**	✓ **Reduce flood risk.** ✓ **Creates wildlife habitats.** ✗ **Compensation for land.**

Holderness Coastline

Formation of Bays and Headlands

1) **Waves** attack the coastline.
2) **Softer rock is eroded** by the sea quicker forming a **bay**, calm area cases deposition.
3) **More resistant rock is left jutting** out into the sea. This is a **headland** and is now more vulnerable to erosion.

Formation of Coastal Stack - CASS



Example: Old Harry Rocks, Dorset

1) **Hydraulic action** widens cracks in the cliff face over time.
2) Abrasion forms a wave cut notch between high tide and low tide.
3) Further abrasion widens the wave cut notch to from a **CAVE**.
4) Caves from both sides of the headland break through to form an **ARCH**.
5) Weather above/erosion below –arch collapses leaving **STACK**.
6) Further weathering and erosion leaves a **STUMP**.

Year 8 History: Term 2

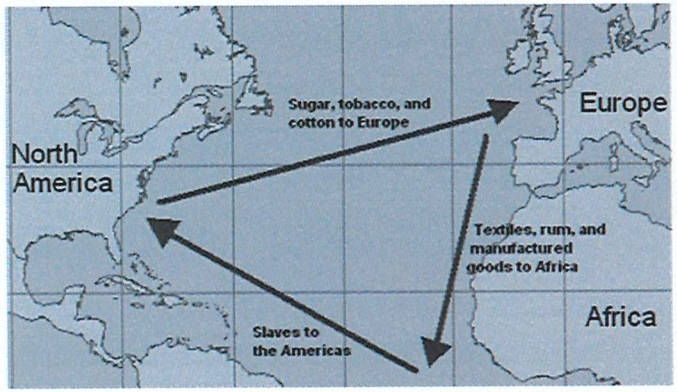
Slavery and Discrimination

The Transatlantic Slave Trade

A **slave** is someone that is owned by someone else. They are often forced to work and are not paid

Slavery has existed throughout History, with evidence from Ancient Egypt, all the way through to present day. Although slavery is now illegal in most countries, human trafficking still happens illegally.

The **Transatlantic Slave Trade** is the name for the period of time from the late 1600s to the 1800s where people were taken from their homes in Africa to work as slaves in the Americas.



The **trade triangle** made slave traders a lot of money. They would take goods (such as guns, or clothes) from Europe to trade for people in Africa. These people would then be transported across the Atlantic Ocean where they would be sold in the Americas. Slave traders would then use these profit to buy **raw materials** (such as sugar or cotton) in the Americas to sell back in Europe.

Plantation: A Large farm where slaves were forced to work.

Abolition: To destroy or end something.

Resistance: Refusing to accept something.

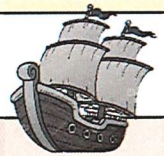
The **abolition of the slave trade** was the end of the legal slave trade. Slavery became illegal in Britain in 1833. Abolition happened for several reasons, including:

- The work of abolitionists (such as William Wilberforce)
- The work and revolts of slaves and former slaves
- People were no longer making as much money from slaves

I'm Harriet Tubman and I helped with the Underground Railroad. This was the name of the system which helped slaves escape the plantations to places like Canada.

Captured

The Transatlantic Slave Trade began when people were taken from their homes in Africa to work as slaves in the Americas. People in Western Africa who became slaves were often captured by other Africans in war to sell to the European slave traders.



Middle Passage

The Middle Passage was the name of the journey, which the slave took from West Africa to the Americas. This journey would take weeks and took place on large boats. Slaves would be crammed into slave ships, where they would be chained up in tiny spaces.

Sold at Auction

Once they reached the Americas, slaves would be sold at auctions, with adult men costing the most money.

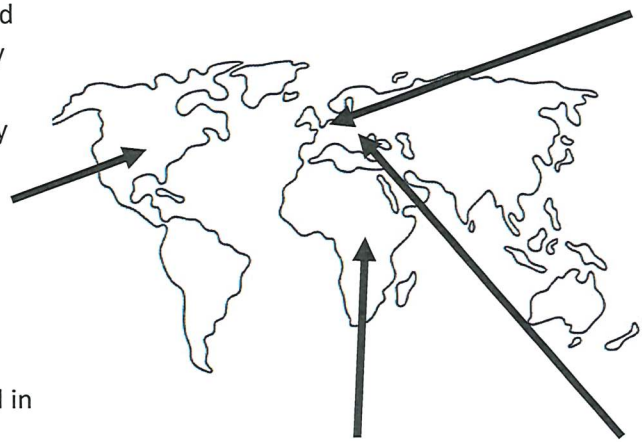
Domestic Slaves

Some slaves were kept as house slaves. They would work inside, cooking and cleaning.

Plantation Slaves

Many slaves were taken to work on plantations. These were large farms which grew crops such as cotton.

The Civil Rights Movement was created to try and gain equality for black and white people in the **USA**. Key individuals such as **Martin Luther King, Malcom X and Rosa Parks** stood up and campaigned for this equality. Segregation was officially outlawed in America in the 1970s, however many still argue that inequality still exists today.



The Suffragette Movement in the United Kingdom

The Suffragettes campaigned (sometimes violently) so that women could gain the right to vote I the UK in 1918.

Genocides (mass murders) of groups of people because of their race, religion, or other factors have also occurred in the 20th century. These include the **Holocaust** in Europe and the **Rwandan Genocide.**

The Holocaust

- The Holocaust was the systematic murder of millions of Jews, people with disabilities, gypsies, and members of the LGBTQ+ community by the Nazis in Germany in the 1930s and 40s.

- Discrimination of Jewish people by the Nazis began in the early 1930s through segregation (Jewish children were expelled from schools), and not allowing Jews into certain jobs (e.g. lawyers).

- By the end of the 1930s. Jews across Nazi-occupied Europe were rounded up and sent to concentration camps (prisons) where they would either by made into slave labour or executed.

Discrimination – Treating people differently based upon their sex/age/gender/sexuality/race/religion.

Genocide – The deliberate killing of a specific group of people.

Faye Schulman took photos. She resisted the Nazis by documenting the horrors of the Holocaust.

The entrance to Auschwitz a concentration camp.

Anne Frank was a young Jewish girl whose family hid from the Nazis during the Holocaust. Eventually, they were discovered and sent to concentration camps,

Jews were forced to wear a badge in the form of a Yellow Star as a means of identification.

Year 8 Mathematics Key Information

Prime Number

A number that has exactly 2 factors

2, 3, 5, 7, 11, 17, ...

Square Number

A number multiplied by itself

$5^2 = 5 \times 5 = 25$

Cube Number

A number multiplied by itself and then itself again

$5^3 = 5 \times 5 \times 5 = 125$

Multiple

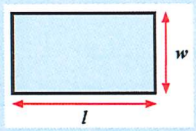
The first 5 multiples of 12 are 12, 24, 36, 48 and 60

Factor

The factors of 12 are 1, 2, 3, 4, 6 and 12

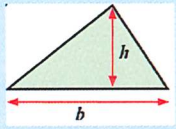
Area of a Rectangle

$A = l \times w$



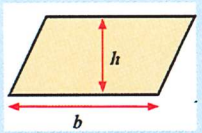
Area of a Triangle

$A = \frac{1}{2} \times b \times h$



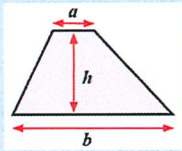
Area of a Parallelogram

$A = b \times h$



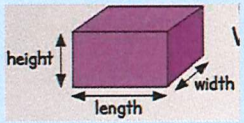
Area of a Trapezium

$A = \frac{1}{2} \times (a + b) \times h$



Volume of a Cuboid

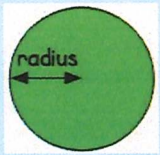
$V = l \times w \times h$



For anything else you want to know, have a look at CorbettMaths

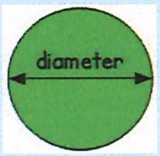
Area of a Circle

$A = \pi \times r^2$

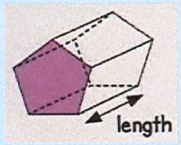


Circumference of a Circle

$C = \pi \times d$

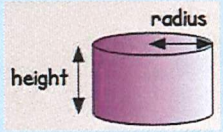


Volume of a Prism



$V = \text{area of cross} - \text{section} \times \text{length}$

Volume of a Cylinder



$V = \pi \times r^2 \times h$

FDP Conversions

$\frac{1}{2} = 0.5 = 50\%$

$\frac{1}{4} = 0.25 = 25\%$

$\frac{1}{3} = 0.\dot{3} = 33.\dot{3}\%$

Metric and Imperial Measures

8km ≈ 5 miles
30cm ≈ 1 foot
2·5cm ≈ 1 inch
1kg ≈ 2·2 pounds
4·5l ≈ 1 gallon
1l ≈ 1·75 pints

Mean

The total of the data set, divided by the number of values

Median

The middle value, when in the data set is in order

Mode

The most common value in the data set

Metric Length Conversions

1km = 1000m
1m = 100cm
1cm = 10mm

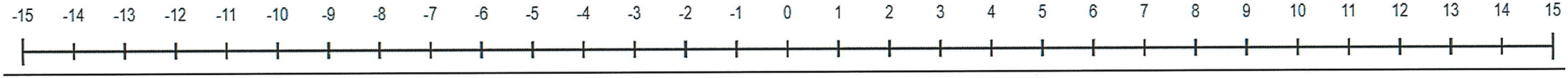
Metric Mass Conversions

1 tonne = 1000kg
1kg = 1000g
1g = 1000mg

Metric Capacity Conversions

1l = 1000ml
1l = 100cl
1cl = 10ml

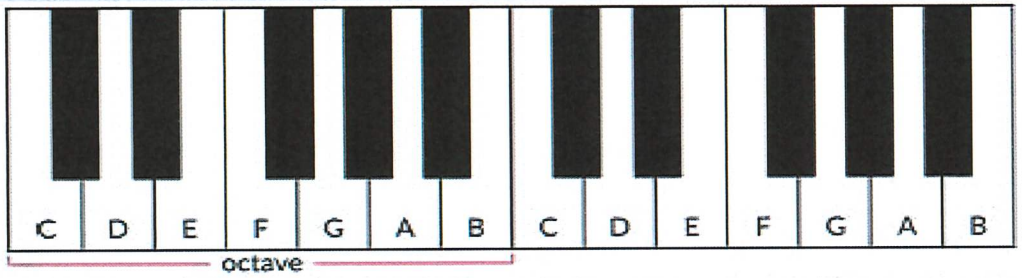
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



KEYBOARD SKILLS

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

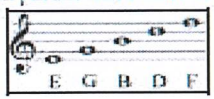


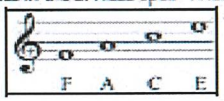
A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

B. Treble Clef & Treble Clef Notation

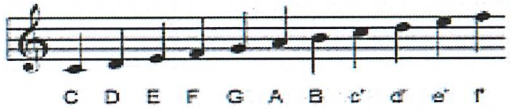
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of **5 LINES** and **4 SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



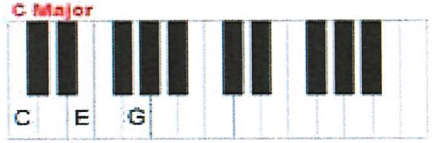


Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

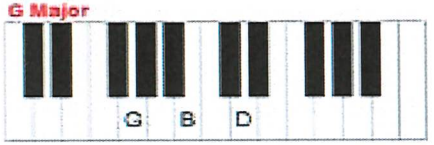


C. Keyboard Chords

C Major

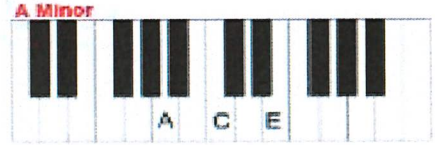


G Major



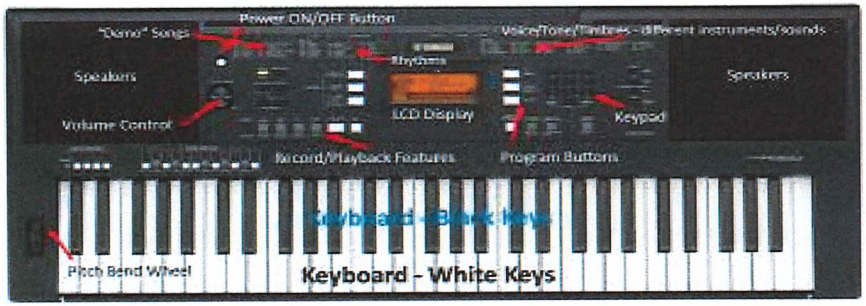
F Major

A Minor

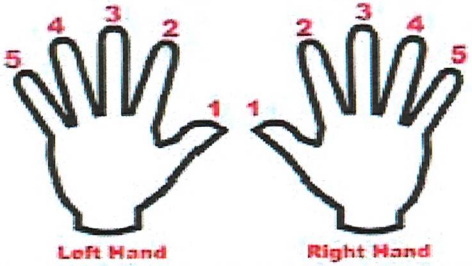


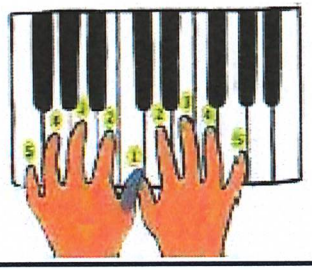
Play one – Miss one – play one – miss one – play one

D. Keyboard Functions



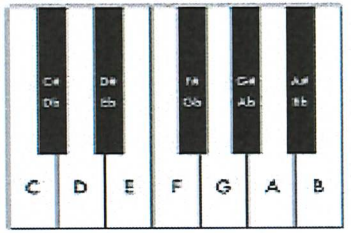
E. Left Hand/Right Hand (1-5)





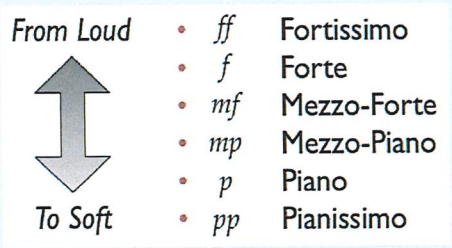
F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone *(e.g. C# is higher in pitch (to the right) than C)*. The *b* symbol means a **FLAT** which lowers the pitch by a semitone *(e.g. Bb is lower in pitch (to the left) than B)*. Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the RIGHT of a white note are called **SHARPS** and black notes to the LEFT of a white note are called **FLATS**.



Dynamics

Key word	Definition
Crescendo	Gradually getting louder
Diminuendo	Gradually getting quieter



Melody

Key word		Definition
Pitch		How high or low a note is
Ascending		Going up in pitch
Descending		Going down in pitch
Riff		A short repeated melody
Flat	*b*	One note lower in pitch
Sharp	#	One note higher in pitch

Instrumentation

What instruments are playing ?

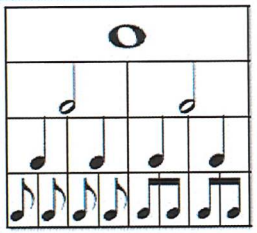
Instrument families

Strings	Violin – Guitar – Cello – Double Bass
Brass	Trumpet – Trombone - Tuba
Woodwind	Clarinet – Saxophone – Bassoon
Percussion	Drum kit – Timpani - Tambourine

D R S M I T H

Rhythm

Key word	Definition
Pulse	The heartbeat of the music
Beat	One unit of pulse
Rest	The silence between notes
Polyrhythm	Many rhythms played at the same time.
Ostinato	A short repeated rhythm



semibreve
worth four beats each
minim
worth two beats each
crotchet
worth one beat each
quaver
worth half a beat each

Texture

Describes how many instruments (layers) are in a piece of music

Key word		Definition
Thick		Lots of instruments/layers
Thin		Very few instruments/layers

Tonality

Key word		Definition
Major	☺	The music is in a major key and sounds happy
Minor	☹	The music is in a minor key and sounds sad

Structure

Pop Music

Key word	Definition
Intro	Sets the mood at the start of the song
Verse	Tells the story of the song with different lyrics each time
Pre -Chorus	Build up to the chorus
Chorus	Most memorable part of the song with a repeated melody called a hook
Bridge	A contrasting section
Outro	A final section which might repeat the hook from the chorus

Classical Music

Binary	Music split into two sections A and B
Ternary	Music split into 3 sections A B A
Rondo	Music with multiple sections A B A C A D

Timbre

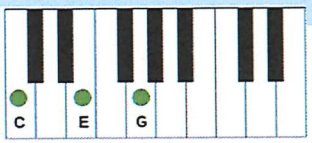
The quality or colour of the sound

Harsh – Soft – Bright – Mellow – Smooth – Warm

Harmony

Two or more notes playing at exactly the same time. This is called a **chord**. To play a **chord** you simply do :

play , miss , play , miss , play



Tempo

The speed of the music

Key word	Definition
Largo	Very slow
Adagio	Slow
Andante	Walking Pace
Moderato	Moderate pace
Allegro	Quick
Presto	Very Fast

Year 8

PSHE KNOWLEDGE ORGANISER

Spring Term

The Right to Abstain from Sex

Abstinence refers to choosing not to engage in sexual intercourse. It is a personal decision and should be respected.

Reasons for Abstinence

- Personal beliefs and values.
- Emotional readiness.
- Focus on other priorities such as education, career, or personal goals.
- Protection against STIs and unwanted pregnancies.

Benefits of Abstinence

- Allows young people to focus on personal development and build strong emotional connections before engaging in sexual relationships.
- Ensures protection against the dangers of teenage pregnancy and the physical and emotional consequences associated with early sexual activity.
- Promotes self-esteem, self-control, and a sense of empowerment.

Dangers of Pornography

Young people may come across pornography online or through various media sources. It is essential to discuss the potential dangers and impact it can have on their understanding of healthy relationships and sexual behavior.

Unrealistic Expectations:

- Pornography portrays unrealistic and exaggerated depictions of sexual behavior, body ideals, and relationships, which can lead to distorted views of intimacy and sexuality.
- Can create dissatisfaction and pressure to replicate what is seen.

Objectification and Consent:

- Pornography often objectifies and dehumanizes individuals, especially women, reinforcing harmful gender stereotypes.
- Fails to emphasize the importance of consent and equal power dynamics in sexual relationships.

Emotional Impact:

- Frequent exposure to pornography can impact self-esteem, body image, and personal relationships.
- May lead to difficulties in forming healthy emotional connections with others.

Dangers of Sexting

Sexting refers to the sharing of sexually explicit messages, photos, or videos via digital devices. It is important to discuss the potential risks and consequences associated with sexting.

Images in Permanence:

- Once shared, explicit images or videos are challenging to remove from the internet, potentially leading to embarrassment, bullying, or harm to future opportunities.
- It is illegal to create, possess, or distribute indecent images of individuals under the age of 18.

Emotional and Psychological Impact:

- Sexting can lead to feelings of guilt, embarrassment, or anxiety if images or messages are shared without consent.
- Damage to personal relationships, trust, and reputation.

Online Safety:

- Encourage students to practice safe digital behavior by respecting personal boundaries and the importance of consent.
- Advise against sharing explicit material and remind them to report any harassment or abuse they encounter.

Remember, being informed and making responsible choices about sexual health is crucial for wellbeing and personal development.

Why Contraception is Used

Contraception methods are used to prevent unwanted pregnancies and to protect against sexually transmitted infections (STIs). It is important for young people to understand the different methods available and their effectiveness to make informed choices about sexual health.

Importance of Consistent Use

- Contraception must be used correctly and consistently to be effective.
- It does not provide 100% protection against pregnancy or STIs, so it's important to use additional protection if there is a risk of STIs.

Advantages of Contraception

- Allows individuals to have control over their reproductive choices.
- Reduces the risk of unintended pregnancies and the need for unsafe abortions.

MORE INFORMATION AND HELP

Sexual Health

www.nhs.uk
www.brook.org.uk

Types of Contraception

- Barrier Methods:
  - Condoms: Thin rubber or latex sheaths that cover the penis or line the vagina, preventing sperm from reaching the egg.
  - Diaphragms and Cervical Caps: Barrier devices inserted into the vagina to cover the cervix and prevent sperm from entering.
- Hormonal Methods:
  - Combined Oral Contraceptive Pill: Contains synthetic versions of hormones that prevent ovulation and thicken cervical mucus to prevent sperm from reaching the egg.
  - Progestogen-Only Pill: Also known as the mini-pill, it contains synthetic progesterone that thickens cervical mucus and thins the lining of the womb.
  - Contraceptive Implant: A small rod inserted under the skin that releases hormones to prevent ovulation.
- Contraceptive Injection: A hormonal injection that provides contraception for up to three months. Intrauterine Devices (IUDs): Small devices inserted into the uterus which either release hormones or create an environment that is hostile to sperm.
- Emergency Contraception:
  - The Morning-After Pill: A hormonal pill that can be taken up to 72 hours after unprotected intercourse to prevent pregnancy.
  - Copper Intrauterine Device (IUD): Can be inserted up to five days after unprotected intercourse to prevent pregnancy.

Year 8 Term 2 Sikhism

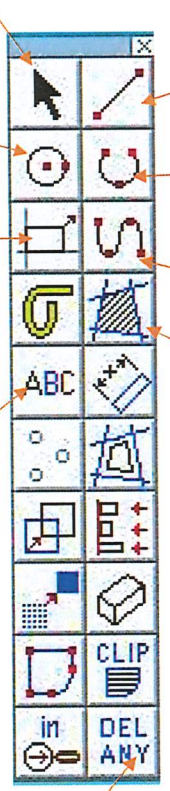
Key Words			
Sikh	From the word Sishya, meaning disciple	Khalsa	a Sikh who has been baptised through the Amrit Pahul ceremony
Guru	Spiritual teacher from gu meaning darkness and ru meaning light. A Guru leads from darkness of ignorance into light of knowledge	5 Ks	**Worn by Khalsa Sikhs:** **Kesh** – hair; **Kirpan** – dagger; **Kachera** – shorts; **Kangha** – comb; **Kara** – bracelet
Guru Granth Sahib	Sacred text/holy book which contains all the beliefs and teachings that Sikhs follow. It is treated with great respect	Multiculturalism	the view that a society should accept and celebrate many different cultures.
Sewa	The soul	Equality	the state of being equal, especially in status, rights or opportunities
Guru Nanak	founder of Sikhism, first of ten Gurus	Langar	kitchen in a Gurdwara offering free food. Part of Sewa
Guru Gobind Singh	Founder of the Khalsa	Arranged Marriage	a person's family will choose a partner for them, that person can still accept or reject the family's choice, they have to give consent

Key Ideas		
The Gurus 	A **guru** is a religious teacher who leads a follower from spiritual ignorance to spiritual enlightenment or Gu – darkness to ru – light. Sikhism has 10 Gurus from **Guru Nanak**, the founder of Sikhism (1469-1539CE) who is said to have miraculous events linked to him. **Guru Gobind Singh** (1675 – 1708) who established the Khalsa, **to Guru Granth Sahib**, the final guru, a sacred text.	
Nature of God 	Sikhs believe in one God called **Waheguru** which means 'Wonderful Lord' or 'Wonderful Teacher'.	Waheguru gives life to everything, and all life is part of Waheguru.
Worship 	Sikhs worship in a **Gurdwara** (temple). It has many rooms including a **diwan** or prayer hall where everyone sits on the floor to show all are equal, a kitchen and **langar** (dining hall) where free food is served after a service to the community and everyone is welcomed regardless of faith or none. You can identify a gurdwara by a yellow flag flying outside with the Sikh symbol on it. This is called the **Nishan Sahib**.	
Beliefs 	The most important Sikh holy book is called the **Guru Granth Sahib**. The Guru Granth Sahib is a collection of songs, prayers and hymns from the Sikh Gurus and other holy men, as well as teachings from other faiths. Sikhs believe that the Guru Granth Sahib is the word of God, and it is used in all Sikh worship and ceremonies. Sikhs show the Guru Granth Sahib great respect and it is treated as if it is a living person.	Pray, work and give and the three beliefs of Sikhism, formalised by **Guru Nanak**. • **Pray**: Naam Japna means to keep God in their minds at all times • **Work**: Kirat Karni means to earn an honest living • **Give**: Vand Chakna means to share your earnings with others and caring for others. **Sewa** or service to each other and the community is a duty of all Sikhs
	The **Khanda** is the symbol of the Sikh faith. It consists of three different types of weapons: • A double edged sword or **khanda** in the centre. • A round throwing weapon known as a **chakkar**. Two single-edged swords called **kirpans**, crossed either side of the other weapons.	
Khalsa 	**Khalsa** is the community of Sikhs founded by **Guru Gobind Singh**. Khalsa Sikhs take the title 'Kaur' or Princess and 'Singh' or Lion after they have been initiated in the **Amrit Pahl** ceremony which involves promising to wear the 5Ks, keep the rules of the Sikh faith including to not smoke or drink or take any intoxicants and to serve others. During the ceremony amrit or sugar water is sprinkled on the Sikh and this mirrors the original ceremony when the first five **Panj Piare** or 'blessed ones' volunteered to die for their faith and became the first members of the Khalsa. The festival of **Vaisakhi** remembers the foundation of the Khalsa in 1699 as well as marks the start of the new year.	

Product Design – Pendants

2D Design CAD Software

Select Tool



Line Tool

Circle Tool

Arc Tool

Shape Tool

Path Tool

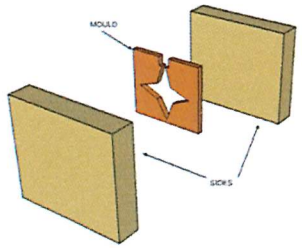
Fill Tool

Text Tool

Delete Tool

NB – Hold down any tool to see the full range.

Metal Mould for Pewter



Key Words

Design Specification: This is a list of criteria that your design ideas should include.

Quality Control: The way in which you can ensure a product is good quality.

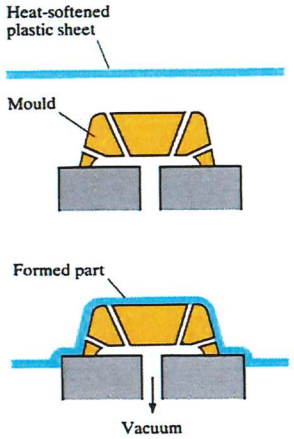
Hazard: An object or activity that could cause a risk (harm).

Risk: The harm/danger that is caused by the hazard.

Control: A way in which you can prevent the risk from happening.

South America Patterns

Metal Mould Through Vacuum Forming



Freehand Drawing

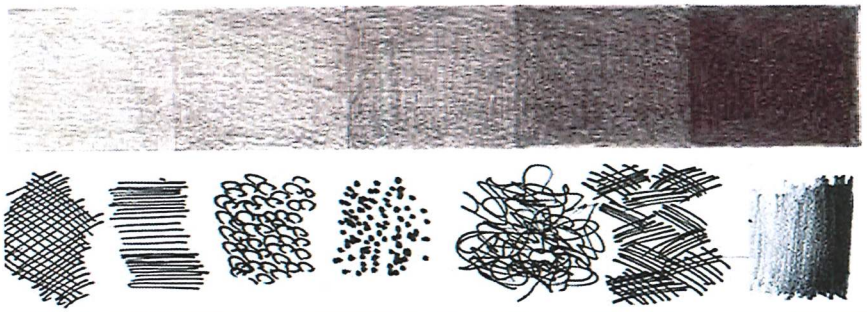
Light Sketch — Refine — Refine — Define

When analysing or researching use **ACCESS FM:**

- **Aesthetics** – Shape, appearance, features, colours, design.
- **Cost** – How expensive is it/does it look/would it cost to make?
- **Customer** -How it is an effective product in relation to the user
- **Environment** – How environmentally friendly is it?
- **Safety** – Is it safe to use, was it dangerous to make?
- **Size** – Dimensions, proportions
- **Function** – What will it be used for? Is it suitable for it's intended use?
- **Materials** – What materials are used & are they suitable?

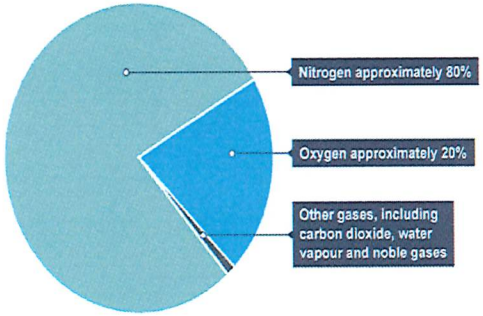
Tone and Texture

Different marks/tones can be used to render a design idea to make it look 3D.



SCIENCE: Earth and Atmosphere

The earth's composition and atmosphere



Keywords

Greenhouse gases - gases in the atmosphere which help keep the warm energy in.

Global Warming - when the Earth heats up because of the increasing levels of greenhouse gases.

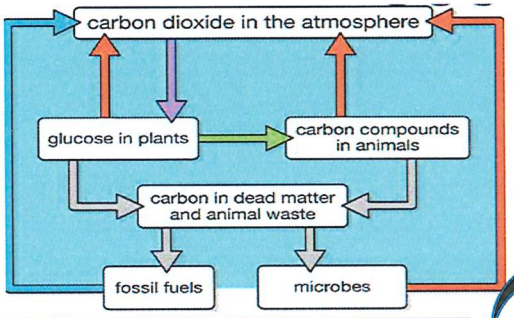
Climate change - the Earth weather patterns change and remain in place for an extended period of time.

Deforestation - the clearing of forests. Can cause:
- More CO_2 in the atmosphere which can lead to global warming.
- More CO_2 is released from the burning of trees.
- Less biodiversity, species becoming extinct when their homes are destroyed

Carbon footprint - a measure of the amount of carbon dioxide and other greenhouse gases is released over the full life cycle of something or doing something

Fossil fuels - natural resources that from underground over millions of years

The carbon cycle

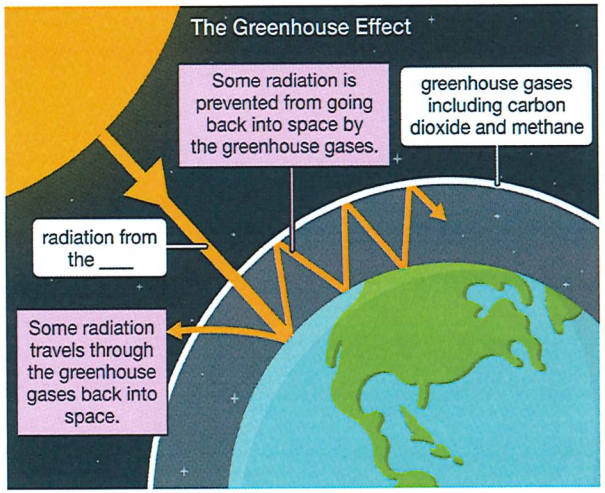


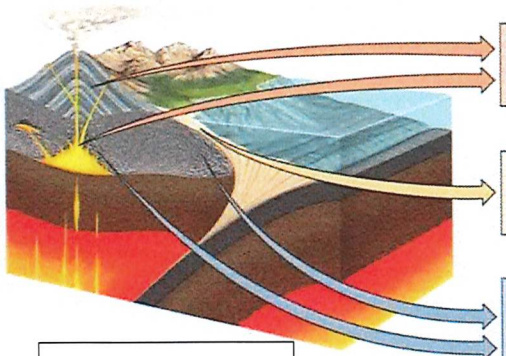
Investigation Skills: How to Write a Detailed Method

Explain in detail how you will carry out the investigation, break this down into simple steps.
Explain the variables by name or by giving values.
Explain when to record results and what data you are recording (dependant Variable)
Describe any precautions taken to reduce any risks in the investigation.

Writing a Prediction

Can you predict what your results will show?
CHALLENGE
Can you use a scientific idea to support your prediction?





The rock cycle

Type of rock and source material	Rock-forming process	Example
IGNEOUS Melting of rocks in hot, deep crust and upper mantle	Crystallization (solidification of magma or lava)	Coarsely crystallized granite
SEDIMENTARY Weathering and erosion of rocks exposed at surface	Deposition, burial, and lithification	Bedded sandstone
METAMORPHIC Rocks under high temperatures and pressures in deep crust and upper mantle	Recrystallization in solid state of new minerals	Gneiss

Types of error

Errors can happen when taking a measurement, usually leading to a spread in data. There are two types of error that affect scientific measurements: random error and systematic error.

random error

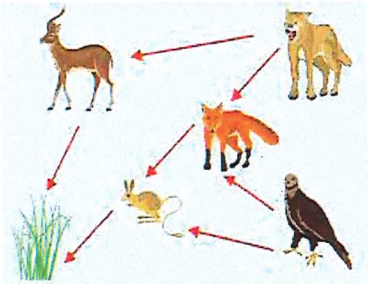
Something that causes an unexpected difference between a measurement and the true value

systematic error

Something that causes results to differ by the same amount each time

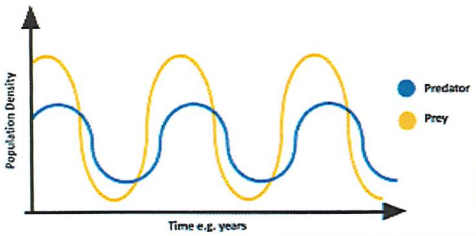
SCIENCE: Ecosystems and Inheritance

Predator-prey cycles are based on a feeding relationship between **two species**: if the prey species rapidly multiplies, the number of predators increases -- until the predators eventually eat so many prey that the prey population dwindles again. Soon afterwards, predator numbers likewise decrease due to starvation.

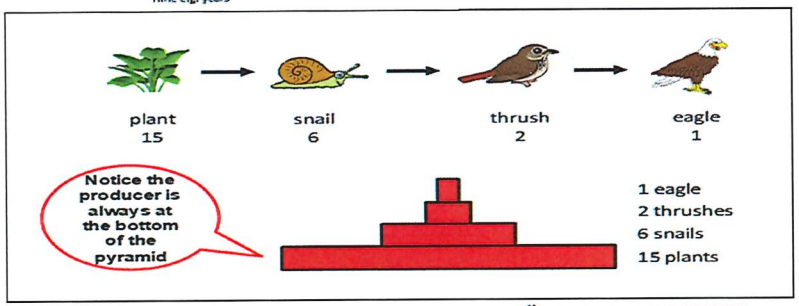


Food web.

Many organisms have more than one source of food



Feeding relationships



Bioaccumulation.
Toxic chemicals can pass through a food chain and accumulate, eventually causing organisms to be ill or die.
The animal at the top of the food chain will be most affected.

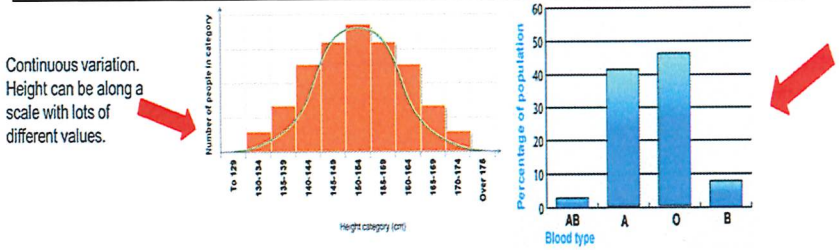
An **ecosystem** is the name of the plants, animals, and the location that they live in.

The area an organism lives in is called its **habitat.**

Plants and animals in the same habitat **co-exist.**

An organism in an ecosystem has its own **niche.**

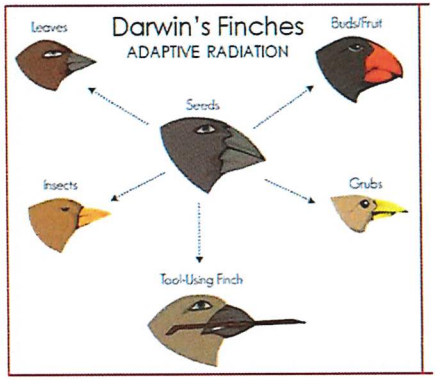
The number of plants or animals of the same type that live in the same area is called a **population.**



Continuous variation.
Height can be along a scale with lots of different values.

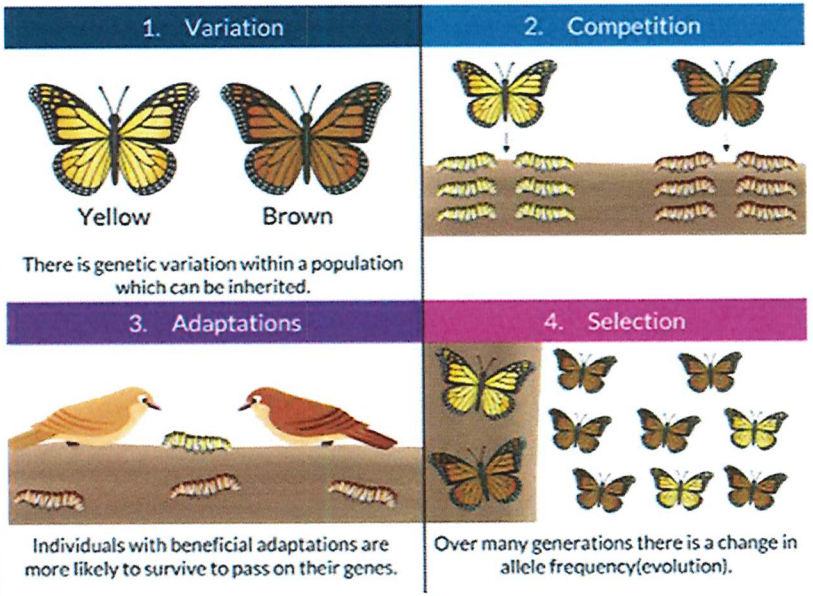
Discontinuous variation
Blood types have set categories.

Variation is **the differences between individuals within a species**. This can be caused by inherited or environmental factors. Variation can be continuous or discontinuous.



Natural selection is a process by which **a species changes over time in response to** changes in the environment, or competition between organisms, in order for the species to survive. The members of the species with the most desirable characteristics are able to produce the best-adapted offspring.

Variation and Natural selection



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
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	Elements with atomic numbers 112 – 116 have been reported but not fully authenticated						

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Year 8 – De vacaciones

	Español	English
1	Normalmente durante las vacaciones	Normally during the holidays
2	Me quedo en casa con mi familia	I stay at home with my family
3	y yo voy al parque a menudo	and I often go to the park
4	con mis amigos para jugar al baloncesto	with my friends to play basketball
5	porque es divertidísimo y bueno para la salud	because it is really fun and is good for the health
6	sin embargo el año pasado fui de vacaciones a Lima en Perú con mis amigos	however last year I went to Lima in Peru with my friends
7	y ¡fue tan interesante!	and it was so interesting!
8	Viajamos en avión porque fue más rápido y fácil que ir en coche.	We travelled by plane because it was quicker and easier than by car
9	Nos quedamos en un hotel	We stayed in a hotel
10	que era bastante grande y muy limpio	which was quite big and very clean
11	con una piscina climatizada.	with a heated swimming pool
12	Primero visitamos el pueblo	To start, we visited the town
13	y comimos unos platos típicos	and we ate some specialities
14	como el cuy y el cebiche- ¡ñam! ¡ñam!	like guinea pig and ceviche – yum yum!
15	Pues visitamos el Machu Picchu	Then we visited Machu Picchu
16	que es un pueblo en las montañas en el sureste	which is a town in the mountains in the south east
17	dónde todos los edificios son ancianos y fue inolvidable.	where all of the buildings were blue and it was unforgettable.
18	Yo creo que Perú es un país bonito	I think that Peru is a beautiful country
19	y me gustaría volver allí en el futuro con mi familia.	and I would like to return there in the future with my family.
20	El año próximo voy a ir al Valle Nevado	Next year I am going to go to Valle Nevado
21	con mi familia en invierno para esquiar	with my family in winder to do skiing
22	porque a mí me encanta estar al aire libre.	because I love being outdoors .
23	Si ganará la lotería, haría una vuelta al mundo	If I won the lottery, I would do a trip of the world
24	y sería extraordinario.	and it would be extraordinary.

The Top 10

1) Time Phrases/Sequencers	
Primero	First of all
Pues	Then
Después	Then
Finalmente	Finally
Hoy	Today

2) Connectives	
y	and
pero	but
o	or
porque	because
sin embargo	pourtant

3) Opinions and Reasons	
Yo pienso que	I think that
Yo creo que	I believe that
Yo diría que	I would say that
Tenqo que decir que	I must say that
En mi opinión	In my opinion

4) Comparison	
más grande **que**	tall**er than**
menos anticuado **que**	**less** outdated **than**
tan bonito **que**	**as** beautiful **as**
lo más tranquilo	**the** calm**est**
lo menos pequeño	**the least** small

5) Qualifiers	
muy	very
un poco	a little bit
bastante	quite
demasiad@	too
De verdad	truly

6) Negatives	
No voy	I do **not** go
Nunca voy	I **never** go
Solo voy	I **only** go
Apenas voy	I **hardly** go
Ya no voy	I **no longer** go

7) Modal Verbs	
Yo puedo	I can
Yo debo	I must
Yo quiero	I want
Quisiera	I would like
Tengo que	It is necessary

8) Present Tense	
Yo voy	I go
Me quedo	I stay
Yo hago	I do
Es	It is
Hay	There is / there are

9) Past Tense	
Yo fui	I went
Me quedé	I stayed
Yo hice	I did
Era	It was
Había	There was / there were

10) Future Tense	
Yo iré	I will go
Me quedaré	I will stay
Yo haré	I will do
Seré	It will be
Habrá	There will be

Notes

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