



WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 8 – Term 3

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 3’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, our existing ‘Making Knowledge Stick’ techniques and a couple of new ones to try out.

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

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



SAY

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



COVER

Cover the section of your knowledge organiser



WRITE

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



CHECK

Check over what you have written – check every word.

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

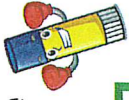
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

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!



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>

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

Incorporate mnemonics (patterns of letters, ideas, or associations which assist in remembering something) to **recall longer strings of information:** e.g. **M**y **V**ery **E**xcellent **M**other **J**ust **S**erved **U**s **N**oodles (or **N**achos) = 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!

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!*

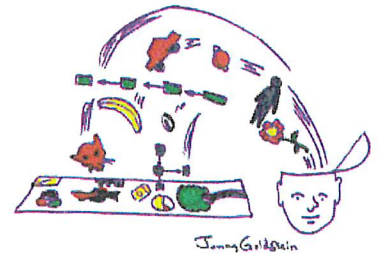
https://www.youtube.com/watch?v=aT7_g2E3q3Q&t=452s

Two others for us to try out!

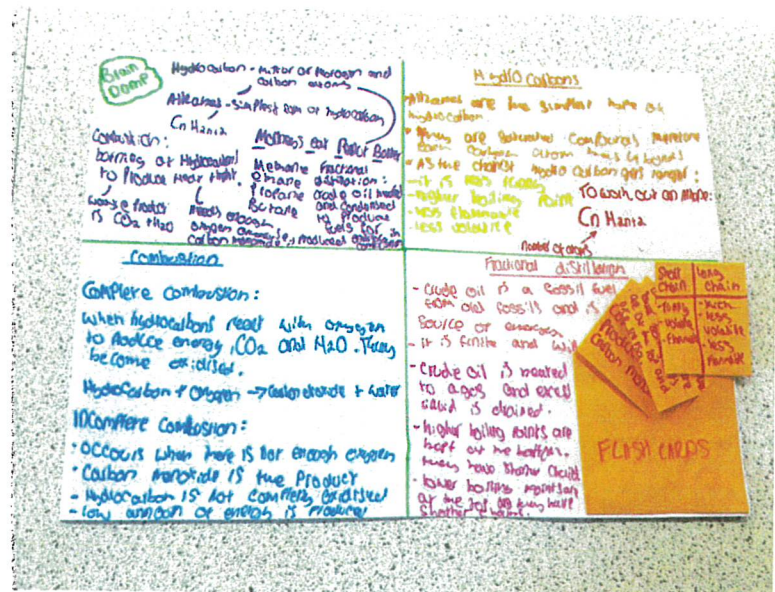
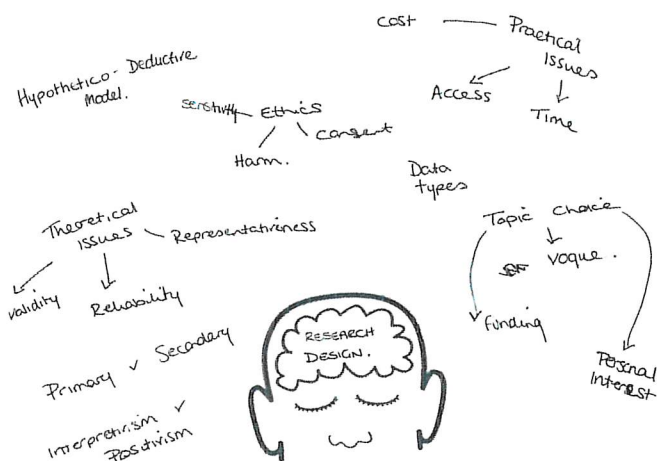
After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a... **Brain Dump!**

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:



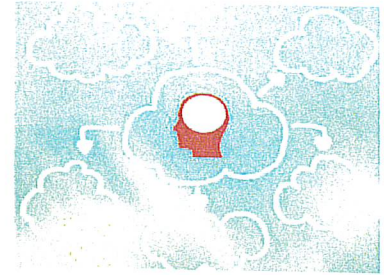
Here students have 'brain dumped' and then created revision resources (flash cards) to master content



Mind Maps!

How?

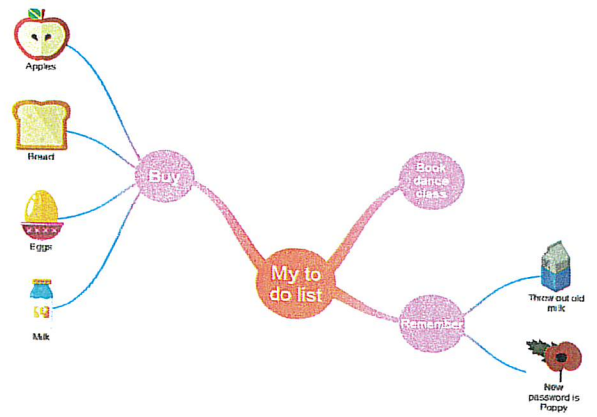
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code*):



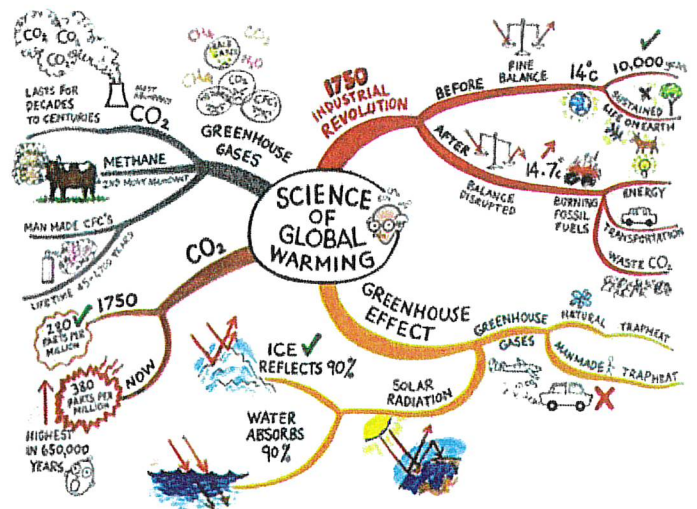
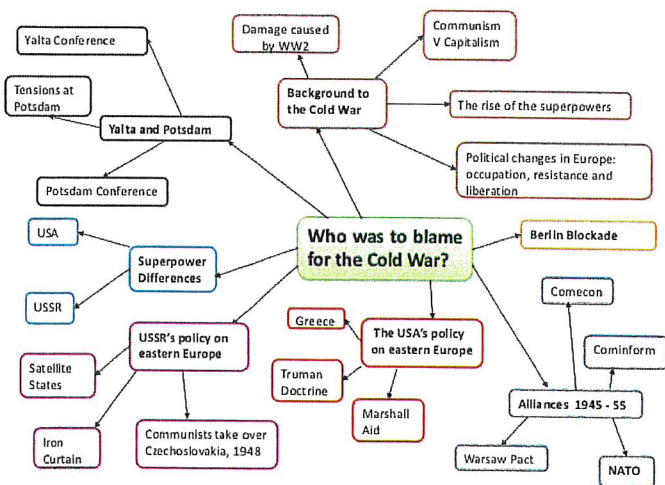
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

- 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:



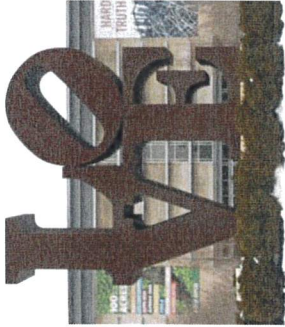
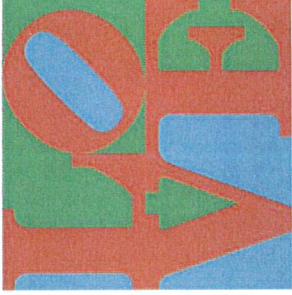
Top tips!

- 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 Knowledge Organiser Term 3

Robert Indiana's pop art LOVE design was originally produced as a print for a Museum of Modern Art Christmas card in 1965.



The first LOVE sculpture, in Indianapolis, was made in 1970.



Since then, it has been reproduced in many different forms, and sculptural versions now appear in cities around the globe. Below you can see Spanish and Hebrew versions.



Public Art

Usually, but not always, public art is commissioned specifically for the site in which it is situated. This is known as 'Site Specific'.

Monuments, memorials, and civic statues and sculptures are the most established forms of public art, but public art can also be **transitory**, in the form of performances, dance, theatre, poetry, graffiti, posters and installations.

Public art can often be used as a political tool, like the propaganda posters and statues of the Soviet Union or the murals painted by the Ulster Unionists or the Irish Republicans in Northern Ireland. Public art can also be a form of civic protest, as in the graffiti sprayed on the side of the New York subway in the 1980s. <https://www.tate.org.uk/art/art-terms/p/public-art>

95.1 WBEZ FM, by John Adduci
1996

The title of this artwork is the frequency of a national radio station in USA. The sculpture is made up of these letters and numbers.



It is located at Navy Pier in Chicago and moved around to different locations in the vicinity.



Year 8 Business and Finance

Unit 1: Topic 2: Personal finance and the economy

Austerity: A government measure to reduce the amount of money it spends, usually reduced wages and benefits.

Benefits: Money and other financial support (such as reduced bus and train fares or provision of housing) that the government provides for people who are unable to get any other income.

Bonds: A certificate that shows you have bought the debt from a company or the government, in return for which the company or government pays a fixed amount of money in interest each year.

Budget: A plan for how you will use your income, including spending and saving

Charity: (1) an organisation set up to help a particular group or issue; (2) the act of donating money or time to a cause.

Consumer: Someone who uses or buys goods and services.

Debt: Money owed to another person or organisation such as a bank.

Deficit: More expenditure than income; more money paid out than coming in.

Disposable income: The money that is left over from your income after you have paid all of your expenses and have put any savings aside.

Earnings: The money that you make from your job.

Economy: The state of a country relating to the amount of money that is in the system and the production and consumption of goods and services.

Expenses: The things that you have to spend your income on.

Fiscal policy: The decisions a government makes about taxes and what to spend public money on.

Income tax: Money deducted from your income by the government to pay for public services such as health and education.

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

Interest rate: The money you pay as a charge for the service of using someone else's money – for example, if you borrow money to buy a car, you pay back the money you borrowed plus interest; or the bank pays you interest on money saved as it has access to your money.

Investment: Something that you buy because it is likely to make you money in the future – for example, property may increase in value so that you can sell it for more than you bought it and make a profit, or you can rent it out.

Mortgage: A large loan to buy a house or property.

Net income: The money that is left over from your income after government tax and charges have been deducted (take-home pay).

Public spending: How the government spends the money it makes (through taxes, for example).

Recession: A period of economic downturn which means less money moving around the economy; people spend less, wages decrease, unemployment increases, company profits decrease, and so on.

Surplus: More income than expenditure; more money coming in than being paid out

Key Words and Phrases**Output:**

```
print ("Hello World!")  
print ("Hello, ", firstname)
```

Input:

```
firstname = input()  
name = input(" Enter your name: ")
```

Rounding:

```
round(hourspermonth, 2) = 228.37
```

IF Statement:

```
if password == "abcd1234":  
    print("Access Granted")  
else:  
    print("Access Denied")
```

While Loop:

```
while answer != "Paris":  
    answer = input("Incorrect, try again: ")  
    answer = answer.title()  
print("Correct! Well done.")
```

Sequence – One program instruction followed by another

Debug – Find errors in the program code

Comments – Help the programmer understand what is going on in the program

Variable – Stores data (temporarily) to be used within the program

Data Types:

String holds alphanumeric data as text

Integer holds whole numbers

Float holds numbers with a decimal point

Boolean holds either 'True' or 'False'

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	Making a model 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

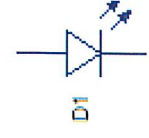
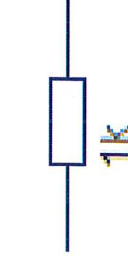
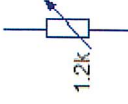
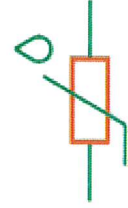
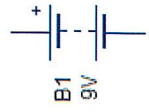


Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture.
Al dente	Typically pasta cooked so as to be firm when bitten
Au gratin	Sprinkled with breadcrumbs or grated cheese and browned.
Beating	This is the rigorous mixing of ingredients using a wooden spoon, electric 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/Amperes	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

Macbeth Synopsis Spring 1

Scotland. Macbeth and Banquo, leaders of the Scottish army, meet a group of witches who prophesy the future. They address Macbeth as Thane of Cawdor and King of Scotland and tell Banquo that he will be the father of kings. The two men try to learn more, but the witches vanish. Messengers arrive with news that Duncan, the current king of Scotland, has made Macbeth Thane of Cawdor. The first part of the witches' prediction has come true.



In Macbeth's castle, Lady Macbeth reads a letter from her husband telling her of the events that have just transpired. She resolves to follow her ambitions. A servant announces that Duncan will soon arrive at the castle, and when Macbeth enters, she tells him that they must kill the king. Duncan arrives. Macbeth has a vision of a dagger, then leaves to commit the murder. On his return, he tells his wife how the act has frightened him, and she tells him that he needs more courage. They both leave as Banquo enters with Macduff, a nobleman, who discovers the murder. Macbeth and Lady Macbeth pretend to be horrified and join the others in condemning the murder.

Macbeth has become king. Duncan's son, Malcolm, is suspected of having killed his father and has fled to England. Worried about the prophecy that Banquo's children will rule, Macbeth and his wife now plan to kill him and his son, Fleance, as well. As Macbeth leaves to prepare the double murder, Lady Macbeth hopes that it will finally make the throne secure.

Outside the castle, assassins wait for Banquo, who appears with his son, warning him of strange forebodings. Banquo is killed, but Fleance escapes.

Lady Macbeth welcomes the court to the banquet hall and sings a drinking song, while Macbeth receives news that Banquo is dead and his son has escaped. About to take Banquo's seat at the table, Macbeth has a terrifying vision of the dead man accusing him. His wife is unable to calm her unsettled husband, and the courtiers wonder about the king's strange behavior. Macduff vows to leave the country, which is now ruled by criminals.

The witches gather again, and Macbeth visits them, demanding more prophecies. Apparitions warn him to beware of Macduff and assure him that "no man of woman born" can harm him, and that he will be invincible until Birnam Wood marches on his castle. In another vision, he sees a procession of future kings, followed by Banquo. Horrified, Macbeth collapses. The witches disappear and his wife finds him. They resolve to kill Macduff and his family.

On the Scottish border, Macduff has joined the refugees. His wife and children have been killed. Malcolm appears with British troops and leads them to invade Scotland.

Lady Macbeth is sleepwalking, haunted by the horrors of what she and her husband have done.

Macbeth awaits the arrival of his enemies and realizes that he will never live to a peaceful old age. Messengers bring news that Lady Macbeth has died, and that Birnam Wood appears to be moving. English soldiers appear, camouflaged with its branches. Macduff confronts Macbeth and tells him that he was not born naturally but had a Caesarean birth. He kills Macbeth and proclaims Malcolm king of Scotland.

Year 8 English Knowledge Organiser Term 3: Gothic

Gothic (n.) - a literary movement that focused on ruin, decay, death, terror, and chaos, and privileged irrationality and passion over rationality and reason. It grew in response to the historical, sociological, psychological, and political contexts of the late eighteenth and early nineteenth centuries.

<p>Romanticism (n.) Romanticism was a movement towards medieval forms, characterised by a rejection of the principles of order, calm, harmony, balance, idealization, and rationality. It was also to some extent a reaction against 18th-century rationalism and physical materialism. Romanticism emphasised the individual, the irrational, the imaginative, the personal, the spontaneous, and the emotional.</p>	<p>Paranoia (n.) a slowly progressive deterioration of the personality, involving delusions</p>	<p>Psychological (adj.) affecting the mind; related to the mental or emotional state of someone</p>	<p>Superstition (n.) irrational belief, normally based on fear or ignorance and characterised by excessive devotion to omens, charms, etc.; irrational faith in supernatural powers</p>	<p>Pathetic Fallacy (n.) In literature, the representation of inanimate objects in nature as possessing human feelings.</p>	<p>Malevolent (adj.) having an evil disposition toward another or others, wishing evil to others</p>	<p>Sublime (n.) In nature, impressing the mind with a sense of grandeur or power; inspiring awe</p>
<p>Ominous (adj) foreboding evil; serving as or having significance as an omen</p>	<p>Foreboding (adj.) a feeling of impending evil or disaster; an omen</p>	<p>Foreshadowing(n.) to show, indicate or suggest in advance</p>	<p>Desolation (n.) Uninhabited, deserted wasteland; ruin or devastation</p>	<p>Isolation (n.) the act of being placed apart/alone or condition of being isolated.</p>	<p>Misanthropist (n.) a person who dislikes or distrusts other people</p>	<p>Macabre (n.) gruesome, ghastly, grim; relating to death</p>

Key Terms

- The word 'Gothic' originally referred to the Germanic tribe of Goths who helped to overwhelm the western Roman Empire in the fifth century AD.
- It later came to define a style of medieval church and castle architecture that incorporated high, soaring vaulted roofs, flying buttresses, and narrow pointed arches and windows.
- By the eighteenth century the word had come to signify the mysteries that accompanied the dim medieval world from which the Gothic sprang.
- Gothic Literature appealed to the same sentiments as those excited by the sublime in art, dealing as it did with the passionate, mysterious, horrific and supernatural. It was especially popular in Britain between the 1760s and 1820s.
- Stories were often set in the medieval past, or in foreign countries, where castles, convents and dark labyrinthine passages became the scenes for both physical and mental imprisonment – or worse, the perpetration of physical and moral outrages.
- These 'horrid' tales were often set in picturesque ruins (haunted places according to superstition) full of sinister possibilities and highly imaginative storylines involving:
 - Ghosts
 - Witches/sorcerers
 - Wizards
 - Wonderful and terrible natural effects

Context

Key Words

- **Air mass** – a huge body of air moving over the earth: it can be warm or cold, damp or dry depending on where it came from.
- **Air pressure** – the weight of air pressing down on the Earth's surface.
- **Altitude** – height of a place above sea level.
- **Anemometer** – use it to measure wind speed.
- **Atmosphere** – the gas around the earth.
- **Barometer** – equipment used for measuring air pressure.
- **Cloud cover** – how much of the sky is hidden by cloud: given in eighths(oktas). One okta hardly any cloud.
- **Convictional rainfall** – caused by the sun heating the ground, which in turn heats the air; the air rises and its water vapour condenses into clouds.
- **Depression** – a weather system made up of two fronts, a warm front chased by a cold one; it brings wet windy weather.
- **Cyclone**-a low pressure system with wind blowing in an anti-clockwise direction in the Northern hemisphere.
- **Anti-cyclone**-high pressure system with wing blowing in a clockwise direction in the Northern hemisphere.
- **Front** – the leading edge of an air mass; a warm front means a warm air mass is arriving.
- **Frontal rainfall** – rain caused when a warm front meets a cold one.
- **Low** – another word for a depression.

- **Meteorologist** – a person who studies weather and climate.
- **North Atlantic Drift** – a warm current in the Atlantic Ocean; it keeps our west coast warmer in winter.
- **Precipitation** – all water falling from the sky; it could fall as rain, hail, sleet or snow.
- **Relief** – the differences in height of the land.
- **Relief rainfall** – rain caused when air is forced to rise over a hill or mountain.
- **Temperature** – how hot or cold something is, measured in degrees Centigrade.
- **Thermometer** – equipment used for measuring temperature.
- **Troposphere** – area of the atmosphere where humans live and in which most weather occurs.
- **Water Vapour** – when water evaporates into a gas.
- **Weather** – the state of the atmosphere at any given time.
- **Wind & wind speed** – air in motion/ how fast the wind is blowing.
- **Wind vane** – equipment that shows the wind's direction.

Year 8 - Term 3 KO - 'Americans just didn't want to pay tax'



- Skills and vocabulary
- Conceptual focus: Empathy
- When taken together both sources allow an historian to understand...
- Fundamental (if it laid the foundations for something)
- Crucial (If without it, things would not have happened in the same way)
- Critical (might play a small part but ultimately an important part in causing change or leading to a different outcome)
- A.R.K. - Source and Interpretation analysis structure
- I.D.E.A. - Paragraph structure for medium and extended writing

Question	Answer
What controversial 1765 law taxed legal and other documents in the American colonies?	Stamp Act
Which city in Massachusetts had the strongest opposition to British?	Boston
What phrase came to define the colonists' objection to British rule?	No taxation without representation
Parliament's attempt to enforce the East India Company's monopoly led to what event?	Boston Tea Party
Who was Britain's king at the time of the American Revolution?	George III
In what town did the first fighting of the American Revolution take place?	Lexington
What name was given to the meeting of delegates from America's thirteen colonies?	Continental Congress
What were colonists who sided with Britain and the King called?	Loyalists
In what year was the American Declaration of Independence approved?	1776
Who wrote the American Declaration of Independence?	Thomas Jefferson
Who commanded the British forces during the American War of Independence?	General Howe
What armed force representing all thirteen colonies was formed by Congress in 1775?	Continental Army
Which port city was the base of the British army throughout the War?	New York
How long could it take for orders from London to reach the British army fighting in America?	Three months
Who was Commander-in-chief of American forces during the War of Independence?	George Washington
What a key turning point in the War of Independence took place in 1777?	Saratoga
Which American writer and scientist was Ambassador to France?	Benjamin Franklin
In what year did Parliament vote to end the American war of Independence?	1782
What name given to the key figures in the creation of the United States of America?	Founding Fathers
What do you call a series of laws establishing how a nation's political system functions?	Constitution
• Wider watching:	
• PBS Origins (Youtube) 'Why did Europeans enslave Africans?'	
• Knowledgea (Youtube) 'How did the British Empire rule the world?'	
• Old Britannia (Youtube) 'Rise and fall of the British Empire'	

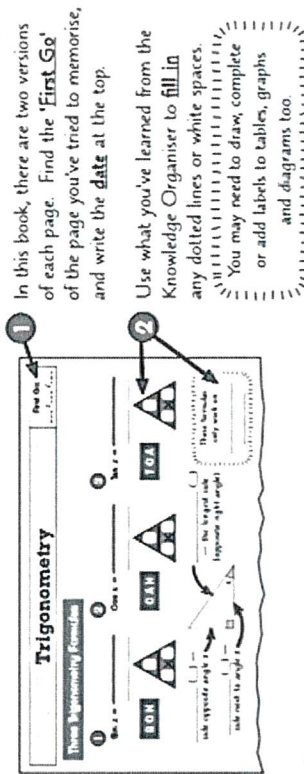
Year 8 Maths Knowledge Organiser

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
2	Properties of 2D shapes	37	87
	$y=mx+c$ straight line graphs	22,23	51,53
	Counting strategies	53	127
3	Probability	54,55	129,131
	Data collection	57	137
	Scatter diagrams	60	143
	Cumulative Frequency/box plot	61	145
4	Indices	11	23
	Standard form	12	25
	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
6	Venns and set notation	56	133
	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...



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 KO :Term 3

Talking about personality

je suis I am
je ne suis pas I am not
mon ami(e) est my friend is
quand j'étais plus jeune, j'étais
when I was younger I was
je voudrais être I would like to be

adorable adorable
arrogant(e) arrogant
amusant(e) funny
casse-pieds annoying
curieux/curieuse curious
débrouillard resourceful
drôle funny
égoïste selfish
gentil(le) nice
intelligent(e) intelligent
optimiste optimistic
paresseux/paresseuse lazy
patient(e) patient
pénible annoying
rigolo(te) funny
sociable sociable
sympa nice

Talking about music

j'écoute I listen to
je n'écoute pas I don't listen to
hier j'ai écouté yesterday I listened to
ce soir je vais écouter this evening I'm going to listen to
le hard rock hard rock
le jazz jazz
la musique classique classical music
le pop-rock pop
le rap rap
le R'n'B R'n'B
Mon chanteur préféré, c'est my favourite singer (m) is
Ma chanteuse préférée, c'est my favourite singer (f) is
Mon group préféré, c'est my favourite group is
Ça me donne envie de it makes me want to
danser dance
chanter sing
pleurer cry
dormir sleep
Ça me rend it makes me
joyeuse happy
triste sad

Talking about relationships

je m'entends très bien avec I get on very well with
je me dispute avec I argue with
je m'amuse bien avec I have fun with
je me chamaille avec I bicker with
je me fâche avec I get angry with
je me confie à I confide in
parce qu'il/elle est because he/she is
parce qu'il/elle n'est pas because he/she is not
parce qu'ils sont because they are (m)
parce qu'elles sont because they are (f)

Talking about interests



j'aime I like
quand j'étais plus jeune, j'aimais
when I was younger, I used to like
je passe des heures à I spend hours
écouter de la musique listening to music
parler avec mes amis talking to my friends
rigoler joking around
jouer au foot playing football
lire des livres reading books
regarder la télé watching TV
faire les magasins doing shopping
dormir sleeping
surfer sur internet surfing the internet

Describing what you wear

je porte I wear
je ne porte pas I don't wear
à l'école je dois porter at school I have
to wear
je voudrais porter I would like to wear
hier j'ai porté yesterday I wore
je vais porter I'm going to wear
des baskets trainers
des bottes boots
des chaussures shoes
une chemise a shirt
un chemisier a blouse
un chapeau a hat
un jean jeans
une jupe a skirt
un pantalon trousers
un pull a jumper
un sweat à capuche a hoodie
un tee-shirt a T-shirt
une veste a jacket/blazer

Key verbs

je suis I am
j'étais I was
je voudrais être I would like to be
j'écoute I listen
je n'écoute pas I don't listen to
j'ai écouté I listened to
je vais écouter
I'm going to listen to
J'aime I like
j'aimais I used to like

absolument absolutely 
tellement so/so much 
c'est la vie that's life
J'en ai marre I've had enough
on ne peut pas nier que
one cannot deny that
car as
grâce à thanks to

Year 8 Spanish Term 3 KO

Mis hermanos My brothers and sisters

¿Tienes hermanos? Do you have any brothers or sisters?

Tengo ... I have ...

Tiene ... He/She has ...

un hermano one brother

una hermana one sister

No tengo hermanos. I don't have any brothers or sisters.

Soy hijo único. I'm an only child. (male)

Soy hija única. I'm an only child. (female)

Mi hermano se llama ... My brother is called ...

Mi hermana se llama ... My sister is called ...

Mis hermanos se llaman ... My brothers (& sisters) are called ...

Mis hermanas se llaman ... My sisters are called ...

su hermano his/her brother

su hermanos his/her brothers (and sisters)

su hermana his/her sister

En mi familia In my family

En mi familia hay tres personas. In my family there are 3 people.

mi madre my mother

mi padre my father

mi abuelo my grandfather

mi abuela my grandmother

mi tío my uncle

mi tía my aunt

mi primo my cousin (male)

mi prima my cousin (female)

Los números 30–100

treinta 30

cuarenta 40

cincuenta 50

sesenta 60

setenta 70

ochenta 80

noventa 90

cien 100

treintay uno 31

cuarentay dos 42

cincuenta y tres 53

sesentay cuatro 64

setentay cinco 75

ochentay siete 87

noventay nueve 99

Los colores Colours

amarillo/amarilla yellow

blanco/blanca white

negro/negra black

rojo/roja red

azul blue

gris grey

marrón brown

naranja orange

rosa pink

verde green

verdaderamente truly

mi madre/padre dice que my mum/dad says that

puesto que given that

no cabe duda de que there is no doubt that

sin embargo however

¿Cómo eres? What are you like?

Soy ... I'm ...

Eres ... You're ...

Es ... He's/She's ...

un chico a boy

una chica a girl

alto/alta tall

bajo/baja short

delgado/delgada thin

gordo/gorda fat

guapo/guapa good-looking

feo/fea ugly

aburrido/aburrida boring

antipático/antipática unpleasant

divertido/divertida amusing

severo/severa strict

simpático/simpática nice, kind

perezoso/perezosa lazy

tímido/tímida shy

inteligente intelligent

Mis ojos y mi pelo My eyes and my hair

Tengo los ojos ... I have ... eyes

tenía I used to have

me gustaría tener I would like to have

ojalá tuviera I wish I had

azules blue

grises grey

marrones brown

verdes green

Tengo el pelo ... I have ... hair

blanco white

castaño brown

gris grey

negro black

pelirrojo red/ginger

rubio blond

liso straight

largo long

corto short

rizado curly

ondulado wavy

Tengo barba. I have a beard.

Tengo bigote. I have a moustache.

Tengo gafas. I have glasses.

Key Verbs

Tengo I have

tenía I used to have

me gustaría tener I would like to have

ojalá tuviera I wish I had

Soy I am

era I was

me gustaría ser I would like to be



Key Terms

Design Argument: The argument that God designed the universe.

Theist: A person who believes in God.

Atheist: A person who believes that there is no God.

Agnostic: Someone who thinks there is not enough evidence for belief in God.

First Cause Argument: This is also called the cosmological argument.

Eternal: Without beginning or end.

Creation: The act by which God brought the universe into being.

Miracle: An impossible event, usually good, but cannot be explained by natural or scientific laws, and it is thought to be the action of God.

Revelation: God showing himself to believers.

Special revelation: God making himself known through direct personal experience or an unusual specific event.

General revelation: God making himself through ordinary, common human experiences.

The **design argument** says that because everything is so intricately made it must have been created by God. Christians and Muslims are theists. They believe that God planned and created the universe. Some different design arguments are **Muslim argument:** Muslims believe that God created humans. He put order into the world and put humans in charge.

William Paley: Used a watch for his own analogy. A watch is so complex and that means it must be designed by a watchmaker. The universe is more complex than the watch, therefore there must be a designer for the universe. **Isaac Newton:** Used the thumb as evidence that God designed the universe. The thumb allows humans and primates to do things such as tying a shoelace or writing. Thomas Aquinas and F. R Tennant.

The First Cause Argument: This theory states that the universe had a starting point or cause like all other things that exist. Muslims and Christians say the starting point was God, who set a chain of events into motion that created the universe. **Thomas Aquinas:** argued that everything in the universe is caused to exist, including the universe, it must be a creator. The argument from **miracles:** Christian and Muslims believe that a true miracle is an event performed by God which appears to break the law of nature. An example would be someone recovering from an illness when doctors had given up hope. **Special revelation:** All religions believe that there is supreme, final, fundamental power is all reality. Special revelation is God making himself known through direct personal experience. This is knowledge of the divine. Examples of **special revelation** are vision, dream, prophecy and miracle. **General revelation:** This is where God makes himself known through ordinary experiences. Examples are worship and reading the scriptures, lives of religious leaders close to God, a person's reason, conscience or morality

Adventurers and explorers

Knowledge organiser – strand 2

Word/Phrase	Meaning
Sedimentary	Rock made from sediments
Igneous	Rock made when liquid rock (magma or lava) cools and freezes
Metamorphic	Rock formed by the action of heating and/or pressure
Evolution	Development of a species over time
Season	Changes in temperature during the year as the Earth moves around its orbit
Day	The time it takes a planet to make one full spin on its axis
Year	The length of time it takes for a planet to orbit a star
Heliocentric	A model of the Solar System with the Sun at the centre
Geocentric	A model of the Solar System with the Earth at the centre
Solar system	The Sun and the planets and other bodies in orbit around it
Galaxy	A number of stars and the solar systems around them grouped together
Star	A body in space that emits its own light
Universe	Everything that exists
Comet	Dust particles frozen in ice that orbit the Sun
Meteorite	A stony or metallic object that has fallen to Earth from outer space
Satellite	An object (natural or artificial) that orbits a planet
Telescope	A device used to look at objects in space
Gravity	A non-contact field that acts between all objects with mass
Atmosphere	The mixture of gases surrounding a planet or moon
Adaptation	Characteristics that help an organism to survive in its environment
Risk assessment	A description of how you will make it less likely that people will be injured, or equipment damaged and what to do if this happens
Pressure	The force exerted on a certain area
Incompressible	Cannot be compressed or squashed
Corrosion	The process of by which metal, stone, or other materials are damaged by their environment
Rusting	A reaction where iron oxide is formed when iron reacts with water and oxygen

Equations needed for this unit

Pressure = Force / area force – Newtons (N) area – (m²) pressure – N/m² or Pa

WGSB Year 8 Academic Merits

	BRONZE	SILVER	GOLD
Life Programme	3	5	8
Art, Computer Studies, Drama, Music, RS	8	10	12
Geography, History	10	15	20
DT, French, Spanish, PE	20	25	30
English, Maths	30	40	50
Science	35	45	55