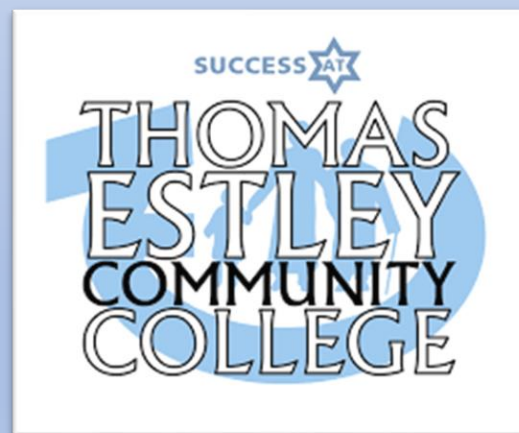


Thomas Estley Community College

Year 8 Spring Term

Knowledge Organiser



What are Knowledge Organisers?

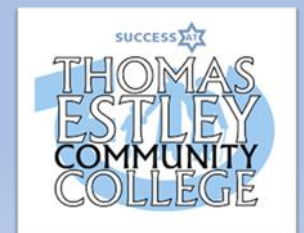
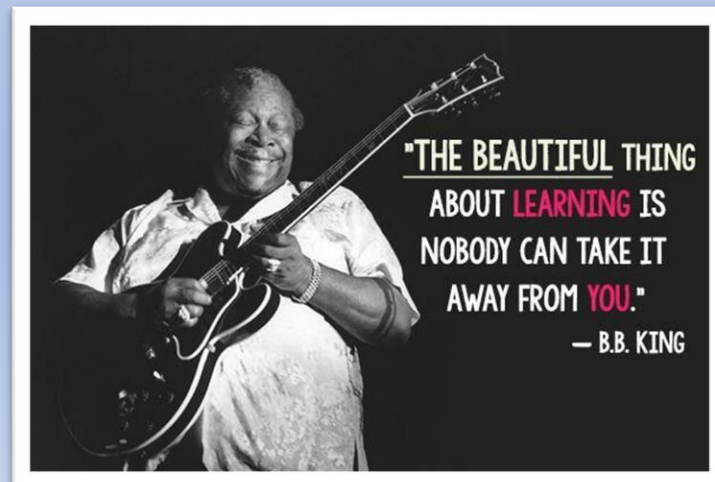
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these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



Revision Tips and Tricks!

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Teach it!

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



Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

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!



Back to front

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



Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!



Practice!

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

Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!

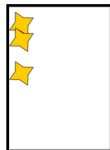


Sketch it

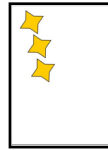
Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

KNOWLEDGE ORGANISER

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 graphic	A detailed image made up of small individual 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.



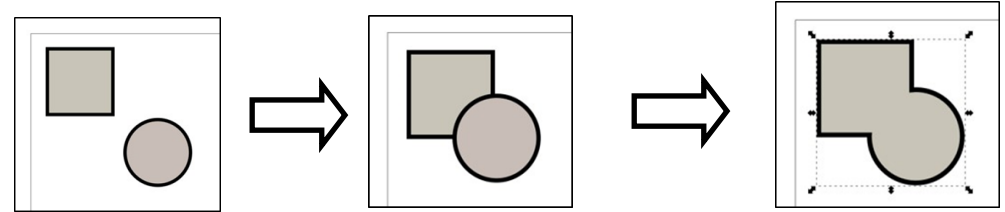
'align left edges'
relative to the page



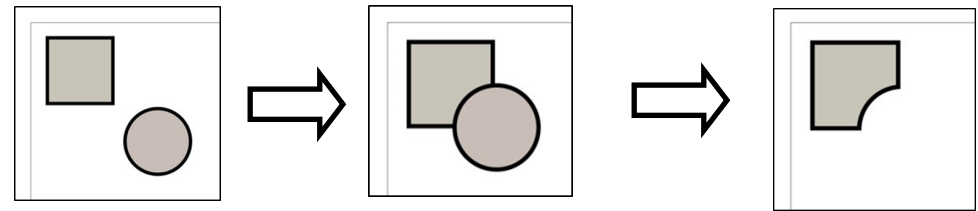
'distribute centres
equidistantly vertically'

Media - Vector graphics

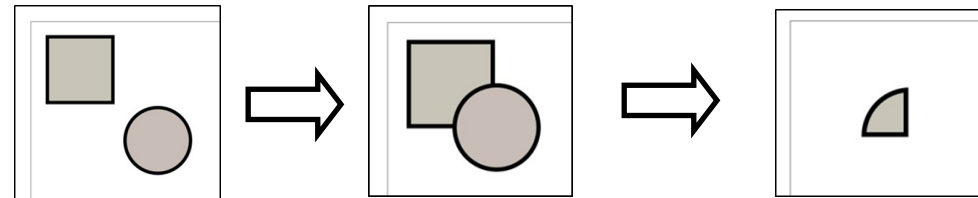
Union



Difference



Intersection



Describing shapes



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



Arc, pink fill,
black stroke



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

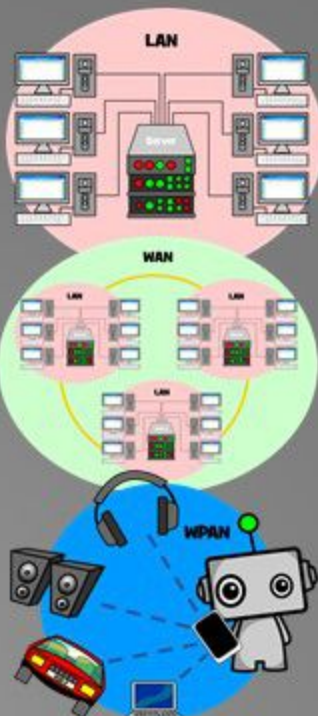
Year 8 Knowledge Organiser: Networks

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.

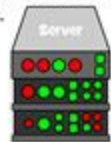
WPAN – Wireless Personal Area Network used to connect devices to your personal computer system without the use of wires. Most commonly uses Bluetooth. E.g. connecting a peripheral device to your laptop, connecting a mobile phone to a car, wireless headphones to your phone etc.



LAN Hardware

Server

Stores all user data and information within a network in a central location. This allows users to log into any work station access their files.



Switch

Using Ethernet cables to connect to both the server and individual work stations, a switch directs information between the server and individual workstations.



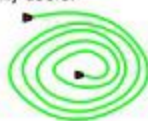
Router

Allows wireless connection of mobile devices to a network if within suitable range. Allows several devices to be connected at the same time.



Ethernet Cable

Networking hardware used to connect one network device to another. They can be used to share devices such as printers and scanners amongst many users.



Network Security

Firewall: Controls which programs on your computer can send and receive data packets.

Antimalware: Scans your computer system and files for malicious software.

Encryption: Scrambles data to make it unreadable.

Decryption: Unscrambles it so that it is readable.



Passwords

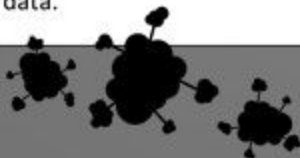
A strong password contains a mixture of numbers, letters, symbols and is at least 8 characters in length, for example:

Ce91!*8dj

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.

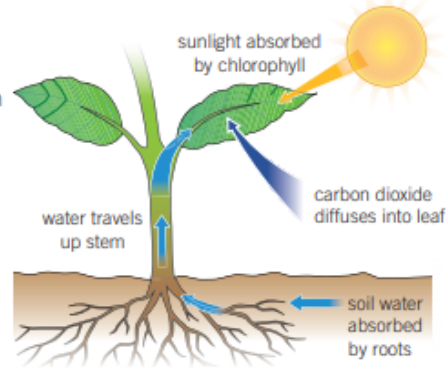


Photosynthesis

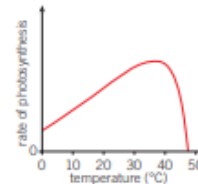
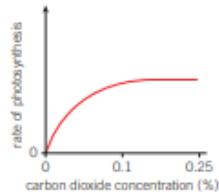
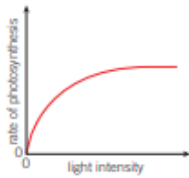
- **Photosynthesis** is the process which occurs in the chloroplasts to produce glucose using sunlight

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**

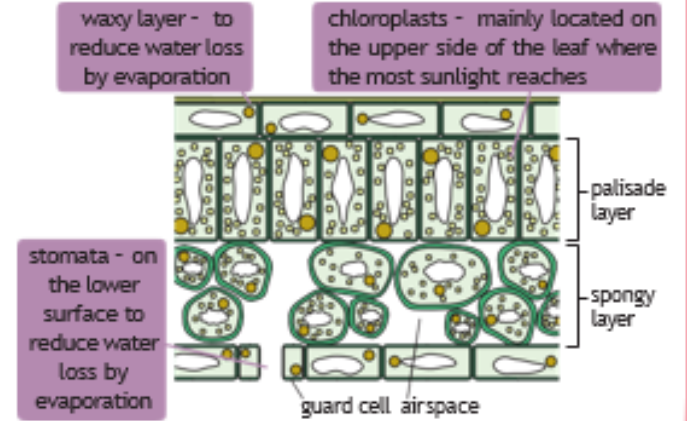


- The rate of photosynthesis can be affected by:
 - Light intensity – the higher the light intensity the higher the rate of photosynthesis up to a point
 - Carbon dioxide concentration – the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point
 - Temperature – the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



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
Knowledge organiser

Activate
Question • Progress • Succeed

Plant minerals

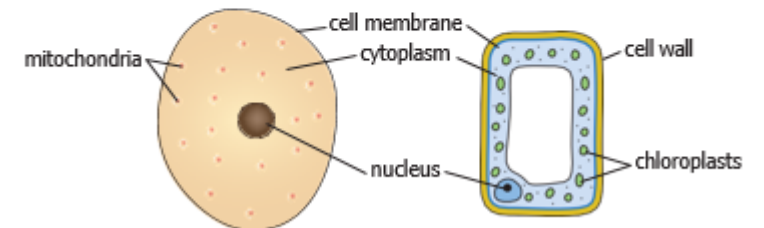
Plants need minerals for healthy growth, if they do not have enough of these minerals this is known as a **mineral deficiency**

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 dead patches
magnesium	making chlorophyll	leaves will turn yellow

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

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



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

$$\text{glucose} + \text{oxygen} \rightarrow \text{carbon dioxide} + \text{water}$$
- 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.

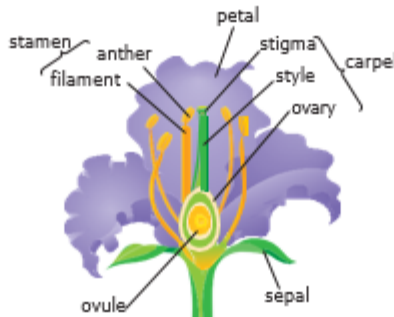
Algae Anther Chlorophyll Chloroplast Fertiliser Light intensity
 Magnesium Mineral deficiency Nitrates Palisade cells
 Phosphates Photosynthesis Potassium Producer Rate
 Spongy layer Stomata Waxy layer

Parts of a flower

Stamen

Male part of the flower

- The **anther** produces **pollen**
- The **filament** holds up the anther



Carpel

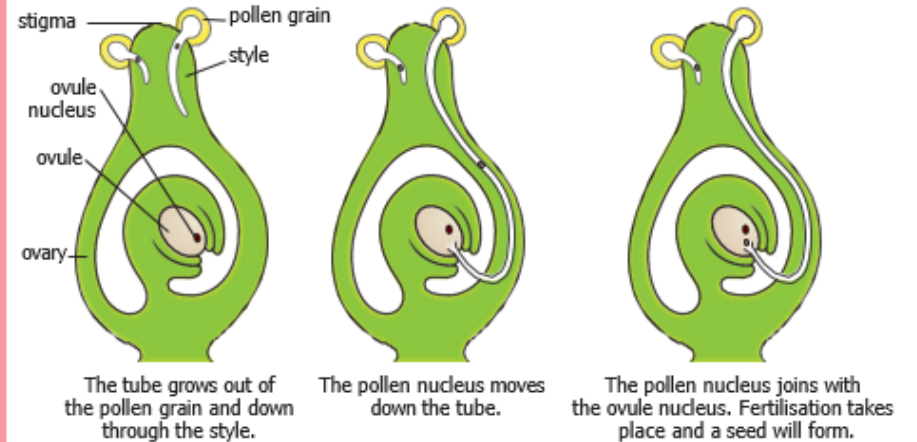
Female part of the flower

- The **stigma** is sticky to catch grains of pollen
- The **style** holds up the stigma
- The **ovary** contains **ovules**

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 to start growing
- Oxygen for that the cell can start respiring to release energy for germination
- Warmth to allow the chemical reactions to start to occur within the seed

B4

Plants
 Knowledge organiser

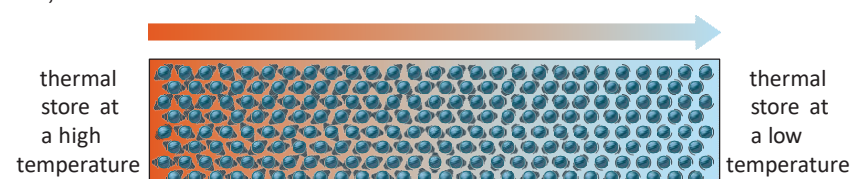
Activate
 Question • Progress • Succeed

C4 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**

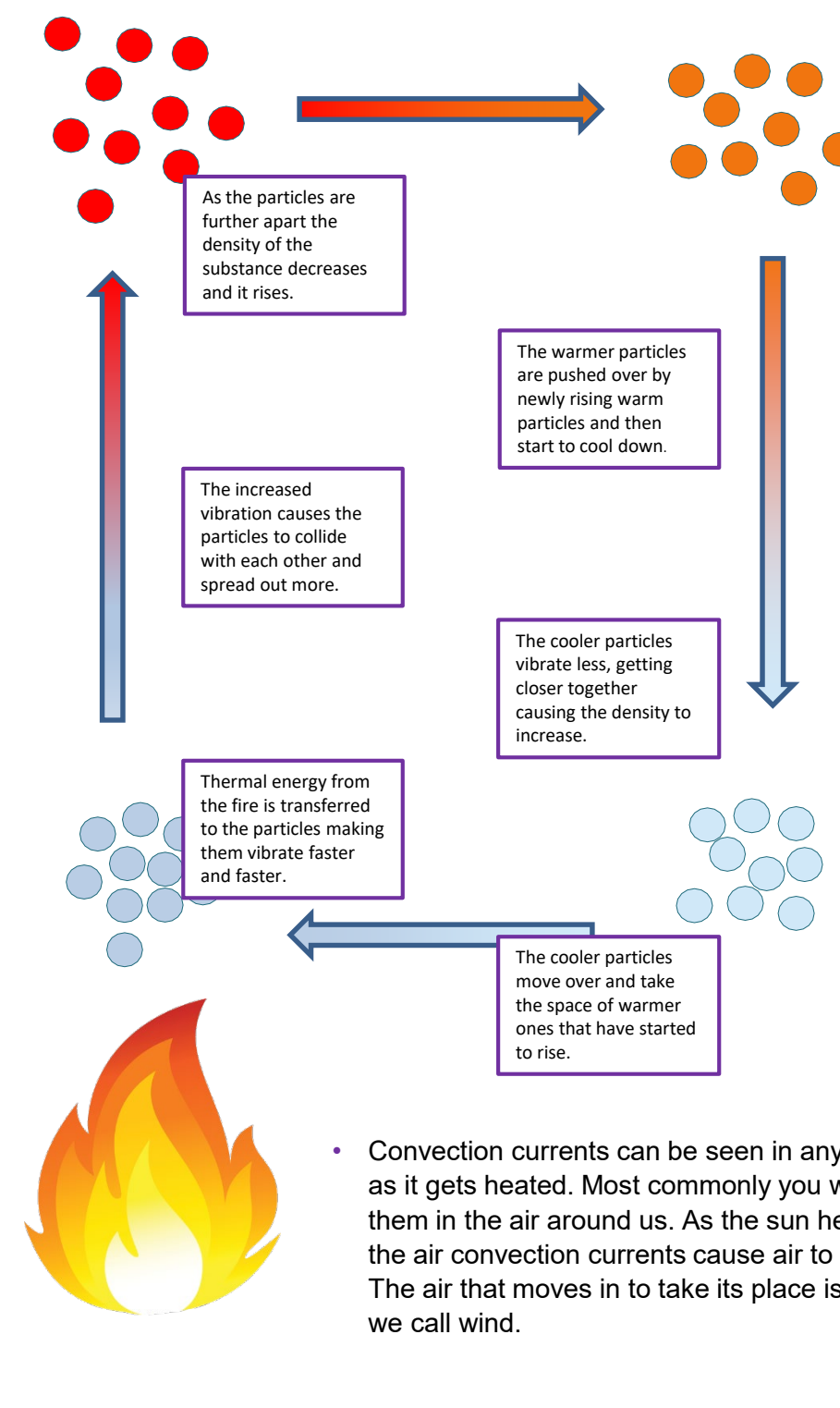


Convection

- **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



Convection currents

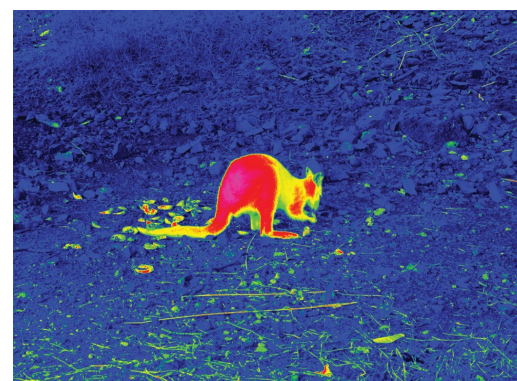


Energy and temperature

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

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:
 - 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**



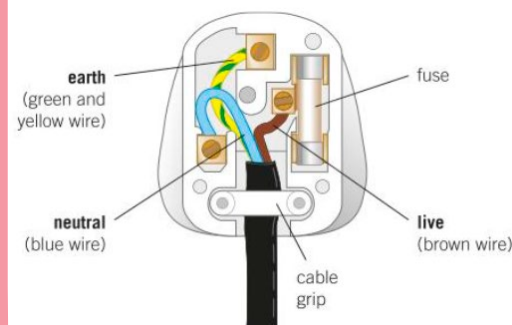
Keyterms

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

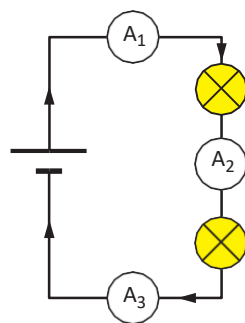
Wiring a Plug

- Most appliances are attached to the electricity supply using a three pin plug.
- These are usually made from a hard wearing plastic as plastic is an **insulator**.
- There are three wires in the plug; the Earth, the live and the **neutral** wire.
- Plugs contain a fuse which breaks the circuit if the current flowing gets too high.
- We use brass for the pins as it is a good conductor and hard wearing.
- Copper is used for the wires as it is an excellent conductor.



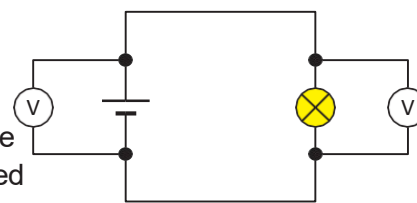
Current

- Current** is the amount of **charge** flowing per second
- The charges that flow in a circuit are **electrons**, they are negatively charged
- Electrons** leave the negative end of the **cell** and travel around the circuit to the positive end of the cell
- Current has the unit of Amps (A) and is measured with an **ammeter** (which is placed in series or in the main circuit)



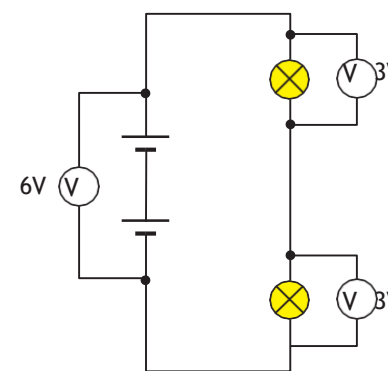
Potential difference

- Potential difference** is the amount of energy transferred by the cell or **battery** to the charges
- The value of potential difference tells us about the force applied to each charge and then the energy transferred by each charge to the component which it passes through
- Potential difference has the unit of volts (V) and is measured with a **voltmeter** (which is placed in parallel to the circuit)



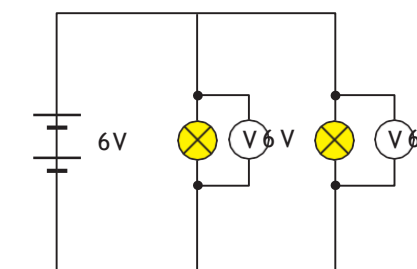
Series circuits

- Series** circuits only have one loop
- If one component breaks, the whole circuit stops working
- Current is the same everywhere in a series circuit
- The total potential difference from the battery is shared between the components in a series circuit
- Adding more bulbs decreases the brightness of the bulbs



Parallel circuits

- Parallel** circuits have more than one loop
- If one component breaks, the rest of the circuit will still work
- Current is shared between the different loops in the circuit
- The potential difference is the same everywhere in the circuit
- Adding more bulbs does not affect the brightness of the bulbs



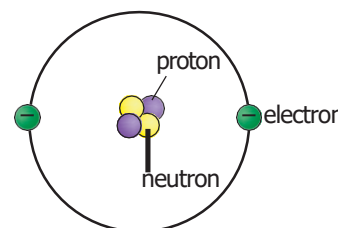
Electrical signals in the body

- Nerve** cells are long and thin and carry electrical impulses around the body.
- Electricity from our surroundings can overpower these impulses and cause us harm.



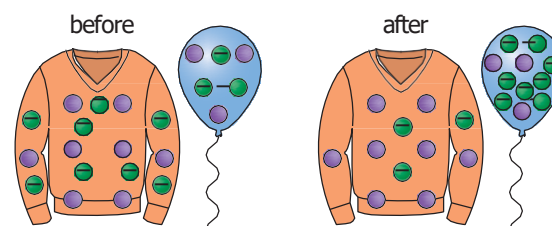
The atom

- The **atom** consists of a central nucleus with electrons orbiting around the outside in shells
- Electrons** have a negative charge
- Protons** are inside the nucleus and have a positive charge
- Neutrons** are inside the nucleus and have a neutral charge



Static electricity

- Static electricity is caused by the rubbing together of two **insulators**
- This causes electrons to be transferred, leaving one object with a positive charge, and one object with a negative charge

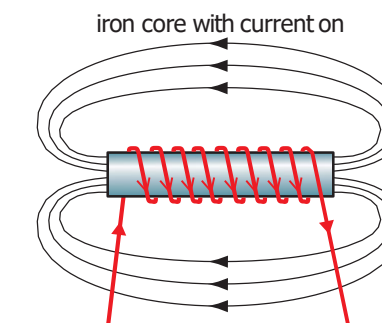


- Like charges will **repel**, opposite charges will **attract**



Electromagnets

- Electromagnets** are made by wrapping a coil of wire around a magnetic **core**
- Electromagnets only work when electricity is flowing through the coil, which means that they can be turned on and off
- Electromagnets are also stronger than **permanent** magnets
- The electromagnet will produce the same magnetic field shape as a bar magnet



- You can increase the strength of an electromagnet by:
 - Increasing the number of turns on the coil around the core of the electromagnet
 - Increasing the current which is flowing through the coil of wire
 - Using a more magnetic material for the core, e.g. iron rather than aluminium

Key terms

Make sure you can write definitions for these key terms.

Ammeter, atom, attract, battery, cell, conductors, current, electrons, electric charge, insulator, neutral, neutrons, potential difference, protons, repel, resistance, parallel, series, voltmeter



Key people

Abolitionists

William Wilberforce

English MP and leader of the abolition movement, he gave speeches and presented petitions to parliament every year between 1789-1807. He was vital to the abolition movement.

Olaudah Equiano

A former slave who wrote about his experiences and travelled the country was a vital voice in the abolition movement. His speeches alerted people to the horrors of slavery.

Resistance leaders

Harriet Tubman

A former slave who, over the course of 11 years, led over 70 slaves to freedom. She created the underground railroad, a network of safe houses and routes used to get slaves to freedom.

Toussaint L'Ouverture

Led a slave rebellion in 1791 against the French colonial forces. This resulted in independence for the island of Haiti, the first former slave colony to achieve independence.

Key terms

Slavery

A relationship where one person has absolute power over the other.

Triangle Trade

The system used for trading slaves across the world.

Middle Passage

The journey from Africa to America for slaves on ship.

Plantation

A large farm that slaves worked on to produce cotton, tobacco and sugar.

Domestic slave

Domestic slaves were butlers, cooks and maids, who had to look after the plantation owner.

Abolition

The act of ending something by law- here slavery.

Legacy

Something left over from the past.

Enlightenment

New ways of thinking that started in the 18th century, focused on reason and logic instead of tradition.

Petition

A demand presented to Parliament, signed by supporters of a cause

Key events

Who benefitted from slavery?

- **Plantation Owners** - Plantation owners, owned large pieces of land which farmed different crops. Plantation owners grew 'cash' crops of sugar, tobacco, coffee, spices and cotton for sale back in Europe which would be worked on by the slaves. By the constant supply of 'free' labour and good trading links plantation owners lived very lavish lifestyles, with very little upset to deal with.
- **African Tribal Leaders** - African Tribe Leaders captured slaves through war between rival communities over land. They would then trade their captures for weaponry and gunpowder to increase their power in their native land. They also expanded national trade to trading with European countries to increase their wealth.
- **British Business Men** - The Slave Trade made areas such as, Liverpool and Bristol extremely rich. Factory owners and business men that were involved in the production of weapons and gunpowder, benefitted massively from the selling of goods to African Tribe Leaders.

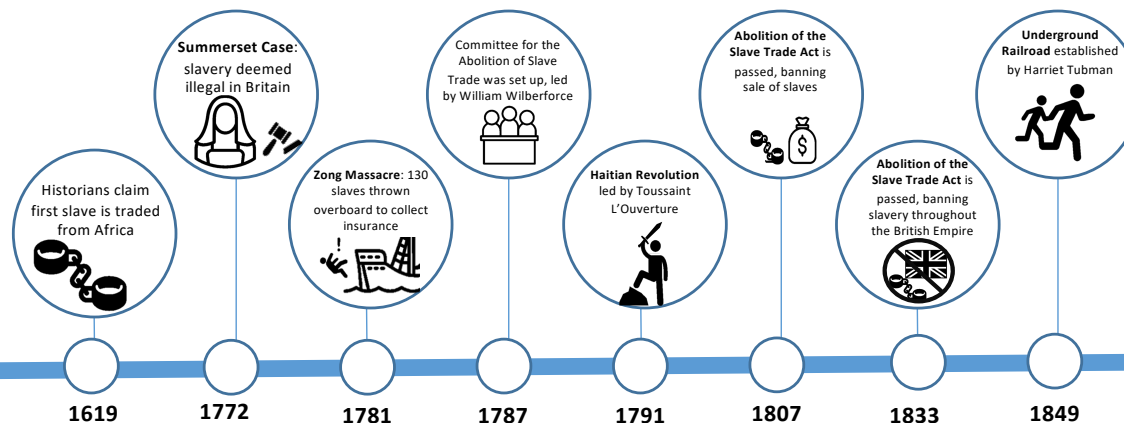
Life for slaves

- **Domestic Vs Plantation**- Domestic slaves were butlers, cooks and maids, who had to look after the plantation owner, his family and his house. Plantation slaves were those who worked 18 hour days on the plantations growing cotton and tobacco. Domestic slaves were usually treated better than plantation slaves, they were given better food and were clothed.
- **Accommodation** – slaves lived in wooden shacks with mud floors, with up to as many as 15 people sharing 1 room.
- **Family** – Slaves had no legal protection, therefore marriages and families could be broken up lawfully by their owners. Many used this as a threat to control slave behaviour. 32% of slave marriages were dissolved by masters selling slaves away from the family home.

Why was slavery abolished?

- **Politics** – Granville Sharp used the law courts to try and give slaves their freedom. Slavery was becoming legally unacceptable. Slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free.
- **Economics** – Sugar plantations were closing as cheap sugar could be bought from Brazil, people argued that slaves would work harder if they were freed and paid
- **Religion** – Christian groups, such as the Quakers, thought that slavery was a sin against God and religion. The Society for the Abolition of the Slave Trade was set up in 1787. Anti-slavery petitions were signed in British towns
- **Media** – Thomas Clarkson collected evidence against slavery, publishing posters, pamphlets and making public speeches. A logo was created by **Josiah Wedgewood**.
- **Key Individuals** - William Wilberforce campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up.

Timeline



Year 8 Resistant Materials Knowledge Organiser

Design for maintenance and repair



Advantages of repairable products and those that can be maintained:

Can be updated, to be more efficient, lengthening their useful life time.
It is cheaper to repair than replace an entire product.
Repairable products are environmentally friendly

A **standard component** is a pre-manufactured product that is used in the manufacturing of another product. As well as saving time, using a standard component can ensure a consistent product is produced. Users can remove standard fittings to help them repair or replace parts. **Nuts, bolts, washers, zips, buttons are just some examples.**

CAD - Computer aided design.



2DDesign, Google Sketch-up

- Advantages**
- Easy to make changes
 - Show clients 3D models of your idea
 - Files can be emailed across the world instantly
 - You can test your idea in a virtual environment
- Disadvantages**
- Software can be expensive
 - You need training

CAD Tools

Large Tool Set

Select (Spacebar)	Make Component
Paint Bucket (B)	Eraser (E)
Line (L)	Freehand
Rectangle (R)	Rotated Rectangle
Circle (C)	Polygon
Arc	2 Point Arc (A)
3 Point Arc	Pie
Move (M)	Push/Pull (P)

Computer aided manufacturing machines

Laser cutter
3D printer



Accurate, can be used to make multiple copies



Design movement : A design movement is a group of designers with a common cause view or idea who then produce designs based upon their views or ideas. Memphis Design movement, Art Deco, modernism and Art Nouveau are examples from the 20th century.

Input Components



These devices form the crucial control needed for a product to operate. Most input components need to be bought but some can be manufactured especially for a project. For instance, a pressure sensor.

Light dependent resistors (LDRs) are a type of variable resistor whose resistance increases with light.

Switches are simple input devices which allow electrical current to flow when pushed.

Motion sensors use infrared to detect changes in the environment to activate the system.

Thermistors are a type of variable resistor whose resistance changes when it becomes hot or cold.

Process Components



These devices are used in combinations to turn the signal from the input component into the signal to the output component. Careful designing and a good knowledge of the way circuits are designed is crucial

Resistors limit current flow in an electronic circuit and have to be placed before some components to prevent damage.

Integrated circuits (ICs) are manufactured for many different uses and functions. A tiny circuit is encased in silicone (a semiconductor material). Although they look complex, they follow the same logic as simple circuits. Because of their reduced size, smaller products can be achieved as more technology can be made to fit into smaller spaces.

Microcontrollers are tiny integrated circuits used widely in automatically controlled devices such as engine management in cars. These can be combined with drivers to control devices such as motors. Raspberry Pi and BBC micro:bit computers are examples used in schools.

Analysing products

When a designer is developing a new design, it is useful to analyse existing products to see how successful they have been and identify any areas in which they could be improved

Solder



Soldering iron



Side cutters



Tenon saw



Printed circuit board . Electronically connect components using copper tracks .

A **hazard** is any source of potential damage, harm or risk.

A **precaution** is a measure taken to prevent something dangerous or harmful happening

Output Components

The output is the end function of the product. In most cases, the output can be classed as light, sound, motion or a combination of two or more functions.

Light emitting diode (LED) come in different colours and levels of brightness. They have replaced the filament bulb in many everyday uses.

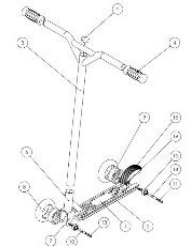
Light bulbs are not as widely used because of LEDs in an everyday context but minilight bulbs do not require soldering, so can still be useful.

Buzzers use electric current to create their own sound. Used in alarm systems.

Speakers allow a sound signal from a circuit to be amplified.

Motors are magnetic devices and are behind nearly all moving parts in electronic systems.

Exploded drawings show how a product is assembled. Each component is usually labelled.



Anthropometrics

Anthropometrics is the practice of taking measurements of the human body and provides categorised data that can be used by designers.

Ergonomics is a consideration that leads to a product being designed in a way to make it easy to use. Size, weight, shape, position of buttons and controls are all aspects that contribute to it being ergonomically designed.

Soldering is a permanent addition method for electronic components.

Short-circuit In a circuit, often as the result of a solder bridge, electricity will flow in the shortest path back to the battery.

Insulator A material that does not conduct electricity and can therefore be used as a coating to components, circuit boards and wires. PVC is a example.

Conductor A material which allows heat or electricity to pass through it easily. Copper is an example .

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

¿Adónde vas de vacaciones?

(Where are you going to go on holiday?)

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

¿Qué vas a hacer?

(What are you going to do?)

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

UNIT 16

Talking about my daily routine

<p>Vers... <i>[around...]</i></p> <p>A... <i>[at]</i></p> <p>...cinq heures <i>[5]</i></p> <p>...six heures <i>[6]</i></p> <p>...sept heures <i>[7]</i></p> <p>...huit heures cinq <i>[8.05]</i></p> <p>...huit heures dix <i>[8.10]</i></p> <p>...huit heures et quart <i>[8.15]</i></p> <p>...huit heures vingt <i>[8.20]</i></p> <p>... huit heures vingt-cinq <i>[8.25]</i></p> <p>... huit heures et demie <i>[8.30]</i></p> <p>...neuf heures moins vingt-cinq <i>[8.35]</i></p> <p>...neuf heures moins vingt <i>[8.40]</i></p> <p>...neuf heures moins le quart <i>[8.45]</i></p> <p>...neuf heures moins dix <i>[8.50]</i></p> <p>... neuf heures moins cinq <i>[8.55]</i></p> <p>A midi <i>[12 pm]</i></p> <p>A minuit <i>[12 am]</i></p>	<p>du matin <i>[in the morning]</i></p> <p>de l'après-midi <i>[in the afternoon]</i></p> <p>du soir <i>[in the evening]</i></p>	<p>je me brosse les dents <i>[I brush my teeth]</i></p> <p>je me coiffe <i>[I do my hair]</i></p> <p>je me couche <i>[I go to bed]</i></p> <p>je déjeune <i>[I have lunch]</i></p> <p>je dîne <i>[I have dinner]</i></p> <p>je fais mes devoirs <i>[I do my homework]</i></p> <p>je m'habille <i>[I get dressed]</i></p> <p>je joue sur l'ordinateur <i>[I play on the computer]</i></p> <p>je me lève <i>[I get up]</i></p> <p>je prends le petit-déjeuner <i>[I have breakfast]</i></p> <p>je regarde la télé <i>[I watch telly]</i></p> <p>je rentre à la maison <i>[I go back home]</i></p> <p>je me repose <i>[I rest]</i></p> <p>je sors de chez moi <i>[I leave my house]</i></p> <p>je vais au collège en bus <i>[I go to school by bus]</i></p>	<p>ensuite... <i>[then]</i></p> <p>après... <i>[after]</i></p> <p> finalement... <i>[finally]</i></p>
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UNIT 17

Describing my house

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

Unit 18

Saying what I do at home, how often, when and where

D'habitude <i>[usually]</i>	je me brosse les dents <i>[I brush my teeth]</i> je discute avec ma mère <i>[I chat with my mum]</i>	dans la chambre de mon frère <i>[in my brother's bedroom]</i>
Deux fois par semaine <i>[twice a week]</i>	j'écoute de la musique <i>[I listen to music]</i> je fais mes devoirs <i>[I do my homework]</i>	dans la chambre de mes parents <i>[in my parent's bedroom]</i>
Normalement <i>[normally]</i>	je fais du vélo <i>[I ride my bike]</i> je m'habille <i>[I get dressed]</i>	dans ma chambre <i>[in my bedroom]</i>
Parfois <i>[sometimes]</i>	je joue à la Playstation <i>[I play Playstation]</i>	dans la cuisine <i>[in the kitchen]</i>
Quand j'ai le temps <i>[when I have time]</i>	je me lave les dents <i>[I brush my teeth]</i> je lis des bandes dessinées <i>[I read comics]</i>	dans le garage <i>[in the garage]</i> dans le jardin <i>[in the garden]</i>
Souvent <i>[often]</i>	je lis des magazines <i>[I read magazines]</i>	dans la salle de bain <i>[in the bathroom]</i>
Tous les jours <i>[every day]</i>	je prends le petit-déjeuner <i>[I have breakfast]</i> je prépare le repas <i>[I prepare food]</i>	dans la salle de jeux <i>[in the games room]</i>
Trois fois par mois <i>[three times a month]</i>	je poste des photos sur Instagram <i>[I upload pics to Instagram]</i>	dans la salle à manger <i>[in the dining room]</i>
Vers six, sept, huit... du matin <i>[at around 6,7,8am...]</i>	je regarde la télé <i>[I watch TV]</i> je regarde des films <i>[I watch films]</i> je regarde des séries sur Netflix <i>[I watch series on Netflix]</i> je me repose <i>[I rest]</i>	dans le salon <i>[in the living room]</i> sur la terrasse <i>[on the terrace]</i>
	je sors de chez moi <i>[I leave the house]</i> je surfe sur internet <i>[I surf on the internet]</i>	



Year 8

Knowledge Organiser for Term 3

Literary terms:

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

CHARLES DICKENS KNOWLEDGE ORGANISER

Overview

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 become even more popular.





Some of his most famous novels include **Oliver Twist**, **Great Expectations**, and **A Christmas Carol**.

His works often **criticised some of the social problems** at the time, for example the gap between rich and poor, child labour, and life for orphans.



A photograph of Charles Dickens c. 1867-1867



Answers to Important Questions and Key Vocabulary

What did Dickens write about?		<p>-Dickens wrote about lots of different topics, but social inequality was perhaps the subject that he focused on the most.</p> <p>-In the Victorian era in which Dickens lived, the rich lived very different lives to the poor. Whilst they lived in huge mansions and had many servants, the poor often couldn't make ends meet. Children were often made to work in appalling conditions. Dickens wrote about these issues, giving society valuable lessons.</p>	Key Vocabulary
Was Dickens popular during his life?		<p>-Dickens was the most popular author in the western world during his lifetime. He was one of the first people known to be a true celebrity. This allowed him to do book readings and tour America.</p>	Novelist Critic Inequality Popular Journalist
What are Dickens' most famous novels?		<p>-Oliver Twist is one of Dickens' best-known novels. It tells the story of a young orphaned boy who is treated exceptionally harshly by others. He has to find his way to happiness through a cruel world.</p> <p>-Another famous Dickens' novel is A Christmas Carol. It is about a miserable man called Ebenezer Scrooge, who only cares about business and money. He is taught a lesson by three Christmas ghosts!</p>	Clerk Debtor Social Labour Victorian Publication Dickensian
What else do we know about Dickens?		<p>-Dickens was a very superstitious man, who had a number of odd habits. For example, he often slept with his head facing north, as he believed that this would make him write better!</p> <p>-He was a critic of the church. He thought that it used to take advantage of people.</p>	

Times in His Life


<h4 style="background-color: #e0e0e0;">Early Life</h4> <div style="text-align: center;"></div> <p>-Dickens was born in Landport (Portsmouth) in Hampshire, England, on 7th February 1812.</p> <p>-He was the 2nd of 8 children to John and Elizabeth Dickens.</p> <p>-Charles lived an average early life. He was well looked after and had lots of opportunities to play and read books.</p>	<h4 style="background-color: #e0e0e0;">Late Childhood</h4> <div style="text-align: center;"></div> <p>-Things changed for Dickens around the time that he was 11/12.</p> <p>-His father owed lots of money and was sent to debtors' prison. The young Charles had to work in a boot blacking factory. The conditions were poor and he was badly paid.</p>
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Rise to Writing

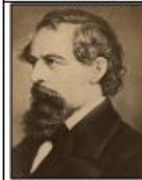
-Dickens became a clerk in a law office. Although he did not like working there either, he began to write. He was influenced by his experiences in the factory and law office.

-In 1833, Dickens wrote 'A Dinner at Poplar Walk', published monthly. This impressed some critics, and got him a job as a journalist at the House of Commons.

-In 1836, he became a magazine editor. This is the time that he wrote *Oliver Twist*.



Celebrated Author



- From the late 1830s right up until the 1860s, Dickens went on to write a number of hugely popular novels. These included *A Christmas Carol*, *David Copperfield*, and *Great Expectations*.

-His writing is thought to have made him lots of money, and also made him one of the first worldwide celebrities. His writing was so well-known that the style itself became known as 'Dickensian.' Even characters in his stories, e.g. Ebenezer Scrooge, Bob Cratchit, Fagin and the Artful Dodger have become well-known around the world.

Top 10 Facts!

<ol style="list-style-type: none"> Charles and his wife, Catherine, had 10 children before they separated. The young Queen Victoria was a fan of Dickens' novels. He is buried in the Poet's Corner of Westminster Abbey. People now think that he probably had OCD (Obsessive Compulsive Disorder). Dickens was interested in the paranormal and joined a group called The Ghost Club. 	<ol style="list-style-type: none"> He wrote 15 novels and hundreds of short stories in total. He helped to create a home for women who had fallen on times of hardship. When he died of a stroke in 1870, he had half-written a mystery novel called <i>The Mystery of Edwin Drood</i>. It remains a mystery. He was involved in a terrible train crash in which many people died, but survived. People across the world celebrated his 200th birthday on 7th February 2012.
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Charles Dickens Timeline

1812: Dickens is born in Hampshire, in England.	1824: Dickens' father went to debtors' prison. Aged 12, Charles worked in a factory.	1827: Dickens becomes an office clerk, and begins writing.	1833: Dickens' first work is published - <i>A Dinner at Poplar Walk</i> .	1836: Dickens is married to Catherine Hogarth.	1837: <i>Oliver Twist</i> is published.	1843: <i>A Christmas Carol</i> is published.	1853: He begins doing public readings of his works.	1867: He tours America.	1870: At the age of 58, Dickens dies at his home in Kent.
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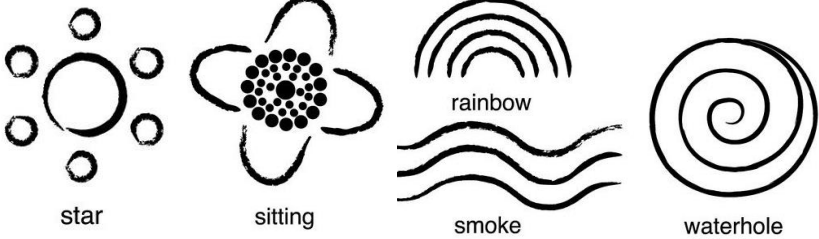
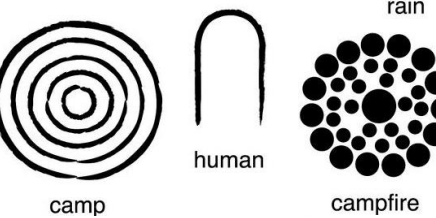
Social and Historical Context	Key Themes	Key Texts and Characters
<p>Childhood & Education: Many children did not go to school and working class families relied on their children to work to bring in extra money to survive.</p> <p>Social Class: The Victorian society was divided upper, middle and working class. The Upper Class was in a powerful position giving them authority, better living conditions, and other facilities. Middle-class people also owned and managed vast business empires. The working class was the worst affected class in the Victorian times.</p> <p>Health: Infectious diseases such as cholera, smallpox, tuberculosis and influenzas, were the greatest cause of Victorian mortality</p> <p>Industrialisation: The Industrial Revolution brought about drastic changes in the standard of living of the Victorian Middle-Class people. These revolutions opened the doors for more job opportunities and earn a decent living. This, in turn, had a positive impact on the education of children. Women also participated in the paid workforce in increasing numbers. However, working class people suffered during the Industrial Revolution. They were replaced by machines in factories and thousands converged upon the major cities. When they arrived, there were no jobs and they suffered from poverty, starvation and homelessness.</p>	<p>Gender: Rights and privileges of Victorian women were limited, and women had to live with hardships and disadvantages. There were sharp distinctions between men's and women's rights during this era: men were allotted more stability, financial status and power over their homes and women; women did not have the right to vote, sue, or own property.</p> <p>Class: Victorian Britain was a society dominated by class distinction. With an elite dedicated to leisure while many in the working class struggled to eat, the gap between rich and poor seemed insurmountable.</p> <p>Religion: The people of England were very religious. There were many who regularly visited the church. People were not only very religious but also were god-fearing.</p>	<p>William Blake – London: The poem has a bleak, tragic tone and reflects Blake's frustration and unhappiness with his life in London. Blake describes the disquieting socio-economic and moral decline in London and the increasing sense of hopelessness that can be found in the city.</p> <p>William Wordsworth – Westminster Bridge: This sonnet features a speaker sharing his impressions of the view from Westminster Bridge. The poem takes shape as the speaker describes the sights and feeling of a quiet early morning before the city springs to life.</p> <p>Charles Dickens – Hard Times: Louisa and Tom Gradgrind have been harshly raised by their father, an educator, to know nothing but the most factual, pragmatic information. Their lives are devoid of beauty, culture, or imagination, and the two have little or no empathy for others. Louisa marries Josiah Bounderby, a vulgar banker and mill owner. She eventually leaves her husband and returns to her father's house. Tom, unscrupulous and vacuous, robs his brother-in-law's bank. Only after these and other crises does their father realize that the manner in which he raised his children has ruined their lives.</p>
	<p>Literary Terms</p> <p>Imagery – words and phrases that create pictures in the reader's mind</p> <p>Simile – a comparison of two things using 'like' or 'as'</p> <p>Metaphor – a comparison of things not using 'like' or 'as'</p> <p>Motif – a recurring symbol throughout a story</p> <p>Pathetic fallacy – using the weather to reflect a character's mood or emotions</p> <p>Personification - giving human-like qualities to objects, ideas or animals.</p>	<p>Linguistic Terms</p> <p>Adjective – a word that describes a noun</p> <p>Adverb – a word that describes verbs, adjectives and other adverbs</p> <p>Article – a word that defines a noun as being specific or unspecific</p> <p>Conjunction – a word that connects separate clauses or sentences</p> <p>Noun – a name, object or emotion</p> <p>Preposition – a word that shows time and place</p> <p>Verb – an action</p>

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

Monochrome means varying tones of **ONE** colour.

Complementary colours are opposite each other on the colour wheel.

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



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.



Clapping sticks are a traditional percussion instrument used during ceremonies and songs.



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 noise.



Media	Best practice
Coloured Pencils	<ul style="list-style-type: none"> Apply using a soft circular motion Start with the lightest colours and build up colour/tone Harmonious colours add depth 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
Watercolour	<ul style="list-style-type: none"> Mix your own variations of colour instead of using them straight out of the palette to make your work look more individual 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
Papier Mache	<ul style="list-style-type: none"> Rip OR cut (not both) Use 2cm strips to cover whole surface of boomerang Overlap to avoid leaving gaps Use a thin layer of PVA
Tonal Pencils	<ul style="list-style-type: none"> Know your pencils- B are soft and dark (the higher the number the softer and darker they are) H are hard pencils and so create a thinner and lighter line (the higher the number the harder and lighter they are) Rest your hand on a paper towel to avoid smudging Make sure your work transitions smoothly from light to dark Use a soft circular motion
Oil Pastels/Wax Crayons	<ul style="list-style-type: none"> Start with the lightest colours Press on heavily to apply a strong coverage Blend colours together by slightly overlapping Be gestural with the marks you apply
Pen / Biro	<ul style="list-style-type: none"> Work from left to right (or right to left if you are left handed) to avoid smudging Use a paper towel to blot any excess ink of the nib 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.

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