

**ST TERESA**  
*of* **CALCUTTA**  
Catholic Academy Trust

# Knowledge Organisers

**Year 8**

**Summer Term 2025**

**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.

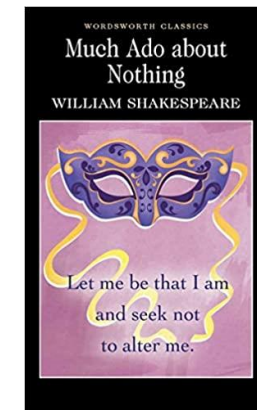
Denounce - publicly declare to be wrong or evil.

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!"

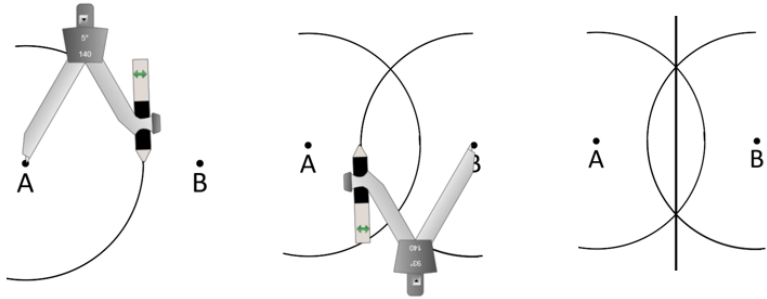
"Bait the hook well; this fish will bite"

"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.

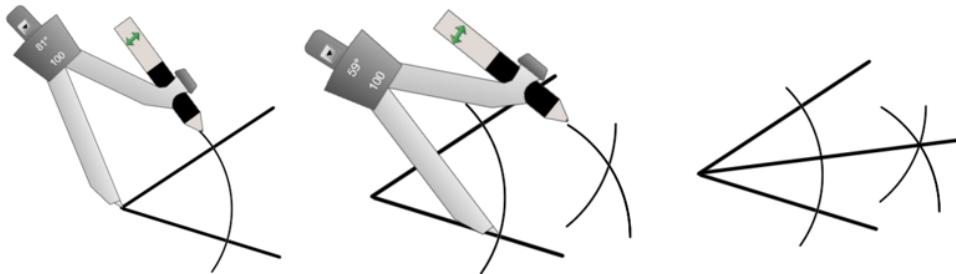


1) Open your compasses past halfway between the two points and draw an arc.

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

## Bisect an angle.

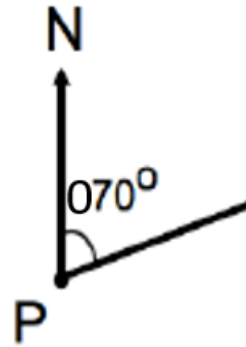


1) Open your compasses and draw an arc over both lines from the angle

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

## 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.  $72^\circ$  is written as  $072^\circ$

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.

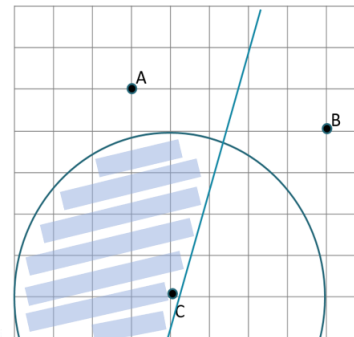
**Perpendicular:** Two lines that intersect at  $90^\circ$ .

**Bisect:** Divide into two parts.

**Equidistant:** Equal distance.

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

## 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

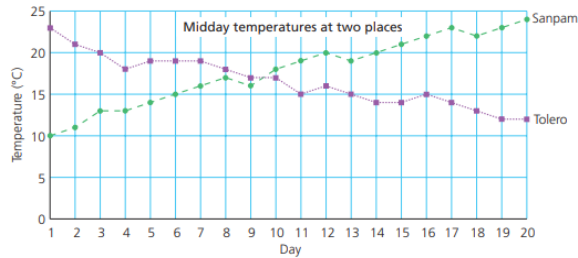
# Maths Year 8 Summer Term: Real Life Graphs



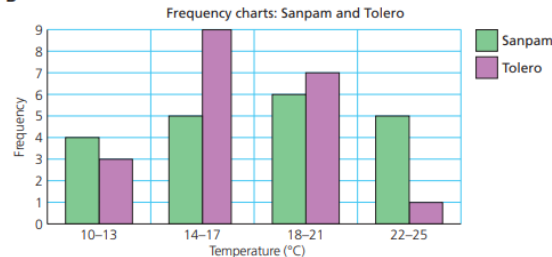
Different way to present data on graph:

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

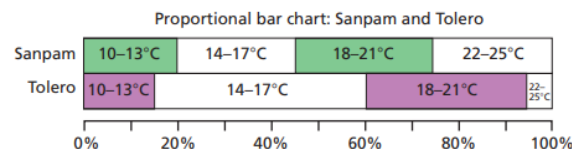
Graph A



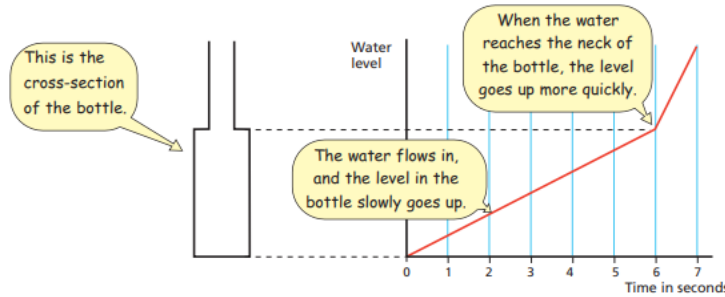
Graph B



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.

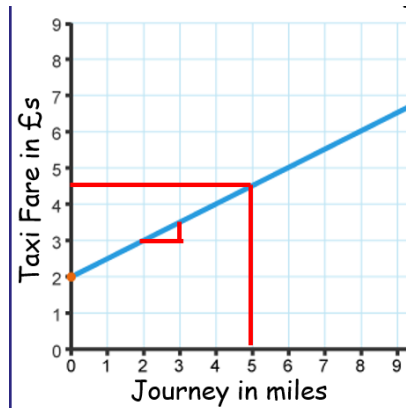
**Speed** can be calculated from these graphs by finding the gradient of the graph.

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.**

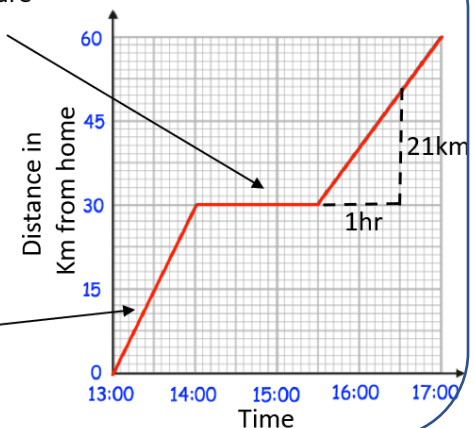
How much would a journey of 5 miles cost?

**£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.

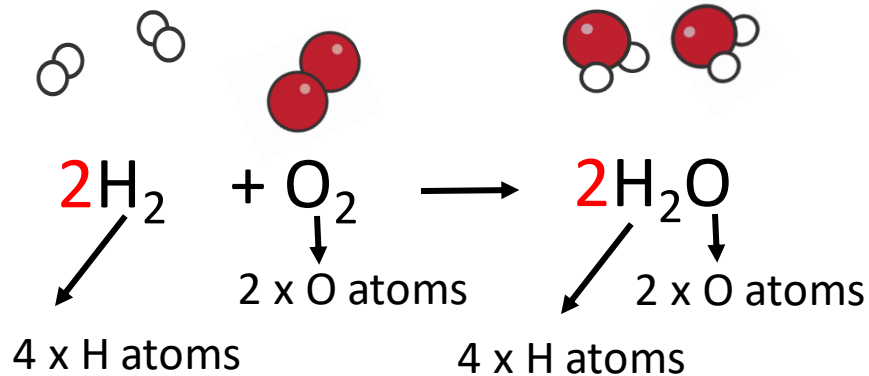
### Conservation of mass

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  $2\text{H}_2 = 4\text{x H atoms}$ .



## 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.

# Year 8 RE Unit 5 –To the Ends of the Earth

## Why is the resurrection important?

## Other religious and non religious beliefs about life after death



**Resurrection**  
The raising of the body to life again after death.  
Christians believe that Jesus was resurrected.

**Death**  
The end of physical life.  
When the body ceases to function completely.

**Judgement**  
Refers to a time in the next life when a person will be judged on account of their actions in this life.

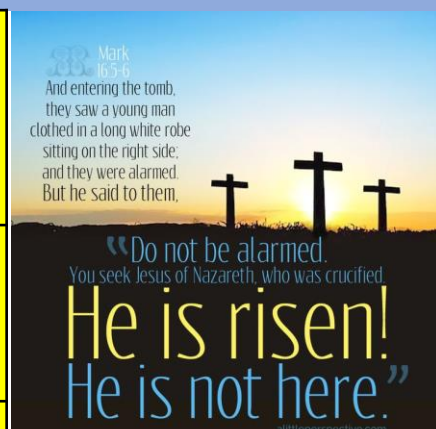
**Heaven**  
An eternity in God's presence.

**Hell**  
The eternal absence of God's presence.

**Purgatory**  
A state for the souls of the dead to be made pure before entering heaven.

**Funeral Rites**  
The particular rituals that form part of the Catholic funeral.

**Requiem**  
A mass for the dead.



- Reminder of the good news about Jesus.
- Promise of eternal life – reward for faith.
- Reminder of the belief in the resurrection of the body.
- Proof of the existence of God.
- Reminder about God's omnipotence over death.
- Keep faith in God, even when life is challenging.
- Proof Jesus is the incarnation of God.
- The Bible is the word of God – it reveals the truth about life after death.

**The resurrection is the central and crowing truth of the Christian faith**

At the moment of Christ's resurrection, many disciples of Jesus were **astounded** by the **event itself**, let alone what it meant to them as followers.

The writings of **Saint Paul**, in his letter to the Church in Corinth, reveal that many Christians **needed help to fully understand** the bodily resurrection of Jesus and what it meant for their faith.



## Teachings from Saint Paul

Extracts from 1 Corinthians 15
'13 If there is no resurrection of the dead, then Christ has not been raised; 14 and if Christ has not been raised, then our proclamation has been in vain and your faith has been in vain.'
'17 If Christ has not been raised, your faith is futile and you are still in your sins.'
'26'The last enemy to be destroyed is death.'
'44 It is sown as a physical body, it is raised a spiritual body. If there is a physical body, there is also a spiritual body.'
'51 Listen, I will tell you a mystery! We will not all die, but we will all be changed.'
'52 the dead will be raised imperishable ....'
'54 "Death has been swallowed up in victory." 55 "Where, O death, is your victory? Where, O death, is your sting?"'

## Heaven and Hell

**Hell**=The eternal absence of God's presence.



Humans who reject God's grace and mercy who refuse to repent for serious sins, **condemn themselves to eternity in Hell.**

**Heaven** is a place with complete **happiness** and without evil and suffering. Those who are **sinful** are **unable to enter.**

## Purgatory

**Purgatory**=Where a soul goes to made pure before entering heaven.

People who are not perfectly pure at the time of death can still get salvation.

All those in purgatory will ultimately reach heaven.



God is all loving and forgiving so He gives an opportunity to be purified and to be in heaven with him.

## Immortality of the soul



Catholics teach that humans are made up of a physical body and spiritual soul.

The soul lives forever. It is eternal and exists even after the physical body dies.

"The Church teaches that every spiritual soul is created immediately by God - it is not "produced" by the parents - and also that it is immortal: it does not perish when it separates from the body at death, and it will be reunited with the body at the final Resurrection" CCC

Catholics believe that humans will regain a physical body to join with their souls when Christ returns.

Catholics believe that the soul is a unique gift from God for humans who are made in God's image. No other animal has a soul.

## Resurrection of the body



Jesus rose again after three days and spent 40 days with his disciples. **His body rose from the dead.**

Catholics believe that humans will regain a physical body to join with their souls when Christ returns at the final judgement.

Jesus ascended into heaven, this gives Catholics hope that at the end of time they too will ascend body and soul into heaven.

Catholic funeral

Vigil, prayers in the home

Requiem Mass in Church

Committal – cemetery





# Year 8 Topic 4: Islam



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## 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.

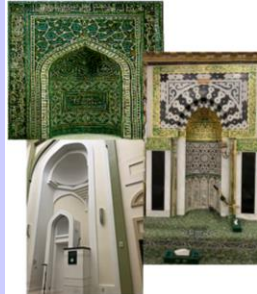
**Qur'an** - The Islamic holy book. Muslims must read this and learn the teachings.

**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.

## Five Pillars of Islam

1. Shahada - Declaration of faith
2. Salah - Prayer
3. Zakat - Charity
4. Sawm - Fasting
5. Hajj - Pilgrimage to Mecca



Mihrab

The Mihrab is a curve in the wall.

The Imam (leader) stands there to deliver prayers.

The Mihrab is normally decorated. Using luxury objects and materials.

The Minaret

The tall tower attached to the mosque is called a minaret and it has two main uses:

- It is used for the call to prayer. This reminds everyone that it is time to come to the mosque.
- It helps people to find the mosque, since it is often the tallest structure in the town.



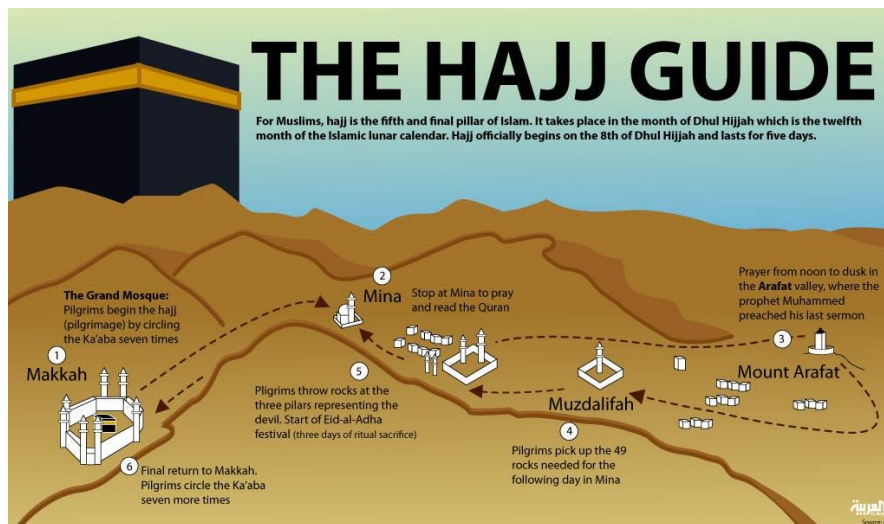
## The Dome



- The Dome, which is positioned above the prayer hall, symbolises Heaven arching above the worshippers.
- It helps the Imam's voice be heard around the prayer hall.
- It helps to keep the prayer hall cool, because all the hot air rises up inside.
- It also helps people to identify the building as a mosque – it is beautiful and unique!

## THE HAJJ GUIDE

For Muslims, hajj is the fifth and final pillar of Islam. It takes place in the month of Dhul Hijjah which is the twelfth month of the Islamic lunar calendar. Hajj officially begins on the 8th of Dhul Hijjah and lasts for five days.



## Prophet Muhammad

Prophet Muhammad was the last, and most important prophet in Islam.



We cannot show pictures/drawings/art of Muhammad as it is disrespectful.



He is said to be the founder as the faith as he is the one that received the Qur'an from Allah.



## The First Revelation

In 620 CE, Prophet Muhammad had his first revelation of the Qur'an from Allah in the Cave of Hira. This happened during what is now known as the month of Ramadan.

Angel Jibril (Gabriel) came down to Muhammad and told him to 'read' or 'recite', although the Prophet could not read.

The Angel revealed the first verses of the Qur'an to Prophet Muhammad – proving that the Qur'an must not have been written by Muhammad but God!

The revelations from God continued gradually throughout Muhammad's life.



**What is a Surah? How many are there in the Qur'an?**

*Chapters, or sections. There are 114.*

**Are the surahs in the order revealed to Muhammad? Explain your answer.**

*No – they were written down in the order that they were collected together by Muhammad's companions.*

**What laws are written in the Qur'an?**

*The Quran has rules and laws written in it about believing in one God, prayer, charity, fasting, what types of food are and are not allowed to be eaten*

**Why do Muslims believe that the Qur'an should be read in Arabic if possible?**

*Muslims believe that the true beauty and message of the Qur'an is discovered when it is read in Arabic because words and meanings changed when translated.*

**What is a Haafiz and what is their role?**

*Someone who can recite the Qur'an by heart – they can teach people how to read the Qur'an.*

**How does the Qur'an guide Muslims?**

*They tell them how Allah expects them to live day by day as they submit themselves to His will*



# History Year 8 Summer Term: British Empire



## Key Words Glossary

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

## Key Events Glossary

<b>1756-1763</b>	The Seven Years War between Britain and France. Often referred to as the first global war.
<b>1612</b>	The East India Company first starts to trade.
<b>1850</b>	By this date most of India was controlled by the British.
<b>1857</b>	Sepoy Rebellion results in more control from Britain in India.
<b>1858-1947</b>	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 10<sup>th</sup> 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	
<b>Testudo</b>	This was a type of shield wall formation commonly used by the Roman legions during battles, particularly sieges.	<b>Romans</b>	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.
<b>Phalanx</b>	This was a military formation, usually composed entirely of heavy infantry armed with spears, pikes, sarissas, or similar pole weapons.	<b>Spartans</b>	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.
<b>Spartans</b>	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.	<b>Vikings</b>	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.
<b>Viking</b>	The Vikings were famously fierce warriors. They set sail from their homes and raided other societies across Europe.	<b>Knights</b>	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.
<b>Knights</b>	Knights were medieval soldiers, usually high-born, raised by a sovereign to privileged military status.	<b>Trenches</b>	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.
<b>Trench</b>	Trenches were long, narrow ditches dug into the ground where soldiers lived during WWI. They were muddy and smelly.	<b>Blitzkrieg</b>	This including using Dive Bombers, Paratroopers, Tanks and Infantry to take over whole countries.
<b>Blitzkrieg</b>	Method of warfare responsible for Nazi Germany's military successes in the early years of the Second World War.		
Key Events Glossary			
<b>480BC</b>	Battle of Thermopylae was fought between an alliance of Greek city-states, led by Sparta, and the Persian Empire of Xerxes I.		
<b>793AD</b>	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.		
<b>892AD</b>	300 Viking ships known as the "Great Heathen Army" invaded Britain to fight King Alfred of Wessex.		
<b>1914-1918</b>	The First World War, fought mainly on the Western Front in France.		
<b>1939-1945</b>	The Second World War, fought by Nazis to take control of Europe.		

# Geography year 8 Summer Term 2 - How can geography cause conflicts?

## What do I need to know?

What is classed as a conflict?

How can lack of resources lead to conflict?

How can conflict lead to a lack of resources?

Why are environmental concerns often in conflict with economic concerns?

Why do some people choose different sides when it comes to the environment?

How can government escalate conflicts?

Why is it important for borders to be clearly defined?

Why is it important to have international laws?

What are the different scales of a conflict?

What are the different impacts of a conflict?

## Skills to develop

Investigation skills

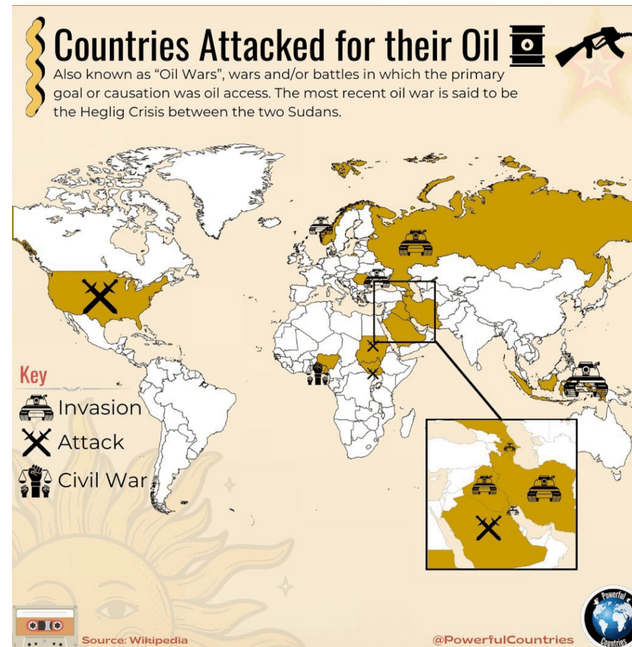
### What makes conflict a geographical issue?

Global conflicts are usually caused by geopolitics (relationships between different national governments) and can be linked to social, economic and environmental factors.

### How resources play a role in modern conflicts

Food, water and energy scarcity increases competition between geographical regions as they struggle to meet the needs of their populations.

In the case of Somalia, extended periods of hunger, thirst and poverty caused the government's control to weaken, providing opportunities for militant groups to take power. They then were able to control access to the remaining scarce resources in order to hold power.



### Why are the economy and the environment often incompatible with each other?

- Many natural resources are highly **valuable**, especially **non-renewable energy sources**, such as **gas and oil**.
- Extracting these resources enables the geographical region with the resources to **make money** from selling it to other areas. (economic advantage)
- However, extraction is also **highly polluting**, with oil spills damaging areas like Ogoniland in Nigeria, and emissions contribute to climate change.





## Geography year 8 Summer Term 2 - How can geography cause conflicts?

Key Words	
Word	Definition
Conflict	A serious disagreement or argument, typically one that is stretched out.
Proxy War	A conflict instigated by a major power which does not itself become involved.
Government	The group of people with the authority to run a country or state.
Resources	A stock or supply of materials or assets that can be put to effective use.
Geopolitics	Politics and international relations that are influenced by geographical factors.
Emerging Economy	A nation or state that is becoming more active and successful in global markets.
Developing Economy	A country or state with underdeveloped infrastructure, extreme inequality and low incomes.
Developed Economy	A country or state with high income, security and economic growth.
Global superpower	A dominant nation state that has the power to influence many others.
Scarcity	The state of being in short supply of something.

### Was Dutch Shell responsible for the deaths of the Ogoni Nine?

#### For

- Shell's activities were harmful to the Ogoni People.
- The company targeted the activists and blamed local murders on them.
- The company collaborated with Nigeria's government to execute them.

#### Against

- Some community members still suspect the MOSOP leaders could have killed the elders.
- It was the Nigerian government and military who officially had the Ogoni Nine executed.

### Scramble for the Arctic: why are different countries attempting to claim territory?

- **Who:** Russia, Canada, China, Denmark, USA, Norway
- **What:** access to greater swathes of Arctic continental shelf, which would mean an additional 200 nautical miles of Arctic Ocean, under which there are suspected oil and gas reserves to explore.
- **When:** Since early 20<sup>th</sup> Century: Russia attempted to extend its claim to undersea Arctic territory with the Lomonosov Ridge in 2007.
- **Where:** the Arctic Circle - anywhere within 66-90°N.
- **Why:** as oil and gas supplies diminish, these major developed economies want to explore any possible supplies that they could use. As the Arctic ice melts, the Arctic Ocean becomes easier to explore, meaning they could claim more valuable resources as their own.

### Syrian Civil War

Since 2011 Syria has been experiencing a civil war. This means fighting is between people in the same country. This has had social and economic impacts such as damage to buildings, homes and businesses.

It has caused people to migrate to other countries as they can no longer live in their homes



# Year 8 Summer Term: Gothic Architecture Painted pop-up



## 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=vrckL7Y8Who>

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



## 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

"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)



# Year 8 Music Term 3: Soundtrack Composition

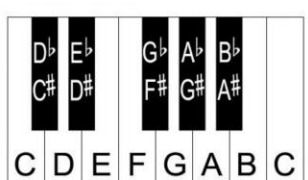
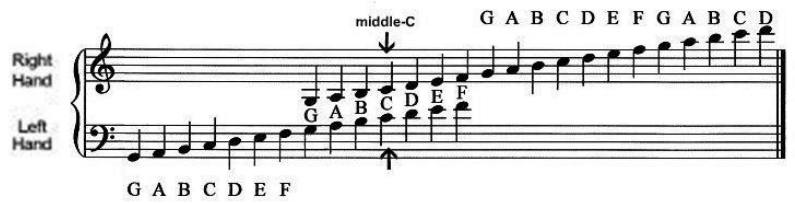
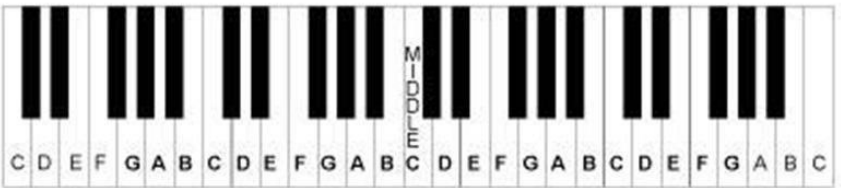
**SOUNDTRACK** – A soundtrack is the complete collection of sounds used in a film.  
 There are 3 main components

**SOUND EFFECTS** – every day sounds e.g. footsteps

**MUSIC** – adds drama, tension etc

**DIALOGUE** – speech spoken by the actors

**CUE SHEET** – an outline of the film used to help plan what music is needed



**Accidental:** when you have to play a black note which is not part of the key

**Chord:** A group of 2 or more notes played together at the same time


**LEITMOTIF:** A theme that represents a character *007*

**THEME:** A tune that is used throughout a film.

**MELODY:** The tune

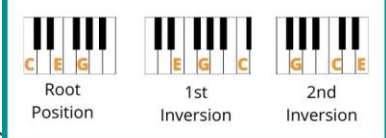
**CHORDS:** The harmony

**RHYTHM:** A drum beat

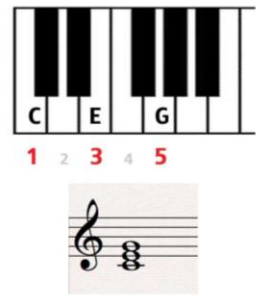


**Inversion:** When the notes of a triad are re-arranged in a different order

**C Chord Inversions**



**Triad:** A group of 3 notes played together to make a chord. It uses notes 1, 3 and 5



Symbol	Name	Definition
#	Sharp sign	raises a note a semitone
b	Flat sign	lowers a note a semitone
⌵	Natural sign	returns the note back to it's original pitch

**SUCCESS CRITERIA**

- Using multiple themes
- Timing – music and sound effects match action
- Variety of instruments
- Variety of texture – layers
- Combine melody, chords and rhythms
- Contrasting sections showing the themes used in different ways, to match the action
- Mixing – editing the tempo, dynamics etc
- Composing own original ideas



# 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.



## Glossary of Key words

Research the Key Words below and write an explanation for each

### • **Balanced diet**

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### • **Nutrients**

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### • **Deficiency**

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### • **Excess**

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### • **Processed foods**

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# 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



Dieter Rams



Achille Castiglioni



Marc Newson



Charles and Ray Eames



Philippe Starck

## Iconic Designers

- Jonathan Ive, UK
- James Dyson, UK
- Charles and Ray Eames, USA
- Dieter 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

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

[Who are the 10 most influential Product Designers of all time? : DesignWanted](#)



## 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" -





# 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 its 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.

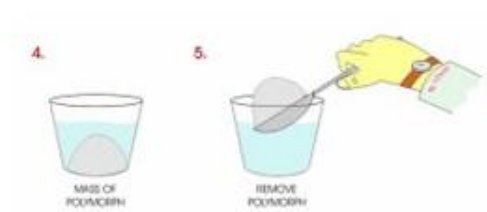
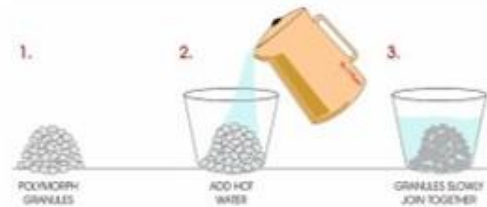


Burrs have very tiny hooks on them. The Burrs stick to fur and clothing by hooking themselves onto the fibres. These tiny hooks are the inspiration behind Velcro.

## 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 its 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



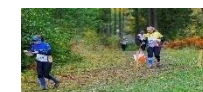
## Develop techniques and improve performance in other competitive sport. (Individual)

- 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 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.theproudst.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.

