

YEAR 8 - REPRESENTATIONS...

Representing Data

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

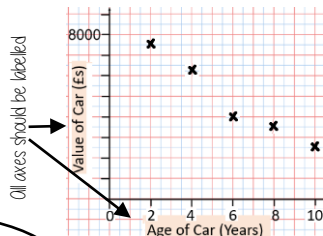
- Draw and interpret scatter graphs
- Describe correlation and relationships
- Identify different types of non-linear relationships
- Design and complete an ungrouped frequency table
- Read and interpret grouped tables (discrete and continuous data)
- Represent data in two way tables

Keywords

- Variable:** a quantity that may change within the context of the problem
- Relationship:** the link between two variables (items) Eg Between sunny days and ice cream sales
- Correlation:** the mathematical definition for the type of relationship.
- Origin:** where two axes meet on a graph
- Line of best fit:** a straight line on a graph that represents the data on a scatter graph
- Outlier:** a point that lies outside the trend of graph
- Quantitative:** numerical data
- Qualitative:** descriptive information, colours, genders, names, emotions etc
- Continuous:** quantitative data that has an infinite number of possible values within its range
- Discrete:** quantitative or qualitative data that only takes certain values
- Frequency:** the number of times a particular data value occurs

Draw and interpret a scatter graph

Age of Car (Years)	2	4	6	8	10
Value of Car (Es)	7500	6250	4000	3500	2500



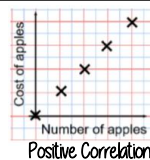
- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

"This scatter graph show as the age of a car increases the value decreases"

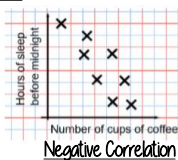
The link between the data can be explained verbally

The axis should fit all the values on and be equally spread out

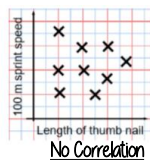
Linear Correlation



As one variable increases so does the other variable



As one variable increases the other variable decreases



There is no relationship between the two variables

The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph



It is only an estimate because the line is designed to be an average representation of the data

It is always a straight line.

Things to know:

- The line of best fit **DOES NOT** need to go through the origin (The point the axes cross)
- There should be approximately the same number of points above and below the line (It may not go through any points)
- The line extends across the whole graph

Using a line of best fit

Interpolation is using the line of best fit to estimate values inside our data point

e.g 40 hours revising predicts a percentage of 45



Extrapolation is where we use our line of best fit to predict information outside of our data

This is not always useful - in this example you cannot score more than 100%. So revising for longer can not be estimated

This point is an "outlier" it is an outlier because it doesn't fit this model and stands apart from the data

Ungrouped Data

The number of times an event happened

The table shows the number of siblings students have. The answers were
3, 1, 2, 2, 0, 3, 4, 1, 1, 2, 0, 2

2 people had 0 siblings. This means there are 0 siblings to be counted here

Number of siblings	Frequency
0	2
1	3
2	4
3	2
4	1

0 → 0
3 → 3
2 + 2 + 2 + 2 OR 2 x 4 = 8
3 + 3 OR 3 x 2 = 6
4 → 4

2 people have 3 siblings so there are 6 siblings in total

Best represented by discrete data (Not always a number)

OVERALL there are 0 + 3 + 8 + 6 + 4 Siblings = 21 siblings

Grouped Data

If we have a large spread of data it is better to group it. This is so it is easier to look for a trend. Form groups of equal size to make comparison more valid and spread the groups out from the smallest to the largest value.

Cost of TV (£)	Tally	Frequency
101 - 150	THH	7
151 - 200	THH THH	11
201 - 250	THH	5
251 - 300		3

Discrete Data
The groups do not overlap

We do not know the exact value of each item in a group - so an estimate would be used to calculate the overall total (Midpoint)

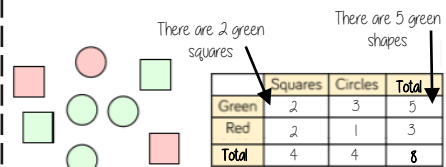
x	Frequency
Weight(g)	
40 < x ≤ 50	1
50 < x ≤ 60	3
60 < x ≤ 70	5

Continuous Data
To make sure all values are included inequalities represent the subgroups

e.g this group includes every weight bigger than 60kg, up to and including 70kg

Representing data in two-way tables

Two-way tables represent discrete information in a visual way that allows you to make conclusions, find probability or find totals of sub groups



Using your two-way table

To find a fraction
e.g What fraction of the items are red? **3 red items**
but **8 items in total** = $\frac{3}{8}$

Interleaving: Use your fraction, decimal percentage, equivalence knowledge

YEAR 8 - REPRESENTATIONS... Tables and Probability

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Construct a sample space diagram
- Systematically list outcomes
- Find the probability from two-way tables
- Find the probability from Venn diagrams

Keywords

Outcomes: the result of an event that depends on probability

Probability: the chance that something will happen

Set: a collection of objects

Chance: the likelihood of a particular outcome

Event: the outcome of a probability — a set of possible outcomes

Biased: a built in error that makes all values wrong by a certain amount

Union: Notation 'U' meaning the set made by comparing the elements of two sets

Construct sample space diagrams



Sample space diagrams provide a systematic way to display outcomes from events

The possible outcomes from tossing a coin

The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

This is the set notation to list the outcomes $S =$

$$S = \{1H, 2H, 3H, 4H, 5H, 6H, 1T, 2T, 3T, 4T, 5T, 6T\}$$

In between the $\{ \}$ are a_i the possible outcomes

Probability from sample space

The possible outcomes from rolling a dice

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

What is the probability that an outcome has an even number and a tails?

This is the set notation that represents the question P

$$P(\text{Even number and Tails}) = \frac{3}{12}$$

In between the $()$ is the event asked for

There are three even numbers with tails

Numerator: the event

Denominator: the total number of outcomes

There are twelve possible outcomes

Probability from two-way tables

	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

$$P(\text{Girl walk to school}) = \frac{21}{100}$$

The event

The total in the set

The total number of items

Product Rule

The number of items in event a

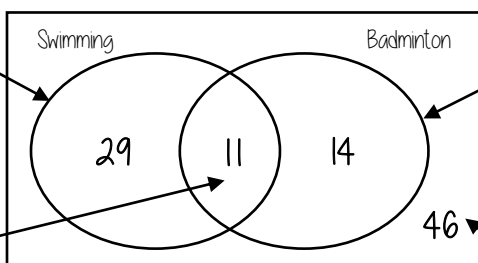
x

The number of items in event b

Probability from Venn diagrams

100 students were questioned if they played badminton or went to swimming club
40 went swimming, 25 went to badminton and 11 went to both

This whole curve includes everyone that went swimming
Because 11 did both we calculate just swimming by $40 - 11$



This whole curve includes everyone that went to badminton
Because 11 did both we calculate just badminton by $25 - 11$

$$P(\text{Just swimming}) = \frac{29}{100}$$

The intersection represents both
Swimming AND badminton

The number outside represents those that did neither badminton or swimming

$$100 - 29 - 11 - 14$$

YEAR 8 - ALGEBRAIC TECHNIQUES...

Brackets, Equations & Inequalities

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Form Expressions
- Expand and factorise single brackets
- Form and solve equations
- Solve equations with brackets
- Represent inequalities
- Form and solve inequalities

Keywords

- Simplify:** grouping and combining similar terms
- Substitute:** replace a variable with a numerical value
- Equivalent:** something of equal value
- Coefficient:** a number used to multiply a variable
- Product:** multiply terms
- Highest Common Factor (HCF):** the biggest factor (or number that multiplies to give a term)
- Inequality:** an inequality compares two values showing if one is greater than, less than or equal to another

Form expressions

For unknown variables, a letter is normally used in its place

More than - ADD

Less than/ difference - SUBTRACT


e.g. 4 more than t \longrightarrow $t + 4$

8 less than k \longrightarrow $k - 8$

Only similar terms can be grouped together

e.g. Find the perimeter of this shape

(Perimeter = length around outside of shape)

t  $t + 2t + 1 + t + 2t + 1 \longrightarrow 6t + 2$

Directed numbers

$++ \longrightarrow +$

$-- \longrightarrow +$

$+ - \longrightarrow -$

$- + \longrightarrow -$

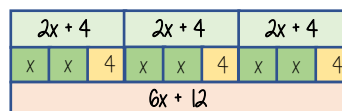
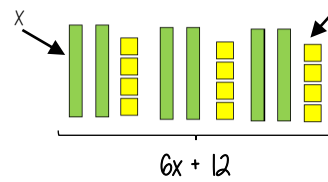
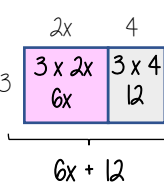
e.g. $a = -5$ and $b = 2$

$a^2 = a \times a = -5 \times -5 = 25$

$b + a = 2 + -5 = -3$

Multiply single brackets

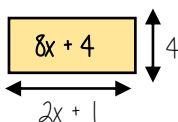
$3(2x + 4)$



Different representations of $3(2x+4) = 6x + 12$

Factorise into a single bracket

$8x + 4$



Try and make this the highest common factor

The two values multiply together (also the area) of the rectangle

$8x + 4 \equiv 4(2x + 1)$

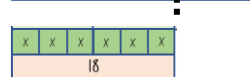
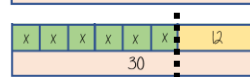
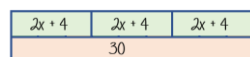
Note:

$8x + 4 \equiv 2(4x + 2)$

This is factorised but the HCF has not been used

Solve equations with brackets

$3(2x + 4) = 30$



$3(2x + 4) = 30$

Expand the brackets

$6x + 12 = 30$

-12

-12

$6x = 18$

-6

-6

Substitute to check your answer. This could be negative or a fraction or decimal

$\frac{x}{3} = 3$

Simple Inequalities

< less than

\leq Less than or equal to

> More than

\geq More than or equal to

equal to

$x < 10$

Say this out loud "x is a value less than 10"

$10 > x$

Say this out loud "10 is more than the value"

Note:

$x < 10$ and $10 > x$ represent the same values

$x + 2 \leq 20$

"my value + 2 is less than or equal to 20"

$x \leq 18$

The biggest the value can be is 18

Form and solve inequalities



Two more than treble my number is greater than 11

Find the possible range of values

Form

$x \longrightarrow x3 \longrightarrow +2 \longrightarrow 11$

$3x + 2 > 11$

Solve

$x \longleftarrow -3 \longleftarrow -2 \longleftarrow 11$

$x > 3$

Check

This would suggest any value bigger than 3 satisfies the statement

$3 \times 3 + 2 = 11 \checkmark$

$10 \times 3 + 2 = 32 \checkmark$

Algebraic constructs

Expression

A sentence with a minimum of two numbers and one maths operation

Equation

A statement that two things are equal

Term

A single number or variable

Identity

An equation where both sides have variables that cause the same answer includes \equiv

Formula

A rule written with all mathematical symbols e.g. area of a rectangle $A = b \times h$

Year 9 Knowledge organiser Changing Substances

Key Vocabulary:		10	Chemical and Physical Changes	13	Reactions of Metals with Acid
1	Atom	<p>The smallest particle of an element that can exist. The element magnesium is made up of only magnesium atoms.</p>		<p>Acids react with some metals to produce salts and hydrogen Metal + acid → salt + hydrogen This can be remembered by MASH: Metal + Acid → Salt + Hydrogen Example 1: Copper + Hydrochloric acid → copper chloride + hydrogen Example 2: Sodium + Nitric Acid → sodium nitrate + hydrogen</p>	
2	Chemical formula	<p>The symbols that show how many of each type of atom are present in an element or compound. The chemical formula for water is H₂O.</p>		14 Reactions of Acids with Alkalis, Bases and Metal Carbonates	
3	Chemical change	<p>A chemical reaction where a new substance is formed. A chemical change is irreversible.</p>			
4	Combustion	<p>A high temperature reaction with oxygen (burning). <i>The combustion of magnesium produces magnesium oxide.</i></p>		15 Exothermic and endothermic reactions	
5	Compound	<p>A substance made up of two or more elements chemically bonded together. <i>Carbon dioxide is a compound because it is made up of carbon and oxygen chemically bonded together.</i></p>			
6	Conservation of mass	<p>The law that says atoms cannot be created or destroyed in a chemical reaction so the total mass of products is equal to the total mass of reactants. <i>According to the law of conservation of mass, the mass of magnesium oxide product will be equal to the mass of oxygen and magnesium reactants.</i></p>		<p>In a chemical reaction, when energy is transferred to the surroundings, this is called an exothermic reaction, and the temperature of the surroundings increases. Eg combustion, neutralisation and oxidation.</p> <p>When energy is taken in from the surroundings, this is called an endothermic reaction and the temperature of the surroundings decreases. Eg thermal decomposition and photosynthesis.</p>	
7	Oxidation	<p>The gain of oxygen. <i>When magnesium burns in oxygen, it is an oxidation reaction.</i></p>			
8	Reduction	<p>The loss of oxygen.</p>		16 Catalysts	
9	Thermal decomposition	<p>Thermal means heat. Decomposing is the process of breaking down. Thermal decomposition is a chemical reaction that happens when a compound breaks down when heated.</p>		<p>A catalyst is a substance that:</p> <ul style="list-style-type: none"> • increases the rate of a reaction • does not alter the products of the reaction • is not chemically changed or used up at the end of the reaction 	
		10	Chemical and Physical Changes		
		<p>A chemical change produces a new substance whereas in a physical change no new substance is produced. A chemical change is irreversible whereas a physical change is reversible. Melting, evaporating, condensing, freezing and sublimation are examples of physical changes because they only change the <u>state</u> (solid, liquid or gas) of the substance. These processes only change the energy that each particle has (how much it moves) and <u>not</u> its arrangement or properties (e.g. its boiling or melting point).</p>			
		11	Chemical Reactions		
		<p>A chemical change can also be called a chemical reaction. The number and type of atoms do not change in a chemical change and are only rearranged. The total overall mass is conserved in a chemical change (the mass of the reactant is equal to the mass of the products). Every reactant atom will become a product atom. Extra atoms cannot be made, and atoms cannot disappear.</p>			
		12	Reactions of Metals with Oxygen		
		<p>Metals react with oxygen to produce metal oxides. The general equation is: Metal + oxygen → Metal oxide Example 1: Copper + oxygen → copper oxide Example 2: Lithium + oxygen → lithium oxide These reactions are oxidation reactions because the metals gain oxygen Reduction is the loss of oxygen Oxidation is the gain of oxygen</p>			

Year 8 Science Knowledge organiser- Magnetism

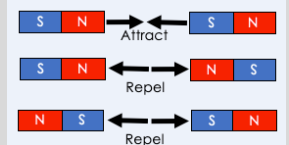
Key Vocabulary:		
1	Attract	A pulling force causing objects to move towards each other.
2	Bar magnet	A permanent magnet with a North pole and South pole.
3	Coil	A length of wire wrapped to form a spiral.
4	Core	The centre of an object.
5	Current	The rate of flow of charge.
6	Electromagnet	A solenoid (coil of wire) with a current flowing through it, containing an iron core.
7	Field Lines	Imaginary lines running from the North to South pole of a magnet, showing the direction and strength of the magnetic field.
8	Geographical Pole	Either of the two points on Earth where the axis of rotation meets the surface.
9	Induced	When something is caused or produced as a result of being near something else.
10	Magnet	A material that produces a magnetic field, causing other magnetic materials to be attracted or repelled.
11	Magnetic	Relating to magnetism and magnetic fields.
12	Magnetic Field	The area around a magnet that is affected by the non-contact magnetic force.
13	Permanent	Lasting forever or indefinitely.
14	Repel	A pushing force causing objects to move away from each other.
15	Solenoid	A coil of wire with a current flowing through it.
16	Steel	An alloy made up of iron and other substances.
17	Temporary	Lasting for a limited period of time, not permanent.

18 **Magnetic Force**

- The magnetic force is a non-contact force.
- Only some metals are magnetic: iron, cobalt, nickel and their alloys (such as steel).

19 **Magnets**

- Magnets have a north and a south pole.
- The poles of a magnet are where the magnetic force is the strongest.
- Opposite poles attract and like poles repel (remember, opposites attract!)



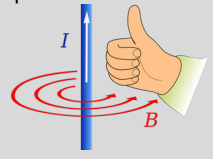
- Permanent magnets are magnetic all the time. Bar magnets are permanent magnets.
- Magnetic materials, including the Earth, create magnetic fields.

20 **Magnetic Fields**

- Magnetic field lines are used to describe the strength and direction of the magnetic field.
- The direction of the magnetic field at any point is given by the direction of the force that would act on another north pole placed at that point
- The arrows on the magnetic field lines always point from the North pole to the South pole.
- Magnetic field lines never cross or touch.
- Field lines flow from the North pole to the South pole.
- Closer field lines demonstrate that the magnetic force is stronger.

21 **Induced Magnetism**

- Induced magnets are materials that become magnetic when placed in a magnetic field and when removed, lose their magnetism.
- When a current flows through a conducting wire a magnetic field is produced around the wire.

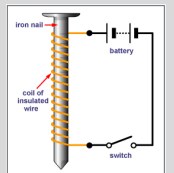


21 **Induced Magnetism**

- The strength of the magnetic field depends on the current through the wire and the distance from the wire.
- When a wire is wrapped around into a coil shape, we call it a solenoid.
- Shaping a wire to form a solenoid increases the strength of the magnetic field created by a current through the wire. The magnetic field inside a solenoid is strong.
- The magnetic field around a solenoid has the same pattern as the magnetic field around a permanent bar magnet.

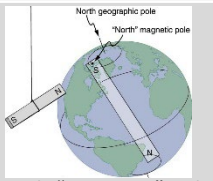
22 **Electromagnets**

- An electromagnet is a solenoid with an iron core. We can make an electromagnet by wrapping a wire around an iron nail and turning on the current.

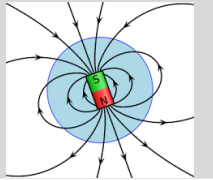


23 **Earth's Magnetic Field**

- The Earth has a magnetic field.



- A compass will point to Earth's North "magnetic" pole which is different to Earth's geographic North pole which is also different to the true North pole of the Earth's magnetic field.
- The Earth behaves like it has a giant bar magnet inside it, because of currents of molten iron and nickel in its core.
- Molten means melted.
- The Earth's magnetic field has the same pattern as a permanent bar magnet.



KEYWORDS

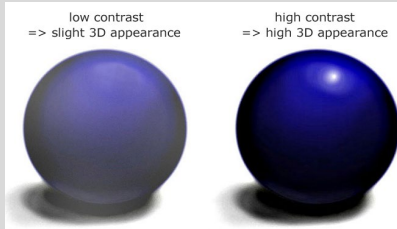
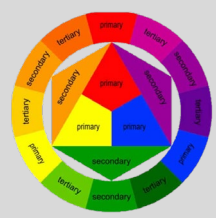
Graffiti - Graffiti art refers to images or text painted usually onto buildings, typically using spray paint.

Stencilling - A technique for reproducing designs by passing ink or paint over holes cut in cardboard or metal onto the surface to be decorated.

Three-dimensional - A picture that has or appears to have height, width and depth is three-dimensional (or 3-D).

Anonymous - A person who is not identified by name, the state of being unknown.

Political - This relates to the governing and public affairs of a country.



BANKSY – ARTIST INFORMATION

BACKGROUND

Banksy is a street artist known for his controversial, and often politically themed, stencilled pieces. Banksy, whose identity remains unknown, is believed to have been born in Bristol, England, around 1974. From a recorded voice interview, it is believed Banksy started doing graffiti arts when he was 14 and reported that he struggled at school but graffiti made him feel better about himself and gave him a voice. He started off by cutting stencils for his early work as he struggled with a spray cans to produce the work free hand.

CRIMINAL?

Many people question Banksy's art pieces. He is described as one of Britain's most important working artists and one of the world's elusive criminals. As graffiti is illegal, Banksy competes his work undercover but yet does not seem to have a criminal offence on his record!

TIPS FOR CREATING THREE-DIMENSIONAL ART

- Identify the areas of light and dark.
- Add both clear shadow and highlights so that certain areas stand out.
- Include a variety of tones.
- Make sure you have a strong contrast between your colours, and tones.
- Remember colour theory.

WHERE?

Although Banksy's work is spread across the UK his works can mainly be seen on the streets of Bristol, Brighton and London.

SUBJECT MATTER

- Rats & apes
- His opinions
- People, including policemen, children, royal family
- Political themes
- War
- Capitalism
- Hypocrisy
- Greed



BANKSY



Year 8 Subject Term Knowledge Organiser: The World Wide Web

The Internet:

The internet is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.

Packets:

Networks send and receive messages in small units of data known as 'packets'.

A single message may be too large to fit in one packet. It is often split into many packets.

Each packet contains a part of the message, an address of where it came from, and an address of where it is going. These addresses are known as 'IP addresses', and they are unique.

IP Address:

An IP address is made up of 4 groups of numbers between 0 and 255, each separated by a full stop.

These are unique for every device on the internet.

Protocol:

A set of rules that must be followed.

Transmission Control Protocol:

Splits the messages sent across the internet into smaller pieces called 'packets'

Assembles the packets in the correct order at the receiver end

IP:

A protocol to route the packets. Each device on the internet has an IP address that uniquely identifies it from all other devices

The World Wide Web:

A collection of webpages found on the internet

Web Browser:

A piece of software (code) used to view information on the World Wide Web

Search Engine

A website that allows you to look up information on the World Wide Web.

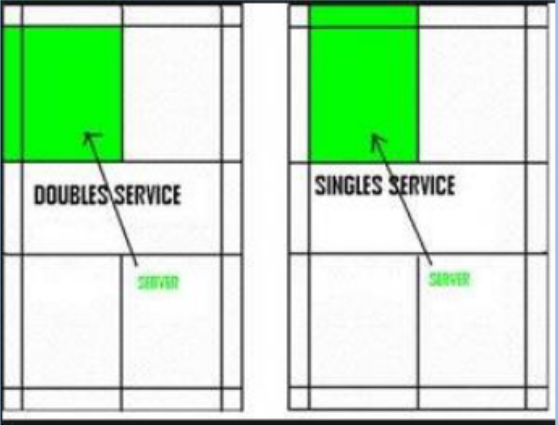
HTML:

HTML stands for **H**yper **T**ext **M**arkup **L**anguage and is the **standard markup** language for Web pages

HTML Tags:

Opening Tag	Closing Tag	Structure Specified
<p>	</p>	Paragraph Text
<h1>	</h1>	Main heading
<h2>	</h2>	Sub heading
		Hyperlink
		List item
		Bulleted (unordered) list
		Numbered (ordered) list
	None	Image

Year 8 PE Knowledge Organiser- Badminton

<p>Rules:</p>	<ul style="list-style-type: none"> • Serve Diagonal and land across the service line • Play to 21 points (2 clear points to win) • Whoever wins the point, their team serve. • When the score is even you serve from the right, when it is odd you serve from left • Long and thin for doubles, short and fat for singles • You cannot touch the net • Serve must be underarm/below lowest rib. 	
<p>Skills and tactics</p> 	<p>Clear</p> <p>Dropshot</p> <p>Smash</p> <p>Flick serve</p> <p>Grip</p> <p>Underarm serve</p> <p>Tactics</p>	<p>Shot played high to the back of the opponent's court, typically a defensive shot but can be played as an attacking shot.</p> <p>Delicate shot played just over the net into the space. Gets your opposition out of position to attempts a smash or clear.</p> <p>Most attacking shot. Hitting the shuttlecock at its highest point with power, trying to get the shuttlecock to hit the floor on the opponent's side as quickly as possible.</p> <p>Short serve which is played typically in doubles. Aim is to get the shuttlecock to stay low over the net and land just over the service line. Means you opposition has to hit the shuttlecock upwards.</p> <p>V shape down the handle. (Shake its hand)</p> <p>Serve typically played in singles. Aim is to get the shuttles as high as you can towards the backline. Gets you opposition to the back of the court from the start so you can dictate the rally.</p> <p>Doubles – front/back or side to side Hitting into space Targeting opponents weakness Shot selection</p>

KEYWORDS

<p>Let</p> <p>Drop shot</p> <p>Back boundary line</p> <p>Long service line (for singles)</p> <p>Centre line</p>	<p>sideline</p> <p>tramlines</p> <p>Long service line (for doubles)</p> <p>Scoring</p> <p>Umpire</p>	<p>Rally</p>
---	--	--------------

Year 8 Subject Term Knowledge Organiser: Computing: Computer Systems

Embedded Computer

A computer system that is designed for a specific and dedicated purpose.

Personal Computer

A small computer with a microprocessor, designed for use by an individual.

Portable Computer

A computer designed to be easily moved from one place to another.

Super Computer:

An extremely powerful computer that operates at the fastest possible speed.

Artificial Intelligence:

The development of computer systems that can perform tasks that usually require human intelligence

Hardware

This is the physical parts of the computer which you can touch, for example monitors, keyboard, printers, wiring etc.

Software

This is the set of instructions for the computer to run a particular task or boot up, for example a word processor will be used to create documents and a virus checker can be used to check and clear viruses on the system

Input Devices

These are used to control the computer and are used to put data into the system. E.g. Keyboard and Mouse

Output Devices

These get something out of the computer for instance data or sound. E.g. Monitor, Speaker, Printer

Storage Devices

These are used to save data onto and can be inside the computer or portable so the data can be taken with the user.

Magnetic Storage Devices

These uses a magnetised surface area in order to hold bits of information. E.g.

- Fixed Hard Disk Drive
- Portable Hard Disc Drive
- Floppy Disc Drive

Optical Storage Devices

Optical Storage Devices use light sources to read/write data onto a disc. Data is stored using a series of dots that is read using the light.

- CD-ROM
- CD - RW
- DVD – ROM
- DVD – RW
- BlueRay

ROM - READ ONLY MEMORY

Can't be written over or added too. Can only be READ

RW - READ ONLY MEMORY

Can be written over and read

Solid State Memory

These have no moving parts e.g. no spinning discs or laser beams. E.g.

- Memory Stick/Pen
- Flash Memory Cards

Year 8 Subject Term Knowledge Organiser: Computing: Computer Systems

A peripheral device

This is a computer component that is not part of the computer.
They are external devices and are attached to the outside of a computer

The Central Processing Unit

The CPU is often called the “**brains of the computer.**”
The purpose of the CPU is to process data. The CPU is where processes such as calculating, sorting and searching take place. Anything that is done on our computers, such as checking emails, playing games and doing homework, the CPU has processed the data we use.

ROM: Read Only Memory

Read-Only Memory can not be changed. This means it is also an example of **non volatile memory as it doesn't get deleted when the computer is switched off.**

A computer will have a ROM chip that usually stores the data the manufacturer has put on there. It contains all of the data to get a computer running

RAM: Random Access Memory

This is 'Short Term' memory of a computer which is very fast. It gets deleted when the computer is switched off and it contains the information the computer needs whilst it is running.

It is known as **volatile memory as it can be changed.**

Operating systems

These are pieces of software that manage everything that happens in your computer and they instruct the hardware on what to do.

The operating system makes your system useful. Without it your computer would sit there and do nothing.

Network

A **network** is where devices are connected together usually by cable or Wi-Fi. This could be a few computers in a room, many computers in a building or lots of computers across the world.

Type of Network	Description	Example
Local Area Network (LAN)	Connect computers over a building or a site.	School network
Wide Area Network (WAN)	Connect computers over a larger area such as a town, city or country.	The internet or a businesses that has locations all over the world

Year 8 HT3 & 4 Drama Knowledge Organiser

Key characters

Mrs Johnstone	Mickey , Edward and Sammy's mother. She gives up Edward so he'll have a better life.
Mrs Lyons	A middle-class woman who longs for a child. She manipulates Mrs Johnstone into giving Edward to her.
Mickey Johnstone	The twin Mrs Johnstone keeps. He's a friendly child but ends up unemployed and in trouble with the law.
Edward Lyons	The twin Mrs Lyons takes. He's well- educated and grows up to be a successful local councillor.
Linda	Mickey and Edward's friend. Both boys fall in love with her. She marries Mickey.
Sammy Johnstone	Mickey's older brother. He's always n trouble as a child and ends up as a criminal.
Mr Lyons	A wealthy businessman who spends more time at work than with his family. He makes Mickey redundant.
The Narrator	Helps to tell the story. He also plays several minor characters throughout the play.

Aims of the topic
To explore the set text in detail to complete a performance and written exam.

Blood Brothers Y8 Knowledge Organiser

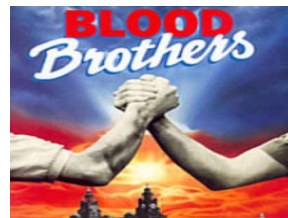
Summary of topic
To explore key extracts from the iconic musical 'Blood Brothers' by Willy Russell with the aim to understand the Thatcher era and consider the difficulties within society during the 1960-1980s in Liverpool.

After exploring the play-text, develop a section to performance standard making key decisions about character and artistic intentions.

Skills & Definitions
HOT SEATING – Asking interesting questions and answering them in character to discover more about your character
FREEZE FRAMES – Frozen images that represent a story/message
MIME – Planned movement involving no speech or vocals
IMPROVISATION – Drama/Performance made up on the spot with no time to plan
NATURALISM – Acting that is true to real life and natural. Uses real emotions.

Key Words

1. Antagonist
2. Protagonist
3. Working Class
4. Superstition
5. Scouse Accent
6. Thatcher
7. Themes
8. Musical Theatre



KEY THEMES
Money
Social Class
Fate
Superstition
Friendship
Coming of age
Identity Gender

Assessment & Performance Tips

- Face the audience at all times
 - Speak loud and clear so everyone can hear you
- Remember its naturalism
- Try not to laugh and stay focused
- Bring props and costume in to enhance your character
 - Use an accent or voice to differentiate your character from yourself
 - Try your best
- Use the Liverpool accent

19th Century Anthology - Knowledge Organiser

<p>Simple sentence: Contains only one main clause. It <u>must</u> have a subject and a verb, and <u>may</u> have an object.</p>	<p>Authorial intent: What the writer's purpose is and why they wanted to write the piece.</p>	<p><u>Analysing an Extract</u></p> <ul style="list-style-type: none"> • Write as succinctly as you can, without letting your point get lost in lots of wasteful words. • Try to embed your quotations, choose the shortest, most precise phrase from the text as you can and try to let it flow naturally in the paragraph you're writing. • Zoom in to key words, particularly explaining connotations and the semantic field. • Don't rely on knowing what the text means, focus instead on working out what the writer is implying. • Refer to the structure of the sentences and why the writer has used that type of sentence.
<p>Compound sentence: Has <u>two</u> main clauses, joined by a co-ordinating conjunction.</p>	<p>Thesis statement: An argument to introduce and outline the main points of an essay.</p>	
<p>Complex sentence: consists of a main clause plus one or more subordinate clauses.</p>	<p>Appositive: An appositive is a noun or a noun phrase that sits next to another noun to rename it or to describe it in another way.</p>	
<p>Periodical sentence: placing the main clause at the very end.</p>	<p>Personification: Describing a non-living thing with living qualities.</p>	
<p>Cumulative sentence: are long sentences which place the main clause at the start of the sentence with the modifiers following after.</p>	<p>Juxtaposition: Two or more things being seen or placed close together with contrasting effect.</p>	
<p>Minor sentence: An incomplete sentence. It may lack a subject or a main verb but nevertheless we understand what is meant.</p>	<p>Alliteration: The same letter or sound at the beginning of words next to one another or closely connected words.</p>	<p><u>Analysing using a Thesis Statement</u></p> <ul style="list-style-type: none"> • Use the text to convey your understanding of authorial intent. • Use an appositive to detail knowledge on the author. • Refer to an argument based on the question and the ideas you want to explore in your essay. • Try to explore connection to the time the writer has based their piece on and how this reflects their intentions. • Use evidence from the text to prove your ideas.
<p>Exclamatory sentence: making an exclamation of shock, horror, anger, delight, excitement... using an exclamation mark!</p>	<p>Oxymoron: Two words next to each other that are opposite and contradict one another.</p>	
<p>Imperative sentence: Featuring an imperative verb, an imperative sentence gives an instruction or a command</p>	<p>In medias res: Starting in the action.</p>	
<p>Interrogative sentence: A sentence which interrogates, or questions, ending in a question mark. Remember that a rhetorical question is a different kind of question.</p>	<p>Pathetic fallacy: Where the mood and emotions are attributed to non-human things.</p>	
<p>Declarative sentence: The most commonly used sentence type, simply stating or declaring information.</p>	<p>Syntax: The way in which such as words are put together to form clauses in sentences.</p>	
		<p><u>Creative Writing</u></p> <ul style="list-style-type: none"> • You can control the mood and tone of your writing by choosing vocabulary with the right connotations. • Use of imagery, pathetic fallacy, alliteration and personification creates a visual image for the reader. • Write a piece to match the purpose, audience and format. • Create pathos, ethos and logos within your piece through the use of language and structure. • Use a variety of sentence types to emulate 19th century writing. • Proof reading is a key skill; no writer publishes their first draft of anything! Check your punctuation, particularly capital letters and that your sentences are complete.

Tenses-Present

Prendre = to take

Je prends	I eat breakfast
Tu prends	You eat breakfast
Il/Elle/On prend	He/She/It eat breakfast
Nous prenons	We eat breakfast
Vous prenez	You all eat breakfast
Ils/Elles prennent	They eat breakfast

REGULAR **PRESENT TENSE**

	-ER	-IR	-RE
Je	e	is	s
Tu	es	is	s
Il/Elle/On	e	it	
Nous	ons	issons	ons
Vous	ez	issez	ez
Ils/Elles	ent	issent	ent

Opinions & Pronouns

J'aime

J'aime beaucoup

Je n'aime pas

Je n'aime pas du tout

J'adore



Connectives



- **Aussi**= also
- **Et**= and
- **Mais**= but
- **Ce pendant** = however
- **Parce que** = because



Adjectives

Savoureux	<i>tasty</i>
Degoutant	<i>disgusting</i>
Tôt	<i>early</i>
tard	<i>late</i>
Delicieux	<i>delicious</i>
Saine	<i>Healthy</i>
Juteux	<i>juicy</i>
Corsé	<i>Strong-flavoured</i>

Je prends le petit déjeuner = I eat breakfast
 Je prends le déjeuner = I eat lunch
 Je grignote = I eat a snack
 Je dine = I eat tea

À ... heure = At... o'clock

Climate Change Knowledge Organiser

Key terms

Atmosphere - a layer of gases that surrounds the planet

Weather - the current conditions in the atmosphere

Climate - the average weather conditions in an area over a period of time

Greenhouse effect - the process by which CO² and other gases prevent the Earth's heat escaping into space

Greenhouse gas - a gas, present in the atmosphere, which reduces the loss of heat into space (carbon dioxide, methane, nitrous oxide, water vapour, CFCs).

Global warming - the slow increase in the earth's average temperature

Carbon emissions - CO₂ added to the atmosphere by burning fossil fuels

Enhanced Greenhouse effect - the effect of increased levels of CO² and other gases in the atmosphere to prevent more of the earth's heat from escaping into space

Causes of climate change

Human causes

Burning fossil fuels – fossil fuels like coal and natural gas contain high amounts of carbon; burning them for energy releases this carbon into the atmosphere

Transport emissions – most use petrol or diesel for fuel which releases greenhouse gases into the atmosphere.

Deforestation - trees absorb carbon and transform it into oxygen during photosynthesis; if they are cut down there will be more carbon in the atmosphere

Dumping waste in landfills - when waste is left to decompose in a landfill it produces and gives off methane, another greenhouse gas like carbon

Agriculture - agricultural practices lead to the release of nitrogen oxide & methane into the air



Natural causes

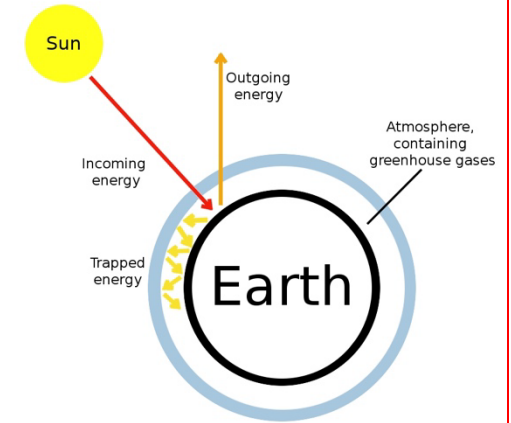
Orbital changes - the Earth has natural periods (like ice ages) where the average temperature changes a lot due to changes in the tilt, wobble and shape of the orbit.

Solar output - the amount of solar radiation from the sun changes; if it is stronger, Earth's temperatures will rise

Volcanic eruptions – during a volcanic eruption carbon dioxide is released.

What is the greenhouse effect?

Solar radiation (the sun's rays) power the climate system. Some solar radiation is reflected by the Earth and the **atmosphere**. About half the solar radiation is absorbed by the Earth's surface and warms it. Infrared radiation is emitted from the Earth's surface. Some of this infrared radiation passes through the atmosphere, but most is absorbed and re-emitted in all directions by clouds & **greenhouse gases**. The effect of this warms the earth's surface and lower atmosphere. Human activities can impact the amount of greenhouse gasses in the atmosphere, and can therefore increase global temperatures.



Impacts of climate change

Climate change affects the whole planet but looks different in different places or seasons. Below are some examples of positive **and** negative effects of climate change.

Positive	Negative
<ul style="list-style-type: none"> • Longer growing season for agriculture • Energy consumption may decrease due to warmer climate • Frozen regions like Northern Canada may be able to grow crops • As ice melts in the Arctic, faster shipping routes may open up, helping trade • Increase in fish stocks in some areas 	<ul style="list-style-type: none"> • Malaria and cholera increase due to temperature increase • Increase in climate change refugees as areas become unsuitable for human life • Sea level rise will affect ~80 million people • Coral reefs damaged as a result of increased ocean/ sea temperatures • Tropical storms will increase in magnitude (strength) • Species in affected areas (i.e. Arctic) may become extinct • Ski resorts may lose business as snow cover decreases

Climate Change Knowledge Organiser

Reducing emissions

Individuals can reduce their emissions by:

- Driving electric cars
- Using renewable energy sources e.g. solar panels
- Eating less meat
- Planting more trees
- Using public transport or walking/cycling
- Insulating houses
- Buying local produce.
- Reducing waste and recycling



Governments can reduce emissions by:

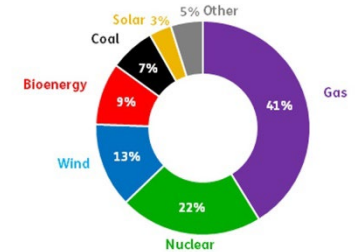
- International agreements such as the Kyoto Protocol or Paris agreement
- Investing in renewable technology such as wind energy
- Investing in public transport or cycling infrastructure e.g. cycle lanes

Renewable and non-renewable energy sources

We harvest energy from many different sources. These sources are either **renewable** (meaning they can be used over and over again without running out) or **non-renewable** (meaning they can only be used once and will eventually run out). Renewable energy sources are more sustainable because we never have to worry about future generations running out.

UK electricity generation

Proportion of total electricity generated from different sources in the 12 months ending September 2017



Renewable	Non-renewable
Wind power	Coal
Hydro-electric power	Natural gas
Wave & tidal energy	Oil
Solar power	Nuclear power
Geothermal energy	

Nuclear Power

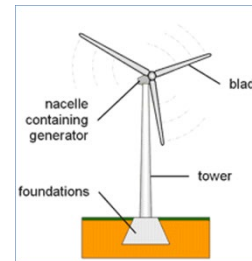
Nuclear power is created from the release of energy from nuclear reactions (**fission** or **fusion**). These reactions usually use uranium or plutonium.



Advantages	Disadvantages
<ul style="list-style-type: none"> - Does not release much carbon - Can provide cheap power to LICs - Only small amounts of fuel needed to produce lots of energy compared to fossil fuels 	<ul style="list-style-type: none"> - Non-renewable - Produces dangerous waste to be disposed of - Accidents and leaks can be deadly and last for a long time

Wind Power

Wind energy is produced when the blades of the turbine spin and thus turn the generator which produces electricity.



Advantages	Disadvantages
<ul style="list-style-type: none"> - Produce very little pollution - Renewable - Land beneath them can be used for other things e.g. farming 	<ul style="list-style-type: none"> - Wind is unreliable and may not always blow - They can injure birds flying past - Difficult to store excess energy

Hydro-Electric Power

Fast flowing water is used to turn the turbines, thus generating energy. Water is often stored behind a dam in deep valleys.



Advantages	Disadvantages
<ul style="list-style-type: none"> - Dams can manage flooding and water resources - Reservoirs can be used for water sports - Can be used for irrigating crops 	<ul style="list-style-type: none"> - Can damage wetland and aquatic ecosystems downstream - Expensive to build - Large areas of land must be flooded to create reservoirs

Year 8 History Term 2 Knowledge Organiser: India & Empire

Interpretations of the British Empire

People disagree about how we should remember the Empire. These are two viewpoints;

"The violence of the British Empire has long been forgotten. We need to face up to this history and education is crucial if we are to do so."

Dr Esme Cleall, Historian

"I think there's an enormous amount to be proud of in what the British Empire did and was responsible for"

David Cameron, British Prime Minister 2010-2016

The British Empire



Key Words

EMPIRE	a group of countries ruled over by a single powerful country.
COLONY	a place controlled by another powerful country as part of an empire.
COLONISATION	the process of invading or taking over other countries and controlling them.
CIVILISED	when humans are educated and refined, not impulsive or destructive.
MUGHALS	the Muslim rulers of India between c.1600 & 1850.
TRADE	the buying and selling of goods and services.
EAST INDIA COMPANY	a private company of British merchants and traders who sometimes acted on behalf of the government.
INTERPRETATION	an opinion or version of past events, based on evidence.
MUTINY	disobeying the people in charge. Refusing to follow orders.
REBELLION	to fight against those in charge.
THE BRITISH RAJ	the period of history between 1858 and 1947, when the British government ruled India directly.
FAMINE	An extreme shortage of food, often resulting in a large number of people starving.
MASSACRE	the unnecessary killing of a large number of people

TIMELINE OF THE EMPIRE IN INDIA

1600.
The East India Company was established.

1757
Robert Clive takes over Bengal.

1857-58
The Indian Mutiny or First War of Independence.

1882
Britain impose the Salt Law on India

1919
The Amritsar Massacre

1947
Indian Independence from Britain

Year 8 PE Knowledge Organiser- Orienteering

The main aim of orienteering is to complete the set course by finding control markers in the correct order in the shortest time.

Skills and Techniques

Orienteering is a sport that requires **navigational skills** using a **map and compass** to **navigate** from point to point in **diverse** and often unfamiliar **terrain** whilst moving at **speed**. Participants are given a **topographical map**, usually a specially prepared orienteering map, which they use to find **control points**.

Running activities: All lessons start with running activities to encourage pace and speed. Cardiovascular fitness is required over different types of terrain.

Observing surroundings: Look at your surroundings (playground/ cage/ grass areas/ tree) and identify key features that help you find your precise location. You need to observe your surroundings before looking for markings on a map.

Orienteering a Map. You need to orientate your map (move it) to line up with the key features on the ground and check it is the correct way round to the direction you are facing.

Directions: - understand the Cardinal Markers – North, South, East and West and their relation to features on the ground and to places beyond the school site.

Map Reading – Recognise symbols on a map, be able to use a key to recognise symbols and colours on an orienteering map.

Human features: Know that a human feature is influenced by man (buildings, benches, fences, walls)

Physical Features: Know that a physical feature is natural (rivers, beaches, hills, forests)

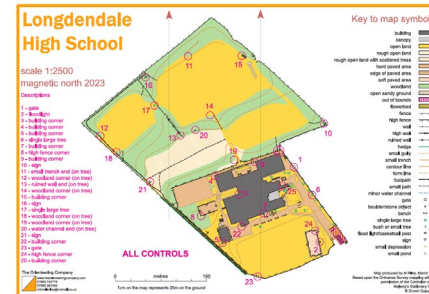
Tactics

A key tactic to use is pace. You must make sure that you don't sprint off too quickly without orientating yourself and your map. You need to be able to keep a steady pace up all the way round the course.

You need to be able to orientate your map quickly by finding key features on the ground and then lining yourself and your map up to face the same direction. Each time you change direction whilst you are running you should change your grip on the map so that the map is re-orientated and remains facing the same direction as the features on the ground.

Star exercises: In a start exercise you have to run out from a central start point to a control and remember the answer on the control marker, if you are in a team you should each remember a different answer if you have to run to more than one control marker.

Courses, sometimes you will be given more than one control to find at a time which makes up a course. You may do a different course to another team and as it's a race you should not shout out your answers.



Tenses-Present

Desayunar = to eat breakfast

Desayuno	I eat breakfast
Desayunas	You eat breakfast
Desayuna	He/She/It eat breakfast
Desayunamos	We eat breakfast
Desayunaís	You all eat breakfast
Desayunan	They eat breakfast

Verbos Regulares

VERBOS -AR

HABLAR

VERBOS -ER

COMER

VERBOS -IR

VIVIR

yo	hablo	como	vivo
tú	hablas	comes	vives
él / ella	habla	come	vive
usted	habla	come	vive
nosotros / as	hablamos	comemos	vivimos
vosotros / as	habláis	coméis	vivís
ellos / ellas	hablan	comen	viven
ustedes	hablan	comen	viven

Opinions & Pronouns

Me gusta

Me gusta mucho

Me encanta

Me chifla

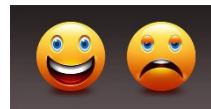
Me flipa

No me gusta

No me gusta nada

Odio

Detesto



Connectives



- También= also
- Y= and
- Pero= but
- Sin embargo = however
- Porque = because



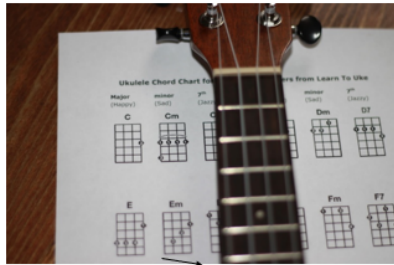
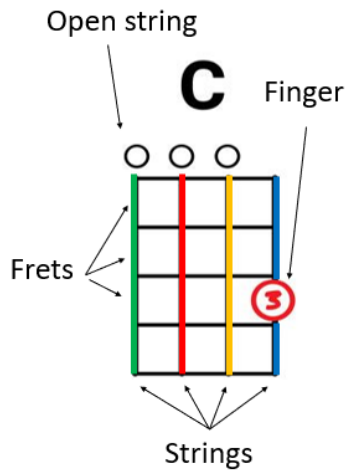
Adjectives

Rico/a	<i>tasty</i>
Asqueroso/a	<i>disgusting</i>
Temprano	<i>early</i>
Tarde	<i>late</i>
Sabroso/a	<i>tasty</i>
Delicioso/a	<i>delicious</i>
Saludable	<i>Healthy</i>
Sano/a	<i>Healthy</i>
Jugoso	<i>juicy</i>
De sabor fuerte	<i>Strong-flavoured</i>

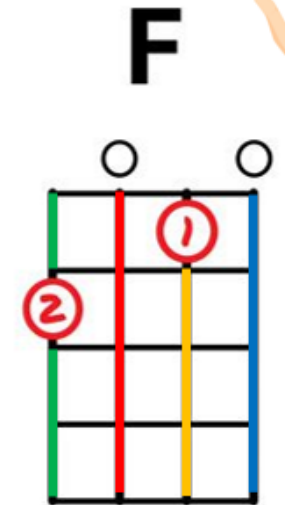
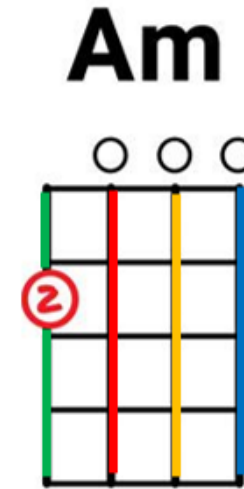
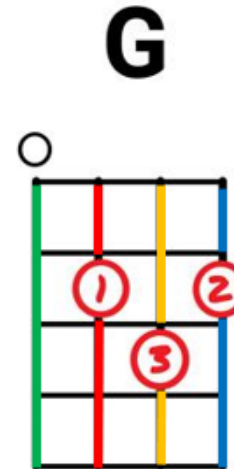
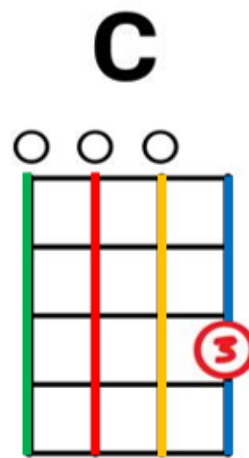
Desayuno = I eat breakfast
 Almuerzo = I eat lunch
 Meriendo = I eat a snack
 Ceno = I eat tea

A las... = At... o'clock

Year 9 MUSIC HT3 Knowledge Organiser

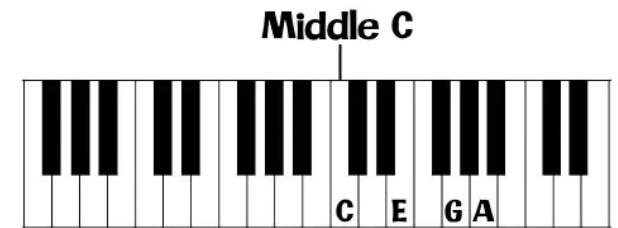


Chords are a picture of the ukulele fret board held up this way



This is called **tab**.

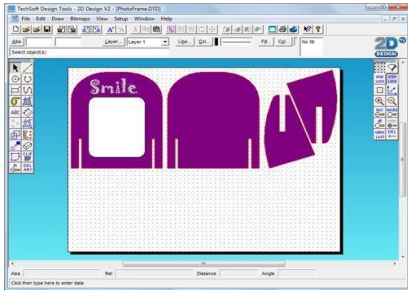
It's an easy way to read and write music.



Year 8 Design Knowledge Organiser

CAD / CAM

CAD and CAM are a really important part of designing products and manufacturing them. They're used in lots of different industries from food packing to component manufacture.



CAD stands for computer aided design. It involves designing products on a computer rather than using a pencil or paper. CAD software packages allow you to make 2D or 3D designs.

CAM stands for computer aided manufacture. It's the process of manufacturing products with the help of computers.

Health and Safety



Long hair
must be tied
back



Wear
goggles



Protective
apron
must be worn

Sustainability & The 6 R's



Recycle
Products converted back into their basic materials and then remade into new products.



Reuse
Think of another use for a product before throwing it away.



Repair
Fix broken products instead of throwing them away.



Refuse
We should decide not to buy products that harm the environment.

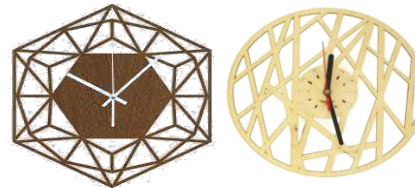


Rethink
Decide whether you actually need that product before you buy it.



Reduce
We should decrease the amount of finite materials that we use

Symmetry



Symmetrical design, or symmetrical balance, is a concept where both sides of something mirror one another.

If you cut a symmetrical design in half, one side would be identical to the other side.

When you create symmetrical art, all areas attract an equal amount of attention.

Cardboard



Cardboard is a specially engineered material made from paper pulp. It can be strong, lightweight and versatile.

You might recognise the wavy shape of its distinctive fluting (or corrugation). This is often sandwiched between two layers of board.

Eco-friendly



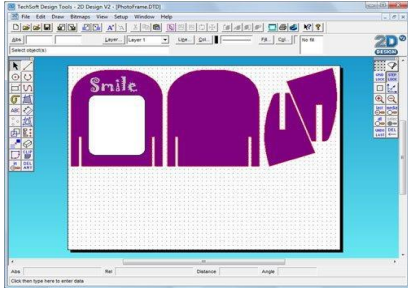
It consists of integrating environmental protection criteria over a service or a product's lifecycle.

The main goal of eco design is to anticipate and minimize negative environmental impacts (of manufacturing, using and disposing of products)

Year 8 Design Knowledge Organiser

CAD / CAM

CAD and CAM are a really important part of designing products and manufacturing them. They're used in lots of different industries from food packing to component manufacture.



CAD stands for computer aided design. It involves designing products on a computer rather than using a pencil or paper. CAD software packages allow you to make 2D or 3D designs.

CAM stands for computer aided manufacture. It's the process of manufacturing products with the help of computers.

Health and Safety



Long hair
must be tied
back



Wear
goggles



Protective
apron
must be worn

Sustainability & The 6 R's



Recycle
Products converted back into their basic materials and then remade into new products.



Reuse
Think of another use for a product before throwing it away.



Repair
Fix broken products instead of throwing them away.



Refuse
We should decide not to buy products that harm the environment.

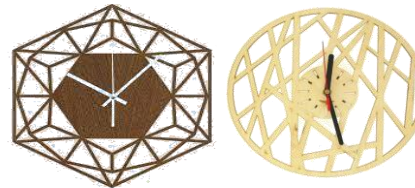


Rethink
Decide whether you actually need that product before you buy it.



Reduce
We should decrease the amount of finite materials that we use

Symmetry



Symmetrical design, or symmetrical balance, is a concept where both sides of something mirror one another.

If you cut a symmetrical design in half, one side would be identical to the other side.

When you create symmetrical art, all areas attract an equal amount of attention.

Cardboard



Cardboard is a specially engineered material made from paper pulp. It can be strong, lightweight and versatile.

You might recognise the wavy shape of its distinctive fluting (or corrugation). This is often sandwiched between two layers of board.

Eco-friendly

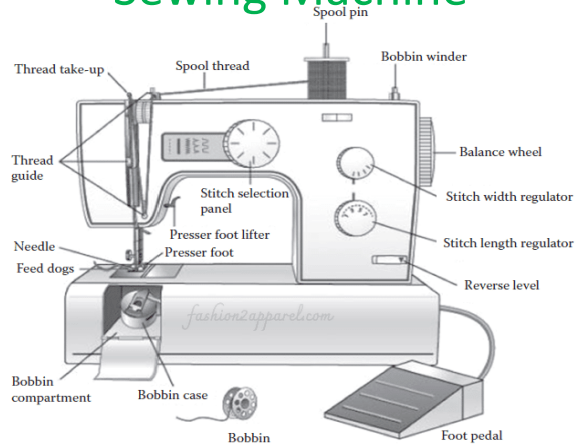


It consists of integrating environmental protection criteria over a service or a product's lifecycle.

The main goal of eco design is to anticipate and minimize negative environmental impacts (of manufacturing, using and disposing of products)

Year 8 Textiles Knowledge Organiser

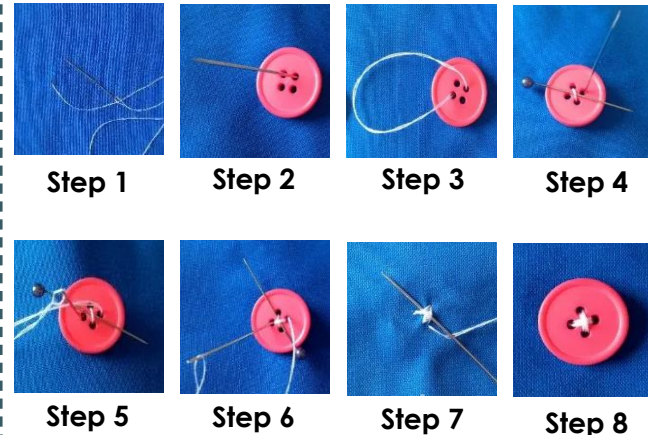
Sewing Machine



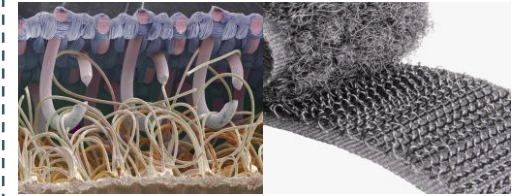
Health & Safety

1. Needles are sharp. Keep fingers away.
2. Avoid distractions.
3. Switch off your sewing machine when you're away from it.
4. Be cautious of cords and foot pedal.
5. Avoid sewing over pins – they can fly out and hurt you if the needle sews over them.
6. Don't make your machine sew through thick or tough materials.

Sewing a Button



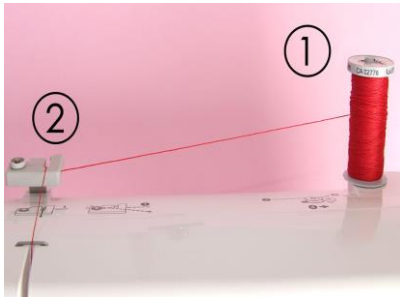
Velcro



Velcro is a material consisting of two strips of nylon fabric which you press together to close things such as pockets and bags.

It is a type of hook and loop fastening.

Threading a Sewing Machine



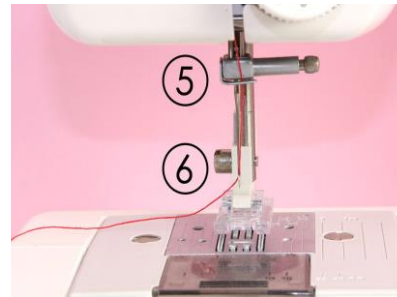
Step 1

Put the cotton on the spool at the top of the machine at (1). Pull the thread through the thread guide on the top at (2).



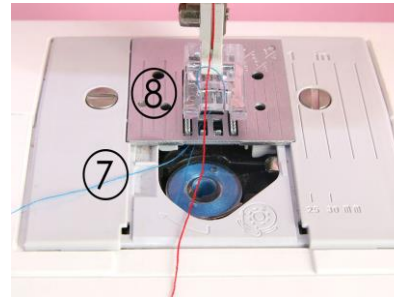
Step 2

Pull the thread down towards you and loop it around the tension discs below at (3). Then pull the thread back up again into the second thread guide (4).



Step 3

Bring the thread down to the needle, following any hooks to hold the thread (5). Then thread the needle from the front to the back (6).



Step 4

Check that your bobbin is inserted correctly (7). Turn the flywheel towards you so the needle hooks up the top thread with the bottom thread. The Sewing machine is now ready.

Marbling

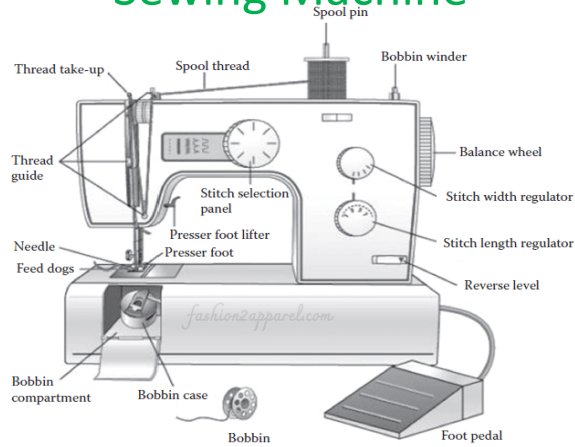


Marbling is a centuries-old technique that involves paint, adhesives or any dispersant and water to create unique patterns on fabric, paper or any object.

Paint is added to thickened water and allowed to float for some time. It is then swirled into designs and then transferred to the object.

Year 8 Textiles Knowledge Organiser

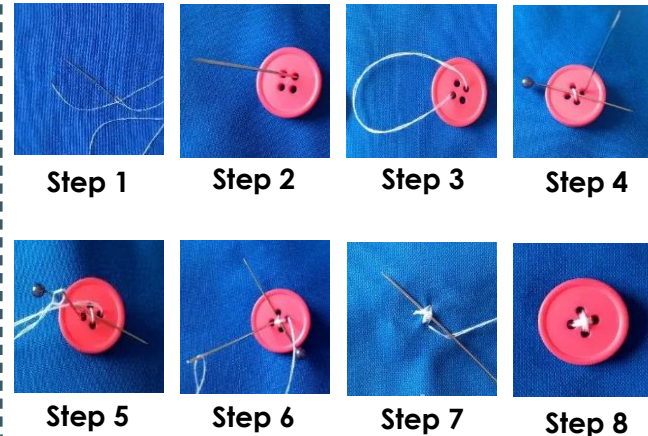
Sewing Machine



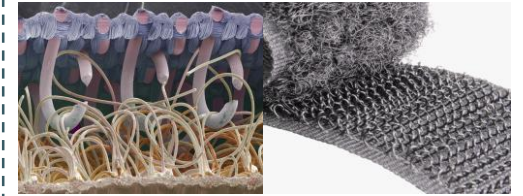
Health & Safety

1. Needles are sharp. Keep fingers away.
2. Avoid distractions.
3. Switch off your sewing machine when you're away from it.
4. Be cautious of cords and foot pedal.
5. Avoid sewing over pins – they can fly out and hurt you if the needle sews over them.
6. Don't make your machine sew through thick or tough materials.

Sewing a Button



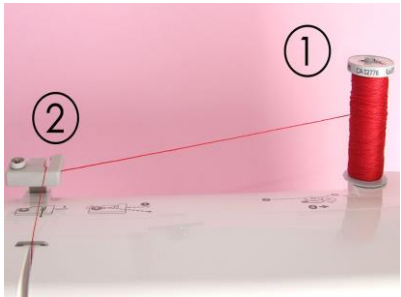
Velcro



Velcro is a material consisting of two strips of nylon fabric which you press together to close things such as pockets and bags.

It is a type of hook and loop fastening.

Threading a Sewing Machine



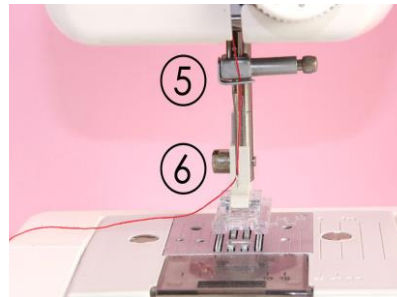
Step 1

Put the cotton on the spool at the top of the machine at (1). Pull the thread through the thread guide on the top at (2).



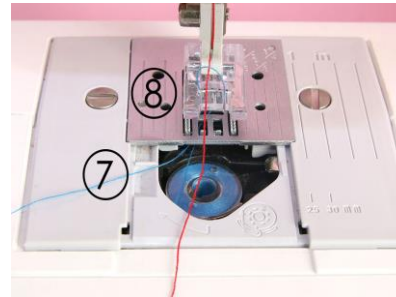
Step 2

Pull the thread down towards you and loop it around the tension discs below at (3). Then pull the thread back up again into the second thread guide (4).



Step 3

Bring the thread down to the needle, following any hooks to hold the thread (5). Then thread the needle from the front to the back (6).



Step 4

Check that your bobbin is inserted correctly (7). Turn the flywheel towards you so the needle hooks up the top thread with the bottom thread. The Sewing machine is now ready.

Marbling



Marbling is a centuries-old technique that involves paint, adhesives or any dispersant and water to create unique patterns on fabric, paper or any object.

Paint is added to thickened water and allowed to float for some time. It is then swirled into designs and then transferred to the object.

RE 8.2 Christianity

Key terms

1. **Christianity**- The religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
2. **Monotheistic** - The belief that there is only one God.
3. **Holy Trinity** - The three persons of the Trinity teach Christians better about the nature of God and the roles he plays (The Father, The Son, The Holy Spirit).
4. **Heaven** - The place or state of sanctuary, peace and happiness after death for those who were 'good' on Earth.
5. **Hell** - The place or state of punishment of people who have done wrong after death.
6. **Denomination** - A particular religious group which has slightly different beliefs from other groups within the same faith.
7. **Miracles** - An event that appears unexplainable by the laws of nature and so is thought to be an act of God.
8. **Evangelism** - The spreading of the Christian gospel by public preaching in an effort to convert people to Christianity.
9. **Sacrifice** - Making an offering to God.

Crucial Commands:

Describe: Say in detail what something or someone is like, and the impact it has. E.g. Describe Hajj.

Explain: Say why something or someone is important, and the impact it has. E.g. Explain why Zakat is important...

DISCUSS: Write about at least two points of view and explain why these points of view are valuable or not. E.g. "Zakat is the most beneficial of the Five Pillars of Islam" Discuss.

Nature of Christianity

Christianity is focussed on the life and teachings of Jesus Christ, who Christians believe to be the Son of God. Jesus was born in Bethlehem in the Middle East over 2,000 years ago. Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour. Christians believe that God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God.

Christmas

Christmas is a Christian holy day that marks the birth of Jesus, who Christians believe to be the Son of God. Christmas is celebrated each year on 25 December. Christian church services at Christmas include carol singing and a service called a midnight mass). There is a discussion surrounding Christmas as it is debated that the Christian foundations in Christmas are clouded by societies' influence.

Evangelism

Evangelism involves converting people to Christianity. (Activities of missionaries). Some Christians feel that they should take on this role as they believe that they can help people to discover their real purpose in life. While some evangelists tell people directly about God, others try to show God's love through their actions. For example, Gideons International, an association of evangelical Christians, donates copies of the Bible to hotels and hospitals in the UK and around the world.

Jesus

Christians believe that Jesus is God made flesh. (A third of the HOLY Trinity). Christians believe that Jesus sacrificed himself so that humankind can be freed from their sins and have a special relationship with God. Jesus is also a role model to Christians and taught many moral lessons in his lifetime, through telling Parables, like the Parable of the Good Samaritan and the Parable of the Lost Son, and through his actions such as the performance of miracles.

Jesus was actually Jewish.

The Bible

The Bible is the holy book for Christians. It has two parts: The Old Testament and the New Testament. The Old Testament was written before Jesus was born and comes from Jewish scriptures. The New Testament was written after Jesus died and contains stories of Jesus' life and accounts of Jesus' friends and followers in the early years of Christianity. There are many books in the Bible, and word Bible comes from the Greek word 'biblia' which means 'books'.

The Good Samaritan

The parable of the Good Samaritan is told by Jesus in the Gospel of Luke. It is about a Jewish traveller who is stripped of clothing, beaten, and left to die. First a Jewish priest and then a Levite (judge) comes by, but both avoid the man. Finally, a Samaritan happens upon the traveller. Although Samaritans and Jews despised each other, the Samaritan helps the injured man. The message of this Parable is as relevant today as it was more than two thousand years ago.