

Year 8

NAME:

Form Group:

SPRING TERM 1

SUBJECT KNOWLEDGE ORGANISERS

You will definitely enjoy what you've worked hard for—
you'll be happy; and things will go well for you

Proverbs 128:2

The Mexican Day of the Dead

History / Information

The Mexican Day of the Dead, or **Día de los Muertos**, is a special holiday celebrated on November 1st and 2nd. It honors loved ones who have passed away, combining Indigenous traditions with Catholic beliefs. The holiday dates back to Aztec times, when people celebrated the goddess of death, Mictecacihuatl. Today, families create **ofrendas** (altars) with photos, flowers (like marigolds), candles, and food, including sugar skulls and bread called **pan de muerto**. They believe the spirits of the dead return to visit. It's a joyful time with parades, music, and colourful decorations, celebrating life and remembering those who came before.

Key Words

1. **Ofrenda** – A special altar made to honor and remember loved ones who have passed away.
2. **Sugar Skull** – A colourful skull decoration made of sugar, representing the sweetness of life and honoring the dead.
3. **Papeles Picados** – Brightly coloured paper cut into intricate designs, used for decorations.
4. **Tradition** – A custom or belief passed down through generations, like Day of the Dead celebrations.
5. **Culture** – The way a group of people live, including their art, food, and celebrations.
6. **Symbol** – An image or object that represents something bigger, like marigolds symbolizing the path for spirits.
7. **Etching** is a way to make art by carving into metal, ink, and paper to create prints.

Day of the Dead Art Characteristics

1. **Bright, Vibrant Colours** – Symbolize life, celebration, and joy.
2. **Skulls (Calaveras)** – Often decorated with flowers, patterns, and bright colours.
3. **Skeletons (Catrinas)** – Playful and dressed in elaborate clothing to show life after death.
4. **Marigold** – Represent the flower of the dead, used in patterns and decorations.
5. **Papeles Picados** – Intricate cut-paper designs with themes of life and death.
6. **Detailed Patterns** – Include swirls, dots, and floral designs.
7. **Contrast** – Bold use of dark (black) and bright colours together.
8. **Cultural Fusion** – Combines Indigenous and Spanish influences in its style and themes.

Support

Below are videos with more information surrounding Mexican Day of The Dead.



Day of the Dead
History



José Guadalupe
Posada Information

Research Page Criteria

1. **Creative Background** - Linking the background to the style of art or making it look similar to the work of the artist.
2. **Study Piece** - Recreating a piece of artwork as accurately as you can.
3. **Information** - Information about the artist, time period, art style that is written in full sentences and in your own words.
4. **Title** - A clear and readable title that is creatively displayed in the style of the artist or art style.
5. **Images of artwork** - Including images of artwork of the art style or artist so that viewers can visually see and understand the artwork you are presenting.
6. **Opinion** - Explaining and sharing your opinion about the art style, the artist, the idea behind the artwork in your own words.

Data Representation – Binary – Year 8

Binary is a number system that only uses 2 digits: 1 and 0. Computers process instructions that are input by the user, which are translated to Binary. We think of binary as switches that create electrical circuits, 1 means the switch is ON and electricity can flow, 0 means the switch is OFF and electricity cannot flow.

Key terms

Binary	Denary	Convert	Addition	Logic	AND
OR	NOT	Boolean	Pixel	Resolution	Colour Depth
Amplitude	Bit Rate	Frequency	Sample Size	ASCII	Unicode

Denary Number System

We use the numbers 0-9 to create all the numbers that we use in everyday life. This would be too COMPLEX for a computer to process

Convert Binary to Denary

We use 8 BIT binary which gives us 256 possible combinations. To convert our denary numbers into binary we first give each switch a number, shown in the yellow box below. We write our 8 bit binary below the numbers and then ADD up everywhere we have turned on a switch, shown with a number 1.

128	64	32	16	8	4	2	1	=	Denary
0	0	1	1	1	0	0	1	=	57

Convert Denary to Binary

To convert our denary numbers we place a 1 underneath each number we would need to use to add up to the denary number. It is easiest to start at 128 and ask yourself "Can I take this away from the denary number?" If you can, put a 1 below, take it away and compare the next number (e.g 64) to the amount you have remaining.

128	64	32	16	8	4	2	1	=	Denary
1	0	1	0	1	1	0	0	=	172

Logic Gates and Truth Tables

AND Gate – input a AND input b must be ON to activate this gate

OR Gate – input a OR input b must be ON to activate this gate

NOT gate – inverts the input e.g 0 becomes 1

Binary Addition

Binary addition is when we add two or more binary numbers together using the following RULES:

0+0=0
0+1=1
1+1=10 (said as one zero, not ten)
1+1+1=11 (said as one one, not eleven)

$$\begin{array}{r}
 01010011 \\
 +01110110 \\
 \hline
 11001001
 \end{array}$$

This line is the carry-over from the sum before

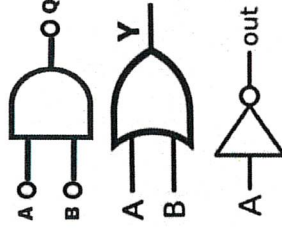
If we end up with an extra 1 we call this a BINARY OVERFLOW

Sound

Sound is measured as a wave. To record sound we measure the AMPLITUDE and convert it into a binary number. The more frequently we take samples, the better we capture the sound. The higher the BIT RATE, the more detail we capture about the sound. This improves the quality, but also the file size.

Images

Images are created using PIXELS. Resolution is the number of pixels we use. The colour depth is how many BITS we give to each pixel to be able to display as many different colours as possible. The higher the resolution and the colour depth the better quality the image, but also the file size.



Independent Learning Tasks

Why do computers not use a denary number base like humans?

What other number base systems can you identify?

Can you identify logic systems in your home? E.g a security light system.



SCAN ME

Y8 Construction

Knowledge Organiser

Postcard questions!

- What is the difference between all 3 stop buttons around the room?
- What is the machine called that we use for shaping the plastic?
- What does a Photochromic Material react to?



Ergonomics V Anthropometrics! Scan the QR code to revise some information -



Skills you will learn & develop
Marking and measuring
Cutting Skills (Coping/Tenon and/or Scroll Saw)
Drilling with the Pillar/Bench Drill
Accuracy in bending your plastic
Safety in the workshop
Painting your MDF
Theory work & drawing in isometric

Types of Job Production! Scan the QR code to revise some information -



Key words to know for Smart Materials –
Thermo – Temperature
Hydro – Water
Photo – Light
Phosphorescent – To glow

YEAR 8 Drama – Physical Theatre

OVERVIEW

Physical theatre is a performance style that uses physical movement to tell a story, rather than dialogue. It uses techniques like movement, mime, gesture, and dance. The purpose is to communicate ideas, emotions, and narratives through movement, gesture, and expression.

KEYWORDS		PHYSICAL TECHNIQUES
Physical Theatre	A type of performance where movement is the primary method of story telling	Round By Through Round -this is the movement in which you go around your partners body as a basis for the entire piece. By - moving to a parallel position to your partner. Through -movement that uses the upper body and arms to move through.
Posture	Position of the body when sitting or standing	
Story Board	An outline or draft line of a production using pictures and some text	
Gesture	A defined movement which clearly communicates meaning	Chair Duet Are a devising technique used by Frantic assembly which show relationships between characters Body as a Prop actors using their bodies to create objects and set in a performance. Actors will sometimes use movement to bring these props to life.
Neutral stance	Arms down by your side, shoulders down, head front, blank facial expression.	
Stimulus -	is an object. piece of music, colour, theme etc used as inspiration to create a performance.	

WHAT DO YOU THINK?

Who is Laban and why is he so important to Physical Theatre?

Which Frantic Assembly performance technique is the most powerful?

Is physical theatre a good way to communicate emotions?

Does Body as a Prop improve a performance or ruin it?

SUPPORT



Frantic Assembly Chair Duets



Butcher Burning Bright
Body as a Prop



Frantic Assembly
10 Companies

English Year 8 Knowledge Organiser HT4 – War Poetry

Key words		Unit Overview War and conflict have plagued society throughout history. through the study of poetry, we are looking at how propaganda is used, what expectations look like for soldiers and how conflict affects the people involved both directly and indirectly.
Desensitised		
Psychological		
Entombed		
Trauma		
Comrade		

What do you think?	
How does poetry reflect the horrors of war?	
What are the problems with using propaganda?	
What are the different experiences people have of war or conflict?	

Life in the trenches	 
Mental Cases analysis	 
Mametz Wood analysis	 
The Right Word analysis	

Perform your poem for the Poetry
By Heart competition!

**POETRY BY
HEART**



What are the different methods of heat transfer? Can you identify which ones you have used in food technology?



Rivers



What are the key processes I need to know?

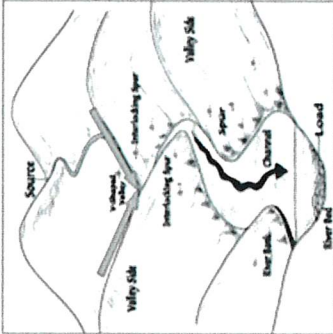
Erosion	Erosion is the process of natural features being gradually worn down by water, wind, ice, or rocks.
Transportation	When eroded material is carried by the river.
Deposition	When material the river is carrying is dropped because it loses energy.

FEATURES

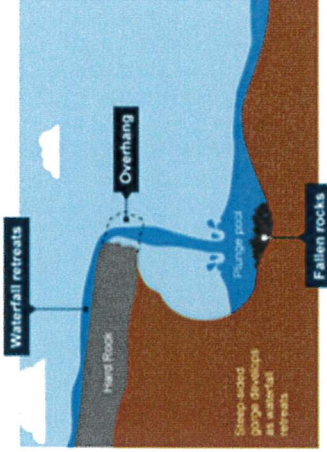
Steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges.

When a river is near its source, it often develops a V-shaped valley as the river erodes down (this is called **vertical erosion**).

At the same time, weathering breaks up material on the valley slopes. Weathered material from the valley sides gets deposited in the river.



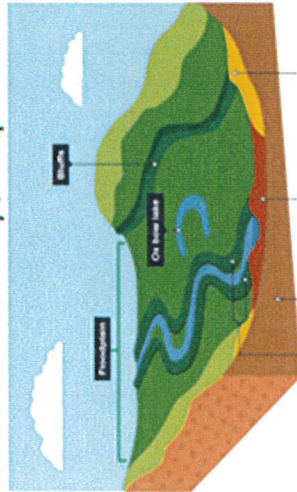
- 1 The soft rock erodes more quickly, **undercutting** the hard rock.
- 2 The hard rock is left **overhanging** and eventually collapses.
- 3 The fallen rocks crash into the **plunge pool**.
- 4 They swirl around, causing more erosion.
- 4 Over time, this process is **repeated** and the waterfall moves upstream.
- 5 A steep-sided **gorge** is formed as the waterfall retreats.



THE LOWER COURSE

FEATURES

Wide flat-bottomed valleys, floodplains and deltas



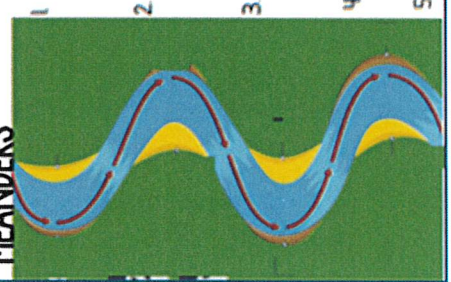
A floodplain is the area around a river that is covered in times of flood. It is a very fertile area. This makes floodplains a good place for agriculture. A build-up of alluvium on the banks of a river can create levees, which raise the riverbank.

THE MIDDLE COURSE

FEATURES

Wider, shallower valleys, meanders, and oxbow lakes

MEANDERS



- 1 The formation of meanders is due to both **deposition** and erosion and meanders gradually move downstream.
- 2 The force of the water **erodes** and undercuts the river bank on the outside of the bend where water flow has most energy.
- 3 On the inside of the bend, where the river flow is slower, material is **deposited**, as there is more friction.
- 4 Over time the horseshoe become tighter, until the ends become very close together.
- 5 As the river breaks through the ends join, the loop is cut-off from the main channel. The cut-off loop is called an **oxbow lake**.

OXBOW LAKE



Population

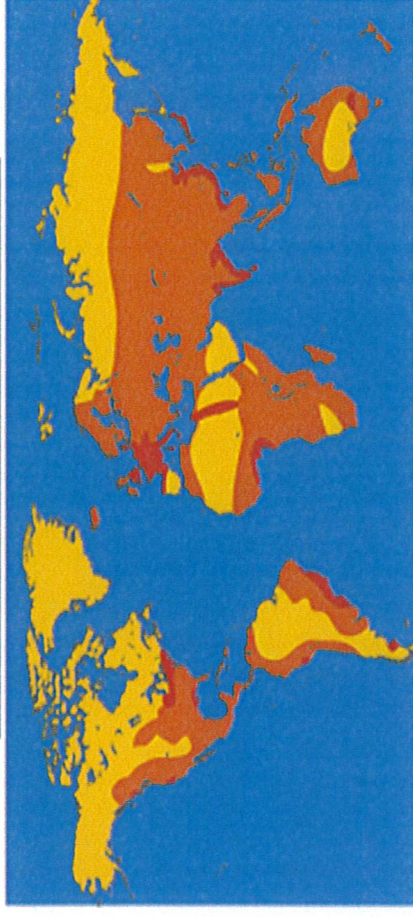
WHAT IS HAPPENING TO POPULATION?

The world population is still growing rapidly. Although the rate of growth is slowing slightly, there are so many young people that population will continue to grow for some time



- For the population to increase the birth rate must be higher than the death rate
- For the population to decrease the birth rate must be lower than the death rate
- For the population to remain steady the birth rate must be the same as the death rate
- World population distribution describes how people are spread out across the globe. The human population is not spread evenly.
- Few people live in locations that are **sparsely** populated and **densely** populated places have many.

POPULATION DISTRIBUTION

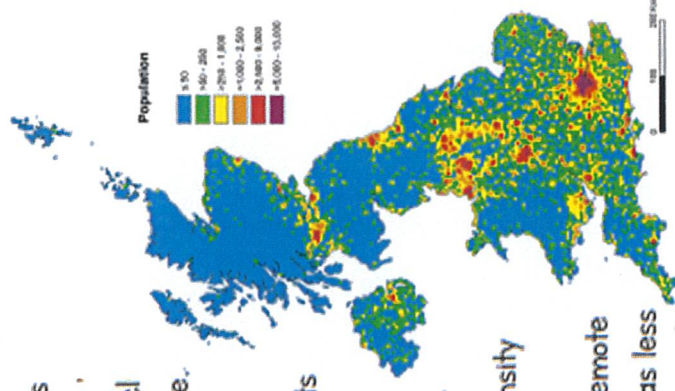


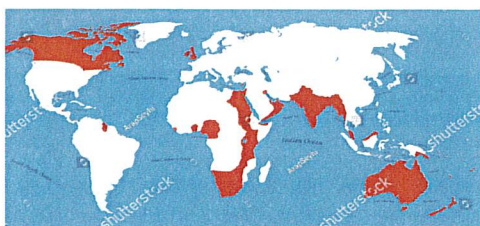
Yellow = sparsely populated Orange = moderately populated Red = densely populated

UK POPULATION DISTRIBUTION

Population distribution in the UK is uneven. Some parts of the UK are crowded. The south east, which includes the city of London, has a much greater population than the highlands of Scotland. The south east of England benefits from:

- good transport links
 - being the seat of Government
- Scotland has a low population density because:
- some areas of Scotland are remote
 - it is mountainous, making areas less accessible





Timeline

1607 – The first British colony is founded called Jamestown in Virginia, North America.



1732 – Britain controls the 13 colonies of North America.



1795 - Britain takes control of South Africa from Dutch settlers



1858 - Britain takes control of India from East Indian trading company.



Rebellions/massacres in India:
Sepoy Rebellion 1857; Jallianwala Bagh Massacre 19 April 1919



After **1901**, colonies gain their independence and some join the Commonwealth: **1910** South Africa; **1947** India and Pakistan; **1982** Canada

The British Empire

Key Terms:

Empire - a group of countries or territories ruled by another Country or State

Colony – a country or area of land ruled by another Country.

Trade – the exchange of goods or services between people or countries usually for money.

Indigenous – the original people who live in a place before it is colonised.

Native – someone born in a country and belonging to it.

Massacre – the violent killing of a large number of people

Rebellion – organised resistance to authority.

The Raj – Ruler – in this case it refers to the British ruling in India.

Transportation – the transporting of criminals to another country to serve time doing (for example) hard labour.

Convicts – people who have broken the law.



The Story: 1500-1700 has become known as the 'Age of Exploration' when ships set sail out of Europe to find and conquer land. This resulted in the British Empire. By 1913 the empire had grown to rule over 400 million people, making it the largest empire in history. British government and society benefitted economically from the empire. The indigenous people in the new colonies were presented to the British public as 'uncivilised', because their way of living was different from that of people in Europe. This meant people began to believe that the British should continue to grow their empire to bring 'civilisation' to these places, even by force. There were also *missionaries* who believed it was their duty to travel to new countries and convert people to Christianity. The people colonised by the British had British laws and customs imposed upon them, lost their ability to govern themselves and were, in many cases, violently oppressed.



YEAR 8...

Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Brackets ...	Assessment Series 1	Algebraic Techniques			Fracti- ons...		Developing Number					
			Sequences	Indices	...			and percentages	Standard index form	Numb- er sense	SPR Exam		

HT3

Keywords

Simplify: grouping and combining similar terms

Substitute: replace a variable with a numerical value

Equivalent: something of equal value

Coefficient: a number used to multiply a variable

Product: multiply terms

Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term)

Inequality: an inequality compares two values showing if one is greater than, less than or equal to another

Sequence: items or numbers put in a pre-decided order

Term: a single number or variable

Position: the place something is located

Arithmetic: a sequence where the difference between the terms is constant

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero

Base: The number that gets multiplied by a power

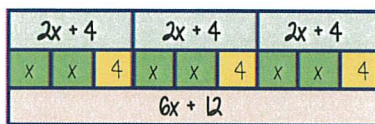
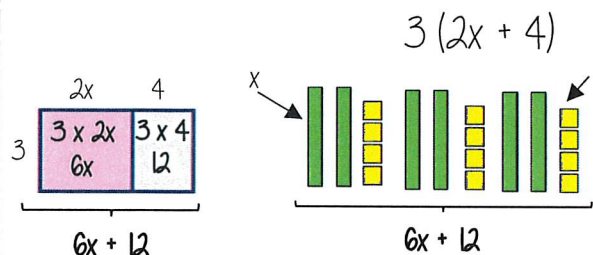
Power: The exponent – or the number that tells you how many times to use the number in multiplication

Exponent: The power – or the number that tells you how many times to use the number in multiplication

Indices: The power or the exponent

Multiply single brackets

Keyword: Product: multiply terms

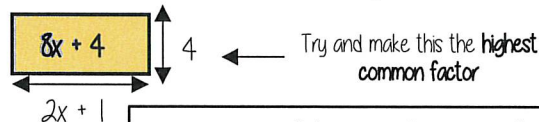


Different representations of $3(2x+4) = 6x + 12$

Factorise into a single bracket

Keyword: Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term)

$$8x + 4$$



The two values multiply together (also the area) of the rectangle

Note:
 $8x + 4 \equiv 2(4x + 2)$
This is factorised but the HCF has not been used

$$8x + 4 \equiv 4(2x + 1)$$

Addition/ Subtraction laws for indices

$$3^5 \times 3^2 \longrightarrow 3^7$$

$$= (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$$

The base number is all the same so the terms can be simplified

Addition law for indices

$$a^m \times a^n = a^{m+n}$$

$$3^5 \div 3^2 \longrightarrow 3^3$$

$$\frac{3 \times 3 \times 3 \times 3 \times 3}{3 \times 3} \longrightarrow \frac{3^3}{3^0} \longrightarrow \frac{3^3}{1}$$

Subtraction law for indices

$$a^m \div a^n = a^{m-n}$$

Divide/Multiply expressions with indices

$$\frac{5a^3b^2}{15ab^6} \longrightarrow \frac{5 \times a \times a \times a \times b \times b}{3 \times 5 \times a \times b \times b \times b \times b \times b} \longrightarrow \frac{a^2}{3b^4}$$

Cross cancelling factors shows cancels the expression

$$2b^4 \times 3b^2$$

$$\begin{aligned} &\equiv 2 \times b \times b \times b \times b \times 3 \times b \times b \\ &\equiv 2 \times 3 \times b \times b \times b \times b \times b \times b \\ &\equiv 6b^6 \end{aligned}$$

There are often misconceptions with this calculation but break down the powers

Sequences from algebraic rules

$$3n + 7$$

This will be linear - note the single power of n . The values increase at a constant rate

This is substitution!

$$3n^2 + 7$$

This is not linear as there is a power for n

$$2n - 5 \longrightarrow$$

Substitute the number of the term you are looking for in place of 'n'

e.g.

$$1^{st} \text{ term} = 2(1) - 5 = -3$$

$$2^{nd} \text{ term} = 2(2) - 5 = -1$$

$$100^{th} \text{ term} = 2(100) - 5 = 195$$

Checking for a term in a sequence

Is 201 in the sequence $3n - 4$?

Form an equation

$$3n - 4 = 201$$

Term to check

Algebraic rule

Solving this will find the position of the term in the sequence
ONLY an integer solution can be in the sequence



West African Drumming

African Drumming is 'traditional' and handed down via the ORAL TRADITION (not written down). Not performed 'at a concert', rather everyone joins in by dancing or playing an instrument, singing or clapping. Combines other art forms and heard at special occasions and celebrations. Many Africans believe that music serves as a link to the spirit world.

Key Words

1. **Call And Response** – one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one.
2. **Cyclic Rhythm** – a rhythm that is repeated over and over again.
3. **Improvisation** – making up music as you go along, without preparation.
4. **Ostinato** – a repeated pattern. Can be rhythmic or melodic; usually short.
5. **Percussion** – Instruments that are mostly hit, scraped or shaken to produce sound.
6. **Polyrhythm** – the use of several rhythms performed simultaneously, often overlapping each other to create a thick texture.
7. **Pulse** – a regular beat that is felt throughout music
8. **Rhythm** – a series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse.
9. **Syncopation** – accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an **Offbeat** feel.
10. **Master Drummer** – the leader of a drumming ensemble, often signalling cues to the rest of the band of when to change sections within the music.

Structure

The structure of a piece of African drumming depends on the **Master Drummer** and has no fixed or determined length, entirely dependent on the rhythms used.

Instruments

African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of **percussion** instruments and use a wide variety of drums (called **membranophones**) Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community

Texture

- **Monophonic** where a single rhythm is heard in **call and response** sections
- **Polyphonic** where individual performers play different rhythms (**ostinatos**) creating **cross-rhythms** creating a thick texture of interweaving and interlocking rhythms – a **polyrhythm** or a **polyrhythmic texture**.

Dynamics

Since African Drumming is often performed outside and at social gatherings and celebrations, the dynamics are generally **forte** (loud) or **fortissimo** (very loud), but like changes in tempo, can be indicated by the MASTER DRUMMER.

Tempo

FAST – designed for dancing and social gatherings – tempo will match the dance steps. The MASTER DRUMMER can both establish the tempo as well as speed up (**ACCELERANDO**) or slow down (**DECELERANDO**) or even set a new tempo with musical 'cues'

1. THE BASS SOUND

The **BASS** sound is made by striking the drum in the middle



2. THE TONE SOUND

The **TONE** sound is made by striking the drum between the centre and the edge of the drum.



3. THE SLAP SOUND

The other sound that can be produced is the **SLAP** sound. This can take a lot of practice. There are two ways of making it:

- cup your hand slightly and then strike the drum with your fingers
- rest your weaker hand in the middle of the drum and then strike the side or open sound position of the drum with your other hand.



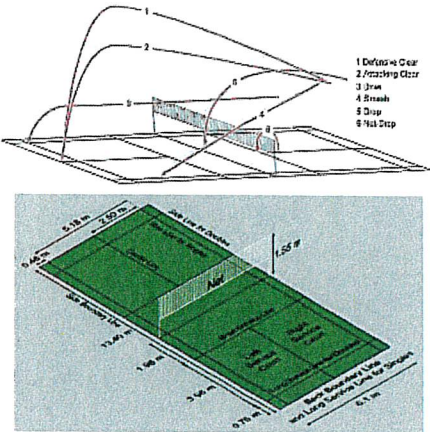
Support

How to play the djembe correctly

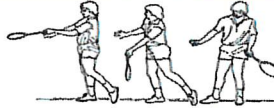
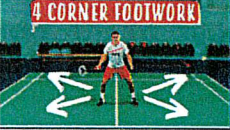


Rhythm ideas



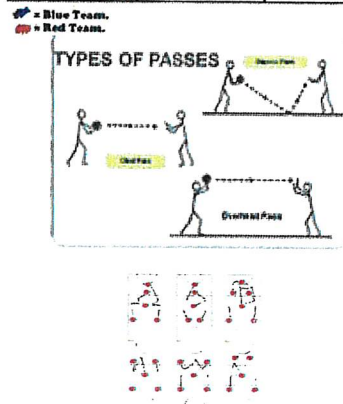
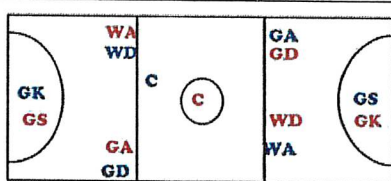
KEYWORDS		Unit Overview
Smash- Hit with power and speed downward into the opponent's court. Backhand- Hit with the back of the hand leading. Overhead Clear- Defensive shot allowing time to recover by moving their opponent and increasing the amount of time the shuttle is in the air. Baseline- Back boundary line at each end of the court, parallel to the net, Service Line- The first horizontal line on each side of the court, closest to the net. Drop Shot- Hit the shuttle downwards aiming for it to just go over the net. Accuracy- The ability to control movement in a given direction or at a given intensity.		Grip and ready position: To be able to demonstrate & use the correct grip and ready position. forehand clear: The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid and front court to exploit and provide time for the player to return to their base position. forehand drive: The forehand drive is an attacking shot that is usually played from the sides of the court when the shuttlecock has fallen too low for it to be returned with a smash. Forehand Drop shot: To be able to outwit opponents using simple drop shot. Teaching points; deception, low over net & use of angles. Forehand Smash: To understand the importance of movement and preparation for an effective smash. Teaching points: Shuttle in front of head, Snap wrist, Aim towards ground Basic Serve: The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.

SUPPORT							
Four types of service		Overhead Clear Tutorial		Single Rules		Doubles Rules	

WHAT DO YOU THINK?	
What is the best and most accurate way to perform a forehand shot in badminton?	
  	How does footwork benefit a performer in Badminton?
How can I use different tactics to develop my badminton game?	 

PE Knowledge Organiser- HT3 Netball

KEYWORDS		Unit Overview		
Accuracy- the ability to perform movements with skill and precision.		Rule	Explanation	Consequence
Co-ordination- the ability to use two or more body parts together		Obstruction	Standing closer than 3ft	Penalty pass, stand by opponent's side
Agility- the ability to change direction at speed		Contact	Contacting opponent	Penalty pass, stand by opponent's side
Man to man marking- each player is assigned a player to defend and track all their movements.		Footwork	Re-grounding landing foot when in possession	Free pass
Rebound- a player attempts to score a goal by shooting but the ball hits the goalposts and bounces back into play.		Replaying the ball	Bouncing ball or picking up 'lost' ball	Free pass
Centre pass- The first centre pass within the centre circle of the court is decided between the two captains by the toss of a coin. The centre passes then alternate between the teams, regardless of which team has scored. Every time there is a goal, the ball returns to the centre where the centre position passes the ball.		Holding	Holding the ball for more than 3 seconds	Free pass
		Offside	A player entering an area they aren't permitted to	Free pass from off-side infringement
		Over-a-third	Ball passing over two transverse lines	Free pass from second line
		Breaking	Moving into centre third at centre pass before whistle	Free pass from place of infringement

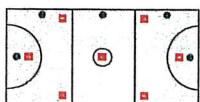


SUPPORT							
Four types of service		Overhead Clear Tutorial		Single Rules		Doubles Rules	

WHAT DO YOU THINK?

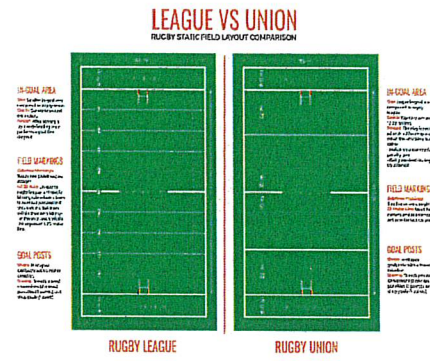
How would I be able to lose my defender when trying to move into space?

Think about the 7 different positions in netball and who they would be marking.



How do I know what pass best suits my situation?

PE Knowledge Organiser- HT3 Rugby

KEYWORDS		Unit Overview
Ruck- A ruck is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground.		
Scrum- a means of restarting play after a stoppage which has been caused by a minor infringement of the Laws (for example, a forward pass or knock-on)		
Lineout- a means of restarting play after the ball has gone into touch (off the field of play at the side).		
Conversion- If a team scores a try, they have an opportunity to convert it for two further points by kicking the ball between the posts and above the crossbar.		Tag rugby- introduction of contact within this sport as well as passing, moving, dribbling and eventually kicking.
Drop kick- A drop kick is when a player kicks the ball from hand and the ball touches the ground between being dropped and kicked. If a drop kick goes through a goal then it results in a drop goal.		Introducing the difference in playing style between rugby union and rugby league.
High-tackle- A high tackle (or head-high tackle) is a form of tackle where the tackler grasps the ball carrier above the line of the shoulders (most commonly around the neck or at the line of the chin and jaw).		Demonstrating knowledge and understanding of rules and strategies within the game to be able to perform effectively.

SUPPORT							
Rugby Positions		Rugby passing		Rugby tackling		Rugby sidestep	

WHAT DO YOU THINK?
Can you name any specific positions in a rugby team? E.g. scrum half.
What components of fitness would be most beneficial to a winger in rugby?
What are the main differences between rugby league and rugby union?



Year 8: Galilee to Jerusalem

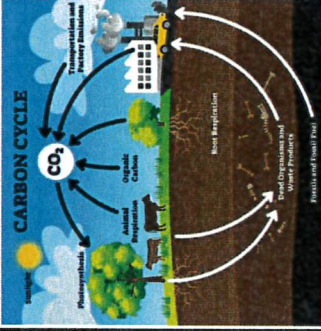
Knowledge Organiser

Keywords:

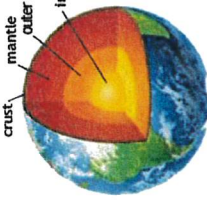
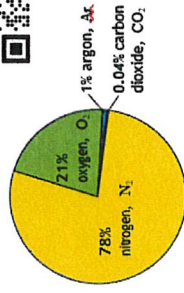
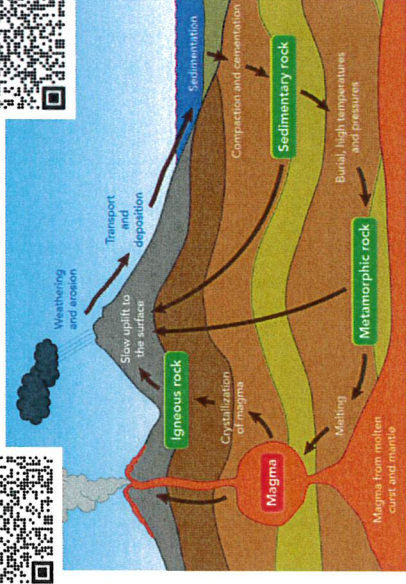
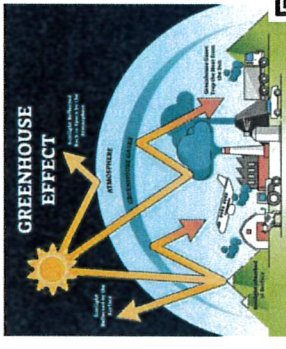
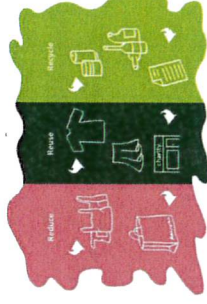
Keyword	Definition
 Literal sense	The meaning of the text as the author intended it to be.
 Parable	Simple stories used to illustrate a spiritual or moral lesson
 Kingdom	The spiritual realm over which God reigns as king and the fulfilment of God's will on earth by humankind, living by the laws and commandments God.
 Miracles	Events that can only be attributed to divine power and reveal something about God
 Anointing of the sick	The Sacrament of Healing that provides a Catholic with spiritual strength when they are ill or dying
 Moral sense	The understanding that a Christian takes from a scriptural text about how to live a good and holy life
 Mercy	Demonstrating forgiveness and empathy towards other
 Beatitudes	Passages of scripture that focuses on the meaning of true happiness.
 Preferential option for the poor	The idea that God shows particular love for people who are vulnerable or living in poverty

Key Concepts:

The Kingdom & Literal sense: Gods kingdom means the reign or rule of God. It was established by Jesus. There are many teaching in the Bible outlining what the Kingdom of God looks like. When studying these passages it is important to understand scripture in a 'moral sense'. This means that when you read them, you should extract what practical implications the words have for your life.	The widows offering: Mark 12: 41-44 41 Jesus sat down opposite the treasury and watched the crowd putting money into the treasury. Many rich people put in large sums. 42 A poor widow came and put in two small copper coins, which are worth a penny. 43 Then he called his disciples and said to them, "Truly I tell you; this poor widow has put in more than all those who are contributing to the treasury. 44 For all of them have contributed out of their abundance ; but she out of her poverty has put in everything she had, all she had to live on."												
Parable of the sheep & the goat: Matthew 25:31-36 The parable of the sheep and the goats teaches that at the final judgment, believers will be separated based on their compassionate actions toward those in need, reflecting their faith in Christ. Jesus emphasized that serving the needy is akin to serving Christ himself. In this metaphor, the sheep represent those who have accepted salvation and followed Christ, while the goats represent those who have rejected salvation.	Works of mercy: The works of mercy are charitable actions by which we come to the aid of our neighbour in his spiritual and bodily necessities. CCC 2447 <table><thead><tr><th>Spiritual</th><th>Corporal</th></tr></thead><tbody><tr><td>Instruct the ignorant</td><td>Feed the hungry</td></tr><tr><td>Counsel the doubtful</td><td>Shelter the homeless</td></tr><tr><td>Comfort the afflicted</td><td>Clothe the naked</td></tr><tr><td>Forgive offenses</td><td>Visit the sick/imprisoned</td></tr><tr><td>Pray for the living & the dead</td><td>Bury the dead</td></tr></tbody></table>	Spiritual	Corporal	Instruct the ignorant	Feed the hungry	Counsel the doubtful	Shelter the homeless	Comfort the afflicted	Clothe the naked	Forgive offenses	Visit the sick/imprisoned	Pray for the living & the dead	Bury the dead
Spiritual	Corporal												
Instruct the ignorant	Feed the hungry												
Counsel the doubtful	Shelter the homeless												
Comfort the afflicted	Clothe the naked												
Forgive offenses	Visit the sick/imprisoned												
Pray for the living & the dead	Bury the dead												
Mother Protrozzi: There are multiple examples of how Mother Elvira's life and work mirrors Jesus' treatment of the marginalised. For example, in Matthew 25 Jesus says to 'care for the sick'. Mother Elvira clearly put this teaching into practice as she dedicated her life to caring for drug addicts in the Community Cenacolos. This would not have been easy for Mother Elvira, and she faced many challenges. Firstly, she had to petition others for 7 years before she was granted permission to start this project. Secondly, it would have been difficult to care for people who were so profoundly ill from their addictions. However, she didn't give up.	SVP: St Vincent de Paul was a French Catholic priest who dedicated his life to serving the poor. Vincent was born into a poor family of peasants, and although he showed an aptitude (natural ability) for literacy and reading early in life, he spent much of his time herding livestock for the family. At the age of 15, Vincent's father sent him off to the seminary, where he attained a Theology degree and a licentiate in Canon Law.												
Miracles: The Parable of the Paralyse Man teaches us that Jesus has power over sickness and death. I know this because Jesus commands the paralysed man to stand up, pick up his mat and walk, and Mark 2:12 states 'and he stood up'. Furthermore, the reaction of the crowd illustrates the enormity of what has taken place, with them described as both 'amazed' and 'glorifying God'. It is clear to me that no normal event has taken place here.	Anointing of the sick: One of the things Jesus did most often, was to preach and work miracles to heal the sick. Jesus is emphasised as a healer because it was a crucial part of His public ministry to announce and prove The sacrament is for those whose health is seriously impaired by sickness or old age. The effects include: 1. The Holy Spirit gives us grace and strength - to cope with our physical difficulties. 2. Increases our union with the passion of Christ 3. Prepares us for our death.												

KEYWORDS		UNIT OVERVIEW	
ATMOSPHERE - The mixture of gases surrounding the Earth	IGNEOUS ROCK – Rock made when liquid rock (magma or lava) cools and freezes	 Carbon cycle	Science Year 8 - The Earth Knowledge Understanding Equipped In this unit you will learn: - The Earth and its Atmosphere - Rock cycle including igneous, sedimentary and metamorphic rock - The Carbon Cycle - Climate change/Global heating - Recycling QR Code:  Link to Kerboodle
CLIMATE CHANGE – A long term change in weather conditions	METAMORPHIC ROCK - Rock formed from the action heating and/or pressure on sedimentary or igneous rock		
GLOBAL WARMING – Gradual increase in the Earth's mean air temperature	RECYCLE – collecting used materials to make new objects		
GREENHOUSE GASES – A gas that contributes to climate change, for example carbon dioxide	SEDIMENTARY ROCK – Rock made from sediments		

SUPPORT

The Earth and its atmosphere   QR Code: 	Rock Cycle  QR Code: 	Climate change/Global Heating  QR Code: 	Recycling  QR Code: 
Reuse: you or someone else uses an object again, either for its original purpose or for a different purpose. Recycle: collecting and processing used objects so that their materials can be used again.			

WHAT DO YOU THINK?

Do you know the layers of the Earth and what its atmosphere comprises of?	Can you describe the rock cycle including how each of the rock types is formed?	Can you identify the processes that increase and decrease carbon in the atmosphere?	Identify the difference between global heating and climate change? What are the impacts of each?	Why are the advantages and disadvantages of recycling, can you use aluminium as an example?
---	---	---	--	---

BALANCED DIET – A diet containing the right amount of nutrients in the right amounts

CARBOHYDRATE – Nutrient that provides energy

DEFICIENCY – A lack of minerals that can cause poor growth

DIGESTIVE SYSTEM – A group of organs that work together to break down food

ENZYME – A biological catalyst that can break down nutrients in food

FAT – An essential nutrient in the diet needed for insulation and cell membranes

LIPASE – A digestive enzyme that breaks down fats into fatty acids and glycerol

PROTEIN – Nutrient used for growth and repair

ENZYMES IN DIGESTION
Enzymes are protein molecules which act as catalysts. They break down larger molecules into smaller molecules that can be absorbed into the bloodstream.

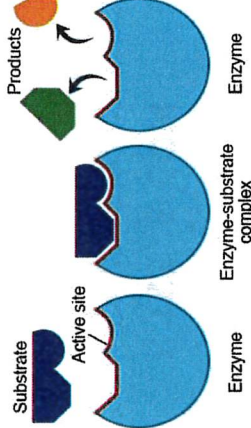
Examples are:

Protease

Lipase

Amylase

Carbohydrase



Link to Kerboodle

Science Year 8 - Health and Lifestyle
Knowledge Understanding Equipped

In this unit you will learn:

Food Groups/ Nutrients

Food tests

Healthy diet

Digestive system

Bacteria and enzymes in digestion

Drugs, alcohol and smoking



Link to Kerboodle

SUPPORT

Balanced Diet

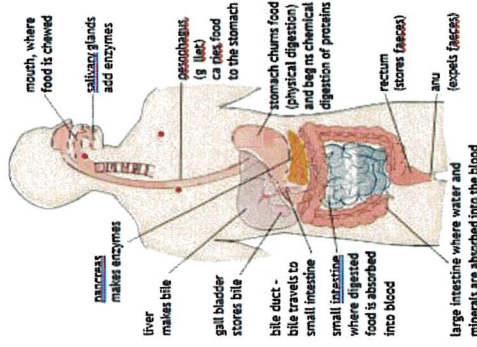
These are the nutrients that are needed to maintain health.



Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of cells and tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut (not actually a nutrient)

The Digestive System.

This system enables you to break down large molecules of food into smaller molecules that can be absorbed into the blood stream



Food tests.

These are specific tests to find out what nutrients are in a food.



TESTS FOR...	CHEMICAL	HOW TO CARRY OUT THE TEST	RESULT
Starch		1.) Add the iodine solution directly to the substance to be tested (in solid or liquid form) and look for a colour change.	Turns blue black with starch
Reducing Sugar		1.) Add Benedict's solution to the solution/suspension to be tested. 2.) Heat for 2 mins in a water bath at boiling point and look for a colour change.	Turns brick red with reducing sugars (green/yellow/orange if less sugar present)
Protein		1.) Add Biuret's solution to the solution/suspension to be tested and look for a colour change.	Turns purple with protein
Lipid (known as the Emulsion test)		1.) Add ethanol to the solution/suspension to be tested and shake thoroughly. 2.) Then add water and look for a colour change.	Turns cloudy/milky with lipid

WHAT DO YOU THINK?

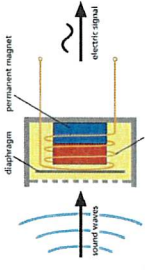
Can you describe the process of digestion from start to finish?

Can you describe how an enzyme works?

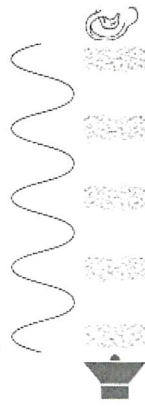
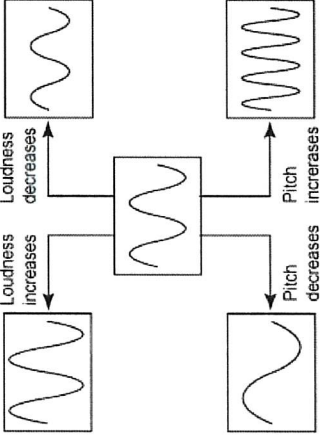
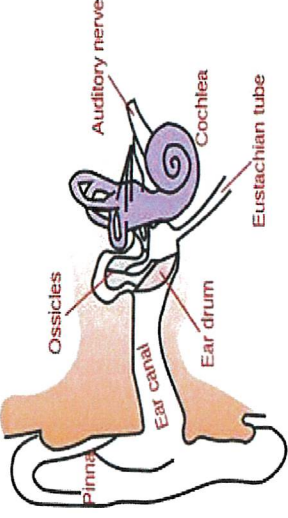
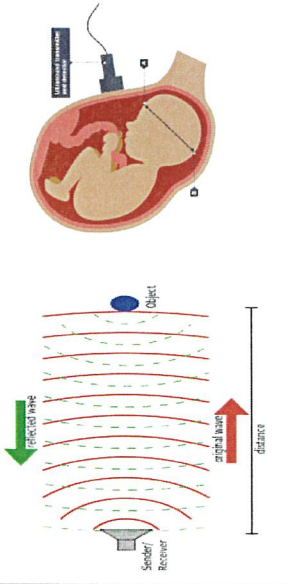
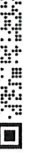
Can you state which enzyme breaks down which nutrient into which molecule?

Can you describe how to do the food tests for sugar, protein, fat and starch?

Can you identify what a drug does to the body and describe some of the effects of drugs, smoking and alcohol on the body?

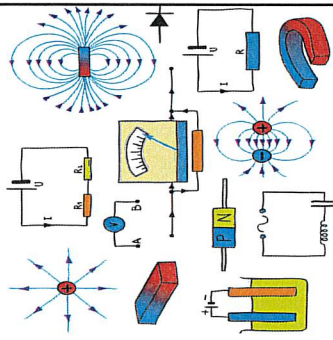
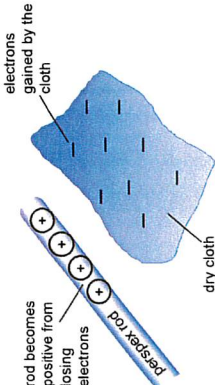
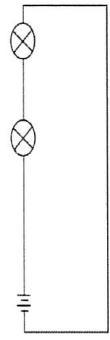
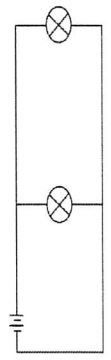
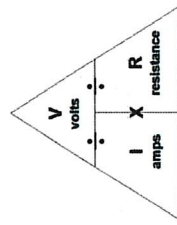
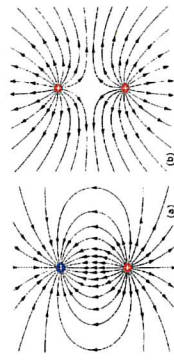
KEYWORDS		UNIT OVERVIEW	
AMPLITUDE – The distance from the middle to the top or the bottom of the wave	PITCH – A property of a sound (high or low) which depends on the frequency of the sound wave	Microphones Microphones work as sound waves hit a flexible plate called a diaphragm which vibrates, and a coil moves backwards and forwards producing a signal which is sent down a wire 	Science Year 8 - Sound Knowledge Understanding Equipped In this unit you will learn: Waves Sound Loudness and Pitch Detecting Sound Echoes and Ultrasound
FREQUENCY – The number of waves that pass a point in one second	TRANSVERSE WAVE – Where the direction of the wave is perpendicular (right angles) to the energy transfer		
LONGITUDINAL WAVE – A wave where the direction of the wave is parallel to the energy transfer	ULTRASOUND – Sound with a frequency greater than 20000Hz (above range of human hearing)		
OSCILLATION – Something that moves backwards and forwards, a vibration.	WAVELENGTH – The distance from the point on one wave to the same point on the next wave		

SUPPORT

How Sound is Produced Sound is produced by oscillations (vibrations) that move particles backwards and forwards forming a wave. Sound needs a medium to travel through and travels faster in solids than in gases as the particles are closer and the oscillations pass to the next particle faster. 	Pitch and Volume of Sound The pitch of a sound is determined by the wave frequency. The volume of a sound depends on the amplitude of the wave. 	Ears , The Detectors of Sound. The vibrating air particles hit the eardrum which makes the small ear bones vibrate, and these hit the cochlea in which turns the vibrations into an electrical signal that is sent to the brain via the auditory nerve 	Echoes and Ultrasound An echo is a reflection of a sound wave and ultrasound is a sound with a frequency over 20000Hz. Echoes and ultrasound can be used for measuring distances, neo-natal images and mapping. 	 
---	--	--	---	---

WHAT DO YOU THINK?

Can you explain why we see lightning before we hear the thunder?	Can you explain on a particle level, why sound travels faster in solid than in gases?	Can you compare sound intensities and what is a safe sound intensity for human?	Can you draw wave diagrams showing loud sounds with a high pitch and a quiet sound with a low pitch?	Can you compare the similarities and differences between an ear and a microphone?	Could you explain how ships at sea use SONAR to detect where the seabed is?
--	---	---	--	---	---

KEYWORDS		Electricity and Magnetism		UNIT OVERVIEW	
CONDUCTOR – A metal that conducts charge or energy well like graphite or copper	MAGNET – A material with a north and south pole and its own magnetic field				
CURRENT – The flow of charge (electrons) around a circuit	OHM – The unit of resistance. Symbol Ω				
ELECTROMAGNET – A temporary magnet produced using a current	REPEL – To push away from each other like the two same poles of a magnet				
ELECTRON – Negatively charged particle found in atoms, that flow through circuit wires when it is on	RESISTANCE – How difficult is for current to flow through a circuit				
SUPPORT					
Static electricity Moving charges When you rub two different materials against each other, they become electrically charged. 	Circuits A circuit is a closed path which allows current or charge to flow from one place to another. In a series circuit there is only one pathway for the current, in a parallel circuit there are multiple pathways  Series Circuit  Parallel Circuit 	Resistance Resistance is anything that reduces the flow of current in a circuit Resistance acts to slow down current. The components in a circuit offer resistance  	Magnets and Magnetic fields Electric fields We represent electric fields using diagrams (just like with magnetic fields): - each field line has an arrow from positive to negative; - the field lines are more concentrated where the field is strongest. Field lines also show what happens to the electric fields during attraction or repulsion.  		
WHAT DO YOU THINK?					
How do you make a material electrically charged?	What is the difference between a series and a parallel circuit?	What is meant by resistance and what causes it?	Are all metals good conductors of electricity?	What is a magnetic field?	

Spanish Year 8 Term 2 – Past and present people and places -



Verbs	-ar infinitive verbs Aprovechar – to make the most of Quedar – to stay Pintar – to paint Ayudar – to help Cantar – to sing Tomar – to tke Intentar – to intend Ganar – to win Enseñar – to teach Presentar – to present		Er / ir infinitive verbs Permitir – to permit Decidir – to decide Dividir – to divide Cubrir – to cover Repartir – to share Desaparacer – to disappear Crecer – to grow	Must and able to + infinitive Podemos – we can Debemos – we should	ser and estar re-cap	<table><tr><td></td><td>ser</td><td>estar</td></tr><tr><td>I am</td><td>soy</td><td>estoy</td></tr><tr><td>you are</td><td>eres</td><td>estás</td></tr><tr><td>s/he/it is</td><td>es</td><td>está</td></tr><tr><td>we are</td><td>somos</td><td>estamos</td></tr><tr><td>they are</td><td>son</td><td>están</td></tr></table> 		ser	estar	I am	soy	estoy	you are	eres	estás	s/he/it is	es	está	we are	somos	estamos	they are	son	están																																			
		ser	estar																																																								
I am	soy	estoy																																																									
you are	eres	estás																																																									
s/he/it is	es	está																																																									
we are	somos	estamos																																																									
they are	son	están																																																									
Vocabulary	el Verano – the summer El máximo – the maximum La pared – the wall Libre – free Pasado – past	el concierto – the concert el premio – the prize el/la periodista – journalist la Sociedad – society la realidad – reality	el viaje – the journey genial – great llave – key la calle – street la fiesta	 Connectives También - also Sin embargo – however Además – furthermore Mientras - while																																																							
Grammar present tense	<table><tr><td>To sing</td><td>cantar</td></tr><tr><td>I</td><td>-o</td></tr><tr><td>You</td><td>-as</td></tr><tr><td>He/she</td><td>-a</td></tr><tr><td>We</td><td>-amos</td></tr><tr><td>they</td><td>-an</td></tr></table>	To sing	cantar	I	-o	You	-as	He/she	-a	We	-amos	they	-an	<table><tr><td>To learn / to write</td><td>Aprender/ escribir</td></tr><tr><td>I</td><td>-o</td></tr><tr><td>You</td><td>-es</td></tr><tr><td>He/she</td><td>-e / -i</td></tr><tr><td>We</td><td>emos / -imos</td></tr><tr><td>they</td><td>en</td></tr></table>	To learn / to write	Aprender/ escribir	I	-o	You	-es	He/she	-e / -i	We	emos / -imos	they	en	Numbers <table><tr><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>trece</td><td>catorce</td><td>quince</td><td>dieciséis</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>diecisiete</td><td>dieciocho</td><td>diecinueve</td><td>veinte</td></tr></table>	13	14	15	16	trece	catorce	quince	dieciséis	17	18	19	20	diecisiete	dieciocho	diecinueve	veinte	 Phonics ny-yer silent h	<table><tr><td>To do / make</td><td>hacer</td></tr><tr><td>I</td><td>Hago</td></tr><tr><td>You</td><td>Haces</td></tr><tr><td>He/she</td><td>Hace</td></tr><tr><td>We</td><td>Hacemos</td></tr><tr><td>You all</td><td>Hacéis</td></tr><tr><td>they</td><td>hacen</td></tr></table>	To do / make	hacer	I	Hago	You	Haces	He/she	Hace	We	Hacemos	You all	Hacéis	they	hacen
To sing	cantar																																																										
I	-o																																																										
You	-as																																																										
He/she	-a																																																										
We	-amos																																																										
they	-an																																																										
To learn / to write	Aprender/ escribir																																																										
I	-o																																																										
You	-es																																																										
He/she	-e / -i																																																										
We	emos / -imos																																																										
they	en																																																										
13	14	15	16																																																								
trece	catorce	quince	dieciséis																																																								
17	18	19	20																																																								
diecisiete	dieciocho	diecinueve	veinte																																																								
To do / make	hacer																																																										
I	Hago																																																										
You	Haces																																																										
He/she	Hace																																																										
We	Hacemos																																																										
You all	Hacéis																																																										
they	hacen																																																										
Grammar Past tense	-ar verbs Past <table><tr><td>To sing</td><td>cantar</td></tr><tr><td>I</td><td>-é</td></tr><tr><td>You</td><td>-aste</td></tr><tr><td>He/she</td><td>-ó</td></tr><tr><td>We</td><td>-amos</td></tr><tr><td>You all</td><td>-asteís</td></tr><tr><td>they</td><td>-aron</td></tr></table>	To sing	cantar	I	-é	You	-aste	He/she	-ó	We	-amos	You all	-asteís	they	-aron	er/ir verbs Past <table><tr><td>To learn / to write</td><td>Aprender/ escribir</td></tr><tr><td>I</td><td>-í</td></tr><tr><td>You</td><td>-iste</td></tr><tr><td>He/she</td><td>-ió</td></tr><tr><td>We</td><td>-imos</td></tr><tr><td>You all</td><td>-isteis</td></tr><tr><td>they</td><td>-ieron</td></tr></table>	To learn / to write	Aprender/ escribir	I	-í	You	-iste	He/she	-ió	We	-imos	You all	-isteis	they	-ieron	Hacer – irregular present <table><tr><td>To do / make</td><td>hacer</td></tr><tr><td>I</td><td>Hago</td></tr><tr><td>You</td><td>Haces</td></tr><tr><td>He/she</td><td>Hace</td></tr><tr><td>We</td><td>Hacemos</td></tr><tr><td>You all</td><td>Hacéis</td></tr><tr><td>they</td><td>hacen</td></tr></table>	To do / make	hacer	I	Hago	You	Haces	He/she	Hace	We	Hacemos	You all	Hacéis	they	hacen														
To sing	cantar																																																										
I	-é																																																										
You	-aste																																																										
He/she	-ó																																																										
We	-amos																																																										
You all	-asteís																																																										
they	-aron																																																										
To learn / to write	Aprender/ escribir																																																										
I	-í																																																										
You	-iste																																																										
He/she	-ió																																																										
We	-imos																																																										
You all	-isteis																																																										
they	-ieron																																																										
To do / make	hacer																																																										
I	Hago																																																										
You	Haces																																																										
He/she	Hace																																																										
We	Hacemos																																																										
You all	Hacéis																																																										
they	hacen																																																										

KEYWORDS

Stitching-The process of joining 2 fabrics together

Eye-The hole in the needle

Analysing-Looking at existing products to see what works/could be improved

Weaving-Forming fabrics by interlacing threads

The industrial revolution-The transition from hand production to machine production

Sew on the spot/tie of-A technique to stop work unravelling

Seam-A line where 2 pieces of material are sewn together

Year 8 Knowledge Organiser-Textiles.

Key word	Description	Image
Fibre	Fine hair like structure	
Yarn	Fibres which are twisted together to create a yarn/ thread	
Fabric	Cloth made from fibres or yarns	

Unit Overview

Create an Ugly Doll, adding additional features such as hair, clothes etc.

You will use the running stitch or blanket stitch to hand sew your work.

The puppet must be aimed at a particular target audience.



WHAT DO YOU THINK?

Which stitch would work best for this project and why?

What would be the steps you would use to teach another person how to weave?

What can analysing existing products tell us?

SUPPORT

Textiles and sustainability	 SCAN ME
Textiles and the industrial revolution	 SCAN ME
Machine weaving	