



WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 8 – Term 5

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 5's units/topics in each of your subjects.

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

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

Good luck in your learning,

Miss Price

Assistant Headteacher in charge of Teaching and Learning

Knowledge is Power

How to self-quiz: A Reminder!



READ

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.

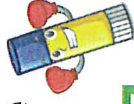
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

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!



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

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

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

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

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

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

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

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

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

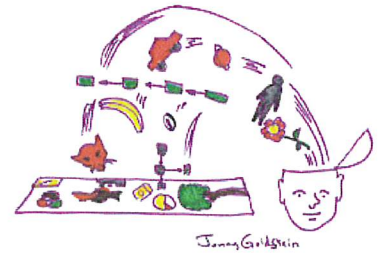
Two others for us to try out!

After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term

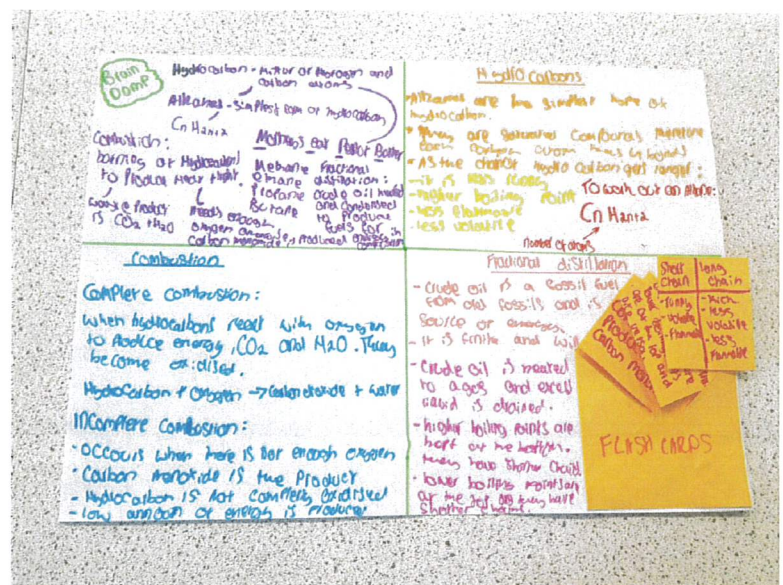
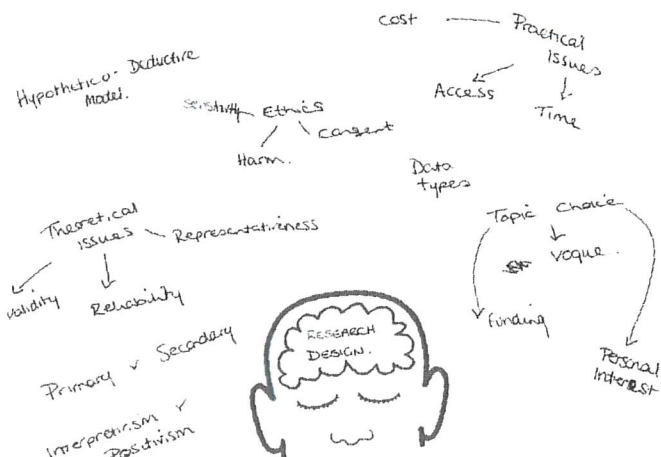
memory, put your knowledge to the test with a... **Brain Dump!**

How?

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



Examples of brain bumps:



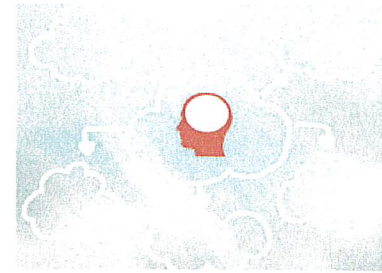
Here students have 'brain dumped' and then created revision resources (flash cards) to master content



Mind Maps!

How?

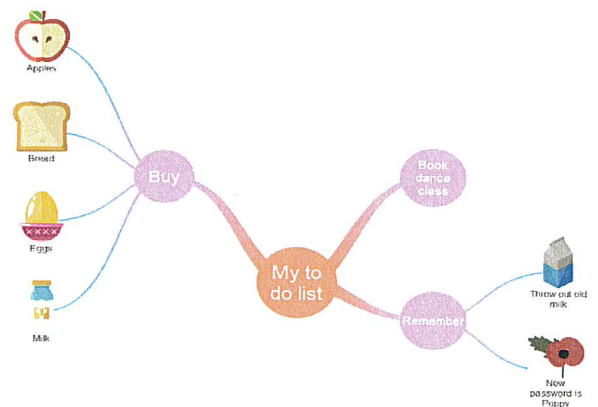
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code*):



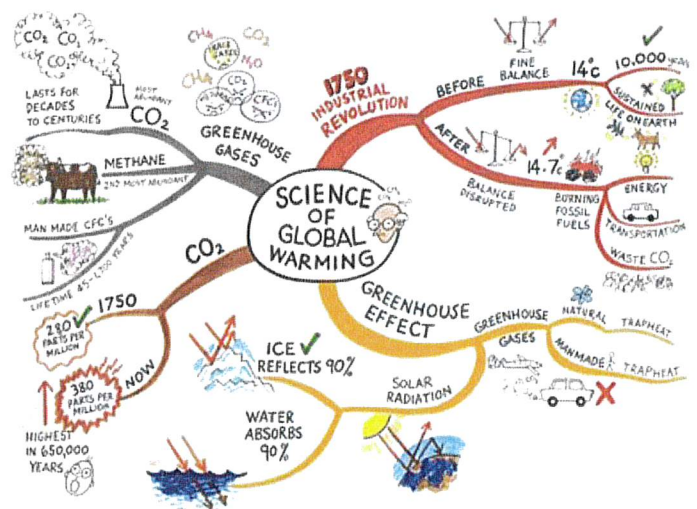
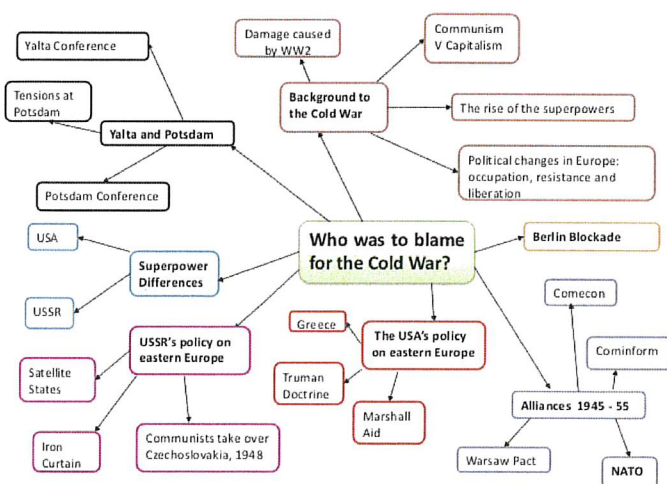
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

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

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



More examples of mind maps:



Top tips!

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

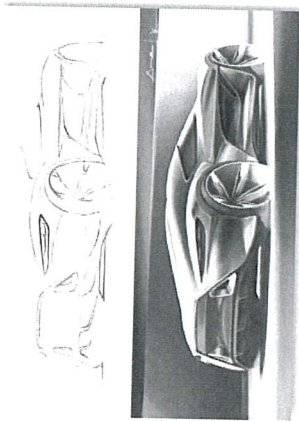
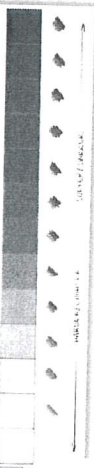


WGSB Art - Year 8 Drawing Knowledge Organiser

Grades of Pencils

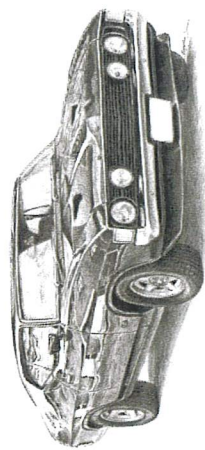
Pencils come in different grades. The softer the pencil the darker the tone. H = hard, B = black (soft)

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)

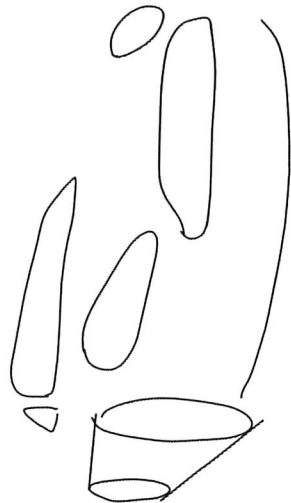


Making a drawing look reflective

- 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!



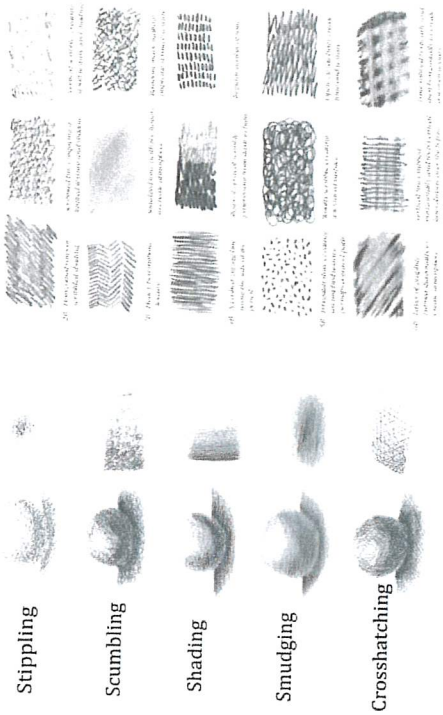
DRAWING THE SHAPE ACCURATELY



- 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 edges 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



Unit 1: Topic 6: How the economic system works

Banking industry – Banks, buildings societies and other businesses that offer financial products and services; part of the private sector.

Capacity building – Making local communities self-sustaining.

Charity sector – Charities and other non-governmental organisations that are run not for profit, but for the good of society.

Communist economy – A type of market economy in which government makes all of the decisions.

Corporate social responsibility (CSR) – Business self-regulation that drives a company to act in an ethical manner – ie to make socially responsible decisions, such as recycling or reducing its pollution.

Corporation tax – A tax that a business pays on its profits.

Economic downturn – A period during which economic activity slows down, potentially leading to a recession.

Economic growth – An increase in the output or production of a country, as measured by incomes and sales.

Free-market economy – A type of market economy in which private individuals and companies make decisions, motivated by profit, without government interference.

Full employment – When everyone in a country who is willing and able to work in paid employment has a job (in practice, classed by the UK government as an unemployment rate of 2% or less).

Gross domestic product (GDP) – The total value of all goods made and services provided by a country in a year.

Gross profit – Profit before corporation tax is paid.

Inflation rate – The rate at which prices are increasing.

Mixed economy – An economy (of which the UK is an example, as are the economies of most countries in the world) that falls between the extremes of a communist economy and a free-market economy. Net profit – profit after corporation tax is paid. Non-governmental organisation (NGO) – a type of organisation that is not run for profit, but also is not part of the government.

Payroll giving – Making donations to a specific charity as deductions directly from a salary.

Price – The purchase price of a good or service.

Price stability – Keeping inflation low.

Private sector – That part of the economy run by individuals or groups, rather than the government, to make a profit.

Profit – The difference between the price for which a product sells and the cost of making and selling it.

Public sector – That part of the economy that comprises national and local government, and the services provided by government, such as education, healthcare, the military and the police.

Recession – A period of economic decline during which income and production fall over time.

Social enterprise – An enterprise that aims to increase social well-being rather than to make money, but which can be either not for profit or for profit.

Social responsibility – The idea that individuals and organisations have a duty to act in a way that is best for society as a whole.

Third sector – That part of the economy that is made up of nongovernmental, non-corporate bodies, such as charities, community groups and social enterprises.

Turnover – The value of sales that a business makes in a year.

Unemployment rate – The percentage of the workforce that is of employment age and actively looking for a paid job.

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

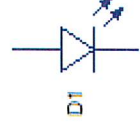
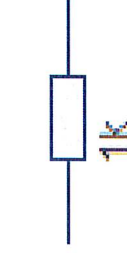
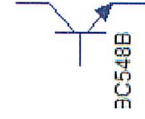
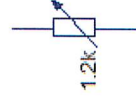
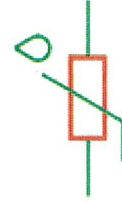


Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture.
Al dente	Typically pasta cooked so as to be firm when bitten
Au gratin	Sprinkled with breadcrumbs or grated cheese and browned.
Beating	This is the rigorous mixing of ingredients using a wooden spoon, electric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

Key Terminology Summer 1



Vocal and Physical Skills

Vocal and physical skills, or a performer's use of voice and body, are the main tools for performing. Knowing how to use these tools for each role is essential, as each character is different and therefore the use of these skills should differ too. When making decisions about the acting skills required for a specific script, a performer must consider the play's genre, style and theatrical conventions.

Vocal skills

The control and variety of vocal skills are really important for performers, whether they are on stage, screen or radio. Meaning can be communicated very powerfully through small and sometimes simple changes in the use of voice.

Physical skills

A performer can use a variety of physical skills to communicate meaning. Depending on the production and type of character, a performer may choose to exaggerate the use of their body, making everything 'larger than life', or they may keep the actions small, controlled and subtle. Selecting the appropriate physical movement for a specific script is a skill but can be practised during rehearsals.

Blocking is the planning of where and when a performer goes on stage. It will often be decided by the director and stage manager. From this, the lighting and staging can be accurately designed and cued, ensuring that performers are lit appropriately and aren't hidden by any set or scenery.

Learning a text

Learning a script can be challenging, especially in early *rehearsals*, but there are ways of making the lines easier to remember. By experimenting with different methods of learning lines, a performer can select the techniques that they find most suitable for them.

- *Line run* - Line runs focus on simply running through the lines, without any acting, to help performers to practice and remember their lines. This process can assist the technical and design teams, as well as performers. It will identify if performers are engaged and 'acting' at all times, reacting to each other's lines as opposed to just waiting for their own.
- Listening to a script - Some performers prefer to record their own voices speaking the lines and then listen back to it. Others will record other characters' lines and leave spaces or pauses where their own lines would be, so they can practise remembering their own part.
- Drawing pictures - Being able to picture key lines through visual objects that relate to the dialogue can often help performers remember the order of their lines.
- Actioning - This requires a performer to add movement to the speech that helps them remember the order of events, and therefore their lines. This often happens naturally as a performer goes through rehearsals and movement or is added to the piece during *blocking*.
- Reading or writing - Some performers prefer to write out or speak their lines repeatedly. This process of repetition helps them to learn their lines as a grounding before they add movement.

Once on stage, a performer should always be acting, even if it is not their turn to speak, although it doesn't have to be large and noticeable to be effective. Performers should always be in role, even if they aren't playing a character - this is sometimes known as actor as demonstrator. Coming out of character, or out of role, is called *corpsing*.

Year 8 Term 5 Knowledge Organiser 'Animal Farm'

Key Characters	Contextual Information	Key Quotes
<p>Mr Jones - Drunken owner of Animal Farm. Embodies the tyranny of man.</p> <p>Old Major - Wise, old pig. Inspires the rebellion with his rhetoric.</p> <p>Boxer - Devoted citizen and immensely strong. Innocent and naive</p> <p>Napoleon - Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.</p> <p>Snowball - Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed</p> <p>Squealer - Mouthpiece of Napoleon. Uses propaganda to control the animals.</p> <p>Clover - Maternal, caring and loyal. Senses hypocrisy but cannot articulate it.</p> <p>Dogs and Sheep - Instruments of fear and control, educated by Napoleon.</p>	<p>An allegorical tale with direct links to the history of the Soviet Union in the early 20th century.</p> <p>The book charts the corruptions of Communist ideals of equality, where workers are promised equality and freedom and are eventually repressed and treated as bad, if not worse, as under the previous rule of the capitalist 'Tsar'.</p> <p>Old Major represents Karl Marx, putting forward the communist ideals which will free them from the tyranny of capitalism (represented by Jones). Snowball represents Trotsky, a passionate component of Animalism (Communism) who is expelled by Napoleon (Stalin).</p> <p>Napoleon follows a similar rise to power as Stalin, using fear and propaganda to control the masses, including show trials and executions.</p> <p>By the end of the novel, the ideals of communism have been so far abused and forgotten, that Napoleon meets and forms agreements with former oppressors.</p>	<p>"Four legs good, two legs bad."</p> <p>"All animals are equal, but some animals are more equal than others"</p> <p>"If you have your lower animals to contend with," he said, "we have our lower classes!"</p> <p>"The pigs did not actually work, but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership."</p> <p>"At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball, who only sprang from his place just in time to escape their snapping jaws."</p> <p>"The pigs now revealed that during the past three months they had taught themselves to read and write"</p> <p>"The birds did not understand Snowball's long words, but they accepted his explanation, and all the humbler animals set to work to learn the new maxim by heart."</p> <p>"Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings?"</p> <p>"The flag was green, Snowball explained, to represent the green fields of England, while the hoof and horn signified the future Republic of the Animals which would arise when the human race had been finally overthrown."</p> <p>"All that year the animals worked like slaves. But they were happy in their work; they grudged no effort or sacrifice, well aware that everything that they did was for the benefit of themselves and those of their kind who would come after them, and not for a pack of idle, thieving human beings."</p>
<p>Key Themes</p> <p>Leadership and Corruption</p> <p>Control over the intellectually inferior</p> <p>Lies and deceit</p> <p>Foolishness and naivety</p> <p>Violence</p> <p>Pride and Ceremony</p> <p>Dreams, hopes and future plans</p>	<p>Authorial Context</p> <p>Orwell was a British journalist and author, who wrote two of the most famous political novels of the 20th century 'Animal Farm' and 'Nineteen Eighty-Four'. When Orwell saw a child whipping a horse, he had an idea: "It struck me that if only such animals became aware of their strength we should have no power over them, and that men exploit animals in much the same way as the rich exploit the working class". This inspired him to write the novel.</p>	<p>Stylistic Features and Key Terms</p> <p>Dystopia - Propaganda - Scapegoat - Tyrant - Allegory - Morality - Symbolism - Omniscient narrator - Fairy Tale - Tragedy</p>

Year 8 Term 5 Knowledge Organiser: 'Of Mice and Men'

Contextual Information: The American Dream	Contextual Information: Migrant Workers	Key Characters, Themes and Quotes
<ul style="list-style-type: none"> You can be successful if you work hard and live morally. America is the land of opportunity. Freedom to work hard and be happy is enshrined in the Constitution. The Dream assumes equality of opportunity, no discrimination, freedom to follow goals and freedom from victimisation. Written on the base of the Statue of Liberty: "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me I lift my lamp beside the golden door." (Emma Lazarus) What does this suggest about moving to America? From the 17th Century onwards, immigrants have dreamed of a better life in America. Many people immigrated to America in search of a new life for themselves or their families. Many others immigrated to escape persecution or poverty in their homeland. Immigrants dreamed of making their fortunes in America. <p>For many, however, this dream of riches became a nightmare.</p> <ul style="list-style-type: none"> there were horrors of slavery, there were horrors of the American Civil War there was a growing number of slums that were just as bad as those in Europe there was also great corruption in the American political system which led to many shattered hopes. The idea of an American Dream for many was broken when in 1929, the Wall Street crashed, marking the beginning of the Great Depression. This era affected the whole world during the 1930s, but even in the midst of hardship, some people's dreams survived. Thousands of people made their way west towards California to escape from their farmlands in the Midwest that were failing due to drought. 	<p>Before technology created farm machinery, humans had to do a lot of the farm work by hand. Between the 1880s and the 1930s, thousands of men would travel the countryside in search of work. Such work included the harvesting of wheat and barley. These workers would earn \$2.50 or \$3.00 a day, plus food and shelter. During the 1930s, the unemployment rate was high in the U.S., and with so many men searching for work, agencies were set up to send farm workers to where they were needed. In the novel, George and Lennie (the two main characters) were given work cards from Murray and Ready's, which was one of the farm work agencies.</p> <p>Authorial Context John Steinbeck was born in Salinas, California in 1902. Although his family was wealthy, he was interested in the lives of the farm labourers and spent time working with them. He used his experiences as material for his writing. A series of droughts in southern mid-western states like Kansas, Oklahoma and Texas led to failed harvests and dried-up land. Farmers were forced to move off their land; they could not repay the bank-loans which had helped buy the farms and had to sell what they owned to pay their debts.</p>	<p>Characters George – frustrated, devoted, a dreamer Lennie – childlike, unassuming, physically powerful Candy – unloved, an outcast, aging Curley – insecure, unmerciful, jealous Curley's wife – objectified, lonely, nameless Crooks – cynical, proud, isolated Slim – compassionate, wise, respected Carlson – heartless, insensitive</p> <p>Themes Social hierarchy The Great Depression American Dream Social injustice Social Darwinism Utilitarianism Racism Sexism</p> <p>Key Quotes George – C1: "Guys like us...that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place..." Lennie – C1: "[He] walked heavily, dragging his feet a little, way a bear drags his paws. His arms did not swing at his sides, but hung loosely." Slim – C2: "Aint many guys travel around together, he mused. I don't know why. Maybe ever'body in the whole damn world is scared of each other." Candy – C2: [Candy] said miserably, "You seen what they done to my dog tonight? They says he wasn't no good to himself nor nobody else. When they can me here I wisht somebody'd shoot me." Crooks – C4: "Ever'body wants a little piece of lan'. I read plenty of books out here. Nobody never gets to heaven, and nobody gets no land." Curley's wife – C5: "I tell you I ain't used to livin' like this. I coulda made somethin' of myself." Lennie and George – C6: "I done another bad thing." / "It don't make no difference," George said, and he fell silent again.</p>

Key Words

- **Climate Change** – changes in long-term temperature and precipitation patterns that can either be natural or linked to human activities.
- **Quaternary Geological Period** – the most recent geological period covering the last 2.6 million years, during which time there were several cold and warm periods.
- **Glacial Periods**- historic cold periods associated with the build-up of snow and ice and the growth of ice sheets and glaciers.
- **Inter-glacial** – historic warm periods in between glacial periods where conditions were much the same as they are today.
- **Global warming** – a trend associated with climate change involving a warming trend (0.85 °Celsius since 1880)
- **Milankovitch cycles** – cyclical time periods that relate to the earth’s orbit around the sun that have an effect upon glacial periods.
- **Precession** – word to describe a ‘wobble’ that the earth experiences like a spinning top that takes place every 26,000 years.
- **Eccentricity** – a word used to describe the path of the earth as it orbits the sun which is not fixed: could be almost circular or mildly elliptical (oval shaped) occurring about every 100,000 years.
- **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.
- **Volcanic winter** – cooling trend caused by volcanic particles in the atmosphere blocking out some of the sun’s radiation.
- **Sunspots** – a spot or dark patch on the surface of the sun that appear from time to time associated with an outburst of energy from the sun.
- **Sunspot cycle** – a period lasting eleven years during which sunspot activity increases from a minimum to a maximum and then back to a minimum.
- **Sustainability** - development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

With your knowledge you should be able to understand:

- In what ways have humans increased the likelihood of climate change?
- Identify and explain four pieces of evidence for climate change.
- How can individuals and governments reduce the impact of climate change?

Key Learning Concepts/Facts

➤ **What is natural climate change?**

At the start of the Quaternary, the continents were just about where they are today. But throughout this period, the planet has wobbled on its path around the sun. These slight shifts caused ice ages to advance and retreat. By 800,000 years ago, a regular pattern had emerged: ice ages or **glacial periods** lasted about 100,000 years followed by warmer **inter-glacials** of 10,000 to 15,000 years each. The last ice age ended about 10,000 years ago. There has been much **fluctuation** in temperature but the general trend has been a gradual cooling. In the last few decades there has been an increase in temperature. Average global temperatures have increased since 1880 by 0.85°celcius and by 0.6°celcius since 1950.

➤ **What are the Natural processes which cause natural climate change?**

Milankovitch cycles

Sunspots

Volcanic activity

➤ **What can be done to reduce the causes and impact of climate change?**

- Developing countries reduce deforestation and increase afforestation - planting trees.
- All countries find new types of energy, while developing and expanding existing sources more sustainable than fossil fuels.
- Industries and domestic users of energy use it more efficiently and reduce needless waste.
- Developed countries start to switch from fossil fuels to alternative sources of energy, such as solar, wind, tidal and hydroelectric power.
- Make building design more energy efficient.
- Invest more money into public transport and increasing fuel efficiency of cars.

Year 8 - Term 5 KO - An idea caused the Haitian 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:	
Toussant Louverture	One of the early leaders of the Haitian Revolution.
Sonthoux	French abolitionist who worked tirelessly in the French revolutionary government to abolish slavery.
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.

In 1799 Napoleon Bonaparte overthrew the revolutionary government. He established himself as Emperor of the French Empire. Britain, like other major European powers, feared the success of non-monarchic power and declared war on France. Meanwhile, in the French colony of St Dominique (later renamed Haiti) the revolutionary ideas of freedom and liberty spread to the black African slave population. This inspired them to their own revolution.

Key question: Did everyone benefit from 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
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

Year 8 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
	Scatter diagrams	60	143
	Cumulative Frequency/box plot	61	145
4	Indices	11	23
	Standard form	12	25
	Compound measures	35,36	83
5	Expanding multiple brackets	14	31
	Factorising single brackets	14	31
6	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 Memorise the Knowledge Organiser page.

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

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

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

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

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

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

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

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

Year 8 French Term 5 KO

Describing your talent

mon talent, c'est my talent is
j'adore I love
je passe des heures à I spend hours
quand j'étais plus jeune, j'aimais when I was
younger, I used to like
à l'avenir, j'aimerais in the future I would like to
c'était amusant de it's fun to
ce serait amusant de it would be fun to
chanter to sing
danser to dance
faire de la magie to do magic
jouer du piano to play the piano
jouer du violon to play the violin
jouer de la guitare to play the guitar
jouer de la batterie to play the drums
être dans un groupe to be in a band
jongler to juggle
faire des imitations to do impressions
je voudrais I would like
gagner le concours win the competition
être célèbre be famous
être une célébrité to be a celebrity
être une vedette to be a star
participer au concours to take part in the contest

✓ ✓ ✓

j'ai peur de I'm afraid of
je m'inquiète de I'm worried about
j'ai hâte de I can't wait to
je suis impatient de I'm looking forward to
j'espère I'm hoping to

Preparing yourself for the contest

pour me préparer pour le concours to prepare
myself for the contest
je dois I must
on doit one must
j'ai dû I had to
je devrai I will have to
remplir la fiche d'inscription fill in the
application form
participer au concours take part in the contest
faire un clip vidéo make a video clip
répéter tous les jours rehearse every day
aller à l'audition go to the audition
avoir confiance en moi be confident
chanter fort sing loudly
faire beaucoup d'effort make lots of effort
avoir une attitude positive to have a positive
attitude
être organisé to be organised
regarder la caméra look at the camera
sourire to smile
gagner to win

Opinions

c'était it was
magnifique magnificent
incroyable incredible
un triomphe a triumph
affreux awful
un désastre a disaster

What happened?

j'ai participé au concours I participated in the contest
j'ai répété tous les jours I rehearsed every day
je me suis levé(e) tôt I got up early
j'ai quitté la maison I left the house
j'ai pris le train I took the train
je suis allé(e) au théâtre I went to the theatre
j'ai attendu mon tour I waited for my turn
j'ai eu confiance en moi I was confident
j'ai rencontré les juges I met the judges
j'ai chanté fort I sang loudly
j'ai parlé clairement I spoke clearly
j'ai joué de mon instrument I played my instrument
j'ai fait beaucoup d'effort I made lots of effort
j'ai regardé la caméra I looked at the camera
j'ai gagné le prix I won the prize
je suis rentré(e) à la maison I went home

Dreams and ambitions

J'aime gagner I like winning
Je dois gagner I have to win
Je peux gagner I can win
Je veux gagner I want to win
Je voudrais gagner I would like to win
Je vais gagner I am going to win
Je vais être le gagnant I am going to be the winner
Je vais être content I am going to be happy

Year 8 Spanish Term 5 KO

¿Qué haces en tu tiempo libre?
(What do you do in your free time?)

Voy al cine – I go to the cinema
iba – I used to go

Voy a ir – I am going to go

Ojalá pudiera ir – I wish I could go

Voy a la piscina – I go to the pool

Voy de compras – I go shopping

Salgo con mis amigos – I go out with my friends

Hago mis deberes – I do my homework

Monto en bicicleta – I ride my bike

Escucho música – I listen to music

Veo la televisión – I watch TV

Navego por internet – I surf the net

¿Qué deportes haces? **computer.**

(What sports do you do?)

Hago atletismo – I do athletics

Hacía - I used to do

Voy a hacer – I am going to do

Ojalá pudiera hacer – I wish I could do

Hago ciclismo – I do/go cycling

Hago equitación – I do/go riding

Hago esquí – I do/go skiing

Hago natación – I do/go swimming

Hago patinaje – I do/go skating

Juego al baloncesto - I play basketball

Juego al fútbol – I play football

Juego al hockey – I play hockey

Juego al tenis – I play tennis

Juego al voleibol – I play volleyball

No hago deporte – I don't do any sports

¿Qué te gusta hacer? – What do you like to do?

Me encanta ___ I love ___

Me gusta ___ I like ___

Me gusta mucho ___ I like a lot ___

No me gusta ___ I don't like ___

No me gusta nada ___ I don't like at all ___

Detesto ___ I hate ___

Prefiero ___ I prefer ___

LIKES / DISLIKES + INFINITIVE

Me gusta escuchar música

Porque es ...because its

Aburrido – boring

Barato – cheap

Bueno – good

Caro – expensive

Divertido – fun

Fácil – easy

Interesante – interesting

Sano - healthy

¿Qué vas a hacer mañana? – What are you going to do tomorrow?

Mañana voy a jugar al tenis – tomorrow I am going to play tennis.

Future: IR + A + INFINITIVE

Voy – I am going

Va – he/she is going

Vamos – we are going

Van – they are going

Mañana – tomorrow

La próxima semana / la semana que viene

Este fin de semana

En las vacaciones

¿A qué hora? (At what time?)

¿Qué hora es? - What time is it?

Es la una – it is one o'clock

Son las dos – it's two o'clock

Es la una y cinco – it's five past one

Son las cinco y veinticinco - 5:25

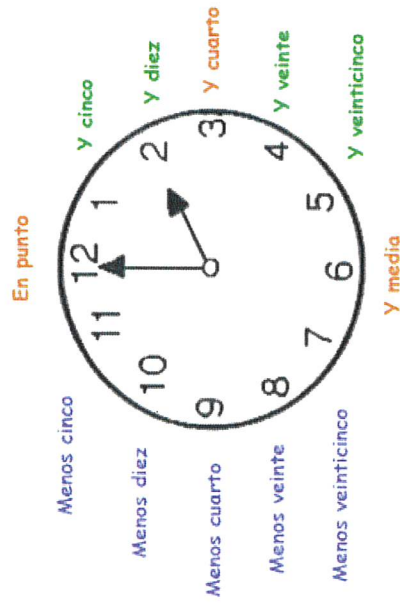
Son las seis y media – 6:30

Son las siete menos cuarto – it is a quarter to seven

De la mañana – in the morning

De la tarde – in the afternoon

De la noche – at night



En mi humilde opinión – in my humble opinion

además - furthermore

Sin embargo – however

ya que – since

Es *pan comido* – its easy!

Estoy harto de – I'm fed up of ...

Key Words	Topics	Essential Knowledge Organiser Knowledge
<p>Prejudice: Thinking badly of someone because of the group he/she belongs to.</p> <p>Stereotyping: Having an over-simplified mental image of people and applying it to everyone in a group.</p> <p>Discrimination: Actions as a result of prejudice.</p> <p>Positive Discrimination: Treating people more favourably because they have been discriminated against in the past.</p> <p>Scapegoating: Blaming certain groups for problems in society.</p> <p>Disability: Physical or mental handicap or impairment.</p> <p>Tolerance: Respecting the beliefs and practices of others.</p> <p>Justice: Bringing about what is right, fair according to the law.</p> <p>Harmony: Living in peace with others.</p> <p>Lifestyle: The way people live reflect their values and attitudes.</p>	<p>What is Prejudice and discrimination?</p> <p>Why some people are prejudiced. Effects of prejudice.</p> <p>What does the law about prejudice in Britain?</p> <p>Types of prejudice</p> <p>The meaning of the concepts of tolerance, justice, harmony, and the value of the individual.</p> <p>Religious attitudes towards prejudice and discrimination.</p> <p>Religious leaders who fought against prejudice and discrimination.</p>	<ul style="list-style-type: none"> • Prejudice means to 'pre-judge' someone unfairly before getting to know them. • Prejudiced attitudes is based on stereotyping certain groups of people. • Discrimination this acting on prejudice. • Positive discrimination treating people more nicely because of who, what or where they are. <p>Why some people are prejudiced: Ignorance, Fear, Upbringing, Bad experience, The media.</p> <p>Effects of prejudice: It causes harm, People may feel worthless, may cause death.</p> <p>There are laws in Britain to deal with discrimination. As prejudice is about the way people think, the law cannot do anything, but when the prejudice turns into discriminative actions then the law can act. The 1976 Race Relations Act made it illegal to discriminate against anyone because of race, nationality, ethnic or national background.</p> <p>The Commission for Racial Equality was set up to deal with cases of discrimination, and to act as a watchdog against racism.</p> <p>He Equal Pay, Sex Discrimination, Disability Discrimination and Sexual Orientation Regulation.</p> <p>Types of prejudice: Race and colour, Racism, Gender, Sexism, Religious prejudice, Ageism, Disability.</p> <ul style="list-style-type: none"> • Tolerance is accepting all people and valuing their contribution to life and society. • Justice: All religions teach that people are equal. This means all people have the same value, worth and equal human rights. • Harmony: It requires people to act justly and have tolerance and understanding of others, even when they are different. • The value of the individual: Human rights are based on the religious belief that each individual is created by God and has a special value to him. Each person is unique and made in God's image. <p>All religions are against prejudice and discrimination. They believe in equality and the practice.</p> <p>Christianity: 'There is neither Jew nor Greek, slave nor free, male or female for you are all one in Christ'.</p> <p>Islam: 'Allah does not look upon your outward appearance; He looks upon your hearts and your deeds'.</p> <p>Judaism: 'And you are to love those who are aliens, for you yourselves were aliens in Egypt'</p> <p>There are some religious leaders who have campaigned against prejudice and discrimination for the religion they practice.</p> <p>For example:</p> <ul style="list-style-type: none"> • Mahatma Gandhi: He was a Hindu born in India. He experienced racial prejudice under the apartheid laws. He practised non-violence and believed in the presence of truth in each person's soul. • Martin Luther King: He was a Reverend born in Atlanta, Georgia USA in 1929. He carried out peaceful protest to challenge the racist laws in the USA. He is remembered by the famous 'I have a dream'. • Desmond Tutu: He was born in Klerksdorp, South Africa in 1931. He fought for equal rights for all and a common system of education for all. He died 26th December 2021.

Knowledge Organiser

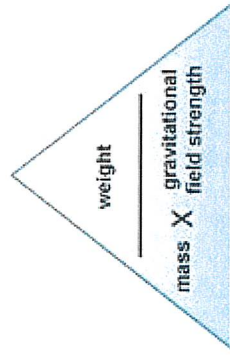
Department: Science

KS3 Science of Super Heroes

Term: 5

Strand 2: Super Abilities

- **Alkali metal:** A metal located in the first group of the periodic table. They are very reactive and form metal hydroxides when reacting with water.
- **Atmospheric pressure:** The pressure of the earth's atmosphere exerted at any given point.
- **Conduction:** The way in which energy travels through a solid.
- **Convection:** The transfer of energy by the movement of liquids or gases.
- **Density:** The mass of a material in a certain volume.
- **DNA:** A chemical that contains all the information to make an organism.
- **Gas pressure:** The force exerted by gas particles per unit area of surface.
- **Gene:** Section of DNA that contains the information for a characteristic.
- **Genetic:** Anything linked to genes or heredity.
- **Halogen:** The name of the elements located in group 7 of the periodic table.
- **Heredity:** The passing of characteristic genetically from one generation to the next.
- **Liquid pressure:** The pressure produced by collisions of particles in a liquid.
- **Noble gas:** The name for the elements located in group 0 of the periodic table.
- **Unreactive:** A substance that reacts with few other substances, or reacts very slowly or not at all.



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