



# Minsthorpe Community College

## Knowledge Organiser Year 8 – Autumn Term 2

Name:

P&A group:

Knowledge Assessment: Wednesday 17<sup>th</sup> December 2025 – Period 3

### Vision

**Minsthorpe Community College:** A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



## Look

**Look at the information carefully.  
Read it three times.**  
It may help to **say** it as you read it.



## Cover

**Cover it with your hand or a piece of paper.**



## Write

**Write it out from memory.**



## Check

**Check what you have written matches the information exactly.  
Have you got it correct?  
If so, tick your work to show it is correct.**



## Correct

**If it doesn't match exactly, use a different coloured pen to correct it.  
Repeat.**  
When you get it 100% correct, move on to the **next** piece of information.





Subject: English

KPOW: How does Steinbeck explore the theme of 'Outsiders'

Year 8: Autumn Term 2

Week 1, 2 & 3: Racism and Social Injustice

Motif – a dominant or recurring idea in an artistic work. The word motif (pronounced moh-teeef) is derived from the French phrase motif meaning “pattern.”
Social Mobility – The ability to change an individual’s social class or status.
Pugnacious – Eager or quick to argue, quarrel or fight.
Injustice – lack of fairness
Intertextuality – the relationship between literary texts.

Steinbeck uses the motif of animal imagery to reveal both Lennie’s physical strength (Bear/paws) and his emotional state. (Sheep/Bleating).

Racism in the 1930s

Crooks is a victim of segregation and racism on the ranch. He is made to sleep in the harness room with the horses depicting how he is treated like an animal.

Lynching to kill someone for an alleged offence without a legal trial, especially by hanging.

An example of intertextuality is Amy Saunders’ poem ‘You’re not black’. In the first stanza, she uses lines from Billie Holiday’s famous song inspired by Lynchings in The Southern states of America.

I sit with them at lunch
Fried chicken on my plate
I eat with a knife and fork
‘You’re not black, if you don’t use your hands to eat’
Yet I know that hands tied up the strange fruit on the trees in the south
The fruit for the crows to pluck
For the rain to gather, for the wind to suck
For the sun to rot, for the trees to drop.\*

Week 4 & 5: Outsiders and the American Dream

Contemptuously – To be scornful, disrespectful.
Indignation – Anger and annoyance at what is perceived as unfair treatment.
Optimistic – Hopeful about the future or the success of something.
Subjugate – To bring under control.
Façade – A deceptive outward appearance.

Structure refers to how a text is organised and how the parts all fit together. Steinbeck deliberately structures Of Mice and Men to show the effects of prejudice on the characters’ hopes and dreams. The motif of light is used to represent hope in Of Mice and Men.

Metaphor (a figure of speech that describes an object or action in a way that isn’t literally true) in poetry this is an effective device as it helps to create a better picture in the reader’s mind.

“The moon was a ghostly galleon tossed upon cloudy seas”
The Highwayman, by Alfred Noyes

“Darkness cannot drive out darkness; only light can do that.”
Martin Luther King

“Hope is the thing with feathers.”
Emily Dickinson

The American Dream: The idea that every citizen of the United States should have the opportunity to achieve success and prosperity and happiness through hard work and determination regardless of their social class or background. Steinbeck believed that The American Dream was a fallacy (not true) and demonstrates this through his characters’ shattered dreams and loss of life.

Week 6 & Week 7: Structure and Themes

Inevitable: A situation that is unavoidable or certain to happen.
Relatable: Enabling a person to feel that they can relate to someone or something.
Outdated: Out of date
Controversial: Giving rise to controversy or disagreement.
Cyclical structure: A structure that refers to the focus of the end of the text being related somehow to the focus of the beginning.
Steinbeck uses a cyclical structure to represent the natural cycles of nature and the inevitability of Lennie’s death.

A couple of other examples of cyclical structures...
Lion King: Beginning, End. At the beginning of Disney’s ‘Lion King’, Simba, the protagonist is born and presented to the kingdom with his mother and father on Pride rock. After a long and arduous battle to regain power of the kingdom from his evil uncle, Scar, Simba and his wife return to pride rock with their own child - balance and equilibrium is returned to the kingdom.
Macbeth: Beginning, End. At the beginning of Shakespeare’s ‘Macbeth’, the anonymous character battles with the traitor Macdonald and is victorious in battle. At the end of the play, after Macbeth usurped the throne from his king, the play ends with a battle between Macbeth and Macduff, a loyal defender of the true heir to Scotland. Macbeth is defeated and the throne of Scotland is returned to its rightful heir.

The theme of outsiders: Steinbeck uses the theme of ‘Outsiders’ to explore the harsh realities of 1930s America.
Many people were not accepted because of their:
Race - Crooks
Gender – Curley’s Wife
Disability – Lennie and Candy
Age - Candy





Subject: Maths

Week 1: Linear Graphs

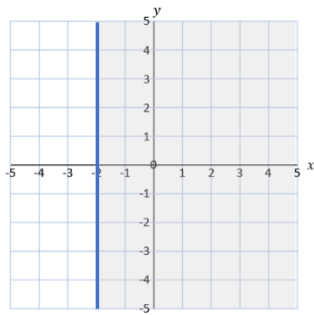
Graphical inequalities

We can represent a region on a graph that satisfies the inequality.

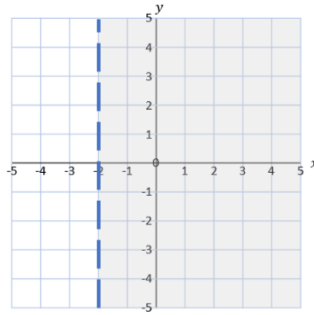
When the inequality is less than or greater than (<, >) but **equal to** use a **dotted** line.

When the inequality is less than or greater than (≤, ≥) and **not equal to** a **solid** line is used.

For example



This region represents the inequality  $x \geq -2$ .



This region represents the inequality  $x > -2$ .

Table of values

To plot a straight-line graph, use a **table of values** to create coordinates.

For example

Plot the line  $y = 2x + 1$

x	-2	-1	0	1	2	3
y	-3	-1	1	3	5	7

Complete the table by **substituting** in the values of **x** to get the values for **y**.

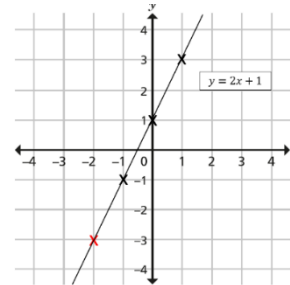
KPOW: Equations and Inequalities

Week 2: Linear Graphs

For the first value  $x = -2$  so  $y = 2 \times -2 + 1$   
 $y = -4 + 1$   
 $y = -3$

This creates the co-ordinate **(-2, -3)**.

All the co-ordinates are then plotted and joined up to create a straight line:



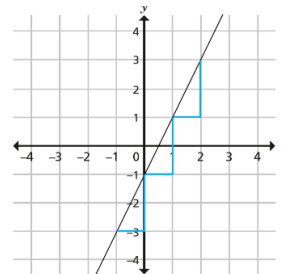
Equation of a line

The general equation of a line is  $y = mx + c$ .

**m** represents the **gradient** of the line and **c** represents where the line **intercepts** the y-axis. **Gradient** is a measure of how steep the line is.

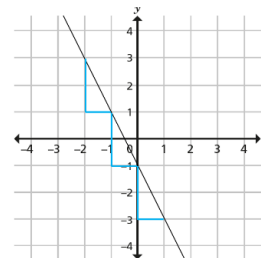
For example

This line has a gradient of 2 and it crosses the y-axis at (0, -1) so the equation of this line is  $y = 2x - 1$ .



This line has a gradient of -2 and crosses the y-axis at (0, -1) so the equation of this

line is  $y = -2x - 1$ .



Year 8: Autumn Term 2

Week 3: Accuracy and Estimation

Keywords

**Approximation:** A result that is not exact, but is close enough to use.

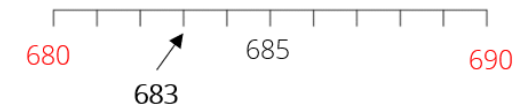
**Integer:** A whole number.

We use rounded numbers to make the numbers easier to use. For example, if there is exactly 1 978 547 people at a football match we might use 2 000 000 as an **approximate** number.

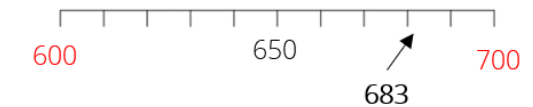
Rounding to powers of 10

683 rounded to the **nearest ten** is 680 because 683 is closer to 680 than 690.

680 rounded to the nearest 100 is 700 because 680 is

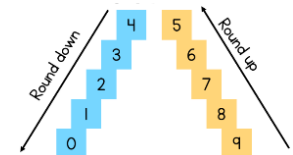


closer to 700 than 600.



Use the approximately symbol ( $\approx$ ) when rounding. For example,

$683 \approx 700$ .



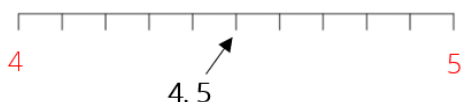


Subject: Maths

Week 4: Accuracy and estimation

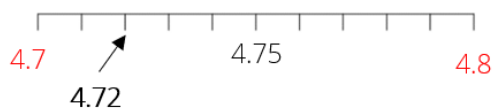
Rounding to the nearest integer

4.5 rounded to the nearest integer is 5 because it is exactly half way between 4 and 5 and when the number lies half way between then round up.



Rounding to decimal places

4.72 is closer to 4.7 than 4.8 so 4.72 ≈ 4.7 to the nearest one decimal place.



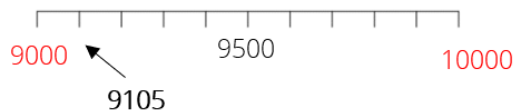
Significant figures

The first significant figure is the digit with the highest place value in a number.

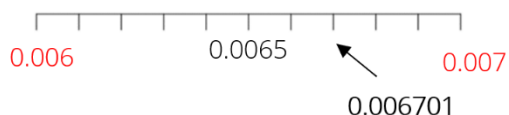
The first significant figure in the number 9105 is 9 and the first significant figure in 0.006801 is 6.

Rounding to one significant figure

9105 rounded to one significant figure is 9000.



0.006701 rounded to one significant figure is 0.007.



When estimating a calculation, round all the numbers to one significant figure first.

KPOW: Equations and Inequalities

Week 5: Percentages

Equivalent fractions, decimals and percentages

Percentages are an amount out of 100.

To convert between decimals, fractions and percentages use a place value chart.

Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths
TTh	Th	H	T	O	t	h	th	thh
10,000	1,000	100	10	1	1/10	1/100	1/1,000	1/10,000
				0	3			

For example

0.3 is 3 tenths so  $0.3 = \frac{3}{10}$ . To convert to a percentage the denominator must be 100.

$$0.3 = \frac{3}{10} = \frac{30}{100} = 30\%$$

Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths
TTh	Th	H	T	O	t	h	th	thh
10,000	1,000	100	10	1	1/10	1/100	1/1,000	1/10,000
				0	8	3		

0.83 is 83 hundredths so  $0.83 = \frac{83}{100}$  and

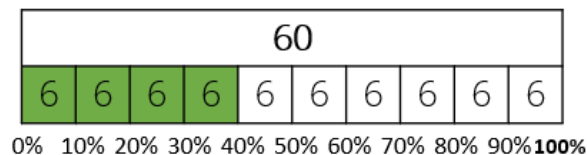
$$0.83 = \frac{83}{100} = 83\%$$

Year 8: Autumn Term 2

Week 6 & 7: Percentages

Percentages of amounts

To find percentages of amounts, use a bar model.



For example

Find 40% of 60:

10% of 60:  $60 \div 10 = 6$

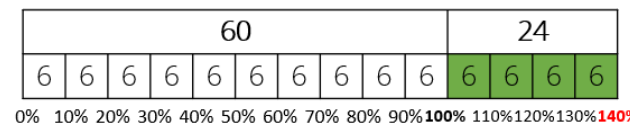
40% of 60:  $6 \times 4 = 24$

Percentage increase and decrease.

We can also increase or decrease quantities by a percentage.

For example

To increase 60 by 40% you can either calculate 40% of 60 then add it to the amount:



40% of 60 = 24

Increase 60 by 40%:  $60 + 24 = 84$

OR you can use a decimal multiplier. An increase of 40% is the same as finding 140%:

$$140\% = \frac{140}{100} = 1.4$$

$1.4 \times 60 = 84$





Subject: Science - Chemistry

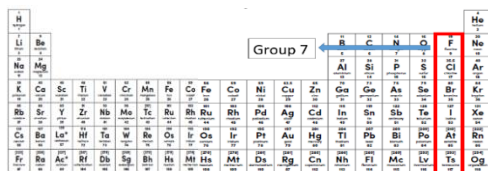
KPOW: Periodic Table

Year 8: Autumn Term 2

Week 1: Group 7

Keyword definitions

Group 7 – The elements of group 7 are located towards the right of the periodic table and are known as the Halogens: As you go down group 7, the elements get less reactive and the melting and boiling points increase.



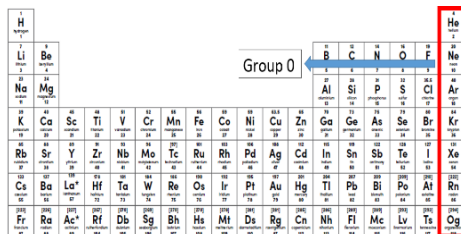
When a more

reactive group 7 element reacts with a less reactive one in a compound, the more reactive one will displace the less reactive one. E.g, potassium + chlorine → potassium bromide + bromine chloride

Week 2: Group 0

Keyword definitions

Group 0: The group 0 elements are located on the far right of the periodic table and are unreactive colourless gasses with a low boiling point. These are known as the noble gases.



They have full outer shells of electrons which means they are already stable and do not need to lose or gain an electron, hence they are unreactive.

Week 3: Measurements and evidence

Keyword definitions

Accuracy – How close a measurement is to the true value.

Precision – How close together measurements are.

Reproducible – If someone else can repeat your work and get similar results.

Evidence – Scientific data that supports or disproves a hypothesis or theory.

Scientists take measurements for three reasons;

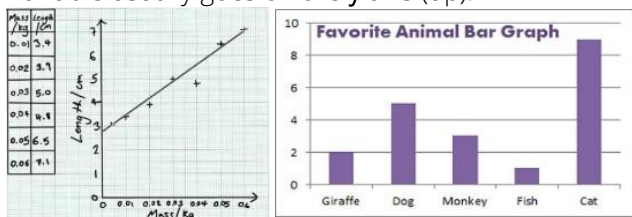
- 1. To make sure our results are as accurate as possible.
2. To make sure our experiments are reproducible.
To provide evidence to support our conclusions (findings)

Week 4: Graphs and variables

Keywords definitions

Scientists plot graphs to help us visualise patterns in data and spot anomalies (results that don't fit).

The independent (changing) variable usually goes on the x axis (across) and the dependent (measured) variable usually goes on the y axis (up).



Line graphs are used when the data is continuous (numbers). Bar graphs are used when there is categorical data (categories / words).

Week 5: Gelatine

Keyword definitions

Investigating the effect of different fruits on gelatine

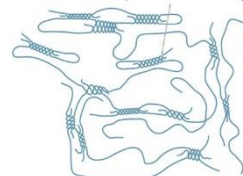
Independent – Change the type of fruit.

Dependent – Observe if the jelly has set in a specific time.

Control – Keep the amounts of gelatine, water and fruit the same.

Gelatine contains a protein called collagen which forms a mesh that traps water as it cools, setting the jelly. Fruits contain enzymes (biological substance that speeds up reactions) which break down proteins, stopping the jelly from setting. Heating the fruit first denatures (destroys) the enzymes meaning the jelly can still set.

the mesh of fibres traps water and flavourings



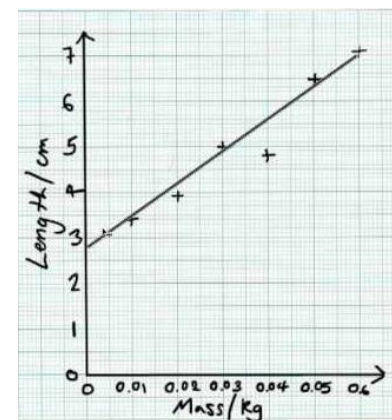
Week 6 & Week 7: Summary lessons

Keyword definitions


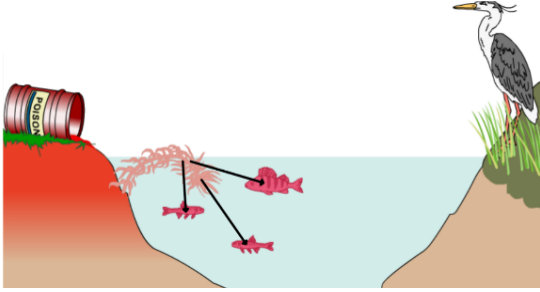
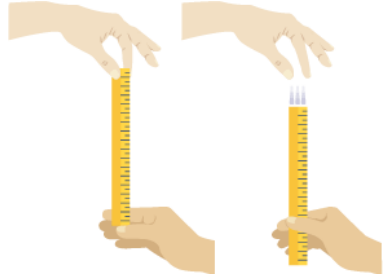


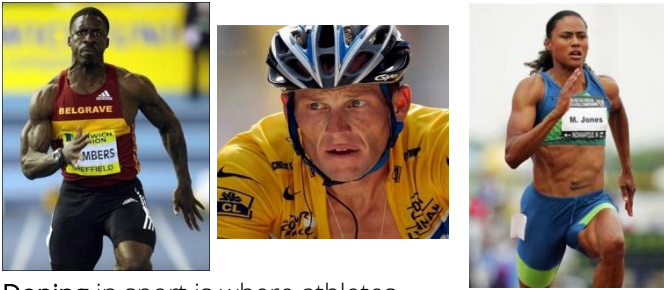
There are some things you should always do when drawing graphs.

- 1. Use a ruler for all straight lines.
2. Use a pencil
3. Label both the x-axis and y-axis.

Put the units on both axes (plural of axis).





<p><b>Subject: Biology</b></p> <p><b>Week 1: Food Security</b></p> <p><b>Food Security</b> – A measure of how much food there is, if it is suitable quality and whether people can access it.</p> <p><b>Overfishing</b> – Taking too many fish out of the sea so that the population of them is greatly reduced.</p>  <p>We do not need to stop eating fish to preserve their number.</p> <p><b>Sustainable</b> fishing involves making sure that the <b>number of fish killed</b> each year is balanced by the number of <b>fish born</b> that year.</p>	<p><b>KPOW: Photosynthesis</b></p> <p><b>Week 2: Bioaccumulation</b></p> <p><b>Bioaccumulation</b> – The gradual build-up of a substance such as a toxin in a food chain.</p>  <p>If <b>poison</b> is spilt into the water, it will get <b>absorbed</b> by the <b>plants</b> and will then enter the <b>food chain</b> and transfer to the fish and the birds that eat the fish.</p>	<p><b>Year 8: Autumn Term 2</b></p> <p><b>Week 3: Reaction time</b></p> <p><b>Reaction time</b> – The length of time taken to react to a stimulus (a change or event).</p>  <p><b>Investigating reaction time</b></p> <p>To investigate reaction time a ruler is dropped by one person and caught by another. The <b>dependent</b> variable is the <b>measurement</b> where the ruler is caught.</p>
<p><b>Week 4: Drugs</b></p> <p><b>Keyword definitions</b></p> <p><b>Drug</b> – A <b>substance</b> that is taken into the body that changes how the body works.</p>  <p>Some drugs are <b>legal</b> and <b>beneficial</b>, whereas some are <b>illegal</b> and can <b>harm</b> the body.</p> <p><b>Stimulants</b> – A drug that speeds the body up eg: cocaine and ecstasy.</p> <p><b>Depressants</b> – A drug that slows the body down eg: heroine, cannabis, alcohol and nicotine. <b>measure</b> the <b>strength</b> by counting the number of paper clips the magnet can pick up.</p>	<p><b>Week 5: Presentations</b></p> <p>When you are delivering a presentation you need to;</p> <ul style="list-style-type: none"> <li>• <b>Look up!</b> – Make eye contact with your audience, don't look down at your notes or feet.</li> <li>• <b>Project!</b> – Speak loudly and clearly so everyone can hear you.</li> <li>• <b>Enjoy it!</b> – Smile and speak with enthusiasm so that the audience will be interested in what you have to say.</li> <li>• <b>Take your time!</b> – Don't speak too quickly. Pause in between key points to allow the audience time to take in what you have said.</li> </ul> <p><i>Your main focus is to make sure you speak loud enough for everyone to hear you.</i></p> 	<p><b>Week 6 &amp; Week 7: Acids / Pendulums</b></p> <p><b>Keyword definitions</b></p> <p><b>Steroids:</b> A drug that mimics the male hormone testosterone and will promote muscle growth.</p>  <p><b>Doping</b> in sport is where athletes use <b>illegal drugs</b> to enhance their performance. This can be to gain a physical advantage or to improve reaction times</p>





Subject: French	KPOW: Les Vacances Reading	Year 8: Autumn Term 2
<b>Week 1: Key time phrases, verbs &amp; countries</b>	<b>Week 2: Key verbs and types of transport</b>	<b>Week 3: Key verbs/vocab &amp; accommodation</b>
<p>L'année prochaine [next year]            Cette année [this year]            Cet été [this summer]            À l'avenir [in the future]            Dans le futur [in the future]            Pendant les grandes vacances [during the big holidays]            je vais aller en [I am going to go to]            on va aller en [we are going to go to]            Allemagne [Germany]            Angleterre [England]            Espagne [Spain]            France [France]            Italie [Italy]            Turquie [Turkey]            Croatie [Croatia]            Egypte [Egypt]</p>	<p>je vais aller en vacances [I am going to go on holiday]            on va aller en vacances [We are going to go on holiday]              en avion [by plane]            en bateau [by boat]            en car [by coach]            en voiture [by car]            en train [by train]            en ferry [by ferry]            en vélo [by bike]</p>	<p>je vais passer... [I am going to spend...]            on va passer... [We are going to spend...]            une semaine [1 week]            deux semaines [2 weeks]            là-bas [over there]            avec ma famille [with my family]              je vais rester dans [I am going to stay in]            on va rester dans [We are going to stay in]            la maison de ma famille [with family]            un camping [a campsite]            un hôtel bon marché [a cheap hotel]            un hôtel de luxe [a luxury hotel]            une caravane [a caravan]            un appartement [a flat]</p>
<b>Week 4: Key future tense verbs and adjectives</b>	<b>Week 5: Future/conditional tense &amp; activities</b>	<b>Week 6 &amp; 7: Future/conditional tense &amp; activities</b>
<p>ce sera [it will be]            ce ne sera pas [it won't be]            qui sera [which will be]              ennuyeux [boring]            barbant [boring]            amusant [fun]            génial [great]            reposant [relaxing]            moins cher [cheaper]            moderne [modern]            intéressant [interesting]            divertissant [entertaining]            passionnant [exciting]            animé [lively]</p>	<p>Je vais... [I am going...]            On va... [We are going...]              Je voudrais... / J'aimerais... [I would like]            On voudrait... / On aimerait... [We would like]              acheter des souvenirs [to buy souvenirs]            aller à la piscine [to go the swimming pool]            aller à la plage [to go to the beach]            aller en boîte [to go clubbing]            bronzer [to sunbathe]            danser [to dance]            faire des courses [to go shopping]            faire de la plongée [to go scuba diving]            faire du sport [to do sport]            faire du tourisme [to go sightseeing]            faire du vélo [to go biking]</p>	<p>Je vais... [I am going...]            On va... [We are going...]            Je voudrais... / J'aimerais... [I would like]            On voudrait... / On aimerait... [We would like]              jouer avec des amis [to play with some friends]            manger et dormir [to eat and sleep]            manger de la nourriture délicieuse [to eat delicious food]            me/se reposer [to rest]            sortir en ville [go out into town]            visiter la ville [to visit the town]            visiter les monuments [to visit the sights]              ce serait [it would be]            ce ne serait pas [it would not be]            qui serait [which would be]</p>





Subject: Geography

Week 1: Tropical Storms – Location & Formation

Tropical storms form in areas of extremely low pressure (rising air). This extreme weather is located between the Tropic of Cancer and Capricorn. Tropical storms form over oceans that are over 27°C.



The sequence of tropical storm formation is as follows. The Sun warms the ocean, which warms the air above, causing evaporation. The warm air rises rapidly. The rising air, cools and condenses which forms clouds. Rising air is replaced by moist cool air. Air begins to spiral, caused by the spinning movement of the Earth. Violent winds spread outwards, leaving an area of calm in the centre. this is called the eye of the storm.

KPOW: Global Weather

Week 2: Tropical Storms – Case Study

Hurricane Sandy was a category 3 hurricane which hit the USA in October 2012.



The effects of tropical storms can be categorised into social (people), economic (money) and environmental.

Social	Economic	Environmental
- 223 dead.	-\$65 billion	- Widespread flooding.
- Many homeless.	worth of damage.	- Sewers backed up.
- Many without food and water.	- Businesses damaged.	- Petrol & oil leaks.
- Schools closed.	- Jobs lost.	- Trees blown down.
		- Habitats damaged.

Year 8: Autumn Term 2

Week 3: Mitigating Tropical Storms

Mitigation means reducing the effects of hurricanes.

Humans use the three Ps:

prediction, protection, and planning to mitigate the effects of hurricanes.



1. Prediction: satellites are used to take pictures of hurricanes from space and predict when and where they will happen.

2. Protection: houses can be built on stilts to protect them from floods caused by storm surges.

3. Planning: in the USA, there is National Hurricane Preparedness Week which helps people to prepare an evacuation plan.



Wealthier countries can mitigate hurricanes more effectively as they have more money to pay for prediction, protection, and planning.

Week 4 & Week 5: Skills lesson and KPOW

When a tropical storm is approaching land, we use a variety of maps which enable us to prepare for the event. These maps often come from satellites that travel around the Earth.

The maps help us to predict the storm's path and prepare the cities, towns and villages so people can protect their homes.



It is important to know the storm's path, its size and its speed to enable a county's population to plan for its arrival.

Week 5 = Extreme Weather KPOW

Week 6 - New Topic - Glaciation

What is an Ice Age?



Around 110,000 years ago, a new ice age began which affected part of the British Isles. This ended 10,000 years ago.

An ice age is a time when the average temperature of the Earth was low, and glaciers spread. A glacier is a large mass of ice often shaped like a river that flows very slowly, under the force of gravity.

Glacial ice forms when there is layer upon layer of falling snow. When the temperature falls below 0°C the snow will not melt, and the glaciers will grow in size. It takes 20 to 40 years for the layers to compress and form glacier ice.

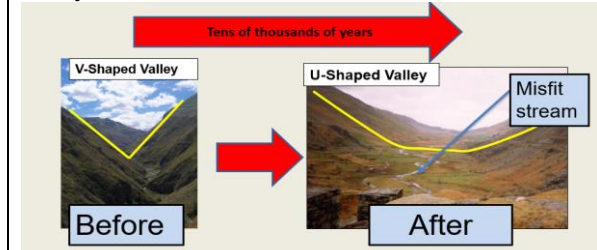
20-40yrs




Week 7: Glacial Processes

Nant Ffrancon valley is in north Wales and is a landscape that has been shaped by glacial processes. The main glacial processes are freeze-thaw weathering, abrasion and plucking.

These processes have combined to change the shape of the Nant Ffrancon valley from a V-shaped river valley into a U-shaped glacial trough. In the bottom of the valley flows a misfit stream.






<b>Subject: History</b>	<b>KPOW: Impact of the British in India</b>	<b>Year 8: Autumn Term 2</b>
<b>Week 1: Empire</b>	<b>Week 2: Westward Exploration</b>	<b>Week 3: impact on indigenous people</b>
<p><b>What is an empire?</b> A group of countries, (colonies), ruled over by another country.</p> <p><b>Why should we study the British Empire?</b> To help us understand the impact the British Empire has had around the world.</p> <p><b>Why did Britain want an empire?</b> To get valuable raw materials, to take more land and to have more countries to sell goods to.</p> <p><b>How did Britain get its empire?</b> If Britain won a war against another country they may take over land. Explorers 'found' new places and claimed them and when British companies traded with other countries they often took over.</p>	<p><b>Renaissance</b> = a time of discovery/exploration.</p> <p><b>Why go west?</b> New technology made longer journeys possible. Columbus sailed across the Atlantic to find a new route to China. Instead, he 'discovered' the Caribbean. <b>Spanish explorers found gold in South America.</b> British explorers were less successful and <b>stole gold</b> from other ships, acting as pirates. <b>Some sailors, given permission by the King, were called privateers.</b> From piracy to plantations.</p> <p>Over time, groups settled in the <b>Americas and set up plantations to grow crops.</b> At first they used indentured servants – who paid for their passage in work. Later they used enslaved Africans.</p>	<p>Like the first settlers in the British Isles, <b>the first settlers in North America arrived by crossing a land bridge from Asia.</b></p> <p><b>Before the British arrived: Native groups used the natural resources available in each region.</b> Those who lived near water fished and those further in land hunted animals such as deer. <b>Different groups developed their own customs</b> such as building totem poles.</p> <p><b>The impact of European settlers:</b> At first relationships were positive but the British did not treat the native people with respect. Many villages were destroyed. European diseases, like measles and smallpox, also had a devastating impact.</p>
<b>Week 4: India before the British</b>	<b>Week 5: invasion of India and KPOW</b>	<b>Week 6 &amp; Week 7: Australia</b>
<p><b>Incredible India:</b> Rich in natural resources including gemstones and gold. Since ancient times, science, art and mathematics have all flourished there.</p> <p><b>Before the arrival of Europeans:</b> India was divided into lots of kingdoms. <b>In the early 1500s the Mughals invaded and took control.</b> They united the many states and India became very wealthy. They Mughals <b>ruled peacefully, embracing local cultures</b> until they <b>lost control in the early 1700s.</b></p> <p><b>European Interest:</b> Seeing the conflict as an opportunity, the French, Dutch and British decided to help the Indian Princes. They then demanded land or goods in return for their help.</p>	<p><b>Countries set up trading stations along the coast.</b> The British ones were run by the <b>East India Company.</b> They traded cheap goods for spices, silk and coffee which they then sold in Britain for profit.</p> <p>The <b>EIC started to take over land and fought against regional rulers.</b> After the Battle of Plassey and the Battle of Buxar the British, led by <b>Robert Clive,</b> expanded further into India and more land came under British rule. During the <b>Bengal Famine</b> of 1770 <b>10million people died</b> and the British faced many rebellions, usually because of high taxation or land being taken.</p> 	<p>The indigenous people of Australia are the <b>Aboriginal people.</b> They used <b>natural resources</b> for everything including food and shelter. Their traditions are some of the <b>longest surviving in human history.</b></p> <p><b>1770: James Cook arrived in Australia.</b> He 'claimed' the land for Britain even though there were people already living there.</p> <p>The <b>'First Fleeters'</b> arrived from Britain in 1788 to set up a new colony in Australia. <b>Convicts were sent to Australia as punishment = transportation.</b> Conflict between the British settlers and Aboriginal people led massacres of Indigenous Australians.</p>





Subject: DT - Food	KPOW: Cupcake Practical	Year 8: Autumn Term 2
Week 1 & Week 2	Week 3, 4 & 5	Week 6 & Week 7
<p><b>Cake Theory – Cake making methods</b>  <b>Rubbing in method</b></p> <ul style="list-style-type: none"> <li>• Fat is <b>rubbed</b> into the flour using fingertips &amp; additional ingredients are added.</li> <li>• Liquid added to <b>bind</b> together dry ingredients.</li> <li>• Used to make scones, rock buns, crumble topping.</li> </ul> <p><b>Raising agent</b>            Chemical- Baking Powder or Self Raising flour.            Mechanical - Sieving Rubbing In.</p> <p><b>Melting method</b></p> <ul style="list-style-type: none"> <li>• Fat is <b>melted</b> with the sugars and syrups.</li> <li>• Dry ingredients added.</li> <li>• Liquids bind all ingredients together.</li> <li>• Used to make brownies, flapjack, gingerbread.</li> </ul> <p><b>Raising agent</b>            Chemical- Bicarbonate of soda.</p> <p><b>Creaming method</b></p> <ul style="list-style-type: none"> <li>• Fat and sugar are <b>creamed</b> together.</li> <li>• Eggs are slowly added a bit at a time.</li> <li>• Flour is folded in.</li> <li>• Used to make Victoria sponge, cupcakes, Madeira cake.</li> </ul> <p><b>Raising agent</b>            Chemical- Baking Powder or Self Raising flour.            Mechanical- Creaming/ sieving.</p> <p><b>Whisking method</b></p> <ul style="list-style-type: none"> <li>• Eggs and sugar are <b>whisked</b> until mixture has doubled in volume.</li> <li>• Flour is gently folded in.</li> <li>• Used for swiss roll, gateaux, flan case.</li> </ul> <p><b>Raising agent</b>            Mechanical- Whisking, sieving.</p>	<p><b>Cupcake ingredients</b></p> <ul style="list-style-type: none"> <li>• 175g (6 oz) softened butter or margarine</li> <li>• 175g (6 oz) caster sugar</li> <li>• 2 teaspoons vanilla extract</li> <li>• 3 eggs</li> <li>• 175g (6 oz) self-raising flour</li> </ul> <p>(if chocolate flavoured 140g SR flour 35g cocoa)</p> <p><b>Buttercream-</b> (200g butter + 400g icing sugar)</p> <p><b>Decorations e.g</b></p> <ul style="list-style-type: none"> <li>• Chocolate/ nutella/ biscoff</li> <li>• Sprinkles/choc decorations</li> <li>• Bun cases x12</li> </ul> <p><b>Simple method for making cupcakes</b></p> <ol style="list-style-type: none"> <li>1. Weigh out the butter and sugar and place in into a bowl and whizz up until light and fluffy – use a spoon or electric whisk.</li> <li>2. Pour in the vanilla essence and add the eggs - whizz again to make a smooth batter.</li> <li>3. Add the flour and/or cocoa and fold in until it is smooth. Stop once in the middle of this and scrape the sides down using a spatula. The longer mixing time enables air to get into the mixture which will make it lighter.</li> <li>4. Place cases into tin and pour evenly into the 12 cupcake cases, 60% full.</li> <li>5. Bake for about 14 minutes. Keep an eye on them. They will be perfect when they bounce back to the touch and the top still looks slightly sticky, leave to cool, decorate.</li> </ol>	<p><b>Special diets/ timelines</b>  <b>Food allergy-</b> eating a particular food would trigger an immune reaction.  <b>Food intolerance-</b> difficulty digesting a particular food.  <b>Coeliac disease</b>            A condition where your immune system attacks your own tissues when you eat gluten.            This damages your gut (small intestine) so you are unable to take in nutrient.  <b>Lactose Intolerance</b>            A digestive disorder caused by the inability to digest <b>lactose</b>, the main carbohydrate in dairy products.  <b>Vegetarians-</b> Choose not to eat meat or fish.  <b>Vegans-</b> Chosen not to eat meat or use anything that comes from an animal.</p>  <p><b>Baby-</b> milk is a key necessity full of vitamins and protein, first solid foods should be fruit and veg then slowly cereals, dairy and other foods introduced.  <b>Toddler-</b> some milk still, starchy foods like potatoes, pasta, rice as well as some protein lean meat and fruit and veg- still soft in texture nothing too hard or crunchy.  <b>Teenager-</b> growth and development is rapid during this part of life and a real mix and balance of nutrients is required with low fat diet being very important.  <b>Adult-</b> similar to a teenager unless woman is pregnant or breast feeding where they have to consider certain foods and how they could affect the baby.  <b>Elderly-</b> energy requirement is not as great but high protein and vitamins are essential as bone disease can affect this age group.</p> <p><b>Spellings Test:</b>            Yeast    Creaming    Weighing    Starch    Carbohydrate            Protein    Process    Method    Hygiene    Appetising            Gelatinisation    Appearance    Instructions    Justification            Evaluation</p>





Subject: DT – Product Design

Week 1 & Week 2: Drawing and Rendering



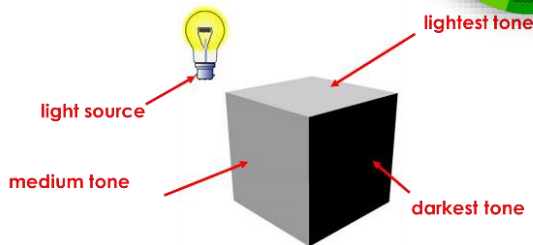
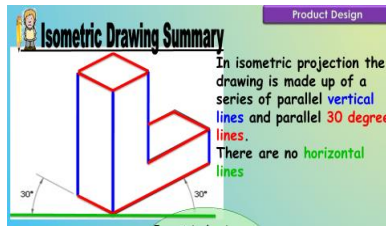
Theory

**Oblique** drawings only show one side of the shape in any real detail.

**Isometric** is more realistic 3D image.

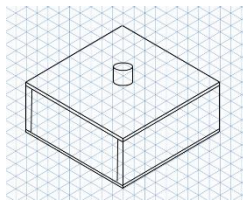
**Rendering** – Add colour to a shape or an object to make it look 3d.

**3 tone rendering** – Uses three varying tones of colour.



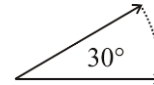
KPOW: Making

Week 3 & Week 4: Isometric Drawing



**Isometric drawings** are produced to a clear and detailed drawn version of an idea or final design. The horizontal lines are drawn at

30 degree angles.



Key words:

**Flush** – Materials all even and flat when put together.

**Band facer** – A machine which sands wood along a long belt aka a belt sander).

**Finish** – The way the manufacture of product is completed (complete to a high standard).

**Isometric paper** – graph paper with angled boxes to help draw in 3D.

Theory

**How paper is made** – The manufacturing process used to convert trees (source material) into paper.

**Sustainability** - Avoidance of depletion (using them up) of natural resources.

6 R's

**Reduce** – Reduce materials used.

**Rethink** – Design to think about environment.

**Recycle** – Reprocess material to make something else.

**Reuse** – Use a product to make something else.

**Refuse** – Do not buy it if you do not need it.

**Repair** – Fix it instead of replacing.

Year 8: Autumn Term 2

Week 5, 6 & 7: CAD & CAM



**Welding strategy** - using a range of shapes to form a new shape. This can be done free hand or using templates.

Modelling is an integral part of the design process and helps the designer to see

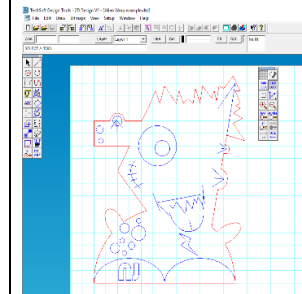
faults before manufacturing.

Key words

**Modelling** – Test how the product looks before making it out of the chosen materials.

**Presentation** – Thinking about layout, colour, and annotation.

**Fine liners** – Thin nibbed pens to add detail when designing.



In industry CAD and CAM are used on large scale manufacturing. CAD in what we produce on a computer and CAM is the manufacturing process which is informed by the computer.

Keywords

**Techsoft 2D Design** – CAD software that is used to create designs which will be cut using a laser cutter.

**CAD** – Computer aided design.

**CAM** – Computer aided manufacture.





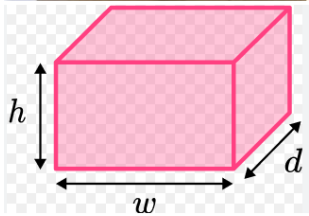
Subject: DT - Textiles

Week 1 & 2: Mixed Materials Storage Product

Making fabric box for inside:

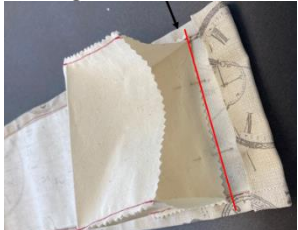


Use Pinking Shears (cut a zig-zag edge to reduce fraying which is when the threads unravel).



3D = 3 dimensional, meaning has three dimensions, depth, width, and height.

Joining the box to the sides:



Functional – this means being practical and useful rather than just attractive.

Theory – Mind Mapping:



A mind map is a diagram where information is shown visually. They help you:

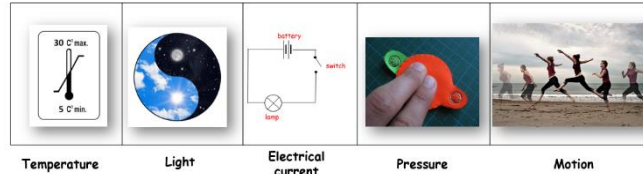
- Organise Information
- Prepare for tests

KPOW: Storage Product

Week 3 & Week 4: Key Theory Topics

SMART materials are materials that Respond Automatically to a Changing Environment (**RACE = acronym**)

Examples of **change** are:



**Microencapsulation:** microscopic bubbles filled with a substance then sprayed onto fabric. Examples of substances are anti-bacterial, fragrance, antiallergic & mosquito repellent.



**D30:** A smart material that is like playdough until it is hit (blunt force), the molecules then lock solid.

**Modern Materials:**

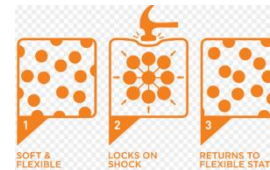
**Kevlar** – very strong, used for bullet proof vests.

**Rhovyl** - long lasting antibacterial properties, used for bedding, underwear

**Nomex** – Heat resistant, fire fighters and racing drivers clothing.

**Carbon Fibre** – used to reinforce other materials, lightweight, flameproof, used for helmets and racing cars.

**Super Hydrophobic** – repels water, used on electronic circuits and footwear etc.



Year 8: Autumn Term 2

Week 5, Week 6 & Week 7

**Thermo chromic:** dyes that change colour in response to changes in TEMPERATURE.

**Photo chromic:** dyes that change colour in response to Ultraviolet Light (UV).

**Geotextiles:** Materials used in civil engineering (e.g., road, bridge, canal, and dam building). Function is to:

- Reinforce (strengthen & support)
- Filter (allow water through, but not unwanted materials)
- Separate (different layers separated)

**E-Textiles:** Fabrics which incorporate (include) electronics (i.e., conductive thread, printed on circuit board or micro wires woven into material). They need a **Power Source** to active them (i.e., a battery).

Function of E-Textiles is they can **Sense, Acutate, Communicate And Store** information (**SACS = acronym**).

Key areas where E-textiles are being developed are:

- Medicine** – gowns and vests that can read vitals such as blood pressure, temperature etc.
- Sports Performance** – Rugby box and football vest that read vitals as player is performing.
- Military** – Uniforms with the capability to record information and communicate with others.
- Fashion & Novelty** – light up garments for the catwalk and other novelties.





Subject: Core PE

Week 1 & Week 2: Warm Up

**Definition-** This happens before you take part in sport. Without a warmup, a performer is more likely to become injured.

**Example-** Before a rugby match, the team will warm up to create heat in their muscles to increase elasticity and prevent muscles from becoming strained.

**Prevention of injury-** If you do not warm up before exercise, muscles will more likely become strained due to not enough blood flow to the working muscles.



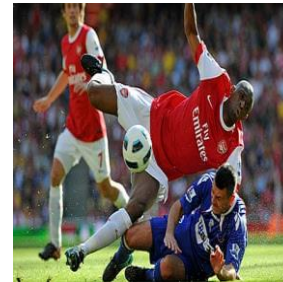
KPOW: Key Words

Week 3 & Week 4: Playing to the rules

**Definition-** If players do not stick to the rules of the sport, they increase the risk of injury to others.

**Example-** If a boxer does not follow the rules and hits their opponent in the back of the head, they could become concussed.

**Prevention of injury-** By playing to the rules, performers are less likely to become injured. This allows sport to become safer.



Year 8: Autumn Term 2

Week 5, 6 & 7: Sprain


**Definition-** To wrench or twist the ligaments of a joint violently, which causes pain and swelling, but not dislocation.

**Example-** A footballer may sprain their ankle when running on uneven surfaces.

**Prevention of injury-** Ensuring that you do not overstretch when playing sport will help to prevent a sprain.





Subject: Computing & Digital Media	KPOW: Hardware	Year 8: Autumn Term 2																			
Week 1 & Week 2	Week 3 & Week 4	Week 5, Week 6 & Week 7:																			
<p><b>Keywords:</b>  <b>Respond:</b> To say or do something as a reaction to something that has been said or done.  <b>Malware:</b> Harmful software created to cause damage or gain illegal access to computer systems.</p>	<p><b>Keywords:</b>  <b>Vector Graphics:</b> A form of computer graphics that are created using mathematical shapes and lines.  <b>Page orientation:</b> is the way in which a rectangular page is oriented for normal viewing. The two most common are portrait and landscape.</p>	<p><b>Keywords:</b>  <b>Computer Hardware:</b> any physical parts or components that make up a computer system.</p>																			
<p>Types of network:  <b>LAN – local area network</b> (such as home/college).  <b>WAN – wide area network</b> (such as internet)            Devices can be connected together in a network via wired (Ethernet cables) or wireless networks (Wi-Fi).</p> <p>We need other network hardware to connect them together such as:  <b>Switch:</b> used to connect devices together.  <b>Router:</b> used to connect different networks together (such as connect home (LAN) to the internet (WAN)).  <b>Wireless access point (WAP):</b> used to connect wireless devices to a network.</p> <p>Networks are vulnerable to attacks by hackers, so organisations often have set rules to reduce the threat, these include:</p> <ul style="list-style-type: none"> <li>• Backing up data regularly</li> <li>• Strong passwords for everyone</li> <li>• Different levels of access</li> <li>• Up to date anti-malware and firewall</li> </ul>	<p>Applications for creating &amp; editing graphics.</p> <p><b>Adobe Illustrator</b> – allows to create <b>vector graphics</b> using a wide range of tools.</p> <p><b>Adobe Photoshop</b> – used for editing images such as photos or to create new images by combining several other images.</p> <p><b>Vector Images:</b>   Made using a <b>mathematical formula</b> using shapes, lines, strokes and fills.</p> <p>They have <b>scalability</b> which means that increasing the image size doesn't affect the quality of the image.</p> <p>Logo's, illustrations and cartoons are made using vector images.</p>	<table border="1" data-bbox="1487 485 2105 821"> <thead> <tr> <th>Peripheral</th> <th>Use</th> </tr> </thead> <tbody> <tr> <td>Keyboard</td> <td>Input device</td> </tr> <tr> <td>Mouse</td> <td>Input device</td> </tr> <tr> <td>Microphone</td> <td>Input device</td> </tr> <tr> <td>Camera</td> <td>Input device</td> </tr> <tr> <td>Printer</td> <td>Output device</td> </tr> <tr> <td>Headphones</td> <td>Output device</td> </tr> <tr> <td>Speakers</td> <td>Output device</td> </tr> <tr> <td>Interactive screen</td> <td>Input &amp; Output device</td> </tr> </tbody> </table> <p><b>Computer storage</b>            As well as inputting &amp; outputting data, the computer has to process and store data.            Secondary storage is used for long term storage of files and data.</p> <p>There are <b>3 types of secondary storage:</b></p> <ul style="list-style-type: none"> <li>• <b>Magnetic</b> Eg: Hard disk drive (HDD)</li> <li>• <b>Optical</b> eg: CD, DVD or Blu-ray</li> <li>• <b>Solid state</b> eg: Memory stick or SD card</li> </ul>		Peripheral	Use	Keyboard	Input device	Mouse	Input device	Microphone	Input device	Camera	Input device	Printer	Output device	Headphones	Output device	Speakers	Output device	Interactive screen	Input & Output device
Peripheral	Use																				
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Subject: Music

Week 1 & Week 2: The blues

The Slave Trade:

Blues music began in the late 1800s and became more popular in the early 1900s. From the mid-1800s, over 12 million African people were captured and sold into slavery in the USA.

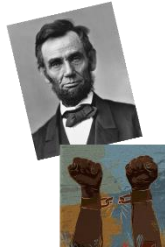


Families were separated and were forced to work. Blues music grew from their pain, hope and strength. It became a way to express feelings through music.

Enslaved Africans were taken on ships carrying up to 600 people for a six-week journey across the Atlantic Ocean.



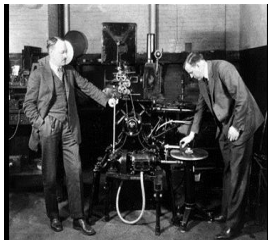
They were kept in cramped, dirty conditions. Millions died on the way. Survivors were sold at auctions and forced to work on cotton and tobacco plantations.



The Emancipation Proclamation:

In 1863 President Abraham Lincoln made an important announcement 'All enslaved people were declared free'. It's remembered as a key moment in the fight for freedom and equality in America.

In the 1920s, recording equipment was invented. Ex-slaves began to record old blues songs they had sung for years. Recording equipment means tools used to capture sound.

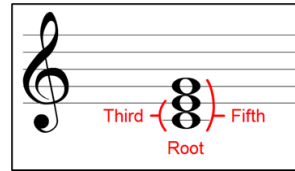


KPOW: Blues

Week 3 & Week 4: Chords and bassline

Chords

A chord is a combination of two or more notes put together.



Chords begin with a single note called the root.

A triad is made up of three notes created from the root, third and fifth.

12 Bar Blues

A pattern of chords. Each time you see a box you play the chord 4 times.

In the 12 bar blues there are 3 chords used:

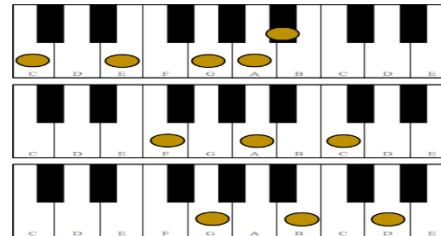
- C (CEG)
F (FAC)
G (GBD).

Table showing chord patterns for C, F, and G across 12 bars.

Walking bassline

A bassline is lowest notes in a piece of music, using only single notes.

A walking bassline walks up and down the chords. It is played using low pitched instruments such as a bass guitar, double bass or Piano.



Year 8: Autumn Term 2

Week 5, 6 & 7: Notes and instruments

Tonality

The mood of the music. It is whether the sound feels happy or sad. The term 'blues' means feeling sad.



Note values

Music note duration refers to how long or short a note is played. Here is the type of note values:

Table with 3 columns: British note names, Note symbols, and Note value. Rows include Semibreve, Minim, Crotchet, Quaver, and Semiquaver.

Sharps and Flats

Flat: lowers the pitch of a note by one semitone. Think of a flat tyre...it goes DOWN



Sharp: raises the pitch of a note by one semitone. Therefore you go UP



In the walking bassline, we play Bb





Subject: Art

Week 1 & Week 2: Keywords



**Pattern** - a repeated decorative design.

**Repeat** - the recurrence of an action or event.



**Space (negative space)** - the empty space around and between the subject(s) of an image.

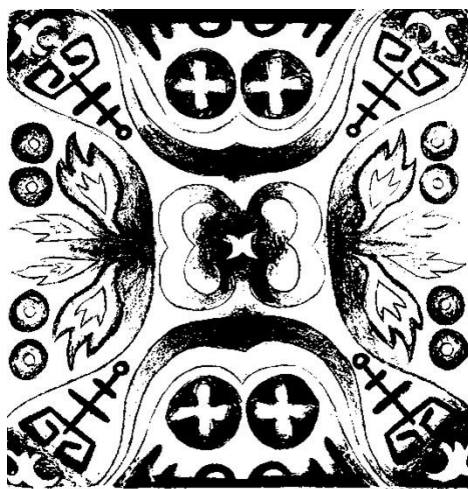
**Design** - a plan or drawing produced to show the look and function or workings of a building, garment, painting or other object before it is made.

KPOW: China inspired Final Piece

Week 3 & Week 4: Outcome Development

Mirror repeat design process.

A mirror repeat pattern involves the use of symmetry. The design in this kind of repeat is flipped right, then flipped down and then flipped left to complete the full design.



Year 8: Autumn Term 2

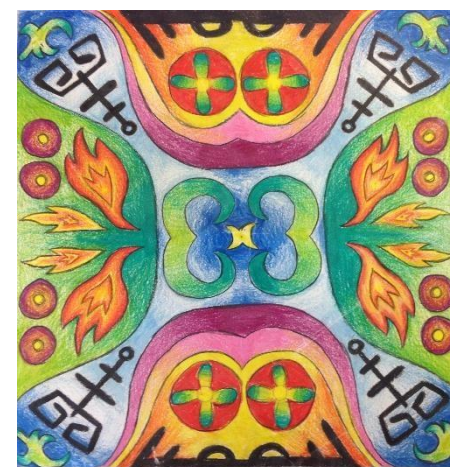
Week 5, 6 & 7: Mirror repeat Colour application

**Colour blending** - skills to blend different colours together such as complimentary groups of colour from colour theory.

Dark to light tones blended together create 3D qualities.

**Complimentary Colours** – colour such as red/green, Blue/orange and yellow/purple.

**Symmetrical** - made up of exactly similar parts facing each other.





**Subject: Drama**

**Week 1 & Week 2: Devising Theatre**

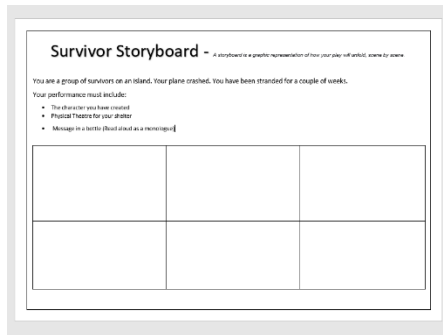
Continuing with the devising process. **Devising** – to plan or invent through careful thought.

**Tableaux** - A Motionless image that is representing a scene from a story.

**Conscience alley:** a technique to present two sides of and argument/opinion at the same time, selecting then the most compelling argument.



**Storyboard:** A graphic representation of how your story will unfold, scene by scene.



**KPOW: Devised Performance**

**Week 3 & Week 4 & Week 5: Exploration of Ideas**

If you explore an idea or suggestion, you think about it or comment on it in detail, in order to assess it carefully.

**Thought tracking** – When a character steps out of a scene to address the audience about how they are feeling.



**Choral speaking** – a group of performers who speak in unison. They orally interpret, memorise, and perform a prose using the spoken, not singing voice.



**Year 8: Autumn Term 2**

**Week 6 & Week 7: Perform and Reflect**

**Performance** – An act of presenting a play, concert, or other form of entertainment.



**Peer Feedback** – Enables the performer to improve their work, based on feedback of strength and weaknesses.



**Self - Reflection** – Enables you to question your performance work, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

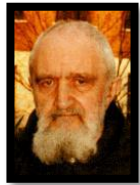




Subject: Learning 4 Life

Week 1 & Week 2: Benoit

Please learn the information below:



**Pierre-Marie Benoit**

- Born in France in 1895
- A priest (Roman Catholic)
- Saved more than 4,000 Jews.

- He moved back to France from Rome when WWII started.
- In France, he witnessed first hand how Jews were being mistreated.



- He vowed to do all he could to protect Jews.
- He printed thousands of baptism certificates and fake passports.
- He then helped to smuggle Jews to Switzerland or Spain.

- Despite the Nazi's invading France he continued to help, even when he became a refugee himself.
- A refugee is a person who is forced to flee his/her own country due to war or conflict.



When the war ended in 1945, his actions were described as 'heroic' and he was named as 'A Righteous Among the Nations' for his bravery.

Week 3 & Week 4: Judaism

Please learn these facts about the religion of Judaism:



**Synagogue**

Jewish place of worship. It is the centre for Jewish life.



**Torah**

Jewish holy book (but it's a scroll). Written in Hebrew. Contains the 613 laws Jews are expected to follow.



**Yad**

A pointer. Used to follow the words when reading the Torah.



**Ark**

Where the Torah is kept. Always faces towards Jerusalem.



**Tefillin**

Prayer boxes. One is worn on the head, the other on the left arm.



**Tallit**

Jewish prayer shawl. It's many fringes represent the 613 laws Jews are expected to follow.



**Kippah**

A skull cap. Also known as a yarmulka.



**Shabbat**

The Jewish day of rest. Friday sunset until Saturday sunset. Considered the most important celebration.

Year 8: Autumn Term 2

Week 5 & Week 6 & Week 7: Hanukah

Please learn these key facts about Hanukah; Its history...



Hanukah is the Jewish festival of lights. It lasts for 8 days and is celebrated every winter.



It is a story about fighting for beliefs nearly 2,000 years ago. The Greek King (Antiochus) expected Jews to worship his gods, they refused. There was a long battle between the Jews and Antiochus.



When the Jews were victorious, they claimed back their Temple. There was only enough oil for one day for the 'everlasting light'.



Somehow, the oil lasted for 8 days, it was a miracle! Jews took this to mean that God was pleased that they had stood up for their beliefs.

How it is celebrated...



Jews eat foods such as doughnuts cooked with oil (to remember the miracle).



Jews exchange gifts.



Games are played, e.g. Dreidel.





## Home Learning Schedule

Day	Subject to Learn	
Monday	English and Learning 4 Life	
Tuesday	Maths and Computing & Digital Media	Sparx Week B
Wednesday	Science	Educake Week A
Thursday	French, History and Geography	
Friday	Design Technology, PE & Creative	

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**.

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