

Knowledge Organiser

Year 8 Term 1

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| Name: | Form group: | Masters of Recall Big Quiz: |
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Spellings & Times Tables

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|---|--|---|--|
| <p>eloquent- giving a clear, strong message.</p> <p>prosody- the rhythm and intonation (the way a speaker's voice rises/falls).</p> <p>alacrity- with speed and eagerness.</p> <p>dispute- an argument or disagreement.</p> <p>appease- to prevent further disagreement in conflict by providing the opponent an advantage.</p> | <p>ineffable- causing so much emotion, especially pleasure, that it cannot be described.</p> <p>cajole- to persuade someone to do something they might not want to do, by pleasant talk.</p> <p>declarative- a sentence that makes a statement or states a fact.</p> <p>indolent- showing no real interest or effort.</p> <p>myriad- a very large number of something.</p> | <p>candour- the quality of being honest, especially about a difficult situation/subject.</p> <p>audacity- courage or confidence of a kind that other people find shocking or rude.</p> <p>visceral- based on deep feeling and emotional reactions than on reason or thought.</p> <p>interrogative- a word or sentence used when asking a question.</p> <p>enigmatic- mysterious and impossible to understand completely.</p> | <p>plethora- a very large amount of something, especially a larger amount than you need, want, or can deal with.</p> <p>expedite- to make something happen more quickly.</p> <p>epitome- the typical or highest example of a stated quality, as shown by a particular person or thing.</p> <p>encounter- to experience something, especially something unpleasant.</p> <p>malignty- the quality of intending to cause harm.</p> | <p>inhibit- to prevent someone from doing something by making them feel nervous or embarrassed.</p> <p>ascertain- to discover something.</p> <p>vexation- in worry or anger.</p> <p>exasperation- the feeling of being annoyed, especially because you can do nothing to solve a problem.</p> <p>Brobdingnagian- huge, colossal, gigantic.</p> | <p>jubilant- feeling or expressing great happiness.</p> <p>poignant- causing or having a very sharp feeling of sadness.</p> <p>earnest- serious and determined.</p> <p>appetency- a longing or desire.</p> <p>empyrean- a true and ultimate heavenly paradise; an ideal place or state.</p> |



Look

Look at the information carefully.

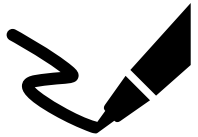
Read it three times.

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**.


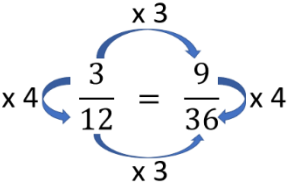
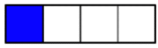


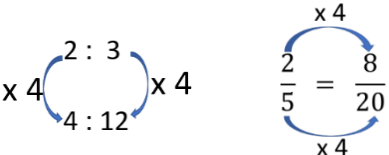
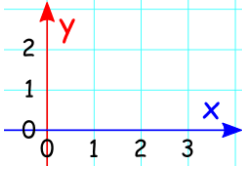
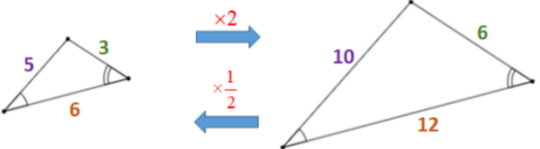
Repeat.

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



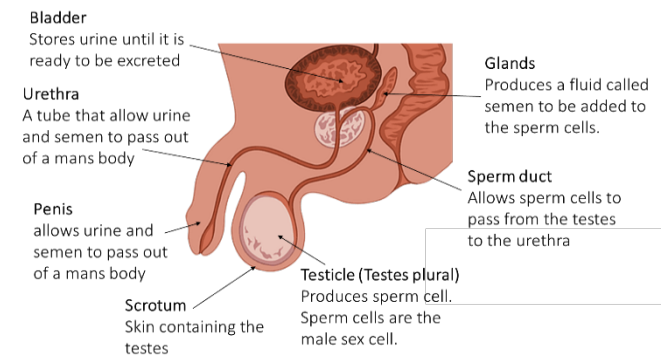
Correct

| English | Art of Rhetoric | Year 8 Term 1 |
|--|--|--|
| <p>Week 1: Vocabulary 1</p> <p>rhetoric: the art of effective persuasive speaking or writing.</p> <p>ethos: persuasion using the character of the speaker, identified through reputation, expertise, credibility, and personality.</p> <p>pathos: persuasion by appealing to the emotions, arousing sympathy, stimulating the imagination, identifying with traditions and beliefs.</p> <p>logos: persuasion through the use of reason, respecting the role of evidence, logic, clarity, coherence.</p> | <p>Week 2: Vocabulary 2</p> <p>tone: a vocal sound with reference to its pitch, quality and strength.</p> <p>prosody: the patterns of stress, emphasis and intonation in language.</p> <p>articulation: the formation of clear and distinct sounds in speech.</p> <p>pace: speed in speaking.</p> <p>emphasis: stress given to a word or words when speaking to indicate importance.</p> <p>phrasing: the way in which something is expressed or put into words.</p> | <p>Week 3: Crafting Sentences</p> <p>declarative sentence: 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>interrogative sentence: a sentence that asks a question e.g. Is it cold outside?</p> <p>imperative sentence: a sentence that gives a direct command or instruction – typically begin with a verb e.g. Close the door.</p> <p>exclamative sentence: a sentence that expresses a strong emotion, often ending in an exclamation mark. E.g. We won!</p> <p>appositive phrase: 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>Week 4: Grammar Knowledge</p> <p>modification: changing the quality of nouns/ verbs using added information e.g. adjectives and adverbs.</p> <p>expansion: adding clauses and phrases to sentences to make them more complex.</p> <p>tense: shows whether something is happening in the present, past or future.</p> <p>clause punctuation: using punctuation to separate clauses from each other, or show relationships between them.</p> <p>subordinating conjunction: a word which joins a subordinate clause to the main clause, e.g. <i>although, after, since, whether, while, unless</i></p> | <p>Week 5: Form and Structure</p> <p>concluding connective: tells us the effect of something, e.g. <i>because, so, therefore, consequently, hence, thus.</i></p> <p>comparing connective: shows similarity or difference, e.g. <i>similarly, equally, whereas, alternatively, otherwise, conversely, however.</i></p> <p>emphatic connective: highlights what is important, e.g. <i>especially, significantly, indeed, notably.</i></p> <p>temporal connective: tells us <i>when</i> something is happening, e.g., <i>secondly, meanwhile, subsequently.</i></p> <p>illustrative connective: introduces further information, e.g. <i>for example, in the case of, as shown by, illustrated by.</i></p> | <p>Week 6: Genre and Intent</p> <p>Aristotle: an ancient Greek historian and philosopher who is regarded by many as the father of rhetoric. He lived 384-322 BC.</p> <p>Cicero: A Roman statesman, lawyer, philosopher and scholar who lived 106-47 BC.</p> <p>Sophists: Ancient Greek teachers in 5th and 4th centuries BC.</p> <p>Athenian Democracy: 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> |

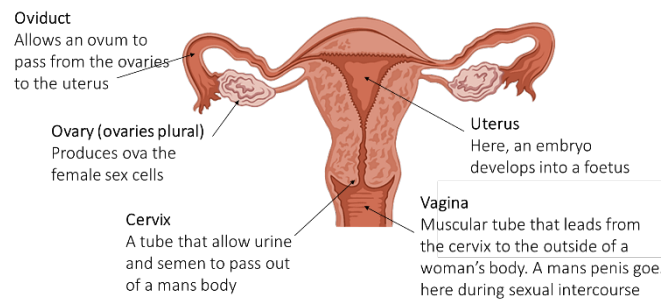
| Maths | Ratio and Proportion | Year 8 Term 1 |
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| <p>Week 1: Proportion</p> <p>“Numbers can be related additively or multiplicatively”</p>  <p>proportion: if one value is scaled up or down, the other value is scaled in the same way using a multiplicative relationship.</p> <p>equivalent fractions: use multiplicative relation to create fractions with the same value. The fractions represent the same proportion.</p>  | <p>Week 2: Ratio</p> <p>colon: these two dots are a colon : We say ‘to’ when we read it.</p> <p>ratio: a part to part comparison. <i>The ratio blue to white is 1:3. “For every 1 blue part, there are 3 white parts.”</i></p>  <p>equal parts: In a ratio all parts are of equal size. <i>“The ratio 1:3 represents 4 equal parts in total”</i></p> <p>equivalent ratios: use multiplicative relation to create ratios with the same value. <i>2 : 3 is equal to 4 : 12</i></p>  | <p>Week 3: Ratios and fractions</p> <p>fractions and equivalent ratios: a ratio can always be written as an equivalent fraction because they both work with equal parts.</p> <p>The ratio blue to white is 2 : 3 There are 5 equal parts The fraction that is blue is $\frac{2}{5}$</p>  <p>The fraction that is blue is $\frac{3}{5}$</p> <p>When the ratio is scaled up, the fraction is scaled up in the same way.</p>  |
| <p>Week 4: Proportion</p> <p>proportion: is the multiplicative relation between 2 numbers. We can represent proportion on a double number line.</p> <p>Double: to multiply by 2. Triple: to multiply by 3.</p> <p>rate: a ratio that compares quantities that have different units. £400 for 10 hours is a rate of £40 per hour. <i>“for every 1 hour you get £40”</i></p> <p>exchange rate: compares quantities with different currencies. £1 = \$1.5 is an exchange rate for pounds to dollars. <i>“for every £1 there are \$1.5”</i></p> | <p>Week 5: Conversion graphs</p> <p>axes: what we plot a graph onto. The x axis is horizontal. The y axis is vertical.</p>  <p>origin – (0,0) (x coordinate, y coordinate)</p> <p>Linear: linear graphs form a straight line.</p> <p>Approximate: not exact but quite close. $17.9 \approx 20$ “17.9 is approximately equal to 20”</p> | <p>Week 6: Similarity</p> <p>similar shapes: when one shape is an enlargement of another then the two shapes are similar. The shapes have corresponding sides that are proportional.</p> <p>corresponding: in the same position on two similar shapes.</p> <p>scale factor: a multiplier which shows how much a shape is enlarged by.</p>  <p><i>“Triangle A is $\frac{1}{2}$ 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 ovum (egg) from the ovaries |



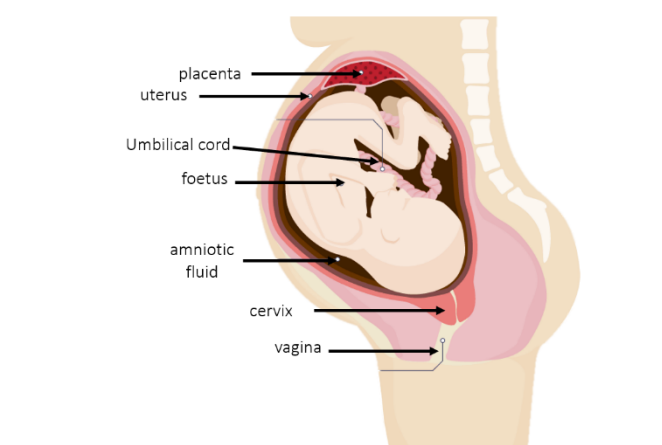
Male Reproductive System



Female Reproductive System

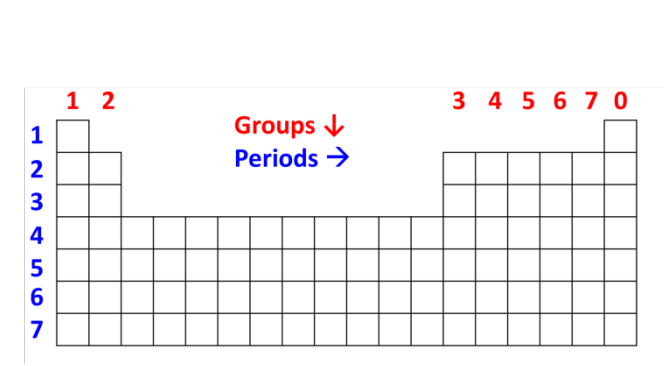
Week 2: Fertilisation & Birth

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| 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 process of development from fertilisation to birth |
| 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

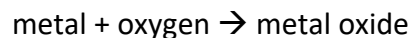
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| group | a column (up and down) of chemical elements |
| period | a row (side to side) of chemical elements |
| property | a characteristic that you can see or describe |
| reactivity | how easily substances will react with each other |
| alkali metals | 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 |



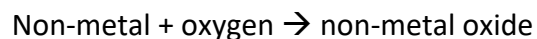
Week 4: Metals & Oxides

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| metals | hard, shiny materials that are found on the left side of the periodic table |
| non-metals | brittle, dull materials found on the right 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:

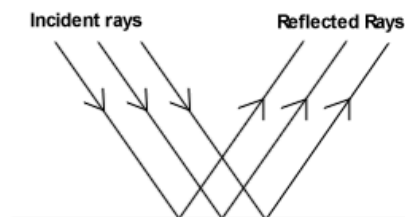


The general word equation for a reaction between a **non-metal and oxygen** is:

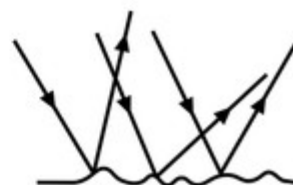


Week 5: Travel of Light Waves

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|----------------------------|---|
| transverse wave | a wave where the direction of oscillations (vibrations) is 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

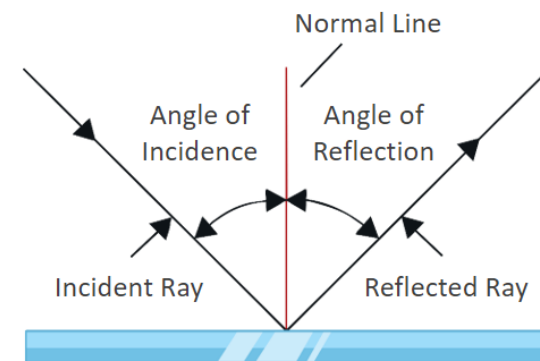


Diffuse reflection

Week 6: Drawing Ray Diagrams

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|----------------------------|--|
| 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 | | Chez moi | Year 8 | Term 1 | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------|-----------------------------|----|------------|----|---------------|----------|------------------|---------|-----------------|--------|--------------------|-----------------|--------------|---------|--------------------|----------------|-------------|-------|-------------------|--------|
| Week 1: Housing (Le logement) | | Week 2: BAGS | | Week 3: Comparative | | | | | | | | | | | | | | | | | | | |
| <p>j'habite dans... I live in...</p> <p>je voudrais habiter dans... I would like to live in...</p> <p>j'aimerais habiter dans... I would like to live in...</p> <p>un appartement an apartment</p> <p>un château a castle</p> <p>une maison a house</p> <p>une maison jumelle a semi-detached house</p> <p>une ferme a farm</p> <p>une chaumière a cottage</p> <p>à la montagne in the mountains</p> <p>à la campagne in the countryside</p> <p>dans une ville in a town</p> <p>près de mon collègue near to my school</p> <p>loin de mon collègue far from my school</p> | <p>Most French adjectives go after the noun. E.g. the white house = la maison blanche</p> <p>However, some go before the noun, like in English. Use BAGS to help you remember which ones.</p> <ul style="list-style-type: none"> • B = Beauty (good-looking, pretty) • A = Age (new, young and old) • G = Good and bad • S = Size (big, small and fat) <p>grand(e) – big petit(e) – small joli(e) – pretty vieux / vieille – old nouveau / nouvelle – new beau / belle- beautiful</p> | <p>We use comparative sentences to examine similarities or differences between people or things.</p> <p>moins + adjective + que = less ... than</p> <p>plus + adjective + que = more...than</p> <p>Eg. Mon appartement est moins petit que ton appartement. Eg. Ma maison est plus grande que ta maison.</p> <p>The adjective must agree with the possessive adjective, eg if the noun is feminine, the adjective is feminine.</p> | | | | | | | | | | | | | | | | | | | | | |
| Week 4: Rooms (Les pièces) | | Week 5: Furniture (Les meubles) | | Week 6: Prepositions | | | | | | | | | | | | | | | | | | | |
| <p>au rez-de chaussée on the ground floor</p> <p>au premier étage on the first floor</p> <p>il y a... there is</p> <p>le salon the living room</p> <p>le jardin the garden</p> <p>la salle à manger the dining room</p> <p>la salle de séjour the living room</p> <p>la cuisine the kitchen</p> <p>la salle de bains the bathroom</p> <p>la chambre the bedroom</p> <p>ma chambre my bedroom</p> <p>la chambre de ma/mon... my...room</p> <p>il n'y a pas de..</p> <p>When you say what there isn't the 'de' replaces the 'le/la', eg. Il n'y a pas de jardin – there isn't a garden</p> | <p>il y a... there is...</p> <p>un lit a bed</p> <p>un frigo a fridge</p> <p>un canapé a sofa</p> <p>un bureau a desk</p> <p>une armoire a wardrobe</p> <p>une table a table</p> <p>une chaise a chair</p> <p>une lampe a lamp</p> <p>une télévision a television</p> <p>une douche a shower</p> <p>il n'y a pas de..</p> <p>When you say what there isn't the 'de' replaces the 'un/une', eg. il n'y a pas de lampe – there isn't a lamp</p> | <p>A preposition is a word that shows the position of something (a noun) in relation to something else (another noun).</p> <table border="1"> <tr> <td>dans</td> <td>in</td> <td>sur</td> <td>on</td> </tr> <tr> <td>devant</td> <td>in front</td> <td>à côté de</td> <td>next to</td> </tr> <tr> <td>derrière</td> <td>behind</td> <td>à droite de</td> <td>on the right of</td> </tr> <tr> <td>entre</td> <td>between</td> <td>à gauche de</td> <td>on the left of</td> </tr> <tr> <td>sous</td> <td>under</td> <td>en face de</td> <td>facing</td> </tr> </table> <p>Eg. Dans ma chambre il y a un lit devant un bureau.</p> | | dans | in | sur | on | devant | in front | à côté de | next to | derrière | behind | à droite de | on the right of | entre | between | à gauche de | on the left of | sous | under | en face de | facing |
| dans | in | sur | on | | | | | | | | | | | | | | | | | | | | |
| devant | in front | à côté de | next to | | | | | | | | | | | | | | | | | | | | |
| derrière | behind | à droite de | on the right of | | | | | | | | | | | | | | | | | | | | |
| entre | between | à gauche de | on the left of | | | | | | | | | | | | | | | | | | | | |
| sous | under | en face de | facing | | | | | | | | | | | | | | | | | | | | |

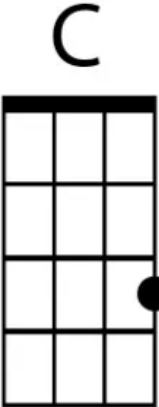
| Geography | The Middle East | Year 8 Term 1 |
|--|--|---|
| <p>Week 1: Key Terms</p> <p>region: an area of land with the same characteristics but no fixed boundaries.</p> <p>country: an area of land ruled by a government, with a population of people.</p> <p>continent: a large continuous landmass.</p> <p>natural resource: raw material i.e oil or gas occurring in nature that can be used for economic gain</p> <p>fertile: land which is suitable to grow crops.</p> <p>Line of latitude: Measures location north or south of the equator.</p> | <p>Week 2: Academic Vocabulary</p> <p>climate: the average weather over a long period of time.</p> <p>weather: the day-to-day changes in the earth's atmosphere.</p> <p>equator: a line of latitude that runs across the centre of the earth.</p> <p>arid: an area which receives very little rainfall</p> <p>Desert: an area that receives less than 250mm</p> | <p>Week 3: Location of the Middle East</p> <p>The Middle East shares three continents, Europe, Asia and Africa, however it is mainly located in Asia.</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>Week 4: Factors affecting the Middle East's climate</p> <p>The sun's rays are more concentrated around the equator and between the tropics.</p> <p>Much of the Middle East therefore has an arid climate.</p> <p>This means that much of the Middle East has a lack of water, called water insecurity.</p> <p>Water insecurity: the demand for water is greater than the supply of water.</p> | <p>Week 5: Human adaptation to the Middle East</p> <p>adaptation: a change to a behaviour to survive in a certain climate.</p> <p>Bedouin: nomadic tribes who have historically lived in the desert regions of the Middle East.</p> <p>nomadic: where people do not live continually in the same place.</p> <p>dehydration: a harmful reduction in the amount of water in the body.</p> <p>Indigenous: originating or occurring naturally in a particular place.</p> | <p>Week 6: Conflict in the Middle East</p> <p>conflict: a serious disagreement. E.g the war in Yemen is a conflict between two different ethnic groups.</p> <p>development: the standard of living of people in a country.</p> <p>quality of life: the happiness and well being of a person or group of people.</p> <p>civil war: a war between people of the same country.</p> <p>resource scarcity: lack of essential resources such as food and water.</p> |


| History | 18 th Century Revolutions | Year 8 | Term 1 |
|---|--|--|--------|
| <p>Week 1: Key Terms</p> <p>Enlightenment: A period of European history, starting in the late 17th century, which is famous for new ideas and discoveries.</p> <p>Glorious Revolution: a revolution led by the English Parliament to get rid of their monarch (James II).</p> <p>revolution: a rapid, sometimes violent change in the way a country is governed or the way people live.</p> <p>treason: to commit a crime against the monarch.</p> <p>absolute monarchy: a system where the King or Queen had absolute (total) power.</p> | <p>Week 2: Enlightenment</p> <p>Court of Versailles: the Royal Court where the French monarchy lived and entertained people.</p> <p>estates system: the class system that people were organised into in French society.</p> <p>Renaissance: a period of rebirth of learning, science and the arts in Europe.</p> <p>clergy: members of the Church.</p> <p>scientific method: the idea that you must use observation, reason and experiments to find out truth.</p> | <p>Week 3: French Revolution</p> <p>constitution: the rules on how a country should be governed.</p> <p>republic: a state where the power is held by the people and has an elected president.</p> <p>nationalism: a feeling of strong loyalty or devotion towards your country, sometimes with a negative impact on other countries.</p> <p>communism: 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>liberalism: a political theory based on the rights of an individual, liberty and consent of the governed.</p> | |
| <p>Week 4: Industrial Revolution</p> <p>Industrial Revolution: started in 1760. The period of change from most people working in farming to most people working in factories (industry).</p> <p>census: an official count/survey of the population.</p> <p>sanitation: conditions relating to public health, for example whether there is clean drinking water and enough waste disposal.</p> <p>slum: an overcrowded street or area. The people who live there are living in poverty.</p> <p>working class: the social group of people who work in industry.</p> | <p>Week 5: Diseases and hazards</p> <p>epidemic: an infectious disease occurring over a wide area at a particular time.</p> <p>mill: a factory with machinery for making a specific product.</p> <p>Dr John Snow: 1854 – investigated why cholera was spreading so quickly in London.</p> <p>Cholera: an infectious disease of the small intestine. There were three cholera epidemics in England during the 1800s.</p> <p>Tuberculosis (TB): an infectious disease mainly affecting the lungs</p> | <p>Week 6: Impact of the Industrial Revolution</p> <p>democracy: a system of government where people can vote for their leader.</p> <p>compulsory: required by law or by rule.</p> <p>The New Poor Law: 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>continuity: for something to stay the same.</p> <p>change: to make something different.</p> | |

| Religious Studies | Hindu Beliefs and Practices | Year 8 Term 1 |
|---|---|---|
| <p>Week 1: introduction to Hindu beliefs</p> <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 Brahman.</p> <p>Hindus worship in a Mandir, religious texts are the Vedas and the Bhagavad Gita.</p> <p>Monotheism: belief in one God</p> <p>Polytheism: belief in more than one God</p> | <p>Week 2: Trimurti</p> <p>Trimurti: the great triad (trio) of Hindu gods comprising of Brahma, Vishnu, and Shiva.</p> <ul style="list-style-type: none"> • Brahma is the creator God • Vishnu is the preserver God • Shiva is the destroyer God. | <p>Week 3: creationism</p> <p>Reincarnation: the religious belief that existence is a cycle of birth, life, death and rebirth, and that the soul survives physical death and is reborn in a new body.</p> <p>Hindu Creation Story: 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>Aum: the sound that began the universe. This is also repeated during worship or meditation by Hindus.</p> |
| <p>Week 4: atman</p> <p>Atman: the essence of a person. This can refer to body, mind or soul, depending on context, but usually indicates the soul that is reborn.</p> <p>In Hindu beliefs the atman lives on and is reincarnated after the body dies.</p> <p>There are many holy books in Hinduism. The oldest ones are called the Vedas and the Upanishads these are the most authoritative texts.</p> <p>The Bhagavad Gita and the Ramayana are also read by many Hindus, and they help to guide them in their daily life.</p> | <p>Week 5: karma</p> <p>Hindus believe that they have free will.</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>karma: (in Hinduism and Buddhism) the sum of a person's actions in this and previous states of existence, viewed as deciding their fate in future existences.</p> | <p>Week 6: karma</p> <p>Good actions have positive karma and negative actions have negative karma.</p> <p>Hindus' belief in karma means they believe that their good actions will allow them to have a good mortal life. Leading a good mortal life is another way Hindus can increase their chance of achieving moksha and escaping the cycle of Samsara.</p> <p>moksha: escape from the cycle of reincarnation.</p> <p>Samsara: in Hinduism, Buddhism and Sikhism, this is the cycle of life, death and rebirth.</p> |

| PSHE | Public Health | Year 8 Term 1 |
|---|--|--|
| <p>Week 1: healthy relationships</p> <p>relationships: are the connections we have between different people. They can take a variety of forms e.g., friendship.</p> <p>unhealthy relationship: an unhealthy relationship can be defined as one that is characterised by an ongoing pattern of behaviour, such as lack of communication, power imbalances, lack of mutual respect, lack of boundaries, etc.</p> <p>healthy relationship: healthy relationships involve honesty, trust, respect and open communication between partners and they take effort and compromise from both people.</p> | <p>Week 2: managing and monitoring your health</p> <p>wellbeing: the state of being comfortable, healthy, or happy.</p> <p>mental health: a person's condition with regard to their psychological and emotional well-being.</p> <p>smoking, gambling, alcohol, and drugs: Smoking, drug use, alcohol misuse and gambling can contribute to poor mental health.</p> <p>personal lives and relationships: 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>Week 3: dental hygiene</p> <p>dental care: dental health is concerned with your teeth, gums and mouth.</p> <p>dentist: a professional person who is trained in the care, treatment, and repair of the teeth and the fitting of artificial teeth.</p> <p>hygiene: conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</p> <p>Young people are entitled to free NHS dental care 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>Week 4: vaccinations and immunisations</p> <p>vaccinations: treatment with a vaccine to produce immunity to a particular infectious disease or pathogen.</p> <p>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>anti-vaxxer: A person who is opposed to vaccination, typically a parent who does not wish to vaccinate their child</p> | <p>Week 5: cancer awareness</p> <p>cancer: 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>chemotherapy: the treatment of disease by the use of chemical substances.</p> | <p>Week 6: exercise</p> <p>exercise: activity requiring physical effort, carried out to sustain or improve health and fitness.</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>self-esteem: confidence in one's own worth or abilities; self-respect.</p> |

| Computing | Real crimes | Year 8 Term 1 |
|---|---|---|
| <p>Week 1: why systems are attacked</p> <p>fun and challenge: to prove that you can do it</p> <p>financial gain: large amounts of money can be made from selling stolen data</p> <p>personal attack: someone who feels victimised may launch a personal attack</p> <p>industrial espionage: spying on competitors to steal ideas or sabotage their activities</p> | <p>Week 2: types of malware</p> <p>worm: is a type of malware that self-replicates and uses up a network or system resources</p> <p>virus: infects a host file and replicates itself on other computers. Causes damage to or deletes software or data.</p> <p>Spyware: hidden software that records keystrokes, passwords and other sensitive information to send back to a third party</p> | <p>Week 3: forms of attack</p> <p>shoulder surfing: looking over someone's shoulder when they enter a password or PIN</p> <p>man-in-the-middle attack: an attacker intercepts communication between the user and server to eavesdrop or alter information</p> <p>Denial of service attack: servers and devices are flooded with too many requests or packets, causing them to crash or become unusable</p> |
| <p>Week 4: internal threats</p> <p>visiting untrust worth websites: staff may visit questionable websites that may contain links to malware which could then be installed onto an organisations computer or network</p> <p>downloads from the internet: any files or programs that are downloaded from an untrustworthy source may contain malware</p> <p>use of portable storage devices: removable media, such as portable hard drives and USB flash drives may contain viruses</p> | <p>Week 5: methods of protection</p> <p>encryption: is the process of encoding data so that it cannot be easily understood if it is discovered, stolen or intercepted.</p> <p>access levels: restrict who can view, edit or delete files once they are logged in to an organisation's system</p> <p>biometrics: authentic your body measurements as being uniquely yours. Methods include retinal scanning, face recognition, fingerprint recognition</p> | <p>Week 6: hat hackers</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>white hat: ethical hackers, a white hat hacker operates with the permission of the network owner and within the confines of the law.</p> <p>grey hat: falls between the black hat hacker and the white hat hacker. while they might not have malicious intentions, they may hack a network without the owner's consent to check for existing vulnerabilities</p> |

| Music | Reggae | Year 8 | Term 1 |
|---|---|---|---|
| <p>Week 1: Historical Background</p> <p>Reggae: a genre of music originating in Jamaica in the late 1960's. It is known for being laid back in style.</p> <p>Bob Marley: a historic Reggae artist, known for songs such as No Woman No Cry, Three Little Birds and Could You Be Loved</p> <p>Rastafarianism: a religious movement among Black Jamaicans that teaches the eventual redemption of Black people and their return to Africa.</p> <p>mento: light-hearted lyrics and off-beat chords.</p> <p>ska: fast dance style, lyrics tended to be about serious social issues.</p> <p>rocksteady: slower style, featuring a repeated riff on the bass guitar.</p> | <p>Week 2: 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>backbeat: way of playing associated with Reggae music. Musicians will play chords on beats 2 & 4 only.</p> | <p>Week 3: Ukulele</p> <p>frets: the lines that separate the fretboard, allowing you to find where your fingers should go on the ukulele. Represented on ukulele diagram as the boxes going across. The circles show you where to put your fingers.</p> <p>strings: represented on the ukulele diagram as the lines going down.</p> <p>strum: playing by sweeping your thumb or pick up and down the strings.</p> <p>sound hole: projects the sound of the ukulele. You should aim to strum over the sound hole.</p> |  |
| <p>Week 4: Three Little Birds</p> <p>introduction: the beginning section of the song. No vocals.</p> <p>verse: repeated section that each time has new lyrics.</p> <p>chorus: another repeated section that has the same lyrics each time is repeated.</p> <p>riff: a musical idea that is repeated throughout a song. In Three Little Birds the riff plays in the introduction and the chorus.</p> | <p>Week 5: Vocal Technique</p> <p>diaphragm: The thin muscle below the lungs and heart that separates the chest from the abdomen. It helps with our breathing when we sing.</p> <p>posture: the position in which you sit/stand that allows to you sing correctly and enables the diaphragm.</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> | |

| ART & DESIGN – KEY CONCEPTS | | Year 8 | Term 1 |
|---|---|--|--------|
| Week 1: Art History – Artwork – MONA LISA | | Week 3: Art History-Visual | |
| <p>Facts:</p> <ul style="list-style-type: none"> Painted between 1503 and 1517 Da Vinci’s alluring portrait has been dogged by two questions since the day it was made: <ol style="list-style-type: none"> <i>Who’s the subject</i> <i>Why is she smiling?</i> <ul style="list-style-type: none"> Whatever the reason, Mona Lisa’s look of preternatural calm comports with the idealized landscape behind her, which dissolves into the distance through Leonardo’s use of atmospheric perspective | <p>While Leonardo da Vinci is best known as an artist, his work as a scientist and an inventor makes him a true Renaissance man.</p> <p>Facts about one of the most famous painters of the Renaissance?</p> <ul style="list-style-type: none"> he didn't go to school. ... he liked to dissect corpses. ... his masterpiece was destroyed. ... he wrote in reverse. ... bill gates bought Leonardo da Vinci’s notebook |  | |
| Week 4: Art Careers- Fashion Designer | | Week 6: Medium - Charcoal | |
| <p>Fashion designers use creative and technical skills to design new clothing and fashion ranges.</p> <p>Annual salary £20,000 to £40,000+</p> <p>Working hours 40 to 42 variable</p> <p>Future employment There will be 0.7% more Fashion designer jobs in 2027.</p> | <p>Week 5: Conceptual Art – Futurism</p> <p>Futurism was an artistic and social movement that originated in Italy, in the early 20th century.</p> <p>It emphasized dynamism, speed, technology, youth, violence, and objects such as the car, the airplane, and the industrial city</p> <p>From around 1912 to 1920, futurism had a profound influence on artists and art movement</p> | <p>Powdered charcoal—is the most basic form because it is an ingredient in compressed charcoal. Powdered charcoal is well suited to 'toning' large areas of a surface.</p> <p>Compressed charcoal—is made of powdered charcoal held together with a binder of gum or wax binders and compressed in sticks.</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: The Reproductive System

Define organism.

Which word means to produce offspring?

List structures of the male and female reproductive system

| Male | Female |
|------|--------|
| | |

What is a gamete?

What does ovulation mean?

Week 2: Fertilisation & Birth

What is the name of the 28 day cycle of ovulation and menstruation which prepares the uterus for pregnancy?

Define fertilisation.

What is a foetus?

Define gestation.

What is the function of amniotic fluid?

What is the function of the placenta?

Week 3: The Periodic Table

Are columns called on the periodic table?

What are rows called on the periodic table?

Define property in chemistry.

What is another name for the metals in group 1?

What is another name for the metals in group 0?

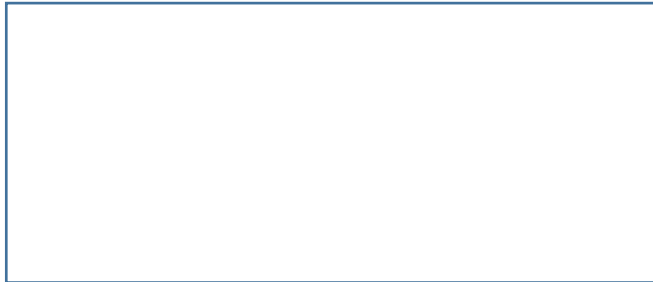


What does inert mean?

| Week 4: Metals and Oxides | Week 5: Travel of Light Waves | Week 6: Drawing Ray Diagrams |
|--|---|---|
| <p>Where on the periodic table are metals found?</p> <p>Where on the periodic table are non-metals found?</p> <p>Define density.</p> <p>Define conductivity.</p> <p>What is the general word equation for a metal reacting with oxygen?</p> <p>What is the general word equation for a non-metal reacting with oxygen?</p> | <p>Which type of waves are oscillations at 90° to the direction of the wave?</p> <p>What name is given to a space with no medium?</p> <p>How fast does light travel?</p> <p>What is meant by specular reflection?</p> <p>What is meant by diffuse reflection?</p> | <p>What is a normal line?</p> <p>What is the name given to the ray of light that bounces off a surface?</p> <p>What is the law of the angle of reflection?</p> <p>What is angle of incidence also known as?</p> <p>What is angle of reflection also known as?</p> |

| French | Chez moi | Year 8 Term 1 |
|--|---|--|
| Week 1: Housing (le logement) | Week 2: BAGS | Week 3: Comparatives |
| <p>Translate the sentences below into English.</p> <p>J'habite dans une maison.</p> <hr/> <p>Je voudrais habiter dans un château.</p> <hr/> <p>J'aimerais habiter dans une maison jumelle.</p> <hr/> <p>J'habite à la montagne.</p> <hr/> <p>Je voudrais habiter près de mon collègue.</p> <hr/> <p>J'aimerais habiter à la campagne.</p> <hr/> <p>Je voudrais habiter dans une chaumière loin de mon collègue.</p> <hr/> | <p>Answer these two questions.</p> <p>Where do most French adjectives go in a sentence?</p> <hr/> <p>What acronym can we use to remember which adjectives come before the noun in French?</p> <hr/> <p>Complete the acronym to help you remember which adjectives go before nouns in French.</p> <ul style="list-style-type: none"> • ____ = _____ (good-looking, pretty) • ____ = _____ (new, young and old) • ____ = _____ • ____ = _____ (big, small and fat) <p>Translate the following adjectives.</p> <p>grand(e) – _____</p> <p>petit(e) – _____</p> <p>joli(e) – _____</p> <p>vieux / vieille – _____</p> <p>nouveau / nouvelle – _____</p> <p>_____</p> <p>beau / belle – _____</p> | <p>What is the purpose of a comparative?</p> <hr/> <hr/> <p>Complete the sentence structures.</p> <p>_____ + adjective + que = more than</p> <p>_____ + adjective + que = less than</p> <p>Translate these sentences into English.</p> <p>Ma maison est plus nouvelle que ta maison.</p> <hr/> <hr/> <p>Mon appartement est moins vieux que ton appartement.</p> <hr/> <hr/> |

| French | Chez moi | Year 8 Term 1 | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|----|---------------|----------|-----------------|--|--------------|--|--|-------|------------|----|--|---------|--------------------|--|--|----------------|--|--------|
| Week 4: Rooms (Les pieces) | Week 5: | Week 6: | | | | | | | | | | | | | | | | | | | | |
| <p>Translate in to English.</p> <p>Au rez-de-chaussée il y a le salon.</p> <hr/> <p>Au premier étage il y a la salle de bains.</p> <hr/> <p>Au rez-de-chaussée il y a la cuisine et la salle de séjour.</p> <hr/> <p>Au premier étage il y a ma chambre et la chambre de mes parents.</p> <hr/> <hr/> <p>Il n’y a pas de jardin.</p> <hr/> <p>Il n’y a pas de salle à manger.</p> <hr/> | <p>Translate in to English.</p> <p>Il y a un lit et une table.</p> <hr/> <p>Il y une armoire et une chaise.</p> <hr/> <p>Il y a une lampe et une télévision.</p> <hr/> <p>Il n’y a pas de canapé.</p> <hr/> <p>Il n’y a pas de douche.</p> <hr/> <p>Il y a un bureau mais il n’y a pas de table.</p> <hr/> | <p>What do we call a word that shows the position of something in relation to something else?</p> <hr/> <p>Complete the grid with the prepositions in French and in English.</p> <table border="1" data-bbox="1480 518 2110 1182"> <tbody> <tr> <td></td> <td>in</td> </tr> <tr> <td>devant</td> <td>in front</td> </tr> <tr> <td>derrière</td> <td></td> </tr> <tr> <td>entre</td> <td></td> </tr> <tr> <td></td> <td>under</td> </tr> <tr> <td>sur</td> <td>on</td> </tr> <tr> <td></td> <td>next to</td> </tr> <tr> <td>à droite de</td> <td></td> </tr> <tr> <td></td> <td>on the left of</td> </tr> <tr> <td></td> <td>Facing</td> </tr> </tbody> </table> <p>Translate.</p> <p>La table est en face de la chaise.</p> <hr/> | | in | devant | in front | derrière | | entre | | | under | sur | on | | next to | à droite de | | | on the left of | | Facing |
| | in | | | | | | | | | | | | | | | | | | | | | |
| devant | in front | | | | | | | | | | | | | | | | | | | | | |
| derrière | | | | | | | | | | | | | | | | | | | | | | |
| entre | | | | | | | | | | | | | | | | | | | | | | |
| | under | | | | | | | | | | | | | | | | | | | | | |
| sur | on | | | | | | | | | | | | | | | | | | | | | |
| | next to | | | | | | | | | | | | | | | | | | | | | |
| à droite de | | | | | | | | | | | | | | | | | | | | | | |
| | on the left of | | | | | | | | | | | | | | | | | | | | | |
| | Facing | | | | | | | | | | | | | | | | | | | | | |

| History | 18th Century Revolutions | Year 8 Term 1 |
|--|---|---|
| Week 1: Quiz It | Week 2: Self Quiz It | Week 3: Quiz It |
| <p>Use the information from Week 1 to complete the questions below.</p> <ol style="list-style-type: none"> 1. When was the Enlightenment period? 2. Define revolution 3. Define treason 4. What is an absolute monarchy? | <p>Use the information from Week 2 to create 5 of your own quiz questions on Enlightenment. You must also write the correct answer.</p> | <p>Use the information from Week 3 to complete the questions below.</p> <ol style="list-style-type: none"> 1. What does nationalism mean? 2. What is the keyword... the rules on how a country should be governed 3. What is liberalism based on? 4. Define Communism |

| Week 4: Self Quiz It | Week 5: Draw It | Week 6: Quiz It |
|--|--|--|
| <p>Use the information from Week 4 on Industrial Revolution to create 5 of your own questions. You must also write the answers.</p> | <p>Use the information from Week 5 on diseases to draw a diagram or a series of images to help you to remember the knowledge.</p> <p>Cholera</p>  <p>Tuberculosis</p>  <p>Epidemic</p>  | <p>Use the information from Week 6 on the impact of the Industrial Revolution to complete the questions below.</p> <ol style="list-style-type: none"><li data-bbox="1518 284 1839 316">1. What is a democracy?<li data-bbox="1518 539 2069 571">2. When was the new Poor Law introduced?<li data-bbox="1518 754 1917 786">3. What does continuity mean?<li data-bbox="1518 1010 2069 1074">4. What is the key word...required by law or rule? |

| Geography Questions | The Middle East | Year 8 | Term 1 |
|--|---|---|---------------|
| Week 1: Quiz It | Week 2: Self Quiz It | Week 3: Quiz It | |
| <p>What is the difference between a continent and a country?</p> <p>Define fertile</p> <p>Define natural resource</p> <p>What does a line of latitude measure?</p> | <p>Use the information from Week 2 to create 5 of your own quiz questions- you must also write the answers.</p> | <p>What 3 continents is The Middle East in?</p> <p>Which tropic passes through The Middle East</p> <p>How many countries are in The Middle East?</p> <p>Name 2 countries in The Middle East</p> | |

| Week 4: Self Quiz It | Week 5: Draw It | Week 6: Quiz It |
|--|--|---|
| <p>Use the information from Week 4 to create 5 of your own questions- on the factors affecting the Middle East's climate. You must also write the answers.</p> | <p>Use the information from Week 5 to draw a diagram or a series of images to help you to remember the knowledge of human adaptation to the Middle East.</p> <p>Nomadic</p> <div data-bbox="797 341 1447 624" style="border: 1px solid black; height: 177px; width: 290px;"></div> <p>Dehydration</p> <div data-bbox="797 764 1447 1046" style="border: 1px solid black; height: 177px; width: 290px;"></div> <p>Adaptation</p> <div data-bbox="797 1187 1447 1469" style="border: 1px solid black; height: 177px; width: 290px;"></div> | <p>What is a conflict?</p> <p>How is a Civil War different to any other war?</p> <p>What does quality of life mean?</p> <p>What does scarcity mean?</p> |

| Music | Reggae | Year 8 Term 1 |
|---|---|---|
| Week 1: Historical background | Week 2: Chords | Week 3: Ukulele |
| <ol style="list-style-type: none"> Where did reggae originate from and what year? Name two songs Bob Marley wrote. What is the religion often associated with reggae? Which style of reggae featured a riff? Which style of reggae was the fastest in style? Which style of reggae featured light-hearted lyrics? | <ol style="list-style-type: none"> What is a chord? Which chord is a bright, happy chord? Which chord is a dark, sad chord? Playing on beats 2 and 4 means you are playing on what? How many semitones do you count for a major chord? How many semitones do you count for a minor chord? | <ol style="list-style-type: none"> Label the frets and strings on this ukulele chord diagram. <div data-bbox="1496 352 2085 762" data-label="Diagram"> </div> Where should you aim to strum over on the ukulele? |

| Music | Reggae | Year 8 Term 1 |
|---|--|--|
| Week 4: Three Little Birds | Week 5: Vocal Technique | Week 6: Ensemble skills |
| <ol style="list-style-type: none"> 1. Which section of song has the same vocals each time it is repeated? 2. Which section of song has no vocals? 3. Which sections of song would you hear the riff being played? 4. Which section starts the song off? | <ol style="list-style-type: none"> 1. What is the name of the muscle that aids breathing when singing? 2. How should you stand/sit when singing? | <ol style="list-style-type: none"> 1. What is the term for a group of musicians playing together? 2. Define accuracy. 3. Define fluency. 4. Define timing. |

| ART | ART & DESIGN – KEY CONCEPTS | Year 8 | Term 1 |
|---|---|--|--------|
| Week 1: Art History – Artwork – MONA LISA | Week 2: Art History – Leonardo Da Vinci, | Week 3: Art History-Visual | |
| Create a mini mind map based on what you know about the Mona Lisa . | Create a mini mind map based on what you know about the Leonardo Da Vinci | Describe the Mona Lisa , based on the source material provided: | |
| Week 4: Art Careers- Fashion Designer | Week 5: Conceptual Art – Futurism | Week 6: Medium - Charcoal | |
| Define what a fashion designer does? | How could you link Futurism to our YR8 art theme ' Our Town '? <i>Think about the theme of buildings & architecture then consider how the futurists concepts could be used to create your own unique piece of work...</i> | Create a question about charcoal , which you might ask someone in your art group? | |