BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 1

Autumn Term: 2025-26

Name: Master Copy

Registration Form: 8

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser 3: Year 8 Spring Term

'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.**

Success Club

You can attend Success Club every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

Checking:

Your teachers will check your Homework Learning Journal at least once a cycle. 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 Detention where you will be expected to 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 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.

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Year 8 'The Gothic' Knowledge organiser

Pathetic fallacy

Emerging in Europe in the 18th century, Gothic literature is a genre that places strong emphasis on intense emotion, pairing terror with pleasure, death with romance. The Gothic is characterized by its darkly picturesque scenery and its eerie stories.

Key Features of the gothic:			
	✓		✓
Pathetic fallacy Writers often use the weather to create a gloomy or ominous tone.		**Setting** Typical gothic story - set in and around a castle, graveyard, cave, convent, monastery, church, cathedral, chapel or dungeon. The setting, like the weather, is used to create a specific tone.	
The Supernatural Unexplainable phenomena such as ghosts, vampires etc...		**An outsider** Often the main protagonist is an outsider, unaware of the dangers.	
Revenge Inflicting harm for an injury or wrong suffered from another.		**The Uncanny** An everyday familiar object or relationship is presented in an alien or grotesque way e.g. a child's toy juxtaposed in a gloomy environment.	
A woman in distress Classic Gothic trope - essentially represents the weak female that needs to be rescued from the impending doom of the outside world.		**Past/Present** The past coming back to haunt the present.	

Key Terminology	✓
Ballad: poem that often tells a story. It has a regular rhyme scheme.	
Rhyming couplet: a pair of successive lines that rhyme .	
Internal rhyme: a rhyme involving a word in the middle of a line and another at the end of the line or in the middle of the next.	
Catalyst: when a condition, event, or person that is the cause of an important change.	
Epistolary Novels. Novels constructed out of fictional letters, diaries, news clippings, etc. ..	
Semantic field: set of words (or lexemes) related in meaning	
Foreshadowing: a warning or indication of a future event.	

Context – The Victorian Era & The scientific fears of Victorian Society			
	✓		✓
This was a period in history from 1837 to 1901 when Queen Victoria was on the throne. It was very different to now, as there was no electricity, no TV, no internet, and cars were only just invented at the end of her reign.		Charles Darwin's theory of evolution - the human race was changeable and could evolve or even degenerate or devolve ("if something can evolve, it can also devolve".)	
The Victorians were fascinated by ghosts. Charles Dickens, belonged to a ghost hunting club! It became a tradition at Christmas to sit round the fire as a family and tell spooky ghost stories.		Victorians because of this idea of the human species being in an 'unfixed' state assumed that the human race was in a state of decay.	
There was a strict class system: working class, middle class and upper class. The upper class people had servants who did all their cooking, cleaning and child care.		Many people were shaken by the Darwin's key idea: that instead of God, the idea that human beings were descended from apes, although Darwin only hinted at it.	
One of the most interesting aspects of Victorian Gothic literature was the fascination with science. At this time, science was still an emerging field, and one that many people regarded with distrust.		Late in the 18th century, scientist Luigi Galvani, who was experimenting on dissected frogs, mistakenly touched a brass rod to a steel scalpel making a clear contraction of muscle in an otherwise dead frog.	
The Victorian Gothic also explored the idea that human nature is weak and easily swayed to evil		Galvani believed that this form of electricity, which he called "animal electricity", was a form of energy that was still being held in the animal's tissue and that perhaps, bringing people back from the dead was possible!	

Bournemouth School – Knowledge Organiser – Year 8

ENGLISH

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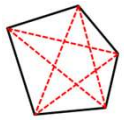
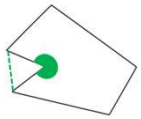
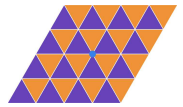
Year 8 'The Gothic' Knowledge organiser

Glossary	✓		✓
Quaint – Attractively unusual or old-fashioned		Torrent – Strong or fast moving stream of water	
Pallas – A name (unknown meaning) of Athena		Galleon – Sailing ship used (Spanish) 15th to 17th Century	
Lore – Traditions/knowledge held on a subject; typically passed from person to person		Breeches – Short trousers fastened below the knee	
Pallid – (Person's face) Pale; because of poor health		Bonny – Attractive or beautiful	
Chamber – Private room e.g. bedroom		Tawny – Orange-brown or yellowish colour	
Placid – Not easily upset or excited		Priming – A substance that prepares something for use or action	
Implore – beg someone desperately		Spur (spurred) – Spiked device on the heels for urging a horse forward	
Scarce – Insufficient for the demand		Rapier – Thin, light sharp-pointed sword	
Ascribe – Cause of something		Brandished – Wave as a threat or in anger or excitement	
Importunate – Persistent; especially to the point of annoyance		Convulse (convulsive) – Sudden, violent, irregular movement of a limb or body	
Unhasp - Unfasten		Lustrous – Shining	
Discerned – Perceived or recognized something		Ardour – Enthusiasm or passion	
Staple – A thin wire		Inarticulate – Unable to speak distinctly or express clearly	
Obscure – Not discovered or known about – uncertain		Wretchedly (wretched) – Very unhappy or unfortunate state	
Tenacious – Keep a firm hold		Aquiline – Hooked or curved like an eagle's beak	
Lamentable – Bad or unsatisfactory		Ruddy (ruddiness) – (Person's face) having a healthy red colour	
Doleful – Sorrow or mournful		Hitherto – Until now or until the point in time under discussion	
Agitation – Anxiety or nervous excitement		Veneration – Great respect	
Indignation – Anger/annoyance provoked by what is perceived unfair treatment		Exordium – Beginning or introductory part, especially of a discourse or treatise	
Tumult - Loud confused noise – usually caused by a mass of people		Earnest – results from or showing sincere and intense conviction	
Cessation – Process of ending/being brought to an end		Profound – A state, quality or emotion (very great intense)	

Keyword		Definition	Example(s)
Polygon		A 2D shape with a number of straight edges	
Convex polygon		All diagonals are inside the polygon	
Concave polygon		At least one diagonal is outside the polygon, and at least one reflex angle	
Interior angle		An angle inside a polygon	The interior angle of an equilateral triangle is $60°$
Exterior angle		The angle outside a polygon, formed when one of the sides of a polygon is extended Interior angle + Exterior angle = $180°$	The exterior angle of an equilateral triangle is $120°$
Regular polygon		All side lengths and angles are the same size	A regular quadrilateral is called a square
Irregular polygon		A polygon that is not regular	Any four sided shape that is not a square
Interior angles sum		**Sum of interior angles** of an n-sided polygon $= \boldsymbol{180(n-2)}$	Sum of Interior angles of octagon $= 180(8-2) = 180 \times 6$ $= 1080°$
Exterior angles sum		The exterior angles of any polygon sum to $360°$	For an equilateral triangle: $120 \times 3 = 360°$
Interior angle of a regular polygon		In an n-sided regular shape, the size of one interior angle is $= 180 - exterior\ angle$	Interior angle of a regular decagon is $180 - 36 = 144°$
Exterior angle of a reg. polygon		Each Exterior Angle = $\frac{360}{n}$	Exterior angle of a reg. hexagon $\frac{360}{6} = 60°$

Keyword		Definition	Example(s)
Tessellation		The covering of a flat surface, using one or more geometric shapes with no gaps. The interior angles around any point must add up to $360°$	
Solve		Find the value of the variable in an equation	Solve $5x = 20$ $x = 4$
Add/subtract algebraic fractions		• Find a common denominator • Scale and add/subtract numerators	$\frac{4x}{5} + \frac{x}{6} = \frac{24x}{30} + \frac{5x}{30} = \frac{29x}{30}$
Simplify algebraic fractions		• Divide both the numerator and denominator by a common factor	Simplify $\frac{15x}{20x^2} = \frac{3}{4x}$
Multiply algebraic fractions		• Check to see if the fractions cross-cancel • Multiply the numerators • Multiply the denominators	$\frac{3x^3}{10} \times \frac{5}{9x} = \frac{x^2}{2} \times \frac{1}{3} = \frac{x^2}{6}$
Divide algebraic fractions		• To divide by a fraction, multiply by its reciprocal	$\frac{5x}{7} \div \frac{2}{x} = \frac{5x}{7} \times \frac{x}{2} = \frac{5x^2}{14}$
Equation with the variable on both sides		To solve an equation with the variable on both sides, remove the smaller variable from one side by adding/subtracting it	Solve $15 - 5x = 2x + 1$ $15 = 7x + 1$ $14 = 7x$ $2 = x$
Subject		The variable which is isolated on one side of the equation, and does not appear anywhere else	The subject is c: $c = 6y - 9x$
Change the subject		Use inverse operations to rearrange it so a different letter is the subject	Make y the subject of $c = 6y - 9x$ $c + 9x = 6y$ $\frac{c + 9x}{6} = y$

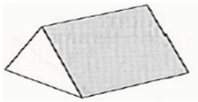
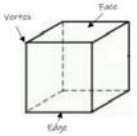
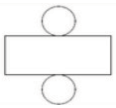
Year 8 – Maths – Autumn 1

Bournemouth School – Knowledge Organiser – Year 8

MATHS

Keyword		Definition	Example(s)
Sequence		A list of numbers that follow a pattern or rule	2, 4, 6, 8, 10, …
Terms		A number in a sequence	The 3rd term of the sequence above is 6
Term-to-term rule		The rule a sequence follows	The rule for the sequence above is "add 2"
Fibonacci sequence		1, 1, 2, 3, 5, … The next term is found by adding the previous two terms	
Square numbers		1, 4, 9, 16, 25, …The nth term is n^2	
Triangular numbers		1, 3, 6, 10, 15, …	
Linear (arithmetic) sequence		A sequence where the term-to-term rule is adding/subtracting a constant amount	5, 7, 9, 11, 13, …
Find missing terms in a sequence		Use the term-to-term rule	Find the 100th term of 6, 10, 14, 18, … The rule is add 4 $18 + 96 \times 4 = 402$
n		n represents the position of a term in a sequence	6, 10, 14, 18, … When $n = 2$, that is the 2nd term which is 10
nth term		An algebraic rule to find any term	$n + 3$ gives the sequence 4, 5, 6, 7, …
nth term of a linear sequence		$an + b$ • where a is the term-to-term rule • and b is the **0th term** (the term that would come before the first term)	Find the nth term of 7, 10, 13, 16, … The term-to-term rule is add 3 The 0th term is 4 $3x + 4$

Find if a term is in a given sequence		Put the number equal to the nth term. Solve the equation formed - if n is a positive whole number, then it is a term in that sequence	Is 85 in the sequence 7, 10, 13, 16, … $3x + 4 = 85$ $3x = 81$ $x = 27$ Yes, it's the 27th term
Geometric sequence		A sequence where the term-to-term rule is multiplying/dividing by a constant amount	$5, 10, 20, 40, 80, \ldots$
nth term of a geometric sequence		If the term-to-term rule is multiplying by r, then the nth term is ar^{n-1} where a is the first term and r is the common ratio	4, 16, 64, 256, … nth term is 4^n

Keyword		Definition	Example(s)
3D shapes		Having three dimensions: length, width and height.	
Cross-section		A shape exposed by making a straight cut through something at right angles.	A triangular prism has a triangle cross- section. 
Prism		A prism is a 3D shape which has the same cross-section running through it.	
Pyramid		A pyramid has a 2D shape that converges to a vertex.	
Face		A flat surface.	A cube has 6 faces, 12 edges and 8 vertices. 
Edge		Where two faces meet.	
Vertex		A corner where two edges meet. Plural is vertices.	
Net		A flat 2D shape which can be folded to create a 3D shape.	Net of a cylinder 

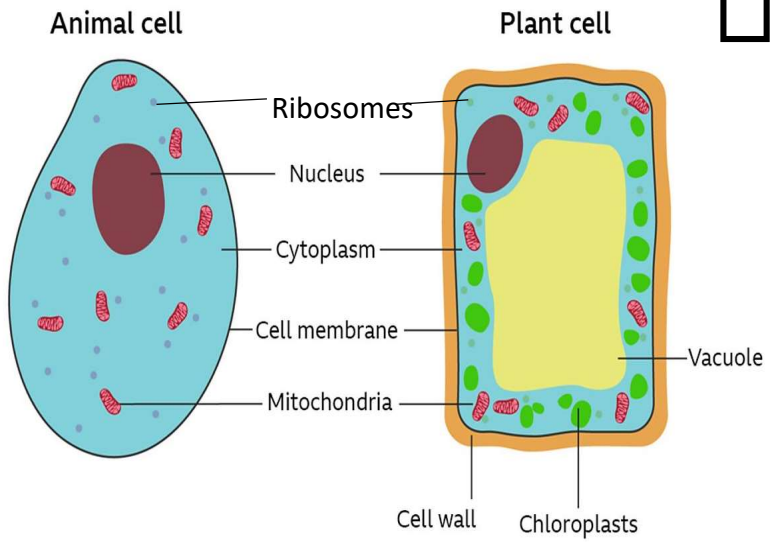
Respiration- A series of chemical reactions, in cells, that breaks down glucose to provide energy.

Aerobic respiration- Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.

Anaerobic respiration- Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms).

Fermentation- Anaerobic respiration in plants and micro-organisms. Yeast fermentation is used in brewing and bread-making.

MRS GREN = The seven life processes. Movement, respiration, sensing, growth, reproduction, excretion, nutrition.



Respiration equations.

. Aerobic respiration

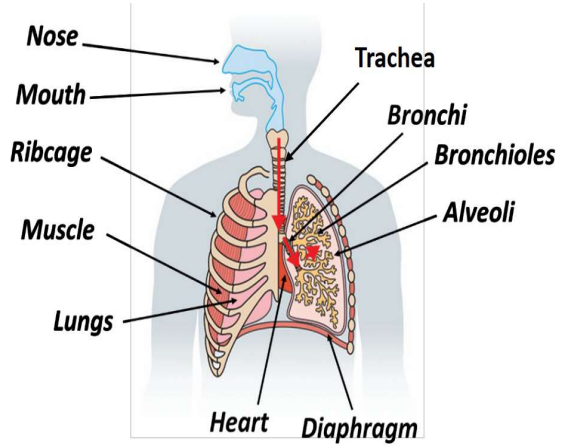
Glucose + Oxygen → Water + Carbon dioxide

. Anaerobic respiration in animals

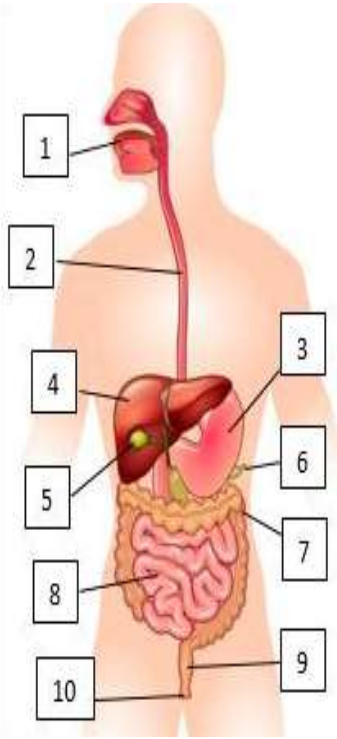
Glucose → Lactic Acid

. Fermentation

Glucose → Ethanol + Carbon Dioxide + Water



The digestive system	
1	Mouth
2	Oesophagus
3	Stomach
4	Liver
5	Gall bladder
6	Pancreas
7	Large intestine
8	Small intestine
9	Rectum
10	Anus



Chemistry CG: The Periodic Table

Keyword	Learn	✓
Brittle	Hard but easily broken	
Chemical Property	A feature of the way a substance reacts with other substances	
Conductor	A substance that allows heat or electricity to be transferred through it	
Density	Mass/Volume. The more dense a substance is, the heavier it feels for its size	
Ductile	Can be stretched into wires	
Dull	Not shiny/lustrous	
Group	A column of the Periodic Table containing elements with similar chemical properties	
Malleable	Can be hammered or pressure into different shapes	
Metal	Substance that reacts with an acid to form a salt e.g. metal oxides	
Non-metal	An element or substance that is not a metal	
Period	A row on the Periodic Table	
Physical Property	A feature of a substance that can be observed without changing the substance itself	
Shiny	Lustrous. A surface that reflects light	
Sonorous	Makes a ringing sound when hit/dropped	
Trend	The general direction in which a set of data changes, e.g. increasing/decreasing	

The Periodic Table

Elements are arranged into groups based on their properties. Those with similar properties are found in the same group.

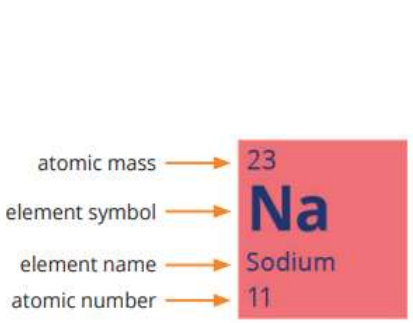
Metals are found on the left of the stepped line, and non-metals on the right. However, some elements, particularly those close to the line have properties of both.

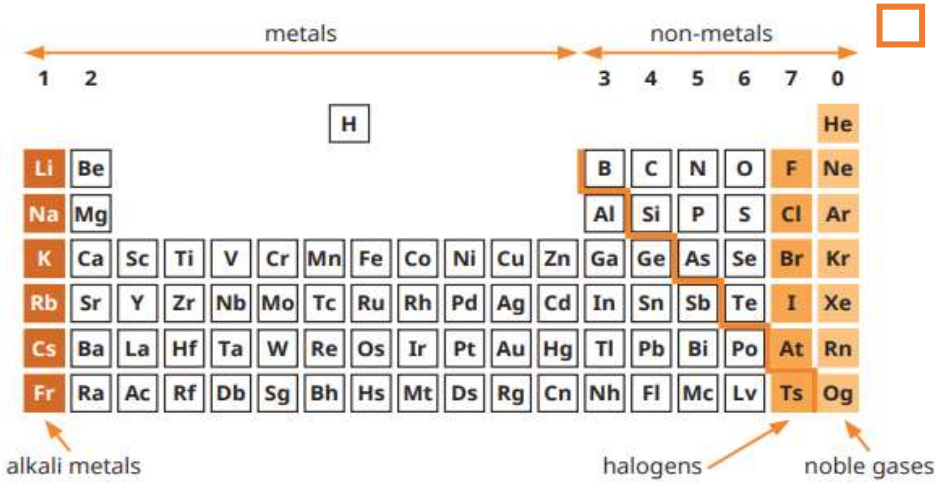
Properties of Metals

- shiny
- good conductor of heat
- good conductor of electricity
- sonorous
- oxides form alkaline solutions
- high density
- malleable
- ductile

Properties of Non-Metals

- dull
- poor conductor of heat
- poor conductor of electricity
- not sonorous
- oxides form acidic solutions
- low density
- brittle





Properties of Alkali Metals

- solids at room temperature (melting and boiling points decrease moving down the group)
- very reactive (reactivity increases moving down the group)
- good conductors of heat and electricity
- soft
- shiny when cut
- low density

Properties of Halogens

- some solids, a liquid and some gases at room temperature (melting and boiling points increase moving down the group)
- very reactive (reactivity decreases moving down the group)
- poor conductors of heat and electricity
- solids are brittle
- low density

Properties of Noble Gases

- gases at room temperature (the melting and boiling points increase as you move down the group)
- unreactive (however reactivity increases slightly as you move down the group)
- poor conductors of heat and electricity
- low density

Bournemouth School – Knowledge Organiser – Year 8

CHEMISTRY

Chemistry CH: Metals and Non-metals

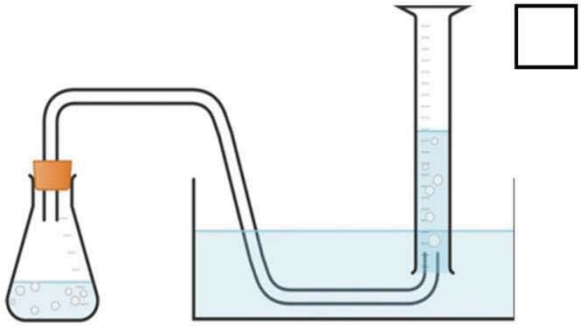
Key term	Definition	
Metal oxide	Formed when metals react with oxygen. These compounds are basic.	
Non-metal oxide	Formed when non-metals react with oxygen. These compounds are acidic.	
Oxidation	A reaction in which a substance combines with oxygen.	
Metal hydroxide	Formed when metals react with water. These compounds are basic.	
Metal salt	Formed when metals react with acids. These compounds are neutral.	
Reactivity	How vigorous a reaction is between two chemicals.	
Displacement	A more reactive metal takes the place of a less reactive metal in a compound.	
Signs of a chemical change	Change in properties e.g. magnetism/pH Fizzing: gas produced Colour change Temperature change Formation of a precipitate	
Test for hydrogen	Use a lighted splint: makes a 'pop' sound	

Metal reactions

Metal + Oxygen → metal oxide

Metal + water → metal hydroxide + hydrogen

Metal + acid → metal salt + hydrogen (M.A.S.H)



Hydrogen gas is invisible. You can collect gas over water using a measuring cylinder

Metal and acid observations:
1) Metal gets smaller
2) Bubbles are produced

A more reactive metal will:
1) Change size (disappear) faster
2) Produce bubbles faster

Physics PE Energy

Key term	Definition	
Stores of energy	Kinetic, gravitational potential, elastic potential, chemical, thermal, nuclear, magnetic and electrostatic	
Transfers of energy	Mechanically, by heating, by radiation and electrically	
Conservation of energy	Energy cannot be created or destroyed, it just transfers from one store to another	
Dissipated	Spread out or used wastefully	
Efficiency	The proportion of the total energy transferred to a useful store	
Power	How much energy is transferred every second	
Renewable energy resource	The resource will never run out, there is an infinite supply	
Non-renewable energy resource	The resource will run out, there is a finite supply	

Quantity	Unit	
Energy	Joule, J	
Power	Watt, W	
Unit of electricity	Kilo-Watt hours, kWh	
Work done	Joule, J	
Efficiency	No unit, or percentage, %	

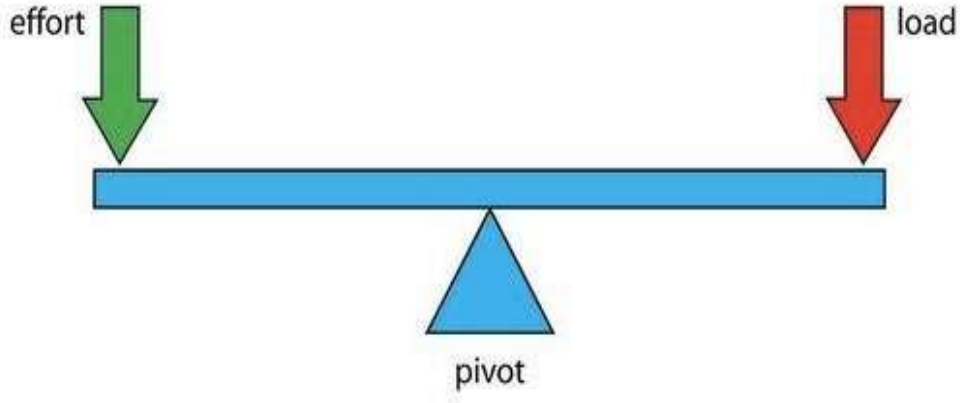
Equations

$$power\ (W) = \frac{energy\ transferred\ (J)}{time\ taken\ (s)}$$

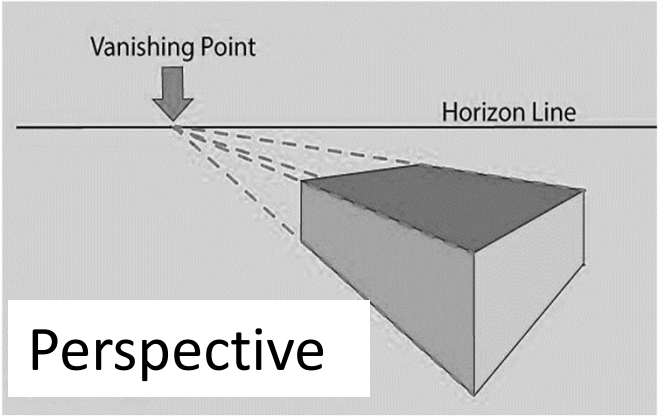
$$units\ of\ energy\ (kWh) = power(kW) \times time(hr)$$

$$efficiency = \frac{useful\ output\ energy\ (or\ power)}{total\ input\ energy\ (or\ power)}$$

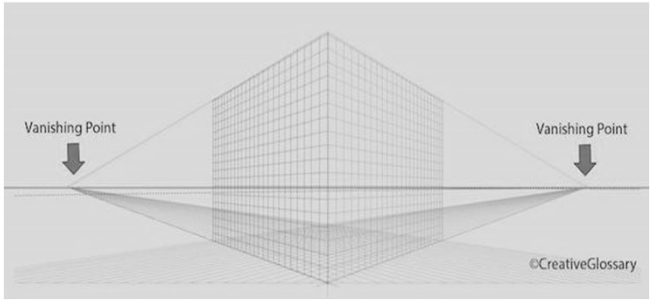
$$work\ done\ (J) = force\ (N) \times distance\ moved\ (m)$$



Definition	Look, cover, write, check	tick
Perspective	The art of drawing solid objects on a two-dimensional surface gives the right impression of their height, width, and depth. A picture drawn in such a way, especially one appearing to enlarge or extend the actual space, or to **give the effect of distance.** By using perspective in your paintings and drawings you will create an illusion of **depth.**	
Linear Perspective	Linear Perspective relates to the mathematical system of drawing objects that are created three-dimensionally on a two-dimensional surface. It is called "linear" perspective because objects, figures and space are re-created realistically using intersecting lines drawn horizontally and vertically. There are three types of linear perspective.	
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.	
Two-point perspective	In two-point perspective, there exist two points from which an object's lines radiate; the sides of the object vanish to one of two vanishing points on the horizon line. An object's vertical lines do not relate to the perspective rules of the horizontal lines. By changing the vanishing points of the object, one can increase or decrease the size of the object. Two-point perspective is the same as an angular 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.	
Vanishing point	A point that receding parallel lines appear to converge to. It is used in linear perspective in relation to a stationary point (the placement of the observer). Objects seem to disappear at the vanishing point.	



For more on perspective
www.creativeglossary.com/art-perspective/

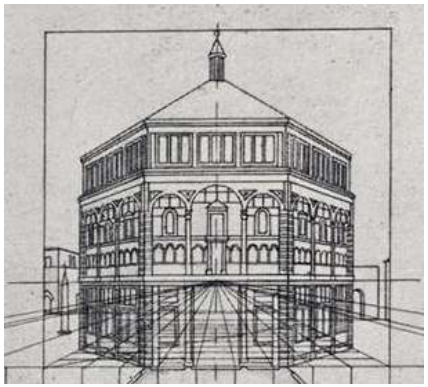


[The History of Perspective (essentialvermeer.com)]

History - Perspective in art has been employed since ancient times. However, it was during the **Renaissance** period in Europe that perspective became a central focus of artistic innovation.

Perspective

Artists like **Filippo Brunelleschi** and **Leon Battista Alberti** were pivotal in formalising perspective as an artistic technique. Brunelleschi demonstrated its principles, and Alberti wrote about perspective, presenting a perspective construction in his book *De Pictura* in 1435. This period marked a significant advancement in the use of perspective, leading to stunningly realistic paintings and a new level of visual representation in art.



- **Objects above the horizon line are drawn as if you are looking up at them** (you see the bottom of the object)
- **Objects below the horizon line are drawn as if you are looking down at them** (you see the top of the object)
- **Objects that are neither above nor below the horizon line are drawn as if you are looking directly at them** (you see neither the top or the bottom of the object)

Bournemouth School – Knowledge Organiser – Year 8

ART

Keyword	Definition / Example	Tick
Programming language	A set of instructions that enables humans to communicate commands to a computer.	
Syntax error	When we break the rules of a language.	

Text Window Operations	`TextWindow.WriteLine("Hello")`
	`TextWindow.Write("Hello")`
	`TextWindow.Clear()`	

Text Window Properties	`TextWindow.Title = "Lesson 1"`
	`TextWindow.BackgroundColor = "Red"`
	`TextWindow.ForegroundColor = "Blue"`	

Variable	A value held in a location in the memory of the computer.	
Concatenation	Joining text together.	
Algorithm	A set of instructions.	
Sequence	The order of instructions in a program.	
Decomposition	Breaking a problem down into smaller problems.	

Text Operations	`Text.GetLength("Bournemouth")`
	`Text.ConvertToUpperCase("Bournemouth")`
	`Text.ConvertToLowerCase("Bournemouth")`	

Keyword	Definition / Example	Tick
Getting input	`name = TextWindow.Read()`	
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.	

Microsoft Small Basic
Every Kid Can Code

To practise Small Basic at home go to:
smallbasic-publicwebsite-code.azurewebsites.net

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.

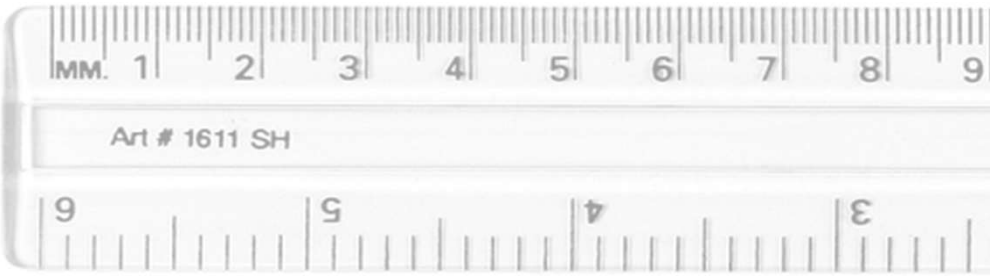
Tick here	Tool/ equipment name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Marking gauge	Indents a parallel line to an edge.
	Tenon saw	Cuts timber in straight lines.
	Chisel	Chips away waste timber.
	Mallet	Helps drive a chisel through work.

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

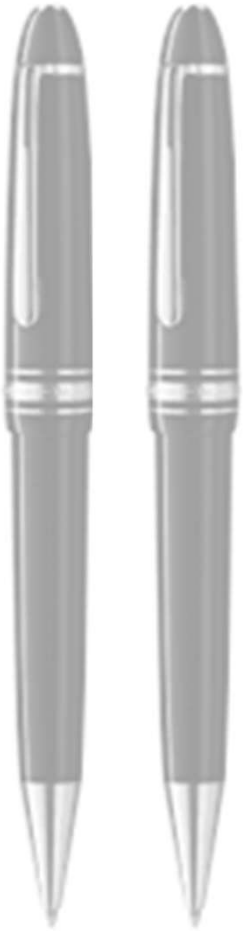
- → Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
- → Research what the letters CAD and CAM stand for
- → Research the advantages of using CAD/CAM when designing and making a product
- → Research what the terms ergonomics and anthropometrics mean. How does they 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?

Equipment

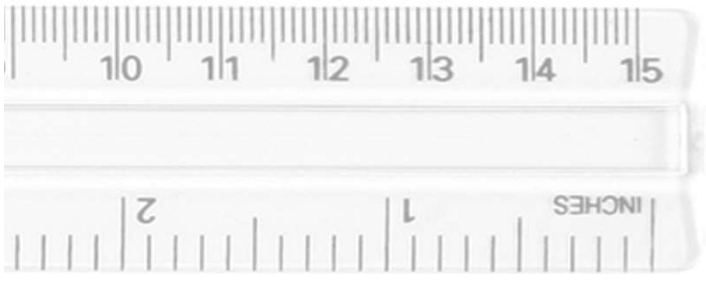
ID Card

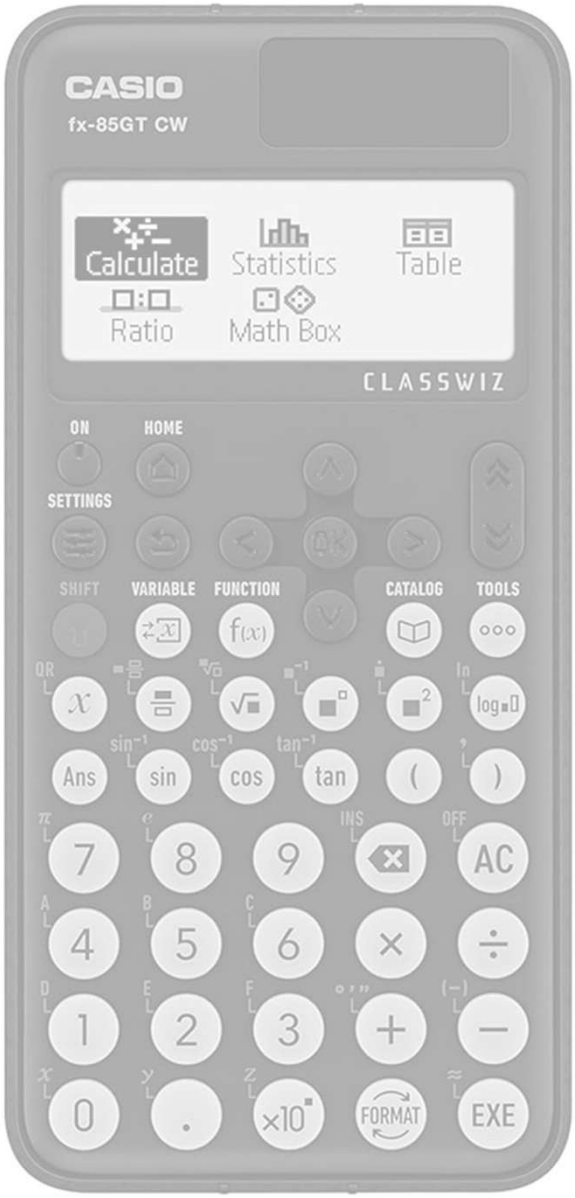


Check



- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator





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

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.

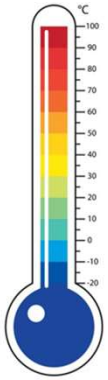
Food poisoning Bacteria e.g.
Salmonella
Listeria
E-Coli
Campylobacter
Bacillus Cereus
Staphylococcus aureus
Clostridium perfringens
These are all Pathogenic bacteria.

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.

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 82°C.



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.

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

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.

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

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.

Bournemouth School – Knowledge Organiser – Year 8

FPAN

Regular ER verb conjugation

Cross of the 'er' and add the endings

Regarder	To watch	
Je regarde	I watch	
You regardes	You watch	
Il/Elle/on regarde	He/She watches/we watch	
Nous regardons	We watch	
Vous regardez	You (pl) watch	
Ils/elles regardent	They watch	

Opinions

C'est….	It is…	
Ce n'est pas…	It isn't	
amusant	fun	
assez bien	quite good	
barbant	boring	
ennuyeux	boring	
émouvant	moving	
palpitant	gripping	
affreux	awful	
pratique	practical	
formidable	amazing	
intéressant	interesting	
informatif	informational	
idiot	silly/idiotic	
chouette	great	
effrayant	scary	

The near future

Studio Grammaire Page 63

You use the verb *aller* (to go) plus an infinitive to say what you are going to do. This is called the near future tense.

present tense		near future tense
je porte (I wear)	→	*je vais porter*
tu portes	→	*tu vas porter*
il/elle/on porte	→	*il/elle/on va porter*
nous portons	→	*nous allons porter*
vous portez	→	*vous allez porter*
ils/elles portent	→	*ils/elles vont porter*

High Frequency words

surtout	especially	
aussi	also	
mais	but	
comme	as/like	
par exemple	for example	
très	very	
assez	quite	
un peu	a bit	
parce que/car	because	
d'habitude	usually	

Avoir	To have	
J'ai	I have	
Il/elle/on a	He/she has/we have	
Nous avons	we have	
Etre	To be	
Je suis	I am	
Il/elle/on est	He/she is/ we are	
Nous sommes	We are	
Lire	To read	
Je lis	I read	
Il/elle lit	He/she reads	
Nous lisons	We read	
Faire	To do	
Je fais	I do/make	
Il/elle fait	He/she makes/does	
Nous faisons	We do	

Opinions

J'aime bien	I really like	
J'adore	I love	
Je suis fan de…	I am a fan of…	
J'ai une passion pour…	I have a passion for…	
À mon avis	In my opinion	
Je pense que	I think that	
Je trouve ça	I find it/that	

Time phrases

tous les jours	everyday	
le week-end	at the weekend	
le soir	in the evening	
souvent	often	
parfois	sometimes	

Qu'est-ce que tu regardes à la télé?
What do you watch on TV?

À la télé	On TV	
Je regarde…	I watch	
les dessins animés	cartoons	
les documentaires	documentaries	
les émissions de sport	sports programmes	
les émissions de télé-réalité	reality TV programmes	
les émissions musicales	music programmes	
les infos	the news	
les jeux télévisés	game shows	
la météo	the weather	
les series	series	
les séries policières	crime series	
les séries américaines	American series	

In French, to say a film genre, say 'a film of …'
e.g. Un film d'horreur – would translate as:
'a film of horror' but we say 'a horror film'

Quelles sortes de films aimes-tu?

les comédies	comedies	
les films d'action	action films	
les films d'amour	romantic films	
les films d'aventure	adventure films	
les films d'arts martiaux	martial arts films	
Aller au cinéma/au ciné	To go to the cinema	

Past tense time phrases and opinions		
Hier	Yesterday	
Hier soir	Last night	
C'était	It was	
Ce n'était pas	It wasn't	

Past tense ERverbs		
J'ai posté	I posted	
J'ai regardé	I watched	
J'ai joué	I played	
J'ai écouté	I listened to	
J'ai surfé	I surfed	
J'ai téléchargé	I downloaded	
J'ai envoyé	I sent	
J'ai chatté	I chatted on line	
J'ai parlé	I talked	

Time phrases		
D'abord	Firstly	
Ensuite	Then/next	
Après	After	
Puis	Then	
après le dîner	After dinner	
avant de me coucher	Before going to bed	

Qu'est-ce que tu lis?

Je lis…	I read	
des BD	comic books	
des livres sur les animaux	books about animals	
des livres d'épouvante	horror books	
des magazines sur les célébrités	celebrity magazines	
des mangas	Japanese comic books	
des romans fantastique	fantasy novels	
des romans policiers	thrillers	
des romans d'amour	romantic novels	

Qu'est-ce que tu fais en ligne?

J'envoie des e-mails.	I send emails.	
Je fais beaucoup de choses.	I do lots of things.	
Je fais des recherches.	I do research.	
Je fais des achats.	I buy things.	
Je fais des quiz.	I do quizzes.	
Je joue à des jeux vidéo	I play games	
Je mets à jour ma page perso.	I update my homepage.	
Je vais sur…	I go on…	
J'utilise…	I use….	
Je télécharge	I download	
Je fais du codage	I do coding	

River

Section 1: Hydrological Cycle and Drainage Basins

Hydrological cycle – the continuous movement of water between the land, the sea and the air.

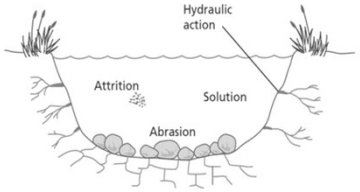
Evaporation - Water changes state from liquid to gas.
Transpiration - Water vapour enters atmosphere through plants .
Interception - Water is stored on leaves and branches of vegetation.
Throughflow - Water flows through the soil into the river.
Infiltration - Water seeps into soil.
Groundwater flow - Water flows through the rock into the river.
Surface runoff - Water flows over the land into the river.
Precipitation - All water released from clouds such as rain, snow, hail, sleet & snow.

Drainage basin – the area drained by a river and its tributaries.

Source – the beginning of a river, which is the furthest point from the mouth
Confluence – where a tributary joins a river
Watershed – the boundary of a drainage basin
Mouth – the end of a river
Tributary – a small stream or river adding to a larger river.

Section 2: Processes

- **Erosion –** The wearing away and removal of material by a moving force. There are four different processes of river erosion: abrasion, attrition, solution, hydraulic action.



- **Transportation –** The movement of eroded material. There are four different processes of river transportation: solution, suspension, saltation, traction
- **Deposition –** Occurs when material being transported by the river is dropped due to the sea losing energy.

Section 3&4: River Courses

UPPER COURSE

Lowest velocity, steep gradient, water is very clear. Landforms include: V shaped valleys, interlocking spurs, waterfalls

Interlocking Spur formation:

- If there are areas of hard rock which are harder to erode, the river will bend around them.
- This erosion creates interlocking spurs of land, where land looks as if it links together.

MIDDLE COURSE

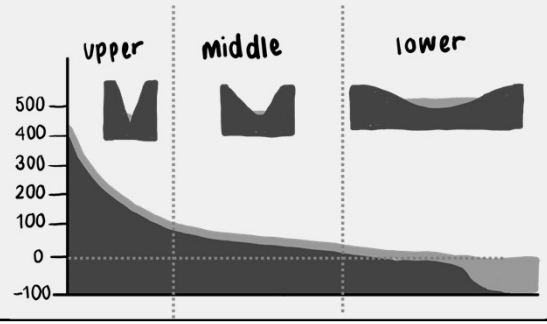
Increased velocity, slightly gentler gradient, less clear water. Landforms include: Meanders, oxbow lakes.

Meander formation:

Faster water on the outside bend erodes, forming a river cliff. Slower water on the inside deposits sediment, creating a river beach. This erosion and deposition create meanders that migrate and change shape over time.

LOWER COURSE

Greatest velocity, flat gradient, water not vert clear. Landforms include: Levees, deltas, estuaries.

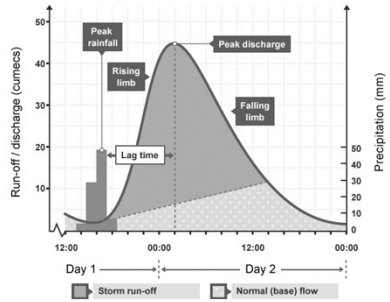


Section 5: Flooding

Physical causes of flooding:
Heavy rainfall
Long periods of rain
Snowmelt
Steep slopes
Impermeable rock (doesn't allow water through)
Very wet, saturated soils
Compacted or dry soil

Human factors increasing flood risk:
Urbanisation
Deforestation

A **hydrograph** is a way of showing how a river responds to a rainfall event showing the relationship between rainfall (mm) and discharge (m^3/s).



Rising limb = indicates discharge increases a few hours after rainfall.
Peak flow = Discharge reaches max levels.
Recession (falling) limb = indicates a fall in discharge once the water has passed downstream.
Lag time = time from peak rainfall to peak discharge.

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

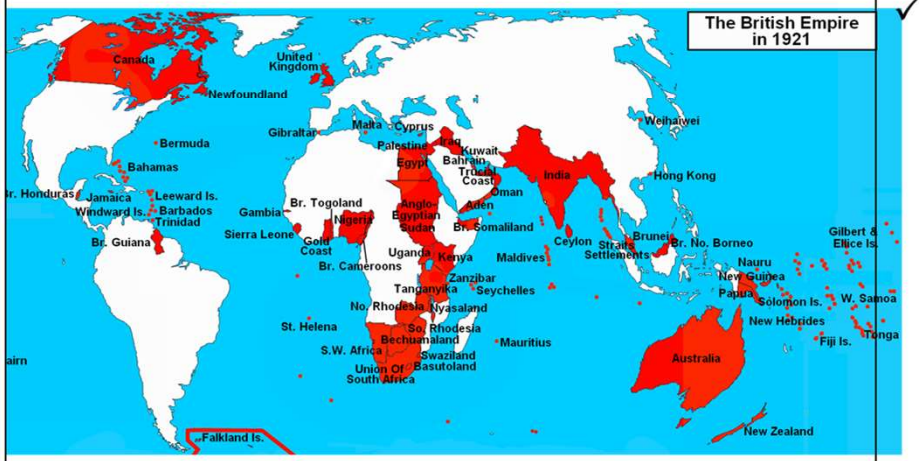
Keyword	Definition - Layout in Graphic Design	Tick
Hierarchy	Typographic **hierarchy** is an essential part of any design or layout. Hierarchy is a way to visually rank your design elements.	
Repetition	Using repeating patterns or shapes can add interest - for instance, using a certain shape or line 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 1: Slavery and Empire

History skills: Key terms/definitions		
Term	**Definition**	✓
Triangular Slave Trade	Refers to the trade route involving three main legs: Europe to Africa, Africa to the Americas and the Americas back to Europe	
Slavery	An institution where one person is owned by another.	
Slaver	The name of the ships used in the slave trade that carried the captured Africans across the Atlantic to the Caribbean	
Provenance of a source	Refers to the nature (type of source) the origin (who wrote it and when) and the purpose (who is the source's intended audience?)	
Middle Passage	The journey by boat transporting captured Africans from West Africa to the Caribbean Islands	
Plantation	A large farm in the Caribbean and southern states of America that used slaves to grow just one type of crop: sugar, tobacco or cotton	
Imperialism	A policy of extending a country's power through diplomacy/force	
Empire	A group of states/countries under a single supreme authority	

Slavery and Empire: Timeline of key events:	✓
1562-9: John Hawkins becomes the first Englishman definitely known to have traded in Africans. 1765: Granville Sharp begins legal challenges to the British slave trade. 1791: First abolition bill from Wilberforce defeated. 1807: Slave Trade was abolished in the British Empire – now illegal to buy/sell slaves 1833: Slavery Abolition Act is passed in Parliament. All enslaved people in the Caribbean given freedom although some other British territories have to wait longer. 1914-1918: Countries in the British Empire support Britain during WW1. 1947: Declaration of Indian Independence.	



This is a map of the British Empire in 1921. Britain ruled a population of 470-570 million people (around one quarter of the world's population) including Canada, Australia, Hong Kong, India and parts of Africa and the West Indies. The British Empire brought many economic benefits to the people of Britain: however, many of those living in the colonies suffered considerably.

Key people		✓			✓
	**Queen Victoria:** Queen of England 1819-1901			**Olaudah Equiano** Writer and anti-slavery campaigner	
	**Duleep Singh** Ruler of the Punjab 1843-1849			**William Wilberforce:** MP and campaigner for the abolition of slavery	

Who benefitted and who lost out due to slavery?	✓
Who gained? African slave traders earned huge profits, it provided cheap items for ordinary people to enjoy such as sugar, coffee, tobacco and cotton; it provided markets for manufactured goods; it led to the development of large port cities in Britain such as Liverpool and Bristol; money from slavery helped fund key inventions eg James Watt's steam engine	
Who lost out? Those millions of people who were enslaved or born into slavery. They lost their freedom. Africa lost an estimated 11 million of its healthiest and young people over approximately 250 years. African communities and families were significantly weakened.	

Did You Know?

On the Middle Passage, slaves were subject to horrific treatment. They would be stacked 50cm apart, endured temperatures over 35C and the journey could last 40-70 days. Illness was common and up until the 1750s, around 1/5 of all transported died owing to the awful conditions.

The Plantations

Here, field slaves who worked outside under the direction of the overseers and house slaves who would cook, clean and bring up the children. Conditions were terrible and punishments were harsh.

Bournemouth School – Knowledge Organiser – Year 8

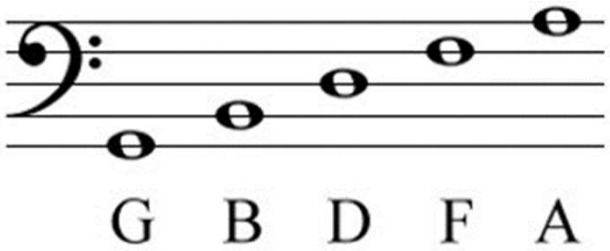
HISTORY

Bournemouth School music department

Bass Clef Notation

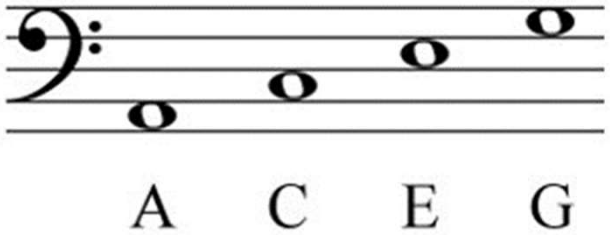
Notes on the lines:

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



Notes in the spaces:

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



Harmony is about the use of chords in a piece of music—the types of chords and the way in which they are played.

Chord sequence The order of chords used in a particular section of a piece of music

Triad A chord built up of three notes e.g. C, E, G

Root The note which a chord is built up on e.g. C in C, E, G

Major chord. A chord with a higher middle note which gives the chord a brighter, happier sound. Major chords are notated using just the root note e.g. C

Minor chord A chord with a lower middle note which gives the chord darker, sadder sound. Minor chords are notated with the root note followed by a lower case m e.g. Cm

Root position A chord with the root note in the bass

Inversion A chord with a note which is not the root in the bass

Texture is about the number of parts in a piece, the number of instruments/voices playing each part, and the way the parts fit together and relate to each other.

2-part texture Music with only two parts playing or singing

3-part texture Music with three parts playing or singing

4-part texture Music with four parts playing or singing

Unison A texture with two or more parts playing or singing the same music

Solo A texture where only one player or singer has the most important melodic line.

Homophonic. Music where all the parts move together.

This QR code will take you to a Spotify playlist with audio examples for sea shanties. You will find it helpful to listen to these as you learn.

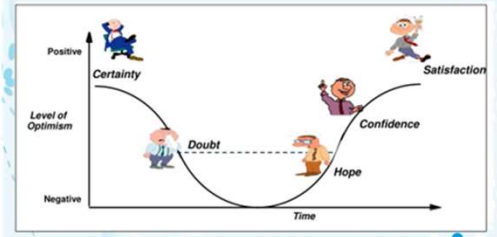
Keyword	Learn	✓
Well-prepared	Equipped with the skills and knowledge to be successful in life	
Well-adjusted	Mentally and emotional equipped for a successful life	
Teamwork	A collaborative effort to achieve a common goal or to complete a task in the most effective and efficient way.	
Employability skills	General skills that most employers believe are needed for most jobs.	
Body image	How we think and feel about ourselves physically, and how we believe others see us.	
Body confidence	The ability to feel good and happy about the way your body looks	
Social Media	Internet communication tools that enable people to interact with each other.	
Stress	A reaction to mental or emotional pressure.	
Anxiety	A feeling of stress, panic or fear that can affect your everyday life.	
Strategy	Plan of action designed to achieve an aim or outcome.	
Healthy diet	Eating a variety of foods and drinks in the right proportions to achieve and maintain a healthy body.	

Useful websites:
https://www.childline.org.uk/info-advice/ (Or call 0800 1111)
https://www.youngminds.org.uk/young-person/coping-with-life/body-image/
https://www.childrenssociety.org.uk/information/young-people/well-being/resources/body-image

Personal Development is
Personal – to do with ourselves
Relationships – how we relate to others and how they relate to us
Sex – how we interact and relate to others in a sexual sense
Health – about looking after our bodies, mentally and physically
Careers – how we plan and develop our careers
Economics – all about managing our money (the E also stands for education too)

Health & Wellbeing
RELATIONSHIPS
Living in the Wider World

The Emotional Cycle of Change has five stages



Knowing where we and others are on the Emotional Cycle can help us to understand the effect change is having.

Strategies for coping with change:
Talk about it
Plan a new routine
Maintain a healthy diet
Set realistic goals
Give yourself time to adjust
Do something you enjoy
Be positive
Remember change is normal

PD Classroom Rules

Openness: Be open and honest. However, do not discuss others' personal/private lives - try to use examples.
Keep the conversation in the room: You should feel safe discussing issues and be confident that you contributions will not be shared outside this room. If your teacher has concerns that someone is at risk of harm they have a duty to refer.
Non-judgmental approach: It is okay for us To disagree with another person's point of view but do not judge, make fun of, or put anybody down. - 'challenge the opinion, not the person'.
Right to pass: Taking part is important. However, you have the right to pass on answering a question and you will not put anyone 'on the spot'.
Make no assumptions: Do not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. Listen to other people's views respectfully and expect to be listened to.
Use appropriate language: Use the correct terms rather than slang terms - they can be offensive.
Ask questions: You are encouraged to ask questions. However, do not ask personal questions or say anything to embarrass someone.

Year 8 Knowledge Organiser:

Key Words:

- **Good**: to be desired or approved of, that which is morally right; righteousness.
- **Bad:** of poor quality or a low standard. Disappointing, can cause harm.
- **Right**: Morally good, justifiable and acceptable.
- **Wrong**: Not correct or true. Unjust and dishonest.
- **Morality**: a lesson that can be derived from a story or experience. standards of behaviour; principles of right and wrong.
- **Nature**: Influence of genetics on a person's traits and behaviours.
- **Nurture**: Refers to the impact of environmental factors, such as upbringing and life experiences
- **Ethics:** The branch of knowledge that deals with moral principles. moral principles that govern a person's behaviour or the conducting of an activity.
- **Conscience:** knowledge of ones' own thoughts. a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.

Religious Sources of Authority:

- **Bible:** The book sacred to Christians (see also Christian), which they consider to be the inspired word of God. The Bible includes the Old Testament , which contains the sacred books of the Jews (see also Jews), and the New Testament , which begins with the birth of Jesus.
- **Qur'an:** Is the central religious text of Islam, believed by Muslims to be a revelation directly from Allah. It is organized in 114 chapters which consist of individual verses
- **Torah:** The Torah is the compilation of the first five books of the Hebrew Bible, namely the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The Torah is also known as the Five Books of Moses.
- **Sacred Texts in Hinduism for example; the Vedas or Bhagavad Gita:** Hinduism's sacred texts are vast and diverse, broadly categorized as Shruti ("what is heard") and Smriti ("what is remembered").
- **Guru Granth Sahib:** Is the holy scripture of Sikhism and is considered the living Guru. It is a collection of hymns, prayers, and teachings from the Sikh Gurus and other holy men, including both Hindu and Muslim writers.
- **The Tripikata:** Which translates to "Three Baskets". This vast collection of scriptures contains the teachings of the Buddha and is divided into three main sections.

Sikhism: How to make decisions

- **Teachings of Gurus:** The Sikh Gurus' teachings emphasize equality, devotion to one God, honest living, selfless service, and living in harmony with others. They promote the rejection of idolatry, social injustice, and materialism, encouraging a life of truth and compassion.
- **Three Pillars:** The three pillars of Sikhism, which form the foundation of the religion, are Nam Japna (Remembering God's Name), Kirat Karna (Earning an Honest Living), and Vand Chakna (Sharing with Others). **Five virtues:** The five virtues in Sikhism are Truth (Sat), Compassion (Daya), Contentment (Santokh), Humility (Nimrata), and Love (Pyar).
- **Sikh Code of Conduct:** The Sikh code of conduct, known as Sikh Rehat Maryada, is a comprehensive guide for Sikhs, outlining their religious, moral, and social life. It emphasizes living a life of piety, honesty, and service, while upholding the principles of equality and social justice.

Humanism: How they make decisions:

- Reason and Empathy:
- Focus on Human Well-being:
- Social Responsibility:
- Evidence and Critical Thinking:
- Avoiding Harm:
- No Divine Authority:

Islam: How to make decisions

- **The Sunnah:** Sunnah is the body of traditions and practices of the Islamic prophet **Muhammad** that constitute a model for Muslims to follow
- **Shari'ah (Islamic Law):** meaning "the straight path" in Arabic, is the Islamic legal system derived from the Quran and the Sunnah (Prophet Muhammad's practices). It's a comprehensive code of conduct and law that governs all aspects of a Muslim's life.
- **Ummah:** Refers to the global community of Muslims, emphasizing their unity and shared faith.

A

Christianity:

- **Bible:** The Bible is often cited as a source of morality by Christians, who believe it provides divinely revealed moral principles and values
- **Jesus:** Jesus is widely regarded as a source of morality within Christianity, with his teachings and example serving as a foundation for ethical conduct. Key aspects include the Golden Rule, emphasis on love, forgiveness, and selfless service, all of which are seen as essential components of a moral life.
- **Conscience:** In Christianity, conscience is understood as an inner sense of right and wrong, guiding individuals to discern and act according to God's will. It is seen as a faculty given by God
- **Church:** In Christianity, the Church plays a central role in shaping and guiding morality, though the sources and methods of moral authority vary among different denominations

Present tense

-ar verb endings present			
-o		-amos	
-as		-áis	
-a		-an	

-er verb endings present			
-o		-emos	
-es		-éis	
-e		-en	

-ir verb endings present			
-o		-imos	
-es		-ís	
-e		-en	

Near future tense

The near future		
voy a visitar monumentos	I am going to visit monuments	
voy a sacar fotos	I am going to take photos	
voy a descansar en la playa	I am going to relax at the beach	
voy a bailar	I am going to dance	
voy a comer paella	I am going to eat paella	

The near future:
It is the equivalent of 'I am going to…' in English.

Form of 'ir' + a + infinitive
e.g. Voy + a + hacer

Preterite (past) tense

-ar verb endings preterite			
-é		-amos	
-aste		-asteis	
-ó		-aron	

-er verb endings preterite			
-í		-imos	
-iste		-isteis	
-ió		-ieron	

-ir verb endings preterite			
-í		-imos	
-iste		-isteis	
-ió		-ieron	

¿Cuándo?		
Luego	*Then*	
Más tarde	*Later*	
Después	*After*	
El primer día	*On the first day*	
El último día	*On the last day*	
Otro día	*Another day*	
Por la mañana	*In the morning*	
Por la tarde	*In the afternoon*	

¿Cómo te fue?		
Fue divertido	*It was fun*	
Fue estupendo	*It was brilliant*	
Fue fenomenal	*It was fantastic*	
Fue flipante	*It was awesome*	
Fue genial	*It was great*	
Fue guay	*It was cool*	
Fue regular	*It was OK*	
Fue un desastre	*It was a disaster*	
Fue horrible	*It was horrible*	
Fue horroroso	*It was terrible*	
Fue raro	*It was weird*	

¿Por qué?		
Me gustó	*I liked (it)*	
Me encantó	*I loved (it)*	
porque	*Because*	
Visité monumentos interesantes	*I visited interesting monuments*	
Conocí a una chica guapa	*I met a pretty girl*	
Hizo buen tiempo	*It was good weather*	
Comí algo malo y vomité	*I ate something bad and vomited*	
Llovió	*It rained*	
Perdí mi móvil	*I lost my phone*	
Perdí mi pasaporte	*I lost my passport*	

Year 8 - Spanish Half Term 1

Present tense time phrases	
normalmente	*normally*
generalmente	*generally*
todos los años	*every year*
cada año	*each year*
todos los veranos	*every summer*

El transporte	
a pie	*on foot*
en coche	*by car*
en avión	*by plane*
en barco	*by boat*
en tren	*by train*
en motocicleta	*by motorbike*
en autocar	*by coach*
en bicicleta	*by bike*

¿Con quién?	
con mi familia	*with my family*
con mi clase	*with my class*
con mis amigos	*with my friends*
con mis padres	*with my parents*

¿Qué tiempo hace? (What is the weather like?)	
hace buen tiempo	*it's nice weather*
hace mal tiempo	*it's bad weather*
hace calor/frío	*it's hot/cold*
hace sol	*it's sunny*
hace viento	*it's windy*
llueve	*it's raining*
nieva	*it's snowing*
el tiempo es variable	*the weather is variable*
hay niebla/tormenta	*there's fog/a storm*
hay chubascos	*there are showers*
está nublado	*it's cloudy*

¿Qué haces cuando estás de vacaciones? (-ar verbs)	
visito monumentos	*I visit monuments*
compro una camiseta	*I buy a t-shirt*
saco fotos	*I take photos*
monto en bicicleta	*I ride a bike*
descanso en la playa	*I relax at the beach*
mando SMS	*I send texts*
bailo	*I dance*
nado en el mar	*I swim in the sea*
tomo el sol	*I sunbathe*

¿Qué haces cuando estás de vacaciones? (-er/-ir verbs)	
como paella	*I eat paella*
salgo con mi hermana	*I go out with my sister*
escribo SMS	*I write messages*
veo castillos interesantes	*I see interesting castles*
bebo limonada	*I drink lemonade*

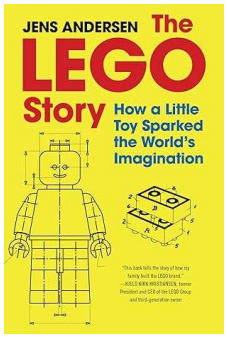
Los países	
Escocia	*Scotland*
España	*Spain*
Francia	*France*
Gales	*Wales*
Grecia	*Greece*
Inglaterra	*England*
Irlanda	*Ireland*
Italia	*Italy*

¿Qué hiciste? (-ar verbs)	
visité monumentos	*I visited monuments*
compré una camiseta	*I bought a t-shirt*
saqué* fotos	*I took photos*
monté en bicicleta	*I rode a bike*
descansé en la playa	*I relaxed at the beach*
mandé SMS	*I sent texts*
bailé	*I danced*
nadé en el mar	*I swam in the sea*
tomé el sol	*I sunbathed*

¿Qué hiciste? (-er/-ir verbs)	
comí paella	*I ate paella*
salí con mi hermana	*I went out with my sister*
escribí SMS	*I wrote messages*
vi* castillos interesantes	*I saw interesting castles*
bebí limonada	*I drank lemonade*

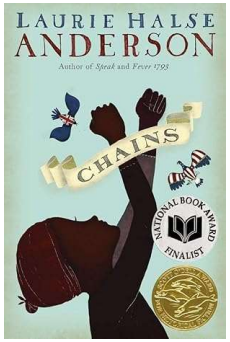
'ir' (to go) in the preterite tense	
fui	*I went*
fuiste	*you went*
fue	*he/she went & it was*
fuimos	*we went*
fuisteis	*you all went*
fueron	*they went*

Describing a photo	
En la foto	*In the photo*
Hay	*There is/are*
Puedo ver	*I can see*
A la izquierda	*On the left*
A la derecha	*On the right*
En el centro	*In the centre*



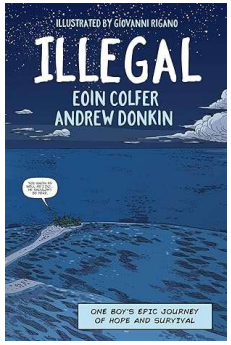
The Lego Story by Jens Andersen

The extraordinary inside story of the LEGO company--producer of the most beloved and popular toy on the planet--based on unprecedented access to the founding family that still owns the company, chronicling the brand's improbable journey to become the empire that it is today.



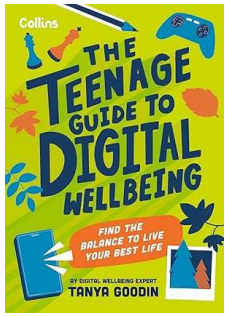
Chains by Laurie Halse Anderson

Set in 1776, against the backdrop of the American struggle for independence, this novel is also an adventure about one girl's struggle for freedom in a society in which she is considered someone else's property.



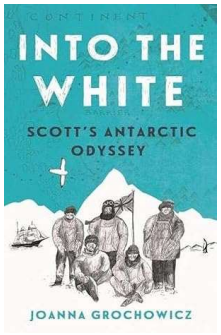
Illegal by Eoin Colfer and Andrew Donkin

Ebo: alone. His sister left months ago. Now his brother has disappeared too, and Ebo knows it can only be to make the hazardous journey to Europe. Ebo's epic journey takes him across the Sahara Desert to the dangerous streets of Tripoli, and finally out to the merciless sea. But with every step he holds on to his hope for a new life, and a reunion with his sister.



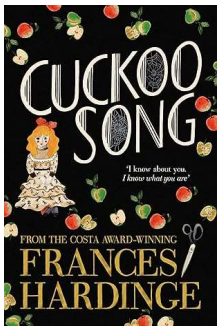
The Teenage Guide to Digital Wellbeing by Tanya Goodin

The ultimate guide to digital wellbeing and living your best life offline and on! Digital wellbeing is all about finding the balance between the digital world and the real world and making sure we use smartphones and other digital devices in a healthy way, while living fulfilling lives beyond the screen.



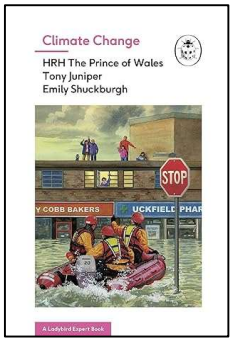
Into the White by Joanna Grochowicz

This is the story of Robert Falcon Scott's Terra Nova expedition and the memorable characters, who with a band of shaggy ponies and savage dogs, followed a man they trusted into the unknown. Battling storms at sea, impenetrable pack ice, man-eating whales, crevasses, blizzards, bad food, extreme temperatures, and equal measures of hunger, agony and snow blindness, the team pushes on against all odds.



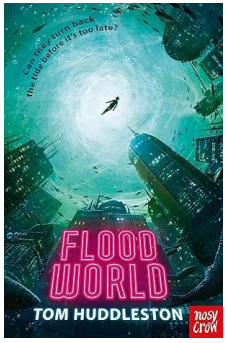
Cuckoo Song by Frances Hardinge

A dark and twisty tale. When Triss wakes up after an accident, she knows that something is very wrong. She is insatiably hungry; her sister seems scared of her and her parents whisper behind closed doors. She looks through her diary to try to remember, but the pages have been ripped out. Soon Triss discovers that what happened to her is stranger and more terrible than she could ever have imagined, and that she is quite literally not herself.



Climate Change by HRH The Prince of Wales et al.

Learn about one of the most important issues facing our world today in this clear, simple and enlightening introduction. From HRH The Prince of Wales, environmentalist Tony Juniper and climate scientist Dr Emily Shuckburgh, it explains the history, dangers and challenges of global warming and explores possible solutions with which to reduce its impact.

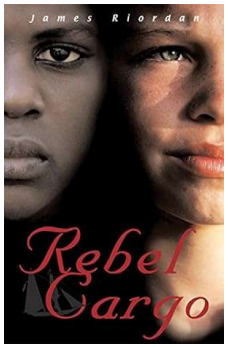


Flood World by Tom Huddleston

Kara and Joe spend their days navigating the perilous waterways of a sunken city, scratching out a living in the ruins. But when they come into possession of a mysterious map, they find themselves in a world of trouble. Suddenly everyone's after them: gangsters, cops and ruthless Mariner pirates in their hi-tech submarines. The two children must find a way to fight back before Floodworld's walls come tumbling down...

Rebel Skies by Ann Sei Lin

Kurara has never known any other life than being a servant on board the Midori, but when her party trick of making paper come to life turns out to be a power treasured across the empire, she joins a skyship and its motley crew to become a Crafter. Learning about wild paper spirits and a powerful princess who hunts them, Kurara begins to question everything she has ever known - and in doing so will change the course of an empire.

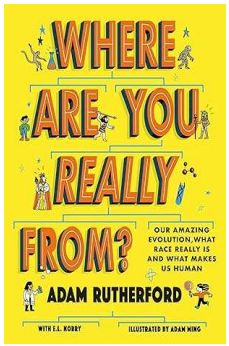


Rebel Cargo by James Riordan

Abena is an Ashanti girl sold into slavery on the notorious Transatlantic route from West Africa to Jamaica. Mungo is an English orphan who becomes a cabin boy, only to be kidnapped and sold as a white slave. Fate brings the two together and Mungo, risking life and limb, saves Abena from a terrible death.

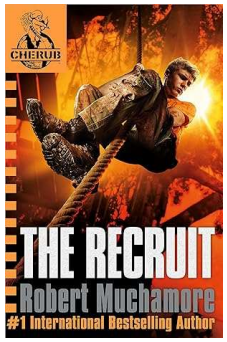
Be Resilient by Nicola Morgan

Some events in life will always be out of our control, whether it's a global crisis or a traumatic event at home. 'Be Resilient' shows that the power to cope is in our hands. From building a support network to building optimism, find positive, practical advice for preparing for, coping with and bouncing back from the toughest of times.



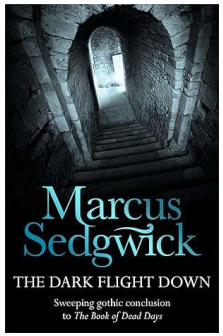
Where Are you Really From? by Adam Rutherford

Who do you think you are? Have you ever thought about who you might be related too? What if we told you that you were related to vicious Vikings, Roman emperors, great kings and feisty queens? Well, your majesty, you are. In fact, everyone is. And geneticist Adam Rutherford is here to tell you why. On this extraordinary adventure through millions of years of human history.



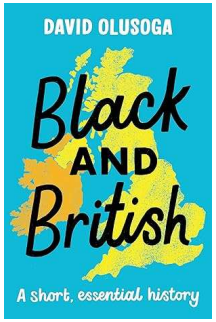
The Recruit by Robert Muchamore

A terrorist doesn't let strangers into her flat because they might be undercover police, but her children bring their mates home. She doesn't know that a kid has bugged her house. The kid works for CHERUB. CHERUB kids slip under adult radar and get information that sends criminals to jail.



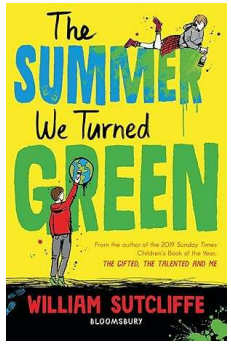
The Dark Flight Down by Marcus Sedgwick

Held captive in the palace by the Emperor Frederick, Boy and Willow are plunged into a world of gilded finery and splendour. Packed with mystery and intrigue, the truth about Boy's identity and other secrets are revealed as the 'Book of Dead Days' is opened for the final time.



Black and British by David Olusoga

When did Africans first come to Britain? Who are the well-dressed black children in Georgian paintings? Why did the American Civil War disrupt the Industrial Revolution? These and many other questions are answered in this essential introduction to 1800 years of the Black British history: from the Roman Africans who guarded Hadrian's Wall right up to the present day.



The Summer We Turned Green by William Sutcliffe

It's the summer holidays, and thirteen-year-old Luke has just had his life turned upside down. First his older sister Rose moved 'across the road' - where a community of climate rebels are protesting the planned airport expansion - and now his dad's gone too. Luke is determined to save his dad, his sister and his summer. So how does he find himself at the top of a tree refusing to leave until the bulldozers stand down?

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Timetable

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