

3 mugs cost £12



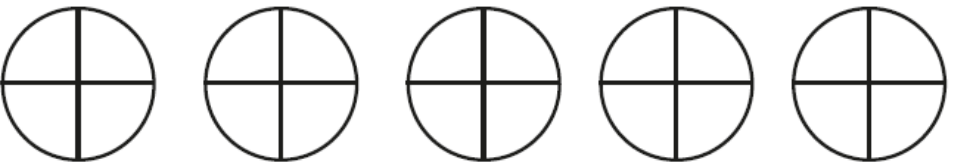
What is the cost of 1 mug?

£

What is the cost of 5 mugs?

£

How many quarters are there in 5?



£1 = 2 dollars

Rosie changes £30 to dollars (\$).

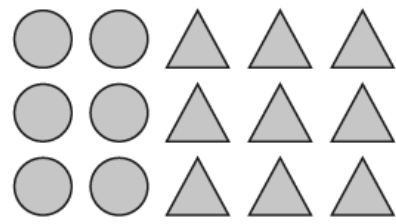
How many dollars (\$) does she get?

\$

Jack changes 30 dollars to pounds (£).

How many pounds (£) does he get?

£



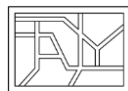
What is the ratio of circles to triangles?

Write your answer in its simplest form.

YEAR 8 - PROPORTIONAL REASONING...

Ratio and Scale

@whisto_maths



What do I need to be able to do?

By the end of this unit you should be able to:

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved

Keywords

Ratio: a statement of how two numbers compare

Equal Parts: all parts in the same proportion, or a whole shared equally

Proportion: a statement that links two ratios

Order: to place a number in a determined sequence

Part: a section of a whole

Equivalent: of equal value

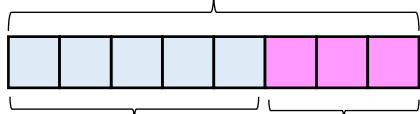
Factors: integers that multiply together to get the original value

Scale: the comparison of something drawn to its actual size.

Representing a ratio

"For every 5 boys there are 3 girls"

This is the "whole" - boys and girls together



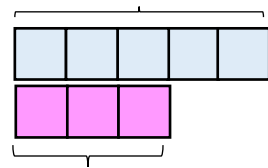
This represents the 5 boys

This represents the 3 girls

5:3

This represents the 5 boys

Double Number Line



This is the "whole" - boys and girls together

This represents the 3 girls

Order is Important

"For every dog there are 2 cats"



Dogs: Cats
1:2

The ratio has to be written in the same order as the information is given

e.g. 2:1 would represent 2 dogs for every 1 cat ✗

Simplifying a ratio

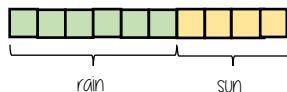
Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4

+ by 2 ↓

3:2



Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiplies into them is 2)

"For every 3 days of rain there are 2 days of sun" - when this happens twice the ratio becomes 6:4.

Ratio In (or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of 1:n

The question states that this part has to be 1 unit. Therefore Divide by 4

4 : 20
1 : 5

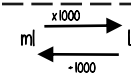
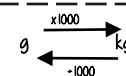
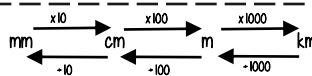
This side has to be divided by 4 too - to keep in proportion

**The n part does not have to be an integer for this type of question

Units are important:

When using a ratio - all parts should be in the same units

Useful Conversions



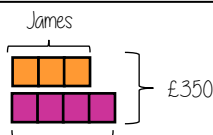
Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4. Work out how much each person earns

Model the Question

James: Lucy

3:4



Lucy

£350 ÷ 7 = £50

□ = one part = £50

Find the value of one part

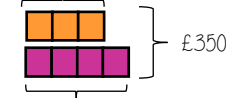
Whole: £350
7 parts to share between (3 James, 4 Lucy)

Put back into the question

James: Lucy

James = 3 x £50 = £150

(x 50) 3:4 (x 50)
£150:£200



Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1)

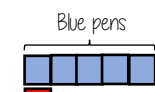
Inside a box are blue and red pens in the ratio 5:1. If there are 10 red pens how many blue pens are there?

Model the Question

Blue: Red

5:1

□ = one part = 10 pens

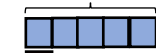


One unit = 10 pens

Put back into the question

Blue pens = 5 x 10 = 50 pens

Blue: Red
(x 10) 5:1 (x 10)
50:10



Red pens = 1 x 10 = 10 pens

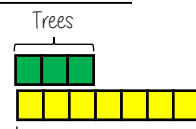
There are 50 Blue Pens



Ratio as a fraction

Trees: Flowers

3:7



There are 3 parts for trees

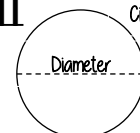
Fraction of trees

Number of parts in group
Total number of parts

3
10

Trees parts 3 + Flower parts 7 = 10

π



Circumference

The ratio of a circles circumference to its diameter

YEAR 8 - PROPORTIONAL REASONING...

Multiplicative Change

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems and explain direct proportion
- Use conversion graphs to make statements, comparisons and form conclusions
- Understand and use scale factors for length

Keywords

Proportion: a statement that links two ratios

Variable: a part that the value can be changed

Axes: horizontal and vertical lines that a graph is plotted around

Approximation: an estimate for a value

Scale Factor: the multiple that increases/ decreases a shape in size

Currency: the system of money used in a particular country

Conversion: the process of changing one variable to another

Scale: the comparison of something drawn to its actual size.

Direct Proportion

As one variable changes the other changes at the same rate.



4 cans of pop = £2.40

4 cans of pop = £2.40
 $\times 0.5$
 2 cans of pop = £1.20

This multiplier is the same in the same way that this would be for ratio

This is a multiplicative change

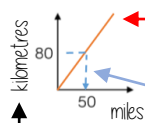
4 cans of pop = £2.40

12 cans of pop = £7.20

Sometimes this is easiest if you work out how much one unit is worth first
 e.g. 1 can of pop = £0.60

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

Labelling of both axes is vital

To make conversions between units you need to find the point to compare - then find the associated point by using your graph. Using a ruler helps for accuracy. Showing your conversion lines help as a "check" for solutions

Conversion between currencies

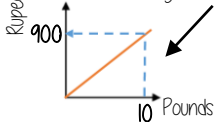


£1 = 90 Rupees

Currency is directly proportional

For every £1 I have 90 Rupees

Currency can be converted using a conversion graph



Convert 630 Rupees into Pounds

£1 = 90 Rupees
 $\times 7$
 £7 = 630 Rupees

Ratio between similar shapes



Angles in similar shapes do not change. e.g. if a triangle gets bigger the angles can not go above 180°

The two rectangles are similar.



Corresponding sides

3m : 45m
 8m : 12m

1m : 15m

Note: Simplify to the same ratio

Understand Scale Factor

The two rectangles are similar.



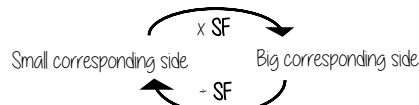
$$3 \times 15 = 45$$

This is a multiplicative change.

Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by:

$\frac{\text{Bigger corresponding side}}{\text{Smaller corresponding side}}$



Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

The car image is 10cm

Image : Real life
 1cm : 30cm
 $\times 10$
 10cm : 300cm

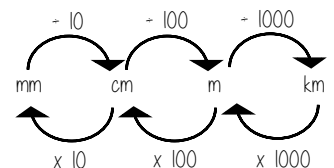


The car in real life is 210cm

Image : Real life
 1cm : 30cm
 $\times 7$
 7cm : 210cm



Interpret maps with scale factors



1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m

1 cm : 25000cm

$$250 \times 100 = 25000$$

For every 1cm on my map is 25000cm in real life



YEAR 8 - PROPORTIONAL REASONING...

Multiplying and Dividing Fractions

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Carry out any multiplication or division using fractions and integers.
- Solutions can be modelled, described and reasoned.

Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken.

Denominator: the number below the line on a fraction. The number represent the total number of parts.

Whole: a positive number including zero without any decimal or fractional parts.

Commutative: an operation is commutative if changing the order does not change the result.

Unit Fraction: a fraction where the numerator is one and denominator a positive integer.

Non-unit Fraction: a fraction where the numerator is larger than one.

Dividend: the amount you want to divide up.

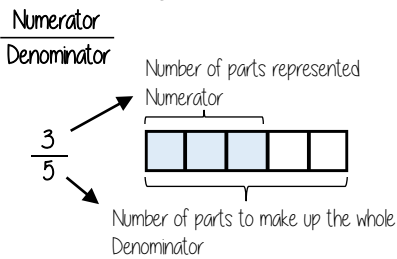
Divisor: the number that divides another number.

Quotient: the answer after we divide one number by another. e.g. dividend ÷ divisor = quotient

Reciprocal: a pair of numbers that multiply together to give 1

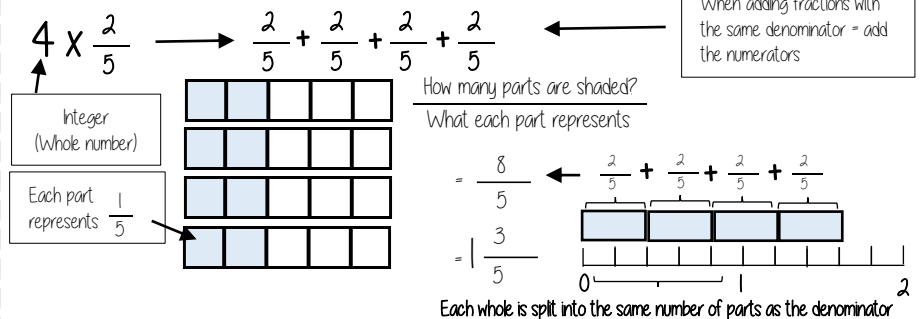


Representing a fraction



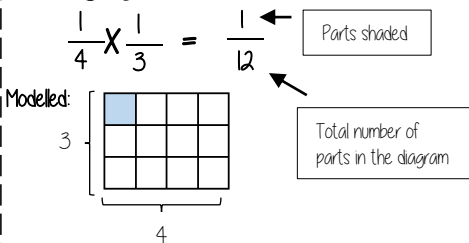
ALL PARTS of a fraction are of equal size

Repeated addition = multiplication by an integer

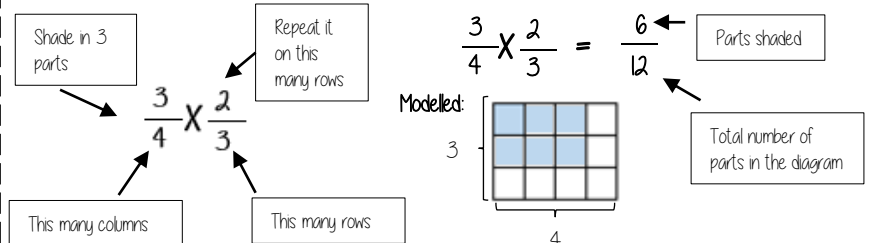


Revisit
When adding fractions with the same denominator = add the numerators

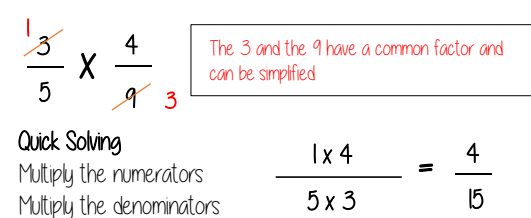
Multiplying unit fractions



Multiplying non-unit fractions

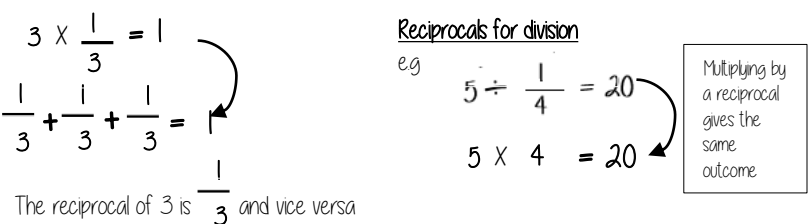


Quick Multiplying and Cancelling down

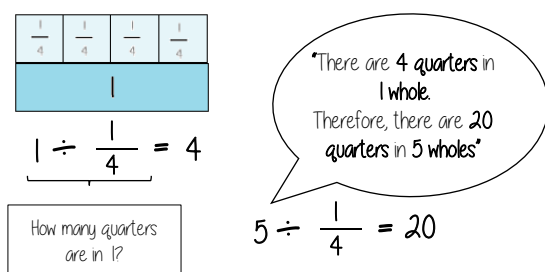


The reciprocal

When you multiply a number by its reciprocal the answer is always 1

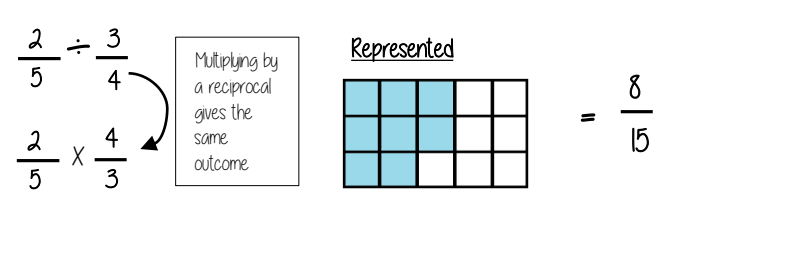


Dividing an integer by an unit fraction



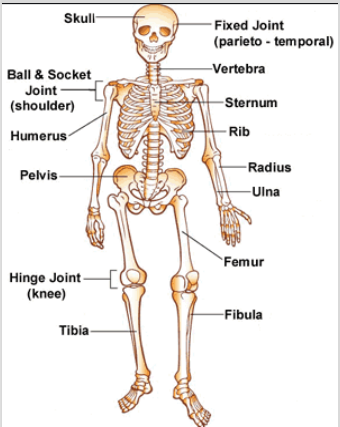
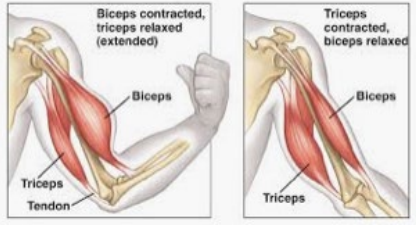
Dividing any fractions

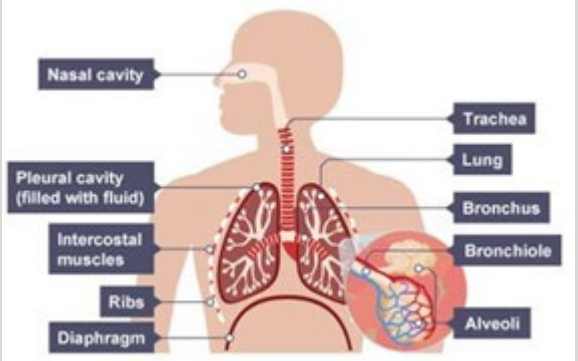
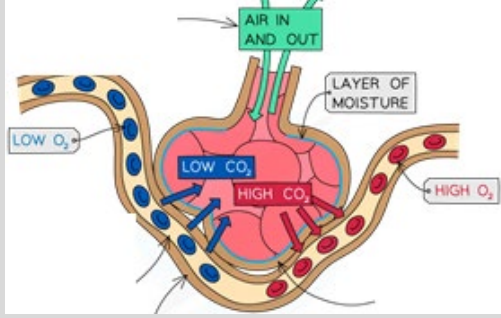
Remember to use reciprocals



Year 8 Science Autumn Term Knowledge Organiser – Tissues and Organs

Key Vocabulary:		
1	Alveoli	Small air sacs found at the end of each bronchiole. Alveoli are the site of gas exchange with blood.
2	Antagonistic pair	Two muscles which carry out opposite actions at the same time to bring about a change in movement.
3	Cilia	Microscopic hairs that line the inside of the trachea and bronchi.
4	Diaphragm	Sheet of muscle that sits under the lungs and ribcage.
5	Diffusion	The net movement of particles from a region of higher concentration to a region of lower concentration.
6	Epithelial cells	A type of cell found on the surfaces of organs. <i>There is a layer of epithelial cells on the surface of the skin that act as a barrier.</i>
7	Exhalation	The process of breathing out.
8	Inhalation	The process of breathing in.
9	Respiration	A chemical reaction that releases energy mitochondria.
10	Trachea	A tube that carries air from the mouth and nose, to and from the lungs. (Also called the windpipe)
11	Depressant	A drug that slows down the nervous system.
12	Hallucinogen	A drug that affects the brain, causing hallucinations and changes a person's perception of reality.
13	Stimulant	A drug that affects the nervous system, causing increased alertness and activity.

Organ Systems	
14	<p>Skeletal System</p>  <p>2. The skeleton is made up of bones. It has 4 important functions:</p> <ul style="list-style-type: none"> • to support the body and give it shape • to protect the internal organs • to allow body movements • to produce blood cells
15	<p>Antagonistic Muscles</p>  <p>6. Antagonistic muscles work in pairs. 7. An example of antagonistic muscles is the biceps and triceps.</p>
16	<p>Drugs</p> <ul style="list-style-type: none"> • A drug is any substance that has an effect on the body • A drug taken to treat an illness is called a medicine. • Recreational drugs are taken by people for enjoyment. They can often be addictive • Drugs are classified as illegal if they cause serious harm to the body. • Opium-related painkillers cause feelings of pleasure and trance state. • Hallucinogens cause 'out of body' experiences and mood swings

Organ Systems	
17	<p>The Respiratory System</p> <p>Air enters the body through the nose and mouth. It then travels down the windpipe (trachea), through a bronchus then a bronchiole into an alveolus. Oxygen diffuses into the blood at the alveoli.</p> 
18	<p>The Alveoli and Gas exchange</p>  <p>The alveoli provide an efficient exchange surface because:</p> <ol style="list-style-type: none"> The walls are thin, made of just one layer of epithelial cells They have a large surface area: There are lots of them and they are spherical in shape They have a good blood supply: There are lots of blood capillaries wrapped around them. They are moist, which helps gases to diffuse across more easily.

Year 8 Acids & Alkalis. Science Autumn Term

Key Vocabulary:		
1	Acid	A substance which has a pH lower than 7.
2	Alkali	A base which is soluble in water.
3	Base	A substance that has a pH value of greater than 7 and can neutralise an acid.
4	Corrosive	A substance that can cause irreversible damage when touched. <i>Some common corrosives include hydrochloric acid, sulphuric acid, ammonium hydroxide, and sodium hydroxide.</i>
5	Indicator	A substance that changes colour to show whether a solution is acid or alkaline. <i>Universal indicator and Litmus paper are examples of indicators.</i>
6	Neutralisation	A chemical reaction that occurs when an alkali reacts with an acid to produce a neutral solution.
7	pH Scale	The reference frame used to determine whether a solution is acidic, alkaline or neutral. <i>The pH scale is a measure of the acidity or alkalinity of a substance.</i>

8 The pH Scale

Substances can be classified into acidic, alkaline and neutral solutions

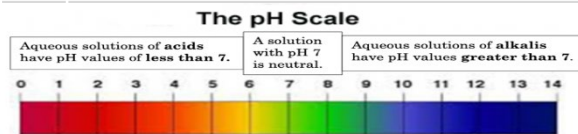
The pH scale, from 0 to 14, is a measure of the acidity or alkalinity of a solution

The pH scale can be measured using litmus, universal indicator or a pH probe.

A solution with pH 7 is neutral.

Aqueous solutions of acids have pH values of less than 7

Aqueous solutions of alkalis have pH values greater than 7
An aqueous solution is any solution in which the solvent is water



9 Litmus Indicator

Litmus indicator is red in an acidic solution.

Litmus indicator is blue in an alkaline solution.

Litmus indicator remains the same colour in a neutral solution.

To remember this, it might be helpful to memorise the rhyme
**Blue to red, acid is said
Red to blue, acid untrue**

10 Universal Indicator

Universal indicator is sometimes called UI

Universal indicator can be used as a liquid solution or as paper strips to dip into a solution.

Acids will turn universal indicator red or orange.

Neutral solutions will turn universal indicator green.

Alkaline solutions will turn universal indicator blue or purple.

11 Neutralisation

In neutralisation reactions an acid reacts with an alkali to form a salt and water.

Neutralisation forms a neutral (pH7) solution.

A salt is a metal compound made from acid.

A salt is formed when the hydrogen in an acid is replaced by a metal.

Acids + alkali/base → salt + water
Acronym: **A + A/B → S + W**

12 Metal Carbonates

Metal carbonates react with acids in neutralisation reactions to form a salt, water and carbon dioxide

In an open system these products can escape, and the system is neutral

In a closed system carbon dioxide reacts with water to form carbonic acid, which makes the system acidic

Year 8 History Term 1 Knowledge Organiser: Industrial Revolution

The Textile Industry

Between 1750 and 1900, Manchester became famous for its cotton cloth. How is cotton cloth made?



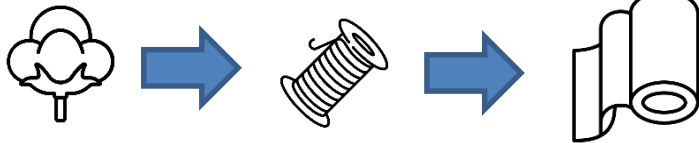
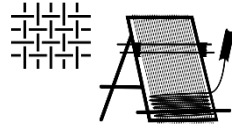
1. Raw cotton is collected from the flowers of the cotton plant. The plant only grows in warm climates.

2. The fibres of the fluffy cotton plant are carded – brushed & combed – to straighten them.



3. The straight cotton fibres are then twisted together by a spinning machine to make the cotton into thread.

4. The cotton thread is then woven together on a machine called a loom to make cloth.



DOMESTIC SYSTEM	when goods are made or produced in people's homes.
INDUSTRY	businesses that convert raw materials into goods or that provide useful services.
REVOLUTION	a total and complete change.
CARDING	when fibres are combed to make them straight.
SPINNING	when straight fibres are twisted together to make thread.
WEAVING	when thread is woven to make cloth.
TEXTILE	woven cloth or fabric.
FACTORY SYSTEM	when goods are made or produced in factories.
MILL	A large building where goods are manufactured using machinery. (A factory)
CHILD LABOUR	when children work.
BILL	a document that sets out a new law.
ACT	once a Bill is voted on in Parliament, and officially becomes law, it is an Act.
RAW MATERIALS	the basic material that is used to make other things. E.g. the cotton plant is the raw material of cotton cloth.
MANUFACTURE	the process of transforming raw materials into a product. Making things.
CENSUS	A survey and record of the population.

TIMELINE OF THE INDUSTRIAL REVOLUTION

1733 Flying Shuttle

1769 Spinning Frame

1785 Power Loom

1833 The Factory Act

1881 The Census

Year 8 ART HT1 Knowledge Organiser

Sonia Delaunay (1885-1979)

Sonia Delaunay was a French artist. She co-founded the Orphism art movement with her husband Robert Delaunay and others.

Her work in modern design included the concepts of geometric abstraction, and the mixing of furniture, fabrics, wall coverings, and clothing into her art.

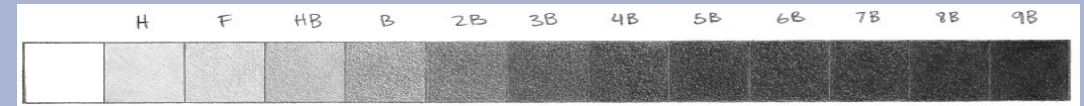


Tips for Creating Tone

Pencils are graded to determine the hardness and the darkness of pencils. For example, a 6B pencil is soft and dark, whereas a 6H pencil is hard and light. 'H' stands for hard, 'B' stands for black.

The harder pencils can be used to create very precise lines, which are useful for detailed design work. Softer pencils are less good for detail as the marks they make tend to be thicker and less precise but are good for blending.

To create a successful piece of work, remember to create graduated tone by blending from light to dark. This can be achieved by varying your pencil pressure, or using the pencil on its side.



Blending

Oil pastels are designed to have an oily texture across paper and can be easily blended.

If you are using oil pastels, remember to colour with dark colours first and then blending them with lighter colours, such as a white. Always blend from dark to light.

Consider colour theory; experiment with placing and blending harmonious colours together.



Keywords

Orphism – An abstract, cubist influenced painting style developed by Robert and Sonia Delaunay around 1912.

Simultanism – This is Delaunay's technique, inspired by 'simultaneous contrast', in which colours look different depending on the colours around them.

Blending - The technique of gently intermingling two or more colours to create a gradual transition.

Multi-disciplinary – This is combining different artforms, and is often experimental.

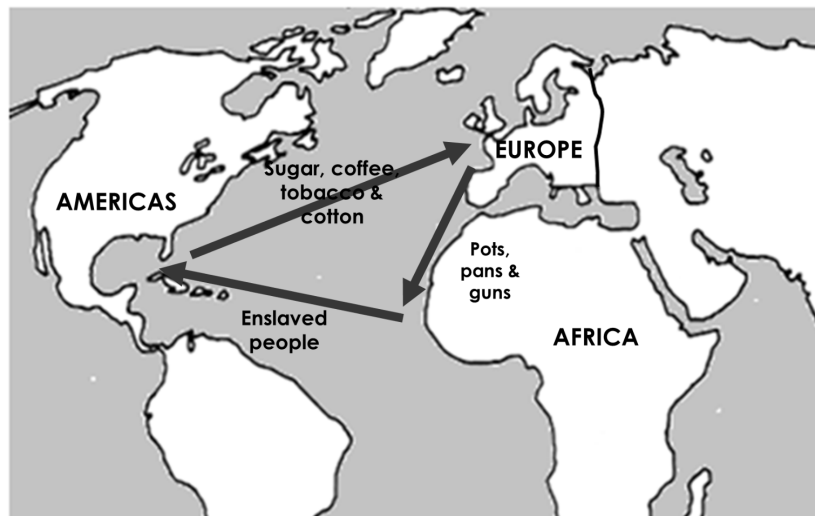
Geometric abstraction - A form of abstract art made out of geometric shapes, such as triangles and circles.

Year 8 History Term 1 Knowledge Organiser: The Slave Trade

Key People

John Hawkins (1532-1595)	British sailor and slave trader – sometimes called ‘the father of the slave trade’.
Toussaint L’Ouverture (1743-1803)	The leader the slave rebellion in Saint-Domingue. Defeated British and French troops and renamed the island Haiti.
Olaudah Equiano (1745-1797)	Former slave who campaigned to persuade British people that the slave trade was wrong.
Mary Prince (1788-1833)	Former slave who wrote her life story and campaigned for the end of slavery in Britain.
William Wilberforce (1759-1833)	Member of Parliament who played a significant role in the abolition movement in Britain.

The Trade Triangle



SLAVERY	a system in which one human being is owned by another.
ENSLAVED PEOPLE	people who are owned by, and forced to work, for other people with no pay or rights.
CIVILISED	when humans are educated and refined, not impulsive or destructive.
SAVAGE	wild, fierce, cruel and uneducated. Uncivilised.
TRADE	the buying and selling of goods and services.
MIDDLE PASSAGE	the 6 and 8 week voyage of the slave ships from Africa to the Americas.
RAW MATERIALS	the basic material that is used to make other things. E.g. the cotton plant is the raw material of cotton cloth.
INDUSTRY	businesses that transform raw materials into a product.
PLANTATION	a large farm that usually grows one specific crop to sell e.g. cotton.
PROFIT	the amount of money made by a business that is more than the amount put in at the start or paid out as expenses.
ECONOMIC	related to money or trade.
RESISTANCE	to refuse to accept or join-in with something.
REBELLION	to fight against those in charge.
OPPOSITION	to disagree with something and act against it.
ABOLITION	to get rid of something, usually a law.

TIMELINE OF THE SLAVE TRADE

1560 onwards.
Britain was involved in the Slave Trade

1788 Manchester cotton workers signed a petition to end slavery.

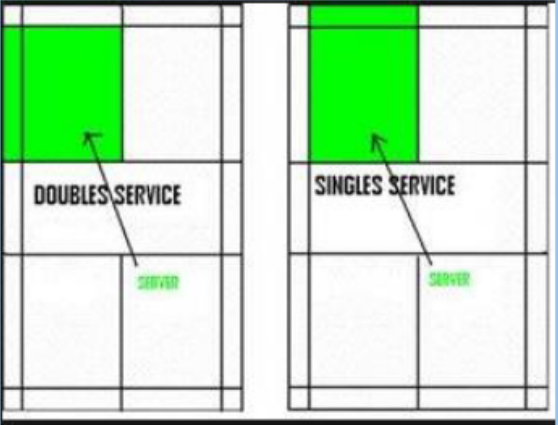
1791 Enslaved people rebelled in Saint-Domingue.

1807 the British Parliament abolished the slave trade.

1833 Slavery was abolished in the British Empire.

1865 The end of the Civil War in the USA

Year 8 PE Knowledge Organiser- Badminton

<p>Rules:</p>	<ul style="list-style-type: none"> • Serve Diagonal and land across the service line • Play to 21 points (2 clear points to win) • Whoever wins the point, their team serve. • When the score is even you serve from the right, when it is odd you serve from left • Long and thin for doubles, short and fat for singles • You cannot touch the net • Serve must be underarm/below lowest rib. 	
<p>Skills and tactics</p> 	<p>Clear</p> <p>Dropshot</p> <p>Smash</p> <p>Flick serve</p> <p>Grip</p> <p>Underarm serve</p> <p>Tactics</p>	<p>Shot played high to the back of the opponent's court, typically a defensive shot but can be played as an attacking shot.</p> <p>Delicate shot played just over the net into the space. Gets your opposition out of position to attempts a smash or clear.</p> <p>Most attacking shot. Hitting the shuttlecock at its highest point with power, trying to get the shuttlecock to hit the floor on the opponent's side as quickly as possible.</p> <p>Short serve which is played typically in doubles. Aim is to get the shuttlecock to stay low over the net and land just over the service line. Means you opposition has to hit the shuttlecock upwards.</p> <p>V shape down the handle. (Shake its hand)</p> <p>Serve typically played in singles. Aim is to get the shuttles as high as you can towards the backline. Gets you opposition to the back of the court from the start so you can dictate the rally.</p> <p>Doubles – front/back or side to side Hitting into space Targeting opponents weakness Shot selection</p>

KEYWORDS

<p>Let</p> <p>Drop shot</p> <p>Back boundary line</p> <p>Long service line (for singles)</p> <p>Centre line</p>	<p>sideline</p> <p>tramlines</p> <p>Long service line (for doubles)</p> <p>Scoring</p> <p>Umpire</p>	<p>Rally</p>
---	--	--------------

Year 8 Subject Term Knowledge Organiser: Computing: Binary

Binary Vocab	
Binary	Counting using base 2 (0s & 1s) - 0 means off, 1 means on. These control switches that make decisions within the computer.
Denary	Counting using base 10 (0-9) - these are our normal numbers that we use every day.
Bit	The smallest amount of data (stands for binary digit) (0 or 1)
Byte	8 bits - commonly used to store data, for example, characters of text.
Convert	Changing from one type of number to another (eg. binary to denary)

Binary Place Values (for 1 byte)							
128	64	32	16	8	4	2	1
0	0	0	0	0	0	0	0

Hexadecimal Numbers.

Hexadecimal (or **hex**) is a **base 16** system used to simplify how **binary** is represented. A hex digit can be any of the following 16 digits: **0 1 2 3 4 5 6 7 8 9 A B C D E F**.

Each hex digit reflects a 4-bit binary sequence.

This table shows each hex digit with the equivalent values in binary and denary.

Converting from binary to denary

128	64	32	16	8	4	2	1
0	1	0	1	1	0	0	1

1. Write the binary table.
2. Put the 0s and 1s into the table.
3. If a number has a 0 under it, don't add the number on.
4. If a number has a 1 under it, add that number onto the total.

In this example, we have 1s under 64, 16, 8, and 1, so:

$$64 + 16 + 8 + 1 = 89$$

Therefore, 01011001 in binary is 89 in denary!

Converting from denary to binary

1. Write the binary table.
2. Start from the left hand side of the table. **Example: 42**
 - a. If the number is **larger** than the number in the table, put a 0 under it and move onto the next number
 - b. If the number is **smaller** than the number in the table, put a 1 under it and take that number away from your number
3. Repeat step 2 until all of the columns have a 1 or a 0 under them.

In this example, we start from 32 as the other numbers are too large. We put a 1 under 32, leaving 10 remaining. Adding 8 and 2 together makes 10, so this must be our answer:

128	64	32	16	8	4	2	1
0	0	1	0	1	0	1	0

Year 8 HT1 Drama Knowledge Organiser

Summary of topic

Learners will learn how to create 'immersive theatre', taking influence from the iconic theatre practitioner Antonin Artaud. Through devising drama they will explore a variety of stimuli such as sound, mask, lighting, text, and imagery to understand how to make the audience feel uncomfortable.

Aims of the topic

To explore various horror stimuli and plays and incorporate practitioner techniques into a performance.

Horror & Thriller Y8 Knowledge Organiser

Skills & Definitions

- AUDIENCE ATTACK** – Skills that aim to scare/frighten the audience such as getting in their face, loud noises and flashing lights.
- DREAMS / NIGHTMARES** – Artaud's theatre was created like a dream like sense or having a nightmare. Lots of loud strange sounds and disconnected imagery.
- MASK** – Mask was used to hide the facial expressions and make the performance more threatening and abstract.
- DISORIENTATION** – Artaud often used strobe lighting to hide some of the action and loud high-pitched sounds to confuse the audience.
- SURREALISM** – His performances were often very abstract and didn't make sense and were meant to attack your senses e.g. hearing, sight, touch to make them seem surreal.

Key Words

Stimuli

Something which generates an idea for a performance e.g. script/picture/song etc..

Artaud

Antonin Artaud theatrical practitioner

Audience attack

Making the audience feel uncomfortable

Horror genre

Scary dark style of drama

Practitioner

A famous person who has impacted on drama

Technical Theatre

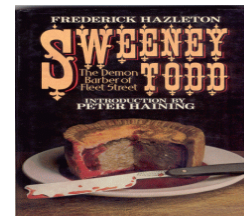
Sound and lighting used to enhance the performance

Strobe lighting

Lighting which flashes

Vocal Dynamics

Ways to describe different vocals e.g. shout, screams, whispers.



Assessment & Performance Tips

Performance is a devised piece using the different stimuli to make the audience feel uncomfortable.

- Face the audience at all times
- Speak loud and clear so everyone can hear you
- Incorporate as much practitioner techniques as you can
 - Try not to laugh and stay focused
- Bring props and costume in to enhance your character
- Use an accent or voice to differentiate your character from yourself.

Refugee Boy by Benjamin Zephaniah - Knowledge Organiser

<p>Inference: Using your own knowledge to work out what is being suggested in a text.</p>	<p>First and third person narrative: The type of voice the text is written in.</p>	<p><u>Analysing an Extract</u></p> <ul style="list-style-type: none"> • Write as succinctly as you can, without letting your point get lost in lots of wasteful words. • Try to embed your quotations, choose the shortest, most precise phrase from the text as you can and try to let it flow naturally in the paragraph you're writing. • Zoom in to key words, particularly explaining connotations and the semantic field. • Don't rely on knowing what the text means, focus instead on working out what the writer is implying.
<p>Emotive language: Words used to influence readers' emotions.</p>	<p>Pronoun: A word which replaces a noun.</p>	
<p>Context: Information about the world and the time the text was written or set in.</p>	<p>Noun: A word which is a name of a person, place, or thing.</p>	
<p>Adjective: A word which is used to describe a noun.</p>	<p>Verb: An action or state of being.</p>	<p><u>Analysing the Full Text</u></p> <ul style="list-style-type: none"> • Don't try to quote when you're writing about the full text, instead, try to describe a specific moment, scene or event in the novel which proves your point. • It's important you don't just find yourself retelling the story; instead, after each event you describe, explain and infer what you think Zephaniah was trying to imply or suggest. • Remember the intentions of the writer, and what you think Zephaniah is trying to say about the issues faced by refugees and asylum seekers and, most importantly, why.
<p>Adverb: A describing word for an action.</p>	<p>Pathos: Using language to create pity or sadness.</p>	
<p>Connotation: Links or associations we have with a word or phrase, what it makes you think of.</p>	<p>Ethos: The credibility of the writer or speaker of a text.</p>	
<p>Logos: Using reason and judgement to persuade on your overall purpose.</p>	<p>Metaphor: A figure of speech or a thing which is symbolic of something else.</p>	<p><u>Creative Writing</u></p> <ul style="list-style-type: none"> • You can control the mood and tone of your writing by choosing vocabulary with the right connotations. • Imagery creates a powerful image in the reader's mind if you write in enough detail; consider what you can see (visual imagery), hear (auditory imagery), smell (olfactory imagery), taste (gustatory imagery), and touch (tactile imagery) • Write a piece to match the purpose, audience and format. • Create pathos using emotive language. • Create ethos through the perspective you write in. • Create logos through facts and statistics. • Proof reading is a key skill; no writer publishes their first draft of anything! Check your punctuation, particularly capital letters and that your sentences are complete.
<p>Rhetoric: Language designed to be effective or persuasive writing or speaking.</p>	<p>Semantic field: A collection of words which are related to one another through similar meanings or abstract relation.</p>	
<p>Theme: An idea repeated within a text.</p>	<p>Symbolism: Use of symbols to represent ideas or qualities.</p>	
<p>Juxtaposition: Two or more things which are close together but contrast and/or opposite.</p>	<p>Message: A point that is being conveyed by the writer e.g. moral, social or political.</p>	

MFL Knowledge Organiser

KO. Yr8 Talking about pets



Adjectives

Ennuyeux	<i>boring</i>
Joli	<i>Pretty/beautiful</i>
Affectueux	<i>Affectionate</i>
Amusant	<i>Fun</i>
Môche	<i>Ugly</i>
Drôle	<i>Funny</i>
Joueux	<i>Playful</i>
Vivant	<i>lively</i>
Bavarde	<i>talkative</i>

Je n'ais pas de= I don't have
 Mon ami= My friend
 Je m'entends bien avec... = I get on well with...
 Je ne m'entends pas... = I don't get on well with
 Mon/ma = my
 Son/Sa = his/her



Opinions & Pronouns

J'aime Je n'aime pas
 J'adore Je deteste
 J'aime beaucoup Je n'aime pas du tout



Connectives

Parce que
 Car
 Aussi
 Et
 En plus
 Mais
 Pourtant



TOP CAT
 Translate it!

	INFINITIVE	3 RD PERSON SINGULAR (he/she/it)
Regular -ar verbs	Travailler (to work)	Travaille (works)
Regular -er verbs	Manger (to eat)	Mange (eats)
Regular -ir verbs	Vivre (to live)	Vit (lives)
Irregular verbs	Faire (to do)	Fait (does)
	Aller (to go)	Va (goes)
	Etre (to be)	Est (is)
	Avoir (to have)	A (has)

Remember to change 'my' to 'his/her' → 'son/sa'

Avoir (to have)	
J'ai	I have
Tu as	You have
Il/Elle/On a	He/she/it has
Nous avons	We have
Vous avez	You all have
Ils/Elles ont	They have

J'aimerais= I would like...
 Je voudrais (+ infinitive) = I would like...

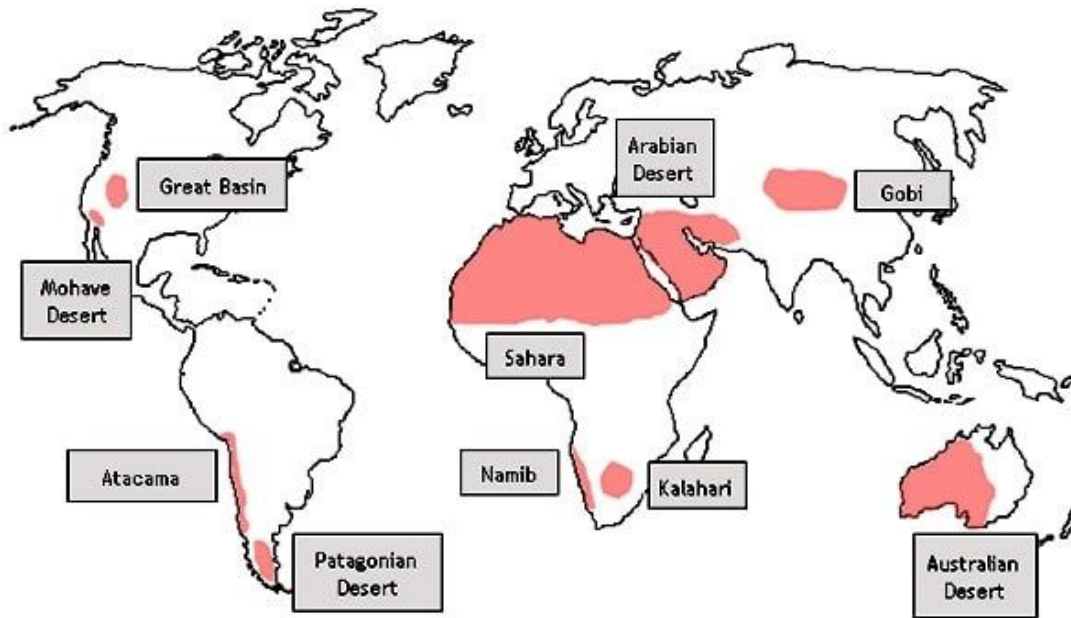
Decieving Deserts Knowledge Organiser

Characteristics of deserts

- Very hot during the day (45 degrees)
- Very cold at night (5 degrees)
- Less than 250mm of rain per year
- Shallow, dry soil lacking nutrients
- Plants are sparse
- Low growing and many are seasonal
- Small nocturnal mammals e.g. meerkat
- Lizards, snakes, scorpions, insects etc.

World deserts

Deserts occur between 15-30 degrees of latitude. Or around the tropic of Cancer and tropic of Capricorn.



Plant adaptations

- Shallow, widespread roots to collect water as soon as it rains.
- Or, long roots to tap into groundwater deep underground.
- Small leaves reduce the amount of water lost through transpiration.
- Large fleshy stems to store water.
- Thick waxy skin to reduce water lost through transpiration.
- Many plants have spikes, thorns or toxins to deter animals from stealing their water.
- Some plants have fire resistant bark to protect themselves during wildfires.
- Many plants flower after it rains so they can be pollinated and die shortly after.

Animal adaptations

- Some animals have large fat stores so they can go without food and water for days e.g. camel.
- Many desert animals are nocturnal (active at night) because it's cooler e.g. Fennec fox.
- Some animals burrow underground because it's cooler.
- Many animals are camouflaged to protect themselves from predators e.g. Kangaroo rat
- Many lizards and snakes can endure high temperatures e.g. thorny devil.
- Some animals get their water from their food so they don't need to drink e.g. Jerboa.
- Many desert birds are nomadic so they can cover large distances in search of food and water.
- Some animals have large ears or long limbs to allow more heat loss.
- Sidewinder snakes move specially so they reduce their contact with the hot sand.

Deserts Knowledge Organiser

Desertification: *process that sees productive land turn to non-productive desert*

Causes	Effects	Solutions/Management
<ul style="list-style-type: none">• Lack of rainfall• Deforestation• Over-farming• Overgrazing• Climate change• Drought• Population growth• Overuse of fertilisers	<ul style="list-style-type: none">• Livestock die• Crops fail• Food shortages lead to starvation/famine• Soil erosion• Mass migration• Dust storms	<ul style="list-style-type: none">• Planting trees• Educating farmers on farming techniques• Control grazing and move livestock around• Reduce water loss by building stone walls to trap water and reduce soil erosion• Use natural fertilisers e.g. manure• Drip irrigation to conserve (save water)• Fog harvesting• Great green wall project

Bedouin People in the desert

People have lived in the desert for thousands of years. Traditionally living a nomadic lifestyle which means people move around rather than settling in one place.

Below are some modern and traditional adaptations.

- Wearing white clothing to reflect sunlight
- Using camels for transport in the desert
- Houses have flat roofs to collect rainwater
- Nomadic farming to move around so as not to use all the resources in one place
- 4x4 off road vehicles to drive in the sand
- White buildings to reflect sunlight
- Modern irrigation to pump water for watering crops
- Wearing headscarves to keep sand out of eyes/protect skin

RE 8.1 Islam

Key terms

- Qur'an** - Holy book which gives Muslims instructions on how to live this life.
- Jihad** - Struggle. Greater Jihad is the struggle to be a good Muslim, Lesser Jihad is the struggle to protect Islam.
- Hajj** - A special pilgrimage to Makkah
- Ramadan** - The month in the Islamic calendar where Muslims will fast.
- Islamic Relief** - A charity run by the Muslim community
- Empathy** - Understanding another person
- Unity** - Oneness
- Zakat** - Charity
- Ummah** - the community
- Impact** - the effect something has
- Salat** - prayer

Crucial Commands:

Describe: Say in detail what something or someone is like, and the impact it has. E.g. Describe Hajj.

Explain: Say why something or someone is important, and the impact it has. E.g. Explain why Zakat is important...

DISCUSS: Write about at least two points of view and explain why these points of view are valuable or not. E.g. "Zakat is the most

Sunni and Shi'a

After the Prophet Muhammad died some Muslims believed that his cousin Ali should be the next leader. These Muslims became Shi'a Muslims. Other Muslims believed that Muhammad's friend Abu Bakr should become the next leader - these are Sunni Muslims.

Sunni and Shi'a Muslims share many of the same core beliefs, however some of the things that each group believes differ, as do some of the things each group does. The majority of Muslims are Sunni Muslims.

Hajj Hajj is pilgrimage to Makkah performed in the second week of the Islamic month of Dhul Hijjah. Muslims will visit sites of religious importance, and perform rituals to commemorate events in the lives of prophets such as Adam, Ibrahim and Ismail.

Hajj provides many benefits - not only is it a great experience, but if performed properly Muslims may have their sins forgiven, feel close to God, and experience a great feeling of unity. Millions of Muslims attend each year.

Ramadan/Sawm

Sawm is the Arabic word for fasting during the month of Ramadan and is one of the Five Pillars of Islam.. There are many spiritual benefits to fasting. Muslims feel a strong sense of community because all Muslims are fasting at the same time, and it helps them to consider and empathise with the

Jihad

Greater jihad is a struggle to be a good Muslim, to struggle against unfairness in the world and to struggle against temptation and selfishness by following the teachings of Muhammad. Good examples include fasting during Ramadan, and saving money to help the poor.

Lesser jihad is a struggle to defend Islam. Muslims nowadays believe that using violence to do this is unacceptable.

Salat

Muslims must perform five prayers a day. Sunni Muslims perform five separate sets of prayers while Shi'a Muslims combine their five prayers and perform them three times a day.

Prayer provides many benefits - not only does it show dedication to God, it also strengthens the world-wide community of Muslims, and provides time for individuals to spend time not worrying about everyday life. Many Muslims feel refreshed after prayer.

Zakat

Each year, Muslims must give 2.5% of their wealth to charity. Muslims believe that their wealth is given to them by God and therefore they have a responsibility to share it with others who are less fortunate than themselves. Zakat has many benefits - it helps Muslims not to become greedy, it brings

RE 8.1 Islam

Key terms

1. **Qur 'an** - Holy book which gives Muslims instructions on how to live this life.
2. **Jihad** - Struggle. Greater Jihad is the struggle to be a good Muslim, Lesser Jihad is the struggle to protect Islam.
3. **Hajj** - A special pilgrimage to Makkah
4. **Ramadan** - The month in the Islamic calendar where Muslims will fast.
5. **Islamic Relief** - A charity run by the Muslim community
6. **Empathy** - Understanding another person
7. **Unity** - Oneness
8. **Zakat** - Charity
9. **Ummah** - the community
10. **Impact** - the effect something has
11. **Salat** - prayer

Crucial Commands:

Describe: Say in detail what something or someone is like, and the impact it has. E.g. Describe Hajj.

Explain: Say why something or someone is important, and the impact it has. E.g. Explain why Zakat is important...

DISCUSS: Write about at least two points of view and explain why these points of view are valuable or not. E.g. "Zakat is the most

Sunni and Shi'a

After the Prophet Muhammad died some Muslims believed that his cousin Ali should be the next leader. These Muslims became Shi'a Muslims. Other Muslims believed that Muhammad's friend Abu Bakr should become the next leader - these are Sunni Muslims.
Sunni and Shi'a Muslims share many of the same core beliefs, however some of the things that each group believes differ, as do some of the things each group does. The majority of Muslims are Sunni Muslims.

Hajj Hajj is pilgrimage to Makkah performed in the second week of the Islamic month of Dhul Hijjah. Muslims will visit sites of religious importance, and perform rituals to commemorate events in the lives of prophets such as Adam, Ibrahim and Ismail.
Hajj provides many benefits - not only is it a great experience, but if performed properly Muslims may have their sins forgiven, feel close to God, and experience a great feeling of unity. Millions of Muslims attend each year.

Ramadan/Sawm

Sawm is the Arabic word for fasting during the month of Ramadan and is one of the Five Pillars of Islam.. There are many spiritual benefits to fasting. Muslims feel a strong sense of community because all Muslims are fasting at the same time, and it helps them to consider and empathise with the

Jihad

Greater jihad is a struggle to be a good Muslim, to struggle against unfairness in the world and to struggle against temptation and selfishness by following the teachings of Muhammad. Good examples include fasting during Ramadan, and saving money to help the poor.
Lesser jihad is a struggle to defend Islam. Muslims nowadays believe that using violence to do this is unacceptable.

Salat

Muslims must perform five prayers a day. Sunni Muslims perform five separate sets of prayers while Shi'a Muslims combine their five prayers and perform them three times a day.
Prayer provides many benefits - not only does it show dedication to God, it also strengthens the world-wide community of Muslims, and provides time for individuals to spend time not worrying about everyday life. Many Muslims feel refreshed after prayer.

Zakat

Each year, Muslims must give 2.5% of their wealth to charity. Muslims believe that their wealth is given to them by God and therefore they have a responsibility to share it with others who are less fortunate than themselves. Zakat has many benefits - it helps Muslims not to become greedy, it brings

MFL Knowledge Organiser

KO. Yr8 Talking about pets



Adjectives

Aburrido/a	<i>boring</i>
Bonito/a	<i>Pretty/beautiful</i>
Cariñoso/a	<i>Affectionate</i>
Divertido/a	<i>Fun</i>
Feo/a	<i>Ugly</i>
Gracioso/a	<i>Funny</i>
Juguetón/juguetona	<i>Playful</i>
Vivaz	<i>lively</i>
Hablador/a	<i>talkative</i>

No tengo = I don't have
 Mi amigo/a = My friend
 Me llevo bien con... = I get on well with...
 No me llevo bien con... = I don't get on well with
 Mi/mis = my
 Su/sus = his/her



Opinions & Pronouns

Me encanta(n) Me gusta(n)
 Me chifla(n) No me gusta(n)
 Me gusta(n) mucho No me gusta(n) nada



Connectives

Porque
 Porque es
 Dado que
 Por eso
 También
 Sin embargo
 Aunque



Translate it!

	INFINITIVE	3 RD PERSON SINGULAR (he/she/it)
Regular -ar verbs	Trabajar (to work)	Trabaja (works)
Regular -er verbs	Comer (to eat)	Come (eats)
Regular -ir verbs	Vivir (to live)	Vive (lives)
Irregular verbs	Hacer (to do)	Hace (does)
	Ir (to go)	Va (goes)
	Ser (to be)	Es (is)
	Tener (to have)	Tiene (has)

Remember to change 'my' to 'his/her' → 'SU'

Tener (to have)	
Tengo	I have
Tienes	You have
Tiene	He/she/it has
Tenemos	We have
Tenéis	You all have
Tienen	They have

Me gustaría (+ infinitive) = I would like...
 Quisiera (+ infinitive) = I would like...

Year 8 PE Knowledge Organiser- Striking and Fielding

Key Vocabulary

Batting order	The order that the batsmen will play in: the strongest go first.
Body position	How the batsman or fielder coordinates their body to strike or field effectively.
Defensive	Deciding on a tactic or action that prevents the other team from scoring.
Field placement	Where the fielders are positioned to be most effective.
Innings	The period of time when one team are batting.
Long barrier	A fielding technique to stop a low or rolling ball.
Offensive	Deciding on a tactic or action that is designed to give your team the best chance of scoring.
Over	6 balls bowled by the same bowler from one end of the pitch.
Stance	How the batter positions their body to strike the ball.
Stroke	The shot that is chosen by the batsman to hit the ball.
Umpire	The official who is in charge of the game.
Wicket	The set of stumps and bails at each end of the pitch.

Rules of the Game

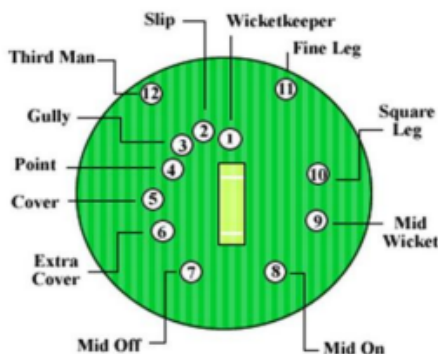
Two teams of 11 players each play an innings of batting and bowling. Each innings will be made up of a set number of overs.

The batting team aim to score as many runs as they can by hitting the ball and running between the two wickets.

The bowling team can get the batsmen out by catching a ball that is hit, or by hitting the stumps with the ball before the batsman arrives.

Once the batting team are all out, or all of their overs are used, the teams swap over.

Fielding positions



Method of scoring:

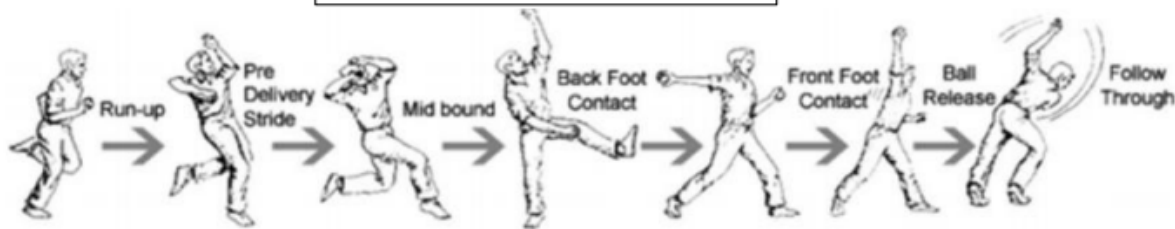
Each time the batsman runs between the stumps (swapping with the batsman at the other end), this counts as one run.

If the ball is hit beyond the boundary without touching the ground, this is worth six runs.

If the ball reaches the boundary but hits the ground first, this is worth four runs.

If the bowler bowls the ball too wide, this counts as one run to the batting team.

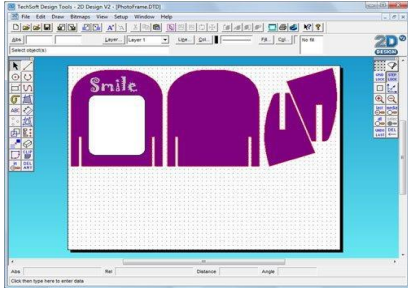
Bowling Action



Year 8 Design Knowledge Organiser

CAD / CAM

CAD and CAM are a really important part of designing products and manufacturing them. They're used in lots of different industries from food packing to component manufacture.



CAD stands for computer aided design. It involves designing products on a computer rather than using a pencil or paper. CAD software packages allow you to make 2D or 3D designs.

CAM stands for computer aided manufacture. It's the process of manufacturing products with the help of computers.

Sustainability & The 6 R's



Recycle
Products converted back into their basic materials and then remade into new products.



Reuse
Think of another use for a product before throwing it away.



Repair
Fix broken products instead of throwing them away.



Refuse
We should decide not to buy products that harm the environment.

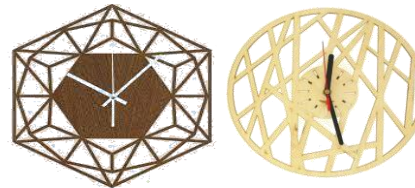


Rethink
Decide whether you actually need that product before you buy it.



Reduce
We should decrease the amount of finite materials that we use

Symmetry



Symmetrical design, or symmetrical balance, is a concept where both sides of something mirror one another.

If you cut a symmetrical design in half, one side would be identical to the other side.

When you create symmetrical art, all areas attract an equal amount of attention.

Cardboard



Cardboard is a specially engineered material made from paper pulp. It can be strong, lightweight and versatile.

You might recognise the wavy shape of its distinctive fluting (or corrugation). This is often sandwiched between two layers of board.

Eco-friendly



It consists of integrating environmental protection criteria over a service or a product's lifecycle.

The main goal of eco design is to anticipate and minimize negative environmental impacts (of manufacturing, using and disposing of products)

Health and Safety



Long hair must be tied back



Wear goggles

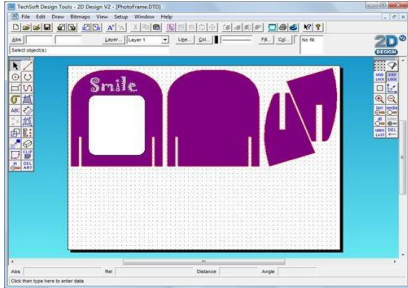


Protective apron must be worn

Year 8 Design Knowledge Organiser

CAD / CAM

CAD and CAM are a really important part of designing products and manufacturing them. They're used in lots of different industries from food packing to component manufacture.



CAD stands for computer aided design. It involves designing products on a computer rather than using a pencil or paper. CAD software packages allow you to make 2D or 3D designs.

CAM stands for computer aided manufacture. It's the process of manufacturing products with the help of computers.

Health and Safety



Long hair
must be tied
back



Wear
goggles



Protective
apron
must be worn

Sustainability & The 6 R's



Recycle
Products converted back into their basic materials and then remade into new products.



Reuse
Think of another use for a product before throwing it away.



Repair
Fix broken products instead of throwing them away.



Refuse
We should decide not to buy products that harm the environment.

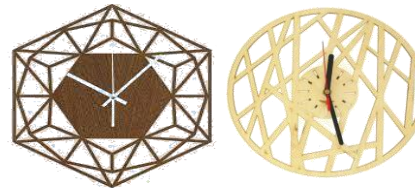


Rethink
Decide whether you actually need that product before you buy it.



Reduce
We should decrease the amount of finite materials that we use

Symmetry



Symmetrical design, or symmetrical balance, is a concept where both sides of something mirror one another.

If you cut a symmetrical design in half, one side would be identical to the other side.

When you create symmetrical art, all areas attract an equal amount of attention.

Cardboard



Cardboard is a specially engineered material made from paper pulp. It can be strong, lightweight and versatile.

You might recognise the wavy shape of its distinctive fluting (or corrugation). This is often sandwiched between two layers of board.

Eco-friendly

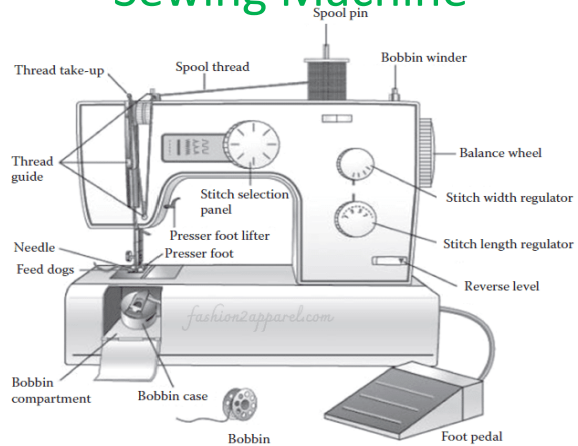


It consists of integrating environmental protection criteria over a service or a product's lifecycle.

The main goal of eco design is to anticipate and minimize negative environmental impacts (of manufacturing, using and disposing of products)

Year 8 Textiles Knowledge Organiser

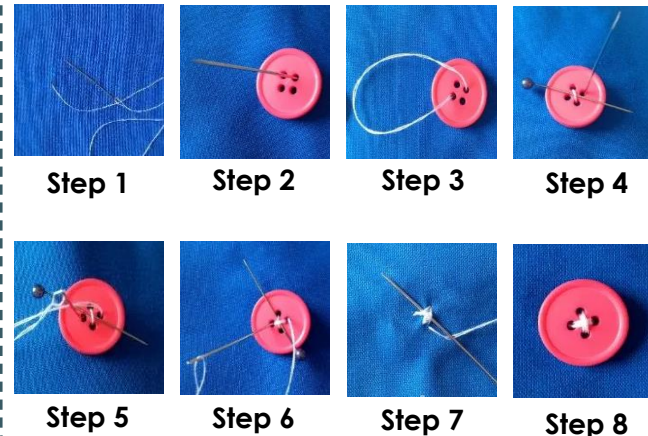
Sewing Machine



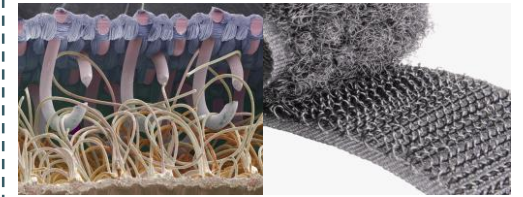
Health & Safety

1. Needles are sharp. Keep fingers away.
2. Avoid distractions.
3. Switch off your sewing machine when you're away from it.
4. Be cautious of cords and foot pedal.
5. Avoid sewing over pins – they can fly out and hurt you if the needle sews over them.
6. Don't make your machine sew through thick or tough materials.

Sewing a Button



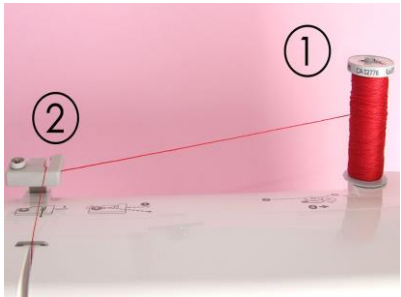
Velcro



Velcro is a material consisting of two strips of nylon fabric which you press together to close things such as pockets and bags.

It is a type of hook and loop fastening.

Threading a Sewing Machine



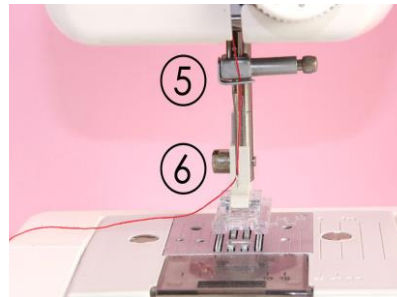
Step 1

Put the cotton on the spool at the top of the machine at (1). Pull the thread through the thread guide on the top at (2).



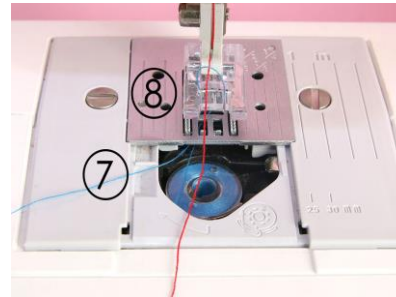
Step 2

Pull the thread down towards you and loop it around the tension discs below at (3). Then pull the thread back up again into the second thread guide (4).



Step 3

Bring the thread down to the needle, following any hooks to hold the thread (5). Then thread the needle from the front to the back (6).



Step 4

Check that your bobbin is inserted correctly (7). Turn the flywheel towards you so the needle hooks up the top thread with the bottom thread. The Sewing machine is now ready.

Marbling

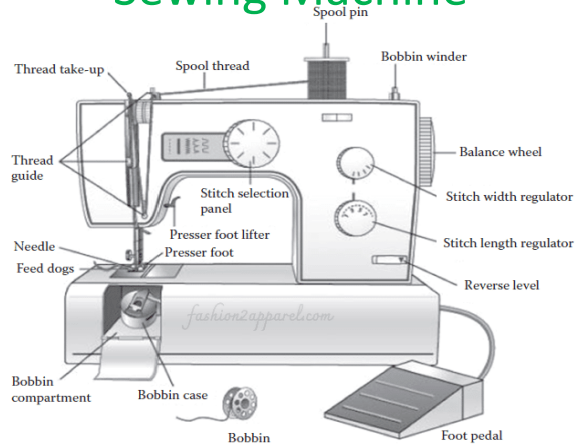


Marbling is a centuries-old technique that involves paint, adhesives or any dispersant and water to create unique patterns on fabric, paper or any object.

Paint is added to thickened water and allowed to float for some time. It is then swirled into designs and then transferred to the object.

Year 8 Textiles Knowledge Organiser

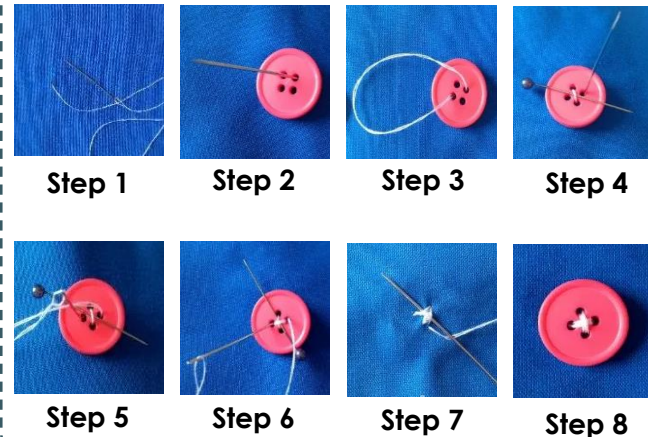
Sewing Machine



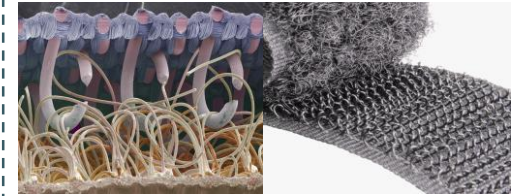
Health & Safety

1. Needles are sharp. Keep fingers away.
2. Avoid distractions.
3. Switch off your sewing machine when you're away from it.
4. Be cautious of cords and foot pedal.
5. Avoid sewing over pins – they can fly out and hurt you if the needle sews over them.
6. Don't make your machine sew through thick or tough materials.

Sewing a Button



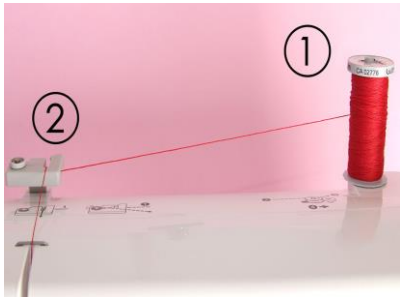
Velcro



Velcro is a material consisting of two strips of nylon fabric which you press together to close things such as pockets and bags.

It is a type of hook and loop fastening.

Threading a Sewing Machine



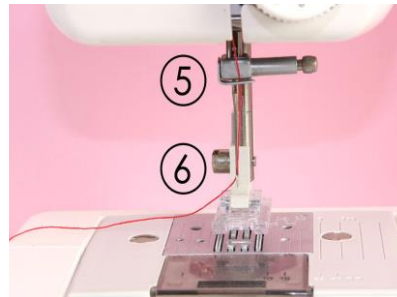
Step 1

Put the cotton on the spool at the top of the machine at (1). Pull the thread through the thread guide on the top at (2).



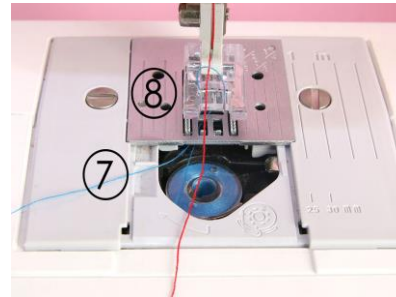
Step 2

Pull the thread down towards you and loop it around the tension discs below at (3). Then pull the thread back up again into the second thread guide (4).



Step 3

Bring the thread down to the needle, following any hooks to hold the thread (5). Then thread the needle from the front to the back (6).



Step 4

Check that your bobbin is inserted correctly (7). Turn the flywheel towards you so the needle hooks up the top thread with the bottom thread. The Sewing machine is now ready.

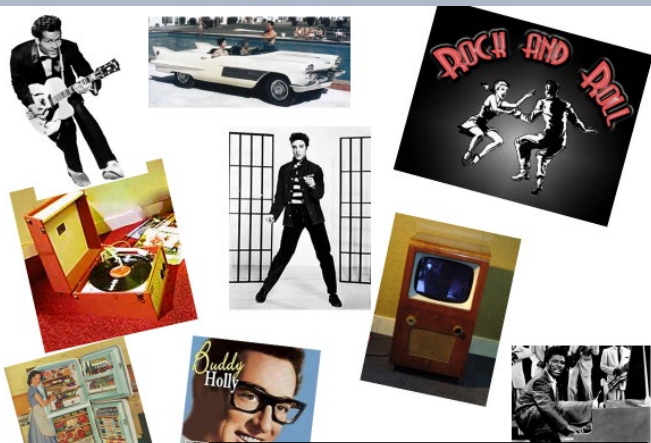
Marbling



Marbling is a centuries-old technique that involves paint, adhesives or any dispersant and water to create unique patterns on fabric, paper or any object.

Paint is added to thickened water and allowed to float for some time. It is then swirled into designs and then transferred to the object.

Year 8 MUSIC HT1 Knowledge Organiser



50s

IMPORTANT ARTISTS: Elvis, Chuck Berry

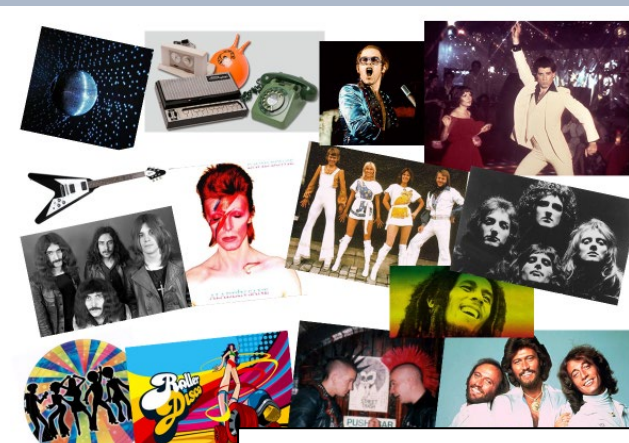
KEY FEATURES: Simple chords, rock n roll, Records, Music to



60s

IMPORTANT ARTISTS: The Beatles, Beach Boys, The Rolling Stones

KEY FEATURES: Beat Groups, Motown, Flower Power, Rock, Psychedelic



70s

IMPORTANT ARTISTS: Pink Floyd, Queen, David Bowie, Elton John

KEY FEATURES: Rock, Metal,



80s

IMPORTANT ARTISTS: Michael Jackson, Madonna, Run DMC, Bon Jovi

KEY FEATURES: Synths, Hip Hop, Rock Bright colours Cassette

Pop Music

- Listen to and play music through the decades
- Begin to recognise key features from each decade



90s

IMPORTANT ARTISTS: Nirvana, Spice Girls, Stone Roses, Oasis

KEY FEATURES: Boy and girls bands, Auto tune, midi, CDs,

MyType by Saint Motel Choose a good sound (voice) for your keyboard.

Melody 

Chords 

