

Knowledge Organiser

Year 8 Term 4

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>umbrage- resentment, offence.</p> <p>apparition- a ghost or ghostlike image of a person.</p> <p>erroneous- wrong or incorrect.</p> <p>enjambment- the running-over of a sentence or phrase from one poetic line to the next.</p> <p>gouge- the make a (groove, hole, or indentation) with or as with a sharp tool or blade.</p>	<p>juncture- a particular point in events or time; a moment.</p> <p>emphatic- strong and determined in speech or action.</p> <p>anagram- a word, phrase, or name formed by rearranging the letters of another.</p> <p>caesura- a stop or pause in a metrical line, often marked by punctuation.</p> <p>brusque- short, abrupt, dismissive.</p>	<p>polysyndeton- a list of words, phrases, or clauses that are connected by the repeated use of the same conjunction.</p> <p>successful- accomplishing a desired aim or result.</p> <p>enmity- ill will, hatred, hostility.</p> <p>epiphany- a moment of sudden realisation.</p> <p>miscellaneous- consisting of or a mixture of various things that are not necessarily connected with each other.</p>	<p>asyndeton- a list of words, phrases, or clauses that are connected without conjunctions.</p> <p>colloquialism- a word or phrase which is not formal.</p> <p>dissatisfied- not content or happy with something.</p> <p>deferential- showing respect for another's authority.</p> <p>deterrent- a thing that discourages or intended to discourage someone from doing something.</p>	<p>conceit- an elaborate and fanciful metaphor or comparison between two things which do not naturally belong together.</p> <p>silhouette- the dark shape and outline of someone or something visible in restricted light against a brighter background.</p> <p>acquiesce- to agree without protesting.</p> <p>plethora- an abundance, excess, a lot.</p> <p>insatiable- incapable of being satisfied.</p>	<p>initiation- the action of admitting someone into a secret or obscure society or group. Or the action of beginning something.</p> <p>allegiance- loyalty or commitment to a superior or to a group or cause.</p> <p>circumspect- cautious.</p> <p>repudiate- to reject, refuse to accept.</p> <p>aberration- something that differs from the 'norm'.</p>



Look

Look at the information carefully.

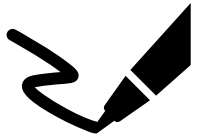
Read it three times.

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**.

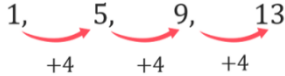

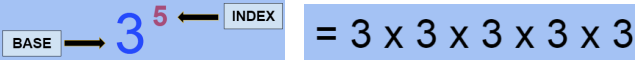
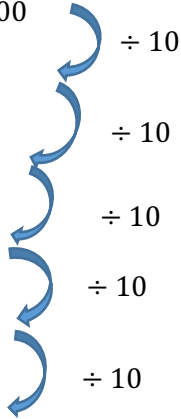
Repeat.

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



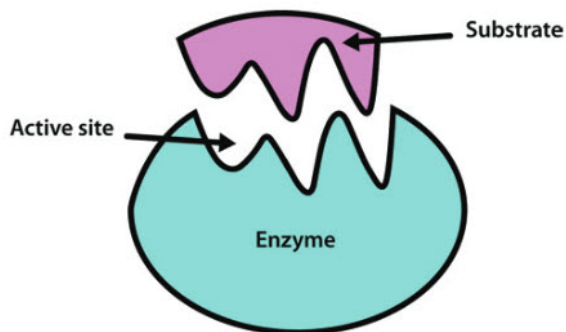
Correct

English	Poetic Structure and Form	Year 8	Term 4
<p>Week 1: vocabulary</p> <p>The poet (insert an academic verb from below):</p> <ul style="list-style-type: none"> • indicates • creates • depicts • foreshadows • portrays • personifies <p>Famous examples of long form poetry:</p> <ul style="list-style-type: none"> • <i>The Prelude</i> by Wordsworth • <i>The Odyssey</i> by Homer • <i>Inferno</i> by Dante • <i>In Memoriam</i> by Tennyson 	<p>Week 2: vocabulary (concepts)</p> <p>epiphany: a moment of sudden realisation.</p> <p>conceit: an elaborate and fanciful metaphor or comparison between two things which do not naturally belong together.</p> <p>supernatural: something which goes beyond what is 'natural' and defies explanation.</p> <p>apparition: a ghost or ghostlike image of a person.</p> <p>colloquialism: a word or phrase which is not formal.</p> <p>descent: the act of moving downwards, dropping, or falling.</p>	<p>Week 3: academic writing</p> <p>Thesis statement, authorial intent and influence, language exploration, links, and development, (commenting on) character journey...</p> <p>The character undergoes a profound change when...</p> <p>This is a critical moment for the character...</p> <p>...is a key juncture in the character's journey...</p> <p>The character experiences a moment of realisation when...</p> <p>...forces the character to...</p>	
<p>Week 4: poetic form and structure</p> <p>rhythm: the beat and pace of a poem using stressed and unstressed syllables.</p> <p>stanza: a group of lines in a poem which make a verse.</p> <p>quatrain: a group of four lines in a poem.</p> <p>couplet: a pair of consecutive lines of <i>poetry</i> that create a complete thought or idea.</p> <p>emphatic positioning: when a writer puts language devices in specific places for effect (e.g., at the start or in groups).</p>	<p>Week 5: poetic listing</p> <p>polysyndeton: a list of words, phrases or clauses that are connected by the repeated use of the same conjunction.</p> <p>asyndeton: a list of words, phrases or clauses that are connected without conjunctions.</p> <p>verse novel: a novel-length story told through the medium of poetry instead of prose.</p> <p>narrative poetry: a long poem which tells a story, including plot, character, and setting.</p> <p>epic poetry: a long narrative poem recounting heroic deed(s).</p>	<p>Week 6: authorial intent and influence</p> <p>Authors can be affected by the society in which they live, the injustices they witness and the problems they see.</p> <p>Examples of other texts where writers address social injustice are '<i>Blood Brothers</i>' by Willy Russell and '<i>A Christmas Carol</i>' by Charles Dickens.</p> <ul style="list-style-type: none"> • The writer reflects their own experiences by... • The writer echoes real events and attitudes when... • The writer challenges their reader to... • The writer is motivated by... 	

Maths	Developing Number	Year 8 Term 4
<p>Week 1: Core knowledge</p> <p>place value: the value of each digit in a number.</p> <p>difference: is the result of a subtraction.</p> <p>ascending: ordered smallest to largest.</p> <p>descending: ordered largest to smallest.</p> <p>percent: is a value out of 100. We must always include the percent symbol, %.</p> <p>Profit: a financial gain</p> <p>Loss: losing money, a financial loss.</p>	<p>Week 2: Sequences</p> <p>term: each number or object in a sequence.</p> <p>linear sequence: a number pattern that increases or decreases by a common difference each time.</p> <p>common difference: the amount a linear sequence increases or decreases by. e.g. 1, 5, 9, 13... has a common difference of +4.</p>  <p>geometric sequence: a number pattern made by multiplying or dividing by the same value each time. They are non-linear.</p> 	<p>Week 3: FDP Equivalences</p> <p>Tenth = $\frac{1}{10} = 0.1 = 10\%$</p> <p>Hundredth = $\frac{1}{100} = 0.01 = 1\%$</p> <p>Half = $\frac{1}{2} = 0.5 = 50\%$</p> <p>Third = $\frac{1}{3} = 0.\dot{3} = 33.\dot{3}\%$</p> <p>Quarter = $\frac{1}{4} = 0.25 = 25\%$</p> <p>Fifth = $\frac{1}{5} = 0.2 = 20\%$</p>
<p>Week 4: Percentages</p> <p>multiplier: a decimal used to calculate a percentage of an amount.</p> <p>percentage to a decimal: to change a percentage to a decimal we divide by 100.</p> <p><u>Examples</u></p> <p>$5\% = \frac{5}{100} = 5 \div 100 = 0.05$</p> <p>$17\% = \frac{17}{100} = 17 \div 100 = 0.17$</p> <p>$104\% = \frac{104}{100} = 104 \div 100 = 1.04$</p> <p>Percentage change formula = $\frac{\text{difference}}{\text{original value}} \times 100$</p>	<p>Week 5: Indices</p> <p>base: the number or variable that is repeatedly multiplied when using an index.</p> <p>index (or power): represents how many times to repeatedly multiply the base.</p>  <p>Laws of Indices</p> <p>$a^m \times a^n = a^{m+n}$</p> <p>$\frac{a^m}{a^n} = a^m \div a^n = a^{m-n}$</p> <p>$(a^m)^n = a^{m \times n}$</p> <p><u>Examples</u></p> <p>$3^8 \times 3^2 = 3^{10}$</p> <p>$\frac{3^8}{3^2} = 3^8 \div 3^2 = 3^6$</p> <p>$(3^8)^2 = 3^{16}$</p>	<p>Week 6: Powers of 10</p> <p>$10^3 = 10 \times 10 \times 10 = 1000$</p> <p>$10^2 = 10 \times 10 = 100$</p> <p>$10^1 = 10$</p> <p>$10^0 = 1$</p>  <p>$10^{-1} = \frac{1}{10} = 0.1$</p>

Week 1: Enzymes in Animals

enzyme	a biological catalyst that increases the rate of chemical reactions
active site	the part of the enzyme which a specific substrate can fit into
substrate	a substance on which enzymes act
denature	the active site of an enzyme changes shape because of temperature or pH - it no longer fits the substrate
monomer	a molecule that can bond to other monomers to form a polymer
polymer	a large molecule that consists of many smaller repeating units called monomers
small intestine	digests nutrients and absorbs them into the bloodstream
large intestine	where water and minerals are absorbed into the blood
amylase	a type of carbohydrase enzyme that breaks down starch into simple sugars



Week 2: Enzymes in Plants

photosynthesis	a chemical process in which plants make glucose (food) - takes place in the chloroplast of the leaf
starch	a type of carbohydrate produced by plants
cellulose	a type of carbohydrate produced by plants
sucrose	a type of carbohydrate produced by plants
digestion	the breakdown of large molecules (polymers) into smaller molecules (monomers) so that they can be absorbed into the blood stream

The role of enzymes in digestion

The table shows three polymers found in food, and which enzymes in the digestive system digest them.

Polymer	Enzyme	Monomer	Function
carbohydrate	Carbohydrase	glucose	used in respiration to release energy
protein	protease	amino acid	Growth and repair
lipid	lipase	glycerol & fatty acids	Secondary source of energy, insulation

Week 3: The Atmosphere

atmosphere	the gases surrounding the planet, held in place by Earth's gravity
composition	what something is made up of
respiration	a chemical process by which living organisms release energy from glucose
combustion	a chemical process involving the burning of a fuel in the presence of oxygen to release energy

Word equations to memorise

Combustion

fuel + oxygen → carbon dioxide + water (+energy)

Aerobic Respiration

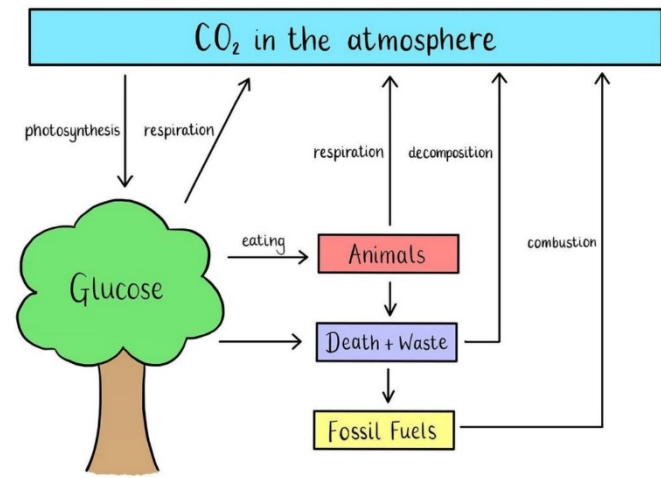
oxygen + glucose → carbon dioxide + water (+energy)

Photosynthesis

carbon dioxide + water $\xrightarrow[\text{chlorophyll}]{\text{light}}$ oxygen + glucose

Week 4: The Carbon Cycle & Climate Change

climate	the weather conditions in an area, or over a period of time
enhanced greenhouse effect	a process where the temperature of a planet increases due to the trapping of heat in the atmosphere
deforestation	the action of clearing a large area of trees
fossil fuel	non-renewable fuels that form, over millions of years, from the remains of living organisms - coal, gas and oil are the three fossil fuels
carbon cycle	the process in which carbon continually travels from the atmosphere to the Earth and then back into the atmosphere



Week 5: Energy Stores

energy	the capacity for doing work - the unit of measurement for energy is joules (J)
energy store	a way in which energy is kept in an object or a group of objects, a store is not a physical place

The Law of Conservation of Energy

Energy cannot be created nor destroyed, only transferred from one store to another.

Energy Store	Source	Examples
Thermal	hot objects	hot coffee
Kinetic	moving objects	moving bus
Electrostatic	charged materials	thunder clouds
Gravitational Potential	objects that are high up	aeroplane, kite
Chemical	stored in chemical bonds	food, batteries
Elastic Potential	stretch or compressed materials	spring, balloons
Magnetic	magnetic fields around magnets	fridge magnets, compasses
Nuclear	stored in atoms	uranium

Week 6: Energy Transfers

energy transfer	the four different ways in which energy can be transferred from one store to another - these are: <ul style="list-style-type: none"> • by heating • by waves (radiation) • by electric current • by a force moving an object
doing work	the scientific way of saying that energy has been transferred
conduction	a process where thermal energy is directly transferred through a material
radiation	a process where thermal energy is transferred through the emission of waves/particles through space or a substance
convection	a process where thermal energy is transferred through the bulk movement of fluids, e.g. liquids or gases
insulator	a material that is used to prevent the transfer of thermal energy
conserve	to keep the same
dissipate	lost to the surroundings
efficacy	how effective something is

French		Les fêtes 2 (Celebrations)	Year 8	Term 4																																								
Week 1: Les vêtements - clothes		Week 2: Adjectives - colours		Week 3: Adjectives – likes and dislikes																																								
un jean jeans un tee-shirt a t-shirt un sweat à capuche. a hoodie un short shorts un maillot de bain a swimming costume un sac à main a handbag un costume a suit une jupe a skirt une robe a dress une casquette a cap des baskets trainers des bottes boots des chaussures shoes	Remember: colours are adjectives, and they follow the noun they are describing. They must 'agree' with the noun they are describing: Je porte un tee-shirt blanc (masculine singular) <i>I am wearing a white t-shirt.</i> Je porte une jupe blanche (feminine singular) <i>I am wearing a white skirt.</i> Je porte des chaussures blanches (feminine plural) <i>I am wearing white shoes.</i>		J'ai un style..... I have a style.... classique classic décontracté relaxed skateur skater sportif sporty car c'est.... because it is... branché trendy à la mode fashionable démodé old-fashioned laid ugly horrible horrible affreux awful nul rubbish																																									
Week 4: Porter – to wear		Week 5: Future plans		Week 6: Modal verbs																																								
<table border="1"> <tr> <td>Je portee</td> <td>I wear</td> </tr> <tr> <td>Tu portes</td> <td>You (singular/informal) wear</td> </tr> <tr> <td>Il/elle portee</td> <td>He/She wear</td> </tr> <tr> <td>On portee</td> <td>We wear</td> </tr> <tr> <td>Nous porteons</td> <td>We wear</td> </tr> <tr> <td>Vous porteez</td> <td>You (plural/formal) wear</td> </tr> <tr> <td>Ils portent</td> <td>They (masculine/mixed) wear</td> </tr> <tr> <td>Elles portent</td> <td>They (feminine) wear</td> </tr> </table>		Je porte e	I wear	Tu porte s	You (singular/informal) wear	Il/elle porte e	He/She wear	On porte e	We wear	Nous porte ons	We wear	Vous porte ez	You (plural/formal) wear	Ils porte nt	They (masculine/mixed) wear	Elles porte nt	They (feminine) wear	Time phrases: ce soir this evening demain tomorrow le weekend prochain next weekend la semaine prochaine next week l'année prochaine next year <table border="1"> <tr> <td>je vais I am going</td> <td>aller (to go)</td> <td>chez ma tante</td> </tr> <tr> <td rowspan="2">il/elle va he/she is going</td> <td>célébrer (to celebrate)</td> <td>Noël</td> </tr> <tr> <td>visiter (to visit)</td> <td>Londres</td> </tr> <tr> <td rowspan="2">on va/nous allons we are going</td> <td>manger (to eat)</td> <td>des huîtres</td> </tr> <tr> <td>boire (to drink)</td> <td>du café</td> </tr> <tr> <td></td> <td>donner (to give)</td> <td>un cadeau</td> </tr> </table>		je vais I am going	aller (to go)	chez ma tante	il/elle va he/she is going	célébrer (to celebrate)	Noël	visiter (to visit)	Londres	on va/nous allons we are going	manger (to eat)	des huîtres	boire (to drink)	du café		donner (to give)	un cadeau	Pour aller à la fête.... In order to go to the festival / party... <table border="1"> <tr> <td>il faut (you must)</td> <td>porter (wear)</td> </tr> <tr> <td>on doit (you must)</td> <td>donner (give)</td> </tr> <tr> <td></td> <td>acheter (buy)</td> </tr> <tr> <td></td> <td>manger (eat)</td> </tr> </table> Pour aller à la fête, il faut acheter un Cadeau. In order to go to the party, you must buy a present. Pour aller à la fête, on doit porter un jean bleu et un tee-shirt blanc. In order to go to the festival, you must wear blue jeans and a white t-shirt.	il faut (you must)	porter (wear)	on doit (you must)	donner (give)		acheter (buy)		manger (eat)
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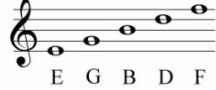


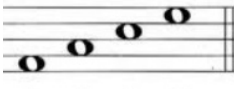
Geography	Coasts	Year 8 Term 4
<p>Week 1: Coastal Erosion</p> <p>erosion: overall process of wearing down and removing rock or soil.</p> <p>abrasion: rocks and pebbles carried by waves wear down coastal surfaces.</p> <p>attrition: rocks and pebbles in the water collide, breaking into smaller particles.</p> <p>hydraulic action: force of waves breaking against cliffs, causing erosion through pressure and compression.</p>	<p>Week 2: Longshore Drift and Transportation</p> <p>longshore drift: the movement of sediments along a coast, involves various transportation processes.</p> <p>solution: dissolved minerals carried within the water.</p> <p>traction: larger rocks and pebbles rolled along the seabed by waves.</p> <p>saltation: smaller particles, like sand, bounced along the seabed by waves.</p> <p>suspension: fine particles, like silt and clay, suspended and carried within the water.</p>	<p>Week 3: Landforms of Erosion</p> <p>headlands and bays: sea erodes soft rock faster than hard rock. Creates a curvy coastline with protruding headlands and sheltered bays.</p> <p>caves: formed by wave erosion into cliffs.</p> <p>arches: continuous erosion may create openings through headlands.</p> <p>stacks: isolated pillars result from collapsed arches.</p> <p>stumps: remnants of stacks gradually erode over time.</p>
<p>Week 4: Landforms of Deposition</p> <p>deposition: the dropping of sand or rocks</p> <p>spits: long, thin land created when waves deposit sand at the coastline. Energy levels decrease, and the sand forms a stretch of land.</p> <p>bars: underwater hills made by waves depositing sand in the sea, affecting energy levels and sometimes reaching the surface.</p>	<p>Week 5: Hard Engineering</p> <p>hard engineering: tough structures built to control and protect the coastline from erosion.</p> <p>sea wall: a strong barrier against waves and storms, reducing their impact on the land.</p> <p>groynes: wooden or concrete structures extending into the sea to trap sand and build up beaches.</p> <p>gabions: cages filled with rocks placed along the coast, absorbing wave energy and preventing erosion.</p>	<p>Week 6: Soft Engineering</p> <p>soft engineering: using natural processes and materials to manage and protect the coastline.</p> <p>beach nourishment: adding sand or pebbles to beaches to build them up, absorbing wave energy and preventing erosion.</p> <p>beach reprofiling: adjusting the shape of the beach to absorb and spread wave energy more effectively.</p> <p>sand dunes: natural mounds of sand formed by wind, providing a natural barrier against coastal erosion.</p>

History	Russian Revolution	Year 8 Term 4
<p>Week 1: Key People/groups</p> <p>Tsar Nicholas II: the Tsar (Emperor) of Russia from 1894- 1917.</p> <p>Vladimir Lenin: the leader of the Bolshevik Party. He rules Russia from 1917 until 1924.</p> <p>Karl Marx: German philosopher who wrote the Communist Manifesto.</p> <p>Bolsheviks: a far-left revolutionary Marxist faction who were led by Lenin and come to power in October 1917.</p> <p>Provincial Government: the Government who ruled Russia after the February 1917 revolution. It was made up of Russian nobility.</p>	<p>Week 2: 1905 Revolution</p> <p>Communism: a left-wing political ideology.</p> <p>mutiny: to go against orders or rise up against your superior officers in the military.</p> <p>Bloody Sunday: the events which took place on the 22nd of January 1905 which led many people being killed by the Tsar’s forces.</p> <p>protest: to resist (stand up against) something that has happened.</p>	<p>Week 3: 1917 Revolution</p> <p>abdicate: to give up the throne.</p> <p>Petrograd: the name for St Petersburg during the First World War.</p> <p>manifesto: a public declaration of aims or policies.</p> <p>Vladimir Lenin was a Communist who was the leader of the Bolshevik Party. In April 1917 he returned to Petrograd and promised the Russian people:</p> <ul style="list-style-type: none"> • Peace • Land • Bread
<p>Week 4: Russian Civil War</p> <p>civil war: a conflict which takes place between two or more sides inside of one country.</p> <p>Greens: armed peasant groups who fought in the Civil War.</p> <p>Reds: the Bolsheviks who fought in the Civil War.</p> <p>Whites: the Tsarist forces who fought in the Civil War.</p>	<p>Week 5: Consequences of the Revolution</p> <p>Cheka: Russian secret police.</p> <p>distribute: to share.</p> <p>Nationalisation: when the government takes control of public services.</p> <p>social: to do with people and the way they live their lives.</p> <p>economic: to do with money.</p> <p>political: to do with laws, leaders and power.</p>	<p>Week 6: Chronology</p> <p>1894 Tsar Nicholas became Tsar (Emperor of Russia).</p> <p>1904, Russia declared war on Japan In 1905, there was a revolution against Tsar, Nicholas II and his family known as ‘Bloody Sunday’</p> <p>Russia withdrew from WW1 in 1917</p> <p>22nd of February 1917, 20,000 workers protested on the streets of Petrograd. Tsar abdicated. (Feb Revolution)</p> <p>October 1917 The Bolsheviks seized control of the country. (October Revolution)</p> <p>1917-1921 Russian Civil War 1921 Bolsheviks had complete control of Russia</p>

Religious Studies	Social Justice	Year 8 Term 4
<p>Week 1: religion and gender</p> <p>Previously, women were not allowed to be ordained into leadership roles within the Church.</p> <p>However, in 1994 the first 32 women were ordained as Church of England priests. In 2015, Libby Lane became the Church of England's first female bishop.</p> <p>Ordained: make (someone) a priest or minister; confer holy orders on.</p> <p>Priest: a religious leader who can perform certain rites and sacraments.</p>	<p>Week 2: religious expression</p> <p>religious expression: refers to the different ways that people choose to express their religion to others. This can be done through wearing certain clothes or displaying symbols.</p> <p>Religious expression can include:</p> <ul style="list-style-type: none"> wearing religious jewellery wearing religious clothing wearing religious symbols <p>Human Rights Act: sets out the fundamental rights and freedoms that everyone in the UK is entitled to.</p>	<p>Week 3: social justice</p> <p>Social justice: is when each person can exercise their rights within a society.</p> <p>Jesus and the Leper</p> <ul style="list-style-type: none"> The Leper asked for Jesus to rid him of his leprosy Jesus touches the man and immediately cures him of leprosy Jesus sends the man to a priest to pray People here of this miracle and begin to look for Jesus <p>slavery: is the practice of forced labour and restricted liberty.</p> <p>abolish: to officially end or stop (something, such as a law).</p>
<p>Week 4: prejudice</p> <p>Prejudice: preconceived opinion that is not based on reason or actual experience.</p> <p>Persecution: punishment or harassment usually of a severe nature based on race, religion, or political opinion in one's country of origin.</p> <p>Examples of prejudice:</p> <ul style="list-style-type: none"> religious persecution racial hatred <p>Dictatorship: form of government in which one person or a small group possesses absolute power without effective constitutional limitations.</p> <p>Oppression: is the social act of placing severe restrictions on an individual group, or institution.</p>	<p>Week 5: animal testing</p> <p>medical testing (vivisection): the practice of performing operations on animals for the purpose of experimentation or scientific research.</p> <p>Cosmetic testing: cosmetic testing on animals is a type of animal testing to test the safety of products used by humans.</p> <p>Dominion: to have rule or control over something, in this case humans having control of the world.</p> <p>Religious teachings on animals:</p> <ul style="list-style-type: none"> "The righteous care for the needs of their animals." "Rule over the fish in the sea and birds in the sky and over every living creature that moves on the ground." 	<p>Week 6: environment</p> <p>Stewardship: the duty of human beings to care for the world and maintain balance in nature.</p> <p>Global warming: the current rise in the average temperature of Earth's air and oceans.</p> <p>Obligation: an act of making oneself responsible for doing something.</p>

PSHE	Crime and Punishment	Year 8 Term 4
<p>Week 1: alcohol and the law</p> <p>alcohol: a chemical substance found in drinks such as beer, wine, and liquor.</p> <p>unit of alcohol: alcohol units are a simple way of understanding the quantity of pure alcohol in a drink. One unit is 10ml (millilitres) or 8g (grams) of pure alcohol.</p> <p>British law on alcohol:</p> <ul style="list-style-type: none"> • It is illegal for under-18s to buy alcohol anywhere in the UK. • It is illegal for an adult to buy or try to buy alcohol for anyone under 18. <p>Local councils can put measures in place to stop drinking in certain areas where they believe alcohol could contribute to anti-social behaviour.</p>	<p>Week 2: police, CPS and courts</p> <p>Police: responsible for the prevention and detection of crime and the maintenance of public order.</p> <p>CPS: The Crown Prosecution Service (CPS) prosecutes criminal cases that have been investigated by the police and other investigative organisations in England and Wales.</p> <p>Courts: an authority having power in civil, criminal or military matters.</p>	<p>Week 3: young offenders</p> <p>Young offenders: a person aged between 10 and 17 who has committed a criminal offence.</p> <p>Age of criminal responsibility: the age of criminal responsibility in England and Wales is 10 years old.</p> <p>offence: an offence is a crime that breaks a particular law and requires a particular punishment.</p>
<p>Week 4: how do we punish offenders</p> <p>prison: a building in which people are legally held as a punishment for a crime they have committed or while awaiting trial.</p> <p>community service: gives people who have offended opportunities to make amends for their crime.</p> <p>Examples:</p> <ul style="list-style-type: none"> • removing graffiti • cleaning up derelict areas • working for charities <p>fine: is a penalty of money that a court of law or other authority decides has to be paid as punishment for a crime or other offense.</p>	<p>Week 5: gangs</p> <p>gangs: a gang is an ongoing, organized association of three or more persons.</p> <p>bullying: seek to harm, intimidate, or coerce (someone perceived as vulnerable).</p>	<p>Week 6: joint enterprise</p> <p>Joint enterprise: joint enterprise is where, if one or more people commit an offence and another/ others intended to encourage or assist them to commit the offence, the secondary offender(s) can be prosecuted as if they were a main offender.</p>

Computing	Computer bots	Year 8 Term 4
<p>Week 1: artificial intelligence</p> <p>artificial intelligence: is the simulation of human intelligence processes by machines, such as computer systems.</p>	<p>Week 2: bots</p> <p>bot: short for robot.</p> <p>It is a software application programmed to run specific tasks as part of another computer program or to simulate human activity.</p> <p>Bots are designed to automate tasks on their own without human intervention.</p>	<p>Week 3: different types of bots</p> <p>chatbots: simulate conversations with a human being. One of the first and most famous chatbots prior to the web was Eliza, an NLP program developed in 1966 as a Massachusetts Institute of Technology research project.</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.</p>
<p>Week 4: coding</p> <p>sequence: the order which the computer will run code, one line at a time. (One of the building blocks of coding.)</p> <p>selection: a decision made by a computer choosing what code should be run when certain conditions are met. One of the building blocks of coding.</p>	<p>Week 5: iteration</p> <p>iteration: when a section of code is repeated several times. Also known as forever loop. (One of the building blocks of coding.)</p> <p>for loop: is count controlled.</p> <p>while loop: is condition controlled.</p>	<p>Week 6: operators</p> <p>comparison operators: symbols used to represent actions, such as (>) greater than (<) less than (=) equal to.</p> <p>boolean expressions: sometimes you will want to use the additional expressions, AND, OR, NOT.</p>

Music	Music Theory	Year 8 Term 4
<p>Week 1: elements of music</p> <p>dynamics: the volume of a piece of music. <i>pp, p, mp, mf, f, ff, crescendo.</i></p> <p>tempo: the speed of a piece of music. <i>lento, adagio, andante, moderato, allegro, presto.</i></p> <p>structure: the sections within a piece of music</p> <p>pitch: the high and low notes</p> <p>texture: the musical layers</p> <p>rhythm: the arrangement of notes and rests</p> <p>harmony: complimentary notes played simultaneously</p>	<p>Week 2: note values</p> <p>semibreve: a note lasting 4 beats </p> <p>minim: a note lasting 2 beats </p> <p>crotchet: a note lasting 1 beat </p> <p>quaver: a note lasting half a beat </p> <p>semiquaver: a note lasting a quarter of a beat </p>	<p>Week 3: Medieval, Renaissance and Baroque periods of music</p> <p>Medieval: c. 1150-c. 1400, instruments featured were the flute, recorder and lute. The main type of music was the Gregorian chant.</p> <p>Renaissance: (c. 1400-c. 1600), heavily featured choral music with a big focus on harmony. Songs included madrigals, masses and motets. Composers such as Byrd, Tallis & Purcell. The harpsichord was a key instrument.</p> <p>Baroque: (c. 1600-c. 1750), keys were introduced, as well as new instruments such as the oboe, bassoon and cello. Orchestras were formed.</p>
<p>Week 4: Classical, Romantic & 20th and 21st century.</p> <p>Classical: (c. 1750-c. 1830) new structures of music; sonata and symphony. The piano replaced the harpsichord. Composers include Mozart, Beethoven and Haydn.</p> <p>Romantic: (c.1830-1920) bigger orchestras, composers pushed musicians and instruments to their extremes, very difficult virtuoso pieces. Composers included Chopin & Liszt.</p> <p>20th and 21st century: (c. 1920-present), composers broke the rules and experimented with styles and techniques, such as Stravinsky & Shostakovich.</p>	<p>Week 5: musical elements</p> <p> treble clef: represents notes played above a middle C. Played with right hand.</p> <p> bass clef: represents notes played below a middle C. Played with left hand.</p> <p>bar: how we split music up.</p> <p> sharp: raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p> flat: lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p> natural: cancels out a flat or sharp. Played as the normal white note.</p>	<p>Week 6: notes on the staff</p> <p>Treble Clef:</p> <p> E G B D F</p> <p> F A C E</p> <p>Notes On Lines</p> <p>Bass Clef:</p> <p> G B D F A</p> <p>Notes In Spaces</p> <p> A C E G</p>

Design and Technology		Year 8	Term 4
<p>Week 1: hand tools</p> <p>junior hacksaw: used to make small and fine cuts in a range of materials, including timbers and plastics, but most commonly metals.</p> <p>centre punch: used to mark the centre point of a hole when drilling hard materials, such as metals.</p> <p>hand files: used to remove fairly small amounts of material and smooth the edges. They can be used with metals, plastics and timbers.</p>	<p>Week 2: CAD and CAM</p> <p>3 advantages of Computer Aided Designing (CAD) are:</p> <ul style="list-style-type: none"> • it is easier to make changes to a design; • designs can be viewed from different angles; • it can be more precise than drawing by hand. <p>3 advantages of Computer Aided Manufacturing (CAM) are:</p> <ul style="list-style-type: none"> • it is cheaper than making by hand; • lots of identical products can be made quickly; • it is much quicker than making by hand. 	<p>Week 2: metals</p> <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 4: metals</p> <p>ferrous metal: contains iron. They often rust when exposed to oxygen and moisture. Examples include mild steel and cast iron.</p> <p>non-ferrous metal: do not contain iron. Examples include aluminium and copper.</p> <p>alloys: metals that are a mixture of two or more metals, or a mixture of a metal and another element. Examples include brass and steel.</p>	<p>Week 5: user-centred design</p> <p>user-centered design: a creative approach that focuses on making products by considering the needs, preferences, and experiences of the people who will use them.</p> <p>iterative design: the process of making repeated improvements to a product by testing, receiving feedback, and then refining the design based on that feedback to create a better product.</p>	<p>Week 6: creating prototypes</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. 	

Art	Art and Design Key Concepts	Year 8 Term 4
<p>Week 1: complementary colours</p> <p>complementary colours: pairs of colours that, when combined, create a sense of contrast, and reinforce each other.</p> <p>These pairs are located opposite each other on the colour wheel. When mixed, they produce a neutral colour, such as grey or white, depending on the intensity of the colours involved</p>	<p>Week 2: complementary colours</p> <p>The primary complementary colour pairs are:</p> <p>red and green: associated with vibrancy and high contrast.</p> <p>blue and orange: this combination is commonly used in art and design for its strong visual impact.</p> <p>yellow and purple (or violet): this pair provides a striking contrast, often seen in nature and various art forms</p>	<p>Week 3: understanding complementary colours</p> <p>Complementary colours are frequently used in art, design, and colour theory to create visually appealing compositions, enhance certain elements, or draw attention.</p> <p>Understanding complementary colours is valuable for artists, designers, and anyone working with colour, as it can be used to create balance, harmony, and visual interest in compositions.</p>
<p>Week 4: mark making techniques</p> <p>mark-making techniques: various methods and tools artists use to create marks, lines, textures, and patterns on a surface.</p> <p>These techniques are fundamental to drawing and painting and play a crucial role in conveying artistic expression and visual communication.</p> <p>Different mark-making techniques can evoke various emotions, suggest movement, and contribute to the overall aesthetic of an artwork.</p>	<p>Week 5: mark making techniques</p> <p>hatching: creating parallel lines to build up value or shading.</p> <p>cross-hatching: overlapping sets of parallel lines to achieve darker tones or textures.</p> <p>stippling: applying small, distinct dots to create tones, shades, or textures. The closer the dots, the darker the area appears.</p> <p>contour lines: drawing lines that follow the outlines of a form or object, emphasizing its shape.</p> <p>scumbling: rubbing or smudging dry or semi-dry media, like charcoal or pastel, to create a hazy or textured effect</p>	<p>Week 6: Architecture career</p> <p>Architecture: the art and science of designing and constructing buildings and other physical structures.</p> <p>Architects work to design structures that are not only functional and safe but also aesthetically pleasing and culturally relevant.</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: Enzymes in Animals	Week 2: Enzymes in Plants	Week 3: The Atmosphere
<ol style="list-style-type: none"> 1. Define enzyme. 2. Define polymer 3. What does 'denature' mean? 4. Draw and label (<i>enzyme, active site, substrate</i>) a diagram of an enzyme and its substrate. 	<ol style="list-style-type: none"> 1. What is photosynthesis? 2. Name the enzyme that breaks down starch into glucose. 3. Which enzyme breaks down lipids? 4. What is the monomer of a protein molecule? 5. What is the monomer of carbohydrates? 	<ol style="list-style-type: none"> 1. What is respiration? 2. Define combustion 3. What does 'composition' mean? 4. Recall the word equation for: Respiration Photosynthesis Combustion
Week 4: The Carbon Cycle & Climate Change	Week 5: Energy Stores	Week 6: Energy Transfers
<ol style="list-style-type: none"> 1. Define fossil fuel, give examples. 2. Look at the diagram, list two ways that carbon is released into the atmosphere. 3. Look at the diagram, list one way that carbon is removed from the atmosphere. 4. Define deforestation 	<ol style="list-style-type: none"> 1. Which type of energy is stored in a moving object? 2. Which type of energy is stored in an object that is high up? 3. What is energy? 4. Recall the law of conservation of energy. 	<ol style="list-style-type: none"> 1. Which type of material is used to prevent the transfer of thermal energy? 2. Which word means 'thermal energy is transferred through the bulk movement of fluids'? 3. What is meant by the term 'doing work'? 4. Define dissipates.

French	Les fêtes 2 (Celebrations)	Year 8 Term 4
Week 1: Les vêtements - clothes	Week 2: Adjectives - colours	Week 3: Adjectives – likes and dislikes
<p style="text-align: center;">Match up the French and English.</p> <p>un jean a hoodie</p> <p>un tee-shirt a swimming costume</p> <p>un sweat à capuche a suit</p> <p>un short shorts</p> <p>un maillot de bain boots</p> <p>un sac à main a dress</p> <p>un costume shoes</p> <p>une jupe a t-shirt</p> <p>une robe jeans</p> <p>une casquette a handbag</p> <p>des baskets a skirt</p> <p>des bottes a cap</p> <p>des chaussures trainers</p>	<p>Remember: colours are _____, and they follow the noun they are describing.</p> <p>They must ' _____ ' with the _____ they are describing:</p> <p>Je porte un tee-shirt blanc (_____ singular)</p> <p style="text-align: center;"><i>I am wearing a <u>white</u> t-shirt.</i></p> <p>Je porte une jupe blanche (_____ singular)</p> <p style="text-align: center;"><i>I am wearing a white skirt.</i></p> <p>Je porte des baskets blancs (_____ plural)</p> <p style="text-align: center;"><i>I am wearing white trainers.</i></p> <p>Je porte des chaussures blanches (_____ plural)</p> <p style="text-align: center;"><i>I am wearing white shoes.</i></p>	<p>J'ai un style sportif</p> <hr/> <p>J'ai un style skateur</p> <hr/> <p>J'ai un style démodé</p> <hr/> <p>J'ai un style laid</p> <hr/> <p>J'ai un style affreux</p> <hr/> <p>J'ai un style décontracté</p> <hr/> <p>J'ai un style à la mode</p> <hr/>

French

Les fêtes 2 (Celebrations)

Year 8

Term 4

Week 4: Porter – to wear

Je porte	_____ wear
Tu _____	You (singular/informal) wear
Il/elle porte	He/She wear
On porte	_____ wear
Nous _____	We wear
Vous portez	You (plural/formal) wear
Ils _____	They (_____) wear
Elles _____	They (feminine) wear

I wear a skirt.

He wears a jumper.

They (masc) wear trainers.

I wear jeans and a hoodie.

Week 5: Future plans

Match up the French and English.

ce soir	next week
demain	next
weekend	
le weekend prochain	next year
la semaine prochaine	tomorrow
l'année prochaine	this evening

_____	aller (_____)	chez ma tante
I am going		
_____	célébrer (_____)	Noël
he/she is going		
_____	visiter (_____)	Londres
_____	manger (_____)	des huîtres
_____ / _____	boire (_____)	du café
we are going	donner (_____)	un cadeau

Week 6: Modal Verbs

Pour aller à la fête....

In order to go to the festival / party...

il faut (you must)	porter (_____)
on doit (you must)	donner (_____)
	acheter (_____)
	manger (_____)

Pour aller à la fête il faut porter des baskets.

Pour aller à la fête on doit donner un cadeau.

Pour aller à la fête il faut manger du gâteau.

Pour aller à la fête on doit acheter une costume.

Music	Music Theory	Year 8 Term 4
Week 1: elements of music	Week 2: note values	Week 3: periods of music
<ol style="list-style-type: none"> 1. Order the dynamic markings from quietest to loudest. 2. What is structure? 3. What is pitch? 4. What is tempo? 5. What is texture? 6. What is rhythm? 7. What is harmony? 	<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. Which period of music features the flute, recorder and lute? 2. When was the Renaissance period of music? 3. What was introduced in the Baroque period of music?

Music	Music Theory	Year 8 Term 4
Week 4: periods of music continued	Week 5: musical elements	Week 6: notes on the staff
<ol style="list-style-type: none"> 1. Which period replaced the harpsichord with the piano? 2. Which composers were examples in the Romantic period of music? 3. Which period of music broke the rules? 	<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. 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?

Design and Technology		Year 8	Term 4
Week : Hand Tools	Week 2: sketching initial ideas	Week 6: metals	
<ol style="list-style-type: none"> 1. Which material do we commonly cut with a junior hacksaw? 2. What is the name of the tool that we use to create the centre point of a hole when drilling metals? 3. What is a hand file used for? 	<ol style="list-style-type: none"> 1. Give 3 advantages of Computer Aided Designing (CAD): 2. Give 3 advantages of Computer Aided Manufacturing (CAM): 	<ol style="list-style-type: none"> 1. What is an ore? 2. What is the meaning of the term 'malleable'? 	
Week 4: Metals	Week 5: creating prototypes	Week 6: creating prototypes	
<ol style="list-style-type: none"> 1. What is a ferrous metal? 2. What is a non-ferrous metal? 3. What is an alloy? 	<ol style="list-style-type: none"> 1. What is the definition of 'user-centred design'? 2. What is the definition of 'iterative design'? 	Why do designers create prototypes? Give 5 distinct reasons:	

Art	Art and Design Key Concepts	Year 8 Term 4
Week 1: complementary colours	Week 2: complementary colours	Week 3: understanding complementary colours
Describe complementary colours	Describe the complementary colour combinations	Describe why complementary colours are important
Week 4: mark making techniques	Week 5: mark making techniques	Week 6: Architecture career
Describe mark making techniques	Describe the top 5 mark making techniques	Describe an architecture