Year 8
Term 2B

Name _____

Form _____

St Cuthbert's Catholic High School

MORE THAN A SCHOOL

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

"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

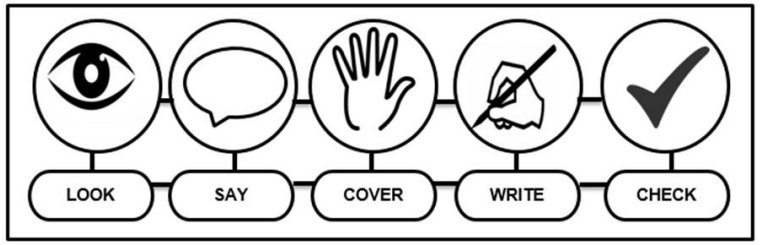
Instructions for using your Knowledge Organiser

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

Year 8 Knowledge Organiser Homework Timetable

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

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

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

Reading Log

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

Dr Seuss

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

Week	MON	TUE	WED	THURS	FRI	SAT	SUN	Book(s) read (title and author)	Time spent reading	Parent comment/signature
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										

Year 8 Religious Education – Term 2B; Desert to Garden

Big Questions:

- If God loves us why does he let us suffer?
- Can suffering be a good thing?
- What does the Bible say about suffering?
- Why does Jesus' suffering matter to Christians?

1) The existence of evil suffering raises some very difficult questions for Christians; how can they believe in an omnipotent, omnibenevolent and omniscient God when evil and suffering exists? Surely if he loved us and was all knowing and all powerful he would want to, and be able to take our suffering away? This is the '**problem of evil**'. Christians put forward different explanations for how they still believe despite the existence of evil and suffering.

2). Jesus experienced great suffering, and through his suffering we can all have eternal life with God. So perhaps good can come out of suffering?

The death and suffering, and then resurrection of Jesus is celebrated in the liturgical year at Easter. This is the most important time in the Church's calendar.

3) In the run up to Easter many Christians **fast** during **Lent**. This remembers the temptations and sufferings of Jesus when he was in the desert, before he began his ministry. Easter and Lent are celebrated in different ways around the world. The **sacrament of penance** allows Catholics to be forgiven for their sin and to mend their relationship with God. **Forgiveness** and **justice** are both very important to Christians. We will look at the example of the Mizen family, whose son Jimmy was murdered.

Sources of Wisdom and Authority (SOWAA)

He was pierced for our transgressions; he was crushed for our iniquities; upon him was the chastisement that brought us peace, and with his wounds we are healed
Isaiah 53:5

'Father all things are possible for you. Remove this cup from me'
Mark 14

God stretched out his hands on the cross so as to embrace the furthest corners of the Universe
St Cyril of Jerusalem

This is my blood of the new covenant which is poured out for many for the forgiveness of sins' Matthew 26:28

'There was this immense outpouring of grief but with it came a huge outpouring of love too. As terrible as this tragedy was, we felt blessed to have so much love in our lives. Love and prayer is what kept us going.'
Jimmy Mizen's mum

Key words	Definition
Problem of evil	the existence of evil means that God can't be all loving and all powerful
Paschal mystery	The belief that by his death and resurrection Jesus saves us all from sin and death and we can have a new life with him
Suffering	Experiencing pain or distress
Suffering servant	In the book of Isaiah in the Old Testament a suffering servant is prophesied – Christians believe this is Jesus
Lent	The time in the liturgical (Church) year where Christians prepare for Easter
Fasting	Giving up food for a period of time
Almsgiving	Giving money to those in need
Prayer	Spending time with God / talking to God
Triduum	The most Holy 3 days of the Church's calendar from the Last Supper on Holy Thursday to the Resurrection on Easter Day
Sacrament of penance (reconciliation)	A sacrament of healing; it allows Catholics to be forgiven for their sin and mend their relationship with God

w/b 24/02	Key words & definitions 1-5 (RED)	w/b 17/03	Section 1 (RED)
w/b 03/03	Key words & definitions 6-10 (BLUE)	w/b 24/03	Section 2 (BLUE)
w/b 10/03	SOWAA	w/b 01/04	Section 3 (PURPLE)

Year 8 English Term 2B: Victorian Literature

Task 1:
Who is Charles Dickens?

Charles Dickens wrote the novel Oliver Twist.

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

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

Task 2:
What was like life in Victorian London?

He population grew quickly which led to overcrowding.

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

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

Poor children often worked to support their families.

Children from wealthier families received a full education.

Task 3:
How did social inequality lead to crime?

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

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

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

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

Year 8 English Term 2B: Victorian Literature

Task 4: Complete the definitions and learn the spelling and meaning of the words.	
Vocabulary	**Definition**
Coarse	
Diminutive	
Dismal	
Eccentric	
Machiavellian	
Magnanimous	
Miserly	
Pauper	
Prudent	
Pompous	
Sombre	

Year 8 Maths– Term 2B : Venn Diagrams and 3D shapes.

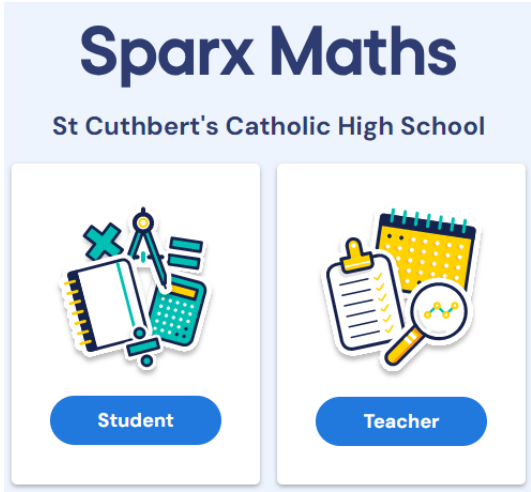
All Maths homework is set online through **Sparx Maths**. Set and due in every **Wednesday at 8am**.

Use the QR code on the right to access the site or go to www.sparxmaths.uk 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.



Year 8 Maths– Term 2B : Venn Diagrams and 3D shapes

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!

Compulsory

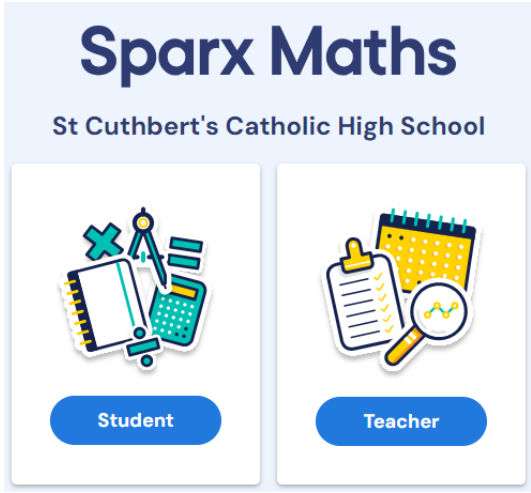
XP Boost

Target

Independent Learning

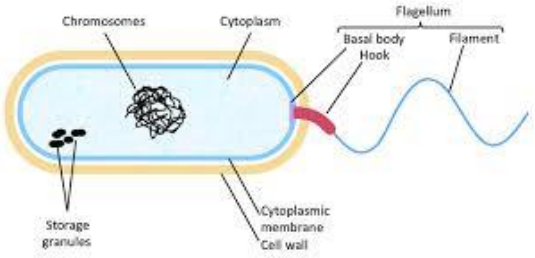
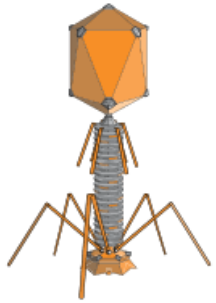
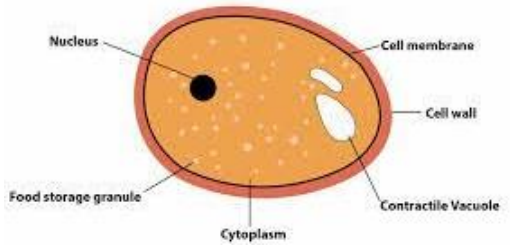
Sparx produces three personalised task for your each week. Two are optional.

- 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.



IF YOU DO NOT HAVE ACCESS TO A PHONE, COMPUTER, LAPTOP, TABLET COME TO THE SPARX LUNCH CLUB TUESDAY (A Week) or MONDAY (B week) TO COMPLETE YOUR HOMEWORK

Year 8 Science – Term 2B

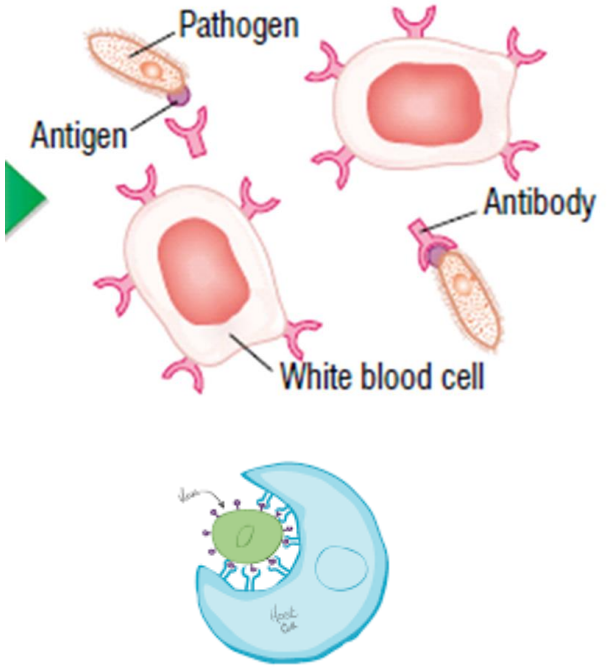
Microorganism	Example of diseases
Bacteria 	Salmonella food poisoning Gonorrhoea Tuberculosis Cholera Crown galls
Virus 	Measles HIV Influenza Tobacco Mosaic Virus
Fungi 	Athletes foot Thrush Rose black spot

Key Words

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

Year 8 Science – Term 2B

How pathogens are spread	How we can prevent the spread of pathogens
• 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.	• 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.



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.

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.

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 Geography – Term 2B What happens when the land meets the sea?

Key Words

Coastline – Area of land where the sea meets the shore.
Weathering – Process that changes the appearance of materials (e.g. rocks and cliffs).
Geomorphology – The shape of the landscape.
Geology – Type of rocks.
Erosion – breaking down of material (e.g. rocks).
Subarial Erosion – weathering and movement of the top of a cliff.
Headland – Area of the coastline that sticks out.
Bay – Area of the coastline that goes inward (opposite of headland).
Glacial Till – soft rock which was dumped by glaciers. This rock erodes easily, usually forms bays and is found in Holderness.
Chalk – Sedimentary rock which is quite hard, so it does not erode easily. This rock often forms headlands and can be found in Flamborough Head.
Transportation – Eroded material is carried away from beaches and cliffs. This process is controlled by the waves.
Waves – Waves are formed by the movement of wind as wind blowing over the sea surface creates friction. This pushes the water along, causing a wave to build up.
Tides – Tides are controlled by the moon.
Deposition – Dropping of material after it has been eroded and transported.
Bar – A feature formed by deposition. Longshore drift pushes material along, creating a spit that joins up two headlands.
Tombolo – A feature formed by deposition. A spit joins a headland.
Spit – A feature formed by deposition. Longshore drift pushes material out from the headland. If the wind changes direction, the spit will curve and a saltmarsh will form behind it.
Hard Engineering – defences made by humans (normally expensive).
Soft Engineering – Natural defences.

Coastal Positives

- 3 million people live along the coast
- Fishing
- Sea transport and ports
- Tourism

Coastal Negatives

- Risk of flooding
- Damage to houses
- Cliff collapse

6

4

Holderness Coast

- The Holderness Coast is located on the east coast of England. Erosion at Skipsea illustrates the human impact of erosion in areas where coastlines are not being defended. Mappleton is an excellent case study of an attempt at coastal management, which has a negative impact further along the coast.
- Spurn Point provides evidence of longshore drift on the Holderness Coast. It is an excellent example of a spit, a depositional landform. Around 3% of the material eroded from the Holderness Coast is deposited here annually.

4 Types of Erosion

- Hydraulic action – The power of the wave forces water + air into cracks in the rock. This pressure makes the rock split apart. This process forms faults and notches.
- Abrasion – Waves pick up rocks and throw them against other rocks or cliffs. This process smooths rocks surfaces over time.
- Corrosion (Solution) – Salt or chemicals in water dissolve rocks. Limestone is dissolved by sea salt.
- Attrition – The sea picks up angular rocks and knocks them into each other. This makes the rocks rounder.

2

Cave, Arch, Stack, Stump

1) A fault opens in the rock
2) Hydraulic action makes the fault bigger, so it forms a notch.
3) Abrasion + hydraulic action widens the notch into a cave.
4) The erosion continues, which turns the cave into an arch.
5) The arch widens, so the roof becomes to heavy, so it collapses.
6) This forms a stack.
7) The stack will eventually collapse, leaving a stump

2

Wave-Cut Platforms

1) Erosion forms a notch at the base of the cliff.
2) Hydraulic action and attrition cause the notch to grow over time.
3) The notch makes the cliff unstable, so it collapses under gravity.
4) The process happens again which causes the cliff to retreat towards the land.

Destructive Waves

1

- Large wave height
- Lots of Energy
- Crashing Breakers
- Weak swash movement.
- Erodes the beach

Constructive Waves

- Small wave height
- Less energy
- Waves gently spill over
- Strong swash movement
- Builds up the beach

Engineering

5

Hard Engineering = Sea Wall:
+ Reflect wave energy + protects land.
- Unattractive + cost £5000 – 1000.
Soft Engineering = Managed Retreat:
+ Absorbs wave energy + is attractive.
- Causes farmland to be lost.
Hard Engineering = Rock Armour
+ Natural looking, breaks up wave power.
- Expensive (can cost 1 million pounds!)

Longshore Drift.

3

1) The wind pushes a wave up the beach (called the swash).
2) Material is picked up n the swash.
3) The backward movement of the sea towards the land drags and deposits material down the beach.
4) This process is called backwash.
5) The process repeats, so material is moved up and down the beach until it meets a barrier (headlands).

Year 8 History– Term 2B: The French Revolution

Overview

1

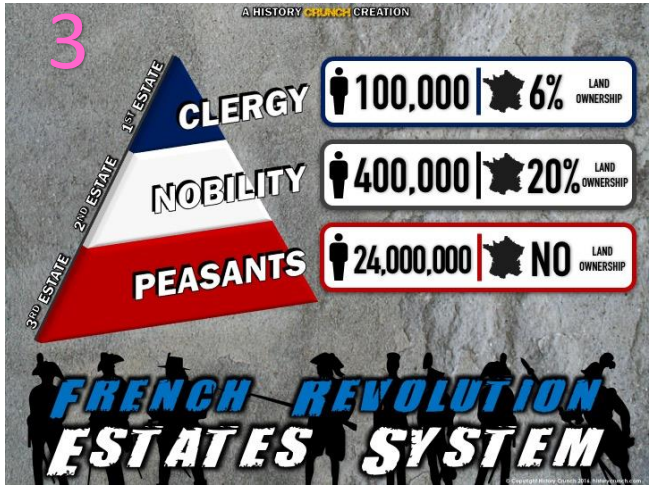
The French Revolution lasted 10 years from 1789 to 1799. It began on July 14, 1789 when revolutionaries stormed a prison called the Bastille. The revolution came to an end 1799 when a general named Napoleon overthrew the revolutionary government and established the French Consulate (with Napoleon as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

The causes of the French Revolution

2

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.

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.

6

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5

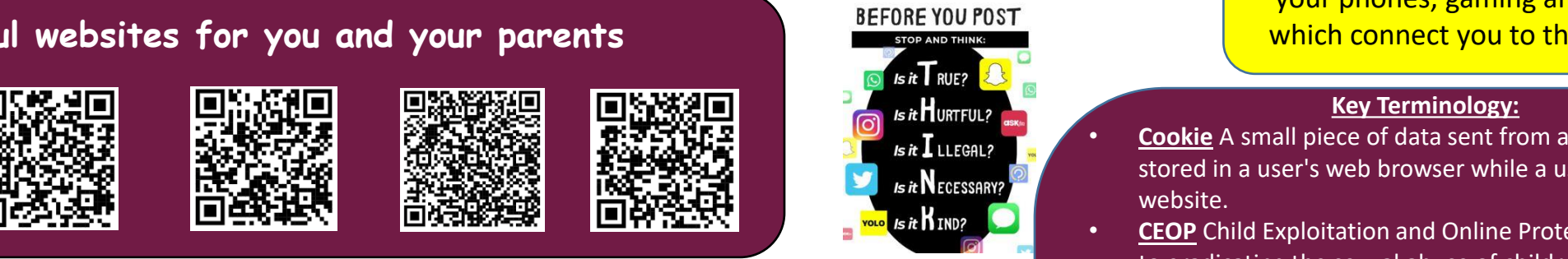
Outcomes of the French Revolution: The French Revolution completely changed the social and political structure of France. It put an end to the French monarchy, feudalism, and took political power from the Catholic church. It brought new ideas to Europe including liberty and freedom for the commoner as 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.

Year 8 PD – Term 2B: Online Safety

Watch this – online grooming
Watch these – other useful clips

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.

Useful websites for you and your parents



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 most 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.
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

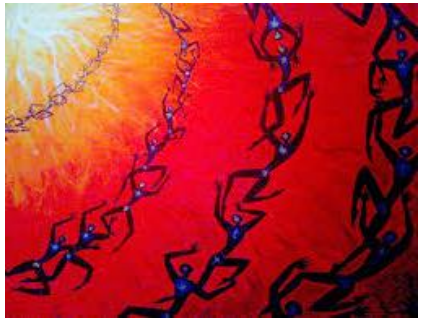
(http://www.safetynetkids.org.uk/)

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 the explain the world and its origin.

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.

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

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.

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Year 8 Computing – Term 2B: Interactive Quiz/Game

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.

Basic flowchart symbols

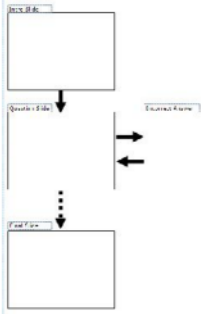
Name	Symbol	Usage
Terminator	Terminator	Starts or stops a process.
Input or output	Input/Output	An input is *data* received by a computer. An output is a *signal* or data sent from a computer.
Process	Process	An instruction or a command.
Decision	Decision	A decision, either yes or no. For example, a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

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

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.

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.

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

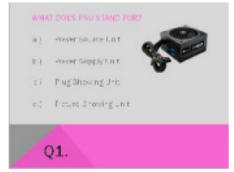
What will I need to know?

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

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.



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.

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!

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Key Words

Interactivity, Layout, Consistency, Acronyms, Colour Scheme, Transitions, Planning, Animations, Data Protection Act, Hyperlinks, Navigation, Target Audience

DESIGN & TECHNOLOGY KNOWLEDGE ORGANISER

YEAR 8 TERM 2B

KEYWORDS FOR TERM 2B

Research	Involves asking questions, collecting information, and analysing data to find answers or make discoveries.
Specification	A detailed description of the design and materials used to make something.
Brief	A short description of what is being made.
Evaluate	The judgement about something.
Moodboard	A visual collection of images that designers use for inspiration.
Thumbnail	A quick drawing that helps designers plan their product.

MOODBOARD EXAMPLES

WHAT ARE MOODBOARDS?

MOODBOARDS ARE A COLLECTION OF IMAGES THAT DESIGNERS USE AS INSPIRATION FOR THEIR DESIGNS. THESE CAN BE ALL LINKED TO A THEME, FOR EXAMPLE THE COLOUR BLUE. EACH IMAGE ON THAT MOODBOARD WILL BE SOMETHING BLUE RELATED, THE SEA, THE SKY, BLUE CHEESE AND BLUEBERRIES.

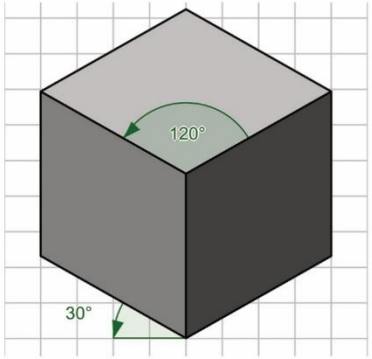
SOME MOODBOARDS MIGHT BE BASED AROUND CATS AND HAVE LOTS OF CATS RELATED IMAGES.

SCAN TO OPEN YOUTUBE

THE FOLLOWING VIDEO SHOWS HOW TO DRAW ISOMETRIC SHAPES.

YOU WILL USE THIS TECHNIQUE LATER IN THE TERM FOR YOUR KAT. WATCH THE VIDEO AND REFRESH YOUR MEMORY, YOU CAN PRACTICE THE DRAWING AT HOME.

ISOMETRIC DRAWING

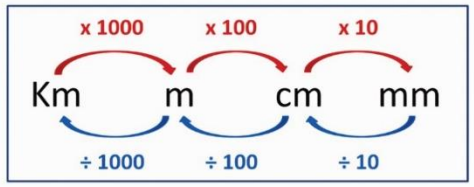


AN ISOMETRIC DRAWING IS USED IN TECHNICAL DRAWING TO SHOW AN ITEM IN 3D ON A 2D PIECE OF PAPER.

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

Converting LENGTH Units

It is easiest to use a conversion look-up diagram like the one below.



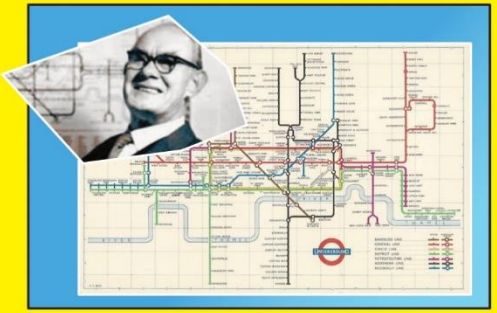
5km = ? m Need to x 1000 5 x 1000 = 5000m ✓
120cm = ? m Need to ÷ 100 120 ÷ 100 = 1.2m ✓

DESIGNERS FOR YEAR 8

Yinka Ilori

Vinnie Westwood

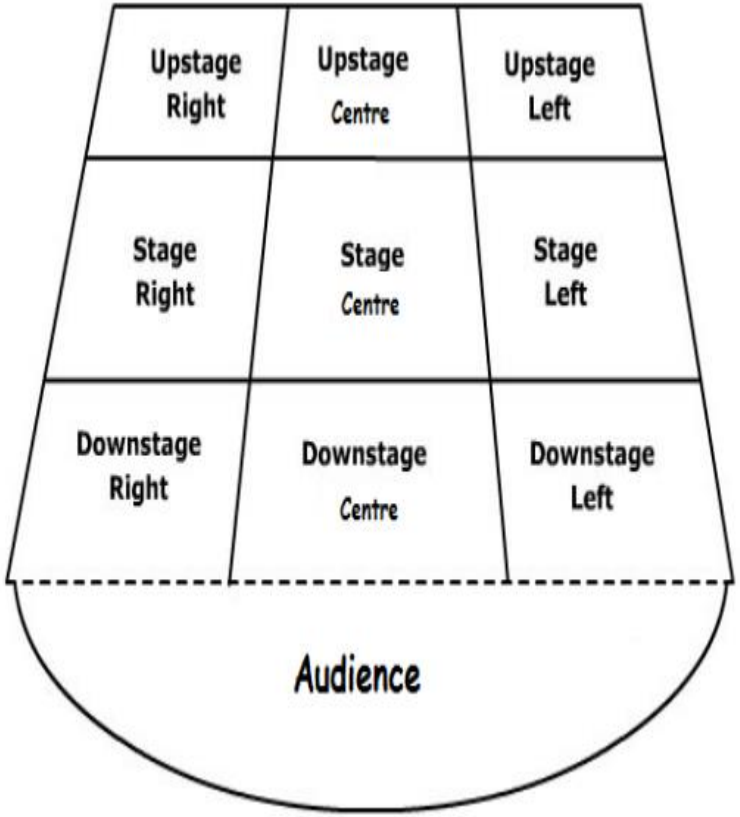
The Singh Twins



Harry Beck

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

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

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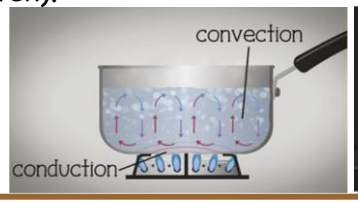
Key vocabulary	Definition
Bacteria	Microscopic living organisms. Some are harmful in food, some are used in food production, some are added to food as they are useful in the body.
Baking	Placing food in a dry heat in a hot oven, which cooks the food through.
Energy needs	Average amount of food energy 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

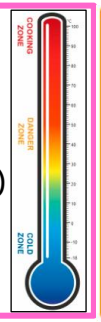
The three methods are conduction, convection and radiation.

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



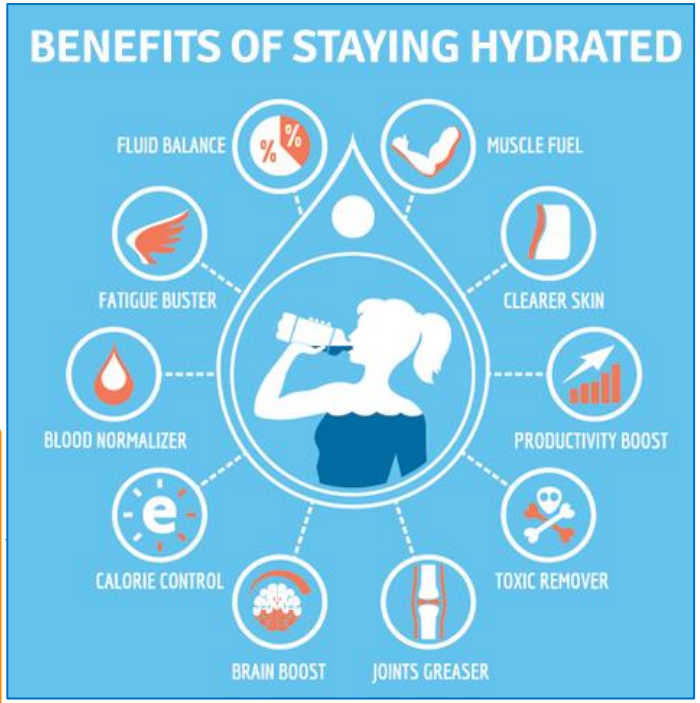
The Eight tips for healthy living

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
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.	Music is made up of basic elements. **They are:** • Tempo – Speed • Dynamics – Volume • Harmony – Simultaneous Notes • Melody – A 'tune' or 'line' • Structure – Order of a Piece • Timbre – Sounds and Instruments • Texture – How different layers 'fit' • Metre – Rhythm Pattern • Rhythm – Patterns of Sound	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.	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.

Key Words

Melody	**Rhythm**	**Phrase**
Pitch	**Tonality**	**Chords**
Dynamics	**Stimulus**	**Expression**
Structure	**Inspiration**	**Conductor**
Harmony	**Theme**	
Timbre	**Motif**	
Tempo	**Movement**	

How to compose a song

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
Gradually increase the amount of work in training so that fitness gains occur, but without the potential for injury. e.g. Week 1 = 10 Press Ups; Week 2 = 12 Press Ups.	Matching training to the particular requirements of an activity. Training needs to be appropriate to the sport e.g. rowers using a rowing machine.	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 FITT components should be taken into account when applying progressive overload.

Training Methods

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

Continuous Training	Circuit Training	Interval Training
Characteristics: Minimum 30 minutes; Aerobic; No Rest/Breaks; used to improve CV Fitness & Muscular Endurance.	**Characteristics**: 6-12 station; stations can be skills based or fitness based; can be aerobic or anaerobic; form of internal training with rest in between each station.	**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

La salud

1. El cuerpo

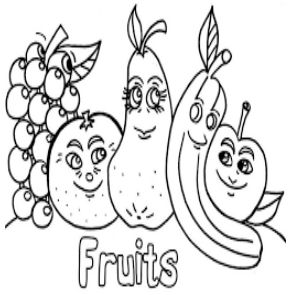
masculine		feminine	
(the) arm	**el brazo**	(the) mouth	**la boca**
(the) neck	**el cuello**	(the) back	**la espalda**
(the) finger	**el dedo**	(the) throat	**la garganta**
(the) tooth	**el diente**	(the) leg	**la pierna**
(the) foot	**el pie**	(the) hand	**la mano**
(the) thumb	**el dedo gordo**	(the)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

2. Me duele…

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

3. Me duelen…

Me duelen		My… (they) hurt me	
los		**las**	
dedos de los pies	toes	**piernas**	legs
ojos	eyes	**manos**	hands
dientes	teeth	**rodillas**	knees



Year 8 Spanish – Term 2B

La salud

4. Debes ….

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

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

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

Notes

Notes

Notes

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