



Minsthorpe Community College

Knowledge Organiser **Year 8 – Autumn Term 1**

Name:

P&A group:

Knowledge Assessment: Thursday 26th October 2023 – 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: Outsiders: Descriptive writing	Year 8: Autumn Term 1
Week 2 & 3: Context of 1930s America & Setting	Week 4 & 5: Marginalisation and Racism	Week 6 & 7: Descriptive Writing Techniques
<p>1930s America and The Wall Street Crash In October 1929, the boom in the US economy suddenly came to a halt with the Wall Street Crash. Shares in the stock market suddenly lost all their value, causing those businessmen who traded stocks to lose their money overnight. As a result of this, America was plunged into depression. There was mass unemployment. The rest of the world followed suit, as depressions spread across Europe.</p> <p>Vocabulary Social commentary- a work that serves as a critique of issues in society. Unattainable- not achievable, not able to be reached. Migrant- (noun) a person who moves from one place to another, especially in order to find work or better living conditions. Itinerant- (adjective) travelling from place to place. Transient- (adjective) lasting only for a short time; impermanent. Imagery - Imagery refers to language that stimulates the reader's senses. Devices include: metaphors, similes, personification, allusion, symbolism and motif. Motif – a dominant or recurring idea in an artistic work. The word motif (pronounced moh-teef) is derived from the French phrase motif meaning "pattern." Theme: a fundamental idea or meaning that is central to a text. Cultural Awareness The Garden of Eden is the biblical earthly paradise created by God to be inhabited by his first human creation - Adam and Eve.</p> 	<p>American Civil War In 1861, the Southern states of the USA tried to break away in order to continue the practice of Slavery. They formed a nation called the Confederate States of America (AKA 'The Confederacy'). It took 4 years of bloody civil war to finally force the South to give up slavery. Afterwards, the North forced the South to accept equal rights laws such as giving black men the vote, banning segregation, and ensuring equal, legal treatment for African-Americans. However, Jim Crow laws were a collection of state and local statutes that legalized racial segregation: 1. African-Americans were not allowed to serve on juries in some counties/states. 2. Discrimination in voting 3. Poll taxes 4. Literacy tests in order to qualify to vote 5. Discrimination in employment The Ku Klux Klan (KKK) After the American Civil War (1861-64), some men from Southern states who had fought to preserve slavery joined together with a common purpose. They feared that black people were gaining too much freedom, and posed a threat to White Superiority in America. Marginalise (verb) to treat a person, group or concept as insignificant or peripheral. Racism (noun) the belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another. Ostracised- (adjective) to be excluded from group/society. Segregated- (adjective) separated or divided, usually along racial, sexual, cultural or religious lines; set apart from others. Advocate- (verb) to support or recommend something.</p>	<p>"Show not Tell"- A descriptive/ narrative device we can use to hint at the character's thoughts and feelings without explicitly stating it. E.g. Tell: He was sad. Show: His eyes filled with tears and he sighed heavily. Simile: comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. as brave as a lion). Metaphor: a thing regarded as representative or symbolic of something else. Personification: the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form. Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words "the alliteration of 'sweet birds sang'" Repetition: deliberately repeated a phrase or word for effect.</p> <div data-bbox="1765 946 2130 1189"> <p>I my. Smiling sweetly, she turned and walked away.</p> <p>S simile- Like the chocolates in the box, she vanished quickly.</p> <p>P preposition- On the top of the hill, the wolf stood and watched.</p> <p>A adverb- Hurriedly, he snatched the ticket.</p> <p>C conjunction- When he found his home, the dog settled at the bottom of the stairs.</p> <p>E ad- Pleased with what he had done, he stood back and admired his work.</p> <p>D dialogue- "Who can that be?" Kate asked herself, as she heard a loud, slow knocking on the door.</p> </div> <p>Cultural Awareness: Flappers were a subculture of young Western women in the 1920s who wore short skirts (knee height was considered short during that period), bobbed their hair, listened to jazz, and flaunted their disdain for what was then considered acceptable behaviour.</p> 





Subject: Maths

Week 2: Sequences

Sequences

A sequence is a list of numbers that follow a rule. A term is a number in the sequence.

The **term-to-term** rule is a description of how to calculate the next term.

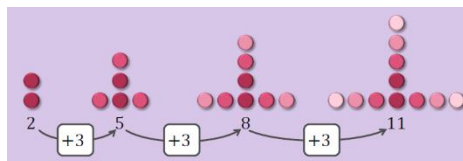
For example

3, 7, 11, 15, ... The first term of this sequence is 3 and the term-to-term rule is $+4$.

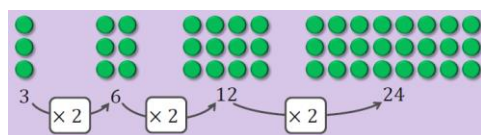
36, 18, 9, 4.5, ... Term-to-term rule is $\times \frac{1}{2}$

Types of sequences

In an **arithmetic sequence** there is a common difference between the terms. For example:



In a **geometric sequence** there is a common ratio between the terms. For example:



KPOW: Equations

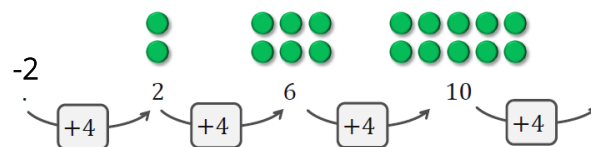
Week 3: Sequences

0th term

The 0th term is the term that would come before the 1st term.

For example

In the sequence 2, 6, 10, ... the 0th term is -2



The nth term

The nth term is a formula for finding any term in the sequence.

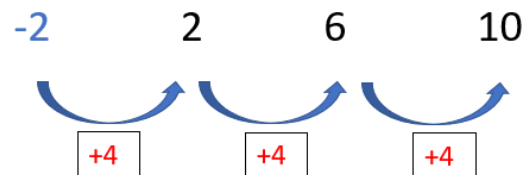
The nth term is the **position-to-term** rule. n represents the **position** of the number in the sequence.

For an arithmetic sequence the **nth term** is:

$$\text{nth term} = \text{common difference} \times n + 0^{\text{th}} \text{ term}$$

For example

0th term 1st term 2nd term 3rd term



$$\text{nth term} = 4n + -2 = 4n - 2$$

Year 8: Autumn Term 1

Week 4: Equations

Keywords:

Expression: Numbers, symbols and operators grouped to show the value of something. They do not have an equals sign.

Equation: When two expressions are equal. They always have an equals sign.

Identity: An equation that is true no matter what values are chosen. Identities have this symbol \equiv .

Expressions

$2a$ means $a + a$ or $2 \times a$

$a + 2$ means 2 more than a

a^2 means $a \times a$

The value of the expression depends on the value of the variables. We can find the value by substituting.

For example

If $a = 2$ substitute into $3a + 1$

$$= 3 \times a + 1$$

$$= 3 \times 2 + 1$$

$$= 6 + 1 = 7$$

Collecting like terms

Like terms	Not like terms
$2a$ and a	a and b
$2a^2$ and a^2	a and a^2
ab and $2ab$	a and 4



Subject: Maths

Week 5: Equations

To simplify expressions, we collect like terms together.

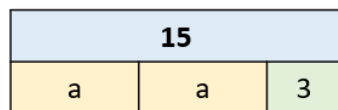
For example

$$2a + 3b + 4a - b \text{ simplifies to } 2a + 4a = 6a$$

$$6a + 2b \qquad \qquad \qquad 3b - 1b = 2b$$

Equations

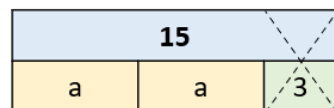
Bar models help us understand equations



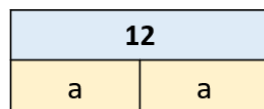
This bar model shows
 $2a + 3 = 15$

To solve an equation, rearrange to get letters on one side and numbers on the other.

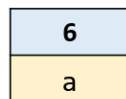
$$2a = 15 - 3$$



$$2a = 12$$



$$a = 6$$

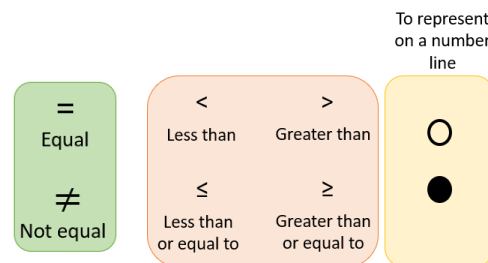


KPOW: Inequalities

Week 6: Inequalities

Inequalities

An inequality compares two values, showing if one is less than or greater than the other and whether they are equal to or not.

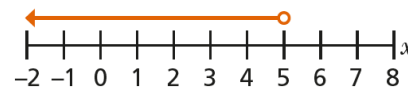


We can represent inequalities on a number line.

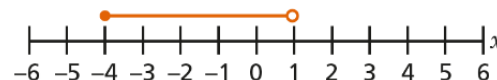
For example



This arrow shows the inequality $x \geq 1$ (x is greater than or equal to 1).



This arrow shows the inequality $x < 5$ (x is less than 5).



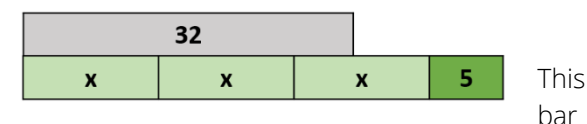
This diagram represents the inequality $-4 \leq x < 1$ (x is greater than or equal to -4 and less than 1).

Year 8: Autumn Term 1

Week 7 & 8: Inequalities

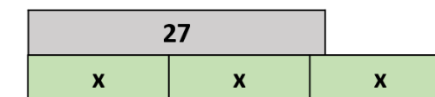
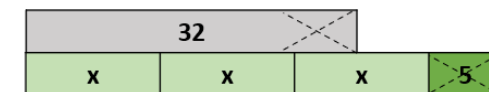
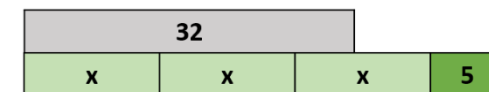
Use bar models to solve and understand inequalities.

For example

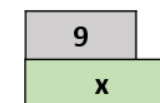


This bar model shows $3x + 5 > 32$ because 32 is represented by the shorter bar.

Solve an inequality in the same way we solve an equation.



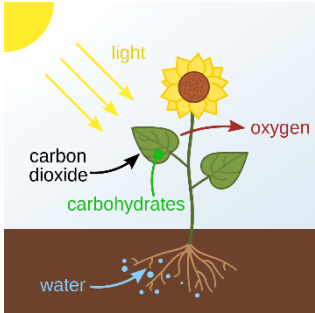
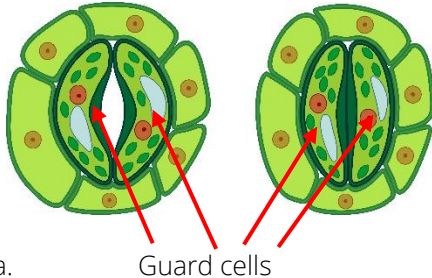
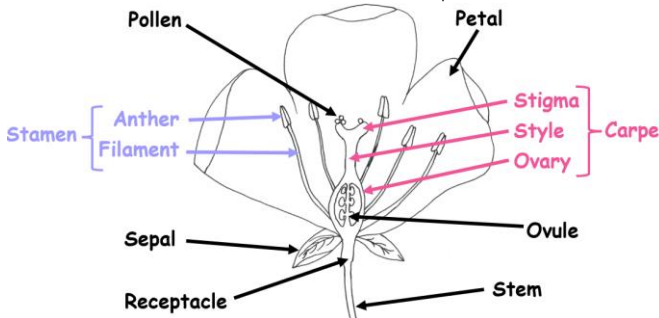
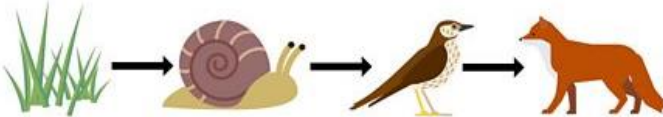
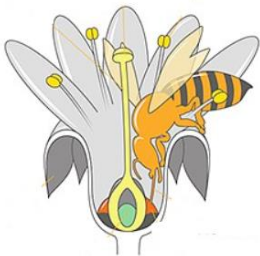
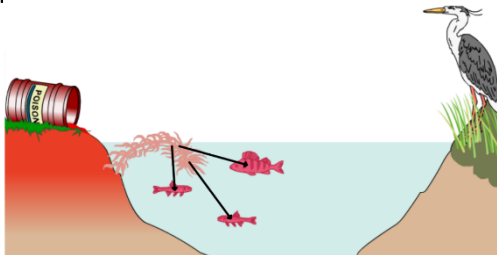
Therefore $3x > 27$



So $x > 9$. Therefore, for any value of x greater than 9, the value of $3x + 5$ will be greater.





Subject: Biology	KPOW: Photosynthesis	Year 8: Autumn Term 1
Week 2 & 3: Microscopes and photosynthesis	Week 4: Leaf structure	Week 5: Plant reproduction
<p>Keyword definitions</p> <p>Magnification – To make an object appear bigger using a microscope.</p> <p>Cells – The smallest unit of life and the building blocks for all organisms.</p> <p>Photosynthesis – The process where plants turn water and carbon dioxide into glucose and oxygen.</p> <p>Key Learning points Plants take in water through their roots and carbon dioxide through the leaves. Using light energy, they convert this to oxygen and carbohydrates for growth.</p> 	<p>Keyword definitions</p> <p>Stomata – Small holes in leaves that allow gas to enter and leave. These are mainly on the underside of the leaf.</p> <p>Chloroplasts – The part of the cell where photosynthesis occurs.</p> <p>Key Learning points In bright light, the guard cells swell so that the stomata open to allow gas exchange. In low light, they shrink to close the stomata.</p> 	<p>Keyword definitions</p> <p>Pollination - The process of moving pollen from the male part of the flower to the female part.</p> <p>Gamete – The plant reproductive cells where the male is called pollen and the female is the ovule.</p> <p>Key learning points You need to know the names of the parts of a flower.</p> 
Week 6: Food chains	Week 7: Ecosystems and insects	Week 8: Food security and bioaccumulation
<p>Keyword definitions</p> <p>Consumer – Organisms that get their energy from eating or consuming other organisms.</p> <p>Food Chain – A diagram to show the feeding relationships between organisms including the energy transfer.</p> <p>Key learning points</p>  <p>Here the snail consumes the grass, the bird eats the snail and the fox eats the bird. The arrows that go to the right represent the energy transfer between the organisms.</p>	<p>Keyword definitions</p> <p>Ecosystem – A biological community of interacting organisms (animals and plants) and their physical environment.</p> <p>Biomass – The mass of living or recently dead tissues.</p> <p>Pollinator – An animal (mainly insects) that carries pollen from one plant to another.</p> <p>Key learning points When an insect enters a flower to drink the nectar, it brushes against the pollen that gets stuck to their hair. This is carried to the next flower where it detaches and pollinates that flower.</p> 	<p>Keyword definitions</p> <p>Overfishing – Taking too many fish out of the sea so that the population of them is greatly reduced.</p> <p>Bioaccumulation – The gradual build up of a substance such as a toxin in a food chain.</p> <p>Key learning points If poison is spilt into the water, it will get absorbed by the plants and will then enter the food chain and transfer to the fish and the birds that eat the fish.</p> 





Subject: Chemistry

Week 2: Atoms and the Periodic Table

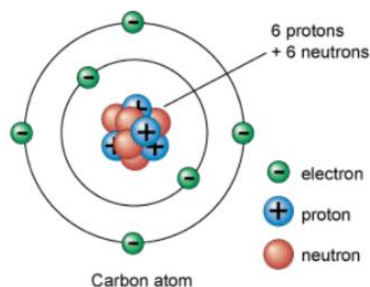
Keyword definitions

Element – a substance containing one type of atom.

Relative atomic mass - The average mass of an atom of an element relative to the mass of carbon-12.

The **periodic table** lists all of the known elements in order of their relative atomic mass. The **horizontal rows** are called **periods** and the **vertical columns** are called **groups**.

Atoms are made up of 3 **subatomic particles**; positive **protons** and neutral **neutrons** (found in the nucleus) and negative **electrons** (found on shells).



KPOW: The Periodic Table

Week 3: Development of the periodic table

Keyword definitions

Property – a feature or characteristic of a substance.

On the modern periodic table, metals are found on the **left** and non-metals are found on the **right**.

Metals	Non-metals
Solid at room temp	Liquid/gas at room temp
Malleable (easily shaped)	Brittle
Conduct electricity	Electrical insulator

Developing the Periodic Table

Dobereiner	Groups of three (triads) but some elements didn't fit.
Newlands	Grouped every 8 th element, but some groups had mixed elements.
Mendeleev	Moved elements so that they were in similar groups and left gaps.

Year 8: Autumn Term 1

Week 4: Compounds

Keyword definitions

Compound – a substance made of two or more different elements chemically bonded.

When two elements bond together, the ending of the second element changes to **-ide**.

Magnesium + oxygen → magnesium oxide
When three or more elements, including oxygen bond, the ending becomes **-ate**.

Calcium + carbon + oxygen → calcium carbonate.
Compounds have different **properties** to the elements they have formed from.

We can show the ratio of atoms in a compound using a **chemical formula**.



The number after the elements symbol tells you how many atoms of that element are in the formula.

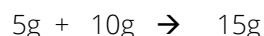
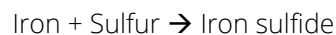
Week 5: Conservation of mass

Key definitions

Physical change – a reversible change where no new substance is created.

Chemical change – a reversible change where bonds are broken and formed to create a new substance.

The law of conservation of mass states that the total mass of reactants must be equal to the total mass of the products.



There are some examples where it might appear that this is not the case.

If a gas is **produced** in the reaction, the mass will appear to go **down**. If a gas is a **reactant**, the mass will appear to go **up**.

Week 6: Group 1 and 7

Group 1 – The Alkali metals

As you go down group one, the elements get more reactive and the melting and boiling points of the elements decrease. They are very reactive metals.



Group 7 – The Halogens

As you go down group 7, the elements get less reactive and the melting and boiling points increase.

Week 7 and 8: Group 7 and 0

Keyword definitions

Displacement – when a more reactive element takes the place of a less reactive element in a compound.

Group 7 reactions

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 + **bromine**
bromide **chloride**

Group 0 – The Noble gases

The group 0 elements are unreactive and have low boiling points.





Subject: French	KPOW: Où j'habite Writing	Year 8: Autumn Term 1
Week 2: Countries and Compass Points	Week 3: Types of Houses/Places and Adjectives	Week 4: Verbs and Time phrases
<p>le centre de (the centre of)</p> <p>le nord de (the north of)</p> <p>l'est de (the east of)</p> <p>le sud de (the south of)</p> <p>l'ouest de (the west of)</p> <p>le nord-ouest de (the north-west of)</p> <p>le sud-est de (the south-east of)</p> <p>l'Allemagne (Germany)</p> <p>l'Australie (Australia)</p> <p>l'Écosse (Scotland)</p> <p>l'Espagne (Spain) la France (France)</p> <p>le Pays de Galles (Wales)</p> <p>l'Angleterre (England)</p> <p>l'Irlande (Ireland)</p> <p>l'Italie (Italy)</p>	<p>dans la banlieue (in the suburbs)</p> <p>à la campagne (in the countryside)</p> <p>au/en centre-ville (in the town centre)</p> <p>sur la côte (on the coast)</p> <p>à la montagne (in the mountains)</p> <p>dans un quartier résidentiel (in a residential area)</p> <p>joli / jolie (pretty)</p> <p>grand / grande (big)</p> <p>petit / petite (small)</p> <p>vieil / vieille (old)</p> <p>un appartement (flat)</p> <p>une maison (house)</p> <p>Édimbourg (Edinburgh)</p> <p>Londres (London)</p> <p>Rome (Rome)</p>	<p>Actuellement (Currently)</p> <p>En ce moment (At the moment)</p> <p>À l'avenir (In the future)</p> <p>Dans le futur (In the future)</p> <p>j'habite à (I live in) on habite à (we live in)</p> <p>c'est dans (it's in)</p> <p>j'habite dans un / une (I live in a)</p> <p>on habite dans un / une (we live in a)</p> <p>je voudrais habiter (dans un/une) (à)</p> <p>(I would like to live in a/in)</p> <p>on voudrait habiter (dans un/une) (à)</p> <p>(we would like to live in a/in)</p> <p>j'aimerais habiter (dans un/une) (à)</p> <p>(I would like to live in a/in)</p> <p>on aimerait habiter (dans un/une) (à)</p> <p>(I would like to live in a/in)</p>
Week 5: Locations, Verbs and Connectives	Week 6: Places and Activities in a Town	Week 7 & 8: Adjectives and Descriptions
<p>Près de chez moi (Near my house)</p> <p>Dans ma ville/mon village (in my town/my village)</p> <p>Dans le centre (In the centre)</p> <p>Dans mon quartier (In my neighbourhood)</p> <p>Dans ma rue (In my street)</p> <p>il y a (there is/are)</p> <p>il n'y a pas de (there isn't/aren't)</p> <p>Il y aurait (there would be)</p> <p>on peut (we/you can)</p> <p>on ne peut pas (we/you can't)</p> <p>on pourrait (we could)</p> <p>donc (therefore)</p> <p>et (and) où (where)</p> <p>car / parce que / puisque (because)</p> <p>mais / cependant (but/however)</p> <p>par contre (on the other hand)</p>	<p>un café (a café) un restaurant (a restaurant)</p> <p>un cinéma (a cinema)</p> <p>un centre commercial (a shopping centre)</p> <p>un centre sportif (a sports centre)</p> <p>un lac (a lake)</p> <p>une gare (a train station)</p> <p>une gare routière (a bus station)</p> <p>une piscine (a swimming pool)</p> <p>manger (eat) boire (drink)</p> <p>regarder un film (watch a film)</p> <p>faire du shopping (go shopping)</p> <p>acheter des trucs (buy some stuff/things)</p> <p>faire du sport (do sport)</p> <p>nager (swim)</p> <p>voyager (travel)</p> <p>se promener (go for a walk)</p>	<p>c'est (it is) ce n'est pas (it isn't)</p> <p>ce serait (it would be)</p> <p>sûr (safe)</p> <p>reposant (relaxing)</p> <p>bien tenu (well kept)</p> <p>propre (clean)</p> <p>amusant (fun/amusing)</p> <p>intéressant (interesting)</p> <p>tranquille (peaceful)</p> <p>bruyant (noisy)</p> <p>dangereux (dangerous)</p> <p>mal tenu (badly kept) sale (dirty)</p> <p>beaucoup de choses à faire (lots of things to do)</p> <p>beaucoup à voir (lots to see)</p> <p>beaucoup de circulation (lots of traffic)</p> <p>beaucoup de pollution (lots of pollution)</p>



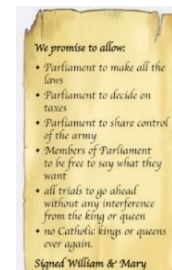


Subject: Geography	KPOW: World Cities	Year 8: Autumn Term 1
Week 2: Urbanisation	Week 3: Rural to urban migration	Week 4: Megacities
<p>Urbanisation is the increase in the proportion of people living in urban areas. Global urbanisation has increased from 30% in 1950 to an estimated 70% in 2050. The region that has experienced the most growth is Asia</p> <p>The main causes of urbanisation are poverty, drought and lack of employment.</p> <p>Urbanisation leads to population increases in cities. This leads to not enough housing for everyone and people have to live in slums. Here disease is common due to lack of sanitation. An example of this is the Dharavi district in Mumbai.</p>	<p>It is expected that by 2050 another 2.5 billion people will live in cities around the world. This means that nearly two-thirds of everyone in the world will live in a city.</p> <p>Between 1950 and 2018, a large percent of China's population has moved from rural areas to urban areas. There are a number of reasons people leave rural areas and move to urban areas.</p> <p>People move to the cities where they have more opportunities for better education and better jobs. This causes issues in the rural areas as there are fewer people to look after the elderly in the rural areas, it also means China will struggle to grow enough food to feed its growing population.</p>	<p>The population of the world is not distributed evenly. Areas with the densest (most people) areas are south and east Asia.</p> <p>Megacities have over 10 million people living in them. Megacities are growing fast due to rural-urban migration and natural increase. There are many opportunities and challenges of living in megacities:</p> <ul style="list-style-type: none"> ❑ Better healthcare ❑ Jobs in tourism ❑ More money spent on improving the cities ❖ Poorly paid jobs ❖ Not much green open space ❖ Lots of traffic jams
Week 5: Housing the urban poor	Week 6: Sustainable cities	Week 7 and Week 8: KPOW and new topic.
<p>When rural to urban migration occurs, it comes with many problems. One of the biggest problems is the creation of squatter settlements. These can have 3 different names dependant on their location. Some countries call them favelas, some slums and others shanty towns.</p> <p>Life in squatter settlements comes with many challenges that can affect a person's quality of life (how happy and healthy they are). These challenges include a lack of clean water, poor sanitation, overcrowding and no waste disposal.</p> <p>Due to the size of many squatter settlements governments are intervening and creating opportunities for local people by overcoming some of the everyday problems people encounter.</p>	<p>In the future, more people are going to live in cities. Governments and city planners are worried about where people are going to live, will there be enough resources for everyone, the air quality if everyone used cars, and sewerage and waste disposal. The answer to these problems is for cities to become sustainable.</p> <p>Features of a Sustainable city</p> <ul style="list-style-type: none"> • Solar or wind energy creates electricity. • There are lots of well-paid jobs. • There is lots of green, open space. • Rivers are kept clear and clean of waste and pollution. • People use reliable, electric public transport. • People and businesses recycle their waste. • People are encouraged to walk or cycle. • Good quality, affordable homes are built. 	<p>Week 6 = KPOW</p> <p>Week 7 new topic. Global Weather Extreme weather is when a weather event is significantly different from the average or usual weather pattern.</p> <p>Examples of extreme weather include: flooding, snowstorms, tornadoes, drought, and wildfires. These events can have negative impacts on people and the environment.</p> <p>Climate scientists say that global warming is increasing both the frequency and likelihood of these extreme weather events. By 2100, scientists predict that heatwaves – once a rare occurrence – will take place every year in the UK!</p>





Subject: History		Year 8: Autumn Term 1
Week 1: Causes of the English Civil War	Week 2: Civil War Fighting and Propaganda	Week 3: Trial and Execution
<p>King Charles I ruled England from 1625. In 1642, a civil war broke out in England between the King and Parliament.</p> <p>Causes of the English Civil War Long term causes = Charles believed in the 'Divine Rights of Kings.' He was an absolute monarch. Charles married a French Catholic princess when the country was Protestant. He closed Parliament in 1629 for 11 years when they refused to collect more taxes. Charles introduced Ship Tax in 1635. He made everyone pay it, when it was normally only paid by people near the sea. Short term causes = In December 1641, Parliament sent Charles a long list of complaints about the way he was running the country. Charles was furious and in January 1642 he took 300 soldiers to London to arrest 5 MPs, but they had gone. He left to gather an army.</p>	<p>The country divided between Charles and Parliament. Royalists = Cavaliers Parliamentarians = Roundheads Many ordinary people fought for who their local landowner or town supported. Battles: 1642, Edgehill – draw 1644, Marston Moor – victory for Parliament 1645, Naseby – victory for Parliament – the Royalists were destroyed. The New Model Army: After Edgehill, Oliver Cromwell and Thomas Fairfax reorganised and trained the Roundheads. They were extremely well disciplined and followed strict codes of conduct. This new army believed '....they fought for God. Singing hymns, they charged into battle'.</p>	<p>In 1647, Charles' army was defeated and he was a prisoner. However, he managed to escape and raise an army with the Scots help. In August 1648, Cromwell beat Charles' army and Charles was recaptured. Many MPs now felt they couldn't trust Charles and he should be put on trial for treason. Treason = betraying your own country. The trial started on 20 January 1649. Only 67 out of 135 judges turned up to court. Charles refused to listen or enter a plea of guilty or not guilty. Day 7: Guilty! Charles was sentenced to death. The death warrant was signed by 59 judges. This event shocked many and changed how the country was run. Significance: Charles was the first king executed by his people. The monarchy was removed and the country became a republic.</p>
Week 5: KPOW Cromwell: Hero or Villain?	Week 6: The Restoration	Week 7 and Week 8: Glorious Revolution
<p>Republic = a country without a king or queen. At first Parliament ruled, but in 1653 Oliver Cromwell became Lord Protector. He divided the country into 11 districts, each ruled by an army general. Villain: He put the King on trial for not working with parliament and then he ruled without them. He banned Christmas, music, pubs, dancing, theatre and sports. Yet he enjoyed music and dancing! He killed 5000 Irish people in 1649 who refused to support him. Sent Irish children to Jamaica as slaves. Hero: He improved the army and was respected by other countries. Ended wars with the Netherlands and captured Jamaica. Promoted ordinary people based on ability not wealth. Allowed Jews back into the country and allowed them worship.</p>	<p>Oliver Cromwell died in 1658. His son Richard was made Lord Protector, but he resigned after a few months following arguments between Parliament and the army. In 1660, Parliament asked Charles I's son, Charles II, to become king. This was known as the Restoration. Charles II was known as the 'Merry Monarch' because he brought back sports, entertainment and Christmas. Most people were happy with the changes. Important change: Charles II built a good relationship with Parliament because he didn't want a civil war. Charles II wanted religious freedoms, but In 1664 Parliament banned all services except those of the Church of England. Charles II didn't argue!</p>	<p>Charles II died without an heir. His younger brother James II became king. Problems with James = James was Catholic. In 1688, James' new Catholic wife gave birth to a male heir. This worried Parliament as they thought the future King would be Catholic Plot: Leading members of Parliament invited James' eldest daughter Mary and her Protestant husband William of Orange to invade England and fight James. Conditions: Mary and William had to rule with Parliament and were banned from raising taxes without parliament'. They signed a document known as The Bill of Rights. This was the start of the Constitutional Monarchy.</p>





Subject: DT - Food

Week 2 & Week 3

Kitchen Health and Safety recap from year 7

- Aprons must be worn during all practical sessions to protect against burns and splashes.
- Long hair must be tied back.
- Hands must be washed regularly throughout, but always at the start.
- Equipment must be washed, dried, and put back after use.



Knife safety

Bridge method- when the hand is curled and shaped like a bridge for knife to go under- rounded products, like apple, strawberries, and onion.

Claw method- when a product is gripped by the fingertips in a claw shape and the fingertips are pulled back for safety before cutting- long products such as cucumber and leeks.

The bridge and claw method can be used to produce fruit kebabs with a garnish.

Weighing and measuring ensures **accuracy** when making food during practicals. Always measure in grams (g).

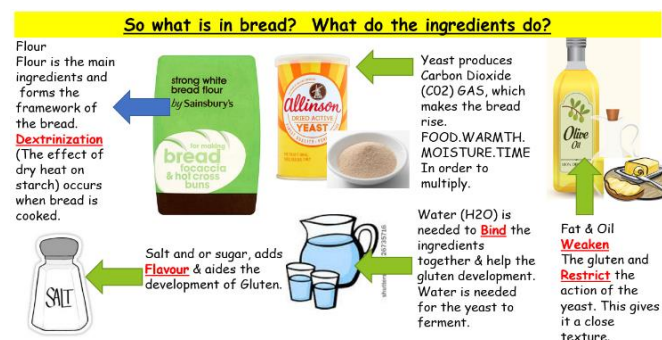


Week 4 & Week 5

Bread ingredients

- 500g Strong Plain flour, 1 sachet yeast, 1 teaspoon salt, 25g margarine, 1 teaspoon sugar, 1/2 pint warm water
- Extra ingredients e.g.: Cheese, tomato puree, pepperoni, cocoa/chocolate, berries

Function of ingredients



Method for making bread

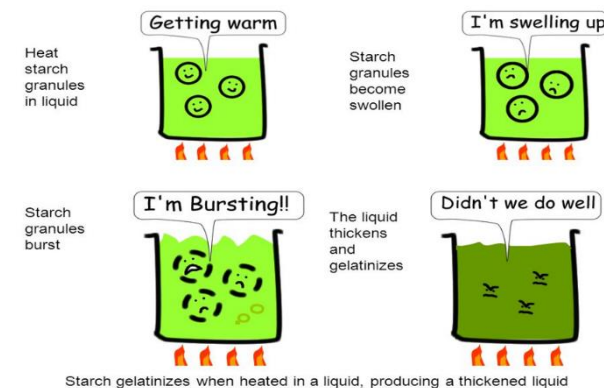


Year 8: Autumn Term 1

Week 6 & Week 7 & Week 8

Gelatinisation

This is the process that occurs when making a sauce and it thickens. A plain sauce is called a ROUX sauce.



Dishes that use a ROUX sauce are:

Macaroni Cheese / Carbonara Ingredients

25g (40g for thicker sauce) Plain flour
25g (40g for thicker sauce) Margarine
1 pint milk, 200g cheese, 300g Pasta

Topping - 100g cheese and/or breadcrumbs (optional)

Extra ingredients that can be added - Bacon, cooked chicken, onions, mushrooms, garlic etc.

Lasagne

50g Plain flour
50g Margarine
1 pint milk
200g cheese
1 pack lasagne
1 pack mince meat
1 onion (optional)

1 tin tomatoes and ½ tube tomato puree OR 1 tin of tomato pasta sauce

Extra cheese for the topping

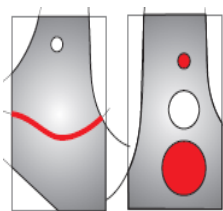
Garnish = a small amount of food used to decorate other food e.g. Parsley or herbs.





Subject: DT – Product Design

Week 2 & Week 3: Dull to Dynamic Strategy



Design rules – Generating quick sketches to help develop unique designs.

Dull to Dynamic strategy helps create the final idea considering **anthropometric**

measurements (so the bottle opener fits in the

hand comfortably when using it).

Dull to dynamic means turning a basic (dull) idea, into a dynamic outcome.

Key terms:

Ergonomics - The study of people and their working environment, especially to improve effectiveness.

Specification – Precise description of the design and make details that the final product is required to achieve/ meet.

Theory

Workshop Health and Safety.

- Goggles must be worn on all workshop machinery.
- Long hair must be tied back on machinery.
- Aprons must be worn during all practical lessons.

Key terms:

PPE – Personal Protective Equipment

KPOW: Design & Evaluation

Week 4 & Week 5: Wooden Bottle Opener



Workshop skills to cut and shape and smooth the bottle opener using a range of tools and equipment. Product should **reflect** the

design and match the **design specifications** given.

Tools and equipment

Countersink drill bit – Drills a cone like hole so the flat head screw sits flush against the wood.

Chuck key – Attaching drill bit to the pillar drill.

Forstner drill bit – Drill blind holes (the holes to attach the 2p and open your bottle).

Chuck key – Used to attach drill bit to the pillar drill.

Evaluation

You will evaluate your completed product and your skills in detail looking at **WWW** (what went well) and **EBI** (even better if). Testing for quality of finish.

Theory

Ergonomics = making products efficient to use.

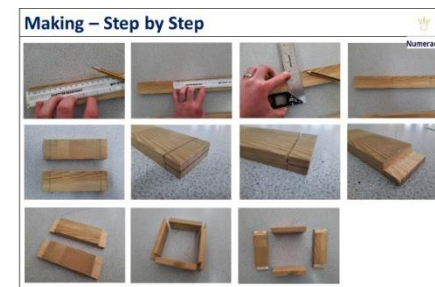
Ergonomics considers issues such as:

- Shape
- Size
- Pressure
- Use
- Features

Ergonomics uses **anthropometrics** (size) to improve products and make them comfortable to use.

Year 8: Autumn Term 1

Week 6 & Week 7 & Week 8: Storage Box



Workshop skills - measure, mark and cut **½ lap joints** and shape a **frame** for the **wooden storage box**

complete with **inserts**.

Decoupage – gluing pictures to the surface and sealing with varnish.

Key words:

Tenon saw – Cuts straight

lines.

Tri square – Used to mark and check 90° angles.

½ lap joint – A joint between two timbers halved together so they overlap each other to create a flush surface.

Metal file – A tool to shape and smooth materials.

Filler – a mixture of PVA glue and sawdust to create a wood filler that is designed to fill holes and imperfections.

Aesthetic – Pleasing qualities of a product e.g., shape, design, colour, pattern.

Keynote 10cm = 100mm (for every 1 cm = 10 mm)

Theory


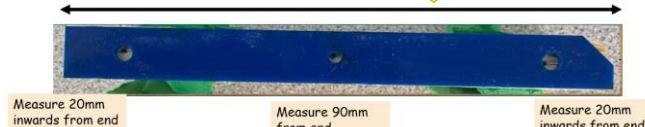


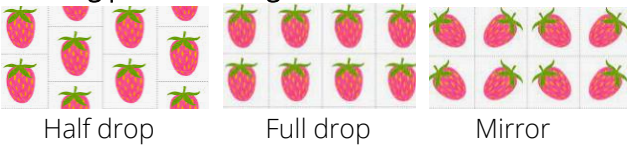

Product Analysis – looking at existing products and studying how well they do their job looking at

ACCESS FM – Aesthetics, cost, customer.

environment, size, safety, function, materials.





Subject: DT - Textiles	KPOW: Design & Make a Cushion Cover	Year 8: Autumn Term 1
Week 2 & Week 3	Week 4 & Week 5	Week 6 & Week 7 & Week 8
<p>Mixed Materials Storage Product</p> <p>Taping wood together:</p>  <p>Tape around the wood with masking tape to hold it firmly so that you can then accurately drill all 4 pieces together.</p> <p>Measuring & Marking the wood before drilling it:</p>  <p>The blue template that is used to help you achieve accuracy is called a 'JIG' (something that guides you to achieve the same again and again therefore consistent and accurate).</p> <p>Design theme: Pop Art – Art movement of 1950s & 60. Challenged traditional fine art using images from popular culture like comic books and product labels – everyday life things. It uses bright colours. Famous artists of this movement include Andy Warhol and Roy Lichtenstein.</p> 	<p>Creating a block print</p>  <p>Place template on foam, draw round, cut out, stick on block with double-sided tape</p> <p>Creating patterns using a block:</p>  <p>THEORY: SMART materials Respond Automatically to a Changing Environment (RACE = acronym) Examples of change are: temperature, light, electrical current, pressure and motion.</p> <p>Microencapsulation: microscopic bubbles filled with a substance then sprayed onto fabric. Examples of substances are anti-bacterial, fragrance, antiallergic & mosquito repellent.</p> <p>D30 = smart material that is like playdough until it is hit (blunt force), its molecules then lock solid.</p> <p>Thermo chromic = dyes that change colour in response to changes in TEMPERATURE.</p> <p>Photo chromic = dyes that change colour in response to ULTRAVIOLET LIGHT (UV).</p>	<p>Product Analysis Investigating similar products to those you wish to design and make. Gathering useful information such as what materials they are made from, the cost, the function, what is successful about them and what, in your opinion would make them even better.</p> <p>A Hem – the finish made to the bottom of clothes such as trousers and skirts. The edge is turned up to create a neat finish (overlocked and turned, or turned twice so no raw edge).</p> <p>Plain Seam – how most clothing is joined, it's the most common joining seam. Two pieces of the garment are laid together and sewn on the Seam Allowance (normally 1.5cm).</p> <p>Casing – this is like a hem, but the fold is larger which creates a space between the stitch and the top that something like elastic or a drawstring could be pulled through. For this project, the space will need to be big enough to push the dowel through.</p>  <p>THEORY: modern materials that have been created through technological development. Examples of such are Kevlar (V strong, bullet proof vests), Super hydrophobic (repels water), Nomex (fire resistant), Carbon Fibre (light, rigid – racing cars) and Rhovyl (long lasting antibacterial)</p>





Subject: Core PE		Year 8: Autumn Term 1
Week 2 & Week 3: Playing Surface	Week 4 & Week 5: Protective Equipment	Week 6 & Week 7 & Week 8: Playing equipment
<p>Playing Surface</p> <p>Definition: A playing surface is the ground in which you play sports on.</p> <p>Example: The Astroturf is a playing surface which football can be played on.</p> <p>Prevention of injury: Before taking part in sport, you must check that there are no hazards on the playing surface which could potentially cause injury.</p>	<p>Protective Equipment</p> <p>Definition: Protective equipment is usually clothing or footwear which a sportsperson would wear to avoid injuries.</p> <p>Example: A cricket player would wear a helmet to avoid being hit in the head by the cricket ball.</p> <p>Prevention of injury: Protective equipment acts as a barrier of protection between yourself and impact from another source, e.g., a boxing glove. A helmet in cricket could prevent being hit in the head by the ball, avoiding a concussion.</p>	<p>Playing Equipment</p> <p>Definition: Playing equipment is the equipment used in order to take part in the sport.</p> <p>Example: A basketball net is playing equipment because without it you cannot play basketball.</p> <p>Prevention of injury: Before taking part in sport, you need to ensure that all the playing equipment is suitable to use and therefore will not cause injury. For example, if a trampoline has a split in the webbing, then this will be unsafe to use as the performer could rip through it.</p>
  		     





Subject: Computing & Digital Media		KPOW: Hardware	Year 8: Autumn Term 1																		
Week 1 & Week 2		Week 3 & Week 4	Week 5 & Week 6 & Week 8:																		
Keywords: Phishing: When criminals send emails or texts to someone claiming to be a well-known business. Hacker: A person who tries to illegally access or attack a computer network or device.	Keywords: Peripheral: A device attached to or used with a computer. Secondary Storage: Data storage used to store data so that the computer can be switched off.		Keywords: Computer Network: Several computers that are connected together so that they can share information. Malware: Harmful software created to cause damage or gain illegal access to computer systems.																		
Malicious software (malware) is software that is created to cause harm to a device or data on that device. Examples of malware are: <ul style="list-style-type: none">• Computer Viruses• Trojans• Ransomware• Spyware Malware can be spread in many ways: <ul style="list-style-type: none">• Via attachments on emails• Through a USB stick• Clicking on a popup on a website Having anti-malware software installed and setting up a firewall can prevent malware attacks. New viruses are being created all the time so it's important that anti-malware is kept up to date, so new viruses are identified. Strong password is one that is designed to be hard for a person (or program) to guess. It should be at least 8 characters long, using upper case, lowercase, numbers and symbols/ it should not be personal.	<table><tr><th>Peripheral name</th><th>Use</th></tr><tr><td>Keyboard</td><td>Input device - used to enter data.</td></tr><tr><td>Mouse</td><td>Input device - used to control a pointer and select items.</td></tr><tr><td>Microphone</td><td>Input device – use to capture voice or music to put into computer.</td></tr><tr><td>Camera</td><td>Input device – used to capture an image or video.</td></tr><tr><td>Printer</td><td>Output device – used to create a physical copy of a document.</td></tr><tr><td>Headphones</td><td>Output device – used to connect to computer to listen to audio.</td></tr><tr><td>Speakers</td><td>Output device – used to connect to computer & listen to audio.</td></tr><tr><td>Interactive screen</td><td>Input & Output device – used to display data & allow user to interact via touch screen.</td></tr></table>	Peripheral name	Use	Keyboard	Input device - used to enter data.	Mouse	Input device - used to control a pointer and select items.	Microphone	Input device – use to capture voice or music to put into computer.	Camera	Input device – used to capture an image or video.	Printer	Output device – used to create a physical copy of a document.	Headphones	Output device – used to connect to computer to listen to audio.	Speakers	Output device – used to connect to computer & listen to audio.	Interactive screen	Input & Output device – used to display data & allow user to interact via touch screen.		Types of network: LAN – local area network (such as home/college) WAN – wide area network (such as internet) A network is two or more computer connected together, so they can share resources such as a printer or an internet connection. Devices can be connected together in a network via wired (Ethernet cables) or wireless networks (Wi-Fi). We need other network hardware to connect them together such as: Switch: used to connect devices together. Router: used to connect different networks together (such as connect home (LAN) to the internet (WAN)). Wireless access point (WAP): used to connect wireless devices to a network. Networks are vulnerable to attacks by hackers, so organisations often have set rules to reduce the threat, these include: <ul style="list-style-type: none">• Backing up data regularly• Strong passwords for everyone• Different levels of access• Up to date antimalware and firewall
	Peripheral name	Use																			
	Keyboard	Input device - used to enter data.																			
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Interactive screen	Input & Output device – used to display data & allow user to interact via touch screen.																				
	Computer storage As well as inputting & outputting data, the computer has to process and store data. Secondary storage is used for long term storage of files and data. There are 3 types of secondary storage : <ul style="list-style-type: none">• Magnetic Eg: Hard disk drive (HDD)• Optical eg: CD, DVD or Blu-ray• Solid state eg: Memory stick or SD card																				





Subject: Music

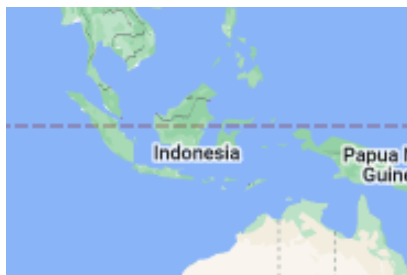
Week 2 & Week 3: Context

Gamelan

Gamelan is a style of music from Indonesia, which uses metallophones and the pentatonic scale.

Indonesia

A country in Southeast Asia and is made up of over 17,000 islands. Bali and Java are two of the islands from which Gamelan originated.



Pentatonic Scale

An abbreviated five-note scale that is made up of notes based on its corresponding eight-note scale. In the C major pentatonic scale, the notes F and B are not played.

C major pentatonic scale



Lancaran Cobowo

The song we will perform is called Lancaran Cobowo and uses the pentatonic scale.

KPOW: Gamelan

Week 4 & Week 5: Instruments

Metallophones

A family of percussion instruments consisting of a series of metal bars that make tones when struck. Typically, the metallophones resemble the wooden-bar xylophone, however, metallophones have metal bars.

Saron

The saron is a musical instrument of Indonesia, which is used in the gamelan. It normally has seven bronze bars placed on top of a resonating frame (*rancak*). It is usually about 20 cm (8 in) high and is played on the floor by a seated performer.



Kenong

The Kenong is a musical instrument of Indonesia used in the gamelan. It is a kind of gong and is placed on its side.



Glockenspiel

The Metallophone we will be using is called the glockenspiel. It is different to a xylophone because it uses metal bars instead of wooden ones.



Year 8: Autumn Term 1

Week 6 & Week 7 & Week 8: KPOW

Culture

While much of Indonesia follows the religion of Islam, the island of Bali, where Gamelan comes from, is Hindu.

Performances

Live Gamelan music is often accompanied by a live dance and puppet performance, which usually tells a story.



Events


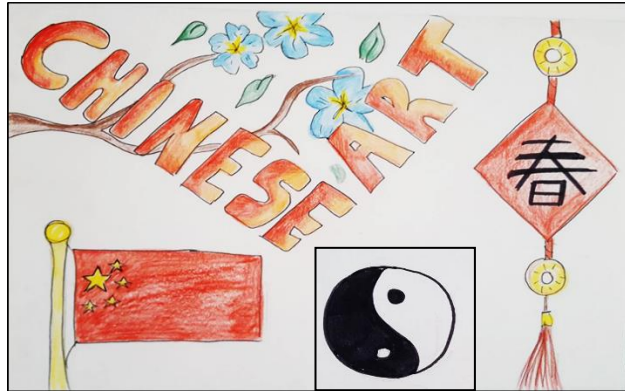
Gamelan is usually played at Hindu ceremonies e.g., weddings and cremations.

Timing

It is important that all students play to the same tempo to ensure the timing of each part is correct.


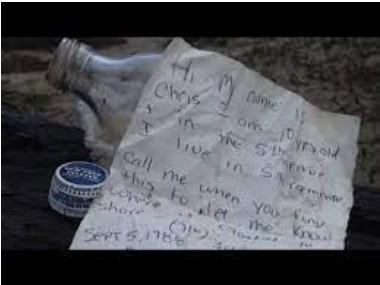





Subject: Art	KPOW: Cultures - China	Year 8: Autumn Term 1
Week 2 & Week 3: Baseline	Week 4 & Week 5: Artist page	Week 6 & Week 7 & Week 8: Development
<p>Keywords and definitions</p> <ul style="list-style-type: none"> • TONE – how light or dark a colour is including highlights, mid tone and shadows. • Culture – the ideas, customs, and social behaviour of a particular people or society. • LAYOUT – the arrangement of elements on a page usually referring to specific placement of image, text and style. • DEVELOP- making progress by refining, improving and exploring. <p><u>Observational drawing</u> - to record a subject as accurately as possible.</p> 	<p>Culture Research - China</p> <p>During this topic you will learn about Chinese culture.</p> <ul style="list-style-type: none"> • With a population of over 1.3 billion, China has more people than any other country on Earth. Arts and crafts have a long history in China. • Thousands of years ago, the Chinese were some of the first people to use silk, jade, bronze, wood and paper to make art. The artistic writing called calligraphy was invented in China. • The Chinese invented paper, the magnetic compass, printing, tea porcelain, silk and gunpowder, among other things. <p>The flag of China:</p> 	<p>Artist page development. Practice in the Art box in your workbook.</p> <p>Create a page all about the Chinese culture. Think about the layout carefully. This page is very important as it will form the basis of the next stage of your China project.</p> <p>Change the size of images, overlap and add pencil colour using your knowledge of colour blending.</p>  





Subject: Drama	KPOW: Monologue	Year 8: Autumn Term 1
Week 2 & Week 3	Week 4 & Week 5	Week 6 & Week 7 & Week 8
<p>Recap of Health and Safety and Intro to Survivor Topic</p> <p>Survivor - a person who continues to live, especially despite being nearly killed or experiencing great danger.</p> <p>Imagination: the action of forming new ideas, or images or concepts of external objects not present to the senses.</p> <p>Improvisation: the skill of making something up on the spot.</p> <p><i>'Year 8 Drama journal – ensure to take pride in your work and presentation.'</i></p>  <p>Expectations in the Drama Studio</p> <ul style="list-style-type: none"> You must remove your bag, coats, and shoes No running in the Drama studio No physical contact with other students Respect the space and your peers 	<p>Creating a Monologue</p> <p>Monologue – A <i>monologue</i> is a speech presented by a single character, most often to express their thoughts aloud, and directly address the audience.</p> <p>Emphasis – to state or show that something is especially important or deserves special attention.</p> <p>Hot Seating – <i>Hot seating is when an actor is asked questions as their character, and they must answer in role.</i></p> <p><i>'A Character profile is key information about your fictional character.'</i></p>  <p>Skills and techniques:</p> <ul style="list-style-type: none"> Vocal Expression Audience Awareness Body Language Levels 	<p>Exploration of Skills</p> <p>Direct Address – breaking the fourth wall and speaking to the audience.</p> <p>Vocal Projection – voice projection is the ability to use your voice loudly, powerfully, and clearly while acting.</p> <p>Articulation - is having clear vocal expression. You articulate sounds with your lips, teeth, tongue, and use your mouth to vary those sounds.</p> <p><i>Top Tip! Find a focal point when delivering your monologue.</i></p>  <p>Characterisation: A description of the distinctive nature or features of someone or something.</p> <p>Peer Feedback – enables the performer to improve their work, based on feedback of strength and weaknesses.</p>





Subject: Learning 4 Life

Week 2 & Week 3

Please learn the definitions of the following 12 words:

Holocaust	Genocide (mass killing) during World War II when 6 million Jews were killed.
Persecution	Ill treatment of a group of people due to their race, religion etc.
Discrimination	To treat a person less favourably due to their race, religion etc.
Nazi	A person belonging to the Nazi party that existed from 1920-45.
Ghetto	An area of a city, usually a slum, where a group of people are placed.
Concentration Camp	A place where Jews were forced to live after being removed from ghettos.
Scapegoat	A person who is blamed for the wrongdoings of others.
Jew/Jewish	A person who belongs to the religion of Judaism.
Curfew	A law which requires people to stay indoors during a specific time.
Malnutrition	A condition caused by a diet that lacks nutrients.
Synagogue	A Jewish place of worship.
Gentile	A person who is not Jewish.

Week 4 & Week 5

Please learn these facts below:

1. World War II was 1939-1945.
2. Initially Jews were treated differently in what some might consider small ways e.g. not being able to sit on a park bench.
3. As the months passed, the treatment became worse- e.g. moved into ghettos.
4. When in the ghettos, Jews had a curfew and their food was rationed.
5. The rationed food in ghettos didn't even cover 10% of what an adult should be getting (2,000 calories a day for women, 2,500 for men).
6. Eventually Jews were taken from ghettos and placed in concentration camps.
7. These camps 'concentrated' all Jews in one place so they were easier to manage, the camps could be work camps or death camps.
8. The Nazi's needed all Jews together because it made executing the 'Final Solution' easier. This was the Nazi plan to murder all European Jews.
9. The most infamous camp is Auschwitz (Poland) which was made up of 3 camps, one of them being a killing camp (Birkenau).
10. By the time the war finished in 1945, over 6 million Jews had been murdered. This accounts for around 66% of European Jews.
11. It is also important to remember that it was not just Jews who were killed, 5 million gypsies, homosexuals, prisoners of war, amongst others, were also killed.

"To forget the Holocaust is to kill twice"
Elie Wiesel, Holocaust survivor

Year 8: Autumn Term 1

Week 6 & Week 7 & Week 8

Please learn these key facts below;

There were many people who disagreed with what the Nazi regime was doing.
These people risked their own lives to help Jews.
We would call them 'upstanders.'
An upstander is a person who 'stands up' for what is right, they don't do nothing.
Below is a brief look at 4 'upstanders'

	<u>Oscar Schindler</u> - A German Nazi - He used his position to save 1,200 Jews. - They worked in his enamelware and ammunitions factory in Poland. - A film called 'Schindler's List' was made about his role in the Holocaust.
	<u>Nicholas Winton</u> - He was a British stockbroker. - He arranged for 669 Jewish children to come from Europe to safety in England.
	<u>Irena Sendler</u> - She was a Polish nurse. She smuggled 2,500 Jewish children out of the Warsaw Ghetto. - She gave them false identity papers and hid them with non-Jewish families.
	<u>Marion Pritchard</u> - She was a Dutch social worker. - She helped to hide around 150 Jews, mostly children to keep them safe. - She provided them with false documents and a safe place to hide.





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 must be submitted to **Satchel: One** on Friday

Remember to date each piece of work and state the week you are submitting from. Please provide a clear image of your Home Learning and offer one submission per subject.

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