



Sheffield Park Academy

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Knowledge Organiser

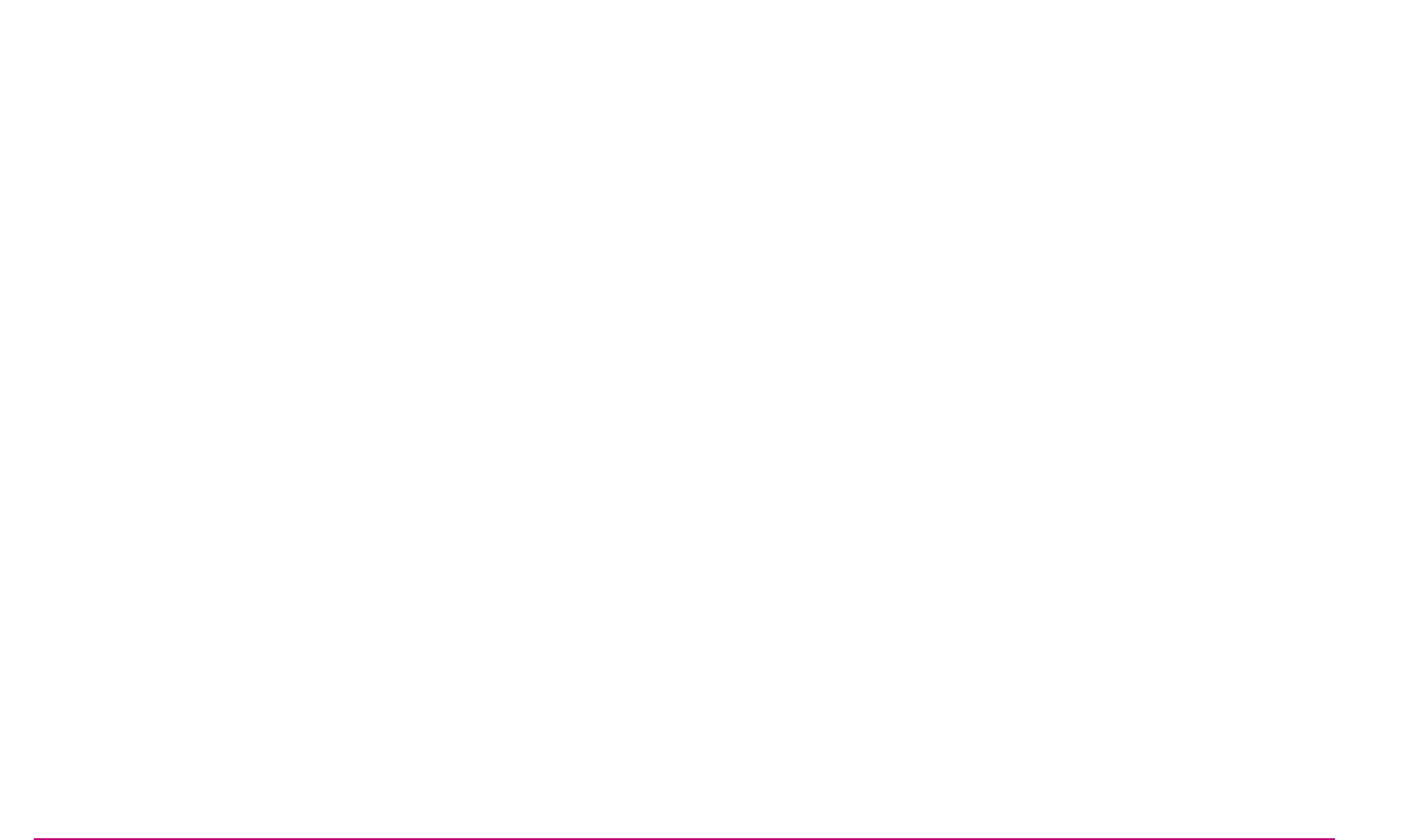
Term 2

Name:

Tutor Group:

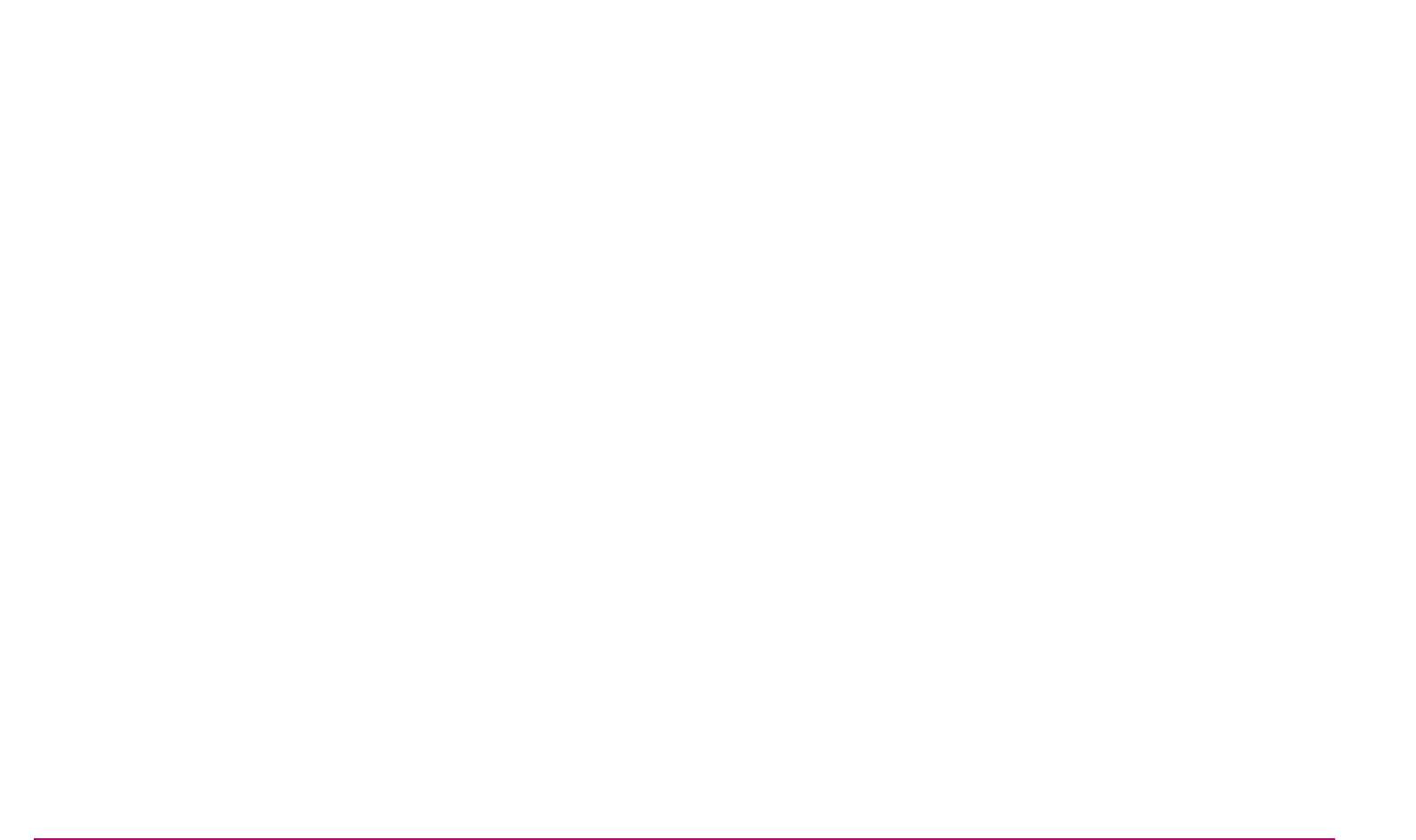
Tutor & Room:

AMBITION • KNOWLEDGE • DETERMINATION



Stick your Timetable here





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|--|----|
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How do I complete Knowledge Organiser homeworks?

You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term

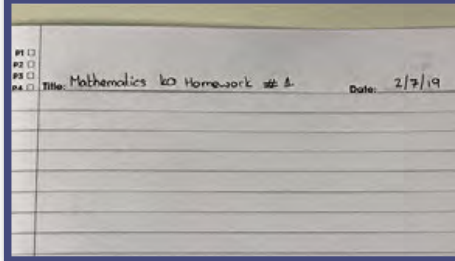
STEP 1

Identify what words/ definitions/facts you have been asked to learn.



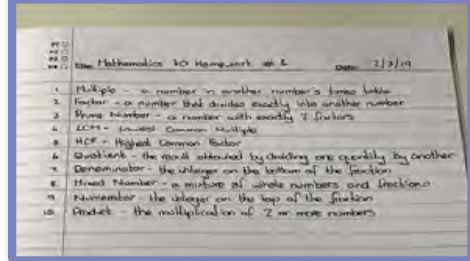
STEP 2

Write today's date and the title from your Knowledge Organiser.



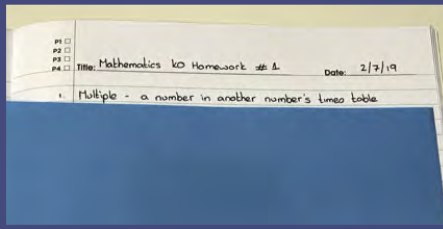
STEP 3

Write out the keywords/definitions/facts you have been set in FULL.



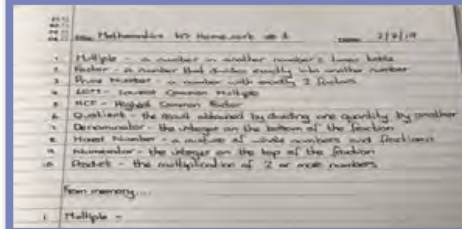
STEP 4

Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it... REPEAT until confident.



STEP 5

Cover up ALL the definitions/facts and write them out from memory in your SELF-QUIZZING BOOK.



STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be tested on the words/definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 8 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in. You must follow the simple rules as to how they are to be used.



You **must** bring your Knowledge Organiser and Self-Quizzing Book to **every** lesson and place it on your desk at the beginning of each lesson.

You **must** keep all of your Knowledge Organisers and Self Quizzing Books because the fundamental knowledge required in Year 8 will also be required in Year 9.

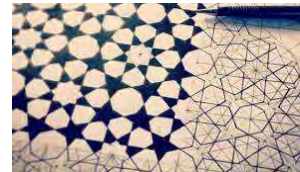
Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 8 require.



Y8 Art and Design – Islamic Art

Key Words

| | | |
|---|-----------------------------|--|
| 1 | Pattern | A design that is created by repeating lines, shapes, tones or colours. |
| 2 | Symmetry | Exact pattern on either side of a dividing line, plane, center, or axis. |
| 3 | Line | The path made by a moving point. |
| 4 | Complimentary Colour | Contrasting colours that are opposite each other on the colour wheel. |
| 5 | Tessellation | An arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without gaps or overlapping. |
| 6 | Organic shapes | These are irregular and imperfect. Naturally shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable. |



Techniques

| | | |
|----|-------------------------|---|
| 7 | Shape | A two-Dimensional area defined by an outline. |
| 8 | Lino Print | A print made from a linocut block. |
| 9 | Safe Print | Printing from a polystyrene block. |
| 10 | Primary Colour | Blue, Yellow and Red. They cannot be made but are used to make all other colours. |
| 11 | Secondary Colour | Green, Orange and purple. These can be made by mixing two primary colours. |
| 12 | Rotation | The action of rotating about an axis or centre. |

Year 8
Computer Science Term 2 Knowledge Organiser

| Project planning | | |
|------------------|------------------|---|
| 1 | Task list | A prioritized set of activities you (or your team) need to do to complete a project |
| 2 | Mind map | A mind map is a diagram used to visually organize information. |
| 3 | Mood board | An arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept. |
| 4 | Contingency plan | A contingency plan is a plan devised for an outcome other than in the usual plan |
| 5 | Gantt chart | a type of bar chart that illustrates a project schedule and how long each task in the project should take |

| Project Evaluation | | |
|--------------------|--------------|--|
| 1 | Feedback | Information about reactions to a product or a person's performance of a task |
| 2 | Stakeholder | A stakeholder is a party that has an interest in a company and can either affect or be affected by the business. |
| 3 | Client | a person or organization using the services of professional person or company. |
| 4 | Improvements | Suggestions on how some thing could be made better |
| 5 | Evaluation | The making of a judgement about the amount, number, or value of something; assessment. |

Y8 Interpretation of Text & Monologues- Term 2

Areas for Assessment

| | |
|----------------------|--|
| 1. Creating | The ability to work within a group to create and develop performance work. |
| 2. Performing | The ability to present a character using physical and vocal skills. |
| 3. Evaluating | The ability to discuss the qualities of a performance using dramatic language. |

Interpretation of Text

| | |
|----------------------|---|
| 4. Character | A person or other being (such as a talking animal) in a play |
| 5. Genre | A category of drama (Comedy, romance, horror, etc.) |
| 6. Plot | The main events of the play |
| 7. Multi role | When an actor plays more than one character in a performance. |

Monologues

| | |
|---------------------|--|
| 8. Monologue | A long speech by one actor in a play or film |
| 9. Tone | Your mood and intention towards the listener, e.g., happy or sad. |
| 10. Pause | Where the characters are not speaking, but they that adds to the drama |
| 11. Pace | The speed at which someone speaks |

Y8 English – Dystopian Fiction

| Key Vocabulary | | |
|----------------|----------------------|---|
| Word / Term | | Definition |
| 1 | dystopia | An imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally damaged one. |
| 2 | dehumanise | To deprive some one of positive human qualities. |
| 3 | totalitarian | A system of government that is centralised and dictatorial and requires its people to obey the government or state without questions. |
| 4 | fatalistic | Relating to or characteristic of the belief that all events are predetermined and therefore inevitable. |
| 5 | futuristic | Having or involving very modern technology or design. |
| 6 | oppressive | Something or someone that limits freedom of thought or action. |
| 7 | paranoia | Unjustified suspicion or mistrust of people. |
| 8 | rebellion | The action or process of resisting authority, control, or convention. |
| 9 | societal norm | The unwritten rules of behavior that are considered acceptable in a group or society. |
| 10 | tyranny | Cruel, unreasonable and/or oppressive rule or government. |

| Key Terminology | | |
|-----------------|--------------------------|--|
| Term | | Definition |
| 11 | Dystopian fiction | Refers to a genre of writing which explores the loss of civil liberties, living under constant surveillance, laws controlling a woman's reproductive freedom, and denial of the right to an education. |
| 12 | foreshadowing | A literary device in which a writer gives an advance hint of what is to come later in the story. |
| 13 | mood | The feelings or atmosphere perceived by a reader in a piece of literature. |
| 14 | motif | A dominant or recurring idea. |
| 15 | symbolism | The use of symbols to express ideas or qualities. |

| Key Information | | |
|-----------------|--|---|
| 16 | | Dystopia comes from the Greek dys ('bad') and topos ('bad place'). |
| 17 | | The worlds depicted are often controlled by a totalitarian or authoritarian government. |
| 18 | | Dystopian stories are usually set in the future. |
| 19 | | Dystopias are often thought to be 'cautionary tales' but are also used to explore the ideas of what is to be human. |
| 20 | | In dystopian stories, society itself is typically the antagonist as society is actively working against the protagonist's aims and desires. |

English – Social Justice Non-Fiction

| Key Vocabulary | | |
|----------------|------------------------|---|
| | Word / Term | Definition |
| 1 | activist | A person who believes strongly in a political or social cause and who takes part in activities to effect change. |
| 3 | civil rights | The rights that each person has in a society, whatever their race, sex, or religion. It includes equality under the law, in employment and the right to vote. |
| 4 | gender equality | Equal access to opportunities regardless of gender. |
| 5 | ideological | Based on or relating to a particular set of ideas or beliefs. |
| 6 | indoctrination | The process of repeating an idea or belief to someone until they accept it without criticism or question. |
| 7 | intolerance | Unwillingness to accept views, beliefs, or behaviour that differ from one's own. |
| 8 | moral integrity | Having the courage to do what we believe in our hearts to be right. |
| | racism | Prejudice, discrimination, or antagonism directed against a person or people based on their membership of a particular racial or ethnic group. |
| 9 | representation | The fact of including different types of people, for example in literature, films, politics, or sport, so that all different groups are represented. |
| 10 | sexism | Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. |

| Key Terminology | | |
|-----------------|-----------------------------|---|
| | Term | Definition |
| 11 | autobiography | The account of a person's life written by that person. |
| 12 | anecdote | A short amusing or interesting story about a real incident or person. |
| 13 | dialogue | A conversation between two or more people as a feature of a book, play or film. |
| 14 | simple sentence | A sentence which has one independent clause. |
| 15 | one - line paragraph | A one- line paragraph is a sentence which stands on its own in a text. |

| Key Writer - Malala Yousafzai | | |
|-------------------------------|--|---|
| 16 | | Malala Yousafzai was born in Pakistan in 1997. She is a Nobel Peace Prize winning writer and activist. |
| 17 | | In 2009, she wrote a blog under a pseudonym about living under Taliban rule. |
| 18 | | Yousafzai's published her best-selling autobiography 'I am Malala' in 2013. |
| 19 | | Through her activism, Malala advocates for human rights, in particular education rights for women and children. |
| 20 | | "One child, one teacher, one book and one pen can change the world" – Malala Yousafzai |

Year 8 - Food Technology Knowledge Organiser

| | | |
|-----|------------------------|--|
| 1. | Vitamins and Minerals | These are micro -nutrients that are needed by the body in small amounts. They all have an important function the body. |
| 2. | Water soluble vitamins | B and C These are absorbed into the blood stream and needed daily in the diet. |
| 3. | Fat Soluble vitamins | A, D, E. K These are stored in the liver and are not needed daily. |
| 4. | Aldente | In Italy means ' to the bite'. Pasta should be tender but still firm to the bite, not mushy. |
| 5. | Stir-fry | To fry (meat, fish, or vegetables) rapidly over a high heat while stirring briskly. |
| 6. | Julienne | A portion of food cut into short, thin strips. |
| 7. | Protein | Needed for the growth and repair of cells. |
| 8. | Cross Contamination | Cross-contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another. |
| 9. | High risk food | Foods that food poisoning bacteria like to live on. Ready to eat foods that are high in protein and moisture. |
| 10. | Danger zone | The Danger Zone is the temperature range between 5 and 63 °C in which bacteria can grow rapidly. |

Going Out & Hobbies

| A | Books | |
|----|------------------------------------|-------------------------------|
| 1 | Je lis | I read |
| 2 | Je ne (lis) pas | I don't (read) |
| 3 | Je ne (lis) jamais | I never (read) |
| 4 | Je ne (lis) que | I only read |
| 5 | Les romans fantastiques | Fantasy books |
| 6 | Les BD | Comics |
| 7 | Les livres épouvantes | Horror stories |
| 8 | Les romans d'amour | Romance stories |
| 9 | Les romans policiers | Detective stories |
| 10 | Les magazines sur (les célébrités) | Magazines about (celebrities) |

| B | Films & TV | |
|----|-----------------------------|-------------------|
| 1 | Je regarde | I watch |
| 2 | Je ne regarde plus | I no longer watch |
| 3 | J'adore regarder | I love watching |
| 4 | La télé-réalité | Reality TV |
| 5 | Les émissions de sport | Sports shows |
| 6 | Les infos | The news |
| 7 | Les dessins-animés | Cartoons |
| 8 | Les jeux-télévisés | Game shows |
| 9 | Les documentaires | Documentaries |
| 10 | Les films | Films |
| 11 | Les séries | Series |
| 12 | Les soaps / les feuilletons | Soaps |
| 13 | En streaming | Streaming |
| 14 | En ligne | Online |
| 15 | Sur ma tablette | On my tablet |
| 16 | Sur mon portable | On my phone |
| 17 | Avec (ma famille) | With (my family) |

| C | Going out | |
|---|---------------------|------------------------|
| 1 | J'aime (aller) | I like (to go) |
| 2 | Je n'aime pas aller | I don't like going |
| 3 | Rencontre mes amis | Meeting my friends |
| 4 | Aller au cinéma | Going to the cinema |
| 5 | Aller au parc | Going to the park |
| 6 | Chez (mon ami) | To (my friend's) house |

Year 8 French Knowledge Organiser

| A | General Opinions | |
|---|--------------------|-------------------|
| 1 | Je dirais que | I would say that |
| 2 | Je pense que | I think that |
| 3 | Je crois que | I believe that |
| 4 | Selon ____ | According to ____ |
| 5 | J'ai hreur de ____ | I hate ____ |
| 6 | Je ne supporte pas | I can't stand |
| 7 | ____ m'intéresse | ____ interests me |
| 8 | ____ m'ennuie | ____ bores me |
| 9 | ____ m'embête | ____ annoys me |

| D | Connectives | |
|----|---------------------------|-------------------|
| 1 | Par contre | However |
| 2 | C'est à dire | That is to say |
| 3 | Donc | So |
| 4 | Ainsi que | As well as |
| 5 | (Mal)heureusement | (Un)fortunately |
| 6 | Néanmoins | Nevertheless |
| 7 | À l'autre côté | On the other hand |
| 8 | En revanche | However |
| 9 | Même si | Even if |
| 10 | Sinon | If not |
| 11 | Car/Parce que/ Puisque | Because |
| 12 | Également | Equally |
| 13 | Malgré | Despite |
| 14 | Malgré cela | Despite that |
| 15 | Sans doute | Without a doubt |
| 16 | Peut-être | Perhaps |

| J | Detail/Intensifiers | |
|---|---------------------|-----------------|
| 1 | Trop (de) | Too (many/much) |
| 2 | Beaucoup (de) | A lot (of) |
| 3 | Assez | Quite |
| 4 | Plutôt | Rather |
| 5 | Vraiment | Really |
| 6 | Extrêmement | Extremely |

Build knowledge and confidence to be a determined and competent linguist via an ambitious curriculum that builds on and develops prior knowledge

School

| K | School Subjects | |
|----|----------------------|----------------------|
| 1 | J'étudie ... | I study |
| 2 | Je n'étudie pas ... | I don't study |
| 3 | Je n'étudie plus ... | I no longer study |
| 4 | l'anglais | English |
| 5 | Les maths | Maths |
| 6 | Les sciences | Science |
| 7 | Le théâtre | Drama |
| 8 | Le dessin | Art |
| 9 | Le français | French |
| 10 | l'EPS/le sport | PE |
| 11 | Ma matière préférée | My favourite subject |

| L | Talking About Teachers | |
|---|------------------------------------|-----------------------------------|
| 1 | Mon/Ma professeur de ____ | My ____ teacher |
| 2 | stricte/sévère | Strict |
| 3 | Sympa | Nice |
| 4 | Utile | Helpful |
| 5 | Barbant | Boring |
| 6 | Divertissant | Entertaining |
| 7 | Inspirant | Inspiring |
| 8 | Créatif | Creative |
| 9 | Il/Elle nous donne trop de devoirs | He/She gives us too much homework |

| M | Talking About School in France | |
|---|--------------------------------|-----------------------------|
| 1 | Dans les écoles anglaises | In English schools |
| 2 | Dans les écoles françaises | In French schools |
| 3 | Une chose qui est différente | One thing that is different |
| 4 | Une grande différence | A big difference |
| 4 | Le redoublement | Resitting |
| 5 | Ils ne portent pas ... | They don't wear ... |
| 6 | L'uniforme scolaire | School uniform |
| 7 | Les jours sont plus longues | The days are longer |
| 8 | Il y a plus de vacances | There are more holidays |
| 9 | Ils n'étudient pas la religion | They don't study religion |

| Year: 8 topic 2 Population | | | |
|---|---|--------------------------------|---|
| 1. Population distribution and population growth | | 3. Population structure | |
| Population density | The number of people who live within 1km2. | Population structure | The number/ proportion of people in each age range, for each gender. |
| Sparsely populated | Places which contain few people per km2. | | |
| Densley populated | Places which contain many people per km2. | Economically active | Those people who work, receive a wage and pay tax. |
| Over population | Too many people for a particular country or area. | Dependent population | Those who rely on the economically active for support e.g. the young and elderly. |
| Birth rate | The number of births per 1000. | Infant mortality | The number of babies that die per 1000 before their first birthday. |
| Death rate | The number of deaths per 1000. | | |
| Natural increase | The difference between birth and death rates. | Ageing population | The proportion of elderly people increases compared to the young. |
| 2. The Demographic Transition Model | | | |
| Infant mortality | The number of babies that die per 1000 before their first birthday. | | |
| Life expectancy | The average age you are expected to live to in a country. | | |

| 4. | Migration |
|-------------------------|--|
| Push factor | Things that make people want to leave an area. |
| Pull factor | Things that attract people to live in an area. |
| International migration | The movement of people from one country to another. |
| Illegal migration | The movement of people into a country in violation of the immigration laws of that country. |
| Host country | The destination country for a migrant. |
| Source country | The home country of a migrant. |
| Remittances | The money or goods that migrants send back to families and friends in the source countries. |
| Host country | The destination country for a migrant. |
| Source country | The home country of a migrant. |
| The European Union | A political-economic union of 27 European countries (the UK was a member from 1973-2020). |

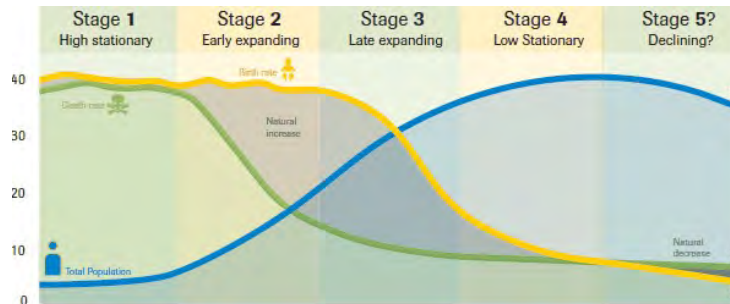


Figure 1: The Demographic Transition Model

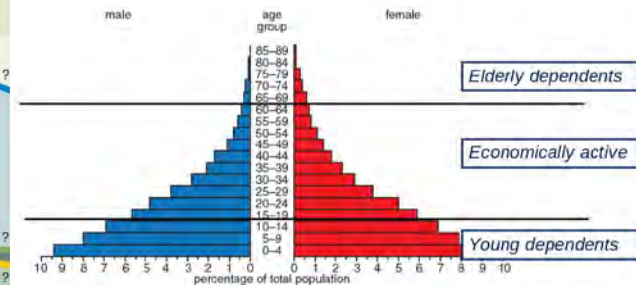


Figure 2: A population pyramid for Uganda

Year: 8 topic 3 tectonics

1.. The layers of the Earth

| | |
|-------------------|--|
| Crust | The thin outer layer of the earth |
| Mantle | Middle layer of the earth, between the crust and the core, approx. 2900km thick. |
| Core | The centre and hottest layer of the earth, broken into the inner (solid) and outer core. |
| Radioactive decay | Elements (e.g. Uranium) in the mantle and core decay and generate heat. |
| Asthenosphere | Upper layer of the mantle. It's semi molten and it can flow. |

2. Theory

| | |
|-------------------|---|
| Plate boundaries | The place where plates meet (slabs of the Earth's crust). |
| Hotspots | Where a plume of hot magma from the mantle moves towards the surface, sometimes causing a volcanic eruption. Hotspots are found away from plate boundaries, in the middle of tectonic plates. |
| Oceanic crust | The part of the Earth's crust under the oceans, usually 6-8km thick |
| Continental crust | The part of the Earth's crust which contains land and is 30-50km thick. |
| Earthquakes | Caused by the tension that builds up at all three types of boundary. The plates eventually jerk past each other, sending out shock waves. |

3. Plate Boundaries

| | |
|---------------------|--|
| Divergent | Where tectonic plates move apart and new land is created. |
| Convergent | Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions. |
| Conservative | Where tectonic plates move alongside, or past each other. |
| Collision | Where continental plates move towards each other, forming mountains. |
| Convection currents | Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates, they create a drag on the base of the solid plates. |

4. Types of Volcanoes

| | |
|-------------------|--|
| Shield volcano | A gently sloping volcano formed by runny lava, usually at a constructive boundary. |
| Composite volcano | A steep volcano formed by alternating layers of lava and ash, on destructive boundaries. |
| Pyroclastic flow | Torrent of hot ash, rock, gas and steam from a volcano. |

5. 3Ps for Volcanoes

| | |
|----------------------|--|
| Predict / Monitoring | 1. The shape may change. 2. Increase in gases given off e.g. sulphur dioxide. |
| Protect | Lava diversion channels. |
| Planning | 1. Evacuation. 2. Emergency services trained. |

8. Effects of tectonic hazards

| | |
|-------------------|---|
| Primary effects | Direct impacts of an event e.g. people killed, injured, or buildings collapse. |
| Secondary effects | The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water. |

6. Earthquakes

| | |
|---------------|--|
| Epicentre | The point on the Earth's surface directly above the focus of an earthquake. |
| Focus | The source of an earthquake beneath the Earth's surface. The shallower the focus, the more powerful an earthquake tends to be. |
| Seismic waves | Fast waves of energy generated from the focus of an earthquake. |
| Richter scale | A scale used to measure the strength of an earthquake. |

7. Living in the tectonic danger zone

| | |
|-------------|---|
| Volcanoes | 1. Jobs in tourism. 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and gold from previous eruptions can be mined. |
| Earthquakes | 1. Friends and family live in the area. 2. It has not happened in such a long time, so people take the risk. 3. Employment in the area. |

5. 3Ps for Earthquakes

3Ps for Earthquakes

| | |
|----------------------|--|
| Predict / Monitoring | 1. Irregular tremors measured. 2. Radon gas levels increase as rocks crack. |
| Protect | Earthquake proof buildings. |
| Planning | 1. Earthquake drills. 2. Emergency services on-call. |

9. Case studies

| | |
|--|--|
| Developing Haiti Port Au Prince | 1. 318,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000. |
| Developed Japan 2011 | 1. 16,000 dead 2. 230,000 homeless 3. Fukushima Nuclear Power Station damaged. |

Unit 3 The English Civil War

A. Gunpowder Plot:



Key people:

- James I:** When Queen Elizabeth I died in 1603, this Protestant King of Scotland also became the King of England.
- Robert Catesby:** Led the group of Catholic conspirators to blow up parliament.
- Guy Fawkes:** One of the Catholic conspirators, he was caught red-handed lighting gunpowder barrels under Parliament.

Keywords:

- Conspiracy:** A secret plan to do something unlawful or harmful.
- Parliament:** The collection of people, representing all parts of England, who approve or reject laws.

B. Long-term causes:

Key people:

- Charles I:** King of England from 1625, suspected to be secretly Catholic (pictured).
- Henrietta Maria:** Charles I's French Catholic wife.
- Archbishop Laud:** Appointed by Charles I, tried to end Puritan religious practices.



Keywords:

- Absolutist:** A ruler who has supreme authority and power.
- Puritans:** Radical Protestants who believed God wanted a 'pure' religion, and for kings and parliament to share power.
- Ship money:** A tax imposed on coastal towns to pay for their defence from naval attack during a war.

C. Short-term causes:



Key people:

- John Pym:** The Puritan leader of a group of five MPs, who were particularly critical of Charles I.

Keywords:

- Bishops' War:** An uprising against Charles I's religious reforms which began in Scotland – where Charles was also the king.
- Grand Remonstrance:** A summary of the criticisms that England's parliament had of the king.
- Eleven-Years Tyranny:** The period between 1629 -1640 when Charles I ruled without calling Parliament once.
- Long Parliament:** A parliament, which met, on and off, from 1640-1660.

D. What happened after the war?

Key people:

- Oliver Cromwell:** An MP and former leader of New Model Army. He became Lord Protector in 1653 (pictured).



Keywords:

- Regicide:** The deliberate killing of a monarch.
- Newcastle Propositions:** A series of Parliament's demands in 1646. They were rejected by Charles.
- Rump Parliament:** The remaining members of Parliament after it was purged of MPs who might support the king.
- Commonwealth:** The period when England had no king, so stopped being a monarchy. At first it was ruled by Parliament.

E. Why was the monarchy restored?

Key people:

- Charles II:** Charles I's son was appointed king in 1660. This ended the Commonwealth and restored England's Monarchy.
- General Monck:** A leading member of the Commonwealth government who helped arrange the restoration of the monarchy.
- James II:** Charles II's son, who became king in 1685 but was mistrusted by MPs

Keywords:

- Restoration:** The return of the monarchy to England. This happened with Charles II's coronation in May 1660.
- Declaration of Breda:** A set of promises to share power made by Charles II prior to his restoration to the monarchy.
- Godly Providence:** The idea that an event happens because God makes it happen.
- Glorious Revolution:** James II was overthrown and forced to leave England forever. Promises were made - that still hold today – to guarantee Parliament's power.

| | | | | | | | | | | | |
|--------------------------------------|------------------------------------|---|---|--|--|---|---|--|--|---|---|
| 1603 James I becomes king. | 1605 The Gunpowder Plot. | 1625 Charles I becomes King of England. | 1629 The start of the 'eleven-years tyranny'. | 1637 Archbishop Laud introduces his prayer book to Scotland. | 1640 Charles I recalls Parliament to pay for the Bishops' War. | 1642 The English Civil War breaks out. Lasted until 1651. | 1648 Parliament wins the Second Civil War; Trial and execution of Charles I; England declared a Commonwealth. | 1653 Oliver Cromwell becomes 'Lord Protector'. | 1658 Death of Oliver Cromwell. | 1660 Charles II is crowned King, beginning the Restoration. | 1688 The Glorious Revolution. Mary and her Dutch husband overthrow of Catholic James II |
|--------------------------------------|------------------------------------|---|---|--|--|---|---|--|--|---|---|

Key Words – Individuals – African Kingdoms

| | | |
|----|-------------------------|---|
| 1 | Colonisation | The action or process of settling among and taking control of the indigenous people of an area (empire building). |
| 2 | Imperialism | A policy of spreading a country's power through colonisation, use of military force, or other means. |
| 3 | Partition | The division of something into smaller part. |
| 4 | Indigenous | Living or belonging to a place or country rather than arriving from another place. |
| 5 | Chronology | The study of time, putting things into the order in which they happened. |
| 6 | Sub-Saharan | The area of Africa south of the Sahara Desert. |
| 7 | Secular | Not having to deal with religion. |
| 8 | Material Remains | Physical artefacts left from previous times. |
| 9 | Mansa Musa | The Emperor of the Mali Empire (1312-1337 CE). Thought to be the richest person to have ever lived. |
| 10 | Silk Road | An ancient network of trade routes which connected Europe, Asia and even Africa. |
| 11 | Ibn Battuta | A Moroccan explorer who travelled for 30 years. He travelled from West Africa to Eastern Europe and all the way to China. |
| 12 | Pilgrimage | A journey to a holy place is called a pilgrimage. Common in many religions. |
| 13 | Mecca | The holiest city in Islam and the birth place of the Prophet Mohammed (PBUH). Muslims make a pilgrimage to Mecca called the Hajj. |
| 14 | Timbuktu | Ancient trading centre for several African empires. Was a cultural and religious centre for hundreds of years as well. |
| 15 | Architecture | It is the design of buildings, often a part of the culture of a country or people. |
| 16 | Bantu | Bantu is a general term for over 400 different ethnic groups in Africa that have a common language family. |
| 17 | Hereditary | Having to do with money, property, or title/power that is inherited by law. |
| 18 | Stratified | Arranged or formed in layers. : divided into social classes. |
| 19 | Centralised | To draw toward or consolidate power at a common centre. |

Year: 8 - Knowledge Organiser Topic: African Kingdoms

Key Assessment African Kingdoms

AFRICAN EMPIRES

Ancient Egypt -
3150 - 30 BCE



Kushite
Kingdom -
1070 BCE -
350 CE



Carthage -
814-146 BCE



Kingdom of Ghana
300 - 1240 CE



Great Zimbabwe -
1220 - 1450 CE



Songhai Empire
1463 - 1591 CE



Land of Punt -
2500- 980
BCE



Aksum -
80 BCE - 940
CE



Roman Empire
146 BCE - Mid
600s CE



Arab Empire -
Mid 600s -
1258 CE



Kingdom of
Benin -
1180 - 1897 CE



Kingdom of Mali -
1235 - 1600 CE

Areas of our study

1. Colonisation of Africa
2. Ancient Africa - Egypt
3. Ancient Africa - Rome
4. Mali Case Study Pt 1
5. Mali Case Study Pt 2
6. Mali Case Study Pt 3
7. Zimbabwe Case Study 1
8. Zimbabwe Case Study 2
9. Zimbabwe Case Study 3
10. Assessment Prep.

Key dates – African Kingdoms

| | |
|--------------|--|
| c. 2686 BCE | Upper and Lower Egypt are united. |
| c. 1250 BCE | Ramses II – Egypt reaches its greatest extent in territory controlled. |
| 814 BCE | Carthage founded. |
| 146 -30 BCE | Rome conquers the Carthaginian Empire (146) and Egypt (30). |
| 632 -750 CE | Arab expansion from Arabia through North Africa all the way to Spain. |
| 1200-1500 CE | The height of the power for the Kingdom of Great Zimbabwe. |
| CE 1324 | Mansa Musa's famous Hajj pilgrimage to Mecca, nearly destroys the economy of many countries with his wealth. |
| c. 1500 CE | The Transatlantic slave trade begins. |



Can I write in paragraphs?

The **TIPTOP** rule

You move onto a new paragraph when you change **time**, **place**, **topic** or **person**.

1. I always start an essay with an introduction which addresses the question.
2. I finish an essay with a conclusion to summarise the main points of my argument and to address the question again.
3. I use connectives in each paragraph to link my ideas and to put them in a logical order.

Furthermore
Whereas
Nevertheless
Alternatively
Consequently

But
Since
Yet
Therefore
Besides

Meanwhile
Nonetheless
However
Although
Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ◆ No slang that lesson was ~~begin~~
- ◆ No informal language I'm ~~gonna~~ do my homework now

◆ Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock
Aren't
Can't
Couldn't
Didn't
Doesn't
Don't
Hadn't
Hasn't
Haven't
He'd
He'll
He's
How'd
How's

I'd
I'll
I'm
Isn't
It'd
It'll
It's
Mightn't
Mustn't
She'd
She'll
She's
Shouldn't
They'd
They'll

We'd
We'll
We're
Weren't
What's
When's
Where'd
Where's
Who'd
Who'll
Who's
Why'd
Why'll
Why's

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: **for, and, nor, but, or, yet, so**.

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as **because, since, after, although, or when**.

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

affect/effect
bare/bear
brake/break
buy/by
grate/great
hair/hare
hole/whole
hour/our
knight/night
know/no
meat/meet

one/won
passed/past
peace/piece
practice (n)/practise (v)
read/red
sea/see
sight/site
to/too/two
wait/weight
weak/week
wear/where
witch/which

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: . !
- ❑ Proper nouns need capital letters. These are **unique people, places or things** e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks e.g. "Good morning" said the Headteacher. "It's the afternoon!" replied the student.
 - ✓ Each person's speech is marked with speech marks e.g. "Walk on the left" said Mr Mathews.

Can I spell accurately?

1. Sound out the word
2. Think about how it looks
3. Think about a similar word
4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
5. Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
7. Ask a friend or teacher
8. To learn it: look, cover, write , check
9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe I always aim to use apostrophes correctly.

There are two main reasons why we use **apostrophes**: for possession and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

| | | |
|------------------|-----|---|
| Full stop | . | indicates that a sentence has finished |
| Comma | , | indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list |
| Question mark | ? | goes at the end of a question |
| Exclamation mark | ! | goes at the end of a dramatic sentence to show surprise or shock |
| Apostrophe | ' | shows that letter(s) have been left out or indicates possession |
| Speech marks | " " | indicate direct speech, the exact words spoken or being quoted |
| Colon | : | introduces a list, a statement or a quote in a sentence |
| Semicolon | ; | separates two sentences that are related and of equal importance |
| Dash / hyphen | - | separates extra information from the main clause by holding words apart |
| Brackets | () | can be used like dashes, they separate off extra information from the main clause |
| Ellipsis | ... | to show a passage of time, to hook the reader in and create suspense |

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

Its


Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*


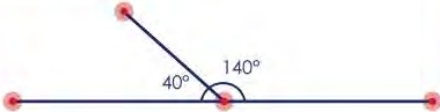
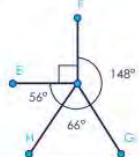
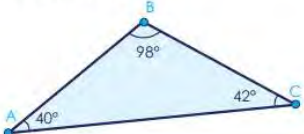

Your/ you're

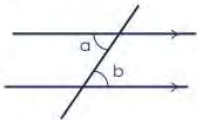
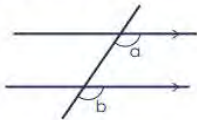
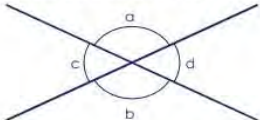

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for **you are** as in *you're coming over to my house*

Y8 Mathematics – An ambitious curriculum, rich in skills and knowledge, which prepares you to be future leaders through your learning of problem-solving.

| KPI 8.09 Units of Measurement | | | | |
|-------------------------------|---|------------------------------------|---|--|
| 1) Analogue |  <div> <div>2 o'clock</div> <div>Quarter past 2</div> <div>Half past 2</div> <div>Quarter to 3</div> </div> | | | |
| 2) Digital | Times will appear differently on digital clocks depending on whether they are in 12-hour clock or 24-hour clock mode. | 2:00 am → 02:00 2:00 pm → 14:00 | 2:15 am → 02:15 2:15 pm → 14:15 | 2:30 am → 02:30 2:30 pm → 14:30 2:45 am → 02:45 2:45 pm → 14:45 |
| 3) Hours | 1 hour = 60 minutes | 4) Minutes | 1 minute = 60 seconds | |
| 5) Units of length | 1 cm = 10mm; 1 m = 100 cm; 1 km = 1000 m | 6) Units of capacity | 1 L = 1000 ml; 1 L = 1000 cm ³ | |
| 7) Units of mass | 1 kg = 1000 g; 1 tonne = 1000 kg | 8) Units of area | 1 cm ² = 100 mm ² ; 1 m ² = 10,000 cm ² | |

| KPI 8.10 Angles in Parallel Lines | | | | |
|-----------------------------------|--|---|--|--|
| 1) Parallel lines | Always equidistant. Parallel lines have the same gradient. They never meet however far they are extended. |  | | |
| 2) Angles on a straight line | Angles on a straight-line sum to 180°  | 3) Angles around a point | Angles in a quadrilateral sum to 360°  | |
| 4) Angles in a triangle | Angles in a triangle sum to 180°  | 5) Angles in a quadrilateral | Angles in a quadrilateral sum to 360°  | |

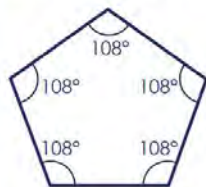
| | | | |
|-------------------------------|---|-------------------------|--|
| 6) Alternate angles | <p>Alternate angles are equal, so $a = b$</p>  | 7) Corresponding angles | <p>Corresponding angles are equal, so $a = b$</p>  |
| 8) Vertically opposite angles | <p>Vertically opposite angles are equal, so $a = b$ and $c = d$</p>  | 9) Co-interior angles | <p>Co-interior angles sum to 180°, so $a + b = 180^\circ$</p>  |

KPI 8.11 Angles in Polygons

1) Polygon

A polygon is a two-dimensional shape with 3 or more straight sides. A polygon is either regular or irregular:

Regular – side lengths are equal, and all angles are equal.
 Irregular – side lengths are unequal, and angles are unequal.



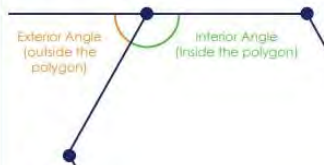
Regular Pentagon



Irregular Pentagon

2) Interior angle

The measure of turn between one side length, a vertex, and the next side length.



3) Exterior angle

The measure of turn between a side length, and the next side length extended.

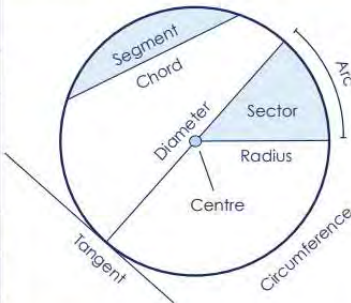
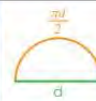


Exterior Angle = $360^\circ \div$ Number of sides

Sum of Ext. Angles for any polygon = 360°

Interior angle + Exterior angle = 180°

E.g. exterior angles = $360 \div$ number of sides.


KPI 8.12 Circumference

| | | | |
|---------------------------|---|---|---|
| 1) Diameter | A straight line going straight through the centre of the circle and touching the circumference at each end. |  | |
| 2) Radius Plural-radii | A straight line joining the centre to the circumference. | | |
| 3) Chord | A straight line joining any two parts of the circumference. | | |
| 4) Tangent | A straight line that touches the circumference at a single point. | | |
| 5) Arc | A section of the circumference. | | |
| 6) Sector | The area bound by two radii and an arc. | | |
| 7) Segment | The area bound by the circumference and a chord. | | |
| 8) Circumference | <p>The perimeter of the circle. $C = \pi \times \text{diameter}$ $C = \pi d$</p> <p>$d = 5\text{cm}$ $C = \pi$ $C = \pi \times 5$ $C = 5\pi\text{cm}$ $C = 15.70796327\text{cm}$ $C = 15.7\text{cm}$ (3sf)</p> | 9) π (Pi) | <p>The ratio of a circle's circumference to its diameter.</p> <p>It has an estimated value of $\frac{22}{7}$ or 3.14 rounded to 3 significant figures.</p> |
| 10) Revolution | A revolution is a full turn of a circle. The distance covered by one revolution is equal to the circumference of the circle. | 13) Semi-circle |  <p>Perimeter $\frac{\pi d}{2} + d$</p> |
| 12) Quarter-circle |  <p>Perimeter $\frac{\pi d}{4} + 2r$</p> | 14) Three-quarter circle |  <p>Perimeter $\frac{3}{4}\pi d + 2r$</p> |

KPI 8.13 Fractions, Decimals and Percentages

| 1) Common conversions | <table><tr><th>Fraction</th><th>Decimal</th><th>Percentage</th></tr><tr><td>$\frac{1}{10}$</td><td>0.1</td><td>10%</td></tr><tr><td>$\frac{1}{8}$</td><td>0.125</td><td>12.5%</td></tr><tr><td>$\frac{1}{5}$</td><td>0.2</td><td>20%</td></tr><tr><td>$\frac{1}{4}$</td><td>0.25</td><td>25%</td></tr><tr><td>$\frac{1}{3}$</td><td>0.33333...</td><td>33.3% (1dp)</td></tr><tr><td>$\frac{1}{2}$</td><td>0.5</td><td>50%</td></tr><tr><td>$\frac{3}{4}$</td><td>0.75</td><td>75%</td></tr><tr><td>$\frac{1}{1}$</td><td>1</td><td>100%</td></tr></table> | Fraction | Decimal | Percentage | $\frac{1}{10}$ | 0.1 | 10% | $\frac{1}{8}$ | 0.125 | 12.5% | $\frac{1}{5}$ | 0.2 | 20% | $\frac{1}{4}$ | 0.25 | 25% | $\frac{1}{3}$ | 0.33333... | 33.3% (1dp) | $\frac{1}{2}$ | 0.5 | 50% | $\frac{3}{4}$ | 0.75 | 75% | $\frac{1}{1}$ | 1 | 100% | 2) Fraction to decimal | Divide the numerator by the denominator. $\frac{1}{5} \rightarrow 1 \div 5 \rightarrow \begin{array}{r} 0.2 \\ 5 \overline{) 1.0} \end{array}$ |
|-----------------------|---|---|-------------|------------|----------------|-----|-----|---------------|-------|-------|---------------|-----|-----|---------------|------|-----|---------------|------------|-------------|---------------|-----|-----|---------------|------|-----|---------------|---|------|------------------------|---|
| | Fraction | Decimal | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{1}{10}$ | 0.1 | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{1}{8}$ | 0.125 | 12.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{1}{5}$ | 0.2 | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{1}{4}$ | 0.25 | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{1}{3}$ | 0.33333... | 33.3% (1dp) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{1}{2}$ | 0.5 | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\frac{3}{4}$ | 0.75 | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $\frac{1}{1}$ | 1 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3) Decimal to percentage | Multiply by 100 and add the percentage symbol. $0.09 \rightarrow 0.09 \times 100 = 9\%$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4) Percentage to fraction | Write the percentage as the numerator and make 100 the denominator. Simplify if possible. $30\% \rightarrow \frac{30}{100} = \frac{3}{10}$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4) Percentage change | Percentage Increase or Decrease = $\frac{\text{Change}}{\text{Original}} \times 100$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

KPI 8.15 Ratio

| | | | |
|-----------------------|---|-------------------------------|--|
| 1) Ratio | A part-to-part comparison. The ratio of a to b is written a:b | 2) Ratio as a fraction | <p>Fraction of shapes which are squares: $\frac{1}{4}$</p>  <p>Fraction of shapes which are circles: $\frac{3}{4}$</p> |
| 3) Equivalent ratios | Found by multiplying or dividing all parts of the ratio by the same number. | | |
| 4) Simplifying ratios | Ratios can be simplified by dividing each part of the ratio by the same number. | | <p>Add the parts together. Divide the total by this. Multiply this by each part of the ratio.</p> <p>Share £18 in the ratio of 5:4</p> |
| 6) Unitary Ratio | Write the ratio 5:3 in the form 1:n | 5) Sharing into a given ratio | <p>Add the part $\rightarrow 4 + 5 = 9$ parts $\pounds 18 \div 9 = \pounds 2 \rightarrow 1 \text{ part} = \pounds 2$ 5 parts: $5 \times \pounds 2 = \pounds 10$ 4 parts: $4 \times \pounds 2 = \pounds 8$ $\pounds 10: \pounds 8$</p> |

| Word | Definition |
|----------------------|---|
| 1.Pulse | The heartbeat of the music. |
| 2.Rhythm | A pattern of long or short notes |
| 3.Cyclic Rhythm | A rhythm that is repeated many times. |
| 4.Polyrhythm | 2 or more independent rhythms played at once |
| 5.Accent | Adding stress to a sound to make it stand out (play it louder) |
| 6.Tone | Using the fingers near the edge of the djembe to create a higher pitched tone. |
| 7.Bass | Striking the middle of the djembe, with the palm, to create a lower pitched tone. |
| 8.Slap | Striking the djembe with the upper palm and open fingers to create a slap sound. |
| 9.Dynamics | The volume of the notes being performed |
| 10.Texture | How thick or thin the music is. |
| 11.Syncopation | Accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an OFFBEAT feel. |
| 12.Call and Response | One person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one |

Year 8 -African Drumming



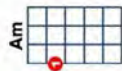
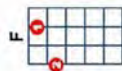
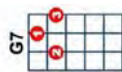
Djembe (a drum played with the hand (no sticks)



Dun-Dun
A lower pitched drum played with a stick



Shekera
A version of a shaker.

Ukulele - Year 8

| Word | Definition |
|-----------------|--|
| 1.Tuning peg | The pegs used to make the strings higher or lower in pitch |
| 2.Fret | The space where a musician places their finger on the neck to change the pitch. |
| 3.Chord | 3 or more different notes played at the same time. |
| 4.G C E A | The name of the 4 strings on the ukulele |
| 5.Rhythm | A pattern of long or short notes. |
| 6.Strum | Using a plectrum or the fingernails to brush up and down the strings to make the sound. |
| 7.Fingerpicking | Using the fingers to pluck the strings |
| 8.Plectrum | A small triangle shape made of plastic, wood metal used to strum or pluck the strings. |
| 9.Tablature | Music notation designed for ukulele, guitar and Bass guitar. |
| 10.Chord box | A diagram of a chord showing a musician where to place their fingers on the frets to make a chord. |
| 11.Dynamics | The volume of the notes being performed |
| 12.Texture | How thick or thin the music is. |
| 13.Pitch | High or low |
| 14.Major chord | A pleasant and happy sounding chord. |
| 15.Minor Chord | A darker and sombre sounding chord. |

Art:

- ☐ To further develop my idea, I could...
- ☐ In my opinion...
- ☐ I have taken inspiration from...

Maths:

- ☐ ... is incorrect because...
- ☐ Another way to work this out is...
- ☐ The mistake is that...

Science:

- ☐ I can conclude from the data that ... as ... increases/decreases, ... increases/decreases.
- ☐ The pattern the data shows is...
- ☐ One key fact from the topic was...

History:

- ☐ This links to my next point because...
- ☐ The source is a...
- ☐ The source was made in...

Generic:

You can use these in any lesson:

- ☐ I think...
- ☐ In my opinion...
- ☐ I agree/disagree with ... because...
- ☐ The answer is ... because...
- ☐ Another way of looking at this is...
- ☐ My first/second/third example is ...

Technology:

- ☐ The design could do with...
- ☐ Aspects I found difficult were...
- ☐ If I were to do this again I would...

PE:

- ☐ This is a strength because...
- ☐ This is a weakness because...
- ☐ I conclude...

Music:

- ☐ As I listened to the music, I felt...
- ☐ This sounds like...
- ☐ I would suggest they... to improve their performance

IT:

- ☐ I agree/disagree with... because...
- ☐ The answer is ... because...
- ☐ I could have improved my work by...

Geography:

- ☐ An example of this is...
- ☐ This means that... One positive/negative reason is...
- ☐ Overall, I believe that... The evidence in the figure/source is...

EAL:

- ☐ I like... because...
- ☐ I don't like... because...
- ☐ I think...

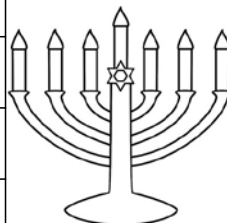
English:

- ☐ The writer first establishes the idea that ... when he/she chooses to focus on ...
- ☐ It is clear that...
- ☐ This is established/reinforced/developed through the writer's use of...

Religious Education

| Beliefs | | |
|---------|------------|--|
| 1 | Judaism | An ethnic religion made up of the collective religious, cultural, and legal tradition and civilization of the Jewish people. |
| 2 | Monotheism | The belief in one God. |
| 3 | Torah | The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures. |
| 4 | Tanakh | The Jewish Scriptures comprising the books of law, the prophets, and collected writings. |

| Persecution | | |
|-------------|------------------------|---|
| 1 | Anti-Semitism | Hostility to or prejudice against Jewish people. |
| 2 | Jewish Deicide | The anti-Semitic belief that the Jewish people were collectively responsible for the death of Jesus. |
| 3 | Persecution | Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression. |
| 4 | Genocide | The deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. |
| 5 | Holocaust (Shoah) | The genocide of European Jews during WWII, committed by the Nazis, killing six million Jewish people. |
| 6 | Holocaust Memorial Day | Holocaust Memorial Day is a national commemoration day in the United Kingdom dedicated to the remembrance of the Jews and others who suffered in the Holocaust, under Nazi persecution. |

**Term 2 - Judaism**

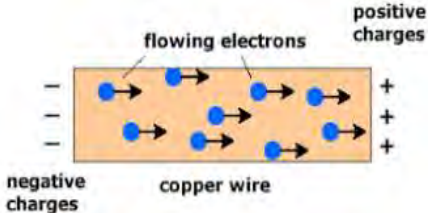
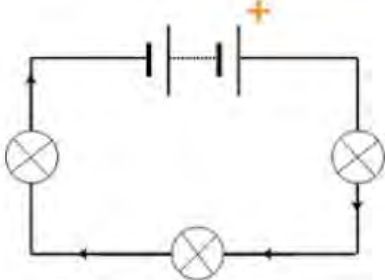
| Practises | | |
|-----------|-------------------------------|--|
| 1 | Talmud | The body of Jewish civil and ceremonial law and legend. |
| 2 | Orthodox Judaism | A major branch within Judaism which teaches strict following of Jewish law and its traditional observances. |
| 3 | Reform Judaism | A branch of Judaism which has reformed or abandoned aspects of Orthodox Jewish worship and ritual in an attempt to adapt to modern life. |
| 4 | Synagogue | A Jewish place of worship |
| 5 | The Western Wall | The holiest site where Jews are allowed to pray, behind it lies the foundation stone. |
| 6 | The Foundation Stone | In traditional Jewish sources, it is considered the place from which the creation of the world began. |
| 7 | Shabbat | The Jewish day of rest. |
| 8 | Pesach (Passover) | Jewish celebration which remembers the Hebrews' freedom from slavery in Egypt. |
| 9 | Seder | A Jewish ritual service and ceremonial dinner for the first night or first two nights of Passover. |
| 10 | Yom Kippur (Day of Atonement) | The holiest day of the year where Jews spend most of the day in the Synagogue. |

Knowledge Organisers – Year 8 Resistant Materials

| Areas of Assessment | |
|----------------------------|--|
| 1. Explore | Understanding, contexts, users and purpose |
| 2. Design | Generating, developing, modelling, and communicating ideas |
| 3. Realise | Planning and sequencing, modelling, prototyping |
| 4. Evaluate | Own ideas and products, other products, prolific designers |
| 5. Technical Knowledge | Making products work |
| 6. Communication | Presenting and sharing ideas |

| Project | |
|--------------------|--|
| Word | Meaning |
| 1. Health & Safety | Ensuring that risk is reduced when completing activities |
| 2. PPE | Personal Protective Equipment |
| 3. Marking Out | Transferring a design or pattern on to a work piece |
| 4. Tri Square | A woodworking tool used for marking out or checking 90° angles. |
| 5. Accurate | Quality of measurement and making. Being precise. |
| 6. Softwood | Timber that has been cut from a coniferous or evergreen tree. These have leaves shaped like needles |
| 7. Vice | Tool used for holding wood in place whilst cutting or planning. |
| 8. Tenon Saw | Short, stiff blade, which is designed for accurate, straight cuts in wood |
| 9. Waste | Scrap pieces left over after cutting |
| 10. Pillar Drill | A freestanding machine used to make holes in different materials |
| 11. Acrylic | A thermoplastic which is made from a chemical reaction |
| 12. Plywood | A type of manufactured board with glued together layers |
| 13. M.D.F | Medium Density Fibreboard. A type of manufactured board made from small fibres of wood combined with resin and compressed. |
| 14. Belt Sander | A Sander used in the shaping and finishing of wood. |
| 15. Line Bending | This is a process used to bend thermoplastics in a straight line |

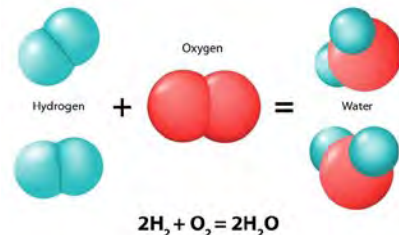
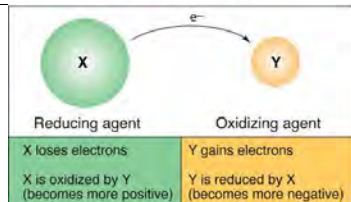
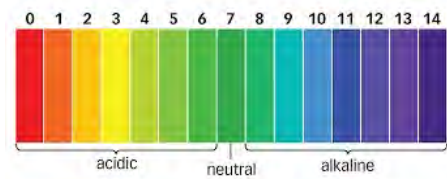
Science Year 8 Knowledge Organiser


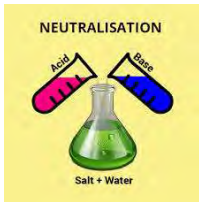

| Electricity | | |
|---------------------|---|--|
| Key word | Definition | |
| 1 Energy | In physics, energy is the quantitative property that must be transferred to an object in order to perform work on, or to heat an object. |  |
| 2 Electrical charge | The physical property of matter that causes it to experience a force when placed in an electromagnetic field. | |
| 3 Current | The rate of flow of an electrical charge. | |
| 4 Series circuit | A circuit in which resistors are arranged in a chain so the current has only one path to take. The current is the same through each resistor. |  |
| 5 Parallel Circuit | This circuit has two or more paths for the current to flow through. Voltage is the same across each component of the parallel circuit. | |
| 6 Voltage | Potential difference expressed in volts. | |

| Photosynthesis | | |
|----------------|-----------------|--|
| | Key word | Definition |
| 1 | Photosynthesis | A chemical reaction that takes place in the chloroplasts of green plant cells, where light energy is used to convert carbon dioxide and water into glucose and oxygen. |
| 2 | Starch | A natural polymer. Much of the glucose made is turned into starch. |
| 3 | Light intensity | The rate of photosynthesis is affected by light intensity. |
| 4 | Leaf | A broad and flat structure used to capture lots of sunlight. |
| 5 | Xylem | Moves water from the roots to the leaves. |
| 6 | Phloem | Carries glucose from the leaves all around the plant. |

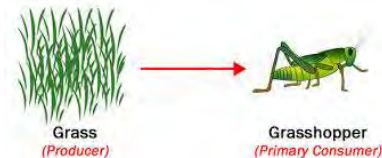
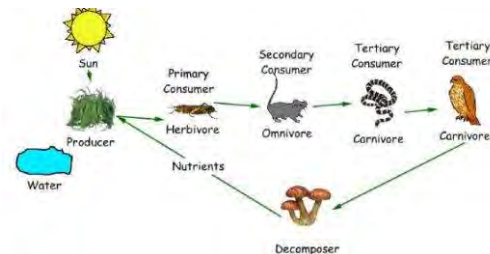
The diagram illustrates the process of photosynthesis and the transport of substances in a plant. At the top, a green plant is shown with arrows indicating the inputs: Sunlight, Carbon dioxide, and Water. These inputs enter the plant, and a large green arrow labeled 'Photosynthesis' points to the outputs: Glucose (sugar) and Oxygen. Below this, a cross-section of a plant stem is shown, highlighting the xylem and phloem vessels. The xylem vessel is labeled 'xylem vessel' and 'one-way only', showing 'water and minerals' being transported. It is noted that it has 'thick walls stiffened with lignin' and 'no end walls between cells'. The phloem vessel is labeled 'phloem vessel' and 'two-way flow', showing 'water and food' being transported. It is noted that 'cells have end walls with perforations'.


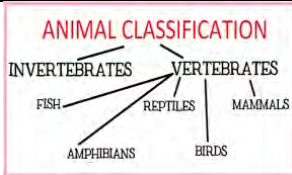

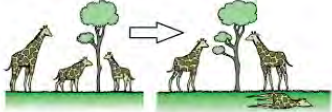
| Chemical Reactions | | |
|--------------------|-------------------|--|
| | Key word | Definition |
| 1 | Chemical reaction | A process in which one or more substances, the reactants, are converted to one or more different substances, the products. |




| | | | | | |
|--|---|--|--|--|---|
| 2 | Conservation of mass | According to the law of conservation of matter, matter is neither created nor destroyed, so we must have the same number and type of atoms after the chemical change as were present before the chemical change. |  | | |
| 3 | Oxidation | Oxidation is the loss of electrons during a reaction by a molecule, atom, or ion. |  <p style="text-align: center;">Reducing agent Oxidizing agent</p> <table style="width: 100%; border-collapse: collapse;"><tr><td style="background-color: #c8e6c9; padding: 5px;">X loses electrons X is oxidized by Y (becomes more positive)</td><td style="background-color: #ffe0b2; padding: 5px;">Y gains electrons Y is reduced by X (becomes more negative)</td></tr></table> | X loses electrons X is oxidized by Y (becomes more positive) | Y gains electrons Y is reduced by X (becomes more negative) |
| X loses electrons X is oxidized by Y (becomes more positive) | Y gains electrons Y is reduced by X (becomes more negative) | | | | |
| 4 | Reduction | Reduction is the loss of an oxygen atom from a molecule or the gaining of one or more electrons. | | | |
| 5 | Acids | An acid is a molecule or ion capable of donating a proton (hydrogen ion H ⁺). | | | |
| 6 | Alkalis | Alkalis contain lots of hydroxide ions, symbol OH ⁻ . |  <p style="text-align: center;">acidic neutral alkaline</p> | | |
| 7 | Neutral | Water is neutral because the number of hydrogen ions is equal to the number of hydroxide ions. | | | |
| 8 | Hazard | A hazard is something that can cause harm. | | | |
| 9 | Universal indicator | A universal indicator is a pH indicator made of a solution of several compounds that exhibits several smooth colour changes over a wide range of pH values to indicate the acidity or alkalinity of solutions. | | | |

| | | | |
|----|----------------|---|--|
| 10 | pH Scale | The pH scale measures how acidic or alkali a substance is. The pH scale ranges from 0 to 14. A pH of 7 is neutral. A pH less than 7 is acidic. A pH greater than 7 is alkaline. |  |
| 11 | Reactants | A substance that takes part in and undergoes change during a reaction. | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Reactants $\text{NH}_3(\text{aq}) + \text{HCl}(\text{aq})$ Ammonia Hydrochloric acid </div> <div style="font-size: 2em;">→</div> <div style="text-align: center;"> Product $\text{NH}_4\text{Cl}(\text{aq})$ Ammonium chloride </div> </div> |
| 12 | Products | Products are the species formed from chemical reactions. | |
| 13 | Neutralisation | A neutralization reaction is when an acid and a base react to form water and a salt. |  |
| 14 | Indicator | Any substance that gives a visible sign, usually by a colour change, of the presence or absence of a threshold concentration of a chemical species, such as an acid or an alkali in a solution. | |
| 15 | Antacids | Antacids are over the counter (OTC) medications that help neutralize stomach acid. |  |

| Ecology | | |
|---------|-------------|---|
| | Key word | Definition |
| 1 | Food webs | Food webs show how plants and animals are connected in many ways. The arrow points from the organism being eaten to the organism that eats it. |
| 2 | Food chains | A food chain only follows just one path as animals find food. e.g. A hawk eats a snake, which has eaten a frog, which has eaten a grasshopper, which has eaten grass. |
| 3 | Producers | Organisms that make their own organic nutrients (food) - usually using energy from sunlight. Green plants make their food by photosynthesis. |
| 4 | Consumers | The other organisms in a food chain are consumers, because they all get their energy by consuming other organisms. |
| 5 | Ecosystem | A biological community of interacting organisms and their physical environment. |



| | | | |
|---|-------------------|--|--|
| 6 | Sampling | A process used to estimate population size. In this procedure, the organisms in a few small areas are counted and projected to the entire area. |  |
| 7 | Classification | The classification of species allows the subdivision of living organisms into smaller and more specialised groups. |  |
| 8 | Adaptation | A characteristic of an organism that improves its chances of surviving and/or reproducing. An organism's adaptations are a result of the genes the organism inherits from its parents. |  |
| 9 | Natural selection | A process by which a species changes over time in response to changes in the environment, or competition between organisms, for the species to survive. |  Natural Selection in action |

| | | | | |
|----|--------------|---|---|--|
| 10 | Evolution | This is change in the heritable characteristics of biological populations over successive generations. |  | |
| 11 | Extinction | This is the cessation of existence of a species reducing biodiversity. |  | |
| 12 | Biodiversity | Biodiversity is the variability among living organisms from all sources, including terrestrial, marine, and other aquatic ecosystems and the ecological complexes of which they are part; this includes diversity within species, between species, and of ecosystems. |  | |

Knowledge Organisers – Textiles Year 8

| Areas of Assessment | |
|------------------------|--|
| 1. Explore | Understanding, contexts, users and purpose |
| 2. Design | Generating, developing, modelling, and communicating ideas |
| 3. Realise | Planning and sequencing, modelling, prototyping |
| 4. Evaluate | Own ideas and products, other products, prolific designers |
| 5. Technical Knowledge | Making products work |
| 6. Communication | Presenting and sharing ideas |

| Soft Sculpture Project | |
|------------------------|--|
| Word | Meaning |
| 1. Thread | A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving. |
| 2. Needles | A very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing. |
| 3. Scissors | A cutting instrument having two blades whose cutting edges slide past each other. |
| 4. Pins | Pins are used for temporary joining. |
| 5. Fabric | Cloth or other material produced by weaving or knitting fibres. |
| 6. Stitches | A stitch is a single turn or loop of thread, or yarn. Stitches are the fundamental elements of sewing, knitting, embroidery, crochet, and needle lacemaking, whether by hand or machine. |
| 7. Design Process | The Design Process is an approach for breaking down a large project into manageable chunks. |
| 8. Foot Pedal | When you use a sewing machine, you push the pedal with your foot to make the needle move up and down. |
| 9. Sewing machine | A machine with a mechanically driven needle for sewing or stitching cloth. |
| 11. Ironing | Ironing is the use of a machine, usually a heated tool (an iron), to remove wrinkles from fabric. |
| 12. Presser foot | The footplate of a sewing machine which holds the material down on to the part which feeds it under the needle. |
| 13. Balance wheel | The balance wheel is most often used to sink the needle before you start a seam, or to raise the needle once you have finished a seam. |
| 14. Bobbin case | A bobbin case holds your sewing machine's bobbin into place and guides the bobbin thread to the appropriate position for the sewing machine. |
| 15. Seam Allowance | Seam allowance refers to the area between the stitching and raw, cut edge of the fabric. |
| 16. Pattern | In sewing and fashion design, a pattern is the template from which the parts of a garment/product are traced onto fabric before being cut out and assembled. |
| 17. Evaluation | An Evaluation help determine what works well and what could be improved. |
| 18. Final Product | In production, a final product, or finished product is a product that is ready for sale. |



Home Learning Priorities Planner

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Ambition . Knowledge . Determination . Leadership

Ambition

My short, mid term and long term ambitions are:

Knowledge

The subjects I need to work hardest in this term are:

| | Target grade |
|---------|--------------|
| English | |
| Maths | |
| Science | |

Ambition . Knowledge . Determination . Leadership

Determination

One area I need to improve in is:

Leadership

One way in which I will help others to show leadership is:

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