# **Y8 KNOWLEDGE** ORGANISER

## SEPTEMBER 2023 TO FEBRUARY 202

If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you.





Name:
Tutor Group:
Tutor & Room:

# Contents

- 1. Your Knowledge Organiser and Self-Quizzing Book
- 2. How do I complete Knowledge Organiser homeworks?
- Morton Literacy Whole School Literacy Fundamentals
- 4. Morton Literacy Whole School Literacy Fundamentals
- 5. Art The Formal Elements, Colour Theory etc.
- 6. Art Dolan Geiman
- 7. English Shakespeare Richard III
- 8. English Gothic Fiction
- 9-11. Food Tech Packaging Project
- 12-15. Geography The Coastal Processes
- 16-17. Geography Coastal management
- **18.** Geography Tectonics
- **19. Geography** Population
- **20.** History Henry VIII and the Reformation
- **21. History** Knowledge Outcomes
- **22. History** The Religious Rollercoaster
- 23. History Knowledge Outcomes

- 24. History Abolition of the Slave Trade
- 25. History Fluency Sheet
- **26-27.** Computing Introduction to Programming
- 28. Computing Cyber Crime
- 29. Computing Binary

30.

31.

32.

38.

- Computing Boolean Logic
- Mathematics Powers and Roots, Prime Factorisation
- Mathematics Rounding, Fractions, Negative Number Review
- **33.** Mathematics Linear Equations, Forming and Solving Linear Equations
- **34.** Mathematics Coordinates and Basic Graph, Units of Measurement
- **35.** Mathematics Angles in Parallel Lines
- **36.** Mathematics Angles in Polygons, Circumference
- **37.** Mathematics Proportional Reasoning, Fractions, Decimals and Percentages, Ratio
  - Mathematics Area Trapezia and Circles, Presenting and Interpreting Data

39. Mathematics Averages, 3D. Visualisation, Volume
40-41. Music The Elements of Music

- 42. PE / Sports Studies Components of Fitness
- 43. PE / Sports Studies Health, Fitness, Exercise and Performance
  - **Drama** Story Telling / Deep, Dark & Dangerous
  - Drama Bugsy Malone

44.

45.

46.

48.

- Drama Speakeasies / Mobsters
- **47.** Drama District 12 / Blood Brothers
  - **Re** Beliefs, Philosophy Islam and Ethics
- **49. Re** Philosophy of Religion
- 50-53. Science Periodic Table
- **54-56.** Science Digestion and Nutrition
- 57-63. Science Light and Space
- 64-65. Science Materials and the Earth
- **66-67.** Spanish Las Vacaciones (Holidays)
- 68-69. Spanish Salir y Quedarse en Casa (Going Out and Staying In)
- **70-73.** Spanish Gramática y Vocabulario Importante

# Your Knowledge Organiser and Self-Quizzing Book

### **Remember!**

You <u>must</u> bring your Knowledge Organiser and Self-Quizzing Book to every lesson and place it on your desk at the beginning of each lesson.

You <u>must</u> keep all of your Knowledge Organisers and Self- Quizzing Books because the fundamental knowledge required in Year 8 will also be required in Years 9-11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 8 require.

### **Knowledge Organisers**

Knowledge Organisers contain critical, fundamental knowledge that you MUST know in order to be successful in Year 8 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

 Image: State Stat

www.rrma.org.uk



**Y8 KNOWLEDGE** 

ORGANISER





	(A) Morton Academy
	The best in everyone"
2	SELF-QUIZZING BOOK
	Nere
	THECHN
	Teer/Teepp
	Presentation of work: Media and an annual set of the s
	United Learning

### Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in. You must follow the simple rules as to how they are to be used.

# How do I complete Knowledge Organiser homeworks?

You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term



Can I v	vrite in parag	raphs?		I am proud of
<ul> <li>The TIPTOP rule</li> <li>You move onto a new paragraph when you change Time, Place, Topic or Person.</li> <li>I always start an essay with an introduction which addresses the question.</li> <li>I finish an essay with a conclusion to summarise the main points of my argument and to address the question again.</li> <li>I use connectives in each paragraph to link my ideas and to put them in a logical order.</li> </ul>				<ul> <li>I have written clear understand my writ</li> <li>I have checked my serrors.</li> <li>I have used full sen a verb.</li> <li>I have used correct grammar.</li> <li>I have paragraphed</li> <li>My writing is suitab writing for.</li> </ul>
Furthermore Whereas Nevertheless Alternatively Consequently	But Since Yet Therefore Besides	Meanwhile Nonetheless However Although Moreover		Can I spell famili Common We must use an ap
		2		letter(s) w

	Have I used the correct grammar?
	I am aware that I must use language that is appropriate to my reader.
	<ul> <li>No slang that lesson was bangin'</li> </ul>
	No informal language I'm gonna do my homework now
	Other things to consider:
	<ul> <li>I am clear about the <b>purpose</b> of this piece of writing</li> </ul>
	<ul> <li>I know who my audience is</li> </ul>
•	✓ I will use a suitable <b>layout</b> and <b>text type</b>

Year 8 | Knowledge Organiser

www.rrma.org.uk

### ny work because...

- rly so that my reader can ting easily.
- spelling and corrected any
- tences with a subject and
- punctuation and
- my work using TIPTOP.
- ole for the person I am

### ar words accurately?

### contractions

11 o'clock

Aren't Can't

Couldn't

Didn't

Doesn't

Don't

Hadn't

Hasn't

Haven't

He'd

He'll

He's

How'd

How'll

How's

ľd

1'11

l'm

lsn't

lt'd

lt'll

lt's

Miahtn't

Mustn't

Shan't

She'd

She'll

She's

Shouldn't

### postrophe to replace any ve have left out.

They'd	Where'll
They'll	Where's
They're	Who'd
Wasn't	Who'll
We'd	Who's
We'll	Why'd
We're	Why'll
Weren't	Why's
What'd	Won't
What'll	Wouldn't
What's	You'd
When'd	You'll
When'll	You're
When's	
Where'd	

### Can I use different sentence types?

Simple sentences: Contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

<u>Compound sentences</u>: Joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.* 

• Sarah likes to read in the library but Tom prefers to read at home.

<u>Complex sentences:</u> A complex sentence contains a conjunction such as *because, since, after, although,* or *when.* 

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

### Homophones

# I have checked that I have not mixed up my homophones.

Affect/effect Bare/bear Brake/break Buy/by For/four Flour/flower Grate/great Hair/hare Hole/whole Hour/our Knight/night Know/no Meat/meet One/won Passed/past Peace/piece Practice (n)/practise (v) Read/red Sea/see Sight/site Son/sun To/too/two Wait/weight Weak/week Wear/where

2	Basics:	Can I use punctuatior	n? Can I use punctuation?	1. The Formal Elements 2. Colou
mentals 1 of 2	<ul> <li>Every sentence must start with a capital letter.</li> <li>Every sentence must finish with some form of punctuation: .?!</li> <li>Proper nouns need capital letters. These are <b>unique</b> people, places or things e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.</li> </ul>	The Apostrophe I always aim to use apostrophes correct There are two main reasons why we use apostrophes: for possession and to replate a letter or letters. Note: Apostrophes are NEVER used to or plurals	Apostrophe for Possession       ctly.     (To show that something belongs to another)       e     If a single thing/person owns anything, add an apostrophe + 's'.       ace     • The dog's bone       denote     • The boy's homework	<ul> <li>Line: Creates shape; the outer edge of something.</li> <li>Tone: Levels of dark or light on an object, shape or face.</li> <li>Highlight: The lightest areas on an object, shape or face.</li> <li>Highlight: The lightest areas on an object, shape or face.</li> <li>Texture: The feel or appearance of sources the surface between the sources the sources</li></ul>
nda	→ When writing titles of works such as books, films or plays:	Full stop indicates that a sen finished.	tence has • Yesterday's lesson However, if it is plural (more than one), an	<ul> <li>it is.</li> <li>Shape and Form: What is created</li> <li>Yellow + Red = Orange.</li> </ul>
eracy Fu	<ul> <li>Capitalise the first word</li> <li>Capitalise any main/important words</li> <li>Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz,</li> </ul>	Comma indicates a slight pa sentence, separates a complex sentence in a list.	ause in a s clauses in e anditems	<ul> <li>When a line is enclosed and further techniques are used to make an object, shape or face look 3D.</li> <li>Warm Colours: Colours that give the feeling of warmth – red, orange, yellow.</li> <li>Cool colours: Colours that give a cool feeling – blue, green, purple.</li> </ul>
Lite	Harry Potter and the Goblet of Fire → When writing speech:	Question goes at the end of a mark	Many websites' content is educational	
	<ul> <li>Go to a new line when a different person speaks e.g. "Good morning,"said the headteacher. "It's the afternoon!" replied the student.</li> </ul>	Exclamation mark l goes at the end of a sentence to show s shock.	A dramatic urprise or Note: special care must be taken over the use of there, their and they're as they sound the same but are used quite differently.	<ul> <li>4. Techniques and Materials: Pencil Drawing And Col</li> <li>Whisper Lines: These are <i>light</i> pencil lines created using <i>several strokes</i> of the pare used when planning out a drawing prior to adding tone colour or collage</li> </ul>
	e.g. "Walk on the left," said Mr Mathews.	Apostrophe shows that letter(s) left out or indicates	<ul> <li>have been spossession.</li> <li>There shows position Your seat is over there.</li> </ul>	<ul> <li>Collage: The word collage comes from the French verb coller, meaning 'to glue'. I process of cutting assembling and gluing various materials to a flat surface to cre </li></ul>
		Speech III indicate direct spee marks words spoken or be	Their shows that 'they' own something Their blazers are navy blue.	Common materials used in collage include paper and fabric along with found obj leaves and feathers.
<b>1.</b> S <b>2.</b> T Ic <b>3.</b> T	Can I spell accurately?  1. Sound out the word. 6. Look it up in	Colon introduces a list, a s	They're is short for they are as in They're revising every day.	<ul> <li>Shading: Is a technique used to create tone. This helps create the illusion of depth In a collage portrait like the one we see on the right, the shading has been created down paper in a variety of different shades of brown.</li> </ul>
	<ul> <li>2. Think about how it looks.</li> <li>3. Think about a similar word.</li> <li>4. Is there a memory sentence for this word? (e.g. big elephants cannot always use</li> <li>3. Think about a similar word.</li> <li>4. Is there a memory sentence for this word? (e.g. big elephants cannot always use</li> <li>5. Think about how it a dictionary/ spellchecker.</li> <li>7. Ask a friend or teacher. Write, check.</li> <li>9. Once you've solved it, add the correct spelling to your own</li> </ul>	Semicolon ; separates two senter that are related and importance.	ences d of equal something (like our, his etc), <b>does not</b> take an apostrophe: the dog ate its bone and we ate our	<ul> <li>Highlights: This is the lightest area on an object or face. The highlight is located o where the light rays hit the form. On a face these areas are generally the forehead chin and eyes. In the collage on the right we can see good examples of highlights See how the paler paper has been cut to follow the shape of the hair.</li> </ul>
		Dash / hyphen - separates extra info from the main claus holding words apar	ormation se by rt. <u>Your/you're</u>	<ul> <li>Pencils 4H, 2H, HB, 2B, 4B, 6B: Drawing pencils have grades, H stands for 'Hard' a for 'Black'. The higher the number the 'harder' (lighter) or 'softer' (darker) the per pencils are standard pencils and are good for creating whisper lines and planning</li> </ul>
	small exits). word bank. 5. Find the word in a list – • Key words list.	Brackets () can be used like dat separate off extra ir from the main claus	shes, they         Note: special care must be taken over the use of           your and you're as they sound the same but are used quite differently:	<ul> <li>before adding tone, colour or collage.</li> <li>Scissors: These are used for cutting specific shapes from paper in order to create a collage. See how the shapes of the paper in the collage on the right help to describe the second second</li></ul>
	requently used words list.     Your own word bank.	to show a passage of hook the reader in a suspense.	<ul> <li>Your is possessive as in <i>this is your pen</i>.</li> <li>You're is short for you are as in <i>you're coming</i> over to my house.</li> </ul>	<ul> <li>Glue: This is used to stick the paper down, a pritt-stick type glue is best as it is solid soak the paper or leak from under the shapes.</li> </ul>

. . . . . . .

### Art \_ of $\sim$

### 2. Colour Theory

- Complementary colours: These colours are opposite each other on the colour wheel. When placed together these colours complement each other - they contrast and make each other stand out.
- Harmonious colours: These colours are next to each other on the colour wheel. When these colours are placed together they work in harmony with each other - these colours look similar to each other.
- Tint: When white is mixed with a colour to make it lighter.
- Shade: When black is mixed with a colour to make it darker.

### 3. The Colour Wheel



### And Collage

okes of the pencil. These

- ng 'to glue'. It is the artistic urface to create an image. ith found objects such as
- ision of depth and 3D form. been created by sticking
- t is located on a surface the forehead, nose, cheeks, of highlights in the hair.
- ds for 'Hard' and B stands arker) the pencil is. HB and planning out drawings
- ler to create an effective help to describe the form of

est as it is solid and won't

### 5. Other Terms and Techniques Relating to Portraiture

- Features: Eyes, nose, mouth, ears, eyebrows etc.
- Composition: The arrangement or layout of features, shapes or objects on the page.
- Proportion: The size, shape or position of one element of a portrait in comparison to another.
- Foreground, mid-ground, background: The areas at the front middle or back of a drawing or painting.
- Negative Space: An area of the portrait without detail.



### Southwestern Vaquero Cowboy By Dolan Geiman, 2<u>018</u>





### 6. About This Collage

### Artist: Dolan Geiman Date: 2018. Genre (style): Folk Art/ Americana Subject: Portraiture.

This collage is a portrait of a Latino American man known as a Vaquero Cowboy. The Vaquero are traditional cattle herders originating in Spain. The tradition was brought to the Americas with the arrival of the Spanish.

We can see that the man is wearing a 'Sombrero' a type of hat used to shield him from the sun. He also wears a neckerchief which can be pulled up over his nose and mouth to protect him from the dry dust. He wears a skull image on his belt which is possibly a reference to the Mexican festival of 'Day of the Dead'.

If we look at the detail in the image below we can see how Dolan Geiman has created the image by cutting out pieces of paper to form the portrait. He has used darker paper around the eye socket and the side of the nose to show tone. He has cut the paper in shapes that are curved with several sharp points, this helps to describe the shape of the face.

### 8. Facts About Dolan Geiman

- Dolan Geiman was born in 1977 in Hermitage, Virginia, USA.
- He grew up on a farm where he caught insects, listened to mocking birds at midnight, painted with mud and dug up American civil war relics. (The American civil war was fought between the North and the South of America. It lasted from 1861 to 1865, more than a 100 years before the artist was born. Relics are left overs, things like bullets, medals, horse shoes etc.)
- He says that his upbringing and childhood was a big influence on the work that he creates.
- He specialises in reusing 'found materials', this means he uses what ever he can find to create his art. These materials include reclaimed wood, scrap metal and vintage paper products – things like magazines, packaging, maps and books.
- The main themes in Dolan Geiman's art work are the wildlife of America (plants and animals), American history, American culture and the peoples of America. These things collectively can be labelled as 'Americana'.
- The peoples of America that feature most in his art are, Native Americans, European Americans, African Americans and Latino Americans.

7. Words to describe art works				
Element	Associated adjectives			
Line	Thick, heavy, thin, light, bold, sharp, loose, crisp, curved,straight, organic.			
Tone	Dark, light, mid, flat, uniform, broken, constant, graduated, fade, gradual fade, subtle, contrasting, dramatic.			
Texture	Flat, smooth, raised, rough, coarse, pitted, scratched, uneven, uniform, hairy, soft, hard, flowing, movement.			
Colour	Natural, unnatural, lively, bright, brilliant, deep, dull, earthy, warm, cold, contrasting, complementary, harmonious.			
Composition	Centred, asymmetrical, symmetrical, balanced, unbalanced, lopsided, overlapping, cluttered, chaotic, spacious, empty, negative space.			
Shape and Form	2-D, flat, abstracted, simplified, stylised, 3-D, realistic, natural, detailed, distorted, exaggerated, geometric.			
Mood	Calm, peaceful, happy, joyful, romantic, gloomy, miserable, sad, sombre, exciting, thought-provoking, dream-like, surreal, mysterious, strange, confusing, playful, childish.			

# 9. How Dolan Geiman makes a living from his art.

- Dolan Geiman sells his work from his own website. Customers can buy original pieces of artwork and prints (copies of originals). Prints cost £100, originals are a lot more expensive, he also offers a framing service.
- He travels across America to arts fairs and festivals where he rents a stall and sells his work to festival goers.
- Dolan Geiman has created a name for himself through exhibiting his work in galleries and promoting his work through social media. This has led to some major commissions. He has produced work for New Balance, YouTube and Fossil Clothing.

# **Richard III Topic Guide**

### 1. Context

### • War of the Roses (1455–1485)

- The War of the Roses is the name given to series of dynastic civil wars fought between the Houses of Lancaster and the Houses of York for the English throne.
- The wars were named many years afterward from the supposed badges of each family: the white

Aside	A remark or passage in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters on the stage
Soliloquy	A speech or passage in a drama when a character on stage speaks to himself/ hersel or the audience, expressing their inner thoughts and feelings.

		Quotations	
Lady Anne	"would they were basilisks, to strike thee dead"	"she lets fall the sword"	"I will not be the executioner"
Margaret	"ready to catch each other by the throat"	"like my wretched self"	"Thou loathed issue of thy father's loins"
Buckingham	"block of shame"	"false faith of him"	"I wish't might fall on me, when I was found false"
Death	"humbly beg the death upon my knees"	"by some unlook'd accident cut off"	"The dog is dead!"
Suffering	"Never hung poison on a fouler toad"	"long die thy happy days before thy death"	"the troubler of the poor world's peace.
Morality	"Margaret's curse is fallen on my head"	"foul injustice"	"I am hungry for revenge"



# **Gothic Writing**

# Genre: Gothic Supernatural beings

Intense emotions

Isolated, ruined places

Decaying grandeur

### Sentence types:

Never did, than Never did Lucy look so perfect, than when she lay in her coffin.

Without without The crypt was eerily silent, without birdsong, without sunlight.

-ing start.

Hiding behind the pillar, I held my breath, desperate not to make a sound.

Great Expectations     Frankenstein     The Legend of Sleepy Hollow       Wuthering Heights     The Tell Tale Heart     Rebecca       Dracula     The Woman In Black     The Strange Case of Dr Jekyll		<b>Examples of Gothic Fiction</b>	
Wuthering Heights     The Tell Tale Heart     Rebecca       Dracula     The Woman In Black     The Strange Case of Dr Jekyll & Mr Hyde	Great Expectations	Frankenstein	The Legend of Sleepy Hollow
Dracula The Woman In Black The Strange Case of Dr Jekyll & Mr Hyde	Wuthering Heights	The Tell Tale Heart	Rebecca
	Dracula	The Woman In Black	The Strange Case of Dr Jekyll & Mr Hyde

Creative Writing Devices			Ambitious	Vocabulary	
Sensory imagery	Describe the setting using the five senses: sight, sound, smell, taste, touch.		Eerie	Macabre	
Simile	Compare two things using 'like' or 'as'.		Crepuscular	Agony	
Pathetic	Match the weather to the				
Fallacy	mood of the action in the story.		Crimt	Malavalant	
ersonification	Describe objects as though they are alive with their own		Стурс	Malevoleni	
	thoughts and feelings.				
			Haunting	Pervasive	
Struct	turing your story		Viccorol	Ormata	
Somewhere	Describe your setting		viscerai	Ornate	
Someone	Introduce a character		Diabolical	Pursued	
Something	Describe an exciting event or problem				
Solution	Show how the situation ends		Decrepit	Melancholy	

# **Packaging Project**

### Packaging uses

- To PROTECT a product from damage or contamination by micro-organisms and air, moisture and toxins
- To keep the product together, to CONTAIN it (i.e. so that it does not spill)
- PRESERVE products

www.rrma.org.uk

.

. . . .

• •

- PROMOTE products
- To identify the product
- Protection during transport and ease of transport
- Stacking and storage
- Printed Information



Year 8 | Knowledge Organiser

### What legally must be on a food label?

- Country of origin
- Name & address of manufacturer
- Preparation & storage instructions
- Date marks and storage conditions
- Weight or volume
- Genetically modified (GM) ingredients
- List of ingredients (biggest quantity first)
- The name of the food or drink
- Nutritional information
- The product weight
- Allergens

	FAIRTRADE
CLING	FAIRTRADE
e are internationally recognisable ols for recycling	This means that the contents of the package has been produced in the Third World and that the producer (i.e. the farmer) has received a fair and realistic price
PROVED	regan APPROVED
TARIAN logos show that the food in the age is suitable for vegetarians	<b>VEGAN</b> These logos (although there are others) signal that the food contained in the package is suitable for vegans

# **Packaging Project**

# Packaging Project

Dooleoging	x Motoriolo	Trefermention		Ľ I			• •			Types of Paper & Board
Раскадінс	g Materials	Information	on Packaging	11	Packaging Nets	•	•		Туре	Characteristics
Cork	Bamboo		BARCODE A machine-readable code in the form of numbers		What is a net? It is a flat two-dimensional shape, which contains score lines and when folded and glued	•		Layout & t paper	racing	Hard and translucent     Typically 50–90 gsm
	NAME OF		lines of varying widths, printed on a package and used especially for stock		together, forms a three-dimensional shape. Nets are often used for packaging items such as orange cartons, point of sale display units, tissue boxes and so on.		•	Cartridge	paper	<ul> <li>Tough and lightly textured</li> <li>Typically a very light cream colour</li> <li>100–150 gsm</li> </ul>
Metal	Paper/	0 <sup>1</sup> 36000 29145 2 TRAFFIC LIGHT	Control.		Net shapes When a net is made it is important that the net keeps some symmetry. All opposite edges must		•••	Bleached	card	<ul> <li>Strong, high quality, white board</li> <li>Made from pure bleached wood pulp</li> <li>200–400 gsm</li> </ul>
	Board	SYMBOLS Often displayed on food packaging to show % adult allowances of fat, sugar, salt and energy. They are coloured red,	Typical values in sold per 1000 cfree 1120 Typical values in sold per 1000 cfree 1120 Typical values in sold per 1000 cfree 1120 cfree 1120 cfree 1120 cfree 1120 cfree 1120 cfr		be equal so that when you fold them together they are the same length. Nets also need flaps or tabs; these flaps or tabs are drawn on the outside of the nets and are glued under the net to keep it together.			Carton bo (duplex bo	ard ard)	<ul> <li>White surfaces with grey fibres between</li> <li>Tough and lightly textured</li> <li>Lower cost than fully bleached card</li> <li>230–420 gsm</li> </ul>
Plastic	Glass	amber or green to show if low, medium or high.	PRODUCT WEIGHT The e symbol on foods stands for estimated. The		When nets are made in industry they are printed on printing presses and wasted space costs money! So when the nets are up on the printing press they are put into a pattern called tessellation in order to reduce waste. The nets			Corrugate cardboard	d	<ul> <li>Contains two or more layers of card with interlacing fluted inner section (adds strength without too mud weight)</li> <li>Often made from recycled material, low cost</li> <li>From 250 gsm upwards</li> </ul>
han			weight on the packet is an average weight as all machines have a small margin of inaccuracy.		The die cutter stamps out the net, then creasing bars are used to fold the net into its required shape. Glue is then added by the machine to produce the final net.			Foil-lined	board	<ul> <li>Made by laminating aluminium foil to one side of cardboard, solid white board or duplex board</li> <li>nsulating properties, can keep moisture in/out</li> </ul>
Wa	ood	ALLERGY ADVICE			FR FR			Foam boa	d	Paper surfaces covering polystyrene centre     Typically 1.5–12mm thick
		Aliergens (ingredients which can cause an allergic reaction) are normally listed in <b>bold</b> .	\!/					Expanded polystyrer (Styrofoan	e I)	<ul> <li>Expanded polystyrene foam containing 98% air</li> <li>Lightweight, easy to cut and shape, insulating properties</li> <li>From 5mm thick upwards</li> </ul>
			Allergy advice		0427			Polypropy sheet	lene	<ul> <li>Thermoplastic polymer</li> <li>Low density, tough, flexible &amp; water resistant</li> <li>From 30 μm (micrometres) thick upwards</li> </ul>

Year 8 | Knowledge Organiser

### **Treatments & Finishes**

### Surface treatments and finishes

As well as being applied in printing (often using **offset lithography**), varnish can be added to card to give it a **glossy** finish. Quite often, just part of a package – usually the logo on a box – has varnish applied so that it stands out to the customer. This is an expensive process and is often added to packaging for chocolates, perfume and aftershave in order to make it look more attractive.

Ultraviolet (UV) varnishing produces a high-gloss finish on card. A shiny liquid is applied to the card and then cured when exposed to UV light. UV coatings are very eye-catching and are highly suitable for marketing material to catch the eye of a potential customer.

Embossing is a process that creates a raised pattern on the paper or card and is made using a stamping process. Embossing adds texture and depth to a product and is often found on greetings cards or on perfume and aftershave boxes to raise the logo and make it eye catching.

	Typical Use
	Working drawings, tracing
	Drawing and painting
	Excellent for printing, book covers, expensive packaging
	Food packaging
I :h	General-purpose material for boxes and packaging
	Drinks cartons, ready meal lids
	Mounting of pictures, architectural models
	Model making
	Packaging & labelling

# Paper Sizes



# The Coastal Processes

### Coasts

The coastal zone is a narrow stretch between the land and the sea. The sea land and air constantly change its shape and form.

The United Kingdom has approximately 17.820 km of coastline and there are many different types of coastal environment:

 Cliffs / Beaches / Sand Dunes / Salt Marshes / Ports / harbours / Seaside Resorts

### Three key processes take place in the coastal zone:

- Erosion waves can erode the coastline in a similar way to the water in rivers. This usually occurs when the sea takes lots of energy from the power of destructive waves.
- Transportation the movement of eroded material up and down, and along the coast.
- **Deposition** when the sea loses energy, it drops the sand, rock particles and pebbles that it has been carrying, depositing them.

### Wave Types

Waves can be constructive or destructive. When a wave breaks, water is washed up the beach. This is called the swash. Then the water runs back down the beach, which is called the backwash. With a constructive wave, the swash is stronger than the backwash. With a destructive wave, the backwash is stronger than the swash.

If the swash is stronger than the backwash (constructive wave), some of the sediment carried in the wave will be left behind to build up the beach This means that the beach increases in size.

If the swash is weaker than the backwash (destructive wave), very little sediment is carried up the beach. With a strong backwash, material will be removed and the beach will decrease in size.

### The Coastal Processes - Erosion (KPI 8.1.1 Explain the processes that lead to the formation of erosional landforms and the resulting features):

### The Importance of Waves

The power of waves is one of the most important forces that changes the shape of the coast. Waves are created by wind blowing over the surface of the sea.

### The size of a wave depends on:

- length of time the wind has been blowing
- strength of the wind
- 'fetch' how far the wind has travelled

### Erosion

Erosion is the wearing away of rock along the coastline. Destructive waves are responsible for erosion on the coastline. There are four types of erosion:

- Hydraulic action this is the sheer power of the waves as they smash against the cliff. Air becomes trapped in the cracks in the rock and causes the rock to break apart.
- Abrasion this is when pebbles grind along a rock platform, much like sandpaper. Over time the rock becomes smooth.
- Attrition this is when rocks that the sea is carrying knock against each other. They break apart to become smaller and more rounded
- Solution this is when sea water dissolves certain types of rocks. In the UK, chalk and limestone cliffs are prone to this type of erosion.

### Four Key Factors Affect the Erosion of the Coastline

- Rock type chalks and limestone can form steep cliffs, whereas clavs and softer rock form large bays.
- Rock structure a discordant coastline. where rocks are at an angle to the edge of the coastline, will erode at different rates.
- · The shape of the coastline headlands of a coastline are exposed to the full force of destructive waves. Bays are more sheltered from the wave energy because of wave refraction, so erosion is slower.
- The type of wave the amount of energy a wave has helps determine the rate of erosion.

# The Coastal Processes

### Cliffs and Wave-Cut Platforms

Cliffs are shaped through erosion and weathering. Soft rock erodes guickly and forms gentle sloping cliffs, whereas hard rock is more resistant and forms steep cliffs. A wave-cut platform is a wide gently sloping surface found at the foot of a cliff.

### A wave-cut platform is formed when the following occurs:

- 1. The sea attacks the base of the cliff between the high and low water mark.
- 2. A wave-cut notch is formed by erosional processes such as abrasion and hydraulic action - this is a dent in the cliff usually at the level of high tide.
- As the notch increases in size the cliff becomes unstable and collapses, leading to the retreat of the cliff face.
- 4. The backwash carries away the eroded material. leaving a wave-cut platform.
- 5. The process repeats. The cliff continues to retreat.



### Headlands and Bavs

Cliffs along the coastline do not erode at the same pace. When a stretch of coastline is formed from different types of rock, headlands and bays can form. Bands of soft rock such as clav and sand are weaker therefore they can be eroded quickly. This process forms **bays**. A bay is an inlet of the sea where the land curves inwards, usually with a beach. Hard rock such as chalk is more resistant to the processes of erosion.

When the softer rock is eroded inwards, the hard rock sticks out into the sea, forming a headland.

Erosional features such as wave-cut platforms and cliffs can be found on headlands, since they are more open to the waves. Bays are more sheltered with constructive waves which deposit sediment to form a beach.





• •

.

### **Erosional Landforms**

The process of erosion can create different landforms along the coastline.

### Caves, Arches, Stacks and Stumps

Caves. arches, stacks and stumps are erosional features that are commonly found on a headland.

- 1. Cracks are widened in the headland through the erosional processes of hydraulic action and abrasion
- 2. As the waves continue to grind away at the crack, it begins to open up to form a cave.
- 3. The cave becomes larger and eventually breaks through the headland to form an arch.
- 4. The base of the arch continually becomes wider through further erosion, until its roof becomes too heavy and collapses into the sea. This leaves a stack (an isolated column of rock).
- The stack is undercut at the base until it collapses to form a stump.



•

. . . . . . . .

# **The Coastal Processes**

The Coastal Processes – Transportation & Deposition (KPI 8.1.2 Explain the processes that lead to depositional landforms and the resulting features):

### Transportation

Beach material can be moved in four different ways.

### These are:

- Solution when minerals in rocks like chalk and limestone are dissolved in sea water and then carried in solution. The load is not visible.
- Suspension small particles such as silts and clays are suspended in the flow of the water.
- Saltation where small pieces of shingle or large sand grains are bounced along the sea bed.
- Traction where pebbles and larger material are rolled along the sea bed.

Sediment is carried by the waves along the coastline. The movement of the material is known as longshore drift. Waves approach the coast at an angle because of the direction of prevailing wind. The swash will carry the material towards the beach at an angle. The backwash then flows back to the sea, down the slope of the beach. The process repeats itself along the coast in the zigzag movement.



### Depositional

• •

•

### Deposition is likely to occur when:

- Waves enter an area of shallow water
- Waves enter a sheltered bay
- There are calm conditions with little wind

### Depositional Landforms

When water loses its energy, any sediment it is carrying is deposited. The build-up of deposited sediment can form different features along the coast.

### Beaches

Beaches are made up from eroded material that has been transported from elsewhere and then deposited by the sea. For this to occur, waves must have limited energy, so beaches often form in sheltered areas like bays. Constructive waves build up beaches as they have a strong swash and a weak backwash.

Sandy beaches are usually found in bays where the water is shallow, and the waves have less energy. Pebble beaches often form where cliffs are being eroded, and where there are higher energy waves.

A cross-profile of a beach is called the beach profile. The beach profile has lots of ridges called berms. They show the lines of the high tide and the storm tides. A sandy beach typically has a gentle sloping profile, whereas a shingle beach can be much steeper. The size of the material is larger at the top of the beach, due to the high-energy storm waves carrying large sediment. The smallest material is found nearest the water as the waves break here and break down the rock through attrition.





### Coastal Management (KPI 8.1.3 To be able to explain the causes and impacts of coastal erosion & KPI 8.1.4 To assess the effectiveness of coastal management strategies along a specific stretch of coastline):

Coasts are important for many different reasons and for different groups of people. They provide:

- Places to live
- Places to work, e.g. fishing, ports and power stations
- Places to relax leisure and tourism industries
- Wildlife habitats
- Beautiful scenery
- Educational value, e.g. geology and natural history

You can probably think of many more reasons why coasts need to be protected.

It is not possible to completely stop the power of natural forces from changing the coast. People try to protect some areas from erosion, but this can have negative impacts as well as positive.

# Geography 4 of 8

### Spits

### This is how spits are formed:

- 1. Sediment is carried by longshore drift.
- When there is a change in the shape of the coastline, deposition occurs. A long thin ridge of material is deposited. This is the spit.
- 3. A hooked end can form if there is a change in wind direction.



4. Waves cannot get past a spit, therefore the water behind a spit is very sheltered. Silts are deposited here to form salt marshes or mud flats. Sometimes a spit can grow across a bay, and joins two headlands together. This landform is known as a bar. They can trap shallow lakes behind the bar, these are known as lagoons. Lagoons do not last forever and may be filled up with sediment.

### Coastal Management Case Study – The Holderness Coastline

The Holderness coastline is located on the east coast of England. It is the fastest eroding coastline in Europe.



# Coastal Management

# Reasons for Management

The coastline is rapidly eroding at an average of 1.8 metres a year. There are several reasons why the coast at Holderness is eroding so quickly:

- Rock type the cliffs are made from less-resistant boulder clay (made from sands and clays) which slumps when wet.
- Naturally narrow beaches these beaches give less protection to the coast as it doesn't reduce the power of the waves.
- Man-made structures groynes have been installed to stop longshore drift. This narrows unprotected beaches elsewhere even more.
- Powerful waves waves at Holderness travel long distances over the North Sea (so have a long fetch) which means they will increase in energy.



Bridlington is protected by a 4.7 km long sea wall.

Hornsea is protected by a sea wall, groynes and rock armour.

Coastal management at Withersea has tried to make the beach wider by using groynes, and also uses a seawall to protect the coast.

Mappleton is protected by rock groynes. Spurn Head is protected with groynes and rock armour.



### What Causes the Holderness Coastline to Retreat?

### The problem is caused by:

• •

- Strong prevailing winds creating longshore drift that moves material south along the coastline.
- The cliffs which are made of a soft boulder clay, and will therefore erode quickly, especially when saturated.

The village of Mappleton, perched on a cliff top on the Holderness coast, has approximately 50 properties. Due to the erosion of the cliffs, the village is under threat.

### Steps Taken to Protect the Village of Mappleton

In 1991, the decision was taken to protect Mappleton. A coastal management scheme costing £2 million was introduced involving two types of hard engineering – placing rock armour along the base of the cliff and building two rock groynes.

Mappleton and the cliffs are no longer at great risk from erosion.

The rock groynes have **stopped** beach material being moved south from Mappleton along the coast. However, this has **increased** erosion **south** of Mappleton. **Benefits** in one area might have a **negative** effect on another.

The increased threat of sea level rise due to climate change means that other places will need to consider the sustainability of coastal defence strategies for the future.

### Conflicts

- There has been an increase in erosion at Great Cowden because of the groynes used in Mappleton. This has led to farms being destroyed by the erosion and the loss of 100 chalets at the Golden Sands Holiday Park.
- Some people disagree with where the sea defences are located, especially if it means the land in their community is not protected.
- Some sea defences negatively impact tourism and reduce the amount of money coming in to the area.

# The way the coast is managed can cause conflict. There are two types of coastal management:

Con

Ide

To

- Hard engineering this involves building structures to protect the coast.
- Soft engineering this involves working with nature by using natural materials or allowing nature to take back areas.

Hard Engineering							
Defence Type	Advantages	Disadvantages					
Sea wall	<ul><li>Protects the area behind the wall</li><li>Helps prevent flooding</li></ul>	Very expensive     Waves bounce     off the wall and     scour the beach,     removing material     Can look unly					
Groynes	<ul> <li>Helps to stop longshore drift moving material along the coast</li> <li>Traps sediment and builds up beaches</li> </ul>	May create     problems elsewhere     because they starve     other beaches of     sediment					
Rip rap or rock armour	Large boulders absorb wave energy and reduce the power of the waves	<ul> <li>Strong waves can move or undermine the boulders</li> <li>Can look ugly</li> </ul>					



eography mand Words	What you need to do
entify/State/ Name	This needs a simple, but accurate, answer. If you revise you will score marks! <b>'An example of a tectonic hazard is an earthquake'</b> .
Label	You need to use a ruler and accurately label a picture, graph or diagram. Read these question thoroughly so you get full marks.
Draw	Produce a drawing, diagram or sketch that is recognisable – it needs to look what has been asked!
Outline	Set out the main points of the answer. 'At a subduction zone the two plates move towards each other, due to the density of the oceanic crust it'.
Compare	Identify similarities and/or differences by using factual data or examples. 'The key differences between HIC & LIC urban areas are'.
Describe	Use factual information to say what something is, this means you need good subject knowledge and to learn key facts and data. 'The primary effects of a tectonic hazard are that people lose their lives and buildings are destroyed. For example. in Nepal in 2015 there were 8,841 deaths and the historic buildings in the city of Kathmandu were destroyed'.
Explain	Give reasons based on fact, <b>'this means that / this is because / this leads to'.</b>
what extent	This is often used with 'assess' and requires you to use information to compare events. 'If I compare the primary and secondary effects of Typhoon Haiyan the evidence shows me that'.
Evaluate	When you evaluate you use evidence to formulate your answer. 'When I evaluate the figure showing the positive of the improved transport networks in Lagos it shows that the improvements in infrastructure have'.
Discuss	Use key points to open a discussion, it often means that you need to identify positives & negatives of a particular issue or strategy. 'The positives of developing a hot desert are?, however a negative is that?'.
Justify	You need to add evidence to build you answer. 'The 3Ps had a significant impact on the 2010 volcanic eruption in Iceland. Evidence to support this is that'.

# **Tectonics**

### Background

- 1. The Earth's structure is made up of layers. (A)
- 2. The characteristics of these layers fuel tectonic plate theory. (B)
- There are four different plate boundaries, each with their own characteristic and resulting hazards. (C)
- 4. Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D)
- Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E)
- 6. People continue to live in tectonic areas for a number of reasons. (F)
- 7. Some of these reasons relate to how we monitor, protect and plan for such hazards. (G)
- However, the impacts of these hazards can still be significant; although they can vary based upon a country's level of development. (H, I)

A The Layers of the Earth (3)					
Crust	The thin outer layer of the Earth which is divided into plates called tectonic plates.				
Mantle	Middle layer of the Earth, between the crust and the core, approx. 2900km thick.				
Core	The centre, hottest layer of the Earth, broken into the inner (solid) and outer core (liquid).				

	B Theory (4)
Plate Boundaries	The place where plates meet.
Convection Currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.
Oceanic Crust	The part of the Earth's crust under the oceans, usually 6–8km thick.
Continental Crust	The part of the Earth's crust which contains land and is 30–50km thick.

ບເກ	erent Plate Boundaries (4)				E Earthquakes (4)				
Plate Boundaries	Where two tectonic plates move apart and new crust is created.		Ep	icentre	The point on the Earth's surface directly above the focus of an earthquake.				
Destructive	Where two tectonic plates come together. The denser oceanic plate is		Focus		The source of an earthquake beneath the Earth's surface.				
	subducted, leading to violent volcanic eruptions.		Seismic Waves		Fast waves of energy generated from the focus.				
Conservative	Where tectonic plates move alongside, or past each other.		R	ichter	A scale that measures the energy released				
Collision	Where two continental plates collide, forcing the land upwards and forming mountains.		Scale		by an earthquake.				
				Why Pec	ple Live In Tectonic Danger Zones				
	F Volcanoes (3)				<ol> <li>Jobs in tourism.</li> <li>Geothermal energy created.</li> </ol>				
Shield Volcano	A gently sloping volcano formed by runny lava (low viscosity), usually at constructive boundaries.		Volcanoes (4)		Volcanoes (4)		(4) (4) (4) (4) (4) (4) (4) (5) (4) (4) (5) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7		<ol> <li>Ash makes the ground fertile, which is good for farming.</li> <li>Diamonds and gold from previous eruptions can be mined.</li> </ol>
Composite Volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.		Earthquakes		<ol> <li>Friends and family live in the area.</li> <li>It has not happened in such a long tin</li> </ol>				
Pyroclastic Flow	Torrent of hot ash, rock, gas and steam from a volcano.		(3)		so people take the risk. 3. Employment in the area.				
G	Volcanoes				Earthquakes				
Monitoring (2) 1. The shape may change. 2. Increase in gases given off e.g. dioxide.		ulfu	Irregular tremors measured.Irregular tremors measured.Irreg		ar tremors measured. gas levels increase as rocks crack.				
Protect	Lava diversion channels.			Earthquake proof buildings.					
Planning (2)	<ol> <li>Evacuation.</li> <li>Emergency services trained.</li> </ol>			<ol> <li>Earthquake drills.</li> <li>Emergency services on-call.</li> </ol>					
H Effe	cts of Tectonic Hazards (2)				I Examples				
Primary Effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.		Developing Haiti Port Au Prince Developed New Zealand Christchur		Developing Haiti Port Au Prince Developed New Zealand Christchur		<ol> <li>318,000 dead.</li> <li>1.5 million homeless.</li> <li>Cholera outbreak killed 8,000.</li> </ol>		
Secondary Effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water						<ol> <li>181 dead.</li> <li>80% of the city without electricity.</li> <li>The Rugby World Cup was cancelled.</li> <li>Schools closed for 2 weeks.</li> </ol>		

### www.rrma.org.uk

# **Population**

### Background

- 1. The world's population is not spread evenly. (A)
- There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. (B)
- **3.** Total population is constantly changing, both within countries and world wide. **(C)**
- 4. We can look at changes in population by comparing past and predicted population structures. (D)
- The level of development within a country will influence its population structure. However, as countries develop economically, these structures will chance. (E)
- In many developed countries the population is ageing. This process brings many impacts. (F)
- Migration is also an important population process world wide and is one of the biggest drivers of population change. (G, H)

A Population Distribution (4)						
Population Density	The number of people who live within 1 km <sup>2</sup> .					
Population Distribution	How people are spread out over an area.					
Densely Populated	Places which contain many people per km <sup>2</sup> .					
Sparsely Populated	Places which contain few people per km <sup>2</sup> .					
<b>B</b> Factors Influencing Population						
Physical (4)	<ol> <li>The relief of the land (flat or steep).</li> <li>Natural resource availability.</li> <li>Climate.</li> <li>Fertility of the soil.</li> </ol>					

1. Transport links.

Year 8 | Knowledge Organiser

2. The availability of jobs.

hospitals, education.

3. The availability of local services e.g.

Human

(3)

C P	opulation
Birth Rate	The numbe
Death Rate	The numbe
Natural Increase	The differe death rates
Population Explosion	A sudden r of people.
Demographic Transition Model	A model w a populatio over time.

E Popula	ation Struc
Developing countries (2)	<ol> <li>High bir depende</li> <li>A lower elderly dependent</li> </ol>
Developed countries (2)	<ol> <li>A declin young d</li> <li>A rising elderly d</li> </ol>

	F An	Ag	eing P
	Life Expectancy	The live	e average e to in a c
	Possible Problems (3)	1. 2. 3.	Pressure could in The gov support Governi care hor costly.
	Possible Benefits (2)	1. 2.	Grandp their gra cost of c Some el income
	Solutions (3)	1. 2. 3.	Increase Raise ta Offer in children

18

5

2

La

ັດ

(5

### n Change (5)

er of births per 1000.

er of deaths per 1000.

ence between birth and es.

rapid rise in the number

vhich shows the changes ion is likely to go through

### cture Differences

irth rates, so a large young dent population.

r life expectancy, so a small dependent population.

ning birth rate, so a small dependent population.

life expectancy, so a large dependent population.

### Population (4)

e age you are expected to country.

e on the NHS, waiting times ncrease.

vernment may have to the funding of pensions.

ment investment into more mes and carers might be

parents can help look after randchildren, reducing the childcare for parents.

Iderly have more disposable so spend more in shops.

e the retirement age. axes.

centives for couples to have n e.g. longer maternity pay.

Population Structure (4)				
Population Structure	The number/proportion of people in each age range, for each gender.			
Population Pyramid	A graph showing population structure, by age and sex.			
Economically Active	Those people who work, receive a wage and pay tax.			
Dependent Population	Those who rely on the economically active for support e.g. the young and elderly.			

G	Migration (5)
Economic Migrant	A person who leaves one area or country to go to another, to seek better job opportunities.
Push Factor	Things that make people want to leave an area.
Pull Factor	Things that attract people to live in an area.
Host Country	The destination country for a migrant.
Source Country	The home country of a migrant.

H Impacts of Migration					
Positives for the Source (2)	<ol> <li>Money sent home (remittances) can support families.</li> <li>Potential for increased trade between host country and source country.</li> </ol>				
Negatives for the Source (2)	<ol> <li>Fewer economically active citizens.</li> <li>Less tax, as fewer working people in the country.</li> </ol>				
Positives for the Host (2)	<ol> <li>Migrants can work in jobs that are difficult to fill, therefore contribute tax.</li> <li>New shops and restaurants open, which is positive for the economy.</li> </ol>				
Negatives for Host (1)	1. Potential pressure on public services e.g. health care.				

	I former //III and th	he Defermention	K	ey Concep	t: Causation
9	Henry VIII and t	ne Reformation	Causation	A process of u historical even	nderstanding wha its, such as the Refe
1 of	1517 Martin Luther pins his 95 Theses to the         1528-33 Henry ends his marriage to Catherine of         1533 Henry marries Anne Boleyn in         1536 The Dissolution of the Monasteries begins; Anne Boleyn is executed;         1547 Edward VI is crowned		Categories	Causes can often be categorise together into categories such a religious, financial etc.	
istory	door of a church in a German city Aragon for failure to produce a male heir	ret The Pilgrimage of Grace	Connections	Good historian different cause causes; they se about due to a	ns see the connecti es and different ca ee that often an ev a combination of c
I				Key Conce	pt: Change
	1509 Henry         1521 Henry writes         1529 Wolsey           Vill comes to the throne         'Defence of the seven Sacraments'         the title of Lord	1534 The 1539 Act of Parliament Suppremacy passes the	Continuity	This is an imp and is often to things not cha the same? Wh	ortant aspect of stu rickier to identify. V anged? Where hav ny do you think this
	attacking Martin Luther Chancellor and flees to York	si'passed Six Articles	Extent	When change king and the change can b the ordinary p	e comes from abov government, the e e measured by who beople and how th
		Protestant A new form of Christianity emerging in			
	Absolution The forgiving of a person's sins.	the 16th century in protest against Catholicism.		Key Peo	ple
	Annulment To declare that a marriage never actually existed. Reformation A movement in the 16th centure which led to a break with the Catholic church the beginning of the Protestant church.		Anne Boleyn elped start the Reformation with his 95 heses, and begin the Protestant faith.		Anne Boleyn Her wife, who was ex for adultery after
	<b>Puritans</b> A group of radical Protestants who wore simple clothing and tried to live without sin.	Renaissance Man To be well read, cultured, artistic and thoughtful.	Henry VIII King from 1509 to 1547 who Tho		Thomas Wolsey H
	<b>Corruption</b> The dishonest behaviour of those in power.	Revenue The annual amount earned by the King and country to pay for wars and other expenses and	brmation by breaking w becoming the head of	e English ith Rome the church	the Pope's representation of the Pope's repre
	<b>Dissolution</b> of the Monasteries Henry VIII's actions to strip English monasteries of their wealth and tractures	Royal Supremacy The king replaced the Pope as supreme religious power in England.	in England. pr Catherine of Aragon Henry VIII's first		powerful man.
	Faction Political groups who fought for power and influence over Henry.	Salvation To be delivered from sins and its dau consequences	who provided him with ghter (Mary) and who v ghter of the king and gi	h one vas the Jeen of Spain	chief minister fro lawyer and a stro
	Heir A person who inherits the throne.	Superstition Believing in ideas that seem magical and supernatural.	5		
	Heretic Someone with religious views that disagrees with official church teaching.	<ul> <li>Transubstantiation A Catholic belief that the bread and wine taken during Mass actually transform into the physical body and blood of Christ.</li> <li>How do I use my knowledge of Have you learnt the key dates</li> <li>Can you put the dates into ch</li> </ul>		l <b>edge organis</b> ey dates of this i into chronolo	er? s unit? gical order?
	Litany A long prayer, usually led by a priest, involving responses from the worshippers.	<ul> <li>Usurper A person who has taken a position of power illegally or by force.</li> <li>Have you mastered the key</li> <li>Can you spell them?</li> </ul>		e key words?	
	Machiavellian To be cunning and scheming, especially in politics.		<ul><li>Can you define them?</li><li>Have you understood the key concept?</li></ul>		
	Printing press A revolutionary invention created by Gutenberg in 1455.		<ul><li>Can you categorise and link causes?</li><li>Can you identify continuity?</li></ul>		
_					

A process of understanding what causes big historical events, such as the Reformation.					
egories	Causes can often be categorised, or grouped together into categories such as political, religious, financial etc.				
nections	Good historians see the connections between different causes and different categories of causes; they see that often an event can come about due to a combination of causes.				
	Key Conce	pt: Change			
itinuity	This is an imp and is often to things not cha the same? Wh	ortant aspect of studying change rickier to identify. Where have anged? Where have they stayed ny do you think this is?			
ktent When change comes from above i.e. from the king and the government, the extent of the change can be measured by whether it reaches the ordinary people and how they are affected.					
	Key Peo	ple			
German monk who Reformation with his 95 in the Protestant faith. Anne Boleyn Henry VIII's second wife, who was executed in 1536 for adultery after birthing him a daughter (Elizabeth).					
from 1509 to 1547 who d began the English breaking with Rome the head of the church					
agon Henry ded him with ) and who w king and qu	VIII's first n one vas the ueen of Spain.	Thomas Cromwell Henry VIII's chief minister from 1532, a lawyer and a strong Protestant.			
e my knowledge organiser? earnt the key dates of this unit? It the dates into chronological order? nastered the key words? ell them? fine them? understood the key concept? teroorise and link causes?					

Ouestion Answer To reduce their time in Purgatory. Why did people buy indulgences? Who was forbidden from reading the bible in Ordinary people. the Catholic church? He controlled a large area of territory in Why was the Pope so powerful at the central Italy, he was God's representative beginning of the 1500s? on Earth, he could excommunicate any European monarch. It was decorated with gold and silver, Why were some people critical of the church's appearance at the beginning of the 1500s? expensive artwork and stained glass windows which displayed vast wealth. What occurred in Italy in the 1500s which led to a change in thinking about the world and The Renaissance. religion? What was the name of the document Martin The 95 Theses. Luther pinned to a church door in 1517? What invention led Luther's ideas to spread so The printing press. quickly across Europe? What major historical event was triggered by The Reformation. Luther's actions? Which new Christian faith emerged in the Protestantism. 1500s? How did the Pope respond to Luther and his The Pope excommunicated Luther and ideas about the Catholic church? branded him a heretic. Plain white walls, no art or stained glass What did Protestant churches look like? windows, simple wooden altar so that the focus of the worshipper would be on God. What did Protestant priests wear? Plain and simple robes. Which church believed in transubstantiation? The Catholic church. In what language was the bible found in Protestant churches? The local language so that ordinary people could read it. Which church believed that the bible was the The Protestant church. sole authority on how to worship? Which king founded the Tudor dynasty? Henry VII. He was relatively unknown with a weak Why was Henry Tudor considered a usurper? claim to the throne. Why was Henry VII unpopular when he died? He had become very greedy for revenue. Who did Henry VII distrust and exclude from his inner circle? Nobles. Who was the original heir to Henry VII's His oldest son, Arthur. throne?

### Knowledge C

20

utco	tcomes					
	Question	Answer				
21	Why do some historians portray Henry VIII as a Machiavellian king?	He executed his closest advisors, a number of his wives and believed his power was second only to God.				
22	Why did Henry want to annul his marriage to Catherine of Aragon?	She had failed to produce a male heir and could no longer bear children. In addition, Henry had fallen in love with Anne Boleyn.				
23	Which powerful relative of Catherine's prevented the Pope from granting the annulment?	The Holy Roman Emperor, Charles V.				
24	Who did Henry put in charge of securing the annulment?	Thomas Wolsey.				
25	Who was Catherine originally married to?	Henry's older brother, Arthur.				
26	Why was a male heir so important to Henry?	To continue the Tudor control of the throne: dynastic succession.				
27	What did the 1534 Act of Supremacy change?	It broke with Rome and made Henry the head of the church in England.				
28	What was the financial impact to the crown of Henry's foreign policy?	Henry did not have enough revenue to pay for his wars, putting the crown into debt and forcing him to raise taxes.				
29	What was happening to the value of Henry's land and the English currency before the break with Rome?	They were both decreasing in value.				
30	How did Henry attempt to solve his financial problems in 1536?	By dissolving the monasteries; selling the land for profit and melting down the silver and gold.				
31	Which protestant lawyer became Henry's chief minister?	Thomas Cromwell.				
32	What title was given to Henry by the Pope in 1521?	Defender of the Faith.				
	Which faction sought to influence Henry with Protestant teachings?	The Boleyns.				
34	Who was Henry's new Protestant Archbishop?	Thomas Cranmer.				
	After the Royal Supremacy who would control the clergy in England?	The king.				
36	Why could disagreeing with the king make you a heretic after 1534?	Because he was now the head of the church as well as state (technically you would be guilty of heresy and treason).				
37	Why did the Dissolution of the Monasteries lead to the creation of new schools in England?	Monasteries had been responsible for education for 1000 years so new schools were opened to replace them.				
38	What happened to those who refused to swear the Oath of Supremacy?	They were executed.				
	Who was Robert Aske?	The leader of the Pilgrimage of Grace.				
40	What led to the Pilgrimage of Grace in 1536?	Northern nobles were angered by the Dissolution of the Monasteries.				

21

# The Religious Rollercoaster



	Reywords			
	Act of Supremacy Made Elizabeth supreme govenor of the Church of England	Papal Bull A formal announcement made by the Pope		
	Act of Uniformity Established the appearance of churches and the form of services held	<b>Priest Hole</b> Secret hiding places in the homes of Catholics sheltering Catholic priests.		Edward VI King of England from He was a devout Protestant who a string of reforms to make the of Protestant.
	Anglicanism The religion of the Church of England	Propaganda A piece of biased art or information used to promote a particular point of view		Mary I Queen of England from 1 She was raised a Catholic and at counter-reformation by marrying king and reversing Henry and Ec
	Armada Fleet of Spanish warships sent to invade England in 1588	<b>Puritans</b> A group of radical Protestants who wore simple clothing and tried to live without sin		changes Elizabeth I Queen of England 1 to the discontent from both Pur
	Book of Common Prayer A book of prayers written for Church of England services in English	Recusants Catholics who were unwilling to attend church services laid down by religious settlement		Но
	Counter-Reformation Catholic fight back against the spread of Protestantims	Royal Injunctions Set of instructions enforcing the Acts of Supremacy and Uniformity		<ul> <li>Have you learnt the key date</li> <li>Can you put the dates into order?</li> </ul>

Turning Point A moment at which

a decisive change in a situation

occurs

king and reversing Henry and Edward's changes	Catholio			
Elizabeth I Queen of England 1558 - 1603. She sough to the discontent from both Puritans and Catholics and				
How to use m	y knov			
<ul> <li>Have you learnt the key dates of this uni</li> <li>Can you put the dates into chronological order?</li> <li>Can you spell them?</li> <li>Can you define them?</li> </ul>	t? •			

	Key conc	ept: Change and Continuity		
	Extent	How much change occurred under each monarch?		
	Rate	How quickly or slowly did change occur and what effect does that have? E.g. rapid change may not be particularlly long- lasting compared with gradual change.		
$\checkmark$	Impact	How many people were affected and for how long? Was this large scale but short-term change?		
	How was change affected?	What means were used to make this change happen? Was it a government passing legislation, a monarch using arrest, torture or execution or did change happen becuase of the people i.e. a revolt?		
	Key People			
n 1547 - 1553 passed hurch	3. Phillip II King Mary I in 1554 against the sp	of Spain and briefly of England after marrying 4. He was a devout Catholic and fought read of Protestantism.		
554-1558. sempted a g a Catholic ward's Mary Queen of Scots Fled Scotland in 1568 accused of murdering her husband. She was Henry VIII's granddaughter and had a legitimate claim to the throne. Catholics sought to replace Elizabeth with her.				
558 - 1603. She sought a middle way with her religious settlement which led tans and Catholics and pursued an Anglican Version of Protestantism				
w to use my knowlege organiser?				
etes of this unit? • Have you understood the key concept?				

- can you apply significance criteria to an event/ person/organisation?
- Can you explain why an event/individual/ organisation is significant?

Kno	wlege C
What Catholic church service was abolished under Edward VI?	The Mass
What language were church services and bibles during Edward's reign?	English.
Who was Mary I's husband?	King Phillip
Why were monastic lands a challenge to Mary's counter-reformation?	The Pope w
What happened to those Protestants who refused to accept the changes made by Mary's religious policy?	They were l
Who was the head of the church during Mary's reign?	Mary remai
Which three pieces of legislation made up by Elizabeth I's religious settlement?	The Act of S
Why was Elizabeth's religious settlement known as the middle way?	She was att
Why was Elizabeth concerned about France and Spain's reaction to her religious settlement?	Elizabeth w
What was the vestments controversy?	Puritans fel Puritans be
Why did Elizabeth intitally avoid persecuting Catholics who were disobedient?	She though divide in th
Why did Mary Queen of Scots flee from Scotland?	She was ac
Why did many people see Mary Queen of Scots as a serious contender to the English throne?	She was He many Cathe
How did the Papal Bull in 1570 cast doubt over the loyalty of all Catholics in England?	The Papal B ordered the making her
Which foreign monarch was involved in the Ridolfi, Throckmorton and Babington plots?	King Phillip
How did Elizabeth and her government respond to these plots against her?	Elizabeth a increasing t
What triggered Phillip's desire to invade England?	The executi
Who had the upper hand at the Battle of Gravelines and why?	The English destroyed r
Why did the English send burning ships into the Spanish Armada when they were moored in Calais?	To cause pa

20 How did the Armada strengthen Elizabeth's religious policy? Year 8 | Knowledge Organiser

Martyr A person who is killed

for their beliefs

### Outcomes

II of Spain

vanted the monastic land back, but it had been sold to private landowners during Henry VIII reign.

burned at the stake becoming Protestant martyrs.

ined head of the church (papal supremacy was never reinstated).

Supremacy, the Act Of Uniformity and the Royal Injunctions.

tempting to keep everyone in the country happy, including Catholics and Puritans.

vas concerned that these Catholic countries might form an alliance against England.

It that preiests should not wear any special clothing that set them apart from ordinary people. agan to ignore this part of Elizabeth's settlement.

ht this would create martyrs and increase the support to their cause, leading to greater religious ne country.

cused of murdering her Protestant husband.

enry VII great granddaughter and had a legitimate claim to the throne; she was also Catholic so olics wanted to see her on the throne.

Bull was a turning point for Elizabeth's relationship with her Catholic subjects as the Pope had em to disobey their queen. She could no longer take for granted the loyalty of English Catholics, r increasingly suspicious and intolerant.

of Spain.

nd her advisors eventually decided to crush Catholicism in England, cracking down on the law and the number of arrests against them.

ion of Mary Queen of Scots

n - their smaller ships sailed circles around the larger Spanish ones. They sunk 5 galleons and many more.

anic and confusion amongst the Spanish fleet.

Elizabeth used propaganda to show that the turn of the weather against the Armada was God's will that he wanted Protestants to defeat the Catholic fleet.

# Abolition of the Slave Trade

	Abolition of the Sla	vellrade	Key con	cept: Interpretation
of 6	1607-1732 British colonies 1776 The colonies were established in colonies wrote the story	Equilano <b>1797</b> William Wilberforce <b>1831</b> Jamican of his life. joined 12 opponents of slave strike.	Message V	What is the interpretation about?
1 50	North America. British became dominant European trader of slaves and formed	slaveship uccessful. Clarkson. He made owners speeches in parliament responded	Impression	s the tone of the interpretation ositive or negative? Why?
istory	throughout 17th019th century	1789.99 1961.65 The	Convincing	Have the supported their views with evidence or have they left out key information?
I	this period, 18th - 19th C	nch Revolution American Civil War		Key People
	1768 Granville Sharp, abolitionist, won lean case of Jonathan Strong. 1788 Petitions flooded parliament to abolish the slave trade. 1791 Hatia rebellion L'Ouve declared stat	n/St Domingue et by Toussaint rture. <b>1804</b> independent e of Hati <b>1807</b> The slave trade was abolished by parliament. Slaves could not be bought or sold- but could be owned. <b>1833</b> Slavery was abolished parliament. Slaves could not be bought or sold - but could be owned.	John Newton works on slave ships as a yo man. After a Christia conversion he renou the slave trade and became a prominen abolitionist. He died shortly after the 180 abolition act was pas in parliament	ed William Wilberforce was an MP for Yorkshire between 1784 - 1812. In 1787 he was persuaded to leat the political movement by Granville Sharp and Thomas (Zarkson. He proposed multiple bills and spoke passionately on the matter
	Boycott To stop buying and/or using goods or service as a form of protest	Plantation A large estate on which crops such as coffee, sugar, tobacco and cotton are grown.	in paniament.	Olaudah Equiano was
	Campaign To work in an organised way towards a common goal, usually a political or social one	Propaganda Information designed to promote a political cause or point of view	Thomas Clarkson w	fought repeatedly for his freedom. He wrote and
	Colony A country or area under full or partail control of another country and settlers from that country within their means e.g. cultural resistance		abolition. He formed Society for the aboli	d the ition narrative of the life of
	Empire A large group of countries ruled over by a single monarch or sovereign state, e.g. The British Empire, USSR, The Roman Empire	Slave Auctions A place where slaves were traded to the highest bidder	1787. After the Slave was passed in 1807	n Olaudah Equiano'; it became a bestseller in 7 he Britain Berent research
	Free Market An Economic system in which prices are determined by unrestricted competition through private business responding to supply and demand	Slave Rebellions An armed uprising by slaves against the plantation owners and the colonising authorities, e.g., Haitian rebellion in 1791	continued campaign in the Americas to abolish slavery there	ning thinks this was part ficiton and abolition propaganda e. written to support the legal campaign in
	Interpretation Historians' construction of the past as a way of explaining an event or period, using contemporary sources	The Americas A broad geographical term, which includes the North (USA after 1776) and South America and the Caribbean Islands, known as The West Indies	Toussaint L'Ouvertu	parliament. Adam Smith was a leader
	Middle Passage The sea journey undertaken by slave ships from We Africa across the Atlantic Ocean to The Americas	The Enlightenment A Eurpean intellectual movement of the tate 17th and early 18th centuries emphasising reason and individualism over tradition. Influenced by philosophers such as Adam Smith	led the St Domingue Haitian, rebellion. He and excellent militar campaigner and his	e, or Be was e was y y He is known as the
	Overseer The person who, on large plantations, directed the daily work of the slaves, usually white	Trade Triangle A three-point trade process, from the transportation of commodities to West Africa enslaved Africans to The Americas and raw materials (sugar, tobacco, coffee and cotton) to Britian.	strategies defeated t French and British. H killed before the victor	the le was believed that free market economies were required for financial success.
	Petition A formal written request typically with many signatures appealing to authority about a particular cause, e.g. slavery 19th centuries			nowlege organiser? - See page 16

www.rrma.org.uk

	Fluency Sheet				
	Question	Answer		Question	Answer
	Which kingdom spread across most of North and West Africa in the 13th–15th	Kingdom of Mali.	21	What could people still do after 1807 with slaves in the British Empire?	Own them (but not trade them).
	centuries?		22	When was The Abolition Committee of 12 influential men set up?	1787.
	known as the city of culture?	Timbuktu.	23	Who were the initial members?	Granville Sharp; Thomas Clarkson; William Wilberforce: Josiah Wedgewood.
	What was the King of Benin called?	The Oba.	24	When did Wilberforce propose the abolition bill?	Every year between 1790 and 1806.
	Which ocean separates Europe and Africa and The Americas?	Atlantic Ocean.	25	Which Prime Minister supported him in parliament?	William Pitt.
	Which European countries became Empires in the 17th and 18th centuries?	Britain, France, Portugal, Spain, Belgium, The Netherlands, Denmark.	26	What did Thomas Clarkson do in his	Travelled the northern cities telling them about the horrific truth of slavery and proposing petitions for
	When did the British Empire become the main trader in slaves, which saw their empire boom with economic success?	1750–1780.	27	Who was the strong military leader of	ordinary workers to sign. Toussaint L'Ouverture.
	List two colonies of the British Empire.	India, Australia, Canada, 13 colonies of America (became the USA).	28	When was the French Revolution and why did this impact the Haitian	1789–99. It meant the French withdrew troops
	When did America declare independence from Britain?	1776.		rebellion?	from their colonies including St Domingue/Haiti.
	What was transported on the first leg of the Trade Triangle and where from and to?	Commodities like weapons and fabric from Britain to Africa.	29	bestselling narrative account based on his own life?	Olaudah Equiano.
	Who rounded up Africans and imprisoned them to trade with Europeans?	African war tribes, such as the Ashante tribe, evolved to round up Africans and march them to the coast.	30	Why is Equiano's narrative considered abolitionist propaganda by some?	It later turned out he wrote about things that did not happen to him, this was known as abolition propaganda. It was based on true accounts he knew of and still had a big impact on the
11	What was the name of the second leg of the trade triangle?	The Middle Passage.	31	What did British people boycott after	Sugar.
12	What was the ship called where slaves were thrown overboard in 1781 and then won insurance on grounds of 'damaged product'?	The Zong.	32	Which potter produced 'Am I not a man and a brother' produce?	Wedgewood.
	Which abolitionist took sketches of slave	Thomas Clarkson.		What was the religious group who supported abolition called?	The Quakers.
14	Which abolitionist used to work on slave ships until a Christian conversion?	John Newton.	34	Which economist criticised the process behind the slave trade and questioned its economic success within a free market global economy?	Adam Smith.
	What were secondary slave auctions called?	Scrambles.	35	How did slaves resist their treatment?	Cultural resistance: working slowly: rebellions
	Which products were usually grown on West Indies plantations?	Tobacco, sugar and coffee.	36	When was the American Civil War?	1861–1865.
17	What was usually grown on the USA southern states plantations?	Cotton.	37	Who were the Confederates?	They were a southern army who believed in maintaining slavery in America.
	What were the men who took control of the slaves' daily lives called?	The Overseer.	38	Who was the President and northern leader during the American Civil War?	A famous slave who ran away and helped others escape to the north for many years after.
	What is an example of punishment for attempting to run away?	Mutilation; flogging; being kept in irons.	39	Who was Harriet Tubman?	A famous slave who ran away and helped others escape to the north for many years after.
20	When did The Slave Trade become illegal by British parliament?	1807.	40	What were underground railroads?	A set of routes to help slaves run away from the south to the north; they were very dangerous journeys.
	Year 8   Knowledge Organiser				2

24

# Introduction to Programming

Drogramming	r Keywords
riogramming	j neyworus

Variable	Variables store information and can be compared to a box that stores things, for example: Name = "Claude"	
Algorithm A set of step by step instructions used to solve a problem.		
Flowchart A visual representation of an algorithm.		
Assignment	The process of storing a value inside a variable, for example: Password = "OXJ91mau"	
Expression	A combination of operators and operands that is interpreted to produce some other value.	

Accessing F	vthon Develo	opment Envir	onment

To access our Python programming environment, open your web browser and go to www.online-python.com

Contact Instruction Non 10 at 10 10 Then, type your code in .... ... the coding area, press the ---run button and check your THE PROPERTY AND INCOME. program's outputs in the outputs area near the bottom of the webpage. Coding Area Run Button diam'r. Output

Comparison Operators					
Operator	• Meaning	Example	Evaluates to		
• ==	• Equal to •	7==7	Truê		
!=	Not equal to	6!=7	True		
>	Grander than	7>6	True		
<	< Less than 5>6		False		
>=	Greater than or equal to	6>=8	False		
<=	Less than or qual to	7<=7	True		

•

. . . . . . .

- - - -

Arithmetic Operators				
Operator	Example			
+	Addition	num1 = num2 + num3		
-	Subtraction	num1 = num2 - num3		
*	Multiplication	num1 = num2 * num3		
/	Division	num1 = num2 / num3		

Data Types				
Data Type	Example	Description		
String	x = "Hello"	Stores combinations of any characters – letters, numbers and symbols		
Integer	x = 11	Stores whole numbers		
Float	t x = 11.5 Stores decimals			
Boolean	x = True	Stores values True or False		

10/10/10/	rrma	orall
	.i i i i i a	.oru.u

Selection				
	If Statements			
Python	Pseudocode			
x = 3 f x == 1: print("x is 1")	store value 3 in variable x if value in x is equal to 1, then: display string "x is 1" on screen			
	Ifelse Statements			
Python	Pseudocode			
(= 3 f x == 1: print("x is 1") else: print("x is not 1")	store value 3 in variable x if value in x is equal to 1, then: display string "x is 1" on screen execute if the previous condition is not true display string "x is not 1" on screen			
	ifelifelse statements			
Python	Pseudocode			
<pre>x = 10 f x &gt;= 100: print("x is &gt;= 100") elif: x &gt;= 50: print("x is &gt;= 50") elif: x &gt;= 10:: print("x is &gt;= 10") else: print("x is &lt; 10")</pre>	store value 10 in variable x if x is equal to or larger than 100, then: display string "x is >= 100" on screen if x is equal to or larger than 50, then: display string "x is >= 50" on screen if x is equal to or larger than 10, then: display string "x is >= 10" on screen execute if the previous conditions are not true display string "x is < 10" on screen			

Loops					
While	Loops	For Loops			
count = 0 While count < 9: print("The count is:", count) count = count + 1 print("Thank you")	While loop repeats while the given condition is true. It tests the condition every time.	Fruits = ["orange", "apple", "mango"] for i in fruits: print(i) print(i)	For loop repeats a set number of times. In this case, it will happen 3 times – one for each fruit.		

Year 8 | Knowledge Organiser



# of 5 Computing

# **Cyber Crime**

### Malware

Malware is a general term that describes lots of different programs that try to do something unwanted to your computer. Malware is made to stop your device from running properly and sometimes to steal your information.

Malware Type	Description	
Spyware	Secretly monitors user actions. Sometimes even controls your webcam and microphone.	
Virus	Spreads through normal programs and might slow down your computer or modify files.	
Trojan Horse	Pretends to be a free, useful and safe program. Trojan horse attacks your computer when you open the program.	

Malware Type	Description		
Spyware Secretly monitors user actions. Sometimes even controls your webcam and microphone.			
Chat room	Spreads through normal programs and might slow down your computer or modify files.		
Copyright	A set of rights that prevents peoplecopying and distributing a piece of work without the copyright holder'spermission.	lico o snom	
Data	Values, typically letters or numbers.		
File Sharing	The act of sharing files over the internet.	Most email clients try to	
Firewall	An application that prevents unauthorised connections to and from the Internet.	stop spam from reaching your inbox by using a spam filter.	
Information	Data that has meaning, not just a number or a letter.		
License	A legal agreement between the company who published the software and the end user covering areas such as copyright.		

Spotting a Phishing Email					
Phishing emails It is important i and become a Sense of urgen Forged link Too good to be Poor spelling Poor grammar Request for inf Suspicious send Poor formattin	s will often look to stay vigilant v victim of phishi Icy e true formation der g b b comation der g b comation der comation der g b comation der comation der comation der comation der comation comation der comation coma	I like th vigen 200 2 Delete REQUESTE Vash + rick.w account 201 mol 201 mol 20	oose received eading emails u should look (a should look (b should look (c	from legg s as it is e out for: Use Zoom Use the source of the source	itimate sources. easy to be tricked like: maybe I should read this Deadline is really soon; that's weid. They usually give us more time VSU and and students are non-service to Firstly and a student are non-service to Firstly and a student are non-service to Firstly and a student are non-service to Firstly are non-
	Way	s to R	educe Spar	n	
 Use a spam filter Do not your er address clients try to stop spam from reaching your inbox by using a spam filter. them		Kee fo Yo t se sig n mai - a	ep an eye out r tick boxes ou will often e pre-ticked boxes that gn you up to rketing emails lways untick!	Do no when yo email y know they w ev	ot ever respond to spam emails ou respond to a spam rou let the spammers that you are active – vill start sending you ren more emails!



. .



.

.

· · ·

### Binary Binary is the language of the Addition Result Carry . . . computer. Computers are 0 + 0 = 0 0made up of complex circuitry. These consist of billions of 0 + 1 = 10transistors that act as switches 1 + 0 = 10and they can only be in one of two states. ON (1) or OFF (0) 1 + 1 = 01

carry int second 

> result fo column

1 Denary (decimal) to Binary									2 B	inary	to De	enary	(deci	mal)		
xan	ple: er.	Conv	ert 8	1 to	an 8	bit b	inary		Exam 0011	ple: 0 0111	Conve into	rt the a den	8-bit ary (	binar decim	y num al) nui	ber mber
128	64	32	16	8	4	2	1		128	64	32	16	8	4	2	1
0	1	0	1	0	0	0	1	=81	0	0	1	1	0	1	1	1
TIP: 1. E	lest v iumb	way t ers d er 81	o ren o we I?	use 1	er thi	is is v ke th	rhat e		▼ • + TIP:	. +	32 +	16	+.	+ 4	+ 2	+ .
2. 1	n this	exa	mple,	64+	16+	1 = 8	1		1. The blanks represent the 0's because							
J. E	are re	epres	e use	d the	ise nu	mbe	rs, the	iy.	they were not used in this calculation. 2 Once the numbers were identified, it					n. it		
<ol> <li>The others are represented by 0 as they were <u>not</u> used.</li> </ol>					was easy to input the 1's in the correct place.				ect							

### **Binary Overflow**

When numbers are added together, there is a risk that a binary overflow may occur. This is when there is not enough space to store a piece of data. For example, 255 bits can be stored in one byte. So the number 256.

www.rrma.org.uk

### Year 8 | Knowledge Organiser

_
$\cap$
0
<b>–</b>
$\overline{\mathbf{n}}$
ž
<u> </u>
đ.
_
. =
G
4
$\circ$
<u> </u>
Ю

В	inary Add	ition:			
o tho	Example				
column		► 0	10	110	0110
	0110	0110	0110	0110	0110
	0111	0111	0111	0111	0111
or first		<b>▶</b> 1	01	101	1101
				Final re	sult



### -- -B

					• •	• • •	•	•						KPI 8.01 Po	we
soolean Logic					•••	•	•			•	• •		1) Square Number	The result of multiplying a number by itself. It will always be positive. The first 12 square numbers are: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121,144.	2)
Boolean Logic		AND			OR			N(	ОТ		•	. 3	3) Cube Number	The result of multiplying a number by itself, then itself again. The first 10 cube numbers are: 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000.	4]
of reasoning. The study of ogic is essential for students who undertake a wide range of subjects, not only Computer Science.	А-[ В-[	$\supset$	— out	А— В—	$\mathbb{D}$	— out		A-	>о− ч			:	5) Index Notation	Example $a \times a \times a \times a = a^4$ . The number 4 is called the index (plural indices). This tells us how many times the "base" a has been multiplied by itself.	
	Descriptio	on:		Descriptio	on: n OR gate.			Description:				e	6) Multiplying Powers	$a^m \times a^n = a^{m+n}$ ADD the powers only if the bases are the same. E.g. $a^5 \times a^3 = a^{5+3} = a^8$	7)
Logic gates are made up of a	<ul> <li>This is ar</li> <li>Both inp to achiev</li> </ul>	n AND gate. outs need to b we the same c	pe positive putput.	Only or positive output.	e input need to achieve a	s to be positive		<ul> <li>This is a NOT ga</li> <li>The output will an input, a bit li</li> </ul>	ate. be opposite to ike a light switch.			8	8) Indices with Brackets	$(a^m)^n = a^{mxn}$ MULTIPLY the powers. E.g. $(a^3)^5 = a^{3x5} = a^{15}$	9)
as switches. These switches are either ON (1) or OFF (0))	AND is ^	ation used to	represent	• The not OR is V	ation used to	represent		<ul> <li>The notation us NOT is ¬</li> </ul>	sed to represent			:	10) Power of 0	$a^{o} = 1.$ Any number or variable to the power of zero equals 1.	11
Fransistors are tiny electronic	Boolean e	expression:		Boolean e	expression:		ш	Boolean express	ion:					KPI 8.02 Prin	ne
components found on the CPU.	<ul> <li>Q = (A A</li> <li>Q = (A^E)</li> </ul>	AND B) B)		<ul> <li>OUT = (</li> <li>OUT = (</li> </ul>	A OR B) Av B)			<ul> <li>Y = NOT A</li> <li>= ¬ A</li> </ul>				:	1) Prime Numbers	A prime number only has two distinct factors: 1 and its 2 is the only even prime number. 1 is not a prime number <i>Prime numbers between 1 and 100: 2, 3, 5, 7, 11, 13, 1</i>	elf. per. <b>7, 1</b> :
Revision tip:	A	В	Q	A	В	Q		A	Y		•	. 2	2) Factor	Any whole number that divides exactly into another number leaving no remainder. The factors of 20 are: 1, 2, 4, 5, 10, 20	3)
t is important to learn each notation and what they	1	1	1 0	1	1	1		1	0				4) Prime Factor Decomposition	The process of expressing a number as a product of its prime factors. $24 = 2 \times 2 \times 2 \times 3 \rightarrow 24 = 2^3 \times 3$	5)
represent just incase you need to interpret a Boolean expression in the exam.	0 0	1 0	0	0	1	1		0	1				6) HCF & LCM Using Venn Diagrams	E.g. Find the HCF & LCM of 80 and 24. $80 = 2 \times 2 \times 2 \times 2 \times 524 = 2 \times 2 \times 2 \times 3$ HCF = Venn intersection $\rightarrow 2 \times 2 \times 2 \times 2 = 8$	
										•				$LCW = HCF \times rest \rightarrow 8 \times 2 \times 3 \times 5 = 240$	

. . . . . . . . . . . . .

www.rrma.org.uk • • •

Year 8 Knowledge Organiser

• • • • • • • • •

### 30

rs and Roots							
Square Root	The opposite of squaring a number to find the original factor. E.g. $\sqrt{64} = 8 \text{ or } -8 \text{ because } 8^2 = 64 \text{ and } (-8)^2 = 64$	ועומר					
Cube RootThe opposite of cubing a number to find the original factor. $E.g. \sqrt[3]{8} = 2 \ because \ 2^3 = 8$ $Note: (-2)^3 = -8 \ so \sqrt[3]{8} \neq -2$							
Power 23 Index Base							
Dividing Powers	$a^m \div a^n = a^{m \cdot n}$ SUBTRACT the powers only if the bases are the same. <i>E.g.</i> $a^6 \div a^2 = a^{6 \cdot 2} = a^4$						
Indices with Brackets	$(ab)^n = a^n x b^n$ Raise each number or variable to the same power. E.g. $(2p)^4 = 2^4 x p^4 = 16p^4$						
.) Power of 1/2	$a^{4b} = \sqrt{a}$ E.g. $16^{4b} = \sqrt{16} = 4$						

### PI 8.02 Prime Factorisation

• • • •

, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97.



					KPI 8.03 Rou	nding						
	1) Significant figures	The to 345 0 0.304 10.50	ne total number of digits in a number, not counting zeros at the beginning of a number or at the end of a decimal number. 45 000 has 6 significant figures. .3047 has 4 significant figures. 0.500 has 3 significant figures.									
	2) Rounding to		Round to	0.0076 <mark>38</mark> to 3 sf	0.007 <mark>63</mark> 8 to 2 sf	0.00 <mark>76</mark> 38 to 1 sf	2.0 <mark>50</mark> 7 to 3 sf	2.0 <u>5</u> 07 to 2 sf	2 <u>0</u> 507 to 1 sf			
	significant figures		Answer	0.00764	0.0076	0.008	2.05	2.1	2			
	3) Estimate	Find a rough or approximate answer by calculating with numbers rounded to one significant figure. e.g. $2.3 \times 18.4 \approx 2 \times 20 = 40$ $\approx$ "approximately equal to"										

	KPI 8.04 Fractions									
1) Converting an improper fraction to a mixed number	$\frac{15}{7} = 2 \frac{1}{7}$	2) Converting a mixed number to an improper fraction	$3 \frac{4}{5} = \frac{(3 \times 5) + 4}{5} = \frac{19}{5}$							
3) Adding and subtracting fractions	Make the denominators the same (find the LCM). Use equivalent fractions to ensure fractions have a common denominator. Add/subtract the numerators only.		$\frac{2}{7} + \frac{2}{5} = \frac{10}{35} + \frac{14}{35} = \frac{24}{35}$							
4) Multiplying fractions	Multiply the numerators. Multiply the denominators. Simplify where possible.		$\frac{4}{5} \times \frac{3}{8} = \frac{12}{40} = \frac{3}{10}$							
5) Dividing fractions	Keep the first fraction the same. Change the second to its reciprocal. Multiply the fractions. Simplify or convert to a mixed number where possible.	$\frac{4}{5} \div \frac{3}{8}$	$- = \frac{4}{5} \times \frac{8}{3} = \frac{32}{15} = 2 \frac{2}{15}$							

			KPI 8.05 Negative I	lumber Rev	view		
1) Double signs	When we subtract a r -5-1 -5 + 1	negative, we add. -15-1 -15 + 1	15 <u>1</u> 15+1	2) Double signs	When we add -5+1 -5 − 1	a negative, or subtract a -15⊕1 -15 - 1	positive, we subtract. 15⊕1 15 – 1
3) Multiplying negative numbers	Negative x Negative = Positive x Positive = Positive x Positive = Positive x Negative =	= Positive ositive Negative Negative		4) Dividing negative numbers	Negative ÷ Ne Positive ÷ Posit Negative ÷ Pos Positive ÷ Neg	gative = Positive tive = Positive sitive = Negative ative = Negative	

	KPI 8.06	Linear Equation	ons							
1) Inverse Operation	Addition and Subtraction are inverse operations. Multiplication and Division are inverse operations. Squaring and taking the square root are inverse operations.	erations.	Variable	A letter used to represent any number.						
3) Coefficient	The number to the left of the variable. This is the variable with the variable by. $4x \rightarrow The \ coefficient \ of \ x \ is \ 4.$ $x \rightarrow The \ coefficient \ of \ x \ is \ 1.$	lue that we 4)	Term	A single number, variable or numbers and variables multiplied together.						
5) Collecting Like Terms	Combining the like terms in an expression. 7x + 3y - 2x is simplified to $5x + 3y$ .	6)	Expression	A mathematical statement which contains one or more terms combined with addition and/or subtraction signs e.g. 4x + 3y.						
7) Linear Equation	Contains an equals sign (=) and has one unknown. E.g. $5x - 2 = 2x + 7$ .				e.g. 4x + 3y.					
	Use inverse operations to find the solution of an eq	Use inverse operations to find the solution of an equation.								
	E.g. 1. (One step)	E.g. 2. (Two step)	3p - 7 = 8	E.g. 3. (Unknown on both sides) 2x + 10 = 19 - 9x	E.g. 3. (Unknown on both sides) 2x + 10 = 19 - 9x					
8) Solve	$\frac{x}{4} = 12$	+7	зр = 15	+7 +9x +11x + 10 = 19 +3 +3 + 10 = 10 +3 +3 + 10 = 10 +3 +3 +3 +3 +3 +3 +3 +3 +3 +3 +3 +3 +3	9x 10					
	x = 48	÷3	p=5	$\begin{array}{c} \div 3 \\ \div 11 \\ x = \frac{9}{11} \end{array}$	11					
	KPI 8.07 Forming ar	nd Solving Line	ear Equat	tions						
1) Form and Solve a Linear Equation	E.g. 1 Jake is y years old. Lilly is 15. Kobe is 3 years younger than They have a total age of 36. Work out their individual age y + 15 + y - 3 = 36 2y + 12 = 36 2y = 24 y = 12	Jake. Iss.	ea of the trian	angle is 120 cm <sup>2</sup> . Find the value of b. $\frac{12(2b+4)}{2} = 120$ 8b $\frac{24b+48}{2} = 120$						

Jake: 12, Lily: 15, Kobe: 9

Year 8 | Knowledge Organiser

32

www.rrma.org.uk





### 33

		KPI 8.08 Coordir	ates and Basic Grap	ıs	
1) Coord	linates	Written in pairs and inside a bracket. The first number is the x - coordinate (horizontal position). The second number is the y - coordinate (vertical position).	(-3,-5) + (4.	Point Point Point Point Point The c as the	A is in the SECOND quadrant B is in the FIRST quadrant C is in the THIRD quadrant D is in the FOURTH quadrant oordinate (0,0) is also known e ORIGIN
2) Origin	n	The coordinate (0,0) is where the x axis and y axis intersect.	3) Axis (Plural: Axes)	x-axis is horizontal ( y-axis is vertical (x =	y = 0). 0).
4) Vertic Lines	al	Always in the form $x = a$ .	5) Horizontal lines	Always in the form	y = a.
6) Midpo of Two Coord	oint o dinates	<ol> <li>Add the x coordinates, divide by 2.</li> <li>Add the y coordinates, divide by 2.</li> <li>Write as a coordinate (x, y).</li> </ol>	E.g. The midpoint of (2, 2) midpoint of x coordinates: midpoint of y coordinates:	and (8, 4) = (5, 3) $\frac{2+8}{2} = \frac{10}{2} = \frac{2}{2}$ $\frac{2+8}{2} = \frac{6}{2}$	= 5 = 3

KPI 8.04 Fractions											
1) Analogue	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	1 2 10 2 9 3 4 5 5 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	0 1 12 1 2 3 8 7 6 5 Quarter to 3								
2) Digital	Times will appear differently on digital clocks depending on whether they are in 12-hour clock or 24-hour clock mode.	2:00 am → 02:00 2:00 pm → 14:00	$2:15 \text{ am} \rightarrow 02:15$ $2:30 \text{ am} \rightarrow 02:30$ $2:15 \text{ pm} \rightarrow 14:15$ $2:30 \text{ pm} \rightarrow 14:30$	2:45 am → 02:45 2:45 pm → 14:45							
3) Hours	1 hour = 60 minutes	4) Minutes	1 minute = 60 seconds								
5) Units of Length	1 cm = 10 mm; 1 m = 100 cm; 1 km = 1000 m	6) Units of Capacity	1 L = 1000 ml; 1 L = 1000 cm <sup>3</sup>								
7) Units of Mass	1 kg = 1000 g; 1 tonne = 1000 kg	8) Units of Area	$1 \text{ cm}^2 = 100 \text{ mm}^2$ ; $1 \text{ m}^2 = 10,000 \text{ cm}^2$								



www.rrma.org.uk

Year 8 | Knowledge Organiser







Perimeter  $\frac{\pi d}{2}$  + d

Perimeter  $\frac{3}{2}$  and + 2r

Sector

Radius

36

	Fraction	Decimal	Percentage	2) Evention to	Divide the numerator by the denominator.		
	<u>1</u> 10	0.1	10%	Decimal	$\frac{1}{5} \rightarrow 1 \div 5 \rightarrow \frac{0.2}{5}$		
	<u>1</u> 8	0.125	12.5%		J <sub>V</sub> 1.0		
	<u>1</u> 5	0.2	20%	3) Decimal to Percentage	Multiply by 100 and add the percentage symbol.		
ommon versions	$\frac{1}{4}$	0.25	25%		$0.05 \Rightarrow 0.05 \times 100 = 9\%$		
	<u>1</u> 3	0.333	33.3% (1dp)	4) Percentage to Fraction	numerator and make 100 the denominator. Simplify if possible.		
	$\frac{1}{2}$	0.5	50%		$30\% \rightarrow \frac{30}{100} = \frac{3}{10}$		
	<u>3</u> 4	0.75	75%	A) Deveente ree	Percentage Increase or Decrease =		
	1	1	100%	Change	<u>Change</u> x100 Original		

	KPI 8.15 Ratio							
Ratio	A part-to-part comparison. The ratio of a to b is written a:b	2) Patio as a	Fraction of shapes which are squares: $\frac{1}{4}$					
Equivalent tios	Found by multiplying or dividing all parts of the ratio by the same number.	Fraction	Squares : Circles 1:3 Fraction of shapes which are circles: $\frac{3}{4}$					
Simplifying tios	Ratios can be simplified by dividing each part of the ratio by the same number. $\div 5 \swarrow 25:15 \Huge{>} 5:3 \Huge{>} \div 5$	5) Sharing	Add the parts together. Divide the total by this. Multiply this by each part of the ratio. Share £18 in the ratio of 5:4					
Unitary tio	Write the ratio 5:3 in the form 1:n $\div 5 \triangleleft \frac{5:3}{1:\frac{3}{5}} \checkmark \div 5$	Ratio	Add the part $\Rightarrow 4 + 5 = 9$ parts $f18 \div 9 = f2 \Rightarrow 1$ part $= f2$ 5 parts: $5x f2 = f104$ parts: $4x f2 = f8f10: f8$					

Mathematics 7 of 9

-	KPI 8.16 Area – Trapezia and Circles							
1) Trapezium	Quadrilateral with one pair of parallel sides.	2) Isosceles Trapezium	Quadrilateral with one pair of parallel side and two right angles.					
3) Area of Trapezium	Sum of the parallel sides. Divide by 2. Multiply by the vertical height.	$\mathbf{A} = \left(\frac{a+b}{2}\right) \mathbf{x} \mathbf{h}$						
4) Area of a Circle	$A = \pi r^{2}$ $A = \pi \times 92$ $A = 81\pi \text{ cm}^{2}$	5) Area of a Semicircle	$A = \frac{\pi r^2}{2}$					
6) Area of a Quartercircle	$A = \frac{\pi r^2}{4}$	7) Area of a Threequarter Circle	$A = \frac{3\pi r^2}{4}$					



	KPI 8.18 Averag	es		
1) Average	The central or typical value in a data set. There are three types of averages: mode, median and mean.	2) Mode	The most common/frequent value from a set of data. Mode of 3, 3, 6, <b>7, 7, 7</b> , 8, 9, 10 = 7	
3) Median	The middle value when the data is in order. Median of 9, 5, 15, 6, $8 \rightarrow 5$ , 6, $8$ , 9, $15 = 8$	4) Mean	Add up all the numbers and divide the total by how many numbers there are.	
5) Range	A measure of the spread of the data = Largest Value – Smallest Value.	T) Mean	Mean of 7, 8, 9: $\frac{7+8+9}{3} = \frac{24}{3} = 8$	
6) Reversing the Mean	<ul> <li>If we have the mean but one of the data points is missing, we can find the missing value by:</li> <li>1) Multiplying the 'mean' by the number of data points to get the total of the values;</li> <li>2) Subtracting the sum of the known values from the total of all values.</li> </ul>		E.g. The mean of three numbers is 5. Two of the numbers are 3 and 10. Find the third value. Total of the values: $5 \times 3 = 15$ 15 - (3 + 10) = 2 The third value is 2	

	KPI 8.19 3D Visualisation								
1) Face	A face is a single flat surface.	2) Edge	An edge is a line segment between faces.	3) Vertex	A vertex is a corner				
4) Cube	6 faces 12 edges 8 vertices	5) Cuboid	6 faces 12 edges 8 vertices	6) Triangular Prism	5 faces 9 edges 6 vertices				
7) Pentagonal Prism	7 faces 15 edges 10 vertices	8) Squarebased Pyramid	5 faces 8 edges 5 vertices	9) Triangular- based Pyramid	4 faces 6 edges 4 vertices				
10) Cylinder	3 faces 2 edges 0 vertices	11) Cone	2 faces 1 edge 1 vertex	12) Sphere	1 face 0 edges 0 vertices				

	KPI 8.20 Vo
1) Volume	The volume of a solid body is the amount of 'space' it occupies. It is mea
2) Volume of a Prism	Volume of a prism = area of cross section × length Volume of cylinder = $\pi r^2 h$

Year 8 | Knowledge Organiser

www.rrma.org.uk

# Mathematics 8 of 9

38

	100			-
1.61	15	au	(O)	

### olume

asured in cubic units e.g. cubic centimetres (cm<sup>3</sup>).



# Music 1 of 2

# The Elements of Music

Pitch How high or low a note is. Pitch increases and decreases by steps of a scale. Scales can be major or minor.

### Tempo

Tempo describes the speed of the music. We use Italian terms to describe speed.

### Rhythm

Notes have different lengths – some long, some short. When we combine long and short notes it creates a rhythm.

### Melody

Melody is the tune.

### Structure Music is often divided into sections. These

sections are put together to create the structure.

### Texture

Music is made up of layers. There are different names depending on how many layers there are and how they work together.

### Timbre

We use the word timbre to describe the different sounds made by the instruments.

Tonality Whether the piece is major or minor. Major sounds 'happy', minor sounds 'sad'.

### Dynamics

Dynamics is volume in music. Varying dynamics makes music more interesting. We use Italian terms to describe dynamics.









Symbol placed on the stave. Used for low pitch – left hand piano and bass guitar.



www.rrma.org.uk

Year 8 | Knowledge Organiser





### The Twelve Bar Blues

I	I	I	I
IV	IV	1	1
V	IV	1	V/I

$\longrightarrow$	
	L

С	С	С	С
F	F	С	С
G	F	I	G/C

### C Blues Scale





### Top Tip!

We learned to play chords in Year 7 using fingers 1, 3 and 5. Use a pencil if you need to!



### **Blues Key Words**

### Shuffle Rhythm

A dotted rhythm (long-short) which is characteristic of The Blues.

### Improvising

Making music up on the spot, often used in solo sections and call and response.

### Walking Bassline

A low pitch accompaniment pattern using notes of the Blues scale.

### Call and Response

Musical question and answer.

# Health, Fitness, Exercise and Performance

	Components of Fitness								
Muscular Strength		The amount of force a muscle can exert against a resistance.	Power	X	The ability to perform strength performances quickly. Power = Muscular Strength x Speed				
Muscular Endurance		The ability to exercise the voluntary muscles many times without getting tired.	Co-ordination	1.	The ability to use two or more body parts together.				
Cardiovascular Endurance/ Fitness	Ĵ.	The ability of the heart, lungs and blood to transport oxygen to working muscles for long periods of time.	Reaction Time	A. P. C. A.	The time taken to respond to a stimulus.				
Flexibility	-	The range of movement (ROM) possible at a joint.	Agility	R.	The ability to change the position of the body quickly while maintaining control of the movement.				
Body	(À)	The percentage of body weight which is	Balance		The ability to maintain the body's centre of mass above the base of support.				
Composition	The	fat, muscle and bone.	Speed	Re	The amount of time it takes to perform a particular action or cover a particular distance.				

Grip Dynamometer       1 Minute Sit Ups       12 Minute Cooper Run       Sit and Reach       Body Mass Index (BMI)       Standing Broad Jump       Hand Wall Throw       Ruler Drop       Illinois Agility Test       Standing Stork       30m Sprin         Image: Store S	Fitness Tests										
	Grip Dynamometer	1 Minute Sit Ups	12 Minute Cooper Run	Sit and Reach	Body Mass Index (BMI)	Standing Broad Jump	Hand Wall Throw	Ruler Drop	Illinois Agility Test	Standing Stork	30m Sprint
		<u>~~</u>	<b>S</b>			i Fra	A			4	

### www.rrma.org.uk

# Health, Fitness, Exercise and Performance

Health 'A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.'	<b>Fitness</b> 'The ability to meet the demands of the environment.'
Explanation:	<b>Explanation:</b>
Not only are you free from disease	Are you fit enough to do your
and injury, you are socially active	everyday tasks in your everyday
with other people, physically fit and	life? E.g. the fitness needed to be
have no emotional problems such	an office worker compared to a fire
as stress.	fighter.

# An individual's overall Health can be considered using the three categories below:

**Physical Health:** Is the state of being free from illness or injury.

Mental Health:

A person's condition with regard to their psychological and emotional wellbeing.

### Social Health:

This involves your ability to form satisfying interpersonal relationships with others. It also relates to your ability to adapt comfortably to different social situations and act appropriately in a variety of settings.

# PE | Sports Studies 2 of 2

### Exercise

'A form of activity done to maintain and improve health or physical fitness, it is not competitive sport.'

### Explanation:

Are you fit enough to do your everyday tasks in your everyday life? E.g. the fitness needed to be an office worker compared to a fire fighter.

### **Performance** 'How well a task is performed.'

### Explanation:

When performing did you: Demonstrate a high level of performance? Were you accurate? Did you apply the correct amount of power? Was the technique correct?



### Story Telling

Storytelling describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment

Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.

### Key Terminology A detail especially one that is untrue, added to a statement or Embellishment story to make it more interesting. A new method, idea, product etc Innovation The action of repeating something, the recurrence of an action Repetition The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract Personification quality in human form. A stylistic representation of a creative work or dramatic role. Interpretation

What makes a good	Characteristics of a Good
storyteller?	Story Narrator
<ul> <li>Belief in the story.</li> <li>Pace &amp; Timing</li> <li>Use of Space</li> <li>Telling the story from memory.</li> <li>Vocal &amp; Facial Expression</li> <li>Confidence</li> <li>Gestures</li> <li>Empathy with the audience.</li> <li>Crucial elements of stories and storytelling include plot, characters and narrative point of view.</li> </ul>	<ul> <li>Eye contact &amp; spread of attention.</li> <li>Belief in the story.</li> <li>Pace &amp; Timing</li> <li>Use of Space</li> <li>Telling the story from memory.</li> <li>Vocal &amp; Facial Expression</li> <li>Confidence</li> <li>Gestures</li> <li>Empathy with the audience.</li> </ul>

### Deep, Dark and Dangerous

### How can we create tension?

Louder: Just like in horror films sound plays a huge part of building tension, when you're approaching the climax of a piece you should ramp up the sound so the audience can anticipate something coming.

Faster: When the pace of a performance increases so does the heart rate of the audience creating that apprehension that something is about to happen.

**Closer:** Plaving with proxemics with other characters on the stage we make the audience focus on one spot on the stage. We can also adjust our proxemics to the audience and get closer to them which increases their immersion to the performance making them feel involved in the drama.

	Key Terminology
Tension	Tension is a growing sense of expectation within the drama, a feeling that the story is building up towards something exciting happening.
Proxemics	Proxemics is the use of space/distance between characters on stage. This can represent the relationship between characters.
Genre	A style or category of art, music, or literature.
Improvisation	To create and perform something from scratch that can be refined and rehearsed.
Spontaneous Improvisation	To create and perform something without any preparation, made up on the spot, off the top of your head.
Climax	The point of highest dramatic tension or a major turning point in the action.

### **Bugsy Malone**

### Prohibition

Prohibition was a period of time during the 1920s and the early 1930s in the United States when people were prohibited from buying, selling, and drinking alcohol. This wasn't just a suggested rule, it was written into the 18th amendment. Amendments are changes or additions made to the U.S. Constitution.

Кеу	r Terminology	UI U
Prohibition	The action of forbidding something, especially by law.	
Interrogation	Interviewing as commonly employed by law enforcement officers, military personnel, and intelligence agencies with the goal of eliciting useful information.	The any hitr
Era	A long and distinct period of history.	the
Analysis	A detailed examination of the elements or structure of something.	
Portrayal	An instance of an actor playing a part in a film or play; a performance.	
Consistent	Acting or done in the same way over time, especially as to be fair or accurate.	The
Initiation	Admitting someone into a secret or obscure society or group, typically with a ritual.	con org fam
Interpretation	<ul> <li>A stylistic representation of a creative work or dramatic role.</li> </ul>	but bos
Intention	A thing intended; a plan or aim	

### Associates

Associates are not made members of the Mafia, but they work for the Mafia. Associates cannot turn down an order from the Mafia. If the Mafia gives them an order they have to follow it, and they can never refuse or they may be killed.

### The Soldiers

The Soldiers, Wise auv's, Men of Honour, Untouchables, or Made men are lowest-ranking members of the Mafia, the grunts of the organization.

### The captain

captain heads a large crew of where from 15 to 3.000 soldiers. en and associates and can order m to do absolutely anything.

### The consigliere

The consigliere, or chief advisor, or counsellor, is the Bosses right-hand man and trusted confidant.

### The Underboss

e Underboss is the second-innmand in the empire and the anizational hierarchy of the crime ily. His level of authority varies, he is ready to stand in for the s at any given moment.

### The Boss

The Boss, the Don, the King, the Dictator, is the head of the organization, the boss is a dictator or king and has the power to order anything and everything from anyone in the entire organization. The Boss rules the organization with an iron fist, he makes all the important decisions.

### Speakeasies

Just because you tell someone not to do something, doesn't mean they are going to listen. There were many people who wantead to consume alcohol, so they found creative ways to do so. Some people would drink at secret or hidden bars known as speakeasies. When the secret got out, the police would shut the speakeasy down, but a new one would open up. Making alcohol at home also became more popular. Remember, it was also illegal to sell liquor, but people found sneaky ways to do this, too. This was known as bootlegging. They would sneak the alcohol in from Canada or by sea. One of the most famous bootleggers was Al Capone who made around \$60 million a year from various bootleggers and speakeasies.



### Mobsters

The Prohibition Gangsters were mobsters and 'bootleggers' who profited from the illegal sale of liquor during the Prohibition Era (1920 to 1933) Until 1920 Mobsters and the Mafia had mainly limited their activities to prostitution, extortion, gambling, and theft. Prohibition provided Gangsters with the opportunity to extend their activities in the illegal, and highly lucrative crime of 'bootlegging'. The Prohibition gangsters dominated various cities and the huge profits associated with illegal liquor resulted in the rise of organized crime and the introduction of the 'Speakeasy'. Prohibition Gangsters built vast illegal empires that operated through violence, bribery and corruption.



### Mobster's Footsteps





We are going to play a version of 'Ice-Cream' where one volunteer is a 'cop' and the rest of the class are 'mobsters' from the 1920s.

The cop goes to one side of the room and has a bottle of 'moonshine' (bottle of water), the mobsters go to the other side. When the cop turns their back, the mobsters move towards the cop and try to grab the moonshine.

The aim is for the mobsters to grab the bottle without being seen by the cop who turns around at different intervals. Anyone who is caught moving is sent to the back to the beginning to start over again.

# District 12

### District 12

### Thought Tracking

Thought Track is a basic drama technique which allows the actor to explore and develop their character further and can allow the audience to understand the thinking and feelings of the character in more detail.

Кеу	Key Terminology				
Inventive	Showing creativity or original thought.				
Collaborate	Work jointly on an activity or project.				
Spontaneous	Performed or occurred without prior planning.				
Passive	Accepting or allowing what happens or what others do, without active response or resistance.				
Resistance	The refusal to accept or comply with something. The use of force or violence to oppose something or someone.				
Presentation	A speech or talk in which a new product, idea or piece of work is shown and explained to an audience.				

### Blood Brothers, set in 1960s, is a musical by Liverpudlian playwright Willy Russell, revolves different environments in the city.

- by his strugaling single mother. Mrs Johnstone. His twin brother, Edward, however is brought who live nearby, after Mrs Lyons persuaded until they're seven years old, but immediately become best friends and blood brothers.
- and both live in the countryside, despite them leads to their tradic deaths.

Status	Relativ
Summary	A brief
Naive	Showir
Subtext	An und

### Year 8 | Knowledge Organiser

### **Blood Brothers**

around twin boys (Mickey and Edward) who are separated at birth and brought up in completely

 Mickey is brought up with his seven older siblings up as the only child of the wealthy Lyons family. Mrs Johnstone to hand over one of her twins at birth. Mickey and Edward don't meet each other

• The bond continues when the boys are teenagers both being in love with Mickey's neighbour Linda However, as they get older, the huge difference in their backgrounds pulls them apart and eventually



### Key Terminology

ve social or professional position: standing.

f statement or account of the main points of something

ing a lack of experience, wisdom, or judgement

derlying and often distinct theme in a piece of writing or conversation.

# Beliefs, Philosophy and Ethics

	Islam								
1	Islam	The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.	11	Sunnah	The traditions and practices of the Prophet Muhammad.				
2	Allah	"The God" in Arabic.	12	Sunni	The branch of Islam with the majority of followers, Sunni meaning followers of the Sunnah.				
3	Tawhid	The belief in the oneness of God.	13	Shia	The branch of Islam with the minority of followers, Shi'a meaning 'House of Ali'.				
4	Revelation	A message from God to human beings.	14	Sunni/Shia Split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah.				
5	Prophet Muhammad	An Arab religious, social, and political leader and the founder of Islam.	15	Caliphate	An area ruled by a Muslim leader.				
6	Qur'an	The central religious text of Islam, believed by Muslims to be the final revelation from God.	16	The Five Pillars	The basic acts in Islam, considered mandatory by believers, and are the foundation of Muslim life.				
7	Mecca	Holy city for Muslims established by Ibrahim and Ishmael.	17	Hajj	The Hajj is an annual Islamic pilgrimage to Mecca, Saudi Arabia, the holiest city for Muslims.				
8	Hijrah	The migration of Muhammad from Mecca to Medina.	18	Greater Jihad	The spiritual struggle within oneself against sin.				
9	Ummah	The worldwide Muslim community.	19	Lesser Jihad	Defending Islam from threat but must meet a range of strict conditions to be declared.				
10	Hadith	The sayings of the Prophet Muhammad.	20	Islamophobia	Dislike of or prejudice against Islam or Muslims.				

# Beliefs, Philosophy and Ethics

		Philosophy	of R	eligion
1	Omnipotent	The belief that God is all-powerful.	11	Ana
2	Omniscient	The belief that God is all-knowing.	12	Fall
3	Omnibenevolent	The belief that God is all-loving.	13	Cosmo Argu
4	Omnipresent	The belief that God is present everywhere at once.	14	Thomas
5	Transcendent	The belief that God is outside of the universe.	15	Caus
6	Theism	The belief in God.	16	Problen
7	Atheism	Disbelief or lack of belief in the existence of God or gods.	17	Epic
8	Agnosticism	The belief that nothing can be known about the nature or existence of God.	18	Theo
9	Design Argument	The argument for the existence of God based on evidence of design in the world.	19	Relig Exper
10	William Paley	Thinker who argued for the design argument.	20	Emp Evid

Year 8 | Knowledge Organiser

**RE** 1 of 2

48

 www.rrma.org.uk

A comparison between things that have similar

	Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.
	Fallacy	A mistaken belief, especially one based on unsound arguments.
	Cosmological Argument	A mistaken belief, especially one based on unsound arguments.
	Thomas Aquinas	Thinker argued for the cosmological argument.
	Causation	The relationship between cause and effect.
	Problem of Evil	The argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.
	Epicurus	Thinker who came up with the Problem of Evil argument.
	Theodicy	An argument which defends God against the problem of evil.
	Religious Experience	An experience which has a religious meaning for the person who experienced it.
)	Empirical Evidence	Evidence for something based on observation or experience.

RE

2 of 2

# **Periodic Table**



### Metals

Metals have properties in common.

They are:

- Shiny, especially when they are freshly cut;
- Good conductors of heat and electricity;
- Malleable (they can be bent and shaped without breaking).

### Elements

### Elements

There are over a hundred different elements. Atoms have the same number of protons as each other. Atoms of differing elements have a different number of protons.

The atoms of some elements do not join together, but instead they stay as separate atoms, e.g. helium. The atoms of other elements join together to make **molecules**, e.g. oxygen and hydrogen.



000

00

NEUTRON

Most metals also have other properties in common. They are:

- Solid at room temperature, except mercury;
- Hard and strong;
- They have a **high density**.



The elements are arranged in a chart called the periodic table. A Russian scientist, Mendeleev, produced the first periodic table in the 19th century. The modern periodic table is based closely on the ideas he used:

- The elements are arranged in order of increasing atomic number (number of protons);
- The horizontal rows are called periods;

- The vertical columns are called groups;
- Elements in the same group have the same number of electrons in their outside shell.

We can use the periodic table to predict the properties of elements in the same group.





www.rrma.org.uk

# **Periodic Table**

# Groups

### **Chemical Formulae**

Remember that we use chemical symbols to stand for the elements. For example, C stands for carbon, S stands for sulfur and Na stands for sodium.

For a molecule, we use the chemical symbols of all the atoms it contains to write down its formula. For example, the formula for **carbon monoxide is CO**.

It tells you that each molecule of carbon monoxide is made of one carbon atom joined to one oxygen atom. Be careful about when to use capital letters. For example, CO means a molecule of carbon monoxide but **Co is the symbol for cobalt** (an element).



Each element is given its own chemical symbol, like **H for hydrogen** or **O for oxygen**. Chemical symbols are usually one or two letters.

Every chemical symbol starts with a capital letter, with the second letter written in lower case. For example, Mg is the correct symbol for magnesium, but mg, mG and MG are wrong.



												Ρ	eriods
							3	4	5	6	7	0	Ĭ
		н										He	1
							в	с	Ν	ο	F	Ne	2
							Al	Si	Р	s	Cl	Ar	3
	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	4
)	тс	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Те	Т	Xe	5
	Re	Os	Ir	Pt	Au	Hg	тι	Pb	Bi	Ро	At	Rn	6
	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Мс	Lv	Ts	Og	7
						Non	-met	als					

### Numbers in Formulae

We use numbers to show when a molecule contains more than one atom of an element. The numbers are written **below** the element symbol. For example,  $CO_2$  is the formula for carbon dioxide.

It tells you that each molecule has **one carbon atom and two oxygen atoms.** The small numbers go at the bottom. For example:

- CO<sub>2</sub> is correct;
- CO<sup>2</sup> and CO2 are wrong.



Some formulae are more complicated. For example, the formula for sodium sulfate is  $Na_{2}SO_{4}$ . It tells you that sodium sulfate contains two sodium atoms (Na x 2), one sulfur atom (S) and four oxygen atoms (O x 4).

# **Periodic Table**





Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.

	Iron	Sulfur	Iron sulfide	
Type of substance	Element	Element	Compound	
Colour	Silvery grey	Yellow	Black	
Is it attracted to a magnet?		No	No	
Reaction with hydrochloric acid	Hydrogen formed	No reaction	Hydrogen sulfide formed, which smells of rotten eggs	

• The atoms in a compound are joined together by forces called bonds.

- The properties of a compound are different from the elements it contains.
- You can only separate its elements using another chemical reaction.
- Separation methods like filtration and distillation will not do this.

### **Conservation of Mass**

When atoms are rearranged in a chemical reaction, they are not destroyed or created.

- Reactants the substances that react together;
- Products the substances that are formed in the reaction;
- Mass is conserved in a chemical reaction, this means...

Total mass of the reactants = total mass of the products.

Chemical Equations	
We summarise chemical reactions using equations:	•
reactants → products	
<ul> <li>Reactants are shown on the left of the arrow;</li> </ul>	
• Products are shown on the right of the arrow.	
Do not write an equals sign instead of an arrow.	
If there is more than one reactant or product, they are separated by a + sign.	
For example:	
copper + oxygen $\rightarrow$ copper oxide	
Reactants: copper and oxygen	
Products: copper oxide	
A word equation shows the names of each substance involved in a reaction,	
and must not include any chemical symbols or formulae.	

### Symbol Equations

A balanced **symbol** equation includes the **symbols** and **formulae** of the substances involved. For example: <u>Word equation:</u>

 $Copper + Oxygen \rightarrow Copper Oxide$ 

Symbol equation (unbalanced):

 $Cu + O_2 \rightarrow CuO$ 

There is one copper atom on each side of the arrow, but two oxygen atoms on the left and only one on the right. This is **unbalanced**.

### A **balanced** equation has the **same number of each type of atom on each side of the arrow.** Here is the balanced symbol equation:



# **Periodic Table**

1	Element	• A substance in which all the atoms are the same.
2	Atom	The smallest possible particle of an element.
3	Molecule	Two or more atoms bonded together.
4	Compound	Two or more different atoms bonded together.
5	Mixture	<ul> <li>At least two different elements or compounds together. Can be separated easily.</li> </ul>
6	Nucleus	The centre of an atom.
7	Properties	<ul> <li>Characteristics of a substance.</li> <li>These can be chemical such as reactivity.</li> <li>These can be physical such as melting and boiling point.</li> </ul>
8	Periodic Table	<ul> <li>A list of elements. Metals are found on the left; non- metals are found on the right.</li> </ul>
9	Period	• A row in the periodic table.
10	Group	<ul><li>A column in the periodic table</li><li>Elements in the same group have similar properties.</li></ul>
11	Mendeleev	<ul> <li>Invented the first periodic table, which had gaps for undiscovered elements.</li> </ul>
12	Chemical Symbols	<ul> <li>Taken from the periodic table, e.g.</li> <li>Hydrogen = H</li> <li>Oxygen = O</li> <li>Carbon = C</li> </ul>
13	Chemical Formulae	<ul> <li>For a molecule, we use the chemical symbols of the atoms it contains to write down its formula:</li> <li>Hydrogen gas = H2</li> <li>Carbon dioxide = CO2</li> <li>Water = H2O</li> <li>Magnesium oxide = MgO</li> </ul>

www.rrma.org.uk

Year 8 | Knowledge Organiser

14	Chemical Reaction	• When chemicals react, the atoms are rearranged.	
15	Word Equation	<ul> <li>Used to show the reactants and products of a chemical reaction. e.g. lithium + water → lithium hydroxide + hydrogen.</li> </ul>	
16	Reactants	• On the left of an arrow in a word equation, e.g. lithium + water	
17	Products	<ul> <li>On the right of an arrow in a word equation, e.g. lithium hydroxide + hydrogen</li> </ul>	
18	Conservation of Mass	<ul> <li>When atoms are rearranged in a chemical reaction, they are not destroyed or created.</li> <li>Total mass of the reactants = total mass of the products.</li> </ul>	
19	Metal	<ul> <li>High melting and boiling points.</li> <li>Good conductors of heat &amp; electricity.</li> <li>Malleable (can be hammered into shape).</li> <li>Sonorous (make a ringing sound when hit).</li> </ul>	
20	Alkali Metals	<ul> <li>Group 1: Lithium, Sodium, Potassium.</li> <li>Soft, reactive metal elements.</li> <li>React with water to produce hydrogen gas and a hydroxide.</li> </ul>	
21	Trends in the Alkali Metals	Increase in reactivity as you go down the group.	
22	Halogens	<ul><li>Group 7: Fluorine, chlorine, Bromine, Iodine.</li><li>Reactive non-metal elements.</li></ul>	
23	Trends in the Alkali Metals	<ul><li>Decrease in reactivity as you go down the group.</li><li>Increase in boiling point as you go down the group.</li></ul>	
24	The Noble Gases	<ul> <li>Group 0: Helium, Neon, Argon, Krypton, Xenon, Radon.</li> <li>All are unreactive.</li> </ul>	

# **Digestion and Nutrition**

The 7 Nutrients				
Nutrient	Use in the Body	Good sources		
Carbohydrate	To provide energy	Cereals, bread, pasta, rice and potatoes		
Protein	For growth and repair	Fish, meat, eggs, beans, pulses and dairy products		
Lipids (fats and oils)	To provide energy; also to store energy in the body and insulate it against the cold	Butter, oil and nuts		
Minerals         Needed in small amounts to maintain health         Salt, milk (for calcium) liver (for iron)		Salt, milk (for calcium) and liver (for iron)		
Vitamins Needed in small amounts to maintain health Fruit, vegetables, dairy for		Fruit, vegetables, dairy foods		
Fibre	To provide roughage to help to keep the food moving through the gut	Vegetables, bran		
Water	Needed for cells and body fluids	Water, fruit juice, milk		

Chemical Food Tests			
Nutrient	Chemical Test	Positive Result	
Starch	lodine solution	lodine solution turns from orange/ brown → blue black	
Sugar	Benedict's solution & heat	Benedict's solution turns from blue → green/yellow/ brick red	
Fat	Ethanol & shake, then water & shake	Ethanol turns cloudy white	
Protein	Biuret reagent	Biuret reagent changes from blue to purple	

### Respiration

A chemical reaction that takes place in all living cells to release the energy in food

Sugar + oxygen → carbon dioxide + water

### Energy released from food is used for things like: muscle contraction keeping warm making new cells Each person needs a different amount of energy depending on factors such as: • gender (male or female) • age amount of daily activity Energy in food is measured in **kiloioules**, kJ.

A **balanced diet** contains the right energy intake and the correct amounts of necessary nutrients

An **imbalanced diet** contains too much or too little of a particular nutrient and/ or energy.

### Nutrient deficiency diseases:

Mineral deficiency diseases are caused when your diet is lacking in a particular mineral:

iron deficiency causes anaemia, where there are too few red blood cells:

iodine deficiency can cause a swelling in the neck called goitre.

Vitamin deficiency diseases are caused when your diet is lacking in a particular vitamin:

- Vitamin A deficiency can cause blindness;
- Vitamin C deficiency causes Scurvy, which makes the gums bleed;
- Vitamin D deficiency causes Rickets, which makes the legs bow outwards in growing children.

### Energy imbalances in diets

If the amount of energy you get from your food is different from the amount of energy you use, your diet will be imbalanced:

- too little food/energy can make you underweight
- too much food/energy can make you overweight Imbalanced energy intake diseases:

Starvation happens if you eat so little food that your body becomes very underweight. This can eventually cause death

Obesity happens when you eat so much food that your body becomes very overweight. Diseases linked with obesity include heart disease, diabetes, arthritis and stroke.

### www.rrma.org.uk

# **Digestion and Nutrition**

### Stages of digestion

- Digestion starts in the mouth, where teeth mechanically digest food during chewing. Chemical digestion begins here when the food mixes with saliva.
- Food is swallowed as it passes down the **oesophagus**.
- When food reached the **stomach**, the food continues to be mechanically digested when the stomach muscles contract to churn food. Chemical **digestion** also continues when the food mixes with acid and enzymes inside the stomach
- Most digestion happens inside the small intestine when the food mixes with enzymes and bile (chemical digestion), and is moved along the canal by muscle contractions (mechanical digestion).

Pancreas -

- Digested food is absorbed into the bloodstream, by diffusion from the small intestine. Water is reabsorbed into the body in the small intestine. Oral Cavity
- Undigested food passes out of the anus as faeces

### The role of liver and pancreas

- The liver produces bile, which helps the digestion of lipids (fats and oil). Gallbladder
- The pancreas produces biological catalysts called digestive enzymes

which speed up the digestive reactions Appendix-

### Absorption by diffusion across a surface happens efficiently if:

- the surface is thin:
- its area is large.

### The inner wall of the small intestine is adapted. It has:

- a thin wall, just one cell thick;
- many tiny villi to give a really big surface. area. The villi contain many capillaries to carry away the absorbed food molecules.



-Esophagus

Spleen

Stomach

Lorge

Small

Rectum

**Digestion** is when large **insoluble** food particles are broken down into small soluble particles so that they can be absorbed into our bloodstream.

This is carried out by **enzymes** – special proteins that can break large molecules into small molecules.

### Different enzymes can break down different nutrients:

• Carbohydrates (e.g. starch) are broken down into sugar – by carbohydrase enzymes Carbohydrase



Proteins are broken down into amino acids – by protease enzymes:



• Lipids (i.e. fats and oils) are broken down into fatty acids and glycerol – by lipase enzymes.



At very high temperatures, these enzymes will be **denatured**. Digestive enzymes cannot break down dietary fibre, which is why the body cannot absorb it. Minerals, vitamins and water are not digested, as they are already small enough to be absorbed

### The digestive system contains some good bacteria which are important because they:

- can digest certain substances humans cannot digest;
- reduce chance of harmful bacteria multiplying, causing disease;
- produce vitamins that humans need e.g. vitamins B & K.

# **Digestion and Nutrition**

1	Carbohydrates	<ul> <li>A food group that provides energy. Includes starchy foods, which provide slow-release energy (e.g. bread, potatoes, pasta) and sugary foods (e.g. chocolate).</li> </ul>
2	Proteins	<ul> <li>An important food group used to make enzymes, muscles and pigments, as well as for the growth and repair of cells. Found in meat, eggs and fish.</li> </ul>
3	Lipids	<ul> <li>Needed for energy and to insulate organs. Found in cooking oil and butter.</li> </ul>
4	Minerals	<ul> <li>Many different uses e.g. calcium in milk is used for healthy bones, and iron in red meat is used to make red blood cells.</li> </ul>
5	Vitamins	<ul> <li>Needed for healthy body function e.g. Vitamin C in oranges is used for a healthy immune system.</li> </ul>
6	Fibre	• Needed for the digestive system to function healthily aids with bowel movement.
7	Balanced Diet	<ul> <li>A diet that contains the right amounts of the different food groups and water to maintain good health.</li> </ul>
8	Digestion	<ul> <li>When large insoluble food particles are broken down into small soluble particles so that they can be absorbed into our bloodstream.</li> </ul>
9	Enzyme	<ul> <li>Special proteins that can break large molecules into small molecules.</li> </ul>
10	Mouth	• Food is broken up by teeth and mixed with saliva.
11	Oesophagus	• A muscular tube that pushes food from the mouth to the stomach.
12	Stomach	• A muscular bag that churns food. It contains acid to kill pathogens, as well as enzymes to digest food.
13	Small Intestine	<ul> <li>An organ in the digestive system. Enzymes break food down in the first part. Food molecules are absorbed into the blood in the second part.</li> </ul>

14	Large Intestine	• Where water is absorbed into the bloodstream.	
15	Rectum	• Where waste is stored, before being expelled through the anus.	
16	Lock and Key Model	<ul> <li>This tells us that each enzyme can only break down one type of food molecule.</li> </ul>	
17	Lipase	<ul> <li>An enzyme that breaks down lipids into fatty acids and glycerol.</li> </ul>	
18	Protease	<ul> <li>An enzyme that breaks down proteins into amino acids.</li> </ul>	
19	Amylase	An enzyme that breaks down starch into glucose.	
20	Iodine	<ul> <li>Orange liquid that turns blue-black when added to starch.</li> </ul>	
21	Benedict's Reagent	Blue liquid that turns brick red when heated with reducing sugars (e.g. glucose).	
22	Heart Disease	• Causes chest pains, shortness of breath, heart attacks. Can be caused by a high-fat diet.	
23	Diabetes	<ul> <li>Causes thirst, tiredness, blurred vision. Can be caused by a high sugar diet / obesity.</li> </ul>	
24	Scurvy	• Causes severe joint pains, tiredness, weakness. Caused by a lack of vitamins in the diet.	
25	Symbiosis	• Occurs when two organisms of different species live together in a very close relationship.	
26	Parasitism	• One species benefits at the expense of the other species.	
27	Mutualism	Both species benefit.	
28	Bacteria in the Digestive System	<ul> <li>Can digest some substances that humans cannot digest, such as certain carbohydrates, reduce the chance of harmful bacteria multiplying and causing disease, and produce some vitamins that humans need, such as Vitamins B and K.</li> </ul>	

# Light and Space

### Reflection

A ray diagram shows how light travels, including what happens when it reaches a surface. In a ray diagram, you draw each ray as:

- A straight line;
- With an arrowhead pointing in the direction that the light travels;
- Always use a ruler and a sharp pencil.

### The law of reflection

### When light reaches a mirror, it reflects off the surface of the mirror:

- Incident ray is the light going towards the mirror;
- Reflected ray is the light coming away from the mirror.

### The law of reflection states:

• The angle of incidence = the angle of reflection, i = r.

### Diffuse scattering

- If light meets a rough surface, each ray obeys the law of reflection;
- Different parts of the rough surface point in different directions;
- So the light is not all reflected in the same direction;
- The light is reflected in all directions;
- This is called diffuse scattering.



### Year 8 | Knowledge Organiser



### In the ray diagram:

- The hatched vertical line on the right represents the mirror;
- The dashed line is the normal, drawn 90° to the surface of the mirror;
- The angle of incidence, i, is the angle between the normal and incident ray;
- The angle of reflection, r, is the angle between the normal and reflected ray;
- The reflection of light from a flat surface such as a mirror is called **specular reflection** – light meeting the surface in one direction is all reflected in one direction.

# **Light and Space**

### Refraction

When light waves pass across a boundary between two substances with a different density, e.g. air and glass, they change speed, causing them to change direction. This is called refraction.

### At the boundary between two transparent substances:

- the light slows down going into a denser substance, and the ray bends towards the normal;
- the light speeds up going into a less dense substance, and the ray bends away from the normal.



### Imaging in mirrors

- A plane mirror is a flat mirror.
- When you look into a plane mirror, you see a reflected image of yourself.

### This image:

- appears to be behind the mirror
- is the right way up
- is 'laterally inverted' (letters and words look as if they have been written backwards).



- 'Real' rays, the ones leaving the object and the mirror, are shown as solid lines.
- 'Virtual' rays, the ones that appear to come from the image behind the mirror, are shown as dashed lines.
- Each incident ray will obey the law of reflection.

# Light and Space

### Colour

- White light is a mixture of many different colours;
- Each colour has a different frequency;
- White light can be split up into a spectrum using a prism, a triangular
- block of glass or Perspex;
- · Light is refracted when it enters the prism;
- Each colour is refracted by a different amount;
- Light leaving the prism is spread out into different colours;
- This is called dispersion.

### The spectrum

The seven colours of the spectrum listed in order of their frequency, from the lowest frequency (fewest waves per second) to the highest frequency (most waves per second):



# **Science** 10 of 16

### **Coloured light**

- There are three primary colours in light: red, green and blue.
- Light in these colours can be added together to make the secondary colours magenta, cyan and yellow.
- All three primary colours added together make white light;
- When light hits a surface, some of it is absorbed and some of it is reflected.
- The colour of an object is the colour of light it reflects;
- All other colours are absorbed



### The eye

- The eye is like the camera:
- The eye focuses light from an object;
- · Onto the photo-sensitive retina;
- The retina contains cells sensitive to light;
- They produce electrical impulses when they absorb light;
- These impulses are passed along the optic nerve to the brain;
- Which interprets them as vision.



# 40 Scien

# **Light and Space**

### Focusing

- Light rays can be focused so that they meet at a single point;
- Focusing is important for getting clear images in our eye;
- Images that are not focused appear blurred.

### The pinhole camera

### A pinhole camera consists:

- of a box with a translucent screen at one end:
- a tiny hole (the pinhole) in the other end

Light enters the box through the pinhole and it is focused by the pinhole onto the screen; the image is inverted (upside down) and smaller than the obiect.



### The convex lens

- A convex lens is made from a transparent material that bulges outwards in the middle on both sides
- It can focus light so that it appears to meet at a single point, called the focal point.
- Light is refracted as it passes into, then out of, the lens.
- Convex lenses are found in:



- spectacles for people with long-sight (who can see distant objects clearly but not nearby ones):
- telescopes.



### **Detecting light**

### Cameras and eves detect light. They both have:

- a material that is sensitive to light
- a change that happens when this material absorbs light.

### The camera

Cameras focus light onto a photo-sensitive material using a lens

### In old cameras, the photo-sensitive material was camera film:

- The film absorbs light:
- A chemical change produces an image, called the 'negative'.
- This was used to produce a photograph on photo-sensitive paper.

### In a modern camera or the camera in a mobile phone:

- The photo-sensitive material produces electrical impulses:
- Which are used to produce an image file;
- This can be viewed on the screen.



www.rrma.org.uk

# Light and Space

### Gravity

Gravity is a force that attracts objects towards each other

### The greater the mass, the greater its force of gravity:

- gravity between Earth and Moon keeps Moon in orbit around Earth;
- gravity between Sun and Earth keeps Earth in orbit around Sun

Gravity only becomes noticeable when there is a really massive object like a moon, planet or star.

We are pulled down towards the ground because of gravity.

The gravitational force pulls in the direction towards the centre of any object.



### Stars and galaxies

- Our sun is a star.
- It seems much bigger than other stars in the sky because it is much closer to Farth
- Stars form immense groups called galaxies.
- A galaxy can contain many millions of stars, held together by gravity.
- Our sun is in a spiral galaxy called the Milky Way.

The light year is the distance travelled by light in one year.

### Mass, weight and gravitational forces

### Mass

- The mass of an object is the amount of matter or 'stuff' it contains.
- Mass is measured in kilograms, kg.
- An object's mass stays the same wherever it is. So a 5 kg mass on Earth has a 5 kg mass on the Moon.

### Weight

- The weight is a force that acts upon a mass.
- Weight is measured in newtons, N.
- The weight of an object is the gravitational force between the object and the Farth
- The weight of an object depends upon its mass and the gravitational field strenath

### Gravitational field strength

Gravitational field strength is given the symbol g. (Do not confuse this with g for grams).

You can use this equation to calculate the weight of an object:

### weight in N = mass in kg × gravitational field strength in N/kg

On Earth, g is about 10 N/kg. This means that a 2 kg object on the Earth's surface has a weight of 20 N (2 kg  $\times$  10 N/kg = 20 N).

### Mass and weight

The mass of an object stays the same wherever it is, but its weight can change if the object goes where the gravitational field strength is different from the gravitational field strength on Earth, e.g. into space or on another planet.

The Moon is smaller and has less mass than the Earth, so its gravitational field strength is only about one-sixth of the Earth's. So, for example, a 120 kg astronaut weighs 1200 N on Earth but only 200 N on the Moon.

Remember that their mass would still be 120 kg.

# Light and Space

### Years and seasons

### Years

- A year is the time it takes to make **one complete orbit around the sun**;
- The Earth goes once round the sun in one Earth year, which takes 365 Earth days;
- The further a planet is from the sun, the longer its year.

### Seasons

The Earth's axis is tilted slightly (23.4° from vertical). We get different seasons because the Earth's axis is tilted:

- it is summer in the UK when the Northern Hemisphere is tilted towards the sun;
- it is winter in the UK when the northern hemisphere is tilted away from the sun.



### The speed of light

- Light travels extremely quickly.
- Its maximum speed is 300,000,000 m/s (3x108 m/) when it travels through a vacuum.

The speed of light is much faster than the speed of sound in air (343 m/s). This explains why you:

- see lightning before you hear it;
- see a firework explode before you hear it.

### Days and nights

- A planet spins on its axis as it orbits the sun.
- A day is the time it takes for a planet to turn once on its axis.
- An Earth day is 24 hours long.
- The sun lights up one half of the Earth, and the other half is in shadow.



- During the day, the sun appears to move through the sky;
- This happens because the Earth is spinning on its axis;
- The sun appears to move from east to west. This is because the Earth turns from west to east.

East

Sunrise

### The sun appears to:

- rise in the east;
- set in the west;
- be due south at midday;
- One way to remember which way the Earth turns is
- 'we spin'....<u>we</u> (the Earth) spins from <u>w</u>est to <u>e</u>ast.

# Path of the sun at different times of the year

- The length of the day changes during the year (unless you are on the equator);
- Daytime is longest in the summer and shortest in the winter.
- In winter, the sun still rises in the east and sets in the west, but it does not climb so high in the sky as it does in the summer.



# Light and Space

1	Wave	<ul> <li>A way of transferring energy.</li> <li>E.g. Light waves / water waves.</li> </ul>
2	Luminous	<ul><li>An object that produces light.</li><li>E.g. the sun, candle, light bulb.</li></ul>
3	Vacuum	<ul> <li>An area containing no particles – e.g. space</li> <li>Light travels fastest in a vacuum, at 300,000,000m/s.</li> </ul>
4	Reflection	<ul> <li>When a light ray hits a surface and changes direction.</li> <li>We can see objects because light is reflected off them and into our eyes.</li> </ul>
5	Specular Reflection	<ul> <li>When all light is reflected at the same angle, giving clear reflection.</li> <li>E.g. by a mirror.</li> </ul>
6	Diffuse scattering	<ul> <li>When light is scattered in lots of different directions by rough surfaces.</li> </ul>
7	Transparent	<ul><li>An object that will allow light to pass through.</li><li>E.g. glass.</li></ul>
8	Translucent	<ul><li>An object that will allow some light to pass through.</li><li>E.g. tracing paper.</li></ul>
9	Opaque	<ul><li>An object that will not allow light to pass through.</li><li>E.g. wood</li></ul>
10	Refraction	<ul> <li>When a light ray hits a glass block at an angle, it slows down. This causes it to bend towards the normal line, which is known as refraction.</li> </ul>
11	Normal Line	<ul> <li>An imaginary line which is perpendicular (at right angles) to a mirror or glass block.</li> </ul>
12	Incident Ray	<ul> <li>The ray of light that comes from the light source to the object.</li> </ul>
13	Angle of Incidence	The angle between the normal line and the ray of incidence.
14	Angle of Reflection	<ul> <li>The angle between the normal line and the reflected light ray.</li> <li>In a mirror, the angle of incidence = the angle of reflection.</li> </ul>

www.rrma.org.uk

Sunset

West

### Year 8 | Knowledge Organiser



15	Convex Lens	<ul> <li>Lenses refract light. Found in the eye.</li> <li>Convex lenses cause light rays to change direction towards a focal point.</li> </ul>
16	Retina	<ul> <li>Found at the back of the eye, where the image forms.</li> </ul>
17	Cornea	• A protective transparent layer at the front of the eye. It has a fixed convex curvature and therefore acts as a 'fixed focus' lens.
18	Optic Nerve	<ul> <li>Converts the image received on the retina into electric impulses and sends these through to the brain.</li> </ul>
19	Pupil	• Where light enters the eye.
20	Spectrum	<ul> <li>White light is made of a mixture of colours, called a spectrum.</li> <li>The order of the spectrum is: Red, Orange, Yellow, Green, Blue, Indigo, Violet (<b>ROYGBIV</b>).</li> </ul>
21	Filter	<ul> <li>An object that only allows one colour of light to pass through. It absorbs all other colours.</li> <li>E.g. a red filter transmits red light, but absorbs blue light.</li> </ul>
22	Gravity	<ul><li>A force that attracts anything with mass.</li><li>Objects with a bigger mass attract each other with a stronger force.</li></ul>
23	Mass	<ul><li>Amount of material in an object.</li><li>Measured in kilograms (kg).</li></ul>
24	Weight	<ul> <li>A force caused by the pull of gravity (so an object's weight depends on the planet it's on).</li> <li>Measured in Newtons (N).</li> <li>Weight = Mass x Gravitational Field Strength.</li> </ul>
25	Orbit	• The Earth moves around the Sun in a rough circle, called an orbit.
26	Axis	<ul> <li>An imaginary line running through the centre of the Earth.</li> <li>Earth rotates about its axis every 24h, causing night and day.</li> </ul>
27	Light Year	<ul> <li>A unit of distance (e.g. Earth is 4 light years from Proxima Centauri).</li> <li>How far light travels in 1 year.</li> </ul>

# Materials of the Earth

### The greenhouse effect

- Thermal energy from the Earth's surface escapes into space
- If too much thermal energy escaped, the planet would be very cold.
- Greenhouse gases in the atmosphere, trap escaping thermal energy
- This causes some of the thermal energy to pass back to the surface
- This is called the greenhouse gas effect, and it keeps our planet warm
- Carbon dioxide is an important greenhouse gas.

Humans burn fossil fules which releases carbon dioxide. increasing the greenhouse effect. More thermal energy is trapped in the atmosphere, causing the planet to become warmer than it would be naturally. This increases the Earth's temperature is called global warming.

Climate change and its effects as a result of global warming includes:

- Ice melting faster than it can be replaced in the Artic and Antartic
- The oceans warming up their water is expanding and causing sea levels to rise.
- Changes in where different species of plants and animals can live.





Composite materials are made from two or more different types of materials. E.g. MDF is made from wood fibres and glue; fiberglass is made from glass fibres and a tough polymer.

Reinforced concrete is a composite material from steel and concrete. When the concrete sets, the material is: Strong when stretched (because of the steel)

• Strong when squashed (because of the concrete)



# Materials of the Earth

### Sedimentary rocks

Sedimentary rocks are formed from the broken remains transport  $\rightarrow$  deposition  $\rightarrow$  sedimentation compaction Transport: A river carries pieces of broken rock as it **Deposit:** When the river reaches a lake/sea, it settles at • Cools **quickly**, it will form rock with small crystals Sedimentation: The deposited rocks build up in layers.

Compaction: Weight of sediments on top squashes

Cementation: Water is squeezed out from between pieces of rock and crystals of different salts form. The crystals stick the pieces of rock together.



Year 8 Knowledge Organiser

### Ianeous rocks

Igneous rocks are formed molten rock that has cooled and solidified

Molten (liquid) rock is called magma. If it:

• Cools **slowly**, it will form rock with large crystals

> Wher is the magma cooled? How fast is te magma cooled?

Size of crystals

Examples

Glass: It can be melted and remoulded to make new objects. The energy needed is less than the energy needed to make new glass. Must be sorted into different coloured glass ready for recycling, and transported to recycling plants.

Metal: It takes less energy to melt and remould metals than it does to extract new metals from their ores. Aluminium is a metal that melts at a low temperature, so it is attractive for recycling.

Paper: It is broken up into small pieces and reformed to make new sheets of paper. Takes less energy than making new paper from trees. Paper can only be recycled a few times before its fibres become too short to be useful and it is often

Plastic: Many plastics (but not all) can be recycled. For example, some plastic bottles can be recycled to make fleece for clothing. Recycling means that we use less crude oil, the raw material needed for making plastics. They have to be sorted first and this can be difficult, but recycling does stop it ending up in landfill.

### Metamorphic rocks

Metamorphic rocks are formed from other rocks that are changed because of heat or pressure.

- Earth movements can cause rocks to be deeply buried or squeezed.
- These rocks are heated and put under great pressure.
- They do not melt, but the minerals they contain are changed chemically, forming metamorphic rocks
- Metamorphic rocks rarely contain fossils. Any that were present in the original sedimentary rock will not normally survive the heat and pressure.

Extrusive	Intrusive	
On the surface	Ungerground	
Quickly	Slowly	
Small	Large	
Obsidian and basalt	Granite and gabbro	Magma rising Metamorphic Layers of
		through the rock rock forming sedimentary roc

### Recycling

### The Earth's resources are limited. We can recycle many resources, including:

# **Unit 5: Las Vacaciones (Holidays)**

Time phrases (past):	
El verano pasado	Last summer
El invierno pasado	Last winter
La primavera pasada	Last spring
El otoño pasado	Last autumn
El año pasado	Last year
El mes pasado	Last month
La semana pasada	Last week
El fin de semana pasa	ada Last weekend
La semana pasada El fin de semana pasa	Last week ada Last weekend

¿Con quién fuiste?	Who did you go with?
Fui con	I went with
Mis amigos/as	My friends
Mi clase	My class
Mi familia	My family
Mis padres	My parents

¿Cómo fuiste?	How did you get there?
Fui/fuimos en	I/we went by
Autocar	Coach
Avión	Plane
Barco	Boat/ferry
Coche	Car
Tren	Train

Countries
Scotland
Spain
France
Wales
Greece
England
Ireland
Italy

¿Cómo Te Fue?	How Was It?
Fue	It Was
Divertido	Fun
Estupendo	Brilliant
Fenomenal	Fantastic
Flipante	Awesome
Genial	Great
Guay	Cool
Regular	OK
Un Desastre	A Disaster
Horrible	Horrible
Horroroso	Terrible
Raro	Weird

See the grammar page for a reminder on how to form the different tenses.

¿Qué hiciste?	What did you do?
¿Qué hiciste?	What did you do?
Bailé	I danced
Compré una camiseta	I bought a T-shirt
Descansé en la playa	I relaxed on the beach
Mandé SMS	I sent text messages
Monté en bicicleta	I rode a bike
Nadé en el mar	I swam in the sea
Saqué fotos	I took photos
Tomé el sol	I sunbathed
Visité monumentos	I visited monuments
Bebí una limonada	I drank a lemonade
Comí paella	l ate paella
Conocí a un chico guapo	I met an attractive boy
Conocí a una chica guapa	I met an attractive girl
Escribí SMS	I wrote text messages
Salí con mi hermano/a	I went out with my brother/sister
Vi un castillo interesante	I saw an interesting castle

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

www	.rrm	a.or	a.u
		aloi	9.0

# **Unit 5: Las Vacaciones (Holidays)**

Cuándo?	When?	When?		Españo
clamacionos	Exclamat	Exclamations		El verano pasado fui a <u>España</u>
ué hien!	Howare	How great!		Fuimos en avión y nos alojamo
ué bonito!	Hownic	How picel		El vorano nacado no fui do vac
ué divertido!	How fun	How fund		fui a una fiesta genial con mis
	How fun	nvl	l ł	El año pasado mis amigos y vo
ué quav!	How coc		11	Fuimios en <u>coche</u> , luego en <u>ba</u>
ué rico!	How del	icious/tastvl		de nuevo.
ué suerte!	Howluck	v!/What luck!		El año pasado fui a <u>un pueblo</u>
ué aburrido!	How bor	inal	11	¡Qué aburrido! Fui en <u>autocar</u>
ué horror!	How aw	full	1 1	amiga.
ué lástima!	What a s	hamel		El primer día <u>descansé en la pl</u>
ué mal!	How bac	1	LH	
ué rollo!	How ann	How annoving!		Después <u>visité monumentos</u> y
		, ,	4 H	l uego monté en bicicleta con
agular protorito ton	co ondinac		1 I	divertido!
egular preterite ten	-ar	er/-ir		Mi hermano y yo <u>bailamos en</u> SMS
	-é	-í	I H	
ou	-aste	-iste		Mis padres comieron <u>una ham</u> comimos mucho helado
le/she/it	-ó	-ió	L B	
Ve	-amos	-imos		nada pero mi padre compras con
ou(pl)	-asteis	-isteis	l P	Por la tarda comí paolla on un
hey	-aron	-ieron		limonada. ¡Qué rico!
ee the grammar pag reterite tense.	jes for more	info on the		El ultimo día salí con mi herma
			· F	
- to ao -> Went:				Después <u>tomé el sol</u> y conocí a
= to go y went.				El año proximo va a ser muy d
	fui	l went		a <u>Francia</u> con <u>mis amigos</u> .
ou	fuiste	You went		Hace dos años fui a Inglaterra
e/she/it	fue	He/she went		inolvidable pero <u>llovió todos l</u>
/e	fuimos	We went		Fue <u>fantastico</u> porque me enca
ou(pl)	fuisteis	You (all) went		
ney	fueron	They went		rue un desastre porque perdi

Year 8 | Knowledge Organiser

ol	Inglés
con mi <u>familia</u> .	Last summer I went to Spain with my family.
os en <u>un hotel.</u>	We went by plane and we stayed in a hotel.
caciones, pero en j <u>ulio</u> amigos.	Last <u>summer</u> I didn't go on holiday, but in <u>July</u> I went to an amazing <u>festival</u> with my <u>friends</u> .
o fuimos a <u>Irlanda</u> . I <mark>rco</mark> y después en <u>coche</u>	Last year <u>my friends</u> and I went to <u>Ireland</u> . We went by <u>car</u> , then by <u>boat</u> and afterwards by <u>car</u> again.
en la costa de <u>Gales</u> . con <u>mi madre y una</u>	Last year I went to a <u>village</u> on the coast of <u>Wales</u> . How boring! I went by <u>coach</u> with <u>my mum and a friend</u> .
aya y nadé en el mar.	On the first day <u>I relaxed on the beach</u> and <u>I swam in the sea.</u>
saqué muchas fotos.	Afterwards <u>I visited monuments</u> and <u>I took lots of</u> photos.
mi hermano. ¡Qué	Then <u>I rode a bike</u> with my brother. How fun!
la discoteca y mandé	My brother and <u>I danced at the disco</u> and <u>I sent text</u> messages.
<u>aburguesa</u> y después	My parents ate <u>a hamburger</u> and afterwards we ate a lot of <u>ice cream.</u>
n mi padre, <u>no compré</u> na camiseta	On the last day <u>I went shopping</u> with my dad, <u>I didn't</u> buy anything, but my dad <u>bought a T-shirt.</u>
restaurante y bebí <u>una</u>	In the afternoon I ate <u>paella</u> in a restaurant, and I drank <u>a lemonade</u> . How delicious!
ana y <u>vi un castillo</u>	On the last day I went out with <u>my sister and I saw an</u> interesting castle.
un chico guapo.	Afterwards I sunbathed and I met a handsome boy.
iferente porque voy a ir	Next year is going to be very different because I am going to go to <u>France</u> with <u>my friends.</u>
con mi insti, fue <u>os días</u> .	Two years ago, I went to <u>England</u> with my school, it was <u>unforgettable</u> , but <u>it rained every day.</u>
anta <u>la natación</u> .	It was fantastic because I love swimming.
mi movíl. ¡Qué lástima!	It was a disaster because <u>I lost my phone</u> . What a shame!

# Unit 6: Salir y Quedarse en Casa (Going Out and Staying in)

of 8	¿Te gustaría ir al cine?	Would you like to go to the cinema?
$\sim$	¿Te gustaría ir?	Would you like to go?
ے	A la bolera	To the bowling alley
is	A la cafetería	To the café
an	Al centro comercial	To the shopping centre
ă	Al museo	To the museum
S	Al parque	To the park
	A la pista de hielo	To the ice rink
	Al polideportivo	To the sports centre
	¿Te gustaría venir a mi casa?	Would you like to come to my house?

¿Qué vas a llevar?	What are you going to wear?
Voy a llevar	I am going to wear
Una camisa	A shirt
Una camiseta	A t-shirt
Un jersey	A jumper
Una sudadera	A sweatshirt
Una falda	A skirt
Un vestido	A dress
Una gorra	A cap
Unos pantalones	Some trousers
Unos vaqueros	Some jeans
Unas botas	Some boots
Unos zapatos	Some shoes
Unas zapatillas de deporte	Some trainers

Would you like to come to my house?

¿Dónde quedamos?	Where shall we meet?
Al lado de	Next to
Delante de	In front of
Detrás de	Behind
Enfrente de	Opposite
En tu casa	At your house
En mi casa	At my house
En la esquina de	On the corner of

Voy a	I am going to
Voy a ir	I am going to go
Voy a llevar	I am going to wear
Voy a traer	I am going to bring
Voy a comer	I am going to eat
Voy a bebe	I am going to drink
Voy a ver	I am going to see/ watch
Va a ser	It is going to be

	Comida y bebidas	Food and drinks
	El desayuno	Breakfast
.	La comida/el almuerzo	Lunch
	La cena	Dinner
	El agua	Water
	El arroz	Rice
	La carne	Meat
	Los caramelos	Sweets
	La fruta	Fruit
	Las hamburguesas	Hamburgers
	Los huevos	Eggs
	La leche	Milk
	El marisco	Seafood
	El pescado	Fish
	El queso	Cheese
	Las verduras	Vegetables
	Los cereales	Cereal
	Los churros	Churros
	Las tostadas	Toast
	El yogur	Yoghurt
	Café	Coffee
.	Té	Теа
	Cola cao	Cola cao (chocolate drink)
	Zumo (de naranja)	(Orange) juice
	Bocadillo	Sandwich
	Ensalada	Salad
	Pan	Bread
	Pollo	Chicken
	Patatas fritas	Chips
	Helado	Ice cream
	Tarta de queso	Cheesecake

Lo siento, no puedo ir	l'm sorry I can't go
Tengo que	I have to
Cuidar a mi hermano	Look after my brother
Hacer los deberes	Do my homework
Lavarme el pelo	Wash my hair
Ordenar mi dormitorio	Tidy my room
Pasear al perro	Walk the dog
Salir con mis padres	Go out with my parents
Lavar el coche	Wash the car
Quedarme en casa	Stay at home

Tipos de programas	Types of TV programmes
Un programa de	
deportes	A sports programme
Un concurso	A game show
Un documental	A documentary
Un reality	A reality IV programme
Una comedia	A comedy
Una serie policiaca	A police series
Una telenovela	A soap opera
El telediario	The news
Tipos de películas	Types of films
Una película	A film
Romántica	Romantic
Cómica	Comedy
Histórica	Historic
Policíaca	Crime/thriller
De ciencia-ficción	Science fiction
De acción	Action
De aventuras	Adventure
De terror/de miedo	Horror
De dibujos animados	Cartoon/animation
De guerra	War
Del oeste	Western
Tipos de música	Types of music
El rap	Rap
El R'n'B	R'n'b
El rock	Rock
La música clásica	Classical music
La música electronica	Electronic music
La música pop	Pop music

Frases de frecuencia	Frequency phrases	
Todos los días/cada día Everyday		
Dos/tres veces por semana	res veces por Twice/three times a week	
A veces	Sometimes	
De vez en cuando	From time to time	
Nunca	Never	
Los fines de semana	On weekends	
Los lunes	On Mondays	
Por la mañana	In the morning	
Por la tarde	In the afternoon	
Por la noche	At night	
Disease	Dealer	

Books
Chapter(s)
The characters
The story
The plot
The ending

Reacciones	Reactions
De acuerdo	All right
Vale	ОК
¡Genial!	Great!
¡Buena idea!	Good idea
Si, me encantaría	Yes, I'd love that
¡Ni en sueños!	Not a chance/In your dreams
No tengo ganas	I don't feel like it
¡Estás de broma!	You must be joking!
No puedo	l can't
Pues no sé	Well I'm not sure
Me da igual	I'm not bothered

# Continued....

qué hora?	At what time?
as	At
is	Six o'clock
is y cuarto	Quarter past six
is y media	Half past 6
ete menos cuarto	Quarter to seven
te menos diez	Ten to seven
a una	At one o'clock
empo libre	Free time

Δ

Me gusta	I like
Visitar	To visit
Jugar	To play (sport)
Practicar	To practise
Hablar	To talk/speak
Escuchar	To listen
Descansar	To relax
Ver	To see/watch
Comer	To eat
Beber	To drink
Leer	To read
Escribir	To write
Dormir	To sleep
Salir	To go out
lr	To go
Hacer	To do/make

See the grammar page
for a reminder on how to form
the different tenses.

Español	Inglés	Español	Inglés	
Los fines de semana me gusta salir con mis amigos.	On weekends I like <u>to go out</u> with my friends.	Prefiero <u>la música pop</u> porque me gusta mucho <u>cantar la</u> <u>letra.</u>	I prefer <u>pop music</u> because I really like to <u>sing the lyrics.</u>	
Los lunes después del insti me gusta jugar al fútbol con mi equipo.	On Mondays after school I like <u>to</u> play football with my team.	Para ir a la fiesta voy a llevar <u>unos vaqueros</u> con <u>una</u> camiseta.	To go to the party, I am going to wear jeans with <u>a T-shirt.</u>	
Todos los días me encanta <u>escuchar a la radio</u> porque <u>me</u> <u>relaja.</u>	l love <u>to listen to the radio</u> every day because <u>it relaxes me.</u>	Voy a llevar <u>un vestido azul</u> con <u>unos zapatos.</u>	l am going to wear <u>a blue dress</u> with <u>some shoes.</u>	
Suelo <u>hacer los deberes</u> por la tarde, pero es <u>muy aburrido.</u>	I usually <u>do my homework</u> in the afternoon, but <u>it is very boring.</u>	Para la fiesta voy a comprar mucha comida y bebidas.	For the party I am going to buy lots of food and drinks.	
Este fin de semana voy a ir <u>al</u> <u>centro comercial</u> con <u>mi madre</u> <u>y mi tía.</u>	This weekend I am going <u>to go</u> to the shopping centre with <u>my</u> mum and my auntie.	Antes la fiesta necesito comprar <u>las decoraciones.</u>	Before the party I need to buy the decorations.	
El sábado voy a <u>ver una</u> <u>película en el cine</u> con mi mejor amigo. ¡No puedo esperar!	On Saturday I am going to <u>watch</u> <u>a film in the cinema</u> with my best friend. I can't wait!	Voy a traer <u>un pastel de</u> <u>chocolate y una botella de</u> limonada a la fiesta.	I am going to bring <u>a chocolate</u> <u>cake</u> and <u>a bottle of lemonade</u> to the party.	
El domingo voy a <u>visitar mis</u> <u>abuelos</u> luego tengo que <u>hacer</u> <u>las tareas</u> domesticas. ¡Qué aburrido!	On Sunday I am <u>going to visit my</u> <u>grandparents</u> then I have to <u>do</u> <u>the housework.</u> How boring!	Desayuno <u>cereales y un yogur</u> todos los días. Bebo <u>zumo de</u> naranja o café.	For breakfast I <u>have cereal and a</u> <u>yoghurt</u> every day. I drink <u>orange</u> juice or coffee.	
¿Te gustaría ir <u>al parque</u> conmigo este fin de semana?	Would you like to go to <u>the park</u> with me this weekend?	Como un <u>bocadillo</u> o <u>una</u> <u>ensalada</u> durante la semana pero los fines de semana prefiero <u>pasta</u> .	For lunch I have <u>a sandwich</u> or <u>a</u> <u>salad</u> during the week but at the weekend I prefer <u>pasta</u> .	
¿Quieres ir <u>a la pista de hielo</u> el viernes por la noche?	Do you want to go to <u>the ice rink</u> on Friday night?	Ceno <u>pollo con patatas fritas.</u> Mi comida preferida es <u>fajitas</u> .	For dinner I have <u>chicken and</u> <u>chips.</u> My favourite meal is <u>fajitas</u> .	
Nos quedamos enfrente <u>del</u> <u>estadio</u> a las <u>ocho y media.</u>	Let's meet opposite the <u>stadium</u> at <u>half past eight.</u>	En el restaurante voy a tomar <u>sopa</u> de primer plato, <u>el filete</u> de segundo plato y <u>helado</u> de postre.	In the restaurant I am going to have <u>soup</u> as a starter, <u>steak</u> for the main and <u>ice cream</u> for dessert.	
Lo siento pero no puedo ir, tengo que <u>cuidar a mi</u> <u>hermano.</u>	l'm sorry but l can't go, l have <u>to</u> look after my brother.	El fin de semana pasado fui <u>a</u> <u>la bolera</u> con mis amigos.	Last weekend I went to the bowling alley with my friends.	
Lo siento pero no puedo ir, tengo que <u>lavar mi pelo.</u>	I'm sorry but I can't go, I have to wash my hair.	Luego fuimos <u>al cine</u> , ¡lo pasé bomba!	Then we went to <u>the cinema,</u> we had an amazing time!	
Mi tipo de programa preferida son <u>los concursos</u> porque <u>soy</u> muy competitivo.	My favourite type of TV programmes are <u>game shows</u> because <u>I am very competitive.</u>	El sábado pasado jugué al <u>hockey</u> con mi equipo ¡Ganamos el partido!	Last Saturday I played <u>hockey</u> with my team, we won the match!	
No aguanto <u>el telediario</u> porque no me interesa.	I can't stand <u>the news</u> because it doesn't interest me.	El domingo pasado mi famila	Last Sunday my family and I	
Me encanta <u>las películas</u> de acción porque son muy emocionantes.	I love action films because they are very exciting.	<u>de atracciones,</u> lo pasamos fenomenal.	de acción a <u>theme park</u> , we had a great time.	

www.rrma.org.uk

# Gramática y Vocabulario Importante

Take the ending off the infinitive and replace it with the correct ending for the person you want to talk about:					
	-ar	-er	-ir		l
I (yo)	-0	-0	-0		
You (tú)	-as	-es	-es		
He/She/It (él/ella)	-a	-е	-е		
We (nosotros)	-amos	-emos	-imos		
You pl (vosotros)	-áis	-éis	-ís		
They (ellos/ellas)	-an	-en	-en		
Ejemplo: hab <b>lar</b> = <mark>to</mark> speak so habl <mark>o</mark> = <mark> </mark> speak (as it is an -ar verb).					

The present tense – regular verbs

	Trave en 1	a w u a wha		
Some verbs don't to learn these one irregular verbs:	follow the p es. These are	ar verbs attern abc some of th	ove and yo ne most co	u just have mmon
	tener (to have)	ser (to be)	ir (to go)	hacer (to do/make
I (yo)	tengo	soy	voy	hago
You (tú)	tienes	eres	vas	haces
He/She/It (él/ ella)	tiene	es	va	hace
We (nosotros)	temenos	somos	vamos	hacemos
You pl (vosotros)	tenéis	sois	vais	hacéis
They (ellos/ ellas)	tienen	son	van	hacen
Some verbs in present tense are only irregular in the 'I' Form				
hacer (to do) hago (I do) salir (to go out) salgo (I go out) ver (to see/watch) veo (I watch/see)				

### Stem Changing Verbs

Some Spanish verbs change a bit at the start of the verb as well as the end except for the we and you pl forms:

	jugar (to play)	quere (to want)	poder (to be able to)
I (yo)	<mark>jue</mark> go	qui <mark>e</mark> ro	<mark>pue</mark> do
You (tú)	<mark>jue</mark> gas	qui <mark>e</mark> res	<mark>pue</mark> des
le/She/It (él/ella)	<mark>jue</mark> ga	qui <mark>e</mark> ro	<mark>pue</mark> de
We (nosotros)	jugamos	queremos	podemos
'ou pl (vosotros)	jugáis	queries	podéis
"hey (ellos/ellas)	<mark>jue</mark> gan	qu <mark>ier</mark> en	p <mark>ue</mark> den

### The Preterite Tense -regular verbs This is used to describe a single, completed action

in the past (i.e. not a repeated action) Take the ending off the infinitive and replace it with the correct ending for the person you want to talk about.

	-ar	-er	-ir		Y
I (yo)	-é	-í	-í		N
You (tú)	-aste	-iste	-iste		+ E.
He/She/It (él/ella)	-ó	-ió	-ió		τα Ο
We (nosotros)	-amos	-imos	-imos		
You pl (vosotros)	-astais	-isteis	-isteis		
They (ellos/ellas)	-aron	-ieron	-ieron		_
Ejemplo: hab <b>lar</b> = <mark>to</mark> speak so habl <mark>o</mark> = <mark>I</mark> speak (as it is an -ar verb).					

### Preterite tense - Irregular verbs

Some verbs don't follow the regular pattern and you just have to learn these ones. These are some of the most common irregular verbs:

	tener (to have)	ser (to be)	ir (to go)	hacer (to do/ make
I (yo)	tuve	fui	fui	hice
You (tú)	tuviste	fuiste	fuiste	hiciste
He/She/It (él/ ella)	tuvo	fue	fue	hizo
We (nosotros)	tuvimos	fuimos	fuimos	hicimos
You pl (vosotros)	tuvisteis	fuiteis	fuiteis	hicisteis
They (ellos/ellas)	tuvieron	fueron	fueron	hacieron

The **imperfect tense** is another past tense. One of the ways it is used is for descriptions in the past. These are the key verbs you need to know to describe someone or something in the past:

era – it/he/she was

estaba – it/he/she was (for location or mood) tenía – it/he/she had

The near future tense - going to do something. Use the right form of 'ir' (to go), put 'a' in the middle and add an infinitive.

You (pl) are going - Vais a m going - Voy a You're going - Vas a They're going - Van a He'she/its is going - Va a Ne're going - Vamos a

- infinitive (jugar, salir, jr, ser, montar, hacer, comer, vivir etc) E.g. voy a jugar = I'm going to play, vamos a salir = we're going o ao out

Other ways of talking about future hopes and plans:

_	 					
s	I hope	I hope Espero (+ I want		Quiero (+ infinitive)		
s n	I would like	Me gustaría (+ infinitive)	I want	Tengo ganas de (+ infinitive)		
it	I intend	Tengo la intenciÃ <sup>3</sup> n de (+ infinitive)	I am thinking of	Pienso (+ infinitive)		

Comparatives – these are phrases that are used to compare things or people. This is how yo

mas (adjective) que	more <mark>(adjective)</mark> than	e.g. más <mark>interesante</mark> que – more int
enos (adjective) que	less <mark>(adjective)</mark> than	e.g. menos <mark>interesante</mark> que – less int
an (adjective) como	as <mark>(adjective)</mark> as	e.g. menos <mark>interesante</mark> que – less int
mejor que	better than	
peor que	worse than	

Superlatives - This is how you say something is the most, the least, the best or the worst. To form these you need the word 'the' in front of the words used for comparatives. Remember you will need to use the right word for 'the' depending on whether the noun you are talking about is masculine (el), feminine (la), masculine plural (los) or feminine plural (las)

el/la/los/las má <sub>i</sub> s (+ adjective)	the most (+ adjective)	(e.g. el más importante – the n
el/la/los/las menos (+ adjective)	the least (+adjective)	
el/la mejor	the best	
los/las mejores	the best (plural)	
el/la peor	the worst	
los/las peores	the worst (plural)	

<b>1e duele and me duelen</b> -This is how to say nat something hurts. Like 'me gusta' you add n extra <mark>'n'</mark> if talking about something plural.			Negatives put 'no' in front of it (r I don't speak).	verb negativ no fui – I didr		
jemplos:			nada			
	my head hurts		nucative			
Me duele la cabeza	(one head)		nadie			
Me duelen los pies my feet hurt (			nini	n		
If you want to talk about someone else e or she) just change the 'me' to 'le' about pomething plural.			tampoco	nor/neith another n like 'tambie E.g. No		
erbs with 'se' in front of	them					
Se puede <mark>+ infinitive</mark>	you can (e.g. se puede <mark> ver</mark> - you can see)					
Se deve + infinitiveive)	you must/sł	hou	d (e.g. de debe <mark>comer</mark> m	nás fruta - you		

Year 8 | Knowledge Organiser

Ju ionni uleni.	bu	form	them:
-----------------	----	------	-------

teresting than.

teresting than...

teresting than.

most important)

ive vou just need to n't go, no hablo –

nothing

never

nobody

neither...nor

her (when it follows negative phrase - it's en' but for negatives! me gusta el golf, ne guste el voleibol)

u should eat)

Reflexive verbs- These verbs have an extra bit. The infinitives have a '-**se**' on the end and lots of daily routine verbs are reflexive verbs. (e.g. lavar**se** = to get washed etc.). They describe actions that you do to yourself.

First you have to **take off the** '-se' and then treat the verb the same as any other – change the ending for the right person. Then, for this type of verb, you need to add an extra bit in front of the verb depending on the person you are referring to.

	ducharse (to have a shower)					
I (yo)	me duch <mark>o</mark>					
You (tú)	<mark>te</mark> duch <mark>as</mark>					
He/She/It (él/ ella)	<mark>se</mark> duch <mark>a</mark>					
We (nosotros)	<mark>nos</mark> duch <mark>amos</mark>					
You pl (vosotros)	<mark>os</mark> duch <mark>áis</mark>					
They (ellos/ellas)	<mark>se</mark> duch <mark>an</mark>					
ome reflexive verbs are also stem-changing: icostarse (to go to bed) - me ac <mark>ue</mark> sto lespertarse (to wake up) - me desp <mark>ie</mark> rto restirse (to get dressed) - me <b>vi</b> sto						

### Making adjectives agree

If you use an adjective to describe something the ending may change depending on whether what you are describing is masculine, feminine, masculine plural or feminine plural.

Ending	m	m f mp		fp
-е	grand <mark>e</mark>	grand <mark>e</mark>	grand <mark>es</mark>	grand <mark>es</mark>
-0	list <mark>o</mark>	list <mark>a</mark>	list <mark>os</mark>	<u>list<mark>as</mark></u>
Consonant	sonant azul		azu <mark>les</mark>	azu <mark>les</mark>
-z	z <u>feli</u> z fel		feli <mark>ces</mark>	<u>feli<mark>ces</mark></u>
-ista	optim <mark>ista</mark>	optim <mark>ista</mark>	optim <mark>istas</mark>	optim <mark>istas</mark>

This/These						
m	f	mp	fp			
esta	esta	estos	estas			

# Gramática y Vocabulario Importante

Nouns in Spanish can be masculine or feminine. If there is more than one thing they are masculine plural or feminine plural.

The word you use for 'a', 'some', 'a lot' or 'the' will depend on whether the noun is masculine (m), feminine (f), masculine plural (mp) or feminine plural (fp).

	а	some	a lot	the	
m	un		mucho	el	
f	una		mucha	la	
mp		unos	muchos	los	
fp		unas	muchas	las	
<u>un</u> bolí <u>unos</u> bolí <u>s</u> <u>una</u> regla <u>unas</u> reglas	5	<u>a pen (m)</u> <u>some pens (mp)</u> a ruler (f) <u>some</u> ruler <u>s</u> (fp)			
<u>el</u> bolí <u>los</u> bolí <u>s</u> la regla las regla <u>s</u>		the pen the pens the ruler the rulers			

Making adjectives agree

If you use an adjective to describe something the ending may

grande

list<mark>a</mark>

azul

fel<mark>iz</mark>

optim<mark>ista</mark>

fp

grand<mark>es</mark>

list<mark>as</mark>

azu<mark>les</mark>

feli<mark>ces</mark>

optimistas

mp

grand<mark>es</mark>

list<mark>os</mark>

azu<mark>les</mark>

feli<mark>ces</mark>

optim<mark>istas</mark>

change depending on whether what you are describing is

masculine, feminine, masculine plural or feminine plural.

m

grand<mark>e</mark>

list<mark>o</mark>

azul

<u>feli</u>z

optim<mark>ista</mark>

	Verbs			Stem-changing verbs – some Spanish verbs change a bit at the start of the verb as well as the end
Infinitives – these mea to be etc.). In Spanish there are 3 to They are '-ar', '-er' and – to eat, vivir – to live) The present to	n ' <mark>to</mark> do son ypes of infin '- <b>ir</b> ' verbs. (j <b>ense —</b>	nething' (e.g nitive. ug <mark>ar – to</mark> pla <b>regular</b>	g. to play, ay, com <mark>er</mark> <b>verbs</b>	scrept for the we and you pl forms. Juego (I play) jugamos (we play) Juegas (you play) jugais (you play) pl Juega (he/she plays) juegan (they play) Gusta and gustan
Take the ending off t with the correct endi talk about:	he infinitiv ng for the	e and repla person you	ace it I want to	Opinion phrases with 'me' in them add an extra 'n' if talking about something plural. Eiemplos
	-ar	-er	-ir	Me gusta <u>el</u> inglés
I (yo)	-0	-0	-0	Me gusta <mark>n las</mark> matematicas Me gusta <mark>n</mark> el inglés <mark>y</mark> la historia
You (tú)	-as	-es	-es	!! If you want to talk about someone else he or she) ju
He/She/It (él/ella)	-a	-е	-е	change the me to le.
We (nosotros)	-amos	-emos	-imos	Possessive adjectives – my, your, his, her.
You pl (vosotros)	-áis	-éis	-ís	my your his/he
They (ellos/ellas)	-an	-en	-en	singular mi tu su
Ejemplo: hab <mark>lar</mark> = <mark>to</mark> is an -ar verb).	speak so h	abl <mark>o</mark> = <mark>I</mark> sp	eak (as it	plural mis tus sus

Ŭ		Me gusta <mark>n</mark> el inglés <mark>y</mark> la historia		
-es		!! If you want to talk about someone else h		
-е	l '	change the file to le .		
-imos		Possessive adjectives – my, your, his, her.		
-ís			my	your
-en				
1. (		singular	mi	tu
ak (as it		plural	mis	tus

Irregular verbs – some verbs don't follow the pattern above and you just have to learn these ones. These are some of the most common irregular verbs:

	tener (to have)	ser (to be)	ir (to go)	hacer (to do/ make
I (yo)	tengo	soy	voy	hago
You (tú)	tienes	eres	vas	haces
He/She/It (él/ella)	tiene	es	va	hace
We (nosotros)	temenos	somos	vamos	hacemos
You pl (vosotros)	tenéis	sois	vais	hacéis
They (ellos/ellas)	tienen	son	van	hacen

Gusta and gustan				
pinion phrases with ' <mark>me</mark> ' in them add an extra 1' if talking about something plural.				
jemplos le gusta <u>el</u> inglés le gusta <mark>n las</mark> matemática <mark>s</mark> le gusta <mark>n</mark> el inglés <mark>y</mark> la historia If you want to talk about someone else he or she) just hange the 'me' to 'le'.				
ossessive adjectives – my, your, his, her.				
my your his/her				
singular	mi	tu	su	
plural	mis	tus	sus	

	The near future tense – going to do something. Use the right form of 'ir' (to go), put 'a' in the middle and add an infinitive.				
	I'm going	Voy a			
	You're going	Vas a			
	He/she/it is going	Va a			
	We're going Vamos				
1	You (pl) are going	Vais a			
_	They're going	Van a			
2	+ infinitive (jugar, salir, ir, ser, montar, hacer, comer, vivir etc.). E.g. voy a jugar = I'm going to play, vamos a salir = we're going to go out.				

ww	w.rr	ma.	ora.u	
			· .	

Connectives	Frequency
- And ero - But	Generalmente - Generally Normalmente - Normally
orque - Because	Siempre - Always
0 - Or	A Veces - Sometimes
ambién - Also	Cada dia - Every day
Además - Moreover	Todos los días - Eveny day
uego - Later	De vez en cuando - From time to time
in Embargo - However	(Casi) Nunca - (Almost) Never
lo Obstante - However	En mi tiempo libre - In my free time
i <b>no -</b> If Not/But	El fin de semana - At the weekend
<b>í Que -</b> So (That)	Und vez a la semana - Once a week
or Eso - Therefore	
or Lo Tanto - Therefore	Comparatives and Superlat
unque (+ Subjunctive) -	Es más (importante) que - It's more
Jthough/Even If	(important) than
	Es menos (importante) que - It's less
Ominian-**	(important) than
Opinions	Les tan (Importante) como It's as (important) as
n mi opinión - In my opinion	El/la meior – The best
ersonalmente - Personally	El/la peor – The worst
bueno es - The good thing is	El/la más (importante) The most
malo es - The bad thing is	(important)
mi parecer - In my opinion	(important)
ienso que - I think that	(inportant)
Creo que - I believe that	
o que más me gusta es - What I	Exclamations
Re HIUSUIS	¡Qué horror! How horrible!
.o que menos me gusta es - What like least is	¡Que bien! Great!
Me parece que - It seems to me	
hat	¡Ni en broma! No way!
Desde mi punto de vista - From mv	Qué lastima! - What a shame!
oint of view	¡Qué rollo! - What a pain/bore!
<b>o mejor es</b> The best thing is	¡Qué desastre! - What a disaster!
o peor es The worst thing is	¡Qué asco! - How disgusting!
o más importante es The most nportant thing is	Time (1)
o menos importante es The	Time fillers
que me interesa es - What	A, SI, SI - Yes, yes Ya - Yeah
iterests me is	Bueno - Well
* See also opinion phrases in other	Pues - So

Year 8 | Knowledge Organiser

units (i like etc)

### ives

Time fillers	F	P
A, sí, sí - Yes, yes Ya - Yeah Bueno - Well Pues - So A ver - Let's see Plural déjame pensar - Let me think		p P D A U

### 72

Ending

-е

-0

Consonant

-Z

-ista

### S panish $\infty$ 0 <u>т</u> $\infty$

### Sequencers

- Por la mañana In the morning Por la tarde - In the afternoon Por la noche - In the evening Primero - Firstly Luego - Then Después - Next Por fin - Al last Finalmente - Finally El primer día - The first day Más tarde - Later Antes - Before Después - After
- Para empezar To begin

### Agreeing/disagreeing

- Claro que sí/no Of course (not)
- Opino lo mismo I think the same
- Es cierto It's certain
- ;Estás loco/a? Are you mad?
- (No) tienes razón You're right, wrong
- (No) estoy de acuerdo I (dis)agree
- Comparto tu punto de vista I share your point of view
- También me parece que It also seems to me that Tampoco me parece que - Neither does it seem to me that
- Te equivocas You're wrong/mistaken
- Por un lado...por otro lado On the one hand... on the other hand

### Justifying opinions

- Porque (no) es... Because it is (not)
- Ya que es As it is
- Dado que es Given that it is
- uesto que es Since it is
- eqún (mis padres) es... According to (my arents) it is...
- arece It seems
- Debido a Due to
- causa de Because of
- Ina ventaia es An advantage is..

### Time markers

### El presente

El lunes - On monday Los iueves - On thursdays Ahora - Now Hov - Todav Hov en día - Nowadays El pasado Aver - Yesterday Anoche - Last night La semana pasada - Last week En aquella época - In that time Desde/hace dos años - Two years ago Cuando tenía cinco años - When i was 5 years old El futuro Mañana - Tomorrow En el futuro - In the future El fin de semana próximo - Next weekend El año que viene - Next year Dentro de seis meses - In six months'

### Questions

¿Qué? - What? ;Ouién? - Who? ;(A)dónde? - Where (to)? ;Cómo? - How? ;Cuál? - Which? ¿Cuándo? - When? ; Por qué? - Why? ¿A qué hora? - At what time? ¿Qué piensas de..? - What do you think about.? ¿Cuál es tu opinión? - What is your ¿Cuál es la diferencia? - What is the difference? ; Qué hay? - What is there? ¿Por qué dijiste eso? - Why did you say that?





_			
_			
_			
_			
_			
_			
_			
_			
_			
_			
_			
_			
_			
74	140		Year 8 Knowledge Organiser
, ,	W	www.iiiiia.org.uk	







# Y8 KNOWLEDGE ORGANISER

**SEPTEMBER 2023 TO FEBRUARY 20** 

• • •