Knowledge Organisers

Year 8

Autumn Term 2026

Name: _____

Instructions for how to use your Knowledge Organiser

After school, every day, you should learn knowledge from **TWO** subjects on your knowledge organiser each night. Your class teacher may set you specific tasks on Satchel One, linked to the knowledge that you will be expected to learn. The timetable below tells you which subjects you should focus on each night. It doesn't matter if you don't have that particular subject on that day, just follow the timetable for your home learning. You should spend **half an hour** on each subject.

TIMETABLE OF SUBJECTS

Monday: English and Geography
Tuesday: Science and Art / DT / Food
Wednesday: Maths and History
Thursday: RE and Computer Science
Friday: MFL and Music / Drama

Reading at home

There is an expectation that all pupils at school read at home for 25 minutes every night.

Books can be borrowed from our library in Room 11.

How to learn knowledge from my knowledge organiser:

- Look at the work, cover it over, write it out again and check it.
- Look. Cover. Write. Check.
- Ask someone to test you and ask you questions about the topic
- Create mind maps on the topic
- Create flashcards on the topic
- Try writing out the key words or new vocabulary into new sentences
- Create a mnemonic
- Draw a diagram of the process
- Read further around the subject

English Year 8 Autumn Term: Lord of the Flies

Glossary

Innate
Ability you are born with.

Hegemonic Masculinity
An idea that promotes male aggression and dominance in society

Microcosm
A community or other unity that is an epitome of a larger unity

Totalitarianism
The political concept that the citizen should be totally subject to an absolute state authority.

Democracy
A democracy is a system where people can change their rulers in a peaceful manner and the government is given the right to rule because the people say it may

Savagery
An act of cruelty or violence

Civilisation
The process by which a society or place reaches an advanced stage of social and cultural development and organization

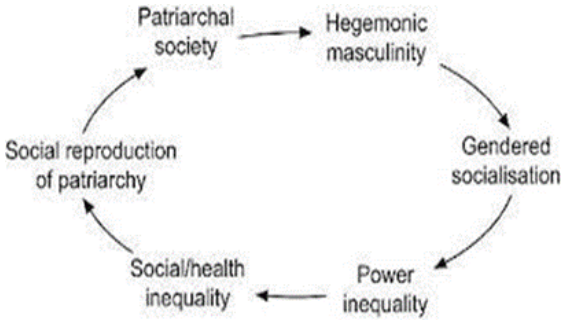
Morality
principles concerning the distinction between right and wrong or good and bad behaviour.

Tribe
A tribe is a group of people who live and work together in a shared geographical area. ...

Instincts
An inborn impulse or motivation to action typically performed in response to specific external stimuli.

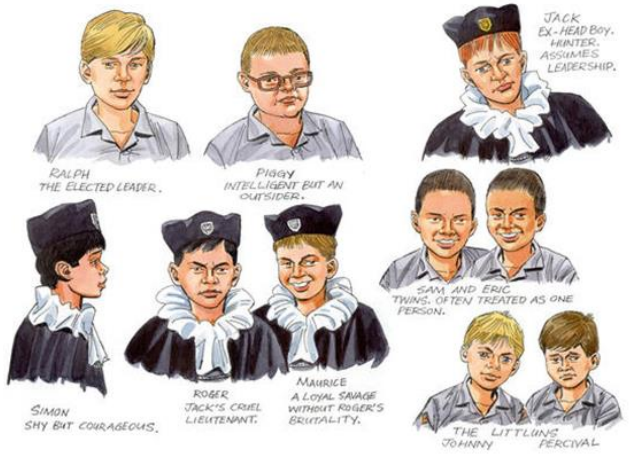
Key themes

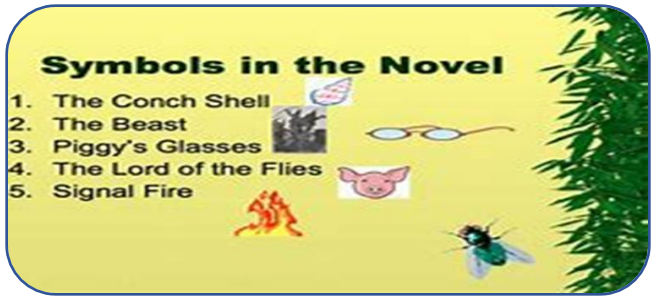
- Hegemonic Masculinity
- Civilization vs. Savagery.
- Loss of Innocence.
- Struggle to Build Civilization.
- Man's Inherent Evil.
- Dangers of Mob Mentality.
- War and the Future of Mankind.

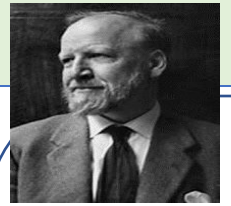


Key characters

- Ralph
- Piggy
- Jack
- Simon
- Roger
- Maurice
- Sam and Eric
- The Little 'Uns







William Golding

William Golding was born on September 19, 1911, in Saint Columb Minor, Cornwall, England. He was raised in a 14th-century house next door to a graveyard. His mother, Mildred, was an active suffragette who fought for women's right to vote. His father, Alex, worked as a schoolmaster.

William Golding started teaching English and philosophy in Salisbury in 1935. He temporarily left teaching in 1940 to join the Royal Navy.

In 1954 he published his first novel, Lord of the Flies. In 1983, he was awarded the Nobel Prize for Literature. On June 19, 1993, he died in Perranarworthal, Cornwall, England.

When asked why he wrote Lord of the Flies, Golding replied: '**after the war, when everyone was thanking God they weren't Nazis, I had seen enough to realize that every single one of us could be Nazis'.**

Key Quotations

- "We've got to have rules and obey them. After all, we're not savages. We're English, and the English are best at everything." (Jack, Chapter-Two)
- "Kill the pig. Cut her throat. Spill her blood." (Jack, Chapter Four)
- "What are we? Humans? Or animals? Or savages? What's grownups going to think?" (Piggy, Chapter Five)
- "Which is better—to have rules and agree, or to hunt and kill?" (Piggy, Chapter Eleven)

Maths Year 8 Autumn 1:Factors and Powers

Key Words

Square: A square number is the result of multiplying a number by itself.
Cube: A cube number is the result of multiplying a number by itself twice.
Root: A root is the reverse of a power.
Prime number: A prime is a number that has only two factors which are 1 and itself.
Reciprocal: This is found by doing 1 divided by the number.
Factor: A number that fits into another number exactly.

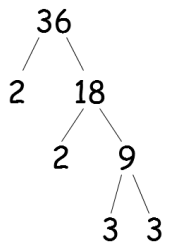
Examples

What is 2^4 ? $2 \times 2 \times 2 \times 2 = 16$

What is $\sqrt{64}$? $8^2 = 64$, so $\sqrt{64} = \pm 8$

What is the reciprocal of 5? $\frac{1}{5}$

Write 36 as a product of prime factors



$36 = 2 \times 2 \times 3 \times 3 = 2^2 \times 3^2$

Product means 'multiply'

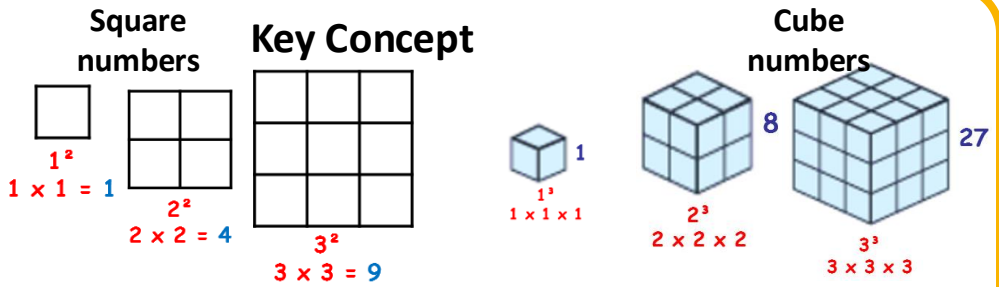
Questions

1) a) 2^5
b) 3^3
c) 1^{17}
d) $\sqrt{81}$
e) $\sqrt{16}$
f) $\sqrt[3]{64}$
2) Find the reciprocal of: a) 4 b) $\frac{1}{3}$ c) 0.25
3) Write 72 as a product of primes.

MATHSWATCH

28,29, 78,82,154

Key Concept



Tip

A number with an odd amount of factors must be a square number.

ANSWERS: 1) a) 32 b) 27 c) 1 d) ± 9 e) ± 4 f) 4
2) a) $\frac{1}{4}$ b) 3 c) 4 3) $2^3 \times 3^2$

Maths Year 8 Autumn 1:Multiplicative Reasoning

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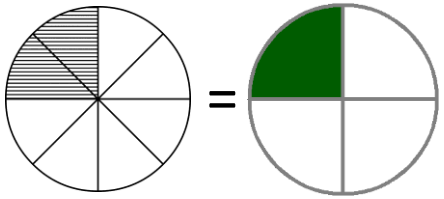
Key Concept

2 parts → 2:6 ← 6 parts

=

1:3



$= \frac{1}{4}$

Key Words

Ratio: Relationship between two numbers.
Part: This is the numeric value '1' of, would be equivalent to.
Simplify: Divide both parts of a ratio by the same number.
Equivalent: Equal in value.
Convert: Change from one form to another.

Examples

Simplify 60 : 40 : 100

÷ 10

6 : 4 : 10

÷ 2

3 : 2 : 5

This could have been done in one step by dividing by 20.

Write 2: 5 in the form 1 : n

2 : 5

÷ 2 ÷ 2

1 : 2.5

Share £45 in the ratio 2 : 7

45 ÷ 9 = 5

£10 : £35

2 : 7

5	5
5	5
=10	5
	5
	5
	5
	5
	=35

Joy and Martin share money in the ratio 2 : 5. Martin gets £18 more than Joy. How much do they each get?

£12 : £30

2 : 5

6	6
6	6
	6
	6
	6
=12	=30

18 ÷ 3 = 6

MATHSWATCH

108,109,110

Tip

Its often useful to write the letters above the ratio. This helps you keep the order the correct way round.

Questions

1) Simplify a) 45 : 63 b) 66 : 44 c) 320 : 440
2) Write in the form 1 : n a) 5 : 10 b) 4: 6 c) $x : x^2 + x$
3) Share 64 in the ratio 3 : 5 4) Write the ratio 1 : 4 as a fraction.

ANSWERS: 1) a) 5 : 7 b) 3 : 2 c) 8 : 11 2) a) 1 : 2 b) 1 : 1.5 c) $1 : x + 1$
3) 24 : 40 4) $^1/_5$

Maths Year 8 Autumn 1:Multiplicative Reasoning

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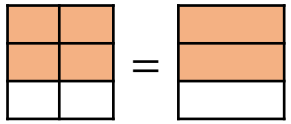
Key Concept

Proportion states that two fractions or ratios are equivalent.

$$\frac{4}{6} = \frac{2}{3}$$

$$4:2 = 2:1$$



Key Words

Ratio: Relationship between two numbers.
Scale: The ratio of the length in a drawing to the length of the real thing.
Proportion: A name we give to a statement that two ratios are equal.
Exchange rate: The value of one currency for the purpose of conversion to another.

Examples

Write 2: 5 in the form 1 : n

2 : 5

÷ 2 ÷ 2

1 : 2.5

a:b = 4:5 and b:c = 6:7
Find a:b:c.

The LCM of 5 and 6 is 30

a : b : c
4 : 5
6 : 7

×6 ×5

24 : 30 : 35

Cake recipe for 6 people.
3 eggs
300g flour
150g sugar
What would you need for 8 people?

÷ 3 ×4

	6	2	8
eggs	3	1	4
flour	300g	100g	400g
sugar	150g	50g	200g

MATHSWATCH

MATHSWATCH

108,109,110

Tip

Working with ratio or proportion requires multiplying or dividing the numbers. Do not add or subtract.

Questions

1) Write in the form 1 : n a) 4 : 8 b) 3 : 12 c) 4 : 6
2) a : b = 3 : 10 and b : c = 4 : 12. Find a:b:c.
3) Pancakes for 4 people need 2 eggs, 120g flour and 60ml milk. How much for 6 people?

ANSWERS: 1) a) 1:2 b) 1:4 c) 1:1.5 2) 12:40:120 3) 3 eggs, 180g flour, 90 ml milk.

Maths: Year 8 Autumn 1:Multiplicative Reasoning

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Increase or Decrease by a Percentage

Non-calculator: Find the percentage and add or subtract it from the original amount.

Increase 500 by 20% (Non Calc):

10% of 500 = 50

so 20% of 500 = 100

500 + 100 = 600

Calculator: Find the percentage multiplier and multiply.

Decrease 800 by 17% (Calc):

100%-17%=83%

83% ÷ 100 = 0.83

0.83 x 800 = 664

Examples

Write 2: 5 in the form 1 : n

2 : 5

÷ 2 ÷ 2

1 : 2.5

a:b = 4:5 and b:c = 6:7

Find a:b:c.

The LCM of 5 and 6 is 30

a : b : c

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6 : 7

×6 ×5

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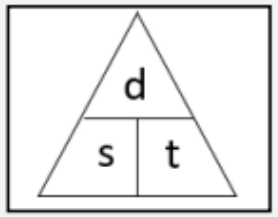
4) How much for 6 people?

MATHSWATCH

MATHSWATCH

108,109,110,164

Speed, Distance, Time



$$speed = \frac{distance}{time}$$

$$time = \frac{distance}{speed}$$

$$distance = speed \times time$$

Use the formulas to convert between compound measures

Depreciation

I buy a car for £20000.

It depreciates at a rate of 4% *per annum*

What will it be worth after 3 years?

Initial amount= £20000
Depreciation rate = 4%
Multiplier is x 0.96
It depreciated for 3 years

20000×0.96^3 = £17694

ANSWERS: 1) a) 1:2 b) 1:4 c) 1:1.5 2) 12:40:120 3) 3 eggs, 180g flour, 90 ml milk.

Science Year 8 Autumn Term:

Interdependence, Biodiversity and the History of Earth

GLOSSARY:

Interdependence and Biodiversity:

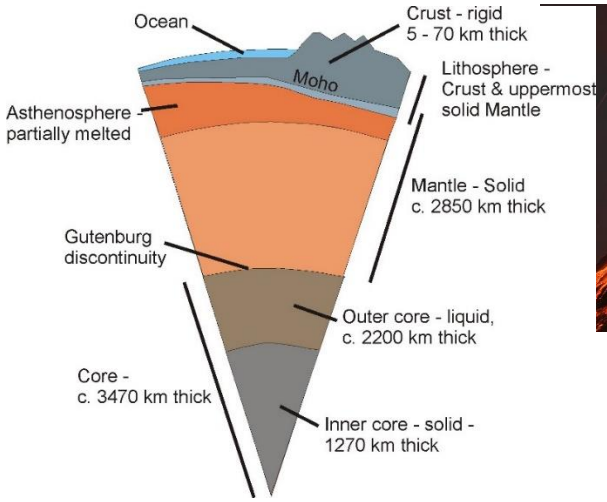
FOOD CHAIN: **A food chain** shows what an organism eats and the transfer of energy between organisms.
FOOD WEB: A **food web** is a set of linked food chains.
PREY: **Prey** are organisms eaten by another organism.
PREDATORS: **Predators** are organisms that eat other animals.
HABITAT: The area an organism lives in is called its **habitat.**
ECOSYSTEM: An **ecosystem** is the name of the plants, animals, and the location that they live in.
POPULATION: The number of plants or animals of the same type that live in the same area is called a **population.**
NICHE: An organism in an ecosystem has its own **niche**.

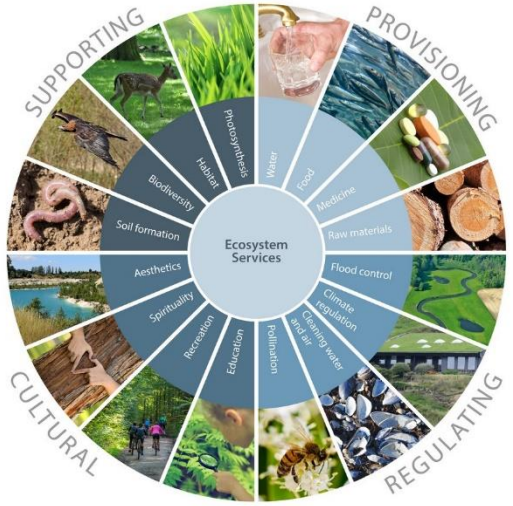
History of the Earth:

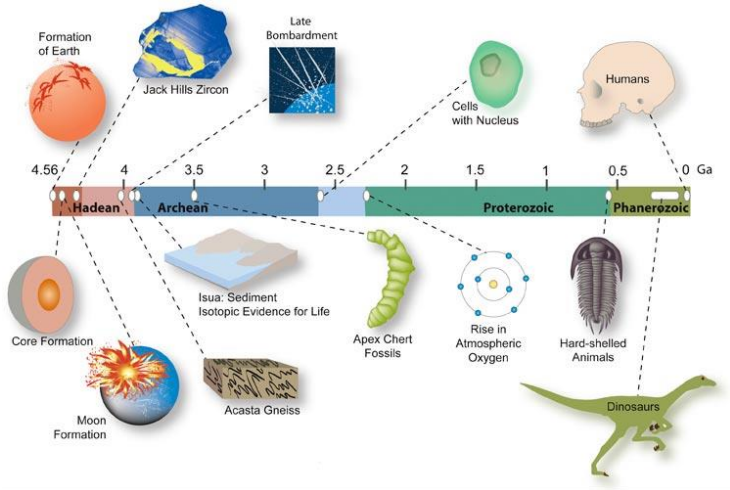
Weathering: he process of **wearing** or being worn by long **exposure** to the atmosphere.
Sedimentary: A **rock** that that has formed from **sediment deposited** by water or air.
Igneous: A type of **rock** that has been formed having **solidified** from lava or magma.
Metamorphic: Rock that has undergone **transformation** by heat, pressure, or other natural **agencies**
Volcanoes: A mountain or hill, typically conical, having a crater or vent through which lava, rock fragments, hot vapour, and gas are or have been erupted from the earth's crust.
Magma: hot **fluid** or semi-fluid material below or **within** the earth's crust.
Lava: hot molten or semi-fluid rock **erupted** from a **volcano**.

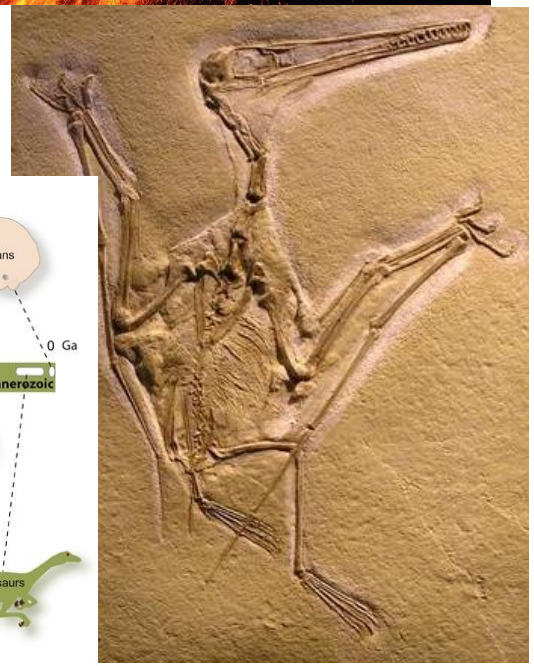
Did you know?

Seeds are distributed by wind, explosion, water, by being eaten by animals and by being carried on the outside or animals. Toxic chemicals can pass through a food chain and accumulate, eventually causing organisms to be ill or die. The animal at the top of the food chain will be most affected. This is one of the most important things to consider when looking at biodiversity as food chains and humans alike can be affected.









Did you know?

The formation of clastic and organic rocks begins with the weathering, or breaking down, of the exposed rock into small fragments.

Through the process of erosion, these fragments are removed from their source and transported by wind, water, ice, or biological activity to a new location.

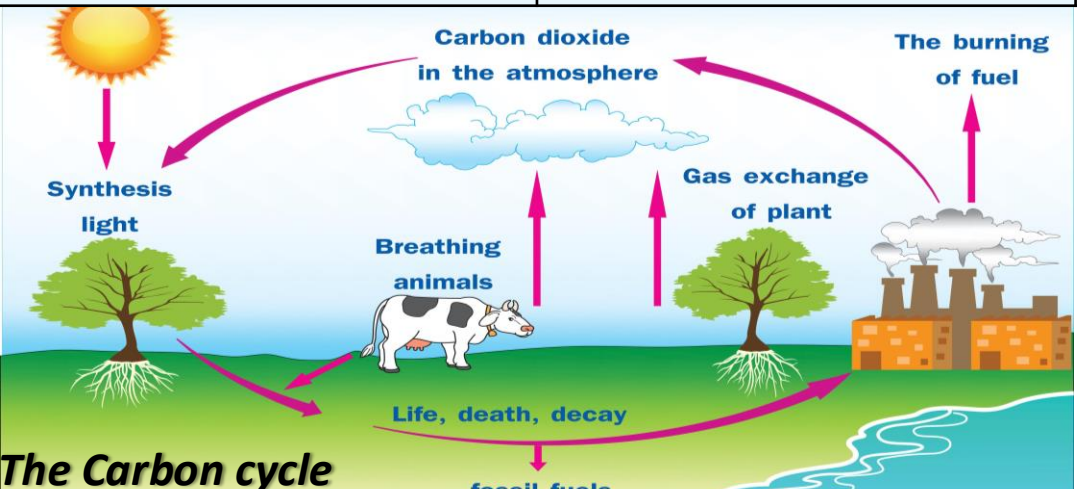
Once the sediment settles somewhere, and enough of it collects, the lowest layers become compacted so tightly that they form solid rock.

Science Year 8 Autumn Term:
Climate change and moving around

Climate change

Glossary

Atmosphere –the envelope of gases surrounding the earth or another planet	**Greenhouse effect –** a natural process that keeps the Earth warm
Acid rain - rain water that has reacted with acidic pollutants	**Pollutants –** substances that harm the environment.
Greenhouse gases - gases which cause the greenhouse effect	**Reduce –** using less of a resource or material
Carbon dioxide – A greenhouse gas produced when things are burned. This is taken in by plants and used during the process of photosynthesis.	**Reuse –** an item that can be used again as its useful life has not been finished.
Recycle – Any item that has no longer any use and cannot be reused is recycled.	**Catalysts –** A substance that speeds up a chemical reaction without being used up itself.



Moving around

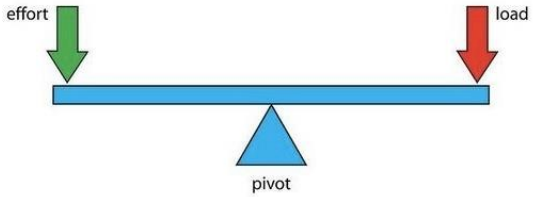
Glossary

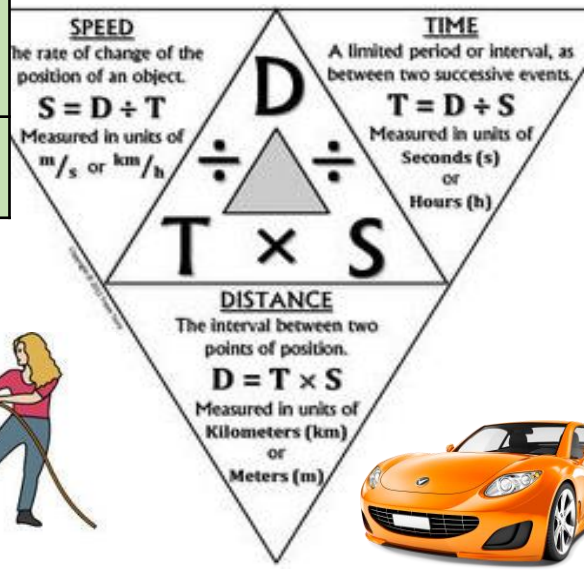
Air pressure	**force on an area caused by air particles bouncing off a surface**
Air resistance	**the force that air exerts on objects moving through it.**
Levers	**is a tool that allows movement. Including the effort, pivot and load.**
Pressure	is a measure of how much force is acting on an area.
Moments	a turning effect produced by a force acting at a distance on an object.
Weight	**the vertical force exerted by a mass as a result of gravity.**

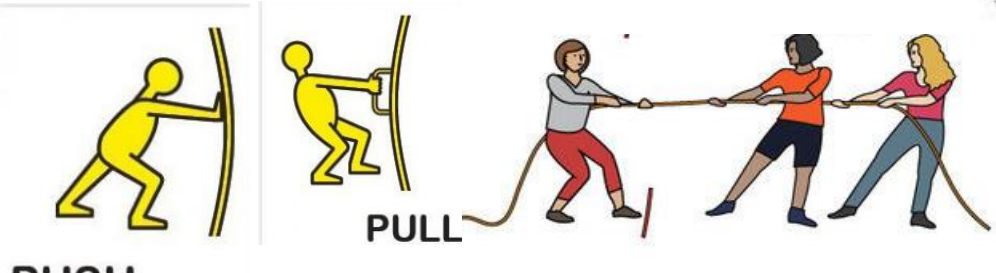
Moment

Moment (Nm) = force (N) x distance from pivot (m)

Moment = F x d







Year 8 RE Unit 1 – Creation and Covenant

Genesis 3 The fall

The Fall:
The event in the Bible when Adam and Eve are forced to leave the Garden of Eden because they sinned against God.

Original Sin;
The state of sin in which all humans are born.

Concupiscence;
Refers to the inner human tendency or inclination towards sin.

Sinai Covenant;
An agreement between God and the people of Israel that takes place on Mount Sinai.

The Decalogue;
Another term for the Ten Commandments.

Freedom;
The power to act, speak or think as you want.

Responsibility;
Having a duty to do something and being responsible.

Conscience;
A persons moral sense of right and wrong.

Baptism;
A sacrament that welcomes you into the Church and washes away original sin.

Humans were created in God's ***image*** to look after the created world.

However in Genesis 3 the goodness in God's creation is ***damaged*** by the humans who were put in this position of ***responsibility.*** They commit the first sin by disobeying God's commands.

As a result the goodness is spoiled and humans feel ***ashamed*** and ***embarrassed*** by their actions.

"And I will put **enmity** between you and the woman, and between your offspring and hers; he will crush your head, and you will strike his heel."

Sin is when humans act against the will of God. It is when they use free will to make a decision to do or say something to hurt someone else.

Catholics believe that because we are created in the **image of God** the conscience is a **God-given ability** to know the difference between **right and wrong.** It is the ***voice of God*** in their head. Catholics teach that a certain judgement of conscience must always be followed when making decisions.

Why is Baptism important?

- **It welcomes you into God's family**
- **It starts your faith journey**
- **You can receive the other sacraments**
- **It washes away original sin (the Fall)**
- **It starts your journey to heaven**
- **Starts an upbringing in faith.**
- **Follow the example of Jesus**
- **Become closer to God**

Why is the Decalogue important?

- **They were given to us directly from God.**
- **Jesus taught us that they are all important.**
- **Following God's commandments will help us to get to heaven.**
- **They help us to have a better relationship with God.**
- **They help us to have a better relationship with other people.**
- **They can help us to make difficult decisions.**
- **They are still relevant to life today.**

Evaluate

Agree

Disagree

"The Ten commandments are not needed by Catholics today"

Agree	Disagree
The rules are too old, they are outdated.	They were given to us directly by God.
Modern life is more complex and you need more complex rules, the Church provides us with these.	They help our relationship with God and others so help us to live a good life and get into heaven.
You can use other things to make moral decisions, you could follow Jesus' teachings or use your conscience.	They are still relevant to life today. E.G. We will always need the commandment 'do not kill'.

Believer's Baptism

Vs

Infant Baptism

This follows the example set by Jesus better.	Baptism washes away your sin, an adult has had the chance to sin.	You should get to choose your own religion and say your own vows otherwise it might be not what you want.
This allows a child to grow in faith with their family and church community. They can go on to receive the other sacraments.	Baptism washes away original sin, a baby can start their life with Christ right away.	Your parents and Godparents can make your vows for you and support you on your new journey.

Welcome	Takes place at the front of Church. The priest welcomes the parent and the child and takes them to the font.
Word of God	Readings from the Bible (usually the Baptism of Jesus. The priest will give a short homily to explain the reading to the congregation.
Exorcism and anointing	At this point in the ceremony the priest uses the oil of catechumens is given here to symbolise strength – avoid sin.
Baptismal promises	Parents and godparents renew their faith through responses to questions about God the father, son and Holy Spirit.
Baptism	Water is poured on the person's head three times the priest says 'I baptise you in the name of the father, son and Holy Spirit', Wash away original sin.
Anointing with chrism	This oil is used to represent that the person, through baptism, has a special calling to live a Christian life.
Clothing with the white garment	White represents purity and this stage represents being 'clothed' in Christ – he is with the person always.
The Baptismal candle	The candle is lit from the Paschal candle to represent the resurrection and new life in Christ.
Conclusion at the altar	This stage now reminds all present the person belongs to God and is a part of His family.

Year 8 RE Unit 2 – Prophecy and Promise

Prophet
From the Greek meaning 'messenger'. The prophets speak for God and deliver his message.

Priest
A person anointed by God. It also refers to an ordained minister who celebrates the sacraments for Catholics.

King
An anointed person who has authority. Also a ruler of a country.

Messianic
Relating to the Messiah.

Advent
The first season in liturgical year when Christians prepare for the birth of Jesus.

Amos
An Old Testament prophet who gave God's message of justice.

Isaiah
An Old Testament prophet who gave God's message of the arrival of the Messiah.

John the Baptist
A New Testament prophet who prepared the way for Jesus as the Messiah. Also the cousin of Jesus.

The Prophets

How many prophets are there in the Bible?

16 with named booked or 68 altogether

Name 3 prophets in the Bible

Isaiah, Amos, Daniel

What is a prophet?

People who hear from God and share his message

What was the message that God continued to send through the prophets?

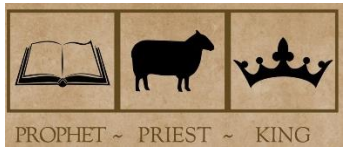
To stop sinning and turn to God.

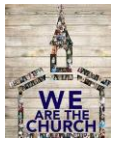
Why did God send prophets?

To help people to stop sinning because God loves his people.

Who did God promise to some of the prophets?

Jesus-a rescuer to save them from sin.





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Priest, Prophet and King

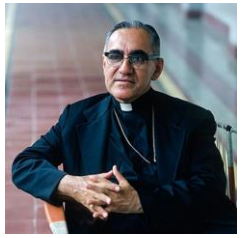
Title for Jesus	Description of the title for Jesus	How Christians are priest, prophet and King today
Priest	He showed people how to be faithful to God and sacrificed himself for the forgiveness of sins so humans could reconcile with God.	**Priest** They can receive the sacraments. Use talents and gifts – to show devotion. Support and encourage others to do the same.
Prophet	Jesus explained how the Kingdom of God would be created both on earth and in heaven.	**Prophet** Share the word of God with others and evangelise through what they say. This is important to help the Church grow.
King	He was God on earth with responsibility for those in his care. He was a servant King and the fulfilment of King David, the shepherd King.	**King** Set a good example – show people the right way to act and behave. Take responsibility for others.

Call, message and fulfilment

There are many **prophets** in the Old Testament who share **God's messages**. They do this by making **prophecies,** which can include **warnings, encouragements or predictions**. The collection of prophecies they were inspired to write are called **prophetic texts** and they all follow a pattern of ***call, message and fulfilment.***

Call A person is called by God to be a prophet-his messenger.	Message A prophet is sent to deliver a message to God's people.	Fulfilment A promise made by God is fulfilled.
God spoke to Moses through the burning bush.	Moses tells the Jewish people he will lead them out of Egypt to freedom.	The Jewish people are freed.
Samuel heard the voice of God calling to him.	Samuel delivers a message of judgement on his master.	Samuel's master dies and his sons are killed in battle.
Isaiah saw a vision of God.	Isaiah predicts the coming of the Messiah. Who will be a suffering servant.	The life and suffering of Jesus.

'I baptize you with water for repentance. But after me comes one who is more powerful than I, whose sandals I am not worthy to carry. He will baptize you with the Holy Spirit and fire.'



"The ones who have a voice must speak for those who are voiceless."

"Aspire not to have more, but to be more."

Prophecy candle, symbolises hope. It is reminder of the prophets who foretold the birth of Jesus, in particular Isaiah.

Bethlehem candle, symbolises faith. It is reminder of the journey to Bethlehem and gave birth to the foretold Messiah.

Angel's candle, symbolises peace. It is reminder of the peace the Messiah is foretold to bring.

1. The call to repentance

Amos calls people to repentance and to regret the poor choices they have made

He calls them to actively look for the good in life, to make the right choices and keep the promises they make to God.

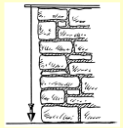
He calls people to turn away from evil, to actively fight against it and bring justice back to their communities

2. Critique of the rich and call to care for the poor

Amos criticises the lavish lifestyle of the wealthy who sleep in beds inlaid with ivory and eat expensive meat. While the rest of God's people sleep on straw mats and eat simple food.

Amos taught that if you follow God, then you will work to bring about good for other people.

Amos shares a vision from God of a plumb line. These were used to tell if a wall was built straight or if it was out of line-does it need repair or need to be torn down.



God was sending a very strong message that if his people continued to be 'out of line' they risk being 'torn down'

3. Criticism of external religion

Amos says that people are more concerned with being seen to be holy rather then actually behaving justly.

Amos said people were going through the outward motions of their religion but they were not motivated by devotion to God.

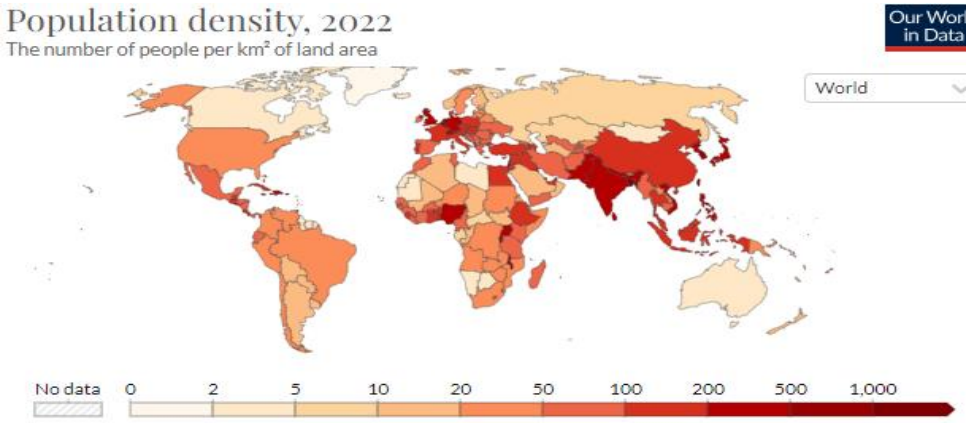
Amos criticises the people for practising 'external religion' focusing too much on observing feasts and making sacrifices rather than looking after others.

Geography Year 8 Autumn Term: How are Populations Changing?

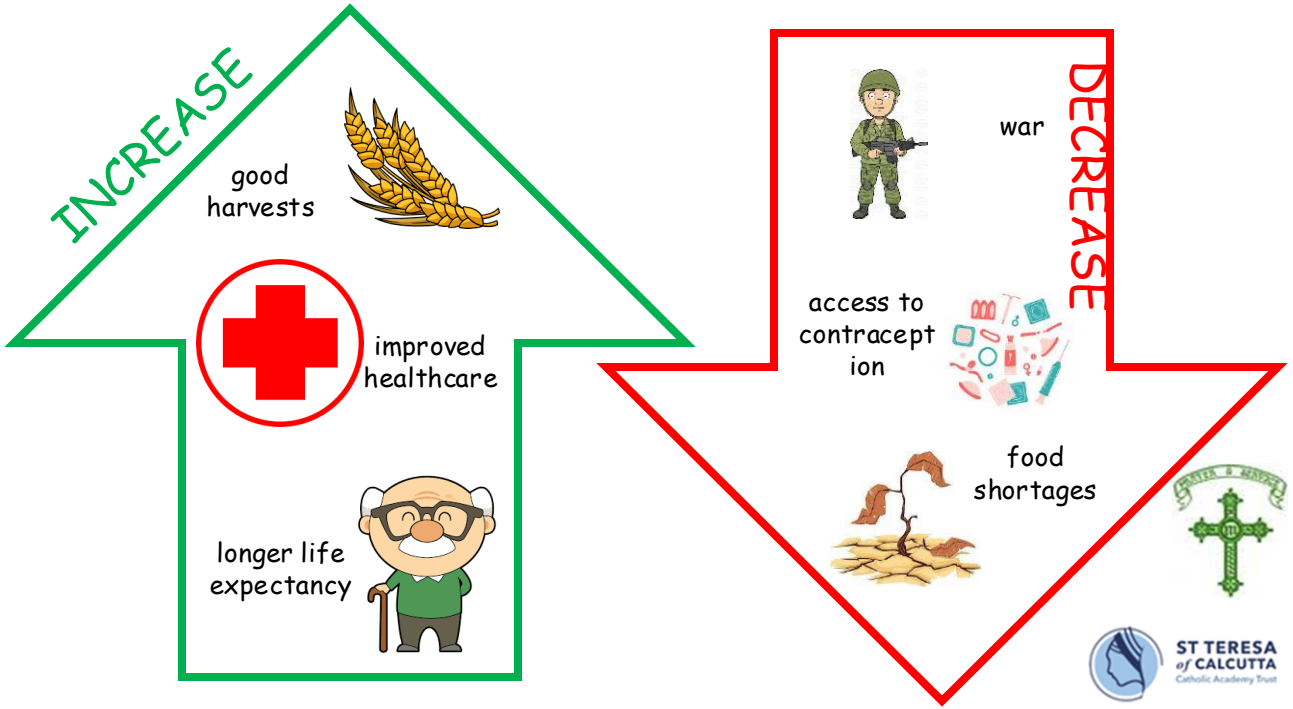
What do I need to know?	
What is population?	
How does population density change around the world?	
Are there too many people on our planet?	
How is the population changing?	
How can we describe the structure of a population?	
Can we control population size?	
Why do people migrate?	
Where do people migrate to?	
What is urbanisation?	
What are the consequences of over population?	
How has overpopulation affected NYC?	

Check out the worlds current population

https://www.worldometers.info/world-population/



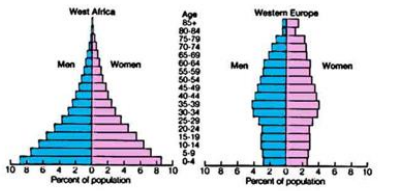
Why do population sizes change?



Geography year 8 Autumn term 1 – How are Populations Changing?

Key Words	
Population	The number of people in a particular area.
Birth Rate	The number of births per 1000 people.
Death Rate	The number of deaths per 1000 people.
Migration	The movement of people from one place to another.
Emigration	When someone leaves a country.
Immigration	When someone enters a country.
Over Population	Where there are too many people and not enough resources to support a satisfactory quality of life.
Optimum Population	The perfect population that can maximise the benefits from the resources available.
Natural Increase	The difference between the birth rate and the death rate.
Life Expectancy	The age the population is expected to live to. This varies within different countries.
Ageing Population	A change in the age structure of the population within a country. A rising average age and a growing number of people living beyond the standard working ages.

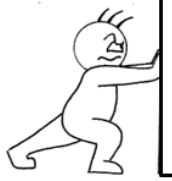
Population pyramids



- High birth rate
- Low life expectancy
- A high number of child dependents
- A low number of elderly dependents.
- High death rate

- Low birth rate
- High life expectancy
- A low number of child dependents.
- A high number of elderly dependents
- Low death rate

Why do people migrate?



Push factors

Few jobs except farming

Extreme weather

War

Pull factors

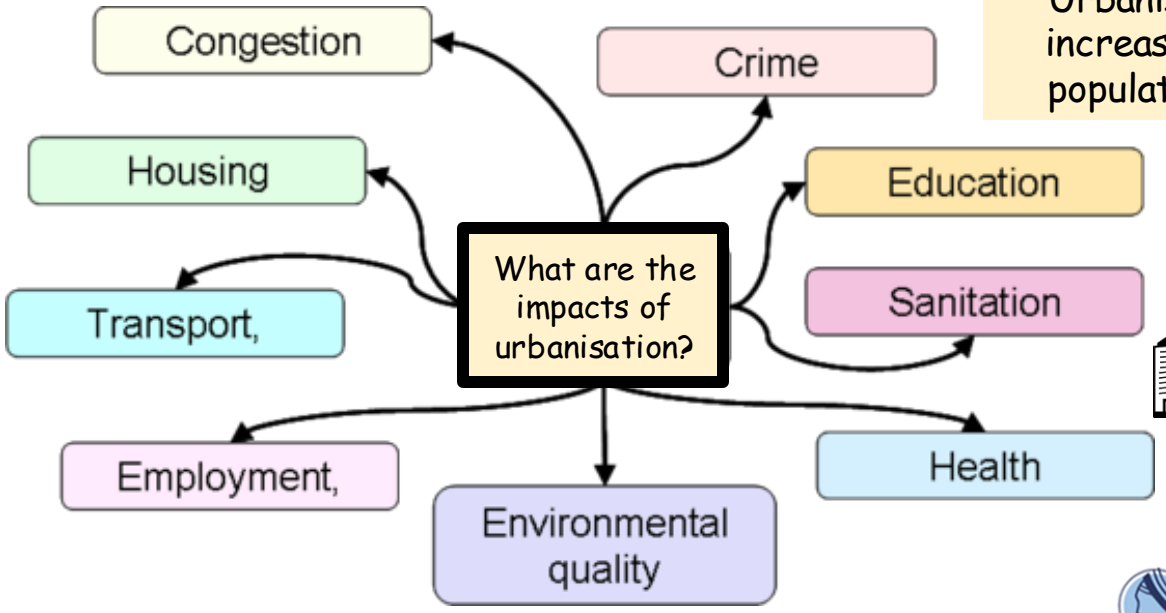
Better housing opportunities

More healthcare

Better education

Urbanisation

Urbanisation is the increase in size and population of a city



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Year 8 Autumn Term: What were the Human Consequences of the Sugar Trade?

Triangular Trade	A system of transatlantic trade in the 16th century between Europe, Africa, and the Americas.
Civilized	A country which has a well-developed system of government, culture, and way of life and that treats the people who live there fairly.
Prejudice	An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.
Plantation	Large property or landholding dependent on the labour of enslaved people.
Caribbean	The region consisting of the Caribbean Sea, its islands (including the West Indies), and the surrounding coasts).
Trade	The action of buying and selling goods and services.
Colonies	A country or area under the full or partial political control of another country
Middle Class	The social group between the upper and working classes, including professional and businesspeople and their families.
Middle Passage	The sea journey undertaken by slave ships from West Africa to the West Indies.
Racism	Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

Cause and Consequence

Renaissance	Early Modern

Why was Britain involved in the trade of human beings- CAUSES:

- Britain's Empire (number of colonies) grows
- Greed- to get rich
- Increased demand for sugar
- Greed – hooked on sugar
- Need for workers on the plantations
- The growth of the middle classes – those who could afford and want sugar

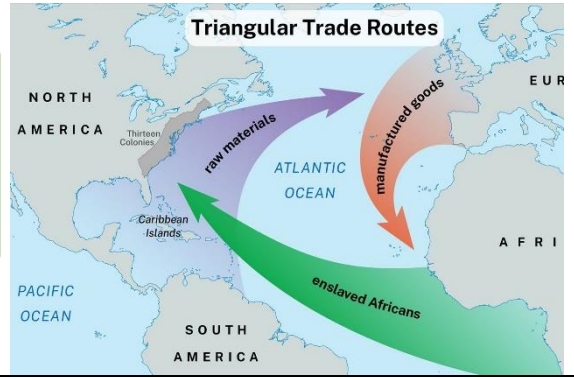


Diagram of the **Triangular Trade** route between the late 16th and early 19th century.

- It shows the outward passage from Britain to West Africa. They carried goods like pots, pans, guns.
- It shows the middle passage from West Africa to the West Indies – they carried enslaved people.
- It shows the return passage – from the West Indies back to Britain, they carried cotton, tobacco, sugar and coffee back to Britain.

Causes

1. Directly linked to an event
2. Not all causes are equal
3. Can be linked together
4. Economic/Political/ Social/Cultural

British Actor, George F Cooke, 1785.

'Every brick in Liverpool is cemented with the blood of a slave'.

Bristol-born Edward Colston was a rich slave trader.

Effects on Bristol

- Bristol ships also supplied British colonies with a wide range of goods for the plantations.
- Slave-produced Caribbean products such as sugar, rum, indigo and cocoa were important local industries. Thousands of working people were employed in these processing industries.
- The profits from the slave trade formed the basis of Bristol's first banks and laid the foundations for some of the city's finest Georgian architecture.

Effects on Liverpool

- Evidence of Liverpool slave trade past is all over the city – in its architecture, public buildings, and street names **very few slaves actually passed through Liverpool.**
- During the 18 century, Liverpool was Britain's main port and found one corner of the open "slave triangle".
- Ships from the Mersey's shores Took at least 1.5 million Africans across the Atlantic to work on plantations.
- Approximately half of the Liverpool trade link to slavery.
- The British trade in African slaves, between the early 1600s and 1807, generated profits of about £12 million (£1 billion today).

Liverpool Town Hall

Bristol Queen Square

Consequences

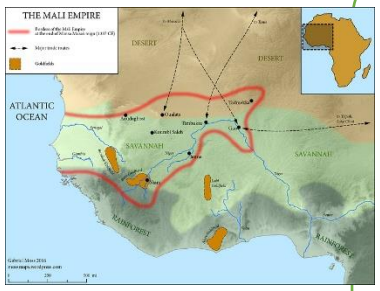
1. Direct result of a event
2. Not all consequences are equal

1492	1500's	1650-1700	1786
Christopher Columbus discovered the Caribbean Islands and names them the West Indies.	English planters set up plantations and used slave labour to do the work.	The Middle Class in England became addicted to sugar and by 1700 England imported 10,000 tons per year.	After a life in slavery Olaudah Equiano became a member of the 'Sons of Africa'.

Causes and Consequences can be placed into **different Factors/Categories**

- **Social**
- **Religion**
- **Economic**
- **The role of an individual and/or groups**
- **Political**
- **Technological**
- **Military**
- **Cultural**

MEANWHILE ELSEWHERE …



The Mali Empire in around 1337.

The success of the Mali Empire and Mansa Musa (1312-1337)

1. Increased size of his army to 100,000 soldiers.
2. Reconquered Gao, a significant area of land next to the Sahara desert).
3. Mansa Musa was then able to keep trade routes safe and stop rebellions.
4. Mansa Musa also gave leadership to many emirs (chiefs), each governing different parts of the empire.
5. He also rewarded his emirs (chiefs) with gold and a new honours system
6. Mansa Musa also strengthened the religion of Islam throughout his empire by building many great mosques (as seen on the right), whilst respecting the beliefs of non-Muslims.

Mansa Musa ascended the throne in 1312. He then stayed in power until his death 25 years later.

Djinguereber Mosque in Timbuktu

The autobiography of Olaudah Equiano – a former slave. This is rare, first hand evidence of the cruelty of the Middle Passage from a slave's perspective .

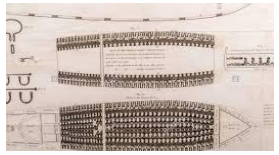
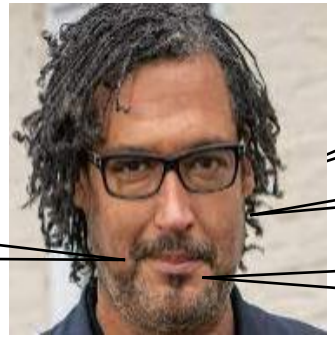


Diagram of Brooke's slave ship used by Abolitionists as evidence of the cruelty of the Middle Passage.

The questions Historian David Olusoga might ask to work out if a historical source is **useful**



Who produced the source and what was the purpose of the source?

What does the source reveal about attitudes at the time?

What facts support/challenge the historical source

What does the source show/tell me?

Spanish: Year 8 Autumn Term

LAS VACACIONES

Key verbs and vocab

Present		Past	
Voy	I go	Fui	I went
Vas	You go	Fuiste	You went
Va	He/she goes	Fue	He/she went
Vamos	We go	Fuimos	We went
Vais	You lot go	Fuisteis	You lot went
Van	They go	Fueron	They went

a... - to...

Escocia - Scotland
Italia - Italy
Egipto - Egypt
Alemania - Germany
Gales - Wales
Grecia - Greece
Irlanda - Ireland
Estados Unidos - USA

Con... - with

En... - by

Avión - plane
Autobús - bus
Tren - train
barco - boat
autocar - coach
coche - car

Opinions

Fue... - it was

Guay - cool
Flipante - awesome
Genial - great
Regular - ok
Horroroso - terrible
Un desastre - a disaster
Raro - strange/weird

¡Lo pasé bomba! - I had a fantastic time
¡Lo pasé fenomenal! - I had a wonderful time
¡Lo pasé guay! - I had a great/cool time
Lo pasé mal - I had a bad/terrible time

Activities

El primer día - On the first day
El ultimo día - on the last day
Primero - first
Luego - then
Después - after
Más tarde - later

Visité monumentos - I visited monuments
Compré una camiseta - I bought a t-shirt
Saqué fotos - I took photos
Monté en bicicleta - I rode a bike
Descansé en la playa - I relaxed on the beach
Mandé SMS - I sent a message
Bailé - I danced
Nadé en el mar - I swam in the sea
Tomé el sol - I sunbathed
Escribí SMS - I wrote messages
Comí una paella - I ate paella
Bebí una limonada - I drank a lemonade
Conocí a un chico guapo - I met a good-looking boy
Salí con mi hermana - I went out with my sister
Vi un castillo interesante - I saw an interesting castle

Let's show off!

Acabo de ir a... - I have just been to...
Siempre he soñado con ir a... - I've always dreamed of going to...
Ojalá pudiera ir a... - I wish I could go to...
Cuesta un ojo de la cara - It costs an arm and a leg
El hotel era... - the hotel was...
El hotel tenía... - the hotel had...

Look at this model text about holidays - do you think you could replicate it with your own information?

Normalmente voy de vacaciones a **Grecia**.	Normally I go on holiday to **Greece**.
Voy con **mi familia** y vamos en **avión**	I go with **my family** and we go by **plane**
ya que es **rápido** pero también es **aburrido**.	because it's **fast** but also it's **boring**.
Acabo de ir a **Francia** y fue **guay**.	I've just been to **France** and it was **cool**.
Fui con **mi clase** y fuimos en **autocar**.	I went with **my class** and we went by **coach**.
El primer día **visité monumentos** y **saqué muchas fotos**.	On the first day **I visited monuments** and **I took lots of photos.**
Después compré **una camiseta roja.**	After, I bought a **red t-shirt.**
El ultimo día **tomé el sol** en la playa	On the last day **I sunbathed** on the beach
y más tarde, **nadé en el mar**.	and later, **I swam in the sea**.
¡Lo pasé **bomba**!	I had a **fantastic** time!
Siempre he soñado con ir a **Estados Unidos**	I've always dreamed of going to **America**
porque me encanta **la comida** y **la cultura**.	because I love **the food** and **the culture**
Sin embargo, cuesta un ojo de la cara.	However, it costs an arm and a leg.

Art - Year 8 Autumn Term
Graffiti

Looking at artists
Looking at the work of a range of graffiti artists: Graffiti title page
Artist research page: Banksy
Reading: Banksy article and comprehension questions
Developing and experimenting
Developing/creating a range of graffiti lettering styles
Developing own graffiti style
Experimenting with tone and shading techniques
Planning a final outcome
Drawings
Baseline assessment: drawing using a grid
Drawings of existing graffiti tags
Designing own graffiti tags
“Do Now” tasks
Final Outcomes
Graffiti wall with student’s own graffiti tag
New skills and techniques
Perspective drawing
Mixed media
Graffiti letter design/development
Development of prior knowledge
Artist appreciation/opinions, observational drawing

DT Year 8 Autumn Term: Health and Safety

Glossary

Health and Safety

NOUN *BRITISH*
•regulations and procedures intended to prevent accident or injury in workplaces or public environments.

Why do you think workshop Safety Rules are important?
If everyone follows workshop rules, everyone will be safe and learn how to use tools and equipment properly and efficiently.

[Health and Safety (technologystudent.com)]

1. Always listen carefully to the teacher and follow instructions.

2. Do not run / rush in the workshop.

3. Know where the emergency stop buttons are positioned in the workshop.

4. Always wear an apron.

5. Wear good strong shoes. Trainers are not suitable.

6. When attempting practical work, all stools should be put away.

7. Bags should be stored away, during practical sessions in the workshop.

8. When learning how to use a machine, listen very carefully to all the instructions given by the teacher. Ask questions, especially if you do not fully understand.

9. Do not use a machine, if you have not been shown how to operate it safely, by your teacher.

10. Always be patient, never rush practical work.

11. Always use guards, when operating machines.

12. Keep hands / hair and clothing away from moving/rotating parts of machinery.

13. Use hand tools carefully, keeping both hands behind the cutting edge.

14. Report any damage / faults to machines/equipment. Damage or a faulty part, could cause an accident.

15. Keep your workbench tidy. When you have finished with a tool / piece of equipment, return it to its storage cupboard / rack.

16. Never distract another pupil, when they are working on a machine or using tools / equipment.

DT Year 8 Autumn Term Graphics - Iconic Product Design

Glossary

Iconic Design

An iconic design is usually a design that is **'ground breaking'** and one that sets new standards in its field. It is a design that other designers and manufacturers follow, as it becomes a bench mark for other similar products. Furthermore, an iconic design is one that stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries.

Jonathan Ive

James Dyson

Deiter Rams

Achille Castiglioni

What makes a brand iconic?

But for a brand to be truly iconic, it needs to reach out to its audience on multiple levels. The product or service needs a good tone of voice, tell a gripping story, evoke emotion, and be memorable. Some of the most successful and globally perceived brands have become iconic for positive reasons.

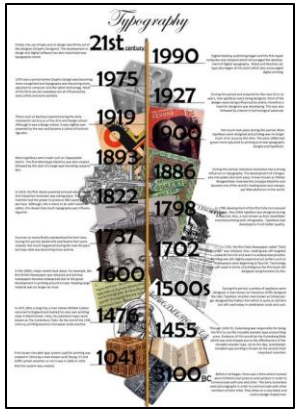
Marc Newson

Iconic Designers

1. Jonathan Ive, UK
2. James Dyson, UK
3. Charles and Ray Eames, USA
4. Deiter Rams, Germany
5. Achille Castiglioni, Italy
6. Marc Newson, Australia
7. Arne Jacobsen, Denmark
8. Marcel Breuer, Hungary
9. Giorgetto Giugiaro, Italy
10. Philippe Starck, France
11. Karim Rashid, USA
12. Zaha Hadid, Iraq
13. Frank Lloyd Wright, USA
14. Noto Fukasawa, Japan

Philippe Starck

Charles and Ray Eames



Infographic examples

What is an infographic?

a visual representation of information or data displayed as a chart or diagram:

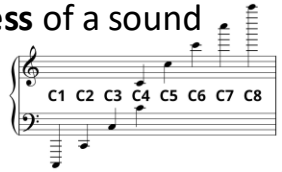
"a good infographic is worth a thousand words" ·

10 most influential Product Designers of all time - RTF | Rethinking The Future (re-thinkingthefuture.com)

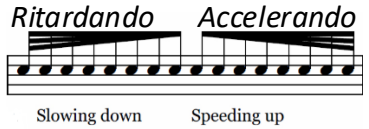
Who are the 10 most influential Product Designers of all time? : DesignWanted

Year 8 Music Term 1: Intro to Film Music

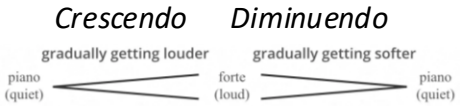
Pitch: The **highness** or **lowness** of a sound



Tempo: The **speed** of a sound or piece of music



Dynamics: The **volume** of a sound or piece of music



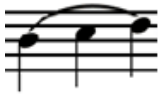
Duration: The **length** of a sound

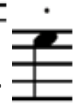
Texture: How much sound we hear

Silence: The opposite or absence of sound

Timbre: The unique sound quality of different instruments

Articulation: How individual notes or sounds are played



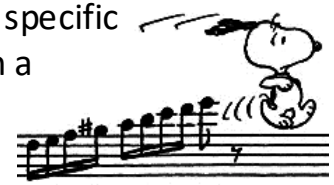


LEGATO – playing notes in a long, smooth way shown by a SLUR.
STACCATO – playing notes in a short, detached, spiky way shown by a DOT.
ACCENT – playing a note with a sudden emphasis

Structure: How a piece of music is organised into different sections or parts

ACOUSTIC: makes a sounds naturally e.g acoustic guitar
ELECTRIC: makes a sounds using electricity e.g. electric guitar

Mickey Mousing: when the music fits precisely with a specific part of the action in a film e.g. cartoons)



Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER**. It is designed to support the action and emotions of the film on screen.

Drone: A long, low held note

MAJOR: Sounds happy
MINOR: Sounds sad

Dissonance: Notes that clash and sound horrible together
Consonance: Notes that sound nice together

Foley Artist: a person who re-creates sounds for film, video, and other media in post-production to enhance audio quality

ENSEMBLE SKILLS

- Listen to each other
- Play in time & in tune
- Play in balance (not too loud/quiet)
- Express yourself
- Be confident
- Be organised
- Communicate with your group

Semitone: A half step on a keyboard, often black to white notes

Trill: rapid movement between 2 next door notes

Ostinato: A repeated pattern

Chromatic: When notes move in semitones

Food, Nutrition and Health Year 8 Autumn Term

- Seneca Online Learning - AQA Food and Nutrition - Class code: b797g0nf2i
- https://www.foodafactoflife.org.uk/
- BBC Food
- Food Standards Agency - https://www.food.gov.uk/food-safety
- https://www.ifst.org/lovefoodlovescience
- https://www.nutrition.org.uk/
- https://quizlet.com/240309265/gcse-food-preparation-nutrition-keywords-flash-cards/

Key Knowledge

1. Protein is required by the body for growth, maintenance and repair.
2. Fats can be classified as either saturated and unsaturated.
3. Saturated fats are considered to be more harmful to health because they raise levels of cholesterol.
4. Carbohydrate provides the body with energy.
5. Vitamins are micronutrients, required in small amounts to do essential jobs in the body.
6. Water makes up two thirds of the body so it is vital to drink regularly to stay hydrated.
7. Energy balance is the balance of energy consumed through eating and drinking compared to energy burned through physical activity.

Quick Test (Use the internet to research your answers)

1. What are the functions of fat in the diet?
2. Give some examples of foods containing protein.
3. Why is a good supply of vitamins and minerals needed in a teenagers diet
4. What does Calcium do in our diet?
5. Which nutrient provides energy?
6. Describe what a balanced diet is.

Research the Key Words below and write an explanation for each

- **Balanced diet**

_____
_____
_____

- **Nutrients**

_____
_____
_____

- **Deficiency**

_____
_____
_____

- **Excess**

_____
_____
_____

- **Processed foods**

_____
_____
_____

Read

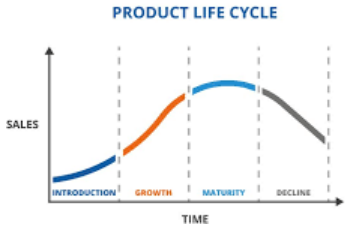
Computing: Year 8 Autumn Term: 4Ps & ICT

Quiz

Marketing Mix

Product:

Products go through a cycle, they can be extended to stop them declining



Price:

There are different pricing strategies that can be used:

Psychological

Competitive

Penetration

Skimming

Promotion:

There are different ways you can promote:

Sponsorship

Adverts

Leaflet

Place

Where businesses are located could be online or as shops

Key Terms

Business Plan: A business plan is a document created by a business or entrepreneur that provides details about each element of the business it is often to try and get people to invest and give money to the business

Market Mix: It is the Price, Product, Promotion and Place of the business all together

Extending Product Life Cycle: Before the product goes into decline strategies to ensure it stays alive, such as advertising

Retailer : A Shop

Software: A program on a Computer. Microsoft Office is an application software which includes Excel, Word, PowerPoint and Publisher.

Software

Word Processing

You use a word processor for documents that are mainly text such as letters, essays and reports. You can change fonts, text sizes, emphasise headings, highlight text or make it bold, italic or underlined.

You can create columns, bullet pointed lists and you can still include images and icons. Spell checker is also a very useful tool!

PowerPoint

Presentation software creates a series of slides in a single document.

Excel

Used to make calculations on nos.

Publisher

Used to make posters and leaflets

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Read

Computing Year 8 Autumn Term 2: Data Representation

Quiz

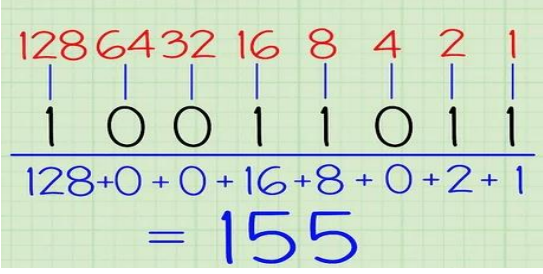
Images

Bitmap image is made of a series of coloured dots (pixels) whereas a vector image is made up of a set of lines and shapes.
The colour of each pixel in a bitmap image is represented by a binary code.

Binary works by

Computers use something called binary code. Binary code is made up 1s and 0s.
They use 1s and 0s because a computer is also made up of lots of electronic parts each of which can be either on (1) or off (0).

Binary



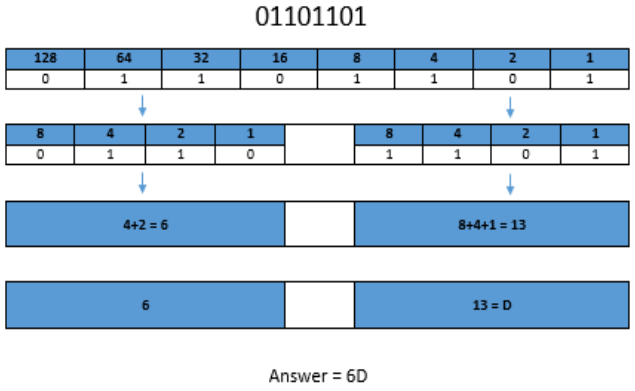
Key Terms

Denary: Normal numbers which use base 10, include 1,2,3,4,5 etc.
Binary: This is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s.
Pixel: A tiny dot or square that makes up a picture, the more pixels in an image the better quality the image will be
Binary Addition: Adding two binary numbers together not the same as adding two ordinary numbers together there is a rule you must follow
Hexdecimal: Similar to binary because you are converting a number from denary, in hexadecimal it is into a 16 base system which runs:

0,1,2,3,4,5,6,7,8,9,A,B,C,E,F

Hexadecimal

Hexadecimal	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F
Decimal	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15



Binary Addition

0 + 0 = 0

1 + 0 = 1

1 + 1 = 10

1 + 1 + 1 = 11

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Drama Year 8 Autumn Term: Urban Legends

Physical Skills

- **Facial Expression**

Using your face to communicate character emotion and reactions.

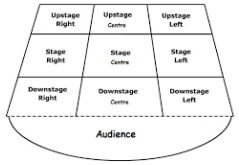
- **Body Language**

The way that you sit or stand. To communicate emotions or meaning to an audience

- **Proxemics**

Using space on stage to communicate meaning to an audience. Eg, standing close together can show a close relationship.

- **Staging**



Use of working stage areas to block a scene with clear view for the audience

Drama Techniques

Teacher in Role: The teacher performs in character to the class.

Thought Track: Revealing a characters inner thoughts aloud to the audience.

Pupil in Role: Pupil performs in role during a whole class improvisation session to respond to teacher in role.

Given Circumstances: What are the facts that we know about the scene or characters?

Flash Back: Signalling to the audience that the performers are showing details of a past event/time.

Dig Deeper Questions:

Origin:

Where did the stories come from?

Who told them for the first time and to whom?

Function:

What are the stories for?

Why do we tell them to each other?

Meaning:

What do the stories tell us about ourselves or our society?

Vocal Skills:

Projection: Ensuring your voice is loud and clear for the audience to hear.

Tone: Try to change the tone of voice to create a change in atmosphere.

Pace: The speed you deliver your dialogue

Pause: Moments of pause can create tension or intrigue.

Emphasis: Stress key words to communicate meaning to the audience or other performers on stage.

Communication **Cooperation** **Creativity** **Confidence**

Year 8: Physical Education

Developing and embedding skills

- Expectations
- Standards
- Skills/technique refinement

Health Related Fitness - Benefits of Physical Activity

- Methods of Training
- Components of Fitness
- Anatomy Vocabulary
- Power, Agility & Muscular Endurance

Dance

- Knowledge of techniques, styles and forms.
- Pupil led choreography, inter form competition

Sports/Activities taught

Netball
Football
Hockey
Handball
Cricket
Rounders
Basketball
Table Tennis
Badminton

Strategies to overcome opponents in competitive sport (Games)

- Teamwork
- Rules & regulations
- Sport specific skills whilst moving

Develop techniques and improve performance in other competitive sport. (Individual)

- Athletics: Fosbury Flop High Jump
- Gymnastics: Vaulting
- Trampolining: Basic Agilities

Outdoor & Adventurous Activities

- Team building
- Problem solving
- Oracy & Communication Skills
- Intellectual challenge

Wider Curriculum Competitive Sports & Activities

- Extra Curricular
- Inter-form
- Sports Day
- Community Links
- School trips

- Desire to Improve: assessments will demonstrate
- Improvements to achieve your personal best.
- Evaluation of Performance (peer & self assessment).
- Commitment, Resilience & Respect across the learning journey.

Year 8 Music: Class Performance – Musicals

Musical Theatre tells a story through singing, acting and dancing. It can be performed on a stage or made into a film

Choreography - the planning and rehearsing of dance routines

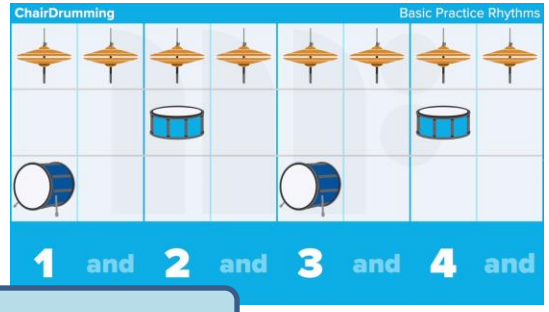
Costumes – clothing that represents a character

Props – portable objects that enhance the story e.g. umbrella, suitcase

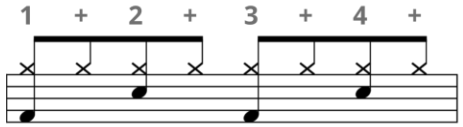
Scenery – Furniture and structures that represent a time or place

STRUCTURE: The way music is put together in sections.

INTRO	the first section of a song
VERSES	has the same melody but different lyrics each time which helps develop the song's narrative and story
LINK	a optional short section often used to join different parts of a song together, often instrumental
CHORUS	occurs several times within a song. It is repeated with the same melody and lyrics each time it is heard

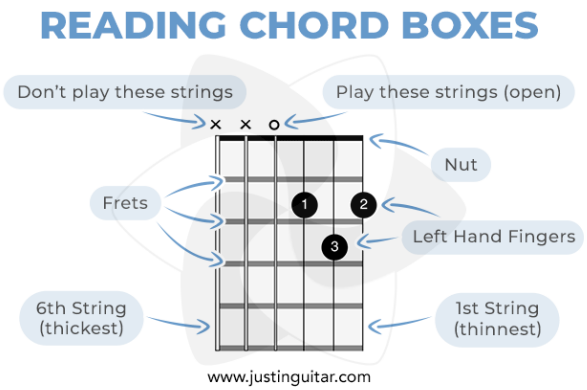


Drum notation

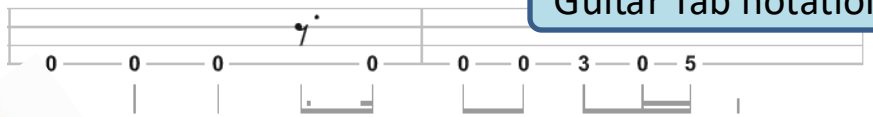


Pluck – Pull at a string, to twang it!

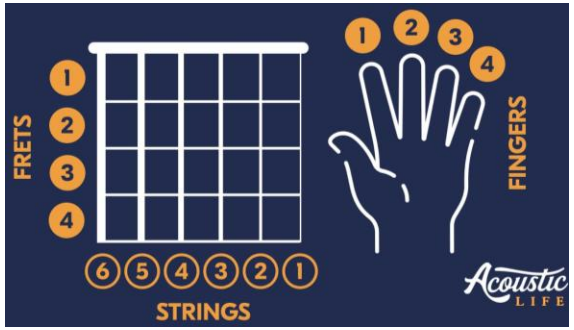
Riff – A repeated, catchy phrase



Guitar Tab notation



Bass Guitar



PSHE: Year 8 Autumn Term: Sexuality and Gender Identity

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Glossary

Asexual	A person who generally does not experience sexual attraction to any group of people
Androgyny	A gender expression that has elements of both masculinity and femininity
Biological Sex	The physical anatomy and gendered hormones one is born with.
Bisexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender
Cisgender	A description for a person whose gender identity, gender expression, and biological sex all align
LGBTQ+	Lesbian Gay Bisexual Trans Queer / Questioning + = Other
Sexuality	A persons sexual preference or orientation. Who they are attracted to.
Gender Dysphoria	Where a person experiences distress due to a mismatch of their biological sex and their gender identity.
Heterosexual	A medical definition for a person who is attracted to someone with the other gender.
Homosexual	A medical definition for a person who is attracted to someone with the same gender.
Transvestite	A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.
intersex	A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)
Pansexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
Transgender	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Transsexual	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
: Gender Identity	Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.

Important legal changes that have affected LGBTQ+ people in the UK

- **2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces.**
- **2001: Age of consent for gay/bi men is lowered to 16.**
- **2002: Equal rights are granted to same-sex couples applying for adoption.**
- **2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.**
- **2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.**
- **2004: Civil Partnership Act is passed.**
- **2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.**
- **2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.**
- **2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.**
- **2009: A new law gives better legal recognition to same-sex parents.**
- **2013: The Marriage (Same-Sex Couples) Act is passed.**

Trans Teens and Children

If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group may include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical.

If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time. Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.

Gender Reassignment surgery will not be considered until a person has reached 18 years of age.

Schools and LGBTQ+ Students

All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with Safe guarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.

Where to get more help and support

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Wellbeing Team
- Your Doctor or Community Nurse
- NHS Online
- Young Stonewall: https://www.youngstonewall.org.uk/
- The Proud Trust – Local Support groups: https://www.theproudtrust.org
- Friends and Family of Lesbians and Gays: https://www.fflag.org.uk/

PSHE Year 8 E-Safety & Digital Citizenship

Glossary

E-Safety Strategies and systems to help people stay safe online.

Digital Citizenship Accepted ways on behaving whilst engaging in online activity.

Cyber Bullying The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Hacking Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.

Grooming When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behaviour or radical beliefs.

Digital Footprint The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

Where to get more help and support

- Parents and trusted family.
- School Staff and Wellbeing Team
- Directly to the police.
- Report any inappropriate behaviour to the website.
- NSPCC - https://www.nspcc.org.uk
- Childline - Helpline: 0800 1111(24 hours, every day) / https://www.childline.org.uk
- CEOPS - https://www.ceop.police.uk/safety-centre/

10 strategies for staying safe online

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. 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.

Digital Footprints and Online Behaviour

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search. To promote a positive digital footprint there are 5 simple rules:

1. Would you want your grandmother to see it? Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.
2. Do you really think that is private? Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.
3. Would you say it to someone's face? If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.
4. Is this your work to publish/use? Reposting or using someone else's work if fine if you credit the original owner creator. If you don't it is plagiarism.
5. Would you want someone to do it to you? How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?

Online Behaviour and the Law

- **The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.**
- **It is a criminal offence under the Communications Act 2003 to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.**
- **It is a criminal offence under the Criminal Justice and Courts Act 2015 for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.**
- **There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the Protection from Harassment Act 1997.**

Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen shot the evidence and speak to the police.