

# Knowledge



Name \_\_\_\_\_

Form \_\_\_\_\_





"To know that we know what we know, and to know that we do not know what we do not know, that is true knowledge."

Nicolaus Copernicus

*(research 10 facts about Nicolaus Copernicus)*

Year 8 Knowledge Organiser: Term 2B

# 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										




# Year 8 English - Term 2B: Of Mice and Men

## Context - *Of Mice and Men* was written by John Steinbeck in 1937.


**John Steinbeck** - John Steinbeck was an American author, who lived between 1902 and 1968. He was a Nobel Prize winner for Literature. Many of his **27 books** (including 16 novels) have been considered as classics of Western literature. His works frequently explore the themes of **fate and injustice**, as experienced by **everyman** characters. Many take place in the Salinas Valley of California.



**The American Dream** - The American Dream is a national ethos of the United States, which declares that **freedoms, prosperity, success, and social mobility**, can all be achieved through **hard work**. It implies that society has few barriers preventing anyone from achieving their dreams, should they be willing to put in enough effort. James Truslow Adams described it as life should be better and richer and fuller  for everyone."


**Racism** - Life was tough for black people living in America in the 1930s. **Racism was still rampant**, and there were not yet laws ruling against racial discrimination. White and black people were **segregated** at the time, and black people were considered 2<sup>nd</sup> class citizens. Black people often had to work harder for less money, often being given the 'dirty work' in their industry. The **lynching** of black people was common, sometimes for the most petty or unproven of crimes. The Jim Crow laws of post-1876 strongly reinforced racism.



**The Wall Street Crash and The Great Depression** - In the 1920s, the USA had been an enormously prosperous nation. However, in **October 1929** millions of dollars were wiped out in an event that became known as the **Wall Street Crash**. This triggered the **Great Depression** across the country throughout most of the 1930s. In this time, between 12 and 15 million (one third of the population at the time) became **unemployed**, and many people lost their life savings as banks went bust. With no social support system, many families were left to face **poverty**. 

**Gender Inequality** - Women had filled in for men when they had participated in the First World War. However, after the Great Depression, when many jobs were lost, **women's jobs were often the first to go**. Women were not trusted as they were seen to be 'taking jobs away from men.' With so few job prospects, many women consigned themselves to a life as a **housewife**. Curley's Wife provides an example of the difficulties for women at the time - she is forced into a marriage with a man she does not love to stave off poverty.



**Golden California** - To further compound the effects of the Great Depression, in the 1930s America received a number of **severe dust storms**, which greatly damaged the ecology and agriculture across much of the country. The only state that remained relatively unaffected was California on the west coast, which soon became known as '**Golden California**.' Workers from all over the country descended upon the state in order to work for little pay as **farm-hands**. As men would often travel to do this alone, it was as an extremely solitary existence. 

## The Meaning of the Title

The title of the book is derived from a poem by the 18<sup>th</sup> Century Scottish poet: Robert Burns.

In the poem, a mouse carefully builds a nest in a wheatfield, yet it is destroyed when the field is ploughed. The mouse had looked forward to a comfortable and prosperous future, only to have its dream crushed - much like George and Lennie. It is written in a Scottish dialect:

*The best laid schemes o' mice an' men  
Gang aft a-gley,  
An' lea'e us nought but grief an' pain,  
For promised joy!*



### Steinbeck's Literary devices:

<p><b>Simile</b></p>	<p>"Slowly, <u>like</u> a terrier who doesn't want to bring a ball to its master, Lennie approached, drew back." (p9)</p>	<p><b>Metaphor</b></p>	<p>"Lennie covered his face with <u>huge paws</u> and bleated with terror." (p63)</p>
<p><b>Personification</b></p>	<p>"The <u>sycamore leaves</u> <u>whispered</u> in a light night breeze." (p16)</p>	<p><b>Foreshadowing</b></p>	<p>The shooting of Candy's dog <u>foreshadows</u> the shooting of Lennie. Lennie killing animals foreshadows him killing people.</p>



# Year 8 English - Term 2B: Of Mice and Men

## Main Characters - Consider what Steinbeck intended through his characterisation of each of the below...

**George** - George is one of the two lead protagonists (lead characters) in *Of Mice and Men*. Although he is **occasionally short-tempered** with Lennie, he is a loyal and caring friend. George could be described as an idealist, as he harbours **dreams** of one day owning his own farm and land. George is relatively **smart**, thinking and acting sharply in difficult situations.

**George Quote:** "Guys like us...the loneliest guys in the world" - p113

**Curley** - Curley is the **boss' son**, and is perhaps the chief antagonist throughout the novella. He is **confrontational, mean-spirited and violent**, and to back up his threats he is rumoured to be a former prizefighter. Curley tries to compensate for this small stature by picking fights with larger men - such as Lennie. As a recently married man, Curley is extremely **paranoid, jealous and controlling**.

**Curley Quote:** "You the guys the old man was waitin' for?" - p74

**Crooks** - Crooks is the **lively and quick-witted stable-buck**, who is named so because of his crooked back. As with many of the other characters in the novella, Crooks openly admits that he is lonely - however in his case this is caused by the **racial discrimination** and separation that he suffers. Crooks **loneliness** can manifest itself into cruelty towards those who are even weaker, such as when he taunts Lennie. More than anything else, Crooks seems to want to belong.

**Crooks Quote:** "It's just bein' with another guy. That's all." - p39-40

**Lennie** - Lennie is a **kind and simple** character, who possesses **enormous physical strength**. At both the beginning and end of the novel he likes to pet soft things, is totally **devoted to George**, and is an unintentional threat to both himself and others. Lennie's huge size makes him a target of others - principally Curley. Lennie dreams of **tending the rabbits** on his and George's own farm.

**Lennie Quote:** "I don' like this place, George." - p165

**Curley's Wife** - Curley's Wife is initially introduced to the reader as a **'tramp', a 'rat-trap' and a 'tart'**, such are the views towards women on the farm. However, she emerges as one of the most **complex characters** in the text, revealing openly that she is disappointed with her life, that 'Curley ain't a nice fella' and that she is lonely. Eventually her longing for attention becomes her downfall.

**CW Quote:** "I tell ya I could of went with shows" - p102-103

**Candy** - Candy is an **old odd-job worker** who lives on the farm, who only has **one hand** after an accident. Candy worries that one day the boss will declare him unfit to work and he will be cast aside, left to die in poverty. His **old, smelly dog** (that is shot by the other ranch workers) is a harsh reinforcement of this belief. Candy is revitalised as he begins to share in **George and Lennie's dream** of owning their own place.

**Candy Quote:** "Had him since he was a pup" - p56





# Year 8 English - Term 2B: Of Mice and Men

**Themes** - a theme is an idea or message that runs throughout a text.

**Dreams** - Each character in the text has their own dreams that they live and work for: George, Lennie and Candy share in the dream of owning their own place. Curley's dream is to be respected by others, whilst Curley's Wife's dream is to be a famous actress. Crooks simply longs to be accepted and treated equally. None of the characters make their dream, showing the impossibility of the American Dream

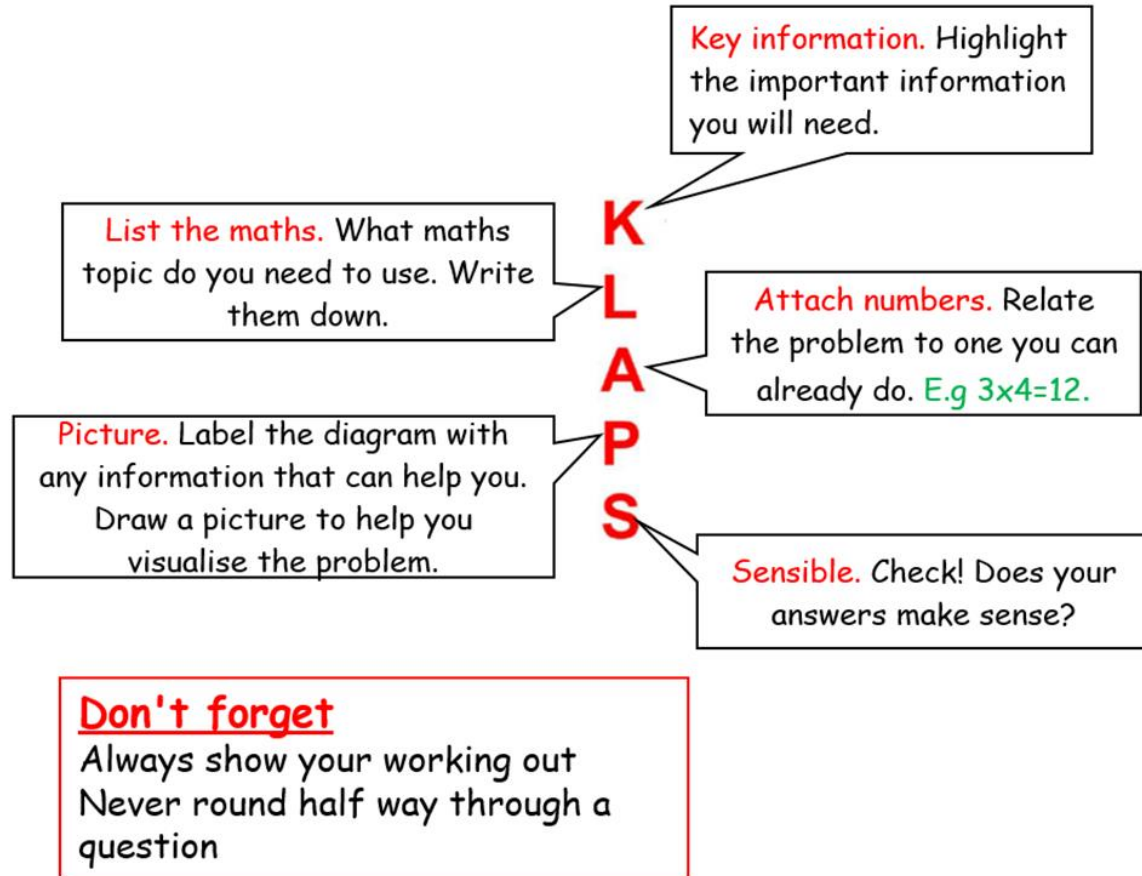
**Loneliness** - All of the characters, in some sense, experience loneliness, except for Lennie (who has George). Curley's Wife (isolated because she is a woman) and Crooks (isolated due to his colour) bemoan their lonely existences at any given opportunity, whilst all the other men on the ranches live solitary lives as farm-hands, without families. At the end of the text, George is lonely too.

**Inequality** - *Of Mice and Men* was set in a time in which the laws favoured white people, and men held far more rights than women. This is evident through the characters of Crooks and Curley's Wife. Similarly, life at the time could be deemed more selfish and predatory, as the strong do not care for (and many actively attack) the weak. Other characters' behaviour towards Candy and Lennie is evidence of this.

**Animals and Nature** - Steinbeck makes frequent references to animals and nature, both literally and figuratively. At the start and end of the novella, he vividly describes the scene of nature, including the animals that reside there. He also compares characters to animals, for example Lennie is compared to a bear, whilst Curly is compared to both a fish and a frog.



## TOPIC - Problem solving at St Cuthbert's.



## Key Words

Take care with your spellings of these key words

**Standard Form**

**Index Form**

**Significant figures**

**Estimation**

**Angles**

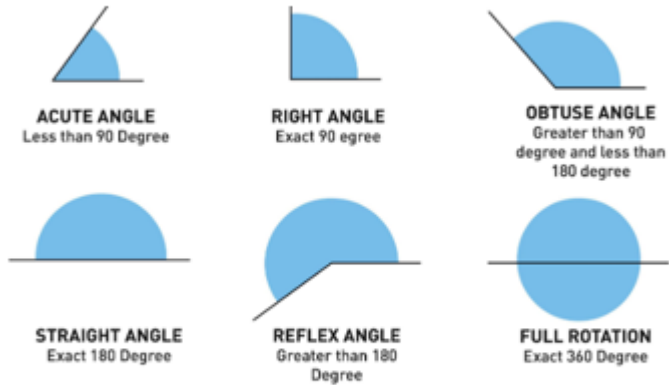
**Triangle**

**Vertically opposite**

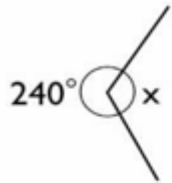
**Quadrilateral**



## Angle Facts



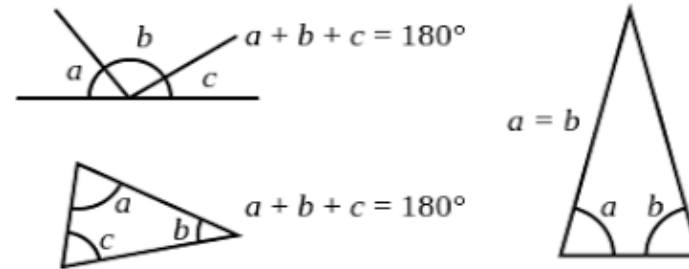
We can use these angle facts to find the size of missing angles in questions



Angles around a point add up to  $360^\circ$

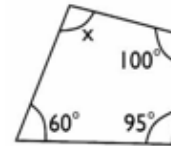
We can find the size of the missing angle in this example, by working out  $360 - 240 = 120^\circ$

## Using Angle Facts



- Angles on a straight line will add up to  $180^\circ$
- Angles in a Triangle will add up to  $180^\circ$
- In an Isosceles Triangle, two of the angles will be the same size

## Finding missing angles in a Quadrilateral



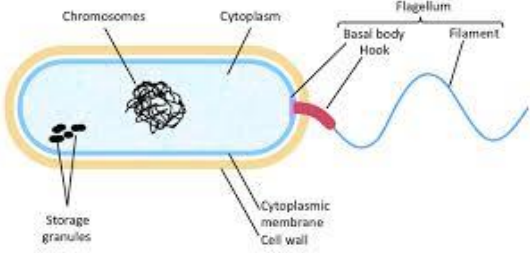
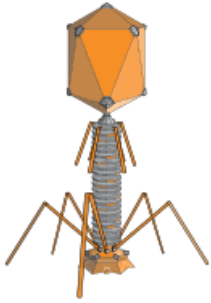
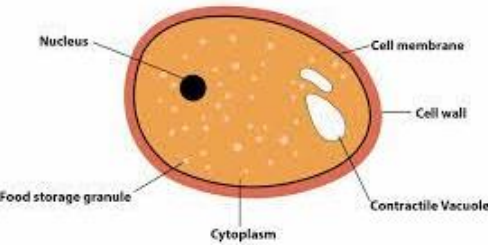
Angles in a quadrilateral add up to  $360^\circ$

We can find the missing angle in this Quadrilateral by adding up the angles that are labelled, and then subtracting this total from 360

$$360 - (100 + 60 + 95) = 105^\circ$$



# Year 8 Science - Term 2B

Microorganism	Example of diseases
<p>Bacteria</p> 	<p>Salmonella food poisoning Gonorrhoea Tuberculosis Cholera Crown galls</p>
<p>Virus</p> 	<p>Measles HIV Influenza Tobacco Mosaic Virus</p>
<p>Fungi</p> 	<p>Athletes foot Thrush Rose black spot</p>

## Key Words

<b>Microorganism</b>	Very small living things than can be viewed under a microscope, including bacteria, viruses and fungi.
<b>Pathogen</b>	Microorganisms that cause disease.
<b>Toxin</b>	Poisons released by pathogens.
<b>Communicable disease</b>	Diseases that are caused by pathogens and can be passed on, for example flu.
<b>Non-communicable disease</b>	Diseases that are not caused by pathogens and cannot be passed on, for example asthma, cancer and heart disease.
<b>Vaccine</b>	A dead or weakened form of a pathogen that is put into the body to stimulate an immune response.
<b>Immune</b>	The second time your body is exposed to a pathogen, the white blood cells remember how to make the specific antibodies much quicker and you do not get ill.
<b>White blood cells</b>	Cells of your immune system that destroy pathogens.
<b>Antibodies</b>	Made by white blood cells to destroy pathogens by attaching to the antigen on the surface. A specific antibody is needed for every pathogen.
<b>Antigen</b>	Proteins on the surface of the pathogen which have a unique shape for every pathogen.
<b>Carcinogen</b>	Things that cause or significantly increase the chances of getting cancer.



# Year 8 Science - Term 2B

## How pathogens are spread

- Through the air, for example when people cough or sneeze they expel tiny droplets containing pathogens.
- By direct contact, sharing of bodily fluids and through cuts in the skin.
- By vectors such as mosquitoes.
- By eating contaminated or undercooked food or contaminated water.

## How we can prevent the spread of pathogens

- Hand washing.
- Using disinfectants in kitchens, toilets and hospitals.
- Keeping raw and cooked food separate and using separate utensils to prepare.
- Coughing or sneezing into a tissue, which is then disposed of.
- Avoiding areas where there are mosquitoes, using insect repellent and nets to prevent them biting you.
- Isolating individuals with serious infectious diseases.
- Vaccinating large parts of the population to provide herd immunity.

## How the Body Protects us From Pathogens

- Skin acts a barrier.
- Broken skin is protected by scabs.
- Small hairs and mucus in the nasal passages trap microorganisms.
- Hydrochloric acid in the stomach kills pathogens.
- Tears contain enzymes which destroy pathogens.

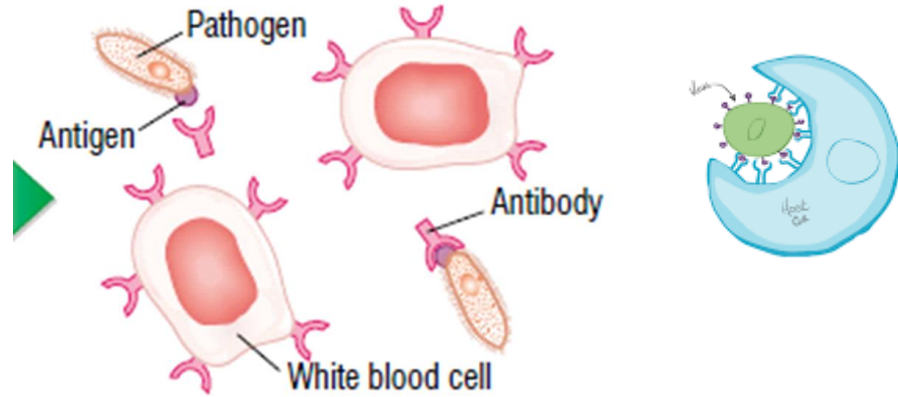
## Heart Disease

Lifestyle factors such as smoking, obesity, high fat diets, alcohol and lack of exercise can all contribute to heart disease.

If the coronary artery becomes blocked it will reduce blood flow to the heart, preventing enough oxygen getting through and causing a heart attack.



## Diabetes



Type 1 diabetes is when the pancreas does not make insulin. It is usually diagnosed in childhood and treated with daily injections of insulin.

Type 2 diabetes is linked to obesity and lack of exercise and has a strong genetic link. It is often diagnosed in older people, though younger people are increasingly being diagnosed. The cells in the body do not respond to the insulin made. It can be treated in the early stages with lifestyle changes and tablets.

## Immunity

When our body is exposed to a new pathogen, white blood cells have three main responses:

1. They produce antibodies, which attach to the antigen on the pathogen and destroy it.
2. They engulf the pathogen, destroying it.
3. They produce antitoxins, which neutralise the toxins made by the pathogen.

Vaccination can make us immune to the disease without making us ill, as the vaccine contains dead or weakened versions of the pathogen.

Our white blood cells make the correct antibody and remember how to make it if we are exposed to the real pathogen.

This means we make the correct antibody quicker and the pathogen can be destroyed before it makes us ill.

## Cancer

Abnormal cell growth can lead to a tumour being formed.

Benign tumours are confined to one place. They can be dangerous but are not cancer.

Malignant tumours spread around the body, and form secondary tumours. This is cancer.

Cancer has genetic risk factors, as well as lifestyle causes such as smoking, obesity, exposure to certain chemicals and radiation.

Cancer is treated using radiotherapy or chemotherapy, or sometimes a combination.



# Year 8 Religious Education - Term 2B

## Section 1:

Jesus is a really important role model for Christians. Jesus spent time with the outcasts of society - the marginalised people.

Today Christians try follow his example. We will look at the work and motivations of 2 important

Catholic Charities - CAFOD and SVP

(The St Vincent de Paul Society), and some individuals who have lived out their faith and helped the marginalised in society.



## Section 2:

After his baptism, and before he began his ministry the gospels tell us the Jesus spent time in the desert. During this time he was tempted. The 'temptations of Jesus' tell us a lot about what Jesus was like, and what his mission was. It is a really important story for Christians today, which is remembered during the period in the liturgical year called 'lent'.

## Section 3:

Holy week is the most sacred week in the liturgical year for Christians. It is the week before Easter, and it remembers the last week of Jesus' life.



It starts with 'Palm Sunday' when Christians remember the triumphal entry into Jerusalem. On 'Maundy Thursday' lots of significant events are remembered - Jesus washing his disciples' feet, the Last Supper, the new commandment, the agony in the garden, Judas' betrayal and Jesus' arrest. Good Friday marks the death of Jesus.



## Sources of Wisdom and Authority (SOWAA)

(1) 'At CAFOD, our mission is to work alongside the world's poorest people.... We believe our Catholic values are best shown through our love for others, and by working for justice and an end to poverty.'



CAFOD website

(2) 'Inspired by Christ's message to love our neighbour as ourself, need is inspired by hope together with a sense of dignity, worth, well-being and peace of mind'



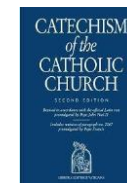
Mission statement of the SVP

(3) Jesus is tempted ; Luke 4: 1-13

'And Jesus, full of the Holy Spirit, returned from the Jordan and was led by the Spirit in the wilderness for forty days, being tempted by the devil.....And Jesus answered him, "It is said, 'You shall not put the Lord your God to the test.'



(4) ' Christ reveals himself as God's Servant, totally obedient to the divine will..... By the solemn forty days of Lent the Church unites herself each year to the mystery of Jesus in the desert.



Catechism

## (5) Events of Holy Week:

Mark 11:1-11; The triumphal entry into Jerusalem

John 13:1-17; Jesus Washes His Disciples' Feet

John 13: 34; Jesus gives his disciples a new commandment

Matthew 26: 36-46; The Agony in the garden

Luke 22:19; The Last supper ; And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me."

Luke 23:44; The death of Jesus; Jesus called out with a loud voice, "Father, into your hands I commit my spirit." When he had said this, he breathed his last.

# Year 8 Religious Education - Term 2B

## Big Questions:



- How do Christians today follow the example of Jesus?
- Should I help the marginalised in society?
- Why and how was Jesus tempted, and why is this story important today?
- What happened during Holy Week? - why are the events of Maundy Thursday and Good Friday so important for Christians today?
- What if....those events hadn't happened?...

Key words	Definition
<b>CAFOD SVP</b>	Catholic Agency for Overseas Development St Vincent de Paul Society They are both Catholic charities which work with the marginalised and hard to reach
<b>Marginalised</b>	People who are on the outskirts of society; people who are rejected or shunned by mainstream society
<b>Lent</b>	The time in the liturgical year when Christians remember when Jesus was tempted in the desert. It is the 40 days which end on Holy Thursday
<b>Holy Week</b>	The final week of Jesus life; remembered today in the week before Easter
<b>Maundy Thursday</b>	Thursday of Holy Week (Holy Thursday); Christians remember the events of the Last supper and the agony in the garden
<b>Good Friday</b>	Friday of Holy Week; the day when Jesus' death is remembered
<b>Liturgical year</b>	The church year

<b>Complete the learning homework for each week; work in your yellow book</b>		<b>March 11<sup>th</sup></b>	<b>Section 2 and SOWAA 3 &amp; 4</b>
<b>Feb 26<sup>th</sup></b>	<b>Key words and definitions</b>	<b>March 18<sup>th</sup></b>	<b>Section 3 and SOWAA 5</b>
<b>March 4<sup>th</sup></b>	<b>Section 1 and SOWAA 1 &amp; 2</b>	<b>March 25<sup>th</sup></b>	<b>Recap all information</b>



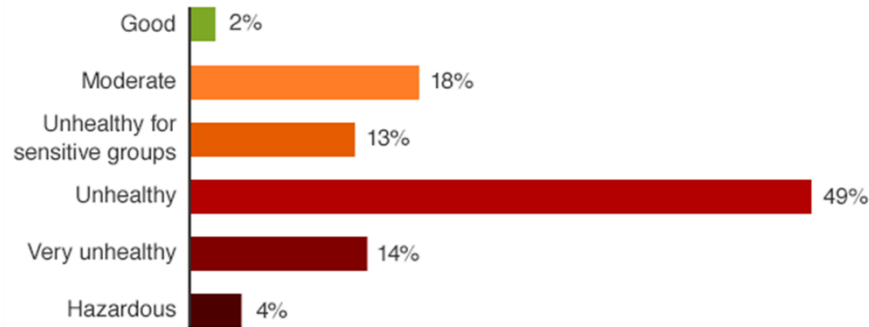


# Year 8 Geography - Term 2B: How is the world changing China, and how is China changing the world?

China is located in the South East Asia. With 14 land borders it is also home to both the Gobi desert and the Himalayan mountains. Its capital is Beijing but also has other large cities such as Shanghai and Hong Kong.

## Beijing air quality 2008-2015

Daily average air quality index (AQI\*) at US embassy, based on PM2.5 concentration readings



China constantly struggles with poor quality air. Unhealthy air quality was recorded in Beijing 49% of the time, with hazardous air recorded 4% of the time.

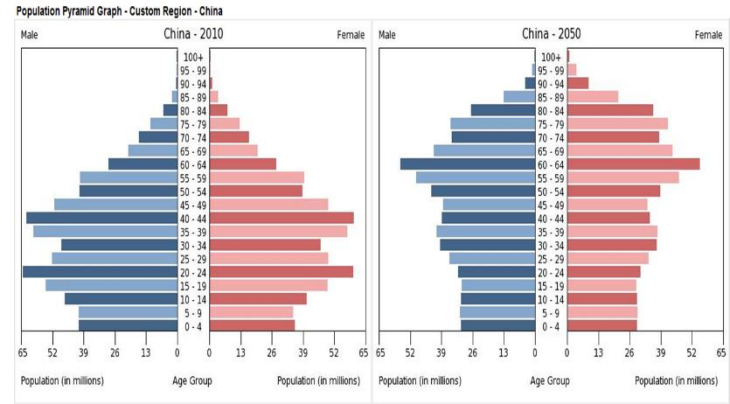


Key Term	Definition
Population	The number of people living in a certain area.
Desert	An area that receive less than 5cm of rainfall per year.
Mountain	A land form that has a altitude of more than 2000 ft.
Fertility Rate	The average number of births per women.
Life expectancy	The average number years a person lives for in a certain area.
Rural	An area with a low population often referred to as the countryside.
Urban	An area with a high population often referred to as a city.

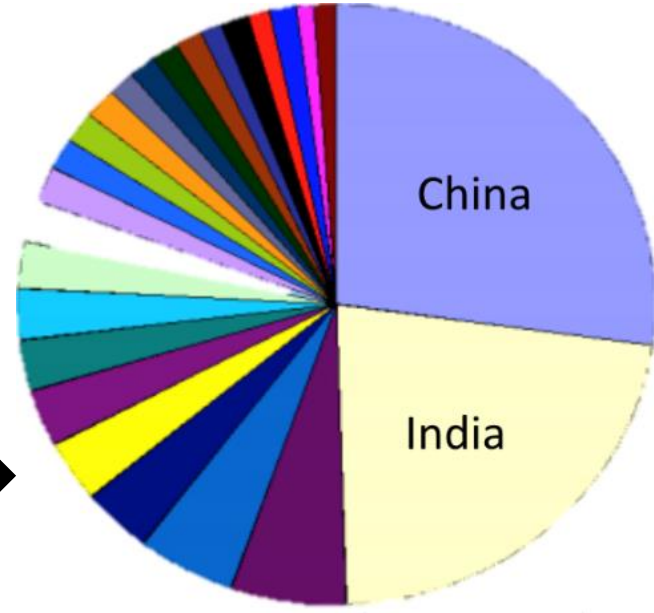


# Year 8 Geography - Term 2B: How is the world changing China, and how is China changing the world?

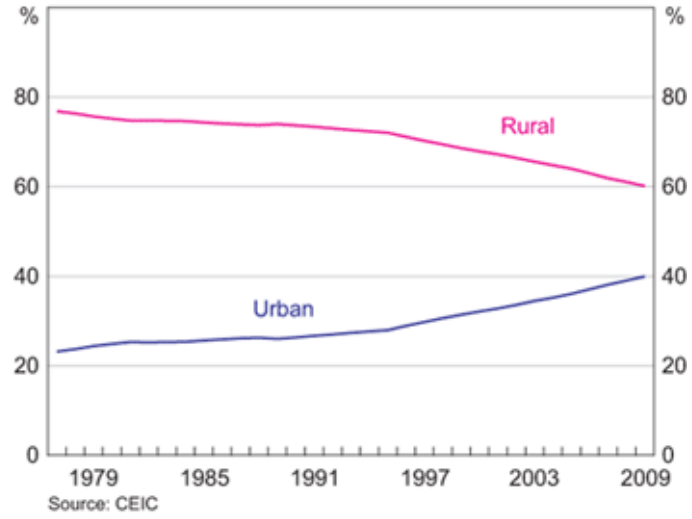
Population pyramids show the following information: age; gender. China has a ageing population, meaning that it has a limited number of young people and a growing number of elderly people. This is because of lower birth rates and better health care.



China is home to over a quarter of the world's population, this means one in four living people were born in China. This creates huge challenges and opportunities for the country.



China - Employment  
Share of total employment



China is experiencing high levels of rural to urban migration. This is when people leave the countryside and move to the city. This is caused by higher wages and a better quality of life in urban areas (cities)

## 1

### Overview

The French Revolution lasted 10 years from 1789 to 1799. It began on July 14, 1789 when revolutionaries stormed a prison called the Bastille. The revolution came to an end 1799 when a general named Napoleon overthrew the revolutionary government and established the French Consulate (with Napoleon as leader).

## 2

### The causes of the French Revolution

Inspired by the American Revolution, the people of France began demanding reform and change.

France was governed by an Autocratic ruler, Louis XVI who was seen by many to be a weak leader. His wife, Marie Antoinette, lived a luxurious and expensive lifestyle.

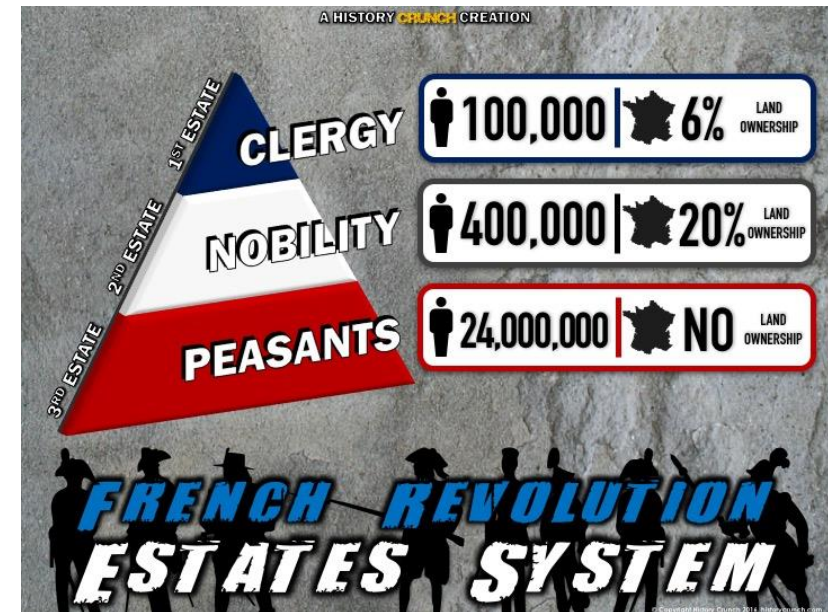
The people of France were angry at increased taxes, which was made worse by poor harvests.

Louis XVI called a meeting of the Estates General but failed to make any real changes and lost much of his support.

The Third Estate Deputies (the peasants and workers) met, making the Tennis Court Oath where they demanded change.

The people of Paris stormed the Bastille and revolution spread through France.

## 3



**Reign of Terror** 4

The darkest period of the French Revolution is called the Reign of Terror which lasted from 1793 to 1794. During this time, a man named Robespierre led the National Convention and the Committee of Public Safety. He wanted to stamp out any opposition to the revolution, so he called for a rule of "Terror." Laws were passed that said anyone suspected of treason could be arrested and executed by guillotine. Thousands of people were executed including Queen Marie Antoinette and many of Robespierre's political rivals.

5

**Outcomes of the French Revolution:** The French Revolution completely changed the social and political structure of France. It put an end to the French monarchy, feudalism, and took political power from the Catholic church. It brought new ideas to Europe including liberty and freedom for the commoner as well as the abolishment of slavery and the rights of women. Although the revolution ended with the rise of Napoleon, the ideas and reforms did not die. These new ideas continued to influence Europe and helped to shape many of Europe's modern-day governments.

Key words	Definition
Revolution	A change in the way a country is governed/led. A significant change or development in a situation.
Taxation	Taxes are ways that the government can collect money from its citizens to pay for things that the people need, such as schools and roads.
Execution	To kill them as a punishment for a serious crime
Class system	Social Class refers to separations in society. These separations can be based on how much wealth, power or knowledge somebody has. People in the same social class typically share a similar level of wealth.
Aristocracy	A kind of government that puts power in the hands of a small, privileged ruling class.
Peasantry	A poor person of low social status who works on the land.
Constitutional Monarchy	a system of government in which a country is ruled by a king and queen whose power is limited by a constitution.
Parliament	A group of elected individuals who meet to discuss, create and pass legislation (laws).
Nobility	The group of people belonging to the highest social class in a country, often the most rich and powerful.
Clergy	The group of religious officials (as priests, ministers, or rabbis) specially prepared and authorised to conduct religious services.
Tyranny	An act or the pattern of harsh, cruel, and unfair control over other people.
The Enlightenment	Enlightenment ideas centred on Humanism and the ability of individuals to think rationally and for themselves. Because of this, authorities such as absolute monarchies and the Church lost some power.

Useful websites for you and your parents:

<http://www.safetynetkids.org.uk/>

<https://www.childnet.com/>

<https://www.thinkuknow.co.uk/>

<https://www.saferinternet.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

## What is E-Safety?

It's the safe use of digital technologies like your phones, gaming and other devices which connect you to the outside world.

[Watch this](#) - online grooming  
[Watch these](#) - other useful clips

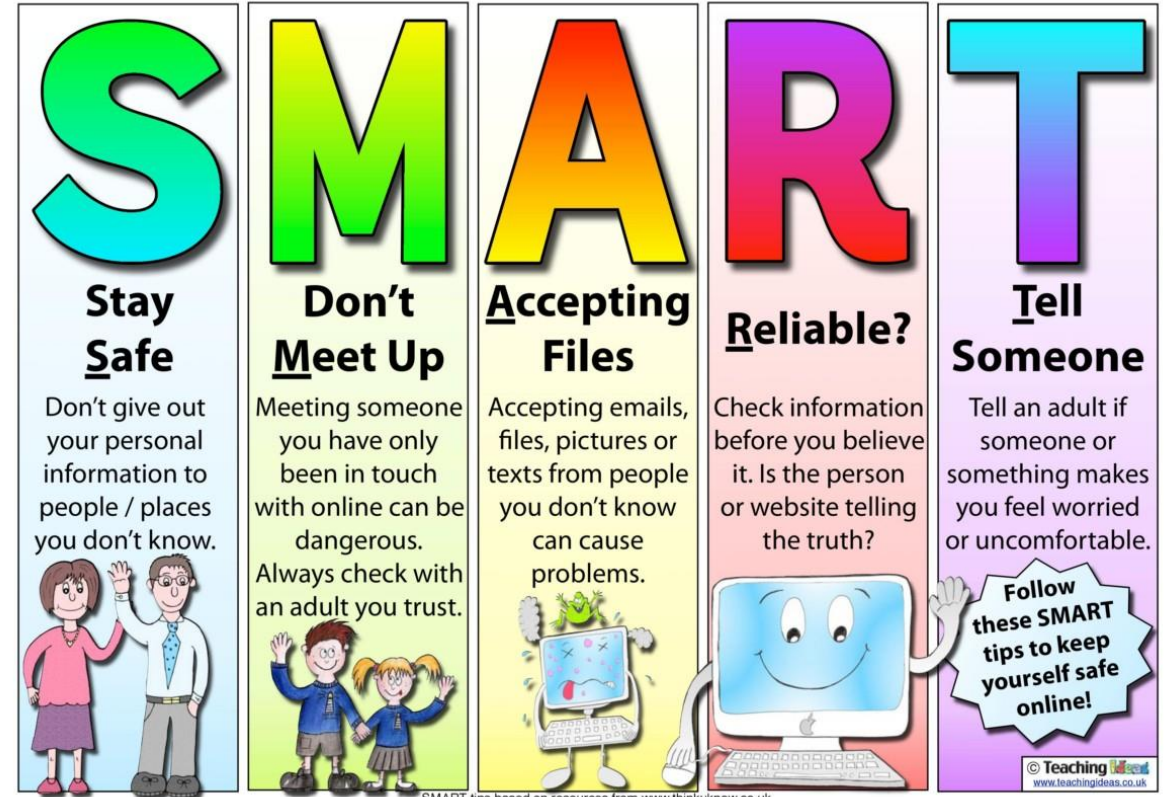


# Year 8 PD - Term 2B: Online Safety






## Top Ten Tips:

1. Don't post any personal information online - like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online lots of people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are.

<http://www.safetynetkids.org.uk/>



The poster features five vertical columns, each representing a letter of the SMART acronym. Each column has a large, colorful letter at the top, followed by the letter's meaning in bold text, a brief explanation, and an illustration. The letters are: S (green to blue gradient), M (yellow to green gradient), A (orange to yellow gradient), R (red to purple gradient), and T (blue to purple gradient). The illustrations include a man and woman, two children, a sad computer character, and a happy computer character. A starburst graphic on the right says 'Follow these SMART tips to keep yourself safe online!'. A small copyright notice at the bottom right reads '© Teaching Ideas www.teachingideas.co.uk'.

<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Stay Safe</b>	<b>Don't Meet Up</b>	<b>Accepting Files</b>	<b>Reliable?</b>	<b>Tell Someone</b>
Don't give out your personal information to people / places you don't know.	Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.	Accepting emails, files, pictures or texts from people you don't know can cause problems.	Check information before you believe it. Is the person or website telling the truth?	Tell an adult if someone or something makes you feel worried or uncomfortable.
				



## Key Terminology:

- **Cookie** A small piece of data sent from a website and stored in a user's web browser while a user is browsing a website.
- **CEOP** Child Exploitation and Online Protection dedicated to eradicating the sexual abuse of children.
- **Anti Virus** Software Application designed to protect PCs from malicious computer code (virus)
- **Firewall** A system that prevents unauthorised access to a computer over a network, such as the internet.
- **Netiquette** A term referring to good behaviour while connected to the Internet.
- **Cyber Bullying** When the Internet, mobile phones or other devices are used to send or post text or images intended to hurt or embarrass or harm another person.
- **Grooming** The actions undertaken by a paedophile to befriend and establish an emotional connection with a child in order to lower the child's inhibitions in preparation for sexual abuse and/or rape. Paedophiles may initiate online conversations with potential victims to extract information about location, interests and sexual experiences.
- **Sexting** The sending of explicit pictures (often self portraits) by multimedia text message, usually via a mobile phone.
- **Phishing** The criminally fraudulent process of attempting to acquire sensitive information such as usernames, passwords and credit card details by masquerading as a trustworthy entity in an electronic communication.



## Year 8 Art - Term 2B

### Artist Focus: Ekatherina Savtchenko



**Ekatherina Savtchenko** is a contemporary Artist who works in Leningrad, Russia. The most noticeable thing about her work is the strong use of colour and figures; figures which leap across the painting, full of the force of life.

**Savtchenko** was fascinated by the similarities in the Art and stories found in ancient cultures around the world. She looked into the purpose and cause of creation and how man has been driven to explain the world and its origin.

### Key Words and Specialist Vocabulary:

**Culture:** the ideas, Art, customs and social behaviour of a people or society

**Dynamic:** characterised by busy or lively activity.

**Unity:** being in harmony or in one spirit





# Year 8 Art - Term 2B

## Macrocosmos v Microcosmos

Savtchenko saw similarities in nature; from the universe with the plants rotating around the Sun (macro-cosmos), to the atom surrounded by atoms (micro world). Other similar forms in nature can be seen opposite with the spirals from the Milkyway and a shell and plant.

Basic shapes like spirals and circles that look like stars and suns feature heavily in Savtchenko's work. Her works look at how mankind came to be here. The 'Big Bang' is a scientific explanation about how the Universe was created. The book of *Genesis* tells the story of the creation.

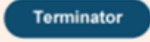






## Figures and the Human Form

The human figure features heavily in the work of Savtchenko. Often these figures do not look real and are 'abstracted' so that they express the joy of life, happiness and force of life that she wants to portray. Often the figures are clothed or embellished with patterns that appear to come from old and ancient civilisations.



## Basic flowchart symbols

Name	Symbol	Usage
Terminator		Starts or stops a process.
Input or output		An input is <b>data</b> received by a computer. An output is a <b>signal</b> or data sent from a computer.
Process		An instruction or a command.
Decision		A decision, either yes or no. For example, a decision based on temperature that turns a central heating system on or off.
Line tool		Connects the symbols. The arrow indicates direction.

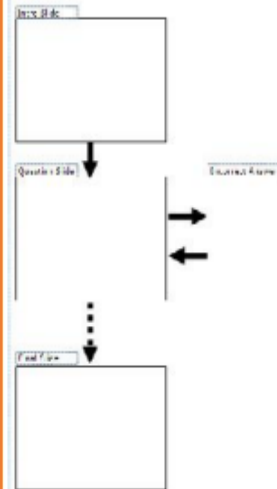
## What is a system flowchart?

System flowcharts are a way of displaying how data flows in a system and how decisions are made to control events.

To illustrate this, symbols are used. They are connected together to show what happens to data and where it goes.

You will need to think about the design element of your presentation. Here you will plan only 4 of your slides - remember consistency is key!

The planning document is important to show your clear understanding of what you want to produce. You will plan so that your ideas are on paper before you actually begin to create your ideas.



### Key Questions:

- How are you going to be consistent?
- How will you make your pages interesting?
- What will your colour scheme be?
- What animations and transitions will you include?

Remember this is a plan. Plans sometimes change and this may happen to you during the making of your quiz.

Symbols linked together form a flowchart. Flowchart programming consists of:

- sequences of instructions that lead to a real-life simulation
- decisions that result in two different actions
- loops that repeat an action until a certain condition is met
- variables that store data for use in decision making

## Referencing techniques

- It is important to understand if you are using content from another person you need to reference it, either at the bottom of the page in a footnote or in a referencing page at the end of your work where you will link the information you have found where you've used it to show you are crediting it to somebody else and not your own work you are pretending is yours.



## Key Words

Interactivity  
Layout

Consistency  
Acronyms

Colour Scheme  
Transitions

Planning  
Animations

Data Protection Act  
Hyperlinks

Navigation  
Target Audience



You will need to understand what the Data Protection Act is and the reasons why it is an important law associated with keeping data safe. You will need to use your knowledge of the act to create further questions.

1. Personal information must be fairly and lawfully processed.

2. Personal information must be processed for limited purposes.

3. Personal information must be adequate, relevant and not excessive.

4. Personal information must be accurate and up to date.

5. Personal information must not be kept for longer than necessary.

6. Personal information must be processed in line with the data subject's rights.

7. Personal information must be secure.

8. Personal information must not be transferred to other countries without adequate protection.

The Data Protection Act came into force in 1988 but is updated to ensure that the developments (in technology for example) are followed

You will need to come up with some key questions and put this into your interactive quiz.

Try to remember the key parts of each law so that you know each principle!

Now that your design and preparation is completed, you will need to complete the design and interactivity of the interactive quiz using Microsoft PowerPoint. Here are some features you will need to add:

- ◆ Navigation & Hyperlinks
- ◆ Use of designed buttons
- ◆ Automatic transitions and animations
- ◆ Use of downloaded animations from the internet

The design of your interactive quiz needs to follow the designs that you have completed. Use your questions that you have prepared from earlier in the unit.



## How will I be assessed?

Your completed Interactive Quiz will be assessed based upon your use of the design principles and accuracy of your questions

## What will I need to know?

You will need to know the design principles and develop your knowledge of designing eye-catching products and the Data Protection Act.

## Tech Health and Safety

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

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




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

## The 6 R'S

REDUCE	RECYCLE	RETHINK
REUSE	REPAIR	REFUSE

### Aerodynamics



SCAN ME

Scan the QR codes to watch a video about Aerodynamics.

## Measuring

Materials are measured in different ways depending if they are small or large quantities. Here are some of our most used measurements and their abbreviation.

Centimetres (cm) Millimetres (mm)

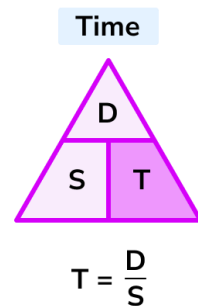
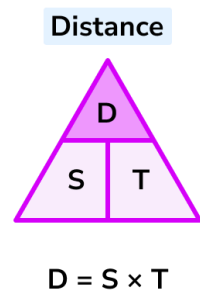
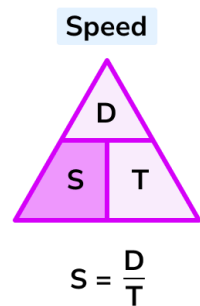
Angles are measured in Degrees, 90°

## Most used measurements

Centimetre = 10mm

$cm \times 10 = mm$

Right Angles = 90° 

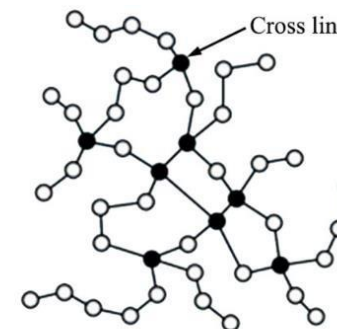


## Product Analysis.

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



Thermoplastic resins



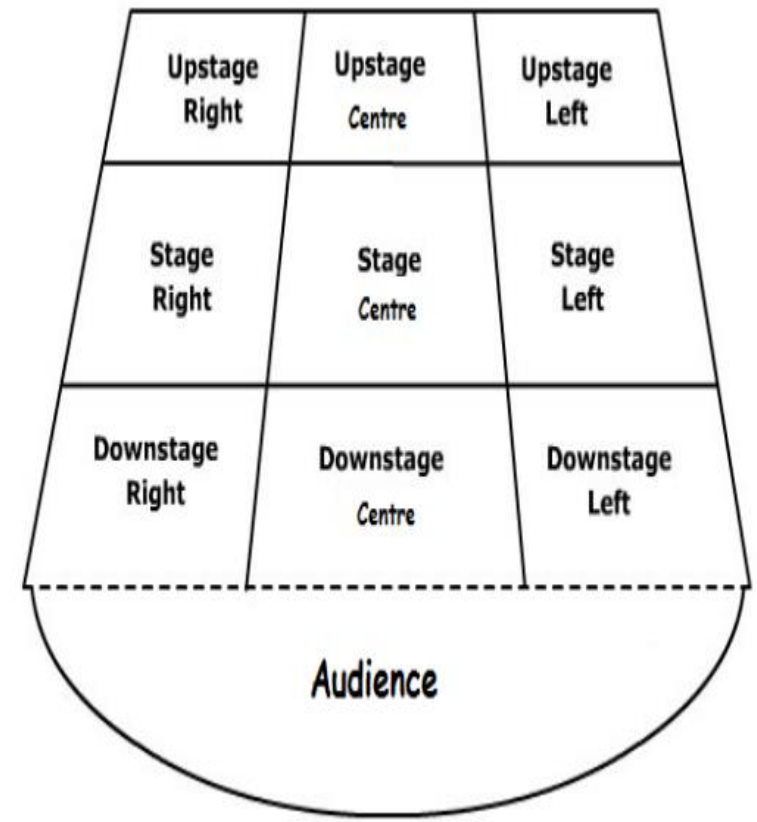
Thermosetting resins

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

**Design brief:** outlines what you are going to make.

# Year 8 Drama - Term 2B: Posture, gesture and voice in performance

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 2B: The Eight tips for healthy living

## Food hygiene and safety

Ideal conditions bacteria need to reproduce.



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



SCAN TO WATCH



SCAN FOR QUIZ

## Weighing and measuring

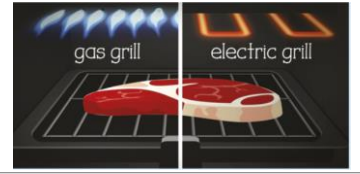
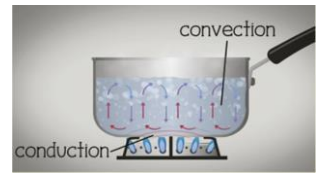
- Kilogram = 1000g
- Litre = 1000ml
- Tablespoon (tbsp.) = 15ml
- Teaspoon (tsp.) = 5ml

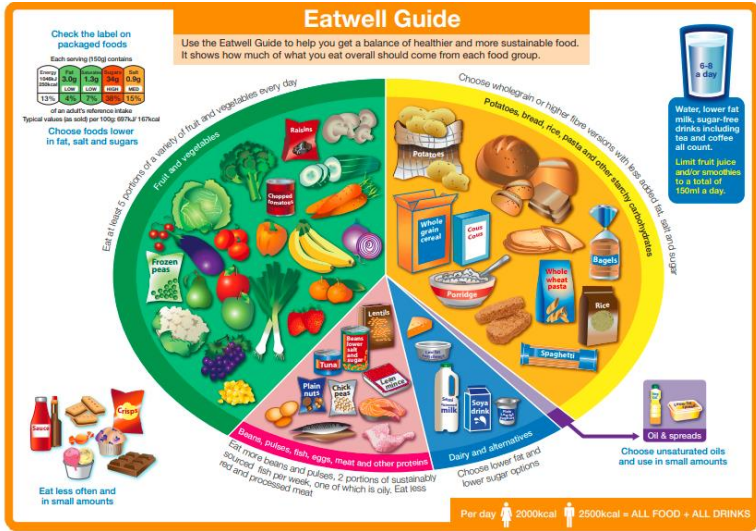
Key vocabulary	Definition
Bacteria	Microscopic living organisms. Some are harmful in food, some are used in food production, some are added to food as they are useful in the body.
Baking	Placing food in a dry heat in a hot oven, which cooks the food through.
Energy needs	Average amount of food energy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

## Methods of heat transfer

The three methods are conduction, convection and radiation.

- Conduction** - cooking pans/tins get hot and the heat passes to the food.
- Convection** - movement of molecules in a liquid or in the air from a warm area to a colder area (heating water in a pan/heating air in an oven).
- Radiation** - heat energy in radiation is in the form of infrared heat rays, e.g., grilling (food does not touch the heat source).





### Important temperatures

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

### The Eight tips for healthy living

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

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



SCAN TO WATCH



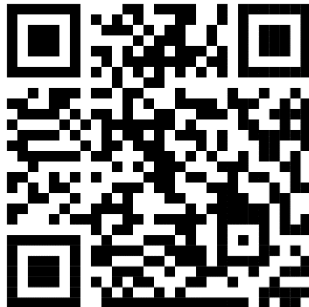
SCAN FOR QUIZ



# Year 8 Music - Term 2B: 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					
<p>Melody Pitch Dynamics Structure Harmony Timbre Tempo</p>	<p>Rhythm Tonality Stimulus Inspiration Theme Motif Movement</p>	<p>Phrase Chords Expression Conductor</p>						

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



# Year 8 Physical Education - Term 2B

## Principles of Training

Principles of training should be applied to a training programme to ensure optimum results are achieved.

Progressive Overload	Specificity	FITT
<p>Gradually increase the amount of work in training so that fitness gains occur, but without the potential for injury.</p> <p>e.g. Week 1 = 10 Press Ups; Week 2 = 12 Press Ups.</p>	<p>Matching training to the particular requirements of an activity.</p> <p>Training needs to be appropriate to the sport e.g. rowers using a rowing machine.</p>	<p>F = Frequency. How often you train I = Intensity. How hard you train T = Time. How long you train for T = Type. The training method used</p> <p>FITT components should be taken into account when applying progressive overload.</p>

# Year 8 Physical Education - Term 2B

## Training Methods

Training methods are the different types of training that can be done to improve fitness.

### Continuous Training

**Characteristics:**

Minimum 30 minutes; Aerobic;  
No Rest/Breaks; used to  
improve CV Fitness & Muscular  
Endurance.

### Circuit Training

**Characteristics:**

6-12 station; stations can be skills  
based or fitness based; can be  
aerobic or anaerobic; form of  
interval training with rest in between  
each station.

### Interval Training

**Characteristics:**

high intensity anaerobic work; periods of  
work & rest; could be as part of a circuit,  
track or weight training plan.



# Year 8 Spanish - Term 2B

## 1. El cuerpo

masculine		feminine	
(the) arm	<b>el brazo</b>	(the) mouth	<b>la boca</b>
(the) neck	<b>el cuello</b>	(the) back	<b>la espalda</b>
(the) finger	<b>el dedo</b>	(the) throat	<b>la garganta</b>
(the) tooth	<b>el diente</b>	(the) leg	<b>la pierna</b>
(the) foot	<b>el pie</b>	(the) hand	<b>la mano</b>
(the) thumb	<b>el dedo gordo</b>	(the) head	<b>la cabeza</b>
(the) stomach	<b>el estómago</b>	(the) nose	<b>la nariz</b>
(the) shoulder	<b>el hombro</b>	(the) knee	<b>la rodilla</b>
(the) eye	<b>el ojo</b>	(the) face	<b>la cara</b>
(the) toes	<b>los dedos del pie</b>	(the) ear	<b>la oreja</b>

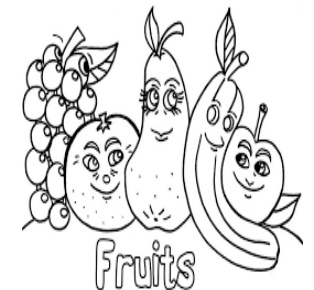
## 2. Me duele...

Me duele		My... (it) hurts me	
<b>el</b>		<b>la</b>	
<b>brazo</b>	arm	<b>cabeza</b>	head
<b>dedo</b>	finger	<b>mano</b>	hand
<b>hombro</b>	shoulder	<b>pierna</b>	leg
<b>estómago</b>	tummy	<b>rodilla</b>	knee
<b>cuello</b>	neck	<b>espalda</b>	back

# La salud

## 3. Me duelen...

Me duelen		My... (they) hurt me	
<b>los</b>		<b>las</b>	
<b>dedos de los pies</b>	toes	<b>piernas</b>	legs
<b>ojos</b>	eyes	<b>manos</b>	hands
<b>dientes</b>	teeth	<b>rodillas</b>	knees



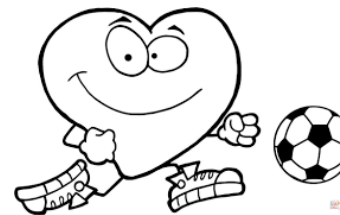
## 4. Debes ....

You need to go to the chemist	<b>Debes ir a la farmacia</b>
You need to go to the dentist	<b>Debes ir al dentista</b>
You need to go to the doctor	<b>Debes ir al médico</b>
You need to go to hospital	<b>Debes ir al hospital</b>
You need to take some medicine	<b>Debes tomar medicinas</b>
You need to take some tablets	<b>Debes tomar pastillas</b>
You need to take some aspirin	<b>Debes tomar aspirina</b>
You need to put some cream on	<b>Debes ponerte crema</b>
You need to put a jumper on	<b>Debes ponerte el jersey</b>
You need to put a plaster on	<b>Debes ponerte una tiritita</b>
You need to stay in bed	<b>Debes quedarte en la cama</b>

I'm cold	<b>Tengo frío</b>	I'm hot	<b>Tengo calor</b>
I'm thirsty	<b>Tengo sed</b>	I'm hungry	<b>Tengo hambre</b>
I feel sick	<b>Tengo fatiga</b>	I feel sleepy	<b>Tengo sueño</b>
I've got a temperature	<b>Tengo fiebre</b>	I've got flu	<b>Tengo la gripe</b>
I've got a cold	<b>Tengo un resfriado</b>	I've got hay fever	<b>Tengo alergia</b>
I've got a cough	<b>Tengo tos</b>	I'm ill	<b>Estoy enfermo/a</b>

# La salud

You must	<b>se debe</b>	You must not	<b>no debes</b>
(to) eat	<b>comer</b>	(to) drink	<b>beber</b>
(to) do	<b>hacer</b>	(to) avoid	<b>evitar</b>
(to) play	<b>jugar</b>	(to) go	<b>ir</b>
(to) smoke	<b>fumar</b>	(to) sleep	<b>dormir</b>
(to) go to bed	<b>ir a la cama</b>	(to) relax	<b>relajarse</b>
(to) be	<b>estar/ser</b>	lots of	<b>mucho/a (s)</b>
more (of)	<b>más que</b>	less (of)	<b>menos que</b>
it's healthy	<b>es san@</b>	it's unhealthy	<b>es malsan@</b>
it's harmful	<b>es dañin@</b>	it's active	<b>es activ@</b>



# 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*