Year 8
Term 1A - 2023-2024

Name _____

Form _____

St Cuthbert's Catholic High School

MORE THAN A SCHOOL

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"Knowledge is invariably a matter of degree: you cannot put your finger upon even the simplest datum and say this we know."

T. S. Eliot

(research 10 facts about T. S. Eliot)

Year 8 Knowledge Organiser: Term 1A 2023-2024

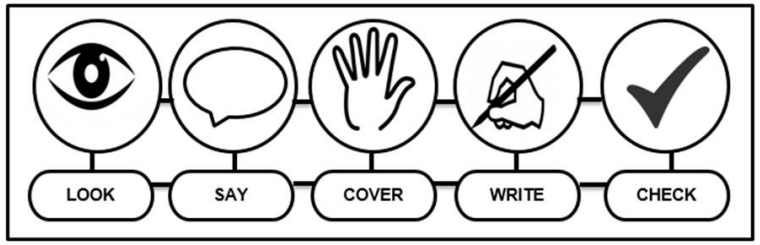
Instructions for using your Knowledge Organiser

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you EVERY DAY to school. Your KO and exercise book will be checked regularly in form time.

You will also be tested in your lessons on knowledge from the organisers.



You must use the revision strategy Look – Say – Cover – Write - Check to learn the knowledge. You can also use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book.

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top right hand side with the **Subject** written in the middle.
- Half way down the page a line should divide it in two with **Next Subject** written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative AtL.**

Year 8 Knowledge Organiser Homework Timetable

You are expected to study the subjects shown on your timetable each day. You need to spend 20 minutes on each subject and you will need to evidence your work in your exercise book.

WEEK A	Subject 1	Subject 2	Subject 3
MONDAY	English	MFL	Geography
TUESDAY	Science	Maths	PD
WEDNESDAY	History	Music	Science
THURSDAY	RE	Maths	Food
FRIDAY	Computing	Technology	English

WEEK B	Subject 1	Subject 2	Subject 3
MONDAY	English	Drama	Geography
TUESDAY	Science	Maths	RE
WEDNESDAY	History	PE	Science
THURSDAY	RE	Maths	MFL
FRIDAY	Computing	Art	English

Reading Log

"The more that you read, the more things you will know. The more that you learn, the more places you'll go"

Dr Seuss

Use this reading log to record the books you read and how long you have spent reading.

Week	MON	TUE	WED	THURS	FRI	SAT	SUN	Book(s) read (title and author)	Time spent reading	Parent comment/signature
04/09/2023										
11/09/2023										
18/09/2023										
25/09/2023										
02/10/2023										
09/10/2023										
16/10/2023										
23/10/2023										

Year 8 English - Term 1A: Our Day Out

Plot synopsis

When Mrs Kay's 'Progress Class' are unleashed for a day's coach trip to Conway Castle in Wales, it is an exuberant celebration of the joys and agonies of growing up and being footloose, fourteen and free from school. But this is more than a romp - it points up the depressing present and empty future for these comprehensive no-hopers from the backstreets of Liverpool, for whom a day out is as much as they can expect.

Context

1970's Liverpool	**In the 1970s Liverpool suffered from severe economic decline, resulting in poverty and unemployment.** During the economic recession, the docks and manufacturers, which were major employers, went into decline and created unemployment and poverty. The unemployment and poverty resulted in social problems and riots. Adults either had to struggle with jobs that paid very little or live on the dole, welfare money from the government. In some households, unemployment became trans-generational: children were growing up in families where the parents, the grandparents and even, sometimes, the great-grandparents had not worked. Therefore, aspirations were very low.
Willy Russell	Willy Russell was born in 1947 in a working-class family. He left school at 15 with an English O-Level. For a while he worked as a ladies' hairdresser - but when his attempts to write failed, he went back into studying, and went to College. Russell wrote 'Our Day Out' in 1977. It was based on his experience at Shorefields Comprehensive School. Russell's plays and novels are about ordinary working class people. His collection of work is funny and moving with a comic touch.

Key theme: Social exclusion

What is social exclusion?	People suffer from social exclusion when they do not have access to adequate health care or education. Lack of education and health care stop people from getting good jobs which mean they will have little or no income which means that social exclusion becomes a cycle for families.
What caused social exclusion?	Escalating economic decline in the 1970s meant that many people had little or no income, which divided the rich and poor. This is called social exclusion. The children in the progress class are seen as less important because of social exclusion.
Factors that lead to social exclusion:	**Low income** Families cannot afford luxuries such as food or new school shoes 'Carol rushes along wearing a school uniform which doubles as a street outfit and her Sunday best.' Page 1 **Poor housing** Families of four living in a one bedroom flat CAROL : Why can't I live in one of them nice white houses an' do the garden an' that? Page 48 **Poor health** May be suffer from illness caused by poor diet BRIGGS: How long have you been smoking Andrews? ANDREWS: Since I was eight sir. Page 16 **Low educational achievement** May be caused by disruptive pupils and lack of teaching staff MRS KAY: You'll never teach them because nobody knows what to do with them. Ten years ago you could teach them to stand in a line, you could teach them to obey, to expect little more than a lousy factory job. ..Most of them were born for factory fodder, but the factories have closed down. Page 38

Year 8 English - Term 1A: Our Day Out

Teachers:	Students:
Mr Briggs: Strict Deputy Headteacher who always tries to discipline the children.	Carol: The first and last character seen in the play
Mrs Kay: Teacher of the progress class.	Reilly: Class bully.
Headteacher: Sends Mr Briggs to help look after the children.	Digga: 'Reilly's assistant.'
Colin: Helps Mrs Kay look after the children.	Linda: In love with Colin
Susan: Another helper of Mrs Kay's look after the children	Karen: Linda's friend – also in love with Colin.
	Andrews: Addicted to smoking and doesn't have a good home life.

Key Terms:
Dramatisation
Characterisation
Socially Excluded
Deprived
Context
Cyclical

Year 8 Maths – Term 1A

Problem Solving at St Cuthbert's

K Key Information - Highlight or pick out the important things that you will need

L List the Maths - What Maths topics will you need? Can you write down any rules?

A Attach Numbers - Assign numbers to help / Relate the problem to one you can already do eg.. 3 x 4 = 12

P Picture - Annotate the diagram given with any information / Draw a picture to help you visualise

S Sensible - Does your answer make sense?

Don't forget

Always show your working out

Never round half way through a question

Key Words

Take care with your spellings of these key words

Ratio	**Scale factors**
Numerator	**Denominator**
Improper Fractions	**Mixed Numbers**

Ratio

A ratio may compare a selected number of parts to other parts in the whole, or compare the selected number of parts to the total number of all parts in the whole.

part-part 4:6 part-part

or

part-whole $\frac{4}{10}$ part-whole

These relative values in a ratio are often called part-part or part-whole.

Dividing a quantity given a ratio

Divide £150 into 2 : 3

2 : 3 $\frac{2}{5} \cdot \frac{3}{5}$

2 + 3 = 5 parts

$\frac{1}{5}$ of £150 = £30

$\frac{2}{5}$ of £150 = £60

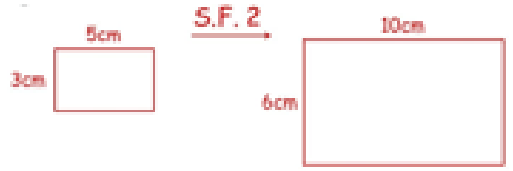
$\frac{3}{5}$ of £150 = £90

2 : 3

£60 : £90

Notice! £60 + £90 = £150

Scale Factors



A scale factor describes the relationship between the lengths of similar shapes. We can see in this example that the scale factor (SF) is 2, because all of the lengths in the bigger shape are twice as big as the lengths in the smaller shape.

Map Scales

Ratio Scale

- A ratio scale will almost always be found on maps. It is very accurate.
- In this example we can see that 1 unit on the map represents 25 000 000 units in real life.
- So, 1 cm = 25 000 000 cm and 1 m = 25 000 000 m, etc.

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Multiplying and Dividing Fractions

Examples of multiplying fractions:

$$\frac{2}{5} \times \frac{6}{7} = \frac{2 \times 6}{5 \times 7} = \frac{12}{35}$$

$$\frac{1}{4} \times \frac{2}{3} = \frac{1 \times 2}{4 \times 3} = \frac{2}{12} = \text{reduces to } \frac{1}{6}$$

Dividing Fractions

To divide fractions take the reciprocal (invert the fraction) of the divisor and multiply the dividend.

Invert the fraction that you are dividing by: $\frac{4}{5} \div \frac{2}{3} = \frac{4}{5} \times \frac{3}{2}$

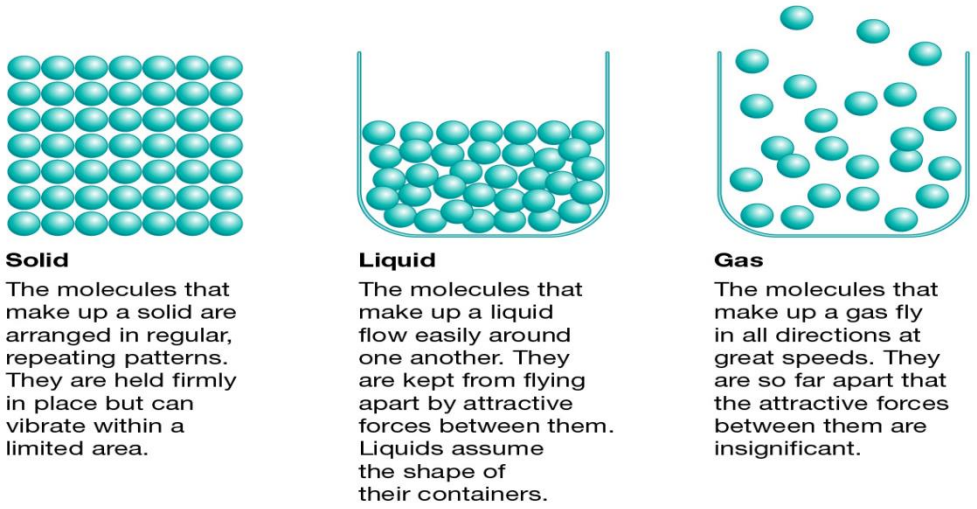
Multiply the numerators and denominators: $\frac{4}{5} \times \frac{3}{2} = \frac{12}{10}$

Simplify the fraction if necessary: $\frac{12}{10} = 1\frac{1}{5}$

This is the quickest technique for dividing fractions. The top and bottom are being multiplied by the same number and, since that number is the reciprocal of the bottom part, the bottom becomes one. Dividing anything by one leaves the value "anything" the same.

Year 8 Science – Term 1A

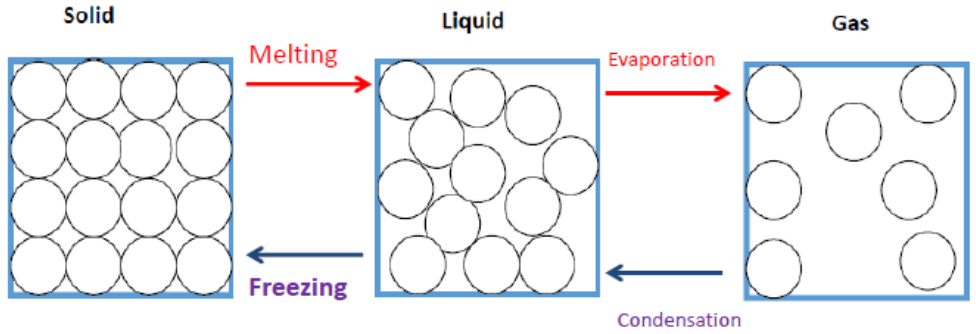
Increasing energy



Solid
The molecules that make up a solid are arranged in regular, repeating patterns. They are held firmly in place but can vibrate within a limited area.

Liquid
The molecules that make up a liquid flow easily around one another. They are kept from flying apart by attractive forces between them. Liquids assume the shape of their containers.

Gas
The molecules that make up a gas fly in all directions at great speeds. They are so far apart that the attractive forces between them are insignificant.



Key Words

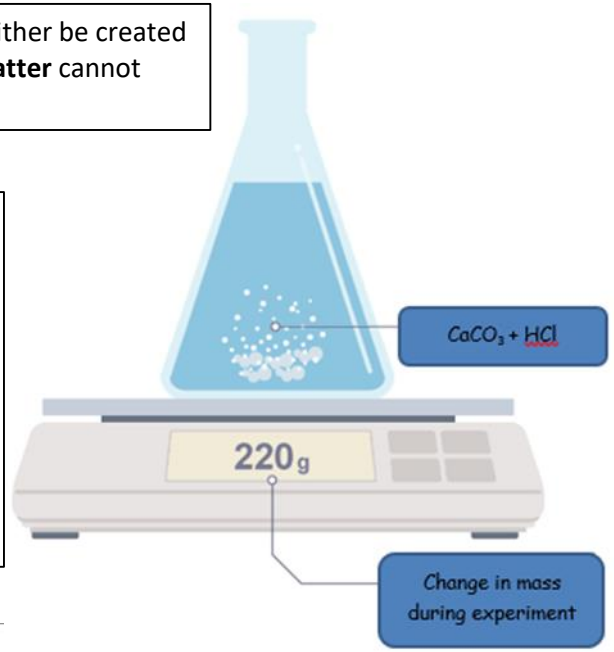
Evaporate	A change of state from liquid to gas
Concentration	Amount of substance in a set space
Condense	A change of state from gas to liquid
Diffusion	Particles moving from high to low concentration
Kinetic energy	The energy an object has due to it's motion
Molecule	A particle made up of two or more atoms that may be the same OR different that are chemically bonded together.
Forces	The attraction between particles

The Law of the Conservation of mass states that **mass** can neither be created nor destroyed in a chemical reaction. Thus, the amount of **matter** cannot change.

Conservation of Mass Investigation

Method

1. 1 Place the conical flask on the top pan balance
2. 2. Zero the balance
3. 3. Measure out 20g of marble chips ($CaCO_3$)
4. Use a measuring cylinder to measure 30ml of hydrochloric acid (HCl)
5. Add the acid to the marble chips and start the timer
6. After 3 minutes record the ending mass
7. Calculate the change in mass



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Year 8 Science – Term 1A

Rules for writing word equations

Reactants → Products

1. All of the reactants go to the left of the arrow and all of the products go to the right of the arrow.
2. The arrow must be pointing from the reactants to the products (as it is showing the direction of the reaction).
3. The arrow MUST be an arrow! It is never an equals sign.

Writing Chemical Equations

1. Identify reactants and products and place them in a word equation.
2. Convert the chemical names into chemical formulas and write the state symbols.
3. Balance the chemical equation.

Example:

Step 1: Aluminum + iron(III) oxide ⇨ aluminum oxide + iron

Step 2: $Al_{(s)}$ $Fe_2O_{3\,(s)}$ $Al_2O_{3\,(s)}$ $Fe_{(l)}$

Step 3: $2Al_{(s)} + Fe_2O_{3\,(s)} \Rightarrow Al_2O_{3\,(s)} + 2Fe_{(l)}$

Calculating surface area to volume ratio

SA:V = $\frac{SA}{V}$

SA is surface area (cm2)

V is volume (cm3)

Step 1 – Calculate the volume of the cube

V = length x width x depth

V = 5 x 5 x 5

V = 125 cm3

Step 2 – Calculate the surface area of the cube

SA = Length x width x number of sides

SA = 5 x5 x6

SA = 150 cm2

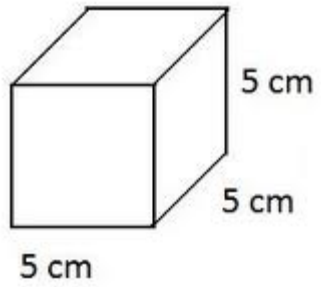
Step 3 – calculate the surface area to volume ratio

SA:V = $\frac{SA}{V}$

SA:V = $\frac{150}{125}$

= 1.2

As a ratio 1.2:1



Key Words

Atom	The smallest part of a chemical element that can exist. Everything is made up of atoms
Catalyst	A substance that increases the rate of a chemical reaction without being consumed in the process.
Compound	Two or more different atoms chemically joined together to form a molecule, e.g. carbon dioxide (CO_2)
Chemical Reaction	When the reactants are converted to a different substance (product) e.g. baking a cake
Element	Made of one type of atom. This can be a single atom or a molecule, e.g. oxygen (O_2) Or hydrogen (H_2)
Mixture	Two or more different types of atoms, elements or compounds that are not chemically joined together
Reactant	The starting materials in a chemical reaction that undergo change.
Physical reaction	When the atoms or molecules in a reaction are rearranged but do not from a new substance e.g. melting ice
Product	A substance that is formed as the result of a **chemical** reaction

Factors affecting the rate of reaction:

1. surface area of a solid reactant.
2. **concentration** of a reactant.
3. **temperature**.
4. presence/absence of a **catalyst**.

Year 8 RE – Term 1A

Topic One: Covenant people

Covenant People

1	People of God are those who have a covenant with him, starting with Abraham and his descendants.

Key Events

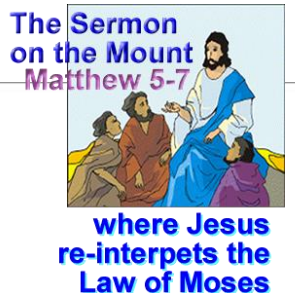
2	**Old Testament covenants** with Abraham, Noah and Moses.
3	**Abraham** was willing to sacrifice his son, Isaac for God and was rewarded richly.
4	**Noah** followed God's instructions and his family were saved.
5	**Moses** led the Israelites to freedom and God gave them safety and his commandments.
6	Jesus is the **new covenant** with God.

Key Scripture

7. Exodus 20	**The Decalogue**, including "Do not kill", "Do not commit adultery" and "Honour your mother and Father".
8. Hebrews 8	For if there had been nothing wrong with that first covenant, no place would have been sought for another…
9. Matthew 5 :17-20	"Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them."

Key Words

10.	**Covenant**	A special promise God.
11.	**Old Testament**	First part of the Bible, containing laws and prophecies.
12.	**Prophet**	Someone who makes predictions about the future inspired by God.
13.	**History**	Events from our past such as WW2, 9/11, Atom bomb.
14.	**Isaiah**	One of the Old Testament prophets.
15.	**Messiah**	The one chosen by God as a saviour.
16.	**Prophecies**	Predictions made by prophets, usually about the messiah.
17.	**Decalogue**	The ten commandments.
18.	**Good Samaritan**	A parable about loving our neighbour.
19	**Sin**	Something that is against the will of God.
20.	**Saviour**	Someone who saves.
21.	**Bible**	The Holy book for Christians.
22.	**Evaluate**	To look at both sides of an argument, to consider different viewpoints.
23.	**Influence**	Affect something.
24.	**Support**	Agree with something.
25.	**Explain**	To say why something is as it is, or why people believe a certain thing.



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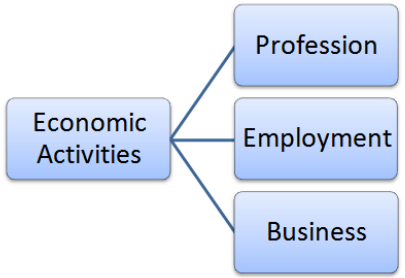
Year 8 Geography – Term 1A: Economic Activities



Case Study: St Helens

St. Helens began as a small area of housing surrounding a chapel, before becoming a larger urban centre during the 19th century. St. Helens became an important area for industry, being a significant centre for coal mining and glassmaking. Railways and canals were constructed, improving its transport links. The population grew rapidly. The area was rich in coal, so St. Helens became an important mining centre. By 1900, coal mining was the biggest employer. The many coal mines in St. Helens and the surrounding area were closed between the 1950s and early 1990s. By 1992 all the mines had been shut with Sutton Manor Colliery the last to go in St. Helens. People lost their jobs which led to high levels of ill-health and depression, run-down areas, crime, and other problems.

Causes of economic change	
Deindustrialisation and decline of traditional industrial base	• Less manufacturing, more services and quaternary industries • Machines and technology replaced people • Lack of investment, high labour costs and outdated machinery means UK goods expensive • 1800 : Primary 75%, Secondary 15% and Tertiary 10% • Now : Primary 2%, Secondary 16%, Tertiary 73%, Quaternary 9%
Globalisation	• Made possible by improvements in transport, communications and internet • 60, 000 TNCS worldwide • UK characteristics : economic growth, cheaper goods and services, foreign investment, high value production, migration, less manufacturing, outsources jobs

Key terms	Definitions
Birth rate	Number of births in a year per 1000 of the population
Death rate	Number of deaths in a year per 1000 of the population
Development	The progress of a country in terms of economic growth, technology and welfare
Gross National Income (GNI)	Gross national income divided by the size of the population
Infant mortality	Average number of deaths of infants under 1 year of age per 1000 live births per year
Life expectancy	Average number of years a person might be expected to live
Literacy rate	Percentage of people who have basic reading or writing skills
Access to safe water	Percentage of people with access to clean water
People per doctor	Number of people per doctor

Sectors of Industry

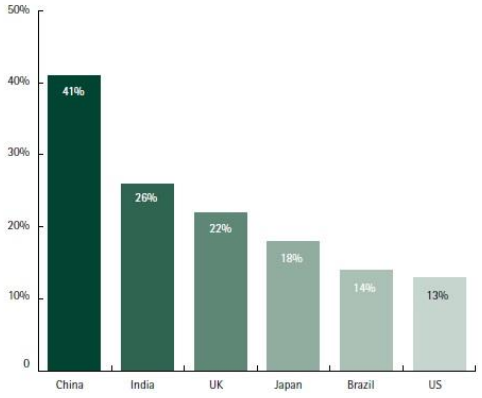
Although there are hundreds of different jobs or occupations, they can all be classified into 4 categories:

Primary — Working with or the extraction of natural resources e.g. Farming, mining or forestry

Secondary — Making things either by manufacturing or construction e.g Nissan Car manufacturing

Tertiary — This type of industry provides services. These include commercial services (Shops), Professional (Solicitors), Social (School teacher), entertainment (restaurants), Personal (Hairdressers)

Quaternary — This is a new sector and is linked to ICT and research development (Genetics Researcher)



Classification of countries	
LIC – Low Income Countries	US $1045 or less GNP 30 countries
NEE – Newly Emerging Economy	80 countries. Number increasing due to globalisation
HIC – High Income Country	US$ 12,736 or more 80 countries

Working conditions abroad: Bangladesh

The collapse of the Rana Plaza

On 24 April 2013, at 8.57 in the morning, the Rana Plaza in Savar, a suburb of Dhaka, collapsed.

It was an eight-storey building, badly built. The upper floors housed several clothing factories, making clothes for Primark, Matalan, and other companies.

The day before, cracks had appeared in the walls. So a bank and shops on the lower floors had closed.

'It's nothing to worry about', said the owner of the building. 'Come on in' said the factory managers, 'or you'll lose pay'.

So the factory workers went up to their factories. At 8 am, the day's work began. At 8.57 am, the building fell down.

Over 1100 people were killed. Over 2500 were rescued from the rubble. Many of them are maimed for life.

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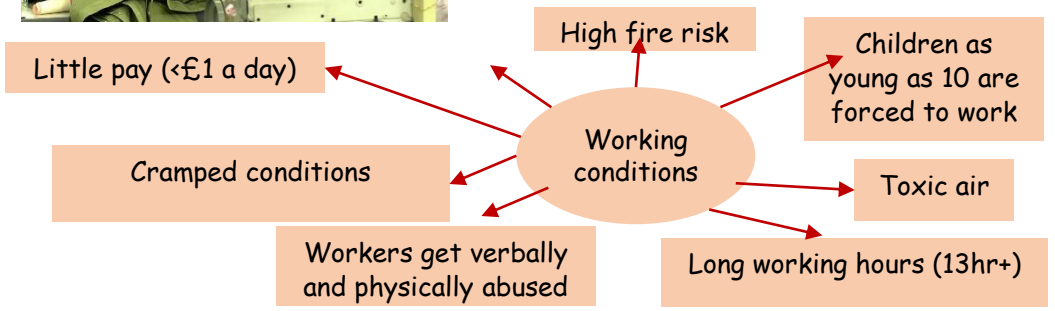
A sweatshop is another name for factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions.



On 24 April 2013, an eight-story building called Rana Plaza, collapsed just outside Dhaka, Bangladesh.
The building contained five clothing factories.
Over 17 days of search and rescue, **2,438 people were evacuated, more than 1,100 people died,** and many more were left with life-long debilitating injuries.

How can we be more sustainable?

depop

We can be more sustainable by mending our clothes, buying from sustainable companies, using fair trade products and shopping for second hand clothes.

Tasks…

1. How are we connected to other places in the world? Where does your food, clothes, technology come from? How easy is it to communicate with people from other places?
2. Why do TNCs want to have factories in LICs?
3. Describe the different roles in the fashion chain. Who do you think is the most important?
4. Imagine you lived near the Rana Plaza, how would you feel after it collapsed? How could you demand for better conditions for workers?
5. How important is globalisation to the modern world? What would be different if we didn't have connections to other places?
6. Why is it important as a geographer to understand where our clothes are from?

Do you research…….. Research a brand or shop that you use. How sustainable are they? Do they use fair trade? Where are their factories and headquarters?

Prepare for your extended write

Question: ''TNCs only bring advantages to their host countries'
Evaluate this statement.

1. BUG the question by boxing the command word and underlining the content you need to write about.
2. List the key vocabulary you will use.
3. Create a plan of what you would write in each paragraph.
4. Practice writing your answer from memory.

Homework Activity…

Create a leaflet to raise awareness of the problems in the fashion industry and how we can be more sustainable.

Year 8 History– Term 1A: The Renaissance and Reformation

1

The meaning of the word 'Renaissance'.

RE = once more again
NAISSANCE = birth (from the French naitre to be born)
The Renaissance was a rebirth or revival of an interest in learning based on classical models from ancient Greece and Rome.

2

The Medici family

The Medici family, an art-loving family of wealthy bankers (and three popes), helped fund the Renaissance in Florence, Italy. They regularly hosted artists and commissioned art for their palace and their family tomb, the Medici Tomb. The Medici family funded famous Renaissance artists such as Michelangelo, Raphael, Donatello, and Leonardo da Vinci.

Catherine de' Medici, (born April 13, 1519, Florence—died Jan. 5, 1589, Blois, France). A member of the Medici family, she married Henry II of France in 1533 and bore him 10 children. She became queen when Henry inherited the crown in 1547, and she greatly mourned his accidental death in 1559.

3

The Printing Press

One major change was the development of the printing press in Germany by Johannes Gutenberg around 1436. Previously books were handwritten and expensive. The development of printing made them quicker to produce and cheaper. The new Renaissance ideas could spread quickly throughout Europe.

4

Martin Luther and the German Reformation

The Protestant Reformation began in Wittenberg, Germany, on October 31, 1517, when Martin Luther, a teacher and a monk, published a document he called Disputation on the Power of Indulgences, or 95 Theses. The document was a series of 95 ideas about Christianity that he invited people to debate with him. These ideas were controversial (shocking, divisive) because they directly challenged the Catholic Church's teachings.
Martin Luther believed:
-The Catholic Church was self-indulgent and greedy.
-The Catholic Church did not have the power to pardon sins.
-Salvation could be achieved only through God's mercy.
-No one needed to buy or seek salvation through the Catholic church.

Salvation = deliverance from sin

5

On August 3, 1492, Italian explorer Christopher Columbus started his voyage across the Atlantic Ocean. With a crew of 90 men and three ships—the Niña, Pinta, and Santa Maria—he left from Palos de la Frontera, Spain. Columbus reasoned that since the world is round, he could sail west to reach "the east" (the lucrative lands of India and China). That reasoning was actually sound, but the Earth is much larger than Columbus thought—large enough for him to run into two enormous continents (the "New World" of the Americas) mostly unknown to Europeans.

6

Reformation = a religious reform movement that swept through Europe in the 1500s.
Reform = the improvement of something by removing faults or problems.
Religion = a group of beliefs and rituals.
Protestantism = a branch of Christianity that separated from the Catholic church in the sixteenth century.
Catholicism = the largest Christian religion in the world, the Church has strongly held traditions. The word catholic comes from the Greek word "katholicos", which means "universal.
Architecture = the science and art of designing buildings.
Technology = the use of science/knowledge in solving problems.
Legislation = the action of making laws.
Exploration = the act of exploring new or unknown places,
Empire = a group of territories/countries or peoples under one ruler.

Year 8 PD – Term 1A: Equality and Diversity

What do we mean by equality and diversity?

It's making sure everyone is treated equally no matter what their differences are.

Watch this – about being different.

The Equality Act (2010) was introduced to offer legal protection to those people with one or more 'protected characteristics'. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Racism

Race can mean a person's colour, nationality, ethnicity or citizenship. It's a protected characteristic in law under the Equality Act 2010. This means it's illegal to discriminate against someone, or treat them differently, because of their race. It's important to remember that someone's ethnicity or national origin may not be the same as their current nationality. For example, someone may have Indian roots (they or people in their family may be from India) and be living in Britain with a British passport.

Homophobia

- The fear or dislike of gay people (Cambridge Dictionary)
- You should not use the word 'gay' to describe something negative
- No-one should be targeted or victimised because of their sexuality

Year 8 Art – Term 1A: Still Life

Recording of objects from direct observation using pencil.

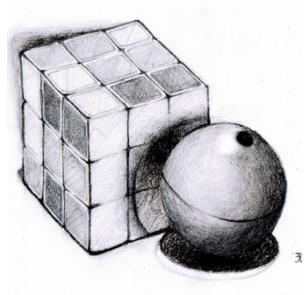
Word	Meaning
Eye level	The artist's viewpoint in a piece of Art.
Perspective	The representation of three-dimensional objects or spaces in two dimensional artworks.
Viewpoint	The spot (point) from which you, the artist, is looking at (viewing) the scene or objects.
Line	The outline of objects.
Tone	How light or dark something is.
Proportion	The relationship when drawing between height, width and depth of objects
Form	The illusion of 3D in a 2D image
highlights	Where the light is strongest on an object.
shadows	Darker areas where there is less light on an object.

The magic of still life paintings is that they can show us a new way of looking at the ordinary objects around us. Once they are placed into a specific arrangement and then captured in paint, ink, pastel, or any other medium - the objects take on a whole new meaning. They are filled with a life beyond the ordinary. Their existence becomes recorded in time.
The way that the objects are depicted can evoke a wide variety of emotions, depending on their arrangement, as well as the lighting, colour choice, and handling of the paint. These are all things to take into account when viewing a still life artwork. They are especially important to consider when you are creating one.

Van Gogh still life—1888

How to Draw a Still Life

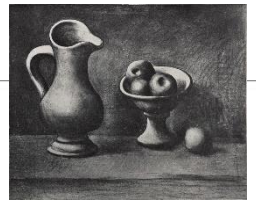
1. Choose your objects and arrange them together.
2. Decide which viewpoint you will draw from.
3. Lightly sketch out the rough shapes, checking that they are correctly proportioned (look at how wide, tall and deep they are in relation to the other objects .
4. Also look at the space between the objects and check that this is the same in your drawing.
5. Once you are happy with your sketch begin to add any details that you can see.
6. Add TONE (shading) - you will need to identify the shadows and highlights on the objects to be able to place your shading correctly.
7. Keep looking at the still life and checking your drawing against it for accuracy.



Drawings with TONE (shading)

Tonal Value Scale

The definition of tonal values in art is **how light or dark something is on a scale of white to black**. White is the lightest value and black the darkest. Tonal value is one of the most important aspects to drawing or painting. It is the value structure of a work that allows us to be able to see light and dark in a painting.



Early Picasso still life—1907

Year 8 Computing – Term 1A: Web Development

HTML Tag	Definition – what does it do?
<html>	Root of a HTML document
<body>	Contents of the page
<head>	Information about a page
<title>	Tab title / defines title
<h1>, <h2>, <h3>	Headings
<p>	Paragraph
<img>	Image
<a>	Anchor (used in hyperlinks with href)
,	Ordered/unordered list
	List item
<table>	Creates and defines table
<tr>	Table row
<td>	Table data
	Bold
 	Linebreak
	Divider
<!-- -->	Comment
CSS script	**Definition – what does it do?**
color	Font colour
text-align	Horizontal alignment
background-color	Changes background colour
background-image	Change background image
background-repeat	Changes the background to stay in place or move when scrolled

Key vocabulary	
World Wide Web	Collection of webpages connected together by hyperlinks, using the Internet (usually shortened to WWW).
Internet	A global network of computers all connected together.
Webpage	A hypertext document connected to the World Wide Web.
Website	A collection of webpages with information on a particular subject.
Web browser	The software which displays a webpage or website on a computer.
Uniform Resource Locator (URL)	An address that identifies a particular file or webpage on the Internet.
HTML	Hyper Text Markup Language - describes and defines the content of a webpage.
Web script	A type of computer programming language used to add dynamic features to a webpage.
Multimedia	Content that uses a combination of different types of media - for example, text, audio, images.
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Hotspot	An area on a computer screen which can be clicked to activate a function, especially an image or piece of text acting as a hyperlink.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
JPG	The main file type used for images on the World Wide Web - uses lossy compression.
PNG	Another type of image file used on the World Wide Web – supports transparency and uses lossless compression.

Year 8 Design and Technology – Term 1A: Sustainability

Tech Health and Safety

- Wear an APRON at ALL times.
- ALWAYS follow instructions and rules.
- Do not take shortcuts.
- Ask for help if you need it.
- When using machinery ALWAYS wear EYE PROTECTION & MACHINE GUARDS.
- Do not TOUCH machines or equipment unless you have permission.
- NEVER run in the workshop.

Scan the QR codes to watch a video about health and safety.

Key vocabulary	Definition
Sustainability	Reducing the damage we are causing the environment.
Potential Energy	the stored energy possessed by a system.
Thermoplastic	Plastic can be heated and shaped many times
HDPE	High-density polyethylene, a thermoplastic.
Thermosetting	Plastic that can not be reheated or remoulded.
Hazard	Anything that can cause harm or danger.
Drag	the force which is faced by the vehicle as it moves through the air.
Lift	the push that lets something move up.
Carbon Footprint	the total amount of carbon dioxide (and other greenhouse gases) which are emitted over the full life cycle of a product, service or event.
Aerodynamics	The study of the properties of moving air, and the interaction between the air and solid bodies moving through it.

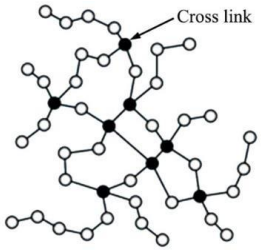
Aerodynamics

Scan the QR codes to watch a video about Aerodynamics.

Product Analysis.

A product analysis is where we look at a product in greater detail and break it down to help us understand certain aspects of the product to help further generate design ideas.

Thermoplastic resins



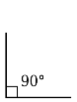
Thermosetting resins

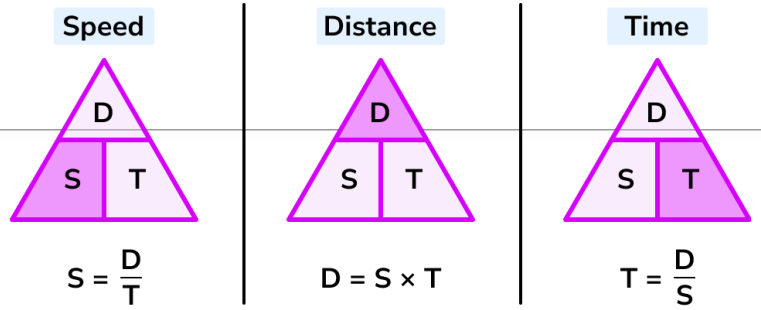
The 6 R'S			
	REDUCE	RECYCLE	RETHINK
	REUSE	REPAIR	REFUSE

Measuring

Materials are measured in different ways depending if they are small or large quantities. Here are some of our most used measurements and their abbreviation. Centimetres (cm) Millimetres (mm)
Angles are measured in Degrees, 90°

Most used measurements
Centimetre = 10mm
cm x 10 = mm
Right Angles = 90°





Design specification: is what your product must have in order to meet the clients needs

Design brief: outlines what you are going to make.

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Year 8 Drama– Term 1A: Devising Theatre Terminology

Keywords and language

Stimulus : anything used to create or inspire ideas. A piece or writing, music, item

Devising : to create drama in response to a given stimulus

Improvisation : creating drama using no script

Hotseating: when someone asks questions of someone taking on a role and they answer as they character

Re-enactment : a moment that is re re-enacted or brought to life

Research : The process of finding out specific information for a specific purpose

Abstract : Meaning non naturalistic. Not like real life

Analysis: To break down and explain how and why you did something

Evaluation: To judge whether something was effective or not, using evidence

Structuring Drama

Linear – continuous narrative where the events happen in chronological order

Non linear – moves backwards and forwards in time (flash backs/ flash forwards)

Inter- connected stories – A series of independent stories that link in some way

Narration – someone telling parts of the story, either in role or as a narrator

Bookending- having a link between the opening scene and the ending scene

Three act structure- having 3 clear parts to the story – start, middle, end.

Cliff hanger – left open ended or on a tense moment with unanswered questions

Resolution – giving a clear ending to the story

Dramatic irony – the audience being aware of something that the characters are not.

Perspective – The point of view that the story is told from

Climax/ anti climax- when the moments of tension are built up and then revealed

Exposition – When different characters are becoming involved in the same thing. Eg. All going for the same job interview.

Complication – a problem or obstacle that occurs for one of the characters

Year 8 Food – Term 1A: The Eight tips for healthy living

Food hygiene and safety

Ideal conditions bacteria need to reproduce.

Scan the QR codes to watch a video about food safety and complete your homework quiz.

SCAN TO WATCH

SCAN FOR QUIZ

Weighing and measuring

Kilogram = 1000g
Litre = 1000ml
Tablespoon (tbsp.) = 15ml
Teaspoon (tsp.) = 5ml

Key vocabulary	Definition
Bacteria	Microscopic living organisms. Some are harmful in food, some are used in food production, some are added to food as they are useful in the body.
Baking	Placing food in a dry heat in a hot oven, which cooks the food through.
Energy needs	Average amount of food energy needed daily, measured in kilocalories (kcal).
Food poisoning	Micro organisms in food which can cause illness, e.g., E. Coli, Salmonella.
Glazing	Brushing egg or milk onto a food to achieve a golden brown colour when baked
Oily fish	Fish that have oil dispersed throughout the flesh, e.g., mackerel, salmon, tuna
Omega-3	These fatty acids are found in oily fish and are good for your heart.
Pastry brush	Used to give an even glaze to foods such as sausage rolls prior to baking.
Recipe	A list of ingredients and a step by step method of how to prepare and cook.
Wholegrain	The whole grain is crushed and often made into flour, e.g., wheat flour.

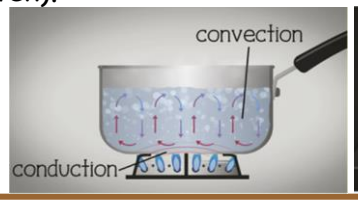
Methods of heat transfer

The three methods are conduction, convection and radiation.

Conduction - cooking pans/tins get hot and the heat passes to the food.

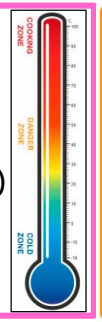
Convection - movement of molecules in a liquid or in the air from a warm area to a colder area (heating water in a pan/heating air in an oven).

Radiation - heat energy in radiation is in the form of infrared heat rays, e.g., grilling (food does not touch the heat source).



Important temperatures

100°C - boiling point of water
75°C - safe reheating of food
5°C to 63°C - temperature danger zone
17°C to 20°C - ambient storage (room temp)
0°C to below 5°C - fridge temperature
0°C - freezing point of water
-18°C or colder - freezer temperature



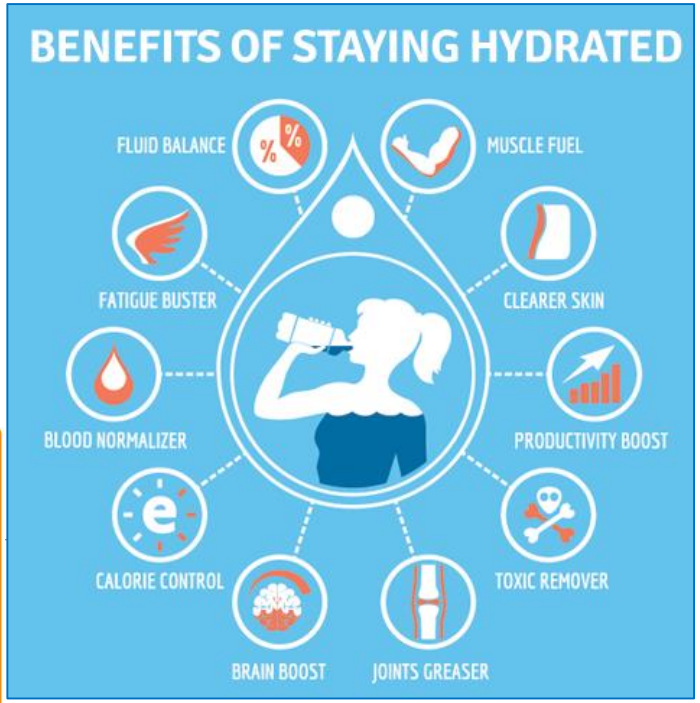
The Eight tips for healthy living

1 Base your meals on starchy foods.
2 Eat at least 5 portions of fruit/vegetables.
3 Eat two portions of fish per week, one oily.
4 Cut down on saturated fat and sugar.
5 Eat less salt – no more than 6g.
6 Get active to be a healthy weight.
7 Drink plenty of water – 1½ -1 litres.
8 Eat breakfast every day.

Scan the QR codes to watch a video about the eight tips and complete your homework quiz.

SCAN TO WATCH

SCAN FOR QUIZ



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Year 8 Music – Term 1A: Reggae

How did Reggae develop?

Reggae is one of the traditional musical styles from **Jamaica.** It developed from:

REGGAE

Mento

A form of Jamaican **folk music** like **calypso** popular in the 1950s.

Ska

Fast dance music that emerged in the 1950s fusing American R&B with **mento** rh ythms and featuring instruments such as **electric guitars, jazzy horn sections** and characteristic **offbeat rhythms**.

Rock Steady

A more vocal style of dance music which used **riffs**, **simple harmonies, off-beat rhythms** and a strong **bass line**.

Skanking

A steady-paced dance performed to reggae music, characterized by rhythmically bending forward, raising the knees, and extending the hands palms-downwards.

What is Rastafarianism?

Rastafarianism is an Africa-centred religion which developed in Jamaica in the 1930s, following the coronation of **Haile Selassie** I as King of Ethiopia.

Most of the Rastafarian principles are **rooted in the Bible** that includes growing their hair long: "*All the days of his vow of separation there shall no razor come on his head*." Numbers 6:5.

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Where is Jamaica and what are the songs about?

The **lyrics** of Reggae songs are strongly influenced by **Rastafarianism** and are often **political** including themes such as **love, brotherhood, peace, antiracism, optimism and freedom.**

Keywords

Improvisation	Making something up on the spot
Bass line	A low pitch that is usually played by the bass guitar.
The Skank	Ann Off-Beat rhythm played usually on the guitar/keys.
Call and Response	A musical dialogue as a question and answer.
Riff	A catchy musical pattern
Chord/Triad	A chord consist of 2 notes A triad is something that is played on a keyboard.
Lyrics	The words used in a song.

Year 8 Physical Education – Term 1A

NETBALL

Passes	Technique
Chest Pass	Hands in a 'W' on the ball, step forwards and push the ball in the direction you want it to go. Used for short, sharp passes.
Bounce Pass	Hands in a 'W' on the ball, step forwards and push the ball towards the floor, aim for two thirds of the way to your intending target. Used to beat a defender with arms up.
Shoulder Pass	Stand side on for power in the pass, aim high and far. Used to clear a bigger area of the court or to throw over a defender's head.

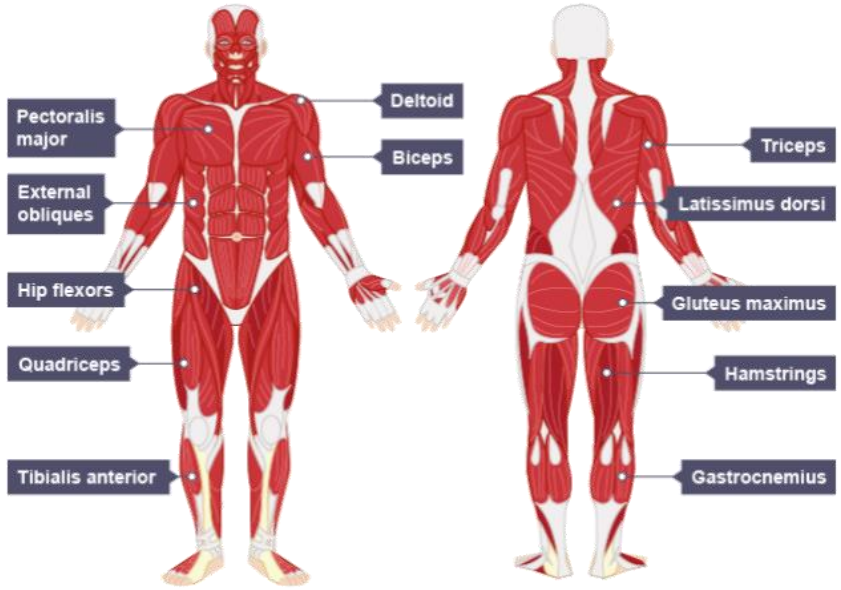
RUGBY

Key terms	Meaning
Conversion	Can convert a try for two further points by kicking the ball between the posts and above the crossbar.
Dead Ball	The ball is out of play if it goes over the dead ball line.
Dummy Pass	The ball carrier moves as if to pass the ball to a team mate, but then continues to run with the ball.
Forward Pass	The ball travels forward, relative to the player passing it.

GYMNASTICS

Learn the meanings of the following key terms: unison (at the same time), canon (one after the other), mirroring (creating a mirror image), matching (perform exactly the same movements at the same time).

The Muscular System



Learn the names and locations of the muscles in the diagrams above.

FOOTBALL

Positions	Description
Full Back	A defender playing in a wide position.
Centre Back	Defends directly in front of the goal
Centre Midfield	Role is divided between attack and defence in the centre of the pitch.
Winger	Plays on the sides of the field, need to have speed to beat defenders and run towards the goal.

Year 8 Spanish – Term 1a: Mi casa

4.1 Mi casa es tu casa		4.2 Donde vivo yo		4.3 ¡Pasa, pasa a mi casa!		4.4 Ayudo en casa	
¿Dónde vives?	*Where do you live?*	Está en	*It is in*	las habitaciones	*rooms*	las tareas	*household tasks/chores*
Vivo en	*I live in*			abajo	*downstairs*	domésticas	
Vivimos en	*We live in*	las afueras	*outskirts*	afuera	*outside*	los trabajos	*jobs*
		la aldea	*village*	arriba	*upstairs*		
el apartamento	*apartment*	el campo	*countryside*	Hay / no hay	*toilet*	corto el césped	*I mow the lawn*
el área	*area*	el centro	*centre*	el aseo	*There is / isn't*	hago la colada	*I do the washing*
el bloque	*block*	la ciudad	*city*	el ático	*Attic*	lavo/friego los	*I wash the dishes*
la caravana	*caravan*	la costa	*coast*	el balcón	*balcony*	platos	
la casa	*house*	el desierto	*desert*	el baño	*bathroom*	ordeno mi	*I tidy my room*
la casa de campo	*country house*	la isla	*island*	la cocina	*kitchen*	dormitorio	
		el mar	*sea*	el comedor	*dining room*	paso la aspiradora	*I do the hoovering*
el castillo	*castle*	la montaña	*mountain(s)*	el dormitorio	*bedroom*	pongo la mesa	*I lay the table*
el chalet	*villa*	la playa	*beach*	las escaleras	*stairs*	quito el polvo	*I dust*
la granja	*farm*	el pueblo	*town*	el garaje	*garage*	quito la mesa	*I clear the table*
el piso	*flat*	vivir	*to live*	el jardín	*garden*	plancho la ropa	*I iron clothes*
el rascacielos	*skyscraper*	la zona	*area*	el pasillo	*hall, corridor*	una vez	*once*
la región	*region*	los puntos cardinales	*compass points*	el salón	*living room*	dos veces	*twice*
la vista	*view*			situarse en	*to be located in*	al día	*per day*
bonito/a	*pretty*			el trastero	*storage room*	a la semana	*per week*
cómodo/a	*comfortable*					al mes	*per month*
espacioso/a	*spacious*	el este	*east*			todos los días	*every day*
lujoso/a	*luxurious*	el noreste	*northeast*			fregar	*to wash*
nuevo/a	*new*	el noroeste	*northwest*			hacer	*to do*
viejo/a	*Old*	el norte	*north*			limpiar	*to clean*
antiguo/a	*Old fashioned*	el oeste	*west*			planchar	*to iron*
histórico/a	*historic*	el sur				repartir	*to share*
moderno/a	*Modern*	el sureste	*south*			fácil	*easy*
		el suroeste	*southeast*			horrible	*horrible*
			Southwest			perezoso/a	*lazy*
						relajante	*relaxing*

Year 8 Spanish – Term 1a:Mi casa

4.5 Mi habitación es mi reino		4.6 Mi casa de ensueño	
los muebles	*furniture*	enorme	*enormous*
el armario	*wardrobe*	exótico/a	*exotic*
la cama	*bed*	impresionante	*impressive*
el espejo	*mirror*	luminoso/a	*bright*
la estantería	*shelves*	privado/a	*private*
la lámpara	*lamp*	la caseta	*kennel*
la mesa	*table*	el cine	*cinema*
el ordenador	*computer*	el estudio	*study*
el póster	*poster*	la piscina	*swimming pool*
la silla	*chair*	el trampolín	*diving board*
la ventana	*window*	la ubicación	*location*
al lado de	*next to*	estaría	*I/it would be*
debajo de	*underneath*	habría	*there would be*
delante de	*in front of*	me gustaría	*I would like*
detrás de	*behind*	sería	*I/it would be*
encima de	*on top of*	Tendría	*I/it would have*
Entre	*between*		

Notes

Notes

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