



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

Knowledge Organisers

Year 8

Autumn Term 2024

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.

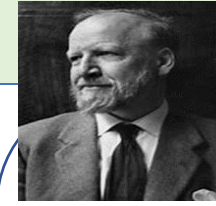
Books can be borrowed from our library in Room 11.



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



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'.**

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. ...

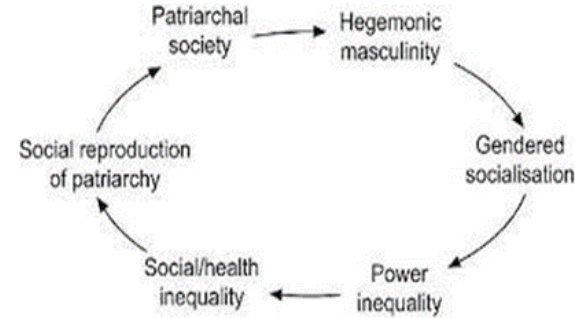
Instincts

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



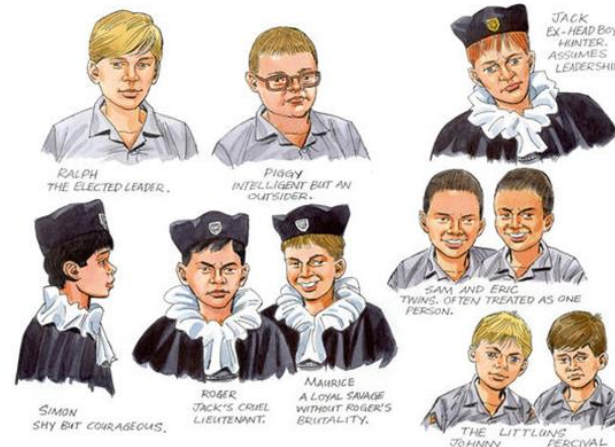
Key themes

- 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



Symbols in the Novel

1. The Conch Shell
2. The Beast
3. Piggy's Glasses
4. The Lord of the Flies
5. Signal Fire



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)

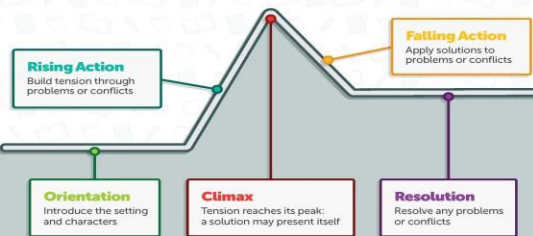
English Year 8 Autumn Term: Writing a dystopian short story



Dystopian literature is a form of speculative fiction that began as a response to utopian literature. A dystopia is an imagined community or society that is dehumanizing and frightening. A dystopia is an antonym of a utopia, which is a perfect society.

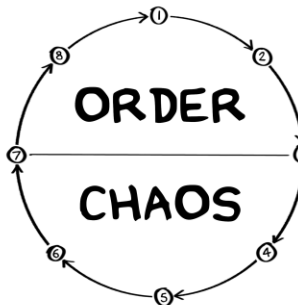
Short story structures

Narrative Plot Structure Diagram



HARMON'S STORY CIRCLE

- 1. YOU**
A CHARACTER IS IN A ZONE OF COMFORT
- 2. NEED**
BUT THEY WANT SOMETHING.
- 3. GO**
THEY ENTER AN UNFAMILIAR SITUATION,
- 4. SEARCH**
ADAPT TO IT,
- 5. FIND**
GET WHAT THEY WANTED,
- 6. TAKE**
PAY A HEAVY PRICE FOR IT,
- 7. RETURN**
THEN RETURN TO THEIR FAMILIAR SITUATION,
- 8. CHANGE**
HAVING CHANGED.



Narrative perspective – who is the narrator? Is the story in first, second or third person
Genre - a style or category of literature
Cyclical structure – where a story ends and begins in the same way, time or location
Protagonist – the main character, often the hero, of the story
Antagonist – the leading enemy in the story
Subvert – to go against expectations of a world or society
Dysfunctional society - Any actions or behaviours that has negative consequences for society
Dehumanisation - the denial of full humanness in others and the cruelty and suffering that accompanies it
Bureaucratic – a system of government in which most of the important decisions are taken by state officials

Key features of dystopian literature

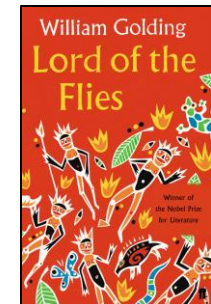
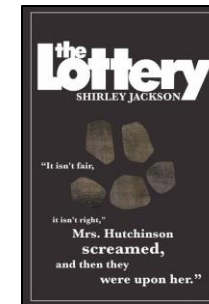
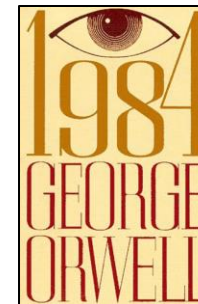
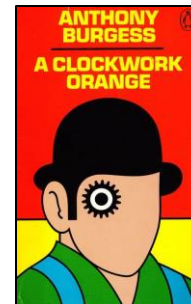
- A climactic event which resulted in dramatic changes to society.
- A standard of living among the lower and middle class that is generally poor.
- A protagonist who questions society, often feeling intuitively that something is terribly wrong.
- Events that take place in the future, it often features technology more advanced than that of contemporary society.
- Dystopian fiction typically builds on current trends and developments into the future. The society must have similarities to today, of the reader's own experience.
- There is usually a group of people who are not under the complete control of the state, and in whom the hero of the novel usually puts his or her hope
- If destruction is not possible, escape may be, if the dystopia does not control the world.
- Explores themes of loss of control and individuality

Model Opening

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

Vocabulary bank

Gloomy	Antiquarian	archaic
Cabal	Enshrouded	Heresy
Insurrection	Obstinately	Perfunctory
Insubordination	Inculcate	iconoclast
Ceremonious	Indoctrinate	pious



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 ?

$$2 \times 2 \times 2 \times 2 = 16$$

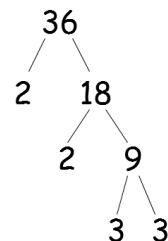
What is $\sqrt{64}$?

$$8^2 = 64, \text{ so } \sqrt{64} = \pm 8$$

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.



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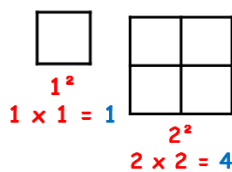
MATHSWATCH

28, 29, 78, 82, 154

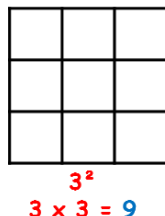
Tip

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

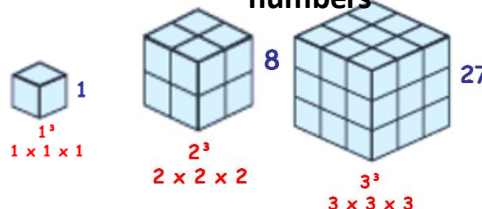
Square numbers



Key Concept



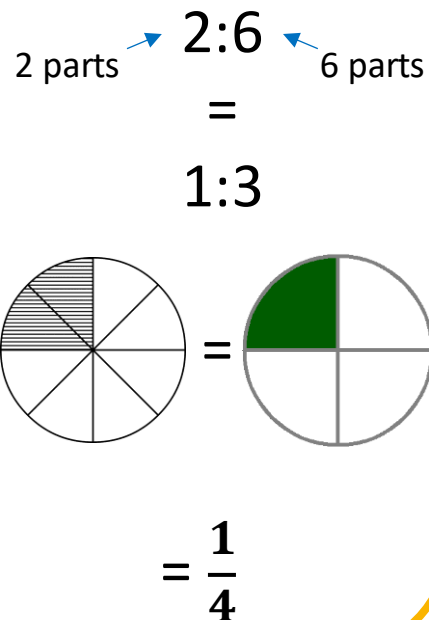
Cube numbers



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

Key Concept



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.

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.

Examples

Simplify $60 : 40 : 100$

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

$\div 10$

$6 : 4 : 10$

$\div 2$

$3 : 2 : 5$

Share £45 in the ratio $2 : 7$

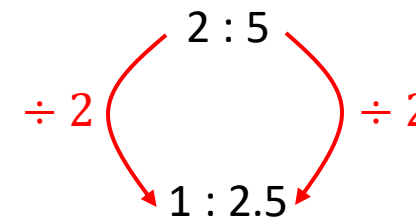
$$45 \div 9 = 5$$

£10 : £35

$2 : 7$

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

Write $2 : 5$ in the form $1 : n$



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
	6
	=12
	=30

$$18 \div 3 = 6$$

Questions

- Simplify a) $45 : 63$ b) $66 : 44$ c) $320 : 440$
- Write in the form $1 : n$ a) $5 : 10$ b) $4 : 6$ c) $x : x^2 + x$
- 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) $\frac{1}{5}$

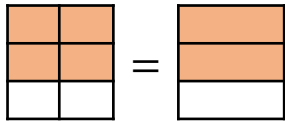
Maths Year 8 Autumn 1: Multiplicative Reasoning

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.

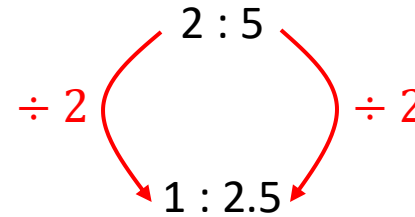
Scale: The ratio of the length in a drawing to the length of the real thing.

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



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

Find a:b:c.

The LCM of 5 and 6 is 30

$$\begin{array}{ccc} a & : & b & : & c \\ 4 & : & 5 & & \\ 6 & : & 7 & & \\ \hline 24 & : & 30 & : & 35 \end{array}$$

Diagram showing the conversion of 4:5 and 6:7 to 24:30:35. A red arrow labeled '×6' points from 4 to 24, and another red arrow labeled '×5' points from 5 to 25. A red arrow labeled '×6' points from 6 to 36, and another red arrow labeled '×5' points from 7 to 35.

Cake recipe for 6 people.

3 eggs
300g flour
150g sugar

What would you need for 8 people?

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

Diagram showing the conversion of 3 eggs to 1 egg (÷3) and 1 egg to 4 eggs (×4).

MATHSWATCH

MATHSWATCH

108,109,110

Tip

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

Questions

- Write in the form 1 : n a) 4 : 8 b) 3 : 12 c) 4 : 6
- a : b = 3 : 10 and b : c = 4 : 12. Find a:b:c.
- 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

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):

$$10\% \text{ of } 500 = 50$$

$$\text{so } 20\% \text{ of } 500 = 100$$

$$500 + 100 = 600$$

Calculator: Find the percentage multiplier and multiply.

Decrease 800 by 17% (Calc):

$$100\% - 17\% = 83\%$$

$$83\% \div 100 = 0.83$$

$$0.83 \times 800 = 664$$

Examples

Write 2: 5 in the form 1 : n

$$\begin{array}{c} 2 : 5 \\ \div 2 \quad \quad \div 2 \\ \hline 1 : 2.5 \end{array}$$

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

Find a:b:c.

a : b : c

$$\begin{array}{c} 4 : 5 \\ \times 6 \quad \quad \times 5 \\ \hline 24 : 30 : 35 \end{array}$$

The LCM
of 5 and
6 is 30

Cake recipe for 6 people.

3 eggs

300g flour

150g sugar

What would you need for 8 people?

	6	2	8
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Questions

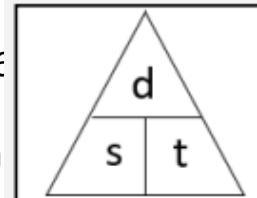
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- How much for 6 people?

MATHSWATCH

MATHSWATCH

108,109,110,164

Speed, Distance, Time



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

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

$$\text{distance} = \text{speed} \times \text{time}$$

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 $\times 0.96$

It depreciated for 3 years

$$20000 \times 0.96^3 = £17694$$

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



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: the process of **wearing** or being worn by long **exposure** to the atmosphere.

Sedimentary: A **rock** 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**

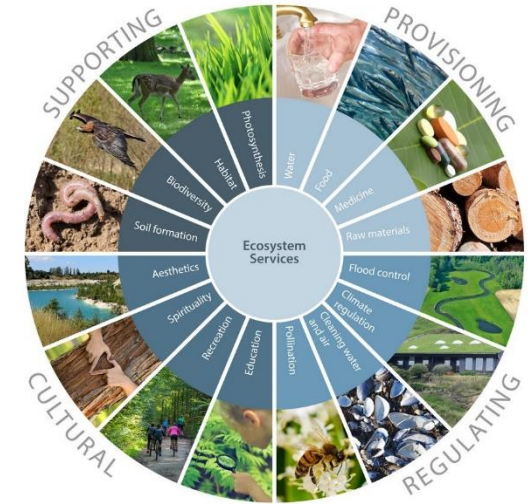
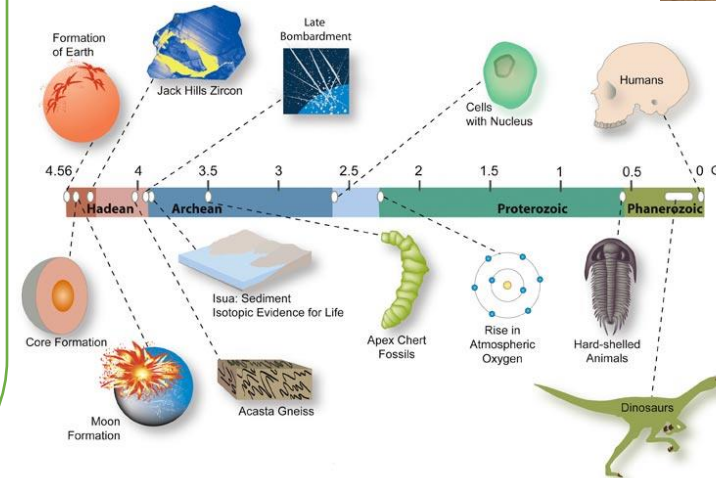
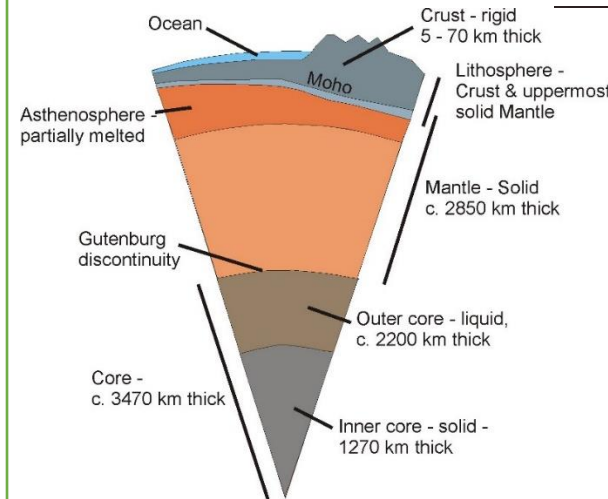
Volcanoes: A mountain or hill, typically conical, having a crater or vent through which lava, rock fragments, hot vapour, and gas are or have been erupted from the earth's crust.

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 of 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.

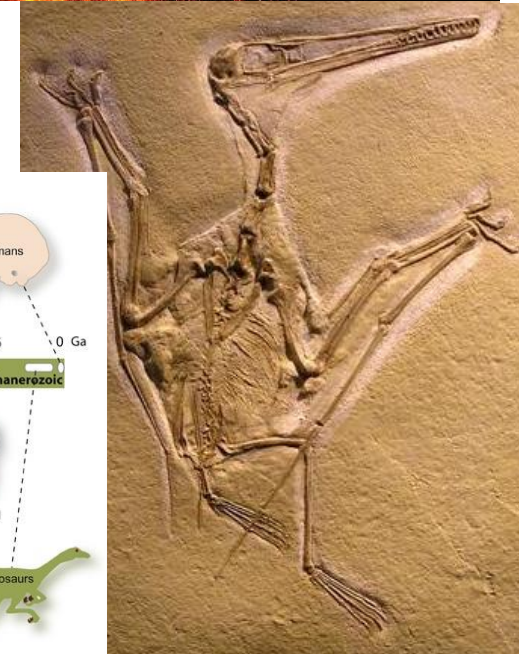


Did you know?

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

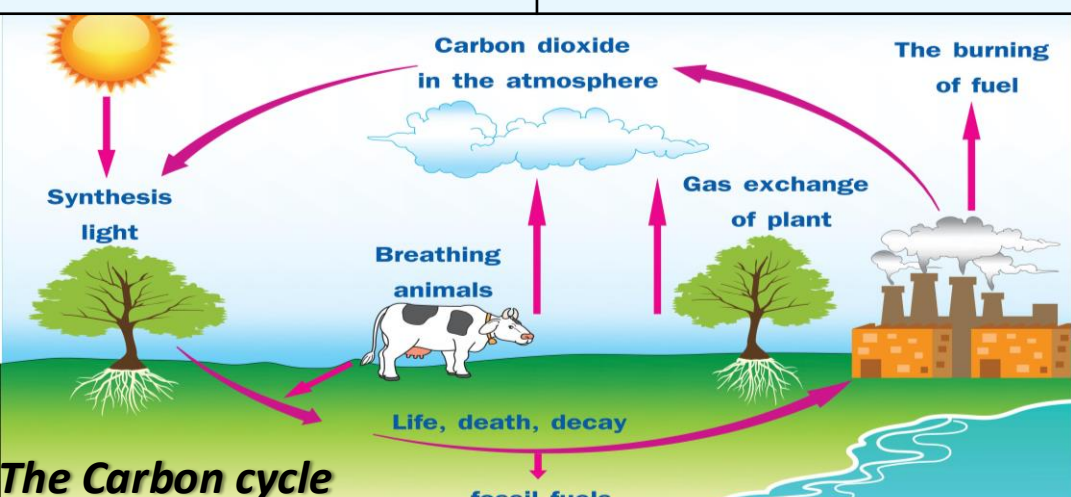


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Climate change

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



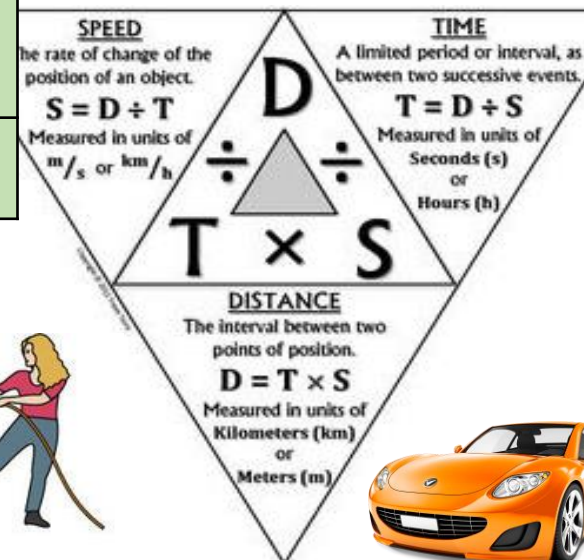
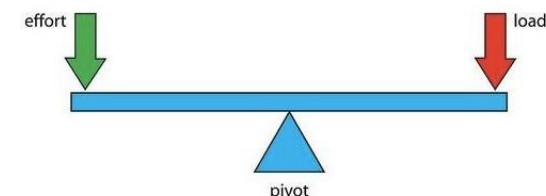
Glossary

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)

$$\text{Moment} = F \times d$$



RE Year 8 Autumn Topic 1: Church History



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Key Words:

Martyr: A person who dies/ is killed for their religion

Faith: Belief without evidence

Tradition: Handing down and carrying on beliefs and practices

Papacy: The office or authority of the Pope

SOWA

"I also say to you that you are Peter, and upon this rock I will build My church"

Matthew 16:17-19

The Pope

Who is he?

- ❖ The Leader of the Catholic Church and the number one authority for Catholics. What he says greatly influences the world.
- ❖ He is the successor of St Peter.
- ❖ Our current Pope is Pope Francis
- ❖ He lives in Vatican City, Rome

What does he do?

- ❖ Handpicks Cardinals
- ❖ Travels the world to visit Catholics
- ❖ Teaches about moral issues- he can never be wrong



Apostles

What is an Apostle?

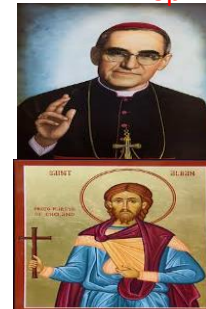
- ❖ Jesus picked 12 of his closet followers to become Apostles.
 - ❖ Jesus wanted his Apostles to be like little children; full of trust, joy, love, humility and be willing to learn
- What did the Apostles do?**
- ❖ Their role was to spread the word of God and covert people to Christianity (This was very dangerous- many ended up martyred)
 - ❖ Jesus wanted them to be another 'him' on earth
 - ❖ They travelled around the world, speaking different languages to do this. This gift was given to them by the Holy Spirit



Martyrs

How did Martyr's help the Church?

- ❖ Shows how serious you are about your beliefs
- ❖ Encourages others to listen and take their faith seriously
- ❖ Shows faith and dedication to God



St Paul & Stephen



Who was St Peter?

- ❖ Full name was Simon Peter and he was one of the first Disciples to be called
- ❖ Jesus called him his rock and told him to look after the other disciples and spread the message of God. In return, Jesus promised Peter the keys to heaven.
- ❖ Peter was the first Pope of the Catholic Church.

Who was St Paul?

- ❖ Originally, Saul hated the followers of Jesus and wanted them locked up.
- ❖ Saul was then blinded for 3 days by a bright light and he heard a loud voice. Ananias prayed for him and he was cured.
- ❖ Saul became Paul and became a Christian. He spent his life spreading the word of God

Who was St Stephen?

- ❖ Stephen began spreading the word of Jesus straight after his death.
- ❖ Some Jews accused him of blasphemy.
- ❖ During his trial he became angry and accused the Jews of murdering Jesus.
- ❖ Stephen was sentence to death .
- ❖ He became the first Christian Martyr

Maximillian Kolbe

- ❖ Was a Priest in Poland during occupancy by Nazi Germany. Was placed in a concentration camp for hiding and helping Jews.
- ❖ Offered his own life in exchange for another man who had a family

St Alban

- ❖ He was the first Christian Martyr in England. (He was a Pagan who his a Christian in his house)
- ❖ Instead of handing the Priest over, he pretended to be the Priest.
- ❖ Both Alban and his executor converted to Christianity

RE Year 8 Autumn Topic 2: Vocation and Prayer



Key words:
ACTS

Adoration: A prayer of love to God.

Confession: Saying sorry and asking for forgiveness

Thanksgiving: A prayer thanking God for something

Supplication: Asking God for help for yourself or for somebody else

Key Words: (AT1)

Church

1. a building for Christian religious activities: 2. an official Christian religious organization

Vocation

a divine call to God's service or to the Christian life.

Laity

the ordinary people who are involved with a church but who do not hold official religious positions.

Ordain

to officially make someone a priest or other religious leader, in a religious ceremony

Different Christian Vocations

Laity	Ordained	Religious Life
<ul style="list-style-type: none"> Baptised Confirmed Holy Communion Catholic Schools Marriage Bring their children up as Catholic Give money to charity Help others Caring career Attend Mass 	<ul style="list-style-type: none"> Priest Bishop Devote their life to God Cannot marry Spread the word of God Visit the sick, elderly and people in prison Mass Sacraments Pray for the needs of others 	<ul style="list-style-type: none"> Nun Monk Cannot Marry Devote their life to God Spread the word of God Visit the sick, elderly people in prison Pray for the needs of others Attend Mass

Why is prayer important?

- To communicate with God
 - To be closer to God
 - To be forgiven
 - To thank God
- To ask for help for yourself or others
- To strengthen the community and bring people together
 - It brings comfort
- Jesus taught us to pray, we are following his example

Match up the type of prayer to why it is useful for Catholics

Pair discussion

Adoration

Thanksgiving

Confession

Supplication

Helps them get things into perspective and be thankful for their life.

Makes them feel like they are helping the less fortunate and inspire them to practically help.

Helps a person not to be selfish, to realise they depend on others and not take things for granted.

Helps them face their feelings, relieves their sin and they learn from their mistakes.

Aids to prayer



The Altar



The Tabernacle



The Statue of St. Monica



The Intentions board



The Stations of the Cross



The Holy Water Stoop



The Lectern



SOURCE OF WISDOM: 'You will pray to him, and he will hear you, and you will fulfill your vows.' John 22:27

Geography Year 8 Autumn Term: How are Populations Changing?

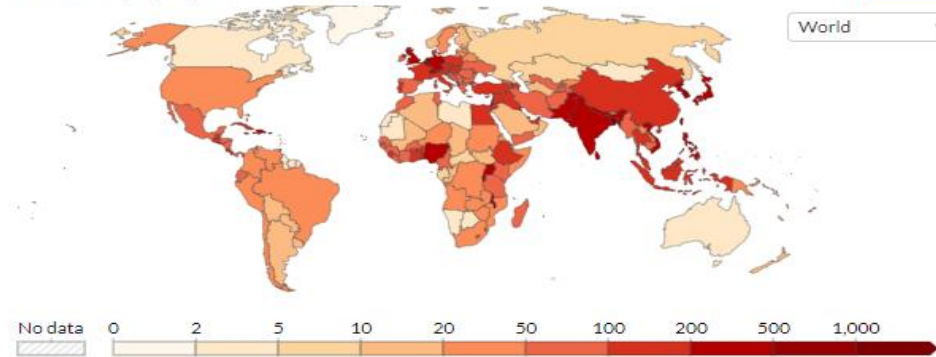
What do I need to know?

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?	

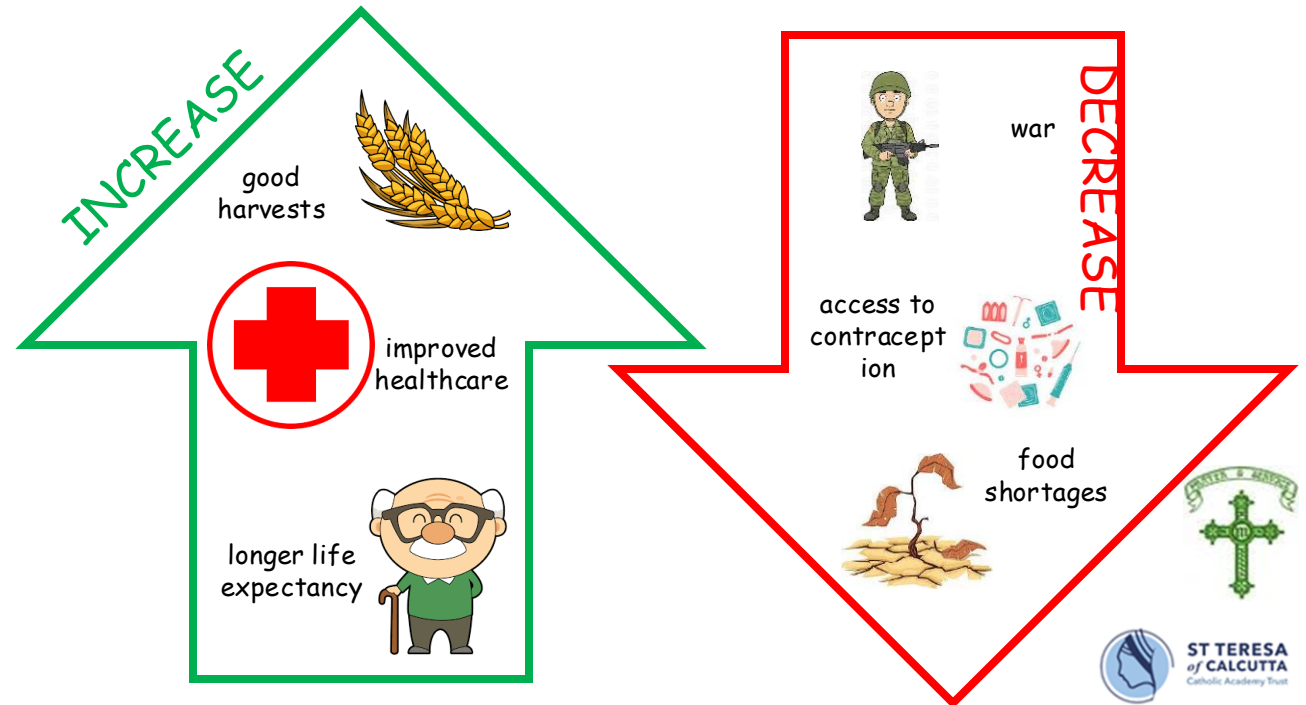
Check out the worlds current population

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

Population density, 2022
The number of people per km² of land area



Why do population sizes change?

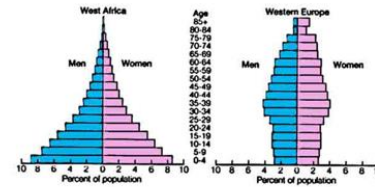


Geography year 8 Autumn term 1 – How are Populations Changing?

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

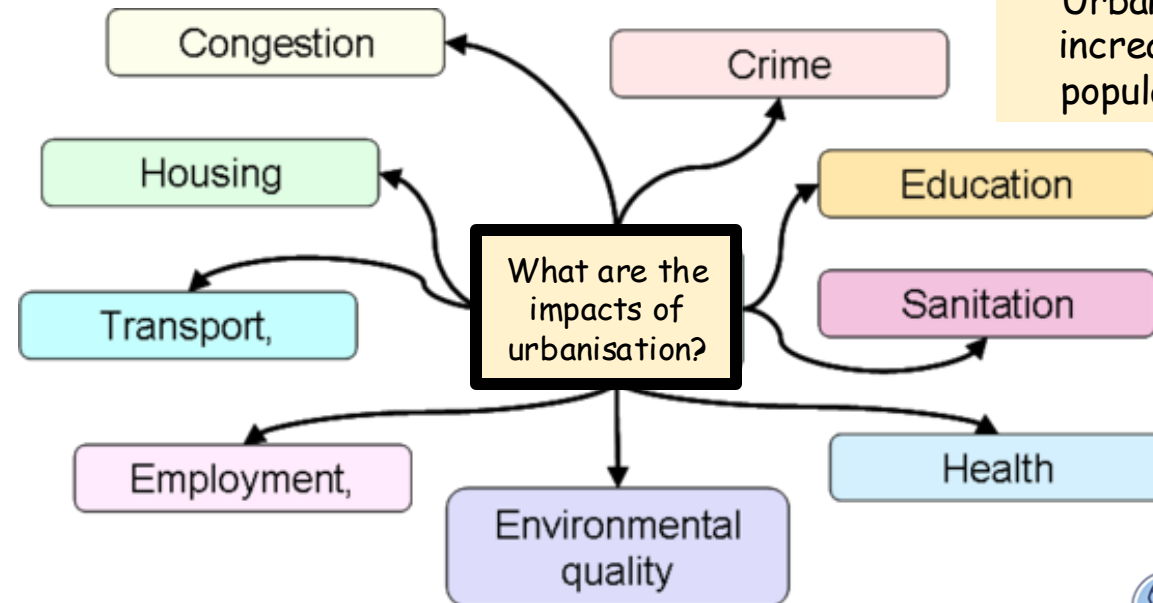
More healthcare

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

1. Directly linked to an event

Causes

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

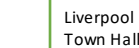
- Bristol ships also supplied British colonies with a wide range of goods for the plantations.
- Slave-produced Caribbean products such as sugar, rum, indigo and cocoa were important local industries. Thousands of working people were employed in these processing industries.
- The profits from the slave 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).



Bristol Queen Square



Liverpool Town Hall



Consequences

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

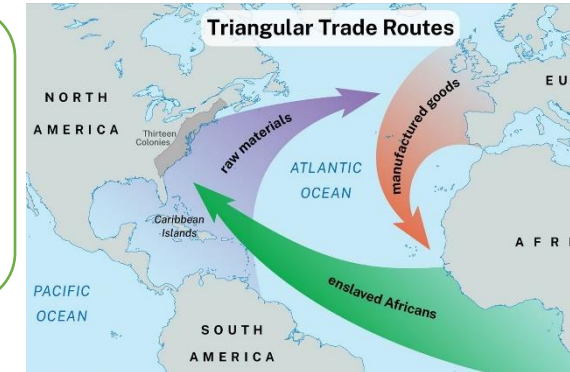


Diagram of the **Triangular Trade** route between the late 16th and early 19th century.

- 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.

1492

Christopher Columbus discovered the Caribbean Islands and names them the West Indies.

1500's

English planters set up plantations and used slave labour to do the work.

1650-1700

The Middle Class in England became addicted to sugar and by 1700 England imported 10,000 tons per year.

1786

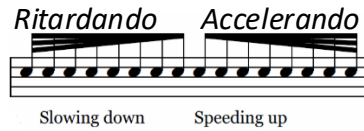
After a life in slavery Olaudah Equiano became a member of the 'Sons of Africa'.

Year 8 Music Term 1: Intro to Film Music

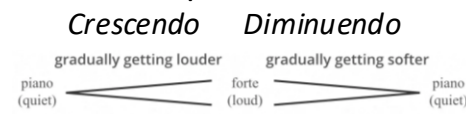
Pitch: The **highness** or **lowness** of a sound



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

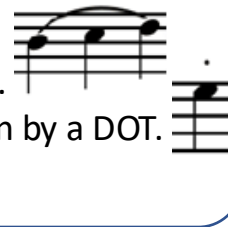
Timbre: The unique sound quality of different instruments

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

Causes and Consequences can be placed into different Factors/Categories

MEANWHILE ELSEWHERE ...

Social



Religion

Economic



The role of an individual and/or groups

Political



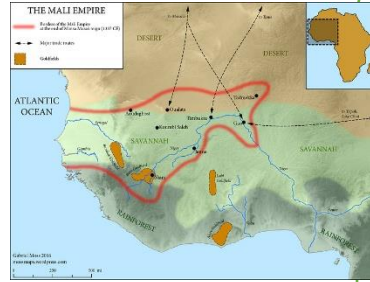
Technological



Military



Cultural



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 .

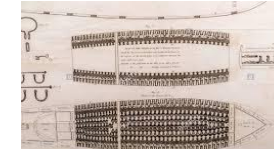


Diagram of Brooke's slave ship used by Abolitionists as evidence of the cruelty of the Middle Passage.

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



What does the source show/tell me?

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



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

Gales - Wales

Italia - Italy

Grecia - Greece

Egipto - Egypt

Irlanda - Ireland

Alemania - Germany

Estados Unidos - USA

Con... - with

En... - by

Avión - plane

barco - boat

Autobús - bus

autocar - coach

Tren - train

coche - car

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

WHEN YOU JUST BOOKED A TRIP



Art - Year 8 Autumn Term

Graffiti and Architecture



Looking at artists

Looking at the work of a range of graffiti artists: title page

Artist research pages: Banksy

Looking at architecture: title page

Looking at the work of Ian Murphy

Reading across the curriculum: article and comprehension questions

Developing and experimenting

Developing a range of graffiti lettering styles

Experimenting with shading techniques

Design ideas for a final piece: building with own graffiti tag

Experimenting with materials inspired by Ian Murphy

Drawings

Drawings of existing graffiti tags

Designing own graffiti tag

Observational drawings of buildings

1-point perspective and 2-point perspective drawings

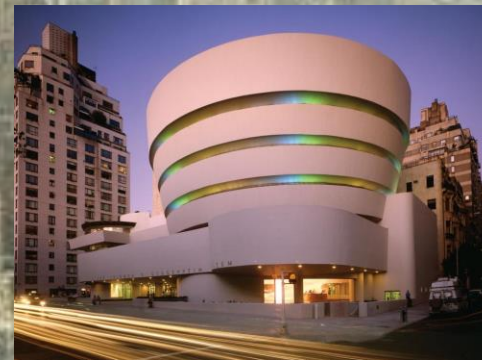
“Do Now” tasks and Homework tasks

Final Outcomes

Graffiti tag

Building drawing with own graffiti tag

Ian Murphy inspired mixed media drawing



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

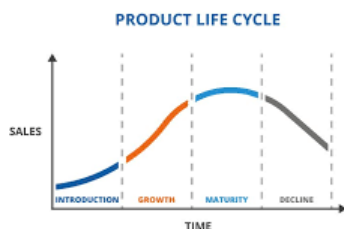
Quiz



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





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).

101
010

Binary

128	64	32	16	8	4	2	1
1	0	0	1	1	0	1	1
$128 + 0 + 0 + 16 + 8 + 0 + 2 + 1$							
$= 155$							



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

Hexadecimal: 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

01101101

128	64	32	16	8	4	2	1
0	1	1	0	1	1	0	1

8	4	2	1		8	4	2	1
0	1	1	0		1	1	0	1

4+2 = 6		8+4+1 = 13
---------	--	------------

6		13 = D
---	--	--------

Answer = 6D

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



Drama Techniques

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

Thought Track: Revealing a character's 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.

Physical Skills

• **Facial Expression**

Using your face to communicate character emotion and reactions.



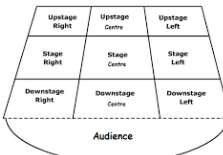
• **Body Language**

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

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



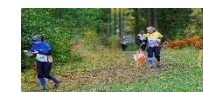
Develop techniques and improve performance in other competitive sport. (Individual)

- 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.



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 multi-disciplinary 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.theproudsttrust.org>
- Friends and Family of Lesbians and Gays: <https://www.fflag.org.uk/>



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. 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 is 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 comment 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.

