BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 2

Autumn Term

Name: Master 8

Registration Form: -

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Year 8 - Autumn Term 2

Welcome back, Year 8!

I hope you had a good half-term break and have settled back into school. You have made a start to Year 8, and this half-term is a chance to build on what has gone well and work on anything you have found more difficult.

In the new year, you will be choosing your GCSE options. We will have an assembly and a parents' information evening to explain the process and tell you more about the subjects available. For now, keep an open mind and give your best in all your subjects.

Keep using your Knowledge Organiser to revisit what you have learnt and prepare for lessons and assessments. Aim to spend around 35 minutes each day revising your KO and 25 minutes reading or completing additional revision. Use the timetable in this booklet to help you organise your time.

Make sure you are checking what you can remember, rather than just reading through the page. You could test yourself, use flashcards or ask someone at home to quiz you. If you are struggling to revise for a particular subject, speak to your subject teacher. They can help you work out where to start.

Think about one thing you could improve this half-term, whether that is starting homework earlier, remembering your equipment or taking more care with your work.

If you need help getting organised or have any worries, please speak to your tutor, Mr McCalister or me. We are always happy to help.

Have a good half-term.

Mr Knight

Director of Learning – Year 8

What is a knowledge organiser (KO)?

This knowledge organiser provides you with the most important knowledge you need for each unit of study for 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.

How to use your knowledge organiser (KO)

1. Ensure you have your KO and Learning Journal with you at all times in school and at home for your home learning.
2. Although you have a KO for all subjects, you will only be expected to work on **Maths, Science and French or Spanish** up until Christmas. Information about other subjects is included for your interest only.
3. 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 revise at home.
4. Initially, follow your home learning timetable to decide what to revise each evening.

The 4 learning strategies

There are 4 strategies that you can use to revise. They are progressively more challenging, so always start with the first in the list:

1. **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.

2. **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 Learning Journal.
III. If you are working on your own, cover the KO and write a full answer to each question. If you are working with a partner, swap books and copy down their questions and have a go at answering them.
IV. Now uncover the KO and use a green pen to tick or correct your work.

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

3. **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. You now want to check how well you have learnt the information in your KO.
II. Definitions – look at words that are used in this section. Can you write a definition in your own words?
III. Rephrasing – can you rewrite the sentences or explanations in your own words?
IV. Summary – can you summarise the main points of this section of the KO?
V. Synonyms – can you write synonyms for key words and ideas?
VI. 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.

4. **Think it, Link it**

This is a technique to use towards the end of the half term when you are revising all of the KO.

I. Think of the links or connections between different sections of your KO.
II. Write these out in your own words in your Learning Journal.
III. 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?
IV. Write this out in your Learning Journal.

AIM: You should be able to link your home learning and your lessons to show a confident understanding of the work covered.

How to present work in your Learning Journal

1. Always write the subject and the date when you start your home learning.
2. Always write the strategy that you are going to use for your home learning.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to write, or a pencil if you need to draw. Drawing should never be done in pen.
5. Use a green pen to complete corrections of your work.
6. You are expected to complete half a side of your Learning Journal each evening as a minimum.
7. You can work every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your home learning rather than doing it at home.

Checking: Your teachers will check your Learning Journal at least once a cycle. If they are concerned that you aren't doing your home learning thoroughly, they will log a home learning referral on Arbor, and offer you support and guidance. If you don't respond to this guidance, you will be issued with an After-school Detention where you will be expected to complete your home learning.

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 in lessons so far.

For the first term, only the Do Now tasks in Maths, Science and French or Spanish will relate to your home learning. If you have completed your home learning, this should be easy. The aim is to get 100% in every Do Now task. 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 home learning?

Below is an example of what your home learning timetable may look like. There is no expectation to work at the weekend, and you will see that one evening should be spent doing something other than school work, ideally a physical activity. You may adjust this according to your commitments outside of school. It doesn't have to be on a Wednesday. This timetable is a guide only. If you want to spend longer revising a subject that you find more difficult and less time on one you find easy, that is your choice.

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 each day.
You should also spend about 25 minutes either reading or completing further revision each day.

Rewards at Bournemouth School

At Bournemouth School, we want to recognise the many different ways that students contribute and succeed. Rewards are not just about getting the highest marks. They recognise **achievement, effort, progress, excellent behaviour, attendance and contribution to our school community**.

There are two main ways your success is recognised: the **Bournemouth School 100** and **Achievement Points**.

The Bournemouth School 100

Every term, you will receive a **Bournemouth School 100 score**. This gives you a score out of 100 based on five areas of school life.
Each area is worth up to **20 points**:

Area	What counts?	Maximum
Behaviour	Consistently meeting our expectations and avoiding Behaviour Points	20
Achievement	The Achievement Points you earn in lessons and through wider school activities	20
Progress	The progress you are making across your subjects	20
Attendance	Attending school regularly – 97% or above earns the maximum score	20
Community	Leadership, volunteering, peer support and getting involved in school life	20
TOTAL		**100**

This means there are lots of ways to build a strong score. You don't have to be the highest-attaining student in your year: excellent behaviour, strong progress, good attendance and making a positive contribution all count.

Keep track of your score

You will receive an update at the end of each half term so that you can see how you are doing and where you could improve.
The full scoring charts for each category will be published in your **Knowledge Organiser** at the start of each half term.
Your Bournemouth School 100 score will also be included in your termly report to parents/carers.

Can you make the top 25%?

At the end of the year, we will calculate your average Bournemouth School 100 score across all three terms.
If your score places you in the **top 25% of your year group**, you will receive a **Bournemouth School 100 badge** to wear during the following academic year.
The challenge is to perform consistently across the whole year and across all five areas.

Achievement Points

Staff award **Achievement Points (APs)** throughout the year to recognise excellent work, effort, improvement and positive contributions to school life.

Your points build up across the year, allowing you to work towards three reward stages.

🥉 Bronze — 230 Achievement Points

You will receive:

- a **Bronze certificate** from your tutor
- **one entry into the school raffle**

🥈 Silver — 280 Achievement Points

You will receive:

- a **Silver certificate** from your Director of Learning
- **another entry into the school raffle**

🥇 Gold — 350 Achievement Points

You will receive:

- a **Gold certificate** from SLT
- **a third entry into the school raffle**
- an **early lunch served by SLT**
- entry into the **Achievement Points Leaderboard**

Reached Gold? Keep going.

Gold isn't the end of the challenge.
Once you reach **350 Achievement Points**, you will compete to finish among the highest Achievement Point earners in your year group.
The **top 30** will be displayed and updated each week.

At the end of the year:

1st place
🏆 **Achievement Cup** for your year group + **gift card**

2nd–10th place
⭐ **Framed certificate + gift card**

11th–30th place
⭐ **Framed certificate**

What should you aim for?

There isn't just one way to be successful at Bournemouth School.

Work hard. Make progress. Meet our expectations. Attend regularly. Get involved. Contribute positively.

Remember our core values: Hard work, discipline, smart appearance, and respect.

Having these aims at the forefront of your mind everyday in school will help you earn recognition — and gives you something to aim for throughout the year.

Term 2

Keyword	Definition – read, cover, write, review
Clay	Clay is a natural material made up of tiny particles of rock. When clay is mixed with enough water, it feels like soft, gluey mud. Unlike plain mud, however, clay holds its shape. Clay can be pinched, rolled, cut, or built up in layers to form shapes of all kinds.
Kiln	A special oven that gets super hot to turn clay into ceramics.
Slip	Used to join clay using a process of scoring and slip. This can be apply using your hands or a brush. It's made from soft clay and water mixed together to form a paste.
Score	Is when you cross hatch the clay on the surfaces you want to join, this creates a rough area to they apply slip and join the two pieces together.
Pinch pot	A bowl made by pinching a sphere of clay.
Slab	A flat "pancake" of clay made hands, a rolling pin or clay press.
Bisque	Clay has been fired once, it can now be glazed or painted.

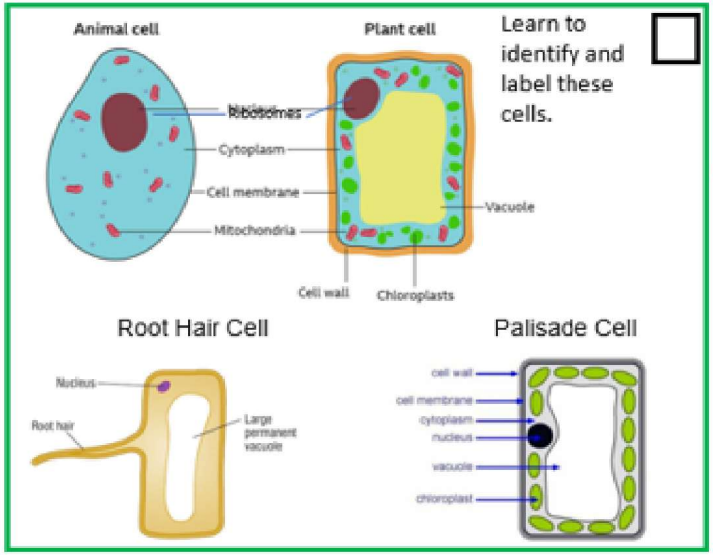
What is Steampunk?	A design style and science fiction genre that combines Victorian history with imagined steam-powered technology.
Key Facts	• Inspired by the Victorian Era (1837–1901). • Imagines a future powered by steam instead of electricity. • Uses gears, cogs, pipes, and mechanical parts. • Common colours include brass, copper, bronze, brown, and black. • Combines historical fashion with futuristic inventions.
Victorian	A style inspired by the 19th century.
Steam Power	Energy created by steam engines.
Cog	A toothed wheel used in machinery.
Airship	A flying vehicle often featured in steampunk.
Retro-Futurism	Imagining the future using ideas from the past.
Visual Features	Brass metals, gears, cogs, goggles, top hats, airships, steam trains, and mechanical inventions.
Key Influences	Jules Verne, H. G. Wells, Victorian engineering, and the Industrial Revolution

What is Surrealism?	An art movement that explores dreams, imagination, and the unconscious mind.
Key Facts	• Began in the 1920s in Europe. • Inspired by dreams, imagination, and the subconscious. • Combines realistic objects in unusual or impossible ways. • Often creates strange, fantasy-like scenes. • Challenges reality and encourages creative thinking.
Dreamlike	Having a strange or unreal quality, like a dream.
Subconscious	The part of the mind that influences thoughts and feelings without us being aware of it.
Juxtaposition	Placing unrelated objects together to create surprise or meaning.
Fantasy	Imaginary ideas, places, or events that do not exist in reality.
Distortion	Changing the appearance of something from its normal shape or form.
Visual Features	Floating objects, melting forms, unusual scale, dreamlike landscapes, unexpected combinations, and symbolic imagery.
Key Influences	Salvador Dalí, René Magritte, Max Ernst, Joan Miró, dreams, psychology, and the theories of Sigmund Freud.

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Keyword	Learn	
Palisade cell	Specialised cells in the palisade layer, which are adapted to absorb light.	
Root hair cell	Specialised cells in roots, which are adapted to absorb water and minerals.	
Stomata	Small holes in the surfaces of a leaf.	
Guard Cell	Cells next to stomata that can change shape to open and close the stomata.	
Producer	An organism that makes its own food.	
Independent Variable	Variable that is changed during an experiment.	
Dependant Variable	Variable that is measured during an experiment,	
Glucose	Simple sugar (carbohydrate) that is made during photosynthesis.	
Starch	How glucose is stored within a plant.	
Chloroplast	Photosynthesis takes place in chloroplasts, which are small structures inside some plant cells.	
Chlorophyll	A green substance inside chloroplasts that absorbs light for photosynthesis.	
Carbon dioxide	A compound made of carbon and oxygen that is a gas at room temperature and a reactant in photosynthesis.	

Learn to identify and label these cells. ☐

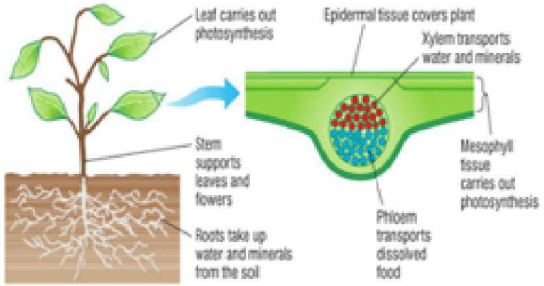


Learn this word equation for photosynthesis ☐

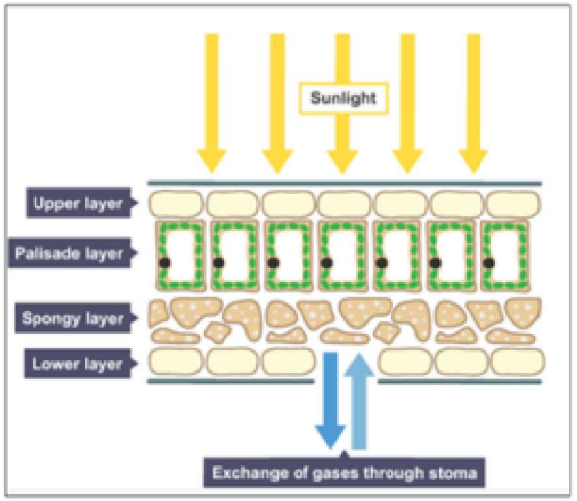
light energy

carbon dioxide + water ⟶ glucose + oxygen

Plant organs ☐



Learn the names of the tissues within the leaf ☐



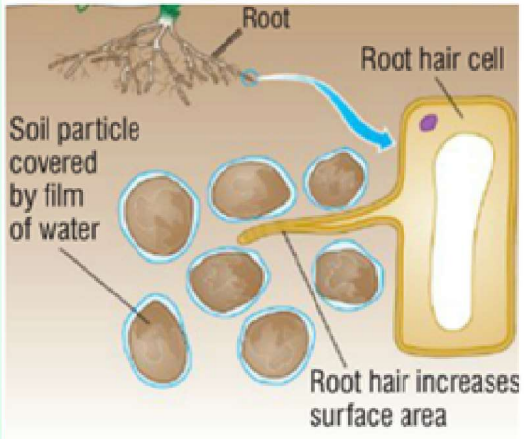
Which gas diffuses in to the leaf?

.....

Which gas diffuses out of the leaf?

.....

Learn to identify the root hair cell and understand how it is adapted for its role within the plant. ☐



Bournemouth School – Knowledge Organiser – Year 8

BIOLOGY

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Chemistry CH: Metals and Non-metals

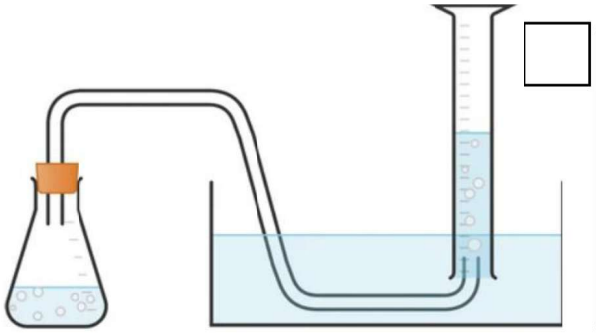
Key term	Definition	
Metal oxide	Formed when metals react with oxygen. These compounds are basic.	
Non-metal oxide	Formed when non-metals react with oxygen. These compounds are acidic.	
Oxidation	A reaction in which a substance combines with oxygen.	
Metal hydroxide	Formed when metals react with water. 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 lit 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

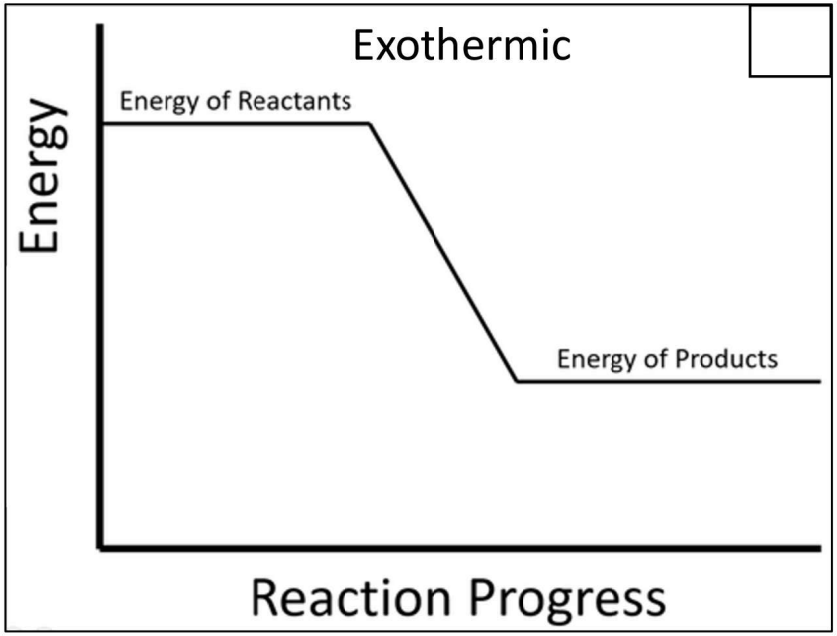
A more reactive metal will:
1) Change size (disappear) faster
2) Produce bubbles faster

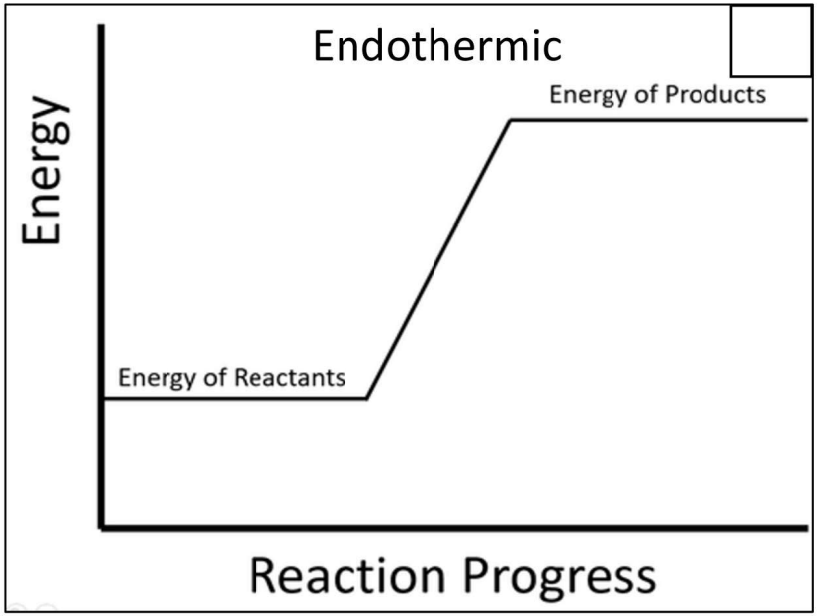
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Chemistry CI: Chemical Energy

Key term	Definition
Chemical Bond	Force that holds atoms together
Exothermic reaction	Reaction in which energy is given out, usually as heat or light.
Examples of exothermic reactions	Combustion and neutralisation.
Uses of exothermic reactions	Handwarmers and self heating cans.
Endothermic reaction	Reaction in which energy is taken in, usually as heat or light,
Examples of endothermic reactions	Thermal decomposition and photosynthesis
Uses of endothermic reactions	sports injury packs.
Polystyrene cup	Used for energy change practicals as polystyrene is a better insulator than glass so reduces heat transfer with the surroundings
Catalysts	Substances that speed up chemical reactions but are unchanged at the end.

- Bond breaking is endothermic- energy is taken in.
- Bond making is exothermic- energy is given out.
- In an exothermic reaction, more energy is released making new bonds than taken in to break bonds.
- In an endothermic reaction, more energy is taken in to break bonds than is released making new bonds.





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Advanced Programming with Small Basic

Key Term	Definition/Example	✓
Iteration	Sections of code that are repeated 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`
	
	`For counter = 1 To 5`
	`  TextWindow.WriteLine(counter)`
	`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`	



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

Key Idea	Definition/Example	✓
Subroutine	A small block of code that performs a specific task.	

Subroutine code example	`Sub AddNumbers`
	`  answer = number1 + number2`
	`EndSub`
	
	This subroutine adds two numbers together.	

Set pen colour	`GraphicsWindow.PenColor = "colour"`	
Set fill colour	`GraphicsWindow.BrushColor = "colour"`	
Set pen width	`GraphicsWindow.PenWidth = 3`	
Draw a rectangle	`GraphicsWindow.DrawRectangle(x, y, width, height)` Where x and y are the coordinates of the top right corner of the rectangle.	
Draw a line	`GraphicsWindow.DrawLine(x1, y1, x2, y2)` Where x1 and y1 represent the coordinates of the start of the line and x2 and y2 represent the coordinates of the end of the line.	
Clear the screen	`Clear()`	

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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?

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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			
Tone The mood or feel of the writing (is it tense, peaceful, threatening etc.)		**Rhyming couplet** A pair of successive lines that rhyme .	
Stanza A stanza is one of the parts into which a poem is divided. Like a paragraph.		**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):** Words that rhyme within a line of poetry	
Sibilance A sub category of alliteration. The repetition of the s, sh or f sounds.		**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	

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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'		Metaphor –A figure of speech that compares two different things by saying one thing is another.	
Personification – When something non-human is given human qualities (e.g. the trees whispered in the breeze).		Onomatopoeia – When a word sounds like its meaning. E.g. thud or buzz.	
Hyperbole – Exaggeration for dramatic effect.		Repetition – repeating a word of phrase for emphasis.	
Semantic field – Group of words related in meaning.		Prepositions – Words that tell you the position of something e.g. under, near, behind, next to.	
Juxtaposition – Putting two very different things close together to highlight the difference/contrast between them.		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.*	

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Factors affecting food choice

Food choice factors: Preferences, time constraints, social occasions, health criteria, location, budget.
Coeliac Disease: An autoimmune condition where consuming gluten damages the villi in the small intestine.
External triggers: Media advertising, peer pressure, influencers, supermarket price promotions.
Meal planning limitations: Budget, skills, available preparation time, on-hand ingredients and accessible cooking equipment.

Muffins with buttercream

Muffin method: Liquid ingredients are combined separately, then folded gently into dry ingredients to avoid over-working the mixture.
Over-mixing: over-mixing muffin batter overworks gluten, creating a tough, heavy, and rubbery texture.
Star nozzle: The specialised star-shaped piping tip chosen to squeeze clean, defined ridges into decorative buttercream.
Swirl Motion: Squeeze and spiral counter-clockwise from the outer edge inward to build structure.

Global Cuisine

UK Food Sources: 58% of UK food is homegrown, 23% is imported from Europe, and 19% originates from the rest of the world.
Import Reasons: Climatic limitations e.g. rice and bananas cannot grow in the UK and off-season consumer demands.
Cuisine: A distinct style/method of cooking native to a country/region, driven by history, climate, culture and customs.

Shortcrust Pasties

Shortcrust pastry ratio: 2:1 ratio of flour to fat e.g. 200g flour to 100g butter (or mix of butter and lard)
Resting pastry: Resting the prepared dough in the fridge for 20 mins relaxes the gluten to ease rolling and stop shrinking.
Shortening: Fat coats flour granules, waterproofing them to block water entering and stop long gluten chains from forming (yields crumbly pastry).
Crimp and Glaze: Pinching the pastry edges together seals the savoury filling; an egg wash or milk glaze adds a glossy, golden sheen.

Culture and Beliefs

Cultural Identity: Intangible heritage expressed via traditional food habits shared during festivals and family milestones.
PDO Scheme: Protected Designation of Origin. An EU certification validating that foods (e.g. Parmigiano Reggiano) are produced in a specific region using traditional local recipes.

Religious restrictions
Islam: Prohibits **Haram** foods e.g. pork, blood and alcohol
Judaism: Permits **Kosher** foods but foods not permitted e.g. pork or shellfish are trefah. Milk and Dairy cannot be mixed
Hindus: Avoid beef (the cow is held in high regard)
Buddhists: Follow a strict vegetarian/vegan diet to avoid harming living organisms.
Sikhs: Share free, vegetarian meals in a community kitchen called a **Langar**

Curry and Naan

Knife Grips: Bridge and claw methods used to safely slice and dice without injury.
Bacterial control: Food should be heated to 75° C for at least 30 secs to destroy pathogenic bacteria.
Baking powder: A chemical raising agent. Working by producing carbon dioxide gas bubbles when reacting with water to aid rise and give a fluffy texture.

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Equipment

ID Card

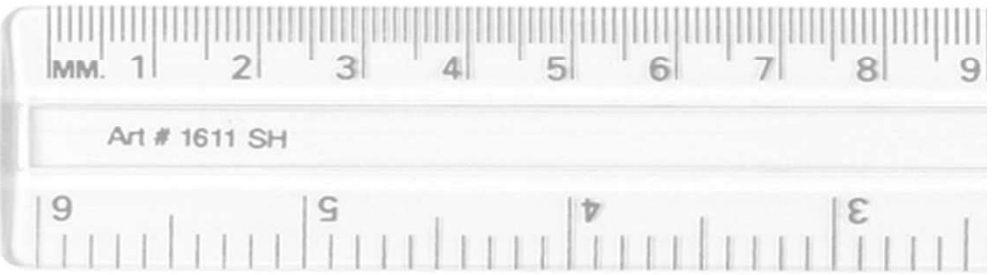




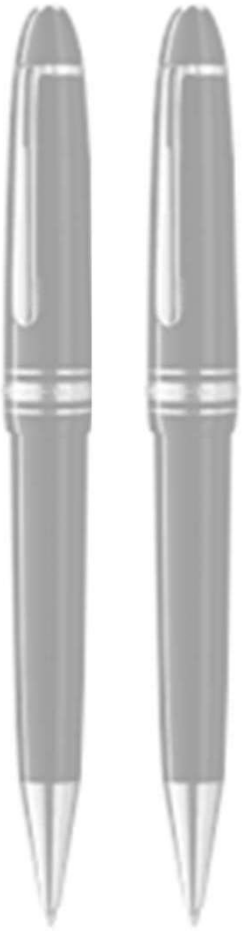
Whiteboard Rubber





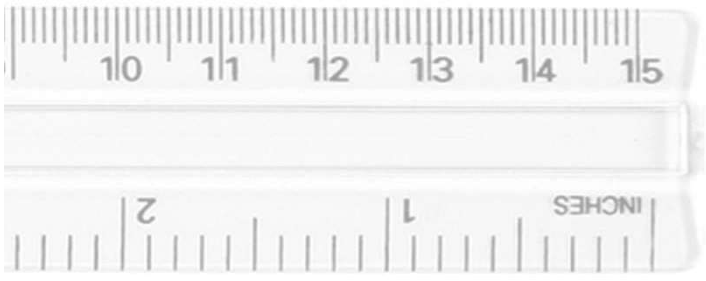


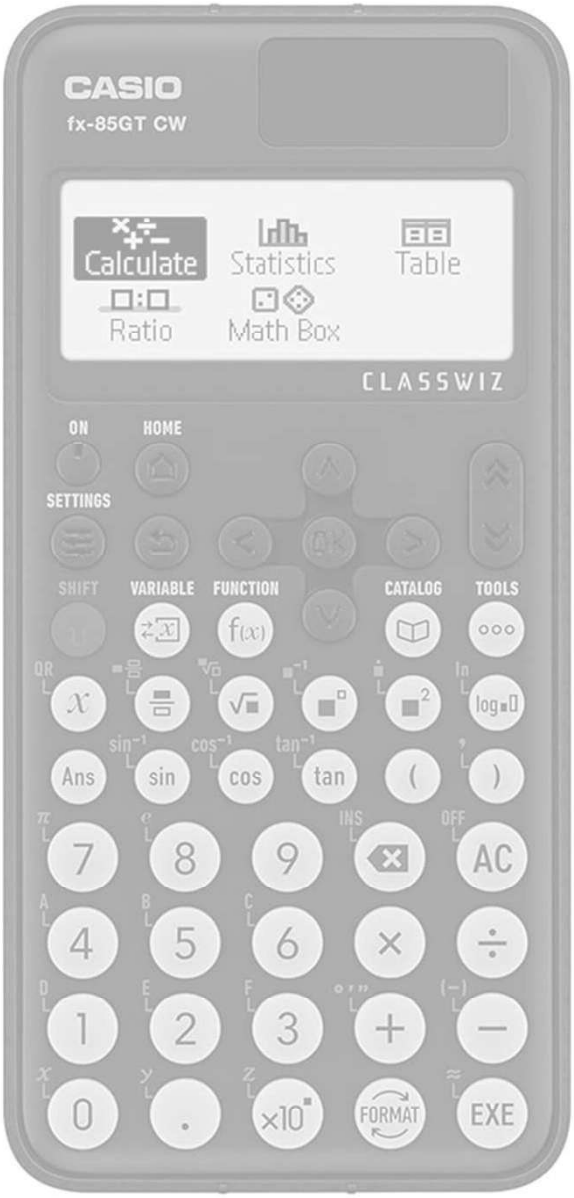
Check



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







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	

Quand?

aujourd'hui	today	
hier	yesterday	
hier soir	last night	
avant hier	The day before yesterday	
(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	

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	

Quelle heure est-il?	What time is it?	
Il est….heure (s)	It's …o'clock	
Midi/minuit	Midday/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 vingt- cinq	25 to…	
À…heures moins vingt	20 to..	
À …heures. moins dix	10 to…	
À…heures moins cinq	5 to….	

Tourist information/Questions		
La Joconde	The Mona Lisa	
Comment?	How?	
Qui?	Who?	
Quand?	When?	
Où	Where?	
Combien?	How long?	
Qu'est-ce que	What did you?	
Est-ce que	Did you?	

J'ai trouvé ça…	I found it…	
marrant	funny	
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	
amusant	fun	

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	

Bournemouth School – Knowledge Organiser – Year 8

FRENCH

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Studio Grammaire

Page 42

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***

Avoir – To have

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

Studio Grammaire

Page 42

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.*

Studio Grammaire

Page 43

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)*

Être – To be

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

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	

Tenses

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

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)	

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Changing Places

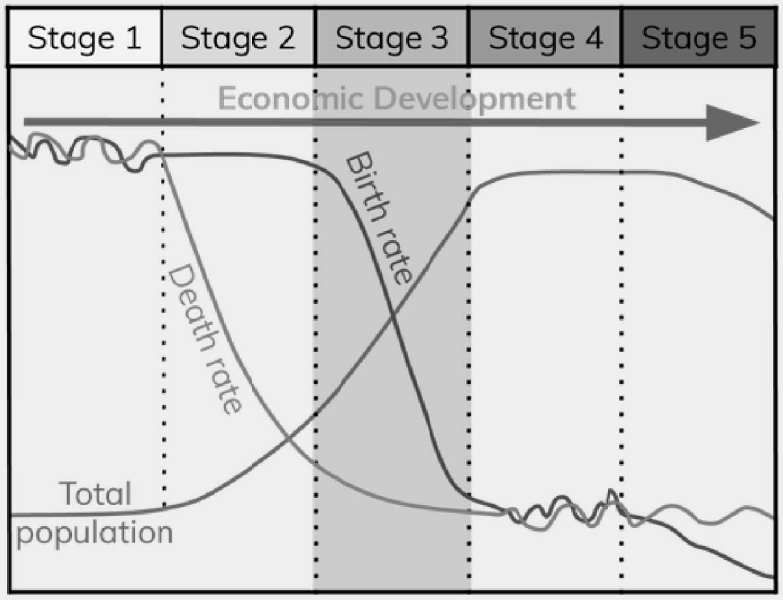
1: What is population?

- 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**.

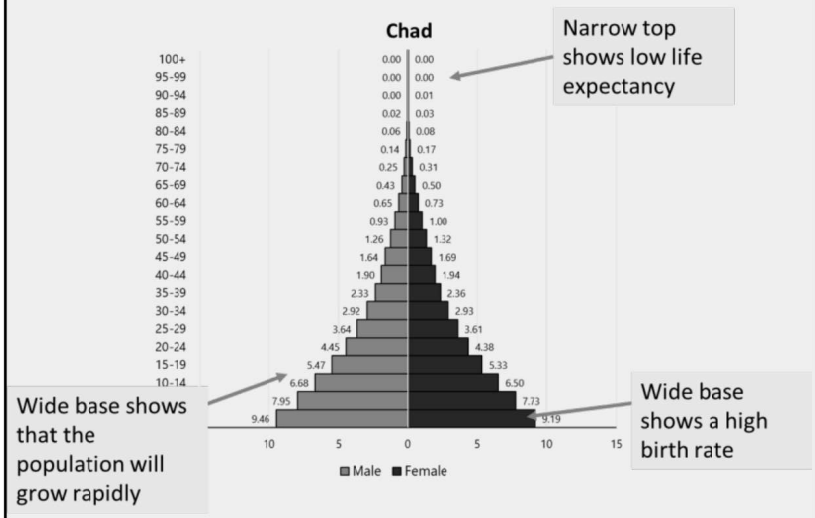
3: Where do people live?

- **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.

2: Demographic Transition Model



4: Population Pyramids



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.

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**.

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.**

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.

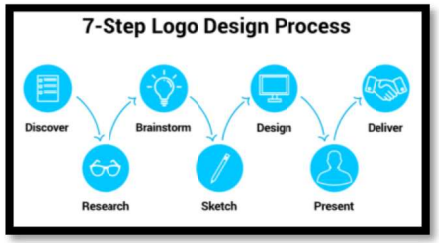
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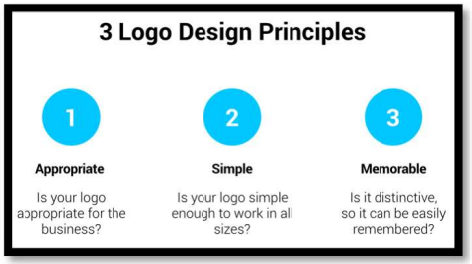
Keyword	Definition – read, cover, write, check, redo	Tick
Typography	**Typography** is the art and design of text, it is the visual component of the written word,". All visually displayed text, whether on paper, screen or billboard, involves typography	
Design brief	A **design brief** is a document that 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.





Keyword	Definition - Layout in Graphic Design – *think it link it*	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.	

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World War I: Key terms/definitions

Term	Definition
The Great War	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 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 secret society that used terrorist methods to promote liberation
Schlieffen Plan	German military plan to attack France by moving quickly through Belgium

Causes: Timeline of key LT and MT events:

1870-1: 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

The outbreak of World War I: Key short-term events of 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

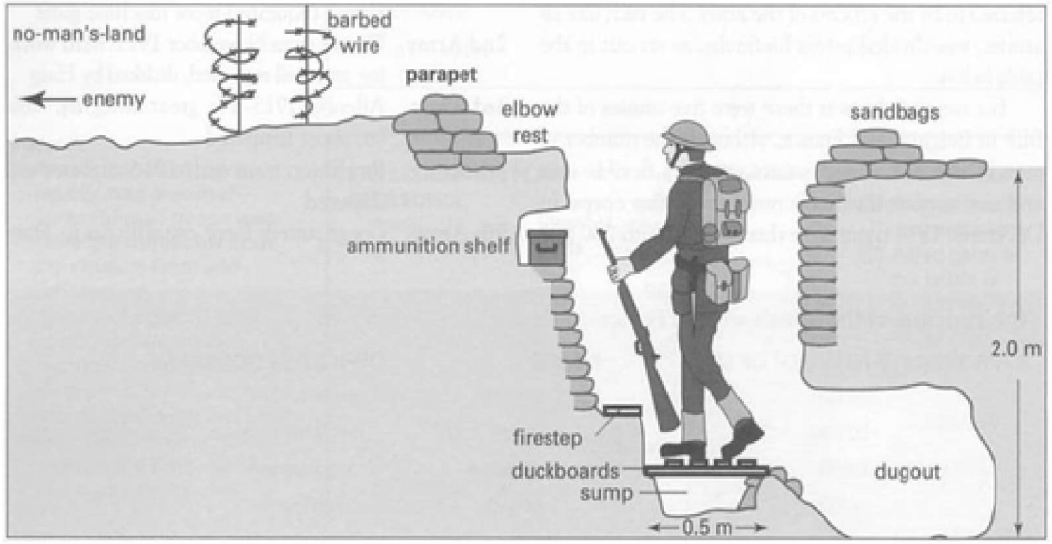
Kaiser Wilhelm II: Emperor of Germany from 1888-1918

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
April 1917: USA enters WWI
July - Nov. 1917: Third Battle of Ypres (Passchendaele)
November 1917: Battle of Cambrai
March 1918: Russia leaves WWI (Treaty of Brest-Litovsk)
March 1918: Ludendorff Offensive
November 1918: Armistice

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Unit 4 – 3D Shapes and Transformations

Keyword		Definition
3D shapes		Having three dimensions: length, width and height.
Cross-section		A shape exposed by making a straight cut through something at right angles.
Prism		A prism is a 3D shape which has the same cross-section running through it.
Face		A flat surface.
Edge		Where two faces meet.
Vertex		A corner where two edges meet.
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
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
Surface Area of a cuboid		Surface Area of Cuboid = $2(lw + lh + wh)$

Keyword		Definition
Reflective symmetry		A type of symmetry in which a 2D shape is divided into two equal parts by a mirror line.
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.
Transformation		A change to a 2D shape, such as a reflection, rotation, translation or enlargement.
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.
Translations		A movement around the coordinate grid, described by a vector.
Vector		A vector $\begin{pmatrix} x \\ y \end{pmatrix}$ describes a translation x units horizontally and y units vertically
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.
Construction		An accurate drawing made with ruler and compasses.
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.

Think it, Link it:

Year 7 Unit 11 Graphs
Year 7 preparation for year 8 work
Year 7 Unit 2 Averages

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Unit 5 – Tabulated and Bivariate Data

Keyword		Definition
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 mean from a grouped frequency table		Multiply the mid-point of each group by the frequency. Sum these values, then divide by the total frequency
Correlation		A relationship between two variables
Positive Correlation		As one variable increases so does the other variable
Negative Correlation		As one variable increases, the other variable decreases
Scatter Graph		A graph of plotted points that shows the relationship between two variables

Think it, Link it:

Year 7 Unit 11 Graphs
Year 7 preparation for year 8 work
Year 7 Unit 2 Averages

Revision links

Mean: Frequency Tables

Mean: Grouped Frequency Tables

Modal Class: Grouped Frequency Tables

Scatter Graphs

3D Shape: Edges, Faces, Vertices

Constructions

Enlargement

Reflection

Rotation

Translation

Bournemouth School – Knowledge Organiser – Year 8

MATHEMATICS

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music department

A list of recordings which will help you with your learning can be found in student resources in the folder for this unit.

Elements

DR T SMITH

Dynamics
Changes in volume
Rhythm
Patterns of note lengths and accents
Texture
The way musical lines are combined in a piece
Structure
The different sections of a piece and the order in which they happen
Melody
Anything about the tunes in a piece of music
Instruments
Which instruments are used, and what they do
Tonality
Information about the key a piece of music uses, and how it changes
Harmony
The chords that are used

Cue – name given to music for a specific scene in a film

Diegetic music – music that originates from within the fictional world of a film.

Hit point – a key moment in a film scene which the music has to precisely match with.

Leitmotif – a motif which represents a character, object or emotion

Motif – a short musical idea or phrase

Nondiegetic music – music that is heard by the audience but not by the characters in the film.

Pedal note – a note sounded continuously for a passage of music, with the harmony changing against it.

Spotting – Watching a film clip to identify key moments for music.

Through composed – music which contains no recognisably repeating sections. Usually unified by ideas such as motifs

Underscore – refers to the use of background music to support dialogue or visual scenes, without being the primary focus. Underscore can be either diegetic and nondiegetic

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Masculinity - qualities or attributes generally regarded as characteristic of men.

Courage – Putting your own health or safety at risk to save another person

Mastery – Training, practicing or studying until you are the best in your chosen field

Strength – Helping others, a cause or community using natural physical or emotional strength

Honour – Keeping your promises



Eating disorder – a any of a range of mental conditions in which there is a persistent disturbance of eating behaviour and impairment of physical or mental health.

Bulimia – when a person over-eats and then purges so they don't put on weight

Obesity – Often caused by other factors as well as overeating, this is when a person is unhealthily overweight

Anorexia – When a person sees themselves as overweight and so under-eats.



Entrepreneur - a person who sets
up a business or businesses, taking
on financial risks in the hope of making a profit.

Running a business - This is what
Tom was doing at break. A business when you buy or create
and then sell goods or services for
a profit (to make money).

Signposting support:

Useful, legitimate and appropriate helplines and charities:

Young Minds. Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

Teen Line | Teens Support hotline - Connect, talk, get help! Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

SANE. National out-of-hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

Mental Health Foundation. Information and support for anyone with mental health problems.



Autumn Term 2

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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.

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.

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.







Christianity:

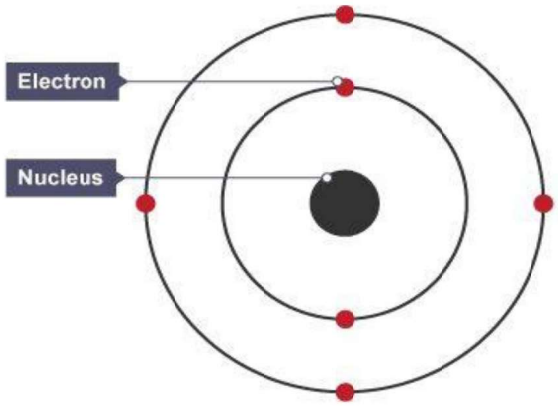
- **Bible:** The Bible is often cited as a source of morality by Christians, who believe it provides divinely revealed moral principles and values
- **Jesus:** Jesus is widely regarded as a source of morality within Christianity, with his teachings and example serving as a foundation for ethical conduct. 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.

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Physics topic E: Electricity

Key Word	Definition	☑
Ammeter	Ammeters measure the current flowing through a circuit.	
Battery	A battery is made of two or more cells joined together in series.	
Component	Another word for 'part' – components are the different parts of a circuit.	
Current	Current is the flow of electrons around a circuit. It is measured in amps (A)	
Parallel circuit	A circuit where there is more than one route for the current to flow.	
Potential difference (p.d.)	Provides the 'push' that drives the electrons round the circuit. Also known as voltage.	
Resistance	Resistance is a measure of how easy it is for current to flow around a circuit. It is measured in ohms (Ω)	
Series circuit	A circuit where the current only has one route to flow.	
Voltmeter	Voltmeters measure the potential difference (voltage) in a circuit.	

Structure of the atom



Protons have a positive charge.

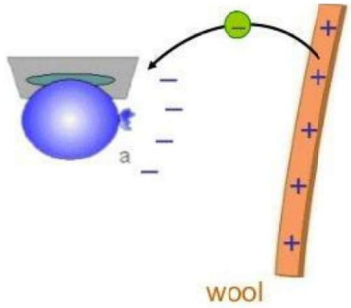
Electrons have a negative charge.

Atoms have the same number of protons and electrons so have no overall charge.

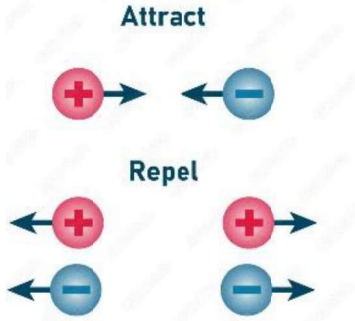
Static electricity

Loss of electrons leads to object becoming positively charged.

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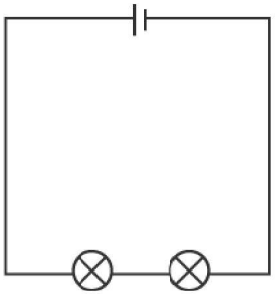
Electrostatic force is a non-contact force between two charged objects.



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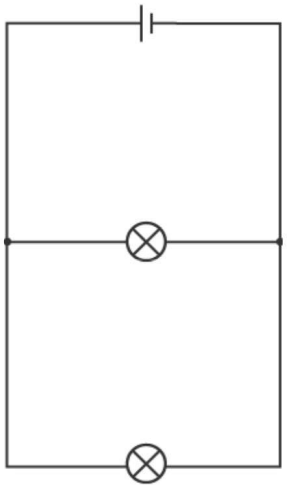
Physics topic E: Electricity

Current in series and parallel



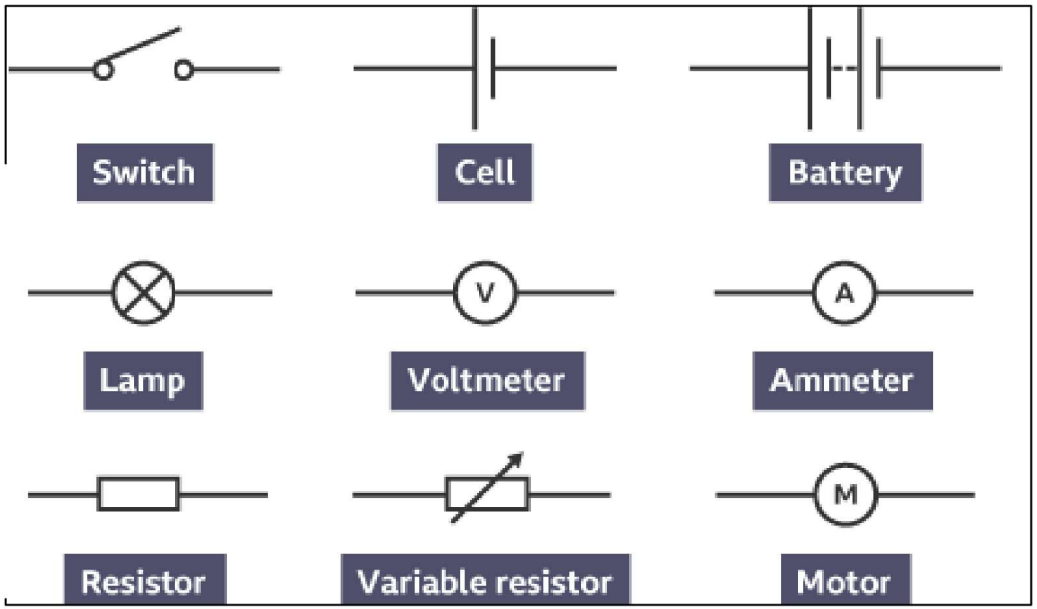
In a **series circuit**, all the components are on the same loop (except for the voltmeter). If any component breaks, the whole circuit has broken.

Current is the **same** all through the circuit. The ammeter will read the same wherever it is.



In a **parallel circuit**, the components are on different loops. If one component breaks, the current can flow through the other loops of the circuit.

Current is **split** between the components of the circuit. The ammeter will give different readings.



Resistance is a measure of how easily current can flow around a circuit.

The more components in a circuit, the higher the resistance.

We use this equation to calculate the resistance in a circuit:

$$R = V \div I$$

resistance = voltage ÷ current

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Mi vida, mi móvil		
saco fotos	I take photos	
hablo por skype	I talk on Skype	
mando mensajes	I send messages	
juego	I play	
descargo melodías o aplicaciones	I download ringtones or apps	
chateo con mis amigos	I chat with my friends	
comparto mis vídeos favoritos	I share my favourite videos	
veo vídeos o películas	I watch videos or films	

Opinion phrases		
me gusta(n)	I like	
me encanta(n)	I love	
me mola(n)	It's cool to me	
me flipa(n)	I go crazy about	
no me gusta(n)	I don't like	
no me gusta(n) nada	I don't like at all	
odio	I hate	
prefiero	I prefer	

La música		
la letra	the lyrics	
la melodía	the tune	
la canción	the song	
el/la cantante	the singer	
el grupo	the group	
la banda	the band	
el ritmo	the rhythm	
mi cantante favorito/a es...	my favourite singer is...	
mi canción favorita es...	my favourite song is...	

Qué tipo de música te gusta?		
el rap	rap music	
el rock	rock music	
el r'n'b	r'n'b music	
la música electrónica	electronic music	
la música clásica	classical music	
la música de Adele	Adele's music	
la música de Juan Luis Guerra	Juan Luis Guerra's music	
el reggaetón	reggaetón music	

Mi vida, mi móvil		
estudiar	to study	
bailar	to dance	
comer	to eat	
leer	to read	
salir	to go out	
vivir	to live	

Present tense endings		
-AR	**-ER**	**-IR**
-o	-o	-o
-as	-es	-es
-a	-e	-e
-amos	-emos	-imos
-áis	-éis	-ís
-an	-en	-en

Expressions of frequency		
todos los días	every day	
dos o tres veces a la semana	2 or 3 times a week	
a veces	sometimes	
de vez en cuando	from time to time	
nunca	never	

Bournemouth School – Knowledge Organiser – Year 8

SPANISH

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Comparatives		
más ... que	more ... than	
menos ... que	less ... than	
interesante	interesting	
emocionante	exciting	
divertido/a	fun	
aburrido/a	boring	
fantástico/a	fantastic	
emotivo/a	emotional	
Prefiero las comedias porque son más divertidas que los concursos	I prefer comedies because they are more fun than game shows	

Prefiero las comedias		
un programa de deportes	a sports programme	
un reality	a reality TV show	
un concurso	a game show	
un documental	a documentary	
una comedia	a comedy	
una serie policíaca	a crime series	
una telenovela	a soap opera	
el telediario	the news	
me gustan los concursos	I like game shows	
me encantan los documentales	I love documentaries	

High-frequency words	
así que	so (that)
mi/mis	my
no	no/not
o	or
porque	because
también	also
y	and
sin embargo	however

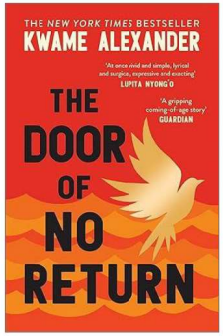
Qué hiciste ayer?		
hice kárate	I did karate	
monté en bici	I rode my bike	
jugué en línea	I played online	
vi una película	I watched a film	
hice gimnasia	I did gymnastics	
hablé por Facetime	I spoke on Facetime	
hice los deberes	I did my homework	
bailé	I danced	
salí con mis amigas	I went out with friends	

Ser – to be	
soy	I am
eres	you are
es	he / she / it is
somos	we are
sois	you (plural) are
son	they are

Tener – to have	
tengo	I have
tienes	you have
tiene	he / she has
tenemos	we have
tenéis	you (plural) have
tienen	they have

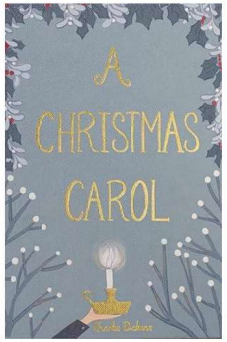
Ir – to go	
voy	I go
vas	you go
va	he/she goes
vamos	we go
vais	you all go
van	they go

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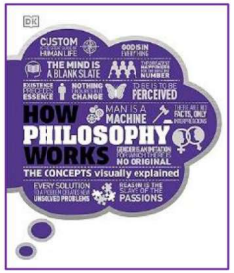
The Door of No Return by Kwame Alexander

Kofi Offin has dreams of water, of its urgent whisper that beckons with promises and secrets. He has heard the call on the banks of Upper Kwanta, West Africa, where he lives. When Kofi ends up in a fight for his life, he begins a harrowing journey across land and sea, away from everything he loves, and his dreams may be the key to his freedom.



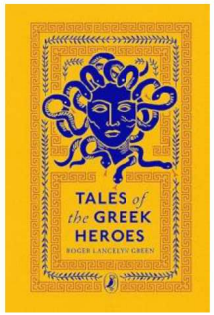
A Christmas Carol by Charles Dickens

Ebenezer Scrooge is a mean, miserable, bitter old man with no friends. One cold Christmas Eve, three ghosts take him on a scary journey to show him the error of his nasty ways. By visiting his past, present and future, Scrooge learns to love Christmas and the people all around him.



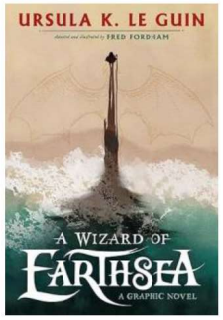
How Philosophy Works by DK

Demystifying the key ideas of the world's greatest philosophers, and exploring all of the most important branches of thought including philosophy of science, philosophy of religion and feminist philosophy in a uniquely visual way, this book is the perfect introduction to the history of philosophy.



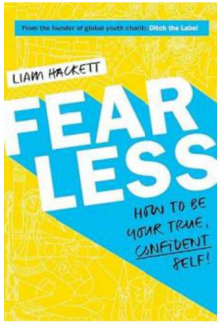
Tales of Greek Heroes by Roger Lancelyn Green

Roger Lancelyn Green's classic retelling of the adventures of the Greek Heroes features the mysterious and exciting legends of the gods and heroes in Ancient Greece. From the adventures of Perseus, the labours of Heracles, the voyage of Jason and the Argonauts, to Odysseus and the Trojan wars.



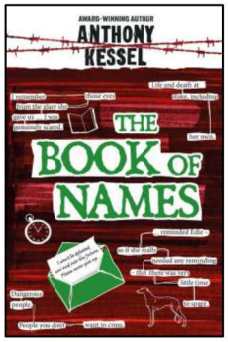
The Wizard of Earthsea by Ursula K. le Guin, and Fred Fordham

A stunning graphic novel edition of the classic fantasy adventure. It follows the story of Ged, a poor smith's son, who discovers a magical talent and is sent away from home to a wizard school.



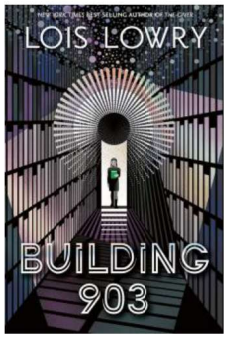
Fearless by Liam Hackett

Fearless helps you find the confidence to be your true self. Shows that by breaking free from labels and stereotypes, together we can build a generation who are healthy, happy and can truly realize their full potential. Exploring how stereotypes influence everything- from how you feel about your body, to your interests and career aspirations.



The Book of Names by Anthony Kessel

The latest in Anthony Kessel's thrilling detective series sees Edie, fresh from receiving the George Cross for gallantry, investigating her Jewish family's history and drawing on the strength and wisdom of her still much-missed mum to uncover corruption and evil even at the heart of the British government.

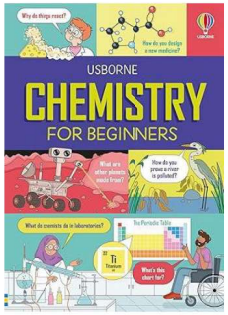


Building 903 by Lois Lowry

Twins Tessa and Theo live in a world ruled by the tyrannical Koziris, where there are no dangers or rebels. or so they've been told. In this world, citizens live long lives, and while many hate Koziris, they are comfortable and safe. So, when Tessa's brother disappears, nobody wants to discuss it. But then Miriam, their 135-year-old neighbor, slips Tessa a key - not only to her brother's disappearance, but to the source of all real magic…

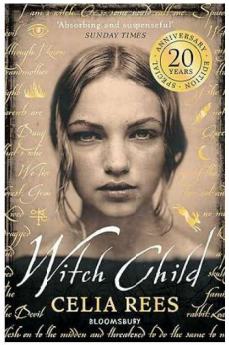
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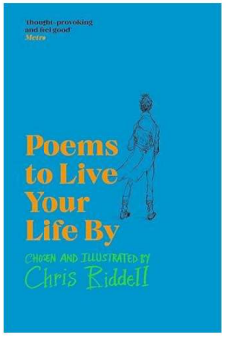
Chemistry for Beginners by Kristie Pickersgill

From atoms to molecules, discover the basic building blocks of the universe and find out how chemists use them to create amazing new medicines, materials and more. Follow step-by-step chemical reactions, explore the periodic table and learn all about chemistry's real-life applications from solving crimes to producing green energy.



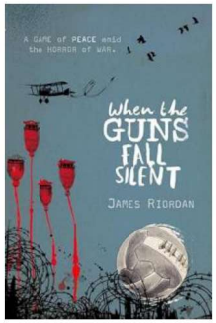
Witch Child by Celia Rees

When Mary sees her grandmother accused of witchcraft and hung, she is hurried to safety by an unknown woman. The woman gives her paper and ink to record her days, and she sets off for the New World only to become a victim like her grandmother.



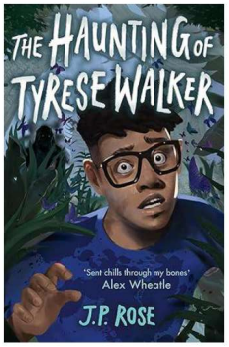
Poems to Live Your Life By
chosen and illustrated by Chris Riddell

In *Poems to Live Your Life By*, Chris Riddell, has selected his very favourite classic and modern poems about life, death and everything in between.



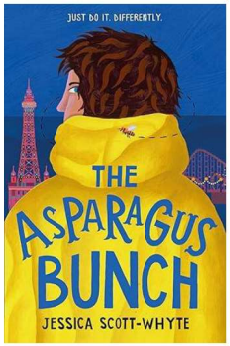
When the Guns Fall Silent by James Riordan

Two friends, Jack and Harry, both keen footballers, are sent to fight in the trenches in World War I. The author brings to life the horror for both sides and ends with an account of the football match played in the Christmas truce of 1914.



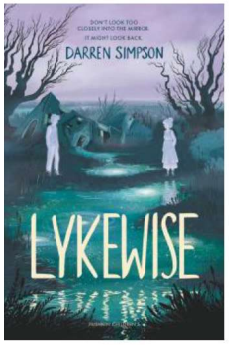
The Haunting of Tyrese Walker by J. P. Rose

After a shocking event leaves Tyrese struggling with grief, he's taken to visit family in Jamaica. From the first night, strange things start happening and he is warned he's being hunted by the mysterious Shadow Man. Under threat, Tyrese and his friends set out on a terrifying journey across the island to try and uncover the Shadow Man's sinister history.



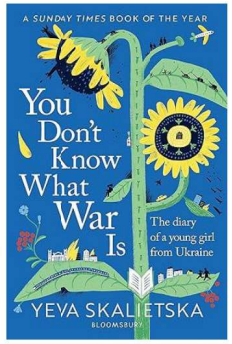
The Asparagus Bunch by Jessica Scott-Whyte

When school bully Glen Jenkins humiliates Leon in the school canteen, he very reluctantly agrees to the formation of a club, The Asparagus Bunch. How Leon manages to navigate school woes and family drama - and astonishingly ends up with not one but two friends - is nothing short of a miracle, or maybe just simply down to being different.



Lykewise by Darren Simpson

The village of Harrowmere is plagued by strangeness: foggy boglands, eerie wraithlights and the legend of Grasping Jack. So how could local boy Dunn Caulkner have known that the darkest threat of all would come from a mirror?



You Don't Know What War Is by Yeva Skalietska

Everyone knows the word 'war'. But very few understand what it truly means. When you find you have to face it, you feel totally lost, walled in by fright and despair. Until you've been there, you don't know what war is.This is the gripping and moving diary of young Ukrainian refugee Yeva Skalietska. It follows twelve days in Ukraine that changed 12-year-old Yeva's life forever.

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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										