



**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.

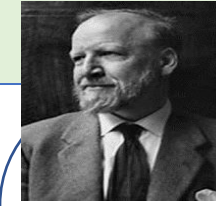
Books can be borrowed from our library in Room 11.



## 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. ...

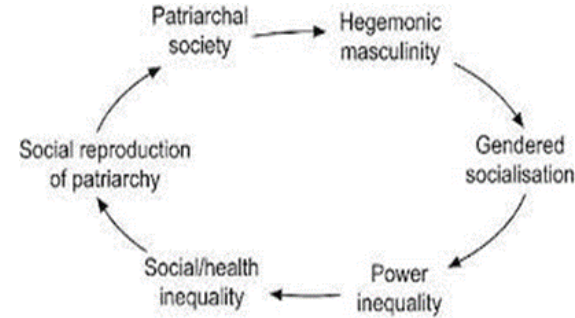
### Instincts

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



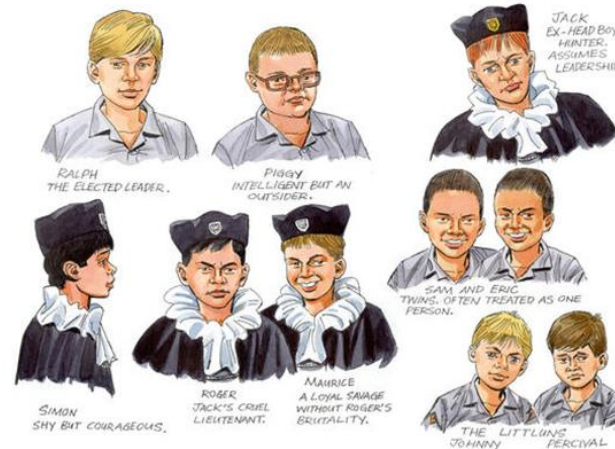
## Key themes

- 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)

# 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  $2^4$  ?

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

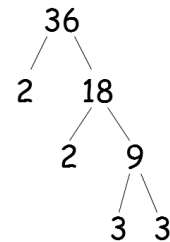
What is  $\sqrt{64}$  ?

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

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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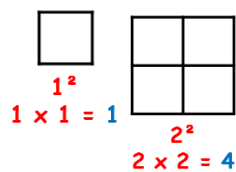
MATHSWATCH

28,29,78,82,154

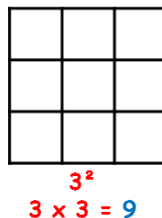
Tip

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

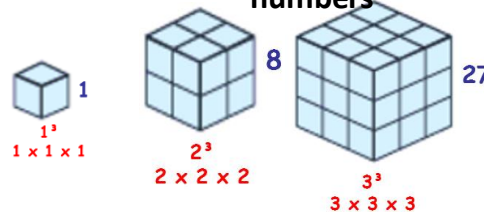
Square numbers



Key Concept



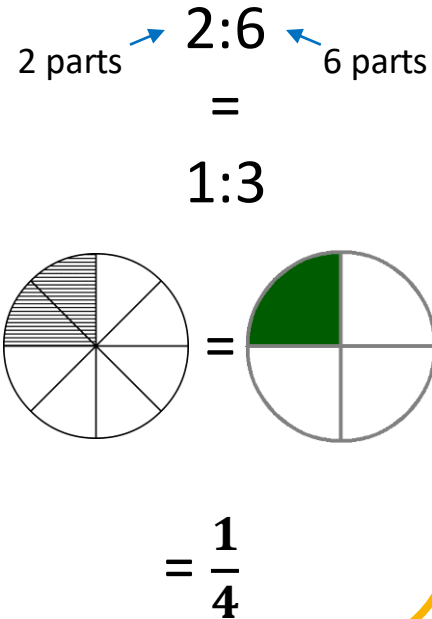
Cube numbers



ANSWERS: 1) a) 32 b) 27 c) 1 d)  $\pm 9$  e)  $\pm 4$  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.

## 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  $2 : 7$

$$45 \div 9 = 5$$

$$\pounds 10 : \pounds 35$$

$$2 : 7$$

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

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

$$\div 2 \left( \begin{array}{c} 2 : 5 \\ \curvearrowright \\ 1 : 2.5 \end{array} \right) \div 2$$

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

$$\pounds 12 : \pounds 30$$

$$18 \div 3 = 6$$

	2 : 5
6	6
6	6
	6
	6
	6
	=12 =30

MATHSWATCH

108,109,110

## Tip

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

## Questions

- 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)  $\frac{1}{5}$

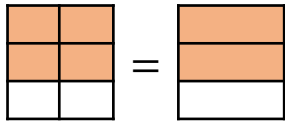
# Maths Year 8 Autumn 1: Multiplicative Reasoning

## 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.

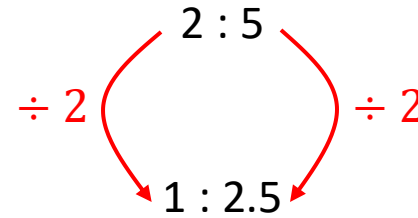
**Scale:** The ratio of the length in a drawing to the length of the real thing.

**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



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

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

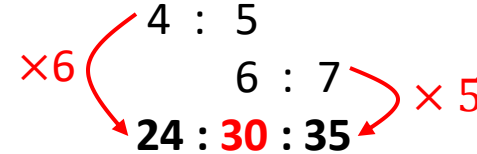
Find a:b:c.

The LCM of 5 and 6 is 30

a : b : c

4 : 5

6 : 7



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?

# 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

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

Cake recipe for 6 people.

3 eggs

300g flour

150g sugar

What would you need for 8 people?

$$\begin{array}{c} \div 3 \quad \quad \quad \times 4 \\ \curvearrowright \quad \quad \quad \curvearrowleft \end{array}$$

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

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

Find a:b:c.

a : b : c

4 : 5

6 : 7

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

The LCM of 5 and 6 is 30

## Questions

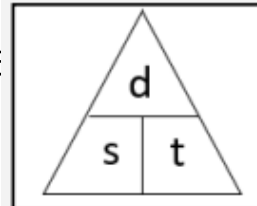
- Write in the form 1 : n a) 4 : 8 b) 3 : 12 c) 4 : 6
- a : b = 3 : 10 and b : c = 4 : 12. Find a:b:c.
- Pancakes for 4 people need 2 eggs, 120g flour and 60ml milk.
- How much for 6 people?

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

$$20000 \times 0.96^3 = \text{£}17694$$

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

# Science Year 8 Autumn Term:

## Interdependence, Biodiversity and the History of Earth



### GLOSSARY:

#### Interdependence and Biodiversity:

**FOOD CHAIN:** A food chain shows what an organism eats and the transfer of energy between organisms.

**FOOD WEB:** A food web is a set of linked food chains.

**PREY:** Prey are organisms eaten by another organism.

**PREDATORS:** Predators are organisms that eat other animals.

**HABITAT:** The area an organism lives in is called its habitat.

**ECOSYSTEM:** An ecosystem is the name of the plants, animals, and the location that they live in.

**POPULATION:** The number of plants or animals of the same type that live in the same area is called a population.

**NICHE:** An organism in an ecosystem has its own niche.

#### History of the Earth:

**Weathering:** 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

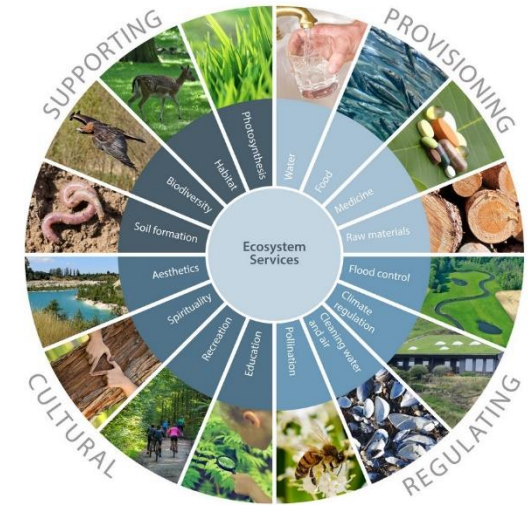
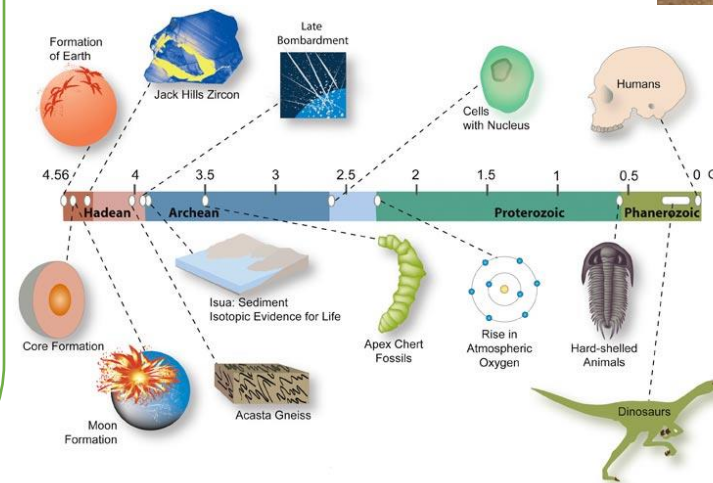
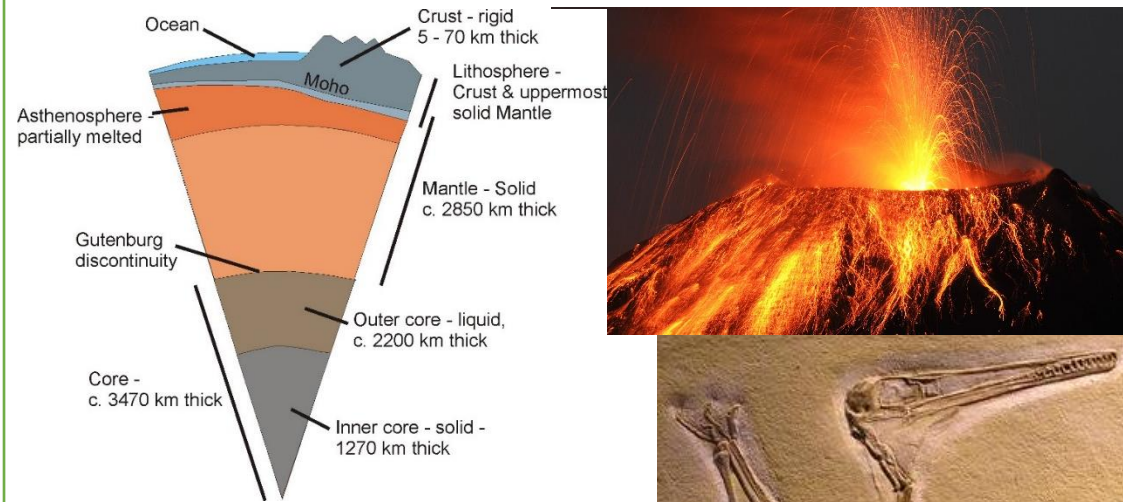
**Volcanoes:** A mountain or hill, typically conical, having a crater or vent through which lava, rock fragments, hot vapour, and gas are or have been erupted from the earth's crust.

**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.

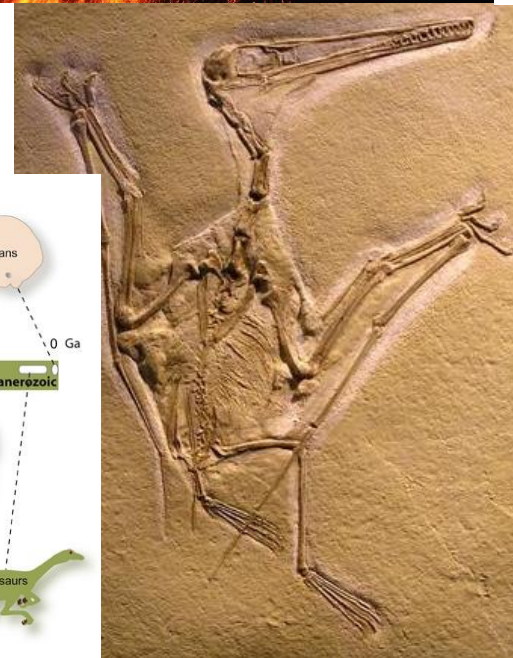


### Did you know?

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

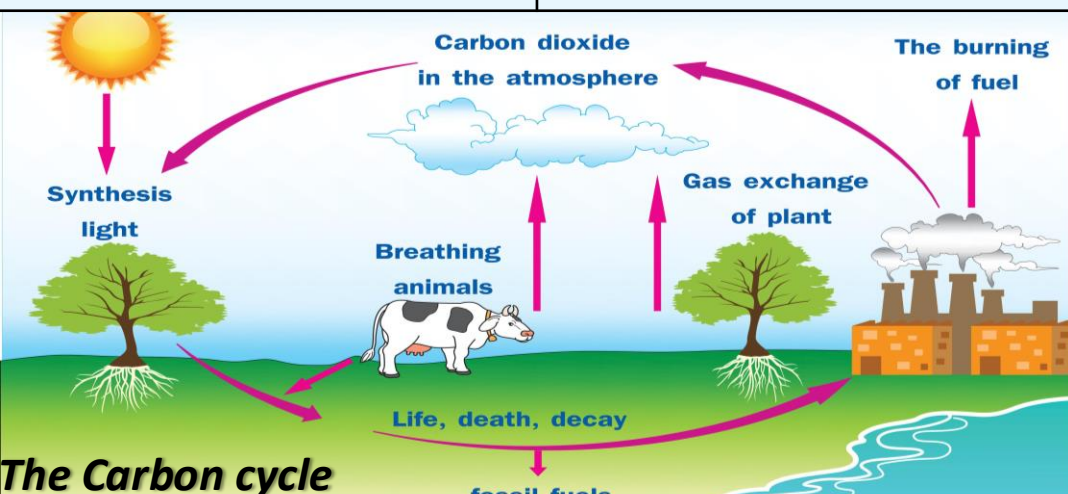


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## Climate change

### Glossary

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



## Moving around

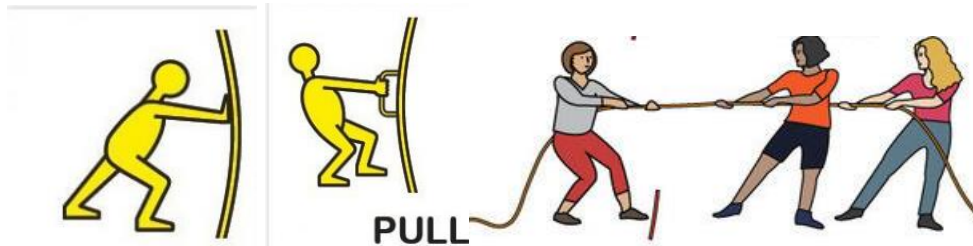
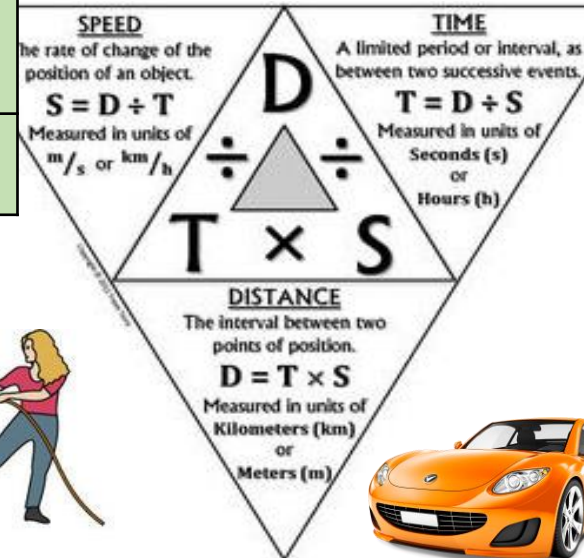
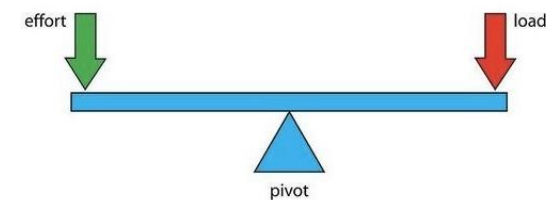
### Glossary

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

## Moment

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

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





## The Bible



<b>Dei Verbum</b> Latin phrase for 'Word of God'.
<b>Scripture</b> The holy book of a religion, in Christianity it is the Bible.
<b>Tradition</b> The preaching of the apostles that was kept safe and handed on by bishops.
<b>Inspired</b> 'God breathed' God influenced the writers of the Bible to write what is good and true.
<b>Canon</b> The agreed list of books that make up the Catholic Bible.
<b>Old Testament</b> The books in the first half of the Bible showing the creation of the world and God's relationship with the Israelites.
<b>New Testament</b> The books in the second half of the Bible which tell the story of Jesus and the establishment of the early Church.
<b>Hebrew, Aramaic, Greek</b> Some books of the Bible were written in these languages.
<b>Tanakh</b> The Jewish Bible.
<b>Liturgy of the Word</b> The part of Mass where Catholics are taught God's word from the Bible.

- The Bible is the Christian holy book
- The word Bible means books
- There are 72 books in the Bible
- Old testament is the first part of the Bible
- New testament is the second part of the Bible
- The OT is God's history in the world
- The NT is about Jesus and the early Christians

'The inspiration of Matthew' Caravaggio



'God is speaking to them using human words' Catechism

The Angel seems to be counting on it's fingers, reminding Matthew not to miss anything out.

'Faithfully and without error that truth which God wanted to put into sacred writings for the sake of salvation' Dei Verbum 11

Matthew is being guided by God to write his gospel.

### What is sacred Tradition?

- Jesus has the authority from God to share God's message of love
- While on earth Jesus asked the Apostles to take his message to the people.
- When Jesus ascended into heaven he commanded his Apostles to spread his message throughout the world with the help of the Holy Spirit.
- The Apostles commanded their followers to do the same and they were given the same authority Jesus had given to the Apostles.
- Jesus' message continues to be carried on today through the leaders of the Church-the Pope and Bishops. This is called Tradition.



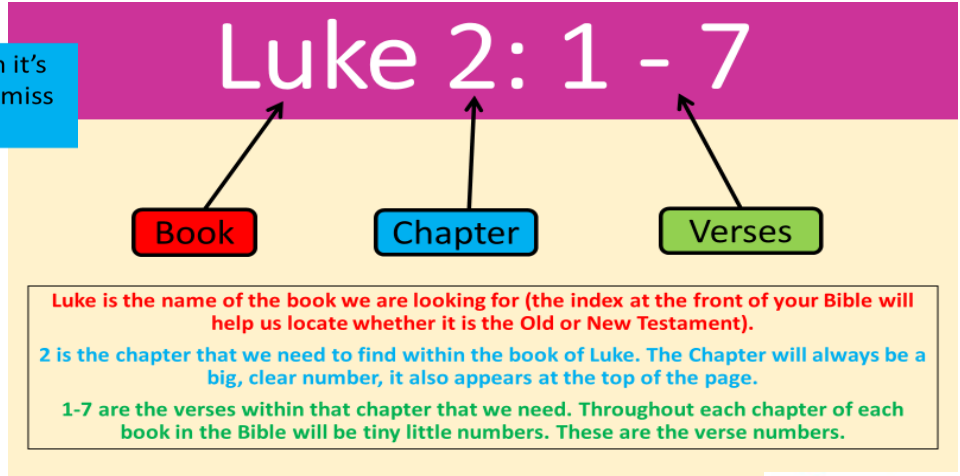
- The Bible is important because...**
- It teaches us how to live a good Christian life.
  - It contains God's words.
  - The New Testament contains the life of Jesus and his teachings.
  - It tells us about the creation of the world.
  - The Old testament teaches us about our history and important prophets.
  - It contains the 10 commandments.
  - The New Testament tells us how the early Christians spread the word of God.
  - We learn about God's attributes.
  - If we follow it we will go to Heaven.

### THE CATHOLIC BIBLE'S BOOKS

<b>OLD TESTAMENT</b>	Gn Genesis	Ex Exodus	Lv Leviticus	Nm Numbers	Dt Deuteronomy	Jos Joshua	Jc Judges	Rt Ruth	1Sm 1 Samuel	2Sm 2 Samuel		
	1Ki 1 Kings	2Ki 2 Kings	1Ch 1 Chronicles	2Ch 2 Chronicles	Ez Ezra	Ne Nehemiah	Tb Tobit	Jdt Judith	Es Esther	1Mac 1 Maccabees	2Mac 2 Maccabees	Jb Job
	Ps Psalms	Pr Proverbs	Ec Ecclesiastes	So Song of Songs	Wis Wisdom	Sir Sirach	Is Isaiah	Je Jeremiah	Lm Lamentations	Ba Baruch	Ek Ezekiel	Dn Daniel
	Ho Hosea	Jl Joel	Am Amos	Ob Obadiah	Jh Johanna	Mi Micah	Na Nahum	Hk Habakkuk	Zp Zephaniah	Ha Haggai	Zc Zechariah	Ml Malachi
<b>NEW TESTAMENT</b>	Ro Romans	1Co 1 Corinthians	2Co 2 Corinthians	Ga Galatians	Ep Ephesians	Pp Philippians	Cl Colossians	1Th 1 Thessalonians	2Th 2 Thessalonians	1Ti 1 Timothy	2Ti 2 Timothy	Tt Titus
	Pm Philemon	Hb Hebrews	Ja James	1Pe 1 Peter	2Pe 2 Peter	1Jn 1 John	2Jn 2 John	3Jn 3 John	Ju Jude	Re Revelation		

INFO: "Bible" comes from the greek βιβλία ("The books"). The Catholic Bible contains 73 books: 46 from the Old Testament and 27 from the New Testament.

KEY: PENTATEUCH (Historical), SPERENTIAL (Major Prophets), MINOR PROPHETS (Gospels), GENERAL LETTERS (Revelations), PAULINE LETTERS (CatholicLink)



## The Magisterium



- Magisterium comes from the a Latin word meaning teacher.
- It is the teaching office of the Church.
- Catholics believe that the Bishops and the Pope have the same authority Jesus gave to the apostles.
- This means they can interpret or explain the meaning of the word of God.
- Through listening to the Magisterium Catholics can be certain of what is good and true.
- The Magisterium ensures that scripture and tradition have relevance for our lives today.

# Year 8 RE Unit 2 – Prophecy and Promise

<p><b>Prophet</b> From the Greek meaning 'messenger'. The prophets speak for God and deliver his message.</p>
<p><b>Priest</b> A person anointed by God. It also refers to an ordained minister who celebrates the sacraments for Catholics.</p>
<p><b>King</b> An anointed person who has authority. Also a ruler of a country.</p>
<p><b>Messianic</b> Relating to the Messiah.</p>
<p><b>Advent</b> The first season in liturgical year when Christians prepare for the birth of Jesus.</p>
<p><b>Amos</b> An Old Testament prophet who gave God's message of justice.</p>
<p><b>Isaiah</b> An Old Testament prophet who gave God's message of the arrival of the Messiah.</p>
<p><b>John the Baptist</b> A New Testament prophet who prepared the way for Jesus as the Messiah. Also the cousin of Jesus.</p>



**The Prophets**

How many prophets are there in the Bible?  
**16 with named books or 68 altogether**

Name 3 prophets in the Bible  
**Isaiah, Amos, Daniel**

What is a prophet?  
**People who hear from God and share his message**

What was the message that God continued to send through the prophets?  
**To stop sinning and turn to God.**

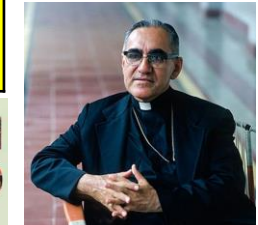
Why did God send prophets?  
**To help people to stop sinning because God loves his people.**

Who did God promise to some of the prophets?  
**Jesus-a rescuer to save them from sin.**

## Call, message and fulfilment

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

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



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

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



**Priest, Prophet and King**

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

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

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

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

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



## 1. The call to repentance

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

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

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

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

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

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

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

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

## 3. Criticism of external religion

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

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

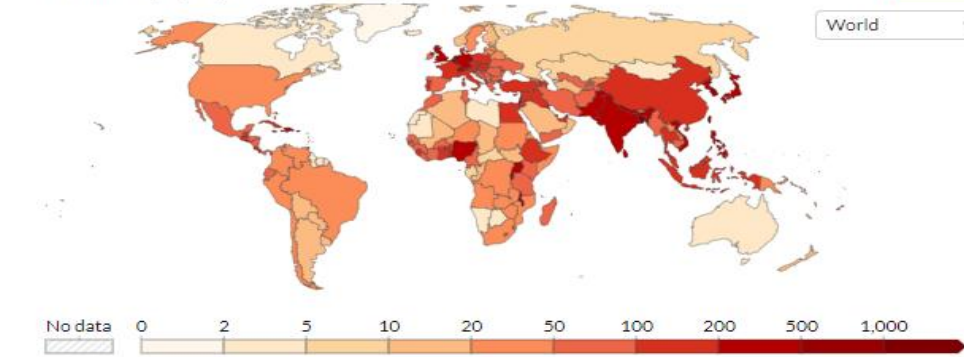
**Amos criticises the people for practising 'external religion' focusing too much on observing feasts and making sacrifices rather than looking after others.**

# Geography Year 8 Autumn Term: How are Populations Changing?

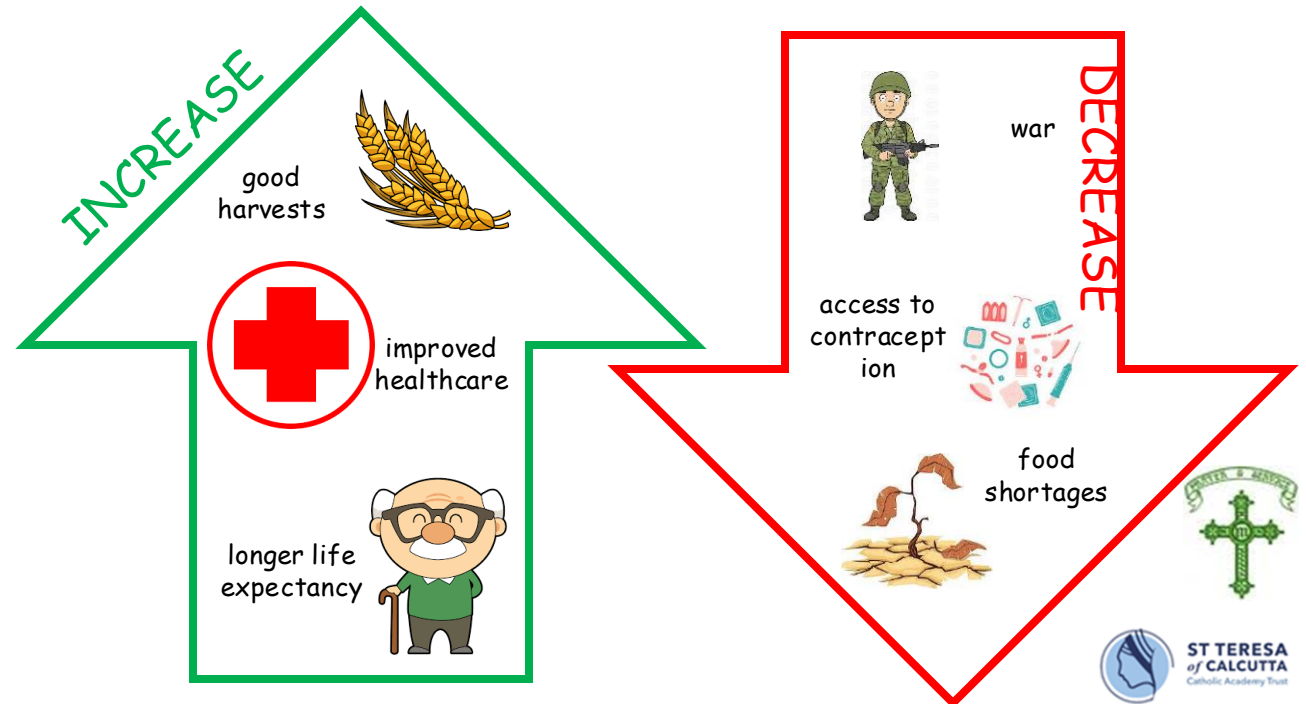
## What do I need to know?

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

Population density, 2022  
The number of people per km<sup>2</sup> of land area



## Why do population sizes change?



Check out the worlds current population

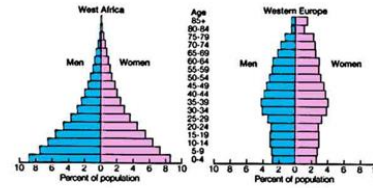
<https://www.worldometers.info/world-population/>

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

## Key Words

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

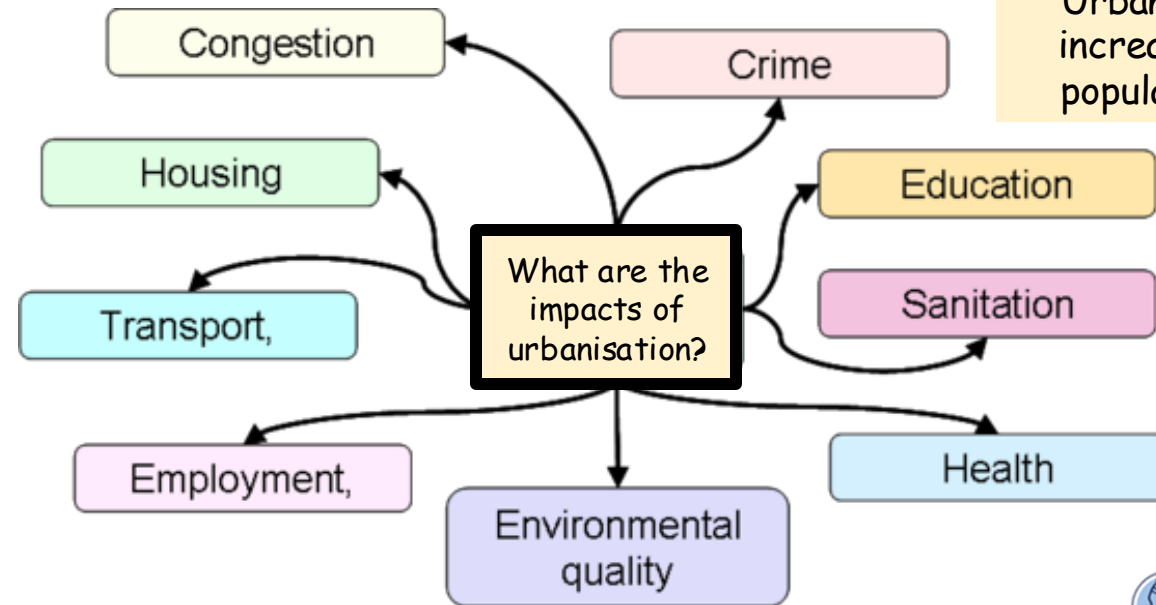
### Pull factors

- Better housing opportunities
- More healthcare
- Better education



## Urbanisation

Urbanisation is the increase in size and population of a city



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



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

## Cause and Consequence

Renaissance

Early Modern

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

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

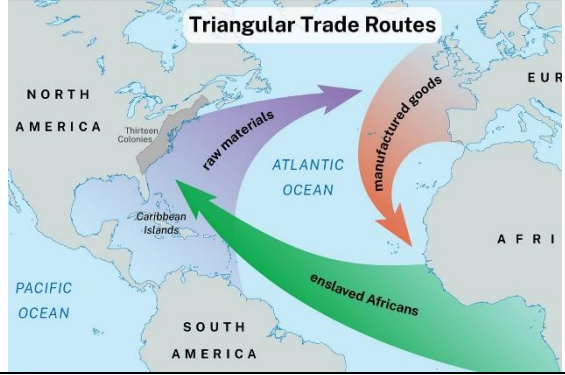
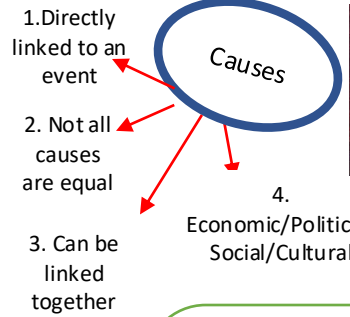


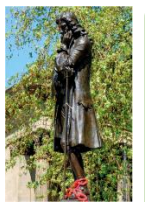
Diagram of the **Triangular Trade** route between the late 16<sup>th</sup> and early 19<sup>th</sup> century.

- 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.



British Actor, George F Cooke, 1785.

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



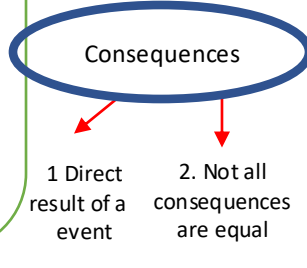
Bristol-born Edward Colston was a rich slave trader.

**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**

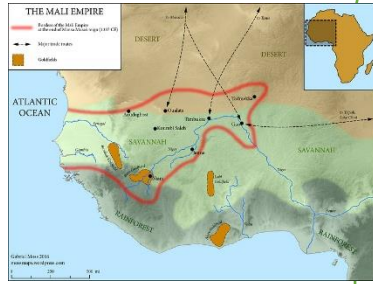
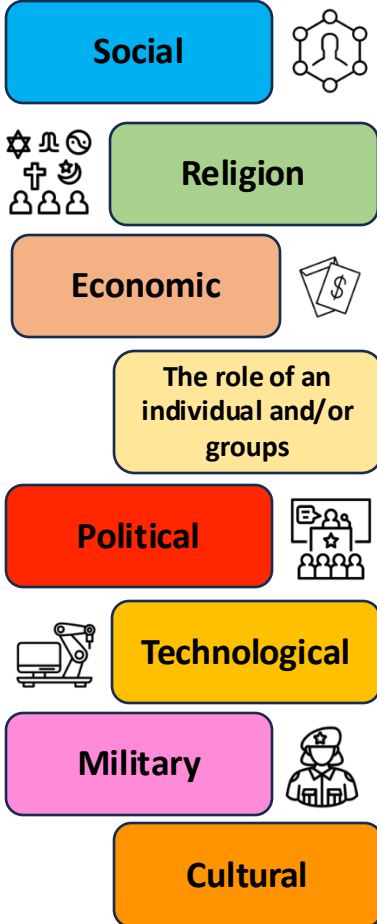
- Evidence of Liverpool slave trade past is all over the city – in its architecture, public buildings, and street names **very few slaves actually passed through Liverpool**.
- During the 18 century, Liverpool was Britain's main port and found one corner of the open "slave triangle".
- Ships from the 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).



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

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

# MEANWHILE ELSEWHERE ...



**The Mali Empire in around 1337.**

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

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



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



**Djinguereber Mosque in Timbuktu**

The role of an individual and/or groups

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 .

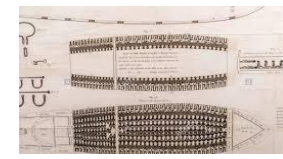


Diagram of Brooke’s slave ship used by Abolitionists as evidence of the cruelty of the Middle Passage.

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

iLo pasé bomba! - I had a fantastic time

iLo pasé fenomenal! - I had a wonderful time

iLo 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



AND YOU CAN'T WAIT ANY LONGER



# Art - Year 8 Autumn Term

## Graffiti



### Looking at artists

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

Artist research page: Banksy

Reading: Banksy article and comprehension questions

### Developing and experimenting

Developing/creating a range of graffiti lettering styles

Developing own graffiti style

Experimenting with tone and shading techniques

Planning a final outcome

### Drawings

Baseline assessment: drawing using a grid

Drawings of existing graffiti tags

Designing own graffiti tags

“Do Now” tasks

### Final Outcomes

Graffiti wall with student’s own graffiti tag

### New skills and techniques

Perspective drawing

Mixed media

Graffiti letter design/development

### Development of prior knowledge

Artist appreciation/opinions, observational drawing



# DT Year 8 Autumn Term: Health and Safety



## Glossary

### Health and Safety

NOUN BRITISH

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



## Why do you think workshop Safety Rules are important?

If everyone follows workshop rules, everyone will be safe and learn how to use tools and equipment properly and efficiently.

1. Always listen carefully to the teacher and follow instructions.
2. Do not run / rush in the workshop.
3. Know where the emergency stop buttons are positioned in the workshop.
4. Always wear an apron.
5. Wear good strong shoes. Trainers are not suitable.
6. When attempting practical work, all stools should be put away.
7. Bags should be stored away, during practical sessions in the workshop.
8. When learning how to use a machine, listen very carefully to all the instructions given by the teacher. Ask questions, especially if you do not fully understand.
9. Do not use a machine, if you have not been shown how to operate it safely, by your teacher.
10. Always be patient, never rush practical work.
11. Always use guards, when operating machines.
12. Keep hands / hair and clothing away from moving/rotating parts of machinery.
13. Use hand tools carefully, keeping both hands behind the cutting edge.
14. Report any damage / faults to machines/equipment. Damage or a faulty part, could cause an accident.
15. Keep your workbench tidy. When you have finished with a tool / piece of equipment, return it to its storage cupboard / rack.
16. Never distract another pupil, when they are working on a machine or using tools / equipment.

# DT Year 8 Autumn Term Graphics - Iconic Product Design

## Glossary

### Iconic Design

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



Jonathan Ive



James Dyson



Deiter Rams



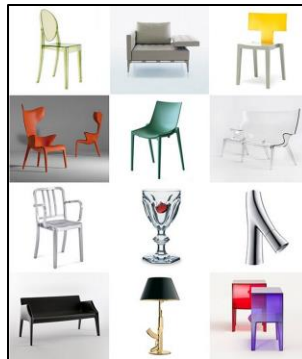
Achille Castiglioni



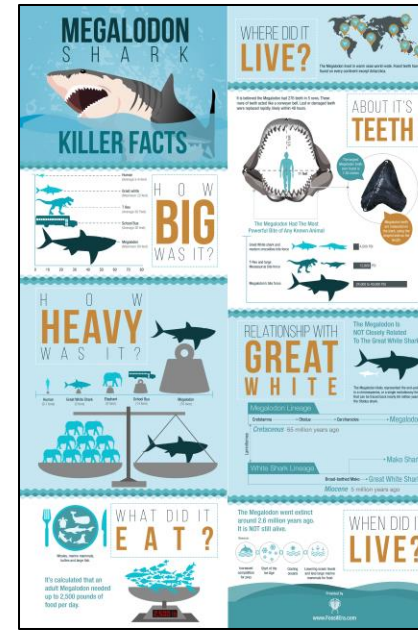
Marc Newson



Charles and Ray Eames



Philippe Starck



## Infographic examples

### What is an infographic?

a visual representation of information or data displayed as a chart or diagram:  
"a good infographic is worth a thousand words"



## What makes a brand iconic?

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

## Iconic Designers

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

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

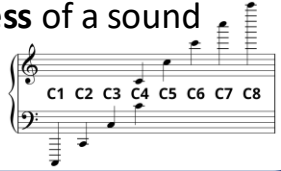
[Who are the 10 most influential Product Designers of all time? : DesignWanted](http://DesignWanted.com)



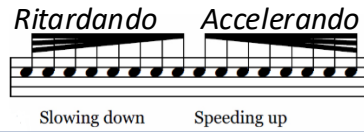
# Year 8 Music Term 1: Intro to Film Music



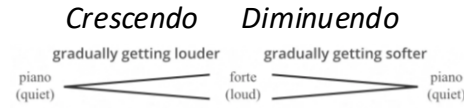
**Pitch:** The **highness** or **lowness** of a sound



**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

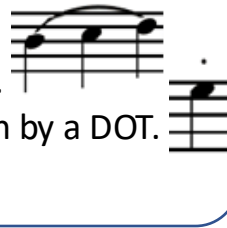
**Timbre:** The unique sound quality of different instruments

**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

**Dissonance:** Notes that clash and sound horrible together

**MAJOR:** Sounds happy

**MINOR:** Sounds sad

**Consonance:** Notes that sound nice together

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



## ENSEMBLE SKILLS

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

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



**Trill:** rapid movement between 2 next door notes

**Ostinato:** A repeated pattern

**Chromatic:** When notes move in semitones

# 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**

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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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Read

# Computing: Year 8 Autumn Term: 4Ps & ICT

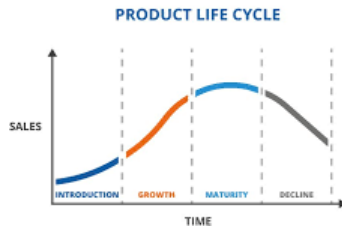
Quiz



## 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



ST TERESA of CALCUTTA Catholic Academy Trust



Read

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
<hr/>							
128	0	0	16	8	0	2	1
<hr/>							
= 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

$$0 + 0 = 0$$

$$1 + 0 = 1$$

$$1 + 1 = 10$$

$$1 + 1 + 1 = 11$$



# 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.

## 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.

## Physical Skills

### • **Facial Expression**

Using your face to communicate character emotion and reactions.



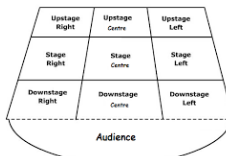
### • **Body Language**

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?



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/>

