

YEAR 8 - ALGEBRAIC TECHNIQUES...

Sequences

@whisto_maths

What do I need to be able to do?

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

- Generate a sequence from term to term or position to term rules
- Recognise arithmetic sequences and find the n th term
- Recognise geometric sequences and other sequences that arise

Keywords

Sequence: items or numbers put in a pre-decided order

Term: a single number or variable

Position: the place something is located

Linear: the difference between terms increases or decreases (+ or -) by a constant value each time

Non-linear: the difference between terms increases or decreases in different amounts, or by x or \div

Difference: the gap between two terms

Arithmetic: a sequence where the difference between the terms is constant

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time

Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

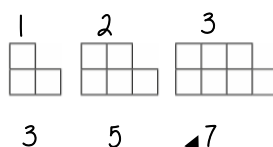
0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms



Sequence in a table and graphically

Position: the place in the sequence



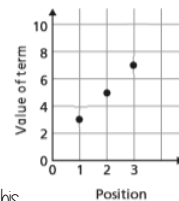
Term: the number or variable (the number of squares in each image)

In a table

Position	1	2	3
Term	3	5	7

+2 +2

Graphically



"The term in position 3 has 7 squares"

Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Sequences from algebraic rules

This is substitution!

$3n + 7$

$3n^2 + 7$

This will be linear - note the single power of n . The values increase at a constant rate

This is not linear as there is a power for n

$2n - 5$

Substitute the number of the term you are looking for in place of 'n'

- eg
- 1st term = $2(1) - 5 = -3$
 - 2nd term = $2(2) - 5 = -1$
 - 100th term = $2(100) - 5 = 195$

Checking for a term in a sequence

Form an equation

Is 201 in the sequence $3n - 4$?

Algebraic rule

$3n - 4 = 201$

Term to check

Solving this will find the position of the term in the sequence. ONLY an integer solution can be in the sequence.

Complex algebraic rules

Misconceptions and comparisons

$2n^2$

$(2n)^2$

2 times whatever n squared is

2 times n then square the answer

- eg
- 1st term = $2 \times 1^2 = 2$
 - 2nd term = $2 \times 2^2 = 8$
 - 100th term = $2 \times 100^2 = 2000$

- eg
- 1st term = $(2 \times 1)^2 = 4$
 - 2nd term = $(2 \times 2)^2 = 16$
 - 100th term = $(2 \times 100)^2 = 40000$

$n(n + 5)$

- eg
- 1st term = $1(1 + 5) = 6$
 - 2nd term = $2(2 + 5) = 14$
 - 100th term = $100(100 + 5) = 10500$

You don't need to expand the expression

Finding the algebraic rule

This is the 4 times table \rightarrow 4, 8, 12, 16, 20....

$4n$

7, 11, 15, 19, 22

This has the same constant difference – but is 3 more than the original sequence

$4n + 3$

This is the constant difference between the terms in the sequence

This is the comparison (difference) between the original and new sequence

$4n + 3$

YEAR 8 - ALGEBRAIC TECHNIQUES...

Indices

@whisto_maths

What do I need to be able to do?

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

- Add/ Subtract expressions with indices
- Multiply expressions with indices
- Divide expressions with indices
- Know the addition law for indices
- Know the subtraction law for indices

Keywords

Base: The number that gets multiplied by a power

Power: The exponent – or the number that tells you how many times to use the number in multiplication

Exponent: The power – or the number that tells you how many times to use the number in multiplication

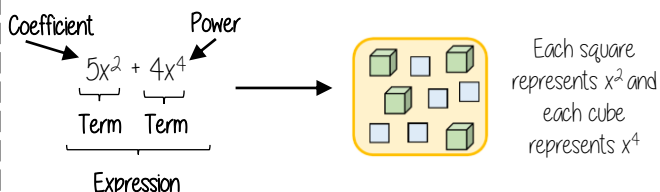
Indices: The power or the exponent

Coefficient: The number used to multiply a variable

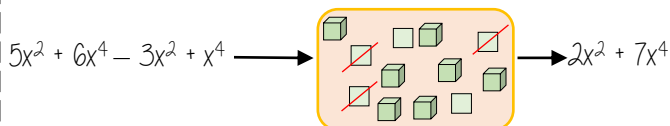
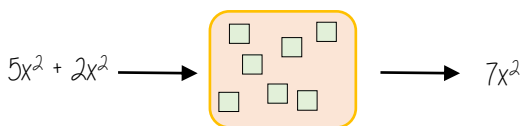
Simplify: To reduce a power to its lowest term

Product: Multiply

Addition/ Subtraction with indices



Only similar terms can be simplified
If they have different powers, they are unlike terms



Multiply expressions with indices

$$4b \times 3a$$

$$\equiv 4 \times b \times 3 \times a$$

$$\equiv 4 \times 3 \times b \times a$$

$$\equiv 12ab$$

$$5t \times 9t$$

$$\equiv 5 \times t \times 9 \times t$$

$$\equiv 5 \times 9 \times t \times t$$

$$\equiv 45t^2$$

$$2b^4 \times 3b^2$$

$$\equiv 2 \times b \times b \times b \times b \times 3 \times b \times b$$

$$\equiv 2 \times 3 \times b \times b \times b \times b \times b \times b$$

$$\equiv 6b^6$$

There are often misconceptions with this calculation but break down the powers

Addition/ Subtraction laws for indices

$$3^5 \times 3^2 \longrightarrow 3^7$$

$$= (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$$

The base number is all the same so the terms can be simplified

Addition law for indices

$$a^m \times a^n = a^{m+n}$$

$$3^5 \div 3^2 \longrightarrow 3^3$$

$$\frac{3 \times 3 \times 3 \times 3 \times 3}{3 \times 3} \longrightarrow \frac{3^3}{3^0} \longrightarrow \frac{3^3}{1}$$

Subtraction law for indices

$$a^m \div a^n = a^{m-n}$$

Divide expressions with indices

$$\frac{24}{36} \longrightarrow \frac{\cancel{2} \times \cancel{2} \times 2 \times \cancel{3}}{\cancel{2} \times \cancel{3} \times 2 \times \cancel{3}} \longrightarrow \frac{2}{3}$$

$$\frac{5a^3b^2}{15ab^6} \longrightarrow \frac{\cancel{5} \times \cancel{a} \times a \times a \times \cancel{b} \times \cancel{b}}{3 \times \cancel{5} \times \cancel{a} \times \cancel{b} \times b \times b \times b \times b} \longrightarrow \frac{a^2}{3b^4}$$

Cross cancelling factors shows cancels the expression

$$\left. \frac{23a^7y^2}{5db^6} \right\} \text{ This expression cannot be divided (cancelled down) because there are no common factors or similar terms}$$

Year 8 Science Summer Term Knowledge Organiser – Nutrition

Key Vocabulary

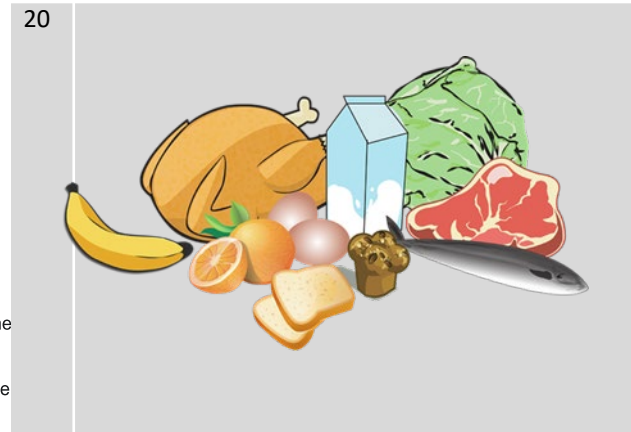
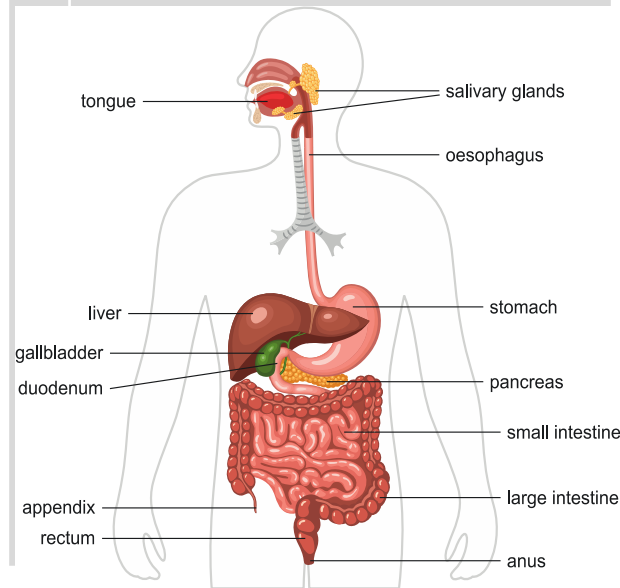
1	Acidic	Having a pH lower than 7. The stomach is acidic.
2	Alkaline	Having a pH greater than 7. Bile is alkaline.
3	Amylase	An enzyme that speeds up the breakdown of starch into glucose.
4	Diffusion	The net movement of particles from an area of high concentration to an area of low concentration.
5	Enzyme	Substances that speed up chemical reactions in the body.
6	Lipid	A nutrient found in butter, oils and other fatty foods, that provides energy and insulation.
7	Muscle	A type of tissue that can contract and relax.
	Tissue	
8	Organ	A group of tissues working together in an organism which performs a specific function.
9	Pancreas	An organ which produces enzymes.
10	Protein	A nutrient found in fish, meat, eggs, nuts and pulses that is

11	The contents of a healthy human diet include carbohydrates, lipids (fats and oils), protein, vitamins, minerals, dietary fibre and water
12	A balanced diet includes all the nutrients our body needs in the right quantities
13	Calcium is an example of a mineral used in making bones and teeth
14	Carbohydrates are important to provide energy. Carbohydrates are found in foods such as bread, potatoes, rice and pasta Lipids (fats) are important for providing energy and insulation. Lipids are found in foods such as nuts, dairy products, meat, oils and sweets Proteins are important for growth and repair of cells and tissues. Proteins are found in foods such as eggs, pulses, fish, meat, nuts and dairy products

16	The oesophagus moves food into the stomach
17	In the stomach, mechanical and chemical digestion occur
18	The stomach contains acid
19	Water is absorbed into the bloodstream from the large intestine

Food test

21	Iodine solution changes colour from brown to black in the presence of starch
22	Benedict's reagent changes colour from blue to orange/red when heated in the presence of simple sugars such as glucose
23	Biuret reagent changes colour from blue to purple in the presence of protein



Year 8 Science Summer Term Knowledge Organiser – Circuits and Resistance

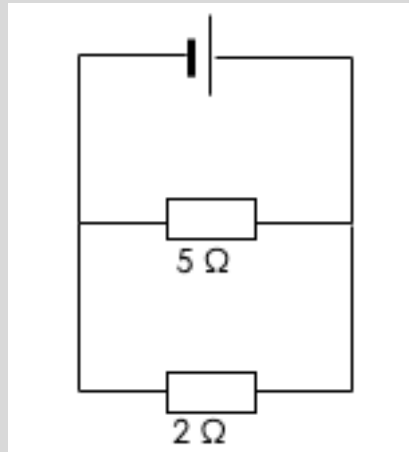
Key Vocabulary

1	Ammeter	A component used to measure current in electrical circuits, connected in series. Ammeters measure current in Amps.
2	Current	The rate of flow of charge. The current in a circuit is measured using an ammeter.
3	Electrical Conductor	A material that has a low resistance and allows current to flow through it easily. Metals are electrical conductors.
4	Series	A circuit in which there is only one branch through which current can flow. Current is the same at all points in a series circuit
5	Parallel	A circuit in which there is more than one branch through which current can flow. Current splits at branches in a parallel circuit.
6	Voltage	The amount of energy shifted from the power source to the moving charges or from the charges to the component. Adding another cell can increase the voltage in a circuit.

11 Resistance decreases current.

12 Resistance is measured in **ohms (Ω)**.

13 Resistance is added by **all components**.



15 Current through a component depends on both resistance of the component and voltage across the component. Increasing the voltage gives the charges a bigger push, which increases the current. Increasing the resistance makes it harder for the current to flow, which decreases the current.

16 Resistance is measured by measuring voltage and current and using $R = V/I$

17 A longer wire has a greater resistance.

18 Resistance of a wire is also affected by the type of metal the wire is made of.

19 Resistance in series is the sum of individual resistors.

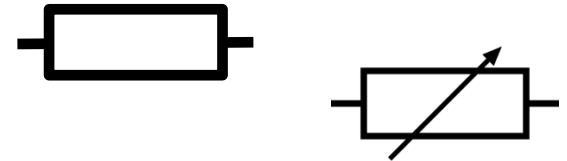
Resistance

21 The total resistance of this circuit is 10Ω .

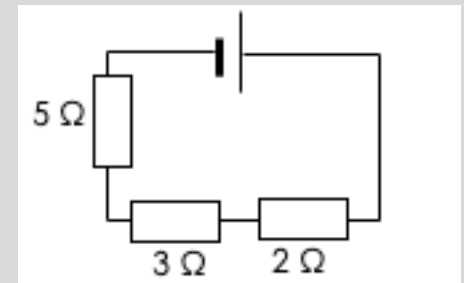
22 Resistance in parallel is less than the lowest resistance branch.

23 Electrical insulators have high resistance

24 Current transfers energy.



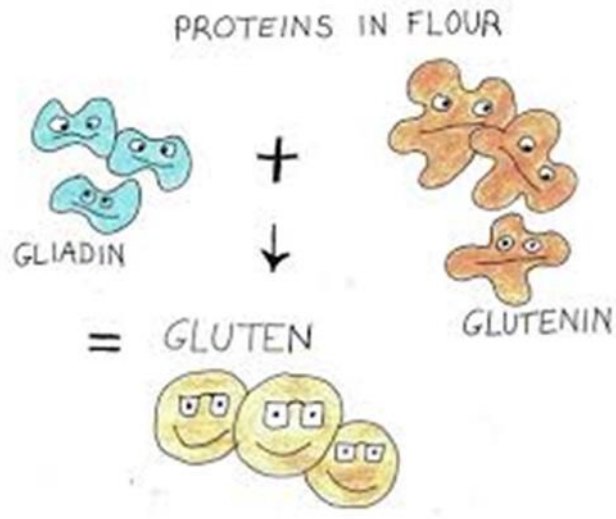
20



Year 8 – Poetry – HT5 Knowledge Organiser

Poetry	Literary work that expresses feelings and ideas using rhythm and style.
Analysis	Detailed examination of the language elements or structure of a piece of writing.
Comprehension	The understanding when reading a piece of text.
Structure	The structure of a poem is the way it is put together. It refers to the structural techniques and how it looks on the page.
Message	The message of a poem is what the writer intended to say – often poetry will have different layers of meaning.
Imagery	The imagery of a poem refers to the mental images that are created through language use.
Language	The language of a poem refers to word choices. Poets often try to use particularly descriptive vocabulary.
Effect	The effect of a poem refers to the way the writer wants readers to feel after reading.
Stanza	A group of lines in poetry, like a paragraph in writing, or a verse in a song.
Free Verse	Free verse is any poem that does not follow a particular rhyme scheme or rhythm.
First Person Narrative	When a story or poem is written from the perspective of the protagonist using first person pronouns.
Cyclical Structure	When a story begins at the end or ends at the beginning.
Consonance	When the same or similar constant sound occurs in words close to each other in a text.
Abstract	Something that usually only exists through a thought or an idea.
Caesura	A pause in a line of poetry marked by a full stop/end of a sentence.
Dashes	Punctuation that creates particular emphasis.
Refrain	A repeated line through a piece of poetry.
Connotations	The associations a particular word or phrase has.
Rhyme	Words with a similar/identical vowel or consonant sound.

Year 8 Food



The yeast **ferments** the sugar in the food.
Ferment = yeast feeds on sugar and produces
CO2 - Carbon Dioxide & Alcohol



Test 1: Ranking Test
 Test 2: Rating Test
 Test 3: Profiling Test

Cake Making Methods



Rubbing in.
 Butter and flour are rubbed together. This laminates the flour and stops the gluten being formed. This creates a crumbly buttery texture.
 Ratio of 1:4 Fat : Flour



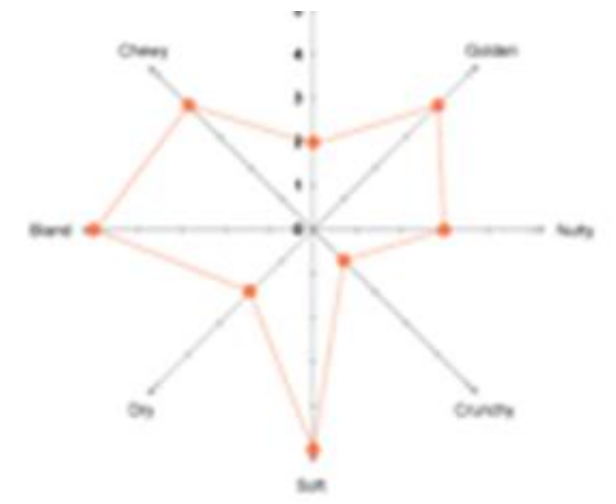
Melting.
 Butter is melted before adding to the sugar mix. This helps to create a dense, moist cake as there is no step to create air.



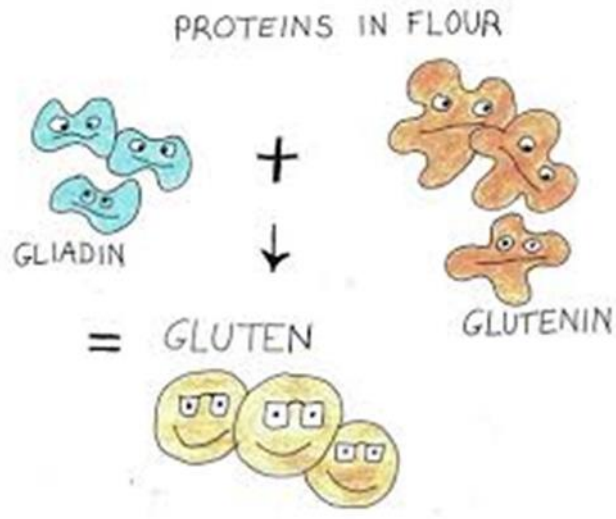
Creaming.
 This method adds lots of air to the cake. Firstly the butter and sugar are creamed together before beating in the egg. The egg traps lots of air at this stage. SR flour is then carefully folded in to ensure the air remains in the batter. This also contains a chemical raising agent. Ratio 1:1



All in One.
 This method puts all the ingredients together and then a big mix. Usually this is used for cakes that use oil rather than butter, so there is no reason to cream before hand.



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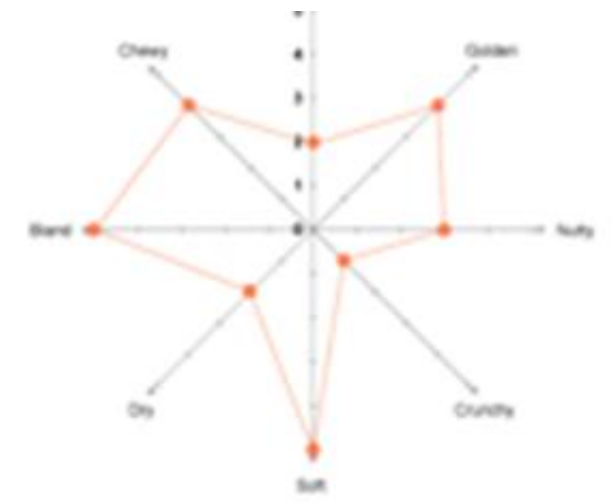
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Year 8 Drama HT5 Knowledge Organiser

Summary of topic

I will explore the theatrical genre of physical theatre. I will learn the origins of the style. I will explore modern texts such as 'Too Much Punch for Judy' by Mark Wheeller. I will also be introduced to Berkoff style of drama developing a performance piece to 'Metamorphosis'. I will develop strong movement skills, developing choral work working from text as a strong ensemble performer.



Skills & Definitions

DUOLOGUE – Performance involving two people.

SOLILOQUY – emotional monologue involving one person, to get the audience on their side.

STAGE COMBAT – Staged drama involving choreographed fighting,
ENSEMBLE – Speaking and moving together as a group.

Aims of the topic

To explore the genre of Physical Theatre and develop its techniques and influence in Drama

Physical Theatre Y8 Knowledge Organiser

DRAMA



Assessment & Performance

Tips

The assessment is a group scripted piece using a Berkoff text

- Face the audience at all times
- Speak loud and clear so everyone can hear you
- Try not to laugh and stay focused.
- Use a real range of movement skills.
- Use choral skills.
- Add emotion to your performance.

Key Words

Genre	Scripted Drama	Choral work	Ensemble	Mime	Vocal dynamics	Proxemics	Berkoff
Choreography	Unison	Gestures	Minimal	Characterisation	Movement	Audience	Abstract
Rhythmic	Lighting	Staging	Physicality	Physical Theatre	Blocking	Metamorphosis	Body-as-props

Year 8 ART HT5&6 Knowledge Organiser

Aboriginal Art History

- Aboriginal art is the oldest form of artistic expression in the world. Scientists have found Aboriginal art carvings that dates back at least 30,000 years.
- Experts believe that the Aboriginals migrated from the African continent over 30,000 years ago. They believe that they arrived in Australia by accident, as they were carried across the Pacific Ocean by a flood or tsunami that happened somewhere in the north.
- An important part of their culture is the performance of dance and art. Most of the dances are inspired by animals and nature. Dances and stories are passed down from generation to generation. Nothing is written down.
- Dreamtime is a type of Aboriginal Art. It is how they understand the world and rules that govern their lives. You could say it is similar to the Bible.
- Aboriginals believe that the Dreamtime was way back, at the very beginning. The land and the people were created by the Spirits. They made the rivers, streams, water holes, the land, hills, rocks, plants and animals.



Design – A plan for the construction of an object or art piece before it is made.

Pattern – A repeated decorative design.

Cultural – The ideas and behaviour of a society.

Symbolism – Representing an idea in a visual way.



Aboriginal Art consists of symbols. These symbols are used as communication. The symbols represent earth, their rituals, food and customs.

Keywords:

Communication – Using imagery to communicate, for example, cave paintings.

Tribal – Things which belong to a tribe; a group of indigenous people.

Aboriginal Art

Symbolism

The colours used represent parts of the Earth.

Black: Represents night time

Yellow: This is the sacred colour. The colour of the sun.

Red: The colour for land and blood.

White: The spirit colour, like smoke, wind and lighting.

Construction of Boomerang

A **boomerang** is a flying tool with a curved shape used as a weapon or for sport.

Aboriginal people used them to help to hunt for food. They are primarily used for sport.



Step 1: Draw around the boomerang template.

Step 2: Design your boomerang, adding an animal and symbols using earthy colours.

Step 3: Using cardboard, layer your boomerang to make it three-dimensional.

Step 4: Using papier mâché, make your boomerang layers smooth.

Step 5: Using your design idea from before, repeat your design neatly onto your boomerang. Use a base colour first. You could also add texture with string. Make sure to create small dots with different colours.



Year 8 MUSIC HT5 Knowledge Organiser

Music in Advertising

Musical Devices

Crescendo =

Getting louder.

Ostinato =

Repeated musical pattern.

Chords =

Two or more notes at the same time

Diminuendo =

Getting quieter.

Glissando =

Fast up or down all the notes.

Timbre change =

Using different sounding instrument

Rall/accelerando=

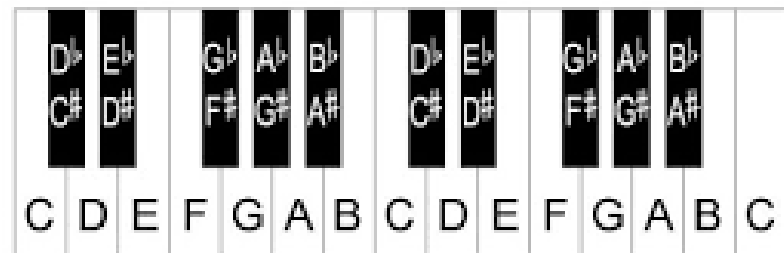
Slows down/speeds up.

How can you put *musical devices* in your advert?

What a professional advert should sound like:

- Well rehearsed – Everyone knows the **script** and the **music**.
- Music that creates the right atmosphere.
- Use **musical devices**.
- **No gaps** where there's no music.

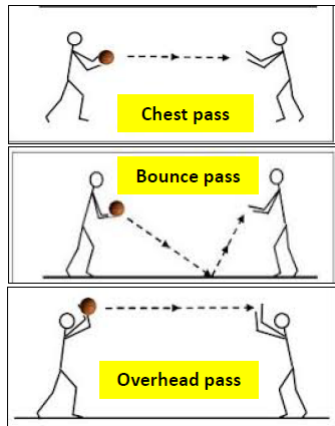
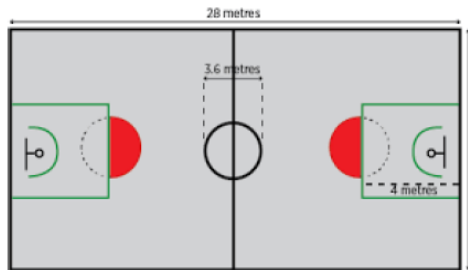
- What instruments best suit the style of music you have chosen? How can you replicate this on the keyboard?
- Classical – violins, flutes, piano, trumpets, cellos, voices
- Rock- bass guitar, electric guitar, drums
- Rap- drums, electronic dance sounds
- Pop- piano, drums, electronic dance sounds



Year 8 PE Knowledge Organiser- Basketball

Keywords:

Set shot
Dribble
Defensive
Attack
Lay-up
Double dribble
Travel
Pivot



Scoring System

- **3 points** - are awarded if the ball is successfully shot through the hoop from behind the three-point line.
- **2 points** - are awarded if the ball is successfully shot through
- **1 point** - If a foul is committed. They have a free attempt to shoot their ball through the hoop.



Key Skills

Dribbling - Head up/spread fingers and fingertips bounce the ball/waist height

Chest Pass - W grip/ Step/Chest to chest/Follow through/ short distance

Bounce Pass - W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance

Set Shot - Knees bent/dominant foot slightly in front of other/strong hand at bottom/supporting hand on side/elbow at 90 degrees

Lay up- Strong hand at bottom/supporting hand on side/keep it high/ Right hand dribble, step right, jump left, aim for top right corner of box/left hand dribble, step left, jump right, aim for top left corner of box

Pivoting/Jump Shot- Landing on alternate feet- first foot to land is the static pivoting foot landing on simultaneous feet - either foot can become static pivoting foot/can be used at the end of a dribble or when receiving a pass . On the move - release ball before third step.

Main Rules

1. The game consists of 2 teams with 5 players on court.
2. Aim to score as many hoops, shooting through the hoop, as you can in the time allocated.
3. Players cannot travel with the ball or perform a double dribble
4. Players cannot hold the ball for longer than 5 seconds
5. If ball goes out of play then a side line ball is taken from the opposite team.
6. Once the offense (attacking team) has brought the ball across the mid-court line, they cannot go back across the line during possession.
7. Fouls are given for hitting, holding or pushing an opponent.
8. If a player fouls the shooter, then 1-3 free throws can be awarded (each 1 point).



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

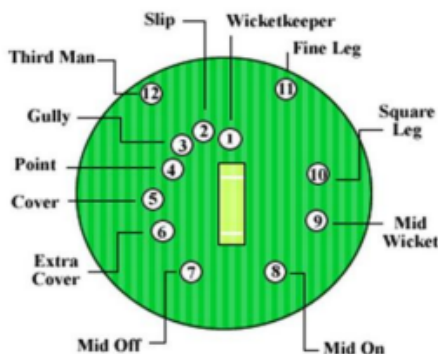
Two teams of 11 players each play an innings of batting and bowling. Each innings will be made up of a set number of overs.

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:

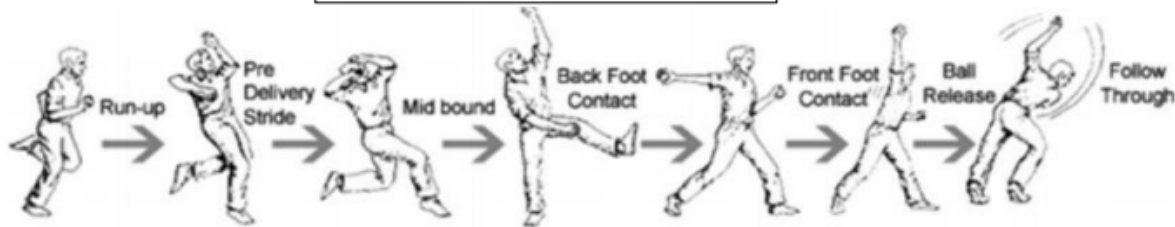
Each time the batsman runs between the stumps (swapping with the batsman at the other end), this counts as one run.

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 ART HT5&6 Knowledge Organiser

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Step 3: Using cardboard, layer your boomerang to make it three-dimensional.

Step 4: Using papier mâché, make your boomerang layers smooth.

Step 5: Using your design idea from before, repeat your design neatly onto your boomerang. Use a base colour first. You could also add texture with string. Make sure to create small dots with different colours.



Year 8 History Term 2 Knowledge Organiser: Fighting For Rights

The Chartists

Aim: A list of demands to reform the political system.

Location: London

Years Active: 1832 - 1848

Luddites

Aim: Protest the use of new machines in factories by destroying them.

Location: Lancashire and UK

Years Active: 1779 - 1813

Peterloo Massacre

Aim: To protest the need for reform. Leading to a Massacre.

Location: St Peter's Field, Manchester

Years Active: 16th August 1819

DEMOCRACY	A system of government where people vote in order to choose the government.
REFORM	The changing of wrong or bad conditions to make them better.
PROTEST	Disagree strongly and publicly with something.
REVOLUTION	A sudden, radical, or complete change.
VOTE	To make an official choice for or against someone or something by casting a ballot.
CLASS	A group within a society who have similar status and wealth.
RIGHTS	Freedoms we have that are protected by our laws,
CHARTER	A document stating organization's aims, rights, or principle.
ACT OF PARLIAMENT	A new law which has been approved by Parliament
SIGNIFICANCE	How important an event or person was.

How do we judge significance?

- **G**roundbreaking
- **R**emembered
- **E**ffects that are wide-reaching
- **A**ffecting the future
- **I**nterpreting

TIMELINE FOR THE FIGHT FOR RIGHTS

Luddites
1779 -
1813

French
Revolution
1789 - 1799

The Peterloo
Massacre
1819

The Great
Reform Act
1832

The Chartists
1832 - 1848

Second Reform
Act
1867

Year 8 Subject Term Knowledge Organiser: The World Wide Web

The Internet:

The internet is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.

Packets:

Networks send and receive messages in small units of data known as 'packets'.

A single message may be too large to fit in one packet. It is often split into many packets.

Each packet contains a part of the message, an address of where it came from, and an address of where it is going. These addresses are known as 'IP addresses', and they are unique.

IP Address:

An IP address is made up of 4 groups of numbers between 0 and 255, each separated by a full stop.

These are unique for every device on the internet.

Protocol:

A set of rules that must be followed.

Transmission Control Protocol:

Splits the messages sent across the internet into smaller pieces called 'packets'

Assembles the packets in the correct order at the receiver end

IP:

A protocol to route the packets. Each device on the internet has an IP address that uniquely identifies it from all other devices

The World Wide Web:

A collection of webpages found on the internet

Web Browser:

A piece of software (code) used to view information on the World Wide Web

Search Engine

A website that allows you to look up information on the World Wide Web.

HTML:

HTML stands for **H**yper **T**ext **M**arkup **L**anguage and is the **standard markup** language for Web pages

HTML Tags:

Opening Tag	Closing Tag	Structure Specified
<p>	</p>	Paragraph Text
<h1>	</h1>	Main heading
<h2>	</h2>	Sub heading
		Hyperlink
		List item
		Bulleted (unordered) list
		Numbered (ordered) list
	None	Image

Keyword	Definition
Himalayas	The Himalayas are mountains reaching across northern India and bordering countries. India has the largest area of snow and glaciers in the world covering 248,000km.
Deccan Plateau	The Deccan Plateau is an area of raised land occupying much of central India. It is bordered by two hill ranges.
Western Ghats	The Western Ghats are hills that are often called the 'backbone of India'. They stretch from the tip of the country for 1000k along the west coast.
Thar Desert	The Thar Desert is also known as the 'Great Indian Desert'. It forms the border between India and south eastern Pakistan.
River Ganges	The River Ganges rises in the Himalayas and flows into the Bay of Bengal.
monsoon	This is the name of the wind system which dominates the Indian climate, bringing persistent rainfall during the months of June to October. From October to April, the monsoon winds bring dry weather.
caste system	The Caste system in India is a system of dividing up society into different groups. The groups that people are put in affect all aspects of their lives.



India's main physical features are the Deccan plateau the Western Ghats and Eastern Ghats, the River Ganges, the Himalaya mountains and the Thar desert.

The main rivers are the Ganges and the Brahmaputra,

Because of India's size its climate depends not only on the time of year but also the location. It ranges from tropical in the south to temperate and alpine in the Himalayas.

India has three seasons - summer, rainy or monsoon, and winter.

The town of Cherrapunjee is famous for being the wettest place on Earth. It has 12 metres of rain a year - 15 times the amount of the UK. The total average rainfall for London is 752.1 mm for Bangalore it is 859.6 mm.



MFL Knowledge Organiser Summer 1 Yr 8 La Ropa



Tenses

A

PRESENT	-ar verbs	-er verbs	-ir verbs
I	-o	-o	-o
you	-as	-es	-es
he/she/it	-a	-e	-e
we	-amos	-emos	-imos
you (pl)	-áis	-éis	-ís
they	-an	-en	-en

Son= they are
Hay - there is
Es - is
Tiene - has

B

FUTURE Saying what you are going to do

		INFINITIVE
Voy	a	Ir
vas		
va		Tocar
vamos		jugar
vais		nadar
van		llevar
		leer
		Ver

Opinions

C

Odio
Detesto
Prefiero

Pronouns



D

Me chifla(n)
Me flipa(n)

Me = me
Le = him/her
Nos = us

Me irrita(n)
Me aburre(n)

Connectives

E

También / además
Pero / sin embargo
que
Porque / dado que
Aunque

also/furthermore
but / however
which
because/ given that
although

Complexity

F

Tengo que + Infinitive = I have got to
Tengo que llevar = I have to wear

Más....que = more...than
Menos...que = less...than

Me gustaría llevar... = I would like to wear...



Adjectives

G

De moda	fashionable
Antecuada(a)	Old fashioned
Largo(a) / corto(a)	Long/ short
elegante	smart
De colorines	coloured
Estampado(a)	patterned
De rayas	striped
Cómodo / incómodo	(un)comfortable
Feo/a	Ugly

Un vestido negro
Una falda negra

H

Muy = very
Bastante = quite
Un poco = A little bit
Demasiado=too
realmente= really



Year 8 La Ropa TOPIC VOCABULARY TRANSLATED

LA ROPA



I

un traje	a suit
un jersey	a jumper
un abrigo	a coat
un top	a top
un vestido	a dress
Un cinturón	a belt
una camisa	a shirt
una blusa	a blouse
una falda	a skirt
una camiseta	a T-shirt
una corbata	a tie
una sudadera (con capucha)	a sweatshirt (with hood)
una gorra	a baseball cap
unos pantalones	trousers
unos zapatos	shoes
unos vaqueros	jeans
unos calcetines	socks
unas botas	boots
unas zapatillas de deporte	trainers

COLORES

K



J

Los verbos

Comprar - to buy

Llevar - to wear

RE 8.3 Crime and Punishment

Key terms

1. **Punishment** - A negative consequence for a bad action.
2. **Capital punishment** - The death penalty.
3. **Retribution** - Getting revenge.
4. **Protection** - Keeping people safe.
5. **Reform** - Helping people to change for the better.
6. **Forgiveness** - Accepting an apology and letting go of anger.
7. **Human Rights** - Things we are entitled to because we are human.
8. **Amnesty International** - A global human rights organisation.
9. **Humanism** - Non religious people who believe that we should try to live a good life just because we should.
10. **Impact** - The effect something has.
11. **Justice** – Fairness.

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 beneficial of the Five Pillars of Islam" Discuss.

Reasons for punishment

The main reasons for punishment are: **retribution** (to get pay-back or revenge); **deterrence** (to put people off committing crimes); **protection** (to keep dangerous criminals away from innocent people; and **reform** (to help people who live a bad life to learn how to live a good life and change for the better).

Other reasons for punishment are: vindication (to show that good people are good) and reparation (to make amends for something you have done wrong).

Amnesty International

This is a very well-known Human Rights organisation, who campaign against injustice and inequality world-wide. They also work to protect people in the world who are vulnerable to inhumane treatment and where human rights are violated.

Amnesty International has over seven million members, both religious and non-religious. Amnesty International very famously campaign against the death penalty and hope for the death penalty to be abolished world-wide.

Islam

There are many teachings in the Qur'an concerning capital punishment. For example the Qur'an says not to take life, which God has made sacred, except for a JUST CAUSE. . It is very important that Muslim authorities think carefully before they make a decision concerning taking life.

Capital punishment

Different types of Capital Punishment include:

- **Lethal injection.**
- **Gas chambers**
- **Crucified**
- **Firing squad**
- **Electrocuted**
- **Hanging**

Many people support capital punishment as they believe that it protects us from dangerous criminals and deters people from committing crimes. Others people dislike capital punishment as they believe that there is always a chance that an innocent person could be executed.

Humanism

Capital punishment is generally opposed by humanists because they believe that killing somebody intentionally is always wrong.

Humanists believe in treating criminals fairly and they argue that by doing this it ensures that innocent suspects are also treated fairly.

Humanists believe that the capital punishment violates basic human rights, as the Human Rights Act states that we all have a right to life.

Christianity

There are many teachings in the Bible that relate to capital punishment. For example, the Ten Commandments say "do not kill" whereas the Book of Genesis says "whoever sheds the blood of man, by man his blood shall be shed". Christians are therefore divided on their views of CP.

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