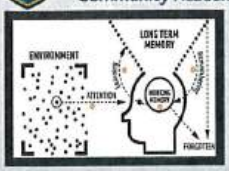
Ormiston Shelfield Community Academy

Spring Term

Study Skills Booklet

Name	
Year	
Form	
Form Room	
Form Tutor	

Model of Memory

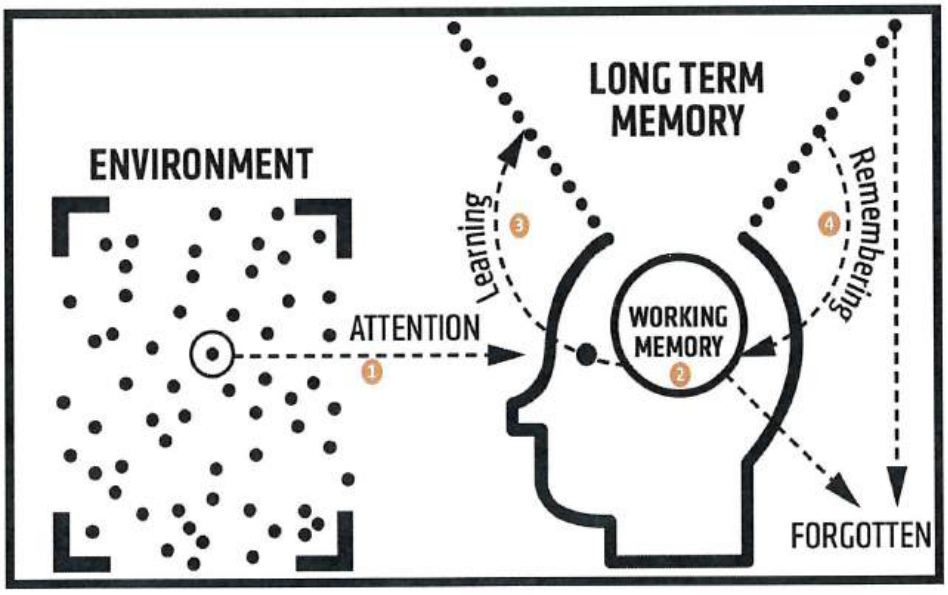


Last term we looked at how to learn, retain knowledge, and store information in our long-term memory. This term we will look at:

- *How successful we were and what needs to change*
- *Revisiting study skills*

Study environment and focus

Long Term memory



Working memory

Remembering

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Mid-Year Results Reflection

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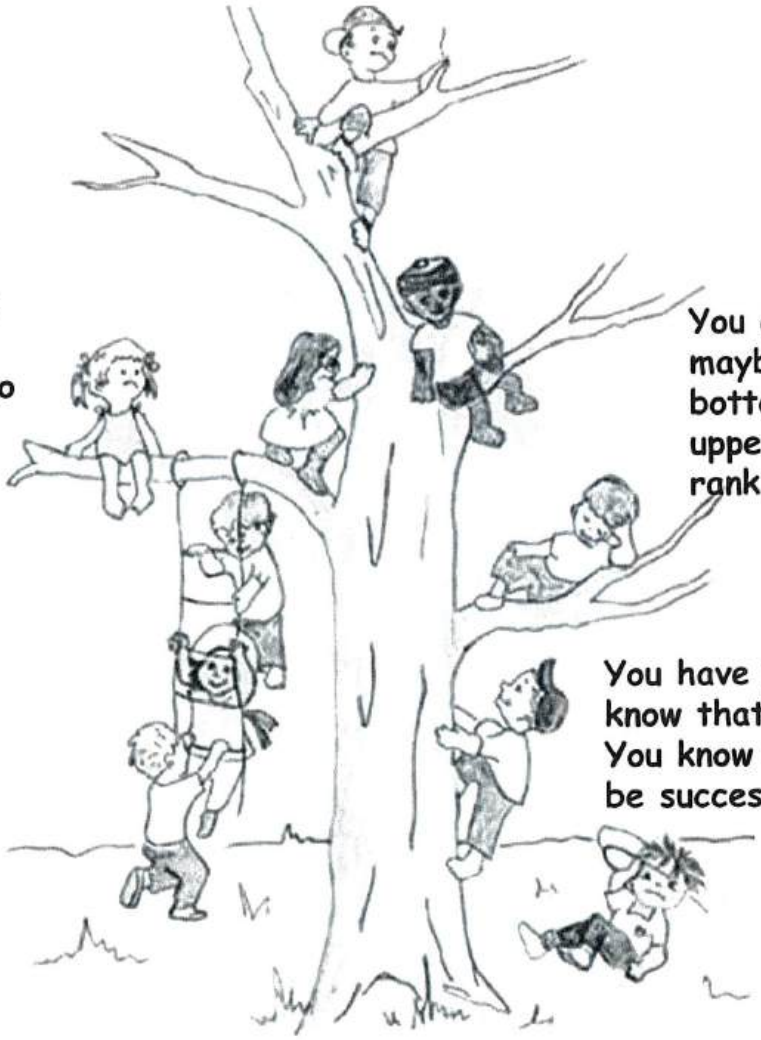
Subject	Rank Autumn	Rank Spring	Reflection and What I need to do next
English			
Maths			
Science			
History			
Geography			
Spanish			
ICT			
Drama			
Art			
Music			
Technology			

Mid-Year Results Success Tree

You have completed your Mid-Year assessments and have your rank order for each subject. Look at your results and where you are in the rank orders - where do they reflect where you are on the Success Tree?

At the top. You have the highest rank scores and are confident that you are on track to achieve the top grades when you get to GCSE.



You can see the top. You know what you have to do to put that extra effort to achieve it.

You are coasting - maybe at the bottom middle or upper middle of the rank orders.

You have made progress and know that you can improve. You know what is needed to be successful.

On the way up the ladder. You are pleased with some of your progress. You need some help and support to get you to the next level.

You are at the bottom of rank ordering. You are disappointed in your results and have underperformed. You need some support to get up the rank orders.

Mid-Year Results Success Tree

Look at your results and where you are in the rank orders. Label your Success Tree with your subjects according to where you are and where you need to be by End of Year assessments.

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Timetable

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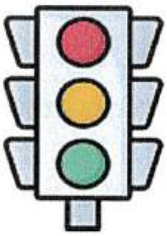
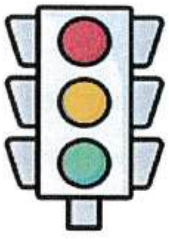
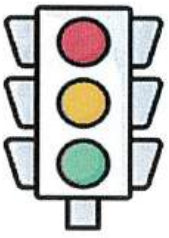
Gates open at 08:15 and you should be on-site and inside the building by 08:30. The first bell rings at 08:37, followed by the second bell at 08:40, signalling that you should be in your form room. This routine helps establish order and set a positive tone for the day, promoting punctuality and focus.

A WEEK Timetable					
Lesson	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

B WEEK Timetable					
Lesson	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

Study Skills Reflection

You now need to think about the study skills you have been taught and how you have used them. Beside each strategy start by RAG rating and then write why you have given them that rating. The final box is for a study method that you may have found useful that is different to what you have been taught.

Study Skill	*Reflection*
Mind Map	
Flashcard	
Re-Teach	
Spelling strategies	
Own Strategy	

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Using Critical Knowledge Organisers to Study Effectively

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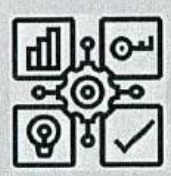

Take this easy quiz to make you think about how you went about studying for your Mid-Year assessments. Make some decisions based on the right answers and your assessment results.

1. **Why is creating a study timetable important?**
   a) It helps you avoid distractions
   b) It ensures you manage your time effectively
   c) It makes studying more fun
2. **What is the best way to take notes during a lesson?**
   a) Write down everything the teacher says
   b) Summarise key points in your own words
   c) Copy from your friend's notes
3. **Which of these is an active revision technique?**
   a) Reading notes silently
   b) Highlighting text only
   c) Creating flashcards and testing yourself
4. **Why should you take regular breaks when studying?**
   a) To check social media
   b) To help your brain process and retain information
   c) To finish later
5. **What is the benefit of setting specific goals for each study session?**
   a) It makes you feel busy
   b) It gives you a clear focus and sense of achievement
   c) It allows you to study less
6. **Which environment is best for studying?**
   a) A quiet, well-lit space with minimal distractions
   b) A noisy café
   c) Your bed while watching TV
7. **What should you do if you don't understand a topic?**
   a) Ignore it and move on
   b) Ask your teacher or use reliable resources to clarify
   c) Wait until the exam

Critical Knowledge Organisers

You have critical knowledge organisers for every topic you study. CKOs contain powerful and important core knowledge. The information forms the foundation for that subject with the facts and key vocabulary that you can, and should, learn. They do not replace what you learn I class!

Rationale	*Explanation*
For class work	You will have a CKO for every subject: Maths, English, Science, Spanish, History, Geography, ICT, Music, Drama, Art, D&T.
For homework	The Study Booklet has all the CKOs and you will have them on you at all times – this is part of your core academy equipment.
For checkpoints and assessments	Your Form Tutors and teachers will teach you the revision strategies and how to use them with your subject CKOs.
For revising	You will be set revision tasks for homework on your CKOs so that you are ready for classwork as well as assessment points.
For checking core learning	Why is it important that you have a secure and confident knowledge of the core information needed in every subject you study at Key Stage 3?

How well did you use your CKOs in preparation for your Mid-year? What could you have done better?

Reading

What is a Reading Age?

A Reading Age is:

My Reading Age should be:

Academic Reading *Transactional Reading* *Reading for Pleasure*

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Tracking the Text

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There are many proven reasons why tracking the text improves reading. Whether you are a good reader, a weaker reader, dyslexic, have ADHD etc, this is the easiest step on your journey to successful reading.

Why do I Track the Text?

- **It improves my focus and attention**: Tracking helps me stay engaged with the text and reduces distractions.
- **It enhances my eye movement and tracking skills**: Guides my eyes smoothly across the page, preventing skipped words or lines.
- **It boosts word recognition and fluency**: Reinforces the connection between spoken and written words.
- **It supports my comprehension**: Helps me process and understand what I am reading more effectively.
- **It reduces visual stress**: Tools like reading rulers can minimize glare and visual overload, especially helpful if I have dyslexia or ADHD.
- **It encourages independence and confidence**: Tracking tools help my self-guided reading and reduce frustration.
- **It works for all ages and abilities**: Whether using a finger, a ruler, a pen or any of those, tracking is a strategy that benefits me regardless of what I am reading.

How to Track With Your Finger

1. Put your finger *under* the text—not covering it.
2. Move smoothly from left to right.
3. Keep your eyes on the words, not your finger.
4. Follow the line breaks carefully.
5. Aim to read each word once without skipping.

Academy Spelling Strategies

Syllabification

Breaking words into sound chunks/syllables

This is how you learn more challenging words and their spelling.

Application

temperature

how hot or cold a thing, place or person is, measured in degrees Celsius, Fahrenheit or Kelvin

Choose vocabulary from a CKO and use this method to learn the spelling.

Academy Spelling Strategies

You can pyramid the word, letter by letter
Or
You can pyramid the word syllable by syllable

Application

Choose some vocabulary from a CKO and pyramid them below.

Academy Spelling Strategies

Prefixes: *added to the beginning of the root word to create a new word with a different meaning.*

Suffix: *added to the end of the root word to create a new word with a different meaning.*

Application

UN help FUL

EX port ED

De ACTIV ate

Choose some tricky vocabulary from a CKO and use this method to learn the spelling.

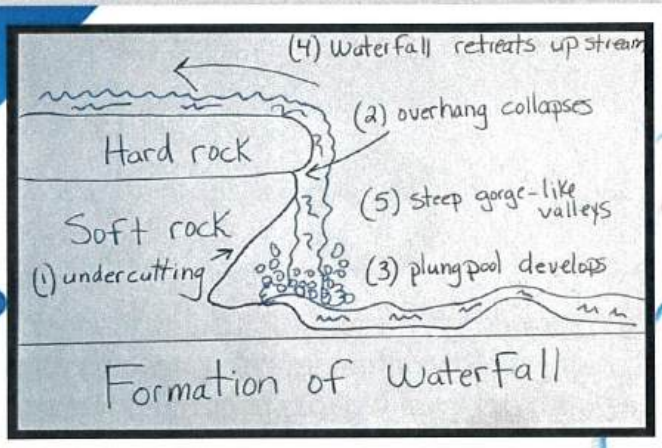
Using the Internet for Support

Sometimes we are unsure of a topic or we really want to find out more about it. Sometimes we just want to consolidate our learning. Here is a guide to some websites that might help you.

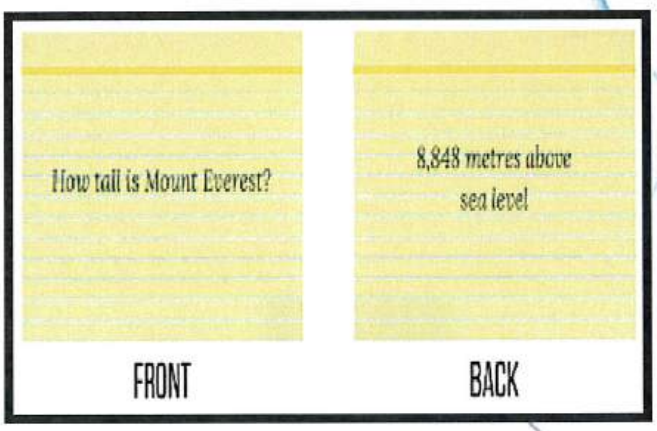
Name of website	*What it does*
Khan Academy	https://www.khanacademy.org/lohp/learner Free, high-quality online learning resources and offers instructional videos, practice exercises, and personalised learning tools across a wide range of subjects.
Quizlet	https://quizlet.com/gb Interactive flashcards, practice tests and study guides
BBC Bitesize	https://www.bbc.co.uk/bitesize BBC's free online educational platform providing study support and revision resources.

Flashcards

Flashcards are great for revision because they help you remember things more easily. They help your brain get better at remembering the information. Flashcards are quick to use, easy to carry, and make learning more fun

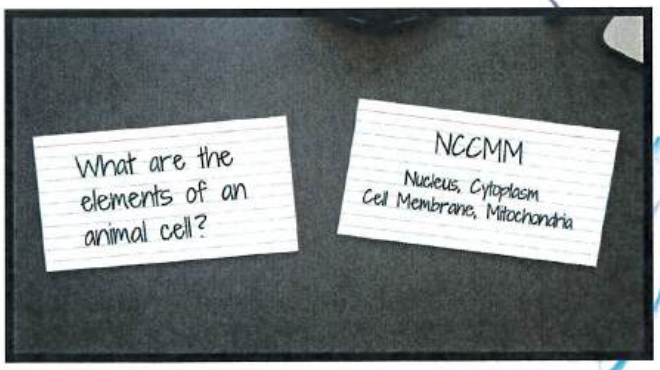


Use flashcards for revision by writing a question or prompt on one side and the answer on the other.



Use flashcards for revision by writing a question or prompt on one side and the answer on the other.

You can then test yourself or have someone to test you and the exact correct answer is on the back.



This is too busy for such a small space and better suited for a mind map as there is too much crammed onto a small card

Flashcard Practice

Flashcards are great for revision because they help you remember things more easily. They help your brain get better at remembering the information. Flashcards are quick to use, easy to carry, and make learning more fun

Create your own flashcard (front and back) on a topic of your choice, in your preferred style

Flashcard Practice

Use flashcards for revision by writing a question or prompt on one side and the answer on the other.
You can then test yourself or have someone to test you and the exact correct answer is on the back.

Create your own flashcard (front and back) on a topic of your choice, in your preferred style

Mind Mapping

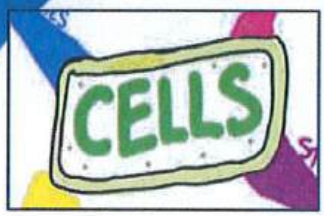
Mind maps help you learn better by showing information in a clear and fun way. They help you see how things are linked and what the most important points are.

Step 1:
Draw or write the main title, issue or focus.

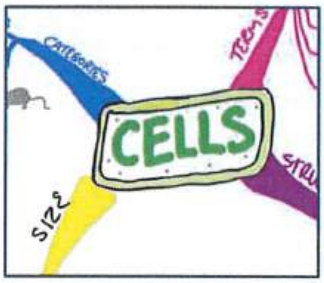
Step 2:
Draw some branches off your main title, issue or focus to help you organise your thoughts.

Step 3:
At the end of each branch, draw thinner branches of ideas relating to the content and possible images.

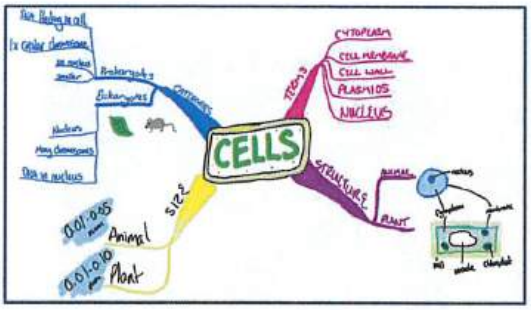
Step 4:
Once complete:.
Are there connections between your ideas?
Can you draw arrows to link together different parts of your mind map?



Step 1:



Step 2:



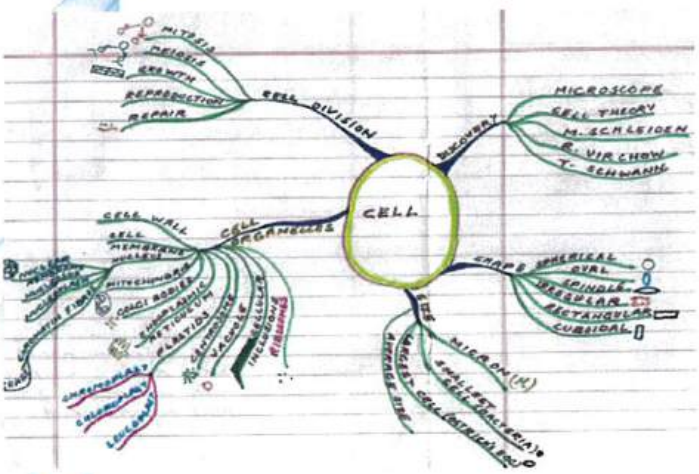
Step 3:

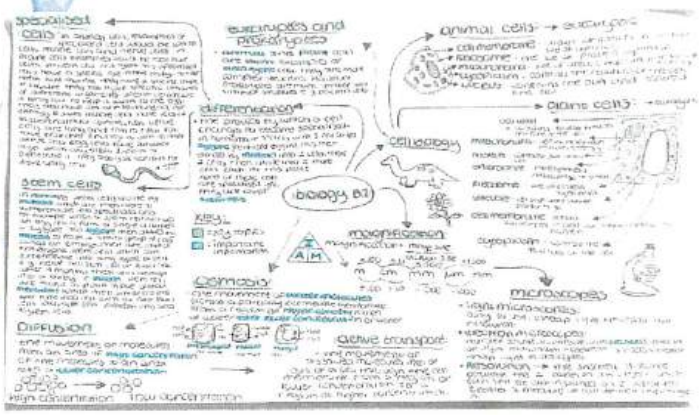
Step 4:

Mind Mapping

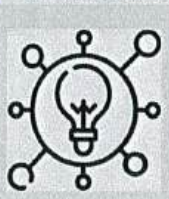
When creating mind maps, you need to make sure that it works for you. So, how much detail, and whether you use images, acronyms etc depends on how **you** like to remember things.

What is good in these mind-maps?





Mind Map Practice



Create your own mind map on a topic of your choice, in your preferred style

Re-Teach

Re-teaching is a good revision technique because it helps you check what you really understand. Your brain works harder to remember and understand it properly. If you get stuck, it shows you what you need to go over again.

Steps

Step 1

Choose a topic. Write down the key points that are critical – you could use flashcards or a mind map for this.

Step 2

Explain the topic/idea to someone: (parent/carer, family or friend)

Step 3

Identify where you have a knowledge gap/something you could not remember, and go back to learn it.

Step 4

Go through the process again, refine your explanation until you can explain the topic simply and accurately.

Re-Teach

Use this page to practise the Re-teach method on a topic of your choice.

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Mindfulness Moments for Studying

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Here are some simple mindfulness exercises that can be done in 5 minutes or less to help you reset during a study break.

Mindful Breathing: A simple and very effective exercise.

- Sit comfortably with a straight back and your feet flat on the floor.
- Place one hand on your stomach and the other on your heart.
- Inhale slowly and deeply through your nose, feeling your belly expand.
- Exhale slowly through your mouth, feeling the air leave your chest and then your stomach.
- Repeat this for 10 breaths, or count each breath up to ten and start again

5-4-3-2-1 Sensory Technique: This grounding exercise uses your five senses to bring your attention to the present moment.

- Acknowledge **5** things you can **see** around you (e.g., a crack in the wall, the texture of your desk).
- Acknowledge **4** things you can physically **feel** (e.g., your feet on the floor, the fabric of your clothes).
- Acknowledge **3** things you can **hear** (e.g. distant traffic).
- Acknowledge **2** things you can **smell** (e.g., a scented candle, a cup of tea).
- Acknowledge **1** thing you can **taste** (e.g., the lingering taste of coffee, or take a sip of water).

Mindful Movement: Get up and move your body with intention.

- **Stretching:** Reach your arms overhead, roll your neck, and wiggle your fingers and toes, paying close attention to the sensations of tightness and release in your muscles.
- **Slow Walk:** Walk a short distance very slowly, focusing entirely on the sensation of each step and the movement of your body.

- **Mindful doodling:** A good way to calm the mood and improve concentration.
- Find a pen/pencil and paper, sit comfortably.
- Draw basic shapes (circles, lines, zigzags) or patterns repeatedly.
- Link your drawing to your breath - inhale to make a stroke, exhale to pause or make another.

Attendance and Achievement

Regular attendance is a key driver of academic success, personal development, and future life opportunities. When you attend school consistently, you benefit from high-quality teaching, structured routines, and meaningful relationships that support both learning and wellbeing. Attendance is not only an educational requirement - it is a strong indicator of your future outcomes and long-term potential.

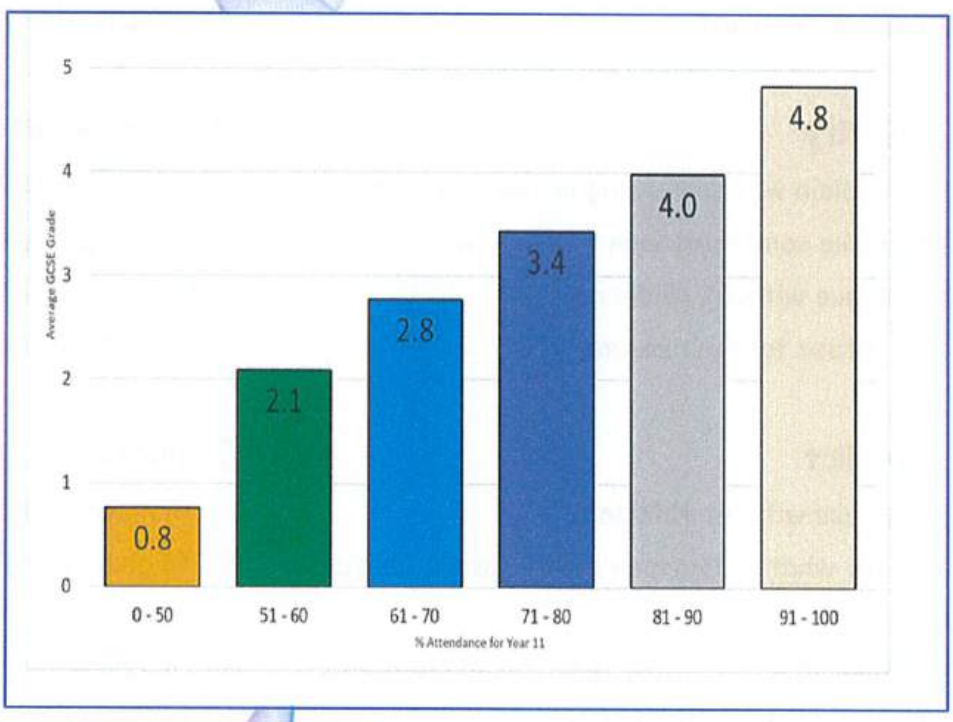
How many days absence have you had?

What are the reasons students may be absent?

What happens when an employee is absent from work?

What happens when a student misses lessons?

What does this chart tell you about the impact that poor attendance has on academic success?



QUOTES:

Every day you show up, you grow up.

Success begins with showing up—even on the days you don't feel like it.

Your future self will thank you for today.

Small steps each day lead to big achievements.

You don't need to be perfect—just present.

Now make up your own quote

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Vocabulary Quiz

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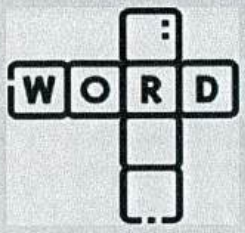


The bigger your vocabulary the more power you have.
The following words are all words that you will commonly find on assessments, GCSEs and BTEC PSAs. By the end of this term –you will have learn them all!

1. Analyze

a) To ignore something completely
b) To examine something carefully in detail
c) To copy someone's work
d) To make something bigger

2. Contrast

a) To show how things are similar
b) To show how things are different
c) To make something look better
d) To hide the truth

3. Justify

a) To explain why something is fair or reasonable
b) To make something look attractive
c) To argue without evidence
d) To refuse to give reasons

4. Predict

a) To guess without thinking
b) To say what will happen in the future based on evidence
c) To describe something that already happened
d) To change your mind often

5. Evaluate

a) To judge the value or quality of something
b) To ignore all details
c) To copy someone's ideas
d) To make something disappear

6. Summarize

a) To write every detail of a text
b) To give a short version of the main points
c) To create a new story
d) To argue against something

7. Infer

a) To state something directly
b) To guess randomly
c) To figure out something from clues and evidence
d) To copy what someone said

8. Significant

a) Very small and unimportant
b) Very important or meaningful
c) Easy to forget
d) Something that happens often

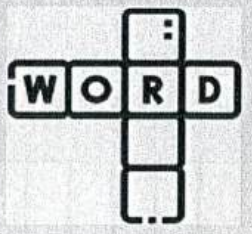
Emphasize

a) To make something less noticeable
b) To give special importance or attention to something
c) To ignore something completely
d) To repeat something without meaning

10. Interpret

a) To translate or explain the meaning of something
b) To copy someone's ideas
c) To make something disappear
d) To argue without evidence

Vocabulary Quiz



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1. Demonstrate

a) To show clearly by example or action
b) To hide something from view
c) To guess without thinking
d) To refuse to explain

2. Establish

a) To destroy something completely
b) To set up or create something firmly
c) To ignore all details
d) To make something disappear

3. Ilustrate

a) To decorate with pictures only
b) To explain or make clear using examples or pictures
c) To argue against something
d) To copy what someone said

4. Maintain

a) To keep something in good condition or continue it
b) To stop something suddenly
c) To ignore something completely
d) To make something disappear

5. Modify

a) To change something slightly to improve it
b) To destroy something completely
c) To copy someone's ideas
d) To ignore all details

6. Obtain

a) To lose something important
b) To get or acquire something
c) To make something disappear
d) To refuse to accept something

7. Require

a) To need something because it is essential
b) To ignore something completely
c) To guess without thinking
d) To make something disappear

8. Respond

a) To refuse to speak
b) To answer or react to something
c) To ignore all details
d) To copy someone's ideas

9. Clarify

a) To make something easier to understand
b) To confuse someone on purpose
c) To hide the truth
d) To ignore all details

10. Indicate

a) To point out or show something
b) To destroy something completely
c) To guess without thinking
d) To refuse to explain

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Countdown to End of Year Assessments

January	February	March	April	May	June
1 Th New Year's Day	1 Su	1 Su	1 We	1 Fr	1 Mo
2 Fr	2 Mo	2 Mo	2 Th	2 Sa	2 Tu
3 Sa	3 Tu	3 Tu	3 Fr	3 Su	3 We
4 Su	4 We	4 We	4 Sa	4 Mo	4 Th
5 Mo	5 Th	5 Th	5 Su Easter	5 Tu	5 Fr
6 Tu	6 Fr	6 Fr	6 Mo	6 We	6 Sa
7 We	7 Sa	7 Sa	7 Tu	7 Th	7 Su
8 Th	8 Su	8 Su	8 We	8 Fr	8 Mo
9 Fr	9 Mo	9 Mo	9 Th	9 Sa	9 Tu
10 Sa	10 Tu	10 Tu	10 Fr	10 Su	10 We
11 Su	11 We	11 We	11 Sa	11 Mo	11 Th
12 Mo	12 Th	12 Th	12 Su	12 Tu	12 Fr
13 Tu	13 Fr	13 Fr	13 Mo	13 We	13 Sa
14 We	14 Sa	14 Sa	14 Tu	14 Th	14 Su
15 Th	15 Su	15 Su	15 We	15 Fr	15 Mo Assessment
16 Fr	16 Mo	16 Mo	16 Th	16 Sa	16 Tu Window
17 Sa	17 Tu	17 Tu	17 Fr	17 Su	17 We
18 Su	18 We	18 We	18 Sa	18 Mo	18 Th
19 Mo	19 Th	19 Th	19 Su	19 Tu	19 Fr
20 Tu	20 Fr	20 Fr	20 Mo	20 We	20 Sa
21 We	21 Sa	21 Sa	21 Tu	21 Th	21 Su
22 Th	22 Su	22 Su	22 We	22 Fr	22 Mo
23 Fr	23 Mo INSET Day	23 Mo	23 Th	23 Sa Half Term	23 Tu
24 Sa	24 Tu	24 Tu	24 Fr	24 Su	24 We
25 Su	25 We	25 We	25 Sa	25 Mo	25 Th
26 Mo	26 Th	26 Th	26 Su	26 Tu	26 Fr
27 Tu	27 Fr	27 Fr	27 Mo	27 We	27 Sa
28 We	28 Sa	28 Sa Easter	28 Tu	28 Th	28 Su
29 Th		29 Su Holidays	29 We	29 Fr	29 Mo
30 Fr		30 Mo	30 Th	30 Sa	30 Tu
31 Sa		31 Tu		31 Su	

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End of Year Assessment Dates

Use this space to write in the dates and periods of your End of Year assessments and Check points. This will help you plan your revision.

Subject	Date and lesson	Notes (topics to be revised, important things to remember)
English		
Maths		
Science		
History		
Geography		
Spanish		
ICT		
Drama		
Art		
Music		
Technology		

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Spaced Practice

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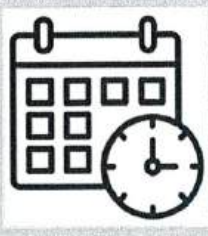
1. *What is the difference between cramming and spaced practice?*

2. *Why is spaced practice better than cramming?*

3. *What are the steps in spaced practice?*



Study Timetable

	4.00pm	5.00pm	6.00pm	7.00pm	8.00pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Spaced Practice

1. *What is the difference between cramming and spaced practice?*

2. *Why is spaced practice better than cramming?*

3. *What are the steps in spaced practice?*

Study Timetable

	4.00pm	5.00pm	6.00pm	7.00pm	8.00pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Independent Study Skills

Being able to study independently:

- ***Boosts confidence***: *You learn to rely on yourself and feel proud of what you achieve.*
- ***Improves results***: *The more you practise, the more you remember and understand.*
- ***Prepares for the future***: *Exams (GCSEs, PSAs, A Levels) need strong study habits.*
- ***Builds responsibility***: *You take charge of your learning, which helps in school and in life.*

Homework

Homework will be set by subjects as necessary and must be completed and handed in on time, showing effort and thought.

Homework completed well will be rewarded.

Homework not completed will be sanctioned.

HOMEWORK		
Week beginning	Subject Content and due date	Signature
	Half Term	

Ormiston Shelfield Community Academy

Homework

[OAT] Ormiston Academies Trust
AN OAT ACADEMY

Homework will be set by subjects as necessary and must be completed and handed in on time, showing effort and thought.
Homework completed well will be rewarded.
Homework not completed will be sanctioned.

	Easter Holiday	

Notes

Ormiston Shelfield Community Academy

Reading Record

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Form Time Reading

You will read in Form every day.

You will bring your own book.

You can bring a book from home or from the library

Date	Title of book	One sentence thought about the book	How many stars? (out of 5)

Ormiston Shelfield Community Academy

Notes pages

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Notes pages

English Year 8 Term 2: "Literature Through Time"

Key Concepts and context:

Oral Tradition: Oral tradition is the practice of passing down knowledge, ideas, art, and culture through speech or song from one generation to the next. This is how the art of storytelling began.

Foil- Foil means opposite. A character's foil is usually another character. A foil is often used to emphasise the characteristics of the protagonist. In 'Beowulf', Grendel is a foil to Beowulf as he possesses qualities that are a direct opposite e.g. bravery vs cowardice.

Christianity- Religion is often used in literature to reflect right from wrong. Characters who follow religion and adhere to the teachings are usually viewed as virtuous. Those that go against religion and sin against it are often the antagonists. Chaucer uses the trope of a corrupt clergyman (a Pardoner who forgives sins) to highlight hypocrisy.

Seven Deadly Sins- These originate from the teachings of the Bible and include lust, envy, greed, pride, wrath, sloth and gluttony. These sins are all explored in Beowulf. For example, gluttony can be seen when Grendel eats over 30 villagers each night.

Gender- Gender is a theme that is explored throughout literature. In 'The Canterbury Tales', the wife of bath subverts gender expectations by being cunning, domineering and independent.

Rhetoric/Aristotle's Triad - Rhetoric is the art of persuasion. In speech or written form, rhetoric allows the speaker to influence the audience. They often use Aristotle's Triad: ethos (credibility and trust), logos (logic and proof) and pathos (emotions and values) to make their argument more convincing. The knights use pathos to persuade Emily to marry them.

Hero - A literary hero is usually the protagonist of the story who overcome an obstacle on their journey. They are often loved and admired and defeat the villain (antagonist). The Knight is an example of a hero because he is moral, honourable and loyal.

Stagecraft- Methods unique to the play's form. They include costume, props, stage directions, etc. In the adaptation of 'The Canterbury Tales', Chaucer's stories are retold as mummer's plays - these use no set stage and the actors can join the audience.

Morality Play- This type of play usually has a moral message that it wants to show the audience e.g The Wife of Bath's tale explores the importance of women's choices.

Reading Selection:

'Beowulf' -An epic poem, originally written in Old English, 'Beowulf' tells the story of the Scandinavian hero Beowulf, who gains fame as a young man by defeating the monster Grendel, and Grendel's mother. The epic poem recounts Beowulf's later years, as an aging king describing how he kills a dragon and how he dies soon after.

'The Canterbury Tales' -A collection of 27 stories, mostly written in verse. 30 pilgrims undertake a pilgrimage to Canterbury Cathedral. They gather at the Tabard Inn in Southwark, across the Thames from London. They agree to engage in a storytelling contest as they travel. The text is credited with making the English language a popular choice for literature - French had previously been considered superior.

Elizabethan Sonnets - Sonnets are 14-line lyric poems, usually about love. In Shakespeare's 'Sonnet 130' he explores the ideas of beauty and what true love is. It acts as a parody/satire criticising usual love poems got being too romantic and unrealistic.

Knowledge for writing:

- TAP - The topic, audience, and purpose of a text.
- Comparative More More sentence
- Conclusion - a judgement or decision reached by the end of an essay.
- Drafting/ Revising - improving previous versions of work.
- The use of rhetoric - use ethos (credibility and trust), logos (logic and proof) and pathos (emotions and values)

English Year 8: Term 2 'Literature through Time'

Vocabulary	Definition & Sentence Level Example
Corruption (n.) Corrupt (v.) Corrupt (adj.)	Dishonest or illegal behaviour, especially by powerful people.
	The mayor was removed from office because of corruption.
Tyranny (n.) Tyrant (n.) Tyrannical (adj.)	Using power in a cruel or unfair way.
	The tyrannical ruler punished anyone who disagreed with him.
Moral (n.) Morality (n.) Moral (adj.)	Related to right and wrong behaviour.
	His actions showed a strong sense of morality.
Patriotism (n.) Patriot (n.) Patriotic (adj.)	Showing love and support for your country.
	His patriotism inspired others to help their country.
Virtue (n.) Virtuous (adj.)	Behaviour that displays a high moral standard.
	She was known as a virtuous person who always helped others.
Hubris (n.) Hubristic (adj.)	Too much pride or confidence, often leading to failure.
	His hubris made him believe he couldn't lose, but he did.
Isolation (n.) Isolate (v.) Isolated (adj.)	Separated from others.
	The village was isolated during the snowstorm.
Exploitation (n.) Exploit (v.) Exploitative (adj.)	Unfair use of someone or something for personal gain.
	The company was accused of the exploitation of workers.
Transgression (n.) Transgress (v.) Transgressive (adj.)	An act that goes against a rule or law.
	He transgressed the school rules by cheating on the test.
Subversion (n.) Subvert (v.) Subversive (adj.)	To secretly try to ruin or destroy a system or belief.
	The subversive speech caused a lot of anger.
Futility (n.) Futile (adj.)	Pointless or useless.
	It was futile to argue with someone who wouldn't listen.
Conforming (n.) Conform (v.) Conforming (adj.)	To follow rules or behave like others.
	She didn't want to conform to what everyone else was doing.
Ignorance (n.) Ignorant (adj.)	Lacking knowledge or awareness.
	His ignorance of history caused him to make mistakes.
Benevolence (n.) Benevolent (adj.)	Acting kind and generous.
	Her benevolence was known throughout the community.
Malevolence (n.) Malevolent (adj.)	Having or showing a desire to harm others.
	His malevolence was clear from his cruel actions.

'Literature through time' Specific Vocabulary

Vocabulary	Definition & Sentence Level Example
Valour (n.) Valiant (adj.)	To be brave and have courage.
	Beowulf is valiant because he has fought many beasts to protect the Geats.
Pretentious (adj.)	Someone who exaggerates their importance, morals or dignity.
	Even though he is a hero, Beowulf displays poor qualities such as being pretentious and arrogant.
Trope (n.)	A recurring theme or motif which is recognisable to the audience.
	The heroic knight is a common trope in medieval tales so Chaucer explores this in 'The Knight's Tale'.
Chivalry (n.) Chivalrous (adj.)	An expectation of knights is to be gallant and honourable.
	Knights follow the code of chivalry so they are honourable and respectable.

Critical Knowledge Organiser - KS3

Sentence Types

Key Concept	What You Need to Know	Example
Simple Sentence	One main clause (subject + verb).	The sun set.
Compound Sentence	Two main clauses joined by a coordinating conjunction (FANBOYS).	She was tired, but she kept working.
Complex Sentence	A main clause with one or more subordinate clauses.	Although it was late, he stayed up.

Clause Structures

Clause Type	Definition	Example
Main Clause	Can stand alone as a sentence.	The dog barked.
Subordinate Clause	Cannot stand alone; adds detail.	Because it was hungry
Varying Clause Position	Clauses can appear at the start, middle, or end of a sentence.	When the bell rang, the students left.

Pronouns

Punctuation	Use	Example
Personal Pronouns	Replace people or things.	I, you, he, she, it, we, they, me, him, her, us

Prepositions

Definition	Examples
Show relationships in time, place, or direction.	above, across, against, along, among, around, at, before, behind, below, beneath, beside, between, by, down, from, in, into, near, of, off, on, to, toward, under, upon, with, within

Conjunctions

Type	Examples
Coordinating	and, but, or, so, yet
Subordinating	because, since, although, even though, while, as soon as, in case, though
Conjunctive Adverbs	therefore, moreover, however

Determiners (word classes)

Type	Definition	Examples
Articles	Define nouns as specific or unspecific.	a, an, the
Demonstratives	Point to specific things.	this, that, these, those
Quantifiers	Show quantity or amount.	(a) few, fewer, (a) little, many, much, more, most, some, any

Critical Knowledge Organiser - KS3

Basic Sentence Structure

Term	Definition	Example
Subject	The person or thing doing the action in a sentence.	The cat sat on the mat.
Object	The person or thing affected by the action.	The cat sat on the mat.
Main Clause	A group of words with a subject and verb that makes sense on its own.	She ran to the shop.
Fragment	An incomplete sentence missing a subject or verb.	Running through the park. ✗
Run-on Sentence	Two or more main clauses joined incorrectly.	I went to the shop I bought sweets. ✗
Corrected Run-on	Use punctuation or conjunctions.	I went to the shop, and I bought sweets. ✓

Parts of a Sentence

Type	Definition	Example
Subject	The person or thing doing the action.	The cat sat on the mat.
Verb	The action or state of being.	The cat sat on the mat.
Object	The person or thing affected by the action.	She kicked the ball.

Word Classes

Type	Definition	Examples
Noun	A person, place, thing, or idea.	dog, London, happiness
Proper Noun	A specific name (always capitalised).	Harry, Paris, Monday
Verb	An action or state.	run, is, think
Adjective	Describes a noun.	happy, blue, tall
Adverb	Describes a verb, adjective, or another adverb.	quickly, very, silently
Adverbial Phrase	A group of words acting as an adverb.	In the morning, she ran.
Fronted Adverbial	An adverbial phrase at the start of a sentence (followed by a comma).	Before sunrise, he left.

Punctuation

Punctuation	Use	Example
Inverted Commas	Show speech or quotations.	She said, "Hello."
Semi-colon (;)	Link two related main clauses.	It was late; we went home.
Colon (:)	Introduce a list or explanation.	He brought three things: a pen, a book, and a ruler.
Comma (,)	Separate items, clauses, or after fronted adverbials.	After lunch, we played.
Dash (—)	Add extra information or emphasis.	He was fast — like lightning.

Sentence Structure	Definition	Example
Adjective Attack	A sentence that uses two adjectives.	The red, shiny apple was delicious.
Triple Adjective Punch	A sentence that uses three adjectives.	The tall, dark, handsome stranger walked in.
Preposition Push Off	A sentence that starts with a prepositional phrase.	In the morning, I like to drink coffee.
Without Without	A sentence that uses 'without' repeatedly.	Without a doubt, without hesitation, she agreed.
Three Verb Sentence	A sentence that uses three verbs.	She danced, sang, and laughed all night.
Double Adverb Snap	A sentence that uses two adverbs for emphasis.	Quickly and quietly, she left the room.
Last word, first word	A sentence that repeats the last word as the first word of the next sentence.	She was happy. Happy to see him.

Y8

Maths Knowledge Organiser NP10

Direct Proportion

As one variable increases, the other variable increases.

- There is a multiplicative relationship between the two variables.
- If one is zero, the other is zero

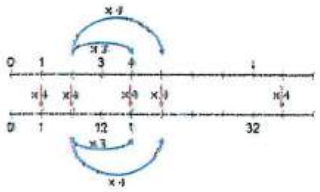
Inverse Proportion

4 painters take 10 hours
2 painters take 20 hours

As one variable increases, the other variable decreases.

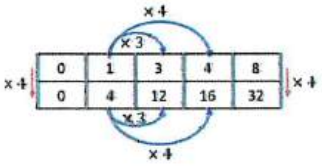
- There is an inverse multiplicative relationship between the two variables.

Double number line



Shows a multiplicative relationship.

Ratio Table



Shows a multiplicative relationship, like a double number line but without the scale.

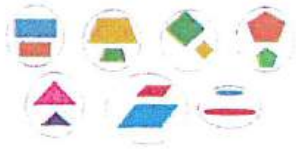
Currency

The type of money used in each country.

Exchange rates

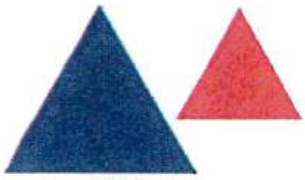
Tells you how much your money is worth in another currency.

Similar (Shapes)



Shapes are similar if the sides have all been multiplied by the same scale factor. The angles stay the same size.

Enlargement (shapes)



Where a shape is resized using a scale factor.
An enlargement can make a shape bigger or smaller.

Value for money

300ml for £1.20

500ml for £1.50

When we calculate which deal is better by considering the amount per item.

Know your Calculator

Casio fx-83GT CW

- Squared
- Square Root
- Any Power
- Any root
- Fraction
- Mixed Number

Maths Knowledge Organiser GM2

GM1 recap: Line

A line has infinite length and no width (it exists in one dimension, or 1D).
We use arrows to show its infinity in both directions.

Lines

Vertical | Horizontal | Oblique

Acute angle

Acute
$0° < \theta < 90°$

An angle more than 0° but less than 90°.

Obtuse angle

Obtuse
$90° < \theta < 180°$

An angle more than 90° but less than 180°.

Reflex angle

Reflex
$180° < \theta < 360°$

An angle more than 180° but less than 360°.

Right angle

Right
$90° = \theta$

An angle that is 90°.

Straight line

Straight
$180° = \theta$

An angle that is 180°.

Full turn

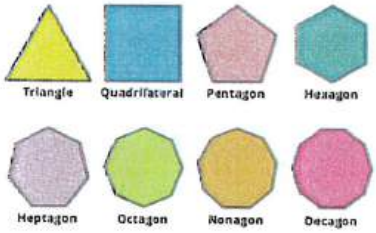
Full turn
$360° = \theta$

An angle that is 360°.

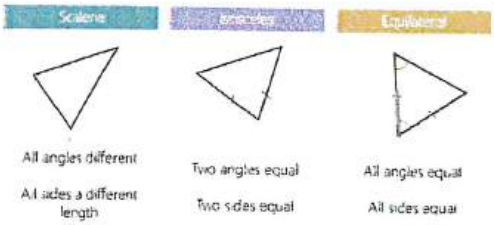
Polygon

Any two-dimensional shape with straight edges.

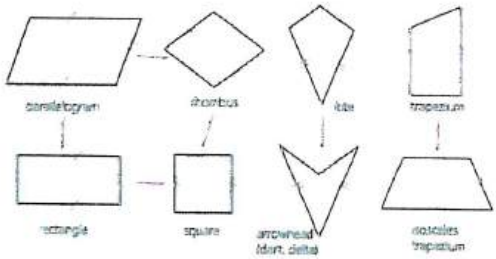
Polygon Names



Triangles



Quadrilaterals



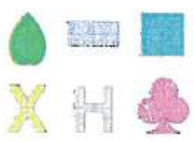
Perpendicular lines

Perpendicular lines meet at a right angle.

Parallel lines

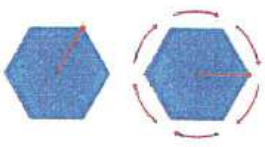
Lines that are always the same distance apart.

Reflective Symmetry



Where one half of a shape reflects exactly onto the other half.

Rotational Symmetry



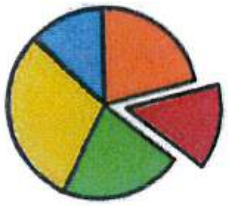
Where a shape rotates exactly onto itself more than once in a full turn.

Maths Knowledge Organiser SP1

Data

From the Latin "datum" meaning a fact or piece of knowledge.

Sector



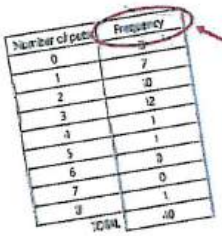
A sector of a circle is a pie-shaped part of a circle made of the arc along with its two radii.

Tally

A way of keeping count by drawing marks.

Every fifth mark is drawn across the previous 4 marks, so you can easily see groups of 5.

Frequency



Number of goals	Frequency
0	7
1	10
2	12
3	1
4	1
5	3
6	0
7	1
8	40
TOTAL	

How often something happens.

Quantitative

Quantitative data is numerical values.

Qualitative

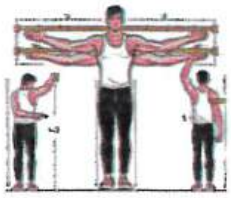
Qualitative data is not numerical. The data is descriptive like favourite crisp flavour, eye colour etc.

Discrete

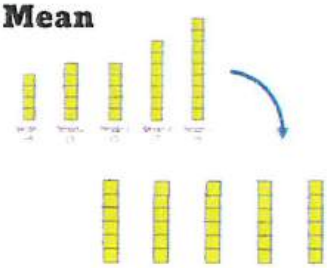
Data that can be counted. It is finite.

Continuous

Data that is measured. It is infinite.



Mean

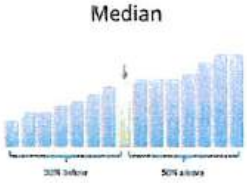


An average.

When we share the total out equally, we call this the mean.

We use $\bar{x}$ to represent mean.

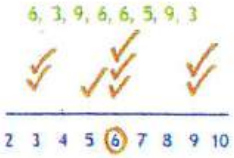
Median



An average.

Middle data point when the data is arranged numerically

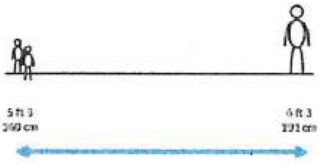
Mode



An average.

Most frequent data point.

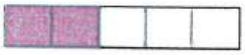
Range



A measure of spread. It tells us how spread out the data is.

Maths Knowledge Organiser NP11

Ratio



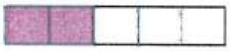
2 : 3

shaded parts — proportional to — unshaded parts

A ratio describes a multiplicative relationship between two quantities.

Colon

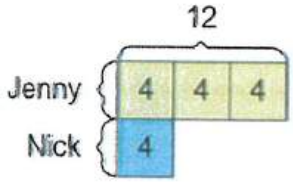
A colon is used to separate the parts of a ratio.
We read the colon as "to".



2 : 3

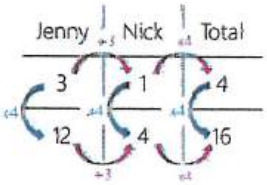
We would say " a ratio of 2 to 3"

Bar model



A bar model can be used to represent a ratio.

Ratio Table



Shows a multiplicative relationship, like a double number line but without the scale.

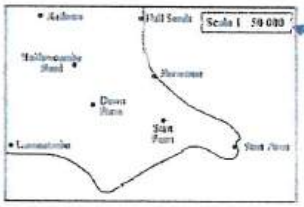
Writing ratios

The ratio is written in the order they are mentioned in the question.

The ratio of cats to birds is 4 : 3

The ratio of birds to cats is 3 : 4

Scale

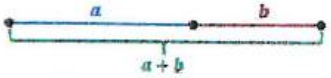


This means that every centimetre measured on the map represents 50 000cm in real life.

The ratio of the length in a drawing or model to the length on the real thing.

The Golden Ratio

In mathematics two numbers are said to be in the Golden Ratio if the ratio of the larger number to the smaller number is the same as the ratio of the total of both numbers to the larger number:



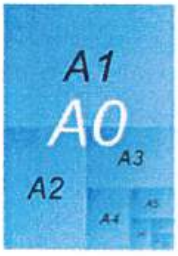
Values are in the Golden Ratio if

$a : b = a + b : a$

or

$\frac{a}{b} = \frac{a+b}{a}$

Paper sizes

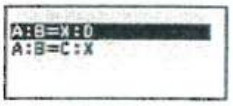


The A paper sizes have been designed specifically so that they can be doubled or halved and maintain the same proportions.

Know your Calculator

Casio fx-83GT CW

There is a ratio section on the calculator

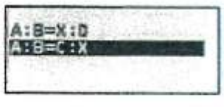


This will find the value where X is if you know the ratio and the value of D.

Know your Calculator

Casio fx-83GT CW

There is a ratio section on the calculator



This will find the value where X is if you know the ratio and the value of C.

Maths Knowledge Organiser A5

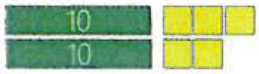
Recap A1: Variable

$4x$ ← variable

A number that can change its value, represented by a letter such as x or a green tile when we do not know its value.

Recap A1: Substitution

When $x = 10$



its value is 25.

When we assign x a numerical value, we call this substitution: we substitute the variable with a known number.

Recap A1: Expression

Expression

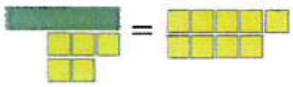
$4x - 7$

Terms

An expression contains variables, constants and operations.

Recap A1: Equation

$x + 5 = 9$



A statement which tells us the value of an expression for a fixed value of x.

Formula

A set of instructions to work something out.
A formula can be written in words, as an expression or as an equation.

Formulae

$4r$ πr^2 $180 - \theta$ $360 - \theta$

The plural of formula.

Subject

subject ← $A = \frac{1}{2}bh$

The subject of a formula is the quantity the formula calculates.

Rearrange

subject ← $a = b + c$

$(-b)$ $(-b)$

$a - b = c$ ← subject

Rearranging a formula means changing its subject.

Evaluate

Work out the value of a calculation.

Kinematics

Kinematics is the study of how objects move.

Standard Charge

A phone bill might say

20p per day plus 2p per minute on calls

standing charge — usage rate

A fixed fee you pay before you start using the service.

Know your Algebra tiles

Represents the number 1

Represents the number -1

Represents an unknown positive variable

Represents an unknown negative variable

Represents an unknown positive variable squared

Represents an unknown negative variable squared

Maths Knowledge Organiser SP2

Variable data

A quantity that can change in value.

Univariate data

Data with one variable

Bivariate data

Temperature ↑ ⇒ Sales of sunglasses ↑

Data with two variables.

Related variables

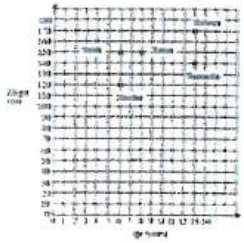
Age of car ↑ ⇒ Price of car

As one variable changes so does the other.

Trend

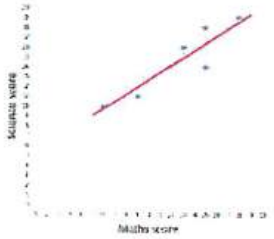
A general pattern in some data.

Scatter Graph



A graph of plotted points that show the relationship between two sets of data.

Line of best fit



A line on a scatter graph that shows the direction of the trend of the graph.

Correlation

A mutual relationship between two variables stated as 'positive', 'negative' or 'none'.

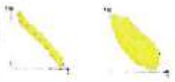
Positive Correlation

As one variable increases the other variable increases.

No Correlation

No relationship between the two variables.

Negative Correlation



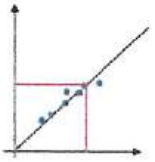
As one variable decreases the other variable decreases.

Relationship

"As age increases, shoe size increases."

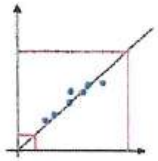
A statement written about the correlation in the context of the question.

Interpolation



Making a prediction by reading values from a line of best fit inside of the range of data known.

Extrapolation



Making a prediction by reading values from a line of best fit outside of the range of data known.

Y8 BIOLOGY:

1. Cellular Respiration
2. Plant Cells
3. The Digestive System

For more Scienc scan here!

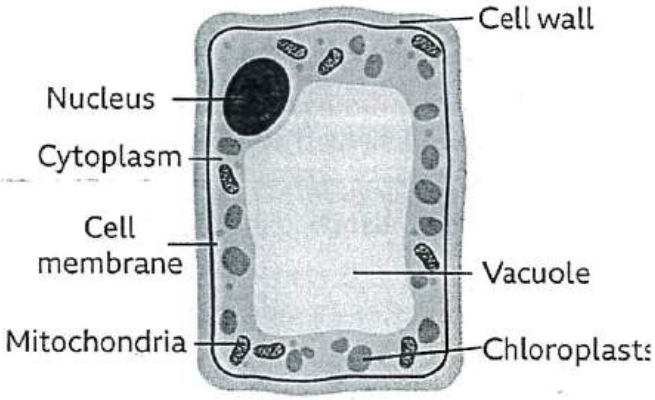
BBL3: Cellular Respiration

- Respiration mostly occurs in the mitochondria of cells.
- Aerobic respiration releases lots of energy and is the type of respiration that occurs in the presence of oxygen.
- Foods containing starch are broken down by enzymes to provide the glucose for respiration.
- Aerobic respiration can be summarised using the equation:

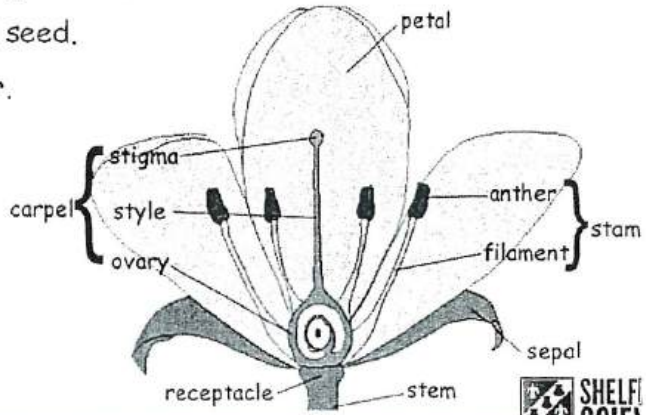
  glucose + oxygen → carbon dioxide + water.
- Anaerobic respiration releases very little energy and is the type of respiration that occurs in the absence of oxygen.
- Fermentation is an example of anaerobic respiration that is used to make alcoholic beverages and bread.
- Anaerobic respiration in humans releases very little energy and produces lactic acid
- Fermentation in yeast releases very little energy and produces carbon dioxide and ethanol.
- A build-up of lactic acid damages muscles and causes cramps.

BBL4: Plant Cells

- Identify the location of the sub-cellular structures in plant cell diagrams, chloroplast, permanent vacuole and cell wall.
- The function of the cell wall is to provide structure and support to the plant cell.
- The chloroplast contains chlorophyll and is the site of photosynthesis.
- The permanent vacuole is the part of the plant cell that stores the cell sap.



- The flower is the reproductive organ of a plant.
- The female part of the plant is called the carpel and is comprised of a stigma, style and ovary containing the ovum.
- The male part of the plant is called the stamen and is comprised of a filament and an anther containing the pollen.
- Pollen gets transferred from the anther to the stigma through wind or insect transfer.
- The pollen fertilises the ovum, and this then develops into a seed.
- Seeds can be dispersed by wind, explosion, animals, or water.



Y8 BIOLOGY:

1. Cellular Respiration
2. Plant Cells
3. The Digestive System

For more Scienc scan here!

THB9: The Digestive System

Carbohydrates are the main source of energy in our diet.

Lipids (fats and oils) are needed for energy, insulation and to make the membranes of cells.

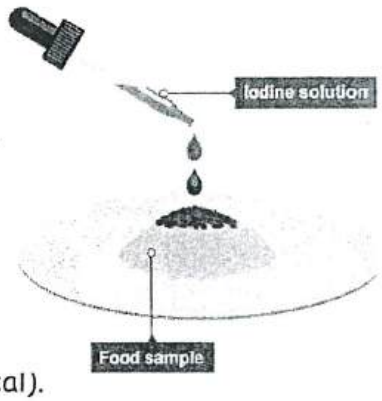
Proteins are needed to help us grow and repair parts of our body.

Vitamins and Minerals are needed for life process and to keep the body healthy.

Dietary fibre is needed to keep food moving through the digestive system

Water is needed for reactions to take place in the body.

Chemicals called **reagents** can indicate the presence of a specific food substance when they change colour



In general, men need more energy in their diet (2500 kcal) than women (2000 kcal).

Your lifestyle and where you live, will have an impact on how much energy you need in your diet.

Obesity is a condition where someone has a high excess of body fat and can lead to type 2 diabetes.

Malnutrition is a condition where someone is not getting the right balance of nutrients they need to be healthy.

Teeth are used to break up food into smaller pieces for digestion.

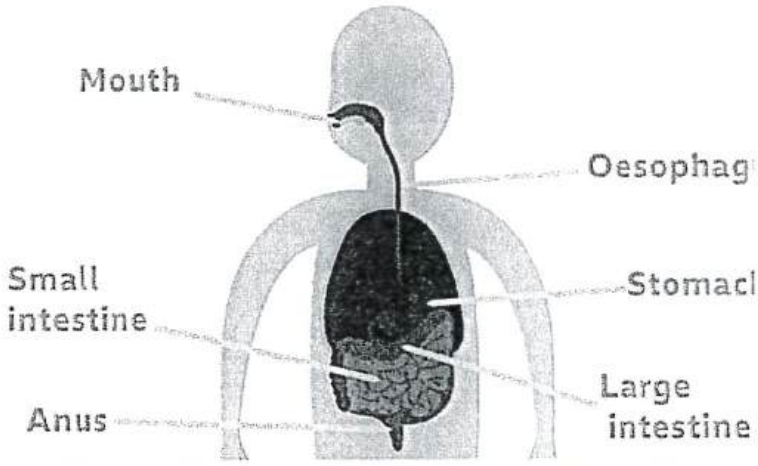
The oesophagus is the tube that carries the food from the mouth to the stomach.

The stomach contains acid that kills bacteria, and churns food to make it smaller.

The small and large intestine is where nutrients and water are absorbed into the blood stream.

Enzymes are chemicals that break down food into smaller pieces to aid digestion.

Gut bacteria are present in the large intestine and help break down some food substances the body is unable to break down

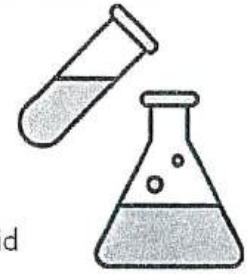


Y8 CHEMISTRY:

1. The pH Scale
2. Our Atmosphere

For more Scienc scan here!

CR4: The pH Scale



All substances can be classified as being acidic, basic or neutral.

Indicators are used to identify the acidity of a substance e.g. red or blue litmus paper

In universal indicator acids are red, alkalis are purple and neutral is green

Three acids are ethanoic acid (vinegar), hydrochloric acid (stomach acid) and sulphuric acid

Three alkalis are ammonia, sodium hydroxide (drain cleaner) and bleach.

The pH scale shows how acidic a substance is, it can be measured to give a numerical value and ranges from 0 (very acidic) through 7 (neutral) to 14 (very alkaline).

An alkali is a soluble base.

An acid and alkali will chemically react to produce a salt and water. This is called a neutralisation reaction.

The name of the salt produced can be worked out from the names of the acid and the alkali.

e.g. Sodium Hydroxide + Hydrochloric Acid → Sodium Chloride + Water.

Acids chemically react with most metals and will form a salt and hydrogen.

Hydrogen burns with a squeaky pop when ignited with a lit splint.

When a chemical reaction happens, energy is transferred to or from the surroundings.

When energy is transferred to the surroundings, this is called an exothermic reaction

When energy is taken in from the surroundings, this is called an endothermic reaction

When a substance changes state, energy is transferred to or from the surroundings.

CE4: Our Atmosphere

The atmosphere is a mixture of gases made up of nitrogen (approximately 80%) and oxygen (approximately 20%).

The atmosphere also contains a number of other gases in smaller proportions, such as carbon dioxide and water vapour.

The carbon cycle returns carbon from organisms to the atmosphere as carbon dioxide to be used by plants in photosynthesis.

Carbon dioxide dissolves into the seas and oceans.

Atmospheric carbon dioxide levels are increasing due to the combustion of fossil fuels causing the planet to increase in temperature. This is causing climate change.

The effects of climate change include rising sea levels, more extreme weather and more forest fires.

Humans use the Earth's resources for warmth, transport, shelter and food.

Many of the resources that are extracted from the Earth are finite.

Recycling is one way we can reduce the extraction of finite resources.

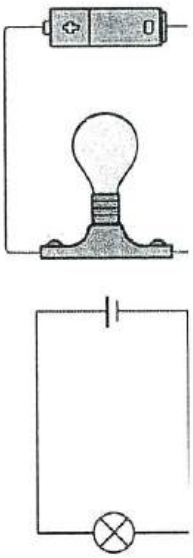
Life cycle assessments are carried out to assess the environmental impact of products in different stages (extraction, manufacture, use and disposal)

Y8 PHYSICS:

1. Electrical Circuits
2. Forces and Motion
3. Principles of Energy
4. Heating and Cooling
5. Energy in the Home
6. Mechanical Waves

For more Scienc scan here!

)EOO5: Electrical Circuits



Electricity involves negatively charged particles flowing through wires.

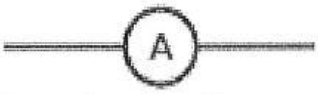
The voltage is a measure of the strength of a battery's push.

Voltage is measured in volts using a voltmeter that is connected in parallel to the component.

The circuit symbol for a voltmeter is 

Electrical current tells us how many charges flow past a point per second.

Electrical current is measured in amps using an ammeter connected in series.

The circuit symbol for an ammeter is 

The current is the same all the way round a series circuit.

Current is shared between branches in a parallel circuit.

Charges flowing around a circuit carry energy that can be gained (at a power supply) or lost at components (e.g., bulbs).

Resistance is a measure of how hard it is for charge to flow through a component of a circuit. It is measured in ohms.

)EOO6: Forces and Motion

A journey can be represented on a distance-time graph.

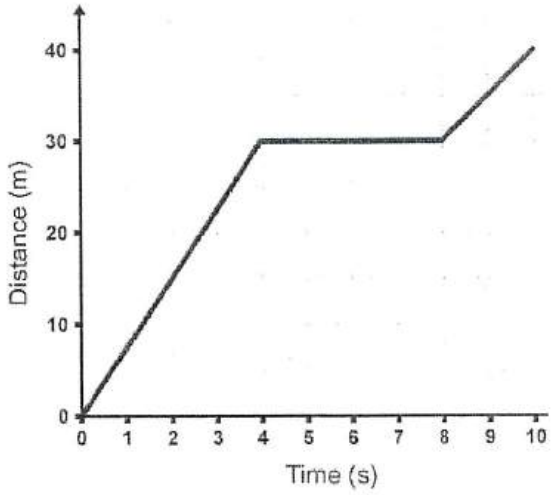
Distance is measured in metres, m.

Time is measured in seconds, s.

The greater an objects speed, the greater the distance travelled within a set time.

Speed is measured in metres per second, m/s.

The gradient of the line on a distance-time graph is the speed of the object.



When two objects are travelling in the same direction, the relative motion of those objects can be determined.

An objects speed or direction changes when forces acting upon it are unbalanced.

An objects speed or direction remains constant when forces acting upon it are balanced.

SHEL SCIE

Y8 PHYSICS:

1. Electrical Circuits
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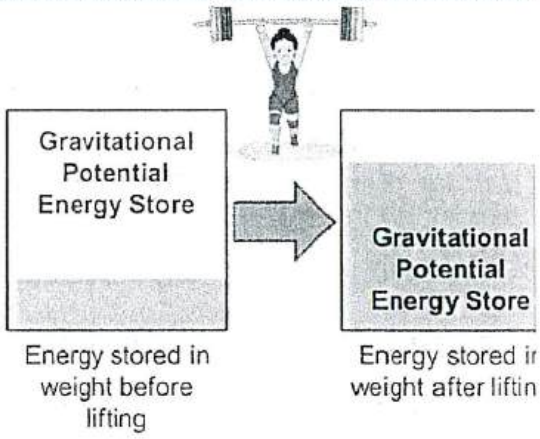
For more Scienc scan here!

OE10: The Principles of Energy



The unit measure for energy is Joules, J

Changes in energy stores can be described.

'Work done' is the change in energy stores due to a process or action taking place.

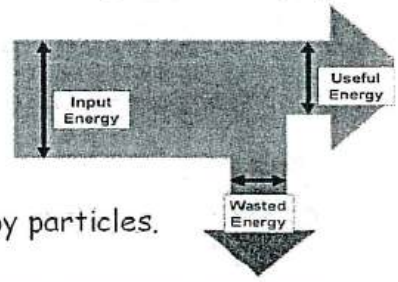
A 'system' is an object or group of objects.

In closed system the total amount of energy never changes: **energy is conserved**.

The Universe is a closed system.

Chemical, gravitational, kinetic, thermal, and elastic are examples of energy stores.

There are 4 energy pathways: heating by particles, work (mechanical), electrical working and heating by radiation.



Some energy changes are unwanted or wasted.

Unwanted energy changes can be reduced through lubrication or insulation.

Lubrication is the use of a material to reduce friction between two objects.

Insulation is the use of a material to prevent heating by radiation and heating by particles.

OE11: Heating and Cooling

Temperature is a measure of how hot or cold a substance is.

Temperature is measure in degrees Celsius, °C.

The temperature of an object depends on the average speed of the particles in that substance.

Thermal energy is transferred from hotter objects/substances to colder ones.

The amount of energy in food can be measured in kilojoules (kJ) or kcal.

Thermal energy transfer by conduction involves the transfer of vibrations/kinetic energy from one particle to another.

An abstract model describes something happening that we can't see but often leave small bits out.

Thermal conductors transfer thermal energy easily.

Thermal insulators do not transfer thermal energy easily.

A fluid is defined as gas or a liquid.

Convection happens when a fluid is heated and becomes less dense causing it to rise.

Thermal equilibrium is reached when the temperature of two objects is the same.

Y8 PHYSICS:

1. Electrical Circuits
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For more Scienc scan here!

3OE12: Energy in the home

Non-renewable resources, such as fossil fuels, cannot be replenished as they are used.

The fossil fuels are coal, natural gas and crude oil.

Renewable energy resources can be replenished as they are used; wind, hydroelectric, solar.

We use renewable energy resources and non-renewable fuels to generate electricity to supply to homes.

Electricity supplied to our home is used to transfer energy to appliances.

Power is a unit measurement for how an energy store changes per second.

Appliances have a power rating, measured in W or kW.

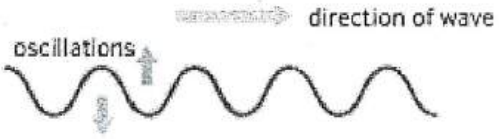
The kWh is the unit for energy supplied to the home for both gas and electricity.

Home energy bills are calculated based on the kWh usage and a standing charge.

3OE13: Mechanical waves

A wave is a transfer of energy from one place to another without a transfer of matter.

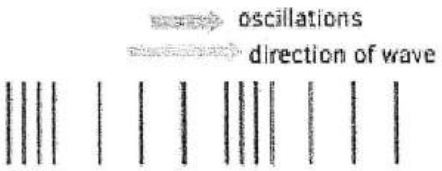
When waves hit a boundary between mediums, they can be reflected or absorbed.



In a water wave, the water particles oscillate in a transverse motion (move up and down) compared to the direction of the wave.

When waves meet, they can have an adding or a cancelling effect on each other; this is called superposition.

Sounds waves are longitudinal waves where the particles oscillate backwards and forwards around a starting position (vibrate).



The size of the vibration of the particle is called the amplitude.

The number of vibrations per second (or waves per second) is called the frequency, which is measured in Hertz, Hz.

The vibrations in sound waves are turned into electrical signals by the ear and by microphones.

Sound waves with a greater frequency will have a higher pitch.

Sound waves with a bigger amplitude will have a higher volume.

Humans have a hearing range of 20 Hz - 20 000 Hz. The hearing ranges of other animals varies.

Sound above 20 000 Hz is called ultrasound.

Uses of ultrasound includes cleaning delicate equipment, medical imaging, sonar and echolocation by animals.

Year 8: SPR 2 Geography Africa

Nigeria

Economic Opportunities
- Nollywood (Nigeria's film industry).
- Nigeria is Africa's biggest oil exporter.
- Other industries have started to develop more recently, i.e. telecommunications and manufacturing.

Social Opportunities
- Life expectancy has increased.
- Better access to clean water.
- More children are going to school.

Economic Challenges
- Wealth is not spread evenly, 67% of people still live in poverty.
- Nigeria is very dependent on selling oil, when oil prices fell in 2014-2017, the economy decreased.

Social Challenges
- Many people still don't have clean water and 10 million children do not go to school.

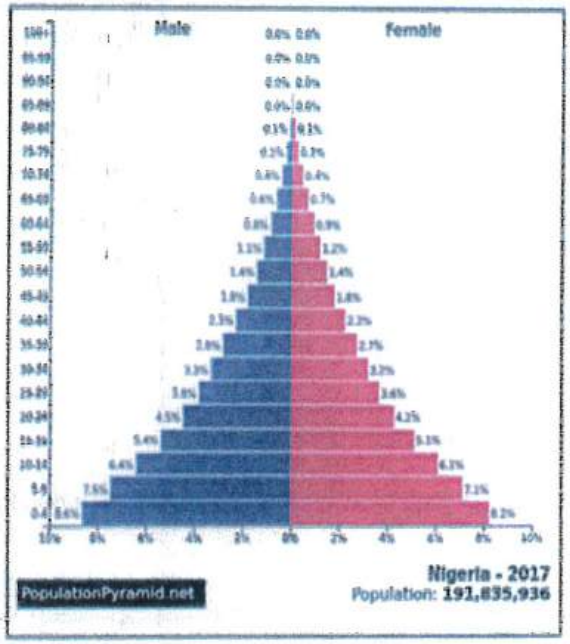
Political Challenges
- Some corrupt governments and business leaders have kept money.
- The group Boko Haram has captured and killed people in North-Eastern Nigeria.

Environmental Challenges
- Oil spills have caused pollution in areas such as the Niger Delta, affecting wildlife and drinking water.
- Deforestation has destroyed habitats and contributes towards global warming.

Progress in Africa

In the last 10 years 72% of African countries have improved the way their countries are run.
Eritrea and Ethiopia have signed a peace agreement after conflict for 20 years.
Child malnutrition is falling.
Infant mortality rates are falling.
Mothers dying in childbirth is falling.
Life expectancies across African countries are increasing.

Population Pyramid for Nigeria, 2017.



Trade between China and Africa.

- 15% of Africa's exports, mainly natural resources, go to China.
- China provides 21% of Africa's imports, including a range of machinery, transportation, communications equipment and manufactured goods.
- China is funding the building of factories and construction of roads, railways, ports, airports, hospitals, schools and stadiums, spending billions of dollars a year in Africa.
- More than 1 million Chinese, most of them labourers and traders, have moved to the continent in the past decade.

Year 8: SPR 2 Geography Africa

AFRICA IS NOT A COUNTRY.

Key Vocabulary

Triangle of Trade	The journey of exchange made of goods and slaves between Europe, the Americas and Africa.
Colonisation	The action or process of taking over control over local people of an area.
Migrate	To move from one region or habitat to another according to seasons.
Landlocked	A country or region that is entirely surrounded by land.
Exports	A good or service spent to another country.

Natural Resources

Africa is rich in natural resources:

- It exports 16% of the world's uranium, used to produce nuclear energy.
- In 2011, Africa produced more than half of the world's diamonds and nearly 75% of the world's platinum.
- Africa has 10% of the world's oil and gas reserves.
- Africa is rich in forests, a source of major hardwoods.
- Nigeria and Libya are 2 of the leading oil producing countries in the world.

The History of Africa.

The Slave Trade

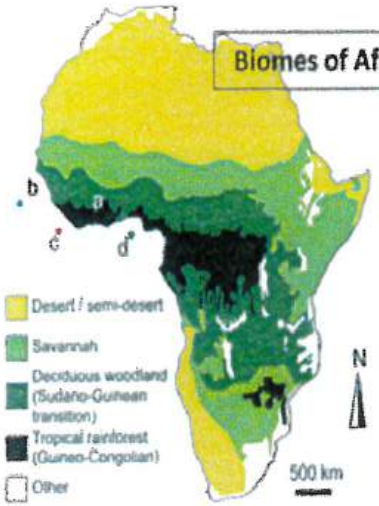
- Between the 1600's and the 1800's, 12-15 million Africans were sold into slavery.
- Europeans bought people in West Africa in exchange for goods, developing a triangle of trade.
- Slavery was abolished from 1833.

The Legacy of Colonisation.

- African countries began to gain their independence from Europe in the 1960's.
- Many countries have found the road to a strong and stable nation difficult.
- The wealth of natural resources continues to be over-exploited by European business.
- The best agricultural land is still used to grow cash crops rather than growing crops to feed the growing population of Africa.

"Africa is not poor, it is poorly managed" Ellen Johnson-Sirleaf, former president of Liberia.

Biomes of Africa



Savanna Biome

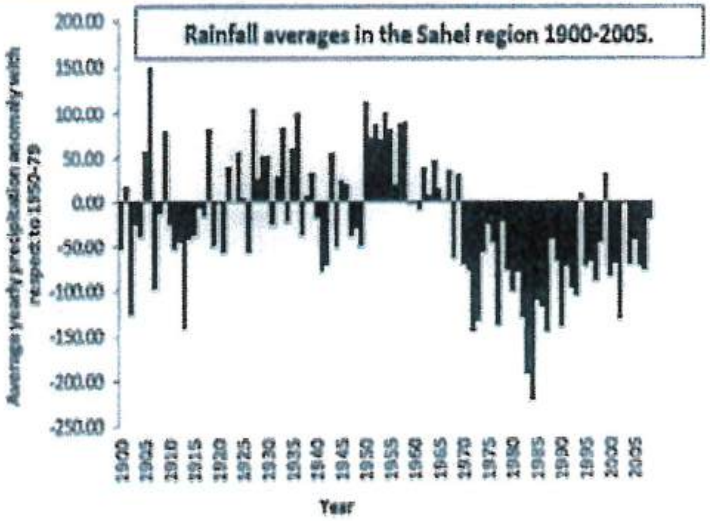
These are found to the north and south of tropical rainforests. Savanna regions have distinct wet and dry seasons. This biome has lots of wildlife within it however, animals may migrate great distances for food and water.

Is there a future for the Sahel?

Desertification in the Sahel

- Droughts have occurred when the normally short rainy season is delayed or does not occur.
- Rains are very irregular in the Sahel along with rapid population increase, vegetation clearance and livestock overgrazing are causing the desert to spread southwards (desertification).

Rainfall averages in the Sahel region 1900-2005.



Year 8: SPR 1 Geography Weather and Climate

Key words:

Weather: The short term state of our atmosphere which can vary on a daily basis, e.g. sunny, rainy, windy.

Climate: The long term average temperature and precipitation for a specific location., normally measured over a 30 year time period.

Climate change: significant changes in temperature, rainfall and wind as a result of a warmer atmosphere.

Why is studying the weather important?

- Farmers study the weather so they know whether rain is forecast for their crops.
- Extremes of weather can lead to flooding which can damage homes and cost money.
- Changes to weather can disrupt transport e.g. roads can become icy which can be dangerous.

How do we measure the weather?

Weather measurement	Units	Instrument
Air temperature	°Celsius	Thermometer
Rainfall	mm	Rain gauge
Wind speed	m/s	Anemometer
Wind direction	Compass directions	Wind vane
Humidity	% water in air	Hygrometer

How do temperature and rainfall vary across the UK?

The western side of the UK receives more rainfall (shown in blue on map) than the east (shown in brown) as the UK's weather comes from the Atlantic Ocean so the air contains more moisture. The air is forced to rise over higher ground forming relief rainfall in western areas. The clouds have then lost their moisture so the east is much drier.

The south of the UK is warmer than the north as it is closer to the Equator (a factor called latitude).

The UK has 4 distinct climate zones. The higher relief upland areas are also colder as temperature decreases with altitude (height above sea level).

Types of Rain:

1. Relief Rainfall

Where it happens: In mountainous areas (e.g. the west of the UK)

How it works:

Warm, moist air from the sea is forced to rise over high land.

As it rises, the air cools and condenses, forming clouds and rain.

The windward side (facing the wind) is wet, while the leeward side (sheltered) is drier – known as a rain shadow.

2. Convectional Rainfall

Where it happens: In hot places, like the tropics or on warm summer days in the UK

How it works:

The sun heats the ground, warming the air above it.

The warm air rises rapidly, cools, and condenses to form thunderclouds.

This often leads to short, heavy showers and sometimes thunderstorms.

3. Frontal Rainfall

Where it happens: Where warm and cold air masses meet – common in the UK

How it works:

A warm air mass meets a cold air mass.

The lighter warm air is forced to rise over the heavier cold air.

As it rises, it cools and condenses, leading to steady, prolonged rain.

What Factors Affect the UK's Weather?

1. Latitude

- The UK is in the mid-latitudes, so it has mild temperatures compared to the tropics or poles.

2. Altitude

- Higher areas (like mountains in Scotland or Wales) are colder and wetter.

3. Prevailing Winds

- The UK's main winds come from the southwest, bringing moist air from the Atlantic Ocean, leading to rain.

4. Distance from the Sea

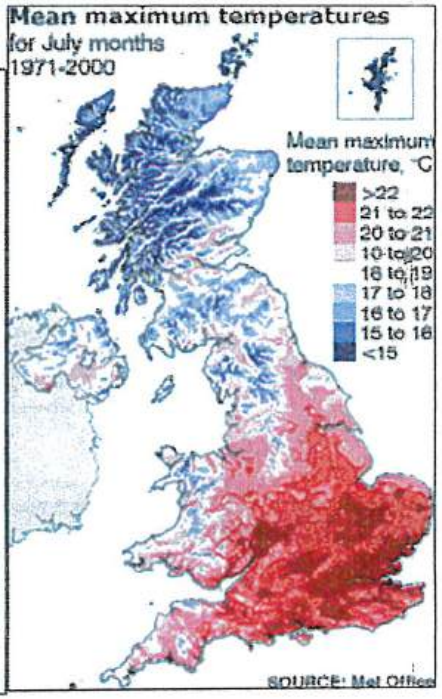
- Coastal areas are milder and wetter; inland areas can be cooler in winter and warmer in summer.

5. Ocean Currents

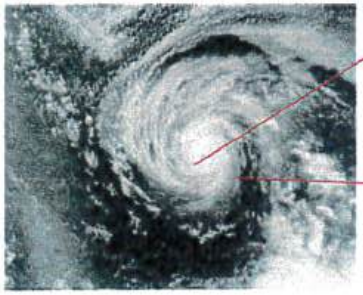
- The North Atlantic Drift, a warm ocean current, helps to raise temperatures in the UK, especially in western areas.

6. Relief (Shape of the Land)

- Mountains in the west force air to rise, which cools and condenses the moisture, creating relief rainfall.

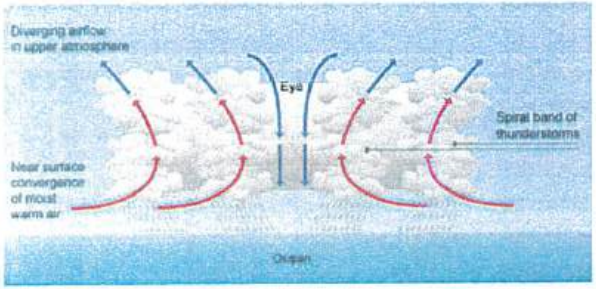


Tropical storms



Eye: Middle
Calm conditions

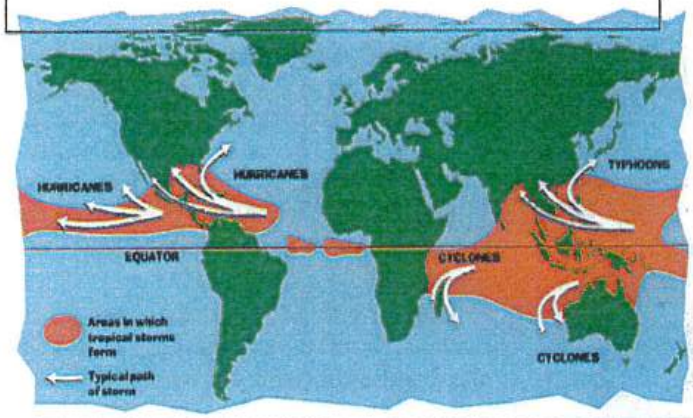
Eye Wall:
Outside rain, wind.



Tropical storms: hurricanes, cyclones, typhoons.

Formation:
74mph wind
Water 60m deep
26.5°C

Measured:
Saffir-Simpson scale: measurements in pressure **wind speeds,** storm surge and damage potential to put hurricanes into 5 categories



Effects:
Strong winds
Damage buildings, bridges, power lines, crops and trees.

Heavy rain fall
Industries such as shipping, transport and tourism mean that millions of people along the coastline are affected.

Storm surges (A storm surge is a **rapid rise in sea level caused by low pressure.**)
These can cause the most damage, as water levels can reach 5 metres higher than normal

Predict and prepare for tropical storms:
Predict: Satellite images and hurricane watch
Prepare:
- Evacuation plan
- Safety kits prepared
- Housing- shutters over windows.
- Housing- built on stilts to reduce the effects of storm surge.

Natural Hazards

Typhoon Haiyan Case Study

read quiz

The Big Picture

Key Terms

Immediate responses - The reaction of people as the disaster happens and in the immediate aftermath.

Long-term responses - Later reactions that occur in the weeks, months and years after the event.

Primary effects - The initial impact of a natural event on people and property, caused directly by it.

Secondary effects - The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale.

Overview

November 8th 2013
04.40 am
Philippines
NEE
190 MPH
Category 5

Typhoon Haiyan, a category five typhoon, struck the Philippines on 8th November 2013 at 4.40 am. The tropical storm originated in the northwest Pacific Ocean. It is one of the most powerful typhoons to affect the Philippines. Wind speeds of 314 kilometres per hour (195 miles per hour) were recorded.

Primary Effects

- 6190 people died
- 4.1 million people were made homeless
- 14.1 million people affected
- The overall cost of damage was around $12 billion
- 1.1 million tonnes of crops destroyed
- 1.1 million houses damaged
- 1 million farmers and 600,000 hectares of farmland affected

Secondary Effects

- Shortages of food, water and shelter led to outbreaks of disease.
- Survivors fought for food and supplies. Eight people died in a stampede for food supplies.
- Seawater, chemicals and sewerage contaminated surface and groundwater.
- An oil tanker ran aground, causing an 800,000-litre oil leak that contaminated fishing waters.

Immediate Responses

- Eight hundred thousand people were evacuated following government warning.
- The government provided essential equipment and medical supplies.
- A curfew was introduced two days after the typhoon to reduce looting.
- 1200 centres set up to help the homeless.
- International governments and aid agencies provided food aid, water and shelters.
- Over $1.5 billion of foreign aid was pledged.

Long-term Responses

- Build Back Better, the government's response to the typhoon was launched in 2014, to upgrade damaged buildings to protect them from future disasters.
- Aid agencies such as Oxfam provided replacement fishing boats.
- Thousands of homes built away from areas at risk of flooding.

Knowledge Organiser Year 8 Term 2 - Industrial England

c.1700

1714 George I becomes King of England after Queen Anne dies.

1790 Back-to-back houses were first built in Leeds.

1796. Edward Jenner - discovered vaccinations for smallpox.

1825 - George Stevenson. First time carrying passengers on a locomotive.

1833 - banning of slavery in most British colonies.

1844. Ragged school set up.

1853. Vaccinations made compulsory for smallpox.

After 1870. Doctors started to use anaesthetics and antiseptics.

1872 Education Act brought in.

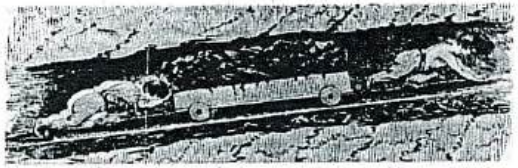
c.1900

What was Britain like by 1700?

- By 1700, Britain had rich and poor people.
- The population was about 10 million.
- The average life expectancy was 30-40 years.
- Britain's empire grew, trading goods like cloth and iron.
- Many Black people in Victorian England worked as nannies with low pay.
- Those without jobs lived in poverty.
- Few jobs for black people.

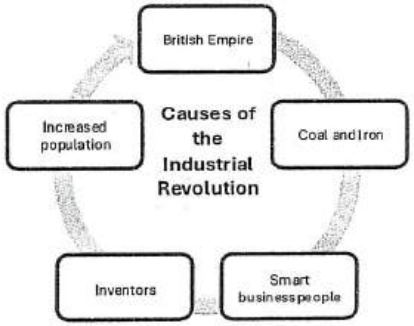
Victorian Children

- During the **Victorian era**, **charities** like the **Salvation Army** and **Barnardo's** helped the poor.
- They gave **food to hungry people** in **soup kitchens** and cared for poor children in **orphanages**.
- Victorian children had to **work long hours** for **less money** than adults.
- Their jobs were often **dangerous**, and **conditions were tough**.
- Children worked in **factories**, **coal mines**, or as **chimney sweeps**.
- Poor children often **worked instead of going to school**.
- Some children worked with their **parents making matchboxes** or **sewing**.
- Other children worked as **messengers** or **chimney sweeps** to earn money



Changes That Helped People Live Longer in the 1800s

- Fab farmers - Farmers produced more food, so people had a healthier diet.
- Jenner's jabs - Edward Jenner discovered a vaccine for smallpox, saving thousands of lives.
- Young love - From the late 1700s, people married younger and had more children.
- Smelly pants - More people wore cotton underwear, which was easier to clean, reducing germs.
- Super soap - After 1800, cheaper soap was sold, helping people to stay clean.
- Cleaner cities - From the 1860s, clean water and sewers were installed. Better houses were also built



What were Victorian schools like?

- **Most children worked long days** to help their families.
- **School was not free**, only rich children could attend.
- **Poor children sometimes ended up in jail** instead of getting an education.
- **'Ragged' Schools** were set up in 1844 to offer **free lessons and food** to poor children.
- In **1872, children aged 5 to 13** had to go to school.
- **Classes were overcrowded**, sometimes with **over 100 students.**
- **Pupils wrote on slates with chalk** instead of paper.
- Main subjects were **reading, writing, and maths.**
- **Boys learned woodworking**, while **girls learned cooking.**
- **Schools were strict**, and children could be **punished** for bad behaviour.

What were industrial cities like?

- **Towns and cities became horrible to live in** because of pollution from **factories.**
- **People moved from the countryside** to work in cities like **Sheffield, Birmingham, and Liverpool.**
- **Factory owners built homes quickly and cheaply** for their workers.
- **Houses were crowded**, with **narrow alleys** and built very **close together.**
- Many houses were **back-to-back** to save **space and money.**
- **Most homes had five or more people** in **one small room.**
- In **1847, 40 people** were found **sharing one room** in Liverpool!

Pelsall Pit Disaster (14th November 1872)

- Miners were trapped after a mine flooded when old tunnels filled with water.
- Some miners were rescued, but many were lost.
- Pumping started and continued day and night until the water level dropped.
- On Wednesday, the body of 18-year-old Thomas Starkey was found, along with other miners.
- Miners ranged in age from 13 to 89.
- A funeral was held, and a memorial was placed in St Michael's Churchyard.
- The mine reopened in March 1873.

Sister Dora

- Sister Dora worked at Walsall's first small hospital and later other hospitals.
- She treated many workers injured in industrial accidents.
- In 1875, she worked during a smallpox outbreak for six months, risking her life.
- In 1876, she treated over 12,000 patients.
- After her death, a new hospital was named Walsall General (Sister Dora) Hospital in her honour.

Key Word	Definition
Industrial	*Related to factories, machines, and making goods (products).*
Agricultural	*Related to farming, growing crops, and raising animals.*
Industrial Revolution	*A time (from the late 1700s to the 1800s) when machines and factories changed how people worked and lived.*
Population	*The number of people living in a country or area.*
Life expectancy	*The average number of years a person was expected to live.*
Poverty	*Being very poor and not having enough money for basic needs.*
Victorian era	*The time when Queen Victoria ruled Britain (1837–1901).*
Orphanage	*A home for children who had no parents or could not be cared for.*
Coal mine	*An underground place where coal is dug up—very dangerous for children.*
Working conditions	*The environment and rules children had to work in (often unsafe or unfair).*
Ragged Schools	*Free schools set up in 1844 for poor children to get food and lessons.*
Industrial city	*A city with lots of factories and workers during the Industrial Revolution.*
Pollution	*Dirty air or water caused by smoke, waste, or chemicals from factories.*
Urbanisation	*When lots of people move from the countryside to live and work in cities.*
Back-to-back housing	*Tiny houses built close together with no gardens, often sharing walls.*
Overcrowding	*Too many people living in a small space.*
Working class	*People who worked in manual jobs, like in factories or mines.*
Smallpox	*A deadly disease that caused skin sores and fever; it was common before vaccines.*

History Knowledge Organiser Year 8 Term 2 - Empire

Lives of the Native American Indians (before European colonialism)

- **Religion**: Everything in nature has a spirit. Some believed in a Great Spirit. Medicine Men were healers and leaders.
- **Warrior Societies**: Men hunted buffalo, protected their group, and kept their homes safe.
- **Chiefs**: Chiefs gained respect through wisdom, not by making rules.
- **Role of Women**: Women were equal to men. They cared for the home, children, and made clothes.
- **Buffalo**: Every part of the buffalo was used for food, tools, and clothing.

Impact of Empire on Native Americans

- Many Native Americans died from diseases like smallpox.
- Native Americans lost their land and were put on to reservations
- Native American children were forced to go to white schools.
- By the 1800s, almost all buffalo were killed.
- Native American religion and culture were banned.

Australia:

- Aboriginal people lived in Australia long before Europeans arrived.
- The first Europeans came in the 1600s, but the British started settling in 1770.
- Britain sent prisoners to Australia. Convicts had to go there or face death
- .
- Convicts did hard work like collecting seashells, turning rocks into gravel, or working for settlers.
- Punishments for convicts included being flogged, chained, or sent to remote prisons.
- Most convicts stayed in Australia after their sentence because they could not afford to go home.
- This way of settling is called settler colonialism.

British Empire in India:

- The British Empire controlled India starting in the 1600s.
- The East India Company set up trading posts to make money from cotton, tea, and spices.
- Over time, the East India Company became very powerful and controlled large parts of India.
- By the 1800s, the British government took control, and India became part of the British Empire.
- The British made a lot of money from India's resources, but Indian people were treated unfairly and became unhappy.

Indian Mutiny:

- In 1857, the Indian Rebellion started because Indian soldiers had to use cartridges against their religion.
- Sepoys and other Indian groups fought the British.
- The British stopped the rebellion and took full control of India.
- Many Indian leaders were punished.
- The rebellion made Indians want to fight for independence later.

Pre 1600s
Native American tribes and nations lived across the American continent for thousands of years

1600
British East India Company set up

1607
First permanent English settlement in North America

1757 – Battle of Plassey (India)
- Led by **Robert Clive** ("Clive of India"), the British East India Company defeats the Nawab of Bengal.
- Clive's victory gives the Company control over rich Indian territories and marks the beginning of British dominance in India.

1788 – First Fleet lands in Australia
- Britain establishes its **first penal colony** at **Botany Bay** (later Sydney).
- Aboriginal Australians, with over 60,000 years of history, begin to face land loss and violence

1857 – The Indian Mutiny / First War of Independence
Major rebellion by Indian soldiers and civilians against British East India Company rule.

1858 – British Raj begins (India)
After the mutiny, the British government takes control from the East India Company

1901 – Federation of Australia
Australian colonies unite to form the **Commonwealth of Australia.**

1947 – India and Pakistan gain independence from Britain

1980s-present – Commonwealth ties
- Former colonies like **India** and **Australia** remain in the **Commonwealth.**
- The **USA**, no longer connected to the British Empire, retains historical ties.
- Indigenous peoples across all regions continue seeking justice and recognition.

KS3 Year 8 History Skills Knowledge Organiser

What is provenance?

Provenance means understanding the background of a source. We can break that down into 'NOP'

N - Nature: What type of source is it? *E.g. Is it a diary, a photo, a painting, a speech etc*

O - Origin: Where, when and by **who** was it created?

P - Purpose: Why was it made? *Was it to give facts? Or to share a personal story? To persuade people?* Try to explain this as much as you can by linking your ideas to the specific source.

Passengers aboard the Empire Windrush. From a newspaper in 1947.

Nature: *Photograph in a newspaper*
Origin: *1947*
Purpose: *To record an important event from the time - possibly to share with the public in a newspaper.*

What can you infer about the people who migrated to Britian on the Windrush?
I can infer *that the people were excited to start a new life in Britian.*
The detail in the source that tells me this is *they are smiling and cheering with their arms in the air as they arrive into Britain.*

How do I make an inference?

An inference is when you say what you can learn. 'work out' or suggest from a source.

You need to carefully look at/read the source and annotate it. Look carefully at the question -what is it asking you to make an inference about?

Make an inference and then link it to the specific part of the source.

How do I know if a source is useful?

All primary sources are useful to some extent - but some are more useful than others.

For example - a source is useful if we can learn something from it, if we can trust where it comes from and if it links to something we already know (which can mean that it's accurate).

However, a source might be less useful if we think it's been exaggerated, if some information has been left out, or if it's one sided etc.

EXAMPLE: How useful is the source of the Windrush ship for learning about migrants coming to Britain?

- *The source is useful because I can learn people were_excited to come to Britain - I can see them waving their arms and cheering.*
- *The source is useful because it's a photograph of the event showing it must have been an important event as it was in a newspaper.*
- *The source is useful because it links to my knowledge that thousands of people came to Britain on the Windrush from countries such as Jamaica.*
- *The source is slightly less useful because a photo is just one snapshot in time - they might have just been smiling for the photos but in reality might have had different feelings about arriving in Britain.*

What is an interpretation?

An interpretation is a historian's view or opinion of the past. For example, if you are studying the reasons why William won the Battle of Hastings, one historian might think the main reason he won was because of his planning and battle tactics, but another historian might think it was because of Harold Godwinson's mistakes in battle.

It is up to you to carefully read interpretation and spot the differences!

You can do this by choosing key quotations that show the difference.

Why do historians have different views?

Historians study the past by using primary sources. So different historians will have probably used different primary sources, and will have thought that different ones are more useful.

We can use the phrase: **'The views are different because the historians have given weight to different primary sources.'**

How to PEEL

In History, when we explain our ideas we need to write PEEL paragraphs.

P - POINT - Use words from the question to start your paragraph and say what the paragraph is about.
E - EXAMPLE - For example,.... Show off key facts, key words, dates etc
E - EXPLAIN - This meant, this led to, Therefore...
L - LINK your ideas back to the question and use key words from the question again to make sure you do this.

Year 8 Critical Knowledge Organiser – End of Year Exam

Timeline – Black People of the Americas

c. 1300s

1500s – the first people were kidnapped from African and forced into slavery.

1833 – Slavery abolished in Britain

1890s – 1960s – Jim Crow laws segregating black and white people in southern states of the USA

1955 – Rosa Parkes refuses to give up her seat on a bus for a white person – begins the Bus Boycott

2020 – Death of George Floyd highlighting problems that still exist in America with racism.

1312 – Mansa Musa becomes leader of Mali

1400s-1600s – Benin was a powerful African Empire.

1500s-1800s The Triangular Trade

1865 – Slavery abolished in USA by Abraham Lincoln (Abolition)

1950s-1960s – Martin Luther King leads many protests to campaign for more rights for black Americans

c.2025

Timeline – Industrial Revolution

c.1700

1790 Back-to-back houses were first built in Leeds.

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History Year 8

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History Year 8 - Triangular Trade and Industrial Revolution

The Middle Passage:

- The middle passage took enslaved Africans to America.
- **Tight pack:** Many enslaved people were packed tightly into the ship's hold. Some would die, but many would survive.
- **Loose pack:** Fewer enslaved people were loaded, giving them more space to survive the voyage.
- The journey took between six and eleven weeks.
- Ships made a lot of money by carrying as many slaves as possible.
- Conditions on the ships were very bad.
- Enslaved people were chained and couldn't move.
- They couldn't go to the toilet.
- Sick enslaved people were often not given food and were left to die.

Life on a plantation

- Enslaved people worked long hours growing sugar.
- Enslaved people were whipped if they didn't work hard enough.
- During harvest, they worked up to 18 hours a day.

What were Victorian schools like?

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- **Schools were strict,** and children could be **punished** for bad behaviour.

Buying an enslaved person

- **Auction:** Enslaved people were sold to the highest bidder, either individually or in groups.
- **Scramble:** Buyers paid a fixed price, then rushed to grab the enslaved people they wanted. This was very scary for the enslaved.

What was Britain like by 1700?

- By 1700, Britain had rich and poor people.
- The population was about 10 million.
- The average life expectancy was 30-40 years.
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Life expectancy	*The average number of years a person was expected to live.*

Year 8Term 2 Critical Knowledge Organiser

SPANISH.

Adverbs

Always – siempre
Never – nunca
Sometimes- a veces
Often – a menudo
Normally – normalmente
Ahora – now
Hoy – today, nowadays
Antes - before
En el pasado – in the past

Conjunctions

And – y
But-pero
Because – porque
However – sin embargo
Also – También
After – después

Intensifiers

Muy – very
Demasiado – too
Bastante - quite

Activities where I live

Jugar al tenis – to play tennis
Jugar al fútbol – to play fútbol
Ir de compras – to go shopping
Comprar -= to shop
Ir al cine – to go to the cinema
Ver una película – to watch a film
Montar a caballo – to ride a horse
Ver las ruinas – to see the ruins
Visitar la region –to visit the region
Nadar en la laguna– to swim in the lagoon

Places in town

Un instituto – a school
Un centro comercial – a shopping centre
Un cine – a cinema
Un teatro – a theatre
Un supermercado – a supermarket
Un polideportivo – a sports centre
Un banco – a bank
Una biblioteca – a library
Una plaza de toros – a bullring
Una mezquita – a mosque
Una tienda de ropa – a clothes shop
Una iglesia – a church
Una estación de tren – a train station
Una plaza – a town square

Where I live

El pueblo – the town
La ciudad – the city
La aldea – the village
La montaña – the mountains
El campo – the countryside
La costa – the coast
La playa – the beach
Mi casa – my house
El centro – the centre
Las afueras – the outskirts
El noreste – northeast
Cerca de – close to
Lejos de – far from

key verbs

Past (imperfect)	Present	Future
Había – there was	Hay – there is	Habrá – there will be Va a haber – ther's going to be
Tenía – it used to have	Tiene – it has	Va a tener – its going to have
Era – it was	Es – it is (description)	Va a ser – it's going to be
Estaba – it used to be	Está –it is (location)	Va a estar– it's going to be
Vivía - I used to live	Vivo - I live	Voy a vivir– I am going to live
Iba – I used to go	Voy – I go	Voy a ir -I am going to go
Ibamos – we used to go	Vamos - we go	Vamos a ir – we are going to go
Visitaba – I used to visit	Visito – I visit	Voy a visitar-I am going to visit
Jugaba – I used to play	Juego – I play	Voy a jugar-I am going to play
Veía – I used to watch	Veo - I watch	Voy a ver-I am going to watch

Express opinions

me encanta(n) – I love
Me gusta(n) – I like
Prefiero – I prefer-
no me gusta(n) – I don't like
me aburro – I get bored
I hate- odio
Detesto – I detest
porque es /son– because it is / they are
grande – gig
pequeño – small
bonito/a – pretty
espacioso/a – spacious
moderno/a – modern
sucio/a – dirty
contaminado/a – polluted
fun-divertido/a/s - fun
boring-aburrido/a/s - boring
interesante/s – interesting
emocionante/s – exciting
peligroso – dangerous

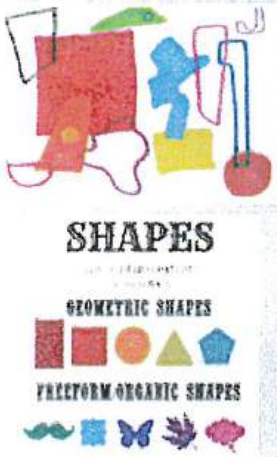
Key expressions

La paz – peace
La tranquilidad - tranquility
La naturaleza - nature
La exposición – the exhibition
El ruido – noise
La vida - life
Más que _ more than
Menos que – less than
Mejor que – better than
Peor que - worse than
Para + infinitive – in order to + verb
Hay mucho de hacer – there is lots to do
No hay nada que hacer – there is nothing to do

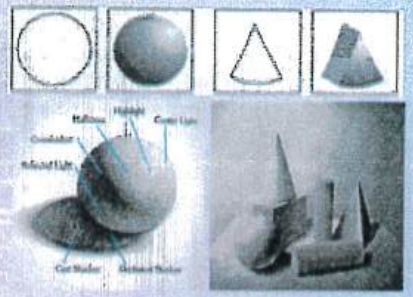
Year 8 - Art

Formal Elements
Critical Knowledge Organiser

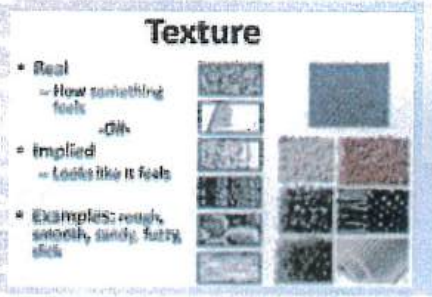
Shape



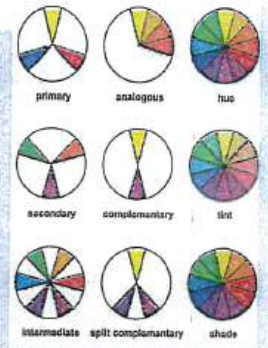
Form



Texture

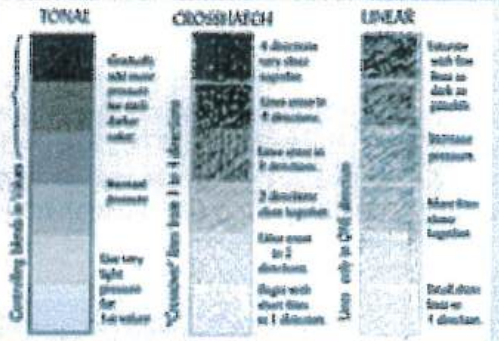


Colour

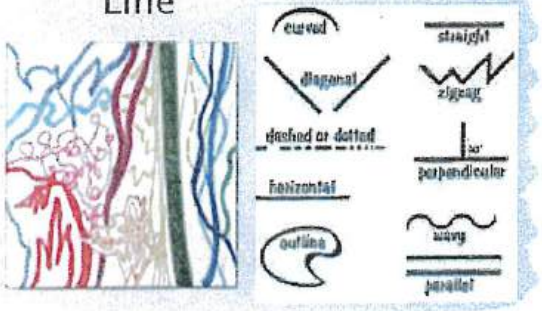


Primary colour		Primary colour		Secondary colour
red	+	yellow	=	orange
yellow	+	blue	=	green
blue	+	red	=	purple

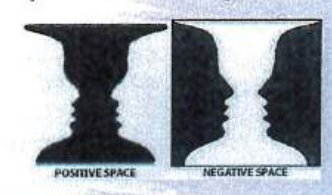
Tone



Line



Space/ Composition



Positive & Negative space.
Negative space is, quite simply, the space that surrounds an object in an image. Positive space is the space filled by the main item in the artwork

How will I be assessed?
application of the FE
design & presentation
Mastery of skill
independent exploration
creativity

Sheffield Art Department

Formal Elements Definitions

Tone

This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. **Tones** are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows

Form

A **form** can be three-dimensional, like a sculpture. **Form** can also be when a shape has had tone added to give the impression that it is three-dimensional.

Shape

Shape is an image that is created when the ends of a line join. **Shape** is a flat, enclosed area of an artwork created through lines, textures, colours or an area enclosed by other **shapes** for example triangles circles and squares.

Composition/ Space

Space is the boundless, three-dimensional extent in which objects and events occur and have relative position and direction.
In art we think about **space** and **composition**, this is about how a piece of art is put together.
Choosing how things look, or where to put them.
HOW THE PIECE OF ART IS PUT TOGETHER

Line

It is a path of a moving point, such as pen, pencil or brush. Lines vary. They can be bold and heavy or light and delicate. They can be straight or curvy. Long or short.

Colour

Colour is what we perceive when light reflects off a surface. It is a sensory experience as a result of vision. There are three features of **colour**: hue, saturation and lightness.

Pattern

Pattern is a decorative design, usually made up of repeated shapes or images.

Texture

Texture is the sight or feel of a surface. A texture could be rough, smooth, bumpy, sharp, fluffy. We can add texture to a drawing through different types of line and mark making.

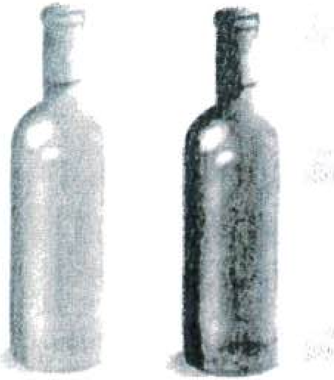
Shelfield Art Department

Pencil Tone Drawing

Critical Knowledge Organiser

Year 8 - Art

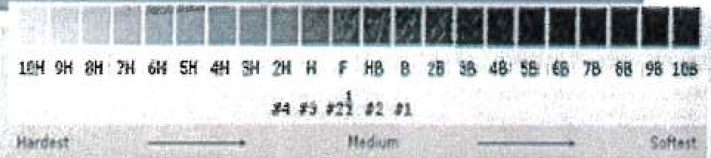
HOW TO USE A PENCIL



Tone refers to the lightness or darkness of something.

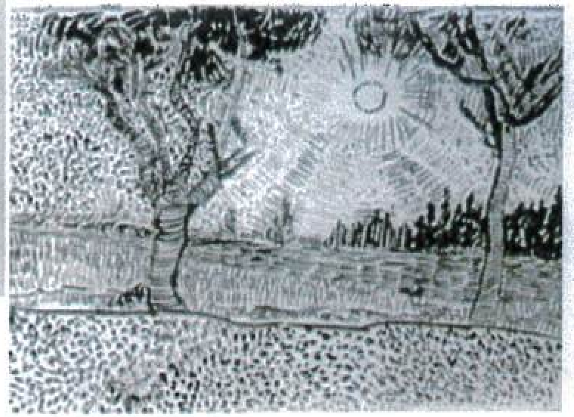
This could be a shade or how dark or light a colour appears.

Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called <u>highlights</u> and the darker areas are called <u>shadows</u>.

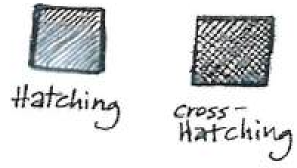


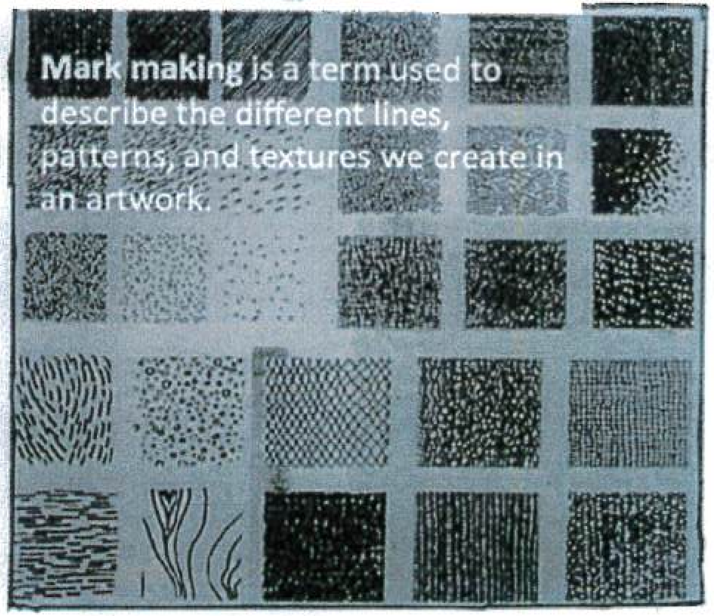
Pencils come in a range of hardness:

- The H range is hard and light and useful for design or technical drawings
- The B range is soft and dark and more suitable for shading and tonal drawings.



How many different types of marks can you see in this Vincent Van Gogh drawing?





USEFUL WEBSITE for DRAWING :
https://www.bbc.com/bitesize/guides/zc7sfrd/revision/2

Recording from Observation

Primary source observational drawing; something real in front of you.
Secondary source observational drawing; drawing something from a picture.

How will I be assessed?
application of the FE
design & presentation
mastery of skill
independent exploration
creativity

Shelfield Art Department

Year 8 Knowledge Organiser
Drama

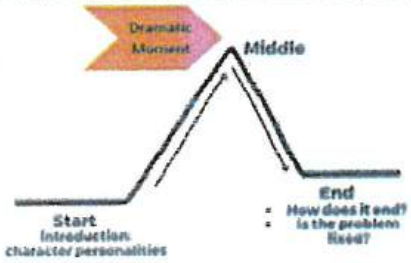
Murder Mystery

Character cards are an important way of giving actors additional information about their characters as well as giving them ideas on how to use their acting skills to show the information given for example:

Age: 60+ → posture: hunched
gesture: walking with a cane

What is a dramatic moment?

A pivotal point in a live theatre where the tension and conflict reach their highest point



Why is this important?

A dramatic moment is important because it keeps the audience engaged in the drama unfolding on the stage, allowing them to be immersed within the drama and with the characters

What is a motive?

something (such as a need or desire) that causes a person to act.

Some motives we explored:

Danni West
Hasn't received the same inheritance money as Sarah did

Ashleigh Matthews
Jealous of relationship of Sarah and Michael

Sam Kingswood:
Mom has taken away financial support

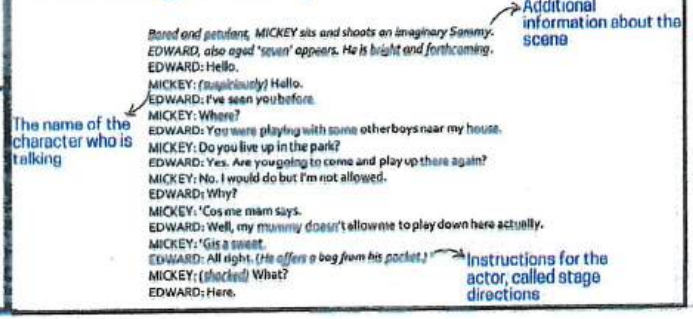
Script Work

Stage Directions : Stage directions on a script are always written in ***Italics*** or **(In Brackets)**
These are not to be spoken but to be used by the actor for guidance on how their character may act or where they will move to on the stage.

Character Names on a script will generally be written in **Bold** and to the left of the characters dialogue for example

Mark: Do you mean he's dead?

Reading a script



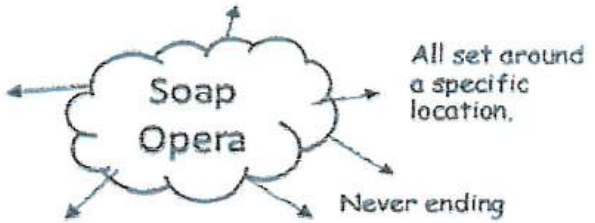
Soap Opera

What is a Soap Opera?

a television or radio drama series dealing typically with daily events in the lives of the same group of characters.

What is involved in a Soap Opera:

Melodramatic storylines and moments



What is a tableau?

When characters walk into the space and create stand-alone images by Freezing to communicate one specific message (Like a Jigsaw puzzle

What is Slow motion?

Slow motion, a **cinematic** technique that stretches time as actors slow their movement, body language and facial expressions,

Why is it important?

It allows audiences to experience moments in a heightened manner, drawing attention to details that might otherwise go unnoticed.

Shelfield Community Academy

Year 8 – ICT

Boolean Logic and Circuits:

Boolean logic is a type of algebra where all the values are either True or False.
It uses algebraic expressions because each statement is a comparison of values.

We can use some of the operators to build logic circuits. These are used to show what happens when we pass inputs through the operator and what output we receive from it. It is possible to combine the logic circuit operators together to create complex circuits. Below are the three operators we can use:

AND Gate:
The AND gate features two inputs and a single output. This type of gate requires both inputs to be a 1 for the output to result in a 1. If one of the two or both outputs are a 0 then the output will be 0.

OR Gate:
The OR gate features two inputs and a single output. An OR gate requires one of the inputs to be a 1 for the output to be a 1.

NOT Gate:
The NOT gate features a single input and a single output. It works by inverting whatever this input is. This means that if a 1 is input then the output will be 0. IF the input is a 0, then the output will be a 1.

Truth tables:

AND:

A	B	O
0	0	0
0	1	0
1	0	0
1	1	1

OR:

A	B	O
0	0	0
0	1	1
1	0	1
1	1	1

NOT:

A	O
0	1
1	0

Data representation - Bitmap:

Images are converted to binary form in order for a computer to understand and be able to use them.
Digital images are made up of pixels, and each pixel is made up of binary numbers.
A binary value of 1 (or on) could be set to the colour black and a value of 0 (or off) could represent white. From this we can create an image a computer recognises.
The quality of a digital image is controlled by its resolution.
Resolution is how many pixels are included in the image (width x height). Full HD quality resolution is; 1920 x 1080 pixels. This equals to just over 2 million pixels in the image.
Increased resolution = better image quality.
Colour depth defines how many bits are used to store colours in an image. By using more bits per pixel, it allows a wider range of colours to be shown.

- 1 bit per pixel (0 or 1) = two possible colours
- 4 bits per pixel (0000 - 1111) = 16 possible colours
- 16 bits per pixel (16 0s - 16 1s) = over 65,000 colours

Data representation - Sound:

For sound to work on computer devices, it must be converted to binary first.

To do this, it follows the following steps:
1. Captured (typically by a microphone) in analogue.
2. Processed by an ADC (analogue to digital converter) by taking samples of the audio at regular time intervals.
3. Audio samples are converted into binary to make it digital, and this allows the audio to work on a computer.

Digital audio will usually be lower quality than the analogue version. To increase the digital quality, more samples should be taken at closer time intervals. The frequency of samples taken is known as the sample rate and is measured in Hertz (Hz). MP3 audio files use up to 48000 Hz. It can be lowered to save on file size.

Searching algorithms:

Linear is better with small lists while binary is for large lists.

Linear Search

Works with an unordered list of items.
1. Identify the search term
2. Look at the first item in the list
3. Compare the item with the search term
4. Does the item equal the search term? If TRUE, the search ends. If FALSE, move onto the next item.
5. Repeat from step 2 until the item is found or the end of the list is reached.
6. If the end of the list is reached and item isn't found, it isn't in the list.

Binary Search

More complex and only works with an ordered list of items.
1. Identify search term
2. Find midpoint of the list
3. If midpoint equals the search term, end search
4. If midpoint is less than search term, half the list and remove all items lower than the midpoint
5. If midpoint is greater than search term, half the list and remove all items greater than the midpoint
6. Repeat from step 2 until item is found or it can't be found in the list.

Sorting algorithms:

Bubble Sort

1. Check at the first number in the list
2. Compare current number with the next number
3. If the next number is smaller than the current number, swap them. If not, don't swap.
4. Move to the next number in the list and make this the current number.
5. Repeat from step 2 until the last number in the list is reached.
6. Repeat until there is a full check of the list without possible swaps.

Merge Sort

1. Keep halving and splitting the list down into individual items
2. Merge individual items into pairs from left to right
3. When merging items into pairs, sort into the correct order; the smallest first
4. Keep repeating step 2 and 3 until the all the items in the list are in the correct order and back together as a complete list.

Ormiston Shelfield Community Academy

Year 8 – ICT

Input, Output and Variables:
Computer devices rely on data being input, processed, and output so that it can be useful to us. The devices that we use work through

Input: The first step in any program is to receive input. This can come from input (keyboard or mouse), files, or network connections. In Python, you can use the input() function to receive user input from the keyboard or read from files using built-in file 1/0 functions.
Example:
name = input(Please enter your name:)
This line of code would allow the user to enter their name and it would store the input to the variable called 'name'.

Output: Once data is input and has been processed, we can display it or store it as an output. In Python, you can use built-in functions like print() or write to files using built-in file 1/O functions to produce output.
Example:
Print("Good evening", name, "we hope you've had a great day!")
This line of code will print the message inside the brackets and display it to the user.

Variables:
a variable is a named location in computer memory that holds a value. It is like a container that stores a value, which can be changed throughout the program. You can think of it as a label that you assign to a value so that you can refer to it later in the program.
To create a variable, you first need to choose a name for it. This is known as an identifier and should be relevant to what is being stored. You must use the assignment operator (=) to assign a value to it. A variable can hold a value of different data types that include; integers, strings, floating point and boolean.

Lists:
A list is a data structure that allows you to store a collection of elements in a single variable. Lists are created using square brackets [], and the elements inside the brackets are separated by commas. An example list could include a n ordered list of names:
names = [Alex, Beth, Charlotte, David, Ethan]
Each item stored in the list is given an index value. The index value states the position in the list that it is stored in. Index values start at 0, so the first element in the list has an index of 0, the second element has an index of 1, and so on.
For example, the name 'David' is the fourth item in the list and would have the index value of 3.

Math Operations:

Operator	Description
Addition +	Adds two values
Subtraction -	Subtracts one value from another
Multiplication *	Multiplies two values
Division /	Divides a value by another value
Modulus %	Divides two values and returns the remainder
Exponentiation **	Raises the first value to the power of the other value
Floor Division //	Divides two values and rounds down the result to the next whole integer

Subroutines:
The subroutine construct allows a program to be broken down into smaller, reusable components. A subroutine can either be a function or procedure.

- A function is a subroutine that returns a value to the main code. The value can be of any data type; strings, integers, floating point and boolean. def add_numbers(x, y): answer = x + y return answer
- A procedure on the other hand does not return a value to the main code. The purpose of a procedure is for it to perform a specific task. A procedure can take input parameters, but they won't process a return value. def greeting_message(name): print("Good morning, ' + name)

Selection:

The selection programming construct is a programming concept that allows a program to make decisions based on certain conditions. It is typically implemented through conditional statements such as if", "else if", and "else". These statements evaluate the conditions specified in the program and execute different sets of instructions based on whether the conditions are true or false.

In essence, the selection construct enables a program to choose between different courses of action based on specific criteria, making it a powerful tool for implementing logic and decision-making in software applications.

Iteration:

The iteration programming construct is a programming concept that allows a program to repeatedly execute a block of code while a certain condition is true. It is typically implemented through loops, which can be either "for" or "while" loops, depending on the programming language.

- In a "for" loop, the program iterates over a predefined sequence of values and executes the block of code for each value in the sequence.
- In a "while" loop, the program continues to execute the block of code if a specified condition is true.

Shelfield Community Academy

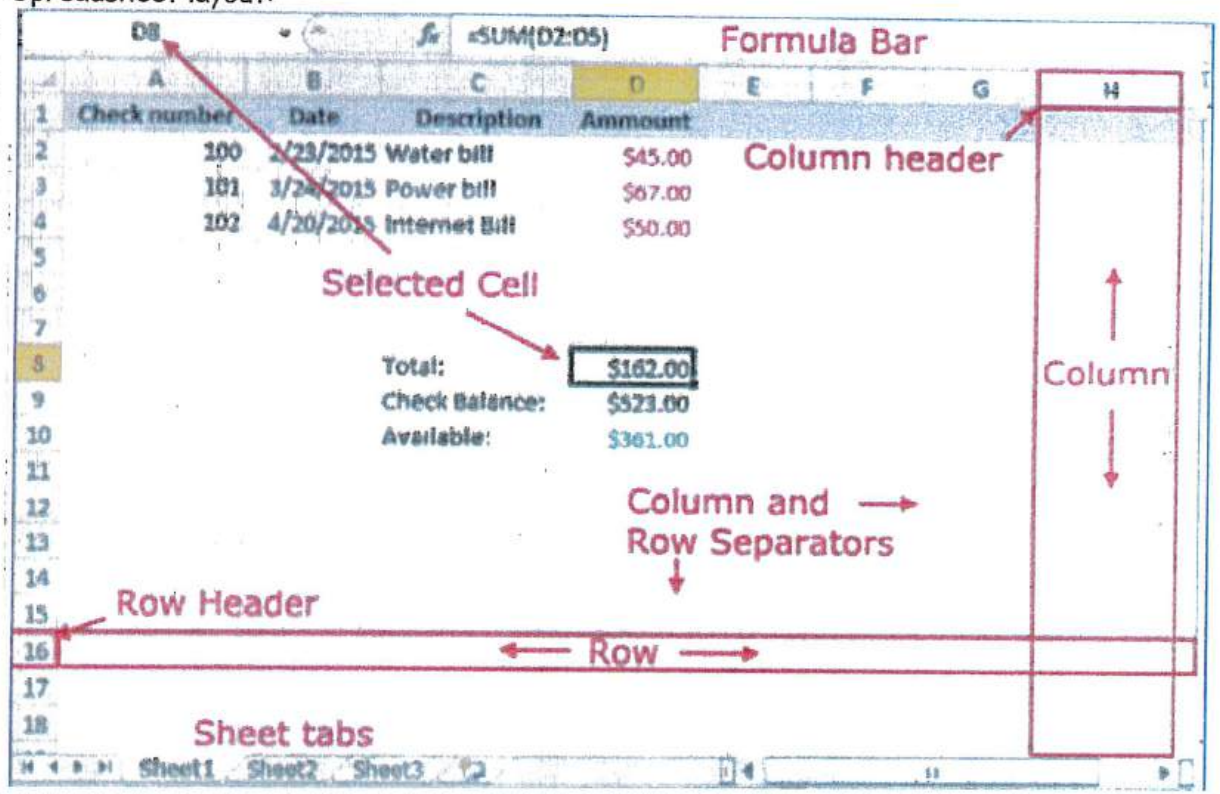
Year 8 – ICT

What is a spreadsheet:
A spreadsheet is a file made of rows and columns that help sort, arrange and calculate numerical data. What makes spreadsheet software unique is its ability to calculate values using mathematical formulas and the data in cells. You can use spreadsheets to enter data, calculate equations, create charts and graphs.

What program do we use to work with spreadsheets?
To create, edit and review spreadsheets we use a program called Microsoft Excel. This is a part of the office bundle of programs.

What do spreadsheets allow us to model:
Spreadsheets allow models to be created for things such as; budget tracking, stock tracking of a business, money use in a business, teachers may use it to keep a record of students grades and a shops customer database. Being able to model these different things allow individuals and organisations to better keep track of progress and inform for better future planning.

Spreadsheet layout:



Key Vocabulary:

Name	Description
Active cell	The cell that is being currently worked in at the moment.
Cell reference	A cell reference is made up of the column letter followed by the row number e.g. D8.
Conditional formatting	Allows you to apply a format to a cell or a range of cells based on certain criteria.
Data types	A particular kind of data item, as defined by the values it can take, e.g. Numbers, text, date.
Data validation	Restrict data entry to certain cells, it displays an error message when a user enters invalid data.
Filter	To allow only certain data to be displayed.
Formatting	Change the appearance, layout or organisation of a spreadsheet.
Formula	An expression which calculates the value of a cell. Each one must begin with an equals = sign
Functions	A function performs a specific set of operations on its input values to produce a single output value.
Sort	Data put into a specific sequence. E.g. A-Z, smallest to highest.

Key functions:

Function	Description
Sum	Adds values in selected cells
Min	Finds smallest value
Max	Finds largest value
Average	Finds the average value
Count	Counts how many of the selected cells have numbers in them.
IF	The Excel if statement tests a given condition and returns one value for a TRUE result and another value for a FALSE result.

Operators:

Operator	Description
+	Addition
-	Subtraction
*	Multiplication
/	Division
<	Less than
>	Greater than
<=	Less than or equal to
>=	Greater than or equal to

Ormiston Shelfield Community Academy

Year 8 – ICT

What is a database?

- A database enables the effective storage of data in a logical and structured way.
- A database would typically hold a large collection of data items and there would be links between them.
- Databases are set up to be accessed by a number of different applications and programs.

Why use a database?

- Databases can store very large number of records efficiently.
- It is a very quick and easy process to find information.
- It is easy to add new data, to edit or delete old data, this helps to keep a database maintained.
- Data searches can be carried out easily, e.g. "Find all red cars"
- Data can be sorted easily, for example into 'date first registered' order.
- Data can be imported into other applications, for example;
- More than one person can access the same database at the same time; multi-access.

Data types:

Type	Examples	Description
Text	Smith, Red, PE23 5AW	Strings of letters or a mixture of letters and number or just numbers that do not need to be used in calculations.
Number	1, 23.67, - 0.23	Numbers can include positive or negative numbers and decimal places
Date / Time	15/2/2001, 12:45 am	Dates in many different formats or time values
Currency	£45.99	Numbers including the symbol for monetary values
Boolean	Yes or No, True or False	Values which are either Yes or No, True or False or On or Off
Auto Number	1, 2, 3	Generates a number automatically

Data validation:

This aims to make sure that entered data is sensible, reasonable, complete and within acceptable boundaries.

Validation is a way in which we can try and reduce the number of errors that are produced when entering data into a system.

Validation occurs at the point when data is first entered into the system by a user.

Validation methods include:

- Data type check
- Range check
- Format check

Data verification:

This has the job of checking the actual data which has been entered by the user.

It will look directly at what has been typed and if doesn't match what the expected output should be then the input fails verification.

Verification methods include:

- Double data entry
- Proofreading data
- Checking against an original paper document

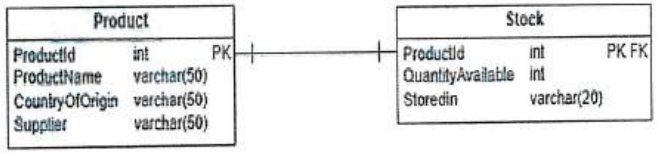
	Advantages	Disadvantages
Paper based	•Can carry them around with you. •Don't need training to learn how to use them. •Cheap to set up.	•Can be lost. •Can't easily make backup copies. •Hard to update or make changes.
Computerised	•Can easily make backup copies. •Can easily make changes. •Can easily sort data into order e.g. Alphabetic. •Can search for particular records very quickly.	•Can be expensive to set up if you have to get a professional to make it. •If there is a power-cut, you can't use it. •You need to have a computer.

Relational databases:

This is where a collection of tables are linked together through relationships that use a primary and foreign key.

Primary key – this is used by a table to ensure that data in a specific column is unique.

Foreign key – this is used for a column or group of columns in a relational database table that provides a link between data in two tables. It is a column (or columns) that references a column (most often the primary key) of another table.



In the example above, the two tables are relational due to there being a link on the data referenced in both tables.

SQL:

This stands for Structured Query Language. This is a language used for accessing and manipulating databases. SQL can do things such as; retrieving data, insert data, update data, delete records, create new databases and create new tables in a database.

Example SQL statement:

SELECT column1, column2, ...
FROM table_name1

The statement above selects 2 columns from the table called 'table_name1'

Year 8 Knowledge Organiser

The Design Process

Stage	What does this mean?	
Research	Understand the problem, gather inspiration and explore existing solutions.	
	User Needs	Who is the product for? What do they need?
	Product Analysis	Looking at existing products to see what works well and what doesn't.
	Design Brief	A short statement that outlines the task.
	Specification	A list of requirements the product must meet.
Design	Develop creative ideas and plan how the product will be made.	
	Idea Generation	Sketching and brainstorming multiple ideas.
	Annotation	Adding notes to explain your ideas.
	Technical Drawing	Accurate drawings with measurements.
	Materials Selection	Choosing the right materials for the job.
Make	Use tools and materials to create the product.	
	Planning	Step-by-step plan of how to make the product.
	Tools & Equipment	Knowing how to use tools safely and correctly.
	Quality Control	Checking your work as you go to ensure accuracy.
Evaluate	Reflect on the success of the product and the process.	
	Testing	Does the product work as intended?
	Feedback	What do others think of the product?
	Improvements	What could be done better next time?

Research

Area	Focus	Examples
Product Design	Investigate user needs, materials, and existing products.	Looking at existing picture frames.
Food	Explore nutrition, dietary needs, and food origins.	Investigating food from other cultures. Looking a food intolerances and other dietary needs
Textiles	Study fibres, fabrics, textile artists and fashion trends.	Investigating tie dye, shibori and the work of Lucy Sparrow

Design

Area	Focus	Examples
Product Design	Sketch ideas, use CAD, plan dimensions.	Using CAD to produce an acrylic cover for the photograph to be put in the frame
Food	Plan recipes, consider presentation and nutrition.	Designing food packaging.
Textiles	Create patterns, choose colours and textures.	Creating a range of annotated cushion designs.

Make

Area	Focus	Examples
Product Design	Use tools to shape and join materials.	Using templates, using the pillar drill, cutting out the shape of the dinosaur
Food	Follow recipes, use kitchen equipment safely.	Creaming method; Rubbing in Method; Reduction; Roux
Textiles	Use sewing techniques and equipment.	Tie & dye, fabric painting, applique, using the sewing machine

Evaluation

Area	Focus	Examples
Product Design	Test product function and durability.	Evaluating the finished product against the specification.
Food	Taste, texture, appearance, and nutrition.	Using a sensory analysis chart.
Textiles	Fit, finish, and user feedback.	Is the product well sewn? Does it appeal to other students?

Food Technology - Dishes from different countries

Dietary Needs

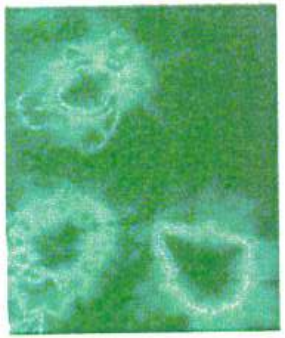
Vegetarian - a person that doesn't eat meat as they believe that animals shouldn't be harmed for food. They eat Quorn meat, beans and lentils for protein.

Coeliac - a person that cannot digest gluten in their body and need to eat gluten free foods such as bread, potatoes and pasta.

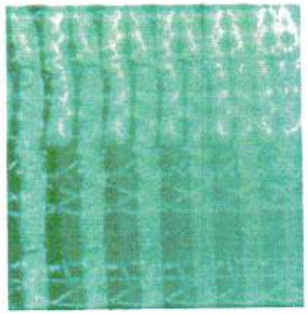
Lactose intolerant - a person that cannot digest lactose (in cows milk) in their diet and need to have almond milk or soy milk instead.

Coronary heart disease - caused by eating too much fat in their diet. They need to avoid high fat foods and eat healthy foods.

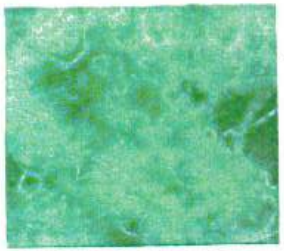
Textiles - Tie Dye Techniques



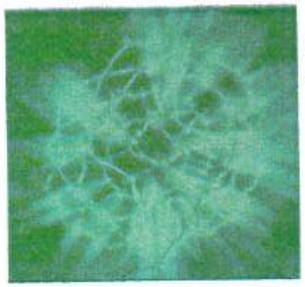
Gathering tiny bumps of fabric with loom bands



Rolling fabric up and spreading out elastic band binding



Scrunching the fabric up in a ball and binding in all directions with elastic



Gathering fabric from middle and spreading out elastic band binding

Product Design - Manufactured Boards

Manufactured boards are large flat sheets of wood made by gluing wood fibres or layers together. This is a smart way to make big, strong boards from smaller pieces of wood.

What You Should Know About Manufactured Boards:

- Custom Sizes: They can be made in different thicknesses and sizes depending on what you need.
- Easy to Use: They are easier to work with than natural wood, which can sometimes twist or bend.
- No Knots or Defects: Manufactured boards don't have knots or other flaws, so they're smooth and even.
- Needs a Finish: They don't look very nice on their own, so they usually need a surface finish like paint or a decorative layer.
- Used in Many Places: You'll often find them in kitchens, floors, and furniture, especially when a nice or protective surface is added.
- Cheaper: Manufactured boards are usually cheaper than both hardwood and softwood.
- Examples of Manufactured Boards: MDF (Medium-Density Fibreboard) ,Plywood, Blockboard, Chipboard and Hardboard

The 6Rs	
Reduce	Can you reduce the amount of materials used? Can you reduce the energy needed for manufacturing? Can you reduce the waste and packaging?
Recycle	Can you use recycled materials? Can you use materials that can be recycled after use? Can you design a product that is easy to recycle?
Reuse	Can the product be reused, perhaps in a new way, to extend it's life? Can parts be reused? Is it easy to dismantle for reuse?
Repair	Can the product be repaired easily? Can it be repaired cheaply? Can parts be replaced rather than the whole product becoming unusable?
Rethink	Is the product really needed? Can you rethink the product so it lasts longer? Can you redesign the product so it becomes easier to recycle?
Refuse	Can you refuse to design something that isn't really needed? Can you refuse to use materials that aren't recyclable? If your design isn't sustainable will people refuse to buy it?

Extended writing:

Because - to explain why your statement is true.

But - to introduce a different or contrasting statement.

So - to show the consequence of your statement.

Year 8 Music Knowledge Organiser

Four Chord Songs Term 2B

Keywords;

Bridge –The part of the song that sounds different to the rest and breaks up piece it is often heard towards the end.

Triad Chord – 3 notes played at the same time. Made up of the Root, the third and the fifth. Play 1 – miss 1 – Play 1 – Miss 1 – Play 1

Chord Progression –A chord progression is a sequence of chords played in a specific order, forming the harmonic foundation of a piece of music. Chords 1 – 6 – 5 – 4 is the most common progression in music. (I – VI – V – IV)

Key concepts;

Most popular songs from the 20th century onwards make use of the same Chord progression. This progression is the 1 – 6 – 5 – 4 progression or sometimes the 4 Chord Song.

If the Progression was in the key of C Major the chords would be C – Am – G – F

This is the most common choice of TRIAD chords in any pop song.

The songs also follow the same structure as well

Intro – Verse – Chorus – Verse – Chorus – Bridge – Chorus – Outro

Thousands of popular songs all follow this same structure and Chord progression because it is so simple to play and very catchy.

Music Through the Decades Term 2B

Keywords;

Genre – In music, a genre is a category or style that groups songs and artists based on shared characteristics. For example, Reggae is a genre of music, Blues is also a genre of music.

Synthesizers – A new type of instrument introduced in the 1980s that creates sound by generating and manipulating audio signals. It can recreate real instruments like pianos or strings and make futuristic tones you wouldn't hear anywhere else.

Key concepts;

Throughout the decades music and the different styles that are popular develop and change throughout time due to changes in social, political culture and technological advances.

In the 1970's Disco and Rock music was very popular bands such as the Bee Gees and Queen

Into the 80's new technology and instruments called Synthesizers change the soundscape and influenced a new style called New Wave.

However, into the 90's and 2000's the internet spread cultural influences from across the world and these decades had a wide range of styles and genres from Grunge Music to Boy bands and Girl bands.