

# Knowledge Organiser

## Year 8 Term 1

<b>Name:</b>	<b>Form group:</b>	<b>Masters of Recall Big Quiz:</b>
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### Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Eloquent</b>- giving a clear, strong message.</p> <p><b>Prosody</b>- the rhythm and intonation (the way a speaker's voice rises/falls)</p> <p><b>Alacrity</b>- with speed and eagerness</p> <p><b>Dispute</b>- an argument or disagreement.</p> <p><b>Appease</b>- to prevent further disagreement in conflict by providing the opponent an advantage.</p>	<p><b>Ineffable</b>- causing so much emotion, especially pleasure, that it cannot be described.</p> <p><b>Cajole</b>- to persuade someone to do something they might not want to do, by pleasant talk.</p> <p><b>Declarative</b>- a sentence that makes a statement or states a fact.</p> <p><b>Indolent</b>- showing no real interest or effort.</p> <p><b>Myriad</b>- a very large number of something.</p>	<p><b>Candour</b>- the quality of being honest, especially about a difficult situation/subject.</p> <p><b>Audacity</b>- courage or confidence of a kind that other people find shocking or rude.</p> <p><b>Visceral</b>- based on deep feeling and emotional reactions than on reason or thought.</p> <p><b>Interrogative</b>- a word or sentence used when asking a question.</p> <p><b>Enigmatic</b>- mysterious and impossible to understand completely.</p>	<p><b>Plethora</b>- a very large amount of something, especially a larger amount than you need, want or can deal with.</p> <p><b>Expedite</b>- to make something happen more quickly.</p> <p><b>Epitome</b>- the typical or highest example of a stated quality, as shown by a particular person or thing.</p> <p><b>Encounter</b>- to experience something, especially something unpleasant.</p> <p><b>Malignity</b>- the quality of intending to cause harm.</p>	<p><b>Inhibit</b>- to prevent someone from doing something by making them feel nervous or embarrassed.</p> <p><b>Ascertain</b>- to discover something.</p> <p><b>Vexation</b>- in worry or anger.</p> <p><b>Exasperation</b>- the feeling of being annoyed, especially because you can do nothing to solve a problem.</p> <p><b>Brobdingnagian</b>- huge, colossal, gigantic.</p>	<p><b>Jubilant</b>- feeling or expressing great happiness.</p> <p><b>Poignant</b>- causing or having a very sharp feeling of sadness.</p> <p><b>Earnest</b>- serious and determined.</p> <p><b>Appetency</b>- a longing or desire.</p> <p><b>Empyrean</b>- a true and ultimate heavenly paradise; an ideal place or state.</p>



# Look

Look at the information carefully.

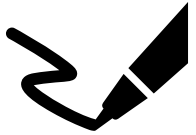
Read it three times.

It may help to **say** it as you read it.



# Cover

Cover it with your hand or a piece of paper.



# Write

Write it out, from memory.



# Check

Check what you have written matches the information exactly. Have you got it correct? If so, tick your work to show it is correct.

If it **doesn't match exactly**, use your **purple pen to correct it**.

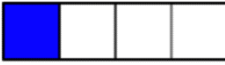

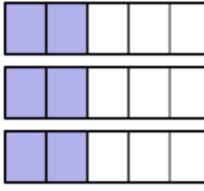
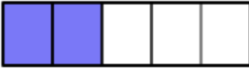

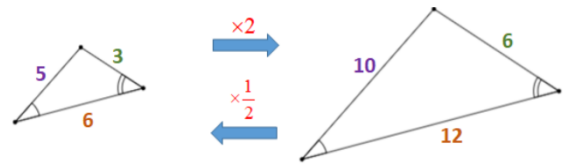
**Repeat.**

When you get it 100% correct, move on to the **next** piece of information.



# Correct

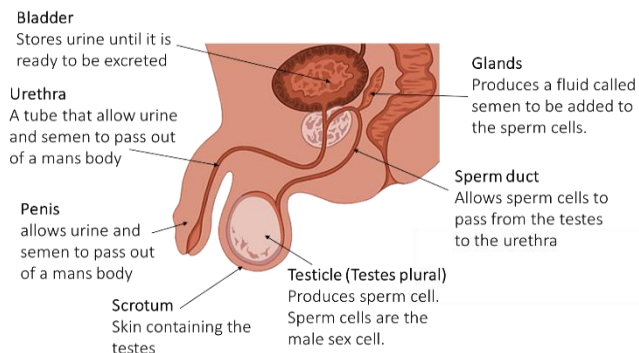
English	Art of Rhetoric	Year 8 Term 1
<p><b>Week 1: Vocabulary 1</b></p> <p><b>rhetoric:</b> The art of effective persuasive speaking or writing.</p> <p><b>ethos:</b> Persuasion using the character of the speaker, identified through reputation, expertise, credibility and personality.</p> <p><b>pathos:</b> Persuasion by appealing to the emotions, arousing sympathy, stimulating the imagination, identifying with traditions and beliefs.</p> <p><b>logos:</b> Persuasion through the use of reason, respecting the role of evidence, logic, clarity, coherence.</p>	<p><b>Week 2: Vocabulary 2</b></p> <p><b>tone:</b> a vocal sound with reference to its pitch, quality and strength.</p> <p><b>prosody:</b> the patterns of stress, emphasis and intonation in language.</p> <p><b>articulation:</b> the formation of clear and distinct sounds in speech.</p> <p><b>pace:</b> speed in speaking.</p> <p><b>emphasis:</b> stress given to a word or words when speaking to indicate importance.</p> <p><b>phrasing:</b> the way in which something is expressed or put into words.</p>	<p><b>Week 3: Crafting Sentences</b></p> <p><b>declarative sentence:</b> a sentence that makes a statement, provides a fact, explanation, or conveys information. E.g. <i>Animal Farm</i> was written by George Orwell.</p> <p><b>interrogative sentence:</b> a sentence that asks a question e.g. Is it cold outside?</p> <p><b>imperative sentence:</b> a sentence that gives a direct command or instruction – typically begin with a verb e.g. Close the door.</p> <p><b>exclamative sentence:</b> a sentence that expresses a strong emotion, often ending in an exclamation mark. E.g. We won!</p> <p><b>appositive phrase:</b> a noun or noun phrase which is positioned next to another noun to add description or information, e.g. <i>Jane, an electrical engineer, did not agree.</i></p>
<p><b>Week 4: Grammar Knowledge</b></p> <p><b>modification:</b> changing the quality of nouns/ verbs using added information e.g. adjectives and adverbs.</p> <p><b>expansion:</b> adding clauses and phrases to sentences to make them more complex.</p> <p><b>tense:</b> shows whether something is happening in the present, past or future.</p> <p><b>clause punctuation:</b> using punctuation to separate clauses from each other, or show relationships between them.</p> <p><b>subordinating conjunction:</b> a word which joins a subordinate clause to the main clause, e.g. <i>although, after, since, whether, while, unless</i></p>	<p><b>Week 5: Form and Structure</b></p> <p><b>concluding connective:</b> tells us the effect of something, e.g. because, so, therefore, consequently, hence, thus.</p> <p><b>comparing connective:</b> shows similarity or difference, e.g. <i>similarly, equally, whereas, alternatively, otherwise, conversely, however.</i></p> <p><b>emphatic connective:</b> highlights what is important, e.g. <i>especially, significantly, indeed, notably.</i></p> <p><b>temporal connective:</b> tells us <i>when</i> something is happening, e.g. <i>secondly, meanwhile, subsequently.</i></p> <p><b>illustrative connective:</b> introduces further information, e.g. <i>for example, in the case of, as shown by, illustrated by.</i></p>	<p><b>Week 6: Genre and Intent</b></p> <p><b>Aristotle:</b> an ancient Greek historian and philosopher who is regarded by many as the father of rhetoric. He lived 384-322 BC.</p> <p><b>Cicero:</b> A Roman statesman, lawyer, philosopher and scholar who lived 106-47 BC.</p> <p><b>Sophists:</b> Ancient Greek teachers in 5<sup>th</sup> and 4<sup>th</sup> centuries BC.</p> <p><b>Athenian Democracy:</b> The Ancient Greek political system where all male citizens over the age of 20 could vote. It relied heavily on people being very skilled speakers to persuade others to vote for their cause. This is where Rhetoric was born.</p>

Maths	Ratio & Multiplicative reasoning	Year 8 Term 1
<p><b>Week 1: Prior knowledge - fractions</b></p> <p><b>Numerator</b> - the top number in a fraction. It tells us how many parts we have.</p> <p><b>Denominator</b> - the bottom number in a fraction. It shows how many parts the item has been split into.</p> <p><b>Equivalent fractions</b> - have the same value e.g.  <math>\frac{3}{5} = \frac{9}{15}</math></p> <p><b>Simplify</b> – find an equivalent fraction by reducing the numerator and denominator to their smallest <b>whole</b> numbers. <math>\frac{12}{30} = \frac{6}{15} = \frac{2}{5}</math></p> <p><b>Unit fractions</b> – has a numerator of 1 e.g. <math>\frac{1}{4}</math></p>	<p><b>Week 2: Ratio</b></p> <p><b>Ratio</b> - a part to part comparison.   <i>The ratio blue to white is 1:3</i></p> <p><i>For every 1 blue part, there are 3 white parts</i></p> <p><b>Equivalent ratios</b> - ratios with the same proportion of items using different values.   <i>The ratio apples to lemons is 2:6, which is a 1:3 repeated.</i></p> <p><b>In a ratio all parts are of equal size.</b>  <i>"1:3 there are 4 equal parts in total"</i>          " : " is called a colon.</p> <p><b>Unit ratio</b> – a ratio in the form n:1 or 1:n (where one side of the ratio is equal to 1 e.g. 1:3 or 5:1)</p>	<p><b>Week 3: Ratios and fractions</b></p> <p><b>Simplify</b> – find an equivalent ratio which contains smaller integers.   <b>6:9 can be simplified to 2:3</b></p> <p><b>The ratio blue to white is 2 : 3</b>          There are 5 equal parts          The fraction that is blue is <math>\frac{2}{5}</math>           The fraction that is blue is <math>\frac{3}{5}</math> <math>\frac{2}{5} + \frac{3}{5} = \frac{5}{5} = 1</math></p> <p><b>6:9 is equivalent to 2:3</b>  <math>\frac{6}{15} = \frac{2}{5}</math> and <math>\frac{9}{15} = \frac{3}{5}</math></p>
<p><b>Week 4: Proportion</b></p> <p><b>Proportion</b> – is a mathematical comparison between 2 numbers. When two ratios or fractions are equivalent they are proportional.</p> <p><i>6:9 is equivalent to 2:3 therefore they are in proportion</i>  <math>\frac{6}{15} = \frac{2}{5}</math> therefore they are in proportion</p> <p><b>Double</b> – to multiply by 2.  <b>Triple</b> – to multiply by 3.  <b>Rate</b> – a comparison of 2 related quantities.          £400 for 10 hours is a rate of £40 per hour.  <i>"for every 1 hour you get £40"</i></p> <p><b>Constant</b> – a fixed value.</p>	<p><b>Week 5: Conversion graphs</b></p> <p><b>Axes</b> – what we plot a graph onto.           The x axis is horizontal.          The y axis is vertical.</p> <p><b>Origin</b> – (0,0)  <b>(x coordinate, y coordinate)</b></p> <p><b>Linear</b> – linear graphs form a straight line.  <b>Units</b> – used as a standard of measurement.  <b>Convert</b> – to change between different units.  <b>Approximate</b> – not exact but quite close.  <math>17.9 \approx 20</math> "17.9 is approximately equal to 20"</p> <p><b>Currency</b> – the type of money used by a country.          E.g. £ (pounds) \$ (dollars)</p>	<p><b>Week 6: Similarity</b></p> <p>When one shape is an <b>enlargement</b> of another then the two shapes are <b>similar</b>.</p> <p><b>Similar shapes</b> – have corresponding sides that are proportional and corresponding angles that are equal.</p> <p><b>Corresponding</b> – in the same position on two similar shapes.  <b>Scale factor</b> – a multiplier which shows how much a shape is enlarged by.</p>  <p><i>"Triangle A is 1/2 times the size of triangle B"</i>  <i>"Triangle B is 2 times the size of triangle A"</i></p>

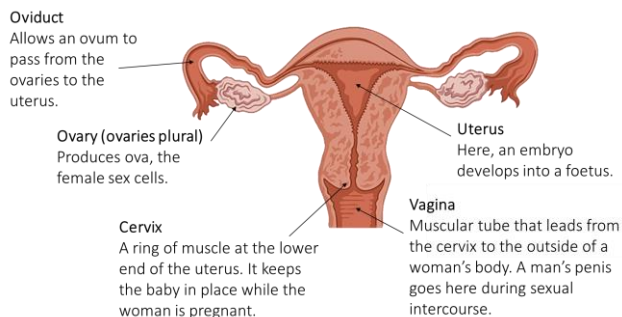
**Week 1: The Reproductive System**

organism	any living thing
reproduction	the production of offspring
function	the role or job of a cell or organ
reproductive system	a collection of organs that allows organisms to reproduce
gamete	a sex cell (e.g. the ova and sperm in animals)
Ovulation	The release of an egg from the ovaries

**Male Reproductive System**

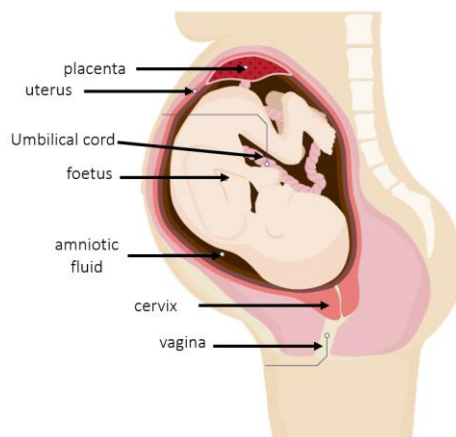


**Female Reproductive System**



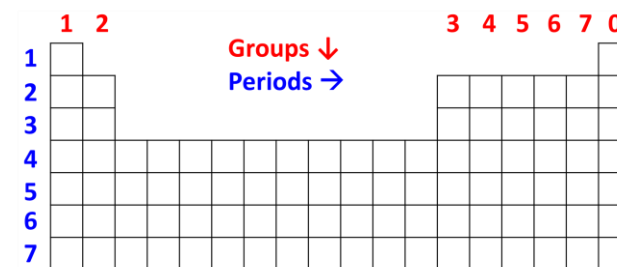
**Week 2: Fertilisation & Birth**

menstrual cycle	a 28 day cycle of ovulation and menstruation which prepares the uterus for pregnancy
fertilisation	The fusion (joining) of sex cell nuclei. e.g the fusion of the nucleus from a male sperm cell with the nucleus of the female ovum.
embryo	a ball of cells that divide after fertilisation
foetus	an unborn baby of more than 8 weeks
gestation	the period of time an animal is pregnant
amniotic fluid	a liquid that protects the foetus in the uterus
placenta	an organ that attaches the uterus during pregnancy



**Week 3: The Periodic Table**

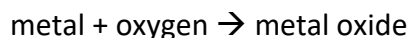
group	a <b>column</b> (up and down) of chemical elements
period	a <b>row</b> (side to side) of chemical elements
property	a characteristic that you can see or describe
reactivity	how easily substances will react with each other
Alkali metals	Another name for the elements in group 1.
noble gases	Another name for group 0 gases which are chemically unreactive (inert)
inert	chemically unreactive (does not take part in a chemical reaction).
halogen	Another name for group 7 non-metals
trend	a pattern observed in a set of results



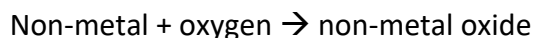
**Week 4: Metals & Oxides**

metals	hard, shiny materials that are found on the <b>left</b> side of the periodic table
Non-metals	brittle, dull materials found on the <b>right</b> side of the periodic table
conductivity	a measure of how easily electrical charge or heat can pass through a material
density	how much mass (particles) are in a set volume of an object
metal oxide	chemical compound formed between a metal and oxygen during an oxidation reaction
appearance	how something looks
prediction	Using scientific evidence to make a statement about what will happen in an investigation

The general word equation for a reaction between a **metal and oxygen** is:

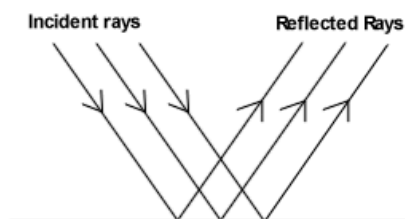


The general word equation for a reaction between a **non-metal and oxygen** is:



**Week 5: Travel of Light Waves**

transverse wave	a wave where the direction of oscillations (vibrations) are 90° to the direction of the wave
vacuum	a volume of space where there is no medium (matter / particles)
speed of light	Light travels at 300 000 000 m/s
absorption	when light is taken in by an object
specular reflection	reflection off a smooth surface in one direction



diffuse scattering reflection off a rough surface in many directions

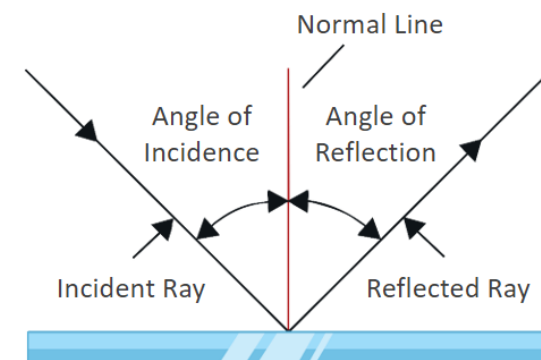


**Diffuse reflection**

**Week 6: Drawing Ray Diagrams**

normal	a dotted line drawn 90° to the plane of the surface
incident ray	a ray of light that meets / travels towards a surface
reflected ray	a ray of light that bounces off the surface
angle of incidence	the angle formed between the incident ray and the normal. Also known as i
angle of reflection	the angle formed between the reflected ray and the normal. Also known as r
protractor	piece of mathematical equipment that is used to measure angles of incidence and reflection

**Ray Diagram**



**Law of the angle of reflection**

$$\text{angle of incidence} = \text{angle of reflection}$$

$$i = r$$




French	En ville	Year 8	Term 1									
<p><b>Week 1: La grammaire</b></p> <p>To talk about where you live and refer to a town/city you use <b>à</b> to mean 'in' e.g. <b>à Paris, à Barnsley</b></p> <p>To talk about where you live now we use the <b>present tense: J'habite à Lyon – I live in Lyon</b></p> <p>To talk about where you are going to live in the future we use the <b>future tense: À l'avenir, je vais habiter à Avignon – In the future, I am going to live in Avignon</b></p> <p>To talk about where you used to live we use the <b>imperfect tense: Quand j'étais plus jeune, j'habitais à Marseille – When I was younger I used to live in Marseille</b></p>	<p><b>Week 2: Les opinions</b></p> <p>We use the <b>indirect object pronoun</b> to refer back to something we have mentioned previously: Je <b>le /la</b> trouve I find <b>it</b></p> <p><b>animé / animée</b> =lively <b>amusant / amusante</b> =fun <b>barbant / barbante</b> =boring <b>bruyant / bruyante</b> =noisy <b>historique</b>=historic <b>touristique</b>=touristic <b>fantastique</b>=fantastic <b>tranquille</b>=quiet</p> <p>} These are the same spelling no matter the gender of the noun.</p> <p>J'aime <b>ma ville</b>, je <b>la</b> trouve <b>animée</b> – I live my town, I find it lively.</p>	<p><b>Week 3: Les endroits</b></p> <p><b>un centre de loisirs</b> a leisure centre <b>un centre commercial</b> a shopping centre <b>un marché</b> a market <b>un musée</b> a museum <b>un cinéma</b> a cinema <b>une mosquée</b> a mosque <b>une patinoire</b> an ice rink <b>une église</b> a church <b>une piscine</b> a swimming pool <b>une bibliothèque</b> a library <b>des magasins</b> (some) shops</p>										
<p><b>Week 4: il y a / il n'y a pas de</b></p> <p><b>il y a</b> means <b>there is / there are</b>. It can be followed by <b>singular</b> and <b>plural</b> nouns.</p> <p>Eg. En ville il y a <b>UNE</b> patinoire et il y a <b>DES</b> magasins (there is AN ice rink and they ARE some shops)</p> <p><b>il n'y a pas de</b> means <b>there is not</b>. The <b>de</b> replaces the article <b>un/une</b>.</p> <p>Eg. <b>Il n'y a pas DE</b> patinoire et <b>il n'y a pas DE</b> magasins (there is NOT an ice rink and there are NOT any shops)</p> <p>If the noun starts with a <b>vowel</b> then the <b>DE</b> becomes <b>D'</b></p> <p>Eg. <b>Il n'y a pas D'</b>église - there is <b>NOT</b> a church</p>	<p><b>Week 5: à + le / la / les / l'</b></p> <p>To say 'to the' it depends on if the noun (the place) you are going to is <b>masculine</b>, <b>feminine</b> or <b>plural</b>. <b>Je vais...</b> I am going...</p> <table border="1" data-bbox="792 979 1429 1426"> <tbody> <tr> <td><b>au</b> to the</td> <td><b>restaurant</b> restaurant <b>supermarché</b> supermarket</td> </tr> <tr> <td></td> <td><b>stade</b> stadium <b>parc</b> park</td> </tr> <tr> <td></td> <td><b>terrain de foot</b> football pitch</td> </tr> <tr> <td><b>à la</b> to the</td> <td><b>gare</b> station <b>bibliothèque</b> library</td> </tr> <tr> <td><b>aux</b> to the</td> <td><b>magasins</b> shops</td> </tr> </tbody> </table>	<b>au</b> to the	<b>restaurant</b> restaurant <b>supermarché</b> supermarket		<b>stade</b> stadium <b>parc</b> park		<b>terrain de foot</b> football pitch	<b>à la</b> to the	<b>gare</b> station <b>bibliothèque</b> library	<b>aux</b> to the	<b>magasins</b> shops	<p><b>Week 6: Dans le futur</b></p> <p><b>Le weekend prochain</b> next weekend <b>La semaine prochaine</b> next week <b>Ce soir</b> this evening <b>Demain</b> tomorrow</p> <p><b>je vais aller ...</b> I am going to go... <b>...avec mes copains</b> with my friends (m or m&amp;f) <b>...avec mes copines</b> with my friends (f) <b>...avec mon copain</b> with my friend (m) <b>...avec ma copine</b> with my friend (f)</p> <p><b>il / elle va aller ...</b> he/she is going to go... <b>...avec ses copains</b> with his/her friends (m or m&amp;f) <b>...avec ses copines</b> with his/her friends (f) <b>...avec son copain</b> with his/her friend (m) <b>...avec sa copine</b> with his/her friend (f)</p>
<b>au</b> to the	<b>restaurant</b> restaurant <b>supermarché</b> supermarket											
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Geography	The Middle East	Year 8 Term 1
<p><b>Week 1: Key Terms</b></p> <p><b>region:</b> an area of land with the same characteristics but no fixed boundaries.</p> <p><b>country:</b> an area of land ruled by a government, with a population of people.</p> <p><b>continent:</b> a large continuous landmass.</p> <p><b>natural resource:</b> raw material i.e oil or gas occurring in nature that can be used for economic gain</p> <p><b>fertile:</b> land which is suitable to grow crops.</p>	<p><b>Week 2: Academic Vocabulary</b></p> <p><b>climate:</b> the average weather over a long period of time.</p> <p><b>weather:</b> the day-to-day changes in the earth's atmosphere.</p> <p><b>equator:</b> a line of latitude that runs across the centre of the earth.</p> <p><b>latitude:</b> the measurement of distance north or south of the equator.</p> <p><b>arid:</b> an area which receives very little rainfall</p>	<p><b>Week 3: Location of the Middle East</b></p> <p>The Middle East is located in the continent of Asia.</p> <p>The Middle East is located at the cross-roads between Europe, Asia and Africa.</p> <p>The Tropic of Cancer passes through the centre of the Middle East.</p> <p>The Middle East is comprised of 18 countries including; Saudi Arabia, Iraq, Iran and Turkey.</p> <p>371 million people live in the Middle East.</p> <p>60 different languages are spoken in the Middle East.</p>
<p><b>Week 4: Climate of the Middle East</b></p> <p>The sun's rays are more concentrated around the equator and between the tropics.</p> <p>Much of the Middle East, particularly the Rub al Khali (empty quarter) is desert.</p> <p>In the desert region there is only light and brief rainfall.</p> <p>In the desert the sun bakes the ground and temperatures can reach 52 degrees Celsius.</p>	<p><b>Week 5: Human adaptation to the Middle East</b></p> <p><b>adaptation:</b> a change to a behaviour to survive in a certain climate.</p> <p><b>Bedouin:</b> nomadic tribes who have historically lived in the desert regions of the Middle East.</p> <p><b>nomadic:</b> where people do not live continually in the same place.</p> <p><b>dehydration:</b> a harmful reduction in the amount of water in the body.</p> <p><b>heat stroke:</b> a serious illness caused by exposure to extremely high temperatures.</p>	<p><b>Week 6: Conflict in the Middle East</b></p> <p><b>conflict:</b> a serious disagreement. E.g the war in Yemen is a conflict between two different ethnic groups.</p> <p><b>quality of life:</b> the standard of health, comfort and happiness experienced by an individual or group.</p> <p><b>civil war:</b> a war between people of the same country.</p> <p><b>resource scarcity:</b> lack of essential resources such as food and water.</p> <p><b>gender inequality:</b> where different genders receive unequal treatment.</p>



History		Enlightenment and Industrial Revolution		Year 8	Term 1
<b>Week 1: Key Terms</b>		<b>Week 2: Enlightenment</b>		<b>Week 3: French Revolution</b>	
<p><b>Enlightenment:</b> a period of European history, starting in the late 17<sup>th</sup> century, which is famous for new ideas and discoveries.</p> <p><b>Glorious Revolution:</b> a revolution led by the English Parliament to get rid of their monarch (James II).</p> <p><b>revolution:</b> a rapid, sometimes violent change in the way a country is governed, or the way people live.</p> <p><b>treason:</b> to commit a crime against the monarch.</p> <p><b>absolute monarchy:</b> a system where the King or Queen had absolute (total) power.</p>		<p><b>Court of Versailles:</b> the Royal Court where the French monarchy lived and entertained people.</p> <p><b>estates system:</b> the class system that people were organised into in French society.</p> <p><b>Renaissance:</b> a period of rebirth of learning, science and the arts in Europe.</p> <p><b>clergy:</b> members of the Church.</p> <p><b>scientific method:</b> the idea that you must use observation, reason and experiments to find out truth.</p>		<p><b>constitution:</b> the rules on how a country should be governed.</p> <p><b>republic:</b> a state where the power is held by the people and has an elected president.</p> <p><b>nationalism:</b> a feeling of strong loyalty or devotion towards your country, sometimes with a negative impact on other countries.</p> <p><b>communism:</b> a political theory or system of organisation in which all property is owned by the community and each person contributes to the community.</p> <p><b>liberalism:</b> a apolitical theory based on the rights of an individual, liberty and consent of the governed.</p>	
<b>Week 4: Industrial Revolution</b>		<b>Week 5: Diseases and hazards</b>		<b>Week 6: Impact of the Industrial Revolution</b>	
<p><b>Industrial Revolution:</b> started in 1760. The period of change from most people working in farming to most people working in factories (industry).</p> <p><b>census:</b> an official count/survey of the population.</p> <p><b>sanitation:</b> conditions relating to public health, for example whether there is clean drinking water and enough waste disposal.</p> <p><b>slum:</b> an overcrowded street or area. The people who live there are living in poverty.</p> <p><b>working class:</b> the social group of people who work in industry.</p>		<p><b>epidemic:</b> an infectious disease occurring over a wide area at a particular time.</p> <p><b>mill:</b> a factory with machinery for making a specific product.</p> <p><b>Dr John Snow:</b> 1854 – investigated why cholera was spreading so quickly in London.</p> <p><b>Cholera:</b> an infectious disease of the small intestine. There were three cholera epidemics in England during the 1800s.</p> <p><b>Tuberculosis (TB):</b> an infectious disease mainly affecting the lungs.</p>		<p><b>democracy:</b> a system of government where people can vote for their leader.</p> <p><b>compulsory:</b> required by law or by rule.</p> <p><b>The New Poor Law:</b> 1834 – this law meant that the local area had the responsibility to provide workhouses for the poor and give food, clothes and shelter.</p> <p><b>continuity:</b> for something to stay the same.</p> <p><b>change:</b> to make something different.</p>	

Religious Studies		Dharmic Faiths	Year 8	Term 1
<b>Week 1: Origins</b>		<b>Week 2: Trimurti</b>		<b>Week 3: Abraham</b>
<p>Hinduism originated in India. It is the world's oldest religion. There is no one specific founder. Followers are called Hindus.</p> <p>Hinduism is monotheistic, the belief of one God <b>Brahman</b>.</p> <p>Hindus worship in a Mandir, religious texts are the Vedas and the Bhagavad Gita.</p> <p><b>Monotheism:</b> belief in one God</p> <p><b>Polytheism:</b> belief in more than one God</p>		<p>The Trimurti means three forms. Brahma, Shiva, and Vishnu.</p> <ul style="list-style-type: none"> <li>• <b>Brahma</b> is the creator God</li> <li>• <b>Vishnu</b> is the preserver God</li> <li>• <b>Shiva</b> is the destroyer God.</li> </ul>		<p><b>Hindu Creation story:</b> Vishnu was asleep on a cobra in the dark waters. The sound 'Aum' woke Vishnu suddenly a lotus flower grew from his navel. Brahma came from the lotus flower and followed Vishnu's instruction to create the universe. One day Shiva will destroy the universe and a new one may begin.</p> <p><b>Aum:</b> sound that began this universe. May also be repeated during worship or meditation.</p>
<b>Week 4: Atman</b>		<b>Week 5: Karma</b>		<b>Week 6: Samsara</b>
<p><b>Atman:</b> soul or spirit.</p> <p>It is made up from the spirit of Brahman.</p> <p>It has no physical form but is eternal.</p> <p>Humans are a vessel for the Atman.</p> <p>Atman lives on and is reincarnated after the body dies.</p>		<p>Hindus believe they have free will. They make good and bad choices.</p> <p>Good choices=good karma, Bad choices=bad karma.</p> <p>Following the holy books teaches Hindus how to get good karma.</p> <p>Good and bad Karma is carried by the Atman throughout all their lives.</p>		<p>Samsara is the cycle of life, death, and rebirth. Hindus believe that once you die, your Atman is reincarnated into a new body.</p> <p>The body that you get reincarnated in depends on the good or bad karma you have collected. Hindus believe that if they have enough Karma then they may achieve Moksha an escape reincarnation.</p> <p><b>Reincarnation:</b> idea that the soul is reborn into a new body after death</p> <p><b>Moksha:</b> the escape of the Atman from Samsara</p>

Computing		Cyber Security and Maze Game	Year 8	Term 1
<b>Week 1:</b>	<b>Week 2:</b>	<b>Week 3:</b>		
<p><b>Non-attributable:</b> where something isn't visually traceable back to you.</p> <p><b>Username:</b> an identification used by a person with access to a computer, network, or online service.</p> <p><b>Password:</b> a secret word or phrase that must be used to gain admission to a place.</p> <p><b>Hacker:</b> a person who uses computers to gain unauthorized access to data.</p> <p><b>Brute Force Attack:</b> a hacking method that uses trial and error to crack passwords, login credentials, and encryption keys</p> <p><b>Two factor Authentication:</b> a security process in which users provide two different authentication factors to verify themselves.</p>	<p><b>Hardware:</b> the machines, wiring, and other physical components of a computer.</p> <p><b>Software:</b> the programs that are run on computer hardware. There are two types of software: systems software and applications software.</p> <p><b>RAM (Random Access Memory):</b> a computer's short-term memory, where data that the processor is currently using is stored temporarily.</p> <p><b>ROM (Read Only Memory):</b> a small amount of non-volatile (saves when powered off) memory.</p> <p><b>Motherboard:</b> a circuit board that connects the CPU to the memory and all the hardware.</p> <p><b>Central Processing Unit (CPU):</b> part of a computer system that is commonly referred to as the "brains" of a computer. The CPU is the processor.</p>	<p><b>Antivirus Software:</b> designed to detect and block attacks from malware.</p> <p><b>Firewall:</b> a tool that monitors traffic going into and out of a computer or network, and either allows the traffic to pass through or blocks it.</p> <p><b>Whitelist:</b> only the device addresses on the list are allowed to access the network.</p> <p><b>Blacklist:</b> devices on the list are banned from the network. This is less secure than a whitelist but is easier to maintain.</p> <p><b>Malware:</b> malicious software designed to disrupt or damage a computer system.</p>		
<b>Week 4:</b>	<b>Week 5:</b>	<b>Week 6:</b>		
<p><b>Algorithm:</b> is a list of rules to follow in order to solve a problem.</p> <p><b>Code:</b> program instructions</p> <p><b>Sprite:</b> an animated object, separate from the background of the game. Example:</p>  <p><b>Sequence:</b> The order which the computer will run code, one line at a time. (One of the building blocks of coding.)</p>	<p><b>Boolean:</b> an expression used in computer programming that can result in either true or false.</p> <p><b>Coordinates:</b> used to identify a specific point on the stage area. Using X, (left to right) and Y (up and down). The center point is written as (0,0).</p> <p><b>Selection:</b> a decision made by a computer choosing what code should be run when certain conditions are met. (the of the building blocks of coding.)</p> <p><b>Variable:</b> a value that can change depending on conditions in the program, for example, the score of a variable. The score will increase when the condition.</p>	<p><b>Condition:</b> also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score.</p> <p><b>Iteration:</b> when a section of code is repeated several times. Also known as forever loop. (One of the building blocks of coding)</p> <p><b>Operators:</b> symbols used to represent actions, such as (&gt;) greater than (&lt;) less than (=) equal to.</p>		

PSHE	Public Health	Year 8 Term 1
<p><b>Week 1: Healthy relationships</b></p> <p><b>Relationships</b> are the connections we have between different people. They can take a variety of forms e.g., friendship.</p> <p>When relationships are <b>'unhealthy'</b> this can cause many problems for both people in the relationship. Sometimes these problems can be overcome, but sometimes it is better to consider what is best for you as an individual, even if that is something that might make you unhappy in the short term.</p>	<p><b>Week 2: Managing and monitoring your health</b></p> <p><b>Smoking, gambling, alcohol, and drugs:</b> Smoking, drug use, alcohol misuse and gambling can contribute to poor mental health. Equally, poor mental health can lead to increased substance misuse, smoking and addictive behaviours.</p> <p><b>Personal lives and relationships:</b> when we experience difficulties or changes in a relationship – with a partner, friend, or family member – it can affect our mental health in many ways.</p>	<p><b>Week 3: Dental hygiene</b></p> <p>Young people are entitled to free <b>NHS dental care</b> until they are 19 years old and in full-time education! However, cosmetic procedures will incur a cost that is not covered by the NHS.</p> <p><b>Preventative actions</b>, such as regular check-ups, good oral hygiene practices, and wearing a gum shield during sports, can all help to avoid decay and keep teeth protected and healthy!</p> <p>Often photos online or photos of celebrities aren't always as they appear! Physical changes, such as applying veneers, and digital changes, such as editing photos, can make smiles appear whiter than they really are.</p>
<p><b>Week 4: Vaccinations and immunisations</b></p> <p><b>Vaccinations:</b> will protect you from serious diseases. Some are routine that are given to most people. E.G MMR and other you get when you travel to certain places – Yellow Fever.</p> <p><b>Anti-vaxxer:</b> a person who is opposed to vaccination, typically a parent who does not wish to vaccinate their child</p>	<p><b>Week 5: Cancer awareness</b></p> <p><b>Cancer:</b> cancer is a condition where cells in a specific part of the body grow and reproduce uncontrollably. The cancerous cells can invade and destroy surrounding healthy tissue, including organs.</p> <p>Cancer sometimes begins in one part of the body before spreading to other areas.</p> <p>There are more than 200 different types of cancer, and each is diagnosed and treated in a particular way.</p>	<p><b>Week 6: Exercise</b></p> <p>People who exercise regularly have a lower risk of developing many long-term (chronic) conditions, such as heart disease, type 2 diabetes, stroke, and some cancers.</p> <p>Research shows that physical activity can also boost self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress and other illnesses.</p> <p>For most people, the easiest way to get moving is to make activity part of everyday life, like walking or cycling instead of using the car to get around.</p>

ADT	Papers and Boards	Year 8 Term 1
<p><b>Week 1:</b> The production process of paper</p> <p>Paper consists of fine fibres that usually come from wood, but hemp, flax, cotton or bamboo can also be used.</p> <p>Before wood from trees can be used to make paper it must be processed:</p> <ol style="list-style-type: none"> <li>1. The bark is removed using a rotating drum</li> <li>2. The remaining logs are chopped into small chips</li> <li>3. These are placed into a large steamer to break down the fibres and make wood pulp</li> <li>4. This passes through a screen that allows only pulp fibre of a certain size to pass through</li> <li>5. The pulp will then run through a series of rollers to compress it, achieving a consistent thickness and helping to bond the fibre together</li> </ol>	<p><b>Week 2:</b> Uses for paper and boards</p> <p><b>Paper and boards should be selected based upon the purpose for which they will be used. This could include:</b></p> <ul style="list-style-type: none"> <li>• Packaging</li> <li>• Drawing &amp; Sketching</li> <li>• Model Making</li> </ul> <p><b>Selection Criteria Could Include:</b></p> <ul style="list-style-type: none"> <li>• How Easy It Is To Recycle</li> <li>• How Expensive It Is</li> <li>• What It Will Be Used For</li> </ul> <p>If It Has Any Special Properties, Eg Better For Printing, Rigidity, Transparency Etc.</p>	<p><b>Week 3:</b> The 6 Rs</p> <p>The term 'the 6 Rs' can be applied to the design of new products or when a product is finished with, used up or no longer wanted. Here are some questions to prompt 6 Rs thinking:</p> <ol style="list-style-type: none"> <li>1. Reduce</li> <li>2. Reuse</li> <li>3. Recycle</li> <li>4. Rethink</li> <li>5. Refuse</li> <li>6. Repair</li> </ol>
<p><b>Week 4:</b> Paper &amp; recycling.</p> <p>As the paper-making process involves cutting down trees to create wood pulp, as well as using harmful chemicals such as bleach, it is important that we can recycle paper and cardboard so that new wood pulp, needed to create paper, is kept to a minimum.</p> <p>Paper is originally made from cellulose fibres found in wood and grasses, which makes them renewable.</p> <ul style="list-style-type: none"> <li>• <i>A great number of trees have to be cut down in order to manufacture 'virgin' paper.</i></li> </ul> <p><i>Paper and board can only be recycled seven times before it has to be mixed with new fibres.</i></p>	<p><b>Week 5:</b> Calculating the cost of paper.</p> <p>Cost is also a consideration when designing, and designers should be able to calculate costs involved.</p> <p>It may be that different providers charge different amounts, and the designer will weigh up the comparison of cost and service before deciding who to use.</p> <p><b>Total cost = individual price × quantity needed</b>  Total cost = 1,000 × 0.03 = £30.00</p> <p><b>Note unit changed required.</b>  The price of each sheet of paper is given in pence, which needs to be converted to pounds.</p>	<p><b>Week 6:</b> What is paper used for?</p> <p>Paper and boards have been developed for a lot of different purposes.</p> <p><b>Paper and board can be:</b></p> <ul style="list-style-type: none"> <li>• Textured</li> <li>• Embossed</li> <li>• Printed on</li> </ul> <p>Laminated with other materials to make them waterproof, eg drinks cartons</p>

Physical Education	Invasion Games / Multi-Sports	Year 8 Term 1
<p><b>Week 1:</b> Maintaining Possession / Support</p> <p><b>Possession:</b> working together to keep the ball.</p> <p><b>Support Play:</b> help the player in possession to advance the position of the ball.</p> <p><b>Invading /creating space:</b> use and manipulate space on the pitch to keep possession.</p>	<p><b>Week 2:</b> Regaining Possession</p> <p><b>Marking:</b> a 1v1 tactic to prevent an opponent gaining possession.</p> <p><b>Intercepting:</b> preventing pass from being completed.</p> <p><b>Pressure:</b> applying strategies to force a mistake in your opponent's play.</p>	<p><b>Week 3:</b> Go Forward / Continuity</p> <p><b>Go Forward:</b> finding the best way for you and your team to move the ball forward.</p> <p><b>Continuity:</b> sustaining and keeping momentum in an attacking phase.</p> <p><b>Territory:</b> working together to get in a scoring position.</p>
<p><b>Week 4:</b> Rules / Officiating / Spirit of play</p> <p><b>Sportsmanship:</b> playing within the rules and spirit of the game.</p> <p><b>Gamesmanship:</b> bending the rules to gain an advantage.</p> <p><b>Etiquette:</b> paying to unwritten rules. Maintaining respect and fairness in the spirit of the game.</p>	<p><b>Week 5:</b> SH Athletics / Multi Sports</p> <p><b>Balance:</b> retain the centre of mass above the base of support when stationary or moving.</p> <p><b>Agility:</b> change direction quickly, with control.</p> <p><b>Speed:</b> to move all or part of the body quickly.</p> <p><b>Power:</b> to use strength at speed.</p> <p><b>Coordination:</b> to use two or more body parts together.</p>	<p><b>Week 6:</b> SH Athletics / Multi Sports</p> <p><b>Communication:</b> exchanging information verbally or non-verbally.</p> <p><b>Respect:</b> maintain equality and fair play with teammates and opponents.</p> <p><b>Effort:</b> being determined and committed to be your best.</p>

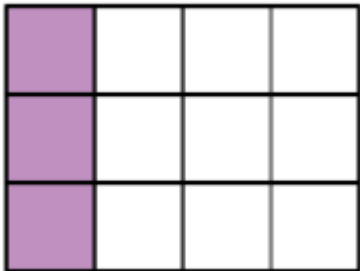

# Knowledge Recall Questions

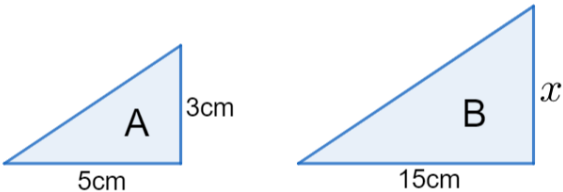
Step 1 – learn the knowledge using your recall book and look, cover, write, check, correct.

Step 2 – from **memory**, complete the weekly recall questions. These are mandatory. Use family and friends to test you 😊.

Step 3 – any question you cannot confidently answer, go back and learn the knowledge again.



Maths	Ratio & Multiplicative reasoning	Year 8	Term 1
<p><b>Week 1: Prior knowledge - fractions</b></p>  <p>What fraction is shaded?</p> <p>Can you simplify the fraction?</p> <p>Can you write an equivalent fraction?</p> <p>Simplify the fractions. Which ones are equivalent to a unit fraction?</p> <p><math>\frac{7}{21} =</math></p> <p><math>\frac{15}{20} =</math></p> <p><math>\frac{4}{6} =</math></p> <p><math>\frac{5}{7} =</math></p> <p><b>Thinking deeper</b> Write a fraction that is larger than <math>\frac{1}{2}</math> but less than <math>\frac{3}{4}</math></p>	<p><b>Week 2: Ratio</b></p>  <p>What is the ratio of stars to hearts?</p> <p>What is the ratio of hearts to stars?</p> <p>Complete the ratios so they are equivalent.</p> <p>a) <math>4 : 5</math>                      b) <math>2 : 8</math>  <math>\quad \_ : 20</math>                              <math>3 : \_</math></p> <p>Counters are in the ratio blue to red, 3 : 2  How many equal parts are there in total?  How many parts represent blue?  How many parts represent red?</p> <p>Which ratios are unit ratios in the form <math>n : 1</math> ?  5 : 1              2 : 3              1 : 8              1 : 1</p> <p><b>Thinking deeper</b> Draw a pattern of squares and circles in the ratio 3 : 2</p>	<p><b>Week 3: Ratios and fractions</b></p> <p>Simplify the ratio 8 : 6</p> <p>Simplify the ratio 10 : 8</p> <p>The ratio boys to girls is 3 : 4</p> <p>What fraction are boys?</p> <p>What fraction are girls?</p> <p>The ratio of cows to sheep is 1 : 8</p> <p>What fraction are cows?</p> <p>What fraction are sheep?</p> <p><b>Thinking deeper</b> Cakes and biscuits are in a ratio.  <math>\frac{2}{7}</math> of the food is cake.  <math>\frac{5}{7}</math> of the food is biscuits.  Write the ratio of cakes to biscuits.</p>	

Maths	Ratio & Multiplicative reasoning	Year 8 Term 1
<b>Week 4: Proportion</b>	<b>Week 5: Conversion graphs</b>	<b>Week 6: Similarity</b>
<p>If 2 ratios or fractions are equivalent, they are said to be _____.</p> <p>Are the pairs of fractions/ratios in proportion?</p> <p style="text-align: center;"><math>\frac{1}{2}</math> and <math>\frac{1}{3}</math></p> <p style="text-align: center;"><math>\frac{2}{5}</math> and <math>\frac{6}{15}</math></p> <p style="text-align: center;">2 : 1 and 1 : 2</p> <p style="text-align: center;">3: 5 and 6: 10</p> <p>Triple 5 =</p> <p>Double 28 =</p> <p>Triple 1.5 =</p> <p>Double 7.9 =</p> <p>The rate of pay is 'for every 1 hour you get £8'. How much will you get for 2 hours?</p> <p>George is paid £50 for working 5 hours. What is his rate of pay?</p> <p>A fixed value is called a _____.</p>	<p>The 'x axis' is _____</p> <p>The 'y axis' is _____</p> <p>The coordinate (0, 0) is called the _____</p> <p>Graphs that form a straight line are called _____</p> <p>To convert means to ....</p> <p>Write an approximate value for each of the following numbers;</p> <p>15.78</p> <p>12443</p> <p>0.00458</p> <p>The type of money used by a country is called the _____.</p> <p>What types of currency do you know?</p>	<p>When one shape is an enlargement of the other the shapes are _____.</p> <p>Corresponding means ....</p> <p>Similar shapes have;</p> <p>Sides that are _____ and _____</p> <p>Angles that are _____ and _____</p> <p>A multiplier that shows how much a shape is enlarged by is called a _____.</p> <div style="text-align: center;">  </div> <p>The 2 triangles are similar. What does this mean about their angles? Can you calculate the side labelled x? What is the scale factor from A to B? What is the scale factor from B to A?</p>

**Week 1: The Reproductive System**

1. Define organism.
  
2. Which word means to produce offspring?
  
3. List structures of the male and female reproductive system

Male	Female

4. What is a gamete?
  
5. What does ovulation mean?

**Week 2: Fertilisation & Birth**

1. What is the name of the 28 day cycle of ovulation and menstruation which prepares the uterus for pregnancy?
  
2. Define fertilisation.
  
3. What is a foetus?
  
4. Define gestation.
  
5. What is the function of amniotic fluid?
  
6. What is the function of the placenta?

**Week 3: The Periodic Table**

1. Are columns called on the periodic table?
  
2. What are rows called on the periodic table?
  
3. Define property in chemistry.
  
4. What is another name for the metals in group 1?
  
5. What is another name for the metals in group 0?
  
6. What does inert mean?

Week 4: Metals and Oxides	Week 5: Travel of Light Waves	Week 6: Drawing Ray Diagrams
<ol style="list-style-type: none"> <li>1. Where on the periodic table are metals found?</li>   <li>2. Where on the periodic table are non-metals found?</li>   <li>3. Define density.</li>   <li>4. Define conductivity.</li>   <li>5. What is the general word equation for a metal reacting with oxygen?</li>   <li>6. What is the general word equation for a non-metal reacting with oxygen?</li> </ol>	<ol style="list-style-type: none"> <li>1. Which type of waves are oscillations at 90° to the direction of the wave?</li>   <li>2. What name is given to a space with no medium?</li>   <li>3. How fast does light travel?</li>   <li>4. What is meant by specular reflection?</li>   <li>5. What is meant by diffuse reflection?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a normal line?</li>   <li>2. What is the name given to the ray of light that bounces off a surface?</li>   <li>3. What is the law of the angle of reflection?</li>   <li>4. What is angle of incidence also known as?</li>   <li>5. What is angle of reflection also known as?</li> </ol>

French	En ville (1)	Year 8	Term 1
<b>Week 1: La grammaire</b>	<b>Week 2: Les opinions</b>	<b>Week 3: Les endroits</b>	
J'habite à Lyon = _____	<b>We use the _____ _____ to refer back to something we have mentioned previously.</b>	Complete the spellings for the different places in town.	
J'habitais à Marseille = _____	J'aime ma ville, je la trouve amusante. _____	un c _____ d _____ l _____ <i>a leisure centre</i>	
Je vais habiter à Paris = _____	Je n'aime pas mon village, je le trouve bruyant. _____	un c _____ c _____ <i>a shopping centre</i>	
I live in Castleford = _____	J'adore ma ville, je la trouve historique. _____	un m _____ <i>a market</i>	
I used to live in Leeds = _____	Je déteste mon village, je le trouve barbant. _____	un m _____ <i>a museum</i>	
I am going to live in Liverpool = _____	Complete the phrases : J'adore ma ville, je _____ trouve fantastique.	un c _____ <i>a cinema</i>	
To talk about where you live now we use the _____ tense.	Je n'aime pas ma ville, je la _____ barbante.	une m _____ <i>a mosque</i>	
To talk about where you are going to live in the future we use the _____ tense.	J'aime mon village, je _____ bruyant.	une p _____ <i>an ice rink</i>	
To talk about where you used to live we use the _____ tense.		une é _____ <i>a church</i>	
		une p _____ <i>a swimming pool</i>	
		une b _____ <i>a library</i>	
		des m _____ <i>(some) shops</i>	

French	En ville (1)	Year 8 Term 1
<b>Week 4: il y a / il n'y a pas de</b>	<b>Week 5: à + le / la / les / l'</b>	<b>Week 6: Dans le futur</b>
<p><b>Complète :</b></p> <p>il y a = _____</p> <p>il n'y a pas de = _____</p> <p>il y a can be followed by nouns that are _____ and _____.</p> <p>When you say what 'there isn't' the DE replaces the _____.</p> <p><b>Traduis:</b></p> <p>There is a museum.</p> <p>_____</p> <p>There are some shops.</p> <p>_____</p> <p>There is not a swimming pool.</p> <p>_____</p>	<p><b>Identify the gender of each place based on what comes before the noun.</b></p> <p><b>Traduis:</b></p> <p><b>Je vais au stade.</b> Masculine/feminine/plural</p> <p>_____</p> <p><b>Je vais à la patinoire.</b> Masculine/feminine/plural</p> <p>_____</p> <p><b>Je vais à la piscine.</b> Masculine/feminine/plural</p> <p>_____</p> <p><b>Je vais aux magasins.</b> Masculine/feminine/plural</p> <p>_____</p> <p><b>Je vais à la bibliothèque.</b> Masculine/feminine/plural</p> <p>_____</p> <p><b>Je vais au ciné.</b> Masculine/feminine/plural</p> <p>_____</p> <p><b>Je vais au terrain de foot.</b> Masculine/feminine/plural</p> <p>_____</p>	<p><b>Traduis:</b></p> <p>Le weekend prochain je vais aller au stade avec mes copains.</p> <p>_____</p> <p>_____</p> <p>Demain je vais aller à la piscine avec mes copines.</p> <p>_____</p> <p>_____</p> <p>Ce soir elle va aller à l'église avec ses copains.</p> <p>_____</p> <p>_____</p> <p>Tomorrow he is going to go to the cinema with his friends (m).</p> <p>_____</p> <p>_____</p> <p>Next week I am going to go to the shops with my friends (m&amp;f).</p> <p>_____</p> <p>_____</p>

<b>Geography</b>	<b>The Middle East</b>	<b>Year 8 Term 1</b>
<p><b>Week 1: Key Terms</b></p> <ol style="list-style-type: none"> <li>1. What is a region?</li> <li>2. Define a country</li> <li>3. Define a continent</li> <li>4. What is fertile land?</li> <li>5. Oil, coal and gas are examples of</li> </ol>	<p><b>Week 2: Academic Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. What is weather?</li> <li>2. What is climate?</li> <li>3. The line that runs around the centre of the Earth is</li> <li>4. Define arid</li> <li>5. Lines of latitude influence the what of a place?</li> </ol>	<p><b>Week 3: Location of the Middle East</b></p> <ol style="list-style-type: none"> <li>1. Which tropic passes through the Middle East?</li> <li>2. Which continent is the Middle East located in?</li> <li>3. How many countries are in the Middle East?</li> <li>4. List 3 countries in the Middle East</li> <li>5. What is the population of the Middle East?</li> </ol>
<p><b>Week 4: Climate of the Middle East</b></p> <ol style="list-style-type: none"> <li>1. Where are the sun's rays most concentrated?</li> <li>2. What biome is at Rub al Khali?</li> <li>3. What is the maximum temperature of the desert?</li> <li>4. What are the precipitations levels of the desert?</li> </ol>	<p><b>Week 5: Human adaptation to the Middle East</b></p> <ol style="list-style-type: none"> <li>1. Define adaptation</li> <li>2. Which nomadic tribes have historically lived in the desert of the Middle East?</li> <li>3. Define nomadic</li> <li>4. What is dehydration?</li> <li>5. What illness can be caused by extreme dehydration?</li> </ol>	<p><b>Week 6: Conflict in the Middle East</b></p> <ol style="list-style-type: none"> <li>1. What is a serious disagreement?</li> <li>2. Define quality of life</li> <li>3. What is a civil law?</li> <li>4. Define gender inequality</li> <li>5. What is a shortage of essential resources such as food and water?</li> </ol>



History	Enlightenment and IR	Year 8	Term 1
<b>Week 1: Key Terms</b>	<b>Week 2: Enlightenment</b>	<b>Week 3: French Revolution</b>	
<ul style="list-style-type: none"> <li>6. When did the Enlightenment begin?</li> <li>7. The Glorious Revolution was an attempt to get rid of which monarch?</li> <li>8. Define revolution</li> <li>9. Define treason</li> <li>10. What is absolute monarchy?</li> </ul>	<ul style="list-style-type: none"> <li>1. What is the Court of Versailles?</li> <li>2. Explain the estates system</li> <li>3. What was the renaissance?</li> <li>4. Define a scientific method</li> </ul>	<ul style="list-style-type: none"> <li>1. Define nationalism</li> <li>2. Define communism</li> <li>3. Define liberalism</li> <li>4. What is a republic?</li> </ul>	
<b>Week 4: Industrial living conditions</b>	<b>Week 5: Diseases and hazards</b>	<b>Week 6: Impact of Industrial Revolution</b>	
<ul style="list-style-type: none"> <li>1. What is a census?</li> <li>2. Define sanitation</li> <li>3. Who were the working class?</li> <li>4. What is a slum?</li> </ul>	<ul style="list-style-type: none"> <li>6. What is an epidemic?</li> <li>2. what did Dr Snow do to help with public health?</li> <li>3. What is cholera?</li> <li>4. What is TB?</li> </ul>	<ul style="list-style-type: none"> <li>1. What was the New Poor Law?</li> <li>2. Define compulsory</li> <li>3. Define democracy</li> </ul>	

Religious Studies		Dharmic Faiths	Year 8	Term 1
<b>Week 1: Origins</b>		<b>Week 2: Trimuti</b>		<b>Week 3: Abraham</b>
Where does Hinduism originate from?	What does trimurti mean?	Where was Vishnu sleeping?	What woke Vishnu up?	
What are followers of Hinduism called?	Shiva is....	What grew from his navel?	Who came from the flower?	
What does monotheistic mean?	Brahma is....	What did they create?	Who will destroy the universe one day?	
What God is central to Hinduism?	Vishnu is...	What is Aum?		
What does polytheism mean?				
<b>Week 4: Atman</b>		<b>Week 5: Karma</b>		<b>Week 6: Samsara</b>
What does Atman mean?	What do Hindus believe about free will?	What is Samsara?	Define Moshka	
What is Atman made up from?	How do Hindus get Karma?	Define reincarnation		
Is Atman mortal or eternal?	How are Karma and the Atman connected?			
What happens after the body dies?				

<b>Computing</b>	<b>Cyber Security and Maze Game</b>	<b>Year 8 Term 1</b>
<b>Week 1:</b>	<b>Week 2:</b>	<b>Week 3:</b>
<ol style="list-style-type: none"> <li>1. If a username is non-attributable, what does it mean?</li>   <li>2. What is a password?</li>   <li>3. Define a hacker.</li>   <li>4. Define a brute force attack.</li>   <li>5. What is two factor authentication?</li> </ol>	<ol style="list-style-type: none"> <li>1. List as many pieces of hardware you can think of.</li>   <li>2. Define software</li>   <li>3. What does RAM stand for?</li>   <li>4. Define non-volatile memory.</li>   <li>5. What is a CPU commonly referred as?</li> </ol>	<ol style="list-style-type: none"> <li>1. Define antivirus software.</li>   <li>2. What is the purpose of a firewall?</li>   <li>3. What does a whitelist allow?</li>   <li>4. Which is more secure a whitelist or a blacklist?</li>   <li>5. Define malware.</li> </ol>

Computing	Cyber Security and Maze Game	Year 8	Term 1
<b>Week 4:</b>	<b>Week 5:</b>	<b>Week 6:</b>	
<ol style="list-style-type: none"> <li>1. Define algorithm</li> <li>2. What is a computer code?</li> <li>3. Draw an example of a Sprite in Scratch</li> <li>4. Name one of the computer coding building blocks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give two examples of Boolean operators</li> <li>2. Give an example coordinate that could be on the Scratch stage.</li> <li>3. Name two of the computer coding building blocks.</li> <li>4. Define the word variable.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give three computer coding building blocks.</li> <li>2. Define iteration.</li> <li>3. Give 3 examples of operators.</li> </ol>	

ADT	Paper and Boards	Year 8 Term 1
<p><b>Week 1:</b> The production process of paper</p> <p>What is it paper made from?</p> <p>Describe the paper making process:</p>	<p><b>Week 2:</b> Uses for paper and boards</p> <p>Paper and boards should be selected based upon the purpose for which they will be used.</p> <p>How could paper be used?</p> <p>What should be considered when selecting paper?</p>	<p><b>Week 3:</b> The 6 Rs</p> <p>What are the 6 R's</p> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <p>6 .....</p>
<p><b>Week 4:</b> Paper &amp; recycling.</p> <p>What is 'it important to recycle paper?</p> <p>How many times can paper be recycled?</p> <p>What does the term 'virgin paper' mean?</p>	<p><b>Week 5:</b> Calculating the cost of paper.</p> <p>How do you work out the cost of paper?</p>	<p><b>Week 6:</b> What is PAPER used for?</p> <p>Papers and boards have been developed for a lot of different purposes</p> <p><b>List several ways in which paper can be used for?</b></p>