

# KNOWLEDGE ORGANISER

Name: \_\_\_\_\_

Tutor: \_\_\_\_\_

| A | MON | TUES | WEDS | THURS | FRI |
|---|-----|------|------|-------|-----|
| 1 |     |      |      |       |     |
| 2 |     |      |      |       |     |
| 3 |     |      |      |       |     |
| 4 |     |      |      |       |     |
| 5 |     |      |      |       |     |

| B | MON | TUES | WEDS | THURS | FRI |
|---|-----|------|------|-------|-----|
| 1 |     |      |      |       |     |
| 2 |     |      |      |       |     |
| 3 |     |      |      |       |     |
| 4 |     |      |      |       |     |
| 5 |     |      |      |       |     |

Glue your timetable onto this front cover

For each subject, this book contains the knowledge that you must learn by the end of...

## Y8 Homework – Spring 2024-25

# INTRODUCTION

At The Purbeck School, we know completing your home learning is essential to long term academic success. It allows you to extend your learning and to reinforce what has been learnt in class.

Daily home learning will be in three 20-minute parts:

1. **English: Sparx Reader**
2. **Maths: Sparx Maths**
3. Knowledge organiser **self-quizzing**

**ENGLISH:**      [www.sparxreader.com](http://www.sparxreader.com)

|        |           |
|--------|-----------|
| Login: | Password: |
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Sparx Reader gives all students access to a rich range of books, with quizzes throughout to support engaged reading.

- Each week, tasks are set Monday to Monday.
- In total, reading and quizzes should take around one hour.
- You must complete 100% in each task.
- Gold Readers can add any book and earn points by keeping reading logs.

**MATHS:**      [www.sparxmaths.com](http://www.sparxmaths.com)

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| Login: | Password: |
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*Sparx-Maths* provides practice on what you've learnt in class and consolidation what you've learnt through the year.

- Each week, tasks are set Monday to Monday.
- In total, tasks should take around one hour.
- You should show your workings in your orange homework book.
- You must complete 100% in each task.

## SELF-QUIZZING

Your teachers will quiz you regularly on what you are expected to learn.

- On the subject page in this book, organise yourself by noting:
  - The date of your knowledge quiz.
  - What knowledge you need to self-quiz and learn.
- Pick one of our Independent Study Strategies (see next page) and spend at least 20mins revising.
- Bring evidence of your self-quizzing to the lesson.
- On the day of your knowledge quiz, be prepared and attempt every question.

## SUPPORT

If you need help with any aspect of your home learning then...

- Please go and see your subject teacher.
- Extra help is also available at Study Plus, our after-school home learning club, every Tuesday – Thursday 3.10-4.10pm in room E14.

# INDEPENDENT STUDY STRATEGIES

Independent study involves undertaking activities that will help you to improve in that area. There are many effective ways you can study independently – here are a few strategies

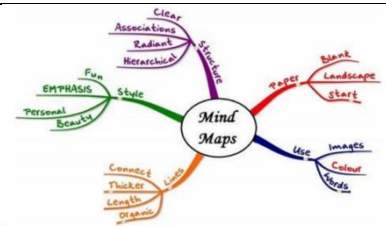


## Self-quizzing – Look, Cover, Write, Check

- LOOK: Read the question and the answer.
- COVER: Cover up the answer column.
- WRITE: Write the answer from your memory.
- CHECK: Finally, mark your work. Correct any mistakes.

## Mind Maps

- Make notes around a key concept or subject.
- Draw lines to link definitions, key ideas and related parts.
- You may find it helpful to use different colours for different ideas.

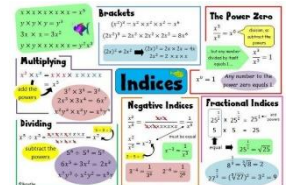


## Flash Cards

- Write key points down on flash cards and carry them around with you – look at them as often as you can!
- Use them as a quiz – write a key word on one side and the definition on the other, then test yourself.

## Posters

- Make your own colourful posters! You can pick any subject as your theme.
- Draw diagrams or pictures to go with your text.
- Display them in a visible place at home.



## Practice Example Questions

- For many subjects a good way to revise is to work through some example questions.
- You can practice these questions over and over to develop your understanding.
- If there are parts of questions that you find hard or think you haven't understood, you can check your notes, search online, or seek advice from your teacher.

## Websites

These websites provide opportunities for students to learn, practise and get feedback:

- Seneca Learning: [www.senecalearning.com](http://www.senecalearning.com)
- BBC Bitesize: [www.bbc.com/bitesize](http://www.bbc.com/bitesize)
- Sparx-Maths: [www.sparxmaths.com](http://www.sparxmaths.com)
- Free Science Lessons: [www.freesciencelessons.co.uk](http://www.freesciencelessons.co.uk)



# KNOWLEDGE ORGANISER SELF-QUIZZING

This table will help you organise your knowledge organiser self-quizzing.

| <b>8X</b> | <b>MON</b>                                   | <b>TUES</b>  | <b>WEDS</b>       | <b>THURS</b> | <b>FRI</b>                    |
|-----------|--|--|-------------------|--------------|-------------------------------|
| <b>A</b>  | SCIENCE <sup>1+3</sup><br>ART <sup>1+2</sup> | SCIENCE <sup>2</sup><br>GEOGRAPHY <sup>1</sup><br>ART <sup>3</sup> | ENGLISH           | MATHS<br>RE  | MFL                           |
| <b>B</b>  | GEOGRAPHY <sup>2+3</sup>                     | SCIENCE <sup>1+2</sup><br>HISTORY                                  | ENGLISH<br>DESIGN |              | MATHS<br>SCIENCE <sup>3</sup> |

| <b>8Y</b> | <b>MON</b>                      | <b>TUES</b>                       | <b>WEDS</b>                | <b>THURS</b>                   | <b>FRI</b>                  |
|-----------|---------------------------------|-----------------------------------|----------------------------|--------------------------------|-----------------------------|
| <b>A</b>  |                                 | ENGLISH<br>SCIENCE                | DESIGN<br>ART <sup>3</sup> | MATHS<br>MFL                   | MATHS<br>ART <sup>1+2</sup> |
| <b>B</b>  | ENGLISH<br>HISTORY <sup>1</sup> | SCIENCE<br>HISTORY <sup>2+3</sup> | RE <sup>1</sup>            | GEOGRAPHY<br>RE <sup>2+3</sup> | MATHS                       |

\* Class numbers noted in subscript

This knowledge organiser example gives an idea on how you can note the date of your quiz and a self-assessment (RAG) of your knowledge...

## KNOWLEDGE ORGANISER – THE PURBECK SCHOOL

|            |   |   |        |
|------------|---|---|--------|
| <b>1.</b>  | What is The Purbeck School motto?   | Achieving Excellence Together   | 1/9/24 |
| <b>2.</b>  | What are our three core values?   | <ul style="list-style-type: none"> <li>Kindness</li> <li>Aspiration</li> <li>Perseverance</li> </ul>          | 1/9/24 |
| <b>3.</b>  | Who is the Headteacher?   | Mr Darley   | 1/9/24 |
| <b>4.</b>  | Name the four Houses.   | <ul style="list-style-type: none"> <li>Kestrel</li> <li>Kingfisher</li> <li>Skylark</li> <li>Swift</li> </ul> | 1/9/24 |
| <b>5.</b>  | What time should all students be in school for every day?   | 8.40am  | 1/9/24 |
| <b>6.</b>  | Where can students buy food at lunchtime?   | <ul style="list-style-type: none"> <li>Y7: cafe</li> <li>Y8/9: canteen</li> </ul>                             | 7/9/24 |
| <b>7.</b>  | Based in the Aim High block, where can students go if they are worried, concerned or having difficulties? | The Nest  | 7/9/24 |
| <b>8.</b>  | As part of home learning, state the three 20min activities that all students complete each evening.       | <ul style="list-style-type: none"> <li>Reading Plus</li> <li>Sparx Maths</li> <li>Self-quizzing</li> </ul>    | 7/9/24 |
| <b>9.</b>  | Where can you go to help and support with home learning?  | <ul style="list-style-type: none"> <li>Your subject teacher</li> <li>Home learning club</li> </ul>            | 7/9/24 |
| <b>10.</b> | State three extra-curricular activities that a student can get involved in.                               | <ul style="list-style-type: none"> <li>Choir</li> <li>Sports clubs</li> <li>STEM</li> </ul>                   | 7/9/24 |

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|----|--|---|--|
| 1. | What is the technique of rendering?                                      | The process of adding colour, tone and texture to an image to show its realistic qualities. |  |
| 2. | What type of tone blends gradually from light to dark, or dark to light? | Graduated tone  |  |
| 3. | What is directional/contour shading?                                     | Curving your shading to describe the surface of a form.                                     |  |
| 4. | Describe the formal element:<br>• Texture                                | The feel or appearance of a surface, how rough or smooth it is.                             |  |
| 5. | Describe the formal element:<br>• Form                                   | The 3D shape of an object.  |  |

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| 6.  | What is the name of the technique where lines placed over each other at different angles to build up areas of tone? | Cross-hatching   |  |
| 7.  | What is mark-making?  | Lines, dots, marks, patterns, and textures created in artwork. |  |
| 8.  | What is the name of the process of drawing, painting, or engraving using numerous small dots or specks?             | Stippling  |  |
| 9.  | What is scribbling?   | To draw something using a line that is rushed or untidy.       |  |
| 10. | What is the name of the technique that mixes and blurs colours, shading together to create a gradual transition?    | Blending   |  |

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| 11. | Pots, dishes, and other articles made of fired clay are known as pottery. List the three types of pottery. | <ul style="list-style-type: none"> <li>• Earthenware</li> <li>• Porcelain</li> <li>• Stoneware</li> </ul> |  |
| 12. | What term describes clay that is mouldable and can be moved around?  | Plastic   |  |
| 13. | What term describes clay that has water added to it and can be used to join clay together?                 | Slip  |  |
| 14. | What term describes clay that has been fired in the kiln and is ready to be painted or glazed?             | Bisque  |  |
| 15. | What term describes clay that is in the process of becoming dry?   | Leather-hard  |  |












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| 16. | Name the state of clay that is extremely dry and is in its most fragile state and is ready to be fired. | Bone-dry   |  |
| 17. | Name the term used to attach two pieces of clay together.   | Sprigging  |  |
| 18. | Name the term used to describe something sticking out from a surface.                                   | Bas-relief |  |
| 19. | What is the name of a furnace or oven for burning, baking or drying pottery?                            | Kiln       |  |
| 20. | What is the name of the process of making marks, such as hatching lines into the clay surface?          | Scoring    |  |

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|----|--|--------------|--|
| 1. | Who formalised Boolean Algebra, the basis for digital logic and computer science?  | George Boole |  |
| 2. | Completely Automated Public Turing Test to tell Computers and Humans apart?        | CAPTCHA      |  |
| 3. | What is a system where numbers and values are expressed as a series of 1's or 0's? | Binary       |  |
| 4. | When was the first keyboard used, instead of punched cards, to program computers?  | 1947         |  |
| 5. | The first programable, electronic, general-purpose computer, completed in 1945?    | ENIAC        |  |







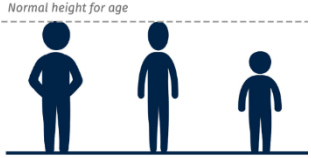



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| 6.  | Who developed the first mechanical adding machine?  | Blaise Pascal    |  |
| 7.  | What is form of Artificial Intelligence where programs have the ability to automatically learn and improve from experience? | Machine Learning |  |
| 8.  | What are the spaces at the beginning of a code line referred to?  | Indent           |  |
| 9.  | When was Apple launched?  | 1976             |  |
| 10. | What is a markup language used to build websites. It determines what shows up on the page?                                  | HTML             |  |

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| 11. | Who Created the Linux operating system?  | Linus Torvalds |  |
| 12. | The name of cyber-attack where hackers bombard a website with a tidal wave of requests, forcing it to temporarily shut down? | DDos attack    |  |
| 13. | What is a single 1 or 0 referred to in computing. It is the smallest unit of information                                     | Bit            |  |
| 14. | When was the Binary Number system Invented?  | 1703           |  |
| 15. | What is considered the first mass market personal computer with a graphical user interface                                   | Apple Lisa     |  |

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| 16. | Who co-founded Google along with Larry Paige?  | Sergey Brin |  |
| 17. | What is a video of a person in which their face or body has been digitally altered so that they appear to be someone else? | Deepfake    |  |
| 18. | What is the process of writing code that will become a computer program?   | Programming |  |
| 19. | When was it first possible to make video calls with mobile phones?   | 2003        |  |
| 20. | What is a global computer network providing a variety of information and communication facilities?                         | Internet    |  |

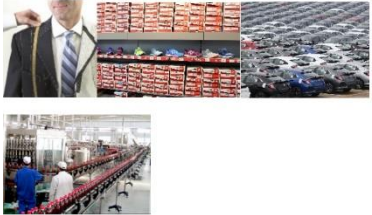




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|-----|--|---|---|--|
| 1.  | What food can lacto-vegetarians <b>not</b> eat?    | Someone who does not eat meat or fish but will eat milk or milk products.   |    |  |
| 2.  | What are people with coeliac disease allergic to?  | Foods that contain wheat, barley, oats and rye.   |    |  |
| 3.  | What are the three macro nutrients?                | <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Fats</li> </ul>   |    |  |
| 4.  | Name a dietary source of each macro nutrient.      | <ul style="list-style-type: none"> <li>• Carbohydrates – cereals, bread, pasta</li> <li>• Proteins – meat, fish, soya, plant sources</li> <li>• Fats – unsaturated fats are usually healthier, veg oil</li> </ul> |    |  |
| 5.  | What are the two micro nutrients?                  | <ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals.</li> </ul>   |   |  |
| 6.  | What does the body need fibre for?                 | Aiding digestion.   |  |  |
| 7.  | What foods are a good source of fibre?             | Vegetables, fruit, brown bread and wholemeal or wholegrain foods, lentils, bean, seeds and nuts.  |  |  |
| 8.  | Explain what is meant by best before date.         | After the best before date, the food may look or taste different but will still be safe to eat.   |  |  |
| 9.  | What use-by date on food mean?                     | After this date a food will not be safe to eat.   |  |  |
| 10. | Name three types of heat transfer used in cooking. | <ul style="list-style-type: none"> <li>• Conduction</li> <li>• Radiation</li> <li>• Convection</li> </ul>   |  |  |
| 11. | Explain why iron is needed in the body.            | Iron is needed to form part of the haemoglobin, which gives blood cells their red colour. Too little iron causes a deficiency disease called anaemia.   |  |  |


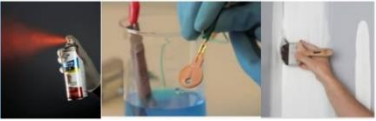

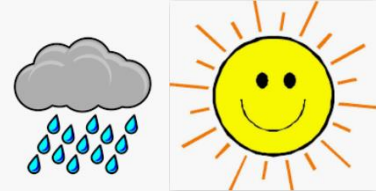



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| 1.  | Name two foods that provide <b>vitamin C</b> .                            | Kiwi, peppers, blackcurrants, citrus fruits, broccoli, cabbage etc.   |    |  |
| 2.  | Name two foods that provide some of the mineral <b>iron</b> .             | Green leafy vegetables, watercress, cabbage, spinach, red meat, lentils, dried apricots.  |    |  |
| 3.  | What does <b>gluten</b> do in bread making?                               | Gluten gives dough plasticity.  |    |  |
| 4.  | Name two <b>Fairtrade</b> foods.  | Coffee, bananas, chocolate, rice and sugar.   |    |  |
| 5.  | What is the <b>Fairtrade</b> organisation?                                | It is an organisation that helps disadvantaged farmers and food producers across the world by paying them a little more for their products. |   |  |
| 6.  | What does the body need <b>protein</b> for?                               | <ul style="list-style-type: none"> <li>• Growth and repair of cells.</li> <li>• To provide the body with energy.</li> </ul>                 |  |  |
| 7.  | What would happen if you did <b>not</b> have enough protein in your diet? | Children will not grow properly. Skin, nails and hair will be in poor condition and they may develop infections easily.                     |  |  |
| 8.  | What is <b>gelatinisation</b> ?   | When starch [flour] thickens when added to a liquid and heated.   |  |  |
| 9.  | Name one seasonal food available in the summer in the UK.                 | Strawberries, red and black currants, raspberries and blue berries.   |  |  |
| 10. | Explain how gluten is activated in flour.                                 | When liquid is added, the gluten makes a network that when kneaded gives the dough plasticity.  |  |  |





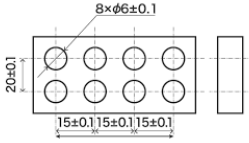

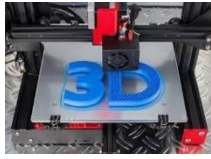

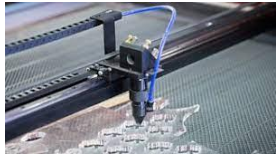




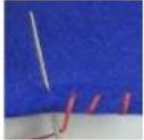








## Y8 DESIGN KNOWLEDGE ORGANISER – PRODUCT DESIGN 1: STORAGE BOX

|    |  |  |   |  |
|----|--|--|---|--|
| 1. | What are the 4 main scales of production?                      | <ul style="list-style-type: none"> <li>• One – off</li> <li>• Batch</li> <li>• Mass</li> <li>• Continuous</li> </ul>   |    |  |
| 2. | What scale of production is suitable for making trainers? Why? | <p>Trainers are made in <b>Batch Production</b>.</p> <p>Manufacturers can make the same product in batches of different sizes.</p>   |    |  |
| 3. | What types of products are made in mass production?            | <p>Products that are <b>all identical and sold in very high numbers</b>.</p> <p>E.g. phones, cars or food and drink containers.</p>  |    |  |
| 4. | Why might a one-off product be more expensive?                 | <ul style="list-style-type: none"> <li>• Usually made bespoke to a certain customer (sizes/colours/materials)</li> <li>• Unique designs.</li> <li>• Higher cost/quality materials are used.</li> </ul> |   |  |
| 5. | What is meant by lead time?                                    | <p>The time it takes a product to get to market from the design to the finished product being manufactured.</p>  |  |  |

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| 6.  | Why are finishes applied to products? (3 answers)                                | <ul style="list-style-type: none"> <li>• To protect them from damage.</li> <li>• To improve the appearance.</li> <li>• Providing insulation from heat or electricity.</li> <li>• Making them hygienic.</li> </ul>                    |     |  |
| 7.  | How can finishes be applied to materials? (3 answers)                            | <ul style="list-style-type: none"> <li>• Spraying and painting.</li> <li>• Dipping.</li> <li>• Electroplating.</li> </ul>  |    |  |
| 8.  | Name 4 different finishes that can be applied to timber (wood). What do they do? | <ul style="list-style-type: none"> <li>• Stain – changes colour.</li> <li>• Wax – a clear finish to show the grain.</li> <li>• Varnish – a clear finish which makes it waterproof.</li> <li>• Paint – changes the colour.</li> </ul> |    |  |
| 9.  | Why is it important to apply a finish to a material that is used outside?        | <p>A finish, such as paint or varnish, can protect the material from damage from weather.</p> <p>Rain can rot wood or make metal rust.</p> <p>UV light (from the sun) can weaken materials.</p>                                      |   |  |
| 10. | Why might fabric used in clothing be dyed?                                       | To improve the aesthetics (looks) making the same product be suitable for different users.   |  |  |

## Y8 DESIGN KNOWLEDGE ORGANISER – PRODUCT DESIGN 2: USB LAMP

|     |   |  |   |  |
|-----|---|--|---|--|
| 1.  | What is meant by the term Quality Control (QC)?   | Checks that are made to ensure a product is being produced correctly.  |    |  |
| 2.  | Name three types of Quality Control checks that are usually carried out in manufacturing. | <ul style="list-style-type: none"> <li>• Dimensional Accuracy</li> <li>• Colour consistency</li> <li>• Correct Assembly</li> <li>• No loose parts</li> <li>• Surface finish.</li> </ul>  |    |  |
| 3.  | What is meant by the term Quality Assurance?  | A system of Quality Control checks throughout a complex manufacturing process to ensure a final product is well made.  |    |  |
| 4.  | How could you quickly check the accuracy of cutting when making a product?                | Using a go/no go gauge to show you if a part has been cut too big or too small.  |    |  |
| 5.  | How do tolerances help when marking and cutting pieces of work?                           | A tolerance gives you a maximum and minimum size for a piece whilst still fitting your product.  |   |  |
| 6.  | What do the acronyms CAD, CAM and CIM stand for?  | <ul style="list-style-type: none"> <li>• CAD – Computer Aided Design.</li> <li>• CAM – Computer Aided Manufacture.</li> <li>• CIM – Computer Integrated Manufacture.</li> </ul>  |  |  |
| 7.  | Name three CAM processes used in school.  | <ul style="list-style-type: none"> <li>• 3D Printing.</li> <li>• Laser Cutting.</li> <li>• CNC Router.</li> </ul>  |  |  |
| 8.  | What are the advantages of using CAD to create designs?                                   | <ul style="list-style-type: none"> <li>• Very accurate.</li> <li>• Files can be sent to different machines to make products.</li> <li>• Designs can be rendered to look like the real materials.</li> </ul>  |  |  |
| 9.  | What advantages are there of using CAM to create products?                                | <ul style="list-style-type: none"> <li>• Products are made very accurately.</li> <li>• Products are all identical.</li> <li>• It can be faster than traditional methods of manufacturing.</li> </ul>   |  |  |
| 10. | What is the difference between a thermoforming and thermosetting plastic?                 | <ul style="list-style-type: none"> <li>• Thermoforming plastics can be heated and re-moulded every time they are heated. They melt if they get too hot.</li> <li>• Thermosetting plastics cannot be re-moulded once they are set and will not melt.</li> </ul> |  |  |

|     |   |   |   |  |
|-----|---|---|---|--|
| 1.  | What is an anchor stitch?                                     | Going over two stitches to ensure it is secure or knotted.          |    |  |
| 2.  | What is an over stitch?                                       | A stitch made over an edge.   |    |  |
| 3.  | What does aesthetics mean?                                    | What something looks like or its appearance.                        |    |  |
| 4.  | What does the F stand for in ACCESS FM                        | Function  |    |  |
| 5.  | Why do we look at existing products when completing research? | To gain ideas, inspiration to help with our own designing.          |   |  |
| 6.  | What does a process mean when writing it in designing ideas?  | It is listing the steps of making or doing something.               |  |  |
| 7.  | What is a design specification?                               | It is a list of requirements that the product has to meet.          |  |  |
| 8.  | What does recycle mean?                                       | Using things that have already been used by another person or user. |  |  |
| 9.  | Is Acrylic a natural or manmade fibre/fabric?                 | Manmade   |  |  |
| 10. | What does this symbol mean on toys?                           | A toy made to a good quality and is safe to use.                    |  |  |

|    |  |   |  |
|----|--|---|--|
| 1. | Who wrote the play “ <i>Too Much Punch For Judy</i> ”?   | Mark Wheeler  |  |
| 2. | What happens in Mark Wheeler’s play “ <i>Too Much Punch For Judy</i> ”?  | A young girl kills her sister in a tragic drink/drive accident. |  |
| 3. | “ <i>Too Much Punch For Judy</i> ” is an example of what type of theatre?  | Verbatim Theatre  |  |
| 4. | What form of theatre is constructed from the precise words spoken by people interviewed about a particular event or topic? | Verbatim Theatre  |  |
| 5. | When writing his play whose words did Mark Wheeler use?  | Those of the actual real-life people involved in the incident.  |  |

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|-----|--|--|--|
| 6.  | When writing his play who was Mark Wheeler’s intended audience?        | Teenagers and young adults.                      |  |
| 7.  | How is the opening of the play described?                              | Fast, funny physical theatre.                    |  |
| 8.  | How are the following scenes described?                                | Naturalistic scenes of high emotional intensity. |  |
| 9.  | What symbolic movement is repeated at significant moments of the play? | The throwing of keys.                            |  |
| 10. | What was the aim of Mark Wheeler’s play?                               | To be both entertaining and thought provoking.   |  |

In addition to the self-quizzing questions, students will be required to learn short script extracts. These lines are provided in a separate Drama booklet.

**How do I learn lines?**

- **Read the lines aloud.** By speaking the lines, you will hear them and they are more likely to stick.
- Ask a friend to help you. Friends can correct you on any mistakes you make, give you the cue lines and go back over any weak areas.
- Little and often. Go over them first thing in the morning, a few times during the day and last thing at night.
- Move around while you are saying your lines. This has been [scientifically proven](#) to aid memory.
- Learn the cue lines that lead in to each of your lines. Being prompt with your lines will give you and your fellow actors more confidence.
- In rehearsals, listen to and think about what the other actors are saying. Don’t just concentrate on what you’ve got to say.

**Practise, practise, practise.** This is the only way to make the lines stick.

|    |  |           |  |
|----|--|-----------|--|
| 1. | What refers to a statement, spoken address or action expressing disapproval of or objection to something?            | Protest   |  |
| 2. | What involves speaking formally to an audience, using a powerful image, anecdote or pose a question to the audience? | Speech    |  |
| 3. | What is meant by something that is unfair or undeserved?   | Injustice |  |
| 4. | What refers to effective or persuasive writing or speaking?  | Rhetoric  |  |
| 5. | What does it mean to look at the similarities or differences between two things?                                     | Compare   |  |

|     |  |  |  |
|-----|--|--|--|
| 6.  | What does 'synthesis' mean?  | Making something new by combining other things.                                    |  |
| 7.  | Give two connectives for showing similarities.   | <ul style="list-style-type: none"> <li>• Similarly</li> <li>• Likewise,</li> </ul> |  |
| 8.  | Give two connectives for showing differences.  | <ul style="list-style-type: none"> <li>• In contrast</li> <li>• Whereas</li> </ul> |  |
| 9.  | What term refers to deducing or concluding something from evidence and reasoning rather than from explicit statements? | Infer  |  |
| 10. | What does 'viewpoint' mean?  | A person's opinion or point of view.   |  |

|     |   |  |  |
|-----|---|--|--|
| 11. | What is the name of the persuasive technique where you compare two things often to make one thing seem better than the other?                       | Counter argument   |  |
| 12. | What is the aim of Thunberg's speech 'Our House is on Fire'?  | To persuade leaders to stop the emissions of greenhouse gases.   |  |
| 13. | What is the aim of Clarkson's article 'Stuff the Tiger'?  | To persuade people that animals becoming extinct is unavoidable.   |  |
| 14. | Sequencing connectives can be used to structure an argument or a persuasive piece of writing. State five examples of sequencing connectives.        | <ul style="list-style-type: none"> <li>• Firstly,</li> <li>• Secondly,</li> <li>• Finally,</li> <li>• Next,</li> <li>• To conclude,</li> </ul>                 |  |
| 15. | Some connectives can be used to emphasis a point in an argument or a piece of persuasive writing. State five examples of connectives that emphasis. | <ul style="list-style-type: none"> <li>• In particular</li> <li>• Notably</li> <li>• Specifically</li> <li>• Especially</li> <li>• More importantly</li> </ul> |  |

|     |   |                   |  |
|-----|---|-------------------|--|
| 16. | What is another word for exaggeration and describes how words are used to emphasise how positive or negative something is?  | Hyperbole         |  |
| 17. | What term refers to the formality of a text or speech?  | Register          |  |
| 18. | What is the technique that writers often use persuasive writing or speech where examples are grouped in a three? E.g. The streets on Soho in Victorian England were dark, smelly and dangerous. | Triadic structure |  |
| 19. | What is the technique called where you try to use words to make your readers or listeners feel some form of emotion?  | Emotive language  |  |
| 20. | What is it called when you try to put particular stress on certain words or phrases?  | Emphasis          |  |

|     |  |                  |  |
|-----|--|------------------|--|
| 21. | What is the term for something that is so unbelievable due to it having never been done or known before?     | Unprecedented    |  |
| 22. | What term refers to something being impossible to change or return to a previous condition?                  | Irreversible     |  |
| 23. | What term refers to a complete change in somebody or something, especially a positive change?                | Transformational |  |
| 24. | What term refers to the use of direct and public methods to try to bring about social and political changes? | Activism         |  |
| 25. | What term refers to <u>exaggerated</u> and <u>self-indulgent</u> tenderness, sadness, or nostalgia?          | Sentimentality   |  |

|     |   |            |  |
|-----|---|------------|--|
| 26. | What term refers to being so different it becomes the opposite?   | Contrary   |  |
| 27. | What term refers to the existence of unequal opportunities and rewards for different social positions or statuses within a group or society?              | Inequality |  |
| 28. | What term refers to trying to achieve something, such as the election of someone to a political office, by taking part in a number of planned activities? | Campaign   |  |
| 29. | What refers to someone who supports a cause?  | Advocate   |  |
| 30. | What term refers to two things being so closely connected that to most people they mean the same?   | Synonymous |  |

|     |   |                      |  |
|-----|---|----------------------|--|
| 31. | What is the word for a short personal story that you can use to support a particular point of view?   | Anecdote             |  |
| 32. | What is the term for repeating a word or phrase several times to stress its importance?   | Repetition           |  |
| 33. | What is the term for a question that you ask without expecting an answer that is often used to stress a particular point?   | Rhetorical questions |  |
| 34. | What is the word for a short personal story that you can use to support a particular point of view?   | Anecdote             |  |
| 35. | What is the term for addressing readers or listeners personally when writing or speaking?<br>E.g. I am sure <b>you</b> all realise in this room that <b>we</b> need to do something about climate change. | Direct address       |  |

|     |  |                          |  |
|-----|--|--------------------------|--|
| 36. | What is the term for the persuasive technique commanding you to do something?                        | Imperative               |  |
| 37. | What was Emma Watson's aim in her speech 'He for She'?   | To end gender inequality |  |
| 38. | What rhetorical question does Emma Watson use at the end of her speech to demand change immediately? | 'If not now, when?'      |  |
| 39. | What is Wole Soyinka protesting against in 'Telephone Conversation'?                                 | Racism                   |  |
| 40. | What is Carol Ann Duffy protesting against in 'A Wound in Time'?                                     | War                      |  |



|    |  |                  |
|----|--|------------------|
| 1. | What refers to the characteristics determining who an individual is?                                   | Identity         |
| 2. | What is the term for the place/land/country you were born in?  | Nationality      |
| 3. | What is the term for the beliefs, values, customs, and practices that are learned and shared?          | Culture          |
| 4. | What are the terms for a society that has people from many different cultures, traditions and beliefs? | Multiculturalism |
| 5. | What are the terms for someone who has settled in to a new country?                                    | Immigrant        |

|     |  |             |
|-----|--|-------------|
| 6.  | What refers to the quality of being different or variety?        | Diversity   |
| 7.  | What refers to the belief in, and worship of, a god or gods?     | Religion    |
| 8.  | What are customs and beliefs passed down through generations?    | Traditions  |
| 9.  | What refers to surroundings and conditions in which we live?     | Environment |
| 10. | What can have an effect on behaviour, development and character? | Influences  |

|     |  |  |
|-----|--|--|
| 11. | What does it mean to look at the similarities or differences between two things?               | Compare  |
| 12. | What does 'synthesis' mean?  | Making something new by combining two things.                                      |
| 13. | Give two connectives for showing similarities.   | <ul style="list-style-type: none"> <li>• Similarly</li> <li>• Likewise,</li> </ul> |
| 14. | What is meant by something that is unfair or undeserved?                                       | Injustice  |
| 15. | What is the term for when a writer purposefully leaves important information out from a story? | Omission   |

|     |   |                   |
|-----|---|-------------------|
| 16. | What is the term by which the full significance of a character's words or actions is clear to the reader although unknown to the character?   | Dramatic Irony    |
| 17. | What refers to common themes, elements, topics and situations in texts?   | Genre conventions |
| 18. | What do we call looking at areas like: <ul style="list-style-type: none"> <li>• What life was like when a text was written</li> <li>• A writer's life and influences</li> <li>• The genre of the text</li> <li>• Historical events around the text</li> </ul> | Context           |
| 19. | What refers to a policy that is founded on the idea of separating people based on racial or ethnic criteria?  | Apartheid         |
| 20. | What is the technique called where you try to use words to make your readers or listeners feel some form of emotion?  | Emotive language  |


|     |  |                   |
|-----|--|-------------------|
| 21. | What refers to the <u>unjust</u> or <u>prejudicial</u> treatment of different people, especially on the basis of ethnicity, age, sex, or disability? | Discrimination    |
| 22. | What refers to the variety found in something?   | Diversity         |
| 23. | What refers to fairness and justice but by recognizing that people do not all start from the same place so make adjustments to imbalances?           | Equity            |
| 24. | What refers to need to consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability?     | Intersectionality |
| 25. | What refers to <u>preconceived</u> opinions that are not based on reason or actual experience?   | Prejudice         |

|     |  |               |
|-----|--|---------------|
| 26. | What terms refers to writing that is informal and conversational, and more suitable for use in speech than in writing?                         | Colloquial    |
| 27. | What is the term for writing in the way it sounds rather than the dictionary spelling?   | Phonetically  |
| 28. | What refers to a distinctive way of <u>pronouncing</u> a language, especially one associated with a particular country, area, or social class? | Accent        |
| 29. | What refers to a tendency to prefer one person or thing to another, and to favour that person or thing?  | Bias          |
| 30. | What refers to the act of creating and describing characters?  | Characterised |


|     |  |               |
|-----|--|---------------|
| 31. | What is the term for when the audience/reader is subtly given a warning or indication of a future event?<br>It is usually (but not always) something bad.    | Foreshadowing |
| 32. | What is the term given for the section of a play or novel where main characters, back stories and key information for moving the plot forward is introduced? | Exposition    |
| 33. | What is term for the conclusion of a story when the central problem is solved?   | Resolution    |
| 34. | What refers to the judgement of someone or something without knowing enough information about that person?   | Prejudice     |
| 35. | What is the term for when a writer purposefully leaves important information out from a story?   | Omission      |

|     |  |                |
|-----|--|----------------|
| 36. | What is the term for when a character or idea is first mentioned?  | Introducing    |
| 37. | As we are given more information, the writer is said to be...  | Developing     |
| 38. | What term describes where a writer will change the focus of the text throughout the course of the writing? | Changing       |
| 39. | What term describes where a text is rounded up and completed?  | Concluding     |
| 40. | What term describes the movement of focus from one thing to another within a narrative?                    | Shifting focus |

**Sentence Builder 1 – Sports**

| 1. Tu fais du sport? Do you do (play) any sports?   |  |                                |  |  |   |
|---|--|--------------------------------|--|--|---|
| 1   | 2  | 3                              | 4  | 5  | 6   |
| <b>Je fais</b><br><i>I do</i><br><br><b>Tu fais</b><br><i>You do</i><br><br><b>Il / elle / on fait</b><br><i>He / she does / we do</i>  | <b>quelquefois / parfois</b> <i>sometimes</i><br><br><b>souvent</b> <i>often</i><br><br><b>tous les jours / tous les soirs</b> <i>every day / every evening</i>        | <b>du</b> <i>some (masc)</i>   | judo <i>judo</i><br>skate <i>skateboard</i><br>surf <i>surfing</i><br>vélo <i>cycling</i><br>VTT <i>mountain biking</i><br>patin à glace <i>ice skating</i><br>ski <i>skiing</i> | car )<br>)<br>because<br>parce que )<br><br>puisque )<br>) as<br>comme ) | <br><br>c'est mon sport préféré.<br><i>it's my favourite sport.</i><br><br>j'adore le sport.<br><i>I love sport.</i><br><br>le sport m'intéresse beaucoup.<br><i>sport interests me a lot.</i><br><br>il faut faire du sport.<br><i>you have to /must do sport.</i><br><br>c'est bon pour la santé<br><i>it's good for your health</i> |
|   |  | <b>de la</b> <i>some (fem)</i> | voile <i>sailing</i><br>plongée <i>scuba diving</i><br>randonnée <i>hiking</i><br>natation <i>swimming</i><br>danse <i>dance</i><br>planche à voile <i>windsurfing</i>           |  |   |
| <b>de l'</b> <i>some (in front of vowel)</i>  | escalade <i>rock climbing</i><br>équitation <i>horseriding</i><br>athlétisme <i>athletics</i>  |                                |  |  |   |
| <b>au</b> <i>(masc)</i>   | rugby <i>rugby</i><br>hockey <i>hockey</i><br>tennis <i>tennis</i><br>tennis de table <i>table tennis</i><br>football <i>football</i>                                  |                                |  |  |   |
| <b>à la</b> <i>(fem)</i>  | pétanque <i>bowls</i><br>balle aux prisonniers <i>dodgeball</i>  |                                |  |  |   |
| <b>aux</b> <i>(plural)</i>  | boules <i>bowls</i><br>fléchettes <i>darts</i>   |                                |  |  |   |
| <b>BALL GAMES ONLY!</b><br><br><b>Je joue</b><br><i>I play</i><br><br><b>Tu joues</b><br><i>You play</i><br><br><b>Il / elle / on joue</b><br><i>He / she plays / we play</i> | <b>tout le temps</b> <i>all the time</i><br><br><b>de temps en temps</b> <i>from time to time</i><br><br><b>une / deux fois par semaine</b> <i>once / twice a week</i> |                                |  |  |   |

**Sentence Builder 2 – The Weather**

| 2. Qu'est-ce que tu fais ? What do you do?      |  |                            |  |  |   |  |
|---|--|----------------------------|--|--|---|--|
| 1   | 2  | 3                          | 4  | 5  | 6   |  |
| <b>Quand</b> <i>When</i><br><br><b>Si/S' l'</b> | <b>il fait beau</b> <i>it is good weather</i>              | <b>je fais</b> <i>I do</i> | <b>du</b> <i>some (masc)</i>                 | judo <i>judo</i><br>skate <i>skateboard</i><br>surf <i>surfing</i><br>vélo <i>cycling</i><br>VTT <i>mountain biking</i><br>patin à glace <i>ice skating</i><br>ski <i>skiing</i> | <br><br>avec mes copains <i>with my friends</i><br><br>avec mon équipe <i>with my team</i><br><br>avec ma famille <i>with my family</i><br><br>avec mon frère <i>with my brother</i><br><br>avec ma sœur <i>with my sister</i><br><br>avec mon meilleur ami (masc) <i>with my best friend</i><br><br>avec ma meilleure amie (fem) <i>with my best friend</i> |  |
|   | <b>il fait chaud</b> <i>it is hot</i>                      |                            | <b>de la</b> <i>some (fem)</i>               |  |   | voile <i>sailing</i><br>plongée <i>scuba diving</i><br>randonnée <i>hiking</i><br>natation <i>swimming</i><br>danse <i>dance</i><br>planche à voile <i>windsurfing</i><br>balle aux prisonniers <i>dodgeball</i> |
|   | <b>il fait froid</b> <i>it is cold</i>                     |                            | <b>de l'</b> <i>some (in front of vowel)</i> |  |   | escalade <i>rock climbing</i><br>équitation <i>horseriding</i><br>athlétisme <i>athletics</i>  |
|   | <b>il y a du soleil</b> <i>it is sunny</i>                 |                            | <b>au</b>                                    |  |   | rugby <i>rugby</i><br>hockey <i>hockey</i><br>tennis <i>tennis</i><br>tennis de table <i>table tennis</i><br>football <i>football</i>  |
|   | <b>il y a du vent</b> <i>it is windy</i>                   |                            | <b>à la</b>                                  |  |   | pétanque <i>bowls</i>  |
|   | <b>il y a de l'orage</b> <i>there is a (thunder) storm</i> |                            | <b>aux</b>                                   |  |   | boules <i>bowls</i><br>fléchettes <i>darts</i>   |
|   | <b>il y a du brouillard</b> <i>it is foggy</i>             |                            |  |  |   |  |
| <b>il pleut</b> <i>it is raining</i>            |  |                            |  |  |   |  |
| <b>il neige</b> <i>it is snowing</i>            |  |                            |  |  |   |  |
| <b>il gèle</b> <i>it is freezing</i>            |  |                            |  |  |   |  |

### Sentence Builder 3 – What I like to do

| 3. Qu'est-ce que tu aimes? What do you like?<br>4. Qu'est-ce que tu n'aimes pas? What don't you like?            |                                      |   |   |   |
|--|--------------------------------------|---|---|---|
| 1  | 2                                    | 3   | 4   | 5   |
| <b>J'adore</b><br>I love<br><br><b>J'aime bien</b><br>I quite like<br><br><b>J'aime beaucoup</b><br>I like a lot | <b>le</b><br>the (masc)              | <b>judo</b> judo<br><b>skate</b> skateboard<br><b>surf</b> surfing<br><b>vélo</b> cycling<br><b>VTT</b> mountain biking<br><b>patin à glace</b> ice skating<br><b>ski</b> skiing<br><b>rugby</b> rugby<br><b>hockey</b> hockey<br><b>tennis</b> tennis<br><b>tennis de table</b> table tennis<br><b>football</b> football | <b>car</b> )<br><b>parce que</b> ) because<br><br><b>puisque</b> )<br><b>comme</b> ) as | <b>c'est bon pour la santé</b> it's good for your health<br><br><b>c'est top</b> it's brilliant<br><br><b>c'est amusant</b> it's fun<br><br><b>c'est facile</b> it's easy<br><br><b>c'est intéressant</b> it's interesting<br><br><b>c'est passionnant</b> it's exciting<br><br><b>c'est super</b> it's great |
|  | <b>la</b><br>the (fem)               | <b>pétanque</b> bowls<br><b>planche à voile</b> windsurfing<br><b>voile</b> sailing<br><b>randonnée</b> hiking<br><b>natation</b> swimming<br><b>danse</b> dance<br><b>plongée</b> scuba diving<br><b>balle aux prisonniers</b> dodgeball   |   |   |
| <b>Je déteste</b><br>I hate  | <b>l'</b><br>the (in front of vowel) | <b>escalade</b> rock climbing<br><b>équitation</b> horseriding<br><b>athlétisme</b> athletics   |   |   |
| <b>Je n'aime pas</b><br>I don't like   | <b>les</b><br>the (plural)           | <b>boules</b> bowls<br><b>fléchettes</b> darts  |   |   |



### Sentence Builder 4 – What I did

| 4. Qu'est-ce que tu as fait? What did you do?   |  |  |   |  |  |
|---|--|--|---|--|--|
| 1   | 2  | 3  | 4   | 5  | 6  |
| <br><br><b>Le week-end dernier</b><br>Last weekend<br><br><b>La semaine dernière</b><br>Last week<br><br><b>L'année dernière</b><br>Last year<br><br><b>L'été dernier</b><br>Last summer<br><br><b>Hier</b> Yesterday | <b>je suis allé(e)</b><br>I went<br><br><b>il est allé</b><br>he went<br><br><b>elle est allée</b><br>she went<br><br><b>on est allé(e)</b><br>we went | <b>à l'école</b> to school                     | <b>et</b> and<br><br><b>puis</b> then<br><br><b>ensuite</b> then<br><br><b>alors</b> so<br><br><b>ainsi</b> so / thus<br><br><b>donc</b> so | <b>j'ai fait</b> I did<br><br><b>tu as fait</b> you did<br><br><b>Il a fait /elle a fait</b><br>he / she did<br><br><b>on a fait</b> we did<br><br><b>j'ai joué</b> I played<br><br><b>tu as joué</b> you played<br><br><b>Il a joué /elle a joué</b><br>he / she played<br><br><b>on a joué</b> we played | <b>du skate</b> some skateboard<br><b>du surf</b> some surfing<br><b>du vélo</b> some cycling<br><b>du patin à glace</b> some ice skating<br><b>du ski</b> some skiing   |
|   |  | <b>à la piscine</b> to the swimming pool       |   |  | <b>de la planche à voile</b> some windsurfing<br><b>de la voile</b> some sailing<br><b>de la randonnée</b> some hiking<br><b>de la natation</b> some swimming<br><b>de la danse</b> some dancing<br><b>de la plongée</b> some scuba diving |
|   |  | <b>au terrain de sport</b> to the sports field |   |  | <b>de l'escalade</b> some rock climbing<br><b>de l'équitation</b> some horseriding<br><b>de l'athlétisme</b> some athletics  |
|   |  | <b>au parc</b> to the park                     |   |  | <b>au rugby</b> rugby<br><b>au hockey</b> hockey<br><b>au tennis</b> tennis<br><b>au football</b> football   |
|   |  | <b>à la plage</b> to the beach                 |   |  | <b>à la balle aux prisonniers</b> dodgeball<br><b>à la pétanque</b> bowls  |
|   |  | <b>dans le jardin</b> in the garden            |   |  | <b>aux fléchettes</b> darts<br><b>aux boules</b> bowls   |

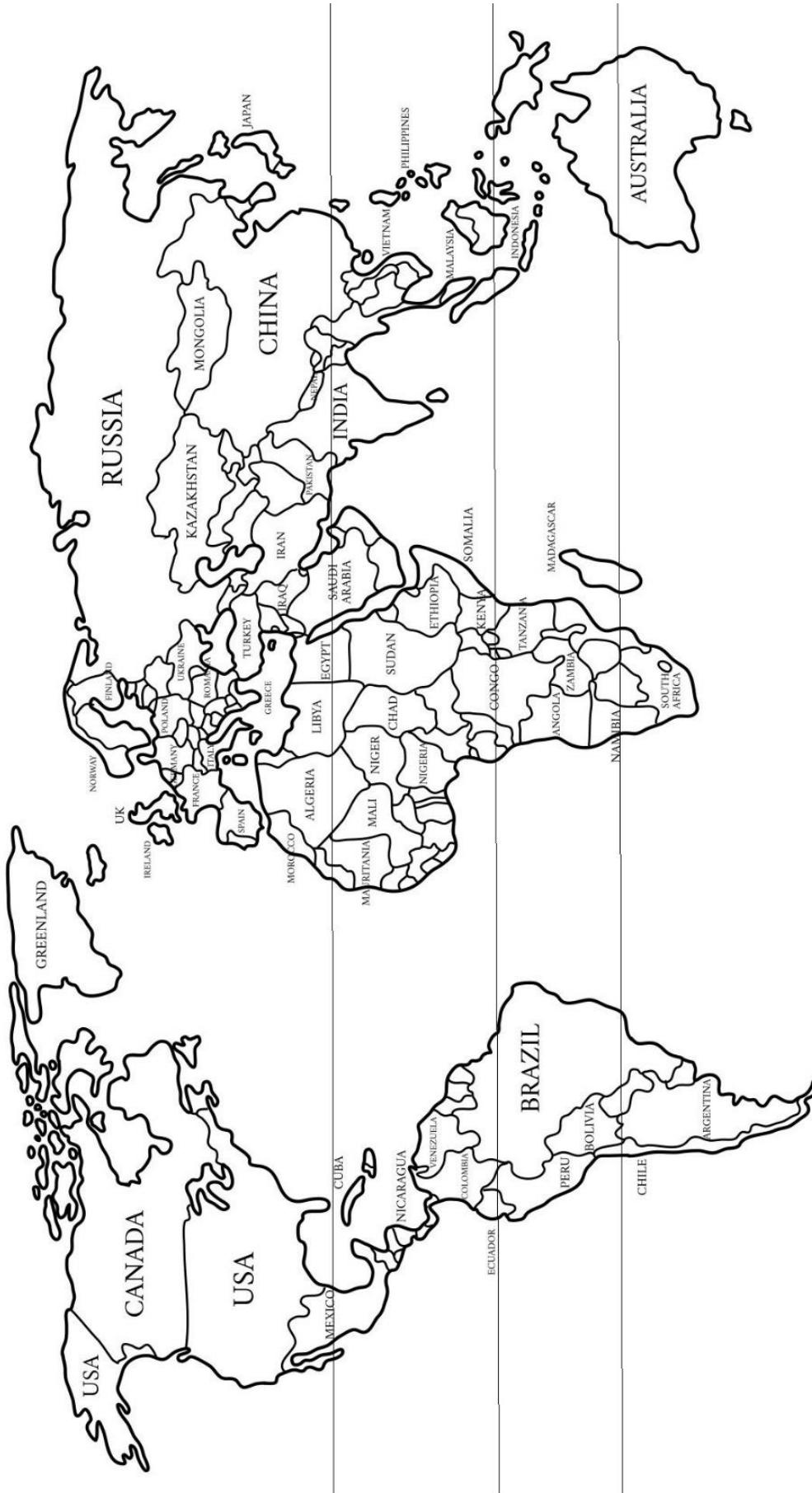
|    |  |  |  |
|----|--|--|--|
| 1. | What is development?   | An improvement in living standards   |  |
| 2. | Define AC  | Advanced countries, e.g. UK  |  |
| 3. | Define LIDC  | Low income countries, e.g. Zambia  |  |
| 4. | Define EDC   | Emerging and developing countries, e.g. India, Brazil                            |  |
| 5. | Name two development indicators that are used to measure the development of a country. | <ul style="list-style-type: none"> <li>• Wealth</li> <li>• Population</li> </ul> |  |

|     |  |  |  |
|-----|--|--|--|
| 6.  | What two factors affect development?                   | <ul style="list-style-type: none"> <li>• Climate</li> <li>• Lack of resources</li> <li>• Trade</li> </ul>          |  |
| 7.  | How does climate affect development?                   | Droughts are common. The result is that crops and food may suffer.   |  |
| 8.  | How does trade affect development?                     | If a country has products to sell and trade, then they can make money to develop (e.g. food, wood)                 |  |
| 9.  | How does availability of resources affect development? | Natural resources, such as food, energy and water and minerals, can help improve a country's level of development. |  |
| 10. | What key skills do we use to describe a location?      | <ul style="list-style-type: none"> <li>• Continent</li> <li>• Compass directions</li> </ul>                        |  |

|     |   |   |  |
|-----|---|---|--|
| 11. | Name two factors that affect development in African countries.        | <ul style="list-style-type: none"> <li>• Lack of water</li> <li>• Poor education</li> </ul>                         |  |
| 12. | What is the link between a poor climate and development?              | Poor climate → poor growing conditions → less food production → unhealthy population → country struggles to develop |  |
| 13. | What are the three main resources of the world?                       | <ul style="list-style-type: none"> <li>• Water</li> <li>• Energy</li> <li>• Food</li> </ul>                         |  |
| 14. | What term is defined as the state of being extremely poor?            | Poverty   |  |
| 15. | What does Zambia trade lots of to make money and develop the country? | Copper  |  |

|     |  |   |  |
|-----|--|---|--|
| 16. | What are the MDGs?                               | Millennium Development Goals – an agreement from countries to combat poverty                                    |  |
| 17. | Where is Zambia located?                         | Southern Africa   |  |
| 18. | Why is Zambia undeveloped?                       | <ul style="list-style-type: none"> <li>• They are in debt.</li> <li>• Lack of trading opportunities.</li> </ul> |  |
| 19. | What project was used to help Zambia to develop? | Room to Read  |  |
| 20. | Name one advantage of this project.              | 1615 girls participated in primary education  |  |

## Y8 GEOGRAPHY – WORLD MAP



## Y8 HISTORY KNOWLEDGE ORGANISER – WHAT CAN WE LEARN FROM WHITECHAPEL ABOUT THE INDUSTRIAL REVOLUTION?

|    |   |                               |  |
|----|---|-------------------------------|--|
| 1. | What does source content refer to?  | Words or images in the source |  |
| 2. | What does source origin refer to?   | Who made it, when and where   |  |
| 3. | What does source purpose refer to?  | Why the source was made       |  |
| 4. | How much did the population increase during the Industrial Revolution?                | 11 million to 40 million      |  |
| 5. | How much of the country changed from rural (countryside) to urban (towns and cities)? | 80% rural to 80% urban        |  |

|     |   |   |  |
|-----|---|---|--|
| 6.  | Give one aspect of life in Whitechapel that Charles Booth investigated.                   | <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Work and factories</li> <li>• Religion</li> </ul> |  |
| 7.  | What did Charles Booth create to show his findings?                                       | Map of Whitechapel  |  |
| 8.  | What was the system called where mass production was in one building?                     | Factory system  |  |
| 9.  | Which immigrant community came to Whitechapel from Eastern Europe and the Russian Empire. | Jewish people   |  |
| 10. | What was the infant mortality rate for working class children?                            | 1 in 3  |  |

|     |   |  |  |
|-----|---|--|--|
| 11. | What did James Simpson discover to ensure that people stayed unconscious during surgery?                              | Chloroform   |  |
| 12. | What did Joseph Lister use to ensure that infections did not spread during surgery?                                   | Carbolic acid  |  |
| 13. | When did the first passenger train start operating?   | 1825   |  |
| 14. | What two police forces were established in London during the Industrial Revolution?                                   | <ul style="list-style-type: none"> <li>• Metropolitan Police</li> <li>• City of London Police</li> </ul> |  |
| 15. | What was the name of Hallie Rubenhold's study which explored the lives of the five women murdered by Jack the Ripper? | The Five   |  |

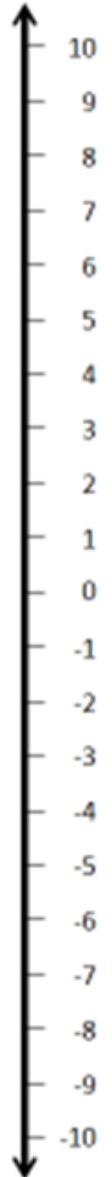


## Y8 HISTORY KNOWLEDGE ORGANISER – WHY SHOULD BRITAIN NOT FORGET THE SLAVE TRADE?

|     |  |   |  |
|-----|--|---|--|
| 1.  | Name three powerful African kingdoms before 1700.  | <ul style="list-style-type: none"> <li>• Songhai Empire</li> <li>• Kingdom of Benin</li> <li>• Kingdom of Ghana</li> </ul>                    |  |
| 2.  | When did the first English sailors take enslaved people from Africa?                                     | 1562  |  |
| 3.  | What was the trade across the Atlantic Ocean called?   | The Triangle of Trade   |  |
| 4.  | What goods would be taken by European traders to Africa on the first stage of the trade?                 | <ul style="list-style-type: none"> <li>• Guns</li> <li>• Alcohol</li> <li>• Manufactured goods</li> </ul>                                     |  |
| 5.  | What was the second stage called where European traders bought enslaved people and crossed the Atlantic? | Middle Passage  |  |
| 6.  | What would European traders trade on the third stage for goods such as cotton or sugar?                  | Enslaved people   |  |
| 7.  | What percentage of enslaved people died on the Middle Passage journey?                                   | 55%   |  |
| 8.  | How were enslaved people bought and sold in the Americas and Caribbean?                                  | At auctions   |  |
| 9.  | What were the farms in the USA called which enslaved people worked on?                                   | Plantations   |  |
| 10. | Give two examples of the conditions on plantations in the USA?   | <ul style="list-style-type: none"> <li>• Long hours</li> <li>• No pay</li> <li>• Low life expectancy</li> <li>• Severe punishments</li> </ul> |  |
| 11. | What was the island called where enslaved people rebelled?   | Haiti   |  |
| 12. | Who led a famous rebellion of enslaved people in the USA?  | Nat Turner  |  |
| 13. | Give one example of a former enslaved person who wrote about their experiences.                          | <ul style="list-style-type: none"> <li>• Olaudah Equiano</li> <li>• Mary Prince</li> </ul>  |  |
| 14. | What was the name of the Dorset MP who wanted to abolish slavery?  | Sir Thomas Foxwell Buxton   |  |
| 15. | When was slavery finally abolished in the British Empire?  | 1833  |  |

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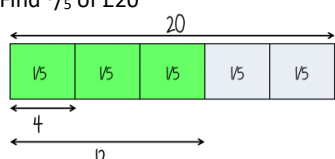
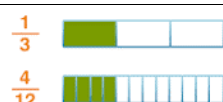
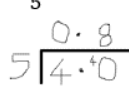
| X  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |



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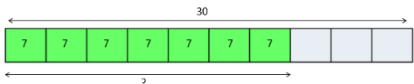
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|   |   |   |  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
|---|---|---|--|---------------|---------------|----------------|----------------|-----------------|---------------|----------------|----------------|-----------------|---------|-----|-------------|------|-----|-------|-----|------|------|
| 1.  | What is a <b>fraction</b> ?                                     | A fraction is a part of a whole.<br>A quantity is split into equal parts.   | $\frac{2}{3}$ means 'two in every three'.  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 2.  | What is the top number of the fraction called?                  | Numerator.  |  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 3.  | What is the bottom number of the fraction called?               | Denominator.  |  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 4.  | What is an <b>improper</b> fraction?                            | A fraction where the numerator is more than the denominator.  | E.g. $\frac{10}{7}$  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 5.  | What is a <b>mixed number</b> ?                                 | A whole number and a fraction together.   | E.g. $1\frac{3}{7}$  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 6.  | How do I <b>calculate a fraction of an amount</b> ?             | <ul style="list-style-type: none"> <li>Divide by the denominator to find the value of one part.</li> <li>Multiply by the numerator to find the value of multiple parts</li> </ul>                       | Find $\frac{3}{5}$ of £20<br> <ul style="list-style-type: none"> <li><math>20 \div 5 = 4</math></li> <li><math>3 \times 4 = 12</math></li> </ul>  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 7.  | What are <b>equivalent fractions</b> ?                          | Fractions that look different but have the same value. <ul style="list-style-type: none"> <li>Multiply or divide the numerator and denominator by the same value.</li> </ul>                            |  $\frac{1}{3} = \frac{1 \times 4}{3 \times 4} = \frac{4}{12}$   |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 8.  | How do I <b>simplify/cancel</b> fractions?                      | <ul style="list-style-type: none"> <li>Divide both the numerator and denominator by their HCF.</li> </ul>   | Simplify $\frac{18}{24}$ <ul style="list-style-type: none"> <li>HCF(18,24) = 6</li> <li><math>\frac{18}{24} = \frac{18 \div 6}{24 \div 6} = \frac{3}{4}</math></li> </ul>  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 9.  | How do I <b>compare</b> or <b>order</b> fractions?              | <ul style="list-style-type: none"> <li>Use equivalence to make each fractions denominators the same.</li> <li>Compare/order the numerators.</li> </ul>  | Compare $\frac{2}{3}$ and $\frac{3}{5}$ . <ul style="list-style-type: none"> <li><math>\frac{2}{3} = \frac{10}{15}</math>; <math>\frac{3}{5} = \frac{9}{15}</math></li> <li><math>\frac{10}{15} &gt; \frac{9}{15}</math></li> <li><math>\frac{2}{3} &gt; \frac{3}{5}</math></li> </ul> |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 10.   | How do I <b>add</b> or <b>subtract</b> fractions?               | <ul style="list-style-type: none"> <li>Use equivalence to make each fractions denominators the same.</li> <li>Add/subtract the numerators.</li> </ul>   | Calculate $\frac{1}{5} + \frac{3}{4}$ <ul style="list-style-type: none"> <li><math>\frac{1}{5} = \frac{4}{20}</math>; <math>\frac{3}{4} = \frac{15}{20}</math></li> <li><math>\frac{4}{20} + \frac{15}{20} = \frac{19}{20}</math></li> </ul>   |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 11.   | How do I <b>multiply</b> fractions?                             | <ul style="list-style-type: none"> <li>Multiply numerators.</li> <li>Multiply denominators.</li> </ul>  | Calculate $\frac{1}{5} \times \frac{3}{4}$ <ul style="list-style-type: none"> <li><math>\frac{1 \times 3}{5 \times 4} = \frac{3}{20}</math></li> </ul>   |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 12.   | How do I <b>divide</b> fractions?                               | <ul style="list-style-type: none"> <li>Keep the first fraction.</li> <li>Change the <math>\div</math> to <math>\times</math></li> <li>Flip the second fraction.</li> </ul>                              | Calculate $\frac{1}{5} \div \frac{3}{4}$ <ul style="list-style-type: none"> <li><math>\frac{1}{5} \times \frac{4}{3} = \frac{4}{15}</math></li> </ul>  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 13.   | How do I <b>divide</b> fractions by integers?                   | <ul style="list-style-type: none"> <li>Multiply the fraction by the reciprocal of the integer.</li> </ul>   | $\frac{2}{5} \div 7 = \frac{2}{5} \times \frac{1}{7}$  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 14.   | How do I <b>express one quantity as a fraction of another</b> ? | <ul style="list-style-type: none"> <li>The first quantity becomes the numerator, the second quantity becomes the denominator.</li> <li>Simplify.</li> </ul>   | 24 out of 80 = $\frac{24}{80} = \frac{3}{10}$  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 15.   | How do I <b>convert fractions to decimals</b> ?                 | <ul style="list-style-type: none"> <li>Divide the numerator by the denominator.</li> </ul>  | $\frac{4}{5} = 4 \div 5$<br>  |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| 16.   | How do I <b>convert decimals to fractions</b> ?                 | <ul style="list-style-type: none"> <li>Use <math>0.1 = \frac{1}{10}</math></li> <li>Use <math>0.01 = \frac{1}{100}</math></li> <li>Use <math>0.001 = \frac{1}{1000}</math></li> <li>Simplify</li> </ul> | <ul style="list-style-type: none"> <li><math>0.3 = \frac{3}{10}</math></li> <li><math>5.13 = 5\frac{13}{100}</math></li> </ul>   |               |               |                |                |                 |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="width: 12.5%;">Fraction</td> <td style="width: 12.5%;"><math>\frac{1}{2}</math></td> <td style="width: 12.5%;"><math>\frac{1}{3}</math></td> <td style="width: 12.5%;"><math>\frac{1}{4}</math></td> <td style="width: 12.5%;"><math>\frac{1}{5}</math></td> <td style="width: 12.5%;"><math>\frac{1}{8}</math></td> <td style="width: 12.5%;"><math>\frac{1}{10}</math></td> <td style="width: 12.5%;"><math>\frac{1}{20}</math></td> <td style="width: 12.5%;"><math>\frac{1}{100}</math></td> </tr> <tr> <td>Decimal</td> <td>0.5</td> <td><math>0.\dot{3}</math></td> <td>0.25</td> <td>0.2</td> <td>0.125</td> <td>0.1</td> <td>0.05</td> <td>0.01</td> </tr> </tbody> </table> |   |   |  | Fraction      | $\frac{1}{2}$ | $\frac{1}{3}$  | $\frac{1}{4}$  | $\frac{1}{5}$   | $\frac{1}{8}$ | $\frac{1}{10}$ | $\frac{1}{20}$ | $\frac{1}{100}$ | Decimal | 0.5 | $0.\dot{3}$ | 0.25 | 0.2 | 0.125 | 0.1 | 0.05 | 0.01 |
| Fraction  | $\frac{1}{2}$   | $\frac{1}{3}$   | $\frac{1}{4}$  | $\frac{1}{5}$ | $\frac{1}{8}$ | $\frac{1}{10}$ | $\frac{1}{20}$ | $\frac{1}{100}$ |               |                |                |                 |         |     |             |      |     |       |     |      |      |
| Decimal   | 0.5   | $0.\dot{3}$   | 0.25   | 0.2           | 0.125         | 0.1            | 0.05           | 0.01            |               |                |                |                 |         |     |             |      |     |       |     |      |      |

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|    |   |  |  |
|----|---|--|--|
| 1. | What is a <b>percentage</b> ?                                     | A quantity where a whole is split into 100 parts.  | $27\% = 0.27 = \frac{27}{100}$<br>  |
| 2. | How do I write <b>percentages as fractions</b> ?                  | Write the percentage as the numerator and 100 as the denominator then simplify.  | $56\% = \frac{56}{100} = \frac{14}{25}$  |
| 3. | How do I <b>calculate a percentage of an amount</b> ?             | Break the percentage into smaller parts and calculate the value of each part. <ul style="list-style-type: none"> <li>Find 10%: divide by 10</li> <li>Find 1%: divide by 100</li> </ul> | Find 70% of £30<br><br><input type="radio"/> 10%: $30 \div 10 = 3$<br><input type="radio"/> 70%: $3 \times 7 = £21$ |
| 4. | How do I increase/decrease a quantity by a percentage?            | <ul style="list-style-type: none"> <li>Calculate the percentage of the amount.</li> <li>Add/subtract from the original quantity.</li> </ul>  | Increase £30 by 70%.<br><input type="radio"/> 70% of 30 = 21<br><input type="radio"/> 30 + 21 = £51  |
| 5. | How do I <b>express one quantity as a percentage of another</b> ? | <ul style="list-style-type: none"> <li>Divide the first quantity by the second quantity.</li> <li>Multiply by 100.</li> </ul>  | Seven balls in a bag of 10 are blue. Express this as a percentage.<br><input type="radio"/> $\frac{7}{10} \times 100 = 70\%$   |
| 6. | How do I calculate a <b>percentage change</b> ?                   | <ul style="list-style-type: none"> <li>Divide the actual change by the original quantity.</li> <li>Multiply by 100.</li> </ul>   | An item increases from £10 to £12. Calculate the percentage increase.<br><input type="radio"/> $\frac{2}{10} \times 100 = 20\%$  |

|     |  |   |   |
|-----|--|---|---|
| 7.  | What is a <b>ratio</b> ?                                       | Ratio compares multiple parts within a whole. Identify what represents each part and what represents the whole.   | The ratio of blue balls to red balls in a bag is 7:3.<br><input type="radio"/> If there are 10 balls, then 7 are blue and 3 are red.  |
| 8.  | How do I find <b>equivalent ratios</b> ?                       | Multiply or divide the parts of the ratio by the same value.  | The ratio of blue balls to red balls in a bag is 7:3. There are 28 blue balls. How many red balls are there?<br><input type="radio"/> $7:3 = 7 \times 4:3 \times 4 = 28:12$<br><input type="radio"/> There are 12 red balls.  |
| 9.  | How do I <b>simplify ratios</b> ?                              | Divide all parts of the ratio by the highest common factor  | $27:36 = 3:4$   |
| 10. | How do I <b>divide a quantity using a ratio</b> ?              | <ul style="list-style-type: none"> <li>Identify the number of parts in the whole.</li> <li>Find the value of one part by dividing the quantity by the number of parts.</li> <li>Multiply by the parts.</li> </ul> | The ratio of blue balls to red balls in a bag is 7:3. There are 30 balls in the bag. How many blue and red balls are there?<br><input type="radio"/> $7 + 3 = 10$<br><input type="radio"/> $30 \div 10 = 3$<br><input type="radio"/> $3 \times 7 = 21$ blue balls<br><input type="radio"/> $3 \times 3 = 9$ red balls |
| 11. | What does it mean if two quantities are in <b>proportion</b> ? | The quantities increase/decrease in the same ratio.   | 12 pencils cost £4.80. Find the cost of 5 pencils?<br><input type="radio"/> $4.80 \div 12 = £0.40p$<br><input type="radio"/> $0.40 \times 5 = £2.00$  |

|   |  |  |  |
|---|--|--|--|
| 12. How do I convert between standard units of measure?   |  |  | Other conversions:   |
| <i>Kilo</i> means 1000<br><i>Centi</i> means $\frac{1}{100}$<br><i>Milli</i> means $\frac{1}{1000}$ | 1 km = 1000 metres<br>1 metre = 100 cm<br>1 cm = 10 mm | 1 kg = 1000 grams<br>1 litre = 100 centilitres<br>1 gram = 1000 milligrams | <ul style="list-style-type: none"> <li>5 miles = 8 km</li> <li>1 inch <math>\approx</math> 2.5 cm</li> <li>1 kg <math>\approx</math> 2.2 pounds</li> <li>1 gallon <math>\approx</math> 4.5 litres</li> </ul> |

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|     |  |   |
|-----|--|---|
| 1.  | What word describes a collection of terms? e.g. $3x - 5$   | Expression  |
| 2.  | What word is used when an expression is equal to a number or another expression? E.g. $3x - 5 = 17$ , $3x - 5 = x + 9$ | Equation  |
| 3.  | What word is used when an algebraic statement contains any of the symbols $<$ , $>$ , $\leq$ or $\geq$ ?               | Inequality  |
| 4.  | What symbol means 'less than'?   | $<$   |
| 5.  | What symbol means 'more than'?   | $>$   |
| 6.  | What symbol means 'less than or equal to'?   | $\leq$  |
| 7.  | What symbol means 'more than or equal to'?   | $\geq$  |
| 8.  | What word describes values that must be found, usually represented as letters? E.g. $x$ or $y$ .                       | Unknown   |
| 9.  | What word describes the process of working out unknown values in an equation or inequality?                            | Solve   |
| 10. | What word describes the value of an unknown in an equation that makes it true?   | Solution  |
| 11. | How many solutions are there to a linear equation?   | One   |
| 12. | What word describes an opposite calculation? E.g. adding/subtracting.  | Inverse   |
| 13. | How do you rearrange an equation?  | $+$ , $-$ , $\times$ or $\div$ the same number or term to both sides of the equation.   |
| 14. | What are the general steps to solve a linear equation?   | <ol style="list-style-type: none"> <li>1. Remove any denominators.</li> <li>2. Remove any brackets and collect like terms.</li> <li>3. Rearrange the equation, using inverses, into the form <math>ax = b</math></li> <li>4. Divide both sides of the equation by <math>a</math></li> </ol> |
| 15. | When representing an inequality on a number line, what is used for numbers that are $<$ or $>$ ?                       | Open (white) circles  |
| 16. | When representing an inequality on a number line, what is used for numbers that are $\leq$ or $\geq$ ?                 | Closed (black) circles  |
| 17. | What happens when you multiply or divide an inequality by a negative number?   | The inequality symbol reverses.   |

### Examples of solving linear equations

|   |  |  |
|---|--|--|
| $\begin{array}{r} x + 6 = 8 \\ - 6 \quad - 6 \\ \hline x = 2 \end{array}$ | $\begin{array}{r} 2x - 4 = 10 \\ + 4 \quad + 4 \\ \hline 2x = 14 \\ \frac{2x}{2} = \frac{14}{2} \\ \hline x = 7 \end{array}$ | $\begin{array}{r} 6x - 5 = 3x + 10 \\ -3x \quad -3x \\ \hline 3x - 5 = 10 \\ + 5 \quad + 5 \\ \hline 3x = 15 \\ \frac{3x}{3} = \frac{15}{3} \\ \hline x = 5 \end{array}$ |
|---|--|--|

## Y8 MUSIC KNOWLEDGE ORGANISER – UNIT 8.2 FILM MUSIC COMPOSITION

|    |                               |  |  |
|----|-------------------------------|--|--|
| 1. | What is an ostinato?          | A repeating musical idea, could be a melody, rhythm or bass line.  |  |
| 2. | What is a pedal note?         | A long held note under a melody; usually the tonic (first note of the scale) or dominant (fifth note of the scale).  |  |
| 3. | Name four string instruments. | <ul style="list-style-type: none"> <li>• Violin</li> <li>• Viola</li> <li>• Cello</li> <li>• Double bass</li> </ul> (will also accept any other valid string instrument) |  |
| 4. | What is a semitone?           | The smallest distance you can go between two notes, e.g. C -> C#   |  |
| 5. | What does chromatic mean?     | All of the black and white notes are used; the music moves in semitones.   |  |

|     |                                   |  |  |
|-----|-----------------------------------|--|--|
| 6.  | What is dissonance?               | Dissonance is when you choose notes that clash together and sound unpleasant rather than creating a nice harmony.  |  |
| 7.  | What is a leitmotif?              | A musical melody or rhythm that is associated with a particular character or place. It is repeated lots of times over the course of a film.  |  |
| 8.  | What are hit-points?              | Specific moments where the music can sync up precisely with the action on screen.  |  |
| 9.  | Name four brass instruments.      | <ul style="list-style-type: none"> <li>• Trumpet</li> <li>• Trombone</li> <li>• French Horn</li> <li>• Tuba</li> </ul> (will also accept any other valid brass instrument answer)              |  |
| 10. | Name four percussion instruments. | <ul style="list-style-type: none"> <li>• Snare drum</li> <li>• Crash cymbal</li> <li>• Bass drum</li> <li>• Timpani</li> </ul> (will also accept any other valid percussion instrument answer) |  |

|     |   |  |  |
|-----|---|--|--|
| 11. | Name four woodwind instruments.   | <ul style="list-style-type: none"> <li>• Flute</li> <li>• Clarinet</li> <li>• Oboe</li> <li>• Saxophone</li> </ul>   |  |
| 12. | What does staccato mean?  | When the notes are played short and snappy. The opposite is called legato.   |  |
| 13. | What does texture mean in music?  | How many different layers there are in the music. Thin texture would be only one or two musical layers; a thick texture would have lots of different parts playing together. |  |
| 14. | What key features might you expect to hear for a heroic melody in a film? | Use of brass and percussion. The melody ascending (going up) in a leap of a fourth or a fifth.   |  |
| 15. | What is a rhythmic ostinato?  | A short rhythmic pattern that repeats multiple times.  |  |

## Y8 PRE KNOWLEDGE ORGANISER – UNIT 2: WHY DO WE SUFFER? BUDDHISM

|    |   |                    |  |
|----|---|--------------------|--|
| 1. | Is Buddhism an Eastern or Western religion?   | Eastern            |  |
| 2. | What is a follower of Buddhism known as?      | Buddhist           |  |
| 3. | What is the community of Buddhists called?    | Sangha             |  |
| 4. | What is the Buddhist place of worship called? | Temple             |  |
| 5. | Who was the founder of Buddhism?              | Siddhartha Gautama |  |

|     |  |   |  |
|-----|--|---|--|
| 6.  | What were the four sights that Siddhartha saw?                                   | <ul style="list-style-type: none"> <li>• A sick person</li> <li>• An old person</li> <li>• A dead body</li> <li>• A holy man</li> </ul> |  |
| 7.  | What does Buddha mean?   | Awakened or enlightened one   |  |
| 8.  | What is the Buddhist term for finding happiness?                                 | Enlightenment   |  |
| 9.  | According to Buddhism, what is the term for being obsessed with physical things? | Materialism   |  |
| 10. | What is the word for giving up material things and living a life without riches? | Ascetic   |  |

|     |   |                          |  |
|-----|---|--------------------------|--|
| 11. | What is the name of the teaching from the Buddha on how you can stop suffering? | The Four Noble Truths    |  |
| 12. | What is the word for finding balance in life?                                   | The Middle Way           |  |
| 13. | What is the symbol of Enlightenment?  | Lotus flower             |  |
| 14. | When you reach Enlightenment, where do you go?                                  | Nirvana                  |  |
| 15. | What are the rules Buddhists follow to achieve Enlightenment?                   | The Noble Eightfold path |  |

|     |   |               |  |
|-----|---|---------------|--|
| 16. | What is the name for Buddhists who do not live as Monks but follow the teachings of the Buddha? | Lay Buddhist  |  |
| 17. | What is the word for giving to charity?   | Alms          |  |
| 18. | What is a Bhikkhu?  | A male monk   |  |
| 19. | What is a Bhikkhuni?  | A female monk |  |
| 20. | What is the name for a rule or guide for living?  | Precept       |  |

|     |  |               |  |
|-----|--|---------------|--|
| 21. | Do Buddhists believe in Rebirth or Reincarnation?                              | Rebirth       |  |
| 22. | What are good actions called?  | Karma         |  |
| 23. | What is the name of the symbol for the different realms Buddhists may live in? | Wheel of life |  |



**Only religious people should look after the environment – Discuss.**

|     |  |  |  |
|-----|--|--|--|
| 1.  | What is the term for the surroundings or conditions in which a person, animal, or plant lives or operates?                                       | Environment  |  |
| 2.  | List two ways we are destroying the environment.   | <ul style="list-style-type: none"> <li>• Water pollution</li> <li>• Population growth</li> <li>• Litter</li> <li>• Waste</li> <li>• Deforestation</li> <li>• Use of fossil fuels</li> <li>• Plastic waste</li> </ul>   |  |
| 3.  | What is the term for our duty to deal with or take care of someone or something?   | Responsibility   |  |
| 4.  | List two ways you can be responsible to the environment.   | <ul style="list-style-type: none"> <li>• Educate others to follow the law</li> <li>• Pick up litter</li> </ul>   |  |
| 5.  | What is the term used for how the world was made?  | Creation   |  |
| 6.  | How many days did it take for the world to be created in the Jewish Christian and Muslim creation account?                                       | 7 days   |  |
| 7.  | State what God created on two of the 7-day creation story.   | <ul style="list-style-type: none"> <li>• Day 1: God created the heavens and earth light and dark</li> <li>• Day 2: God created the sky and sea</li> <li>• Day 3: God created land and plants</li> <li>• Day 4: God created sun moon stars seasons</li> <li>• Day 5: God created fish and birds</li> <li>• Day 6: God created land animals and humans</li> <li>• Day 7: God rested</li> </ul> |  |
| 8.  | What is the name of the book where the Muslim Christian and Jewish creation story can be found?  | Genesis  |  |
| 9.  | What does the word Genesis mean?   | Origins or beginning   |  |
| 10. | What is the term for someone who looks after the world?  | Steward  |  |
| 11. | What is the term for someone who does what they like to the world?   | Dominion   |  |
| 12. | What is the Muslim term for a steward?   | Khalifa  |  |
| 13. | State two ways you can be a steward.   | <ul style="list-style-type: none"> <li>• Recycle</li> <li>• Switch off lights</li> <li>• Use green fuels, like wind and solar panels</li> <li>• Plant trees</li> </ul>   |  |
| 14. | What is the name for the person who does not believe in God but believes you should use science for the good of humans and to be kind to humans? | Humanist   |  |
| 15. | What is the Jewish term for healing the world?   | Tikkum Olam  |  |

## Y8 SCIENCE KNOWLEDGE ORGANISER – BIOLOGY: 10 - 12

### INHERITANCE, DRUGS AND HEALTH

|    |  |                   |  |
|----|--|-------------------|--|
| 1. | What name is given to the small differences between similar plants and animals     | Variation         |  |
| 2. | This must be the same for organisms to successfully breed                          | Species           |  |
| 3. | What carries the information to control the characteristics of an organism?        | Genes             |  |
| 4. | What our genetic information is made from  | DNA               |  |
| 5. | When competition for resources made one organism more able to survive than another | Natural selection |  |

|     |   |                      |  |
|-----|---|----------------------|--|
| 6.  | When people choose what characteristics they want in offspring.               | Artificial selection |  |
| 7.  | Deliberately mating specific organisms in an attempt to make better offspring | Selective breeding   |  |
| 8.  | When all members of a species die out   | Extinction           |  |
| 9.  | A store of tissue or cell samples from endangered species                     | Gene bank            |  |
| 10. | What is the process of testing drugs on a small group of people?              | Clinical trial       |  |

|     |  |             |  |
|-----|--|-------------|--|
| 11. | What are small unicellular organisms with cell walls, membranes and cytoplasm but no proper nucleus? | Bacteria    |  |
| 12. | What organism has a strand of DNA surrounded by a protein coat?                                      | Virus       |  |
| 13. | What are the white blood cells that engulf and digest microbes?                                      | Phagocytes  |  |
| 14. | Which cells make chemicals called antibodies and antitoxins?   | Lymphocytes |  |
| 15. | What process uses a dead or weakened form of the pathogen to boost our immunity to the disease?      | Vaccination |  |

|     |  |             |  |
|-----|--|-------------|--|
| 16. | Chemicals produced by fungi that either kill bacteria or stop them growing | Antibiotics |  |
| 17. | A thin layer of nutrient gel in a petri dish for growing bacteria          | Agar plate  |  |

## Y8 SCIENCE KNOWLEDGE ORGANISER – CHEMISTRY 7 – 9: THE PERIODIC TABLE, REACTIVITY AND ACIDS


|    |   |                   |  |
|----|---|-------------------|--|
| 1. | What name is given to a column of similar elements on the periodic table? | Group             |  |
| 2. | What name is given to a row on the periodic table?                        | Period            |  |
| 3. | Which part of the atom tells us where it goes on the periodic table?      | Protons           |  |
| 4. | How are the electrons on an atom arranged?                                | In shells         |  |
| 5. | What name is given to the list of metals in order of reactivity?          | Reactivity Series |  |

|     |   |               |  |
|-----|---|---------------|--|
| 6.  | Which group of metals react easily with water?  | Alkali Metals |  |
| 7.  | What name is given to reactions where a more reactive metal takes the place of a less reactive one? | Displacement  |  |
| 8.  | What name is given to the rocks that can be processed to extract metals?                            | Ore           |  |
| 9.  | What name is given to the process of purifying metals using electricity?                            | Electrolysis  |  |
| 10. | What property of metals means 'easy to shape'?  | Malleable     |  |





|     |   |                                |  |
|-----|---|--------------------------------|--|
| 11. | What property of metals means can be pulled into thin strands or wires? | Ductile                        |  |
| 12. | What property of metals means they make a ringing sound when struck?    | Sonorous                       |  |
| 13. | When acids react with metals, what 2 products are formed?               | Salt and Hydrogen              |  |
| 14. | When acids react with carbonates, what 3 products are formed?           | Salt, water and carbon dioxide |  |
| 15. | When acids react with alkalis what 2 products are formed?               | Salt and water                 |  |

|     |   |       |  |
|-----|---|-------|--|
| 16. | What name is given to insoluble metal oxides?                   | Bases |  |
| 17. | What name is given to atoms that have gained or lost electrons? | Ion   |  |






**Sentence Builder 1 – My usual holidays**

|  <b>¿Adónde vas de vacaciones normalmente?</b> –<br>Where do you go on holidays normally? |                                      |  <b>¿Cómo vas?</b><br>How do you go? |   |  <b>¿Con quién vas de vacaciones?</b><br>Who do you go on holidays with? |                       |   |                    |                                   |   |
|--|--------------------------------------|---|---|---|-----------------------|---|--------------------|-----------------------------------|---|
| <b>Mis vacaciones</b> – My holidays  | <b>Normalmente</b><br>Normally       | <b>de vacaciones</b><br>on holidays   | <b>a Alemania</b><br>to Germany                 | <b>Voy</b><br>I go  | <b>en</b><br>in/on/by | <b>autocar</b> - coach  | <b>con</b><br>with | <b>mi familia</b> - my family     |   |
|  | <b>Siempre</b><br>Always             |   | <b>a Escocia</b><br>to Scotland                 |   |                       | <b>Vamos</b><br>We go   |                    | <b>avión</b> - plane              | <b>mis padres</b> - my parents          |
|  | <b>Cada verano</b><br>Every summer   |   | <b>a los Estados Unidos</b><br>to the USA       |   |                       | <b>Viajo</b><br>I travel  |                    | <b>barco</b> - boat               | <b>mi hermano</b> - my brother          |
|  | <b>Cada invierno</b><br>Every winter |   | <b>a España</b><br>to Spain                     |   |                       | <b>Viajamos</b><br>We travel  |                    | <b>bicicleta</b> - bike           | <b>mi hermana</b> - my sister           |
|  | <b>Cada año</b><br>Every year        |   | <b>a Francia</b><br>to France                   |   |                       |  |                    | <b>coche</b> - car                | <b>mi clase</b> - my class              |
|  | <b>En agosto</b><br>In August        |   | <b>a Gales</b><br>to Wales                      |   |                       |   |                    | <b>motocicleta</b> -<br>motorbike | <b>mi amigo</b> - my friend<br>(male)   |
|  |                                      |   | <b>a Grecia</b><br>to Greece                    |   |                       |   |                    | <b>tren</b> - train               | <b>mi amiga</b> - my friend<br>(female) |
|  | <b>a Inglaterra</b><br>to England    | <b>a pie</b><br>on foot   | <b>mis amigos</b> - my friends                  |   |                       |   |                    |                                   |   |
|  | <b>a Irlanda</b><br>to Ireland       |   | <b>mis amigas</b> - my (female<br>only) friends |   |                       |   |                    |                                   |   |
|  |                                      |   |   | <b>mi novio</b> - my boyfriend  |                       |   |                    |                                   |   |
|  |                                      |   |   | <b>mi novia</b> - my girlfriend   |                       |   |                    |                                   |   |




**Sentence Builder 2 – What I like to do on holiday**

|   <b>¿Qué te gusta hacer en vacaciones?</b><br>What do you like to do on holidays? |   |   |                          |  |  |                 |                                   |                                    |
|--|---|---|--------------------------|---|--|-----------------|-----------------------------------|------------------------------------|
| <b>Opiniones de vacaciones</b> Opinions on holidays  | <b>Suelo</b> - I tend to                | <b>alojarme en un hotel</b><br>to stay in a hotel   | <b>porque</b><br>because | <b>es</b><br>it is  | <b>arriesgado/a</b><br>risky             | <b>y</b><br>and |                                   |                                    |
|  | <b>Prefiero</b> - I prefer              | <b>comer en restaurantes típicos</b><br>to eat in typical restaurants   |                          |   | <b>bastante</b><br>quite                 |                 | <b>educativo/a</b><br>educational |                                    |
|  | <b>Me mola</b> - I love                 | <b>ir de compras a mercados</b><br>to go shopping in markets  |                          |   | <b>un poco</b><br>a bit                  |                 | <b>estimulante</b><br>stimulating |                                    |
|  | <b>Me encanta</b> - I love              | <b>jugar al voleibol</b><br>to play volleyball  |                          |   | <b>no es</b><br>it is not                |                 | <b>flipante</b><br>amazing        |                                    |
|  | <b>Me gusta</b> - I like                | <b>nadar en el mar</b><br>to swim in the sea  |                          |   | <b>una aventura</b><br>an adventure      |                 | <b>peligroso/a</b><br>dangerous   | <b>también</b><br>also             |
|  | <b>Me gusta mucho</b> -<br>I like a lot | <b>pasear por la playa</b><br>to stroll along the beach   |                          |   |  |                 | <b>relajante</b><br>relaxing      | <b>además</b><br>in addition       |
|  | <b>No me importa</b> -<br>I don't mind  | <b>sacar fotos</b><br>to take photos  |                          |   | <b>¡Qué aburrimiento!</b> - What a bore! |                 | <b>la pera</b><br>incredible      | <b>pero</b> but                    |
|  | <b>No me gusta</b> - I don't like       | <b>tomar el sol</b><br>to sunbathe  |                          |   |  |                 |                                   | <b>sin embargo</b><br>however      |
|  | <b>Me aburre</b> - It bores me          | <b>visitar los monumentos históricos</b><br>to visit historical monuments   |                          |   | <b>¡Qué chulo!</b> - How awesome!        |                 |                                   | <b>no obstante</b><br>nevertheless |
|  | <b>Detesto</b> - I hate                 |   |                          |   | <b>¡Qué fastidio!</b> - How annoying!    |                 |                                   |                                    |
| <b>Odio</b> - I hate   |   |   |                          |   |  |                 |                                   |                                    |

### Sentence Builder 3 – My past holidays

|  |   |  |  |  |   |   |  |   |
|--|---|--|--|--|---|---|--|---|
| Las vacaciones pasadas - Past holidays | <b>¿Adónde fuiste de vacaciones?</b> <br>Where did you go on holidays?   |  | <b>¿Cómo fuiste?</b> <br>How did you go?  |  | <b>¿Con quién fuiste de vacaciones?</b><br>Who did you go on holidays with? |   |  |   |
|  | <b>El año pasado</b> Last year<br><b>Hace dos años</b> Two years ago<br><b>En verano</b> in summer<br><b>En julio</b> in July<br><b>La semana pasada</b> last week<br><b>Durante las vacaciones</b> During the holidays | <b>fui</b> I went<br><b>fuiste</b> you went<br><b>fue</b> he/she/it went<br><b>fuimos</b> we went<br><b>fuisteis</b> you all went<br><b>fueron</b> they went   | <b>de vacaciones</b><br>on holidays  | <b>a Alemania</b> to Germany<br><b>a Escocia</b> to Scotland<br><b>a los Estados Unidos</b> to the USA<br><b>a España</b> to Spain<br><b>a Francia</b> to France<br><b>a Gales</b> to Wales<br><b>a Grecia</b> to Greece<br><b>a Inglaterra</b> to England<br><b>a Irlanda</b> to Ireland  | <b>en</b> in/on<br><b>/by</b><br><b>a pie</b> on foot                       | <b>autocar</b> - coach<br><b>avión</b> - plane<br><b>barco</b> - boat<br><b>bicicleta</b> - bike<br><b>coche</b> - car<br><b>motocicleta</b> - motorbike<br><b>tren</b> - train | <br><b>con</b> (with) | <b>mi familia</b> - my family<br><b>mis padres</b> - my parents<br><b>mi hermano</b> - my brother<br><b>mi hermana</b> - my sister<br><b>mi clase</b> - my class<br><b>mi amigo</b> - my friend (male)<br><b>mi amiga</b> - my friend (female)<br><b>mis amigos</b> - my friends<br><b>mis amigas</b> - my (female only) friends<br><b>mi novio</b> - my boyfriend<br><b>mi novia</b> - my girlfriend |
|  | <b>¿Cómo era?</b> How was it?    |  |  | <b>¿Por qué?</b> Why?  |   |   |  |   |
|  | <b>Era</b><br>It was  | <b>guay</b> cool<br><b>divertido</b> fun/funny<br><b>entretenido</b> entertaining<br><b>estupendo</b> brilliant<br><b>fantástico</b> fantastic<br><b>genial</b> great<br><b>relajante</b> relaxing<br><b>aburrido</b> boring<br><b>un desastre</b> a disaster<br><b>horrible</b> horrible<br><b>raro</b> weird | <br><b>porque</b> because<br><b>ya que</b> since/as<br><b>dado que</b><br>given that<br><b>puesto que</b> since | <b>visité monumentos interesantes</b> I visited interesting monuments<br><b>conocí a una chica guapa</b> I met a beautiful girl<br><b>hizo buen tiempo</b> the weather was good<br><b>descansé mucho</b> I relaxed a lot<br><b>perdí mi pasaporte</b> I lost my passport<br><b>comí algo malo y vomité</b> I ate something bad and threw up<br><b>llovió</b> it rained<br><b>discutí con mi hermano</b> I argued with my brother |   |   |  |   |
| <b>Lo pasé...</b><br>I had a... time   | <b>bomba</b> amazing<br><b>fatal</b> awful  |  |  |  |   |   |  |   |

### Sentence Builder 4 – What I did on holiday

|                                       |  |  |  |                             |  |  |
|---------------------------------------|--|--|--|-----------------------------|--|--|
| Las vacaciones pasadas- Past holidays |  <b>¿Qué hiciste durante las vacaciones?</b>  <br>What did you do on holidays?    |  |  |                             |  |  |
|                                       | <b>El verano pasado</b> Last summer<br><b>El primer día</b> On the first day<br><b>El segundo día</b> On the second day<br><b>El último día</b> On the last day<br><b>En cuanto llegamos</b> As soon as we arrived<br><b>Antes de irnos</b> Before we left<br><b>Después</b> Afterwards<br><b>Más tarde</b> Later<br><b>Finalmente</b> Finally | <b>visité</b> I visited<br><b>vi</b> I saw<br><b>saqué fotos de</b> I took photos of   | <b>el campo</b> the countryside<br><b>una catedral</b> a cathedral<br><b>un castillo</b> a castle<br><b>un centro comercial</b> a shopping centre<br><b>monumentos</b> monuments<br><b>un museo</b> a museum<br><b>un parque temático</b> a theme park   |                             |  |  |
|                                       | <b>Cuando</b><br>When  | <b>hizo sol</b> it was sunny<br><b>hizo calor</b> it was hot<br><b>hizo frío</b> it was cold<br><b>llovió</b> it was rained<br><b>hizo viento</b> it was windy<br><b>nevió</b> it snowed | <b>bailé</b> I danced<br><b>monté en bicicleta</b> I rode a bike<br><b>descansé</b> I relaxed<br><b>mandé mensajes</b> I sent messages<br><b>escuché música</b> I listened to music<br><b>tomé el sol</b> I sunbathed<br><b>saqué fotos</b> I took photos<br><b>jugué al voleibol en la playa</b> I played volleyball on the beach<br><b>fui de excursión</b> I went on a trip<br><b>nadé en el mar</b> I swam in the sea<br><b>comí en un restaurante</b> I ate in a restaurant<br><b>bebí agua</b> I drank water<br><b>salí</b> I went out<br><b>escribí mensajes</b> I wrote messages | <b>que era</b><br>which was | <b>guay</b> cool<br><b>divertido</b> fun/funny<br><b>entretenido</b> entertaining<br><b>estupendo</b> brilliant<br><b>educativo</b> educational<br><b>estimulante</b> stimulating<br><b>fantástico</b> fantastic<br><b>flipante</b> awesome<br><b>genial</b> great<br><b>relajante</b> relaxing<br><b>regular</b> ok<br><b>la pera</b> incredible (the pear* - idiom)<br><b>una aventura</b> an adventure<br><b>aburrido</b> boring<br><b>arriesgado</b> risky<br><b>un desastre</b> a disaster<br><b>horrible</b> horrible<br><b>peligroso</b> dangerous<br><b>raro</b> weird<br><b>fatal</b> awful |  |
|                                       |  |  |  |                             |  |  |

## Tips for a happy library

Read books you enjoy

If you move a chair,  
put it back

Eat your lunch  
somewhere else

Only bring water  
bottles with a lid

Recommend books  
to friends rather than  
passing them your  
library book

Run around in the  
playground  
instead of the  
library

If you don't like  
your book, swap it for  
another



## How to use the Purbeck School Library

- You may borrow up to 3 books at a time for 2 weeks.
- The date a book is due back is stamped in the front of the book
- If you need a book for longer, just come to the library to renew it.
- You can come to the library before school and at any break time.
- Fiction books are arranged by genre (or type of book) – have a look at the map below to see how to find the book you want.

## Using the Library WebApp



Go to <https://uk.accessit.online/thp04/> or scan the QR code to find the library WebApp. You can search for books, see what you have on loan, and find book recommendations under Quicklists and Dashboards.

### WINDOWS

|   |  |  |  |                 |                 |                        |                        |                   |                              |
|---|--|--|--|-----------------|-----------------|------------------------|------------------------|-------------------|------------------------------|
| <b>900s</b><br>940 World War II<br>941 British History<br>942 English History | <b>War Fiction</b><br>940<br>World War I & II                          | 780 Music<br>791 Media<br>792 Theatre<br>796 Sport           | <b>700s Art</b><br>751 Drawing<br>759 Art around the world           | Fantasy Fiction | Fantasy Fiction | Supernatural Fiction   | Supernatural Fiction   | Realistic Fiction | Romance Life & Death Fiction |
| <b>Historical Fiction</b>   | <b>War Fiction</b>   | <b>Sports Fiction</b><br>796 Sport<br>796.334 Football       | <b>700s Art</b><br>720 Architecture<br>745 Design<br>750 Art History | Fantasy Fiction | Fantasy Fiction | Supernatural Fiction   | Supernatural Fiction   | Realistic Fiction | Romance Fiction              |
| <b>Historical Fiction</b>   | <b>900s</b><br>900 World History<br>910 Geography<br>930 Ancient World | 796 Cars<br>796 Bikes<br>797 Watersports<br>798 Horse Riding | <b>Horror Fiction</b>  | Fantasy Fiction | Fantasy Fiction | <b>Science Fiction</b> | <b>Mystery Fiction</b> | Realistic Fiction | Romance Fiction              |

### PURBECK SCHOOL LIBRARY

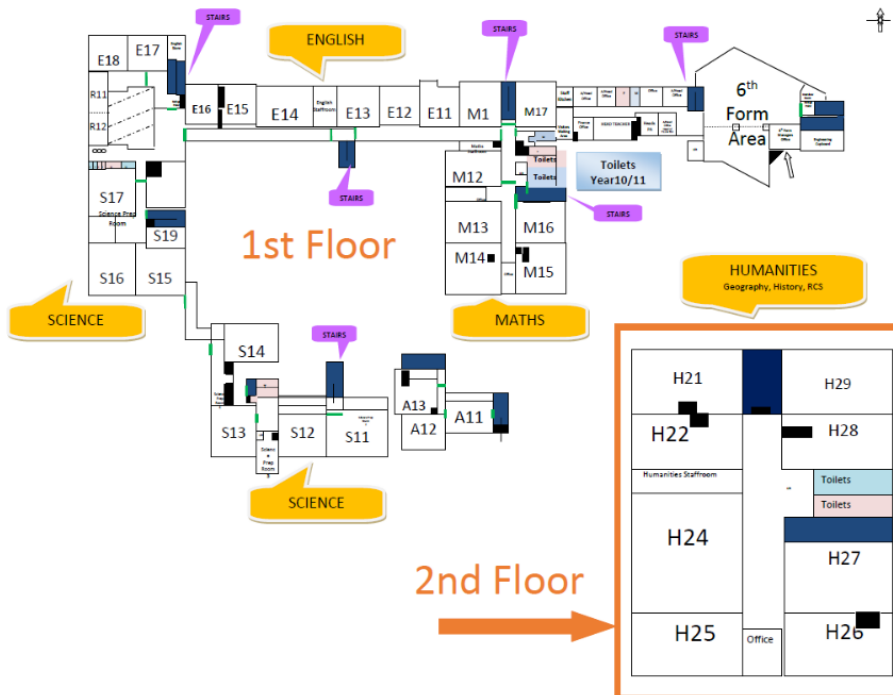
|   |                                      |   |                         |                   |   |  |   |  |                        |                 |
|---|--------------------------------------|---|-------------------------|-------------------|---|--|---|--|------------------------|-----------------|
| <b>Historical Fiction</b>                   | <b>Classic Fiction</b>               | <b>800s</b><br>800 Literature<br>821 Poetry | <b>Humorous Fiction</b> | Fantasy Fiction   | Fantasy Fiction                                 | <b>500s</b><br>510 Maths<br>530 Physics<br>540 Chemistry | <b>Mystery Fiction</b>  | <b>100s &amp; 200s</b><br>150 Psychology<br>180 Philosophy<br>200 Religion | <b>Romance Fiction</b> | Bite Size Books |
| <b>900s</b><br>943 Germany<br>947 Russia    | <b>Classic Fiction</b>               | 822 Plays<br>Shakespeare                    | <b>Humorous Fiction</b> | Dystopian Fiction | 599 Pets<br>612 Human Body Health and Wellbeing | <b>500s</b><br>550 Geology<br>551 Climate                | <b>Mystery Fiction</b>  | <b>Action and Adventure Fiction</b>  | <b>Graphic Novels</b>  |                 |
| 950 Asia<br>960 Africa<br>973 United States | <b>Short Stories Classic Fiction</b> | Shakespeare<br>823 Criticism                | <b>Humorous Fiction</b> | Dystopian Fiction | <b>Animal Fiction</b>                           | <b>500s</b><br>570 Nature<br>570 Biology<br>590 Animals  | <b>300s &amp; 400s</b><br>301 Sociology<br>330 Economics<br>400 Languages | <b>Action and Adventure Fiction</b>  | <b>Graphic Novels</b>  |                 |

### ISSUE DESK





# SCHOOL MAP





# NOTES

# NOTES

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# YEAR 8