

C1 Knowledge Organiser - Year 8

Name:

Advisory:

Contents

Content	Page
Homework Overview	1
English	2-3
Science	4-6
Geography	7-9
History	10-11
Mandarin	12-18
Spanish	19-21
Spellings	22-25
Art	26
Drama	27
Food Technology	28-29
Music	30-31
PE	32-33
PDS	34

Year 8 Homework Overview

Day	Subject	Type
Monday	Geography and History	RCWC in homework booklet (1/2 side of A4 of each subject)
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader
Thursday	Science	Sparx Science Stretch project
Friday	English (1/2 page) Spanish odd weeks (1/2 page) Mandarin even weeks (1/2 page)	RCWC in homework booklet

Section 1: Context 1		Section 2: Context 2	
British Empire	Britain had expanded colonies around the world.	Capitalism and Greed	Businessmen and factory owners gained control of local and national government exerting their influence .
Growth of industry	Industrial Revolution led to growth of factories and manufacturing .	Role of Women	Upper- and middle-class women expected to stay at home ; financially dependent on men.
Social inequality	The gap between the rich and poor was extensive and growing .	Suffragette	A woman seeking the right to vote through organised protest. Emmeline Pankhurst was a famous suffragette.
Workhouses	Unpleasant places where the poor worked .	Abolitionist	Those people who wished to outlaw slavery .
Crime and juvenile crime	Crime levels grew in slums; children became involved in pickpocketing .		
Section 3: Key Terms		Section 4: Chimney Sweeper – William Blake	
Emancipation	The act of giving people more freedom or rights by removing social, legal, or political controls that limit them.	Quatrain	A type of stanza, or a poem, consisting of four lines.
Exploitation	The act of taking advantage of a person or situation to benefit oneself.	Rhyming couplet	A rhyming pair of successive lines of verse, typically of the same length.
Misogyny	The discrimination against or hatred of women.	Woe (noun)	Great sorrow or distress.
Manufacturing	The making of articles on a large-scale using machinery; industrial production.	Poverty	The state of being extremely poor.
Exclusion	The removal of something or someone.	Power	The ability or capacity to do something or act in a particular way.
Section 5: Key Figures		Section 6: They Shut Me Up <u>In</u> Prose – Emily Dickinson	
William Blake	A poet who worked to bring about a change both in social order and in the minds of men.	Captivity	The condition of being imprisoned or confined.
Emily Dickinson	An American poet who challenged existing definitions of poetry. She experimented with expression to free it from conventional restraints.	Metaphorically	In a way that uses a metaphor; figuratively.
Charles Dickens	A British novelist and social commentator who often criticised the lack of social responsibility towards the poor and working class.	Prose	Written or spoken language in its ordinary form, without a metrical structure.
Emmeline Pankhurst	A champion of woman suffrage whose 40-year campaign achieved completion when British women obtained full equality in the voting franchise.	Conventional	Based on or in accordance with what is generally done or believed.
Mary Seacole	A <u>British-Jamaican</u> nurse, healer and businesswoman who set up the "British Hotel" behind the lines during the Crimean War.	Censorship	The suppression of speech, public communication or other information that is considered obscene, politically unacceptable or a threat to security.

Section 7: Context 3		Section 8: Oliver Twist – Charles Dickens	
Poverty	The state of being extremely poor.	Protagonist	Oliver Twist, a young orphan sent to the workhouse.
Class	A grouping of people in accordance with their hierarchal social categories. The most common being working class, middle class and upper class.	Setting	19 th Century London. A time of disease, despair and destitution (complete poverty).
Workhouses	An institution where those unable to support themselves financially were offered accommodation and employment.	Key Quote	“You’ll pick oakum tomorrow morning at six o’clock.”
Infant Mortality Rate	20% of children would not make it to past the age of 5. Compared with 0.03% today.	Child Labour	Children were often employed in merciless tasks, such as picking the strands from ropes (oakum) for long hours.
Section 9: Transatlantic Slave Trade Context		Section 10: Rhetorical Writing	
Slavery	The act of detaining people for the purposes of forced labour.	Direct Address	A construction in which a speaker or writer communicates a message directly to their audience.
Duration	The Slave Trade lasted between 1500 and 1863.	Anecdote	A short story about a real incident or person.
Magnitude	Nearly 13 million African people were kidnapped and trafficked across the Atlantic to America.	Rhetorical Question	A question, asked <u>in order to make a statement</u> , that does not expect an answer.
Abolition	President Lincoln abolished (ended) slavery in 1863 following the American Civil War.	Emotive Language	Specific word choices that are made <u>in order to elicit an emotional response</u> from the reader/listener
Impact	Forced migration resulted in the displacement of African people around the globe.	Statistics	The use of percentages and figures to support an argument.
Section 11: Key Terminology		Section 12: Language Techniques 1	
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.	Metaphor	A figure of speech where one thing is stated as being another.
The rule of law	The laws and regulations specific to a country.	Political diatribe	An angry speech or piece of writing that severely criticizes something or someone political.
Liberty	An individual or collective freedom.	Hyperbole	Exaggeration not meant to be taken literally.
Tolerance	Understanding and acceptance of the beliefs and values of others.	Anaphora	Repetition of a word or words at the beginning of successive phrases, clauses, or line.
individualism	A social theory favouring freedom of action for individuals over collective or state control.	Allegory	A story that has a hidden meaning which is often moral or political.
Section 13: Language Techniques 2			
Foreshadowing	A warning or indication of (a future event).		
Flashback	A scene in a film, novel, etc. set in a time earlier than the main story.		
Imagery	Description used to create an image in the reader’s mind.		
Irony	A situation an event that seems deliberately contrary to what one expects.		
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.		

Section 1 - Skeletal and Muscular Systems		W.B. 31 st August
Skeletal System	Allows movement , holds us upright and protects organs .	
Muscular System	Muscles contract and pull on bones to allow movement .	
Joint	Where two bones join together . The ends of the bones are covered in cartilage , and synovial fluid lubricates the joint.	
Ligament	Elastic tissue that joins two bones together.	
Tendon	Inelastic tissue that joins a muscle to a bone .	
Antagonistic Muscles	Muscles that work in pairs . When one contracts (shortens), the other relaxes (lengthens).	
Section 2 - Food Groups		W.B. 7 th September
Carbohydrate	Main source of energy .	
Lipids (fats and oils)	Act as a store of energy . Body fat keeps us warm .	
Proteins	For growth and repair .	
Vitamins & Minerals	Needed in small amounts to maintain health . E.g. calcium for strong bones and teeth , iron for red blood cells .	
Water	Needed for chemical reactions in cells and body fluids .	
Fibre	Helps food move through the gut . Prevents constipation .	
Section 3 - Digestive System		W.B. 14 th September
Enzymes	Chemicals that break down food into smaller soluble molecules so that they can be absorbed into the blood .	
Mouth	Teeth chew food and mix it with saliva . Saliva contains enzymes that digest carbohydrates .	
Oesophagus	Connects the mouth to the stomach .	
Stomach	Food is churned in hydrochloric acid which kills bacteria. Enzymes digest proteins .	
Small Intestine	Enzymes digest carbohydrates , lipid and proteins . Food is absorbed into the blood .	
Large Intestine	Water is absorbed into the blood .	
Rectum	Undigested food is compacted and stored as faeces then leaves the body through the anus .	

Section 4 - Respiratory System		W.B. 21 st September
Trachea	Windpipe that carries air into the lungs. Splits into two tubes called the bronchi , then smaller tubes called bronchioles .	
Alveoli	Small air sacs where gas exchange occurs. Oxygen diffuses into the blood . Carbon dioxide diffuses into the alveoli .	
Adaptations of Alveoli for Gas Exchange	Many small alveoli -> give a large surface area .	
	Moist -> allows gases to dissolve .	
	Thin walls -> gases do not have far to travel .	
	Good blood supply -> maintains steep concentration gradient.	
Diaphragm	Sheet of muscle under the ribcage.	
Breathing In	Diaphragm contracts and moves down . Ribs move up and out . Lung volume increases , pressure decreases , air goes in .	
Breathing Out	Diaphragm relaxes and moves up . Ribs move in and down . Lung volume decreases , pressure increases , air goes out .	
Section 5 - Circulatory System		W.B. 28 th September
Heart	Pumps blood around the body.	
Double Circulatory System	One loop pumps blood from the heart to the lungs to be oxygenated .	
	Other loop pumps blood from the heart to the body cells where oxygen is used in respiration .	
Blood Vessels	Arteries	Carry blood away from the heart.
	Veins	Carry blood towards the heart.
	Capillaries	Connect arteries and veins . Allow substances to be exchanged between the blood and tissues . E.g. oxygen and glucose.
Parts of the Blood	Red blood cells	Carry oxygen .
	White blood cells	Fight infections . Kill micro-organisms .
	Platelets	Allow blood to clot and form scabs .
	Plasma	Liquid part of the blood.

Section 1 - Properties and Uses of Metals		W.B. 5 th October
Copper	Used for electrical wiring -> good conductor of electricity and ductile .	
Gold	Used to make jewellery -> shiny and resistant to corrosion .	
Steel	Used for buildings , bridges and cars -> very strong . Steel is an alloy of iron .	
Aluminium	Used for aeroplanes and overhead cables -> has a low density so it is lightweight .	
Titanium	Used for hip replacements -> resistant to corrosion , strong and low density .	

Section 2 - Reactivity Series		W.B. 12 th October
Most reactive ↑ Least reactive	Potassium	Please
	Sodium	Send
	Calcium	Charlie's
	Magnesium	Monkeys
	Aluminium	And
	Carbon	
	Zinc	Zebras
	Iron	In
	Tin	The
	Lead	Lead
	Hydrogen	
	Copper	Cages
	Silver	Securely
	Gold	Guarded
	Platinum	Please

Section 3 - Reactions of Metals		W.B. 2 nd November
Metal + Acid	metal + acid -> salt + hydrogen	
	Metal will react if it is more reactive than hydrogen . Test for hydrogen gas using a lit splint . Listen for squeaky pop .	
Metal + Oxygen	metal + oxygen -> metal oxide	
	Oxidation reaction as metal gains oxygen .	
Metal + Water	metal + water -> metal hydroxide + hydrogen	
	Only very reactive metals e.g. group 1 alkali metals . Metal hydroxide produces alkaline solution. Turns universal indicator purple .	
Displacement Reaction	A more reactive metal displaces a less reactive metal from its compound .	
Rusting	Occurs when iron or steel reacts with both oxygen and water .	

Section 4 - Extraction and Recycling of Metals		W.B. 9 th November
Ore	A rock that you can extract a metal from.	
Extraction using Carbon	Use if the metal is less reactive than carbon . Heat metal oxide with carbon . Carbon displaces metal from its oxide. e.g. carbon + iron oxide -> iron + carbon dioxide.	
	Use if the metal is more reactive than carbon . Split up metal oxide using an electrical current . e.g. aluminium oxide -> aluminium + oxygen	
Advantages of Recycling	Less waste sent to landfill . Less energy used as less mining and extraction required. Conserves ores which are limited resources .	

Section 1 - Mass and Weight		W.B. 16 th November
Mass	Measure of the amount of material something is made up of. Mass is the same on all planets .	
Measuring Mass	Use a mass balance .	
Units for Mass	Kilograms (kg)	
Weight	Measure of the force on something due to gravity . Changes depending on which planet you are on.	
Measuring Weight	Use a Newton meter .	
Units for Weight	Newtons (N)	
Equation	Weight = mass x gravitational field strength ($W = m \times g$)	
Gravitational Field Strength	Strength of gravity on a planet. On Earth , $g = 10 \text{ N/kg}$.	
Section 2 - Stretching Springs		W.B. 23 rd November
Deformation	Changing the shape of an object – stretching, compressing or bending . Requires at least two forces.	
Elastic Deformation	The object returns to its original size and shape once the forces are removed .	
Inelastic Deformation	The object does not return to its original size and shape once the forces are removed .	
Hooke's Law	The extension of a stretched spring is directly proportional to the force applied to it, up to the limit of proportionality .	
Directly Proportional	Shown on a graph by the line of best fit being a straight line through the origin . If one variable doubles, the other doubles.	
Force – Extension Graphs	Plot force on the y axis, extension on the x axis. The steeper the line, the stiffer the spring.	
Equation	Force = spring constant x extension ($F = k \times e$)	

Section 3 - Speed, Distance and Time		W.B. 30 th November
Equation	speed = distance / <u>time</u> ($s = d/t$)	
Units	speed = m/s distance = m time = s	
Typical speed values	Walking = 1.5 m/s, Running = 3 m/s, Cycling = 6 m/s, Car = 25 m/s, Sound (in air) = 330 m/s	
Converting Distances	1 m = 100 <u>cm</u>, 1 km = 1000 m	
Converting Times	1 minute = 60 <u>s</u>, 1 hour = 60 minutes	
Distance – Time Graphs	Straight diagonal line = constant speed Steeper line = faster speed Flat horizontal line = stationary	
Section 4 - Terminal Velocity for a Sky Diver		W.B. 7 th December
Stage 1	 Weight is much greater than air resistance . Resultant force acting down . Sky diver accelerates as he falls.	
Stage 2	 As sky diver accelerates , air resistance increases . Resultant force is less but still acts down . Sky diver still accelerates but at a slower rate .	
Stage 3	 Air resistance is now equal to the weight . Forces are balanced – no resultant force. Sky diver falls at a constant speed known as terminal velocity .	
Stage 4	 Air resistance now greater than weight as parachute provides a larger surface area . Resultant force now acts up . Sky diver is still falling but decelerates .	
Stage 5	 As sky diver decelerates , air resistance decreases . Forces are balanced again – no resultant force. Sky <u>diver</u> fall at a new slower terminal velocity .	

Y8 Science Cycle 1 - Sheet 3

Forces & Motion

Section 1: Volcanoes W/C 31 st August		Section 4: Volcanoes W/C 14 th September	
natural hazard	natural event which has potential to cause damage, destruction, death	magma chamber	pool of molten rock under volcano -> under huge pressure
natural disaster	natural event which has caused damage, destruction and death	VEI	Volcanic Explosivity Index -> shows magnitude (strength), 1=low, 8=high
hazard risk	the probability (chance) that a natural hazard may take place à risk increases if -> high population density, low development, climate change	composite	composite volcanoes -> cone shaped à occur at destructive margins
tectonic hazards	e.g. earthquakes and volcanoes	shield	shield volcanoes -> flat like shield à occur at constructive margins

Section 2: Volcanoes W/C 1 st September		Section 5: Volcanoes W/C 21 st September	
convection	convection currents -> magma heated by core -> rises -> moves plates	molten	hot, liquid and melted e.g. lava
conservative	conservative margin -> plates move side by side	lava	molten rock -> flowing over the ground
constructive	constructive margin -> plates move away from each other	magma	molten rock -> flowing under the ground
destructive	destructive margin -> plates move towards each other	crater	volcanic crater -> hole left in top of volcano after eruption

Section 3: Volcanoes W/C 7 th September		Section 6: Volcanoes W/C <u>28th</u> September	
inner core	solid à iron and nickel -> 5000° C à under high pressure	location	Pompeii -> Italy, Europe in 79AD (nearly 2000 years ago)
outer core	liquid -> iron and nickel	population	about 12,000 people lived in Pompeii at this time
mantle	semi-molten (melted) rock -> 3800° C	plate tectonics	African plate -> subducted under (pushed under) Eurasian plate
crust	surface layer of Earth -> two types -> oceanic (thin), continental (thick)	volcano type	Mount Vesuvius -> composite volcano -> destructive plate margin

Section 7: Volcanoes W/C 5th October

primary effects	• death and injury -> about 2000 people died in Pompeii • destruction -> heavy ash collected on roof tops -> roofs collapsed • cities Pompeii and Herculaneum hidden under ash -> 2000 years • many animals killed e.g. bodies of dogs and horses discovered
secondary effects	• 10,000 local people displaced -> made homeless • livelihoods and businesses destroyed -> local people lost jobs • looting -> people returned to steal from abandoned houses • fewer tourists visited area afterwards -> fearful of another eruption • some enslaved people escaped to freedom -> positive effect

Section 8: Volcanoes W/C 12th October

immediate responses	• 10,000 people managed to escape -> lives saved • Roman Navy sent warships to evacuate people
long term responses	• people who escaped rebuilt houses in other areas of country • Romans -> studied volcanoes more -> wanted to save lives in future

Section 9: Development W/C 2nd November

development	to improve a place → e.g. better education, health care and jobs
sustainable	sustainable development → does not harm planet for future people
GDP	Gross Domestic Product → total money made in a country → in <u>one year</u> → shown in dollars
GNI	Gross National Income → same as GDP → but also includes money from business in foreign countries → shown in dollars .

Section 10: Development W/C 11th November

LIC	Low Income Countries → poorest countries → low GNI → e.g. Nepal
NEE	Newly Emerging Economies → getting richer → medium GNI → e.g. India
HIC	High Income Countries → richest countries → high GNI → e.g. The UK
HDI	Human Development Index → combines wealth, health and education data → gives score between 1 and 0 → 1 = most developed

Section 11: Development W/C 16 th November		Section 12: Development W/C 23 rd November	
birth rate	number of live births (per 1,000 people) → high in LICs	goods	items that can be bought and sold
death rate	number of deaths (per 1,000 people) → high in LICs	trade	buying and selling of raw materials, manufactured goods and services
infant mortality	number of babies who do not survive to age of 1 (per 1,000 live births)	import	buying goods from abroad
life expectancy	average age that a person is likely to live to (in a particular place)	export	selling goods to another country

Section 13: Development W/C 30 th November	
development gap	when one place is more developed than another → development gap
causes of uneven development	physical factors → harsh climate, natural disasters, raw materials economic factors → debt, wars, corruption historical factors → colonialism → slavery, resources removed
manufacturing	making things in factories
industry	processing raw materials and manufacturing goods (in factories)
globalisation	increases in movements of goods, people and communication
literacy rate	percentage of people who can read and write
people per doctor	ratio to compare number of people and doctors → lower ratios in HICs



Section 1: The 'New World'		Section 2: How the East India Company began	
Hernan Cortés	A poor boy from Spain , he financed his own expedition of 11 ships and 500 soldiers . He thought they'd sail to China .	'Customer' Smythe	In 1599 , Customer Smythe gathered all the rich men of London and asked them to invest in a new company.
La Malinche	Malinalli was the slave girl of a local chief. She spoke both the Mayan and Aztec languages. She was the translator for Cortés.	Joint Stock Company	A brilliant and revolutionary idea. Invest in a company, in return you own a share , or a percentage of the company.
The First Meeting	In 1519 the Aztecs offered Cortés wonderful gifts of gold. They admitted to having more gold , which was a serious mistake.	First Attempt	Sir James Lancaster sets off on a ship called The Red Dragon . They are stuck in the channel then steal from the Portuguese .
Montezuma	Montezuma was the Aztec leader. He showed Cortés the Pyramid of the War God . He was killed by Cortés' soldiers. Tenochtitlan , the Aztec capital, was captured by the Spanish.	The Mughal Empire	The Mughals were the Muslim rulers of India. Emperor Akbar made sure all religions were welcome. Emperor Shah Jahan built the famous Taj Mahal .
Section 3: How the Company came to rule India		Section 4: How the Indians resist British rule	
Fall of the Mughal Empire	After the Mughal Emperor Aurangzeb dies, the empire falls apart. India is now divided and leaderless.	Bengal Famine	The monsoon rains of 1768 and 1769 failed. Drought led to famine (starvation). There are estimated 3-5 million deaths.
Factories and forts	By the 1700s, the East India Company had strong bases in Calcutta , Madras and Bombay . To protect their factories from the French they built defensive forts.	Company Response	The Company doesn't see itself responsible for the people. Their goal is to make profits . The soldiers go to the villages to collect taxes, even when people are starving.
Robert Clive	Clive went to India as an accountant . He became a soldier fighting the French instead. He defeats Siraj-ul Duala at Plassey (1757) .	Indian Uprising	Cause: Indian soldiers (sepoys) were given new cartridges covered in animal fat – this was an insult to Hindu and Muslims. Events: The Indian rebels take Delhi and Lucknow. Consequences: The British put down the rebellion with violence.
Battle of Buxar	The Company defeats three India armies at Buxar in 1764 . Emperor Shah Alam has the hand over the diwani – all tax rights in Bengal.		
Section 5: British rule under the Raj		Section 6: Campaigns for Indian independence	
The British Raj	India was now a colony of the British Empire. A viceroy ran the country on behalf of Queen Victoria, now 'Empress of India'.	INC and Mahatma Gandhi	The Indian National Congress (INC) and Gandhi believed that India should be independent from the British Empire.
British development	They built schools, universities and hospitals. However, only the privileged few benefitted. They built nearly 80,000km of road, an extensive railway network and 12,000km of canals by 1900 .	The Salt March (1930)	Indians were not allowed to make their own salt. Gandhi and 78 leaders marched with protestors to the coast where they began making salt from seawater. Thousands were arrested.
First World War	1.3 million Indian soldiers fought in the war and over 74,000 died. Those that survived received no reward and little recognition.	Second World War	2.5 million Indians fought in what was the largest volunteer army in history. They hoped that this would lead to independence.
Jallianwala Bagh Massacre	10,000 men, women and children gathered at Amritsar. Some protested British rule; some were celebrating Vaisakhi . General Reginald Dyer ordered his soldiers to open fire. 350 died.	Independence and Partition	Lord Mountbatten, viceroy of India, gave only two months to give India independence. He quickly created two separate countries: India and Pakistan . It led to catastrophic violence.
Section 7: Racism, Conquest and 'Civilisation'		Section 8: How the British Empire is remembered today	
Development of racist ideas	In 1684 , a French doctor called François Bernier categorised humans into four races. The ideas mainly developed in the 1800s .	British Nationality Act	The British Nationality Act in 1948 meant that all people of the empire, now commonwealth , could come to Britain.

Impact of racist ideas	The transatlantic slave trade and the system of plantation slavery was made possible by racist beliefs.	Windrush Generation	Between 1948 and 1970, nearly 500,000 arrived from the Caribbean. They first arrived on the Empire Windrush .
The Scramble for Africa	Until the 1800s, traded with Africa to gain gold, salt and ivory. In 1870, they controlled just 10% of Africa, by 1900 it was 90% .	Legacy on the land	The British drew up new borders that split indigenous peoples into new countries , like: India, Pakistan, Nigeria and Sudan.
David Livingstone	Was a Scottish missionary and explorer. He tried to convert Africans to Christianity and 'discovered' Victoria Falls .	Legacy of sport and language	Sport: Cricket is played across countries once part of the empire. Indian words: Pyjamas, bungalow, cot, loot, shampoo, chutney. African words: Banjo, cola, banana, jazz, zombie, track, safari. Australian words: Boomerang, kangaroo, koala. Indigenous American words: Igloo, kayak, squash, avocado.
Australia and New Zealand	Captain James Cook 'discovered' Australia and New Zealand and claimed the land for Britain. 162,000 convicts went to Australia.		
Section 9: The Triangular Slave Trade		Section 10: How Africans were captured and transported	
First Stage	British trade ships sailed to West Africa . They carried goods such as guns, cloth and alcohol and traded them for enslaved Africans .	Capture	African war chiefs captured and enslaved Africans, trading them with Europeans for goods.
Second Stage (Middle Passage)	Enslaved Africans were transported across the Atlantic to South America and the West Indies .	Transportation	The Middle Passage lasted 2-3 months . Conditions aboard were terrible. There was little light or ventilation, no toilet or hygiene facilities. Enslaved people were badly treated - sometimes tortured and exploited, disease and illness led to many deaths.
Third Stage	Trading ships then stocked up on sugar, rum, cotton and coffee and then sailed back to England, making a huge profit .		
Section 11: Life on the Plantations		Section 12: Why people supported slavery	
Slavery	Enslavers had complete control over the lives of enslaved people and treated them like property .	Slave ship owners	Made huge profits from selling the raw cotton, tobacco and cotton.
Work	Enslaved Africans worked from dawn till dusk . The work was very difficult; it was hard labour picking sugar cane .	Factory owners	Made huge profits by producing guns, metal and cloth which the slave ships took to trade in West Africa.
Mistreatment	The punishments handed out to enslaved people were severe . Captured runaways could be hanged or maimed (limbs removed). They were often whipped and the number of lashes that they received depended upon the seriousness of their 'crime'.	Ordinary British people	Ordinary British people got jobs in the port cities like Liverpool, Bristol, and London loading and unloading ships, or worked in the shops which sold the luxury goods. Many also owned slaves or invested in slave holding companies.
Section 13: Abolition of the slave trade			
Thomas Clarkson	In 1787, he established the Society for the Abolition of the Slave Trade . Clarkson travelled city to city, giving public talks where he: showed evidence he'd bought from the ships; used the ' Brookes' diagram (showing Africans closely packed into a ship) and organised for this to be more widely published. Told people that 20% of white British sailors died every time a slave ship completed the 'middle passage'.		
William Wilberforce	Wilberforce was a Member of Parliament (MP) . Only through parliament could a law be passed that would abolish the slave trade. From 1789 he presented 519 petitions to Parliament containing over 390,000 signatures . Working with William Pitt (the Prime Minister) he lobbied (sought to persuade) other MPs to support his ideas. Slavery was abolished by the ' Abolition of Slavery Bill ' in July 1833 .		
Olaudah Equiano	Equiano wrote a powerful autobiography of his time as a slave. He spoke at a large number of public meetings, describing the cruelty of the Slave Trade.		
Zong Case	The Zong was an overcrowded ship that murdered 131 enslaved Africans . Equiano and Clarkson highlighted the cruelty of the slave trade.		
Slave Rebellions	In 1791, a rebellion occurred in the French colony of Saint-Domingue, then renamed Haiti , led by Toussaint Louverture . Slave owners became afraid that rebellions might start to happen more often. These fears became a factor in the eventual decision to abolish the slave trade.		

Section 1: Numbers 1 - 10 W/C 1st September

一	yī	one
二	èr	two
三	sān	three
四	sì	four
五	wǔ	five
六	liù	six
七	qī	seven
八	bā	eight
九	jiǔ	nine
十	shí	ten

Culture points: 八 (8) The word for eight sounds like the word which means prosper or wealth. 四 (4) is an unlucky number because it's pronounced like 死, which means death.

Section 2: Numbers 11 – 20 - W/C 7th September

十一	shí yī	eleven
十二	shí èr	twelve
十三	shí sān	thirteen
十四	shí sì	fourteen
十五	shí wǔ	fifteen
十六	shí liù	sixteen
十七	shí qī	seventeen
十八	shí bā	eighteen
十九	shí jiǔ	nineteen
二十	èr shí	twenty

+ (ten) + unit (1-9)

The sentence pattern for numbers from 11 to 19:

Section 3: Numbers 21 – 100 - W/C 14th September

二十一	<u>èr</u> <u>shí</u> <u>yī</u>	twenty-one
二十二	<u>èr</u> <u>shí</u> <u>èr</u>	twenty-two
三十	<u>sān</u> <u>shí</u>	thirty
四十	<u>sì</u> <u>shí</u>	forty
五十	<u>wǔ</u> <u>shí</u>	fifty
六十	<u>liù</u> <u>shí</u>	sixty
七十	<u>qī</u> <u>shí</u>	seventy
八十	<u>bā</u> <u>shí</u>	eighty
九十	<u>jiǔ</u> <u>shí</u>	ninety
一百	<u>yī</u> <u>bǎi</u>	one hundred

The sentence pattern for numbers from 21 to 29:

二 + 十 + unit

The sentence pattern for tens:

unit + 十 (ten)

Section 4: Age - W/C 21st September

岁	<u>suì</u>	years old
你	<u>nǐ</u>	you
你多大?	<u>nǐ</u> <u>duō</u> <u>dà</u> ?	How old are you?
我	<u>wǒ</u>	I
我...岁	<u>wǒ</u> ... <u>suì</u>	I am...years old.
我十一岁	<u>Wǒ</u> <u>shí</u> <u>yī</u> <u>suì</u> .	I am 11 years old.
我十二岁	<u>Wǒ</u> <u>shí</u> <u>èr</u> <u>suì</u> .	I am 12 years old.
我二十五岁	<u>Wǒ</u> <u>èr</u> <u>shí</u> <u>wǔ</u> <u>suì</u> .	I am 25 years old.
我五十六岁	<u>Wǒ</u> <u>wǔ</u> <u>shí</u> <u>liù</u> <u>suì</u> .	I am 56 years old.
我八十岁	<u>Wǒ</u> <u>bā</u> <u>shí</u> <u>suì</u> .	I am 80 years old.



Give me a hat
 Give me a stretching arm
 Give me one leg
 Kicking up
 Give me another leg
 Kicking down
 Give me a merit

Story of character 我

Section 5: Greetings - W/C 28th September

Section 6: Introductions - W/C 5th October

你好

nǐ hǎo

hello

你好吗？

nǐ hǎo ma?

How are you?

我很好。

Wǒ hěn hǎo.

I am fine.

谢谢

Xiè xiè

Thanks

早上好

zǎo shàng hǎo

Good morning.

老师好

lǎo shī hǎo

Hello teacher.

再见

zài jiàn

Goodbye

忙不忙？

máng bù
máng?

(Are you) busy?

很忙

hěn máng

very busy

不忙

bù máng

not busy

叫

jiào

to be called

他

tā

he

她

tā

she

你叫什么？

nǐ jiào shén me
?What is your
name?

什么？

shén me?

What?

我叫...

wǒ jiào...

My name is...

姓

xìng

surname

李

lǐ

a surname

小

xiǎo

small; little

龙

lóng

dragon

Section 7: Nationalities - W/C 12th October

中国	zhōng guó	China
英国	yīng guó	England
美国	měi guó	America
中国人	zhōng guó rén	Chinese
英国人	yīng guó rén	English
美国人	měi guó rén	American
人	rén	person
是	shì	yes; is
不是	bú shì	isn't
哪	nǎ	which
你是哪国人?	Nǐ shì nǎ guó rén?	What's your nationality?
我是英国人。	Wǒ shì yīng guó rén.	I am British.

Section 8: Major cities - W/C 2nd November

北京	běi jīng	Beijing
上海	shàng hǎi	Shanghai
香港	xiāng gǎng	Hong kong
西安	xī ān	Xi'an
伦敦	lún dūn	London
曼彻斯特	màn chè sī tè	Manchester
住	zhù	to live
在	zài	in; on; at
我住在北京。	Wǒ zhù zài běi jīng.	I live in Beijing.
我住在上海。	Wǒ zhù zài shàng hǎi.	I live in Shanghai
我住在曼彻斯特。	Wǒ zhù zài màn chē sī tè.	I live in Manchester.
我住在香港。	Wǒ zhù zài xiāng gǎng.	I live in Hong Kong.

Section 9: Family members - W/C 9th November			Section 10: Family (measure words) - W/C 16th November		
爸爸	<u>bà ba</u>	dad	家	<u>jiā</u>	home/family
妈妈	<u>mā ma</u>	mum	人	<u>rén</u>	person/people
哥哥	<u>gē ge</u>	older brother	口	<u>kǒu</u>	measure word for total number of family
姐姐	<u>jiě jie</u>	older sister	个	<u>gè</u>	common measure word
弟弟	<u>dì di</u>	younger brother	两	<u>liǎng</u>	two for measure
妹妹	<u>mèi mei</u>	younger sister	爱	<u>ài</u>	love
有	<u>yǒu</u>	have	几	<u>jǐ</u>	how many
没有	<u>méi yǒu</u>	do not have	我有两个姐姐。	<u>Wǒ yǒu liǎng gè jiějie.</u>	I have two older sisters.
和	<u>hé</u>	and	你家有几口人？	<u>Nǐ jiā yǒu jǐ kǒu rén?</u>	How many people are in your family?
我有爸爸，妈妈和哥哥。	<u>Wǒ yǒu bàba, māma hé gēge.</u>	I have a dad, mum and older brother.	我家有三口人。	<u>Wǒ jiā yǒu sān kǒu rén.</u>	There are 3 people in my family.
我没有妹妹。	<u>Wǒ méi yǒu mèimei.</u>	I don't have a younger sister.	我爱妈妈。	<u>Wǒ ài mama.</u>	I love mum.

Section 11: Pets - W/C 23rd November			Section 12: Pets (<u>Adjectives</u>) - W/C 30th November		
狗	<u>gǒu</u>	dog	大	<u>dà</u>	big
猫	<u>māo</u>	cat	小	<u>xiǎo</u>	small
鸟	<u>niǎo</u>	bird	只	<u>zhī</u>	measure word for animals and birds
鱼	<u>yú</u>	fish	条	<u>tiáo</u>	measure word for long thin animals(<u>snake</u> , <u>fish</u>)
金鱼	<u>Jīn yú</u>	goldfish	吗	Ma	A question word
蛇	<u>shé</u>	snake	你有宠物吗?	<u>Nǐ yǒu chǒng wù ma?</u>	Do you have a pet?
兔子	<u>tù zi</u>	rabbit	我没有宠物。	<u>Wǒ méi yǒu chǒng wù.</u>	I don't have a pet.
宠物	<u>Chǒng wù</u>	pet	他有一只大狗。	<u>Tā yǒu yī zhī dà gǒu.</u>	He has a big dog.
我有宠物。	<u>Wǒ yǒu chǒng wù.</u>	I have a pet.	她有两只小猫。	<u>Tā yǒu liǎng zhī xiǎo māo.</u>	She has two little cats.
我有狗。	<u>Wǒ yǒu gǒu.</u>	I have a dog.	你有三条金鱼。	<u>Nǐ yǒu sān tiáo jīn yú.</u>	You have three goldfish.

Section 13: Month & Birthdays - W/C 7th December

一月	yī yuè	January	日	rì	date; sun
二月	èr yuè	February	号	hào	date
三月	sān yuè	March	月	yuè	month; moon
四月	sì yuè	April	生日	shēng rì	birthday
五月	wǔ yuè	May	今天	jīn tiān	today
六月	liù yuè	June	是	shì	to be
七月	qī yuè	July	的	de	of
八月	bā yuè	August	我的	wǒ de	my
九月	jiǔ yuè	September	他的	tā de	his
十月	shí yuè	October	她的	tā de	her
十一月	shí yī yuè	November	今天是我的生日。	Jīn tiān shì wǒ de shēng rì.	Today is my birthday,
十二月	shí èr yuè	December	我的生日是三月六日。	Wǒ de shēng rì shì sān yuè liù rì.	My birthday is 6 th March.

Week 2 w/c 31 st August: Most important infinitives				Week 2 w/c 7 th September: Most important infinitives			
<u>Ir</u>	To go	<u>Me gusta</u>	I like	<u>Comprar</u>	To buy	<u>Me gusta</u>	I like
<u>Visitar</u>	To visit	<u>No me gusta</u>	I don't like	<u>Ver</u>	To watch/to see	<u>No me gusta</u>	I don't like
<u>Comer</u>	To eat	<u>Prefiero</u>	I prefer	<u>Hablar</u>	To talk	<u>Prefiero</u>	I prefer
<u>Beber</u>	To drink	<u>Me encanta</u>	I love	<u>Escuchar</u>	To listen	<u>Me encanta</u>	I love
<u>Hacer</u>	To do	<u>Estudiar</u>	To study	<u>Aprender</u>	To learn	<u>Viajar</u>	To travel
<u>Jugar</u>	To play	<u>Llevar</u>	To wear	<u>Ayudar</u>	To help	<u>Bailar</u>	To dance

Week 3 w/c 14th September: ¿Dónde vives?			
Vivo en una casa pequeña	I live in a small house	...y está en un pueblo	...and it is located in a town
Vivo en una casa grande	I live in a big house	...y está en una ciudad	...and it is located in a city
Vivo en una casa bonita	I live in a pretty house	...y está en la costa	...and it is located in the coast
Vivimos en un piso feo	We live in an ugly flat	...y está en el campo	...and it is located in the countryside

Week 4 w/c 21st September: ¿Dónde vives?			
Vivo en una casa cómoda	I live in a comfortable house	...y está en las montañas	...and it is located in the mountains
Vivo en una casa moderna	I live in a modern house	...y está en el bosque	...and it is located in the woods
Vivimos en un piso antiguo	We live in an old flat	Antes vivía en...	Before, I used to live in
Vivimos en un piso pequeño	We live in a small flat	Antes vivíamos en...	Before, we used to live in

Week 5 w/c 28th September: ¿Cómo es tu casa/piso?			
En mi casa hay tres habitaciones	In my house there are three rooms	...hay una silla	...there is a chair
En mi casa hay un salón	In my house there is a living room	...hay una ventana	...there is a window
En mi casa hay una cocina	In my house there is a kitchen	...hay una puerta	...there is a door
En mi piso no hay jardín	In my flat there isn't a garden	Mi casa es animada	My house is lively
En mi piso no hay dos dormitorios	In my flat there aren't two bedrooms	Mi ciudad es tranquila	My city is calm
En mi piso no hay comedor	In my flat there isn't a dining room	Mi piso es animado	My flat is lively

Week 6 w/c 5th October: ¿Qué hay en tu ciudad/pueblo?

En mi ciudad hay un colegio	In my city there is a secondary school	...y unos parques	...and some parks
En mi ciudad hay un estadio	In my city there is a stadium	...y unos restaurantes	...and some restaurants
En mi ciudad hay un centro comercial	In my city there is a shopping centre	...y unos museos	...and some museums
En mi ciudad hay un polideportivo	In my city there is a sports centre	...y muchos supermercados	...and lots of supermarkets
En mi pueblo no hay piscina	In my town there isn't a swimming pool	...y muchos museos	...and lots of museums
En mi pueblo no hay bolera	In my town there isn't a bowling alley	...y unas tiendas	...and some shops
En mi pueblo no hay playa	In my town there isn't a beach	...y muchas tiendas	...and lots of shops

Week 7 w/c 12th October: ¿Dónde está el.../la...?

El banco está...	The bank is located...	...cerca de la biblioteca	...close to the library
El aeropuerto está...	The airport is located...	...lejos de la biblioteca	...far from the library
El puerto está...	The port is located...	...delante de la biblioteca	...in front of the library
El gimnasio está...	The gym is located...	...detrás de la mezquita	...behind the mosque
El cine está...	The cinema is located...	...a la izquierda de la mezquita	...to the left of the mosque
La piscina está...	The pool is located...	...a la derecha de la mezquita	...to the right of the mosque

Week 8 w/c 2nd November: ¿Qué vas a hacer el fin de semana que viene?

El fin de semana que viene...	Next weekend...	...porque es divertido	...because it is fun
Vamos a nadar en la piscina	We are going to swim in the pool	...porque es relajante	...because it is relaxing
Voy a salir con amigos	I am going to go out with friends	...ya que es guay	...because it is cool
Voy a ir al parque	I am going to go to the park	...ya que es aburrido	...because it is boring
Voy a ir al cine	I am going to go to the cinema		
Voy a ir a la bolera	I am going to go to the bowling alley		
Vamos a ir a la playa	We are going to go to the beach		
Vamos a ir de compras	We are going to go shopping		

Week 9 w/c 9th November: ¿Qué te gustaría hacer en el mundo hispano hablante?

En España me gustaría...	In Spain I would like...	...porque es histórico/a	...because it is historic
En Sudamérica me gustaría...	In south America I would like...	...porque es tranquilo/a	...because it is calm
Visitar la Sagrada Familia	To visit the Sagrada Familia	...ya que es animado/a	...because it is lively
Viajar en avión	To travel by plane	...ya que es antiguo/a	...because it is old
Viajar en barco	To travel by boat	...porque son antiguos/as	...because they are old

Week 10 w/c 16th November: Most important infinitive verbs

<u>Ir</u>	To go	<u>Me gusta</u>	I like
<u>Visitar</u>	To visit	<u>No me gusta</u>	I don't like
<u>Comer</u>	To eat	<u>Prefiero</u>	I prefer
<u>Beber</u>	To drink	<u>Me encanta</u>	I love
<u>Hacer</u>	To do	<u>Estudiar</u>	To study
<u>Jugar</u>	To play	<u>Llevar</u>	To wear

Week 11 w/c 23rd November: ¿Qué se puede hacer allí?

<u>En Barcelona se puede...</u>	In Barcelona you can...	<u>¡Qué suerte!</u>	How lucky!
<u>Ir al centro comercial</u>	Go to the shopping centre	<u>¡Qué divertido!</u>	How fun!
<u>Ir a las tiendas de recuerdos</u>	Go to the souvenir shops	<u>¡Qué interesante!</u>	How interesting!
<u>Sacar fotos de los barrios históricos</u>	Take photos of the historic neighbourhoods		
<u>Visitar las iglesias antiguas</u>	Visit the old churches		
<u>Hacer deportes acuáticos</u>	Do water sports		

Week 12 w/c 30th November: ¿Cuáles son las diferencias y similitudes?

<u>Diría que...</u>	I would say that...	<u>Mi país es menos grande...</u>	My country is less big...
<u>Pienso que...</u>	I think that...	<u>Mi país es menos pequeño...</u>	My country is less small...
<u>Opino que...</u>	I think that...	<u>...que Inglaterra</u>	...than England
<u>España tiene más personas...</u>	Spain has more people...	<u>...que Gales</u>	...than Wales
<u>España tiene más playas...</u>	Spain has more beaches...	<u>...que Los Estados Unidos</u>	...than the United States
<u>España tiene menos montañas...</u>	Spain has less mountains...		
<u>Mi país es más moderno...</u>	My country is more modern...		

Week 13 w/c 7th December: ¿Fuiste a un país hispanohablante?

<u>El año pasado fui a España</u>	Last year I went to Spain	<u>Visité monumentos</u>	I visited monuments
<u>La semana pasada fui a las islas Canarias</u>	Last week I went to the Canary Islands	<u>Tomé el sol</u>	I sunbathed
<u>El año pasado fuimos a Chile</u>	Last year we went to Chile	<u>Nadé en el mar</u>	I swam in the sea
<u>La semana pasada fuimos a Costa Rica</u>	Last week we went to Costa Rica	<u>Conocí a nuevas personas</u>	I met new people
<u>...con mis amigos</u>	...with my friends	<u>Hicimos una excursión</u>	We did a trip
<u>...con mi familia</u>	...with my family	<u>Comí helado</u>	I ate ice-cream
<u>...con mi colegio</u>	...with my school		

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
Rounding	Estimation	Operations	Expressions	Equations	Sequences
Myth	Empire	Moral	Social Inequality	Historical	Emancipation
Weight	Muscle	Conical	Ligament	Measuring	Antagonistic
Infrastructure	Economy	Agriculture	Settlement	Migration	Plateau
Symptoms	Buboes	Peasants	Valuable	Disciple	Archbishop

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
Coordinates	Notation	Simplifying	Perimeter	Rectangle	Triangle
Aetiological	Rhyming	Hamartia	Prose	Vengeance	Poetry
Variable	Oesophagus	Conclusion	Diaphragm	Anomaly	Alveoli
Peninsula	Plateau	Glacier	Precipitation	Humidity	Deposition
Catholic	Tithe	Chivalry	Athleticism	Miscarriage	Pious

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
Compound	Quadrilateral	Symmetry	Transformation	Average	Conversion
Metaphor	Protagonist	Simile	Emotive	Narrative	Allegory
Physics	Carbohydrate	Negative	Gaseous	Competition	Producer
Erosion	Tributary	Tsunami	Weathering	Seismic	Tremor
Separation	Reformation	Parliament	Excommunication	Protestant	Alliance

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
Probability	Relative	Frequency	Reverse	Percentage	Interest
Tempestuous	Tolerance	Omnipotent	Liberty	Malevolent	Juxtaposition
Predator	Adaptation	Reactivity	Displacement	Reactant	Bunsen burner
Sediment	Renewable	Cartography	Meridian	Lithosphere	Depression
Divine	Permission	Roundheads	Cavaliers	Tyrant	Traitor

Art

Year 8 Art - Cycle 1 Knowledge Organiser			
Día de Muertos	A Mexican celebration that honours and remembers loved ones who have died.	Culture	The traditions, beliefs and customs shared by a group of people.
Calavera	A decorative skull used as a symbol during Day of the Dead celebrations.	Symbolism	Using images or objects to represent ideas and meanings.
Ofrenda	An altar containing gifts, photos, food and flowers to honour the deceased.	Marigold	A bright orange flower believed to help guide <u>spirits</u> home.
Mood Board	A collection of images used to explore ideas and themes.	Visual Research	Gathering information and images to inspire artwork.
Tone	The lightness or darkness of a colour or shade.	Value	Another term used to describe light and dark tones.
Contour Line	A line used to define the edges and shape of an object.	Proportion	The size relationship between different parts of an object.
Grid Method	A drawing technique used to improve accuracy and proportion.	Refinement	Improving artwork through corrections and additional detail.
Positive Space	The area occupied by the main subject.	Negative Space	The area around and between objects.
Harmony	Colours that work well together visually.	Blend	Gradually mixing colours or tones together smoothly.
Linoleum (Lino)	A material used for relief printing.	Printmaking	Creating images by transferring ink from a surface onto paper or fabric.
Brayer	A roller used to apply ink in printmaking.	Registration	Aligning paper and printing plates correctly.
Batik	A textile process using wax resist and ink.	Wax Resist	A technique where wax prevents colour from penetrating fabric.
Tjanting Tool	A tool used to apply hot wax in batik.	Line Quality	The thickness, strength and appearance of a line.
Relief Printing	A printmaking process where raised surfaces are inked and printed.	Graphite Transfer	A method of transferring a design by tracing over graphite.
Pattern	Repeated shapes, lines or motifs used in a design.	Layering	Building up colours, tones or details gradually.

Drama

Theatre	Where drama is performed.	Facial Expression	Changes in the face to show a person's emotion or reaction.
Genre	The different styles of performance.	Body language	The way a person uses their posture and movements to communicate feelings and emotion.
Horror	Genre aimed at scaring the audience through heightened senses, dark and mysterious.	Strobe lighting	Flashing lights used to distort the audience.
Thrust	Staging with audience on three sides.	Mime	Movement without speech.

Narration	The person who tells the story.	Pitch	How high or low a voice sounds.
Diction/ Articulation	The clear and precise use of speech to express words so they are easily understood.	Volume	How loud or quiet a voice sounds.
Projection	Use of voice to speak clearly and loudly so it can be heard by the audience.	Pace	The speed at which a performer speaks or moves during a performance.
Tone	The quality or feeling in a voice that shows a character's emotions or attitude.	Vocal Skills	The way a performer uses their voice to communicate meaning and emotion.

Tension	Rising the scene to the highest point and adding suspense element.	Characterisation	The way a performer creates and presents a character through voice, movement, and expression.
Narrative Structure	The way a story is organised, including the beginning, middle and end.	Audience attack	The ways characters interact with the audience to make them feel uncomfortable or surprised.
Artaud	French theatre practitioner famous for scaring the audience.	Scripted performance	Using extracts of written play texts.
Theatre of Cruelty	Style of performance aimed at making the audience feel uncomfortable.	Stimuli	Music, image, quote or play text used to engage the performers and develop ideas.

Section 1: Mastery – The Eatwell Guide

Term	Definition
Eatwell Guide	shows the proportions of different food groups for a balanced diet
balanced diet	eating the right amounts of different nutrients
food groups	categories of food e.g. carbohydrates, protein, fruit & veg
portion	the amount of food eaten
healthy eating	choosing foods that support good health and wellbeing

Section 2: Mastery – Fruit and Vegetables

Term	Definition
fruit and vegetables	foods rich in vitamins, minerals and fibre
vitamins	nutrients needed to keep the body healthy
minerals	nutrients needed for growth and body functions
fibre	helps digestion
5-a-day	recommendation to eat at least 5 portions daily

Section 3: Mastery – Apple Crumble (Practical)

Term	Definition
crumble topping	mixture of flour, fat and sugar rubbed together
rubbing-in method	mixing fat into flour using fingertips
baking	cooking food using dry heat in an oven
texture	how food feels e.g. crumbly, soft
presentation	how food looks when served

Section 4: Mastery – Starchy Carbohydrates

Term	Definition
carbohydrates	main source of energy for the body
starch	complex carbohydrate found in foods like bread, pasta, potatoes
wholegrain	foods containing the entire grain for more fibre
energy	fuel needed for activity and bodily functions
staple foods	foods eaten regularly e.g. rice, bread

Section 5: Mastery – Focaccia (Practical)

Term	Definition
dough	mixture of flour, water and yeast
yeast	microorganism that causes dough to rise
fermentation	process where yeast produces carbon dioxide gas
kneading	working dough to develop gluten
proving	allowing dough to rise before baking

Section 6: Mastery – Protein (Meat and Alternatives)

Term	Definition
protein	nutrient needed for growth and repair
animal protein	protein from meat, fish, eggs, dairy
plant protein	protein from beans, lentils, nuts
amino acids	building blocks of protein
high biological value	contains all essential amino acids

Section 7: Skills Overview

Skill	Explanation
practical cooking	preparing and cooking dishes independently
measuring	accurate use of scales and equipment
mixing methods	using techniques like rubbing-in and kneading
oven skills	cooking safely using heat control
evaluation	judging food based on taste, texture, appearance

Section 8: Key Equipment

Equipment	Use
mixing bowl	combining ingredients
scales	weighing ingredients
baking tray	cooking in the oven
wooden spoon	mixing
oven	baking food

Section 9: Nutrition Overview

Term	Definition
nutrients	substances needed for health
carbohydrates	provide energy
protein	supports growth and repair
vitamins & minerals	maintain body functions
fibre	supports digestion

Section 10: Health & Diet

Term	Definition
healthy diet	diet that includes balanced nutrients
deficiency	lack of a nutrient
excess	too much of a nutrient can harm health
moderation	eating foods in appropriate amounts
lifestyle	daily habits affecting health

Section 11: End of Cycle Knowledge

Concept	Summary
Eatwell Guide	understanding balanced diets
food groups	identifying key nutrient sources
practical skills	making apple crumble and focaccia
nutrition	understanding carbs, protein, vitamins
evaluation	reflecting on food quality and outcome

Music

Elements of Music	Definition
Pitch	How high or low a sound is
Duration	How long or short notes lasts
Tempo	The speed of the music. Italian terms used to describe the music include <i>Largo</i> (very slow), <i>Andante</i> (walking pace), <i>Moderato</i> (moderate), <i>Allegro</i> (fast), <i>Presto</i> (very fast).
Dynamics	How loud or quiet the music is; uses Italian terms such as <i>p</i> (piano, soft), <i>f</i> (forte, loud), <i>mp</i> (mezzo-piano), <i>mf</i> (mezzo-forte), <i>crescendo</i> (gradually louder), <i>diminuendo</i> (gradually quieter).
Timbre	An instrument or sound - The tone colour or character of a sound; describes how instruments/voices differ (e.g., bright, warm, nasal, mellow).
Texture	Thin texture — few instruments or voices, fewer layers, simple accompaniment Thick texture — many layers, fuller sound, more instruments or harmony parts Further description includes <i>monophonic</i> (one line – just one instrument or voice), <i>unison</i> (same pitch and rhythm), <i>homophonic</i> (chordal), <i>melody and accompaniment</i> (lead melodic line with instrumental backing), <i>polyphonic</i> (many independent lines).
Structure	The plan of the music . How a piece is organised ; common forms include <i>binary</i> (AB), <i>ternary</i> (ABA), <i>rondo</i> (ABACA), <i>theme and variations</i> , <i>song structure</i> (intro, verse, chorus etc), through composed (A, B, C etc).
Sonority	The instruments, voices or sound sources used and how they are played . Examples could include <i>pizzicato</i> (plucked), <i>arco</i> , (string instrument played with bow), <i>legato</i> (played smoothly), <i>staccato</i> (short and detached).
Rhythm	The pattern of long and short sounds and silences in music

Music

Topic: Programme Music	Definition
Composer	A person who creates music , writing down musical ideas using notation or digital tools. Composers work in many styles and can include classical to film, pop, rock, jazz and gaming music.
Composition	An original piece of music created by the composer.
Ensemble	A group of musicians (choir, orchestra, choir, string quartet, rock band, reggae band, big band, jazz band etc).
Programme Music	Music that tells a story , paints a picture , or describes an idea, character, or scene without using words. Often uses leitmotifs, orchestral colour and musical elements to represent characters, actions or moods. Popular in Romantic music, film scores, and storytelling compositions.
Orchestra	• Strings — Violin, viola, cello, double bass, harp. • Woodwind — Flute, oboe, clarinet, bassoon. • Brass — Trumpet, trombone, French horn, tuba. • Percussion — Timpani, snare drum, cymbals, xylophone, glockenspiel.
Prokofiev: <i>Peter and the Wolf</i>	• Composer — Sergei Prokofiev (1891–1953). • Genre — Symphonic fairy tale for children. • Key Feature: Each character has a leitmotif played by a specific instrument. Examples: • Peter — strings • Wolf — French horns • Bird — flute • Grandfather — bassoon • Focus: instrument recognition, timbre, leitmotifs, storytelling through music.
Dukas: <i>The Sorcerer's Apprentice</i>	• Composer: Paul Dukas (1865–1935). • Story: A young apprentice uses magic he cannot control. • Musical Features: • Repetition to show the marching broomsticks • Crescendos to build chaos • Orchestral colour to show magic and danger • Focus: rhythmic motifs, orchestral effects, building tension.
Saint-Saëns: <i>Danse Macabre</i>	• Composer: Camille Saint-Saëns (1835–1921). • Story: Death plays his violin at midnight, summoning skeletons to dance.

PE

Section 1: Mastery W/C 1 st September Football		Section 4: Mastery W/C 21 st September Football	
Passing	Moving the ball accurately to a teammate using the foot, head or other legal body part.	Tackling	Winning possession of the ball from an opponent in a controlled and legal manner.
Dribbling	Controlling and moving the ball while running with it.	Possession	Maintaining control of the ball as a team.
Shooting	Attempting to score a goal by striking the ball towards the goal.	Marking	Defending an opponent closely to prevent them receiving or using the ball effectively.
Section 2: Mastery W/C 7 th September Football		Section 5: Mastery W/C 28 th September Football	
Passing	Moving the ball accurately to a teammate using the foot, head or other legal body part.	Formation	The way players are organised on the pitch (e.g., 4-4-2 or 4-3-3).
Dribbling	Controlling and moving the ball while running with it.	Offside	A rule that prevents attacking players from gaining an unfair advantage by being beyond the last defender when the ball is played.
Shooting	Attempting to score a goal by striking the ball towards the goal.	Transition (<u>counter attack</u>)	<u>he</u> phase of play when possession changes and a team <u>moves</u> quickly from attacking to

Section 3: Mastery W/C 14 th September Football		Section 6: Mastery W/C 5 th October Football	
Tackling	Winning possession of the ball from an opponent in a controlled and legal manner.	Formation	The way players are organised on the pitch (e.g., 4-4-2 or 4-3-3).
Possession	Maintaining control of the ball as a team.	Offside	A rule that prevents attacking players from gaining an unfair advantage by being beyond the last defender when the ball is played.
Marking	Defending an opponent closely to prevent them receiving or using the ball effectively.	Transition (<u>counter attack</u>)	<u>he</u> phase of play when possession changes and a team <u>moves</u> quickly from attacking to defending, or from defending to attacking.

PE

Section 7: W/C 12 th October Basketball		Section 10: W/C 16 th November Basketball	
Dribbling	Bouncing the ball continuously while moving around the court.	Rebound	Gaining possession of the ball after a missed shot.
Passing	Transferring the ball to a teammate using a legal pass.	Defence	The actions <u>used</u> to stop the opposition from scoring.
Shooting	Throwing the ball towards the basket <u>in an attempt to</u> score points.	Lay-up	A close-range shot taken while moving towards the basket.
Section 8: W/C 2 nd November Basketball		Section 11: W/C 23 rd November Basketball	
Dribbling	Bouncing the ball continuously while moving around the court.	Pivot	Keeping one foot planted while turning with the ball to protect possession or find a pass.
Passing	Transferring the ball to a teammate using a legal pass.	Free Throw	An uncontested shot taken from the free-throw line after certain fouls have been committed.

Section 9: W/C 11 th November Basketball		Section 12: W/C 30 th November Basketball	
Rebound	Gaining possession of the ball after a missed shot.	Pivot	Keeping one foot planted while turning with the ball to protect possession or find a pass.
Defence	The actions <u>used</u> to stop the opposition from scoring.	Free Throw	An uncontested shot taken from the free-throw line after certain fouls have been committed.
Lay-up	A close-range shot taken while moving towards the basket.		
Section 13: Basketball W/C Additional information			
Zone Defence A defensive strategy where players defend an area of the court rather than marking a specific player.		A defensive strategy where players defend an area of the court rather than marking a specific player.	
Man-to-Man Defence A defensive strategy where each player is responsible for marking one specific opponent.		A defensive strategy where each player is responsible for marking one specific opponent.	

Knowledge Organiser

Personal Development Studies: Relationships, Equity, and Health

Year 8 Cycle 1

PHYSICAL ACTIVITY, HEALTH AND FITNESS	
Physical activity	Any form of activity that increases heart rate. This can range from vigorous activity to light activity.
Health	Having a complete sense of physical, mental and social well-being. It is more than just being free from disease or injury.
Fitness	Someone being able to meet the demands of an activity they are participating in.

PROTECTED CHARACTERISTICS	
Equality	Everyone deserves to be treated equally
Diversity	Everyone is unique and special.
Protected Characteristics	- Disability - Gender reassignment - Marriage and civil partnership - Pregnancy and maternity - Race - Religion or belief - Sex - Sexual Orientation
STEREOTYPES	
Stereotypes	Fixed ideas about a group of people based solely on one of their characteristics (e.g. race, age, sexuality, appearance).
Prejudice	Pre-judging someone, or making a decision about who they are, before learning anything about them.
Discrimination	Treating a person, or a group, unfairly because of one of their characteristics.

RELATIONSHIPS AND FAMILIES	
Young Carer	A young carer is someone aged under 18 who looks after another person. This could include an adult, or someone younger like a sibling.
Blended Family	Formed when a couple moves in together, bringing children from previous relationships into one home.
Step-Parent	By law, a step-parent only becomes a step-parent upon marriage to one of the biological parents. However, step-parents are often viewed as anyone who has taken on the role of a parent.

RESPONSIBILITIES OF PARENTS / CARERS	
UNCRC	A legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child in the world.
Parents / carers must ...	
Home	provide a safe and loving home.
Warmth	keep their child warm, through heating and appropriate clothing.
Health	look after the health of a child. This includes a balanced diet, exercise, sleep, mental health, etc.
Safety	protect their child from harm. This includes both physical and emotional harm.
Welfare	take action to ensure their child has the best possible outcomes.
Financial	maintain their child financially.
Development	be responsible for their child's development. This includes social and emotional development. They should be good role models for their child.
Education	ensure their child receives an education

DIGITAL FOOTPRINT	
Digital footprint	The information about a particular person that exists on the internet due to their online activity. It is often difficult to delete.
Positive digital footprints	- Everything online should be appropriate for anyone to see - Privacy settings should be high - Check: if someone wouldn't say something in real life, they shouldn't say it online

CYBER CRIME	
Identity theft	When a criminal uses someone else's personal information to pretend to be them, for example opening accounts or taking out loans in their name.
Phishing	Fake messages, emails or websites that try to trick people into sharing passwords, bank details or personal information.
Impersonation	Pretending to be another person online to trick others or cause harm.
Deepfake	An image, video or audio clip changed using artificial intelligence (AI) to make someone appear to say or do something they never did.
Hacking	Accessing accounts or devices without permission
Computer virus	A type of harmful program that spreads by copying itself to other files or devices.
Malware	A program designed to harm a device, steal information, or disrupt how a system works.