



# Knowledge Organiser

## Year 8

## Advent 1



<b>Name</b>	
<b>Form</b>	



# How to use your Knowledge Organiser -

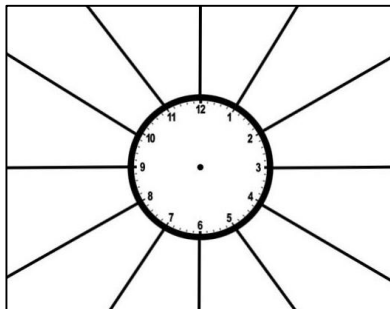


## How to use your knowledge organiser... Look, cover, write, check

- Read a line, or a few lines, from a section of your Knowledge Organiser
- Try to memorise what you have read
- Cover the section with your hand
- Try to write what you have memorized
- Remove your hand
- Check to see if what you have written is accurate
- Correct anything you got wrong

## How to complete... Diagrams

- Using your Knowledge Organiser for a particular topic in a subject, draw and label diagrams to help you remember content
- This could include copying drawings or diagrams that are on your Knowledge Organiser for example
- This could include creating a diagram to represent an idea or some key knowledge



## How to complete... Revision Clocks

- Revision clocks can be used alongside notes to provide summaries
- Allow 5 minutes to write as much as you can about a unit / topic from memory
- You can create headings based on key word / vocabulary lists; this helps retrieval practice

## How to complete... A-Z

- Write A, B, C, D etc. through to Z one per line in the margin of your lined paper
- Using your knowledge organiser for a particular topic in a subject and your knowledge of that topic, try to write a key word and a definition for that word beginning with A, B, C, D and so on, through to Z



## How to complete... Make a test

- Using your Knowledge Organiser, write some questions to test your knowledge
- Number the questions
- Once you have got to 10 questions, answer the questions on another piece of lined paper
- You can use the following question stems to help you create questions: Who? What? Why? How? When?



Strategy	Tick off the number of times you have used the strategy -
Look, cover, write, check	
A – Z	
Turn it into a diagram	
Make a test	
Complete a revision clock	



# Year 8 – Art Textiles – Advent 1

A Formal Processes		
1	<b>Appliqué</b>	sewing a small piece of fabric onto a bigger piece of fabric. You could experiment with cutting out the same shape in different fabrics and arranging these into patterns. You could also experiment with using different coloured threads.
2	<b>Embroidery</b>	uses thread to stitch onto a piece of fabric to create a shape or design. You can do this by hand or by using a sewing machine.
3	<b>Monoprinting</b>	a printmaking process used to transfer an image onto a new surface.
4	<b>Repeat pattern</b>	the repetition of lines, shapes, tones, colours, textures and forms.
5	<b>Seam allowance</b>	is the area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.
6	<b>Hem</b>	the edge of a piece of cloth or clothing which has been turned under and sewn.
7	<b>Free- hand embroidery</b>	is a type of sewing that allows you to draw with your sewing machine through drawing different shapes and profiles.

B Materials/Techniques/Equipment		
1	<b>Smart Materials</b>	materials that have one or more properties that can be significantly changed by external stimuli, such as; stress, temperature and moisture.
2	<b>Modern Materials</b>	are developed through the invention of new or improved processes. They are altered to perform a particular function.
3	<b>Cotton</b>	a type of natural cloth created out of the cotton plant fibres. Coming in a wide range of weaves, it is the most versatile and popular.
4	<b>Sublimation printing</b>	uses heat to essentially bring ink and fabric together as one.

C Designers		
1	<b>Tami Johnson</b>	are made from new and vintage fabrics, buttons and ribbon. Some fabric and ribbon are hand dyed or tinted. Each doll is one of a kind and has a hand drawn logo and signature on the back
2	<b>Yumiko Reynolds</b>	Stitch-Drawing'. She uses freehand machine embroidery and surface manipulation to express tonal value and the human form





# Year 8 – Design and Technology – Advent 1

A	Analysis Points	
1	<b>Aesthetics</b>	What the product look like. The colour, the material choice Is there a texture, rough smooth, etc. Is the surfaces opaque or transparent
2	<b>Cost</b>	What price is the product. Is it aimed at the high, middle or budget market. Does the product relate to the cost, i.e. disposable or rare
3	<b>Customer</b>	Who is the product aimed at. Does the product fit the market. Who are the customer groups-Age, Gender, Market area (location), wealth, etc.
4	<b>Environmental</b>	How environmental is the product. Has it followed the 6R's or not
5	<b>Safety</b>	Is safety a high focus. I.e for a young child this will be high. For an adult, is it expected that common sense is used. What are the safety point used.
6	<b>Size</b>	Does the whole product or specific parts relate to any size. Has ergonomics and anthropometrics been used
7	<b>Function</b>	What does the product do. How does the product achieve the function. Does it need to be heavy, light-weight, illuminating, have a grip or aerodynamic, etc.
8	<b>Material</b>	What are each specific parts of the material made from and why?
9	<b>Manufacturing</b>	How has each specific part of the product been made and assembled. Is it manufactured or self assembled by the client

B	Key Vocabulary	
1	<b>Anthropometry</b>	the branch of the human science that studies the physical measurement of the human body, particularly size and shape
2	<b>Computer-aided design (CAD)</b>	a computer technology that designs a product and documents the design's process. <b>CAD</b> may facilitate the manufacturing process by transferring detailed diagrams of a product's materials, processes, tolerances and dimensions with specific conventions for the product in question
3	<b>Computer-aided manufacturing (CAM)</b>	also known as <b>Computer-aided Modelling</b> or <b>Computer-aided Machining</b> is the use of software to control machine tools and related ones in the manufacturing of work pieces.
4	<b>Ergonomic</b>	means that special attention has been given to the design to make sure it is the best possible fit for the user, the environment and the task.
5	<b>Finite Energy</b>	Fossil Fuels. Non-renewable and release CO2 into the planet e.g. Gas, Coal and Oil.
6	<b>Iterative Design</b>	A process of continual improvement through out the design stage
7	<b>Renewable Energy-</b>	Solar, Wind, Tidal, Hydro-electricity, nuclear & Biofuels

B	Design Stage	
1	<b>Investigation</b>	Identify what is the design problem. What is it you are going to design. What are the users needs. What's already on the market. What are the constraints
2	<b>Specification &amp; Design Brief</b>	List all the design points to be considered. What are the <b>MUST, SHOULD &amp; COULD</b> points to be looked at. Use the ACCESSFMM formula to itemise and detail each point. Write a detail that highlights your intention for the design task
3	<b>Generation of ideas</b>	Show the journey of the design. This travels from the very simple concept details to more details being added and finish with details you can show your user to get feedback
4	<b>Development of design</b>	Follow the iterative process are playing with materials and components to see if your designs work or could be built upon to achieve an outcome that fits the users needs
5	<b>Realisation</b>	Make the final product. Complete a manufacturing log which identifies the construction and the choices made throughout.
6	<b>Evaluation</b>	Test and check that you have achieved what was needed. Check against the specification, with the user and identify modifications made and possible further improvement that still could be made.

**Research a famous design.  
Comment on each analysis  
point.**





# Year 8 – English – Advent 1

A		Key Terms
1	<b>Allegory</b>	A type of writing in which the settings, characters, and events stand for other, often larger ideas.
2	<b>Alliteration</b>	When the first letter of a word is repeated more than once.
3	<b>Allusion</b>	Making reference to people, places, events, literary work, myths, or works of art
4	<b>Ambiguity</b>	When something has an unclear meaning.
5	<b>Anaphora</b>	Repetition of the starting line of a poem.
6	<b>Anecdote</b>	A short story from personal experience.
7	<b>Assonance</b>	Repeating vowel sounds
8	<b>Connotation</b>	An idea or feeling which a word invokes for a person.
9	<b>Dialogue</b>	When a character speaks aloud.
10	<b>Didactic</b>	Intended to teach, instruct, or have a moral lesson for the reader.
11	<b>Double entendre</b>	When a word or phrase has two meanings, one of which is often rude
12	<b>Emotive Language</b>	Powerful describing words or adjectives.
13	<b>Evocative Verbs</b>	A doing word which sounds particularly active.
14	<b>Euphemism</b>	A polite way of saying something often taboo or controversial.
15	<b>Flashback/Flashforward</b>	When the narrator changes time, moving back to the past or forwards to the future.
16	<b>Half Rhyme</b>	When words sound similar, but are not a full rhyme.
17	<b>Hamartia</b>	The character flaw of a powerful hero that leads to his tragic downfall.
18	<b>Hyperbole</b>	Exaggeration for effect.
19	<b>Idiom</b>	commonly used phrases or metaphors.
20	<b>Imperative</b>	A command.
21	<b>Incongruent</b>	When something doesn't make sense at all.

22	<b>Irony</b>	Something contrary to what you might expect.
23	<b>Juxtaposition</b>	When two or more ideas are contrasted near each other.
24	<b>Metaphor</b>	Saying something is something else; a direct comparison, not meant literally.
25	<b>Onomatopoeia</b>	Words that sound like what they are.
26	<b>Oxymoron</b>	Two opposites together.
27	<b>Repetition</b>	The action of repeating something that has already been said or written.
28	<b>Rhetorical question</b>	A question not expected to be answered.
29	<b>Rhyme</b>	When words sound the same.
30	<b>Paradox</b>	A contradiction.
31	<b>Pathos</b>	When the reader feels particularly sad or emotional.
32	<b>Personification</b>	Applying human characteristics to objects or things.
33	<b>Pun</b>	A play on words.
34	<b>Semantic field</b>	When a group of words all link to one overall theme.
35	<b>Sensory Detail</b>	Sight, sound, taste, touch, smell.
36	<b>Sibilance</b>	A repeated 's' sound – either at the start, or in the middle of words.
37	<b>Simile</b>	Comparing something using like or as.
38	<b>Stanza</b>	The different parts of a poem with gaps in the middle.
39	<b>Syntactic Parallelism</b>	Repetition of a sentence structure.
40	<b>Zoomorphism</b>	Giving animals human characteristics.



Complete a short piece of creative writing. How many of these techniques can you include?



# Year 8 – Food and Nutrition – Advent 1

A	Key Vocabulary	
1	<b>Seasonality</b>	the time of the year when a particular crop is ready to harvest and is at its best for flavour, colour and texture. It is also usually cheaper and fresher because there is a lot of it available to buy.
2	<b>Food miles</b>	the distance travelled by all the ingredients in a food product until it reaches our plate.
3	<b>Pathogenic</b>	refers to disease causing or ability to cause illness, for example pathogenic bacteria such as salmonella.
4	<b>Defrost</b>	remove ice from a food. Food should be defrosted/thawed under chilled conditions.
5	<b>Dormant</b>	not actively multiplying. Bacteria can become dormant when conditions for growth are unfavourable, for example, freezing.
6	<b>Contamination</b>	making a food unsafe to eat by allowing it to come into contact with microorganisms that will grow and multiply in it.
7	<b>Perishable</b>	a perishable food is a food that has a limited shelf-life.
8	<b>Sustainable Food</b>	means food that will continue to be available for many years Food miles means the distance that food travels from where it is grown to where it is bought.
9	<b>Salmonella</b>	Found particularly in raw chicken and eggs Is heat sensitive so the bacteria is killed when the food is cooked.
10	<b>Staphylococcus Aureus</b>	Poor personal hygiene. Picking your nose and then touching food Having a boil/spot and then touching food

B	Food Choices
1	<p>The following information on pre-packaged food labels is required by law:</p> <ul style="list-style-type: none"> <li>• The name of the food</li> <li>• Weight or volume</li> <li>• Allergen information</li> <li>• Genetically modified (GM) ingredients</li> <li>• Date mark and storage</li> <li>• Cooking instructions</li> <li>• Place of origin</li> <li>• Name and address of manufacturer</li> <li>• Lot or batch mark</li> <li>• E numbers</li> <li>• Nutritional information</li> </ul> <p>Some manufacturers colour code nutrients in food products on packaging, which shows at a glance if the product is high, medium or low in energy, fat, saturated fat, salt and sugar. They also colour code these nutrients with red, amber and green, so it is quick for the consumer to decide if the product is healthy or for them. Star diagram/profile is used to record preferences in sensory qualities in a product such as comparing a orange squash with sugar and one without.</p>



**Complete a health and safety poster for a kitchen explaining all of the potential hazards.**



# Year 8 – French – Advent 1

A		Unité 1
1	Say what there is in my town or village:	Il y a une patinoire et une piscine.
2	Give my opinion:	C'est joli/vraiment nul.
3	Ask someone if he/she agrees:	Tu es d'accord?
4	Say whether I agree or disagree:	Oui, he suis d'accord. À mon acis, c'est super. Non, je ne suis pas d'accord. Je pense que c'est ennuyeux.
5	Use il y a and il n'y a pas de:	Il y a des magasins, mais il n'y a pas de centre de loisirs.

B		Unité 2
1	Ask where something is:	Pardon, où est le restaurant?
2	Give directions:	Vous allez tout droit, monsieur.
3	Understand when to use tu and vous:	Tu tournes/Vous tournez à gauche.
4	Use the prepositions devant, derrière and entre.	Le café est entre le restaurant et le manège.

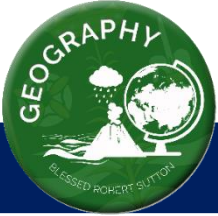
C		Unité 3
1	Talk about where I go:	Je vais au centre-ville.
2	Say when I go somewhere and who with:	Normalement le weekend, je vais au stade avec mes copains.
3	Use à + the definite article:	Je vais à la patinoire/au cinema.
4	Use the present tense of aller:	Tu vas où le weekend? Ils vont à la piscine.

D		Unité 4
1	Ask somewhere to go somewhere:	Tu veux aller au café samedi matin?
2	Accept/decline an invitation:	D'accord. Génial/Non merci. Je n'ai pas envie.
3	Comment on someone's pronunciation:	C'est super. La prononciation.
4	Use je veux and tu veux + infinitive:	Tu veux aller au cinema samedi soir?

E		Unité 5
1	Say what I can do in a town:	On peut manger au restaurant.
2	Give a reason for a preference:	Moi, je préfère ... parce que j'aime faire du vélo.
3	Give a short presentation on where I live:	J'habite à Toulouse. C'est une grande ville. Il y a des magasins, mais il n'y a pas de...
4	Use on peut + infinitive:	On peut visiter les musées.



**Write a conversation using as many of the key terms as possible.**



# Year 8 – Geography – Advent 1

A	Key Words	
1	<b>Gross National Income (GNI)</b>	A measure of the amount of money that a country earns. It is often divided by the number of people in a country (per head).
2	<b>Human Development Index (HDI)</b>	A measure that considers life expectancy, GNI and education to give a value between 0 and 1, 1 being the most developed.
3	<b>Birth Rates</b>	How many babies are born per 1000 people in a population per year.
4	<b>Death rates</b>	How many people die per 1000 people in a population per year.
5	<b>Infant mortality</b>	How many babies die per 1,000 live births per year.
6	<b>People per doctor</b>	How many people there are for every doctor in a country or place.
7	<b>Literacy rate</b>	What percentage of the country is able to read and write as adults.
8	<b>Access to safe water</b>	The percentage of people that have access to safe water that is free from germs and diseases.
9	<b>Life expectancy</b>	The average age a person can expect to live to at birth.
10	<b>Happy Planet Index (HPI)</b>	The Happy Planet Index (HPI) is a measure of sustainable wellbeing. It compares how efficiently residents of different countries are using natural resources to achieve long, high wellbeing lives.
11	<b>Malaria</b>	A serious and sometimes fatal disease caused by a parasite that commonly infects a certain type of mosquito which feeds on humans.
12	<b>Debt</b>	A sum of money that is owed or due.
13	<b>Landlocked</b>	A country or region almost or entirely surrounded by land.
14	<b>Colonialism</b>	The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
15	<b>Absolute Poverty</b>	When people have access to no food or water.
16	<b>Disparity</b>	A great difference.
17	<b>Aid</b>	Is money, goods and services given by an individual government, a non-government organisation (NGO) or a organisation such as the World Bank to help promote development within a country.
18	<b>Bottom-up</b>	Planned with the local community.
19	<b>Top-down</b>	Planned by the government.
20	<b>Sustainable Development</b>	development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
21	<b>Dam</b>	a barrier (often made of concrete) that is built across a river to interrupt river flow and control the amount of water flowing downstream.

22	<b>Population Pyramid</b>	Represents the breakdown of the population by gender and age at a given point in time.
23	<b>Fair Trade</b>	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
24	<b>Primary Industries</b>	This industry involves collecting raw materials.
25	<b>Secondary Industries</b>	This industry involves taking the raw materials produced by the primary sector and processing them into manufactured goods and products.
26	<b>Tertiary Industries</b>	The tertiary sector involves the selling of services and skills Within this sector goods and products from the primary and secondary industries are sold.
27	<b>Quaternary Industries</b>	The quaternary sector consists of those industries providing information services, such as computing, ICT and research design.
28	<b>Poverty</b>	– when someone cannot afford basic needs, such as food, housing, water and healthcare.



**Complete a profile comparing the HDI and HPI of an LIC and a HIC.**





# Year 8 – History – Advent 1

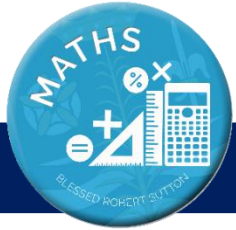
A		Timeline
1	1509	Henry VIII becomes King of England
2	1517	Martin Luther's 95 theses
3	1521	Henry VIII writes 'Defence of the Seven Sacraments'
4	1533	Henry VIII marries Anne Boleyn.
5	1534	Parliament passes the Act of Supremacy resulting in the Break with Rome.
6	1536	The Dissolution of the Monasteries begins <b>May</b> Anne Boleyn is executed. <b>October</b> The Pilgrimage of Grace
7	1547	Henry VIII dies, his son Edward VI is crowned king.
8	1553	Edward VI dies, his sister Mary I is crowned Queen of England.
9	1558	Mary I dies, her sister Elizabeth I is crowned Queen of England.
10	1570	The Pope issues a Papal Bull against Elizabeth I
11	1587	Mary, Queen of Scots is executed.
12	1603	Elizabeth I dies. Her nephew, James I (VI of Scotland) becomes King of England and King of Scotland.

B		Key Individuals
1	Anne Boleyn	Henry VIII's second wife. Mother of Elizabeth I.
2	Catherine of Aragon	Henry VIII's first wife. A Spanish princess who was previously married to his brother Arthur. Mother of Mary I.
3	Charles V	Catherine of Aragon's cousin and Holy Roman Emperor during the time of the Act of Supremacy.
4	Edward VI	King of England from 1547 until 1553.
5	Elizabeth I	Queen of England from 1558 until 1603.
6	Henry VIII	King of England from 1509 to 1547.
7	Martin Luther	The monk and scholar who is viewed as responsible for starting the Protestant Reformation.
8	Mary I	Queen of England from 1553 until 1558.
9	Robert Aske	Young noble who led the Pilgrimage of Grace.
10	Thomas Cromwell	Henry VIII's strongly Protestant chief from 1532.

C		Key Words
1	Act of Supremacy	Law passed in 1534 that led to the creation of the Church of England.
2	Babington Plot	Failed plot to kill Elizabeth that led to the execution of Mary, Queen of Scots.
3	Break with Rome	England's decision to leave the Catholic Church in 1534.
4	Burning at the stake	The punishment for heresy.
5	'Defence of the Seven Sacraments'	A publication by Henry VIII that denounced the teachings of Martin Luther.
6	Dissolution of the Monasteries	The closure of all religious houses by Henry VIII in 1536.
7	Elizabethan Religious Settlement	Religious compromise during the reign of Elizabeth I.
8	Foxe's Book of Martyrs	Protestant propaganda published in 1563 denouncing the reign of Mary I.
9	Heretics	Someone with beliefs that question those of the established Church e.g. Protestants during the reign of Catholic Queen Mary I.
10	Indulgences	The forgiveness of one's sins purchased from the Catholic Church.
11	Latin	The language that Roman Catholic services were conducted in.
12	Oath of Supremacy	Oath Henry VIII forced people to swear after 1534.
13	Pilgrimage of Grace	A rebellion against Henry VIII's religious reforms that took place in 1536.
14	Printing Press	An invention that greatly helped to spread the Protestant Reformation.
15	Protestantism	The new form of Christianity that started in the 1500s.
16	Relic	An object of religious significance.
17	Rome	The center of medieval Catholicism.
18	Six Articles	1539 Act of Parliament that brought the Church of England back to Catholic practices.
19	The Book of Common Prayer	Book of prayer introduced by Edward VI for Church of England services.



Complete an illustrated revision timeline in the style of an Illumination using as many key words as possible.



# Year 8 – Maths – Advent 1

A Proportional Reasoning: Representation and Scale		
1	<b>Ratio</b>	A statement of how two numbers compare.
2	<b>Equal Parts</b>	All parts in the same proportion, or a whole shared equally.
3	<b>Proportion</b>	A statement that links two ratios.
4	<b>Order</b>	To place a number in a determined sequence.
5	<b>Part</b>	A section of a whole.
6	<b>Equivalent</b>	Of equal value.
7	<b>Factors</b>	Integers that multiply together to get the original value.
8	<b>Scale</b>	The comparison of something drawn to its actual scale.

B Proportional Reasoning: Multiplicative Change		
1	<b>Variable</b>	A part that the value can be changed.
2	<b>Axes</b>	Horizontal and vertical lines that a graph is plotted on.
3	<b>Approximation</b>	An estimate for a value.
4	<b>Scale factor</b>	The multiple that increases/decreases a shape in size.
5	<b>Currency</b>	The system of money used in a particular country.
6	<b>Conversion</b>	The process of changing one variable to another.

C Proportional Reasoning: Multiplying and Dividing Fractions		
1	<b>Numerator</b>	The number above the line on a fraction. The top number represents how many parts are taken.
2	<b>Denominator</b>	The number below the line on a fraction. The bottom number represents the total number of parts.
3	<b>Whole</b>	A positive number including zero, without any decimal or fractional parts.
4	<b>Commutative</b>	An operation is commutative if changing the order does not change the result.
5	<b>Unit Fraction</b>	A fraction where the numerator is one and denominator a positive integer.
6	<b>Non-unit Fraction</b>	A fraction where the numerator is larger than one.
7	<b>Dividend</b>	The amount you want to divide up.
8	<b>Divisor</b>	The number that divides another number.
9	<b>Quotient</b>	The answer after we divide one number by another.
10	<b>Reciprocat</b>	A pair of numbers that multiply together to give 1.



**Calculate which key word would score you the most in Scrabble.**



# Year 8 – RE – Advent 1

A	Key Words	
1	<b>Big Bang</b>	A scientific theory for how the world was created through expansion of matter from a state of extremely high density and temperature
2	<b>Creation ex nihilo</b>	Creation out of nothing. Before God created the universe, nothing existed. Only God can create out of nothing.
3	<b>Imago Dei</b>	In the image of God. The belief that human beings are uniquely are flection of God's personhood. Unlike the other animals, human beings are rational, free and moral.
4	<b>Liberal</b>	The view that the Bible's authors were guided by God, but being human, they may have made mistakes, meaning that the Bible is not necessarily accurate.
5	<b>Literal</b>	The belief that every word of the Bible is literally true as written. There can be no contradictions.
6	<b>Fundamentalism</b>	Belief in the Bible as a factual, historical record
7	<b>Omnipotent</b>	The belief that God is all powerful.
8	<b>Omnibenevolent</b>	The belief that God is all loving

B	Key People/Documents	
1	<b>St Augustine of Hippo (AD 354-430)</b>	An early Catholic theologian who believed the universe was created from nothing.
2	<b>Fr Georges Lemaitre (1894-1966)</b>	Catholic priest, astronomer and professor of physics – The Big Bang Theory
3	<b>Pope John Paul II</b>	Message to the Pontifical academy of sciences on evolution
4	<b>Genesis 1</b>	The creation of the universe.
5	<b>Genesis 2-</b>	The creation of Adam and Eve
6	<b>Genesis 3-</b>	The fall of Adam and Eve.

C	Key Concepts	
1	<b>Intelligent Design</b>	the idea that there is a deliberate, intelligent designer behind the universe and for Christians this is God
2	<b>Category mistake</b>	the reading of one literary form in the Bible as though it were another literary form.
3	<b>Creationism</b>	a literalist understanding of the origins of the cosmos and human beings, as described in Genesis 1-2
4	<b>Evolution</b>	the process of mutation and natural selection which leads to changes in species over time to suit particular environments (Charles Darwin).
5	<b>First Cause</b>	the reality that caused everything to exist.
6	<b>Humanism</b>	an approach which excludes notions of God and eternity from moral decisions

D	Additional Vocabulary	
1	<b>Creation</b>	the creating of the universe, especially when regarded as an act of God.
2	<b>Creed</b>	statements of Christian beliefs.
3	<b>Denomination</b>	A religious denomination (also simply denomination) is a subgroup within a religion that has a common name, tradition, and identity. (E.g. Protestants)
4	<b>Inspiration</b>	"God breathed" The belief that the Spirit of God guides an individual to act or write what is good and true.
5	<b>Omniscient</b>	God is all-knowing .
6	<b>Transcendent</b>	God exists beyond space and time
7	<b>Monotheism</b>	The belief in one God.



**Complete a storyboard summarising Genesis 1-3.**



# Year 8 – PE – Advent 1

A	Key Words	
1	<b>Balance</b>	Stability through an even distribution of weight.
2	<b>Competence</b>	To do something successfully or efficiently.
3	<b>Concentration</b>	Exclusive attention for a period of time.
4	<b>Confidence</b>	A belief in your ability to complete a physical skill or task given.
5	<b>Control</b>	To exercise restraint or direction over; dominate; command.
6	<b>Coordination</b>	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	<b>Core stability</b>	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
8	<b>Cue recognition</b>	Recognising and responding to relevant information whilst filtering out unwanted information.
9	<b>Decision making</b>	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
10	<b>Dodging</b>	To make a sudden movement in a new direction.
11	<b>Eye-foot coordination</b>	eyes and feet working together to perform a task
12	<b>Eye-hand coordination</b>	eyes and hands working together to perform a task
13	<b>Feinting</b>	A movement that is made in order to deceive an opponent.
14	<b>Fine Motor Skills</b>	small physical actions e.g. manipulating the hands or the fingers.
15	<b>Flexibility</b>	The range of movement through which a joint or sequence of joints can move.
16	<b>Fluency</b>	Movement that is smooth, graceful and effortless.
17	<b>Focus</b>	To direct one's attentions or efforts.
18	<b>Force</b>	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	<b>Gross Motor Skills</b>	Large physical actions.
20	<b>Kinaesthetic Awareness</b>	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	<b>Leadership</b>	Guiding a team/group or individual
22	<b>Manipulate object</b>	Handling/controlling a piece of equipment or apparatus.
23	<b>Moderate physical activity</b>	physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
24	<b>Performance</b>	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	<b>Prioritising</b>	Dealing with the components of a task according to their importance.
26	<b>Propel an object</b>	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	<b>Resilience</b>	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions.
28	<b>Strength</b>	The ability of a muscle or muscle group to overcome a resistance.
29	<b>Vigorous physical activity</b>	physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.



**Reflect on your last PE lesson.  
Write down how you used any  
of the skills listed.**



# Year 8 – Performing Arts: Drama – Advent 1

A	Melodrama	
	Definition	Stock Characters
	A dramatic piece of theatre with exaggerated characters intending to appeal to the emotions of the audience.	Hero Villain Loveable rogue Old People Damsel in distress

B	Pantomime	
	Definition	Stock Characters
	Pantomime is a type of musical comedy, designed for family entertainment. It includes songs, gags, slapstick comedy, humour and dancing, with a story loosely based on a well-known fairy tale. In this form of theatre, the audience is expected to sing along with certain parts of the music and shout out phrases to the performers.	Villain Fairy Comedy boy Comedy duo Dame Principle boy Principle girl

C	Key Words	
1	<b>Freeze frame</b>	A frozen image to show the audience part of a story
2	<b>Body Language</b>	Showing emotions with your body language
3	<b>Stage Directions</b>	The information given to an actor on how to behave or say a line
4	<b>Facial expressions</b>	Showing emotions with our face
5	<b>Monologue</b>	A character speak in the first person, by themselves
6	<b>Melodrama</b>	A form of drama that uses over the top story lines and characters
7	<b>Stock characters</b>	The main characters in melodrama. These characters are often stereotypical
8	<b>Physical Theatre</b>	Using movement to tell a story
9	<b>Script</b>	The lines said by a character
10	<b>Characterisation</b>	All the features that make up a character



**Write a script for a melodrama/pantomime.**



# Year 8 – Performing Arts: Music – Advent 1

A		12 Bar Blues Structure			
I	I	I	I	C	C
IV	IV	I	I	F	F
V	IV	I	I	G	F
				C	C

B		Chords	
1	I – C Major – C E G		
2	IV – F Major – F A C		
3	V – G Major – G B D		

C		Key Words	
1	<b>12 Bar Blues</b>	A set structure to help with the forming of a blues song	
2	<b>Walking bass</b>	A steady bass line that has a set structure	
3	<b>Chords</b>	2 or more notes played at the same time	
4	<b>Improvisation</b>	When you make something up on the spot – in blues we use the blues scale.	
5	<b>Primary notes</b>	1 <sup>st</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> of a scale	
6	<b>Melody:</b>	The main tune	
7	<b>Harmony:</b>	A secondary tune that is not the melody	
8	<b>Duration:</b>	How long or short the notes are or the music is	
9	<b>Major:</b>	Happy sounding music	
10	<b>Minor:</b>	Creepy sounding music	



Use a virtual keyboard to practice your chords.

<https://www.onlinepianist.com/virtual-piano>



# Year 8 – Science – Advent 1

A	Friction and Drag	
1	<b>Friction</b>	A force which will slow down a moving object due to two surfaces rubbing on one another. The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. Measured in Newtons.
2	<b>Drag</b>	The force which slows down an object which is moving through a fluid, either liquid or gas. Measured in Newtons.
3	<b>Moment</b>	The turning effect of a force. Measured in Newtons. $\text{moment (Nm)} = \text{force (N)} \times \text{distance from the pivot (m)}$
4	<b>Equilibrium</b>	When the clockwise and anticlockwise moments are equal and opposite.
5	<b>Extension</b>	The amount an object can be stretched.
6	<b>Elastic Limit</b>	The furthest something can stretch.
7	<b>Hooke's Law</b>	When an object has a linear relationship, if the force applied to the spring is doubled, the extension will double too. If an object does not follow Hooke's Law, it will not have a linear relationship.
8	<b>Gas Pressure</b>	Caused by the particles of a gas colliding with the wall of the container which they are in. The more often the particles collide with the wall of the container, the higher the pressure of the gas will be. Gas pressure can be increased by: heating, compressing and increasing the amount of particles.
9	<b>Atmospheric Pressure</b>	The pressure which the air exerts on you all of the time, nearer the ground there are more particles weighing down on you so the pressure is greater. The higher you go, the smaller the atmospheric pressure.
10	<b>Stress</b>	Pressure which is exerted on a solid.
11	<b>Pressure</b>	Calculated by: $\text{pressure} = \frac{\text{force}}{\text{area}}$

## B Matter

### Elements and atoms

- An **element** is a substance that only contains one type of atom, it is found on the **Periodic Table**
- Each element has its own unique chemical symbol which is the same in every language, these are also found on the Periodic Table
- An **atom** is the smallest part of which an element can be broken down into
- As there are around 100 types of elements that can occur naturally, there are around 100 different atoms

### Compounds

- Compounds** are formed when two or more different elements chemically bond together
- The compound will have different **physical properties** to the elements which make up the compound, for example water is a liquid, but it is made from oxygen and hydrogen which are both gases
- Compounds are hard to separate and need a chemical reaction to do this

$\text{CH}_4$   
 1 carbon    4 hydrogens

$\text{CO}_2$   
 1 carbon    2 oxygens

- When naming a compound, we always mention the metal first and the non metal second
- The name of the metal will not change but the name of the non metal will, for example oxygen can change to oxide
- Chemical formulae tells us how many atoms of each element are in the compound in relation to each other

### Polymers

- Polymers** are long chains of groups of atoms which are repeated many times
- Natural polymers are not man-made and include wool, cotton, starch and rubber
- Synthetic polymers are man-made and include polythene, polystyrene and nylon

### Groups and periods

- Groups** are the columns in the Periodic Table, they go downwards
- Periods** are the rows in the Periodic Table, they go sideways
- Elements in the same group normally follow the same trends in properties such as melting point, boiling point and reactivity
- By placing these elements into these groups, scientists can make predictions about their properties

#### Group 0

- Group 0** elements are known as the **noble gases**
- They are all non metals with low melting and boiling points, meaning all are gases at room temperature
- The boiling point decreases going down the group
- All of the group 0 elements are unreactive
- When electricity is passed through the gas, they emit a brightly coloured light, this can be seen in neon signs

#### Halogens

#### Group 1

- Group 1** elements are also known as the **alkali metals**
- They share similar properties with other metals such as:
  - Being shiny when freshly cut
  - Being good conductors of electricity and heat
- Group 1 metals are much softer than other metals and also have much lower melting and boiling points
- Group 1 elements react with water to form alkali solutions
  - $\text{lithium} + \text{water} \rightarrow \text{lithium hydroxide} + \text{hydrogen}$
  - $\text{metal} + \text{water} \rightarrow \text{metal hydroxide} + \text{hydrogen}$
- The further down the group that the metal is, the more vigorous the reaction will be. This is called a **trend**
- Another trend seen in Group 1 is with the boiling and melting points: the further down the group, the lower the boiling and melting points are

#### Group 7

- Group 7** elements are also known as the **halogens**
- They share similar properties with other non metals such as:
  - Having low melting and boiling points
  - Not conducting electricity
- Moving down the groups the elements have an increased melting and boiling point
- The halogens also react in a similar way to one another, for example with iron:
  - $\text{iron} + \text{chlorine} \rightarrow \text{iron chloride}$
  - $\text{iron} + \text{bromine} \rightarrow \text{iron bromide}$
- Halogens can undergo **displacement reactions**, this is where a more reactive halogen will take the place of a less reactive halogen
- The most reactive halogens are at the top of the group, and the least reactive halogens are at the bottom of the group
- If the most reactive halogen is on its own, it will take the place of the less reactive halogen in a compound
  - $\text{calcium bromide} + \text{chlorine} \rightarrow \text{calcium chloride} + \text{bromine}$

Using a blank template of the Periodic Table, written down how many elements you can remember from memory.