

ST TERESA
of **CALCUTTA**
Catholic Academy Trust

Knowledge Organisers

Year 8

Summer Term

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. You may use your purple homework book to complete tasks neatly.

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 also an expectation that you should read a book of your choice for 30 minutes everyday. This should be signed off in your planner by a parent.



Take pride in your work!

- Each night, write the date and title and underline it neatly with a ruler.
- Label it Subject 1 and then rule off after the self-testing is completed. Then Subject 2 and self-test.
- Use a black or blue pen for your self-testing.
- These notes will then form your revision when you prepare for assessments, so you need to be able to read them!



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 Summer Term: Much Ado About Nothing by William Shakespeare



William Shakespeare

William Shakespeare was a renowned English poet, playwright, and actor born in 1564 in Stratford-upon-Avon. Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance or the Early Modern Period). Shakespeare's plays are perhaps his most enduring legacy, but they are not all he wrote. Shakespeare's poems also remain popular to this day.



Context:

Elizabethan England was a fiercely patriarchal society with laws that heavily restricted what women could and could not do. Women were also barred from voting, and though they could inherit property from their father or their husband, they could not themselves purchase property.

In addition to these legal restrictions, women were also bound by strict social expectations that did not apply equally to men. Sermons and books written during the Elizabethan era encouraged women to be silent and obedient to male authority, whether that of their father or their husband. Women were regarded as "the weaker sex", not just in terms of physical strength, but emotionally too. It was believed that women always needed someone to look after them. If they were married, their husband was expected to look after them. When a woman's father deemed her ready to marry, he had a large degree of control of who she married.

Among the aristocracy, where marriages were often more about politics than love, women often had no say at all in who they married. Upon entering marriage, a woman ceased to be her father's responsibility, and her husband became her legal master.

Glossary:

Comedy - a play characterized by its humorous or satirical tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity

Patriarchal - relating to or denoting a system of society or government controlled by men.

Unrequited - (of a feeling, especially love) not returned

Deceit - the action or practice of deceiving someone by concealing or misrepresenting the truth.

Atypical - not representative of a type, group, or class

Tribulations - a cause of great trouble or suffering.

Archetypal - very typical of a certain kind of person or thing.

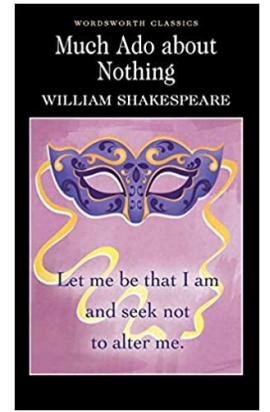
Denounce - publicly declare to be wrong or evil.

Reconciliation - the restoration of friendly relations

Abhorrent - inspiring disgust and loathing; repugnant.

Characters

- Benedick
- Beatrice
- Don John
- Don Pedro
- Claudio
- Hero
- Leonato
- Dogberry
- Verges
- Margaret



Key Quotes

"What, my dear Lady Disdain!"

"I trust you will be ruled by your father"

"Why, he is the prince's jester: a very dull fool- The prince's fool!"

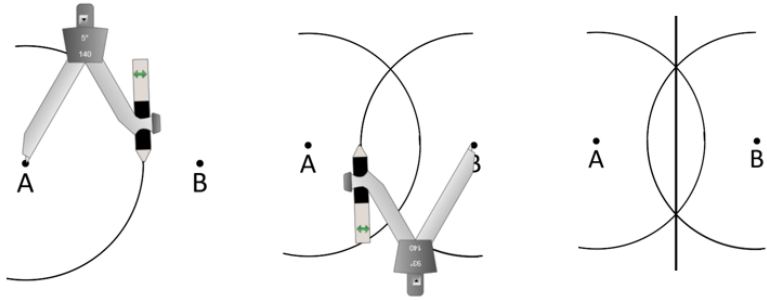
"Bait the hook well; this fish will bite"

"Do not live, Hero; do not open thine eyes. But mine and mine I loves and mine I praised and mine that I was proud on"

Love	Family/love
Comedy	Manipulation

Maths Year 8 Summer Term: Loci and Constructions

Bisect the distance between two points.

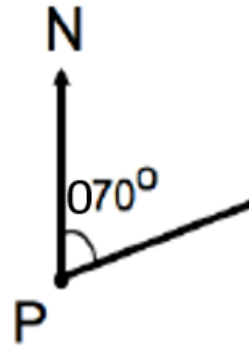


1) Open your compasses past halfway between the two points and draw an arc.

2) Keep your compasses at the same width and repeat from the other point.

3) Draw a line joining the two points where the arcs cross

Bearing



- 1) They must always be **measured from North**.
- 2) They must always be measured in a **clockwise direction**.
- 3) They must always have **3 figures** e.g. 72° is written as 072°

Key words:

Construction: To draw a shape, line or angle accurately using a compass and ruler.

Loci: Set of points with the same rule.

Parallel: Two lines which never intersect.

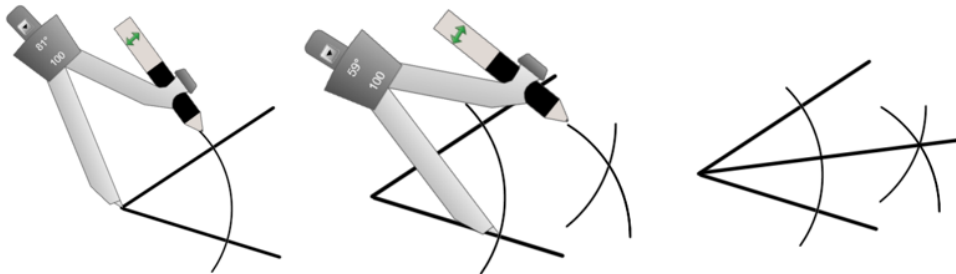
Perpendicular: Two lines that intersect at 90° .

Bisect: Divide into two parts.

Equidistant: Equal distance.

Bearing is an angle, measured **clockwise** from **north** direction

Bisect an angle.

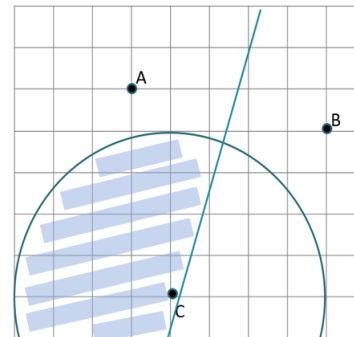


1) Open your compasses and draw an arc over both lines from the angle

2) Keep your compasses at the same width and draw two further arcs with the point of your compasses at the intersections.

3) Draw a line joining the two points where the arcs cross and the angle point

Loci



Shade the region that is:

- closer to A than B
- less than 4 cm from C

Line bisector of A and B

Circle with radius 4cm

MathsWatch Clips

G27, 124

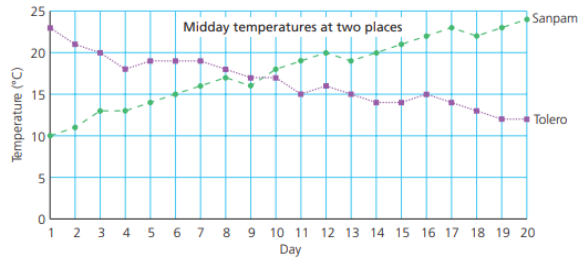
Maths Year 8 Summer Term: Real Life Graphs



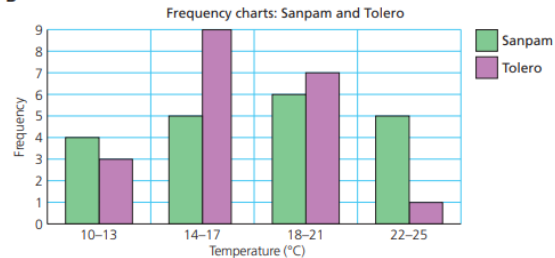
Different way to present data on graph:

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Sanpam	10	11	13	13	14	15	16	17	16	18	19	20	19	20	21	22	23	22	23	24
Tolero	23	21	20	18	19	19	19	18	17	17	15	16	15	14	14	15	14	13	12	12

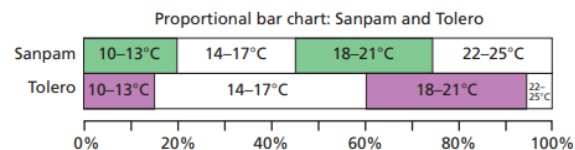
Graph A



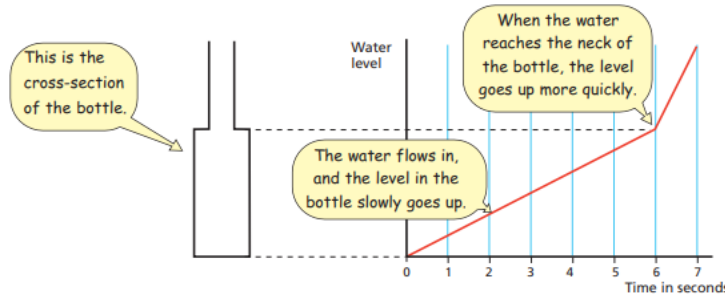
Graph B



Graph C



Graphs that tell stories



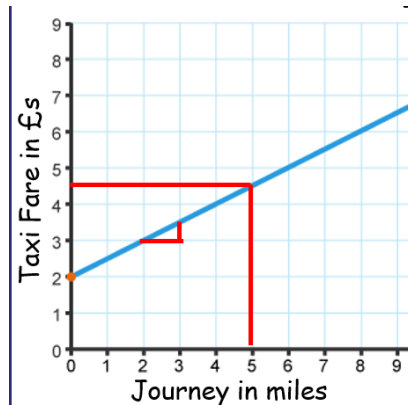
MathsWatch Clips
A21a, A21b,
N21a, N21b

Key words

A **distance-time** graph, plots time against the distance away from a starting point.
Speed can be calculated from these graphs by finding the gradient of the graph.
 Horizontal lines are sections where the object is stationary.
Gradient: The rate of change of one variable with respect to another. This can be seen by the steepness.
Conversion graph: A graph which converts between two variables.



Conversion graph



What is the minimum taxi fair?
£2, this is the y-intercept.

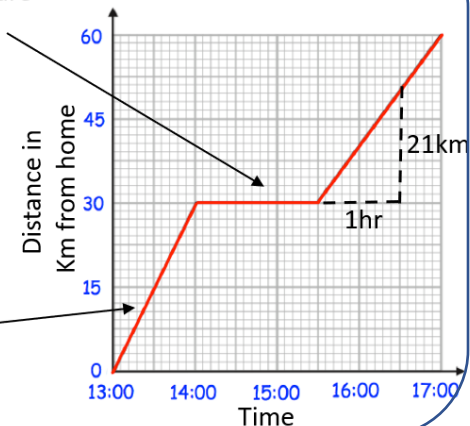
What is the charge per mile?
50p, every extra mile adds on 50p.

How much would a journey of 5 miles cost?
£4.50, See line drawn up from 5 miles to the graph, then drawn across to find the cost.

Distance-time graph

Horizontal sections are where the object is stationary

Diagonal lines show the object moving away from home or moving closer to home



GLOSSARY

Reactants

The substances that react together.

Product

The chemicals produced in the reaction.

Irreversible

A change that cannot be reversed.

Physical change

A change of state e.g. melting

Precipitate

An insoluble solid that is formed in a reaction.

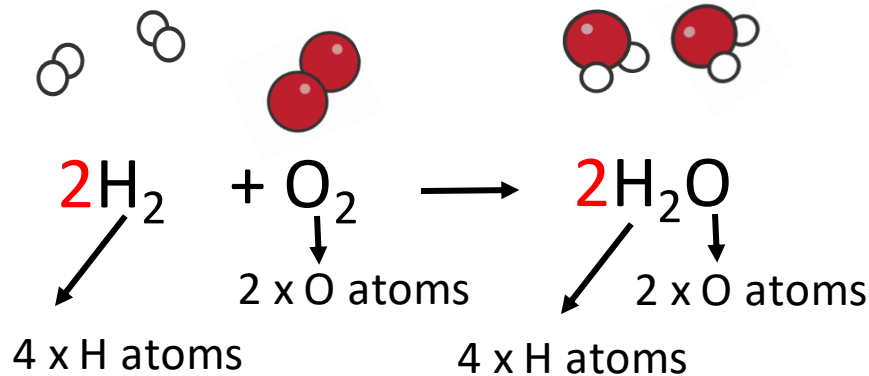
Conservation of mass

Mass stays the same during a chemical reaction.

Key ideas: Conservation of mass

Since no atoms are created or destroyed, the mass must always be conserved in a chemical reaction. This means that the total mass of the reactants is the same as the total mass of the products (remember mass measures the amount of matter).

This is why we have to balance chemical equations:



This equation is balanced as there are the same number of atoms on the left (reactants) as the right (products). The BIG two means 2 times each of the molecules or atoms so $2\text{H}_2 = 4 \times \text{H atoms}$.



Key ideas: Physical & chemical change

Physical changes do not make new products or chemicals and are easy to reverse such as changes of state like boiling, dissolving and crystallisation. In a chemical reaction bonds between atoms are broken and made, this means chemical reactions result in new products being made and are difficult to reverse.

You can tell a chemical change has occurred because you may see a change in colour, fizzing (gas produced), a change in temperature on a thermometer or a precipitate may be produced.

RE Year 8 Summer Term: Moral Issues and Our Wider Community



Key Skills:

Prejudice:

Thinking badly of someone because of the group he/she belongs to

Discrimination:
Action as a result of prejudice

Stereotyping:
Having an over-simplified mental image of people and applying it to everyone in a group

Scapegoating:
Blaming certain groups for problems in society

Christian responses to Prejudice and discrimination

Justice

Tolerance

Harmony

Sanctity of life

Living at peace with others. This requires Christians to act justly and have tolerance and understanding of others, even when they are different. They believe that practising kindness, compassion and generosity within communities can help them to live in harmony with people in the wider community in which they live.

Accepting all people and valuing their contribution to life and society. People should be allowed to keep their own beliefs, practices and ways of life as long as they do not harm others or break the law.

Christians think people should be treated fairly and according to the law. If the laws are unjust, religious people should work to change them. All people have the same value and worth and equal human rights to live and work freely, and be happy and at peace.

Christians believe individual is created by God and has a special value to him. Each person is unique and made in God's image. Therefore, humans should treat each other as equals, regardless of race, colour, religion or gender, and all should have the same rights and opportunities.

How does Catholic Teaching Promote Racial Harmony?

Teaching	What does it mean?	How does it promote racial harmony?
Parable of the Good Samaritan.	Jesus taught Christians to love their neighbour.	Christians must treat people of every race as their neighbour.
The Gospel of Matthew "Love your enemies and pray for those who persecute you"	Love and pray for people who you may not like/ hurt you.	Christians must treat everyone equally even if you may not like them.
Genesis- "God created human beings, making them to be like himself."	God created everyone to be like him.	Christians should treat everyone equally as they are all made in God's image.
St Paul "There is no difference between Jew and Greek; you are all one in union with Christ Jesus."	There is no difference between nationalities and religions.	Christian should treat everyone equally as we are all equal in God's eyes.

Stewardship



We have a duty to care, support and participate in our communities and to look after our family.



Every human being deserves to be treated equally, and with dignity.

We must look after the Earth and his creation, being good stewards.

Life is special and human beings should be looked after.

Every person working deserves to be treated fairly and with respect.

'Then God said, Let us make man in our image, after our likeness; and let them have dominion...'

We all must come together and look after one another, as if we were a family. Every person in the world is important.



'So God created man in his own image'



Dominion = being in charge of something – to care for it (caretaker).
Stewardship = the responsibility to look after something – even though you don't own it.

Dominion and Stewardship



Stewardship means Christians have a responsibility to...

- Look after God's creation and pass it on to future generations in a better state than they received it.
- Make sure creation is not exploited by humans, resulting in things such as pollution
- Make sure the earth's resources are shared out fairly
- Make sure that humans treat God's creation fairly and harmoniously

Deterrence

Deterrence is to try and deter people from committing crimes.

For example, in Saudi Arabia a thief may have their hand cut off. In Thailand, anyone convicted of carrying drugs is automatically sentenced to death. **Do you think this is fair?**

This is fundamental for certain religions, as if it works there is no need for any other aims as there would be no crime. Islamic law has tough consequences for the criminal in the hope they will deter them.

Aims of Punishment



Stretch

Are you able to define reparation? In your own view, which is the best aim of punishment? Why? Which is the least effective? Why?



Reformation and Protection

Reformation is helping the person see how and why they should behave better. It aims to REFORM the person. Society cannot just lock up everyone who breaks the law.

Many punishments are given to try to change the nature of the person who has offended.

Protection: Punishment may be given for the protection of society. For example, if a person is always committing a crime they may be sentenced to a longer prison sentence because it is felt this is the only way for citizen to be safe.

How many times should we forgive someone? Can we protect everyone?

Retribution and Vindication

Retribution: This is a form of revenge on behalf of those who were wronged or subject to attack. For example: an aim which takes into consideration the victims need for revenge in a legal way. Islam, Judaism and Hinduism report a 'life for a life', for murders where appropriate. Christians believe that the death penalty makes the law as bad as the criminal.

Vindication: shows that the law is of supreme importance. Vindication is a way of proving something right, for example: paying money stolen or washing graffiti.



RE Year 8 Summer : Islam

Key Words:

Allah - This is the Arabic name for God. Muslims believe that he is all powerful and eternal. He is the one and only God who should be worshipped.

Qur'an - The Islamic holy book. Muslims must read this and learn the teachings.

Mosque - The Islamic holy place, where Muslims go to worship God.

Muhammad - The last and most important prophet, who was sent by God to teach humans.

Shahadah Salah Zakat Saum Hajj



A declaration of faith in Allah that Muslims remember all the time.



Saying prayers to Allah five times a day.



Giving 2.5% of their income each year to support the poor.



Not eating during daylight hours for the month of Ramadan.



A journey to Mecca that Muslims should undertake at least once in their lives.



Muhammad

Muslims do not worship Muhammad*.

They believe that **only Allah should be worshipped** and Muhammad* was not Allah. However, Muhammad* is given **great respect** as Allah's most important prophet and to show this whenever they mention Muhammad's name Muslims add the words **peace be upon him**. That is what the * represents.

Muslims have very strict rules about not worshipping anyone or anything but Allah. This is why in their holy building there are **no pictures** of Muhammad or Allah in case anyone worship the picture, or idol, instead of Allah. Because of this Muslims find it **very offensive if people draw Muhammad** and therefore it should not be done.

Mosque



Muslims **take off their shoes** before they enter the mosque.



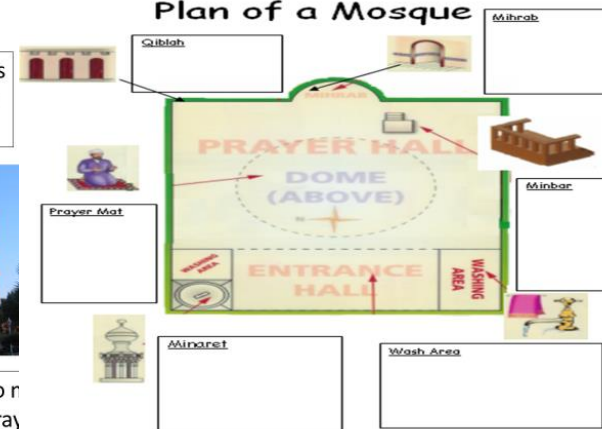
Muslims pray in a place called a **Mosque**.

In the entrance of the mosque there is a row of clocks to inform them of the prayer times for the day.



Muslims then **wash** to refresh themselves fit for pray

Plan of a Mosque



Islam is the religion of people called **Muslims**.

The words Muslim and Islam both come from an Arabic word which means **SUBMISSION**. A Muslim is therefore someone who has submitted to God.

Muslims believe that there is **only one God** and the name they have for God is **Allah**. They believe that Allah is **ETERNAL** which means he was never born and will never die. He made everything, **knows everything and is all-powerful**, so human beings must **worship** him.

What Happens During Ramadan?

Muslims fast from **dawn till dusk**.

During this time, Muslims cannot eat, drink or have sexual intercourse.

This can be very difficult. In 2016, Muslims living in Iceland had to fast for 21 hours!

Young children generally do not complete the full fast. However, they may fast for a few hours at a time to feel part of the event. As they get older, they will lengthen their fast and by the time they are teenagers many will complete the full fast.



Though Sawm is **very challenging**, Muslims often speak of it as an **enjoyable event**.

One reason for this is because it is a chance to **focus on their religion**. Many Muslims do this by using time they would have spent eating to perform **religious activities**. It is particularly popular to **read the entire Qur'an** during Ramadan.



Another reason is because when Muslims break their fast, they do so surrounded by family and friends. These meals, known as **iftar**, are key social events.

The Revelation of the Qur'an

The Qur'an is believed to be the literal word of God, which was revealed to Prophet Muhammad (PBUH) by the Angel Gabriel.

"The revelation of The Book is from Allah, the Mighty, the Wise." Qur'an 39:1

The Qur'an is considered to be guidance for mankind and provides the distinction between right and wrong. It provides direction and guidance to help God's creation to judge and choose between right and wrong.

"And most surely this is a revelation from the Lord of the worlds. The Faithful Spirit has descended with it. Upon your heart." (26:192-195)

The Qur'an is the final scripture revealed by Allah.

Challenge Question: Do you think the Qur'an has any impact for Muslims today?

Sources of wisdom and authority



History Year 8 Summer Term: British Empire



Key Words Glossary	
Colony	A country that is part of an Empire. India was a colony of Britain.
Sikh	One of the religions of India – Sikhism. Sikhs were part of the Sepoy rebellion.
Muslim	One of the religions of India – following Islam. Muslims were part of the Sepoy rebellion. Islam was introduced by the Mughals.
Sepoys	The Indian soldiers who had an uprising against the British army.
Jewel in the Crown	This is how people refer to India as it brought Britain lots of money and power.
Mughal Emperors	Muslims that invaded India in the early 1500s. Akbar united many Indian states and it was a peaceful time until the rule of Aurangzeb.
Robert Clive	At the Battle of Plassey in 1757, Robert Clive led the East India Company to victory over Prince Sirajud-Doaulah and control on Bengal.


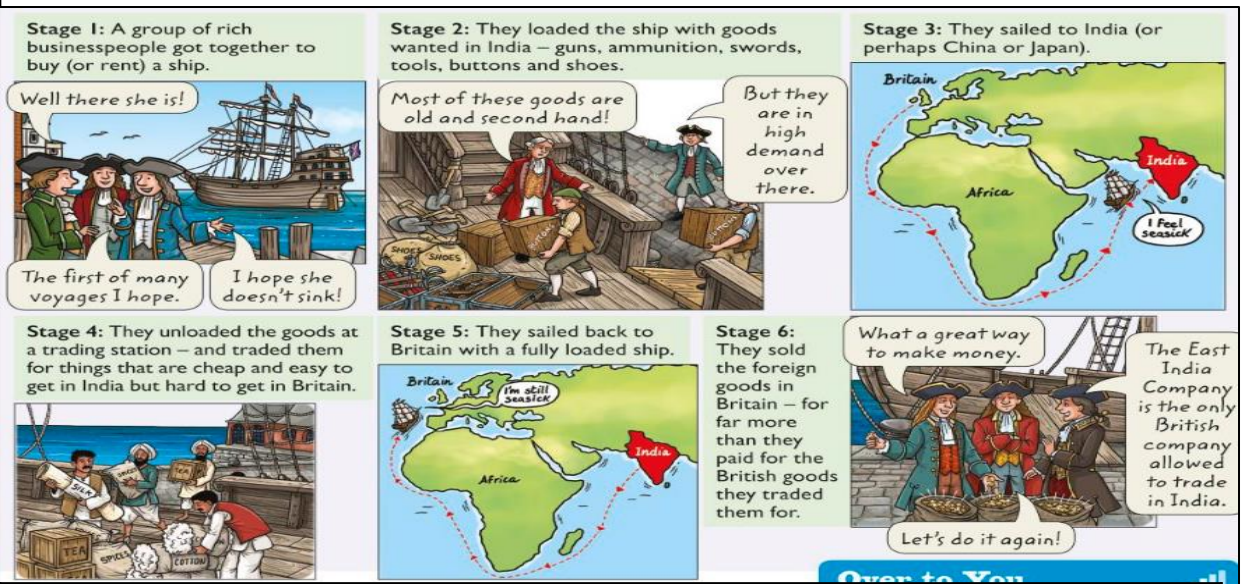
Key Events Glossary	
1756-1763	The Seven Years War between Britain and France. Often referred to as the first global war.
1612	The East India Company first starts to trade.
1850	By this date most of India was controlled by the British.
1857	Sepoy Rebellion results in more control from Britain in India.
1858-1947	The British Raj – period of British rule in India



So why did Britain want an empire?

The four main reasons why Britain wanted an empire were:

- 1 to get valuable raw materials and riches (such as diamonds, gold, spices, sugar and tea that were found in other countries)
- 2 so it could sell goods to the people in the colonies and make money
- 3 to become a more powerful country
- 4 because it thought it was the right thing to do

Stage 1: A group of rich businesspeople got together to buy (or rent) a ship.

Stage 2: They loaded the ship with goods wanted in India – guns, ammunition, swords, tools, buttons and shoes.

Stage 3: They sailed to India (or perhaps China or Japan).

Stage 4: They unloaded the goods at a trading station – and traded them for things that are cheap and easy to get in India but hard to get in Britain.

Stage 5: They sailed back to Britain with a fully loaded ship.

Stage 6: They sold the foreign goods in Britain – for far more than they paid for the British goods they traded them for.

Sepoy Rebellion and The Raj

On the 10th May 1857, a few of the 200,000 Indian soldiers called Sepoys working for the British shot dead a number of British soldiers. This is known as the Indian Mutiny or the War of Independence. The rebellion eventually ended in July 1858.

After the mutiny, the British government took over full responsibility for running India from the East India Company. A new government department, the India Office, was set up in 1858m and a viceroy put in charge of India.

History Year 8 Summer Term: Warfare over time



Key Words Glossary		Knowledge	
Testudo	This was a type of shield wall formation commonly used by the Roman legions during battles, particularly sieges.	Romans	All soldiers were volunteers aged 18-25 years old. They stayed in the army for 25 years and they were not allowed to marry. The best soldiers became centurions, in charge of 80 other men.
Phalanx	This was a military formation, usually composed entirely of heavy infantry armed with spears, pikes, sarissas, or similar pole weapons.	Spartans	The Hoplite was a foot soldier, who fought with a long spear and round shield. The formation they used was the Phalanx. Boys left their families at age seven to begin their 23 year long training.
Spartans	Citizens trained in the disciplines and honour of a warrior society. Subjected to military drills since an early age, the Spartans became one of the most formidable military forces in the ancient world.	Vikings	Warriors were called 'berserkers' because they went 'berserk' (out of control) and charged fearlessly into battle. Viking warriors fought using long swords and axes. A good sword was handed down from father to son, but Vikings also buried weapons with their owner when he died.
Viking	The Vikings were famously fierce warriors. They set sail from their homes and raided other societies across Europe.	Knights	Training began at the age of 7 when a boy became a Page – but this taught them to be obedient and serve. Fighting (combat) training began a Squire at the age of 14. They learnt chivalry, how to use weapons and horses in battle. But would not become a Knight until 21 years old. Knights wore plate armour from head to toe to protect from deadly arrows. Their armour reflected their religious beliefs e.g the helmet reminded them of their fear of shame, the sword was to remind them of the sacrifice made by Christ on the cross and the shield reminded them to fight to protect religion.
Knights	Knights were medieval soldiers, usually high-born, raised by a sovereign to privileged military status.		
Trench	Trenches were long, narrow ditches dug into the ground where soldiers lived during WWI. They were muddy and smelly.	Trenches	Soldiers only really served four days a month in a frontline trench, four days in a support trench and then eight days in the reserve trenches before a break.
Blitzkrieg	Method of warfare responsible for Nazi Germany's military successes in the early years of the Second World War.	Blitzkrieg	This including using Dive Bombers, Paratroopers, Tanks and Infantry to take over whole countries.
Key Events Glossary			
480BC	Battle of Thermopylae was fought between an alliance of Greek city-states, led by Sparta, and the Persian Empire of Xerxes I.		
793AD	Vikings led a daring raid on a monastery in the North of England at a place called Lindisfarne. Killed monks and stole Church's treasure.		
892AD	300 Viking ships known as the "Great Heathen Army" invaded Britain to fight King Alfred of Wessex.		
1914-1918	The First World War, fought mainly on the Western Front in France.		
1939-1945	The Second World War, fought by Nazis to take control of Europe.		

Geography Summer 1 – Year 8 – How Important is the Middle East in Africa and Asia?

Key Questions

Where is the Middle East?	What was the Arab spring?	What are the physical and human characteristics of Russia?
Why are people migrating away from Syria?	What are push and pull factors?	Why is Yemen the poorest country in the middle east?
Is Dubai a sustainable city?	Should Qatar host the world cup?	What are the development indicators?

Key Words

Migration	The movement of people from one place to another with the intention of settling.
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Humanitarian Crisis	An event that is threatening in terms of health, safety or well being of a large group of people.
Sustainable	Something that can continue to be done without it having damaging consequences that might limit that activity in the future.
Human Rights	The basic rights and freedoms that belong to every person in the world, from birth until death
Exploitation	The action or fact of treating someone unfairly in order to benefit from their work.
Development	The process of change that affects people's lives. It may involve an improvement in the quality of life

Diagrams/Maps



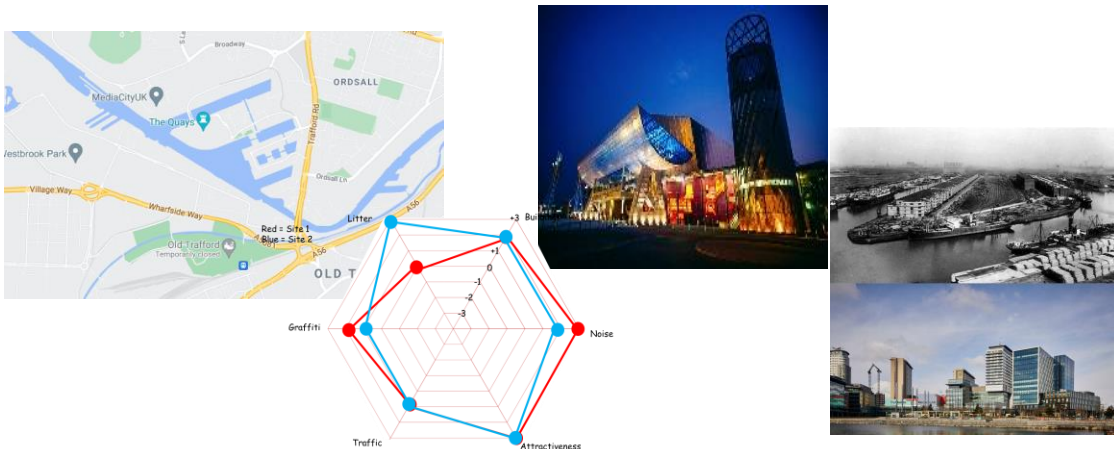
Geography Year 8 Summer Term – How has Salford Quays Regenerated?

Key Questions

What was the original function of Salford Quays?	Why was Salford Quays so successful in the industrial revolution?	How can I use map skills to explore Manchester?
How has Salford Quays been regenerated?	Why did Salford Quays regenerate?	How can I use fieldwork skills to collect data?
How can data be analysed to test our hypothesis?	How can our data be collected?	How do people shop?

Hypothesis: The regeneration of Salford Quays has improved the environment and therefore the socio-economic quality of the area

Diagrams/Maps



Keywords

Function	The reason a settlement was built
Regeneration	Urban regeneration is the attempt reverse a decline by both improving the physical structure and the economy of an area.
Industrial	A settlement based on producing items to be sold
Fieldwork	Fieldwork is when you go outside the classroom and find things out for yourself.
Retail	When a company or business sells a product to a person for their own use
Residential	An area designed for people to live in
Hypothesis	A statement or question used to investigate fieldwork
EQS	Environmental Quality Survey
Pedestrian Count	A fieldwork technique where people are counted in an area
Field Sketch	A fieldwork technique to capture the key features of an area
Land Use	The function the land is used for



Year 8 Summer Term: Gothic Architecture Painted pop-up



Features of Gothic Architecture:

- Large Stained Glass Windows
- Pointed Arches
- Vaulted Ceilings
- Flying Buttresses
- The Gargoyles & Ornate Decorations

Examples of Gothic Architecture in Manchester:

- John Ryland's Library
- Gorton Monastery
- Manchester Town Hall
- Albert Hall
- Manchester Cathedral

Glossary

Characteristics The features, qualities or details within something e.g. *a characteristic of gothic architecture is the large stained glass windows*

Cityscape the visual appearance of a city or urban area; a city landscape.

Pop-up A technique to create three-dimensional art through paper folding and arrangement

Observational making drawings from what you can see in front of you

Helpful video links

What is gothic Architecture?
<https://www.youtube.com/watch?v=vrdkL7Y8Who>

Robert Dunlavey inspired 3D cityscape
<https://www.youtube.com/watch?v=xhh6bipT-5g>

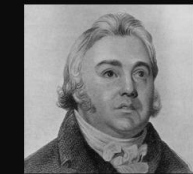
Artists

- Barbara Gilhooley
- Robert Dunlavey
- Alfred Waterhouse
- Mary Blair
- Norman Foster



Illustrations

An illustration is a visual interpretation of a text, concept or process, with the aim to be inserted into published material, such as books, magazines, journals, as well as animations, teaching material or films.



The principle of the Gothic architecture is infinity made imaginable.

~ Samuel Taylor Coleridge

AZ QUOTES



"Work stops at sunset. Darkness falls over the building site. The sky is filled with stars. "There is the blueprint," they say."
— Italo Calvino (*Invisible Cities*)



Spanish Year 8 Summer Term

MI VIDA SOCIAL



Invitations

¿Te gustaría...? - would you like...
 Me gustaría... - I would like

venir a mi casa - to come to my house
 ir a la bolera - to go bowling
 ir a la cafetería - to go to the café
 ir a la pista de hielo - to go to the ice rink
 ir al centro comercial - to go to the shopping centre
 ir al museo - to go to the museum
 ir al parque - to go to the park
 ir al polideportivo - to go to the sports centre
 ir al cine - to go to the cinema
 ir al restaurante - to go to the restaurant

I have to...

Tengo que... - I have to

cuidar a mi hermano - look after my brother
 hacer los deberes - do my homework
 lavarme el pelo - wash my hair
 ordenar mi dormitorio - tidy my room
 pasear al perro - walk the dog
 salir con mis padres - go out with my parents

No quiero - I don't want to
 No tengo dinero - I don't have any money
 No puedo salir - I can't go out

Daily routine

Me baño - I have a bath
 Me ducho - I have a shower
 Me lavo la cara - I wash my face
 Me lavo los dientes - I brush my teeth
 Me visto - I get dressed
 Me maquillo - I put on makeup
 Me peino - I comb my hair
 Me aliso el pelo - I straighten my hair
 Me pongo gomina - I put gel on my hair

Verbs that start with "me" are called reflexive verbs

Prepositions

¿Dónde quedamos? - Where shall we meet?
 Quedamos - let's meet

enfrente del polideportivo - in front of the sports centre
 al lado de la bolera - next to the bowling alley
 delante de la cafetería - in front of the café
 detrás del centro comercial - behind the shopping centre
 en tu casa - at your house

Clothes

Una camisa - a shirt
 Una camiseta - a t-shirt
 Un jersey - a jumper
 Una sudadera - a sweatshirt
 Una falda - a skirt
 Un vestido - a dress
 Una gorra - a cap
 Unos pantalones - some trousers
 Unas vaqueros - some jeans
 Unas botas - some boots
 Unos zapatos - some shoes
 Unas zapatillas de deporte - some trainers

This	These
M	MP
este	estos
F	FL
esta	estas

Mom: You never wear the clothes I buy you!
 The clothes:



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

Normalmente llevo unos vaqueros azules.	Normally I wear blue jeans.
una camiseta y	a t-shirt and
unas zapatillas de deporte blancas	some white trainers
porque son muy cómodos	because they're very comfy
y prácticos.	and practical.
Sin embargo, acabo de ir a un restaurante	However I've just been to a restaurant
y llevé un vestido rojo	and I wore a red dress
y unas zapatos negros	and some black shoes
ya que son muy elegantes	because they're very smart.
El fin de semana me gustaría	At the weekend I would like
ir a la bolera con mis amigos.	to go bowling with my friends.
Pienso que voy a llevar	I think I'm going to wear
una falda negra con medias	a black skirt with tights
y un jersey azul.	and a blue jumper.
Va a ser muy divertido.	It's going to be really fun.

Maria: "Te gustaría ir a la bolera?"

Diego: "No puedo. Tengo que cuidar a mi hermano. Te gustaría ir al cine mañana?"

Maria: "No tengo dinero y ir al cine cuesta un ojo de la cara. Me gustaría ir al parque. Te gustaría ir al parque?"

Diego: "Sí. ¿Dónde quedamos?"

Maria: "Quedamos enfrente del parque a las diez."

Diego: Vale. ¡Hasta mañana!



Spanish Year 8 Summer Term

EN LA CIUDAD



Describing

una casa - a house (F) un piso - a flat (M)

"Ser" and "estar" both mean "to be" but we use them in different situations!

SER: • Descriptions	ESTAR: • Location
-------------------------------	-----------------------------

La casa es moderna.
The house is modern

Es = it is
Son = they are

La casa está en la costa.
The house is on the coast

Está = is is
Están = they are

amplio/a - spacious
antigua/a - old
bonito/a - nice/pretty
cómodo/a - comfy
feo/a - ugly
maravillosa/a - marvellous
moderno/a - modern
pequeño/a - small
enorme - enormous
grande - big

cerca de la playa - near the beach
en el centro - in the centre
en la montaña - in the mountains
en las afueras - in the outskirts
en el campo - in the countryside

The house

tiene... - it has...

una cocina - a kitchen	una terraza - a patio
un comedor - a dining room	una chimenea - a fireplace
un cuarto de baño - a bathroom	un jacuzzi - a hot tub
un dormitorio - a bedroom	un jardín - a garden
un salón - a living room	una piscina - a pool
	vistas al mar - view of the sea

Places in town

¿Dónde está...? - Where is...?

la catedral - the cathedral
la estación de tren - the train station
el minigolf - the minigolf
el parque de atracciones - the theme park
el parque acuático - the water park
la pista de karting - the go-kart track
el zoo - the zoo
el estadio - the stadium
el centro comercial - the shopping centre

What you can do

Se puede(n)... - you can

hacer actividades náuticas - do water sports
hacer artes marciales - do martial arts
hacer senderismo - go hiking
ir al la bolera - go bowling
ir al cine - go to the cinema
ir de compras - go shopping
ir de paseo en bicicleta - go on a bike ride
ir a la playa - go to the beach
ir al restaurante - go to the restaurant
jugar al golf - play golf
jugar al tenis - play tennis
jugar al voleibol - play volleyball
ver la catedral - see the cathedral
visitar un castillo - visit a castle

We've seen some of these before!

Directions

Sigue todo recto - keep straight on
Dobla a la derecha - turn right
Dobla a la izquierda - turn left
Toma la primera a la derecha - take the first right
Toma la segunda a la izquierda - take the second left
Cruza la plaza - cross the square
Está a la derecha - it's on the right
Está a la izquierda - it's on the left



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

Vivo en una casa <u>amplia</u> .	I live in a <u>spacious</u>
<u>bonita y moderna</u> .	<u>nice</u> and <u>modern</u> house.
Mi casa <u>está en las afueras</u> de Liverpool	My house is <u>in the outskirts</u> of Liverpool
y tiene <u>tres dormitorios</u> .	and it has <u>three bedrooms</u>
<u>dos salones, dos cuartos de baño y una cocina</u> .	<u>two living rooms, two bathrooms</u> and <u>a kitchen</u> .
<u>Afuera hay una terraza, un jardín y un jacuzzi</u> .	<u>Outside there is a patio, a garden</u> and <u>a hot tub</u> .
<u>Me encanta</u> mi ciudad ya que	<u>I love</u> my city because
hay mucho que hacer <u>por ejemplo</u>	there is lots to do, <u>for example</u>
se puede <u>ir al cine</u> o <u>ir de compras</u> .	you can <u>go to the cinema</u> or <u>go shopping</u> .
<u>Además, se puede ver las catedrales</u> o	<u>Moreover, you can see the cathedrals</u> or
<u>ir al restaurante</u> .	go to the <u>restaurant</u> .
<u>Acabo de ir a un restaurante chino y fue delicioso</u> .	<u>I've just been to a Chinese restaurant</u> and it was <u>delicious</u> .
El fin de semana voy a ir <u>al estadio</u>	At the weekend I'm going to go to <u>the stadium</u>
<u>para ver un partido de fútbol</u> .	<u>to watch a football match</u> .
¡Qué divertido!	How fun!

Persona 1: "¿Dónde está el zoo?"

Persona 2: "Sigue todo recto, dobla a la izquierda y está a la derecha."

Persona 1: "¡Muchas gracias! ¿Y dónde está el centro comercial?"

Persona 2: "Toma la primera a la derecha, sigue todo recto y está a la izquierda."

Persona 1: "¡Gracias!"

Persona 2: "De nada."

6.

Food, Nutrition and Health Year 8 Summer 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**

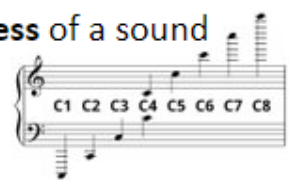
- **Excess**

- **Processed foods**

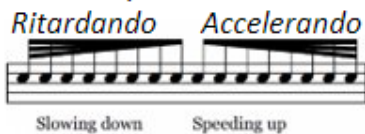
Year 8 Music Spring Term: Introduction to Film Music



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

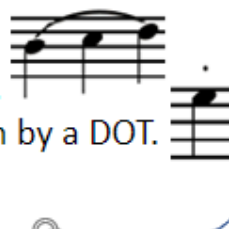
Timbre: The unique sound quality of different instruments

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

Dissonance: Notes that clash and sound horrible together

MAJOR: Sounds happy

MINOR: Sounds sad

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

Year 8 Unit 2: 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 **benchmark** 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



Marc Newson



Charles and Ray Eames



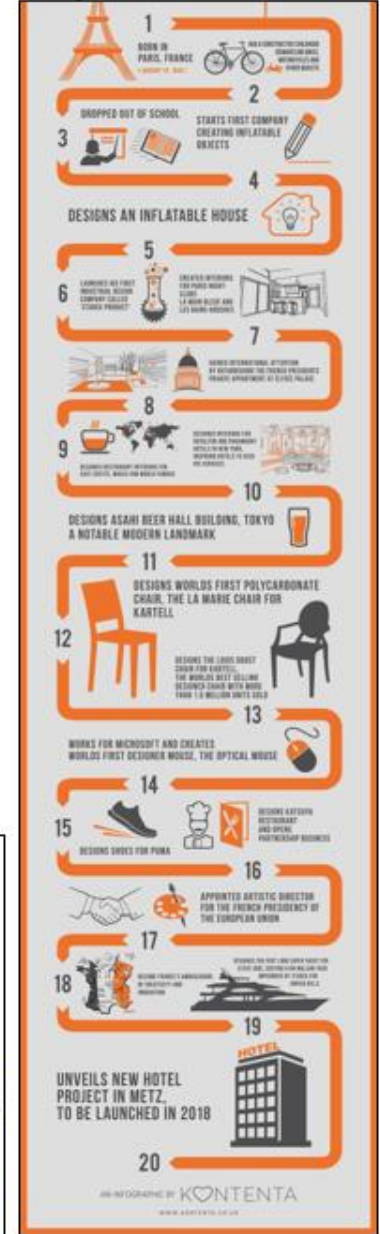
Philippe Starck



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 \(re-thinkingthefuture.com\)](http://re-thinkingthefuture.com)

[Who are the 10 most influential Product Designers of all time? : DesignWanted](http://DesignWanted.com)

Iconic Designers

- Jonathan Ive, UK
- James Dyson, UK
- Charles and Ray Eames, USA
- Deiter Rams, Germany
- Achille Castiglioni, Italy
- Marc Newson, Australia
- Arne Jacobsen, Denmark
- Marcel Breuer, Hungary
- Giorgetto Giugiaro, Italy
- Philippe Starck, France
- Karim Rashid, USA
- Zaha Hadid, Iraq
- Frank Lloyd Wright, USA
- Noto Fukasawa, Japan

Year 8 Unit 3: Biomimicry, smart & modern materials



Glossary

BIOMIMICRY

Biomimicry is the art of mimicking nature. This means using naturally occurring features of plants and animals to inspire a material or product.

SMART MATERIALS

To be classed as a 'smart material' they need to exhibit a physical change in response to some external stimuli. Such as stress, moisture, electric or magnetic fields, light, temperature, pH, or chemical compounds. The change should be reversible.

MODERN MATERIALS

Modern materials are materials which have been modified and developed to improve their properties. This may include the method which the material is made to produce lighter materials with the same strength properties or coating the material in a nanomaterial (very thin) to improve it's performance.



Using a Kingfisher's head and bill profile as inspiration, the redesigned Japanese bullet train created less drag and friction when travelling and didn't create a sonic boom on exiting tunnels.



The bone structure of a woodpecker is used as an inspiration for an ice pick.

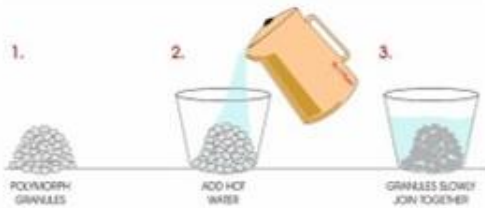


Burrs have very tiny hooks on them. The Burrs stick to fur and clothing by hooking themselves onto the fibres. These tiny hooks are the inspiration behind Velcro.

SMART MATERIALS

Polymorph is a thermoplastic material that can be shaped and reshaped any number of times. It is normally supplied as granules that look like small plastic beads. In the classroom it can be heated in hot water and when it reaches 62 degrees centigrade the granules form a mass of 'clear' material. When removed from the hot water it can be shaped into almost any form and on cooling it becomes as solid as a material such as nylon.

Although expensive, polymorph is suitable for 3D modelling as it can be shaped by hand or pressed into a shape through the use of a mould.

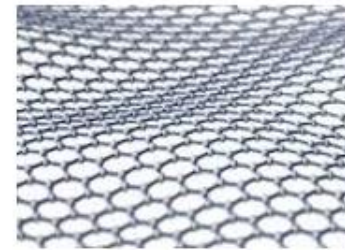


Flexible MDF is made in a similar way to standard MDF except grooves are cut across the board. This process allows the MDF to be bent yet still regains it's strength. Very popular to create more 'organic' shapes.



MODERN MATERIALS

Cornstarch Polymers- an alternative to fossil fuel-based polymers. Cornstarch polymers are biodegradable and becoming more and more popular with manufacturers for their packaging. They are not recyclable but they are biodegradable.



Graphene, discovered and developed at the University of Manchester, is the thinnest, strongest and most conductive material known. It is ultra thin layer of graphite just one atom thick.

Nanomaterials are exceptionally thin materials. The are used in electronics to improve conductivity and allow the production of very small components. In the textiles industry they can add protective coatings to improve water resistance, UV protection and improve anti-bacterial protection in footwear.



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.



PSHE: Year 8 Autumn Term: Sexuality and Gender Identity



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 person's 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 multidisciplinary team (MDT). This is a group that 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/>

