

Year 8

Half Term 1

Knowledge Organisers



The Farnborough
Academy



Dracula: The Play

Knowledge Organiser



Language	Form: A Play	Plot	Key Characters
Imperative: A command or instruction. Often used by those in positions of power. The older characters may use imperatives to show their authority over the children. Dialogue: Speech or conversation between characters. This develops the relationships and develops the plot and pace. Ellipsis: ... three dots showing a break in speech, this can indicate when a character is thinking or pausing for effect. Symbolism: The use of signs or objects to represent something else.	All the characters names are in capital letters, to make them clear. All stage directions are in brackets and italics, these tell us how the characters move, act or behave. When an ellipsis is used (...) you must allow that break in the speech. Use punctuation correctly when reading. If there is a question mark (?), read it in a questionable tone. Context: Bram Stoker was born in Dublin, Ireland, in 1847. Vampire legends have been a part of popular folklore in many parts of the world since ancient times. Throughout the Middle Ages and even into the modern era, reports of corpses rising from the dead with supernatural powers achieved widespread credence. The Dracula family is based on a real fifteenth-century family. Its most famous member Vlad the Impaler, was a brilliant and notoriously savage general who impaled his enemies on long spikes. Stoker uses conventions of Gothic fiction, a genre that was extremely popular in the early nineteenth century. Gothic fiction traditionally includes elements such as gloomy castles, sublime landscapes, and innocent maidens threatened by ineffable evil. Stoker modernizes this tradition in his novel, however, moving from the conventional setting of Dracula's ruined castle into the bustle of modern England.	The _____ tells the story of Dracula's attempt to move from Transylvania to England so that he may find new blood and spread the undead curse. Jonathan Harker, a young English lawyer, travels to Castle Dracula in the Eastern European country of _____ - to conclude a real estate transaction with a nobleman named Count Dracula. As travels the local people warn him about his Castle Dracula, giving him charms against evil and uttering strange words that Harker later translates into "vampire." Harker finds that the elderly Dracula is a well educated and hospitable gentleman. After only a few days, however, Harker realizes that he is effectively a prisoner in the _____. Meanwhile, in England, Harker's fiancée, Mina Murray, writes to her friend Lucy Westenra. Lucy has received marriage proposals from three men—Dr. John Seward, Arthur Holmwood, and an American named Quincey Morris. Lucy accepts Holmwood's proposal. Mina visits Lucy in the town of Whitby. A ship is wrecked on the shore near the town with all its crew missing and its captain dead. The only sign of life aboard is a large dog that runs ashore and disappears into the countryside. We think the dog might be Dracula in animal form. One night, Mina finds sees a dark figure with _____ eyes bending over Lucy. Lucy becomes pale and ill, and she has two red marks at her throat and suffers from a terrible fever. One night a wolf breaks into the Westenra house. The shock gives Lucy's mother a fatal heart _____, and the wolf attacks Lucy, killing her. After Lucy's death, Van Helsing leads Holmwood, Seward, and Quincey to her _____. Van Helsing convinces the men that Lucy belongs to the "Un-Dead"—she has been transformed into a vampire like Dracula. They see Lucy attacking a child. Holmwood plunges a stake through her _____ to destroy her. Mina is attacked by Dracula and begins the slow change into a vampire, Eventually they catch up with Dracula, Jonathan and Quincey manage to destroy him. attack, castle, heart, play, red, tomb, Transylvania	Dracula – the antagonist and titular character. He is a vampire, or nosferatu. Johnathan Harker – a young lawyer who travels to meet Dracula in Transylvania Dr. John Seward- A young doctor who works at the local asylum Arthur Holmwood – one of the men who proposes to Lucy Quincey Morris – An American who proposes to Lucy Lucy Westenra – Mina's friend who is attached by Dracula and turned into a vampire. Mina Murray (later Harker) – The fiancé of Johnathan, she is attacked by Dracula. Renfield - A patient from the asylum.



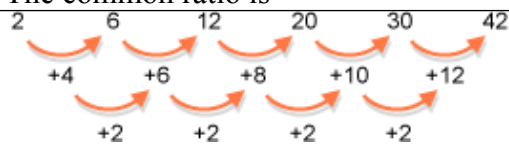


Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using symbols, numbers or letters ,	$3x + 2$ or $5y^2$
2. Equation	A statement showing that two expressions are equal	$2y - 17 = 15$
3. Identity	An equation that is true for all values of the variables An identity uses the symbol:	$2x \equiv x+x$
4. Formula	Shows the relationship between two or more variables	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	Collect 'like terms'. Be careful with negatives. and are not like terms.	
6. times	The answer is not .	Squaring is multiplying by itself, not by 2.
7.	The answer is not	If $p=2$, then $=2 \times 2 \times 2=8$, not $2 \times 3=6$
8.	The answer is $3p$ not	If $p=2$, then $2+2+2=6$, not
9. Expand	To expand a bracket, multiply each term in the bracket by the expression outside the bracket.	
10. Factorise	The reverse of expanding . Factorising is writing an expression as a product of terms by ' taking out ' a common factor .	, where 3 is the common factor.



Topic/Skill	Definition/Tips	Example
1. Solve	To find the answer /value of something Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.	Solve Add 3 on both sides Divide by 2 on both sides
2. Inverse	Opposite	The inverse of addition is subtraction. The inverse of multiplication is division.
3. Rearranging Formulae	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of Multiply both sides by z Add 1 to both sides Divide by 2 on both sides We now have x as the subject.
4. Writing Formulae	Substitute letters for words in the question.	Bob charges £3 per window and a £5 call out charge. Where N=number of windows and C=cost
5. Substitution	Replace letters with numbers. Be careful of . You need to square first, then multiply by 5.	Find: 1. 2. 3.



Topic/Skill	Definition/Tips	Example
1. Linear Sequence	A number pattern with a common difference .	2, 5, 8, 11... is a linear sequence
2. Term	Each value in a sequence is called a term.	In the sequence 2, 5, 8, 11..., 8 is the third term of the sequence.
3. Term-to-term rule	A rule which allows you to find the next term in a sequence if you know the previous term .	First term is 2. Term-to-term rule is 'add 3' Sequence is: 2, 5, 8, 11...
4. nth term	A rule which allows you to calculate the term that is in the nth position of the sequence. Also known as the 'position-to-term' rule. n refers to the position of a term in a sequence.	nth term is The 100 th term is
5. Finding the nth term of a linear sequence	1. Find the difference . 2. Multiply that by 3. Substitute to find out what number you need to add or subtract to get the first number in the sequence .	Find the nth term of: 3, 7, 11, 15... 1. Difference is +4 2. Start with 3. , so we need to subtract 1 to get 3. nth term =
6. Fibonacci type sequences	A sequence where the next number is found by adding up the previous two terms	The Fibonacci sequence is: An example of a Fibonacci-type sequence is:
7. Geometric Sequence	A sequence of numbers where each term is found by multiplying the previous one by a number called the common ratio, r .	An example of a geometric sequence is: The common ratio is 5 Another example of a geometric sequence is: The common ratio is
8. Quadratic Sequence	A sequence of numbers where the second difference is constant . A quadratic sequence will have a term.	
9. nth term of a geometric sequence	where is the first term and is the common ratio	The nth term of Is
10. nth term of a quadratic sequence	1. Find the first and second differences. 2. Halve the second difference and multiply this by . 3. Substitute into your expression so far. 4. Subtract this set of numbers from the corresponding terms in the sequence from the question. 5. Find the nth term of this set of numbers. 6. Combine the nth terms to find the overall	Find the nth term of: 4, 7, 14, 25, 40.. Answer: Second difference = +4 → nth term = Sequence: 4, 7, 14, 25, 40 2, 8, 18, 32, 50 Difference: 2, -1, -4, -7, -10



	nth term of the quadratic sequence. Substitute values in to check your nth term works for the sequence.	Nth term of this set of numbers is Overall nth term:
11. Triangular numbers	The sequence which comes from a pattern of dots that form a triangle.	

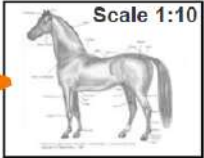
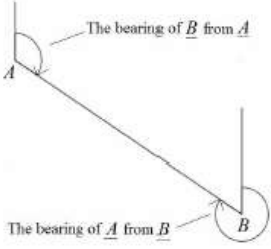
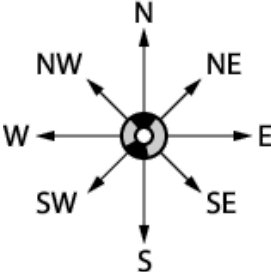


Topic/Skill	Definition/Tips	Example
1. Types of Angles	Acute angles are less than 90° . Right angles are exactly 90° . Obtuse angles are greater than 90° but less than 180° . Reflex angles are greater than 180° but less than 360° .	 Acute Right Obtuse Reflex
2. Angle Notation	Can use one lower-case letters, eg. θ or Can use three upper-case letters, eg.	
3. Angles at a Point	Angles around a point add up to 360°.	 $a + b + c + d = 360^\circ$
4. Angles on a Straight Line	Angles around a point on a straight line add up to 180°.	 $x + y = 180^\circ$
5. Opposite Angles	Vertically opposite angles are equal.	
6. Alternate Angles	Alternate angles are equal. They look like Z angles, but never say this in the exam.	
7. Corresponding Angles	Corresponding angles are equal. They look like F angles, but never say this in the exam.	
8. Co-Interior Angles	Co-Interior angles add up to 180°. They look like C angles, but never say this in the exam.	
9. Angles in a Triangle	Angles in a triangle add up to 180°.	
10. Types of Triangles	Right Angle Triangles have a 90° angle in. Isosceles Triangles have 2 equal sides and 2 equal base angles . Equilateral Triangles have 3 equal sides	



	and 3 equal angles (60°). Scalene Triangles have different sides and different angles. Base angles in an isosceles triangle are equal.	
11. Angles in a Quadrilateral	Angles in a quadrilateral add up to 360°.	
12. Polygon	A 2D shape with only straight edges .	Rectangle, Hexagon, Decagon, Kite etc.
13. Regular	A shape is regular if all the sides and all the angles are equal .	
14. Names of Polygons	3-sided = Triangle 4-sided = Quadrilateral 5-sided = Pentagon 6-sided = Hexagon 7-sided = Heptagon/Septagon 8-sided = Octagon 9-sided = Nonagon 10-sided = Decagon	
15. Sum of Interior Angles	where n is the number of sides.	Sum of Interior Angles in a Decagon =
16. Size of Interior Angle in a Regular Polygon	You can also use the formula:	Size of Interior Angle in a Regular Pentagon =
17. Size of Exterior Angle in a Regular Polygon	You can also use the formula:	Size of Exterior Angle in a Regular Octagon =



Topic/Skill	Definition/Tips	Example
1. Scale	The ratio of the length in a model to the length of the real thing.	   Real Horse 1500 mm high 2000 mm long Scale 1:10 Drawn Horse 150 mm high 200 mm long
2. Scale (Map)	The ratio of a distance on the map to the actual distance in real life .	1 in. = 250 mi 1 cm = 160 km 
3. Bearings	1. Measure from North (draw a North line) 2. Measure clockwise 3. Your answer must have 3 digits (eg. 047°) Look out for where the bearing is measured <u>from</u> .	
4. Compass Directions	You can use an acronym such as ' Never Eat Shredded Wheat ' to remember the order of the compass directions in a clockwise direction. Bearings:	



Y7 SCIENCE: U6 Energy

Achieve
Believe
Commit

1

Key terminology

Energy	The ability to do work. Measured in Joules (J)
Energy store	A place where energy can be stored before it's transferred elsewhere
Energy system	An object/group of objects that energy transfers between
Energy transfer diagram	A diagram to show how energy moves through a system
Energy efficiency	The percentage of energy that is used for useful purposes. Energy efficiency = $\frac{\text{Useful energy}}{\text{total energy}} \times 100$
Potential energy	When energy is in an energy store (it can be for a second or millions of year)
Particle	The smallest complete piece of a material
Conduction	The transfer of energy from one particle to another in direct contact through vibrations. Occurs well in solids and metals.
Convection	The circular transfer of energy in solids and liquids due to changes in temperature and density.
Radiation	Invisible waves of energy emitted from objects to the surroundings. The hotter the object, the more radiation.
Evaporation	When a liquid uses heat from its environment to turn into a gas
Work done	Transferring energy in a system
Power	How much energy is transferred per second. Power = $\frac{\text{work done}}{\text{time}}$. Measured in Watts (W)

2

Key information:

Law of the conservation of Energy:

Energy cannot be created or destroyed but it can be transferred. This is doing work.

Energy transfers:

Energy can be described as being in different 'stores'. When energy is transferred, it moves from one store to another, but the total amount of energy does not change. *E.g. lifting a book empties chemical store in the person and fills gravitational potential energy store of book.*

There are energy transfers going on all the time, whenever a **system** changes there is a change in the way some or all of the energy is stored.

Power: The rate of energy transfer or work done is the power.

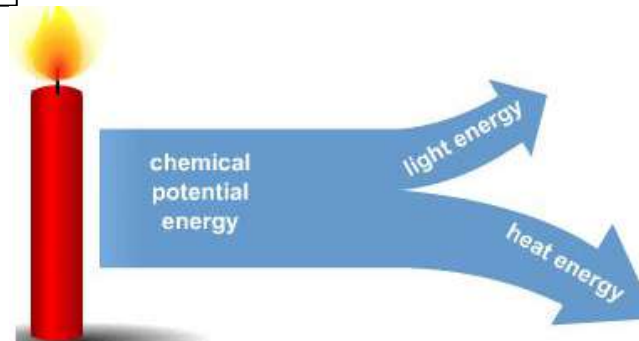
$$\text{Gravitational potential energy} = \text{mass} \times \text{gravity strength} \times \text{height}$$

$$\text{Elastic potential energy} = 0.5 \times \text{spring constant} \times \text{extension}$$

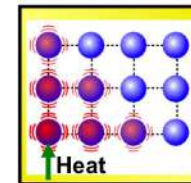
Energy store	Description
Magnetic	The energy stored when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.
Internal (thermal)	The total kinetic and potential energy of the particles in an object. In most cases this is the vibrations - also known as the kinetic energy - of particles. In hotter objects, the particles will vibrate faster and store more internal energy.
Chemical	The energy stored in chemical bonds, such as those between molecules.
Kinetic	The energy of a moving object.
Electrostatic	The energy stored when repelling charges have been moved closer together or when attracting charges have been pulled further apart.
Elastic potential	The energy stored when an object is stretched or squashed.
Gravitational potential	The energy of an object at height.
Nuclear	The energy stored in the nucleus of an atom.

3

Useful diagrams

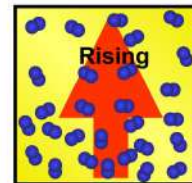


Conduction



Particles with more heat energy vibrate faster. The vibrations pass onto adjacent particles

Convection



Particles with more heat energy move faster. Faster moving particles spread out becoming less dense. Less dense material rises

Radiation



The energy travels in waves. Particles can absorb radiation gaining heat energy

4

Video links:

Conservation of energy: <https://www.youtube.com/watch?v=nbXXFtF8Lzs>
Energy stores: <https://www.bbc.co.uk/bitesize/guides/zxc7fcw/revision/1>
Stores and transfers: <https://www.youtube.com/watch?v=VUworhvk5rw>
Energy efficiency: <https://www.youtube.com/watch?v=HeeDHCAa-84>
Conduction, convection, radiation: https://www.youtube.com/watch?v=Enl_d3GPypc



1

Key terminology

Independent variable – the variable you change.

Dependent variable – the variable you measure.

Control variables – the variables you keep the same.

Prediction – what you think will happen and why?

Method – how to carry out the practical investigation.

Results table – as the practical is carried out, write the results in a table.

Bar graph – used with categorical data.

Scatter graph – used with continuous data.

Conclusion and analysis – look at the results and discuss what you found out from the practical.

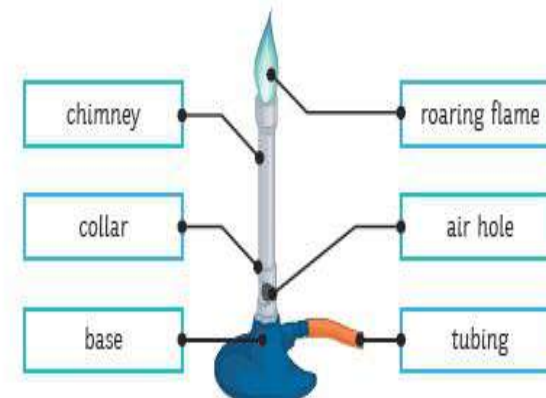
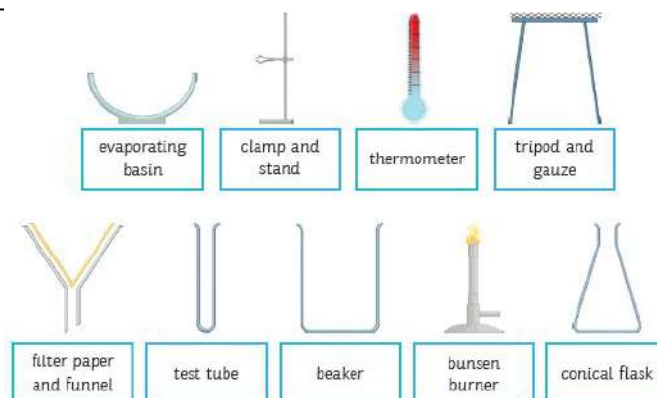
Evaluation – how can you improve the practical?

- Always wear goggles during a practical.
- Stand up during a practical.
- No running in the lab.
- Tie long hair back with a bobble.
- When something gets broken, tell a teacher.
- Inform a teacher of any spills and mop up immediately.
- Make sure equipment gets put away at the end of a practical.

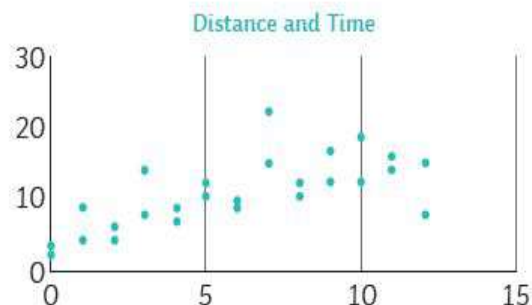


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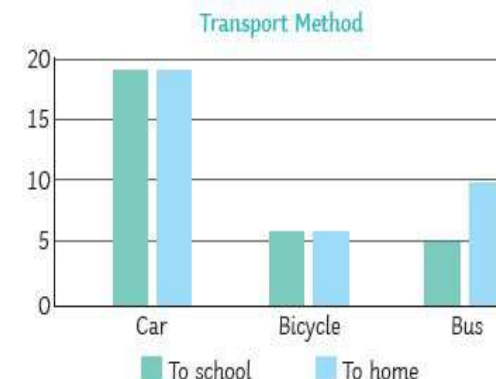
Useful information & diagrams



Scatter graph – used with continuous data.



Bar graph – used with categorical data.



3

Video links: Drawing Graphs 1: <https://www.youtube.com/watch?v=8FVM2JGfoMQ>

Drawing Graphs 2: <https://www.youtube.com/watch?v=PzmxikPWamI>

Variables: <https://www.youtube.com/watch?v=v2Nilo0eKK4>

The Scientific Method: <https://www.youtube.com/watch?v=qAJ8IF4HI20>



Y7 SCIENCE: Unit 5 - Acids and Alkalis

Achieve
Believe
Commit

1	Key terminology	2	Key information: Useful reactions																																																		
	<table><tr><td>pH scale</td><td>a scale that shows how acidic or alkaline a solution is</td></tr><tr><td>Acids</td><td>Have pH below 7 and the lower the pH the more acidic the solution</td></tr><tr><td>Alkalis</td><td>Have a pH above 7 and the higher the pH the more alkaline the solution</td></tr><tr><td>Neutral solutions</td><td>Are neither acidic or alkaline an have a pH of exactly 7</td></tr><tr><td>Indicator</td><td>A substance that changes colour to show whether a solution is acidic or alkaline</td></tr><tr><td>Universal indicator</td><td>An indicator that changes colour to show the pH of a solution</td></tr><tr><td>Litmus</td><td>An indicator. BLUE litmus paper turns red on adding acid. RED litmus paper turns blue on adding alkali</td></tr><tr><td>Neutralisation reaction</td><td>A chemical reaction where an acid cancels out a base , or a base cancels out an acid</td></tr><tr><td>Base</td><td>A substance that neutralises an acid</td></tr><tr><td>Alkali</td><td>A soluble base</td></tr><tr><td>Neutralisation products</td><td>If an acid reacts with a base two products are formed - a salt and water</td></tr><tr><td>Salt</td><td>A salt is a compound that forms when an acid reacts with a metal element or compound</td></tr></table>	pH scale	a scale that shows how acidic or alkaline a solution is	Acids	Have pH below 7 and the lower the pH the more acidic the solution	Alkalis	Have a pH above 7 and the higher the pH the more alkaline the solution	Neutral solutions	Are neither acidic or alkaline an have a pH of exactly 7	Indicator	A substance that changes colour to show whether a solution is acidic or alkaline	Universal indicator	An indicator that changes colour to show the pH of a solution	Litmus	An indicator. BLUE litmus paper turns red on adding acid. RED litmus paper turns blue on adding alkali	Neutralisation reaction	A chemical reaction where an acid cancels out a base , or a base cancels out an acid	Base	A substance that neutralises an acid	Alkali	A soluble base	Neutralisation products	If an acid reacts with a base two products are formed - a salt and water	Salt	A salt is a compound that forms when an acid reacts with a metal element or compound	REACTION OF ACIDS WITH CARBONATES All carbonates react with acids to form a salt, carbon dioxide and water. It is an example of a NEUTRALISATION REACTION CARBONATE + ACID → A SALT + CARBON DIOXIDE + WATER <table><tr><td>calcium carbonate</td><td>+</td><td>hydrochloric acid</td><td>→</td><td>calcium chloride</td><td>+</td><td>carbon dioxide</td><td>+</td><td>water</td></tr><tr><td>sodium carbonate</td><td>+</td><td>sulphuric acid</td><td>→</td><td>sodium sulphate</td><td>+</td><td>carbon dioxide</td><td>+</td><td>water</td></tr><tr><td>copper carbonate</td><td>+</td><td>nitric acid</td><td>→</td><td>copper nitrate</td><td>+</td><td>carbon dioxide</td><td>+</td><td>water</td></tr></table> HYDROCHLORIC ACID produces NITRIC ACID produces SULPHURIC ACID produces CHLORIDES produces NITRATES produces SULPHATES produces Neutralisation Neutralisation happens when an alkali is mixed with an acid. This is a chemical reaction because new substances are produced. It can be represented by the following word equation: alkali + acid → salt + water The reactants are found on the left of the equation. The products are found on the right of the equation.	calcium carbonate	+	hydrochloric acid	→	calcium chloride	+	carbon dioxide	+	water	sodium carbonate	+	sulphuric acid	→	sodium sulphate	+	carbon dioxide	+	water	copper carbonate	+	nitric acid	→	copper nitrate	+	carbon dioxide	+	water
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		4	Useful Video links: Testing for acids and alkalis - BBC Ks3 bitesize - https://www.youtube.com/watch?v=NoZmrwf1I_w The pH scale and indicators - https://www.youtube.com/watch?v=ckbsHM2igT0 Neutralisation - BBC Ks3 Bitesize - https://www.youtube.com/watch?v=cB2vSaalXg Using neutralisation - Treating insect bites - https://www.youtube.com/watch?v=rznIgrRcZZE																																																		



Y7 SCIENCE: Unit 5 - Reactions

Achieve
Believe
Commit

1	Key terminology	2	Key information - Writing Equations																									
	<table><tr><td>Chemical reaction</td><td>A change in which atoms are rearranged to create new substances</td></tr><tr><td>Physical change</td><td>Are reversible and include changes of state and dissolving</td></tr><tr><td>Reactants</td><td>The starting substances in chemical reaction</td></tr><tr><td>Products</td><td>The substances made in a chemical reaction</td></tr><tr><td>Conservation of mass</td><td>In chemical reaction, the total mass of reactants is equal to the total mass of products</td></tr><tr><td>Word equations</td><td>Represent reactions simply, showing reactants on the left and products in the right. The arrow means 'reacts to make'</td></tr><tr><td>Symbol equations</td><td>A equation where chemical formulae represent the reactants and products.</td></tr><tr><td>Oxidation reaction</td><td>A chemical reaction where substances join with oxygen to form oxides. Examples include burning (also known as combustion) and rusting</td></tr><tr><td>Thermal decomposition</td><td>A chemical reaction where a compound breaks down when it is heated into simpler compounds and elements</td></tr><tr><td>Exothermic reaction</td><td>A chemical reaction where energy is transferred to the surroundings</td></tr><tr><td>Endothermic reaction</td><td>A chemical reaction where energy is transferred from the surroundings</td></tr><tr><td>Rate of reaction</td><td>A measure of how quickly a reactant is used up or a product is formed</td></tr><tr><td>Electrolysis</td><td>Using electricity to split compounds into simpler compounds and elements</td></tr></table>	Chemical reaction	A change in which atoms are rearranged to create new substances	Physical change	Are reversible and include changes of state and dissolving	Reactants	The starting substances in chemical reaction	Products	The substances made in a chemical reaction	Conservation of mass	In chemical reaction, the total mass of reactants is equal to the total mass of products	Word equations	Represent reactions simply, showing reactants on the left and products in the right. The arrow means 'reacts to make'	Symbol equations	A equation where chemical formulae represent the reactants and products.	Oxidation reaction	A chemical reaction where substances join with oxygen to form oxides. Examples include burning (also known as combustion) and rusting	Thermal decomposition	A chemical reaction where a compound breaks down when it is heated into simpler compounds and elements	Exothermic reaction	A chemical reaction where energy is transferred to the surroundings	Endothermic reaction	A chemical reaction where energy is transferred from the surroundings	Rate of reaction	A measure of how quickly a reactant is used up or a product is formed	Electrolysis	Using electricity to split compounds into simpler compounds and elements	In chemical reactions, the starting substances are called REACTANTS and the new substances made are called PRODUCTS. We can show a chemical reaction using equations. The reactants and products look different. Word Equations: REACTANTS PRODUCTS (starting substances) (new substances made) magnesium + oxygen magnesium oxide Symbol Equations: These use chemical formula instead and also show us how much react together and how much is made. Mg + O₂ 2MgO
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			Investigating effect of surface area on reaction rate Investigating thermal decomposition Investigating electrolysis The electrolysis of copper(II) chloride solution using carbon electrodes																									
		4	Useful Video links:																									
			Chemical reactions - https://www.youtube.com/watch?v=Bzu6iQe4wEY Physical and chemical change - https://www.youtube.com/watch?v=BgM3e8YZxuc Combustion reactions - http://www.youtube.com/watch?v=Bzu6iQe4wEY&t=4m45s Rates of reaction - BBC KS3 Bitesize - https://www.youtube.com/watch?v=zsRWIXuBN7M Electrolysis BBC KS3 Bitesize - https://www.youtube.com/watch?v=q6bUKhXJohE																									

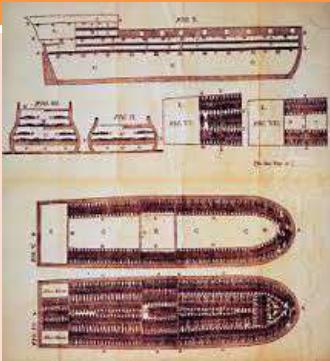
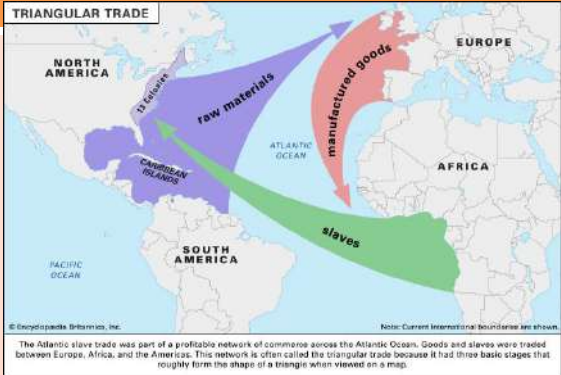
Year 8 Knowledge Organiser: The Transatlantic Slave trade



Key Events

1	1500s	The African Kingdoms of Benin had a well established system of trading slaves within Africa, capturing prisoners of war and trading them within Africa.
1	1562	Britain joins the slave trade. Britain, Spain, Portugal + the Netherlands begin to create the transatlantic slave trade “triangle.”
2	1791 – 1804	Slaves in Haiti successfully fight their French masters and gain their independence – Other slave owning nations become worried.
2	1807	Slave Trade is abolished in England
3	1833	Slavery is abolished in the British Empire (ownership of slaves is now illegal)
4	1861	US Civil War begins – North vs South. Although many reasons for the war, argument over slavery often seen as primary cause.
5	1865	Abraham Lincoln abolishes slavery in the United States

Key images



Key Words

1	Middle Passage	the sea journey undertaken by slave ships from West Africa to the West Indies.
2	Shackles	Chains that enslaved peoples were forced to wear to prevent movement.
3	Plantation	an estate on which crops such as coffee, sugar, and tobacco are grown.
4	Rebellion	an act of armed resistance to an established government or leader.
5	Auction	a public sale in which goods or property are sold to the highest bidder.
6	Slave	a person who is the legal property of another and is forced to obey them
7	Triangular Trade	Alternate name for the Atlantic Slave Trade
8	Abolition	the action of abolishing a system, practice, or institution.
9	Compensation	In 1834 the British government gave £20 million of compensation to slave owners across the British Empire. No payments were given to ex-slaves.

Newstead Abbey's links to slavery.

Thomas Wildman - owner of Newstead Abbey – bought Newstead in 1819 for £97,000. Spent £100,000 renovating the house.

Wildman's HUGE sums of money were gained from his family's ownership of sugar plantations in Jamaica and ownership of 100s of slaves.

In 1834 Thomas Wildman, owner of Newstead Abbey received £4588 in compensation for the loss of 241 enslaved people on his plantations in Jamaica. (Around £3.5 million in today's money!)



Lieutenant Colonel Thomas Wildman 1787 - 1859

Farnborough Academy Geography

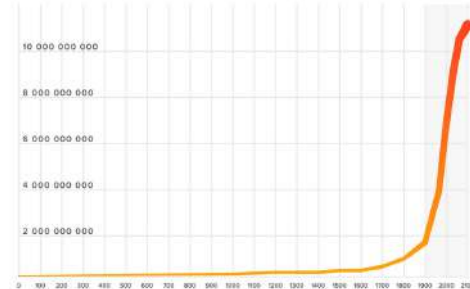
Knowledge Organiser – Topic 1 – How are populations changing? Part 1

Key



WORLD POPULATION

Past, Present and Future



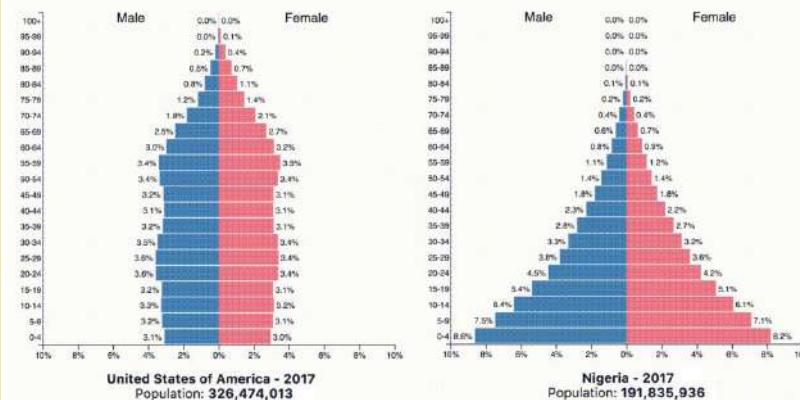
Why is population distributed unevenly around the world?

Settlements have built up in areas with natural resources that can support a population, such as water, soil, the ability to grow food and job opportunities. Areas that are often sparsely populated tend to have fewer resources and be harder to live in, such as mountainous areas, deserts or isolated places.

China's One Child Policy

- In 1970 China's population exceeded 800 million, the world's largest population was growing too quickly.
- In 1979 the government introduced the one child policy. Couples were offered incentives – free education, better pensions, free child care and family benefits for one child.
- Problems with the policy included a high rate of abortion and forced female sterilisations.
- The policy reduced the population by 400 million. The policy has been successful but the population pyramid has completely changed.
- In 2014, the policy was abandoned with the intention to balance population development and address the challenges of an aging population.

Population Pyramids



Population pyramids are used to analyse the structure of populations. They show the age and gender distribution of a given population. The shape of the pyramid depends both on the number of people in each age group and the proportion of males to females.

Demographic Transition Model (DTM)

Stage	1 High stationary	2 Early expanding	3 Late expanding	4 Low stationary	5? Declining?
Birth and death rates (per 1000 people per year)	High birth rate, high death rate. Total population is stable.	Birth rate falls, death rate remains high. Natural increase occurs.	Birth rate continues to fall, death rate falls more slowly. Natural increase slows down.	Birth rate is low, death rate is low. Total population is stable.	Birth rate is very low, death rate is low. Total population is declining.
Examples	A few remote groups	Egypt, Kenya, India	Brazil	USA, Japan, France, UK	Germany
Birth rate	High	High	Falling	Low	Very low
Death rate	High	Falls rapidly	Falls more slowly	Low	Low
Natural increase	Stable or slow increase	Very rapid increase	Increase slows down	Stable or slow increase	Slow decrease
Reasons for changes in birth rate	Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning.		Improved medical care and diet. Fewer children needed.	Family planning. Good health. Improving status of women. Later marriages.	
Reasons for changes in death rate	Disease, famine, poor medical knowledge so many children die.	Improvements in medical care, water supply and sanitation. Fewer children die.		Good health care. Reliable food supply.	

100+

95-99

90-94

85-89

80-84

75-79

70-74

65-69

60-64

55-59

50-54

45-49

40-44

35-39

30-34

25-29

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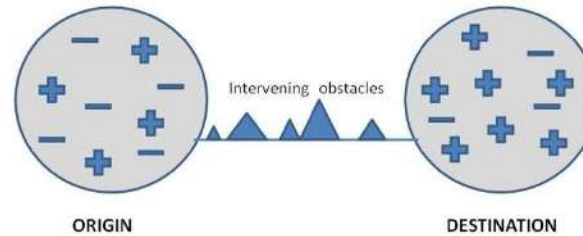
65-69

60-64

Key

Migrant	Someone that moves from one place to another, with the intention of living temporarily or permanently in the new location.
Immigrant	Someone who moves permanently in a different country.
Voluntary migrant	Someone who chooses to move to a different location.
Forced migrant	Someone who has no choice but to move to a new location.
Refugee	A person who has been forced to leave their country in order to escape war, persecution or natural disaster.
Push factor	Something that drives someone away from a certain place.
Pull factor	Something that attracts someone to a certain place.
Urbanisation	The increase in the proportion of people living in urban areas.
Rural-urban migration	The movement of people from the countryside (rural) to

Lee's Push-Pull Theory

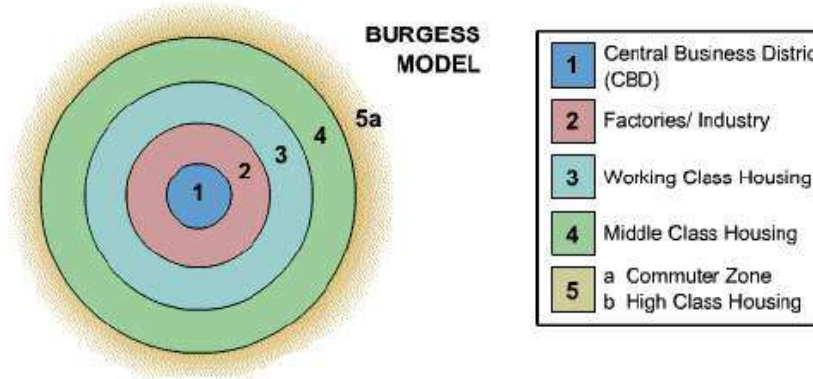


The migration of Mexicans to the USA

The migration of Mexican-born immigrants living in the USA soared between the years of 1970 and 2007 including many entering the country illegally, this is very dangerous and migrants are at risk of being caught and deported. Reasons for their migration however, are easy to understand. The USA is a rich and attractive nation. Mexico has problems with crime rates, drug use and corruption as well as poor education. The Mexicans that have migrated have filled jobs as farm labourers at harvest time, in factories or as cleaners. These are dirty low paid jobs that Americans don't want to do however, the migrants are happy to do any available work.

How did urbanisation change Southampton?

- Before the Industrial Revolution, most Europeans – and most of the world's population - lived on small farms in rural areas. The industrial revolution led to rapid rural to urban migration. the creation of factories made it necessary for workers to be in one place, as well as the need for large quantities of raw materials to manufacture products. This meant places like Southampton grew.
- In 1840, the building of a railway line between London and Southampton led to further growth and the building of a dock for the increasing size of ships. Industries including shipbuilding and repairing, grain milling and tobacco processing, developed close to the docks using imported raw materials.
- Southampton couldn't cope with the massive influx of rural migrants in such a short period of time, this meant cheap houses were rapidly constructed.



- 1 – Central Business District (CBD).** Inner area, no regular street pattern, high density buildings. Now centre for shops and offices.
- 2 – Inner City.** Rectangular grids of streets. Often high density, terraced housing. Built near to factories for workers.
- 3 – Inner Suburbs.** Housing estates often filling gaps between main roads, widely spaced. Often semi-detached housing.
- 4 – Outer Suburbs.** Modern estate, curved roads, cul-de-sacs, widely spaced. Often detached housing.

Key terms

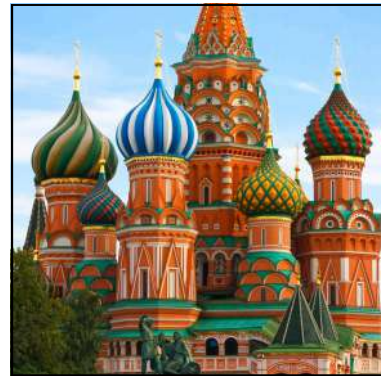
- Arctic:** a type of climate typical of high polar latitudes, often very cold and dry.
- Arctic Circle:** a major circle of latitude that runs 66 degrees north of the equator.
- Choropleth:** a type of mapping where a range of increasingly dark colours are used to represent data grouped into categories.
- Continental climate:** climate group that experiences extreme seasonal changes.
- Demographics:** the social characteristics and statistics of a population.
- Densely populated:** high population density
- Exclusive economic zone (EEZ):** a zone extending 200 nautical miles from a country's coast, within which it has the right to explore and exploit the living and non-living things found there.



Physical geography of Russia



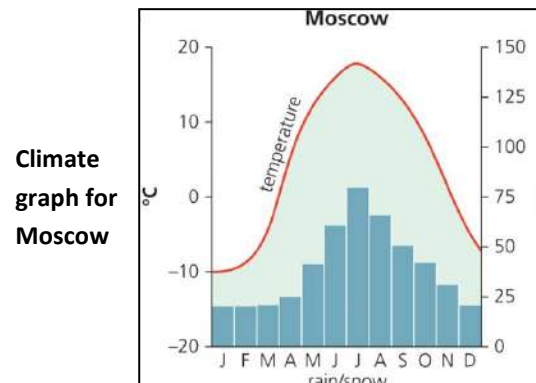
Indigenous population—the Nenets



St Petersburg



Western Siberia tundra



Key terms

- Geographical Information System (GIS):** any system for capturing, storing, checking and displaying data related to positions on the Earth's surface.
- Greenpeace:** environmental campaign group.
- Indigenous:** native to a particular place.
- Permafrost:** permanently frozen ground.
- Plain:** flat area at a low elevation.
- Population density:** the number of people who live in an area of land.
- Sea ice:** frozen ocean water.
- Sparsely populated:** low population density.
- Taiga:** natural forest ecosystems found in the cold climates of Northern Europe and America.
- Tundra:** flat treeless Arctic regions of Europe, Asia and North America, where the ground is permanently frozen.

Glossary

Inspirational – making you feel hopeful or encouraged.

Admire – regard with respect

Violent protest – a protest which involves or results in violence (meaning people may get hurt)

Non violent protest – a protest which doesn't involve violence of any sort

Martin Luther King – civil rights activist fighting for equal rights

Rosa Parks – a black woman who refused to give up her seat on a bus

Gandhi – Indian political leader

Nelson Mandela – South African political leader

Mother Teresa – Roman Catholic nun who helped those in need

Jesus – God in human form and the founder of Christianity

Prince Siddhartha – the first Buddha. Founder of Buddhism

A person can become inspirational if they;

- They believe in themselves
- They believe in others
- They are ambitious
- They are passionate
- They are enthusiastic
- They motivate others



Martin Luther King

He was born on January 15th, 1929 in Georgia. MLK led the civil rights movement in the United States. Throughout his life he stood up to racism - he wanted the black population to have the same rights as white people. He gave a famous speech called 'I have a dream', on August 28th, 1963 stating equality for all. He received the Nobel Peace Prize in 1964. He was assassinated (shot) on April 4th, 1968.



Rosa Parks

She was born on February 4th, 1913 in Alabama. Rosa Parks was a seamstress (woman who carries out clothes alterations). Like MLK, she was a civil rights activist who refused to give her seat to a white man on a public bus. This led to the Montgomery bus boycott (1955-1956). As a result of the boycott, the law was changed and the separation on public buses was changed. Many people challenged and attempted to kill her and her husband. She died of old age on October 24th, 2005.

Gandhi

He was born on October 2, 1869 in India. He was the main leader of India's independence movement as he did not like the way the British rule in India treated Indian people. He engaged in many non-violent protests as a way of helping the Indian nation move towards independence. He was assassinated on January 30th, 1948.

Prince Siddhartha

He was a prince in a grand palace. His father didn't want him to be subjected to suffering and made an effort to shield the prince. However, the prince left the palace and made an attempt to seek the cause of suffering through the use of meditation. The prince became the first Buddha and the founder of the Buddhist faith.

Nelson Mandela

He was born on July 18th, 1918. He became involved in politics in 1942, gradually becoming more vocal in his opinion. He found himself arrested on more than one occasion, with his longest sentence being 27 years. Prior to this sentence, he was voted as the first black president in South Africa. He died at home on December 5th, 2013.

Jesus

Jesus is the founder of the Christian religion. He was a preacher during the first-century and taught many people about God. He is believed by many to have performed many miracles, by helping those in need. He is believed by some to be God in human form.

Mother Teresa

She was born in August 1910. She devoted her life to God. From her early 20s she helped and supported those in India who were suffering, in poverty and poor. She started the 'Missionaries of Charity' which aimed to love and care for those in need. She received the Nobel Peace Prize in 1979. She died in September 1997.

Inspirational people
Year 8 RE – Unit 1
Knowledge organiser

Year 7 Module Ma Zone

Do You Spit Diamonds?

If so complete these tasks -

1.) Phonics - il y a, église, marché, restaurant, tout droit, je veux, on peut, assez, aussi,

2.) Translation -

J'adore Loughborough. Je pense que c'est super. Tu es d'accord? Dans la ville il y a deux cinémas et un stade, mais il n'y a pas de patinoire. Tu veux aller au restaurant avec moi? Sinon, on peut aller aux magasins. Je vais au centre-ville chaque semaine et il y a beaucoup de magasins dans Loughborough qui sont très cool. Tu n'as pas envie? Alors, on peut visiter le parc des attractions. Pour y aller prenez la deuxième rue à gauche puis la troisième rue à droite. C'est devant le stade après le carrefour et entre le centre commercial et les musées. Si tu veux on peut visiter les jardins aussi.

3.) Read aloud challenge - read the above and try and get through without making any mistakes.

4.) Grammar -

a.) Explain what a modal verb is - how many have we covered in this unit?

b.) What is the difference in French between formal and informal register, give two examples of both.

5.) Write a paragraph describing your town, what you can and can't do there. Can you also write out an extended conversation discussing what you would like to do this weekend.

Là où j'habite • Where I live

Qu'est-ce qu'il y a ... ?	What is there ... ?
Il y a ...	There is ...
un café	a café
un centre commercial	a shopping centre
un centre de loisirs	a leisure centre
un château	a castle
un cinéma	a cinema
une église	a church
un hôtel	a hotel
un marché	a market
un parc	a park
un restaurant	a restaurant
un stade	a stadium
une patinoire	an ice rink
une piscine	a swimming pool
des magasins	shops
des musées	museums
Il n'y a pas de ...	There isn't a ... / There are no ...



Studio Grammaire

Il y a ... There is ... / There are ...
 Il n'y a pas de ... There isn't a ... / There are no ...
 With the negative, the article (un, une) is replaced by **de**.
 Il n'y a pas **de** château.
 Il n'y a pas **de** musée.

Les opinions • Opinions

Tu aimes ta ville/ ton village?	Do you like your town/ village?
Je pense que ...	I think that ...
À mon avis, ...	In my view ...
C'est ...	It's ...
bien	good
super	great
joli	pretty
intéressant	interesting
ennuyeux	boring
vraiment nul	really rubbish
trop petit	too small
J'aime ça.	I like that.
J'adore ça.	I love that.
Tu es d'accord?	Do you agree?
Oui, je suis d'accord.	Yes, I agree.
Non, je ne suis pas d'accord.	No, I disagree.



Year 7 Module Ma Zone

Les directions • Directions

Pardon ...	Excuse me ...
Où est ... ?	Where is ... ?
Où sont ... ?	Where are ... ?
C'est ...	It's ...
à gauche	left
à droite	right
tout droit	straight on
au carrefour	at the crossroads
entre	between
derrière	behind
devant	in front of

Studio Grammaire

Use **tu** when talking to one person you know well.
 Use **vous** when talking to an adult, in a formal situation or to more than one person.

Les attractions • Attractions

le bateau pirate	the pirate ship
le manège	the merry-go-round
le Cheval de Troie	the Trojan horse
le petit train	the little train
le toboggan géant	the giant slide
le trampoline magique	the magic trampoline
la grotte mystérieuse	the mysterious grotto
la rivière enchantée	the enchanted river
la soucoupe volante	the flying saucer
l'hôtel	the hotel
les autos tamponneuses	the dodgems
les chaises volantes	the flying chairs

Les mots essentiels • High-frequency words

assez	quite
mais	but
ou	or
puis	then
très	very

Coucou! • Hi there!

je veux	I want
tu veux	you want (singular, informal)
il/elle veut	he/she wants
on veut	we want
nous voulons	we want
vous voulez	you want (plural/formal)
ils/elles veulent	they want
Bonne idée!	Good idea!
Super!	Fabulous!
Génial!	Great!
D'accord.	OK.
Oui, c'est super top.	Yes, that's really great.
Oui, je veux bien.	Yes, I want to.
Non, je n'ai pas envie.	No, I don't want to.
Si tu veux.	If you want to.
Non merci.	No, thanks.

Studio Grammaire

vouloir (to want) is a modal verb. Modal verbs are followed by an infinitive.

vouloir	to want
je veux aller	I want to go
tu veux jouer	you want to play
il/elle/on veut sortir	he/she wants; we want to go out
Tu veux sortir?	Do you want to go out?

Studio Grammaire

à (to) changes when it is followed by the definite article:
à + le → **au** cinéma
à + l' → **à l'**église
à + la → **à la** patinoire
à + les → **aux** magasins
 Je vais **au** cinéma. – I go **to the** cinema.

Studio Grammaire

aller (to go) is an irregular verb:
 je **vais** I go
 tu **vas** you go (singular, informal)
 il/elle/on **va** he/she goes/we go
 nous **allons** we go
 vous **allez** you go (plural/formal)
 ils/elles **vont** they go

Qu'est-ce qu'on peut faire à ... ?

• What can you do at/in ... ?	
je peux	I can
tu peux	you can (singular, informal)
il/elle/on peut	he/she can/we can
nous pouvons	we can
vous pouvez	you can (plural/formal)
ils/elles peuvent	they can
aller au concert	go to a concert
faire du bowling	go bowling
faire du roller	go roller-skating
faire du skate	go skateboarding
faire du vélo	go cycling
faire une promenade en barque	go on a boat trip
jouer au babyfoot et au flipper au café	play table football and pinball at the café
manger au restaurant	eat at a restaurant
visiter les jardins/ les monuments/ les musées	visit gardens/ monuments/ museums

Studio Grammaire

pouvoir (to be able) is a modal verb. Modal verbs are followed by an infinitive.

pouvoir	to be able
je peux	I can/am able
tu peux	you can/are able
il/elle/on peut	he/she can/is able; we can/are able
on peut aller	we can go
Je peux aller aux toilettes?	Can I go to the toilet?

Les adverbes de fréquence

• Expressions of frequency

d'habitude	usually
normalement	normally
quelquefois	sometimes
tous les weekends	every weekend

Year 8 Module T'es branché (e)?

If so complete these tasks -

1.) Phonics - é= ay sound: mon émission préférée, les jeux télévisés. Les infos - blend the first -s don't say the second!, **quand**, amusante, belle/beau

2.) Translation -

Quand je suis connecté, je fais beaucoup de choses. D'habitude, je fais des recherches pour mes devoirs. Je trouve ça pratique et intéressant. Quelquefois, je joue à des jeux en ligne, mais je ne lis pas de blogs. Moi, je regarde aussi beaucoup de films, mais je ne vais pas au cinéma. Avec mes copains, on préfère regarder des DVD à la maison. Mon acteur préféré, c'est Robert Pattison. Je suis mégafan! Il est vraiment cool. Bien sûr, j'adore les films fantastiques et j'ai une passion pour les vampires! En plus, Robert est musicien!

3.) Read aloud challenge - read the above and try and get through without making any mistakes.

4.) Grammar -

a.) We have used the verbs avoir and être - what do they mean? Can you conjugate them in French and English? (write them out). i.e. I, you, he/she/we etc

b.) We have covered the perfect tense, which means the past tense. Can you give an example in English and explain how to form it? How many parts does it have? Give a French example.

Write a paragraph describing what you do on the internet, what you like to watch and read. Include high frequency words from the other side. Can you also write out an extended conversation discussing what you did last weekend?

À la télé • On TV

je regarde ...	I watch ...
les dessins animés	cartoons
les documentaires	documentaries
les émissions de sport	sports programmes
les émissions de télé-réalité	reality TV shows
les émissions musicales	music shows
les infos	the news
les jeux télévisés	game shows
la météo	the weather
les séries	series
les séries policières	police series
les séries américaines	American series
Mon émission préférée, c'est ...	My favourite programme is ...
j'adore	I love
j'aime bien	I like
je n'aime pas	I don't like
je ne regarde jamais	I never watch
je ne rate jamais	I never miss

Les films • Films

j'aime ...	I like ...
je suis fan de ...	I'm a fan of ...
je ne suis pas fan de ...	I'm not a fan of ...
j'ai une passion pour les ...	I have a passion for the ...
j'ai horreur des ...	I really dislike ...
je déteste ...	I hate ...
les comédies	comedies
les films d'action	action films
les films d'amour	romantic films
les films d'arts martiaux	martial-arts films
les films d'aventure	adventure films
les films fantastiques	fantasy films
les films d'horreur	horror films
les films de science-fiction	science-fiction films
mon acteur préféré, c'est ...	my favourite actor is ...
mon film préféré, c'est ...	my favourite film is ...

Qu'est-ce que tu lis? • What are you reading?

je lis ...	I'm reading ...
une BD	a comic book
un livre sur les animaux	a book on animals
un livre d'effrayant	a horror story
un magazine sur les célébrités	a magazine about celebrities
un manga	a manga
un roman fantastique	a fantasy novel
un roman policier	a thriller
un roman d'amour	a love story

Year 8 Module T'es branché (e)?

Sur Internet • On the internet

J'envoie des e-mails.	I send emails.
Je fais beaucoup de choses.	I do lots of things.
Je fais des recherches pour mes devoirs.	I do research for my homework.
Je fais des achats.	I buy things.
Je fais des quiz.	I do quizzes.
Je joue à des jeux en ligne.	I play games online.
Je mets à jour ma page perso.	I update my homepage.
Je vais sur mes sites préférés.	I go onto my favourite sites.
Je vais sur des blogs.	I go onto blogs.
Je vais sur des forums.	I go onto forums.

Hier soir • Last night

J'ai discuté.	I discussed/chatted.
J'ai écouté la radio.	I listened to the radio.
J'ai envoyé des SMS.	I sent text messages.
J'ai joué à des jeux en ligne.	I played games online.
J'ai posté des photos.	I posted photos.
J'ai regardé la télé/des clips vidéo.	I watched TV/video clips.
J'ai surfé sur Internet.	I surfed the net.
J'ai tchatté sur MSN.	I chatted on MSN.
J'ai téléchargé des chansons.	I downloaded some songs.

Le temps • The weather

Quand ...	When ...
il fait beau	it's nice
il fait froid	it's cold
il fait chaud	it's hot
il pleut	it's raining
on fait du VTT	we do mountain biking
on fait du skate	we do skateboarding
on fait du bowling	we go bowling
on regarde des DVD	we watch DVDs
on va ...	we go ...
au café	to the café
au cinéma	to the cinema
au parc	to the park
on joue ...	we play ...
au foot	football
au basket	basketball
on surfe sur Internet	we surf the internet
avec mes copains	with my friends

Studio Grammaire

You use the **perfect tense** to talk about a completed action in the past.

To form the perfect tense, use part of the verb **avoir** (to have) + the **past participle**.

To form the past participle of regular **-er** verbs, take **-er** off the infinitive and replace it with **-é**.

regarder → j'ai regardé I watched

jouer → j'ai joué I played

parler → j'ai parlé I spoke

Studio Grammaire

Many verbs have an **infinitive** which ends in **-er**.

regarder to watch

aimer to like

adorer to love

rater to miss

-er verb endings change according to the subject pronouns.

je regarde I watch

tu regardes you watch (informal)

il/elle/on regarde he/she watches/we watch

nous regardons we watch

vous regardez you watch (formal/plural)

ils/elles regardent they watch

avoir (to have)

j'ai	I have
tu as	you have
il/elle/on a	he/she has/we have
nous avons	we have
vous avez	you have
ils/elles ont	they have

être (to be)

je suis	I am
tu es	you are
il/elle/on est	he/she is/we are
nous sommes	we are
vous êtes	you are
ils/elles sont	they are

Les opinions • Opinions

à mon avis, c'est ...	in my opinion, it's ...
je pense que c'est ...	I think it's ...
je trouve ça ...	I find it ...
amusant	funny
assez bien	quite good
barbant	boring
chouette	excellent
effrayant	frightening
émouvant	moving
ennuyeux	boring
génial	great
intéressant	interesting
nul	rubbish
passionnant	exciting
pratique	practical
stupide	stupid
formidable	great
idiot	stupid

Les mots essentiels • High-frequency words

assez	quite
aussi	also
car	because
comme	as
et	and
mais	but
très	very
un peu	a bit
parce que	because
par exemple	for example
surtout	above all

Expressions of time and frequency

d'habitude	usually
de temps en temps	from time to time
en ce moment	at the moment
quelquefois	sometimes
souvent	often
tous les jours	every day
une ou deux fois par mois	once or twice a month

Sequencers

après (le dîner)	after (dinner)
avant (de me coucher)	before (I go to bed)
d'abord	first
ensuite	next
puis	then
un peu plus tard	a bit later

Unit 1: Inspirations

Year 8

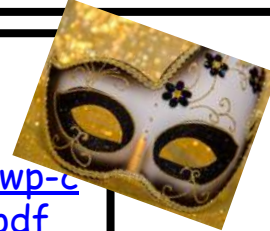
Programme Music is music that describes something like a story, a picture, a season or a mood/emotion.

1

Romeo and Juliet

A tale of star crossed lovers

<http://www.kidsloveshakespeare.com/wp-content/uploads/2011/09/RJsummary.pdf>



2

5

Musical Opposites



Fast
(allegro)



Slow
(largo)



Long
(leato)



Short
(staccato)



Commit

Prokofiev was born in Russia in 1891.

He is regarded as one of the major composers of the 20th Century.

He composed his first piano piece at the age of 5 years old.

He was described as eccentric and arrogant by his classmates.

He composed music for operas and ballets including Cinderella and Romeo and Juliet.



4

Tchaikovsky was born in Russia in 1840.

Hi friends, family and teachers enjoyed his music but never thought he was good enough to be a composer.

His family were wealthy and didn't want him to be a composer so sent him away to boarding school. He is famous for composing music to ballets such as Romeo and Juliet and The Nutcracker.



3

Achieve

Believe



Drama Knowledge Organiser: Year 8 Unit 1 – Devising - Practitioners

Devising Techniques		Performance Skills	
1 - Devising 2 - Naturalistic Improvisation 3 - Mime 4 - Monologue 5 - Stimulus 6 - Transitions	A method of theatre-making in which the script originates from a performing ensemble (team) working collaboratively. They often use improvisation to develop the script. When an actor performs a character as if they are a real person with real memories and beliefs. This requires Empathy (when an actor puts themselves in the character's shoes). Suggesting action, character or emotion without words, using gesture, expression and movement. Effective mime requires the actor to: ✓ Have complete belief in what is being mimed ✓ Apply imaginative and convincing movement/facial expression ✓ Maintain size / shape / weight / location / positioning of objects that are mimed When the character is speaking his or her thoughts aloud, directly addressing another character, or speaking to the audience. Effective monologues require: ✓ Eye Contact with the audience ✓ Vocals & Movement to suit the character ✓ Emotional sincerity A resource which inspires ideas for creating drama. How performers move from one scene to another theatrically.	9 - Facial Expression 10 - Body Language 11 - Vocals 12 - Space: 13 - Levels 14 - Proxemics 15 - Tension	The feelings expressed on a person's face. The way in which a person communicates using gestures, movements and mannerisms. The way in which the voice is used to present emotion using Tone (Emotion) / Pitch (High or Low) / Pace (Speed) / Volume (Loud or Quiet) / Accent (Region). The area between and around the actors / The theatre space in which the drama takes place. Used to show how high or low status a character is. Telling the audience what the relationship of the characters is like through the use of space. Links with STATUS. When the body feels tense / The concept of making the audience want to know what will happen next.
		General Terminology	
		16 - Actor 17 - Audience 18 - Character 19 - Dialogue	Someone who pretends to be someone else while performing in a film, play, television or radio programme. The spectators or listeners at a public event such as a film, play, concert, television or radio programme. A person represented in a film, play or story. Speech / Conversation between two or more people.
Status on Stage		Technical Terminology	
7 - Status	The position of a person within a group. The position of a group within a society. Status can be measured in many forms: ✓ Social Status: Status within a group in society (i.e. Class – Upper / Middle / Working OR Leader of a Gang / Follower) ✓ Financial Status: Status in relation to earnings (i.e. Rich / Poor. Links to Material Status – Homes / Cars / Clothes / Phone) ✓ Job Status: Status in relation to level of responsibility (i.e. High Power jobs compared to Low Power Jobs) ✓ Marital Status: Status of relationships (i.e. Married / Single) ✓ Emotional Status – The state of your feelings (i.e. Happy / Sad) ✓ Power Status: Status in relation to strength or influence (i.e. Positioning within a Group / Business)	20 - Prop 21 - costume 22 - Set 23 - Lighting 24 - Sound	Objects used on stage or screen by actors during a performance or production. A set of clothes worn by an actor in a particular role. Scenery used to identify the location of a scene / play. The arrangement of theatre lights to achieve specific effects. The sound used to create atmosphere, emphasise what is happening on stage, set the scene, and indicate time or location.



Y8 PE: Half Term 1 - Muscular System

Achieve
Believe
Commit

1

Key terminology

Cardiac

1. The Heart

Smooth

2. Uterus
3. Intestines
4. Bladder

Skeletal

5. Bicep
6. Pectoral
7. Quadricеп

And any of the other muscles you can remember from yr7!!

1. Cardiac Muscle

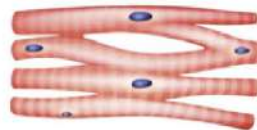
Structure: Involuntary as it is not under our conscious control.

They do not fatigue.

Functions: Contract the heart chambers to move blood to the body and lungs

Example:

- Only found in the walls of the heart



Cardiac muscle

2

2. Smooth Muscle

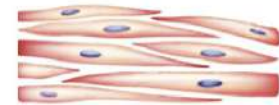
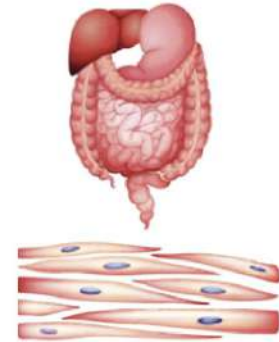
Structure: Involuntary as they are not under our conscious control.

They are unstrained and do not fatigue.

Functions: Help hollow organs contract.

Example:

- In the uterus to help push out the baby.
- In bladder to help push out urine.
- Determines the flow of blood in the arteries.
- Move food through the digestive tract



Smooth muscle

3

3. Skeletal Muscle

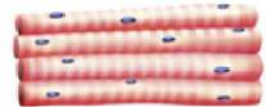
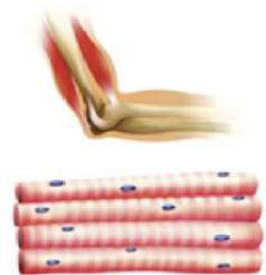
Structure: Voluntary as it is under our conscious control.

They do fatigue.

Functions: They attach to bones via tendons. When they contract, movement occurs

Example:

- Bicep, Tricep, Quadriceps, Hamstring, Deltoid, Abdominals, Gastrocnemius, Latissimus Dorsi, Pectorals and Trapezius.



Skeletal muscle

Web links:

<https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1>

<https://www.youtube.com/watch?v=5BfpNgrrrBM>

ART

ART TECHNIQUES: PAINTING

watercolours

STEP 4



Test your colour on paper before applying to painting

COLOUR THEORY/mixing

ART TECHNIQUES: DRAWING

Drawing everyday objects

one &
1000

Practise oval drawing
- Use a rectangle
guide line shape.



Join 4* together

To darken a colour use it's opposite colour.

Adding white to a colour creates a 'TINT' - a paler or 'pastel' version - for example:
blue + white = pale blue

Year 8 Computing – Unit 8.1 – Computing Heroes

Computing Heroes Information

List of important computing figures – this isn't a complete list, obviously, feel free to research more!

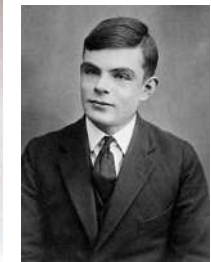
Name:	Famous For:
Ada Lovelace	Writing the first 'computer' algorithm for Charles Babbage's Analytical Engine. The first programmer!
Alan Turing	Helped the Allies to crack the Enigma code to win WWII. Considered the father of Computer Science
Annie Easley	One of the first African-Americans to work as a computer scientist at NASA
Bill Gates	Founder of Microsoft, which has created software such as Windows and Office
Charles Babbage	Babbage came up with the concept of a digital programmable computer.
Grace Hopper	A programming pioneer, who helped developed high-level programming for humans to understand
Sophie Wilson	Helped develop ARM processors, found in the majority of modern smartphones
Steve Jobs	Founded Apple Computer, who in recent years developed how we interact with hardware
Tim Berners-Lee	Inventor of the World Wide Web (WWW)

What Makes a Good Poster?

1. The poster is the correct size
2. Text is a good size, in the right font and colour
3. Title and border are present
4. Spelling is correct
5. Images are very good quality
6. Text and images are combined together carefully (eg: can still read the text, text doesn't cover images)
7. The poster is clearly suitable for the audience (eg: what age, gender, interests do the audience have?)
8. The information is clear – not too much or too little
9. Can be read at a reasonable distance

Who is who?

Use the names on the left to identify each person



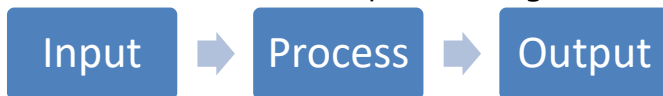
Extra Reading Links: BBC Bitesize (very simple): shorturl.at/fmCO5 | Wikipedia Comp Sci Pioneers: shorturl.at/iruyZ

KEY WORDS: Information, images, layout, desktop publishing, fonts, colour, text, border, title, programmer, processor, computer

Year 8 Computing – Unit 8.2 – Computer Systems

Lesson 1 – Computers Everywhere

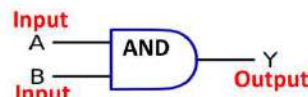
1. There are computers almost everywhere you look
2. Computers are basically **electronic** devices that we can **input** something in, it is **processed** and something is **output**
3. Year 7 you learnt – **data is input**, it is then **processed** and **information is output**
4. Here is how we draw a process diagram:



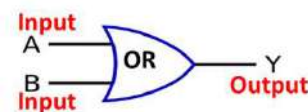
5. For example, an alarm clock: input time, input time alarm, turn alarm on > process – check current time vs alarm time > output alarm sound

Lesson 2 – Logic Gates

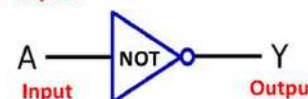
1. A **logic gate** is a **digital circuit** which either allows a signal to pass through it or to stop it – off / on or 0 / 1
2. They allow the computer to process things;
3. There are 7 main gates, with the most important being AND, OR, & NOT



A AND B has to be **on** for an output to Y



A OR B can be **on** for Y to have an output



NOT gates do the opposite to the input

Lesson 3 – Data Representation

1. Computers work with **binary** – a **number system** using 1/0 because of how they're made (switches > logic gates)
2. In binary, the column where the 1 or 0 is indicates how much it's worth:

8	4	2	1	=
0	0	1	0	2
0	1	0	1	5
1	0	1	0	10

3. We add **which column** the 1s are to get a normal (denary) number eg: $(8 \times 1) + (2 \times 1) = 10$
4. Once we can convert this, we can text etc too

Lesson 4 – Types of Secondary Storage

1. Secondary storage is where computers can **permanently** store data eg: a hard drive
2. There are **three types** of secondary storage:
 - i. Magnetic
 - ii. Optical
 - iii. Solid State
3. **Magnetic** storage works by **magnetising** areas of a **metal** disk or not (binary 1 or 0), eg: a hard disk drive
4. **Optical** storage uses a laser to burn / read '**pits**' (holes that represent binary 1 or 0) on a **polymer** disc surface eg: a DVD
5. **Solid state** works by using electronic **logic gates** that are open or closed (binary 1 or 0), eg: a USB memory stick
6. Each has **advantages** and **disadvantages**



Lesson 5 – Capacity (Sizes) of Storage

1. **Capacity** means how much a storage device can hold – this is an example of an advantage or disadvantage of a device
2. The most common capacity you will see is **gigabyte** (GB), **megabyte** (MB) and **terabyte** (TB)
3. There are many sizes however:
 - i. **Bit** – 1 binary digit (1/0)
 - ii. **Nibble** – 4 bits
 - iii. **Byte** – 8 bits
 - iv. **Kilobyte** – 1024 bytes
 - v. **Megabyte** – 1024 kilobytes
 - vi. **Gigabyte** – 1024 megabytes
 - vii. **Terabyte** – 1024 gigabytes
4. Some devices store a lot more than others, but sometimes speed is more important

Lesson 6 – Primary Storage

1. **Primary storage** is the **first** or **main** type of storage computers use
2. It is commonly known as **memory** or **RAM**
3. **RAM** is **Random Access Memory**
4. It is usually **very fast** but stores less than **secondary storage** (eg: a PS4 has 8GB of RAM, but 1TB of storage)
5. If we add more **RAM** this usually increases the speed of the computer
6. It is **volatile** – the data it stores is lost when the power is switched off
7. Another important type of memory is **ROM**
8. **ROM** is **Read-Only Memory**
9. ROM stores the **instructions** that tell the computer how to **start (boot) up**
10. ROM uses a **battery** to stop it losing data

Extra Reading Links: BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zxnfr82> | <https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1>

KEY WORDS: input, process, output, data, information, logic gate, binary, denary, ASCII, character, storage, memory, capacity, volatile

Year 8 DT Clock Project Knowledge Organiser.

Week 1 – Design Icons

An iconic design is usually a design that is 'ground breaking' and one that sets new standards in its field. It is a design that other designers and manufacturers follow, as it becomes a bench mark for other similar products. Furthermore, an iconic design is one that stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries



Week 2 – Design Movements

Design Movement	Dates and key feature	Key designers
Arts and Crafts	1850 –1900 High quality products made by hand. Rebelling against the Industrial Revolution, Simple shapes with no elaborate decoration.	William Morris Liberty of London
Art Nouveau	1890 –1910 Shapes from nature in wood, metal and ceramic. Highly decorative. Made by hand.	Louis Tiffany Charles Rennie Mackintosh
Art Deco	1920-1939 A fashion aimed at the rich and inspired by Egyptian design and geometric shapes. Futuristic looking at the time.	William Van Alen Rene Lalique
Modernism/Bauhaus	1919-1945 Simple shapes made by simple machines. Function is more important than form.	Mies van der Rohe Walter Gropius Harry Beck
Post Modernism/Memphis	1950– present Form more important than function. New machines can make more complicated shapes. Bright colours. Asymmetric. New versions of old product encourage people to buy more.	Ron Arad Ettore Sottsass

Week 3 – Product Analysis

A Aesthetics – how does it look?
 C Cost – how much should it cost?
 C Customer – who will buy it?
 E Environment – what is the impact?
 S Size – how big is it?
 S Safety – is it safe to use?
 F Function – what should it do?
 M Material – what is it made from?
 M Manufacture – how is it made?

Week 4 – Modelling

Modelling helps the designer identify potential faults and correct them as well as make further improvements. *Making a model allows the designer to physically see the idea in 3D form.* Modelling allows the designer to experiment with a range of materials before selecting the best materials for the chosen design.

By creating a model you can view your design quickly from many different angles.

Models can help the designer see how parts will fit together before they are produced on an industrial scale.

Week 5 – Tools and Equipment



Week 6 – Joining Methods



Week 7 – Finishes

Finishes are applied to materials to improve their durability and appearance.

Common wood finishes include paint, varnish, oil (e.g. teak oil) and wax.

Finishes which can be applied to metal include anodising, powder coating and electroplating.

Useful links

<https://www.technologystudent.com.com>

<https://www.bbc.co.uk/bitesize>.

KEY WORDS: aesthetics art nouveau art deco Memphis Bauhaus modernism post-modernism iconic ACCESSFMM



Introduction to 3D design Year 8



Key words

3D is the illusion of an object existing on a flat page

Two point perspective is the illusion that an object is shown from an angle

Single point perspective is the illusion that an object is shown from the front in 3D

Angel of the North is a sculpture by the British artist Antony Gormley

Man made structure is a structure which has been conceived and constructed by humans.

Natural structure is designed by nature and has evolved over many years.

Shell structure is a structure where the structural strength is provided by the surface tension created.

Frame structure is a structure where the structure is created by linear beams.

Sustainable energy means using renewable sources to generate or produce energy or power.

Renewable means it can be replenished in an average human beings life time.



What is 3D drawing?

It is important to draw in 3D because it helps a person to visually communicate their ideas. There are various ways of doing this. These include two point perspective, single point perspective and isometric perspective. Each of these techniques serves a different purpose and they each communicate an idea or drawing from a specific angle. (see key words for definitions)

Introduction to Antony Gormley

Antony Gormley is a famous, British artist who has produced a number of famous sculptural pieces across the UK. His most famous piece of work is the 'Angel of the North' (see key words for definition). Alongside this, he also asked 100 volunteers to create clay sculptures. Their criteria was to follow 3 simple rules 'Be hand-sized, stand up and have eyes.' They were given the name 'Field for the British Isles'. The sculptures which were produced have been exhibited in various places around the UK.

Wider uses of clay

Clay has many uses, some of these are more traditional than others. These include being used in the automotive industry. They help manufactures design cars and create prototypes with curved forms.

Classification of structures

Structures are designed and created in many formats. These include man made, natural, frame and shell (see key words for definitions). Each of these classifications are needed, depending on the design and application. For example, a bridge would be made using a man made, frame structure as oppose to a shell structure. A person must understand the 5 forces to effectively counteract them when designing and creating a structure.

Introduction to sustainable energy

There are various types of renewable and therefore sustainable energy resources. These include wind, solar and hydroelectric. Each of these renewable energy sources are advantageous in different environment and circumstances. For example, wind energy would be advantageous in an area where there is no obstruction to the free flow of air movement (at sea on a offshore wind farm).



[illegible][illegible]

Week 2 – RAG Food Labelling

Check how much fat, sugar and salt is in your food

Remember that the amount of fat, sugar and salt in a particular food affects how much sugar, fat, salt and calories you will get from it.

Food Shopping Card

	Low	MEDIUM	High
What is SUGAR per 100g	5g LOW	5g MEDIUM	15g HIGH
What is FAT per 100g	3g LOW	5g MEDIUM	20g HIGH
What is SALT per 100g	0.3g LOW	0.5g MEDIUM	1.5g HIGH

HEALTHIEST COOKING METHODS

THEHINDIANSPOT.COM

STEAMING

- No direct heat
- Retains nutrients
- Adds flavour



GRILLING

- Minimal oil
- Seal in flavour
- Reduces fat content



MICROWAVING

- No oil required
- Quick cooking
- Nutrients intact



STIR-FRYING

- Minimal oil
- Nutrients intact
- Great texture



POACHING

- Enhance nutrients
- Gentle cooking
- Retains natural taste



NO COOKING

- No oil
- Nutrients not lost
- Tastes improved



Week 3 – Cooking methods and health

Week 4 Colours & Numbers

Temperature Danger Zone For Food

Keep Hot Food Hot
(above 60°C)

60°C

Temperature Danger Zone
(Never go Cold Food Baking!)

5°C

Keep Cold Food Cold
(below 5°C)

PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR-CODED CHOPPING BOARDS

RAW MEAT	RAW FISH	RAW POULTRY
FRUIT & VEG	COOKED MEAT	BAKERY & DAIRY

CLEAN AND STORE CHOPPING BOARDS CORRECTLY AFTER USE

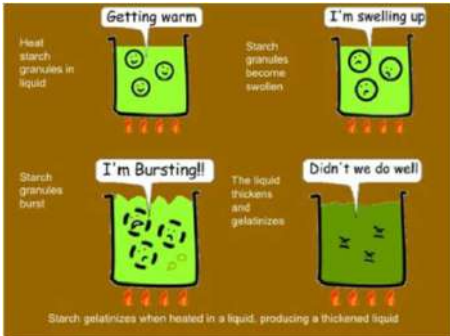
FROM FOOD SAFETY & HYGIENE REGULATIONS

Week 6 – Food label symbols

	RSPCA's farm animal welfare assurance scheme – the only farm assurance scheme in the UK dedicated solely to improving farm animal welfare. It covers the whole of an animal's life, from their health and diet to environment and care. This includes things like space, light, bedding, transport and humane slaughter.
	Fair trade is a worldwide movement that aims to help farmers and producers in developing countries receive a fair price for the goods eg coffee, bananas, cocoa, that they produce.
	The word "organic" refers to how a food is grown. Farmers who grow organic foods have to follow specific farming practices which reduce pollution (air, water, soil), conserve water, reduce soil erosion, increase soil fertility, and use less energy. Organically raised animals aren't given antibiotics or growth hormones, and they're also given more room to move around with access to a natural outside environment.
	Red Tractor is the largest food assurance scheme in the United Kingdom. It claims to ensure the food is traceable, safe to eat and has been produced responsibly. The Union Flag in the Red Tractor logo indicates the food has been farmed, processed and packed in the United Kingdom.
	Free range is where the animals, for at least part of the day, can roam freely outdoors, rather than being confined in an enclosure for 24 hours each day eg chickens must have a defined amount of space (no more than 13 birds a square metre), be 56 days old before they are slaughtered and have continuous daytime access to open-air runs, with vegetation, for at least half their lifetime

Week 7 – Gelatinisation

The science behind sauce making



Heat starch granules in liquid

Getting warm

Starch granules become swollen

I'm swelling up

Starch granules burst

I'm Bursting!!

The liquid thickens and gelatinizes

Didn't we do well

Starch gelatinizes when heated in a liquid, producing a thickened liquid

Sugar is a type of **carbohydrate**. The body uses it for **energy**. However most of us eat too much. Too much is linked to **tooth decay**, **obesity** and type 2 **diabetes**. Sugar is often 'hidden' in foods. You should only have **24g** or **6** cubes of sugar a day. Download the **Change for life sugar app** to see how much is in the food you eat

<https://www.youtube.com/watch?v=JCQW2ewOA0c>

<https://www.bbcgoodfood.com>

<https://www.nutrition.org.uk/healthy-living/resources/eatwellguide.html>

eattheseasons.co.uk

KEY WORDS: Hygiene. Safety. Contamination. Bacteria. Lifestyle. Diet. Nutrition.. Sensory descriptors. Gelatinisation. Diabetes. Organic. Fair trade.