



YEAR 8 – Experiences of War

How do writers explore their experiences of war?

Key Vocabulary and Terminology – Can you define the words? Can you use them in a sentence?		
To be able to define genre, form and purpose of texts	😊	😐
To be able to explain the conventions of a play and their effects: entrances, exits, lighting, stage, sound design, costumes	😊	😐
To be able to explain the conventions of poems and their effects: metaphor, simile, rhyme, simile, rhythm	😊	😐
Key Skills – Can you do these in your written work?		
To explain literal and implied meaning and the impact on characterisation	😊	😐
To comment on the effect of the audience	😊	😐
To select relevant evidence to support my ideas	😊	😐
To comment on the impact of stagecraft on meaning	😊	😐
To use vocabulary to create various tones and feelings	😊	😐
To use punctuation for effect	😊	😐
To paragraph correctly	😊	😐
Key Literacy – Can you use these sentence structures in your writing?		
To use terms such as ‘could suggest’ ‘might imply’ and ‘may convey’	😊	😐
To use phrase ‘the audience they audience may/think/wonder’	😊	😐
To use the phrase ‘the word ‘ _____ ’ could imply, suggest, insinuate	😊	😐
To use the phrase ‘Sherriff uses _____ to emphasise/compare	😊	😐
To use the phrase ‘Throughout the play, Sherriff utilises’	😊	😐
To use a range of sentence starters – adjective, verb, preposition, adverb	😊	😐
To use .!?!?....()” effectively	😊	😐

KEY WORDS

Hierarchy	camaraderie	boredom	paranoia	addiction
Transformation	futility	frustration	love	propaganda
Trench	hero	power	kindness	trauma
Innocence	shelling	victim	enemy	armistice
Stage directions	sound	lighting	costume	props
Characterisation	pace	simile	metaphor	tone
Exit	Entrace	symbol	accent	dialogue

Experiences of War Knowledge Organiser

1. Context	
Genre: <i>Journey's End</i>	Satellite Text: War Poetry
Author: R. C. Sherriff	Authors Include:
Published: 1928	Wilfred Owen Siegfried Sassoon Rupert Brooke Jessie Pope Alfred Lord Tennyson
Genre: Modern drama; socialist realism	Ennui
Structure: Three acts taking place over a couple of days.	Paranoia
Social and Historical Context:	Addiction
World War One (WW1) began in 1914, armistice was declared on 11 th November 1918	Transformation
Britain, France and the USA fought against Germany and Austria-Hungary	Futile
Thousands of soldiers from across the Commonwealth, including Jamaica and India, also came over to Europe to fight in the war	Frustration
At first, joining the British army was voluntary, but by 1916 the government introduced conscription (forced enlistment for any able-bodied man aged between 18 and 35)	Devotion
The government used propaganda to imply that war was fun and easy	Suffering
Soldiers spent months living in trenches (muddy tunnels dug into the ground), with lice and rats, many caught diseases such as trench foot	Classical Hero
Letters home were censored	Captain Stanhope
Millions of young men died in this war	Lieutenant Osborne
R. C. Sherriff was a soldier in the war, and wrote this play based on his experiences	2 nd Lieutenant Raleigh
2. Themes	
3. Thematic Vocabulary	

Camaraderie	Trust and friendship among work colleagues	Authority	Power, being in charge	Cowardice	When someone is not brave
Ennui	A feeling of boredom, as though life has no meaning	Altruism	Kindness to others	Patriotism	Loving your country
Paranoia	Feeling that you may be attacked at any moment	Trauma	When an upsetting event affects you in later life, with terrible memories or flashbacks	Loyalty	Supporting someone, staying on their side even when it's difficult
Addiction	When your body or mind needs a particular substance or activity	Innocent	When someone has done nothing wrong, is good	Responsibility	Being in charge, and looking after others/yourself
Transformation	A big change	Propaganda	Political information in adverts, TV or films, designed to alter public opinion	Mental Health	How your mind feels - can change from day to day and affect how you behave
Futile	Pointless	The Public	Ordinary people in a society	Coping Mechanism	An activity someone does in order to be able to live through a painful situation, e.g. eating/readings fairy tales
Frustration	Feeling annoyed because you have no control over a situation	Disassociation	Emotionally disconnecting from your immediate environment – feeling numb	Precarious	When a situation is uncertain, and could change at any moment
Devotion	Strong love for another person	Avuncular	When an older person is friendly and kind to a younger person	Community	A group of people who live and work together
Suffering	Pain	Armistice	An agreement by two sides in a war, to stop fighting. The armistice in World War One happened on 11th November 1918.	Social Class	Depending on someone's money, education or job, they can be considered upper class (richer, works less hard) or working class (poorer, works harder). In the past, upper class people thought they were better than the working class
Classical Hero	A person in a myth, who overcomes difficult situations with bravery and skill, and is admired by all for his goodness	Courage	Bravery	Fatalism	The feeling that one is doomed, no matter what one does.
4. Characters		5. Dramatic Methods		6. Key Terminology	

YEAR 8 – checklist

Ordering integers			
Ordering decimals			
Ordering fractions			
Calculating percentages of amounts			
Generating the first few terms of a sequence given the term-to-term rule			
Multiplication problems			
Completing prime factor trees			
Converting between fractions and percentages to solve proportion problems			
Reflecting 2D shapes in a mirror line			
Naming special triangles			
Sharing an amount by a given ratio			
Rounding money to the nearest penny			
Rounding to a given number of decimal places			
Drawing accurate nets of cubes and cuboids			
Understanding order of rotational symmetry			
Understand properties of a parallelogram			
Understanding congruent shapes			
Finding angles around a point			
Writing perimeters of shapes as an algebraic expression			
Expanding single brackets			
Simplifying linear expressions containing brackets			
Finding the coordinates of an end point of a line segment given the coordinates of the midpoint and the other end point of the line			
Complete a tables of values given the equation of a line to obtain a set of coordinates			
Draw a straight line graph given a table of values			
Calculate the expected number of times an event should occur given its probability and the number of trials			
Finding the Median from a list of numbers			
Calculating the Mean from a list of numbers			
Working out probabilities as percentages			

Keywords

Integer, numerator, denominator, mean, sequence, term, factor, prime number, prime factor, factor tree, percentage, coordinate, quadrant, reflection, line of reflection, simplify, expression, lowest common multiple (LCM), linear, ratio, proportion, median, mean, equilateral, scalene, isosceles, decimal place, net, rotation, symmetry, rotational symmetry, order of rotational symmetry, parallelogram, congruent, enlargement, perimeter, expanding brackets, line segment, midpoint of a line, equation,

Useful revision websites:

<https://www.mymaths.co.uk/>

username: foresthill password: FHSSE23

<https://vle.mathswatch.co.uk/vle>

will need to obtain individual login details from your teacher

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

Y8 Revision Checklist AP1

Biology: Y7 Organisms			
Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.			
Specialised cells: There are many types of cell. Each has a different structure or feature so it can do a specific job.			
Describe examples of specialised animal and plant cells.			
Use a light microscope to observe and draw cells.			
Explain what each part of the microscope does and how it is used.			
Carry out calculations involving magnification , real size and image size using the formula:			
$\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$			
Both plant and animal cells have a cell membrane, nucleus, cytoplasm and mitochondria and ribosomes.			
Plant cells also have a cell wall, chloroplasts and usually a permanent vacuole.			
Identify and name some substances that move into and out of cells.			
Describe the process of diffusion.			
KEYWORDS			
Cell: The unit of a living organism, contains parts to carry out life processes.			
Uni-cellular: Living things made up of one cell.			
Multi-cellular: Living things made up of many types of cell.			
Tissue: Group of cells of one type.			
Organ: Group of different tissues working together to carry out a job.			
Diffusion: One way for substances to move into and out of cells.			
Structural adaptations: Special features to help a cell carry out its functions.			
Cell membrane: Surrounds the cell and controls movement of substances in and out.			
Nucleus: Contains genetic material (DNA) which controls the cell's activities.			
Vacuole: Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.			
Mitochondria: Part of the cell where energy is released from food molecules by aerobic respiration.			
Ribosomes: Part of the cell where proteins are synthesised			
Cell wall: Strengthens the cell. In plant cells it is made of cellulose.			
Chloroplast: Absorbs light energy so the plant can make food.			
Cytoplasm: Jelly-like substance where most chemical processes happen.			
Immune system: Protects the body against infections.			
Reproductive system: Produces sperm and eggs, and is where the foetus develops.			

Digestive system: Breaks down and then absorbs food molecules.		
Circulatory system: Transports substances around the body.		
Respiratory system: Replaces oxygen and removes carbon dioxide from blood.		
Muscular skeletal system: Muscles and bones working together to cause movement and support the body.		
Chemistry: Y7 Matter	☺	☺
Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).		
Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.		
A substance is a solid below its melting point, a liquid above it, and a gas above its boiling point.		
Explain unfamiliar observations about gas pressure in terms of particles.		
Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.		
Explain changes in states in terms of changes to the energy of particles.		
Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.		
Argue for how to classify substances which behave unusually, as solids, liquids, or gases.		
Evaluate observations that provide evidence for the existence of particles.		
Make predictions about what will happen during unfamiliar physical processes, in terms of particles and their energy.		
Keywords	☺	☺
Particle: A very tiny object such as an atom or molecule, too small to be seen with a microscope.		
Particle Model: A way to think about how substances behave in terms of small, moving particles.		
Diffusion: the process by which particles in liquids or gases spread out through random movement from a region where there are many particles to one where there are fewer.		
Gas pressure: Caused by collisions of particles with the walls of a container.		
Density: How much matter there is in a particular volume, or how close the particles are.		
Evaporate: Change from liquid to gas at the surface of a liquid, at any temperature.		
Boil: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.		
Condense: Change of state from gas to liquid when the temperature drops to the boiling point.		
Melt: Change from solid to liquid when the temperature rises to the melting point.		

Freeze: Change from liquid to a solid when the temperature drops to the melting point.		
Sublime: Change from a solid directly into a gas.		
Chemistry Y8 Matter	😊	😐
Most substances are not pure elements, but compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain.		
Use particle diagrams to classify a substance as an element, mixture or compound, and as molecules or atoms.		
Name simple compounds using rules: change non-metal to -ide; mono, di, tri prefixes; and symbols of hydroxide, nitrate, sulfate and carbonate.		
The symbols of hydrogen, oxygen, nitrogen, carbon, iron, zinc, copper, sulfur, aluminium, iodine, bromine, chlorine, sodium, potassium, magnesium.		
Name compounds using their chemical formulae.		
Given chemical formulae, name the elements present and their relative proportions.		
Represent atoms, molecules and elements, mixtures and compounds using particle diagrams.		
Use observations from chemical reactions to decide if an unknown substance is an element or a compound.		
Keywords	😊	😐
Elements: what all substances are made up of, and which contain only one type of atom.		
Atom: The smallest particle of an element that can exist.		
Molecules: Two to thousands of atoms joined together. Most non-metals exist either as small or giant molecules.		
Compound: Pure substances made up of two or more elements strongly joined together.		
Chemical formula: Shows the elements present in a compound and their relative proportions.		
Polymer: A molecule made of thousands of smaller molecules in a repeating pattern. Plastics are man-made polymers, starch is a natural polymer.		
Physics: Y7 Energy	😊	😐
We can describe how jobs get done using an energy model where energy is transferred from one store at the start to another at the end.		
When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.		

Describe how the energy of an object depends on its speed, temperature, height or whether it is stretched or compressed.		
Show how energy is transferred between energy stores in a range of real-life examples.		
Calculate the useful energy and the amount dissipated, given values of input and output energy.		
Explain how energy is dissipated in a range of situations.		
Compare the percentages of energy wasted by renewable energy sources.		
Explain why processes such as swinging pendulums or bouncing balls cannot go on forever, in terms of energy.		
Evaluate analogies and explanations for the transfer of energy		
Keywords		
Thermal energy store: Filled when an object is warmed up.		
Chemical energy store: Emptied during chemical reactions when energy is transferred to surroundings.		
Kinetic energy store: Filled when an object speeds up.		
Gravitational potential energy store: Filled when an object is raised.		
Elastic energy store: Filled when a material is stretched or compressed.		
Dissipated: Become spread out wastefully.		
We pay for our domestic electricity usage based on the amount of energy transferred.		
Electricity is generated by a combination of resources which each have advantages and disadvantages.		
Calculate the cost of home energy usage, using the formula: cost = power (kW) x time (hours) x price (per kWh).		
Food labels list the energy content of food in kilojoules (kJ).		
Compare the amounts of energy transferred by different foods and activities.		
Compare the energy usage and cost of running different home devices.		
Explain the advantages and disadvantages of different energy resources.		
Represent the energy transfers from a renewable or non-renewable resource to an electrical device in the home.		
Evaluate the social, economic and environmental consequences of using a resource to generate electricity, from data.		
Suggest actions a government or communities could take in response to rising energy demand.		
Suggest ways to reduce costs, by examining data on a home energy bill.		
Keywords		
Power: How quickly energy is transferred by a device (watts).		
Energy resource: Something with stored energy that can be released in a useful way		
Non-renewable: An energy resource that cannot be replaced and will be used up.		
Renewable: An energy resource that can be replaced and will not run out. Examples are solar, wind, waves, geothermal and biomass.		

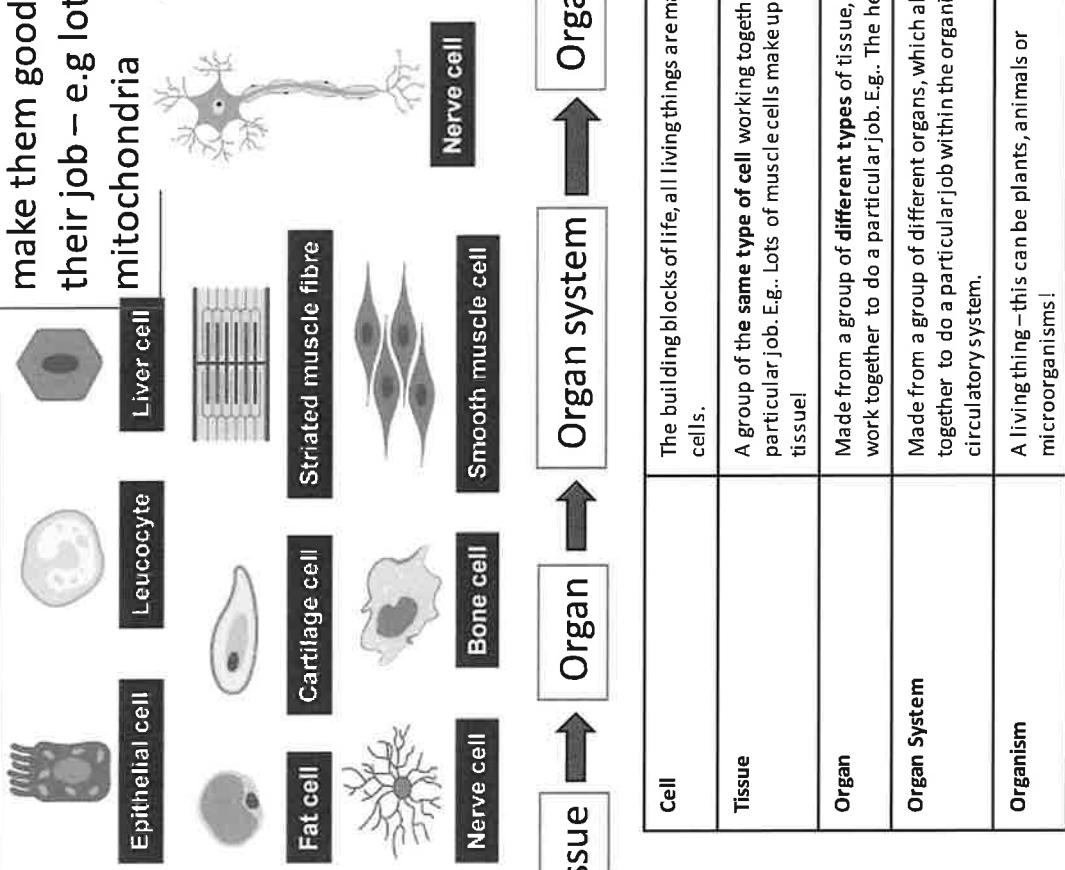
Fossil fuels: Non-renewable energy resources formed from the remains of ancient plants or animals. Examples are coal, crude oil and natural gas.

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An **Organelle** is a specific part within a living cell that serves a function e.g. nucleus.

Cells, tissues and organs.

Specialised cells have special features that make them good at their job – e.g lots of mitochondria



Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

Organelle	Function
nucleus	Contains genetic material which controls the cell's activities
cell Membrane	Controls the movement of substances in and out of the cell
cytoplasm	Where most of the chemical reactions happen
mitochondria	Where most energy is released in respiration
lysosome	Where protein synthesis happens
cell Wall	Strengthens the cell and supports the plant
chloroplast	Absorb light energy for photosynthesis (contains chlorophyll)
vacuole	Filled with cell sap to help keep the cell turgid to provide support.

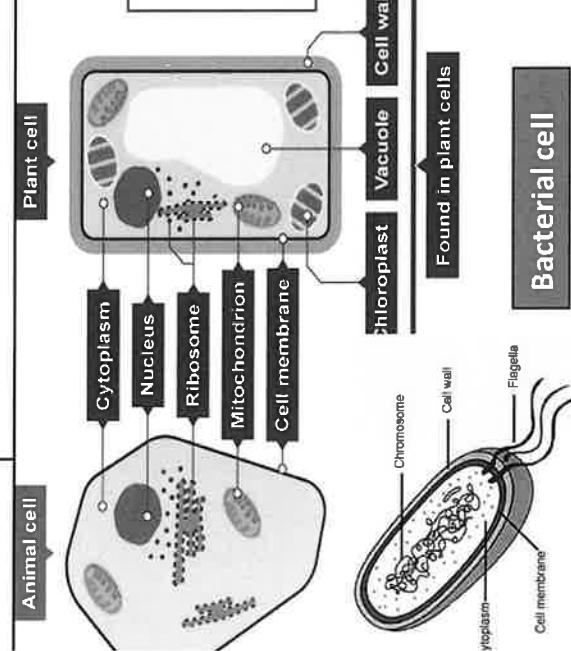
Plant cells contain all of the above organelles.

Animal cells contain all of them apart from cell wall, chloroplasts and large, permanent vacuole.

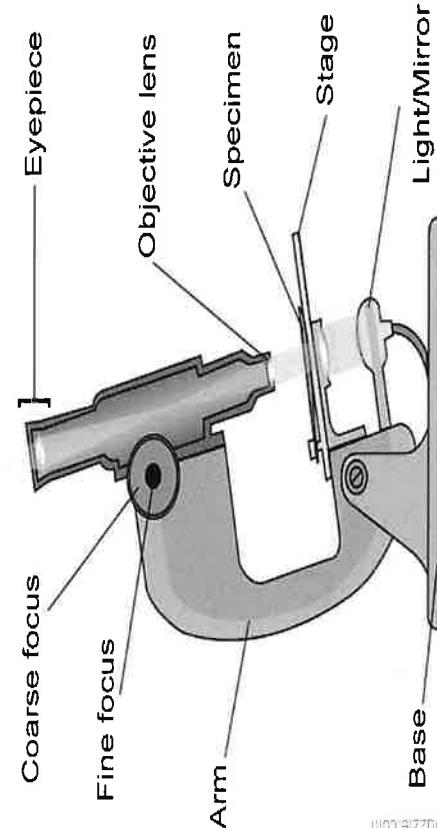
Bacterial cells don't have a nucleus

Unicellular organisms are made of one cell (e.g. amoeba)

Multicellular organisms are made of many cells (e.g. human)



How can we take a closer look inside cells?



Magnification

$$\text{Actual size} = \frac{\text{Image size}}{\text{Magnification}}$$

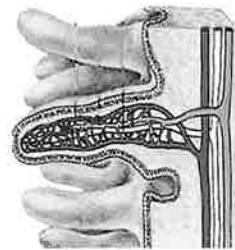
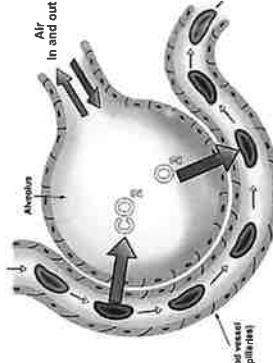
$$\text{Magnification} = \frac{\text{Image size}}{\text{Actual size}}$$

Example:
An image of a cell is 3mm long, but it's actual size is 0.012mm. Calculate the magnification

$$\text{Magnification} = \frac{3}{0.012}$$

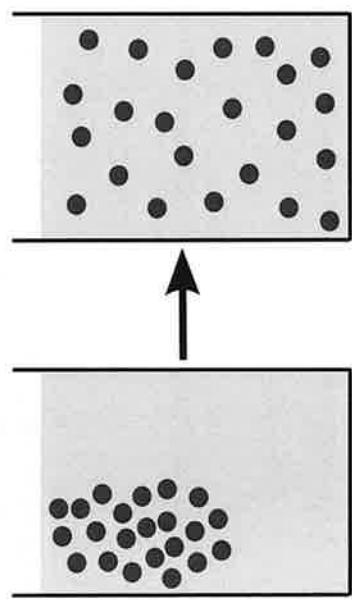
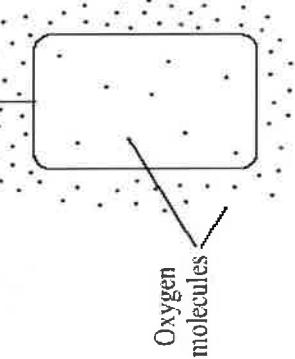
$$\text{Magnification} = 250 \times$$

Internal surfaces



The intestines and lungs are highly folded to make diffusion as fast and easy as possible. The membranes are thin

How do cells get what they need?



Diffusion takes place across the cell membrane to allow substances like oxygen in

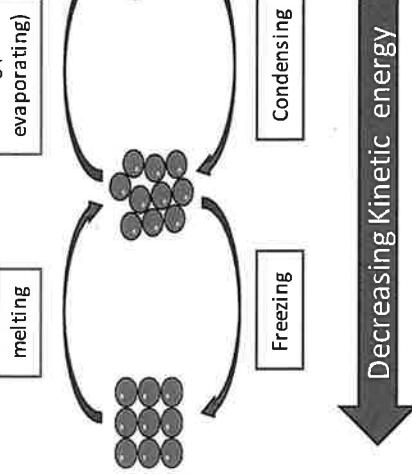
Diffusion is the spreading out of particles from a high concentration to a low concentration

Explaining the properties of solids

Property	Reason
Fixed shape & cannot flow	Particles cannot move from place to place. The particles do not have a lot of energy so cannot overcome the strong forces between the particles that hold them in place.
Cannot be compressed (squashed)	Particles are close together and have no space to move into

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged

Decreasing Kinetic energy



Explaining the properties of liquids

Property	Reason
They flow and take the shape of their container	The particles can move around each other, as the particles have more energy so can overcome the strong forces between them.
They cannot be compressed (squashed)	The particles are close together and have no space to move into

Description	Condensing	Freezing
Closeness of particles	Gas to liquid Become much closer together	Liquid to solid Stay close together
Arrangement of particles	Stay random	Random to regular

Decreasing Kinetic energy

Description	Melting	Evaporating or boiling
Closeness of particles	Solid to liquid Stay close together	Liquid to gas Become much further apart
Arrangement of particles	Regular to random	Stay random
Motion of particles	Start to move around each other	Start to move quickly in all directions

Increasing Kinetic energy

Property	Reason
They flow and completely fill their container	The particles can move quickly in all directions. The particles have a lot of kinetic energy so overcome the forces between them.
They can be compressed (squashed)	The particles are far apart and have space to move into

Conservation of mass
The particles stay the same when a substance changes state - only their closeness, arrangement or motion change .
This means that the mass of the substance stays the same .

For example, 10 g of water boils to form 10 g of steam, or freezes to form 10 g of ice.

This is called **conservation of mass**.

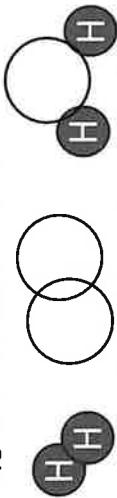
Compounds

Atoms from different elements bond together to form new substances called **compounds**. Compounds have different properties from the elements that they are made up of.

The type of salt we put on our food is a **compound** called **sodium chloride**. Sodium chloride contains a metal element called sodium and a non-metal element called chlorine, which is a green gas. When the atoms of sodium and chlorine bond together, they make something entirely different.

The element hydrogen is a colourless gas which is explosive. Oxygen is another colourless gas. When hydrogen reacts with oxygen though, water, H_2O is made.

Water is entirely different from oxygen and hydrogen. For example, it is a liquid at room temperature and not a gas. We say that it has different **properties**. The diagrams show a molecule of hydrogen, a molecule of oxygen and a molecule of water.



Mixtures

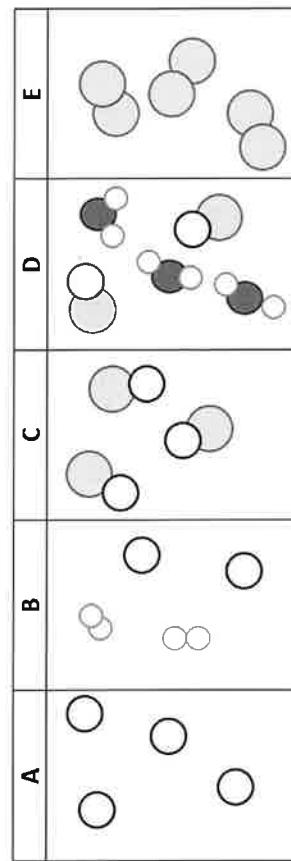
Some substances are mixtures of elements and/or compounds. Air is a common example.

A compound is **not** a mixture because the atoms of different elements are bonded together to make a new substance.

Particle diagrams

We can show the differences using particle diagrams.

We use different circles to represent atoms of different elements.



What does each box represent?

Box A represents an element which exists as single atoms because there is only one type of atom and they are not bonded together.

Box B represents a mixture of two different elements. One of the elements exists as a molecule because the atoms are joined together.

Box C represents a compound because there are atoms of different elements, bonded together as molecules.

Box D represents a mixture of two different compounds. Each compound exists as a molecule.

Box E represents an element, which exists as a molecule.

Elements and symbols

Everything in the universe is made up of the elements found on the periodic table. An element is a pure substance that cannot be broken down further. There are over 100 different elements and each element is made up of a different type of atom.

All elements have a symbol.

All symbols start with a capital letter. If they have a second letter this will always be lower case.

Br ✓ BR X

Molecules

Groups of atoms can bond (join) together to make molecules.
You can get molecules of atoms from different elements, e.g. water. You can get molecules of atoms of the same element, e.g. nitrogen.

Element	symbol	Element	symbol
Hydrogen	H	Chlorine	Cl
Oxygen	O	Magnesium	Mg
Nitrogen	N	Iron	Fe
Carbon	C	Zinc	Zn
Sulfur	S	Copper	Cu
Iodine	I	Sodium	Na
bromine	Br	potassium	K

Formulae

H_2O and O_2 are both formulae.

They show us how many particles of each substance are present. You get formulae for elements which exist as molecules. For example, the formula for oxygen gas is O_2 and it shows us that there are 2 atoms of oxygen in a molecule of oxygen gas.

H_2O shows us that water contains 2 hydrogen atoms and one oxygen atom.

Understanding what formulae mean

This is the formula for a gas called methane.

CH_4 It shows us that it is made up of one carbon and 4 hydrogens in methane.

SO_2 This is the formula for sulfur dioxide gas. It shows us that there is one sulfur and 2 oxygen.

The **di** in a formula means 2.

CO_2 Carbon dioxide contains one carbon and 2 oxygens.

$NaOH$ This is the formula for a compound called sodium hydroxide. It shows us that sodium hydroxide contains one sodium (Na), one oxygen and one hydrogen. Whenever we have an OH in a formula, it is a something **hydroxide**.

KOH This is called potassium hydroxide and it contains one potassium (K), one oxygen and one hydrogen. The first part of the name comes from the first element in the formula, which is potassium in this case

Carbonates, sulfates and nitrates
You get particular groups of particles in a formula.
A formula with CO_3 in it, will be a carbonate . For example, sodium carbonate Na_2CO_3 .
A formula with SO_4 in it, will be a sulfate . For example, sodium sulfate, Na_2SO_4 .
A formula with NO_3 in it will be a nitrate . For example sodium nitrate, $NaNO_3$.

Formula	Elements present	Element or compound?	Name
Br_2	2 x bromine	element	bromine
I_2	2 x iodine	element	iodine
H_2	2 x hydrogen	element	hydrogen
N_2	2 x nitrogen	element	nitrogen
H_2S	2 x hydrogen, 1 x sulfur	compound	Hydrogen sulfide
MgO	1 x magnesium, 1 x oxygen	compound	Magnesium oxide
$CuCl_2$	1 x copper, 2 x chlorine	compound	Copper chloride
ZnI_2	1 x zinc, 2 x iodine	compound	Zinc iodide
$FeBr_3$	1 x iron, 3 x bromine	compound	Iron bromide
$ZnCO_3$	1 x zinc, 1 x carbon, 3 x oxygen	compound	Zinc carbonate
KOH	1 x potassium, 1 x oxygen, 1 x hydrogen	compound	Potassium hydroxide
$CuSO_4$	1 x copper, 1 x sulfur, 4 x oxygen	compound	Copper sulfate
KNO_3	1 x potassium, 1 x nitrogen, 3 x oxygen	compound	Potassium nitrate

Different energy stores:

- Chemical;
- Kinetic;
- Gravitational potential;
- Elastic potential;
- Magnetic;
- Electrostatic;
- Internal (or thermal);
- Internal (or thermal);

We can measure the amount of energy in a store

Units of energy:
joules (J);
kilojoules (kJ);
kilowatt-hours (kWh).

Note that **electrical, light and sound** are not included on this list, they are not energy stores, but are ways of transferring energy from one store to another.

Power is a measure of how fast energy is being transferred.

Units of power:
watts (W);
kilowatts (kW).

Power

Power is calculated by dividing energy transferred by time taken

$$P = E/t$$

P = Power (W); E = energy (J); t = time (s).

Heat transfer

Conduction – heat transfer in a solid;
Particles gain energy and vibrate; they pass vibrations (and therefore energy) to adjacent particles. In metals, this happens because **free electrons gain energy and move** through the metal, colliding with particles and transferring energy to them.

Convection – heat transfer in fluids (liquids and gases);
Particles in a fluid gain energy and move further apart. This makes the fluid less dense, causing it to rise.

Radiation – heat transfer via infra-red (thermal) radiation – can travel through a vacuum.

Renewable and non-renewable resources:

- 1) **Non-renewable** energy resources cannot be replaced once they are all used up;
 - **Fossil fuels (coal, oil, gas)**
 - releases carbon dioxide (a greenhouse gas and increases global warming). - releases sulphur dioxide and nitrogen oxides, which cause acid rain
 - **Nuclear**
 - + nuclear fuels do not produce carbon dioxide or sulphur dioxide;
 - non-renewable energy resources. They will run out one day;
 - risk of radioactive material being released into the environment
- 2) **Renewable** energy resources can be replaced, and will not run out;
 - **Wind**
 - + no release of carbon dioxide or sulphur dioxide
 - if there is no wind, there is no electricity.
 - **Water (wave, tidal or hydroelectric)**
 - + if there is no wind, there is no electricity.
 - release of carbon dioxide or sulphur dioxide
 - difficult for wave machines to produce large amounts of electricity.
 - tidal barrages destroy the habitats;
 - hydroelectric floods farmland and push people from their homes.
 - **Geothermal**
 - + no release of carbon dioxide or sulphur dioxide
 - most parts of the world do not have suitable areas for geothermal
 - **Solar**
 - + no release of carbon dioxide or sulphur dioxide
 - if there is no sunlight, there is no electricity.

The **energy laws**:

- 1) Energy can not be destroyed or created, only transferred - this is called **conservation of energy**;
- 2) Energy tends to spread out and become less useful (eg. hot objects always eventually cool down).



Energy

Transferring energy

The following are ways that energy can be transferred:

- by **mechanical** work (a force causing an object to move);
- by **electrical** work (when charges move due to a potential difference);
- By **heating** (due to a difference in temperature);
- By **radiation** (due to electromagnetic waves, eg light or to mechanical waves, eg sound).

Energy costs money

To work out how much it costs you need to know:

- the amount of units of energy used (in kWh not joules);
 - the cost per unit (1 unit is 1 kWh) – you will be told this
- total cost (p) = number of kilowatt-hours (kWh) × cost per kilowatt-hour (p)**
- You can work out how many units something uses if you know its power (in kW) and how long you have used it for (in hours):
- number of units of energy used (kWh) = power (kW) × time (s)**

Rivers and Flooding - Revision

'ear 8 Autumn
Term Assessment

40 marks

45 minutes

1. Describe four ways in which a river erodes?
2. Describe four ways in which a river transports material?
3. Describe the processes of the water cycle?
4. Describe how a waterfall is formed?
5. Explain why the outside of a river bend is deeper than the inside of the river bend on a meander?
6. Define the term deforestation
7. Explain how deforestation and urbanisation (building more houses), can increase the risk of flooding
8. What were the main human and physical causes of flooding in York?
9. What were the impacts of the flooding?
10. What were the short and long term responses to the flooding?

What are the three stages of a river? How does a river change from source to mouth?

Year 8

Knowledge Organiser Focus:

Map skills and the UK

I should already know:

The names of some of the continents and that maps show us the real world on a smaller scale.

I will learn:

- Continents, oceans and lines of latitude.
- 4 and 6 figure grid references.
- Compass directions, scale and distance.
- Relief and height of the land.
- The physical and human features of the UK.
- The importance of photos and sketch maps
- UK population and settlement distribution
- Describing patterns on maps

Key Words

Lines of latitude	Imaginary lines around the world that goes from East to West
Lines of longitude	Imaginary lines around the world that goes from North to South
Continent	A landmass made up of many countries
Grid square	Used to help locate places on a map
Scale	The ratio of a distance on a map to the real distance on the ground
Relief	The difference between the highest and lowest elevations in an area
Compass	An instrument used for navigation and orientation
Physical features	The natural features on the earth's surface that are not manmade
Human features	All the features on the earth's surface that have been added by humans
Density	The average number of people living in an area per square kilometre (sq/km)



The United Kingdom (UK)

There are 7 continents and 6 major oceans in the world



British Isles
The UK
Great Britain

UK and the Republic of Ireland

The

Great

Britain

England, Scotland, Wales and Northern Ireland

England, Scotland and Wales

England

Scotland

Wales

Northern Ireland

Northern

Ireland

Ulster

Donegal

Monaghan

Cavan

Louth

Meath

Westmeath

Longford

Offaly

Clare

Galway

Sligo

Leitrim

Donegal

Monaghan

Ulster

Donegal

Greater Depth Challenge

Create your own map of a fictional place using some of the skills learnt in this topic (relief, grid squares, scale, physical and human features)

- Further Reading
- The Ordnance Survey Puzzle Book
 - Mapzone <https://www.ordnancesurvey.co.uk/mapzone/>

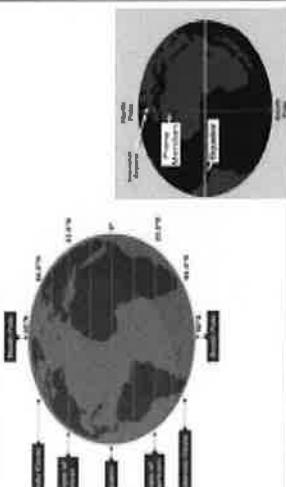
Year 8

Knowledge Organiser Focus:

Map skills and the UK

Lines of latitude

- There are 7 major lines of latitude:
 - North Pole - 90°N
 - Arctic Circle - 66.5°N
 - Tropic of Cancer - 23.5°N
 - Equator - 0°
 - Tropic of Capricorn - 23.5°S
 - Antarctic Circle - 66.5°S
 - South Pole - 90°S

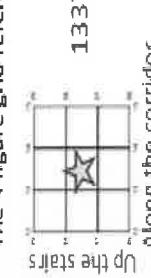


Grid references

In order to find a grid reference you must go "Along the corridor and then Up the Stairs."

To find a 4 figure Grid reference you must:

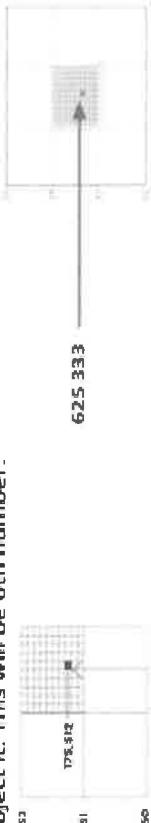
- ✓ Go along the corridor and find the grid square.
- ✓ Choose the bottom left number on that square.
- ✓ You then go up the stairs, find the grid square and choose the bottom left number on that square.
- ✓ The 4 figure grid reference for the star is 1337



Maps are divided into grid squares. These help to locate places/objects on a map easier. Each grid square is given a number.

6 Figure grid references give you an exact location of a place.

- ✓ Find a 6 figure grid reference you must:
 - ✓ Go along the corridor and find the grid square.
 - ✓ Choose the bottom left number on that square.
 - ✓ Imagine the square is divided into tenths and decide how many 10th's across the object it. This will be 3rd number.
 - ✓ You then go up the stairs, find the grid square and choose the bottom left number on that square.
 - ✓ Imagine the square is divided into tenths and decide how many 10th's across the object it. This will be 6th number.



Compass directions



Never Eat Shredded Wheat
 North
 South
 East
 West
 Northeast
 Southeast
 Southwest
 Northwest

Measuring distances- scale

Scale can be shown on a map in different ways

Scale Line	
Ratio	1:25,000

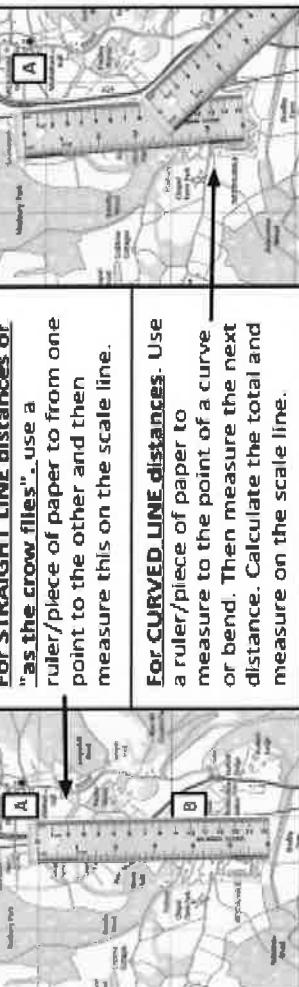
A scale line on a map shows that 1cm on a map is the same as 1km on the ground. Sometimes it can be shown in miles also.	Ratio can be shown in different ways on a map, you need to check this when measuring distance. If a scale is 2cm to 1 km, you will need to calculate the distance.
--	--

The 4 main points of a compass are:	To get the 8 point compass; always use the North or South point first. E-B. North West – South West
-------------------------------------	--

Relief and height of the land

You can tell the height of land on a map in three different ways:

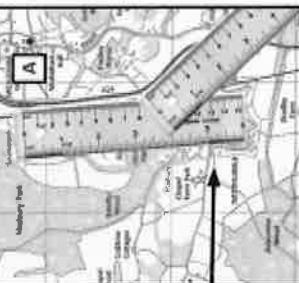
Contour Lines		Join places of equal height. They are usually shown as fine brown lines on a map
Layer colouring		Layer colouring uses colours to represent areas of higher land. Areas of mountainous land are usually shown as brown, like in this map of the UK
Spot heights		Spot heights are usually shown as a dot or triangle with a number on a map. They give the exact height of a point on the map.



For STRAIGHT LINE distances or "as the crow flies".

use a ruler/piece of paper to from one point to the other and then measure this on the scale line.

For CURVED LINE distances. Use a ruler/piece of paper to measure to the point of a curve or bend. Then measure the next distance. Calculate the total and measure on the scale line.



Contour lines give you an idea of the shape of the land. Most have their height marked on them in meters.
If contour lines are close together, the land is steep.
If contour lines are far apart, there is a gentle slope.

Year 8

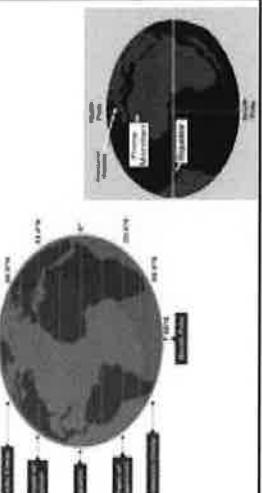
Knowledge Organiser Focus:

Test yourself: Map skills and the UK

Lines of latitude

There are 7 major lines of latitude:

- ✓ North Pole – _____
- ✓ Arctic Circle – _____ – 23.5 °N
- ✓ Equator - _____
- ✓ Tropic of Capricorn - _____ – 66.5 °S
- ✓ South Pole - _____

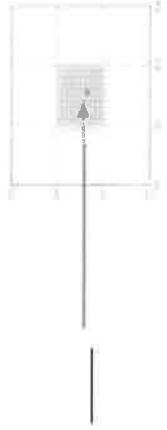


Grid references

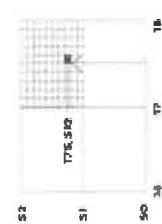
Maps are divided into grid squares. These help to locate places/objects on a map easier. Each grid square is given a number. In order to find a grid reference you must go "Along the corridor and then Up the Stairs."

To find a 4 figure grid reference you must:

6 Figure grid references give you an exact location of a place.
To find a 6 figure grid reference you must;

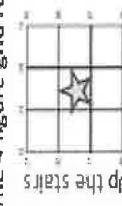


The 4 figure grid reference for the star is _____



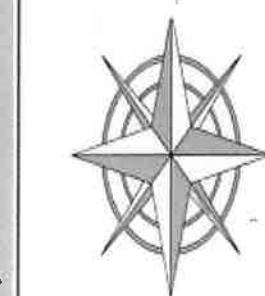
Along the corridor

The 4 figure grid reference for the star is _____



Along the corridor

Compass directions



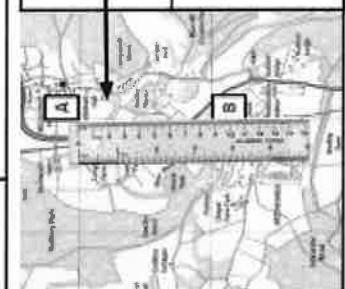
Scale can be shown on a map in different ways



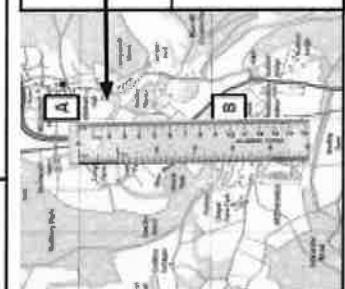
This scale shows that 1cm is the same as:



Ratio can be shown in different ways on a map, you need to check this when measuring distance. If a scale is 2cm to 1 km, you will need to calculate the distance.



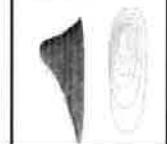
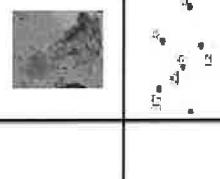
How to measure straight line distances:



How to measure curved line distances:

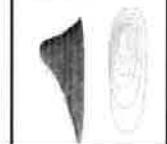
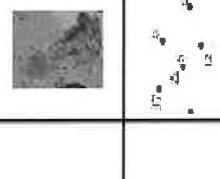
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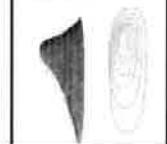
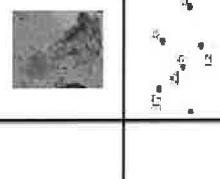
Measuring distances- scale

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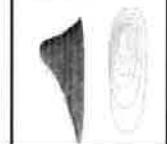
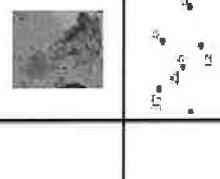
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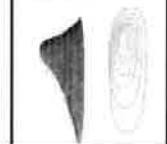
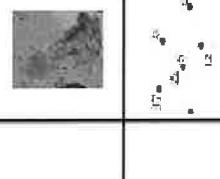
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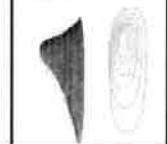
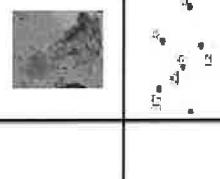
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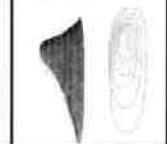
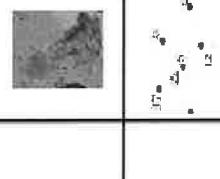
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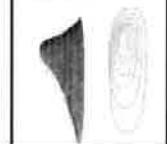
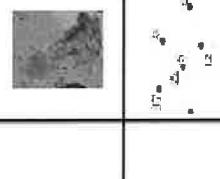
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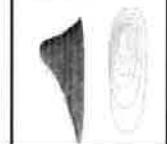
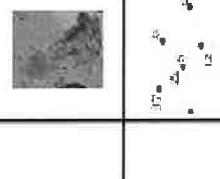
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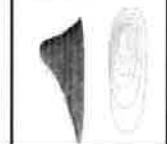
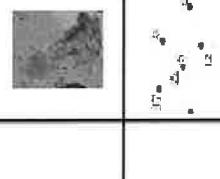
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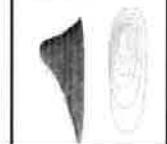
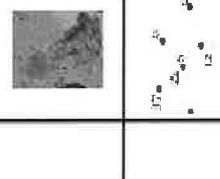
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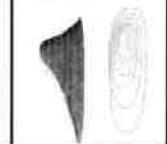
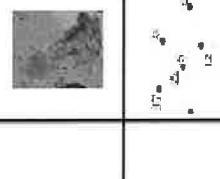
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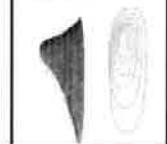
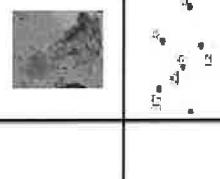
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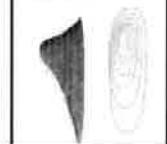
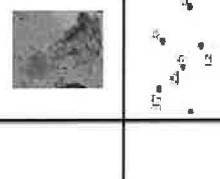
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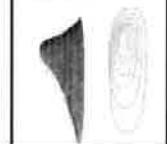
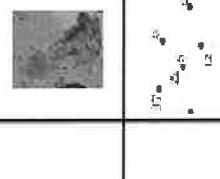
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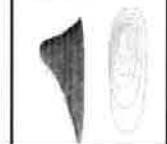
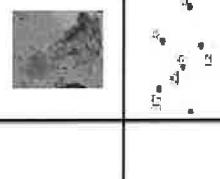
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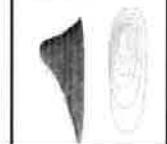
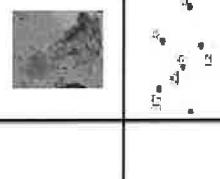
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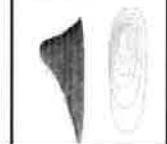
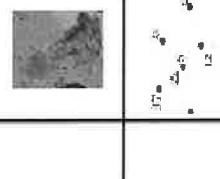
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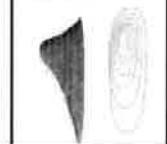
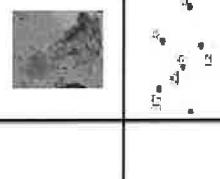
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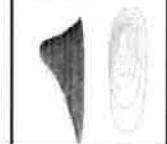
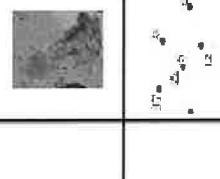
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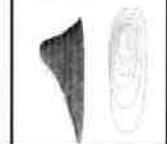
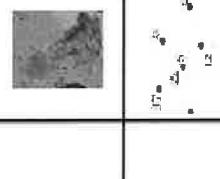
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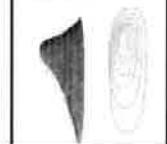
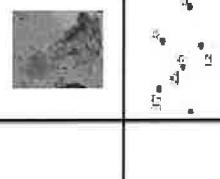
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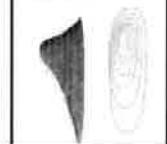
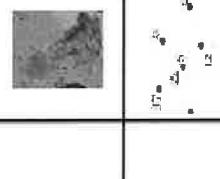
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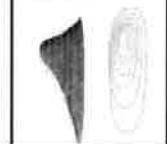
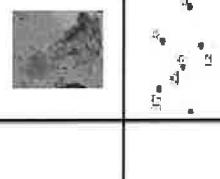
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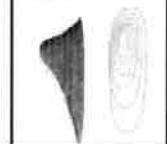
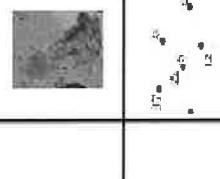
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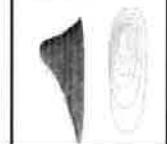
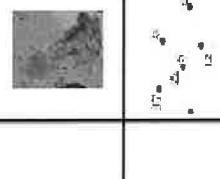
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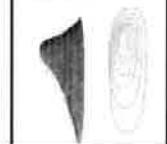
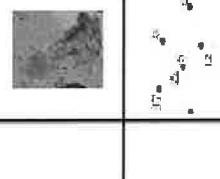
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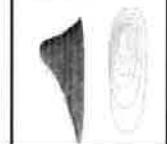
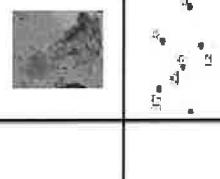
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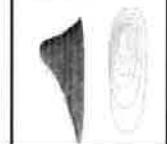
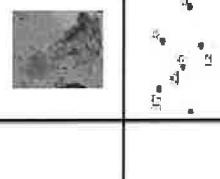
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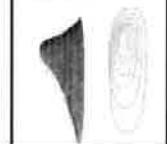
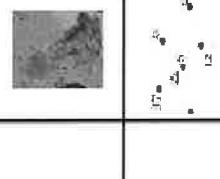
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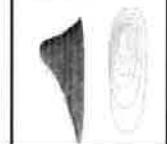
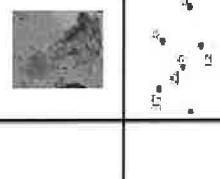
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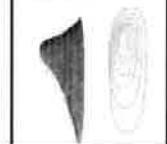
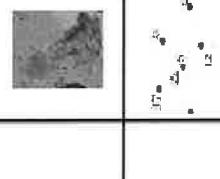
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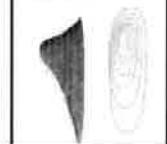
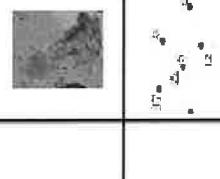
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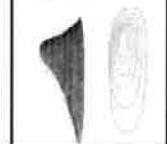
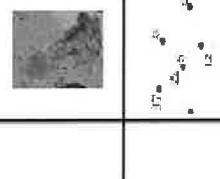
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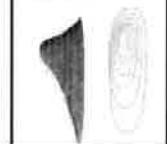
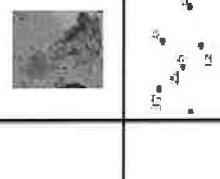
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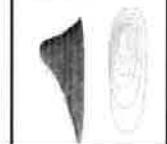
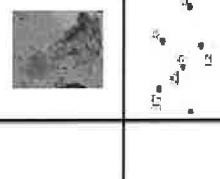
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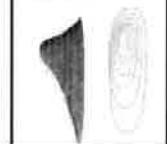
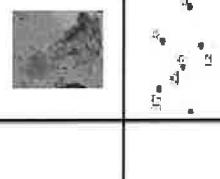
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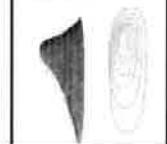
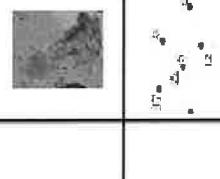
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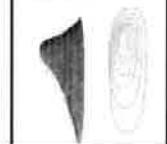
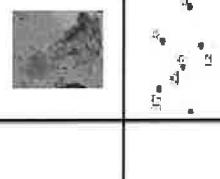
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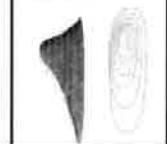
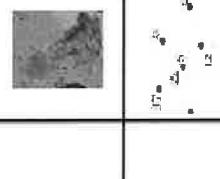
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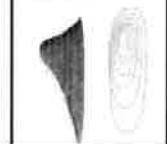
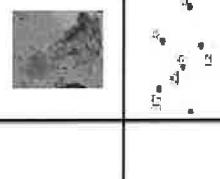
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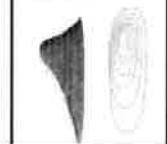
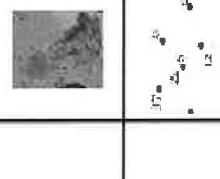
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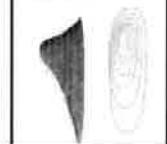
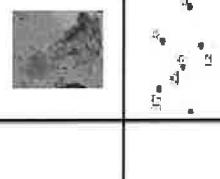
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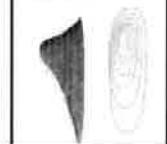
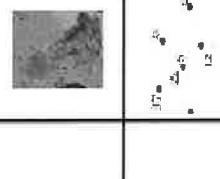
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YEAR 8 GEOGRAPHY – Unit 1 – Rivers and Flooding

Why are rivers important?		
What you need to Know	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To be able to define what rivers are		
To be able to define what the source and mouth of the river are and how these are different.		
To be able to explain why rivers are important to people		
To describe and explain how the water cycle works		
To explain how water flows into rivers		
To define the terms erosion, transportation, deposition		
To be able to explain how rivers erode, transport and deposit material		
To describe and explain how the river changes from source to mouth		
To be able to explain the Bradshaw Model.		
To be able to identify and explain the formation of river landforms – waterfalls		
To be able to identify and explain the formation of river landforms – meanders and ox-bow lakes		
To explain the human and physical causes of flooding		
How do river floods create problems? – Extended writing Task 'Humans are to blame for the flooding in York in 2015' How far do you agree with this statement?'		
To identify and explain the different ways floods can be managed		
To identify and explain the causes, impacts and responses of flooding in Bangladesh		

Keywords

Abrasion	Attrition	Bradshaw Model	Condensation	Corrosion	Evaporation
Flood plain	Groundwater flow	Hydraulic Action	Infiltrating	Intercepted	Interlocking spurs
Lateral erosion	Long profile	Meanders	Mouth (of river)	Oxbow lake	Plunge Pool
Transported	River cliff	Slip off slope	Source	Surface runoff	Throughflow
		Waterfall		Watershed	V-shaped valley

Year 8 Autumn 1 Knowledge Organiser: Oliver Cromwell			
1	Background	Which university did Oliver Cromwell attend?	Cambridge University
2		What was the name of Charles I's wife?	Henrietta Maria
3		What was the name for supporters of the King?	Royalists/ Cavaliers*
4		What was the name for supporters of Parliament?	Parliamentarians/ Roundheads*
5		Why did Charles fall out with parliament?	Parliament refused to give him any more money and criticised his spending
6		What did Charles spend a lot of his money on?	Art, palaces and parties
7	The Civil War	What was Oliver Cromwell's army known as?	New Model Army*
8		What is the name for soldiers that fight on horses?	Cavalry
9		What was the name of the first major battle in the civil war?	The Battle of Edge Hill
10		What was the name for a strict Protestant?	Puritan
11		When did the English Civil War take place?	1642-48*
12		Which side won the battle of Naseby?	Parliament
13	The Interregnum	When was Charles I st executed?	1649
14		What was the period known as when England had no monarch?	The Republic/ The Interregnum*
15		What title did Oliver Cromwell give himself in 1649?	Lord Protector*
16		What was the name of Oliver Cromwell's son?	Richard (Rufus)
17		When did Charles II become King?	1660*
18		Why did Charles II have the nickname the 'merry monarch'?	He loved wine, parties and horse-racing
20		What is the period known as when England brought back the monarchy?	The Restoration*

Key Dates	1642-48 English Civil War	1642- Battle of Edge Hill	1645 Battle of Naseby
	1649-60- Interregnum	1649- Charles I executed and Oliver Cromwell becomes Lord Protector	1660- Charles II becomes King of England

*8 important facts to ensure you know really well.



Checklist YEAR 8 –Term 1

Year 7: Empire & The English Civil War
What you need to Know

Year 7 Revision

To describe the reasons for Norman victory at the Battle of Hastings

To know the names of the Tudor monarchs

To explain why main reasons the British Empire wanted an Empire

To describe some of the negative impacts of the British Empire in; India, America and Africa

To explain what the Transatlantic slave trade was and how it worked

To describe the experience of life on a plantation

To describe the role abolitionists, enslaved people and former slaves had to end the slave trade

Year 8 Revision

To be able to what life in England was like before the English Civil War

To know about the early life of Oliver Cromwell

To know the main **causes** of the English Civil War

To be able to use **historical interpretations** to explain why war broke out in 1642

To be able to know the different groups who fought in the English Civil War

To know the outcomes of the main battles which took place during the English Civil War

To be able to **explain** why the New Model Army was successful in the English Civil War

To be able to use **historical sources** to explain what happened at the trial of King Charles II

To be able to explain how Oliver Cromwell changed the way in which England was controlled

To know the different types of government introduced by Oliver Cromwell

To be able to **compare** the successes of each of these forms of government

To assess why Oliver Cromwell is seen as a **controversial figure** in British history

To know the main reasons why England became a monarchy again in 1660

To **compare** what life was like in England under the reign of Charles II

Able to compare how different groups did or did not benefit under the rule of Charles II



YEAR 8 – Unit 1 – The English Civil War

What can we learn about Ancient and Medieval History from sources?

What you need to Know	😊	😐	☹️
To be able to what life in England was like before the English Civil War			
To know about the early life of Oliver Cromwell			
To know the main causes of the English Civil War			
To be able to use historical interpretations to explain why war broke out in 1642			
To be able to know the different groups who fought in the English Civil War			
To know the outcomes of the main battles which took place during the English Civil War			
To be able to explain why the New Model Army was successful in the English Civil War			
To be able to use historical sources to explain what happened at the trial of King Charles II			
To be able to explain how Oliver Cromwell changed the way in which England was controlled			
To know the different types of government introduced by Oliver Cromwell			
To be able to compare the successes of each of these forms of government			
To assess why Oliver Cromwell is seen as a controversial figure in British history			
To know the main reasons why England became a monarchy again in 1660			
To compare what life was like in England under the reign of Charles II			
Able to compare how different groups did or did not benefit under the rule of Charles II			

Keywords

Significance	Century	Source	Primary source	Secondary source	Difference
Similarity	Chronology	Evidence	Reliability	Interregnum	
Interpretations	Royalists	Parliament	Monarchy	Reign	

Year 8 Knowledge Organiser Spring 1: The Industrial Revolution

1	What is the word that means the production of many products in one go e.g. textiles?	Mass -production
2	When was the Industrial Revolution?	1750-1900*
3	What is the word for the process of producing food, and fibres by farming of certain plants or raising animals	Agriculture
4	What is the word for the lack of basic human needs such as clean water, nutrition, healthcare, education and shelter	Poverty
5	What is the word for the removal of human waste?	Sanitation*
6	What was the name of the machine that was invented by Richard Arkwright in 1769 that was powered by water, to spin cotton into yarn, quickly and easily?	The Water Frame
7	Which machine created by James Hargreaves was able to spin more than one ball of yarn or thread at a time, making it easier and faster to make cloth?	The Spinning Jenny
8	When did Thomas Newcomen invent the first steam engine?	1717
9	What was the name of Richard Trevithick's invention in 1814 that made transport much easier and quicker?	The Locomotive
10	What was a typical factory shift?	12-14 hours
11	How much were women and children typically paid per week (in factory work)?	15 pence
12	Who created and supported the Factories Act of 1844 which restricted the number of hours that children could work in factories as well as setting safety standards for machinery?	Robert Peel
13	Who built railways and ships and opened up Britain to a new network of industry?	Isambard Kingdom Brunel*
14	Which English physician (doctor) discovered that the water in his local area was making everyone ill with cholera?	John Snow*
15	Who discovered vaccination in 1796- he discovered that if you placed a small amount of disease in a human they were then able to fight it off in the future	Edward Jenner*
16	Who researched people living in poverty and argued that the government needed to do more to help them?	Seebohm Rowntree
17	What is the key word for lots of people living in crowded towns and cities?	Overcrowding
18	What disease was response for over 50% of deaths by 1900?	Tuberculosis (TB)
19	When was Queen Victoria on the throne?	1837-1901*
20	What was the population in Britain by 1900?	31-37 million

*Important facts

Year 8 Knowledge Organiser: Why did women get the vote?			
1	Background	When was Queen Victoria on the throne?	1837-1901*
2		When had most men been granted the vote?	1884
3		What was the name of the UK Prime Minister who famously resisted women gaining the vote?	Lord Asquith
4		What was Queen Victoria's attitude to female suffrage?	She opposed it
5		When was a law passed that allowed women to keep her own income and property when she married?	1870
6		What was the name of the first female MP?	Nancy Astor (1919)
7	Suffragists	Who was the leader of the National Union of Women's Suffrage Societies (NUWSS)?	Millicent Fawcett*
8		Which MP suggested giving women the vote as early at 1867?	John Stuart Mill
9		When was the NUWSS formed?	1897
10		By 1900 how many bills (draft laws) designed to support women getting the vote, had been rejected by parliament	15
11		How many signatures supporting female suffrage had Eva Gore-Booth achieved by 1902	67,000
12		Why were leading Liberal MPs reluctant to give women the vote?	They believed many wealthy women would vote for the Conservative Party (their rivals)
13	Suffragettes	Who was the leader of the Women's Social and Political Union (WSPU)?	Emmeline Pankhurst*
14		When was the WSPU formed?	1903*
15		Which newspaper came up with the name 'suffragettes'?	Daily Mail
16		What was the famous law called which released hunger-striking suffragettes from prison temporarily (until they got healthy) then re-admitted them?	Cat and Mouse Act*
17		When did Emily Davison martyr herself (by throwing herself in front of the King's horse) at the Epsom Derby?	1913*
18		What was the name of the law that gave women over 30 who owned property (or their husband's did) the vote in 1918?	Representation of the People Act*
20		What was the name of the law that gave women the same voting rights men in 1928?	Equal Franchise Act*

Key Dates	1897- NUWSS formed	1903 WSPU formed	1908 Direct Action begins
	1914-1918 WW1	1918 Representation of the People Act	1928 Equal Franchise Act

*8 important facts to ensure you know really well.



YEAR 8 – End of Year Checklist

Industrial Revolution, Significant Victorians and Votes for Women

Year 7 Retrieval	😊	😐	☹️
I can explain how and why Britain gained an Empire and some of the key countries colonised by Britain			
Key Vocabulary and Terminology – <i>Can you define the words? Can you use them in a sentence?</i>	😊	😐	☹️
I can define all of the key vocabulary and terminology from the knowledge organisers from the Industrial Revolution, Significant Victorians and Votes for Women			
I can use all of the key vocabulary and terminology in sentences			
I can explain how all of the key vocabulary and terminology relates to the period of history I have been studying in Year 8			
Key dates – <i>Can you put these in chronological order?</i>	😊	😐	☹️
The key events of the beginning to end of the Industrial Revolution (1750-1900)			
The key events from Significant Victorians topic (1837-1901)			
The key events from campaign for female suffrage (1902-1923)			
Key knowledge and skills – <i>Can you do these in your written work?</i>	😊	😐	☹️
Industrial Revolution	😊	😐	☹️
I can explain when and why the Industrial Revolution took place			
I can explain the main inventions, inventors and changes to society that took place during this time			
Historical skill: I can explain the impact of the Industrial Revolution	😊	😐	☹️
Significant Victorians	😊	😐	☹️
I can explain what life was like in Victorian Britain and compare this to the Industrial Revolution			
I can explain the main features of each significant Victorian			
Historical skill: I can explain the significance of each Victorian studied this course (thinking about what they revealed about the time, why they were remarkable and how they resulted in change)	😊	😐	☹️
Votes for women	😊	😐	☹️
I can explain the main events/dates/ causes of the campaign for female suffrage			
Historical skill: I can make inferences from sources about the experiences of the campaign for female suffrage	😊	😐	☹️

Historical skill: I can explain why a source is useful to learn about the experiences of the campaign for female suffrage			
Historical skill: I can explain why the from sources about the experiences of the campaign for female suffrage was successful and why it took so long			

Was hast du in den Ferien gemacht?

K1 E2

Wo hast du gewohnt? Where did you stay?

	auf einem Campingplatz	on a campsite
	bei Freunden	with friends
Ich habe /	einem Wohnwagen	a caravan
	einer Jugendherberge	a youth hostel
	in einem Ferienhaus	a holiday house
	in einem Hotel	a hotel

gewohnt. stayed.

Was hast du in den Ferien gemacht?

K1 E2

Wo hast du gewohnt?	
	auf einem Campingplatz
bei Freunden	
	einem Wohnwagen
	einer Jugendherberge
	einem Ferienhaus
	einem Hotel
Ich habe in	gewohnt.

Was hast du in den Ferien gemacht?

K1 E2

Was hast du in den Ferien gemacht? What did you do in the holidays?

Was hast du in den Ferien gemacht?		What did you do in the holidays?			
Ich war / was	letztes Jahr / last year	mit	with	meinen Eltern my parents	in in
				meiner Familie my family	der Schweiz Switzerland.
Es war / It was	langweilig. toll. great.				
		einen Bootsausflug a boattrip		Volleyball volleyball	gespielt. played.
		eine Radtour a cycle ride			viele Souvenirs lots of souvenirs
Ich habe /	jeden Tag every day	gemacht went on/did	und and	die Kirche the church	gekauft. bought.
Wir haben	oft often	viel Sport a lot of sport		viel Fisch lots of fish	gesehen. saw.
		viele Sachen a lot of things			gegessen. ate.
		Musik music	gehört listened to	ein Buch a book	gelesen. read.
Ich bin zu Hause geblieben. / stayed at home.					

Was hast du in den Ferien gemacht?

Was hast du in den Ferien gemacht?

		Was hast du in den Ferien gemacht?		
		Freunden meinen Eltern meiner Familie	in	Deutschland. Österreich. der Schweiz.
Ich war	letztes Jahr	mit		
Es war	langweilig. toll.		Volleyball	gespielt.
Ich habe	jeden Tag	einen Bootsausflug eine Radtour viel Sport viele Sachen	viele Souvenirs und	gekauft.
Wir haben	oft		viel Fisch	gesehen.
		Musik	gehört	gegessen.
			ein Buch	gelesen.
Ich bin zu Hause geblieben.				

Was hast du in den Ferien gemacht?

K1 E2

Was hast du in den Ferien gemacht? What did you do in the holidays?

Ich habe / Du hast You	bei Freunden with friends in einem Hotel in a hotel	gewohnt. stayed.
Er/Sie/Es hat He/She/It	viel Fisch lots of fish	gegessen. ate.
Wir haben We	die Kirche the church	gesehen. saw.
Ihr habt You	ein Buch a book	gelesen. read.
Sie haben You		
Sie haben They		

Was hast du in den Ferien gemacht?

K1 E2

Was hast du in den Ferien gemacht?	
Ich habe	bei Freunden
Du hast	in einem Hotel
Er/Sie/Es hat	viel Fisch
Wir haben	die Kirche
Ihr habt	gesehen.
Sie haben	ein Buch
Sie haben	gelesen.

Wörter

(Seiten 24-25)

Früher und heute

Die Stadt ist/war ...
alt/modern
klein/groß
schön/industriell
historisch/touristisch
laut/ruhig
Die Stadt hat/hatte ...
Es gibt/gab ...
einen Strand
einen Marktplatz
einen Olympiapark
einen Hafen
eine Arena
eine Skathalle
ein Einkaufszentrum
ein Stadion

Then and today

The town is/was ...
old/modern
small/big
beautiful/industrial
historic/touristy
noisy/quiet
The town has/had ...
There is/was ...
a beach
a town square
an Olympic park
a harbour
an arena
a skate hall
a shopping centre
a stadium

Wo hast du gewohnt?

Ich habe ... gewohnt.
in einem Hotel
in einem Ferienhaus
in einem Wohnwagen
in einer Jugendherberge
auf einem Campingplatz
bei Freunden

Where did you stay?

I stayed ...
in a hotel
in a holiday house
in a caravan
in a youth hostel
on a campsite
with friends

Was hast du gemacht?

What did you do?

1 Ich liebe Ferien!

Stimmt! 2

KAPITEL 1

Ich habe viele Sachen gemacht. *I did a lot of things.*

Ich habe/Wir haben ... *I/We ...*

Musik gehört. *listened to music.*

Volleyball gespielt. *played volleyball.*

einen Bootsausflug gemacht. *did a boat trip.*

viele Souvenirs gekauft. *bought lots of souvenirs.*

viel Fisch gegessen. *ate lots of fish.*

die Kirche gesehen. *saw the church.*

ein Buch gelesen. *read a book.*

Ich bin zu Hause geblieben. *I stayed at home.*

Wohin bist du gefahren?

Ich bin ... gefahren. *I travelled ...*

nach Deutschland *to Germany*

nach Wien *to Vienna*

Where did you travel to?

Wie bist du gefahren?

Ich bin ... gefahren. *I travelled ...*

mit dem Auto *by car*

mit dem Reisebus *by coach*

mit dem Schiff *by boat*

Ich bin geflogen. *I flew.*

Ich bin zu Fuß gegangen. *I walked.*

How did you travel?

Mit wem bist du gefahren?

Ich bin ... gefahren. *I travelled ...*

mit meiner Familie *with my family*

mit Freunden *with friends*

Who did you travel with?

Was hast du noch gemacht?

Ich bin ... gegangen. *I went ...*

1 Ich liebe Ferien!

Stimmt! 2 KAPITEL 1

an den Strand	<i>to the beach</i>
in die Stadt	<i>into town</i>
windsurfen	<i>windsurfing</i>
kitesurfen	<i>kite surfing</i>
schwimmen	<i>swimming</i>
Ich bin ... gefahren.	<i>I went ...</i>
Wakeboard	<i>wakeboarding</i>
Snowboard	<i>snowboarding</i>
Ski	<i>skiing</i>
Banane	<i>banana boating</i>
Ich habe Snowtubing gemacht.	<i>I went snowtubing.</i>
Ich habe Eistennis gespielt.	<i>I played ice tennis.</i>

Wie ist/war das Wetter?

Es ist/war ...	<i>It is/was ...</i>
sonnig	<i>sunny</i>
kalt	<i>cold</i>
heiß	<i>hot</i>
wolkig	<i>cloudy</i>
windig	<i>windy</i>
neblig	<i>foggy</i>
Es regnet.	<i>It is raining./It rains.</i>
Es schneit.	<i>It is snowing./It snows.</i>
Es donnert und blitzt.	<i>There is thunder and lightning.</i>

How is/was the weather?

1 Ich liebe Ferien!

Stimmt! 2

KAPITEL 1

Wann war das?

- in den Ferien
- im Sommer/Winter
- letzten Sommer/Winter
- heute
- gestern
- früher

When was that?

- in the holidays*
- in summer/winter*
- last summer/winter*
- today*
- yesterday*
- then, previously*

Oft benutzte Wörter

- nur
- dort
- zu
- nicht
- gar nicht
- sehr
- ungefähr
- viel
- viele

High-frequency words

- only*
- there*
- too*
- not*
- not at all*
- very*
- approximately*
- a lot*
- lots, many*

2 Bist du ein Medienfan?

Stimmt! 2 KAPITEL 2

Wörter

(Seiten 46-47)

Im Kino

- der Actionfilm(e)
das Drama (Dramen)
der Fantasyfilm(e)
der Horrorfilm(e)
die Komödie(n)
die Liebeskomödie(n)
der Science-Fiction-Film(e)
der Zeichentrickfilm(e)
Ich bin ins Kino gegangen.
Ich habe zu Hause eine DVD
gesehen.

At the cinema

- action film*
drama
fantasy film
horror film
comedy
romantic comedy, rom-com
science fiction film
cartoon
I went to the cinema.
I watched a DVD at home.

Wie hast du den Film gefunden?

- Ich habe den Film (furchtbar).
gefunden

What did you think of the film?

- I thought the film was (awful).*

der Schauspieler(–)

actor

die Schauspielerin(nen)

actress

blöd

stupid

gruselig

creepy

interessant

interesting

kindisch

childish

langweilig

boring

lustig

funny

romantisch

romantic

schrecklich

terrible

spannend

exciting

unterhaltsam

entertaining

Im Fernsehen

On TV

2 Bist du ein Medienfan?

Stimmt! 2 KAPITEL 2

Was siehst du gern?
Ich sehe (sehr/nicht) gern ...
ich hasse
gucken/sehen
die Dokumentation(en)
die Gameshow(s)
das Musikvideo(s)
die Nachrichten (pl)
die Realityshow(s)
die Seifenoper(n)
die Sitcom(s)
die Serie(n)
die Sportsendung(en)

What do you like watching?
I (really/don't) like watching ...
I hate
to watch
documentary
game show
music video
news
reality show
soap opera
sitcom
series
sports programme

Was liest du gern?
Ich lese gern ...
Ich lese nicht gern ...
Ich lese lieber ...
Ich lese am liebsten ...
der Comic(s)
der Roman(e)
die Zeitschrift(en)
die Zeitung(en)
die Website(s)
das Fantasybuch(-er)
das Sachbuch(-er)
die Biografie(n)
das Blog(s)

What do you like reading?
I like reading ...
I don't like reading ...
I prefer reading ...
I like reading ... most of all
comic
novel
magazine
newspaper
website
fantasy book
factual/non-fiction book
biography
blog

2 Bist du ein Medienfan?

Stimmt! 2 KAPITEL 2

Wo liest du?

- im Bus
- im Zug
- im Garten
- im Park
- im Bett
- im Schlafzimmer
- in der Pause
- in der Schule
- in der Badewanne
- auf dem Sofa
- auf dem Klo
- auf dem Hof
- auf dem Handy
- am Computer

Where do you read?

- on the bus*
- on the train*
- in the garden*
- in the park*
- in bed*
- in the bedroom*
- in the break, at breaktime*
- in school*
- in the bath*
- on the settee*
- on the loo*
- on/in the school yard*
- on the mobile phone*
- on the computer*

Bist du süchtig?

- eine Stunde pro Tag
- zwei bis drei Stunden pro Tag
- nicht mehr als drei Stunden
pro Tag
- mehr als 20 Stunden
pro Woche
- nur am Wochenende
- nach den Hausaufgaben
- von 20 bis 22 Uhr

Are you addicted?

- an hour a day*
- two to three hours a day*
- no more than three hours a day*
- more than 20 hours a week*
- only at the weekend*
- after homework*
- from 8.00 to 10.00 pm*

2 Bist du ein Medienfan?

Stimmt! 2

KAPITEL 2

Meinungen

das finde ich (un)fair
das geht mir auf die Nerven
das ist (un)gesund
das ist aktiv
das ist passiv
das macht (un)fit
das macht Spaß
das stimmt (nicht)
du hast recht
ich bin (nicht) süchtig
meiner Meinung nach ...
Unsinn!/Quatsch!

Opinions

I think that's (un)fair
that gets on my nerves
that's (un)healthy
that's active
that's passive
that makes you (un)fit
that's fun
that's (not) true
you're right
I'm (not) addicted
in my opinion ...
Nonsense!

Fragen

Wann?
Wo?
Was?
Wer?
Warum?
Wie?
Wie viel/viele?
Wie oft?

Questions

When?
Where?
What?
Who?
Why?
How?
How much/many?
How often?

2 Bist du ein Medienfan?

Stimmt! 2 KAPITEL 2

Oft benutzte Wörter

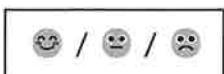
weil
letzte Woche
am Wochenende
das nächste Mal
so
zu
total
gar nicht
immer
ab und zu
oft

High-frequency words

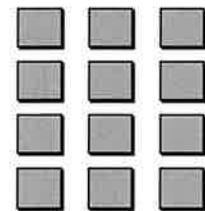
because
last week
at the weekend
next time
so
too
totally
not at all
always
now and then
often

Personal Learning Checklist (*Lernzieltest*) Module 1

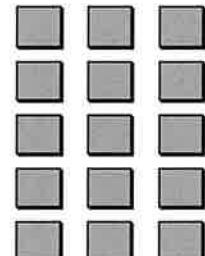
I can...



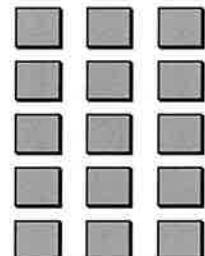
- compare places then and now
 - use a range of adjectives to describe places
 - describe in the past, using the imperfect *war*, *hatte* and *es gab*
 - use *kein* to say what was not there
-



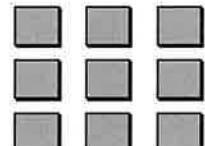
- say where I/we stayed on holiday
 - say what I/we did on holiday
 - use the perfect tense with *haben*
 - use some irregular participles
 - ▶ use the key sounds when pronouncing new words
-



- say how I travelled
 - say where I went and what I did
 - use the perfect tense with *sein*
 - use some irregular participles with *sein*
 - apply the verb second rule after time phrases in the perfect tense
-

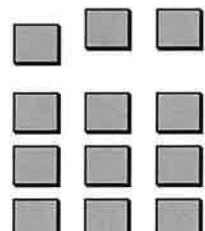


- talk about the weather in the present and the past
 - form the present and perfect tenses confidently
 - combine the present and past tenses in speaking and writing tasks
-



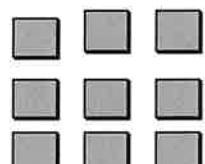
SKILLS

- ▶ use questions to help form answers
 - ▶ use fillers to buy time and improve spontaneity
 - ▶ use follow-up questions to extend conversations
 - ▶ prepare for a spoken presentation by predicting likely questions
-



EXTRA

- ▼ talk about holiday problems
- ▼ use the imperfect tense *war* and *es gab* in a new context
- ▼ combine imperfect and perfect tenses in writing tasks



Personal Learning Checklist / Lernzieltest

Stimmt 2, Module 2: *Bist du ein Medienfan?*



I can...

- say what films I like
- say what my favourite film is
- say what I think of films
- use the different forms for saying 'you'
- ask questions in the perfect tense

- say what programmes I like and don't like
- ask others what they like and don't like to watch
- use some group talk phrases
- use the modal verb *wollen*

- say what I like and don't like reading
- say what I prefer reading
- say what I like reading most of all
- use prepositions with the dative case

- say how long I spend in front of a screen
- express my opinion about screen time
- say what I'm allowed and not allowed to do using the modal verb *dürfen*
- say what I can do using the modal verb *können*
- say what I ought and ought not do using the modal verb *sollen*
- say what people should not do using the modal verb *sollen*

- understand opinions in media reviews
- use clues to understand the gist of a text
- look up words in a dictionary

- ▼ talk about speaking different languages
- ▼ use and understand different tenses

Year 7 Topics

Meine Familie

- say how old someone is (up to 100)
- say who is in my family
- describe family members



Meine Shule

- say which school subjects I like and don't like
 - say what I think of school subjects
 - say why I like or don't like a subject using ***weil*** (because)
-
- describe my teachers
 - use qualifiers when describing people
 - use possessive adjectives sein (his) and ihr (her)
 - ▶ use connectives and qualifiers to raise the level of my writing



Hinduism Unit

Polytheist: the believe in more than one God
Aum: The sacred symbol and sound representing God or the ultimate, the most sacred of Hindu words
Brahman: The ultimate reality from which everything comes, into which it presently rests and into which it is ultimately dissolved

Murti: An image, statue or idol of God or an avatar of God

Avatar: An aspect of God descending to earth as a person or an animal or mythological creature, bringing a message and appearing in times of danger or moral decline.

Trimurti: The trinity of Brahma the creator, Vishnu the preserver and Shiva the destroyer

Primaeval: ancient and belonging to the very first age of history

Tranquillity: Complete calm
Preservation: Looking after and keeping something in its original state.

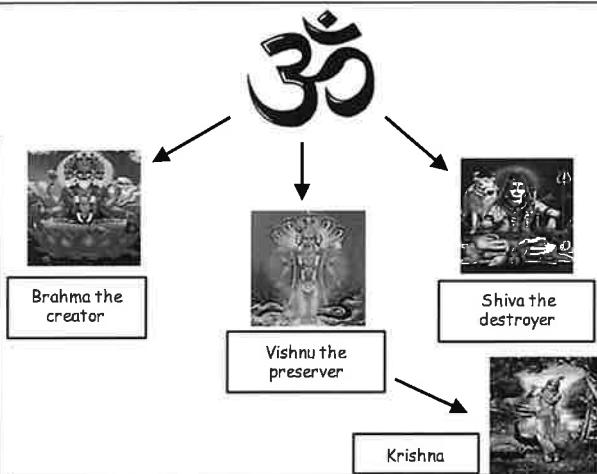
Atman: Our soul
Reincarnation: The rebirth of the atman in a new body.
Karma: Good or bad affect future lives
Samsara: The cycle of birth, death and rebirth.
Moksha: When the atman escapes desire and suffering and returns to Brahma
Dharma: Selfless duty
Incarnation: God on earth, in human form

Krishna

It was foretold that Kamsa was going to be killed by his nephew. Devaki and Vasudeva were imprisoned. She gave birth to 7 sons who killed by Kamsa. The 8th son was born on a stormy night. Lord Vishnu told Vasudeva to take the baby to Gokul and exchange with Yashoda's daughter. Vasudeva put Krishna in a basket and left as the doors of the prison opened mysteriously. Vasudeva crossed a river, swapped the babies and came back. Kamsa went to kill the baby but goddess Deva stated that the child is protected and that Krishna will come to end his life. Krishna remained in Gokul where he was brought up by Yashoda and her Husband Nanda.

One God - Many aspects

Hindus believe that Brahman is one God and he has many different forms. The images and sculptures of the many different gods and goddesses which are found in the temples are believed to be the appearance of the One God, Brahman.



Birth comparison

The birth of Krishna can be compared to Moses and Jesus. Similarities: Babies were killed, all are male, Moses and Krishna in basket and cross river, all three save people, Jesus and Krishna's birth were foretold, Krishna and Moses were raised by other people. Differences: Jesus/Krishna were seen as incarnations and Moses was not, Moses and Krishna crossed river, Jesus not, Moses and Krishna in basket Jesus in manger

Man in the well: Interpretation

- Humans face difficulties in day to day lives. They are controlled by their senses and become addicted to sensual experiences, this can distract them from everyday life. This masks what is really important in life and stops human from knowing and understanding their true selves.
- Hindus believe that the world is not true reality. True reality is with Brahman. It may take many lifetimes for humans to understand this and realise the nature of the true self. Once this is understood they can escape the endless cycle of samsara.

Maitri Unpanished: Interpretation

- Humans are trapped in the cycle of samsara, and the only way they can escape is through completing desireless actions
- This means that humans need to fulfil their dharma by carrying out selfless actions
- This means that it does not result in karma, so ultimately it will release their atman to be one with Brahman
- Hindus believe that this may take individuals many lifetimes to learn.

'Human beings are insignificant in the grand scheme of things'

Agree: Stephen Hawking has stated that cells collided and created an explosion which started the creation of the universe. According to his theory (The Big Bang) humans are here as a result of an accident, and therefore not created by a special being.

Disagree: Hindus believe that it can take several lifetimes for humans to understand and wake up to the true purpose of life. Humans have a purpose, which is to act selflessly and to fulfil their duty towards one another, the world and the ultimate reality. The Maitri Unpanished and the Man in the Well teaches individuals that they should let go of their sensual pleasures, this will help them stay focus on ultimate goal.

The world is too complex for it to be an accident, there should be a God who created it. Humans have developed and have helped society grow and expand.

RE Knowledge Organiser Year 8

Buddhism		
1	How old is this religion?	2,500 years old
2	Where did it originate?	Nepal (Northern India)
3	Percentage of the UK population?	0.5% (approx)
4	What is the name of its Holy Book(s)?	Tipitaka and Sutras
5	Name of God(s)	No God
6	A key belief is... (name at least two)	Enlightenment, Dukkha, Nibbana
7	Name a place of worship	Viharas
8	Name a type of worship	Meditation, prayer, singing of hymns and reading scripture
9	Name a sacred land/country	Places around India such as Lumbini or Bodhgaya
10	Name at least one religious festival	Wesak and Kathina
Sikhism		
1	How old is it?	15 th century (Guru Nanak, the founder of Sikhism was born in 1469)
2	Where did it originate?	India (Punjab region)
3	Percentage of the UK population?	1% (approx.)
4	What is the name of its Holy Book(s)?	Shabads
5	Name of God(s)	Waheguru
6	A key belief is... (name at least two)	Mukti (freedom from rebirth) Gurmukh (god centred)
7	Name a place of worship	Gurdwara
8	Name a type of worship	meditation, prayer, singing of hymns and reading scripture
9	Name a sacred land/country	The Golden Temple in Amritsar, India
10	Name at least one religious festival	Vaisakhi and Gurpurbs

Year 8 Computer Science Autumn Test

Checklist

Revision Resources on: hand-in & BBC bitesize

Unit/Topic	How do you feel about this topic?		
	😊	😐	😢
7.1 Introduction to computing			
<ul style="list-style-type: none"> Understand why we use meaningful folder and file names Understand what software to use for given tasks Understand how to convert denary to binary Understand how to convert binary to denary Input device Storage device Output device Adding in binary Ascii code Hexadecimal to binary /binary to hexadecimal 			
7.2 Issues Of Computer Use	😊	😐	😢
<ul style="list-style-type: none"> Identify what is personal information Cyberbullying Grooming- awareness of online behaviours, in order to stay safe on the web. Know how to report concerns Recognise inappropriate contents 			
7.3 Spreadsheet	😊	😐	😢
<ul style="list-style-type: none"> Format your spreadsheet. Use basic formulas such as +/*- correctly Use sum function Use average function correctly Use max function correctly Use min function correctly Create a graph using given data Correctly label the graph. 			
7.4 Microbit – introduction to Python	😊	😐	😢
<ul style="list-style-type: none"> Use sequencing Use variables Iteration and list Selection 			
8.1 Hardware	😊	😐	😢
<ul style="list-style-type: none"> Understand what a computer is and how they can come in various forms. Understand how computers receive commands and data Understand what ‘processing’ means Understand how computers can output information Understand how it processes inputs to produce outputs. Understand that a computer is made up of a range of components. Understand the purpose / function of these components Understand their relative importance Understand the role of the CPU, RAM and Hard Drive Understand how the CPU, RAM and Hard Drive work together. Understand how the input and output devices work with the CPU 			

Year 8 Binary Knowledge Organiser

Binary (Base 2)

The only thing that computers understand is

Binary.	8	4	2	1	1	=	ON
	0	1	0	1	0	=	OFF
01011111 = 95							

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

Convert these binary numbers into denary:

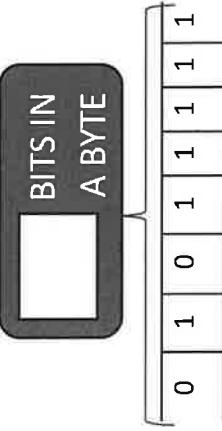
1) 1010	6) 1011
2) 1010	7) 0001
3) 0110	8) 1011
4) 0111	9) 1001
5) 0100	10) 0011

11) 14	16) 6
12) 2	17) 11
13) 10	18) 15
14) 4	19) 2
15) 3	20) 12

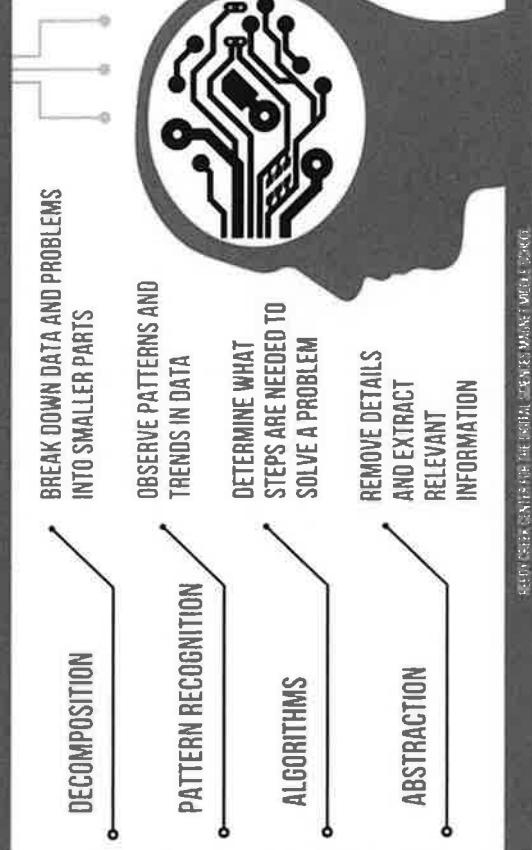
Convert these denary numbers into binary (4 bits):

0	1	0	1	1	1	1	1
11)	14	16)	6	16)	6	16)	6

The ones and zeros in Binary represent 'bits'. Each '1' or '0' is one 'bit'.

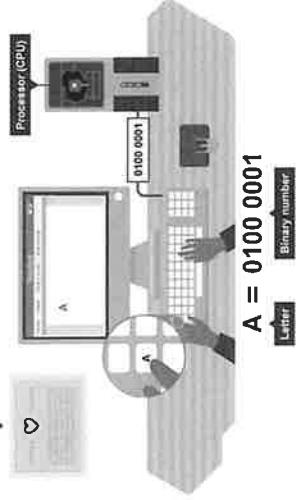


COMPUTATIONAL THINKING



Representing Text

When any key on a keyboard is pressed, it needs to be converted into a binary number so that it can be processed by the computer and the typed character can appear on the screen.

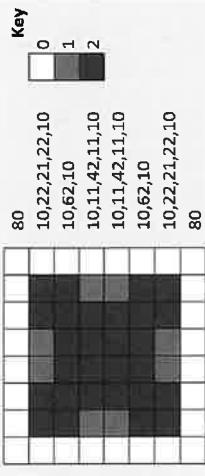


Representing Images

Bitmaps are the name given to one way of storing graphics on a computer system.

A bitmap is laid out in a grid format with each box on the grid containing one "Picture element" which is better known as a "Pixel".

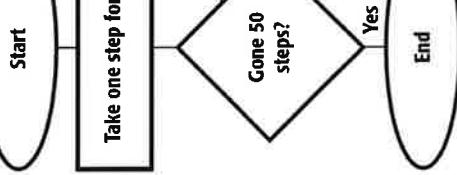
The picture below shows us how a picture can be represented by numbers.



Can you remember how the numbers on the left represent the 'pixels' on the right?

Flowcharts

We use flowcharts to help us put instructions in order.



Decision block – A decision point in your program. Ask a simple question, and do different things depending on the answer.

Yes/No (also True/False, etc.) – Answers to the question posed in the decision block. Follow the line labeled with the appropriate answer.

End of program – Marks the end of the program. If you reach this point, the program is done!

Year 8 Python Knowledge Organiser

Programming with Python

```

File Edit Format Run Options Windows Help
#Password Checker
print("Welcome to EGO Security Systems")
print("*****")
password = input("Enter your password: ")
if password == "abcd1234":
    print("Access Granted")
else:
    print("Access Denied")
input("Press ENTER to exit the program")

```

Python's Development Environment

Called **IDLE** – Integrated Development Environment

Two Modes:
Interactive Mode lets you see your results as you type them.

Script Mode lets you save your program and run it again later.

Writing error-free code

When writing programs, code should be as legible and error free as possible. **Debugging** helps keep **code** free of errors and documenting helps keep code clear enough to read.

Syntax errors

Syntax is the spelling and grammar of a **programming language**. In programming, a **syntax error** occurs when:

- there is a **spelling mistake**.
- there is a **grammatical mistake**.

Data Types

String - holds alphanumeric data as text

Integer - holds whole numbers

Float - holds numbers with a decimal point

Boolean - holds either 'True' or 'False'

Defining Variable Data Types

Python automatically assigns a data type to a variable. You can override this to manually define or change the data type using:

str() , **int()** **or** **float()**

selection

When designing programs, there are often points where a **decision** must be made. This **decision** is known as **selection** and is implemented in **programming** using **IF statements**.

Operator	Meaning	Example	Evaluates to
==	equal to	7==7	True
!=	not equal to	6!=7	True
>	Greater than	7>6	True
<	Less than	5<8	True
>=	Greater than or equal to	6>=8	False
<=	Less than or equal to	7<=7	True

Variables

A **variable** is a location in **memory** in which you can temporarily store text or numbers. It is used like an empty box or the Memory function on a calculator. You can choose a name for the box (the "variable name") and change its contents in your program.



Using a Variable (firstname)

```

print("What is your name?")
firstname = input()
print("Hello," ,firstname)

```

Functions

Functions are special keywords that do a specific job. Functions appear in purple. **print()** and **input()** are examples of functions

```

print ("What is your name?")
firstname = input()
print ("Hello," ,firstname)

```

Adding Comments

Comments are useful to help understand your code. They will not affect the way a **program** runs. Comments appear in red and have a preceding **#** symbol.

```

#firstname is a variable
print ("What is your name?")
firstname = input()
print ("Hello," ,firstname)

```

Iteration

Algorithms consist of steps that are carried out (performed) one after another. Sometimes an **algorithm** needs to **repeat** certain steps until told to stop or until a particular condition has been met.

Iteration is the process of **repeating steps**.

Year 8 Spreadsheets Knowledge Organiser

Workbook

A spreadsheet **workbook** is made up of many sheets. You can enter data on any of these worksheets and **link** the data together.

You can tell which sheet you are working on by looking at the tabs at the bottom of the window.

Active Cell

The **Active Cell** is the cell that is being worked in at the moment.

Cell Reference

A **cell reference** is made up of the column letter followed by the row number e.g. D8.

Formula

A **formula** is a calculation in a spreadsheet. It uses the **cell references** instead of the values contained in the cells.

Formulas are usually simple calculations, e.g. adding two or more numbers together. They always start with an equals sign (=).

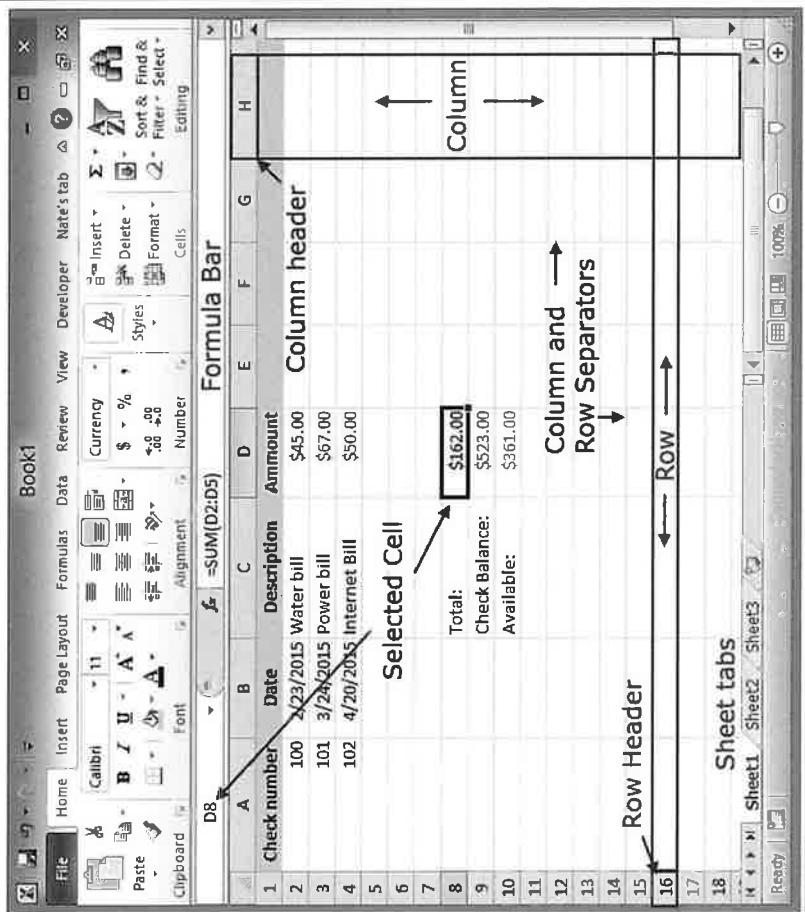
Sum	Symbol Used in a Spreadsheet	Example
Adding	+	= A1 + B2
Subtracting	-	= A1 - B2
Multiplying	*	(star) = A1 * B2
Dividing	/	= A1 / B2

What is a Spreadsheet?

A spreadsheet or **worksheet** is a file made of rows and columns that help sort data, arrange data easily, and **calculate numerical data**. What makes a spreadsheet software program unique is its ability to **calculate values** using **mathematical formulas** and the data in cells. You can use spreadsheets to enter data, calculate equations and create charts and graphs.

Modelling with Spreadsheets

Computer models of mathematical data, such as budgets, are usually done using a spreadsheet application that processes and performs calculations on the data entered by the user.



Functions

Functions make more complex calculations. Simple and regularly used functions include:

Function	Description
SUM	adds values in selected cells
MIN	finds smallest value
MAX	finds largest value
AVERAGE	finds the average value
COUNT	counts how many of the selected cells have numbers in them

Like **formulas**, all **functions** start with an equals sign (=) followed by the **function's name**.

Charts and Graphs

Charts and graphs provide a visual representation of data, which can often be easier to understand.
There are several types of charts. Choose a chart based on the type of data to be displayed.

