

# Year 8 Knowledge Organiser

## Spring 2023

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

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



ORMISTON  
DENES ACADEMY

**[OAT]**  
Ormiston Academies Trust  
ACHIEVING MORE TOGETHER

## Your Knowledge Organiser

### **What are Knowledge Organisers?**

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

### **Why are we using Knowledge Organisers?**

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time – and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

### **What is Metacognition?**

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that...' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy...both are examples of metacognition.

## How to Use Your Knowledge Organiser:

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
<p>Split the knowledge organiser into manageable chunks.</p> <p>Choose a chunk at a time to memorise.</p> <p>Start with the most important or the most difficult.</p>	<p>Re-read your notes on the chosen topic.</p> <p>Do some wider research on the internet until you understand it.</p>	<p>Write a detailed description or an explanation about everything that you know about this topic.</p> <p>Try to do this without your notes.</p> <p>Write key facts you need to memorise over and over until you have memorised them.</p>	<p>Give a verbal explanation about this topic as if you were teaching it.</p> <p>Repeat the facts you need to remember 20 times.</p> <p>Record key facts from the knowledge organiser into your phone.</p>

## How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
<p>Transform key facts into a series of images.</p> <p>Transform what you have learned into a diagram.</p> <p>Transform your learning into a poem or a story.</p>	<p>Reduce what you have learned to five key bullet points or prompts.</p> <p>Reduce the three most important facts linked to a topic into 10 words.</p>	<p>Rank the most important pieces of information from your knowledge organiser.</p> <p>Categorise your key facts into groups, you choose the group headings.</p>	<p>Find three links between this topic and others you have studied.</p> <p>Link the key points together.</p>

# Art - Architecture

## Antoni Gaudi b.1852 - d.1926

- Antoni Gaudi was a Spanish architect and is well known as the face of Catalan architecture.
- He was fond of nature, and work is often cited as being inspired by his love of natural design and modernism.
- His most famous work is the Sagrada Familia in Barcelona.
- Antoni Gaudi did not like to draw plans for his buildings. He preferred to build 3D models of them to create a more accurate portrayal of what he was seeing in his mind.
- His nickname is 'God's Architect' due to the many religious images that are seen in his works.
- His first project was to make lampposts in the Plaza Real (Royal Plaza) in Barcelona. The lanterns are still there.
- His most famous work and masterpiece, the Sagrada Familia in Barcelona, is still incomplete.
- The present design being worked on is based on models he left. The estimated completion date for the massive church is 2026.
- He died on June 10, 1926 after being struck by a tram. At the time he was dressed in rags, and no taxis would pick him up. Finally, the police intervened and he was taken to a hospital for the poor. This is where he chose to stay to receive treatment once he awoke. He was 73 years old.



“Nothing is invented,  
for it's written in  
nature first.”  
— Antoni Gaudí

### Task 1

#### **Read through the information on Antoni Gaudi.**

Highlight any points you think are important.

- Create a fact sheet or booklet on Gaudi and his work.
- Use the information you highlighted.
- Include an image of his work.
- Consider presentation - include colour.

# Art - Architecture

## Keywords

Tone

Line

Shape

Form

Scale

Composition

Perspective

Observation

Detail

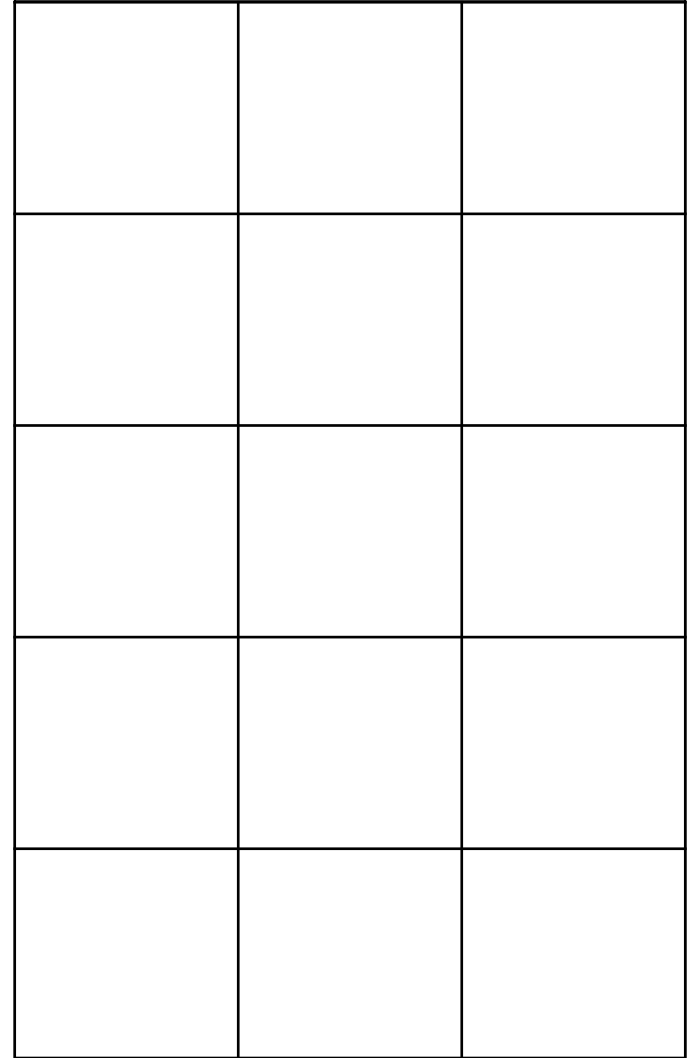
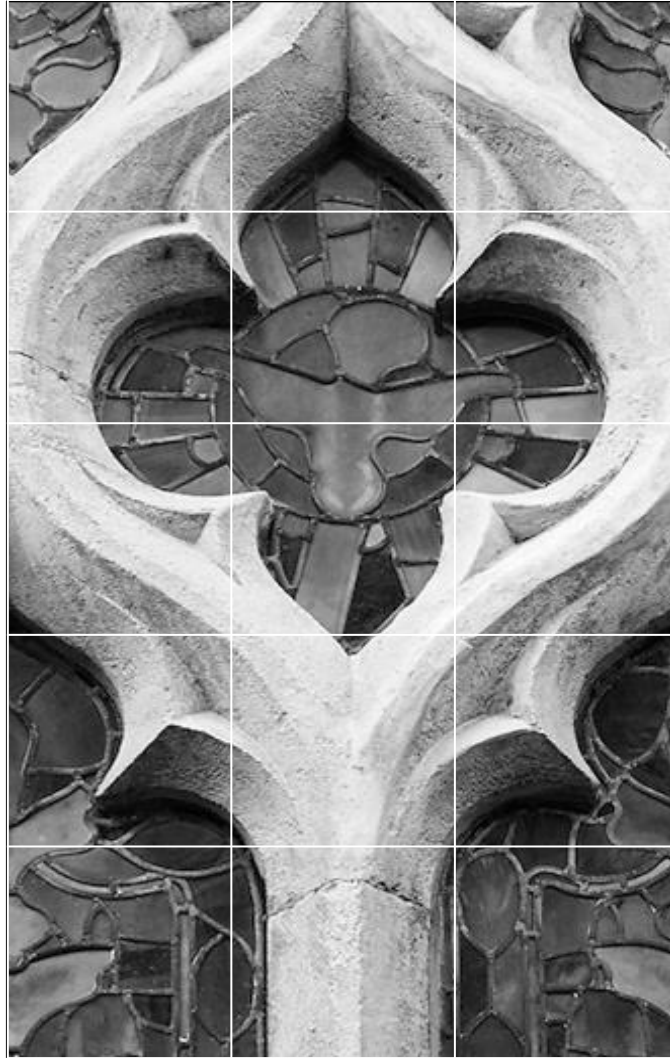
Accuracy

Texture

Refine

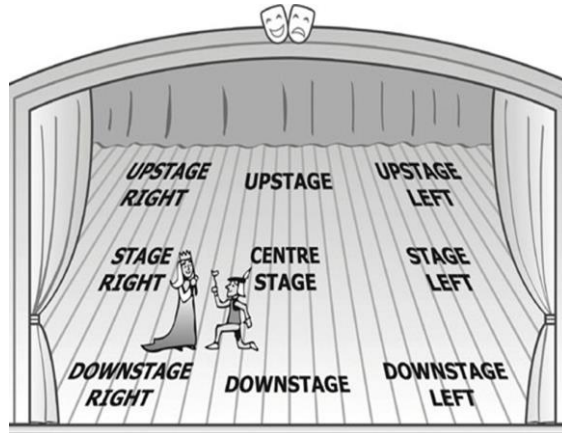
Blend

**Task 2** - Create an accurate drawing on the grid of the architecture. Use pencil; add detail using line, and tone to create a realistic copy.



## Key Vocabulary

<b>Neutral position</b>	Stand with feet shoulder width apart, hands at sides, knees relaxed and actor is silent.
<b>Warmups</b>	Gentle exercises to prevent injury to muscles or voice.
<b>Posture</b>	How you hold your body.
<b>Projection</b>	Strength of voice across a space.
<b>Technique</b>	The way of carrying out a task.
<b>Pronunciation</b>	Making your words very clear.
<b>Character analysis</b>	When you look at a character and role in detail and learn their experiences.
<b>Levels</b>	Using different heights on stage to create visual interest.
<b>Freeze frame</b>	Physically holding a moment, freezing on the spot.
<b>Facial Expression</b>	A look that conveys an emotion.
<b>Body Language</b>	Communication through gestures and position/posture.
<b>Rehearsal</b>	The practice time of a play or other work.
<b>Annotate</b>	Comment or add notes to a text.



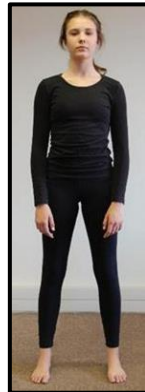
Stage Directions

## Year 8 - Cinderella

Actor	Professional Person
An actor's primary duty is to effectively communicate the character that they are playing to an audience, using their voice, body, actions and reactions.	'Acting like a professional' means working and behaving in such a way that others think of them as competent, reliable and respectful.



Levels



Neutral Position



It is important to warm up before rehearsals to prevent injury to muscles and your voice.



Learning to Communicate





## CINDERELLA



In a far away, long ago kingdom, Cinderella is living happily with her mother and father until her mother dies.

Cinderella's father remarries a cold, cruel woman who has two daughters with ugly personalities.

When her father dies, too, Cinderella's wicked stepmother turns her into a virtual servant in her own house.

Meanwhile, across town in the castle, the King determines that his son the Prince should find a suitable bride and provide him with a required number of grandchildren. So the King invites every eligible maiden in the kingdom to a fancy dress ball, where his son will be able to choose his bride.

Cinderella has no suitable party dress for a ball, but manages to make her own, only for the stepsisters to immediately tear it apart on the evening of the ball. At this point, enter the Fairy Godmother, the pumpkin carriage, the royal ball, the stroke of midnight, the glass slipper.

You know the rest.

*Happily  
ever after*

## CHARACTERS

Prince

Cinderella

2 Ugly Sisters

Buttons

King

Prince's Aid

Queen

Fairy Godmother



## Content

**Oedipus Rex-** Oedipus, in Greek mythology, the king of Thebes who unwittingly killed his father and married his mother. Homer related that Oedipus's wife and mother hanged herself when the truth of their relationship became known, though Oedipus apparently continued to rule at Thebes until his death.

**Othello-** The play is set in motion when Othello, a heroic black general in the service of Venice, appoints Cassio and not Lago as his chief lieutenant. Jealous of Othello's success and envious of Cassio, Lago plots Othello's downfall by falsely implicating Othello's wife, Desdemona, and Cassio in a love affair.



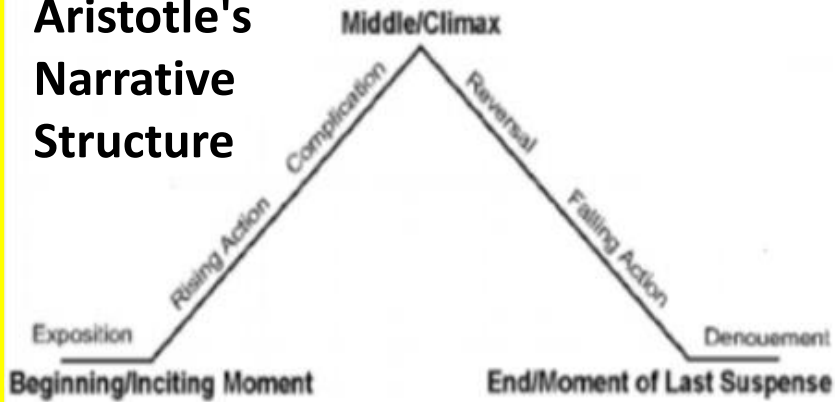
## Story

1. Themes:
  - a. Fate
  - b. Morality
  - c. Reputation
  - d. Justice
2. Characteristics of the tragic hero:
  - a. Virtuous but not eminently good
  - b. Misfortune
  - c. Errors of judgement/flaws
3. Structure:
  - a. prologue, parodos,
  - b. stasima, exodus.

## Subject Terminology

- **Tragedy-** Tragedy is a genre of drama based on human suffering and, mainly, the terrible or sorrowful events that befall a main character.
- **Aristotelian unities-** Unity of action: a tragedy should have one principal action.
  - Unity of time: the action in a tragedy should occur over a period of no more than 24 hours.
  - Unity of place: a tragedy should exist in a single physical location
- **Hamartia-** A fatal flaw leading to the downfall of a tragic hero or heroine.
- **Peripeteia-** The turning point in a drama after which the plot moves steadily to its denouement.
- **Anagnorisis-** A moment in a play or other work when a character makes a critical discovery.
- **Catharsis** - Catharsis is the purification and purgation of emotions—particularly pity and fear—through art or any extreme change in emotion that results in renewal and restoration.

# Aristotle's Narrative Structure



# Tragedy Timeline

Greek Mythology



Medieval period



The Enlightenment



The Victorian era



Contemporary



Norse mythology & Viking raids



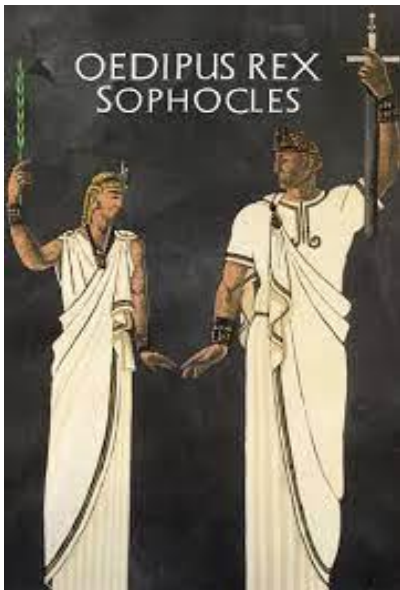
The Renaissance



Romanticism



Modernism



# Character Analysis

<p><b>Oedipus</b></p> <p>Appositives: King of Thebes, successful leader</p>	<p><b>Virtuous</b> (adj):</p> <p>having high moral standards</p> <p>Virtue (n)</p>	<p><b>Hubristic</b> (adj):</p> <p>overly proud or self-confident</p> <p>Hubris (n)</p>	<p><b>Insolent</b> (adj):</p> <p>intentionally rude or not showing respect</p> <p>Insolence (n)</p>
<p><b>Othello</b></p> <p>Appositives: Christian Moor, hero, Venetian army general</p>	<p><b>Distinguished</b> (adj):</p> <p>very successful, authoritative, and commanding great respect</p> <p>Distinction (n)</p>	<p><b>Credulous</b> (adj):</p> <p>having or showing too great a readiness to believe things</p> <p>Credulity (n)</p>	<p><b>Jealous</b> (adj):</p> <p>full of or expressing sorrow or grief or deserving severe criticism</p> <p>Jealousy (n)</p>

## Key Vocabulary

**Satirical-** sarcastic, critical, and mocking another's weaknesses.

**Enjambment-** sentence or phrase from one line of poetry to the next.

**Caesura-** a pause in the middle of a line.

**Stanza-** set amount of lines grouped by rhythmical pattern and meter.

**Mood-** the array of feelings the work evokes in the reader.

**Theme-** an idea that recurs in or pervades a work of art or literature.

**Cyclical** – the structure ends where it begins and vice versa.

**Symbolism** – the use of symbols to signify ideas and qualities.

**Ambiguous** – more than one interpretation.

**Hyperbole** – exaggeration.



## Themes

1. Poetry
2. Character
3. Childhood
4. Family
5. Surrealism
6. Hope
7. Emotion
8. Love
9. Happiness
10. Memory
11. Ambition
12. Language
13. Friendship

## Types of Poems

**Blank verse** is poetry written with a precise meter—almost always iambic pentameter—that does not rhyme.

**Rhymed poetry** - In contrast to blank verse, rhymed poems rhyme by definition, although their scheme varies.

**Free verse** poetry is poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form.

**Epics-** An epic poem is a lengthy, narrative work of poetry. These long poems typically detail extraordinary feats and adventures of characters from a distant past.

**Narrative poetry-** Similar to an epic, a narrative poem tells a story. Henry Wadsworth Longfellow's "The Midnight Ride of Paul Revere" and Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" exemplify this form.

**Pastoral poetry** is one that concerns the natural world, rural life, and landscapes. These poems have persevered from Ancient Greece (in the poetry of Hesiod) to Ancient Rome (Virgil) to the present day (Gary Snyder).

**Sonnet** is a 14-line poem, typically (but not exclusively) concerning the topic of love. Sonnets contain internal rhymes within their 14 lines; the exact rhyme scheme depends on the style of a sonnet.

## Using the 5 Senses

The abstract noun is your title e.g. **Love** (don't use love – go with anger/peace/calm/something else)

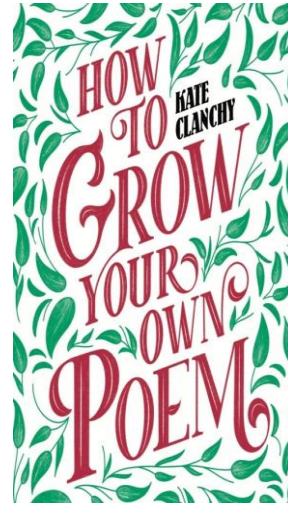
**What does the noun smell of to you?** Love smells of: French perfume..

**What does love/anger/peace taste of?** The wine...

**What does love/anger/peace sound like?** A boy's voice...

**What does love/anger/peace feel like?** We breathed their scent all night.

**What does it look like?** Like a peacock...



## Creating Feelings

**What I love about** – a food – is...

*e.g. What I love about Marmite is that other people hate it.*

**What I hate about** – an animal

**What I love about** – a kind of weather

**What I hate about** – a country

**What I love about** – a city

**What I hate about** – a building

**What I love about** – a person

**What I hate about** – a different person

**Now try some emotions**

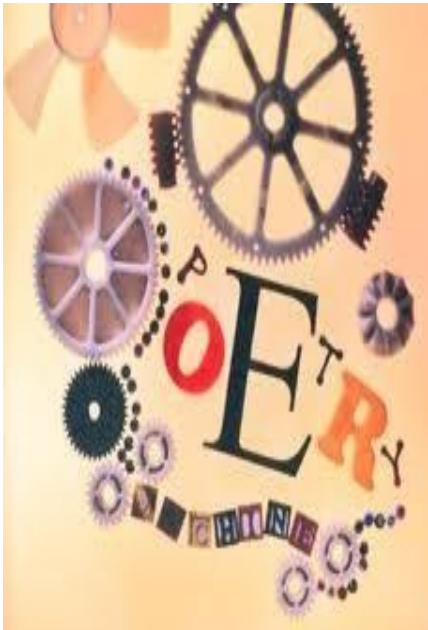
**What I love about**  
anger/calm/happiness/laughter/crying  
/another emotion

**What I hate about**  
anger/calm/happiness/laughter/crying  
/another emotion

## How to Choose a Title

The title of a poem can be:

- An **advert** to entice you to read the poem.
- A **map** to locate us in the time or space of the poem.
- A **puzzle** whose solution is in the poem.
- A **comment** on the poem which enriches us after we've read it.
- **Something else.**



Key term	Definition
Weather	The day-to-day conditions of the atmosphere (wind, rainfall, temperature).
Climate	The average weather conditions over a thirty-year period.
Precipitation	Water falling from the atmosphere to earth's surface (e.g. rain, snow).
Prevailing wind	The most common wind direction.
Relief rainfall	Warm moist air forced to rise over mountains, cools and condenses to form clouds and rain.
Microclimate	Weather and climate conditions in a small area.
Urban heat island	Concentration of high temperatures recorded in a city.
Water cycle	The cycle of water between the oceans, atmosphere and land.

**SKILLS**

**Climate atlas maps;**  
Atlas maps are useful sources of information for geographers. Climate atlas maps show specific information about climate, e.g. rainfall and temperature.

Rainfall

The UK experiences very changeable weather. There are three reasons for this.

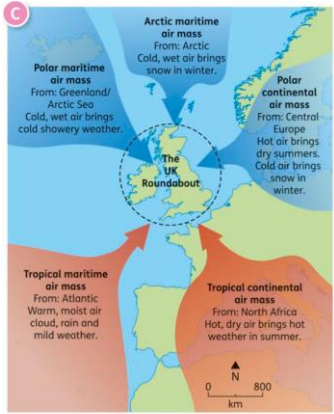
**1. Air masses** are the most important factor affecting our weather. The U.K is like a roundabout! It is affected by several air masses from different directions.

**2. Prevailing winds.** Most of the time the wind in the UK blows from the Southwest. This is the prevailing wind.

**3. Ocean currents** transfer heat around the world, e.g. the North Atlantic Drift brings warm weather from the Caribbean to the west coast of the U.K.

Urban microclimate	Causes
Higher temperatures	<ul style="list-style-type: none"> <li>Dark tarmac surfaces absorb heat from the sun</li> <li>Windows reflect the sun's rays to the ground creating 'sun traps'</li> <li>Heat is generated by industry, people and vehicles</li> <li>Lack of vegetation reduces the transpiration and evaporation that normally cools the air</li> </ul>
Variable and gusty winds	High-rise buildings funnel the wind down narrow streets
Fewer winter frosts and snow	Night-time temperatures are higher (central heating, vehicles, industry)
Higher chance of thunderstorms	Higher temperatures trigger severe storms
Increased chance of fog and smog	Smoke and pollutants from industry and vehicles

*Characteristics and causes of urban microclimates*



Air masses affecting the UK

Identify the air mass that originates in each of these places.

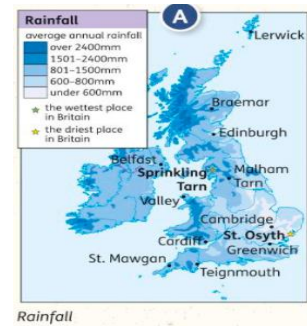
Air mass	Source area
	North Africa
	Central Europe
	Greenland/Arctic Sea
	Atlantic
	Arctic

Using this atlas map, state the average annual rainfall for

Belfast

Cambridge

Identify the driest place in Britain.



Rainfall

Write the definition to the following key words. Try not to look at your knowledge organiser.

Write a sentence using the word 'precipitation'.

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Weather	
Climate	
Precipitation	
Microclimate	

Add the features of an **urban microclimate** to the green boxes and the causes to the orange boxes. One has been done for you

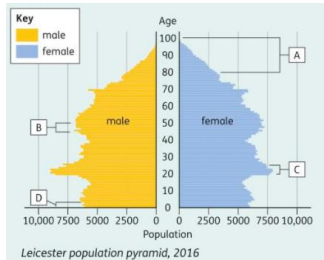
Variable and gusty winds

High rise buildings funnel wind

Key term	Definition
<b>Immigrant</b>	A person who moves to another country.
<b>Census</b>	A count of the population, every ten years.
<b>Migration</b>	Moving to live somewhere else, either temporarily or permanently.
<b>Urban</b>	In a town or a city.
<b>Sector</b>	A type of job or part of the economy.
<b>Rural</b>	In the countryside.
<b>Commute</b>	To travel to and from another place for work.
<b>Ageing population</b>	Growth in the proportion of older people (usually 65 years and over) in the population.
<b>Pension</b>	A regular payment made by the government to people over a certain age.

**SKILLS**

**Population Pyramids.**  
 These are useful graphs that tell us about the population structure of a place. For example, we can see if there are lots of young people or if a population has a lot of elderly people. This is helpful in planning for the future.



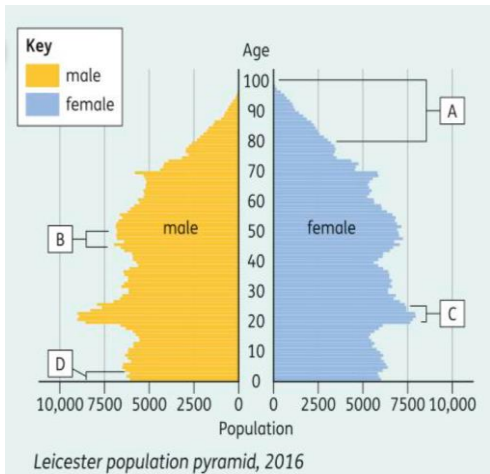
Leicester population pyramid, 2016

**The UK has an ageing population**

Advantages	Disadvantages
<p>Many charities rely on older people as volunteers.</p> <p>Older relatives may help with childcare so parents can work.</p> <p>Many older people can afford to travel, boosting the tourism industry.</p>	<p>More people claiming pensions increases costs to the government.</p> <p>Cost to Health Service of providing treatment.</p> <p>Some older people feel lonely.</p>

- Reasons for migration within the UK**
- To study at university
  - For a new job
  - To retire
  - To be near family
  - To buy a bigger property with a garden

**Census:** Every ten years, the government does a count of the population, known as a census. The last census was in 2021. Each household has to complete a questionnaire, giving details about people who stay in their home. The government uses the information to inform their planning, e.g. for new schools, hospitals, care homes and transport systems. Failure to complete the census can result in a £1000 fine.



Match the following definitions to A-D (shown on the graph)	A	B	C	D
Lots of people in their low twenties				
Low birth rate				
Lots of middle aged people				
High Life Expectancy				

### Ageing population

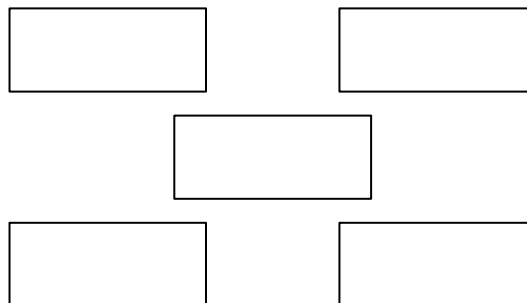
Advantages	Disadvantages

In one sentence, summarise the impact of an ageing population.

**Reduce** the information about the census down to 3 key pieces of knowledge.

- 1.
- 2.
- 3.

### Reasons for migration to the UK



Write the definition to the following key words. Try not to look at your knowledge organiser.

Census	
Ageing population	
Migrant	
Pension	

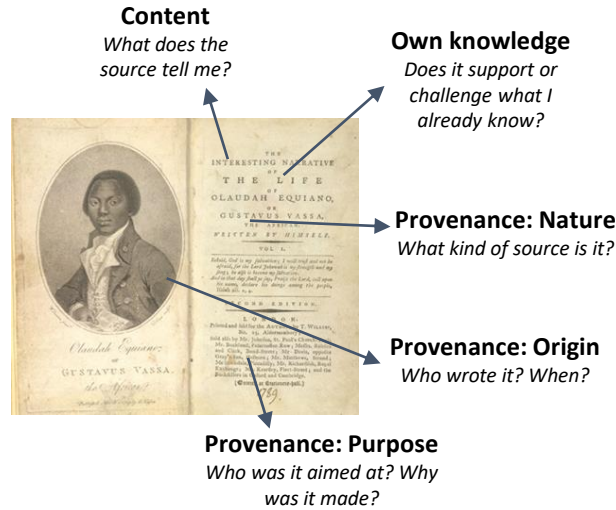


## Key terms

<b>Abolition</b>	The movement to end slavery (or the slave trade).
<b>Abolitionist</b>	Someone who campaigned for the end of slavery (or the slave trade).
<b>Boycott</b>	Refusing to buy something, e.g. sugar.
<b>Domestic slaves</b>	Enslaved people who performed household jobs, e.g. cooking and washing. They were usually female.
<b>Field slaves</b>	Enslaved people who worked in the fields on plantations.
<b>Middle Passage</b>	A term for the journey from Africa to the Americas.
<b>Plantation</b>	A large farm, often in the Caribbean or America.
<b>Inference</b>	Something that can be learned from a source, which is not directly stated in the source itself.
<b>Provenance</b>	The background to a source: nature, origin, and purpose.

## How easy is it for historians to find out about the Slave Trade?

### What does good source analysis look like?



## Important dates and events

<b>1672</b>	Start of the English slave trade (approximate)
<b>1745</b>	Birth of Olaudah Equiano
<b>1786</b>	Thomas Clarkson publishes a major pamphlet against slavery
<b>1789</b>	Equiano publishes his autobiography
<b>1791</b>	Haitian Revolution
<b>1807</b>	Slave trade abolished in the British Empire
<b>1833</b>	Slavery abolished in the British Empire
<b>1865</b>	USA abolishes slavery after the US Civil War

## The Abolitionists and their Methods

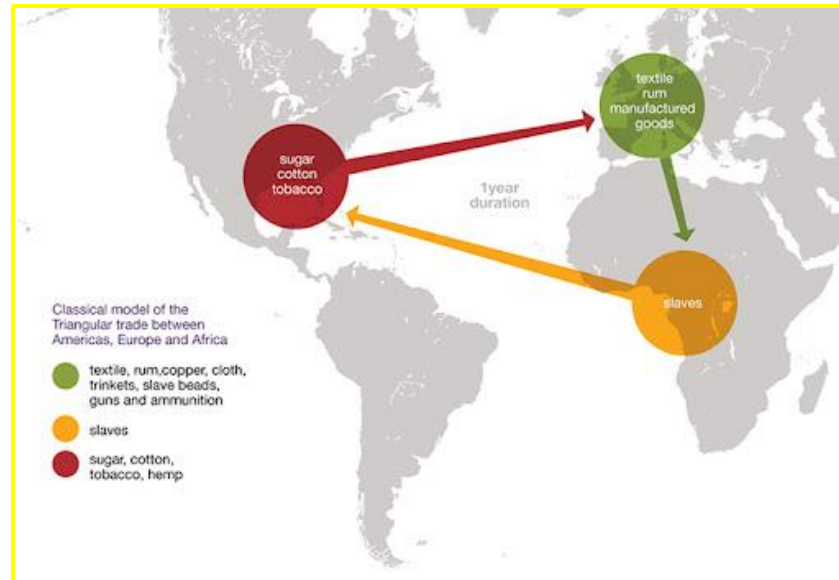
**William Wilberforce - the politician:**  
Speeches; debates in parliament.

**Thomas Clarkson - the campaigner:**  
Set up campaign groups; public speeches using evidence.

**Benjamin Lay - the showman:**  
Publicity stunts; books and pamphlets.

**Olaudah Equiano - the writer:**  
Autobiography of own experiences.

**Elizabeth Heyrick - the radical:**  
Organised a sugar boycott.

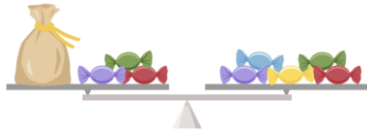


# LINEAR EQUATIONS

## Equality & Balancing

An equation is like a weighing scale - both sides balance because they represent the same amount. To solve the equation you need to find the value of the missing number by performing the same operation on each side.

Suppose you are trying to find out how many sweets are in the bag shown here. Each of the sweets weighs the same amount. The bag of sweets is represented by  $x$ . The weight of the bag is zero.



By subtracting three sweets from each side, the scales remain balanced.



You can now see that one bag is equivalent to two sweets. Written algebraically, this is:

$$x + 3 = 5$$

Subtract 3 from both sides, to give:

$$x = 2$$

## Solve Equations Unknowns on Both Sides

Some equations have letters on each side of the equals sign, for example:

$$4(k + 7) = 12k - 4$$

**Solve:**  $4(k + 7) = 12k - 4$

**Expand the bracket:**  $4k + 28 = 12k - 4$

**Subtract  $4k$ :**  $28 = 8k - 4$

**Add 4:**  $32 = 8k$

**Divide by 8:**  $4 = k$

## Solve One Step Equation

A **one-step equation** is an algebraic equation you can solve in only one step. Once you've solved it, you've found the value of the variable that makes the equation true.

To solve one-step equations, we do the inverse (opposite) of whatever operation is being performed on the variable, so we get the variable by itself. The inverse operations are:

- Addition and subtraction
- Multiplication and division

The most important thing to remember is that whatever you do to one side of the equation, you have to do the same thing to the other side.

### Example

Solve for  $k$  in the following equation:

$$k + 18 = 21$$

Subtract 18 from both sides

$$k = 3$$

Solve for  $x$  in the following equation:

$$2 = \frac{x}{8}$$

Multiply by 8 both sides:

$$16 = x$$

## Solve Equations with Variables in the Denominator

**Equations with fractions** involve solving equations where the unknown variable is part of the numerator and/or the denominator of the fraction. To solve equations with fractions we need to work out what the value of the unknown variable. We solve equations by using the "balancing method" by applying the inverse operation to both sides of the equation.

### Example

Solve the following:

$$\frac{24}{x} = 6$$

Multiply by  $x$

$$24 = 6x$$

Divide by 6

$$4 = x$$

## Solve Two Step Equations

A **two-step equation** is an algebraic equation you can solve in two steps. Once you've solved it, you've found the value of the variable that makes the equation true.

### Example

Solve the following equation

$$3x + 2 = 14$$

Subtract 2 from both sides

$$3x = 12$$

Divide by 3 both sides

$$x = 4$$



YEAR 8  
SPRING 1

# PROPORTIONAL REASONING

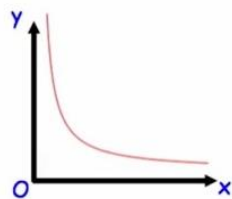
## Direct Proportion

When two variables are directly proportional, as one increases the other also increases at the same rate (proportionally). So if one doubles, the other also doubles.



## Inverse Proportion

If two quantities are inversely proportional, one increases as the other decreases at the same rate. If one quantity doubles, the other one halves. For example, more workers on a job would reduce the time to complete the task. They are inversely proportional.



## Comparing Quantities

### Exchange Rates

An exchange rate is the rate at which the money of one country can be exchanged for the money of another country. It can also be referred to as a foreign exchange rate and be seen as the price of one currency expressed in terms of another currency.

In the United Kingdom our currency is the British pound or pound sterling. The exchange rate tells us the value of £1 in terms of a foreign country's currency. Different countries have different currencies.

### Example

Given the exchange rate between pound and Australian dollars is £1=\$1.87, convert £70 to Australian dollars.

£1	=	\$1.87
↓ x70		↓ x70
£70	=	\$130.90

## Reading Scales



In this scale the difference between 5 and 6 is 1. And, the space has been divided into 4, so each division represents:

$$1 \div 4 = 0.25$$

The arrow is pointing to:

$$5 + 0.25 + 0.25 + 0.25 = 5.75$$

## Scaling

Scaling is when you are given information about something and then have to apply it to a smaller or larger quantity.

You use it in everyday life, but probably don't realise it.

## Recipes

**Meera is having 7 friends over for a party. She wants to make a cake. Including herself 8 people will be eating the cake. What ingredients does she need?**

She finds a recipe for 4 people:

- 200 g of butter
- 250 g of sugar
- 300 g of flour
- 2 eggs

8 people is double 4 people. Meera needs to multiply the ingredients by a **scale of 2**.

- $200 \times 2 = 400$  g of butter
- $250 \times 2 = 500$  g of sugar
- $300 \times 2 = 600$  g of flour
- $2 \times 2 = 4$  eggs

## Shapes

A scale factor is when you enlarge a shape and each side is multiplied by the same number. This number is called the scale factor. Maps use scale factors to represent the distance between two places accurately. Without the scale, the map would just be a drawing.

# PROPORTIONAL REASONING

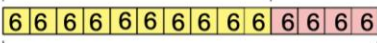
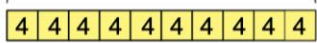
## Reverse Percentages

40% of my number is 16.  
What am I thinking of?

140% of my number is 84. What is the original number?

Original Number (100%)

Original Number (100%)



16  
40% = 16  
10% = 4  
100% = 40

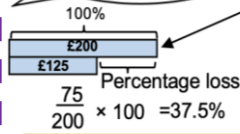
Try to scale down to 10% or 1% and then scale back up to 100%

84  
140% = 84  
10% = 6  
100% = 60

## Percentage change

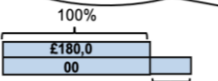
I bought a phone for £200. A year later sold it for £125.

All values of change compare to the ORIGINAL value



$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$

I bought a house for £180,000, I later sold it for £216,000.



Money made (profit value)  
 $\frac{36000}{180000} \times 100 = 20\%$

## Percentage Multipliers

A **percentage multiplier** is a number which is used to calculate a percentage of an amount or used to increase or decrease an amount by a percentage.

In order to write a decimal multiplier from a percentage:

1. Write down the percentage
2. Convert this percentage to a decimal by dividing by 100 – this is the multiplier
3. Multiply the original amount by the multiplier

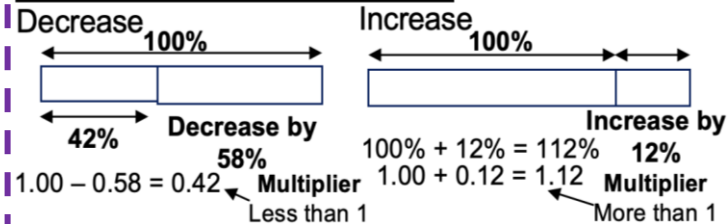
### Example

In order to find 12% of a number we can multiply the number by a multiplier:

$$12\% = \frac{12}{100} = 0.12$$

So, 0.12 is the multiplier.

## Percentage Increase/ Decrease



## Unitary Method

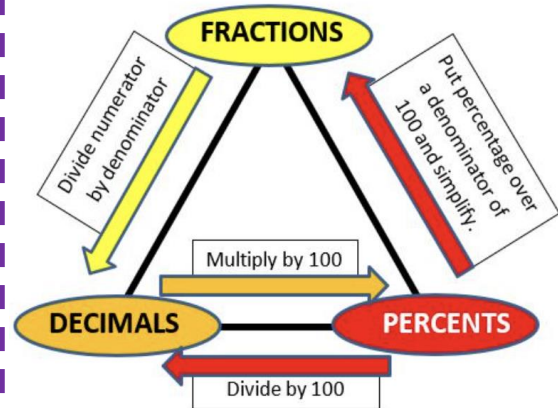
The unitary method is a method in which you find the value of a unit and then the value of a required number of units.

### Example

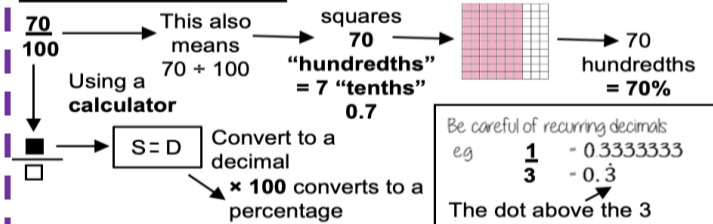
8 pens cost £2.16. Calculate how much 7 pens cost.

8 pens	=	£2.16
↓ ÷ 8		↓ ÷ 8
1 pen	=	£0.27
↓ x 7		↓ x 7
7 pens	=	£1.89

## Converting between FDP



## Converting FDP



# POLYGONS & ANGLES

## Types of Angles

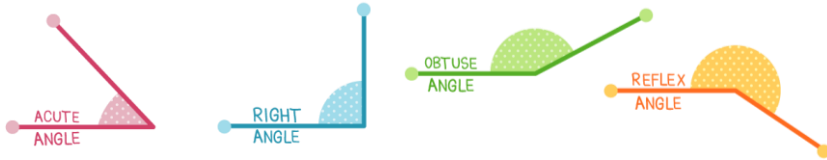
There are four types of angles: acute, right, obtuse and reflex.

**Acute** – less than 90 degrees

**Right** – 90 degrees exactly

**Obtuse** – between 90 and 180 degrees

**Reflex** – angle between 180 and 360 degree



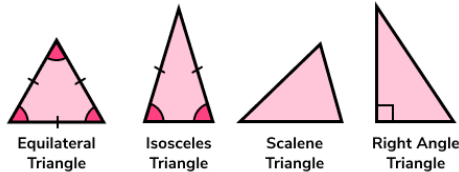
## Features of Triangles

The features of triangles are as follows:

- Has three sides
- The sum of the angles in a triangle add up to 180°

There are a few different types of triangles

- Scalene – all the sides and angles are unequal
- Isosceles – it has two equal sides and the angles opposite these equal sides are equal
- Equilateral – all sides are equal, and all the angles are 60°
- Right Angled – contains a right angle (90°)



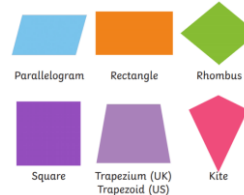
## Features of Quadrilaterals

The features of quadrilaterals are as follows:

- Has four sides
- Angles add up to 360°

There are a few different types of quadrilateral

- Square
- Rhombus
- Rectangle
- Parallelogram
- Trapezium
- Kite

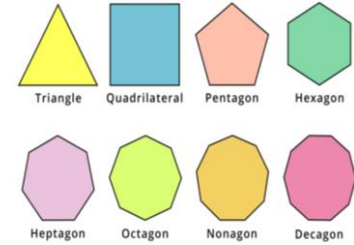


## Polygons

A polygon is a two-dimensional closed shape with straight sides.

A **regular polygon** has sides of equal length, and all its interior angles are of equal size.

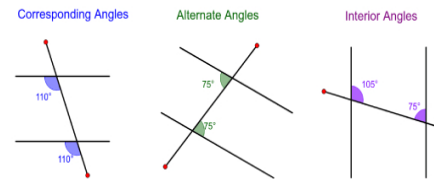
**Irregular polygons** can have sides of any length and angles of any size.



## Angle Rules

Angles on a Straight Line	Angles around a Point	Angles Vertically Opposite
Angles on a straight line add up to 180	Angles around a point add up to 360	Angles that's are vertically opposite are equal

## Angle Rules in Parallel Lines



## Bearings

**A bearing:**

- is measured from the north line
- is measured clockwise
- has three figures



For example, the bearing for the direction of east is 090°.

## Qu'est-ce que tu manges? What do you eat?

Time phrase	Present tense	Food/drink	Opinion	Adjective	Connective	Past tense	3rd Person
<b>Pour le petit déjeuner</b> For breakfast	<b>Je mange</b> I eat	<b>des oeufs</b> eggs	<b>je l'adore</b>	<b>Comme c'est..</b> It's so...	<b>mais</b>	<b>Hier</b> Yesterday	<b>En France ils mangent des croissants</b>
<b>En Angleterre</b> In England	<b>Nous mangeons</b> We eat	<b>du pain grillé</b> toast	<b>je l'aime</b>		<b>cependant</b>	<b>Avant-hier</b> The day before yesterday	In France they eat croissants
<b>Chez moi</b> At mine	<b>Je ne mange pas**</b> I don't eat	<b>avec du beurre</b> with butter	<b>je ne l'aime pas</b>	<b>délicieux</b> delicious	<b>pourtant</b> however	<b>Le weekend dernier</b> Last weekend	<b>En France ils mangent des tartines</b>
<b>Le weekend</b> At the weekend	<b>Je ne mange jamais**</b> I never eat	<b>avec de la confiture</b> with jam	<b>je le déteste</b>	<b>savoureux</b> tasty	<b>en revanche</b> on the other hand		In France they eat tartines
<b>Quand il fait chaud</b> When it is hot	<b>Je bois</b> I drink	<b>des céréales</b> cereal	<b>miam miam!</b> yum yum!	<b>bon</b> good			<b>En France ils mangent du pain</b>
<b>Quand il fait froid</b> When it is cold	<b>Nous buvons</b> We drink	<b>(avec) du lait</b> (with ) milk	<b>beurk!</b> yuck!	<b>dégoûtant</b> disgusting		<b>J'ai mangé...</b> I ate...	In France they eat bread
<b>Normalement</b>	<b>Je ne bois pas**</b> I don't drink	<b>du jus d'orange</b> orange juice		<b>sucré</b> sugary		<b>Nous avons mangé...</b> We ate ...	<b>En France ils mangent des pains au chocolat</b>
<b>Souvent</b> Often	<b>Je ne bois jamais**</b> I never drink					<b>J'ai bu...</b> I drank...	In France they eat pain au chocolats.
<b>Le matin</b> In the morning	<b>** the negative is always followed by de. E.g Je ne mange pas de pain.</b>					<b>Nous avons bu...</b> We drank...	<b>En France ils boivent du chocolat chaud</b> In France they drink hot chocolate.

**Qu'est ce que tu veux acheter? What do you want to buy?**

I verb	Quantity	Food	Connective	Question	Answer	Conclusion
<b>Je voudrais</b> I would like	<b>un (demi-) kilo de</b> (half) a kilo of	<b>fromage (m)</b> cheese	<b>et</b>	<b>ça fait combien?</b> how much is it?	<b>ca fait __ euros</b> that is __ euros	<b>voilà</b> there you go
<b>J'aimerais</b> I would like	<b>un morceau de</b> a piece of	<b>jambon (m)</b> ham	<b>et aussi</b>	<b>est-ce que je peux avoir un sac en plastique?</b> can I have a plastic bag?	<b>bien sûr!</b> of course!	<b>bonne journée</b> have a good day!
<b>Je veux</b> I want	<b>un peu de</b> a little	<b>haricots verts (pl)</b> green beans	<b>et avec ça</b> and with that			
<b>Je peux avoir</b> Can I have	<b>un litre de</b> a litre of	<b>potatoes</b>	<b>c'est tout</b> that's everything	<b>est-ce que je peux avoir un sac en papier?</b> can I have a paper bag?	<b>voilà</b> here you are	<b>merci</b>  <b>au revoir</b>
<b>Est-ce que je peux avoir</b> Can I have	<b>_ grammes de</b> _ grams of	<b>olives (pl)</b>				
<b>Je vais acheter</b> I am going to buy	<b>une tranche de</b> a slice of	<b>tomates (pl)</b>	<b>s'il vous plaît</b>	<div style="border: 1px dashed black; padding: 10px;"> <p><b>To refer to a specific piece of food, use 'this/these'</b></p> <p><b>m = ce /cet (before a vowel)</b></p> <p><b>f = cette</b></p> <p><b>pl = ces</b></p> <p><b>E.g Je voudrais goûter ce fromage = I would like to try this cheese</b></p> </div>		
<b>Je dois acheter</b> I must buy	<b>une bouteille de</b> bottle of					
<b>Pour moi</b> For me	<b>une boîte de</b> a box/can of					
<b>Je voudrais goûter*</b> I would like to taste	<b>un chou-fleur</b> a cauliflower	<b>des citrons</b> lemons				
	<b>du poisson</b> fish	<b>des bananes</b>				
	<b>de la salade</b> lettuce	<b>des pommes</b> apples				
	<b>des oeufs</b> eggs	<b>des artichauts</b> artichokes				
	<b>des oignons</b> onions					





Qu'est-ce que tu vas regarder? What are you going to watch?						
Opinion	Genre	Comparative	Adjective		Like/dislike	TV programmes
Je trouve I find	<b>les films romantique</b> romantic films	<b>plus</b> more	<b>intéressant(e)s</b>	<b>que</b> than	<b>Je les aime</b>	<b>les dessins animés</b> cartoons
	<b>les films d'horreur</b> horror films	<b>moins</b> less	<b>amusant(e)s</b>	<b>les films romantique</b> romantic films	<b>Je les aime beaucoup</b> I like a lot	<b>les documentaires</b> documentaries
	<b>les films d'action</b> action films	<b>aussi</b> as	<b>passionnant(e)s</b> exciting	<b>les films d'horreur</b> horror films	<b>Je les aime bien</b> I really like	<b>les feuilletons</b> soaps
	<b>les films d'animation</b> animated films		<b>fascinant(e)s</b> fascinating	<b>les films d'action</b> action films	<b>Je les adore</b>	<b>les jeux télévisés</b> game shows
	<b>les films de science-fiction</b> sci-fi films		<b>divertissant(e)s</b> entertaining	<b>les films d'animation</b> animated films	<b>Je ne les aime pas</b>	<b>les infos (f)</b> the news
	<b>les films de super-héros</b> superhero films		<b>barbant(e)s</b> boring	<b>les films de science-fiction</b> sci-fi films	<b>Je ne les aime pas beaucoup</b> I don't like a lot	<b>les séries policières (f)</b> police shows
	<b>les comédies (f)</b> comedies		<b>ennuyeux(yeuses)</b> boring	<b>les films de super-héros</b> superhero films	<b>Je les déteste</b>	<b>les émissions de cuisine (f)</b> cookery shows
			<b>bêtes</b> stupid	<b>les comédies (f)</b> comedies		<b>les émissions de sport (f)</b> sports shows
			<b>ridicules</b> ridiculous			<b>les émissions de télé-réalité (f)</b> reality TV shows

## Substitution Language

**Comparative:** A word or phrase used to compare two things. E.g. saying you prefer one thing over another.

**Superlative:** Expressing the highest or a very high degree of quality e.g. most/bravest.

**Modal verbs (wollen):** an auxiliary verb that expresses necessity or possibility.

E.g. wollen = to want.

1. I see gladly animated films, because they exciting are.	Ich sehe gern Zeichentrickfilme, weil sie spannend sind.
2. I watch not gladly the news. (I don't like watching the news).	Ich gucke nicht gern die Nachrichten.
3. Today want I music videos to see.	Heute will ich Musikvideos sehen.
4. I read prefer magazines and novels. (I prefer reading)...	Ich lese lieber Zeitschriften und Romane.
5. I watch most of all horror films. (I like watching horror films most of all.)	Ich gucke am liebsten Horrorfilme.
6. I read comics on the toilet.	Ich lese Comics auf dem Klo.
7. You should not more than 5 hours a week before the screen sit.	Man sollte nicht mehr als fünf Stunden pro Woche vor dem Bildschirm sitzen.
8. I sit two to three hours a day before the screen.	Ich sitze zwei bis drei Stunden pro Tag vor dem Bildschirm.

### 1/5

Actionfilme = action films  
 Dramen = dramas  
 Fantasyfilme = fantasy films  
 Horrorfilme = horror films  
 Komödien = comedies  
 Liebeskomödien = rom-coms  
 Science-Fiction-Filme = sci-fi films  
 unterhaltsam = entertaining  
 gruselig = scary blöd = silly  
 romantisch = romantic  
 kindisch = childish  
 schrecklich = terrible

### 2/3

sehr = really/very  
 ziemlich = quite  
 Sportsendungen = sport shows  
 Dokumentationen = documentaries  
 Seifenopern = soap operas  
 Sitcoms und Serien = sitcoms and series

### 3

morgen = tomorrow später = later  
 nächste Woche = next week  
 er/sie will = he/she wants  
 wir/sie wollen = we/they want

### 4

Zeitungen = newspapers  
 Biografien = biographies  
 Fantasybücher = fantasy books  
 Sachbücher = non-fiction books  
 Krimis = detective stories

### 5

er/sie liest = he/she reads  
 wir/sie lesen = we/they read

### 6

im Garten = in the garden  
 am Computer = on the computer  
 auf dem Handy = on my phone  
 im Auto = in the car  
 in der Pause = at breaktime  
 in der Schule = at school  
 im Bett = in bed im Zug = on the train

### 7/8

ich/er/sie sollte = I/he/she should  
 wir sollten = we should  
 eine Stunde pro Tag = an hour a day  
 ab und zu = from time to time  
 nur am Wochenende = only at the weekend  
 immer von 20 bis 22 Uhr = always between 8 and 10pm

**Define the key terms in your own words.**

Comparative:

Superlative:

Modal verbs:

**Give an example of each of the following from the 'substitution language' section.**

Comparative:

Superlative:

Modal verbs:

**Rewrite the English sentences in a more natural translation**

1.

2.

3.

4.

5.

6.

7.

8.

**Use the substitution language to rewrite the German sentences with at least one detail changed and try to add a , weil clause or an example of the future tense where you can.**

1.

2.

3.

4.

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7.

8.

## Substitution Language

**Case system:** The case system in German shows the function of that word in a sentence.

There are 4 cases: nominative, accusative, dative, genitive.

**Dative case:** The dative case is often used to show a fixed location after a preposition. E.g. in the school, on the table.

**Accusative case:** The accusative case is used to refer to the direct object of a sentence e.g. Ich nehme **den Fisch** = I'll take **the fish**. It is also used to indicate movement after a preposition e.g. Put the pan **onto** the hob = Stell die Pfanne **auf den** Herd.

**Imperative:** You use the imperative to give a direct instruction e.g, put the book on the table or heat the eggs slowly.

1. For breakfast eat I toast with eggs.	Zum Frühstück esse ich Toast mit Eier.
2. She drinks water or orange juice.	Sie trinkt Wasser oder Orangensaft.
3. Yesterday have I lots fruit ate and two cups tea drank.	Gestern habe ich viel Obst gegessen und zwei Tassen Tee getrunken.
4. Schnitzel with potatoes is very salty and not vegetarian.	Schnitzel mit Kartoffeln ist sehr salzig und nicht vegetarisch.
5. I take the fish with rice and peas.	Ich nehme den Fisch mit Reis und Erbsen.
6. Heat the onions on the hob.	Erhitze die Zwiebel auf dem Herd.
7. Put the milk into the bowl.	Stell die Milch in die Schüssel.
8. We must 8 hours sleep.	Wir müssen acht Stunden schlafen.
9. One must more water drink.	Man muss mehr Wasser trinken.

### 1/2/3/4/5/6/7

(m) Käse = cheese  
 (m) Schinken = ham  
 (m) Speck = bacon  
 (m) Kaffee = coffee  
 (f) Butter = butter  
 (f) Marmelade = jam  
 (f) Orangenmarmelade = marmalade  
 (f) heiße Schokolade = hot chocolate  
 (n) Brötchen = bread roll  
 (n) Ei = egg  
 (pl) Frühstücksflocken = cereal

### 1

er/sie isst = he/she eats  
 wir/sie essen = we/they eat

### 2

ich trinke = I drink  
 er trinkt = he drinks  
 wir/sie trinken = we/they drink

### 4

mit Sauerkraut = with pickled cabbage  
 mit Pommes = with chips  
 mit Salat = with salad  
 mit Rösti = with hash browns  
 mit Eiern = with eggs  
 mit Gemüse = with vegetables  
 süß = sweet    sauer = sour    scharf =  
 spicy  
 lecker = delicious    ekelhaft =  
 disgusting

### 5

er/sie nimmt = he/she will have  
 wir/sie nehmen = we/they'll have  
 die Gemüsesuppe = the vegetable soup  
 das Hähnchen = the chicken  
 die Nudeln = the pasta

### 6/7

Nimm = take  
 Schneide = cut  
 Misch = mix  
 Rühre = stir  
 Serviere = serve

### 8/9

Ich muss = I must  
 er/sie muss = he/she must  
 sie müssen = they must  
 wenig Fett und Zucker essen = eat little fat and sugar  
 viel Obst und Gemüse essen = eat lots of fruit and vegetables  
 früh ins Bett gehen = go to bed early  
 drei Stunden trainieren = exercise for three hours  
 zweimal pro Woche joggen = jog twice a week

**Define the key terms in your own words.**

Case System:

Dative Case:

Accusative Case:

Imperative:

**Give an example of each of the following from the 'substitution language' section.**

Case System:

Dative Case:

Accusative Case:

Imperative:

**Rewrite the English sentences in a more natural translation**

1.

2.

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9.

**Use the substitution language to rewrite the German sentences with at least one detail changed and try to add a , weil clause or an example of the future tense where you can.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

## Substitution Language

**Negative structures:** These are verb structures containing “no”, meaning “not”.

E.g. No tengo hambre = I’m not hungry.

**Word order:** In Spanish, words don’t follow the same order as in English.

Descriptions (such as flavours) go after the thing they’re describing.

1. What is liking to you to eat?	¿Qué te gusta comer?
2. It is liking to me the rice.	Me gusta el arroz.
3. Not I eat seafood/shellfish.	No como el marisco.
4. I breakfast at the seven and half.	Desayuno a las siete y media.
5. I breakfast cereal.	Desayuno cereales.
6. I have hunger.	Tengo hambre.
7. I am going to take the soup.	Voy a tomar la sopa.
8. I’m going to bring the bread.	Voy a traer el pan.
9. I’m going to buy a lettuce.	Voy a comprar una lechuga.
10. It’s going to be cool.	Va a ser guay.

**1**

beber = to drink

**2**

me encanta(n) = I love

me gusta(n) mucho = I really like

no me gusta(n) = I don’t like

no me gusta(n) nada = I don’t like... at all

odio = I hate

prefiero = I prefer

**3**

los caramelos = sweets

la carne = meat

la fruta = fruit

las hamburguesas = hamburgers

los huevos = eggs

el pescado = fish

el queso = cheese

las verduras = vegetables

bebo = I drink

el agua = water

la leche = milk

**4/5**

como = I eat lunch / for lunch I have

ceno = I eat dinner / for dinner I have

al mediodía = at midday

tostadas = toast

churros = churros (sweet fritters)

yogur = yoghurt

**6**

sed = thirsty

**7/8**

la ensalada mixta = the mixed salad

los huevos fritos = fried eggs

las chuletas de cerdo = pork chops

el filete = steak

el pollo con pimientos = steak with peppers

la tortilla española = Spanish omelette

el helado de chocolate / fresa / vainilla =

chocolate / strawberry / vanilla ice cream

la tarta de queso = cheesecake

la cola = Coke

**9**

un pimiento verde/rojo = a green/red pepper

un aguacate = an avocado

un kilo de tomates = a kilo of tomatoes

medio kilo de queso = ½ kilo of cheese

una botella de limonada = a bottle of lemonade

**10**

divertido = fun

genial = great

café = (a cup of) coffee

té = (a cup of) tea

zum de naranja = orange juice

un bocadillo = a sandwich

patatas fritas = chips

pollo con ensalada = chicken with salad

**Define the key terms in your own words.**

Negative structures:

Word order:

Give an example of each of the following from the 'substitution language' section.

Negative structures:

Word order:

**Rewrite the English sentences in a more natural translation.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**Use the substitution language to rewrite the Spanish sentences with at least one detail changed and add an opinion where you can.**

1.

2.

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10.

## Substitution Language

**Modal verbs:** These are verbs that are always followed by an infinitive. E.g. can/must/have to/could/should.

**Reflexive verbs:** These are verbs that you do to yourself. E.g. to wash yourself, to get yourself dressed, to brush your teeth.

1. It would be liking to you to go to the cinema?	¿Te gustaría ir al cine?
2. Yes, it would be liking to me a lot.	Sí, me gustaría mucho.
3. We meet at your house.	Quedamos en tu casa.
4. We meet at the six.	Quedamos a las seis.
5. It I feel, I have to walk to the dog.	Lo siento, tengo que pasear al perro.
6. When I go out of party, myself I bathe.	Cuando salgo de fiesta, me baño.
7. Always myself I dress.	Siempre me visto.
8. Normally I wear a jumper blue.	Normalmente llevo un jersey azul.
9. This night I'm going to wear a dress black.	Esta noche voy a llevar un vestido negro.
10. It's going to be awesome.	Va a ser flipante.

### 1

a la bolera = to the bowling alley  
a la cefetería = to the café  
al centro comercial = to the shopping centre  
al museo = to the museum  
al parque = to the park  
a la pista de hielo = to the ice rink  
al polideportivo = to the sports centre  
a mi casa = to my house

### 2

De acuerdo = all right  
Vale = OK  
¡Ni hablar! = No way!  
¡Ni en sueños! = Not in your wildest dreams!  
No tengo ganas = I don't feel like it  
¡Qué aburrido! = How boring!

### 3/4

al lado de la bolera = next to the bowling alley  
delante de la cafetería = in front of the café  
detrás del centro comercial = behind the shopping centre  
enfrente del polideportivo = opposite the sports centre  
a las seis y cuarto = at 6:15  
a las seis y media = at 6:30  
a las siete menos cuarto = at 7:45

### 5

cuidar a mi hermano = look after my brother  
lavarme el pelo = wash my hair  
hacer los deberes = do my homework  
ordenar mi dormitorio = tidy my room  
salir con mis padres = go out with my parents  
no puedo salir = I can't go out  
no tengo dinero = I don't have any money  
no quiero (salir) = I don't want to (go out)

### 6/7

me ducho = I have a shower  
mMe lavo la cara = I wash my face  
me lavo los dientes = I clean my teeth  
me maquillo = I put on make-up  
me peino = I comb my hair  
primero = first  
después = after(wards)  
a veces = sometimes

### 8/9

una camiseta blanca = a white T-shirt  
una sudadera roja = a red hoodie  
una falda morada = a purple skirt  
una gorra verde = a green cap  
una camisa rosa = a pink shirt  
unos pantalones grises = some grey trousers  
unos zapatos marrones = some brown shoes  
unas zapatillas de deporte = some trainers

### 10

divertido = fun  
genial = great  
aburrido = boring  
loco = crazy/wild  
horrible = horrible



**Define the key terms in your own words.**

Modal verbs:

Reflexive verbs:

**Give an example of each of the following from the 'substitution language' section.**

Modal verbs:

Reflexive verbs:

**Rewrite the English sentences in a more natural translation.**

1.

2.

3.

4.

5.

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7.

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9.

10.

**Use the substitution language to rewrite the Spanish sentences with at least one detail changed and add an opinion where you can.**

1.

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9.

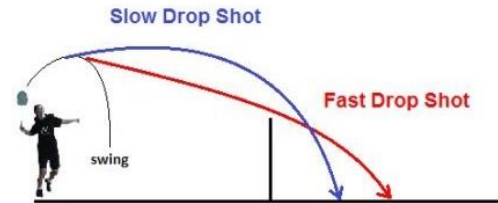
10.

## Glossary of key terms for this unit

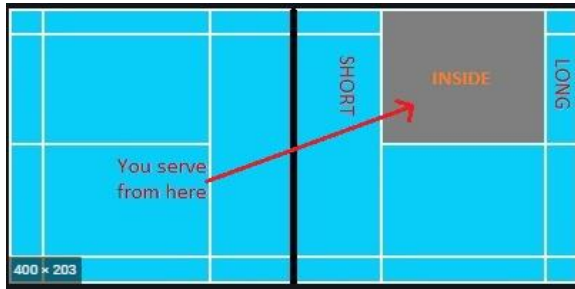
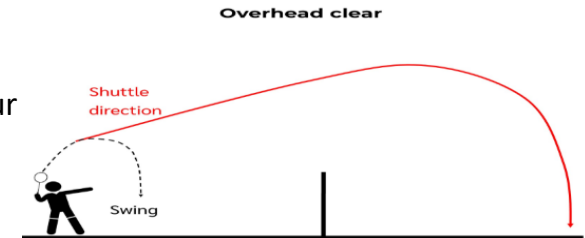
- **Drop shot**- a shot played with finesse to land the shuttle as close as possible to the net on your opponent's side.
- **Overhead Clear** - Played to the back of your opponent's court and is a defensive shot.
- **Smash** - The smash shot is hit with power and speed downward into the opponent's court.
- **Long and thin** - This applies to where the shuttle is allowed to land during a singles match.
- **Short and fat** - This applies to where the shuttle is allowed to land during a doubles match.

## Badminton Year 8

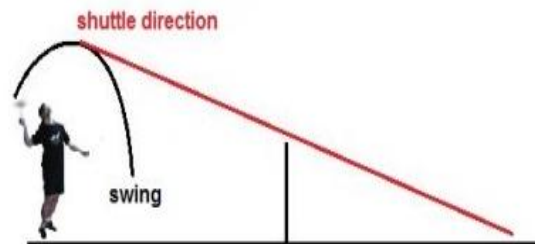
The **drop shot** works best if you deceive your opponent by making them think you are doing an overhead clear, and then take the speed of your shot to land the shuttle just over the net



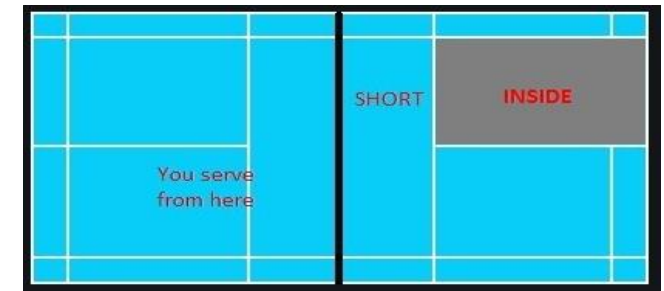
The **overhead clear** is a defensive shot aimed at creating space at the front of your opponent's court and giving yourself time to get back into the ready position



The diagram shows where the shuttle is allowed to land during doubles matches. This is called short and fat

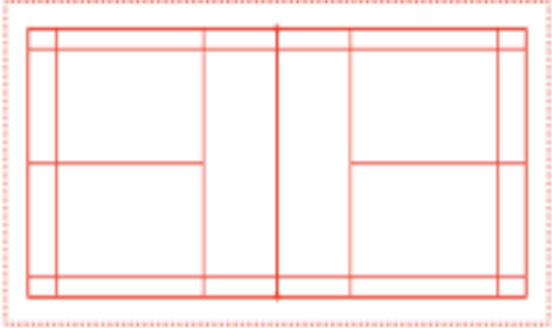


The smash shot is designed to be hit with force to stop your opponent from returning the shot

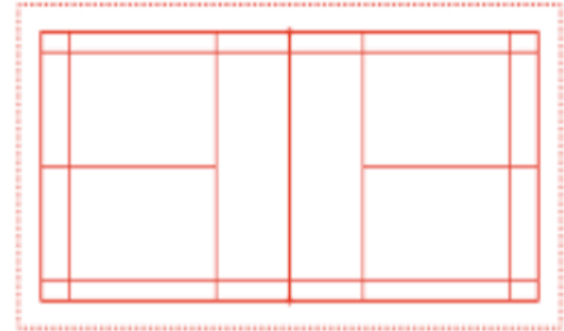


The diagram shows where the shuttle is allowed to land during singles matches. This is called long and thin

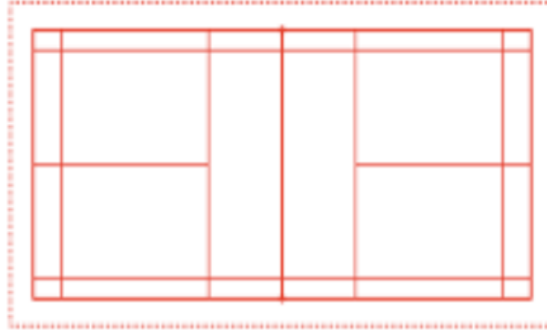
**Identify** on the image below where you would want an overhead clear shot to land;



**Identify** on the image below where you would want a drop shot to land;



**Identify** on the image below where you would want a smash shot to land;



**Explain** why a badminton player might play the following shots;

**Smash shot**

**Drop shot**

**Overhead clear shot**

## Knowledge Organiser Year 8 Badminton

**Research** online the rules for serving in badminton for both singles and doubles.

**Singles**

**Doubles**

## Glossary of key terms for this unit

**Possession** - The team with the ball in their control is deemed to be in possession.

**Intercepting** - When a player intercepts a pass they can read where the pass is going and stop the ball from going there.

**Width** - In football this means creating more space on the pitch by getting players to spread out wide.

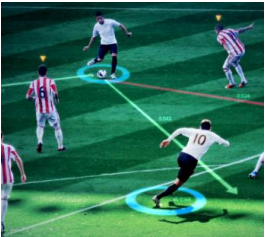
**Pressure** - By applying pressure you are marking your opponent or getting as close to them as possible to stop them playing.

**Strategies** - Coming up with a tactic or plan which has a desired outcome.

## Football Year 8

### Advanced football rules

- The goalkeeper is not allowed to pick the ball up in his area if the ball is passed back to him from one of his own players.
- There are two types of fouls; direct and indirect. On a direct free kick, you can score directly from the free kick. On an indirect free kick, the ball must be touched by another player before going in the goal.
- A player is in an offside position if, when the ball is played by a team-mate, they are nearer to the opposition's goal line than both the ball and the second last opponent.
- From a throw in the ball must be thrown with both hands from behind and over the head. The throwers feet must have some part of their foot on the touchline or on the ground outside of the touchline.



Ball possession also means the amount of time a team possesses the ball during a game of football.



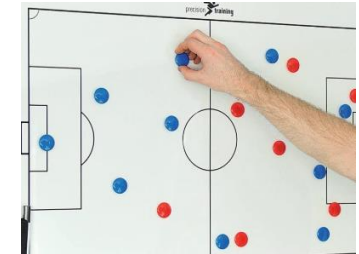
By closing down a player on the ball you are applying pressure trying to force them to make a mistake.



Ball possession also means the amount of time a team possesses the ball during a game of football.



By intercepting a ball you can gain back possession for your team and stop a potential attack.



Strategies can be set up to provide teams with a plan to try and outwit an opponent and win the game.

**Explain** 3 reasons why putting pressure on your opponents is important?

1)

2)

3)

**Describe** what is meant by the term “interception”?

**Identify** a position in football where intercepting balls is extremely important and why?

**Research** a football team which are good at keeping possession for long periods of time and explain why?

**Explain** why in football it is important to have width and get the ball played out wide?

## Knowledge Organiser Year 8 Football

**Identify** a tactic which can be used in football for a team which need to score lots of goals?

**Identify** a tactic which can be used in football for a team which need to hang onto a lead and not concede any goals?

## Glossary of key terms for this unit

**Apparatus** - Any one of the pieces of equipment used in gymnastics competition, including the vaulting table, uneven bars, balance beam, the horizontal bars, parallel bars, the pommel horse and still rings.

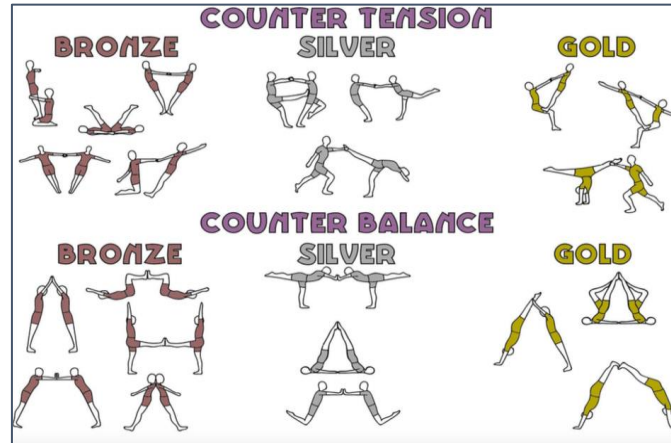
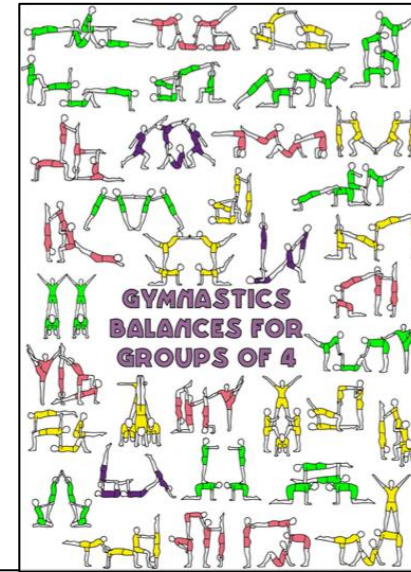
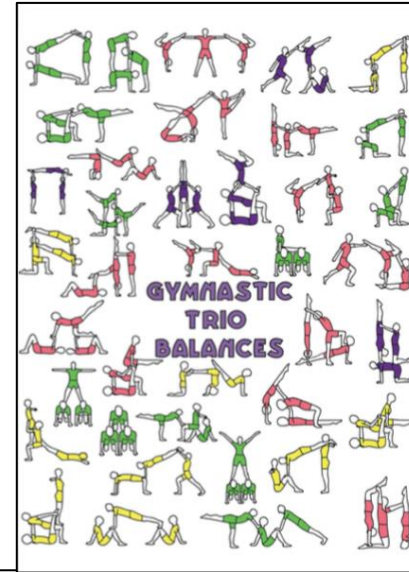
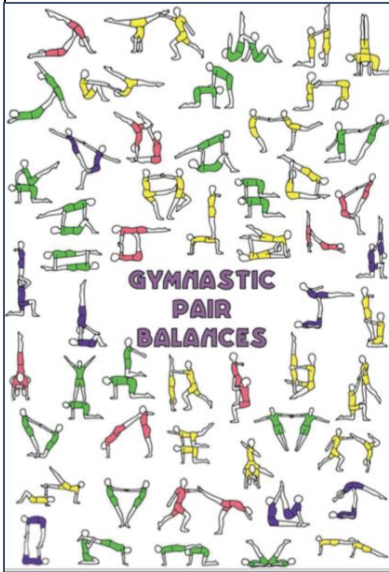
**Counter balance** - is when weight is pushed onto a partner to maintain a still position.

**Counter tension** – when weight is pulled away from each other to help maintain a still position.

**Mirror** - In partner or group work mirroring is becoming a precise reflection of your partner's skill.

**Match** - In partner or group work matching is more general and requires replication and not reflection of your partner's work.

## Gymnastics Year 8



**Reduce** the information you know about performing a gymnastic paired balance into 3 key pieces of knowledge.

- 1.
- 2.
- 3.

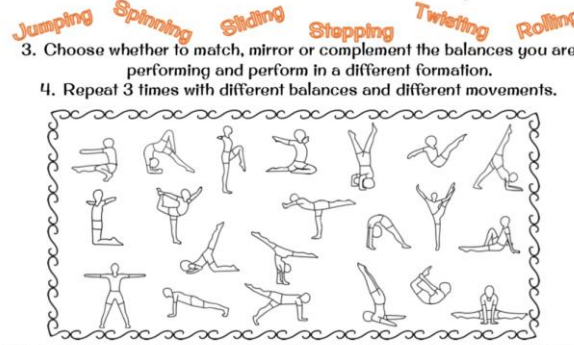
**Draw 2 paired counter balance and 2 paired counter tension balances. (use simple stickman diagrams)**

- 1.
- 2.
- 3.
- 4.

**For a group of 4 or 5, with the use of a dot diagram show 5 different formation:**

## Task 7

1. Pick a balance from the box below and match your group in a formation.
2. Pick an action then move into a second balance using that action.
3. Choose whether to match, mirror or complement the balances you are performing and perform in a different formation.
4. Repeat 3 times with different balances and different movements.



## Knowledge Organiser Year 8 Gymnastics

**Plan a four person gymnastic routine including: individual, paired and group balances, with elements of flight and rotation. Include counterbalance and counter tension, formation changes, start and finish positions. Use diagrams and give brief explanation of your work.**

## Year 8 - Sp1 - Sikhism

Sikhism is one of the world's major religions.  
It is the world's 5<sup>th</sup> largest religion, with about 28 million followers.  
It began over 500 years ago.

Sikhs are the people who follow Sikhism.  
Sikhs believe in one God who guides and protects them.  
Sikhs see everybody as being equal in God's eyes.

Sikhism was founded by a man called Guru Nanak. It is based on what he taught people.  
They believe that he received messages from God telling them how to live.

Leading a good life and making the right choices are important in Sikhism.



Key word	Definition
Sikh	Learner or disciple
Mal Mantra	The essence of Sikh belief. A statement of beliefs.
Gurmukh	Someone who is God-centred.
Manmukh	Someone who is man centred.
Guru	Spiritual leader
Khalsa	A group into which committed Sikh's can be initiated
Langar	The kitchen in the gurdwara where food is prepared for anyone who needs it.
Sewa	Serving the community in which you live

<p><b>Where and how do Sikhs worship? Why?</b></p>		<p>Sikh temples are called gurdwaras. They are built with a large central dome. Gurdwaras have four doors, to show that they are open to all people, as a part of the Sikh belief that everyone is equal. Before Sikhs worship in a gurdwara, they should take a bath as a mark of respect and cleanliness. Shoes are taken off, and heads are covered.</p>
<p><b>What is the Sikh holy book?</b></p>		<p>The Sikh holy text is the Guru Granth Sahib. It is exactly 1430 pages long in its printed form, and all of the hymns in it are in the same order. This helps Sikhs from everywhere to read it the same way.</p>
<p><b>Where do most Sikhs live in the world?</b></p>		<p>Sikh people are mainly found in the Punjab region of north India, in Asia. In total, there are nearly 23 million Sikhs in India. However, there are also populations of Sikhs on every inhabited continent. The largest populations of Sikhs in countries outside of India are in the United States, Canada, the United Kingdom, and Malaysia. There are very few Sikhs in parts of Africa and Central America.</p>
<p><b>What are some other Sikh traditions?</b></p>		<p>When a Sikh baby is born, the whole community turns out to celebrate! Fathers traditionally tell the news to friends and family, and the baby name is revealed in a ceremony at the gurdwara. Sikh names are easily distinguishable. Boys and men are given an extra Sikh name – Singh – meaning 'lion.' Girls and women have Kaur – 'princess.'</p>

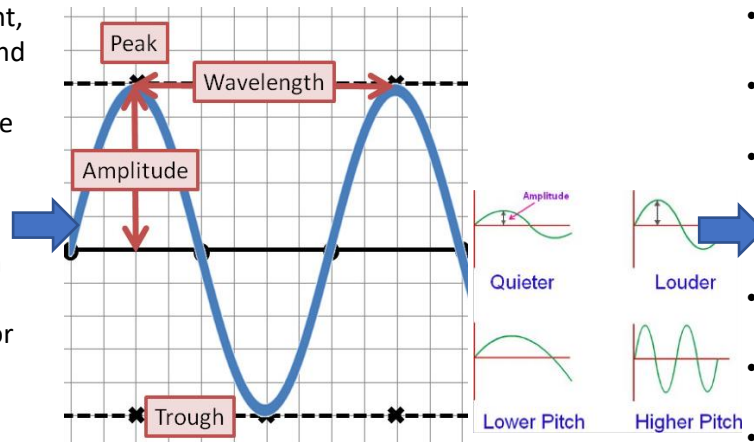




### Key words

- **Speed of sound** slower than the speed of light, this is the distance sound travels in one second (330m/s).
- **Speed of light** the distance light travels in one second (300million m/s).
- **Amplitude** the height from the middle of a wave to the top of a peak.
- **Frequency** the number of waves produced in one second.
- **Wavelength** the distance between 2 waves or peaks.
- **Longitudinal** a wave where the oscillation is parallel to the direction of the wave.

### Key ideas



### Key Words

- **Elements** substances that contain only one type of atom.
- **Atoms** the smallest part of an element that can exist.
- **Compounds** made up of 2 or more elements that are chemically joined together.
- **Chemical formula** shows the elements present in a compound.
- **Polymer** a substance with a long chain of molecules e.g. rubber and DNA.
- **Groups** the vertical columns in a periodic table, showing similar properties.
- **Periods** the horizontal rows in a periodic table, showing similar properties.

## Year 8 Spring 1 Knowledge Organiser

### Notes

### Key words

### Key words

- **Evolution** the theory that animal and plant species today descended from species that existed in the past.
- **Natural selection** process by which species change over time in response to environmental changes and competition for resources
- **Darwin** developed the theory of evolution
- **Extinct** when there are no more living individuals of a species.
- **Biodiversity** the measure of the variety of all different species of organism on Earth or within a particular ecosystem
- **population**

- **Chemical properties** describe how substances react with other substances.
- **Group 1: Alkali metals** like other metals are good conductors of heat and electricity.
- **Group 7: Halogen** like most non metals they have low melting points.
- **Group 0/8: Nobel Gases** a group of colourless non metal gases.

Key words

Key Words

pH scale



**Year 8 Spring 1 Knowledge Organiser**

Equations

Key words

Key words

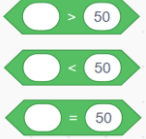

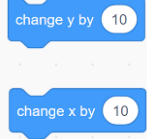
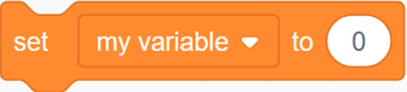
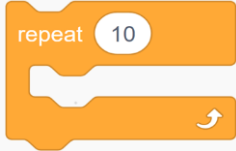

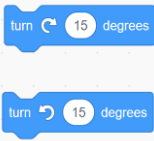
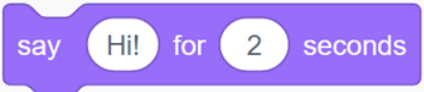


# Computing

<b>Sequence</b>	One of the three basic programming constructs. Instructions that are carried one after the other in order.
<b>Selection</b>	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths.
<b>Iteration</b>	One of the three basic programming constructs. A selection of code that can be repeated either a set number of times (count-controlled) or a variable number of times based on the evaluation of a Boolean expression (condition-controlled).
<b>Variable</b>	A value that can change depending on conditions or information passed to the program.

<b>Boolean expression</b>	An algebraic expression which has a Boolean value.
<b>Comparison operator</b>	Used to compare two expressions.
<b>Computer bug</b>	Code that causes your computer to behave in an unexpected way.
<b>Resilience</b>	The capacity to recover quickly from difficulties.
<b>Subroutine</b>	A block of code within a program that is given a unique, identifiable name. Supports code reuse and good programming technique.

## Computing

			
<p>Comparison operators. Used to make a comparison between two values or variables.</p>	<p>Runs the code in the block if the condition is true.</p>	<p>Used to move the sprite by a certain distance along the x or y axis.</p>	<p>Used to set the value of a variable.</p>
			
<p>Count-controlled iteration - code inside the block repeats a set number of times.</p>	<p>Infinite iteration - repeats the code inside the block until the program is stopped by the user.</p>	<p>Rotates the sprite clockwise or anti-clockwise by a certain distance.</p>	<p>Causes the sprite to say a message for a certain amount of time.</p>

