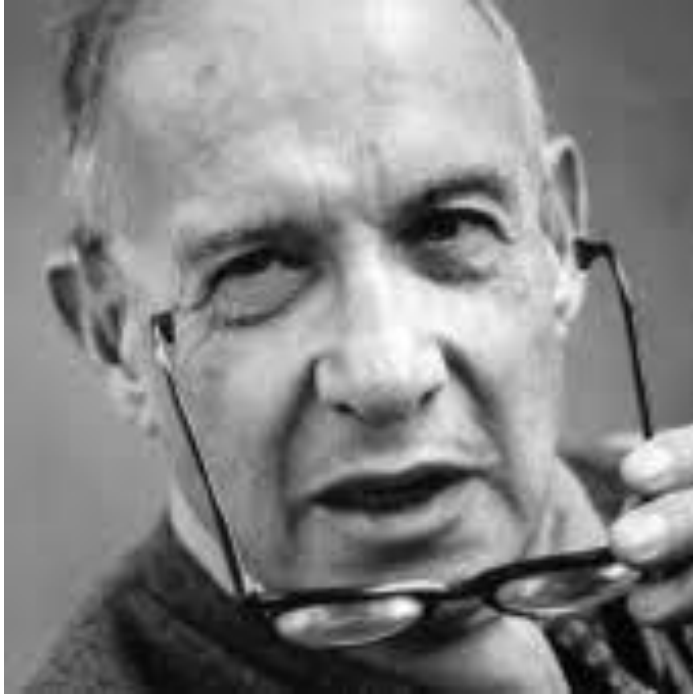




Name \_\_\_\_\_

Form \_\_\_\_\_





"Today knowledge has power. It controls access to opportunity and advancement."

Peter Drucker

*(research 10 facts about Peter Drucker)*

Year 8 Knowledge Organiser: Term 1B

# 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 e.g. English**.
- Half way down the page **a line should divide it in two** with **Next Subject e.g. Maths 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   | Spanish    | 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     | Spanish   |
| 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 |     |     |     |       |     |     |     |                                 |                    |                          |
| Week 7 |     |     |     |       |     |     |     |                                 |                    |                          |
| Week 8 |     |     |     |       |     |     |     |                                 |                    |                          |



# Year 8 English - Term 1B: Power and Corruption

## Subject Specific vocabulary

**Task 1: Learn the spelling and definitions of the following terms.**

|               |   |
|---------------|---|
| Appositive    | <b>Noun or noun phrase</b> that provides extra information or further identifies another noun/noun phrase.      |
| Epithet       | An <b>adjective or phrase</b> describing a characteristic of the person/thing described e.g. the wine-dark sea. |
| Juxtaposition | The fact of two things being seen or placed close together with contrasting effect.                             |
| Protagonist   | One of the major characters in a narrative.   |
| Exposition    | The opening of a story, introducing characters, setting and plot.   |
| Climax        | The most intense, exciting, or important point of a narrative.  |
| Denouement    | The solution of a mystery, the winding up of a plot, the outcome of a set of events.                            |



## Subject Specific vocabulary

### Task 2: Learn the spelling and definitions of the following terms

|             |   |
|-------------|---|
| Rhetoric    | Language designed to have a persuasive or impressive effect.  |
| Metaphor    | Language that transports meaning from one 'place' to another. E.g. Juliet is the sun.               |
| Ground      | The relationship between the tenor and the vehicle. E.g. 'Juliet is the sun.' Both are bright/warm. |
| Tenor       | The subject of a metaphor. E.g., 'Juliet is the sun,' Juliet is the tenor.                          |
| Vehicle     | The imagery used to describe the tenor. E.g. 'Juliet is the sun,' The sun is the vehicle.           |
| Dystopia(n) | A state where there is great suffering or injustice.  |
| Utopia(n)   | A state where everything is perfect especially in terms of laws, government and social justice.     |

# Year 8 English - Term 1B: Power and Corruption (The Tempest and Animal Farm)

Task 3: Complete the definitions and learn the spelling and meaning of the words.

| Vocabulary   | Definition |
|--------------|------------|
| Allegory     |            |
| Antithesis   |            |
| Corruption   |            |
| Deceitful    |            |
| Dictatorship |            |
| Disparity    |            |





# Year 8 English - Term 1B: Power and Corruption (The Tempest and Animal Farm)

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

| Vocabulary   | Definition |
|--------------|------------|
| Duplicitous  |            |
| Manipulative |            |
| Oppression   |            |
| Satire       |            |
| Subservient  |            |
| Tyrant       |            |



# Year 8 Maths- Term 1B : Equations, Sequences and Ratio

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



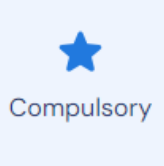
St Cuthbert's Catholic High School  
*Live life in all its fullness*

# Year 8 Maths– Term 1B : Equations, Sequences and Ratio



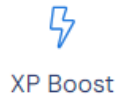
Use your Knowledge organiser book to write down your question number, working out and answers. This will help you to pass your bookwork checks so that you will get fewer.

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.



XP Boost




Target




Independent Learning

## Sparx Maths

St Cuthbert's Catholic High School



Student

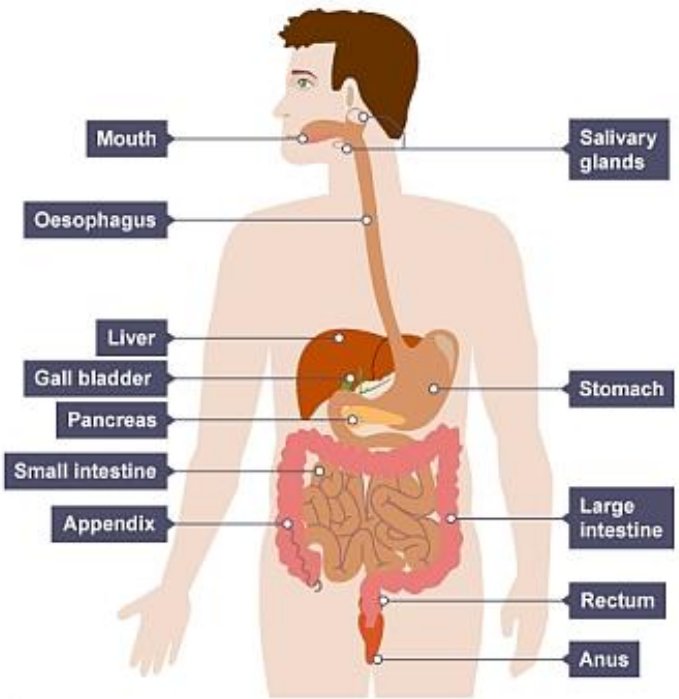


Teacher

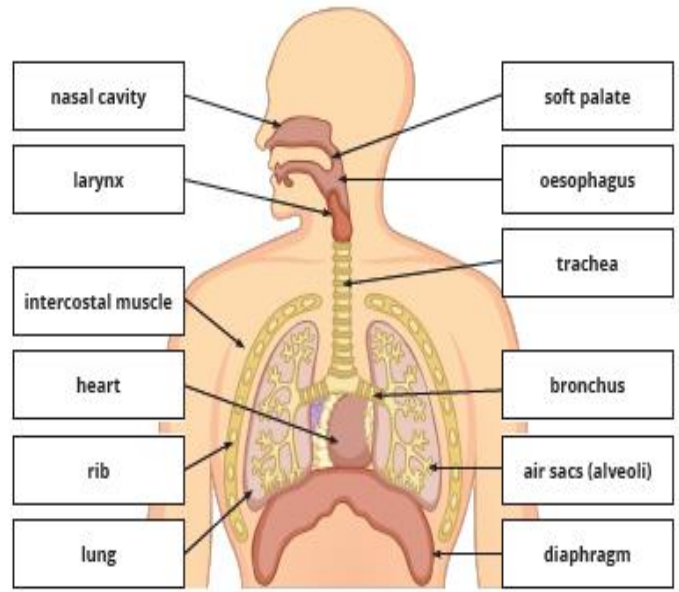
**IF YOU DO NOT HAVE ACCESS TO A PHONE, COMPUTER, LAPTOP, TABLET COME TO THE SPARX CLUB TUESDAY LUNCH TO COMPLETE YOUR HOMEWORK**

# Year 8 Science - Term 1B

## Key Words



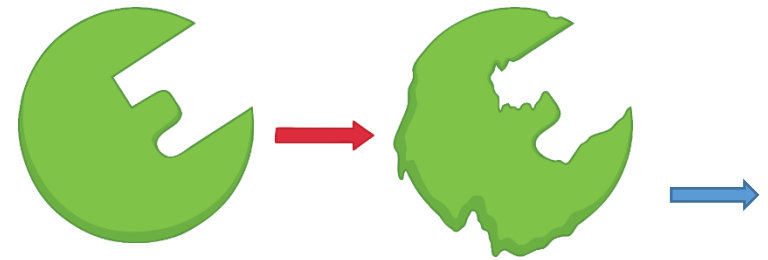
| What are you testing for? | Which indicator do you use? | What does a positive result look like?                              |
|---------------------------|-----------------------------|---|
| Sugar                     | Benedict's reagent          | Once heated, the solution will change from blue-green to yellow-red |
| Starch                    | Iodine                      | Blue-black colour indicates starch is present                       |
| Protein                   | Bluret                      | The solution will change from blue to pink-purple                   |
| Lipid                     | Sudan III                   | The lipids will separate and the top layer will turn bright red     |



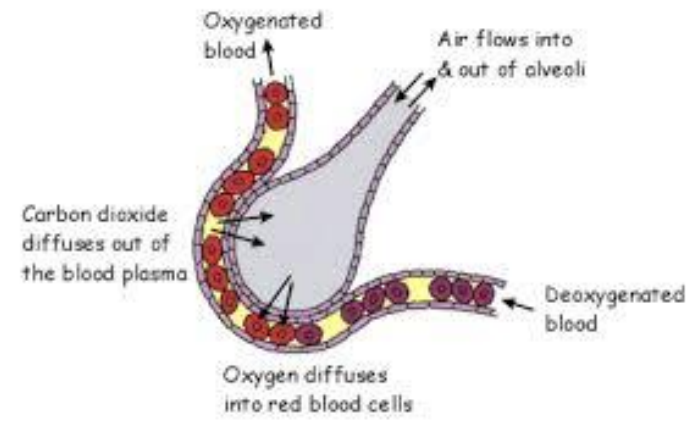
|                    |   |
|--------------------|---|
| <b>Enzyme</b>      | Biological catalysts which speed up reactions           |
| <b>Denatured</b>   | When the shape of the active site changes               |
| <b>Active site</b> | Where what the enzyme is working on fits the enzyme     |
| <b>Digestion</b>   | The breakdown of food into soluble molecules            |
| <b>Respiration</b> | glucose + oxygen → carbon dioxide + water               |
| <b>Breathing</b>   | The process where air travels into and out of the lungs |

There are 3 types of enzymes in digestion:

- protease;
- amylase;
- lipase.



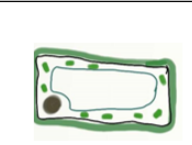
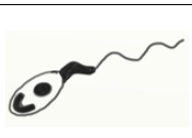

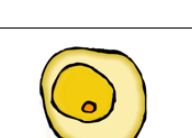
Enzymes are very specific and will only work under certain conditions. If the conditions change too much the enzyme will become denatured. This means the enzymes change shape and the active site no longer works. Conditions that affect the enzyme include temperature and pH.



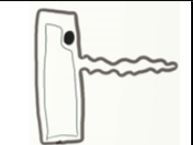
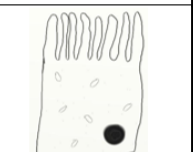
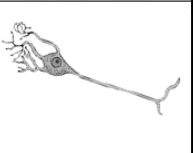
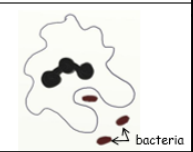
### The 7 Food Groups?

1. Carbohydrates
2. Proteins
3. Fats
4. Vitamins
5. Minerals
6. Fibre
7. Water

# Year 8 Science - Term 1B

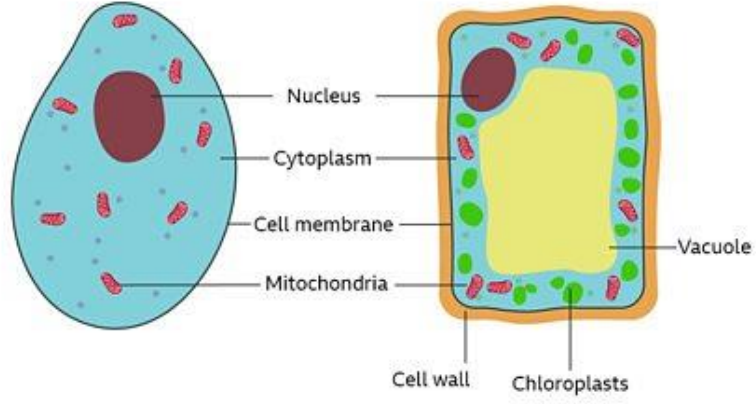
|  |                           |                                   |   |
|--|---------------------------|-----------------------------------|---|
|  | <b>A Palisade Cell</b>    | <b>Found in:</b><br>A plant leaf  | <b>How it is adapted:</b><br>Lots of chloroplasts for photosynthesis.                           |
|  | <b>A Sperm Cell</b>       | <b>Found in:</b><br>Human testis  | <b>How it is adapted:</b><br>It has a tail for swimming.  |
|  | <b>A Red Blood Cell</b>   | <b>Found in:</b><br>Human blood   | <b>How it is adapted:</b><br>It does not have a nucleus so there is more space to carry oxygen. |
|  | <b>An Egg Cell (ovum)</b> | <b>Found in:</b><br>Human ovaries | <b>How it is adapted:</b><br>It has a large store of food for the growing embryo.               |



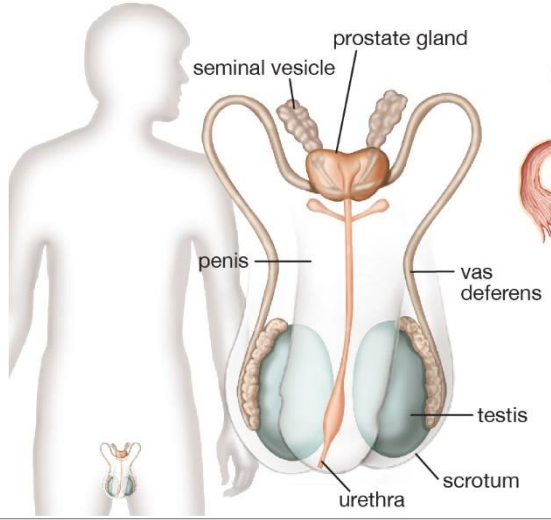
|   |                                   |  |   |
|---|-----------------------------------|--|---|
|   | <b>A Root Hair Cell</b>           | <b>Found in:</b><br>A plant root                 | <b>How it is adapted:</b><br>Long outgrowth to take up lots of water.                                       |
|  | <b>A Ciliated Epithelial Cell</b> | <b>Found in:</b><br>Human noses and lungs        | <b>How it is adapted:</b><br>It has cilia (tiny hairs) used for moving along harmful particles (e.g. dust). |
|  | <b>A Nerve Cell</b>               | <b>Found in:</b><br>Everywhere in the human body | <b>How it is adapted:</b><br>It is very long so can carry messages (e.g. pain) up and down the body.        |
|  | <b>A White Blood Cell</b>         | <b>Found in:</b><br>Human blood                  | <b>How it is adapted:</b><br>It is able to 'eat' microbes to protect the body against disease.              |

## Key Words

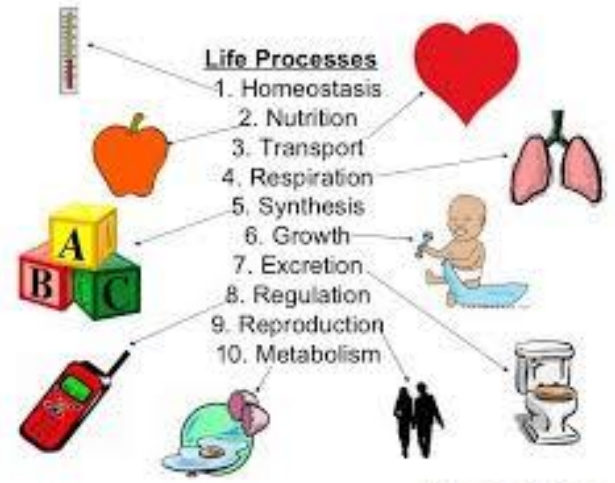
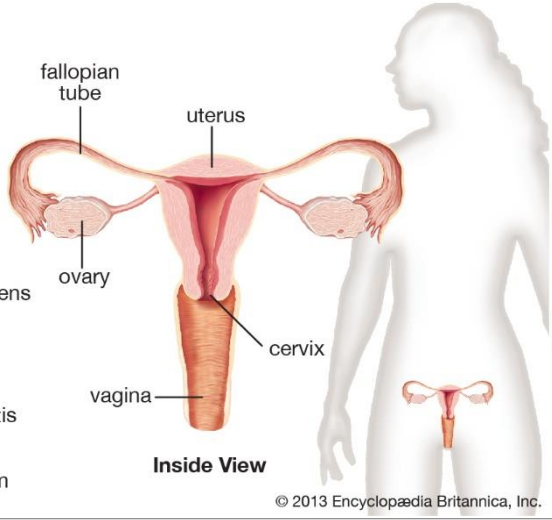
|                         |   |
|-------------------------|---|
| <b>Specialised cell</b> | Cells that have developed certain characteristics to perform a particular function. |
| <b>Differentiated</b>   | When cells become specialised.  |
| <b>Reproduction</b>     | The process of producing offspring.   |
| <b>Function</b>         | Job of the cell.  |
| <b>Adaptation</b>       | A characteristic that makes a cell suited to its function.                          |



Male Reproductive System



Female Reproductive System



# Year 8 Religious Education - Term 1B: Prophecy & Promise

**Big Questions:**

- ✓ Who were the prophets and what was their message?
- ✓ Is their message still relevant today?
- ✓ Can anyone be a prophet?
- ✓ Are there any modern day prophets?
- ✓ How do we hear the voice of God?



| Key words      | Definition   |
|----------------|--|
| prophet        | Means .messenger. In Greek. The OT prophets were inspired by the Holy spirit to deliver God's message to people.         |
| Messiah        | 'anointed one'; the chosen one who will save God's people and restore the broken relationship between God and his people |
| covenant       | A promise between God and his people   |
| idolatry       | Worship of a false God   |
| Jesus' passion | All the suffering of Jesus from the Garden of Gethsemane to his death on the cross                                       |
| consecrated    | Made holy and marked out for a special purpose   |
| penance        | Being sorry for having sinned; trying to change and make things right  |
| advent         | the time in the liturgical year when Christians are waiting and preparing for Christmas                                  |
| incarnation    | 'made flesh' - when god is made into flesh, in the person of Jesus   |

1) Prophets through the ages have shared a message with the people of their time. They highlight injustice and inequality and they call for people to change their ways. Because of this prophets are often unpopular - especially with those in authority!

In the Old Testament we read about many prophets who inspired by the holy spirit to pass on God's message, including Isaiah, Elijah, Jeremiah and Amos.

2) Early in the New Testament we read about John the Baptist; the final prophet sent to prepare the way for Jesus. Just like the prophets before him John called on the people to turn away from sin and back to God.

Christians believe that God sent his son Jesus Christ to fulfil the messianic hope of Israel and bring God's kingdom to earth. It is through Jesus that evil is finally defeated.

Advent is a time of waiting and preparing for Christmas, which is the time when Christians celebrate the great mystery and miracle of the incarnation; when God became a person and lived on earth among us.

## Sources of Wisdom and Authority (SOWAA)

I believe in the Holy Spirit, the Lord, the giver of Life.....who has spoken through the prophets' Nicene Creed

I am God Almighty.....I will establish my covenant between me and you and your offspring after you throughout their generations for an Everlasting covenant, to be God to you...you shall keep my covenant...  
Genesis 17:1-9

For this is the covenant that I will make with the house of Israel...declares the Lord; I will put my law within them, and I will write it on their hearts. And I will be their God, and they will be my people. Jeremiah 31:33

If you will indeed obey my voice and keep my covenant...you shall be to me a kingdom of priests and a holy nation Exodus 19:5-6

In him, the Holy Spirit concludes his speaking through the prophets. John completed the cycle of prophets begun by Elijah. CCC

Repent for the kingdom of heaven is at hand Matthew 3:2  
The voice of one crying in the wilderness 'prepare the way for the Lord; make his paths straight, Matthew 3:£

As Christ was anointed priest prophet and king so may you live always as a member of his body, sharing ever lasting life  
Baptism Rite

'he accomplished perfectly the divine mission' CCC

|            |                         |            |                           |
|------------|-------------------------|------------|---------------------------|
| w/b 4 Nov  | Key words & definitions | w/b 25 Nov | SOWAA 1, 2, 3 (purple)    |
| w/b 11 Nov | Section 1 (red)         | w/b 2 Dec  | SOWAA 4, 5, 6, 7, 8 (red) |
| w/b 18 Nov | Section 2(blue)         | w/b 9 Dec  | recap all                 |

# Year 8 Geography - Term 1B: What is an economy?

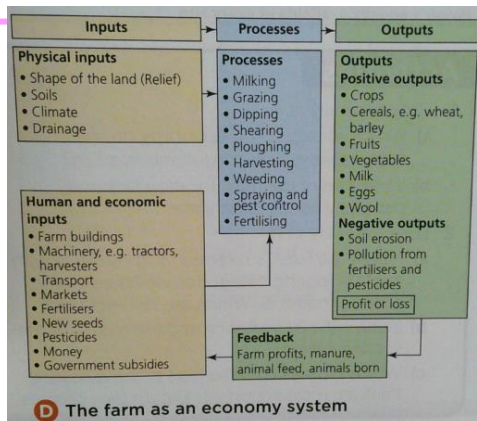
## Keywords

- **Primary sector** - Raw materials are taken from the land and sea (e.g. farmers, miners and forest workers).
- **Secondary sector** - Making things from raw materials (e.g. builders and factory workers).
- **Tertiary sector** - Providing a service for others (e.g. teachers, doctors, checkout assistants).
- **Quaternary sector** - Involves research and development (e.g. scientists developing games, technology and medicine).
- **Arable farms** - Where crops are grown.
- **Pastoral farms** - Where animals are raised (e.g. cows and chickens).
- **Mixed farms** - where crops are grown and animals are kept.
- **Market Gardens** - Where fruits, vegetables and flowers are grown.
- **Commercial farming** - Primary sector job that makes a profit from selling farm goods.
- **Profit** - Making money
- **Trade** - buying and selling of natural resources, goods and services.
- **Imports** - Natural resources, goods and services that a country buys.
- **Exports** - Natural resources, goods and services that a country sells.
- **Globalisation** - How manufacturing is organised on a world scale.
- **Transnational company** - Sells goods and services in more than one country (e.g. Nike, MacDonald's).
- **Containerisation** - Goods are placed in steel containers, which are transported on ships (cheap and easy = sped up globalisation).
- **Globalisation** - The world's society, economy and culture have become linked through the development of transport, trade and communications.

## What is an Economy?

### Farming and the Economy

- Farmland covers 70 % of the land in the UK.
- **Inputs:** Physical, human and economic inputs which help the system to work.
- **Processes:** Activities that produce the outputs
- **Outputs:** End result of the input and processes.
- **Feedback:** Elements that can be put into the process to improve it.
- If a farmer makes more money from the outputs than what they spent on the inputs, the farmer profits!



## Changes in Manufacturing

- Robots have taken peoples' jobs.
- Competition from other countries.
- E.g. China's factory workers get paid less than factory workers in the UK. So, products can be made cheaper in China. This forces UK factories to close and new ones open in China.

## Nissan Case Study



### Nissan Need:

- Skilled workforce
- Good communications to transport cars to Europe and bring in parts. This was found in Sunderland as there are good road and rail networks.
- UK government support: Government gave Nissan £40 million as they provided jobs.
- Large flat land with room to expand: Found in Sunderland as there was a 300 hectare unused airfield.
- 1986 = 500 people employed and 5,000 cars built a year.
- 30 years later = 7,000 people employed and 500,000 cars built a year.

# Year 8 Geography - Term 1B: What is an economy?

○ Economic sectors in the UK from 1791 to 2011

|            | 1791 | 1841 | 1891 | 1991 | 2011 |
|------------|------|------|------|------|------|
| Primary    | 75%  | 22%  | 15%  | 3%   | 1%   |
| Secondary  | 15%  | 51%  | 55%  | 28%  | 18%  |
| Tertiary   | 10%  | 27%  | 30%  | 54%  | 57%  |
| Quaternary | 0    | 0    | 0    | 15%  | 24%  |

## Finding the Right Site!

Manufacturing industries pick where to place their factories. To do this, they look at:

1. Cost (e.g. cost to buy land).
2. Workforce (e.g. enough people nearby to work there).
3. Customers (e.g. close to people they can sell to).

## UK Trade

- The UK is the 9<sup>th</sup> largest export economy in the world.
- Most trade happens at ports.
- Ports are coastal areas that have facilities for ships to load and offload cargo so goods can be moved across the world.

## Tourism Growth

- Tourism developed in the UK in 1850 in seaside resorts like Blackpool.
- These seaside towns grew quickly due to tourism and the industrial revolution.
- Railways developed which helped people to move around.
- Paid holiday from work was introduced which helped people afford holidays.
- Faster planes were made so people could travel further.
- More jobs were created in transport and holiday resorts (e.g. maids and receptionists) HINT: Tertiary sector jobs.

## Chocolate and the Economy

- Cocoa is grown naturally in tropical rainforests (e.g. South America) = Primary sector.
- Explorers brought cocoa to Europe where it became fashionable to drink.
- Now other ingredients have been added to turn Cocoa into chocolate bars (Quaternary sector) and Cocoa is being grown and sold all over the world (Primary, Tertiary and Quaternary sector).





# Year 8 History - Term 1B: The Tudors

House of Tudor, an English royal dynasty of Welsh origin, which gave five monarchs to England: Henry VII (reigned 1485-1509); his **1** son, Henry VIII (1509-47); followed by Henry VIII's three children, Edward VI (1547-53), Mary I (1553-58), and Elizabeth I (1558-1603).

**3** **Key vocabulary:**

**Catholic:** Catholics base their beliefs on the Christian Bible.

**Protestant:** a Christian who belongs to the branch of the Christian church that separated from the Catholic church in the sixteenth century.

**Monarchy:** A form of government that has a single person known as a monarch at its head.

**Reformation:** A period of major religious change and conflict across Europe in the 1500s.

**Monasteries:** a building, or buildings, where people lived and worshiped, devoting their time and life to God.

**Heresy:** a word used by different religious groups, used to describe someone who has ideas that are different from what the religion or law.

| Date | Event  |
|------|--|
| 1485 | Henry VII is crowned   |
| 1502 | Arthur, the heir to the throne dies                                    |
| 1509 | Henry VIII becomes king  |
| 1534 | Act of Supremacy is passed making Henry Head of the Church of England. |
| 1536 | Act of Union joins Wales to England                                    |
| 1544 | Henry invades Northern France  |
| 1545 | Mary Rose sinks fighting the French in Portsmouth Harbour              |
| 1547 | Edward VI becomes King   |
| 1553 | Mary I becomes Queen   |
| 1558 | Elizabeth 1 becomes Queen  |
| 1570 | Drake sails around the world   |
| 1587 | Mary, Queen of Scots is executed                                       |
| 1588 | Spanish Armada   |
| 1603 | Death of Elizabeth. She hands the throne to her cousin James Stuart.   |

**2**

Henry VIII and the Reformation

Henry VIII had been a devout Catholic in his younger years. He had defended the Pope against the Protestant ideas published by Martin Luther, a German priest.

In 1534, Henry declared that he, not the Pope, was the head of the Church in England. This sparked the English Reformation.

The break with Rome eventually triggered England's transition to being a Protestant country.

The Reformation had major repercussions, including the Dissolution of the Monasteries and many rebellions.

**4**

## Mary 1

5

The daughter of Henry VIII and Catherine of Aragon, Mary I, was the first queen of England who ruled from 1553 until her death in 1558. During her brief reign, she mainly aimed to restore Catholicism in an mostly Protestant England and provide an heir to the throne helped by her marriage to Prince Philip of Spain. She was popularly known as 'Bloody Mary' due to her religious policy that persecuted (mistreated) numerous Protestant heretics. She remained childless and later accepted her half sister Elizabeth as her successor/replacement.



## The Spanish Armada

6

12th July 1588 The Spanish Armada sets sail from Spain.

19th July 1588 The English see the Armada. After seeing the Armada ships, English ships chase them up the English Channel.

27th July 1588 The Armada anchors off Calais. The English send burning ships at the Armada. The Spanish panic!

28th July 1588 English ships attack the Armada near Gravelines in the Netherlands. As the Spanish sailed off from Calais they were attacked by the English. This meant that they could not stop to pick up more soldiers waiting for them in the Netherlands.

30th July 1588 The Armada tries to make it back to Spain by going around the coast of Scotland.

AUGUST Fierce storms off Scotland and the west coast of Ireland wreck many Spanish ships.

SEPTEMBER Only two-thirds of the Armada war ships make it back to Spain.

7

## The Black Tudors

People of African origin came to be in England via a range of routes. Some came as traders and ambassadors, some directly from the continent of Africa, while others arrived via the Spanish and Portuguese empires.

John Blanke was a Tudor musician. Historians believe that he may have come to England alongside Catherine of Aragon, as part of her household staff. John was employed by Henry VII and Henry VIII; there is evidence to show that he performed at both the funeral of Henry VII and the coronation of Henry VIII.

Will Sommers served Henry for most of his reign as a Fool/Jester. He was trusted by Henry, appearing in the Tudor family portraits. He was given a carer when he retired to look after his financial needs and an income. Fool/Jesters were seen as pure and without deceit/dishonesty.

8



[Watch this](#) -Payslips



## Understanding payslips

Payslips are very important and, as you just saw, they include information that you need to understand and check.

|                                   |                          |                          |
|-----------------------------------|--------------------------|--------------------------|
| Employer's Name:<br>Selling Is Us | Employee Number:<br>31   | Employee Name:<br>Ollie  |
| Pay Method:<br>Electronic         | Account no:<br>876543210 | Sort Code:<br>110011     |
| Tax Period:<br>6                  | Tax Code:<br>1060L       | NII Number:<br>BB001122E |
|                                   |                          | From:<br>09.2016         |
| <b>THIS PERIOD</b>                |                          |                          |
| Gross Monthly Pay:                | £1920.00                 |                          |
| <b>THIS PERIOD</b>                |                          |                          |
| National Insurance:               | £149.80                  |                          |
| Income Tax:                       | £200.67                  |                          |
| Student Loan:                     | £15.30                   |                          |
| Total Deductions:                 | £365.77                  | <b>NET PAY</b>           |
| <b>YEAR TO DATE</b>               |                          |                          |
| Total Pay:                        | £11520.00                |                          |
| Deductions to Date:               | £ .....                  |                          |

Your personal details  
Gross pay  
Net pay

Deductions

How do I understand payslips and deductions? | 7

## Understanding payslips – the money

- **Gross pay** – this shows how much you will earn before any deductions
- **Deductions** – this is all the money taken from your salary before it is paid to you, e.g. income tax, NI contributions (which help you to qualify for social welfare payments such as Illness Benefit and State Pension), pension, student loan repayments
- **Net pay** – this is often known as take-home pay – it's your gross pay minus the deductions



## Planning for retirement – workplace pension

A **workplace pension** is offered by employers to the people who work for them.

Usually, workers agree to put a percentage of their monthly earnings into their pension, and the employer also puts some money into it.





## 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**.

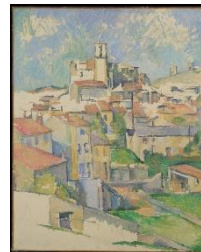
## Cubism

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.

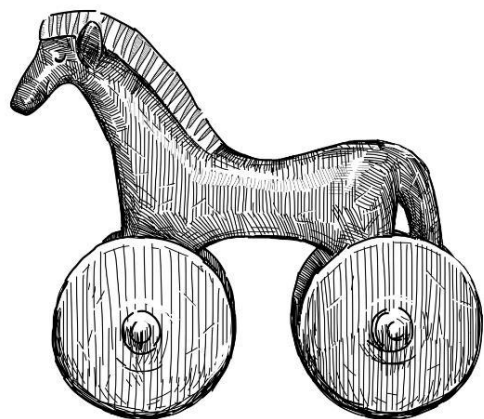
## Influences

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.



| 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 it's parts.   |
| <b>Synthetic</b>  | To synthesize or bring together different elements .   |





## Trojan Horse

Offers something tempting, either an attachment or a link - for example a funny video. When you open the attachment or click the link, it can install malware on your computer



## Hacking

Illegally accessing or modifying computer files without permission

## Logic bombs

A logic bomb tells the computer to execute a set of instructions at a certain data and time or under certain specified conditions.



**Phishing**  
Phishing is when someone pretends to be someone they are not, in order to get personal information from you



## Ransomware

Ransomware is software illegally installed on a computer so that the user cannot access their files until a ransom is paid

## Cybercrime



Many types of crime can be carried out with the aid of a computer. The victims can be governments, companies and organisations and you as individuals.

In 2017 the NHS and tens of thousands of other organisations around the world suffered a ransomware attack called "Wannacry"





## Virus

A virus is a type of **malware** (**MAL**icious Soft**WARE**). It **replicates** and installs itself without your consent. A virus can be **spread** to another computer through email or file sharing.



## How do people get caught if they commit a cybercrime?

Every online computer has an "IP address", this is like a computer's fingerprint.



## Health and safety

Back problems can arise from poor posture and sitting in one position for hours at a time. Repetitive strain injury (RSI) is caused by repeating the same action over and over again.

You could also get eye strain and headaches from staring at a screen for too long.

## Passwords

In 2016 hackers stole the login details of 272 million passwords from Gmail, Hotmail and Yahoo. 17% of those people used the password "123456"



## Copyright Law

Copyright law protects the owner of a creative work (art, music, literature etc.) from having it illegally copied. When you see the symbol above, it means that you are not allowed to copy or redistribute the work.



# Year 8 Design and Technology - Term 1B: Electronics

## Soldering Health and Safety

- The tip of the solder is hot
- ALWAYS follow instructions and rules.
- Do not take shortcuts.
- When you are not using the iron, return it to the cradle.
- Tie back long hair.
- Do not flicker solder off the iron.
- Cut wires evenly.
- Wash your hands thoroughly after soldering.
- Always wear PPE, Safety goggles for your eyes.
- Make sure the solder is done on the soldering mat.

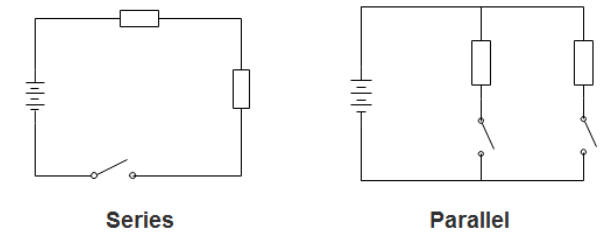
Scan the QR code to watch a video about soldering.



| Key vocabulary | Definition  |
|----------------|---|
| Parallel       | Components are on different branches, if one breaks. The circuit keeps working.   |
| Series         | Components are on the same wire. If a component breaks, the circuit stops working.  |
| Soldering      | Soldering is a process of joining two or more metal pieces by melting and then filling the joint by a solder.                     |
| Voltage        | Measurement of the electric potential or "pressure" at which electricity flows through a system.                                  |
| Resistor       | Restricts the flow of electrical current in a circuit.  |
| Ohms           | An electrical resistance between two points of a conductor when a constant potential difference of one volt.                      |
| Input/output   | Input/output devices, as the name implies, are capable of delivering data (output) to and receiving data from a computer (input). |
| Components     | The parts on a circuit, LED, batteries etc, are components.   |
| LED            | Light emitting diodes.  |
| PCB            | Printed Circuit Board, contained in all electronics   |

**Electronics**

Scan the QR code to watch a video about Electronics.



The types of Circuits

**SOLDERING**

At start, and every few connections: clean tip of iron on damp sponge, apply thin layer of solder

switch      cell      battery

lamp      voltmeter      ammeter

resistor      variable resistor      motor

## 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 1B: Tasty savoury and sweet bakes

## Sensory evaluation

When you eat food you are judging the following characteristics:

- appearance
- taste
- smell - aroma
- texture - mouthfeel (how a food product feels in the mouth).

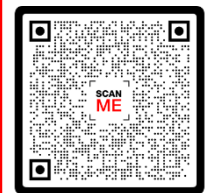
Sensory descriptors are used to describe foods.

**Appearance** = colourful, golden, lumpy, shiny, slimy, risen, soggy.

**Texture** = chewy, crispy, crumbly, dry, gooey, greasy, sticky, tender.

**Taste/smell** = acidic, bitter, bland, creamy, fruity, meaty, salty, sour, tangy, undercooked.

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

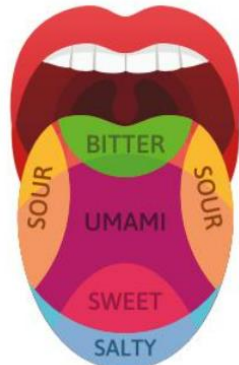


SCAN TO WATCH



SCAN FOR QUIZ

| Key vocabulary   | Definition   |
|------------------|--|
| Appearance       | How a food looks, including its colour. A burnt food does not look appetising. |
| Aroma            | The smell of a food, it is easier to smell hot food than cold food.            |
| Comparison       | Part of sensory testing where foods are compared for their flavour.            |
| Digestion        | The parts of the body where food is broken down to provide nutrients.          |
| Enzymes          | Made from proteins they help us to digest our food.                            |
| Insulation       | Fat is a macronutrient that helps keep us warm, this is known as insulation.   |
| Rolling pin      | Equipment used to flatten pastry and dough.                                    |
| Sensory analysis | Testing food samples by tasting, touching and visual methods.                  |
| Sodium           | A mineral that controls the amount of water in the body.                       |
| Taste            | One of the senses, there are five different tastes (see diagram).              |



## Dough

A **dough** is a mixture of dry ingredients (such as flour) and liquid (such as water) that is mixed, kneaded, shaped and then baked.

**Pastry** is a mixture of flour, fat, and liquid, which is made into a dough. The fat and flour is rubbed together and liquid added. **Shortcrust** pastry does not rise, so it is used as a case to hold other ingredients. For example, jam tarts and quiche are made using shortcrust pastry.

## Macronutrients

Macronutrients are needed in large amounts by the body.

### Protein

Is needed for growth, repair, energy, maintenance (enzymes, hormones, antibodies).

Some people need more protein than others - children, pregnant women.

Made from amino acids.

Some amino acids have to come from food as your body cannot make them.

### Carbohydrate

Is needed for energy (should supply 50% of the energy for the day).

Three groups of carbohydrates are

- Starch
- Sugar
- Dietary fibre.

Fibre is essential for a healthy digestive system.

### Fat

Is needed for warmth, energy, protection, and providing fat soluble vitamins.

Fats may be:

- animal fats - butter, lard, suet, cream, hard cheese.
- vegetable fats - sunflower oil, olive oil, rapeseed oil, nuts.

## Reducing salt/fat/sugar

**Too much salt** can lead to high blood pressure, this can lead to a strain on the heart and kidneys, which will affect how efficiently they work.

**Too much fat** can lead to weight gain, which can eventually lead to obesity. It can also lead to coronary heart disease and stroke.

**Too much sugar** can lead to weight gain and dental caries (tooth decay).

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



SCAN TO WATCH



SCAN FOR QUIZ



# Year 8 Music - Term 1B: Reggae and Blues



•In the 1600s & 1700s, millions of Africans were captured and sold as slaves. Many were taken to North America.

•It is widely accepted that Blues music evolved from the African spirituals, chants, hymns, work songs and field hollers that were sung on the plantations.



•Over the years, African musical features such as Call & Response singing, blended with chords was the beginning of the Blues.

•Blues lyrics often deal with personal adversity. The Blues is also about overcoming hard luck, saying what you feel, ridding yourself of frustration.



•The best Blues music is visceral, cathartic and portrays genuine emotion.

## The Blues - Key Info

- Started around the 1920-30s
- From Southern USA
- Uses the 12 bar blues
- Features improvisation
- Uses call and response
- Slow tempo
- Famous performers include Louis Armstrong, Bessie Smith, Billie Holiday, Robert Johnson and BB King.
- Instruments include piano, trumpet, double bass, drum kit, trombone, guitar and saxophone.

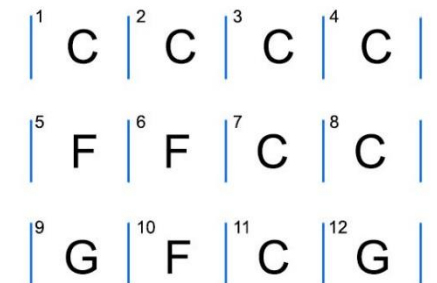


## Blues Chords and Roman Numerals

1. Whatever key you are in, count that as '1' (i.e. in C major, 1 is C)
2. From there, count up to 4 and 5 to work out what chords are IV and V (in C, IV is F and V is G)

## 12 bar Blues

12 Bar Blues Chord Progression in C



## Keywords

**Walking Bass line** - A walking bass line generally consists of notes of equal duration and intensity (typically 1/4 notes) that create a feeling of forward motion.

**12 bar blues** - The 12-bar blues (or blues changes) is one of the most prominent chord progressions in popular music.

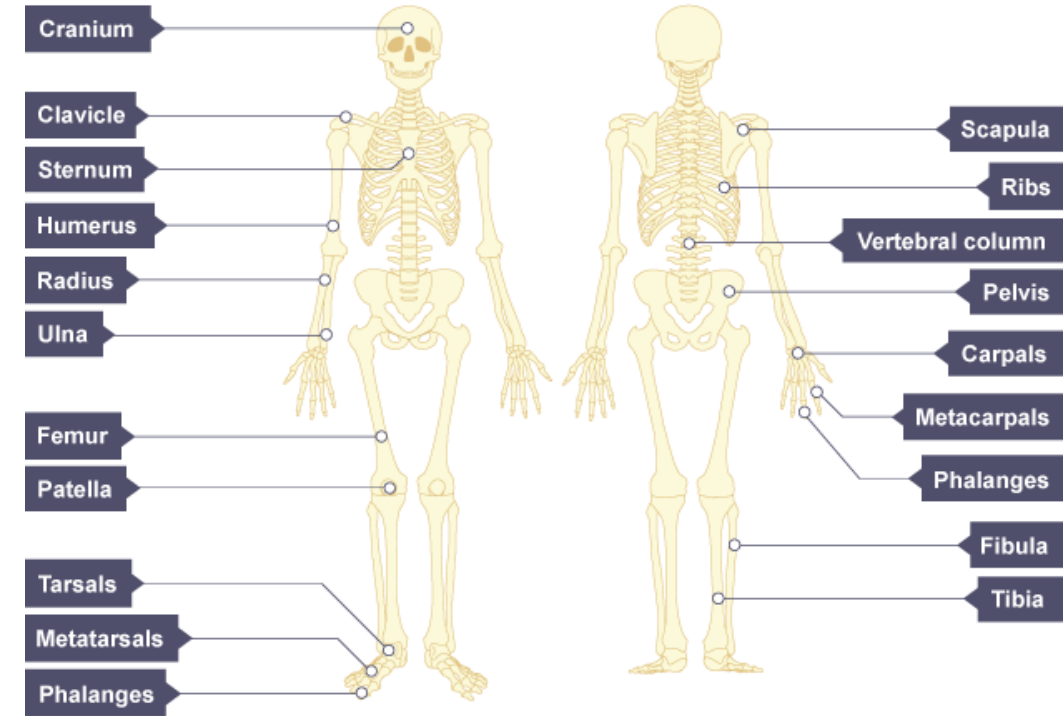
**Triplets** - In music theory, a triplet is a three-note pattern that fills the duration of a typical two-note pattern.



# Year 8 Physical Education - Term 1B: The Skeletal System

## 'Types' of Bones in the Body

| Type of bone    | Example in body | Description   |
|-----------------|-----------------|---|
| Long            | Femur           | Cylindrical in shape and found in the limbs. Their main function is to act as a lever.                                |
| Short           | Carpals         | Small and compact, often equal in length and width. These types of bone are designed for strength and weight bearing. |
| Flat            | Ribs            | Have a flat surface. Their function is for protection for the internal organs of the body.                            |
| Irregular bones | Vertebrae       | Complex individual shapes, variety of functions including protection and muscle attachment.                           |



## The Functions of the skeletal system

- 1. Movement** - The bones act as levers and also form joints that allow muscles to pull on them and produce joint movements.
- 2. Support and protection** - the bones of the skeleton provide support for the body and also protect the organs found within it. For example, the cranium protects the brain.
- 3. Production of blood cells** - certain bones in the skeleton contain red bone marrow and the bone marrow produces red blood cells, white blood cells and platelets.

- 4. Storage of minerals** - the bones themselves are made of minerals and act as a mineral store for calcium and phosphorous, which can be given up if the body requires the minerals for other functions.
- 5. Attachment of muscles** - the bones of the skeleton provide surfaces for the attachment of muscles. This is why bones are often irregular shapes and have bony points and grooves to provide attachment points.

## Adjetivos claves:

- Enorme - enormous
- Grande - big
- Grandísimo - very big (muy grande)
- Espacioso - spacious
- Pequeño - small
- Pequeñísimo - very small (muy pequeño)
- Adosado - semi detached

- Moderno - modern
- Nuevo - new
- Antiguo - old
- Viejo - old
- Industrial - industrial
- Turístico - touristic
- Ruidoso - noisy
- Tranquilo - calm/ tranquil
- Feo- ugly
- Bonito- pretty

## Adverbios:

- Muy - very
- Un poco- a little
- bastante- quite
- demasiado- too

- Mi pueblo- my town
- Mi ciudad- my town
- Mi barrio- my neighbourhood
- Mi region- my region

## ¡Ojo!

You need to use the verb "estar" for location and the verb "ser" for descriptions.

Mi pueblo está en las afueras de Liverpool.

Mi pueblo es bastante gran moderno e industrial.



## C a R O L

The only letters that double in Spanish.



## Verbos claves en la forma infinitiva:

**Se puede + the infinitive**

- Se puede comer - you can eat
- Se puede beber - you can drink
- Se puede jugar - you can play
- Se puede comprar - you can buy
- Se puede ir - you can go
- Se puede ver- you can watch
- Se puede tomar - you can take/have
- Se puede visitar- you can visit

# Las tiendas/ los sitios de interés

## ¿Qué hay en tu pueblo?



### Vocabulario clave: sustantivos masculinos

El ayuntamiento- Town Hall  
El parque - park  
El estadio - stadium  
El teatro - theatre  
El cine - cinema  
El mercado- market  
El supermercado - supermarket  
El polideportivo - sports centre  
El campo de golf - golf course  
El museo - museum  
El zoológico - zoo  
El colegio- school  
El mercado- market

### Vocabulario clave: Sustantivos femeninos

La iglesia- church  
La panadería - bakery  
La pastelería - cake shop  
La frutería - grocery shop  
La farmacia - chemist  
La joyería - jewellery shop  
La tienda de ropa- clothes shop  
La zapatería - shoe shop  
La comisaría - police station  
La oficina de correos- post office  
La plaza de toros - bull ring  
La biblioteca- library  
La librería- book shop



Hay= There is  
/There are

sin embargo = however  
también = also  
porque = because  
donde = where  
pero = but  
con = with  
y = and

**¡Ojo!** When using the indefinite article "a" or "an" nouns begin with "un" or "una" When using the definite article "the" use "el" or "la" and in the plural forms "los" (mpl) and "las" (fpl)

¿Qué hay en tu pueblo? What is there in your town?  
En mi pueblo hay un parque, un cine y un supermercado también hay una oficina de correos.  
In my town there is a park, a cinema and a supermarket also there is a post office.

# Notes

A series of horizontal dotted lines for writing notes.



# Notes

A series of horizontal dotted lines for writing notes.





# **St Cuthbert's Catholic High School**

*Live life in all its fullness*