

WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 8 – Term 2

Name	
Form group	

The knowledge organisers in this booklet are full of the **essential facts** and **information** that you need to know and be able to recall in order to 'master' Term 2's units/topics in each of your subjects.

To achieve this, you will need to take in the facts and information and work at moving it all from your short to long-term memory.

We have included the reminder about how to self-quiz and various revision techniques.

Good luck in your learning,

Miss Price

Assistant Headteacher in charge of Teaching and Learning

Knowledge is Power

How to self-quiz: A Reminder!



Read the specific facts/information you have been asked to focus on



Say it in your head/out-loud (if you are at home and would like to)



Cover the section of your knowledge organiser



Write out everything you can remember from what you have read and said to yourself



Check over what you have written – check every word.

If you have everything correct, tick your work with a green pen.

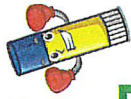
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

Repeat the process until you are able to write out all the facts/information, making no errors. We recommend at least 30 minutes in order to achieve this.

For an example of self-quizzing in action, please see the following instructional video:



Making knowledge stick!



Get a family member/friend to test you (**remember - word for word; number for number!**)

Focus and be positive - say to yourself you can learn what you've been asked to/want to learn, because you can! It is proven that this makes a difference as you're more receptive to the knowledge going in!

Make flash cards (for example, have the term on one side and the definition on the other.) Please see this video that shows you how you can effectively use them over the course of a week or set amount of time to embed knowledge:
<https://www.youtube.com/watch?v=C20EvKtdJwQ&t=87s>

Test yourself a lot - in all these ways and self-quizzing. When you do so and answer incorrectly, not only are you more likely to remember the right answer after you look it up... you'll also remember that you didn't remember. (Getting something wrong is a great way to remember it the next time, especially if you tend to be hard on yourself.) That's why you need to start early and do little and often, and keep retrieving the same and old knowledge!

Say the words, definitions, formulae etc. **OUT-LOUD:** This turns you from passive to active in the learning process. Research shows that producing words aloud during study, relative to simply reading them silently, improves explicit memory.

Build a '**MEMORY PALACE**' (also known as method of loci; memory journey and mind palace technique): This memory aid was created thousands of years ago by the ancient Greeks. It's used by world record-holding memory champions (and Sherlock Holmes!) With a little planning and practice, you can build a memory palace, too. *Please see this video of a man helping an 8 year-old boy to know all the US presidents using this technique!*

https://www.youtube.com/watch?v=a17_g2E3a3Q&t=452s

Incorporate mnemonics (patterns of letters, ideas, or associations which assist in remembering something) to **recall longer strings of information:** e.g. My Very Excellent Mother Just Served Us Noodles (or Nachos) = The planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Chunk your learning - DON'T leave it until the night before it's due (if you do, you may know it a bit and be able to recognise the words, phrases and equations etc. But they won't be committed to memory.) Start early and do little and often; distributed practice is much more effective!

Two others for us to try out!

After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a...

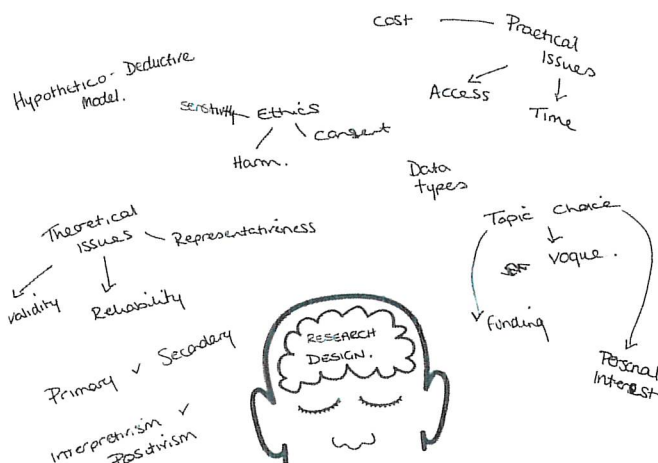
Brain Dump!

How?

- Take a blank piece of paper
 - Write down (DUMP!) everything you know about the topic
 - No books
 - No notes
 - Be as messy as you like
 - Time limit of 2 minutes
 - After, put a star next to the things you think will be useful to revise.
 - If you are unsure of anything you have written, try to explain each term or concept to someone and if you cannot then you need to revise it.
 - Use your notes to identify areas you have not included in your brain dump. These should be revised too!
-
- Once you have your brain dump you should be able to elaborate on the content, being able to describe and explain things in detail.
 - You should be able to make connections amongst the ideas.
 - You should identify anything you cannot explain or have missed.
 - You will want to go back and self-quiz and use our other techniques to help you to embed and retrieve the knowledge you have difficulty remembering or explaining or that you did not add to your original brain dump!



Examples of brain bumps:



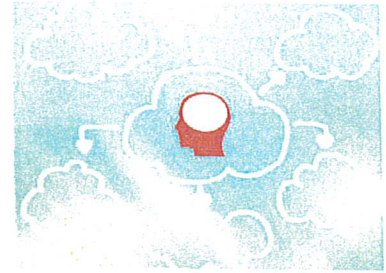
Here students have 'brain dumped' and then created revision resources (flash cards) to master content



Mind Maps!

How?

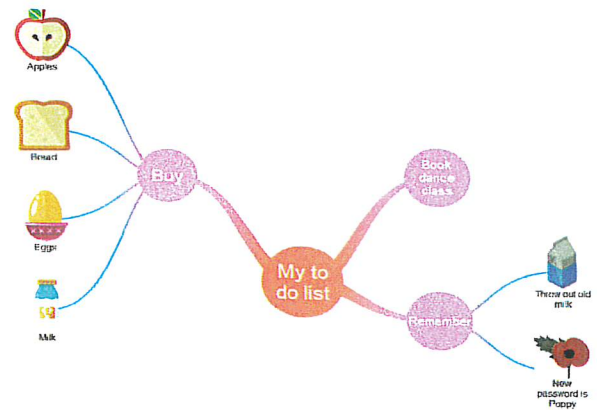
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code*):



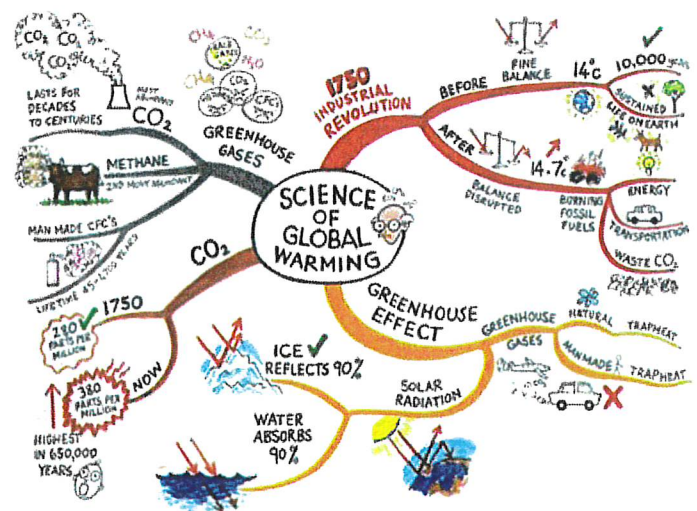
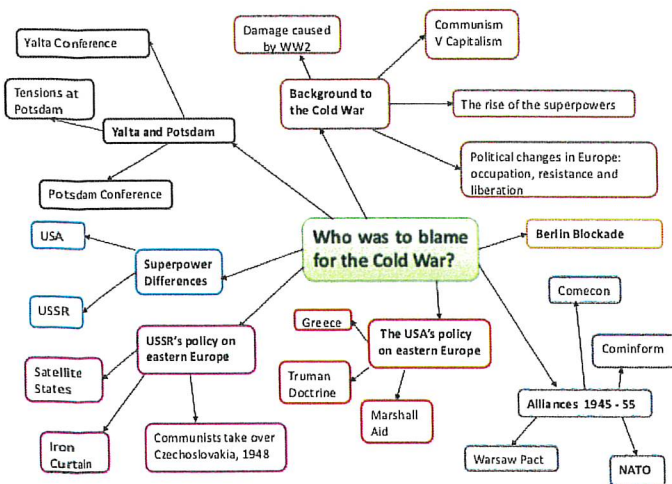
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

- Buy apples
- Throw out old milk
- Remember the Internet password is now 'Poppy'
- Book a dance class

To help them remember items on their list, the individual who has created this mind map uses a picture of a 'Pink Lady' apple as a retrieval cue (trigger) because these are their favourite. Furthermore, the individual needs to remember that they have changed their password to 'Poppy', as another cue (trigger), so uses a picture of a remembrance poppy.



More examples of mind maps:



Top tips!

- 1) ! Use different colours for each branch of your mind map. This helps your brain distinguish between each of the different information stems.
- 2) ! Use 'dual coding'* in your mind maps. Dual coding means using both words and images to record the information you need to remember.



WGSB Art - Year 8 Colour Theory Knowledge Organiser

Double primary paint system

With these paints you can mix all the colours of the rainbow – look at the posters on the wall in your art room to see how to create your colours



BRILLIANT YELLOW

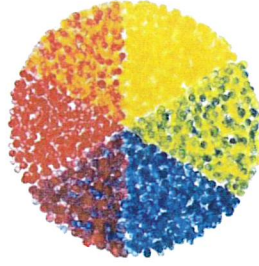
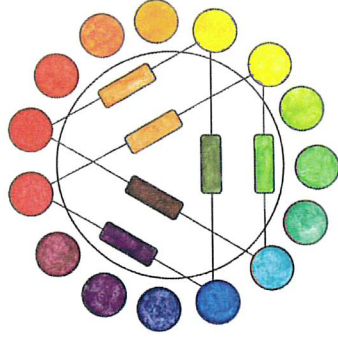
LEMON YELLOW

TURQUOISE

BRILLIANT BLUE

VERMILLION

CRIMSON



Optical Colour Mixing/Pointillism

MIXING COLOURS:

For less intense colours:

- Mix two or more colours that are further apart on the colour wheel
brilliant blue + brilliant yellow

For more intense colours:

- Mix only two colours that are closest together eg turquoise + lemon yellow

PRIMARY COLOURS:

- **RED**
- **YELLOW**
- **BLUE**

SECONDARY COLOURS:

- **ORANGE**
- **GREEN**
- **PURPLE**

KEY TERMS	
Primary	Red, Yellow, Blue. Primary colours cannot be made by mixing other colours together.
Secondary	Orange, Purple, Green. Secondary colours are made by mixing two primary colours.
Tertiary	Tertiary colours are between, or a mix of primary and secondary colour.
Complementary	Complementary colours are opposite each other on the colour wheel. Placed next to each other they provide strong contrast. Blue and orange are the coldest and warmest colours on the colour wheel. Yellow and purple are the palest and darkest colours on the colour wheel.
Analogous	Analogous colours are close to each other on the colour wheel and are similar to each other.
Shade	Mixing a small amount of black to a colour will make a shade.
Tint	Mixing white to a colour will make a tint.
Optical colour mixing	When unmixed colours are placed side by side, especially in dots. When viewed from a distance the eye sees a colour that is the blend of the dots.
Pointillism	The theory or practice in art of applying small strokes or dots of colour to a surface so that from a distance they blend together. It was developed in the mid 1800's.
Intensity	The vividness or saturation of a colour.
Tonal value	The lightness or darkness of a colour.

Year 8 Business and Finance

Unit 1: Topic 4: What is income?

Benefits: Payments that the government makes to someone who is entitled to receive it (e.g. Jobseeker's Allowance or State Pension).

Cash: Banknotes and coins.

Cash flow: All of your money coming in and money going out.

Disposable income: The part of your income that you can choose to use in whatever way you want, after you have paid all of your essential expenses. There are technical definitions for 'disposable' and 'discretionary' income, but you do not need to know these distinctions at this level of study.

Gross income: The income that you receive before any deductions (ie tax and National Insurance contributions) are made.

Income: All of the money (or items worth money) that you receive, including through work, investments and government benefits.

Informal economy (or cash economy): Those jobs and payments received that are not formally registered as 'working', and so are difficult to quantify.

Money: A medium of exchange in the form of banknotes and coins(cash), or electronic balances (ie what you use to purchase goods and services).

Multiplier effect: The impact of one financial decision on another, which in turn has an impact on someone or something else, and so on.

Net income: The income that you receive after all deductions have been made from your gross income.

Pension: Income received after you have retired, whether from the state (State Pension) or from an employer (into which scheme you will pay while you are working).

Salary: A regular fixed payment for work carried out, usually paid monthly and generally spoken of as an annual amount, such as '£24,000 a year'.

Shares: Investments that represent part-ownership of a company.

State Pension: A payment made by the government to those who are retired.

Targeted benefit: A payment made by the government only to specific groups of people who fulfil certain criteria (e.g. Disability Living Allowance).

Universal benefit: A payment made by the government to everyone in a certain circumstance (e.g. State Pension to those over a certain age).

Wage: A sum of money paid for work carried out, usually paid monthly at an hourly rate.

Windfall: A large amount of money that is won or otherwise received unexpectedly.

Year 8

Computer Science

Term 2

Topic: Developing for the Web

Key Words and Phrases

HTML – Hyper Text Markup Language, coding language used to develop webpages

Web Pages – Part of a website. A collection of multimedia and text created to be viewed by a web browser

Tags – HTML is made up of several tags. Each tag tells the user how to display the web page

CSS – Cascading Style Sheet, allows the designer to define the way a web page is formatted

Formatting – How information or data is arranged on a page

Search Engine – A database on the WWW that helps us to quickly find the web pages we want

WWW – A huge collection of websites that we can access using the Internet

Hyperlinks – a piece of text, graphic or button on a web page. When clicked it will take you to another location

Navigation – A method created to allow to jump from one webpage to another. Menus are a popular navigation method

YEAR 8 F1 IN SCHOOLS

KNOWLEDGE ORGANISER

Key words	Definition
Design brief	A design brief is a document that defines the core details of your upcoming design project, including its goals, scope, and strategy. It needs to define what you, as a designer, need to do, and within what constraints.
Specification	A design specification is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known. Information needs to be found through research to help produce early design solutions and improvements
Meetings	an assembly of people for a particular purpose, especially for formal discussion.
Dimensions	A dimension is a measurement such as length, width, or height. If you talk about the dimensions of an object or place, you are referring to its size and proportions
Sketching	A Design Sketch is an informal visualization that with sketching techniques shows the context, borders, features, benefits and costs of an enterprise structure at a conceptual, logical or physical level.
Orthographic drawings	An orthographic drawing, or orthographic projection, is used to represent a three-dimensional object through multiple two-dimensional views.
CAD	CAD (computer-aided design) is the use of computer-based software to aid in design processes. CAD software is frequently used by different types of engineers and designers. CAD software can be used to create two-dimensional (2-D) drawings or three-dimensional (3-D) models
Aerodynamics	the study of the properties of moving air and the interaction between the air and solid bodies moving through it.
Modelling	Modelling allows designers to visualise and test how a product looks and performs in 3D and is a great way of checking a product's viability
Manufacturing	Manufacturing means "making" or "building," but it's most often used to refer to an automated process of putting something together from parts
Logo	a symbol or other small design adopted by an organization to identify its products, uniform, vehicles, etc.
Branding	the promotion of a particular product or company by means of advertising and distinctive design

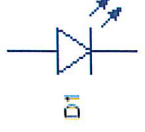
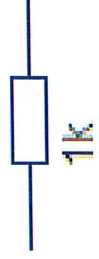
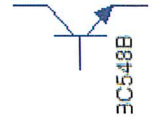
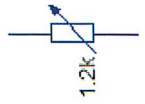
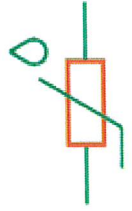
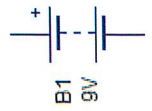


Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture.
Al dente	Typically pasta cooked so as to be firm when bitten
Au gratin	Sprinkled with breadcrumbs or grated cheese and browned.
Beating	This is the rigorous mixing of ingredients using a wooden spoon, electric whisk, food mixer or food processor to thoroughly combine ingredients and to incorporate air.
Binary fission	Process by which bacteria replicate and multiply.
Bran	The outer covering of grain that is separated when making white flour and contain lots of fibre
Bridge hold	Creating an arch over the ingredient with your hand so the knife can fit underneath to safely chop ingredients.
Chefs knife	A large kitchen knife with a wide blade usually 20-25cm long and a tapered to a point,. Used for slicing and chopping, larger ingredients or herbs where the 'rock chop' method can be used.
Claw grip	A chopping techniques where your fingers are curled inward and gripping the food with the fingernails, the side of the knife blade should rest against the knuckles, used for slicing ingredients.
Coeliac disease	A disease in which the small intestine is hypersensitive to gluten, leading to difficulty in digesting food
Core cooking temperature	The temperature at which foods need to reach in order to be cooked thoroughly. It should be over 75 °C and measured at the thickest part of the food.
Cross Contamination	The process by which bacteria are transferred from one substance or object to another, with harmful effect. Transferring bacteria from raw to cooked food is the cause of most infections.
Danger Zone	The temperature range with which bacteria multiplies rapidly (5°C -63°C).
Endosperm	The part of the wheat grain used to main white flour
Food Hygiene	The conditions and measures necessary to ensure the safety of food from production to consumption.
Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.
Germ	Part of the wheat grain which is used to reproduce and grow new wheat
Gluten	A mixture of two proteins (glutenin and gliadin) present in cereal grains, especially wheat, which is responsible for the elastic texture of dough
Hot holding	The process of keeping the cooked food at a safe temperature while it is ready for service.
Juicer	A kitchen tool that extracts juice from citrus fruits and vegetables by shredding the flesh of the food item.
Kneading	Stretching the dough with your hands to unravel the gluten strands. This makes the dough elastic and helps the bread to rise
Marinating	A process of soaking foods in a liquid mixture, usually wine, vinegar or lemon juice with various spices and herbs prior to cooking.
Pathogenic bacteria	Bacteria which causes disease, unlike many bacteria which are harmless and often even beneficial to health. Common food borne bacteria include Campylobacter and Salmonella.
Personal Hygiene	Ensuring people are clean and ready to handle food in order to avoid any form of contamination.
Proving	Leaving dough in a warm place to give the yeast time to ferment
Raising agent	A substance added to a food product that makes it rise when cooked.
Rock chop method	Holding the handle of the blade and keeping the tip of the knife on the board rock the knife up and down to chop the ingredient finely, bringing the ingredients closer to the centre as you chop.
Rubbing in	To coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.
Salmonella	A common bacterial disease that affects the intestines. Humans become infected most frequently through contaminated water or food such as chicken and eggs.
Shortening	The ability of a fat to produce a characteristic crumbly texture to baked products, i.e. pastry.
Stir fry	To cook pieces of meat or vegetables quickly in a small amount of hot oil, moving them around all the time.
Water icing	A icing made from icing sugar and water, used to decorate biscuits
Whisking	Blend ingredients together quickly or to incorporate air into ingredients such as egg whites or heavy cream in order to increase the volume of the mixture.
Yeast	A micro organism which feeds off the sugar and gives off carbon dioxide, creating bubbles inside the bread and makes the bread rise



YEAR 8 HUMIDITY SENSOR KNOWLEDGE ORGANISER

Keyword	Definition
Proton	a stable subatomic particle occurring in all atomic nuclei, with a positive electric charge equal in magnitude to that of an electron.
Electron	a stable subatomic particle with a charge of negative electricity, found in all atoms and acting as the primary carrier of electricity in solids.
Current	a flow of electricity which results from the ordered directional movement of electrically charged particles
Potential Difference	Potential difference is the difference in the amount of energy that charge carriers have between two points in a circuit
Resistance	Resistance is a measure of the opposition to current flow in an electrical circuit. Resistance is measured in ohms, symbolized by the Greek letter omega (Ω)
Ohm's Law	a law in electricity that states that the current in a circuit is equal to the potential difference divided by the resistance of the circuit.
V = Volts	The unit of measurement for voltage
I = Amps/Ampere	The unit of measurement for current
R = Ohms	The unit of measurement for resistance
Humidity Sensor	An input component that senses the level of moisture in the environment around the sensor
Potential Divider	In electronics, a voltage divider (also known as a potential divider) is a passive linear circuit that produces an output voltage (V_{out}) that is a fraction of its input voltage (V_{in}). Voltage division is the result of distributing the input voltage among the components of the divider.
LED - Light Emitting Diode	LED stands for light emitting diode. LED lighting products produce light up to 90% more efficiently than incandescent light bulbs.





Year 8 Drama

Key Terminology Autumn 2



<u>Drama Skills</u>	
Physical Theatre	This is where actors use their bodies to create objects and shapes. Physical Theatre can also be a way of telling a story through physical movement.
Soundscape	Where the performers create sounds to show an object or location.
Thought Track	This is where a character reveals their inner most thoughts and feelings to the audience.
Role Play	Role play is taking part in a performance with speech to show a character and story.
Hotseating	An actor sits in the 'hot-seat' and answers questions in character. This helps the actor understand their character and get into role when performing.
Still image	This is a frozen picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.
Marking the moment	This is where a moment is highlighted for dramatic effect to show it is a significant part of the play. This can be achieved through still images, slow motion, thought tracks and some technical elements like lighting.
Narration	A narrator informs the audience of the events taking place on stage. The narrator can be separate from the action or in the scene as a character talking to the audience about the events.
Atmosphere	Atmosphere is the mood or feeling created in a performance.
Status	Status is the level of power or influence a character has.
Genre	Genre is a type of style or category in Drama, for example comedy and tragedy.
<u>Characterisation</u>	
Facial Expressions	A facial expression conveys an emotion that tells us about the character and the way they react to the situation. The actors use their eyes, mouth and eyebrows to convey emotion.
Gesture	Gesture is the way people communicate with their hands or other parts of the body. It can be used to show a character's emotions and personality.
Body Language	Body language includes posture and stance and can convey a character's feelings or personality.
Voice	Your voice can communicate the age, temperament, personality, and the status of your character. Projecting your voice in a performance is vital in order for the audience to understand what is happening.
Proxemics	Proxemics is how close or near you are to others on stage which can help to communicate meaning. It is also about where you position yourself on the stage so the audience can see you and others clearly.

Year 8 English Knowledge Organiser, Term 2

<p>Key Words and Definitions</p> <p>Purpose (n.) the reason for which anything is done, created, or exists; the aim or goal of this</p> <p>Protagonist (n.) the main character in a story, play, etc.</p> <p>Hyperbole (n.) a deliberate exaggeration used for effect (hyperbolic – adj.)</p> <p>Pathetic fallacy (n.) In literature, the representation of inanimate objects in nature as possessing human feelings.</p> <p>Figurative (adj.) of the nature of, resembling, or involving a figure of speech; not literal; metaphorical</p> <p>Misanthropist/misanthrope (n.) a person who dislikes or distrusts other people (misanthropic – adj.)</p> <p>Melancholy (n.) a tendency to gloominess and depression; a sad, thoughtful state of mind (melancholic – adj.)</p> <p>Unscrupulous (adj.) without scruples; unprincipled, unfair. (unscrupulously – adverb)</p>	<p>Desolation (n.) uninhabited, deserted wasteland; ruin or devastation (desolate – adj.)</p> <p>Poverty (n.) the condition of being without adequate food, money, etc.</p> <p>Ignorance (n.) lack of knowledge, information, or education; the state of being ignorant: lacking knowledge or awareness (ignorant – adj.)</p> <p>Justice (n.) the quality or fact of being fair</p> <p>Philanthropist (n.) one who is benevolent or charitable, showing love towards humankind in general. (philanthropic – adj.)</p> <p>Stave (n.) a stanza or verse of a poem; in music, an individual group of five lines and four spaces</p> <p>Metamorphosis (n.) a complete change of character or appearance</p> <p>Themes:</p> <p>Greed, predestination, free will, poverty, class, isolation/loneliness, transformation, the passage of time, family, guilt, generosity, redemption, capitalism, social responsibility, justice, the supernatural.</p>	<p>Context:</p> <p>1824 – Dickens' father is sent to jail for debt and Dickens had to give up his education until his father inherits some money and he goes to a private school.</p> <p>Dickens was put to work in a warehouse, pasting labels on bottles. He had experience of poverty.</p> <p>Dickens became a writer of fiction and journalism, reporting on court cases and working for radical newspapers on his disillusionment with politics and the class system.</p> <p>1832 – The Great Reform Bill gave many middle-class property owners the right to vote for the first time. Large sections of the middle classes, the working classes and women still didn't have the right to vote.</p>	<p>1834 – Poor Law Amendment Act – Led to a cut in aid given to paupers to help them stay in their own homes. Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing.</p> <p>December 1840 and February 1843 – Children's Employment Commission reports.</p> <p>September 1843 – Dickens visits a "Ragged School" which was part of a charitable organisation dedicated to the free education of destitute children in 19th century Britain.</p> <p>October 1843 – Dickens speaks at an event for Manchester Athenaeum, an organisation bringing education and culture to the working masses.</p> <p>December 1843 Dickens writes <i>A Christmas Carol</i> focusing on how many of society's ills can be blamed on greed for money and status.</p>	<p>Analytical Verbs</p> <p>Learn these verbs to help add variety to your analytical responses:</p> <p>Advocates Articulates Asserts Builds Characterises Clarifies Compares Concludes Confirms Continues Contrasts Conveys Creates Debates Defends Depicts Describes Details Develops Differentiates</p>
<p>Key Quotes "Oh! But he was a tight-fisted hand at the grindstone, Scrooge...a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."</p> <ul style="list-style-type: none"> "It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them." "Old Marley was as dead as a door-nail." "It was not angry or ferocious, but looked at Scrooge as Marley used to look: with ghostly spectacles turned up on its ghostly forehead." "Darkness is cheap, and Scrooge liked it." "Scrooge was the ogre of the family and the mention of his name cast a dark shadow" "It was shrouded in a deep black garment which concealed its head, its face, its form and left nothing visible except one outstretched hand" "If there is any person in the town who feels emotion caused by this man's death, show that person to me, Spirit, I beseech you!" "Scrooge crept towards it, trembling, and following the finger, read upon the stone of the neglected grave his own name, Ebenezer Scrooge." "I am light as a feather, I am as happy as an angel, I am as merry as a schoolboy, I am giddy as a drunken man." "Scrooge was better than his word. He did it all and became as good a friend, as good a master, and as good a man, as the good old city knew." "God bless us everyone" 				

Key Words	Key Learning Concepts/Facts
<ul style="list-style-type: none"> ➤ AC Country- Advanced Country. A rich country as defined by the International Monetary Fund (IMF) ➤ Dam- a wall built across a river to control water flow. A reservoir (artificial lake) forms behind it ➤ Delta-flat land round the mouth of a river, built from sediment deposited by the river. ➤ Economic consequence- an effect of a geographical event that changes wealth or business e.g., loss of jobs, loss of income. ➤ Embankment- A wall built next to a river to contain flood water. ➤ Flash Floods- a sudden flood usually caused by a very heavy burst of rain. ➤ Floods-Floods are an overflow of water from a river channel. ➤ Floodplain-the flat area either side of a river channel forming the valley floor, which may be flooded. ➤ Infrastructure- the basic services in a country, such as roads, railways, water supply, telephone system ➤ LIDC country- A Lower Income Developing Country. A poor country as defined by the international Monetary Fund (IMF) ➤ Long term- dealing with an event in over several years. ➤ Monsoon- the season in south –east Asia when warm, moist winds blow in from the sea bringing lots of rain. ➤ Pumping Station- a building with pumps that pumps water to temporary storage basins. ➤ Saturated rock- Rock which has all its spaces or pores filled with water. ➤ Short term- dealing with an event in a limited time period up to a few months. ➤ Silt-fine particles of soil carried by rivers. ➤ Social consequence- an effect of a geographical event that changes people’s lives e.g. death or homelessness. ➤ Urbanisation- land which has been built on and so has an impermeable surface preventing infiltration into the ground. Urban land uses usually have drains that move water quickly to rivers. 	<ul style="list-style-type: none"> ➤ Why do floods happen? Most floods happen because there has been so much rain that the river channel can no longer cope with the amount of water. Prolonged rainfall over days or weeks is the most common cause of flooding. Flooding can also be caused by ice or snow melting at the end of a cold period or weather. Sometimes flooding can happen due to a very intense short period of rain; this kind of flooding is known as flash flooding. ➤ What are the causes of an increase in flood risk? Saturated soil is another natural factor. Steep slopes can increase the risk of flooding as water runs down a slope to the river before it can soak into the ground. A human factor is deforestation where trees are cut down and water is no longer intercepted but runs straight down to the river. Another human factor is urbanisation that creates an impermeable surface which together with drains means water quickly moves to the river. ➤ What can be the social and economic consequences of flooding? Flooding at its worst can kill people. Flooding often leads to disease which can have grave social effects. Flooding often makes people homeless. It can damage property. Businesses can often be so badly affected that people lose their jobs. Infrastructure can be badly damaged too. ➤ Why are the consequences different in LIDC and AC countries? LIDC countries are less able to prepare for floods or recover from them afterwards, so the consequences tend to be more severe and longer lasting. There is usually a large risk of disease from polluted water supplies in LIDCs and deaths and injuries can be many. Often food supplies can be badly disrupted in LIDCs and assistance from other countries is required. Houses are often flimsy and not able to cope with flooding. In AC countries although the economic consequences can be great the country has the resources to recover quickly and put in measures to prevent or lessen flooding in the future. AC countries are usually better prepared for floods with sophisticated warning systems. ➤ In what ways can flooding be managed and ultimately reduced? Flooding can be managed in the short term by warning systems, evacuations, flood shelters and medical and food supplies. The emergency services have plans in readiness for dealing with floods. In severe cases military forces can be called upon to help. In the long-term floods can be controlled and reduced by flood control measures. The water level can be controlled by dams or pumping stations. Barriers such as embankments can be built along river banks to keep water in. These can be temporary or permanent. Rivers can be permanently altered to speed up the flow of water to the sea; the best way to do this is to straighten it. Rivers can be widened and deepened so they can hold more water. Land use can also be controlled near a river so that people are less affected by flooding. Limited building on floodplains can help as can planting more trees. Some farmers can be paid to allow their fields to be flooded so there is less flooding elsewhere.

Year 8 - Term 2 KO – ‘Charles I deserved to be executed’



Skills and vocabulary

Conceptual focus:
Causation

A.R.K. – Source and Interpretation analysis structure

I.D.E.A. – Paragraph structure for medium and extended writing

The interpretation shows...

The interpretation describes...

The interpretation says...

The interpretation was created by/written in/was designed to...and this meant...

The interpretation's tone is...argumentative/informative/conciliatory...this is because...

Significant people:	
Charles I	King of England from 1625 until his execution in 1649. He led the Royalist army in the fight against Parliament.
Henrietta-Maria	The French Catholic wife of Charles I.
John Pym	Member of Parliament and one of the leading figures of Parliament during the Civil War.
Thomas Cromwell	A leader of the Parliamentary army during the Civil War and later lord Protector of England (1653-8) during the Interregnum.
Prince Rupert	The leader of the Royalist army's cavalry during the Civil War. He was nephew of Charles I, originally from the Palatinate in Germany.
Charles II	The son of Henrietta-Maria and Charles I, he was restored as King of England in 1660, ruling until his death in 1685.
Archbishop William Laud	Leader of the English Church from 1633 until his execution by order of Parliament in 1645.
Matthew Hopkins	Known as the 'witchfinder general', Hopkins was a notorious witch hunter responsible for the torture and deaths of 100s accused of witchcraft during the war.
James I	The King of England from 1603-25, James was the first Stuart family monarch and also the first king of both Scotland and England. He was the father of Charles I and the target of the Gunpowder Plot.

Key question: were King Charles I's actions more to blame for his death than the executioner's axe?

Key terms:	
Civil War	A war between citizens of the same country.
Parliament	A group of elected representatives with authority to make laws for a country.
Divine Right of Kings	The belief that monarchs are granted their power from God, justifying any action a monarch takes.
Ship Money	A tax levied on the English people from 1628 that did not require the approval of Parliament to levy.
New Model Army	The Parliamentary army led by Oliver Cromwell from 1645 which was professional, dedicated to the cause and highly successful.
Great Remonstrance	A list of grievances about Charles I, presented to him by Parliament in 1641.
Musketeer	A type of soldier different to cavalry or pikemen. The musketeer used the flintlock musket as their weapon in battle.
Tyranny	A cruel or aggressive government.
Interregnum	The time between the death of Charles I and the accession of Charles II (1649-58) when Oliver Cromwell ruled the country as Lord Protector.
Regicide	The act of killing a monarch.
Witchcraft	The superstitious belief that some men and women were using magic to worship Satan. Witches were hunted down by witch hunters.

Year 8 Maths Knowledge Organiser

Make sure to read the pages that relate to the topic you're studying. To help you remember the key points, you can copy, say, cover and check. Once you think you have learnt the key knowledge, use the Knowledge Retriever book to test yourself. Look at the next page to see how to use the knowledge retriever book.

Term	Topics Taught	Knowledge Organiser Book Pages	Knowledge Retriever Book Pages
1	Algebra Recap	13,16	29
	Rearranging formulae	17	37
	Constructions (no loci)	47	111
	Interior/Exterior Angles	45,46	107,109
	Properties of 2D shapes	37	87
2	$y=mx+c$ straight line graphs	22,23	51,53
	Counting strategies	53	127
	Probability	54,55	129,131
	Data collection	57	137
	Scatter diagrams	60	143
3	Cumulative Frequency/box plot	61	145
	Indices	11	23
	Standard form	12	25
4	Compound measures	35,36	83
	Expanding multiple brackets	14	31
5	Factorising single brackets	14	31
	Equations with fractions	15	33
	Simple algebraic fractions	7	15
	Bearings	49	117
	Venns and set notation	56	133
6	Upper and lower bounds	9,10	19,21

How to Use This Book

Every page in this book matches a page in the Higher GCSE Maths **Knowledge Organiser**. Before using this book, try to **memorise** everything on a Knowledge Organiser page. Then follow these **seven steps** to see how much knowledge you're able to retrieve...

1 Read the page. Find the **'First Go'** of the page you've tried to memorise, and write the **date** at the top.

2 Use what you've learned from the Knowledge Organiser to **fill in** any dotted lines or white spaces. You may need to draw, complete or add labels to tables, graphs and diagrams too.

3 Use the Knowledge Organiser to **check your work**. Use a **different coloured pen** to write in anything you missed or that wasn't quite right. This lets you see clearly what you **know** and what you **don't know**.

4 After doing the First Go page, wait a few days. This is important because **spacing out** your retrieval practice helps you to remember things better.

5 Now do the **Second Go** page. The Second Go page is **harder** — it has more things missing.

6 Again, check your work against the Knowledge Organiser and **correct it** with a different coloured pen. You should see some **improvement** between your first and second go.

7 Wait another few days, then try to recreate any methods, formulas, tables or diagrams from the Knowledge Organiser page on a **blank piece of paper**. You can also have a go at any **example questions**. If you can do all this, you'll know you've **really learned it**.

There are also **Mixed Practice Quizzes** dotted throughout the book:

- The quizzes come in sets of four. They test a mix of content from the previous few pages.
- Do each quiz on a different day — write the date you do each one at the top of the quiz.
- Tick the questions you get right and record your score in the box at the end.

Year 8 French Term 2 KO

Past tense regular verbs

j'ai gagné un concours I won a competition
j'ai passé une semaine à Paris I spent a week in Paris
j'ai visité les monuments I visited the monuments
j'ai mangé au restaurant I ate in a restaurant
j'ai admiré les sites I admired the sites
j'ai regardé le feu d'artifice I watched the fireworks
j'ai acheté des souvenirs I bought some souvenirs
j'ai rencontré des amis I met some friends
j'ai envoyé des cartes postales I sent post cards
j'ai bien dormi I slept well
j'ai attendu le bus I waited for the bus

Past tense irregular verbs

j'ai pris des photos I took photos
j'ai vu un spectacle I saw a show
j'ai fait les magasins I did shopping
j'ai bu un coca I drank a coke
j'ai fait un tour de la ville I did a tour of the town
j'ai fait une balade en bateau I did a boat trip

Past tense with avoir

j'ai visité I visited
tu as visité you visited
il/elle/on a visité he/she/one visited
nous avons visité we visited
vous avez visité you (pl) visited
ils/elles ont visité they visited

Past tense verbs with être

je suis allé(e) à Paris I went to Paris
je suis parti(e) à dix heures I left at ten o'clock
je suis arrivé(e) à quatorze heures I arrived at 2pm
je suis sorti(e) I went out
je suis resté(e) chez moi I stayed at home
je suis rentré chez moi I returned home
je suis monté(e) dans le train I got on the train

Describing how you travelled

je suis allé(e) en avion I went by plane
je suis allé(e) en bus I went by bus
je suis allé(e) en car I went by coach
je suis allé(e) en métro I went by underground
je suis allé(e) en train I went by train
je suis allé(e) en voiture I went by car
je suis allé(e) à vélo I went by bike
je suis allé(e) à pied I went on foot
je ne suis pas allé(e) I did not go

Opinions

j'aime I like
je n'aime pas I don't like
j'ai aimé I liked
j'ai détesté I hated

passer une semaine à Paris to spend a week in Paris
visiter les monuments to visit the monuments
manger au restaurant to eat in a restaurant
admirer les sites to admire the sites
regarder le feu d'artifice to watch the fireworks
acheter des souvenirs to buy souvenirs
rencontrer des amis to meet friends
envoyer des cartes postales to send postcards
bien dormir to sleep well
attendre le bus to wait for the bus
prendre des photos to take photos
voir un spectacle to see a show
faire les magasins to do shopping
aller en avion to go by plane
partir à dix heures to leave at ten o'clock
rester chez moi to stay at home
sortir to go out

Adjectives

c'était it was
ce n'était pas it was not
j'ai trouvé ça I found it
bien good
bizarre weird
cher expensive
effrayant scary
ennuyeux boring
fabuleux wonderful
génial great
horrible horrible
intéressant interesting

Quand when

Où where

Au lieu de instead of

Grâce à thanks to

Vu que seeing as

D'après moi according to me

Personnellement personally

D'une part.....d'autre part on the one hand.....on the other hand

Vraiment really

Tellement so

C'est la vie! that's life!

Future visits

je vais passer une semaine à Paris I'm going to spend a week in Paris
je vais visiter les monuments I'm going to visit the monuments
je vais manger au restaurant I'm going to eat in a restaurant
je vais admirer les sites I'm going to admire the sites
je vais regarder le feu d'artifice I'm going to watch the fireworks
je vais acheter des souvenirs I'm going to buy souvenirs
je vais rencontrer des amis I'm going to meet friends
je vais bien dormir I'm going to sleep well
je vais prendre des photos I'm going to take photos
je vais voir un spectacle I'm going to see a show
je vais aller en avion I'm going to go by plane
je vais sortir avec mes amis I'm going to go out with my friends
je vais rester chez moi I'm going to stay at my house



Year 8 Spanish term 2 KO

Las asignaturas School subjects

¿Qué estudias? What do you study?
 Estudio ... I study ...
 Estudia ... He/She studies ...
 No estudia ... He/She doesn't study ...

el dibujo art
 la educación física PE
 el español Spanish
 el francés French
 el inglés English
 el teatro drama
 la historia history
 la informática ICT
 la música music
 la religión RE
 la geografía geography
 la tecnología technology
 las ciencias science
 las matemáticas maths

Opiniones Opinions

¿Te gusta el español? Do you like Spanish?
 Me gusta el español. I like Spanish.
 Me gusta la geografía. I like geography.
 Me gusta mucho la historia. I really like history.
 No me gusta el inglés. I don't like English.
 No me gusta nada la educación física. I don't like PE at all.
 ¿Te gustan las ciencias? Do you like science?
 Me gustan las ciencias. I like science.

bueno/buena good
 difícil difficult
 fácil easy
 importante important
 interesante interesting
 útil useful

¿Qué te gusta? What do you like?
 ¿Por qué? Why?
 Me gusta la informática porque es fácil. I like ICT because it's easy.
 Me gustan las ciencias porque son útiles. I like science because it's useful.

¿Qué haces en? What do you do in ...?

En inglés escucho
 Hablo I speak
 leo I read
 escribo I write.
 Escucho música. I listen to music.
 Hablo con mis amigos. I speak with my friends.
 Hablo por teléfono. I speak on the phone.
 No leo. I don't read.
 Escribo mucho. I write a lot.
 No como. I don't eat.
 Como chicle. I chew gum. (I eat chewing gum.)

escuchar to listen
 hablar to speak
 comer to eat
 leer to read
 escribir to write
 vivir to live

¿Cómo es tu profesor? What's your teacher like?

El profesor de ... es ... The ... teacher (male) is ...
 aburrido boring
 antipático unpleasant
 divertido amusing
 severo strict
 simpático nice, kind

La profesora de ... es ... The ... teacher (female) is ...
 aburrida boring
 antipática unpleasant
 divertida amusing
 severa strict
 simpática nice, kind

un poco a bit
 bastante quite
 muy very
 I think that pienso que
 I believe that creo que
 I would say that diría que
 normally normalmente
 sometimes a veces
 often a menudo
 Also también
 however sin embargo
 because porque
 Given that dado que



Key verbs

Me gusta I like
 Cuando era más joven, me gustaba when I was younger I used to like
 Me gustaría estudiar I would like to study
 Ayer tenía yesterday I had
 Mañana voy a tener tomorrow I am going to have
 Me gustaría tener I would like to have
 Como I eat
 Comí I ate
 Comía I used to eat
 Voy a comer I am going to eat

Snacks

¿Qué comes en el recreo? What do you eat at lunch break?
 Como ... I eat ...
 Come ... He/She eats ...

un bocadillo a sandwich
 un plátano a banana
 una hamburguesa a hamburger
 una manzana an apple
 una pizza a pizza
 unas patatas fritas some chips

¿Qué bebes? What do you drink?
 Bebo ... I drink ...
 Bebe ... He/She drinks ...
 agua mineral a mineral water
 un zumo de naranja an orange juice
 una limonada a lemonade
 una Coca-Cola a Coca Cola

<p>Key Terms</p> <p>Identity: The fact of being, who or what a person or thing is.</p> <p>Socialisation: Socialisation is a process through which we learn and internalise society's values, norms and beliefs.</p> <p>Tradition: A belief, custom or story.</p> <p>Race: a person's internal sense of identity.</p> <p>Racism: When prejudice and discrimination is directed against a person based on their race or ethnic group.</p> <p>Discrimination: Acting on one's prejudice and treating one differently/unfairly as a result.</p>	<p>Topics</p> <p>1, The concept and characteristic of Identity</p> <p>2, What shapes our identity?</p> <p>3, What does it mean to be British?</p> <p>4, What is Racism? What is Race?</p> <p>How can it be tackled?</p> <p>5, Discrimination in Britain.</p> <p>6, British values... What are they?</p>	<p>Essential Knowledge</p> <p>Identity: Somebody's experiences in life will vary differently according to the way different aspects of their identity intersect. This concept is called INTERSECTIONALITY. This term was coined by Afro-American sociologist Kimberle Crenshaw. Things that make up one's characteristics: Race, colour, language, physical appearance.</p> <p>Religion, Media, Family, Peer group, Sports, Primary/Secondary school shapes our identity.</p> <p>There are so many things which can be associated to the British tradition, examples, fish and chips, tea and biscuits, the Monarch, the weather, tennis, football.</p> <p>The different examples of racism: Physical abuse, Verbal abuse, Systematic racism and Institutional racism.</p> <p>Ways to tackle racism: Celebrate cultures, Teach children how to talk about differences, Stand up for people who are being harassed and support human rights organisations.</p> <p>Types of discrimination: Racism, Sexism, Ageism, Homophobia, Transphobia.</p> <p>Effects of discrimination: Depression, Mental health, Suicide, Self-harm.</p> <p>What can be done: Speak out, Campaign, Talk about it, Peaceful Protests.</p> <p>British values: Democracy: This is when a government is elected by the people. Everyone who is eligible to vote has a chance to have a say in who runs the country. Rule of law: Rules and laws create order and harmony in society. They protect and safeguard people. Laws in the UK are created by government and parliament and are enforced by both the police and law courts. People who break these laws are punished. Punishment aims to deter people from breaking the law, to protect society and to reform criminals. Individual liberty: is the right of British citizens to make choices regarding the elements of their life that are outside of government control. This refers to freedom of speech and the right to make choices about our education, food, beliefs, opinions, work, family, etc. Mutual respect: is an attitude that recognises and respects the individual liberty of others – even if their choices, lifestyle, and beliefs are ones you don't share, and Tolerance of those different faiths and beliefs: Learning about different faiths and culture, listen to other viewpoints and learning about diversity.</p>
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Year 8 Science

Adventurers and explorers

Knowledge Organiser – Strand 1

Word/phrase	meaning
Simple machine	A lever or gear that reduces the force required to do something, but increase the distance travelled.
Microbe	A microorganism, especially a bacterium causing disease or fermentation
Decay	A process that occurs when organic material rots or decomposes through the action of bacteria and fungi
Mummification	The process by where a body is preserved by embalming and wrapping it in cloth
Reactivity series	A list of metals in order of how vigorously they react.
Extraction	Process used to remove a metal
Ore	A rock that you can extract a metal from
Thermometer	An instrument used to measure temperature.
Temperature	A measure of how hot an object is
Hypothermia	A condition of having a lower body temperature than normal body temperature.
Mass	The amount of material a thing is made up of
Fuel	A material that burns to transfer useful energy
Spirit burner	A device that burns liquid fuel
Melt	Change of state from solid to liquid.
Force	Measured in Newtons
Friction	The force that resists movement because of contact between surfaces.
Weight	The force of the Earth on an object due to its mass.
Energy	A quantity that shows whether a process can or cannot happen. Needed for work to be done.
Joule	The unit of energy.
Calories	A measure of the energy contained in food.
Speed	The rate at which an object moves
Insulator	A material that does not conduct heat well
Flammable	A material that can be burnt.
Mean	An average of a set of data, found by adding together all the values and dividing by the number of values in the set.
Filtration	A way of separating pieces of solid that are mixed with a liquid or solution.

Equations needed for this unit:

Speed = distance / time distance – meters (m) time – seconds (s) speed (m/s)

Weight = mass x gravity mass – kilograms (kg) weight – Newtons (N) gravity (N/kg)