# Thomas Estley Community College Year 8 Summer Term Knowledge Organiser







## What are Knowledge Organisers?

A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these vary according to the subject being taught.

It will be the students responsibility to keep the knowledge organisers safe and refer to them over the whole academic year.

## How will these be used at Thomas Estley?

At Key stage 3, you will be given a knowledge organiser each term. You need to keep these safe in your learning packs that you were provided with at the start of the academic year.

Your subject teachers will use these in a variety of ways, for both class work, remote learning opportunities and homework. They will be used to help with revision for class quizzes and retrieval practice activities. They will also be used for flip learning activities, where subject teachers will ask you to learn some information and then go in to it in more detail in class.







Record It

Record yourself on

information. These can be listened to as

many times as you

Post its

Using a pack of post-

it notes, write out as

keywords or dates as

you can remember in

only 1 minute!

many of the

want!

reading out the

your phone or tablet

# **Revision Tips and Tricks!**

## Teach it!

Teach someone your key facts and the get them to test you, or even test them!





Write down the answers and then write out what the questions the teacher may ask to get those answers.



## Practice!

Some find they remember by simply writing the facts over and over again.

Flash Cards

**Read Aloud** 

Simply speak the

out loud as you're

Even try to act out

really helps you

remember!

Knowledge Organiser.

some of the facts - it

facts and dates

reading the

## Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until its full!

Ť

## Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



**Flash Cards** 

Write the key word or date on

memory by asking someone to

one side and the explanation

on the other. Test your

quiz you on either side.

# <u>**iAdónde vas de vacaciones?**</u> (Where are you going to go on holiday?)

		a España	To Spain		bien!	good
		a Italia	To Italy		bonito!	pretty
		a Francia	To France	loí	guay!	cool
El año próximo	voy a ir	a Escocia	To Scotland	(How)	divertido!	Fun
Next year I am going to go	I am going to go	a Gales	To Wales		aburrido!	Boring
		a Grecia	To Greece	1	suerte!	Lucky
	va a ir He/she/it is going to go	a Alemania	To Germany		rollo!	Annoying
<b>El año que viene</b> Next year		con mi familia	With my family		divertido	Fun
	<b>vamos a ir</b> We are going to go	con mi clase	With my class	/sus =	estupendo	Stupendous
		con mis amigos	With my friends h	s/her	fenomenal	Phenomenal
El verano próximo		con mis padres	With my parents		flipante	Amazing
Next summer	<b>van a ir</b> They are going to go	en autocar	By coach	(It will be)	genial	Great
		en avion	By plane		guay	Cool
		en tren	By train		regular	ОК
		en coche	By car		un desastre	Disaster
		en barco	By boat		horroroso	Horrific
		en metro	By subway/underground	1	raro	Strange

# <u>iQué vas a hacer?</u> (What are you going to do?)

El primer día		Visitar monumentos	To visit monuments
The first day		Montar en bici	To ride a bike
	<b>voy a</b> I am going to	Descansar en la playa	To relax on the beach
Luego		Tomar el sol	To sunbathe
Then	vaa	Comprar una camiseta	To buy a t-shirt
	He/she is going to	Mandar SMS	To send texts
Más tarde		Bailar	To dance
Later	vamos a	Nadar en el mar	To swim in the sea
	we are going to	Sacar* fotos	To take photos
		Beber limonada	To drink lemonade
Finally	They are going to	Comer paella	To eat paella
		Ver un castillo interesante	To see an interesting castle
<b>Otro día</b> Another day		Ir al casco viejo	To go to the old town
		Salir con mi hermano/a	To go out with my brother/sister
El último día The last day		Escribir un postal	To write a postcard

# Heating and cooling Knowledge organiser

## Conduction

- Conduction is the transfer of thermal energy by the vibration of particles, it cannot happen without particles
- This means that every time particles collide they transfer thermal energy
- Conduction happens effectively in solids as their particles are close together and can collide often as they vibrate around a fixed point
- Metals are also good thermal conductors as they contain electrons which are free to move
- In conduction the thermal energy will be transferred from an area which has a high thermal energy store (high temperature) to an area where there is a low thermal energy store (low temperature)
- Gases and liquids are poor conductors as their particles are spread out and so do not collide often, we call these insulators

thermal store at a high temperature

## **Energy and temperature**

- The **temperature** of a substance is a measure of how hot or cold it is
- Temperature is measured with a **thermometer**, it has the units of degrees Celsius (°C)
- The thermal energy of a substance depends on the individual energy of all of the particles, it is measures in Joules (J)
- As all particles are taken into account, a bath of water at 30 °C would have more thermal energy than a cup of tea at 90 °C as there are many more particles
- The faster the particles are moving, the more thermal energy they will have
- When particles are heated they begin to move more quickly
- The energy needed to increase the temperature of a substance depends on:
  - the mass of the substance

Keyterms

- · what the substance is made of
- how much you want to increase the temperature by

## Convection

- **Convection** is the transfer of thermal energy in a liquid or a gas, it cannot happen without particles
- As the particles near the heat source are heated they spread out and become less dense, this means that they will rise
- More dense particles will take their place at the bottom nearest the heat source creating a constant flow of particles
- This is known as a **convection current**
- Convection cannot happen in a solid as the particles cannot flow, they can only move around a fixed point



## Radiation

- **Radiation** is a method of transferring energy without the need for particles
- An example of radiation is thermal energy being transferred from the Sun to us through space (where there are no particles)
- This type of radiation is known as **infrared radiation**, it is a type of wave just like light
- The hotter an object is the more infrared radiation it will emit (give out)
- The amount of radiation emitted and absorbed depends on the surface of the object:

thermal

store at

emperature

a low

- Darker matte surfaces absorb and emit more infrared radiation
- Shiny and smooth surfaces absorb and emit less infrared radiation, instead reflecting this
- The amount of infrared radiation being emitted can be viewed on a thermal imaging camera



Make sure you can write definitions for these key terms. conduction convection convection current density insulator infrared radiation temperature thermometer thermal conductor thermal energy store thermal imaging camera density

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### **Convection currents**



### Respiration

- · Respiration is the process in which energy is released from the molecules of food which you eat
- Respiration happens in the mitochondria of the cell
- Aerobic respiration involves oxygen, it is more efficient as all of the food is broken down to release energy glucose + oxygen → carbon dioxide + water
- The glucose is transported to the cells in the blood plasma
- · The oxygen is transported to the cells in red blood cells, by binding with haemoglobin
- · Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled

Key terms Make sure you can write definitions for these key terms.

Algae Anther Chlorophyll Chloroplast Fertiliser Light intensity Magnesium Mineral deficiency Nitrates Palisade cells Phosphates Photosynthesis Potassium Producer Rate Spongy layer Stomata Waxy layer



## **Pollination and fertilisation**

Pollination is the fertilisation of the ovule, the point at which the pollen is transferred to the ovule from the anther to the stigma, there are two types of pollination

- · Cross pollination is between two different types of plant
- · Self pollination happens within the same plant



Germination is the process in which the seed begins to grow, for this to occur the seed needs:

- · Water to allow the seed to swell and grow and for the embryo tostart growing
- Oxygen for that the cell can start respiring to release energy forgermination
- · Warmth to allow the chemical reactions to start to occur within the seed



#### Photosynthesis

- Photosynthesis is the process which occurs in the chloroplasts to produce glucose using sunlight
- water + carbon dioxide + sunlight → glucose + oxygen
- Any organism that can use photosynthesis to produce its own food is known as a producer, these are not just limited to plants but can include other organisms such as algae



- · The rate of photosynthesis can be affected by:
  - · Light intensity the higher the light intensity the higher the rate of photosynthesis up to a point
  - Carbon dioxide concentration the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point
  - Temperature the optimum temperature is the temperature at which photosynthesis occurs at the highest rate, before and after this the rate will be less



### **Plant minerals**

Plants need minerals for healthy growth, if they do not have enough of these minerals this is known as a mineral deficiency

Mineral	What is It used for?	What happens if there is not enough?
nitrates (contain nitrogen)	healthy growth	poor growth and older leaves yellow
phosphates (contain phosphorus)	healthy roots	poor growth, younger leaves look purple
potassium	healthy leaves and flowers	yellow leaves with deadpatches
magnesium	making chlorophyll	leaves will turn yellow

Fertilisers can be used to stop plants from suffering with mineral deficiencies

## Leaves

- To best adapt for photosynthesis leaves have a number of adaptations
- They are thin to allow the most light through
- There is a lot of chlorophyll to absorb light
- They have a large surface area to absorb as much light as possible

B4 Plants Activate When the second s

#### chloroplasts - mainly located on waxy layer - to the upper side of the leaf where reduce water loss the most sunlight reaches by evaporation palisade layer stomata - on the lower spongy surface to layer reduce wate loss by evaporation guard cell áirspace

## Plant and animal cells

- To be able to observe a cell we need to use a microscope, this magnifies the cell to a point to which we can see it
- Plant and animal cells have small structures inside known as organelles, each of these performs a certain role which allows the cell to survive



# KS3 Athletics

Using the tables, keep a record of what level you are at for each event you try in PE. Put your own scores in the appropriate box on the left

Girls Results	STAGE PROGRESSIONS	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
	SPRINTS	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	50m Standards	14.8s	12.2s	10.6s	9.9s	9.2s	8.6s	8.1s	7.7s	7.3s
	75m Standards	21.0s	17.3s	15.3s	13.8s	12.8s	12.1s	11.5s	11.0s	10.5s
	100m Standards	23.0s	19.0s	17.0s	15.5s	15.0s	14.6s	14.2s	13.9s	13.7s
	200m Standards	-	-	-	31.7s	30.8s	30.5s	29.7s	29.2s	28.5s
	300m Standards	-	-	-	55.0s	53.5s	52.0s	50.0s	48.5s	46.0s
	HURDLES	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	60m Standards	25.0s	19.3s	16.0s	14.0s	12.5s	11.5s	11.0s	10.5s	10.1s
	70m Standards	24.0s	21.0s	18.9s	17.3s	15.9s	14.6s	13.7s	13.1s	12.7s
	75m Standards	23.0s	21.0s	18.5s	17.0s	16.0s	15.0s	14.0s	13.7s	13.4s
	80m Standards	-	-	-	-	-	15.0s	14.2s	13.9s	13.6s
	ENDURANCE	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	400m Standards	3m 20s	2m 30s	2m 10s	1m 55s	1m 40s	1m 25s	1m 15s	1m 10s	1m 05s
	600m Standards	6m 00s	4m 30s	3m 30s	3m 00s	2m 40s	2m 30s	2m 20s	2m 10s	2m 00s
	800m Standards	5m 00s	4m 45s	4m 30s	4m 10s	3m 45s	3m 20s	2m 55s	2m 45s	2m 35s
	1500m Standards	7m 20s	7m 00s	6m 44s	6m 30s	6m 17s	6m 06s	5m 55s	5m 42s	5m 24s
	JUMPS	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	Standing Long Jump	0.35m	0.90m	1.35m	1.55m	1.70m	1.90m	2.20m	2.40m	2.60m
	Long Jump	1.00m	1.80m	2.30m	2.80m	3.10m	3.40m	3.70m	4.00m	4.30m
	Standing Triple Jump	1.00m	2.40m	3.60m	4.40m	4.80m	5.20m	-	-	-
	High Jump	0.20m	0.50m	0.75m	0.90m	1.00m	1.10m	1.20m	1.28m	1.36m
	THROWS	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	Shot Put	1.00m	2.00m	3.00m	4.25m	5.25m	6.00m	6.50m	7.00m	8.00m
	Javelin	1.00m	5.00m	7.00m	9.00m	12.00m	15.00m	18.00m	21.00m	24.00m
	Discus	1.00m	3.00m	5.00m	7.00m	9.00m	13.00m	17.00m	19.00m	21.00m

Boys Results	STAGE PROGRESSIONS	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
-	SPRINTS	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	50m Standards	14.8s	12.0s	10.3s	9.6s	8.9s	8.3s	7.8s	7.4s	7.0s
	75m Standards	21.0s	17.0s	15.0s	13.5s	12.5s	11.5s	10.7s	10.0s	9.5s
	100m Standards	23.0s	18.7s	16.7s	14.6s	14.2s	13.8s	13.4s	13.0s	12.7s
	200m Standards	-	-	-	30.3s	29.3s	28.8s	27.6s	27.0s	26.0s
	300m Standards	-	-	-	56.5s	54.0s	51.5s	48.5s	45.0s	42.5s
	HURDLES	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	60m Standards	25.0s	19.0s	15.5s	13.5s	12.0s	11.0s	10.5s	10.1s	9.7s
	70m Standards	24.0s	20.4s	17.3s	15.8s	14.5s	13.6s	13.0s	12.5s	12.2s
	75m Standards	23.0s	21.0s	18.0s	16.5s	15.3s	14.5s	13.8s	13.5s	13.2s
	80m Standards	-	-	-	-	-	15.2s	14.4s	14.0s	13.4s
	ENDURANCE	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	400m Standards	3m 20s	2m 30s	2m 05s	1m 45s	1m 35s	1m 20s	1m 10s	1m 05s	1m 00s
	600m Standards	6m 00s	4m 30s	3m 20s	2m 50s	2m 30s	2m 15s	2m 05s	2m 00s	1m 50s
	800m Standards	4m 00s	3m 40s	3m 20s	3m 00s	2m 50s	2m 41s	2m 33s	2m 27s	2m 20s
	1500m Standards	6m 20s	6m 05s	5m 50s	5m 38s	5m 28s	5m 19s	5m 10s	4m 59s	4m 46s
	JUMPS	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	Standing Long Jump	0.35m	0.90m	1.40m	1.60m	1.80m	2.00m	2.30m	2.60m	2.80m
	Long Jump	1.00m	1.80m	2.40m	3.00m	3.50m	4.00m	4.40m	4.70m	5.05m
	Standing Triple Jump	1.00m	2.40m	4.00m	4.60m	5.10m	5.60m	-	-	-
	Triple Jump	-	-	-	-	-	6.40m	8.50m	9.70m	10.60m
	High Jump	0.20m	0.50m	0.80m	1.00m	1.10m	1.20m	1.30m	1.40m	1.50m
	THROWS	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
	Shot Put	1.00m	2.00m	3.25m	4.80m	5.80m	6.80m	8.00m	9.40m	10.15m
	Javelin	1.00m	5.00m	10.00m	12.00m	15.00m	19.00m	26.00m	30.00m	33.50m
	Discus	1.00m	5.00m	8.00m	10.00m	12.00m	17.00m	22.00m	24.00m	26.00m

# Year 8 Video Game Music

## Video Game Music



#### **Early Video Game Music**

Early video game music consisted primarily of SOUND EFFECTS, CHIPTUNES (a style of music which used simple melodies) and early sound SYNTHESISER technology. SAMPLING began in the 1980's allowing sound to be played during the game, making it more realistic and less "synthetic-sounding".

#### How Video Game Music is Produced

Fully-orchestrated video game music scores are now popular - technology is used in their creation but less in their performance. The composer uses music technology to create the score, it is then played by an orchestra and then digitally converted and integrated into the game. Video game soundtracks have become popular and are now commercially sold and performed in concert with some radio stations featuring entire shows dedicated to video game music.



Music within a video game is often used for CUES (knowing when a significant event was about to occur).

Video game music is often heard over a game's title screen, options menu and bonus content as well as during the entire gameplay. Music can be used to increase tension and suspense e.g. during battles and chases and can change, depending on a player's actions or situation e.g. indicating missing actions or "pick-ups".

#### **Character Themes in Video Game Music**

How Video Game Music is used within Video Games





Characters within a video game can also have their own THEMES - like LEITMOTIFS within Film Music. These can be manipulated, altered and changed adapting the elements of music - orchestration, timbre, sonority, texture, pitch, dynamics depending on the character's situation or different places they travel to within the game.



Koji Kondo Super Mario Bros. (1985) The Legend of Zelda (1986)



Martin **O'Donnell** and Michael Salvatori Halo (2002)



Michael Giacchino The Lost World: Jurassic Park (1997) Medal of Honour (1999) Call of Duty (2003)

> Jesper Kyd Assassin's Creed (2007)



Mieko Ishikawa Dragon Slayer (1993)

**Tommy Tallarico** Assassin's Creed (2007)

b

Flat

## Musical Elements

	- CARL -
TEXTURE	How many instruments are playing, thick or thin, lots or few.
TIMBRE	The quality of sound produced, the instruments that you hear.
DYNAMICS	The volume of a piece of Music, loud or quiet.
РІТСН	How High or low a note is.
ΤΕΜΡΟ	The speed of a piece of Music, how fast or slow.
	Key Words
MUSIC	Using a device, tool or machine to

TECHNOLOGY	create music.
SAMPLING	Pre-recorded sound/sample 'recycled' in other music.
GROUND THEME	Background music in a game.
CHARACTER THEME	Music linked to a specific character.
MOTIF	Short, repeated musical idea.

Musical symbols and notation

E	9:	#
Treble Clef	Bass Clef	Sharp



### **Bass Clef Notes**



### Notes of the keyboard



# KS3 Dance Knowledge Organiser

#### Dynamic content: Fast/slow Sudden/sustained Acceleration/ deceleration Strong/light Direct/indirect Flowing/abrupt

Spatial content: Pathways Levels Direction Size of movement Patterns Spatial design

#### Action content: Travel Turn Elevation Gesture Stillness

Gesture Stillness Use of different body parts Floor work Transfer of weight

#### **Relationship content:**

Lead and follow Mirroring Action and reaction Accumulation Complement and contrast Counterpoint Contact Formations

#### Choreographic processes: Researching Improvising Generating Selecting Developing Structuring Refining and synthesising

Technical skills: Action content Spatial content Dynamic content Timing content Rhythmic content Movement in a stylistically accurate way

#### Key words

**Choreographic intention:** The aim of the dance; what the choreographer aims to communicate.

#### Choreographic approach:

The way in which a choreographer makes the dance.

**Stimulus:** Inspiration for an idea or movement.

**Motif:** A movement phrase encapsulating an idea that is repeated and developed throughout the dance.

### Choreographic

devices: Motif and development Repetition Contrast Highlights Climax Manipulation of number Unison and canon

#### **Physical skills:**

Posture Alignment Balance Coordination Control Flexibility Mobility Strength Stamina Extension Isolation Structuring devices and form: Binary Ternary Rondo Narrative Episodic Beginning/middle/end Unity Logical sequence Transitions

#### **Expressive skills:**

Projection Focus Spatial awareness Facial expression Phrasing Musicality Sensitivity to other dancers Choreographic intent

#### Features of production:

- **Staging/set**: e.g., projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials.
- Lighting: e.g., colour, placement, direction, angles etc.
- **Properties**: e.g., size, shape, materials, how used etc.
- **Costume**: footwear, masks, make up, accessories, Features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify characters, enhance or sculpt the body and enhance action.

#### Dancers: number and gender.

Aural setting: e.g., song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm.

Dance for camera: e.g., placement, angle, proximity, special

effects.

## Y8 Spring Maths Knowledge Organiser

Торіс	Key fact	Hegarty maths clip number
Expanding single brackets	$2(y-3) = 2xy - 2x3 = 2y - 6 \checkmark$	160 - 161
Plotting linear graphs using a table of values	<ul> <li>Need minimum 3 pairs of coordinates.</li> <li>Start at x = 0.</li> <li>Do the positive x co-ordinates first. ■ X co-ordinate: along the corridor ■ Y co-ordinate: up the stairs.</li> <li>Y = mx + c will be a straight line.</li> </ul>	206
Identifying gradient and y- intercept	The number in front of x is called the gradient and tells us how many up (+) or down (-) the graph goes for every 1 across (right). y = mx + C y-intercept y = -2x + 5	207
Calculating with Decimals	Addition and subtraction: line up the decimal point. Multiplication: Change to whole numbers and remember to put the point in at the end. Division: If dividing by a decimal times both numbers by 10, 100 or 1000. Do not put decimal back in.	47 - 51
Four Operations with Fractions	To add and subtract fractions you need to write all fractions in a sum with the same denominator by writing equivalent fractions. Multiplying: Cancel down whenever possible, then multiply the numerators together and multiply the denominators together. Dividing fractions: KFC (Keep the first, Flip the second and Change the sign to x)	65 -78
Sharing in a given ratio	Always find 1 part	332 to 334
Ratio problems	Set out in columns and put information below the appropriate column	335 to 338
Proportion	Direct proportion: as one quantity increases so does the other Inverse proportion: as one quantity increases the other decreases	339 to 342

Multi-step Angle	Angles on a straight line add up to 180°. Angles	477 - 480,
Reasoning	in a triangle add up to 180°.	484 - 491,
	Angles in a quadrilateral add up to 360°.	812 - 815
	Vertically opposite angles are equal.	
	Angles around a point add up to 360°.	
Pie Charts	<ul> <li>Find the angle for each category:</li> <li>360° ÷ total frequency =         the number of degrees         per piece of data</li> <li>To work out each category's         associated angle we multiply the         number of degrees per piece of         data by each frequency.</li> </ul>	427 - 429

#### Key Vocabulary

Numerator - the top number in a fraction. 
 Denominator - the bottom number in a fraction.
 Mixed number - a number consisting of an integer and a proper fraction.
 Improper fraction - an improper fraction is a fraction where the top number (numerator) is greater than or equal to the bottom number (denominator): it is top-heavy.

Direct proportion - one quantity increases at the same rate as the other quantity increases.
 Inverse proportion - one quantity increases at the same rate as the other quantity decreases.
 Rate - a price or charge set according to a scale or standard hotel rates.

 $\circ$  Quantity – the amount of something.  $\circ$  Expand – to multiply the term before bracket by the terms in the bracket.  $\circ$  Expression – collection of terms. E.g 4x + 8p.

• Gradient – the steepness of a curve

 $\circ$  Linear Graph – straight line graph  $y=mx+c\circ$  Y-intercept – where the graph crosses the y axis

Mean, Median,	Mean: Add up all the numbers and then divide by the number of	404 -410
Mode and Range	items.	And
(recap averages)	Median: Put in order and then find the middle. If two middle values then add the two middle numbers and divide by 2. Mode: The number that appears the most. There can be more than one mode. Range: The difference between the largest and smallest numbers.	419 – 421

## The British Empire

## Year 8 History: Summer Term

Enquiry Question: Was the British Empire something to be proud of?

"... there is reason to doubt that the world would have been the same or even similar in the absence of the Empire. ... When the British governed a country [...] there were distinctive features of their own society they tended to spread. A list of the more important of these would run as follows:

The English language

Scottish and English banking

The Common Law

Protestantism

Teams sports

Representative forms of government The idea of freedom and liberty

The last of these is perhaps the most important because it remains the most distinctive feature of the Empire."

Professor Niall Ferguson, Empire: How Britain Made the Modern World (2002)

"...the manmade famines, slave trading, ethnic cleansing and day-to-day violence of empire have been rendered almost invisible. The long list of what the Victorians liked to call "small wars" has likewise been forgotten, reduced to minor details as we focus almost exclusively on the "achievements" of empire and the "gifts" it gave to the world [...] The British empire, like every empire in history, was created to enrich the imperial mother country, not to realise some vague civilising mission."

Professor David Olusoga, Should the empire really be a source of pride? (2016)

## Key Words:

**Empire** - a large group of states or countries ruled over by a single monarch or state.

**Colony** - a country or area under the control of another country and occupied by settlers from that country.

Imperialism - a policy of extending a country's power and influence by taking over other countries.

#### **Key Events:**

1607 – The first permanent settlement in the Americas is established at Jamestown, Virginia.
1775 – The American war of Independence breaks out and lasts until 1783, America win.
1788 – The first ships carrying convicted criminals from England arrived in Australia. This marked the beginning of tens of thousands of people being transported, usually for petty crimes, across the world.

1876 – Queen Victoria took the title Empress of India.
1884-1885 - The Berlin Conference started the "Scramble for Africa".
1947 – Declaration of Indian Independence and the partitioning of India and Pakistan.
1950-1997 – The British Empire continues to break apart, as countries are given their independence.

#### **Key Dates:**

**16<sup>th</sup> Century** – Britain engages in the Transatlantic Slave Trade for the first time.

18<sup>th</sup> Century – Britain becomes the biggest contributor to the Transatlantic Slave Trade.

**1807** – Britain bans the slave trade in the British Empire.

A former slave, Mary Prince played an

important role in the abolitionist movement.

She had her life-story published in a book.

- 1833 Britain abolishes slavery in the British Empire.
- 1865 America abolishes slavery throughout the country, after a brutal civil war.

#### Key Words:

Slavery - when someone owns another person and are usually are forced to work.
Exploitation – treating someone unfairly in order to benefit from their work.
Emancipation – the name given to the process of being freed from slavery.
Abolition – the name given to getting rid of a system or practice.



Olaudah Equiano was an African writer whose experiences as a slave prompted him to become involved in the British abolition movement.

Key people:



## 12, 521, 377

The estimated total number of people traded in the Transatlantic Slave Trade.

**Enquiry Question:** How did slavery impact the lives of those involved and what impact has it had even to this day?

Slavery

## Year 8 Knowledge Organiser (KO) - Where is Africa?

Population density of Africa? What is population density?



## SOUTHERN AFRICA <a> </a> SOUTH AFRICA



#### **SOUTHERN AFRICA**

This usually refers to the physical geographical south in the continent of Africa. It usually includes the countries of: Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia, and Zimbabwe. **Social impacts:** Direct effects on people, e.g deaths, injuries, illnesses, homelessness, disruption to everyday life (school, home)

**Economic impacts:** Costs and damage to the economy and infrastructure, this could be businesses closing, jobs lost, or damage/disruption caused to buildings or roads

**Environmental impacts:** Damage and impacts the natural environment e.g. flooding, snowfall, trees collapsing or lakes freezing,



What should I already know?

**Compass directions** 

Population density

## Key Words

Key Word	Definition
Africa	One of the seven continents of the world, made up of fifty-four countries.
Political Map	A map that shows countries and cities. Often they use false colours to show this clearly.
Climate Graph	A graph which shows the climate of a place including temperature and precipitation.
Biome	A very large ecosystem which occupies a major climatic region.
Colonisation	The action of settling among and establishing control over the indigenous people of an area.
Population Density	The number of people per square kilometre.
Culture	Ideas, customs and social behaviour of particular people or society.
Ethnic Group	A community or population made up of people who share a common cultural background or descent.
Civil War	A war between citizens of the same country.
Natural Resources	Materials or substances occurring in nature which can be exploited for economic gain.
Trade	The buying and selling of goods and services between countries.
Fairtrade	Trade where a fair prices are paid to the producers.
<u> </u>	/

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SOUTH AFRICA

This is the name of a single specific country in

Africa. The country does not cover the full

geographical south.

Use the term 'South Africa' when referring to

the single country. Use 'southern Africa' when

referring to the region.

# UNIT 17 Describing my house

<b>J'habite dans une</b> [I live in a]	jolie [pretty] grande [big] petite [small] vieille [old]	maison	dans la banlieue [on the outskirts] à la campagne [in the countryside] au/en centre-ville [in the city centre]		
<b>J'habite dans un</b> [I live in a]	<b>joli</b> [beautiful] <b>grand</b> [big] <b>petit</b> [small]	appartement	sur la côte [on the coast] <b>à la montagne</b> [in the mountain]		
	<b>vieil</b> [old]		<b>dans un quartier résidentiel</b> [in a residential neighbourhood]		
Dans ma maison, il	y a quatre/cinq/six	ma chambre			
<b>pièces</b> [in my house there are 4/5/6 rooms]		[my bedroom]	[my bedroom]		
[In my nouse there are 4/5/0 rooms]		la cuisine	la cuisine		
<b>Ma pièce favorite est</b>		[the kitchen]	[the kitchen]		
		le jardin			
J'aime me reposer dans [I like to relax in]		[the garden]			
Paima travaillar dana		la salle de bain [the bathroom]			
[I like to work in]		la salle à mang	la salle à manger		
Ie me douche toujours dans		[the dining roor	[the dining room]		
[I always shower in]		le salon	le salon		
		[the living roon	[the living room]		
		la terrasse [the	terrace]		

# **UNIT 16** Talking about my daily routine

Vors laround 1		ie me brosse les dents	onsuito
		[I brush my teeth]	
<b>A</b> [at]			[then]
		io mo coiffo [] do my hain]	
cina heures [5]		Je me come [1 ao my nair]	
meniq neuros [5]			
six houros [6]		je me couche [I go to bed]	
			après
sent hourss [7]			[after]
		<b>je déjeune</b> [I have lunch]	
huit hourse sing [8,05]			
nunt neures eniq [0.05]		ie dîne [] have dinner]	
huit hours div [8 10]		je une [1 have uniter]	
nunt neures uix [8.10]			<b>C</b>
buit houses at quart [9 15]	du motin (in	je fais mes devoirs	Inalement
nun neures et quart [8.13]		[I do my homework]	լյլпануј
h: t h t [0 20]	the morning]		
nuit neures vingt [8.20]		ie m'habille [] act dressed]	
		je in nabine [1 get aressea]	
huit neures vingt-cinq [8.25]			
	de l'après-	je joue sur l'ordinateur	
huit heures et demie [8.30]	midi [in the	[I play on the computer]	
	afternoon]		
neuf heures moins vingt-cinq		ia ma làva [Last un]	
[8.35]		je me ieve [1 get up]	
neuf heures moins vingt [8.40]	du soir [in	je prends le petit-déjeuner	
	the evening]	[I have breakfast]	
neuf heures moins le quart			
[8.45]		ie regarde la télé	
		<i>[I watch telly]</i>	
neuf heures moins dix [8.50]			
neuf heures moins cinq [8.55]		je rentre à la maison	
		[I go back home]	
<b>A midi</b> [12 pm]			
		ie me repose [] rest]	
A minuit [12 am]		<b>Jee repose</b> [r : est]	
		je sors de chez moi	
		[1 leave my house]	
		je vais au collège en bus	
		[I go to school by bus]	

# Year 8 - Nutrients

100°C

— 75°C

0°C

- -18°C



**The Eatwell Guide** shows the types and proportions of foods people need for a healthy and well-balanced diet.



https://www.voutube.com/watch?v=8aWgZd9RScQ



- The main function is to **provide** energy to the body.
- 2 main types = starchy (complex) and sugary (simple)
- **Complex** = long lasting energy; **Simple** = short burst of energy

https://www.youtube.com/watch?v=PByM12M1n3A https://www.youtube.com/watch?v=Xto8ZgCYDvY

### **Key vocabulary**

safety / hygiene nutrients / sources / function carbohydrates / protein / amino acids HBV / LBV / protein complementation fibre / vitamins / minerals / fat / water deficiency / excess convection / conduction / radiation



Proteins are macronutrients.

They're used by the body for growth, repair and maintenance of **muscle and tissue**.

2 main types = HBV (high biological value) and **LBV** (low biological value)

HBV = contain all 9 essential amino acids:

**LBV** = contain some but

not all 9 essential amino acids

https://www.youtube.com/watch?v=61Lelea02ao https://www.youtube.com/watch?v=KSKPgaSGSYA



NUTRITION.

and minerals are micronutrients. They have a wide range of health benefits.



https://www.youtube.com/watch?v=K5pW7rpMTQw https://www.youtube.com/watch?v=kteZneJm1EI https://www.youtube.com/watch?v=1u5HOURg7kQ



# Year 8 - Cooking skills



## **Skills and Processes**

Bridge hold and Claw grip



**Used in**: fruit salad, pasta salad, sausage rolls, Spanish omelette, potato wedges and salsa

#### Kneading



**Used in**: bread rolls, pizza wheels, Chelsea buns

#### **Rubbing in technique**



**Used in**: jam tarts, bread rolls, Chelsea buns, cheese and onion pasties

#### Creaming



Used in: Dutch apple cake

Key word	Meaning
Gluten	The protein found in wheat, which is responsible for the elastic texture of dough.
Kneading	Working bread dough with the hands to stretch the gluten so it is elastic (helps the yeast to make bread rise).
Gelatinisation	When liquid is added to starch grains making them swell. Used to thicken sauces eg. cheese.
Simmering	When water or food in a saucepan bubbles gently (stays below boiling point).
Vegan	Don't eat or use ANY animal products.

## Independent skills I need to learn in Year 8

Use the bridge hold and claw grip to cut food safely and accurately.

**Use a range of other preparation techniques** eg. peeling, chopping, slicing, dicing, grating etc.

Organise all my ingredients and follow a recipe.

Use the cooker (eg. hob and oven) safely.

Temperature control know when to turn heat up and down accordingly.

## Food safety

Using colour coded chopping boards and equipment prevents bacteria spreading and causing food poisoning.

#### PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES RAW MEAT RAW FISH COOKED MEATS SALAD & FRUITS VEGETABLES

## DAIRY PRODUCTS



# Year 8

# Knowledge Organiser for Term 3

## Literary terms:

Verbs Nouns Adjectives Adverbs Alliteration Simile Metaphor Personification Imagery Narrative Hyperbole Oxymoron Context Repetition

in Hampshire, in

England.

debtors' prison. Aged 12, Charles

worked in a factory.

an office clerk, and

begins writing.

published - A Dinner at

Poplar Walk.

Overview			Answers t	o Important Ques	tions and Key Vocabula	ry 🗳
Charles Dickens (1812-1870) was a British writer, who is often considered to be one of the greatest novelists ever. He lived during the reign of Queen Victoria, and therefore is known as a Victorian writer. His novels were very popular throughout his lifetime, and made him famous. Since his death, his writing has	A photograph of Charles Dickens c. 1867-1867	What did Dickens write about?		-Dickens wrote abou social inequality was focuse -In the Victorian era in lived very different live in huge mansions and often couldn't make e made to work in appa about these issues, gi	It lots of different topics, but perhaps the subject that he d on the most. In which Dickens lived, the rich is to the poor. Whilst they lived had many servants, the poor nds meet. Children were often illing conditions. Dickens wrote ving society valuable lessons.	Key Vocabulary Novelist Critic Inequality
become even more popular. ome of his most famous novels include Oliver Twist, Great Expectations, and A Christmas Carol.	Y A	Was Dickens popular during his life?		-Dickens was the most world during his lifet people known to be him to do book re	popular author in the western time. He was one of the first a true celebrity. This allowed adings and tour America.	Popular Journalist
His works often <b>criticised some of the social problems</b> t the time, for example the gap between rich and poor, child labour, and life for orphans.		What are Dickens' most famous novels?		-Oliver Twist is one of tells the story of a y treated exceptionally find his way to happ -Another famous Dicke It is about a miserable	Dickens' best-known novels. It oung orphaned boy who is a harshly by others. He has to biness through a cruel world. ens' novel is A Christmas Carol. man called Ebenezer Scrooge,	Clerk Debtor Social
Times in His Life	ie .		ar wat	taught a lesson b	y three Christmas ghosts!	Labour
Early Life         -Dickens was born in Landport (Portsmouth) in Hampshire, England, on 7 <sup>th</sup> February 1812.         He was the 2 <sup>nd</sup> of 8 children to John and Elizabeth Dickens.	Late Childhood Things changed for Dickens around the time that he was 11/12. His father owed lots of money and was sent to debtors' prison. The young Charles had to work	What else do we know about Dickens?		-Dickens was a very s number of odd habit with his head facing r would mak -He was a critic of th used to take	uperstitious man, who had a s. For example, he often slept north, as he believed that this he him write better! he church. He thought that it advantage of people.	Victorian Publication Dickensian
and had lots of opportunities to play and read books.	poor and he was badly paid.					
Rise to Writing		7.		Top 10	Eachd	
<ul> <li>Dickens became a clerk in a law office. Although he did not like began to write. He was influenced by his experiences in the fa</li> <li>In 1833, Dickens wrote 'A Dinner at Poplar Walk', published mon critics, and got him a job as a journalist at the House of the table of the table.</li> </ul>	working there either, he ctory and law office. thly. This impressed some of Commons.	1. Charles a before the 2. The youn Dickens' r	nd his wife, Cath ey separated. g Queen Victoria novels.	erine, had 10 children a was a fan of	<ol> <li>He wrote 15 novels and stories in total.</li> <li>He helped to create a h had fallen on times of he</li> </ol>	hundreds of short ome for women who ardship.
-In 1836, he became a magazine editor. This is the time that h Celebrat - From the late 1830s right up until the 1860s, popular novels. These included <i>A Christmas Ca</i> -His writing is thought to have made him lot worldwide celebrities. His writing was so well 'Dickensian.' Even characters in his stories, e.g. Artful Dodger have become	e wrote Oliver Twist. ed Author Dickens went on to write a number of hugely rol, David Copperfield, and Great Expectations. To of money, and also made him one of the first -known that the style itself became known as Ebenezer Scrooge, Bob Cratchit, Fagin and the well-known around the world.	<ol> <li>He is buri Abbey.</li> <li>People no (Obsessive</li> <li>Dickens w joined a g</li> </ol>	ed in the Poet's ow think that he e Compulsive Di yas interested in group called The	Comer of Westminster probably had OCD order). the paranormal and Ghost Club.	<ol> <li>When he died of a strok written a mystery novel Edwin Drood.'It remain</li> <li>He was involved in a ter which many people died</li> <li>People across the world birthday on 7<sup>th</sup> February</li> </ol>	e in 1870, he had half- called <i>'The Mystery o</i> s a mystery. rible train crash in 1, but survived. celebrated his 200 <sup>th</sup> ; 2012.

doing public

readings of his works.

America.

Dickens dies at his

home in Kent.

Twist is

published.

married to

Catherine Hogarth.

Carol is

published.

# Victorian Life



## **KEY QUESTIONS:**

- What was life like nearly 200 years ago?
- What were the differences for the poor people (proletariat) in contrast to the rich people (bourgeoisie)?
- Why did so many people flood to the cities instead of staying in the countryside?
- What was Dickens's family life like growing up?
- Why was there a difference between boys' and girls' lives in this period?
- Was it a dark or golden age?



## **KEY INVENTIONS**

- The Railway
- Petrol cars/the combustion engine
- Telephone
- Electric lightbulb
- London underground
- Medical advances
- Rubber tyres

## KEY VOCABULARY

**Proletariat** - working-class people regarded collectively **Bourgeoisie** – the wealthy, middle class **Industrial Revolution** - the rapid development of industry that occurred in Britain in the late 18th and 19th centuries, brought about by the introduction of machinery.

**Migrate** - move to a new area or country in order to find work or better living conditions:

**Class System** - method of social ranking that involves "money, power, culture, taste, identity, access, and exclusion".

**Social Responsibility** - To behave morally and ethically right in order to support everyone, not just one faction of the population.

**Moral compass** - a person's ability to judge what is right and wrong and act accordingly.

**Reign** – rule as a monarch.

The Victorian Era was the period of time between <u>**1837 to 1901**</u> when Queen Victoria was on the throne. During her 63-year-reign, much was developed and technological advancements made England a focal point of the world. There was also a huge difference between how the rich and poor Victorians lived and there are many ways of life which are of interest to us today due to how different/shocking they are to modern living. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.

# Year 8 Knowledge Organiser: Networks

## Networks

LAN – Local Area Network, connects devices together over a small geographical location e.g. a building. They connect computers using a combination of Ethernet cables and switches and require a Network Interface Card.

WAN – Wide Area Network A computer network where devices are connected over a large geographical area (e.g. the internet). They require access to the internet via a router / modem.

WPAN – Wireless Personal Area Network used to connect devices to your personal computer system without the use of wires. Most commonly uses Bluetooth. E.g. connecting a peripheral device to your laptop, connecting a mobile phone to a car, wireless headphones to your phone etc.



Malware combines the words 'malicious' (meaning 'harmful') and 'software'. It is a program designed to cause damage to a computer or a computer network.

#### Viruses

A virus embeds itself within computer software. When the software is run it creates copies of itself using software as a host. A virus is capable of slowing down your digital device, can stop it running or even steal your data.

#### Spyware

Spyware is a type of program that secretly records what you do on a computer. Spyware can be used to steal personal information such as capture passwords, email addresses or banking information. They can even control your webcam.

#### Worms

Worms attack systems connected to the internet. Like a virus, a worm is capable of copying itself, causing similar damage to a virus. However, worms are standalone software and don't require existing software to host them.

### Trojan

A **Trojan** is a harmful piece of software, **pretending to be useful**. Commonly spread through **email attachments**, a user is typically tricked into loading it onto their computer. Attacks can vary from deleting files and stealing data to creating access points for hackers.

## **KNOWLEDGE ORGANISER**

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Union	An operation used to combine two or more paths to create a single path.	
Vector graphic	Digital images that are created using paths.	
Raster or bitmap	A detailed image made up of small individual	
graphic	squares of colour called pixels.	
Pixel	A tiny square or colour.	
Intersection	An operation used to create a single path from the	
Scalable	When an object or image is able to be made	
	bigger or smaller without losing any image quality.	
Path	A line or a shape used to create vector graphics .	
Stroke	The border of a shape.	
Z-order	The order of overlapping objects used to create a vector graphic.	
Equidistant	Being the same distance away as another.	
SVG	Scalable vector graphic is a vector file format.	
Logo	A symbol that is used to represent an organisation or a product.	
Illustration	Can be a decoration or pictorial representation of something, for example a cartoon cat.	

'align left edges' relative to the page



'distribute centres equidistantly vertically'

## **Media - Vector graphics**

Union





Difference







Intersection







3-cornered polygon, rounded corners, yellow fill, blue dashed stroke

**Describing shapes** 



6-cornered star, rounded corners, green fill, red dotted stroke

Arc, pink fill, black stroke

YELLOW WARM COLOURS COLOURS FLLOW - GREEN **Symmetry** is when an object

**Complementary** colours are opposite each other on the colour wheel.



star

campfire

sitting

looks the exact same on one side as the other. A **boomerang** is a curved flat piece of wood that can be thrown so that it will return to the thrower,

traditionally used by Australian Aborigines as a hunting weapon.

Symbols are used to tell the stories of the Dreamtime.

noise.

waterhole

Composition is the placement or arrangement of visual elements in a piece of work.

rainbow

smoke

Clap	oping sticks are a
	traditional
	percussion
	instrument
	used during
N N	ceremonies and
5.4	conge

a long deep



The Bull-roarer is a sacred object used in Aboriginal religious ceremonies, consisting of a piece of wood attached to a string, whirled round to produce a roaring



	Media	Best practice		
	Coloured Pencils	Apply using a soft circular motion		
		Start with the lightest colours and build up colour/tone		
		Harmonious colours add depth		
9		Complimentary colours add definition		
		A sharp pencil will create a crisp finish		
		Avoid applying a thick stripy line of tone around the edge of		
)		shapes, blur it by applying soft pressure on the edge		
t	Watercolour	• Mix your own variations of colour instead of using them straight		
ŗ		out of the palette to make your work look more individual		
í		• Avoid adding too much water to your paint or the paper will start		
		to bobble/wave		
•		Apply colour in layers to build up tone		
		• To blend colours on the page work quickly and place wet next to		
		wet		
		When you want colour to stay separate make sure you don't apply		
		wet next to wet		
		Consider layering mark-making on top of dry layers to add interest		
		Change your water regularly to avoid cross contamination		
	Pen / Biro	<ul> <li>Work from left to right (or right to left if you are left handed) to</li> </ul>		
		avoid smudging		
		<ul> <li>Use a paper towel to blot any excess ink of the nib</li> </ul>		
		Work quickly to avoid letting too much ink collect on the page		
		Experiment with thickness of line and mark-making techniques		

## The **Dreamtime** is the Aborigines belief of how the world and its creation began. Aboriginal culture includes ceremonies, body art, music, art and story telling.



Aborigines are the original inhabitants of Australia.

**Monochromatic** means

from light to dark.

varying tones of **ONE** colour

D ESIGN KNOWLEDGE RGANISE

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Harmonious colours are next to each other on the colour wheel.

The didgeridoo is a long wooden wind instrument played by Australian Aborigines to produce sound.

ment uring and songs.