YEAR 8 SUMMER ASSESSMENTS REVISION BOOKLET

NAME:

Tutor groups: A8G, P8G, T8G (German)

Write your name on the booklet.

Look after the combined revision and homework booklet carefully. Bring it to school every day and take it home with you.

This booklet contains checklists for English, Maths, Science, Geography, History, German, RE and Computer Science. There is revision material for you to learn with each checklist, except for Maths.

Maths have made practice papers for you but these are on line. If you need a paper copy please tell your Maths teacher, Mrs Ade or Ms Woolf.

There is extra revision material on the website.

On the inside cover there is a revision planner for you to plan out your revision.

You will have assessments in PE, Music, Drama or Dance and Art or DT. These assessments will be practical.

Year 8 Assessments start the week before half term, on Monday the 3rd June.

You need to start revising now.

Year 8 ENGLISH
Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Create a family tree of the Montagues and Capulets
2	22/04/24	29/04/24	List the features of life for Shakespeare's contemporary audience
3	29/04/24	06/05/24	Draw symbols from the play and match them to quotations
4	06/05/24	13/05/24	Make a comic strip of a key moment in the play
5	13/03/24	20/05/24	Rewrite the famous balcony scene in modern English
6	20/05/24	03/06/24	Create fictional social media profiles
7	03/06/24	10/06/24	Write a series of love letters between Romeo and Juliet

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

- **Shakespearean Shuffle:** Research some key features of Shakespearean language, like metaphors, similes, and personification. Find examples of these from the play and write them down, explaining their meaning in simpler terms.

- **Theme Team-Up:** Research common themes in literature. Read the play again and identify at least two themes present (e.g., love vs. hate, fate vs. free will). Find quotes that illustrate these themes and discuss their importance in the story.

Week 7: Epistolary Exchange: Letters Between Romeo and Juliet

- Write a series of love letters exchanged between Romeo and Juliet. Imagine they communicate secretly through handwritten letters, expressing their feelings, fears, and hopes. Consider the challenges they face due to their families' feud. Be creative with the language and emotions conveyed in these letters

Alternatively/furthermore/in addition/moreover/equally/on the other hand			
The writer has used [TECHNIQUE] in order to... It may also...			
The word/phrase '_____' might suggest... because... It may also...			
The audience would think/feel/wonder... because... However, some may also...			
Shakespeare may be exploring/questioning/demonstrating... because...			

Love and Relationships
Knowledge Organiser

1. Context

Core text: *Romeo and Juliet*
Author: William Shakespeare
Form: Shakespearean comedy, play
Historical Context:
Jacobean patriarchy
Plots and treason in Jacobean England

Satellite Text: Love Poetry
Author:
Various
Form: Range of poetic forms including sonnets, spoken word poetry

2. Themes in the 'Romeo and Juliet'

Fate – From the beginning, the two lovers are fated to die – every small and large event and accident leads towards this tragic resolution

Individual versus Society – The lovers go against their families and social norms to be together

Conflict – Physical, verbal and internal conflicts are strewn throughout the tragedy

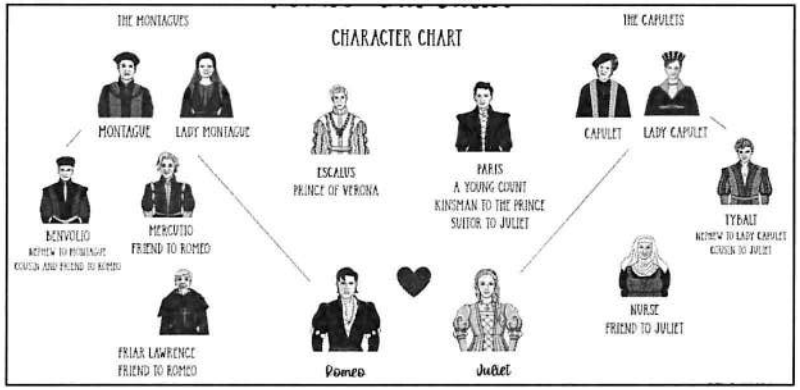
Emotional Excess – Many of the younger characters are very passionate in love and hate, which ultimately causes them harm

The Power of Love – Romeo and Juliet feel a love so strong that it is more important than everything else in the world for them

3. Thematic Vocabulary

Infatuation	An intense love for someone, that does not last long	Masculinity	Expectations of how boys are supposed to be - e.g. 'strong,' 'no emotions'	Despair	The feeling that everything is pointless and awful
Romantic Love	Feeling attraction and love to someone, usually resulting in agreeing to be a couple/ in a relationship	Caution	Being careful	Transgression	Disobeying the rules
Platonic Love	Love that you feel for a friend	Femininity	Expectations of how girls are supposed to be - e.g. 'fragile,' 'emotional'	Inevitable	When something can't be avoided - it will definitely happen
Dynasty	When power and money is passed down through a family, from parents to children, over decades/centuries	Public Space	When events happen in front of the whole community, e.g. on the street	Sacrifice	Choosing to give something up, for someone/something that you love
Grudge	Feeling angry at someone about an event from a long time ago	Private Space	When events happen in someone's private space, e.g. in their living room	Dilemma	Difficult decision
Violence	Hurting someone's body	Loyalty	Supporting someone, staying on their side even when it's difficult	Bravado	Pretending to feel angry, brave and strong, even when you are scared inside
Internal Conflict	Fighting with yourself - feeling confused and hesitant	Naïve	Assuming everyone will go well, not understanding how real life works	Honour	Having a good reputation for yourself and your family
Conflict	Fighting with violence or with words	Reckless	Acting without thinking first	Volatile	A volatile person explodes into anger easily
Fate	The idea that everything is life is decided in advance by a powerful force, and we have no say in our own lives - destiny	Immature	Childish	Generation Gap	When two generations (e.g. parents and children) hold very different moral codes/perspectives on the world
Patriarchy	A society where men are in charge	Joy	Extreme happiness	Hasty	When someone is 'hasty' they are in a rush

4. Characters in 'Romeo and Juliet'



5. Key Terminology

Soliloquy	A speech made by a character when they are alone onstage, which shows their internal thoughts or feelings
Imagery	When a writer makes pictures, sounds or smells in your head using words
Juxtaposition	Two very different things next to each other
Oxymoron	Two opposites next to each other, that creates an impossible idea e.g. 'heavy lightness'
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'
Personification	A type of metaphor, that compares an object or idea to a human or animal
Motif	When a writer uses the same kind of imagery the whole way through a text - e.g. using imagery of light/dark or birds
Shakespearean Tragedy	A tragedy involving a protagonist who makes a mistake that leads to his/her death. The mistake is linked to a flaw in their personality
Tragedy	A story that ends in the death of the protagonists
Cautionary Tale	A story that teaches the audience not to do something
Foreshadowing	When the writer hints that something bad will happen later in the story
Prologue	An introduction to a novel or play - gives an idea of what it will be about
Stanza	A part of a poem, like a paragraph

Year 8 Mathematics Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Complete and mark unit tests 1 and 2. These can be found on the school website. Follow the link provided
2	22/04/24	29/04/24	Complete and mark unit tests 3 and 4. These can be found on the school website. Follow the link provided
3	29/04/24	06/05/24	Complete and mark unit tests 5 and 6. These can be found on the school website. Follow the link provided
4	06/05/24	13/05/24	Complete and mark unit tests 7 and 8. These can be found on the school website. Follow the link provided
5	13/03/24	20/05/24	Complete and mark the end of term tests. These can be found on the school website. Follow the link provided
6	20/05/24	03/06/24	Revise the formulae on the formulae sheet which can be found on the school website. Follow the link provided
7	03/06/24	10/06/24	Revise the keywords/phrases which are provided on the PLC page

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

FHS Mathematics Department

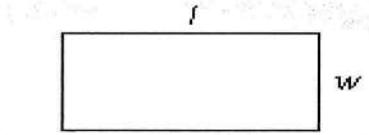
YEAR 8 end of year exam – checklist

	☺	😐	☹
Extract data and interpret line graphs.			
Convert decimals (up to 3 places) to fractions and vice versa using thousandths, hundredths and tenths.			
Draw ordered stem and leaf diagrams.			
Interpret stem and leaf diagrams.			
Use mental strategies for multiplication of decimals – doubling and halving strategies.			
Add and subtract negative integers from positive and negative numbers.			
Identify alternate and corresponding angles on parallel lines and their values.			
Substitute positive integers into expressions involving small powers (up to 3).			
Factorise to one bracket by taking out the highest common factors when the highest common factor is one term.			
Begin to multiply a single positive term over a bracket containing linear terms.			
Be able to estimate square roots of non square numbers less than 100.			
Use mental strategies for multiplication of decimals – doubling and halving strategies.			
Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, making an estimate using multiples of 10 or 100 of the divisor, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.			
Write expressions to solve problems representing a situation.			
Recognise and sketch the nets of prisms including cuboid, triangular prism, right prisms, cylinders.			
Construct linear expressions from worded descriptions, using addition and subtraction.			
Solve simple linear equations with integer coefficients, of the form ax = b or x +/- b = c.			
Find the size of each interior angle or the size of each exterior angle or the number of sides of a regular polygon.			
Round numbers to a specified number of decimal places.			
Draw conclusions based on the shape of line graphs.			
Identify and begin to use angle, side and symmetry properties of quadrilaterals.			
Solve simple two-step linear equations with integer coefficients, of the form $ax \pm b = c$			
Use prime factorisation to represent a number as a product of its primes using index notation.			
Deduce and use the formula for the area of a trapezium.			
Analyse 3D shapes through cross-sections, plans and elevations.			
Add and subtract fractions – proper and improper, positive and negative.			
Combine laws of arithmetic for brackets with mental calculations of squares.			
Identify and begin to use angle, side and symmetry properties of quadrilaterals.			
Construct bar charts and line graphs to represent data.			
Solve problems involving areas of rectangles and triangles.			

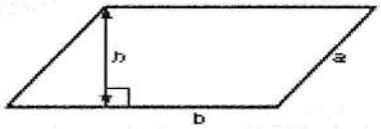
Formulae for KS3 End-Of-Year Tests

Areas

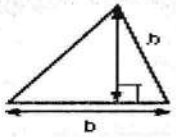
Rectangle $= l \times w$



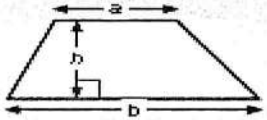
Parallelogram $= b \times h$



Triangle $= \frac{1}{2} b \times h$

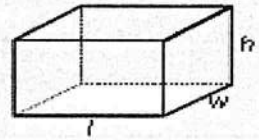


Trapezium $= \frac{1}{2}(a + b)h$

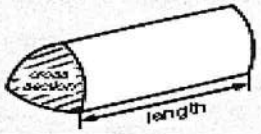


Volumes

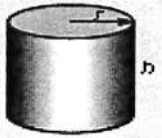
Cuboid $= l \times w \times h$



Prism = area of cross section x length



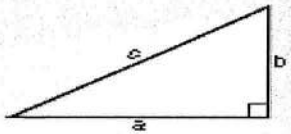
Cylinder $= \pi r^2 h$



Pythagoras

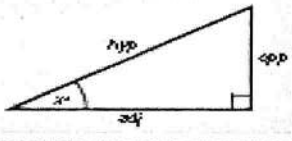
Pythagoras' Theorem

For a right-angled triangle,
$a^2 + b^2 = c^2$



Trigonometric ratios (*new to F*)

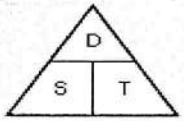
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Compound measures

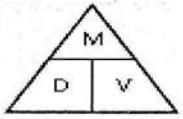
Speed

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$



Density

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$



Formulae for Year 8 End-Of-Year Tests

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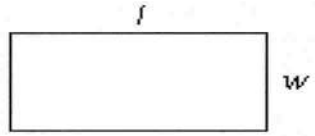

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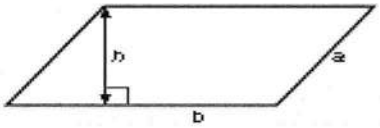

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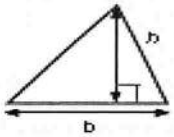

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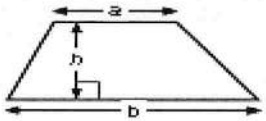

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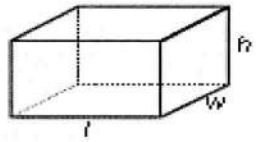

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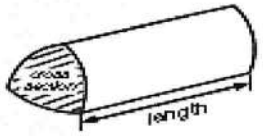

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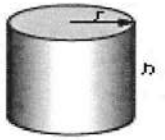

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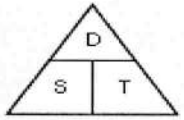

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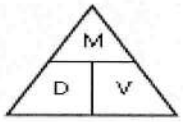


Year 8 SCIENCE
Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Choose one of the revision activities and revise Y7 Organism
2	22/04/24	29/04/24	Choose one of the revision activities and revise Y8 Ecosystem. Review Y7 Organism
3	29/04/24	06/05/24	Choose one of the revision activities and revise Y7 Matter. Review Y8 Ecosystem
4	06/05/24	13/05/24	Choose one of the revision activities and revise Y8 Matter. Review Y7 Matter
5	13/03/24	20/05/24	Choose one of the revision activities and revise Y7 Energy. Review Y8 Matter
6	20/05/24	03/06/24	Choose one of the revision activities and revise Y8 Electricity. Review Y7 Energy
7	03/06/24	10/06/24	Choose one of the revision activities and review topics that you are still not sure about

You can use the quiz questions to make flash cards, mind maps, or Q and Answer cards. Use the knowledge organiser and checklist to make Cornell notes or to look for answers.

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

ASPIRING TO EXCELLENCE TOGETHER

HARD WORK AMBITION RESPECT KINDNESS

2024 Y8 Revision Checklist Science

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.			

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.			

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.			

Quizzes

Q1. What is the function of the cell membrane?

Q2. Which part of the cell controls the cell?

Q3. Which part of the cell contains the genetic information (DNA)?

Q4. In which part of the cell do the chemical reactions take place?

Q5. List three parts which are found in both animals and plant cells.

Q6. List three parts which are only found in plant cells.

Q7. What does the chloroplast do?

Q8. What does the cell wall do?

Q9. What is the job of the red blood cell?

Q10. What is the job of the root hair cell?

Q11. Name the cells in a leaf where photosynthesis takes place.

Q12. What are a group of similar cells which work together called?

Q13. What is pollination?

Q14. What is fertilisation in plants?

[illegible]

Q1. What is photosynthesis?

Q2. Give the word equation for photosynthesis.

Q3. Where in the leaf does photosynthesis take place?

Q4. What are the cells called which carry out photosynthesis?

Q5. Name the part of the cell which carries out photosynthesis.

Q6. How is glucose stored in the plant?

Q7. What is the test for starch?

Q8. What is the job of the root hair cell?

Q9. How are root hair cells adapted for their job?

Q10. Why do plants need the following elements?
(a) Nitrogen (nitrates)
(b) Potassium
(c) Phosphorus (phosphates)

Q11. (a) What are the holes on the under side of the leave called?
(b) What do they do?

Q12. Plants carry out respiration. Give the equation.

Q13. Photosynthesis produces the plants biomass. What is biomass?

Q1. Give 5 properties of solids.

Q2. Give 5 properties of liquids.

Q3. Give 5 properties of gases.

Q4. How are the particles arranged in
(a) a solid
(b) a liquid
(c) a gas

Q5. Give the changes in state.

Q6. What is diffusion?

Q7. What is a solute?

Q8. What is a solvent?

Q9. What is a saturated solution?

Q10. Give 3 variables that can affect dissolving.

Q11. What is chromatography?

Q12. What is distillation?

Q1. What is an atom?

Q2. What is an element?

Q3. What is a compound?

Q4. What does the periodic table show?

Q5. Give 8 general properties of metals.

Q6. Give 5 general properties of non-metals.

Q7. On which side of the periodic table are metals found?

Q8. Give the equation for the reaction between Metal & Oxygen

Q9. What two elements make up water.

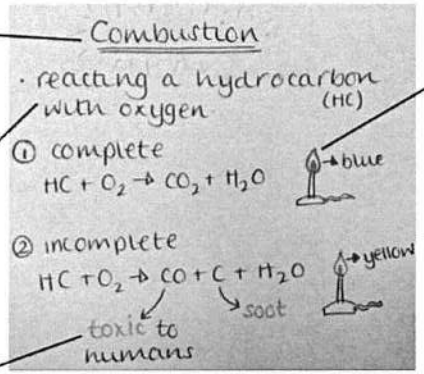
Year 8 Revision Activities

Flash Cards

- Use small pieces of card or paper to make concise notes on a topic.

Small topics work best.

Keep notes brief.



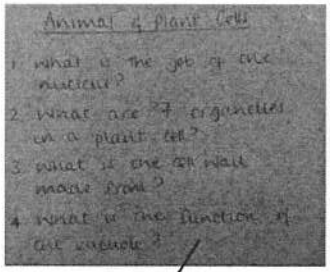
Use colour for key words.

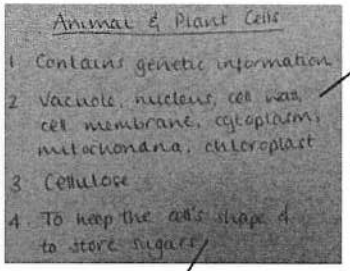
Using diagrams makes abstract content easier.

If required, flash cards can be obtained from the Science teacher or from the Science technician.

Q&A Cards

- Use small pieces of card or paper to write questions on a particular topic. The answer should be written on the other side.





Excellent for on the bus or tube!

Keep simple. Cover the areas that you are less confident with.

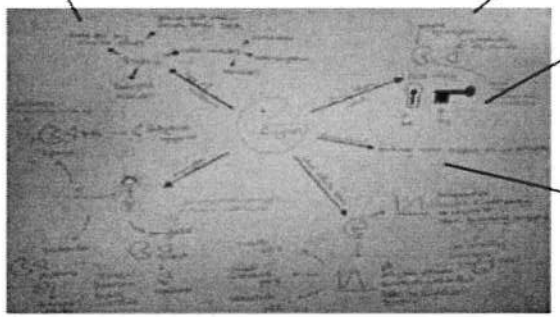
Check answers by flipping over cards and repeat as much as possible.

If required, flash cards can be obtained from the Science teacher or from the Science technician.

Mind Maps

Mind map

Generate using short sharp sentences, key words and diagrams.



Learn it

Place the mind map in a prominent place.

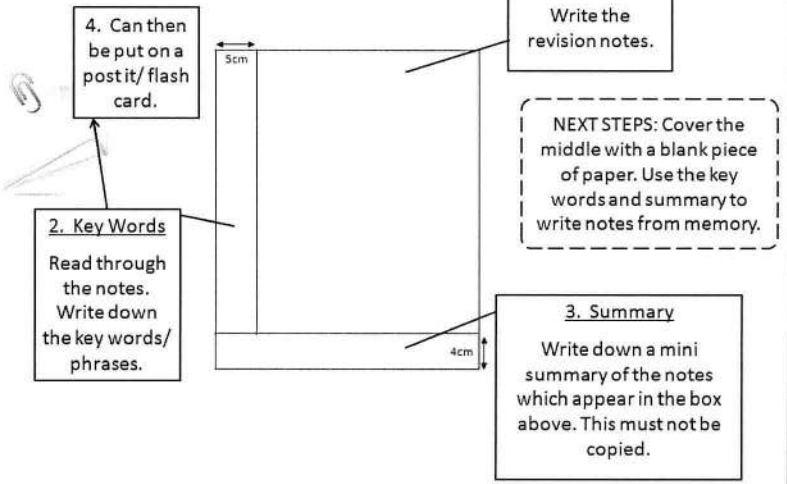
Cover it

Cover the mind map with a blank sheet of paper try to redraw it.

Compare it

Compare the new mind map with the original – the difference between the two is what needs to be learnt.

Cornell System



Year 8

Topics:

Yr 7 Organisms- slides 2-3

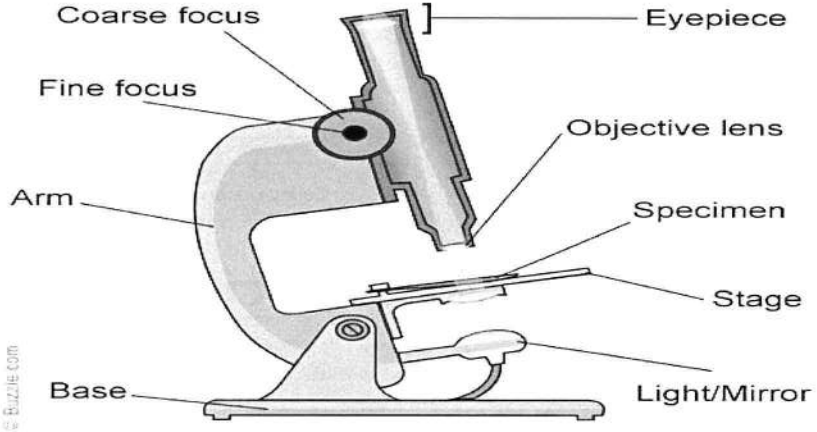
Yr 8 Ecosystems slides 4

Yr 7/8 Matter- slide 5-6

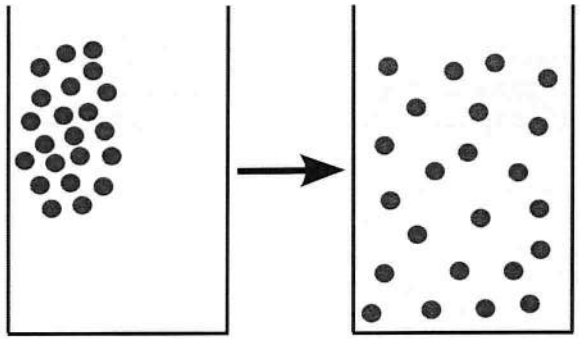
Yr 7 Energy slide 7

Yr 8 Electricity (electromagnets) slides 8-9

How can we take a closer look inside cells?



How do cells get what they need?

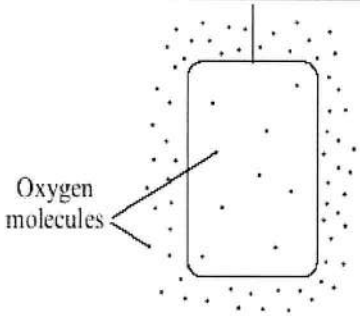


Diffusion is the spreading out of particles from a high concentration to a low concentration

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



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

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

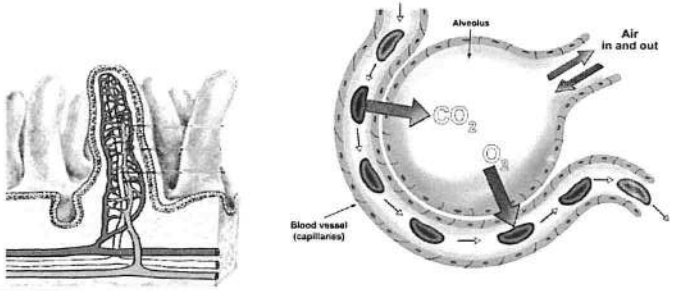
$$\text{Magnification} = \frac{\text{Image size}}{\text{Actual size}}$$

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

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

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

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

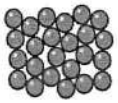
Property	Reason
Fixed shape & cannot flow	Particles cannot move from place to place. The particles do not have a lot of energy so cannot overcome the strong forces between the particles that hold them in place.
Cannot be compressed (squashed)	Particles are close together and have no space to move into

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

Matter

Conservation of mass

The particles stay the same when a substance changes state - only their **closeness, arrangement** or **motion** change.

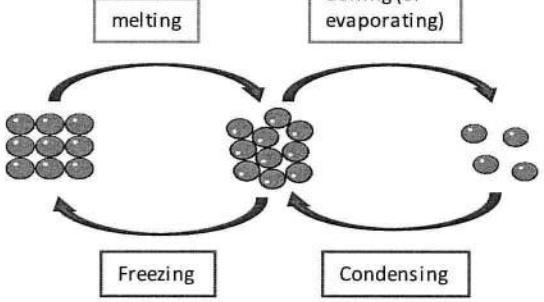
This means that the **mass of the substance stays the same.**

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.**

Increasing kinetic energy

Decreasing Kinetic energy



Increasing Kinetic energy

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

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

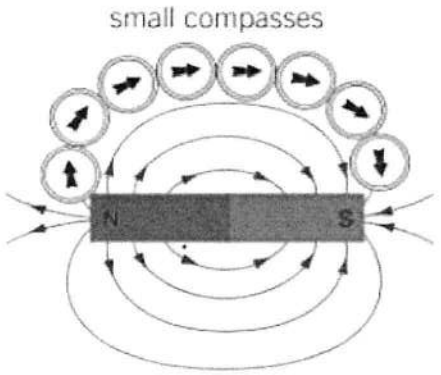
Electromagnets Part 2

Knowledge organiser 1/2

Magnet field around any magnet gets **weaker** as you move **away.**

The **magnetic fields** line can be seen using **iron filing** and using plotting **compasses**. The earth behaves as if there is a big magnet inside it.

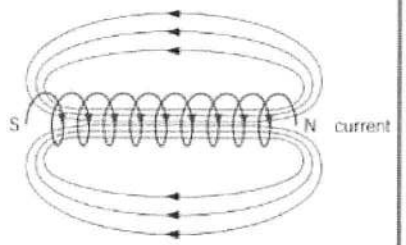
Magnets produce a **non-contact force**.



▲ The field around a bar magnet.

Magnets have a **north-seeking pole** and a **south– seeking pole**. Like poles **repel** and unlike poles **attract**.

Magnets field lines go from north-seeking to the south-seeking pole.



▲ The magnetic field around a coil of wire carrying a current.

Keyword	Definition
Magnets	A material with a magnetic field around it in which a magnetic material experiences a force.
Solenoid	Wire wound into a tight coil, part of an electromagnets.
Circuit Breakers	A device that used an electromagnet to break a circuit if the current is too big.
Electromagnets	A non– permanent magnet turned on and off by controlling the current through it.
Magnetic Poles	The ends of a magnetic field, called north-seeking and south-seeking poles.
Magnetic Forces	Non– contact force from a magnet on a magnetic material.
Permanent magnets	An object that is magnetic all the time.

Year 8 Geography Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Complete task 1-10 on rivers and flooding and Weather and Climate
2	22/04/24	29/04/24	Make a mind map and revision cards on river processes such as erosion, transport and deposition and river landforms such as waterfalls and meanders
3	29/04/24	06/05/24	Make a mind map or revision cards on the human and physical causes of flooding Explain how humans can make flooding worse
4	06/05/24	13/05/24	Make a mind map and revision cards on the Weather and Climate unit – focus on types o rainfall
5	13/03/24	20/05/24	Map skills – Use the knowledge organisers to revise four and six figure grid references.
6	20/05/24	03/06/24	Map skills – Use the knowledge organisers to revise how height and direction can be shown on a map.
7	03/06/24	10/06/24	Learn all your keywords for the Rivers and flooding unit – Make a glossary of key terms

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

ASPIRING TO EXCELLENCE TOGETHER

HARD WORK AMBITION RESPECT KINDNESS

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

<u>YEAR 8</u> – Unit 4 - What is Weather and Climate?

What is weather and climate?			
What you need to Know	☺	😐	☹
Describe the difference between **weather** and **climate**			
Describe the **elements** that make up the weather			
Explain how different elements of weather effect people, both positively and negatively			
Explain how weather can be dangerous			
Describe how elements of the weather are measured			
To understand the term **meteorology** and the role of the Meteorological Office			
To consider the methods of recording vast amounts of weather data			
To be able to use the **synoptic code**			
To know the various ways the **Met Office** presents weather data to the public			
To understand the different groups of people who need to use weather data			
To explain how clouds form			
To be able to classify the main types of cloud			
To be able to explain the main types of rainfall **(relief, convectional and frontal rainfall)**			
To be able to recognise the characteristics of **anticyclones (high pressure systems)**			
To be able to explain the difference between **summer and winter anticyclones**			
To be able to interpret a weather chart using the **synoptic code**			
To be able to explain the influence of **air pressure** on weather			
To be able to understand the key features of a **depression**			
To be able to explain how the passage of a depression changes the weather			
To be able to interpret weather patterns using satellite images, weather charts and the synoptic code.			
To be able to identify the type of weather system passing over the school for seven days.			
To successfully undertake fieldwork to investigate weather events for a week.			
To be able to describe and explain the climate of the UK			
To be able to draw and interpret a **climate graph**			
To be able to describe the **distribution (pattern)** of climate around the world			
To be able to explain the reasons for variation in climate			

Rivers and Flooding/Weather and Climate - Revision

Year 8 End of Year 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. Explain the difference between weather and climate.
9. Explain how relief rainfall works?
10. Describe the other two types of rainfall?

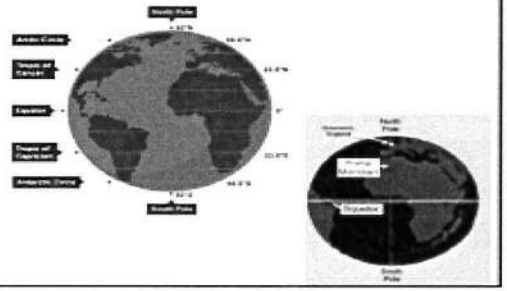
What are the three stages of a river? How does a river change from source to mouth?

Year 8 Knowledge Organiser Focus: Map skills and the UK

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

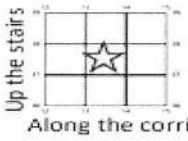


Grid references

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

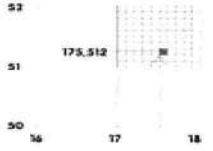


1337

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.



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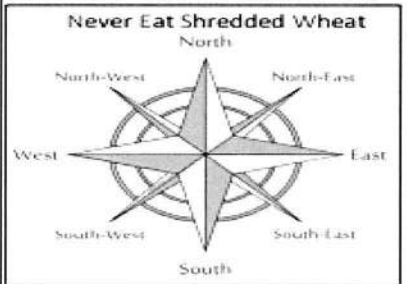
Compass directions



The 4 main points of a compass are;

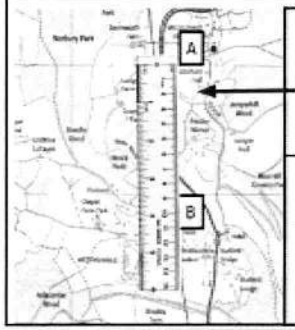
- ✓ North
- ✓ South
- ✓ East
- ✓ West.

To get the 8 point compass; always use the North or South point first.
E.g. North West – South West

Measuring distances- scale

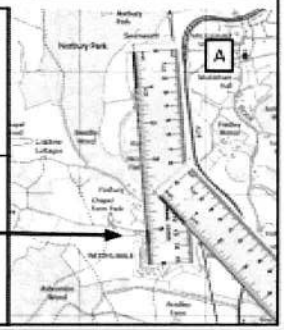
Scale can be shown on a map in different ways

Scale Line		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	**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.



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 repesent 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 History
Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Use your PLCs and Knowledge Organisers to create a list of 5-10 key terms for each topic and their definitions
2	22/04/24	29/04/24	Use your PLCs and Knowledge Organisers to create a list of 5-10 key dates (with 2-3 facts) for each topic in chronological order
3	29/04/24	06/05/24	**Focus on the Industrial Revolution topic** Create a mind map OR a flashcard on the following: 1) What life was like for the poor during the Industrial Revolution (living conditions, working conditions, life for children) 2) What life was like for the rich in society (upper class, factory owners) 3) Significant inventions and changes to the country (Spinning Jenny, transport) – include at least 2-3 specific examples for each.
4	06/05/24	13/05/24	**Focus on Votes for Women** Create a mind map OR a flashcard on the four key reasons why women got the right to vote: 1) The role of WWI 2) The role of the militant Suffragettes 3) The role of the peaceful Suffragists 4) Political Pressures – make sure you include at least 2-3 specific examples of each and explain how they were effective.
5	13/05/24	20/05/24	**Focus on Immigration and the Nation** Create a mind map OR a flashcard on the following linked to Immigration and the Nation. 1) The main causes of immigration 2) The impact of immigration 3) the experience of the groups of people who immigrated to Britain 4) the resistance to immigration – Ensure that you identify the similarities and differences in the causes, impact, experience and resistance of different immigrant groups.

FHS History Department

<u>YEAR 8</u> – Unit 2 – The Industrial Revolution

How far did the Industrial Revolution improve life in Britain?			
What you need to Know	☺	😐	☹
To **describe** what life in England was like at the start of the 1700s			
To **explain the key differences** between 1750 and 1900 England (eg; changes to population, rural and urban life, transport, industry etc)			
To **define and explain the factors** that led to an increased population and urbanisation during the Industrial Revolution			
To **explain** what living conditions in towns like London and Manchester were like for the working classes			
To **understand the impact** of overcrowding for the spread of disease			
To **explain** the **changes** to medical knowledge during the Industrial Revolution			
To be able to **explain** what the Public Health Acts were and what impact it had on the health of the population			
To be able to **describe** the conditions inside a **factory** and the impact this had on English society			
To be able to describe the conditions inside a **coal mine** and the impact this had on English society			
To be able to **describe** how the Industrial Revolution impacted children through the use of **primary sources**			
To **create connections** between the Industrial Revolution in England and the slave trade			
To **explain the changes** the Industrial Revolution had on transportation and the impact this had on English society			
To **describe** the **significance** of key inventions during the Industrial Revoltion			
To **compare** the importance of these invetions and come to an overall judgement about which was the most significant			
To be able to **compare the positives and negatives** of the Industrial Revoltion and come to a judgement on its overall impact			
<u>Historical Skills –</u> essay writing - to develop PEE paragraphs and judgement skills			

Keywords

Significance Secondary source Change Continuity Significance Legacy

Industrialisation Cottage industry Urbanisation

Public Health Sanitiation Overcrowding Child labour

Locomotive Spinning Jenny Entrepreneurs

<u>YEAR 8</u> – Unit 5 – Immigration and the Naiton

Immigration and the Nation: What is Britishness?			
What you need to Know	☺	😐	☹
To explain what '**Britishness**' is and why this might be different for various people			
To explain the **chronology** of various immigration groups to Britain			
To explain the **causes** for why various groups immigrated to Britain			
To **explain the experiences** of various groups that immigrated to Britain			
To be able to explain why / how there was **resistance** to immigrants across time			
To **explain the impact** of various immigrant groups to Britain			
To explain the **legacy of immigration** to Britain today and how this has shaped life in modern Britain with a particular focus on London (eg Windrush)			
To **explain the similairites and differneces** between various immigrant groups			
<u>Historical Skills: Chronology</u> To explain the chronology of immigration patterns to Brtian over time			
<u>Historical Skills: Similarity and difference</u> To explain key similarities between immigrant groups referring to specific examples To explain key differences between immigrant groups referring to specific examples These could take the form of cause, impact or experience			

Keywords

Britishness	immigration	migration	push and pull factors	
tolerance	similarity	difference	chronology	legacy
assimilation and intergration		cultural and social change	economic change	
political change	Windrush	Fascism	identity	

<u>YEAR 8</u> – Unit 5 – Votes for Women

How and why did women gain the right to vote by 1923?			
What you need to Know	☺	😐	☹
To **understand and explain** a brief history of attitudes towards women from the Classical period to the modern day and come to a judgement on how attitudes have changed			
To explain what Edwardian England was like through the use **of primary source** material			
To **explain** the main **arguments for and against** giving women the right to vote in England in the Edwardian Englnad			
To explain the main aims and actions of the **suffragists**			
To explain the main aims and actions of the **suffrragettes**			
To **explain the similairites and differneces** between the two campaign groups for the votes for women			
To understand how **propaganda** played an effective role in the votes for women campaign			
To look at the role and death of **Emily Davidson** for the votes for women campagin			
To **explain how far WWI** changed the lives of women and its impact in the votes for women campaign			
To **explain why** some women were given the vote in 1918 by comparing some of the key factors			
To **come to a judgement** about which factor was most significant			
To **explain why** ALL women were given the right to vote in 1923 and the extent of change that took place because of it			
<u>Historical Skills: Using Sources</u> To explain the usefulness of different primary sources			
<u>Historical Skills:</u> Essay writing Writing PEEL paragraphs Coming to overall judgements Stretch: Comparing factors			

Keywords

Vote Franchise Sufferage Suffragette Suffragist Representation

Propaganda Passtive / Active resistence Trade Unions Parliament Lobbying

Misogyny Gender inequality Equality Campaigning

Source Similarity and difference Judgement Extent of change

YEAR 8 – End of Year Checklist

Industrial Revolution, Votes for Women & immgration			
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, Votes for Women & immigration			
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 campaign for female sufferage (1902-1923)			
I can list immigrant groups who immigrated to Britain in chronological order			
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			
Votes for women	☺	😐	☹
I can explain the main events/dates/ causes of the campaign for female sufferage			
Historical skill: I can make **inferences** from sources about the experiences of the campaign for female sufferage			
Historical skill: I can explain **why a source is useful** to learn about the experiences of the campaign for female sufferage			
Historical skill: I can **explain why** the from sources about the experiences of the campaign for female sufferage was successful and why it took so long			
Immigration and the nation	☺	😐	☹
I can explain the main causes, and impact of immigration to Britian			
I can explain the experience of various immigrants to Britain across time			
Historical skill: I can compare the similarities and differences between various immigrant groups to Britain across time			

Year 8 Summer 2: Immigration and the Nation 1100 - Present			
1	Key Terms and Definitions	The movement of people from one place to another is known as?	Migration
2		People who move into a country are known as?	Immigrants
3		People who move out of a country are known as?	Emigrants
4		When people choose to move from one country it is known as?	Voluntary Migration
5		When people have little or no choice but to move from one country to another it is known as?	Forced migration
6		Someone who has fled to another country in order to avoid war natural disaster or persecution in their own country is called an?	Asylum Seeker
7	Jewish Immigration to Britain	Many of the first Jews who arrived in Britain during the 11th Century became?	Money-lenders
8		By which year did Edward I say that all Jews had to leave England or face execution?	1290
9		By 1914, how many Jews had arrived in Britain fleeing pogroms (religious attacks) in Russia and Poland?	120,000
10		Which two high street stores were started by Jews?	Tesco and Marks and Spencers
11		When did the Battle of Cable Street take place?	Sunday 4 October 1934
12		Oswald Mosley was the leader of the?	British Union of Fascists (BUF)
13	Black Immigration to Britain	What was the name of the black Roman Emperor who died in York of pneuomonia?	Septimus Severus
14		By 1800, how large was the black population of London?	20,000
15		The first black officer in the British army was?	Walter Tull (1888-1918)
16		The British Nationality Act meant that all people of the British Empire were passport holders and allowed to live and work in Britain. When was it passed?	1948
17		By 1958 how many West Indians were working on Britain's public transport system?	8,000
18		The first Race Relations Act was made law in?	1965
20		The second Race Relations Act, which outlawed all discrimination in employment, housing and education was made law in?	1968
21	South Asian Immigration to Britain	Some of the earliest South Asian immigrants to settle in Britain were?	Lascars (Sailors) OR ayahs (children's nannies)
22		By the 1800s, how many South Asian immigrants were estimated to be living in Britain?	40,000
23		Britain's first Indian restaurant was called the Hindostanee Coffee House in London and was opened in?	1809
24		70,000 Ugandan Asians were expelled by the country's leader Idi Amin in which year?	1971
25		By 1971 the number of South Asian immigrants had reached?	400,000
26		In 1992 it was estimated that what percentage of sweet shops, grocers and newsagents were owned by South Asians?	70%

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 GERMAN
Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	1. Read through the vocabulary list for module 1 2. Highlight unknown vocabulary. 3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
2	22/04/24	29/04/24	1. Read through the vocabulary list for module 2 2. Highlight unknown vocabulary. 3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
3	29/04/24	06/05/24	1. Read through the vocabulary list for module 3 2. Highlight unknown vocabulary. 3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
4	06/05/24	13/05/24	1. Read through the vocabulary list for module 4 2. Highlight unknown vocabulary. 3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
5	13/03/24	20/05/24	1. Read through the vocabulary list for module 5 2. Highlight unknown vocabulary. 3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
6	20/05/24	03/06/24	Create a set of flashcards with connectives/adjectives for each module.
7	03/06/24	10/06/24	Create a mind map with photo description vocabulary.

ASPIRING TO EXCELLENCE TOGETHER

HARD WORK AMBITION RESPECT KINDNESS

Year 8 German – PLC for End of Year exam (EoY)

READING & WRITING

	CONTENT	REVISED/ PRACTISED *once*?	REVISED/ PRACTISED *twice*?
TOPIC (vocab and phrases) ***Dynamo 2, modules 1-4***	Holidays *(Autumn 2)*		
	Healthy Living *(Spring 1)*		
	Media *(Spring 2)*		
	Class trips *(Summer 1)*		
KEY GRAMMAR	Past tenses: Imperfect (" ich hatte") and Perfect ("ich *habe* gespielt, ich *bin* gafahren")		
	Future tense (as well as Present)		
	Varied adjectives to give OPINIONS in mixed tenses (e.g. "Das ist... / war...")		
	Modal verbs (dürfen, müssen, können)		
EXAM SKILLS	Reading activities (varied)		
	Answering questions (in German)		
	Translation		
	Photo description		
	Essay question (16 marks/4 bullet points)		

How to revise:

- ✓ write practice essays about each topic that use opinions and mixed vocab
- ✓ look through your book and make mind maps/lists/flashcards of key vocab, phrases and grammar rules
- ✓ online sites/apps (e.g. LinQuizlet.com, Memrise / Duolingo)
- ✓ frequently test yourself on topic vocab using LOOK-SAY-COVER-WRITE-CHECK
- ✓ ask someone at home to test you on vocab and phrases

Wörter

Früher und heute	***Then and today***
Die Stadt ist/war …	*The town is/was …*
alt/modern	*old/modern*
klein/groß	*small/big*
schön/industriell	*beautiful/industrial*
historisch/touristisch	*historic/touristy*
laut/ruhig	*noisy/quiet*
Die Stadt hat/hatte …	*The town has/had …*
Es gibt/gab …	*There is/was …*
einen Strand	*a beach*
einen Marktplatz	*a town square*
einen Olympiapark	*an Olympic park*
einen Hafen	*a harbour*
eine Arena	*an arena*
eine Skatehalle	*a skate hall*
ein Einkaufszentrum	*a shopping centre*
ein Stadion	*a stadium*

Wo hast du gewohnt?	***Where did you stay?***
Ich habe … gewohnt.	*I stayed …*
in einem Hotel	*in a hotel*
in einem Ferienhaus	*in a holiday house*
in einem Wohnwagen	*in a caravan*
in einer Jugendherberge	*in a youth hostel*
auf einem Campingplatz	*on a campsite*
bei Freunden	*with friends*

Was hast du gemacht?	***What did you do?***
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?	***Where did you travel to?***
Ich bin … gefahren.	*I travelled …*

nach Deutschland	*to Germany*
nach Wien	*to Vienna*
Wie bist du gefahren?	***How did you travel?***
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.*
Mit wem bist du gefahren?	***Who did you travel with?***
Ich bin … gefahren.	*I travelled …*
mit meiner Familie	*with my family*
mit Freunden	*with friends*
Was hast du noch gemacht?	***What else did you do?***
Ich bin … gegangen.	*I went …*
an den Strand	*to the beach*
in die Stadt	*into town*
windsurfen	*windsurfing*
kitesurfen	*kite surfing*
schwimmen	*swimming*
Ich bin … gefahren.	*I went …*
Wakeboard	*wakeboarding*
Snowboard	*snowboarding*
Ski	*skiing*
Banane	*banana boating*
Ich habe Snowtubing gemacht.	*I went snowtubing.*
Ich habe Eistennis gespielt.	*I played ice tennis.*
Wie ist/war das Wetter?	***How is/was the weather?***
Es ist/war …	*It is/was …*
sonnig	*sunny*
kalt	*cold*
heiß	*hot*
wolkig	*cloudy*
windig	*windy*
neblig	*foggy*
Es regnet.	*It is raining./It rains.*
Es schneit.	*It is snowing./It snows.*
Es donnert und blitzt.	*There is thunder and lightning.*
Wann war das?	***When was that?***

in den Ferien	*in the holidays*
im Sommer/Winter	*in summer/winter*
letzten Sommer/Winter	*last summer/winter*
heute	*today*
gestern	*yesterday*
früher	*then, previously*

Oft benutzte Wörter	***High-frequency words***
nur	*only*
dort	*there*
zu	*too*
nicht	*not*
gar nicht	*not at all*
sehr	*very*
ungefähr	*approximately*
viel	*a lot*
viele	*lots, many*

Im Kino	***At the cinema***
der Actionfilm(e)	*action film*
das Drama (Dramen)	*drama*
der Fantasyfilm(e)	*fantasy film*
der Horrorfilm(e)	*horror film*
die Komödie(n)	*comedy*
die Liebeskomödie(n)	*romantic comedy, rom-com*
der Science-Fiction-Film(e)	*science fiction film*
der Zeichentrickfilm(e)	*cartoon*
Ich bin ins Kino gegangen.	*I went to the cinema.*
Ich habe zu Hause eine DVD gesehen.	*I watched a DVD at home.*

Wie hast du den Film gefunden?	***What did you think of the film?***
Ich habe den Film (furchtbar). gefunden	*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***
Was siehst du gern?	*What do you like watching?*
Ich sehe (sehr/nicht) gern …	*I (really/don't) like watching …*
ich hasse	*I hate*
gucken/sehen	*to watch*
die Dokumentation(en)	*documentary*
die Gameshow(s)	*game show*
das Musikvideo(s)	*music video*
die Nachrichten (pl)	*news*
die Realityshow(s)	*reality show*
die Seifenoper(n)	*soap opera*
die Sitcom(s)	*sitcom*
die Serie(n)	*series*
die Sportsendung(en)	*sports programme*
Was liest du gern?	***What do you like reading?***
Ich lese gern …	*I like reading …*
Ich lese nicht gern …	*I don't like reading …*
Ich lese lieber …	*I prefer reading …*
Ich lese am liebsten …	*I like reading … most of all*
der Comic(s)	*comic*
der Roman(e)	*novel*
die Zeitschrift(en)	*magazine*
die Zeitung(en)	*newspaper*
die Website(s)	*website*
das Fantasybuch(-¨er)	*fantasy book*
das Sachbuch(-¨er)	*factual/non-fiction book*
die Biografie(n)	*biography*
das Blog(s)	*blog*

Wo liest du?	***Where do you read?***
im Bus	*on the bus*
im Zug	*on the train*
im Garten	*in the garden*
im Park	*in the park*
im Bett	*in bed*
im Schlafzimmer	*in the bedroom*
in der Pause	*in the break, at breaktime*
in der Schule	*in school*
in der Badewanne	*in the bath*
auf dem Sofa	*on the settee*
auf dem Klo	*on the loo*
auf dem Hof	*on/in the school yard*
auf dem Handy	*on the mobile phone*
am Computer	*on the computer*

Bist du süchtig?	***Are you addicted?***
eine Stunde pro Tag	*an hour a day*
zwei bis drei Stunden pro Tag	*two to three hours a day*
nicht mehr als drei Stunden pro Tag	*no more than three hours a day*
mehr als 20 Stunden pro Woche	*more than 20 hours a week*
nur am Wochenende	*only at the weekend*
nach den Hausaufgaben	*after homework*
von 20 bis 22 Uhr	*from 8.00 to 10.00 pm*

Meinungen	***Opinions***
das finde ich (un)fair	*I think that's (un)fair*
das geht mir auf die Nerven	*that gets on my nerves*
das ist (un)gesund	*that's (un)healthy*
das ist aktiv	*that's active*
das ist passiv	*that's passive*
das macht (un)fit	*that makes you (un)fit*
das macht Spaß	*that's fun*
das stimmt (nicht)	*that's (not) true*
du hast recht	*you're right*
ich bin (nicht) süchtig	*I'm (not) addicted*
meiner Meinung nach ...	*in my opinion ...*
Unsinn!/Quatsch!	*Nonsense!*

Fragen	***Questions***

Wann?	*When?*
Wo?	*Where?*
Was?	*What?*
Wer?	*Who?*
Warum?	*Why?*
Wie?	*How?*
Wie viel/viele?	*How much/many?*
Wie oft?	*How often?*

Oft benutzte Wörter	***High-frequency words***
weil	*because*
letzte Woche	*last week*
am Wochenende	*at the weekend*
das nächste Mal	*next time*
so	*so*
zu	*too*
total	*totally*
gar nicht	*not at all*
immer	*always*
ab und zu	*now and then*
oft	*often*

Das Frühstück	***Breakfast***
der/das Joghurt	*yoghurt*
der Käse	*cheese*
der Schinken	*ham*
der Speck	*bacon*
der Toast	*toast*
der Kaffee	*coffee*
der Tee	*tea*
der Orangensaft	*orange juice*
die Butter	*butter*
die Marmelade	*jam*
die Orangenmarmelade	*marmalade*
die Milch	*milk*
die heiße Schokolade	*hot chocolate*
das Brötchen	*roll*
das Obst	*fruit*
das Ei	*egg*
die Eier (pl)	*eggs*
die Frühstücksflocken (pl)	*cereal*

Was isst du zum Frühstück?	***What do you eat for breakfast?***
Ich esse einen Joghurt.	*I eat a yoghurt.*
ein Brötchen mit Butter und Marmelade	*a roll with butter and jam*
Ich esse kein Frühstück.	*I don't eat any breakfast.*
Max isst Toast mit Butter.	*Max eats toast with butter.*
Ellie und Sarah essen Eier.	*Ellie and Sarah eat eggs.*
Ich trinke einen Kaffee.	*I drink a coffee.*
eine Tasse Tee	*a cup of tea*
Das ist (un)gesund.	*That's (un)healthy.*
Das ist lecker/furchtbar.	*That's delicious/awful.*

Die Speisekarte	***Menu***
(der) Fisch mit Reis und Erbsen	*fish with rice and peas*
(der) Flammkuchen mit Sauerkraut	*Flammkuchen with pickled cabbage*
(die) Bratwurst mit Eiern	*fried sausage with eggs*
(die) Gemüsesuppe mit Brötchen	*vegetable soup with a roll*
(das) Hähnchen mit Pommes frites und Karotten	*chicken with chips and carrots*
(das) Schnitzel mit Kartoffeln	*pork fillet in breadcrumbs with potatoes*
(das) Steak mit Rösti	*steak with rösti potatoes/ hash browns*
(die) Käsespätzle mit Salat	*speciality cheesy pasta with salad*

Wie ist das?	***What is it like?***
süß	*sweet*
sauer	*sour*
salzig	*salty*
scharf	*spicy*
vegetarisch	*vegetarian*
lecker	*delicious*
ekelhaft	*disgusting*

Im Restaurant	***In the restaurant***
Was nimmst du?	*What are you having?*
Ich nehme …	*I'll take/I'm having …*
den Fisch	*the fish*
die Gemüsesuppe	*the vegetable soup*
das Hähnchen	*the chicken*

Ein Rezept	***A recipe***
Nimm …	*Take …*
150 Milliliter Milch	*150 millilitres of milk*
50 Gramm Butter	*50 grams of butter*
eine Zwiebel	*an onion*
Schneide …	*Cut …*
Misch …	*Mix …*
Stell …	*Put …*
Erhitze …	*Heat …*
Rühre …	*Stir …*
Serviere …	*Serve …*

Mein Lieblingssandwich	***My favourite sandwich***
das Ketchup	*ketchup*
der Senf	*mustard*
der Thunfisch	*tuna fish*
die Erdnussbutter	*peanut butter*
die Gurke	*gherkin*
die Mayo	*mayonnaise*
die Olive	*olive*
die Sardelle	*sardine, anchovy*

Gesund bleiben	***Staying healthy***
Man muss …	*One/You/People must …*
acht Stunden schlafen	*sleep for eight hours*
wenig Fett und Zucker essen	*eat little fat and sugar*
viel Obst und Gemüse essen	*eat lots of fruit and vegetables*
mehr Wasser trinken	*drink more water*
früh ins Bett gehen	*go to bed early*
drei Stunden trainieren	*exercise for three hours*
zweimal pro Woche joggen	*jog twice a week*

Die Mahlzeiten	***Mealtimes***
die Vorspeise	*the starter*
die Hauptspeise	*the main course*

die Nachspeise	*the dessert*

Oft benutzte Wörter	***High-frequency words***
normalerweise	*usually*
gestern	*yesterday*
bis	*until*
früh	*early*
spät	*late*
mehr	*more*
wenig	*little*
weniger	*less, fewer*
oft	*often*
besser	*better*
mein	*my*
dein	*your*
sein	*his*
ihr	*her*
mit	*with*
ohne	*without*
in	*in, into*
auf	*on, onto*

In der Jugendherberge	***In the youth hostel***
die Hausordnung	*rules of the house*
Man muss vor 22:00 Uhr ins Bett gehen.	*You have to go to bed before ten o'clock.*
Man muss das Bett machen.	*You have to make the bed.*
Man muss das Zimmer sauber halten.	*You have to keep the room clean.*
Man muss vor acht Uhr aufstehen.	*You have to get up before eight o'clock.*
Man muss abwaschen.	*You have to wash up.*
Man darf nicht rauchen.	*You must not smoke.*
Man darf nicht im Zimmer essen.	*You must not eat in the room.*
Man darf keine laute Musik hören.	*You are not allowed to listen to loud music.*

Der Tagesablauf	***Daily routine***
Ich stehe auf.	*I get up.*
Ich wasche mich.	*I get washed.*
Ich dusche mich.	*I have a shower.*
Ich ziehe mich an.	*I get dressed.*
Ich frühstücke.	*I have breakfast.*

Ich gehe aus.	*I go out.*
Ich komme zurück.	*I come back.*
Ich esse zu Abend.	*I have dinner/the evening meal.*
Ich gehe ins Bett.	*I go to bed.*
Um wie viel Uhr?	***At what time?***
um … Uhr	*at … o'clock*
um fünf/zehn/zwanzig nach …	*at five/ten/twenty past …*
um fünfundzwanzig vor …	*at twenty-five to …*
um Viertel nach …	*at quarter past …*
um Viertel vor …	*at quarter to …*
um halb acht	*at half past seven*
Wie komme ich zum/zur …?	***How do I get to the …?***
Geh/Geht/Gehen Sie …!	*Go …!*
(nach) links	*(to the) left*
(nach) rechts	*(to the) right*
geradeaus	*straight on*
Nimm/Nehmt/Nehmen Sie …!	*Take …!*
die erste Straße links	*the first street on the left*
die zweite Straße rechts	*the second street on the right*
Geh an der Ampel links!	*Go left at the lights.*
Geh an der Kreuzung rechts!	*Go right at the crossroads.*
der Bahnhof	*station*
der Park	*park*
die Bushaltestelle	*bus stop*
die Kirche	*church*
das Schwimmbad	*swimming pool*
das Hallenbad	*indoor swimming pool*
das Museum	*museum*
der Markt	*market(place)*
der Lehrer	*teacher (male)*
die Lehrerin	*teacher (female)*
das Souvenirgeschäft	*souvenir shop*
die Imbissstube	*snack bar*
das Eiscafé	*ice cream parlour*
vor dem/der …	*in front of the …*
Entschuldigung/Bitte, …	*Excuse me, …*
Danke (sehr/schön)./ Vielen Dank.	*Thank you very much.*
Bitte (sehr/schön). / Nichts zu danken.	*You're welcome. / Don't mention it.*

Auf einem Fest	***At a festival***
der Umzug(¨–e)	*procession, parade*
der Festwagen(–)	*float (in a parade)*
die Band(s)	*band, group*
das Kostüm(e)	*costume, outfit*
der Hut(¨–e)	*hat*
die Fahne(n)	*flag*
die Kirmes(sen)	*funfair*
das Fahrgeschäft(e)	*ride (at funfair)*
der Imbiss(e)	*snack*
bunt	*colourful*
traditionell	*traditional*
der Trick(s)	*trick*
das Handy(s)	*mobile phone*
die Haare (pl)	*hair*
die Schuhe (pl)	*shoes*
Oft benutzte Wörter	***High-frequency words***
zu (zum/zur)	*to (to the)*
vor	*before, in front of*
groß	*big*
lang	*long*
laut	*loud*
lecker	*tasty*
schön	*nice, beautiful*
toll	*great*
Das macht Spaß.	*That's fun.*
Das hat Spaß gemacht.	*That was fun.*

Kleider/Klamotten	***Clothes***
der Rock	skirt
der Mantel	coat
der Anzug	suit
der Kapuzenpulli	hoodie
die Jeanshose (die Jeans)	jeans
die Hose	trousers
das Kleid	dress
das Hemd	shirt
das T-Shirt	T-shirt
die Schuhe	shoes
die Stiefel	boots

die Sandalen	sandals
Wie ist es?	***What is it like?***
kurz	*short*
lang	*long*
weit	*wide-leg, baggy*
schmal	*slim-leg, skinny*
schick	*smart*
locker	*casual*
kariert	*checked*
gepunktet	*spotty*
gestreift	*stripy*
Was trägst du?	***What do you wear/are you wearing?***
Ich trage …	*I wear/am wearing …*
einen kurzen Rock	*a short skirt*
einen langen Mantel	*a long coat*
einen schicken Anzug	*a smart suit*
einen lockeren Kapuzenpulli	*a casual hoodie*
eine weite Hose	*a baggy pair of trousers*
eine schmale Jeanshose	*a pair of skinny jeans*
ein kariertes Hemd	*a checked shirt*
ein gepunktetes Kleid	*a spotty dress*
ein gestreiftes T-Shirt	*a stripy T-shirt*
schicke Stiefel	*smart boots*
Wie ist dein Stil?	***What is your style?***
lässig	*informal*
sportlich	*sporty*
trendig	*trendy*
klassisch	*classic*
Ein erstes Date	***A first date***
Was wirst du machen?	*What will you do?*
Ich werde …	*I will …*
die Karten im Voraus kaufen	*buy the tickets in advance*
einen guten Film auswählen	*choose a good film*
früh ankommen	*arrive early*
… abholen	*pick up …*
etwas Schickes anziehen	*put on something smart*
genug Geld mitnehmen	*take enough money with me*
mit dem Bus in die Stadt fahren	*go by bus to town*

ins Kino gehen	*go to the cinema*
essen gehen	*go out to eat*
Ich mache mich fertig	***I get myself ready***
Ich style mir die Haare.	*I style my hair.*
Ich mache mir die Haare.	*I do my hair.*
Ich putze mir die Zähne.	*I clean my teeth.*
Ich schminke mich.	*I put make-up on.*
Ich ziehe mich an.	*I get dressed.*
Ich sehe mich im Spiegel an.	*I look at myself in the mirror.*
Ich benutze ein Deo.	*I put deodorant on.*
Ich wähle meine Kleider aus.	*I choose my clothes.*
Diskussion und Debatte	***Discussion and debate***
Viele/Einige Leute sagen	*Many/Some people say*
Meiner Meinung nach	*In my opinion*
Erstens	*Firstly*
Zweitens	*Secondly*
Schließlich	*Finally*
Du hast gesagt ..., aber ich denke	*You said ..., but I think*
Auf der einen Seite	*On the one hand*
Auf der anderen Seite	*On the other hand*
Oft benutzte Wörter	***High-frequency words***
wenn	*when (if)*
immer	*always*
zum Beispiel	*for example*
zuerst	*first of all*
seit	*since (for)*
für	*for*
möglich	*possible*
pro Jahr	*per year*
nächstes Jahr	*next year*
teuer	*expensive*
alle	*all/everyone*
um ... zu	*in order to*

Year 8 COMPUTER SCIENCE Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Computer Systems Write down key words and definitions • Try not to use your knowledge organiser to help you Use your green pen to check your work
2	22/04/24	29/04/24	Data Representations Use your knowledge organiser to condense and write down key facts and information on your flash cards add pictures . • self-quiz yourself the flash cards. You can write questions one side and answers on the other Ask a parent/carer/friend to quiz you on your knowledge using your flash cards
3	29/04/24	06/05/24	Computational Thinking Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser • Answer the question and remember to use full sentence Keep self-quizzing until you get all answers correct
4	06/05/24	13/05/24	Programming Create a mind map with all the information you can remember from your knowledge organiser • Check your knowledge organiser to see if there were any mistakes with the information you have made. Try to make connections that links information together
5	13/03/24	20/05/24	Computer systems Ask a family member or friend to have the knowledge organiser in their hands. They can test you by asking questions on different sections of your knowledge organiser. Write down your answers
6	20/05/24	03/06/24	Computer Crime Look at and study a specific area of your knowledge organiser Cover the knowledge organiser and write down everything you remember. Check what you have write down. Correct any mistakes in green pen and add anything you missed. Repeat.
7	03/06/24	10/06/24	Spreadsheets Complete the crossword. Create your own cross word using keywords :IF, COUNTA, COUNTBLANK, COUNT, CELL REFERENCE, ABSOLUT CELL REFRENCE

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

ASPIRING TO EXCELLENCE TOGETHER

HARD WORK AMBITION RESPECT KINDNESS

Year 8 computer Science June 2024 Summer Exam Checklist

Revision Resources on hand-in.

Spreadsheets	☺	😐	☹	
Spreadsheets • 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.				

Year 8 computer Science June 2024 Summer Exam Checklist

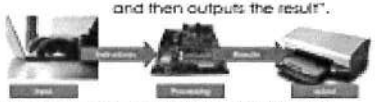
Revision Resources on hand-in.

Unit/Topic	How do you feel about this topic?			Comments
Computer systems	☺	😐	☹	
• 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 • Understand what the CPU is, how it works and how its performance is measured				
Data Representation	☺	😐	☹	
• Understand how to convert denary to binary • Understand how to convert binary to denary • Understand how to Add in binary • Understand how to convert binary to ASCII • Understand how to convert binary to Hex • Understand how an image is represented in a computer • Understand how to Convert binary numbers to images • Understand how computers represent sound waves				
Computational thinking	☺	😐	☹	
• Understand decomposition • Understand pattern recognition • Understand abstraction • Understand pseudocode • Understand flowchart				
Programming	☺	😐	☹	
• Understand how to draw basic shapes using python turtle • Understand how to use loops to draw shapes • Understand how to gather response from the user (input) • Understand how to use variables for input				
Cyber Security	☺	😐	☹	
• Understand phishing • Understand the computer misuse act and copyright • Understand what is meant by personal data				

KS3 Knowledge Organiser — Computing Systems

What is a Computer?

"A computer is generally considered to be a programmable machine, often electronic, which takes in data, processes it and then outputs the result".



There are actually a lot of devices that can be considered computers (or at least to contain a computer). A washing machine can be programmed, has buttons to input data, a CPU to process the instructions and motors/valves which produce different outputs. By definition it is therefore a computer.

Input and Output Devices

All of the devices shown on the right are **input devices**. They all send data/instructions to the computer system. For example, the games controller will send directional data/instructions, the scanner will send image data and the microphone will send sound data to the system.

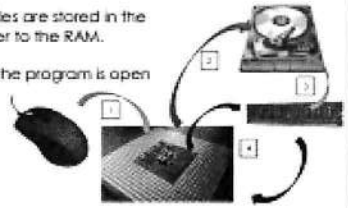
All of the devices shown on the left are **output devices**. They all output information (processed data) from the computer system to the user. For example, the monitor will display images and the speakers will output sound.

Key Vocabulary

Key Word	Definition
Input device	Piece of equipment that helps put data / commands into a computer.
Output device	Piece of equipment that helps get information out of a computer.
Process	Decisions and Calculations made by a computer
CPU	Central Processing Unit
RAM	Random Access Memory
Motherboard	Main circuit board – components are connected to this
Hard drive	The computer's file storage
I/O Devices	The input devices send data to the CPU, the output devices receive information from the CPU.

How does a computer actually work?

1. Firstly, when you double click a program's icon, the mouse (input device) sends an instruction (input) to the CPU requesting that the program is loaded.
2. The CPU will decode this instruction and then execute it. Now, because all programs and files are stored in the hard drive, it sends a signal to the hard drive requesting that the program files are copied over to the RAM.
3. The hard drive accepts this request and loads the program onto the RAM.
4. The CPU can now directly access and process the program files, at speed, and as a result the program is open and ready to use by the computer user.



The Office Worker Analogy (comparison)

- Imagine that the office worker is the CPU, their drawers are the hard drive and their desk is the RAM.
- The worker (CPU) has just been asked to do some work by their boss. So, they go to their drawers (the hard drive) to find the relevant documents that they need to work on.
- Now, because the drawer is low down with little space, it is not comfortable to work at those documents while they're in the drawer (hard drive). Work would be slow!
- The worker therefore decides to bring the documents onto the desk (RAM), which is at the right height for working, so that they (the CPU) can carry out their task efficiently, at speed.

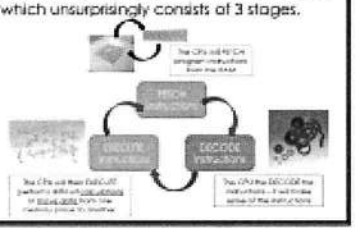
The CPU

- It is known as the brain of the computer.
- Its job is to process data, by carrying out calculations, performing logic and coordinating input and output signals.
- It is located on the motherboard and will often have a heat sink and fan positioned on top of it, to keep it cool, as it gets very hot, when in use!

Clock Speed

- The CPU's speed is determined by its clock speed
- This is the number of instructions the CPU can process in one second.
- It is measured in Hertz (cycles per second).
- CPUs currently run at about 3 Gigahertz, which means 3 billion Fetch-Decode-Execute cycles per second!

When the CPU processes instructions, it performs the **Fetch-Decode-Execute** cycle, which unsurprisingly consists of 3 stages.



What's Inside a Computer?

Component	Image	Description
CPU (Heat Sink and Fan)		- Known as the Brain of the computer - Responsible for processing data & instructions - Gets hot very quickly and so often comes with a heat sink and fan to extract the excess heat.
RAM		- The computer's short-term memory. - Stores programs that are currently in use. - Fast data access speeds. - Needs electricity in order to store data.
Hard Drive		- The computer's long-term memory. - All programs and user files are stored there. - Does not require electricity to store data.
Motherboard		- Large circuit board which connects all of the other components together, allowing them to communicate with one another. - The CPU and RAM actually slot into this component.
Power Supply Unit (PSU)		- Provides the components of a computer with electricity. - Often has a fan to manage the heat that it generates.
Graphics Card		- Contains a GPU which provides extra processing power, specifically for rendering screen images at speed. - Similar to a CPU, it is often accompanied with a heat sink and fan to extract heat.
Sound Card		- Converts digital audio signals to analogue and vice-versa. - Allows the computer to interface with a variety of sound devices.
Network Interface Card		- Converts a computer's data signals into a form that can be transmitted across a network (and vice-versa).

KS3 Knowledge Organiser

Binary, Denary, Sound, Images

The Binary Number System

10's	1's
1	0

10's	1's
3	3

100's	10's	1's
5	2	8

In the number system that us humans use, the number 10 means 'ten' because the digits mean '1 ten and 0 ones'.

...the number 33 means 'thirty three' because the digits mean '3 tens and 3 ones'.

...the number 528 means 'five hundred and twenty eight' because the digits mean '5 hundreds, 2 tens and 8 ones'.

Humans developed this 'base 10' number system millions of years ago because they learnt to count using their hands, which have 10 digits. Computers, being electronic, are simply made up of switches (which can be in only one of two states (on/off)) and as a result cannot count like us! As a result, computers use a different number system - the binary number system.

2's	1's
1	0

8's	4's	2's	1's
1	0	0	1

The columns in the binary system, from right to left are 1, 2, 4, doubling as we go.

...in binary the digits 10 means 'the number two' because the digits mean '1 two and 0 ones'.

...the digits 1001 means 'the number nine' because the digits mean '1 eight, 0 fours, 0 twos and 1 one'.

Converting from Binary to Decimal/Denary

To convert a binary number into decimal/denary, the process is thankfully really easy! All we need to do is add up the column values which contain a one and ignore the column values which contain a zero.

For example, the following binary number has the decimal/denary value of 155. This is because the 1s in the binary number represents **128 + 16 + 8 + 2 + 1 = 155**

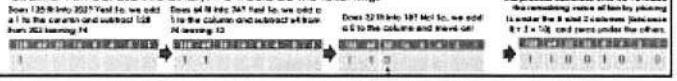
128	64	32	16	8	4	2	1
1	0	0	1	1	0	1	1

→ 155

Converting from Decimal/Denary to Binary

Converting from decimal/denary to binary, is also not too hard! We just need to work out which of the column values add together to form the decimal value that we needed to convert.

The easiest way is to do this is work from left to right along the binary column values and if the column value can fit into our decimal number, we place a 1 under that value's column, subtract the column value from the decimal number and continue the process. For example, if we want to convert the decimal number 202 into binary, we would do the following:



Key Vocabulary

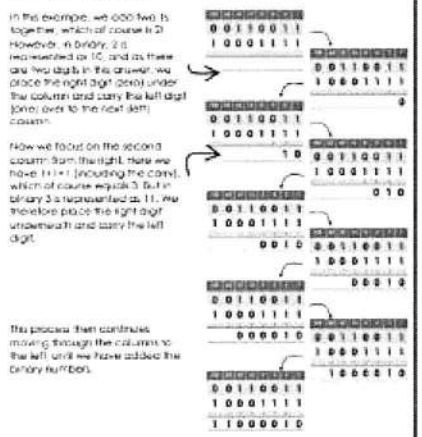
Key Word	Definition
Denary / Decimal	Base 10 number system - The number system we learnt in primary school
Binary	Base two number system – the only number system computers know – they can only understand two digits because they are made up of switches that can only be in the on (1) and off (0) state.
ASCII	Universally accepted binary numbers for each keyboard character
Bitmap	A computer image file which is made up of tiny pixels of colour. Each pixel is represented by a set of binary bits and mapped to the screen.
Sampling	Recording analogue sound at regular intervals and converting each snippet of sound to a binary value.
Digital Processing	Applying maths on the binary which represents sound in order to manipulate how it sounds.

Binary Addition

Adding binary numbers is much like adding denary numbers (the system we use as humans).

Things to remember:

- → Keep your numbers in the correct columns
- → 1+1 = 10 in binary
- → 1+1+1 = 11 in binary



Representing Characters

- As we know, computers can only deal with 0s and 1s (binary).
- All data that it needs to work with (numbers, sound, images etc) must be converted into binary for the computer to be able to process it.
- It is exactly the same for text, or one piece of text known as a character.
- Each time you hit a key on a keyboard, the computer generates a code for that letter, which is then processed by the CPU and the result might be the letter appearing on the screen or being printed on paper.
- So that all computer systems behave in a similar way it is important that there is an agreed set of codes for characters.
- The agreed set of codes to represent the main characters in the English language is known as ASCII (American Standard Code for Information Interchange).

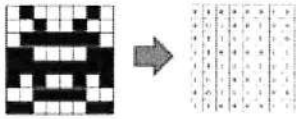
Below, you can see that each character is represented by a number. The binary table contains 8 binary numbers, and by working out the value of each binary number, we can see which letter it represents by looking it up in the ASCII table.

ASCII TABLE

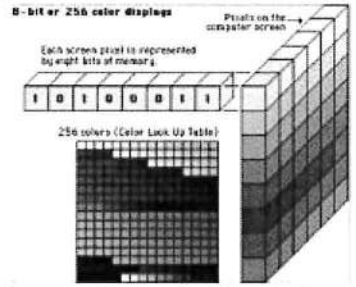
Representing Images

Bitmaps

Bitmap images are made up of rows of "dots" called "pixels" (picture elements). Each pixel is represented by a binary number. Behind the scenes, this 1-bit image (with each shade represented by a bit) is in fact a series of numbers:



In a coloured bitmap, longer binary numbers represent a different colour:



As images get more colourful, longer binary numbers are needed so that a bigger combination of colours can be shown.

Representing Sound

Analogue sounds (sound waves that continuously vary) are pure and of perfect quality.

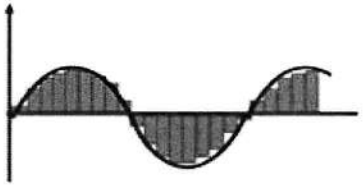
However, computer recorded sound is not pure, not real and not of perfect quality and this is because sound has been digitised – it has been sampled at set intervals.

Sampling

Sampling is the process by which computers digitise sound.

They measure the height of sound waves at regular intervals and record the measurement as a binary number.

So, whereas analogue sound is continuous over time, digitised sound is made up of lots of 'sound bites' over time.



When computers play sound through a speaker, they process each of the binary measurements and send signals to the speaker making it vibrate in different ways, according to the binary data.

Knowledge Organiser: Computational Thinking

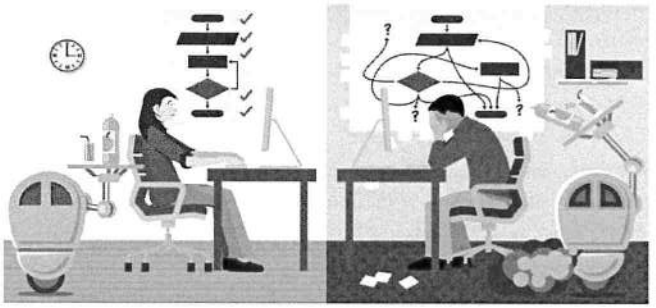
What is Computational Thinking

Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.

The Four Cornerstones of Computational Thinking are: Decomposition, Pattern Recognition, Abstraction and Algorithms

Decomposition

Decomposition is one of the four cornerstones of Computer Science. It involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand. The smaller parts can then be examined and solved, or designed individually, as they are simpler to work with.



Pattern Recognition

When we decompose a complex problem we often find patterns among the smaller problems we create. The patterns are similarities or characteristics that some of the problems share.

Pattern recognition is one of the four cornerstones of Computer Science. It involves finding the similarities or patterns among small, decomposed problems that can help us solve more complex problems more efficiently.

Abstraction

Once we have recognised patterns in our problems, we use abstraction to gather the general characteristics and to filter out of the details we do not need in order to solve our problem.

Abstraction is the process of filtering out – ignoring - the characteristics of patterns that we don't need in order to concentrate on those that we do. It is also the filtering out of specific details. From this we create a representation (idea) of what we are trying to solve.

Key Vocabulary

Abstraction	The process of separating and filtering out ideas and specific details that are not needed in order to concentrate on those that are needed.
Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Decomposition	The breaking down of a system into smaller parts that are easier to understand, program and maintain.
Pattern Recognition	Finding similarities and patterns in order to solve complex problems more efficiently.
Program	Sequences of instructions for a computer.
Programming	The process of writing computer software.

Algorithms

An algorithm is a plan, a set of step-by-step instructions to resolve a problem. In an algorithm, each instruction is identified and the order in which they should be carried out is planned.

What is an algorithm?

Algorithms are one of the four cornerstones of Computer Science. An algorithm is a plan, a set of step-by-step instructions to solve a problem. If you can tie shoelaces, make a cup of tea, get dressed or prepare a meal then you already know how to follow an algorithm.

Evaluating Solutions

Before solutions can be programmed, it is important to make sure that it properly satisfies the problem, and that it does so efficiently. This is done through evaluation.

Evaluation is the process that allows us to make sure our solution does the job it has been designed to do and to think about how it could be improved.

Failure to evaluate can make it difficult to write a program. Evaluation helps to make sure that as few difficulties as possible are faced when programming

Knowledge Organiser: Designing an Algorithm

Designed an Algorithm

Before designing an algorithm it is important to first understand what the problem is. Algorithms can be designed using pseudocode or a flowchart, and the standard notations of each should be known.

An algorithm is a plan, a logical step-by-step process for solving a problem. Algorithms are normally written as a flowchart or in pseudocode.

The key to any problem-solving task is to guide your thought process. The most useful thing to do is keep asking 'What if we did it this way?' Exploring different ways of solving a problem can help to find the best way to solve it.

Understanding the problem

Before an algorithm can be designed, it is important to check that the problem is completely understood. There are a number of basic things to know in order to really understand the problem:

What are the **inputs** into the problem?

What will be the **outputs** of the problem?

In what order do **instructions** need to be carried out?

What decisions need to be made in the problem?

Are any areas of the problem repeated?

Pseudocode

Most programs are developed using programming languages. These languages have specific syntax that must be used so that the program will run properly. Pseudocode is not a programming language, it is a simple way of describing a set of instructions that does not have to use specific syntax.

Flowcharts

A flowchart is a diagram that represents a set of instructions. Flowcharts normally use standard symbols to represent the different types of instructions. These symbols are used to construct the flowchart and show the step-by-step solution to the problem.

Name	Symbol	Usage
Start or Stop		The beginning and end points in the sequence.
Process		An instruction or a command.
Decision		A decision, either yes or no.
Input or Output		An input is data received by a computer. An output is a signal or data sent from a computer.
Connector		A jump from one point in the sequence to another.
Direction of flow		Connects the symbols. The arrow shows the direction of flow of instructions.

Key Vocabulary

Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Condidtion	In computing, this is a statement or sum that is either true or false. A computation depends on whether a condition equates to true or false.
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
Input	Data which is inserted into a system for processing and/or storage.
Instruction	A single action that can be performed by a computer processor.
Iteration	In computer programming, this is a single pass through a set of instructions.
Loop	A method used in programming to repeat a set of instructions.
Notation	A system of written symbols or graphics used to represent something in order to aid communication and understanding.
Output	Data which is sent out of a system.
Program	Sequences of instructions for a computer.
Programming language	A language used by a programmer to write a piece of software.
Pseudocode	Also written as pseudo-code. A method of writing up a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.
Selection	A decision within a computer program when the program decides to move on based on the results of an event.
Syntax	Rules governing how to write statements in a programming language.

Knowledge Organiser: Functional IT Skills & E-Safety

Summary

Behaviours such as **altering computer data without permission, hacking, cyberbullying** and **trolling** are considered unethical and harmful in relation to **computer systems**.

Stay safe from **phishing** by deleting unknown email immediately. Do not follow any links contained in the **email**. Instead, **go to the website directly**, and try to log in there.

There are a number of ways to protect against **malware**: install antivirus software and use firewall. Show caution by not opening emails from senders who you do not recognise and not installing **programs downloaded illegally.**

The easiest way to stay safe online is to stay in control of **personal information** given out.

Resizing images and **compressing files** reduces the upload and download time when sending email.

File Explorer is a software application for managing your files, searching them and navigating around them.

Always choose a **password** that's difficult for someone else to guess. Use a mixture of UPPERCASE and lowercase letters, numbers and symbols.

Key Vocabulary

Attachment	A file that is sent with an email.
Anti-virus	Anti-virus software scans all forms of storage devices for viruses and, if found, attempts to remove them.
Computer system	Computer system is one that is able to take a set of inputs, process them and create a set of outputs.
Cyberbullying	Cyberbullying involves sending offensive texts or emails, posting lies or insults on social networking sites and sharing embarrassing videos or photos online.
File sharing	The act of sharing files over the internet.
Hack	Gaining unauthorised access to a computer.
Malware	Malicious software created to damage or gain illegal access to computer systems.
Phishing	Trying to trick someone into giving out information over email is called 'phishing'.
Troll	A derogatory name used as a term for a person who posts offensive messages online.

Email is short for 'electronic mail'

Advantages of using email

- Can send to multiple recipients at once
- Can send attachments
- Sent instantly at any time
- Can request a receipt that the email has been read
- Can send and receive email from any web enabled device

Disadvantages

- Spam Viruses Phishing
- Need an Internet connection
- Your message can only be read when the recipient next logs in and checks their mail

Staying safe online

Never disclose

your name telephone number address or school

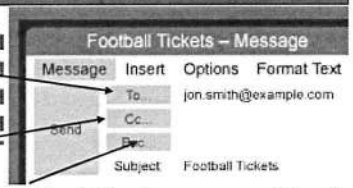
Never accept someone as a 'friend' on social media simply because they claim to know another friend of yours. **Always be cautious about what you say online.**

Never agree to meet anyone in person that you've only known online. If somebody does start sending you messages that offend or upset you, tell an adult that you trust.

Sending an email

To

– enter it here if this email is directly addressed to this person.



Carbon copy (Cc)

- enter it here if the email needs to be seen by this person but is not addressed to them.

Blind Carbon copy (Bcc)

– enter it here to prevent other recipients knowing you've sent it to this person.

Visit these websites for advice

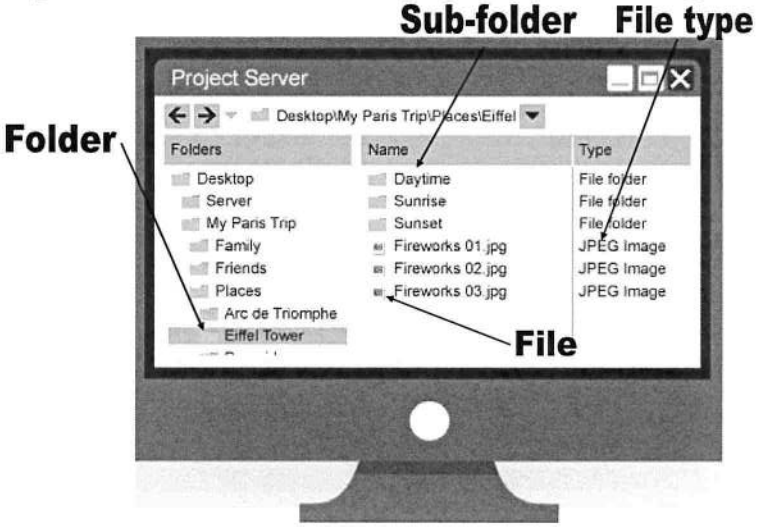
Webwise

THINK U KNOW org.au

UK Safer Internet Centre

ChildLine 0800 1111

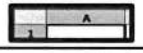
Folders, sub-folders & files



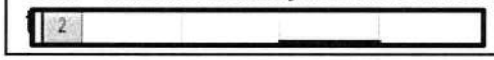
Parts of a Spreadsheet

Key terminology

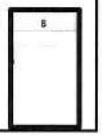
Cell = The rectangular area which as a unique cell reference.



Row = Runs horizontally like the rows in a



Column = Runs vertically like the columns of a building.



Cell reference = The location of the cell e.g. A5.

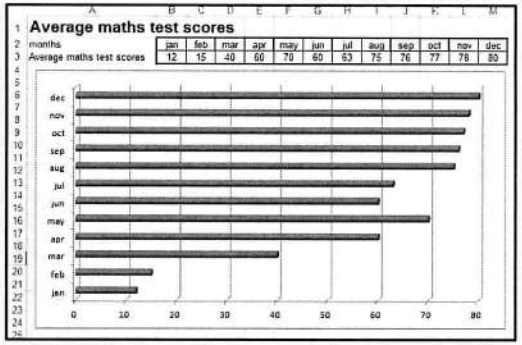
Formula bar = The area where the formulae is shown.

Graphs and charts

Graphs and charts show data in a more visual way. They can show patterns and trends much more easily

Types

- Bar
- Column
- Line
- Pie



Formatting features

Left align | **Centre** | **Right align**

Shading

Merge and centre

Borders
Help to separate data into tables

	A	B	C	D
1	Expenditure			
2				
3	Animal Expenditure			
4	Animal Type	Food Cost	Other Costs	Total Cost
5	Cat	£8.00	£45.00	£53.00
6	Dog	£10.00	£50.00	£60.00
7	Rabbit	£5.50	£35.00	£40.50
8	Hamster	£5.00	£30.00	£35.00
9	Guinea pig	£5.00	£30.00	£35.00
10	Budgie	£4.00	£20.00	£24.00
11	Pig	£9.00	£40.00	£49.00
12	Gerbil	£6.00	£25.00	£31.00
13	Chicken	£6.00	£20.00	£26.00
14	Lizard	£7.00	£30.00	£37.00
15	Tortoise	£7.00	£35.00	£42.00

Font Style Calibri

Font Colour

Font Size 11

Bold B

Underline U

Italics I

Number formatting

1 - 9	number
%	percentage
£	Currency
12:00	Time
01/12/14	Date
0.001	Decimal place

Formulae and functions

+ * Σ

- /

Mathematical operators. E.g. = A1 + B1

Spreadsheet functions. E.g. =SUM(A!:E1)

SUM MIN MAX

AVERAGE COUNT IF

https://docs.google.com/drawings/d/1Bzngb7wcrqVLa36G80SnhJtqHRrCc4a--8W39Ca7QG4/edit?usp=sharing

Year 8 Religious Education Independent Learning Revision

Homework task	Set	Due week beginning	Task and pages
1	15/04/24	22/04/24	**Choose one task below:** Create a revision material that demonstrates you have summarised Y7 content.
2	29/04/24	06/05/24	Rewrite a perfect 4 marks answer to the " **Explain two ways in which the Buddha's Enlightenment influences Buddhists today.** ***(4 marks)***
3	13/05/24	20/05/24	Create revision tool for one of the four topics.

Topics (1-5)

1. **Hinduism**
2. **Buddhism**
3. **Sikhism**
4. **Dharmic Expressions of Faith**
5. *** Previous Y7 content (Abrahamic Religions – Christianity, Judaism & Islam)**

Please also remember to check Seneca Learning for revision tasks to complete for the examinations.

* Previous Y7 content (Abrahamic Religions – Christianity, Judaism & Islam)

Homework task 1: Read through the knowledge organisers for Christianity, Islam and Judaism. Create a revision tool/ resource that will help you remember Y7 topics.

	Judaism – Knowledge Organiser	
1	How old is it?	Judaism began nearly 4,000 years ago in a place called the Middle East.
2	Where did it originate?	The Middle East is a large area on the border of Asia, Africa and Europe.
3	Percentage of the UK population?	0.46% of the population of England and Wale
4	What is the name of its **Holy Book(s)?**	Tanakh or Hebrew Bible • The Torah (T) which is the first five books of the Hebrew Bible. The Christian Bible also begins with these books, in the part which Christians call the Old Testament. • The Nevi'im (N) which are the books of the Jewish prophets such as Joshua and Isaiah. • Ketuvim (K) which is a collection other important writings.
5	Name of G-d.	G-d, L-rd (the letter "o" is removed as a sign of respect in Judaism and many other religions) Other names include Yahweh Jehovah
6	A key belief is... (name at least two)	Abraham Important prophet- Abraham was the first person to make a covenant with God. Moses is the most important Jewish prophet. • The Torah has 613 commandments which are called mitzvah. They are the rules that Jews try to follow.

		• The most important ones are the Ten Commandments given to Moses. • Eating Kosher foods and following dietary laws.
7	Name a place of worship	Synagogue on Saturdays
8	Name a type of **worship**	13 years old boys - Bar Mitzvah (Son of the Commandment). 12-13 year old girls - Bat Mitzvah (Daughter of the Commandment).
9	Name a sacred land/country	Israel in the Holy City of Jerusalem
10	Name at least one **religious festival/ tradition**	• Passover • Rosh Hashanah • Yom Kippur • Seder plate • Respecting Sabbath day (ceasing from work)
11	Name the different **denominations** (types) of Judaism.	Traditional (also known as Orthodox) and Progressive (also known as Reform). Ashkenazi Conservative

	Christianity - Knowledge Organiser	
1	How old is it?	Over 2,000 years
2	Where did it originate?	Palestine
3	Percentage of the UK population?	38% (approx.)
4	What is the name of its Holy Book(s)?	Bible
5	Name of God(s)	God
6	A key belief is... (name at least two)	Trinity (God is the Father, Son and Holy Spirit) Heaven and Hell Birth, Death and Resurrection of Jesus Christ
7	Name a place of worship	Church
8	Name a type of **worship**	Eucharist (bread and wine to remember Jesus' sacrifice) Mass (Catholic form of worship) Singing Prayer Lighting Candles
9	Name a sacred land/country	Israel
10	Name at least one **religious festival/tradition**	Easter Christmas Lent Christingle
11	Name the different **denominations** (types) of Christianity.	Catholic Christians Anglican Orthodox Christians Methodist Baptist Pentecostal Seventh-Day Christians Mormons

Islam- Knowledge Organiser		
1	How old is it?	Founded in 570AD
2	Where did it originate?	Saudi Arabia
3	Percentage of the UK population?	4.3% (approx..)
4	What is the name of its Holy Book(s)?	Qur'an
5	Name of God(s)	Allah
6	A key belief is... (name at least two)	Tawhid (One God) Risalah (guidance from Holy Book) Eating Halal food
7	Name a place of worship	Mosque
8	Name a type of **worship**	• Salah (to pray) five times a day • Friday is a special day as a sermon is given during midday prayer
9	Name a sacred land/country	Mecca, city, western Saudi Arabia,
10	Name at least one **religious festival/ tradition**	Eid al-Fitr marks the end of **Ramadan**, Eid-ul-Adha marks the end of the annual pilgrimage to Mecca (Hajj). It is a day of sacrifice and forgiveness. Families come together, visit the mosque, offer special prayers Fasting during Ramadan
11	Name the different **denominations** (types) of Islam.	Following **Prophet Muhammed's death**, Muslims split of Islam into **Sunni** and **Shia** Muslims.

Year 8 – Hinduism PLC

Hinduism – Autumn term 1			
What you need to know	☺	😐	☹
1. to **outline** the origins of Hinduism.			
2. To **describe** how God is defined in Hinduism.			
3. To **explain** the overall role of **Brahman**.			
4. To **explain** the role of the Trimurti using the names: Shiva, Brahma and Vishnu. 5. To **explain** the significance of the Trimurti.			
6. To **outline** the key principles about idols.			
7. To **outline** the main practices of Hinduism (place of worship, holy scripture, festivals).			
8. To **describe** the key teachings **reincarnation** and **karma**.			
9. To **outline** the features of Hindu worship, e.g. **Puja**			
10. To **describe** the features of the aarti tray (Puja tray))			
11. To **explain** what is involved in the four stages of life - Ashrama			

	Hinduism – Knowledge Organiser	
1	How old is this religion?	Over 4000 years plus
2	Where did it originate?	It originated (began) in the Indus Valley Civilisation in North West India. Today that region is known as **Pakistan**.
3	Percentage of the UK population?	1.7% (approx.)
4	What is the name of its Holy Book(s)?	Hinduism does not have a single holy book, but many ancient texts and scriptures. 1. The Vedas - a collection of hymns praising the Vedic gods. Veda means 'knowledge'. 2. The Ramayana - long epic poems about Rama and Sita. 3. The Mahabharata - which includes the Bhagavad Gita. 4. The Puranas - a collection of stories about the different incarnations and the lives of saints
5	Name of God(s)	Polytheistic – many Gods
6	A key belief is... (name at least two)	Central to Hinduism is the belief in a supreme God **Brahman**. Brahman is present everywhere and there is a part of Brahman in everyone. Brahman takes many forms. Especially three forms called the **Trimurti**. • **Brahma** is the **creator** of the world and all creatures. He is usually shown with four heads. • **Vishnu** is the **preserver** of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms. • **Shiva** is the **destroyer** of the universe. Shiva destroys the universe

		in order to re-create it. Shiva has blue skin, a third eye and carries a trident.
7	Name a place of worship	Hindus worship in a temple called a **Mandir**. **Mandirs** vary in size from small village shrines to large buildings, surrounded by walls. People can also visit the Mandir at any time to pray and participate in the bhajans (religious songs). Hindus also worship at home and often have a special room with a shrine to particular gods.
8	Name a type of worship	Meditation, prayer, singing of hymns and reading scripture. Home worship in front of a shrine.
9	Name a sacred land/country	River Ganges (India)
10	Name at least one religious festival	Diwali Holi
	Hindu prayers	1. The Bhagavad-Gita 9: 26: 'If anyone offers me A leaf, flower, fruit or water with devotion, I accept that gift from the giver who gives himself.' 2. Rig Veda 3. 6. 10: 'We meditate on the glorious light of God. May it inspire our minds.' 3. The Upanishads 1.1. 28: 'Om! From untruth lead us to truth, from darkness lead us to light, from death lead us to immortality.'

The most common symbols used in Hinduism

1. The aum/om (letters)
2. Om is like calling god's name towards you.
3. This name is generally said three times, before chanting any prayers.
4. Om is usually related to the Hindu God Shiva, who is the destroyer god.
5. symbolizes the Universe and the ultimate reality. It is the most important Hindu symbols.

the swastika was an (ancient religious symbol) before it became associated with Nazi Germany.

How is 'God' defined in Hinduism?

Hinduism is a **pluralistic religion** which means its accepts that there are many different ways of understanding God.
Some focus on the idea of one God; this is **Brahman** the One Ultimate Reality
Others look at God as the **Trimurti**; this means 'three forms' or the three images of God who are: **Brahma, Vishnu & Shiva**

Pluralistic religion	
Brahman	
Trimurti	

An image of God as the Trimurti

Key beliefs

1. **Karma**- a belief that the actions of a person in this life will determine their fate in the next.
2. **Moksha**- Freedom from the cycle of birth and reincarnation.
3. **Reincarnation** - Hindus believe that when the body dies, the soul is born again in a new body. If you have lived a good life you will be reincarnated as something better, like a soldier. If you have lived a bad life you will be reincarnated as something worse, like an animal.

Task: Match the Hindu deity (God)

BRAHMA

He is the preserver. He has to be patient and caring to keep the world perfect.

VISHNU

He is the destroyer of evil. He has to be strong and powerful to rid the world of evil.

SHIVA

He is the creator. He has to be clever and creative in order to created the world we have today.

Brahman

1. **Brahman is the main Hindu God.**

2. **Brahman is invisible like salt dissolved in water.**

3. **Brahman is everywhere and in everything. (Atman)**

Brahma

Brahma's four arms each hold a different item of significance.

In the first hand Brahma holds a spoon pouring holy oil onto sacrifices – this represent Brahma as God of the sacrifices.

In the second hand he holds a water pot which signifies water as the first element of creation.

In the third hand he holds a string of beads which he uses to keep track of time.

In the fourth hand he holds the Vedas the four Hindu holy scriptures.

Vishnu

Like Brahma Vishnu also has four arms each holding a different item.

In his first hand he holds a lotus flower – this represent purity and beauty.

In the second and third he holds a club and a discus as weapons which signifies strength.

In the fourth hand he holds a conch shell representing worship – it is blown at the start of temple services.

Shiva

This image of Shiva is known as
'the dance of the destroyer' or 'the dance of death.'

Circle
The circle represents eternity never ending.

Flame
The flame is the power to create and destroy.

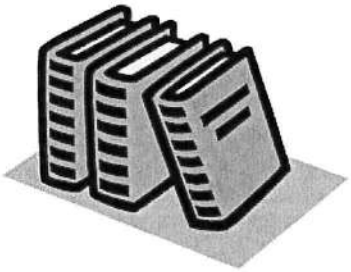
Drum
The drum is the drum-beat of creation, the rhythm of life.

Demon
The demon represents ignorance. Shiva is the demon slayer.

1. BRAHMACHARYA – Student
0-20 years

- Automatically born into this stage of life

- Study Scripture



- Go to School
- Concentrate on studies

2. GRIHASTA – Householder
20 – 45 years

- Marry

- Give to charity
- Care for parents

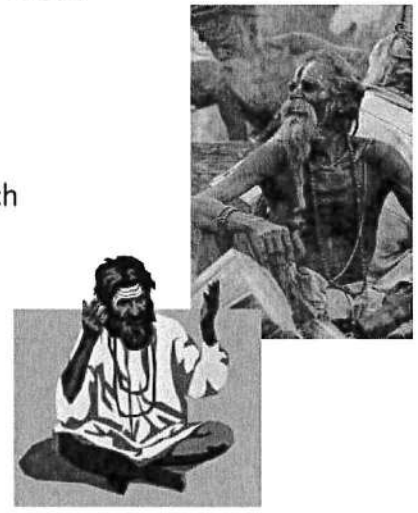
- Offer hospitality to guests
- Provide for and raise children
- Work in an honest job.

3. VANAPRASTHA – Retirement
45-50 years for men and last stage for women

- When children have grown up
- Hand over responsibilities to eldest son
- Spend time studying scripture
- Traditionally withdraw from family life
- Pass on wisdom and knowledge

4. SANNYASIN – Renunciation
50+ years for some men

- Give up all world possessions
- Devote life to spiritual aims
- Wander and teach others
- Note – not all people will reach this stage
- Leave family life
- Practice yoga



Year 8 – Buddhism PLC

Buddhism – Autumn term 2			
What you need to know	☺	😐	☹
1. to **outline** the origins of Buddhism.			
2. To **describe** Buddha and his role in Buddhism.			
3. To **explain** the middle path using relevant examples.			
4. To **explain** the significance of enlightenment.			
5. To **outline** the key principles of the Four Noble Truths			
6. To **describe** the eight features of the Eightfold path.			
7. To **outline** the main practices of Buddhism (place of worship, holy scripture, festivals).			
8. To **describe** how Buddhists, live their daily lives.			
9. To **describe** the key teachings **reincarnation** and **karma**.			
10. To **describe** the different Buddhist scriptures.			
11. To **outline** at least two Buddhist festivals.			
12. To **describe** the practices (actions) that take place during Buddhist festivals.			

Buddhism – Knowledge Organiser		
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)?	The Buddhist scriptures are known as the Tipitaka which means 'three baskets'. Sutras
5	Name of God(s)	No God Siddhartha Gautama became known as the Buddha, which means the 'awakened' or 'enlightened' one. From then on, he dedicated his life to spreading his teachings.
6	A key belief is... (name at least two)	Enlightenment Dukkha Nibbana Ending suffering
7	Name a place of worship	Viharas – Buddhist temples Buddhists will take off their shoes, put their hands together and bow to the image of the Buddha. They may also use prayer beads called malas. Some Buddhists may also have a shrine within their home too.
8	Name a type of worship	Meditation, prayer, chanting, scripture
9	Name a sacred land/country	Places around India such as Lumbini or Bodhgaya (places of pilgrimage- religious journeys)
10	Name at least one religious festival	Wesak Katina Pari nirvana Day

Year 8 – Sikhism PLC

Sikhism – Spring term 1			
What you need to know	☺	😐	☹
1. to **outline** the origins of Sikhism.			
2. To **describe** the Sikh main symbol, the khanda and its features.			
3. To **describe** how God is defined in Sikhism.			
4. To **outline** key aspects of Guru Nanak- the first guru.			
5. To **explain** how the Guru Granth Sahib (holy book) was compiled together.			
6. To **outline** the key features of a Khalsa Sikh.			
7. To **outline** the main practices of Hinduism (place of worship, holy scripture, festivals).			
8. To **describe** the key teachings **reincarnation** and **karma**.			
9. To **identify** the 5 Ks. 10. To **describe** each of the 5 Ks and what they represent.			
11. To **describe** the features of the langar (part of holy building inside the Gurdwara).			

Homework task 2: Explain two ways in which the Buddha's Enlightenment influences Buddhists today. *(4 marks)*

Write your answer using the bullet points below. You need two detailed explanations to receive full marks. Use the space to answer this question on the following page.

[4 marks]

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation' the 'influence' of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

- They too can get enlightened as the Buddha did.
- Buddhists gain a whole new way of seeing life.
- Buddhists can become wiser and compassionate.
- Buddhists are more committed to following the Noble Eightfold Path as this is the path or way the Buddha took to gain enlightenment.
- The Buddha is an example to be followed.
- Some Buddhists see the Buddha as a symbol for their own potential through enlightenment.
- Buddhists can understand how they create their own suffering and how they could potentially alleviate that suffering.
- Buddhists can gain a state of profound freedom and peace.
- Buddhists can finally let go of hatred, desire and ignorance, etc.

NB – Students may give alternative views such as Buddhists will follow the Buddha's teaching, they will give to charity, they will try to give up wanting things and only shop for things they need. These are creditworthy in context, etc.

[4 marks]

Homework task 2

Use this space to answer the question. "**Explain two ways in which the Buddha's Enlightenment influences Buddhists today.** *(4 marks)*"

Sikhism - Knowledge Organiser		
1	How old is it?	15th 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) Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. Sikhs believe that your actions are important and you should lead a good life. They believe the way to do this is: ➢ Keep God in your heart and mind at all times ➢ Live honestly and work hard ➢ Treat everyone equally ➢ Be generous to those less fortunate than you ➢ Serve others
7	Name a place of worship	Sunday service - Gurdwara
8	Name a type of worship	meditation, prayer, singing of hymns and reading scripture, chanting
9	Name a sacred land/country	The Golden Temple in Amritsar, India
10	Name at least one religious festival	Vaisakhi Gurpurbs

Year 8 – Dharmic Expressions of Faith PLC

Dharmic religions

1. Hinduism
2. Buddhism
3. Sikhism

Dharmic Expressions of Faith – Spring term 2			
What you need to know	☺	😐	☹
13. To **define** the key term Dharmic.			
14. To **identify** the six features religions have in common using relevant examples.			
15. To **define** a pilgrimage and explain the importance of attending using relevant examples.			
16. To **outline** the role of family in religion.			
17. To **describe** the significance of having spiritual leaders.			

Dharmic Religious Expressions of Faith- Knowledge Organiser		
1	Dharmic	Refers to the cycle or laws of life.
2	Dharmic religions	1. Hinduism 2. Buddhism 3. Sikhism
3	Six similarities between dharmic religions	Rituals Ideas about right and wrong Stories Community Special buildings Belief in God or Gods
4	Holy buildings	Hindu- Mandir Buddhist – Vihara/ Buddhist temple Sikh- Gurdwara
5	**congregation**	a group of people gathered for worship
6	Pilgrimage	a journey undertaken for a religious motive

7	Importance of attending a pilgrimage	If a place is special to someone, they may go back to visit it – possibly at special times of the year For example, a person may visit the grave of a loved one on the anniversary of his or her death – they may feel that their visits keeps the memory of that person alive In the same way, religious people visit special places – the places are usually associated with key happenings in the history of their faith Religious people who go on journeys to special places are called pilgrims. The journeys they go on are called pilgrimages
8	Family	Hinduism worship is centred around family values. Brother and sister ceremony (Raksha Bandhan). Sikhism If you honour your parents, your children will honour you. — Guru Granth Sahib Parents are the primary role models for children. They should lead by example and develop their children into moral members of society, cultivating a culture of respect and equality: We are conceived and born from women. Woman is our life-long friend and keeps the race going. Why should we despise her, the one who gives birth to great men? — Guru Granth Sahib page 473
9	Religious leaders	Dali Lama – Buddhism Tenzin Gyatso is the 14th Dalai Lama, believed to be the reincarnation of the Buddha of compassion and those who have held the Dalai Lama title before him