Wadham School

A Church of England Community School

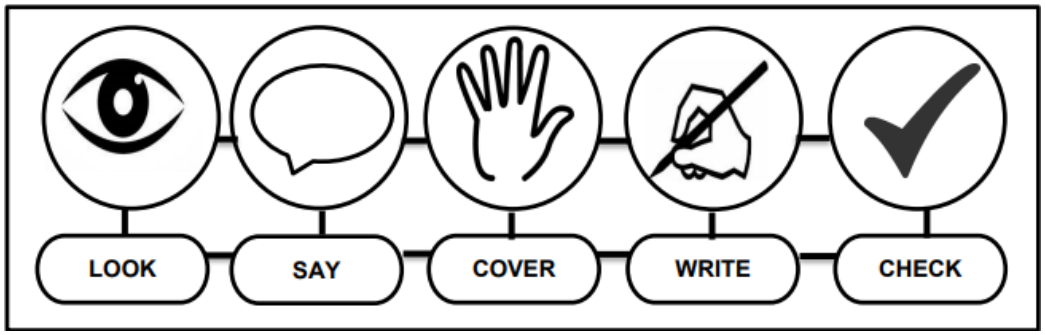
Knowledge Organisers
Year 8
Term 5 & 6
2024-2025

Name.....

Tutor group.....

"Life in all its fullness" John 10:10

Using Your Knowledge Organiser



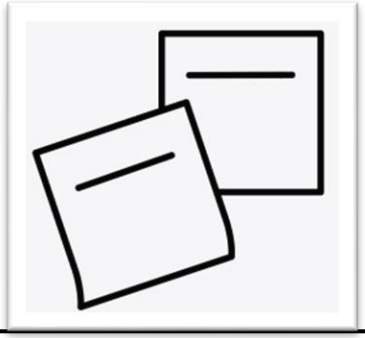
Look-Say-Cover-Write-Check

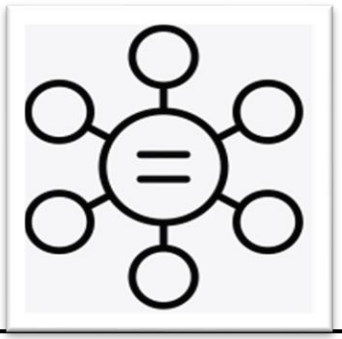
Retrieval practice using the look-say-cover-write-check technique, when done in regular small chunks, is one of the best ways you can learn relevant knowledge over time.

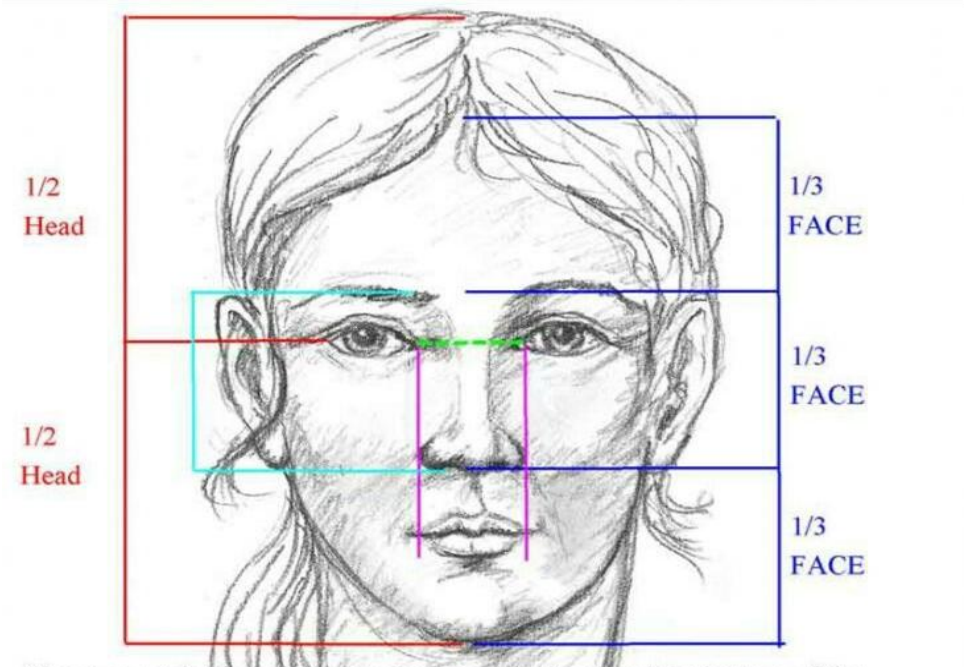
Working in Independent mode:

- Look at the first bullet point or sentence
- Read through it three to five times
- Cover
- Write it out exactly
- Remove and check what you wrote and tick if correct
- Repeat
- When you get it 100% right, move on to the next chunk of information

Flash Cards	**Self Quizing**	**Mind maps**
Make flast cards with the definition on one side and key word on the other.	Write quizzes with answers to test yourself in the future.	Create mindmaps linking key inforamtion you need to remember.



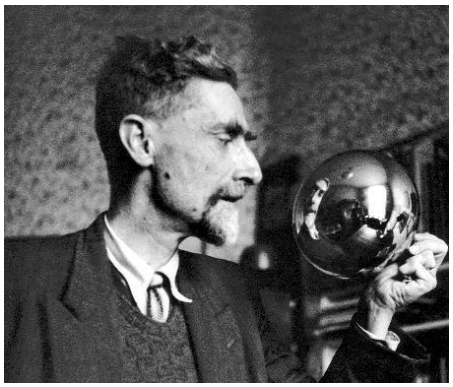




- The eyes are halfway between the top of the head and the bottom of the chin.
- The face is divided into 3 parts: From hairline to eyebrow, eyebrow to bottom of nose and from nose to chin.
- The distance between the eyes is approximately the width of one eye.
- This is the same width as the nose.
- The ear length is from the eyebrow to the bottom of the nose.

Word	**Definition**
Features	The nose, mouth, ears and eyes.
Proportion	The relationship between height, width and position of these features.
Form	The appearance of 3-dimensional depth.
Tone	Use of light and dark to create the illusion of form.
Profile	The view of the side of the face.
Composition	How the artist chooses to arrange the elements of the image onto the paper.
Realist	Accurately portraying the visual appearance of the person.
Expressionist	Portraying the feeling or personality rather than the appearance of the person, often through use of colour.

Art



M.C Escher
17 June 1898 – 27 March 1972

M. C. Escher, was a Dutch graphic artist born in the Netherlands. He is known for his often mathematically inspired art. These feature impossible constructions, explorations of infinity, architecture and tessellations (means "like tiles").

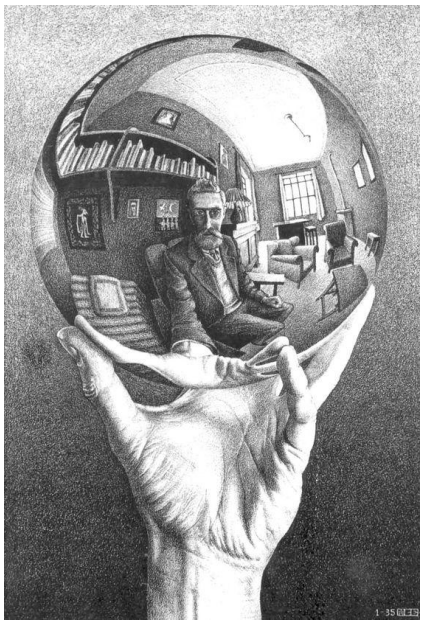
During his life, Escher made 448 lithographs, woodcuts and wood engravings. He did over 2000 drawings and sketches. He also illustrated books, designed tapestries, postage stamps and murals.

Escher was interested in different ways of making art, he used tile-like repeated patterns in many of his paintings. Early in his career he drew inspirations of nature: he studied art, landscapes and insects.

The pattern with the spherical mirror – a silver sphere – was featured heavily in his later work.

In this print Escher may well have perceived the spherical mirror as a star floating around in the universe.

After the Second World War, Escher became preoccupied with the theme of stars and planets. This is not entirely surprising. Escher had been stargazing with his father since the age of fifteen, using a telescope that had been bought especially for him in Paris.



M.C Escher Crystal Ball

M.C. Escher, The Sphere (Self-portrait), woodcut 1921

Key words

Variety of Tone
Detail
Background
Middle ground
Foreground

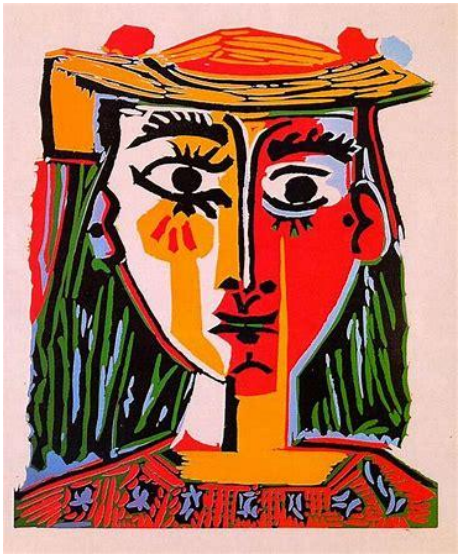
Art

Line is the path left by a moving point

Pablo Picasso was born in Spain in 1881 but lived most of his life in France, he died in 1973.

Weeping Woman 1937 by Picasso

We can see from these paintings, that lines can express **feelings** and **emotions**.



Notice how Picasso has used a range of thick and thin lines to help express emotion.

Look at the way Picasso has used thick, sharp, angular lines to express the grief, frustration and misery in his painting of the 'Weeping Woman'.

The Scream by the Norwegian Artist Edvard Munch is his most famous painting. The swirling, twisting lines he used to disturb and distort the scene and help suggest fear.

Beliefs and World Views

Topic 3: Islam Beliefs and Practices

1	**Islam**	Arabic Religion – Worlds second largest, around 2 billion followers
2	**Muslim**	Follower of the Religion of Islam
3	**Allah**	'God' in Arabic. Often used to refer to Islamic concept of God
4	**Tawhid**	Belief in One God
5	**Shirk**	Dividing God into smaller parts

6	**Mohammed**	Most important prophet in Islam. 'Seal' of the prophets
7	**Shahadah**	Declaration of Faith – Statement spoken to become a Muslim

8	**Zakat**	Obligatory giving of 2.5% of wealth to charity
9	**Khums**	Voluntary giving of an extra 20%

10	**Hajj**	Pilgrimage to Mecca – At least once in a Muslim's life
11	**Mecca**	Holy City in Saudi Arabia – Location of the Ka'ba
12	**Ka'ba**	Building dedicated to Allah by Mohammed
13	**Pilgrimage**	Sacred journey to a special place of religious interest

14	**Sawm**	Ritual fasting to prove dedication to God
15	**Fast**	Not eating food between sunrise and sunset
16	**Ramadan**	Month of fasting

17	**Eid-up-Fitr**	Breaking of Fast – Feast and celebration at the end of Ramadan
18	**Eid-ul-Adha**	Festival of Sacrifice – Remembers Abrahams willingness to sacrifice Isaac

Topic 4: Other Religions and Worldviews

1	**Brahman**	'God' - Supreme being or universal truth
2	**Vishnu**	God of Preservation
3	**Brahma**	God of Creation
4	**Shiva**	God of Destruction

5	**Kirpan**	Dagger - Defend those in danger
6	**Kara**	Bracelet - Symbolise the never-ending god
7	**Khanga**	Comb - Life should be tidy and organised
8	**Kesh**	Uncut Hair - Identifies a person as Sikh
9	**Kachera**	Shorts - Able to move freely in obedience of god

10	**Paganism**	Non-main religion focused on nature worship
11	**Pantheism**	God is in everything/God is nature
12	**Personal God**	God is conscious and acts deliberately
13	**Impersonal God**	God is not conscious and does not act deliberately.

14	**Humanist**	Specific group for Atheists
15	**Atheists**	Believes God does not exist
16	**Empiricism**	Using evidence to prove beliefs

1	HTML	Hypertext Markup Language (HTML) is used by website developers to define the structure of a website. A website user then uses a browser (which can understand the HTML and render it) to view the webpage
2	HTML Tag	Used to define a HTML element (part of a page) such as a paragraph or heading
3	Formatting	Changing the appearance of a webpage; usually to make it clearer and easier to understand the content
4	Attribute	Used inside of a HTML tag in order to provide additional information about the HTML element
5	Directory	A directory (or folder) is a file on a computer which contains references (pointers) to other files. These other files may also be directories.
6	Render	In the context of web pages, rendering is the process which the browser carries out to understand the web page code and display the page to the user in the way that the web developer intended it to be viewed
7	CSS	Cascading style sheets (CSS) is the language that is used to format and style HTML web pages
8	Head	The head of a HTML page is a container for metadata (data about data)
9	Body	The body of a HTML web page is the part where the visible content goes
10	Search term	A word that the user types into a search engine as part of a search query
11	Keywords	A word which can be used to identify the fact that a web page is about a particular topic. For example, a website about UK rivers might include the keyword “Thames” as that is an important river in the UK.
12	Hyperlink	A clickable element on a web page which takes the user to another web page
13	Crawler / Spider	A crawler (also known as a spider) is a program that a search engine uses to find content on the world wide web
14	Indexing	The process by which search engines organise large amounts of information to enable very fast access times
15	Search query	A search query is the collection of search terms that a user enters into a search engine to perform a search of the world wide web
16	Ranking algorithm	A sequence of steps followed by a search engine to determine the order in which search results appear for a particular search term
17	Navigation	The part of a website, which is often a menu of some kind, which allows the user to move between pages on the website easily (i.e. without having to manually edit the URL in their browser)
18	Browser	A program (such as Google Chrome, Mozilla Firefox or Microsoft Edge) which can understand HTML, CSS and JavaScript code and display a website on a user’s computer

	Keyword	Core Knowledge
1	Fabric	A material made by weaving or knitting threads together, used to make clothes and other textile items.
2	Surface Design	Patterns, colours, or textures added to the surface of fabric to make it more interesting or decorative.
3	Motif	A repeated shape, symbol, or pattern used in a design.
4	Embellishment	Extra decorative details added to something to make it look more interesting or attractive.
5	Embroidery	A way of decorating fabric by stitching patterns or pictures with thread.
6	Art Deco	A bold and stylish design style from the 1920s–30s, known for geometric shapes and rich colours.
7	Memphis	A fun art style from the 1950s–60s that used bright colours and images from everyday life and pop culture.
8	Pop Art	A colourful and playful design style from the 1980s with bold shapes, patterns, and clashing colours.
9	Polymer	A type of plastic made from long chains of molecules, used in materials like acrylic or nylon.
10	Timber	Is wood that has been cut and prepared for use in building, furniture, or other products.
11	Linear Motion	Movement in a straight line, like a train moving along a track.
12	Rotary Motion	Movement in a circle or a spin, like a wheel turning.
13	Oscillating Motion	Movement back and forth in an arc, like a swinging pendulum.
14	Reciprocating Motion	Movement back and forth in a straight line, like a saw blade going in and out.

Commedia Dell'Arte – Knowledge Organiser

A - Origins of Commedia Dell' Arte

Pronunciation: co-MAY-dee-ah del AR-tay.

- Formal performances began in Italy in the mid-1500s, soon spreading to France and Spain (where they were very popular) and other parts of Europe.
- Its most popular period was 1550 to 1650.
- Commedia dell'arte is most notable for its mix of masked and unmasked characters, plus the fact that women were acting on the Commedia stage well before they were allowed to act in England.
- The style of Commedia is characterized by its use of masks, improvisation, physical comedy, and recognizable character types.
- Shakespeare got some of his play ideas from Commedia.
- As a child if you were born in an acting family, you were born into whatever role your dad was. So if your dad played the villain you would become the villain.
- These companies would stop in towns and perform to audiences for money, the pieces were adapted to certain audiences.

B- Main features of Commedia dell'Arte:

- Stock characters – the characters were always the same, only the situations changed. Fixed types: the servants, the masters and the lovers.
- Half masks – the masks defined the characters.
- Grammelot - a babel of sounds which, nonetheless, manages to convey the sense of speech.
- Improvisation – actors worked off a scenario and made up their lines. These scenarios mostly revolved around the themes of love, money or food.
- Lazzi – short comedic physical moments were included.
- Lots of humour. Including slapstick moments (slip, trip and collision) and the rule of three.
- Mime, acrobatics and music were featured too.

C – Hierarchy of Characters

D- Stock Characters

Magnifico: Top master. • Leads with his forehead. • Eagle, looks down on everything. • The most powerful character.
Pantalone: Old mean master. • Leads with his forehead. Hunched over. • Scowl on his face. • Bent knees, chin stuck out and leading the movement. • He has lost his teeth. • Very money orientated, constantly holds onto a bag full of money hanging from his belt.
Il Dottore / The doctor: A master. • Large character, leads with his stomach. • Light on his feet. • A man of learning. He waffles about what he knows but never really makes a point.
Zanni: Lowest servant. • Leads with his nose. • Feet come up and arms are involved with this. • Can be compared to a pigeon. • He is a peasant, everything is extraordinary to him, and he is curious and enthusiastic. • He wants to please everyone.
Columbina: Quick witted servant. • Leads with her hips. • She stands with a hip cocked to the side, hands on hips. • She moves with quick, strong steps. • Vain and spiteful.

6th Century BC: Ancient Greek Theatre | 9th Century: Medieval Theatre | **16th Century: Commedia dell'Arte** | 16th Century: Elizabethan Theatre | 19th Century: Melodrama | 19th Century: Naturalism | 20th Century: Epic Theatre

English

ANALYSIS	
Argument	The writer presents [topic] to…
Neat evidence	The phrase '…' shows…
Additional	Additionally, the phrase '…' adds to…
Language	The imagery suggests…
Your evaluation	A reader may also understand...
Structure and form	Structurally, the... tone emphasises...
Intentions of writer	The writer's intentions may have been to…
Society and context	Contextually, the writer may be reflecting…

POETIC POEMS	Definition
Personification	Giving something human characteristics
Oxymoron	Contradictory phrase
Enjambment	Continuing a line of poetry
Tone	Mood or atmosphere
Imagery	Descriptive language
Contrast	Very different things put together
Perspective	Viewpoint
Onomatopoeia	Words that sound like the thing
Extended	Carrying on
Metaphor	Saying something is something else
Simile	Saying something is like something else

A PERSUADER	Definition
Alliteration	Repeating same sound at starts of words
Points	Clear reasons to add to your argument
Exaggeration	Overstating
Repetition	Saying the same thing over and over
Statistics	Using numbers to represent facts
Unique ideas	Unusual or ways of approaching an issue
Anecdote	A short story used to make a point
Direct address	Talking to the audience
Emotive language	Appealing to people's feelings
Rhetorical questions	Questions not intended to be answered.

Shakespeare; Myths & Legends

Key words	Definition
Conflict	An argument, disagreement, violence or war.
Symbolism	When something represents something else.
Patriarchy	.A male-dominated society.
Oxymoron	Two opposite words together
Sonnet	A poem of 14 lines with regular structure
Protagonist	Main character
Antagonist	Villain or opposing character
Criticise	To judge something
Soliloquy	A speech delivered just for the audience to hear.
Unrequited love	Loving someone who does not love you back.
Villainy	Actions associated with a bad character.

Food

1	Dietary needs	Nutritional needs vary depending on: **life stages** – pregnancy, infancy and childhood, adolescence, adulthood, later adulthood; **medical conditions** – diabetes (type 1 or 2), anaemia, lactose intolerance, coeliac disease; **culture** – religious beliefs, vegans/vegetarians, lifestyle choices **Adolescence** – a time of rapid growth and development, the requirements for **calcium** and **phosphorus** is fairly high. Boys need more protein and energy than girls for growth. Girls need more iron than boys to replace menstrual losses. Too little iron can lead to iron deficiency anaemia. Girls need more iron than boys to replace menstrual losses – 14.8mg p/day.
	School food plan	Standards for all food served in schools. A wide range of foods across the week must include: plenty of fruit and vegetables plenty of unrefined starchy foods some meat, fish, eggs, beans and other non-dairy sources of protein some milk and dairy foods a small amount of food and drink high in fat, sugar and salt
	SALT/ sodium = MINERAL	To maintain fluid balance Too much salt can cause high blood pressure Some processed foods contain high levels of salt No more than 6g per day
2	Carbo-hydrates	**Carbohydrates** provides energy for the body. Too much can lead to obesity, **FRUIT SUGARS** (glucose) (simple carbohydrate) found naturally in the cell walls of fruit or vegetables. **FREE SUGARS** (added to food) table sugar, jam, confectionary, honey, syrups, unsweetened fruit juice. Too much sugar can lead to tooth decay **STARCH** (complex carbohydrate) made up of many sugar molecules (potatoes, rice, pasta, bread) **DIETARY FIBRE** – complex carbohydrate found in the cell walls of plants; Fruits, vegetables, cereals (wholegrains) beans; lentils; nuts, seeds. Keeps the digestive system healthy. Can reduce the chance of getting heart disease and type 2 diabetes. Recommendations – 30g adult per day.
3	Function of bread ingredients:	**Dough-** mixture of dry ingredients that is mixed, kneaded and baked **Flour** (Gluten is a protein found in the wheat). Helps create the structure, softness and strength of the dough **yeast** Yeast is a biological raising agent, a single celled fungus plant the raising agent used in bread, doughnuts and currant buns **salt** (to add taste and aid proving); **prove** (leaving dough to rise) **water (**assists with fermentation - producing Co2 + alcohol and helping dough to rise. **fat** (sometimes added to make the loaf lighter and airier and extend its shelf life);
		Fer Fermentation – The yeast uses the flour, sugar and water to , and to produce carbon dioxide and alcohol **Temperature / moisture -** make sure it is a soft dough. Use tepid/warm/blood heat liquid (37°C). Liquid is usually water but could be milk, water and milk mix, other liquids. Bread dough needs **time** to rise in first instance, yeast has to have time to grow, double in size. After shaping prove bread (another rising) before it goes into oven, it will almost double again. **Warm conditions** allow yeast to grow, carbon dioxide produced and bread rises slowly. Baking – in hot oven 220°C, yeast grows rapidly so bread rises rapidly. Yeast is killed by high temperature. Dough sets in the risen state.

Food

<table>
<tr><td>4</td><td>Local and regional ingredients</td><td>All food is grown, reared or caught. Ingredients can be purchased from supermarkets, smaller food shops, butchers, markets. Some people grow or rear food at home or on allotments.
Traditional/ regional food: Food is prepared, made and adapted (often using local and seasonal ingredients) to creates dishes unique to a particular region. Traditional British meals have ancient origins, such as roasted and stewed meats and meat pies. However, traditions change with time. British dishes: Toad in the hole (Yorkshire), Cornish pasty (Cornwall).</td></tr>
<tr><td>5</td><td>Food waste</td><td>Foods deteriorate when killed or harvested. Preservation techniques extend the shelf life of products: freezing, additives, processed foods (strawberries into jam), dehydration (reduces the water), pasteurisation (killing food spoilage organisms and pathogenic organisms), packaging
Common foods wasted: Bread and bread products, fruit and vegetables, starchy foods, meat, chicken, fish, milk,
Reasons for food waste: incorrect storage and packaging, buying large quantities, portion size too big; leftovers thrown away, impulse shopping/ offers, limited cooking skills</td></tr>
<tr><td>6</td><td>Cultural challenge</td><td>Factors that have influenced the UK food culture and what we buy, make and eat: world trade; immigration; foreign travel; developments in technology; changes in family dynamics.
Cuisines from around the world are becoming increasingly popular: (Japanese- sushi, Indian – curry, Italian – pasta, Mexican – fajitas)
When considering international food culture and tradition, factors that may affect the food eaten around the world include:
food availability; cooking equipment, methods and skills; religion;
special occasions; beliefs e.g. vegetarianism; culinary practices; traditions; festivals.</td></tr>
<tr><td>7</td><td>Meal planning</td><td>Leisure venue – gym, pool, leisure centre, entertainment complex e.g.: bowling venue, cinema, theatre, out-of-town shopping centre.
Considerations for preparing and serving a dish in a leisure venue:
Cost/ value for money, number of expected visitors, nutrition, food hygiene and safety, appealing to the audience, context, e.g. the dish should be convenient to eat
A recipe is made up of 4 parts: title; list and amount of the ingredients needed (in order of use); list of equipment (in order of use); method, i.e. how to make the dish.
Include: a picture of the final dish; serving suggestions, e.g. serve with a salad; number of portions; preparation and cooking time; top tips; food skills; nutrition information.</td></tr>
<tr><td>8</td><td rowspan="2">Costing a recipe</td><td>Usir
<table><tr><th>Ingredient name</th><th>Quantity purchased</th><th>Cost of quantity purchased (£)</th><th>Quantity needed in recipe</th><th>Cost of ingredient used in recipe (£)</th></tr></table></td></tr>
<tr><td></td><td>Cost and availability Budgeting (save money). Ways to spend money wisely on food. Examples can include: eating the seasons; stocking up on food with a long shelf-life; plan meals and write a shopping list; cooking using one pot; making fake-aways rather than buying takeaways; using leftovers; replacing branded items with cheaper items; comparing prices and shop around to find the cheapest items; growing your own food</td></tr>
</table>

Year 8 French Summer Term: Ma vie en musique!

Les chansons	*Songs*
1. J'adore…	*I love…*
2. J'aime…	*I like…*
3. Je déteste...	*I hate…*
4. Je n'aime pas…	*I don't like…*
5. Le chanteur est…	*The male singer is..*
6. La chanteuse est…	*The female singer is…*
7. Le rythme est….	*The rhythm is…*
8. La mélodie est…	*The melody is…*
9. La chanson est…	*The song is…*
10. amusant(e)	*fun*
11. démodé(e)	*old-fashioned*
12. intéressant(e)	*interesting*
13. bon(ne)	*good*
14. nul(le)	*rubbish*
15. ennuyeux/ennuyeuse	*boring*
16. les paroles	*the lyrics*
17. la musique de (Zaz)	*Zaz's music*

Les instruments	*Instruments*
18. Je/il/elle joue…	*I play/He or she plays…*
19. du piano/du clavier	*piano/keyboard*
20. du violon	*violin*
21. de la batterie	*drums*
22. de la flûte	*flute*
23. de la guitare	*guitar*
24. de la trompette	*trumpet*
25. de la clarinette	*Clarinet*
26. Je/Il/elle chante.	*I sing/He or she sings...*

Les genres de musique	*Types of music*
27. le reggae	*reggae*
28. le hip-hop	*hip hop*
29. le jazz	*jazz*
30. le rock	*rock*
31. le R'n'B	*R'n'B*
32. le rap	*rap*
33. la techno	*techno*
34. la musique en classique	*classical music*
35. la musique traditionalle	*traditional music*
36. toutes sortes de musique	*all sorts of music*
37. un peu de tout	*a bit of everything*
38. J'écoute…	*I listen…*
39. À mon avis…	*In my opinion…*
40. C'est…	*It's…*
41. relaxant	*relaxing*
42. original	*original*
43. plus…que	*more…than*
44. moins…que	*less…than*
45. meilleur que	*better than*

Quand?	*When?*
46. souvent	*often*
47. rarement	*rarely*
48. tout le temps	*all the time*
49. de temps en temps	*from time to time*
50. parfois	*sometimes*
51. Je n'écoute jamais…	*I never listen to…*

Phonics Focus:	
silent final consonant ***trois***	**[a] = /a/** ***avion***
[u] = /oo/ ***salut***	**[on] [en] [an] = /on/** ***serpent***
[é] [er] [ez] = /ay/ ***vélo***	**[in] [un] = /euhn/** ***numéro un***

Vital verb: *écouter (to listen to)*		
Present:	**Perfect (past):**	**Near future:**
J'écoute	*J'**ai** écouté*	*Je **vais** écouter*
*Tu écoute**s***	*Tu **as** écouté*	*Tu **vas** écouter*
Il/elle/on écoute	*Il/elle/on **a** écouté*	*Il/elle/on **va** écouter*
*Nous all**ons***	*Nous **avons** écouté*	*Nous **allons** écouter*
*Vous all**ez***	*Vous **avez** écouté*	*Vous **allez** écouter*
*Ils/elles **vont***	*Ils/elles **ont** écouté*	*Ils/elles **vont** écouter*

Geography

Y8 Global citizenship big picture

	Key word	Definition
1	Global citizen	A global citizen is someone who understands their place in the world, is aware of global issues, and actively works towards a more just, sustainable, and peaceful planet, often with a focus on human rights and social justice.
2	Climate change	Climate change refers to long-term shifts in temperatures and weather patterns.
3	Rising sea levels	Global sea levels are rising due to human-induced climate change, primarily from melting glaciers and ice sheets, and thermal expansion of seawater as it warms.
4	Crop yield	Crop yield, in agriculture, refers to the amount of a crop harvested per unit area of land, and is a key indicator of agricultural productivity and efficiency.
5	Retreating Glaciers	Once snowfall decreases, or melt increases, the glacier will begin to retreat.
6	Species extinction	Species extinction refers to the permanent disappearance of a species from Earth, meaning no individuals of that species are left alive anywhere.

Year 8 German Summer Term: Musik!

Musikarten	*Types of music*
1. R&B-Musik	*R&B music*
2. Hip-Hop	*hip-hop*
3. Jazzmusik	*jazz music*
4. Rockmusik	*rock music*
5. Rap-Musik	*rap music*
6. Popmusik	*pop music*
7. Klassische Musik	*classical music*

Lieder	*Songs*
8. Ich höre gern…	*I like listening to…*
9. Ich höre nicht gern…	*I don't like listening to…*
10. Ich höre lieber…	*I prefer listening to…*
11. Ich höre am liebsten…	*I like listening to…most of all.*
12. Die Musik ist…	*The music is…*
13. toll	*great*
14. lustig	*fun*
15. originell	*original*
16. melodisch	*tuneful*
17. energiegeladen	*full of energy*
18. dynamisch	*dynamic*
19. kreativ	*creative*
20. nervig	*annoying*
21. modisch	*fashionable*
22. altmodisch	*old-fashioned*
23. kitschig	*corny*
24. monoton	*monotonous*

Instrumente	*Instruments*
25. Ich spiele…	*I play…*
26. Er/sie spielt…	*He/she plays..*
27. Geige	*violin*
28. Schlagzeug	*drums*
29. Klarinette	*clarinet*
30. Gitarre	*guitar*
31. Trompete	*trumpet*
32. Saxofon	*saxophone*
33. Keyboard/Klavier	*keyboard/piano*
34. Ich singe…	*I sing…*
35. Er/sie singt…	*He/she sings…*

Wie oft?	*How often?*
36. jeden Tag	*every day*
37. einmal pro Woche	*Once a week*
38. zweimal pro Woche	*twice a week*
39. am Wochenende	*at the weekend*
40. ab und zu	*now and then*
41. nie	*never*

Meinungen	*Opinions*
42. Mein Lieblingssänger ist…	*My favourite singer (male) is…*
43. Meine Lieblingssängerin ist…	*My favourite singer (female) is…*
44. Meine Lieblingsband ist…	*My favourite band is…*
45. Mein Liebingslied ist..	*My favourite song is…*
46. Ich habe keine Lieblingsmusik.	*I don't have a favourite type of music.*

Phonics Focus:	
[j] = /y/ ***jung***	**[z] = /ts/** ***Flugzeug***
[i] = /ee/ ***Musik***	**[ö] = /err/** ***hören***
[ie] = /ee/ ***lieber***	**[w] = /vv/** ***Windig***

Vital verb: *écouter (to listen to)*		
Present:	**Perfect (past):**	**Near future:**
Ich höre	*Ich habe…gehört.*	*Ich werde…hören.*
Du hörst	*Tu as…gehört.*	*Du wirst……hören.*
Er/sie hört	*Er/sie hat…gehört.*	*Er/sie wird…hören.*
Wir hören	*Wir haben…gehört.*	*Wir werden…hören.*
Ihr hört	*Ihr habt…gehört.*	*Ihr werdet…hören.*
Ils/elles ***vont***	*Sie/sie haben…gehört.*	*Sie/sie werden…hören.*

The Struggle for Suffrage

Key Words

1) **Arson:** The act of deliberately setting fire to property to cause damage.
2) **Cat and Mouse Act:** Permitted suffragettes on hunger strike to be released then re-arrested when their health improved.
3) **Constitutional:** A peaceful, legal way of campaigning using methods like petitions.
4) **Enfranchisement:** To have the vote
5) **Hunger strike:** Imprisoned suffragettes refused to eat.
6) **Manifesto:** A public declaration giving the aims and methods of a campaign group or political party.
7) **Militant:** Aggressive and violent behaviour in pursuit of a political cause.
8) **NUWSS:** National Union of Women's Suffrage Societies founded 1897 by Millicent Fawcett. Used constitutional means.
10) **Suffrage:** The right to vote in political elections.
11) **Suffragette:** A campaigner for women's suffrage who used militant means.
12) **Suffragist:** A campaigner for women's suffrage who used constitutional means.
13) **WSPU:** Women's Social and Political Union founded 1903 by Emmeline Pankhurst, used militant means.

Key Dates

1881 Isle of Man becomes first nation to give women the vote
1909 Hunger Strikes and Force Feeding of women begin
1913 Militant bomb and arson campaign. Cat and Mouse Act passed.
1913 Emily Wilding Davison killed at the Derby horse race.
1914 WW1 starts, Suffragette and Suffragist leaders urge women to join the war effort.
1918 Representation of the People Act is passed, allowing men over 18, and women over 30 the vote. Women (but not all) can vote for the first time.

Mathematics

8.13 Angles in parallel lines & polygons…..

Key words	
Parallel	Straight lines that never meet
Angle	The figure formed by two straight lines meeting (measured in degrees)
Transversal	A line that cuts across two or more other (normally parallel lines
Isosceles	Two equal size lines and equal size angles (in a triangle or trapezium)
Polygon	a 2D shape made with straight lines
Sum	Addition (total of all the interior angles added together)
Regular polygon	All the sides have equal length; all the interior angles have equal size

Sparx codes for this topic	
M502, M818, M163	Basic angle rules & notation
M606	Parallel lines
M679, M393	Quadrilateral
M653	Exterior & interior angles
M565	Triangle constructions

Basic angle rules and notation

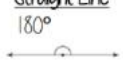
Acute Angles
0° < angle < 90°

Right Angles
90°

Obtuse
90° < angle < 180°

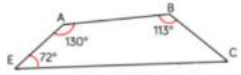
Right angle notation

Reflex
180° < angle < 360°



Straight Line
180°

The letter in the middle is the angle
The arc represents the part of the angle



Angle Notation: three letters ABC
This is the angle at B = 113 °
Line Notation: two letters EC
The line that joins E to C

Vertically opposite angles
Equal

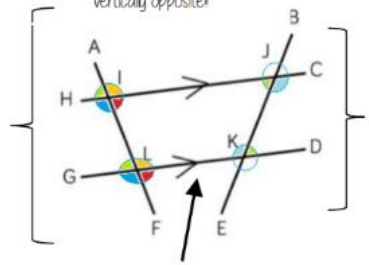
Angles around a point
360 °

Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite!

Lines OF and BE are **transversals** (lines that bisect the parallel lines)

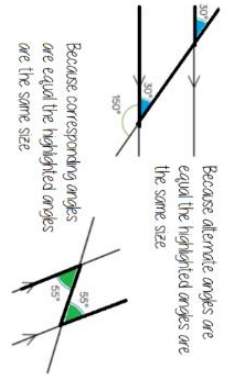
Corresponding angles often identified by their **"F shape"** in position



Alternate angles often identified by their **"Z shape"** in position

This notation identifies parallel lines

Alternate/ Corresponding angles



Because corresponding angles are equal the highlighted angles are the same size

Because alternate angles are equal the highlighted angles are the same size

Properties of Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Rhombus
All sides equal size
Opposite angles are equal

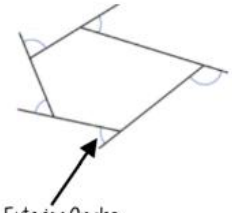
Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Trapezium
One pair of parallel lines

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

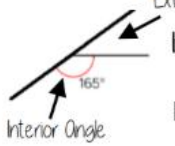
Sum of exterior angles

Exterior angles all add up to 360°



Exterior Angles
Are the angle formed from the straight-line extension at the side of the shape

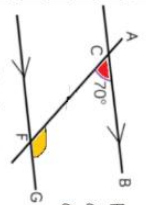
Using exterior angles



Interior angle + Exterior angle = straight line = 180°
Exterior angle = 180 – 165 = 15°

Number of sides = 360° ÷ exterior angle
Number of sides = 360 ÷ 15 = 24 sides

Co-interior angles



As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

Because co-interior angles have a sum of 180° the highlighted angle is 110°

Sum of interior angles

(number of sides – 2) x 180

Interior Angles
The angles enclosed by the polygon

This is an **irregular** polygon – the sides and angles are different sizes

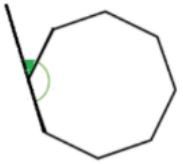
Sum of the interior angles = (5 – 2) x 180

This shape can be made from three triangles
Each triangle has 180°

Sum of the interior angles = 3 x 180
= 540°

Remember this is **all** of the interior angles added together

Missing angles in regular polygons



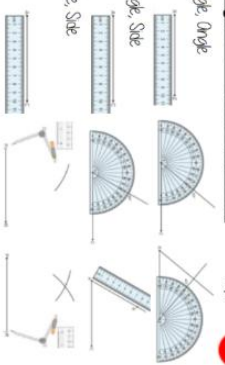
Exterior angle = 360 ÷ 8 = 45°

Interior angle = $\frac{(8-2) \times 180}{8} = \frac{6 \times 180}{8} = 135°$

Exterior angles in regular polygons = 360° ÷ number of sides

Interior angles in regular polygons = $\frac{\text{(number of sides – 2) x 180}}{\text{number of sides}}$

Triangles & Quadrilaterals



Link to steps

Mathematics

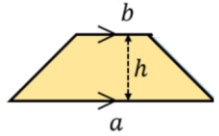
8.14 Area of trapezia & circles…..

Key words	
Congruent	The same
Area	Space inside a 2D object
Perimeter	Length around the outside of a 2D object
Pi (π)	The ratio of a circle's circumference to its diameter
Perpendicular	at an angle of 90° to a given surface
Formula	a mathematical relationship/ rule given in symbols. Eg bx h = area of rectangle/ square
Infinity (∞)	A number without a given ending (too great to count to the end of the number) – never ends 1
Sector	a part of the circle enclosed by two radii and an arc

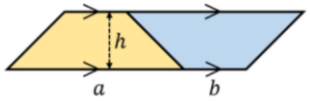
Sparx codes for this topic	
M390, M610, M291	Area of rectangles, triangles & parallelograms
M705	Area of trapezia
M231	Area of circles
M996	Compound shapes

Area of a trapezium

Area of a trapezium $\frac{(a+b) \times h}{2}$



Why?

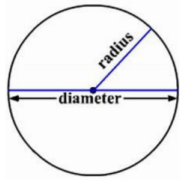


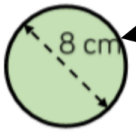
- Two congruent trapeziums make a parallelogram
- New length (a + b) x height
- Divide by 2 to find area of one

Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

Area of a circle
$\pi \times radius^2$





Diameter = 8cm
∴ Radius = 4cm

$\pi \times radius^2$
$= \pi \times 4^2$
$= \pi \times 16$
$= 16\pi \text{ cm}^2$

Find the area of one quarter of the circle

Radius = 4cm

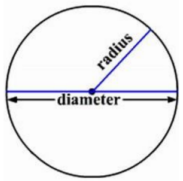
Circle Area = $16\pi \text{ cm}^2$
Quarter = $4\pi \text{ cm}^2$

Area of a circle (Calculator)

SHIFT ×10^x

How to get π symbol on the calculator

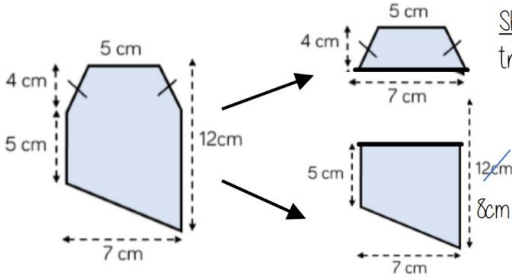
Area of a circle
$\pi \times radius^2$



It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Compound shapes

To find the area compound shapes often need splitting into more manageable shapes first. Identify the shapes and missing sides etc. first.



Shape A - Isosceles trapezium

Shape B- nonstandard trapezium

Shape A + Shape B = total area

$\frac{(5+7) \times 4}{2} + \frac{(5+8) \times 7}{2} = 24 + 45.5 = 69.5 \text{cm}^2$

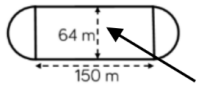
Units

Compound shapes including circles

Circumference
$\pi \times diameter$

Compound shapes are not always area questions. For Perimeter you will need to use the circumference

Spotting diameters and radii



This dimension is also the diameter of the semi circles

Arc lengths = $\pi \times 64$
$= 64\pi$

Don't need to halve this because there are 2 ends which make the whole circle

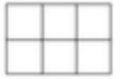
Arc lengths + Straight lengths = total perimeter

$= 64\pi + 150 + 150$
$= (300 + 64\pi)$ m
OR = 501.1 m

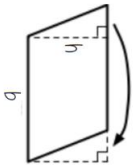
Still remember to split up the compound shape into smaller more manageable individual shapes first

Area – rectangles, triangles, parallelograms

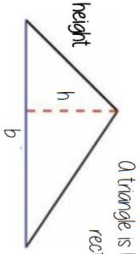
Rectangle
Base x Height



Parallelogram/ Rhombus
Base x Perpendicular height



Triangle
½ x Base x Perpendicular height



A triangle is half the size of the rectangle it would fit in

Mathematics

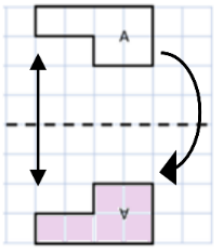
8.15 Line symmetry & reflection…..

Key words	
Mirror line	a line that passes through the center of a shape with a mirror image on either side of the line
Line of symmetry	same definition as the mirror line
Reflect	mapping of one object from one position to another of equal distance from a given line
Vertex	a point where two or more-line segments meet
Perpendicular	lines that cross at 90°
Horizontal	a straight line from left to right (parallel to the x axis)
Vertical	a straight line from top to bottom (parallel to the y axis)

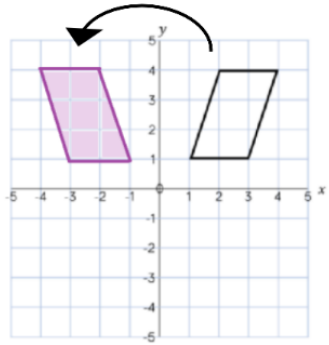
Sparx codes for this topic	
M523	Lines of symmetry
M290	Reflect

Reflect horizontally/ vertically (2)

All points need to be the same distance away from the line of reflection



Reflection in the line y axis – this is also a reflection in the line x=0



Lines parallel to the x and y axis

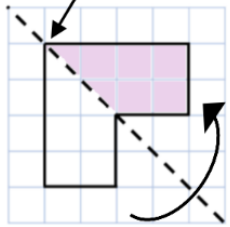
REMEMBER

Lines parallel to the x-axis are y = ____

Lines parallel to the y-axis are x = ____

Reflect Diagonally (1)

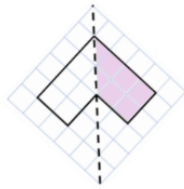
Points on the mirror line don't change position

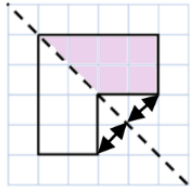


Fold along the line of symmetry to check the direction of the reflection

Turn your image

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)



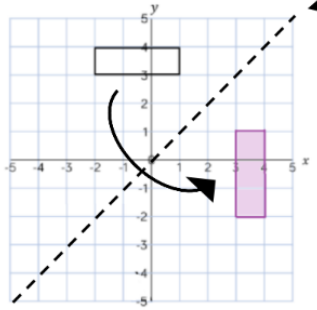


Drawing perpendicular lines

Perpendicular lines to and from the mirror line can help you to plot diagonal reflections

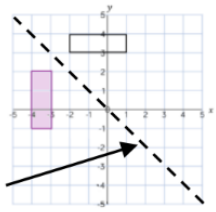
Reflect Diagonally (2)

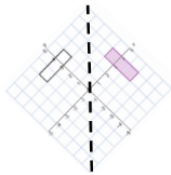
This is the line **y = x** (every y coordinate is the same as the x coordinate along this line)



This is the line **y = - x**

The x and y coordinate have the same value but opposite sign



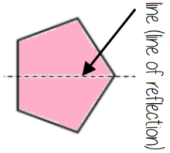


Turn your image

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

Lines of symmetry

Mirror line (line of reflection)

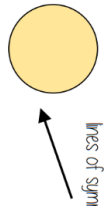


Shapes can have more than one line of symmetry... This regular polygon (a regular pentagon has 5 lines of symmetry)

Rhombus two lines of symmetry

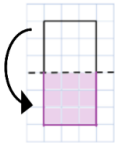
Parallelogram No lines of symmetry

A circle has an infinite amount of lines of symmetry

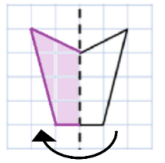


Reflect horizontally/ vertically (1)

Reflection in a vertical line

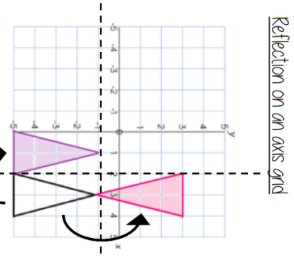


Reflection in a horizontal line



Note, a reflection doubles the area of the original shape

Reflection on an axis grid



Reflection in the line x=2

Reflection in the line y=-2

Mathematics

8.16 Measures of location …..

Key words	
Spread	the distance/ how spread out/ variation of data
Average	a measure of central tendency - or the typical value of all the data together
Total	all the data added together
Frequency	the number of times the data values occur
Represent	something that show's the value of another
Outlier	a value that stands apart from the data set
Consistent	a set of data that is similar and doesn't change very much

Sparx codes for this topic	
M940, M934, M841	Mean, median & mode
M440	Choosing the appropriate average

Mean, Median, Mode

The Mean

A measure of average to find the central tendency… a typical value that represents the data

24, 8, 4, 11, 8,

Find the sum of the data (add the values) 55

Divide the overall total by how many pieces of data you have 55 ÷ 5

Mean = 11

The Median

The value in the center (in the middle) of the data

24, 8, 4, 11, 8,

Put the data in order 4, 8, 8, 11, 24

Find the value in the middle 4, 8, 8, 11, 24

Median = 8

NOTE: If there is no single middle value find the mean of the two numbers left

The Mode (The modal value)

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8,

This can still be easier if it the data is ordered first 4, 8, 8, 11, 24

Mode = 8

Choosing the appropriate average

The average should be a representative of the data set – so it should be compared to the set as a whole - to check if it is an appropriate average

Here are the weekly wages of a small firm

£240	£240	£240	£240	£240
£260	£260	£300	£350	£700

Which average best represents the weekly wage?

The Mean = £307

The Median = £250

The Mode = £240

Put the data back into context

Mean/Median – too high (most of this company earn £240)

Mode is the best average that represents this wage

It is likely that the salaries above £240 are more senior staff members – their salary doesn't represent the average weekly wage of the majority of employers

Comparing distributions

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency

Here are the number of runs scored last month by Lucy and James in cricket matches

Lucy: 45, 32, 37, 41, 48, 35

James: 60, 90, 41, 23, 14, 23

Lucy

Mean: 396 (1dp), **Median**: 38 **Mode**: no mode, **Range**: 16

James

Mean: 418 (1dp), **Median**: 32, **Mode**: 23, **Range**: 76

James has two extreme values that have a big impact on the range

"James is less consistent that Lucy because his scores have a greater range. Lucy performed better on average because her scores have a similar mean and a higher median"

Identify outliers

Outliers are values that stand well apart from the rest of the data

Outliers can have a big impact on range and mean They have less impact on the median and the mode

Sometimes it is best to not use an outlier in calculations

Height in cm

152 150 142 158 182 151 153 149 156 160 151 144

Where an outlier is identified try to give it some context. This is likely to be a taller member of the group. Could the be an older student or a teacher?

Outliers can also be identified graphically e.g on scatter graphs

Mathematics

8.17 The data handling cycle …..

Key words	
Hypothesis	an idea or question you want to test
Sampling	the group of things you want to use to check your hypothesis
Primary Data	data you collect yourself
Secondary Data	data you source from elsewhere eg the internet/newspapers/local statistics
Discrete Data	numerical data that can only take set values
Continuous Data	numerical data that has an infinite number of values (often seen with height, distance, time)
Spread	the distance/ how spread out/ variation of data
Average	a measure of central tendency - or the typical value of all the data together
Proportion	numerical relationship that compares two things

Sparx codes for this topic	
M493	Design & criticise a questionnaire
M644, M460, M738	Pictograms, bar and line charts
M574, M165	Pie charts
M843	Line graphs
M945, M441	Grouped quantitative data

Set up a statistical enquiry

Write a suitable hypothesis → Design a data collection sheet → Pros/ Cons of sampling → Pros/ Cons primary or secondary data → Discrete or continuous data?

Features of a data collection sheet

Grouped or ungrouped categories →

Data Title	Tally	Frequency
	𝍸	

← Total number of that group observed

Design and criticise a questionnaire

The Question - be clear with the question - don't be too leading/ judgemental

e.g. How much pocket money do you get a week?

Responses – do you want closed or open responses? – do any options overlap? – Have you an option for all responses?

Zero option → ☐ £0 ☐ £0.01 - £2 ☐ £2.01 - £4 ☐ more than £4 ← More option

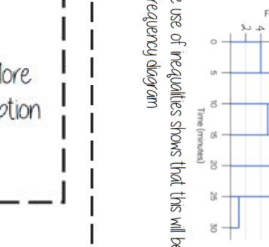
NOTE: For responses about continuous data include inequalities $< x \leq$

Grouped quantitative data

"More than or equal to 25 and less than 30 minutes"

Time (minutes)	Frequency
$0 \leq t < 5$	4
$5 \leq t < 10$	6
$10 \leq t < 15$	5
$15 \leq t < 20$	8
$20 \leq t < 25$	10
$25 \leq t < 30$	1

The use of inequalities shows that this will be a frequency diagram



This is a frequency diagram There are no gaps between the bars

Grouping the data is useful if there is a large spread of data to begin with

Pictograms, bar and line charts R

Represents quantitative data

Pictogram

Language	
French	●●●◐
Spanish	●●●●
German	◐

● = 4 people

- Need to remember a key
- Visually able to identify mode

Bar Chart

- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data

Line Chart

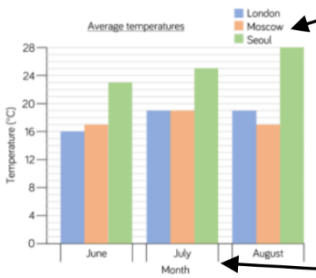
- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Multiple Bar chart

Compares multiple groups of data

- Clearly labelled axes
- Scale for axes
- Comparable data bars drawn next to each other

Key/ Colour code for separate groups of information



Gap between different categories of data

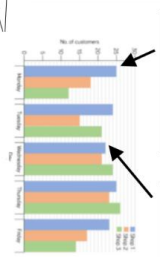
Find and interpret the range

The *range* is a measure of **spread**

0 smaller range means there is less variation in the results – it is more consistent data

0 range of 0 means all the data is the same value

Shop 1 has the smallest range – this indicates it has a more consistent flow of customers each week



Range of customers = 25 – 22 = 3 (Shop 1)

Shop 1 highest value

Shop 1 lowest value

Difference between the biggest and smallest values

Draw and interpret Pie Charts R

Remember a circle has 360°

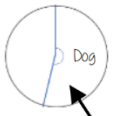
Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

There were 60 people asked in this survey (Total frequency)

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192°$



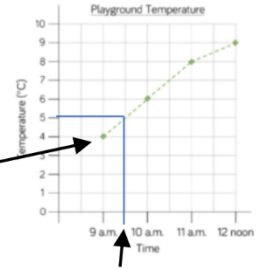
Use a protractor to draw This is 192°

Multiple method
Os 60 goes into 360 – 6 times
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Represents quantitative, discrete data

Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points



Line graphs do not need to start from 0

More than one piece of data can be plotted on the same graph to compare data

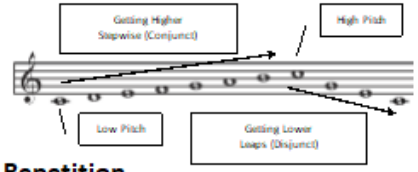
It is possible to make estimates from the line e.g. temperature at 930am is 5°C

Building Bricks

Exploring the Elements of Music MAD T SHIRT

Melody - Pitch

The **highness** or **lowness** of a sound.

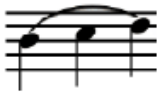


Repetition

Sequence (a pattern that is repeated at a slightly higher pitch)

Articulation

How individual notes or sounds are **played/techniques.**



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**.

Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cre*
GETTING SOFTER: *Diminuendo (dim.)*

Texture

How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

Structure

Mow the music is put together in sections and how often they are repeated

Harmony and Tonality

Harmony refers to the sound that is made when more than one pitch is sounded at the same time, often these are **chords**

Tonality is the key or scale used for a piece of music that gives it colour or character usually **Major or Minor**

Instruments (Timbre/Sonority)

Describes the **unique sound or tone quality** of different instruments voices or sounds.

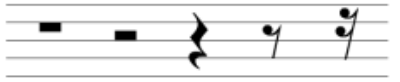
Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

Rhythm (Duration)

The **length** of a sound.

SHORT ⟶ **LONG**

The opposite or absence of sound, **no sound**. In music these are **RESTS.**



Tempo (speed)

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto* **SLOW:** *Andante, Adagio, Lento*

GETTING FASTER – *Accelerando (accel.)*

GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

Music can create an **atmosphere**

Music can create an **image** *e.g., in response to art or, a story*– this is called **PROGRAMME MUSIC.**

Families of Instruments

Strings – Violin, Viola, 'Cello, Double Bass, Guitar, Bass Guitar, Ukulele

Woodwind – Flute, Oboe, Clarinet, Bassoon, Recorder, Saxophone

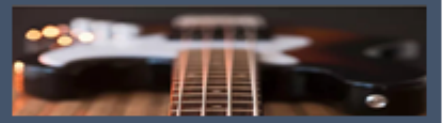
Brass – Trumpet, trombone, tuba, french Horn

Percussion – Drum Kit, Timpani, Xylophone, Glockenspiel, Djembe, wood block

Keyboard – Piano, Organ, Harpsichord

All About the Bass

Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns



A. Bass Clef & Bass Clef Notation

STAFF is the name given to the five lines where musical notes are written.

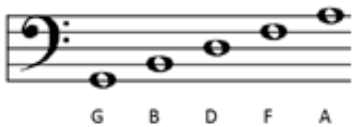
The position of notes on the stave or staff shows their **PITCH** (how high or low a note is).

The **BASS CLEF** is a symbol used to show low-pitched notes on the stave and is *usually* used for the left hand on a piano or keyboard to play the **BASS LINE** and also used by low pitched instruments (*see B.*)

The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

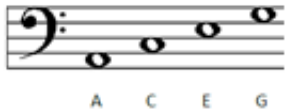
Notes on the **LINES** of the **BASS CLEF**: **G, B, D, F, A**

Green **B**uses **D**rive **F**ast **A**lways



Notes in the **SPACES** of the **BASS CLEF: A, C, E, G**

All **C**ows **E**at **G**rass



Bass Clef **STAFF NOTATION**:

B. Musical Instruments that use the Bass Clef

Left Hand of a **Piano/ Keyboard**

Left Hand & Pedals of an **Organ**

Bassoon

Cello

Double Bass

Trombone

Tuba

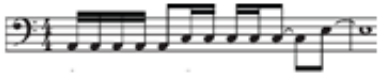
Timpani

Bass Guitar

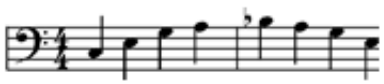
Bass (deepest male singing voice)

C. Bass Line Patterns

BASS RIFFS – Short, repeated, 'catchy' and memorable Bass Line Patterns used in Rock, Rap, Hip Hop, R'n'B, and Pop songs often performed on Bass Guitar. Bass Riffs 'fit' with the notes in the chord, but also use other '**EXTRA**' notes (**PASSING NOTES**) to make them more memorable.



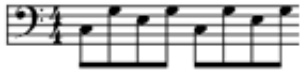
WALKING BASS – used in Jazz, Blues, Rhythm and Blues, and Rock'n'roll, and featuring **a note on every beat**. Using the **ROOT, THIRD** and **FIFTH** of the chord, and '**EXTRA**' notes (called **PASSING NOTES**) to create a smooth bass line often moving mainly by step **(CONJUNCT)**.



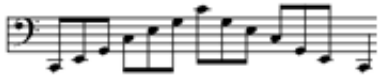
ALBERTI BASS – a type of **ACCOMPANIMENT PATTERN** in the **BASS LINE** using the **ROOT, THIRD** and **FIFTH** notes of a **CHORD** played in a **specific order**:

ROOT *Lowest*	FIFTH *Highest*	THIRD *Middle*	FIFTH *Highest*

The pattern repeats, but notes change as chord changes and a melody is added 'on top' of the Alberti Bass. Used by Classical composers such as Mozart, especially in solo piano music, as well as modern composers.



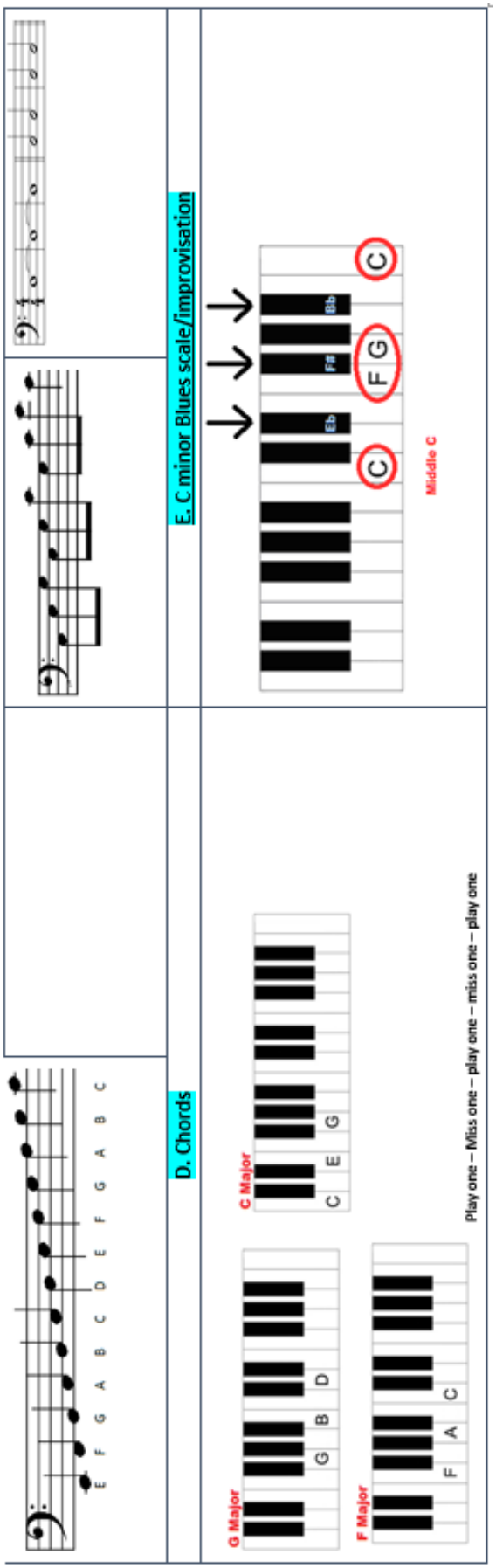
ARPEGGIO: Playing the notes of a chord separately and **in order** *root, third fifth, root, third, fifth etc*, can be ascending (going up) or descending (going down).



BROKEN CHORD – Playing the notes of a chord separately but **not necessarily in strict order** *(e.g., like an Alberti Bass)*, often creating a repeated musical pattern, can be ascending (going up) or descending (going down).

(BASS) PEDAL (POINT/NOTE) – either **SUSTAINED** notes of **LONG DURATION**, or **REPEATED LONG NOTES**, often in **BASS LINE PART**, using the **ROOT** (a **TONIC PEDAL**) or the **FIFTH** (a **DOMINANT PEDAL**). Changing chords, harmonies, and a melody line "fit over the top" of a **PEDAL** note.

Music


E F G A B C D E F G A B C
D. Chords
C Major
C E G
G Major
G B D
F Major
F A C
Play one – Miss one – play one – miss one – play one
E. C minor Blues scale/improvisation
C Eb F G Bb C
Middle C

Personal Development

Year 8 Knowledge Organiser – Personal Finance	
PIN number	A personal identification number (PIN) is a numerical code used in many electronic financial transactions. Personal identification numbers are usually issued in association with payment cards and may be required to complete a transaction. The purpose of a personal identification number (PIN) is to add additional security to the electronic transaction process.
Credit card	A plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit.
Debit card	A card allowing the holder to transfer money electronically from their bank account when making a purchase.
Bank statement	A printed record of the balance in a bank account and the amounts that have been paid into it and withdrawn from it, issued periodically to the holder of the account.
Scam	A dishonest scheme to gain money or possessions from someone fraudulently, especially a complex or prolonged one.
Fraud	Wrongful or criminal deception intended to result in financial or personal gain.
Identity theft	The fraudulent practice of using another person's name and personal information in order to obtain credit, loans, etc.
Saving	An economy of or reduction in money, time, or another resource.
Insurance	An arrangement by which a company or the state undertakes to provide a guarantee of compensation for specified loss, damage, illness, or death in return for payment of a specified premium.
Instalments	A sum of money due as one of several equal payments for something, spread over an agreed period of time.
Gambling	The activity of playing games of chance for money, or of betting on the outcome of future events such as the results of races or games.
Risk	A situation involving exposure to danger.
Influences	The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself
Habit	A settled or regular tendency or practice, especially one that is hard to give up.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.

Personal Development

Year 8 Knowledge Organiser – Relationships

Marriage	A legally accepted relationship between two people in which they live together. Or the official ceremony that results in this
Co-habiting	If two people, who are not married, cohabit, they live together and have a sexual relationship
Civil partnership	In the UK, a legal relationship between two people of the same sex that gives them the same rights as people who are married
Vow	To make a determined decision or promise to do something
Divorce	An official or legal process to end a marriage
Individual liberty	The fundamental human right of personal freedom and self-determination, allowing individuals to exercise their rights without undue interference from the state or other external forces
Blended family	A family consisting of a couple, the children they have had together, and their children from previous relationships
Step-parent	A parent who is married to the father or mother of a child but who is not that child's biological parent
Sexual consent	Occurs when one person voluntarily agrees to the proposal or desires of another. Consent should be freely given, reversible, informed, enthusiastic and specific.
Assault	An attack on someone
The Law	Relates to the system of rules created and enforced through social or governmental institutions to regulate behaviour
Withdrawal	Refers to the action of taking away or removing something
Stereotypes	A set idea that people have about what someone or something is like, especially an idea that is wrong
Sexting	The activity of sending text messages that are about sex or intended to sexually excite someone
Consequences	A result of a particular action or situation, often one that is bad or not convenient
Moral compass	A natural feeling that makes people know what is right and wrong and how they should behave
Peer pressure	The strong influence of a group, especially of children, on members of that group to behave as everyone else does

Who can you turn to for help and support

Parents or trusted family members and friends	The Police / Community support officers
School safeguarding team	Tutor/teachers
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) www.nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) www.childline.org.uk
Women's Aid	Helpline: 0808 2000 247 (24 hours, every day) www.womensaid.org.uk
Men's Advice Line	Helpline: 0808 801 0327 (Monday-Friday 9am-5pm www.mensadviceline.org.uk

WADHAM KS3 PE KNOWLEDGE ORGANISER: Cricket

Skills and Techniques:

Bowling: The overarm action used to deliver the ball to the batter. Can be varied - spin, seam or swing.

Batting: The action of hitting the ball to score runs and avoid getting out.

Catching: The action of catching a ball that has been hit/thrown.

Long Barrier: This can be used when fielding to stop the ball safely and effectively.

Forward defence – This shot is used to stop the ball from hitting the stumps and getting the batter out.

Straight Drive - This shot is used to hit the ball straight back towards the bowler in an attempt to score runs.

Rules:

- A game consists of two teams. The time of the game is dependent on the number of overs being played (e.g. 20 overs, 50 overs, etc.)
- The game is started with a coin toss to decide who is batting and who is bowling. The winning captain of the coin toss makes the decision.
- Two umpires officiate the game, one at the bowling end and one at square leg.
- Players are not allowed bowl the ball with a bent arm, it must be straight.
- If a player hits the ball over the boundary without bouncing they score 6 runs, if it bounces first they score 4 runs.

Positions:

11 players on a team, made up of:

Batters
Bowlers (spin, seam, swing)
Wicket keepers
All Rounders (can bat and bowl)

Scoring System:

A player can score a run by hitting the ball and completing one length of the wicket.

The ball must completely cross the boundary to score 4 or 6.

The team with the most runs at the end of the game wins.

Tactics:

Bowling or batting first depending on the pitch and or the weather conditions. When to change bowlers and when to change the batting order.

Key Words:

Bowling
Batting
Crease
Wicket
Wicket Keeper
Line & length/pitch
Wide

Key Words:

Stumps
Bails
Long Barrier
Fielder
LBW
Forward defensive
Cover drive

WADHAM KS3 PE KNOWLEDGE ORGANISER: ATHLETICS

Events:

Sprints: 100m, 200m, 300m and 400m. The fastest time over the distance.

Middle distance: 800m, 1500m. The fastest time over the distance.

Shot put: The furthest distance a weighted ball can be pushed

Javelin: The furthest distance a spear can be thrown

Discus: The furthest distance a round weight can be thrown

Long jump: The furthest distance an athlete can jump into the sand pitt

High Jump: The highest an athlete can jump over a bar

Relay: An event where four athletes have to pass the baton as quickly as possible around the 400m track

Technique/tactics:

Sprints: Arm drive and knee lift. Accelerate out of the blocks/start.

Middle distance: Pace and positioning during the race

Shot putt: Chin, Knee, toe, get down low, push up. Clean palm, dirty fingers.

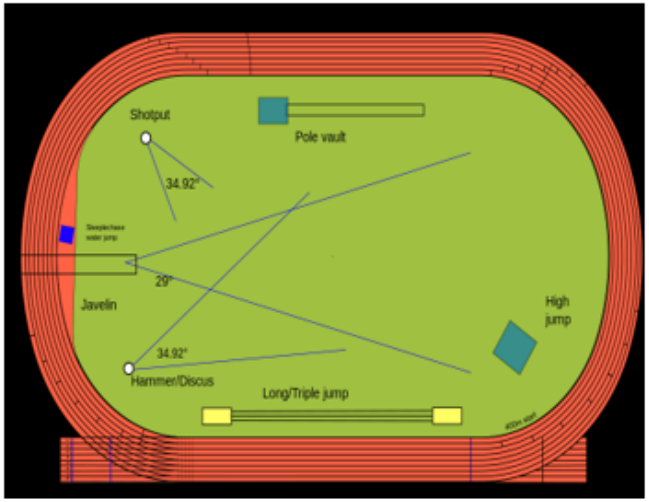
Javelin: Warrior pose. Pull at the elbow.

Discus: Palm down, release off index fingers, sling action

Long jump: Accelerate towards the take-off board, drive hips up, hang in the air

High jump: Arc run up, Hips up, arch the back

Relay: Fastest runner on 4th leg. Accelerate before receiving the baton. Palm up and open.



Key Words:
Distance
Time
Speed
Strength
Pace/endurance
Changeover zone
Baton
Start Line
Finish line

Key Words:
Sprint start
Run up
Take off
Personal best
Track event
Field event

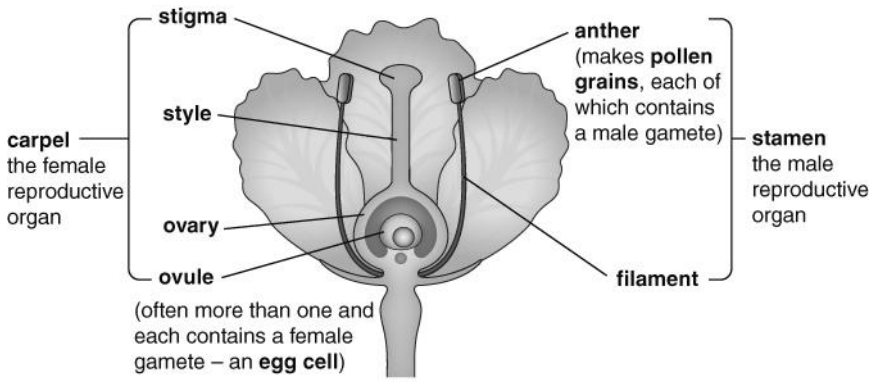
Science – Plants and their reproduction

8Ba – Classification and biodiversity

Word	Pronunciation	Meaning
biodiversity	*bi-O-die-**ver**-sit-ee*	The range of different species of organisms in an area.
characteristic	*kar-ack-ter-**iss**-tick*	A feature of an organism.
classify		To sort things into groups.
extinct		An organism that no longer exists is extinct.
genus		A group of similar organisms. The genus name is the first word in the scientific name for a species (the second word is the 'species name').
plant kingdom		A group of organisms that have cells with cell walls made of cellulose and that are able to photosynthesise.
species	***spee**-shees* or ***spee**-sees*	A group of organisms that can reproduce with each other to produce offspring that will also be able to reproduce.

8Bb – Types of reproduction

Word	Pronunciation	Meaning
asexual reproduction	*ree-prod-**uck**-shun*	Producing new organisms from one parent only.
fertilised egg cell	***fert**-ill-i-zed*	What is produced when two gametes fuse.
fertile		Able to produce offspring.
gamete		A cell used for sexual reproduction.
hybrid		An organism produced when members of two different species reproduce with each other.
inherited		A feature that an organism gets from a parent is inherited.
inherited variation		Differences between organisms passed on to offspring by their parents in reproduction.
runner		A stem that grows from certain plants (e.g. strawberry), from which new plants grow using asexual reproduction.
sexual reproduction	*ree-prod-**uck**-shun*	Reproduction that needs two individuals to produce a new organism of the same type.
tuber	***tyew**-ber*	The swollen part of an underground stem used as a storage organ and as a method of asexual reproduction in some plants (e.g. potato).
variation	*vair-ee-**ay**-shun*	The differences between things.
zygote	***zY**-goat*	Another term for 'fertilised egg cell'.



Science

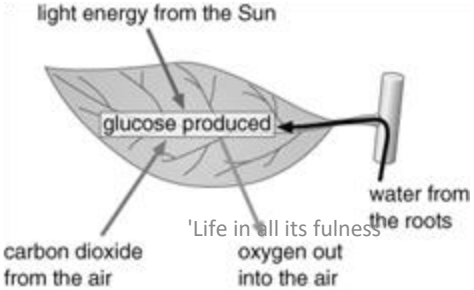
8Bc – Pollination

Word	Pronunciation	Meaning
anther		A male reproductive organ in plants that produces pollen grains.
carpel		The set of female reproductive organs in plants (ovary, style and stigma).
cross-pollination	*poll-in-**ay**-shun*	When pollen is transferred from one plant to a different plant of the same species.
filament		A male reproductive organ in plants that supports the anther.
pollen grain		The container for the male gamete in plants.
pollen tube		A tube that grows from a pollen grain down through the stigma and style and into the ovary.
pollination	*poll-in-**ay**-shun*	The transfer of pollen from an anther to a stigma.
self-pollination	*poll-in-**ay**-shun*	When pollen is transferred from a flower on a plant to a stigma in the same flower or to another flower on the same plant.
sepal		A leaf-like structure that protects a flower bud.
stamen	***stay**-men*	The set of male reproductive organs in plants (anther and filament).

8Bd – Fertilisation and seed dispersal

Word	Pronunciation	Meaning
pollen tube		A tube that grows from a pollen grain down through the stigma and style and into the ovary.
seed		A small part of a plant formed by sexual reproduction that can grow into a new plant.
seed coat		The tough outer covering of a seed.
seed dispersal		The spreading of seeds away from a parent plant.

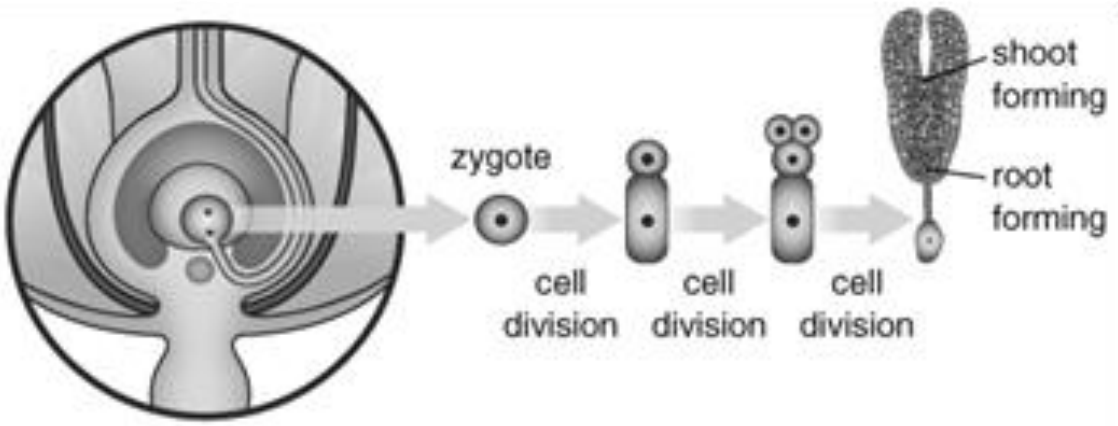
Word	Pronunciation	Meaning
cell division	***sell***	The splitting of a cell to form two identical cells.
competition	*com-pet-**ish**-un*	There is competition between organisms that need the same things as each other. We say that they compete for those things.
egestion	*ee-**jes**-jun*	When faeces are pushed out of the anus.
embryo	***em**-bree-O*	The tiny new life that grows by cell division from a fertilised egg cell.
faeces	***fee**-sees*	Waste food material produced by the intestines.
fertilisation	*fert-ill-i-**zay**-shun*	Fusing of a male gamete with a female gamete.
fertilised egg cell	***fert**-ill-i-zed*	What is produced when two gametes fuse.
fruit	***froot***	Something used to carry the seeds of flowering plants. Fruit can be fleshy or dry.
gamete		A cell used for sexual reproduction.
germinate		When a seed starts to grow.



Science

8Be – Germination and growth

Word	Pronunciation	Meaning
byproduct		A substance produced by a chemical reaction that is not the desired product of the reaction. For example, the desired product of photosynthesis is glucose, and oxygen is a byproduct.
chloroplast	***klor**-O-plast*	A green disc containing chlorophyll. Found in plant cells. Where the plant makes food, using photosynthesis.
dormant		If something is dormant its life processes are very slow.
enzyme		A substance that can speed up some processes in living things (e.g. breaking down food molecules).
germinate		When a seed starts to grow.
interdependent		Organisms that depend on one another are said to be interdependent.
life cycle		The series of changes in an organism as it grows, matures and reproduces.
mineral salt (biology)		A compound containing an important element that is needed in small quantities for health (e.g. calcium). Plants get their mineral salts from the soil, animals get them from food.
photosynthesis	*fO-tow-**sinth**-e-sis*	A process that plants use to make their own food. It needs light to work.
respiration	*res-per-**ay**-shun*	A process in which energy is released from substances so it can be used by an organism. All organisms respire.
starch		A type of insoluble carbohydrate found in plants.



Science – The periodic table

8Fa – Fireworks/Dalton's atomic model

Word	Pronunciation	Meaning
atom		Atoms are small particles from which all substances are made.
chemical reaction	***kem****-ik-al re-****ack****-shun*	A change in which one or more new substances are formed.
compound		A substance that can be split up into simpler substances, since it contains the atoms of two or more elements joined together.
element		A simple substance, made up of only one type of atom.
matter		All things are made of matter. There are three states of matter: solid, liquid, gas.
oxidiser		A substance that supplies oxygen for a reaction.
physical change	***fi****-zi-kal*	A change in which no new substances are formed (e.g. changes of state).
physical property	***fi****-zi-kal*	A description of how a material behaves and responds to forces and energy. Hardness is a physical property.
property		A description of how a material behaves and what it is like. Hardness is a property of some solids.
symbol (chemistry)		The letter or letters that represent an element.

8Fb – Elements and their symbols

Word	Pronunciation	Meaning
chemical change	***kem****-ik-al*	A change that forms one or more new substances.
chemical formula		A combination of symbols and numbers that shows how many atoms of different elements are in a particular molecule. In compounds that do not form molecules, it shows the ratio of the different elements in the compound.
chemical property	***kem****-ik-al*	How a substance reacts with other substances.
chemical reaction	***kem****-ik-al re-****ack****-shun*	A change in which one or more new substances are formed.
hypothesis	*hy-****poth****-uh-sis*	An idea about how something works that can be tested using experiments. Plural is hypotheses.
prediction	*pred-****ik****-shun*	What you think will happen in an experiment and why you think this.
ratio		A way of comparing two different quantities. The two numbers are separated by a colon (:).
scientific method		Any way of testing that involves collecting information in order to show whether an idea is right or wrong. This is often done by developing a hypothesis that is tested by using it to make a prediction. The prediction is then tested using experiments.

8Fc – Mendeleev's table

Word	Pronunciation	Meaning
alkali metal		A group of very reactive metals. Found in group 1 of the periodic table.
group (chemistry)		A vertical column of elements in the periodic table. Elements in the same group generally have similar properties.
halogen		An element in group 7 of the periodic table, such as fluorine and chlorine.
noble gas		Group of very unreactive non-metal gases. Found in group 0 of the periodic table.
periodic table		An ordered list of all known elements.

8Fd – Trends in physical properties

Word	Pronunciation	Meaning
boiling		When there is liquid turning into a gas in all parts of a liquid, creating bubbles of gas in the liquid.
boiling point		The temperature at which a liquid boils.
brittle		Not easily bent, not flexible, breaks under force.
melt		When a solid turns into a liquid.
melting point		The temperature at which a solid turns into a liquid.
freeze		When a liquid turns into a solid.
freezing point		The temperature at which a liquid turns into a solid. It is the same temperature as the melting point of the substance.
flexible		Can bend without breaking.
group (chemistry)		A vertical column of elements in the periodic table. Elements in the same group generally have similar properties.
malleable	***mal****-ee-uh-buh l*	Able to be beaten and bent into shape.
metal		Any element that is shiny when polished, conducts heat and electricity well, is malleable and flexible and often has a high melting point.
non-metal		Any element that is not shiny, and does not conduct heat and electricity well.
period (chemistry)		A horizontal row in the periodic table.
transition metal		One of a central group of elements in the periodic table.

8Fe – Trends in chemical properties

Word	Pronunciation	Meaning
acid		A substance that reacts with alkalis, turns litmus red and has a pH of less than 7 is acidic.
alkali		A substance that reacts with acids, turns litmus blue and has a pH of more than 7 is alkaline.
oxide		A compound of a metal or non-metal with oxygen, such as magnesium oxide or carbon dioxide.
pH		A numerical scale from 1 to 14 showing how acidic or alkaline a substance is. Acids have a pH below 7, neutral substances have a pH of 7 and alkalis have a pH greater than 7.
indicator		A substance that changes colour in solutions of different acidity and alkalinity.
reactivity		A description of how quickly or vigorously something reacts.

Appendix 3: Periodic table

'Life in all its fulness'

Science

The Periodic Table of the Elements

1	2											3	4	5	6	7	0
							1 **H** hydrogen 1										4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	Elements with atomic numbers 112-116 have been reported but not fully authenticated						

Key: relative atomic mass / **atomic symbol** / name / atomic (proton) number

**** The lanthanoids (atomic numbers 58-71) and the actinoids (atomic numbers 90-103) have been omitted.***

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.