BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 2

Autumn Term: 2024-25

Name: Master Copy

Registration Form: 8.Master

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 8 Autumn Term 2

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    a. **Look Cover Write Check**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
        iii. Now COVER this information so you can't read it.
        iv. WRITE out what you can remember word for word in your Homework Learning Journal.
        v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
        vi. Repeat this process until you are confident you can remember everything you need.

        AIM:

        You should be able to repeat the information by rote
    b. **Self or peer quizzing**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
        iii. If you are working on your own, cover the KO and write a full answer to each question.
        iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
        v. Now uncover the KO and with a green pen correct your work.

        AIM:

        You should be able to repeat the information by rote but with a good understanding

    c. **Playing with words and sentences**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.

ii. You now want to check how well you have learnt the information in your KO.
iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
v. Summary – can you summarise the main points of this section of the KO?
vi. Synonyms – can you write synonyms for key words and ideas?
vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

i. This is a technique to use towards the end of the half term when you are revising all of the KO.
ii. Think of the links or connections between different sections of your KO.
iii. Write these out in your own words in your Homework Learning Journal.
iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
v. Write this out in your Homework Learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to complete your homework or a pencil if you need to draw.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Checking:

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

Maths:

Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

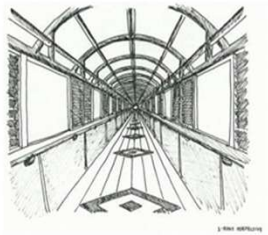
How long should I spend on my homework?

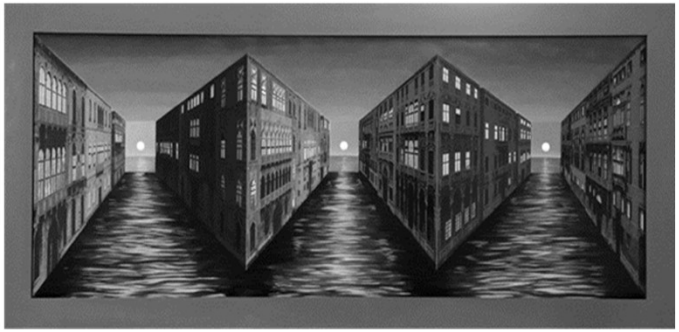
Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

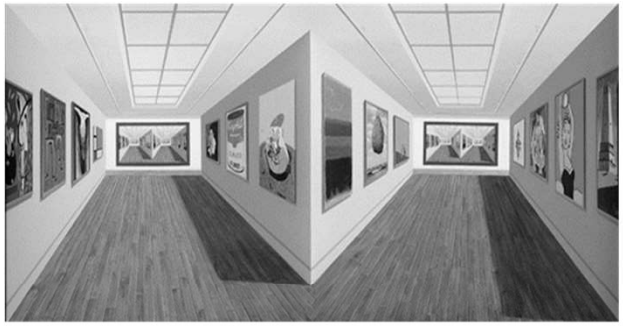
Definition	Look, cover, write, check	tick
Reverse perspective	Reverse perspectives are three-dimensional paintings that when viewed from the front initially give the impression of viewing a painted flat surface that shows a perspective view. However as soon as the viewer moves their head even slightly the three dimensional surface that supports the perspective view accentuates the depth of the image and accelerates the shifting perspective far more than the brain normally allows	
Patrick Hughes	Patrick was born in Birmingham, England in October 1939. His first exhibition was in 1961 and his first reverspective, *Sticking-out Room*, was made in 1964. Hughes' original painted reliefs are concerned with optical and visual illusions, the science of perception and the nature of artistic representation.	
One point perspective	In one-point perspective, only one vanishing point exists; lines radiate outwardly from this point, and perpendicular lines meet at this point. One-point perspective is the same as a parallel perspective.	
Horizon Line	The horizon line is a line drawn across a picture. A picture needs to have a horizon line if a person wishes to communicate from what perspective a person is observing the picture (from above an object, below an object…etc). It is not necessary to include the horizon line in the picture. However, it is important to include a 'virtual' horizon line to make a picture follow the correct perspective. The horizon line is always one's eye level. If one draws a line perpendicular to the ground outwardly from one's eye level, this is what is considered the horizon line.	
Tone to create form	How tone is applied to create form: You must vary the pressure you apply to your pencil to create a range of tones, from light to dark. Look carefully at the light source.	
Mark making	Mark making can be used to create tones, texture and surfaces. A rubber can be used to create highlights. Varying the spacing between your mark making will create a range of tones, along with layering.	
Warm colours	**Warm** colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc. The warm colours are: red-purple, red, red-orange, orange, yellow-orange, yellow	
Cool colours	**Cool** colours remind us of things associated with the absence of heat – such as winter, ice, water, etc. The cool colours are: purple, blue-purple, blue, blue-green, green, yellow-green	

- ❑ **Contrast** - the state of being strikingly different from something else
- ❑ **Weight** – thick or thin
- ❑ **Focal point** – where you eye is drawn to / center of interest
- ❑ **Composition** – placement of elements within an image

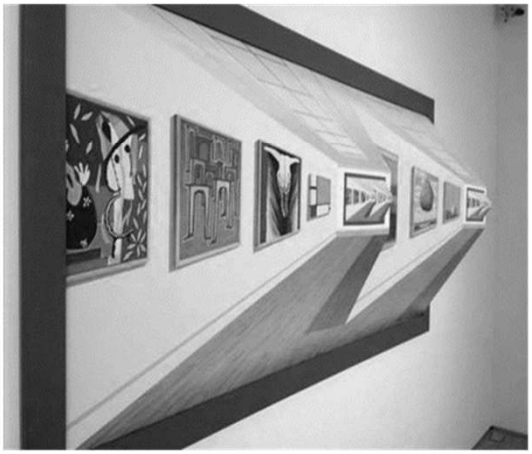




Patrick Hughes Reverspective



Reverse Perspective



Key Term	Definition/Example	Tick
Arithmetic operators in Small Basic:	+ Add - Subtract * Multiply / Divide	

Maths Commands:	`Math.SquareRoot(number)`
	`Math.Power(number, power)`
	`Math.Round(number)`	

Pattern recognition	Finding similarities to other problems you have written code for already.	
Selection	A decision that relies on a condition being tested, to see if it is true or false.	

Selection code example:	`If weather = "sunny" Then`
	`  TextWindow.WriteLine("Bring your sunglasses!")`
	`Else`
	`  TextWindow.WriteLine("Bring your umbrella!")`
	`Endif`	

Key Term	Definition/Example	Tick
Iteration	Used to repeat sections of codes many times	
For loop	A block of code that repeats for a set number of times.	

For loop code example:	`For counter = 1 To 5`
	`  TextWindow.WriteLine("Hello!")`
	`EndFor`	

While loop	A block of code that repeats until a condition is met.	

While loop code example:	`number = 0`
	`While number < 10`
	`  TextWindow.WriteLine(number)`
	`  number = number + 1`
	`EndWhile`	

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Year 8 'Poetry' Knowledge organiser

Glossary	✓		✓
Sneering – Contemptuous or mocking		*Assuage – Make (an unpleasant feeling) less intense*	
Gargoyle – Grotesque carved human or animal face		*Pensive – Engaged in, involving, or reflecting deep or serious thought*	
Municipal – A city, town or its governing body		*Disgorges – Cause to pour out*	
Congregation – A group of people assembled for religious worship		*Scamper – Run with quick light steps, especially through fear or excitement*	
Franked – (letter or parcel) Stamped with an official mark to indicate postage has been paid		*Mortise – Hole or recess cut into a part designed to receive a corresponding part*	

Context	✓
Flanders fields – WWI battlefields in Belgium	
WWI 1914-1918	
9/11 – September 11th 2001; terrorists hijacked four commercial aircrafts	
John Agard (1949) Afro-Guyanese poet and playwright	
Imtiaz Dharker (1954) – Pakistan-born British poet, artist and video film maker	
Clement Clarke Moore (1779) – Literature & Language professor; politics, poetry, biography & religion	

Sensory Imagery - Using all 5 senses to create an image in the reader's head.			✓
Seen: Like a fiery red fist, the Ferrari punched its way past our ageing Ford Fiesta...		**Touched:** The open window allowed a cool spring breeze to caress my cheeks...	
Smelled: An ancient clunker of a school bus spluttered along in front of us spewing out nauseous black clouds of exhaust...		**Tasted:** The bitter taste of the pre-trip travel sickness pill still clung to the back of my throat...	
Heard: The screeching siren of an ambulance forced us to pull in and wait till it passed...			

Poetry Terminology	✓		✓
Stanza A stanza is one of the parts into which a poem is divided. Like a paragraph.		**Rhyming couplet** A pair of successive lines in metric poetry that rhyme. Usually the last words at the end of each line that rhyme. Typically the same length and have the same meter or rhythm.	
Tone The poet's attitude toward the poem's speaker, reader, and subject matter, as interpreted by the reader. Often described as a "mood" that pervades the experience of reading the poem.		**Alternate Rhyme** A pattern found in poetry in which the author intentionally alternates between two end sounds. Usually, the pattern changes from stanza to stanza. For example, the first stanza rhymes ABAB and the second rhymes CDCD.	
Mood Describes how word choice, subject matter, and the author's tone convey an overall feeling that characterizes the emotional landscape of a poem for readers.		**Internal Rhyme** (or middle rhyme) A rhyme that occurs within a single line of verse, or between internal phrases across multiple lines.	
Sibilance A hissing sound that's created as a result of the letter "s" or other letter combinations. Sibilance is often used to evoke an immersive response in the reader.		**Form** The form of a poem is how we describe the overarching structure or pattern of the poem. Some forms of poetry must stick to very specific rules about length, rhythm and rhyme e.g. sonnet form	

Bournemouth School – Knowledge Organiser – Year 8

ENGLISH

Bournemouth School

Year 8 'Creative Writing' Knowledge organiser

Glossary	✓		✓
Nuzzled – Rub or push gently with the nose and mouth		*Trilby – Soft felt hat with narrow brim and indented crown*	
Varicose – A condition of enlarged veins		*Compulsion – Action or state of forcing or being forced to do something*	
Pig-iron – (Crude Iron) An intermediate product of iron industry in the production of steel		*Meagerness – Lack of quantity or quality*	
Translucent – Allowing light, but no detailed shapes to pass through		*Sanguine - optimistic or positive, especially in an apparently bad or difficult situation*	

AO5 /24	✓	AO6 /16	✓
Clear and easy to understand		Correct use of full stops	
Convincing/appropriate tone and style		Higher level punctuation (; : -)	
Range of ambitious vocabulary		Varied sentence starts and types	
Frequent crafting of language techniques.		Correct spelling	
Discourse markers link paragraphs		Apostrophes used correctly.	
Complex and detailed ideas			
Interesting paragraphing.			

Structural Devices	✓		✓
The order that information is given or characters are introduced – how is this significant for the reader?		Any shifts in focus or perspective – does this make the reader think or feel certain things?	
Effective openings or closings (look at the first and last few lines and think about the impact that they have on the reader).		Narrative voice (is it 1st, 3rd, dual, omniscient etc. and why is this the case?).	
Narrative structure (is it non-linear, circular, epistolary etc. and why is this the case?).		Repetition of sentence types, pronouns or types of words throughout the whole text – do these help to build a certain mood?	
Flashback is a scene set earlier than the main story.			

Language Devices	✓		✓
Similes – Comparing something to something else using the word 'like' or 'as' e.g. My sister eats like a pig.		Metaphor – Comparing something to something else using the word 'is' e.g. My sister is a pig.	
Personification – Using a verb to give something that's inanimate human characteristics e.g. The leaves danced happily in the breeze.		Onomatopoeia – Words that mimic sounds e.g. Crash, boom, bang.	
Hyperbole – exaggeration.		Repetition – repeating a word of phrase for emphasis.	
Semantic field – Describing something using words that are all connected to one theme e.g. Describing cutting the grass using a semantic field of war: battle, chop, fired, bullets, ricochet, ranks		Prepositions – Words that tell you the position of something e.g. under, near, behind, next to.	
Juxtaposition – Two things being seen or placed together with contrasting effect		Oxymoron – Figure of speech in which apparently contradictory terms appear together (e.g. awfully good; original copy)	

Show not tell	✓		✓
Telling: *He sits on the couch holding his guitar.*		**Showing**: *His eyes are closed, and he's cradling the guitar in his arms like a lover. It's as if he's trying to hold on to something that wants to let go.*	

Bournemouth School – Knowledge Organiser – Year 8

ENGLISH

Name: Date:

Year 8 Knowledge Organiser Food hygiene

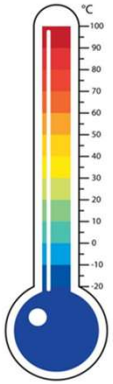
- Good food safety and hygiene practices are essential to reduce the risk of food poisoning.

Food poisoning
Food poisoning can be caused by:
- bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
- physical contaminants, e.g. hair, plasters, egg shells, packaging;
- chemicals, e.g. cleaning chemicals.

Bacterial contamination is the most common cause.
Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness.
Harmful bacteria are called pathogenic bacteria.
The process of food becoming unfit to eat through oxidation, contamination or growth of micro-organisms is known as food spoilage.

Bacterial growth and multiplication
Most bacteria, including those that are harmful, have four requirements to survive and grow:
- food;
- moisture;
- warmth;
- Oxygen

Temperatures to remember
To reduce the risk of food poisoning, good temperature control is vital:
- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



Allergen and food intolerance awareness
There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Celery (and celeriac)	Milk
Cereals containing gluten	Molluscs
Crustaceans	Mustard
Eggs	Nuts
Fish	Peanuts
Lupin	Sesame
	Soybeans
	Sulphur dioxide

0-5 Degrees C correct operating temperature range for a fridge.
- 18 Degrees C correct temperature for a freezer.

Where should food be stored in the fridge?

Cheese, dairy and egg-based products
The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats
Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish
Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables
These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

Key terms
Allergens: Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.
Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.
Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.
High risk ingredients: Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals. These are usually moist high protein foods but can include those kept warm on hotplates like Gravies, soups and stews.

Task
Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food.

High risk food
Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.

Moisture
Bacteria need moisture to survive. Dried foods, such as powdered milk, cereals or dried egg do not support bacterial growth, if properly stored. However, if moisture is added, any bacteria still alive can quickly begin to multiply.

Time
When bacteria spend enough time on the right types of food, at warm temperatures, they can multiply to levels that cause illness.

Reheat food only once and eat leftovers within 48 hours.

Getting ready to cook
- Remove blazers/jumpers and roll up long sleeves.
- Tie up long hair and tuck in ties or head coverings.
- Thoroughly wash and dry hands.
- Put on a clean apron.

Use-by-date
You've got until the end of this date to use or freeze the food before it becomes too risky to eat. These are usually high risk foods.

USE BY:
25/08/20
KEEP REFRIGERATED

Best-before-date
You can eat food past this date but it might not be at its best quality.

BEST BEFORE:
25/08/21
STORE IN A COOL DRY PLACE

Food poisoning Bacteria e.g.
Salmonella
Listeria
E-Coli
Campylobacter
Bacillus Cereus
Staphylococcus aureus
Clostridium perfringens
These are all Pathogenic bacteria.

People at risk
Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

Why clean?
To remove grease, dirt and grime, and prevent food poisoning and pests. Dirty surfaces and equipment encourage flies etc

Symptoms of food poisoning
The symptoms of food poisoning include:
- nausea;
- vomiting;
- stomach pains;
- diarrhoea.

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You use the perfect tense to talk about what you did or have done.

To form the perfect tense, use part of the verb ***avoir*** (to have) + **a past participle**.

The past participle of regular ***–er***, ***–ir*** and ***–re*** verbs is formed as shown in bold, below.

j'ai
tu as
il/elle/on a
nous avons
vous avez
ils/elles ont

e.g. *visit**er*** → *visit**é***
e.g. *fin**ir*** → *fin**i***
e.g. *attend**re*** → *attend**u***

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Some verbs form their perfect tense with ***être*** (not with ***avoir***).

You add an extra **–e** to the past participle in the feminine and an extra **–s** in the plural.

aller (to go)
*je suis all**é(e)*** (I went)
*tu es all**é(e)***
*il/elle est all**é(e)**/on est all**é(e)s***
*nous sommes all**é(e)s***
*vous êtes all**é(e)(s)***
*ils sont all**és**/elles sont all**ées***

Some other verbs which use *être*:

arriver (to arrive) → *je suis arrivé(e)*
partir (to leave) → *je suis parti(e)*
rentrer (to get/go home) → *je suis rentré(e)*
rester (to stay) → *je suis resté(e)*
sortir (to go out) → *je suis sorti(e)*

Avoir – To have

J'ai	I have	
Tu as	You have	
Il/Elle a	He/She has	
Nous avons	We have	
Vous avez	You all have	
Ils/Elles ont	They have	

Être – To be

Je suis	I am	
Tu es	You are	
Il/Elle est	He/She is	
Nous sommes	We are	
Vous êtes	You all are	
Ils/Elles sont	They are	

Tenses

c'est	it is	
c'était	it was	
ça va être	it is going to be	

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To make a perfect tense verb negative, put ***ne … pas*** around **the part of *avoir***.

*Je **n'**ai **pas** mangé au restaurant.*

Change *un/une* and *du/de la/de l'/des* to ***de*** after a negative:

*J'ai envoyé **une** carte postale à mes parents.* →
*Je n'ai pas envoyé **de** carte postale à mes parents.*

*J'ai acheté **des** souvenirs.* →
*Je n'ai pas acheté **de** souvenirs.*

Negatives

ne…pas	not	
je n'ai pas mangé	I didn't eat	
je n'ai pas visité	I didn't visit	
on n'a pas fait	we didn't do	

High Frequency words

et	and	
aussi	also	
avec	with	
très	very	
assez	quite	
un peu	a bit	
parce que/car	because	
alors/donc	so/therefore	
dernier/dernière	last	
beaucoup (de)	a lot (of)	

Qu'est-ce que tu as fait à Paris?		
J'ai gagné	I won	
J'ai passé	I spent	
J'ai visité	I visited	
J'ai mangé	I ate	
J'ai admiré	I admired	
J'ai regardé	I watched	
J'ai acheté	I bought	
J'ai rencontré	I met	
J'ai pris	I took	
J'ai vu	I saw	
J'ai bu	I drank	
On a bu	We drank	

Qu'est-ce que tu as fait à Paris? (2)		
Je suis allé(e)	I went	
Je suis parti(e)	I left	
Je suis sorti(e)	I went out	
Je suis resté(e)	I stayed	
Je suis rentré(e)	I came back	
Je suis monté(e)	I went up	

Reasons		
J'ai trouvé ça...	I found it...	
marrant	fun	
bien	good	
bizarre	weird	
cool	cool	
cher	expensive	
effrayant	scary	
ennuyeux	boring	
fabuleux	fabulous	
génial	great	
palpitant	gripping	
horrible	horrible	
nul	rubbish	
ce n'était pas mal	it wasn't bad	

Quand?		
aujourd'hui	today	
hier	yesterday	
hier soir	last night	
(lundi) dernier	last (Monday)	
la semaine dernière	last week	
l'année dernière	last year	
quelquefois	sometimes	
d'abord	first of all	
ensuite	next	
après	after	
finalement	finally	

Quelle heure est-il?	What time is it?	
Il est....heure (s)	It's ...o'clock	
Midi/minuit	Miday/midnight	
Et quart	Quarter past	
Et demie	Half past	
Moins le quart	Quarter to..	
À ....heure (s)	At.....o'clock	
À...heures cinq	5 past.....	
À ....heures dix	10 past....	
À...heures vingt	20 past...	
À ....heures vingt-cinq	25 past...	
À....heures moins ving- cinq	25 to...	
À...heures moins vingt	20 to..	
À ...heures. moins dix	10 to...	
À...heures moins cinq	5 to....	

Le transport	Transport	
en avion	by plane	
en bus	by bus	
en car	by coach	
en métro	by tube	
en train	by train	
en voiture	by car	
à vélo	by bike	
à pied	on foot	

YEAR 8 GEOGRAPHY

Topic 2: Changing Places

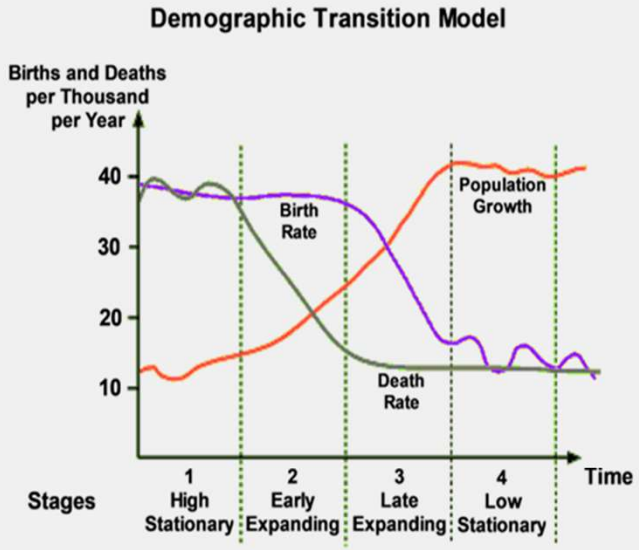
Section 1: What is population?

- World population has reached **8 billion people** on November 15, 2022 according to the United Nations.
- The population of a country is constantly changing.
- In some countries, the population will be growing, in others it may stay level or even decline.
- The difference between the birth and death rate is called **natural increase**.
- If this is a positive number, there are more births than deaths (**population increase**).
- If this is a negative number, there are more deaths than births (**population decline**).
- If the birth and death rates are almost equal, the country will have **population balance**.

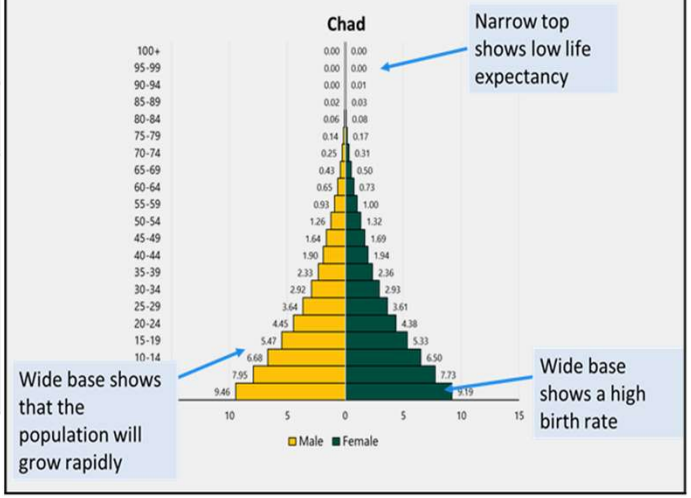
Section 3: Where do people live?

- **Population density**- the number of people who live **per square kilometre of land.**
- **Sparsely populated.** Few people per square kilometre, Rural areas.
- **Densely populated.** Lots of people per square kilometre, Urban areas.

Section 2: Demographic Transition Model



Section 4: Population Pyramids



Section 5: Urbanisation

- **Urbanisation** is an increasing percentage of a country's population moving from the countryside to towns and cities.
- Urbanisation is caused by **rural-to-urban migration**

This occurs due to **push factors** and **pull factors**:

- **Push factors** are the things that make people want to leave an area.
- **Pull factors** are the good things that attract people to a new place.

Section 6: What is migration?

- Migration is linked to **where people want to live** and how some countries **control their population**.
- A **migrant** is someone who moves from one place to another, to live temporarily or permanently in a new location.
- **Voluntary migrants** are people that choose to move.
- **Forced migrants** are people that have no choice, who move due to war or natural disasters. They are called **refugees**.

Section 7: Climate Change and migration

- More than ever before people are having to leave their homes to escape the effects of climate change.
- **Climate change** is causing low lying islands to flood.
- People are **displaced** from their homes.
- The migrants are causing pressure to their host country who has to house, employ and feed them.
- The island on **Tuvalu** is under threat and the refugees have had to flee to countries like **New Zealand.**

Section 8: Immigration in the Media?

- **Asylum seeker**: A person applying for refuge in a country.
- **Refugee**: An asylum seeker who is granted permission to stay.
- **Failed asylum seeker**: A person applying for refuge and is refused.

Using reliable sources:

- **Fact-** information which is known or can be proved to be true
- **Opinion-** a view or judgement formed about something, not necessarily based on fact or knowledge.

Bournemouth School – Knowledge Organiser – Year 8

GEOGRAPHY

To use a regular present tense verb you need:

subject + stem + ending

ich	I
du	you
er/sie/es	he/she/it
wir	we
ihr	you (all)
sie	they
Sie	you (polite)

Chop the –en off the infinitive

For example:
wohnen
stem = wohn

- e
- st
- t
- en
- t
- en
- en

Modal verbs

Modal verbs are usually used with an infinitive which goes at t end of the clause.

können - to be able to	
ich kann	I can
du kannst	you can
er/sie/es kann	he/she/it can

+

laufen
lesen
tanzen
singen

wohnen - to live

ich wohne	I live
du wohnst	you live
er/sie/es wohnt	he/she/it lives
wir wohnen	we live
ihr wohnt	you (pl) live
sie wohnen/ Sie wohnen	they/you (formal) live

Essential irregular verbs

sein - to be

ich bin	I am
du bist	you are
er/sie/es ist	he/she/it is
wir sind	we are
ihr seid	you (pl) are
sie sind/ Sie sind	they/you (formal) are

haben - to have

ich habe	I have
du hast	you have
er/sie/es hat	he/she/it has
wir haben	we have
ihr habt	you (pl) have
sie haben/ Sie haben	they/you (formal) have

Nouns & genders

In German, there are three definite articles (words for 'the') and three indefinite articles (words for 'a').

	M	F	NT	PL
the	der	die	das	die
a	ein	eine	ein	-

A noun is a word that names a person, animal, place or thing. In German, all nouns start with a capital letter and have a gender: masculine, feminine or neuter.

When you learn a new word, always learn it with its article & its plural –
das Kaninchen, die Kaninchen
not just Kaninchen.

After haben and most other verbs, the masculine word for "a" and "the" changes its spelling. Feminine, neuter and plural articles stay the same.

Verb	article	noun
Ich habe	einen den	Hund
	eine die	Katze
	ein das	Pferd
	(keine) die	Mäuse

Haustiere - Pets		
Hast du ein Haustier?	Have you got a pet?	
Ich habe	I have	
einen Goldfisch	a goldfish	
einen Hamster	a hamster	
einen Hund	a dog	
einen Wellensittich	a budgie	
eine Katze	a cat	
eine Maus	a mouse	
eine Schlange	a snake	
ein Kaninchen	a rabbit	
ein Meerschweinchen	a guinea pig	
ein Pferd	a horse	
kein Haustier	no pet	

Infinitive - Infinitives		
sprechen	to speak	
fliegen	to fly	
spielen	to play	
laufen	to run	
lesen	to read	
Rad fahren	to ride a bike	
springen	to jump	
tanzen	to dance	

Meine Familie - My family		
Es gibt ..... Personen in meiner Familie	There are ..... people in my family	
meine Mutter	my mother	
mein Vater	my father	
mein Bruder	my brother	
mein Stiefbruder/ Halbbruder	my step/half brother	
meine Schwester	my sister	
meine Stiefschwester/ Halbschwester	my step/half sister	
meine Eltern	my parents	
meine Großeltern	my grandparents	
Hast du Geschwister?	Do you have any brothers and sisters (siblings)?	
Ich habe zwei Brüder	I have two brothers	
Ich habe drei Schwestern	I have three sisters	
Ich bin Einzelkind	I am an only child	
Ich habe keine Geschwister	I have no brothers and sisters (siblings)	
Er/Sie heißt ...	He/She is called ...	
Sie heißen ...	They are called	
Er/Sie ist ...	He/She is ...	
Sie sind ...	They are ...	

Farben - Colours		
schwarz	black	
weiß	white	
grau	grey	
braun	brown	
rot	red	
orange	orange	
gelb	yellow	
grün	green	
blau	blue	
indigoblau	indigo	
violett	violet	
lila	purple	
rosa	pink	
bunt	colourful	

Haare und Augen - Hair and eyes		
Ich habe ...	I have	
Er/Sie hat ...	He/She has	
Sie haben ...	They have	
schwarze/ braune/blonde/ rote Haare	black/brown/ blond/red hair	
kurze/lange/ mittellange Haare	short/long/ mid-length hair	
blaue/braune/ grüne/graue Augen	blue/brown/ green/grey eyes	

Keywords/terms	Definition – read, cover, write, check, redo	Tick
Typography	**Typography** is the art and design of text, it is the visual component of the written word,". All visually displayed text, whether on paper, screen or billboard, involves typography	
Design brief	A **design brief** is a document that outlines the core details and expectations of a design project for a client.	
Design specification	A **design specification** is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known.	
Branding	A brand is a name, design or symbol, or some other feature which identifies a particular company or product.	
Kerning	**Kerning** refers to the space between two specific letters (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.	
Tracking	**Tracking** is similar to kerning in that it refers to the spacing between letters or characters. However, instead of focusing on the spacing between individual letters (kerning), tracking measures space between groups of letters	

Why do businesses need branding?

Brand identity allows businesses to have a visual presence in the market place. Branding design encompasses all your graphic design decisions that define a brand. It includes a company's visual identity, such as the logo, color palette, and graphic elements, as well as marketing materials such as business cards and product packaging.

The rebranding process begins when a company or organisation needs to evolve and shift – often seeking to drive growth. These efforts could begin because they want to reposition themselves within their current market, they want to broaden their appeal, or they may be looking to expand into a new space.

7-Step Logo Design Process

3 Logo Design Principles

Keyword	Definition - Layout in Graphic Design	Tick
Hierarchy	Typographic **hierarchy** is an essential part of any design or layout. Hierarchy is a way to visually rank your design elements.	
Repetition	Using repeating patterns or shapes can add interest - for instance, using a certain shape or line type as the basis for a lettering design.	
Negative space	Negative space refers to the empty spaces on your artboard. The right amount of negative space in your design will separate objects, cushion text to make it more readable and encourage your audience to look at certain elements of your design, helping you to direct their visual flow	

Keyword	Colour theory in Graphic Design	Tick
Monochrome	Monochrome is used to describe design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.	
Analogous	Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green, example Christmas).	
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency. There are two common types of gradients: radial and linear.	
Opacity	Opacity enables us to make an element of a design transparent. The lower the opacity, the more transparent an element is. For example, 100% opacity means an object is solid.	

Bournemouth School: History Department: Knowledge Organiser: Year 8: Autumn 2: World War I

World War I: Key terms/definitions

Term	Definition	✓
World War I	Global conflict which lasted from 1914 to 1918	
Militarism	Belief in maintaining a strong army and being prepared to use it	
Alliances	Union or association (e.g. between nation states) for mutual benefit	
Nationalism	Belief that interests of the nation state binds are the most important factor	
Imperialism	Building up and extending an empire	
Assassination	The murder of someone important for political reasons	
Balkans	Area of south-eastern Europe giving access to Mediterranean Sea	
Black Hand	Serbian society which used terrorist methods to promote liberation	
Schlieffen Plan	German military plan to attack France by moving quickly through Belgium	

Causes of World War I: Timeline of key long term events: ✓

1870-71: Franco-Prussian War
1871: Germany took Alsace and Lorraine
1882: Triple Alliance formed between Germany, Austria-Hungary and Italy
1906: Great Britain built its first *Dreadnought* battleship
1907: Triple Entente signed between Great Britain, France and Russia
1908: Austria-Hungary seized Bosnia and Herzegovina
1911: Germany sent *Panther* battleship to Morocco
1912: War broke out in the Balkans

Count down to World War I: Key events of summer 1914: ✓

28th June: Franz Ferdinand assassinated in Sarajevo
6th July: Germany encouraged Austria-Hungary to act against Serbia
23rd July: Austria-Hungary sent 10 demands to Serbia
25th July: Serbia accepted all 10 demands except one
28th July: Austria-Hungary invaded Serbia
30th July: Russia mobilised armies to protect Serbia
1st August: Germany declared war on Russia
3rd August: Germany invaded France via Belgium
4th August: Great Britain declared war on Germany.

Key people ✓

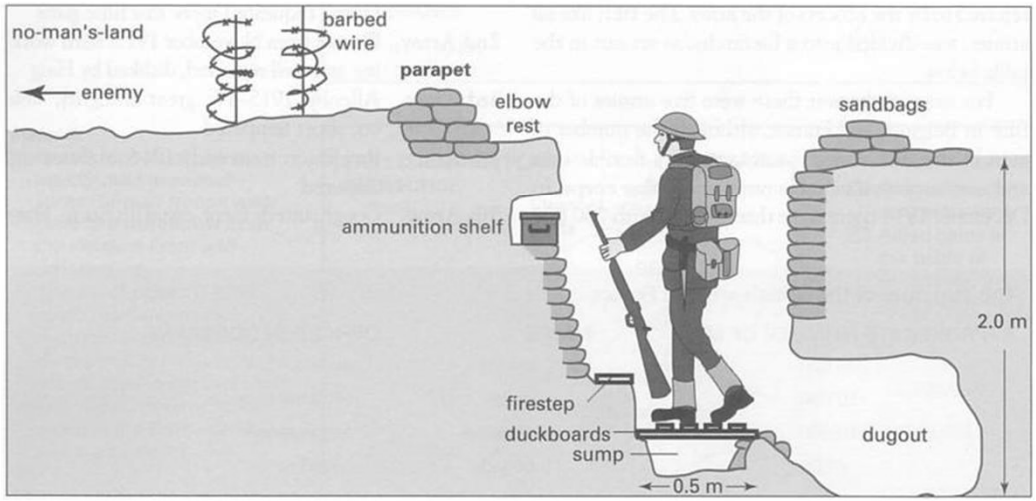
Kaiser Wilhelm II: Emperor of Germany from 1888-1918

Archduke Franz Ferdinand: Heir to the throne of Austria-Hungary

Franz Josef: Emperor of Austria-Hungary from 1848 to 1916.

Gavrilo Princip: Member of Black Hand group, assassinated Franz Ferdinand.

Diagram of a World War I trench ✓

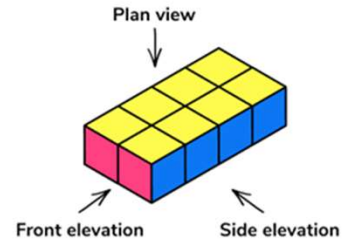
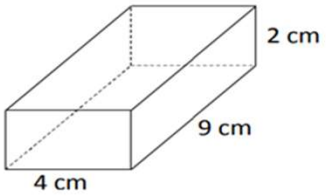
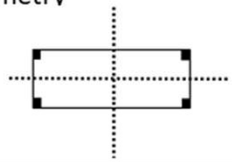


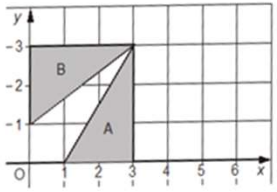
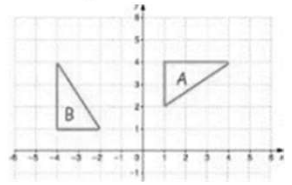
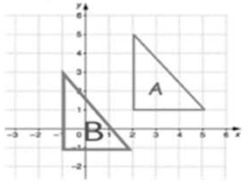
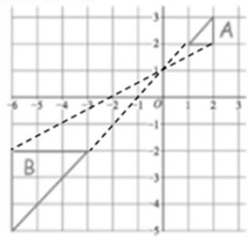
Key events of World War I ✓

August 1914: Battle of Tannenberg (eastern front)
September 1914: Battle of the Masurian Lakes (eastern front)
September 1914: Battle of the Marne
October - November 1914: First Battle of Ypres
February 1915 - January 1916: Gallipoli campaign (Turkey)
April - May 1915: Second Battle of Ypres
May 1915 - *Lusitania* sunk by German U-boats
February - December 1916: German attack on Verdun
July - November 1916: Battle of the Somme
1917: USA enters and Russia leaves: A significant turning-point in the war
July - Nov. 1917: Third Battle of Ypres (Passchendaele)
November 1917: Battle of Cambrai
March 1918: Russia: Treaty of Brest-Litovsk
March 1918: Ludendorff Offensive
11th November 1918: Armistice

Bournemouth School – Knowledge Organiser – Year 8

HISTORY

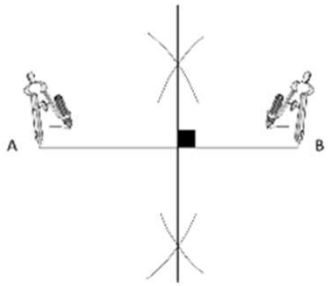
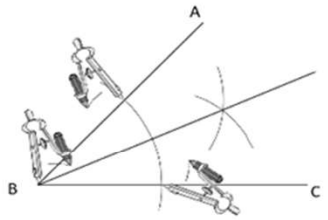
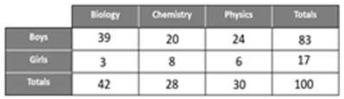
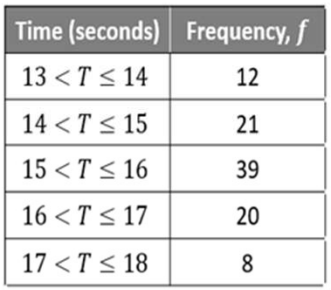
Keyword		Definition	Example(s)
Plans and elevations		A scale drawing which represents a 3D shape on paper.	
Front elevation		The view from the front.	
Side elevation		The view from the side.	
Plan view		The view from above.	
Volume		The amount of space occupied by a 3D shape. It is measured in units cubed, e.g., cm^3.	 Volume = 9 x 4 x 2 = 72 cm^3 Surface Area = 2(9 x 4 + 9 x 2 + 4 x 2) = 124 cm^2
Volume of a cuboid		Volume of cuboid = length x width x height	
Surface Area		The total area of all the surfaces of a 3D shape. It is measured in units squared, e.g., mm^2.	
Surface Area of a cuboid		Surface Area of Cuboid = $2(lw + lh + wh)$	
Reflective symmetry		A type of symmetry in which a 2D shape is divided into two equal parts by a mirror line.	A rectangle has 2 lines of symmetry 
Rotational symmetry		A type of symmetry in which a 2D shape is rotated through 360° so that it looks the same in two or more positions.	Rotational symmetry order 2 

Keyword		Definition	Example(s)
Transformation		A change to a 2D shape, such as a reflection, rotation, translation or enlargement.	Shape A has been reflected in the line y = x to obtain the image B 
Image		The result of a transformation on an object.	
Reflection		The image formed when a 2D shape is reflected in a mirror line. When describing give the equation of the mirror line.	
Rotation		How a 2D shape is rotated. When describing give centre, angle and direction.	B is a rotation of A 90° anti-clockwise about the origin 
Translations		A movement around the coordinate grid, described by a vector.	B is a translation $\begin{pmatrix}-3\\-2\end{pmatrix}$ from A 
Vector		A vector $\begin{pmatrix}x\\y\end{pmatrix}$ describes a translation x units in the horizontal direction and y units in the vertical direction.	
Enlargements		A transformation that changes the size and position of an object by a scale factor. When describing give the centre of enlargement and the scale factor.	B is an enlargement of A centre (0,1) scale factor -2 

Year 8 – Maths – Autumn 2

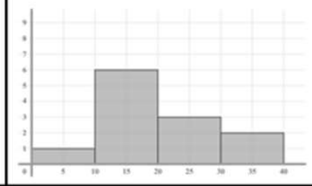
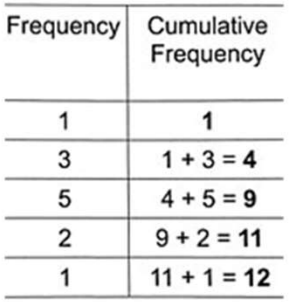
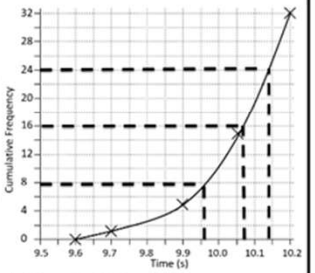
Bournemouth School – Knowledge Organiser – Year 8

MATHEMATICS

Keyword		Definition	Example(s)
Construction		An accurate drawing made with ruler and compasses.	Construction of a perpendicular bisector through AB 
Bisect		Cut exactly in half.	
Perpendicular bisector		A line that passes through a given line at the midpoint at right angles.	
Angle bisector		A line segment that divides an angle into two equal parts.	Construction of the angle bisector of ABC 
Two-way table		A table that records values that depend on two sets of criteria.	
Frequency		The number of times a particular item appears in a data set.	
Class		A small range of values within a large set of data, treated as one group of values.	
Modal class		The class with the largest frequency.	
Grouped frequency table		A table showing data grouped into classes.	The modal class is $15 < T \leq 16$

Biology	Chemistry	Physics	Totals
Boys 39	20	24	83
Girls 3	8	6	17
Totals 42	28	30	100

Time (seconds)	Frequency, f
$13 < T \leq 14$	12
$14 < T \leq 15$	21
$15 < T \leq 16$	39
$16 < T \leq 17$	20
$17 < T \leq 18$	8

Keyword		Definition	Example(s)
Frequency Diagram		A bar chart with touching bars and a continuous horizontal scale.	
Cumulative Frequency		The running total of the frequencies. This can be represented on a cumulative frequency graph.	
Lower Quartile (LQ)		The value that occurs one quarter of the way up a cumulative frequency.	 LQ = 9.96, Median = 10.07 UQ = 10.14 IQR = 10.14–9.96 = 0.18
Upper Quartile (UQ)		The value that occurs three-quarters of the way up a cumulative frequency.	
Interquartile Range (IQR)		The difference between the upper and lower quartile values.	
Distance-time graph		The x axis must be time The y axis must be distance The gradient is speed	
Speed-time graph		The x axis must be time The y axis must be speed The gradient is acceleration The area under the graph is distance travelled	

Frequency	Cumulative Frequency
1	1
3	1 + 3 = 4
5	4 + 5 = 9
2	9 + 2 = 11
1	11 + 1 = 12

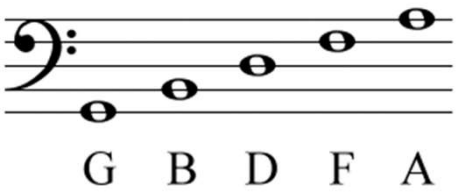
Bournemouth School music department

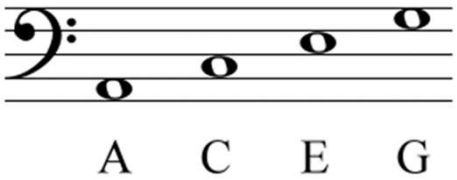
Year 8

Unit 2

Blues & jazz

Bass Clef Notation





Remember the notes on the lines with:

Green **B**uses **D**rive **F**ast **A**lways

Remember the notes in the spaces with:

All **C**ows **E**at **G**rass

Instrumentation

Saxophone—a woodwind instrument with a single reed. Made of metal. Comes in different sizes and pitches

Trumpet—high pitched brass instrument with valves

Trombone—low pitched brass instrument with a slide.

Mute—cone shaped object which is inserted into the bell of a brass instrument to alter the sound produced

Bass Guitar—low pitch instrument which looks like an electric guitar, but has 4 strings and is tuned to the same notes as the double bass

Double Bass—double bass—lowest member of string family. Usually played pizzicato or plucked in jazz music

Acoustic Guitar—plucked string instrument, not amplified

Electric Guitar—plucked string instrument which is amplified

Drum Kit—a collection of drums and cymbals which can be played by one player. Includes bass drum, snare drum and tom-toms

Piano—keyboard instrument in which the strings are

Rhythm Section—bass, piano and/or guitar and drum kit in a jazz band

Front line—melodic instrument eg saxophone, trumpet, trombone

Melody

Improvisation - when the melody is made up in performance rather than composed and notated in advance

Blues note—using a flattened note in the melody to increase the emotional quality of the music. The 3rd and the 7th note o the scale are the most commonly flattened notes

the 7th note of the scale are the most commonly flattened notes

Walking bass line—name given to the characteristic melodic shape in the bass line which involves 'walking' up and down the notes of the chord in crotchets

Fill—a short, often improvised, solo passage between phrases

Blues Scale—a scale which includes the flattened 3rd and 7th

Jazz Features

Syncopation—rhythmic device which accents the off beat

Swing Rhythm— rhythmic pattern where quavers are played unevenly as a longer note and a shorter note rather than of equal length.

Seventh chord—a chord which has an additional note added which is 7 notes above the root eg C7 contains the notes C, E, G, Bb

12 bar blues - a chord sequence commonly used in blues and jazz. In C major the chords are:

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

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Keyword	Learn	✓
Workplace culture	Characteristics of behaviour and attitude expected in the workplace.	
Respect	An attitude shown towards others that accepts and values them without judgement.	
Body language	Communication without words, for example gestures, posture and facial expressions.	
Perception	An idea, a belief or an image you have as a result of how you observe something.	
Assertiveness	A skill that relies heavily on effective communication while simultaneously respecting others.	
Equality	Is having equal opportunities and rights. It is being treated **fairly**. It also means being able and supported to reach your potential.	
Inequality	is when people aren't given equal opportunities and rights. They are treated **unfairly** and experience **discrimination**.	
Civil Laws	It's concerned with the rights and property of people or organisations, which may not always be protected by criminal laws	
Criminal Laws	A system of law concerned with the punishment of offenders.	
Stereotype	A generalized belief about a particular category of people.	
Prejudice	A preconceived opinion that is not based on reason or actual experience	
Discrimination	**Treating someone 'less favourably' than someone else,** because of a protected characteristic.	

Guidance for behaviour in the workplace.

- Find out what's expected
- Dress appropriately for the job
- Pay attention
- Understand and follow the rules
- Respect other people
- Be part of the team
- Do your best

Assertiveness

We're assertive if we control our instincts and give an appropriate reaction.

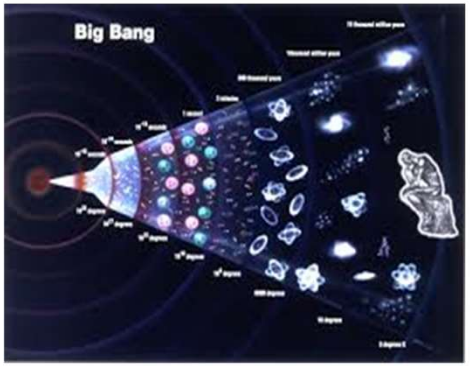
We can be: Constructive
Logical
Controlled
Rational

The Equality Act 2010 brings together all previous equality laws. It makes it law that every private, public and voluntary sector must not discriminate against employees and service users because of particular characteristics! So, if they discriminate against their employees or service users, they could be breaking the law!

Protected characteristics:
age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Mala Yousafzai (born 12 July 1997) is a Pakistani female education activist and was the 2014 Nobel Peace Prize laureate at the age of 17. She is a human rights advocate for the education of women and children in Pakistan, where the Taliban had banned girls from attending school. Her advocacy has grown into an international movement, and according to a former Pakistani Prime Minister, she has become Pakistan's "most prominent citizen."

Dr Martin Luther King Jr. (15th January 1929 – 4th April 4, 1968) was an American Baptist minister, activist, and political philosopher who was one of the most prominent leaders in the civil rights movement from 1955 until his assassination. A Black church leader, King advanced civil rights for people of colour in the United States through nonviolence and civil disobedience. He was inspired by his Christian beliefs and the nonviolent activism of Mahatma Gandhi.



Islam

- Islam is very clear about the belief that **Allah** was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the **Qur'an**. From these it is possible to build a picture:
- Allah then made all living creatures, the **angels**, the planets and the rain to allow vegetation to grow.
- Allah sent angels to Earth to collect seven handfuls of soil, all different colours, and that with soil Allah made the first man, **Adam**, breathing life and power into him.
- **Eve**, the first woman, was created from the side of Adam and lived with him in **Paradise**.
- The Earth had been created to allow Adam and Eve and their descendants (the human race) to live and thrive.
- Creation took Allah six days to complete.

The Bang Theory	The theory that the universe started to exist and that it originated from a 'singularity' (an infinitely tiny point).
Evolution	The process by which different creatures are believed to have developed from earlier less complex life forms
Natural selection	The process by which Evolution works: Those creatures most suited to their environment flourish and those that are not suited die out.
Worship	An act performed to communicate and express gratitude and reverence towards a deity(ies); God
Denomination	Meaning type within for example within religions it is a branch or sect within a main religion such as Catholic and Protestant within the Christian Church.
Abrahamic faiths	The three monotheistic religions known as Judaism, Christianity and Islam as they follow the lineage of Abraham.
Salah	In Islam, Salah means bowing or worship and refers to the five daily prayers. There are over 700 verses in the Qur'an that refer to salah.
Ibadah	Acts of worship; any permissible action performed with the intention to obey God.

Hinduism: (There are other stories)

- Before time began there was no heaven, no earth and no space between. A vast dark ocean washed upon the shores of nothingness and licked the edges of night.
- A giant **cobra** floated on the waters. Asleep within its endless coils lay the Lord **Vishnu**. He was watched over by the mighty serpent.
- Everything was so peaceful and silent that Vishnu slept undisturbed. From the depths a humming sound began to tremble, **Om**. It grew and spread, filling the emptiness and throbbing with energy.
- Vishnu awoke and from Vishnu's navel grew a magnificent **lotus flower**.
- In the middle of the blossom sat Vishnu's servant, **Brahma**. Vishnu spoke 'It is time to begin, 'create the world.' Vishnu and the serpent vanished.
- Brahma remained in the lotus flower, floating on the sea. Brahma split the lotus flower into three. He stretched one part into the heavens. He made the second part into the earth. With the third part of the flower, he created the skies.
- The earth was bare. Brahma set to work. He created grass, flowers, trees and plants of all kinds. Next, he created the animals and the insects to live on the land. He made birds to fly in the air and many fish to swim in the sea. To all these creatures, he gave the senses of touch and smell. He gave them power to see, hear and move.
- The world was soon bristling with life and the air was filled with the sounds of Brahma's creation

Chemistry F – Elements

Keyword	Learn	
Elements	What all substances are made up of, and which contain only one type of atom.	
Atom	The smallest particle of an element that can exist.	
Molecules	Two to thousands of atoms joined together. Most non-metals exist either as small or giant molecules.	
Compound	Pure substances made up of two or more elements strongly joined together.	
Chemical formula	Shows the elements present in a compound and their relative proportions.	

Physics F – Contact forces and Pressure

Keyword	Learn	
Equilibrium	State of an object when opposing forces are balanced.	
Deformation	Changing shape due to a force.	
Newton	Unit for measuring forces (N).	
Resultant force	Single force which can replace all the forces acting on an object and have the same effect.	
Tension	Force extending or pulling apart.	
Compression	Force squashing or pushing together	
Fluid	A substance with no fixed shape, a gas or a liquid.	
Pressure	The ratio of force to surface area, in N/ m2 , and how it causes stresses in solids.	
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.	
Atmospheric pr essure	The pressure caused by the weight of the air above a surface.	

Biology G – Digestion

Keyword	Learn	
Enzymes	Substances that speed up the chemical reactions of digestion	
Dietary fibre	Parts of plants that cannot be digested, which helps the body eliminate waste.	
Carbohydrates	The body's main source of energy. There are two types: simple (sugars) and complex (starch).	
Lipids (fats and oils)	A source of energy. Found in butter, milk, eggs, nuts.	
Protein	Nutrient your body uses to build new tissue for growth and repair. Sources are meat, fish, eggs, dairy products, beans, nuts and seeds.	
Stomach	A sac where food is mixed with acidic juices to start the digestion of protein and kill microorganisms.	
Small intestine	Upper part of the intestine where digestion is completed and nutrients are absorbed by the blood.	
Large intestine	Lower part of the intestine from which water is absorbed and where faeces are formed.	
Gut bacteria	Microorganisms that naturally live in the intestine and help food break down.	

Biology F – Breathing

Keyword	Learn	
Breathing	The movement of air in and out of the lungs.	
Trachea (windpipe)	Carries air from the mouth and nose to the lungs.	
Bronchi	Two tubes which carry air to the lungs.	
Bronchioles	Small tubes in the lung.	
Alveoli	Small air sacs found at the end of each bronchiole.	
Ribs	Bones which surround the lungs to form the ribcage.	
Diaphragm	A sheet of muscle found underneath the lungs	
Lung volume	Measure of the amount of air breathed in or out.	

Chemistry G – The Periodic Table

Keyword	Learn	
Periodic table	Shows all the elements arranged in rows and columns.	
Physical properties	Features of a substance that can be observed without changing the substance itself.	
Chemical properties	Features of the way a substance reacts with other substances.	
Groups	Columns of the periodic table.	
Periods	Rows of the periodic table.	
Group 0	Unreactive gases called noble gases.	
Group 1	Reactive metals called alkali metals.	
Group 7	Non-metals called halogens.	

Physics H – Magnets and Electromagnets

Keyword	Learn	
Magnetic force	Non-contact force from a magnet on a magnetic material.	
Permanent magnet	An object that is magnetic all of the time.	
Magnetic poles	The ends of a magnetic field, called north-seeking (N) and south-seeking poles (S).	
(N and N) (S and S)	Two 'like' magnetic poles repel.	
(N and S)	Two 'unlike' magnetic poles attract	
Magnetic field lines	Flow from the north-seeking pole to the south-seeking pole.	
Electromagnet	A non-permanent magnet turned on and off by controlling the current through it.	
Solenoid	Wire wound into a tight coil, part of an electromagnet.	
Core	Soft iron metal which the solenoid is wrapped around.	

Expressions of frequency

a veces	sometimes
de vez en cuando	from time to time
nunca	never
todos los días	everyday

Question words

¿Qué...?	What?
¿Cuándo...?	When...?
¿Dónde...?	Where...?
¿Cómo...?	How/what...?
¿Cuántos?	How many...?

Days of the week

Los días de la semana	Days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Regular –ar verb endings

Pronoun	Ending
yo	-o
tú	-as
él/ella	-a
nosotros	-amos
vosotros	-áis
ellos/ellas	-an

High Frequency words

con	with
cuando	when
generalmente	generally
mucho	a lot
no	no
o	or
pero	but
porque	because
sí	yes
también	also
y	and
¿y tú?	and you?

Essential irregular Verbs

Jugar	To play
juego	I play
juegas	You play
juega	He/she plays
jugamos	We play
jugáis	You (pl) play
juegan	They play

Hacer	To do
hago	I do
haces	You do
hace	He/she does
hacemos	We do
hacéis	You (pl) do
hacen	They do

El tiempo - Free time

chatear	to chat online	
escribir correos	to write emails	
escuchar música	to listen to music	
jugar a videojuegos	to play video games	
leer	to read	
mandar SMS	to send texts	
navegar por Internet	to surf the net	
salir con amigos	to go out with friends	
ver la televisión	to watch TV	

Los deportes - sports

hago artes marciales	I do martial arts	
hago atletismo	I do athletics	
hago equitación	I do horse riding	
hago gimnasia	I do gymnastics	
hago natación	I do/go swimming	
juego al baloncesto	I play basketball	
juego al fútbol	I play football	
juego al tenis	I play tennis	
juego al voleibol	I play volleyball	

Las opinions - opinions

Me gusta...	I like	
Me gusta mucho...	I like a lot	
No me gusta...	I don't like	
No me gusta nada...	I don't like at all	
porque es...	because it is	
porque no es...	because it isn't	
aburrido/a	boring	
divertido/a	fun	
estúpido/a	stupid	
guay	cool	
interesante	interesting	

Present tense (yo) – Mi tiempo libre

bailo	I dance	
canto karaoke	I sing karaoke	
hablo con mis amigos	I talk with my friends	
monto en bici	I ride my bike	
saco fotos	I take photos	
toco la guitarra	I play the guitar	
juego a videojuegos	I play videogames	
mando mensajes	I send messages	
veo la televisión	I watch TV	
leo mi libro	I read my book	

¿Qué tiempo hace?	**What is the weather like?**	
hace calor	it is hot	
hace frío	it is cold	
hace sol	it is sunny	
hace buen tiempo	it is nice weather	
llueve	it is raining	
nieva	it is snowing	
está nublado	it is cloudy	
hay tormenta	it is stormy	

Las temporadas - seasons

la primavera	spring	
el verano	summer	
el otoño	autumn	
el invierno	winter	

Tick here	Key word	Definition
	Styrofoam	A soft material which is used for modelling.
	Modelling	When a 3D model is made to visualise and test a product.

Tick here	Tool/ equipment name	Function
	Template	Used to draw around to mark out a complex shape.
	Hot wire cutter	A machine which cuts Styrofoam only using a hot wire – it slices through the material.
	Surform	These are like cheese graters. They roughly shape out soft material.
	Glasspaper	Abrasive paper which sands down and smooths materials.
	UHU adhesive	A general purpose glue which permanently joins dissimilar materials.
	Bradawl	A tool for boring holes.

Tick here	Tool/ equipment name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Marking gauge	Indents a parallel line to an edge.
	Tenon saw	Cuts timber in straight lines.
	Chisel	Chips away waste timber.
	Mallet	Helps drive a chisel through work.

Activities to try out at home (**optional – not compulsory**):

- → Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
- → Research what the letters CAD and CAM stand for
- → Research the advantages of using CAD/CAM when designing and making a product
- → Research what the terms ergonomics and anthropometrics mean. How does they link to Design Technology?
- → What does the term 'tolerance' mean and how does this link to accuracy? Why is it important to be accurate when designing and making a product?

Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										