

Knowledge Organiser

Year 8 Term 2

Name:	Form group:	Masters of Recall Big Quiz:
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Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>capitulate- to surrender or give in after a struggle.</p> <p>complicity- shared responsibility for a crime or misdeed.</p> <p>ensconce- to be comfortably settled.</p> <p>gambol- to run around joyously.</p> <p>dissentient- someone who disagrees with a majority opinion.</p>	<p>ignominious- shameful and embarrassing (in reference to behaviour).</p> <p>inebriate- demonstrating drunken behaviour.</p> <p>machination- a clever plot; a scheme.</p> <p>malignity- meanness; hatefulness.</p> <p>manifestly- clearly; obviously.</p>	<p>maxim- a short statement that expresses a general truth or rule.</p> <p>pervade- to spread out and become present everywhere in a space.</p> <p>piebald- an animal that has irregular pattern or pigmented spots on an unpigmented (white) coat.</p> <p>restive- restless and agitated; unable to remain still.</p> <p>irrepressible- uncontrollable, unable to be held back.</p>	<p>stupefy- to make someone so shocked or surprised that they cannot think or respond.</p> <p>taciturn- to be reserved and quiet.</p> <p>tractable- easy to persuade or influence.</p> <p>unanimous- fully agreed upon or supported (in reference to a decision or vote).</p> <p>apronym- a name that is particularly suited to its owner because of their characteristics or occupation e.g., Boxer because he is strong.</p>	<p>satirise- to deride/mock something serious (often political) by means of satire.</p> <p>ridicule- to mock an idea.</p> <p>superannuated- too old to be useful.</p> <p>accumulate- get or gather together.</p> <p>laborious- characterised by effort to the point of exhaustion.</p>	<p>vivacious- lively; high-spirited.</p> <p>tyrannical- exercising power in a cruel way.</p> <p>manoeuvre- a movement or series of moves requiring skill and care; a large-scale military exercise.</p> <p>indefatigable- tireless; unable to run down.</p> <p>obstinate- stubborn, strong-minded, unbending.</p>



Look

Look at the information carefully.

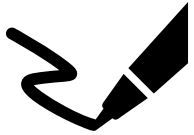
Read it three times.

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**.

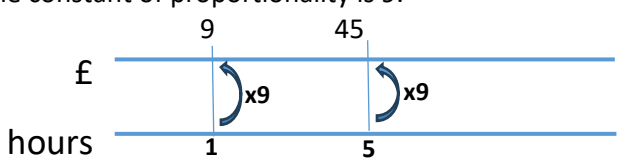
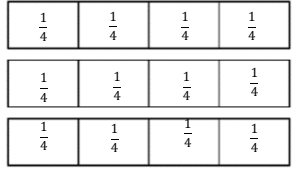
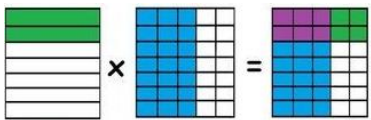
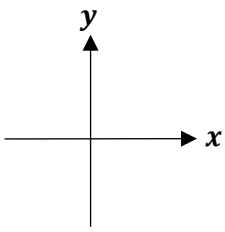
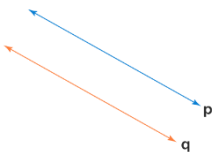
Repeat.

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



Correct

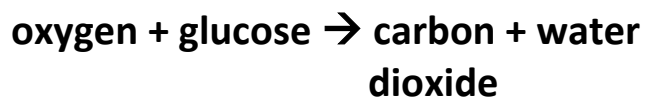
English	Animal Farm	Year 8 Term 2
<p>Week 1: vocabulary 1</p>	<p>Week 2: academic writing 1</p>	<p>Week 3: academic writing 2</p>
<p>anthropomorphism: assigning human characteristics to non-human entities.</p> <p>personification: assigning human characteristics to any non-human thing.</p> <p>zoomorphism: when humans are given animal characteristics.</p> <p>allegory: a narrative in which the characters and events are symbols of something else, often political, or religious.</p> <p>symbol: something that represents or stands for something else.</p>	<p>ACADEMIC VERBS</p> <p>The author...</p> <p>critiques alludes to attacks characterises satirises denounces provokes</p> <p><u>Authorial intent and influence</u></p> <p>The writer reflects their own experiences by...</p> <p>The writer echoes real events and attitudes when...</p> <p>The writer challenges their reader to...</p> <p>The writer is motivated by...</p>	<p><u>Language exploration</u></p> <p>This image/ line/ word/ creates the impression that...</p> <p>This is representative of...</p> <p>This conjures images of...</p> <p>This could also suggest that...</p> <p>This is particularly significant because...</p> <p><u>Links and development</u></p> <p>This idea is echoed when...</p> <p>...made more significant when we consider...</p> <p>...is compounded by...</p> <p>...provides a stark contrast with...</p>
<p>Week 4: academic writing 3</p>	<p>Week 5: genre</p>	<p>Week 6: vocabulary 2</p>
<p><u>Thesis statement</u></p> <p>NAME, VERB, POINT, PLACE, (COMMA), QUOTATION</p> <p><u>The Literary Present</u></p> <p>In literary analysis, we ALWAYS talk about the text and the writer as if they are in the present tense, even if they were writing hundreds of years ago. e.g., Orwell <u>is</u> implying that... The pigs <u>are</u> manipulating the other animals...</p> <p>polysyndeton: a list of words/ phrases that are connected by the repeating the same conjunction.</p> <p>asyndeton: a list of words, phrases or clauses that are connected without conjunctions.</p> <p>tricolon: a series of three words, phrases, or clauses.</p>	<p>fable: a story told to highlight human weaknesses or follies, usually featuring anthropomorphic animals, featuring a moral lesson.</p> <p>Aesop: a possibly legendary ancient Greek storyteller who lived circa 4BC, to whom is attributed hundreds of fables, many of them famous.</p> <p>oral tradition: stories, knowledge, and other cultural information being passed from generation to generation through spoken word.</p> <p>propaganda: the biased and sometimes misleading use of media and information to promote a political cause or point of view.</p>	<p>politics: the way a country is run; a person's personal beliefs and convictions about how a country is run.</p> <p>spectrum: a sliding scale measuring any position between two extreme points.</p> <p>left wing: the radical, reforming, or socialist section of the political spectrum; beliefs include higher taxes for the rich to support the poor and vulnerable, as well as greater state intervention.</p> <p>right wing: the conservative, reactionary section of the political spectrum; beliefs include free markets, personal profit, social Darwinism, and reduced state intervention.</p>

Maths	Fractions and Graphs	Year 8 Term 2
<p>Week 1: Proportion</p> <p>directly proportional: when 2 things change at the same rate.</p> <p>double number line: our key representation for proportion is a double number line.</p> <p>constant of proportionality: the multiplicative constant relating two values.</p> <p>e.g. £9 per hour, £ and hours are directly proportional. The constant of proportionality is 9.</p> 	<p>Week 2: Fraction arithmetic 1</p> <p>multiplying an integer by a fraction: $3 \times \frac{1}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ "3 lots of $\frac{1}{4}$"</p> <p><i>The denominator stays the same and the integer multiplies the numerator.</i></p> <p>dividing an integer by a fraction: $3 \div \frac{1}{4}$ 3 whole bars split into quarters.</p> <p>$3 \div \frac{1}{4} = 12$</p>  <p>$12 \times \frac{1}{4} = 3$</p>	<p>Week 3: Fraction arithmetic 2</p>  <p>$\frac{2}{7} \times \frac{3}{5} = \frac{6}{35}$</p> <p><i>When multiplying fractions, we multiply the numerators and multiply the denominators.</i></p> <p>reciprocal: the multiplicative inverse of a number, e.g. the reciprocal of 5 is $\frac{1}{5}$.</p> <p><i>Dividing by an amount is the same as multiplying by its reciprocal.</i></p> <p>Example $\frac{3}{4} \div 5 = \frac{3}{4} \times \frac{1}{5} = \frac{3}{20}$</p>
<p>Week 4: Axes and coordinates</p> <p>X axis: the horizontal axis</p> <p>Y axis: the vertical axis</p>  <p>quadrant: one of four regions separated by the x and y axes</p> <p>cartesian co-ordinates: are used to indicate a position on a graph.</p> <p>(x, y): a coordinate in a quadrant where x tells us how far along (left or right) and y tells us how far up or down. They must be in the order x then y.</p> <p>origin: is the coordinate (0,0)</p>	<p>Week 5: Linear graphs 1</p> <p>gradient: the measure of direction and steepness of a line.</p>  <p>parallel: two lines which have the same gradient.</p> <p>constant: a fixed value</p> <p>horizontal line: parallel to the x axis. It has an equation $y = a$ where a is a constant. <i>E.g. $y = 6$</i></p> <p>vertical line: parallel to the y axis. It has an equation $x = a$ where a is a constant. <i>E.g. $x = 3$</i></p>	<p>Week 6: Linear graphs 2</p> <p>y-intercept: where a graph crosses the y-axis.</p> <p>$y = kx$ the form of a straight line where k is the gradient. e.g. $y = 3x$ is a straight line with gradient 3.</p> <p>$y = x + a$ the form of a straight line where a is the y axis intercept. e.g. $y = x + 5$ is a straight line that intercepts the y axis at 5.</p> <p>table of values: created to help plot a graph by generating coordinates.</p>

Week 1: Aerobic Respiration

respiration	the chemical process inside mitochondria that releases energy for life processes
aerobic	a process that involves oxygen
glucose	a simple sugar that can be made from larger carbohydrates
mitochondria	a subcellular structure where aerobic respiration takes place
carbon dioxide	a waste product that is produced from aerobic respiration as a gas

The word equation for aerobic respiration is:



The balanced symbol equation for aerobic respiration is:



Week 2: Anaerobic Respiration

anaerobic	a process that does not involve oxygen
cytoplasm	the jelly like substance that fills the cell, where anaerobic respiration takes place
lactic acid	a waste product that is produced from anaerobic respiration
breathing rate	how many breaths are taken per minute
pulse	a pulse can be felt in locations where an artery passes over a solid structure, such as bone.
waste product	any substances that are produced in a reaction that are not the desired product

The word equation for anaerobic respiration in animals is:



The word equation for anaerobic respiration in yeast is:



Anaerobic respiration does not involve oxygen. Notice how the two equations above do not contain oxygen as a reactants.

Week 3: Endothermic and Exothermic Reactions

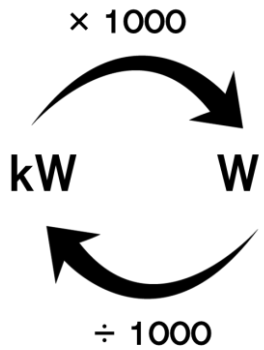
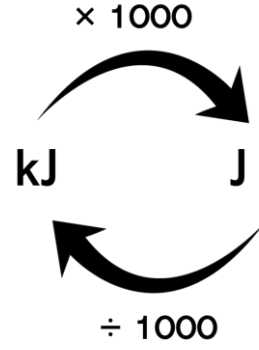
chemical reaction	a process which involves the rearrangement of atoms to form new substances
exothermic	a chemical reaction that releases thermal energy into the surroundings
endothermic	a reaction that absorbs thermal energy from the surroundings
temperature change	how much the temperature increases or decreases from the initial (starting) temperature
risk	a situation that may lead to something dangerous happening

Signs of a Chemical Reaction

How can we tell a chemical reaction has taken place and a new product has been formed?

- Fizzing / bubbling (effervescence)
- A change of colour
- A change of temperature
- A precipitate (insoluble solid) is formed
- Energy is released (heat, light, sound)

In a chemical change a new product is formed. However, in a physical change (e.g. a change of state or dissolving) no new product is formed.

Week 4: Catalysts and Data Analysis		Week 5: Energy Sources		Week 6: Energy Use	
catalyst	a substance that increases the rate of a reaction without being used up	energy source	a source from which useful energy can be extracted or converted	fuel	a substance that is burned to release energy
rate	how quickly a process happens	renewable	an energy source that will not run out e.g. solar, wind, geothermal, nuclear, tidal.	joules (J)	the units for all types of energy
conclusion	a statement that summarises the results of an experiment	non renewable	an energy source that is used faster than it is replenished and will run out e.g. fossil fuels coal, gas, and oil.	kilowatt hour (kWh)	the unit used to state the amount of energy used by a 1kW appliance for 1 hour
data	the information collected from an experiment	power	the amount of energy transferred in a set amount of time	compare	to find similarities and differences between two objects
repeatable	if the same person conducts the same experiment and obtains (collects) the same results an experiment is said to be repeatable	watts (W)	the unit of measurement of power	estimate	a rough calculation
analysis	the process interpreting the meaning of collected data	standard form	a method of writing small or large numbers e.g. $192 = 1.92 \times 10^2$	conversion / convert	the process of changing units by multiplying or dividing
enzyme	a biological catalyst found in the digestive system - it helps to break down food into smaller molecules that can diffuse into the blood	Converting from watts (W) to kilowatts (kW)			
independent variable	the part of the experiment that is changed by the scientist				
dependent variable	the part of the experiment that is measured by the scientist	Converting from joules (J) to kilojoules (kJ)			
control variable	the part of the experiment that is kept the same to make it a fair test				

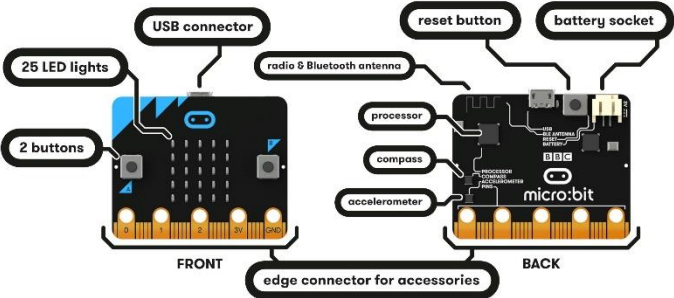
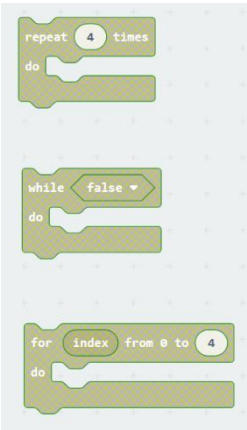

French		En ville	Year 8	Term 2	
Week 1: La grammaire		Week 2: Les opinions		Week 3: Les endroits	
<p>To talk about where you live and refer to a town/city you use à to mean 'in' e.g. à Paris, à Barnsley</p> <p>To talk about where you live now we use the present tense: J'habite à Lyon. – I live in Lyon.</p> <p>To talk about where you are going to live in the future we use the future tense: À l'avenir, je vais habiter à Avignon. – In the future, I am going to live in Avignon.</p> <p>To talk about where you used to live we use the imperfect tense: Quand j'étais plus jeune, j'habitais à Marseille. – When I was younger I used to live in Marseille.</p>		<p>We use the direct object pronoun to refer back to something we have mentioned previously: je le /la trouve I find it</p> <p>animé / animée =lively amusant / amusante =fun barbant / barbante =boring bruyant / bruyante =noisy</p> <p>historique=historic touristique=touristic fantastique=fantastic tranquille=quiet</p> <p>} These are the same spelling no matter the gender of the noun.</p> <p>J'aime ma ville, je la trouve animée. – I live my town, I find it lively.</p>		<p>un centre de loisirs a leisure centre un centre commercial a shopping centre un marché a market un musée a museum un cinéma a cinema une piscine a swimming pool une bibliothèque a library des magasins (some) shops</p> <p>il y a means there is / there are. It can be followed by singular and plural nouns.</p> <p>il n'y a pas de means there is not. The de replaces the article un/une.</p>	
Week 4: Infinitives		Week 5: Pouvoir		Week 6: Dans le futur	
<p>faire des promenades to do walking faire du shopping to do shopping faire une balade en bateau-mouche to do a boat-trip faire du tourisme to do sightseeing faire du bowling to do bowling</p> <p>visiter les musées to visit museums visiter les monuments to visit monuments</p> <p>manger au restaurant to eat at the restaurant manger chez mcdo to eat at McDonald's</p> <p>voir un concert to see a concert voir un match de foot to see a football match voir un spectacle to see a show</p>		<p>The infinitive verb 'pouvoir' means 'to be able to'. It is a modal verb meaning when it is conjugated it is followed immediately by an infinitive.</p> <p>Present tense:</p> <p>je peux I can tu peux you can il / elle peut he / she can on peut we can nous pouvons we can vous pouvez you can ils / elles peuvent they can</p> <p>} + infinitive (aller / faire...)</p> <p>Eg. En ville je peux faire du shopping ou voir un spectacle au théâtre.</p>		<p>le weekend prochain next weekend la semaine prochaine next week ce soir this evening demain tomorrow</p> <p>je vais aller ... I am going to go... ...avec mes copains with my friends (m or m&f) ...avec mes copines with my friends (f) ...avec mon copain with my friend (m) ...avec ma copine with my friend (f)</p> <p>If you talk about someone else, change the possessive adjective e.g. il va aller aux magasins avec ses copains (he is going to go to the shops with his friends).</p>	

Geography		Extreme Environments: Russia	Year 8	Term 2
Week 1: Key Terms		Week 2: Key Terms		Week 3: Background information
<p>natural resource: raw material i.e. oil and gas occurring in nature that can be used for economic gain.</p> <p>trade: the action of buying and selling goods</p> <p>economy: how a country or place is doing in making goods, and how much money it has.</p> <p>agriculture: farming</p> <p>continental climate: the climate of places in the interior of continents, the climate is not influenced by the sea.</p>		<p>latitude: the measurement of distance north or south of the Equator.</p> <p>permafrost: a permanently frozen layer of soil for a minimum of to years.</p> <p>infrastructure: The basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies)</p> <p>exploit: to make use of a resource i.e. oil.</p> <p>tourism: travel for pleasure or business.</p>		<p>Russia is the largest country in the world.</p> <p>25th December 1991, Russia became an independent state, following the dissolution of the Soviet Union.</p> <p>Russia is located in both the continents of Europe and Asia.</p> <p>Russia has a relatively small population of 144 million people.</p> <p>Russia has vast quantities of natural resources i.e. oil and gas. This makes Russia self-sufficient.</p>
Week 4: Climate and biomes		Week 5: Human adaptations		Week 6: Russian resources
<p>The two largest biomes in Russia are the Taiga and Tundra.</p> <p>taiga: swampy coniferous forest found in high northern latitudes</p> <p>tundra: a vast, flat, treeless Arctic region.</p> <p>deciduous forest: trees which will loose their leaves in winter months</p> <p>coniferous forest: trees which maintain their leaves all year round.</p>		<p>indigenous: originating or occurring naturally in a particular place</p> <p>nomadic: moving from one place to another rather than living in one place all of the time.</p> <p>The Nennets are the indigenous tribe living in northern Siberia.</p> <p>The Nennets' nomadic routes are being affected by infrastructure associated with resource extraction.</p>		<p>economic activity: the amount a country makes and sells is called economic activity.</p> <p>industrial economy: an economy based on the secondary sector i.e manufacturing.</p> <p>self-sufficient: needing no outside help in satisfying one's basic needs.</p> <p>exports: send (goods or services) to another country for sale.</p> <p>Russia has excellent trading relationships with China, exporting \$68.68 billion in 2021.</p>

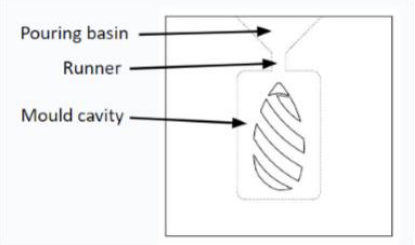
History	Slavery and Empire	Year 8 Term 2
<p>Week 1: Empire</p> <p>empire: a collection of communities, regions, territories or even states that are ruled over by one leader or ‘mother country’.</p> <p>indigenous people: people who are originally from an area and lived there long before the people who invaded.</p> <p>colony: the areas ruled over by the ‘mother country’.</p> <p>consequences: the result of an action, they can be positive or negative, short or long term.</p>	<p>Week 2: Africa case study</p> <p>Scramble for Africa: where European countries divided control of Africa</p> <p>Christian missionaries: people who saw it as their duty or responsibility to convert people to Christianity</p> <p>slavery: forcing someone to work for free, usually in horrific conditions</p> <p>exploiting: make use of (a situation) in a way considered <u>unfair</u></p> <p>partition: the action or state of dividing or being divided into parts.</p>	<p>Week 3: Britain trading in enslaved people</p> <p>Middle Passage: the part of the trade triangle where Africans were transported across the Atlantic to the West Indies.</p> <p>Transatlantic Slave Trade: created by Europeans, who took huge numbers of African slaves to force them to work in places such as America and the West Indies. They worked on plantations for crops such as sugar or tobacco.</p> <p>revolt: take violent action against an established government or ruler; rebel.</p> <p>abolish: to remove or get rid of something</p>
<p>Week 4: Abolition</p> <p>1833: abolition law, gave freedom to all enslaved people in the British Empire.</p> <p>economic: to do with money</p> <p>petitions: a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause.</p> <p>memoirs: a historical account or biography written from personal knowledge.</p>	<p>Week 5: Empire and World Wars</p> <p>Colonial troops: soldiers recruited from areas that were colonised.</p> <p>Commonwealth: an international association consisting of the UK and other states that were previously part of the British Empire.</p> <p>Social Darwinism: was used to justify ideas that non-white people were inferior to Europeans. They argued that White Europeans were more ‘evolved’ than non-white people.</p> <p>whitewashing: deliberately attempting to cover up unpleasant or incriminating facts about someone or something.</p>	<p>Week 6: Changing views</p> <p>interpretation: a judgement based on evidence.</p> <p>British Nationality Act: passed in 1948 this allowed people from the former colonies- now known as the Commonwealth the right to British citizenship.</p> <p>Durand Line: separating Afghanistan and Pakistan this was created by the British and is still a cause of conflict today.</p> <p>white supremacy: the belief that white skinned people are superior, or better than other races of people.</p>

Religious Studies		Hindu Beliefs and Practices	Year 8	Term 2
Week 1: Samsara		Week 2: Mandir		Week 3: Puja
<p>Samsara: in Hinduism, Buddhism and Sikhism, this is the cycle of life, death and rebirth.</p> <p>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>Reincarnation: Idea that the soul is reborn into a new body after death</p> <p>Moksha: The escape of the Atman from Samsara</p>		<p>Mandir: the word many Hindus use for a place of worship.</p> <p>Most Mandirs contain Murtis. Murtis are sacred statues or images of the Gods.</p> <p>Shrine: a holy place associated with a God, sacred person, or sacred object.</p> <p>Offering: something offered, especially as a gift or contribution.</p> <p>Worship: to show devotion to God and/or religion through actions - for example, prayer.</p>		<p>Puja: Hindu name for prayer/worship</p> <p>Many Hindu families will have a shrine at home. They perform Puja (prayer) here.</p> <p>Each part of puja represents one of the five senses.</p> <p>Sight: The Murti, The flowers, lamp Sound: Bell, singing Smell: Flowers, Incense Taste: Food offerings (given to the Murti) Touch: Kum-Kum powder</p>
Week 4: pilgrimage		Week 5: pilgrimage		Week 6: Adam and Eve- Original Sin
<p>Pilgrimage: a journey which has religious or spiritual significance, usually to an important religious place.</p> <p>Hindus believe that pilgrimage is important and should be carried out if possible. Hindus have many different important and sacred places in their religion, and these are usually linked to different deities. A pilgrimage can help Hindus by connecting them with Brahman.</p> <p>Deity/Deities: one god or goddess. In Hinduism, the word for gods and goddesses that many Hindus believe are different aspects of the one Supreme Spirit (Brahman).</p> <p>Brahman: in Hindu belief, the one God.</p>		<p>Some Hindus go to the River Ganges in India on pilgrimage. Hindus believe that the river is a Goddess, called Ganga.</p> <p>River Ganges: the most holy river for most Hindus.</p> <p>How Ganga came to earth:</p> <ul style="list-style-type: none"> • The King of the Land asked the King of the Mountains to send a river after 12 years of no rainfall. • The King of the Mountains said he could send his daughter, Ganga, from the heavens, but she was stubborn. • She was persuaded to come down to earth through Shivas matted hair. • She flowed through the region and the land, animals and people were saved from drought. 		<p>God gave humans free will. Therefore, although he exists, he cannot interfere in any suffering humans experience because of their own choices.</p> <p>Free will: the idea that people can act and behave how they wish and are free to make their own choices in life.</p> <p>Original sin: because of Adam and Eve committing the first sin, Christians believe that all human beings are born sinful. It was passed down throughout humanity.</p>

PSHE	Public Health	Year 8 Term 2
<p>Week 1: aesthetic dangers</p> <p>aesthetic: concerned with beauty or the appreciation of beauty.</p> <p>cosmetic surgery: where a person chooses to have an operation to change their physical appearance for cosmetic rather than medical reasons.</p> <p>plastic surgery: is used to repair and reconstruct missing or damaged tissue and skin. The main aim of plastic surgery is to restore the function and appearance of tissue and skin so it's as close to normal as possible.</p>	<p>Week 2: media and body image</p> <p>body image: A person's perception of how attractive their body is, how we feel we look and how this influences our behaviour.</p> <p>Mental Wellbeing: When an individual is happy, content and can cope with the normal stresses of life.</p> <p>Physical Health: The condition of our bodies, how healthy we eat and the physical exercise we do.</p>	<p>Week 3: transplant law</p> <p>Ttansplant: take (living tissue or an organ) and implant it in another part of the body or in another body. Now that the law has changed, it will be considered that you agree to become an organ donor when you die, if:</p> <ul style="list-style-type: none"> • you are over 18. • you have not opted out. • you are not in an excluded group. <p>You still have a choice whether or not you want to become an organ donor and can register or amend your decision at any time.</p>
<p>Week 4: managing change</p> <p>bereavement: the action or condition of being bereaved (experiencing loss). Most people experience grief when they lose something or someone important to them. If these feelings are affecting your life, there are things you can try that may help.</p> <p>Ways to support bereavement:</p> <ul style="list-style-type: none"> • talk about feelings to family or friends • speak to a health professional or counsellor • seek support at school • look at free help and support online <p>use free resources such as guides on the NHS website</p>	<p>Week 5: first aid</p> <p>first aid: help given to a sick or injured person until full medical treatment is available.</p> <p>anaphylaxis: This is commonly called an allergic reaction and can occur after an insect sting or eating certain foods.</p> <p>mild choking: If the airway is only partly blocked, the person will usually be able to speak, cry, cough or breathe.</p> <p>severe choking: If choking is severe, the person won't be able to speak, cry, cough or breathe, and without help they'll eventually become unconscious. If coughing doesn't work start back blows.</p>	<p>Week 6: money charity</p> <p>budgeting: allow or provide a particular amount of money in a budget.</p> <p>Why is budgeting important? In short, budgeting is important because it helps you control your spending, track your expenses, and save more money. Additionally, budgeting can help you make better financial decisions, prepare for emergencies, get out of debt, and stay focused on your long-term financial goals.</p> <p>Why budget?</p> <ul style="list-style-type: none"> • Helps you to control your spending • Keeps track of your goals • Helps you plan for your future.

Computing	BBC micro:bit	Year 8	Term 2
Week 1: BBC micro:bit	Week 2: building blocks of code	Week 3: variable	
<p>BBC micro:bit: is a pocket-sized code able computer with motion detection, a built-in compass and bluetooth technology.</p>  <p>The diagram shows the front and back of the BBC micro:bit. The front view includes 25 LED lights, a USB connector, 2 buttons, and an edge connector for accessories. The back view includes a radio & Bluetooth antenna, a reset button, a battery socket, a processor, a compass, and an accelerometer.</p>	<p>sequence: the order which the computer will run code, one line at a time. (One of the building blocks of coding.)</p> <p>selection: a decision made by a computer choosing what code should be run when certain conditions are met. (One of the building blocks of coding.)</p> <p>iteration: when a section of code is repeated several times. Also known as forever loop. (One of the building blocks of coding.)</p>	<p>variable: a value that can change depending on conditions in the program, for example, the score of a variable.</p> <p>condition: also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score.</p>	
Week 4: iteration	Week 5: array	Week 6: recap	
<p>iteration: when a section of code is repeated several times.</p> <p>for loop: is count controlled.</p> <p>while loop: is condition controlled.</p>  <p>The image shows three Scratch code blocks: a 'repeat 4 times' block, a 'while false' block, and a 'for index from 0 to 4' block.</p>	<p>array: is a list of items that are numbers, booleans, or strings. You find items in an array by knowing their positions.</p>  <p>The image shows a Scratch code snippet starting with 'on start', followed by 'set text_list to array of "PUPPY" "CLOCK" "NIGHT"', and 'start countdown (ms) 30000'.</p>	<p>sequence: the order which the computer will run code, one line at a time.</p> <p>selection: a decision made by a computer choosing what code should be run when certain conditions are met.</p> <p>iteration: when a section of code is repeated several times.</p> <p>variable: a value that can change depending on conditions in the program, for example, the score of a variable.</p> <p>condition: also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score.</p> <p>array: is a list of items that are numbers, booleans, or strings. You find items in an array by knowing their positions.</p>	

Music	Song writing	Year 8 Term 2
<p>Week 1: chords</p> <p>chord: two or more notes played together in harmony.</p> <p>major chord: bright, happy sounding chord. Find the notes by counting 4 then 3 semitones.</p> <p>minor chord: dark, sad sounding chord. Find the notes by counting 3-4 semitones.</p> <p>chord sequence: a succession of chords e.g. C, G, A minor and F.</p>	<p>Week 2: structure</p> <p>structure: the sections within a piece of music</p> <p>intro: a passage or section which opens a movement or a separate piece</p> <p>verse: a repeated section of a song that typically features a new set of lyrics on each repetition</p> <p>chorus: a section of a song that is repeated at least twice and embodies the overall lyrical message of the song, the lyrics are repeated.</p> <p>bridge: a contrasting section that prepares for the return of the original material section</p>	<p>Week 3: lyrics</p> <p>lyrics: the words of a song in popular music.</p> <p>word painting: when the melody of a song reflects the meaning of the words</p> <p>hook: a short lyrical line or melodic phrase used to catch the listener's ear and make a song engaging</p>
<p>Week 4: composing a melody</p> <p>melody: a melody is a succession of pitches in rhythm. A tune.</p> <p>contour: the shape of the melody</p> <p>conjunct: a melody that moves in distinct steps or intervals, smoothly, and in a connected way</p> <p>disjunct: When the notes in the melody ascend and descend quickly, with large spaces or LEAPS between the notes</p> <p>retrograde: a series of notes played backwards</p>	<p>Week 5: expressive techniques</p> <p>Dynamics: the volume of a piece of music</p> <p>pp: pianissimo. Very quiet.</p> <p>p: piano. Quiet.</p> <p>mp: mezzo piano. Moderately quiet.</p> <p>mf: mezzo forte. Moderately loud.</p> <p>f: forte. Loud</p> <p>ff: fortissimo. Very loud.</p>	<p>Week 6: ensemble skills</p> <p>ensemble: a group of musicians playing together.</p> <p>accuracy: playing your musical part correctly.</p> <p>fluency: playing your musical part with not stopping or hesitation.</p> <p>timing: synchronised playing in your ensemble, everyone keeps to the beat.</p>

Design and Technology		Year 8	Term 2
<p>Week 1: Design Briefs and Design Specifications</p> <p>design brief: the statement a client gives to a designer outlining what they want their product to be like.</p> <p>design specification: a list of criteria your product needs to address.</p>	<p>Week 2: Sketching Initial Ideas</p> <p>3D sketch: a 2D sketch just shows height and width, whereas a 3D sketch shows height, width and depth.</p> <p>freehand sketching: the process of sketching without the use of aids, such as rulers and compasses.</p> <p>hatching: the technique used to create tonal effects when sketching by drawing closely spaced parallel lines.</p>	<p>Week 3: CAD and CAM</p> <p>CAD: stands for Computer Aided Design. CAD enables you to create drawings and 3D models of your design on a computer.</p> <p>CAM: stands for Computer Aided Manufacture. CAM enables you to make your design using machines like 3D printers and laser cutters.</p>	
<p>Week 4: Pewter Casting</p> <p>casting mould: the hollow container used to give shape to the molten liquid material when it cools and hardens.</p> <p>The casting process:</p> <ul style="list-style-type: none"> • The pewter is heated in the ladle until molten. • The molten pewter is then carefully poured into the mould and left to cool. 	<p>Week 5: Hand Tools</p> <p>junior hacksaw: used to make small and fine cuts in a range of materials, including timbers and plastics, but most commonly metals.</p> <p>centre punch: used to mark the centre point of a hole when drilling.</p> <p>hand file: used to remove fairly small amounts of material and smooth the edges.</p>	<p>Week 6: Metals</p> <p>ferrous metal: contains iron. They often rust when exposed to oxygen and moisture. Examples include mild steel and cast iron.</p> <p>non-ferrous metal: do not contain iron. Examples include aluminium and copper.</p> <p>alloys: metals that are a mixture of two or more metals, or a mixture of a metal and another element. Examples include brass and steel.</p>	

ART	ART & DESIGN – KEY CONCEPTS		Year 8	Term 1 and 2
<p>Week 1: pillar of art – what is drawing?</p> <p>drawing: a picture or diagram made with a pencil, pen, or crayon rather than paint</p> <p>Drawing and mark making can be used to:</p> <ol style="list-style-type: none"> record observations about a subject experiment with formal elements such as line and colour developing your understanding of line, tone, and colour 	<p>Week 2: keyword – secondary source material</p> <p>secondary source: material produced by others. Secondary sources can be reproductions of images and artefacts, photographs, film, video, or web-based material.</p> <ul style="list-style-type: none"> If your stimulus is a piece of image from the internet, you are working from a secondary source. Work based around a person or location that you could not actually visit would also rely on secondary sources. 	<p>Week 3: keyword- mark making techniques.</p> <p>mark making: describes the different lines, patterns, and textures that are made visible as a manifestation of applied or gestural energy.</p> <p>There are four traditional methods for making marks that are centuries old and are the first drawing methods taught to art students.</p> <p>These include</p> <ul style="list-style-type: none"> hatching cross-hatching stippling Scumbling 		
<p>Week 4: keyword: pencil tone</p> <p>pencil tone: how light or dark your pencil marks are on your images.</p> <p>Tones could refer to black, white and the grey tones between. It could refer to how light or dark a colour appears. In real life tone is created how light falls on an object.</p> <p>Tone can be used for a range of effects:</p> <ol style="list-style-type: none"> to create the illusion of form to create a particular atmosphere to create contrast and focus attention to suggest depth and distance 	<p>Week 5: artist– Ian Murphy</p> <p>Ian Murphy’s early works focused on heavily toned, dramatically lit, industrial compositions. He specialised in architect features as the focal point of his art.</p> <p>These pieces encapsulated his fascination with the rugged, earthy surroundings that were very much a feature of both his home environment and university years in northern England.</p>	<p>Week 6: art careers: Architect</p> <p>Architect: a professional who is qualified to design and provide advice, both aesthetic and technical, on objects built in our public and private landscapes.</p> <p>This definition barely scratches the surface of an architect's role. Architects serve as trusted advisors, their role is holistic, blending diverse requirements and disciplines in a creative process, while serving the public interest and addressing health and safety matters.</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.

Week 1: Aerobic Respiration	Week 2: Anaerobic Respiration	Week 3: Endothermic and Exothermic Reactions
<ol style="list-style-type: none"> Where in a cell does aerobic respiration take place? What are the reactants of aerobic respiration? What are the products of aerobic respiration? What is the word equation for aerobic respiration? Which gas is needed for aerobic respiration? 	<ol style="list-style-type: none"> What does anaerobic mean? Where in a cell does anaerobic respiration take place? What is the definition of a waste product? What is the word equation for anaerobic respiration in animals? What is the word equation for anaerobic respiration in yeast cells? 	<ol style="list-style-type: none"> What type of reaction absorbs thermal energy from the surroundings? What type of reaction releases thermal energy into the surroundings? List signs of a chemical reaction: <ol style="list-style-type: none"> _____ _____ _____ _____ _____
Week 4: Catalysts and Data Analysis	Week 5: Energy Sources	Week 6: Energy Use
<ol style="list-style-type: none"> How does a catalyst affect the rate of a reaction? What is the name given to a statement that summarises the results of an experiment? Define rate. When can results be called repeatable? What is an enzyme? 	<ol style="list-style-type: none"> What name is given to the amount of energy transferred in a set amount of time? What name is given to an energy source that will not run out? What name is given to an energy source that is used faster than it is replenished? Convert the following from W to kW <ol style="list-style-type: none"> 1000W 1500W 900W 250W 	<ol style="list-style-type: none"> Which variable is measured in joules? What does kWh stand for? If you find similarities and differences between two objects, what are you doing? Convert the following from kJ to J <ol style="list-style-type: none"> 2kJ 120kJ 35kJ 250kJ 0.5kJ

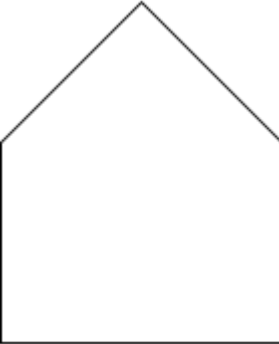
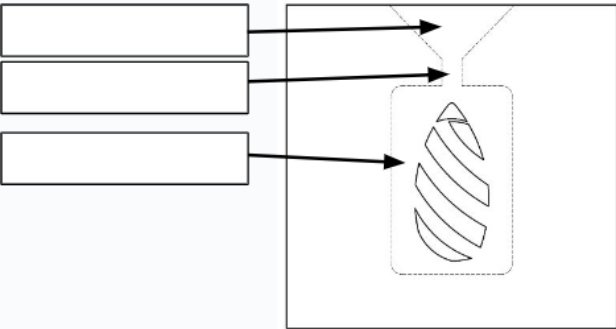
French	En ville	Year 8 Term 2
Week 1: La grammaire	Week 2: Les opinions	Week 3: Les endroits
<p>Translate the sentences into English :</p> <p>J'habite à Lyon = _____</p> <p>J'habitais à Marseille = _____</p> <p>Je vais habiter à Paris = _____</p> <p>I live in Castleford = _____</p> <p>I used to live in Leeds = _____</p> <p>I am going to live in Liverpool = _____</p> <p>To talk about where you live now, we use the _____ tense.</p> <p>To talk about where you are going to live in the future, we use the _____ tense.</p> <p>To talk about where you used to live, we use the _____ tense.</p>	<p>We use the _____ _____ to refer back to something we have mentioned previously.</p> <p>Translate the sentences into English:</p> <p>J'aime ma ville, je la trouve amusante. _____</p> <p>Je n'aime pas mon village, je le trouve bruyant. _____</p> <p>J'adore ma ville, je la trouve historique. _____</p> <p>Je déteste mon village, je le trouve barbant. _____</p> <p>Complete the phrases :</p> <p>J'adore ma ville, je _____ trouve fantastique.</p> <p>Je n'aime pas ma ville, je la _____ barbante.</p> <p>J'aime mon village, je _____ bruyant.</p>	<p>Complete the spellings for the different places in town.</p> <p>un c_____ d_ l_____ <i>a leisure centre</i></p> <p>un c_____ c_____ <i>a shopping centre</i></p> <p>un m_____ <i>a market</i></p> <p>un m_____ <i>a museum</i></p> <p>un c_____ <i>a cinema</i></p> <p>une p_____ <i>a swimming pool</i></p> <p>une b_____ <i>a library</i></p> <p>des m_____ <i>(some) shops</i></p> <p>Translate the sentences into French.</p> <p>There is a library. _____</p> <p>There isn't a shopping centre. _____</p> <p>There is a cinema but there isn't a museum. _____</p> <p>There are some shops but there isn't a leisure centre. _____</p>

French	En ville	Year 8 Term 2																						
<p>Week 4: Infinitives</p> <p>Fill in the missing word:</p> <p>_____ des promenades to do walking</p> <p>faire du _____ to do shopping</p> <p>faire une _____ en bateau-mouche to do a boat-trip</p> <p>faire du _____ to do sightseeing</p> <p>_____ du bowling to do bowling</p> <p>visiter les _____ to visit museums</p> <p>_____ les monuments to visit monuments</p> <p>_____ au restaurant to eat at the restaurant</p> <p>manger _____ mcdonald's to eat at McDonald's</p> <p>_____ un concert to see a concert</p> <p>voir un _____ de foot to see a football match</p> <p>voir un _____ to see a show</p>	<p>Week 5: Pouvoir</p> <p>The infinitive verb ' _____ ' means 'to be able to'. It is a _____ verb meaning when it is conjugated it is followed immediately by an _____.</p> <p>Present tense: Complete the table below</p> <table border="1" data-bbox="786 491 1433 928"> <tbody> <tr> <td></td> <td>I can</td> </tr> <tr> <td>tu peux</td> <td></td> </tr> <tr> <td></td> <td>He / she can</td> </tr> <tr> <td>on peut</td> <td></td> </tr> <tr> <td></td> <td>We can</td> </tr> <tr> <td>vous pouvez</td> <td></td> </tr> <tr> <td></td> <td>They can</td> </tr> </tbody> </table> <p>Eg. Je peux manger chez mcdonald's – I can eat at McDonald's</p> <p>Translate:</p> <p>I can do shopping</p> <p>_____</p> <p>He can see a concert</p> <p>_____</p> <p>They (fem) can do sightseeing</p> <p>_____</p>		I can	tu peux			He / she can	on peut			We can	vous pouvez			They can	<p>Week 6: Dans le futur</p> <p>Match up the future tense time frames:</p> <table data-bbox="1480 316 2094 454"> <tbody> <tr> <td>le weekend prochain</td> <td>tomorrow</td> </tr> <tr> <td>la semaine prochaine</td> <td>next weekend</td> </tr> <tr> <td>ce soir</td> <td>next week</td> </tr> <tr> <td>demain</td> <td>this evening</td> </tr> </tbody> </table> <p>Translate the sentences:</p> <p>Le weekend prochain je vais aller au marché 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 la bibliothèque 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&f).</p> <p>_____</p> <p>_____</p>	le weekend prochain	tomorrow	la semaine prochaine	next weekend	ce soir	next week	demain	this evening
	I can																							
tu peux																								
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Geography	Extreme Environments: Russia	Year 8	Term 2
Week 1: Key Terms	Week 2: Key Terms	Week 3: Background information	
<ol style="list-style-type: none"> 1. What is a natural resource? 2. Define trade 3. Define 'economy' 4. What is agriculture? 5. What is a continental climate? 	<ol style="list-style-type: none"> 1. Define latitude 2. What is permafrost? 3. Define Infrastructure 4. What is exploit? 5. Define tourism 	<ol style="list-style-type: none"> 1. What is the largest country in the world? 2. What year did Russia become independent? 3. What two continents is Russia located in? 4. What is the size of Russia's population? 	
Week 4: Climate and biomes	Week 5: Human adaptations	Week 6: Russian resources	
<ol style="list-style-type: none"> 1. What are the two main biomes of Russia? 2. What are the largest biomes of Russia? 3. What is a Taiga? 4. What is a Tundra? 5. What is difference between deciduous and coniferous forests? 	<ol style="list-style-type: none"> 1. Define Indigenous 2. Define Nomadic 3. Who are the Nenets? 	<ol style="list-style-type: none"> 1. Define Economic activity: 2. Define Industrial economy: 3. What does Self-sufficient mean? 4. Define Exports 	

Music		Song writing	Year 8	Term 2
Week 1: chords		Week 2: structure		Week 3: lyrics
<p>Correct the definition: a chord is three notes played together.</p> <p>Which chord is a bright, happy chord?</p> <p>Which chord is a dark, sad chord?</p> <p>How many semitones do you count for a major chord?</p> <p>How many semitones do you count for a minor chord?</p>		<p>Define structure.</p> <p>Which sections opens a piece of music?</p> <p>Which sections features repeated lyrics?</p> <p>Which section is contrasting and leads into the return of the original material?</p> <p>Which sections features a new set lyrics each time it is repeated?</p>		<p>Define lyrics.</p> <p>What is the technique called where the melody reflects the meaning of the words?</p> <p>What is a melodic phrase called that makes a song engaging?</p>
Week 4: composing a melody		Week 5: expressive techniques		Week 6: ensemble skills
<p>What is a melody?</p> <p>The contour is...</p> <p>How does a conjunct melody move?</p> <p>How does a disjunct melody move?</p> <p>What is the technique called where the notes are played backwards?</p>		<p>Define Indigenous</p> <p>Define Nomadic</p> <p>Who are the Nennets?</p>		<p>Define Economic activity:</p> <p>Define Industrial economy:</p> <p>What does Self-sufficient mean?</p> <p>Define Exports</p>

ART	ART & DESIGN – KEY CONCEPTS		Year 8	Term 1 and 2
Week 1: pillar of art – what is drawing?	Week 2: keyword – secondary source material	Week 3: keyword- mark making techniques.		
List the 4 ways you can use drawing?	Describe what secondary source materials are?	Describe mark making techniques ?		
Week 4: keyword: pencil tone	Week 5: artist– Ian Murphy	Week 6: art careers: architect		
Describe Pencil tone ?	Describe the work of Ian Murphy ?	Describe what an architect does?		

Design and Technology		Year 8	Term 2
Week 1: Design Briefs and Design Specifications 1. What is a 'Design Brief'? 2. What is a 'Design Specification'?	Week 2: Sketching Initial Ideas Freehand sketch the shape below, make it into a 3D sketch and then add hatching to give the effect of tone: 	Week 3: CAD and CAM 1. What does CAD stand for? 2. What does CAM stand for? 3. Name 2 types of CAM machines that you might use to make your CAD designs: 1. 2.	
Week 4: Pewter Casting 1 Label the mould diagram: 	Week 5: Hand Tools 1. Which material do we commonly cut with a junior hacksaw ? 2. What is the name of the tool that we use to create the centre point of a hole when drilling metals? 3. What is a hand file used for?	Week 6: Metals 1. What is a ferrous metal? 2. What is a non-ferrous metal? 3. What is an alloy?	

