

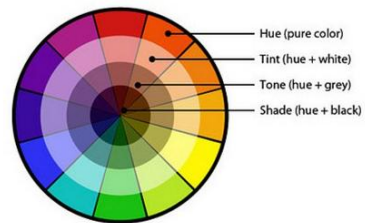
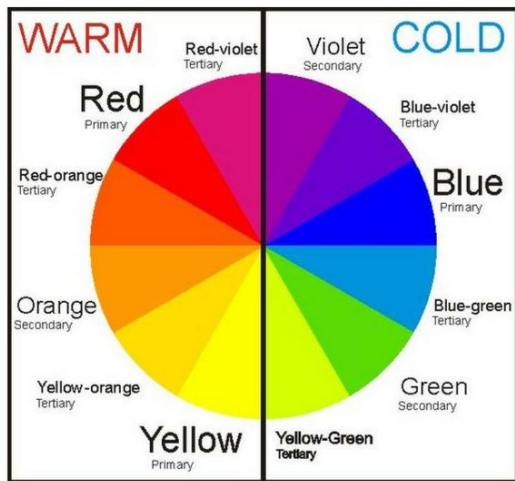
Year 8

Knowledge

Organisers

Term 2

Year 8 - 2D Watercolours



Watercolor: Basic Techniques

Wash (Wet-on-Dry) - A wet brush on dry paper



Bleed (Wet-on-Wet) - A wet brush on wet paper



Lift - Press objects into wet paint and lift



Paper Towel

Bubble Wrap

Plastic Wrap

Tamara Philips

Phillip's art is inspired by the raw beauty of the natural world. Tamara is a detail focused artist and paints using tiny paintbrushes. She layers watercolour which means she paints over parts of the painting many times, and all this takes a considerable amount of dedication and time.

"It is in the growth of the forest, the depth of the sea, and the curve of the bone" - Tamara Phillips.



KEYWORDS

Tone - Tone is lightness and darkness.

Texture - Texture creates a feeling of an object and makes it more interesting.

Shading - Shading is a technique using dark or light colour to give impression of shape.

Mark Making - Mark making is experimenting with lines and shapes to make different textures and tones.

Tonal Colour - Tonal colour is when you blend harmonising/related colours together going from light to dark.

Analyse - Analyse is when you examine a picture or work of an artist carefully and in detail, discussing the colours, shapes and meaning.

Mediums - Mediums are the different materials that an artist uses to make a piece of art, such as: pencil, coloured pencil, clay, watercolour paint, acrylic paint, collage.

Complementary Colours - Complementary Colours are those which are opposite to each other on the colour wheel. For example, red and green. You DO NOT mix these - They look good next to each other.

Harmonising Colours/Related colours - Harmonising Colours or Related Colours are colours next to each other on the colour wheel and look nice together, they work in harmony. Examples of harmonising colours are orange and red. You DO mix these together.

Luminous - very bright in colour.

Contrast - Contrast is created by using opposites near or beside one another such as a light next to dark or a rough texture next to smooth.

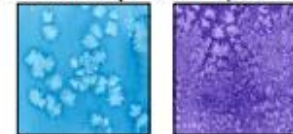
Sponge - Paint a sponge and stamp with it



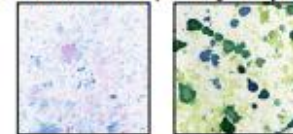
Stamp - Paint an object like bubble wrap and stamp with it



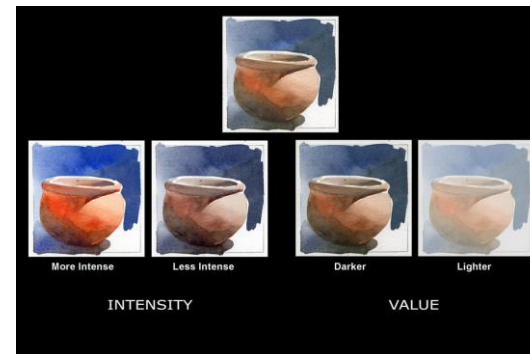
Salt - Sprinkle salt into wet paint, let it dry, and brush away the salt



Stipple - Use a toothbrush and your finger to splatter the paint



Tint
Tone
Shade



Year 8 - 3D Building a slab pot



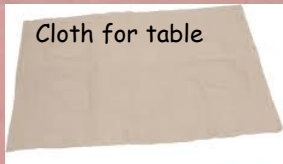
1. Roll out clay using the guides for thickness.
2. Use cutter to cut squared slab



Square tile cutter



3. Repeat steps 1&2 to create 5 x squared slabs



Cloth for table



Clay knife



Slip

4. Select a square for your base and using the clay knife and the slip score/slip sides



Clay tools



5. Start to add sides score/slip edges that meet.
6. Using small coils of clay, press and smooth into all inside edges to secure walls of pot.
7. When walls are secured, use tools with flat edges to smooth all corners together.



KEYWORDS

Score & Slip - The process of adding small cuts to the surface of clay before adding slip (clay glue).

Clay blending - Attaching two pieces of clay by smoothing them together (They must be scored and slipped first).

Slab - A flat sheet of rolled clay that can then be cut to shape and used to make a clay pot.

Relief - A method of moulding, carving, or stamping in which a design stands out from the surface of a piece of art.

Symmetry - Symmetry is when something is the same on both sides, mirrored or equally balanced.

Proportion - the comparative measurements or size of different parts of a whole.

Balance - Balance is when the artwork has equal focus on both sides and looks evenly arranged.

Decorative techniques

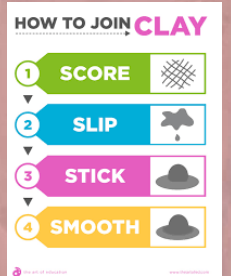
Incising: Surface decoration made by scratching, cutting, or carving lines into clay at various depths. Inlay: Surface decoration created by filling an impression in a clay surface with another clay or slip.



Additive textures: Creating additive textures simply means to add other pieces of clay to your piece. To do this, you must ALWAYS remember to score and slip the bottom of each piece you're putting on. Score means to lightly mark the clay with a felting knife or a paper clip.



Impressing: Impressing is to indent a design or textures into soft clay by pressing different shaped objects into it. Materials with strong textures, such as canvas, or objects like rings, coins, crosses, etc. can be used.



IDE	Integrated development environment. Used to write, test and run code.
Statement	A single line of code, that performs a task.
Input	When data is entered into a program. TextWindow.read() is used.
Output	When feedback is given from a program. TextWindow.WriteLine() is used
Object	The item that can be controlled such as turtle or textwindow
Operation	How the item is controlled. Such as turnright

Logical Operators

<	Less than
>	Greater than
=	Equal to

Variable – A variable is a location in computer memory that stores a value that can change.

```
1 TextWindow.WriteLine("Enter a colour")
2 colour = TextWindow.Read()
3 If colour = "red" then
4   TextWindow.WriteLine("Stop!")
5 else
6   TextWindow.WriteLine("Go!")
7 EndIf
```

Colour – is an example of a variable in the program above. The variable has been used twice.

Selection – is when there is a **choice/decision** in a program. This is done by evaluating a **condition** to determine if it is true or false. **If** is used for the first decision, **elseif** for the second and **else** when the option is false.

```
1 TextWindow.WriteLine("Enter a colour")
2 colour = TextWindow.Read()
3 If colour = "red" then
4   TextWindow.WriteLine("Stop!")
5 ElseIf colour = "amber" then
6   TextWindow.WriteLine("get ready")
7 else
8   TextWindow.WriteLine("Go!")
9 EndIf
```

If the user types red then Stop! will be displayed. IF the user types orange Go! will be displayed.

Iteration – is used to **repeat** code. There are two types of iteration. **For loops** – which repeat a specific number of times and **While loops** – that repeat until a condition is met.

```
1 TextWindow.WriteLine("What is the month?")
2 month = TextWindow.Read()
3 While month = "December"
4   TextWindow.WriteLine("Merry Christmas")
5   TextWindow.WriteLine("What month is it?")
6   month = TextWindow.Read()
7 EndWhile
```

The program will ask the user to enter the month. If the user types December the merry Christmas message will be displayed and they will be asked to enter the month again. This will continue to happen until the user types anything other than December.

The for loop will repeat 5 times, as 0 counts as one of the repetitions and it will repeat until it reaches 4. The word loop will be displayed 5 times.

```
1 For i = 0 To 4
2   TextWindow.WriteLine("loop")
3 EndFor
```

Turtle – is an object that can be used in small basic to draw shapes. There are several operations that can be used to control the turtle

```
1 Turtle.Move(100) 'will move 100 pixels forward
2 Turtle.TurnRight() 'will turn right 90 degrees
3 Turtle.TurnLeft() 'will turn left 90 degrees
4 Turtle.Turn(20) 'will turn 20 degrees clockwise
```

The values in orange can be changed to make the turtle move further or turn on a specific angle

Hardware	The physical components of a computer systems, both internal and external
Software	The programs/applications installed on a computer that perform key operations/tasks.
Input	When data is entered into a computer system for processing
Output	When feedback is given from a process that has taken place on a computer
Process	When a task is performed/executed such as calculations or decisions.
Storage	Used to retain digital data on a computer system for a period of time

Hardware Types

Internal	External
<p>CPU – The computers brain, responsible for carrying out calculations and processing</p> <p>RAM – memory that holds applications and programs that are in use</p> <p>ROM – Stores the instructions to start the computer</p> <p>Hard Drive – Storage used to hold data long term</p> <p>Fan – Keeps the CPU cool</p> <p>Motherboard – Connects all the internal components together</p>	<p>Output Device Monitor(screen) Printer Speaker Headphones</p> <p>Inputs Keyboard Mouse Microphone Scanner</p> <p>Both Touchscreen</p>

Make sure you know what each of the components look like – do some research, consider drawing a diagram and labelling the different parts of the computer.

Types of software

Software	Example
Application – Carries out a specific task	Word, powerpoint, ios, windows 11
Operating system – acts as a bridge to allow application software and hardware to communicate	
Utility – Manages and maintains computer systems, keeping them running efficiently.	Anti-virus, disk cleanup

Networks – 2 or more computers connected together to communicate and share

LAN – Local area network – covers a small geographical area

WAN – Wide Area Network – covers a large geographical area

Network Components – Router, Ethernet, Wireless access point, Servers

Wired vs Wireless – wired is faster, wireless is more portable – think of other advantages and disadvantages?

WWW vs Internet – Internet is physical, www is the html pages that can be accessed via the internet

Security - It is important to keep computers and networks safe from a range of cyber attacks. There are two main types of risk, malicious code and social engineering.

Malicious Code	Social Engineering
<p>Software designed to disrupt, harm, damage a computer system/network.</p> <p>Virus- attaches itself to files and spreads when interacted with</p> <p>Worm – spreads across a network</p> <p>Trojan – disguises itself as legitimate software but harmful</p> <p>Spyware – secretly collects information on the user without them knowing</p> <p>Ransomware - locks files and demands payment</p>	<p>Manipulating people to give up confidential information</p> <p>Phishing – fake emails created to steal information from a user</p> <p>Pharming – fake websites that users are redirected to but looks real</p> <p>Blagging – making up a scenario and pretending to be someone else to steal information</p> <p>Shoulder surfing – watch someone type in personal information then stealing it.</p>

KS3 Drama

Knowledge Organiser

Terminology and Techniques – RETRIEVAL

Text/ Script	The written drama piece/script.
Still Image/ Tableaux	A ‘frozen picture’ that tells a story. Costume and props are needed, and physicality used to show emotion.
Improvisation	To perform quickly in response to something without any planning
Protagonist	The main character in a piece of drama.
Thought Tracking	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.
Plot	The storyline of a piece of drama.
Scene	A sequence of continuous action in a play.
Rehearse/ Rehearsal	A practice or trial performance of a play.
Flashback	Enacting a moment from a character’s remembered past, this can help gain an understanding of the character and provide a ‘back story’.
Entrances & Exits	Where a character enters and exits their scene.
Level(s)	How the actors sit, kneel or stand on stage, to show status.
Multi-role	When an actor plays more than one role

Year 8 –

Stone Cold

Physical Skills

Facial Expressions	Using the face to express that character's feelings and emotions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e., a wave.
Posture	The position of the body to communicate a character, i.e., standing hunched over to show you are older.
Body Language	The way in which our bodies communicate our character’s attitudes. Using your body to show emotion or hidden feelings.
Gait	The way you walk to show your character and emotion, i.e., shuffling feet to show nervousness

Vocal Skills

Projection	Using the voice so that all the audience can hear.
Tone	The way that you speak, using ‘intonation’ to add feelings, emotions or sub-text.
Pace	The speed in which an actor delivers their lines.
Pause	Pausing lines to create dramatic effect such as tension.
Pitch	The ‘highness’ or ‘lowness’ in the tone of voice.

About the Play – Stone Cold

Robert Swindells' *Stone Cold* is a young adult novel detailing the harsh realities of homelessness in London through a dual narrative: a story that follows two separate storylines. These narratives are usually connected in some way, but they are told either:

- from two different characters' perspectives, or
- across two different time periods

The story follows Link, a teenager forced onto the streets, and Shelter, a disturbed, ex-army veteran who is targeting homeless people. The story explores themes of vulnerability, lack of empathy and survival.

The characters

Link – A young person who is homeless and lonely. Has lots of difficulties whilst living on the streets.

Shelter – An Army Veteran who targets homeless people. He is aggressive and violent.

Scouse – Another homeless person who is cruel to Link.

Ginger – A young homeless boy who becomes friends with Link.

Gail/Lousie Bain – Louise is a journalist who goes on an undercover mission as 'Gail' and connects with Link.

Assessment Keywords – Spellings and Definitions

Homelessness	Not having a safe or permanent place to live, often referred to as 'living on the streets'.
Monologue	A character standing on stage talking about their problems or plans while no one else speaks.
Context	The background information that helps to explain a play and its characters.
Characterisation	The process of creating a character's personality, actions, and thoughts to make them believable to the audience
Corpsing	When an actor breaks character during a scene — by laughing or forgetting their lines, or by causing another cast member to do so.
Blocking	The process of planning and organising the physical movements of actors on stage.
Stage directions	Written instructions within a play script that tell actors how to move, behave, and interact on stage
Veteran	A person who has a lot of experience, especially someone who has served in the armed forces known often as a 'war veteran'.



Plot

The play is set in Verona, Italy, in a patriarchal society.

- Two wealthy families, the Montagues and the Capulets, have another brawl in the city of Verona. The Prince and the townspeople cannot cope with the constant fighting so the Prince declares that the next person to break the peace will be killed.
- Benvolio convinces Romeo and his friends gatecrash a Capulet party and Romeo meets 13 year-old Juliet Capulet. He falls in love with her instantly. They are shocked to discover they are sworn enemies due to their feuding families. Friar Laurence marries Romeo and Juliet.
- In the famous balcony scene, Romeo swears his love to Juliet by the moon. Friar Laurence advises Romeo to love in moderation.
- Romeo goes to celebrate his marriage with his friends, Mercutio (who is the cousin of Prince Escalus) and Benvolio, but gets into a fight with Juliet's cousin, Tybalt. Tybalt kills Mercutio and Romeo avenges his death by killing Tybalt.
- The Prince banishes Romeo because he killed Tybalt. Both Romeo and Juliet are heartbroken.
- Capulet, Juliet's father, decides she should marry Paris, but Juliet refuses. Her father is angered and becomes violent towards her.
- Laurence where they come up with a plan for Romeo and Juliet to be together.
- Juliet fakes her death and lies in a tomb waiting for Romeo to come so they can run away together. Romeo doesn't receive the message about the plan, so thinks Juliet has actually died. He goes to Verona and sees Juliet in her tomb, 'dead'.
- Romeo drinks poison so he can be with Juliet in death. She wakes up to discover Romeo is dead. Juliet kills herself with his dagger.
- The Capulet and Montague families vow never to argue again.

KEY QUOTATIONS

- "A pair of star-cross'd lovers take their life."
- "Three civil brawls bred of an airy word."
- "Here's much to do with hate but more with love."
- "Now, by the stock and honour of my kin, To strike him dead, I hold it not a sin."
- "Good pilgrim, you do wrong your hand too much, Which mannerly devotion shows in this."
- "These violent delights have violent ends"

VOCABULARY

(Tier 2) Key Vocab

- Patriarchy:** a social system where men hold primary power and dominate society.
- Destiny/Fate:** a belief that certain events are beyond the control of an individual/ predetermined by a higher power.
- Honour/Reputation:** the amount of respect a man holds in society
- Impulsive:** acting without thought/ on impulse.
- Devotion** Great love/ loyalty.

(Tier 3) Subject Vocab:

- Tragedy** an unhappy event/ a play where a once noble figure either dies or loses all of their honour in society.
- Courtly Love** a lower status man falls in love with a noble woman in the Royal Court and tries to win her favour through gifts.
- Simile** a comparison using the words 'as' or 'like' to create new meaning.
- Metaphor** a comparison describing something as if were something else to create new meaning.
- Dramatic Irony** where the audience knows something about characters/ events that the characters do not.
- Dramatic Foil** A character created by a writer to emphasise something about the main character.



Grammar

Capital Letters:

Capital letters (also called upper case) are letters used at the beginning of a sentence and for a proper noun. **T**hey may also be used at the beginning of the important words in a title or sign. Always capitalise the personal pronoun **I**.

Full Stops:

Full stops are used to end a sentence. They indicate that a point has been made and that we're now ready to move onto the next sentence. Like other punctuation marks, they show us how to read sentences - they show us when the sentence ends.

Commas:

Commas can be used to separate items in a list. *E.g. Robbie is a sweet, caring and polite boy. Commas are also used to separate extra information in a sentence.*

X Avoid Splicing

This is when two sentences are joined together without using a full stop or conjunction. *E.g. David dragged his feet to the shop, he was in a foul mood.*

Apostrophes

Contraction apostrophes are used when two words are joined together by shortening them. An apostrophe is used where the missing letter would normally go to combine the two words.

***Do not** would become **don't**.*

Apostrophes of possession show that something belongs to someone or something.

Sarah's book.

For pronouns ending 's' add the apostrophe after the 's' E.g. *James' book.*

Subject-Verb Agreement:

A **subject** and a **verb** must agree with each other. If the subject of a sentence is singular, then the verb must also be singular. If the subject of a sentence is singular, then the verb must also be singular. If the subject of a sentence is plural, then the verb must also be plural.

She walk to the market.
X She walks to the market. ✓

They was playing netball. X
They were playing netball. ✓

Tenses:

Tense is a way of showing when an action happens - whether it's in the past, present, or future.

There are three main tenses:

- **Present tense:** It shows something that is **happening now** or **happens regularly**.

Example: *"I **play** football **every weekend**."*

- **Past tense:** It shows something that **already happened**.

Example: *"I **play** football **yesterday**."*

- **Future tense:** It shows something that **will happen later**.

Example: *"I **will play** football **tomorrow**."*

Tenses help us know when things happen, and they change depending on whether we're talking about the past, present, or future!

FRENCH Mes Loisirs Y8 SB1- Qu'est-ce que tu aimes regarder et écouter?

Normalement
Normally

Quelquefois
Sometimes

Une fois par semaine
Once a week

Le weekend
At the weekend

Le samedi
On Saturdays

je regarde
I watch

j'aime regarder
I like to watch

je n'aime pas regarder
I don't like to watch
/watching

je vais regarder
I am going to watch

je voudrais regarder
I would like to watch

un dessin animé
a cartoon

un feuilleton
a soap opera

un jeu-télévisé
a game show

un télé-crochet
a talent show

un documentaire
a documentary

une émission de sport
a sports programme

une émission de télé-réalité
a reality TV programme

une émission jeunesse
a children's programme

une émission musicale
a music programme

une série
a series

une série policière
a police series

une série américaine
an American series

une comédie
a comedy

la météo
the weather

**les infos/les actualités/
le journal télévisé**
the news

la publicité
adverts



un film d'action
an action film

un film d'amour
a love film

un film d'arts martiaux
a martial arts film

un film d'aventure
an adventure film

un film fantastique
a fantasy film

un film de guerre
a war film

un film d'horreur
a horror film

un film de science-fiction
a science-fiction film

j'écoute
I listen to

j'aime écouter
I like to listen to

je n'aime pas écouter
I don't like to listen to

je vais écouter
I am going to listen to

je voudrais écouter
I would like to listen to

de la musique
music

**de la musique
classique**
classical
music

la radio
the radio

**les chansons
de...**
...songs



FRENCH Mes Loisirs Y8 SB2 – Qu'est-ce que tu aimes faire?

Normalement
Normally

Quelquefois
Sometimes

Une fois par semaine
Once a week

Le weekend
At the weekend

Le samedi
On Saturdays

j'aime
I like
j'aime beaucoup
I really like
j'adore
I love
je préfère
I prefer

je n'aime pas
I don't like
je déteste
I hate
Je ne supporte pas
I can't stand

écouter de la musique/la radio
to listen to music /the radio

chanter
to sing

faire de la natation/mes devoirs
to do swimming/my homework

jouer au basket/au foot/au rugby
to play basketball/football/rugby

jouer aux jeux-vidéo
to play video games

jouer de la guitare
to play the guitar

lire un livre/un roman
to read a book/a novel

regarder la télé/un film/un match
to watch TV/a film/a match

surfer sur internet
to search the internet

manger au restaurant/une pizza
to eat at a restaurant/a pizza

visiter un musée/un château
to visit a museum/a castle

aller en ville/ au centre commercial
to go to town/the shopping centre



car

because

parce que

because

je pense que

I think that

à mon avis

in my opinion

c'est

it is

un peu

a bit

assez

quite

très

very

trop

too

extrêmement

extremely

ça sera

it will be

ça serait

it would be

agréable
pleasant
amusant
fun

divertissant
entertaining

fantastique
fantastic

génial

great

intéressant
interesting

passionnant

exciting

relaxant

relaxing

utile

useful

affreux

awful

barbant

boring

difficile

difficult

désagréable

unpleasant

fatigant

tiring

ennuyeux

boring

horrible

horrible

inutile

useless

FRENCH Mes Loisirs Y8 SB3 – Que fais-tu quand il pleut?



il pleut

it rains/it is raining

il neige

it snows/it is snowing

il gèle

it is freezing/icy

il fait froid

it is cold

il fait chaud

it is hot

il fait beau

it is fine/the weather is nice

il y a du soleil

it is sunny

il y a du vent

it is windy

il y a du brouillard

it is foggy

il y a des orages

it is stormy

il y a des nuages

it is cloudy

Quand

When

Si / S'

If



j'écoute de la musique

I listen to music

je chante

I sing

je fais de la natation

I do swimming

je joue au basket

I play basketball

je lis un livre

I read a book

je regarde la télé

I watch TV

je surfe sur internet

I search the internet

je mange une pizza

I eat a pizza

je visite un musée

I visit a museum

je vais en ville

I go to town

chez moi

at my house

dans ma chambre

in my bedroom

dans le salon

in the living room

dans le jardin

in the garden

dans le parc

in the park

en ville

in town

au centre sportif

at the sports centre

au stade

at the stadium

avec

with

ma famille

my family

ma mère

my mum

ma sœur

my sister

ma grand-mère

my grandma

ma copine

my friend

mon père

my dad

mon frère

my brother

mon grand-père

my grandad

mon copain

my friend

mes parents

my parents

mes grands-parents

my grandparents

mes amis/copains

my friends

FRENCH - Les Vacances Y8 SB4 – Quelle sorte de vacances préfères-tu?

J'adore

I love

J'aime

I like

Je préfère

I prefer

Ce que j'adore, c'est

What I love is

J'ai toujours adoré

I have always loved

J'ai toujours aimé

I have always liked

Je déteste

I hate

Je n'aime pas

I don't like

Ce que je déteste c'est

What I hate is

J'ai toujours détesté

I have always hated

Je n'ai jamais aimé

I have never liked

les vacances en Grande Bretagne

holidays in Great Britain

les vacances en été

holidays in summer

les vacances en hiver

holidays in winter

les vacances en famille

family holidays

les vacances en croisière

cruise holidays

les vacances au bord de la mer

holidays at the seaside

les vacances à la campagne

holidays in the countryside

les vacances à la montagne

holidays in the mountains

les vacances à l'étranger

holidays abroad

les vacances dans une grande

ville

holidays in a big city

les vacances sportives

sporty holidays

les vacances relaxantes

relaxing holidays

**Bonnes
Vacances!**

car

because

parce que

because

J'adore

I love

J'aime

I like

Je préfère

I prefer

Ce que j'adore, c'est

What I love is

J'ai toujours adoré

I have always loved

J'ai toujours aimé

I have always liked

Je déteste

I hate

Je n'aime pas

I don't like

Ce que je déteste c'est

What I hate is

J'ai toujours détesté

I have always hated

Je n'ai jamais aimé

I have never liked

être actif/active

to be active

aller à la plage

to go to the beach

bronzer sur la plage

to sunbathe on the beach

nager dans la mer

to swim in the sea

voyager en bateau

to travel by boat

me reposer

to rest/relax

passer du temps en plein air

to spend time outdoors

visiter des pays différents

to visit different countries

voir des cultures différentes

to see different cultures

voir les monuments

to see monuments

aller aux musées

to go to museums

faire des sports d'hiver

to do winter sports

faire des sports nautiques

to do water sports

faire du tourisme

to go (do) sightseeing

passer du temps en famille

to spend time with family

la plage

the beach

le paysage/la nature

the scenery/nature

Les Vacances Y8 SB5 – Où es-tu allé/allée en vacances récemment?

L'année dernière

Last year

L'été dernier

Last summer

L'hiver dernier

Last winter

(Juillet) dernier

Last (July)

Il y a (trois) mois

(Three) months ago

Il y a (deux) ans

(Two) years ago

Pendant les grandes vacances

During the summer holidays

Pendant les vacances scolaires

During the school holidays

je suis allé

I went (masculine)

je suis allée

I went (feminine)

nous sommes allés

we went

j'ai passé mes vacances

I spent my holidays

j'ai passé une semaine

I spent a week

j'ai passé une quinzaine

I spent a fortnight

nous avons passé deux semaines

we spent two week

Bonnes
Vacances!

en
to/ in

France

France

Angleterre

England

Irlande

Ireland

Ecosse

Scotland

Espagne

Spain

Italie

Italy

Grèce

Greece

Egypte

Egypt

Turquie

Turkey

au
to/in

Portugal

Portugal

Canada

Canada

Maroc

Morocco

Mexique

Mexico

Pays de Galles

Wales

aux
to/in

États-Unis

the USA

J'ai voyagé

I travelled

Nous avons voyagé

We travelled

en avion

by plane

en voiture

by car

en train

by train

en bateau

by boat

en ferry

by ferry

en autobus

by bus

en autocar

by coach



Year 8- Geography: Assessment 2 Knowledge Organiser



Key Words

In this section of the exam, you will have to fill in the definitions of five of these key words. Each one will be worth two marks.



Development = A process of change in a country in terms of its economic growth, use of technology and quality of life.



Development Indicator = These measure how developed a country may be. They can either be social or economic.



Literacy Rate = The percentage of people in a population who can read and write.



Gross National Income = The total income earned by a country in a year.



Birth Rate = The number of births per 1,000 people each year.



Biome = A large ecosystem or area of land with a particular climate, types of vegetation and animal species.



Tundra = A cold, treeless area with permanently frozen ground, very low temperatures and low plants like mosses and grasses.



Choropleth Map = A density shading map where the darker the colour is, the higher the concentration or quantity (e.g. high population density)

Deforestation in the Tropical Rainforest (Exploitation)

There are many reasons why the rainforests are being destroyed.



Overpopulation

As population grows, trees are cleared to make room for settlements.



Farming & Agriculture

Trees are cleared to create space for crops and grazing livestock.



Logging

Trees are felled to harvest timber for profit. Roads must also be built to access logging sites, requiring further deforestation.



Mining

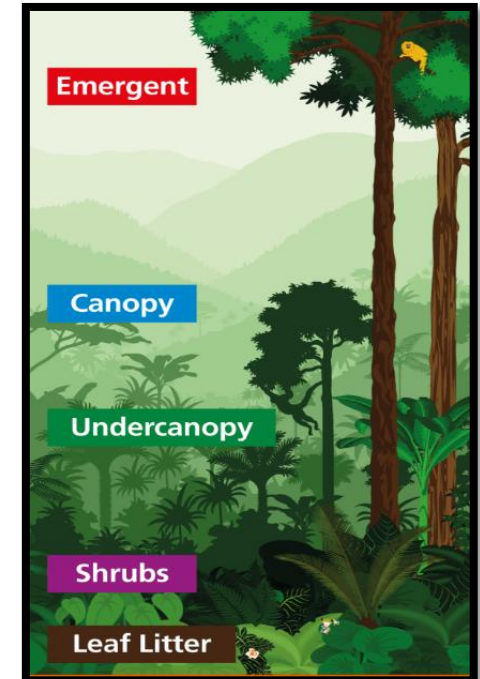
Trees are cleared to dig for valuable minerals, such as coal and gold.



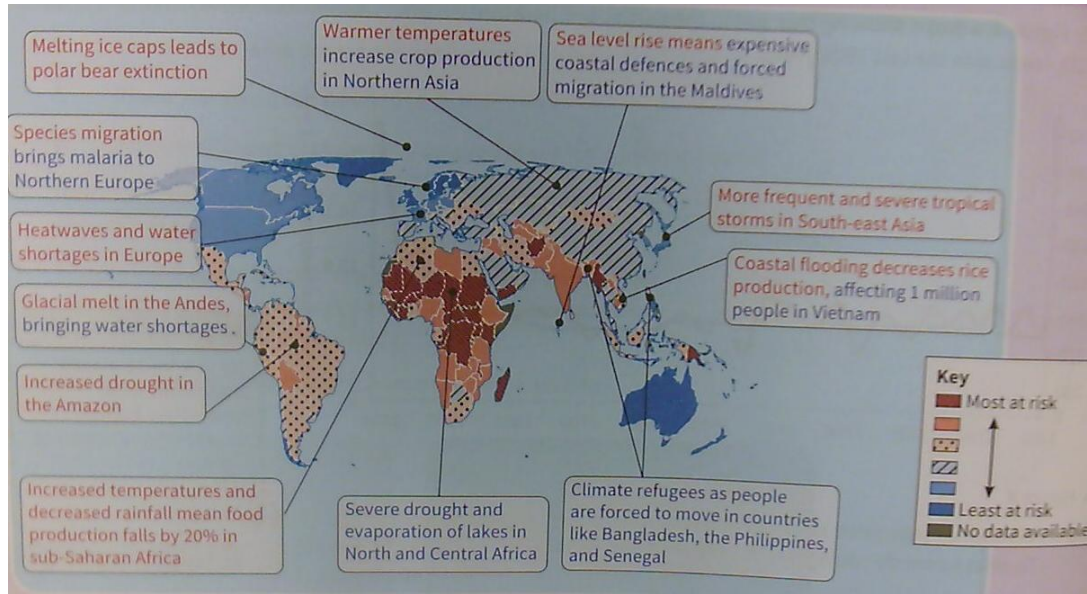
Energy Development

Forests are flooded to build dams for hydroelectric power (HEP), and areas are razed to make way for biofuel crops.

The Structure of a Tropical Rainforest



Energy- The impacts of using fossil fuels on people and the environment



Plant and Animal Adaptations

**Hint- Remember to link adaptations to the climate . How does having a certain adaptation help the plant or animal survive?*

Adaptations of Plants & Animals

Plants and animals have developed special features that enable them to survive in challenging conditions. These features are known as adaptations.

Cotton Grass



- It is **short**, which protects it from the wind, and snow cover in winter shields it from the extreme cold.
- It **scatters seeds** in the wind.
- Its **narrow leaves** help to reduce moisture loss.
- It has a **short growing season**.
- Its **compact flower heads** reduce heat loss.
- Its **darker leaves** help to absorb energy from Sun.

Polar Bears



- Polar bears are well adapted for survival in the Arctic. Their **adaptations** include:
- a **white appearance** - as camouflage from prey on the snow and ice
 - **thick layers of fat and fur** - for insulation against the cold
 - a **small surface area to volume ratio** - to minimise heat loss
 - a **greasy coat that sheds water after swimming** - to help reduce heat loss
 - **large feet** - to distribute their load and increase grip on the ice

Where are Cold Environments?

Cold environments are located at high latitudes (near the North and South Poles). These areas, cover approximately a quarter of Earth's land surface, they consist of polar regions (Antarctica and Arctic) and tundra biomes (northern Canada, Siberia, Alaska, and Greenland)

The characteristics of Cold Environments?

Polar Environments

- Polar regions are found close to the North and South poles.
- There are two seasons: short, cold summers and long, freezing winters. Temperatures can reach up to 10°C in the summer, although daily averages are generally below freezing. In the winter, temperatures can drop as low as -80°C.
- Precipitation levels are low (<100 mm per year). This precipitation usually falls as snow.

Tundra Environments

- Tundra regions are found south of the ice cap in the northern hemisphere.
- There are two seasons: short, cold summers and long, freezing winters. Temperatures rarely reach 10°C in the summer and are as low as -50°C in winter.
- Precipitation levels are low (<300 mm per year). This precipitation falls as snow in winter and rain in summer.

World Map – Continents and Oceans





History Exam 2 Revision Sheet

Topics: Industrial Revolution and causes of World War One



Industrial Revolution

The Industrial Revolution was a period of major changes in the way products are made. It took place more than 200 years ago and greatly affected the way people lived as well as the way they worked. New technology, in particular the invention of the steam engine, invented by James Watt, transformed Britain.

The first factory was founded in **1771** by **Richard Arkwright in Cromford, Derby**. This signalled the beginning of the **Factory System** where people made goods in factory, they had previously made goods at home in the **Domestic System**.

Conditions in a cotton mill were harsh. For example: **Accidents** - children crawling into dangerous, unguarded machinery led to many accidents. Up to 40% of accident cases at Manchester Infirmary in 1833 were factory accidents. **Health** - cotton had to be spun in damp, warm conditions. This led to many cases of pneumonia. The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

By the year 1830, factories could produce cloth **3500** times quicker than in 1750. This made Britain very wealthy and gave the country the nickname of the **'Workshop of the World'**. This was helped by key inventions like the Spinning Jenny, invented by James Hargreaves.

Working conditions in coal mines were also tough. **Wages were so low** that there were stories of pregnant women giving birth down the pit one day and being back at work the next. There were stories of **brutal discipline** measures. Miners were **paid by the tub** and if their tub was underweight, they were not paid. **Accidents such as roof falls, explosions, shaft accidents and drowning were frequent**.

The Industrial Revolution saw Britain's population grow rapidly. In 1761, the population was just 6 million. **By 1901, the population had grown to 40 million**.

Due to the rise in population, industrial towns became **overcrowded**. Another problem was the **outbreak of cholera**. This is a disease spread through the **contamination of dirty water**, often from **Privies (outdoor toilets)** that were drained into drinking water.

The British government were **'laissez-faire'** in their approach to public health. This means they believed it was **not their job to deal with disease in Industrial Towns**. They thought disease was linked to poverty and that poor people were lazy which caused their illness.

The Great Reform Act was put into place in **1832**, it increased how many people could vote from **450,000 to 650,000** (60% increase), created **67 new constituencies** and gave **middle-class** people who owned property worth up to £10 the vote.

*The railways transformed Britain during the industrial revolution, providing new **SOCIAL opportunities** for people living in Industrial Britain.

*The railways had **ENVIRONMENTAL** impacts on Britain too. Railways changed the face of British countryside, as over 22,000 miles of trainline was laid, the landscape changed too. Viaducts, tunnels and embankments were all built to accommodate for train travel, changing the way our country looks.

*Finally, there were **ECONOMIC impacts** brought by the railways. New jobs were created as the railways grew, navvies were needed to build the railways. These were Irish workers who came to England in search of jobs. More jobs were created such as train drivers, engineers, ticket officer workers and more. All of this created more jobs for the people of Britain which provided regular and steady work.

For example, railways allowed fast transportation of perishable goods such as fish and vegetables. This meant that people were able to eat a healthier diet which improved public health and life expectancy. In addition, the railways allowed Victorians to live in the countryside and commute to towns. This meant middle-class people could move to the suburbs in the countryside and commute to work in industrial cities. This meant that they could escape the foul conditions in the cities whilst still earning the money from owning a factory.

However, trains used coal – a fossil fuel. As trains become more common, more coal needed to be burnt to power their steam engines. This led to industrial cities being covered in pollution and smog and led to climate change effects we are still seeing today.

Factories could move raw material such as coal or iron and manufactured goods around the country at a much cheaper rate than before. This meant they could make more money and contributed to the massive growth of Britain's economy in the Industrial Revolution.

Causes of World War One

War in 1914 looked likely as tensions between the world's great powers had been rising for years. By 1914, two rival **alliances** had emerged. The **Triple Alliance** (Italy, Germany and Austria-Hungary) and the **Triple Entente** (Great Britain, France and Russia). If one of these powers was attacked, the others would come to their aid. This made a global war very likely.

In addition to these two 'teams', all of the great powers had fears and ambitions increased the tension. For example, Britain feared Germany who had begun to build up their navy which threatened Britain as an island. This growing tension made war seem inevitable.

Germany feared an attack from Russia and France as both countries are either side of Germany. This made them feel surrounded by both countries and made them wary of attack. This is called **'encirclement'**.

War eventually broke out after the assassination of the Austrian Archduke Franz Ferdinand on **28th June 1914** in Sarajevo, Bosnia. **He was shot by a Serbian student called Gavrilo Princip**. Austria made a lot of demands to Serbia following this that were denied. As a result, war was declared, and the Great Powers were dragged into war to defend their allies.



Revision tips:

- Highlight the key information in each of the boxes and read over it several times.
- Try and memorise the key information by writing it out on revision cards/in mind maps. Then cover them over and try and test yourself. OR record yourself saying out loud the key information on your phone, then play it back to check if you have remembered it all.
- Once you've tried all of this, give the sheet to someone at home and ask them to test you.

IMPORTANT INFORMATION:

Your exam will be in THREE sections.

1. The first section is a **FACT TEST** and you will need to learn all the information on the revision sheet to help you to answer the questions
2. The second section will be about **HOW USEFUL** a source is about the causes of World War One.

You have practised this type of question in your revision lesson for this exam in class. Look back in your exercise book at the practice question you answered to remind yourself about HOW this type of question should be answered well.

3. The third section will ask you to **EXPLAIN WHY** the railways changed Britain. You will need to include in your explanation good factual detail. This will come from the three of the boxes on this Knowledge Organiser marked with *. ***You need to MEMORISE this information.***

You must also remember to use PEE in your explanation: P= Point

E= Evidence

E=Explanation



Year 8 Assessment Window 2: Music

Key Terms Revision List

These key terms have been covered across your music lessons since Christmas. Spend time revising and consolidating these key terms in preparation for your music assessment during Assessment Window 2.

Create mind maps, cue cards or a method of your choice to help you learn and remember.

Key term: MUSIC	Definition
Ascending melody	Moving upwards in pitch.
Descending melody	Moving downwards in pitch.
Dotted rhythm	This can help provide a 'bouncy' feel to the music.
Crescendo	Gradually getting louder.
Diminuendo	Gradually getting quieter.
Major key	This helps provide a happy feeling to the music.
Minor key	This helps create a sad feeling to the music.
Ritardando	Gradually slowing down.
Accelerando	Gradually speeding up.
Glissando	A continuous slide upwards or downwards between the notes.

Key term: MUSIC TECH	Definition
Step input	Inserting the notes into music software with a mouse (rather than playing them in on a MIDI controller)
Quantize	The division of a bar of music into a certain number of sections, <i>e.g. quantize 1/4 would separate a bar into 4 sections; quantize 1/16 would separate a bar into 16 sections.</i>
Synthesiser	An electronic musical instrument, often operated by a keyboard, that produces a variety of man-made sounds.
Plug-ins	An instrument sound in Cubase will be selected from a plug-in. <i>Some examples you will have used are HalioneSonic, Prologue, GrooveAgent.</i>
Mixer	Where the volume of all the tracks can be adjusted to create a balance of sound in a project.
Locators	Represented by small triangles in Cubase that are used to work within a specific part or area of the project, <i>e.g. you may set your locaters between 1-9 to create an introduction.</i>



Prophecy and Promise

Key terminology

Prophet A person anointed by God and inspired to share His messages.

Justice Fairness, where all humans are respected and there is no discrimination.

John the Baptist A New Testament prophet who prepared the way for Jesus as the Messiah.

Messianic Relating to the Messiah (meaning anointed one)

Anoint To put oil on a person to mark them out as having a special task.


Emmanuel Translates as 'God with us'.


Online resources


You can look up the references on:

www.biblegateway.com

John the Baptist

Call John's birth is foretold. He is a prophet from birth 

Message Zechariah makes a prophecy that John will prepare people for the coming of the Messiah 

Fulfilment John does this by baptising people and urging them to turn away from sin 

The Advent Wreath

An unbroken circle = God's unending love

Purple candles = Colour of royalty and repentance

Pink Candles – Colour of Joy

Watch the video for related scripture:

<https://youtu.be/iXwv7JEZa6Y>

Oscar Romero

Devotion: Became a priest and worked with the poor and imprisoned.

Spreading the Word: Read sermons on the radio to promote peace and spread hope and truth.

Setting an example: Risked His safety to challenge corruption and call for justice and dignity for the poor.



Isaiah 53

...⁵But he was pierced for our transgressions.

'one of the soldiers pierced His side with a spear,' (John 19:34)



SOWA: Isaiah 40:3

A voice of one calling:

“In the wilderness
prepare

the way for the Lord;
make straight in the
desert

a highway for our God

Isaiah 7:14

Message:

But the Lord himself will give you a sign: The virgin will be pregnant. She will have a son, and she will name him Immanuel.

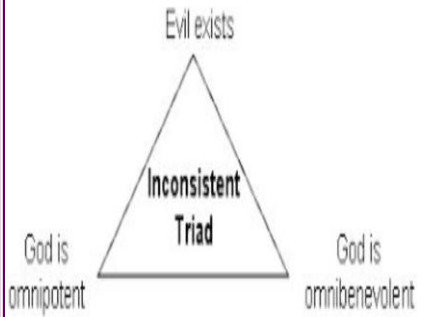


Desert to Garden

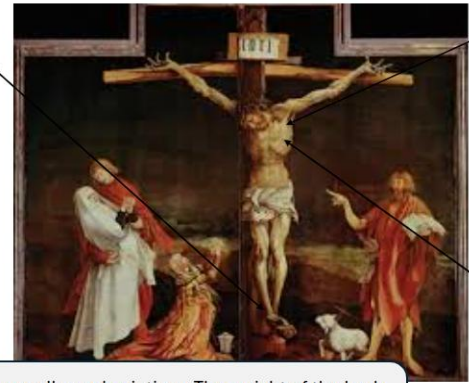
Suffering of Jesus

SOWA Matt 27:28-31

Problem of Evil



Once the cross is upright, a nail is driven through the feet.



The crown of thorns digging into His head. 7 inch nails driven through the wrists.

Scourging makes the body weak. It causes blood loss and puts spinal discs out of place.

Cause of death is usually asphyxiation. The weight of the body pulls down on the outstretched arms, breathing becomes more difficult with every breath.

SOWA Matt 27:28-31

'They stripped him and put a scarlet robe on him, ²⁹ and then twisted together a **crown of thorns** and set it on his head. They put a staff in his right hand and **mocked** him. "Hail, king of the Jews!" they said. ³⁰ They **spit on** him, and took the staff and **struck** him on the head again and again. ³¹ After they had mocked him, they took off the robe and put his own clothes on him. Then they led him away to **crucify him**.'

Sacrament of Penance

Contrition – Feeling sorry and recognising the suffering caused.

Confession: Admitting your wrong doing to a priest.

Penance: Making up for the wrong you have done, either with action or prayer.

Absolution: Having your sins forgiven by God

How might each of these things help a Catholic?

Can Suffering have meaning?

- Fulfilment of Prophecy
- Paschal Mystery
- Salvation



Key terminology

Suffering Negative experiences that harm human beings. E.g. Pain or loss.

Problem of Evil Why is there evil and suffering in the world if God is good?

Conversion Turning or returning to God.

Passion The suffering Jesus faced during His trial and death on the cross.

Salvation The process of being saved from sin and returning to God through God's grace.

Paschal Mystery The belief that Jesus' death and resurrection brings salvation to every human being.

Online resources

You can look up the references on:
www.biblegateway.com

SPANISH - Mi Tiempo Libre Y8 SB1 – ¿Qué te gusta escuchar y ver?

Normalmente
Normally

A veces
Sometimes

Una vez a la semana
Once a week

Dos veces a la semana
Twice a week

Los sábados
On Saturdays

veo
I watch

me gusta ver
I like to watch

no me gusta ver
I don't like to watch
/watching

voy a ver
I am going to watch

me gustaría ver
I would like to watch

un dibujo animado
a cartoon
un concurso
a gameshow
un concurso de talentos
a talent show
un documental
a documentary
un programa de deportes
a sports programme
un programa de telerrealidad
a reality TV programme
un programa infantil
a children's programme
un programa musical
a music programme
una telenovela
a soap opera
una serie
a series
una serie policíaca
a police series
una serie americana
an American series
una comedia
a comedy
el tiempo
the weather
el telediario
the daily news
las noticias
the news
la publicidad
adverts



una película de acción
an action film
una película de amor
a love film
una película de artes marciales
a martial arts film
una película de aventura
an adventure film
una película de fantasía
a fantasy film
una película de Guerra
a war film
una película de terror
a horror film
una película de ciencia-ficción
a science-fiction film

escucho
I listen to

me gusta escuchar
I like to listen to

no me gusta escuchar
I don't like to listen to

voy a escuchar
I am going to listen to

me gustaría escuchar
I would like to listen to

música
music

la música clásica
classical music

la radio
the radio

las canciones de...
...songs

el flamenco
flamenco



SPANISH - Mi Tiempo Libre Y8 SB2- ¿Qué te gusta hacer?

Normalmente
Normally

A veces
Sometimes

Una vez a la semana
Once a week

Dos veces a la semana
Twice a week

Los sábados
On Saturdays

En el futuro
In the future

El fin de semana próximo
Next weekend

El sábado próximo
Next Saturday

me gusta
I like
me gusta mucho
I really like
me encanta
I love
prefiero
I prefer

no me gusta
I don't like
odio
I hate
no soporto
I can't stand

voy a
I am going

me gustaría
I would like

me encantaría
I would love

escuchar música/la radio
to listen to music/the radio
bailar
to dance
cantar
to sing
jugar al baloncesto/al rugby
to play basketball/rugby
jugar con los videojuegos
to play video games
tocar la guitarra
to play the guitar
navegar por internet
to search/browse the internet
visitar un museo/un castillo
to visit a museum/a castle
**comer en el restaurante/
una pizza**
to eat at a restaurant/a pizza
**leer un libro/una novela/
una revista**
to read a book/anovel/
a magazine
**ver la tele/una película/
un partido**
to watch TV/ a film/
a match
hacer natación/mis deberes
to do swimming/ my homework
**ir al pueblo/al teatro/
al centro comercial**
to go to town/the theatre/
the shopping centre

porque
because

ya que
because

pienso que
I think that

en mi opinión
in my opinion



es
it is

va a ser
it is going
to be

sería
it would be

un poco
a bit

bastante
quite

muy
very

demasiado
too

extremadamente
extremely

agradable
pleasant
apasionante
exciting
divertido
fun
entretenido
entertaining
fantástico
fantastic
genial
great
interesante
interesting
relajante
relaxing
útil
useful

aburrido
boring
difícil
difficult
desagradable
unpleasant
fatal
awful
pesado
annoying
horrible
horrible
inútil
useless

SPANISH - Mi Tiempo Libre Y8 SB3- ¿Qué haces cuando llueve?



llueve
it rains
nieva
it snows
está congelado
it is frozen/icy
está nublado
it is cloudy
hace frío
it is cold
hace calor
it is hot
hace buen tiempo
it is good weather
hace sol
it is sunny
hay viento
it is windy
hay niebla
it is foggy
hay tormentas
it is stormy

Cuando
When

Si
If



escucho música

I listen to music

bailo

I dance

canto

I sing

juego al baloncesto

I play basketball

toco la guitarra

I play the guitar

navego por internet

I search/browse the internet

visito un museo

I visit a museum

como en un restaurante

I eat at a restaurant

leo una novela

I read a novel

veo la tele

I watch TV

hago natación

I do swimming

voy al pueblo

I go to town

en mi casa

in my house

en mi dormitorio

in my bedroom

en el salón

in the living room

en el jardín

in the garden

en el parque

in the park

en el pueblo

in town

en el polideportivo

at the sports centre

en el estadio

at the stadium

con
with

mi familia

my family

mi madre

my mum

mi hermana

my sister

mi abuela

my grandma

mi amiga

my friend

mi padre

my dad

mi hermano

my brother

mi abuelo

my grandad

mi amigo

my friend

mis padres

my parents

mis abuelos

my grandparents

mis amigos

my friends

SPANISH - Las Vacaciones Y8 SB4 –¿Qué tipo de vacaciones prefieres?

Me encantan

I love

Me gustan

I like

Prefiero

I prefer

Lo que me encantan son

What I love are

Siempre me han encantado

I have always loved

Siempre me han gustado

I have always liked

Odio

I hate

No me gustan

I don't like

Lo que odio son

What I hate are

Siempre he odiado

I have always hated

Nunca me han gustado

I have never liked

las vacaciones en el extranjero

holidays abroad

las vacaciones en Gran Bretaña

holidays in Great Britain

las vacaciones en verano

holidays in summer

las vacaciones en invierno

holidays in winter

las vacaciones en la costa

holidays on the coast

las vacaciones en el campo

holidays in the countryside

las vacaciones en una ciudad grande

holidays in a big city

las vacaciones en familia

family holidays

las vacaciones en crucero

cruise holidays

las vacaciones en las montañas

holidays in the mountains

las vacaciones deportivas

sporty holidays

las vacaciones relajantes

relaxing holidays



porque
because

ya que
because

Me encanta

I love

Me gusta

I like

Prefiero

I prefer

Lo que me encanta es

What I love are

Siempre me ha encantado

I have always loved

Siempre me ha gustado

I have always liked

Odio

I hate

No me gusta

I don't like

Lo que odio es

What I hate are

Siempre he odiado

I have always hated

Nunca me ha gustado

I have never liked

ser activo/activa

to be active

tomar el sol

to sunbathe

nadar en el mar

to swim in the sea

viajar en barco

to travel by boat

relajarme

to relax

pasar tiempo al aire libre

to spend time outdoors

visitar países diferentes

to visit different countries

ver culturas diferentes

to see different cultures

ver monumentos

to see monuments

ir a museos

to go to museums

hacer deportes de invierno

to do winter sports

hacer deportes acuáticos

to do water sports

hacer turismo

to go (do) sightseeing

pasar tiempo en familia

to spend time with family

la playa/arena

the beach/sand

la naturaleza

nature

el calor

the heat

el clima

the weather/climate

SPANISH - Las Vacaciones Y8 SB5 –¿Adónde fuiste recientemente de vacaciones?

El año pasado

Last year

El verano pasado

Last summer

El invierno pasado

Last winter

El (julio) pasado

Last (July)

Hace (tres) meses

(Three) months ago

Hace (dos) años

(Two) years ago

Durante las vacaciones de verano

During the summer holidays

Durante las vacaciones escolares

During the school holidays

fui

I went

fuimos

we went

volé

I flew

volamos

we flew

pasé mis vacaciones

I spent my holidays

pasé una semana

I spent a week

pasé una quincena

I spent a fortnight

pasamos dos semanas

we spent two weeks



a
to

en
in

Francia

France

Inglaterra

England

Irlanda

Ireland

Gales

Wales

Escocia

Scotland

España

Spain

Italia

Italy

Grecia

Greece

Egipto

Egypt

Turquía

Turkey

Portugal

Portugal

Canadá

Canada

Marruecos

Morocco

Méjico

Mexico

Los Estados

Unidos

the USA

Viajé

I travelled

Viajamos

We travelled

en avión

by plane

en coche

by car

en tren

by train

en barco

by boat

en ferri

by ferry

en autobús

by bus

en autocar

by coach

en metro

by

metro/underground

en bicicleta

by bike



YEAR 8- EOY EXAM KNOWLEDGE ORGANISER



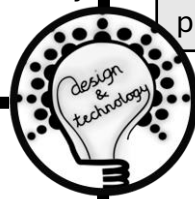
Design Technology involves working with a range of **tools** and materials across a range of skill areas. We must consider how we assemble them to create our products.

Material	Tools	Permanent Joining methods	Non - Permanent Joining methods
Woods	Coping saw Tenon saw	Glue, Nails	Slot joint, Nuts and bolts, Screws
Plastics	Laser cutter	Solvent Cement	Nuts and bolts, Screw
Fabric	Sewing machine Needle/Thread	Stitch	Pins, Button, Velcro

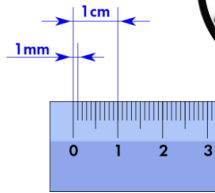
Revision check list	
I can explain key food related issue such as Balance Diet, Enzyme browning, and 4C's	
I can explain the key feature of one point perspective and draw of a given shape.	
I can explain the function of safety equipment within the workshop	
I can use Maths skills within a technology setting ie costings , measuring.	
I understand how materials can be joined in DT	
I can explain the importance of parts of the design process.	



It is important that we follow health and safety rules and wear protective equipment.



DT involves **measuring** and using maths skills when shaping materials and making products. Remember to measure **accurately** and understand the difference between mm and cm.

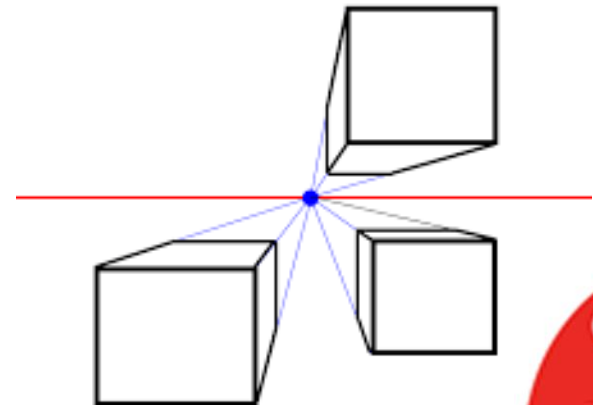


Within Design Technology we **design** new products. It is important when **designing** that we present our designs well with neat sketching and shading. We should try to present our ideas in 3d using techniques such as perspective and isometric.

Food and nutrition is part of DT and it is important we understand the need for a healthy diet for our bodies . As well as practical skills it is essential we understand about food hygiene and the safe preparation of food.



QR Code
1 point
perspective



QR Code
Food
hygiene



QR Code
Healthy
Eating

