



WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 8 – Term 4

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 4'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-quizz as well as the new techniques from last term to keep using/trying 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.

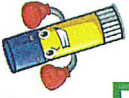
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

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. 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!

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!*

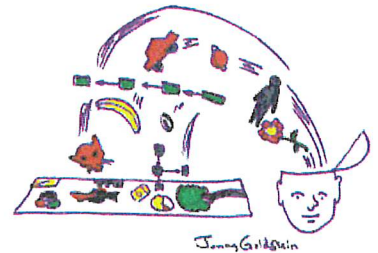
https://www.youtube.com/watch?v=aT7_g2E3q3Q&t=452s

Two others for us to try out!

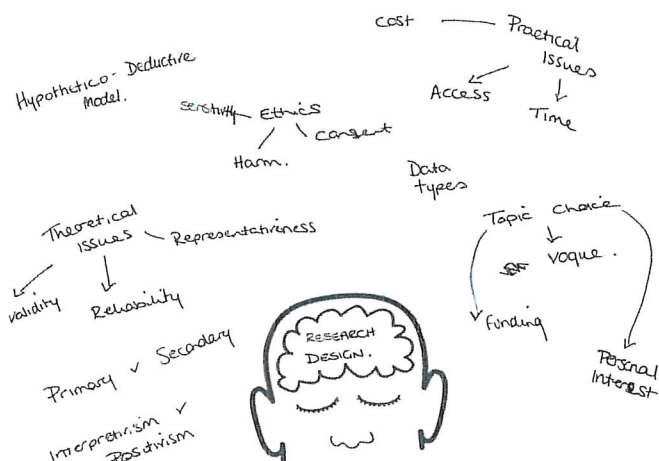
After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a... **Brain Dump!**

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:



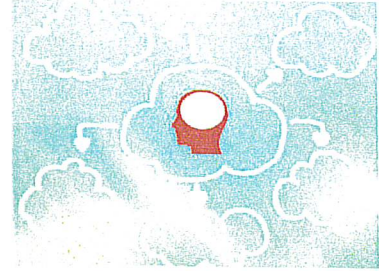
Here students have 'brain dumped' and then created revision resources (flash cards) to master content



Mind Maps!

How?

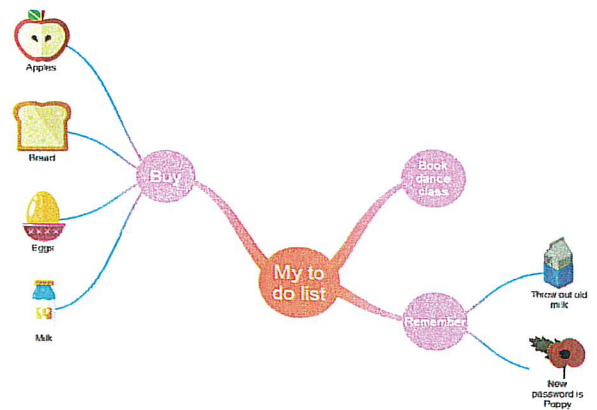
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code*):



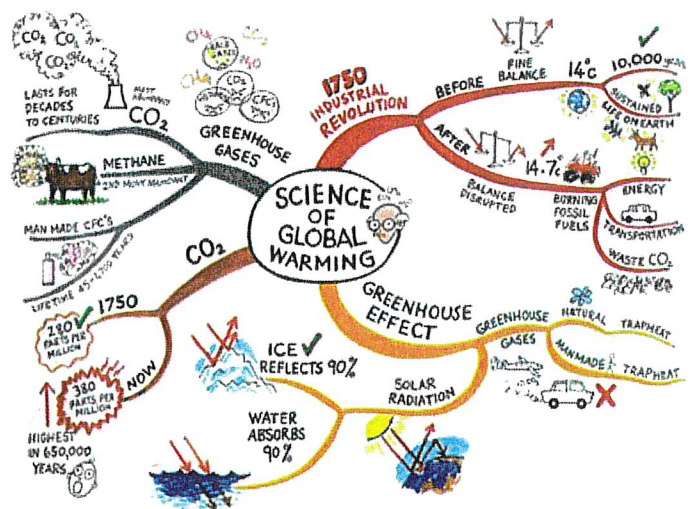
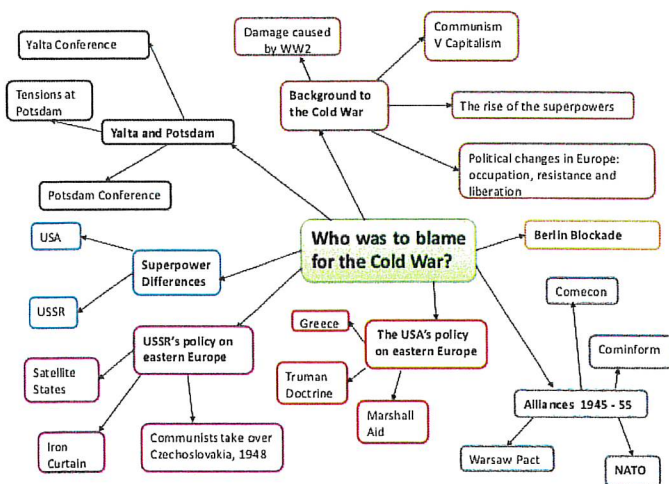
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

- 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!

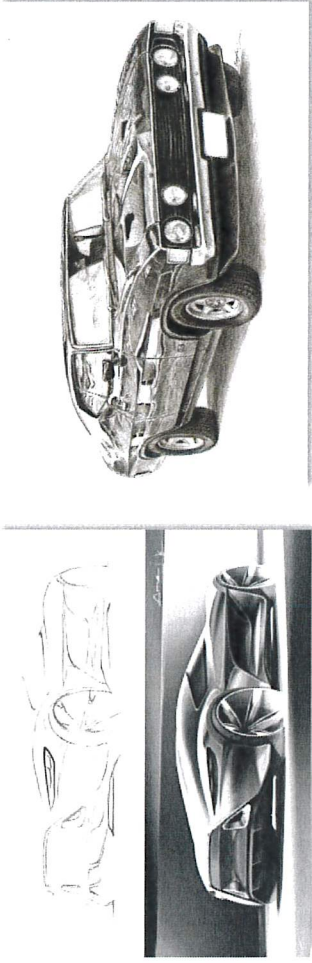
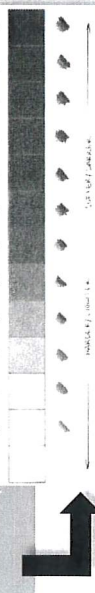
- 1) ! Use different colours for each branch of your mind map. This helps your brain distinguish between each of the different information stems.
- 2) ! Use 'dual coding'* in your mind maps. Dual coding means using both words and images to record the information you need to remember.



WGSB Art - Year 8 Drawing Knowledge Organiser

Grades of Pencils


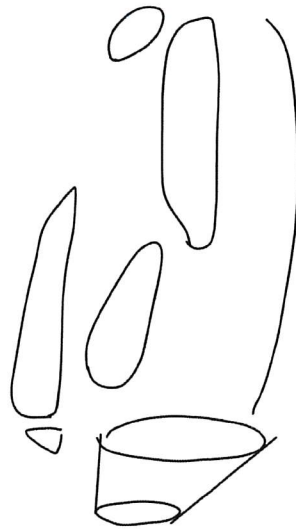
Pencils come in different grades. The softer the pencil the darker the tone. H = hard, B = black (soft). In Art the most useful pencils are usually B, 2B and 4B. If your pencil has no grade it is likely to be an HB (hard black in the middle of the scale)



Making a drawing look reflective

- Drawing is an optical illusion – with a wide range of tones you can give the impression of reflections in metal
- Pressing harder or softer with a pencil creates the different tones
- Identify where the edges of the different tonal values are and draw faint edges (top left)
- Use a full range of tones from dark to light
- You can go for a really smooth, smudged effect (left) or a rougher effect that shows the pencil marks more (right). Both look great!

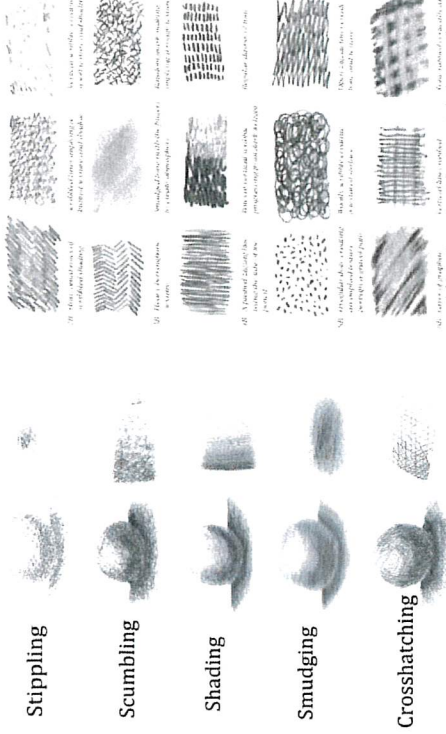
DRAWING THE SHAPE ACCURATELY

- Drawing cars at an angle can be deceptive.
- For example, the nearest wheel might look MUCH bigger than the furthest one even though they are the same size in real life.
- The front grill might look bigger than the windscreen if it is nearest to the photographer when the photo is taken
- Identify individual shapes and angles and where they are in relation to each other – these are really important to help you get the overall shape right

THE ELEMENTS OF ART	
LINE	Line is the path of a moving point – it defines shape – the outer edge of something, used in contour drawing, or could be used for cross-hatching or texture. It can vary in width, direction and length etc
TONE	The lightness or darkness of an object, surface or space. Can be graduated or highly contrasting
COLOUR	Created by reflected light. There are three properties of colour: HUE (name eg green) VALUE (shades – darker, and tints – lighter, of the colour) and INTENSITY (brightness or saturation)
SHAPE	Shape is a two dimensional area enclosed by a line, that can be geometric or organic
FORM	Forms are three dimensional. They occupy space (or give the illusion of occupying space).
PATTERN	A repeated pattern or line – can sometimes be used to represent texture
TEXTURE	The actual feel of a surface or marks that are made to give the impression of a rough or smooth surface
COMPOSITION	The position and layout of shapes in a drawing, painting etc

Ways of making marks with the pencil



Stippling

Scumbling

Shading

Smudging

Crosshatching

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 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



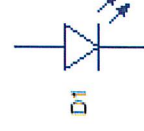
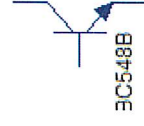
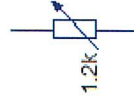
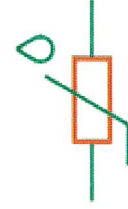
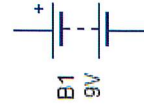
Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture.
Al dente	Typically pasta cooked so as to be firm when bitten
Au gratin	Sprinkled with breadcrumbs or grated cheese and browned.
Beating	This is the rigorous mixing of ingredients using a wooden spoon, electric 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/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 Spring 2



Shakespearean Word	Modern Version	Example
'tis	it is	'Tis for nothing.
Ere	before	She wants to speak with you ere you go to bed.
Marry	by (the virgin) Mary	Marry, sir, I am helping you.
Withal	with	I'll tell you who time ambles withal.
Begone	Disappear	Begone, love.
Forsworn	falsely swear	Which can make gods forsworn?
Woo	win over one's love	Leave me alone to woo him.
Anon	Soon/Shortly/Presently	I'll be with you anon.
Lest	unless/or else	Leave the lion's den, lest he tear you to pieces.
Fain	gladly	That murdered me, I would forget it fain.
Fie	An exclamation of disgust	Fie! Are you mad!
Hark	Listen!	Hark! The herald angels sing!
Hie	Hurry	Hie thee hence, or lose your life!
Ho!	Hey!	Brutus, ho!
Mark	pay attention to	Mark my words!
Prithce	Polite way of asking something	I prithee answer the question
Sirrah	Like "Sir" for inferiors	Sirrah, come over here.
Saucy	Sassy/Cheeky	Hence, thou saucy boy!
Foe	enemy	Faithful friend from flattering foe

Shakespearean Word	Modern Version	Example
Thou	You (Subject)	Thou (You) art a scoundrel!
Thee	You (Object)	I bid thee (you) good day.
Thy	Your	Thy (Your) pipes are leaking.
Thine	Yours	I shall be thine (yours) forever.
Thyself	Yourself	Kill thyself (yourself).
Hast	Have	Thou hast (have) ruined everything.
Hath	has	He hath not been here all night.
Post	Do	Post (Do) thou love me?
Doth	Does	No, he doth (does) not.
Didst	Did	Didst (Did) thou say something?
Art	Are	Art (Are) thou insane?
Ye	You (Formal)	Ye (You) are a fool.
Hence	Away from here	I most go hence.
Henceforth	From now on	Henceforth, I shall be king.
Thence	From there	I come from thence.
Whence	Which place/what place	Go back from whence you came
Hither	Here	Come hither (here)!
Hitherto	Up till now	I have accompanied you hitherto.
Hitherward	To here	They move hitherward.
Thither	To that place	The king has sent me thither.
Thitherward	In that direction	He was walking thitherward.
Whither	To which place/for which purpose	1. Whither goest thou? 2. Whither wouldst thou send for me?
Somewhither	Somewhere	I must go somewhither (somewhere)

Knowledge Organiser

Department: English	Year: 8	Topic: 'Romeo and Juliet' by William Shakespeare	
Term: 4	Key Learning Concepts		
<p>Structure of Text and Key Quotes</p> <p>Act 1 - In Italy two noble families, the Montagues and Capulets, have much bad blood between them. Romeo, son of old Montague, is in love with Rosaline, who disdains his love. As a result, Romeo is depressed. To cure him of his love, his friend Benvolio induces him to attend a masked ball at the Capulets, where he could encounter other beauties and forget Rosaline. At the ball, Romeo is attracted by a girl who he learns is Juliet, daughter of the Capulets. They seal their love with a kiss.</p> <p>Sampson: 'A dog of the house of Capulet moves me' Abram: 'Do you bite your thumb at us, sir?' Tybalt: 'What, drawn, and talk of peace? I hate the word, As I hate hell, all Montagues, and thee.' Benvolio: 'At this same ancient feast of Capulet's / Sups the fair Rosaline whom thou so lovest' Romeo: 'Did my heart love till now? forswear it, sight! / For I ne'er saw true beauty till this night.' Juliet: 'My only love sprung from my only hate.'</p> <p>Act 4 - In despair, Juliet seeks Friar Lawrence's advice. He gives her a sleeping potion, which for a time will cause her to appear dead. Thus, on the day of her supposed marriage to Paris, she will be carried to the family vault. By the time she awakens, Romeo will be summoned to the vault and take her away to Mantua.</p> <p>Juliet: 'Romeo, Romeo, Romeo! Here's drink. I drink to thee.' Romeo: 'Then I defy you stars!'</p>	<p>Act 2 - Romeo lingers in Capulet's garden, standing in the orchard beneath Juliet's balcony. He sees Juliet leaning over the railing, hears her calling out his name, and wishes that he were not a Montague. He reveals his presence, and they resolve, after an ardent love scene, to be married secretly.</p> <p>Juliet: 'O Romeo, Romeo! wherefore art thou Romeo? / Deny thy father and refuse thy name' Romeo: 'The exchange of thy love's faithful vow for mine'</p> <p>Act 5 - The Friar's letter fails to reach Romeo. When he hears of Juliet's death Romeo procures a deadly poison from an apothecary and secretly returns to Verona to say his last farewell to his deceased wife and die by her side. At Juliet's side, Romeo drinks the poison and dies. When Juliet awakens from her deep sleep, she realises Romeo's error and kills herself with his dagger. The Capulets and Montague decide to reconcile as a result of the deaths of their children.</p> <p>Romeo: 'Eyes, look your last! Arms, take your last embrace' Juliet: 'Thy lips are warm. / Yea, noise? then I'll be brief. O happy dagger! Prince: 'For never was a story of more woe/ Than this of Juliet and her Romeo.'</p>	<p>Act 3 - Tybalt encounters Romeo returning from Friar Lawrence's cell. Romeo, softened by his newfound love and his marriage to Juliet, refuses to be drawn into a quarrel with Tybalt, now his kinsman by marriage. Mercutio grapples with Tybalt and is killed. Aroused to fury by the death of his friend, Romeo fights with Tybalt and kills him and takes shelter in the Friar's cell.</p> <p>Tybalt: 'Mercutio, thou consort'st with Romeo' Mercutio: 'Consort! what, dost thou make us musicians?' Romeo: 'I do protest, I never injured thee, / But love thee better than thou canst devise' Mercutio: 'O calm, dishonourable, vile submission! (Draws) Tybalt, you rat-catcher, will you walk?' Mercutio: 'I am hurt. A plague o' both your houses.' Romeo: 'I thought all for the best'. Romeo: 'Ha, banishment! be merciful, say 'death;'</p> <p>Symbols in the text: Light and Dark/Day and Night - <i>Romeo and Juliet</i> is filled with imagery of light and dark. But while light is traditionally connected with "good" and dark with "evil," in <i>Romeo and Juliet</i> the relationship is more complex. Romeo and Juliet constantly see each other as forms of light. In the balcony scene, Romeo describes Juliet as the sun, while Juliet describes Romeo as stars. But the relationship between light and dark is complicated by the lover's need for the privacy of darkness in order to be together.</p>	<p>Love- The love Romeo and Juliet share is beautiful and passionate. It is pure, exhilarating, and transformative, and they are willing to give everything to it. But it is also chaotic and destructive, bringing death to friends, family, and to themselves. Alternative attitudes to love are offered through Mercutio's cynicism and innuendo, and the Nurse's often bawdy, physical references. Familial love can be explored, especially with Juliet's relationship to her parents.</p> <p>Fate- No matter what the lovers do, what plans they make, or how much they love each other, their struggles against fate only help fulfill it. But defeating or escaping fate is not the point. No one escapes fate. It is Romeo and Juliet's determination to struggle against fate in order to be together, whether in life or death, that shows the fiery passion of their love, and which makes that love eternal.</p> <p>Individuals v society- Because of their forbidden love, Romeo and Juliet are forced into conflict with the social world around them: family, friends, political authority, and even religion.</p> <p>Violence / Conflict – The play opens in a violent street fashion. The blood feud between the two families features in the prologue. The romance between Romeo and Juliet brings many deaths until the eventual death of the two protagonists.</p>

Key Words

- **Axial Tilt** – term to describe the changing tilt of the earth on its axis ranging from its current tilt at 23.5 degrees to 24.5 degree over a period of 41,000 years.
- **Climate** – the average weather in a place: what the weather is usually like there.
- **Climate zones** – regions on earth that share factors on a larger scale.
- **Continentality**- a measure of the difference in temperature between continental (middle of a landmass) and marine climates.
- **Earth's tilt** – The earth as it spins around the sun, angled toward or away from the sun will affect the climate in a place which gives us our seasons.
- **Global warming** – the way average temperatures around the world are rising; a trend associated with climate change involving a warming trend (0.85 °Celsius since 1880)
- **Latitude** – how far a place is north or south of the equator, measured in degrees.
- **Northern Hemisphere** – the top half of the earth where the UK is located and most of the world's population.
- **Ocean currents** – currents of water in the ocean, that are warmer or colder than the water around them.
- **Prevailing wind** – the wind that blows most often; in the UK it is a south-west wind. (it blows from the south west)
- **Tropics** – the area between the Tropics of Cancer and Capricorn. (that is, between 23.5 degrees north and south of the equator)
- **Sustainability** - development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- **Altitude** – The higher you are above sea level, the cooler it is because the temperature falls by about 1 degree Celsius for every 100 metres.

Key Learning Concepts/Facts

Weather is the state of the atmosphere at a given time.

Climate is the *average* weather in a place. It tells you what the weather is usually like in any given month. To work it out, meteorologists study trends in weather data over a long period of time usually taking into account data recorded over 30 years or so.

What are the factors that affect climate? Often referred to as the 'LAWS-O' this is a useful acronym and a memory technique for knowing the factors that affect climate in each location.

Latitude – Depending on how far a place is from the equator. The further away, the cooler it is because the earth is curved. The sun's rays give the same amount of heat but are more intense at the equator and it gets hot. Further north or south of the equator the earth's curve means the heat is spread over a larger area and is less hot.

Wind – Prevailing wind direction brings air masses that generate different types of weather. For example in the UK the prevailing wind direction is from the south west. It brings water vapour from the ocean – and that means rain!

➤ **Ocean Currents** – Warm ocean currents can affect the climate of a place. For example in the UK a warm ocean current called the **North Atlantic Drift** warms the west coast of the UK in winter, by warming the wind adjacent to it.

➤ **Sea (Continentality)** The further away a place is from the sea the hotter or colder it is at different times of the year. The sea is *cooler* than land in summer and *warmer* in the winter. So a sea breeze keeps the coast cool in summer – and warm in winter. So distance from the sea is an important factor of climate.

At a broad level the world can be divided into six different climate regions: Polar, Temperate, Arid, Tropical, Mediterranean and Mountains.

Year 8 - Term 4 KO - Louis was entirely to blame for the French revolution

Skills and vocabulary
Similarities and differences
I.D.E.A. - Paragraph structure for medium and extended writing
One way they were similar is due...
Economic
Social
Religious
Political
Role of Individuals

Significant people:	
Louis XVI	He was a dull and unintelligent ruler but a kind father to his children. King from 1774 until his execution in 1793.
Marie-Antoinette	Louis' Austrian wife. A gambler, socialite and heavy spender. Hated by the French people and famous for advising them to "eat cake".
Maximilien Robespierre	The Jacobin leader of the Committee of Public Safety during the terror. Killed by the guillotine in 1794.
Georges Danton	A leading member of the Committee of Public Safety with Robespierre. Executed by guillotine in 1794.
Lord Horatio Nelson	British admiral who commanded the fleet at the Battle of Trafalgar (1805) against Napoleon's fleet. He died from a musket shot during the battle after famously saying that "England expects every man will do his duty."
Napoleon Bonaparte	He rose up through the French army during the revolutionary wars. Became 1st Consul of France in 1799, Emperor in 1804 and conquered much of Europe by 1811.
The French Revolution was a period in French History where the people, due to an unfair society and taxation system, bankruptcy of the monarchy and economic hardship, overthrew Louis XVI and took control of the government. It was a change in political control of the country. It lasted 10 years from 1789 to 1799 when Napoleon Bonaparte overthrew the revolutionary government. Key events of the Revolution include the Storming of the Bastille, the March of the Women, The Flight to Varennes, the September massacres, the Execution of Louis XVI and the Reign of Terror.	

Key question: Was Louis really at fault for causing the revolution?

Key terms:	
The Three Estates	The structure of French society. 1st, 2nd and 3rd. were classes in society. Only the 3rd Estate paid taxes.
Estates General	A meeting held in May 1789 to try to approve a new tax.
The Tennis Court Oath	The third estate members refused to leave Paris until they got a constitution.
The National Assembly	The revolutionary government set up by the Third Estate. They declared themselves the true rulers of France.
Bastille	A hated prison in Paris. Stormed by the people on 14th July 1789. The governor of the prison was killed, the few prisoners inside were released and ammunition was seized.
The Flight to Varennes	Louis and Marie Antoinette tried to escape to Austria. They were stopped at Varennes.
Guillotine	A quicker more humane instrument used to kill people. Used in the Place de la Revolution during the Reign of Terror.
The Reign of Terror	A period of mass killing 1793 to 1794. Led by the Committee of Public Safety.
Timeline	<p>1789 – Meeting of Estates General 14th July 1789 – The Storming of the Bastille 1789 - March of the Women 1791 – The Flight to Varennes Jan 1793 – The Execution of Louis XVI October 1793 – Execution of Marie-Antoinette 1793-1794 – The Reign of Terror 1793-1815 – The Revolutionary Wars 1799 – The Rise of Napoleon</p>

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
2	Interior/Exterior Angles	45,46	107,109
	Properties of 2D shapes	37	87
	$y=mx+c$ straight line graphs	22,23	51,53
3	Counting strategies	53	127
	Probability	54,55	129,131
	Data collection	57	137
4	Scatter diagrams	60	143
	Cumulative Frequency/box plot	61	145
	Indices	11	23
5	Standard form	12	25
	Compound measures	35,36	83
	Expanding multiple brackets	14	31
6	Factorising single brackets	14	31
	Equations with fractions	15	33
	Simple algebraic fractions	7	15
7	Bearings	49	117
	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...

1 Find 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.

How to Use This Book

Year 8 French Term 4 KO

Where you live

j'habite I live/am living
je n'habite pas I don't live
nous habitons we live
j'aime habiter I like to live
Je n'aime pas habiter I don't like living
j'habitais I used to live
si j'avais le choix if I had the choice
je voudrais habiter I would like to live
j'espère habiter I hope to live
dans une maison in a house
dans un appartement in a flat
dans la rue... in a rue
dans une grande ville in a big town
dans un petit village in a small village
dans le sud de l'Angleterre in the south of England
à la campagne in the countryside
à la montagne in the mountains
au bord de la mer by the sea

Comparisons

mon appartement my apartment
mon chat my cat
mon chien my dog
mon jardin my garden
ma maison my house
ma piscine my pool
es plus grand(e) que is bigger than
est moins grand(e) que is less big than
était plus petit(e) que was smaller than
était moins petit(e) que was less small than
serait plus joli(e) que would be prettier than
serait moins joli(e) que would be less pretty than

My home

chez moi in my home
il y a there is/there are
il n'y a pas de there isn't/there aren't
dans le passé, il y avait in the past there used to be
il n'y avait pas de there wasn't/weren't
dans ma maison idéale, il y aurait in my ideal house,
there would be
il n'y aurait pas de there would not be
(une) chambre a bedroom
(une) cuisine a kitchen
(un) jardin a garden
(une) salle à manger a dining-room
(une) salle de bains a bathroom
(une) salle de jeux a games room
(une) salle de cinéma a home cinema
(une) piscine a swimming pool
(un) salon a lounge
(un) sous-sol a basement
(un) court de tennis a tennis court
(un) jacuzzi a jacuzzi
(un) sauna a sauna
(un) gymnase a gym
(un) bureau a study

My room

l'armoire the wardrobe
le bureau the desk
le canapé the sofa
la chaise the chair
la douche the shower
la fenêtre the window
le lit the bed
la télé the TV
est is
à côté de/du/de la next to
à droite de/du/de la on the right of
à gauche de/du/de la on the left of
en face de/du/de la opposite
dans/devant in/in front of
derrière behind
entre between
sous under
sur on

Adjectives

petit small
grand grand
beau/belle beautiful
joli(e) pretty
vieux/vieille old
nouveau/nouvelle new
neuf/neuve new
moderne modern
confortable comfortable
gros(se) big (for animals/objects)

Eating and drinking

pour le petit déjeuner... for breakfast
pour le déjeuner for lunch
pour le dîner for dinner
Je mange I eat
Je ne mange pas de I don't eat
j'aime manger I like to eat
hier j'ai mangé yesterday I ate
je vais manger I'm going to eat
je bois I drink
Je ne bois pas de I don't drink
je préfère boire I prefer to drink
hier j'ai bu yesterday I drank
je vais boire I'm going to drink

Breakfast

du beurre/du pain some butter
de la confiture some jam
des céréales some cereals
un croissant a croissant
un pain au chocolat a pain au chocolat
une baguette a baguette
une brioche a brioche
une tartine a slice of bread and butter
du café/du lait/du thé some coffee/milk/tea
du chocolat chaud hot chocolate
du jus d'orange some orange juice

Dinner

du fromage cheese
du poisson fish
du poulet chicken
du riz rice
de la soupe soup
de la viande meat
des crêpes pancakes
des crudités raw vegetables
des escargots snails
des légumes vegetables
des pâtes pasta
des plats à emporter takeaway food
des pommes de terre potatoes
des plats à emporter takeaway food
des pommes de terre potatoes
des tomates tomatoes
un fruit a piece of fruit
un steak-frites steak and chips
un yaourt a yoghurt
une mousse au chocolat a chocolate mousse

What you did recently

j'ai dormi I slept
j'ai fait les devoirs I did homework
j'ai joué au foot I played football
j'ai joué au billard I played snooker
j'ai mangé avec ma famille I ate with my family
j'ai décompressé I unwound
j'ai regardé des films I watched films
j'ai fait de la natation I did swimming
j'ai fait de l'exercice I did exercise
j'ai écouté de la musique I listened to music
j'ai lu I read (past tense)
j'ai passé du temps avec ma famille I spent time with my family
j'ai travaillé I worked
j'ai pris une douche I took a shower



On ne peut pas nier que you can't deny that
Absolument absolutely
néanmoins nevertheless
Vu que given that
Il y a deux jours 2 days ago
je suis allé* I went
j'ai fait* I did

Year 8 Spanish Term 4 KO

¿Vives en una casa o en un piso?	Do you live in a house or a flat?
Vivo en una casa (adosada)	I live in a (semi-detached) house
Vivo en un piso en un bloque	I live in a flat in a block
¿Dónde está?	Where is it?
Está...	It's... (location)
en el campo	in the countryside
en la montaña	in the mountains
en la costa	on the coast
en una ciudad	in a city
en un pueblo	in a town/village
¿Cómo es tu piso/casa?	What's your flat/house like?
Es...	It's... (description)
antiguo/a	old(-fashioned)
moderno/a	modern
bonito/a	pretty
feo/a	ugly
nuevo/a	new
viejo/a	old
pequeño/a	small
cómodo/a	comfortable
grande	big (m/f)

En mi casa
una habitación
¿Qué hay en tu casa/piso?
¿Qué hay abajo?
¿Qué hay arriba?
¿Qué hay fuera?
Hay...
un comedor
un cuarto de baño
un aseo
un pasillo
un salón
una cocina
un dormitorio
un garaje
un jardín
una terraza
el dormitorio de mis padres
el dormitorio de mi hermano
un despacho
las escaleras
un desván
un invernadero
un sótano

In my house
A room
What is there in your house/flat?
What is there downstairs?
What is there upstairs?
What is there outside?
There's...
a dining room
a bathroom
a toilet
a corridor
a living room
a kitchen
a bedroom
a garage
a garden
a terrace
my parents' bedroom
my brother's bedroom
an office
the stairs
an attic
a greenhouse
a basement

En mi habitación
un armario
un equipo de música
un ordenador
una alfombra
una cama
una estantería
una lámpara
una mesa
una puerta
una silla
una televisión
una ventana
pósteres
encima de
a la derecha de
a la izquierda de
debajo de
delante de
al lado de
detrás de
entre
a la derecha del armario
al lado de la cama
en las paredes

In my bedroom
a wardrobe
a hi-fi
a computer
a rug
a bed
a shelf/shelves
a lamp
a table
a door
a chair
a television
a window
posters
on
to the right of
to the left of
under
in front of
beside
behind
between
to the right of the wardrobe
beside the bed
on the wall

La ciudad
hay
ho hay
un castillo
un centro comercial
un cine
un estadio
un hospital
un mercado
un museo
un parque
un polideportivo
una estación de autobuses
una estación de trenes
una piscina
una playa
una plaza
una plaza de toros
una tienda
unos/muchos museos
unas/muchas tiendas
el aparcamiento
una oficina de turismo
una oficina de correos
una iglesia
un restaurante

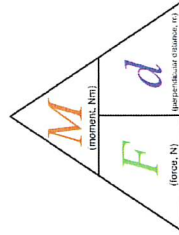
Town
there is/are
there isn't/aren't
a castle
a shopping centre
a cinema
a stadium
a hospital
a market
a museum
a park
a sports centre
a bus station
a train station
a swimming pool
a beach
a square
a bullring
a shop
some/many museums
some/many shops
parking
a tourist office
a post office
a church
a restaurant



vivo - I live
vivía - I used to live
ojalá viviera - I wish I lived
hay - there is
había - there was
ojalá hubiera - I wish there were
absolutamente - absolutely
en lugar/vez de - instead of
considerando que - considering that
me parece que - it seems to me that

Key Terms	Topics	Essential Knowledge
<p>Sacred: Something dedicated to God. Creation: The action of bringing something into existence. Pollution: The introduction of something harmful or poisonous into the environment. Stewardship: To look after the world or something. Interdependence: The dependence of two or more people or things on each other. Wonder: Feelings of amazement at the beauty of the world. Worries: Anxieties about what is happening to the world. Deforestation: is the act of clearing a wide area of trees</p>	<p>Introduction What is so wonderful about our planet? What things amaze us? How are we harming the environment? How are humans damaging the environment? And why? How can we protect the environment? What are the strengths and Weaknesses of the various solutions? Religious Attitudes to the environment.</p>	<p>The world is wonderful: The rivers, waterfalls, Pyramids, Mountains, Trees, Buildings (Tourism). What worries? Landfills, Air pollution, water pollution, climate change. How are we harming the environment? Overpopulation, consumerism, How are humans damaging the environment? Not reusing, pollution, gas emissions.</p>
		<p>Solutions The 3Rs Recycling, Reusing and Reduce, Car sharing, walk (less driving), Switch off electrical appliances when not in use. Strengths: Decreased pollution, decreases landfill waste, Fights global warming. Weaknesses: Recycling isn't always cost effective. Recycled products are of lesser quality, Difficult to manage not all families recycle. The five main world religions. Christianity, Judaism, Hinduism, Sikhism and Islam. All religions believe the world/environment was created by God. It is a gift. Therefore, the religious believers all act as stewards, which means they need to look after the environment.</p>
<p>Wonder: Feelings of amazement at the beauty of the world. Worries: Anxieties about what is happening to the world. Deforestation: is the act of clearing a wide area of trees</p>	<p>Eco-friendly Project x2 lessons Deforestation. What can be done to stop it? Case study Brazil</p>	<p>Students will create a presentation, showing how they can personally make a difference to help the environment. They will document this by living an eco-friendly week, and if possible, they will document this with pictures as evidence. This will also contain a conclusion on why they think it is important to help the environment and including religious views they found most helpful to encourage people to respect the environment. This will constitute an assessment, and it will be peer-assessed against a grid).</p>
<p>Deforestation: is the act of clearing a wide area of trees</p>		<p>Deforestation is the act of clearing a wide area of trees. It is a problem because: climate change, soil erosion, flooding, increased greenhouses gases into the air. It can be prevented by: Planting a tree, go paperless, buy recycled products and recycle again, raise awareness.</p>

- **Diffuse scattering:** Reflection from a rough surface
- **Driving force:** The force that is pushing or pulling something.
- **Earth's Axis:** The imaginary line that the earth spins around.
- **Elastic limit:** The point beyond which a spring will not return to its original length when the force is removed.
- **Electric charge:** The property of a material or particle that can be positive or negative.
- **Electric field:** A region where a charged material or particle experiences a force.
- **Extension:** The amount by which an object gets longer when a force is applied.
- **Gear:** A rotating lever that reduces the force required to do work.
- **Image:** A picture which forms in a mirror, or on a screen, or is made by lenses.
- **Lever:** A simple machine that can increase the size of a force, or increase the distance a force moves.
- **Ligament:** Joins two bones together.
- **Parallel circuit:** A circuit in which there are two or more paths for the current to flow through.
- **Potential difference:** The measure of the push of a cell or battery, or the energy that a cell or battery can supply.
- **Resistive force:** A force that acts to slow down a moving object.
- **Series circuit:** A circuit in which the components are joined in a single loop.
- **Specular reflection:** Reflection from a smooth surface.
- **Stretch:** An object can be stretched if you put a force on it.
- **Tension:** A stretching force.
- **Voltage:** The measure of the strength of a cell or battery used to send a current around a circuit.
- **Work:** A way of transferring energy that does not involve heating

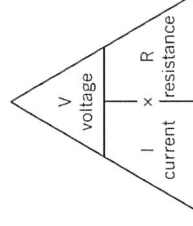


$$F = kx$$

Force

Spring Constant

Extension



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