

YEAR 8 – Experiences of War



How do writers explore their experiences of war?			
Key Vocabulary and Terminology – <i>Can you define the words? Can you use them in a sentence?</i>	☺	☹	☹
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 – <i>Can you do these in your written work?</i>	☺	☹	☹
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 – <i>Can you use these sentence structures in your writing?</i>	☺	☹	☹
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	kindess	trauma
Innocence	shelling	victim	enemy	armistice
Stage directions	sound	lighting	costume	props
Characterisation	pace	simile	metaphor	tone
Exit	Entrance	symbol	accent	dialogue

Experiences of War Knowledge Organiser

1. Context

Core text: *Journey's End*

Author: R. C. Sherriff

Published: 1928

Genre: Modern drama, social realism

Structure: Three acts taking place over a couple of days.

Satellite Text: War Poetry

Authors Include: Wilfred Owen, Siegfried Sassoon, Rupert Brooke, Jessie Pope, Alfred Lord Tennyson

Social and Historical Context:

World War One (WW1) began in 1914, armistice was declared on 11th November 1918
 Britain, France and the USA fought against Germany and Austria-Hungary
 Thousands of soldiers from across the Commonwealth, including Jamaica and India, also came over to Europe to fight in the war
 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)
 The government used propaganda to imply that war was fun and easy
 Soldiers spent months living in trenches (muddy tunnels dug into the ground), with lice and rats, many caught diseases such as trench foot
 Letters home were censored
 Millions of young men died in this war
 R. C. Sherriff was a soldier in the war, and wrote this play based on his experiences

2. Themes

Comradery - Sherriff shows the way the soldiers support each other in very day domestic scenes

Hierarchy - We see how the soldiers' lives are defined by hierarchy, and how those in authority mistreat those below them

Social Class - The war brought together people from different social classes

The Futility of War - Sherriff shows that the war feels pointless and pointless to the soldiers

Fear and Courage - We see examples of bravery and fear in the characters

Coping Mechanisms - Sherriff explores the ways soldiers use coping mechanisms to distract themselves from their situation

The Impact of War on the Individual - Sherriff shows the toll that trench warfare takes on the mental and physical health of ordinary people

3. Thematic Vocabulary

	Trust and friendship among work colleagues	Power, being in charge	Cowardice	When someone is not brave
Comradery				
Ennui	A feeling of boredom, as though life has no meaning	Kindness to others	Patriotism	Loving your country
Paranoia	Feeling that you may be attacked at any moment	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	When someone has done nothing wrong, is good	Responsibility	Being in charge, and looking after others/yourself
Transformation	A big change	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	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/reading, fairy tales
Frustration	Feeling annoyed because you have no control over a situation	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	When an older person is friendly and kind to a younger person	Community	A group of people who live and work together
Suffering	Pain	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	Bravery	Fatalism	The feeling that one is doomed, no matter what one does

4. Characters

Captain Stanhope - the talented, jaded captain

Lieutenant Osborne - older, intelligent 2nd in-command

2nd Lieutenant Raleigh - new to the war, enthusiastic, fresh from school

2nd Lieutenant Trotter - jolly, kind

2nd Lieutenant Hibbert - terrified

Private Mason - the cook, limited dialogue

The Colonel - an authority figure, does not fight in battles

5. Dramatic Methods

A single set - the dug-out, dim lighting

Use of war sounds from outside

Limited action, a reliance on casual conversation

Tension built up through frequent mentions of the upcoming attack

Characters representing different attitudes to war/ways of coping

6. Key Terminology

Stage Directions Words in a play that show what a character does, or how the stage should look. These are not spoken out loud

Sound and Lighting Sounds and lighting can add build an atmosphere, and tell us things about how the characters feel

Costume The characters' clothes - can tell us about their personalities

Props Objects that the characters use - can tell us about their personalities

Characterisation How the writer describes the characters, tell us what they are like

Pace The speed of a story - can be fast or slow

Simile Comparing using 'like' or 'as' - e.g. 'the stars were like a million tiny candles'

Metaphor Comparing using 'is' or 'was' - e.g. 'the stars were a million tiny candles'

Theme A big idea that runs through a whole text e.g. 'War', 'Love' - the writer may have a message about it

Pathos A feeling of great sadness for a character, due to their unpleasant situation

Tension A feeling that something dramatic could happen any second

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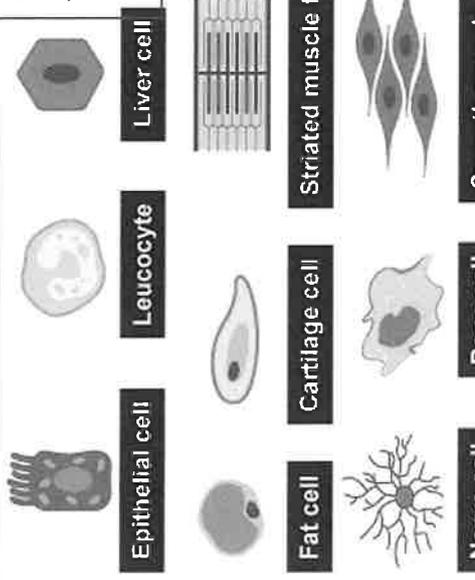
An **Organelle** is a specific part within a living cell that serves a function e.g. nucleus.

Cells, tissues and organs.

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

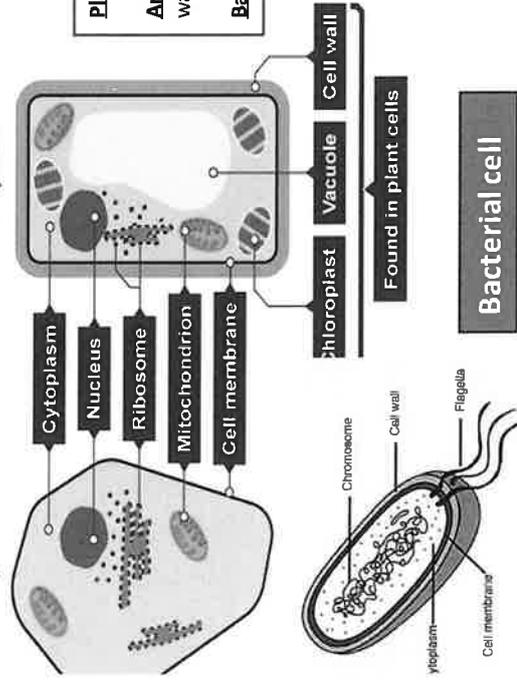
Organelle	Function
nucleus	Contains genetic material which controls the cell's activities
Cell Membrane	Controls the movement of substances in and out of the cell
Cytoplasm	Where most of the chemical reactions happen
Mitochondria	Where most energy is released in respiration
Ribosome	Where protein synthesis 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.

Movement
Respiration
Sensitivity
Growth
Reproduction
Excretion
Nutrition



Animal cell

Plant cell



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)

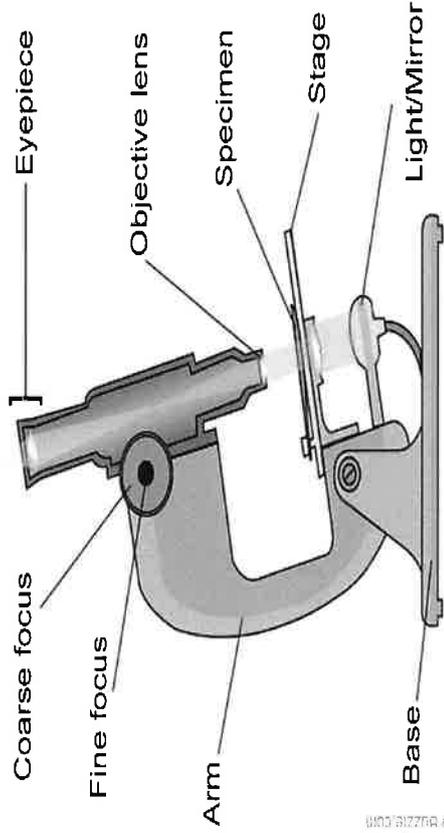
Multicellular organisms are made of many cells (e.g. human)



Cell	The building blocks of life, all living things are made up of cells.
Tissue	A group of the same type of cell working together to do a particular job. E.g.. Lots of muscle cells make up a muscle tissue!
Organ	Made from a group of different types of tissue, which all work together to do a particular job. E.g.. The heart
Organ System	Made from a group of different organs, which all work together to do a particular job within the organism. Eg circulatory system.
Organism	A living thing – this can be plants, animals or microorganisms!

How can we take a closer look inside cells?

Magnification



Using a microscope:

1. Stain the sample to make objects easier to see
2. Put the slide on the stage
3. Start with the LOWEST magnification
4. Use the coarse focus to find cells
5. Increase the magnification
6. Use the fine focus to see them clearly

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

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

Example:

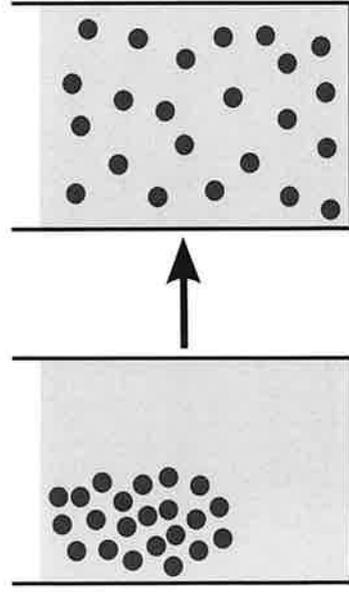
An image of a cell is 3mm long, but its actual size is 0.012mm. Calculate the magnification

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

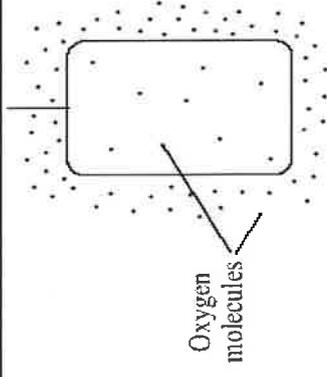
$$= 250 \times$$

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

How do cells get what they need?

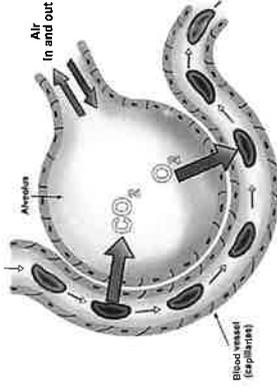
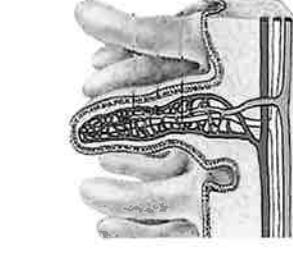


Diffusion is the spreading out of particles from a high concentration to a low concentration



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

Internal surfaces



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

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

Explaining the properties of liquids

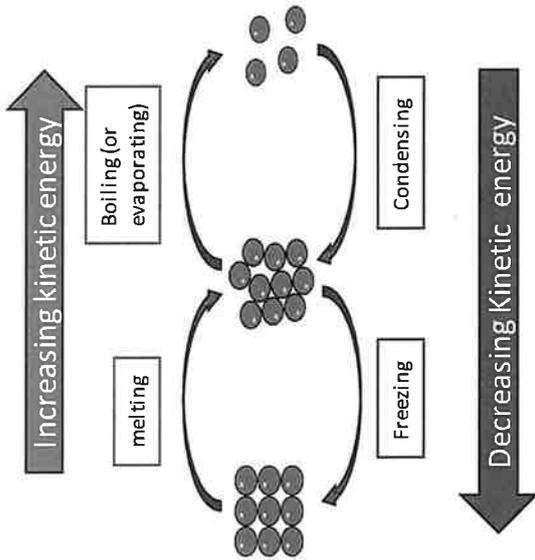
Property	Reason
They flow and take the shape of their container	The particles can move around each other, as the particles have more energy so can overcome the strong forces between them.
They cannot be compressed (squashed)	The particles are close together and have no space to move into

Explaining the properties gases

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

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

Particles



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**.

Decreasing Kinetic energy

	Condensing	Freezing
Description	Gas to liquid	Liquid to solid
Closeness of particles	Become much closer together	Stay close together
Arrangement of particles	Stay random	Random to regular
Motion of particles	Stop moving quickly in all directions, and can only move around each other	Stop moving around each other, and only vibrate on the spot

	Melting	Evaporating or boiling
Description	Solid to liquid	Liquid to gas
Closeness of particles	Stay close together	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

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

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.



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

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.

Mixtures

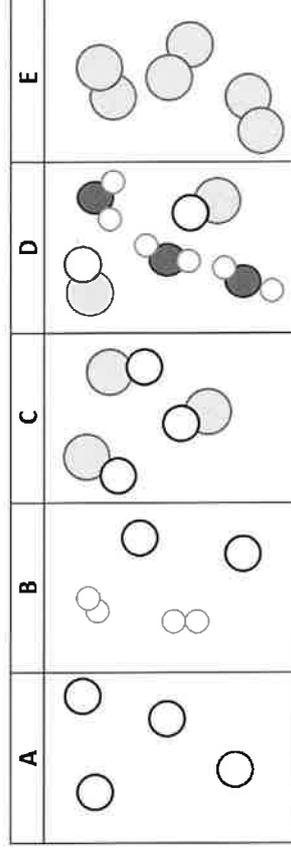
Some substances are mixtures of elements and/or compounds. Air is a common example.

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.

Formulae

H₂O and O₂ 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 O₂ and it shows us that there are 2 atoms of oxygen in a molecule of oxygen gas.

H₂O 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.

CH₄ It shows us that it is made up of one carbon and 4 hydrogens in methane.

SO₂ 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.

CO₂ 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 **CO₃** in it, will be a **carbonate**. For example, sodium carbonate **Na₂CO₃**.

A formula with **SO₄** in it, will be a **sulfate**. For example, sodium sulfate, **Na₂SO₄**.

A formula with **NO₃** in it will be a **nitrate**. For example sodium nitrate, **NaNO₃**.

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 ₂ S	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:

We can measure the amount of energy in a store

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

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.

Energy

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).



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

$$\text{total cost (p)} = \text{number of kilowatt-hours (kWh)} \times \text{cost per kilowatt-hour (p)}$$

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):

$$\text{number of units of energy used (kWh)} = \text{power (kW)} \times \text{time (s)}$$

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)**
 - + no 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.

Rivers and Flooding - Revision

Year 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?

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

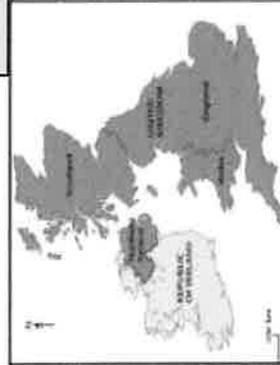
This will help in the future:

Economic and social development (year 7)
Study of Africa (year 7)

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 kilometer (sq/km)

There are 7 continents and 6 major oceans in the world



The United Kingdom (UK)

British Isles	UK and the Republic of Ireland
The UK	England, Scotland, Wales and Northern Ireland
Great Britain	England, Scotland and Wales

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/>

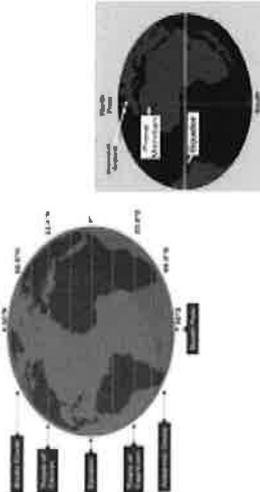
Knowledge Organiser Focus:

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

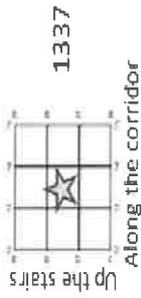


Grid references

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;

- 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



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

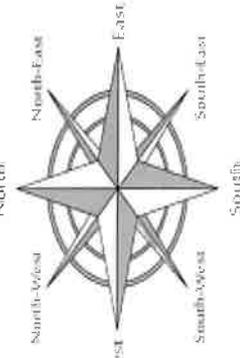
To find a 6 figure grid reference you must;

- 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



The 4 main points of a compass are:

- North
- South
- East
- West.

To get the 8 points of a compass;

- always use the North or South point first.
- E.g. North West – South West

Measuring distances- scale

Scale can be shown on a map in different ways

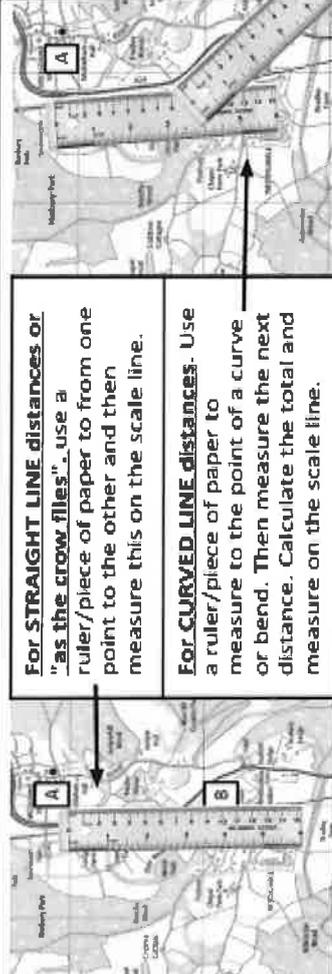
Scale Line	
Ratio	1:25,000

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.

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.



Relief and height of the land

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

Contour Lines		Contour lines are line on a map that 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.

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

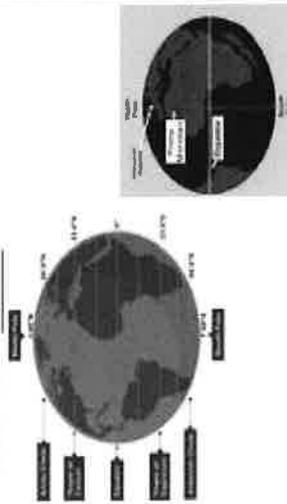
Knowledge Organiser Focus:

Test yourself: Map skills and the UK

Lines of latitude

There are 7 major lines of latitude:

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

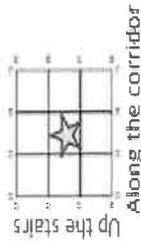


Grid references

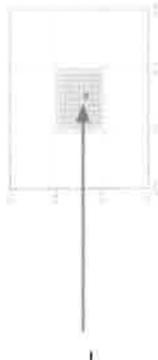
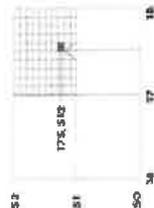
Maps are divided into grid squares. These help to locate places/objects on a map easier. Each grid square is given a number. In order to find a grid reference you must go "Along the corridor and then Up the Stairs."

To find a 4 figure grid reference you must:

The 4 figure grid reference for the star is _____



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



Compass directions



The 4 main points of a compass are:

- ✓
 - ✓
 - ✓
 - ✓
- E.g. North
West - South
West

Measuring distances- scale

Scale can be shown on a map in different ways

Scale Line

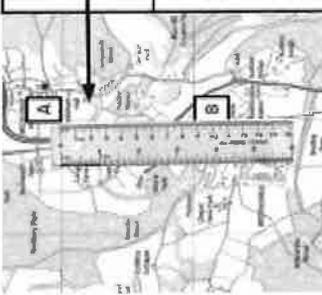


This scale shows that 1cm is the same as:

Ratio

1:25,000

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.



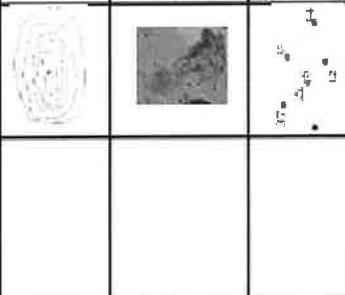
How to measure straight line distances:

How to measure curved line distances:



Relief and height of the land

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



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
- ✓ if contour lines are far apart, there is a

YEAR 8 GEOGRAPHY – Unit 1 – Rivers and Flooding



Why are rivers important?			
What you need to Know	😊	😐	😞
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	Precipitation
Transported	River cliff	Slip off slope	Source	Surface runoff	Throughflow	V-shaped valley
			Waterfall	Watershed		

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 1 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- Interegnum	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 responsible 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 as 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*
19		What was the name of the law that gave women the same voting rights men in 1928?	Equal Franchise Act*
20			

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 – Can you define the words? Can you use them in a sentence?	☺	☹	☹
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 – Can you put these in chronological order?	☺	☹	☹
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 – Can you do these in your written work?			
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			

Spanish Year 8 Personal Learning Checklist



REVISE YEAR 7 TOPICS

Topic 1: Viva 1, Chapter 1 – Mi vida

I can...	Notes/Examples	 no problem	 with my book	 need help
Say hello/goodbye	¡Hola! ¿Qué tal? Adiós. Hasta luego.			
Say what I am called	¿Cómo te llamas? Me llamo...			
Say where I live	¿Dónde vives? Vivo en...			
describe my personality	¿Qué tipo de persona eres? Soy sincero/a. Soy tímido/a.....			
Use the verb ser (to be) and tener (to have)	Soy, eres, es Tengo, tienes, tiene			
Use connectives	y, también, pero			
Count up to 31	Cero, uno, dos			
Ask and answer about my age	¿Cuántos años tienes? Tengo... años.			
Ask and answer about brothers and sisters	¿Tienes hermanos? Tengo un hermano. Tengo una hermana.			
Ask and answer about your birthday	¿Cuándo es tu cumpleaños? Mi cumpleaños es el...de... enero febrero.....			

Ask and answer about having a pet	<i>¿Tienes mascotas?</i> <i>No tengo mascotas.</i> <i>un perro, un gato</i>			
Describe a photo	<i>En la foto hay</i>			

Topic 3: Viva 1, Chapter 3 – Mi insti

I can...	Notes/Examples	 no problem	 with my book	 need help
Say what subjects I study	<i>Estudio inglés, español</i>			
say what days of the week I like and dislike and why	<i>Me gusta el lunes porque estudio español por la mañana.....</i>			
Ask about and give opinions on school subjects	<i>¿Te gusta la historia?</i> <i>Sí, me gusta la historia porque</i>			
Describe my school	<i>¿Que hay en tu insti?</i> <i>Mi insti es grande, hay un patio, una biblioteca</i>			
Talk about what I do during break time	<i>¿Qué haces durante el recreo?</i> <i>Como o bebo algo</i>			
Use sequencing words	<i>Primero, luego</i>			
Know how to use hay and no hay				

Topic 4: Viva 1, Chapter 4 – Mi familia y mis amigos

I can...	Notes/Examples	 no problem	 with my book	 need help
Say how many people are in my family	<i>En mi familia hay personas</i>			
Describe people in my family	<i>Mi padre se llama George. Tiene 46 años.</i>			
Count up to 100	<i>Cero, uno, dos</i>			
Ask and answer about eye colour	<i>¿De qué color tienes tus ojos?</i> <i>Tengo los ojos azules</i>			
Ask and answer about hair	<i>¿Cómo es tu pelo?</i> <i>Mi pelo es corto y rizado</i>			
Use intensifiers	<i>Muy, un poco</i>			
Ask and answer about home	<i>¿Cómo es tu piso o tu casa?</i> <i>Vivo en un piso es pequeño</i>			
Ask and answer about the location of a home	<i>¿Dónde está?</i> <i>Está en una ciudad, en el sur...</i>			
Use a dictionary to look up unfamiliar words				

Topic 5: Viva 1, Chapter 5 – Mi ciudad

I can...	Notes/Examples	 no problem	 with my book	 need help
Say what there is in my town/village	<i>En mi ciudad hay</i> <i>En mi pueblo hay</i>			
Use the correct words for 'a' 'some' and 'lots of'	<i>Un, una, unos, unas, muchos</i>			
Ask and tell the time	<i>¿Qué hora es?</i> <i>Son las</i>			
Use the verb ir	<i>Voy, vas, va</i>			
Understand a tapas menu	<i>Tortilla, jamón</i>			
Order food and drink in a cafe	<i>Una ración de tortilla y una coca cola por favor</i>			
Ask and understand about prices	<i>¿Cuánto es por favor?</i> <i>Es</i>			
Use the verb querer	<i>Quiero, quieres</i>			
Talk about what you are going to do at the weekend	<i>¿Que vas a hacer este fin de semana?</i> <i>Voy a salir con mis amigos</i>			
Use the near future tense	<i>Voy a</i> <i>Vas a</i>			

Palabras

(Pages 26–27)

De vacaciones

¿Adónde fuiste de vacaciones?

el año pasado
el verano pasado

Fui a...

Escocia

España

Francia

Gales

Grecia

Inglaterra

Irlanda

Italia

¿Con quién fuiste?

Fui con...

mis amigos/as

mi clase

mi familia

mis padres

¿Cómo fuiste?

Fui/Fuimos en...

autocar

avión

barco

coche

tren

No fui de vacaciones.

On holiday

Where did you go on holiday?

last year

last summer

I went to...

Scotland

Spain

France

Wales

Greece

England

Ireland

Italy

Who did you go with?

I went with...

my friends

my class

my family

my parents

How did you get there?

I/We went by...

coach

plane

boat/ferry

car

train

I didn't go on holiday.

Exclamaciones

¡Qué bien!

¡Qué bonito!

¡Qué divertido!

¡Qué guay!

¡Qué rico!

¡Qué suerte!

¡Qué aburrido!

¡Qué horror!

¡Qué lástima!

¡Que mal!

¡Qué rollo!

Exclamations

How great!

How nice!

What fun!/How funny!

How cool!

How delicious!/How tasty!

What luck!/How lucky!

How boring!

How dreadful!

What a shame!

How bad!

How annoying!

¿Qué hiciste?

What did you do?

¿Qué hiciste en tus vacaciones de verano?

Bailé.

Compré una camiseta.

Descansé en la playa.

Mandé SMS.

Monté en bicicleta.

Nadé en el mar.

Saqué fotos.

Tomé el sol.

Visité monumentos.

No nadé en el mar.

El último día de tus vacaciones, ¿qué hiciste?

Bebí una limonada.

Comí paella.

Conocí a un chico/a guapo/a.

Escribí SMS.

Salí con mi hermano/a.

Vi un castillo interesante.

What did you do on your summer holiday?

I danced.

I bought a T-shirt.

I relaxed on the beach.

I sent texts.

I rode my bike.

I swam in the sea.

I took photos.

I sunbathed.

I visited monuments.

I didn't swim in the sea.

What did you do on the last day of your holiday?

I drank a lemonade.

I ate paella.

I met a good-looking/attractive boy/girl.

I wrote texts.

I went out with my brother/sister.

I saw an interesting castle.

¿Cuándo?

luego

más tarde

después

el primer día

el último día

otro día

por la mañana

por la tarde

When?

then

later

afterwards

(on) the first day

(on) the last day

another day

in the morning

in the afternoon

¿Cómo te fue?

Fue divertido.

Fue estupendo.

Fue fenomenal.

Fue flipante.

Fue genial.

Fue guay.

Fue regular.

Fue un desastre.

Fue horrible.

Fue horroroso.

Fue raro.

Me gustó.

Me encantó.

How was it?

It was fun/funny.

It was brilliant.

It was fantastic.

It was awesome.

It was great.

It was cool.

It was OK.

It was a disaster.

It was horrible.

It was terrible.

It was weird.

I liked (it).

I loved (it).

¿Por qué?

porque

Hizo buen tiempo.

Comí algo malo y vomité.

Llovió.

Perdí mi pasaporte/mi móvil

Why?

because

The weather was good.

I ate something bad and vomited.

It rained.

I lost my passport/my mobile.

Palabras muy frecuentes

a/al/a la

en

con

mi/mis

¿Cómo...?

¿Dónde...?

¿Adónde...?

¡Qué...!

además

pero

High-frequency words

to (the)

by

with

my

How...?

Where...?

Where... to?

How...!

in addition, furthermore

but



Palabras

(Pages 48–49)

¿Qué haces con tu móvil?

Chateo con mis amigos.

Comparto mis vídeos favoritos.

Descargo melodías o aplicaciones.

Hablo por Skype.

Juego.

Leo mis SMS.

Mando SMS.

Saco fotos.

Veo vídeos o películas.

What do you do with your mobile?

I chat with my friends.

I share my favourite videos.

I download ringtones or apps.

I talk on Skype.

I play.

I read my texts.

I send texts.

I take photos.

I watch videos or films.

¿Con qué frecuencia?

todos los días

dos o tres veces a la semana

a veces

de vez en cuando

nunca

How often?

every day

two or three times a week

sometimes

from time to time

never

¿Qué tipo de música te gusta?

el rap

el R'n'B

el rock

la música clásica

la música electrónica

la música pop

¿Qué tipo de música escuchas?

Escucho rap.

Escucho la música de ...

Escucho de todo.

What type of music do you like?

rap

R'n'B

rock

classical music

electronic music

pop music

What type of music do you listen to?

I listen to rap.

I listen to ...'s music.

I listen to everything.

Opiniones

Me gusta (mucho)...

Me encanta...

No me gusta (nada)...

la letra

la melodía

el ritmo

porque es guay/triste/horrible

¿Te gusta la música de...?

Me gusta la música de ...

Opinions

I like... (very much)

I love...

I don't like... (at all)

the lyrics

the tune

the rhythm

because it is cool/sad/horrible

Do you like ...'s music?

I like ...'s music.



mi canción favorita
mi cantante favorito/a
mi grupo favorito
En mi opinión...

my favourite song
my favourite singer
my favourite group
In my opinion...

Prefiero las comedias
un programa de deportes
un concurso
un documental
un reality
una comedia
una serie policíaca
una telenovela
el telediario
más... que...
divertido/a
informativo/a
interesante
aburrido/a
emocionante

I prefer comedies
a sports programme
a game show
a documentary
a reality show
a comedy
a police series
a soap opera
the news
more... than...
funny
informative
interesting
boring
exciting

¿Qué hiciste ayer?

Bailé en mi cuarto.
Fui al cine.
Hablé por Skype.
Hice gimnasia.
Hice kárate.
Jugué en línea con mis amigos/as.
Jugué tres horas.
Monté en bici.
Vi una película.
Salí con mis amigos/as.
No hice los deberes.
ayer
luego
por la mañana
por la tarde
un poco más tarde

What did you do yesterday?

I danced in my room.
I went to the cinema.
I talked on Skype.
I did gymnastics.
I did karate.
I played online with my friends.
I played for three hours.
I rode my bike.
I watched a film.
I went out with my friends.
I didn't do my homework.
yesterday
later, then
in the morning
in the afternoon
a bit later

Palabras muy frecuentes
así que
más... que...

High-frequency words
so (that)
more... than...



mi/mis
su/sus
normalmente
no
nunca
o
además
porque
también
y

my
his/her
normally
no/not
never
or
in addition, furthermore
because
also, too
and

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

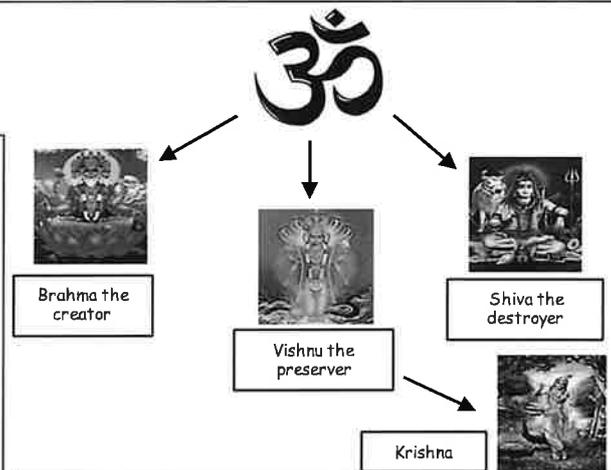
Incarnation: God on earth, in human form

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 this 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

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
0	1	0	1

0101 = 5

01011111 = 95

1	=	ON
0	=	OFF

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

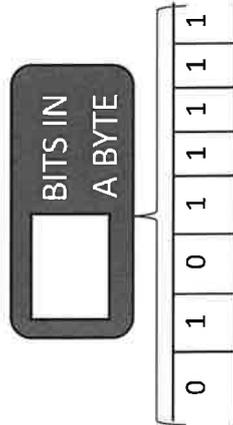
Convert these binary numbers into denary:

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

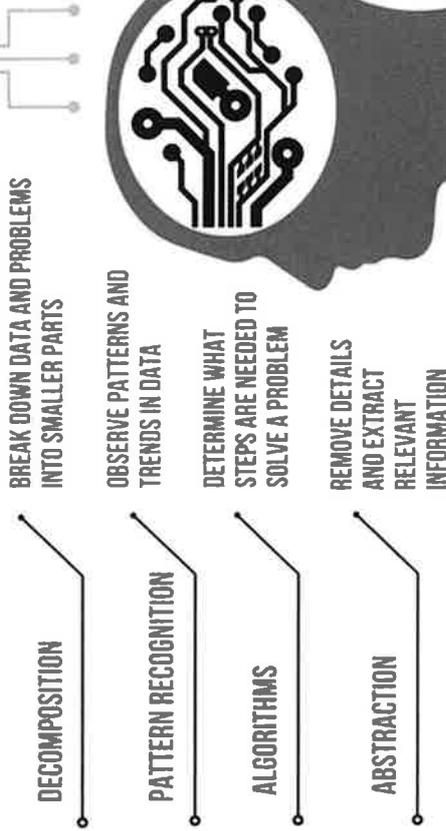
Convert these denary numbers into binary (4 bits):

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

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

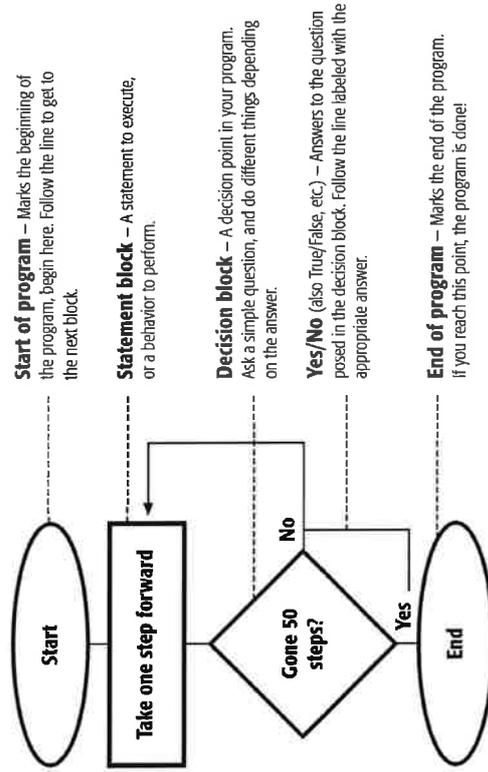


COMPUTATIONAL THINKING



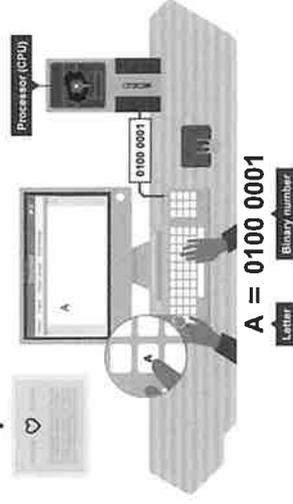
Flowcharts

We use flowcharts to help us put instructions in order.



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.

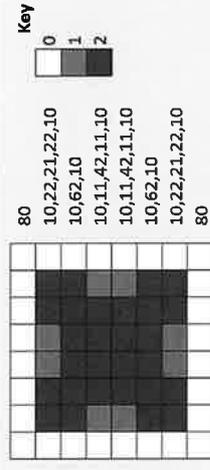


Representing Images

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?

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

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.

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)

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 (=).

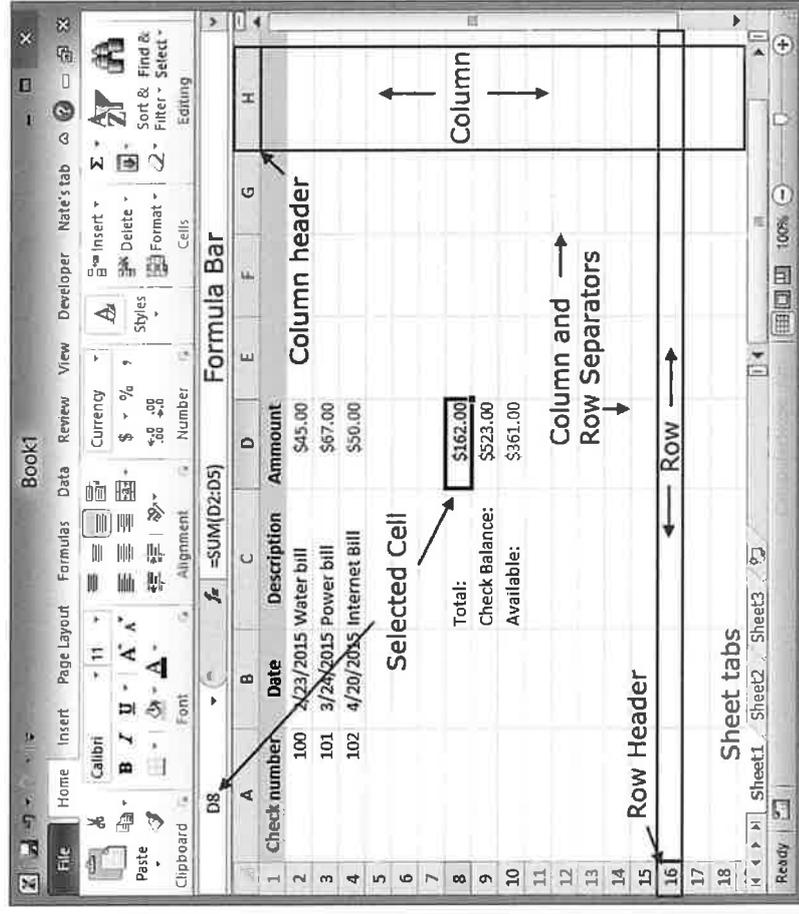
Sum	Symbol Used in a Spreadsheet	Example
Adding	+	= A1 + B2
Subtracting	-	= A1 - B2
Multiplying	* (star)	= A1 * B2
Dividing	/	= A1 / B2

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.

