

Knowledge Organiser

Year 8 Term 3

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>idiolect- an individually distinctive style of speaking; linking to word choices used.</p> <p>sociolect- a variety of language associated with a particular social group.</p> <p>dialect- a variety of language, marked by grammar and lexis, and used by speakers with a common regional and social background.</p> <p>gesticulation- the act of making gestures.</p> <p>abbreviated- shortened.</p>	<p>disfluencies- any disruption in the flow of spoken language that is caused by the speaker.</p> <p>disparage- regard or represent as being of little worth.</p> <p>perceive- becoming aware or conscious; interpret or regard in a particular way.</p> <p>credibility- quality of being trusted and believed in.</p> <p>spontaneous- impulse and without premeditation.</p>	<p>condescending- having or showing an attitude of patronising superiority.</p> <p>criticism- the expression of disapproval of someone or something based on perceived faults or mistakes.</p> <p>ridicule- to mock, scorn or jibe.</p> <p>linguistics- the scientific study of language and its structure, including the study of grammar, syntax, and phonetics.</p> <p>incomprehensible- not able to understand.</p>	<p>superior- higher in ranking, status or quality.</p> <p>associated- (of a person or thing) connected with something else.</p> <p>necessary- needed to be done, achieved, or present; essential.</p> <p>syllable- a unit pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word; for example, there are two syllables in water.</p> <p>prosodic- properties of syllables and larger units of speech: intonation, stress, and rhythm.</p>	<p>phenomenon- a remarkable person or thing. Or something that is observed to exist or happen, especially without cause or explanation.</p> <p>ellipsis- the omission from speech or writing of a word or words that are superfluous or able to be understood from contextual clues.</p> <p>phonetic- relating to speech sounds.</p> <p>orthographic- transcription method/ spelling.</p> <p>deviated- depart from usually or accepted standards.</p>	



Look

Look at the information carefully.

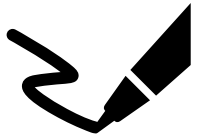
Read it three times.

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	Spoken Language Study	Year 8 Term 3
<p>Week 1: sound</p> <p>accent: the way users of a language differ in how they pronounce certain sounds and words.</p> <p>dialect: the distinctive grammar and vocabulary used by a person in a specific region or social class. E.g., The word choice for a bread roll: cob, bread cake, sarnie.</p> <p>idiolect: an individually distinctive style of speaking. Usually, word choices used by the speaker for their own use. How you express yourself in your own style depending on influences e.g., family, travel, education, region, peer group, etc.</p> <p>Standard English: the most formal variety of English which uses formal tone, regular spellings, and punctuation, and doesn't use any features of regional or non-standard dialect.</p>	<p>Week 2: spoken language features 1</p> <p>adjacency pairs: expressions used in parallel- usually ritualistic and formulaic socially. E.g., 'How are you?' 'Fine thanks.'</p> <p>turn taking: a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them.</p> <p>back-channelling: used by a listener to give feedback to show the speaker that they are following and understand the conversation E.g. I see, oh, uh huh, really, yeah, hmm.</p> <p>discourse markers: used to signal the relationship/ connection between utterances and to allow the listener to follow the conversation. E.g., first, on the other hand, what's more, so anyway...</p>	<p>Week 3: spoken language features 2</p> <p>elision: the omission or slurring of one or more sounds or syllables. E.g., going to = gonna</p> <p>utterance: an utterance is a complete unit of talk; it begins and ends with a clear pause. E.g. Who/e/ver/does/not/love/does/not/know/God,/ bec/cause/God/is/love./We/ love/ be/cause/he/ first/ loved/ us.= 23 utterances</p> <p>prosodic features: uses stress, rhythm, pitch, tempo, and intonation. These features are used to mark out key meaning in a message; it focuses on how something is said.</p> <p>pause: This when the speaker is talking and takes a pause. (.) = micro-pause. (1)= the pause lasted for 1 second. (2)= the pause lasted for 2 seconds</p>
<p>Week 4: spoken language features 3</p> <p>false start: when the speak begins an utterance, then stops and either repeats or rephrases. E.g., She, uh, she asked me to leave.</p> <p>filler: to allow time to think, create a pause or to hold a turn in conversation. E.g., er, erm, um, ah.</p> <p>self-correction: an alteration that is suggested or made by a speaker, the listener, or audience in order to correct or clarify something previously said.</p> <p>paralinguistic features: related to body language- it is the use of gestures, facial expressions, and other non-verbal expressions.</p>	<p>Week 5: spoken language features 4</p> <p>vague language: statements that sound imprecise and unassertive; essentially it is indefinite language. E.g., and so on, whatever, thingy, whatsit.</p> <p>hedge: words or phrases which soften or weaken the force which something is said. E.g., perhaps, maybe, sort of, possibly, I think.</p> <p>tag question: strings of words normally added to a declarative sentence to turn the statement into a question. E.g., It's cold in here, <u>isn't it?</u> That's fancy, <u>do you not think?</u></p>	<p>Week 6:</p>

Maths	Probability and Algebra	Year 8 Term 3
<p>Week 1: core knowledge</p> <p>reciprocal: multiplicative inverse. A number and its reciprocal multiply to make 1.</p> <p>of: multiply $\frac{1}{2} \text{ of } 20 = \frac{1}{2} \times 20 = 20 \div 2$</p> <p>multiplying: multiply the numerators, multiply the denominators. $\frac{2}{7} \times \frac{3}{5} = \frac{6}{35}$</p> <p>dividing: multiply by the reciprocal. 'To divide a fraction by a, we multiply by its reciprocal $\frac{1}{a}$' $\frac{3}{4} \div \frac{2}{5} = \frac{3}{4} \times \frac{5}{2} = \frac{15}{8}$</p>	<p>Week 2: tables and probability</p> <p>systematic: a way of listing outcomes in an organised way with nothing missed or repeated.</p> <p>two-way table: a way to organise 2 categories of data.</p> <p>outcome: the result of an experiment or event.</p> <p>sample: a random selection taken from a larger group or population.</p> <p>sample space: all the possible outcomes of an experiment. <i>A sample space diagram organises these outcomes.</i></p>	<p>Week 3: probability</p> <p>event: a possible outcome of a statistical trial. <i>Example: getting a 'tails' when a coin is tossed.</i></p> <p>probability: the likelihood of an event happening. <i>Probabilities are written as fractions, decimals or percentages.</i></p> <p>P(event): means the probability of the event happening.</p> <p>fair: every outcome has an equally likely chance of happening.</p> <p>biased: every outcome does NOT have an equally likely chance of happening.</p>
<p>Week 4: algebraic notation</p> <p>base: the number or variable being repeated multiplied</p> <p>power: how many time to repeatedly multiply the base. E.g. y^4 means $4 \times 4 \times 4 \times 4$ y is the base, 4 is the power</p> <p>like terms: have the same variable and power.</p> <p>simplify: rewrite in a simpler, more concise, way. $3m + 2m = 5m$</p> <p>expand: re-write without brackets. $4(y + 3)$ means $4y + 12$</p>	<p>Week 5: brackets and equations</p> <p>unknown: letter representing a value we don't know. The value is fixed and can be worked out.</p> <p>equation: states that 2 things are equal. It has an equals sign.</p> <p>solve: to find the value of the unknown.</p> <p>satisfy: to make something true or correct. A solution will satisfy an equation if it is correct.</p> <p>$2y + 5 = 13$ is an equation where y is an unknown. We solve the equation to find y. $y = 4$ is the solution. $y = 4$ satisfies the equation because $2 \times 4 + 5 = 13$</p>	<p>Week 6</p>

Week 1: plant structure

root	part of the plant which absorbs water and minerals from the soil; adapted for this by having a large surface area
root hair cell	increases the surface area of the root to increase water uptake
xylem	a vessel in plants that transports water and minerals from the root, up the stem, to the leaf.
photosynthesis	a chemical process in which plants make glucose - takes place in the chloroplast of the leaf
chloroplast	the organelle in plant cells which is the site of photosynthesis
phloem	a vessel in plants that transports sugars, produced during photosynthesis, around the plant.
estimate	an approximate calculation or judgement of the value or number of something

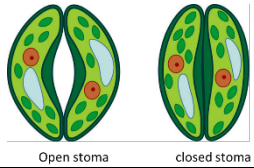
The word equation for photosynthesis



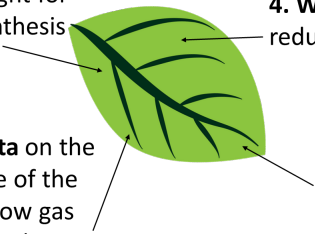
Balanced symbol equation for photosynthesis



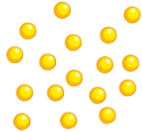

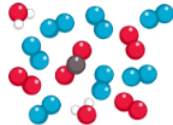
Week 2: adaptations of a leaf

cuticle	a thin waxy layer on the outside of a leaf to reduce the water vapour lost from its surface
stomata	small openings on the underside of a leaf where gas exchange happens 
guard cells	control the opening and closing of the stomata to minimise water loss
surface area	the amount of exposed area there is on the surface of the leaf to absorb sunlight

Adaptations of a Leaf

- 
- 1. Large surface area** so that it can absorb light for photosynthesis
 - 2. Stomata** on the underside of the leaf to allow gas exchange, these close to reduce water loss
 - 3. Thin** so that gases only have a short distance to travel
 - 4. Waxy cuticle** to reduce water loss

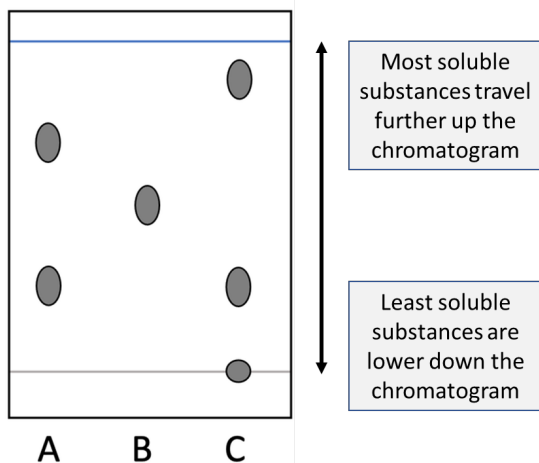
Week 3: mixtures

element	a substance made from one type of atom 
compound	two or more different types of element that are chemically bonded 
mixture	two or more different types of substance that are not chemically bonded 
pure	only containing one type of substance
impure	contains mixtures of different substances
solute	a substance that dissolves to make a solution
solvent	a substance that can dissolve other substances
solution	a liquid that is formed from mixing a solute and a solvent
dissolve	when a soluble solid and a solvent form a solution

Week 4: separation techniques

soluble	a type of substance that can dissolve
insoluble	a type of substance that cannot dissolve
chromatography	a method to separate soluble substances
chromatogram	the visible result of chromatography
filtration	a method to separate an insoluble solid from a liquid
crystallisation	a method to separate a soluble solid from a solution
distillation	a method to separate solutions of different boiling points

Interpreting chromatograms

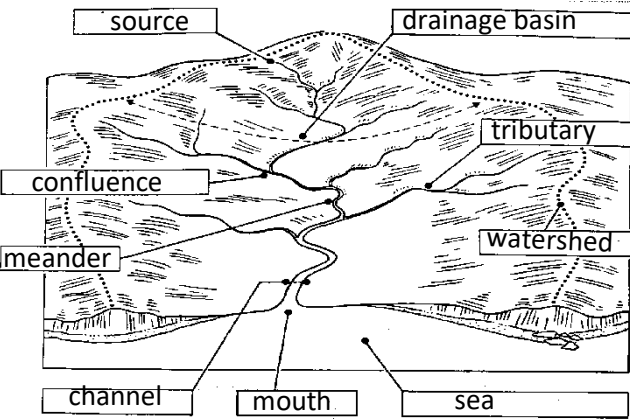


Week 5: states of matter

particle	a small piece of matter such as an atom or a molecule.
chemical change	a chemical reaction in which a new substance is formed, usually irreversible
physical change	a change of state where no new substance is formed, usually reversible
observation	a comment based on something an individual has seen, heard, or noticed

Solid	Liquid	Gas
Regular arrangement	Irregular / randomly arranged	Irregular / randomly arranged
Particles are very close – all touching	Particles are close – mostly touching	Particles are far apart
Very strong forces of attraction between particles	Strong forces of attraction between particles	Weak forces of attraction between particles
Vibrate in a fixed position	Particles move around each other	Particles move quickly in all directions
High density	Dense	Low density
Fixed shape and volume	No fixed shape Fixed volume	No fixed shape or volume

French			Les fêtes 1 (Celebrations)			Year 8		Term 3												
Week 1: Festivals			Week 2: Food			Week 3: manger – to eat boire – to drink														
le Jour de l'An New Year's Day 1 ^{er} janvier la fête des Rois Epiphany 6 janvier la Saint Valentin Valentine's Day 14 février Pâques Easter mars/avril le poisson d'avril April Fool's day 1 ^{er} avril l'Aïd Eid avril/juin la fête du travail Labour day/May day 1 ^{er} mai la fête des mères Mother's Day juin la fête nationale Bastille Day 14 juillet la Toussaint All Saints' Day 1 ^{er} nov la veille de Noël Christmas Eve 24 déc le Noël Christmas 25 déc la Saint-Sylvestre New Year's Eve 31 déc	le/un/du: gâteau cake fromage cheese pain bread jambon ham poulet chicken riz rice poisson fish miel honey les/des: huîtres oysters légumes vegetables pommes de terre potatoes frites chips/fries	la/une/de la: galette Festival of Kings cake dinde turkey pomme apple salade salad crêpe pancake confiture jam viande meat	<table border="1"> <tr> <td>je mange</td> <td>I eat</td> </tr> <tr> <td>il/elle mange</td> <td>he/she eats</td> </tr> <tr> <td>on mange</td> <td>we eat</td> </tr> <tr> <td>nous mangeons</td> <td>we eat</td> </tr> <tr> <td>je bois</td> <td>I drink</td> </tr> <tr> <td>il/elle boit</td> <td>he/she drinks</td> </tr> <tr> <td>on boit</td> <td>we drink</td> </tr> <tr> <td>nous buvons</td> <td>we drink</td> </tr> </table>		je mange	I eat	il/elle mange	he/she eats	on mange	we eat	nous mangeons	we eat	je bois	I drink	il/elle boit	he/she drinks	on boit	we drink	nous buvons	we drink
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Week 4: Drinks			Week 5: The partitive article			Week 6:														
le/un/du: lait milk jus d'orange orange juice coca Coca Cola coca light diet coke jus de fruit fruit juice jus de pomme apple juice café coffee thé tea vin wine la/une/de la: lemonade lemonade bière beer de l': eau water eau minérale mineral water			The partitive article is used to mean "some" <table border="1"> <thead> <tr> <th>Masculine singular</th> <th>Feminine singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>du de l' (noun starts with a vowel)</td> <td>de la de l' (noun starts with a vowel)</td> <td>des</td> </tr> </tbody> </table> Je mange du pain et de la confiture. I eat (some) bread and jam. Je bois du lait et de l' eau. I drink (some) milk and water. Je mange des frites. I eat (some) chips. But: Je ne mange pas de pain. I don't eat any bread. <i>After a negative, the partitive article changes to de or d'</i>			Masculine singular	Feminine singular	Plural	du de l' (noun starts with a vowel)	de la de l' (noun starts with a vowel)	des									
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Geography	Rivers	Year 8 Term 3
<p>Week 1: Water cycle</p> <p>the water cycle: describes the continuous movement of water on or above the Earth.</p> <p>transpiration: water lost through leaves of plants.</p> <p>infiltration: water absorbed into the soil from the ground.</p> <p>interception: vegetation prevents water reaching the ground</p> <p>surface runoff: water flowing over the surface of the land into rivers</p>	<p>Week 2: Features of a River</p> <p>source: the start of the river.</p> <p>mouth: the end of the river, where it flows into the sea.</p> <p>channel: the physical confines of a river including the banks and bed of a river.</p> <p>tributary: a small river that flows into a larger river.</p> <p>confluence: where two rivers meet.</p> <p>watershed: the boarder between two river basins.</p>	<p>Week 3: Features of the river</p> 
<p>Week 4: Erosion</p> <p>erosion: is the process that wears away the riverbed and banks. Erosion also breaks up the rocks that are carried by the river.</p> <p>There are four types of erosion:</p> <p>hydraulic action: This is the sheer power of the water as it smashes against the riverbanks. Air becomes trapped in the cracks of the riverbank and bed, and causes the rock to break apart</p> <p>abrasion: When pebbles grind along the riverbank and bed in a sand-papering effect</p> <p>attrition: When rocks that the river is carrying knock against each other. They break apart to become smaller and more rounded</p> <p>solution: When the water dissolves certain types of rocks, eg limestone.</p>	<p>Week 5: Transportation</p> <p>The river picks up sediment and carries it downstream in different ways, this is called Transportation</p> <p>There are four types of transportation:</p> <p>traction: large, heavy pebbles are rolled along the riverbed. This is most common near the source of a river, as here the load is larger.</p> <p>saltation: pebbles are bounced along the riverbed, most commonly near the source.</p> <p>suspension: lighter sediment is suspended (carried) within the water, most commonly near the mouth of the river.</p> <p>solution: the transport of dissolved chemicals. This varies along the river depending on the presence of soluble rocks.</p>	<p>Week 6</p>

History	Causes of WW1	Year 8 Term 3
<p>Week 1: Militarism</p> <p>Dreadnought: a type of battleship that was introduced in 1905. It was larger, faster and more powerful than any that had come before it.</p> <p>militarism: the building up of weapons and armed forces.</p> <p>Kaiser Wilhelm: The emperor of Germany in 1914.</p>	<p>Week 2: Alliances</p> <p>treaty: an agreement between two or more countries.</p> <p>Triple Alliance: Germany, Austria-Hungary, and Italy</p> <p>Triple Entente: Britain, France, and Russia</p> <p>alliance: a partnership between two or more countries. Often the leaders promise to defend each other, if they are attacked.</p>	<p>Week 3: Imperialism</p> <p>The Balkans: an area of the south-eastern Europe.</p> <p>Independence: the freedom to make laws/decisions without being governed by another country.</p> <p>imperialism: the policy of extending a country's influence (power) by taking over colonies, normally by using force.</p> <p>empire: groups of countries that are governed by one country.</p>
<p>Week 4: Nationalism</p> <p>nationalism: a feeling of strong loyalty of devotion towards your country, sometimes with negative impact on other countries.</p> <p>Ottomans: an empire that was established in 1299 CE in Anatolia.</p> <p>Black Hand Gang: a Serbian Nationalist terror group responsible for planning the assassination of Franz Ferdinand</p>	<p>Week 5: Interpretations</p> <p>historian: a person who studies the past.</p> <p>historiography: the study of the writing of history.</p> <p>interpretation: how historians view the past.</p>	<p>Week 6</p>

RS	Social Justice	Year 8 Term 3
<p>Week 1: community cohesion</p> <p>community cohesion: people from different backgrounds and with different points of view uniting to help each other and to improve their area.</p> <p>Teachings of Jesus:</p> <ul style="list-style-type: none"> • “You have heard that it was said, ‘Love your friends, hate your enemies.’ But now I tell you: love your enemies and pray for those who persecute you.” • “Love your neighbour as yourself.” 	<p>Week 2: community cohesion</p> <p>Parable: a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.</p> <p>Good Samaritan: in the Parable of the Good Samaritan, Jesus uses the example of the Jew and the Samaritan, who would not ordinarily have been friendly towards each other. However, out of all those who could have helped the Jew, only the Samaritan did.</p>	<p>Week 3: religion and wealth</p> <p>poverty: not having enough money to meet basic needs including food, clothing, and shelter.</p> <p>relative poverty: relates to what a particular society considers to be poor, e.g., someone in the UK might be relatively poor if they live on less than the average UK income.</p> <p>absolute poverty: when someone does not have access to basic human needs such as water, clothing, education, and shelter. According to UNICEF, 22,000 children die each day due to poverty.</p>
<p>Week 4: religion and wealth</p> <p>Causes of poverty:</p> <ul style="list-style-type: none"> • Climate • Debt • Corruption • Unfair trade • Lack of education <p>Christian responses to poverty: Many Christians believe it is part of their religious duty to help the poor. They follow the example of Jesus, who reached out to the poor in society. Some Christians believe that faith and the fight for justice go hand in hand. Many Christians living in rich nations feel they have a responsibility towards those in poorer nations.</p>	<p>Week 5: religion and gender</p> <p>gender discrimination: negative thoughts, feelings or beliefs about a person or group based on their gender.</p> <p>gender stereotyping: having a fixed idea of how men and women will behave.</p> <p>gender equality: men and women having the same rights and opportunities as each other.</p>	<p>Week 6:</p>

PSHE	Crime and Punishment	Year 8 Term 3
Week 1: why does society need laws?	Week 2: crime in the UK	Week 3: illegal drugs and the law
<p>Why do we need laws?</p> <ul style="list-style-type: none"> To protect business owners against stealing and loss of profits. To give people rules and boundaries so they know what is expected of them in society. To ensure that Society feels safe. To protect the weak and vulnerable. To ensure that society is structured and has order. 	<p>anti-social behaviour: behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to other people not in the same household.</p> <p>burglary: illegal entry of a building with intent to commit a crime, especially theft.</p> <p>assault: any action in which a person intentionally or recklessly causes another to suffer or any action of violence.</p>	<p>classification: when something is sorted into different categories, these can be different depending on the severity or seriousness e.g. drug use.</p> <p>possession: to have or to own something e.g. to own or have drugs on your body</p> <p>supply: selling or distributing drugs for money or other goods.</p>
Week 4: prescription drugs	Week 5: tobacco and the law	Week 6:
<p>prescription-only medicines: a treatment that must be prescribed by a doctor and is not licensed for sale to the general public.</p> <p>pharmacy medicines: is a medicine that can only be bought from a pharmacy either online or in-store.</p> <p>legal high: a mood-altering or stimulant substance whose sale is not banned by current legislation.</p>	<p>vaping: the action or practice of inhaling and exhaling vapour containing nicotine and flavouring produced by a device designed for this purpose.</p> <p>British law on tobacco:</p> <ul style="list-style-type: none"> You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes. Smoking is illegal in any enclosed public spaces in the UK. 	

Computing		BBC micro:bit	Year 8	Term 3
Week 1: revision		Week 2: revision		Week 3: graphics
<p>encryption: is the process of encoding data so that it cannot be easily understood if it is discovered, stolen or intercepted</p> <p>worm: is a type of malware that self-replicates and uses up a network or system resources</p> <p>black hat: the worst kind of hacker, a black hat hacker is up to no good. once they hack your system, the damage they cause can be unlimited. they are malicious.</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. Also known as forever loop.</p>		<p>resolution: indicates the number of pixels that are displayed per inch for an image</p> <p>pixel: the smallest unit of a digital image or graphic that can be displayed and represented on a digital display device</p> <p>colour depth: the maximum number of colours an image can contain</p> <p>realism: the fact of representing a person or thing in a way that is accurate and true to life.</p>
Week 4: compression		Week 5: chatbots		Week 6:
<p>lossy compression: some data is removed and discarded, thereby reducing the overall amount of data and the size of the file</p> <p>lossless compression: there are some files that we would not want to lose data from. For example: text files, spreadsheets, financial records, emails.</p>		<p>chatbots: simulate conversations with a human being. Recent examples of chatbots include virtual assistants, such as Amazon's Alexa, Apple's Siri and Google Assistant</p> <p>social bots: these bots are often considered opinion bots, influence discussions with users on social media platforms</p> <p>shopbots: many of these programs shop around the web and locate the best price for a product a user is interested in buying. Other shopbots like the Shopify chatbot enable Shopify store owners to automate marketing and customer support.</p>		


Music


Music Theory

Year 8


Term 3


Week 1: clefs, bars & accidentals


 **treble clef:** represents notes played above a middle C. Played with right hand.

 **bass clef:** represents notes played below a middle C. Played with left hand.


Bar: how we split music up.


 **sharp:** raises the pitch of a note by a semitone. Played as the black note to the right.


 **flat:** lowers the pitch of a note by a semitone. Played as the black note to the left.


 **natural:** cancels out a flat or sharp. Played as the normal white note.

Week 2: note values

semibreve: a note lasting 4 beats 

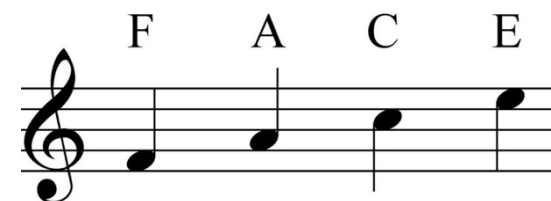
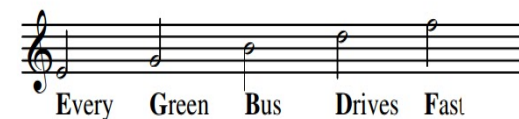
minim: a note lasting 2 beats 

crotchet: a note lasting 1 beat 

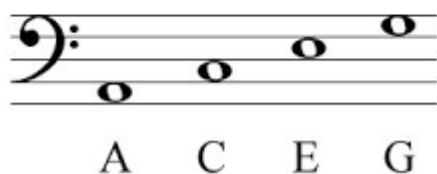
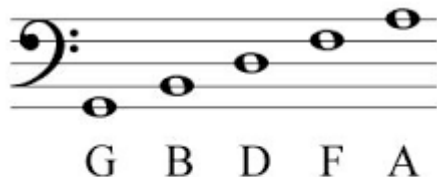
quaver: a note lasting half a beat 

semiquaver: a note lasting a quarter of a beat 

Week 3: notes on the staff – treble clef



Week 4: notes on the staff – bass clef



Week 5: dynamic and tempo markings

Tempo		Dynamics	
<i>lento</i>	very slow	<i>pp - pianissimo</i>	very quiet
<i>adagio</i>	slow	<i>p - piano</i>	quiet
<i>moderato</i>	moderate pace	<i>mp - mezzo piano</i>	moderately quiet
<i>allegro</i>	Fast	<i>mf - mezzo forte</i>	moderately loud
<i>presto</i>	very fast	<i>f - forte</i>	loud
<i>andante</i>	at a walking pace	<i>ff - fortissimo</i>	very loud
<i>accelerando</i>	getting faster	<i>crescendo</i>	gradually getting louder

Week 6:

Design and Technology		Year 8	Term 3
<p>Week 1: the design process</p> <p>research: finding out more information about something to help make good decisions, like when you look up facts or ask questions to learn more about a topic.</p> <p>primary research: the direct collection of original data from first hand sources, such as surveys, interviews, experiments, or observations,</p> <p>secondary research: the analysis and interpretation of existing data and information collected by others, such as product reviews and statistical data.</p>	<p>Week 2: initial ideas</p> <p>Initial ideas should:</p> <ul style="list-style-type: none"> • be created quickly; • demonstrate your imagination and creativity; • communicate your ideas clearly; • include labels and annotation. <p>annotation: notes on your design work that provide explanations or comments.</p>	<p>Week 3: CAD and CAM</p> <p>CNC (Computer Numerical Control): CNC is a type of machine that follows precise computer instructions to cut, shape, or carve materials.</p> <p>Laser cutter: a laser cutter is a high-tech CNC machine that uses a powerful laser beam to cut, etch, or engrave materials with incredible precision.</p>	
<p>Week 4: pewter casting</p> <p>pewter casting: a method of creating objects by melting pewter (a type of metal) and pouring it into molds to form specific shapes, often used to craft decorative items or detailed figurines.</p> <p>ladle: a long-handled spoon-like tool used to scoop, pour, or transfer liquids or molten materials, similar to a specialised tool for moving hot substances safely.</p> <p>PPE (Personal Protective Equipment): includes gear like visors, goggles, gloves, and more that you wear to keep yourself safe when working with potentially hazardous materials or in dangerous environments.</p>	<p>Week 5: creating prototypes and metals</p> <p>Designers create prototypes to:</p> <ul style="list-style-type: none"> • test ideas • see details • fix problems with the design • show others their ideas • test materials <p>ore: a naturally occurring solid material from which a metal can be extracted.</p> <p>malleable: the property a material displays that means it can be bent and shaped into different forms.</p>	<p>Week 6</p>	

Art	Art and Design – Key Concepts	Year 8	Term 3
<p>Week 1: what is colour theory ?</p> <p>colour theory: both the science and art of using colour. It explains how humans perceive colour and the visual effects of how colours mix, match, or contrast with each other.</p> <p>In colour theory, colours are organized on a colour wheel and grouped into 3 categories:</p> <ul style="list-style-type: none"> a) Primary Colours b) Secondary Colours c) Tertiary Colours 	<p>Week 2: what is the colour wheel?</p> <p>The colour wheel: an arrangement of all colours on the spectrum based on their relationships. It is useful in creating harmonious colour schemes.</p> <p>The colour wheel is a tool used in colour theory that helps us understand the relationships between individual colours to use them well.</p>	<p>Week 3: keyword- contrasting colours</p> <p>contrasting colours: also known as complementary colours, are colours from opposing segments of the colour wheel. Colours that are directly across from one another on a basic colour wheel provide maximum contrast.</p> <p>In the traditional RYB colour model, the complementary colour pairs are:</p> <ul style="list-style-type: none"> • red–green, • yellow–purple • blue–orange. 	
<p>Week 4: acrylic paint</p> <p>Acrylic paint can colour practically anything. It is resilient and flexible and can be applied to all kinds of surfaces. While used by artists on stretched prepared canvas, paper or board, acrylics can also be applied to wood, leather, paper-mache, fabric, cement, glass, brick, pottery – almost any non-greasy surface</p>	<p>Week 5: Artist– David Hockney</p> <p>David Hockney (born 9 July 1937) is an English painter, draftsman, printmaker, stage designer, and photographer. As an important contributor to the pop art movement of the 1960s, he is considered one of the most influential British artists of the 20th century.</p> <div data-bbox="1160 1139 1379 1362" data-label="Image"> </div>	<p>Week 6</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: Plant Structure	Week 2: Adaptations of Leaves	Week 3: Mixtures
<ol style="list-style-type: none"> Which organelle is the site of photosynthesis? Name the process in plants that produces glucose Write the word equation for photosynthesis. Write a balanced symbol equation for photosynthesis. 	<ol style="list-style-type: none"> What is defined as small openings on the underside of a leaf where gas exchange occurs? Which part of a plant is thin and waxy to reduce water lost from the plant? What is the function of guard cells? What are stomata? 	<ol style="list-style-type: none"> Define compound. Which word describes mixtures containing different substances? Define element. Define solute
Week 4: Separation Techniques	Week 5: States of Matter	Week 6
<ol style="list-style-type: none"> What is chromatography? What name can be given to a substance that can dissolve? Name a method that can be used to separate solutions with different boiling points. Name a method that can be used to separate soluble substances. 	<ol style="list-style-type: none"> Which type of reaction cannot be reversed? Define particle. Which state of matter has strong forces of attraction between particles? Which state of matter has the lowest density? 	

French	Les fêtes 1 (Celebrations)	Year 8 Term 3																
Week 1: Festivals	Week 2: Food	Week 3: Manger – to eat Boire – to drink																
<p>Write the French name for each festival next to the correct date.</p> <p>1^{er} janvier _____</p> <p>6 janvier _____</p> <p>14 février _____</p> <p>mars/avril _____</p> <p>1^{er} avril _____</p> <p>1^{er} mai _____</p> <p>juin _____</p> <p>14 juillet _____</p> <p>1^{er} novembre _____</p> <p>24 décembre _____</p> <p>25 décembre _____</p> <p>31 décembre _____</p>	<p>Translate & then choose which gender the nouns are.</p> <p>gâteau _____</p> <p>fromage _____</p> <p>pain _____</p> <p>jambon _____</p> <p>poulet _____</p> <p>riz _____</p> <p>poisson _____</p> <p>miel _____</p> <p>These food items are all masculine/feminine/plural</p> <p>galette _____</p> <p>dinde _____</p> <p>pomme _____</p> <p>salade _____</p> <p>crêpe _____</p> <p>confiture _____</p> <p>viande _____</p> <p>These food items are all masculine/feminine/plural</p> <p>légumes _____</p> <p>pommes de terre _____</p> <p>frites _____</p> <p>These food items are all masculine/feminine/plural</p>	<p>Complete the grid.</p> <table border="1" data-bbox="1476 331 2101 719"> <tr> <td>je _____</td> <td>I eat</td> </tr> <tr> <td>il/elle mange</td> <td>he/she eats</td> </tr> <tr> <td>on _____</td> <td>we eat</td> </tr> <tr> <td>nous _____</td> <td>we eat</td> </tr> </table> <table border="1" data-bbox="1476 799 2101 1177"> <tr> <td>je _____</td> <td>I drink</td> </tr> <tr> <td>il/elle _____</td> <td>he/she drinks</td> </tr> <tr> <td>on _____</td> <td>_____ drink</td> </tr> <tr> <td>nous _____</td> <td>we drink</td> </tr> </table>	je _____	I eat	il/elle mange	he/she eats	on _____	we eat	nous _____	we eat	je _____	I drink	il/elle _____	he/she drinks	on _____	_____ drink	nous _____	we drink
je _____	I eat																	
il/elle mange	he/she eats																	
on _____	we eat																	
nous _____	we eat																	
je _____	I drink																	
il/elle _____	he/she drinks																	
on _____	_____ drink																	
nous _____	we drink																	

French	Les fêtes 1 (Celebrations)	Year 8	Term 3
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Week 4: Drinks	Week 5: The partitive article	Week 6:	
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Translate & then choose which gender the nouns are.

lait _____

jus d'orange _____

coca _____

coca light _____

jus de fruit _____

jus de pomme _____

café _____

thé _____

vin _____

**These drink items are all:
masculine/feminine/plural**

**They use the articles la/une/de la OR le/un/du
OR de l'**

Limonade _____ bière _____

**These drink items are all:
masculine/feminine/plural**

**They use the articles la/une/de la OR le/un/du
OR de l'**

eau _____

eau minérale _____

**These drink items are all:
masculine/feminine/plural**

**They use the articles la/une/de la OR le/un/du
OR de l'**

The partitive article translates as "_____"

Complete the grid by adding the correct heading for each column.

du de l' (noun starts with a vowel)	de la de l' (noun starts with a vowel)	des

Translate :

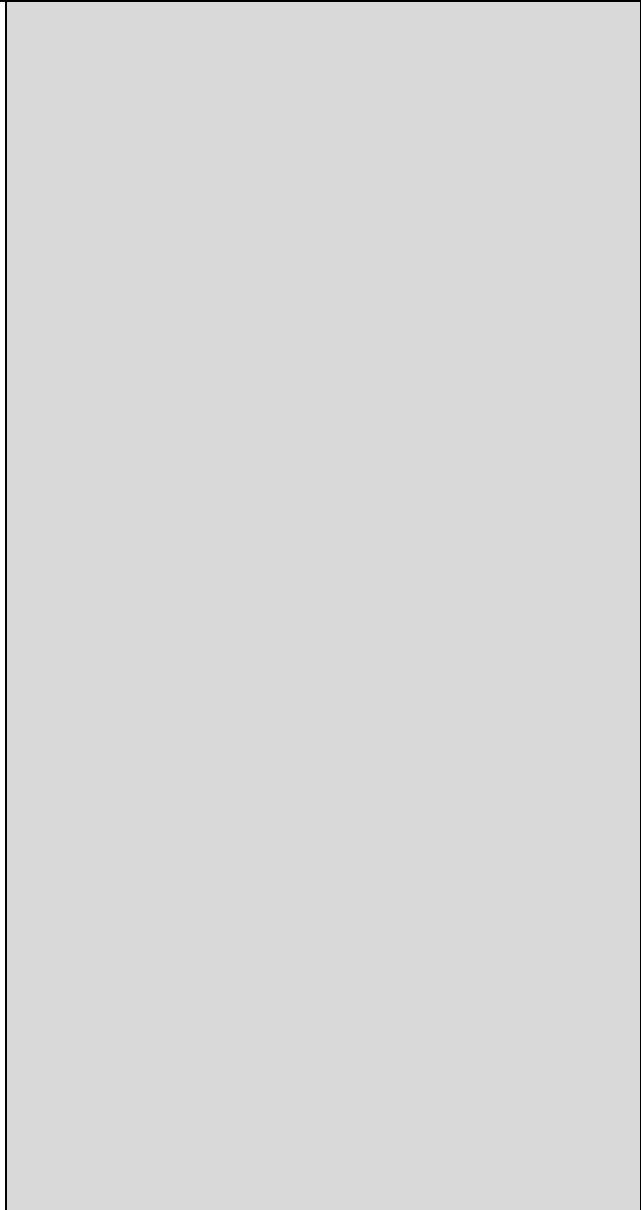
Je mange du pain.

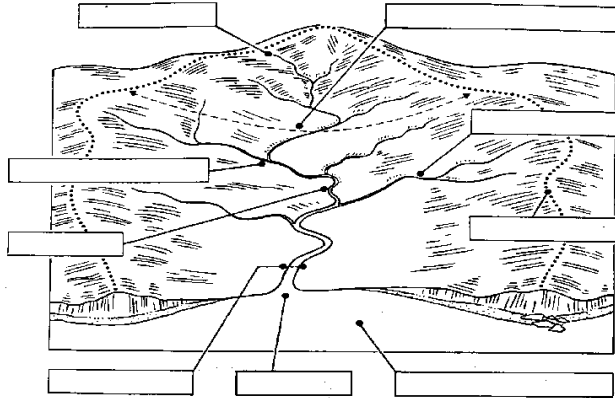
Elle boit du café.

Nous mangeons de la viande.

Tu bois du jus de pomme.

Je ne mange pas de jambon.



Geography	Rivers	Year 8	Term 3
Week 1: Water cycle	Week 2: Features of a River	Week 3: Features of the river	
<ol style="list-style-type: none"> 1. What is the water cycle? 2. What is transpiration? 3. What is infiltration? 4. What is interception? 5. What is surface run off? 	<ol style="list-style-type: none"> 1. Define the source 2. Define the mouth 3. What is the channel? 4. What is a tributary? 5. What is a confluence? 6. What is the watershed? 	Label the diagram 	
Week 4: Erosion	Week 5: Transportation		
What is erosion? What are the 4 types of erosion? Write a description of what they are. <ol style="list-style-type: none"> 1. 2. 3. 4. 	What is transportation? What are the 4 types of transportation? Write a description of what they are. <ol style="list-style-type: none"> 1. 2. 3. 4. 		

Music	Music Theory	Year 8 Term 3
Week 1: musical notation	Week 2: note values	Week 3: notes on a stave – treble clef
<ol style="list-style-type: none"> 1. What clef tells you to play with your right hand? 2. What clef tells you to play with your left hand? 3. What does a bar do? 4. How do you play a sharp? 5. How do you play a flat? 6. How do you play a natural? 	<ol style="list-style-type: none"> 1. Draw a semibreve, how many beats does it last for? 2. Draw a minim, how many beats does it last for? 3. Draw a crotchet, how many beats does it last for? 4. Draw a quaver, how many beats does it last for? 5. Draw a semiquaver, how many beats does it last for? 	<ol style="list-style-type: none"> 1. What note sits on the third line of the stave? 2. What note sits on the fifth line of the stave? 3. What note sits on the first line of the stave? 4. What note sits in the first space on the stave? 5. What note sits in the third space on the stave?

Music	Music Theory	Year 8 Term 3
Week 4: bass clef	Week 5: dynamic and tempo markings	Week 6:
<ol style="list-style-type: none"> 1. What note sits on the third line of the staff? 2. What note sits on the fifth line of the staff? 3. What note sits on the first line of the staff? 4. What note sits in the first space on the staff? 5. What note sits in the third space on the staff? 	<ol style="list-style-type: none"> 1. What is the musical term for very slow? 2. What is the musical term for very quiet? 3. What is the musical term for fast? 4. What is the musical term for loud? 5. What is the musical term for very fast? 6. What is the musical term for gradually getting louder? 7. What is the term for getting faster? 	

Design and Technology		Year 8	Term 3
Week 1: the design process	Week 2: sketching initial ideas	Week 3: CAD and CAM	
<ol style="list-style-type: none"> 1. What is the purpose of research? 2. What is the difference between primary and secondary research? 	<ol style="list-style-type: none"> 1. What are the important elements to remember when creating initial design ideas? 2. What is annotation? 	<ol style="list-style-type: none"> 1. What does CNC stand for? 2. What is a laser cutter? 	
Week 4: pewter casting	Week 5: creating prototypes and metals	Week 6:	
<ol style="list-style-type: none"> 1. Briefly describe the process of pewter casting: 2. What does PPE stand for? 	<ol style="list-style-type: none"> 1. Why do designers create prototypes? Give 5 distinct reasons: 2. What is an ore? 3. What is the meaning of the term 'malleable'? 		

Art	Art and Design – Key Concepts	Year 8 Term 3
Week 1: what is colour theory?	Week 2: what is the colour wheel?	Week 3: keyword- contrasting colours.
Describe what colour theory	Describe what a colour wheel	Describe contrasting colours
Week 4: acrylic paint	Week 5: Artist– David Hockney	Week 6
Describe acrylic paint	Describe the work of David Hockney	