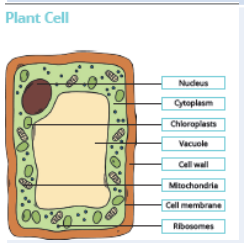
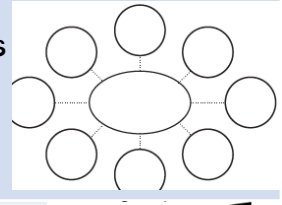
Name:

Year 8 Knowledge Organiser - Autumn 2

Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

Subject	Page Number	Subject	Page Number
Multidisciplinary Lessons	3	Geography	27
Art	8	German / Deutsch	29
Food	14	History	32
DT	18	English	35
PE	19	Maths	38
Science	21	RE	40
Computer Science	26	Music	46
		Extra activities	48

Idea	Explanation
Make some flash cards or PowerPoint slides. Make top trumps. 	Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.
 Make a poster.	Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!
Draw spider diagrams, or for the adventurous mind maps. 	Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.
Write a song or a rap. 	Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.
 Plan a lesson	If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.
Write a story or comic strip. 	Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.
Write a quiz. Design a game. 	Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.

Sharing the Love of Reading: 11-16-year olds

The Open University

1. Can I read aloud to a friend or relative?

2. Can I hide a story or poem to be found?

3. Can I deliver a speech from a character or public figure?

4. Can I share my reading journey over the last week?

5. Can I learn about a book from someone's past?

6. Can I…

7. Can I discover what books mean to someone else?

8. Can I…

9. Can I create a paper chain of poetry?

10. Can I gain a '7-day streak' of reading?

11. Can I design my own reading den?

12. Can I recreate a scene/poem using various materials?

13. Can I read in an unusual & unexpected place?

14. Can I set up a news desk & give a report?

18. Can I make my own mini book?

15. Can I recreate a favourite book or comic cover?

16. Can I find an online video of an illustrator drawing and draw along?

17. Can I make an A-Z of authors, book titles or favourite characters?

MAYFLOWER COMMUNITY ACADEMY & NURSERY

Questions, questions, questions…

Asking and answering questions (in our head and aloud) helps us to be better readers. We are constantly asking questions to encourage comprehension skills during reading and these can be broken into three clear sections; 'before', 'during' and 'after' reading.
Here are some examples you can try at home:
(You don't have to ask every question every time you read, try picking out 2-3 different questions each time you read.)

Before reading:

•Why did you select this book?
•What makes you think this book is going to be interesting?
•What do you think the book is going to be about (use the cover image, title and blurb for clues)?
•Does this book remind you of anything else you've already read or seen?

During reading:

•Who/What/Where/When/Why/How questions
•Will you catch me up on the story? What's happened so far?
•What do you think will happen next? Why do you think that?
•Why do you think the character did _____?
•If you were that character, what would you have done differently in that situation?
•How do you think the character is feeling right now?
•If the book was a TV show, which actors would you cast in it?
•Where is the book set?
•What does the place look like in your head as you read? Would you want to visit there?
•Did you learn any new words or facts so far?

After reading:

•What was your favourite part of the book? Why?
•Who was your favourite character? Why?
•What was the most interesting thing you learned from the book?
•Why do you think the author wrote this book?
•Would you have ended the book differently? Did it end the way you thought it would?
•If you could change one thing in the book, what would it be?
•Do you think the book had a good title? What different titles could it have had?
•Can you retell the story in your own words?
•Does this book remind you of anything else you have read? How so?

Accelerated Reader™

To improve my Book Level:

- I will always quiz within my ZPD.
- According to my last quiz result, I should choose a book....

100%	This book was comfortable for you, perhaps try a book higher up in your ZPD range next time.
90%	This book was perfect for you. Perhaps try one or two book levels higher next time.
80%	This book was a little difficult for you. Perhaps choose one or two book levels lower next time.
70%	This book was quite challenging for you. Perhaps try a book at the lower end of your ZPD range next time.
60% or below	This book was too challenging. Perhaps try a book at the low end of your ZPD or speak to your teacher for help.

To improve my Average Percent Correct:

I will use the **5 W's** to review before I quiz

I will make sure my book within my **ZPD range**

I will take my time when quizzing

I will make **notes** when reading

I will quiz as soon as I finish my book

5 W's:
What...
Who...
When...
Where...
Why....

To meet my Points Target:

Aim for **100%** to earn all the points

I will fit in extra reading time:
Before bed?
On the bus?
During lunch?

I will read **fewer long** books

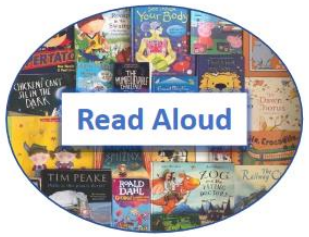
I will stick with a book and **finish it**

I will read several shorter books

If you are able to understand a book as you read, but struggle to remember events when you quiz, ask Miss Ling for a reading reminder sheet.

Supporting Readers at Home

Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can also read to younger ones.
*Reading together doesn't have to be a story (recipes, news articles etc. all count too!)
*If you are not confident in reading aloud, why not listen to an audiobook together.

Making time to read alongside one another helps develop children's reading stamina and interest, Let them chose what to read and relax together (you don't need to be reading the same thing.)
* Where can you 'fit' reading in? It could be 10 minutes before tea, when they come home from school, waiting in the car, before bed etc. You may find it easier to set a regular time aside, or fit it in around your other commitments.

Children who read, and are supported as readers, develop strong reading skills and do better at school. Research also shows that reading aids relaxation and has benefits for mental health.

I wonder if…why…what…who…

Book chats encourage readers. Invite them to make connections and share their views. Join in with your views too! (Please see the next page for suggested questions you can ask about any book.)

Adapted from Open University 'Supporting Reading at Home': https://researchrichpedagogies.org/_downloads/Supporting_Readers_at_Home_Poster_.pdf
For more ideas see: https://www/researchrichpedadgogies.org

Practical Science at Home

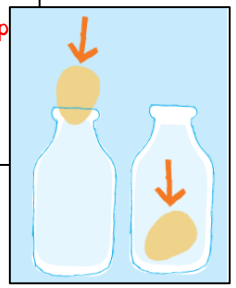
CHANGES OF STATE

The brief: Make an egg fit into a bottle without breaking it.

The method

1. Submerge the egg in a glass of vinegar for two days: the shell will become rubbery.
2. Heat the bottle in hot water – remember to use gloves or a tea towel when handling it.
3. Rest the egg on the neck of the bottle.
4. As the air inside the bottle cools down, it will contract and suck the egg down. Top tip Try lubricating the egg with cooking oil or washing up liquid.

Now find out why this happens using your knowledge of solids, liquids and gases



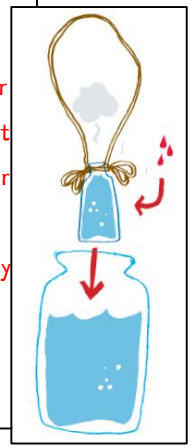
HEAT TRANSFER

The brief: Create a colourful underwater volcano.

The method

1. Cut a two foot length of string with a pair of scissors. Tie a knot around the neck of a salt shaker with one end of the string. Double-knot it to ensure the knot is secure. Repeat this process with the other end of the string, resulting in a handle to lower your shaker.
2. Empty and clean a large jar. Fill the clean jar about three quarters full with cold water.
3. Fill the salt shaker with hot water (with adult supervision) – as hot as you can get from your tap – to just below the neck. Add three to four drops of red food colouring.
4. Hold your salt shaker over the mouth of the jar by the string handle. Slowly lower the salt shaker into the jar until the shaker is completely submerged and resting upright on the bottom of the jar. Observe how the coloured water erupts from the shaker into the cold water.

Explain this using the idea of convection currents



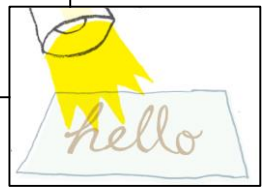
INVISIBLE INK

The brief: Write your own secret message in an invisible ink solution.

The method

1. Squeeze lemon juice into the bowl and add a few drops of water. Stir with the spoon.
2. Dip the paint brush into the juice mixture and write a message on the paper.
3. Allow the paper to dry completely. Your message should become invisible.
4. Hold the paper very close to the light bulb to heat up the message area (adult supervision required). Watch your message appear.

Why does heat uncover the message? What is a reversible reaction?



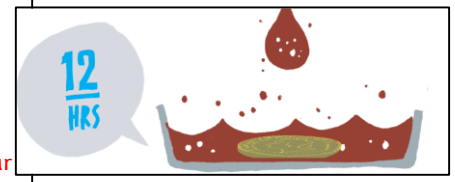
ACIDS & ALKALIS

The brief: Clean a penny using cola.

The method

1. Place the penny in the container.
2. Add enough cola so the penny is covered.
3. Leave overnight.
4. In the morning, you should find that your penny is clean.

What makes something acidic? What chemical reaction is happening to the penny?



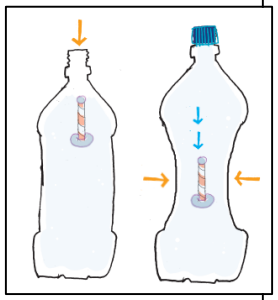
THE DENSITY DIVER

The brief: Build a Cartesian diver.

The method

1. Put a small ball of plasticine on the top of the straw to seal it.
2. Roll a sausage of plasticine and wrap it around the bottom of the straw, leaving the bottom open. This is your diver.
3. Now attempt to balance the diver so that it stays upright.
4. Place the diver vertically in the drinking glass. Add or remove weight from the base or top so that when you push it down, it just about bobs back up to the surface (and stays upright).
5. Once you are happy, place the completed diver in the two litre bottle filled to the top with water. Screw on the lid. Squeeze the bottle, and the diver will drop down to the bottom of the bottle. Release it and it floats back to the surface.

What is density? What makes something high or low density? Why might this be useful?



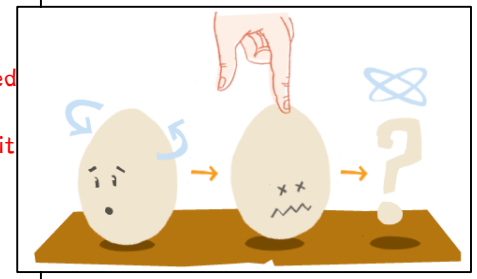
MOMENTUM

The brief: Use eggs to find out about momentum and changing direction.

The method

1. Spin each egg, one hard boiled and one fresh, on a table.
2. Leave it to spin for a few seconds then momentarily stop it by placing your finger on top.
3. Release the egg and observe what happens next.

What is happening to the inside of the egg? How do you calculate momentum?



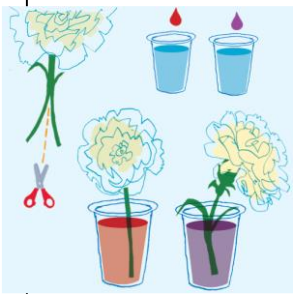
COLOURED CARNATIONS

The brief: Create multi-coloured flowers.

The method

1. Use the scissors to cut the stem of the carnation in half lengthways.
2. Take two cups and fill them with water. Add a different coloured food dye to each cup.
3. Put the split stems of the carnation into the cups and leave overnight.
4. The next morning you should find that your flower has changed colour.
5. What do you notice about the petals?

How does the food dye het to the petals? What is xylem and phloem?



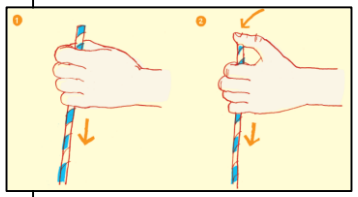
STRONG AS A DRINKING STRAW

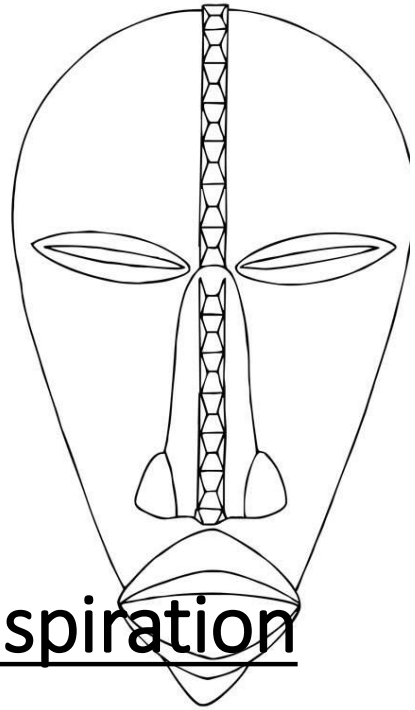
The brief: Use a drinking straw to pierce through a raw potato.

The method

1. Hold the straw by its sides, without covering the hole at the top and try quickly stabbing the potato.
2. Repeat the experiment with a new straw but this time place your thumb over the top, covering the hole.

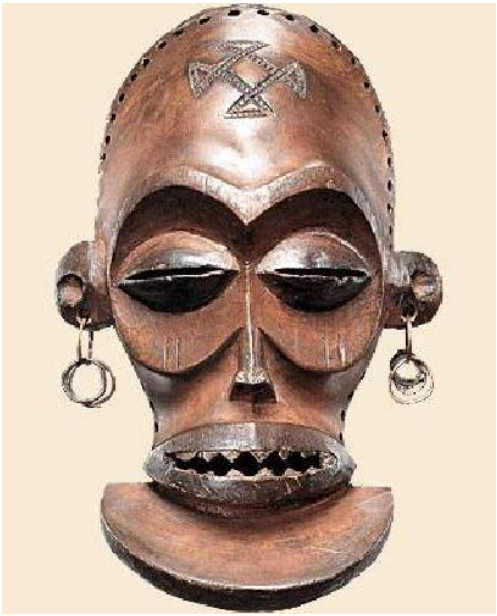
What forces are increasing or decreasing to allow this to happen?





Year 8 African mask inspiration

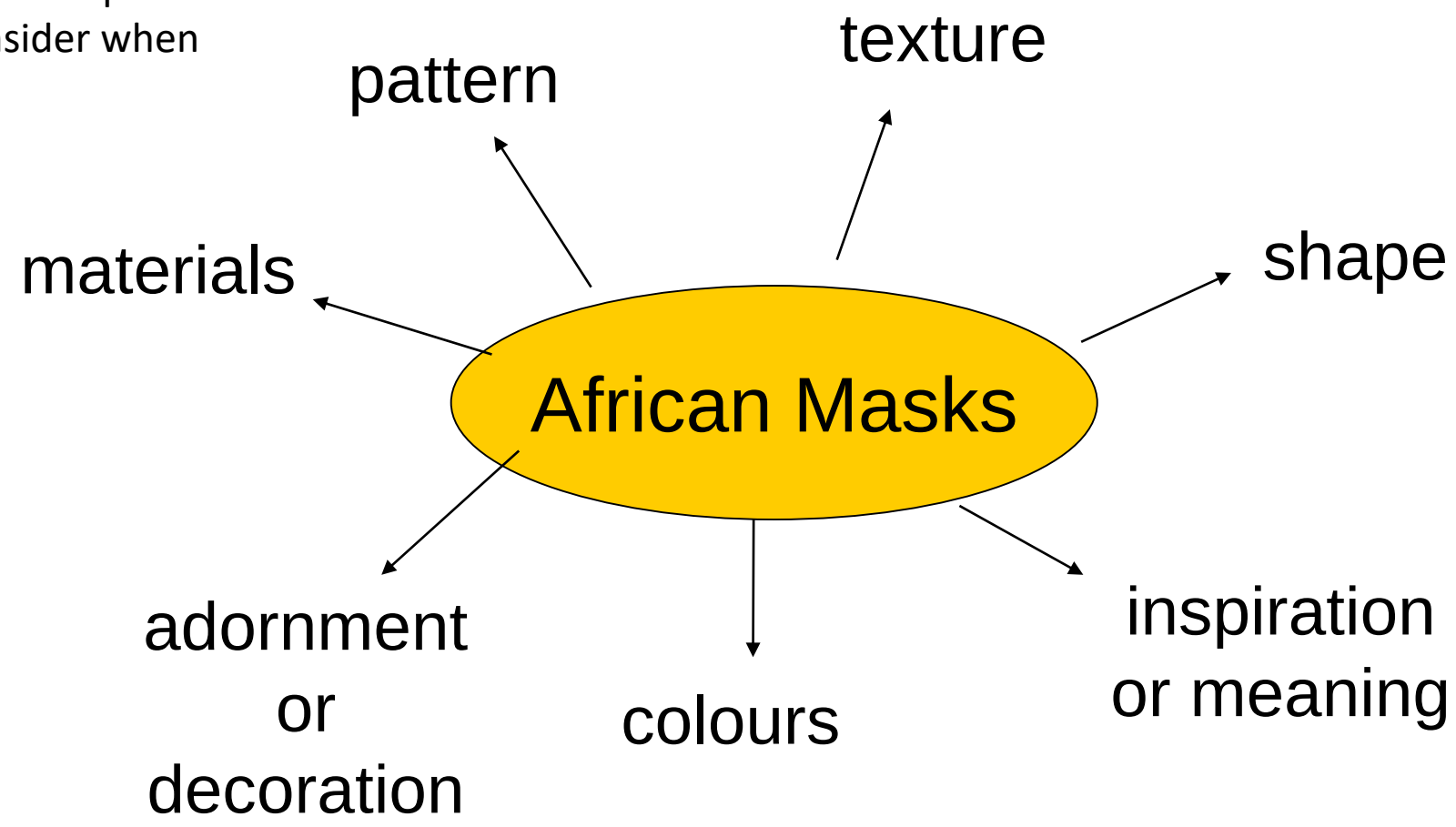
- This term we will be mostly looking at African masks and the Art work involved in them. We will be designing our own masks taking inspiration from past examples like the ones on this page.
- Masks have inspired many modern Artists and film makers as they are full of character and mood.
- Pay particular attention to the colours used. They are often Earth type colours that fit with the origins and style of the masks.
- The masks have emotions such as anger, surprise, tranquillity etc... Try to give your mask an emotion or mood.



Some ideas for different shapes….

Key Characteristics of African Masks

These are different aspects
You need to consider when
designing
Your own mask:

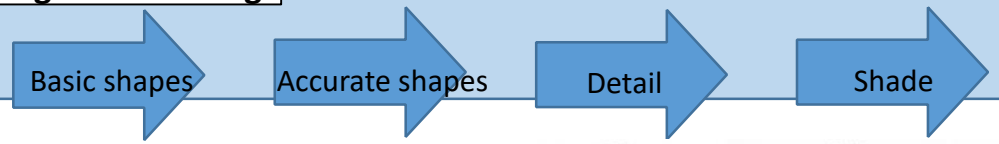


1

Methods of Recording

Observational drawing	Drawing from looking at images or objects
First hand observation	Drawing directly from looking at objects in front of you
Second hand observation	Drawing from looking at images of objects
Photographs	Using a camera or smartphone to record images will class as first hand observation
Sketches	Basic sketches and doodles can act as a starting point for development

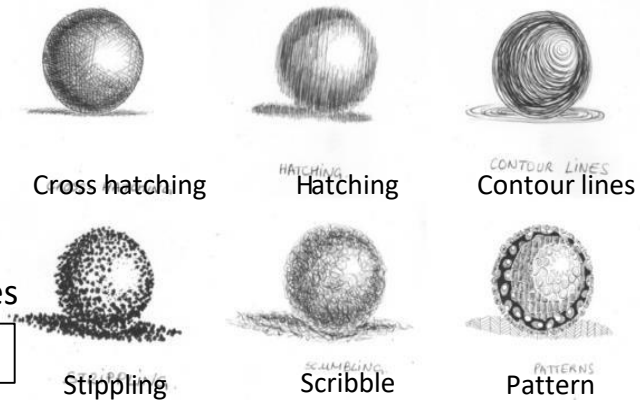
Stages of Drawing



2

Tonal shade
Produce a range of tones by varying the pressure and layering consider using softer pencils for darker shades

Alternative shade techniques



3

Annotation

Describes writing notes, using images and explaining your thoughts to show the development of your work.

Step 1 Describe
What is this an image of?
What have you done here?
What was this stage of the project for?

Step 2 Explain
How was this work made?
How did you produce particular effects? How did you decide on the composition?

Step 3 Reflect
Why did you use these specific methods? Why do particular parts work better than others?
Why might you do things differently next time?

Art Key Stage 3

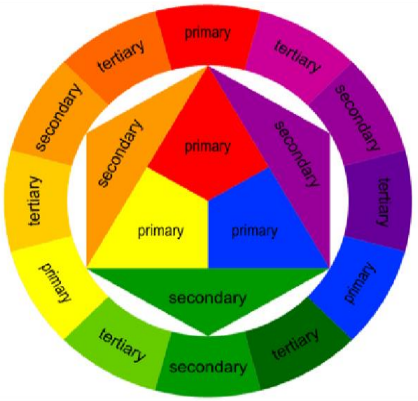
1- Formal elements are taught e.g. how to sketch and use tone to create a 3D effect. You will explore the colour wheel and how to use the basic materials in Art.
2-"The Greenman" – This project introduces you to facial proportions and how to blend oil pastels effectively. We also learn about clay and create small 3D Greenman faces. Examples of world renowned pieces of art are discussed.
3-"Perspective Landscapes"- This project introduces students to the concept of perspective and distance in Art. You learn about the technique of one-point perspective to create a feeling of depth in a landscape.

1

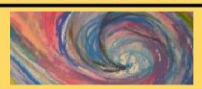
Media	The substance that an artist use to make art
Materials	The same as media but can also refer to the basis of the art work eg, canvas, paper, clay
Techniques	The method used to complete the art work, can be generic such as painting or more focus such as blending
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill

3

Colour Theory	
Primary= RED, YELLOW, BLUE	Complimentary; Colours opposite on the colour wheel
Secondary= Primary+Primary	Harmonious; Colours next to each other on the wheel
Tertiary= Secondary+Primary	Monochromatic; shades, tones & tints of one colour
Shades – add black	Hue – the pigment
Tint – add white	Warm; RED, ORANGE YELLOW. Cold; BLUE, GREEN, PURPLE



2

Pencil		The basic tool for drawing, can be used for linear work or for shading
Biro		Drawings can be completed in biro and shaded using hatching or cross hatching
Pastel (chalk/oil)		Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect
Coloured pencil		Coloured pencil can be layered to blend colours, some are water soluble
Acrylic paint		A thick heavy paint that can be used smoothly or to create texture
Watercolour		A solid or liquid paint that is to be used watered down and layered
Gouache		A pure pigment paint that can be used like watercolours or more thickly for an opaque effect
Pressprint		A polystyrene sheet that can be drawn into to print white lines – can be used as more than 1 layer
Monoprint		Where ink is transferred onto paper by drawing over a prepared surface
Collograph		A printing plate constructed of collaged materials
Card construction		Sculptures created by building up layers of card or fitting together
Wire		Thick or thin wire manipulated to create 2d or 3d forms
Clay		A soft substance used for sculpting, when fired can be glazed to create shiny colourful surfaces
Batik		A fabric technique using hot wax to resist coloured inks
Silk painting		Fabric inks painted onto silk, Gutta can be used as an outliner to prevent colours mixing

Art Key Stage 3

1

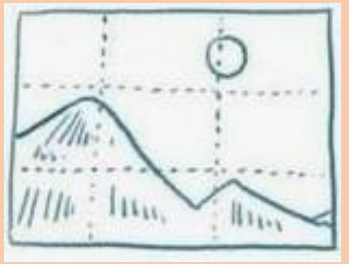
Formal Elements of Art

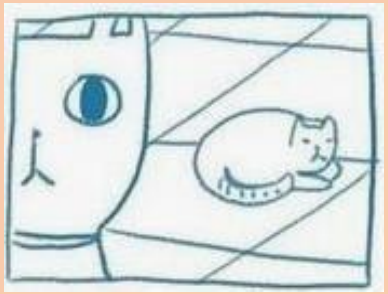
LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms. e.g. horizontal, diagonal or curved.
TONE	means the lightness or darkness of something. This could be a shade or how dark or light a colour appears
TEXTURE	the surface quality of something, the way something feels or looks like it feels. There are two types : Actual and Visual
SHAPE	an area enclosed by a line. It could be just an outline or it could be shaded in.
PATTERN	a design that is created by repeating lines, shapes, tones or colours. can be manmade, like a design on fabric, or natural, such as the markings on animal fur.
COLOUR	There are 2 types including Primary and Secondary . By mixing any two Primary together we get a Secondary

2

Composition Layouts

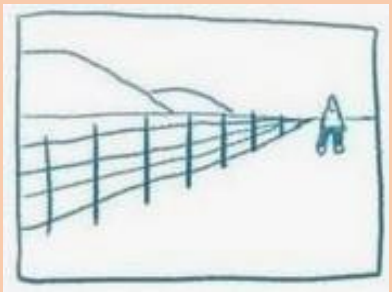
Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle





Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other

Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

3

A Rough	A Visual/ Maquette	Final Piece
A basic sketch of a final idea	A small image or model created in selected materials	An image or sculpture pulling all preparatory work together

Art Key Stage 3

Health and Safety

Micro-organisms

Micro-organisms are tiny forms of life. They can only be seen under a microscope and are sometimes called microbes.
They spoil food and make it unsafe to eat because they contaminate it with their waste products, their physical presence and the toxins they produce.

What micro-organisms can spoil food and make it unsafe to eat?

There are three groups of micro-organisms that you need to know about that spoil food and cause food poisoning. These are..

- Bacteria
- Moulds
- Yeasts

Micro organisms need 5 conditions to grow and multiply:

1. A warm temperature
2. Plenty of moisture (water)
3. Plenty of food
4. The right PH level (not too acidic or alkaline)
5. Enough time (bacteria split every 10-20 minutes)

High risk foods

- High risk food have ideal conditions for bacteria
- High risk foods are ready to eat foods that could grow harmful bacteria
- They are moist and high in protein which is food for bacteria.
- High risk foods have a short shelf life – you can't keep them for long or the bacteria might multiply to dangerous levels.

Examples of high risk foods:

Cooked meat, fish and poultry, dairy products (eggs, cheese etc.), gravies, stocks and sauces, shellfish, cooked rice.

Example exam questions:
What five conditions to bacteria need to grow and multiply? (5 marks)
What is a high risk food? (5 marks)

Storing food safely

Cooking (75°C)	The danger zone (5°C-63°C)
• Cooking food above 75°C kills bacteria • Re-heat food properly, only once. Reheat food so 75°C for at least 3 minutes • Check the food is 75°C with a temperature probe	• Bacteria can grow and multiply quickly between 5°C to 63°C. • This is called the danger zone • The optimum temperature for bacterial growth is 37°C
Chilling (0°C – 5°C)	**Freezing (-18°C)**
• Keeping food between 0°C and 5°C slows down the growth of bacteria • This extends the shelf life of food • Chilling food doesn't change the properties much – food looks and tastes the same	• Freezing food below -18°C stops bacteria growing – they become dormant • Freezing generally extends shelf life and the nutrients aren't lost • It doesn't kill the bacteria though. They become active again once the food defrosts.

Preparing self for cooking

- Tie hair back to prevent hair and dandruff falling in food
- Take off coats and blazers
- Wear an apron to prevent bacteria transferring from our clothes to our food
- Wash hands with hot soapy water to kill bacteria

Preparing the room for cooking

- Sanitise all work surfaces
- Check equipment is clean and dry
- Tuck all stools in as they can be a trip hazard
- Put all high risk foods in the fridge to slow bacteria growth

Wash your hands after:

- Coughing
- Sneezing
- Blowing your nose
- Tying shoe laces
- Going to the toilet
- Touching hair or face
- Touching raw meat
- Touching eggs

Nutrition

Nutrients

Macro nutrients – needed in large quantities in the diet. The three macro nutrients are: PROTEIN, CARHOHYDRATES, FAT
Micro nutrients – needed in small quantities in the diet. The two micro nutrients are: VITAMINS, MINERALS

Protein

Proteins are made up of amino acids, often referred to as the 'building blocks' of the body. Non-essential amino acids can be made by the body, how ever, essential amino acids cant be made by the body and we must get from the food we eat.
High biological Value (HBV) proteins contain all the essential amino acids we need and generally come from animal sources. Low biological value (LBV) proteins are missing one of more essential amino acids and generally come from plant sources.

Food sources

HBV - beef, pork, lamb, poultry (chicken, turkey, duck), fish, cheese, butter milk
LBV – beans, chickpeas, lentils, peas, nuts, seeds, found in smaller amounts in some vegetables such as spinach and broccoli.

Function

Needed for growth from childhood to adulthood and the growth of nails, hair and muscle mass, repair of muscles, tissues and organs after illness or injury and to make enzymes for digestion and antibodies to stop us getting ill.

Example exam questions:
What are the two types of fat? (2 marks)
Explain the difference between a HBV and LBV protein (6 marks)

Carbohydrates

There are two types of carbohydrates, complex and simple. They are also known as starchy (complex) and sugary (simple).

Food sources

Starchy – bread, rice, pasta, potatoes, bagels, oats, flour, cereal and some vegetables.
Simple – fruit, some vegetables, chocolate, sweets, biscuits, cakes

Function

Starchy/complex carbohydrates are digested slowly and provide long term energy.
Sugary/simple carbohydrates are digested slowly and provide short term energy

Fat

There are two types of fat, saturated and non saturated.
Saturated fats are classed as 'unhealthy fats', they are solid at room temperature and are generally animal based.
Unsaturated fats are classed as 'healthier fats' and are liquid or soft at room temperature and come from plant based sources.

Food sources

Animal –beef, chicken skin, processed meat (sausages, salami, pepperoni), bacon, butter, cheese, full fat milk
Plant – vegetable oils (sunflower, olive, rapeseed), avocado, nuts, seeds

Function

Keeps us warm (provides insulation), secondary source of energy, protects vital organs and bones.

Dietary related health problems

Too much sugar can cause:
1. Weight gain (which can lead to obesity)
2. Tooth decay
3. Diabetes (your body cannot produce enough/any insulin to regulate your blood sugar levels)

Too much salt can cause:
1. High blood pressure (this can increase your risk of heart disease and a stroke).

Too much saturated fat can cause:
1. Weight gain (which can lead to obesity)
2. High cholesterol (this narrows arteries making it harder for the blood to travel around, putting you at risk of heart disease).

Creamy chicken pie

Ingredients

1 onion

2 chicken breasts

Optional: 4 rashers of bacon

90g cream cheese

Stock cube

4 large potatoes

Salt and pepper

Splash of milk

Tbsp butter

Optional vegetables (choose at least 1)

Mushrooms

Leek

Sweetcorn

Equipment

Saucepan
Masher
Knife
Red chopping board
White chopping board
Frying pan
Wooden spoon
Pie dish

Method

1. Fill a saucepan just over half way with water and put onto boil. Pre-heat the oven to 180°C.

2. Prepare your vegetables on a white board: dice the onion, slice your vegetables and cut your potatoes into chunks. Cut the chicken into cubes on a red board.

3. When the water has boiled, add your potatoes and cook for around 20 minutes until soft.

4. Fry the onions and chicken for 5 minutes, until the onions are translucent and the chicken white. Add the vegetables and cook for another 3-5 minutes. (Leeks will take 5 minutes longer than mushrooms or sweetcorn).

5. Stir through the cream cheese, half the stock cube and season with and salt and pepper.

6. When the potatoes are soft, season with salt, add a splash of milk and butter and mash until creamy and soft.

7. Put your chicken mixture in the bottom of your pie dish, top with the mash potato and cook until bubbly and crispy.

Stir Fry

Ingredients (serves 2)

1 chicken breast
1 pepper
½ onion
1 garlic clove
1 small carrot
Small piece of ginger
Tsp mixed spice
Splash of soy sauce
½ chilli
Tbsp oil

Equipment

Knife
Chopping board
Wooden spoon
Wok

Skills

Slicing
Frying
Seasoning

1. Cut the onion and the pepper into thin slices. Chop your carrot into thin match stick style slices.

2. Cut the skin from the ginger and cut into small pieces. Cut the garlic into small pieces.

3. Cut your chicken in long strips.

4. Heat the oil and add the chicken, cook until the outside has turned white. Then add the ginger, garlic and chilli

5. Add your vegetables and cook for a couple of minutes.

6. Add your soy sauce, salt and pepper. Fry for another few minutes.

Tip: Don't over cook the dish as stir fry should be slightly crunchy.

Serve with egg noodles or rice.

Year 8 Design Considerations

Design considerations

Every product ever designed and made has been carefully and extensively considered from who is it for to how it will be used and how it will be made. By looking at everyday objects we can learn so much about society, for example the technology and materials available to how it changed the lives of the users. Also by looking at these products we can understand how to develop them to be more sustainable and reflect the changing needs to improve our lifestyle.

WHY are products designed and made? – Is market pull or technology a factor?
WHO are they for? – What are their requirements?
WHAT problem are they solving? – What materials, components, systems and processes could be used to make the product?
WHERE will the product be used? – Is it for indoor/outdoor use?
WHEN will the product be used? – Will it be used at night or day?

These and many more questions need to be asked and explored as products are designed and made. In year 8 you will be addressing these questions through analysing existing products, specifically the iron.

Ergonomics and Anthropometrics

Ergonomics is about 'fit': the fit between people, the things they do, the objects they use and the environments they work, travel and play in. If good fit is achieved, the stresses on people are reduced. They become comfortable, they can do things more quickly and easily, and they make fewer mistakes.

Anthropometrics is the practice of taking measurements of the human body and provides categorised data that can be used by designers. Anthropometrics help designers collect useful data, e.g, head circumferences when designing a safety helmet. Designers need to consider how users will interact with the product or service.

Look at these 3 can openers - they do the same job. One is more ergonomic than the other 2. Which one and why?



Does the material make a difference for the user? What impact will the more ergonomic one have on the users life? What materials and processes have been used to make these? What impact does that have on the environment?

Inclusive Design

Inclusive design makes products usable by everyone, regardless of age, ability and circumstance. It is based on the simple principle that designing for the widest range of people creates better designs and benefits everyone.

Aesthetics and Branding

Aesthetics is being interested in how something looks and feels
Branding is to simply and easily help your customers understand what you offer and how you're different to other products

These are all brands. What do you think of when you see these logos? Are they recognisable? Why? How important is having a strong logo?

Life Cycle Assessment

Life Cycle assessment is used for assessing environmental impacts associated with all the stages of the life-cycle of a commercial product, process, or service. Consideration of the environmental impact of any product, service or system during its life cycle should be started at the earliest stage of design and continue through to disposal. Designers should have a good understanding of their responsibility to reduce the ecological impact on the planet.

Cultural, moral, social and economic issues

Designers should consider:
social groups - people who may share common interests or levels of education, eg liking the same sport or doing GCSEs, or who may be the same age or gender
economic groups - based on occupation, status and financial security; what different economic groups can afford will vary - with the cost of products affected by quality and brand
ethnic groups - people who may share a language, culture or belief(s)

New and Emerging Technologies

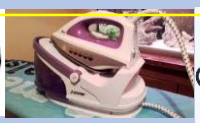
These include
Educational Technology – Innovative ways of using technology to improve teaching/learning.
- **Information Technology – Using computers to gather, store, analyse & send information.**
- **Nanotechnology – At atomic/molecular levels materials have newly discovered characteristics.**
- **Biotechnology – Technology based on living organisms with medical & pharmaceutical uses.**
- **Robotics – The technology required to create 'machines' that work autonomously.**
- **Artificial Intelligence (AI) – Creating computers which can think for themselves.**

Developments in technology impacts on our daily lives and also on our role and requirements as designers. This will lead the way to new jobs of the future and new ways of creating products.

What technology has been used in the development of an iron? What future technology could influence the design of the iron?







Principles of training

F — **Frequency – How often you train**

I — **Intensity – How hard you train**

T — **Time – How long you train**

T — **Type – How specific your training is**

Think back to a sport you have played and consider the training you would need to complete in order to perform to your best. The FITT principle ensures you are working at a level that will challenge you. If you are not working hard enough, your body will not adapt and your fitness will not improve.

An example of the FITT principle in action….

Katarina Johnson-Thompson is a Team GB athlete and competes in the Heptathlon.
Katarina has begun circuit training to improve her fitness to be able to compete in her seven different events. After 2 weeks, she feels her sessions should last longer. **Which principle is this focusing on?**

After one month, Katarina increases the number of sessions she takes part in. **The amount of sessions over a period of time is known as what?**

Katarina is now benefiting from her circuit training but is now looking to add more variation to her sessions. **Which principle would she be using if she wanted to change the training programme?**

One year before the next Olympic games, Katarina needs to step up her training programme. **Name the component of the FITT principle she would use to increase the difficulty of the training.**

Exercise intensity: The Borg scale
(RPE – Rating of Perceived Exertion)

RPE	Intensity
6	No exertion
7	
8	
9	
10	
11	Light exertion
12	
13	Somewhat hard
14	
15	Hard (Heavy)
16	
17	Very Hard
18	
19	
20	Maximal Exertion

This scale measures how hard performers think they are working. It can also be used to measure Heart Rate and training zones.

(RPE x 10 = Heart Rate)

Additional Principles of training

S	P	A	R	V	I	R&R
Specificity	Progressive Overload	Adaptability	Reversibility	Variation	Individual Needs	Rest and Recovery

Methods of training

Circuit training – This involves a number of different activities that can be sport-specific or tailored to help improve certain levels of fitness.
Continuous training – This is training at a steady pace, moderate intensity to develop aerobic endurance. At least 30 minutes of steady running is an example of continuous training.
Fartlek training – This is a form of continuous training but the intensity is changed by running at different speeds over different terrains.
Interval training – This method requires periods of exercise followed by rest and recovery periods.
Plyometric training – This training develops sport-specific explosive power and strength.
Flexibility training – The method to develop flexibility at a joint. This is conduction using stretching. The three stretching categories are Static, Ballistic and Proprioceptive Neuromuscular Facilitation (PNF)
Speed training – Speed training can take many forms and can be sport specific. The three types of sprints are Acceleration, Interval and Hollow sprints.
Weight training – Weight training is a form of interval training and involves using reps and sets of reps.

Things to consider

Think about the methods of training and consider which sporting activities would require each method. Consider, football, badminton, rugby, netball, gymnastics and athletics. When would you require each method of training?

Now consider the principles of training. Can you explain how one of the methods of training could use the FITT or additional principles of training?

Scan this QR code and select the BBC Bitesize link to revise and test yourself on the methods of training

Carbohydrates (sometimes referred to as Starch) are required by our bodies as a source of energy. Example of food which carbohydrates can be found in are pasta, potatoes and rice.
Fats are needed to insulate our bodies and to make cell membranes. They also contain fat-soluble vitamins. Example of food which fats can be found in are cheese, butter, oils and margarine.
Protein are required for growth and repair. Examples of food which contain protein are meat, fish, eggs and cheese.
Fibre is important because it allows the muscles in our intestines to move the material along (called **peristalsis**) and prevents constipation. Fibre is not digested in our diet. Examples of food which contain fibre are wholemeal products e.g. bread, fruit and vegetables.
Minerals - different elements, e.g. iron iron is used to make haemoglobin
Vitamins - different structures, e.g. vitamin C Vitamin C prevents scurvy
Water - water all chemical reactions take place in water

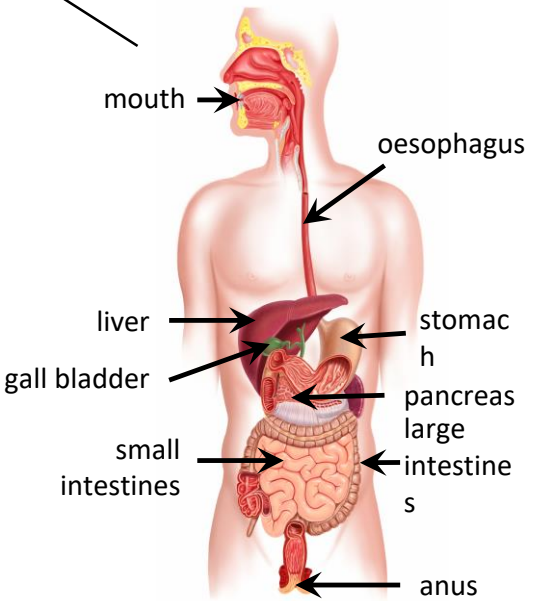
The human digestive system

You are what you eat

Food groups

Food tests

An organ system in which organs work together to digest and absorb food.

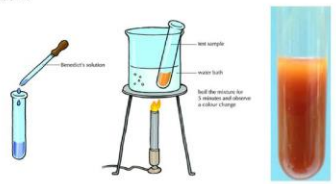


Sugars (glucose)	***Benedicts' test***	Orange to brick red precipitate.
Starch	***Iodine test***	Turns black.
Biuret	***Biuret reagent***	Mauve or purple solution.

Benedict's Test for sugar

- Mash food up
- Put in a test tube with Benedict's solution
- Heat in a water bath

- Blue = no sugar
- Orange = sugar

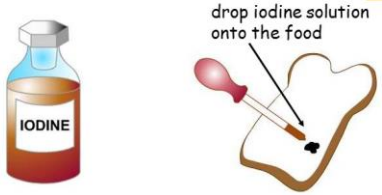


*	**	***
Name the main food groups	Use appropriate techniques to carry out a food test	State if the foods tested contain the nutrient being tested for

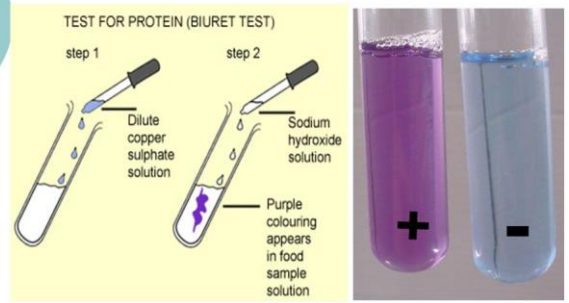
Test for carbohydrates starch.

- Orangey-brown iodine turns **blue-black** when it reacts with starch.

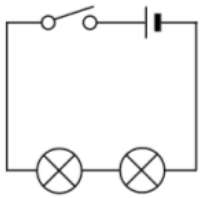
black = starch

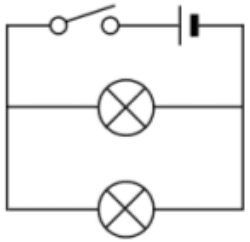


Test for Protein



AMATEUR ELECTRICIAN





SERIES CIRCUIT

PARALLEL CIRCUIT

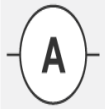
Key Terms

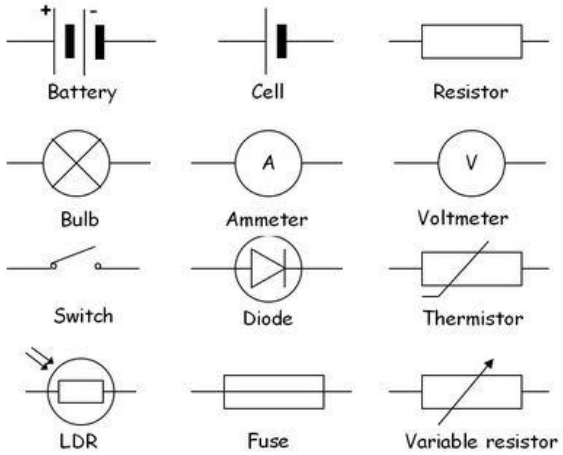
Series Circuit
A circuit where all the components are in the same loop.

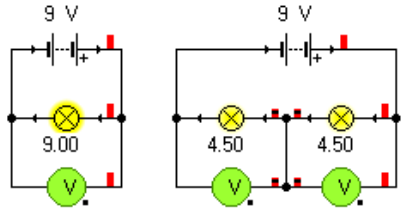
Parallel Circuit
A circuit where the components are in different loops in the circuit.

Ammeter
An electrical component that measures the size of electric current, it is connected in series in a circuit.

Voltmeter
An electrical component that measures the size of the potential difference, it is connected in parallel

	Current	Potential difference
Unit	ampere, A	volt, V
Measuring device	Ammeter in series	Voltmeter in parallel
Circuit symbol of measuring device		





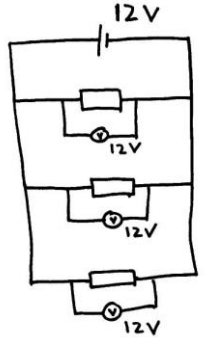
Circuits can be connected in two ways:

1.Series Circuits

2.Parallel Circuits

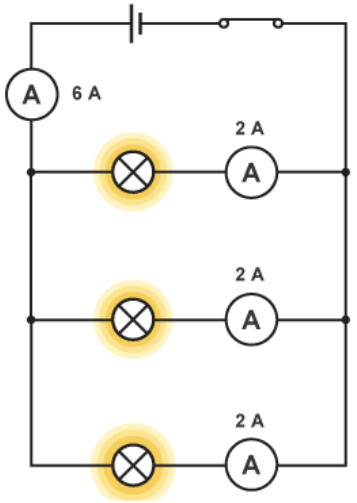
In a series circuit all of the components are in the same loop, below is an example of two lamps in a **series circuit.** If either of the lamps were to break the circuit would not be complete and the light bulb would go out.
The current is the **same** at any point in a series circuit as current is always conserved in a circuit.
Parallel Circuits
In a parallel circuit components are in more than one loop. Lights in a house are connected in parallel, when one light bulb breaks the whole circuit is not broken so the other light bulb will stay alight.
In

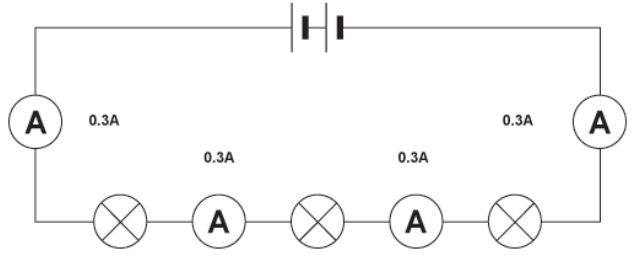
The voltmeter is connected in **parallel** with the component. The supply **voltage** is shared between components in a **series circuit**, so the sum of the **voltages** across all of the components in a **series circuit** is equal to the supply **voltage.** In a parallel circuit the voltage across each component is the same as the voltage from the power supply



Parallel Circuits
In a parallel circuit components are in more than one loop. Lights in a house are connected in parallel, when one light bulb breaks the whole circuit is not broken so the other light bulb will stay alight.

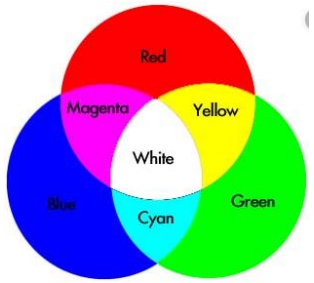
In a parallel circuit the current **splits at junctions,** see the example. The current on the different branches of the circuit must add up to the total current. In a series circuit the current is the same all the way around the circuit





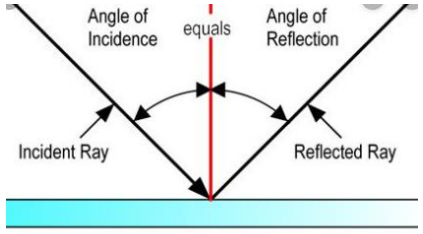
Looky Looky

Colours



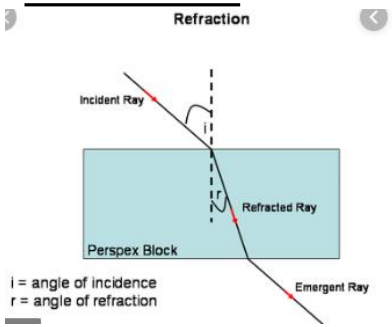
Visible light is made up of 7 colours; ROYGBIV
When we mix all the colours together we get white light
When have no colours at all, we have darkness (no light)
We can split white light into these colours using a prism and dispersion

Reflection



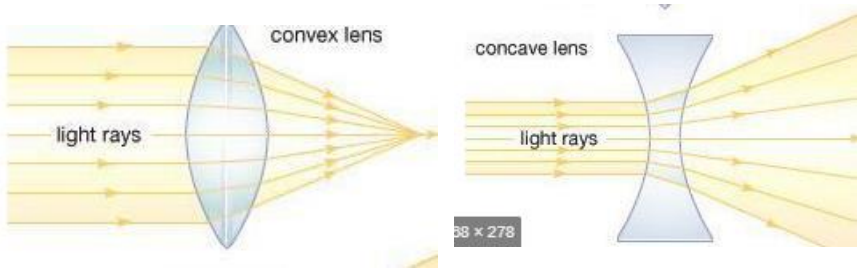
Light will reflect off of shiny, smooth surfaces
Light will not reflect off of matt or dark surfaces
The light going towards to mirror is called the incident ray
The light going away from the mirror is called the reflected ray

Refraction



Light will change speed when it enters a different medium
Glass and air are different mediums, as are air and water
The light will bend towards the normal
Upon leaving the glass block, it will travel in the same direction it did initially

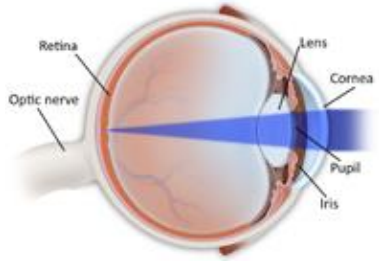
Lenses



A concave lens will cause light to diverge away from the principal axis and to sort of "spread out more" due to refraction of the light

A convex lens will cause light to converge into a focal point at which an image can be created

Human eye



Rays are refracted by the cornea, and then by the lens before focussing on the retina

The focal point has cone cells – higher acuity and colour vision

The peripheral vision is made up of cone cells which work in lower light levels

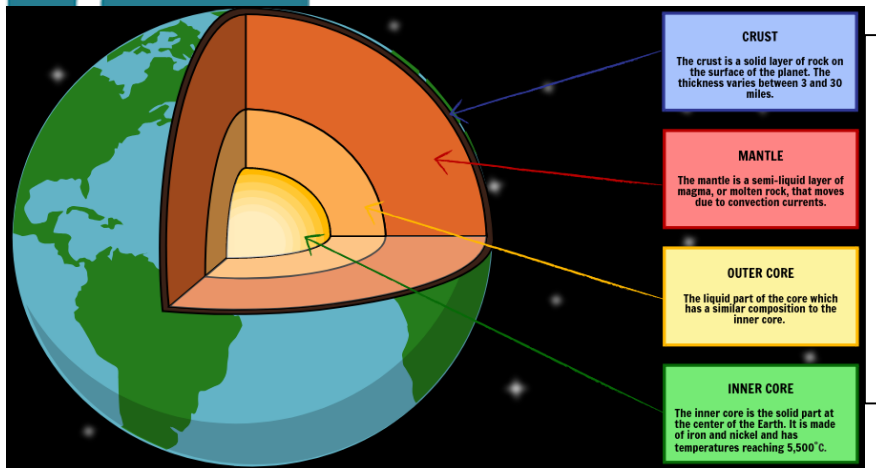
Sound

Sound travels as a longitudinal wave and spreads around a room due to vibrating particles bumping into each other
Sounds travel fastest through solids due to them being close to each other

Properties of light

Light travels at 300,000,000 m/s in a vacuum
Light travels in straight lines
Light is **transmitted** through **transparent** materials
Light is **absorbed** by **opaque** materials

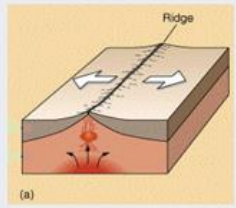
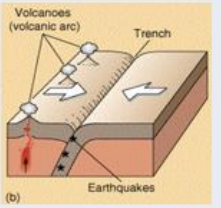
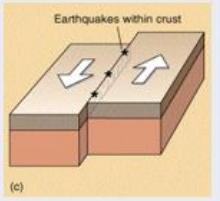
Beneath Our Feet

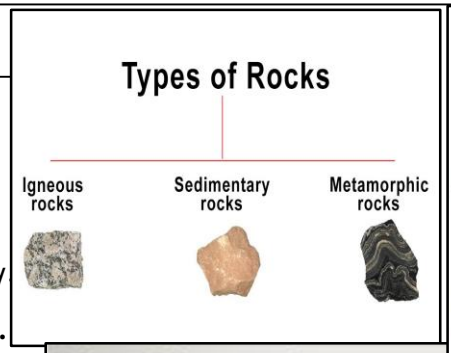


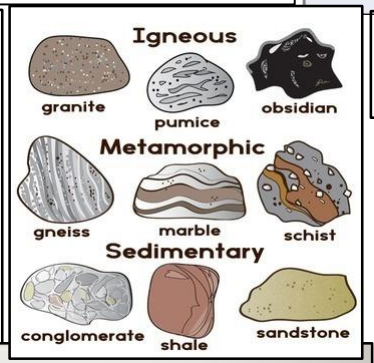
Earthquakes

- Following an earthquake seismic waves travel through the earth.
- The waves are affected by different layers in the earths structure.
- Scientists have observed how these waves travel to build up a picture of our earths structure

Tectonic plates are large pieces of the Earth's crust that move a few centimetres every year

Type of Margin	Divergent	Convergent	Lateral sliding
Diagram:			
Motion	Spreading	Subduction	Lateral slide
Effect	Ridge	Trench	None
Structure created	Constructive	Destructive	Conservative
Volcanic activity?	Nes	Nes	No





Physical weathering is caused by physical processes such as changes in temperature, freezing and thawing, and the effects of wind, rain and waves.

Temperature changes

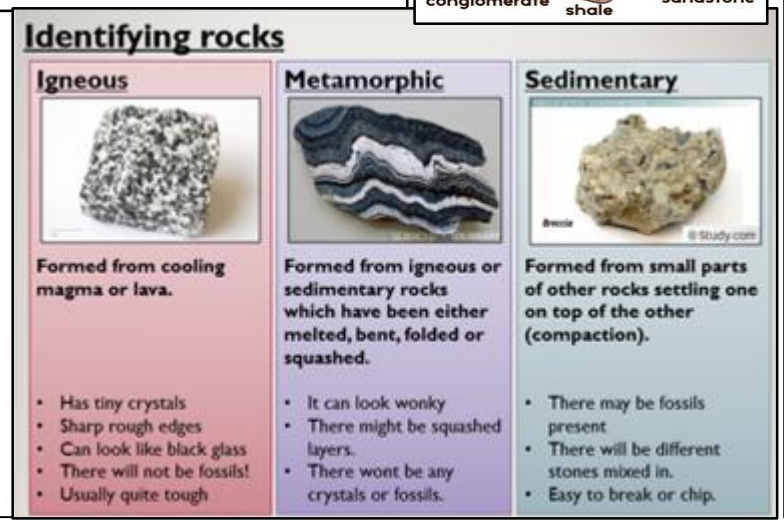
When a rock gets hot it expands a little, and when it gets cold the rock contracts a little. If a rock is heated and cooled many times, cracks form and pieces of rock fall away. This type of physical weathering happens a lot in deserts, because it is very hot during the day but very cold at night.

Wind, rain and waves

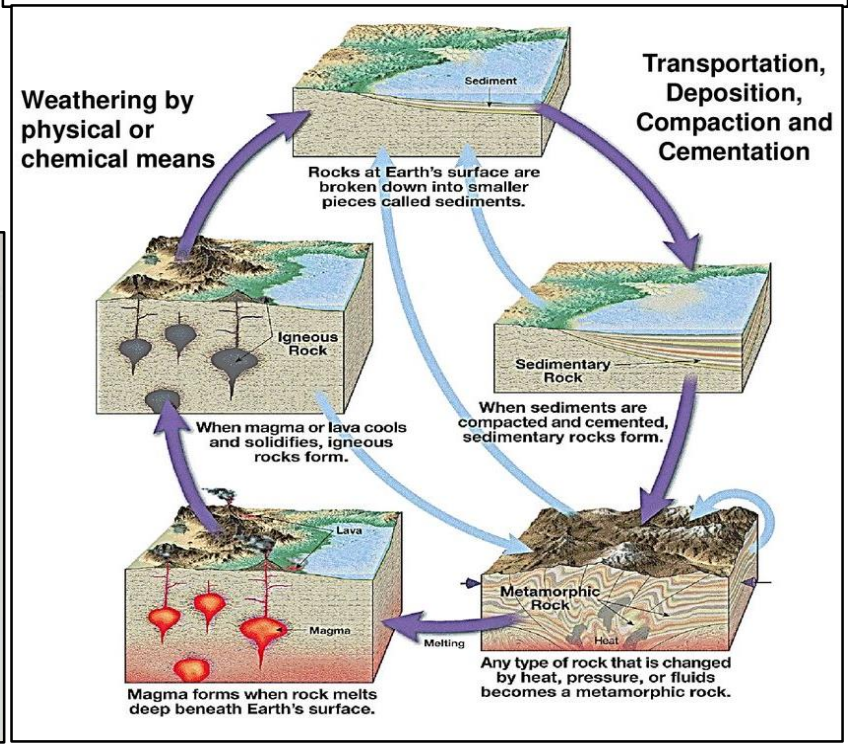
Wind, rain and waves can all cause weathering. The wind can blow tiny grains of sand against a rock. These wear the rock away and weather it. Rain and waves lashing against a rock can also wear it away over long periods of time.

Freeze-thaw

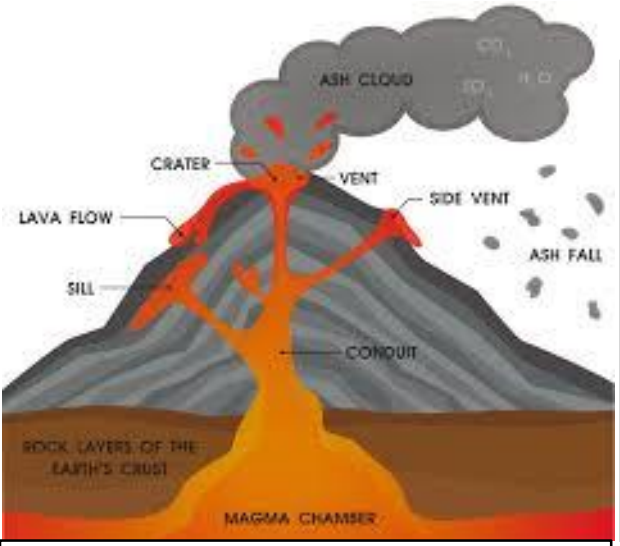
Water expands slightly when it freezes to form ice. This is why water pipes sometimes burst in the winter. You might have seen a demonstration of this sort of thing – a jar filled to the brim with water eventually shatters after it is put into a freezer. The formation of ice can also break rocks. If water gets into a crack in a rock and then **freezes**, it **expands** and pushes the crack further apart. When the ice melts later, water can get further into the crack. When the water freezes, it expands and makes the crack even bigger. This process of freezing and thawing can continue until the crack becomes so big that a piece of rock falls off.



Weathering is the wearing away of rocks
Erosion is the movement of the broken pieces away from the site of weathering



Beneath Our Feet



Igneous rocks form when molten lava/magma cools to form solid rock
Igneous rocks are hard with interlocking crystals
The faster the lava/magma cools the smaller the crystals in the rock

Porous rocks
Rocks with rounded grains are more likely to absorb water than rocks with interlocking grains. This is because the water can get into the gaps between the grains. Rocks that absorb water are described as being **porous.**
Rocks with rounded grains are usually softer and more crumbly than rocks with interlocking grains. So porous rocks tend to be softer than non-porous rocks.

Practical – Investigating Size of Crystals

Practical details
Each pupil or small group will need:
3 x Pyrex watch glasses or microscope slides
3 x Petri dishes 1 containing crushed ice
1 containing water at room temp
1 containing hot water
1 x Hand lens or microscope
10g Salol
1 x Spatula

Bunsen, heatproof matt, safety glasses, tongs, stop clock.

Instructions
Wear appropriate protective clothing throughout.

1. Draw up a results table for the three samples leaving a column for the crystal size
2. Set out the three Petri dishes containing the three different temperatures of water.
3. Place one spatula of salol on each watch glass
4. Light the Bunsen and very carefully, holding the glass in the tongs, gently warm the salol until it melts
5. Place the watch glass on the selected Petri dish and watch them carefully.
6. Record the time when each has completely solidified.
7. Observe the crystals on the cooled watch glasses using the hand lens

Earths Atmosphere

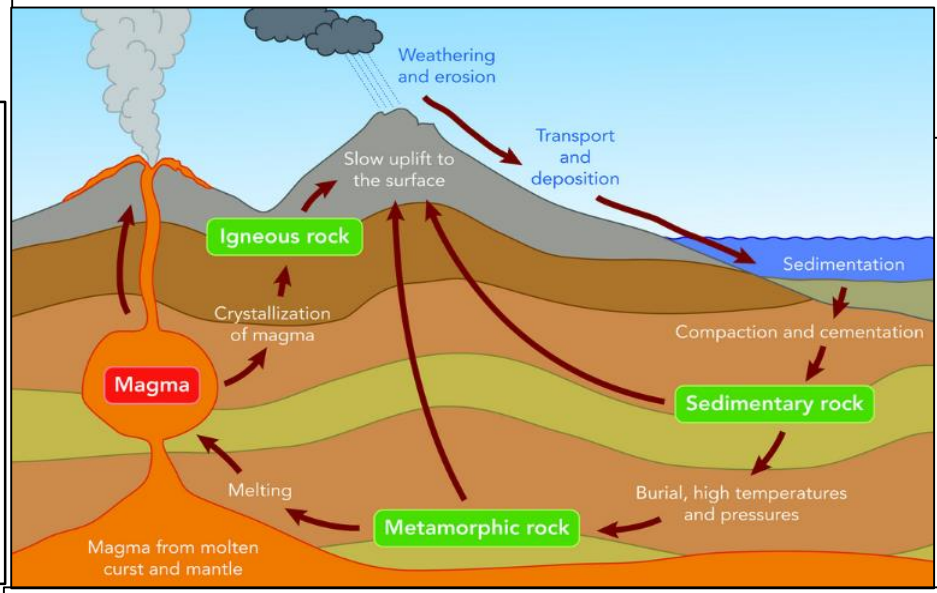
For 200 million years, the proportions of different gases in the atmosphere have been much the same as they are today.

Gas	Percentage in the Atmosphere (%)
Nitrogen	78
Oxygen	21
Carbon Dioxide	0.03
Argon	0.96
Others (water vapour, hydrogen, helium etc.)	0.01

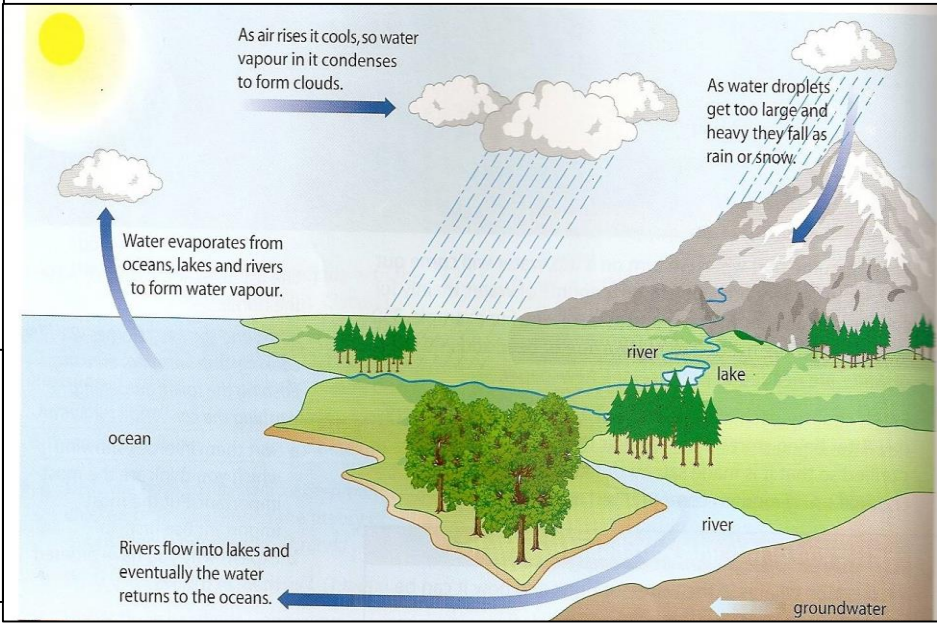
The current composition of the air has been roughly the same for nearly 200 million years but the amounts of different gases have changed over time.

About 3,500 million years ago, the atmosphere on Earth would have been similar to the atmosphere on Mars today.
It would have contained large quantities of carbon dioxide, but not much oxygen or nitrogen

Rock Cycle



Water Cycle



Knowledge Organiser: Year 8 Autum Term Part 2 Understanding computers *and data representation*

Summary

Computers require input hardware, processing hardware, storage hardware and output hardware.

CPU - The Central Processing Unit or CPU is arguably the most important component of a computer. You can think of the CPU is being like the brain in a human.

Storage - stores programs and files long term, even when they are not in use. Devices such as hard drives, USB memory sticks or SD cards are used to store files such as photos, music and software applications long term.

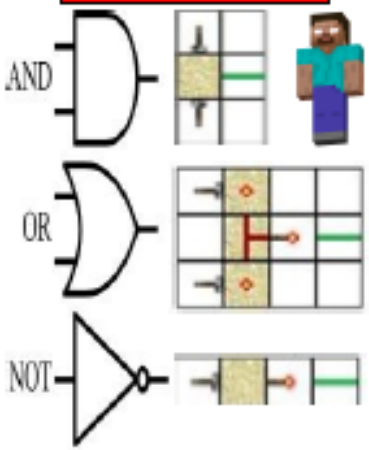
An input device is any piece of computer hardware used to provide data to a computer system. Examples include: keyboard, mouse, scanner, digital camera and webcam.

An output device is any piece of computer hardware used to communicate the results of data that has been processed. Examples include: monitor, printer, projector and speaker.

Binary is still the language for computers Binary's 0 and 1 method is quick to detect an electrical signal's off or on state.

Binary is the most efficient way to control logic gates

Logic gates

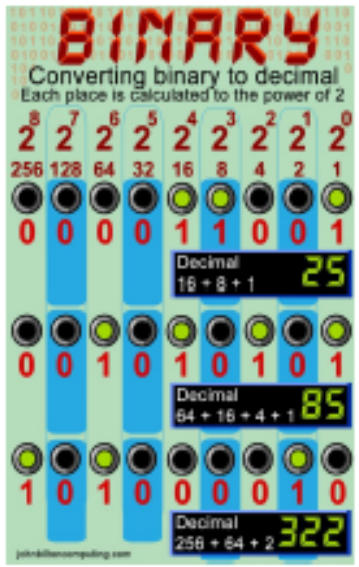


AND Gate will only turn on if both switches are in the on position.

OR Gate—When any switch is turned on, the power is turned on

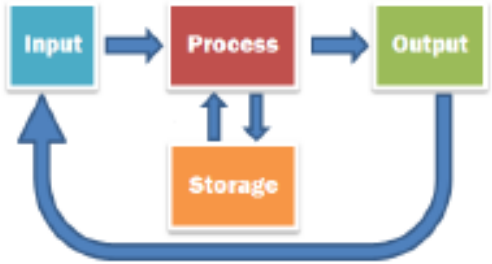
NOT Gate—A light switch.

Decimal to Binary



Binary to Decimal

Computer system



Feedback

The Central Processing Unit or CPU is arguably the most important component of a computer.

You can think of the CPU is being like the brain in a human.

Key Vocabulary

Binary	Base 2. Symbols include up of 1 and 0
Decimal	Base 10 also known as denary. Symbols include up of 0 1 2 3 4 5 6 7 8 and 9.
CPU	Central Processing Unit - the brains of the computer that processes program instructions. Also called a microprocessor.
Logic gate	Compares the state switch inputs to decide what the state at their output should be
Hardware	The physical parts of a computer system, e.g. a graphics card, hard disk drive and CD drive.
Input Device	Hardware that sends data to a computer, allowing you to interact with and control it.
Output Device	Hardware which converts information into human -readable form. It can be text, graphics, tactile, audio, and video.
Storage	Hardware on which information can be stored
Software	Software is the programs that run on a computer. Commonly called apps

Units of information

Bit	1 or 0
Byte	8 bits
Kilobyte	1,000 bytes
Megabyte	1,000 kilobytes
Gigabyte	1,000 Megabytes
Terabyte	1,000 Gigabytes.

http://bit.ly/2Qxi9ab

BBC Bitesize

Year 8 Knowledge Organiser: Coasts

Topics covered

- ✓ What we already know
- ✓ Coastal places
- ✓ Coastal processes
- ✓ Waves types
- ✓ Causes of erosion
- ✓ Erosional landforms
- ✓ Depositional landforms
- ✓ Impacts of erosion
- ✓ Methods of sea defence
- ✓ Future of our coasts

Key Ideas:

1. I can describe the location of coastal places
2. I can describe wave types and how they link to erosion
3. I can describe how erosional landforms are created
4. I can explain how erosion can affect people and the environment
5. I can assess sea defence types and decide upon best options

Skills

- ❑ To locate coastal places on UK maps
- ❑ To measure rates of erosion using GIS (Digital Mapping)
- ❑ To understand different opinions and viewpoints
- ❑ To write a detailed piece of extended writing
- ❑ To construct a timeline of an erosion event

Places and Environments

- ❖ Norfolk Coast
- ❖ Happisburgh
- ❖ Hemsby
- ❖ Dunwich
- ❖ Greenwich
- ❖ Holderness
- ❖ Isle of Wight
- ❖ Cornwall
- ❖ Blackpool

Key Terms Used in this Unit

- ❑ Erosion
- ❑ Hydraulic Action
- ❑ Abrasion
- ❑ Weathering
- ❑ Geology
- ❑ Destructive Waves
- ❑ Constructive Waves
- ❑ Stacks
- ❑ Longshore Drift
- ❑ Insurance
- ❑ Compensation
- ❑ Homelessness
- ❑ Tourism
- ❑ Revetments
- ❑ Nourishment
- ❑ Managed Retreat
- ❑ Gabions
- ❑ Breakwater
- ❑ Tidal Barrage

Year 8 Knowledge Organiser: Natural Hazards

Topics covered

- ✓ Types of natural hazards
- ✓ The structure of the earth
- ✓ Tectonic plates
- ✓ Plate boundaries
- ✓ Earthquakes and volcanoes distribution
- ✓ Earthquake effects
- ✓ Earthquake management
- ✓ Volcano types
- ✓ Effects of volcanoes
- ✓ Managing volcanoes

Key Ideas:

1. I can describe types of natural hazards
2. I can describe the movement of tectonic plates
3. I can describe earthquakes and volcanoes effects
4. I can explain how the dangers of earthquakes and volcanoes can be managed

Skills

- ❑ To investigate earthquake frequency using USGS website
- ❑ To use mapping to identify earthquake and volcano distribution (spread)
- ❑ To read written accounts of earthquakes
- ❑ To classify earthquake effects
- ❑ To use ICT/MS Office to present to my class on an earthquake 'proof' design building

Places and Environments

- ❖ Edinburgh Castle
- ❖ Loch Ness
- ❖ Iceland
- ❖ San Andreas Fault
- ❖ Himalayas
- ❖ Ring of Fire
- ❖ Yellowstone NP

Key Terms Used in this Unit

- ❑ Geophysical hazards
- ❑ Atmospheric hazards
- ❑ Core/Mantle/Crust
- ❑ Destructive/ Constructive/ Conservative/Collision plate boundary
- ❑ Seismograph
- ❑ Richter Scale
- ❑ Mercalli Scale
- ❑ Aftershock
- ❑ Magma/Lava
- ❑ Pyroclastic Flow
- ❑ Composite volcano
- ❑ Shield volcano
- ❑ Volcanic Bomb
- ❑ Exclusion Zone
- ❑ Shock absorbers
- ❑ Liquefaction

German

Module 5: Gute Reise! (Have a Good Trip!)

Here is the vocabulary you will need for Module 5.

Remember to listen to the German by copying and pasting the blue codes next to the speaker icons here. The full address is: https://www.activeteachonline.com/view

In der Stadt • In town	
Es gibt ...	*There is ... / There are ...*
Es gibt ein/eine/einen ...	*There is/are a ...*
Es gibt kein/keine/keinen ...	*There isn't/aren't ...*
in der Nähe von ...	*near to*
in der Nähe ...	*nearby*
der Bahnhof(¨e)	*railway station(s)*
der Imbiss(-e)/ die Imbissstube(-n)	*snack stand(s)*
die Kegelbahn(-en)	*bowling alley(s)*
das Kino(-s)	*cinema(s)*
die Kirche(-n)	*church(es)*
der Marktplatz(¨e)	*market square(s)*
der Park(-s)	*park(s)*
das Schloss(¨er)	*castle(s)*
das Schwimmbad(¨er)	*swimming pool(s)*
die Eisbahn(-en)	*ice rink(s)*
der Fischmarkt(¨e)	*fish market(s)*
das Kindertheater(-)	*children's theatre(s)*
der Radweg(-e)	*cycle path(s)*
das Sportzentrum (die Sportzentren)	*sports centre (sports centres)*
der Stadtpark(-s)	*city/town park(s)*
der Wasserpark(-s)	*water park(s)*

EH6VNSDY

In this Module you will learn how to:

- talk about what there is / isn't in a town
- Buy souvenirs
- Buy snacks and drinks
- talk about holiday plans
- Understand longer spoken texts.

Keep practising your German vocabulary on www.quizlet.com

- *Either*:

click on this link:
https://quizlet.com/_8iewzt?x=1qqt&i=25q2il

- *Or*:

use your class link to go directly to your Quizlet class.

German

Souvenirs • Souvenirs

der Aufkleber	*sticker*
das Freundschaftsband	*friendship bracelet*
die Kappe	*(baseball) cap*
der Kuli	*biro*
das Kuscheltier	*cuddly toy*
die Postkarte	*postcard*
der Schlüsselanhänger	*key ring*
die Tasse	*mug/cup*
das Trikot	*(football) shirt*
Wie viel kostet ...?	*How much does ... cost?*
Wie viel kostet das?	*How much does it cost?*
Es kostet €16.	*It costs 16 Euros.*

DOMB0u9e

Verkaufsgespräch • Sales conversation

Ich gehe einkaufen.	*I am going shopping.*
Ich möchte ...	*I would like ...*
Ich möchte ... kaufen.	*I would like to buy ...*
Haben Sie ...?	*Do you have ...?*
Kann ich dir helfen?	*Can I help you?*
Sonst noch etwas?	*Anything else?*
alles zusammen	*all together*

KzQh4O6W

Snacks und Getränke kaufen • Buying snacks and drinks

die Bratwurst	*fried sausage*
der Hamburger	*hamburger*
die Pizza	*pizza*
die Pommes	*chips*
der Salat	*salad*
das Eis	*ice cream*
die Cola	*cola*
das Mineralwasser	*mineral water*
der Tee	*tea*
das Fleisch	*meat*
der Ketchup	*ketchup*
die Mayo(nnaise)/ Majonäse	*mayo(nnaise)*
der Senf	*mustard*
Ich möchte einmal/ zweimal/dreimal ...	*I would like one/two/three ...*
Ich hätte gern ...	*I would like ...*
Das macht €8.	*That's €8.*
Ich esse ... gern.	*I like eating ....*
Ich trinke ... gern.	*I like drinking ....*

AiOY2qJX

www.textivate.com
Username: openacademy
Password: firstsecond123
Go to 'my resourses' to find your work.

German

In den Sommerferien
• During the summer holidays

Was wirst du machen?	*What will you do?*
Ich werde ...	*I will ...*
Wir werden ...	*We will ...*
klettern	*climb*
im Meer schwimmen	*swim in the sea*
rodeln	*toboggan*
im See baden	*bathe in the lake*
segeln	*sail*
an den Strand gehen	*go to the beach*
tauchen	*dive*
wandern	*hike*
windsurfen	*windsurf*
Was kann man dort machen?	*What can you do there?*
Man kann ... besuchen.	*'One'/People/ You can visit ...*
Die Stadt ist bekannt für ...	*The town is well known for ...*
Ich werde (eine Woche) bleiben.	*I will stay (for a week).*

WrkzCZgE

Read the Strategy Box for ideas to link sounds and spelling.

Oft benutzte Wörter
• High-frequency words

am Montag	*on Monday*
am Dienstag	*on Tuesday*
am Mittwoch	*on Wednesday*
am Donnerstag	*on Thursday*
am Freitag	*on Friday*
am Wochenende	*at the weekend*
sehr	*very*
nicht sehr	*not very*
ziemlich	*quite*
immer	*always*
nicht immer	*not always*
oft	*often*
nicht oft	*not often*
nie	*never*
alles	*everything*
dort	*there*
teuer	*expensive*

smdDsO8S

Strategie 5
Using your key phonics words to make links

You learned the key sounds of German in Chapter 1 (page 8). One good strategy for remembering new words is to group them together with others with the same sound-spelling pattern. Here are some from Chapter 5:

Freund ➜ Deutschland

Biene ➜ Kuscheltier

Sterne ➜ Imbissstube, Strand

Wildwassersport ➜ Mineralwasser, ich werde, wandern, windsurfen

Schlange ➜ Schloss, Schwimmbad, Schlüsselanhänger, schwimmen

Look back at the *Wörter* pages from Chapters 1–4 and add to your lists.

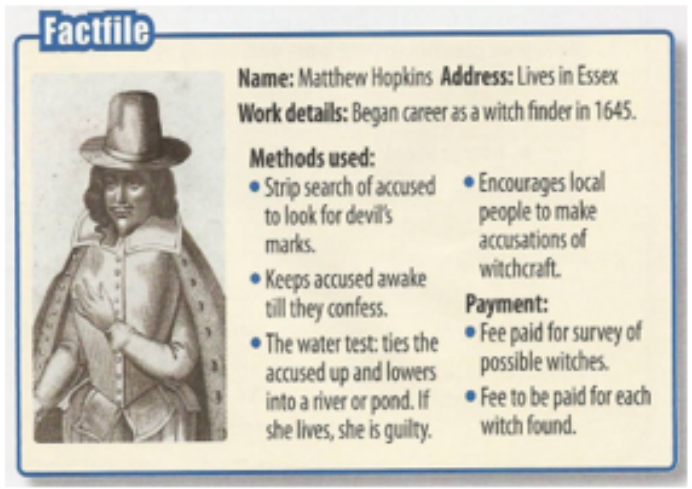
Some words have more than one key phonics sound. How many can you spot in the examples above? For example, *Kuscheltier*.

www.textivate.com
Username: openacademy
Password: firstsecond123
Go to 'my resources' to find your work.

Year 8 History: Poverty and Scientific developments in the 16th and 17th centuries

Key words	
Reformation	The action or process of changing something
The English reformation	the Church of England breaks away from the authority of the Pope and the Roman Catholic Church
The 'middle way'	1559 Elizabeth I's religious settlement which decided on a 'middle way': Protestant but tolerant of Catholicism
Vagebond/sturdy begger	A person who wanders from place to place without a home or job
1601 Poor Law	Placed paupers into four groups, each group was treated differently
Class	A group of people with the same economic or social statues
Familiar	A demon, in the form of an animal that accompanies a witch
Superstitious	Someone who believes in omens and ghosts
Age of Reason	Also known as the Enlightenment, the period during the 1600s and 1700s when people began to explore the world and make new discoveries

The Elizabethans passed Poor Laws to give help to the sick and the old but there were harsh punishments for 'sturdy beggars'; Physical mutilation and execution by hanging!



Many people, mainly women, were accused and executed for witchcraft in the 16th and 17th centuries. People struggled to understand the world around them. Religious and superstitious beliefs influenced ideas that "witches" were to blame for bad things that happened to them

During the 16th century the living standards of many people improved. Many farmers were able to sell their produce at higher prices than before and could afford to rebuild their farmhouse and even amongst those less well off, the fear of famine was less. By 1600 this had changed and there were more poor people than ever before:

- Population: This went up quickly and there was less food
- Inflation: Prices started to go up
- Unemployment: There were less jobs as the farming industry changed from crop to sheep farming
- Henry VIII had shut the monasteries so there was less help for the poor

This led to increased begging and a divide between the 'impotent poor' (deserving poor; wanted to work but couldn't as too old or sick) and those who were poor and were turning to crime (the Tudors nicknamed these people Vagabonds)

Key Scientists: William Harvey, Robert Hooke, Isaac Newton, Christopher Wren, Robert Boyle

Did Science change views about witches?

Yes	No
New discoveries & Inventions Less trouble between religious groups Information and news spread more easily People are less superstitious	People still superstitious Religion was still very important People still believed in witchcraft

Year 8 History: The English Civil War

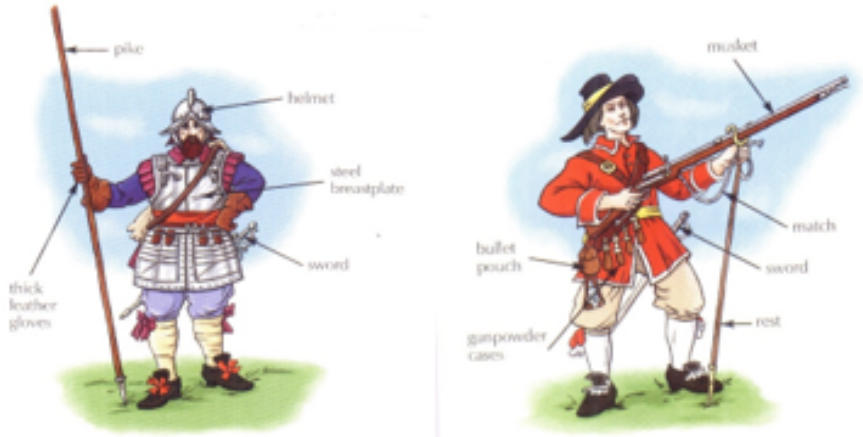
Key words	
Roundhead	Nickname for the parliamentary soldiers (from their haircut)
Cavalier	Nickname for the soldiers in the royalist army
New Model Army	New and improved parliamentary army with excellent training and character
Treason	The crime of betraying your country
Puritan	Protestants who wanted to 'purify' the Church of England from its Catholic ways
Catholic	Christians who believed that the Pope, in Rome, was the head of the church
Protestant	Christians who refused to accept the Pope as the head
Ship Tax	A sum of money, introduced by Charles I paid for people living by the sea
Royalist	A supporter of the King during the civil war
Parliamentarian	A supporter of parliament during the civil war

Between 1642 and 1646 King Charles I fought a civil war against his enemies in Parliament. He lost in 1646 and was executed by beheading in 1649. Cromwell led England as a Republic between 1653 and 1658. The Monarchy was restored in1660.

Causes of the English Civil War:

- His marriage to the French Princess, Henrietta Maria, worried Protestants about another Civil War (France was a huge Catholic superpower)
- Soon there were religious changes such as to the prayer book which angered Protestants
- Charles spent money on wars with Scotland and Irish rebels. Taxes were raised unfairly and the wars were lost
- Wealthier members of society (Lords and Rich Gentlemen) had more political rights than others
- Charles showed little respect for Parliament; shutting it down when it would not approve his requests for money or laws which were not in the favour of the people (Ship Tax)

Pikeman and Musketeer



Key battles: Edgehill (1642) Marston Moor (1644), Naseby (1645)

Oliver Cromwell as Lord Protector

A Harsh & Unpopular Ruler (Villain)

Cromwell's actions in **Ireland**, particularly at Drogheda, are still remembered for their **cruelty** and **bloodshed**

Popular entertainment and hobbies such as gambling, the theatre and even makeup were **banned**

Most popular aspects of **Christmas** were banned!

A Tolerant Defender of Democracy (Hero)

Cromwell was surprisingly **tolerant** of **other religions** and was the first ruler to allow Jews to re-settle

Prevented the King from **destroying Parliament** (although he eventually got rid of it himself!)

Built England into a formidable **military power**

The aim of a knowledge organiser is to do what it says on the tin – to help you organise and consolidate your knowledge! Of course, there are an infinite number of ways in which this can be done, and will depend very much on the choices of the individual. Below you will find some suggestions of possible tasks that could be completed with the use of your knowledge organiser.

Re-write this information for a primary school child. This is harder than it sounds! What key words will you need to define for them?
Re-write a page using 10 key facts or illustrations.
Produce a timeline of all the main events – either on one particular topic or, for a challenge, everything you have studied so far!
Design a museum; what artefacts would you include to represent the facts in the knowledge organiser?
Design a time capsule; what would you put in it to represent History learned so far in each knowledge organiser?
Write a 20 question quiz (with answers). You could send this to a friend in your year, a member of your family or test yourself in 2 weeks' time.
Write a creative story – pick one of the historical figures and do it from their point of view.
Write a role play from a moment in History using the knowledge organiser. Involve other people from your family!
Make a poster titled "Keep Calm and learn about History". Use the knowledge organiser to illustrate.
Write a monologue from one of the historical figures. How would they feel about the events going on around them?
Teach a History lesson to someone else in your house using the knowledge organiser.
Pick an event in History and produce a cartoon strip or storyboard from it.
Pick an event in History and draw the scene.
Pick an event or person from the knowledge organiser and explain why they are the most important event or theme to learn about in History.
Pick an event and write a creative news article about it.
Imagine you can have a tea party with someone from History from the KO. Who would you invite and why? What would you talk about and what would you eat/drink?

Vocabulary to learn

Conscious
Deliberate
Report
Summarise
Compare
Inference
Associate
Child labour
Convey
Emphasise
Inflict
Emotive
Gallows

Useful site links for understanding format and language for this unit

https://www.bbc.co.uk/newsround

https://www.independent.co.uk/

https://www.bbc.co.uk/news

Structure analysis - methods:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:

- inside to outside (and vice versa)
- focus
- time
- topic
- setting/place
- mood/atmosphere
- description to dialogue (and vice

Language analysis Checklist:

- Link to task
- Relevant quote
- Meaning of quote
- Method named
- Effects explained
- Word zoomed in on
- Meaning of word
- Implied meanings
- Aim higher: layers of meaning

Sentence Form	Definition	Example
Fragment sentence	An incomplete idea.	*Rolling thunder.*
Simple sentence	Contains one complete idea in an independent clause.	*The lightning flashed.*
Compound sentence	Contains two independent clauses linked by a conjunction or a semi-colon.	*The lightning flashed **and** the rain fell.* *The lightning flashed; the rain fell.*
Complex sentence	Contains an independent clause and at least one dependent clause.	*Despite the thunder and lightning, there was no rain.*

Evaluate

weigh up, form a judgement

This question asks you to **evaluate** the **extent** to which you agree with a given statement about a text.

how much

You will need to consider:

- The impressions (**opinions**) you have of the text in relation to the statement
- The methods the writer has used to create these impressions
- How the particular methods create these impressions

Words/phrases
Linguistic devices
Structural features
Sentence forms

Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds - *really rather raucous*
- Lists – to emphasise many reasons
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

1. For each of the "vocabulary to learn" words write down what you think they mean then check using a dictionary.
2. Learn the spelling for each of the words in the "vocabulary to learn" using the check/cover/spell method.
3. List down 5 words the author uses to describe the convict.
4. Write a description of someone from your imagination using the above words.
5. Draw an image of the convict and label using phrases from the text.
6. Create a storyboard for this section of the text.
7. Complete this grid explaining how language has been used.

Word or phrase used	What it means	Impact on the reader
fearful	Frightening	They are scared for the young boy
Glared and growled		
Sudden and strong		
Threatening shake of his head		

8. Explain why you think the author has used this list of things that have happened to the man who is a convict: "been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars." What is he saying about the way he has been treated in prison?
9. Find at least three language devices in the text and explain why they have been used.
10. List down two different types of sentence that have been used. Explain why they have been used.
11. Having read this text a student suggested that the convict is unsympathetic to the child because of the harsh treatment he has suffered. Explain your thoughts using quotations from the text.
12. Create a diary entry for the boy who has just come out of prison in the Criminal Courts article.
13. Create a glossary for the more difficult words in the Charles Dickens Criminal Courts text.
14. From the use of language, explain how you think Charles Dickens feels about the woman and the boy in this article.
15. Research Charles Dickens and write a paragraph about how, what happened to him as a child, might explain his attitude to crime and punishment.
16. Research Great Expectations and write a short summary of what the story is about.
17. Create a book cover for a new version of Great Expectations, using your summary as a blurb on the back of the book.

This extract was written by Charles Dickens. It tells the story of the orphan Pip who has good luck followed by bad luck. He eventually finds happiness. In the extract Pip meets a convict while visiting his parents' graves.

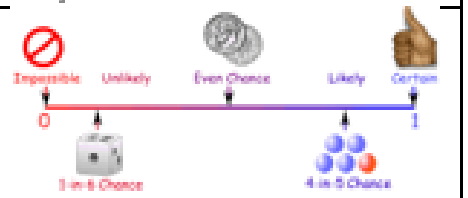
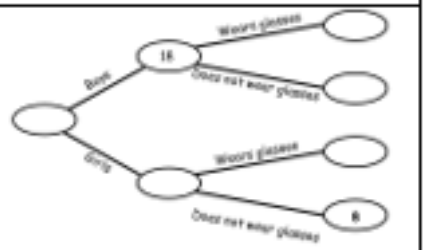
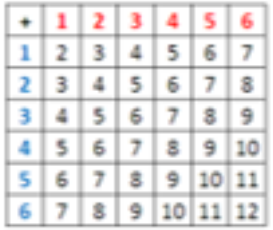
"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.
"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."
"Tell us your name!" said the man. "Quick!"
"Pip, sir."
"Once more," said the man, staring at me. "Give it mouth!"
"Pip. Pip, sir."
"Show us where you live," said the man. "Pint out the place!"
I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.
The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously.
"You young dog," said the man, licking his lips, "what fat cheeks you ha' got."
I believe they were fat, though I was at that time undersized for my years, and not strong.
"Darn me if I couldn't eat em," said the man, with a threatening shake of his head, "and if I han't half a mind to't!"
I earnestly expressed my hope that he wouldn't, and held tighter to the tombstone on which he had put me; partly, to keep myself upon it; partly, to keep myself from crying.
"Now lookee here!" said the man. "Where's your mother?"

Charles Dickens on Criminal Courts – Boz

We were walking leisurely down the Old Bailey, some time ago, when, as we passed this identical gate, it was opened by the officiating turnkey. We turned quickly round, as a matter of course, and saw two persons descending the steps. We could not help stopping and observing them.

They were an elderly woman, of decent appearance, though evidently poor, and a boy of about fourteen or fifteen. The woman was crying bitterly; she carried a small bundle in her hand, and the boy followed at a short distance behind her. Their little history was obvious. The boy was her son, to whose early comfort she had perhaps sacrificed her own—for whose sake she had borne misery without repining, and poverty without a murmur—looking steadily forward to the time, when he who had so long witnessed her struggles for himself, might be enabled to make some exertions for their joint support. He had formed dissolute connexions; idleness had led to crime; and he had been committed to take his trial for some petty theft. He had been long in prison, and, after receiving some trifling additional punishment, had been ordered to be discharged that morning. It was his first offence, and his poor old mother, still hoping to reclaim him, had been waiting at the gate to implore him to return home.

Topic/Skill	Definition/Tips	Example
1. Probability	The likelihood/chance of something happening. Is expressed as a number between 0 (impossible) and 1 (certain). Can be expressed as a fraction, decimal, percentage or in words (likely, unlikely, even chance etc.)	
2. Probability Notation	P(A) refers to the probability that event A will occur.	P(Red Queen) refers to the probability of picking a Red Queen from a pack of cards.
3. Theoretical Probability	$\frac{Number\ of\ Favourable\ Outcomes}{Total\ Number\ of\ Possible\ Outcomes}$	Probability of rolling a 1 on a fair 6-sided die = $\frac{1}{6}$.
4. Relative Frequency	$\frac{Number\ of\ Successful\ Trials}{Total\ Number\ of\ Trials}$	A coin is flipped 50 times and lands on Tails 29 times. The relative frequency of getting Tails = $\frac{29}{50}$.
5. Expected Outcomes	To find the number of expected outcomes, multiply the probability by the number of trials.	The probability that a football team wins is 0.2 How many games would you expect them to win out of 40? $0.2 \times 40 = 8\ games$
6. Exhaustive	Outcomes are exhaustive if they cover the entire range of possible outcomes. The probabilities of an exhaustive set of outcomes adds up to 1.	When rolling a six-sided die, the outcomes 1, 2, 3, 4, 5 and 6 are exhaustive, because they cover all the possible outcomes.
7. Mutually Exclusive	Events are mutually exclusive if they cannot happen at the same time. The probabilities of an exhaustive set of mutually exclusive events adds up to 1.	Examples of mutually exclusive events: - Turning left and right - Heads and Tails on a coin Examples of non mutually exclusive events: - King and Hearts from a deck of cards, because you can pick the King of Hearts
8. Frequency Tree	A diagram showing how information is categorised into various categories. The numbers at the ends of branches tells us how often something happened (frequency). The lines connected the numbers are called branches.	
9. Sample Space	The set of all possible outcomes of an experiment.	

+	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

10. Sample	A sample is a small selection of items from a population. A sample is biased if individuals or groups from the population are not represented in the sample.	A sample could be selecting 10 students from a year group at school.
11. Sample Size	The larger a sample size, the closer those probabilities will be to the true probability.	A sample size of 100 gives a more reliable result than a sample size of 10.

http://goo.gl/PbnOy6 http://goo.gl/Vcv57C

Topic: Basic Probability

Topic/Skill	Definition/Tips	Example
1. Percentage	**Number of parts per 100.**	31% means $\frac{31}{100}$
2. Finding 10%	To find **10%, divide by 10**	10% of £36 = 36÷10=£3.60
3. Finding 1%	To find **1%, divide by 100**	1% of £8 = 8÷100 = £0.08
4. Percentage Change	$\frac{Difference}{Original} \times 100\%$	A games console is bought for £200 and sold for £250. % change = $\frac{50}{200} \times 100 = 25\%$
5. Fractions to Decimals	**Divide the numerator by the denominator** using the bus stop method.	$\frac{3}{8} = 3 \div 8 = 0.375$
6. Decimals to Fractions	**Write as a fraction** over 10, 100 or 1000 and simplify.	$0.36 = \frac{36}{100} = \frac{9}{25}$
7. Percentages to Decimals	**Divide by 100**	$8\% = 8 \div 100 = 0.08$
8. Decimals to Percentages	**Multiply by 100**	$0.4 = 0.4 \times 100\% = 40\%$
9. Fractions to Percentages	Percentage is just a fraction out of 100. **Make the denominator 100 using equivalent fractions.** When the denominator doesn't go in to 100, use a calculator and **multiply the fraction by 100.**	$\frac{3}{25} = \frac{12}{100} = 12\%$ $\frac{9}{17} \times 100 = 52.9\%$
10. Percentages to Fractions	Percentage is just a fraction out of 100. **Write the percentage over 100** and simplify.	$14\% = \frac{14}{100} = \frac{7}{50}$

Topic: Basic Percentages

Please use QR codes to support knowledge.

goo.gl/tavgAv

goo.gl/jT30JT

Sources of Christian Authority

"All scripture is God-breathed and is useful for teaching and training in righteousness."

2 Timothy 3:16

The Decalogue
The Prophets

Jesus' Teaching
- Sermon on Mount
- Parables
- Kingdom of God

Apostles' Teaching
-St Peter, St Paul
St John, St James

These are in the Bible & Xians use them to guide decisions.

https://www.truetube.co.uk/film/holy-cribs-church?tab=film

The incarnation

We don't know whether people who lived at the time of Jesus, even many of those who followed him and believed that he was teaching the truth, knew anything about the circumstances of his birth.

He is often to referred to as Jesus of Nazareth but there is little mention of Bethlehem, where he was born, apart from in stories of his birth.

For Christians, the belief that Jesus was God in human form is more important than the details of his birth.

The gospels of Matthew and Luke explain quite clearly that Mary did not conceive Jesus sexually. In both cases he angel explains that the conception was no ordinary conception and that the child would be no ordinary child.

Mark and John did not include any information about the birth of Jesus. Maybe they did not think the story important, but they are both clear that Jesus is the Son of God.

"This is how the birth of Jesus the Messiah came about: His mother Mary was pledged to be married to Joseph, but before they came together, she was found to be pregnant through the Holy Spirit." *Matthew 1:18 [NIV]*

- 66 books (73 for Catholics).
- Written over a period of 1000 years.
- 40 different authors.
- Old Testament compiled around 300BCE.
- New Testament compiled and combined around 375CE.

Did You Know...?

'God-breathed' in this passage has the same idea in both Greek and Hebrew as when God breathed life into Adam in Genesis 2 at creation.

In other words, what is in the bible gets its life from God.

https://www.truetube.co.uk/film/charlie-and-blue-find-out-about-jesus?tab=film

https://www.youtube.com/watch?v=vx9MS2WDXew

https://www.youtube.com/watch?v=yEtR2ouw76c

https://www.youtube.com/watch?v=9UZ8Q2DtYec

The Word of God?

Most Christians refer to the Bible as the '**Word of God**', however, not all agree what this means:

The Words of God: Some Xians, mainly fundamentalists, believe the Bible contains the **actual words of God**. These people are called literalists as they believe every word is literally as God wanted it to be. As such, the bible has **total authority** in all situations

Words inspired by God: Other Xians feel the Bible was written by humans but **inspired by God**. Although it has God's authority, it **needs interpreting** in light of its day when considering an application for today.

Words about God: Some Xians see the bible as written by people who genuinely loved God, but the **words do not have God's direct authority**. They may use conscience, reason and logic to interpret its meaning for them.

The Role and Authority of the Church.

- The Church is the body of Christ so it has the same authority as Christ.
- God still speaks through the Church today .
- The Church is the community of Christian believers . Therefore it is guided by God and so Christians are able to make decisions on moral issues using the Church as their guidance.
- If Christians just followed their own conscience everyone would be doing something different. The guidance of the Church ensures that people are doing the right thing.
- Catholic Christians believe authority of the Church comes from the Magisterium (pope and Bishops interpreting the Bible and tradition for Catholics today) they believe this is correct guidance on moral behaviour.

Year 8 RS: How do Christians interact with culture and society?

Key words	
Worship	Act of religious honour or devotion
Liturgical worship	service which follows a set pattern
Non-liturgical worship	service which does not follow a text or set pattern
Informal Worship	a type of non-liturgical worship which is spontaneous
Private Worship	Someone praises or honours God on their own
Prayer	Communicating with God.

The Church

Church means a gathering of people and originally the church didn't have special buildings but met at people's homes. The church therefore is about people who meet to worship Christ. *"And God placed all things under his (Jesus') feet and appointed him to be head over everything for the church, which is his body"*. The church as a building provides a place where Christians in the local community can meet, socialise, worship and gain spiritual guidance. Christians meet at church on a Sunday, but many churches have events happening throughout the week. Traditionally the role of the church helped with schooling, medical needs and other services. In modern times the church has projects in the community to help others following the teachings of Jesus.

Worship

It is a way for Christians to show love and respect for God. It shows Christians how important God is to them. They worship in different ways but the public worship takes place at church on Sunday. Christians prayer to ask for forgiveness, to say thanks, to ask for help or for comfort and strength. There are different types. Liturgical, non-liturgical, informal and private

Prayer

Prayer is all about communication with God. Christians ask God for help for themselves or others, ask for forgiveness, to be provided with strength or comfort or to say sorry, confess sin and ask for forgiveness or to praise God. People pray in different ways, which might include standing, kneeling or using rosary beads – for Catholics and Orthodox Christians use Icons. Christians do believe God answers prayers, but because he is transcendent (beyond our understanding) we cannot understand when or how he does it and perhaps not in the way we would want or expect. For example when Jesus is praying in the Garden of Gethsemane he asks God to *"remove this cup from me"*. He is asking God to help him not have to go through the crucifixion. God doesn't stop this as there is a purpose to Jesus' suffering.

The Lord's Prayer

This is the prayer which Jesus taught he disciples to pray. *"Our father who art in heaven…."*. This is an example of set prayer and is important as it sets out how to live, for example to show forgiveness to others. It also reminds how God is part of the whole community and is said out loud together.

Pilgrimage

A pilgrimage is a special religious journey and can be seen as an act of worship in itself.

For Christians the Holy Land, where Jesus lived and died is particularly important. Pilgrimage is important as it allows people to get closer to God, strengthen faith, ask for forgiveness, pray, ask for a cure, help others and meet others who share your faith. Two important places are Lourdes and Iona.

Lourdes – In France dedicated to Mary as Bernadette believed to have seen visions of Mary in the 19th Century. A spring of water was discovered which had healing powers. Now millions of people have been to drink from the spring of water in the hope of being healed. Many sick or disabled people go to Lourdes.

Iona – An Island off the west coast of Scotland. In the 6th Century St. Columba, an Irish missionary brought Christianity to Scotland and set up a small monastic community there. Pilgrimages happen there in dedication to the virgin Mary. The community in Iona hold daily services in the Church leading a seven-mile hike to holy spots.

Festivals

Festivals remember important events in a religions calendar, for Christians this is Christmas and Easter. They are centered around Jesus who is the most important person in their religion.

Christmas – Remembers the birth of Jesus – his incarnation. It is celebrated on the 25th December. Trees and homes are decorated with nativity scenes. Lights remember Jesus is the light of the world. Carol services happen in Churches with readings from the bible. Children act out nativity plays and midnight mass takes place on Christmas Eve. *"I bring you glad tidings that today a king is born"*

Easter – It is the most important festival which celebrates Jesus' resurrection from the dead leading up from holy week. Jesus was crucified on Good Friday and rose on Easter Sunday. Special services take place and processions led by someone carrying a cross. On Easter Sunday special services take place with hymns which celebrate the resurrection. Eggs are used as a reminder of new life. *"Christ is risen from the dead".*

The Sacrament of Baptism

This is important as it is the initiation ceremony to become a Christian and part of the church and therefore receives the grace of God. Sins are forgiven and they start a new life in Christ. Jesus was baptized by John in the river Jordan, here is received the Holy Spirt and sets an example for Christians to do the same. "Therefore go and make disciples of many nations, baptising them in the name of the father, son and Holy Spirit.

Infant Baptism – Catholic, Orthodox, Anglican Methodist practice this. Everyone is a descendent of Adam and Eve and therefore carries Original Sin and so baptism washes this away. It also welcomes them to the church community.

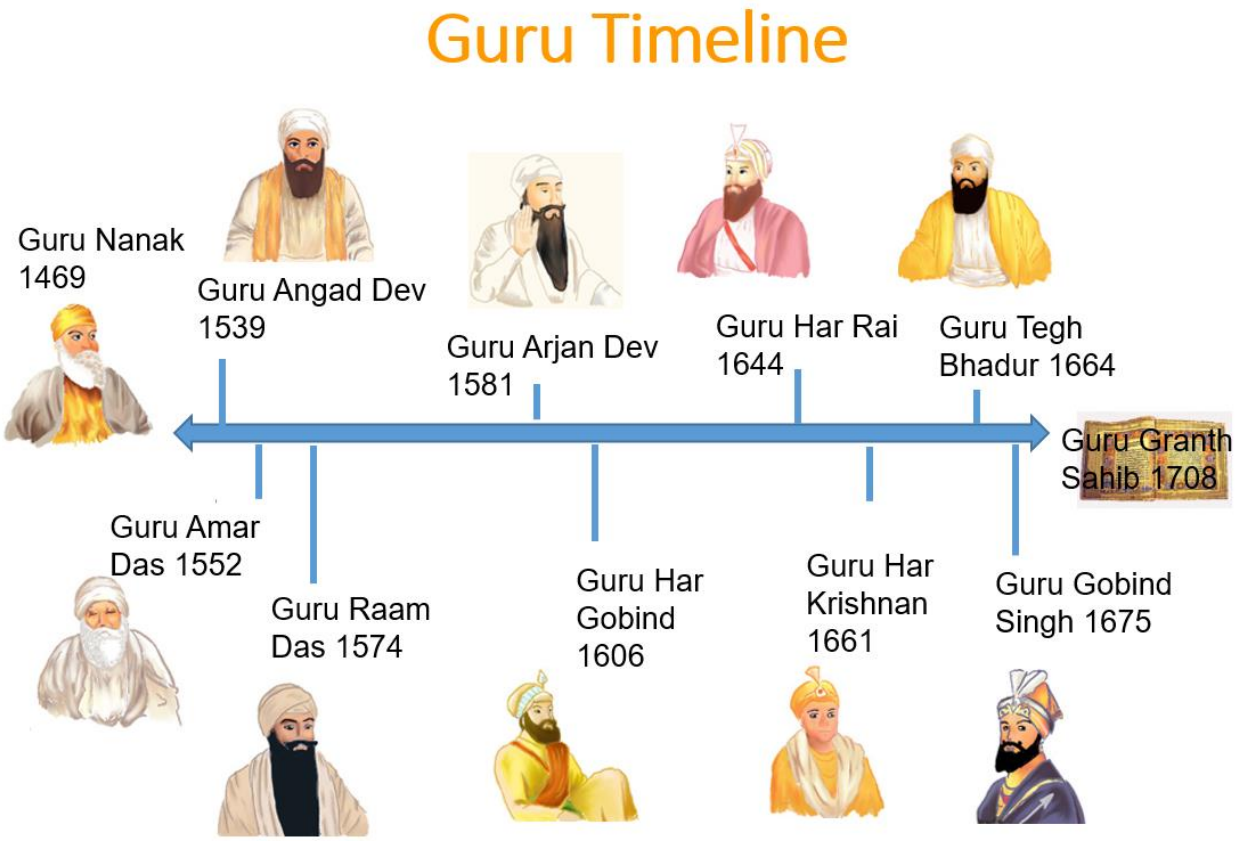
Believer's Baptism – Baptist and Pentecostal's think children are too young to understand the meaning and therefore don't baptise infants. They have believers baptisms when a person is old enough to understand the meaning behind what they are doing. This includes a full immersion in a pool to wash away sin and start a new life in Jesus.

Activity:

Use your network of family to find out the answers to these questions. You might be able to make contact with some churches over the internet. A good place to start is https://www.achurchnearyou.com/

How are different churches responding to the corona virus outbreak? Norwich has a famously large humanist community. Find

The 10 Gurus in Sikhism – sources of authority in Sikhism



Find out what the 5K's are.

Sikhism: is a monotheistic religion that originated in the Punjab region of the Indian subcontinent around the end of the 15th century.

The Guru Granth Sahib: a journey by a believer to a holy site for religious reasons; pilgrimage is itself an act of worship and devotion.

Guru: A spiritual teacher.

Gurudwara: This is a Sikh place of worship. It is Punjabi word that means 'Guru's door'. The building has many uses and is not just a place for worshipping in.

Turban: They are pieces of material that are about 5 metres long. Sikhs do not cut their hair and this is how Sikhs keep their long hair tidy and out of the way.

Gurmukhi: This is the alphabet that the Sikh sacred text- The Guru Granth Sahib is written in.

5 K's – The 5 physical symbols worn by Sikhs who have been initiated into the Khalsa.

Pilgrimage: A holy or religious journey.

Khalsa – Fully initiated Sikhs, who wear the 5 K's.

Symbolism – The use of images to represent ideas or qualities.

Year 8 revision RS: How do Sikhs interact with culture and society ?

Key words	
Sikh	A follower of a religion called Sikhism.
Guru Nanak	The founder of Sikhism
Waheguru	The Sikh God
Punjab	An area in the Northern part of India were Sikhism was started by Guru Nanak.
Guru Granth Sahib	The holy book for Sikhs.
Gurdwara	The Sikh Temple-place of worship.
The Golden Temple	The Pilgrimage or spiritual place of worship for Sikhs.
Sewa	Serving others, showing love and kindness to all.
Langar	A community kitchen in a Gurdwara, food is cooked and served daily to everyone.

People of all religions are welcomed in and even allowed to say their own religion's prayers.
They must not take meat, alcohol or cigarettes into the Golden Temple and their head must be covered. They take off their shoes when they enter.
The central point of the Golden Temple is the known as the Divine Temple. Here one can see some of the earliest copies of the Guru Granth Sahib as during the day it is placed on the takht in this diwan hall. However, a newer copy is used in daily worship to protect the oldest one.
The walls inside the Harmandir Sahib are carved with verses from the Guru Granth Sahib. People swim in the lake – it is known as a Sarovar (sacred pool) and is said to heal illnesses.

An Overview of Sikhism.

Sikhism is one of the world's major religions. It is the world's 5th major religion, with about 28 million followers. It began over 500 years ago.

Sikhs are people who follow Sikhism. Sikhs believe in One God, who guides and protects them. Sikhs see everybody as being equal in Gods eyes.

Leading a good life and making important choices are important in Sikhism.

The Guru Granth Sahib is the holy book in Sikhism. Sikhs worship at home and also in a Gurdwara, their Sikh Temple.

Pilgrimage in Sikhism.

The Golden Temple's real name is Harmandir Sahib. This means 'temple of God.' (Har means God, mandir means temple – you should remember this from Hinduism and Sahib is a way of showing respect to something. It's very similar to sa'lah'lah'hu'alla'him/'peace be upon him' in Islam.)
It is built on a platform in the middle of a man-made lake, on a site chosen by Guru Nanak. This is in the centre of Amritsar, a Sikh city. It was first built in 1574. However it was destroyed in 1740 by a Mogul emperor and then was recaptured by a Sikh army and rebuilt. It was later built again in the 19th century out of marble and then the top half covered in gold leaf. There are 4 doors, one on every side to show that people of all races, religions and nations are welcome.

- People of all religions are welcomed in and even allowed to say their own religion's prayers.
- They must not take meat, alcohol or cigarettes into the Golden Temple and their head must be covered. They take off their shoes when they enter.

The central point of the Golden Temple is the known as the Divine Temple. Here one can see some of the earliest copies of the Guru Granth Sahib as during the day it is placed on the takht in this diwan hall.

The 5 K's

Sikhs display their commitment to their religion by adhering to the 5 K's, which are the Sikh Articles of faith.

The 5 Ks are symbols of Sikh faith. Many non-baptised Sikhs will wear them, but all members, both male and female, of the khalsa (Sikh community) are obliged to wear them.

They will also change their name as a sign. Men who have joined the khalsa add Singh (meaning 'lion' to their name), showing they are strong & fearless, but also caring & kind.

Women add Kaur (meaning 'princess'), showing all women should behave & be treated like princesses. The commitment to the 5 Ks first came into place in 1699 when Guru Gobind Singh (the 10th guru) made the announcement that they should be worn as a display of faith and devotion to God. They are also a symbol of belonging to the Sikh Community. The 5 K's are Kesh- uncut hair, Kangha-comb, Kara-Steel bracelet, Kirpan- small sword and Kachera- shorts worn under their trousers.

Where and how do Sikhs worship?

Sikh temples are called Gurdwaras. They are built with a large central dome. Gurdwaras have 4 doors, one on each side of the temple. This shows that they are open to all people of any faith as Sikhs believe that everyone is equal and we all can and should worship together.

3 Principles all Sikhs live by:

Nam Simran: Remember God's name always.

Kirat Karna: Earn an honest living.

Everyone is obligated to work hard to earn a living if they are able
They cannot have a job which hurts others (running a gambling business, making pornography, dealing illegal drugs, etc.)
Shouldn't be about getting rich but just to help them live life.

Vand Chhakna: Share in charity with those who are less fortunate. This shows generosity and self-sacrifice. Sikhs believe that the best way to worship God is by caring for other people. We cannot love God if don't take care of his creations. All beings and creatures are His; He belongs to all.' This means respect for all living things because God is in everything- including animals. As a result, many Sikhs are vegetarian. They think they are stewards of the Earth so they also have to care for it as God created it.

Year 8 Autumn Term Knowledge Organiser

Baroque Music 1600 – 1750

- ✓ Melody - a single melodic idea
- ✓ Rhythm – a continuous rhythmic drive
- ✓ Texture - a mixture of homophonic and polyphonic textures (thick and thin)
- ✓ Timbre - orchestral – strings, woodwind and harpsichord with very little percussion
- ✓ Dynamics - sudden shifts from loud to soft and vice versa – achieved by adding or subtracting instruments
- ✓ An overall characteristic of Baroque Music is that each piece has a single mood or expression of feeling – one purpose
- ✓ Famous composers: Bach, Handel, Purcell, Pachelbel, Vivaldi

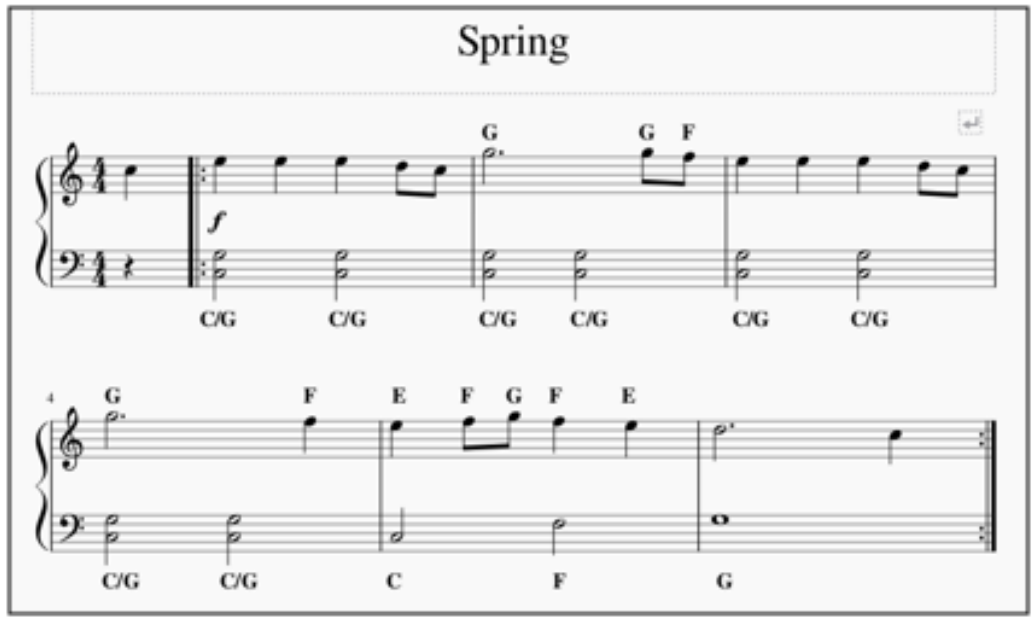
We will have studied Pachelbel's Canon and Vivaldi's Four Seasons

Classical Music 1750 – 1840

- ✓ Melody – short and clearly defined musical phrases with two or more contrasting themes
- ✓ Rhythm – very defined and regular
- ✓ Texture – mainly homophonic (main melody and accompaniment)
- ✓ Structure – rondo and sonata forms
- ✓ Timbre – the symphony orchestra was organised into four sections – strings, woodwind, brass and percussion. The harpsichord was seldom used.
- ✓ Famous composers: Mozart, Beethoven, Haydn and Grieg

We will have studied Beethoven's Fur Elise and Mozart's Eine Kleine Nachtmusik


Fur Elise
C D Eb
C Eb G Eb G C B F G F G D C Eb G C
5
C D Eb D C
C Eb G Eb G C B F G F G C Eb G


Spring
G G F
C/G C/G C/G C/G C/G C/G
4
G F E F G F E
C/G C/G C F G


Here are three of the pieces we will have studied – can you write in the missing note names? Rhymes for the bass clef are:
If the note is on the line, Good Bike Don't Fall Apart
If the note is in a space, All Cows Eat Grass
5
9
14
17

Going the extra mile activities.
Here are some great ideas to do with family to avoid boredom that go above and beyond during the next half term.

The Arts	DT	English and Drama	Humanities	PE	Maths	Science
Create a Christmas play for you and your friends to work on over the internet. Make it hilarious.	Research what different kinds of materials plumbers use. Why is copper used for some pipes and plastic for others? What sort of plastic is used?	Watch one of the briefings by the government. What makes a good information giving speech? How is it being delivered?	Create a detailed plan to make the world more economically equal when we are all back to normal. Share it with anyone you can get to listen.	Create a new lockdown Olympic Sport. With the cancellation of Tokyo, your sport needs a name, at least 3 rules and a list of equipment needed.	Explain what a square root is to someone really not mathematical.	Use equipment in your home to demonstrate the principle of moments.
Develop an observational humour stand up show. Watch how comedians tell a story. Think about their delivery and how they make it look like they have just had that thought. Try it.	Design a meme. One that is informative but also can make someone laugh.	Use one of the excellent library apps to listen to or read "Of Mice and Men." How can we be like Lenny?	In 1917 Russia had a great revolution. What would a great revolution look like in 2027? What would be the similarities and differences if Year 9 were in charge?	Get family members to play even by TEAMs or Zoom! Send it to the organisers of the Quarantine Olympics to include it in the next games!	Where can we find the Fibonacci sequence in nature? Do some research!	Help something grow.
Watch a performance by an artist you love – many are on Instagram or YouTube. Evaluate the difference between a live performance and a studio edit.	Make an interesting paper model. Do some origami research to find something fascinating to attempt.	Describe the American dream. How has this driven culture in the Western world? Have a discussion with as many adults as you can.	Why are we fascinated by crime? What makes Jack the Ripper such an interesting topic? Find out why if you can!	Create a diary of your physical activity each week. This could be a simple grid or list of activities.	Make some mathematical art using materials at home like packets and boxes.	Research the health issues regarding vaping. Vaping is new. Is there enough mature research to definitely describe how safe or otherwise it is?
Make a playlist that means something to you. Share it with friends and explain why it matters to you.	Invent a new recipe and test it. Evaluate it compared to commercial products.	Watch a film. Be a film critic. You are being interviewed to review the film on radio 4. What would you say?	How can we be greener as a society using technology? Create an infomercial advertising a product.	Think about what exercise or activity you completed, how long did you exercise for and how you felt during and after the activity.	Use your maths skills on page 49 to produce the report on page 35. This is the challenge from Mr Ford. How good can this be?	Find out how fans in ovens influence cooking times. What has this to do with convection?