Woolwich Polytechnic
School for Girls

Knowledge Organiser

Year 8 Term 3 booklet

Name: .....

Form: .....

Woolwich Polytechnic

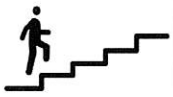
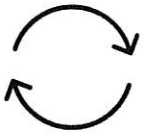
School for Girls

Contents:

English:	Pages 1-5
Maths:	Pages 6-11
Science:	Pages 12-17
Art:	Page 18
Computing:	Page 20
Drama:	Pages 21-22
DT:	Pages 23-28
EBC:	Pages 29-30
Geography:	Page 31
History:	Pages 32-33
French:	Pages 34-35
Music:	Pages 36-37
PE:	Page 38

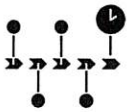
English Key Knowledge – Iridescent Adolescents

Section 1

Key word	Image	Meaning	Explanation/Example
Protagonist		the leading character or one of the major characters in a play, film, novel, etc.	*Starr is the protagonist of this novel*
Perspective		The point of view of a narrative (whose eyes we see the narrative through).	*The story alternates in perspectives.*
Climax		the most intense, exciting, or important point of something	*The climax of the film is at the end.*
Exposition		The opening of a narrative.	*It normally establishes setting and introduces key characters*
Denouement		he final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved.	*The denoument is somewhat disappointing and not satisfying!*
Cyclical structure		when a text begins and ends in the same place or with the same idea.	*The cyclical structure of the narrative suggests that nothing has really changed.*
Reinforce		strengthen (an existing feeling, idea, or habit).	*This reinforces the idea that we are meant to feel sympathy for the protagonist.*

English Key Knowledge – Iridescent Adolescents

Section 2: Tomorrow is Too Far

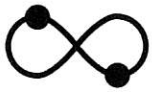
Key word	Image	Meaning	Explanation/Example
Foreboding		a feeling that something bad will happen; fearful apprehension.	*There is a sense of foreboding in the exposition of the narrative.*
Chronological		A sequential order of events.	*The story is told in chronological order.*
Empathetic		Being able to feel what others feel and share their emotions	*Kiara is a highly empathetic person; she started crying when Gillian was talking about her problems.*
.Catastrophic (adj)		Involving or causing sudden great damage or suffering	*The catastrophic damage that is being done to the environment is unforgiveable.*
Migration		movement from one place to another.	*The annual migration of Canada geese is breathtaking to see!*
Social commentary		the act of using rhetorical means to provide commentary on issues in a society.	This is often done with the idea of implementing or promoting change by informing the general populace about a given problem and appealing to people's sense of justice
Dystopian		an imagined state or society where there is great suffering or injustice.	*She creates a very dystopian world through her narrative.*

Key Knowledge Task: Consolidation

Use these at least 4 of these key words to write a summary of The Last Woman on Earth

English Key Knowledge – Iridescent Adolescents

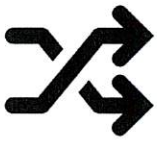
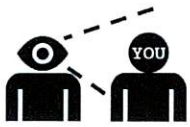
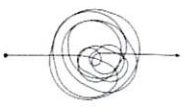
Section 3 - Homecoming

Key word	Image	Meaning	Expample
Overexposed		To show something too much or make someone experience/see something too much.	Like being overexposed to the sun can lead to health risks.
Barren		Very empty	The landscape was barren.
Sprawling		spreading out over a large area in an untidy or irregular way.	The city sprawled on for miles
Silhouette		the dark shape and outline of someone or something visible in restricted light against a brighter background.	She could see his silhouette as he stood with his back towards the sun.
perpetual		never ending or changing.	It was a perpetual cycle of waking up, going to school, homework and bed.
Juxtaposition		the fact of two things being seen or placed close together with contrasting effect.	The juxtaposition between the two characters is striking.
Bitter		feeling or showing anger, hurt, or resentment because of bad experiences or a sense of unjust treatment.	They couldn't hide the fact they felt bitter about how much attention their friend was getting.
Resentful		Feeling or expressing bitterness or annoyance at having been treated unfairly.	They couldn't help but feel resentful towards their sibling.
Conflict		A problem; a serious disagreement or argument,	They hated conflict.

3

English Key Knowledge – Iridescent Adolescents

Section 4: Tomorrow is Too Far

Key word	Image	Meaning	Expample
Non-linear narrative structure		A narrative structure where events are presented in a disjointed or disorderly way.	for example, out of chronological order or in other ways where the narrative does not follow the direct causality pattern of the events featured. Or there are flashbacks or dreams or flashforwards.
Second-person narrative		Where the reader is directly addressed by the narrator as 'you'.	The reader is immersed into the narrative as a character involved in the story. The narrator describes what "you" do and lets you into your own thoughts and background.
Stifle		restrain (a reaction) or stop oneself acting on (an emotion)	Her screams were stifled by her pillow.
Inferior		Less important than	Historically, women have been viewed as being inferior to men.
Lurked		be or remain hidden so as to wait in ambush for someone or something	She lurked in the background, hoping not to be seen.
Jutting		Sticking out awkwardly/at an angle	Their arm was jutting out at an awkward angle.
Obscene		offensive or disgusting by accepted standards of morality and decency.	She couldn't believe the obscene words coming out of her niece's mouth.
Infatuated		Obsessed with	He was infatuated with her.
Convoluted		Complicated	The plot of this Netflix show was way too convoluted.
Contempt		With hate	She looked at her brother in contempt.

English Key Knowledge – Iridescent Adolescents

Section 5: Vocabulary to help explore texts

Vocabulary to give you a voice	
Expertly	To do something in a highly skilful or knowledgeable manner
Consciously	To do something very thoughtfully and deliberately
Persuasively	To convince someone to agree with you
Effective/effectively	To achieve the desired result
Successful/successfully	To achieve the desired result
Deliberately	To do something on purpose
Clear/clearly	To be very obvious
Skilful/skilfully	To do something well, with skill
Convincing/convincingly	cause (someone) to believe firmly in the truth of something
Engaging/ engagingly	Interesting
Thought-provoking.	Makes you think
Inspiring	To create a feeling, especially a positive one, in a person.
Perceptive/perceptively	Having or showing sensitive thought/insight.
Striking/strikingly	attracting attention by reason of being unusual, extreme, or prominent.
Powerful/powerfully	having great power or strength.
Imaginative/imaginatively	having or showing creativity or inventiveness.
Profound/profoundly	(of a state, quality, or emotion) very great or intense.
Challenging	Difficult, testing someone

Maths

Week 1		
Topic/Skill	**Definition/Tips**	**Example**
Unit Fraction	A fraction where the numerator is one and the denominator is a positive integer.	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ $etc.$ are examples of unit fractions.
Reciprocal	The reciprocal of a number is 1 divided by the number. The reciprocal of x is $\frac{1}{x}$ When we multiply a number by its reciprocal we get 1. This is called the 'multiplicative inverse'.	The reciprocal of 5 is $\frac{1}{5}$ The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$, because $\frac{2}{3} \times \frac{3}{2} = 1$
Mixed Number	A number formed of both an integer part and a fraction part.	$3\frac{2}{5}$ is an example of a mixed number.
Simplifying Fractions	Divide the numerator and denominator by the highest common factor.	$\frac{20}{45} = \frac{4}{9}$
Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a common denominator (as equivalent fractions). Ascending means smallest to biggest. Descending means biggest to smallest.	Put in to ascending order : $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}$. Equivalent fraction: $\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}$ Correct order: $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$

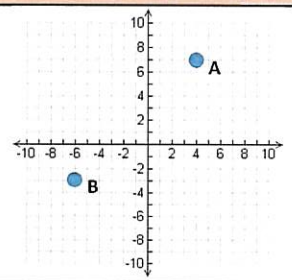
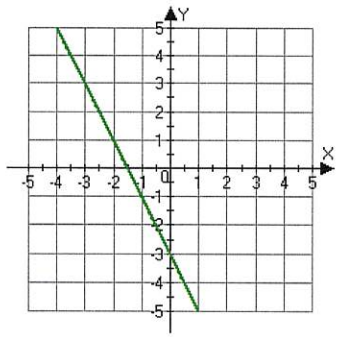
Maths

Week 2

Topic/Skill	Definition/Tips	Example
Fraction of an Amount	Divide by the denominator, times by the numerator.	Find $\frac{2}{5}$ of £60 $60 \div 5 = 12$ $12 \times 2 = 24$
Adding or Subtracting Fractions	Find the **LCM of the denominators** to find a common denominator. Use equivalent fractions to change each fraction to the **common denominator**. Then just **add or subtract the numerators** and keep the **denominator the same**.	$\frac{2}{3} + \frac{4}{5}$ Multiples of 3: 3, 6, 9, 12, **15**.. Multiples of 5: 5, 10, **15**.. LCM of 3 and 5 = 15 $\frac{2}{3} = \frac{10}{15}$ $\frac{4}{5} = \frac{12}{15}$ $\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$
Multiplying Fractions	Multiply the numerators together and multiply the denominators together.	$\frac{3}{8} \times \frac{2}{9} = \frac{6}{72} = \frac{1}{12}$
Dividing Fractions	Multiply by the reciprocal of the second fraction. To remember use: 'Keep it, Flip it, Change it – KFC' Keep the first fraction the same. Flip the second fraction upside down (reciprocal). Change the divide to a multiply.	$\frac{3}{4} \div \frac{5}{6} = \frac{3}{4} \times \frac{6}{5} = \frac{18}{20} = \frac{9}{10}$

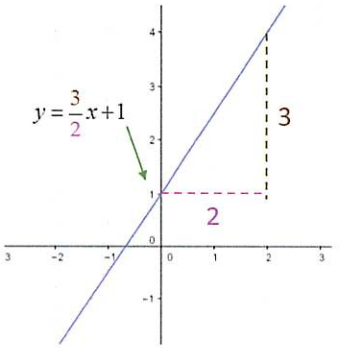
Maths

Week 3

Topic/Skill	Definition/Tips	Example
Coordinates	Written in **pairs**. The **first** term is the **x-coordinate** (movement **across**). The **second** term is the **y-coordinate** (movement **up or down**)	A: (4,7) B: (-6,-3) 
Midpoint of a Line	Method 1: **add the x coordinates and divide by 2, add the y coordinates and divide by 2** Method 2: Sketch the line and find the values half way between the two x and two y values.	Find the midpoint between (2,1) and (6,9) $\frac{2+6}{2} = 4$ and $\frac{1+9}{2} = 5$ So, the midpoint is (4,5)
Linear Graph	**Straight line** graph. The general equation of a linear graph is $y = mx + c$ where m **is the gradient** and c **is the y-intercept**. The **equation** of a linear graph can contain an **x-term**, a **y-term** and a **number**.	Example: y= -2x - 3 

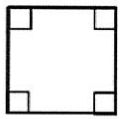
Maths

Week 4

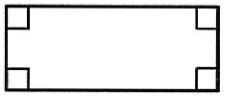
Topic/Skill	Definition/Tips	Example
Plotting Linear Graphs	Method 1: **Table of Values** Construct a table of values to calculate coordinates. Method 2: **Gradient-Intercept Method** (use when the equation is in the form $y = mx + c$) 1. Plots the y-intercept 2. Using the gradient, plot a second point. 3. Draw a line through the two points plotted.	<table><tr><td>**x**</td><td>-3</td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>**y= x +3**</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table> 
Gradient	The gradient of a line is how **steep** it is. **Gradient** = $$\frac{\textbf{Change in } y}{\textbf{Change in } x} = \frac{\textbf{Rise}}{\textbf{Run}}$$ The gradient can be positive (sloping upwards) or negative (sloping downwards)	

Maths

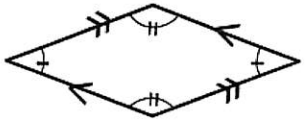
Week 5



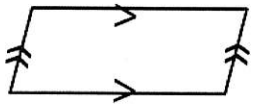
Square
All sides equal; all angles 90°



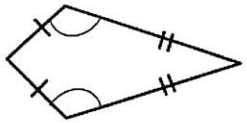
Rectangle
Opposite sides equal, all angles 90°



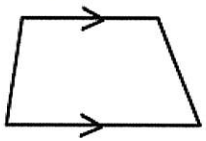
Rhombus
All sides equal; 2 pairs of parallel lines; opposite angles equal



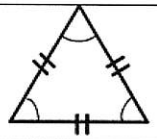
Parallelogram
Opposite sides equal, 2 pairs of parallel lines



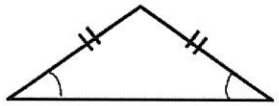
Kite
Adjacent sides equal; 2 congruent angles



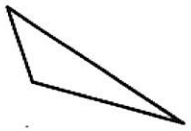
Trapezoid
1 pair of parallel sides



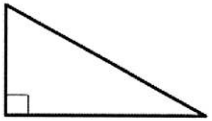
Equilateral triangle
All sides equal; interior angles 60°



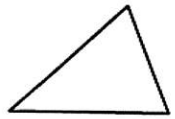
Isosceles triangle
2 sides equal; 2 congruent angles



Scalene triangle
No sides or angles equal



Right triangle
1 right angle

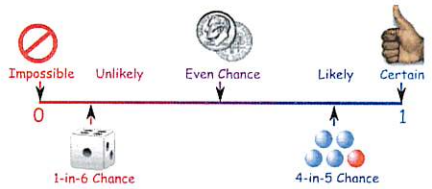
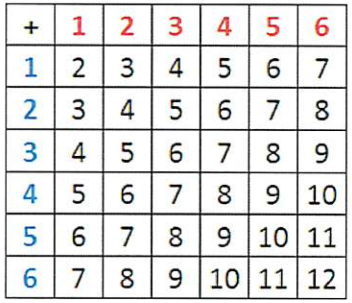


Acute triangle
All angles acute

Obtuse triangle
1 obtuse angle

Maths

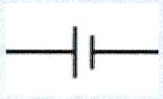
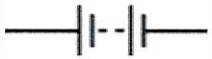
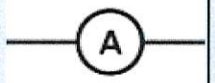
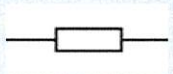
Week 6

Topic/Skill	Definition/Tips	Example
Probability	The **likelihood/chance** of something happening. Is expressed as a number **between 0 (impossible) and 1 (certain)**. Can be expressed as a fraction, decimal, percentage or in words (likely, unlikely, even chance etc.)	
Probability Notation	**P(A)** refers to the **probability that event A will occur**.	P(Red Queen) refers to the probability of picking a Red Queen from a pack of cards.
Sample Space	The **set of all possible outcomes** of an experiment.	
Sample	A **sample** is a small selection of items from a population. A sample is **biased** if individuals or groups from the population are not represented in the sample.	A sample could be selecting 10 students from a year group at school.
Sample Size	The larger a sample size, the closer those probabilities will be to the true probability.	A sample size of 100 gives a more reliable result than a sample size of 10.

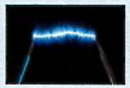
+	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

Science: 8.3 Electromagnetism

a Circuit/ Component Symbols

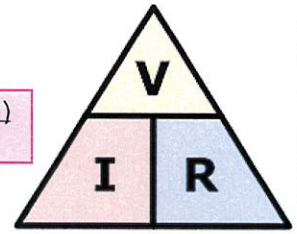
	Name	Symbol	Function
1	Cell		Power supply, allowing a current to flow from the positive terminal to the negative terminal.
2	Battery		A battery is a source of energy which provides a push of energy to get the current flowing in a circuit.
3	Lamp		Current will flow through the circuit and light the lamp.
4	Switch		A switch lets you break the circuit and stop the electric current flowing.
5	Ammeter		An ammeter is a measuring device used to measure the electric current in a circuit.
6	Voltmeter		A voltmeter is measures electric potential difference between two points in a circuit
7	Resistor		resistors are used to reduce current flow

b

	Keyword	Picture	Definition
1	Electrical conductor		A material that allows current to flow through it easily and has low resistance
2	Electrical insulator		A material that does not allow current to flow and has a high resistance
3	Resistance		A property of a component making it difficult for charge to pass through. Unit for resistance is ohms (Ω)
4	Potential difference (voltage)		The amount of energy shifted from the battery to the moving charge, or from the charge to circuit components. Unit for potential difference measured in volts (V)
5	Current		Flow of electric charge. Unit for current measure in amperes (amps for short), (A)
6	In series		If components in a circuit are on the same loop
7	In parallel		If components are on separate loops

c Resistance equation

Resistance (ohms, (Ω) = $\frac{\text{Potential difference(volts, (V)}}{\text{Current (amps, (A)}}$

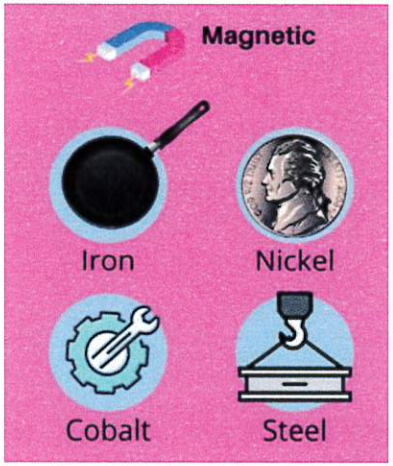


12

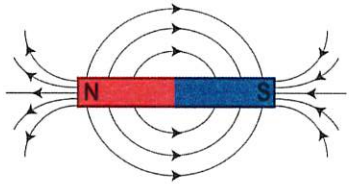
Science: 8.3 Electromagnetism

d Magnetic materials

- Iron is a magnetic material, so any metal with iron in it will be attracted to a magnet.
- Steel, cobalt and nickel are also magnetic.
- Most other metals, for example aluminium, copper and gold, are NOT magnetic.



e Bar Magnets



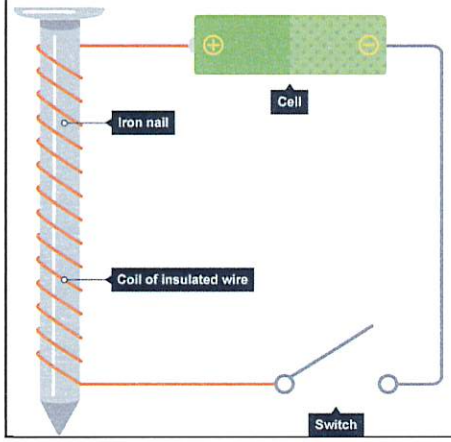
A bar magnet is a permanent magnet. This means that its magnetism is there all the time and cannot be turned on or off.

A bar magnet has two magnetic poles:

- north pole (or north-seeking pole)
- south pole (or south-seeking pole)

f Electromagnets

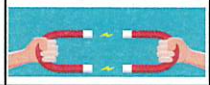
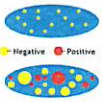
When an electric current flows in a wire, it creates a magnetic field around the wire. This effect can be used to make an **electromagnet**.



You can make an electromagnet stronger by doing these things:

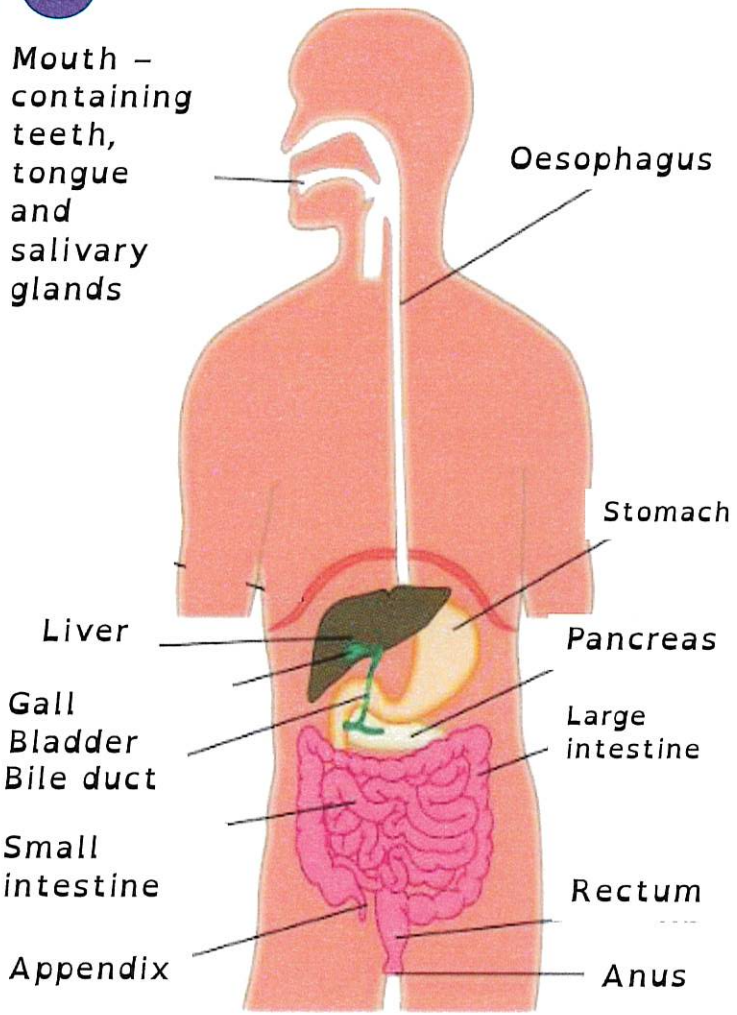
- wrapping the coil around a piece of iron (such as an iron nail)
- adding more turns to the coil
- increasing the current

g

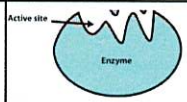
	Keyword	Picture	Definition
1	Permanent magnet		An object that is magnetic all of the time.
2	Magnetic force		Non-contact force from a magnet on a magnetic material
3	Magnetic poles		The ends of a magnetic field, called north-seeking (N) and south-seeking poles (S).
4	Electromagnet		A non-permanent magnet turned on and off by controlling the current through it.
5	Electrostatic force		Non-contact force between two charged objects
6	Charged up		When materials are rubbed together, electrons move from one surface to the other

Science
8.4 The Human Body

a Organs of the digestive system



b

	Keyword	Picture	Definition	Food sources
1	Dietary fibre		Parts of plants that cannot be digested, which helps the body eliminate waste.	Sources are barley, oatmeal, beans, nuts, vegetables and fruits such as apples, berries, and citrus fruits.
2	Carbohydrates		The body's main source of energy. There are two types: simple (sugars) and complex (starch).	Simple sources are cookies, soft drinks and cherry pie. Complex sources are beans, brown rice, potatoes, pasta and corn.
3	Lipids (fats and oils)		A form of energy.	Sources are butter, milk, eggs, nuts.
4	Protein		Nutrient your body uses to build new tissue for growth and repair.	Sources are meat, fish, eggs, dairy products, beans, nuts and seeds.
5	Vitamins and minerals		Needed in small amounts to keep the body healthy.	Both are essential for a health body and prevention of certain diseases. Sources, fruits and vegetables
6	Water		Needed for cells and body fluids.	Sources are water, fruit juice, milk and fruit.
7	Iron		A mineral important for red blood cells.	Found in Beans, lentils, tofu, Cashews and dark green vegetables.
8	Calcium		A mineral needed for strong teeth and bones.	Found in green leafy vegetables – such as broccoli, cabbage and okra.
9	Digestive system		Breaks down and then absorbs food molecules through chemical digestion and mechanical (physical) digestion.	Break down of food molecules.
10	Enzymes		Substances that speed up the chemical reactions (catalyst) of digestion. These substances are reusable/recyclable.	Substances that speed up the rate of digestion.

Science 8.4 The Human Body

c Food tests

Protein test

Test for	Chemicals used	Colour at start	Colour if nutrient present
Proteins	Biuret solution	Blue	Purple

Starch test

Test for	Chemicals used	Colour at start	Colour if nutrient present
Starch	Iodine	Brown	Blue/black

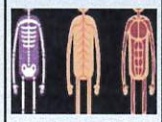
Simple sugars test

Test for	Chemicals used	Colour at start	Colour if nutrient present
Simple sugars	Benedict's solution	Blue	Orange/red

Lipid (fat) test

Test for	Chemicals used	Colour at start	Colour if nutrient present
Lipid	Ethanol	Clear	Cloudy

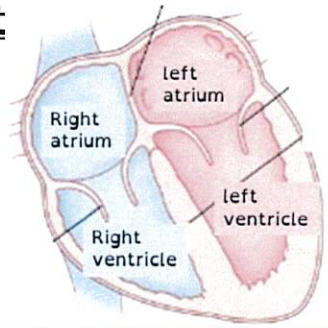
d

	Keyword	Picture	Definition	What it means
1	Muscular skeletal system		Muscles and bones working together to cause movement and support the body.	The distance an object moves from its original position.
2	Balanced diet		A diet in which all the components needed to maintain health are present in appropriate proportions.	Appropriate proportions of carbohydrate, protein, lipid, vitamins, minerals, water and dietary fibre.
3	Deficiency		A lack of a certain vitamin or mineral.	This can damage a person's health.

e The Heart

The heart has four chambers:

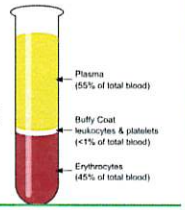
- Right atrium
- Left atrium
- Right ventricle
- Left ventricle



f Blood

Blood is a unique tissue.
It is based on a liquid called plasma.
Plasma carries:

- Red blood cells
- White blood cells
- Platelets

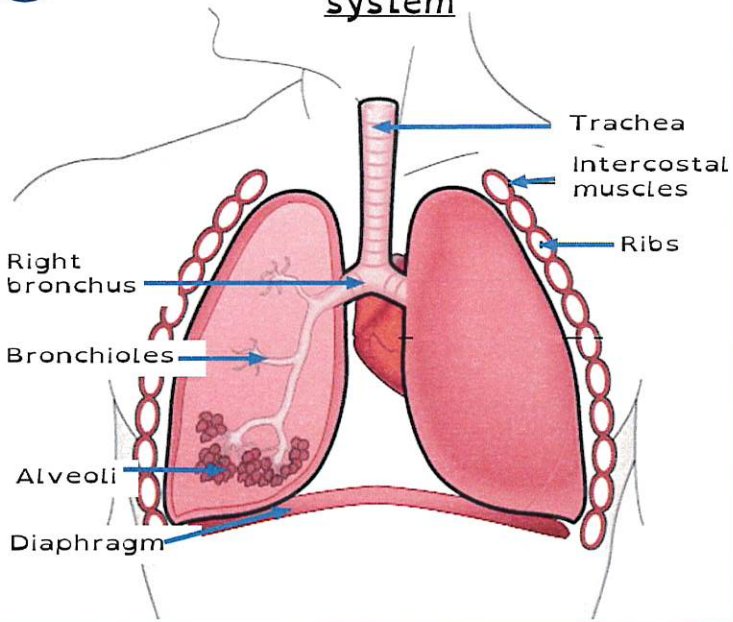


g Blood

Type of cell	Red blood cell	White blood cell	Platelets
Description	Biconcave disc shaped (concave on both sides).	Irregularly shaped	Small fragments of cells (no nuclei)
Function	Contain the red pigment haemoglobin which carries O_2.	An important part of the immune system, some produce antibodies.	Form clots, protect the body by stopping/reducing bleeding.

Science 8.5 Bioenergetics

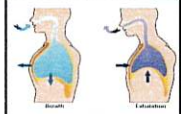
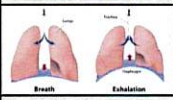
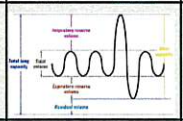
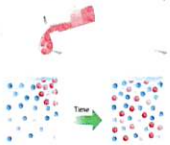
a Organs of the respiratory system



b Impact of exercise on the body

Short term	Long term
Increase in heart rate	More efficient stroke volume
Increase in breathing rate	Lower resting heart rate
Lactic acid (for anaerobic exercises)	Increased lung capacity
Delayed onset muscle soreness	More efficient muscle contraction

c

	Keyword	Picture	Definition	What it means
1	Respiratory system		Replaces oxygen and removes carbon dioxide from blood.	Replaces oxygen and removes carbon dioxide from blood.
2	Breathing		The movement of air in and out of the lungs.	The movement of air in and out of the lungs.
3	Trachea (windpipe)		Carries air from the mouth and nose to the lungs.	Carries air to the lungs.
4	Bronchi (Bronchus; singular)		Two tubes which carry air to the lungs.	Two tubes which carry air to the lungs.
5	Bronchioles		Small tubes in the lung.	Small tubes in the lung.
6	Alveoli		Small air sacs found at the end of each bronchiole.	Small air sacs.
7	Ribs		Bones which surround the lungs to form the ribcage.	Bones which surround the lungs to form the ribcage.
8	Diaphragm		A sheet of muscle found underneath the lungs.	A muscle found underneath the lungs.
9	Lung volume		Measure of the amount of air breathed in or out.	Measure of the amount of air breathed in or out.
10	Diffusion		The process by which particles in liquids or gases spread out through random movement from a region where there are many particles to one where there are fewer.	Where liquid or gas particles spread out.

Science 8.5 Bioenergetics

d Photosynthesis and Respiration

Photosynthesis

carbon dioxide + water —(light energy, chlorophyll)→ glucose + oxygen

Aerobic respiration

glucose + oxygen ⟶ carbon dioxide + water + Energy

Anaerobic respiration

glucose ⟶ lactic acid + Energy

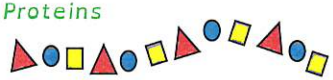
e How plants use glucose

Plants use glucose..
to supply them with energy.
to make long chains of insoluble starch for storage.
to be converted into lipids (fats or oils) to store in seeds and nuts.
to be Combined with nitrates to make amino acids / proteins / enzymes.
to make cellulose for cell walls

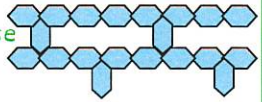
Energy

Starch molecule

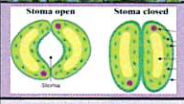
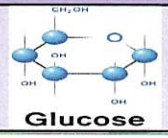
Proteins



Cellulose



f

	Keyword	Picture	Definition	What it means
1	Photosynthesis		A process where plants and algae turn carbon dioxide and water into glucose and release oxygen.	Carbon dioxide and water turned into glucose and oxygen by plants.
2	Chlorophyll		Green pigment in plants and algae which absorbs light energy.	Green pigment in plants and algae.
3	Stomata (stoma; singular)		Pores in the bottom of a leaf which open and close to let gases in and out.	Openings in the bottom of a leaf.
4	Fertilisers		Chemicals containing minerals that plants need to build new tissues.	Chemicals to help plants grow.
5	Aerobic respiration		Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.	Respiration with oxygen.
6	Anaerobic respiration		Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals).	Respiration without oxygen.
7	Fermentation		Releasing energy from the breakdown of glucose without oxygen, producing ethanol and carbon dioxide (in plants and microorganisms).	Respiration in plants and micro-organisms.
8	Glucose		A simple sugar which is an important energy source in living organisms and is a component of many carbohydrates.	A simple sugar which is an important energy source.

g Leaf adaptations

- Thin – this allows gases to reach cells easily.
- Veins – these carry water to the cells and carry glucose away. They also support leaves.

- Wide and flat – this create a large surface area to absorb as much light energy as possible.
- Stomata – these are pores on the underside of leaves through which gases move in and out.

Year 8 Art - Art of the People

Key Word	Definition	Example
Indigenous	Existing naturally or having always lived in a place; native	An example of indigenous peoples are the Native Americans of the United States.
Culture	Relating to the ideas, customs or social behaviour of a society	Culture is a word for the 'way of life' of groups of people, meaning the way they do things
Ceremonial	Relating to or used for formal religious or public events.	Ceremonies include funerals or death services, weddings, festivals, celebrations and religious/ spiritual ceremonies.
Functional Art	Art objects which have a specific use or function	A vase or pot can be used to hold plants, a decorative quilt or fabric can be used for warmth or clothing.
Narrative Art	Art objects which tell a story	This could be as a series of images or symbols which describe an event or scene.
Traditional	Long-established artistic techniques which have been passed down through generations	Traditional skills like oil painting and sculpting from marble or clay.
Contemporary	Referring to art which has been created very recently, or shows the current style	Digital artists could be described as contemporary
Proportion	The size of objects in an artwork compared with one another	The features of a face should all be the right size compared with the other features
Symbolic	Serves as a symbol for a bigger meaning or idea.	"The dragon is symbolic in Chinese culture, as it represents power."
Cultural appropriation	The inappropriate use of an element or elements of one culture or identity, by members of another culture or identity.	If modern Americans wear Native American headdresses, this would be cultural appropriation.
Manipulate	To handle, shape or control an art material or tool in a skilful way	Paper can be manipulated by bending, folding, twisting, scrunching etc.
Ceramic	An object made from clay and hardened by heat	Clay pots and vases are known as ceramics
Maquette	A sculptors small scale model	Usually created before a larger scale sculpture is made
Form	A 3-dimensional (3D) shape or object	Sphere, cube, pyramid
Modelling	The process of building up a material and shaping to create a 3D form	This is the opposite of the carving technique, where materials are removed to reveal the desired form

Culture Focus

Indigenous masks

African masks

Mexican Folk Art

Chinese Ming Vases

British contemporary ceramics

Skills and techniques

Tonal pencil shading, cardboard mask sculpture, acrylic painting, clay, artist response, artist analysis.

Homework

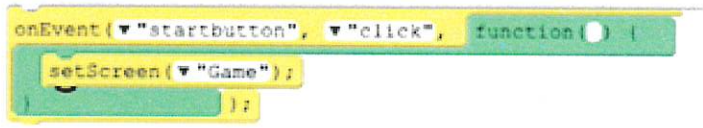
Your homework will alternate between self-quizzing and practical homework each fortnight. The below tasks will be set as practical homework:

1. **Create a tonal pencil drawing of an indigenous cultural mask.**
2. **Find examples of patterns in Mexican Folk Art and create a page in your sketchbook showcasing at least two of these. You can use any materials you have at home.**
3. **Create an artist research page about the artist Grayson Perry. Include facts and a copy of at least one of his artworks.**

8.1

Year 8 Computing Knowledge Organiser

SECTION A	
Event driven programming	The flow of the program is controlled by the event
Event	An action that triggers a sequence of code to be executed
Declaring Variables	Many apps process data. To be able to process data your apps need to keep track of the data in memory. Variables are simple names you use to refer to stored data in your apps. Tappy app variables must be declared using var before the variable name you choose For example, below is declared a variable called name and birthYear // Pioneering computer scientist. **var name;** **var birthYear;**

SECTION A	
	An example of a block based event when the startbutton is clicked will set the screen 

Assign variables	To process data in our apps we need to assign values to memory locations we have previously named using var.
	
	The assignment operator = allows us to assign the variable value to the right-hand side of the assignment operator this can be a number or a string.
	
	For example
	
	// Pioneering computer scientist. The declared variable **name** has been assigned the string Alan Turing. the **birthYear** has been assigned the integer value 1912
	
	var name;
	var birthYear;
	name = "Alan Turing";
	birthYear = 1912;
	console.log(name + " was born in the year " + birthYear);

Year 8 Computing Knowledge Organiser

Types of Events	
Change	The specified element has been modified and enter has been pressed.
click	The user clicked on the specified element.
mouseover	The user moved the mouse cursor over the specified element.
keydown	The user pressed a keyboard key while the mouse was over the element.

TURTLE

moveForward(pixels)	Moves the turtle forward a given number of pixels in the current direction.
	// Move forward 25 pixels (default)
	moveForward();

moveBackward(pixels)	Moves the turtle backward a given number of pixels from the current direction.
	// Move backward 25 pixels (default)
	moveBackward();

move(x, y)	Moves the turtle by adding x pixels to the turtle's current x position and y pixels to the turtle's current y position.
	// Draw a line while moving the turtle to the right and down.
	move(50, 50);

moveTo(x, y)	Category: Turtle
	Moves the turtle to a specific (x,y) position on the screen.
	// Move the turtle near the top, left of the screen.
	moveTo(50, 50);

User Interface controls	

button	Creates a button on the screen displaying the text provided.
	Many apps use buttons to allow the user to initiate some app action. An event handler must be created for each type of user interaction with the button using onEvent() and the id.
	Example will // Move the turtle forward on every click of the button.
	
	button("forward", "Move Forward");
	onEvent("forward", "click", function(event) {
	moveForward();});

TextLabel	Creates a text label on the screen displaying the text provided and referenced by the given id. Your apps will sometimes need titles on a screen, or words next to other UI elements like radio buttons, check boxes, text inputs, and dropdown lists.

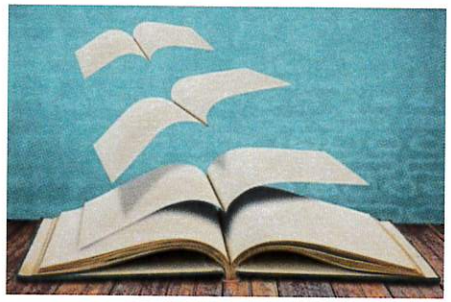
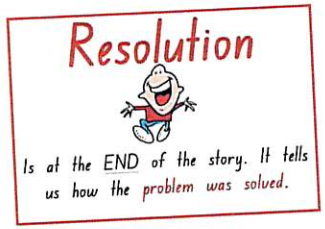
User Interface controls	
textInput	Creates a text input box on the screen displaying the text provided and referenced by the given id. Your apps will sometimes need to collect text input from the user. You can code an event handler that is triggered by various events in the textInput box. Use getText() to get the text currently in the textInput box • // Create a label and associate it with a text input box. • textLabel("YourNameLabel","Enter your name:", "YourName"); • textInput("YourName","");

Drama Knowledge Organiser Year 8
Our Day Out

Status		The level of power or influence a character has.
Improvisation		Work that has not been scripted but is invented and created spontaneously in the moment.
Devising		A group collaboration in response to a stimulus leading to the creation of an original performance.
Playwright		A person who writes plays.

Act		A play is divided into acts.
Scene		An Act is divided into scenes.
Stage Directions		Descriptions of aspects of the play not conveyed by the actor's speeches. Such as, what the set or characters look like/their actions and how certain lines are spoken. It may also note pauses, silences or beats to indicate when a character is not speaking.

Drama Knowledge Organiser Year 8
Our Day Out

Plot		The main events of the play presented in a particular sequence by the playwright.
Dramatic Climax		The moment of greatest dramatic tension in a play.
Resolution		The end of the plot where the problems of the play are resolved.

Product Design Section A: Materials - Woods

Read through the information below and complete the **two** tasks in your sketch book:

WHAT ARE HARDWOODS ?

WORLD ASSOCIATION OF TECHNOLOGY TEACHERS https://www.facebook.com/groups/254963448192823/ www.technologystudent.com © 2017 V.Ryan © 2017

SOMETIMES CALLED BROAD-LEAF TREES. LOSE THEIR LEAVES SEASONALLY, IN WINTER. HARDWOODS TEND TO BE HARDER THAN SOFTWOODS (WITH THE EXCEPTION OF BALSA WOOD). THEY HAVE A WIDER VARIETY OF COLOUR AND TEXTURE THAN SOFTWOODS. TEND TO BE MORE EXPENSIVE THAN SOFTWOODS AND TAKE LONGER TO MATURE.

For detailed information and worksheets on plastics go to: http://www.technologystudent.com/despro_flsh/materials_main1.html OR http://www.technologystudent.com/joints/joindex.htm

EUROPEAN BEECH

Quality furniture, handles, manufacturing chairs, wood turning and as a facing for plywood.

EUROPEAN OAK

Quality furniture, cabinet making and boat building.

EUROPEAN WALNUT

Solid and veneer form for high-class furniture, cabinet making, bank and office fittings.

BALSA

Popular as a material for model making. Also used occasionally to package delicate items.

EUROPEAN ASH

Cabinet making, boats, handles of tools and veneered plywood.

BRAZILIAN MAHOGANY

Furniture and boat building. Used widely as veneer.

ENGLISH ELM

Wood turning, A veneer, to provide a quality finish on cheaper woods.

WHAT ARE SOFTWOODS ?

SOFTWOODS ARE FROM TREES THAT HAVE NEEDLES / EXPOSED SEEDS, NOT LEAVES. THEY GROW QUICKLY, COMPARED TO MOST HARDWOODS. WHEN SAWN AND PLANED THEY TEND TO BE LIGHT/PALE IN COLOUR. SOFTWOODS ALSO TEND TO BE CHEAPER THAN HARDWOODS. USED BY THE CONSTRUCTION INDUSTRY AND TO PRODUCE PAPER PULP, AND CARD.

SEQUOIA

Interior and exterior joinery and roof shingles.

PARANA PINE

Furniture and for turning wood products. Used to manufacture plywood.

SCOTS PINE

Furniture and the construction industry and interior work.

RED CEDAR

Decking, furniture, general construction. Roof shingles. Resists weather.

YEW

Interior and exterior furniture, gate posts and wood turning.

DOUGLAS FIR

Construction industry and in the production of plywood. Used in a range of joinery work.

LARCH

A tough softwood - boat planking, window frames, floors and staircases.

MANUFACTURED BOARDS

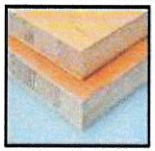
Where wood is required to cover a large surface, solid timber is usually not the solution. The widest solid planks are restricted by the maximum width of a tree. Where wide wooden objects are required (table tops, doors etc.), manufactured boards are often the solution. There are many types of board to consider.

PLYWOOD

Plywood is probably the most widely available manufactured board material. It is made by bonding together a number of thin veneers of softwood or hardwood - or a combination of each. There is always an odd number of veneers and the direction of the grain runs alternately to give the material strength; the more veneers used, the stronger the plywood. Both the type of glue and veneers determine the suitability of a sheet for a particular application. The finish quality of plywood varies enormously, some have attractive grains while others can have a large number of knots

CHIPBOARD

Chipboard is made by bonding together wood particles with an adhesive under heat and pressure to form a rigid board with a relatively smooth surface. Chipboard is available in a number of densities; normal, medium and high-density. Normal density is fairly soft and 'flaky', high-density is very solid and hard (often used for worktops and fire doors) - medium density is somewhere in between.



BLOCKBOARD

Blockboard is composed of a core of softwood strips (up to about 25mm wide) placed edge to edge and sandwiched between veneers of hardwood, the 'sandwich' is then bonded under high pressure.

MDF – medium density fibreboard

MDF is made from wood fibres glued under heat and pressure. MDF has many qualities that make it an ideal alternative to plywood or chipboard. It is dense, flat, stiff, has no knots and is easily machined. Its fine particles provide a material without a recognisable "grain". Unlike plywood and blockboard, MDF contains no internal voids (small holes), and will produce better edges providing it is correctly machined.

Task 1:

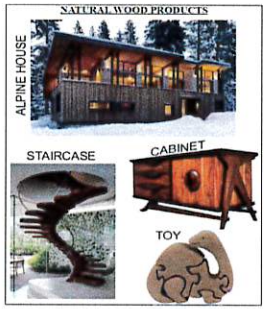
Complete a Revision Poster or game to show your understanding of the 3 wood categories Hardwood, Softwood and Manufactured wood. Explain the comparisons between them. Such as advantages/ disadvantages.

Task 2:

Design a product that can be used at home and is made out of the appropriate wood-based Material. Annotate your design with ACCESSFM:-

- Who it is for
- What is its function
- Where it is to be used
- What wood would be most suitable to use & why

Support @ www.technologystudent.co.uk



A is for **Aesthetics**
C is for **Cost**
C is for **Customer**
E is for **Environment**
S is for **Size**
S is for **Safety**
F is for **Function**
M is for **Material**

Memory Tip
Slim Chip
S- Squashed
L- Layers
I – Industrial
M- Manmade

C- Chipboard
H- Hardboard
I – Inexpensive
M- MDF
P - Plywood

Product Design Section B: Tools and Machines

Hand Tools	Name	Description
	Metal Rule	Measures in mm
	Try Square	Marking tool to check right angles/ straight lines
	Coping Saw	Cut with Wood, Acrylic and metal depending on blade. Can cut in different directions and curved lines.
	Metal File	Available in different shape, files excess material to correct fit or shape and neaten edges of wood and metal
	Sand-Paper with sanding block	Cause paper to neaten and smooth the edge or surface of wood
	G - Clamp	To hold a piece of material in place to wither drill or cut.
	Junior Hack Saw	A small saw that cuts downwards in a straight line. Used with wood only

Read through the information below and complete the **two** tasks in your sketch book:

				
Machine Name	Belt Sander	Pillar drill	Fret Saw/ Scroll Saw	Laser Cutter
Description	An electrical sander, that removes excess wood, smooths edges and used as a finish to round the edges of Sharpe edges.	When material is secure, used to drill holes into the material for joining or decorative purposes	Mechanical saw, wood-based material is fed through the blade whilst holding the material flat on the table top to cut shapes out	CAD/CAM • Computer Aided Design • Computer aided manufacture Used to cut/ etch a wide range of materials that can be used in a wide variety of products.

Task 1:

Draw out a wood joint:

Comb Joint or **Dowel Joint**

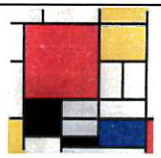
- List the tools in order of use
- Explain in steps how you would use the tools to complete the making of the chosen wood joint, with Health and Safety tips.

Task 2:

Design a wood-based product that includes 2 machines and at least 4 hand tools to make.

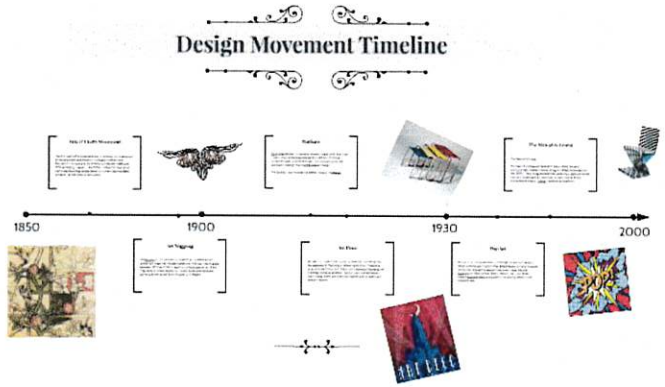
Annotate your design and explain how you would need to use the tools and machines to make the product.

Product Design Section C: Design Movements

Image	Design Movement	Key Feature
	Arts and Crafts 1853 - 1907 **William Morris**	Natural / Organic, detailed, Block Print, Tapestry, carvings
	Art Nouveau 1890 - 1905 **Emile Galle**	Nature, ornate, decorative, feminine, iron work, glass, ceramics
	Art Deco 1920 - 1939 **Eileen Gray**	Geometric shapes, inspired architecture, Symmetry, beginning of mass made products
	Bauhaus 1919 - 1933 **Marcel Breuer**	Industrial, good materials, simple, clean, Masculine,
	Memphis 1981 – 1988 **Ettore Sottsass**	Playful, fun, everyday object, mixed materials, colorful, texture and patterns
	Pop Art 1950s **Andy Warhol & Roy Lichtenstein**	Cartoon, comic, dots, bold outline, contrasting colour's, use of icons and everyday objects , repeat patterns
	De Stijl 1917 - 1931 **Piet Mondrian**	Abstract, contrast, simple, bold, clean lines. Colour blocking

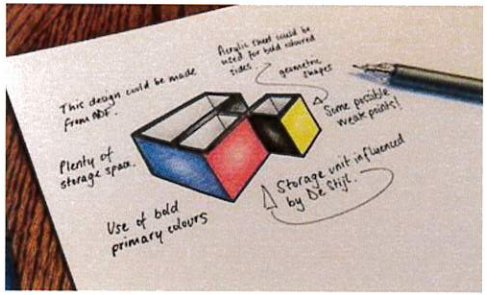
Read through the information below and complete the **two** tasks in your sketch book:

Task 1:
Complete a time line of the design movements highlighting key features of each of the Design movements.



Task 2:
Design a wood-based product that is inspired by one of the design movements.

Explain what key features you have used from the design movement into your product idea.



Textiles Section A: Materials - Textiles

Read through the information below and complete the **two** tasks in your sketch book:

Natural fibres come from plants, animals or insects. They are easily **renewable** and **biodegradable**.

Natural fibre	Properties	Uses
Cotton (plant)	Highly absorbent so is comfortable to wear, strong and durable, easy to care for but can shrink and has poor elasticity so creases	Most clothing, bed linen, upholstery fabric and in the medical industry (because it can be boiled)
Linen (plant)	Highly absorbent and cool to wear, very strong and durable, poor elasticity so creases easily	Summer clothing, upholstery fabric, table clothes and napkins
Hemp (plant)	Absorbent, strong and naturally antibacterial	Carpets, rugs and ropes
Jute (plant)	Absorbent and very strong but coarse	Bags, sacks for vegetables, carpets and twine
Wool (animal)	Absorbent with good insulating properties due to the fibre's natural crimp (curl), has good elasticity so doesn't crease much, relatively strong but can shrink on washing	Jumpers, suits, carpets and blankets
Silk (insect)	Drapes well and has good lustre (sheen), absorbent but difficult to wash and creases	Luxury clothing, eg dresses, underwear and bedding

Manufactured (or synthetic) fibres

Synthetic fibres are made mainly from **non-renewable** coal and oil **refined** into monomers, which join together in a process called **polymerisation**. The do not **degrade** easily but they can be made into any length (continuous filament) and thickness and for any purpose.

Manufactured fibre	Properties	Uses
Acrylic	Like all synthetic fibres, has good strength with good elastic properties so doesn't crease, has poor absorbency but can be a good insulator if crimp is added to replicate wool fibres	Jumpers and other knitted clothing that looks like wool, fake fur jackets
Polyester	Hardwearing with good tensile strength, good elasticity but poor absorbency, a highly versatile fibre	Clothing and sportswear
Nylon (polyamide)	A hardwearing fibre with good tensile strength, has good elasticity so doesn't crease and is resistant to chemicals, not absorbent and melts easily	Parachutes, tents, rucksacks, sports clothing, rope and carpets
Elastane	Highly elastic and stretchy, strong and hardwearing	Clothing such as leotards, swimming costumes and gym clothing, mixed with cotton in T-shirts for a better fit

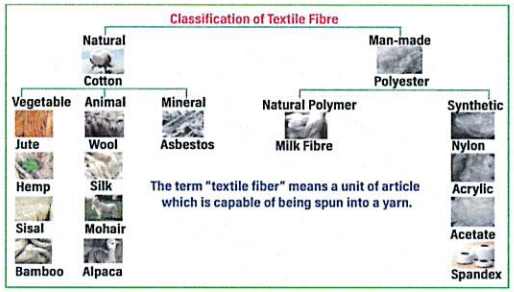
Task 1:

Using the information complete a visual classification chart of the fibres.

Your chart must have: the **heading of the classification e.g. Plant/ animal, the fibre and properties.**

Example pictured

You may use pictures and drawing to complete the task.



Task 2:

Design and product that can be used in a home and is made out of the appropriate Material.

Annotate your design with ACCESSFM:-

- Who it is for
- What is its function
- Where it is to be used
- What wood fibre is most suitable to use & why

Support @ bbcbitesize.co.uk

A is for **Aesthetics**
C is for **Cost**
C is for **Customer**
E is for **Environment**
S is for **Size**
S is for **Safety**
F is for **Function**
M is for **Material**

Textiles Section B: Tools and Machines

Read through the information below and complete the **two** tasks in your sketch book:

Item		Purpose
Hand-sewing Needles		Used together with thread for stitching fabrics (attach layers of fabrics together)
Dressmaker's pins		Used to hold layers of fabrics together
Cutting out scissors		Used to cut out pieces of fabrics
Measuring Tape		Used mainly to take body measurements can also be used to measure fabric, garments and any other item
Thimble		Used to protect the middle finger from being pricked while pushing the needle through the fabric
Tailor's chalk		Used to mark details on the fabric

Tracing Wheel		Used with or without the dressmaker's carbon paper to transfer markings from pattern to fabrics
Dressmaker's carbon paper (blue)		Used together with the tracing wheel to transfer markings from pattern to fabrics
Sewing Threads		Used with the needle for stitching fabrics
Pin cushion		Pin cushion is a safe, handy item used to store pins
Needle Threader		Used to help beginners to thread needles
Unpicker		Used for the quick removal of unwanted stitches

			
Heat Press	Sewing Machine	Iron/ iron board	Batik Pot
Aids the transfer of print onto another surface materials	Powered by electric, will sew a range of seems and finishes. Has multiple settings and sews with two threads	Irons out creases in fabrics. Ironing board, appropriate surface to iron on in safety.	Melts wax pallets for wax resist work known as Batik. Tjanting tools to draw with the wax.

Task 1:

Draw an Applique design

- List the tools in order of use
- Explain in steps how you would use the tools to complete your applique design, with Health and Safety tips.

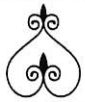
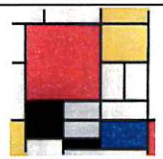
Task 2:

Choose between **Transfer Printing** or **Batik**

Design an idea that could be used on an item of clothing, explaining the equipment you would need to use to produce the design.

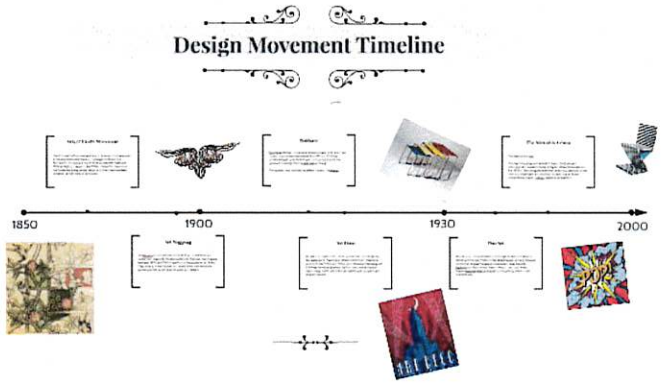
Textiles Section C: Design Movements

Read through the information below and complete the **two** tasks in your sketch book:

Image	Design Movement	Key Feature
	Arts and Crafts 1853 - 1907 **William Morris**	Natural / Organic, detailed, Block Print, Tapestry, carvings
	Art Nouveau 1890 - 1905 **Emile Galle**	Nature, ornate, decorative, feminine, iron work, glass, ceramics
	Art Deco 1920 - 1939 **Eileen Gray**	Geometric shapes, inspired architecture, Symmetry, beginning of mass made products
	Bauhaus 1919 - 1933 **Marcel Breuer**	Industrial, good materials, simple, clean, Masculine,
	Memphis 1981 – 1988 **Ettore Sottsass**	Playful, fun, everyday object, mixed materials, colorful, texture and patterns
	Pop Art 1950s **Andy Warhol & Roy Lichtenstein**	Cartoon, comic, dots, bold outline, contrasting colour's, use of icons and everyday objects , repeat patterns
	De Stijl 1917 - 1931 **Piet Mondrian**	Abstract, contrast, simple, bold, clean lines. Colour blocking

Task 1:

Complete a time-line of the design movements highlighting key features of each of the Design movements.



Task 2:

Design a textiles-based product that is inspired by one of the design movements.

Explain what key features you have used from the design movement into your product idea.

Y8 EBC - Crime

Section 1- What is crime?	
Crime	Something that is punishable by law
Decriminalised	Something that is no longer illegal.
National crime	Crime that happens within your own country
International crime	Crime that happens in another country.
Vehicle crime	Stealing from a vehicle or damaging a car such as breaking the windows.
Vandalism	Damaging public places so other people are unable to use it. Such as playgrounds.
Graffiti	Using spray paint to draw design or to leave a 'tag' on a public building.
Shoplifting	Stealing item from a shop.
Cyber crime	Crime that happens on the internet and is hard to detect. Such as stealing money from someone's bank account.

Section 2- Why do people commit crime?	
Poverty	Poverty leads some people to commit crime because being in a desperate situation might make you need to commit a crime in order feed yourself or your family.
Parental neglect	Sometimes people commit crimes because their parents do not look after them properly. This can lead to many turning to crime in order to feed themselves or sometimes to get attention or appreciation from others.
Addiction	Some people who find themselves addicted to drugs and alcohol can sometimes to commit crime in order to fund their addiction.
Urban areas	More crime happens in areas (cities and big towns) because there is more opportunity for crime. For example is more crowded so its harder for the police to find criminals.
Victim	Someone who has crime done to them.
Criminal responsibility	Anyone over the age of 10 can be held responsible for their crimes and can be arrested, tried and if found guilty punished.

Section 3- How are criminals punished?	
Punishment	The consequence of someone's criminal activities.
Youth court	A court for those who are convicted of crime who are under 18. When you reach the age of 18 you are treated as adult by the law.
Deterrence	This punishment is to deter (stop) someone from committing the crime again, and to prevent others from committing crime. An example of this would be prison.
Protection of the public	This type of punishment puts criminals under supervision to or lock them away in a very high security prison to protect others from their dangerous behaviours.
Reform	The aim of this punishment is reform (change) the person who committed a crime. Being in prison can sometimes help change people to see the error of their ways.
Rehabilitation	Sometimes those who committed a crime do not get sent to prison they might have to be educated or trained on what they have done wrong, and might need help to do this. This aims to get people back on their feet and stop them from committing the same crime again.
Amends	People sometimes want to feel that the offender is sorry for the crime and is trying to make amends.
Restorative justice	This is where a criminal meets with the victim of the crime and meet and talk about what happened and how they both feel about it. Both the offender and the victim have to agree to this.

Y8 EBC - Crime

Section 4- What is the role of the police?	
Police	The role of the police is to enforce the law and protect the public.
Code of ethics 2014	Rules that the police have to follow so those who suspected of a crime are treated fairly.
Suspect	A person who is thought to have committed a crime.
Stop and search	The police have the powers to stop and search someone on the street or in a vehicle if the police think they have 'reasonable suspicion' that someone is carrying illegal drugs, and offensive weapon, stolen goods or alcohol or tobacco if you're underage.
Reasonable suspicion	This is the reason why a police officer can stop and search someone. The suspicion is based on behaviour and not on the kind of person you are (race, age and nationality).
Caution	What the police tells you as they arrest a suspect.
Without charge	The police can keep someone in the police station without charge (meaning without a reason for why they're arrested) for 24 hours. If it's a very serious crime it can be 36 hours and if its for crime such as terrorism it can be 72 hours.
Remand	A suspect that is kept in prison until a later date.

Section 5- What happens when an adult goes to court	
Civil courts	These courts deal with disagreements people have about property, divorce, custody and child
Civil law	Deals with situations where someone feels that damage has been done to them.
County court	This is where most civil cases take place.
High court	Where very serious cases take place.
Supreme court	The highest court where the most important cases get heard.
Jury/juror	A group of ordinary people who help the courts make a decision about a criminal case.
Jury service	When you're asked to be a member of jury in court.
Criminal court	Criminal courts deal with people who have been accused of breaking a law who face punishment, if found guilty.
Magistrates court	This is where criminal court cases are heard.
Crown court	Where more serious criminal cases are heard.

Section 6- What are the arguments for and against the death penalty?	
Corporal punishment	To be tortured for a crime you committed.
Capital punishment	This is also called the death penalty. It means to be sentenced to death for a crime.
Eye for and eye, tooth for a tooth	A common argument used in favour of the death penalty. Meaning a life for a life.
Abolition of the Death Penalty Act 1965	The law that ended the use of Capital Punishment for murder in Britain.
Peter Allen	The last person to be executed for murder in Britain.
Miscarriage of justice	When someone is wrongfully convicted of a crime they didn't commit.
Reparation	To compensate (to try and make up for the loss of life by taking another life). This is said to help the victim's family.
Death row	Where a prisoner who has told they will receive the death penalty waits in prison until it is time to face their sentence.

Geography Year 8 Half Term 2 – Where does the dollar go when it is spent?

1. From the USA to China

Globalisation	The physical and human processes that extend across the world. Often referred to as a 'shrinking world' as globalisastion has increased in recent years due to transportation and the internet.
Transnational corporation (TNC)	A company that operates in more than one country.
Export	When items or services are sold to another country. (EXport = EXit)
Import	When items or services are brought into a country. (Import = brought In)
Manufacturing	***Making a product.***
Trade	The buying and selling of goods. If trade is global it means that it is happening around the world.
Trade bloc	***An agreement between more than one country where the countries don't have to pay money (tariffs) to trade items. For example: The European Union.***
High income country	A wealthier country where people more have a good quality of life.
Low income developing country	A less wealthy country where more people have a lower quality of life.

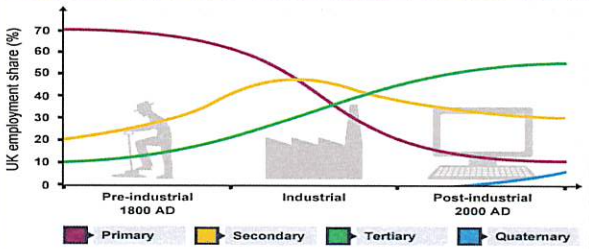
2. *Employment structures* - Describes how jobs are divided between the four sectors (types) below.

Primary Sector	***Extracting (taking) raw materials out the ground. For example, a farmer or a miner or someone drilling for oil.***
Secondary Sector	***Processing raw materials into a product. For example, working in a factory.***
Tertiary sector	***Providing a service, such as a teacher. Usually done in a town or city.***
Quaternary sector	***The 'knowledge' sector researching and developing new products, such as in IT.***

3. China to Africa

Investment	Spending money on something to hope to make a profit later. Example: China is investing in Africa by building infrastructure, such as new roads.
Geopolitics	Politics, especially the relationship between countries, influenced by geographical factors.
Neo-colonialism	The control of low income developing countries in indirect ways, for example being dependent on another country economically or politically.
Why is China investing in Africa?	China are investing in Africa because there are many natural resources there that China needs to make products. For example, iron ore.
Cycle of poverty	For example, if a country is in a lot of debt, it cannot afford good schools. If people are poorly educated they are less likely to get a well paid job. Therefore they will pay less tax so the country will stay poorer.
Urbanisation	When more people live in urban areas (cities).
Why does Nigeria rice from abroad?	Nigeria buys 5 million tonnes of rice from abroad because they don't have big enough farms to meet demand and enough infrastructure such as roads to transport the rice.

2.1. The Clarke Fisher Model – shows how a countries employment structure changes over time.



Line graph to show the UK employment structure from 1800 – 2000

4 Africa to India

Informal employment	**Jobs that are** often **unskilled** and **labour** intensive (hard work), require little money to set up, offer no protection to the workers and they pay no tax.
Formal employment	Offers protection to the worker (such as holiday pay and sick pay) and the workers pay tax to the government.
Slum	The name used to describe areas of ocean which extend beyond the continental shelf of countries, so belong to no individual country.
What are taxes spent on?	Improving infrastructure such as energy centres, railways and roads. On public services such as hospitals and schools.
Why doesn't India receive enough tax?	Many workers are informal so do not pay tax to the government as the government don't know they work.
Single use plastics	The supply of money a country has usually from making and selling items and services.

5. India → Iraq → Russia → Germany → UK → USA

Gross domestic product	The income of a country. Example: Oil accounts for nearly half of Iraq's GDP.
Peak oil	The point of time when the maximum amount of oil is taken out the ground.
India's oil use	India will be the fastest growing user of oil over the next twenty years.
Black gold	Another name for crude oil as it is valuable and makes a country powerful.
Pension	Money you save to spend when you stop work due to being elderly. Some people in Germany pay into UK pensions as they are part of the EU.
Conflict	Disagreements or fighting. Countries with large amounts of oil are prone to conflict (such as Iraq).

History - Term 3: Why was slavery abolished in Britain?

Section 1

Abolition	The actions that led to the end of the transatlantic slave trade.
Resistance	To go against someone or something to bring about a change.
Active resistance	Active resistance is challenging something through visible and sometimes violent methods.
Passive resistance	Passive resistance is challenging something using non-violent methods.
Transatlantic	Relating to across the Atlantic ocean.
Slave	A person who is the legal property of another and is forced to obey them.
Slavery	the practice or system of owning enslaved persons.
Enslave	To make someone a slave.
Enslaver	A person who enslaves others.
Middle passage	The part of the trade where African people were tightly packed onto ships then transported across the Atlantic ocean to the Americas.
Olaudah Equiano *(1745–1797)*	He was an enslaved man who bought his freedom and wrote movingly about his experiences contributing to the end of the transatlantic slave trade.
Harriet Tubman	An escaped enslaved person who freed others through the underground railroad.
The Underground Railroad	A network of people who would take escaped slaves to places of safety.
Edward Colston *(1636 - 1721)*	Edward Colston was an English merchant, humanitarian and MP who was involved in the Atlantic slave trade.

Section 2

Granville Sharp *(1735-1813)*	One of the first British campaigners for the abolition of the slave trade
Zong Slave Ship Trial	A court case that helped to raise public awareness of the horrors of slavery and started to turn public opinion against the slave trade.
William Wilberforce	An MP and one of the leaders of the abolition movement in Britain.
Quakers	A Christian group that campaigned for the abolition of the slave trade.
West Indies	A group of islands that separate the Caribbean Sea from the rest of the Atlantic Ocean. People also call this area the Caribbean.
Plantation	A farm on which crops such as coffee, sugar, and tobacco are grown.
Haiti	A former French colony in the Caribbean from 1659 to 1804, and the world's first Black nation.
Saint Domingue	A former French colony in the Caribbean from 1659 to 1804, in what is now Haiti.
Revolt	To break away or rise against those in authority.
Revolution	a violent overthrow of a government or social order, in favour of a new system.
Republic	a country which has no king or queen
Civil War	A war between citizens of the same country.

Slave Trade Triangle

Stage 1 (Europe to Africa) - Copper, Guns, Pots, Asian Silk, Glassware, Manila.

Stage 2 (Middle Passage) – Enslaved Men, women and Children and indigo.

Stage 3 – (New World to Europe) Sugar, Rum, Rice, Coffee, Tobacco and Cotton.

History - Term 3: Why was slavery abolished in Britain?

What's the Big story?

At the end of the 18th century, public opinion began to turn against the slave trade. There was resistance to the slave trade:

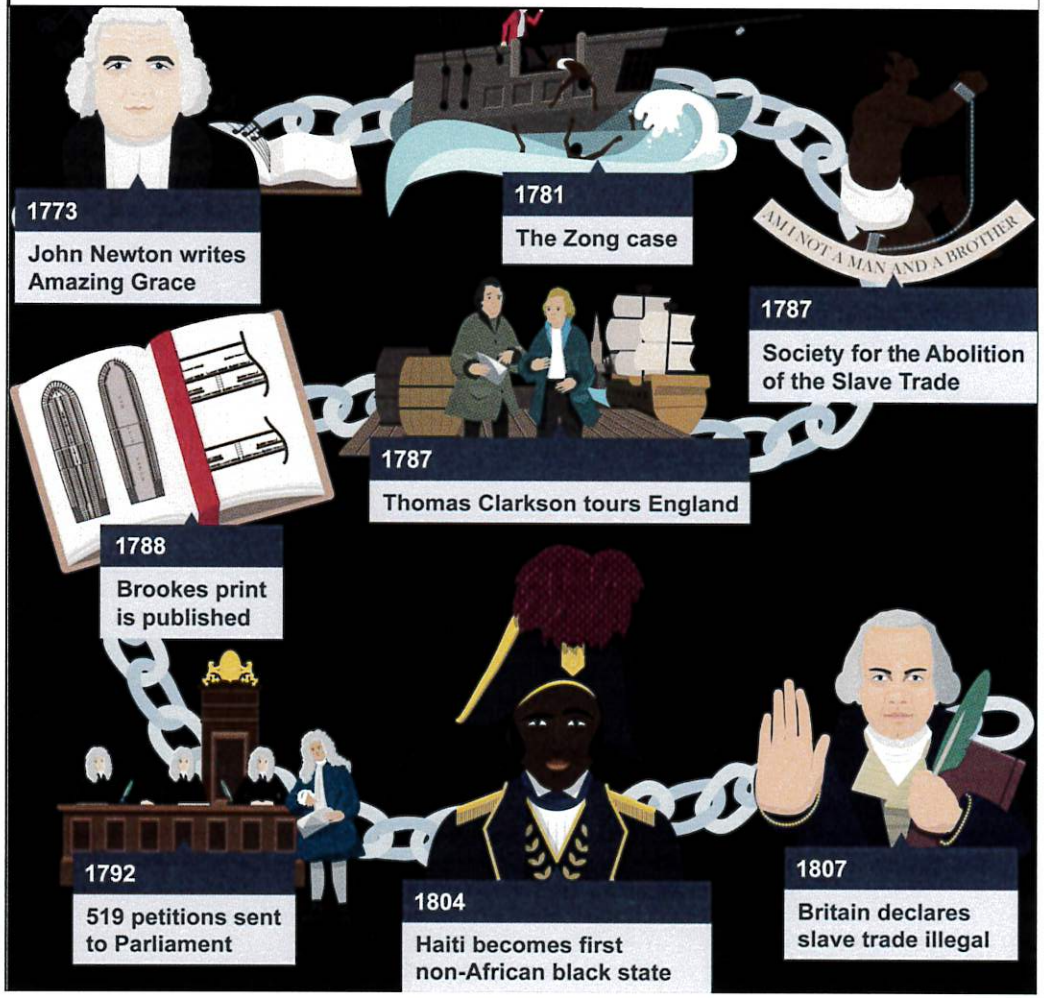
- Some African rulers refused to sell people to the traders. Occasionally villages attacked British slave ships and set those enslaved free.
- Sometimes enslaved people mutinied on board ships.
- Enslaved peoples resisted by breaking tools or attempting to liberate themselves through running away.
- In Jamaica, runaways formed 'Maroon' communities that fought against the British soldiers.
- There were many rebellions by the enslaved. The most famous resistance leader was Toussaint l'Ouverture, who led a successful revolution overthrowing slavery in French Saint Domingue in 1791. This rebellion created the new nation of Haiti.
- In Britain, enslaved people like James Somerset (or Somersett), frequently ran away from their "masters". When he was recaptured, he and his friends contested his case in the courts.

Calls for abolition grew within Britain:

- In 1787, the Committee for the Abolition of the Slave Trade was established. It was made up of Quakers, MPs, and other abolitionists. William Wilberforce represented the committee in Parliament.
- The campaigners boycotted sugar, wrote letters and presented petitions.
- The abolitionist Thomas Clarkson went on a speaking tour, showing people chains and irons and a model of a slave ship The Brooke.
- Other campaigners published leaflets describing conditions on the Middle Passage and atrocities such as the Zong incident (1781). The captain of the slave ship Zong threw 133 enslaved Africans overboard so he could claim the insurance.
- British Africans, such as Olaudah Equiano, formed the 'Sons of Africa' and campaigned against the slave trade. In 1789, Equiano shared his experience of the horrors of slavery and toured the country giving talks.
- The tours and powerful image of the cramped conditions of The Brooke helped to change public opinion allowing the abolitionists to write letters to parliament with thousands of signatures.
- There is some evidence that the slave trade was becoming less profitable

In 1807 Britain's parliament passed the Act for the Abolition of the Slave Trade. While this act abolished the trading in enslaved peoples, it did not end enslaved labour. This continued across English colonies for almost another thirty years. The ending of slavery was not achieved until a law passed in 1833 and put in place in 1834. Protecting profit remained a crucial factor in allowing the end of slavery in the colonies. When the practice of enslavement was abolished the enslavers who owned the plantations were given £20 million worth of compensation. The enslaved people were not given compensation. Instead a system of apprenticeship was established tying the formerly enslaved people to the plantations on which they had lived. They were still expected to work ten-hour working days and punishments, such as flogging, were still allowed.

Timeline of the Abolition of Slavery in Britain



FRENCH KO UNIT 6: HOBBIES AND INTERESTS 

	Français (French)	Anglais littéral (literal English)
1.	Je préfère regarder les documentaires et les actualités	I prefer to watch the documentaries and the news
2.	à la télé car ils sont intéressants.	on the TV because they are interesting.
3.	Cependant je **ne** regarde **jamais** les films d'horreur.	However I watch never the films of horror.
4.	Je voudrais être vétérinaire dans le futur,	I would like to be vet in the future,
5.	alors j'adore regarder les émissions sur les animaux.	So I love to watch the programs on the animals.
6.	Le weekend dernier j'ai regard**é** un film sur les chevaux	The weekend last I have watch**ed** a film on the horses
7.	mais malheureusement c'était ennuyeux !	but unfortunately it was boring!
8.	Pendant mon temps libre j'aime sortir, jouer au foot	During my free time I like to go out, play football
9.	et utiliser mon portable car ils sont des activités passionnantes.	and use my mobile because they are some activities exciting.
10.	Le weekend prochain, je vais faire de la natation avec mes amis.	The weekend next, I going to do some swimming with my friends.

Vocabulary Mat

Use these words to help your French speaking and writing.

Opinions

à mon avis = in my opinion
je pense que = I think that
je crois que = I believe that
selon (moi)= according to (me)
Il me semble que = it seems to me that

Faire = to do/to make

je fais = I do
tu fais = You do
il/ elle fait = he/she does
on fait = one does/ we do
nous faisons = we do
vous faites = you do (plural)
ils/elles font = they do (m/f)

Être = to be

je suis = I am
tu es = you are
il/elle est = he/she is
on est = we are/ one is
nous sommes = we are
vous êtes = you are (plural)
ils/elles sont = they are (m/f)

c'est = it is
il y a = there is/ there are

Adjectives

petit(e) = small
grand(e) = big
bon(ne) = good
mauvais(e)= bad
facile = easy
difficile = difficult
intéressant(e) = interesting
nul(le) = rubbish
génial = great/brilliant
ennuyeux(euse)= boring
amusant(e) = funny/amusing

Connectives

et = and
ou = or
mais = but
aussi = also
avec = with
puis = then
avant = before
après = after
pour = for/ in order to

Adverbs

très = very
trop = too much
beaucoup (de) = a lot (of)
un peu = a little
assez = quite

Prepositions

dans = in
sur = on (top of)
sous = under
devant = in front of
derrière = behind

Cause and Effect

parce que = because
donc = therefore
alors = so
à cause de = because of
ça veut dire que = this means that
comme résultat = as a result
cependant/ pourtant = however

Avoir = to have

j'ai = I have
tu as = you have
il/elle a = he/she has
on a = we have/ one has
nous avons = we have
vous avez = you have (plural)
ils/elles ont = they have (m/f)

Comparatives

plus...que = more...than
moins...que = less... than
assez...que = as...as

Giving Examples

comme = like/as
également = equally
par exemple = by example
semblablement = similarly
de la même façon = in the same way
en comparaison avec = as compared with

Aller = to go

je vais = I go/ am going
tu vas = you go/ are going
il/elle va = he/she goes /is going
on va = we go/ are going
nous allons = we go / are going
vous allez = you go/ are going (plural)
ils/elles vont = they go/ are going (m/f)

Other useful words

c'était = it was
il y avait =there was/ were
ça sera = it will be
il y aura = there will be
il faut = it is necessary...
normalement = normally
généralement = generally
je voudrais = I would like

All That Jazz

Exploring Jazz and The Blues

African Music

European Music

Work-songs & Spirituals

Combined African **SYNCOPATIONS** and **POLYRHYTHMS** with hymn-tunes from the white settlers from Europe.
Based on African **CALL AND RESPONSE** pattern with leader (**UNISON**) singing the "call" answered by a chorus (**HARMONY**) singing the "response" (answer).

The Blues

Simple, personal, and strongly felt lyrics in **A-A-B** form.
Built on a chord progression called the **TWELVE BAR BLUES** (using **CHORDS I, IV & V**) and some **SEVENTH CHORDS**.
Uses the **BLUES SCALE** for vocal and instrumental **IMPROVISATIONS**. Melodies are often **SYNCOPATED** with instrumental **BREAKS** at the end of each vocal line.
Famous Blues singers include *Bessie Smith, Sarah Vaughan, Ella Fitzgerald, Billie Holiday.*

Ragtime

Performed on a solo piano with a leaping **VAMP** accompaniment in the left hand against **SYNCOPATED** offbeat and **CHROMATIC** melodies in the right hand.
Longer pieces of ragtime often broken down into different sections for variety. *Scott Joplin* was the most famous ragtime composer whose works include: *"The Entertainer", "Maple Leaf Rag" and "Ragtime Dance".*

Dixieland/Trad/New Orleans Jazz

Small ensembles of 5-6 players on instruments such as drums, banjo, cornet, trombone, string bass, clarinet etc. Based on a traditional "song" but "played around" with by solo performers adding **IMPROVISATIONS** and **COUNTER MELODIES**
Soloists accompanied and 'backed' by a "**RHYTHM SECTION**". *Famous Dixieland Jazz artists include Duke Ellington, Bix Beiderbecke, Louis Armstrong.*

Swing

Larger ensembles of 10+ with a "leader" who wrote down and arranged the music for players. Sections included rhythm (piano and drums/ bass), reeds trumpets and trombones. **CHROMATIC SCALE** often used in Swing. Uses **SOLOISTS** who **IMPROVISE** against the **ENSEMBLE** in **COLLECTIVE IMPROVISATION.** Often characterised by a **SWING** rhythm which is easy to **DANCE** to. Often based on a **WALKING BASS LINE.** *Glenn Miller is probably the most famous swing band leader (and Trombonist) and his well-known piece "In the Mood".*

Bebop

Bebop developed in 1940's as swing declined in popularity. Characterised by fast tempo, tricky chord changes and emphasis placed on **VITRUOSIC IMPROVISATION** with improvisation contests.
Bands returned to 5 or 6 members and Bebop was listened to rather than danced to.
Famous Bebop musicians include *Charlie Parker* and *Dizzy Gillespie.*

Free/Modal Jazz

Slower Tempo than Swing and Bebop.
More laid-back feel and relaxed mood.
Continued the jazz tradition of a **SOLOIST(S)** backed by **RHYTHM SECTION. IMPROVISATION** still a key feature but more emphasis on **TIMBRE** and **SONORITY**. Based on a set of chords (often 12-bar blues or 32 bars) and based on **MODES** (a type of **SCALE**) *e.g., Dorian Mode, Lydian Mode etc.* Famous Modal Jazz artists include *Miles Davis, John Coltrane.*

A. Jazz and Blues Key Words

RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.
IMPROVISATION – music created 'on the spot' (previously unprepared performance)
SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. **C7** = C , E, G (triad) + **B flat**.
SWING/SWUNG RHYTHM – performing a regular 'straight' rhythm with a 'lilt' in a "**ONE** and **A**, **TWO** and **A**" style (using **TRIPLETS**) common in swing music.

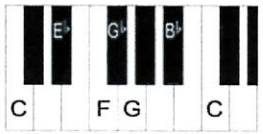
B. The Twelve Bar Blues

Some or all of these chords can be **SEVENTH CHORDS (7)**

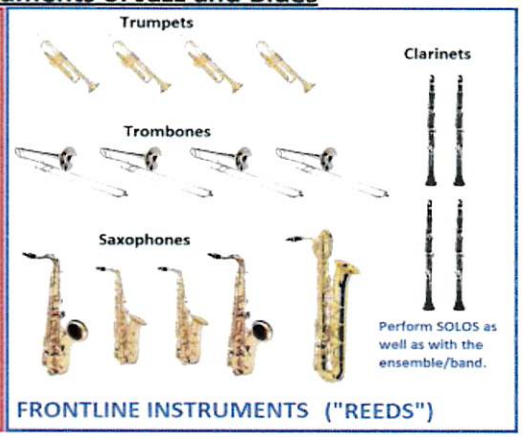
CHORD I	CHORD I	CHORD I	CHORD I
CHORD IV	CHORD IV	CHORD I	CHORD I
CHORD V	CHORD IV	CHORD I	CHORD I

C. The Blues Scale

BLUES SCALE – a series of notes often used within improvisations in blues music *(the Blues Scale on C is shown to the right).*
BLUE NOTES – additional or extra sharpened or flattened notes in a melody.



D. Instruments of Jazz and Blues



36

Year 8 Terms 3 and 4: The Blues Knowledge Organiser

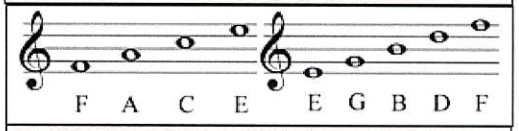
HISTORICAL CONTEXT

- Blues originates from the work songs, spirituals, and chants of Black slaves working on plantations in the Southern American states.
- The musicians were non-professionals singing for their own pleasure in time with their work.
- Singing was extremely important to these people, as it was one of the few pleasures they could enjoy requiring nothing but their own voice
- These group work songs provided Blues with one of its most distinctive elements – call and response.
- Blues lyrics often deal with hardships and frustrations.
- The best blues music portrays genuine emotion.

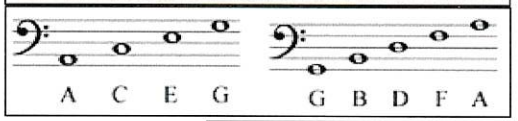
KEYWORDS

Walking Bass	The bass part in the Blues 'walks' up the notes of a chord creating a 'walking bass' part.
12 Bar Blues	Traditional blues style, using 3 chords over a 12-bar cycle.
Call and response	A melody sung by one singer is responded to or echoed by one or more singers.
Syncopation	When music is played on the off-beat.
Improvisation	Music that is made up on the spot by a performer, often based on a given chord progression or set of notes
Swing Rhythm	When playing quavers, the first quaver is given a bit longer as it steals time from the second quaver to give the music a swinging feel.
Spiritual	A religious song that has a mixture of Europeans hymns and African musical elements.

NOTES IN THE TREBLE CLEF



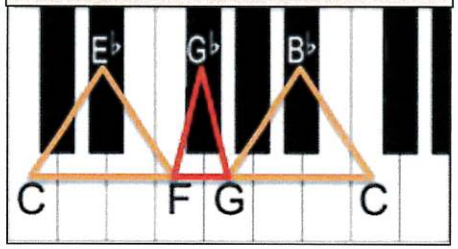
NOTES IN THE BASS CLEF

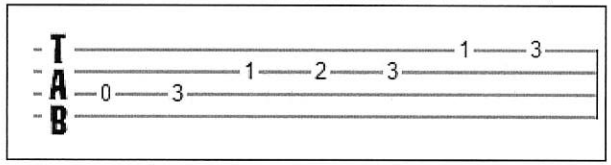


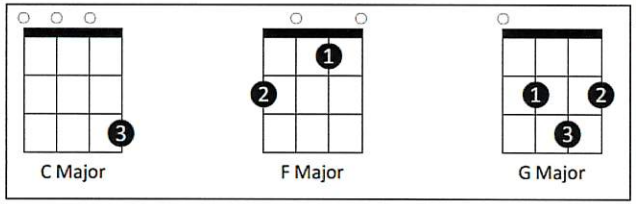
BLUES ARTISTS

- BB King
- Bessie Smith
- Robert Johnson
- Muddy Waters

THE BLUES SCALE IN C

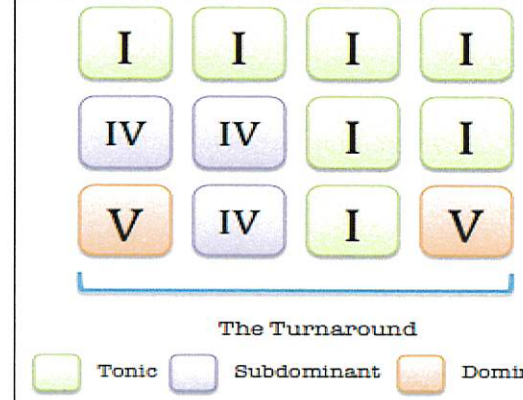






THE 12-BAR BLUES CHORD STRUCTURE

- The 12-bar blues uses a set chord pattern that is 12 bars long.
- The only chords are I, IV and V (Primary Chords).
- The 12-bar pattern is repeated throughout the song.



C	C	C	C
F	F	C	C
G	F	C	C

Physical Education

1. Fitness testing

Body composition
Skin Fold Calliper

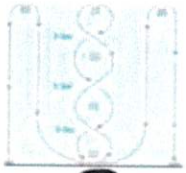
Cardiovascular fitness
Multi Stage Fitness Test
12 Minute Cooper Run

Flexibility
Sit and Reach

Muscular endurance
60 Second Press up Test

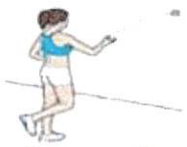
Muscular strength
1 Rep Max Test
Hand Grip Dynamometer

2. Fitness testing



Agility
Illinois Agility Test

Balance
Stork Test



Coordination
Alternate hand throw test

Power
Vertical Jump Test

Reaction time
Ruler Drop Test

Speed
30 metre sprint test

3. Key terminology	
Term	**Meaning**
Validity	Does the test measure what it claims to measure.
Reliability	Test should be completed more than once with similar results

4. Key terminology	
Term	**Meaning**
Interpret	Increased muscle strength
Calculate	To work out mathematically
Consider	Think carefully about something
Health	Being well and free from illness or injury
Fitness	Physically fit and healthy

5. TASK: What fitness testing would be good for the following sports performers?

Footballer	Sprinter
Gymnast	High jumper
Weightlifter	Rower

6.