

Knowledge Organiser

Year 8 Term 1

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>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.

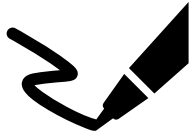
Read it three times.

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.

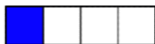
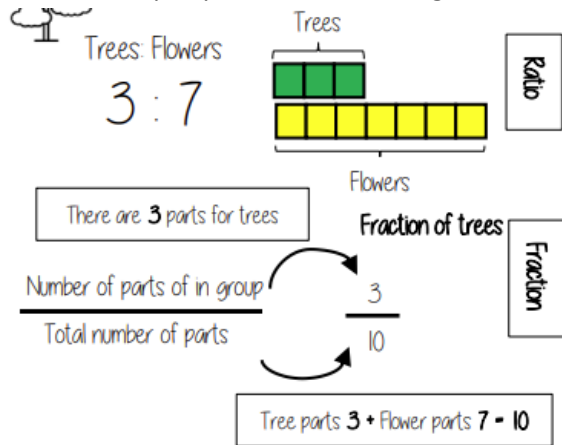
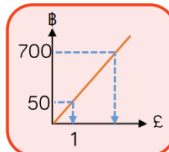
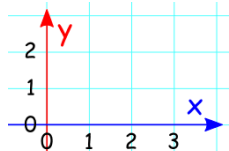
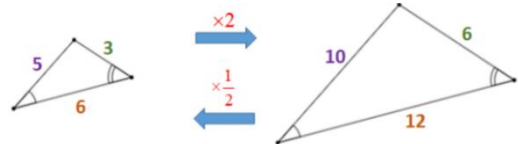
Repeat.

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



Correct

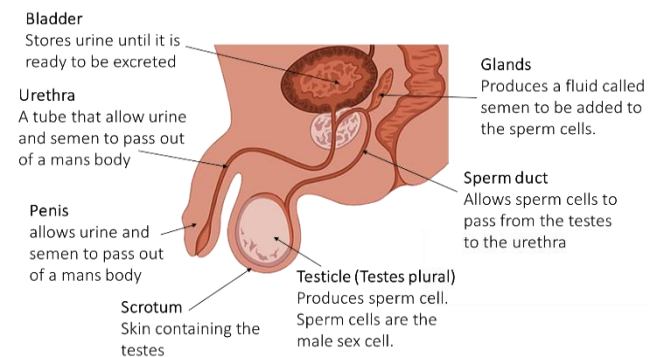
English	Art of Rhetoric	Year 8	Term 1
Week 1: Vocabulary 1	Week 2: Vocabulary 2	Week 3: Crafting Sentences	
<p>rhetoric: the art of effective persuasive speaking or writing.</p> <p>ethos: persuasion using the character of the speaker, identified through reputation, expertise, credibility, and personality.</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>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>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>	
Week 4: Grammar Knowledge	Week 5: Form and Structure	Week 6: Genre and Intent	
<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>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>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
<p>Week 1: Ratio</p> <p>colon: the two dots : (We say 'to' when we read it.)</p> <p>ratio: a part to part comparison.  The ratio blue to white is 1:3. "For every 1 blue part, there are 3 white parts."</p> <p>equivalent ratios: ratios that have the same value. </p> <p>unit ratio: A ratio in the form n:1 or 1:n e.g. 1:3 or 5:1)</p> <p>equal parts: all parts in the same whole shared equally. E.g. "1:3 represents 4 equal parts of a whole."</p>	<p>Week 2: Ratio 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 of a whole. E.g.</p>  <p></p>	<p>Week 3: Proportion</p> <p>direct proportion: is the multiplicative relation between 2 numbers. If one value is scaled up or down, the other value is scaled in the same way.</p> <p>direct proportion graph: the graph will be straight line and start at the origin (0,0)</p>  <p>Double: To multiply by 2. Triple: To multiply by 3.</p> <p>Currency: the system of money used in a particular country Conversion: the process of changing one variable to another E.g. £1 = \$1.20 "for every £1 there are \$1.20"</p>	
<p>Week 4: Proportion</p> <p>scale: the comparison of something in real life drawn to its actual size.</p> <p>axes: what we plot a graph onto.  The x axis is horizontal. The y axis is vertical.</p> <p>origin – (0,0)</p> <p>Linear: linear graphs form a straight line.</p> <p>Approximate: not exact but quite close. 17.9 ≈ 20 "17.9 is approximately equal to 20"</p>	<p>Week 5: 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 and corresponding angles that are equal.</p> <p>corresponding: in the same position on two similar shapes.</p> <p>scale factor: a multiplier that enlarges a shape in size.</p>  <p>"Triangle A is ½ times the size of triangle B" "Triangle B is 2 times the size of triangle A"</p>	<p>Week 6: Algebraic Notation</p> <p>base: the number or variable being repeated multiplied</p> <p>power: how many time to repeatedly multiply the base. E.g. y^4 means $4 \times 4 \times 4 \times 4$ y is the base, 4 is the power</p> <p>like terms: have the same variable and power.</p> <p>simplify: rewrite in a simpler, more concise, way. $3m + 2m = 5m$</p> <p>expand: re-write without brackets. $4(y + 3)$ means $4y + 12$</p>	

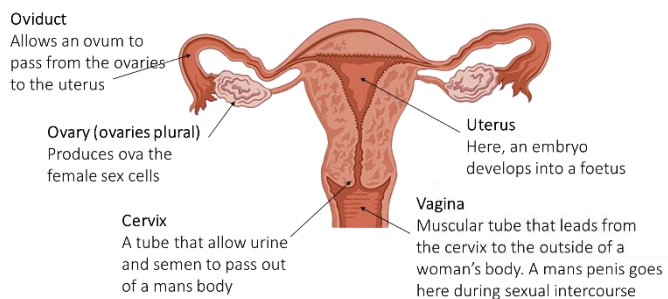
Week 1: The Reproductive System

Menstruation	Shedding of the uterus lining (have a period) from the vagina
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

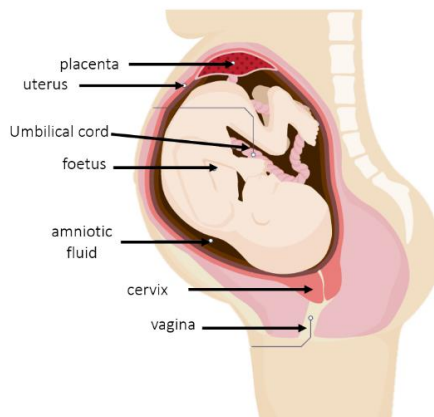


Female Reproductive System



Week 2: Fertilisation & Birth

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 (the length of time and animal is pregnant)
amniotic fluid	a liquid that protects the foetus in the uterus
placenta	an organ that attaches the uterus during pregnancy (provides essential substances to the foetus)



Week 3: The Periodic Table

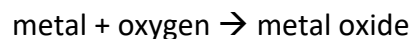
group	a column (up and down) of chemical elements
period	a row (side to side) of chemical elements
property	a characteristic or feature that you can see or describe
reactivity	how easily substances will react with each other/ undergo chemical change
alkali metals	another name for the elements in group 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

A blank periodic table grid. The groups are labeled at the top: 1, 2, 3, 4, 5, 6, 7, 0. The periods are labeled on the left: 1, 2, 3, 4, 5, 6, 7. Arrows indicate the direction of increasing group number (downward) and increasing period number (rightward).

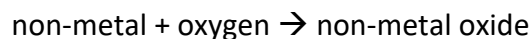
Week 4: Metals & Oxides

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:

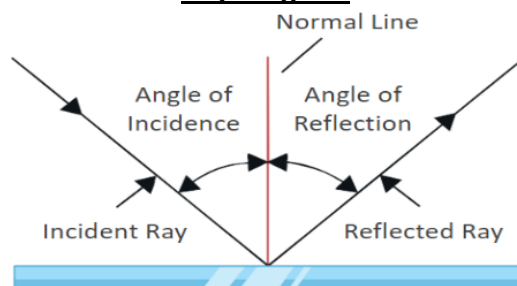


The general word equation for a reaction between a **non-metal and oxygen** is:



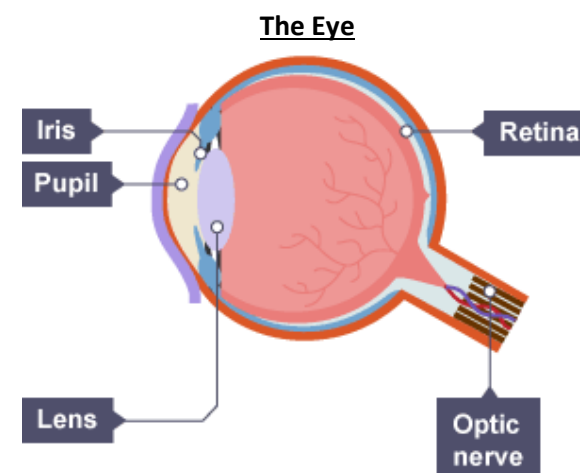
Week 5: Light Waves

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)
absorption	when light is taken in by an object
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
law of angle of reflection	angle of incidence = angle of reflection $i = r$

Ray Diagram

Week 6: The Eye

refraction	refraction occurs when light passes across a boundary between two substances with a different density
refracted ray	the ray inside the glass block.
emergent ray	the ray travelling away from the glass block on the other side



lens	where rays of light are refracted into the eye
retina	photo-sensitive cells in the back of the eye
optic nerve	Passes electrical impulses from the eye to brain

French		Chez moi et en ville		Year 8	Term 1																				
Week 1: Housing (Le logement)		Week 2: BAGS		Week 3: Comparative																					
<div><div>j’habite dans...I live in...je voudrais habiter dans...I would like to live in...j’aimerais habiter dans...I would like to live in...un appartementan apartmentun châteaua castleune maisona houseune maison jumellea semi-detached houseune fermea farmune chaumièrea cottageà la montagnein the mountainsà la campagnein the countryside dans une villein a townprès de mon collègenear to my schoolloin de mon collègef ar from my school</div><div>Week 4: Rooms (Les pièces)</div><div><div>au rez-de chausséeon the ground floorau premier étageon the first flooril y a...there isle salonthe living roomle jardinthe gardenla salle à mangerthe dining roomla salle de séjourthe living roomla cuisine the kitchenla salle de bainsthe bathroomla chambrethe bedroomma chambremy bedroomla chambre de ma/mon...my...roomil n’y a pas de..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</div></div></div>		<div><div>Most French adjectives go after the noun. E.g. the white house = la maison blanche However, some go before the noun, like in English. Use BAGS to help you remember which ones.<ul style="list-style-type: none">B = Beauty (good-looking, pretty)A = Age (new, young and old)G = Good and badS = Size (big, small and fat)grand(e) – bigpetit(e) – smalljoli(e) – prettyvieux / vieille – oldnouveau / nouvelle – newbeau / belle- beautiful</div><div>Week 5: Furniture (Les meubles)</div><div><div>il y a...there is...un lit a bedun frigo a fridgeun canapé a sofaun bureau a deskune armoire a wardrobeune table a tableune chaise a chairune lampe a lampune télévision a televisionune douche a showeril n’y a pas de..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</div></div></div>		<div><div>We use comparative sentences to examine similarities or differences between people or things. moins + adjective + que = less ... than plus + adjective + que = more...than Eg. Mon appartement est moins petit que ton appartement. Eg. Ma maison est plus grande que ta maison. The adjective must agree with the possessive adjective, eg if the noun is feminine, the adjective is feminine.</div><div>Week 6: Prepositions</div><div><div>A preposition is a word that shows the position of something (a noun) in relation to something else (another noun).</div><table><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><div>Eg. Dans ma chambre il y a un lit devant un bureau.</div></div></div>		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
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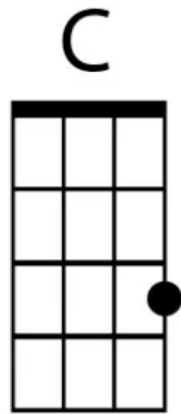
Geography	Hot Environments - The Middle East	Year 8	Term 1
Week 1: Hot deserts	Week 2: The climate of hot deserts	Week 3: Hot desert animals	
<p>hot desert: parts of the world that have high average temperatures and very low precipitation.</p> <p>global ecosystem: very large ecological areas on the earth's surface (or biomes), with fauna and flora adapting to their environment.</p> <p>ecosystem: a community of plants and animals that interact with each other and their physical environment.</p> <p>biodiversity: the variety of life in the world or a particular habitat</p>	<p>global atmospheric circulation: the worldwide system of winds, which transports heat from tropical to polar latitudes.</p> <p>high pressure: an area of descending air which creates dry, stable conditions with little cloud formation.</p> <p>latitude: the distance north or south of the Equator measured in degrees.</p> <p>climate change: a long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.</p>	<p>biotic: relating to living things.</p> <p>camel: an animal adapted to desert conditions through features such as fat storage, long eyelashes and wide feet.</p> <p>nocturnal: active during the night and resting during the day to avoid extreme daytime temperatures.</p> <p>adaptation: a feature or behaviour that helps a plant or animal survive in its environment</p>	
Week 4: Hot desert plants	Week 5: Agriculture in The Middle East	Week 6: Opportunities in the Middle East	
<p>producer: an organism or plant that is able to absorb energy from the sun through photosynthesis.</p> <p>abiotic: relating to non-living things.</p> <p>xerophyte: a plant adapted to survive in very dry conditions by reducing water loss and storing water.</p> <p>succulent: a plant with thick, fleshy tissues used to store water.</p>	<p>appropriate technology: technology that is suited to the needs, skills, knowledge and wealth of local people in the environment in which they live.</p> <p>subsistence farming: a type of agriculture producing food and materials for the benefit only of the farmer and his family.</p> <p>irrigation: applying water to land in order to supply crops and other plants with necessary water.</p> <p>water security: the reliable availability of an acceptable quantity and quality of water for health, livelihoods and production.</p>	<p>mineral extraction: the removal of solid mineral resources from the earth.</p> <p>water stress: water stress occurs when the demand for water exceeds the available amount during a certain period or when poor quality restricts its use.</p> <p>water deficit: this exists where water demand is greater than supply.</p> <p>economic opportunities: chances for people to improve their standard of living through employment.</p>	

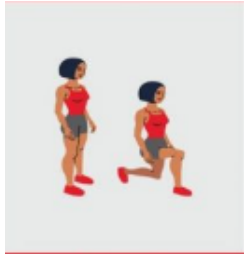
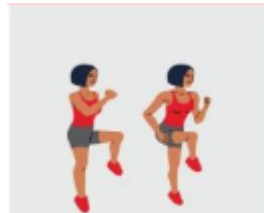
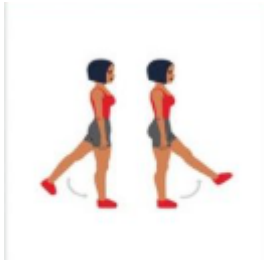
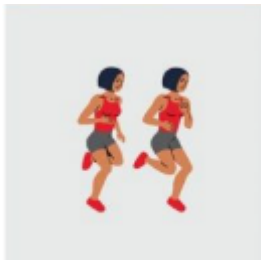
History	French Revolution and Industrial Revolution	Year 8	Term 1
Week 1: Enlightenment	Week 2: Causes of the French Revolution	Week 3: Events and consequences of the Revolution	
<p>Enlightenment: a period of European history, starting in the late 17th century, which is famous for new ideas and discoveries.</p> <p>absolute monarchy: a system where the King or Queen had absolute (total) power.</p> <p>Scientific Revolution: the emergence of modern science during the early modern period (from approximately 1500 to 1750).</p> <p>John Locke: a philosopher who created the idea of the social contract.</p> <p>revolution: a rapid, sometimes violent change in the way a country is governed or the way people live.</p>	<p>Louis XVI and Marie Antoinette: the king and queen of France at the time of the French Revolution.</p> <p>Ancien Régime: the name to describe France from roughly the 15th century until the French Revolution in 1789.</p> <p>Estates System: the class system that people were organised into in French society.</p> <p>clergy: members of the Church who made up the First Estate.</p> <p>nobility: wealthy and titled landowners who made up the Second Estate.</p>	<p>constitution: The rules on how a country should be governed.</p> <p>Storming of the Bastille took place in Paris, France on July 14, 1789, and signalled the start of the French Revolution.</p> <p>The Terror: a period when anyone suspected of not being loyal to the revolution was arrested and executed.</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.</p>	
Week 4: Industrial Revolution	Week 5: Diseases and hazards	Week 6: Impact of the Industrial Revolution	
<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>urbanisation: there was a growth in towns and cities during the Industrial Revolution as more people moved from the countryside to urban areas.</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>back-to-back housing: a type of terraced housing where two houses share a back wall.</p> <p>epidemic: An infectious disease occurring over a wide area at a particular time.</p> <p>Dr John Snow: 1854 – investigated why cholera was spreading so quickly in London.</p> <p>Cholera: An infectious disease. There were three cholera epidemics in England during the 1800s.</p> <p>Tuberculosis (TB): An infectious disease mainly affecting the lungs.</p>	<p>Charles Babbage: he is known as the "Father of the Computer".</p> <p>George Stephenson: he is known as the "Father of Railways".</p> <p>Alexander Graham Bell: he is famous for his invention of the telephone.</p> <p>continuity: when something stays the same.</p> <p>change: to make something different.</p>	

Religious Studies	Hindu Beliefs and Practices	Year 8	Term 1
Week 1: introduction to Hindu beliefs	Week 2: Trimurti	Week 3: creationism	
<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 if 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>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>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>	
Week 4: atman	Week 5: karma	Week 6: karma	
<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>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>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
Week 1: healthy relationships relationships: are the connections we have between different people. They can take a variety of forms e.g., friendship. 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. healthy relationship: healthy relationships involve honesty, trust, respect and open communication between partners and they take effort and compromise from both people.	Week 2: managing and monitoring your health wellbeing: the state of being comfortable, healthy, or happy. mental health: a person’s condition with regard to their psychological and emotional well-being. smoking, gambling, alcohol, and drugs: Smoking, drug use, alcohol misuse and gambling can contribute to poor mental health. 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.	Week 3: dental hygiene dental care: dental health is concerned with your teeth, gums and mouth. dentist: a professional person who is trained in the care, treatment, and repair of the teeth and the fitting of artificial teeth. hygiene: conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness. 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.	
Week 4: vaccinations and immunisations vaccinations: treatment with a vaccine to produce immunity to a particular infectious disease or pathogen. Some are routine that are given to most people. E.G MMR and other you get when you travel to certain places – Yellow Fever. anti-vaxxer: a person who is opposed to vaccination, typically a parent who does not wish to vaccinate their child	Week 5: cancer awareness 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. Cancer sometimes begins in one part of the body before spreading to other areas. There are more than 200 different types of cancer, and each is diagnosed and treated in a particular way. chemotherapy: the treatment of disease by the use of chemical substances.	Week 6: exercise exercise: activity requiring physical effort, carried out to sustain or improve health and fitness. 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. 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. self-esteem: confidence in one's own worth or abilities; self-respect.	

Computing	Real crimes	Year 8	Term 1
Week 1: why systems are attacked	Week 2: types of malware	Week 3: forms of attack	
<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>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>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>	
Week 4: internal threats	Week 5: methods of protection	Week 6: hat hackers	
<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>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>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
Week 1: Historical Background	Week 2: Chords	Week 3: Ukulele	
<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>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>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>	
Week 4: Three Little Birds	Week 5: Vocal Technique	Week 6: Ensemble skills	
<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>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>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>	

Physical Education	Warm up / cool down	Year 8	Term 1
Week 1: why we warm up and cool down A warm up: <ul style="list-style-type: none">Increases the elasticity of musclesMentally prepares us for exerciseIncreases the flexibility at jointsIncreases the temperature of musclesIncreases the supply of oxygen to the working muscles A cool down: <ul style="list-style-type: none">Gradually reduces our heart rateBegins to break down any lactic acid in our musclesReplenishes the oxygen debt that may have built up during physical activity.  <p>Lunges</p>	Week 2: stages of a warm up A warm up has four stages. Stage 1 – pulse raiser Stage 2 – dynamic stretches held between 8 and 10 seconds Stage 3 – skills/drills Stage 3 – mental preparation  <p>Squats</p>	Week 3: stages of a cool down A cool down has three stages: Stage 1 – maintain activity level Stage 2 – gradually reduce intensity of the activity Stage 3 – static stretching held for 30 seconds  <p>High Knees</p>	
Week 4: immediate effects of exercise Immediate effects of exercise happen in the moment of physical activity. They are: <ul style="list-style-type: none">Increased heart rateHot/red/sweaty skinIncreased body temperature  <p>Leg Swings</p>	Week 5: short term effects of exercise Short term effects of exercise happen up to 36 hours after physical activity. They are: <ul style="list-style-type: none">Tiredness/fatigueLight headednessNauseaMuscular soreness  <p>Butt Kicks</p>	Week 6: long term effects of exercise Long term effects of exercise happen after weeks and months of physical activity. They are: <ul style="list-style-type: none">Change in body shape/compositionImproved cardiovascular and muscular enduranceIncreased speed, flexibility and strengthHypertrophy of the heart (heart is bigger and stronger)Lower resting heart rate (bradycardia)  <p>Arm Circles</p>	

ART		KEY CONCEPTS	Year 8	Term 1
Week 1: observational drawing		week 2: pencil tone	week 3: what is the grid method of drawing?	
<p>observational drawing: a technique and practice in art where the artist creates a representation of what they see directly in front of them.</p> <p>This method involves closely studying and rendering objects, people, landscapes, or scenes from life, rather than relying on memory, imagination, or photographic references. The primary goal is to capture the form, proportion, perspective, light, and shadow as accurately as possible.</p>		<p>pencil tone: the range of lightness or darkness that can be achieved using a pencil.</p> <p>It is a crucial aspect of pencil drawing, used to create depth, contrast, texture, and realism in a piece of artwork. Pencil tone is determined by the hardness or softness of the pencil lead, the pressure applied by the artist, and the layering techniques used.</p>	<p>grid method: a technique used to help artists achieve accurate proportions and placement of elements in their drawings.</p> <p>It involves breaking down the reference image and the drawing surface into a grid of equal squares, which serve as guides for transferring the image accurately. This method is particularly useful for enlarging or reducing the size of an image while maintaining correct proportions.</p>	
Week 4: mark making		Week 5: architecture	Week 6: architect	
<p>mark making: the different lines, dots, marks, patterns, and textures that artists use to create artwork.</p> <p>It is a fundamental aspect of drawing and painting that conveys the artist's style and emotional expression.</p>		<p>architecture: the art and science of designing and constructing buildings and other physical structures.</p> <p>It encompasses a wide range of disciplines, including aesthetics, functionality, engineering, and the practical aspects of building construction. Architects combine creative vision with technical expertise to create environments that are not only functional and safe but also visually pleasing and harmonious with their surrounding</p>	<p>Architect: a professional who is trained in the art and science of designing buildings and other physical structures.</p> <p>Architects play a critical role in shaping the built environment, ensuring that buildings are safe, functional, aesthetically pleasing, and sustainable. They work on a variety of projects, ranging from residential homes to commercial complexes, public buildings, and urban planning</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.

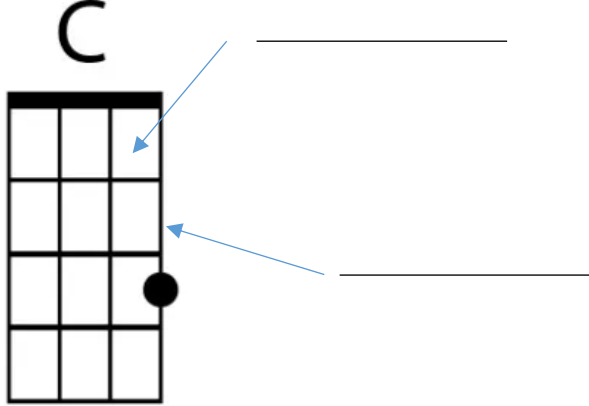
Week 1: The Reproductive System	Week 2: Fertilisation & Birth	Week 3: The Periodic Table
Which word means to produce offspring?	What is the name of the 28-day cycle of ovulation and menstruation which prepares the uterus for pregnancy?	What are columns called on the periodic table?
What is a gamete?	Define fertilisation.	What are rows called on the periodic table?
What is the name of the female sex cell?	What is a foetus?	Define property in chemistry.
What does ovulation mean?	Define gestation.	What is another name for the metals in group 1?
What does menstruation mean?	What is the function of amniotic fluid?	What is another name for the metals in group 0?
	What is the function of the placenta?	What does inert mean?
Week 4: Metals and Oxides	Week 5: Light Waves	Week 6: The Eye
Where on the periodic table are metals found?	Which type of waves are oscillations at 90° to the direction of the wave?	What is refraction?
Where on the periodic table are non-metals found?	What name is given to a space with no medium?	Describe an emergent ray
Define density.	Define absorption	State the role of the lens in the eye
Define appearance.	State the law of angle of reflection	State the role of the retina in the eye
What is the general word equation for a metal reacting with oxygen?	What is a ray diagram?	Which organs are connected by the optic nerve?
What is the general word equation for a non-metal reacting with oxygen?		

French	Chez moi et en ville	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> <p>_____</p> <p>Je voudrais habiter dans un château.</p> <p>_____</p> <p>J'aimerais habiter dans une maison jumelle.</p> <p>_____</p> <p>J'habite à la montagne.</p> <p>_____</p> <p>Je voudrais habiter près de mon collègue.</p> <p>_____</p> <p>J'aimerais habiter à la campagne.</p> <p>_____</p> <p>Je voudrais habiter dans une chaumière loin de mon collègue.</p> <p>_____</p> <p>_____</p>	<p>Answer these two questions.</p> <p>Where do most French adjectives go in a sentence?</p> <p>_____</p> <p>What acronym can we use to remember which adjectives come before the noun in French?</p> <p>_____</p> <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> <p>_____</p> <p>_____</p> <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> <p>_____</p> <p>_____</p> <p>Mon appartement est moins vieux que ton appartement.</p> <p>_____</p> <p>_____</p>

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/> <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><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></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
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History	French Revolution and Industrial Revolution	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. Who was John Locke? 4. What is an absolute monarchy? 	<p>Use the information from Week 2 to create 5 of your own quiz questions on the causes of the French Revolution.</p>	<p>Use the information from Week 3 to complete the questions below.</p> <ol style="list-style-type: none"> 1. What happened on 14th July 17 2. What was the Terror? 3. What is a republic? 	
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>Draw back-to-back houses</p> <p>Draw a symbol for epidemic</p>	<ol style="list-style-type: none"> 1. Who was known as the father of the railway? 2. Who was known as the father of the computer? 3. Who created the telephone? 	

Geography Questions		Hot Deserts- The Middle East	Year 8	Term 1
Week 1: Hot deserts		Week 2: The climate of hot deserts	Week 3: Hot desert animals	
1. What is a hot desert? 2. What is meant by an ecosystem? 3. What does biodiversity mean?		1. What is global atmospheric circulation? 2. What is high pressure and what effect does it have? 3. What is latitude?	1. What does biotic mean? 2. What is a camel adapted for desert survival? 3. What is the difference between nocturnal and adaptation?	
Week 4: Hot desert plants		Week 5: Agriculture in The Middle East	Week 6: Opportunities in the Middle East	
1. What is a producer? 2. What does abiotic mean? 3. What is the difference between a xerophyte and a succulent?		1. What is appropriate technology? 2. What is subsistence farming? 3. What is irrigation used for?	1. What is mineral extraction? 2. What is the difference between water stress and water deficit? 3. What are economic opportunities?	

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.  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"> Which section of song has the same vocals each time it is repeated? Which section of song has no vocals? Which sections of song would you hear the riff being played? Which section starts the song off? 	<ol style="list-style-type: none"> What is the name of the muscle that aids breathing when singing? How should you stand/sit when singing? 	<ol style="list-style-type: none"> What is the term for a group of musicians playing together? Define accuracy. Define fluency. Define timing.