

# Knowledge



Name \_\_\_\_\_

Form \_\_\_\_\_





“The best advice I ever got was that knowledge is power and to keep reading.”

David Bailey

*(research 10 facts about David Bailey)*

**Year 8 Knowledge Organiser: Term 2A**

# 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
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										



# Year 8 Religious Education – Term 2A: Galilee to Jerusalem

**Big Questions:**

- ✓ What is the Good News?
- ✓ How and what did Jesus teach us?
- ✓ Who are the marginalised and how can we help?



Key words	Definition
Kingdom	A place, country or realm ruled by a King or Queen
metanoia	A complete change of the heart through repentance
Beatitudes	Passage of scripture that focuses on the true meaning of happiness
parable	A story with a meaning behind it, told by Jesus
miracle	Something that cannot be explained by science, so it must have been caused by God
marginalised	People who are left on the margins, out of society.
sacraments	Outward experiences of God's grace
eschatology	The study of what might happen after we die
Option for the poor	'considering the needs of the most poor and vulnerable in society.

1) The Gospels tell us the 'good news' of Jesus. They describe different events from Jesus' life and tell us the impact he had on people. They tell us about the Kingdom of God and how Jesus taught us about this through parables.

The gospels include many stories of Jesus' parables and his miracles. These showed early Christians how they should treat other people to form the Kingdom of Heaven here on Earth.

2) The Old Testament has many predictions or ideas in it about a 'messiah'. This is a person chosen by God to lead and help the Israelites.

There were certain expectations about this messiah – they would be a political leader, a judge, they would know the law for example.

Christians believe Jesus is the messiah, even though he didn't match up to all of the Jewish expectations. This because Christians believe Jesus is the Son of God and the incarnation. He performed miracles to help others. This includes the resurrection which shows that he has saved us from sin, through his death and resurrection.



## Sources of Wisdom and Authority (SOWAA)

"Blessed are the poor in spirit, for theirs is the kingdom of heaven.  
 4 Blessed are those who mourn, for they will be comforted. Matthew 5



Wedding at Cana – Jesus' first miracle  
 John 2:1-11

But while he was still a long way off, his father saw him and felt compassion and ran and embraced him. (Luke 15)

Truly I say to you, as you did it for the least of my brothers, you did it for me (Matthew 25: 40)  
 Parable of the Sheep and Goats

Other seeds fell into good soil and produced grain, growing up and increasing in yield a hundredfold (Mark 4:1-9)  
 Parable of the Sower

When it is sown it grows up and becomes larger than all the garden plants, it puts out branches so that the birds of the air can sit under its shade. (Mark 4:30)  
 Parable of the mustard seed



Source and summit of sacraments (CCC)

'Peace! Be Still' (Mark 4:38-41)

w/b 6 Jan	Key words & definitions	w/b 27 Jan	SOWAA 1, 2, 3 (purple)
w/b 13 Jan	Section 1 (red)	w/b 3 Feb	SOWAA 4, 5, 6, 7, 8 (red)
w/b 20 Jan	Section 2 (blue)	w/b 10 Feb	recap all

## Task 1: Who is Charles Dickens?

Charles Dickens wrote the novel *Oliver Twist*.

His father was sent to prison for being in debt and owing money.

Dickens did not agree with the way the poor were treated in Victorian London, so wrote novels to highlight how unfairly they were treated. He acted as a social commentator.



## Task 2: What was like life in Victorian London?

The population grew quickly which led to overcrowding.

The city was polluted and unhygienic. There was a drastic difference between the living conditions of the rich and poor. This led to social inequality.

The poorer citizens did not have enough resources or food which led to malnourishment.

Poor children often worked to support their families.

Children from wealthier families received a full education.

## Task 3: How did social inequality lead to crime?

Crime, specially theft, was a common problem in inner cities.

The poor were often driven to crime as a means of survival.

Punishments were harsh: common punishments were imprisonment, hanging and transportation.

Exploitation of children was common: children were often used to steal things.



# Year 8 English Term 2A: Victorian Literature

**Task 4: Complete the definitions and learn the spelling and meaning of the words.**

Vocabulary	Definition
Coarse	
Diminutive	
Dismal	
Eccentric	
Machiavellian	
Magnanimous	
Miserly	
Pauper	
Prudent	
Pompous	
Sombre	





# Year 8 Maths– Term 2A : Rounding, coordinates, area and circles.

All Maths homework is set online through **Sparx Maths**. Set and due in every **Wednesday at 8am**.

Use the QR code on the right to access the site or go to [www.sparxmaths.uk](http://www.sparxmaths.uk) and choose student.

To log in, use your school email address and the password you use to access the school computers.  
e.g. Joe Bloggs 23BloggsJ@stcuthberts.com

We have chosen to use Sparx Maths as

- The homework is personalised to you.
- Sparx Maths keeps learning from your attempts to create challenging yet achievable questions each week.
- It is proven to improve students grades in Maths.
- There are support videos for each question, if needed.
- It provides your teachers with lots of insights about which topics you need more help with.
- It has consolidation questions each week to help you remember more.
- Because homework is made specifically for you, you will be able to answer every question correctly, but
  - some questions may take slightly longer than others
  - some questions will probably need more than one try to get it right.



## Sparx Maths

St Cuthbert's Catholic High School



Student



Teacher



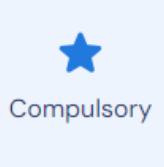
St Cuthbert's Catholic High School  
*Live life in all its fullness*

# Year 8 Maths– Term 2A : Rounding, coordinates, area and circles.



Use your Knowledge organiser book to write down your question number, working out and answers. This will help you to pass your bookwork checks so that you will get fewer.

Compulsory personalised homework is set and due in each week on a **Wednesday at 8am**, this includes questions on topics you have recently covered in class, consolidation work and times tables. If you complete it by Monday 8am you will earn extra class charts points!



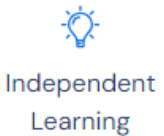
Sparx produces three personalised task for your each week. Two are optional.



- After you finish your **Compulsory** homework, refine your skills by completing similar problems in **XP Boost**



- Further enhance your skills by completing the **Target** work which is a set of six questions chosen specifically to challenge you



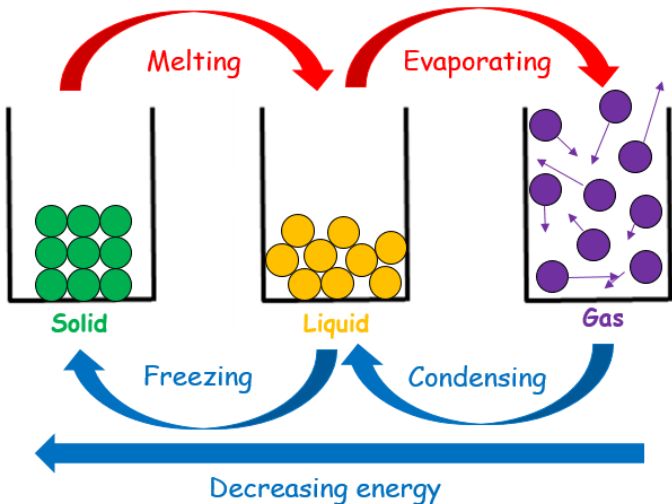
- You can also complete **Independent Learning** to support you further. You choose the level for this.

A screenshot of the Sparx Maths interface. At the top, it says "Sparx Maths" and "St Cuthbert's Catholic High School". Below this are two main buttons: "Student" and "Teacher". The "Student" button is accompanied by an icon of a notebook, a pencil, and a calculator. The "Teacher" button is accompanied by an icon of a calendar, a magnifying glass, and a checklist.

IF YOU DO NOT HAVE ACCESS TO A PHONE, COMPUTER, LAPTOP, TABLET COME TO THE SPARX CLUB TUESDAY LUNCH TO COMPLETE YOUR HOMEWORK

## States of matter

Increasing energy



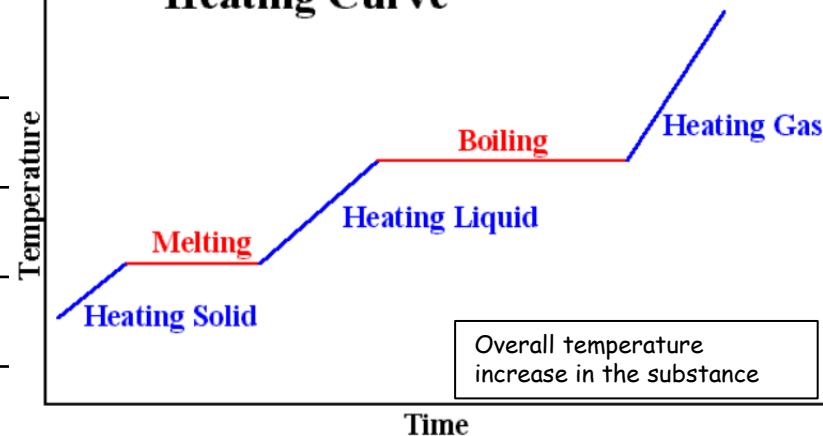
Solid ■ Liquid ■ Gas ■

Particles move in random directions and speeds	Has a fixed volume and a fixed shape.	Flows easily spreading out into open spaces.	Can be easily compressed (squashed)
Cannot be compressed (squashed).	Has a fixed volume, but <b>not</b> a fixed shape.	Can flow and take the shape of its container.	Particles vibrate in a fixed position.
Does <b>not</b> have a fixed volume or a fixed shape.	Does not flow.	Strongest forces of attraction between particles	Weakest forces of attraction between particles

## Key Words

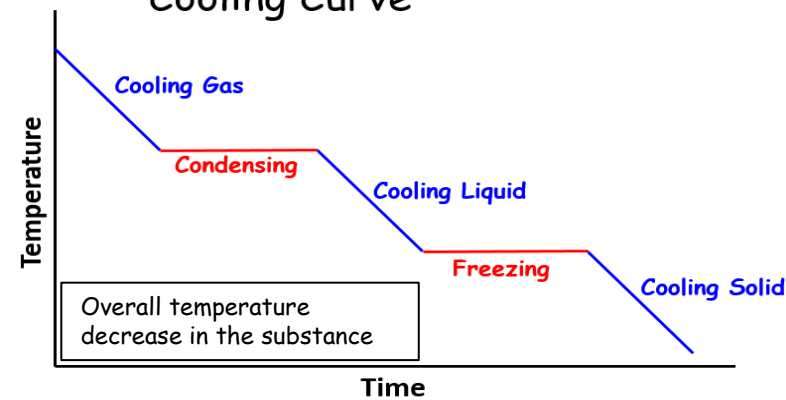
<b>Solid</b>	State of matter where the particles are packed closely together in fixed positions.
<b>Liquid</b>	State of matter where particles are close together in a random arrangement.
<b>Gas</b>	State of matter with large volumes of space between particles.
<b>Melting</b>	Change of state from a solid to a liquid.
<b>Evaporation</b>	Change of state from a liquid to a gas.
<b>Freezing</b>	Change of state from a liquid to a solid.
<b>Condensation</b>	Change of state from a gas to a liquid.
<b>Sublimation</b>	Change of state from a solid directly to a gas.
<b>Deposition</b>	Change of state from a gas directly to a solid.
<b>Volume</b>	The amount of space that an object or substance occupies.
<b>Thermal energy store</b>	Energy stored in an object due to its temperature.
<b>Kinetic energy store</b>	Energy stored in an object due to its motion.

## Heating Curve

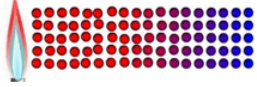
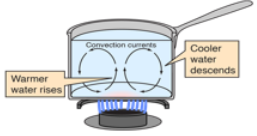
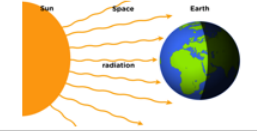


The **blue lines** indicate where the change in energy store is being used to change the temperature of the substance. The **red lines** indicate where the change in energy store is being used to change the state of the substance.

## Cooling Curve



## Methods of heating

Method	Definition	Diagram	Example
Conduction	The transfer of heat by <b>direct contact</b> and <b>vibrations</b> from a hotter object to a cooler one.		Touching a hot saucepan and burning your finger.
Convection	The transfer of heat by <b>fluid motion</b> from a hotter object to a cooler one.		A radiator heating a room on a cold day.
Radiation	The transfer of heat by <b>waves</b> from a hotter object to a cooler one.		The sun warming us in the morning.

Types of energy	Store or transfer	Description of store or method of energy transfer
Gravitational	Store	Any object above ground level has energy in this store.
Thermal	Store	All objects have energy in this store.
Kinetic	Store	An object that is moving stores this energy.
Chemical	Store	If a chemical reaction releases energy then it's in this store.
Nuclear	Store	The nucleus of an atom releases energy from this store.
Elastic	Store	Any stretched object has energy in this store.
Electrostatic	Store	Two objects that have charges have energy in this store.
Magnetic	Store	Two magnets have this store of energy.
Radiation	Transfer	This happens when energy is transferred by wave.
Electrical	Transfer	This happens when a moving charge does work.
Heating	Transfer	When energy is transferred from different temperature objects.
Mechanical	Transfer	This occurs when force does work on an object.

### Energy Efficiency

The energy efficiency of a device can be calculated using the following formula:

$$\text{Energy Efficiency} = \frac{\text{Useful Output Energy}}{\text{Total Input Energy}}$$

$$\text{Energy Efficiency} = \frac{\text{Useful Power Output}}{\text{Total Power Input}}$$

### Equation for Specific Heat Capacity

$$E = m \times c \times \theta$$

- E is the energy transferred in joules, J
- m is the mass of the substances in kg
- c is the specific heat capacity in J / kg °C
- θ ('theta') is the temperature change in degrees Celsius, °C

### Key Words

<b>Specific heat capacity</b>	Energy needed to raise the temperature of 1kg of a substance by 1°C
<b>Efficiency</b>	The proportion of energy converted usefully
<b>Mass</b>	How much matter an object is made of
<b>Power</b>	The rate of energy transfer



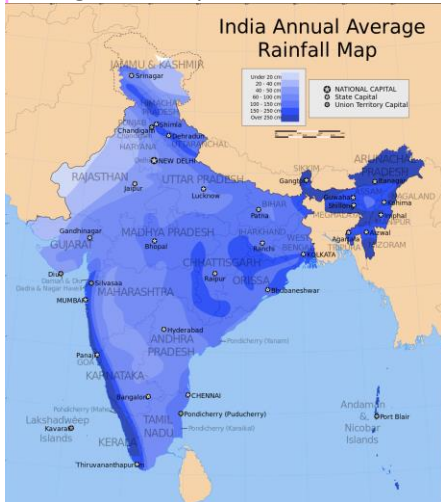
# Year 8 Geography – Term 2A: Transformation of Asia

## Keywords

- **Silicon Valley:** Region in California where many technology companies are located.
- **Slum:** Poor area of a city that is overcrowded and often lacking in basic services such as water and electricity.

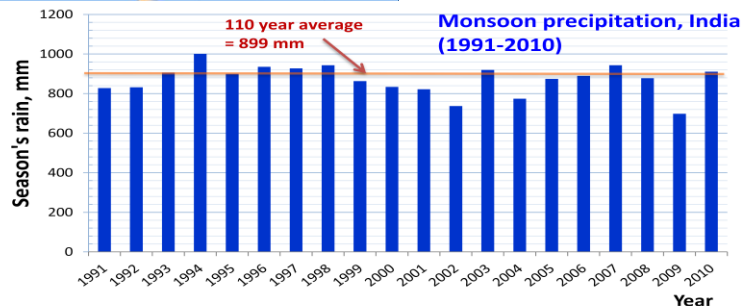
## Monsoon climate in India

- Monsoon months: June to September.
- It brings three-quarters of India's yearly rain, which is vital for life and food production.
- Over 50% of people are employed in agriculture.
- 1.4 billion people rely directly on agriculture.
- India grows 100 million tonnes of rice and grain each year.
- India has more land for growing rice than any other country.
- Agriculture produces 15% of India's \$1.83 trillion GDP.



**Monsoons can also cause widespread flooding, which can have negative impacts – 2017 flood case study.**

- Flooding of villages caused the loss of 1.5 million homes, livelihoods, cattle.
- Property including hospitals and schools were destroyed.
- 31 million people affected, including 3 million children in Bangladesh.
- 1,300 people killed, between 30 -40% of these were children.



## How is Asia being Transformed?

Asia is the world's largest continent made up of 49 countries. It is a diverse area, having great variety in landscapes, climate and culture.

### China's Economic growth.

In the last 20 years China has grown into the second largest economy in the world. There are a number of reasons for this:

- **Labour supply:** China has a large population available for work.
- **Large % of female workers:** Due to the one child policy women have been involved in child raising for less time.
- **Low wages:** Low wages increase profits for business.
- **Natural resources:** China has 12% of the world's mineral resources.
- **Location:** China has a close proximity to the strong economy of Japan and the emerging economies of South Korea and Russia.
- **Poverty Reduction:** Since 1990 439 million people have been lifted from poverty creating a growing market for consumer goods.
- **Infrastructure:** Many new roads and rail systems have been built. Also has 5 of the largest container ports in the world.
- **Energy supply:** China is the largest producer and consumer of coal fired power.

## Adapting to mountain biomes

Mountain or Alpine biomes are found in mountainous regions. They have an altitude of around 10,000 feet. These are cold environments with steep slopes and thin soils. This makes it tough for plants to grow and survive. Most plants are small and on the ground and some pine forests grow down slope.

The people of Nepal have many uses for the forest biome, these include:

- Growing crops on the fertile valley bottoms.
- Using the forests for fuelwood and construction.
- Collecting leaves for dry season animal feed, animal bedding and compost.
- Grazing land for livestock.
- Collection of fruit mushrooms and medicinal herbs.

## Population in Asia.

Sixty % of the world's population lives in Asia. Over half this population is spread between China and India. Asia has seen the largest increase in population of all 7 continents, however this population is unevenly spread between the countries.

Afghanistan is struggling to control population. The ministry of Health estimates the 30 million population will double in 30 years. This will hinder opportunities for economic growth. According to the UN Afghan women have 6.3 children on average.

Japan is struggling with a shrinking population. Its population of 127 million is forecast to shrink by 1/3 in the next 50 years. The proportion of over 64 year olds in expected to reach 38%

## Urbanisation in Karnataka, India.

### Positives:

- Better access to water, and sanitation including toilets.
- Better variety of occupations, don't have to rely on farming.
- Entertainment facilities.
- Increased wages.
- Better opportunities for education, including access to universities and colleges.

### Negatives:

- Land has become more expensive.
- Manual labour jobs for uneducated people are still relatively low paying, as a result they can't afford to rent.
- This has led to the growth of slums.
- Slums have poor sanitation which leads to disease.
- Poor facilities including water and electricity.
- Overcrowding

# Year 8 History – Term 2A: English Civil War



Charles I became King of England in 1625 following the death of his father, James I. He married a French princess, Henrietta Maria. This caused concern among some MPs (Members of Parliament), who believed Charles had plans to make England a Catholic country again. England had been a Protestant country since the late 1500s, so this represented another big change after many years of religious upheaval. Charles also believed in the Divine Right of Kings. This was the belief that he had been put in charge of the country by God, so therefore did not need assistance from Parliament in order to make decisions.

1

Key word	Definition
Civil War	A war between citizens of the same country.
Tyranny	Cruel and unfair government or rule.
Regicide	The action of killing a king.
Execution	The carrying out of a sentence of death on a judged person.
Religion	An organised system of beliefs, ceremonies, and rules used to worship a god or a group of gods.
Protestantism	A form of Christian faith and practice. It began in northern Europe in the early 16th century and was adapted by England under Henry VIII.
Catholicism	Roman Catholicism is the oldest and largest branch of Christianity. The history of the Catholic church begins with the start of Christianity 2,000 years ago.
Puritanism	An extreme form of Protestantism. A religious movement in the late 16th and 17th centuries that wanted to 'purify' and remove any lasting parts of Catholicism from the church.
Parliament	A group of elected individuals who meet to discuss, create and pass legislation (laws).
Rebellion	Opposition (standing up to) to somebody or something in authority.
Revolution	A change in the way a country is governed/led. A significant change or development in a situation.

3

2

The war was fought between two armies:

- The Parliamentarians, or 'Roundheads'. They were given this name because they had much shorter haircuts compared to the long, curly wigs worn by Charles and his supporters.
- The Royalists, or 'Cavaliers'. This name comes from the French term *chevalier*, which refers to a knight who rides a horse. The Parliamentarians originally used this term as an insult to the Royalists, but they eventually began to use it to refer to themselves.

*There was a split in the country, with people supporting both sides.*

## The Battle of Edgehill, 1642

The first time the Royalist and Parliamentary forces directly fought each other was at Edgehill, in Warwickshire. Neither side won a convincing victory. Both sides mainly had inexperienced soldiers, which made it difficult for anyone to win the war quickly.

4

## 1642 – 1645

Charles had some success in the first two years of the war, but the momentum changed when Parliament decided to form a more professional army.

5

Thomas Fairfax became commander-in-chief of the troops and Cromwell was in charge of the cavalry.

## The Battle of Naseby, 1645

By this time, the Parliamentarians has assembled the New Model Army. Thomas Fairfax led this new, professional army at Naseby. The Royalists were led by Charles and Prince Rupert. Naseby was a decisive victory for Parliament. The Royalists lost over 5,000 men. Much of their equipment and weapons were also captured. The extent of the defeat meant Charles did not have the resources to put up effective resistance. Charles fled to seek support from the Scots, but was handed over to Parliament in exchange for £100,000 in January 1647.

6

In 1649, King Charles I was put on trial for treason. He was found guilty and sentenced to death. Even though Charles had fought against Parliament, only 59 commissioners signed Charles' death warrant.

7

- Following the defeat of King Charles I in the English Civil Wars, and later his trial and execution, Oliver Cromwell became 'Lord Protector' in 1653.
- Cromwell was a Puritan, a strict Protestant, and made significant changes based on his beliefs.
- Following Cromwell's death, there was a growth in support for a return to monarchy. This led to the Restoration, which saw Charles II become king of England.

8





## The Commonwealth

The Commonwealth is made up of 54 independent countries working together to pursue common goals that promote development, democracy and peace.

The Commonwealth spans the globe and includes both advanced economies and developing countries. It encompasses Africa (19 countries), Asia (8), the Caribbean and Americas (13), Europe (3), and the Pacific (11).

All members have an equal say, regardless of their size or economic status. This ensures that even the smallest countries have a voice in shaping the Commonwealth. In the past two decades, countries which have joined include Mozambique, Cameroon and Rwanda.



## The European Union

The European Union (EU) was formed to bring together the countries of Europe. The EU helps its member countries with issues such as trade, security, and the rights of citizens. By 2013 the group had 28 member countries. However, in 2016, one member—the United Kingdom—voted to leave the EU. The country officially left the union on January 31, 2020.

After World War II the countries of western Europe wanted to avoid future wars. Some leaders thought that having their countries work together would help.

The EU currency, or form of money, is called the euro. It was introduced in 1999. Most member countries switched from their own currencies to the euro.

Some countries got into lots of debt and the other EU countries had to help to pay for this debt. Measures were put into place to prevent this from happening again.

In June 2016, 52% of the British public voted to leave the EU. Britain had to negotiate a deal and they eventually left on 31<sup>st</sup> January 2020 under Boris Johnson’s leadership.

Imagine you are a world leader, write down 5 things you would prioritise, how you would prioritise, and why.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Tax:

**Taxes** are ways that the government can collect money from its citizens to pay for things that the people need, like schools and roads. We pay tax on the things we buy and we contribute when we start to earn money.

[Watch this](#) - Taxes



### Resources from:

- [https://thecommonwealth.org/sites/default/files/inline/Fast%20Facts%20on%20the%20Commonwealth\\_updated18052020%20-%20final\\_0.pdf](https://thecommonwealth.org/sites/default/files/inline/Fast%20Facts%20on%20the%20Commonwealth_updated18052020%20-%20final_0.pdf)
- [https://kids.britannica.com/kids/article/European-Union/353111#:~:text=The%20European%20Union%20\(EU\)%20was,and%20the%20rights%20of%20citizens.](https://kids.britannica.com/kids/article/European-Union/353111#:~:text=The%20European%20Union%20(EU)%20was,and%20the%20rights%20of%20citizens.)

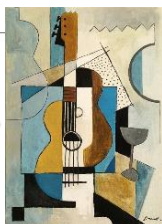


## Analytical Cubism

Analytical Cubism - 1908-12—was about breaking down an object (like a bottle) viewpoint-by-viewpoint, into a fragmentary image. The subject was broken down into flattened planes and sharp angles with a limited colour palette.

## Synthetic Cubism

From around 1912 Braque, Picasso, and Gris, started to use simpler shapes and lines and brighter colours in their artworks. They also began to add textures and patterns to their work, often collaging newspaper or other patterned paper directly into their paintings. This approach was called synthetic cubism.

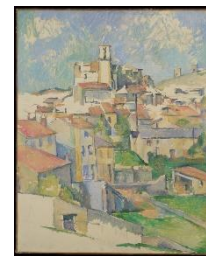
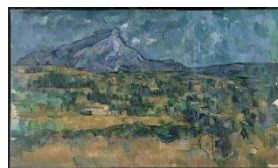


## Cubism

Cubism is a style of painting that was developed in the early 1900s. Cubist paintings show objects from many angles at once. Three main artists, **Pablo Picasso** and **Georges Braque**, and **Juan Gris** developed Cubism. They believed that painters should not just present realistic views of subjects. These painters presented artworks which contained many viewpoints on the same 2D picture plane. This revolutionised the Art world and changed the idea of what art 'should look like' and what it should be about. The focus now moving away from realistic representation.

## Influences

The invention of photography in 1839 had a major impact upon the art that was made from that point on. Artists were no longer required to capture a likeness of a person (portrait) and everyday scenes could now be recorded by a camera. So artists moved away from realistic representations and towards more abstract styles. **Paul Cezanne** was a major influence on the three main Cubist artists, **Pablo Picasso**, **Georges Braque** and **Juan Gris**. He believed that the world could be simplified down into basic shapes. As can be seen in these two landscapes.



## Cubist Sculpture

As well as painting in the 'Cubist style', Picasso also created sculptures from his explorations of Still Life objects. Here the Cubist influence can clearly be seen in his cardboard sculpture of a guitar. This is something that we will be looking at further in class.



Word	Meaning
<b>Abstract</b>	Art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures.
<b>Geometric</b>	Art which uses regular lines and shapes.
<b>Simplify</b>	To make something simple and less complicated.
<b>Repetition</b>	Anything that is repeated.
<b>Analytical</b>	Looking carefully at something to see all of its parts.
<b>Synthetic</b>	To synthesize or bring together different elements.





## What is HTML?

HTML stands for 'Hypertext Mark-up Language' and it is the language of the web. Almost all webpages are written in HTML.

- HTML is made up of "Tags" (often in pairs).
- HTML tags are used to tell the browser how some text (or an image) is to be arranged on the webpage, giving the page content some structure.
- Different tags do different jobs, for example, this is the HTML tag that tells the browser to display some text as a heading:

This is the text to be displayed on the webpage

`<h1>This is the Title</h1>`

These tags tell the browser to display the text as a heading (big and bold)

For pairs of tags, the closing tag will always contain a forward slash. For example, `<tag_name ></tag_name >`

## Paragraph Tags

Paragraph `<p>` tags have a property that allows text to be aligned.

In the example below, you can see how the property 'align' has been given the value 'center' (notice American spelling) to centre align the text. It will also accept the alignment values 'left', 'right' and 'justify'.

```

1 <html>
2
3 <head>
4 </head>
5
6 <body>
7   <h1>This Is My Heading</h1>
8   <hr>
9   <p align="center">Here is a paragraph of text...</p>
10
11
12 </html>

```

## Starter Code

All pages written in HTML will begin with some basic starter code. These include 3 important pairs of tags (html, head and body):

```

1 <html>
2
3 <head>
4   <!-- This is where background information about the page goes -->
5   <!-- Such as links to CSS files and page titles -->
6 </head>
7
8 <body>
9   <!-- This is where page content goes -->
10  <!-- If you want it to appear on the page, it should go between body tags -->
11 </body>
12
13 </html>

```

All HTML code for a webpage sits between the `<html></html>` tags.

Any 'background information' or 'meta data' is positioned between `<head></head>` tags.

All page content (text, images etc) is positioned between the `<body></body>` tags. You can think of the `<body>` as being the visual part of the webpage.

## Headings, Breaks and Background Colours

Heading `<h1>` tags, will restyle the text it surrounds so that it is big and bold.

Horizontal Rule `<hr>` tags add a line across the page.

Break `<br>` tags create a new line (like hitting enter on a keyboard when typing).

Adding the `<body>` tag's 'bgcolor' attribute, along with a colour name or code as its value, will change the background colour of the webpage.

```

1 <html>
2
3 <head>
4 </head>
5
6 <body bgcolor="aqua">
7   <h1>This Is My Heading</h1>
8   <hr>
9   <p>Here is a paragraph of text...</p>
10  <br>
11  <br>
12  <p>Above me are some line breaks!</p>
13
14 </body>
15 </html>

```

## Key Vocabulary

Key Word	Definition
<b>Tags</b>	Code which commands how a browser displays text and images
<b>Browser</b>	Program in which websites are displayed
<b>Hyperlink</b>	A piece of text which when clicked takes you to another page.

## Font Tags

The font `<font>` tag can be used to style text. The font tag has three attributes 'face', 'color' and 'size'. If the 'face' attribute is given a font name as its value, the text will be restyled in that font. Similarly, if the 'color' attribute is given a colour name or colour code as its value, the text will be restyled in that colour. And if the 'size' attribute is given a numeric value, the text will be resized accordingly.

An example of all three attributes in use is shown below, but please note that not all have to be used together.

```

<font face = "Century Gothic" color = "red" size="20pt">He

```

## Images

Images can be added to an HTML page using the `<img>` tag. The image tag has the attribute 'src' (meaning image source), which will take the address of an image as its value. The image below shows an example of the image tag in action.

```



```

## Hyperlinks

When we create a text-based hyperlink, we surround the text with anchor tags. In the opening anchor tag, we need to add the address of the webpage that we would like the text to open, when it is clicked. This is done using the 'href' attribute along with an address for the attribute's value.

```

<a href="https://bbc.com">Click here for the BBC website</a>

```

Address of the webpage to be linked to goes here!

```

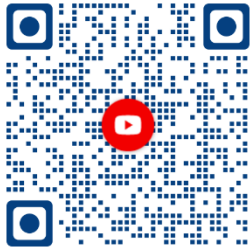
1 <html>
2
3 <head>
4 </head>
5
6 <body>
7   <h1>This Is My Heading</h1>
8   <hr>
9   <a href="https://bbc.com">Click here for the BBC website</a>
10
11
12 </html>

```



## Electronics

Scan the QR code to watch a tutorial about Electronics.



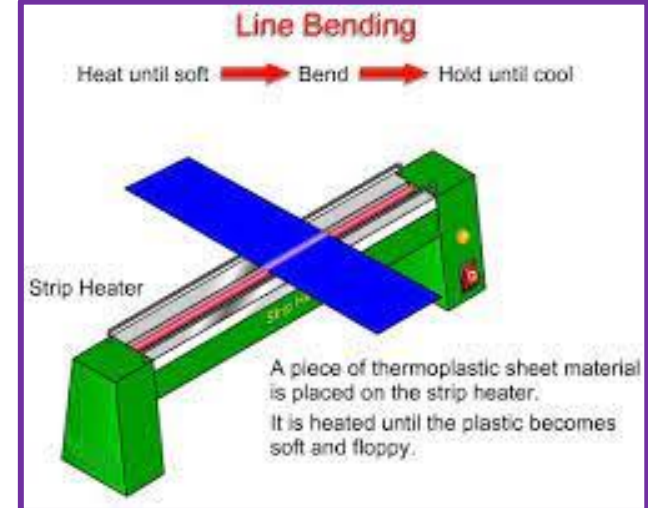
- A** is for **Aesthetics**
- C** is for **Cost**
- C** is for **Customer**
- E** is for **Environment**
- S** is for **Size**
- S** is for **Safety**
- F** is for **Function**
- M** is for **Material**

Key vocabulary	Definition
Standard components	An individual part or component, manufactured in thousands or millions, to the same specification.
Microcontroller	A compact integrated circuit designed to govern a specific operation in an embedded system.
Automation	The use of technology to perform tasks with reduced human assistance.
Integrated circuit (IC)	Is an electronic device comprising numerous functional elements such as transistors, resistors, condensers, etc. on a piece of silicon semiconductor.
Alloy	Is a metallic substance composed of two or more elements, as either a compound or a solution.
Iterative design	A design methodology based on a cyclic process of prototyping, testing, analysing, and refining a product or process.
Anthropometrics	The systematic measurement of the physical properties of the human body.
Ergonomic	Relating to or designed for efficiency and comfort in the working environment.
Technology push	When research and development in new technology, drives the development of new products.
Non-finite resource	Are found naturally and can be replaced. Examples include wood, cotton and renewable energy sources such as solar and wind.

Your Design Specification produced a list of “Goals” or “Target” that you wanted your Final Solution to achieve.  
 Now that your final idea has been produced you can evaluate the success of it against this list of goals you wrote.  
 It is very important to state:

- If you were able to meet the specification target.
- Explain HOW well you were able to meet the target.
- If you were NOT able to meet the Specification explain WHY.
- Include USER OPINIONS.

## How to Line Bend



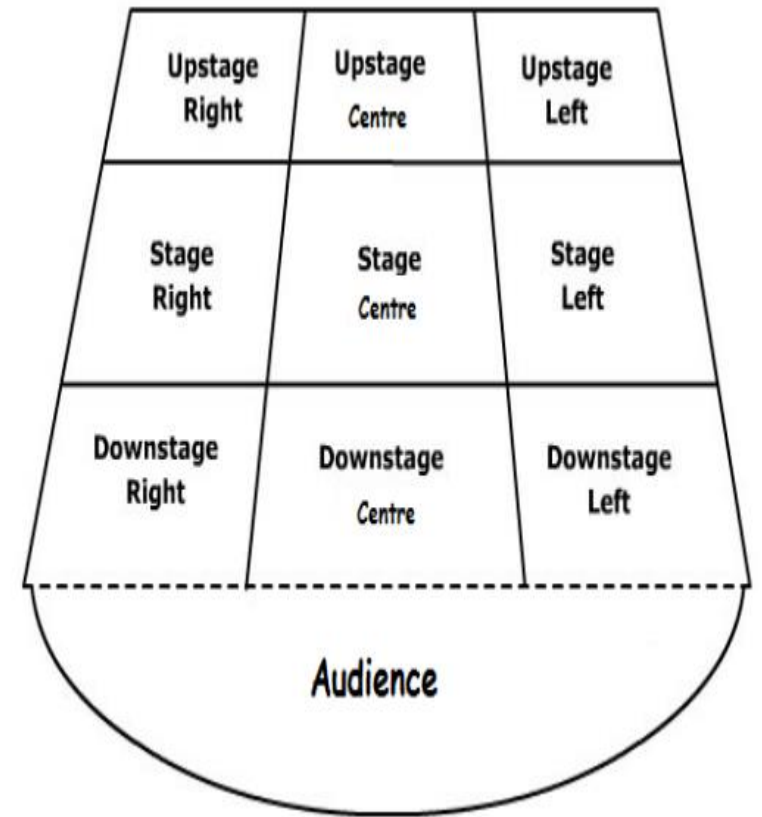
## Resistors.

FOUR BAND RESISTOR - LOWER TOLERANCE

FOUR COLOUR BANDS

1st BAND	2nd BAND	MULTIPLIER	TOLERANCE	
YELLOW 4	VIOLET 7	RED 00	RED +/-2%	4K7 +/-2%
GREEN 5	BLUE 6	BLACK NONE	GOLD +/-5%	65R +/-5%
BROWN 1	GREY 8	GREEN 00000	SILVER +/-10%	1M8 +/-10%
ORANGE 3	ORANGE 3	ORANGE 000	NONE +/-20%	33K +/-20%

Key terminology	Definition
<b>Posture</b>	Is the positions of someone's back or body when they are standing or sitting.
<b>Stance</b>	Is the position of someone's legs when they are standing.
<b>Proxemics</b>	Is the distance between two actors.
<b>Use of space</b>	Is how actors use the space around them on stage.
<b>Pace</b>	The speed of your voice.
<b>Pause</b>	A break or deliberate moment of silence in your speech or action.
<b>Tone</b>	Describes the emotion in your voice.
<b>Pitch</b>	Describes how high or low your voice is.
<b>Volume</b>	How loud or quiet your voice is.
<b>Gesture</b>	A deliberate and specific movement that communicated something to an audience.
<b>Mannerism</b>	A repeated or habitual movement in character.
<b>Movement</b>	Using the way that we move to communicate to an audience.



# Year 8 Food – Term 2A: Food Choice

## Food labelling

Currently the following information must appear by law (mandatory) on food packaging and labelling.

- Name of the food
- Date of minimum durability
- Instructions for use
- The country of origin
- A nutrition declaration
- Ingredients list (descending order of weight)
- Allergen information (in bold)
- Net quantity of the food
- Special storage instructions
- Name and address of the food manufacturer
- Alcohol strength (if more than 1.2% alcohol).

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



SCAN TO WATCH

SCAN FOR QUIZ

Key vocabulary	Definition
Dextrin	Starch is broken down into dextrin by dry heat (baking/toasting).
Dextrinisation	Browning that occurs when foods containing starch are exposed to dry heat.
Energy needs	Energy is needed for every function and movement; whether awake or asleep.
Grams	Unit of measurement used in recipes and on nutritional tables.
Glucose	A monosaccharide (simple sugar) found in ripe fruits and vegetables.
Hydration	Supply of water required to maintain the correct amount of fluid in the body.
Hyponatremia	Condition where there is an imbalance of sodium in the body (too little).
Kilocalories	This is the unit used to measure the energy in food.
Portion size	The amount of food that is recommended for one person to eat in one sitting.
Traffic light	Front of label, colour coded nutritional information (red, amber and green).

## Soup

A food prepared from meat, poultry, fish, vegetables, grains, fruit and other ingredients, cooked in a liquid which may include visible pieces of some or all of these ingredients. Some popular soups include; tomato, lentil, chicken and leek and potato.



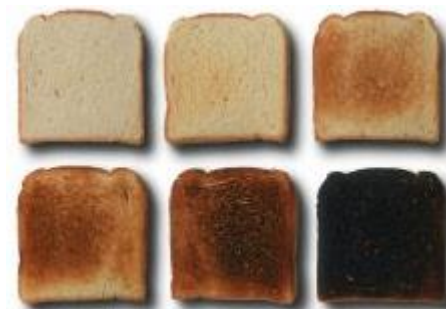
Soup	Country
Minestrone	Italy
Gazpacho	Spain
Pho	Vietnam
Borscht	Russia
Ramen	Japan
Wonton soup	China
Chowder	USA
Goulash	Hungary

## Dextrinisation

When starches are exposed to dry heat they break down into sugars called dextrin.

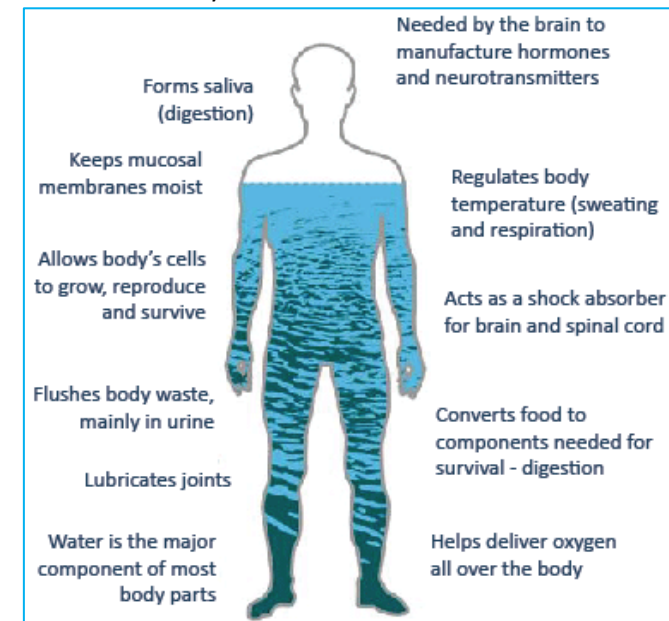
Dextrin is brown which results in food turning brown

when baked or toasted. Dextrinisation also changes the taste and smell of food. A typical example is toast. If the food is overcooked, the starch turns to carbon and the food will look black and burnt.



## Water in the diet

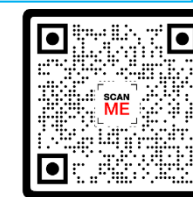
The Eatwell guide and the 8 tips for healthy living both recommend 1-2 litres of water or drinks made from water per day. The chart shows some of the functions of water in the body.



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



SCAN TO WATCH



SCAN FOR QUIZ

## Food choice - reasons why we choose food.

Cost of food	Lifestyles	Healthy eating
Celebration	Enjoyment	Occasion
Culture	Religion	Seasonality
Fashion/trends	Media	Availability



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# Year 8 Music – Term 2A: Composition and arranging



What are learning?	The Elements of Music	What is arranging?	Composition
<p>Arranging and composing are two different types of ways to creating music. For this you will need to develop two different skills. When creating or arranging a song you must develop your knowledge of the elements of music.</p>	<p>Music is made up of basic elements. <b>They are:</b></p> <ul style="list-style-type: none"> <li>• Tempo – Speed</li> <li>• Dynamics – Volume</li> <li>• Harmony – Simultaneous Notes</li> <li>• Melody – A ‘tune’ or ‘line’</li> <li>• Structure – Order of a Piece</li> <li>• Timbre – Sounds and Instruments</li> <li>• Texture – How different layers ‘fit’</li> <li>• Metre – Rhythm Pattern</li> <li>• Rhythm – Patterns of Sound</li> </ul>	<p>Arranging is the art of taking a piece of music and making it your own – or taking a melody and adding different instruments under it such as a rhythm section or even a full horn section. The “arrangement” is then the final product of all the instruments coming together during that one piece of music.</p>	<p>Musical composition, music composition or simply composition, can refer to an original piece or work of music, either vocal or instrumental, the structure of a musical piece or to the process of creating or writing a new piece of music. People who create new compositions are called composers. Composers of primarily songs are usually called songwriters; with songs, the person who writes lyrics for a song is the lyricist. In many cultures, including Western classical music, the act of composing typically includes the creation of music notation, such as a sheet music "score," which is then performed by the composer or by other musicians.</p>

Key Words	How to compose a song
-----------	-----------------------

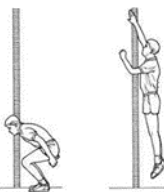
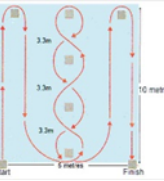
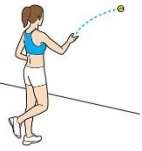
<b>Melody</b>	<b>Rhythm</b>	<b>Phrase</b>
<b>Pitch</b>	<b>Tonality</b>	<b>Chords</b>
<b>Dynamics</b>	<b>Stimulus</b>	<b>Expression</b>
<b>Structure</b>	<b>Inspiration</b>	<b>Conductor</b>
<b>Harmony</b>	<b>Theme</b>	
<b>Timbre</b>	<b>Motif</b>	
<b>Tempo</b>	<b>Movement</b>	



M	A	D	T	S	H	I	R	T
melody	articulation	dynamics	texture	structure	harmony	instruments	rhythm	tempo
the tune	how notes are played	loud / soft and any other volume changes	layers of sound and how they fit together	sections of music and how they are organised	chords used	types of instruments heard	the pattern of notes	the speed

## Fitness Testing

Test	Component Measured	How to complete the test?
Tennis Wall Throw	Coordination	Standing 3m from the wall, throw one handed and catch one handed with the alternate hand.
Illinois Agility Test	Agility	Complete the course as quickly as possible. Start on your front. Run up and down, up and back through cones, then up and down again.
Stork Stand	Balance	Using the stork stand (metal 'S' shaped stand), perform the stork pose for as long as possible. As soon as the foot comes away from the leg or a step off the stand occurs the time stops.
BMI Test	Body Composition	BMI stands for Body Mass Index. It is a measure of body composition. BMI is calculated by taking a person's weight and dividing by their height squared. The higher the number the more overweight you are.
30m Sprint test	Speed	Sprint as fast as possible over a 30m distance. The first 5m do not count in your time, this is called a flying start, allowing you to hit full speed, for the full 30m.
Standing Broad Jump	Power	Standing two feet together, perform a standing jump – as far as you can jump. The distance is recorded from the back of the heel. If a step is taken back, the distance is recorded from there.
Sergeant Jump	Power	Also known as the Vertical Jump test. To start, you raise your arm against the wall to record the first measurement. A step is taken into the wall, before performing an explosive jump upwards to record a second measurement. The distance between before measurements is your score.
12 minute cooper run	Cardiovascular Endurance	Cones to be evenly spaced at a set distance. Run for as long as possible until the 12 minutes are finished, whilst counting the markers, to work out the final distance.



# Year 8 Spanish – Term 2A

## 1. Verbos importantes

Verbos para la comida	
Desayuno	For breakfast I have
Como	For lunch I have
Meriendo	For snack I have
Almuerzo	For lunch I have
Ceno	For tea I have

## 2. La comida y las bebidas

El desayuno (breakfast)			
I have	<b>Tomo</b>	I eat	<b>Como</b>
I drink	<b>Bebo</b>	cereals	<b>cereales</b>
a croissant	<b>un croissant</b>	bread and jam	<b>pan y mermelada</b>
chocolate	<b>chocolate</b>	coffee	<b>un café</b>
bread	<b>pan</b>	coffee with milk	<b>un café con leche</b>
butter	<b>mantequilla</b>	tea	<b>un té</b>
fruit	<b>fruta</b>	hot chocolate	<b>un chocolate caliente</b>
jam	<b>mermelada</b>	orange juice	<b>un zumo de naranja</b>
toast	<b>tostadas</b>	milk	<b>leche</b>

## 3. La comida y las bebidas

La comida (lunch) y la cena (tea)			
rice	<b>el arroz</b>	soup	<b>la sopa</b>
chicken	<b>el pollo</b>	salad	<b>la ensalada</b>
fish	<b>el pescado</b>	meat	<b>la carne</b>
cheese	<b>el queso</b>	pizza	<b>la pizza</b>
pop	<b>una gaseosa</b>	biscuits	<b>las galletas</b>
ham	<b>el jamón</b>	chips	<b>las patatas fritas</b>
a coke	<b>una coca cola</b>	pasta	<b>pasta</b>
a sandwich	<b>un bocadillo</b>	potatoes	<b>patatas</b>
an omelette	<b>una tortilla</b>	vegetables	<b>verduras</b>
a yoghurt	<b>un yogur</b>	crisps	<b>patatas fritas</b>
an ice-cream	<b>un helado</b>	water	<b>agua</b>



## 4. Los adverbos de frecuencia

### Forming regular adverbs

-ly = **mente**

Take the adjective - make it feminine -  
add **mente**

Desafortunadamente - unfortunately

Normalmente - normally

Generalmente - generally

Tristemente - sadly

Frecuentemente - frequently

Rápidamente - quickly

Lentamente - slowly

## 6. Verbos deportistas

### Sporting verbs

Ganar - to win

Perder - to lose

Empatar - to beat

Marcar un gol - to score a goal

Jugar - to play

Hacer - to do

Ir - to go

Entrenar - to train

Participar - to take part

Mantenerse en forma - to stay in shape

Jubilar(se) - to retire

Llevar - to wear / carry

## 5. Verbos en presente y el pasado

Normally (present)		Recently (past tense) In the past (when I was younger)			
I eat	<b>Como</b>	I ate	<b>Comí</b>	I used to eat	<b>Comía</b>
I play	<b>Juego</b>	I played	<b>Jugué</b>	I used to play	<b>Jugaba</b>
I drink	<b>Bebo</b>	I drank	<b>Bebí</b>	I used to drink	<b>Bebía</b>
I go	<b>Voy</b>	I went	<b>Fui</b>	I used to go	<b>Iba</b>
I do	<b>Hago</b>	I did	<b>Hice</b>	I used to do	<b>Hacía</b>
It is	<b>Es</b>	It was	<b>Fui</b>	It used to be	<b>era</b>

## 7. Las actividades deportistas

### Common sporting activities

Jugar al / a la / a los - to play

Baloncesto - basketball

Fútbol - football

Tenis - tennis

Hacer alpinsimo - to do mountain climbing

Esquí- skiing

Vela- sailing

Natación- swimming

Equitación- horse riding

la gimnasia- gymnastics

el piragüismo - canoeing

el kayak- kayaking

Atletismo- athletics

el ciclismo - cycling

Nadar - to swim

Patinar - to skate

Ir a pescar - to go fishing

Ver un partido - to watch a match

Participar en un torneo - to take part in a tournament

Ir a entrenamiento - to go training

El deporte de equipo - team sports

El deporte individual - individual sport





# Notes

A series of horizontal dotted lines for writing notes.



# Notes

A series of horizontal dotted lines for writing notes.



# Notes

A series of horizontal dotted lines for writing notes.





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