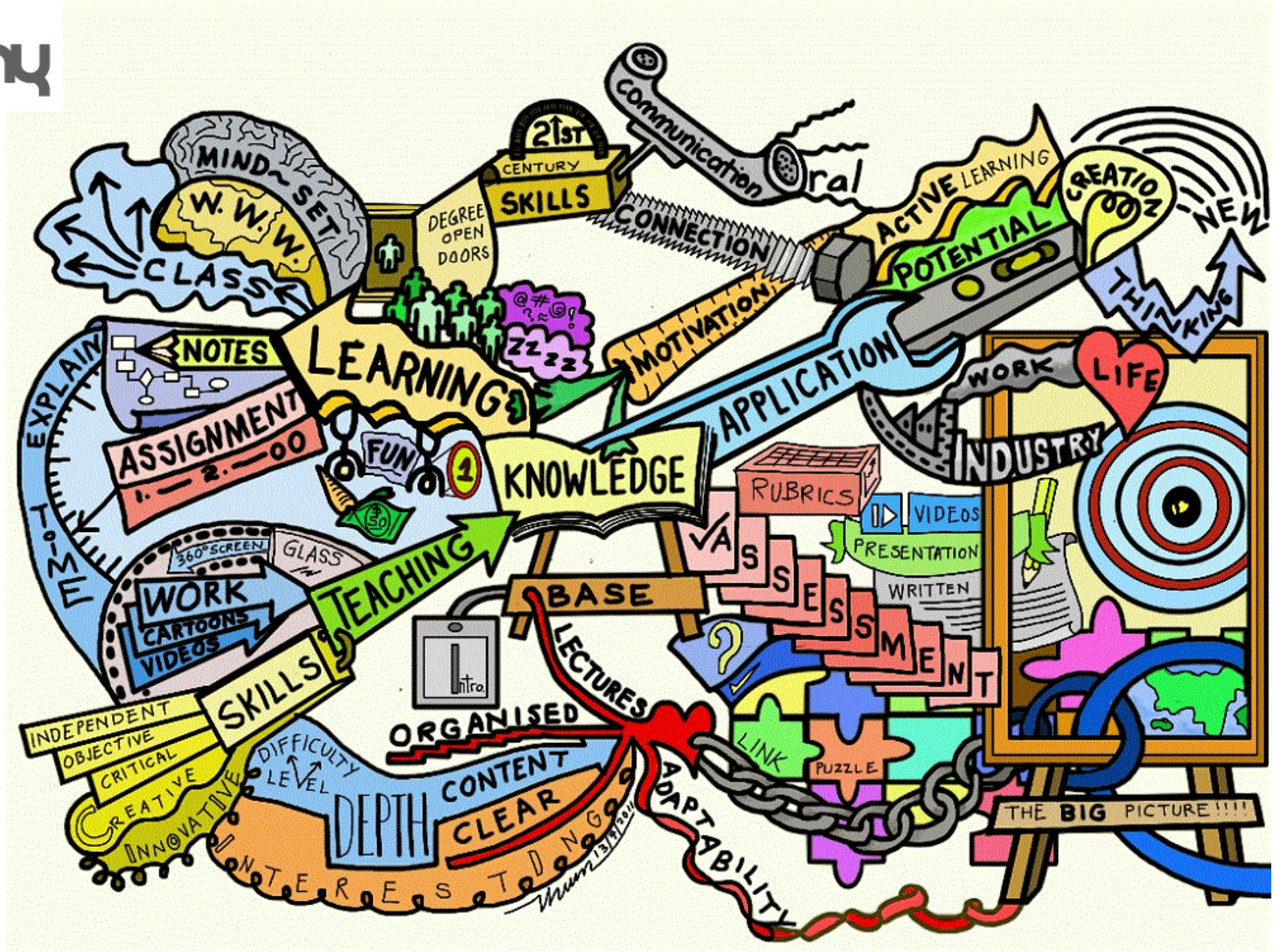
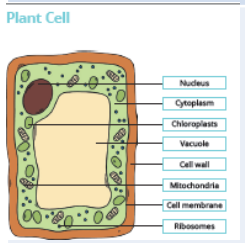
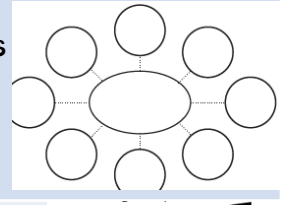
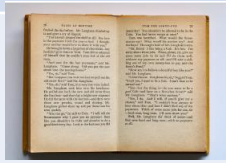


Summer 1 - Year 8 Name:

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.

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.

Multi-disciplinary learning. Key Stage 3.

What is a conspiracy theory?

Some people believe in things that other people do not. Here are a couple of examples for which there is little evidence.

Bigfoot lives in the Northwest Pacific area of North America

There is a Plesiosaur (The Loch Ness Monster) living Loch Ness in Scotland

However, some people then believe that other people are covering it all up. This can lead to some surprising places.

Activity 1: If there was Bigfoot or a Plesiosaur as shown above then how difficult would it be to keep it a secret? Look up how big Lock Ness is and how many people visit it every year.

Activity 2: Think about these questions / discuss them in a video chat with friends: What happens to you when you believe that the entire sections of society are keeping secrets? How could all scientists or the entire government keep a secret? How difficult would it be for 1000s of people to keep a secret? Why do film makers like conspiracy theories for their movies?

Activity 3: Listen to this radio programme. It is available on BBC Sounds. https://www.bbc.co.uk/sounds/play/m000dfqn

How many conspiracy theories are mentioned? Which ones have you heard about?

Activity 4: Mr Ford once, for a joke spread the rumour that the canteen at his college was serving Weetabix that were so cheap, the box they came in had more nutritional value as at least it contained roughage in the cardboard box. he got into a lot of trouble and had to write an apology to be displayed at the college canteen till. Write a letter for Mr Ford, to try to explain that he now understands how serious disinformation can be, highlighting what might have gone wrong.

Activity 5: Craft a conspiracy theory about Mr Ford. Email him with it. How would you get people to believe it? How far could you stretch it? How could you stop it once people started believing it – even if it was you who made it up?

For those of you with access to Disney watch Lion Guard "Beware of the Zimwi" episode. How can belief cause panic?

Activity 6: Find out how anti-vaccination conspiracy theory has killed people.

https://www.iflscience.com/health-and-medicine/one-map-sums-damage-caused-anti-vaccination-movement/

Activity 7: Challenge activity. Research one of the more popular myths and present a clear and referenced case to debunk it.

https://www.osce.org/odihr/441101?download=true

YEAR 8 - Van Gogh ink landscape

- **Overview–** Students learn about the Landscape paintings and drawings of Vincent Van Gogh. They learn about his technique using ink and recreate a landscape of their choice in this style.
- They also have to demonstrate an understanding of the different parts of a landscape as shown below.

3 parts to any Landscape:

- **Foreground**

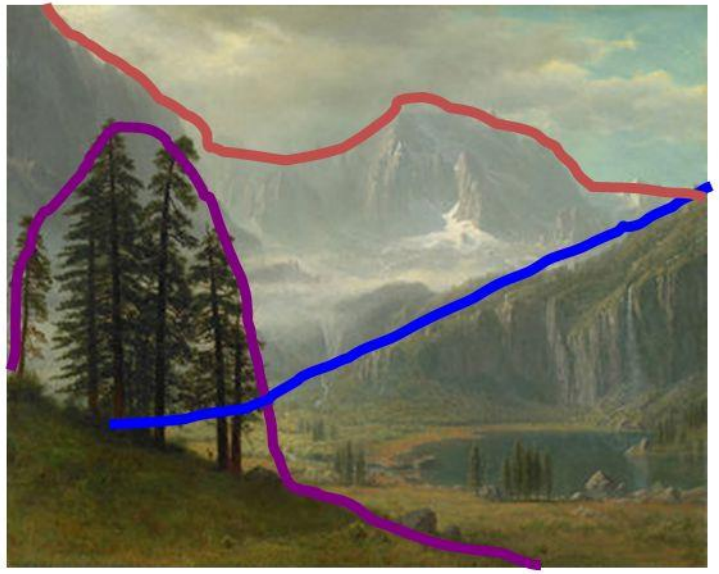
The part closest to the viewer

- **Middle ground**

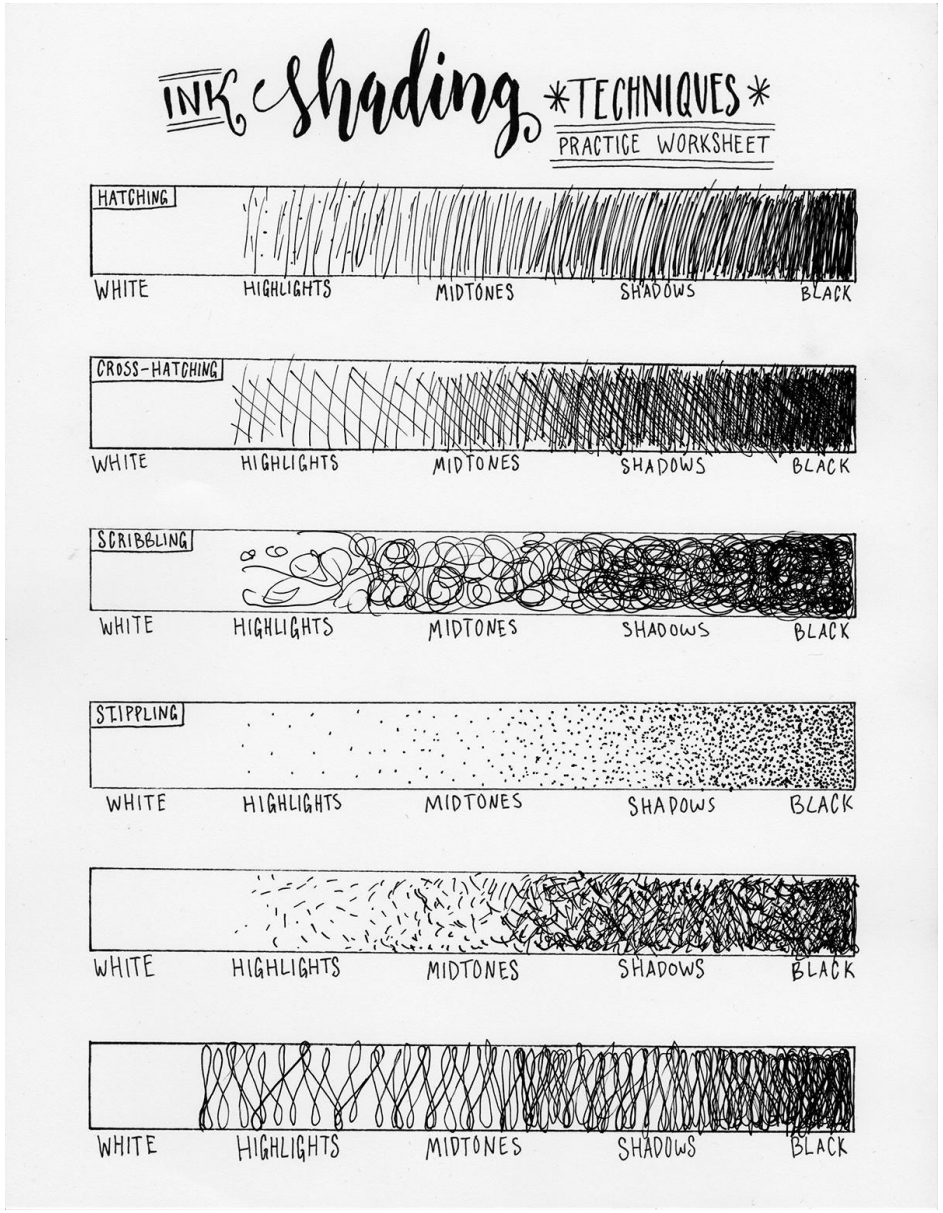
The part between the foreground and background

- **Background**

The part furthest away



Can you find the 3 parts of the landscape in this painting?



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

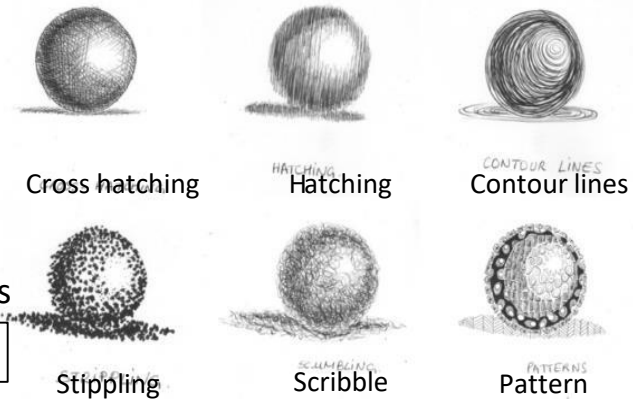
Stages of Drawing

Basic shapes → Accurate shapes → Detail → Shade

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

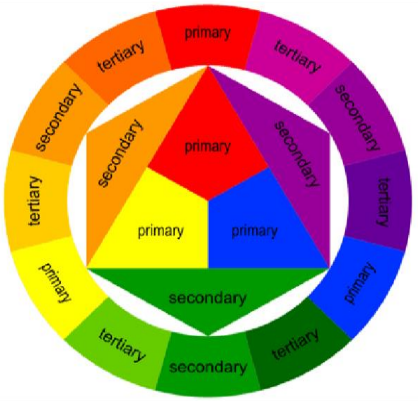
1- Formal elements are taught e.g. how to sketch and use tone to create a 3D effect. You will explore the colour wheel and how to use the basic materials in Art.
2-"The Greenman" – This project introduces you to facial proportions and how to blend oil pastels effectively. We also learn about clay and 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

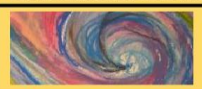
Media	The substance that an artist use to make art
Materials	The same as media but can also refer to the basis of the art work eg, canvas, paper, clay
Techniques	The method used to complete the art work, can be generic such as painting or more focus such as blending
Processes	The method used to create 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

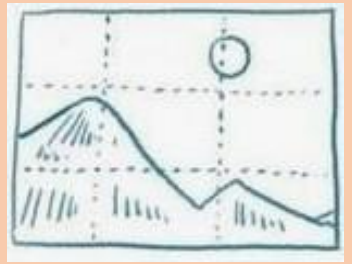
Formal Elements of Art

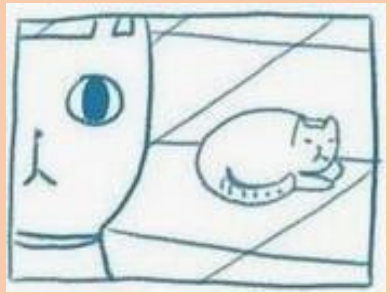
LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms. e.g. horizontal, diagonal or curved.
TONE	means the lightness or darkness of something. This could be a shade or how dark or light a colour appears
TEXTURE	the surface quality of something, the way 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

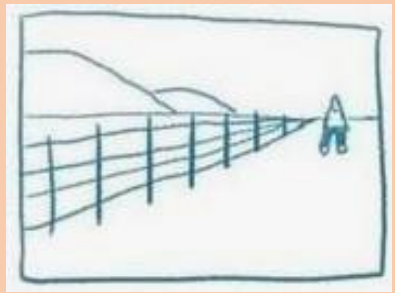
Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle





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



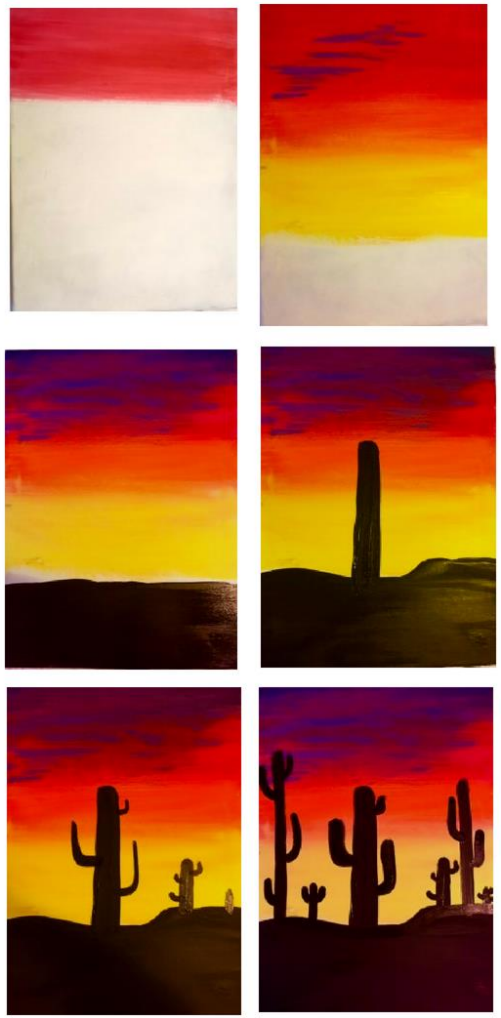
Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

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

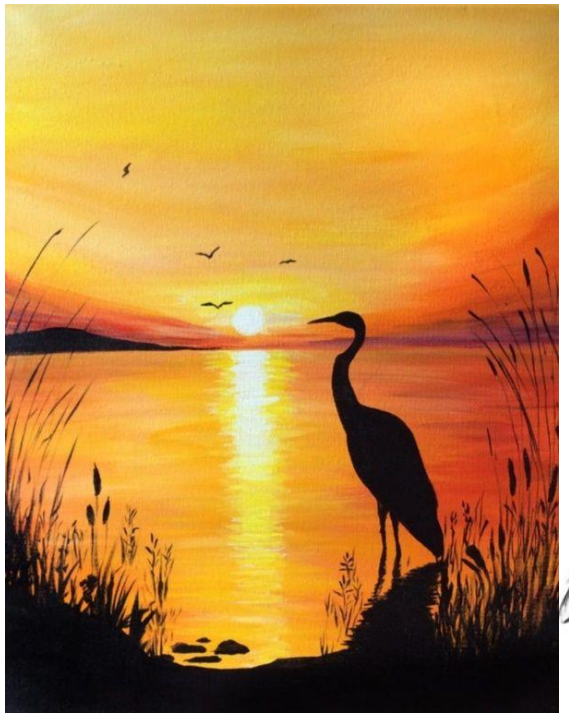
Art Key Stage 3

How To Paint
A Desert Sunset



www.StepByStepPainting.net

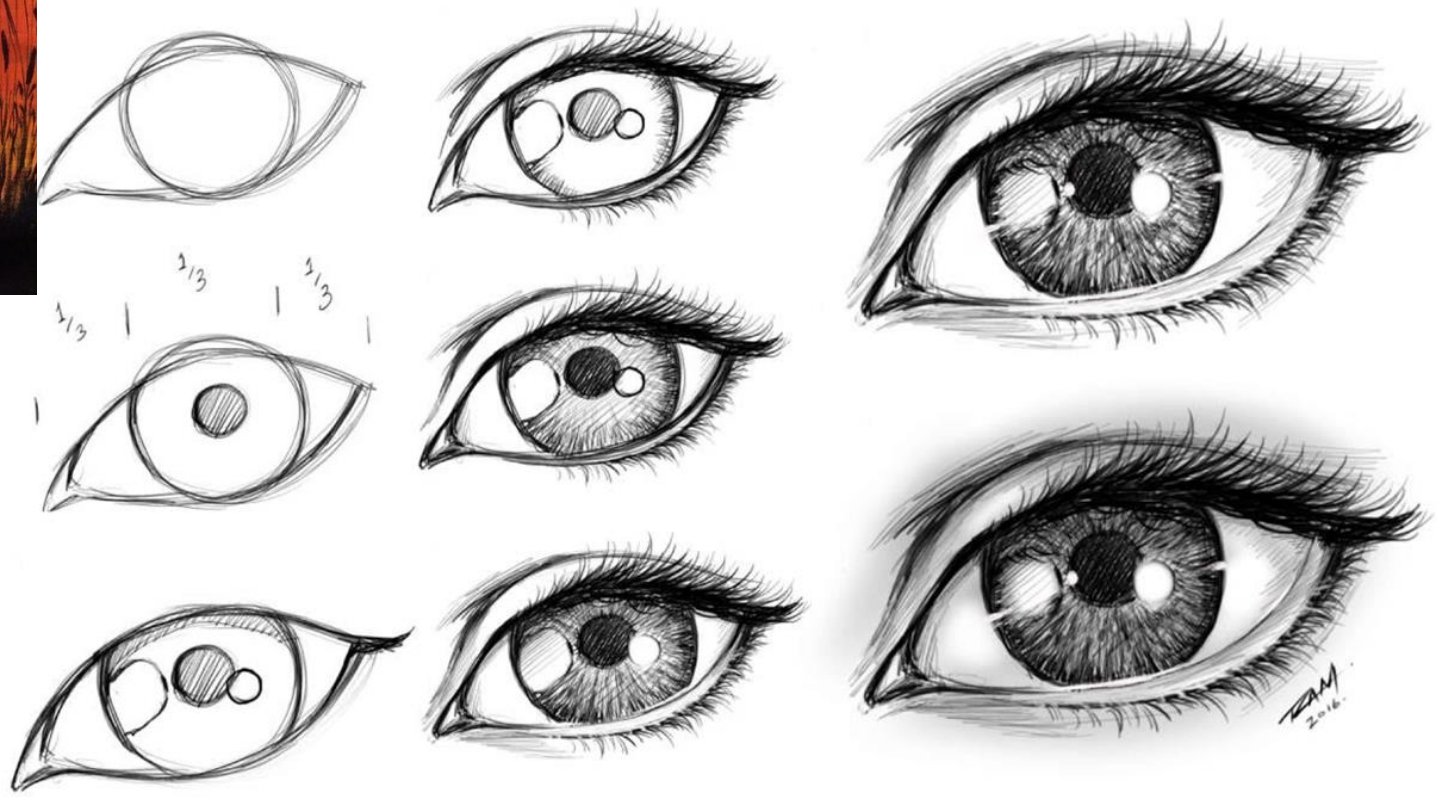
Silhouette Landscape Painting



Eye Studies

Activity – these should create a portfolio of work where you develop your skills:

1. Complete an eye study of each member of your household.
2. Draw the landscape outside your window at different times of day. If you can colour as well try to create a desert landscape.
3. Practise using the different ink shading techniques.
4. Create your own knowledge organiser for art.



Textiles – Equipment and Fabric

Activity: Learn how to iron, darn socks. If you have some spare fabric make sock puppets for a puppet theatre. In drama create a script. Make a video you record on your phone to share with friends and family.

What is Textiles and what is a Textile Designer?

- A textile is a type of woven cloth.
- A textile designer comes up with innovative ideas, **designs** and prints for a variety of fabrics, clothing and non-clothing materials, furnishing materials, industrial fabrics and other related materials, using both natural and manmade fibres.

Tools and equipment

Embroidery Scissors
Used to cut off loose threads when sewing

Embroidery thread
Thick, colourful thread using for decoration in hand embroidery

Embroidery needle
Needle with a large eye so the thread ca fit through. Used to sew decoration onto fabric.

Embroidery hoop
Used to keep fabric taught (tight) so that it doesn't crease or bunch when sewing

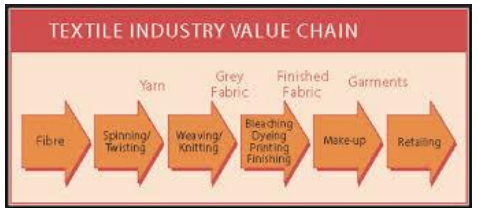
Unpicker
Used to cut through stitches and thread. Usually used to amend mistakes.

Sewing machine
Used to join fabric together, construct garments and textiles and also for decoration.

Example exam questions:

Give an example of a synthetic material. (1 mark)
Explain the term 'textile design'. (2 marks)
What is an unpicker used for?. (1 mark)
Name one different between a sewing needle and an embroidery needle. (1 mark)

Fabrics



Natural Fabrics

Cotton – produced from a cotton ball. Cotton is a soft breathable fabric used to make many fabrics for many uses. Can hold strong, bright colours when dyed.

Linen – produced from the flax plant. Linen is a strong, absorbent fabric and dries quickly.

Wool – produced commonly from sheep but also other animals such as goats and rabbits. Wool is insulating and water resistant.

Silk – the silk work produces a silk cocoon which is processed into silk. Silk is light and comfortable, has good insulating properties (warm in winter, cool in summer) and is strong.

Synthetic fabrics

Polyester – manmade from coal, water and petroleum. Polyester resilient fabric and can with stand a lot of wear an tear, holds dye well.

Nylon – manmade from petroleum, gas, coal and other materials. Nylon is a silky, strong and elasticated fabric.

Regenerated Fibre - Viscose is known as a regenerated fibre as it is made from cellulose found in wood pulp. It is often regarded as only partially man-made. It's a light, airy, breathable and biodegradable.

Bonded fabrics - Blended fabrics are created when two or more different kinds of fibres are mixed together to create a new fabric with unique properties e.g. polycotton.

Textiles – Decorative techniques

Applique

Applique is attaching shapes and patterns of fabric onto a larger piece of fabric to form a picture or pattern. Is it commonly used as decoration. The fabric can be attached by bondaweb or sewed using a machine or by hand.

Materials Required

Bondaweb, a variety of fabrics, tracing paper (if required and an iron.

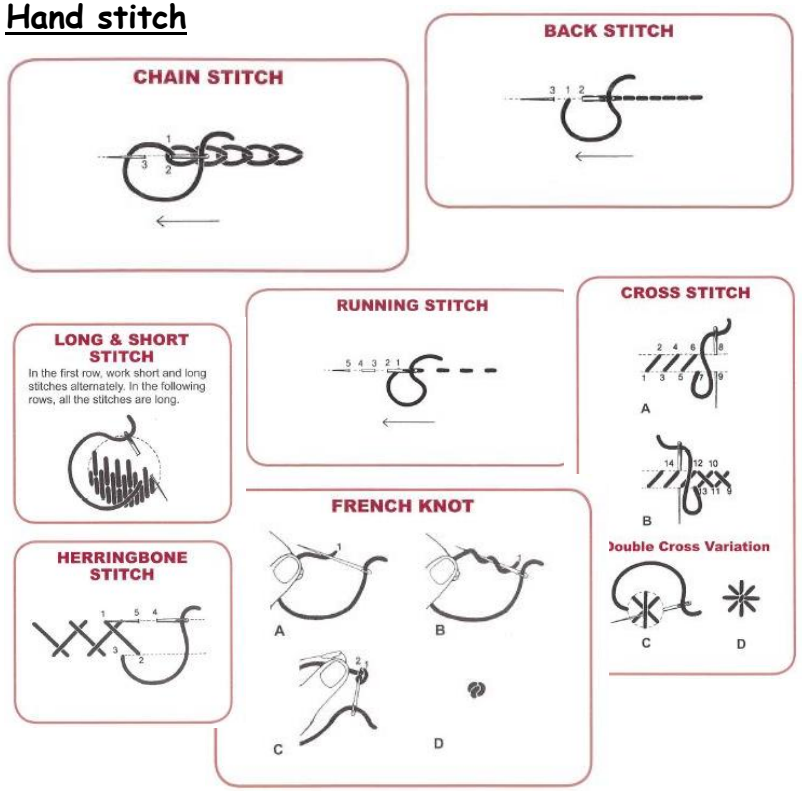
How to do Applique

- Draw a simple design
- Trace the design onto the Bondaweb - on the smooth side
- When using letters or words, you must do a mirror image using tracing paper
- Label each colour that you want to use on your design
- Select each colour fabric from the scrap fabric draws
- Cut roughly each section of the Bondaweb – this will be ironed onto each colour
- Iron onto the coloured fabric that you have selected – place the Bondaweb and the fabric in between two pieces of paper in case the design signs to the iron or the ironing board
- Cut out each shape
- Collect a larger swatch to put your applique onto
- Return to the iron, with your swatch and sections of your design
- Peel back the paper from your cut out design and lay onto the larger swatch
- Make sure that the applique is the correct way – place the design between two pieces of paper in case the design sticks to the iron or the ironing board
- Iron onto the larger swatch

Example exam questions:

Explain how to complete an applique sample when using Bondaweb (8 marks)
List 3 piece of equipment needed when completing hand embroidery. (3 marks)
Name one disadvantage of hand embroidery. (1 mark)
Explain what the term 'applique' means. (2 marks)

Hand stitch



Materials required

Embroidery needle, thread, fabric, embroidery hoop.

Advantages of hand embroidery:

- Control over length of stitches
- Range of stitches to choose from

Disadvantages of hand embroidery:

- Time consuming
- Must be tied off correctly or will unravel
- Thread can get caught and tangled.

Patterns and the sewing machine

Patterns

Patterns are used as a template when making textiles and fashion garments. They instruct you where to cut, sew, add zips and any other details you may need to know.

Pattern symbols

Notch – Pattern notches are small marks made on the pattern to ensure that one pattern piece will match up to the pattern next to it.

Grain line – this is the direction on the fabric that the pattern should be cut. Some things are cut on the grain line, other are cut on the bias which is diagonal to the grain line.

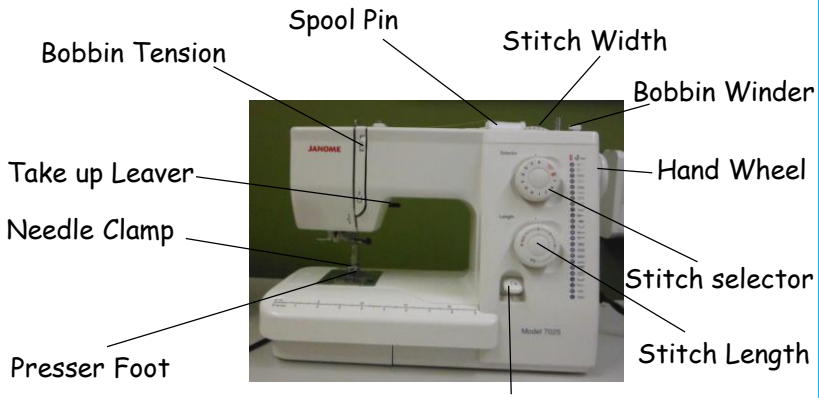
Seam Allowance – This is the space between the edge of the fabric and the sew line. Cut along this line when cutting out fabric from a pattern, this allows room for sewing it together. The seam allowance is usually 1cm.

Sewing line – Sew along this line when constructing your textile/garment.

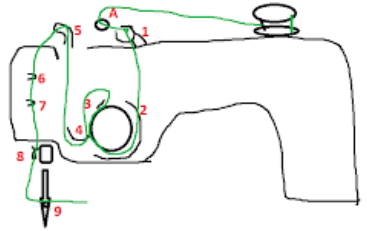
Example exam questions:

Why are notches used on pattern pieces. (2 marks)
Explain the advantages of using a sewing machine to construct textiles over hand sewing. (3 marks)
Why would the reverse stitch button be used when constructing a textile? (2 marks)
What is a bobbin used for? (2 marks)
Why is a seam allowance important? (3 marks)
What does this symbol mean on a pattern? (2 marks)
Name two disadvantages of using a sewing machine for embroidery. (2 marks)

Sewing Machine



How to thread a sewing machine



Materials required

Sewing machine, fabric, thread, scissors

Advantages of sewing machines

- Quick embroidery
- Secure stitching and construction
- Quick to use a range of stitches are available

Disadvantages sewing machines:

- Must understand how to use a sewing machine
- Can take some time to unpick incorrect stitches
- Less control over stitch lengths
- Cannot use wide a variety of different threads

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
- Tying shoe laces
- Going to the toilet
- Touching hair or face

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).

The Eatwell guide

The Eatwell guide

The Eatwell guide is a government guide designed to show you the proportions of different foods groups you should eat over a day or more.

Tips on making healthy choices from the eatwell guide:

Fruit and vegetables: eat 5 portions of fruit and vegetables a day, this should make up 1/3 of your plate a day, fresh, frozen, canned, dried and fruit juice/smoothies all count, don't exceed 150ml of fruit juice/smoothie a day as it can cause tooth decay, try snacking on fruit over high sugar and fat foods,

Potatoes, bread, rice, pasta and other starchy carbohydrates: choose non-sugary cereals, leave the skin on potatoes, choose wholemeal options of foods such as bread, rice and pasta.

Oils and spreads: choose unsaturated fats such as vegetable oils and margarine over butter, use in small amounts.

Dairy and alternatives: choose lower fat options such as skimmed milk and low fat and salt cheese, choose low sugar yogurts and add fruit as a natural sweetener.

Beans, pulses, fish, eggs, meat and other proteins: eat more beans and pulses as they are high in fibre and fill you up for longer, cut the visible fat off meat, choose lower fat meat options, eat 2 portions of fish a week.

Water: drink 2-3 litres of water a day, choose lower sugar option drinks.

8 Guidelines for Healthy Eating

1. Base your meals on starchy carbohydrates	• This should make up 1/3 of your diet • Chose high fibre, whole grain options e.g. pasta, rice • Try to include one starchy food with each meal	5. Eat less salt – no more than 6g a day for adults	• Eating too much salt can raise blood pressure, this puts you at high risk of heart disease or a stroke • Most of the salt you eat is already in food, check the labels to help you choose low salt options
2. Eat lots of fruit and vegetables	• Try adding a banana to cereal or swap crisps for fruit • Always serve main meals with two vegetables • Beans and pulses can count as 1 of your 5 portions	6. Get active and be a healthy weight	• Regular exercise can reduce your risk of getting serious health conditions • Aim for 150 minutes of exercise a week
3. Eat more fish – including one portion of oily fish	• Fish is a source of protein and vitamins and minerals • It contains omega 3 (good for eyes, skin, brain heart) • Oily fish includes: salmon, herring, mackerel, sardines	7. Don't get thirsty	• 6-8 cups a day, 2-3 litres • Avoid sugary and fizzy drinks as they're bad for teeth • Remember fruit juice and smoothies is also high in sugar
4. Cut down on saturated fat and sugar	• All types of fat are high in energy and should be eaten in small amounts • Excess sugar can cause weight gain and tooth decay	8. Don't skip breakfast	• Kick starts you for the day • choose healthy low fat, sugar and salt and high fibre • Choose low sugar cereals and granola

Seasonal Produce and Air Miles

Seasonal produce

Seasonality of **food** refers to the times of year when the harvest or the flavour of a given type **food** is at its peak. This is usually the time when the item is the cheapest and the freshest on the market.
The **food's** peak harvest time usually coincides with when its flavour is at its best.

Advantages of local, seasonal foods

- Often cheaper as it is not imported and there is a larger quantity of the food available
- Fresher as it has taken less time to travel and less storage time.
- High in nutrients – fruit and vegetables lose nutrients over time after being picked. With less travel and storage time, they lose less nutrients.
- Tastes better as it is fresher and higher in nutrients.

Disadvantages of local, seasonal foods

- There is a smaller range of foods available
- Not importing foods means not supporting farmers in developing countries.

Examples of UK grown produce

Autumn	Winter	Spring	Summer
Apples Mushrooms Beetroot Pears Potatoes Pumpkin Garlic	Cauliflower Sprouts Suedes Sweet potato Broccoli Oranges Cabbage	Strawberry Carrot Lettuce Leeks Asparagus Peas Spring onion	Cucumber Aubergine Tomato Raspberry Courgette Onion Corn on the cob

Food miles

- If we're not eating fresh, seasonal food grown in the UK, the food has travelled from abroad to reach us.
- Food miles are clocked up by the fresh fruit and vegetables arriving by plane from across the globe.
- Then the fruit gets loaded in to lorries and driven across various parts of the country to supermarkets
- Then once on a shelf the products are then bought by people who then drive it back home.

Food miles are the measure of the distance a food travels from field to plate. This travel adds substantially to the Carbon Dioxide emissions that are contributing to climate change. The amount of food being flown into the UK doubled in the 1990s and is predicted to rise further each year. Consumers are also directly responsible for increased food miles. We now travel further for our shopping and use the car more often to do it.

Advantages of importing foods

- A wide range of foods are available in our shops all year round e.g. strawberries at Christmas.
- Less energy is used growing certain crops in poorer countries as there is no need for heating glasshouses etc. (less damage to the environment)

Disadvantages of importing foods

- Its harder to monitor food production standard and conditions for workers in countries far away.
- Taxes on imported foods means farmers in developing countries don't always receive a fair price for their foods.
- Food that has travelled a long distance is less fresh by the time it reaches the shelves
- People do not buy local produce as much so local UK farmers don't make as much money
- Increased road traffic as more food is being transported around the holiday
- There is increased used of fuel for the road transport plus the carbon dioxide emissions related
- The amount of food flown into the UK increases each year which means the UK is not self-sufficient
- Pressure to expand food production has led to the destruction of environments in some poorer countries
- Over 60% of household waste is a result of food packaging
- Fresh spinach looses over 90% of its vitamin C in the first 24 hours of harvest

Examples of imported foods

Pineapple, mango, tomatoes, celery, potatoes, bananas, nuts, sugar, chicken, lamb, beef, fish, oil, cocoa beans, grapes, tea, coffee, rice, soya bean, herbs, spices, olives, capers, avocado, cauliflower, broccoli

Marble Cake

Ingredients

100g caster sugar
100g soft margarine
2 eggs
100g self raising flour
1 x 15ml spoon coco powder

Equipment

Mixing bowl
Measuring bowl
Measuring scales
Wooden spoon
Jug
Fork

Skills

Creaming
Weighing
Baking

1. Cream the butter and sugar together until light and fluffy.

2. Crack the eggs in a jug and beat with a fork.

3. Add the egg to the mixture a little bit at a time until all the egg is mixed in.

4. Fold in the flour.

5. Place half the mixture into the tin, leaving space for the chocolate mixture.

Mix chocolate powder into the remaining cake mixture. Fill the gaps in the cake tin with the chocolate mix and swirl lightly together.

Chicken nuggets

Ingredients
1 chicken breast
1 egg, whisked
Handful of breadcrumbs
Handful of plain flour
Salt and pepper
oil

Equipment
Chopping board
Knife
Jug
Whisk
Frying pan

Skills
Frying
Coating
cutting

1. Cut the chicken into bite size chunks.

2. Whisk the egg in a jug or bowl.

3. Have your breadcrumbs and flour ready, either on the board or in bowls.

4. Dip the egg in the flour, egg and then the breadcrumbs. Coat all the chicken chunks.

5. Fry the chicken in some oil until the chicken is cooked through and golden.

Lemon Drizzle Cake

Ingredients

110g butter

110g sugar

110g self raising flour

2 eggs

Zest of ½ lemon

Drizzle:

Juice of 1 lemon

50g sugar

Equipment

Chopping board, knife, jug, grater, bowl, wooden spoon, cake tin, sieve, scales

Method

1. Beat butter and sugar until pale and creamy.
2. Whisk the eggs in a jug.
3. Add the egg little by little.
4. Sift in the flour and lemon zest. mix until combined.
5. Add the mixture to the cake tin.
6. Make the drizzle; mix sugar and the lemon juice.
7. When cake is baked, let cool.
8. Prick the cake with a fork.
9. Drizzle the sugary lemon on top.

Jambalaya

Ingredients

½ pepper
½ onion
1 garlic clove
½ can chopped toms
125g rice
250ml boiling water
1 vegetable stock cube
1 chicken breast
Salt
Pepper
paprika

Equipment

Pan
Spoon
Knife
Chopping board
Jug
Kettle

Skills

Seasoning
Frying
Chopping

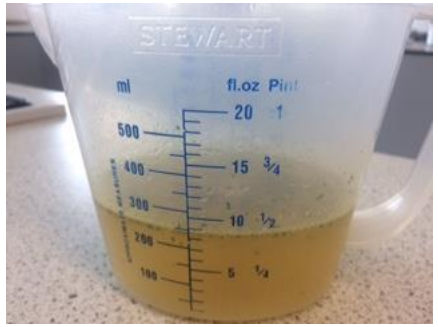
1. Chop the onion, pepper and garlic. Cut the chicken into cubes

2. Heat the oil, add the chicken, onion and garlic. Cook until the onions are soft and the chicken is white.

3. Add the paprika and mix so its all coated.

4. Cut the pepper into chunks.

5. Add the peppers and rice and stir.



6. Mix the stock cube with 250ml until it is dissolved.

7. Add all the stock and cook for around 10 minutes.

8. Add half the can of tomatoes and stir until the water has soaked into the rice.

9. Once the rice is cooked and the liquid has gone stir through the sweetcorn and cook for a couple of minute.

Food Packaging

Food packaging
Food is packaged to protect the product during transport and whilst sitting on shelves.

Why is food labelling important?
Symbols on packaging show important information to customers.

Giving farmers a fair price for their products.	Forest Stewardship Council – helping effectively manage forests.	Suitable for home freezing.	Eggs have been produced to the highest standards of food safety.	Vegetarian approved – free from animal products.
This product can be recycled.	A British organisation that promotes and regulates food quality.	Tidy man – do not litter.	Food which abides by the Islamic law. The Islamic way of slaughtering is cutting the throat and draining the blood.	An ethical food label – helping farm animals have a good life.

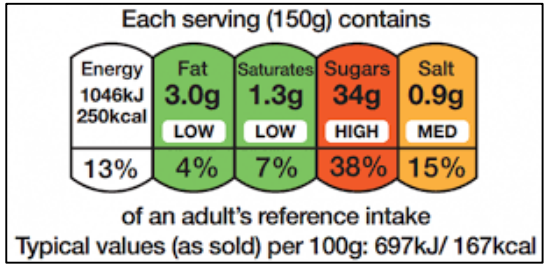
Example exam questions:
Seasonal produce and air miles
What are the advantage of buying locally produced, seasonal produce? (6 marks)
Explain the disadvantages of buying imported foods. (10 marks)
Explain the term 'air miles' (3 marks)
Explain the term 'seasonal produce' (3 marks)
How might a restaurant use the fact they only use

Food packaging
Compare the two dishes and explain which dish is a healthier choice. Use the traffic light system to help you with your answer (6 marks).
Why is it important to include a vegetarian symbol on food packaging of vegetarian products? (2 marks)

Reference intake

You'll see reference intakes referred to on food labels. They show you the maximum amount of calories and nutrients you should eat in a day. Most packaging has a colour coded label on the front to help you make healthy choices.

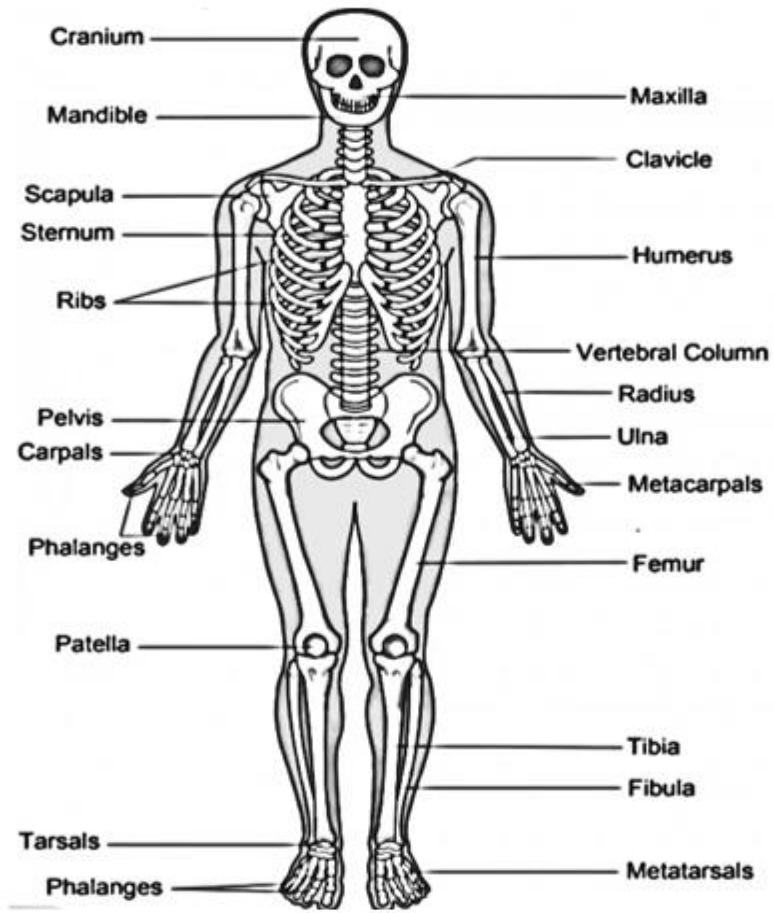
Reference in take amounts:
Kcal (calories) – 2000
Total Fat -70g
Saturated fat – 20g
Sugar – 90g
Salt – less that 6g



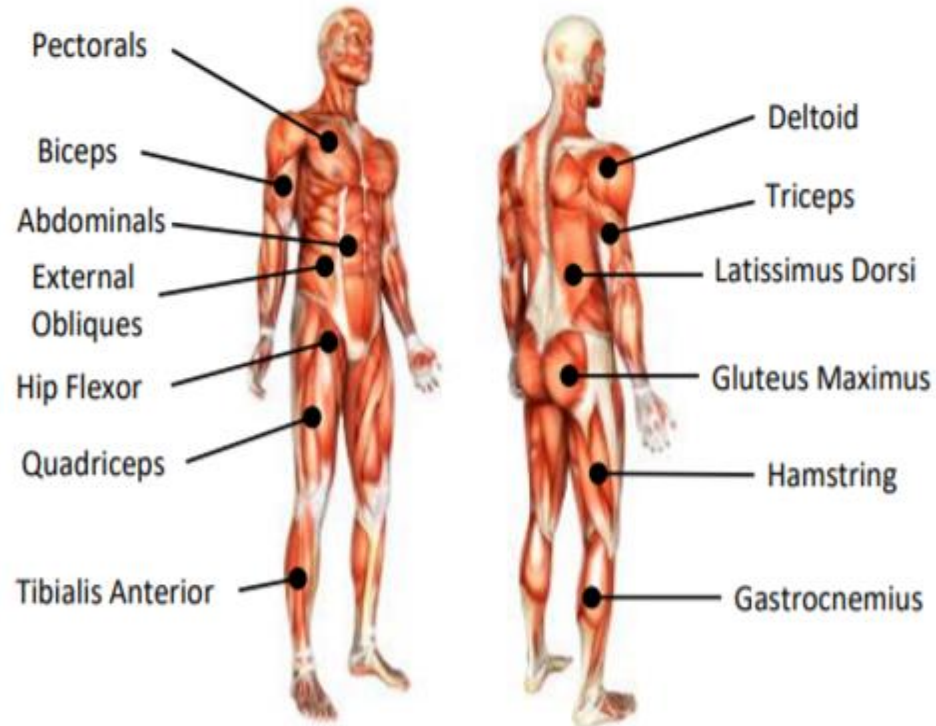
Red means HIGH in that nutrient
Amber means MEDIUM in that nutrient
Green means LOW in that nutrient

Reference intakes are not meant to be targets. They just give you a rough idea of how much energy you should be eating each day, and how much fat, sugar, salt and so on.
The percentages represent how much of your reference intake is in the product, e.g. the product has 3.0g of FAT in it, that is 4% of 70g of fat.

The Skeletal System



The muscular system



Muscles work in together. When this happens, we call it **antagonistic pairs**. For example, the biceps and triceps work together when lifting a weight.

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)

Year 8 Knowledge Organiser – Physical Education

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.

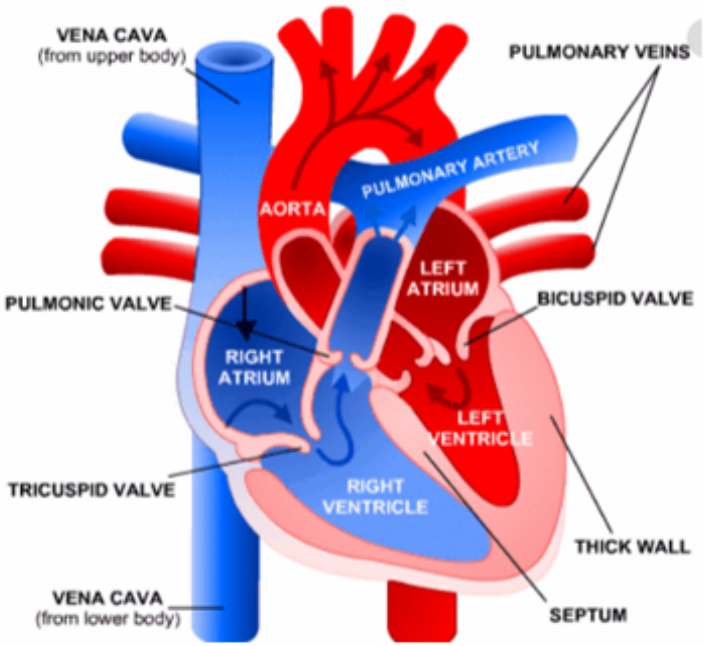
Things to consider

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

The Cardiovascular System



BBC Bitesize revision and test

How your heart works

Functions of the Cardiovascular System

There are 4 main functions of this system. Circulation and transport, protection, clotting and temperature regulation. Complete the paragraph below and add the missing terminology.

Circulates Transports Oxygen Protecting
Platelets 37°C Infections

The blood ..... and ..... carbon dioxide away from the vital organs and muscles. Red blood cells transport ..... to the vital organs and muscles. The blood helps to maintain the body's temperature to a constant .....
White blood cells are essential in ..... the body and keeping it healthy. White blood cells help fight ..... by producing antibodies that destroy harmful micro-organisms in the body.
Finally, the cardiovascular system can help prevent the body from losing blood during an injury. Specialised blood cells, called ..... form a clot and seal the damaged area.

The blood is made up of Red Blood Cells, White Blood Cells, Platelets and Plasma

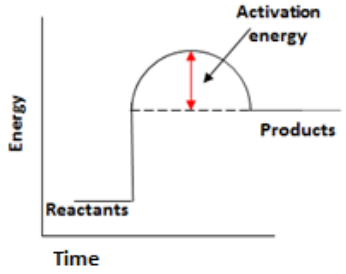
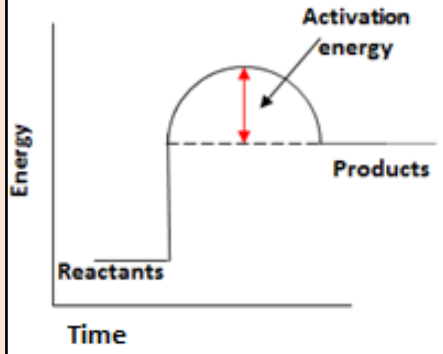
TOO HOT TO HANDLE (ENERGY CHANGES)

Endothermic	*Energy is taken in from the surroundings so the temperature of the surroundings decreases*	**Thermal decomposition Sports injury packs**
Exothermic	*Energy is transferred to the surroundings so the temperature of the surroundings increases*	**Combustion Hand warmers Neutralisation**

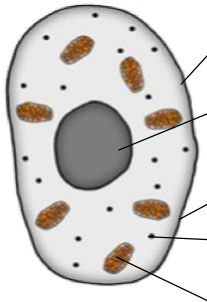
Activation energy	*Chemical reactions only happen when particles collide with sufficient energy*	The minimum amount of energy that colliding particles must have in order to react is called the activation energy.

Overall energy change of a reaction	*Exothermic*	Energy released making new bonds is greater than the energy taken in breaking existing bonds.
	Endothermic	Energy needed to break existing bonds is greater than the energy released making new bonds.

Reaction profiles	*Show the overall energy change of a reaction*	

Endothermic		Products are at a higher energy level than the reactants. As the reactants form products, energy is transferred from the surroundings to the reaction mixture. The temperature of the surroundings decreases because energy is taken in during the reaction.
Exothermic		Products are at a lower energy level than the reactants. When the reactants form products, energy is transferred to the surroundings. The temperature of the surroundings increases because energy is released during the reaction.

Honey I shrunk the kids (cells)

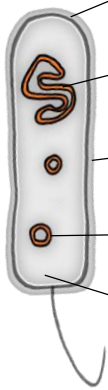


animal cell

cytoplasm	*site of chemical reactions in the cell*	gel like substance containing enzymes to catalyse the reactions
nucleus	*contains genetic material*	controls the activities of the cell and codes fro proteins
cell membrane	*semi permeable*	controls the movement of substances in and out of the cell
ribosome	*site of protein synthesis*	Where proteins are made
mitochondrion	*site of respiration*	where energy is released for the cell to function

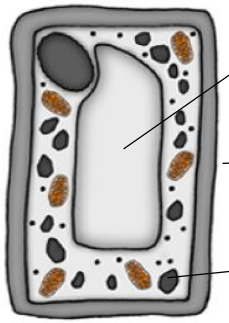
Eukaryotes complex organisms with nucleated cells

Prokaryotes – simple unicellular organisms with DNA present but not in a nucleus



cell membrane	*site of chemical reactions in the cell*	gel like substance containing enzymes to catalyse the reactions
bacterial DNA	*not in nucleus floats in the cytoplasm*	controls the function of the cell
cell wall	***NOT** made of cellulose*	supports and strengthens the cell
plasmid	*small rings of DNA*	contain additional genes
cytoplasm	*semi permeable*	controls the movement of substances in and out of the cell

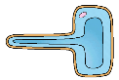
Bacterial cells are much smaller than plant and animal cells



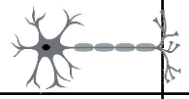
plant cell

permanent vacuole	*contains cell sap*	keeps cell turgid, contains sugars and salts in solution
cell wall	*made of cellulose*	supports and strengthens the cell
chloroplast	*site of photosynthesis*	contains chlorophyll, absorbs light energy

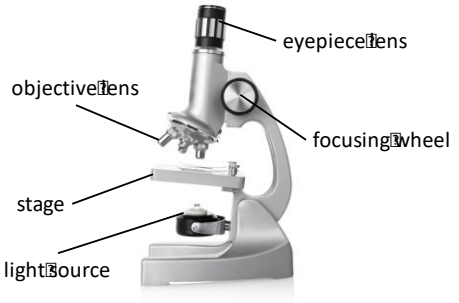
Honey I shrunk the kids (cells)

root hair		*absorb water and minerals from soil*	hair like projections to increase the surface area
xylem		*carry water and minerals*	**TRANSPIRATION** – dead cells cell walls toughened by lignin flows in one direction
phloem		*carry glucose*	**TRANSLOCATION** – living cells cells have end plates with holes flows in both directions

specialised plant cells

nerve		*carry electrical signals*	long branched connections and insulating sheath
sperm		*fertilise an egg*	streamlined with a long tail acrosome containing enzymes large number of mitochondria
muscle		*contract to allow movement*	contains a large number of mitochondria long

specialised animal cells

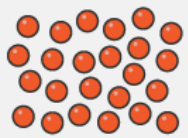


Feature	Light (optical) microscope	Electron microscope
Radiation used	Light rays	Electron beams
Max magnification	~ 1500 times	~ 2 000 000 times
Resolution	200nm	0.2nm
Size of microscope	Small and portable	Very large and not portable
Cost	~£100 for a school one	Several £100,000 to £1 million plus

magnification M = size of image / real size of the object

EUREKA!
(MOLECULES AND MATTER)

State	*Particle arrangement*	Properties
Solid	*Packed in a regular structure. Strong forces hold in place so cannot move.*	Difficult to change shape.
Liquid	*Close together, forces keep contact but can move about.*	Can change shape but difficult to compress.
Gas	*Separated by large distances. Weak forces so constantly randomly moving.*	Can expand to fill a space, easy to compress.

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

Freezing	Liquid turns to a solid. Internal energy decreases.
Melting	Solid turns to a liquid. Internal energy increases.
Boiling / Evaporating	Liquid turns to a gas. Internal energy increases.
Condensation	Gas turns to a liquid. Internal energy decreases.
Sublimation	Solid turns directly into a gas. Internal energy increases.
Conservation of mass	When substances change state, mass is conserved.
Physical change	No new substance is made, process can be reversed.

	Units
Density	*Kilograms per metre cubed (kg/m^3)*
Mass	*Kilograms (kg)*
Volume	*Metres cubed (m^3)*

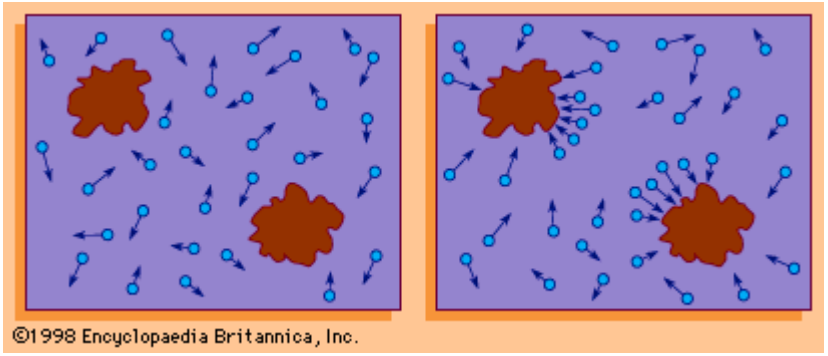
Density	*Mass of a substance in a given volume*

Density
1 kg of a gas has a larger volume than 1 kg of a solid. There is empty space between particles in a gas, but in a solid, they are tightly packed together.

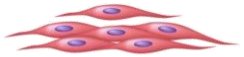
Density = Mass / Volume

... so the density of the gas is much smaller than the density of the solid.

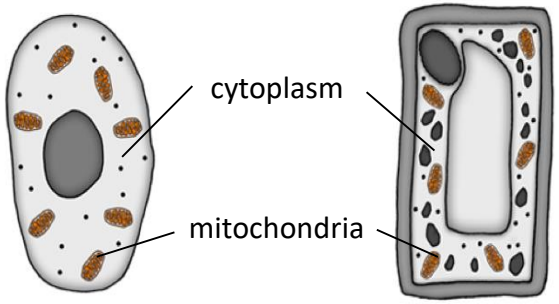
Brownian motion is the continuous random **movement** of small particles suspended in a fluid, which arise from collisions with the fluid molecules. First observed by the British botanist R. Brown (1773–1858) when studying pollen particles. The effect is also visible in particles of smoke suspended in a gas.



ENERGY FOR LIFE (RESPIRATION)

An organism will receive all the energy it needs for living processes as a result of the energy transferred from respiration	*For movement*	 Smooth muscle cells	To enable muscles to contract in animals.
	For keeping warm		To keep a steady body temperature in a cold environment.
	For chemical reactions		To build larger molecules from smaller one.

Cellular respiration is an exothermic reaction which is continuously occurring in all living cells



animal cell plant cell

Respiration and Pulse Rate

- **Aerobic respiration**:
  - Releasing energy from glucose using oxygen.
  - Occurs in every cell in the body
  - $C_6H_{12}O_6 + 6O_2 \rightarrow 6H_2O + 6CO_2$
- **Anaerobic respiration**:
  - Releasing energy from glucose without oxygen
  - Produces less energy → less efficient
  - Produces lactic acid → causes cramp and muscle fatigue → removed with oxygen (debt)
  - Glucose → Lactic acid

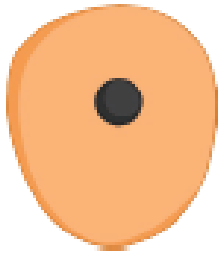
Aerobic respiration releases a large amount of energy from each glucose molecule

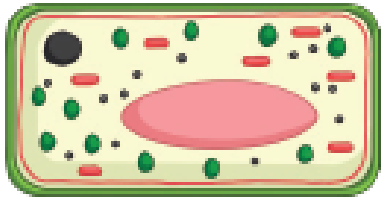
Anaerobic respiration releases a much smaller amount of energy than aerobic respiration.

During exercise the human body reacts to increased demand for energy	*Heart rate increases*	To pump oxygenated blood faster to the muscle tissues and cells.
	Breathing rate and breath volume increase	This increases the amount of oxygen entering the blood stream.

Anaerobic respiration in plant and yeast cells
The end products are ethanol and carbon dioxide. Anaerobic respiration in yeast cells is called fermentation
glucose → ethanol + carbon dioxide

Cells **Key Revision Facts**





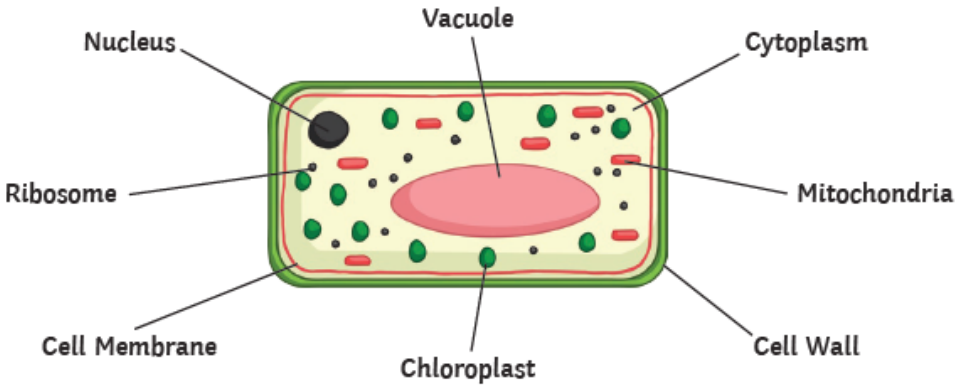
- Microscopes: used to magnify objects so we can see them in detail.
- The main parts of a microscope are: eye piece, stage, mirror, objective lens and focusing knob.
- Animal cells have a nucleus, cell membrane, cytoplasm and mitochondria.
- Plant cells have all the above and vacuoles, cell walls and chloroplasts.
- Nucleus: controls the cells activities.
- Cell membrane: allows substances like water and oxygen into the cell and carbon dioxide out of the cell.
- Cytoplasm: jelly-like substance, where all the chemical reactions occur.
- Mitochondria: respiration occurs here to provide cells with energy.
- Cell wall: made of cellulose and gives the cell support.
- Chloroplasts: contain chlorophyll and used for photosynthesis.

- Specialised cells: adapted to do a particular job.
- Red blood cells: no nucleus, transport oxygen around the body.
- Palisade cells: contain lots of chloroplasts for photosynthesis.
- Root hair cell: increase surface area of the root, absorbs water and minerals.
- Sperm: has a tail to help it swim towards the egg and contains half the genetic material.
- Egg cell: designed to be fertilised by sperm and contains half the genetic material.
- Nerve cell: transmits messages around the body and is long and thin.
- Diffusion: this is the movement of molecules from an area of high concentration to and area of low concentration.
- Unicellular organisms: consist of one cell only.

Activity: Turn this list of information into a useful revision page on cells.

Repeat this procedure for the other science notes.

open academy

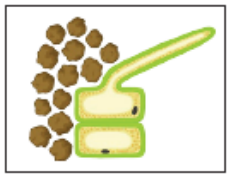


1. A diagram of a typical plant cell is shown above.

State the function of the following:

- nucleus: _____
- cell wall: _____
- mitochondria: _____
- cell membrane: _____

2. Name the specialised cells and state one way in which they have been adapted for their function.



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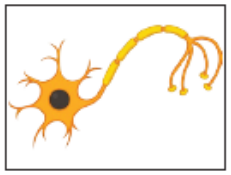

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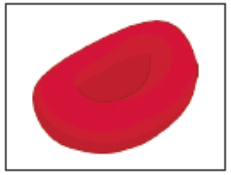

_____
_____
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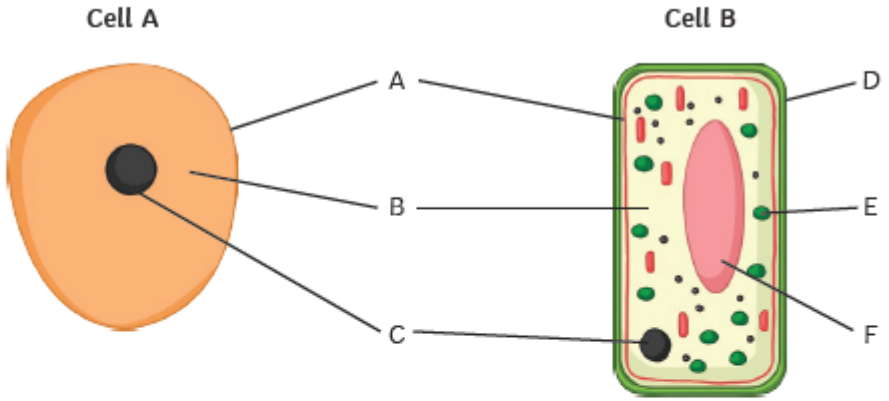
Typical Plant and Animal Cell



1. What are the names of parts A-F on the diagram above?

A. _____
B. _____
C. _____
D. _____
E. _____

2. Which cell, A or B, is a plant cell?

_____
_____

3. Give the names of 2 parts found in plant cells but not in animal cells.

_____
_____

4. How can you tell that the plant cell is from a leaf and not from the roots?

_____
_____

Knowledge Organiser: Year 8 Summer Term 1 The internet

Summary

The internet is a network of billions of devices that allows you to access resources and connect with other people on our planet. We are getting close to 8 billion people on planet Earth, each human has one or more internet enabled devices . The world of the internet is always active and never takes a break. This allows you to complete assignments, research and homework at any time that suits you, on many devices. The world of internet never sleeps.

How does the internet work ?

Its a large number of computers that are in a **network** all over the world. It relies upon the **wire,** physical cables under our city streets and the cables on the ocean floors and **wireless. Wireless examples include** satellites in orbit around our planet and Wifi/3G/4G/5G —that makes this communication possible.

Computers need a set of rules to have a chat, they are not as smart as humans. Anyone using smart speaker or voice-controlled personal assistant such as Alexa will know the frustrations The **rules** computers use to speak to each are named **protocols.**

Internet Services

Internet Services allows us to access huge amount of information such as text, graphics, sound and software over the

Internet of Things (IoT)

IoT is short for Internet of Things. The Internet of Things refers to the ever-growing network of physical objects that feature an IP address for internet connectivity, and the communication that occurs between these objects and other Internet-enabled devices and systems.

Smart Devices

A **smart device** is an electronic **device**, generally connected to other **devices** or networks via different wireless protocols such as Bluetooth, NFC, Wi-Fi, LiFi, 3G , 45 and 5G.

Big Data

Big data is very large sets of data that are produced by people using the internet, and that can only be stored, understood, and used with the help of special tools and methods: Supermarkets use big data to track user behaviour and target cus tomers with things they like.

Key Vocabulary

Big Data	Lots of data produced from online activity
Http	Tells the computer to use the hyper text transfer **protocol** for communicating with the website
Internet	The internet is a global network of computers.
Internet of Things IoT	Devices that connect to the internet
Protocol	A set of rules or procedures for transmitting data between electronic devices
Smart Devices	A device that is connected using different protocols such as Bluetooth and Wi-Fi..
URL	A website's address .Each address contains the prefix 'http:' which tells the computer to use the hyper text transfer **protocol** for communicating with the website.
World Wide Web	World Wide Web is the part of the internet that can be accessed through websites

http://bit.ly/2KLZ1l5

Activity: Use a video conferencing piece of software to explain the contents of this knowledge organiser to someone in your family who is not technically savvy. Break the knowledge down into lessons which you can do one a week.

Year 8 Knowledge Organiser: Globalisation

Topics covered

- ✓ What is Globalisation?
- ✓ Benefits of Globalisation
- ✓ Drawbacks of Globalisation
- ✓ What are TNC's?
- ✓ TNC's – good or bad?
- ✓ What is the chain of production?
- ✓ What are 'sweatshops'?
- ✓ Measuring wealth/poverty
- ✓ Ways to reduce poverty
- ✓ Fairtrade

Key Ideas:

1. I can define the meaning of Globalisation
2. I can describe the advantages and disadvantages of Globalisation
3. I can explain how TNC's operate and exploitation through the chain of production.
4. I can measure poverty and suggest ways to reduce poverty

Skills

- ❑ To research amazing facts using ICT
- ❑ To understand different opinions and viewpoints
- ❑ To calculate levels of development using Atlas data
- ❑ To create graphs of different types (line, bar, pie)
- ❑ To write a detailed piece of extended writing

Places and Environments

- ❖ Asia
- ❖ Bangladesh
- ❖ Vietnam
- ❖ Indonesia
- ❖ Cameroon
- ❖ Norwich

Key Terms Used in this Unit

- ❑ Communications
- ❑ Trade
- ❑ Migration
- ❑ Trans-National Corporations
- ❑ Multi-National Corporations
- ❑ Inward Investment
- ❑ Head office
- ❑ Chain of production
- ❑ Consumers
- ❑ Child Labour
- ❑ Exploitation
- ❑ Sweatshops
- ❑ Gross Domestic Product
- ❑ Quality of Life
- ❑ Charity
- ❑ Fair Trade Premium
- ❑ WTO

Year 8 Knowledge organiser: Tourism

Topics covered

- ✓ What is tourism?
- ✓ How has tourism changed?
- ✓ Natural and man-made attractions
- ✓ Tourism in Europe
- ✓ Good and Bad effects of tourism
- ✓ Resort changes over time
- ✓ Re-inventing a UK resort
- ✓ Eco-tourism

Key Ideas:

1. I can define tourism
2. I can describe examples of tourism
3. I can describe good and bad impacts of tourism
4. I can explain how a tourism resort changed over time
5. I can suggest ways tourism can be more sustainable

Skills

- ❑ To locate tourism resorts in the UK and in mainland Europe
- ❑ To use mapping to investigate features and attractions
- ❑ To analyse a range of graph types to describe changes in tourism
- ❑ To construct a timeline of resort change
- ❑ To write a detailed piece of extended writing

Places and Environments

- ❖ Great Yarmouth
- ❖ Blackpool
- ❖ The Lake District
- ❖ France/Spain
- ❖ India
- ❖ Tanzania

Key Terms Used in this Unit

- ❑ Resort
- ❑ Attractions
- ❑ Investment
- ❑ Infrastructure
- ❑ Inward Investment
- ❑ Service Sector
- ❑ Seasonal Unemployment
- ❑ Resource depletion
- ❑ Decline
- ❑ Second Homes
- ❑ Honeypot Sites
- ❑ Congestion
- ❑ Renewable energy
- ❑ Safari
- ❑ Cruise
- ❑ Cultural
- ❑ Historic
- ❑ Business
- ❑ Eco-resort

Activity: Use technology to find out how the virus is changing our energy use and pollution. Write a report linking to the ideas in settlements and go green. Your report should include as much of the key vocabulary as possible.

Activity: This is perfect if you have a younger sibling. You can do it together. Draw a table showing the countries, flags and capital cities. Do one per continent. Put as many countries in as you can.

Country	Nationality	Capital	Flag
Portugal	Portuguese	Lisbon	
Spain	Spanish	Madrid	
Great Britain			

Year 8 Spring Term Spanish Knowledge Organiser

El tiempo libre (1.5); En la ciudad (1.6)

En mi tiempo libre	**In my free time**
¿Qué haces en tu tiempo libre?	What do you do in your free time?
Voy al cine.	I go to the cinema.
Voy a la piscina.	I go to the swimming pool.
Voy de compras.	I go shopping.
Salgo con mis amigos.	I go out with my friends.
Hago mis deberes.	I do my homework.
Monto en bicicleta.	I ride my bike.
Escucho música.	I listen to music.
Veo la televisión.	I watch television.
Navego por internet.	I surf the net.
Juego con mi ordenador.	I play on my computer.

¿Con qué frecuencia?	***How often?***
todos los días	*every day*
los lunes	*on Mondays*
una vez por semana	*once a week*
dos veces a la semana	*twice a week*
los fines de semana	*at weekends*
nunca	*never*

Los deportes	**Sports**
¿Qué deportes haces?	What sports do you do?
Hago atletismo.	I do athletics.
Hago ciclismo.	I do/go cycling.
Hago equitación.	I do/go riding.
Hago esquí.	I do/go skiing.
Hago natación.	I do/go swimming.
Hago patinaje.	I do/go skating.
Juego al baloncesto.	I play basketball.
Juego al fútbol.	I play football.
Juego al hockey.	I play hockey.
Juego al tenis.	I play tennis.
Juego al voleibol.	I play volleyball.
No hago deporte.	I don't do any sports.

¿A qué hora … ?	***At what time … ?***
¿Qué hora es?	*What time is it?*
Es la una.	*It's one o'clock.*
Son las dos.	*It's two o'clock.*
Es la una y cinco.	*It's five past one.*
Son las dos y diez.	*It's ten past two.*
Son las tres y cuarto.	*It's quarter past three.*
Son las cuatro y veinte.	*It's twenty past four.*
Son las cinco y veinte cinco.	*It's twenty-five past five.*
Son las seis y media.	*It's half-past six.*

Year 8 Spring Term Spanish Knowledge Organiser

El tiempo libre (1.5); En la ciudad (1.6)

Son las siete menos veinticinco.	*It's twenty-five to seven.*
Son las ocho menos veinte.	*It's twenty to eight.*
Son las nueve menos cuarto.	*It's quarter to nine.*
Son las diez menos diez.	*It's ten to ten.*
Son las once menos cinco.	*It's five to eleven.*
Son las doce.	*It's midday/midnight.*
de la mañana	*in the morning*
de la tarde	*in the afternoon*
de la noche	*in the evening*
¿A qué hora comes?	*At what time do you eat?*
¿A qué hora vas al cine?	*At what time do you go to the cinema?*
¿A qué hora escuchas música?	*At what time do you listen to music?*
¿A qué hora sales con tus amigos?	*At what time do you go out with your friends?*
¿A qué hora vas de compras?	*At what time do you go shopping?*
¿A qué hora navegas por internet?	*At what time do you surf the net?*
¿A qué hora ves la televisión?	*At what time do you watch TV?*
A las dos.	*At two o'clock.*

¿Qué te gusta hacer?	***What do you like doing?***
¿Qué te gusta hacer en tu tiempo libre?	*What do you like doing in your free time?*
¿Qué no te gusta hacer?	*What don't you like doing?*
Me gusta …	*I like …*
Me gusta mucho …	*I really like …*
No me gusta …	*I don't like …*
No me gusta nada …	*I don't like … at all.*
Me encanta …	*I love …*
Prefiero …	*I prefer …*
jugar al fútbol	*playing football*
hacer atletismo	*doing athletics*
navegar por internet	*surfing the internet*
ir al cine	*going to the cinema*
salir con mis amigos	*going out with my friends*
ver la televisión	*watching television*
hacer mis deberes	*doing my homework*
escuchar música	*listening to music*
ir de compras	*going shopping*
hacer natación	*going swimming*
¿Por qué?	*Why?*
Porque es …	*Because it's …*
aburrido	*boring*
barato	*cheap*

Year 8 Spring Term Spanish Knowledge Organiser

El tiempo libre (1.5); En la ciudad (1.6)

bueno	*good*
caro	*expensive*
divertido	*amusing*
fácil	*easy*
interesante	*interesting*
sano	*healthy*

¿Qué vas a hacer mañana?	***What are you going to do tomorrow?***
¿Qué vas a hacer?	*What are you going to do?*
Voy a jugar al tenis.	*I'm going to play tennis.*
Va a escuchar música.	*He/She's going to listen to music.*
Vamos a ir de compras.	*We're going to go shopping.*
Vais a hacer natación.	*You're going to go swimming. (pl)*
Van a ver la televisión.	*They're going to watch television.*
mañana	*tomorrow*
la semana que viene	*next week*
este fin de semana	*this weekend*
en las vacaciones	*in the holidays*
to the beach.	

Palabras muy útiles	***Very useful words***
sobre todo	*above all*

Mi ciudad	***My town***
Vivo en …	*I live in …*
un pueblo	*a village*
una ciudad	*a town/city*
¿Cómo es tu pueblo?	*What's your village like?*
Es un poco/muy …	*It's a bit/very …*
bonito	*pretty*
feo	*ugly*
histórico	*historic*
moderno	*modern*
pequeño	*small*
tranquilo	*peaceful*
túristico	*appealing to tourists*
industrial	*industrial*
importante	*important*
grande	*big*
¿Cómo es tu ciudad?	*What's your town like?*
Es un poco/muy …	*It's a bit/very …*
bonita	*pretty*
fea	*ugly*
histórica	*historic*
moderna	*modern*
pequeña	*small*
tranquila	*peaceful*
túristica	*appealing to tourists*

Year 8 Spring Term Spanish Knowledge Organiser

El tiempo libre (1.5); En la ciudad (1.6)

industrial	*industrial*
importante	*important*
grande	*big*
Es la capital de …	*It's the capital of …*

una plaza de toros	*a bullring*
una tienda	*a shop*
unos/muchos museos	*some/many museums*
unas/muchas tiendas	*some/many shops*
Me gusta … porque …	*I like … because …*

En la ciudad	***In town***
¿Qué hay en la ciudad?	*What is there in town?*
Hay …	*There is/are …*
No hay …	*There isn't/aren't …*
un castillo	*a castle*
un centro comercial	*a shopping centre*
un cine	*a cinema*
un estadio	*a stadium*
un hospital	*a hospital*
un mercado	*a market*
un museo	*a museum*
un parque	*a park*
un polideportivo	*a sports centre*
una estación de autobuses	*a bus station*
una estación de trenes	*a train station*
una piscina	*a swimming pool*
una playa	*a beach*
una plaza	*a square*

Invitaciones	***Invitations***
¿Quieres ir … ?	*Do you want to go… ?*
Quiero ir …	*I want to go …*
al castillo	*to the castle*
al centro comercial	*to the shopping centre*
al cine	*to the cinema*
al estadio	*to the stadium*
al mercado	*to the market*
al museo	*to the museum*
al parque	*to the park*
al polideportivo	*to the sports centre*
a la piscina	*to the swimming pool*
a la playa	*to the beach*
a la plaza de toros	*to the bullring*
¿Cuándo?	*When?*
El lunes.	*On Monday.*
El martes.	*On Tuesday.*
El miércoles.	*On Wednesday.*
El jueves.	*On Thursday.*
El viernes.	*On Friday.*

Year 8 Spring Term Spanish Knowledge Organiser

El tiempo libre (1.5); En la ciudad (1.6)

El sábado.	*On Saturday.*
El domingo.	*On Sunday.*
¿A qué hora?	*At what time?*
A las diez de la mañana.	*At ten in the morning.*
De acuerdo.	*OK.*
Está bien.	*Fine.*
Bueno.	*Good.*
Vale.	*OK.*
Lo siento, no puedo.	*I'm sorry, I can't.*

El tiempo	***Weather***
¿Qué tiempo hace (en Madrid)?	*What's the weather like (in Madrid)?*
Hace buen tiempo.	*It's nice.*
Hace mal tiempo.	*It's bad.*
Hace calor.	*It's hot.*
Hace frío.	*It's cold.*
Hace sol.	*It's sunny.*
Hace viento.	*It's windy.*
Hay niebla.	*it's foggy.*
Hay tormenta.	*It's stormy.*
Llueve.	*It's raining.*
Nieva.	*It's snowing.*
Cuando llueve, voy al cine.	*When it rains, I go to the cinema.*
Cuando hace sol, voy a la playa.	*When it's sunny, I go to the beach.*

Las estaciones	**The seasons**
en primavera	in spring
en verano	in summer
en otoño	in autumn
en invierno	in winter

¿Cuándo?	**When?**
normalmente	normally
ahora	now
los fines de semana	every weekend
mañana	tomorrow
este fin de semana	this weekend
en las vacaciones	in the holidays

Palabras muy útiles	**Very useful words**
aquí	here
cuando	when
pero	but

Year 8 Summer Term Spanish Knowledge Organiser

La gente (2.1); ¿Vamos a salir? (2.2)

En mi tiempo libre	**In my free time**
¿Qué haces en tu tiempo libre?	What do you do in your free time?
Bailo.	I dance.
Chateo por internet.	I chat online.
Escucho música.	I listen to music.
Hago deporte.	I do sport.
Juego con el ordenador.	I play on my computer.
Mando mensajes.	I send messages.
Salgo con mis amigos.	I go out with my friends.
Voy de compras.	I go shopping.
¿Qué te gusta?	What do you like?
Me gusta…	I like…
Me interesa…	I'm interested in…
Me encanta…	I love…
el fútbol	football
la música	music
la natación	swimming
Me gustan…	I like…
Me interesan…	I'm interested in…
Me encantan…	I love…
los cómics	comics
los videojuegos	video games
las hamburguesas	hamburgers
¿Qué no te gusta?	What don't you like?
No me gusta la música	I don't like music
Odio el fútbol	I hate football

No me interesan los cómics	I'm not interested in comics

Los amigos	**Friends**
tu mejor amigo, tu mejor amiga	your best friend
¿Cómo es?	What is he/she like? What does he/she look like?
Es…	He is…, She is…
alto, alta	tall
bajo, baja	short
delgado, delgada	slim
guapo, guapa	good-looking, attractive
¿Cómo es de carácter?	What kind of a person is he/she?
Es…	He is…, She is…
No es…	He isn't…, She isn't…
Nunca es…	He is never…, She is never…
divertido, divertida	amusing
generoso, generosa	generous
hablador, habladora	talkative, or chatty
inteligente	intelligent
perezoso, perezosa	lazy
serio, seria	serious
¿Cómo es su pelo?	What is his/her hair like?

Year 8 Summer Term Spanish Knowledge Organiser

La gente (2.1); ¿Vamos a salir? (2.2)

Tiene el pelo…	He/She has …hair
castaño	brown
negro	black
pelirrojo	red
rubio	fair, or blond
corto	short
largo	long
ondulado	wavy
¿De qué color son sus ojos?	What colour are his/her eyes?
Tiene los ojos…	He/She has …eyes
azules	blue
grises	grey
marrones	brown
verdes	green

Más o menos	**More or less**
¿Quién es más alto, más alta?	Who is taller?
¿Quién es menos alto, menos alta?	Who is less tall, or shorter?
…es más viejo, vieja que…	…is older than…
…es menos joven que…	is less young than or isn't as young

Mi rutina diaria	**My daily routine**
¿Qué haces por la mañana?	What do you do in the morning?
Por la mañana…	In the morning…
me despierto	I wake up
me levanto	I get up
me ducho	I shower
me peino	I comb or brush my hair
me visto	I get dressed
desayuno	I have breakfast
voy al instituto	I go to school
¿Qué haces por la tarde?	What do you do in the evening?
Por la tarde…	In the evening…
hago mis deberes	I do my homework
ceno	I have dinner, or supper
veo la television	I watch TV
me lavo los dientes	I brush my teeth
me acuesto	I go to bed

¿Cuándo?	**When?**
después	afterwards
luego	then
normalmente	normally
por la mañana	in the morning
por la tarde	in the evening
primero	first

Year 8 Summer Term Spanish Knowledge Organiser

La gente (2.1); ¿Vamos a salir? (2.2)

Nacionalidades	**Nationalities**
¿Cuál es tu nacionalidad?	What is your nationality?
Soy…	I'm…
argentino, argentina	Argentinian
chileno, chilena	Chilean
colombiano, colombiana	Columbian
escocés, escocesa	Scottish
español, española	Spanish
estadounidense	American
galés, galesa	Welsh
inglés, inglesa	English
irlandés, irlandesa	Irish
mexicano, mexicana	Mexican

Palabras muy útiles	**Very useful words**
nunca	never
pero	but
también	also
y	and
o	or
más	more
menos	less
mejor	better, or best

¿Adónde vas?	**Where are you going to?**
Voy…	I'm going…
al centro comercial	to the shopping centre
al cine	to the cinema
al estadio	to the stadium
al parque	to the park
al salón recreativo	to the amusement arcade
a la bolera	to the bowling alley
a la discoteca	to the disco
a la playa	to the beach

¿Qué vas a hacer?	**What are you going to do?**
Voy a…	I'm going…
bailar	to dance, or go dancing
ir de compras	to go shopping
jugar al fútbol	to play football
jugar al futbolín	to play table football
jugar a los bolos	to go bowling
tomar el sol	to sunbathe
ver un partido de fútbol	to see a football match
ver una película	to see a film

Year 8 Summer Term Spanish Knowledge Organiser

La gente (2.1); ¿Vamos a salir? (2.2)

Mi semana	**My week**
el lunes	Monday
el martes	Tuesday
el miércoles	Wednesday
el jueves	Thursday
el viernes	Friday
el sábado	Saturday
el domingo	Sunday

¿Qué vas a hacer hoy?	**What are you going to do today?**
esta mañana	this morning
esta tarde	this evening
esta noche	tonight
primero	first
luego	then
después	afterwards
más tarde	later
por último	finally

Este fin de semana	**This weekend**
Voy a…	I'm going…
No voy a…	I'm not going…
Vamos a…	We're going…
escuchar música	to listen to music
ir al balneario	to go to the spa
ir al casino	to go to the casino
ir a la peluquería	to go to the hairdresser's
salir	to go out
ver la television	to watch television

¿Te gustaría salir?	**Would you like to go out?**
¿Te gustaría…?	Would you like…
ir al parque	to go to the park
ir a la bolera	to go to the bowling alley
ir de compras	to go shopping

¿A qué hora?	**At what time?**
a la una	at one o'clock
a las tres	at three o'clock
a las cinco y cuarto	at quarter past five
a las seis y media	at half past six
a las siete menos cuarto	at quarter to seven
a las ocho	at eight o'clock
a las nueve	at nine o'clock

¿Dónde quedamos?	**Where shall we meet?**
delante de la discoteca	in front of the disco
detrás del centro comercial	behind the shopping centre

Year 8 Summer Term Spanish Knowledge Organiser

La gente (2.1); ¿Vamos a salir? (2.2)

en el parque	in the park
en la bolero	in the bowling alley
en la calle	in the street
en tu casa	at your house

De acuerdo.	OK.
Vale.	OK.
Muy bien.	Fine.
No tengo ganas.	I don't feel like it.
¡Ni hablar!	No way!
¡Ni en sueños!	In your dreams!
Bueno...	Well...
Pues...	Well...
A ver...	Let's see...
Hasta luego.	See you later.
Adiós.	Goodbye.
Hasta pronto.	See you soon.

¿Quieres salir?	**Do you want to go out?**
¿Quieres...?	Do you want...?
chatear por internet	to chat online
ir a la discoteca	to go to the disco
ir de compras	to go shopping
jugar a los bolos	to go bowling
jugar al fútbol	to play football
salir	to go out
ver un partido de fútbol	to watch a football match
ver una película	to watch a film

Lo siento, no puedo.	**I'm sorry, I can't.**
No puedo salir.	I can't go out.
¿Por qué?	Why?
Porque...	Because...
no quiero	I don't want to
no tengo dinero	I don't have any money
no tengo tiempo	I don't have any time
Tengo que...	I have to...
hacer mis deberes	do my homework
lavarme el pelo	wash my hair
ordenar mi dormitorio	tidy my room
pasear el perro	walk the dog

Los problemas...	**Problems...**
Tengo un problema.	I have a problem.
¿Qué voy a hacer?	What am I going to do?
Mis padres dicen que...	My parents say...
¡No es justo!	It's not fair!
Soy demasiado joven.	I'm too young.
¿Qué le puedo decir a mi madre?	What can I say to my mother?

Year 8 Summer Term Spanish Knowledge Organiser

La gente (2.1); ¿Vamos a salir? (2.2)

...y las soluciones	**...and solutions**
Estoy de acuerdo con tu padre.	I agree with your father
Eres demasiado joven para ir a la discoteca	You're too young to go to the disco.
Tienes que...	You must...
pensar en tu hermano	think of your brother
presentar el amigo a tu madre	introduce your friend to your mother
salir más	go out more

Palabras muy útiles	**Very useful words**
primero	first
después	afterwards
luego	then
a, al	to, to the
delante de	in front of
detrás de	behind
para	for, or to, or in order to
¿dónde?	where?
mi, mis	my
tu, tus	your
su, sus	his/her

Year 8 History: Democracy and the Suffrage Movement

Britain prides itself in being a **DEMOCRACY**. This means people have an equal say in who runs the country and how. But in the 1800s it meant something very different to today...

The people were not equally represented through enough **CONSTITUENCIES**

To vote you had to be over 21, own property and **MALE (only 3% of men could vote)**

There were only two main parties: **WHIGS** and **TORIES**

Voting was not anonymous

GENERAL ELECTIONS were held every 7 **YEARS**

The Chartists are an example of a campaign group that tried to change this:

This was a **working-class movement**, which emerged in 1836 and was most active between 1838 and 1848. The aim of the **Chartists** was to gain political rights and influence for the working classes.

Chartists argued more men should be able to vote., MPs should be paid, secret ballot, annual elections, equal-sized electoral districts. They organised huge rallies and petitions to Parliament in the 1840s. Although there was a Chartist riot in Newport in 1839, Britain avoided the revolutions that swept Europe in 1848. Most of the Chartists demands eventually became law.

Timeline of Key Events	
1897	**NUWSS** formed. Millicent Fawcett is leader.
1903	WSPU formed by Emmeline Pankhurst and daughters.
1905	**Militant** Campaign begins
1908	Mass rally in London – 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them.
1909	**Hunger strike** and **force feeding** starts – Marian Wallace Dunlop becomes the first hunger striker.
1913	**Militant** bomb and **arson** campaigns and increasing arrests which results in the passing of the **"Cat and Mouse" Act.: hunger strikers** temporarily released then rearrested to prevent dying in police custody
1913	Emily Wilding Davison attempts to pin a **Suffragette** scarf onto the King's Horse at the Derby. She is struck by the horse and dies 4 days later.
1914	WW1 starts – **Suffragette** leaders urge women to join the war effort. **NUWSS** continues to campaign for recognition for their work.
1918	The **Representation of the People Act** is passed, allowing men over 21 and women over 30 to vote.

Emmeline Pankhurst – WSPU	Christabel Pankhurst – WSPU	Emily Wilding Davison – WSPU	Millicent Fawcett – NUWSS
Led the WSPU from October 1903. Took more **militant** action such as windows smashing, **arson** and **hunger strikes**. Arrested numerous times, went on **hunger strike** and was force fed. Died in 1928.	Became a speaker for the WSPU in 1905. She trained as a lawyer but could not practice as woman. Arrested with her mother. Fled England in 1912 for fear of being arrested again. Unsuccessfully ran for Parliament in 1918.	Joined WSPU in 1906. Became a **suffragette** full time. Frequently arrested for number of crimes inc. setting fire to post box. By 1911, become increasingly **militant**.	Leading **suffragist** and led **NUWSS**. Played a key role in getting women the vote. Dedicated to using **constitutional** means, and argued that **militancy** was counter-productive.

Year 8 History: WW1

Timeline of Key Events	
28 June 1914	Assassination of Arch-Duke Franz Ferdinand
4 August	Britain declares war on Germany
August to December 1914	Germany's Schlieffen Plan fails to defeat France and Britain quickly; system of trenches is dug from Switzerland to the English Channel: **STALEMATE**
April 1915	Second Battle of Ypres – poison gas used for the first time
31 May-1 June 1916	Battle of Jutland – the only major sea battle of the war proves inconclusive
1 July – Nov	Battle of the Somme
6 April 1917	USA declares war on Germany
March 1918	Russia signs the Treaty of Brest Litovsk with Germany after the Bolshevik Revolution
9 Nov 1918	Kaiser Wilhelm abdicates
11 Nov 1918	Germany signs armistice, ending the war

Why did British men join up in 1914?	
Patriotism	British men were brought up to love their King and country
Social pressure	Fear of being called a coward or being given a white feather by a woman
Sense of adventure	Many British men had never travelled abroad – this was a chance to see the world!
Propaganda	British propaganda posters used very persuasive techniques
Belief in a quick victory	Many men thought that the war would be 'over by Christmas

Long-Term Causes of World War One

Militarism – the arms race between Britain and Germany to build Dreadnaughts resulted in increasing tension and conflict between them

Alliances – the Triple Alliance (Germany, Austria-Hungary and Italy) and Triple Entente (Britain, France and Russia) had agreed to support each other in a war

Imperialism – Britain and France had large empires overseas. Germany wanted an empire too, but most of the available land had already been taken, resulting in tension between the 'great powers'

Short-Term Causes of World War One:

Assassination of Franz Ferdinand – Serbian nationalist Gavrilo Princip shot and killed the heir to the Austro-Hungarian throne, along with his wife, while was visiting Sarajevo. This caused Austria to declare war on Serbia, which led to Russia attacking Austria and a domino effect of other nations joining in...

Which new weapons helped Britain to win the war?

Tanks: First used in 1916, they broke through German defence's and sheltered British troops in getting across **NO MANS LAND**

Poison gas: Although cruel and at the mercy of the weather, it instilled fear into soldiers on both sides

Airplanes: Very useful for reconnaissance and bombing / preventing bombing raids

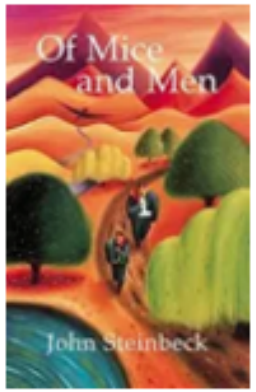
Artillery: Forced Germans to remain in their shelters while the British advanced

Why did Germany surrender in November 1918? American entry into the war, Failed German/Ludendorff offensive, German civilians starving due to the Allied Blockade of German ports. This all put pressure on the Kaiser to surrender.

Activity: Draw a timeline of events. Use the table of key events as a starting point. Try to find sources that link to each event. Augment your timeline with other events during the war.

Vocabulary to learn

Prejudice
Fate
Destiny
The American Dream
Inevitability
Forceful
Foregrounding
Foreshadowing
Cyclical
Interrogate
Impressions



L

Of Mice and Men focuses on the lives of George Milton and Lennie Small, two friends who are working towards a shared dream of owning their own piece of land during the Great Depression.

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 versa)

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

Activities for you to try:

- Write a definition for each of the words in the purple box, then for three of the words write an additional word that has a similar spelling pattern. E.g. interrogate and interest. Then suggest if there is any link between the words.
- Read the extract on the next page. Select two pieces of punctuation and explain why the author has used them.
- Create a comic script of the extract.
- Rewrite the extract from Of Mice and Men into a playscript, providing actions and stage directions for the actors.
- Re-read the extract from Of Mice and Men and explain what you learn about the relationship between the two men using PEE.
- Write a short story that includes the characters George and Lennie.
- Read the poem "To A Mouse" by Robert Burns. This is written in Gaelic so it is quite a challenge. In your own words explain what you think the poem is about. Then explain any links that you can find between the poem and the extract.
- Create a poem explaining the plight of an animal. You can choose any voice that you would like to use for your poem. These could include the voice of the animal, you speaking in your own voice or someone else speaking e.g. the fisherman about a fish.
- Write a commentary of your poem explaining why you choose a specific structure and how you decided on which narrative voice to use.
- Respond to this question. After reading this extract a student said that the author shows just how much Lennie relies on George. Evaluate how far you agree with this statement. (Look at the evaluate box for guidance)

Lennie watched him from over the fire. He said patiently, “I like ‘em with ketchup.”

“Well, we ain’t got any,” George exploded. “Whatever we ain’t got, that’s what you want. God a’mighty, if I was alone I could live so easy. I could go get a job an’ work, an’ no trouble. No mess at all, and when the end of the month come I could take my fifty bucks and go into town and get whatever I want. Why, I could stay in a cat house all night. I could eat any place I want, hotel or any place, and order any damn thing I could think of. An’ I could do all that every damn month. Get a gallon of whisky, or set in a pool room and play cards or shoot pool.” Lennie knelt and looked over the fire at the angry George. And Lennie’s face was drawn with terror. “An’ whatta I got,” George went on furiously. “I got you! You can’t keep a job and you lose me ever’ job I get. Jus’ keep me shoving’ all over the country all the time. An’ that ain’t the worst. You get in trouble. You do bad things and I got to get you out.” His voice rose nearly to a shout. “You crazy son-of-a-bitch. You keep me in hot water all the time.” He took on the elaborate manner of little girls when they are mimicking one another. “Jus’ wanted to feel that girl’s dress — jus’ wanted to pet it like it was a mouse — Well, how the hell did she know you jus’ wanted to feel her dress? She jerks back and you hold on like it was a mouse. She yells and we got to hide in a irrigation ditch all day with guys lookin’ for us, and we got to sneak out in the dark and get outta the country. All the time somethin’ like that — all the time. I wisht I could put you in a cage with about a million mice an’ let you have fun.” His anger left him suddenly. He looked across the fire at Lennie’s anguished face, and then he looked ashamedly at the flames.

It was quite dark now, but the fire lighted the trunks of the trees and the curving branches overhead. Lennie crawled slowly and cautiously around the fire until he was close to George. He sat back on his heels. George turned the bean cans so that another side faced the fire. He pretended to be unaware of Lennie so close beside him.

“George,” very softly. No answer. “George!”

“Whatta you want?”

“I was only foolin’, George. I don’t want no ketchup.”

John Steinbeck, *Of Mice and Men* (Penguin, 1994)

On Turning Her Up in Her Nest with the Plough,

November, 1785

WEE, sleekit, cowrin, tim’rous *beastie*,
O, what a panic’s in thy breastie!
Thou need na start awa sae hasty,
Wi’ bickering brattle!
I wad be laith to rin an’ chase thee,
Wi’ murdering *pattle*!

I’m truly sorry Man’s dominion
Has broken Nature’s social union,
An’ justifies that ill opinion
Which makes thee startle
At me, thy poor, earth-born companion
An’ *fellow-mortal*!

I doubt na, whyles, but thou may *thieve*;
What then? poor beastie, thou maun live!
A *daimen-icker* in a *thrave*
‘S a sma’ requer: I’ll get a blessin wi’ the lave,
An’ never miss’t!

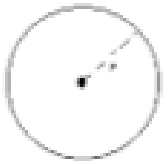
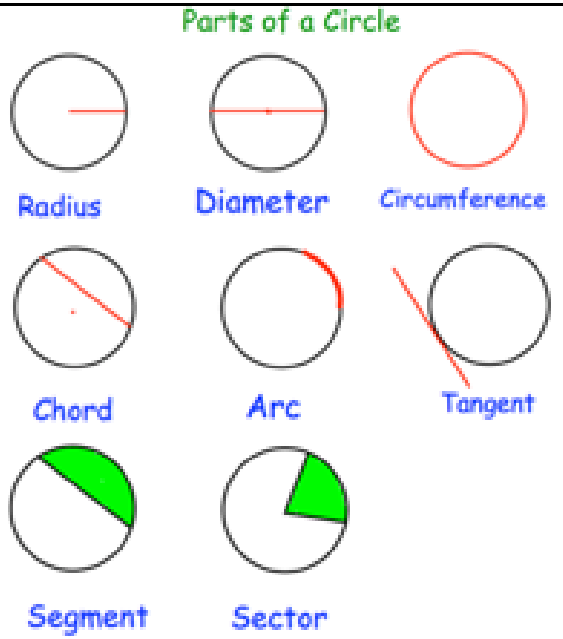
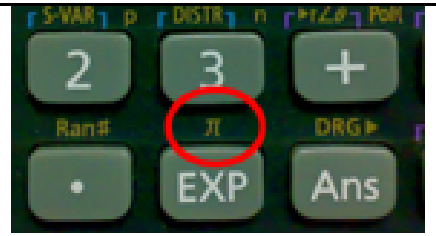
Thy wee-bit *housie*, too, in ruin!
Its silly wa’s the win’s are strewin!
An’ naething, now, to big a new ane,
O’ foggage green!
An’ bleak *December’s win’s* ensuing,
Baith snell an’ keen!

Thou saw the fields laid bare an’ waste,
An’ weary *Winter* comin fast,
An’ cozie here, beneath the blast,
Thou thought to dwell,
Till crash! the cruel *coulter* past
Out thro’ thy cell.

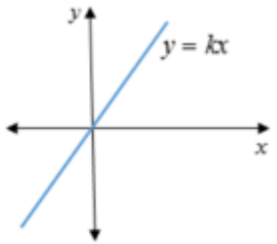
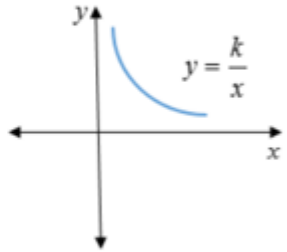
That wee bit heap o’ leaves and stibble,
Has cost thee monie a weary nibble!
Now thou’s turned out, for a’ thy trouble, But house or hald,
To thole the Winter’s *sleety dribble*,
An’ *cranreuch* cauld!

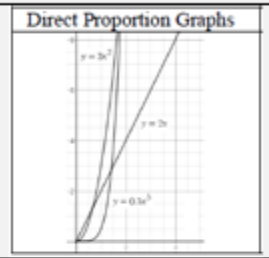
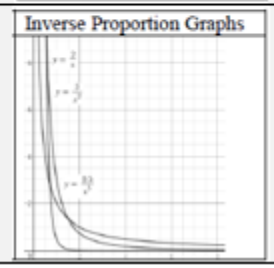
But Mousie, thou art no thy lane,
In proving *foresight* may be vain:
The best-laid schemes o’ *Mice* an’ *Men*
Gang aft agley,
An’ lea’e us nought but grief an’ pain,
For promis’d joy!

Still thou are blest, compared wi’ me!
The *present* only toucheth thee:
But Och! I *backward* cast my e’e,
On prospects drear!
An’ *forward*, tho’ I cannot *see*,
I *guess* an’ *fear*!

Topic/Skill	Definition/Tips	Example
1. Circle	A circle is the locus of all points equidistant from a central point.	
2. Parts of a Circle	**Radius** – the **distance** from the **centre** of a circle to the **edge** **Diameter** – the total **distance** across the **width** of a circle **through the centre**. **Circumference** – the **total distance** around the **outside** of a circle **Chord** – a **straight line** whose **end points lie on a circle** **Tangent** – a **straight line** which **touches** a circle at exactly **one point** **Arc** – a **part of the circumference** of a circle **Sector** – the **region** of a circle enclosed by **two radii** and their intercepted **arc** **Segment** – the **region** bounded by a **chord** and the **arc** created by the chord	
3. Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.	If the radius was 5cm, then: $A = \pi \times 5^2 = 78.5cm^2$
4. Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'	If the radius was 5cm, then: $C = \pi \times 10 = 31.4cm$
5. π ('pi')	Pi is the circumference of a circle divided by the diameter. $\pi \approx 3.14$	

Topic/Skill	Definition/Tips	Example
1. Fraction	A mathematical expression representing the division of one integer by another. Fractions are written as two numbers separated by a horizontal line.	$\frac{2}{7}$ is a 'proper' fraction. $\frac{9}{4}$ is an 'improper' or 'top-heavy' fraction.
2. Numerator	The top number of a fraction.	In the fraction $\frac{3}{5}$, 3 is the numerator.
3. Denominator	The bottom number of a fraction.	In the fraction $\frac{3}{5}$, 5 is the denominator.
4. Unit Fraction	A fraction where the numerator is one and the denominator is a positive integer.	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ etc. are examples of unit fractions.
5. Reciprocal	The reciprocal of a number is 1 divided by the number. The reciprocal of x is $\frac{1}{x}$ When we multiply a number by its reciprocal we get 1. This is called the 'multiplicative inverse'.	The reciprocal of 5 is $\frac{1}{5}$ The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$, because $\frac{2}{3} \times \frac{3}{2} = 1$
6. Mixed Number	A number formed of both an integer part and a fraction part.	$3\frac{1}{5}$ is an example of a mixed number.
7. Simplifying Fractions	Divide the numerator and denominator by the highest common factor.	$\frac{20}{45} = \frac{4}{9}$
8. Equivalent Fractions	Fractions which represent the same value.	$\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150}$ etc.
9. Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a common denominator. Ascending means smallest to biggest. Descending means biggest to smallest.	Put in to ascending order : $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}$. Equivalent: $\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}$ Correct order: $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$
10. Fraction of an Amount	Divide by the bottom, times by the top	Find $\frac{2}{5}$ of £60 $60 \div 5 = 12$ $12 \times 2 = 24$
11. Adding or Subtracting Fractions	Find the LCM of the denominators to find a common denominator. Use equivalent fractions to change each fraction to the common denominator. Then just add or subtract the numerators and keep the denominator the same.	$\frac{2}{3} + \frac{4}{5}$ Multiples of 3: 3, 6, 9, 12, 15.. Multiples of 5: 5, 10, 15.. LCM of 3 and 5 = 15 $\frac{2}{3} = \frac{10}{15}$ $\frac{4}{5} = \frac{12}{15}$ $\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$
12. Multiplying Fractions	Multiply the numerators together and multiply the denominators together.	$\frac{3}{8} \times \frac{2}{9} = \frac{6}{72} = \frac{1}{12}$
13. Dividing Fractions	'Keep it, Flip it, Change it – KFC' Keep the first fraction the same Flip the second fraction upside down Change the divide to a multiply Multiply by the reciprocal of the second fraction.	$\frac{3}{8} \div \frac{5}{16} = \frac{3}{8} \times \frac{6}{5} = \frac{18}{40} = \frac{9}{10}$

Topic/Skill	Definition/Tips	Example
1. Direct Proportion	If two quantities are in direct proportion, **as one increases**, the **other increases** by the **same percentage**. If y is directly proportional to x, this can be written as $y \propto x$ An equation of the form $y = kx$ represents direct proportion, where k **is the constant of proportionality**.	
2. Inverse Proportion	If two quantities are inversely proportional, **as one increases**, the **other decreases** by the **same percentage**. If y is inversely proportional to x, this can be written as $y \propto \frac{1}{x}$ An equation of the form $y = \frac{k}{x}$ represents inverse proportion.	
3. Using proportionality formulae	**Direct**: $y = kx$ or $y \propto x$ **Inverse**: $y = \frac{k}{x}$ or $y \propto \frac{1}{x}$ 1. **Solve to find k** using the pair of values in the question. 2. **Rewrite the equation** using the k you have just found.	p is directly proportional to q. When p = 12, q = 4. Find p when q = 20. 1. p = kq 12 = k x 4 so k = 3 2. p = 3q 3. p = 3 x 20 = 60, so p = 60

	3. **Substitute the other given value** from the question in to the equation to **find the missing value**.	
4. Direct Proportion with powers	Graphs showing **direct proportion** can be written in the form $y = kx^n$ Direct proportion graphs will always start at the origin.	
5. Inverse Proportion with powers	Graphs showing **inverse proportion** can be written in the form $y = \frac{k}{x^n}$ Inverse proportion graphs will never start at the origin.	

Topic: Proportion

Please use QR codes to support your knowledge:

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Please use QR codes to support knowledge.

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Please use QR codes to support knowledge.

goo.gl/mrXb3m goo.gl/UfGc90

Key words	
Good	To please and be kind.
Evil	Immoral and wicked.
Freedom	The right to act, speak or think as one wants.
Ethics	Moral principles that govern a person's behaviour.
Scripture	Sacred writings of a religion.
Virtue	Behaviour showing high moral standards
Liberal	To be favourable or respectful to individual rights and freedoms

You're only here once, right? You need to live each day as if it's your last. Make the most of every moment and enjoy yourself. Life is too short to be filled with regret, so my plan is to have as much fun and as many laughs as I possibly can!!!

Life is what you make it! I focus on trying to be the best person that I can possibly be. You never know what is round the corner, but if anything, sudden ever happened, I would want to know that I'd made a positive impact on the world and that people thought good things about me because you are only here once.

Life is all about give and take, supporting each other in your community. It's important to help and take care of those around you.

Buddhism– What is a good Life.

The Buddha was born in Lumbini, in India, in 563 BC. Before he became the Buddha, he was known as Prince Siddhartha Gautama.

Before he was born, Gautama's mother – Queen Maya – had a dream that a white elephant entered her womb. Ten months later she gave birth to her son on a full moon night while on her way home to see her parents. When he was born it is said that he leapt onto the ground and where his feet touched it a lotus flower sprang up. Astrologers predicted he would either be a great ruler or a great religious teacher.

Prince Gautama grew up surrounded by luxury. His father tried to keep him in the palace as he wanted him to rule the kingdom. Astrologers had predicted that if he saw suffering he would become a great religious teacher. Gautama married at the age of 16 and had a son, Rahula. However, he became dissatisfied with his life. Whenever Gautama went out in his chariot, his father sent servants ahead to try to get all the blind, sick and old people out of sight. Even so, Gautama saw four sights in the picture above. They were to change his life. After seeing the first three of these, Gautama realised that he too would one day grow old and die. He was no longer satisfied with his life of luxury, but felt a great love for ordinary people, and he wanted to help them to overcome their suffering. The last person that Gautama saw was a sadhu, a holy man, who had given up all his possessions to live a spiritual life Gautama was certain that he should do the same. He thought about this for a long time, and then one night, he left his wife and son in the palace.

Humanism– What is a good Life

As with all animals, we are born, some of us reproduce, and we all eventually die. Unlike other animals, we worry about where our lives are going. Many of us can make important choices, which influence how our lives turn out. Within limits, we can choose to work or be idle; we can choose whom to befriend, whether to have children, and what kind of job or career we follow. Throughout history, human beings have asked themselves the question of what is the best way to live. What makes life worthwhile? What, if anything, makes life meaningful? These questions raise further questions of how we should treat others. Humanists believe that we have an obligation to make responsible and informed choices to help our lives and the lives of others go in a worthwhile and fulfilling direction.

We are very small and insignificant in comparison with the vast size and age of the universe; but size is irrelevant to the question of meaning. Some people think that if there is no life after death and if we are limited in time, then life is somehow meaningless and pointless.

As we have seen, Prince Gautama left the palace and went into the city. He saw four sights that changed his life. An old person, an ill person, a corpse and a holy person. He realised that life involves suffering. He gave up his life as a prince, and set off to find out why people suffer. He was 29 years old. Channa, his charioteer, drove him out of the city. Then Gautama got out of the chariot. He cut off his hair, took off his fine clothes and, wearing just a simple robe, he set out on the homeless life. For six years Gautama lived a harsh life, training himself to have no food for long periods of time, and eating just enough to survive. It is said that his fasting nearly killed him. He grew so thin that you could see his back-bone through his stomach.

Finally, he realised that this kind of discipline was doing him no good. It had not helped him to find the truth about life, so he gave it up. He went down to the river to wash, where a milkmaid offered him some rice to eat, which he accepted.

The other holy men saw him give up his fast and thought that he was going back to his life of luxury in the palace, so they deserted him. He had not achieved what he had set out to do, but he was still determined to find out how to overcome suffering. Gautama sat under a tree, and said that he would not get up again until he had achieved enlightenment. Sitting there, many images went through his mind, tempting him to give up; other images were frightening, but none of them made him change his mind. He sat under the tree all night, struggling with these temptations. Then, as dawn approached, he is said to have gained enlightenment. From then on, Gautama became known as 'the Buddha'. His followers do not think that he is a god. They describe him as an enlightened human being. In other words, they claim that the Buddha was able to see and understand the truth about life.

Buddhism does not set down rules which everyone must obey all the time out of fear of being punished. There are two reasons for this:

There is no god in Buddhism to reward or punish people, or to set down laws.

No two people are the same, so you need to judge what is right in your own circumstances, not simply obey laws.

Activity:

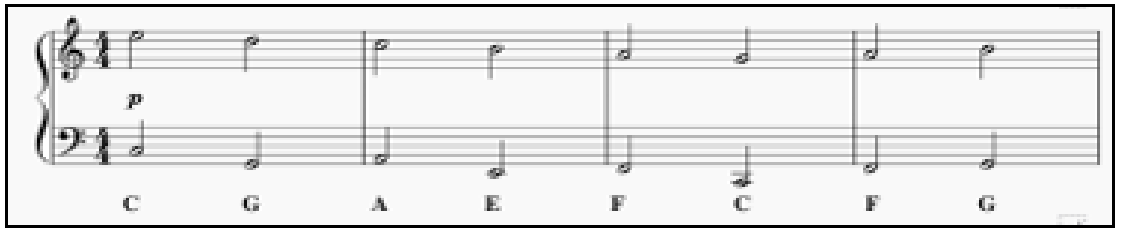
Use your network of family to find out the answers to these questions. You might be able to make contact with some churches over the internet. A good place to start is https://www.achurchnearyou.com/

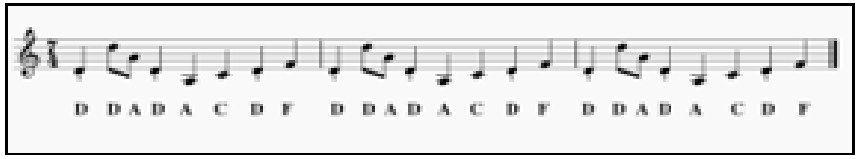
How are different churches responding to the corona virus outbreak? Norwich has a famously large humanist community. Find out about it.

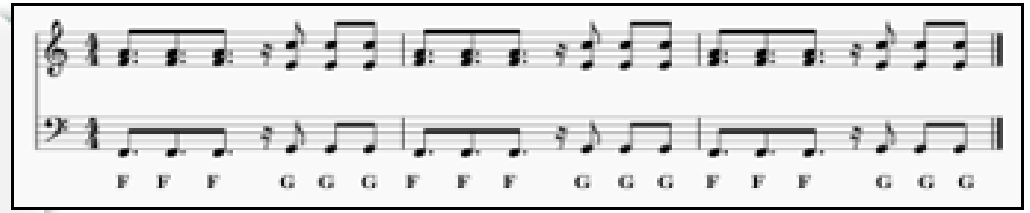
Year 8 Music Knowledge Organiser

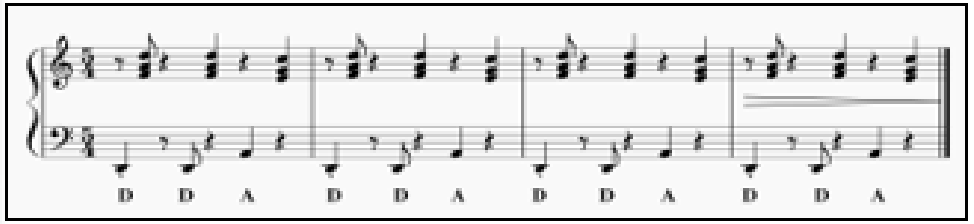
Ostinatos

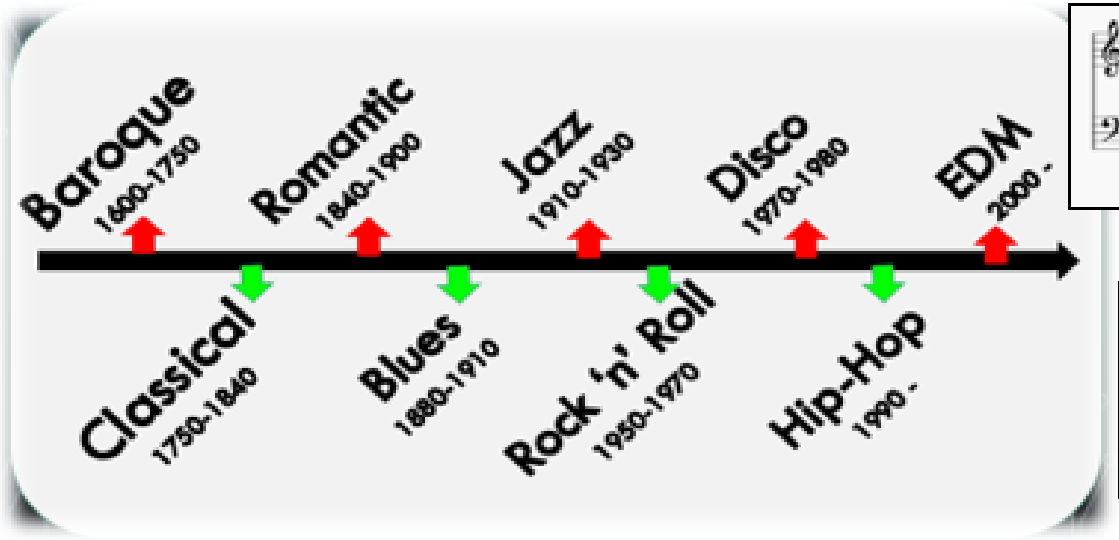
Ostinatos are musical patterns that repeat. They can be melodic (has pitch) or rhythmic (has duration) and never change. Don't confuse these with motifs which are similar but those patterns can shift in terms of pitch, duration or instrument!







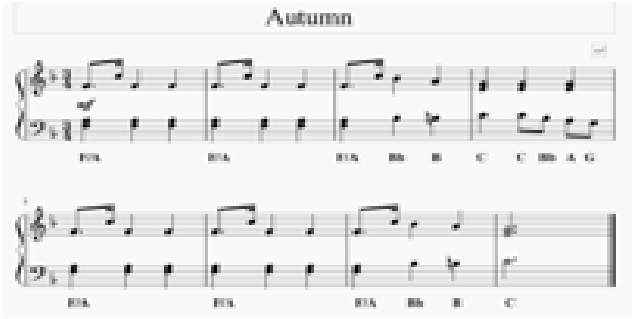


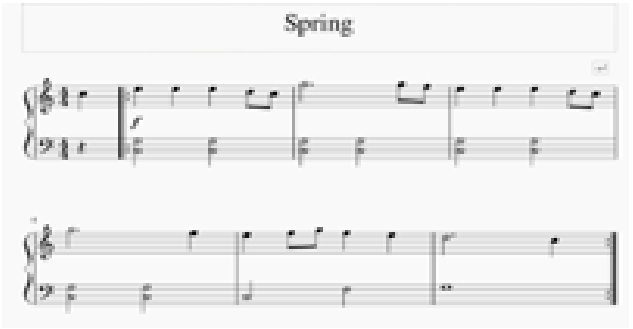


Baroque Era – 1600 - 1750

The Baroque era in music history occurred between 1600 to 1750. Baroque music has strong melodies and is very organized. The music is very dramatic because it contains lots of sudden contrasts in dynamics and composers began to experiment with different instruments like the trumpet and the clarinet.

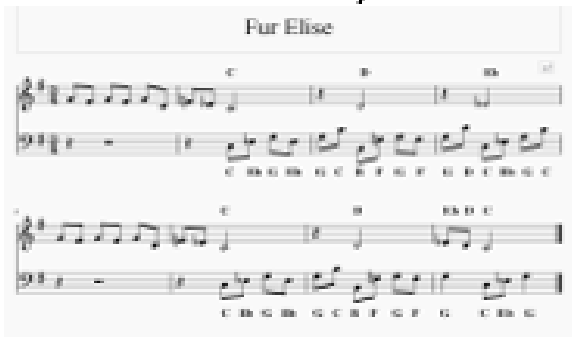
Famous composers include J.S. Bach, Vivaldi (who wrote the Four Seasons), Purcell and Handel.





Classical Era – 1750 - 1825

- The classical era lasted from 1750 – 1825. During this time, the orchestra, the piano and opera were developed!
- The music was more lyrical and less organised than the Baroque era. Symphonies, sonatas and concertos were invented.
- The famous composers were Mozart, Beethoven and Haydn.



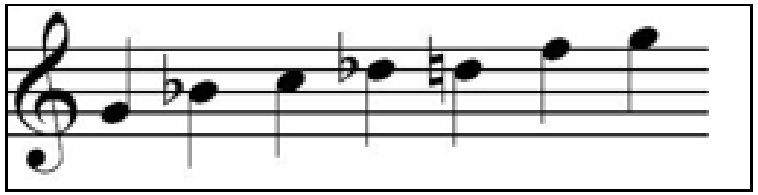
Romantic Era – 1840 - 1900

Key features

- Bigger range of dynamics
- Larger range of pitch
- Music that expressed emotion
- Music that represented nationalism or nature

Famous composers

Debussy, Prokofiev, Mendelssohn and Tchaikovsky!



C	C	C	C
F	F	C	C
G	F	C	C

Blues and Jazz – 1880 - 1930

- Blues and Jazz music share a lot of similarities but jazz uses more extreme improvisation whereas Blues usually sticks to key notes based on the blues scale (see above!)
- Improvisation means making something up on the spot, with no preparation!
- It originated in America and came from the slave trade, where slaves sang about their woes and struggles and used those songs as they did their labour, hence why the blues has its name.
- The Blues produced a very popular chord progression called the 12 bar blues which became the basis for a lot songs and was used in a lot of early rock 'n' roll (see above – read from left to right, top to bottom)
- Jazz popularised instruments such as the trumpet, saxophone, clarinet, flute and trombone!
- The genre developed 7th chords (chords are 2 or more notes played at the same time) and swing rhythms.

Rock 'n' Roll – 1950 -

- ✓ The Beatles
- ✓ The Rolling Stones
- ✓ Led Zeppelin
- ✓ Pink Floyd
- ✓ AC/DC
- ✓ Fleetwood Mac
- ✓ Queen
- ✓ Elvis Presley

Key features

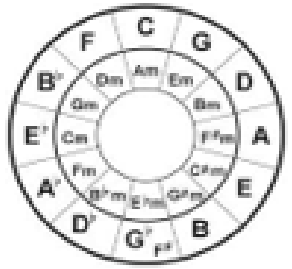
Rock 'n' roll music invented the band formula still being used to this day, using guitars, drums and vocals. Songs usually contained some sort of instrumental solo section and the lyrics centred around more adult content. Rock music has developed into many branches since the 1950's including metal, punk, soft and heavy.

Disco – 1970 – 1980

Disco is a genre of dance music and a subculture that emerged in the 1970s from the United States' urban nightlife scene.

The disco sound usually has a "four-on-the-floor" beats, syncopated basslines, and string sections, horns, electric piano, synthesizers, and electric rhythm guitars.

The most famous artists from Disco are ABBA, the Bee Gees (with Saturday Night Fever) and Gloria Gaynor – I Will Survive which uses the circle of 5ths chord progression!



Hip-Hop/Rap

- In the 1990's, hip-hop and rap became very popular, often talking about social or political issues
- Recognisable drum beats or samples from others songs were often used as a bedding track for lyrics
- Beat-boxing and body percussion also became popular meaning this music was accessible to anyone
- Rap lyrics often have a mix of perfect and imperfect rhymes and are set to a 4/4 time signature to allow for an easy rhythmic flow

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	IT	DT	English and Drama	Humanities	PE	Maths	Science
Hard boil an egg. Decorate the shell into a character. Get the Egg person to do a speech. Record it and send it to friends. Eat the egg!	Can you create a piece of spreadsheet art?	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?	How is living in Norfolk special? Tourism is a big industry in Norfolk. Write an advert to draw in tourists when we can all travel again.	Invent a new sport.	Explain what a square root is to someone really not mathematical.	Use equipment in your home to demonstrate the principle of moments.
Design a set out of materials in your room. Create a play for your family to act in. Give clear direction.	Advise your family members on how to keep safe on line. Explain to them how scams try to steal their money.	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?	To what extent can the Schlieffen Plan be compared to a brawl? Knock out the biggest guy before the little guy is ready to fight.	Create a set of rules.	Where can we find the Fibonacci sequence in nature? Do some research!	Help something grow.
Research the legend of Beowulf. Look at the art work associated with it. Create a piece of your own art.	Write out all the instructions required by a human to get up and ready for home school each day. Be as specific as you would be with a computer.	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.	Rearrange the furniture in your living room (with permission) to recreate World War 1 trench warfare. What is the dialogue? How can you manage the boredom and terror?	Get family members to play.	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?
Choose 3 songs. Use simple percussion to keep the rhythm of the songs.	Think about how we can avoid mental health problems and remain connected online. Explain it to your family and make a plan.	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.	Send it to the organisers of the Quarantine Olympics to include it in the next games!	Play out a Roast Battle between Pascal's triangle and The Bermuda triangle.	Find out how fans in ovens influence cooking times. What has this to do with convection?